

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. S. C., SIP Elementary Representative Ms. P. G., SIP High School Representative Mr. M. R., and the SIP Statistician Mr. T. D. 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. N. A.; Standardized Test Data Crunchers Task Group A Chaired by Ms. D. H.; Standardized Test Data Crunchers B Task Group Chaired by Ms. E. G., Local Insights Task Group Chaired by Mr. P. G.; Local Assessments Task Group Chaired by Mr. N. S.; Existing School Data Task Group Chaired by Ms. D. S. 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 T. D.

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. S. K. and put into the common drive for easy access. The teacher survey was developed with the assistance of Mr. M. R. and approved by the Principal E.B. Stafford and the LUR S. M. 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.

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

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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

Parent Focus Group Results- CLO Survey

Presentation / Analysis of Data

Teacher Demographics:

Teacher Demographics

Teacher Highest Level of Degree

Teacher Demographics		
Male	Female	Total
15	18	33
45%	55%	

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

Faculty Teaching Experience

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

- 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.

Student Demographics :

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

Gender	Male	Female												1A Army
Totals	133	101												1B Navy

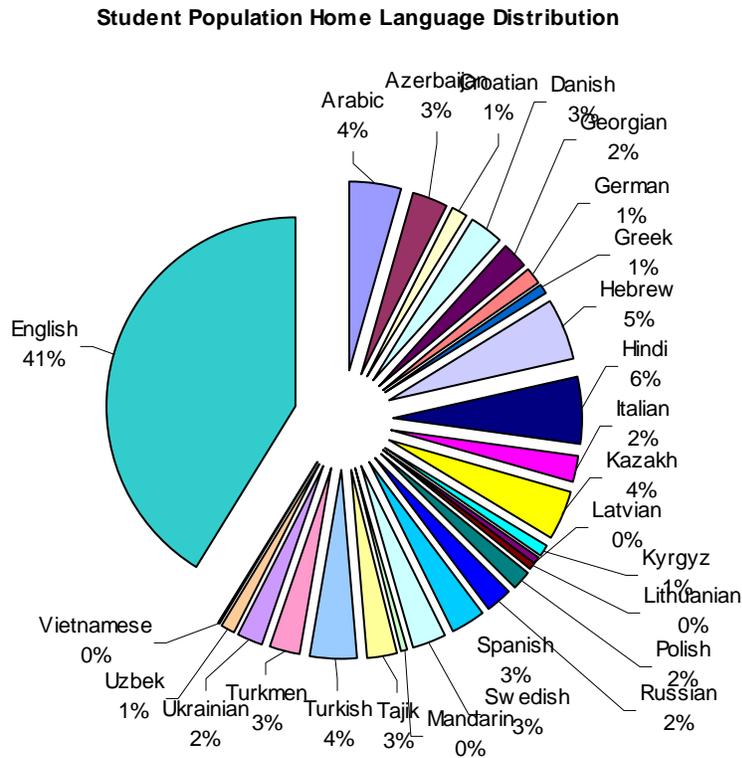
Federal Race	Am Ind	Asian	Black	White	Pac Is	Mixed	Decline								1C Marines
Totals	0	13	7	83	0										1D Air Force DoD 1F Civilian

Federal Ethnic Categories	Hispanic	Non-Hispanic	Decline												1G MAP/FMS
Totals	10	98													DOD 1H Contractors Air Force 3D SA

Grade Level Population	SS	PSCD	K	1	2	3	4	5	6	7	8	9	10	11	12	4D Other Foreign Nat.
Totals			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

Student Home Language Distribution:



- 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.

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.

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

Ankara E/HS Support Services:

<u>Support</u>	<u>Elementary School</u>	<u>Middle School</u>	<u>High school</u>
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:

Activity	Elementary School	Middle School	High School
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
SpaceCamp- Trip to Izmir		X	
SpaceCamp & Efes		X	
Student Council	X	X	X
Math Counts		X	

ANKARA E/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
A., F.	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			
A., D.	Mathematics 6-2	Geometry Lab-1		Geometry-1	Mathematics 7-1		Geometry-2
A., N.	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	
C., L.	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	PE-Personal Fitness-1
C., M.			Learning Strategies-1		Tuesday - 3rd Grade	Focus Read-Write-1	
					Wednesday - 5th Grade		
					Friday - 4th Grade		
C., S.			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
D., T.		Yearbook					
E., R.				AP Biology+-1	Biology-2		
G., P.	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
G., E.			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
H., L.	Language Arts 7-1	Language Arts 8-2		Language Arts 6-2	Language Arts 8-1	Avid M-1	
K., S.			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 Sfwr App-2		Computer Apps AB-4	Computer Apps AB-2
				Imaging Sftwr Apps		Keyboarding I AB-4	Keyboarding I AB-2
K., D.		Integrated Sci III-1	Environmental Sci-1		Integrated Sci III-2	Integrated Sci II-1	Integrated Sci I-2
M., S.	HonorsLit-WrldHist9-1		HonorsWrldHist-Lit9-1		Language Arts 11-1	AP English Lit+-1	
P., L.		Social Studies 6-2	US History 8-2	World Geography 7-1		World Regions-1	US History 8-1
R., 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		
R., M.	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	
S., E.		Health Ed-1(S2)	Health Ed 6 AB-1				
S., D.	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			Video Comm III-2	Accounting I-4

			App-3				
	Spreadsheet Sfwr App-4	Personal Finances-2				Imaging Sfwr App-1	Imaging Sfwr App-4
		Journalism-2					
S., N.	Chemistry-1	Physics Apps in Comm-1	Algebra II-1		Mathematics 8-1	Physics-1	
T., L.	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		
W., B.	World History-1	US History-1	Language Arts 10-1	HonorsLit-WrldHist10-1		HonorsWrldHist-Lit10-1	
Y., K.			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.

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.

Identification of Sub-groups: None

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.

Identification of Sub-groups: None

Other Actions Needed

A focus group of SY 2006-2007 Seniors, should be asked to identify the specific subject areas in need of rigor and challenge.

Comparing the SAT and PSAT results to confirm findings.

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 2nd 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, 2nd edition is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 3-11.
- 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 2nd 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.
- DRA- The DRA provides a method for assessing and documenting primary students' development as readers over time within a literature-based instructional reading program. Assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts.
- The PSAT/NMSQT 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/NMSQT 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/NMSQT a standardized test.**

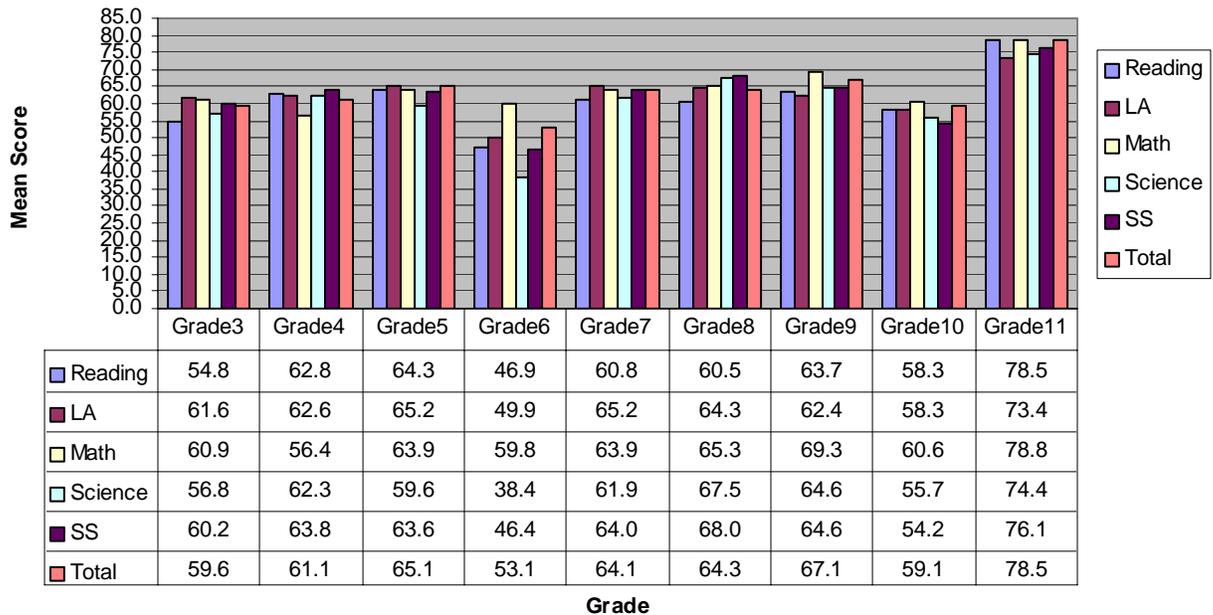
- **SAT** The SAT Reasoning Test (formerly SAT I: Reasoning Test), better known as the SAT, is a three-hour and forty-five-minute test that measures critical reading, writing, and mathematical reasoning skills students have developed over time, and skills they need to be successful academically
(http://www.collegeboard.com/prof/counselors/tests/sat/about/about_sat.html)
- **AP- Advanced Placement Exams**-For each AP course, an AP Exam is administered at participating schools worldwide. Except for AP Studio Art -- which is a portfolio assessment -- each AP Exam contains a free-response section (either essay or problem-solving) and a section of multiple-choice questions. The modern language exams also have a speaking component, and the AP Music Theory Exam includes a sight-singing task. Each AP Exam is given an overall grade of 1, 2, 3, 4, or 5, with 5 indicating a student who is extremely well qualified to receive college credit and/or advanced placement based on an AP Exam grade
(http://apcentral.collegeboard.com/apc/public/exam/about_exams/index.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

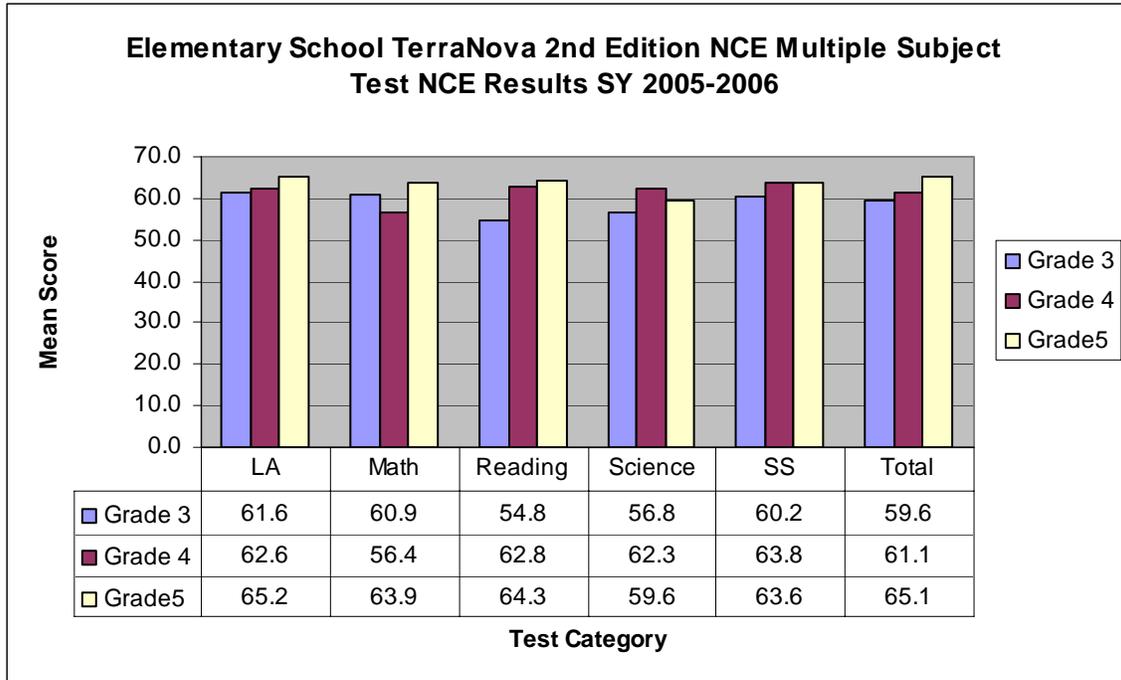
Terranova 2nd Edition Multiple Test NCE Totals SY 2005-2006



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

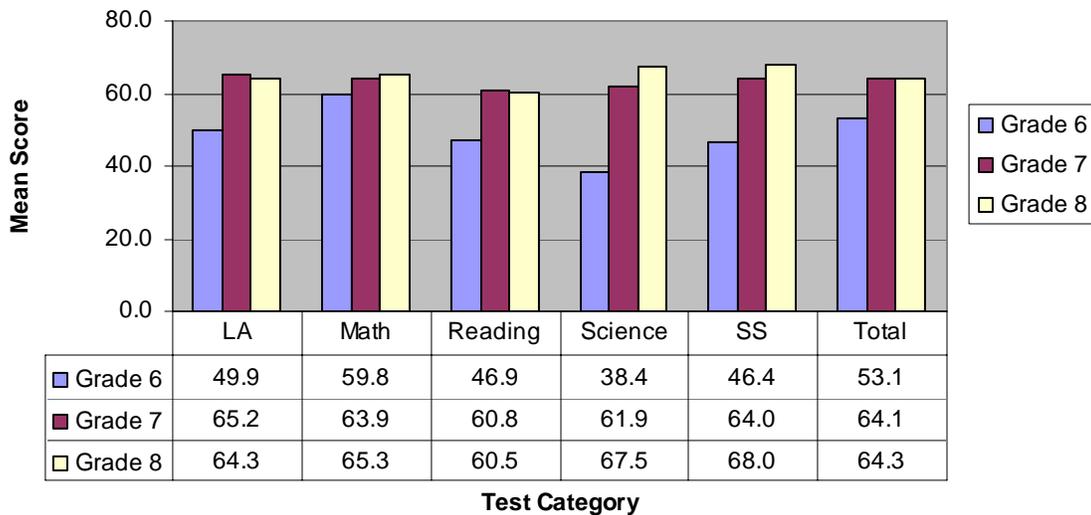
- Students reading scores in grades 3,5, 7 and 10 were lower than their Language Arts Score but grades 4,6,8, 9 and 11 had lower Language Arts total scores than reading.
- Grades 4, 6 and 10 performed below 70% in mathematics.
- With the exception of Grade 11 all Reading and Language Arts mean scores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

TerraNova 2nd Edition Multiple Subject Test Mean Grade Score:



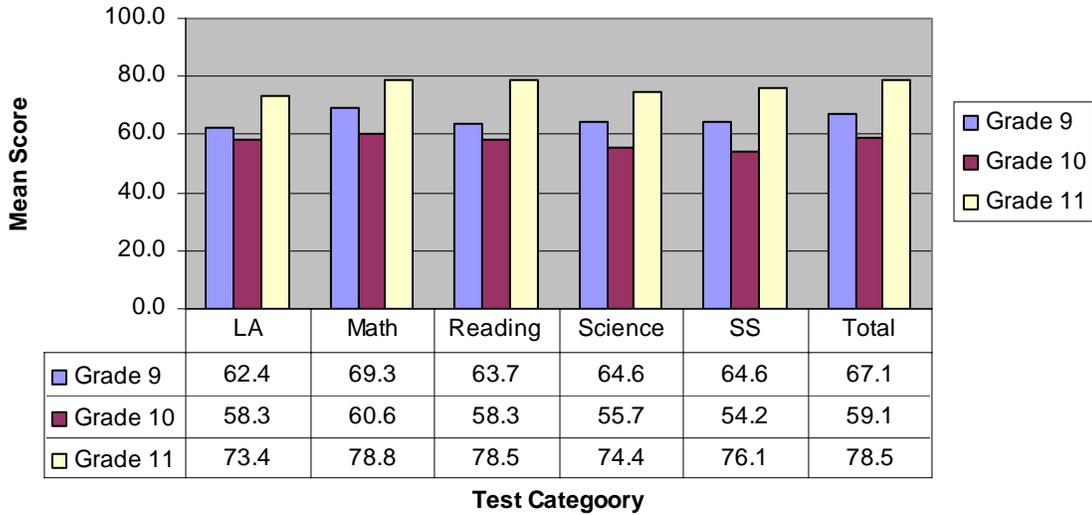
- Compared to all the elementary grades taking the test, Grade 3 Reading and Language Arts mean scores were lowest.
- Grade 4 lowest mean score was in Mathematics followed by Science.
- Grade 5 lowest mean score was in Science and Social Studies.

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



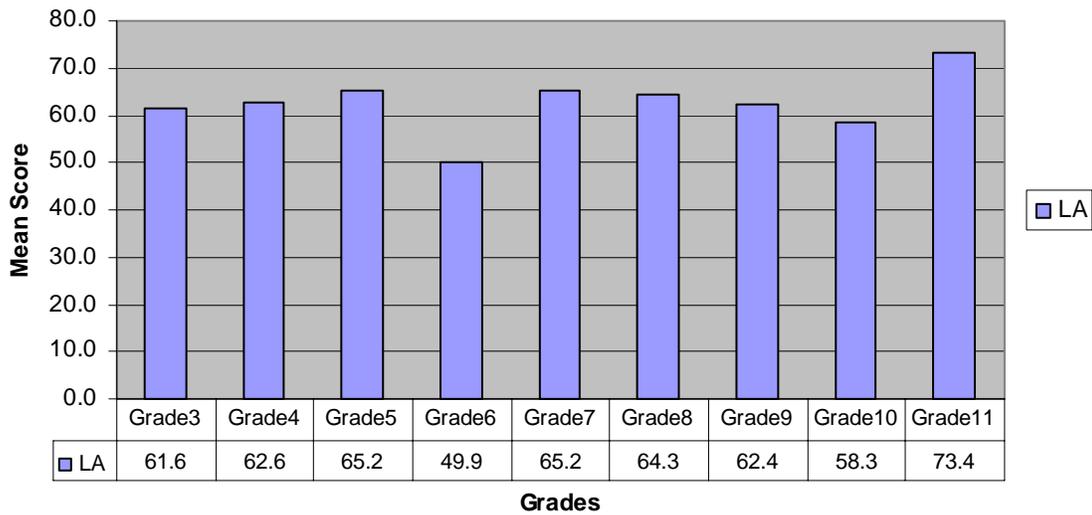
- Grade 6 student mean scores were the lowest in Reading and Language Arts compared to grade 7 and 8.
- Grade 7 reading mean scores were the lowest in all subject areas the students were tested in.
- Grade 8 Language Arts and Reading scores were lower than the other subject areas.

**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.

**Terra Nova 2nd Edition All Grades LA Mean Score Distribution
SY 2005-2006**



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

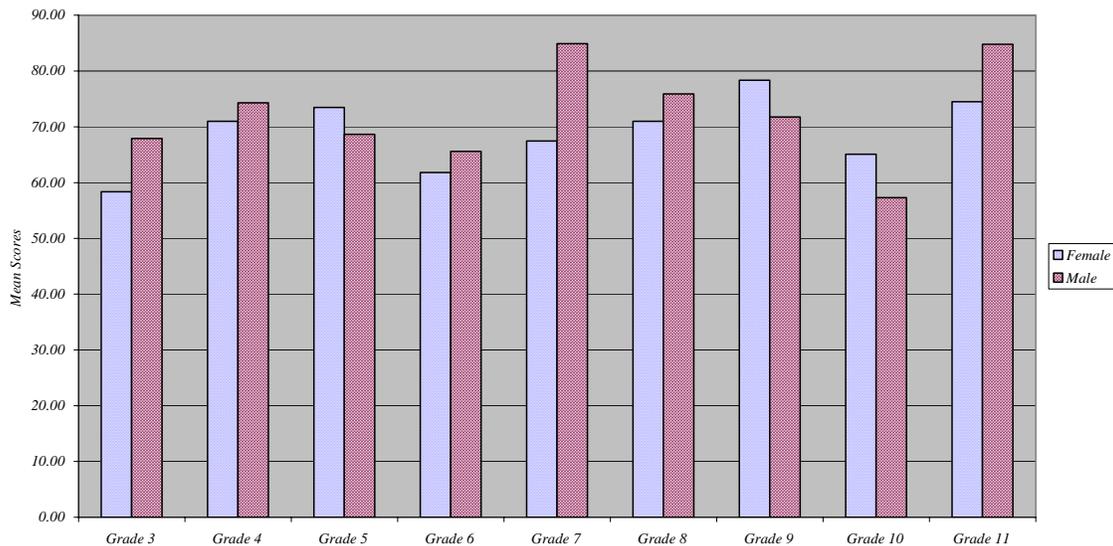
Grade Level	Quartile Percents	Language Arts 2002	Language Arts 2003	Language Arts 2004	Language Arts 2005	Language Arts 2006
3	1 st	60.0	52.9	53.8	16.7	41.2
3	2 nd	26.7	23.5	23.1	44.4	35.3
3	4 th	0.0	0.0	0.0	5.6	5.9
4	1 st	42.1	55.0	30.8	40.0	50.0
4	2 nd	15.8	25.0	38.5	26.7	40.0
4	4 th	5.3	10.0	0.0	6.7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

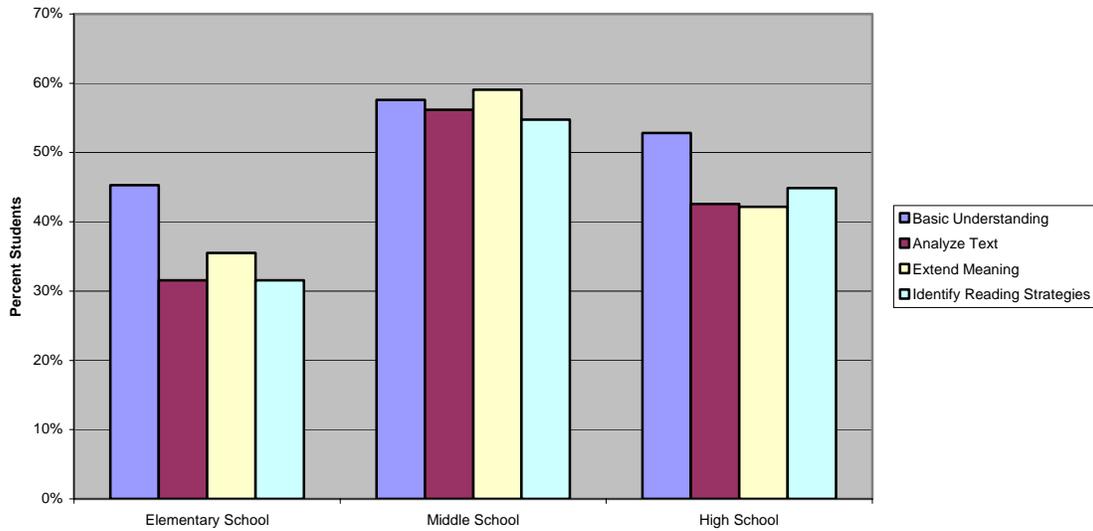
- Also significant is that from 2002 to 2006 - over the period of five years – five grades out of nine had students drop from the first quartile to the second.
- Observing Grade 7, 2006, we noticed a minimal change in the top quartile over the five years. However, we maintain that no deduction can be 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



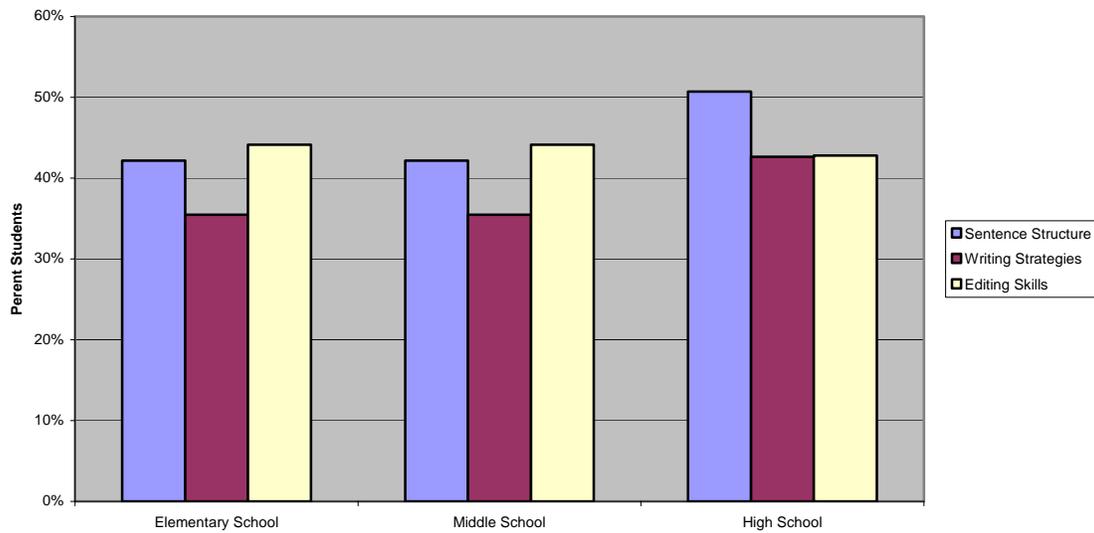
- In grades 3, 4, 6, 7, 8 and 11 males performed better than females.
- In grades 5, 9, and 10 females performed better than males.
- In middle school males performed better than the females. In the high school the performance was even. Although grade 11 had more females, male student performance exceeded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

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
Writing Strands			
Write Effectively	8.6 of 18	48	51
Write Fluently	6.2 of 9	69	68
Total Writing	14.8 of 27	55	57
Total Communication Arts			
	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
Writing Strands			
Write Effectively	12.6 of 18	70	59
Write Fluently	7.2 of 9	80	78
Total Writing	19.8 of 27	73	65
Total Communication Arts			
	37.7 of 51	74	63

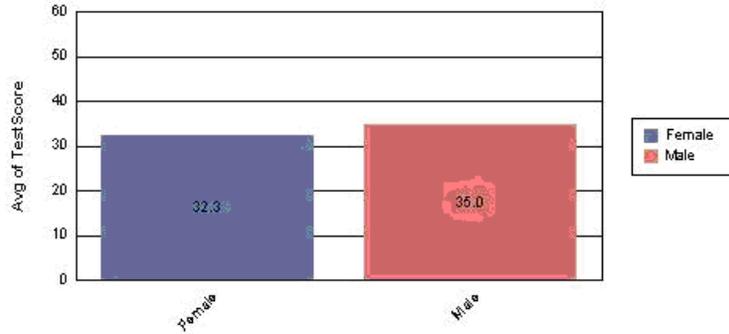
Grade 10

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
Writing Strands			
Write Effectively	10.3 of 18	57	51
Write Fluently	5.7 of 9	64	70
Total Writing	16.1 of 27	59	57
Total Communication Arts			
	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.

Developmental Reading Assessment (DRA):

DRA2006



	Female	Male	Total
Ankara Elementary School	32.3	35.0	33.9
Student Count	7	10	17

- Out of 17 elementary school students tested, the male students performed higher than the mean score.

Ankara E/HS PSAT Scores

PSAT Scores Grade 9 SY 2005-2006		
Mean Score		
	Female	55.25
	Male	30.00
	Female	64.25
	Male	55.67
	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 30th percentile.
- More than half the students taking the test were ESL

PSAT Scores Grade 10 SY 2005-2006		
Mean Score		
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

Advanced Placement Test:

Advanced Placement Course Mean Score Distribution SY 2002-2006

AP Course Name	SY2002-2003	SY2003-2004	SY2004-2005	SY2005-2006
Biology	3	N/A	3.75	N/A
Calculus AB	3.75	3.6	1.9	2.3
Calculus BC	N/A	N/A	5	N/A
Chemistry	N/A	1.75	N/A	1
Eng Lit/Comp	3.3	N/A	3.2	N/A
Eng Lang/Comp	N/A	3	N/A	2
European History	N/A	3	N/A	N/A
US History	3.3	2	3.3	N/A
Computer Science	N/A	N/A	N/A	3
		*N/A Not administered		

- The students' scores for AP English Lang/Composition, and Chemistry decreased in the SY 2005-2006.
- Student performance has been low for the past two school years in AP Calculus AB tests.

SAT Test:

SAT SY 2005-2006 School Report

<u>District</u>	<u>School</u>	<u>SSN</u>	<u>GradeLevel</u>	<u>Gender</u>	<u>V_Score</u>	<u>V_PR</u>	<u>M_Score</u>	<u>M_PR</u>
Mediterranean	Ankara Elementary/High School	134746232	11	Male	62	83	45	27
Mediterranean	Ankara Elementary/High School	225672130	12	Male	35	7	38	11
Mediterranean	Ankara Elementary/High School	645019160	12	Male	50	48	48	36
Mediterranean	Ankara Elementary/High School	385273381	11	Female	60	79	66	88
Mediterranean	Ankara Elementary/High School	223576009	12	Male	54	62	65	86
Mediterranean	Ankara Elementary/High School	61763532	12	Male	60	79	63	81
Mediterranean	Ankara Elementary/High School	577218132	12	Male	59	77	51	47
Mediterranean	Ankara Elementary/High School	592729521	11	Male	60	79	66	88
Mediterranean	Ankara Elementary/High School	475355893	12	Female	57	71	59	71
Average					55.2		55.7	

- 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.
- The student, who scored in the 7th percentile in the Verbal test, was a native English speaker.

Implications for Student Performance Goals

- Reading in the content areas
- Instruction should focus on communication skills across all curriculum areas.
- Identified editing skills as the weakest area in all grade levels in 2006
- Focus on writing – particularly editing skills

Identification of Sub-groups: None

Other Actions Taken: None

EXISTING SCHOOL DATA: COMMUNITY

Data Collection Instruments:

1. Embassy Survey: This survey is unique in that it specifically targets one part of our community. Significant vocal section
2. Customer Satisfaction Survey Results--Med Survey for SY 2004-2005
3. Teacher Survey Part 1
4. 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. Embassy Survey

In looking at the embassy survey, it appears that the negative aspects cancel the positive aspects. However one section that stands out is the small class size, the welcoming atmosphere and the international clientele.

There is a consistent desire for higher academic standards.

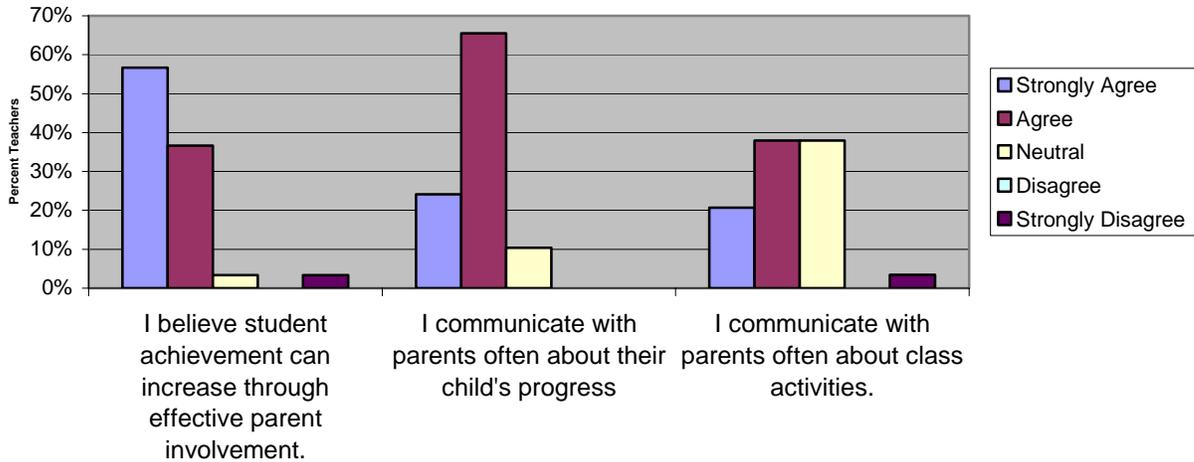
2. Customer Survey Communication Results

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

- Parents find school newsletters and school open houses very effective in means of communication.

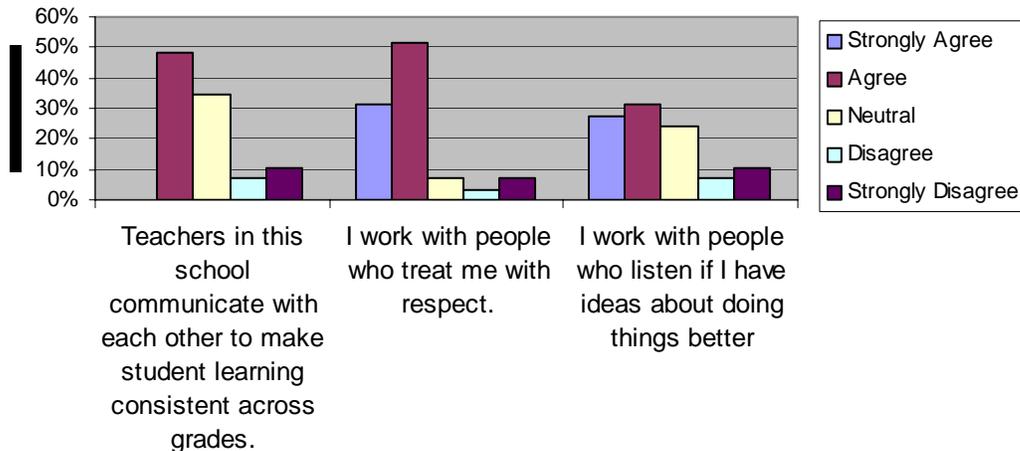
3. Teacher Survey Part 1:

Ankara E/HS Teacher Survey Responses -Communicating with Parents



- 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 progress but they were not communicating with parents about class activities.

Teachers Communication



- Teachers did not feel that there was sufficient communication among colleagues
- They believed that they were treated with respect.

4. Jobs of the Future: Google Searches

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>	<i>** 25 Top Jobs for 2005-2009</i>
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 skills

Other Actions Needed:

Focus on communicating with parents

Increasing communication with the parents will improve student performance

Increasing communication between teachers will improve instruction

EXISTING SCHOOL DATA: INSTRUCTIONAL

Data Collection Instruments

1. NCA Report 2003
2. School Traditions and Culture
3. 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.

Ankara E/HS Faculty Assessment of the Mission Statement:

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

- The faculty agreed to keep the mission statement as is.

Traditions At Ankara E/HS:

First Day—Teachers Greet Students At Entrance

Last Day—Teachers Wave Goodbye

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

Leprechaun Visit

Senior Skip Day

100th 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 Elem. 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

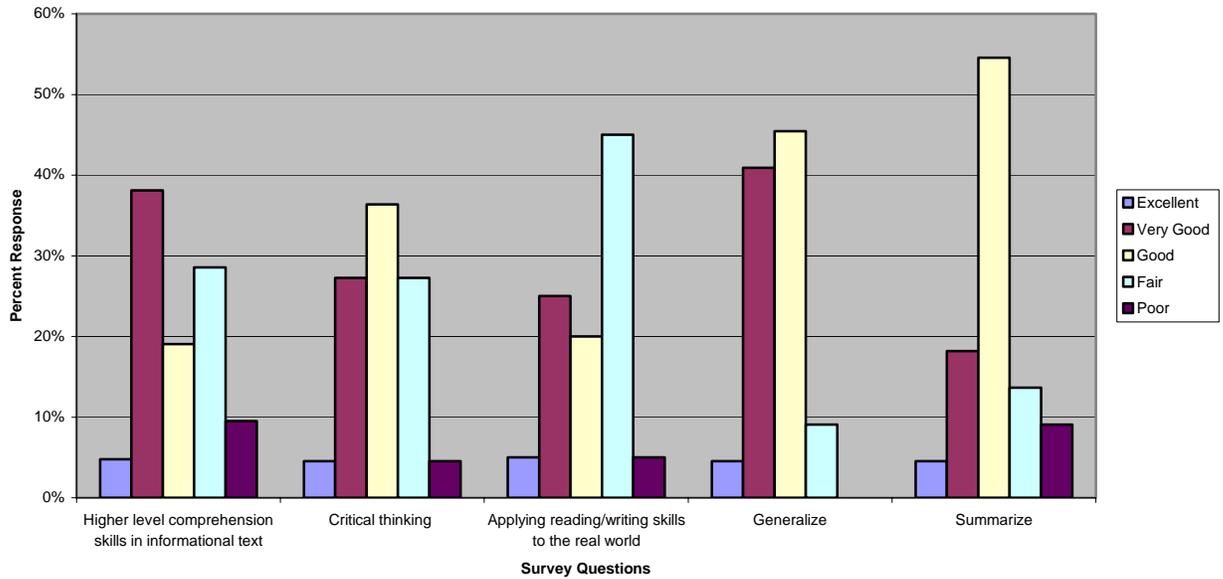
Read-A-Thon

Word Of The Day

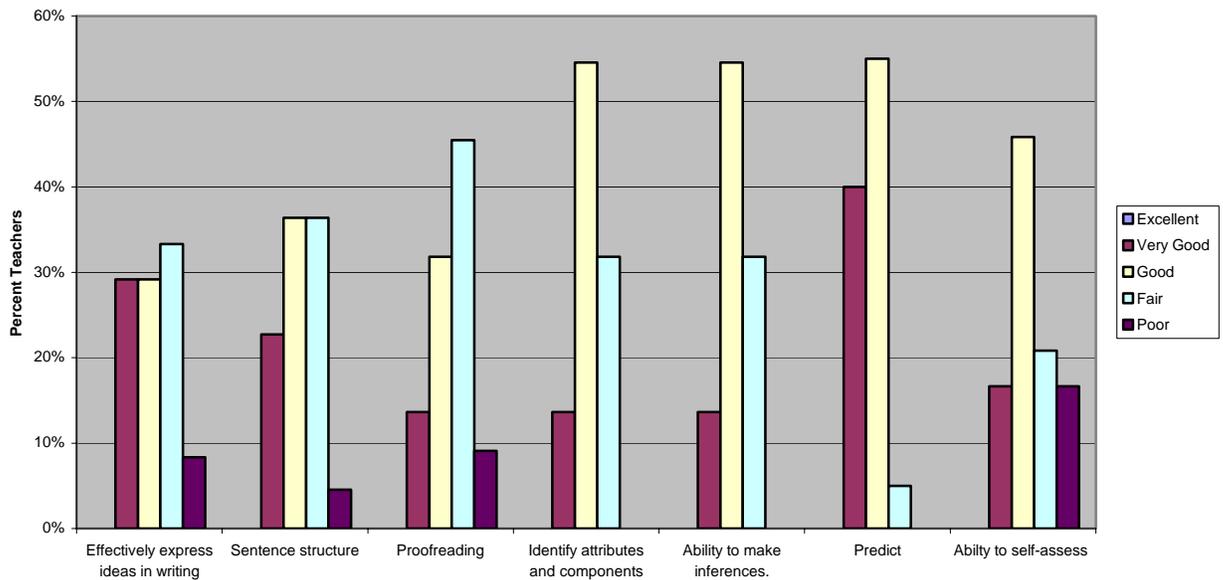
Teachers Wave "Good-Bye" To Students

Teacher Survey Part 2:

Teacher Survey Part 2 Emphasis on Reading



Teachers Perception of Students Writing Weaknesses



- The Teacher Survey Part 2 identified weaknesses in reading and writing in the above categories.

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 and Language Arts subtests Page 19-21

Data Point 2- Terra Nova Communication Arts, Page 24

PSAT Scores Grades 9-11, Page 25-26

Data Point 3- Teacher Survey Part 2, Page 36

STUDENT PERFORMANCE GOAL 2

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

Data Point 1- TerraNova 2nd edition Communication Arts, Page 24

Data Point 2- Terra Nova Multiple Assessments:

Language Arts subtest, Page 24

Data Point 3- Teacher Survey Part 2, Page 36

Embassy Survey, Page 29

ESSENCE OF THE GOAL

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 11th grade, were all below the 65th 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. Our findings were validated when studying the Communication Arts results, which revealed weaknesses in reading in all grade levels. 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. 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 TerraNova 2nd edition Communication Arts data, the Terra Nova Multiple Assessments, and surveys from the American Embassy and Ankara teachers survey was used to triangulate the findings. All the data analyzed showed weakness in students’ writing 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. The TerraNova 2nd edition OPI data also supported this in that weaknesses were revealed in the areas of “Writing Strategies” across all grade levels. Finally, the teacher and embassy surveys 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.