

School Profile

Vicenza Elementary School

Vicenza, Italy

First developed: SY 2006 – 2007



SY 2006-07

Martha Parsons, Principal

Dave Eldredge, Assistant Principal

SY 2008-09

Martha Parsons, Principal

Lorena Reinhardt, Assistant Principal

SYs 2009-12

Chris Beane, Principal

Lorena Reinhardt, Assistant Principal

Unit 31401, Box 11

APO, AE 09630

UPDATES FOR SY 2007 – 08 DENOTED IN THIS COLOR

UPDATES FOR SY 2008 – 09 DENOTED IN THIS COLOR

UPDATES FOR SYs 2009-12 DENOTED IN THIS COLOR

SCHOOL PROFILE DEVELOPMENT

The administration, Martha Parsons and David Eldredge, and the School Improvement Plan (SIP) Chairpersons, Marcia Scheppele and Bess Wills met with the Mediterranean District School Improvement Liaison, Rebecca Coury, on August 22, 2006 to discuss the new process and develop plans for the first semester. On August 30 the District SIP Liaison and SIP Chairs provided an overview of the new DoDEA five-year school improvement plan to the faculty. Data needed for the school profile had been divided into nine separate data groups, Local Insights, Communications Arts, Existing School Data, Local Data, TerraNova A, TerraNova B, and TerraNova C, Survey, and Environmental Scan Task Groups. Staff members selected areas of interest within the individual groups and formed their teams. Our motto became “All for One and One for All.”

The Task Groups met individually, collected information or data pertinent to their tasks, then reviewed and analyzed their findings. Each of the Task Groups gave periodic reports to the staff throughout the process. Each group noting significant findings as related to their charge wrote a final report and presented the findings to the whole staff. Reports are available in the electronic file. Throughout the presentations, areas of concern began to emerge.

One representative from each Task Group participated in the Think Tank process to select our SIP goals. Think Tank members included Marozana Banaga, David Eldredge, Laura Hollis, Mark Kepic, Jennifer Lankford, Elizabeth McLean, Denise Martin, Cynthia Murr, Martha Parsons, Kim Russell, Marcia Scheppele, Marilyn Taratoris, and Bess Wills.

As charts were reviewed from the presentation on October 30 by the Think Tank members two areas of concern were obvious to the group. They were written communications across the curriculum and mathematical reasoning.

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

Vicenza Mission Statement

It is the mission of Vicenza Elementary School to provide a curriculum in which each student has opportunities to develop skills applicable to real life situations in the 21st century by:

- Learning strategies for thinking, reasoning and problem solving skills
- Accessing, processing, and communicating information through the utilization of modern technology
- Managing change successfully
- Developing a positive attitude about improving his/her skills and social responsibilities
- Demonstrating positive human relationships

Practicing learning as a lifelong process

In SY 2008-09 all DoDEA schools adopted the DoDEA Mission stated below:

DoDEA/Vicenza Mission Statement

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

Schools were then directed to develop their own Vision Statement to support the DoDEA Mission. Noted Below:

Vicenza Vision Statement *(to support the DoDEA Mission)*

Vicenza Elementary School will provide a learning environment for our students that is nurturing, safe and supported by the community. Challenging learning opportunities will enable each child to reach his or her potential in a global society. We will respect the diversity of our children, accommodate differences in learning styles, and assure quality and equity for all.

VES Vision Statement According to Students

Our school is a safe place to learn, and the school officials care about kids. Our school encourages kids to reach their goals. Our school respects the differences in kids, accepts different learning styles, and provides equal chances for all to do our best in our world.

Vicenza Core Commitments / Beliefs

We believe that our school can be a place in which every student is actively and successfully engaged in challenging and meaningful thinking and learning activities. By providing positive adult role models in a nurturing environment, our students will become responsible and caring citizens of the global society.

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UNIQUE LOCAL INSIGHTS

Data Collection Instruments

Information was gathered from the following resources:

- School Information System
- School Secretaries
- School Liaison Officer
- Morale Welfare and Recreation (MWR)
- Child and Youth Services (CYS)
- Child Development Center (CDC)
- DoDEA Customer Service Survey 2004-2005
- Local Teacher Survey 2006

Presentation / Analysis of Data

Camp Ederle, situated between Verona and Venice in Northern Italy, is the home of Southern European Task Force (SETAF). The Camp Ederle / Vicenza military community consists of approximately 3,000 active duty personnel, 550 retirees, 740 civilian employees, and 4,500 family members.

SETAF is an airborne rapid reaction force and Joint task headquarters ready to respond anywhere in the US European Command's area of responsibility. SETAF has been forward deployed since the 1950's and remains an integral part of the US Army's Power Projection ability. Military members and support are often deployed, participating in combined exercises in Morocco, Tunisia, Bulgaria, Slovenia, Ukraine, Hungary and Germany, Afghanistan and Iraq. It is a major subordinate command of the US Army force south of the Alps in Europe. With soldiers assigned or in tenant support units, SETAF is the largest US Army force south of the Alps in Europe, with responsibilities throughout the Southern Region and the Mediterranean area.

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

AFRICOM Mission

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

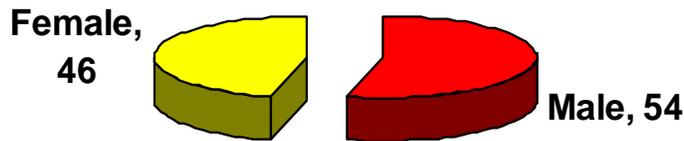
Vicenza Elementary School is a Pre-school through Sixth grade elementary school. The current population is approximately 550 students. Some of the kindergarten and first grade students entering Vicenza Elementary have attended Italian pre-school (Asilo.) Of the current student population, 54% are males and 46% are females. Sixty-nine percent of the students are Caucasian. The student population is evenly dispersed among the grade levels.

Currently there are fifty-nine faculty members. Sixty-seven percent have a master degree or higher. Ninety-five percent of the staff is female with five percent males. Eighty-seven percent of the staff is Caucasian.

Beginning SY 2010-11, the school is growing in size due to the AFRICOM reorganization and mission. More families are arriving and affecting our student population and staff needs. Additionally, there is a new facility, Vicenza Elementary School and adjacent Vicenza Middle School due to open for SY 2010-11. This facility will address and meet our changing staff and student needs. It is located at Villagio Housing Area.

Further, our community is in the middle of a deployment of our Airborne 173rd Brigade to Afghanistan. The deployment is a one year detail. This is impacting our students and families and overall community dynamic.

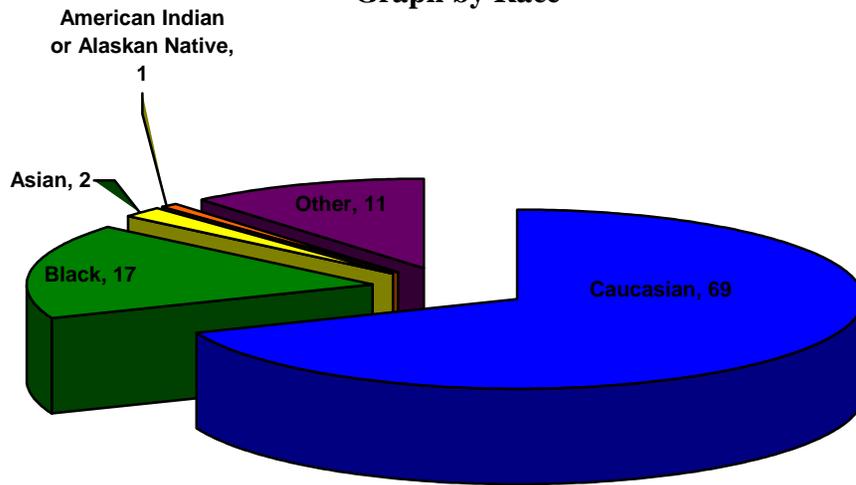
Vicenza Elementary School 2006 Student Gender Graph



This graph shows that 54% of the students are males and 46% are females.

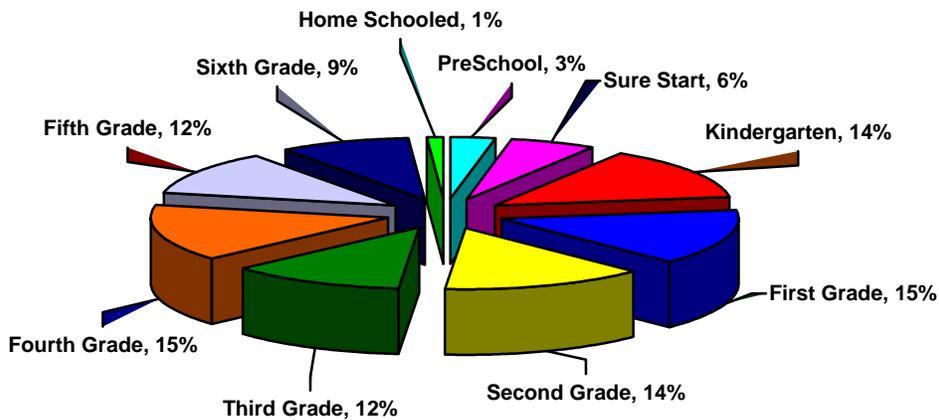
Vicenza Elementary School 2006

Graph by Race



This graph shows that 69% of the students are Caucasian, 17 % are black, 2% are Asian, 1% is American Indian or Alaskan Native, and 11% are others.

Vicenza Elementary School 2006 Grade Level Percentages



Data indicates that population is evenly dispersed among grade levels.

SY 2009-10: See student and community demographics below:



Mediterranean District Office

School Profile Summary for **Vicenza Elementary School**

Thursday, March 18, 2010

School Enrollment by Grade Level

K	1	2	3	4	5	6	Oth	Total
83	90	90	76	80	78	70	42	609

School Enrollment by Gender

Female	Male	Total
293	316	609

School Enrollment by Employer Type

	PK	KA	K	1	2	3	4	5	6	Total
AAFES Civ	0	0	2	0	0	0	0	1	0	3
AF Active	0	1	3	3	4	5	3	2	2	23
Amy Act SA	0	0	0	1	0	0	0	1	0	2
Amy Active	28	13	67	72	75	57	63	51	46	472
Amy Civ	0	0	8	9	10	8	9	16	14	74
Amy CTR	0	0	1	0	0	2	2	1	2	8
Amy Waiver	0	0	0	0	0	0	0	0	1	1
DCA Civ	0	0	0	0	0	1	0	0	1	2
DoDEA Civ	0	0	0	3	1	2	1	4	2	13
NIA	0	0	1	0	0	0	0	0	0	1
Navy Active	0	0	1	0	0	1	1	0	1	4
Navy Civ	0	0	0	1	0	0	0	1	1	3
Navy CTR	0	0	0	1	0	0	1	1	0	3
Total	28	14	83	90	90	76	80	78	70	609

Special Education Enrollment by Grade Level

	PK	KA	K	1	2	3	4	5	6	Total
Regular Education Students	24	0	69	79	79	61	71	72	65	520
Special Education Students	4	14	14	11	11	15	9	6	5	89
Total	28	14	83	90	90	76	80	78	70	609

DoDEA Report Card SY 2008-9: Vicenza Elementary School:



School Report Cards are an important source of information about school performance and accountability. This report card not only shows the achievement of students overall, but also the progress schools are making towards meeting proficiency goals. This report card is designed to ensure the public is fully informed about school performance and also serves as a resource for all the stakeholders of the school community.

Vicenza Elementary School: School Contact Information 2008-2009

District	Metropolitan	Web Address	http://www.vic-ea.us.dodea.edu
Grades	PK-6	E-Mail Address	VicenzaES.Principal@us.dodea.edu
Enrollment	559	Phone Number	Civ: 011-39-0446-71-7710 DSN: 634-7710

Vicenza Elementary School: School Improvement Goals 2008-2009

Goal 1: Written Communication	Goal 2: Math Reasoning
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Vicenza Elementary School: Academic Indicators 2008-2009

The purpose of this section is to highlight how student performance is aligned to the goals of the DoDEA Community Strategic Plan (CSP). Terra Nova Proficiency tables in this report include students who were enrolled in school during the time of the assessment.

Terra Nova	SAT Scores for College Board Grading Series of 2009	
	Reading	Mathematics
Overall School Proficiency	69%	56%
DoDEA CSP Proficiency Goal	75%	75%
National Average Proficiency	50%	50%

DoDEA proficiency goals are outlined in DoDEA's Community Strategic Plan (CSP). Overall school proficiency is the percentage of students At and Above the 75% level. Please note: DoDEA does not fall under the Elementary and Secondary Education Act (No Child Left Behind - NCLB).

SAT scores taken from school years 2007 - 2009 tests.

Vicenza Elementary School: School Profile 2008-2009*

Race	Number	Percent	Service Branch	Number	Percent
American Indian or Alaskan Native	<20	-	Air Force	27	5%
Asian	<20	-	Army	452	81%
Black/African American	69	12%	Marines	<20	-
Hawaiian or Pacific Islander	<20	-	Navy	<20	-
White	399	71%	Coast Guard	<20	-
Multi-Racial	51	9%	Civilian	68	12%
Declined to State	<20	-	Other	<20	-

Gender	Number	Percent	English Language Learners	Number	Percent
Male	298	53%	Limited English Proficient	61	11%
Female	261	47%			

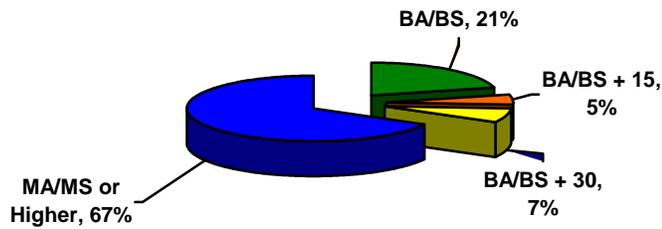
Special Education	Number	Percent
Receive Special Education Services	101	18%

*Percentages may not equal 100 due to rounding



	Native Hawaiian/Pacific Islander	<20	-	-	-	-	-
	White	155	65%	23%	43%	27%	8%

*Percentages may not equal 100 due to rounding



Data shows that 67% of Vicenza teachers have a Master's Degree or Higher.

Programs that support student achievement in conjunction with the classroom teacher:

- Reading Recovery: **SY 2009-10: Reading Recovery has been discontinued from the DoDEA level.**
- Read 180
- Special Education
- Compensatory Education Reading
- Language Arts Reading Support
- English Language Learner Support
- Character Education
- Gifted Education
- Reading Counts
- Type to Learn
- Scholastic Reading Inventory
- Math Traveler
- Full Day Kindergarten
- Sure Start

Supports Outside of School

- Education Development Intervention Services
- Health Clinic
- Behavioral Health Services
- Military Community

- Parent to Parent
- New Parent Support Group
- Child Development Center – School Aged Services, Youth Services, Camp Adventure
- Military Family Life Consultants
- Early Intervention Services for Children Birth – 36 months of age
- Family Advocacy Program

Implications for Student Performance Goals

Vicenza Elementary School has experienced a high turnover of student population. More than 70% of our population is new to the school this year. A large portion of our student population is bilingual and/or English language learners.

SY 2009-10: Increase in student needs due to deployment and resultant stresses.

Other Actions Needed

Being part of a military community, families are constantly feeling the affects deployment. The separation of family members affects school climate. Teachers are continually challenged to meet the emotional needs of separated families.

SY-2009-10: Increase in extra duty curricular after school activities geared specifically for the counseling programs to meet the deployment needs of the students.

INFORMATION FROM FORMER STUDENTS

2009-10: Due to DoDEA directive, we are no longer permitted to survey Former Students.

The DoDEA 2004-2005 Customer Satisfaction Survey for Vicenza Elementary School was used to gather the following information. Forty-nine percent of the upper elementary students responded to the survey.

Student survey results showed that major areas of concern at Vicenza Elementary School were:

- 31% fighting/violence/gang
- 23% lack of respect from students for teachers

2007-2008 School Year

The DoDEA Customer Satisfaction Survey was not administered for the school year 2007-2008; therefore, this information was unable to be updated.

SY 2009-10: Customer Satisfaction Survey results are available on the DoDEA website.

EXISTING SCHOOL DATA: STUDENTS

Data Collection Instruments

- TerraNova Communication Arts, 2nd Edition, - a system-wide, criterion referenced assessment given annually to all students in grade 4
- TerraNova Multiple Assessments, 2nd Edition- a system-wide, norm-referenced assessment given annually to all students in grades 3-6
- Vicenza Elementary Task Force Teacher Survey- Local teacher survey given in the fall of 2006 to Vicenza teachers
- DoDEA Customer Satisfaction survey – offered to all parents, students and staff, spring 2006
- Vicenza Teacher Opinion Perception Questionnaire given in fall of 2006

2007-2008 School Year

- *TerraNova Multiple Assessments, 2nd Edition- a system-wide, norm-referenced assessment given annually to all students in grades 3-6*
- *TerraNova Communication Arts, 2nd Edition, - discontinued by DoDEA*
- *Local Writing Assessment – developed and administered in the fall and spring to students in all grade levels*
- *Local Math Assessment – the math survey from the curricular materials was administered, then determined to not measure math reasoning sufficiently. Task force established which created a new local math assessment with input from all the staff. Assessment was piloted in Spring 2008 and refined.*

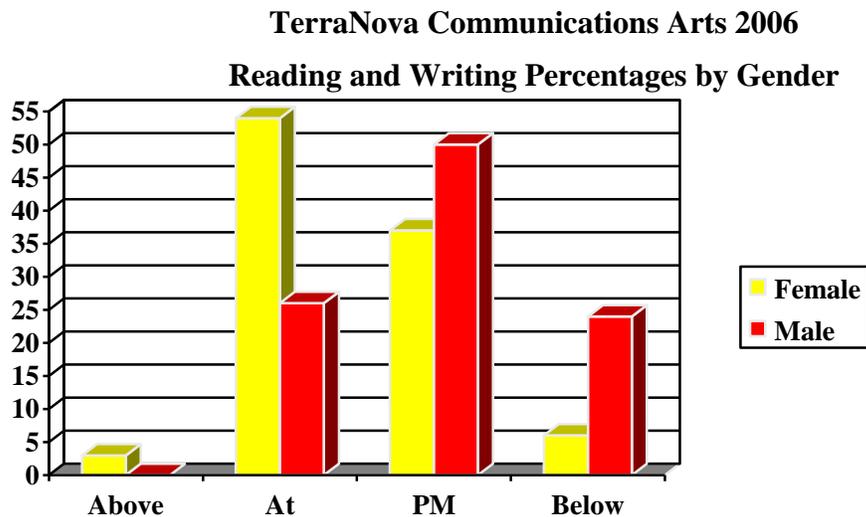
2008-2009 School Year

- *TerraNova Multiple Assessments, 2nd Edition- a system-wide, norm-referenced assessment given annually to all students in grades 3-6- discontinued. Moved to TerraNova 3rd Edition.*
- *TerraNova Communication Arts, 2nd Edition, - discontinued by DoDEA*
- *Local Writing Assessment – developed and administered in the fall and spring to students in all grade levels*
- *Local Math Assessment – the math survey from the curricular materials was administered, then determined to not measure math reasoning sufficiently. Task force established which created a new local math assessment with input from all the staff. Assessment was piloted in Spring 2008 and refined.*
- **SY2009-10: There is new baseline data beginning this Fall, due to the new version of the TerraNova 3rd Edition. See Data/Assessment Addendum at the end of this document.**

Presentation/Analysis of Data:

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

Vicenza Elementary student scores on the TerraNova Performance Assessment Communication Arts (TNPACA) decreased in both Reading and Writing over time. Results indicated that Writing is an area of concern. Vicenza students scored below the National average. The results from the total fourth grade population showed that only 36% of students met or exceeded the writing standards in 2006.



Graph shows the differences in reading and writing between males and females.

Vicenza Elementary School TerraNova Communications Arts 2006
Total Reading and Writing

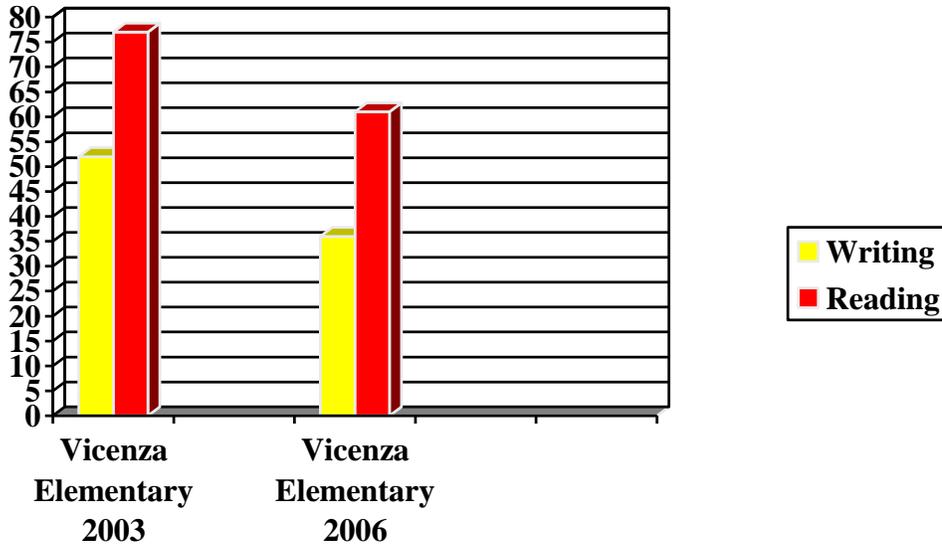


Chart shows a 16 % decrease in the percentage of students scoring at or Above the Standard over the 3-year period.

Vicenza Elementary School Performance Assessments
Communication Arts

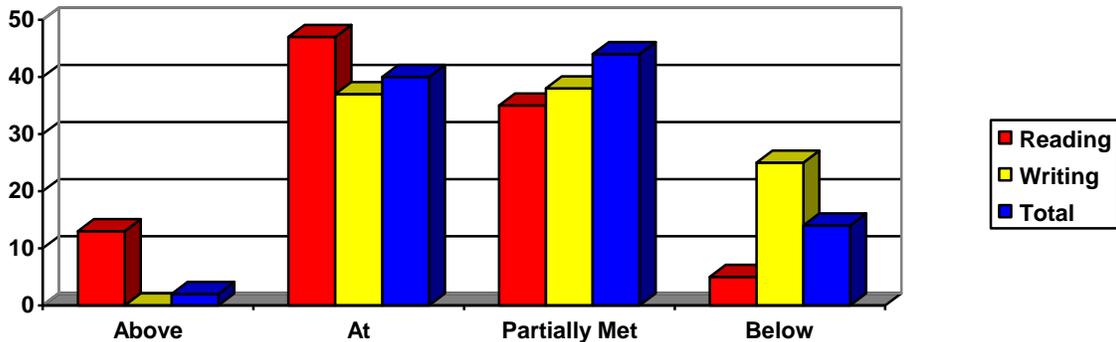
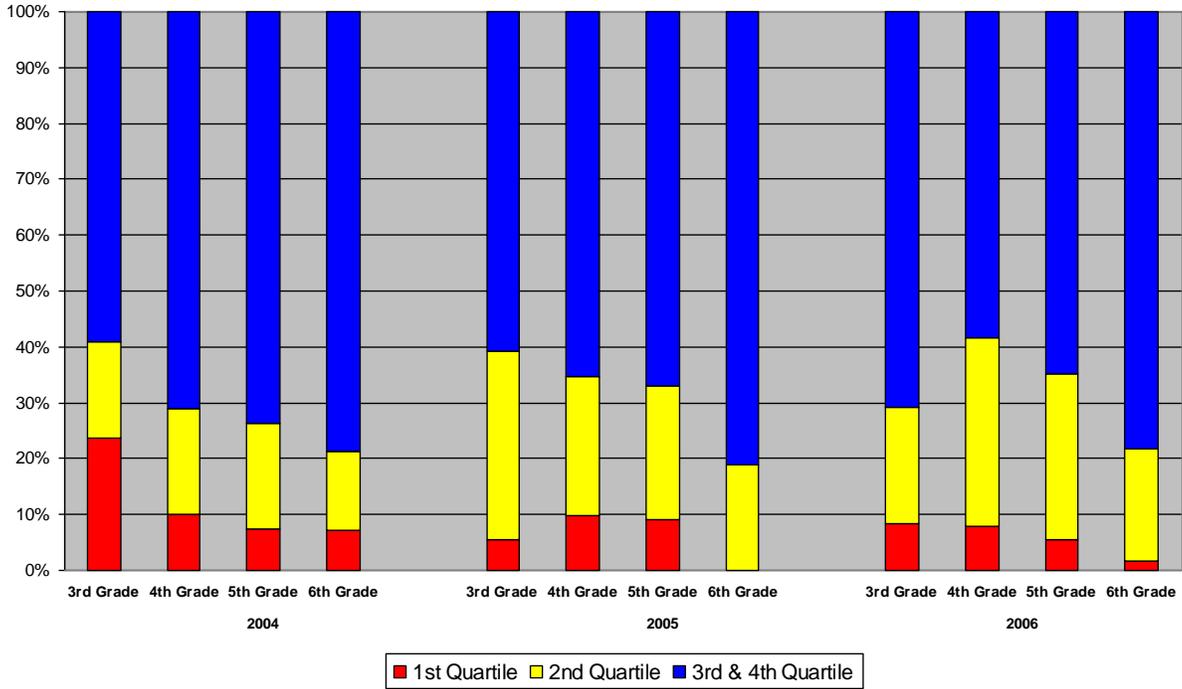


Chart shows that 40% of the 4th grade students are below the standard in reading and 63 % are below the standard in writing.

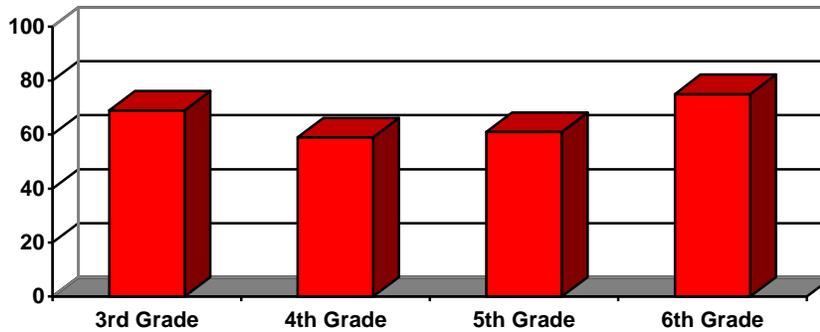
The Vicenza Elementary scores on the TerraNova Performance Assessments Communication Arts are commensurate with the national average. However, female students in grade four consistently outscored their male counterparts in all reading and writing strands in 2006. Additionally, less than 50% of students meet or exceed the standards in writing.

**2004 - 2006 Terra Nova School Wide Quartiles
Language**



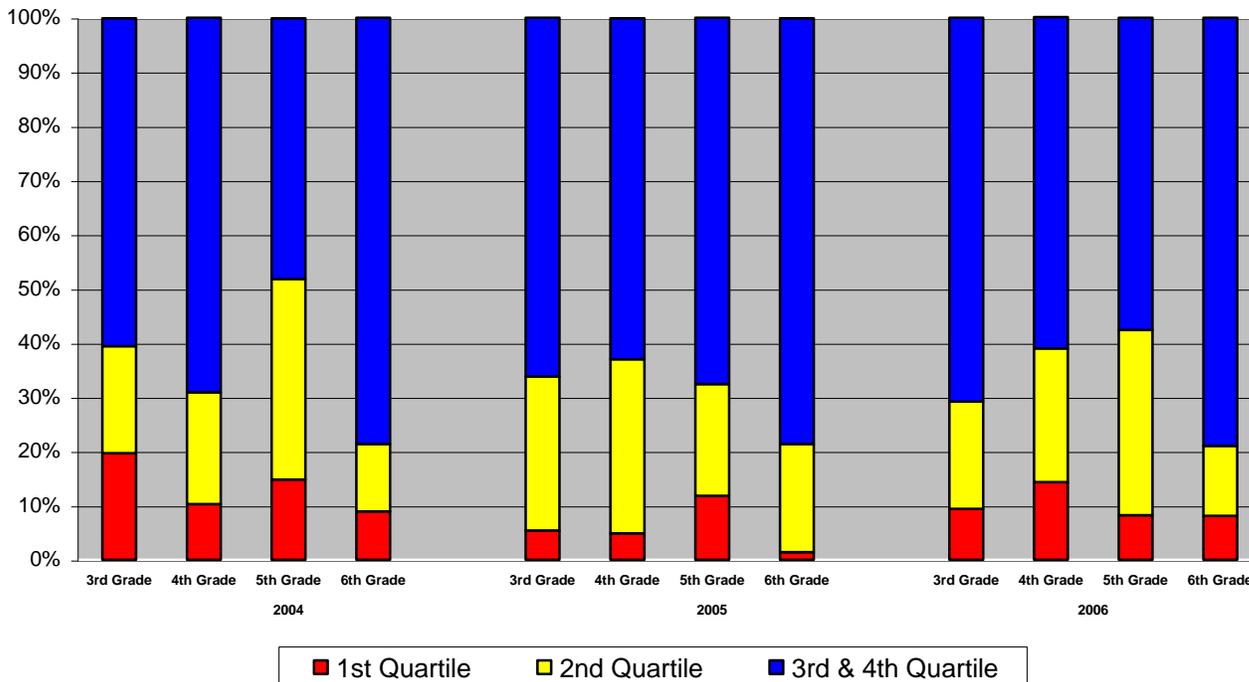
This graph shows that students in grades 3, 4, and 5 did not meet the DoDEA standard.

Vicenza Elementary School 2006 TerraNova Median Math Scores by Grade Level



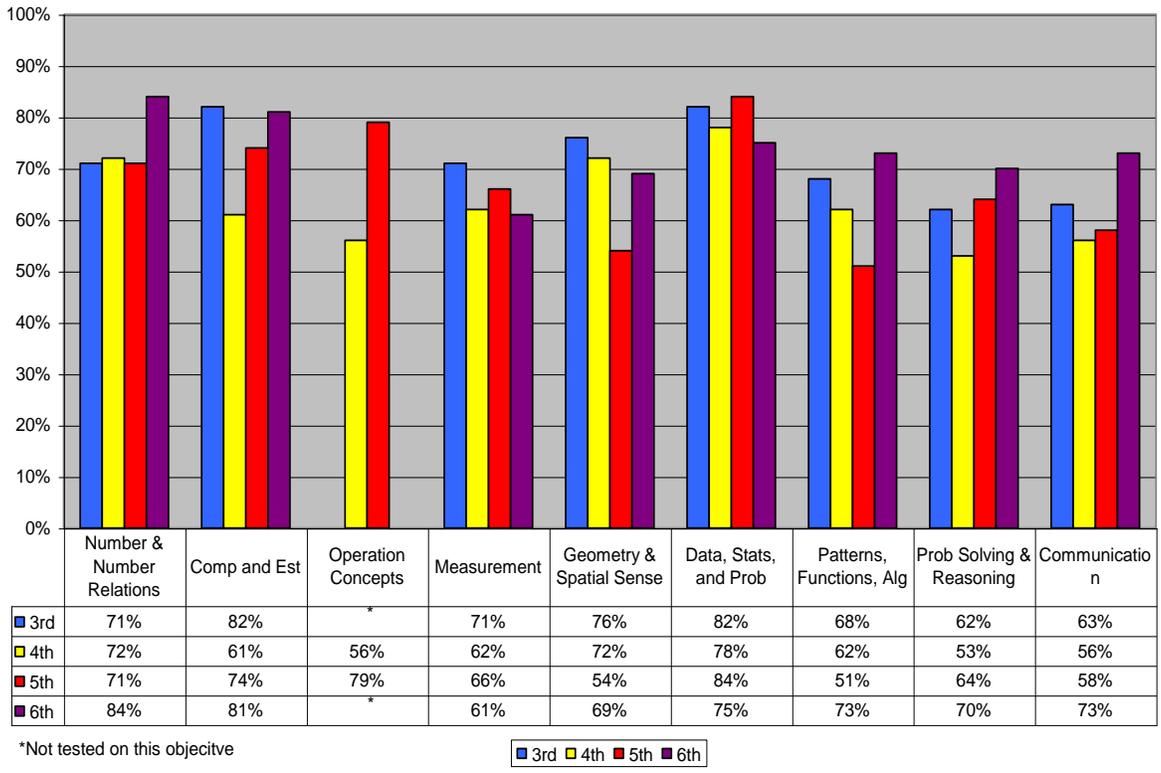
This graph shows that the median scores for grades 4 and 5 are below the 60th percentile

2004 - 2006 Terra Nova School Wide Quartiles Math



TerraNova M
the third and

Vicenza ES Math Objectives Performance Index (OPI)



TerraNova math scores were below the 60th percentile in six skill areas

Implications for Student Performance Goals

Areas identified by this data for student performance goals include:

- Writing communications
- Mathematical reasoning
- Gender differences in reading and writing

SY 2009-10: See Data/Assessment Addendum at the end of this document. CSI goals are still validated with this analysis.

EXISTING SCHOOL DATA: COMMUNITY

Data Collection Instruments

- Environmental Scan
- DoDEA Customer Satisfaction Survey

Presentation / Analysis of Data

Environmental Scan data indicated that to prepare students for jobs in the future, education should focus on:

- Increased use of technology in the classroom
- Focus on science/health education
- More opportunities for cooperative learning
- Stronger Character Education
- Increased community involvement
- Focus on foreign language and culture education

DoDEA Initiatives

- Math Matters
- DoDEA Reads

Community/Parent Support

- School Advisory Council (SAC)
- Parent representation on School Improvement Leadership Team (SILT), Parent Teacher Student Association (PTSA)
- Parent volunteers- Math Night and Reading Night, Book Fair, Book Swap, Celebrity Reader

DoDEA Customer Satisfaction Survey

- Most teachers and students gave Vicenza Elementary School a grade of A or B
- Most teachers and students felt that the primary purpose of the DoDEA schools was to provide a balanced education in which basics are only one factor
- Most teachers felt that all students have the ability to reach a high level of learning

2008-2009 School Year

The DoDEA Customer Satisfaction Survey was administered and can be found on the DoDEA Website as well as the Vicenza ES K drive.

Implications for Student Performance Goals

- Technology: Increase of use of, application and skill level for students

- Communications: Increase of oral and written communication in writing and math reasoning
- Affective Development: develop effective problem-solving skills thru character counts and counseling programs

SY 2009-10: None at this time

Other Actions Needed

Staff allocations to support areas of concerns may need to be addressed.

Investigate staff development opportunities to support areas of need.

SY 2009-10: None at this time

EXISTING SCHOOL DATA: INSTRUCTIONAL

Data Collection Instruments

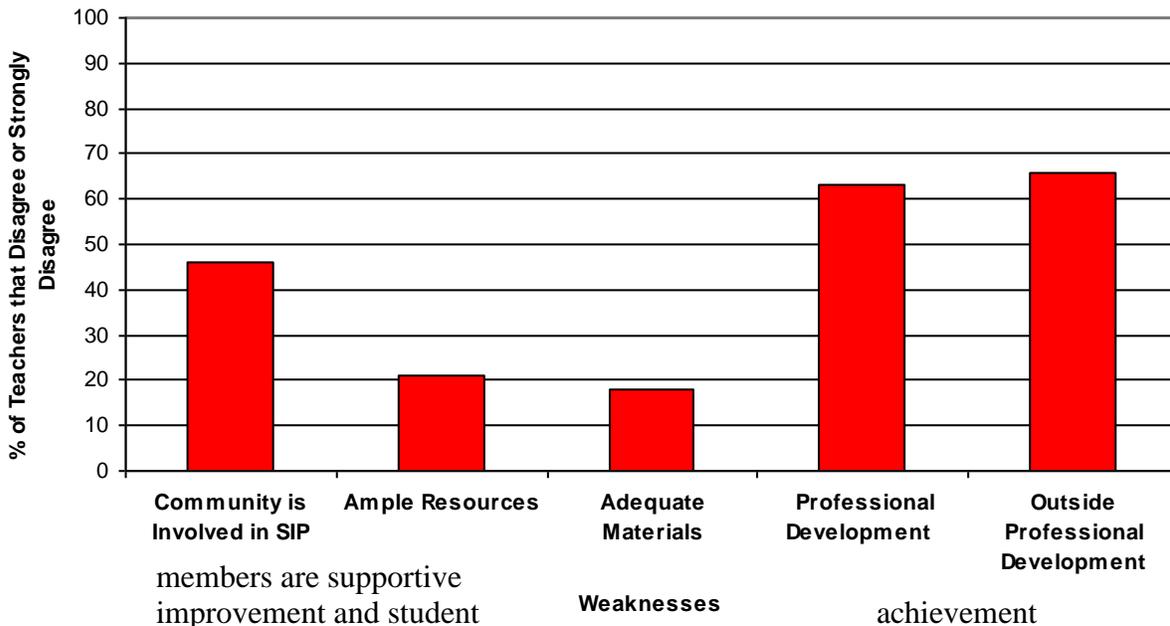
- Vicenza Task Force Teacher Survey
- Report of the Visit of the North Central Association Commission on Accreditation and School Improvement Next Steps Report

Presentation / Analysis of Data

Vicenza Task Force Teacher Survey Weaknesses

- Less than half of teachers felt that the community is involved in the School Improvement Process
- Most teachers felt that the school’s resources to support instruction and highest student achievement are grossly lacking
- Most teachers felt that classroom instructional materials are insufficient
- Many teachers felt that opportunities for meaningful professional development related to subject areas are not sufficiently provided
- More than half of teachers felt that funded professional development opportunities provide by outside experts are not sufficiently provided

Vicenza Elementary Task Force Teacher Survey 2006



This graph shows weaknesses in professional development is indicated.

NCA Next Steps for School Improvement Findings

- Military and community of school

- The SIP chair and committees are active in pursuit of the goal through implementation of the interventions, and staff is committed to improving reading student achievement. In year four, the goal was modified to include a focused strategy at each grade level.

- As instructional leaders, administration established common planning time and encourages collaboration of teachers to share strategies.
- New staff was welcomed and provided with orientation to the current plan.

Next Steps

- Establish systematic processes for orientation and renewal of the SIP. Investigate a rotation or sharing of leadership roles.
- Provide staff development in practical data analysis that supports selection of related instructional interventions. Increase use of scientifically based researched teaching techniques and programs.
- Increase consistency within grade levels for expectations, grading practices, weekly objectives, and homework.
- Capitalize on current positive community response to the success of improved reading. Celebrate the results and utilize this momentum to perpetuate school-wide participation in the next cycle.

Projected Staff development

- New Science adoption Implementation
- New Math adoption Implementation
- Scholastic Achievement Manager Training
- Type to Learn
- Math/ Science Foldable
- Wiggle Works/ Smart Place
- Kidspiration/Inspiration
- Math Traveler
- Four Block
- Differentiated Instruction
- Scholastic Red courses
- Smart Board
- Guided reading
- Student Informational Systems (SIS)

Vicenza 2006 Teacher Perception/Opinion Survey

40% or more of the teachers in the following categories identified areas of weakness:

READING

- 56% of teachers perceive **analyzing text** as an area weakness
- 61% of teachers perceive **evaluating and extending meaning** as an area of weakness

- 50% of teachers perceive **higher level comprehension of informational text** as an area of weakness
- 60% of teachers perceive **critical thinking** as a weakness
- 53% of teachers perceive **application of reading to the real world** as an area of weakness

LANGUAGE ARTS

- 48% of teachers perceive **synthesis across text** as an area of weakness
- 45% of teachers perceive **sentence structure** as an area of weakness
- 58% of teachers perceive **writing strategies** as an area of weakness
- 70% of teachers perceive **proof-reading** as an area of weakness
- 59% of teachers perceive **informational writing** is an area of weakness
- 64% of teachers perceive **expository writing** is an area of weakness
- 54% of teachers perceive **application to real world writing** is an area of weakness

MATHEMATICS

- 58% of teachers perceive **problem solving and reasoning** as an area of weakness
- 56% of teachers perceive **written and oral math communications** as an area of weakness
- 54% of teachers perceive **critical thinking** as an area of weakness
- 49% of teachers perceive **relating math concepts to the real world** as an area or weakness

THINKING SKILLS

- 41% of teachers perceive **recall** as an area of weakness
- 40% of teachers perceive **comparing** as an area of weakness
- 44% of teachers perceive **identifying attributes and components** as an area of weakness
- 50% of teachers perceive **determining accuracy and adequacy** an area of weakness
- 47% of teachers perceive **identifying central elements** as an area of weakness
- 47% of teachers perceive **inferring** as an area of weakness
- 41% of teachers perceive **restructuring** as an area of weakness
- 46% of teachers perceive **integration** as an area of weakness
- 46% of teachers perceive **establishing criteria** as an area of weakness
- 43% of teachers perceive **verifying** as an area of weakness

Implications for Student Performance Goals

- Involve parents and other community members in the School Improvement Process
- Pursue creative ways to reallocate and align materials to meet curricular needs
- Investigate staff development opportunities from many sources

SY 2009-10: None at this time

INTERPRETATION AND TRIANGULATION OF DATA

Student Performance Goal 1: *All students will improve writing communication across the curriculum.*

- Data Point 1 – TerraNova Multiple Assessments, page 10
- Data Point 2 – TerraNova Communication Arts, page 9 - 10
- Data Point 3 - Local Assessments, Teacher Perception/Opinion Survey, page 15

Student Performance Goal 2: *All students will improve mathematical reasoning across all grade levels.*

- Data Point 1 – TerraNova Multiple Assessments, page 11 - 12
- Data Point 2 – TerraNova Communication Arts, page 10
- Data point 3 – Local Assessments, Teacher Perception/Opinion Survey, page 15, 17-18

ESSENCE OF THE GOALS

Goal 1: Vicenza Elementary School defines writing communication across the curriculum as the ability to organize and compose information as developmentally appropriate.

Goal 2: Vicenza Elementary School defines mathematical reasoning as the ability to demonstrate critical thinking by using mathematical concepts to solve problems in daily life.

In SY 2009-10, all schools rewrote their goals into SMART goals as described below:

SMART GOAL 1: All students, by June 2012, will improve written communication, the ability to organize and compose information, in all curricular areas as measured by the selected system-wide and school based assessments.

SMART GOAL 2: All students, by June 2012, will improve mathematical reasoning, the ability to demonstrate critical thinking using mathematical concepts to solve problems in daily life, across the grade levels as measured by the selected system-wide and school based assessments.

Rationale for Student Performance Goals

Each Task Group was responsible for a particular area of the School Profile. Some groups were more involved with projecting trends for the future and other groups were more involved with analyzing data and noting areas of concern. Each Task Group's final report highlighted areas of possible focus for school improvement. Information was recorded on charts and Power Point presentations to be considered by the Think Tank members at a later date.

Think Tank members met and reviewed information from the nine Take Groups. Reoccurring themes of cross-curricular writing and mathematical reasoning were apparent throughout the process of identifying areas to be strengthened.

Rationale for Goal 1:

According to the TerraNova Multiple Assessments, Language sub-tests Vicenza Elementary students in grades three, four, and five did not meet the DoDEA standards. Numbers of students in grades four through six in the top two quartiles have declined over time.

The TerraNova Communications Arts Assessment showed that the Vicenza Elementary School student scores had a significant decline in the areas of Reading and Writing from 2003 to 2006. When comparing the Reading and Writing scores, the Writing scores were significantly lower.

According to the 2006 Vicenza Teacher Perception/Opinion Survey, 40% or more of the teachers indicated seven areas of weakness in Language Arts related to writing. Teachers perceive synthesis across text, sentence structure, writing strategies, proof-reading, informational writing, expository writing, and application to real world writing as areas of concern.

Rationale for Goal 2:

The 2006 TerraNova Multiple Assessments, Math sub-test indicates that the percentage of students scoring in the first (bottom) quartile has increased compared to the 2005 measure. Vicenza Elementary students scored below the 60th percentile in six math sub-tests with Patterns, Functions, and Algebra, Problem-solving and Reasoning and communications being the lowest.

According to the TerraNova Communication Arts Assessment shows that Vicenza Elementary students have decreased in Written Communication skills and over 60% of the students did not meet the DoDEA standard. This impacts their ability to effectively demonstrate their reasoning and problem solving skills in mathematics.

As indicated on the Vicenza Teacher Perception/Opinion Survey teachers perceive Vicenza students to be deficient in Problem-solving and Reasoning, Written and Oral Math Communications, Critical Thinking and Relating Math Concepts to the Real World.

Assessment/ Data Addendum: SY 2009-10

TerraNova Multiple Assessments 3rd Edition:
DoDEA Report Card:

Terra Nova 2009-2010								
Subject	Student Characteristic	Number of Students	Overall Proficiency	Performance Level (%)				
				Above Standard 70th-99th Percentile	At Standard 51st-70th Percentile	Partially Met Standard 30th-50th Percentile	Below Standard 1st-29th Percentile	
Reading	All Students	156	69%	39%	26%	21%	9%	
	Grade	3	76	59%	23%	30%	24%	16%
		4	66	70%	24%	45%	20%	7%
		5	53	58%	32%	30%	20%	15%
		6	63	87%	44%	43%	13%	0%
	Gender	Male	135	65%	24%	41%	23%	10%
		Female	118	73%	30%	30%	19%	8%
		District to State	<20	-	-	-	-	-
	Race & Ethnicity	American Indian/Alaskan Native	<20	-	-	-	-	-
		Asian	<20	-	-	-	-	-
		Black	<20	-	-	-	-	-
		District to State	<20	-	-	-	-	-
		Hispanic/Latino	48	60%	25%	35%	23%	17%
		Multiracial	25	71%	28%	44%	16%	12%
Native Hawaiian/Pacific Islander		<20	-	-	-	-	-	
White	156	74%	37%	38%	21%	4%		
Mathematics	All Students	156	56%	19%	26%	30%	14%	
	Grade	3	76	26%	9%	27%	42%	22%
		4	66	62%	29%	33%	21%	17%
		5	56	59%	15%	44%	26%	15%
		6	62	69%	19%	59%	27%	3%
	Gender	Male	135	59%	23%	30%	26%	15%
		Female	118	52%	12%	49%	34%	14%
		District to State	<20	-	-	-	-	-
	Race & Ethnicity	American Indian/Alaskan Native	<20	-	-	-	-	-
		Asian	<20	-	-	-	-	-
		Black	<20	-	-	-	-	-
		District to State	<20	-	-	-	-	-
		Hispanic/Latino	49	37%	8%	29%	35%	23%
		Multiracial	25	60%	20%	49%	24%	16%
Native Hawaiian/Pacific Islander		<20	-	-	-	-	-	



	Native Hawaiian/Pacific Islander	<20	-	-	-	-	-
	White	155	65%	23%	43%	27%	8%

TerraNova Multiple Assessments 3rd Edition Quarter Percents: are reviewed relevant to our CSP goal of having top two quarters of students at 75% or above (coded in teal) and less than 7% of our students in the bottom quarter (coded in blue). Additionally, we show a five year continuum of data results so as to provide means for cohort and trend review as well as subject, grade, and year analysis.

**Vicenza Elementary School
National Quarters from the Terra Nova Test**

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

Reading

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
3	75% - 100%	32.4	35.4	33.3	23.5		
3	51% - 75 %	25.7	27.1	30.0	38.2		36.5
3	26% - 50%	28.4	26.0	18.3	26.5		24.3
3	0% - 25%	13.5	11.5	18.3	11.8		16.2
4	75% - 100%	34.6	27.3	41.9	36.2		24.2
4	51% - 75 %	33.3	31.2	39.2	36.2		45.5
4	26% - 50%	21.0	27.2	14.9	15.5		25.8
4	0% - 25%	11.1	14.3	4.1	12.1		4.5
5	75% - 100%	31.3	32.4	45.5	42.9		32.1
5	51% - 75 %	38.8	38.0	29.1	33.3		26.4
5	26% - 50%	22.4	24.0	23.6	20.6		26.4
5	0% - 25%	7.5	5.6	1.8	3.2		15.1
6	75% - 100%	44.9	45.0	25.5	27.1		44.4
6	51% - 75 %	42.0	30.0	37.3	56.3		42.9
6	26% - 50%	13.1	18.3	29.4	16.7		12.7
6	0% - 25%	0.0	6.7	7.8	0.0		0.0

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

SY 2009-10: Note: *New baseline data:*

- High # of students in Grade 3, 5 lower quarter
- Lower Quarter students in grade 4 meet CSP goal
- Grade 6 meets both CSP goals

Vicenza Elementary School National Quarters from the Terra Nova Test

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

Language Arts

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
3	75% - 100%	25.7	44.8	41.7	26.5		
3	51% - 75 %	35.1	26.0	26.7	38.2		25.7
3	26% - 50%	33.8	20.9	20.0	27.9		23.0
3	0% - 25%	5.4	8.3	11.7	7.4		24.3
4	75% - 100%	35.8	29.9	47.3	36.2		30.3
4	51% - 75 %	29.6	28.6	32.4	31.0		36.4
4	26% - 50%	24.7	33.7	16.2	27.6		28.8
4	0% - 25%	9.9	7.8	4.1	5.2		4.5
5	75% - 100%	38.8	31.0	43.6	34.9		20.8
5	51% - 75 %	28.4	33.8	20.0	44.4		41.5
5	26% - 50%	23.8	29.6	30.9	15.9		17.0
5	0% - 25%	9.0	5.6	5.5	4.8		20.8
6	75% - 100%	49.3	45.0	39.2	31.3		36.5
6	51% - 75 %	31.9	33.3	23.5	37.5		50.8
6	26% - 50%	18.8	20.0	31.4	27.1		12.7
6	0% - 25%	0.0	1.7	5.9	4.2		0.0

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

SY 2009-10: Note: *New baseline data:*

- High # of students in lower quarter, grades 3,5. (concur with Reading above)
- Lower Quarter students in grade 4 meet CSP goal (concur with Reading above)
- Grade 6 meets both CSP goals (concur with Reading above)

Vicenza Elementary School National Quarters from the Terra Nova Test

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

Math

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
3	75% - 100%	29.7	38.5	41.7	26.5		
3	51% - 75 %	36.5	32.3	31.7	29.4	27.0	
3	26% - 50%	28.4	19.8	15.0	23.5	41.9	
3	0% - 25%	5.4	9.4	11.7	20.6	21.6	
4	75% - 100%	25.9	23.4	47.3	25.9	28.8	
4	51% - 75 %	37.0	37.7	35.1	36.2	33.3	
4	26% - 50%	32.2	24.6	14.9	32.8	21.2	
4	0% - 25%	4.9	14.3	2.7	5.2	16.7	
5	75% - 100%	27.9	28.8	27.3	33.3	14.8	
5	51% - 75 %	39.7	28.8	38.2	34.9	44.4	
5	26% - 50%	31.0	34.3	29.1	25.4	25.9	
5	0% - 25%	1.4	8.1	5.5	6.3	14.8	
6	75% - 100%	41.4	48.4	40.0	45.8	19.4	
6	51% - 75 %	37.1	30.6	30.0	31.3	50.0	
6	26% - 50%	20.1	12.9	20.0	14.6	27.4	
6	0% - 25%	1.4	8.1	10.0	8.3	3.2	

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

SY 2009-10: Note: *New baseline data:*

- Math scores across the grade levels remain a need. Lower quarters are high, top quarters are low, CSP goals are not met.

Vicenza Elementary School National Quarters from the Terra Nova Test

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

Science

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
3	75% - 100%	39.2	38.9	40.0	38.8		
3	51% - 75 %	27.0	31.6	33.3	28.4	32.4	
3	26% - 50%	20.3	22.1	21.7	25.4	20.3	
3	0% - 25%	13.5	7.4	5.0	7.5	12.2	
4	75% - 100%	22.5	24.4	47.3	36.2	31.8	
4	51% - 75 %	30.0	24.4	28.4	27.6	45.5	
4	26% - 50%	36.2	34.5	17.6	27.6	15.2	
4	0% - 25%	11.3	16.7	6.8	8.6	7.6	
5	75% - 100%	16.2	23.9	23.6	31.7	38.9	
5	51% - 75 %	42.6	29.6	38.2	31.7	29.6	
5	26% - 50%	26.5	35.2	29.1	27.0	18.5	
5	0% - 25%	14.7	11.3	9.1	9.5	13.0	
6	75% - 100%	41.4	38.7	38.0	33.3	37.5	
6	51% - 75 %	30.0	29.0	36.0	45.8	42.2	
6	26% - 50%	24.3	30.7	22.0	16.7	20.3	
6	0% - 25%	4.3	1.6	4.0	4.2	0.0	

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

SY 2009-10: Note: *New baseline data:*

- Grade 6 meets CSP goals
- High # of students in lower quarters in grades 3, 5.

Vicenza Elementary School National Quarters from the Terra Nova Test

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

Social Studies

Grade Level	Quarter Percent	2005	2006	2007	2008	See * below	2009 (Baseline)
3	75% - 100%	32.4	36.8	35.6	32.4		
3	51% - 75 %	20.3	29.5	28.8	29.4		33.8
3	26% - 50%	29.7	25.3	23.7	25.0		29.7
3	0% - 25%	17.6	8.4	11.9	13.2		6.8
4	75% - 100%	26.3	29.5	50.7	45.6		39.4
4	51% - 75 %	32.5	30.8	28.8	28.1		36.4
4	26% - 50%	27.4	26.9	15.1	19.3		22.7
4	0% - 25%	13.8	12.8	5.5	7.0		1.5
5	75% - 100%	29.4	26.4	25.5	32.3		33.3
5	51% - 75 %	32.4	34.7	41.8	32.3		29.6
5	26% - 50%	30.8	29.2	29.1	29.0		22.2
5	0% - 25%	7.4	9.7	3.6	6.5		14.8
6	75% - 100%	52.9	50.0	46.0	47.9		48.4
6	51% - 75 %	25.7	25.8	22.0	27.1		31.3
6	26% - 50%	17.1	22.6	22.0	20.8		17.2
6	0% - 25%	4.3	1.6	10.0	4.2		3.1

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

SY 2009-10: Note: *New baseline data:*

- Grades 4,6 meet both CSP goals; grade 3 meet CSP lower quarter goal
- Grade 5, high # of students in lower quarter

National Curve Equivalent Scores are reviewed per grade level.

Reading				
	3	4	5	6
2006	55.7	54.9	59.6	60.9
2007	53.5	63.9	62.3	55.4
2008	54.8	57.5	62.4	59.6
2009	52.3	58.1	54.9	64.7
2010				

Math				
	3	4	5	6
2006	58.0	54.6	55.8	63.8
2007	59.8	63.7	56.7	59.1
2008	53.5	56.7	57.8	61.4
2009	47.2	54.0	42.2	55.7
2010				

Social Studies				
	3	4	5	6
2006	58.0	56.5	55.6	64.8
2007	57.1	65.0	56.9	61.3
2008	55.3	62.1	58.0	64.8
2009	57.0	61.1	56.0	63.8
2010				

Language Arts				
	3	4	5	6
2006	60.1	52.5	56.7	62.4
2007	57.5	64.3	61.1	58.7
2008	56.5	58.8	60.8	59.0
2009	52.4	56.9	53.0	61.6
2010				

Science				
	3	4	5	6
2006	59.0	56.7	53.4	60.7
2007	61.2	63.4	55.2	62.3
2008	58.8	59.1	56.6	60.1
2009	57.5	58.5	57.7	61.3
2010				

SY 2009-10: Note: *New baseline data:*

Math scores remain lowest of the five subject areas.

Grade 6 overall produces highest total scores in this disaggregate.

Median Scores are reviewed per subject area:

Median Scores Grade 3					
	Reading	Language Arts	Mathematics	Science	Social Studies
2006	61.0	71.0	69.0	65.0	60.0
2007	66.0	67.0	70.0	69.0	63.0
2008	59.0	62.0	58.0	69.0	56.0
2009	56.0	56.0	44.0	62.0	65.0
2010					

Median Scores Grade 4					
	Reading	Language Arts	Mathematics	Science	Social Studies
2006	58.0	57.0	59.0	50.0	60.0
2007	69.0	74.0	72.0	74.0	80.0
2008	66.0	70.0	61.0	72.0	76.0
2009	62.0	60.0	55.0	65.0	70.0
2010					

Median Scores Grade 5					
	Reading	Language Arts	Mathematics	Science	Social Studies
2006	64.0	59.0	61.0	56.0	58.0
2007	69.0	72.0	60.0	57.0	64.0
2008	71.0	68.0	65.0	63.0	65.0
2009	58.0	56.0	61.0	69.0	65.0
2010					

Median Scores Grade 6					
	Reading	Language Arts	Mathematics	Science	Social Studies
2006	73.0	72.0	75.0	70.0	76.0
2007	60.0	65.0	67.0	70.0	72.0
2008	68.0	64.0	73.0	63.0	73.0
2009	75.0	67.0	61.0	69.0	75.0

SY 2009-10: Note: *New baseline data:*

- Except for grade 4, lowest score is math. In grade 4, lowest score is Language Arts.
- Grade 6 scores top or tie other grade level scores.

Objectives Performance Index scores are reviewed for further analysis of subject area concepts and skills:

SY: lowest OPI category is noted in red:

Objectives Performance Index (OPI) Scores - Reading 3

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	78.0	74.0	78.0	74.0
2007	75.0	72.0	76.0	73.0
2008	77.0	74.0	78.0	74.0
2009	78.0	72.0	70.0	63.0
2010				

Objectives Performance Index (OPI) Scores - Reading 4

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	76.0	80.0	61.0	61.0
2007	83.0	87.0	66.0	70.0
2008	78.0	83.0	62.0	65.0
2009	85.0	77.0	70.0	71.0
2010				

Objectives Performance Index (OPI) Scores - Reading 5

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	79.0	75.0	66.0	53.0
2007	82.0	78.0	70.0	55.0
2008	83.0	78.0	69.0	55.0
2009	70.0	54.0	71.0	58.0
2010				

Objectives Performance Index (OPI) Scores - Reading 6

	Bsc Undrstng	Analyze Text	Eval/Extnd Mng	Idntfy Rdng Strtgies
2006	79.0	77.0	68.0	65.0
2007	75.0	71.0	64.0	61.0
2008	62.0	76.0	69.0	67.0
2009	86.0	67.0	61.0	71.0
2010				

Objectives Performance Index (OPI) Scores - Language Arts 3

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	81.0	72.0	81.0
2007	79.0	70.0	78.0
2008	78.0	71.0	79.0
2009	70.0	55.0	77.0
2010			

Objectives Performance Index (OPI) Scores - Language Arts 4

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	60.0	72.0	69.0
2007	69.0	81.0	75.0
2008	64.0	75.0	70.0
2009	74.0	77.0	70.0
2010			

Objectives Performance Index (OPI) Scores - Language Arts 5

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	73.0	69.0	58.0
2007	78.0	72.0	61.0
2008	78.0	72.0	61.0
2009	71.0	58.0	72.0
2010			

Objectives Performance Index (OPI) Scores - Language Arts 6

	Sntnce Strctre	Wrtng Strtgies	Editing Skills
2006	80.0	77.0	68.0
2007	76.0	73.0	64.0
2008	77.0	74.0	64.0
2009	79.0	58.0	69.0
2010			

Objectives Performance Index (OPI) Scores - Science 3

Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prspctvs
87.0	71.0	86.0	66.0	89.0	
88.0	72.0	85.0	71.0	89.0	
87.0	71.0	85.0	66.0	88.0	
70.0	64.0	81.0	63.0	79.0	

Objectives Performance Index (OPI) Scores - Science 4

Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prspctvs
78.0	70.0	67.0	63.0		76.0
83.0	80.0	74.0	76.0		81.0
79.0	77.0	70.0	74.0		79.0
70.0	68.0	78.0	49.0		76.0

Objectives Performance Index (OPI) Scores - Science 5

Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prspctvs
85.0	52.0	69.0	65.0	79.0	74.0
87.0	54.0	70.0	67.0	80.0	75.0
87.0	56.0	72.0	68.0	78.0	76.0
68.0	58.0	66.0	69.0	63.0	58.0

Objectives Performance Index (OPI) Scores - Science 6

Inquiry	Phy Sc	Life Sc	Earth/Space Sc	Sc/Tech	Pers/So Prspctvs
82.0	65.0	74.0	64.0		54.0
84.0	67.0	75.0	63.0		55.0
83.0	65.0	74.0	62.0		48.0
67.0	55.0	57.0	59.0		79.0

Objectives Performance Index (OPI) Scores - Social Studies 3

Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
75.0	82.0	75.0	80.0
74.0	81.0	73.0	80.0
73.0	82.0	72.0	79.0
79.0	76.0	79.0	73.0

Objectives Performance Index (OPI) Scores - Social Studies 4

Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
77.0	88.0	65.0	77.0
82.0	85.0	72.0	84.0
80.0	83.0	70.0	82.0
73.0	76.0	72.0	78.0

Objectives Performance Index (OPI) Scores - Social Studies 5

Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs

64.0	66.0	61.0	69.0
67.0	65.0	62.0	70.0
68.0	67.0	62.0	73.0
70.0	62.0	66.0	63.0

Objectives Performance Index (OPI) Scores - Social Studies 6

Geo Prspctvs	His/Cul	Civics/Gov	Econ Prspctvs
78.0	70.0	72.0	70.0
75.0	67.0	70.0	67.0
77.0	70.0	74.0	70.0
73.0	60.0	60.0	70.0

Objectives Performance Index (OPI) Scores - Math 3							
Numbrs/Relatns	Comp/Estmtn	Measurement	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prob Slv/Rsng	Communication
71.0	82.0	71.0	76.0	82.0	68.0	62.0	63.0
72.0	84.0	72.0	78.0	83.0	68.0	64.0	63.0
67.0	79.0	68.0	74.0	78.0	61.0	58.0	57.0
65.0	71.0	69.0	81.0	77.0	67.0	72.0	64.0

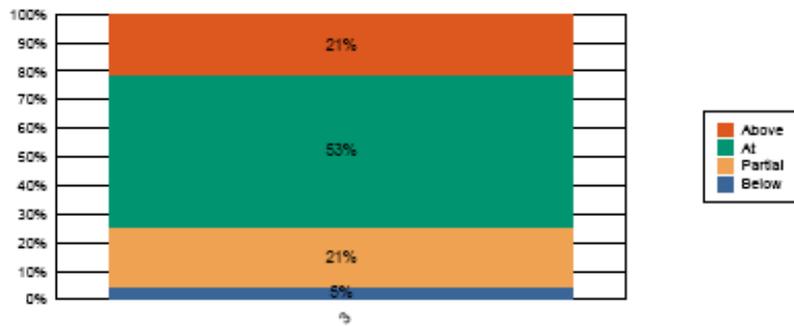
Objectives Performance Index (OPI) Scores - Math 4							
Numbrs/Relatns	Comp/Estmtn	Measurement	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prob Slv/Rsng	Communication
72.0	61.0	62.0	72.0	78.0	62.0	53.0	
80.0	71.0	71.0	79.0	83.0	73.0	66.0	
78.0	64.0	64.0	75.0	78.0	64.0	56.0	
52.0	52.0	69.0	54.0	60.0	49.0	57.0	

Grade 3: # relationships
Grade 4: patterns
Grade 5: Prob. Solving, reasoning
Grade 6: # relationships

Objectives Performance Index (OPI) Scores - Math 5								
Numbrs/Relatns	Comp/Estmtn	Measurement	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prob Slv/Rsng	Communication	Operation
71.0	74.0	66.0	54.0	84.0	51.0	64.0	58.0	
75.0	77.0	67.0	54.0	83.0	50.0	64.0	61.0	
73.0	78.0	69.0	55.0	85.0	53.0	66.0	62.0	
57.0	67.0	60.0	57.0	62.0	64.0	55.0	50.0	

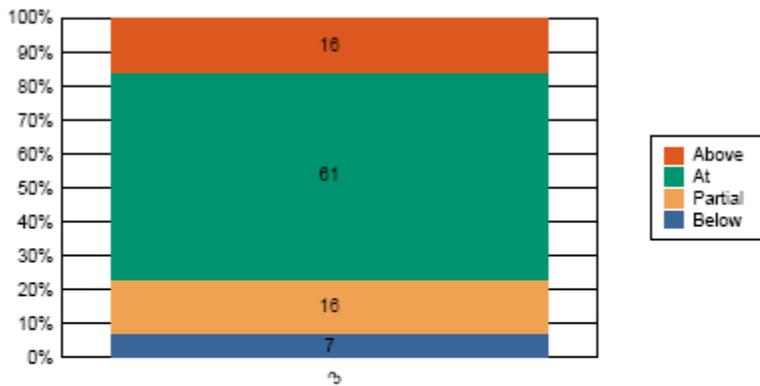
Objectives Performance Index (OPI) Scores - Math 6							
Numbrs/Relatns	Comp/Estmtn	Measurement	Gmtry/Sp Sns	Data/Stat/Prob	Patt/Func/Alg	Prob Slv/Rsng	Communication
84.0	81.0	61.0	69.0	75.0	73.0	70.0	73.0
83.0	75.0	57.0	62.0	72.0	68.0	62.0	69.0
84.0	77.0	57.0	78.0	74.0	68.0	66.0	78.0
50.0	58.0	68.0	63.0	71.0	62.0	62.0	55.0

DRA 3rd Grade Spring 2007-2008



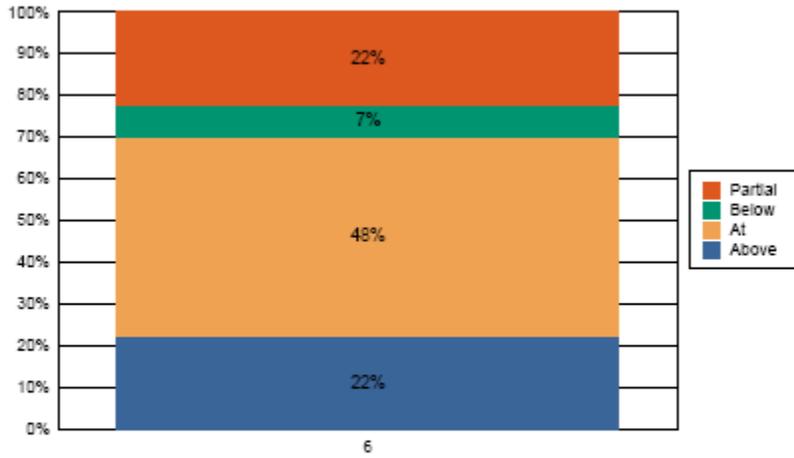
		Above	At	Partial	Below	Total
Vicenza Elementary School	3	14 21%	35 53%	14 21%	3 4%	66 100%
	Total	14 21%	35 53%	14 21%	3 4%	66 100%
Total		14 21%	35 53%	14 21%	3 4%	66 100%

DRA 3rd Grade Spring 2008-2009



		Below	Partial	At	Above	Total
Vicenza Elementary School	3	5 7%	11 15%	42 60%	11 15%	69 100%
	Total	5 7%	11 15%	42 60%	11 15%	69 100%
Total		5 7%	11 15%	42 60%	11 15%	69 100%

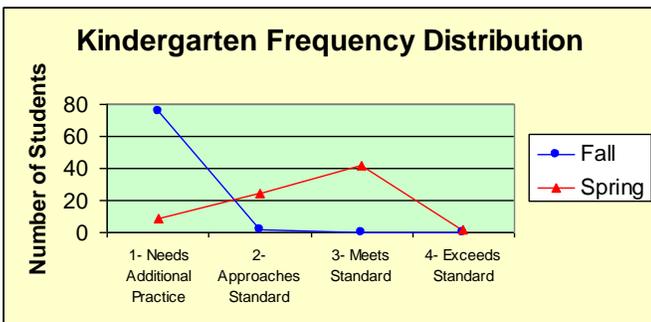
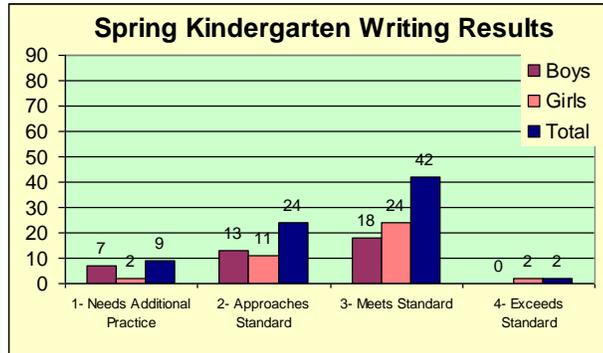
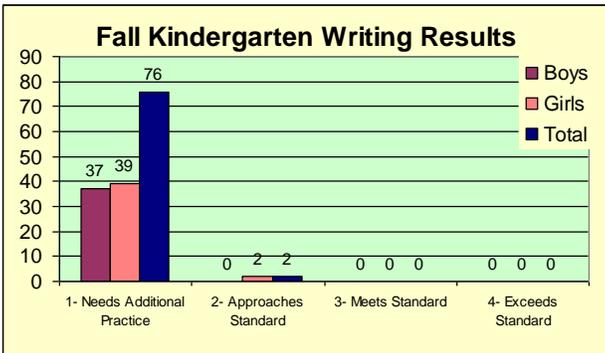
SRI Pretest 2009-2010



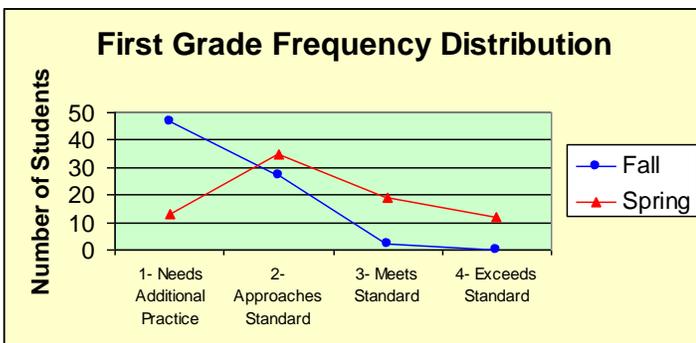
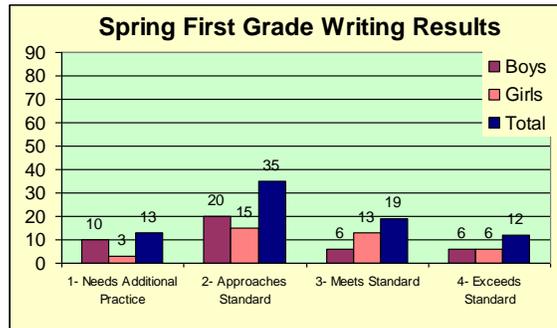
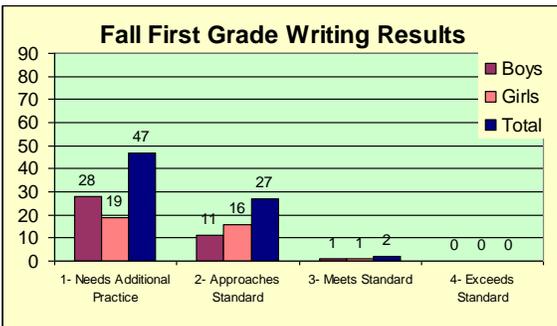
		Above	At	Below	Partial	Total
Vicenza ES	6	15 22%	32 47%	5 7%	15 22%	67 100%
	Total	15 22%	32 47%	5 7%	15 22%	67 100%
Total		15 22%	32 47%	5 7%	15 22%	67 100%

SY 2009-10:

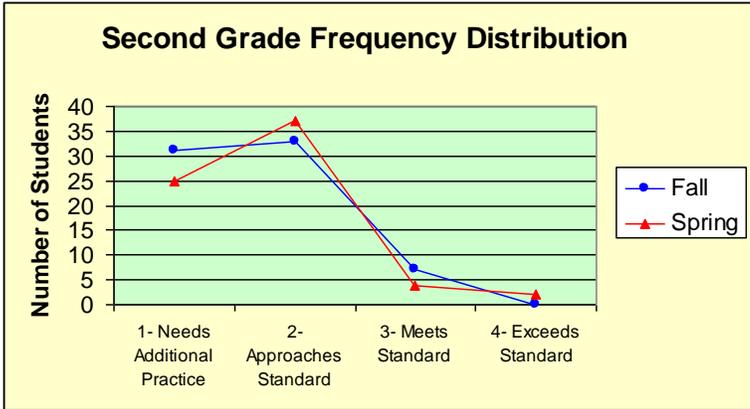
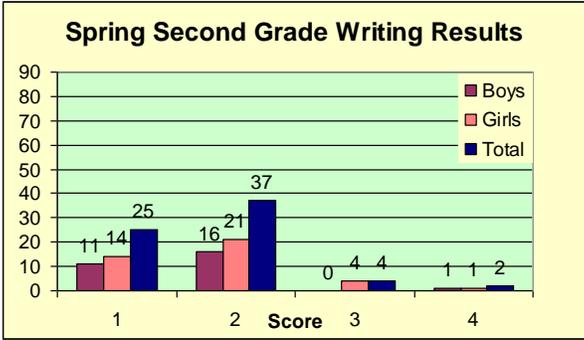
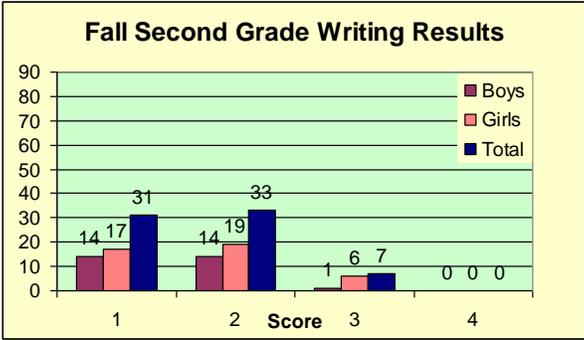
2007-2008 Comparative Writing Assessments by Grades



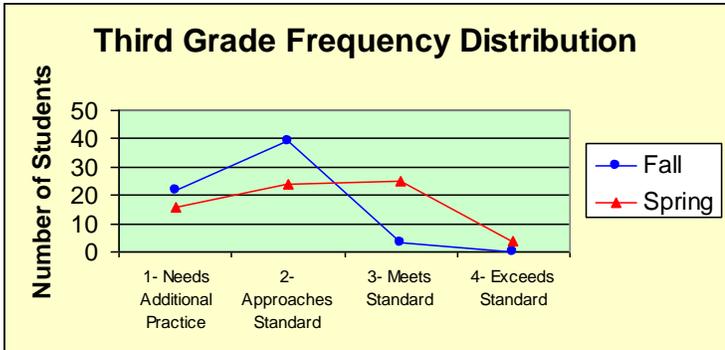
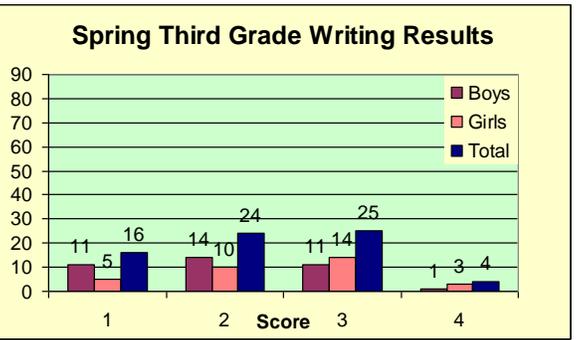
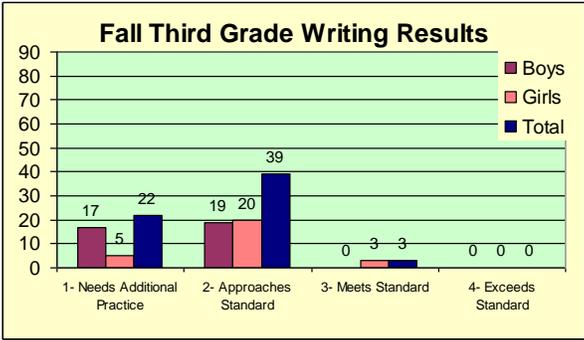
Kindergarten data demonstrates an overall improvement in writing scores. Great strides were made in moving students from needing additional practice into approaching or meeting the standards.



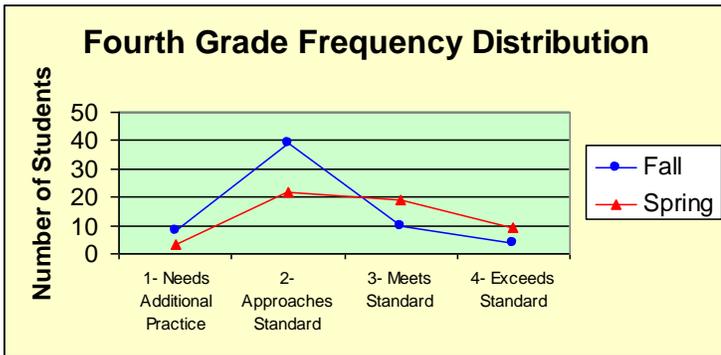
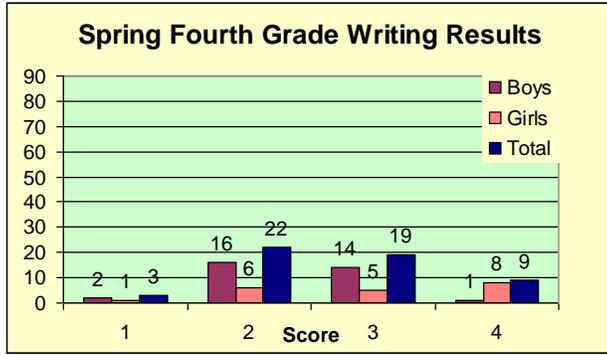
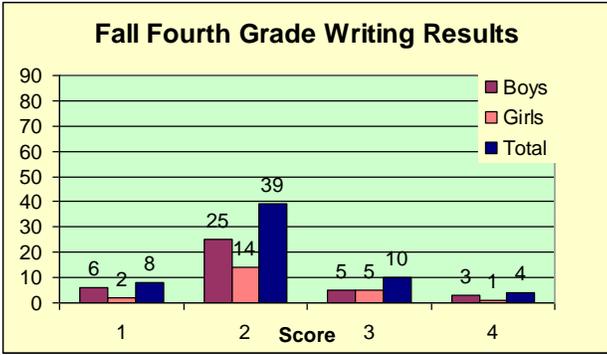
First grade writing scores improved across the rubric. The students falling in the needs additional practice category demonstrated increased skills, moving into the approaching or meeting the standards category.



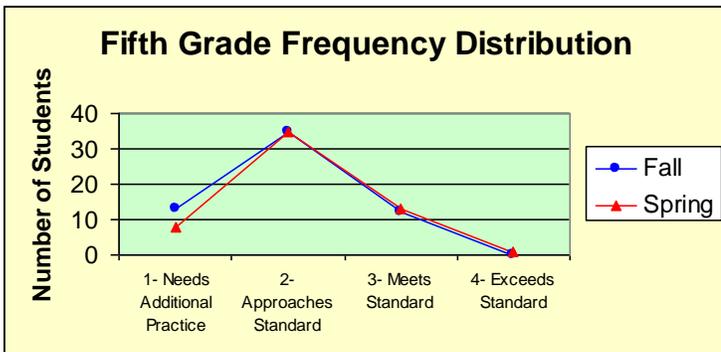
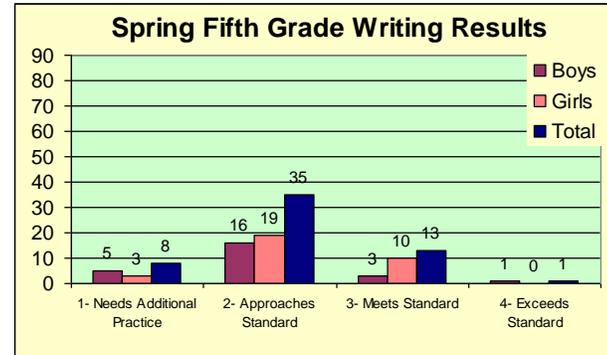
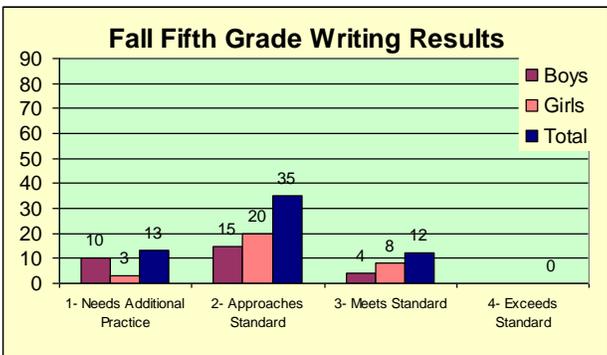
Second grade remained consistent at the needs additional practice and approaching the standards. There was a notable drop in students scoring “needs additional practice.”



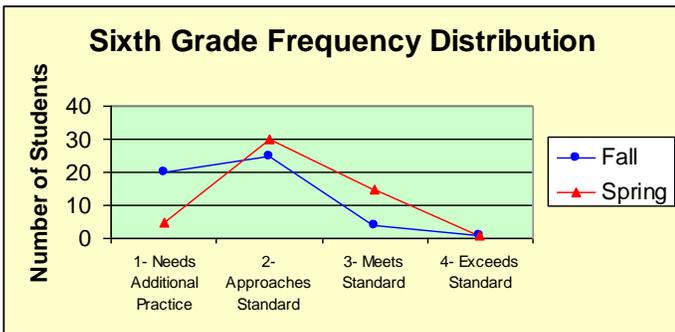
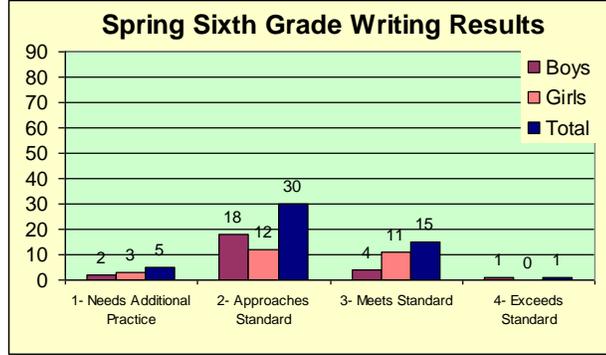
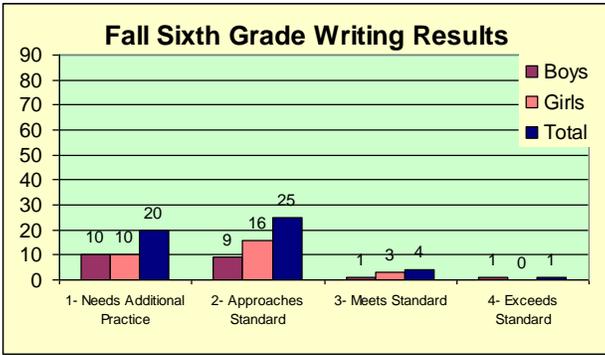
Third grade writing data indicates a significant shift to “meets standards” and “exceeds standards.”



Fourth grade writing data indicates a significant shift to “meets standards” and “exceeds standards.”



Fifth grade remained consistent across the board.



Sixth grade reduced the number of students requiring additional practice. Improvement was notable in those meeting standards.

Overall notes and considerations:

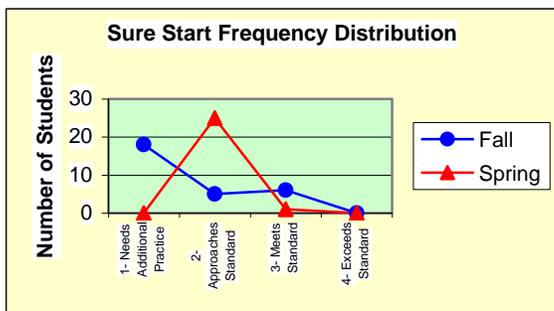
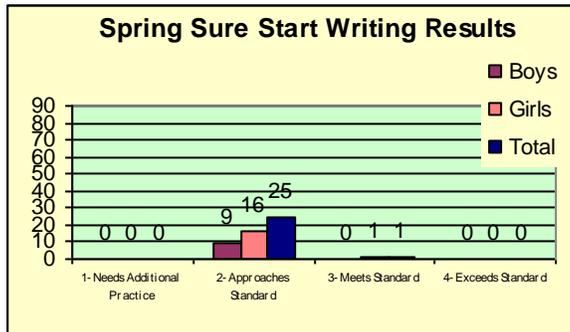
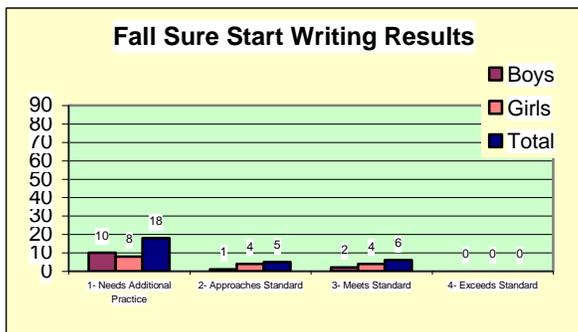
The data raises several questions:

- How does the transient population scores impact the data
- Do the amount of variables affect the testing and the ability to accurately measure student growth

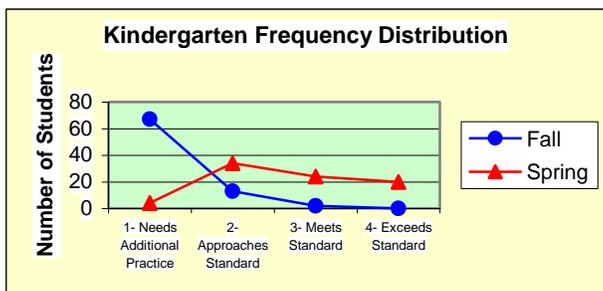
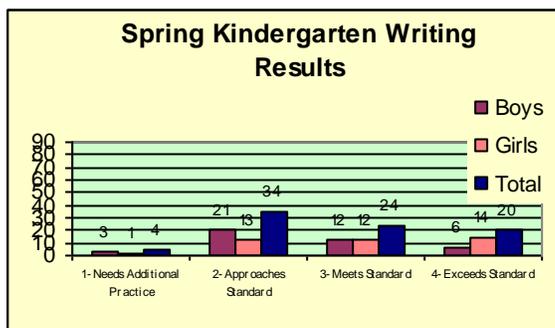
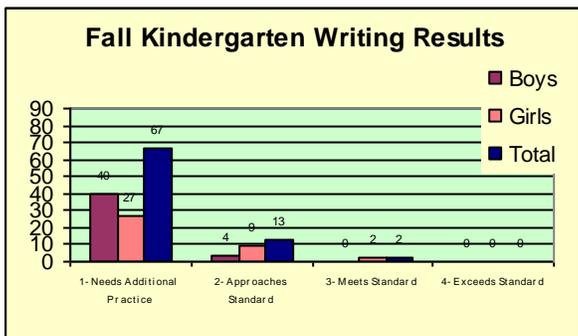
Considerations for next school year:

- Grade level teams to review their data
- Determine appropriate strategies to address strengths and weakness in writing to be implemented across the grade level
- Use rubric to guide areas of need

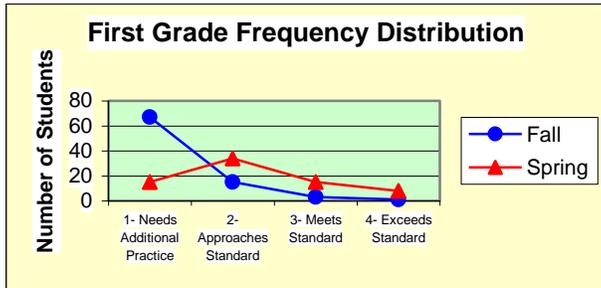
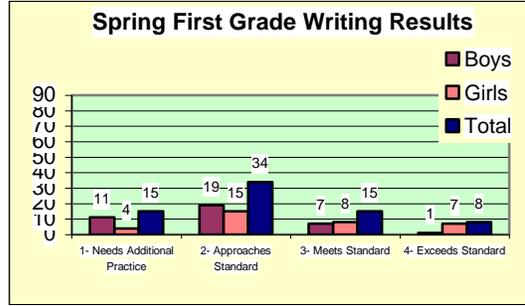
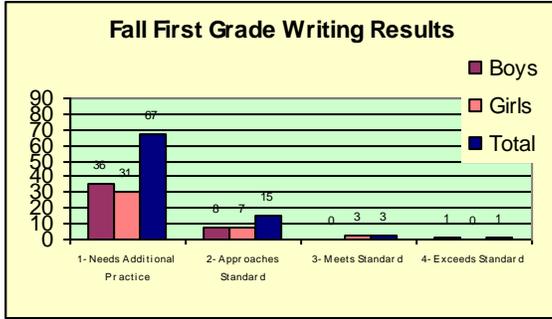
2008-2009 Comparative Writing Assessments by Grades



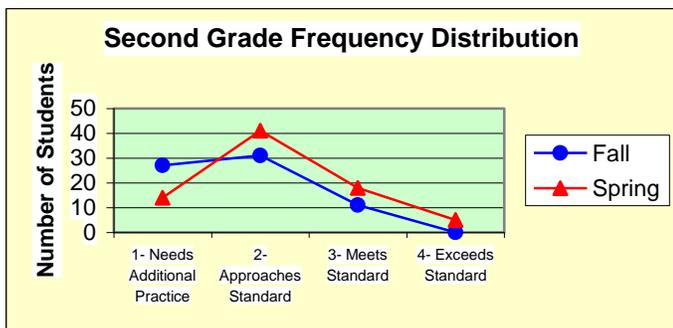
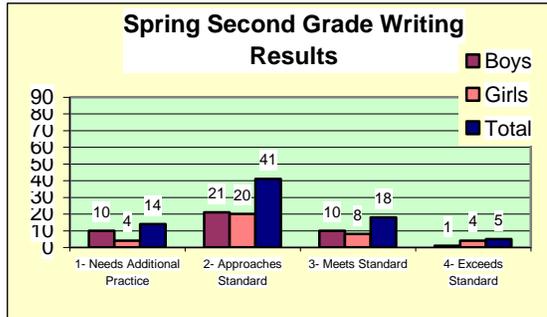
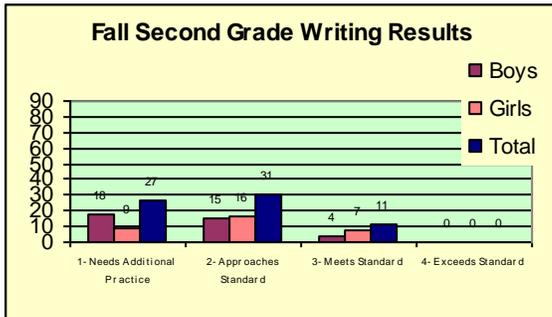
Sure Start data demonstrates an overall improvement in student writing scores. Great strides were made in moving students from “needs additional practice” into the category of “approaches standard”.



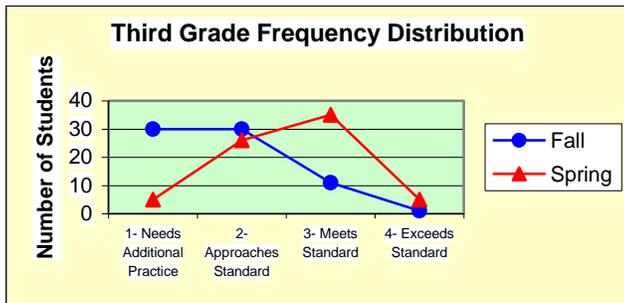
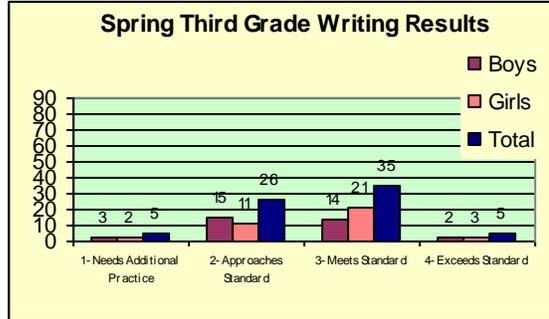
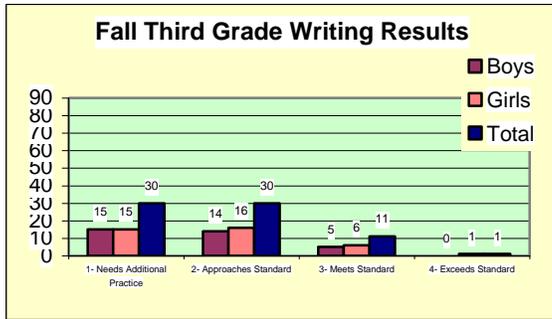
Kindergarten data demonstrates an overall improvement in student writing scores. Students in the category of “needs additional practice” dropped 77%, while students demonstrated a 51% gain in the category of “meets” or “exceeds standard”.



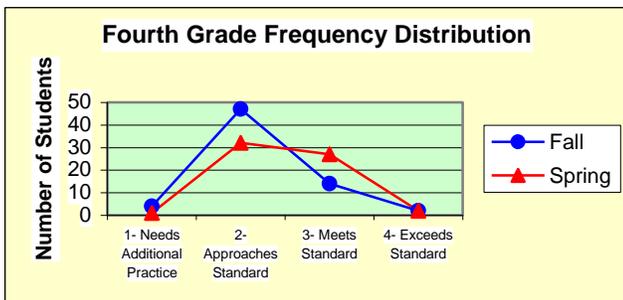
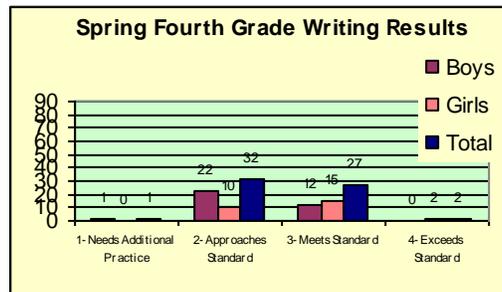
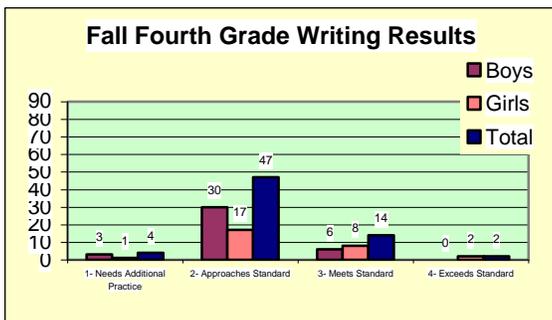
First grade writing scores improved across the rubric. The students falling in the “needs additional practice” category decreased 57%. There was a 30% gain in students meeting or exceeding the standard.



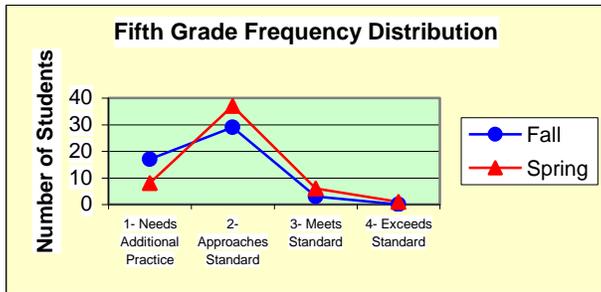
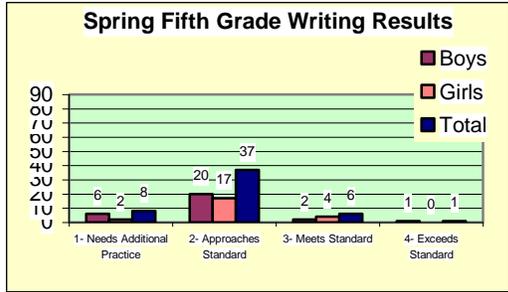
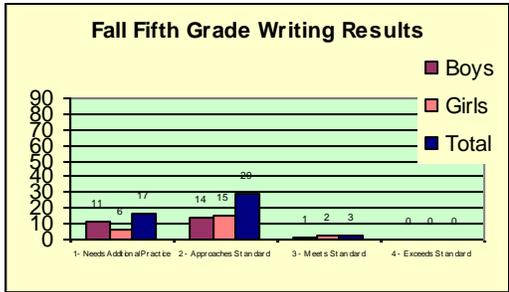
Second grade writing scores improved across the rubric. The students falling in the “needs additional practice” category decreased 21%. There was a 15% gain in students approaching or meeting the standard.



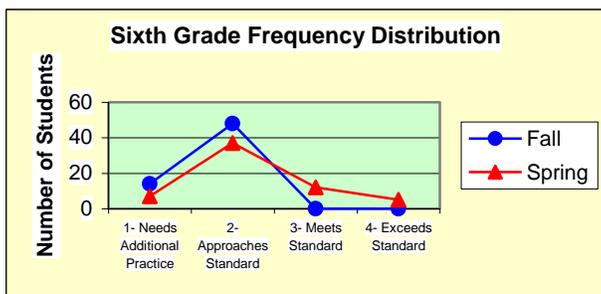
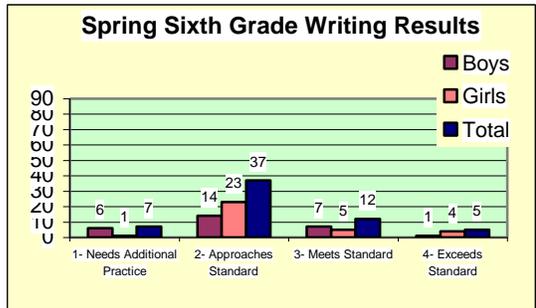
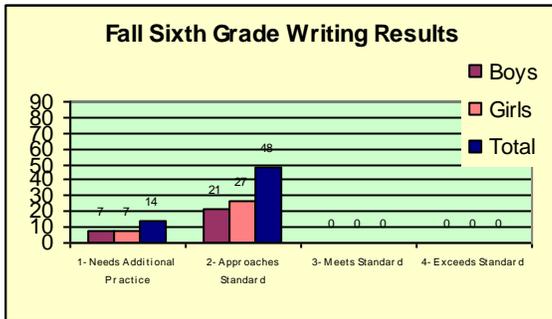
Third grade writing scores showed a shift from 84% of students in the “needs additional practice” and “approaches standard” rating scales to 86% of students in the “approaches standard” or “meets standard” categories.



Fourth grade writing data indicates a growth of 13% in the number of students meeting or exceeding standards.



The percentage of fifth grade students dropped from 94% to 86% in the bottom two rating scales. The number of students in the top two categories rose 8%.



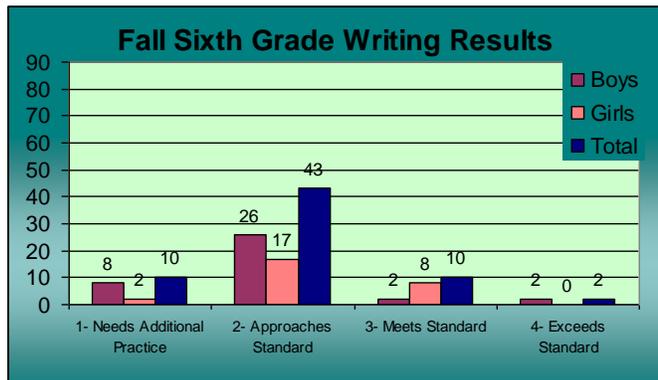
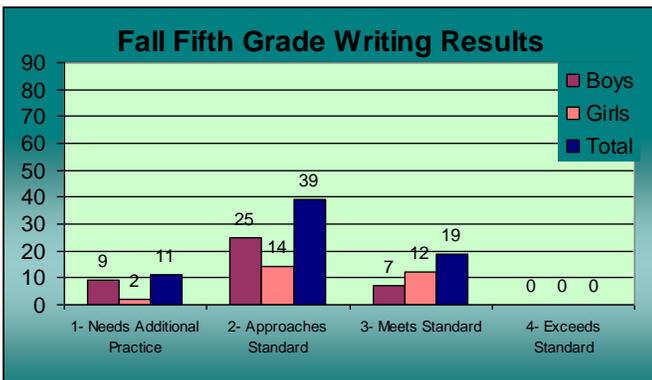
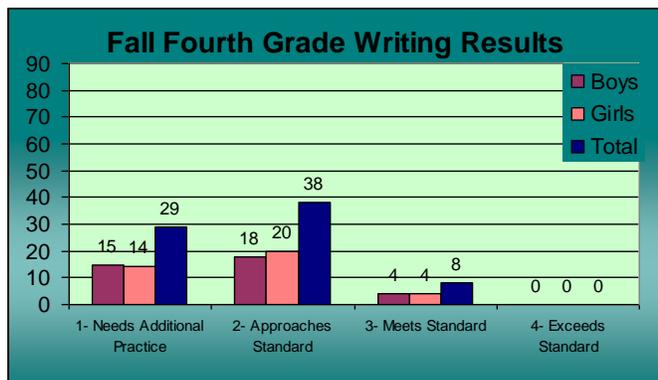
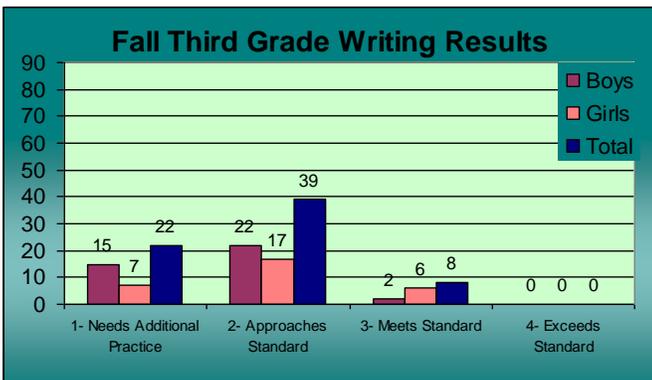
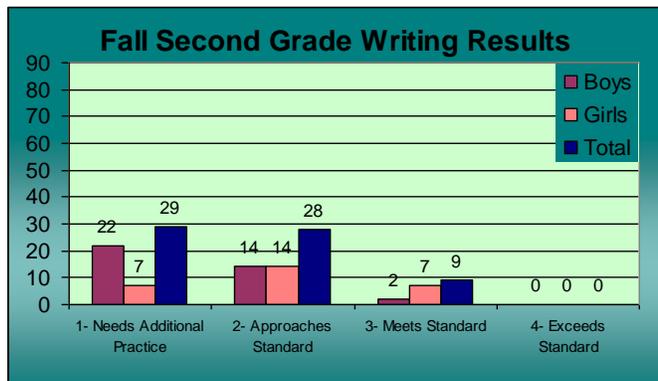
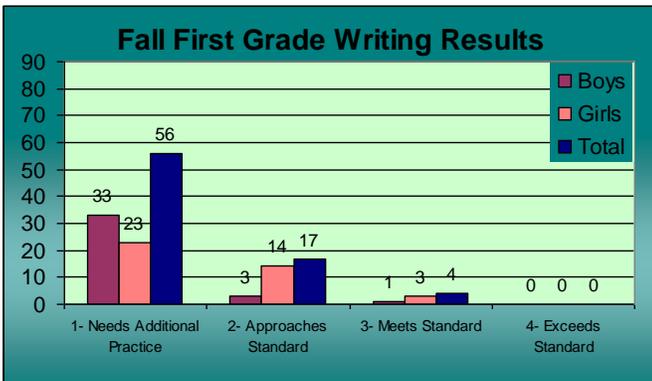
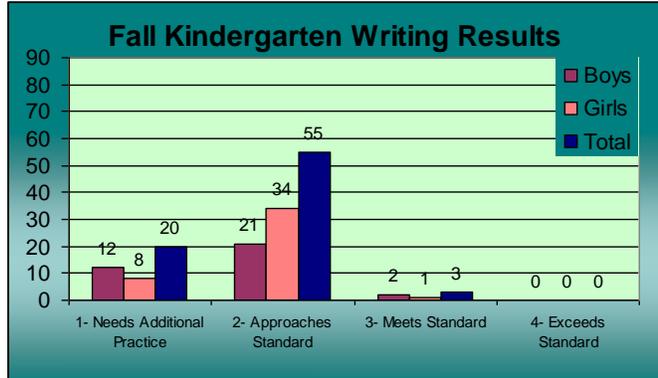
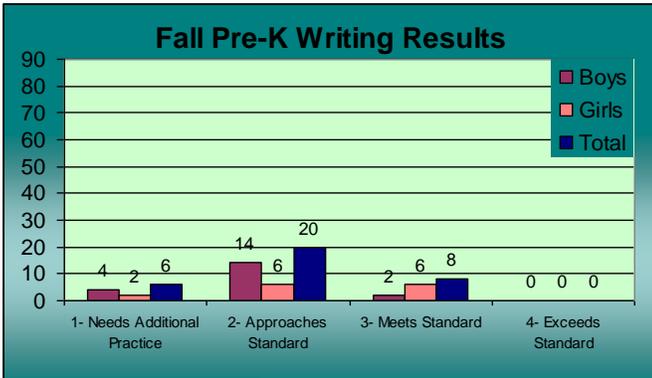
Sixth grade demonstrated a significant growth in the number of students at the meeting or exceeding standards levels—a growth from 0% to 28%.

Overall notes and considerations:

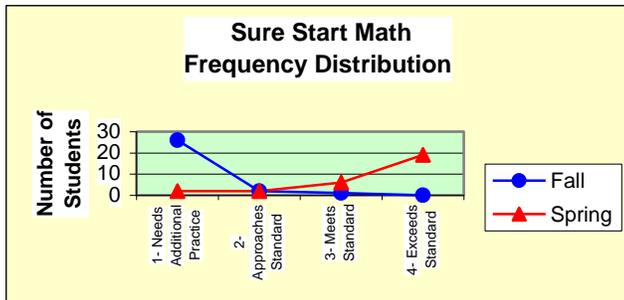
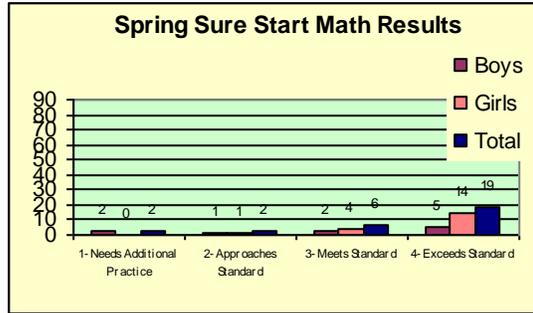
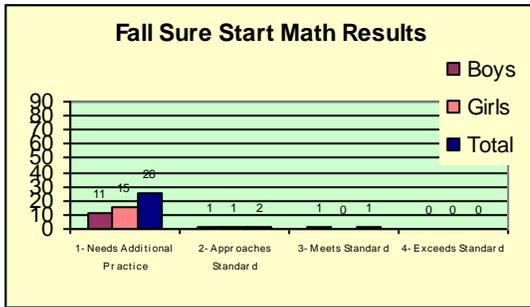
The data raises a question:

How do we increase number of students exceeding the standard?

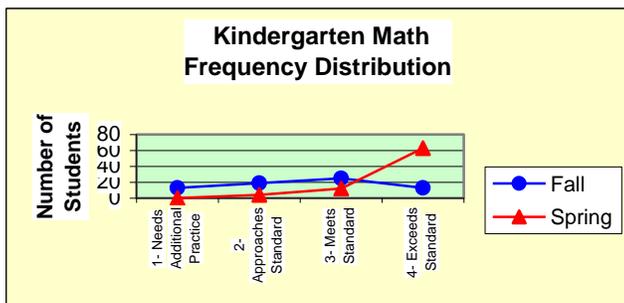
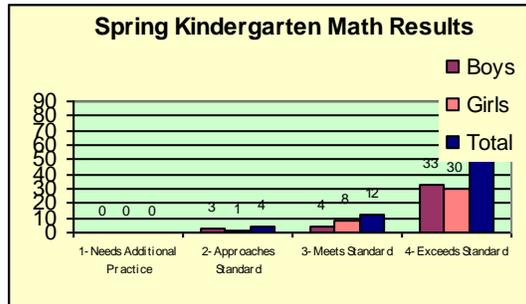
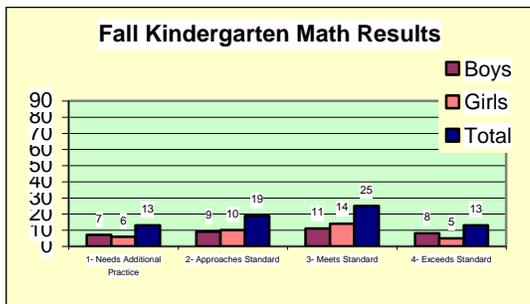
2009 Fall Writing Results



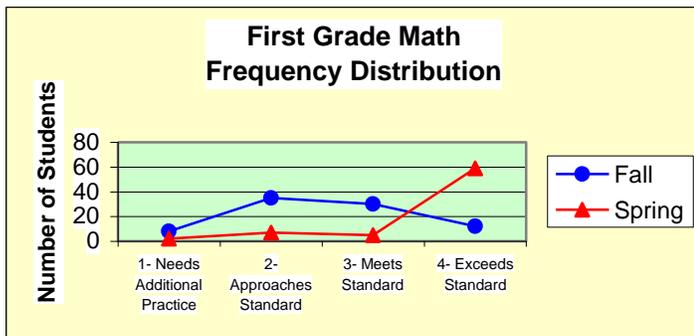
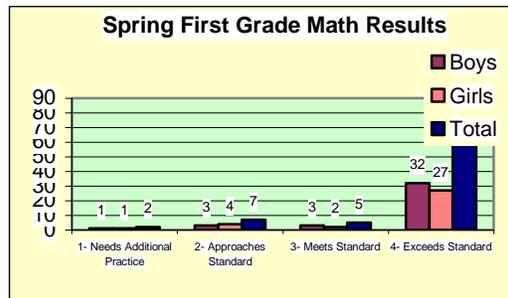
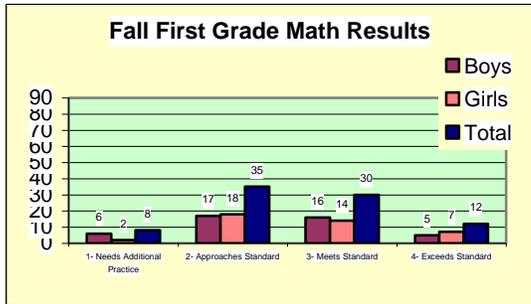
2008-2009 Comparative Math Assessments by Grades



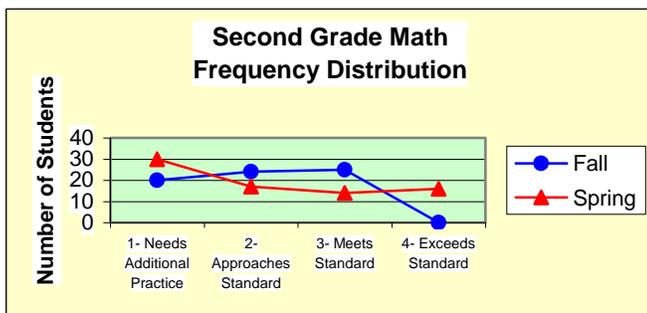
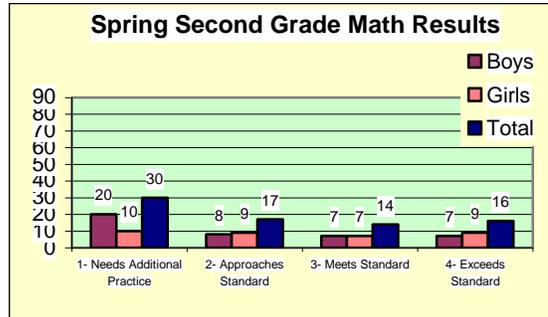
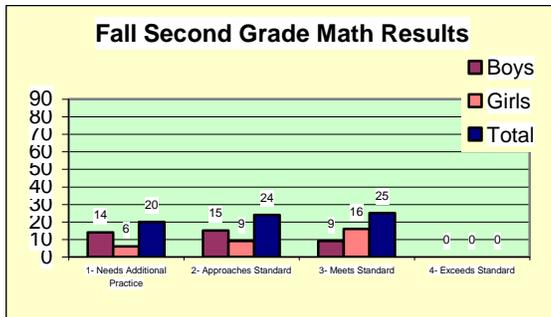
Sure Start data demonstrates significant improvement in math scores. In the fall, 0% of the students exceeded the standard. In the spring, 66% of the students exceeded the standard.



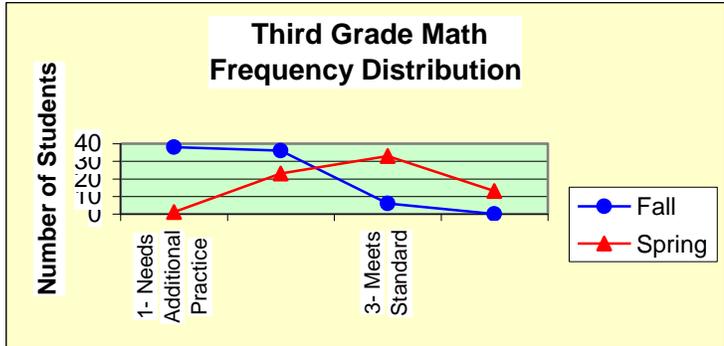
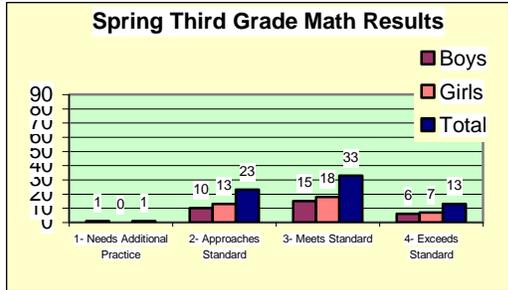
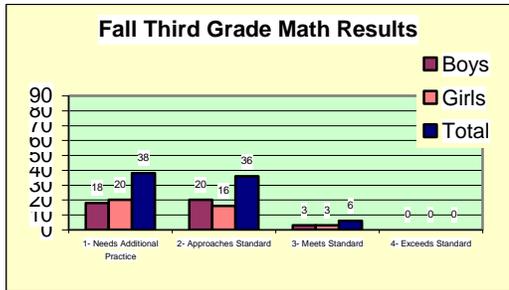
Kindergarten data demonstrates significant improvement in math scores. In the fall, 19% of the students exceeded the standard. In the spring, 80% of the students exceeded the standard.



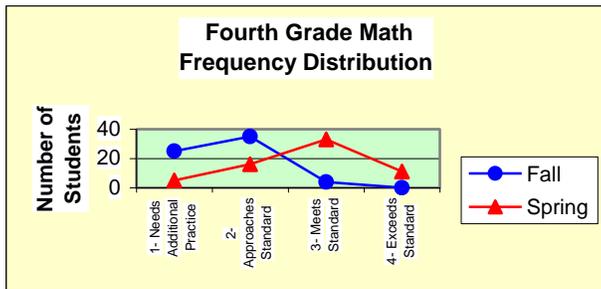
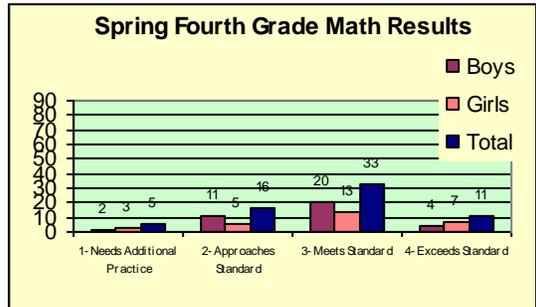
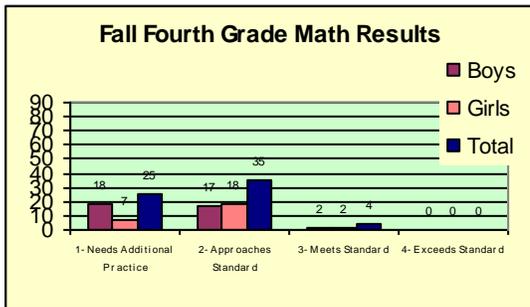
First grade data demonstrates significant improvement in math scores. In the fall, 14% of the students exceeded the standard. In the spring, 81% of the students exceeded the standard.



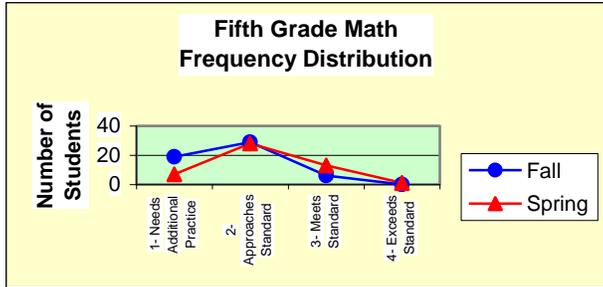
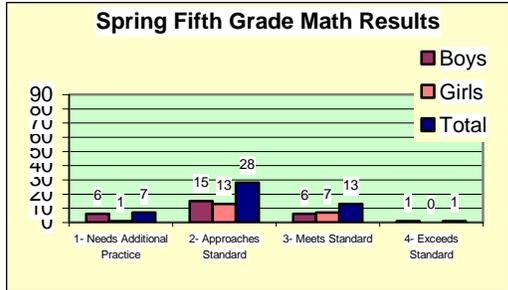
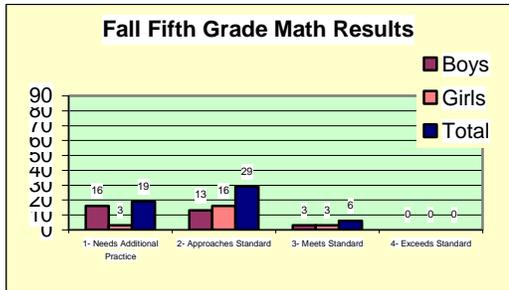
Second grade data demonstrates an increase of 21% of students exceeding the standard, while at the same time showing an increase of 10% in needing additional practice. These results raise several questions.



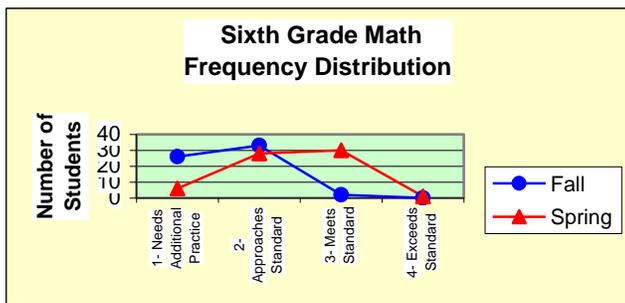
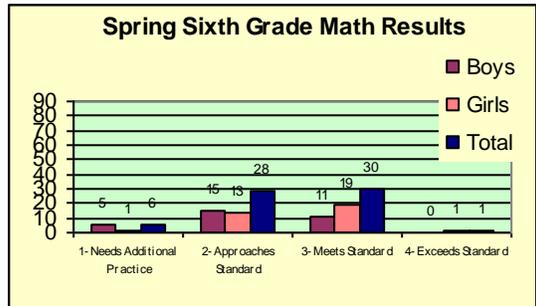
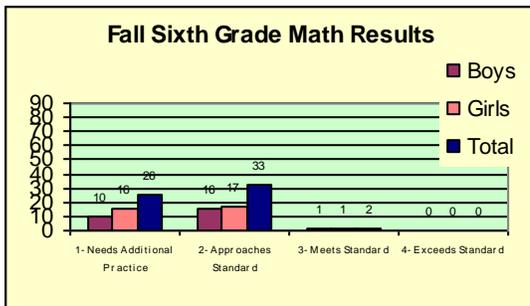
Third grade math data results demonstrated a shift from 93% of students scoring in the lower two categories in the fall to 63% of students meeting or exceeding the standard in the spring.



Fourth grade math data results demonstrated a shift from 94% of students scoring in the lower two categories in the fall to 68% of students meeting or exceeding the standards in the spring.



Fifth grade data demonstrates an increase of 18% of students meeting or exceeding the standard.

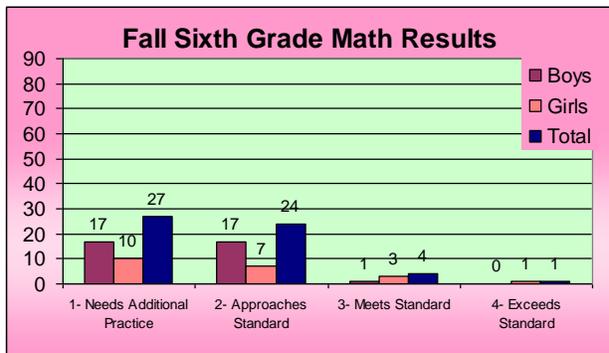
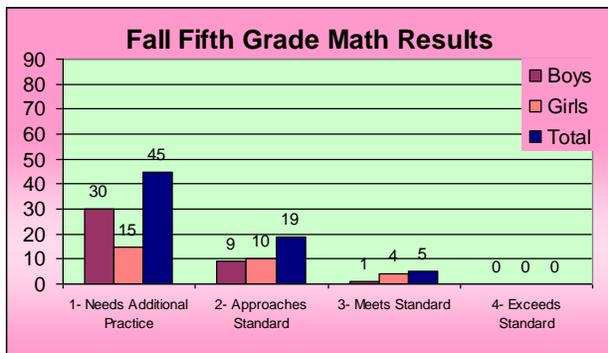
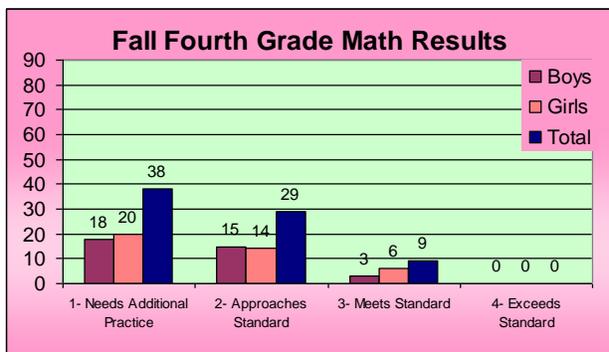
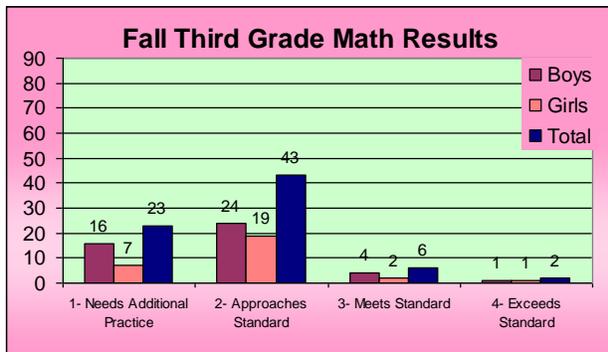
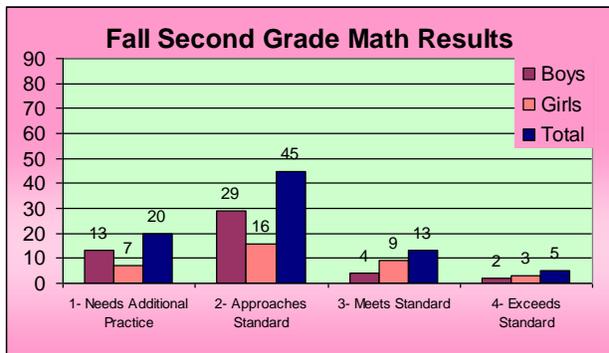
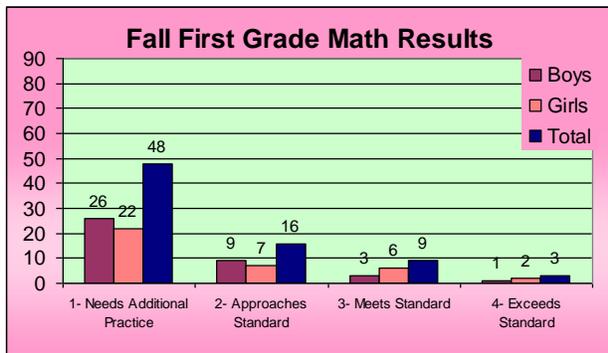
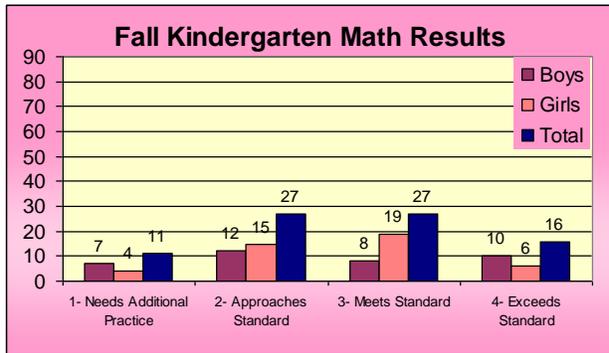
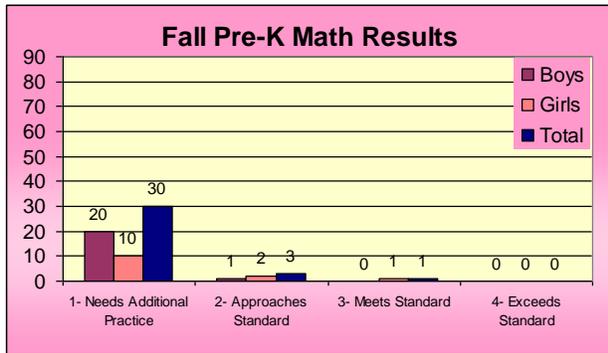


Sixth grade data demonstrates an increase of 45% of students meeting or exceeding the standard.

Overall notes and considerations:

- Do we need to review the Kindergarten fall assessment for appropriate level of difficulty? Is it too easy?
- Inter-rater reliability is in question in second grade.
- Equality of testing conditions in second grade needs to be checked.
- Second grade test—is it valid? Does it measure math reasoning?
- Compare the Terra Nova math results with the local assessments for fifth grade to see if results are similar.
- Fifth grade – test too long, inter-rater reliability?
- Sixth grade – too many items – can we measure with fewer?

2009 Fall Math Results



Implications for Student Goals:

TerraNova:

- Large # of students remains in the bottom quarters for many subject areas and grade levels as noted above.
- Six grade teaching strategies should perhaps be investigated and shared due to their overall successful scores in TN Nova. Vertical articulation as well as horizontal subject area articulation would be helpful.
- OPI disaggregates provide additional focus for teachers
- Writing goal and Math goal are still validated as needing school-wide focus.

Writing and Math Local assessments show improvement

Target Sub-groups:

Lower quarter of students across grade levels

Other Actions taken:

- SRI scores: It would reveal more information to obtain Fall and Spring comparison of this data collection and/or to follow cohorts- grade 3 to grade 4.