

School Profile
Sevilla Elementary/Middle School
Morón de la Frontera, Spain

DRAGONS



SY 2010-2011

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School Profile Development

Continuous School Improvement Coordinator – Sharon A. James

August 2009 Review discuss CSI plan and results of Local Assessments

October 2010

Score narratives. Review/Edit Goals, Interventions, Plan of Action and End of Year Status Report.

May 2010

Score narratives. Review/Edit Goals, Interventions, Plan of Action and End of Year Status Report

August 2010

Review discuss CSI plan, reanalyze summative assessment results.

September 2010

Formulate CSI team with additional EDC (extra duty compensation) positions of Public Affairs/ Partnerships, Data POC (point of contact) and Staff Development. Meeting schedule was also set.

October 2010

Score narratives. Review/Edit Goals, Interventions, Plan of Action and End of Year Status Report.

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

Sevilla Elementary/Middle School Mission Statement

As a multicultural community, we will inspire and empower each student to become an academically successful citizen of a global society while providing a safe and nurturing environment.

Due to DoDEA guidance, all schools adopted the DoDEA mission as their own. Schools were directed their own vision statement to support the DoDEA mission statement.

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

Sevilla Elementary/Middle School Vision

Sevilla EMS is a community of students, parents and teachers that works together developing personal skills. Teachers facilitate an inclusive and diverse education that leads to academic and social success through a rigorous and differentiated curriculum. The students actively engage as productive and responsible life-long learners in preparation for their lives as global citizens.

Student Vision Statement:

Sevilla EMS students, learn, work, and play together to become better learners. We the students are enthusiastic, focused and willing to use our skills and talents to improve our abilities in all subjects. In class, we learn to work together and independently at our own pace. The parents and teachers work together to help us become prepared for our future lives. The community also offers us support by teaching us about safety and jobs available to us in the future.

Core Beliefs:

1. We, the teachers, are models for our students.
2. Teachers provide the tools and resources necessary for student success in learning to their potential.
3. Teachers continue to develop professionally.

Core Commitments:

1. Teachers are positive models who teach students to value learning, tolerance and work ethic.
2. Teachers assess each child's individual needs and provide a challenging learning environment.
3. Teachers will confer with colleagues, pursue education opportunities, and keep abreast of research-based best practices.

Core Beliefs and Core Commitments readopted October 1, 2010.

Unique Local Insights

Data Collection Instruments:

1. School Structure
2. School Demographics
3. Teacher to Student Ratio
4. Facilities
5. Students
6. Curricular supports
7. Clubs/activities
8. Programs
9. Military Mission

School Structure:

Principal (Shared with Rota)

Assistant Principal

The Rota assistant principal has been assigned to work at our school full-time. It was debatable if this role would continue for the coming school year. Dr. Nancy Bresell approved the continuation of this arrangement indefinitely as of October 2009.

David Eldredge has been detailed to Sevilla Elementary/Middle School as acting full-time administrator this year.

Kindergarten / First Grade Teacher

Part-time Kindergarten / First Grade Aide

Second/Third Grade Teacher

Fourth / Fifth Grade Teacher

Sixth/Seventh/Eighth Grade Teacher

Talented / Gifted Teacher

Host Nation Teacher / Supply Technician

Part-Time Health Technician

Custodian

Part-time Secretary

Support Staff shared with Rota Elementary School:

Art, Music, P.E. are scheduled on a rotating basis every Thursday

School Psychologist supports our school once a month.

Educational Technologist supports our school as requested.

School Demographics

Multi-age classrooms at all grade levels

Total School Population: 32 students

Parents were given a choice to send children in grades 7 and 8 to Rota. As a result, our enrollment in Middle School has been negatively impacted.

Teacher to Student Ratio

Elementary (Kindergarten – 5th grade)

3 teachers for 25, 28 students (1:8, 9)

Middle School (Grades 6-8)

1 teacher for 4 students (1: 4)

Facilities

The school building, formerly the base NCO club, has been effectively converted into an educational facility. Most classrooms are large and airy with outside doors that exit onto a pleasant courtyard. The school's information center houses the book collection and ten, twelve laptops that are connected to the Internet and there is one desktop. The entire school was connected to the LAN in August 2000. The lobby and office areas are spacious and welcoming. We have the lost the use of outdated desktop computers throughout the school building. The laptops are being utilized so that we have a ratio of 1 per two students. Also, all classrooms currently have SMART boards and computers. The Information Center received a SMART board.

Students

Students do not receive free/reduced lunch since the students bring their lunch or eat in the military dining facility. A cafeteria worker brings lunches ordered from the cafeteria to students in K-5. 47 percent of the students (15 out of 32) ride the bus to school.

Curricular supports

- Gifted/Talented Education
- Special Education
We currently have no students identified as needing Special Education services.
- Physical Education (shared with Rota and taught by the Health Tech/Classroom Teacher twice a week) see above under School Structure
- Music Education (shared with Rota and taught by the Classroom Teacher) see above under School Structure
- Art Education (shared with Rota and taught by the Classroom Teacher) see above under School Structure
- Type-to-Learn 3, 4
- Host Nation classes for grades K-7, K-8
- Read 180

Clubs/Activities

- Student Council
- Odyssey of the Mind (discontinued due to cancellation of DoDEA support)
- Yearbook
- Games and Sports
- Geography Bee

This year, Sevilla EMS has incorporated the following student clubs: Yearbook Club, Games and Sports club and Student Council. The Geo Bee was conducted in early January 2010. The school also recognizes and celebrates Asian-Pacific Heritage Month, Hispanic Heritage Month, African American Heritage Month, and provides multi-ethnic displays in the school. The staff coordinates with base officials to have guest lecturers and performances for the students, including various US Air Force bands, astronauts, the Fire Department, the Freedom March and on base field trips such as visiting the B1, the falcons and to see a weather balloon launch and performing troupes.

Programs

Sevilla Elementary/Middle School serves 32 students, dependents of civilian and military personnel stationed at the Morón Air Base located approximately 35 miles from Sevilla, Spain. The active duty dependent students are here on a controlled tour of two years with their sponsor. The elementary/middle school students are grouped into four classes (full-day Kindergarten/First grade, Second/Third grade, Fourth/Fifth grade and Sixth/Seventh/ Eighth grade) and are taught by nine full-time and half time professional staff members.

Among the above mentioned staff is a Host Nation instructor who teaches Spanish to students between Kindergarten and Fifth grade for 30 minutes and 45 minutes to sixth through seventh, eighth Monday through Friday (except Thursday for Quarter 1) as the schedule permits. Along with the Host Nation curriculum, the school has incorporated Host Nation field trips to expose students to the Spanish Culture.

Volunteers oversee the Media/Information Center where students can check out books and/or work on one of ten, fourteen computers.

Additionally, a Talented and Gifted teacher works with students who have been assessed and placed into the Talented and Gifted program. The TAG teacher teaches grades 4/5 in a self-contained class. The Health Technician provides physical education for K-8, two days a week. The Assistant Principal teaches 6th grade Social Studies 3 days a week.

The Kindergarten and First grade program is authorized a para-professional who assists with the instructional program. Parent volunteers are also frequently utilized in the classroom working directly with students or in various academic support roles.

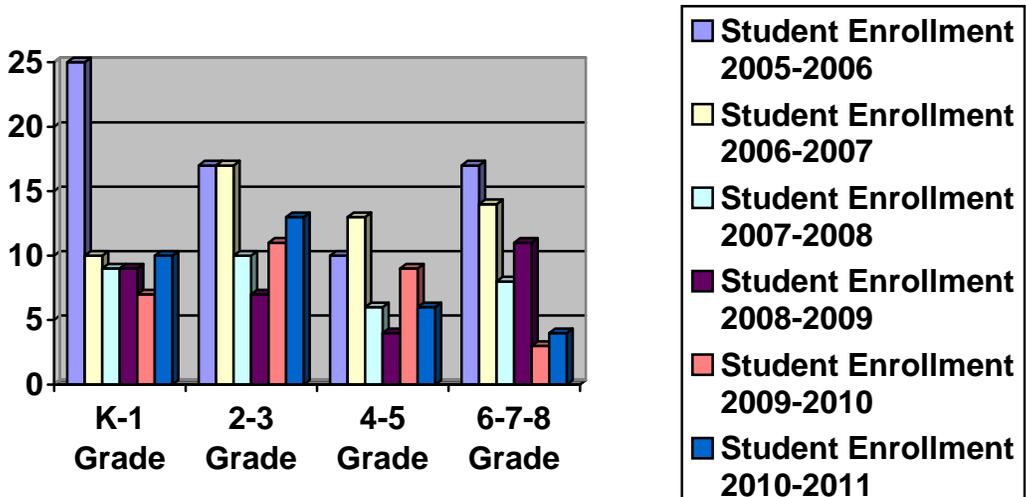
In 2006-2007, Sevilla EMS administration merged with Rota Elementary School administration (located at Rota Naval Station-approximately 70 miles south). The sharing of administrative functions has had the added benefit of providing students with more options in curriculum and extra-curricular activities as resources from the larger Rota Elementary School are utilized by Sevilla. These options include but are not limited to: Physical Education, Music, Art and ESL (English as a Second Language). Specialists stationed at the Rota Elementary School help to teach these classes. Also Rota Elementary School shares on-site child psychologist that visits with the Sevilla Elementary/Middle School students once a month.

Military Mission

The 496th Air Base Squadron is the USAFE host organization at the Morón Air Base. The mission is to project U.S. and allied air and space power throughout the Mediterranean region and worldwide. The 496th Air Base Squadron does this by operating and maintaining a key strategic air base, in a high state of readiness, to receive on short notice, forces in support of the United Nations, NATO, and U.S. contingency and exercise operations.

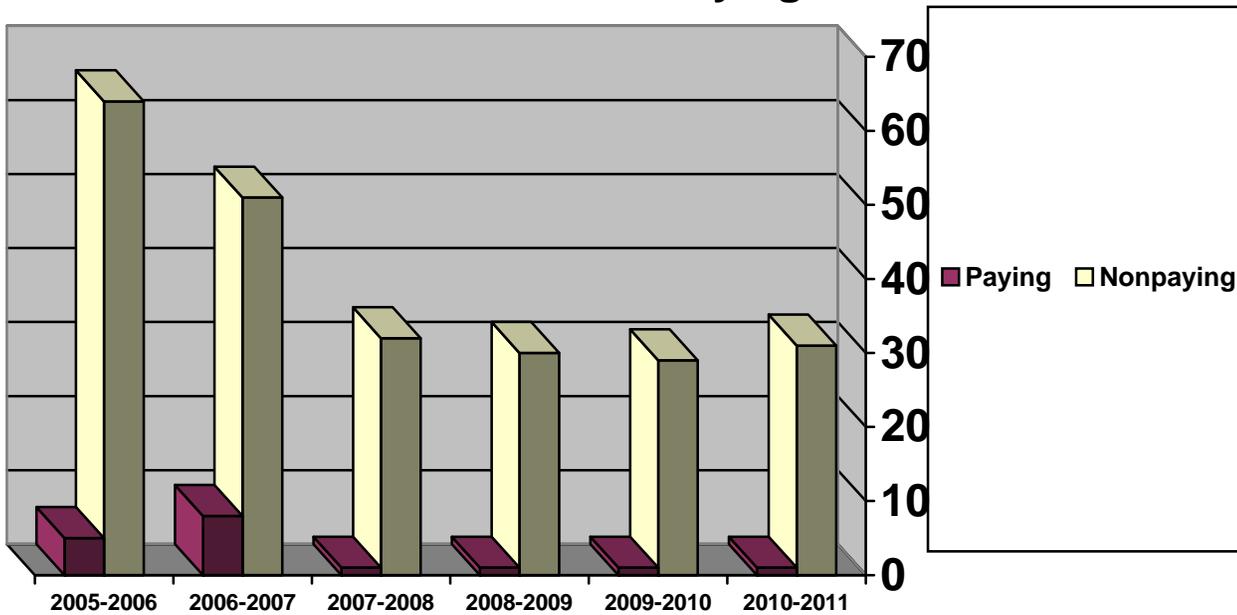
The squadron provides oversight of contractor personnel who maintain the base and provide services through the Spanish Base Maintenance Contract. Additionally, the Morón Air Base receives forces and fully activates as a NASA Transoceanic Abort Landing Site for space shuttle launches.

Student Enrollment



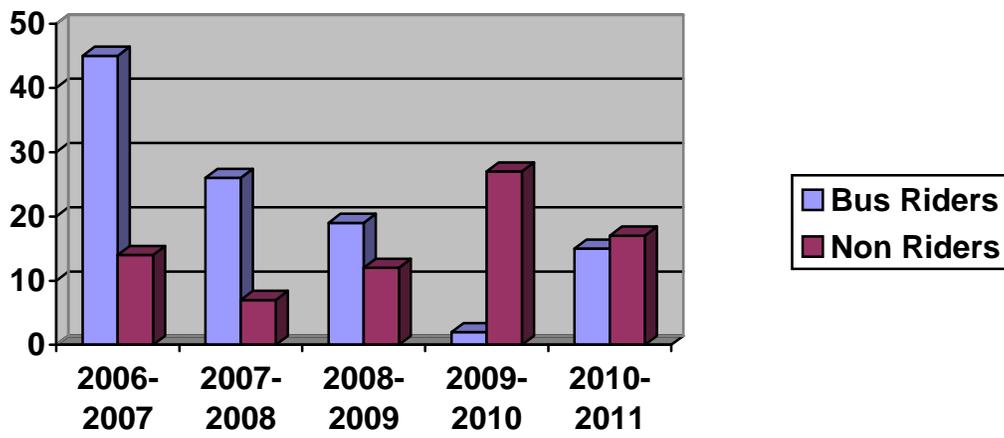
The number of students in K-1 remained the same while grades 2 – 5 decreased and grades 6-8 increased slightly from 07-08 to 08-09. The number of students in K-1 and 6-8 has declined from last year while 2-5 have risen. Parents were given a choice to send children in grades 7 and 8 to Rota. As a result, our enrollment in Middle School has been impacted. Grades K-3 have increased while the numbers in 4-8 have declined this year.

Tuition/Non-Tuition Paying Students



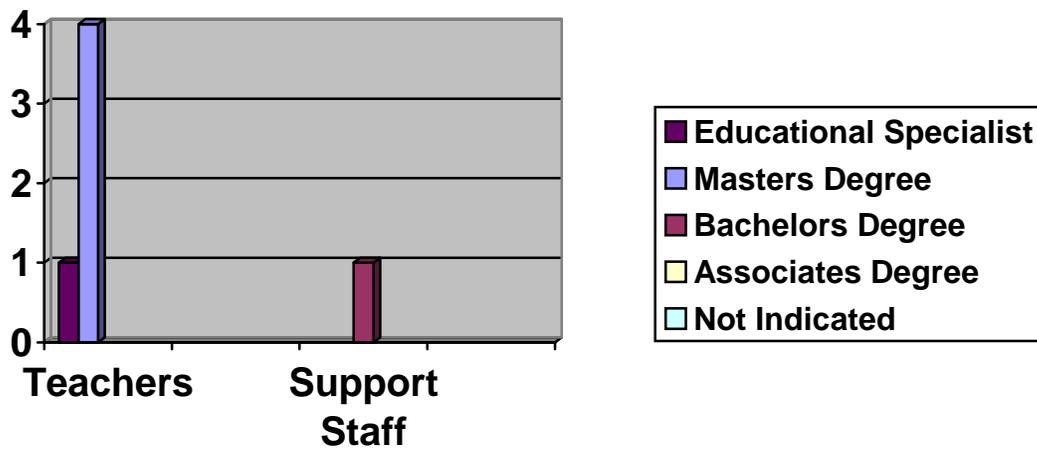
The number of tuition paying students has practically remained the same from 07-08, 08-09 to 08-09 09-10 with 1 student paying and 30, 28 not paying. Though we have 32 students this year, we have one tuition paying student as we have had since 2007 - 2008.

Bus/Non-Bus Riders



Seventy six Forty-eight percent of our students live off-base and utilize our bus transportation services. 47 percent (15 out of 32) of our students utilize bus transportation services.

Teacher Education Level



For 08-09, four teachers have at least a Master’s Degree while one has a Bachelor’s Degree. For 09-10, five of six teachers have at least a Master’s Degree. One of the three support staff members has a Bachelor’s Degree. For 10-11 four of four teachers have a Master’s Degree. One of three support staff has at least a Bachelor’s Degree.

Student Population

Employer Code	1A	1D	1HA	1J	1B	3D	4C	1FD
Totals	0	29	1	0	0	0	1	2
	1A	Army		1J	NAF1			
					Air Force			
	1B	Navy		3D	SA			
		Air Force			Other			
	1D	DoD		4C	US			
		AF						
	1HA	Civilian		1 FD	Civ			

DEROS Year	2009	2010	2011	2012
Percentages	0	9	44	47

Gender	Male	Female
Totals	16	16

Federal Race	Am Ind	Asian	Black	White	Pac Is	Mixed	Decline
Totals	0	1	0	25	0	5	1

Federal Ethnic Categories	Hispanic	Non-Hispanic	Decline
Totals	9	23	0

Grade Level Population	SS	PSCD	K	1	2	3	4	5	6	7	8	10	11	12
Totals	0	0	3	7	4	8	1	5	1	2	1	0	0	0

The majority of students are dependents of active duty Air Force personnel (1D). The majority of them are Non-Hispanic and White. The 6-8 grade class has the highest level of enrollment. There is a 1:1 boy/girl ratio. 44% of the families have a date they are eligible for returning from overseas in 2011 with 9% scheduled for 2010. 10 of our 32 kids are new to the school this year.

Implications for Student Performance Goals

17 of our 32 students may leave by the 2011-2012 school year. This will be a significant change in the school population and indicates the importance of the timely reevaluation of our continuous school improvement goals.

Implication for Student Goals:

None indicated.

Identification of Sub Groups

None indicated.

Other Actions Needed

Student enrollment has remained around 30 since 2007-2008 and will vary depending on the number of and the demographic make-up of personnel stationed at Morón Air Base. Parents were given a choice to send children in grades 7 and 8 to Rota. As a result, our enrollment in Middle School has been impacted. The retention of students that are dependents of active duty members of Morón Air Base is aggressively encouraged versus seeking other educational options off base or in the home. We also suggest that additional and varied extra-curricular activities be provided in order to attract students that are dependents of active duty members of Morón Air Base.

We will administer follow-up exams to include the area of Mathematics in order to fully ascertain the academic needs of our current student population.

Existing School Data: Students**Data Collection Instruments**

The Terra Nova Multiple Assessments, 3rd 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.

The Scholastic Reading Inventory (SRI) is a local assessment administered to all students in grades 3-6. It is a computerized reading comprehension test with text, multiple choices, and no graphic clues.

Developmental Reading Assessment (DRA) is system-wide test for third graders. It assesses both fluency and comprehension.

6-Traits Rubric is a local assessment administered to all students' narrative writings in grades K-8. It is hand scored by teachers twice a year in the areas of idea, conventions and organization.

Math Inventory is a local assessment administered to all students in grades K-8. It is given to determine student proficiency in the area of Mathematics

Teacher Survey administered to all teachers in the fall of 2010 to determine teacher perception of student academic achievement in all core subjects.

Terra Nova Multiple Assessments National Quarters

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%). Due to the small student sample, results are denoted below by number of students instead of %.

Reading

Grade Level	Quarter Percent	2009 (Baseline) # of students	2010 # of students
3	75% - 100%	3	0
3	51% - 75 %	2	0
3	26% - 50%	0	1
3	0% - 25%	1	0
4	75% - 100%	1	3
4	51% - 75 %	1	2
4	26% - 50%	0	0
4	0% - 25%	2	0
5	75% - 100%	0	0
5	51% - 75 %	1	0
5	26% - 50%	0	0
5	0% - 25%	0	0
6	75% - 100%	0	2
6	51% - 75 %	2	0
6	26% - 50%	2	0
6	0% - 25%	1	0
7	75% - 100%	0	0
7	51% - 75 %	2	1
7	26% - 50%	0	0
7	0% - 25%	1	0
8	75% - 100%	1	0
8	51% - 75 %	2	0
8	26% - 50%	0	0
8	0% - 25%	0	0

Although there was a decrease in the number of students attending grades 3 through 8, in 2010 most of these students performed at the Standard level or higher (the top two quarters-51%-100%). One student in 3rd grade performed in reading at a lower level (3rd quarter--26%-50%).

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%). Due to the small student sample, results are denoted below by number of students instead of %.

Language Arts

Grade Level	Quarter Percent	2009 (Baseline) # of students	2010 # of students
3	75% - 100%	2	0
3	51% - 75 %	3	1
3	26% - 50%	0	0
3	0% - 25%	1	0
4	75% - 100%	1	3
4	51% - 75 %	1	2
4	26% - 50%	2	0
4	0% - 25%	0	0
5	75% - 100%	0	0
5	51% - 75 %	1	0
5	26% - 50%	0	0
5	0% - 25%	0	0
6	75% - 100%	2	1
6	51% - 75 %	1	1
6	26% - 50%	2	0
6	0% - 25%	0	0
7	75% - 100%	0	1
7	51% - 75 %	1	0
7	26% - 50%	1	0
7	0% - 25%	1	0
8	75% - 100%	0	0
8	51% - 75 %	3	0
8	26% - 50%	0	0
8	0% - 25%	0	0

All students are in the top two quartiles which is 25% greater than the DoDEA objective of having seventy-five percent of all students in grades 3-11 performing "At the Standard" level or higher (the top two quarters – 51%-100%). DoDEA requires that 7% or less perform "Below the Standard" level (the bottom quarter – 0%-25%). Sevilla EMS has no student (0%) performing at the "Below the Standard" level. This is a significant improvement over 2009 for grades 3, 4, 6 and 7.

Math

Math			
Grade Level	Quarter Percent	2009 (Baseline) # of students	2010 # of students
3	75% - 100%	4	0
3	51% - 75%	0	0
3	26% - 50%	1	1
3	0% - 25%	1	0
4	75% - 100%	0	2
4	51% - 75%	1	1
4	26% - 50%	0	2
4	0% - 25%	3	0
5	75% - 100%	0	0
5	51% - 75%	0	0
5	26% - 50%	1	0
5	0% - 25%	0	0
6	75% - 100%	1	1
6	51% - 75%	2	1
6	26% - 50%	2	0
6	0% - 25%	0	0
7	75% - 100%	1	1
7	51% - 75%	1	0
7	26% - 50%	0	0
7	0% - 25%	1	0
8	75% - 100%	0	0
8	51% - 75%	2	0
8	26% - 50%	1	0
8	0% - 25%	0	0

There are only three students in the bottom two quarters in Math for school year 2009-2010. This is an improvement from the previous year.

Science

Science

Grade Level	Quarter Percent	2009 (Baseline) # of students	2010 # of students
3	75% - 100%	3	0
3	51% - 75%	2	0
3	26% - 50%	0	1
3	0% - 25%	1	0
4	75% - 100%	1	1
4	51% - 75%	1	2
4	26% - 50%	0	1
4	0% - 25%	2	1
5	75% - 100%	1	0
5	51% - 75%	0	0
5	26% - 50%	0	0
5	0% - 25%	0	0
6	75% - 100%	1	1
6	51% - 75%	1	1
6	26% - 50%	1	0
6	0% - 25%	2	0
7	75% - 100%	0	0
7	51% - 75%	2	0
7	26% - 50%	0	1
7	0% - 25%	1	0
8	75% - 100%	0	0
8	51% - 75%	3	0
8	26% - 50%	0	0
8	0% - 25%	0	0

There are only four students in the bottom two quarters for 2009-2010. This is an improvement from the previous year.

Social Studies

Social Studies			
Grade Level	Quarter Percent	2009 (Baseline) # of students	2010 # of students
3	75% - 100%	5	0
3	51% - 75%	0	1
3	26% - 50%	0	0
3	0% - 25%	1	0
4	75% - 100%	1	2
4	51% - 75%	1	2
4	26% - 50%	1	1
4	0% - 25%	1	0
5	75% - 100%		0
5	51% - 75%	1	0
5	26% - 50%	0	0
5	0% - 25%	0	0
6	75% - 100%	1	2
6	51% - 75%	2	0
6	26% - 50%	1	0
6	0% - 25%	1	0
7	75% - 100%	0	0
7	51% - 75%	1	1
7	26% - 50%	1	0
7	0% - 25%	1	0
8	75% - 100%	0	0
8	51% - 75%	2	0
8	26% - 50%	1	0
8	0% - 25%	0	0

There is only one student in the bottom two quarters for school year 2009-2010. This is an improvement from the year before.

Change the names to numbers

TERRA NOVA (3-8) Reading OPI

Students will demonstrate mastery level on the following sub tests by scoring a minimum of 60th percentile on the following tests:

TerraNova 2nd Edition Multiple Assessment (write in the sub tests, disaggregates used) grades 3-8

- Basic understanding
- Evaluate and extend meaning
- Reading and writing strategies

		Terra Nova 3 2009			Terra Nova 2010		
		BU	E & E	RWS	BU	E & E	RWS
1		n/a	n/a	n/a	77	70	63
		95	87	82			
2					88	76	74
3		93	84	82	91	80	80
4		94	89	77	95	90	87
					90	78	79
5		85	72	62	81	65	65
		64	42	45			
		95	83	86			
		87	71	67			
6		n/a	n/a	n/a	91	63	73
7		75	80	68	95	68	82
8		n/a	n/a	n/a	71	50	74
		64	38	45			

Most students are meeting the expectation except for the area Evaluate and Extend Meaning. There is plenty of room for improvement for most students.

Indicators for Success:

TERRA NOVA Language Arts (3-8) OPI

Students will score at a minimum of 60th percentile overall in Language Arts.

Students will demonstrate mastery level on the following sub skills:

- Sentence Structure
- Writing Strategies
- Editing Skills

Subgroup – scores average 29 or less

		Terra Nova 3 2009			Terra Nova 2010			Terra Nova 2011		
		SS	WS	ES	SS	WS	ES	SS	WS	ES
1		n/a	n/a	n/a	82	63	83			
		89	68	91						
2					89	62	93			
3		78	70	86	99	94	94			
4		50	82	99	96	94	92			
5		n/a	n/a	n/a	97	92	91			
6		78	66	85	78	78	67			
		56	58	43						
		89	85	83						
		75	80	70						
7		n/a	n/a	n/a	82	57	74			
8		84	63	85	90	77	81			
9		n/a	n/a	n/a	86	88	68			
		60	41	53						

Most students are meeting the expectation though several have room for improvement. One student, a 6th grader, scored below expectation in writing strategies. Eight of the total of 9 students achieved an 80 or better in one or more objectives.

Scholastic Reading Inventory

INDICATORS FOR SUCCESS:

SRI (3-8)

Scholastic Reading Inventory:

Students will perform at a minimum in the 60th percentile **or score** at the proficient level or better.

1st – (100 – 400) 5th – (700 - 1000)

2nd – (300 – 600) 6th – (800 - 1050)

3rd – (500 – 800) 7th – (850 - 1100)

4th – (600 – 900) 8th – (900 – 1150)

Subgroup – perform at or below Basic

Adv – Advanced

Bel Basic – Below Basic

% ile – Percentile

Prof – Proficient

	End SY 08-09			Beginning SY 09-10			Middle SY 09-10			End SY 09-10		
	Lexile	Prof	% ile	Lexile	Prof	%ile	Lexile	Prof	%ile	Lexile	Prof	%ile
1	n/a	n/a	n/a	n/a	n/a	n/a	468	Adv	85	525	Adv	89
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	355	Prof	29
3	n/a	n/a	n/a	n/a	n/a	n/a	257	Basic	23	475	Prof	51
4	n/a	n/a	n/a	407	Prof	37	595	Prof	69	605	Adv	70
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	712	Adv	84
6	n/a	n/a	n/a	513	Prof	57	359	Prof	29	426	Prof	41
7	n/a	n/a	n/a	520	Prof	58	736	Adv	86	763	Adv	89
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	729	Adv	85
9	n/a	n/a	n/a	BR	Bel Basic	0	n/a	n/a	n/a	210	Basic	19
10	n/a	n/a	n/a	172	Bel Basic	7	281	Basic	16	476	Basic	35
11	n/a	n/a	n/a	537	Basic	29	749	Prof	57	702	Prof	51
12	1227	Adv	99	1060	Adv	95	1295	Adv	99	1242	Adv	99
13	1055	Adv	98	1263	Adv	99	980	Adv	90	n/a	n/a	n/a
14	n/a	n/a	n/a	n/a	n/a	n/a	798	Prof	65	967	Adv	88
15	658	Prof	61	521	Basic	28	759	Prof	59	898	Prof	79
16	n/a	n/a	n/a	909	Prof	55	1097	Adv	85	1094	Adv	84
17	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	963	Prof	63
18	1268	Adv	99	1295	Adv	99	922	Prof	57	919	Prof	56
19	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1130	Adv	88
20	n/a	n/a	n/a	1142	Adv	81	1078	Prof	72	1023	Prof	62

By the end of the school year, two students (one each in grade 2 and 3) continue to struggle in reading comprehension.

Developmental Reading Assessment
READING – Indicators for Success
DRA (K-2)

Grade Placement	Proficient for Grade Level Placement					
	Mid-Year Progress Monitoring			End of Year Performance		
	Level	Accuracy	Comp	Level	Accuracy	Comp
K	A	94%	NA	2	94%	NA
1	8	94%	16-21	18	94%	16-21
2	24	94%	16-21	28	94%	16-21
3	34	94%	16-21	38	94%	16-21

Gray areas indicate that the student is no longer enrolled.

Sub-group _____

		2009-2010								
		Beginning			Middle			End		
		Level	Acc	Comp	Level	Acc	Comp	Level	Acc	Comp
1		n/a	n/a	n/a	n/a	n/a	n/a	10	99	15
2		n/a	n/a	n/a	n/a	n/a	n/a	12	99	19
3		n/a	n/a	n/a	n/a	n/a	n/a	12	99	16
4		n/a	n/a	n/a	n/a	n/a	n/a	3	100	15
5		n/a	n/a	n/a	n/a	n/a	n/a	16	99	17
6		16	98	18	28	99	14	SRI 525		18
7		n/a	n/a	n/a	n/a	n/a	n/a	14	96	16
8		3	96	15	10	96	18	20	98	18
9		4	92	16	12	96	21	20	96	18
10		n/a	n/a	n/a	n/a	n/a	n/a	30	92	15
11		n/a	n/a	n/a	20	90	16	28	97	17
		24	96	15	28	97	17			
12		24	94	18	28	98	16	30	99	19
13		n/a	n/a	n/a	n/a	n/a	n/a	30	97	18
		20	99	21	20	99	21			
14		20	97	18	24	91	18	30	93	21
15		30	94	16	34	95	17	40	97	15
16		n/a	n/a	n/a	n/a	n/a	n/a	30	97	20
17		24	94	12	24	97	18	18	99	14
		20	99	20						
18		n/a	n/a	n/a	24	98	20	30	96	20
					34	91	20			

A grade 1 student decreased in the area of comprehension from the beginning to the middle of the year. By the end of the year in grade 2, several students had decreased in the area of comprehension that placed them below the level of expectation. One student in each of grades 2 and 3 are below level for their grades in reading on the Developmental Reading Assessment.

6-Traits Rubric

WRITING - Indicators for Success:

6 TRAITS RUBRIC (K-8)

A score of 4 or higher in the following traits:

- Idea Development
- Conventions
- Organization

Subgroup – score an average of 2 or less

	2008-2009						2009-2010					
	Beginning			End			Beginning			End		
	Ideas	Conv	Org	Ideas	Conv	Org	Ideas	Conv	Org	Ideas	Conv	Org
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3	4
2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	3	3
3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	3	3
4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1	3
5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	4	3
6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	4	4
7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	4	4
8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3	3
9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3	3
10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	4	3
11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3	2
12	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	2	3
13	3	3	3	4	5	5	3	4	3	3	3	3
14	4	4	4	5	5	5	3	3	3	3	3	3
15	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	3	3
16	4	3	3	4	5	5	2	2	2	3	3	3
17	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	3	3
18	n/a	n/a	n/a	n/a	n/a	n/a	2	1	1	5	3	4
19												
20	n/a	n/a	n/a	n/a	n/a	n/a	3	4	4	4	4	3
21	n/a	n/a	n/a	4	4	4	3	3	3	4	4	4
22	n/a	n/a	n/a	4	5	4	2	2	2	n/a	n/a	n/a
23	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3	2
24	n/a	n/a	n/a	n/a	n/a	n/a	3	2	2	3	3	3
25	n/a	n/a	n/a	n/a	n/a	n/a	4	4	4	5	4	4
26	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	2	2
27				3	3	3	3	3	2	3	3	1
28	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	2	1
29	n/a	n/a	n/a	n/a	n/a	n/a	4	4	5	4	4	5

Though scores tend to decrease from the end of one school year to the beginning of the next, noticeable improvement can be found between scores that are within the same school year (Fall to Spring). Overall scores for K-1 show strength in each trait. There are several 4's in each category though conventions and ideas are low for one Kindergartener. Grades 2 and 3 have generally improved from 2008-2009 to 2009-2010. Most scores are at least a 3 or better. Most fourth graders maintained stable scores with one student meeting the expectation of 4 in all areas. Scores in grades 6 and 7 are stable from assessment to assessment except that one student whose difficulty with organization has increased over time. A new student shows the need for remediation in all three areas.

Math Inventory

K-1

83%- Weaknesses in money and 3d shapes

42%- weaknesses in patterns with numbers, estimation, money, time

33%- weaknesses in number patterns, written math problems (operation), and ordinal numbers.

The majority of my students scored lowest because of the questions involving 3d shapes, time and money. Since the results of this assessment, I have incorporated time and money into our daily calendar. I would make an assumption that my students may have a better understanding of these operations. Although my scores are low, the test only had 12 questions, and like stated before I have adapted my daily routine to immediately attend to these weaker mathematical areas.

2-3

Measurement of length, determining shapes, comparing fractions, knowing the volumes of standard measurements, and reading graphs. In each of these areas, half of the students missed the problems. While there are a couple of weak areas, the test serves as a formative assessment for dealing rather easily and effectively with those trouble areas, and there is no strong indication that our second grade class needs to direct school improvement in the direction of a math goal.

4-5

5th grade students took either the 4th grade final test or 5th grade inventory. They test the same skills.

Specific Errors: M1 numbers and operations M2 Algebra M3 Geometry M4 Measurement M5 Data Analysis and Probability

compare whole numbers - problem was order least to greatest, but did include cents

4th Equivalent forms of fractions, mixed numbers and decimals – 13/1000 as decimal

Problem Solving: There were three problems in the 4th grade test. Only problem 40 was missed by more than 2 people

6-8

Grade 6 takes final test for Grade 5, Grade 7 takes final test for Grade 6

Grade 8 takes final test for Grade 7 Advanced Math students take final test for Grade 8

Across all grade levels students showed a weakness in estimating with decimals, multiplying decimals and whole numbers, simplifying fractions, ordering fractions with different denominators, reading and predicting with graphs, determining how to best display data, converting measurements and finding the percent.

Based on this information, Math skills, especially in the area of working with fractions, whole numbers and decimals should be a focal point of improvement at the middle school level.

Teacher Survey

On October 1, 2010, a teacher opinion/perception questionnaire was administered to 7 staff members. The results were as follows:

Areas for improvement -

Reading [8 out 16 = 50%]

- Basic understanding informational text
- Main idea/theme
- Conclusions
- Evaluate and extend meaning
- Fact and opinion
- Higher level comprehension skills fictional text
- Higher level comprehension skills in informational text
- Critical thinking

Language Arts [6 out of 8= 75%]

- Synthesize across text
- Writing strategies
- Proofreading
- Informational writing
- Expository writing
- Applying writing skills to the real world

Mathematics [5 out of 12 = 41%]

- Computation and estimation
- Measurement
- Geometry and spatial sense
- Communication – written and oral
- Critical thinking

Science [2 out of 7 = 28%]

- Life Science
- History and nature of science

Social Studies [2 out of 4 = 50%]

- Geographic perspectives
- Economic perspectives

Thinking Skills [8 out of 18=44%]

Organizing Information [1 out 4 = 25%]

- Classify

Analyzing Information [2 out of 4 = 50]

- Identify attributes and components
- Determine accuracy and adequacy

Generate Ideas [2 out of 3 = 66%]

- Infer
- Restructure

Synthesize Elements [1 out of 2=50%]

- Summarize

Evaluate Outcomes [2 out of 2=100%]

- Establish criteria
- Verify

According to these results, the area of greatest need is Language Arts that emphasizes writing skills. This data suggests that we should maintain writing as a school improvement goal according to teacher opinion/perception.

Implication for Student Goals:

Review of assessments indicates that although there has been progress in student performance in Reading, Language Arts and Math, the CSI goals were determined to still be valid and represent a need for continuation.

Identification of Sub Groups

Due to the small numbers, students are identified individually for extra support and academic assistance.

Other Actions Needed

Math Inventories should continue to be utilized each fall to monitor student Math achievement.

Existing School Data: Community**Data Collection Instruments:**

Military Partnerships:

DoDEA Community Strategic Plan

Community Involvement in the School

Impact of Community on Learning:

Military Partnerships

DoDEA Community Strategic Plan, DoDEA Initiatives, community programs/support, local demographics, Parent/Teacher organizations, Military Liaison, SAC, climate/culture influences (deployment, school closure, restructure)

DoDEA Community Strategic Plan:

The DoDEA Community Strategic Plan(CSP) provides a road map for keeping DoDEA in the forefront in advancing the Department of Defense's agenda for education, and as a leader in the Nation for improving student performance and achievement.

The CSP set the expectation that all students will achieve or exceed proficiency levels aligned to clearly defined program and curricular performance standards. Individual student progress will be continually measured using multiple local and system-wide performance-based assessments.

Community Involvement in the School

Parent/Teacher Organization

Host Nation Trips

Parent Chaperones on Study Trips

Parent Volunteers Provide Assistance to Teachers

i.e., Re-Shelving Books in Library, Classroom Volunteer

Guest Speakers

Armed Forces Sponsored Activities

Family Conferencing

Library Reading Program

School Advisory Council - SAC

Impact of Community on Learning:

DEROS requires relatively short time here, leading to high turnover rate.

Parent Short-Term TDY's impact students emotionally.

Deployments impact students emotionally.

Since the community is relatively small, the size of peer groups is limited within each grade level, particularly at the middle school level, causing limited possibilities for friendships and after-school sports activities. This impacts students socially, physically, and emotionally. There may be no other child of the same sex in the same grade at an age when same-sex friendships are important developmentally.

Implication for Student Goals:

Student performance should be analyzed with the realization that there will be no valid trend or cohort data due to the description above of our unique military community and the resulting high mobility rate of our students.

Identification of Sub Groups

None indicated.

Other Actions Needed

Student performance must be analyzed individually.

Existing School Data: Instructional**Data Collection Instruments:**

Teacher Opinion/Perception Survey
Student Demographics Report

Teacher Opinion/Perception Survey

This is a faculty survey provided by the Med. District office and administered in the fall of 2006 to 10 teachers and paraprofessionals. The purpose of this survey was to check for the general impressions towards student performance within the classroom. Categories included: Reading, Language Arts, Mathematics, Science, Social Studies, Gathering Information, Organizing Information, Analyzing Information, General Ideas, Synthesize Elements, and Evaluate Outcomes.

Significant results from the survey revealed that 50% of the responding teachers reported that student performed fair or below in the following areas of skills and abilities:

Vocabulary, analyzing text, higher level comprehension skills in both fiction and informational texts, as well as critical thinking skills as they apply to reading.

Also, 100% of teachers reported that students were fair or below in the ability to synthesize across texts, 88% percent reported that students were fair or below in the ability to proofread, 50% reported that students were fair or below in the ability to produce informational writing or apply writing skills, while 38% reported that students were fair or below in the ability to produce expository writing.

On October 1, 2010, a teacher opinion/perception questionnaire was administered to 7 staff members. 50% to 75% emphasized a concern for student achievement in Reading and Language Arts with regard to evaluate and extend meaning, higher level comprehensions skills and writing strategies.

According to these results, the area of greatest need was identified as Language Arts that emphasizes writing skills. This data suggests that we should maintain writing as a school improvement goal according to teacher opinion/perception.

Student Demographics



Mediterranean District Office

School Profile Summary for Sevilla Elementary/Middle School

School Enrollment by Grade Level

K	1	2	3	4	5	7	Total
3	7	6	8	3	4	3	34

School Enrollment by Gender

Female	Male	Total
18	16	34

School Enrollment by Employer Type

	K	1	2	3	4	5	7	Total
AF Active	3	6	3	8	3	3	3	29
AF Civ	0	1	0	0	0	1	0	2
AF CTR	0	0	1	0	0	0	0	1
N/A	0	0	2	0	0	0	0	2
Total	3	7	6	8	3	4	3	34

Special Education Enrollment by Grade Level

	K	1	2	3	4	5	7	Total
Regular Education Students	3	7	5	8	3	4	3	33
Special Education Students	0	0	1	0	0	0	0	1
Total	3	7	6	8	3	4	3	34

Implications for student performance goals:

Review of teacher survey indicates a general concern in the areas of Reading and Language Arts. The CSI goals were determined to still be valid and represent a need for continuation. Student demographics...

Identification of Sub-Groups:

None indicated.

Other Actions Needed:

We will continue to administer a teacher perception survey yearly since student turnover is quite high.

Interpretation and Triangulation of Data (School Year 2006-2007)

Student Performance Goal #1: All students will increase their reading comprehension across the curriculum.

Essence: Reading comprehension is defined at Sevilla Elementary/Middle School as finding meaning from informational text.

This goal was chosen based on triangulating the following data sources:

1. Data Point 1: *TerraNova* 2nd Edition Multiple Assessment; Reading sub-test
2. Data Point 2: Scholastic Reading Inventory
3. Data Point 3: Teacher survey

Student Performance Goal #2: All students will improve writing/literacy skills across the curriculum.

Essence: Writing/literacy skills are defined at Sevilla Elementary/Middle as those skills required to convey meaning through written language.

We chose this goal based on triangulating the following data sources:

1. Data Point 1: *TerraNova* 2nd Edition Multiple Assessment; LA sub-test
2. Data Point 2: Communication Arts; Writing sub-test
3. Data Point 3: Teacher survey

Rationale for Student Performance Goals (School Year 2006-2007)

Student Performance Goal #1: All students will increase their reading comprehension across the curriculum.

The first goal targets reading comprehension. Scores on the Terra Nova 2nd Edition Multiple Assessment, Reading sub-test revealed that 4 out of 6 grade levels received scores in the 60th percentile and below in 2006. SRI results indicate that 38.5% of our students are reading at or below a basic reading level. A majority of teachers surveyed regarding student performance indicate that students perform lower than expected on tasks dependent upon reading comprehension. Gathering meaning from the written word is crucial for today's students to obtain jobs of the future especially in professional fields that require a strong knowledge base and expertise.

Student Performance Goal #2: All students will improve writing/literacy skills across the curriculum.

Detailed examination of the scores on the Terra Nova 2nd Edition Multiple Assessment, reveal a history of weakness in Reading and Language Arts on the subtests for Identifying Reading Strategies and Evaluating and Extending Meaning. Editing Skills are generally at or below 70%. Also, close examination of the *TerraNova* Performance Assessment Communication Arts; Writing sub-test reflects that many students are only partially meeting the standard for writing. Additionally, examination of the Teacher Perception survey revealed perceptions that students were not meeting expectations in several area of Language Arts, notably in the ability of students to synthesize across text, proofreading skills, the ability to apply writing skills, and to write informational and expository texts.

The summary of this analysis Fall 2010 with initial the analysis led to a decision that was made to collect additional academic data. Math pre-inventory assessments were administered and analyzed on all grade levels. Additionally a teacher/perception survey was administered and analyzed.

From the analysis of all data and assessment results, the staff determined that the current CSI goals of Reading and Language Arts are valid and should continue to be a school-wide focus. Although there has been improvement in both areas, the high mobility rate of our students does not lend to the ability of cohort or trend analysis of assessment results. The school is utilizing individual student analysis from year to year to determine student academic needs.