

School Profile- Supplement
Compiled June 2010



Bahrain Elementary/High School

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Principal: Ms. Gail Anderson

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Introduction

Bahrain Elementary/High School is a K-12 school with an enrollment of 499 students. We are associated with the United States Naval Support Activity Station in Juffair, Bahrain. Contrary to this association, our student population is unique in that students represent 46 different nationalities with diverse cultural backgrounds. While the largest group is from the United States, it only represents only about 40% of the student population. The other 60% of our student population are tuition-paying, space available, and non-federally connected. 79% of our student population has a home experience that is multilingual. This makes for a dynamic teaching and learning environment.

Instruction is college preparatory in nature and over 90% of graduating seniors apply for and are accepted to 4-year college or university programs. Parental aspirations for their children mirror this desire for high levels of education. Few discipline problems exist and students are motivated to do well in their academics.

The programs that are available to students are highlighted by the option of an International Baccalaureate Diploma as well as a range of Advanced Placement courses. Services include distance learning, guidance and counseling, special education, gifted education, Arabic Language, English as a Second Language, computer literacy, information center services, and nurse services.

Students participate in a variety of after-school activities including the Computer Club, Sailing Club, Dance, Model United Nations, Academic Games and others. Additionally, several teachers choose to offer additional after school activities such as weight training and intramural sports. Because of its location, the school participates in activities in DODDS-Europe, the Eastern Mediterranean Activities Council, and the Gulf Region.

2004-2005. Bahrain School experienced a major population shift at the beginning of school year. The U.S. Navy made the decision to send all military dependents to their home of record. Although there was a loss of students across all grade levels, this action had the greatest effect on the elementary population. Faculty members were transferred due to the ban on dependents, “excessed” due to a smaller student population, or assigned new teaching positions.

2009-2010: A decision was made to allow dependents to return to Bahrain, a new principal (Gail Anderson), assistant principal (Eldrige Groomes) and faculty and staff began the process of gearing up for an increase in military dependent/space required students.

Faculty, Staff, Parents, and Students met in the fall of 2009 to review the DoDEA Mission statement and develop/revise a Vision Statement for the Bahrain School that represented the practices and beliefs of all stakeholders.

MISSION STATEMENT

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

Bahrain School Vision Statement:

We, the Bahrain School Community, will...

incLude
Empower
creAtE
inspiRe
Nurture

MUMTAZ!

University Admissions

Description of Data

100% of the 2010 Graduating Class will attend a university or college in the fall of 2010.

Presentation/Analysis of Data:

School Data: The Bahrain School has made a commitment to follow the progress of each individual student to identify students potentially at-risk and better direct our instructional interventions.

Data Collection Instrument(s)

- Advanced Placement Results
- PSAT Results
- TerraNova Multiple Assessments
- Scholastic Reading Inventory (SRI)
- Developmental Reading Assessment (DRA)

Advanced Placement:

Students took 62 Advanced Placement Assessments in 2009.

Summary of Results:

Bahrain School 2009 AP Assessment Summary						
AP ASSESSMENT	N Count	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
Calculus	19	1	3	3	2	10
Chemistry	10	1	2	1	3	3
Economics-Micro	21	2	8	6	4	1
Physics	10	1	0	3	5	1
Spanish	1		1			
U.S. History	1				1	

PSAT: The PSAT results from class of 2011 (11th grade) were used as a snapshot of student performance on the PSAT so that progress could be measured

from 2008-2009. The results of 68 students (10th grade) in 2008 were compared to performance of 75 students (11th grade) in 2009.

Summary of Results:

Reading: Thirteen areas of student performance for the class of 2011 were compared for 2008 and 2009. 4 areas showed a slight decline, 4 areas showed an improvement and 5 areas stayed about the same.

- CR3 (Comparing and contrasting ideas presented in two passages, CR4 (Understanding the use of examples), CR5 (Recognizing the purpose of writing strategies) and CR11 (Understanding difficult vocabulary) are areas that showed a slight decline in 2009.
- CR6 (Applying ideas presented in a reading passage), CR9 (Distinguishing conflicting viewpoints), CR10 (Being thorough), and CR16 (Recognizing a definition when it is presented in a sentence) are all skills that showed an improvement in 2009.
- CR1 (Understanding main idea), CR7 (Determining an author's purpose or perspective), CR12 (Understanding how negative words suffixes and prefixes affect sentences), CR17 (Understanding sentences that deal with abstract ideas), and CR19 (Comprehending long sentences) are areas that stayed the same.

Mathematics: All areas are better than the "state" averages and only M4 (Using algebraic equations) is not higher than the national average. 11 performance areas were compared for 2008 and 2009 and the performance in 2009 was stronger in 8 of the eleven areas.

- One area (M3-dealing with probability and basic statistics) decreased slightly and two areas (M5-Using basic algebraic concepts) and M10 (Recognizing logical key words) stayed about the same.
- All other areas assessed in mathematics improved. The greatest improvements were shown in M2 (Understanding geometry), M6 (Making connections among mathematical topics), M9 (Recognizing patterns and equivalent forms), and M11 (Using answer choices to help solve the problem.)

TerraNova Multiple Assessments

Description of Data

The TerraNova, Multiple Assessment, is a system-wide, norm-referenced assessment given to all 3rd through 11th grades. This assessment is given each spring during the 27th week of the school year. Students are assessed in the areas of reading, language arts, mathematics, science, and social studies. Results are monitored for continuous school improvement through the mean National Percentile Scores and the percentage of students in each quartile. This assessment is scored by CTB-McGraw Hill. It contains both direct response and open-ended questions. Charts in this document include percent of students by quartile, mean scores by grade and subject, and disaggregated reading by gender.

Scores were highlighted in blue if 75% or more students scored in the top two quartiles. Scores highlighted in green indicate that less than 7% scored in the lowest quartile and areas highlighted in yellow indicate 7% or more of the students scored in the lowest quartile

Reading				Language			Mathematics		
Grade Level	Quarter Percent	2009 (baseline)	2010	Quarter Percent	2009 (baseline)	2010	Quarter Percent	2009 (baseline)	2010
3	75%-100%	34.8	11.1	75%-100%	30.4	55.6	75%-100%	30.4	66.7
	51%-75%	30.4	66.7	51%-75%	39.1	33.3	51%-75%	47.8	22.2
	26%-50%	30.4	16.7	26%-50%	17.4	5.6	26%-50%	17.4	11.1
	0%-25%	4.5	5.6	0%-25%	13	5.6	0%-25%	4.3	0
4	75%-100%	26.3	29	75%-100%	42.1	35.5	75%-100%	22.2	25.8
	51%-75%	36.8	29	51%-75%	36.8	35.5	51%-75%	50	38.7
	26%-50%	31.6	32.3	26%-50%	21.1	25.8	26%-50%	27.8	22.6
	0%-25%	5.3	9.7	0%-25%	0	3.2	0%-25%	0	12.9
5	75%-100%	36.4	20	75%-100%	45.5	48	75%-100%	45.5	40
	51%-75%	54.5	48	51%-75%	31.8	24	51%-75%	36.4	32
	26%-50%	9.1	32	26%-50%	13.6	24	26%-50%	18.2	28
	0%-25%	0	0	0%-25%	9.1	4	0%-25%	0	0
6	75%-100%	37.9	50	75%-100%	41.4	44.1	75%-100%	37.9	38.2
	51%-75%	44.8	38.2	51%-75%	34.5	41.2	51%-75%	37.9	38.2

6	26%-50%	14.8	11.8	26%-50%	13.8	14.7	26%-50%	20.7	20.6
6	0%-25%	3.4	0	0%-25%	10.3	0	0%-25%	3.4	2.9
7	75%-100%	19.4	47.2	75%-100%	38.9	50	75%-100%	36.1	41.7
7	51%-75%	55.6	47.2	51%-75%	33.3	38.9	51%-75%	25	33.3
7	26%-50%	25	2.8	26%-50%	25	11.1	26%-50%	36.1	25
7	0%-25%	0	2.8	0%-25%	2.8	0	0%-25%	2.8	0
8	75%-100%	34.4	27	75%-100%	51.6	41.7	75%-100%	34.4	37.8
8	51%-75%	40.6	48.6	51%-75%	38.7	44.4	51%-75%	37.5	27
8	26%-50%	24	24.3	26%-50%	9.7	13.9	26%-50%	28.1	27
8	0%-25%	0	0	0%-25%	0	0	0%-25%	0	8.1
9	75%-100%	54.2	48.8	75%-100%	43.8	44.2	75%-100%	37.5	41.9
9	51%-75%	25	27.9	51%-75%	37.5	32.6	51%-75%	31.3	39.5
9	26%-50%	18.8	18.6	26%-50%	14.6	16.3	26%-50%	29.2	11.6
9	0%-25%	2.1	4.7	0%-25%	4.2	7	0%-25%	2.1	7
10	75%-100%	46.3	46.2	75%-100%	53.7	50	75%-100%	56.7	50
10	51%-75%	38.8	28.5	51%-75%	32.8	33.3	51%-75%	29.9	30
10	26%-50%	14.9	11.5	26%-50%	13.4	15.4	26%-50%	11.9	17.9
10	0%-25%	0	3.8	0%-25%	0	1.3	0%-25%	1.5	1.3
11	75%-100%	48.3	65.3	75%-100%	25.9	45.3	75%-100%	69	64
11	51%-75%	34.5	28	51%-75%	51.7	38.7	51%-75%	24.1	26.7
11	26%-50%	13.8	6.7	26%-50%	20.7	14.7	26%-50%	6.9	8
11	0%-25%	3.4	0	0%-25%	1.7	1.3	0%-25%	0	1.3

The greatest area of concern for 2010 exists in Mathematics. Three grades (4th, 8th, and 9th) had 7% or more of their students in the lowest quartile.

The only other area to have 7% or more of the students in the lowest quartile was 9th grade Language).

Mean Scores Compared 2009-2010:

Bahrain School Terra Nova Mean Scores 2009-2010									
Mean Scores- Reading	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade
	3	4	5	6	7	8	9	10	11
SY2009	58.8	56.3	61.2	60.6	57.8	61.4	67.8	64.9	64.1
SY2010	55.4	56.9	55.9	64.9	63.4	58.1	62.3	65.1	67.8

Mean Scores- LA									
SY2009	56.3	62.2	61.5	59.9	60.4	66.7	63.9	65.8	59.8
SY2010	64.7	60.4	58.3	62.2	64.4	64	60.3	65.1	65.3
Mean Scores- Math									
SY2009	59.7	57.9	63.7	61.2	58.4	61.8	61.3	66.2	69.7
SY2010	68.3	53.2	60.2	62.4	61.6	58.3	63.3	64.1	67.9
Mean Scores- Science									
SY2009	59.1	57.6	57.5	57.4	55.4	64.3	59.5	60.8	61.6
SY2010	70.2	50	57.2	58.9	60.3	60.5	60.9	59.8	63.2
Mean Scores- SS									
SY2009	62.9	55.4	55.7	66	63.1	58.6	65.8	68.1	60.6
SY2010	70	57.1	58.9	68	63.6	58.9	58.9	65.3	64.3

In the fall of 2009 spreadsheets were also made for each grade by content area to help teachers plan differentiated instruction. Scores were ranked ordered to enable easy identification of students potentially at-risk.

A process with Terra Nova Scores to explore our teaching:

Recognizing that grade level comparisons from year to year are not comparing the progress of individual students the entire faculty looked at Terra Nova Scores for students who had taken the Terra Nova in both 2009 and 2010. Teachers were asked to note and classify students who had scores that improved, scores that stayed the same, and scores that declined. This activity was simply a process of looking at ourselves and made no accounting of confidence intervals, standard deviations etc. Cells highlighted in yellow indicate area where a higher percentage of students scored lower in 2010 then they did in 2009.

Summary of results for comparison of 2009-2010 Scores:

Comparison of student scores from Terra Nova 2009 to 2010						
Grade	Reading	Language	Math	Total	Science	Soc Stud
4th N	19	19	19	19	19	19
4th % higher	37%	79%	32%	63%	32%	42%
4th % same	5%	0	11%	11%	0	0

4th % lower	58%	21%	58%	26%	68%	58%
5th N	16	16	16	16	16	16
5th % higher	50%	31%	67%	40%	27%	60%
5th % same	0	6%	6%	0	6%	6%
5th % lower	50%	63%	27%	53%	67%	33%
6th N	20	20	20	20	20	20
6th % higher	60%	35%	25%	60%	50%	90%
6th % same	5%	10%	0	5%	0	0
6th % lower	35%	55%	75%	35%	50%	10%
7th N	24	24	24	24	24	24
7th % higher	50%	71%	50%	58%	67%	42%
7th % same	4%	0%	0%	8%	0%	4%
7th % lower	46%	29%	50%	33%	33%	54%
8th N	25	25	25	25	25	25
8th % higher	64%	64%	72%	84%	72%	48%
8th % same	0%	0%	4%	4%	4%	0%
8th % lower	36%	36%	24%	12%	24%	52%
9th N	25	25	25	25	25	25
9th % higher	60%	48%	60%	64%	52%	68%
9th % same	12%	4%	12%	8%	4%	4%
9th % lower	28%	48%	28%	28%	44%	28%
10th N	39	39	39	39	39	39
10th % higher	49%	64%	56%	56%	51%	46%
10th % same	0%	8%	3%	3%	3%	5%
10th % lower	51%	28%	41%	41%	46%	49%
11th N	59	59	59	59	59	59
11th % higher	51%	44%	56%	46%	61%	31%
11th % same	8%	5%	14%	5%	3%	2%
11th % lower	41%	51%	31%	49%	36%	68%

Social Studies showed the greatest decline. Five grades (4, 7, 8, 10, and 11) had a greater percentage of student scores who declined that improved. Three grades (5, 6, and 11) had a greater percentage of scores in Language that declined.

Fourth grade showed the greatest % of scores that declined followed by 5th and 11th.

Identification of students below the 40th percentile for 2010:

In preparation for the 2010-2011 SY, teachers identified all students who scored below the 40th percentile in any content area. A spreadsheet was created to list all names and scores in each of the content areas that fell below the 40th percentile. The table below summarizes the information.

Summary of Results:

Bahrain School- Students below the 40th Percentile on TN for 2010					
Grade	Reading	Language	Mathematics	Science	Social Studies
3	1	2	1	0	1
4	8	4	6	11	5
5	4	5	3	6	3
6	1	1	4	4	2
7	2	2	5	6	4
8	3	4	8	5	5
9	8	7	5	9	6
10	7	8	5	13	4
11	2	5	3	11	4
Total	36	38	40	65	34

Science had the greatest number of students below the 40th percentile, which may be directly linked to the high percentage of English language learners (ELLs).

Mathematics had 40 students while Language had 38, Reading 36, and Social Studies 34.

This process identifies the students who are potentially at risk and will require instructional interventions.

The list of students scoring below the 40th percentile was also used by the Student Support Team (SST) to ensure that all students are receiving the support they need.

Analysis of Terra Nova Sub-Skills:

A comparison of individual student Terra Nova scores for 2009 to 2010 was also made in the sub-skills of Reading: Analyzing Text, Reading: Evaluate Meaning, and Mathematics: Problem Solving. The spreadsheet will be used in the first CSI meeting of SY 2010-2011 to examine the progress made in these areas of critical thinking and identify specific students who will require additional support.

Scholastic Reading Inventory (SRI)

Description of Data

The SRI is a computer-adaptive assessment instrument for grades 1-12 that allows educators to quickly and accurately measure reading comprehension and match students to books. This research-based and validity-tested assessment can be used to help place students at the best level in a reading program so they can read with success. SRI can be used throughout the school year to help teachers monitor student progress and differentiate instruction.

SRI scores from 2006-2010 were combined into a single spreadsheet to enable the monitoring of progress for individual students across the years. This spreadsheet will be used by teachers to deliver support to students who show weakness in Reading or have scores that may be on a downward rather than upward trajectory.

A significant number of students had lexile scores more than one grade level below the benchmark which may be a reflection of the high number of English language learners. A summary of the information is shown below: A spreadsheet of individual student names of students who fell below grade level was also provided to teachers along with the analysis of this year's SRI testing.

2010 SRI Bahrain ES/HS

Grade	2010 N=	# 1 year or more below grade level based on lexiles	% below grade level
2	24	4	16.67%
3	21	4	19.05%
4	31	10	32.26%
5	23	5	21.74%
6	35	10	28.57%
7	34	5	14.71%
8	36	9	25.00%
9	40	12	30.00%
10	75	19	25.33%
11	63	10	15.87%
12	38	13	34.21%
Total	420	101	24.04%

The 499 Bahrain School students represent 46 different nationalities with diverse cultural backgrounds.

Bahrain School has about 27% of its students in elementary school, (grades K-5) and about 73% in middle and high school high school. The largest population is in grades 10-12.

59 of the 138 Elementary students (43%) are identified as ESL students.

DRA Results

Third Grade:

**Third Grade Reading
Data SY**

2009-2010

(Include every third grade teacher's class scores on ONE form.)

Bahrain

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Indicate Support Services Provided	SRI Lexile Fall 2009	SRI Lexile Spring 2010	Change	DRA Level Fall 2009	DRA Level Spring 2010	Change	TerraNova Total Reading Percentile Spring 2010	At the Standard (name the test (s))	At the Standard (Name the assessments)
	Arabic	690	892	202	40	40	0	57	
ESL/Arabic	152	296	44	20			20		
Arabic	308	267	41	30	36	6	51		TN, DRA
Arabic/Sp. Ed	192	547	355	18	20	2	47		SRI
Arabic	671	656	-15	40	40	0	78		SRI, DRA, TN
ESL	BR	208	208	18	24	6			
ESL	458	772	314	34	40	6	61		SRI, DRA, TN
	576	780	204	38	40	2	67		SRI, DRA, TN
	684	631	-53	38	38	0	71		SRI, DRA, TN
	653	689	36	38	38	0	69		SRI, DRA, TN
GE	522	888	366	38	40	2	53		SRI, DRA, TN
	169	707	538	28	38	10	45		SRI, DRA,
Arabic	459	739	280	34	38	4	56		SRI, DRA, TN
ESL	BR	324	324	14	24	10			
	502	751	249	38	40	2	48		SRI, DRA
Arabic	611	810	199	40	40	0	51		SRI, DRA, TN
Arabic	623	945	322	38	40	2	65		SRI, DRA, TN
ESL	BR	105	105	18	24	6			
	802	895	93	40	40	0	91		SRI, DRA, TN
	949	806	-143	40	40		69		SRI, DRA, TN
		867			44		72		SRI, DRA, TN
		752			44				SRI, DRA
DRA Level	Performance Level	SRI Lexile Level	Performance Level	Terra Nova					
40 and higher	Above Standard	801 & above	Above Standard	NP 99-76					
34 or 38	At Standard	800 to 500	At Standard	NP 75-51					
28 or 30	Partially Met Standard	499-250	Partially Met Standard	NP 26-50					
24 or lower	Below Standard	249 & Below	Below Standard	NP 25-1					

Kindergarten:

Descriptor	Kindergarten Student DRA Score	Fountas/Pinnell Guided Reading	Lexile Level
Emergent	A	A	Beginning
Transitional	8	E	100-400
Self-Extending	34	O	500-800
Transitional	14	H	100-400
Early	4	C	Beginning
Transitional	18	J	300-600
Transitional	10	F	100-400
Transitional	14	H	100-400
Transitional	6	D	100-400
Transitional	18	J	300-600
Early	4	C	Beginning
Transitional	10	F	100-400
Transitional	10	F	100-400
Transitional	18	J	300-600
Transitional	8	E	100-400
Transitional	6	D	100-400

First Grade:

DRA Level	Proficiency Level	Guided Reading Level	Lexile Level	ESL
30	Exceeding	N	500-800	
26	Exceeding	L/M	300-600	
16	Meeting	I	100-400	Yes
18	Exceeding	J	300-600	
12	Approaching	G	100-400	
**	Unable to obtain a valid score.			Yes
12	Approaching	G	100-400	
14	Approaching	H	100-400	Yes
8	Below	E	100-400	Yes
18	Exceeding	J	300-600	
14	Approaching	H	100-400	

2nd Grade:

Level	Accuracy	Comp Score	Guided Reading Level	Descriptor	Lexile Level
18	95%	18	J	Transitional	300-600
20	94%	16	K	Transitional	300-600
28	94%	16	M	Transitional	300-600
34	94%	16	O	Self-Extending	500-800
18	94%	16	J	Transitional	300-600
18	94%	18	J	Transitional	300-600

Local School Information

Including Bahrain Elementary/High School, there are a total of 36 private schools on the island of Bahrain. Six of these schools offer a curriculum whose primary instruction is in English, and 5 have an International Baccalaureate Program. In addition to this, Bahrain School is unique in that it also offers an American curriculum and dorm facilities.

Existing School Data – Community

This “DoDDS” school community is unique in that the majority of our students are not connected to US Government employment. This is also reflected in the number of nationalities represented by our student body. Seventy-nine percent of our students use or are exposed to another language other than English in their home environment. This may be a factor in overall scores for standardized tests that require a comprehensive understanding of the English language. Further analysis of assessment data should include a disaggregation of scores by English as Second Language learners. Bahrain School is also unique on the island for offering a dorm setting with an American curriculum as well as an International Baccalaureate program. Our student population increases dramatically beginning with 10th grade when we add dorm students primarily from Aramco. These students come from homes where one or both parents are university educated and expect the same from their children. Bahrain School is seen as a pathway to acceptance and success in North American universities. We have a significantly higher male population of students, however; the female population consistently outscores their male counterparts in standardized testing.

Selection of and Rationale for Student Performance Goals

In 2009, Goals were modified to read as “SMART GOALS”

Goal 1: All students will improve in reading comprehension in all curricular areas changed to: All students, by 2012 will improve reading comprehension by making inferences, the process of drawing personal meaning from a text in all curricular areas as measured by the selected system-wide and school based assessments.

In every area of the curriculum and across grade levels, we found that our students were not meeting our projections for reading comprehension at the critical analysis level. Four out of every five students experience a language other than English in their home environment. It is for this reason our first goal is that all students will improve in reading comprehension in all curricular areas. Our multilingual student population has specific reading comprehension needs related to content specific vocabulary, analyzing text and reading for information. For the next school improvement cycle, we have decided to renew our commitment to improve reading comprehension and believe that that this focus will optimize our students' success in all areas.

The Administration and SST team will monitor student progress throughout the year.

Selection of Goal 2: All students will improve critical thinking skills across the curriculum became: All students by June 2012 will improve in critical thinking skills by using analytical skills needed to break content into components in order to identify parts, see relationships among them, and recognize organizational principles, in all curricular areas as measured by the selected system-wide and school based assessments.

2010 data analysis indicates that Goal 2 should be more focused on the improvement of critical thinking and problem solving in the area of mathematics. As part of the school's first CSI meeting in August 2010 Goal 2 will be revised to better meet the needs of students in Bahrain school. It will be critically important to identify an assessment in addition to the Terra Nova measure student progress.