

School Profile

Ankara Elementary High School

Ankara, Turkey



**E.B. Stafford, Principal**

**Mustafa Bulut, Assistant Principal**

PSC 89 Unit 7010 APO AE 09822

<http://www.anka-ehs.eu.dodea.edu>

## SCHOOL PROFILE DEVELOPMENT

The School Improvement Committee is composed of The SIP Chair Ms. Serra Coruh, SIP Elementary Representative Ms. Patricia George, SIP High School Representative Mr. Michael Robbins, and the SIP Statistician Mr. Terry Douglas together with the School Improvement Leadership Team (SILT). The Principal Mr. E.B Stafford and the Assistant Principal Mr. Mustafa Bulut and the Ankara Elementary High School Faculty worked together to create the School Profile.

The responsibility for creating the School Profile was divided among six data task groups with the faculty indicating their preferred task group. The Data Task Groups were chosen so that there would be an equal distribution of work and analysis for the creation of the profile and to build in total staff contribution. The Six Task Groups were: Environmental Scan and Surveys Task Group chaired by Ms. Najet Ayachi; Standardized Test Data Crunchers Task Group A Chaired by Ms. Dianne Hewitt; Standardized Test Data Crunchers B Task Group Chaired by Ms. Elaine Guihan, Local Insights Task Group Chaired by Mr. Paul Generelli; Local Assessments Task Group Chaired by Mr. Norm Smith; Existing School Data Task Group Chaired by Ms. Dawn Smith. The task group chairs became the members of the SILT team.

After dividing the work and introducing the SIP process at a faculty meeting, the SILT and the SIP committee members met separately to identify the next steps. The Task Group Chairs were trained in the specific tasks for their groups; specific examples were given about the templates to be used in the process. Clarifications were made about their group work and the expectations from each group. The importance of keeping minutes for each meeting and saving the minutes on the common drive was emphasized. To save time in the next faculty meeting, the school traditions and cultures were identified. The SIP Chair sent instructions for accessing the common drive through email communications to each faculty member on how to save the minutes and the completed templates on the Internet. Further training of the faculty was established during a faculty meeting using technology with the assistance of the E.T and SIP Statistician Terry Douglas.

Each group was tasked to analyze its specific data and prepare a presentation. To simplify the analysis task, major graphs and charts were made by the SIP Chair, the SIP Statistician and one of the Task Group members Ms. Senem Kadioglu and put into the common drive for easy access. The teacher survey was developed with the assistance of Mr. Michael Robbins and approved by the Principal E.B. Stafford and the LUR Sharon Merrill. The teacher survey was conducted using the school Intranet where the process was completely anonymous. SIP Committee members were each tasked to attend meetings of specialized groups and other assistance when needed.

There was a given time frame and an action plan template with the dates to accomplish each milestone put into the Common Drive under the SIP folder. The meetings and group data were kept in an electronic file under the same folder to which all the faculty members had access. The faculty agreed that the common driving goal for the next five years should be data driven.

On October 24th the task groups came together with parents and the SILT members to summarize and present their findings. After each task group's presentation, input from other

groups and parents were recorded. Weaknesses in student performance were identified from the data presented by the task groups.

The faculty reviewed the Mission Statement and voted to keep it as is. The data and mission statement were compared for compatibility to adequately support our educational efforts.

Sy2007-2008 during the school year the committees were reformulated to better suit our school's needs in the application of the strategies. Two levels of base groups were formed where all the teachers took part in the two base groups that belonged to their areas of teaching. Each teacher belongs to two base groups. The base groups incorporate SIP plan responsibilities within their expected responsibilities. The excel sheet of these committees can be found in the SIP 08-09 folder. Minutes are kept and submitted. Each group meets once a month after school.

SY 2008-2009 Due to the successful implementation of the base groups because of teacher input and buy-in. Teachers report that they could share their strategies with their like colleagues that enhance their professional growth through collaboration. The objective for this year is to increase collaboration by directing department/teams to focus on a common teaching strategy and formative assessment. This will increase teacher support and training within these groups.

This process continues to be documented in the K drive.

## 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.

### **Mediterranean District Mission**

To support schools for the success of *every* student

### **Ankara Elementary High School Mission Statement**

To provide challenge and success for all students in a nurturing environment

### **Core Commitments / Beliefs**

Teaching is intrinsically rewarding

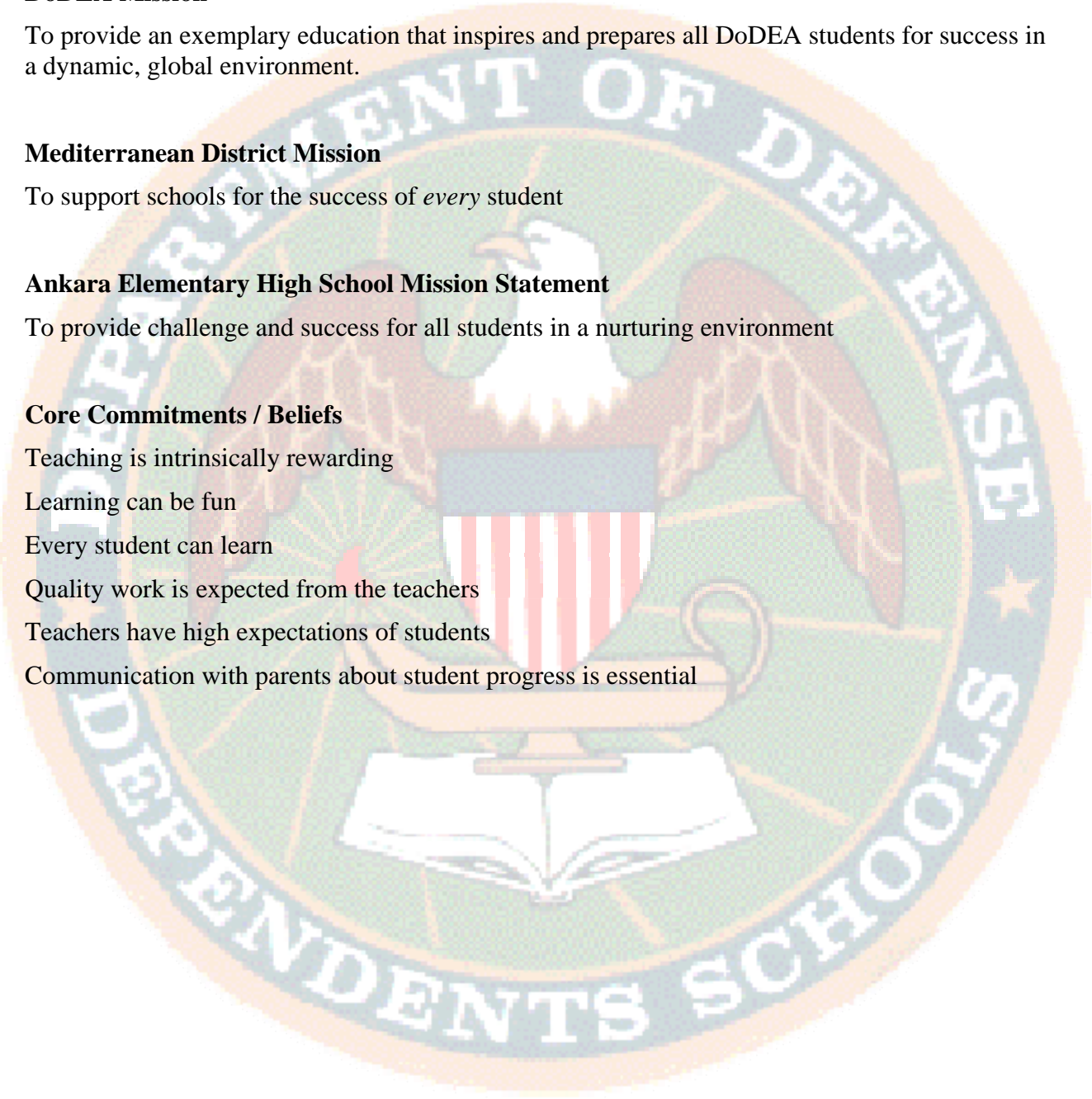
Learning can be fun

Every student can learn

Quality work is expected from the teachers

Teachers have high expectations of students

Communication with parents about student progress is essential



## TABLE OF CONTENTS

School Profile Development .....	ii
Mission Statement.....	iv
Table of Contents .....	1
Unique Local Insights.....	2
Information from Former Students .....	16
Existing School Data: Students.....	17
Existing School Data: Community .....	31
Existing School Data: Instructional .....	35
Interpretation and Triangulation of Data .....	40
Student Performance Goal 1 .....	40
Student performance goal 2 .....	41
Rationale for Student Performance Goals: .....	43

**UNIQUE LOCAL INSIGHTS**

Data Collection Instruments

Teacher Demographics-Intranet In School Survey

Student Demographics- SIS Program

Student Home Language Distribution

Percent Student Turnover

Structure of School, Programs, Supports, Clubs – School Administration

Curriculum- DoDEA Internet Site [www.dodea.edu](http://www.dodea.edu)

Parent Focus Group Results- CLO Survey

**Presentation / Analysis of Data**

**Teacher Demographics:**

Teacher Demographics

Teacher Highest Level of Degree

<b>Teacher Demographics</b>		
<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>15</b>	<b>18</b>	<b>33</b>
<b>45%</b>	<b>55%</b>	

<b>BA/BS</b>	<b>MA/MS</b>	<b>Total</b>
<b>6</b>	<b>26</b>	<b>32</b>
<b>19%</b>	<b>81%</b>	

Faculty Teaching Experience

<b>Years</b>	<b>Years 1-10</b>	<b>Years 11-20</b>	<b>Years 21-30</b>	<b>Years 31-40</b>	<b>Years 41-50</b>
<b>Number of Teachers</b>	<b>6</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>4</b>

- There are 15 male and 18 female teachers.
- The majority of the teachers have a masters degree
- The teaching experience of the faculty is varied.

Sy2007-2008 No change in teacher demographics

SY 2008-2009 Change in administration and four new additions to the faculty

The new principal is Kathleen Reiss

The new assistant principal is Rosie Uluer

The new teachers are:

PE :Stephen Hatcher

Elementary Art and PE :Tracy O'Connor

Nurse: DJ Bahney

Higher Mathematics and Science: Patrica Plunkett

**Student Demographics :**

Employer Code	1A	1B	1C	1D	1F	1G	1H	2A	3G	3P	4A	4B	4C	4D
<b>Totals</b>	9	5	5	14	9	12	5	26	1	44	7	76	9	8
<b>DEROS Year</b>	2006	2007	2008	2009	2010									
<b>Percentages</b>	4.5	42.7	35.3	14.3	3.6									

Gender	Male	Female												
<b>Totals</b>	133	101												

Federal Race	Am Ind	Asian	Black	White	Pac Is	Mixed	Decline							
<b>Totals</b>	0	13	7	83	0									

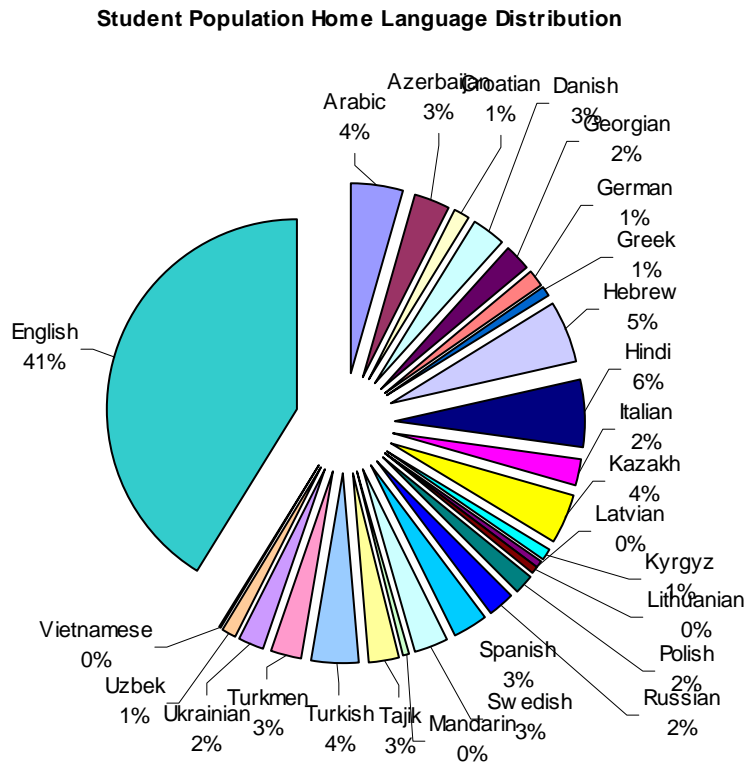
Federal Ethnic Categories	Hispanic	Non-Hispanic	Decline											
<b>Totals</b>	10	98												

Grade Level Population	SS	PSCD	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>Totals</b>			13	20	21	14	19	17	23	22	22	20	20	16	7

- Out of the 236 students majority of the population consists of Foreign Nationals
- SY 2007-2008 no significant change in student demographics

- SY 2008-2009 major turnover in the student body. Essence of Ankara School demographics remains consistent. However the implications of having this major turnover is that the new students coming in are less proficient in English than our previous students who had been exposed to our instruction in the previous years. Demographics can be found under the Data Folder in the SIP common drive

## Student Home Language Distribution SY 2006-2007



- 41% of our students speak English as their natural language. 59% of the students are ESL and their home language distribution is as above.
- 58 students are Space required and 171 of these students attend Ankara E/HS by choice.

SY 2007-2008 Changes in the student body, language and demographics not significant

SY 2008-2009 See updated demographics in the Data Folder within the K drive.

## Percent Student Turnover

Years Student Enrolled in School	2002	2003	2004	2005	2006
1 Year	52%	32%	17%	19%	44%
2 Years	35%	35%	42%	42%	32%
3 Years	6%	19%	27%	26%	11%
4 Years	6%	15%	14%	13%	13%

- Due to the logistics and population characteristics the Ankara Elementary High School has a high student turnover rate. In the SY 2005-2006 44% of the student population consisted of new students.

[SY 2007-2008 Turnover rate not significant](#)

[SY 2008-2009 High student turnover as evidenced in the SMS data file](#)

## School Structure

The Ankara Elementary High School is a unit school currently enrolling 226 students in grades Kindergarten through twelve. Space required and tuition paying students from the United States number 95. There are 131 non-United States students representing 39 different countries. Of the non-United States students 76 have been identified as having ESL needs. Of the teaching staff 2.0 teaching positions have been assigned for English as a Second Language (ESL) instruction

The school, in addition to the ESL classes, has programs in Gifted Education, Advanced Placement, Distance Learning, Special Education, Read 180, Life Skills, and is fully certified in AVID.

George C. Marshall has a sports facility that includes a gym and a standard outdoor field with track. The high school supports teams in tennis, girls' and boys' volleyball, cross country, girls' and boys' basketball, wrestling, cheerleading and soccer.

The school also has three fully functioning computer labs.

The school is located on a Turkish Military Installation within a gated compound designated as the American Support facility (ASF).

Because there is no American military base, there are limited support services available to the school. The support services that are provided by the military are: School Liaison Officer, school related MWR, motor pool, ODC buses, AT/ET support, safe school

support, and engineering support. Turkish medical facilities in the city must be used in case of emergency. Medical supplies for the school nurse must be acquired from Incirlik Air Base in Adana. There are limited vocational and career education opportunities available in this community.

[SY 2007-2008 No changes](#)

[SY 2008-2009 No changes](#)

**Ankara E/HS Support Services:**

<b><u>Support</u></b>	<b><u>Elementary School</u></b>	<b><u>Middle School</u></b>	<b><u>High school</u></b>
Special Education	✓	✓	✓
Gifted Education	✓	Advisory	Advisory
Registrar/Personnel	✓	✓	✓
Supply	✓	✓	✓
Maintenance	✓	✓	✓
Educational Technologist	✓	✓	✓
Administrative Technologist	✓	✓	✓
Janitorial	✓	✓	✓
School Liaison	✓	✓	✓
Principal/Asst Principal	✓	✓	✓
Counselor	✓	✓	✓
Nurse	✓	✓	✓
Reading Specialist	✓	✓	✓
ESL	✓	✓	✓
Lunch Program	✓	✓	✓
Playground	✓	✓	✓
Monitors	✓	✓	✓
Transportation Officer	✓	✓	✓
Buses	✓	✓	✓
AVID tutor	N/A	✓	✓
Kindergarten Aide	✓	N/A	N/A
PTSO	✓	✓	✓
SAC	✓	✓	✓
Media Center	✓	✓	✓
Multi-Purpose Room	✓	✓	✓
Substitute Teachers	✓	✓	✓
Embassy Clinic	✓	✓	✓
Student Activity Fund	✓	✓	✓
Referees/officials	N/A	N/A	✓
Geometry Lab	N/A	N/A	✓
Algebra Lab	N/A	N/A	✓

**Ankara E/HS Student Extra Curricular Activities:**

<b>Activity</b>	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>
Cheerleading	X	X	X
Soccer	X	X	X
Basketball	X	X	X
Wrestling	X	X	X
Karate		X	
Art	X	X	X
Chess	X		
Checkers	X		
Band	X	X	
Orchestra	X	X	
Kickball		X	
Movie Days		X	
Drama		X	X
Yearbook	X	X	X
Model United Nations			X
Tennis			X
Cross-Country			X
Volleyball			
Knowledge Bowl			X
Contemporary Band			X
Space Camp- Trip to Izmir		X	
Student Council	X	X	X
Math Counts		X	
Drama		X	X

**ANKARA ES/HS Support Activities**

- The community offers four of the activities above for the elementary students.

- For the middle school five of the activities are offered via the community.
- The clubs for the elementary and middle school that are sponsored by the school and faculty members meet at least once a week.
- High School sports activities meet after school everyday.

### **K-5 Early Childhood/Elementary Programs, Curriculum**

In addition to the DoDEA standard curriculum of Reading/Language Arts/Spelling/Grammar (Scholastic Literacy Place), Health (Harcourt), Science (Scott Foreman), Math (Macmillan/McGraw-Hill), Social Studies (McGraw-Hill) the K-5 students attend special classes one period a day in the following areas: Art, Music, Host Nation, PE, and Life Skills.

The Middle School and High School Curriculum:

Ankara Elementary High School Middle and High School Curriculum

Teacher	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
<b>Agusman, Fusun</b>	Host Nation AB	Turkish II C-1		Monday - Kindergarten		Monday - 4th Grade	Turkish I C-1
		Turkish II-1		Tuesday - 5th Grade		Tuesday - 1st Grade	Turkish I-1
				Wednesday - 1st Grade		Wednesday - 3rd Grade	
				Thursday - Kindergarten		Thursday - 2nd Grade	
				Friday - 2nd Grade			
<b>Avenick, Danielle</b>	Mathematics 6-2	Geometry Lab-1		Geometry-1	Mathematics 7-1		Geometry-2
<b>Ayachi, Najet</b>	Fundamentals of Art-3 Yr	Fundamentals of Art-1		Nutrition Fit & Well-1 S1	Fundamentals of Art-2	Monday - 5th Grade	
				Painting		Tuesday - 2nd Grade	
						Wednesday -4th Grade	
						Thursday - 3rd Grade	
			Painting-1			Friday - 2nd Grade	
<b>Carignan, Leigh</b>	Physical Ed 8-1	Outdoor Education AB-1		PE-Actvty Nutrition-1		Monday - Kindergarten	PE-Lifetime Sports-1
						Tuesday - 5th Grade	
						Wednesday - 2nd Grade	
						Thursday - Kindergarten	
			Physical Ed 7 AB-1	Physical Ed 6 AB-1			Friday - 5th Grade
<b>Chapman, Marianne</b>			Learning Strategies-1		Tuesday - 3rd Grade	Focus Read-Write-1	
					Wednesday - 5th Grade		

					Friday - 4th Grade		
<b>Coruh, Serra</b>			Video Production AB-1	Algebra I C-2	Algebra I C-1	Computer Apps I-3	Web Site Dev-Mgt-1
			Video Production AB-2	Algebra I-1	Algebra I-2	Business Management-4	Algebra Lab
						Calculus DL	Java I DL-3
<b>Douglas, Terence</b>		Yearbook					
<b>Esack, Raymond</b>				AP Biology+-1	Biology-2		
<b>Generelli, Paul</b>	AP US History+-1	US Government-1	Spanish I C-1			Spanish II C-1	Spanish III-1
		Model United Nations-1	Spanish I-1			Spanish II-1	Spanish IV-1
<b>Guihan, Elaine</b>			Reading Lab 7-1		Reading 6-1		Reading Lab 7-2
			Reading Lab 8-1				Reading Lab 8-2
			Reading Lab 9-1				Reading Lab 9-2
<b>Hayward, Lynda</b>	Language Arts 7-1	Language Arts 8-2		Language Arts 6-2	Language Arts 8-1	Avid M-1	
<b>Kadioglu, Senem</b>			Math Analysis-1	Accounting I-2	AP Calculus AB+-1	Computer Apps AB-3	Computer Apps AB-1
				Business Management-2		Keyboarding I AB-3	Keyboarding I AB-1
				Spreadsheet Sftwr App-2		Computer Apps AB-4	Computer Apps AB-2
				Imaging Sftwr Apps		Keyboarding I AB-4	Keyboarding I AB-2
<b>Kittelson, Douglas</b>		Integrated Sci III-1	Environmental Sci-1		Integrated Sci III-2	Integrated Sci II-1	Integrated Sci I-2
<b>Merrill, Sharon</b>	HonorsLit-WrldHist9-1		HonorsWrldHist-Lit9-1		Language Arts 11-1	AP English Lit+-1	
<b>Price, Linda</b>		Social Studies 6-2	US History 8-2	World Geography 7-1		World Regions-1	US History 8-1
<b>Rewey, Brianna</b>	AP Spanish Lang-DL+-4	Java I-DL-2	Economics-DL-1	AP Comp Sci AB-DL+-1	AP Spanish Lang-DL+-1		
		Java II-DL-2	Health Ed-DL-1		AP US History-DL+-2		

		AP Spanish Lang-DL+-3	Marine Biology-DL-1		Java I-DL-4		
		Health Ed-DL-1			Java II-DL-4		
<b>Robbins, Michael</b>	Language Arts 9-1	French III-1	French I C-1			French II C-1	Language Arts 12-1
			French I-1			French II-1	
<b>Sadak, Ed</b>		Health Ed-1(S2)	Health Ed 6 AB-1				
<b>Simpkins, David</b>	Business Law-1	PresentationSfwr App-1	Intl Business-4		Video Comm I-1	Personal Finances-1	Journalism-1
	Imaging Sfwr App-2	Business Management-1	Spreadsheet Sfwr App-3			Video Comm III-2	Accounting I-4
	Spreadsheet Sfwr App-4	Personal Finances-2				Imaging Sfwr App-1	Imaging Sfwr App-4
		Journalism-2					
<b>Smith, Norman</b>	Chemistry-1	Physics Apps in Comm-1	Algebra II-1		Mathematics 8-1	Physics-1	
<b>Tafoya, Lisa</b>	ESL-Expand Comm-4		English 2nd Lang 7-8-2	ESL-Expand Comm-1	Monday - 3rd Grade		English 2nd Lang 5-6-1
					Tuesday - 4th Grade		
					Wednesday - 1st Grade		
					Thursday - 4th Grade		
					Friday - 3rd Grade		
<b>Wood, Bill</b>	World History-1	US History-1	Language Arts 10-1	HonorsLit-WrldHist10-1		HonorsWrldHist-Lit10-1	
<b>Yayboke, Kathy</b>			Advanced Chorus-1	Monday - 1st Grade	Monday - 2nd Grade	Beginning Band M-1	Advanced Band M-1
			Beginning Chorus-1	Tuesday - Kindergarten	Tuesday - 3rd Grade	Beginning Band-1	Advanced Band-1

			Chorus M-1		Wednesday - 4th Grade		
				Thursday - 5th Grade	Thursday - 1st Grade	Intermediate Band M-1	Intermediate Band M-2
				Friday - Kindergarten	Friday - 2nd Grade	Intermediate Band-1	Intermediate Band-2

- Due to small enrollment, the elective courses change yearly to meet the needs of the students. The high expertise of the staff enables the school to offer many relevant programs and increases the potential to offer additional electives.
- Students are able to expand choice of courses.

[SY 2008-2009 Updated course schedules can be found under the Data folder in the K drive.](#)

## **Implications for Student Performance Goals**

There is a large ESL population with high percentage of student turnover.

Strategies to achieve student performance goals should focus on increasing performance of all students across the curriculum.

## **Other actions needed**

No further actions identified.

## INFORMATION FROM FORMER STUDENTS

### **Data Collection Instrument**

A focus group of ten former students was selected and an interview was sent to them on-line. The Local Insights task group prepared the questions. The value for this assessment is that it gave the school real-world feedback on how our students are doing after graduation.

The responses of the students were compiled and the general trends were identified.

### **Presentation of Data/Analysis**

Students felt participating in the sports program helped them in socializing and adapting to new circumstances.

Although students felt a need of more challenging coursework, they had no problems in university admissions for the university of their choice.

Students indicated positive experience as a result of the unique composition of the school.

Students indicated success in their courses at universities and generally felt prepared academically.

### **Implications for Student Performance Goals**

One of the outcomes of the focus group was that students feel they needed more challenging coursework. They did not identify a specific subject area.

There is a high ESL population with high percentage of student turnover.

Strategies to achieve student performance goals should focus on increasing the performance of all students across the curriculum.

### **Other Actions Needed**

None at this time

## EXISTING SCHOOL DATA: STUDENTS

### Data Collection Instruments:

The data below was used to identify Ankara E/HS students' performance weaknesses.

Due to the small population the Task Groups decided to investigate the results in depth to get a clear picture to identify student weaknesses. The data will be presented in the order below.

The Task Groups decided that the TerraNova Multiple Assessments 2<sup>nd</sup> edition, TerraNova Communication Arts Scores for grades 4,8,10 would be used as primary data points. These tests were used to identify the general trends in student performance and the resulting weaknesses would be interpreted. The overall staff reviewed the results obtained. The small student population with numerous ethnic backgrounds did not always provide statistically significant results.

- The Terra Nova Multiple Assessments, 2<sup>nd</sup> edition is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 3-11.
  - District Quartile Report Generated From the TerraNova NCE Test Scores
  - Terra Nova Multiple Assessments into disaggregates of gender, elementary, middle and high school.
  - Terra Nova OPI 2<sup>nd</sup> Edition- **Objectives Performance Index (OPI)**  
The OPI is a criterion-referenced score that appears in a number of reports along with norm-referenced scores. It is reported for each content **objective** measured by the various *TerraNova (2nd Edition)*, assessments. This score is an estimate of the percentage of any appropriate set of items that the student could be expected to answer correctly. It reflects overall performance on the content area test as items are related to objectives. An OPI of 65 on a given objective, for example, means that the student could be expected to answer correctly 65 out of 100 similar items used to measure the objective.
- The TerraNova Communication Arts Scores for Grades 4, 8 and 10.
- The PSAT is a standardized test administered by high schools across the country, and any sophomore (10th grader) or junior (11th grader) who would like to take the test can do so in the fall of the school year. Scaling is done to make sure that the same percentages of people on each test receive the same score to maintain consistency between PSAT tests. This process of taking a raw score and computing the equivalent scaled score based on all students' performance on that test is what makes the PSAT a standardized test.
- SAT: The SAT Reasoning Test (formerly SAT I: Reasoning Test), better known as the SAT, is a three-hour and forty-five-minute test that measures critical

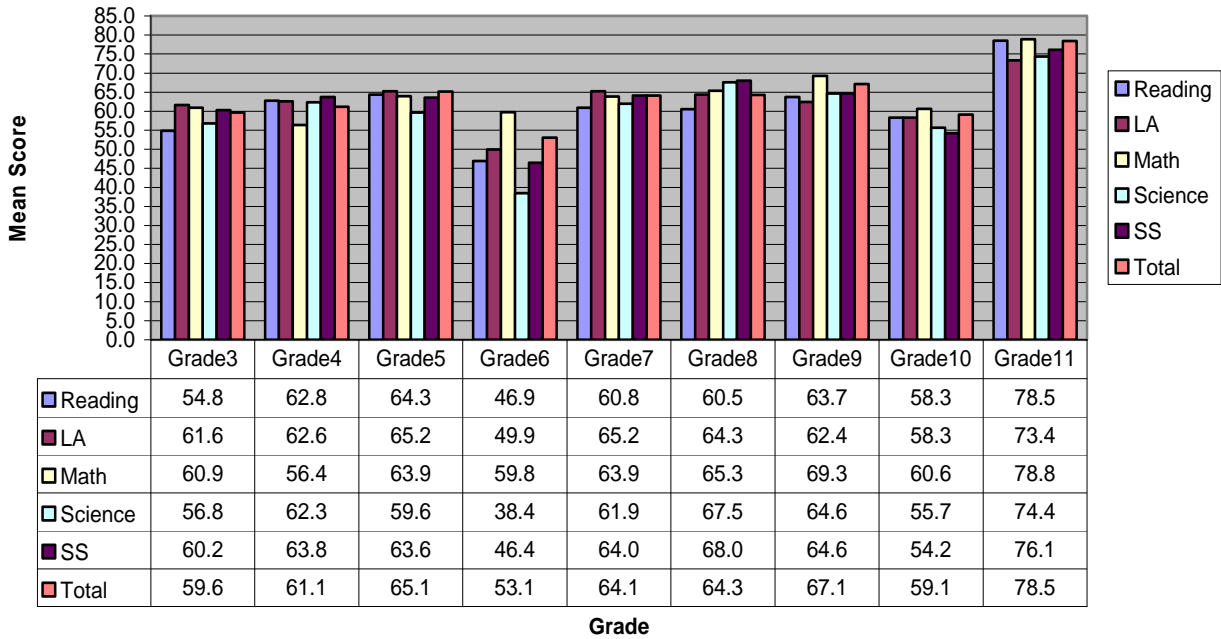
reading, writing, and mathematical reasoning skills students have developed over time, and skills they need to be successful academically  
([http://www.collegeboard.com/prof/counselors/tests/sat/about/about\\_sat.html](http://www.collegeboard.com/prof/counselors/tests/sat/about/about_sat.html) )

**Presentation / Analysis of Data:**

Terra Nova Multiple Assessments:

**The Ankara Elementary High School Terra Nova Multiple Tests 2nd Edition Test Total Percentiles All Grade Levels SY 2005-2006**

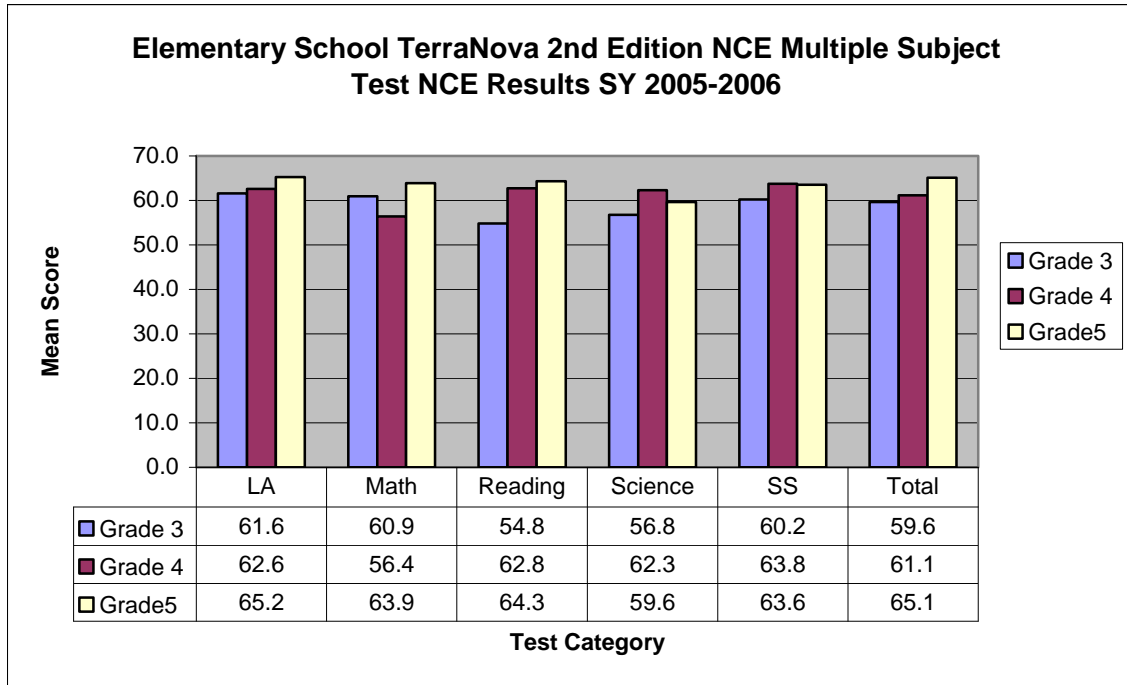
Terranova 2nd Edition Multiple Test NCE Totals SY 2005-2006



The 6<sup>th</sup> grade showed weakness in all areas, science being the lowest at the 37<sup>th</sup> percentile.

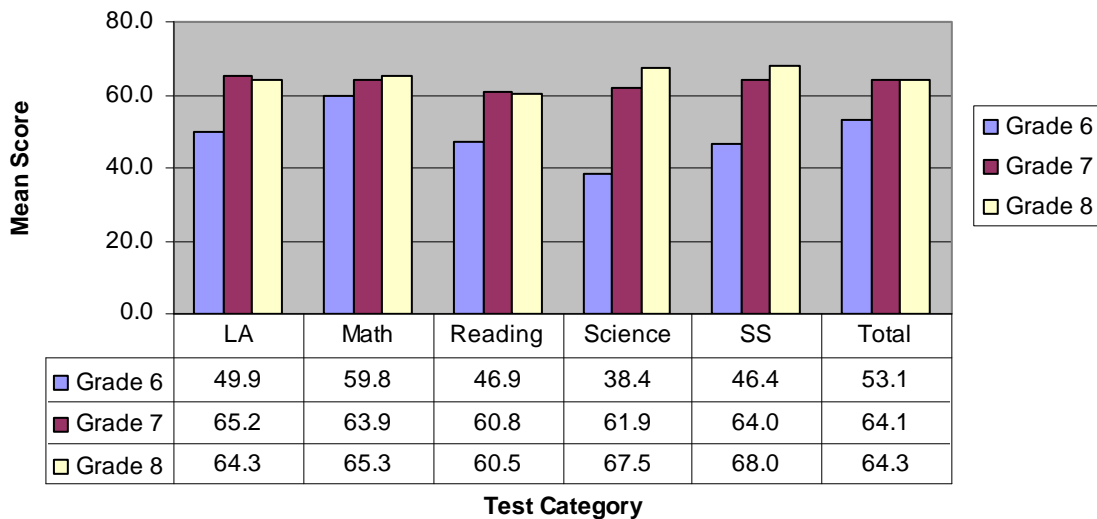
- Students reading scores in grades 3,5, 7 and 10 were lower than their Language Arts Score but grades 4,6,8, 9 and 11 had lower Language Arts total scores than reading.
- Grades 4, 6 and 10 performed below 70% in mathematics.
- With the exception of Grade 11 all Reading and Language Arts mean scores were below the 65<sup>th</sup> percentile.
- The weighted average for reading for the total school was 65, Language Arts 67.
- Only grade 6 performed in the 50<sup>th</sup> percentile in Social Studies.
- Grade 6 performed below the 50<sup>th</sup> percentile in all but 1 subject which was math
- Grade 10 performed below 70<sup>th</sup> percentile in all subject areas
- Science in all elementary grades was below 70<sup>th</sup> percentile

TerraNova 2<sup>nd</sup> Edition Multiple Subject Test Mean Grade Score:



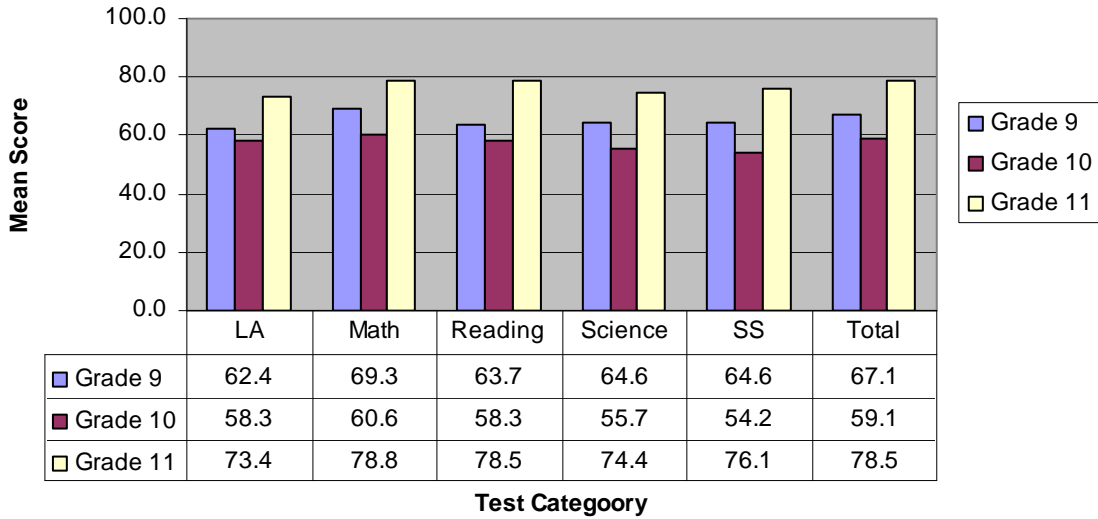
- Compared to all the elementary grades taking the test, Grade 3 Reading and Language Arts mean scores were lowest.
- Grade 4 lowest mean score was in Mathematics followed by Science.
- Grade 5 lowest mean score was in Science and Social Studies.

**Middle School TerraNova 2nd Edition Multiple Subject Test NCE  
Results Sy 2005-2006**



- Grade 6 student mean scores were the lowest in Reading and Language Arts compared to grade 7 and 8.
- Grade 7 reading mean scores were the lowest in all subject areas the students were tested in.
- Grade 8 Language Arts and Reading scores were lower than the other subject areas.

**High School TerraNova 2nd Edition Multiple Subject Test NCE  
Results SY 2005-2006**



- Grade 9 mean scores for LA and Reading were the lowest compared to the other subject areas.
- Grade 10 had the lowest performance in all subject areas compared to grade 9 and 11.
- Grade 11 mean scores were lowest in Language Arts.

District Quarter Percent Scores for Language Arts Subtest TerraNova NCE Test across all Grades and Years 2002-2006

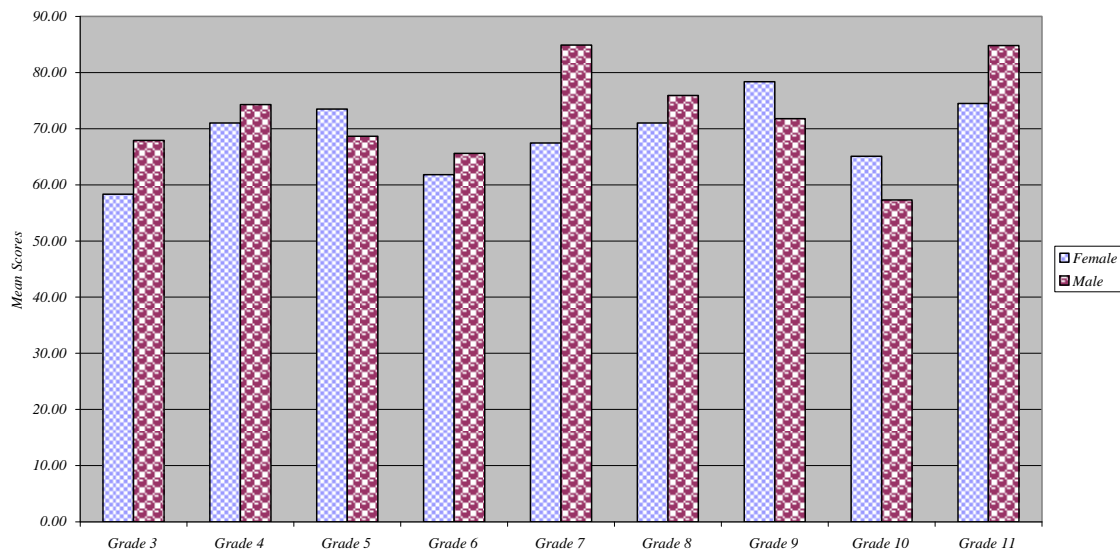
Grade Level	Quartile Percents	Language Arts 2002	Language Arts 2003	Language Arts 2004	Language Arts 2005	Language Arts 2006
3	1 <sup>st</sup>	60.0	52.9	53.8	16.7	41.2
3	2 <sup>nd</sup>	26.7	23.5	23.1	44.4	35.3
3	4 <sup>th</sup>	0.0	0.0	0.0	5.6	5.9
4	1 <sup>st</sup>	42.1	55.0	30.8	40.0	50.0
4	2 <sup>nd</sup>	15.8	25.0	38.5	26.7	40.0
4	4 <sup>th</sup>	5.3	10.0	0.0	6.7	0
5	1 <sup>st</sup>	45.0	52.6	57.1	27.3	41.2
5	2 <sup>nd</sup>	30.0	31.6	14.3	54.5	41.2
5	4 <sup>th</sup>	0.0	0.0	4.8	9.1	5.9
6	1 <sup>st</sup>	35.3	52.4	34.6	45.5	25.0
6	2 <sup>nd</sup>	47.1	23.8	50.0	22.7	25.0
6	4 <sup>th</sup>	0.0	0.0	7.7	0.0	8.3
7	1 <sup>st</sup>	43.8	64.3	50.0	51.9	54.2
7	2 <sup>nd</sup>	43.8	35.7	23.1	33.3	25.0
7	4 <sup>th</sup>	0.0	0.0	7.7	0.0	8.3
8	1 <sup>st</sup>	76.9	70.0	58.8	57.1	43.5
8	2 <sup>nd</sup>	7.7	20.0	23.5	14.3	34.8
8	4 <sup>th</sup>	0.0	0.0	5.9	4.8	4.3
9	1 <sup>st</sup>	31.6	44.4	52.6	57.1	38.1
9	2 <sup>nd</sup>	42.1	38.9	36.8	23.8	28.6
9	4 <sup>th</sup>	5.3	0.0	0.0	0.0	0.0
10	1 <sup>st</sup>	38.5	71.4	64.7	52.6	38.9
10	2 <sup>nd</sup>	46.2	21.4	29.4	36.8	27.8
10	4 <sup>th</sup>	0.0	0.0	5.9	0.0	16.7
11	1 <sup>st</sup>	59.1	35.0	43.8	57.1	45.5
11	2 <sup>nd</sup>	36.4	35.0	31.3	42.9	45.5
11	4 <sup>th</sup>	0.0	5.0	0.0	0.0	0

Shaded boxes indicate areas where the 2006 goal is met. Be sure to look at diagonal changes as well as horizontal changes.

- In 2002, five out of nine grade levels had no students in the bottom quartile. In 2003 this number improved as only two grades out of nine had students in the bottom quartile. However, from 2004 until 2006, the number of students in the bottom quartile increased significantly (seven out of nine grades HAD students in the bottom quartile in 2006.).

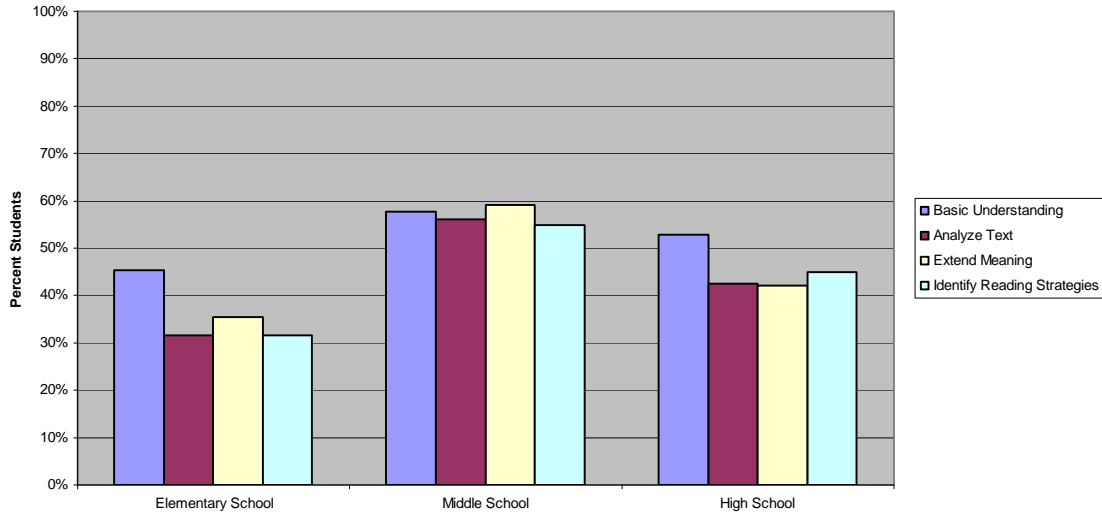
- Also significant is that from 2002 to 2006 over the period of five years – five grades out of nine had students drop from the first quartile to the second.
- Observing Grade 7, 2006, we noticed a minimal change in the top quartile over the five years. However, we maintain that no deduction can be made from this data, as our population is extremely transient. For example, NO students in Grade 7 of 2006 were in our Grade 3, 2002 class.

*George C. Marshall*  
*Terra Nova Totals Female vs. Male*  
*2006*



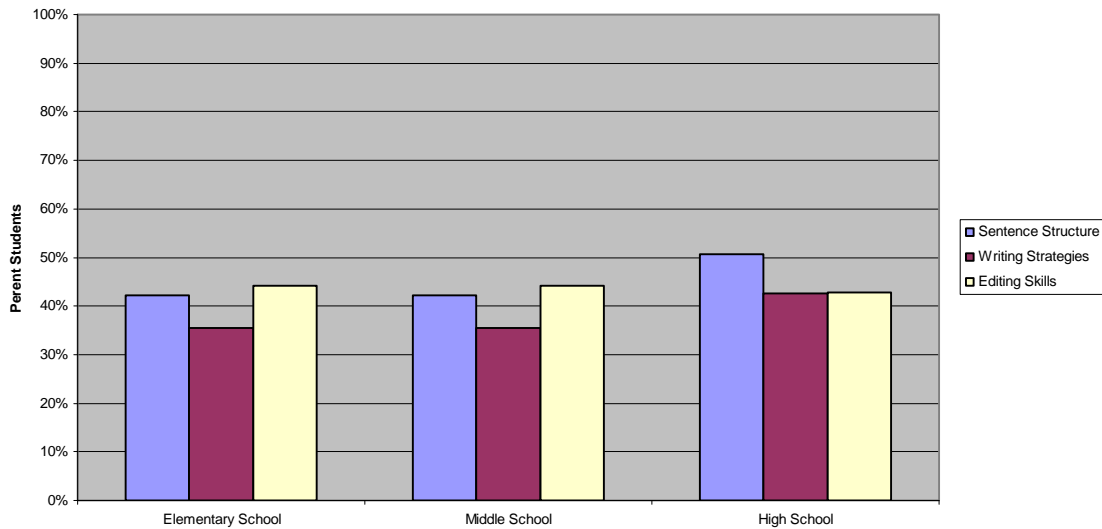
- In grades 3, 4, 6, 7, 8 and 11 males performed better than females.
- In grades 5, 9, and 10 females performed better than males.
- In middle school males performed better than the females. In the high school the performance was even. Although grade 11 had more females, male student performance exceeded female student performance.

TerraNova 2nd Edition OPI Scores Mean Student Performance Review  
Suggested and Non Mastery Totals Reading



- Elementary School Students weakness was in basic understanding in the OPI Reading.
- Middle School weaknesses were distributed evenly across all the OPI measurements.
- High school performance was weaker in Basic understanding and Identify Reading Strategies.

TerraNova 2nd Edition OPI Scores Mean Student Performance Review  
Suggested and Non Mastery Totals LA



- Elementary School Students' performance was lowest in Editing Skills.
- Middle School students' performance was lowest in Editing Skills.
- High School students' performance was lowest in Sentence Structure.
- Comparison of mastery reading with mastery language indicates:
  - Elementary students' performance in reading is lower than middle and high school whereas their performance rises in writing significantly.

Terra Nova Communication Arts:

**Ankara Communication Arts Totals**

**Grade 4**

Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	5.0 of 6	83	71
Explore Meaning	4.7 of 6	80	73
Extend Meaning and Examine Strategies	3.8 of 6	63	64
Evaluate Critically	3.0 of 6	50	49
Total Reading	16.6 of 24	69	64
<b>Writing Strands</b>			
Write Effectively	8.6 of 18	48	51
Write Fluently	6.2 of 9	69	68
Total Writing	14.8 of 27	55	57
<b>Total Communication Arts</b>			
	31.3 of 51	61	60

**Grade 8**

Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	4.8 of 6	80	65
Explore Meaning	4.5 of 6	75	63
Extend Meaning and Examine Strategies	4.5 of 6	76	60
Evaluate Critically	4.1 of 6	69	56
Total Reading	18.0 of 24	75	61
<b>Writing Strands</b>			
Write Effectively	12.6 of 18	70	59
Write Fluently	7.2 of 9	80	78
Total Writing	19.8 of 27	73	65
<b>Total Communication Arts</b>			
	37.7 of 51	74	63

**Grade 10**

Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	3.5 of 6	58	59
Explore Meaning	3.2 of 6	54	54
Extend Meaning and Examine Strategies	3.3 of 6	54	52
Evaluate Critically	3.8 of 6	64	56
Total Reading	13.4 of 24	56	55
<b>Writing Strands</b>			
Write Effectively	10.3 of 18	57	51
Write Fluently	5.7 of 9	64	70
Total Writing	16.1 of 27	59	57
<b>Total Communication Arts</b>			
	29.4 of 51	58	56

- All grades were at or above the national average but locally, males tended to score slightly lower than females.
- For all grades “Writing Effectively” strand was the lowest score.

Ankara E/HS PSAT Scores

PSAT Scores Grade 9 SY 2005-2006		
Score		Mean
Reading	Female	55.25
	Male	30.00
Math	Female	64.25
	Male	55.67
Writing	Female	70.50
	Male	29.33

Female	Male	ESL
57%	43%	57%

- Male scores in reading, math and writing were lower than females.
- The low scores for males were a result of the ESL students scoring in the 30<sup>th</sup> percentile.
- More than half the students taking the test were ESL

PSAT Scores Grade 10 SY 2005-2006		
Score		Mean
Reading	Female	58.40
	Male	35.00
Math	Female	56.50
	Male	47.75
Writing	Female	61.50
	Male	36.25

Female	Male	ESL
59%	47%	53%

- Male scores in reading, mathematics and writing were lower than females.
- Slightly more than half of the students taking the test were ESL

PSAT Scores Grade 11 SY 2005-2006		
Mean Score		
Reading	Female	27.80
	Male	76.17
Math	Female	49.60
	Male	61.67
Writing	Female	30.20
	Male	70.33

Female	Male	ESL
45%	55%	45%

- All the females taking the test were ESL

SAT Test:

SAT SY 2005-2006 School Report

<u>District</u>	<u>School</u>	<u>GradeLevel</u>	<u>Gender</u>	<u>Verbal Raw Score</u>	<u>Verbal Percentile</u>	<u>Math Raw Score</u>	<u>Math Percentile</u>
Mediterranean	Ankara Elementary/High School	11	Male	62	83	45	27
Mediterranean	Ankara Elementary/High School	12	Male	35	7	38	11
Mediterranean	Ankara Elementary/High School	12	Male	50	48	48	36

	School						
Mediterranean	Ankara Elementary/High School	11	Female	60	79	66	88
Mediterranean	Ankara Elementary/High School	12	Male	54	62	65	86
Mediterranean	Ankara Elementary/High School	12	Male	60	79	63	81
Mediterranean	Ankara Elementary/High School	12	Male	59	77	51	47
Mediterranean	Ankara Elementary/High School	11	Male	60	79	66	88
Mediterranean	Ankara Elementary/High School	12	Female	57	71	59	71
Average				<b>55.2</b>		<b>55.7</b>	

- Students average verbal and math scores were about the same.
- Only two female students took the SAT test in the School Year 2005-2006 so gender comparison was not possible.

### **Implications for Student Performance Goals**

- Instruction should focus on communication skills across all curriculum areas.
- Identified editing skills as the weakest area in all grade levels in 2006
- Gender gaps should be further investigated through disaggregation of data.
- Focus on writing – particularly editing skills

## EXISTING SCHOOL DATA: COMMUNITY

### Data Collection Instruments:

1. Customer Satisfaction Survey Results--DoDEA Survey for SY 2004-2005
2. Teacher Survey Part 1
3. Jobs of the Future: Google Searches: By understanding the major trends that are affecting our lives, one will be able to play an active role in planning and directing one's career. By understanding these trends one will have a better chance of seeing the big changes before they hit. Trends are about change and every change has at its core, a "driver." To predict or spot a new trend, look for these basic forms of drivers.

### Presentation / Analysis of Data:

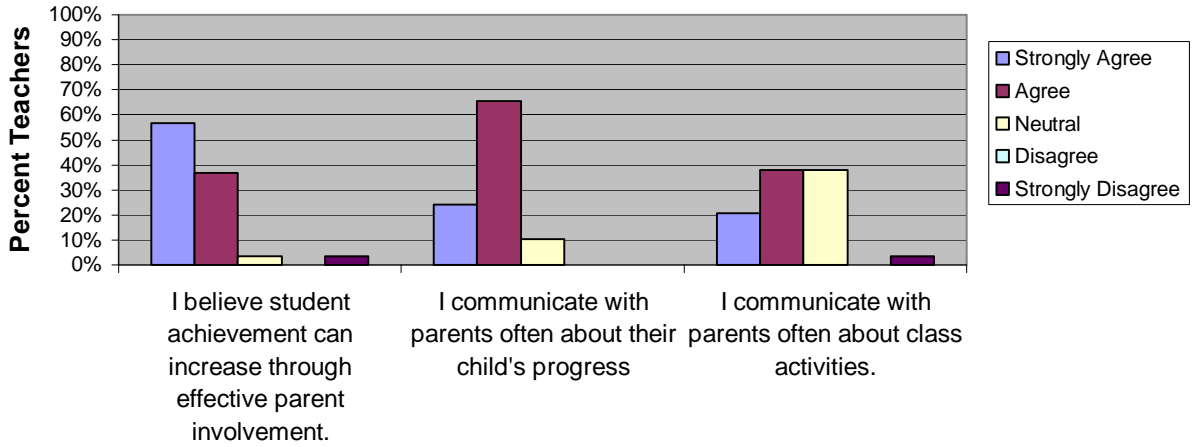
1. Customer Satisfaction Survey Results for Communication

Percent Responding Very Effective			
	Teachers		Parents
School newsletters	47%		55%
School open houses	38%		43%
School visits by parents	51%		58%

- Out of the three means of communicating with parents teachers and parents agreed that the Open Houses are the least effective.
- School visits were seen as the most effective means of communication by both teachers and parents.

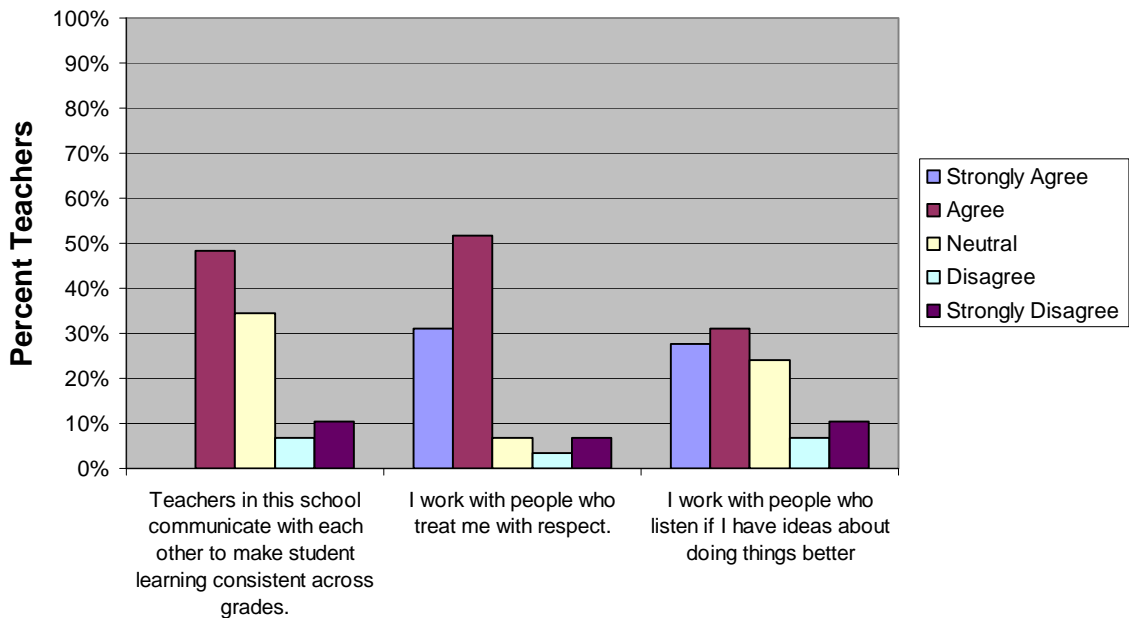
2. Teacher Survey Part 1:

**Ankara ES/HS Teacher Survey Responses -Communicating with Parents 2006-2007**



- Almost all teachers agreed that student achievement could increase through effective parent involvement.
- Teachers replied that they communicated often with the parents about their children’s academic progress but they were not communicating with parents about class activities.

**Ankara ES/HS Teacher Survey Responses -Communication Between Teachers 2006-2007**



- Teachers felt that there was sufficient communication among colleagues however they think that they don't have opportunities for sufficient teacher input.
- They believed that they were treated with respect.

### 3. Jobs of the Future: Google Searches

Searches revealed that the jobs of the future are driven by the need to **save time**; the need to **reduce cost**; the need to do things **faster**; the need to make things **easier to use**; the need to improve **safety and reliability**; the need to lessen the impact on the **environment**.

By accessing surveys and information from the labor department, we gained insight into how employment trends and jobs are changing.

<i>*Hottest Jobs (greatest net gains)</i>	<i>*Fastest Growing Fields</i>	<b><u>** 25 Top Jobs for 2005-2009</u></b>
Teachers (K-12)	Network & Communication Sys	<u>Personal finance adviser</u>
Registered Nurses	Physician Assistant	<u>Medical scientist</u>
Postsecondary Teachers	Software Engineers	<u>Computer software engineer</u>
Customer Service Reps	Physical Therapist Assistants	<u>Chiropractor</u>
Computer Support	Fitness Trainers	<u>Environmental engineer</u>
<i>^Hot Jobs of the 21st Century</i>	<i>^^10 detailed industries with the largest wage and salary employment declines</i>	
Aquacultural veterinarians	Wired telecommunications carriers	
Environmentalists	Cut and sew apparel manufacturing	
Odor Engineers	Printing and related support activities	
GM Rangers	Fabric mills	
Tissue Engineers	Crop production, primary job	

*\*CNN Money.com; \*\*Fastcompany.com; ^*

<http://www3.ccps.virginia.edu/careerprospects/Trends/past-future/21stHot.html>;

*^^Bureau of Labor Statistics*

**Implications for Student Performance Goals:**

Communication through technology is essential for the jobs of the 21<sup>st</sup> century.

**Other Actions Needed:**

Focus on communicating with parents

Increase communication with the parents to improve student performance

Increase communication between teachers to improve instruction

## EXISTING SCHOOL DATA: INSTRUCTIONAL

### **Data Collection Instruments**

1. NCA Report 2003
2. Staff Analysis of the Mission Statement
3. School Traditions and Culture
4. Teacher Survey 2006-2007

### **Presentation / Analysis of Data**

The following excerpt is taken from NCA Report SY 2003

#### **School Culture and Climate in Support of School Improvement**

##### **Findings**

- The CSP committee used educational research as a resource to develop and implement its improvement initiatives.
- Parents indicated a desire for better communication from teachers on individual student performance.
- The teachers are clear about their responsibilities within the school improvement plan to accomplish the school's goal.
- There are numerous wall displays and plaques throughout the school that reference the school's mission, goal, focus on reading, and the SQ4R intervention.
- The presence of a large international, non-English speaking student body compels all teaching staff to focus on improved reading, which in turn continues instructional focus on the school's improvement plan.
- Students are knowledgeable of and can articulate the purpose of the SQ4R strategies.

##### **Next Steps**

- Electronic communication needs to be better utilized by the school to inform, enhance, and sustain parental support relative to student performance and efforts related to the school improvement plan.

Below is a summary of results of a staff discussion/analysis in Fall 2006 of the climate and culture of the school. The mission statement was utilized to conduct this discussion. This type of discussion is conducted yearly in Ankara ES/HS

### **GEORGE C. MARSHALL SCHOOL, ANKARA, TURKEY**

MISSION: Challenge and Success in a Nurturing Environment

#### **Challenge:**

- Supplement mini-books, challenging Vocabulary, guided reading
- Math lab, novel studies
- AP, AVID classes, TAG, Distance Learning
- Individual instruction as needed
- Higher level
- Peer motivation, rubrics
- Parent involvement
- Sports
- Test Scores

#### **Success:**

- ESL, Reading Counts, extended assessments
- Praise, compliments, classroom awards/rewards
- Tutorials
- Variety teaching strategies, Modalities
- Reteaching, outlines
- Reviewing, comprehension, completing tasks
- Generalizing from skills taught using skills success
- Teacher-Parent communication (Marshall Memo)
- Choices, Group work, peer assistance, Parent involvement
- Awards Assembly
- Agenda Planners

#### **Nurturing Environment:**

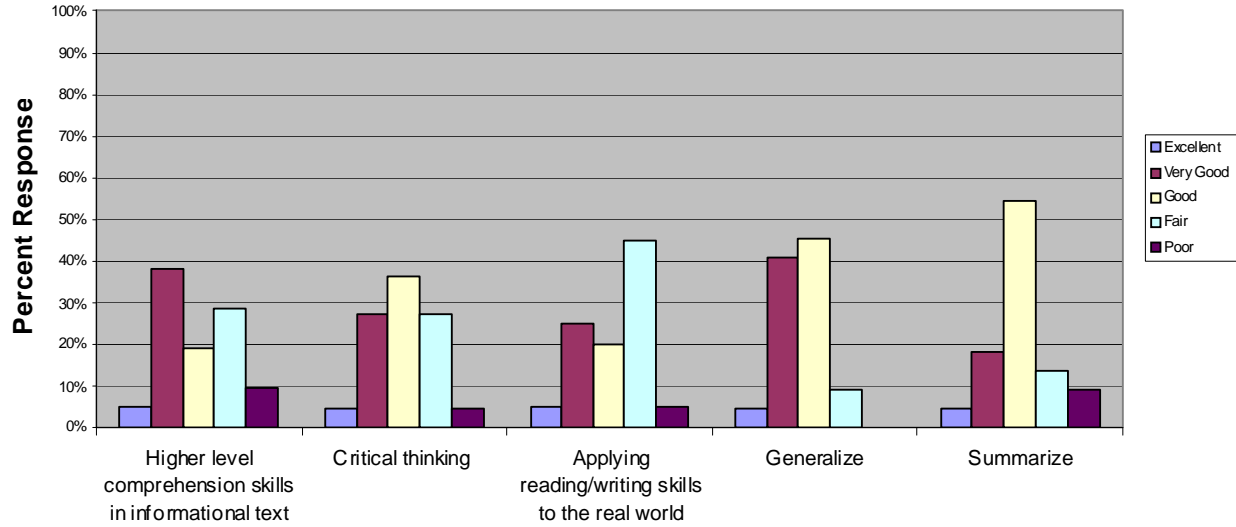
- Social/emotional needs met, holiday-related, library time
- Character education, behavior modification
- Lunch in rooms
- Help other students, feel comfortable asking
- Students feel free to come in room and feel like rooms are their own (ownership)
- Music, Lunch program, Open-door policy/open campus
- Students feel safe, Integration Elem/HS
- Teachers willing to assist, counselor, nurse, admin. Support
- Students welcomed/dismissed personally
- Multicultural/ethnic, understanding cultural difference, celebrating success of others

## **Traditions at Ankara ES/HS:**

First Day—Teachers Greet Students At Entrance  
Open House  
Fall Carnival  
Christmas White Elephant Party  
Senior Christmas Bazaar  
International Day  
Art Auction  
Earth Day  
Authors' Tea  
Marshall Memo  
Daily Bulletin  
Morning Announcement (WGCM)  
School Newspaper  
Sports Awards / Ice Cream Socials  
School Yearbook  
AP Classes  
Senior Photo Gallery  
Sunshine Social Committee  
School Colors / Green And White  
100<sup>th</sup> Day of School  
Pep Rallies  
Hoca International Flags  
Hoca Murals  
Book Fair  
Dr. Seuss Birthday  
Birthdays—Students and Staff  
Graduation  
Spirit Week  
Tree Sales  
Morning Hoca for Elementary Students  
Leadership Academy  
Trojan Mascot  
Open Campus Lunch 6—12  
Prom  
End-Of-Year Awards Assembly  
End-Of Year Parties  
End-Of-Year Sports' Day K—5  
Read-A-Thon  
Word of the Day  
Teachers Wave "Good-Bye" To Students

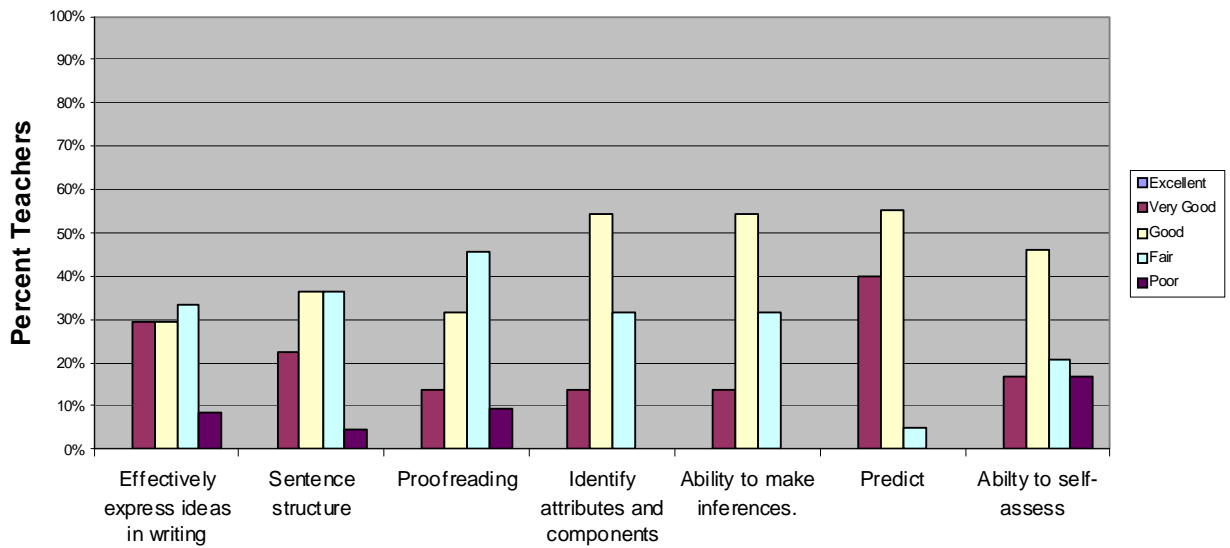
## Teacher Survey Part 2:

### Ankara ES/HS Teacher Survey Responses - Part 2 Emphasis on Reading



- Teachers perceived student weaknesses to be in the areas of higher level comprehension, critical thinking, and application of reading skills.
- Strengths are perceived as generalizing and summarizing.

Ankara ES/HS Teacher Survey Responses 2006-2007 Teachers Perception of Students Writing Weaknesses



- Weaknesses perceived were not found to be in teacher consensus
- Strengths are perceived to be identifying attributes and components as well as making predictions.

## INTERPRETATION AND TRIANGULATION OF DATA

### STUDENT PERFORMANCE GOAL 1

**All students will demonstrate an improved ability in reading skills in all curricular areas.**

Data Point 1 – Terra Nova Multiple Assessments:

Reading subtest Page 19-21

Quarter Percents Charts (

Objective Performance Index (OPI)

Data Point 2- Terra Nova Communication Arts, Page 24

DRA

PSAT Scores Grades 9-11, Page 25-26

Data Point 3- Teacher Survey Part 2, Page

## STUDENT PERFORMANCE GOAL 2

**All students will demonstrate an improved ability in their writing skills in all curricular areas.**

Data Point 1- TerraNova 2<sup>nd</sup> edition Multiple Assessments

Language Arts subtest, Page 24

Quarter Percents

Objectives Performance Index (OPI)

Data Point 2- Terra Nova Communication Arts :

Data Point 3- Teacher Survey Part 2, Page 36

### **ESSENCE OF GOAL 1**

To increase understanding of text through development of sequencing skills and building vocabulary

### **ESSENCE OF GOAL 2**

To increase student ability to write complete sentences that clearly organize the information and include relevant details.

## RATIONALE FOR STUDENT PERFORMANCE GOALS:

**Goal 1:** *All students will demonstrate an improved ability in reading skills in all curricular area.*

During the analysis of the Terra Nova Multiple Assessments, the subtests showed that reading and language arts mean scores, with the exception of 11<sup>th</sup> grade, were all below the 65<sup>th</sup> percentile. The OPI analysis did not reveal a specific trend. The closer analysis of the OPI subtests specific to reading revealed that the elementary students had most difficulty in “Basic Understanding”. Middle school students showed variances in their weakness areas with “Analyze Text” and “Identify Reading Strategies” being the lowest performance area. High School students showed similar weaknesses. Our findings were validated when studying the Communication Arts results, a criterion referenced test, which revealed weaknesses many of the in reading areas, to include both low and high levels of comprehension and application in grade levels 4, 8, and 10. The PSAT scores revealed males underperforming the females in reading and writing. Finally, the teacher survey that we conducted validated our findings as well in that the teachers noted weaknesses in reading and writing across their classrooms. Staff perceptions were also in consensus that this reading and writing weakness, impacted also by the ESL factor, impacts all content areas. The findings were discussed with the whole faculty and a consensus was reached for this goal.

**Goal 2:** *All students will demonstrate an improved ability in their writing skills in all curricular areas.*

The Terra Nova Multiple Assessments analysis revealed weakness in students’ writing skills in the areas of sentence structure, writing strategies, and editing skills. The Communication Arts data helped us to identify the weaknesses in the writing performance of our students, specifically in the areas of writing effectively. Finally, the teacher survey validated the need for student improvement in writing skills. It should be noted that our faculty also considered the findings of our environmental scan in our discussions and provided us with a focus that communication skills are an important skill for students to develop in order to succeed in the future.