

School Profile Aviano Middle/High School Aviano, Italy



SY 2006-07

**Dr. Debra K. Johnson, Principal
Phyllis Carlin, Assistant Principal
(updates reflected in black throughout this document)**

SY 2007-08

**Dr. Debra K. Johnson, Principal
Phyllis Carlin, Assistant Principal
(updates reflected in blue throughout this document)**

SY 2008-09

**Ms. Cristina Echevarria, Principal
Donald Woolson, Assistant Principal
(updates reflected in red throughout this document)**

SY 2009-10

**Cristina Echevarria, Principal
Donald Woolson, Assistant Principal
(updates reflected in green throughout this document)**

SY 2010 – 11

**Cristina Echevarria, Principal
Ken Younkin, Assistant Principal
(updates reflected in purple throughout this document)**

**Aviano Middle/High School
Unit 6210 Box 180
APO AE 09604-0189
<http://www.avia-hs.eu.dodea.edu/>**

School Profile Development

Prior to the start of school year 06-07, the SILT chair met with the school administrators to develop a plan for implementing the new School Improvement Cycle at Aviano High School. After reviewing the requirements and format for the new School Profile, the SILT chair developed a PowerPoint presentation used in introducing this material to the staff during the first week of school. The SILT chair and administrators decided to allow staff the choice of being on one of five task groups for the purpose of developing the School Profile. These five task groups included: student data, community data, instructional data, local insights, and former students. This format, rather than the one suggested by the district, seemed to be the best option for Aviano. The choice was intended to allow staff to focus on areas of specific interest, as well as streamline the process as much as possible. Task groups met during the week before school started to plan meeting dates and timelines.

In September task groups began to review data from a variety of sources, including local assessments and other data available of the district website. The SILT chair and administrators met with Rebecca Coury, District School Improvement Liaison, and the other complex SILT chairs to discuss the development of the School Profile.

In October the staff took one and a half in-service days to work on the School Profile. On the first day task groups continued to examine data and reported out orally at the end of the day. In addition, the staff worked with Noni Hoag, MED DSO generalist, to develop its Core Commitments. The second in-service day was devoted to the writing of the five sections of the profile.

The School Profile was finalized in November of 2006. Following the completion of the School Profile, the School Improvement Leadership Team was developed.

SY 2007-08 – Aviano Middle School and High School started a migration to a single MS/HS concept by the end of the SY. The faculty decided to merge SIP Goals and each SIP team incorporated one of their goals.

SY 2008-09 - Aviano Middle High School officially became one school with a single School Improvement Plan. At the end of the year the CSI chairperson resigned.

SY 2009-10 – SIP became CSI (Continuous School Improvement) and a new Leadership Team was recruited.

SY 2010-11 – In October 2010, the staff re-evaluated the departmental interventions approach to school improvement and the staff elected to move to one instructional intervention per improvement goal.

School Improvement Timeline

Fall-Spring 2006 -07

- Faculty analyzed our school thoroughly.
- We identified needs for higher student achievement and success.
- We transformed those needs into two academic goals.
 - Goal 1** - All students will improve their communication skills across the curriculum
 - Goal 2** - All students will improve their critical reading skills across the curriculum.
- We documented this process into the School Profile.

Winter 2007

- Defined the skills and concepts of our two School Improvement goals into the Essence of the Goal.

Goal 1 - All students will improve their communication skills across the curriculum
Essence of Goal 1: At Aviano Middle/High School, communication is an ability to organize and present information in writing, speaking, or multimedia. This includes writing strategies and editing skills.

Goal 2 - All students will improve their critical reading skills across the curriculum.
Essence of Goal 2: At Aviano Middle/High School critical reading means an ability to summarize what has been read, make predictions, determine the main idea, and interpret and analyze text and graphical representations.

Spring 2008

- Identified DoDEA curriculum standards that were aligned with SIP Goals
- Developed individual classroom instructional interventions and assessments
- Began to review student work
- Continued with the documentation process and updated the School Profile

Fall 2008

- Review summative data and make subsequent decisions
- Update School Profile
- Update Action Plan
- Reordered SIP Committees if appropriate
- Set calendar and agendas for meetings and staff development days for SY
- Administer and score local assessments

Winter 2008

- Meet
- Collaborate in Vertical Teams
- Review student work
- Monitored results
- Best Practice Survey of Staff and Documentation

Spring 2009

- End of Year Assessments to include TN
- End of Year Status Report
- End of Year Archive of Documentation

Fall 2009

- School Improvement Process (SIP) changed to Continuous School Improvement
- New CSI Leadership Team recruited
- Began CSI/Department Chair meetings that are used to keep faculty updated on the CSI process
- Changed Aviano MHS Mission Statement to a Vision Statement
- School Improvement Goals became SMART Goals
- Created common department instructional interventions
- Created common department formative assessments
- Developed timeline to implement new instructional interventions and assessments
- Developed and Field tested 12th and 10th grade writing assessment
- Identified needs of target (at risk) students
- Continuous review of student data
- Development and posting of data walls
- NHS implemented tutoring program targeting at risk high school students
- After school peer tutoring program developed by school counselor to target at risk middle school students
- Homework club implemented by faculty member to target at risk middle school students

Aviano MHS Vision Statement

The vision of Aviano Middle High School is to provide a rigorous and challenging learning environment that will empower all students to maximize their success in the global community.

SMART Goal: Communication

By 2012, all students at Aviano MHS will improve their communication skills by demonstrating enhanced organization, editing, and presentation skills to be measured by selected system-wide and local assessments.

SMART Goal: Critical Reading

By 2012, all students at Aviano MHS will improve their critical reading skills by demonstrating an enhanced ability to summarize, predict, determine main idea, interpret and analyze text and graphical representations as measured by the selected system-wide and local assessments

Winter 2009

- Reviewed Quality Assurance Reports and AdvancED standards within committee
- Identified Aviano MHS best practices and artifacts for each AdvancED standard within committee

- Rated Aviano MHS according to AvdancED standards indicators
- Committees made recommendations for improvement
- Identified at risk students
- Implemented interventions that targeted students on D/F list (Academic Achievement List)
- NJHS implemented middle school tutoring program that targeted at risk middle school students
- Updated Vision Statement and SMART Goals posters within the school
- Faculty implemented instructional interventions and assessments
- CSI update with faculty at winter in-service
- Reorganized seminar period to focus on academic achievement

Fall 2010

- Completed a re-evaluation of data from SY 2009-10
- Pre-QAR visit in early October 2010 and staff began to evaluate feedback
- At October 25th in-service discussion revolved around the departmental interventions and the effectiveness of a multi intervention approach.
- Faculty were polled and it was decided that a school wide intervention approach would be implemented
- Faculty selected the following school wide instructional interventions: Graphic Organizers and Text Marking with Bloom's Questioning
- Faculty participated in Professional Development training on the use of Graphic Organizers and Text Marking

Winter 2010-11

- Faculty implemented formative assessment data collection tool and frequency log at the end of Q2
- Development of school-wide assessment rubrics
- Reviewed student work in multiple department meetings and developed next steps
- Discussed best practices and use of interventions during department meetings
- Faculty reviewed SA report evidence in IRP sessions and provided feedback to CSI team
- Faculty reviewed and edited SA report during IRP sessions
- Preparation for QAR visit
- Data walls updated throughout the school

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 2009-10 – All DoDEA schools adopted the above DoDEA Mission

Aviano High School Mission Statement

The mission of Aviano High School is to empower all students to maximize their success in our global community.

SY 2008-09 – The faculty of AMHS aligned the school Mission Statement to the DoDEA Mission Statement.

Aviano High School Vision Statement

The Vision of Aviano Middle High School is to provide a rigorous and challenging learning environment that will empower all students to maximize their success in the global community.

SY 2009-10 – All DoDEA schools developed and implemented a Vision Statement.

SY 2010-11 - The Aviano MHS Vision Statement was reviewed and ratified by the faculty.

Core Commitments 2006-2007

- We commit to being productive and organized by focusing on what is important and encouraging each other in positive ways.
- We commit to creating a stimulating environment in which we take time to talk to one another and share ideas.
- We commit to sharing our ideas, listening to each other, and following through on any consensus.
- We commit to building a positive, trusting work environment in which we support and trust each other while maintaining a sense of humor.

Table of Contents

school profile development

school improvement timeline

mission statement

unique local insights

existing school data: students

existing school data: community

existing school data: instructional

interpretation and triangulation of data

Unique Local Insights

Data Collection Instruments

Student Focus Group, November 21, 2006

2004-2005 DoDEA Customer Satisfaction Survey

Local Teacher Survey

Student Information System (SIS)

Presentation/Analysis of Data

Aviano Air Base is located at the foot of the Dolomite Mountains in the town of Aviano, which has a population of about 8,000. Aviano Air Base is the home of the 31st Fighter Wing and the headquarters of 16th Air Force. The 31st Fighter Wing supports many NATO peace-keeping missions. This rapid growth has presented the community with a tremendous variety of activities and challenges. Ongoing deployments have been a challenge for the community and the schools. The command has worked to keep the school as much in the informational loop as possible. There is limited government housing for military members and no government housing for educators. This has a direct impact on our program, because students have to plan ahead to stay after school. Transportation is provided for students involved in after school activities.

Aviano High School is in its eight year of existence in the current facility. During the past five years, students and staff have taken ownership of the building. In contrast to the first year in the building, when no one was allowed to use tape on the walls, the school is now filled with posters, banners, and framed photographs. In addition, students and parents raised money to help put a wood floor in the gymnasium, where a beautiful student-painted mural was added to the wall. Currently art students are painting individual Saints logos outside each classroom door.

Aviano High School has 264 students in grades 9-12 and is fully accredited by the North Central Association of Schools. It has a rigorous and all-inclusive college preparatory curriculum that includes advanced placement, honors courses, and offers a selection of professional technical studies courses for students including computer aided manufacturing and drawing, video production, and CISCO Academy. In addition core course offerings AMHS features such courses in Foreign Languages, JROTC, Business Education, along with many other subjects.

Students can participate in Science Symposiums, Technology Fairs, Speech and Drama events, Foreign Language Clubs and Exchanges, Music Festivals, Geography Bees, Math Counts, Odyssey of the Mind, and Academic Games. Clubs available at AHS include: National Honor Society, Future Educators of America, JROTC Drill Team, Junior Science and Humanities, Future Business Leaders of America, Model United States Senate, Drama Club, Writer's Guild, Project TRUST (Teens Reaching Understanding Supporting Teens), and Book Club. Sports include: football, girls' volleyball, and boys' volleyball, coed cross country, golf, tennis, cheerleading, boys'

basketball, girls' basketball, wrestling, girls' soccer, boys' soccer, boys' baseball, girls' softball, and track and field.

The focus of the base is the 31st Fighter Wing Support Squadron. Its mission is *“to train, deliver, maintain, and support combat air power across the globe when tasked by our Nation’s Leaders in support of national objectives and our alliances while taking the best care of our people, their families, and our infrastructure.”*

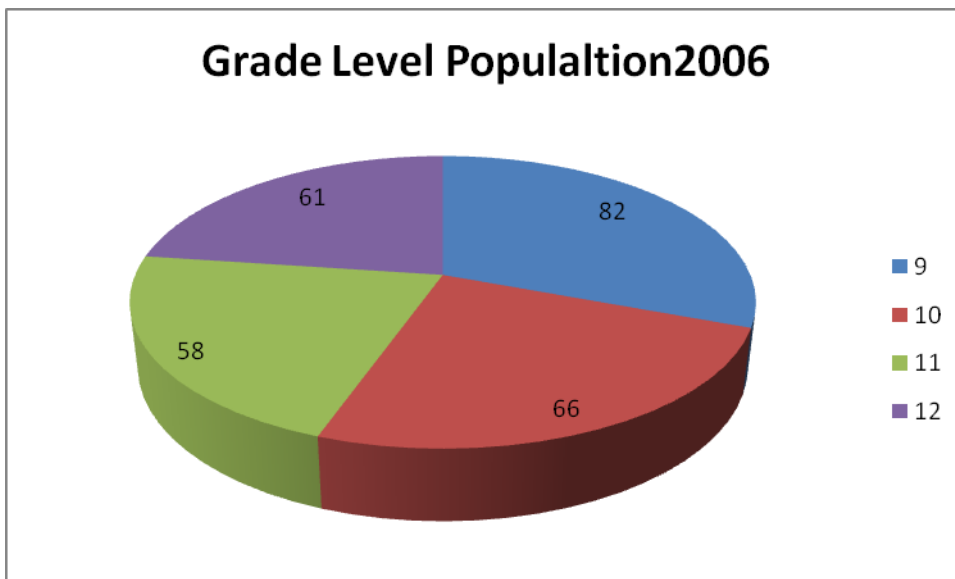
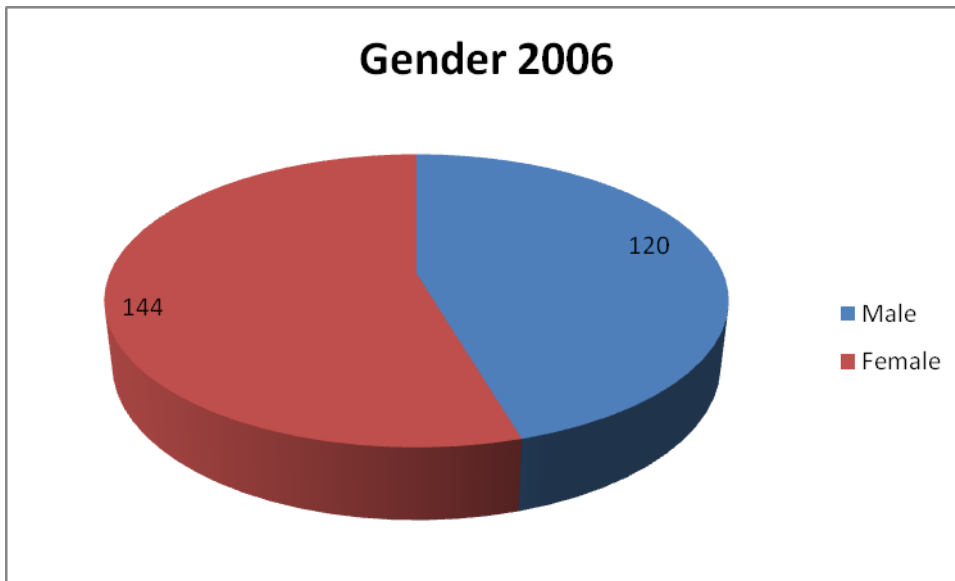
SY 2009-10 – See DoDEA annual school report card located on DoDEA Data Center website

SY 2010-11 – Currently, Aviano MHS has 516 students in grades 6-12.

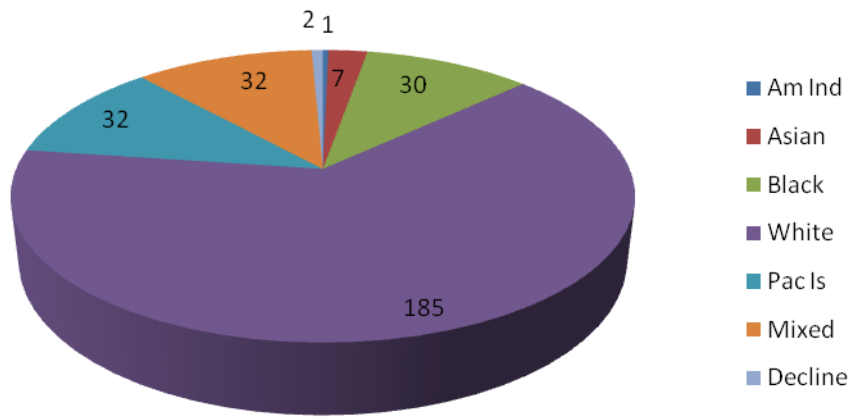
SY2010-11 – see DoDEA annual school report card located on DoDEA Data Center website

Student Demographics

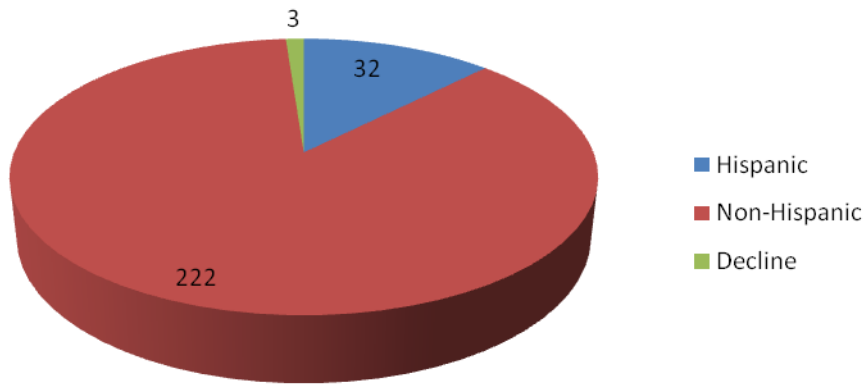
SY 2006- 07



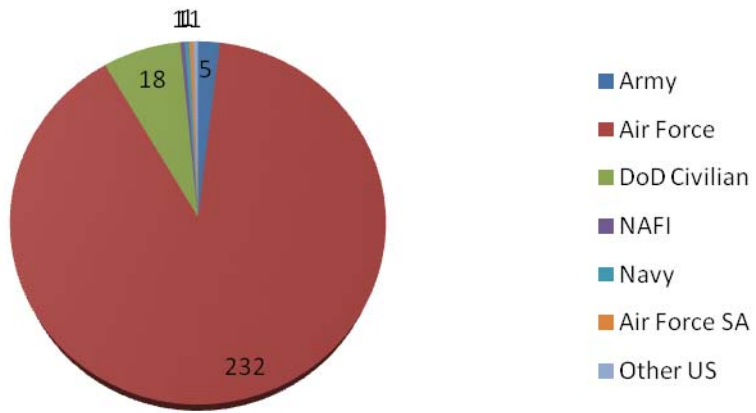
Federal Race 2006



Federal Ethnic Catagories 2006



Sponsor Employers 2006



STUDENT DEMOGRAPHICS SY 2010-11

Friday, September 10, 2010



Mediterranean District Office

School Profile Summary for Aviano Middle/High School

School Enrollment by Grade Level

6	7	8	9	10	11	12	Total
109	82	67	59	69	66	60	512

School Enrollment by Gender

Female	Male	Total
284	248	512

School Enrollment by Employer Type

	6	7	8	9	10	11	12	Total
	1	0	0	0	0	0	1	2
AAFES Civ	0	1	0	0	0	0	0	1
AF Act SA	0	0	1	0	0	0	0	1
AF Active	103	72	57	54	62	54	45	447
AF Civ	0	3	2	2	0	5	4	16
AF CTR	0	0	0	0	1	0	1	2
Army Act SA	1	0	0	0	0	0	0	1
Army Active	0	1	3	0	0	0	1	5
Army Civ	0	0	0	1	0	0	0	1
Army Civ SA	0	1	0	0	0	1	0	2
Army CTR	0	0	1	0	0	0	0	1
DLA Civ	0	0	0	0	1	0	0	1
DLA Civ SA	0	0	0	0	0	0	1	1
DoDEA Civ	3	3	3	2	5	6	7	29
Other US	1	1	0	0	0	0	0	2
Total	109	82	67	59	69	66	60	512

AP Course Enrollment

Course Name	Teacher Name	Enrollment
AP Biology+		20
AP Calculus AB+		9
AP English Language+		21
AP English Lit+		17
AP English Lit-DL+		1
AP German Lang-DL+		1
AP US History+		18
App Arch Design-CAD		2
		55 Students

DL Course Enrollment

Course Name	Teacher Name	Enrollment
Algebra I-DL		1
AP English Lit-DL+		1
AP German Lang-DL+		1
Humanities-DL		1
Java Programming I-DL		2
Marine Biology-DL		5
		11

Honors Course Enrollment

Course Name	Teacher Name	Enrollment
HonorsLit-WrldHist10		33
HonorsLit-WrldHist9		21
HonorsWrldHist-Lit10		32
HonorsWrldHist-Lit9		21
		54 Students

Marks Distribution for

SY 08-09 Average SAT Test Results

Critical Reading	Math	Writing
505	498	492

Special Education Enrollment by Grade Level

	6	7	8	9	10	11	12	Total
	1	1	0	1	0	1	1	5
Regular Education Students	103	75	56	52	64	55	54	459
Special Education Students	5	6	11	6	5	10	5	48
Total	109	82	67	59	69	66	60	512

**Updated Student demographics March
2011**



Mediterranean District Office

School Profile Summary for Aviano Middle/High School

School Enrollment by Grade Level

6	7	8	9	10	11	12	Total
104	83	62	61	63	58	56	487

School Enrollment by Gender

	Female	Male	Total
	247	239	487

School Enrollment by Employer Type

	6	7	8	9	10	11	12	Total
AAFES Civ	0	1	0	0	0	0	0	1
AF Active	100	74	54	55	56	46	43	428
AF Civ	0	3	1	2	0	4	4	14
AF CTR	0	0	0	0	1	0	1	2
Army Act SA	1	0	0	0	0	0	0	1
Army Active	0	1	3	1	0	0	1	6
Army Civ	0	0	0	1	0	0	0	1
Army Civ SA	0	1	0	0	0	1	0	2
Army CTR	0	0	1	0	0	0	0	1
DLA Civ	0	0	0	0	1	0	0	1
DLA Civ SA	0	0	0	0	0	0	1	1
DoDEA Civ	3	3	3	2	5	7	6	29

AP Course Enrollment

Course Name	Teacher Name	Enrollment
AP Biology+		17
AP Calculus AB+		9
AP English Language+		18
AP English Lit+		18
AP US History+		13
App Arch Design-CAD		7
		54 Students

DL Course Enrollment

Course Name	Teacher Name	Enrollment
Algebra I-DL		1
Economics-DL		1
Humanities-DL		3
Java Programming I-DL		1
Marine Biology-DL		5
		11

Honors Course Enrollment

Course Name	Teacher Name	Enrollment
HonorsLit-WrldHist10		30
HonorsLit-WrldHist9		19
HonorsWrldHist-Lit10		29
HonorsWrldHist-Lit9		19
		49 Students

SY 08-09 Average SAT Test Results

	Critical Reading	Math	Writing
	505	498	492

Special Education Enrollment by Grade Level

	6	7	8	9	10	11	12	Total
	4	1	0	1	0	1	0	7
Regular Education Students	91	77	51	55	59	48	51	432
Special Education Students	9	5	11	5	4	9	5	48
Total	104	83	62	61	63	58	56	487

SY 2010-11 Enrollment dropped slightly

Student Focus Group

The Student Focus Group consisted of 10 randomly selected students, who met with the principal on November 21st during a seminar block period. The open forum of the session allowed students to discuss a number of topics in a positive environment. Students were initially very complimentary of their school, but when pressed were able to express some areas of concern.

Among their major concerns was their fear that they are not be adequately prepared for the workload of college or the transition to stateside living. Students requested an increased focus on transition from school to the workplace or the educational environment of higher learning. They suggested more focus on SAT/ACT prep during junior year and the essay writing/application process in the senior year. As far as transition beyond high school, students were particularly concerned about having to deal with the social pressures to engage in risky behaviors such as drinking alcohol.

Students also expressed concern that they don't have more opportunities to practice their communication skills and think on their feet. They suggested that speech be a required course or that students be required to make 1-3 speeches per quarter in other classes.

A final concern consisted of widening opportunities during seminar sessions. Students suggested math review, vocabulary review, panel discussions, coping strategies, contemporary issues, and classes such as yoga, cooking, and sewing. During this timeframe the principal was also able to garner additional student input to include in the Aviano High School mission statement.

SY 2010-11 – Student focus groups are no longer permitted

2004-2005 Customer Satisfaction Survey

According to the results of the survey 82% of parents and 86% of students rated Aviano High School as an above average school. 97% of parents and 76% of students believe that the primary purpose of DoDEA schools is to provide a balanced education in which the basics are only one factor. Interestingly, 62% of parents and 57% of students believe that extra-curricular and co-curricular activities are as important as academic subjects. It should be noted that only 22% of parents and 32% of teachers responded to the survey. 67% of students completed it.

Parents noted three areas of potential improvement at AHS as providing a qualified teacher in every classroom, promoting rigorous academic standards, and eliminating social promotion. Parents also expressed concern about the lack of financial support for the school.

Approximately half of students and 70% of parents view the issues of drug and alcohol abuse, racial and ethnic understanding and tolerance, and environmental concerns as important and worthy of more attention in the curriculum.

Due to the large number of parents and students who believe that extra and co-curricular are as important as academic subjects, it is important to note that 63% of students report participating on an athletic team. The next group with the highest level of

participation after that is the band with 18% of students reporting involvement. After that career-oriented, drama, honor, and service groups each report approximately 15%. Below this the numbers drop dramatically.

SY 2008-10 – see Addendum for Customer Satisfaction Survey Results 2008

SY 2010- 11 – New Customer Satisfaction Survey results expected in spring 2011

Local Teacher Survey

The local teacher survey was modeled after the Customer Satisfaction Survey. Teachers were asked a series of the same questions that the task group determined were key. In the local survey, Aviano teachers agreed with parents and students that the primary purpose of DoDEA schools is to provide a balanced education. In contrast, however, 70% of the teachers believe that extra-curricular and co-curricular activities are a supplement to academics, rather than as important as the curriculum.

Implications for Student Performance Goals

It is interesting to note that a wide gap exists between the perception that parents and students have of the importance of extra and co-curricular activities and the perception that teachers have.

The fact that students expressed a desire for an increased focus on transition skills was very thought provoking. In addition, their request to have more opportunities to give speeches and ask questions in the classroom is of interest.

SY 2009-10 – None at this time

SY 2010 -11- None at this time

Identification of Sub-Groups

- Juniors and seniors who need to receive more transition training
- Students who don't participate in extra-curricular activities

SY 2009-10 – None at this time

SY 2010-11 - None at this time

Other Actions Needed

- None

SY 2009-10 – None at this time

SY 2010-11 – None at this time

Task Group

School Improvement Leadership Team Chair

Student Data Task

Instructional Data

Community Data

Former Students

Local Insights

Collaborative Team B

Applications

Science

Mathematics

Reading/Language Arts

Healthy Living

Foreign Language

Social Studies

Collaborative Team A

Grade 6

Grade 7

Grade 8

Grades 9-10

Electives II

Support

Resource

Continuous School Improvement (CSI) 2009-10

Chairperson

Pam Hillestad 06-07

Janelle May co-chair w/Pam
Hillestad 07-08

Janelle May SIP Chair 08-09

Gabor Balla

Ron Engbrecht

Laura Corder

Dee Oleson

Louis Lucidi

Scott Seibert

Steve Stanley

Renee Malknecht

Chairperson

Dave Izzo

Robin Clement

Al Scharf

Lori Izzo

Deanna Burelli

Susan Marshall

Doug Nothstine

Chairperson

Kendra Houser

Deanna Burelli

Al Scharf

Mark Fix

Dave Izzo

Ron Engbrecht

Cristina Echevarria

CSI Team

Fredo Ontiveros

Dave Izzo

Lori Izzo

Robin Clement

Donald Woolson

Cristina Echevarria

CSI Committees 2009-10

Teaching and Learning
Technology
Data
Documentation
Community and Partnerships

Chairperson

Lori Izzo
Dave Izzo
Robin Clement
Fredo Ontiveros
Donald Woolson

Collaborative Team B 2009-10

Applications
Science
Mathematics
Reading/Language Arts
Healthy Living
Foreign Language
Social Studies

Chairperson

Dave Izzo
Robin Clement
Al Scharf
Lori Izzo
Deanna Burelli
Susan Marshall
Sally Petro

Continuous School Improvement (CSI) 2010-11

CSI Team

Fredo Ontiveros
Dave Izzo
Robin Clement
Ken Younkin
Cristina Echevarria

CSI Committees 2009-10

Teaching and Learning
Technology
Data
Documentation
Community and Partnerships

Chairperson

Cristina Echevarria
Dave Izzo
Robin Clement
Fredo Ontiveros
Ken Younkin

Collaborative Team B 2009-10

Applications
Science
Mathematics
Reading/Language Arts
Healthy Living
Foreign Language
Social Studies

Chairperson

Kim James
Brian Martin
John Murphy
Mary Jo Williams
Deanna Burelli
Susan Marshall
Sally Petro

In 2008-2009, committees were disbanded and collaborative teams were established. Each team has a SILT team member to report back to the SIP chair and admin. See collaborative team lists in the EOY status report.

2009-2010 Instructional Related Periods (IRP) were utilized to present Using Data to Differentiate Instruction (UDDI) and Terra Nova Multiple Assessments Teacher Guide (Blue Book)

2010-2011 Committee structures were changed from SY 2009-2010. New department chairs for Applications, Math, LA, and Science.

Information from Former Students

SY 2010-11 – Due to DoDEA guidance surveying former students is no longer permitted

Data Collection Instruments

1. DoDEA High School Longitudinal Study
2. Local Teacher Focus Groups
3. Local Parent Focus Groups
4. Anecdotal Evidence Concerning Aviano High School Graduates

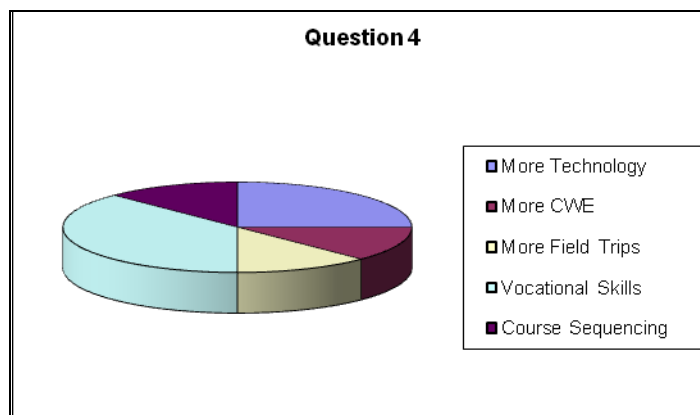
Presentation/Analysis of Data

1. DoDEA High School Longitudinal Study

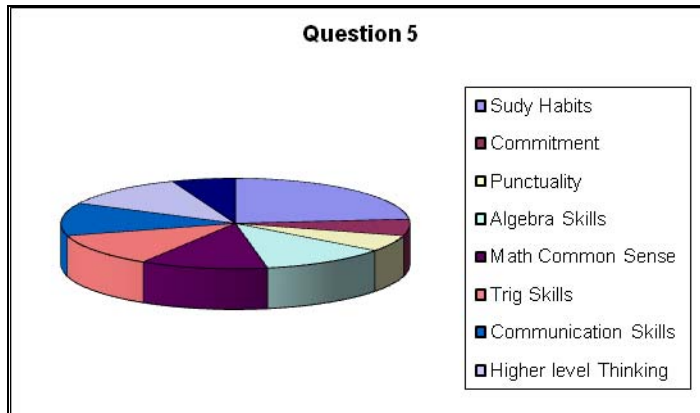
The results of the High School Longitudinal Study released by DoDEA in the spring of 2006 showed that more than $\frac{3}{4}$ of all DoDEA graduates from 1997, 1998, and 1999 intended to attend 2 or 4 year universities. The task group noted that the limitation of the study lay in the fact that students were only surveyed about their intentions and not actually whether or not they truly enrolled. Aviano High School teachers are interested not only in the number of students who enroll, but more importantly, the number of students who attain degrees.

2. Local Teacher Focus Groups

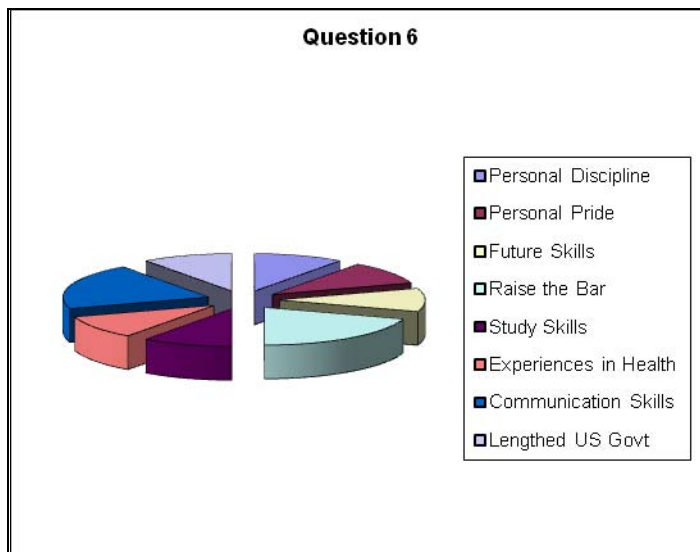
The analysis of this data shows that teachers believe that technology and vocational skills are lacking in the curriculum. Teachers feel there should be increased emphasis on transitional skills to life after high schools. They also indicate a concern about the importance of stronger preparation in the areas of study habits, math skills, and communication skills.



To better prepare students for future study, most teachers indicate that an increase in technology and vocational skills would be helpful.



In considering post-secondary school transition, the majority of teachers feel that study habits, math skills, and communication skills are the most important things to emphasize in the classroom.



When asked how to better prepare students for post-secondary placement teachers indicate that the most important areas are raising standards and improving communication skills.

1. Local Parent Focus Groups

A local parent focus group was used to collect information about former students and their preparation for post-high school life. Parents overwhelmingly felt students were well prepared in core curricular areas, but not prepared for life as adults. Many parents stressed a desire to see more courses in the curriculum which would appeal to non-college bound students. On the other hand, some parents expressed a desired for more Advanced Placement classes.

2. Anecdotal Evidence Concerning AHS Graduates

In the past five years there has been a growing concern at Aviano High School that while early in the school year, 100% of seniors indicate an intention to pursue a 2-year or 4-year degree program, by the end of the year fewer than 50% actually attend school. Many teachers keep in contact with former students, and the anecdotal evidence also seems to indicate that while fewer than 50% attend school, many of them do not complete their first semester or first year. This growing concern has prompted many faculty members to point out the need for our own longitudinal study.

Implications for Student Performance Goals

It is clear that Aviano High School teachers and parents both think that more time needs to be spent on transitioning students to the real world. Both commented on a need for basic study skills, math skills, and communication skills.

SY 2007-08 – None at this time

SY 2008-09 – None at this time

SY 2009-10 – None at this time

SY 2010-11 – None at this time

Identification of Sub-Groups

- Aviano High School graduates who need help with the transition process
- Students who need practice in basic skills

SY 2007-08 – None at this time

SY 2008-09 – None at this time

SY 2009-10 – None at this time

SY 2010-11 – None at this time

Other Actions Needed

- Once DoDEA has completed a bank of questions to be used by schools to survey former students, Aviano High School will need to survey its graduates.

SY 2007-08 – None at this time

SY 2008-09 – None at this time

SY 2009-10 – None at this time

SY 2010-11 – None at this time

Existing School Data: Students

Data Collection Instruments

Terra Nova Test Results

Terra Nova Communication Arts

AP Scores, Grades, and Teacher Input

Enrollment in Core PTS courses 2006

PSAT

SRI

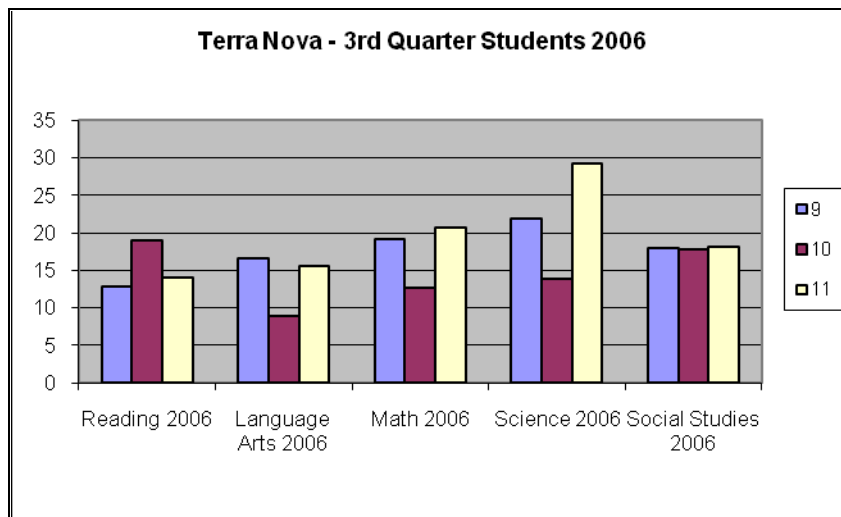
Local Writing Assessment

SY 2010-11- Assessment results are located in the data addendum at the end of this document

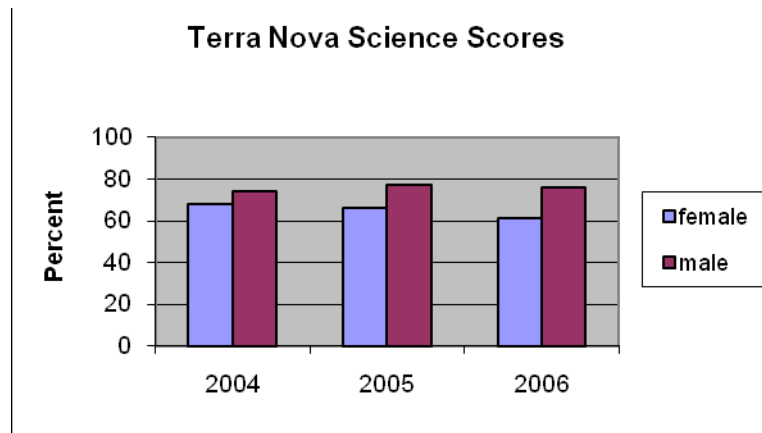
Presentation / Analysis of Data

Terra Nova Test Results

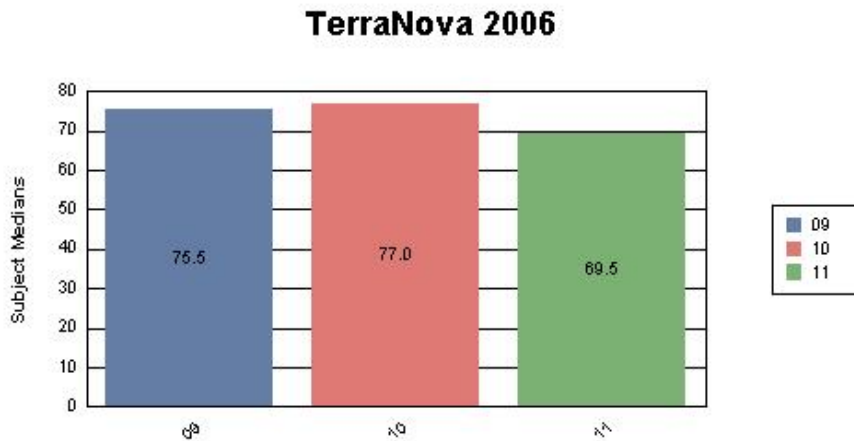
The Terra Nova Multiple Assessments, 2nd edition, is a system-wide, norm-referenced assessment given annually in the spring each school year to all of our students in grades 9-11. Disaggregation of the Terra Nova data pointed to several interesting items in sub-groups of the population. According to the Terra Nova results of 2006, fifteen to twenty percent of Aviano High School students are in the third quartile. Often these students do not qualify for IEP support. In addition, it was noted that female students scored significantly lower than male students in the area of science.



This chart shows the significant number of students who fall in the third quartile on all tests in all grade levels. DoDEA initiatives currently target students in 1st, 2nd, and 4th quartile, but don't target the 3rd quartile.

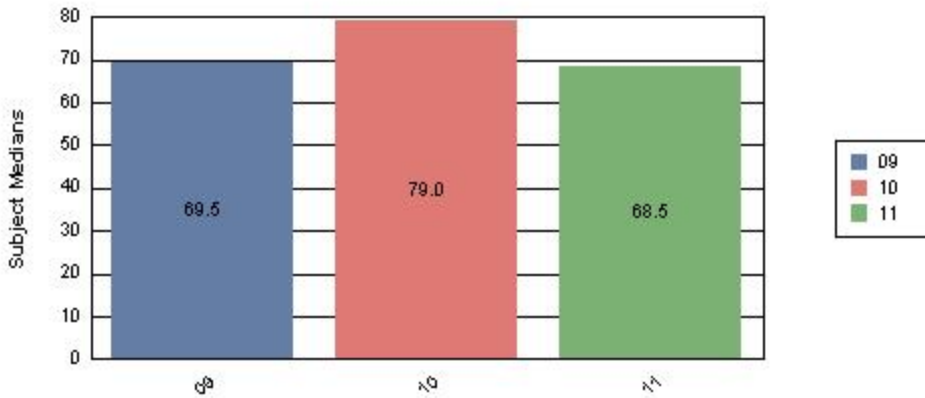


This chart shows a trend over the past three years in which the scores of female students on the science portion of the Terra Nova test have fallen by 7% and are an average of 11% below their male counterparts.



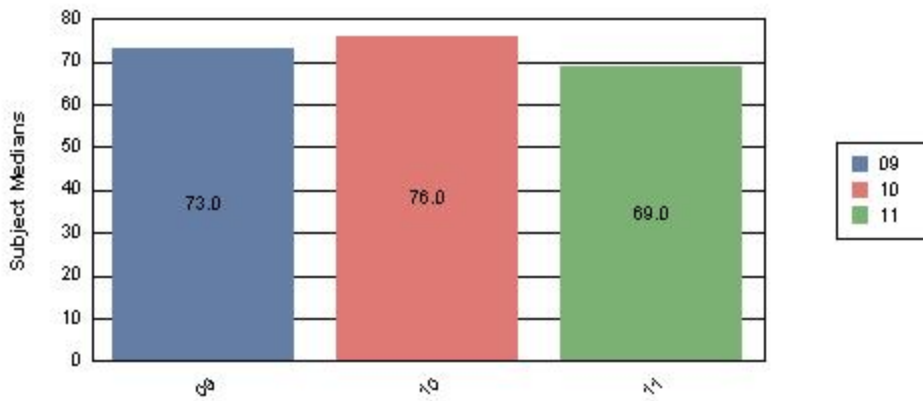
This chart shows 2006 **reading** scores, where juniors fell 12.5% points below their sophomore counterparts.

TerraNova 2006



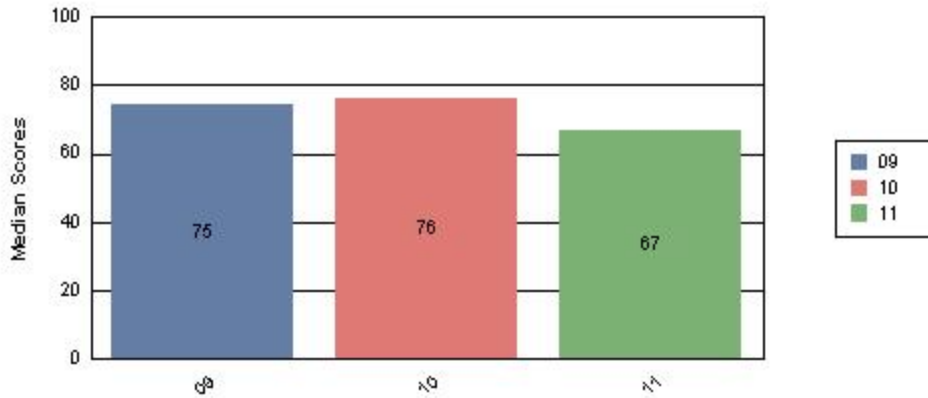
This chart shows that both freshmen and juniors fell approximately 10% below their sophomore counterparts in **total language** on the Terra Nova test.

TerraNova 2006



Again, this third Terra Nova chart shows a decrease in **math** scores as student's progress through the grades. As can be seen by the following chart, this is not necessarily an indication of a weakness at one particular grade level, but a trend, which seems to show a lack of basic skills as students move to higher levels in reading, math, and total language.

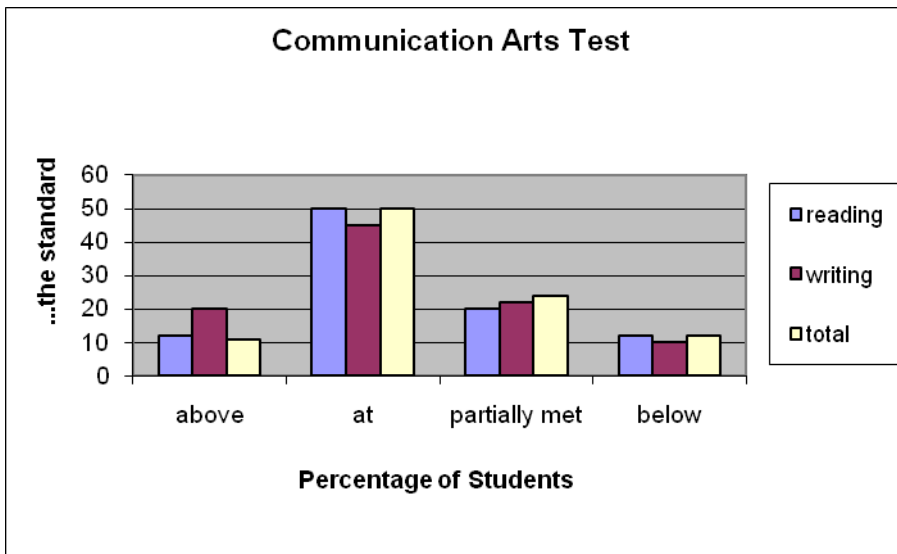
TerraNova 2005



This chart shows that junior scores in 2005 were also below their 9th and 10th grade peers in **mathematics**.

Communication Arts Test

The Terra Nova Communication Arts Test is a criterion-referenced test given annually to 10th graders in the spring of each year. The 2006 scores show that almost 40% of test-takers did not meet the standard. Although this test will not be given again, the task group found the information significant enough to include here.



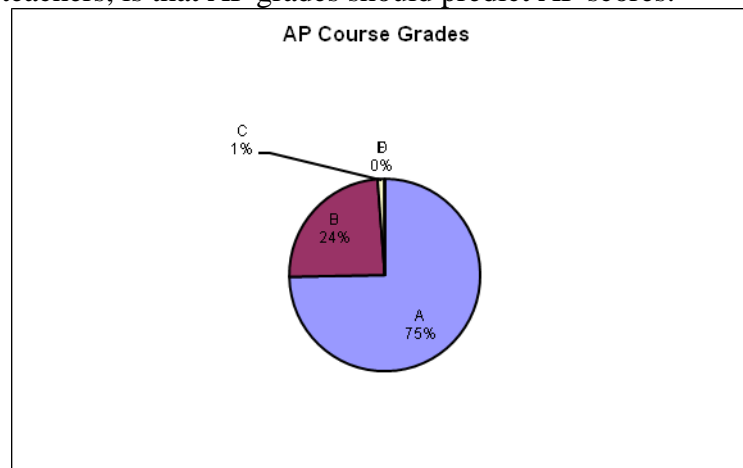
This chart shows that only 62% of sophomores met or were above the standard for reading and writing skills.

Reading Strands	Grade 4	Grade 8	Grade 10
Establish Understanding	80	78	56
Explore Meaning	79	69	51
Extend Meaning & Examine Strategies	69	65	57
Evaluate Critically	63	66	59
Total Reading	73	69	55
Writing Strands			
Write Effectively	59	63	58
Write Fluently	71	74	66
Total Writing	63	67	61
Total Communication Arts	68	68	58

Although all AHS scores on the Communication Arts test are above the national average, it is disconcerting to note how low the scores are in comparison to 4th and 8th graders in the same system. Total reading scores fall 18 points from 4th to 10th grade, and total writing scores fall 10 points. The sophomore areas of greatest weakness both fall in the reading strands: exploring meaning and total reading. Another interesting note is that although our students seem to write fluently, they lack the skills to write effectively.

AP Test Scores, Grades, and Teacher Input

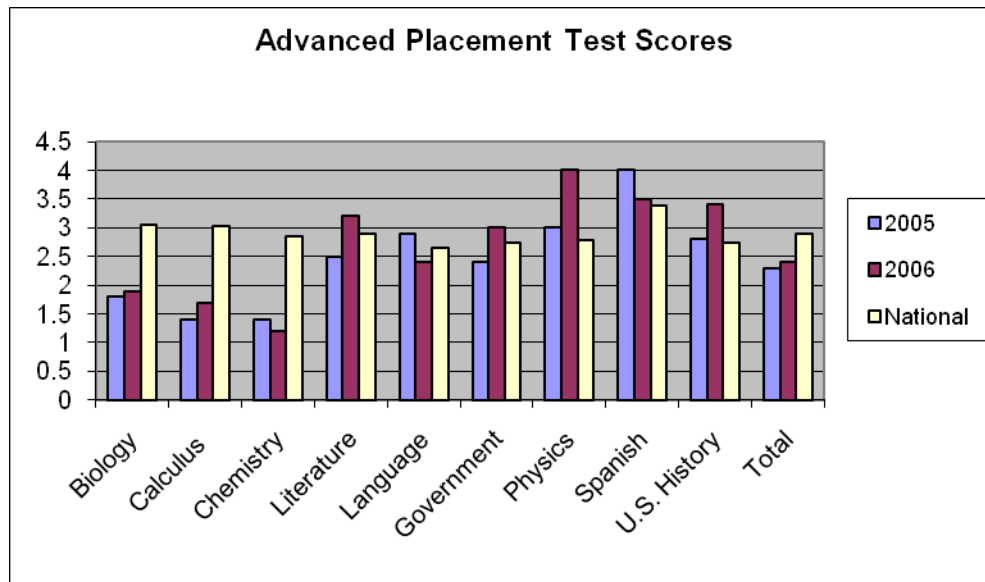
The AP Test Scores and AP Course Grades for 2005 were reviewed and analyzed. The data analysis indicated that AP scores, including the overall average score, have risen. The task group also examined grades in AP classes, as the recent AP audit and authorities in DoDEA have brought to the forefront the topic of a correlation between AP scores and grades in AP classes. The assumption, although vehemently opposed by Aviano AP teachers, is that AP grades should predict AP scores.



AP class grades for SY 2005-2006 show that 75% of students received A's in their AP course, while only 7% scored a 5 on the equivalent AP exam.

A committee of AP teachers convened with the principal to discuss AP issues related to this topic. Several important topics were discussed during this session. AP teachers overwhelmingly felt that the role of each course is to prepare students to be successful at the college level rather than to prepare them to receive credit for the course from their respective colleges. Teachers also pointed out that giving A's only to students who have the potential to score 5's on the AP exam would dramatically decrease the enrollment in AP courses. They agreed that there is no benefit to limiting enrollment in this manner. The committee suggested that dropping the weighted class grade might help to keep only students who can seriously compete on the AP test enrolled in AP classes.

When discussing commonalities in AP classes, it became very clear that many students are ill-prepared for course content that is this rigorous. They lack basic reading, writing, math, and communication skills.

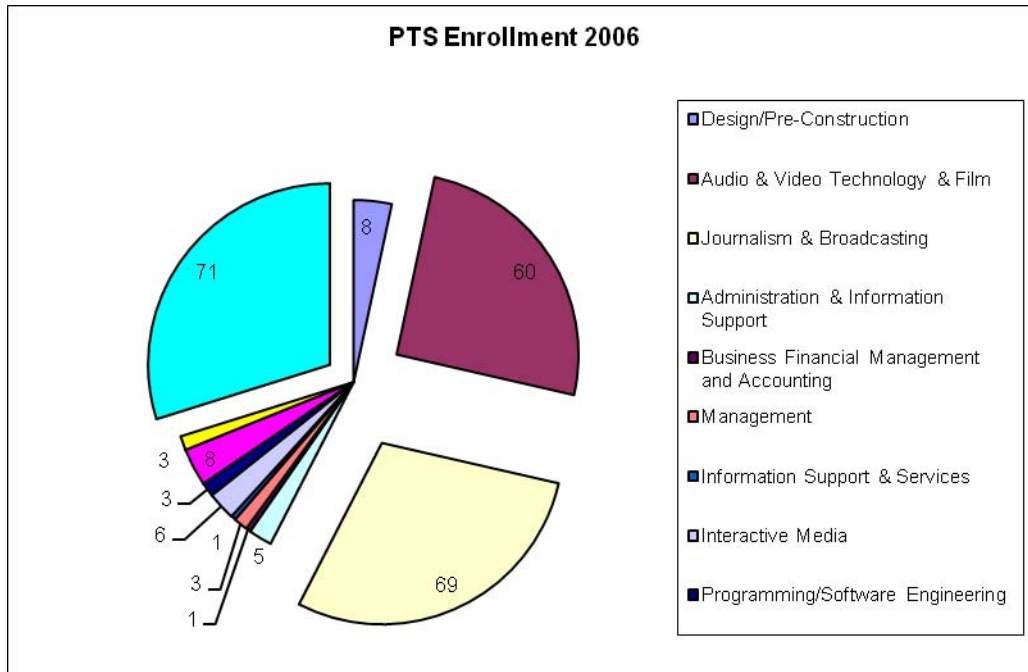


This chart shows that average AP scores at Aviano High School have increased in the past two years, and only fall below the National Average in three areas.

Enrollment in core PTS courses 2006

The PTS program is a relatively new one in DoDEA. Last year was the first year certificates were awarded to students meeting the PTS endorsement criteria. An analysis

of the student enrollment in the core PTS courses shows that although there are more than 270 enrollments in core PTS courses, this enrollment is concentrated in only three areas – JROTC, Video and Journalism. Also, anecdotal evidence shows a limited awareness of these programs throughout our educational community.



This chart shows that student enrollment in PTS courses are overwhelmingly focused in three areas.

Implications for Student Performance Goals

Terra Nova test scores identified that a number of students are underperforming expectations. More seriously, girls are scoring lower in the area of science. AP teachers acknowledged a problem in the area of basic reading, writing, math, and communication skills. Finally, there seems to be little awareness of the PTS program and enrollment in the program could be expanded.

Identification of Sub-Groups

- Female students with low science scores
- Students in the third quartile on the Terra Nova Test
- Students with low reading and writing scores

Other Actions Needed

- Fully recognize and utilize PTS resources

SY 2010-11 – See data addendum at the end of this document

Existing School Data: Community

Data Collection Instruments

Community Participation in Aviano Future Fair
ASACS (Alcohol Substance Abuse Counseling Services)
Customer Satisfaction Survey 2004-2005
Mediterranean District Focus
Environmental Scans
DoDEA initiatives

Aviano Air Base is located at the foot of the Dolomite Mountains in the town of Aviano, which has a population of about 5,000. The surrounding area is rural. Pordenone, a city of 75,000, is 10 miles away and the city of Venice is 50 miles to the southwest. Slovenia is a two hour drive to the east, and Austria is two hours to the north. The base rapidly grew from a sleepy NATO air base to a base with approximately 10,000 active duty personnel. Aviano Air Base is the home of the 31st Fighter Wing and the headquarters of 16th Air Force.

The 31st Fighter Wing supports many NATO peace-keeping missions. This rapid growth has presented the community with a tremendous variety of activities and challenges. Ongoing deployments have been a challenge for the community and the schools. The command has worked to keep the school as much in the informational loop as possible. Regular briefings to the combined faculties have helped to keep teachers comprised of changes.

Military facilities include medical services, a commissary, Base Exchange, bank, credit union, theater, craft shop, bowling alley, club, auto skills center, community center, Aviano Youth Programs, two Child Development Centers, EDIS support, Adult Education Center, two Shoppettes, two fitness centers, and food service facilities, and wood skills shop. During the school day juniors and seniors have “off campus” privileges, which enable them to eat in the nearby food court. Freshmen and sophomores must remain on campus.

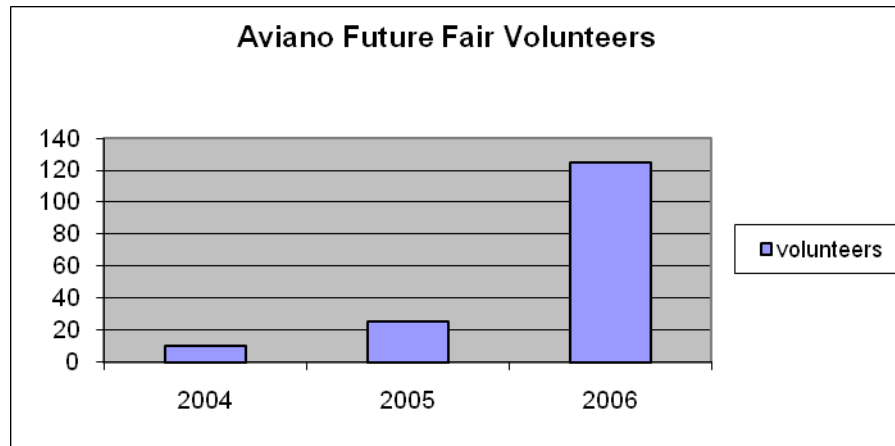
There is limited government housing for military members and no government housing for educators. This has a direct impact on our program, because students have to plan ahead to stay after school. In addition, after-school activities must be over by 1730, so that students can catch the activity bus home.

Presentation / Analysis of Data

Community Participation in Aviano Future Fair

The Aviano High School Future Fair, formerly known as College Night, is now in its fourth year. The Future Fair developed as the high school guidance department recognized a need to provide students with information about career fields rather than simply share college information with them. In the past students simply had an opportunity to pick up college brochures and speak to college graduates. Now students

sign up for a number of different seminar-type sessions during the day and actually move from room to room listening to speakers in particular fields. As an example, a session devoted to the medical field might include an x-ray tech, a pharmacist, an RN, a pediatrician, and a surgeon. Each takes a few moments to talk to the class full of students and then answers questions.



This chart shows that the number of community volunteers who participate in the annual Future Fair has risen dramatically in the past three years. At the end of the 2006 Future Fair students were asked to complete an evaluation, but results have not been tallied yet. Teachers say, however, that student response was overwhelmingly positive. Students told their teachers that they had been given some tools to make valuable decisions, including making contacts with possible mentors, solidifying job choices, or throwing old notions out.

ASACS (Alcohol Substance Abuse Counseling Services)

Aviano High School has a fulltime Alcohol Substance Abuse Counselor available. Students may self-refer or be referred by parents or teachers. In the past twelve months there have been 82 referrals, 311 client contacts, and 27 students enrolled in the program.

Customer Satisfaction Survey 2004-2005

The significant indicators of the *Customer Satisfaction Survey* are two-fold. Eighty-six percent of the students and eighty-two percent of the parents give Aviano High School an overall grade of A or B. Seventy-five percent of parents gave Aviano High School an A or B grade for our efforts to form stronger partnerships among parents, community, and the school in our efforts to improve student achievement. This % is higher than Mediterranean or DoDDS-Europe percentiles. The next *Customer Satisfaction Survey* results will be published in 2007.

SY 2008-09 Customer Satisfaction Survey Results (Full Report)

Aviano MS/HS Results

Response Rates: (A hyphen "-" indicates fewer than 20 responses)

- Parents/Sponsors: 39 (8 %)
- Students: 494 (89 %)

Overall Education

	Parents/ Sponsors	Students	National Parents
1. What grade would you give the public schools in the U.S.? (Percent responding A and B)	33 %	49 %	31 %
2. What is the basis for your rating of the public schools in the U.S.?			
My own experience(s) in the U.S. Public schools	79 %	74 %	
What I've read in the newspapers or seen in the media	59 %	41 %	
Friends and/or family	72 %	74 %	
Other	23 %	14 %	
3. What grade would you give the DoD schools overall? (Percent responding A and B)	62 %	77 %	
4. What grade would you give (your/your child's) school? (Percent responding A and B)	59 %	71 %	62 %
5. One of the DoD schools' main goals is for all students to meet or exceed challenging academic standards. Grade how well (your/your child's) school is meeting this goal right now. (Percent responding A and B)	51 %	70 %	
6. How would you grade (your/your child's) school in preparing students in the following subjects. (Percent responding A and B)			
Reading	72 %	79 %	
Writing	62 %	75 %	
Mathematics	64 %	77 %	
Science	69 %	85 %	
Social studies	67 %	85 %	
Use of technology	64 %	74 %	
Foreign language	54 %	63 %	
Health	46 %	66 %	
Physical Education	56 %	74 %	
7. How effective do you think the DoD schools are in preparing students for the 21st century?			
Very effective	23 %	26 %	
Somewhat effective	51 %	62 %	
Somewhat ineffective	23 %	8 %	
Very ineffective	3 %	4 %	
8. Do you consider after school or co-curricular activities (i.e., band, drama, science club, sports, etc.) as important as the academic subjects (i.e., mathematics, reading, art, music)?			
After school or co-curricular activities are as important as the academic subjects	44 %	56 %	
After school or co-curricular activities are an addition/supplement to the academic subjects	56 %	34 %	
Don't know	0 %	10 %	
9. In (your/your child's) school, do you think each of the following is a major problem, a minor problem, or not a problem at all?			
Crime/vandalism			

SY 2008-09 – A large majority of parents, 74%, responded positively that they felt Aviano MHS prepared their students for success in the 21st century.

The Mediterranean District Focus

Examining the Mediterranean District Focus was a valuable part of the profile development process. In terms of scaffolding, it will be very meaningful to tie our goals to the district focus. The focus of the Mediterranean district is on the following:

- Educational Leadership
- Standards-based Instruction
- Reading and Math Literacy
- Accountability
- Middle School Initiative
- Assessment
- Data-based Decision Making

Environmental Scans

According to the National Clearinghouse for Educational Facilities (Stevenson. www.edfacilities.com. September 2002), there are a number of major trends that will change schools in the next decade. Kenneth Stevenson Ed. D., from the University of South Carolina, says that, “the one-size-fits-all approach is disappearing.” More attention they say will be paid to learning styles and individual differences. The Clearinghouse points to smaller schools and smaller class sizes, which however are even more a part of the local community than ever before. In this way, the school of the future will technically be larger as students spend more time outside the traditional classroom. The Clearinghouse also places a great deal of emphasis on the importance of technology in schools and in homes of the future. They also believe that the school year will be longer

According to a federal study conducted by the National Center for Education Statistics, more Americans are applying for college and more Americans are graduating from college than ever before, but fewer are leaving with the basic skills they need in the work place. For example, in 2003, only 31% of college graduates were classified as proficient in reading and understanding information in short texts. This points to a strong national deficit in reading. The Center also points out that currently 30 million Americans struggle with basic reading skills (Romano. www.washingtonpost.com. December 25, 2005).

Varied sources cite the need for basic communication and math skills in high school graduates. Other important real life/work place skills include the ability to work with others, to solve problems, and to make decisions.

Jobs are predicted to change greatly in the 21st century; students no longer prepare to enter and stay in one career field. Young adults entering the world of work today will supposedly change jobs 7 times in a lifetime, and will presumably work into their 70’s. Schools need to prepare them for this lifestyle. They need strong basic skills and strong technological skills.

As the population grows, more jobs will be created in the areas of child and elder care. In addition, there will be more and more jobs in the medical field. The fastest growing medical career is the job of physician’s assistant. These health care providers will be in great demand; although they are not medical doctors, they do the same job and even write prescriptions in many states

DoDEA Initiatives

DoDEA Reads: We believe that reading enriches students' lives and is essential to our attainment of Goal 1 in the DoDEA Community Strategic Plan. Research tells us that the more students read, the better readers they become. With students, teachers, and parents working together, we can all make a difference in helping children learn and achieve.

Math Matters: DoDEA believes that students should be interacting with each other, as well as working independently, just as adults do at work. DoDEA teachers use textbooks as only one of many resources. Other resources include technology such as calculators and computers are useful tools that professionals use on a daily basis.

DoDEA Technology: In Department of Defense Dependents Schools, technology in the classroom takes many forms and is supported by a variety of initiatives. The goal for classroom technology in all grades is integration as a support tool into the curriculums. Thus, technology is not taught as a subject; it is a strategy used to enhance lessons and units.

Implications for Student Performance Goals

The success of the 2006 Aviano Future Fair indicates that more activities of this nature would be beneficial to all high school students as they plan for life after high school. Both the DoDEA initiatives and the Environmental scans strongly emphasize the need for basic reading, writing, communication, technology, and math skills. A strong emphasis placed in any or all of these areas will better prepare our students for a changing world.

SY 2008-09 – anything in the survey that tells us to address something at the school

SY 2009-10 – None at this time

SY 2010-11 – None at this time

Identification of Sub-Groups

- Students with substance abuse problems
- Students planning for life after high school

SY 2008-09 – anything in the survey that tells us to address something at the school

SY 2009-10 – None at this time

SY 2010-11 – None at this time

Other Actions Needed

SY 2008-09 – anything in the survey that tells us to address something at the school

SY 2009-10 – None at this time

SY 2010-11 – None at this time

Existing School Data: Instructional

Data Collection Instruments

Teacher Observations of Student Engagement

Senior Survey

SMS Grade Point Average Data

Teacher Perception Questionnaire

Academic Achievement List

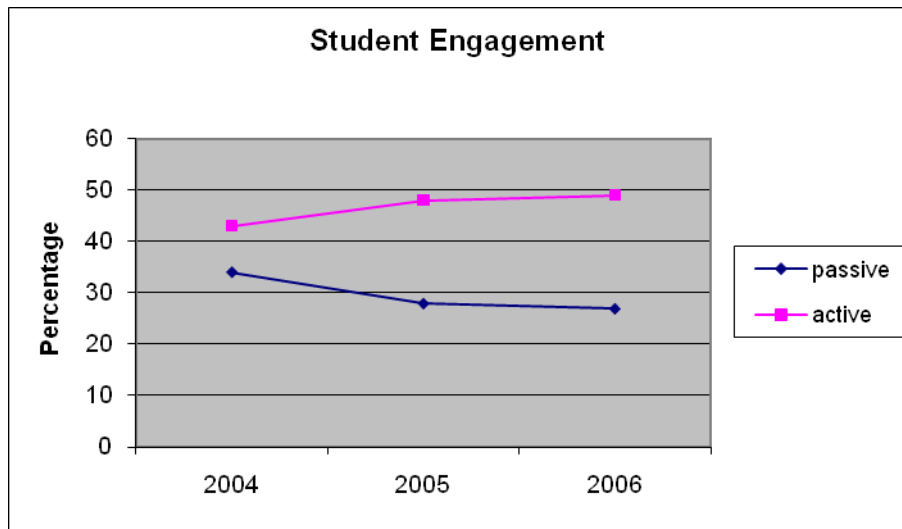
NJHS tutoring program

Peer Tutoring

Presentation / Analysis of Data

Teacher Observations of Student Engagement

During three years of the previous School Improvement cycle, teachers averaged 100 classroom observations per year. The focus of these observations was to determine whether students were engaged in active or passive learning activities.



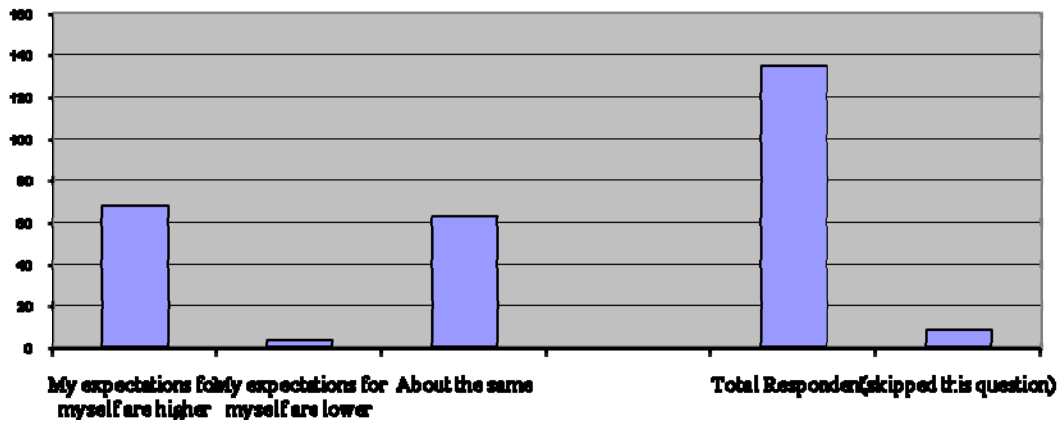
This chart shows that during a three-year period students have increasingly become involved in active learning activities in the classroom. The increase in active learning was quite dramatic the first year, but has since tapered off.

Senior Survey

In their final week of school students are asked to complete a survey which asks them a number of questions regarding their education and their post-high school plans.

85% of students surveyed had been at AHS for two or more years. Of particular interest to the task group was the answer to the question, “How do your personal academic expectations compare with AHS?” Over half of the students surveyed believed their expectations for themselves were higher than the expectations Aviano High School had for them during their tenure here.

How do your personal academic expectations compare with AHS?



This chart shows that approximately 70 of the almost 140 students who responded to the senior survey during a two-year period believe that their expectations for themselves during high school were higher than the school’s expectations for them.

SMS Grade Point Average Data

There are currently ten students in grades 10-12 who have a GPA of 2.0 or lower. This is of great concern as the minimum GPA requirement for graduation is now 2.0.

Teacher Perception Questionnaire

- In the fall of 2006 the teachers were asked to take a Perception Questionnaire provided by DoDEA. Results show 50% of teachers rank student achievement in content vocabulary as fair or poor. 54% say students have difficulty applying reading skills to the real world.
- In the area of writing, 78% of teachers report that student informational writing skills fall in the fair to poor range and 71% report that student expository writing falls in that range.

- In mathematics 90% of teachers report weakness in patterns, functions, algebra and math application, while 81% report weakness in relating mathematical concepts to the real world.
- In the area of thinking skills 48% of teachers identify analyzing information as the area of greatest weakness for AHS students.

Implications for Student Performance Goals

The most significant information in this area comes from the Teacher Perception Questionnaire. The identification of areas of concern by AHS teachers is particularly revealing. Basic reading, writing, math, and thinking skills all were areas of strong concern.

SY 2009-10 – Tutoring, Academic List, Admin Contact

SY 2010-11 – None at this time

Identification of Sub-Group

- Students who feel teachers have low expectations for them
- Students with GPA's at or below 2.0

SY 2009-10 – Tutoring, Academic List, Admin Contact

SY 2010-11 – None at this time

Other Actions Needed

None

SY 2009-10 – Tutoring, Academic List, Admin Contact

SY 2010-11 – None at this time

Interpretation and Triangulation of Data

Student Performance Goal 1: All students will improve their communication skills across the curriculum.

- Data Point 1– Terra Nova Multiple Assessments test results
- Data Point 2 – Terra Nova Communication Arts
- Data Point 3 – Student focus group
 - Teacher focus group
 - AP teacher focus group
 - Teacher Perception questionnaire

Student Performance Goal 2: All students will improve their critical reading skills across the curriculum.

- Data Point 1 – Terra Nova test results
- Data Point 2 – Terra Nova Communication Arts
- Data Point 3 – Student focus group
 - Teacher focus group
 - AP teacher focus group
 - Environmental Scans
 - DoDEA initiatives
 - Teacher Perception questionnaire

Rationale for student performance goals

Student Performance Goal 1 All students will improve their communication skills across the curriculum.

During the writing of the School Profile, both goals easily became evident. The issue of improving communication skills was repeated over and over again in almost every aspect of the report. Students mentioned their concern about their writing and oral communication skills during the student focus group, while teachers mentioned communication skills in three separate places in their focus group. Terra Nova skills also included lower total language skills than we would like to see. Another important piece of the puzzle was looking at the Communication Arts test, where only 62% of sophomores met or were above the standard in writing. A closer look at the strands showed that AHS students have higher fluency skills, but don't seem to be writing effectively; again, this is a concern that came up over and over again.

Today's employers want employees who can communicate effectively in both oral and written language. Our own teacher questionnaire pointed out that over 70% of teachers feel that our students are fair or poor writers. In addition, teacher focus groups expressed concern about the inability of students to verbalize their thoughts.

As we focus on the goal, it is important to note that communication skills in this context for Aviano High School mean an ability to write and speak clearly and effectively, to ask questions, and to participate effectively in class discussion.

Student Performance Goal 2 All students will improve their critical reading skills across the curriculum.

Once again, reading skills were repeatedly highlighted during the writing of this Profile. During the student focus group, students expressed a concern about being adequately prepared for the college workload. The teacher focus group cited math skills as a problem area, because students often don't know what they are being asked to do in a problem, simply because they cannot read it. The same is true in all areas, an opinion expressed by the AP teacher forum. Terra Nova test results show a decline in both reading and total language scores. Barely 60% of sophomores reached the standard on the Communication Arts test and the strand scores were all very low. Sophomore competency was almost 20% lower than 4th grade total reading (see graph page 17). It seems clear that high school students are not reading well.

According to the National Center for Education Statistics, in 2003 only 31% of college graduates were proficient in reading and understanding information in short texts. We must look for clear ways to make our students proficient readers. This goal also supports the DoDEA reading and math initiatives.

Finally, more than half of our teachers cited content vocabulary and overall reading as problem areas with our students. In the area of mathematics, 81% of teachers reported student difficulty relating mathematical concepts to the real world. Students, math teachers say, have great difficulty reading problems. In addition, 48% of teachers recognized that AHS students have trouble analyzing information, an area clearly related to reading.

SY 2010-11 – Assessment Results Data Addendum (All data): Analysis of the following data can be found in the end of year report 2009-10. See summary and next steps of these analyses at the end of addendum.

TerraNova Quarter Percents (Tab Name: Qu) * [see highlighting directions at bottom of page](#)

Grade Level	Quarter Percents	Reading 2006	Reading 2007	Reading 2008	Reading 2009	Reading 2010
6	1st	33.0	37.1	21.8	42.5	37.5
6	2nd	44.7	39.3	44.8	33.8	34.1
6	3rd	16.5	16.9	28.7	20.0	26.1
6	4th	5.8	6.7	4.6	3.8	2.3
7	1st	41.8	42.4	32.3	29.9	37.9
7	2nd	34.1	33.7	41.9	48.3	40.9
7	3rd	15.4	17.4	17.2	13.8	18.2
7	4th	8.8	6.5	8.6	8.0	3.0
8	1st	48.8	43.8	52.9	41.2	36.8
8	2nd	26.7	36.3	31.7	34.1	47.4
8	3rd	17.4	11.3	10.6	22.4	13.2
8	4th	7.0	8.8	4.8	2.4	2.6

Grade Level	Quarter Percents	Lang Arts 2006	Lang Arts 2007	Lang Arts 2008	Lang Arts 2009	Lang Arts 2010
6	1st	39.8	39.3	35.6	46.3	43.2
6	2nd	39.8	34.8	36.8	27.5	30.7
6	3rd	17.5	21.3	26.4	18.8	25.0
6	4th	2.9	4.5	1.1	7.5	1.1
7	1st	51.6	50.0	46.2	37.6	34.8
7	2nd	28.6	30.4	31.2	38.8	51.5
7	3rd	12.1	16.3	15.1	20.0	10.6
7	4th	7.7	3.3	7.5	3.5	3.0
8	1st	38.4	45.0	50.0	48.8	43.4
8	2nd	38.4	35.0	33.7	32.1	42.1
8	3rd	16.3	15.0	10.6	13.1	11.8
8	4th	7.0	5.0	5.8	6.0	2.6

Grade Level	Quarter Percents	Math 2006	Math 2007	Math 2008	Math 2009	Math 2010
6	1st	40.8	40.9	34.1	27.5	25.0
6	2nd	35.0	31.8	31.8	45.0	38.6
6	3rd	18.4	15.9	29.5	25.0	29.5
6	4th	5.8	11.4	4.5	2.5	6.8
7	1st	39.6	47.8	43.0	36.8	39.4
7	2nd	33.0	27.2	33.3	27.6	40.9
7	3rd	15.4	21.7	16.1	34.5	15.2
7	4th	12.1	3.3	7.5	1.1	4.5
8	1st	33.7	46.3	51.9	52.4	34.2
8	2nd	46.5	37.5	28.8	38.1	46.1
8	3rd	14.0	12.5	15.4	7.1	14.5
8	4th	5.8	3.8	3.8	2.4	5.3

Grade Level	Quarter Percents	Science 2006	Science 2007	Science 2008	Science 2009	Science 2010
6	1st	35.9	39.8	27.3	40.0	34.1
6	2nd	40.8	36.4	39.8	45.0	42.0
6	3rd	17.5	21.6	22.7	12.5	14.8
6	4th	5.8	2.3	10.2	2.5	9.1
7	1st	46.2	45.7	35.5	32.2	34.8
7	2nd	36.3	27.2	38.7	33.3	47.0
7	3rd	8.8	23.9	21.5	26.4	13.6
7	4th	8.8	3.3	4.3	8.0	4.5
8	1st	33.7	50.0	47.1	55.3	50.0
8	2nd	40.7	31.3	38.5	27.1	30.3
8	3rd	18.6	16.3	12.5	14.1	17.1
8	4th	7.0	2.5	1.9	3.5	2.6

Grade Level	Quarter Percents	Soc Stud 2006	Soc Stud 2007	Soc Stud 2008	Soc Stud 2009	Soc Stud 2010
6	1st	48.5	43.8	30.7	50.0	42.0
6	2nd	26.2	32.6	40.9	35.0	35.2
6	3rd	21.4	19.1	22.7	11.3	17.0
6	4th	3.9	4.5	5.7	3.8	5.7
7	1st	47.3	41.3	45.2	35.3	50.0
7	2nd	28.6	33.7	31.2	43.5	40.9
7	3rd	16.5	22.8	21.5	20.0	7.6
7	4th	7.7	2.2	2.2	1.2	1.5
8	1st	26.7	45.6	43.3	47.6	47.4
8	2nd	47.7	35.4	37.5	36.6	36.8
8	3rd	20.9	17.7	15.4	34.4	13.2
8	4th	4.7	1.3	3.8	2.4	2.6

Grade Level	Quarter Percents	Reading 2006	Reading 2007	Reading 2008	Reading 2009	Reading 2010
9	1st	50.0	52.6	54.9	62.2	60.0
9	2nd	34.6	36.8	28.0	25.5	25.3
9	3rd	12.8	7.9	13.4	8.2	12.0
9	4th	2.6	2.6	3.7	4.1	2.7
10	1st	53.2	43.1	51.4	50.0	70.1
10	2nd	27.8	33.8	41.0	36.8	20.9
10	3rd	19.0	16.9	7.7	13.2	7.5
10	4th	0.0	6.2	0.0	0.0	1.5
11	1st	39.1	62.5	43.6	52.6	46.6
11	2nd	42.2	19.6	45.5	34.2	48.3
11	3rd	14.1	10.7	9.1	11.8	5.2
11	4th	4.7	7.1	1.8	1.3	0.0

Grade Level	Quarter Percents	Lang Arts 2006	Lang Arts 2007	Lang Arts 2008	Lang Arts 2009	Lang Arts 2010
9	1st	46.2	46.1	46.3	54.1	52.7
9	2nd	32.1	40.8	34.1	30.6	35.1
9	3rd	16.7	9.2	15.9	10.2	6.8
9	4th	5.1	3.9	3.7	5.1	5.4
10	1st	54.4	55.4	61.5	40.0	62.1
10	2nd	34.2	32.3	28.2	30.7	24.2
10	3rd	8.9	6.2	7.7	24.0	10.6
10	4th	2.5	6.2	2.6	5.3	3.0
11	1st	42.2	53.6	47.3	45.5	34.5
11	2nd	37.5	26.8	34.5	31.2	44.8
11	3rd	15.6	7.1	14.5	22.1	17.2
11	4th	4.7	12.5	3.6	1.3	3.4

Grade Level	Quarter Percents	Math 2006	Math 2007	Math 2008	Math 2009	Math 2010
9	1st	44.9	50.0	47.6	48.0	56.0
9	2nd	33.3	34.2	31.7	35.7	36.0
9	3rd	19.2	14.5	14.6	10.2	6.7
9	4th	2.6	1.3	6.1	6.1	1.3
10	1st	54.4	47.0	53.8	38.7	55.2
10	2nd	30.4	33.3	33.3	37.3	35.8
10	3rd	12.7	15.2	12.8	22.7	7.5
10	4th	2.5	4.5	0.0	1.3	1.5
11	1st	39.7	42.9	40.0	36.4	39.7
11	2nd	31.7	28.6	27.3	44.2	31.0
11	3rd	20.6	21.4	27.3	16.9	20.7
11	4th	7.9	7.1	5.5	2.6	8.6

Grade Level	Quarter Percents	Science 2006	Science 2007	Science 2008	Science 2009	Science 2010
9	1st	33.3	51.3	50.0	54.1	49.3
9	2nd	43.6	35.5	30.5	28.6	37.3
9	3rd	21.8	13.2	17.1	12.2	6.7
9	4th	1.3	0.0	2.4	5.1	6.7
10	1st	45.6	33.8	41.0	38.7	40.3
10	2nd	34.2	32.3	37.2	44.0	47.8
10	3rd	13.9	27.7	17.9	16.0	9.0
10	4th	6.3	6.2	3.8	1.3	3.0
11	1st	38.5	44.6	43.6	36.4	34.5
11	2nd	30.8	37.5	32.7	39.0	48.3
11	3rd	29.2	16.1	21.8	19.5	10.3
11	4th	1.5	1.8	1.8	5.2	6.9

Grade Level	Quarter Percents	Soc Stud 2006	Soc Stud 2007	Soc Stud 2008	Soc Stud 2009	Soc Stud 2010
9	1st	44.9	32.4	45.1	48.0	51.0
9	2nd	34.6	47.3	32.9	40.8	32.4
9	3rd	17.9	17.6	22.0	10.2	10.8
9	4th	2.6	2.7	0.0	1.0	5.4
10	1st	32.9	35.9	28.2	49.3	61.2
10	2nd	43	37.5	44.9	40.0	32.8
10	3rd	17.7	25.0	24.4	10.7	4.5
10	4th	6.3	1.6	2.6	0.0	1.5
11	1st	39.4	38.6	30.9	40.3	43.1
11	2nd	40.9	40.4	34.5	46.8	39.7
11	3rd	18.2	21.1	29.1	13.0	17.2
11	4th	1.5	0.0	5.5	0.0	0.0

Highlight in Green if bottom quartile is below 7%
Highlight in Blue if top two quartiles are 75% and above

SY 2009-10 – Quarter Percents Analysis: Terra Nova quarter percents suggest that overall communication skills have remained high or show slight increase.

TerraNova Objectives Performance Index Scores (tab name- OPI)

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	51.0	51.0	53.0	47.0
2007	54.0	53.0	48.0	49.0
2008	79.0	72.0	65.0	62.0
2009	81.0	64.0	58.0	71.0
2010	82.0	62.0	57.0	68.0

Objectives Performance Index (OPI) Scores - Reading 7

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	47.0	49.0	52.0	47.0
2007	57.0	54.0	55.0	53.0
2008	75.0	80.0	65.0	65.0
2009	75.0	55.0	52.0	76.0
2010	77.0	57.0	55.0	78.0

Objectives Performance Index (OPI) Scores - Reading 8

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	52.0	58.0	57.0	58.0
2007	55.0	60.0	59.0	60.0
2008	88.0	74.0	81.0	69.0
2009	72.0	66.0	68.0	64.0
2010	71.0	67.0	71.0	64.0

Objectives Performance Index (OPI) Scores - Language Arts 6

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	53.0	53.0	53.0
2007	48.0	51.0	55.0
2008	78.0	76.0	64.0
2009	77.0	59.0	68.0
2010	80.0	59.0	69.0

Objectives Performance Index (OPI) Scores - Language Arts 7

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	57.0	66.0	58.0
2007	53.0	53.0	54.0
2008	74.0	75.0	68.0
2009	74.0	78.0	54.0
2010	74.0	78.0	54.0

Objectives Performance Index (OPI) Scores - Language Arts 8

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	41.0	50.0	43.0
2007	50.0	53.0	46.0
2008	75.0	78.0	68.0
2009	74.0	72.0	61.0
2010	73.0	73.0	59.0

Objectives Performance Index (OPI) Scores - Math
6

	Nmbrs/Relatns	Comp/Estmnt	Operatnl Concppts	Measrnmt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng
2006	63.0	47.0	63.0	66.0	70.0	57.0	58.0	59.0
2007	61.0	48.0	53.0	53.0	51.0	52.0	50.0	48.0
2008	84.0	74.0		55.0	58.0	72.0	68.0	60.0
2009	50.0	54.0		70.0	64.0	71.0	61.0	63.0
2010	45.0	52.0		65.0	62.0	70.0	59.0	60.0

Objectives Performance Index (OPI) Scores - Math
7

	Nmbrs/Relatns	Comp/Estmnt	Operatnl Concppts	Measrnmt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng
2006	47.0	46.0		54.0	58.0	52.0	47.0	62.0
2007	57.0	52.0		60.0	58.0	53.0	51.0	58.0
2008	81.0	80.0		73.0	52.0	71.0	67.0	57.0
2009	64.0	60.0		46.0	52.0	53.0	67.0	48.0
2010	66.0	62.0		50.0	53.0	55.0	71.0	52.0

Objectives Performance Index (OPI) Scores - Math
8

	Nmbrs/Relatns	Comp/Estmnt	Operatnl Concppts	Measrnmt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng
2006	55.0	58.0	58.0	56.0	53.0	60.0	59.0	58.0
2007	59.0	55.0	65.0	61.0	63.0	66.0	61.0	59.0
2008	70.0	75.0		72.0	69.0	72.0	67.0	67.0
2009	62.0	74.0		64.0	65.0	70.0	61.0	60.0
2010	54.0	67.0		55.0	68.0	65.0	58.0	53.0

Objectives Performance Index (OPI) Scores - Science 6

	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prspctvs
2006	58.0	56.0	56.0	64.0		51.0
2007	63.0	59.0	60.0	68.0		53.0
2008	80.0	63.0	70.0	59.0		49.0
2009	67.0	56.0	57.0	59.0		80.0
2010	64.0	54.0	55.0	57.0		78.0

Objectives Performance Index (OPI) Scores - Science 7

	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prspctvs
2006	63.0	62.0	65.0	62.0	59.0	54.0
2007	60.0	61.0	62.0	58.0	58.0	54.0
2008	80.0	65.0	76.0	69.0	88.0	69.0
2009	66.0	55.0	58.0	59.0	54.0	60.0
2010	70.0	59.0	61.0	61.0	61.0	63.0

Objectives Performance Index (OPI) Scores - Science 8

	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prspctvs
2006	49.0	50.0	47.0	51.0	50.0	
2007	64.0	68.0	64.0	66.0	63.0	
2008	85.0	64.0	81.0	73.0	66.0	
2009	79.0	53.0	59.0	58.0	72.0	
2010	77.0	51.0	57.0	61.0	71.0	

Objectives Performance Index (OPI) Scores - Social Studies 6

	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	52.0	56.0	55.0	53.0
2007	49.0	56.0	49.0	51.0
2008	71.0	67.0	68.0	66.0
2009	72.0	63.0	60.0	73.0
2010	70.0	58.0	60.0	69.0

Objectives Performance Index (OPI) Scores - Social Studies 7

	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	63.0	60.0	58.0	59.0
2007	58.0	58.0	55.0	55.0
2008	80.0	73.0	72.0	76.0
2009	72.0	66.0	52.0	58.0
2010	75.0	71.0	57.0	62.0

Objectives Performance Index (OPI) Scores - Social Studies 8

	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	53.0	51.0	47.0	52.0
2007	63.0	67.0	59.0	63.0
2008	77.0	76.0	79.0	75.0
2009	71.0	71.0	73.0	83.0
2010	69.0	69.0	72.0	80.0

Objectives Performance Index (OPI) Scores - Reading 9

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	89.0	80.0	77.0	59.0
2007	88.0	80.0	78.0	61.0
2008	88.0	80.0	77.0	60.0
2009	69.0	67.0	71.0	69.0
2010	68.0	63.0	68.0	66.0

Objectives Performance Index (OPI) Scores - Reading 10

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	78.0	77.0	69.0	68.0
2007	73.0	73.0	64.0	63.0
2008	77.0	79.0	69.0	70.0
2009	71.0	64.0	64.0	64.0
2010	72.0	67.0	66.0	67.0

Objectives Performance Index (OPI) Scores - Reading 11

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	73.0	67.0	68.0	57.0
2007	77.0	71.0	72.0	62.0
2008	77.0	71.0	72.0	61.0
2009	75.0	75.0	71.0	62.0
2010	74.0	72.0	69.0	58.0

Objectives Performance Index (OPI) Scores - Language Arts 9

	Sntnce Strctre	Wrtnng Strtgies	Editing Skills
2006	75.0	78.0	66.0
2007	77.0	82.0	69.0
2008	73.0	79.0	65.0
2009	79.0	76.0	60.0
2010	77.0	75.0	59.0

Objectives Performance Index (OPI) Scores - Language Arts 10

	Sntnce Strctre	Wrtnng Strtgies	Editing Skills
2006	72.0	77.0	67.0
2007	71.0	77.0	65.0
2008	73.0	78.0	66.0
2009	66.0	64.0	66.0
2010	73.0	71.0	71.0

Objectives Performance Index (OPI) Scores - Language Arts 11

	Sntnce Strctre	Wrtnng Strtgies	Editing Skills
2006	83.0	66.0	58.0
2007	81.0	68.0	60.0
2008	83.0	68.0	58.0
2009	84.0	71.0	60.0
2010	81.0	69.0	56.0

Objectives Performance Index (OPI) Scores - Math
9

	Nmbrs/Relatns	Comp/Estmtn	Operatnl Concpnts	Measrnmnt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng
2006	67.0	74.0		71.0	64.0	64.0	72.0	64.0
2007	70.0	79.0		71.0	67.0	69.0	76.0	68.0
2008	66.0	74.0		71.0	65.0	66.0	73.0	63.0
2009	69.0	66.0		53.0	56.0	50.0	66.0	65.0
2010	71.0	67.0		55.0	58.0	52.0	67.0	67.0

Objectives Performance Index (OPI) Scores - Math 10

	Nmbrs/Relatns	Comp/Estmtn	Operatnl Concpnts	Measrnmnt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng
2006	60.0	68.0		59.0	60.0	60.0	62.0	50.0
2007	56.0	66.0		57.0	58.0	54.0	57.0	48.0
2008	62.0	66.0		60.0	59.0	59.0	59.0	49.0
2009	49.0	65.0		49.0	45.0	50.0	62.0	49.0
2010	52.0	69.0		55.0	55.0	53.0	66.0	57.0

Objectives Performance Index (OPI) Scores - Math 11

	Nmbrs/Relatns	Comp/Estmtn	Operatnl Concpnts	Measrnmnt	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prb Slv/ Rsng
2006		69.0		45.0	46.0	70.0	57.0	48.0
2007		72.0		46.0	48.0	71.0	60.0	50.0
2008		69.0		42.0	43.0	71.0	55.0	46.0
2009		60.0		49.0	52.0	62.0	63.0	48.0
2010		55.0		44.0	53.0	60.0	59.0	43.0

Objectives Performance Index (OPI) Scores - Science 9

	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prsptvs
2006	83.0	57.0	69.0	68.0	77.0	
2007	86.0	62.0	73.0	70.0	80.0	
2008	85.0	63.0	74.0	72.0	81.0	
2009	69.0	55.0	59.0	42.0	67.0	
2010	67.0	53.0	58.0	41.0	65.0	

Objectives Performance Index (OPI) Scores - Science 10

	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prsptvs
2006	78.0	39.0	63.0	64.0	78.0	
2007	76.0	36.0	60.0	60.0	77.0	
2008	80.0	40.0	64.0	64.0	80.0	
2009	80.0	60.0	61.0	66.0	57.0	
2010	80.0	59.0	62.0	68.0	56.0	

Objectives Performance Index (OPI) Scores - Science 11

	Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prsptvs
2006	69.0	45.0	50.0	53.0		
2007	71.0	46.0	50.0	55.0		
2008	72.0	47.0	52.0	54.0		
2009	67.0	48.0	51.0	49.0		
2010	66.0	49.0	49.0	50.0		

Objectives Performance Index (OPI) Scores - Social Studies 9

	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	76.0	68.0	76.0	79.0
2007	76.0	65.0	73.0	79.0
2008	77.0	68.0	77.0	81.0
2009	67.0	59.0	64.0	77.0
2010	65.0	57.0	64.0	74.0

Objectives Performance Index (OPI) Scores - Social Studies 10

	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	74.0	67.0	60.0	62.0
2007	76.0	67.0	58.0	64.0
2008	74.0	65.0	57.0	59.0
2009	75.0	71.0	71.0	66.0
2010	76.0	72.0	71.0	67.0

Objectives Performance Index (OPI) Scores - Social Studies 11

	Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
2006	70.0	63.0	56.0	67.0
2007	70.0	64.0	53.0	65.0
2008	68.0	58.0	51.0	64.0
2009	70.0	63.0	66.0	63.0
2010	68.0	62.0	67.0	63.0

SY 2009-10 - Analysis of Terra Nova OPI scores: Writing strategies and sentence structures have shown greater improvement than those of editing skills. This suggests that a continued focus and school wide intervention on editing skills is required.

Terra Nova National Percentile

Year	Grade	Students	Language Arts
2009	6	80	73
2010	6	88	71
2009	7	87	66
2010	7	66	67
2009	8	85	75
2010	8	76	70
2009	9	98	80
2010	9	80	76
2009	10	76	71
2010	10	76	81
2009	11	76	71
2010	11	64	65

SY 2009-10 - Analysis of Terra Nova National Percentiles Annual Comparison: Highlighted area indicates growth from SY 2008-09 to SY 2009-10. The results show small decline in Language Arts communication skills across grade levels.

PSAT/NMSQT SUMMARY REPORT

2009-10 COLLEGE-BOUND HIGH SCHOOL SOPHOMORES

(577099)
PAGE 3A

TABLE 6: SCORES

SCORE	MALE		FEMALE		TOTAL		SCORE
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	
75-80	0	0	0	0	0	0	75-80
70-74	0	0	1	2	1	1	70-74
65-69	0	0	1	2	1	1	65-69
60-64	1	3	1	2	2	3	60-64
55-59	2	6	3	7	5	6	55-59
50-54	5	15	9	20	14	18	50-54
45-49	7	21	2	5	9	12	45-49
40-44	7	21	13	30	20	26	40-44
35-39	7	21	11	25	18	23	35-39
30-34	5	15	1	2	6	8	30-34
25-29	0	0	1	2	1	1	25-29
20-24	0	0	1	2	1	1	20-24
NUMBER	34		44		78		NUMBER
MEAN	43.5		44.8		44.2		MEAN
STD. DEV.	7.7		10.0		9.1		STD. DEV.

PSAT/NMSQT SUMMARY REPORT
 2009-10 COLLEGE-BOUND HIGH SCHOOL JUNIORS

(577099)
 PAGE 3A

TABLE 6: SCORES

SCORE	MALE		FEMALE		TOTAL		SCORE
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	
75-80	0	0	0	0	0	0	75-80
70-74	0	0	0	0	0	0	70-74
65-69	0	0	0	0	0	0	65-69
60-64	3	9	2	6	5	8	60-64
55-59	1	3	1	3	2	3	55-59
50-54	1	3	5	16	6	10	50-54
45-49	5	16	6	19	11	17	45-49
40-44	9	28	7	23	16	25	40-44
35-39	11	34	7	23	18	29	35-39
30-34	2	6	3	10	5	8	30-34
25-29	0	0	0	0	0	0	25-29
20-24	0	0	0	0	0	0	20-24
NUMBER	32		31		63		NUMBER
MEAN		43.1		44.2		43.7	MEAN
STD. DEV.		8.6		7.9		8.3	STD. DEV.

SY 2009-10- Analysis of PSAT: The data suggests that there has been slight increase in 10th grade writing results and no significant change in 11th grade results.

Note: 2008 and 2009 it was mandatory that all students in grades 10-11 took the PSAT.

ANALYSIS OF PERFORMANCE ON WRITING SKILLS

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

ANALYSIS OF PERFORMANCE ON WRITING SKILLS

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

Note that the term Local refers to your school.
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SY0 2009-10 – Analysis of SAOS shows that writing skills are below local and national levels.

○

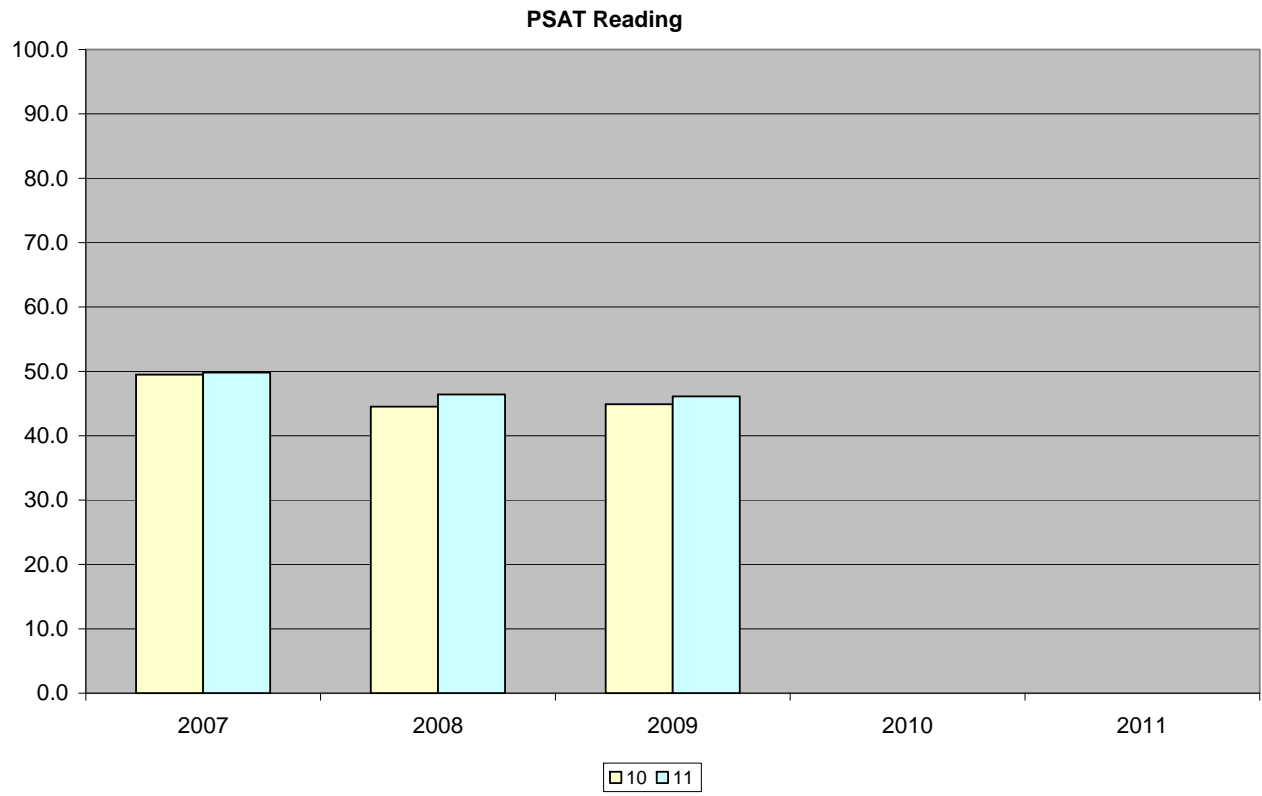


TABLE 6: SCORES

SCORE	MALE		FEMALE		TOTAL		SCORE
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	
75-80	0	0	0	0	0	0	75-80
70-74	0	0	0	0	0	0	70-74
65-69	1	3	1	2	2	3	65-69
60-64	3	9	1	2	4	5	60-64
55-59	4	12	4	9	8	10	55-59
50-54	3	9	6	14	9	12	50-54
45-49	9	26	10	23	19	24	45-49
40-44	4	12	14	32	18	23	40-44
35-39	7	21	0	0	7	9	35-39
30-34	1	3	3	7	4	5	30-34
25-29	0	0	3	7	3	4	25-29
20-24	2	6	2	5	4	5	20-24
NUMBER	34		44		78		NUMBER
MEAN	45.9		44.1		44.9		MEAN
STD. DEV.	10.6		9.8		10.2		STD. DEV.

TABLE 6: SCORES

SCORE	MALE		FEMALE		TOTAL		SCORE
	NUMBER	PCT	NUMBER	PCT	NUMBER	PCT	
75-80	0	0	0	0	0	0	75-80
70-74	3	9	0	0	3	5	70-74
65-69	1	3	1	3	2	3	65-69
60-64	0	0	1	3	1	2	60-64
55-59	2	6	5	16	7	11	55-59
50-54	1	3	5	16	6	10	50-54
45-49	10	31	4	13	14	22	45-49
40-44	8	25	9	29	17	27	40-44
35-39	4	13	2	6	6	10	35-39
30-34	2	6	1	3	3	5	30-34
25-29	0	0	2	6	2	3	25-29
20-24	1	3	1	3	2	3	20-24
NUMBER	32		31		63		NUMBER
MEAN	46.5		45.7		46.1		MEAN

Analysis of Summative Assessment 2: 2008 and 2009 it was mandatory that all students in grades 10-11 took the PSAT. The data from the writing component of the PSAT shows an increase in grades 10 and 11.

ANALYSIS OF PERFORMANCE ON CRITICAL READING SKILLS

KEY	Skills	Comparative Performance			
		National average		National average	
		Below national average	Exceeds national average		
	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		□ X		
	CR9 Distinguishing conflicting viewpoints		□ X		
	CR10 Being thorough		□ X		
	CR11 Understanding difficult vocabulary		□ X		
CRITICAL READING	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		

Note that the term Local refers to your school.

ANALYSIS OF PERFORMANCE ON CRITICAL READING SKILLS

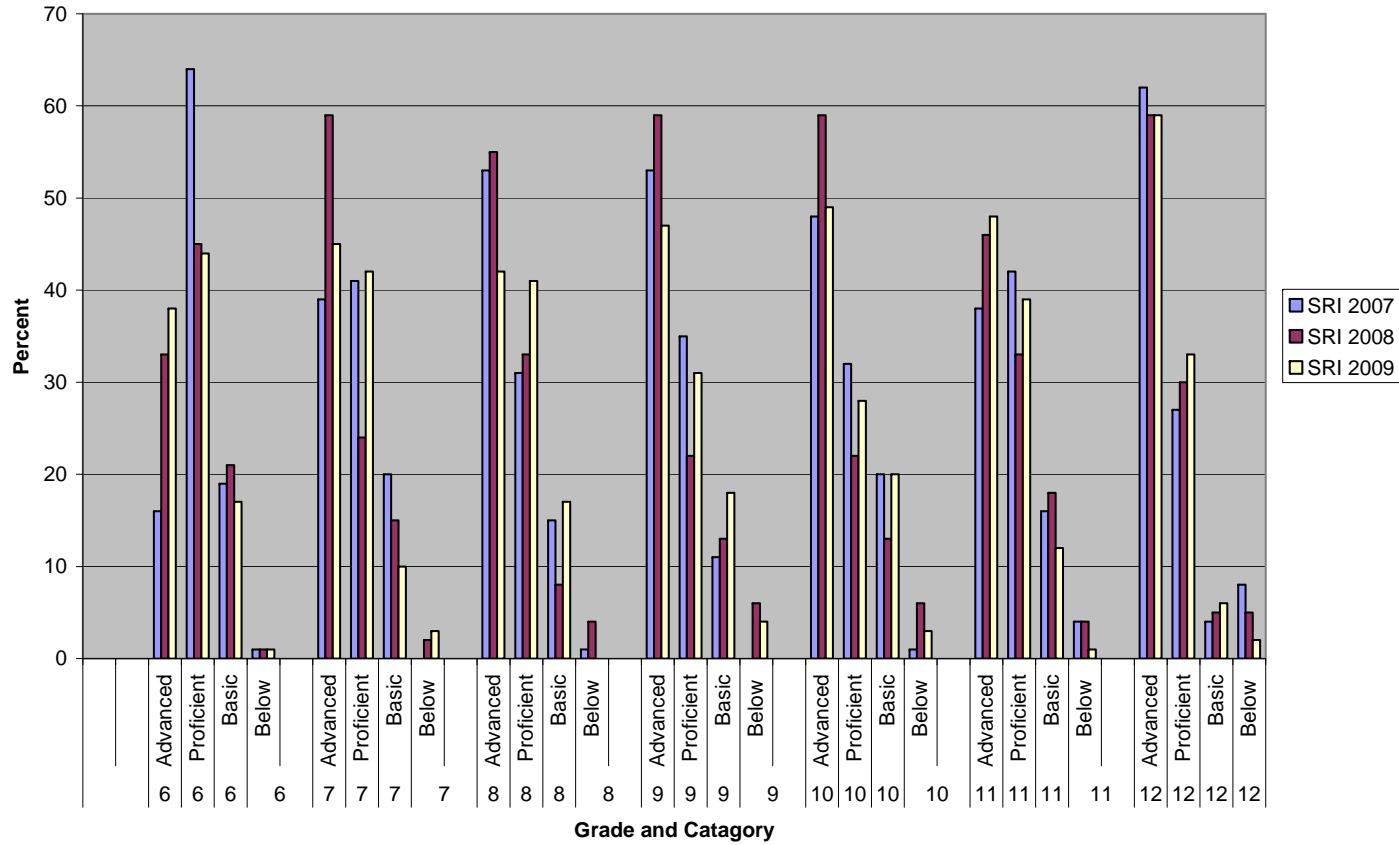
KEY	Skills	Comparative Performance	
		X State □ Local	National average Below national average Exceeds national average
CRITICAL READING	CR1 Understanding main ideas in a reading passage		X □
	CR3 Comparing and contrasting ideas presented in two passages		X □
	CR4 Understanding the use of examples		X □
	CR5 Recognizing the purpose of various writing strategies		□
	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		□
	CR17 Understanding sentences that deal with abstract ideas		□ X
	CR19 Comprehending long sentences		X □

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SY 2009-10 – SOAS data suggests that in areas of critical reading are at or above national levels.

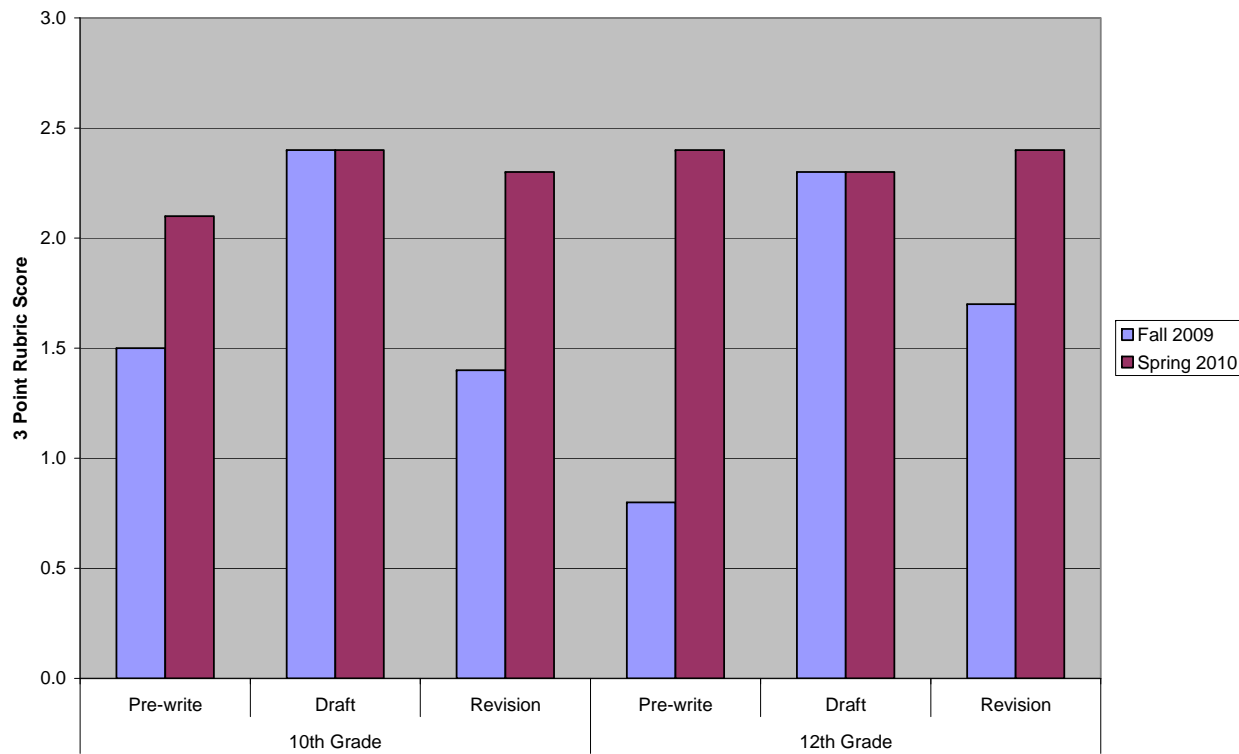
SRI Data

SRI Results 2007-2009



SY 2009-10 - Analysis of SRI: SRI data indicates that a majority of students in 6-12 are at the advanced and proficient level. The number of students in the lower categories remains small.

Local Writing Assessment 2009-2010 Grades 10 & 12



SY 2009-10 - Analysis of Writing Assessment: The local writing assessment suggests that students at Aviano MHS have shown substantial improvement in the pre-writing and revision process.

SY 2010-11 – Summary of Analysis of Data Addendum and Next Steps

Based on the data results above we have determined the following:

- 1. The data suggests a need to continue supporting students in areas of communication as defined in the SMART Goal. Specifically, organization, presentation, and editing needs support and emphasis. Emphasis will include written as well as presentation focus in a variety of media so as to include all teachers and curricular areas, in 21st century applications.**
- 2. The data show improvement in critical reading skills across grade levels as defined in the SMART Goal. However, with only two years of data from the third edition of the Terra Nova Multiple Assessments we have decided to continue with this goal to provide monitoring and ensure sustainment.**
- 3. A review of the Terra Nova math results and teacher perception suggests a need to improve basic math skills and application.**

Next Steps

- Math and Science will be involved in a preliminary discussions with district Math ISS as the new math implementation takes place in the next year.**
- Consideration will be given to working towards school-wide interventions.**