

James VanDierendonck Elementary School
v2

School Profile 2001-2002

Home of the Falcons



Unit 8045
APO AE 09104

This school profile was printed for

James VanDierendonck Elementary School v2

**using School Profiling Software licensed exclusively through
the North Central Association Commission on Accreditation and School Improvement.
Unauthorized use of this software is strictly prohibited.**

© 2001 North Central Association Commission on Accreditation and School Improvement

Table of Contents

Mission Statement	3
Unique Local Insights	
Data Collection Instruments	4
Analysis of Data	4
Presentation of Data	5
Implications for Action and Task List	7
Follow-Up of Former Students	
Data Collection Instruments	8
Analysis of Data	8
Presentation of Data	9
Implications for Action and Task List	10
Existing School Data	
Student Data	
Data Collection Instruments	11
Analysis of Data	11
Presentation of Data	12
Implications for Action and Task List	16
Instructional Data	
Data Collection Instruments	17
Analysis of Data	17
Presentation of Data	19
Implications for Action and Task List	21
Community Data and Information	
Data Collection Instruments	22
Analysis of Data	22
Presentation of Data	23
Implications for Action and Task List	26
Summary	27
Appendix 1: Capacity Assessment	28
Appendix 2: Triangulation of Data	30

James VanDierendonck Elementary School

v2

Mission Statement

The James VanDierendonck Elementary School community is committed to excellence. We will educate our students to be responsible, productive, and ethical citizens with the skills to think creatively, reason critically, communicate effectively, and learn continuously.

updated August 2004

Unique Local Insights

Data Collection Instruments

We selected the following instruments to collect data regarding Unique Local Insights:

- Free & Reduced Lunch Programs
- Student Population and Grade Level Distribution
- Gender Ratio
- Ethnicity

Analysis of Data

Free & Reduced Lunch Programs

Analysis of data, February 2002, shows 48% of JVDES students receive free or reduced lunch with 23% receiving free lunches, and 25% receiving reduced lunch prices.

Student Population and Grade Level Distribution

The total enrollment for JVDES in school year 2001-2002 is 242. Based on this student enrollment and identified student needs, the DoDDS staffing standards allow for two teaching support specialists, which includes Language Arts/Reading Specialist (LARS) and a half-time English as a Second Language (ESL) teacher. Of the total school population, 36% of the total student population are intermediate (grades 4-6) taught by 3 classroom teachers, and 64% are primary grade students (grades K-3) serviced by 9 teachers.

Gender Ratio

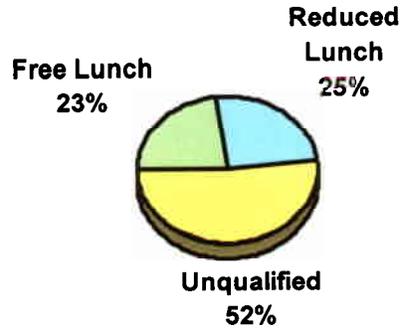
Our student population of 242 is split with a gender profile of 52% male and 48% female.

Ethnicity

Our ethnic profile of the student population indicates that 74% are white and 26% are non-white students.

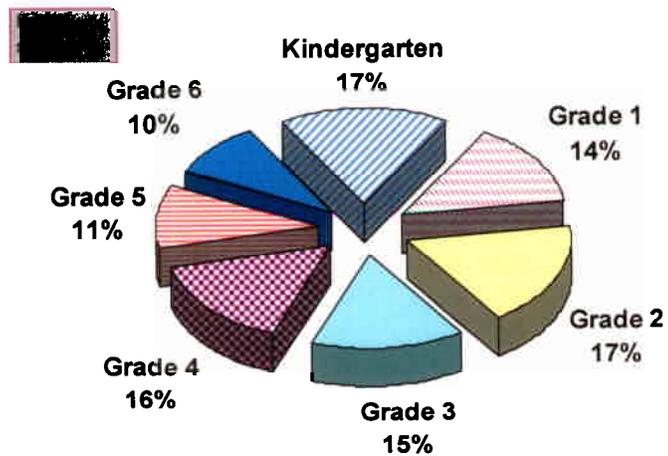
Presentation of Data: Unique Local Insights

Students Qualified for Free or Reduced Lunch Program (February 2002)



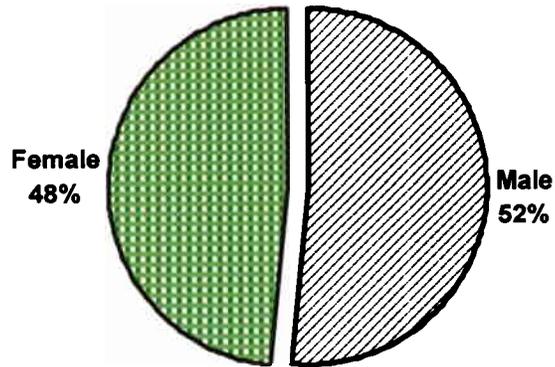
A total of 52% of JVDES students did not qualify for free or reduce lunch.

Student Population: Grade Level Distribution (2002)



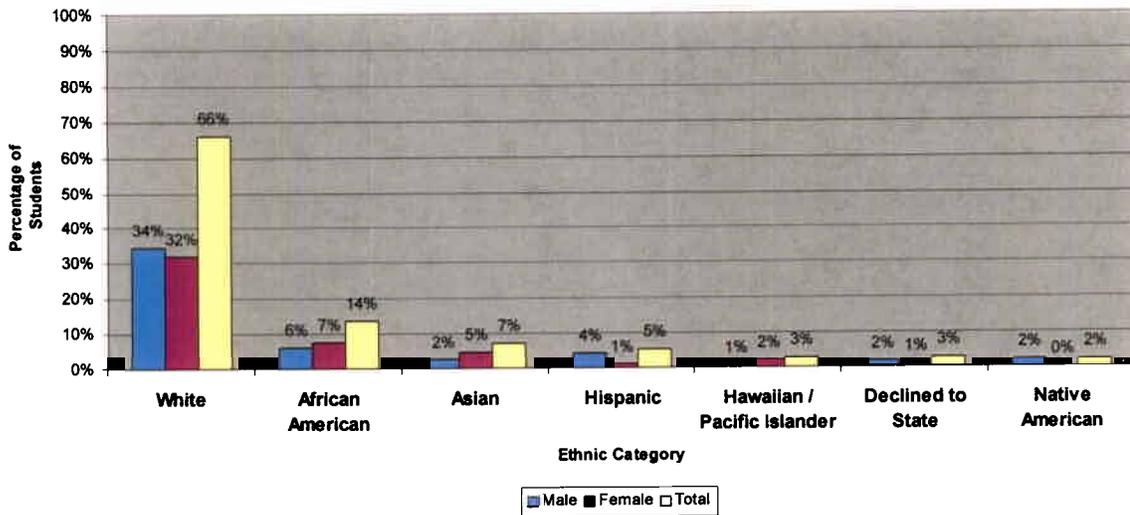
Primary students in grades K-3 make up 64% of the population at JVDES while 36% are enrolled in the intermediate grades; 4-6.

Population by Gender 2002



Distribution among males and females at JVDES is almost equal.

Ethnicity - Declared by Parent (2002)



JVDES' student population is 74% white and 26% is of other ethnic backgrounds.

Implications for Action: Unique Local Insights

Student Performance Goals

There may be implications for student performance based on before and after school care and length of bus ride.

Non-Student Data

No implications.

Other Data Needed

In order to continue with high expectations for all students to succeed, our efforts need to be focused on individual student scores.

Clarifying Goals

Free and reduced lunch data is an indicator of socioeconomic status of the school population. A little less than half of the students (48%) qualify for such support, which would typically, in stateside schools, indicate lower student performance. Because of high expectations of teachers and parents, this is a non-issue at JVDES.

Interventions

No implications.

Other Actions Needed

No implications.

Follow-Up of Former Students

Data Collection Instruments

We selected the following instruments to collect data regarding Follow-Up of Former Students:

Exit Survey for Parents

Analysis of Data

Exit Survey for Parents

DoDEA requires that parents are given the opportunity to complete an exit survey regarding their child's educational experience. JVDES staff felt parents would have a keener perspective towards their child's educational experience.

A total of 52 parents completed this survey between the years of 1999-2002.

Approximately 50% of parents completed the survey due to the fact that the school office staff encouraged parents to complete the survey "on-the-spot" while parents were out-processing.

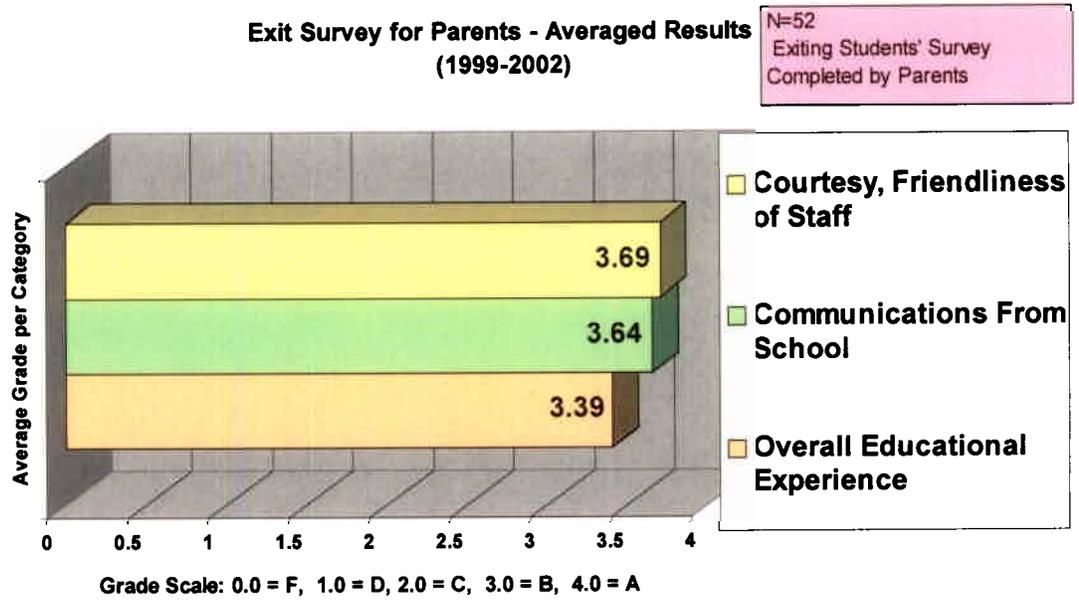
Parents spent an average of 2.8 years in the community with their child(ren) attending JVDES.

Survey responses were based on a 5 point grading scale (4=A, 3=B, 2=C, 1=D, 0=F). Courtesy and Friendliness of Staff as well as Communications from the School were elements both rated highly positive (B+).

The Overall Educational Experience rating was positive (B).

Former students continue to communicate with the school and teachers via email, the school's website, and letters.

Presentation of Data: Follow-Up of Former Students



On the Exit Survey 52 parents rated the Overall Educational Experience positively. However, this element was the lowest rating with a B+.

Implications for Action: Follow-Up of Former Students

Student Performance Goals

Overall educational experience was rated the lowest of the three categories of the Parent Exit Survey indicating the performance goal should be academically related.

Non-Student Data

No specific implications from the data.

Other Data Needed

Follow-up data on seventh graders at AFNORTH that attended JVDES could be valuable. If the data yielded an identifiable pattern, modifications of our interventions could be considered

Clarifying Goals

No specific implications from the data.

Interventions

No individual group identified.

Other Actions Needed

Presently the Exit Survey is given to all parents of departing students. Parents of locally promoted students in sixth grade should be given the same survey at the end of the school year so that feedback can be recorded.

Existing School Data: Student Data

Data Collection Instruments

We selected the following instruments to collect data regarding Student Data:

- Terra Nova Multiple Assessments 2001
- BAM Balanced Assessment of Mathematics 2002
- Literacy Place Unit Tests
- Star Early Literacy

Analysis of Data

Terra Nova Multiple Assessments 2001

The review of the OPI of Terra Nova 2001 indicates that 4th and 5th graders are at or below the national percentile in evaluating and extending meaning. The results of the math portion of the Terra Nova OPI indicates suppressed scores in problem-solving and reasoning as well as communication across grade levels. This indication further confirms a need for reading comprehension strategy instruction across the curriculum. The 3rd, 4th, and 6th graders are at or below the national percentiles in one or two writing areas. This data coupled with our primary data from the Literacy Place Unit tests and Star Early Literacy indicates that reading comprehension is an area of concern.

BAM Balanced Assessment of Mathematics 2002

In reviewing the BAM data, it is noted that scores in the areas of connections and communication are lower than others, which further indicates that reading comprehension is an area of concern across the curriculum.

Literacy Place Unit Tests

Literacy Place Unit tests results indicate that 48% of JVDES students are reading at or above the 88% comprehension rate. One third of the first and second grade students scored below the 74% comprehension rate. One third of these two grade levels reading below a satisfactory level of comprehension is a point of concern.

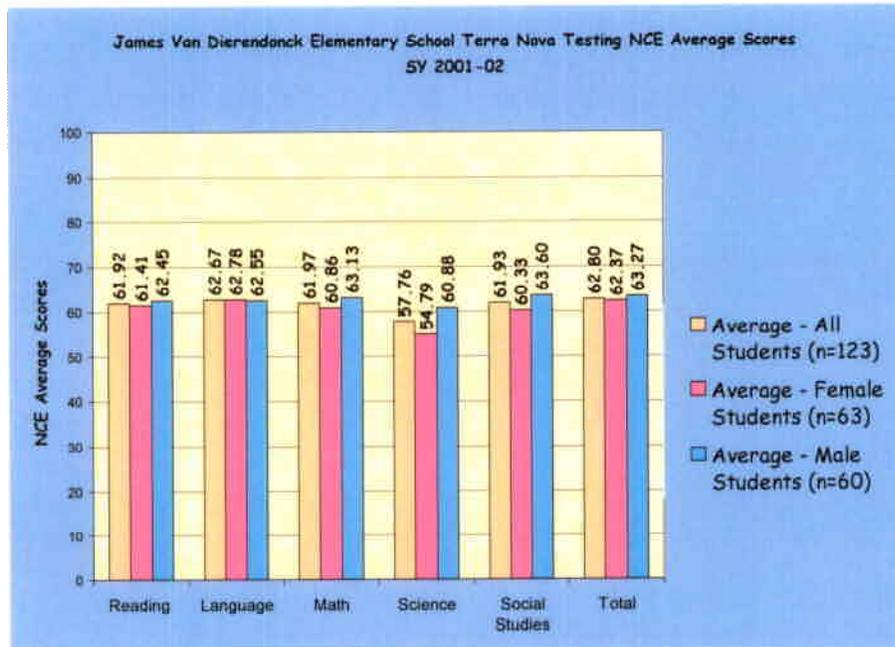
Star Early Literacy

The spring Star Early Literacy Tests results indicate that only 25% of the kindergarten students were "probable literate" students, while 75% of the kindergarten students are "emergent" readers.

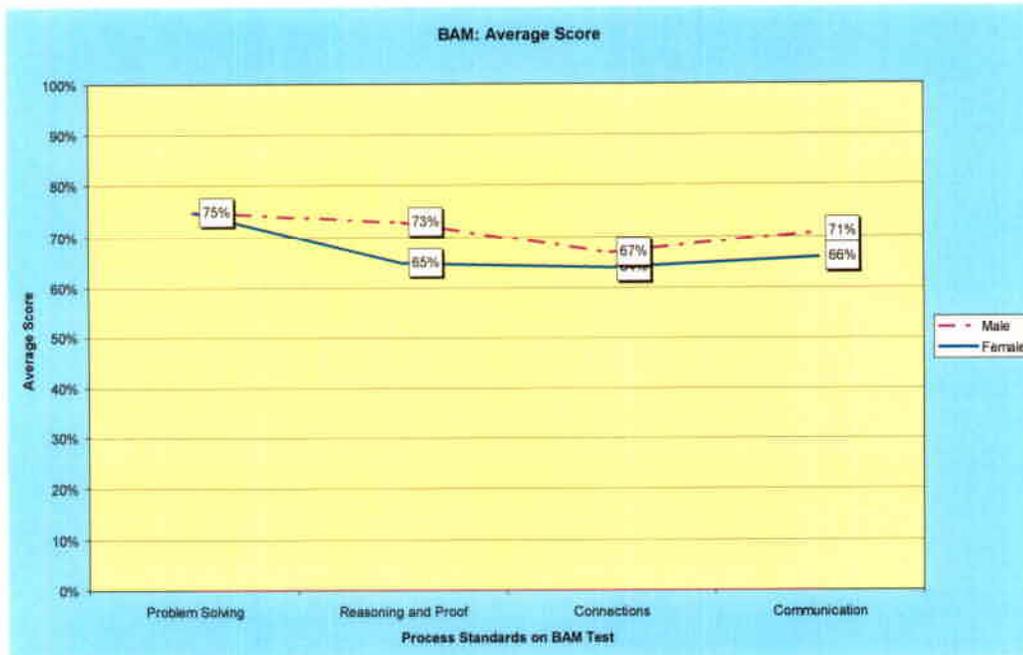
Presentation of Data: Student Data

2001 % of Students with Objective Mastery	3rd	4th	5th	6th
Reading				
Basic Understanding	88	100	89	94
Analyzing Text	73	55	96	89
Eval & Extend Meaning	83	45	50	67
Identify Reading Strats	70	59	61	83
Language				
Sentence Structure	88	52	93	83
Writing Strats	38	59	75	89
Editing Skills	85	38	75	50
Math				
Prob Solving & Reasoning	28	28	61	50
Communication	15	55	32	50

According to the 2001 Terra Nova scores, the highlighted areas show that evaluating and extending meaning, reading strategies, problem solving and reasoning, and communication are areas to be studied.

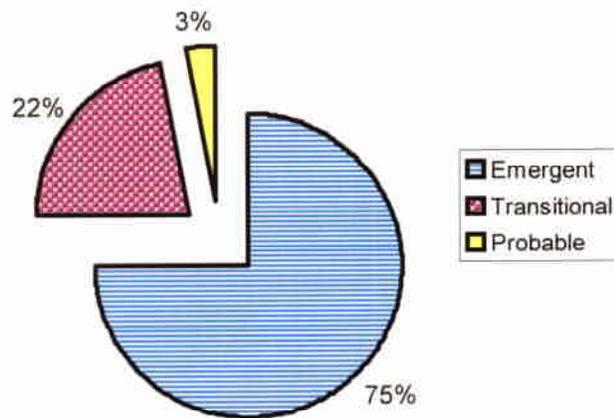


No significant differences are noted in reading and language arts scores between males and females. However, female science scores are lower than the average male student's score.



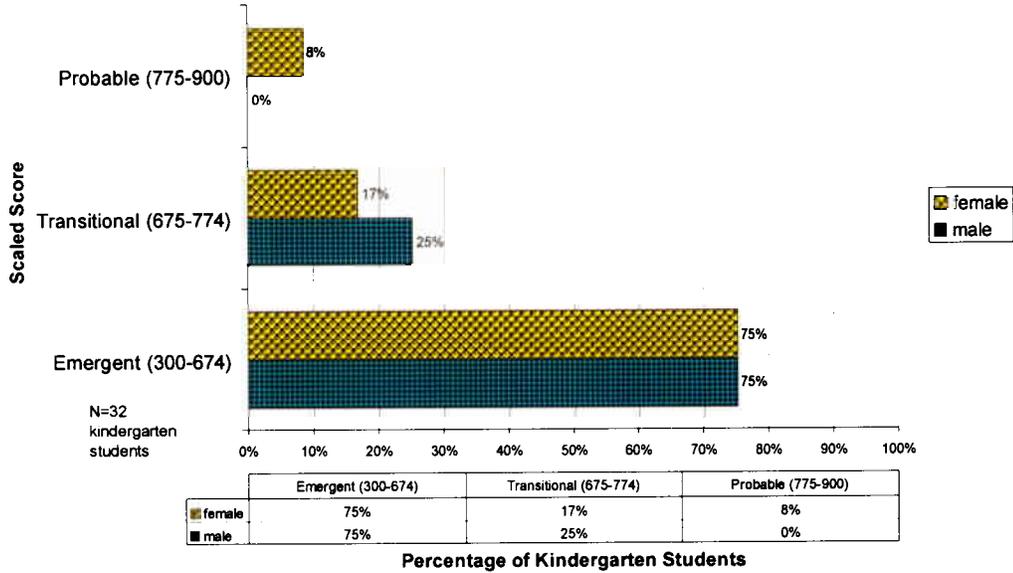
The BAM (Balanced Assessment of Math), which was administered a year later, confirms that students need support in connections and communication. To be successful in these areas, students need language arts strategies. On this particular assessment female fourth graders in the connections and communications areas scored lower than their male counterparts.

STAR Early Literacy Assessment for Kindergarten 2002



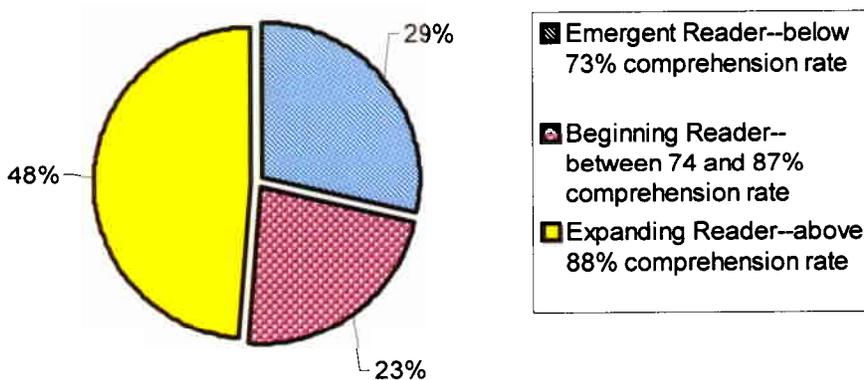
A total of 75% of the kindergarten students at JVDES are emergent readers.

Star Early Literacy 2001-2002



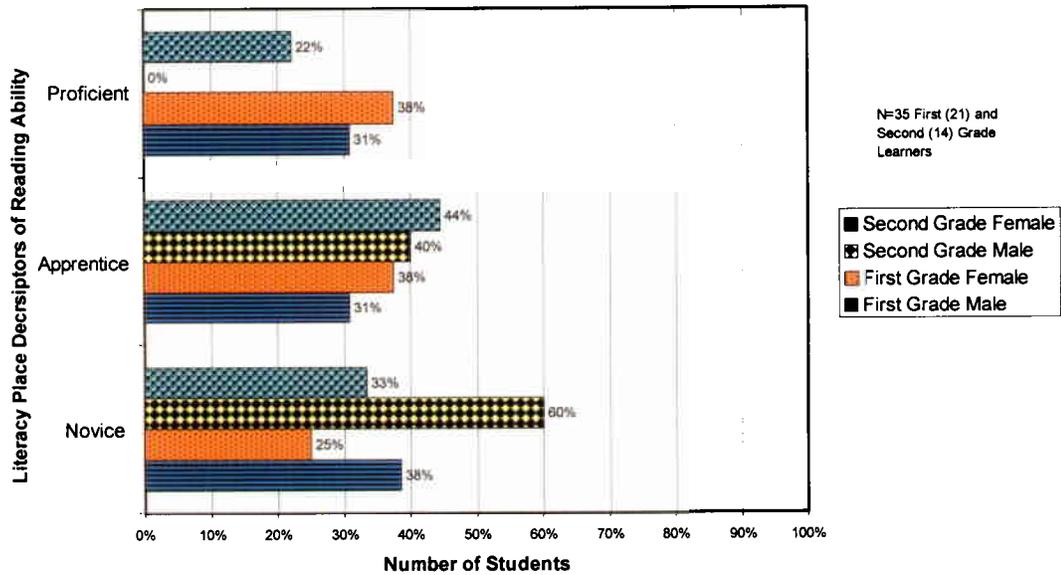
AT JVDES at the end of school year 2001-2002, 75% of the kindergarten students were performing in the emergent level of reading.

Literacy Place Unit Tests for 1st and 2nd Graders 2002

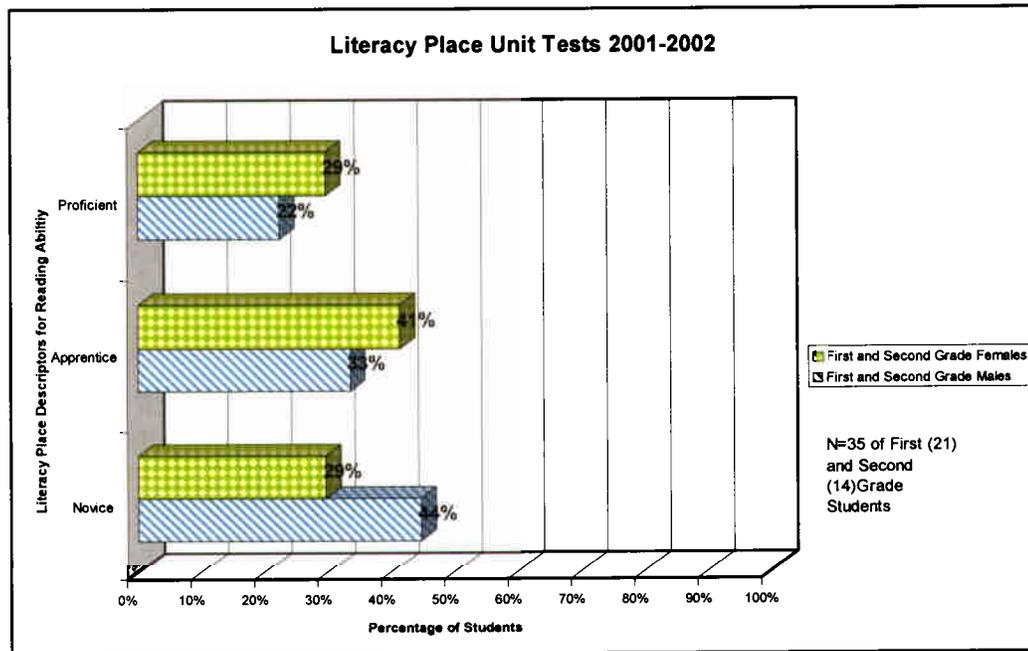


Based on data, 52% of the JVDES students in grades 1 and 2 are emergent and beginning readers.

Literacy Place Unit Tests 2001-2002



All second grade males scored in the novice or apprentice level. In contrast 66% of the females were apprentice or proficient.



By the end of second grade 70% of females are either apprentice or proficient compared to 55% of the males. Interesting enough, 44% of the males are at the novice level.

Implications for Action: Student Data

Student Performance Goals

JVDES reviewed scores for Terra Nova, Balanced Assessment of Mathematics (BAM), Star Early Literacy and Literacy Place Unit Tests and concluded that the student performance goal should be related to reading comprehension across the curriculum.

Non-Student Data

The JVDES staff determined the focus for funding and staff development be geared to the following: leveled library, implementation of the Four Blocks Framework for balanced literacy, 6 Traits +1 writing instruction for analysis of student work and the reading writing connection across the curriculum, Balanced Literacy training, guided reading with a focus on teaching comprehension in content areas as well as in the language arts/reading block, and attainment of staff development in additional diagnostic assessments of Star Math, DRA, and SRI.

Other Data Needed

JVDES will explore more information regarding the student attitudes toward reading. The staff will seek alternative diagnostic assessments to replace Literacy Place Unit Tests.

Clarifying Goals

By the end of the school year all students will read on grade level or have made one year's growth. Through activating prior knowledge, increasing vocabulary, and the reading-writing connection, we will build a community of motivated readers.

Interventions

A subgroup of struggling readers has been identified from the assessments used. Additional services and support will be the goal for these students in the bottom two quartiles of the Terra Nova as well as teacher recommendation according to Literacy Place Unit tests.

Other Actions Needed

The JVDES staff realizes the connection between reading and writing and the need for a common language (6 Traits + 1) for a community of readers and writers.

Existing School Data: Instructional Data

Data Collection Instruments

We selected the following instruments to collect data regarding Instructional Data:

Exit Survey for Parents

Student /Parent/Teacher Climate Survey

Student /Parent/Teacher Academic Satisfaction Survey

Student /Parent/Teacher Instructional Strategies Survey

Analysis of Data

Exit Survey for Parents

An exit survey was given to all parents of children that withdrew from JVDES. The data was collected from March 1999 until February 2002. An exit survey is still given presently. Parents indicated their degree of satisfaction with the communication from the school, courtesy and helpfulness of staff, and the overall effectiveness of their child's education. The data shows that out of these three components, the greatest strength was the courtesy shown by personnel. The effectiveness of the education, although rated B+, was identified as the lowest ranking characteristic of JVDES.

Student /Parent/Teacher Climate Survey

Based on the recommendation of the superintendent's office a survey was administered to students, parents, and educators in April 2002.

The climate survey included the following areas for review: discipline handled well, problem solving skills, care and respect, free expression of views, school activities, variety of teaching strategies, school safety and free from bullying and harassment.

Over 90% of the students rated care and respect as the highest descriptor of school climate, also favoring problem-solving, school activities, variety in teaching strategies and school safety. Discipline, free expression of views, and freedom from bullying and harassment received a lower percentage of positive students ratings.

Over 89% of the parents scored school safety as the highest descriptor of positive school climate. Over 80% of the parents were in agreement that discipline, problem-solving, care and respect, free expression of views and freedom from bullying and harassment were strengths.

Teachers were in total agreement that problem-solving, care and respect, teaching strategies, school safety and freedom from bullying and harassment were accurate descriptors of JVDES. Free expression of views and school activities were the lowest rated descriptors.

Student /Parent/Teacher Academic Satisfaction Survey

Based on the recommendation of the superintendent's office a survey was administered to students, parents, and educators in April 2002.

The academic satisfaction survey included the following areas for review: preparation for next grade, stated learning expectation, appropriate homework, orderly learning environment, using the computer, communicates goals, working together, learning by doing, and responsive to needs.

Over 90% of the students rated preparation for the next grade and orderly learning environment as positive aspects of academic satisfaction. Only 45% rated computer use as a strength. Students did not rate the descriptors of communicating goals, working together or responsive to needs.

All areas were rated highly by 90% of the parents. Over 97% rated the orderly environment as a strength of the school.

All teachers agreed that preparation for the next grade and communication of goals were strengths of the school. Only 75% of the teachers perceived the orderly environment to be a strength. Teachers did not rate the indicators appropriate homework or learning by doing.

Student /Parent/Teacher Instructional Strategies Survey

Based on the recommendation of the superintendent's office a survey was administered to students, parents, and educators in April 2002.

The instructional strategies survey included the following areas for review: preparation for next grade, stated learning expectation, high expectations, appropriate homework, problem solving skills, variety of teaching strategies, using computer, working together and learning by doing.

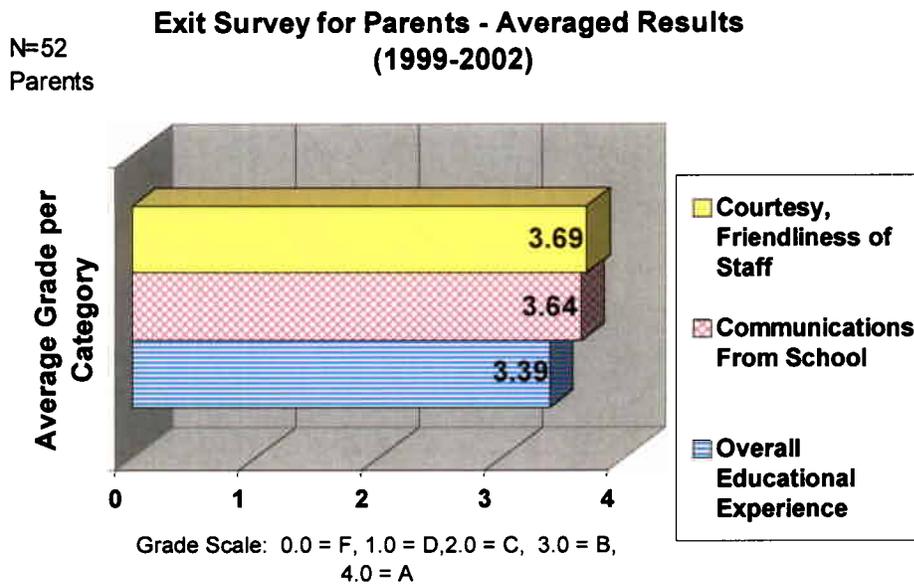
Students perceived high expectations as the strength of instructional strategies. They also perceived preparation for the next grade level to be a strong positive aspect of the school.

Additional positive experiences include stated learning expectations, appropriate homework, and variety of teaching strategies, learning by doing and problem-solving.

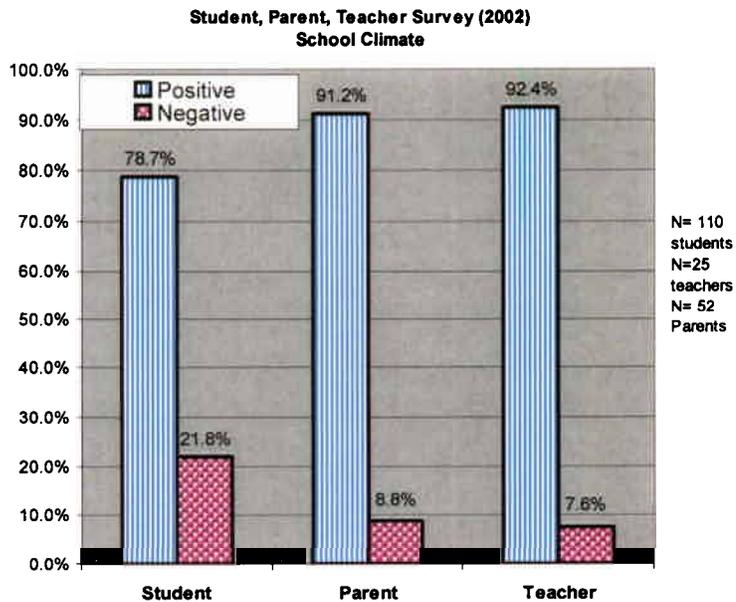
Students perceived the use of computer to be an area of review and improvement with only 45% rating this area favorably.

Parents and teachers had an overall positive perception of the instructional strategies at JVDES with ratings between 90-100%.

Presentation of Data: Instructional Data

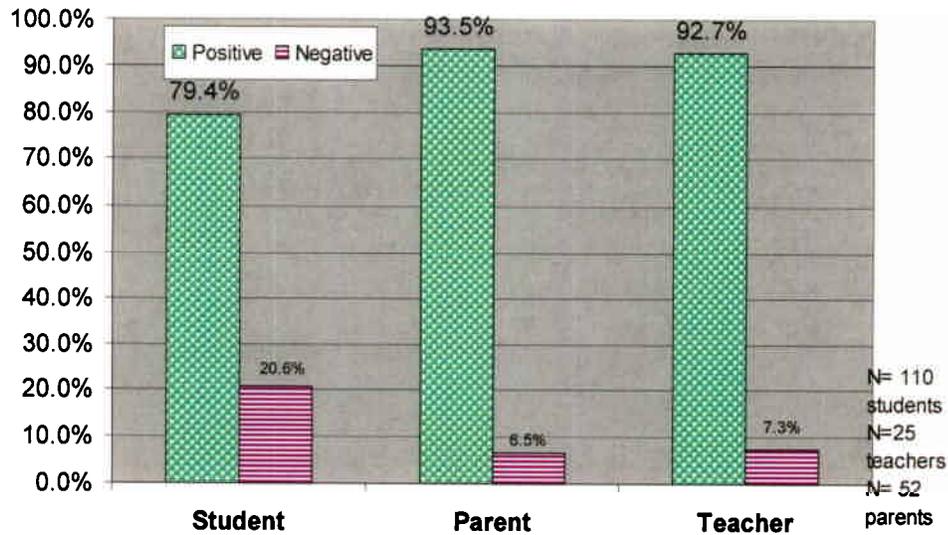


It is apparent from this data that parents feel that the staff is courteous and friendly and that the school communicates well. Parents' overall judgment of the school is high because of the friendliness and communication.



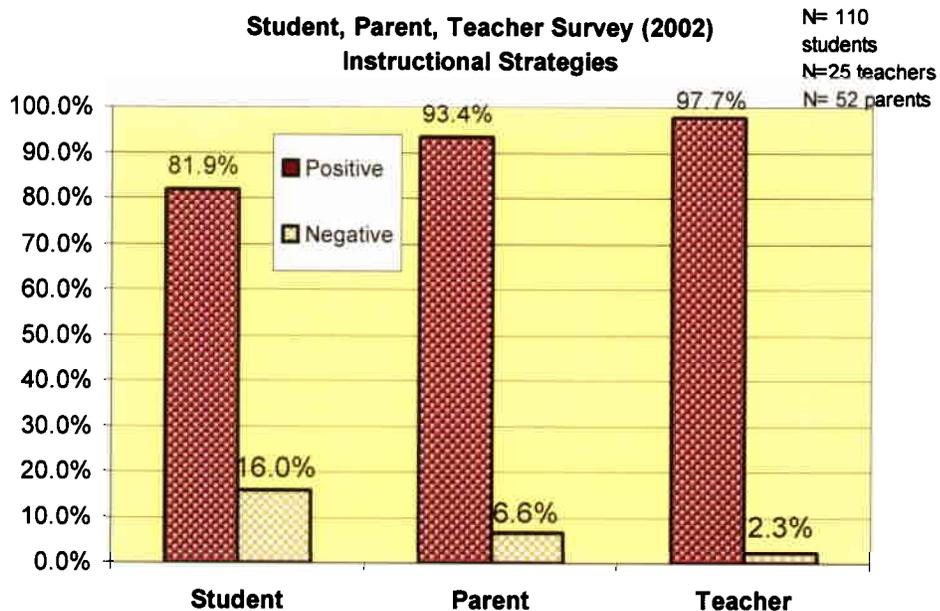
Parents and teachers have a similar high perception of the school climate while students, although perceiving it high, do not rate it as high as the adults.

**Student, Parent, Teacher Survey (2002)
Academic Satisfaction**



Parents and teachers have a similar high perception of the academic satisfaction while students, although perceiving it high, do not rate it as high as the adults.

**Student, Parent, Teacher Survey (2002)
Instructional Strategies**



Parents and teachers have a similar high perception of the instructional strategies while students, although perceiving it high, do not rate it as high as the adults.

Implications for Action: Instructional Data

Student Performance Goals

It may be necessary to focus on a character education program to enhance the students' perceptions of the school climate especially in the area of free expression of views.

Non-Student Data

The staff considered the "No Child Left Behind Act" as well as the DoDEA Community Strategic Plan Goal 1, all third and sixth graders will read on grade-level by the year 2006 as a focus for their improvement plan. These two major initiatives are considerations in determining the student goal. Teachers have implemented individualized plans that are being used to support student learning using technology. This may address students' survey concerns regarding technology use in the classroom.

Other Data Needed

The study of test data to include the Terra Nova, Communication Arts, Balanced Assessment of Mathematics, DRA, SRI, Star Math, and Star Early Literacy will provide additional information to support the student performance goal.

Clarifying Goals

Students' attitudes toward reading may have an impact on student achievement. An attitude survey may be necessary to collect this data.

Interventions

Although all of the students were identified for the school-wide goal, struggling readers as well as students with special needs will receive additional support.

Other Actions Needed

The JVDES staff agrees that additional manpower resources such as Reading Recovery, tutorial programs (*HOSTS: Helping Our Students to Succeed*), LARS, etc. are needed to develop stronger, proficient readers.

Existing School Data: Community Data

Data Collection Instruments

We selected the following instruments to collect data regarding Community Data:

- Afterschool Childcare
- DoD Student Enrollment
- Transportation Time

Analysis of Data

Afterschool Childcare

JVDES has a variety of “after school” care situations with 10% attending the Child Development Center and approximately 20% attending the International Youth Activities Center. Both centers provide supervision for learners from 1-2.5 hours. JVDES found the information relevant regarding the amount of students receiving assistance with homework at home as opposed to other sources. This information led the staff to believe that approximately 70% of the learners were receiving assistance with homework at home. It was an assumption that there was a difference between getting help at home with homework and receiving assistance from adults at a supervised center.

DoD Student Enrollment

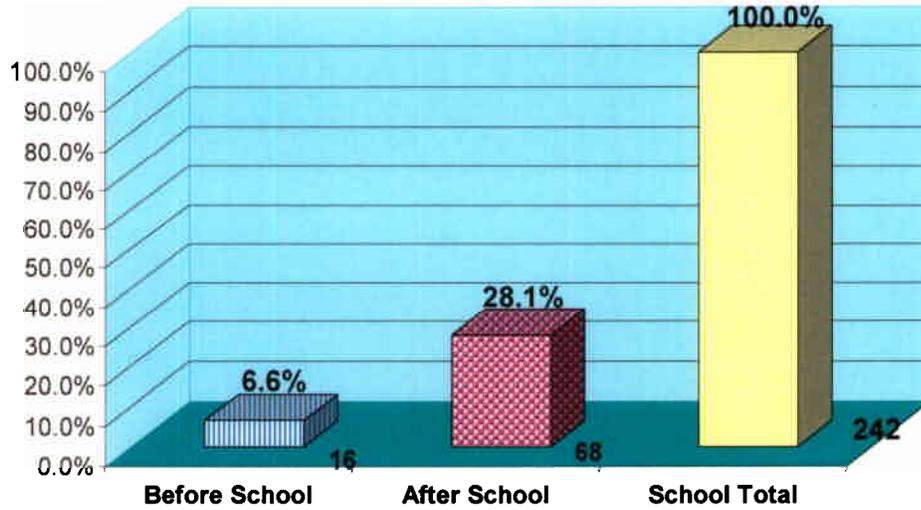
The majority of the students (98%) attending JVDES in 2002 have active duty USAF military parent(s). The other 2% of the student population have parents of other categories that include; Army, Navy, DoD Civilian, and tuition paying. Deployments of active duty military parents have increased due to the world terrorists threats elevated in September 2001.

Transportation Time

Of the JVDES student population, 57% of the student population do not ride the bus , but arrive by parent POV or from childcare. Forty-three percent of the students ride one of the eight bus routes. The length of time on the bus ranges from 6 minutes to 66 minutes. The staff discussed the potential impact upon student readiness. Also, 45% of the students arrive from “before school” care centers.

Presentation of Data: Community Data

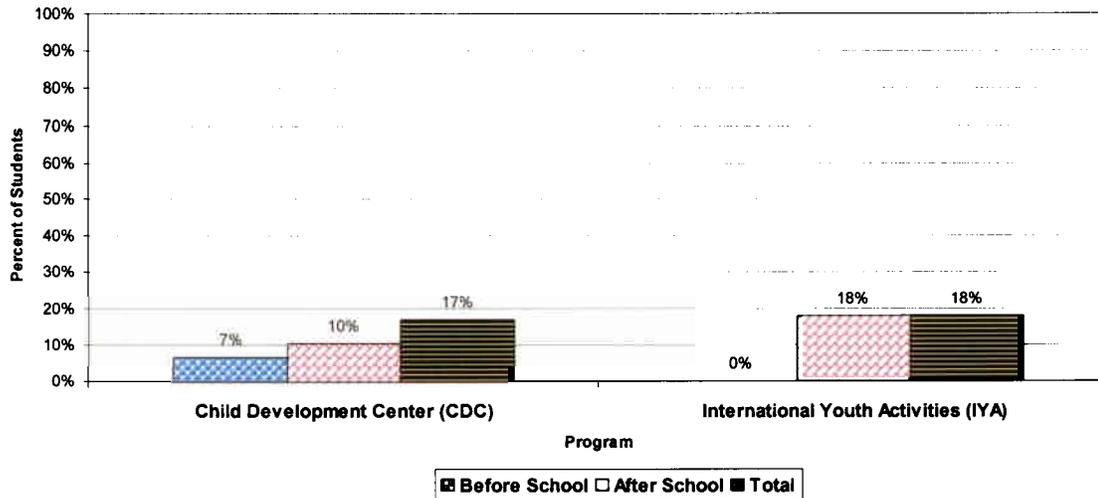
Percentage of Students Participating in Child Care Programs 2002



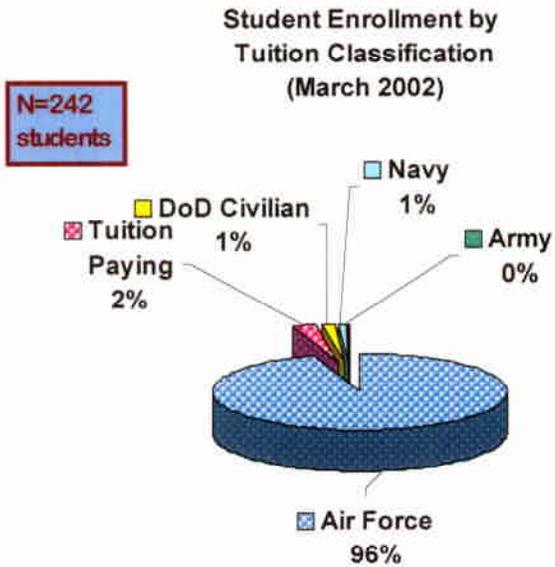
Thirty four percent of the population of JVDES participate in before and after school child care programs.

N=242 students

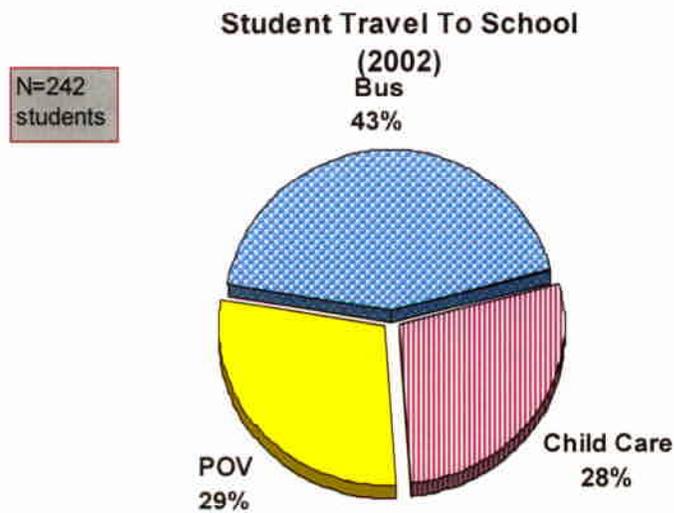
Participation in Child Care Programs (2002)



A total of 68 students attend an after school program while only 16 attend a before school program.

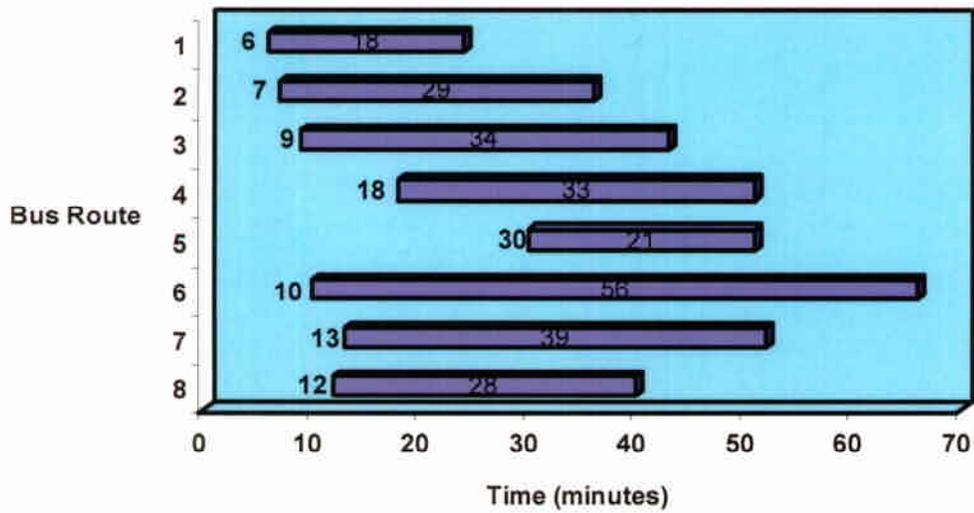


96% percent of the sponsors of JVDES students are in the Air Force.



43% percent of the students ride a bus to school while the other 57% either came by POV or from on-base child care.

Transportation Time by Bus Route
(2002)



Length of time on the bus ranges from 18 to 66 minutes. For example on route five the first drop-off occurs after thirty minutes, the last drop-off after an additional twenty-one minutes.

Implications for Action: Community Data

Student Performance Goals

There may be implications for student performance based on before and after school care and length of bus ride.

Non-Student Data

No implications.

Other Data Needed

Research needs to be completed indicating the relationship between the amount of time spent on a school bus and its impact on learners. More information can be obtained regarding the structure of the environment in both the Child Development Center and the International Youth Activities Center.

Clarifying Goals

No implications.

Interventions

There are no solutions to before and after care and bus routes. Sensitivity to students' circumstances is a consideration that may develop into a Mentoring Program if these situations continue to exist.

Other Actions Needed

The need for a full-time school counselor is evident due to world events and family separation because of deployments in the military community. Character education and individual student support are needed to assist students in this 21st century world.

Summary

Our SILT committee spent many months collecting, analyzing, and preparing data for presentation. We considered the data collected from multiple measures to be our primary guide in making our decisions. However, the staff also considered the "No Child Left Behind Act" as well as the DoDEA Community Strategic Plan Goal 1. "All third and sixth graders will read on grade-level by the year 2006" as a focus for our improvement plan. These two major initiatives along with collected and analyzed data were considerations in determining the student goal.

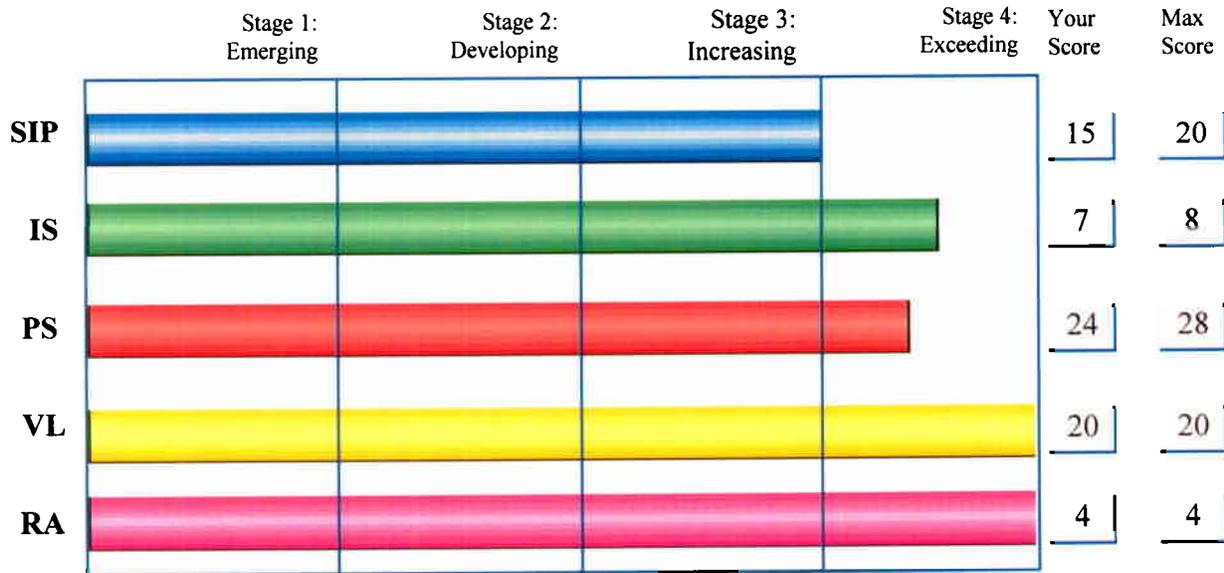
Disaggregation was completed as permitted by the small size of our school and the lack of representation of students in sub-groups. The staff recognized that a common thread throughout the data was related to needed improvement in reading comprehension. In addition, it was evident that the need to collect more information from other sources would help to further define the school action plan.

We believe and hope that the profiling process will become clearer as decisions for the school action plan are developed, revised, and implemented.

Appendix 1: Capacity Assessment

James Van Dierendonck Elementary School

2/16/2005



SIP School Improvement Plan

IS Information System

PS Process of Schooling

VL Vision, Leadership-Governance, and School Community

RA Resources and Allocation

Stage 1: Emerging Capacity for Improvement

A school or system has implemented the improvement plan and is able to document enhanced student performance for at least one goal.

Stage 2: Developing the Capacity for Improvement

A school or system has implemented its improvement plan and is able to document enhanced student performance for some of the student performance goals.

Stage 3: Increasing the Capacity for Improvement

A school or system has implemented the improvement plan and is able to document enhanced student performance for all of the student performance goals. The school demonstrates continued growth relative to the NCA Standard.

Stage 4: Exemplary Capacity for Improvement

Stage 4 is an exemplary level of achievement. The school or system has implemented its improvement plan and credentials individual students in academics, career awareness, and employability skills.

Appendix 2: Triangulation of Data

We chose the following as Student Performance Goal #1:

All students will improve reading comprehension across the curriculum.

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

Terra Nova Multiple Assessments OPI 2001

Balanced Assessment of Mathematics 2002

Star Early Literacy (K) and Literacy Place Unit Tests (1-2)

For JVDES 2000-2001 TN, there is a rather low percent of students in the fourth grade that showed high mastery in the following objectives: on analyzing text (55%), evaluating and extending meaning (45 %) and identifying reading strategies (59%). This concern exists in the fifth grade for evaluating and extending meaning (50%).

Review of the Balanced Assessment of Mathematics shows the low points in achievement are in making connections and communication. Success in these two areas is contingent upon proficiency in reading comprehension and written expression.

Seventy percent of kindergarten, first and second grade students that participated in the Star Early Literacy and Literacy Place Unit Tests in 2001-2002 were identified in the two lowest performance levels. This data indicated that the majority of the students still needed strong support in reading comprehension instruction.

Our initial review of data to determine triangulation to give us a direction was initiated during SY 2001-2002 when we began writing the profile. At this time we only had the Terra Nova results of 2001 to study. The Terra Nova subtests of reading, language arts, and mathematics showed performance below our expectations, which again illustrates concern in reading/language arts skills. Our triangulation at this time was supported the following year when we received the Balanced Assessment of Mathematics (BAM), which also showed that our lower scores were in the areas dependent on reading comprehension, and written expression.