

NCA CASI School Profile

Compiled 2007-2008



Osan American High School

Unit 2037

APO, AP 96278

DSN: 784-9098

Commercial: 031-661-9098

<http://www.osan-hs.pac.dodea.edu/>

Marie Cullen, Principal

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MISSION STATEMENT

Osan American High School, working in partnership with its community, provides educational opportunities that emphasize commitment, responsibility, and high level skills to empower students to succeed in a global society.

Guiding Principles

- The fortitude to complete a task to one's best ability
- Student active involvement in the learning process with an understanding that their learning is a function of their efforts
- High Level Skills provided through rigor allows students to think critically through any situation.
- Empower students to be life-long learners, and provide tools to encourage self confidence
- Students can succeed in all aspects of a multicultural society

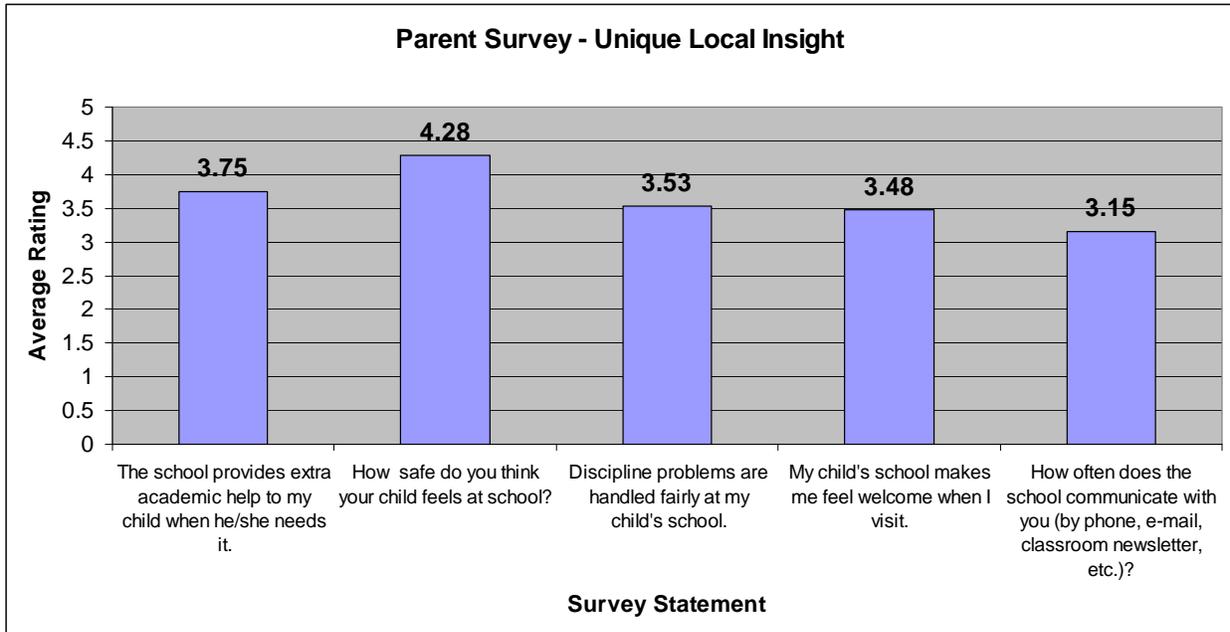
Unique Local Insights – Parent, Student, and Staff Perceptions

Data Collection Instrument(s)

We selected the following instruments to collect data regarding parent, student, and staff perceptions:

- Parent Survey – Our school used the Department of Defense approved parent survey as our instrument to collect data from parents.
- Student Survey – Our school used the Department of Defense approved student survey as our instrument to collect data from students.
- Teacher Survey – Our school used a pre-prepared, union approved teacher survey as our instrument to collect data from staff members.

Presentation of Data: Unique Local Insights – Parent, Student, and Staff Perceptions



Description of data:

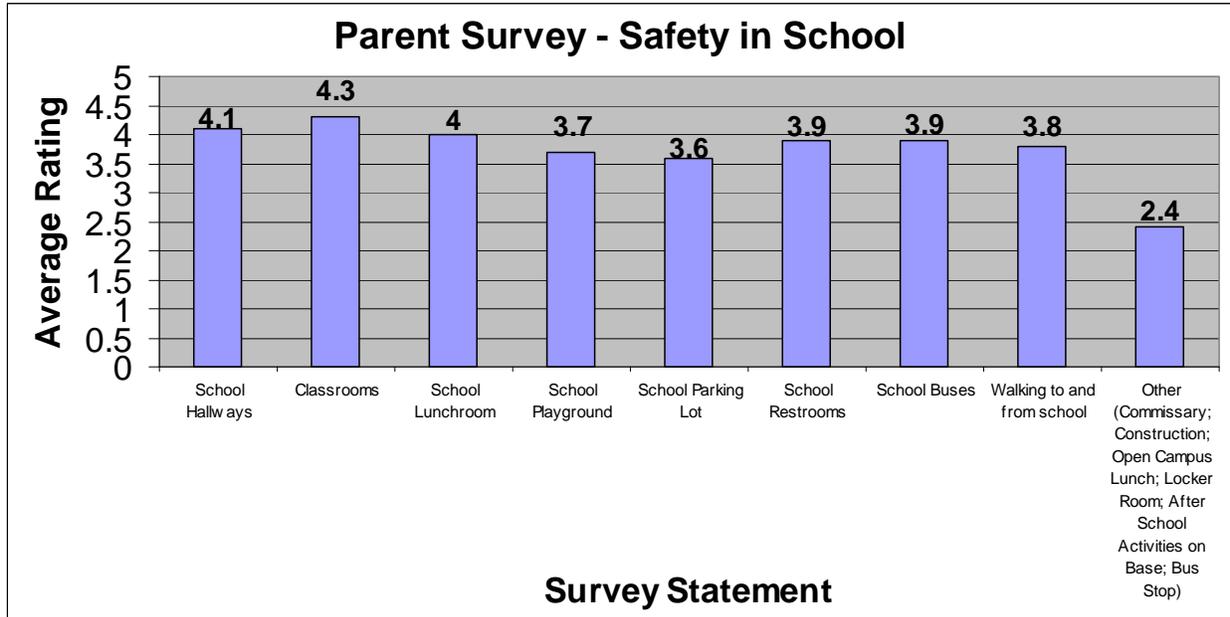
Utilizing a Department of Defense approved parent survey, Osan American High School's parents were polled regarding their perceptions of safety at Osan American High School. The above graph was developed which reflects those findings.

Analysis of data:

The parents of Osan American High School rated items regarding different aspects of OAHS. The descriptors used were: strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1).

The parents of OAHS responses were indicative of the following:

- The school provides extra academic help to my child when he/she needs it, 3.75
- Discipline problems are handled fairly at my child’s school, 3.53
- My child’s school makes me feel welcome when I visit, 3.48



Description of Data:

Utilizing a Department of Defense approved parent survey, Osan American High School’s parents were polled regarding their various perceptions of Osan American High School. The above graph was developed which reflects those findings.

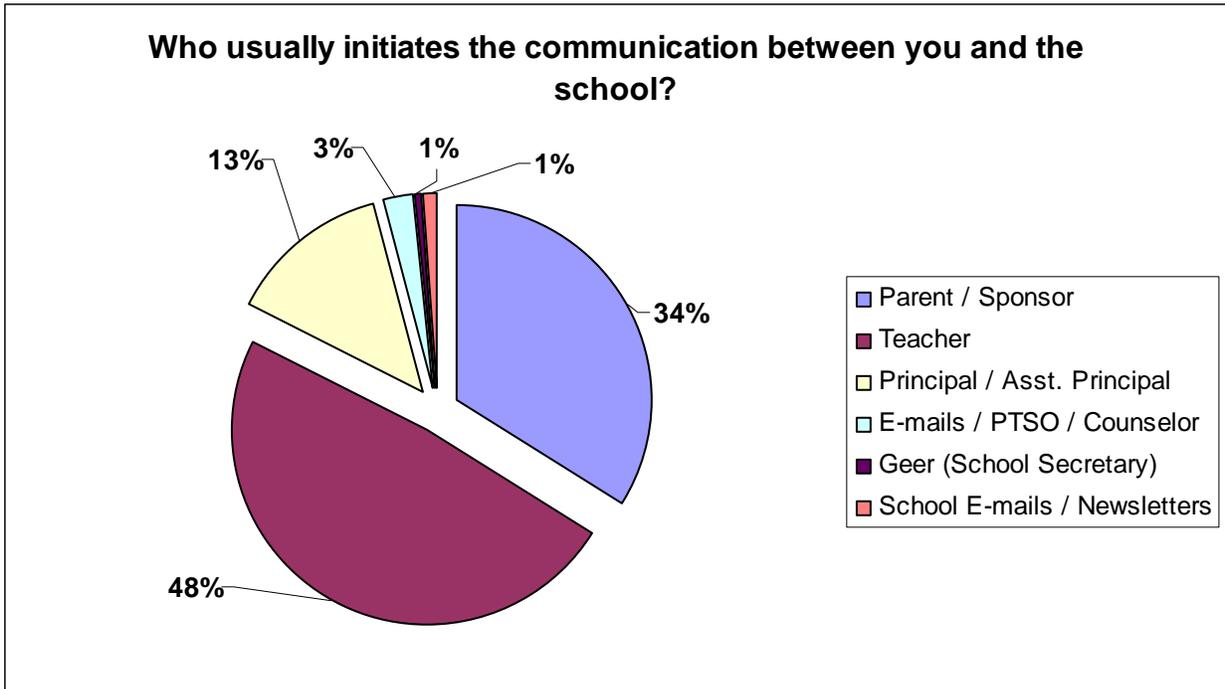
Analysis of Data:

The parents of Osan American High School rated items regarding different aspects of OAHS. The descriptors used were: very safe (5), safe (4), neither safe nor unsafe (3), unsafe (2), and very unsafe (1).

The parents of OAHS believed the safety of the school was as follows:

- School hallways, 4.1
- Classrooms, 4.3
- school lunchroom, 4.0
- school playground, 3.7
- school parking lot, 3.6
- school restrooms, 3.9

- school buses, 3.9
- walking to and from school, 3.8
- Other (Commissary; construction; open campus; lunch; locker room; after school activities on base; bus stop) 2.4



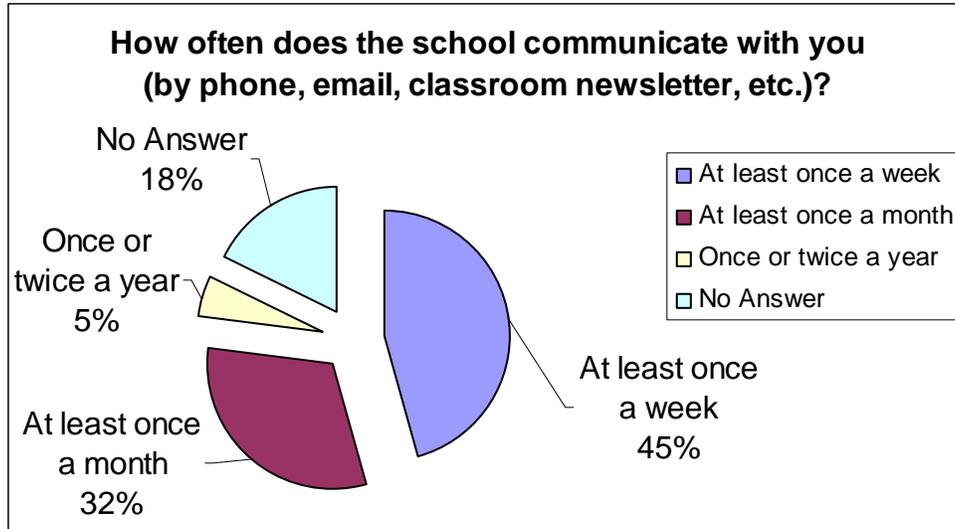
Description of data:

Utilizing a Department of Defense approved parent survey, Osan American High School's parents were polled regarding their perceptions of communication between parents and Osan American High School. The above graph was developed which reflects those findings.

Analysis of data:

It was found that the majority of parent contact was initiated by the following:

- Teachers 48%
- Parents/Sponsors 34%
- Principals/Assistant Principal 13%
- Email/PTSO/Counselor 3%
- Geer (School Secretary) 1%
- School Emails/Newsletter 1%



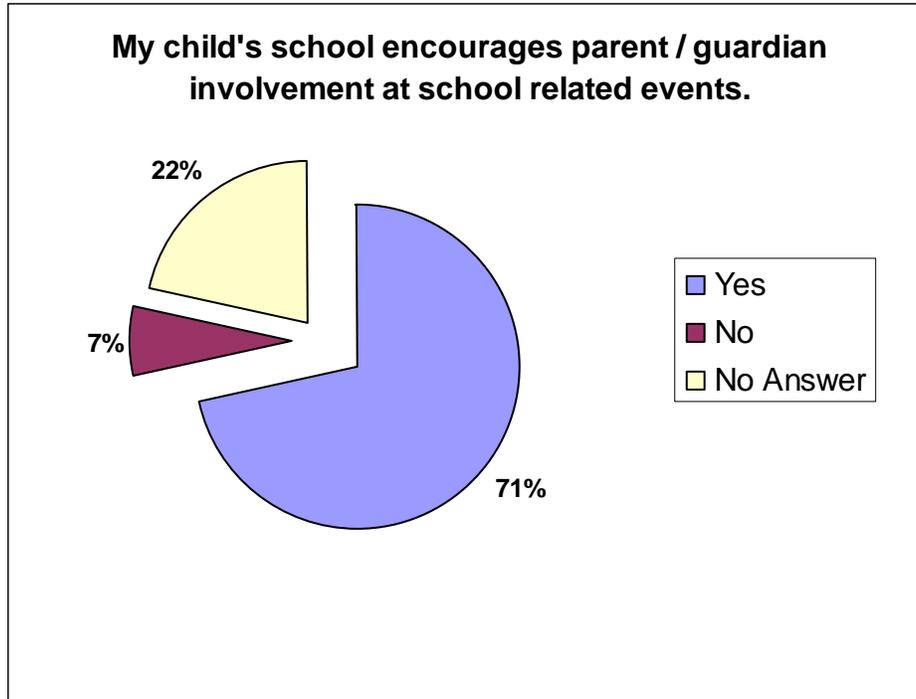
Description of data:

Utilizing a Department of Defense approved parent survey, Osan American High School's parents were polled regarding how often the school communicates directly with parents. The above graph was developed which reflects those findings.

Analysis of data:

It was found that the majority of parents were contacted:

- At least once a week, 45%
- At least once a month, 32%
- Once or twice a year, 5%
- No Answer, 18%



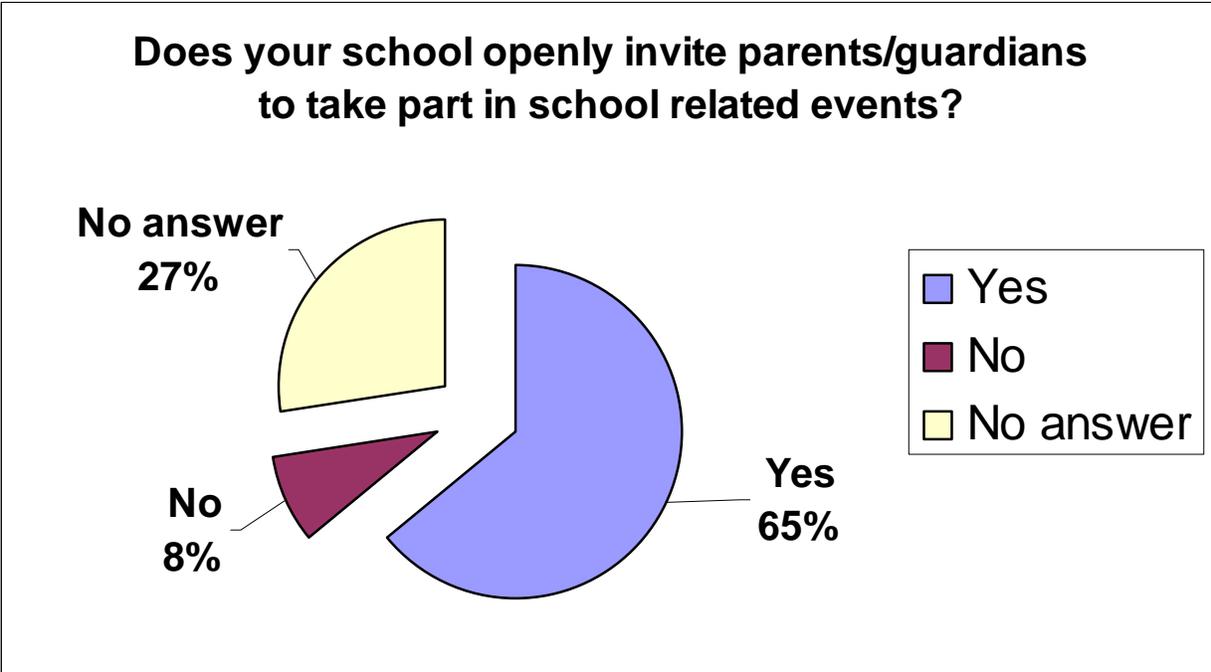
Description of data:

Utilizing a Department of Defense approved parent survey, Osan American High School's parents were polled regarding whether or not the school encouraged parents to become involved in school related events at Osan American High School. The above graph was developed which reflects those findings.

Analysis of data:

It was found that the majority of parents felt the following:

- Yes 71%
- No 7%
- No Answer 22%



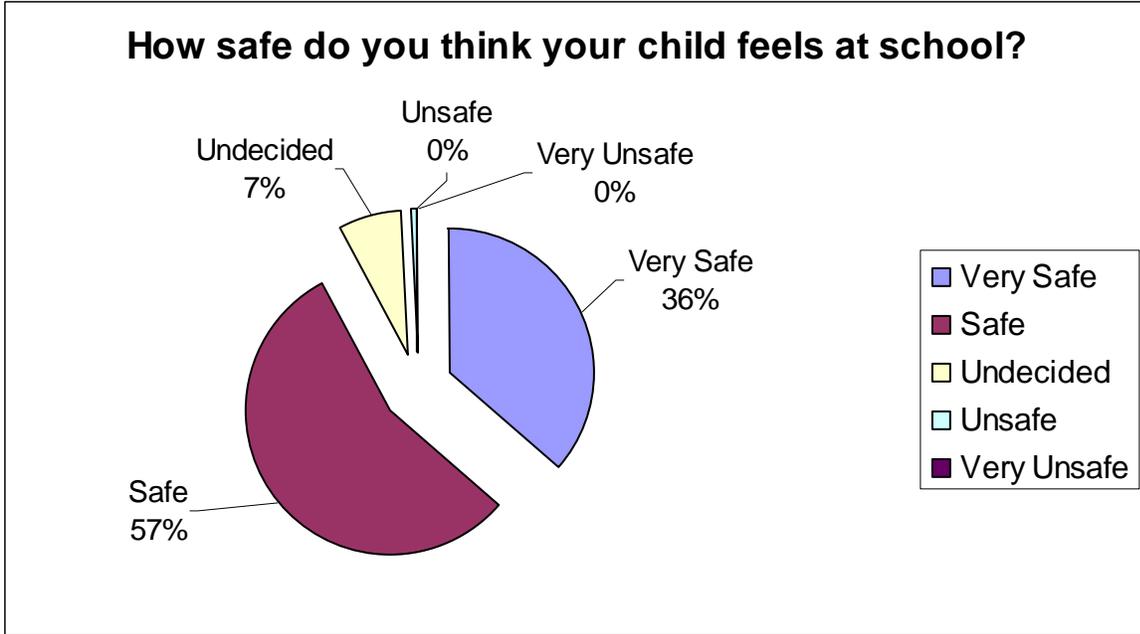
Description of data:

Utilizing a Department of Defense approved parent survey, Osan American High School's parents were polled regarding their perception of whether or not the school openly invites parents to become involved in school related events at Osan American High School. The above graph was developed which reflects those findings.

Analysis of data:

It was found that the majority of parents felt the following:

- Yes 65%
- No 8%
- No Answer 27%



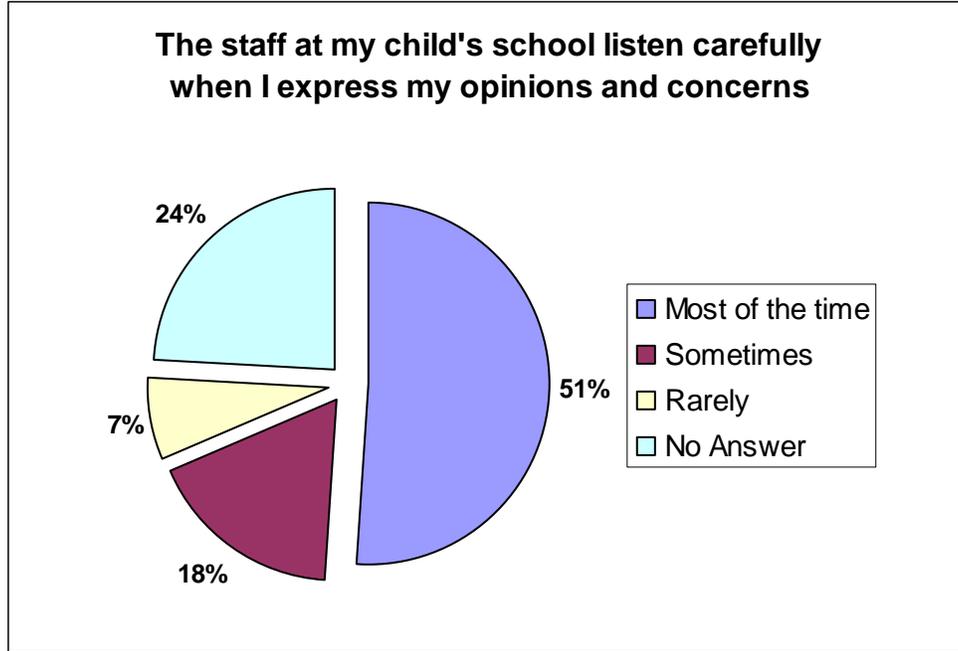
Description of data:

Utilizing a Department of Defense approved parent survey, Osan American High School's parents were polled regarding how safe their child feels at school. The above graph was developed which reflects those findings.

Analysis of data:

It was found that the majority of parents thought their child felt the following:

- Very safe, 38%
- Safe, 57%
- Undecided, 7%
- Unsafe, 0%
- Very unsafe, 0%



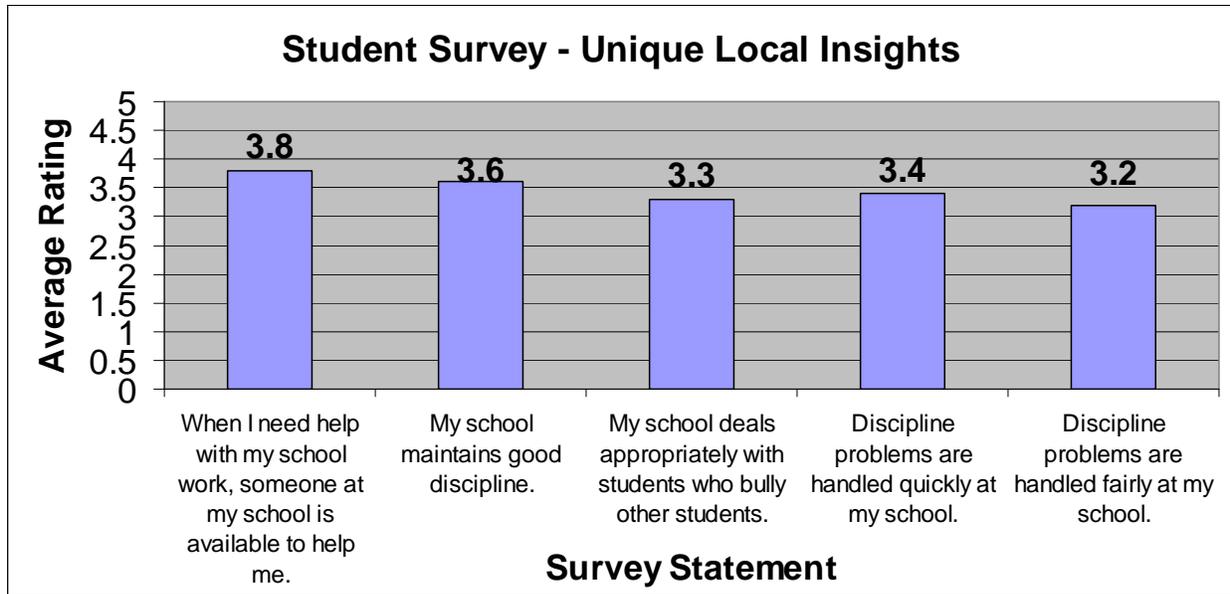
Description of data:

Utilizing a Department of Defense approved parent survey, Osan American High School's parents were polled regarding whether or not the staff at OAHS listens carefully when parents express their opinions and concerns. The above graph was developed which reflects those findings.

Analysis of data:

It was found that the majority of parents felt the following:

- Most of the time, 51%
- Sometimes, 18%
- Rarely, 7%
- No answer, 24%



Description of data:

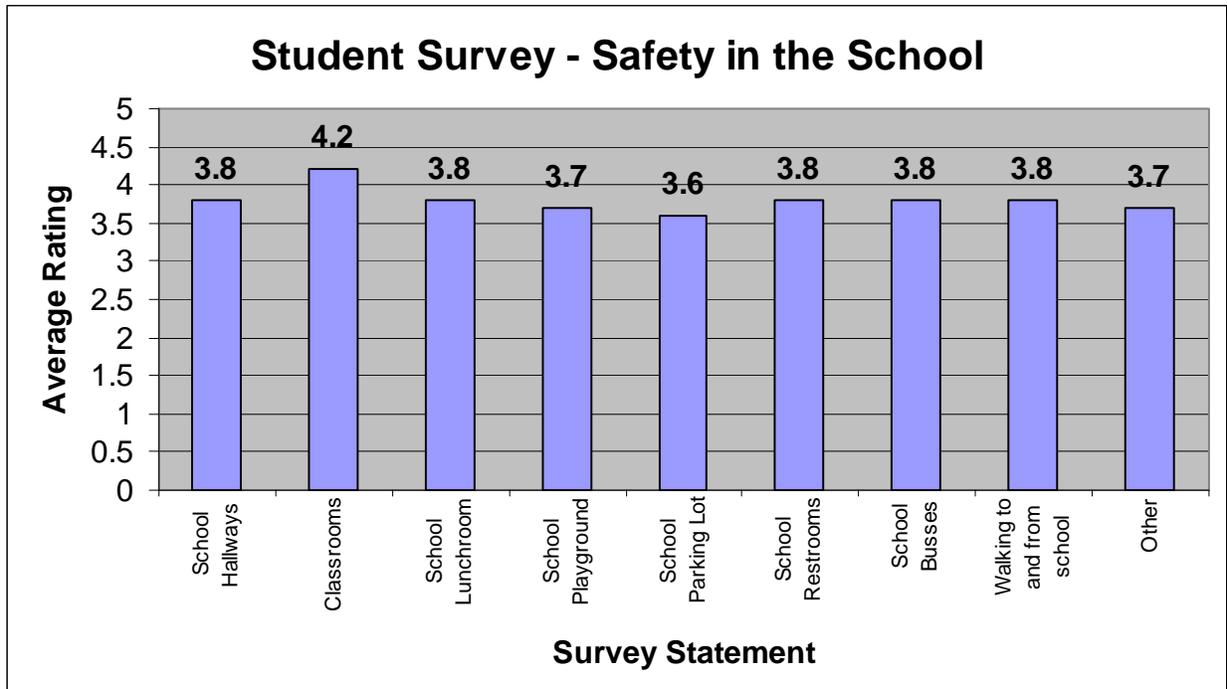
Utilizing a Department of Defense approved student survey, Osan American High School's students were polled regarding their various perceptions of Osan American High School. The above graph was developed which reflects those findings.

Analysis of data:

The students at Osan American High School rated items regarding different aspects of OAHS. The descriptors used were: strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1).

The student perceptions were as follows:

- When I need help with my school work, someone at my school is available to help me, 3.8
- My school maintains good discipline, 3.6
- My school deals appropriately with students who bully other students, 3.3
- Discipline problems are handled quickly at my school, 3.4
- Discipline problems are handled fairly at my school, 3.2



Description of Data:

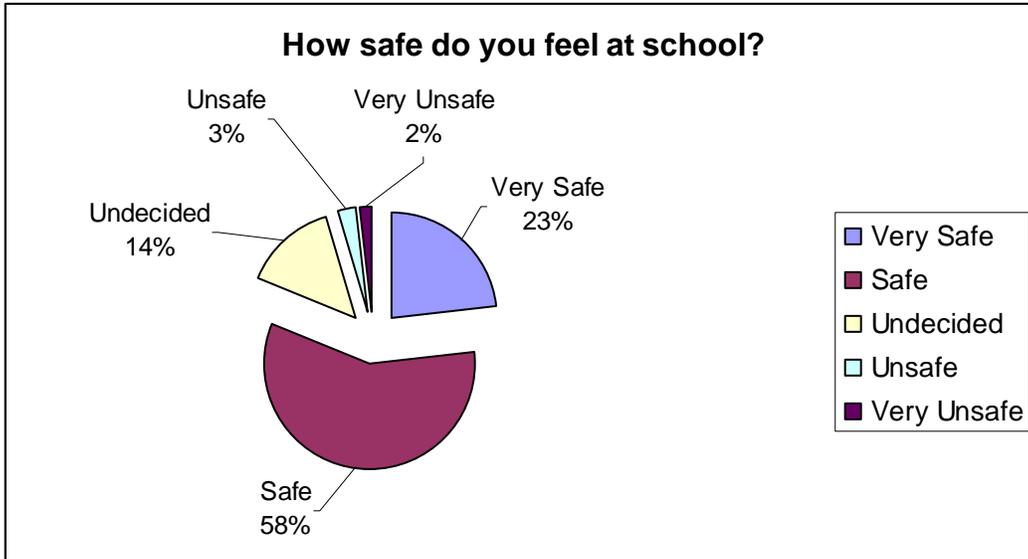
Utilizing a Department of Defense approved student survey, Osan American High School's students were polled regarding their perceptions of safety at Osan American High School. The above graph was developed which reflects those findings.

Analysis of Data:

The students of Osan American High School rated items regarding different aspects of OAHS. The descriptors used were: very safe (5), safe (4), neither safe nor unsafe (3), unsafe (2), and very unsafe (1).

The students of OAHS believed the safety of the school was as follows:

- School hallways, 3.8
- Classrooms, 4.2
- school lunchroom, 3.8
- school playground, 3.7
- school parking lot, 3.6
- school restrooms, 3.8
- school buses, 3.8
- walking to and from school, 3.8
- Other, 3.7



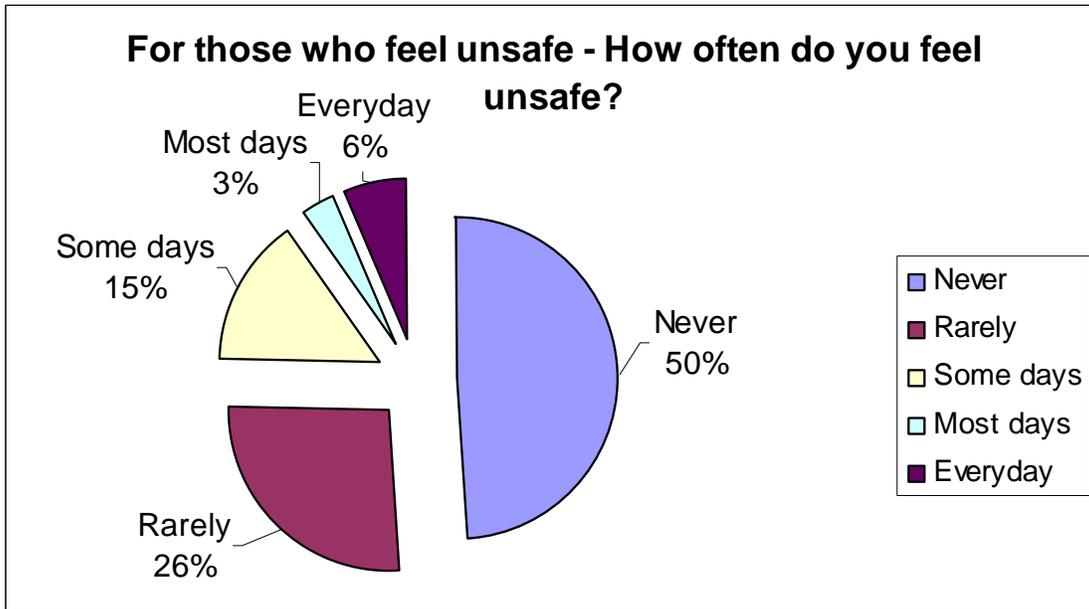
Description of data:

Utilizing a Department of Defense approved student survey, Osan American High School's students were polled regarding how safe they feel at school. The above graph was developed which reflects those findings.

Analysis of data:

It was found that the majority of students thought their child felt the following:

- Very safe, 23%
- Safe, 58%
- Undecided, 14%
- Unsafe, 3%
- Very unsafe, 2%



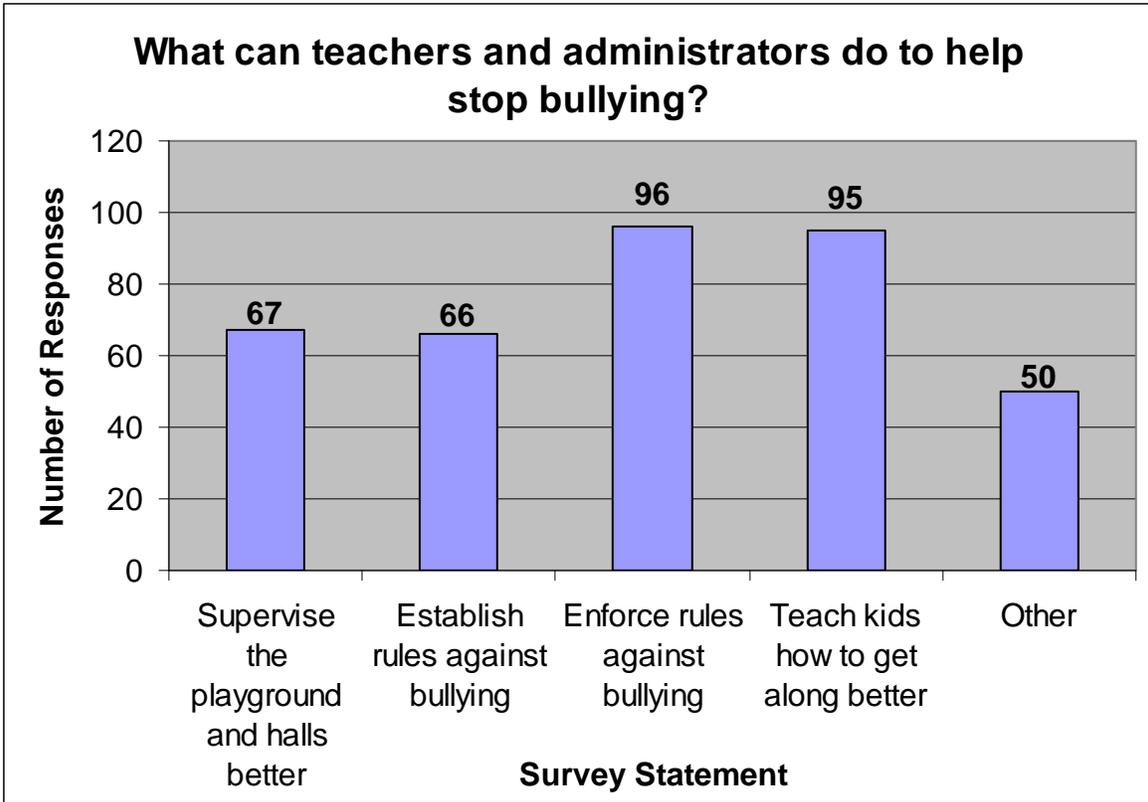
Description of data:

Utilizing a Department of Defense approved student survey, Osan American High School's students who indicated they were unsafe at school, were polled regarding how often they felt unsafe. The above graph was developed which reflects those findings.

Analysis of data:

It was found that the majority of parent contact was initiated by the following:

- Never, 50%
- Rarely, 26%
- Some days, 15%
- Most days, 3%
- Everyday, 6%



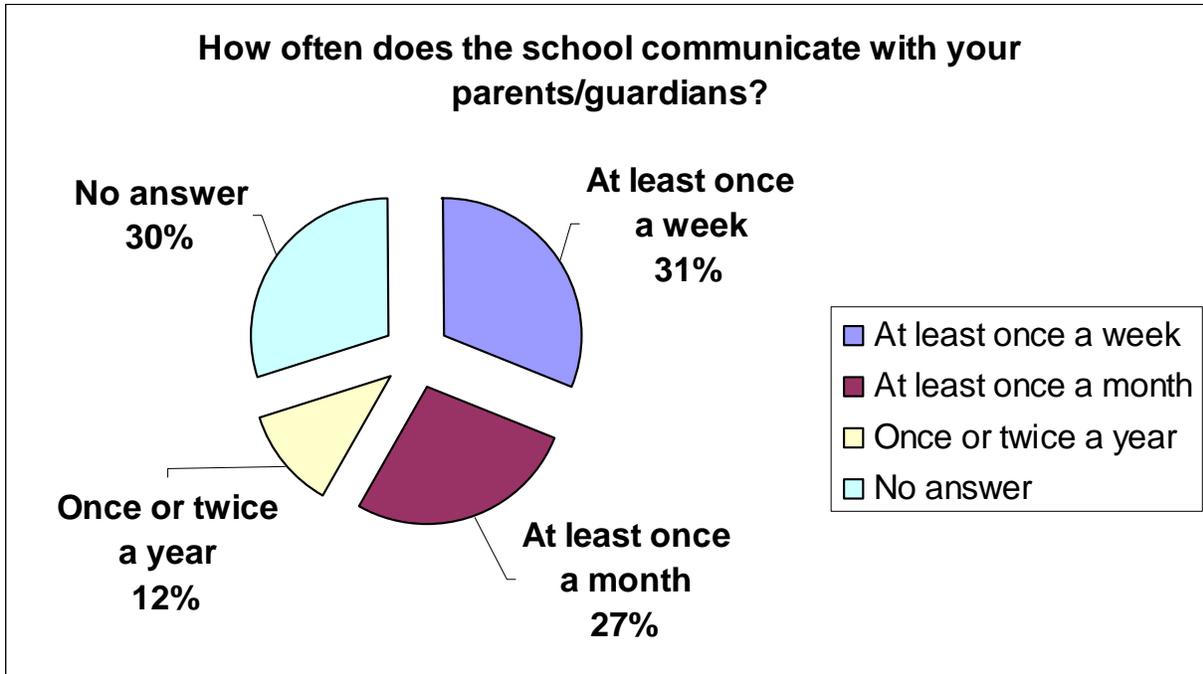
Description of data:

Utilizing a Department of Defense approved student survey, Osan American High School’s students were polled regarding how they felt teachers and administrators could help stop bullying. The above graph was developed which reflects those findings.

Analysis of data:

Students reported the following:

- Supervise the playground and halls better, 67 responses
- Establish rules against bullying, 66 responses
- Enforce rules against bullying, 96 responses
- Teacher kids how to get along better, 95 responses
- Other, 50 responses



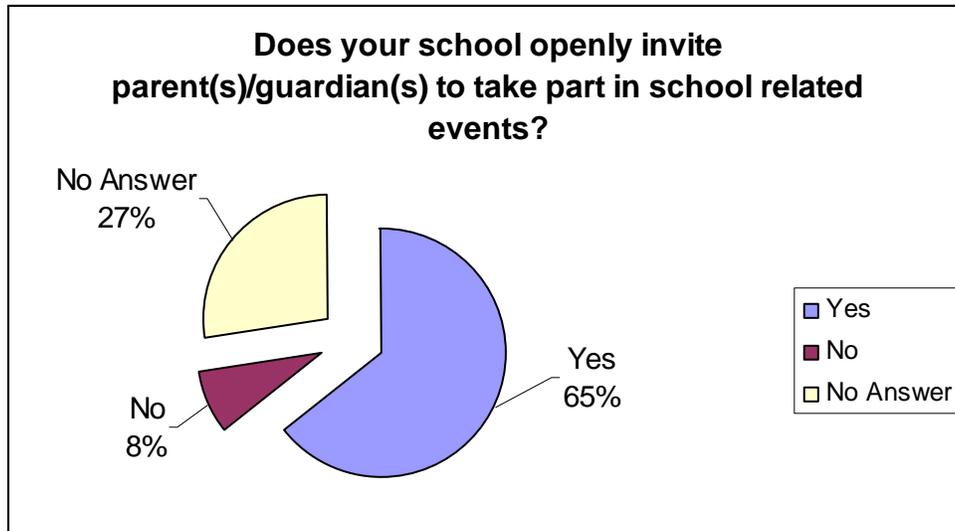
Description of data:

Utilizing a Department of Defense approved student survey, Osan American High School's students were polled regarding how often the school communicates with parents/guardians. The above graph was developed which reflects those findings.

Analysis of data:

It was found that the majority of students thought their parents were contacted:

- At least once a week, 31%
- At least once a month, 27%
- Once or twice a year, 12%
- No Answer, 30%



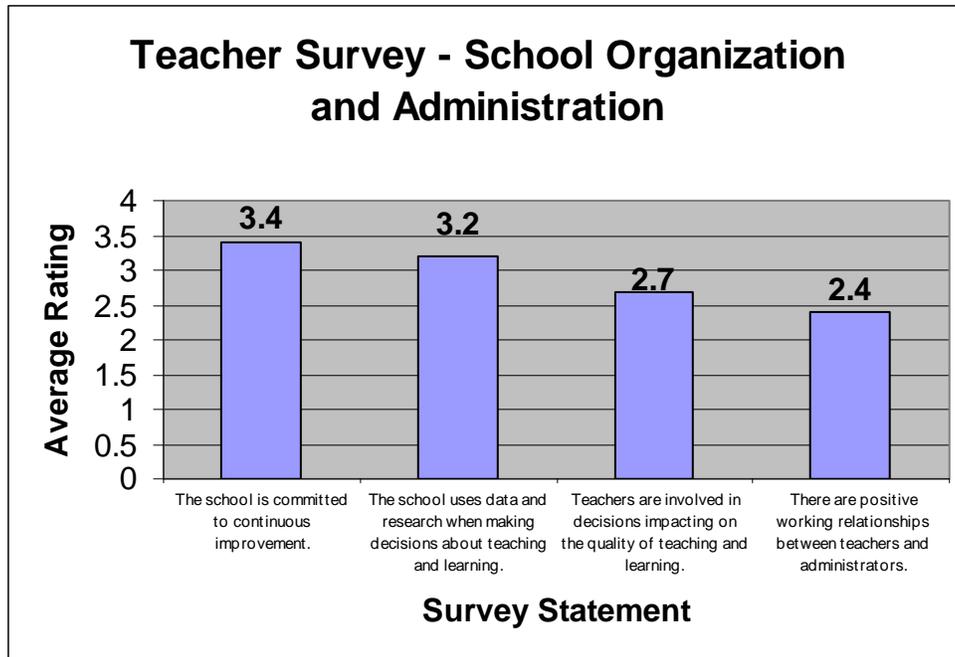
Description of data:

Utilizing a Department of Defense approved student survey, Osan American High School's students were polled regarding whether or not the school openly invites parents/guardians to take part in school related events. The above graph was developed which reflects those findings.

Analysis of data:

It was found that the majority of students responded with the following:

- Yes, 65%
- No, 8%
- No Answer, 27%



Description of Data:

Utilizing a pre-prepared and union approved teacher survey, Osan American High School's teachers were polled regarding their perceptions of organization and administration at Osan American High School. The above graph was developed which reflects those findings.

Analysis of Data:

The staff at Osan American High School rated items in the category of school organization and administration. The descriptors used were: strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

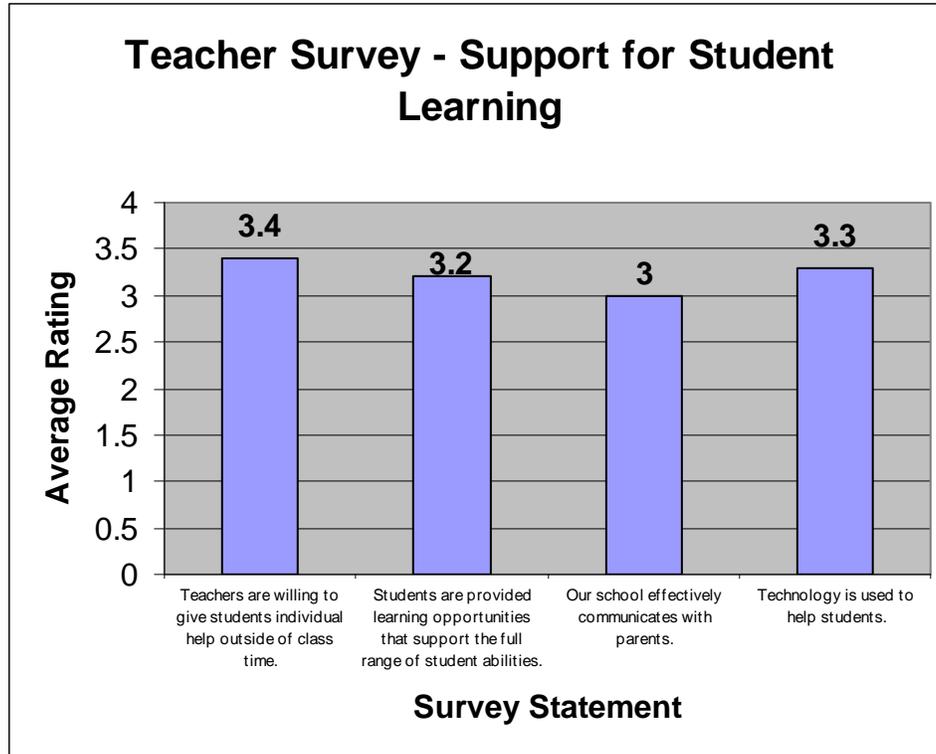
The Osan American High School staff agreed with the following:

- The school is committed to continuous improvement.
- The school uses data and research when making decisions about teaching and learning.

The Osan American High School staff disagreed with the following:

- Teachers are involved in decisions impacting on the quality of teaching and learning.
- There are positive working relationships between teachers and administrators.

There were no items in which the perception of the Osan American High School staff was strongly agreed or strongly disagreed.



Description of Data:

Utilizing a previously developed union approved teacher survey, Osan American High School’s teachers were polled regarding their perceptions of our School’s support for student learning. The above graph was developed which reflects those findings.

Analysis of Data:

The staff at Osan American High School rated items in the category of support for student learning. The descriptors used were: strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

The Osan American High School staff agreed with the following:

- Teachers are willing to give students individual help outside of class time.
- Students are provided learning opportunities that support the full range of student abilities.
- Our school effectively communicates with parents.
- Technology is used to help students.

There were no items in which the perception of the Osan American High School staff was strongly agreed, disagreed, or strongly disagreed.

Implications for Action: Unique Local Insights – Parent, Student, and Staff Perceptions

Student Performance Goals

Areas identified by this data for student performance goals (not the goal statements!) could include:

Other Data and/or Actions Needed

Follow-up on Former Students

Data Collection Instrument(s)

Due to Department of Defense restrictions related to the collection of data from students, the school was unable to obtain the perceptions of former students prior to the selection of new student performance goals. When approval is provided by the Department of Defense, data collected from former students will be added to the School Profile.

Existing School Data – Student Data

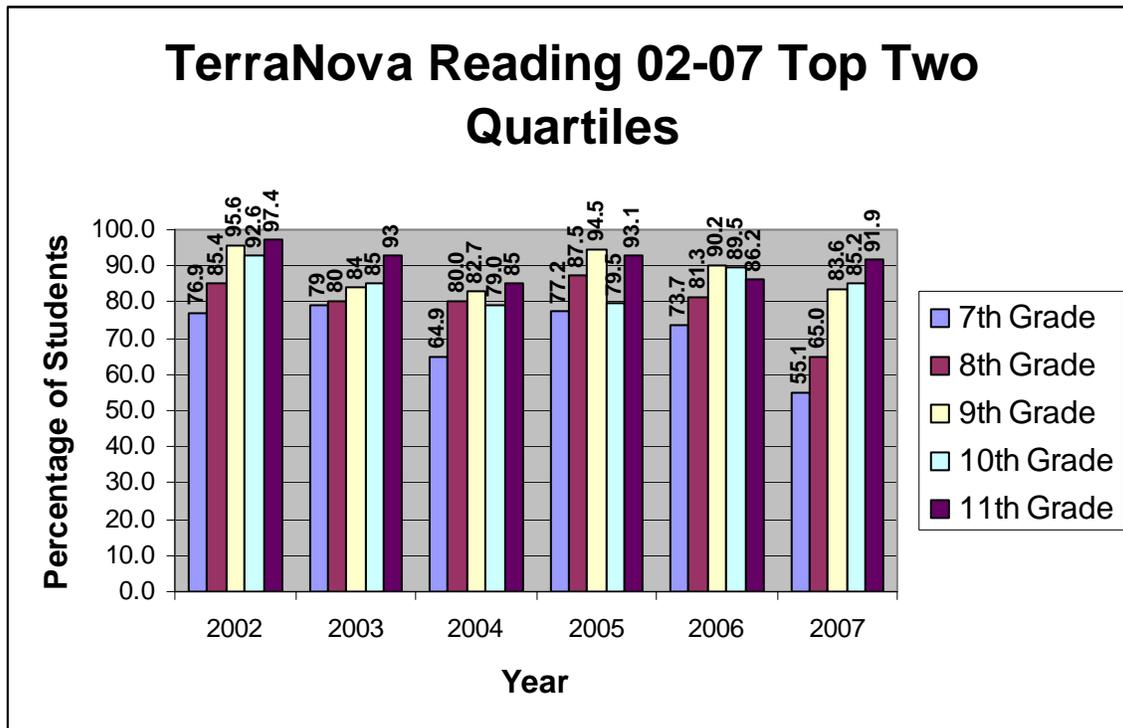
Data Collection Instrument(s)

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

- TerraNova Reading; Top Two National Quartiles, Grades 7 through 11
- TerraNova Language; Top Two National Quartiles, Grades 7 through 11
- TerraNova Mathematics; Top Two National Quartiles, Grades 7 through 11
- TerraNova Science; Top Two National Quartiles, Grades 7 through 11
- TerraNova Social Studies; Top Two National Quartiles, Grades 7 through 11
- TerraNova Reading; Bottom National Quartile, Grades 7 through 11
- TerraNova Language; Bottom National Quartile, Grades 7 through 11
- TerraNova Mathematics; Bottom National Quartile, Grades 7 through 11
- TerraNova Science; Bottom National Quartile, Grades 7 through 11
- TerraNova Social Studies; Bottom National Quartile, Grades 7 through 11
- TerraNova Reading 2007; Ethnicity, Top Two National Quartiles, Grades 7 through 11
- TerraNova Language 2007; Ethnicity, Top Two National Quartiles, Grades 7 through 11
- TerraNova Mathematics 2007; Ethnicity, Top Two National Quartiles, Grades 7 through 11
- TerraNova Science 2007; Ethnicity, Top Two National Quartiles, Grades 7 through 11
- TerraNova Social Studies 2007; Ethnicity, Top Two National Quartiles, Grades 7 through 11
- TerraNova Reading 2007; Ethnicity, Bottom National Quartile, Grades 7 through 11
- TerraNova Language 2007; Ethnicity, Bottom National Quartile, Grades 7 through 11
- TerraNova Mathematics 2007; Ethnicity, Bottom National Quartile, Grades 7 through 11
- TerraNova Science 2007; Ethnicity, Bottom National Quartile, Grade 7 through 11
- TerraNova Social Studies 2006; Ethnicity, Bottom National Quartile, Grades 7 through 11
- TerraNova Reading 2007; Gender, Top Two Quarters, Grades 7 through 11
- TerraNova Language 2007; Gender, Top Two Quarters, Grades 7 through 11
- TerraNova Mathematics 2007; Gender, Top Two Quarters, Grades 7 through 11
- TerraNova Science 2007; Gender, Top Two Quarters, Grades 7 through 11
- TerraNova Social Studies 2007; Gender, Top Two Quarters, Grades 7 through 11
- TerraNova Reading 2007; Gender, Bottom National Quartile, Grades 7 through 11

- TerraNova Language 2007; Gender, Bottom National Quartile, Grades 7 through 11
- TerraNova Mathematics 2007; Gender, Bottom National Quartile, Grades 7 through 11
- TerraNova Science 2007; Gender, Bottom National Quartile, Grade 7 through 11
- TerraNova Social Studies 2007; Gender, Bottom National Quartile, Grades 7 through 11
- Balanced Assessment in Mathematics; Top Two National Quartiles, Grade 8
- Balanced Assessment in Mathematics; Bottom National Quartile, Grade 8
- Communications Arts Performance Assessment; Top Two Quartiles, Grades 8 and 10
- Nelson Denny; Scores at or above 60%, Grades 7 through 12
- In View; Scores at or above 60%, Grades 7 through 12
- 2007 Advance Placement (AP) Exams; Scores of 3 or above
- Scholastic Aptitude Test (SAT)

Presentation/Analysis of Data: Student Data

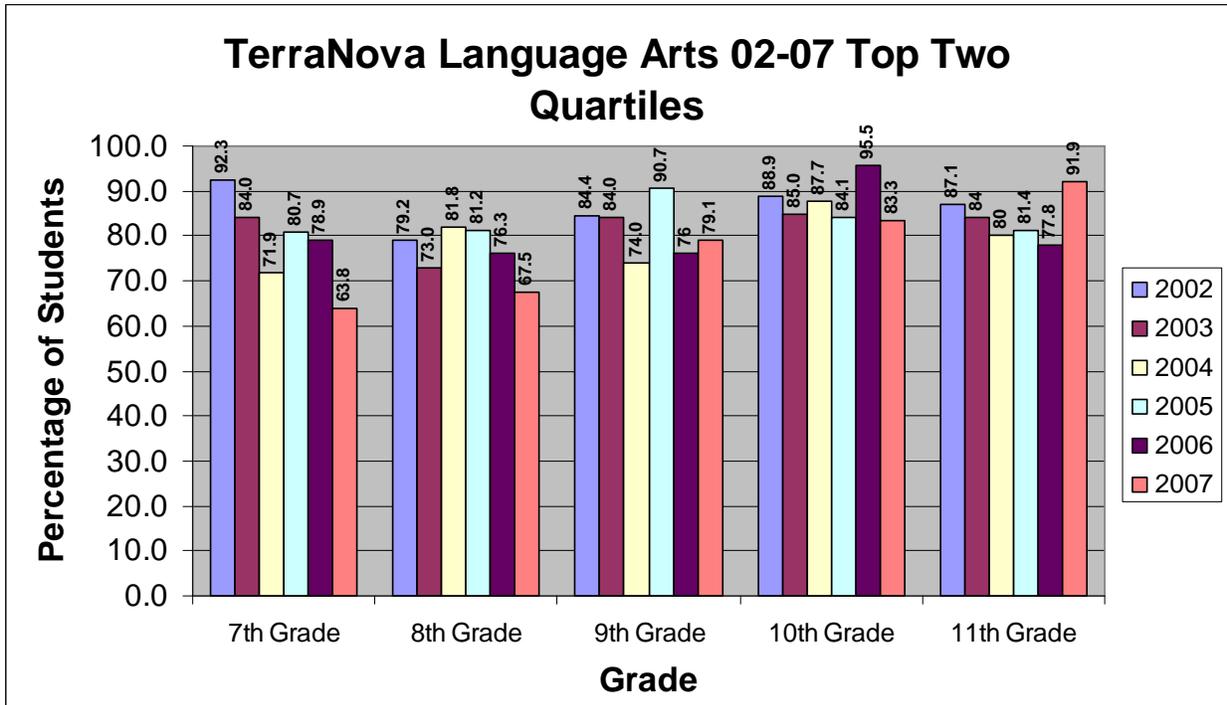


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Reading Subtest given to all students in DoDEA in grades seven through eleven. This graph shows the percentage of students who scored in the top two quartiles.

Analysis of Data:

This data from the TerraNova Reading Subtest indicates the percentage of students who are performing in the top two quartiles, and will meet the DoDEA Community Strategic Plan and its goals. DoDEA’s goal is for 75% of our students to score in the top two quartiles. Since some grades fail to meet this goal, we may want to consider reading as one of our Continuous School Improvement goals.

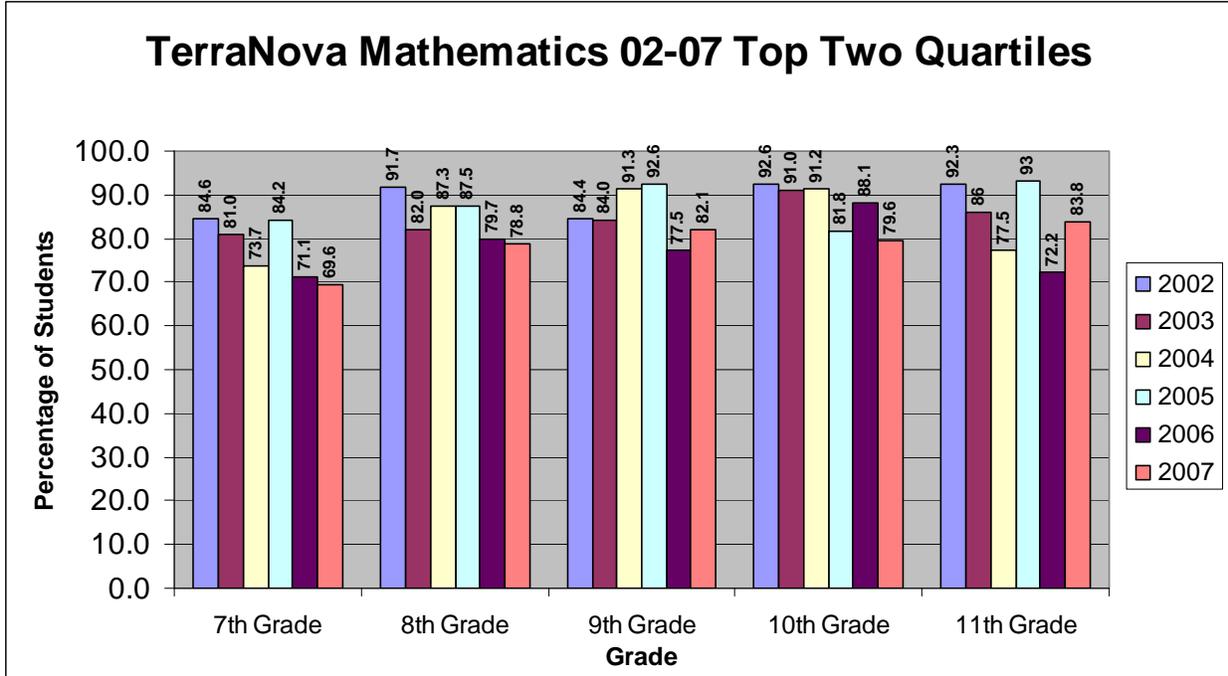


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Language Arts Subtest given to all students in DoDEA in grades seven through eleven. The graph shows the percentage of students who scored in the top two quartiles.

Analysis of Data:

This data from the TerraNova Language Arts Subtest indicates the percentage of students performing in the top two quartiles, who will meet the DoDEA Community Strategic Plan and its goals. DoDEA’s goal is for 75% of our students to score in the top two quartiles. Since some grades fail to meet this goal, we may want to consider language arts as one of our Continuous School Improvement goals.

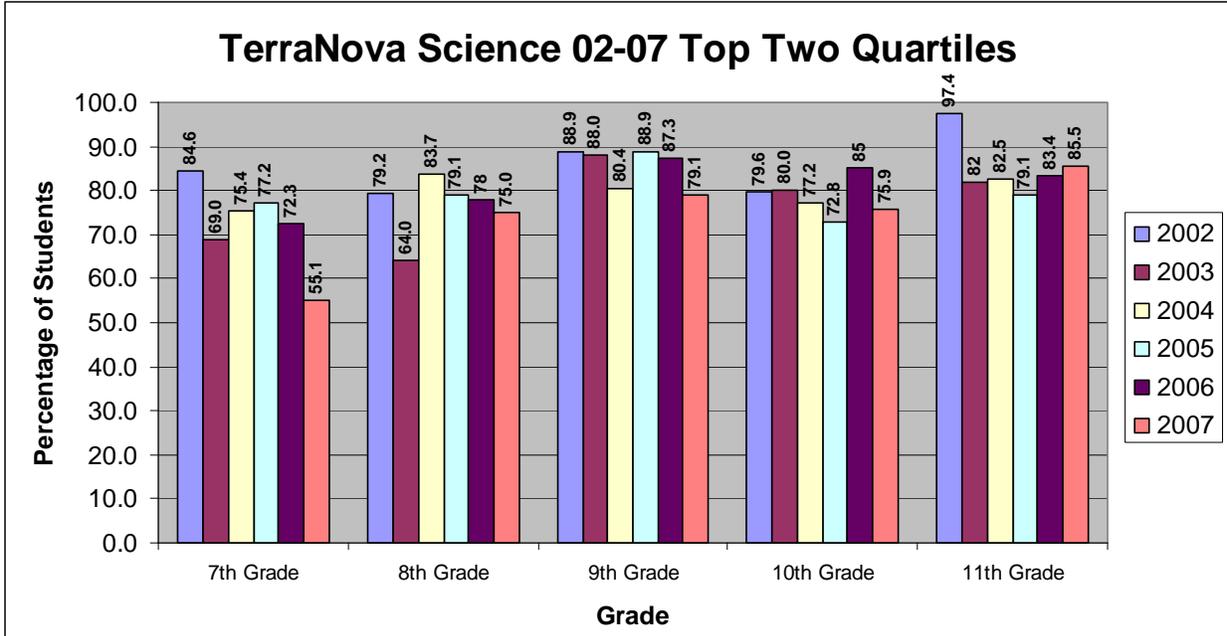


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Mathematics Subtest given to all students in DoDEA in grades seven through eleven. The graph shows the percentage of students who scored in the top two quartiles.

Analysis of Data:

This data from the TerraNova Mathematics Subtest indicates the percentage of students performing in the top two quartiles, who will meet the DoDEA Community Strategic Plan and its goals. DoDEA’s goal is for 75% of our students to score in the top two quartiles. Since some grades fail to meet this goal, we may want to consider mathematics as one of our Continuous School Improvement goals.

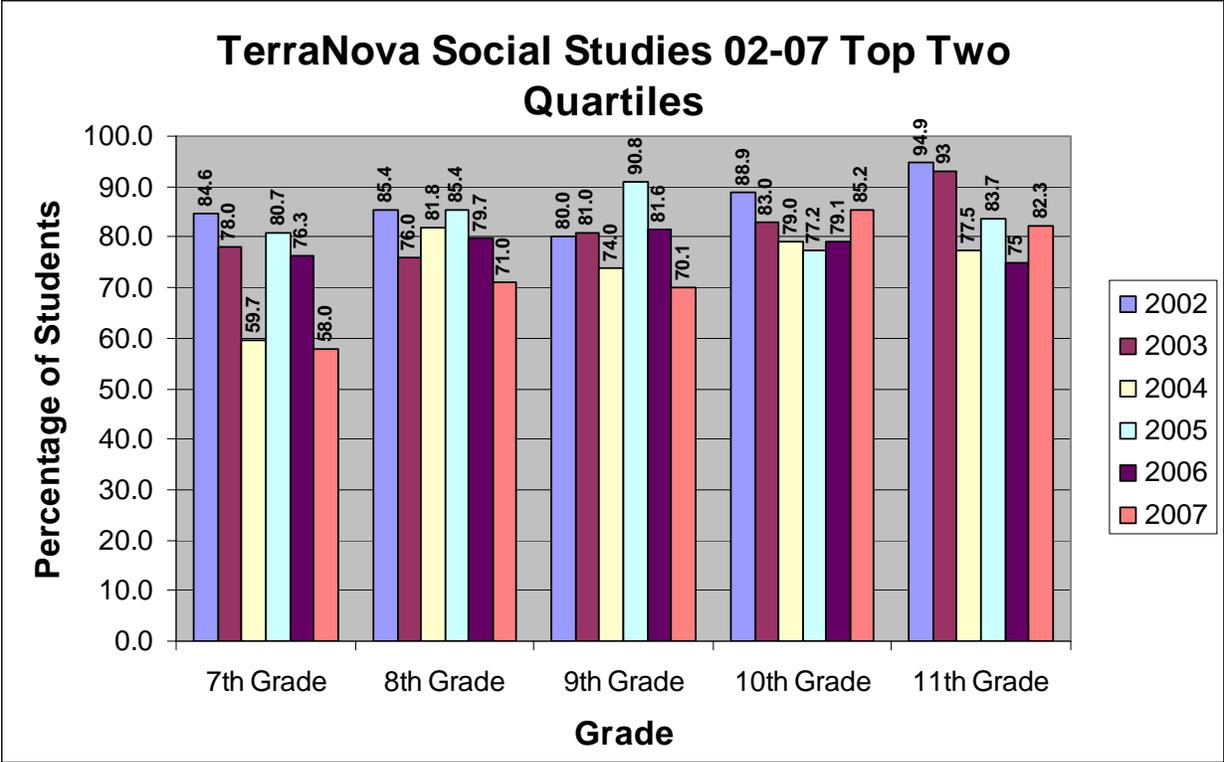


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Science Subtest given to all students in DoDEA in grades seven through eleven. The graph shows the percentage of students who scored in the top two quartiles.

Analysis of Data:

This data from the TerraNova Science Subtest indicates the percentage of students performing in the top two quartiles who will meet the DoDEA Community Strategic Plan and its goals. DoDEA’s goal is for 75% of our students to score in the top two quartiles. Since some grades fail to meet this goal, we may want to consider science as one of our Continuous School Improvement goals.

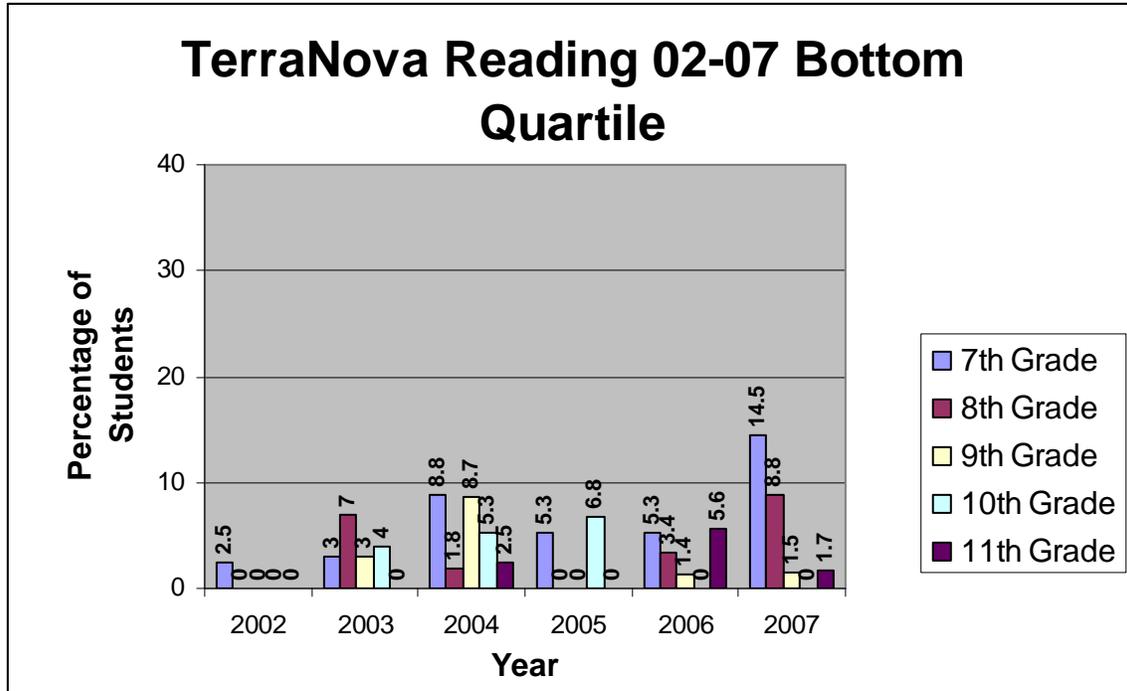


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Social Studies Subtest given to all students in DoDEA in grades seven through eleven. The graph shows the percentage of students who scored in the top two quartiles.

Analysis of Data:

This data from the TerraNova Social Studies Subtest indicates the percentage of students performing in the top two quartiles, who will meet the DoDEA Community Strategic Plan and its goals. DoDEA’s goal is for 75% of our students to score in the top two quartiles. Since some grades fail to meet this goal, we may want to consider social studies as one of our Continuous School Improvement goals.

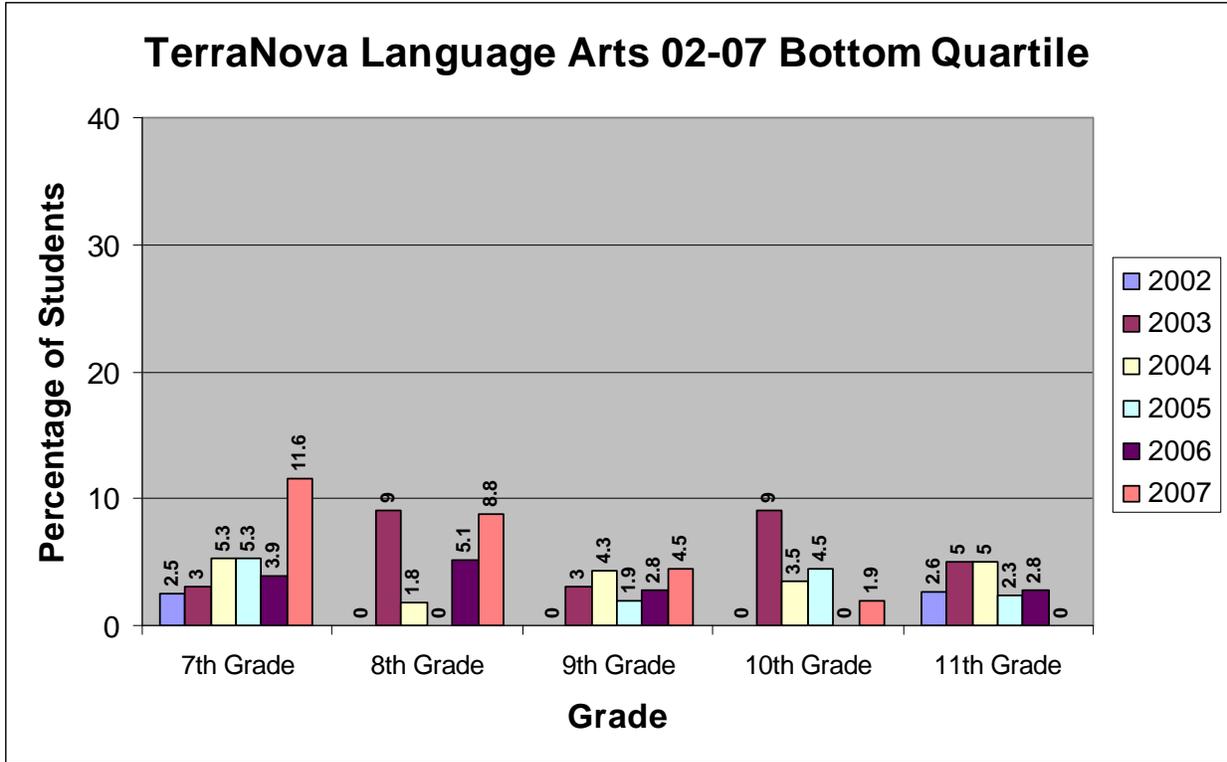


Description of Data:

The above graph represents the results of 2nd Edition Reading Subtest given to all students in DoDEA in grades seven through eleven. The graph shows the percentage of students who scored in the bottom quartile.

Analysis of Data:

This data from the TerraNova Reading Subtest indicates the percentage of students performing in the bottom quartile, who will not meet the DoDEA Community Strategic Plan and its goals. DoDEA’s goal is for fewer than 7% of our students to score in the bottom quartile. Since some grades fail to meet this goal, we may want to consider reading as one of our Continuous School Improvement goals.

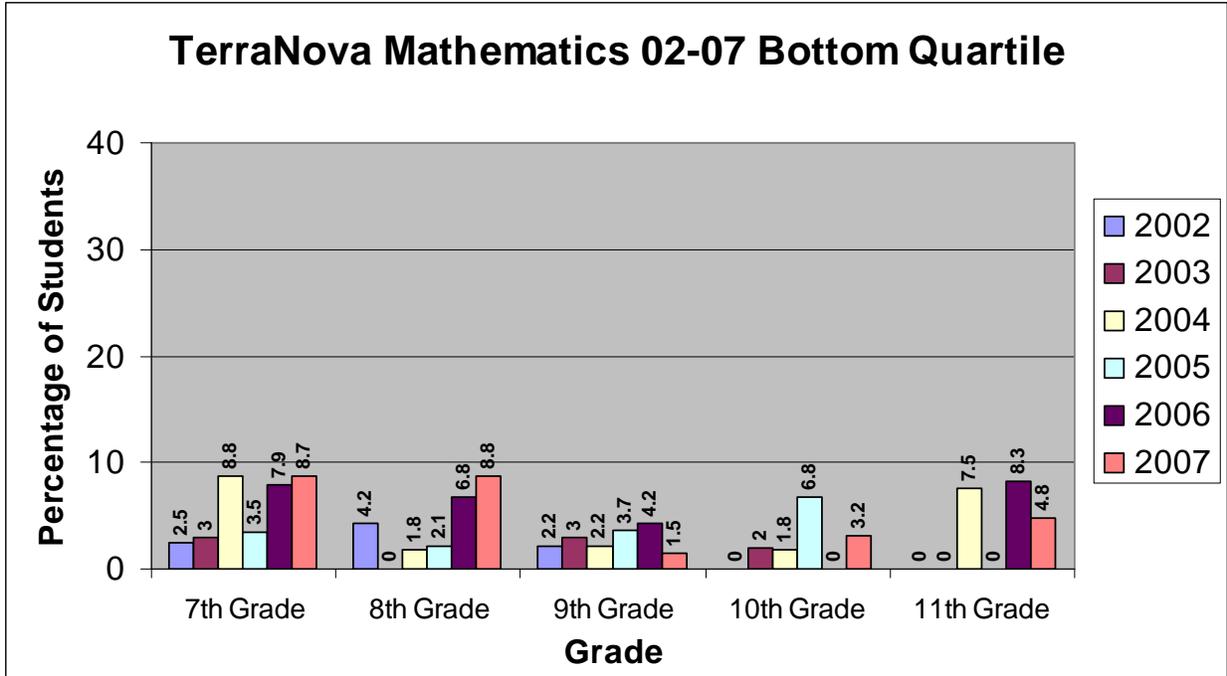


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Language Arts Subtest given to all students in DoDEA in grades seven through eleven. The graph shows the percentage of students who scored in the bottom quartile.

Analysis of Data:

This data from the TerraNova Language Arts Subtest indicates the percentage of students performing in the bottom quartile, who will not meet the DoDEA Community Strategic Plan and its goals. DoDEA’s goal is for fewer than 7% of our students to score in the bottom quartile. Since some grades fail to meet this goal, we may want to consider language arts as one of our Continuous School Improvement goals.

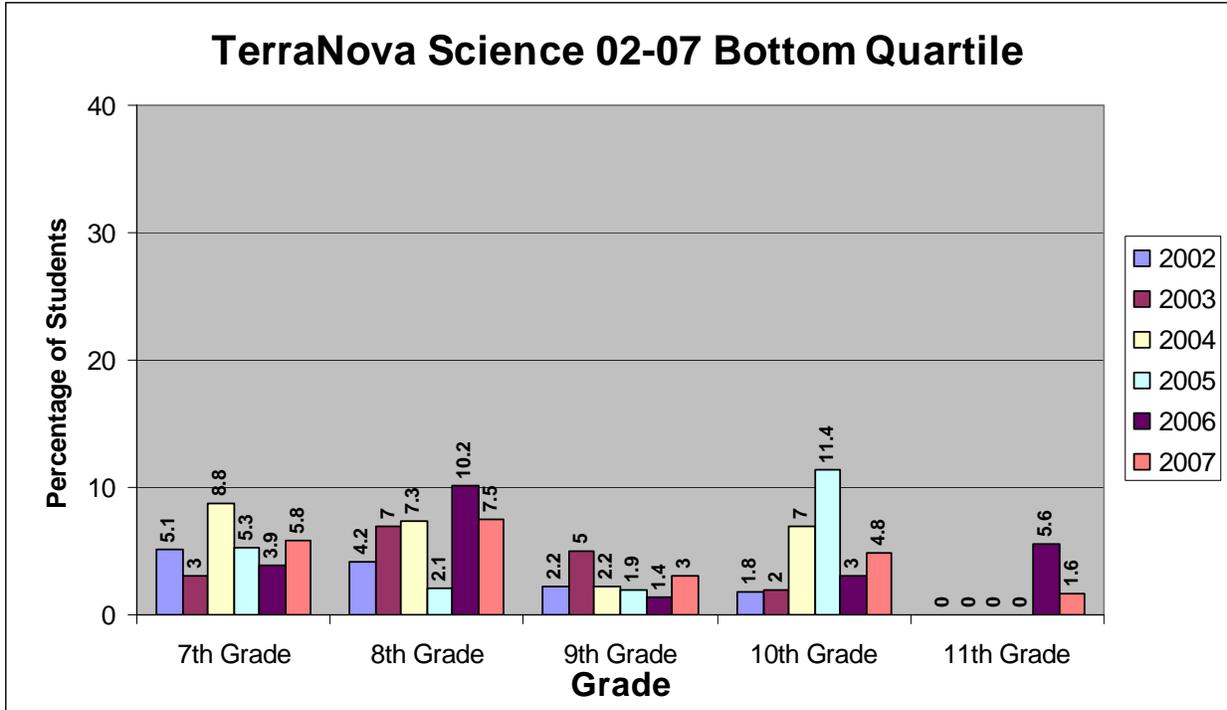


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Mathematics Subtest given to all students in DoDEA in grades seven through eleven. The graph shows the percentage of students who scored in the bottom quartile.

Analysis of Data:

This data from the TerraNova Mathematics Subtest indicates the percentage of students performing in the bottom quartile, who not meet the DoDEA Community Strategic Plan and its goals. DoDEA's goal is for fewer than 7% of our students to score in the bottom quartile. Since some grades fail to meet this goal, we may want to consider mathematics as one of our Continuous School Improvement goals.

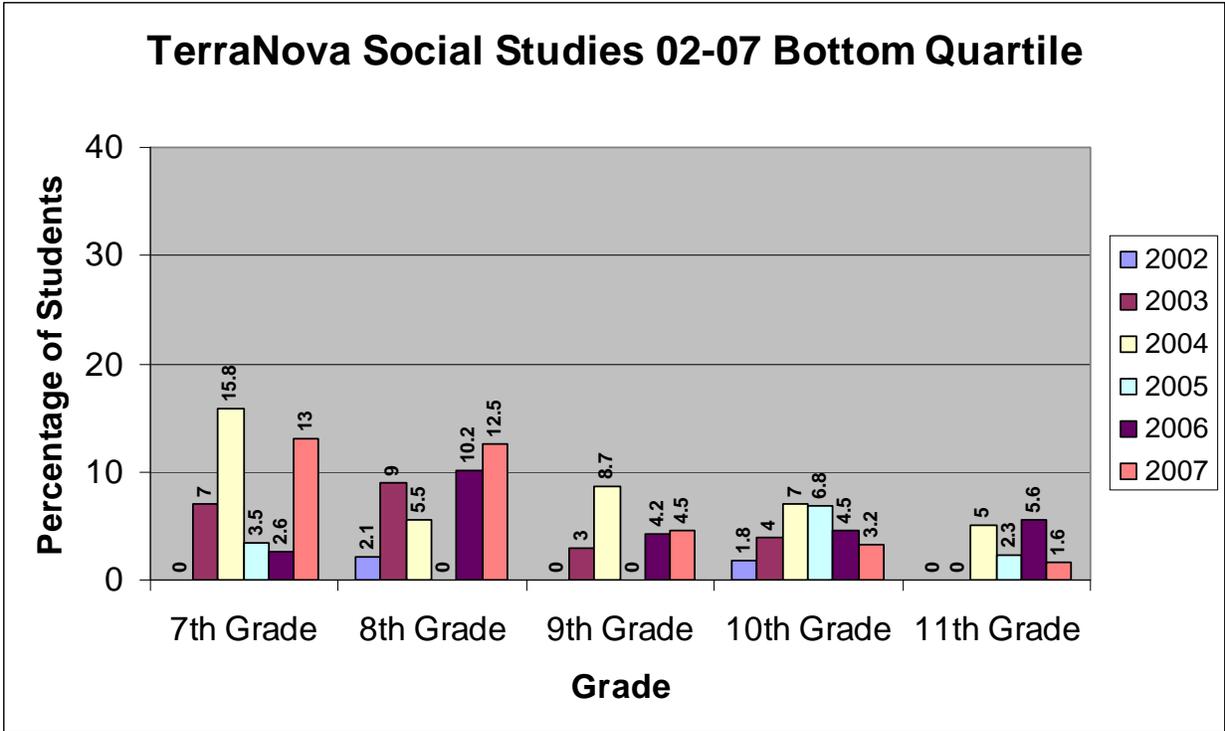


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Science Subtest given to all students in DoDEA in grades seven through eleven. The graph shows the percentage of students who scored in the bottom quartile.

Analysis of Data:

This data from the TerraNova Science Subtest indicates the percentage of students performing in the bottom quartile, who will not meet the DoDEA Community Strategic Plan and its goals. DoDEA’s goal is for fewer than 7% of our students to score in the bottom quartile. Since some grades fail to meet this goal, we may want to consider science as one of our Continuous School Improvement goals.

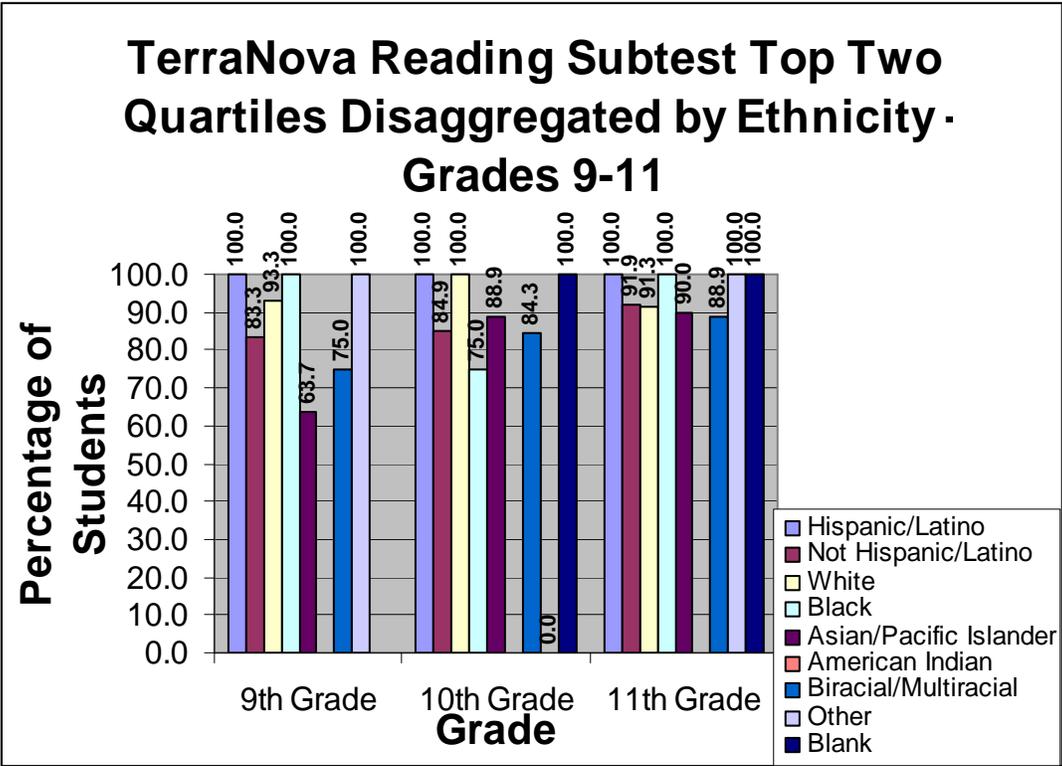
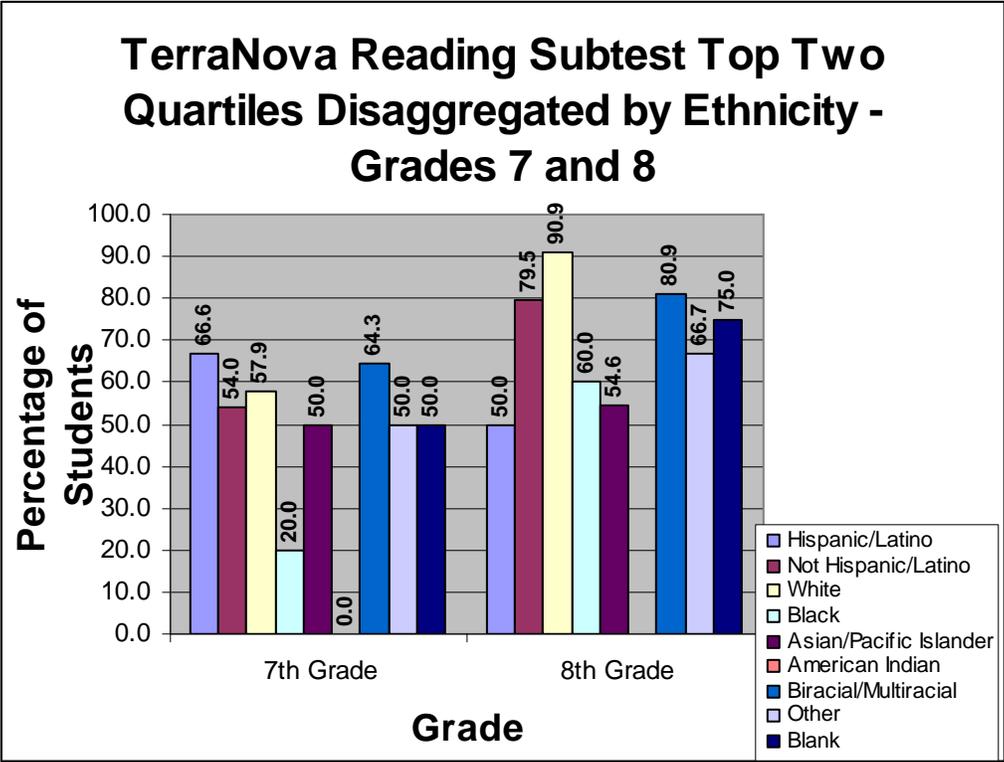


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Social Studies Subtest given to all students in DoDEA in grades seven through eleven. The graph shows the percentage of students who scored in the bottom quartile.

Analysis of Data:

This data from the TerraNova Social Studies Subtest indicates the percentage of students performing in the bottom quartile, who will not meet the DoDEA Community Strategic Plan and its goals. DoDEA’s goal is for fewer than 7% of our students to score in the bottom quartile. Since some grades fail to meet this goal, we may want to consider social studies as one of our Continuous School Improvement goals.

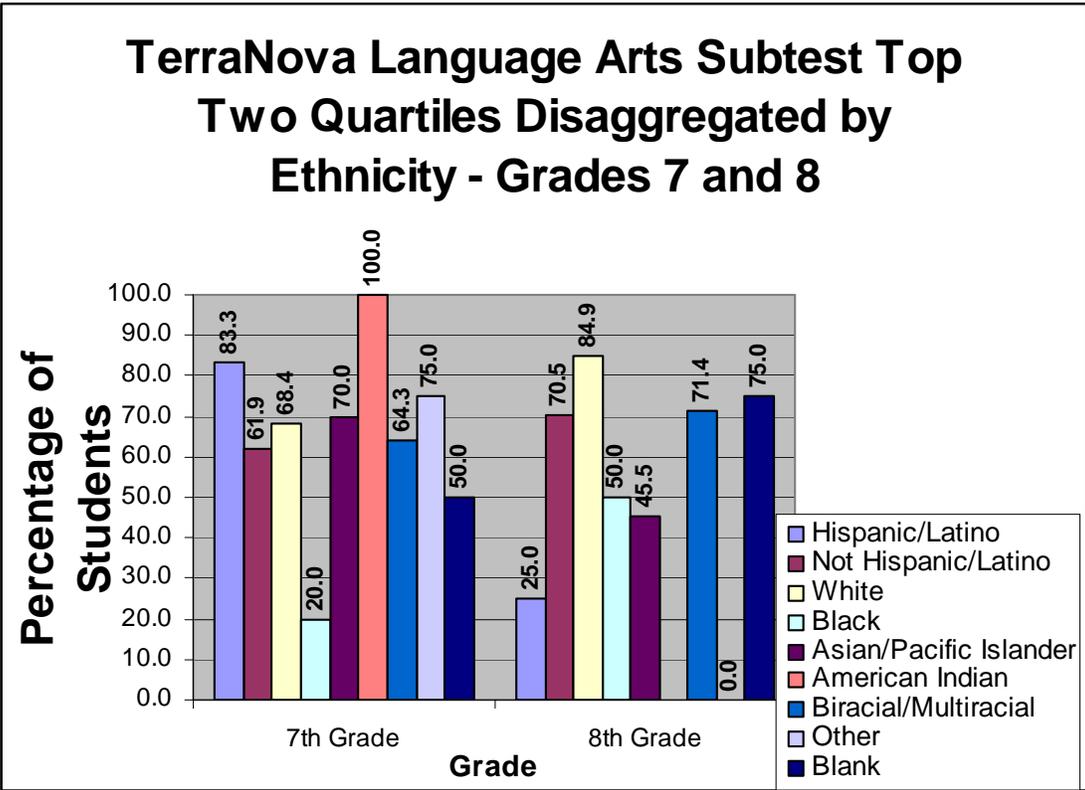


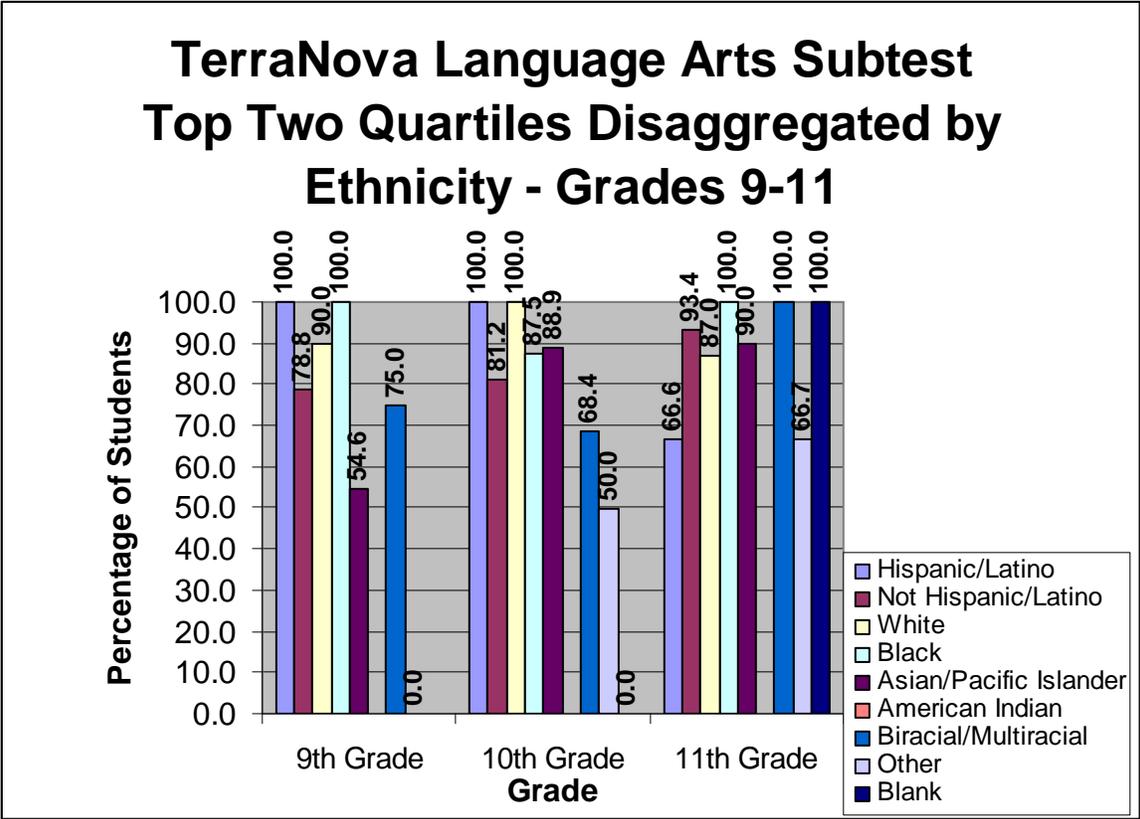
Description of Data:

The two graphs above represent the results of the TerraNova 2nd Edition Reading Subtest given to all students in DoDEA in grades seven through eleven. The top two quartiles in the TerraNova Reading Subtest are disaggregated above by student ethnicity, as indicated by the students on the TerraNova.

Analysis of Data:

This disaggregated data from the TerraNova Reading Subtest indicates that student performance differs among the various ethnicities at Osan American High School.



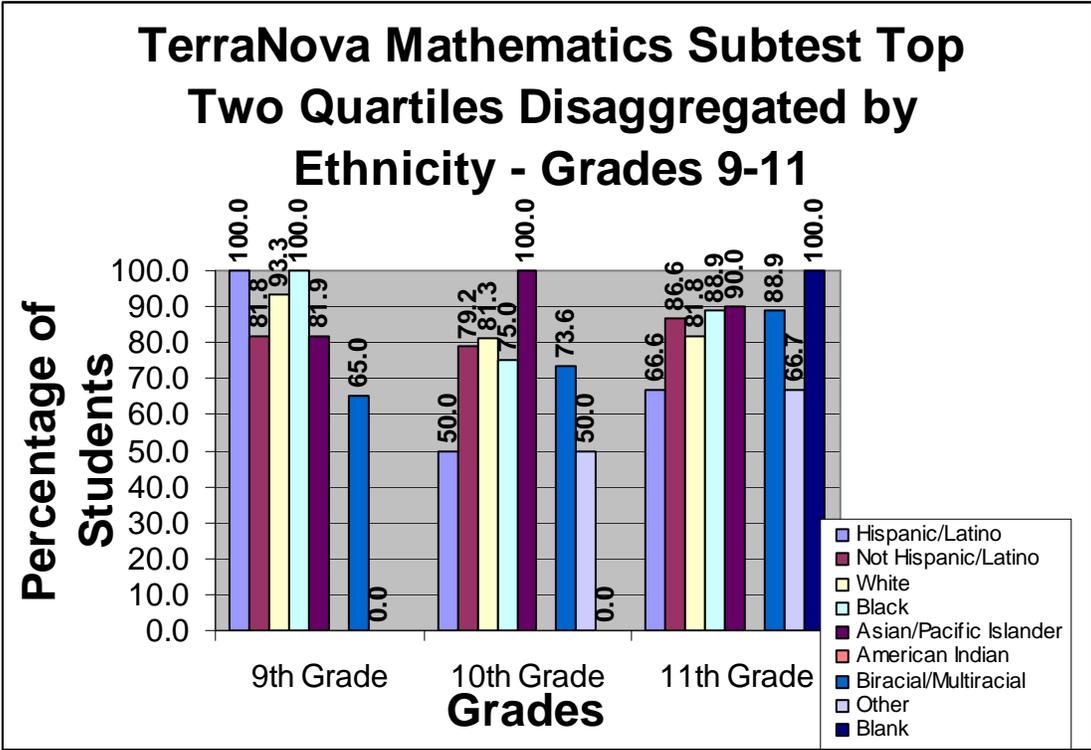
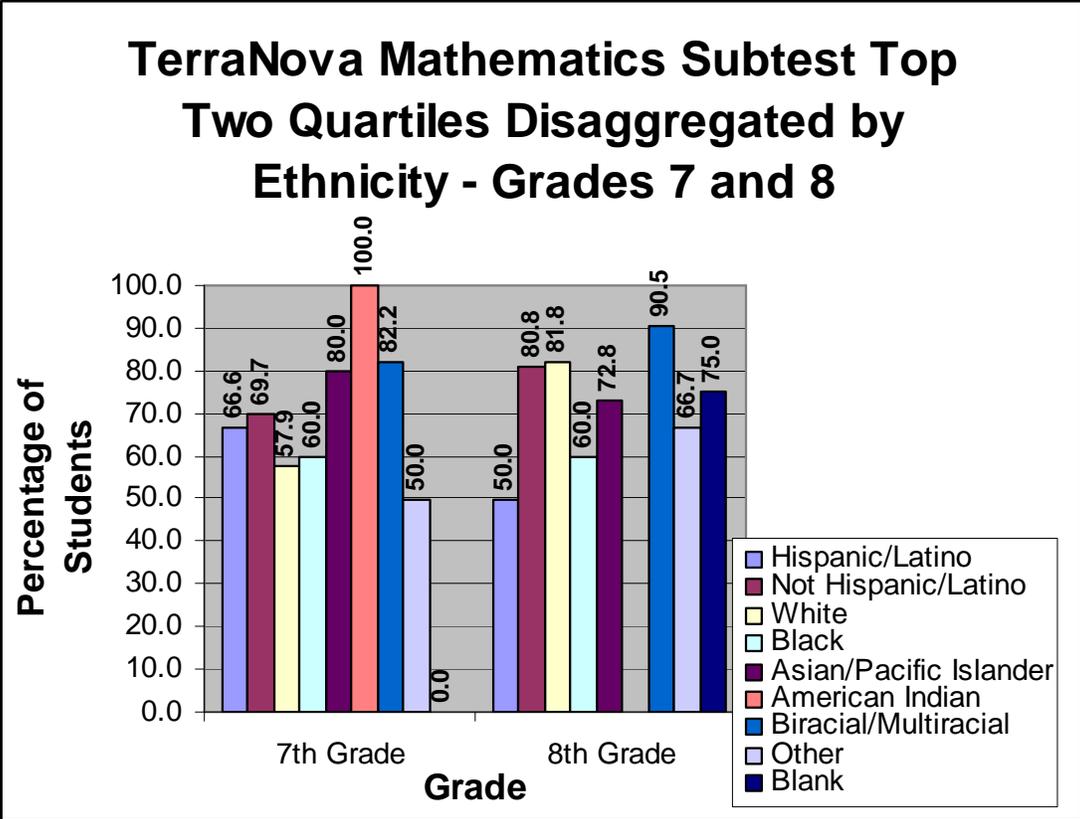


Description of Data:

The above two graphs represent the results of TerraNova 2nd Edition Language Arts Subtest given to all students in DoDEA in grades seven through eleven. The top two quartiles in the TerraNova Language Arts Subtest are disaggregated above by student ethnicity, as indicated by the students on the TerraNova.

Analysis of Data:

This disaggregated data from the TerraNova Language Arts Subtest indicates that student performance differs among the various ethnicities at Osan American High School.

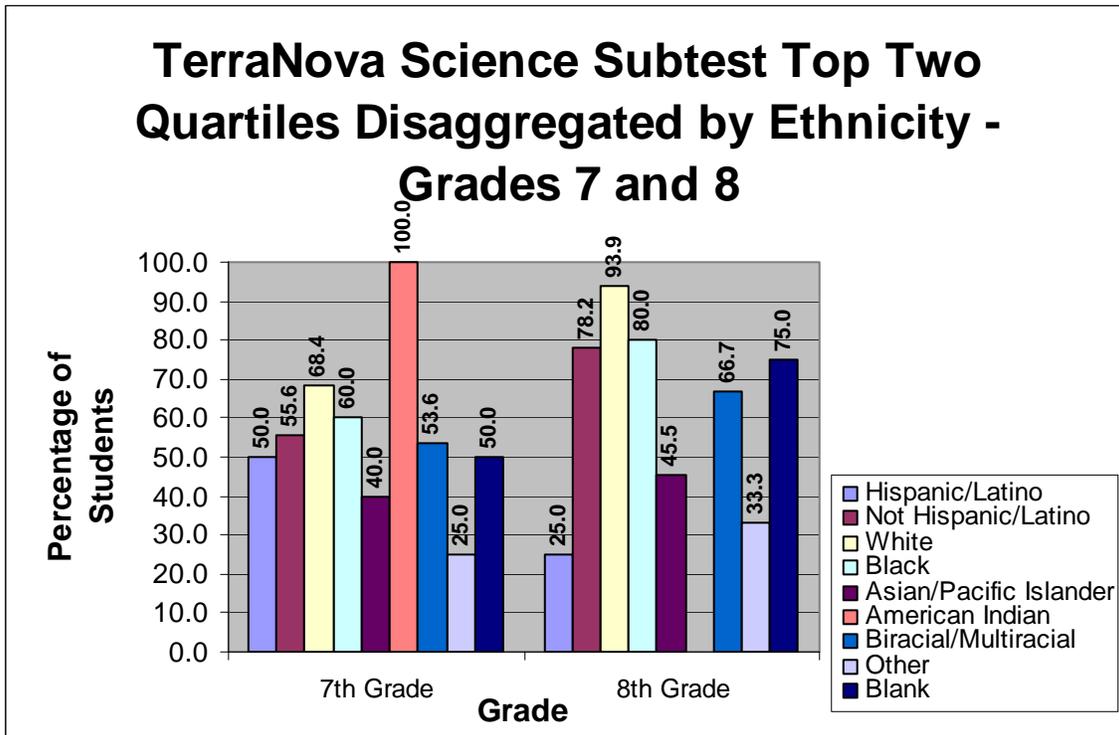


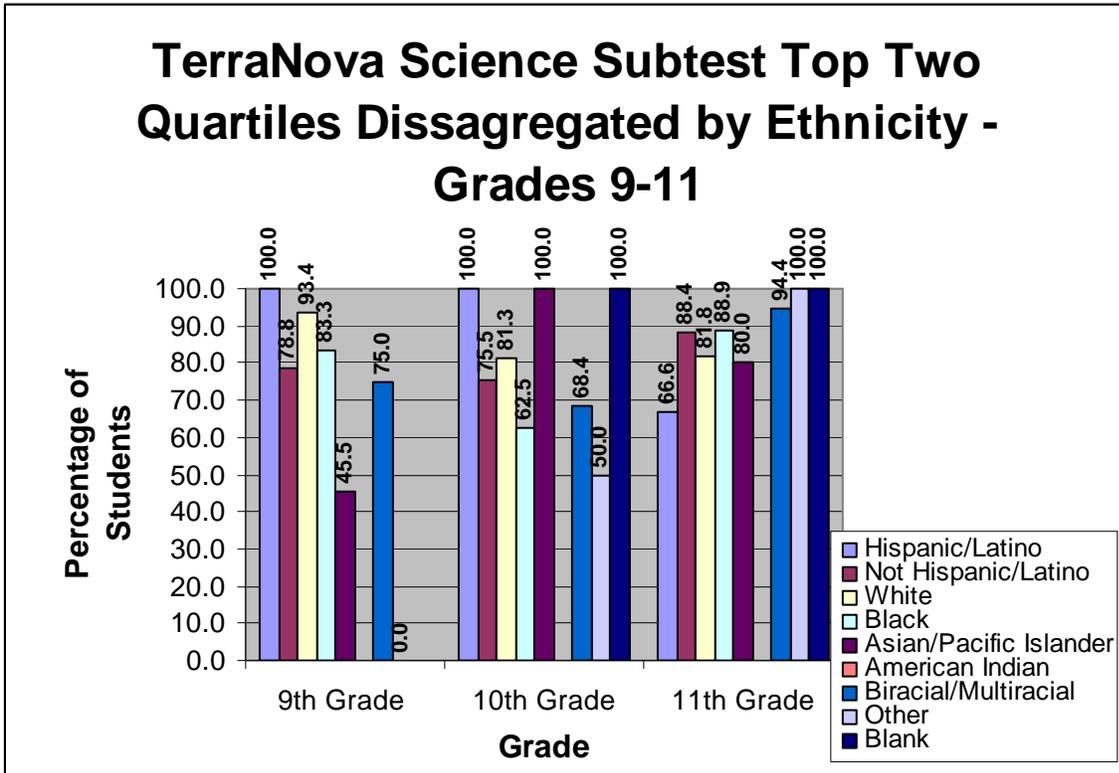
Description of Data:

The above two graphs represent the results of TerraNova 2nd Edition Mathematics Subtest given to all students in DoDEA in grades seven through eleven. The top two quartiles in the TerraNova Mathematics Subtest are disaggregated above by student ethnicity, as indicated by the students on the TerraNova.

Analysis of Data:

This disaggregated data from the TerraNova Mathematics Subtest indicates that student performance differs among the various ethnicities at Osan American High School.



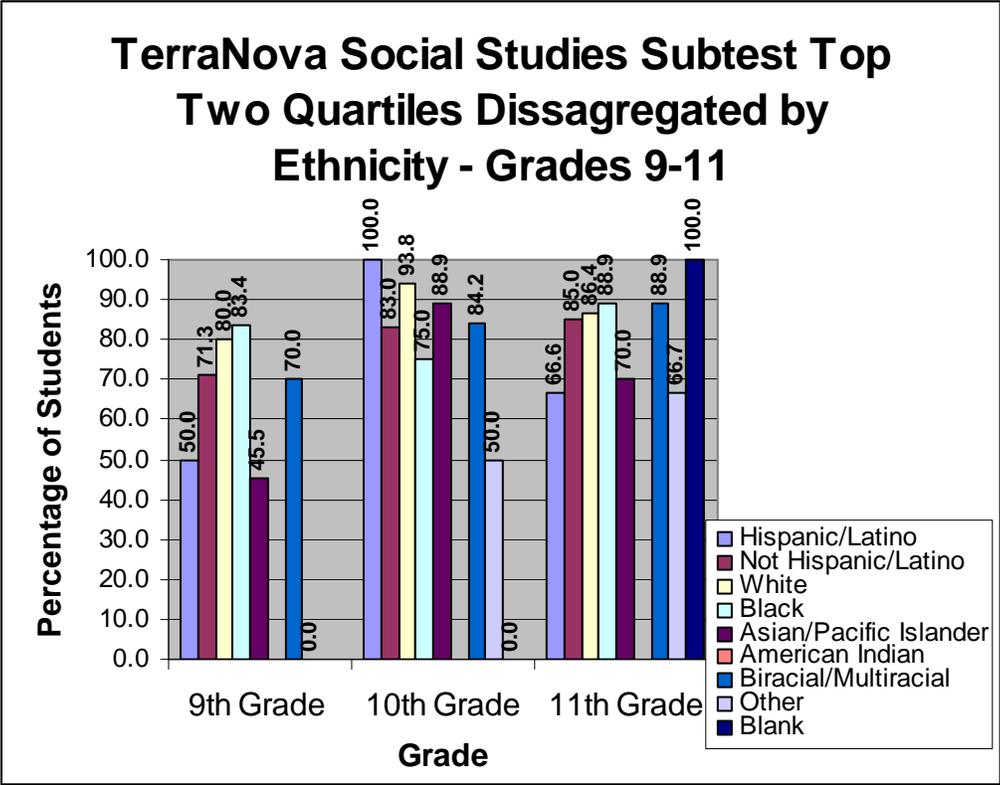
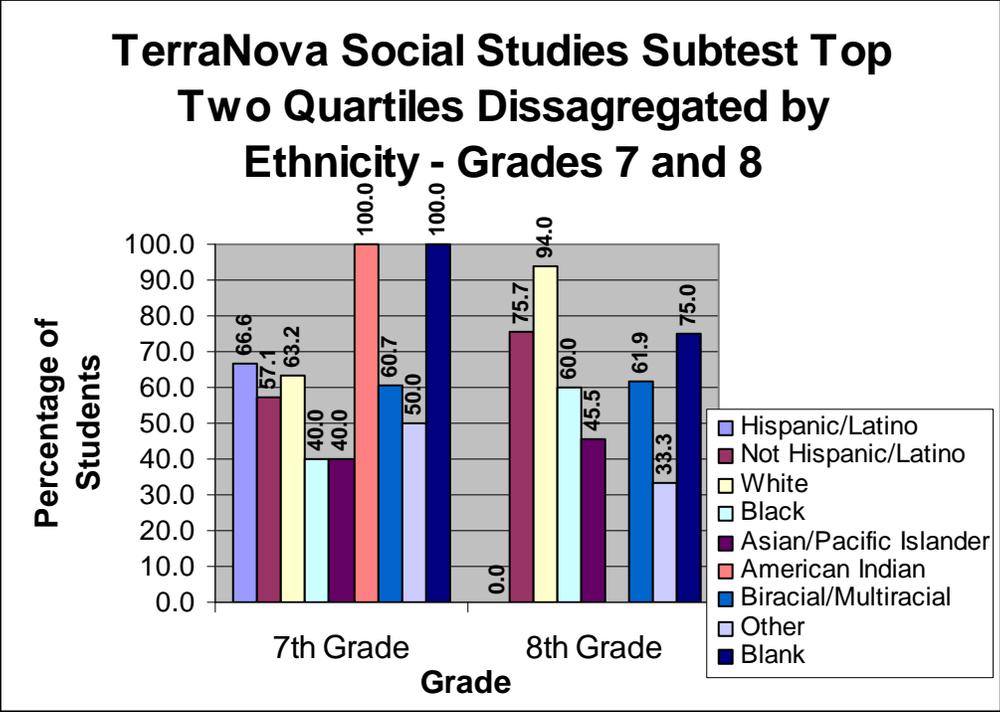


Description of Data:

The above two graphs represent the results of TerraNova 2nd Edition Science Subtest given to all students in DoDEA in grades seven through eleven. The top two quartiles in the TerraNova Science Subtest are disaggregated above by student ethnicity, as indicated by the students on the TerraNova.

Analysis of Data:

This disaggregated data from the TerraNova Science Subtest indicates that student performance differs among the various ethnicities at Osan American High School.

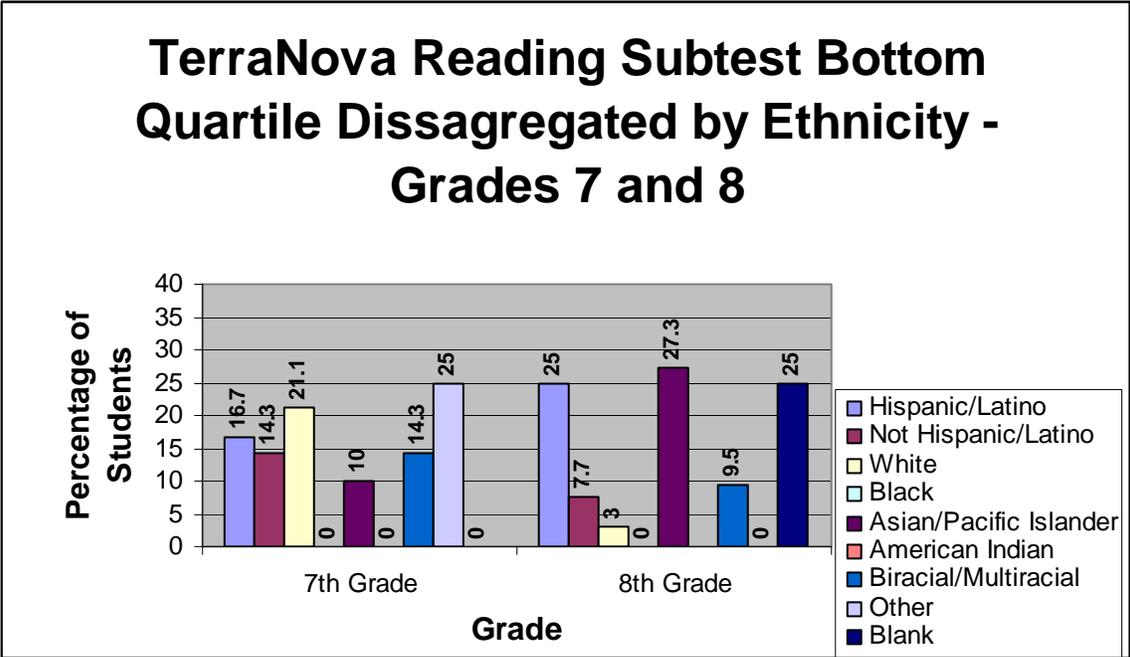


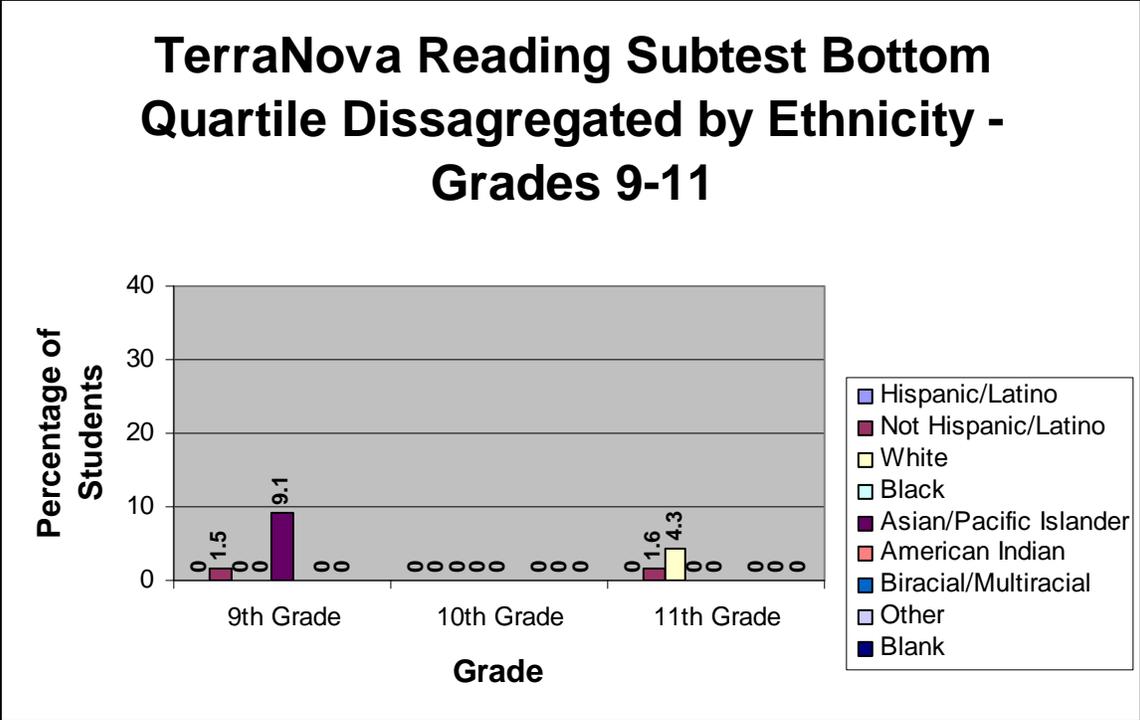
Description of Data:

The above two graphs represent the results of TerraNova 2nd Edition Social Studies Subtest given to all students in DoDEA in grades seven through eleven. The top two quartiles in the TerraNova Social Studies Subtest are disaggregated above by student ethnicity, as indicated by the students on the TerraNova.

Analysis of Data:

This disaggregated data from the TerraNova Social Studies Subtest indicates that student performance differs among the various ethnicities at Osan American High School.



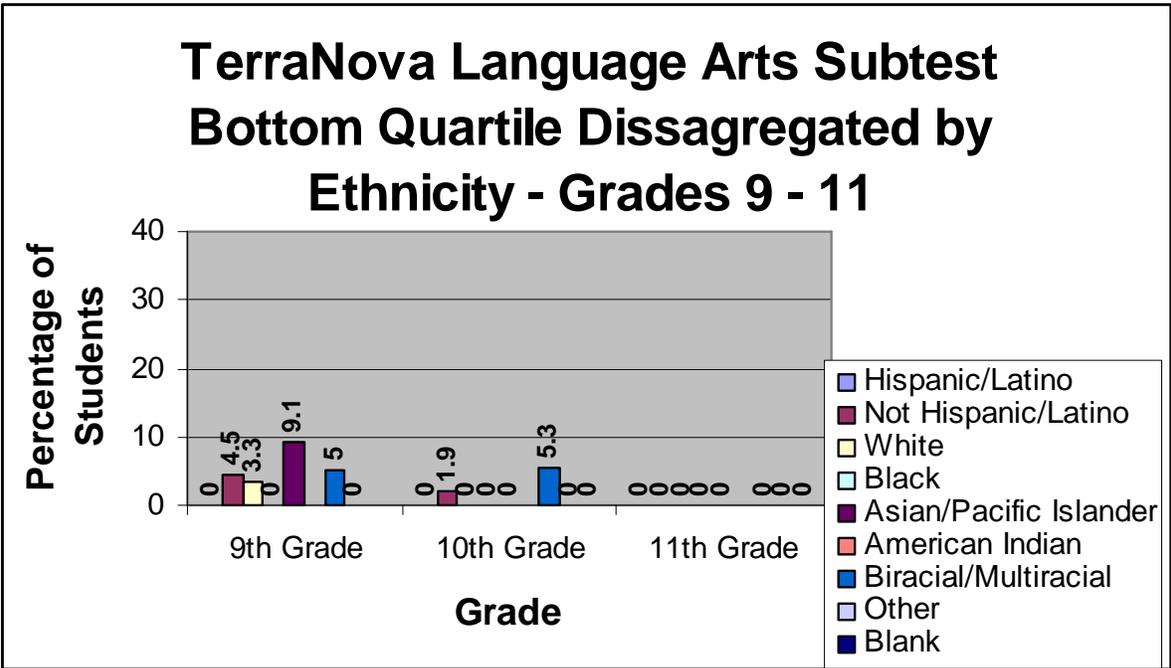
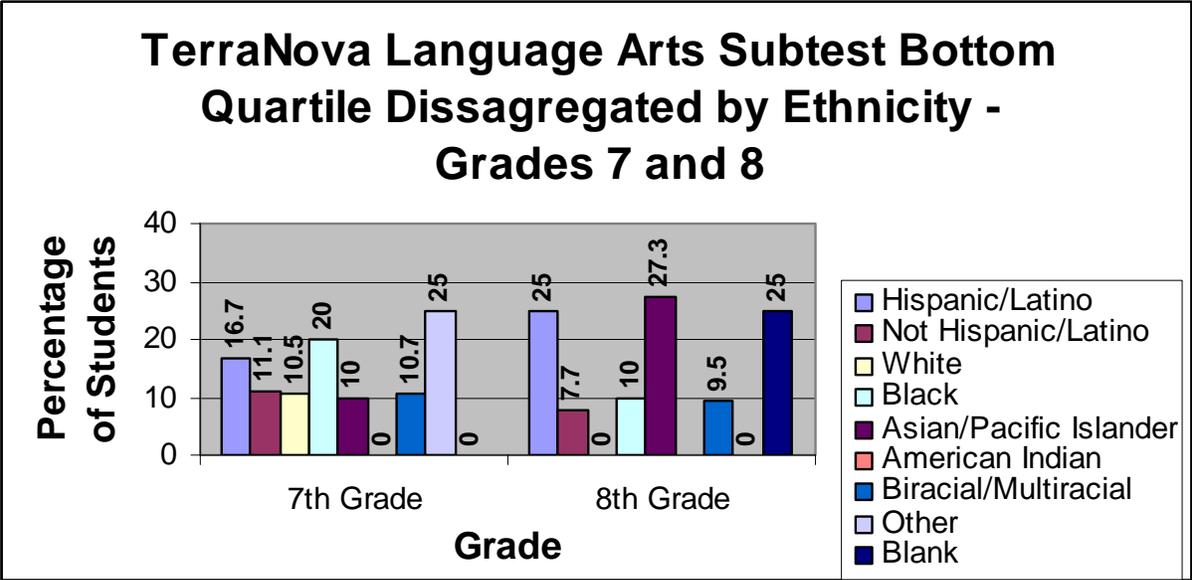


Description of Data:

The above two graphs represent the results of TerraNova 2nd Edition Reading Subtest given to all students in DoDEA in grades seven through eleven. The bottom quartile in the TerraNova Reading Subtest is disaggregated above by student ethnicity, as indicated by the students on the TerraNova.

Analysis of Data:

This disaggregated data from the TerraNova Reading Subtest indicates that student performance differs among the various ethnicities at Osan American High School.

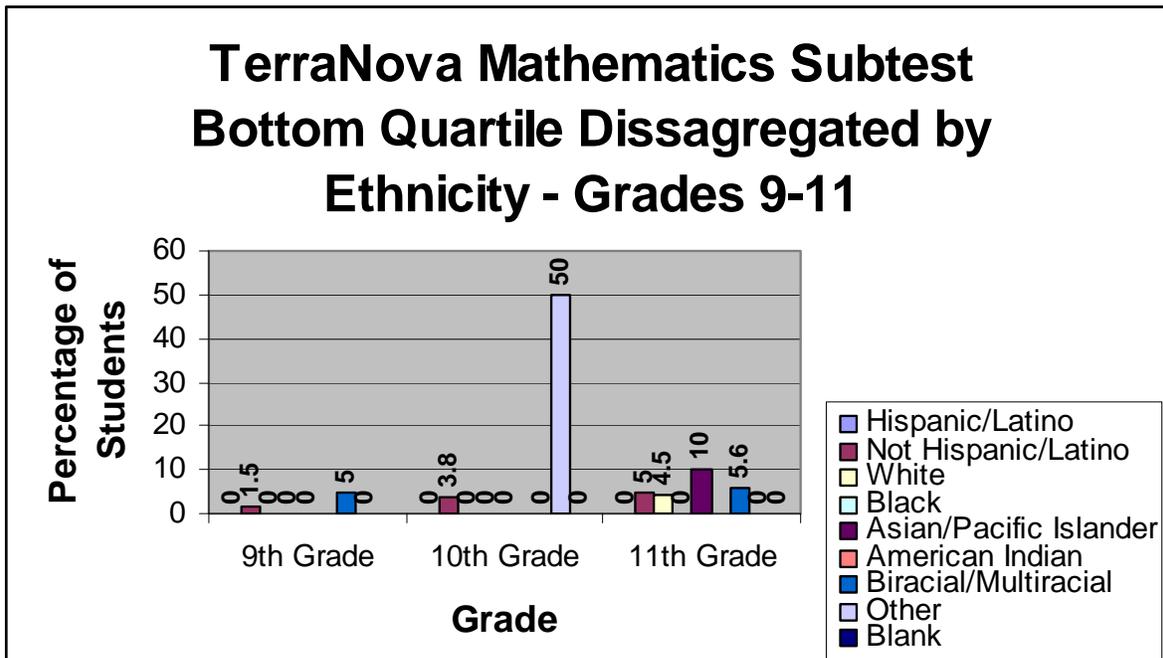
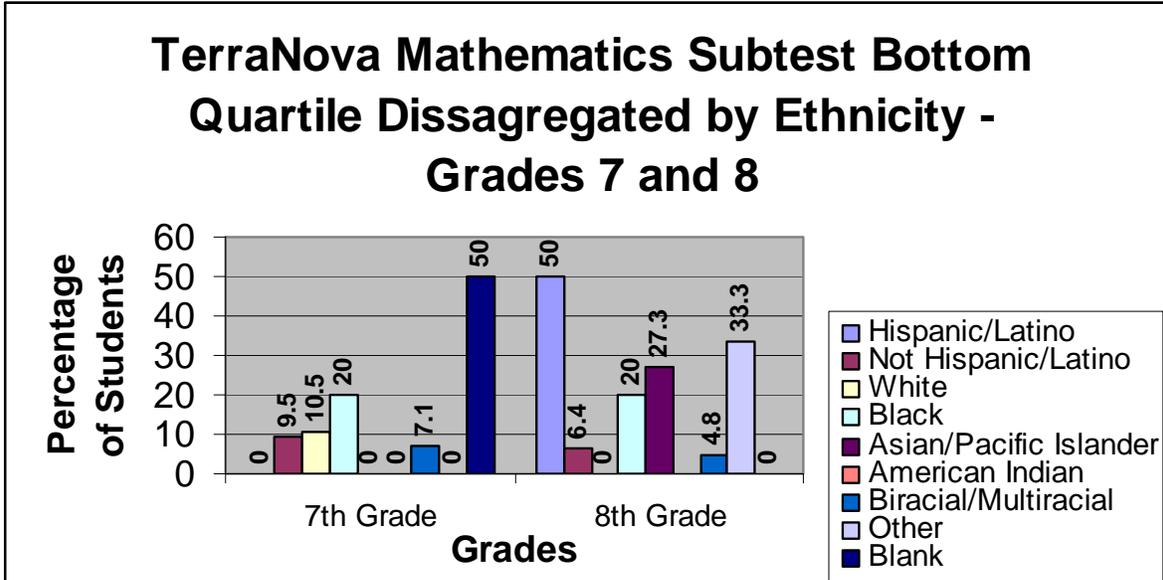


Description of Data:

The above two graphs represent the results of TerraNova 2nd Edition Language Arts Subtest given to all students in DoDEA in grades seven through eleven. The bottom quartile in the TerraNova Language Arts Subtest is disaggregated above by student ethnicity, as indicated by the students on the TerraNova.

Analysis of Data:

This disaggregated data from the TerraNova Language Arts Subtest indicates that student performance differs among the various ethnicities at Osan American High School.

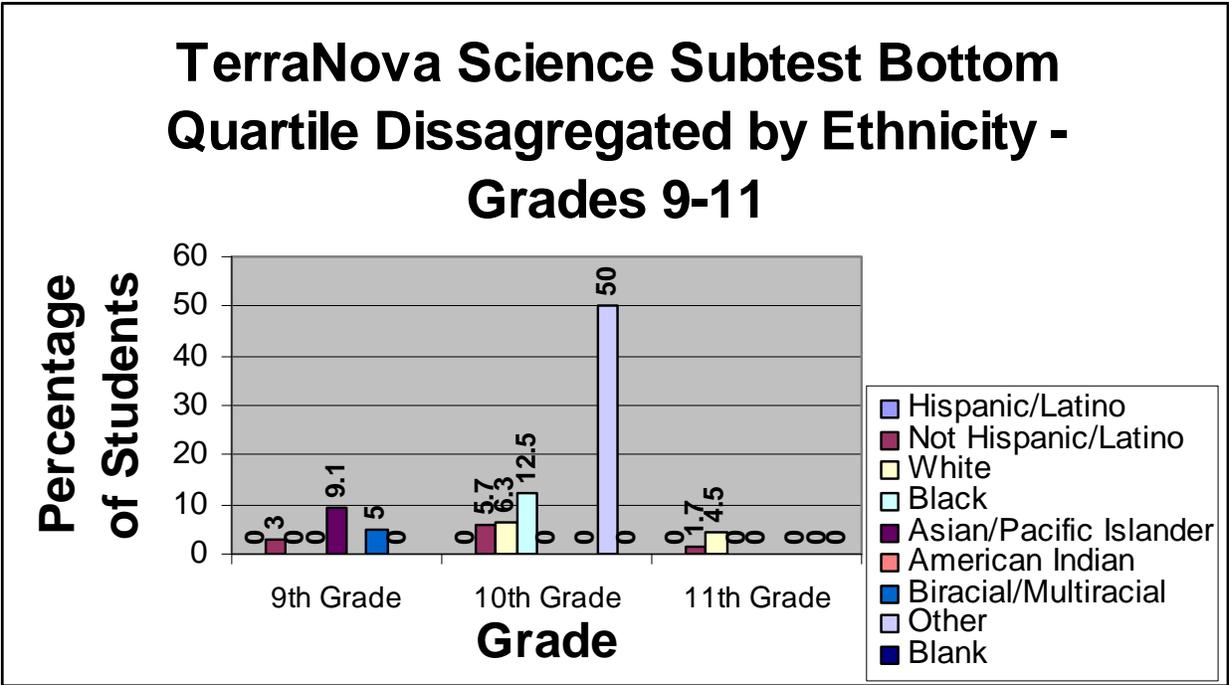
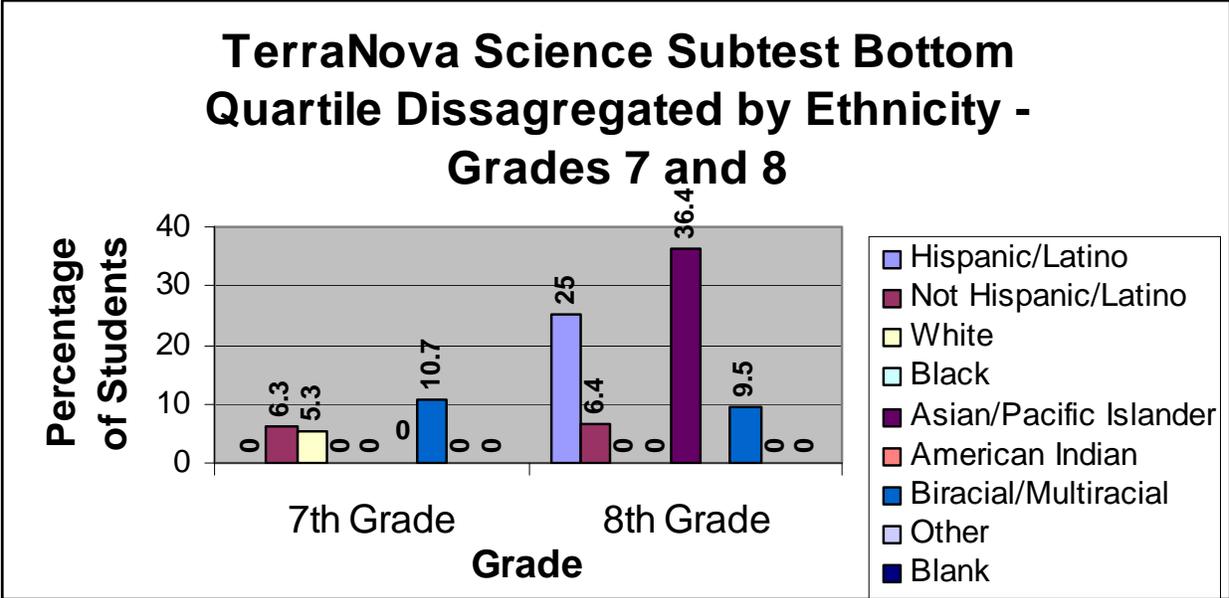


Description of Data:

The above two graphs represent the results of TerraNova 2nd Edition Mathematics Subtest given to all students in DoDEA in grades seven through eleven. The bottom quartile in the TerraNova Mathematics Subtest is disaggregated above by student's ethnicity, as indicated by the students on the TerraNova.

Analysis of Data:

This disaggregated data from the TerraNova Mathematics Subtest indicates that student performance differs among the various ethnicities at Osan American High School.

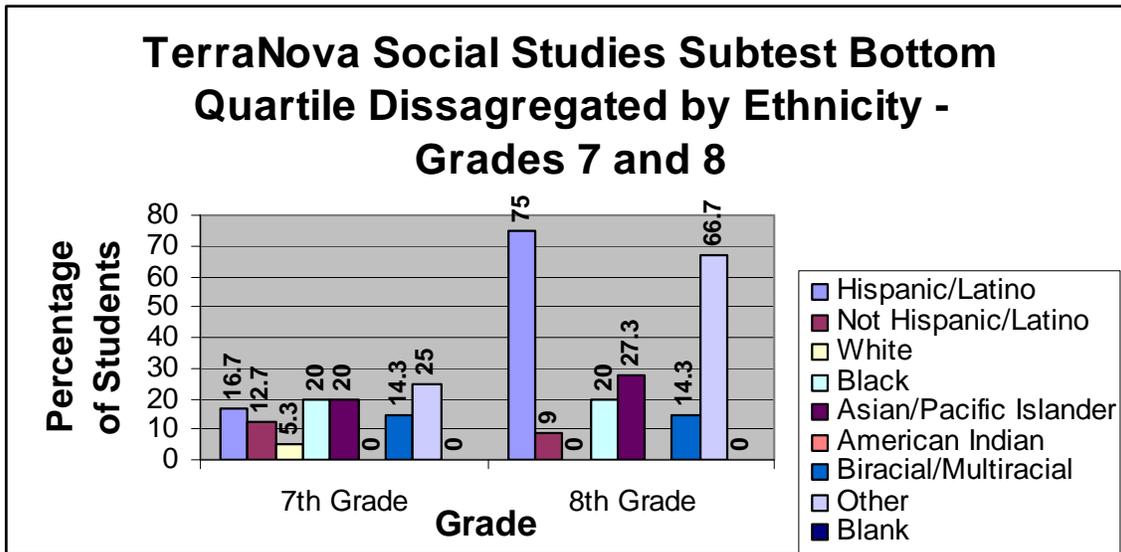


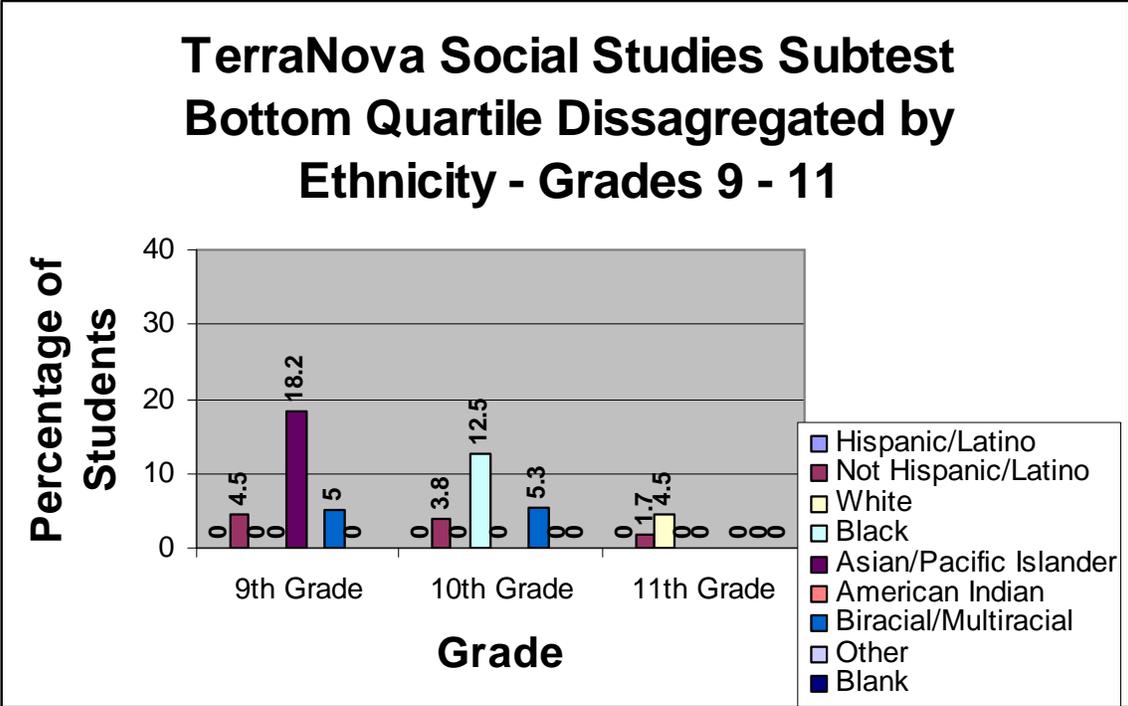
Description of Data:

The above two graphs represent the results of TerraNova 2nd Edition Science Subtest given to all students in DoDEA in grades seven through eleven. The bottom quartile in the TerraNova Science Subtest is disaggregated above by student ethnicity, as indicated by the students on the TerraNova.

Analysis of Data:

This disaggregated data from the TerraNova Science Subtest indicates that student performance differs among the various ethnicities at Osan American High School.



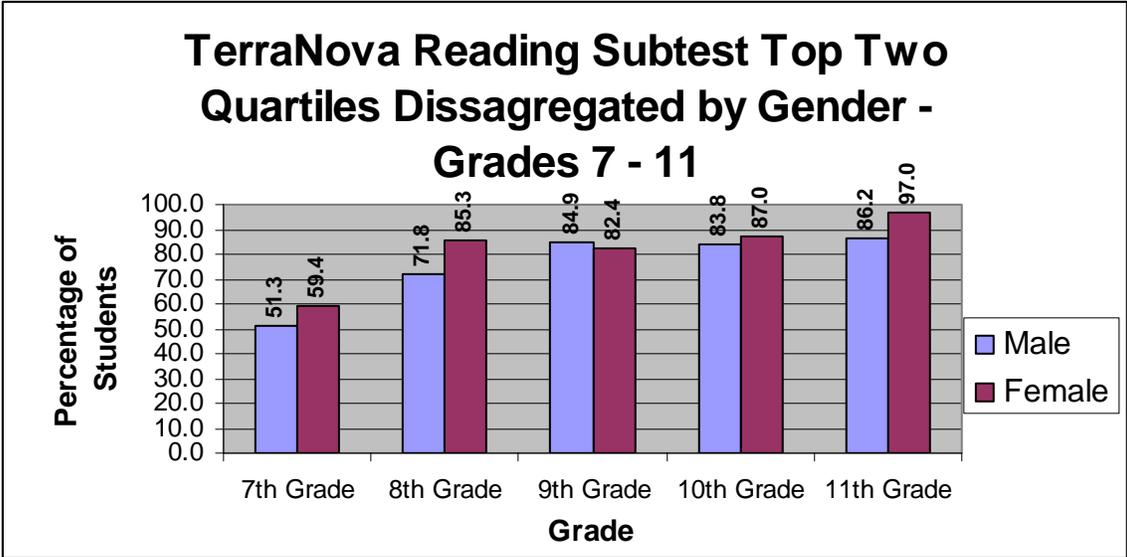


Description of Data:

The above two graphs represent the results of TerraNova 2nd Edition Social Studies Subtest given to all students in DoDEA in grades seven through eleven. The bottom quartile in the TerraNova Social Studies Subtest is disaggregated above by student ethnicity, as indicated by the students on the TerraNova.

Analysis of Data:

This disaggregated data from the TerraNova Social Studies Subtest indicates that student performance differs among the various ethnicities at Osan American High School.

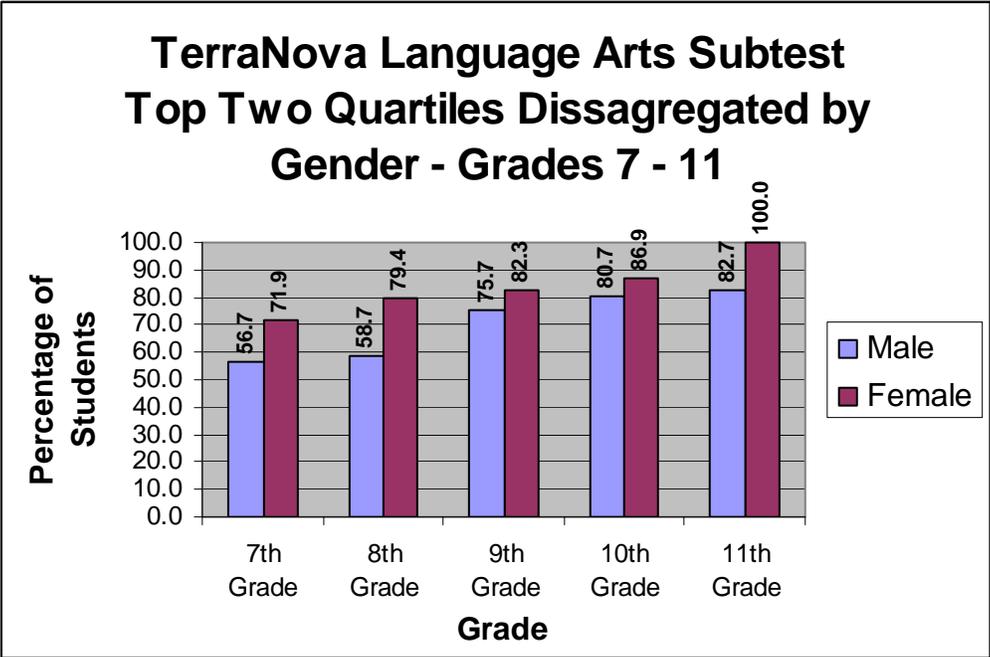


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Reading Subtest given to all students in DoDEA in grades seven through eleven. The top two quartiles in the TerraNova Reading Subtest are disaggregated above by student gender.

Analysis of Data:

The disaggregated data for the TerraNova Reading Subtest indicates that student performance varies between genders at Osan American High School.

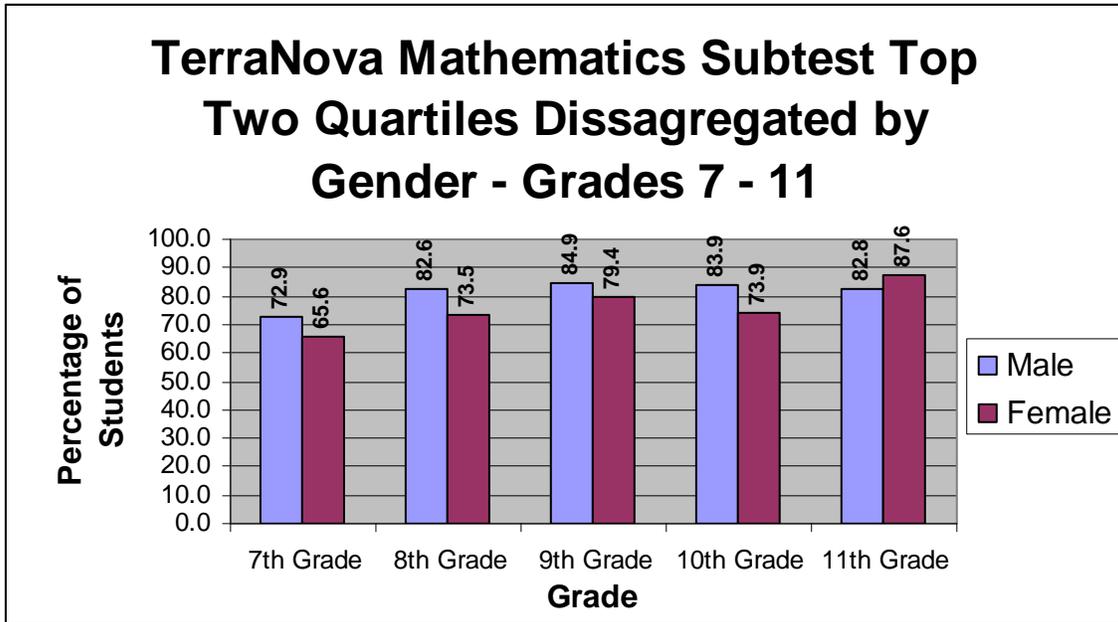


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Language Arts Subtest given to all students in DoDEA in grades seven through eleven. The top two quartiles in the TerraNova Language Arts Subtest are disaggregated above by student gender.

Analysis of Data:

This disaggregated data from the TerraNova Language Arts Subtest indicates that student performance varies between genders at Osan American High School.

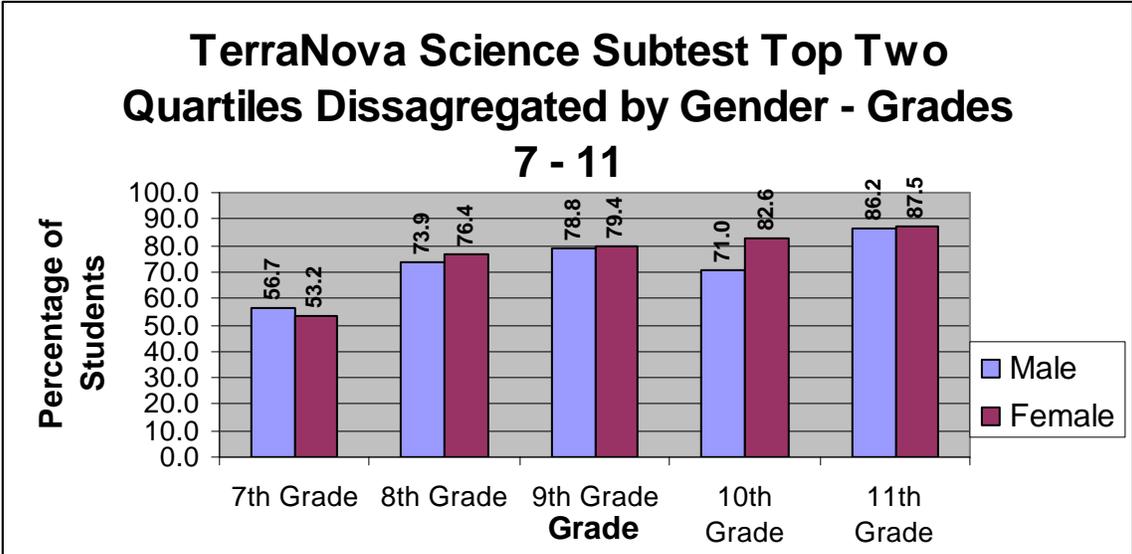


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Mathematics Subtest given to all students in DoDEA in grades seven through eleven. The top two quartiles in the TerraNova Mathematics Subtest are disaggregated above by the student gender.

Analysis of Data:

This disaggregated data from the TerraNova Mathematics Subtest indicates that student performance varies between genders at Osan American High School.

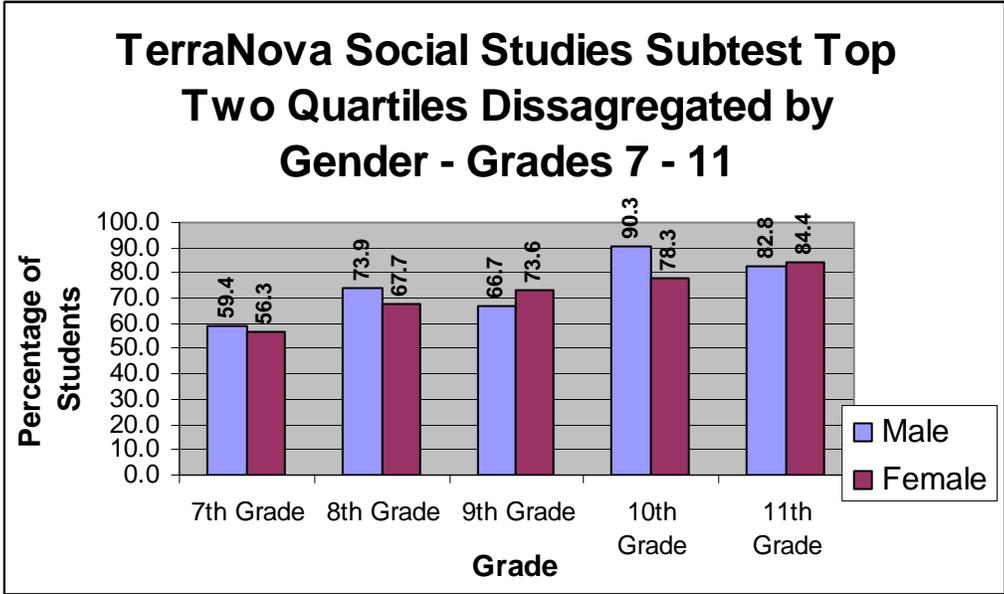


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Science Subtest given to all students in DoDEA in grades seven through eleven. The top two quartiles in the TerraNova Science Subtest are disaggregated above by the student gender.

Analysis of Data:

This disaggregated data from the TerraNova Science Subtest indicates that student performance varies between genders at Osan American High School.

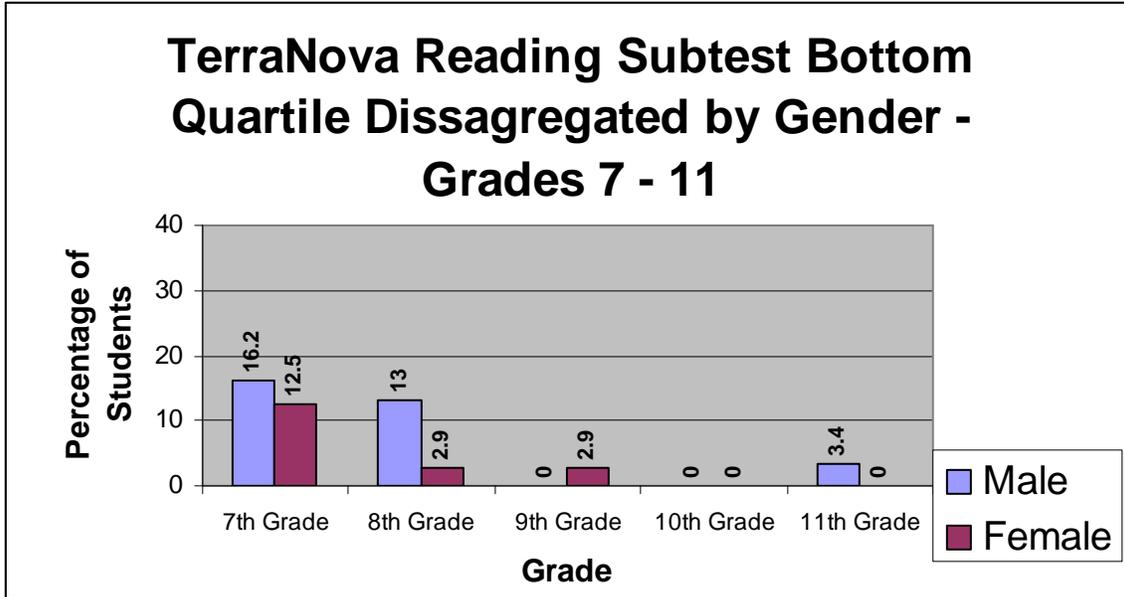


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Social Studies Subtest given to all students in DoDEA in grades seven through eleven. The top two quartiles in the TerraNova Social Studies Subtest are disaggregated above by student gender.

Analysis of Data:

This disaggregated data from the TerraNova Social Studies Subtest indicates that student performance varies between genders at Osan American High School.

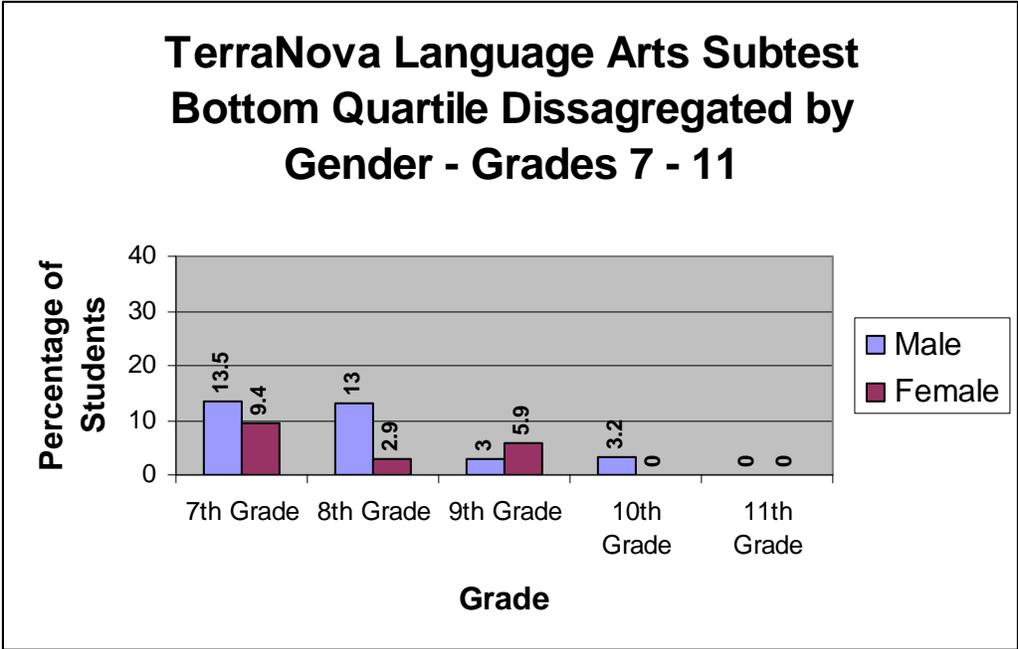


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Reading Subtest given to all students in DoDEA in grades seven through eleven. The bottom quartile in the TerraNova Reading Subtest is disaggregated above by student gender.

Analysis of Data:

This disaggregated data from the TerraNova Reading Subtest indicates that student performance varies between genders at Osan American High School.

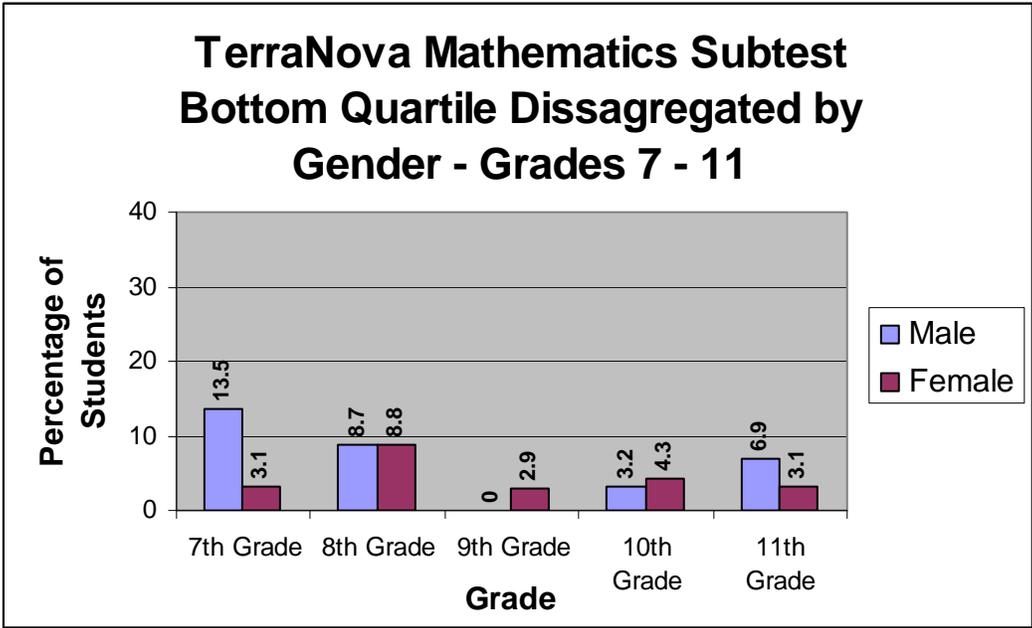


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Language Arts Subtest given to all students in DoDEA in grades seven through eleven. The bottom quartile in the TerraNova Language Arts Subtest is disaggregated above by student gender.

Analysis of Data:

This disaggregated data from the TerraNova Language Arts Subtest indicates that student performance varies between genders at Osan American High School.

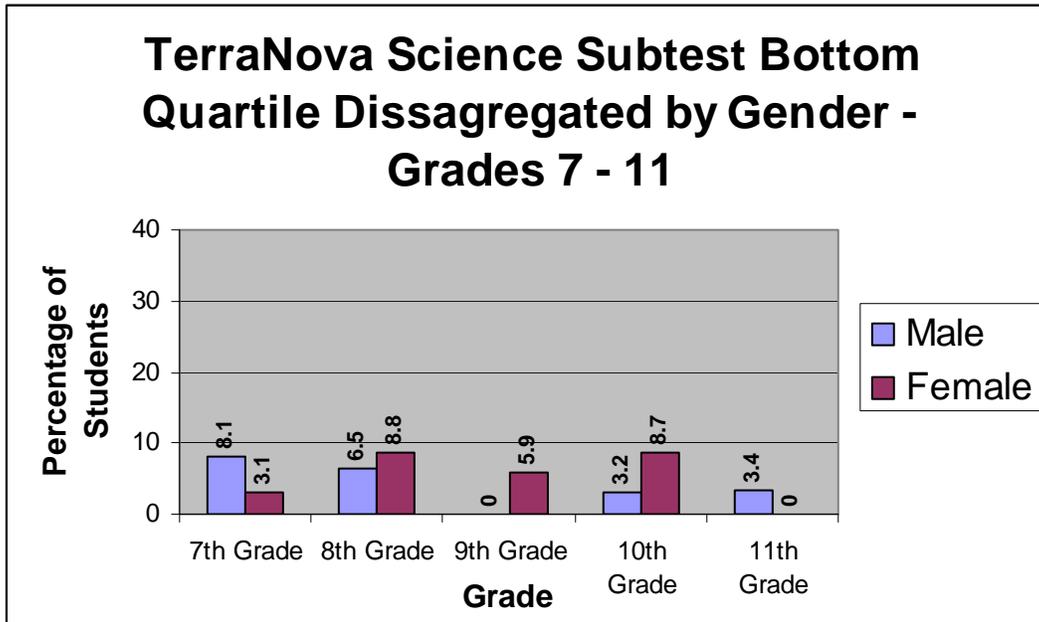


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Mathematics Subtest given to all students in DoDEA in grades seven through eleven. The bottom quartile in the TerraNova Mathematics Subtest is disaggregated above by student gender.

Analysis of Data:

This disaggregated data from the TerraNova Mathematics Subtest indicates that student performance varies between genders at Osan American High School.

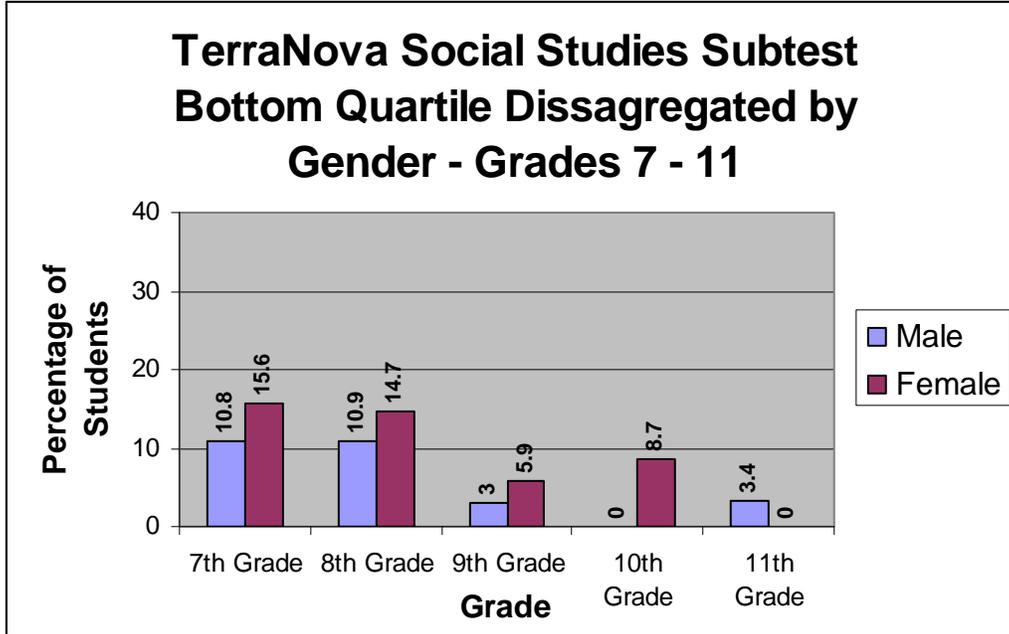


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Science Subtest given to all students in DoDEA in grades seven through eleven. The bottom quartile in the TerraNova Science Subtest is disaggregated above by the student gender.

Analysis of Data:

This disaggregated data from the TerraNova Science Subtest indicates that student performance varies between genders at Osan American High School.

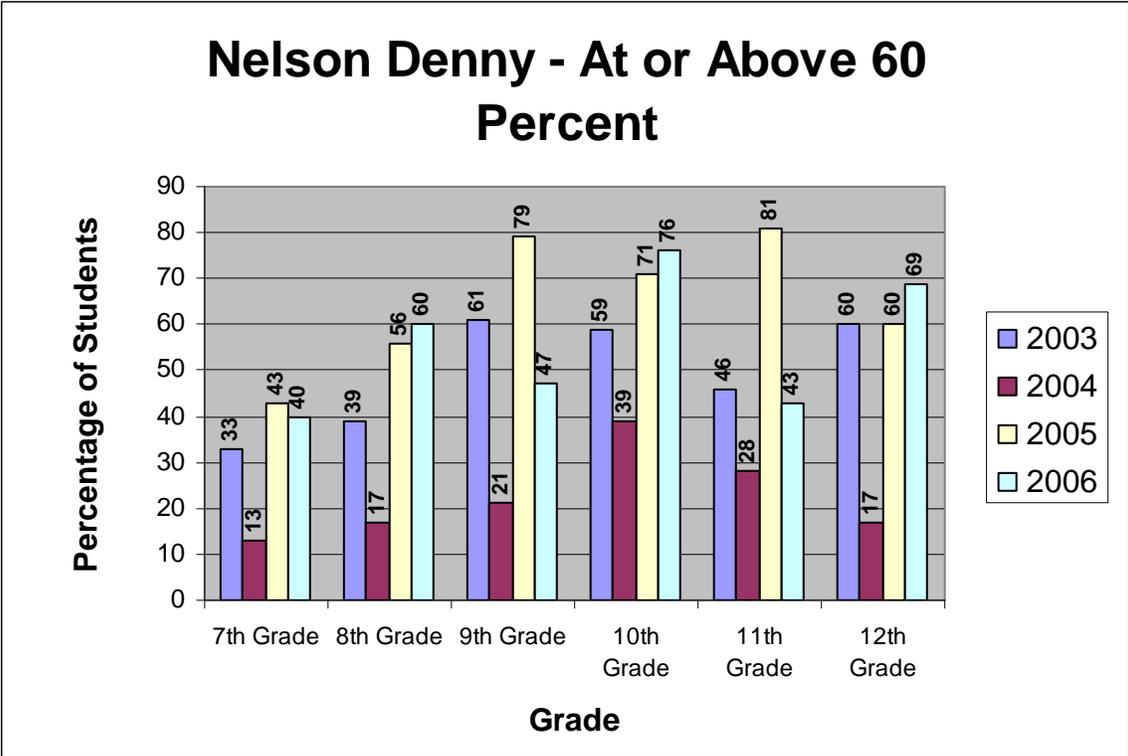


Description of Data:

The above graph represents the results of TerraNova 2nd Edition Social Studies Subtest given to all students in DoDEA in grades seven through eleven. The bottom quartile in the TerraNova Social Studies Subtest is disaggregated above by the student gender.

Analysis of Data:

This disaggregated data from the TerraNova Social Studies Subtest indicates that student performance varies between genders at Osan American High School.

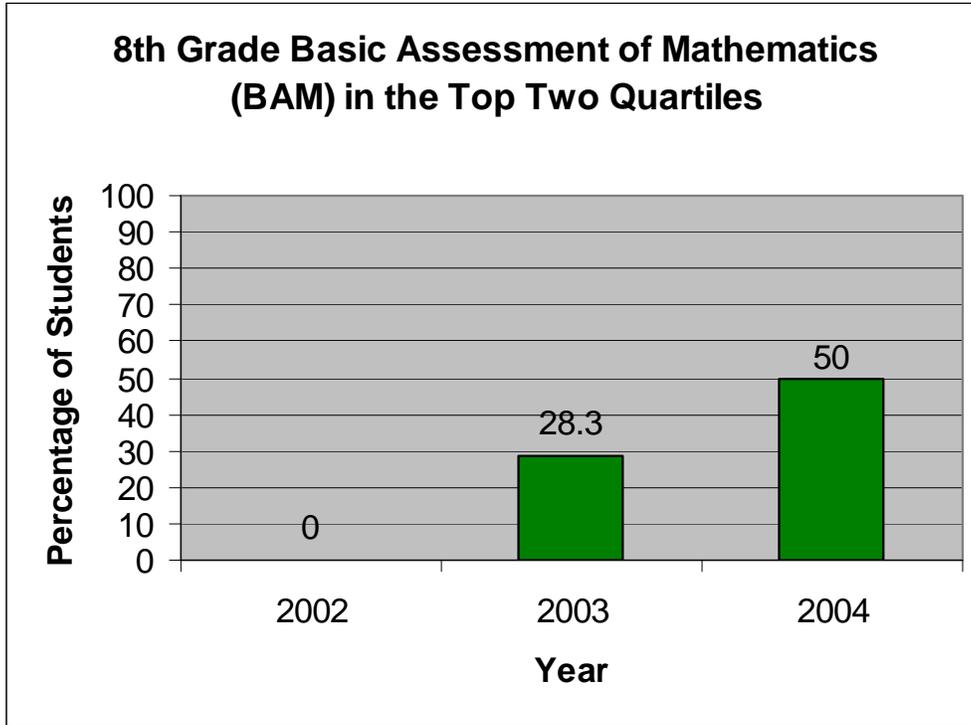


Description of Data:

The above graph represents results from the Nelson Denny given to all students at Osan American High School in grades seven through twelve.

Analysis of Data:

This data from the Nelson Denny indicates that student performance differs among the individual grade levels at Osan American High School.

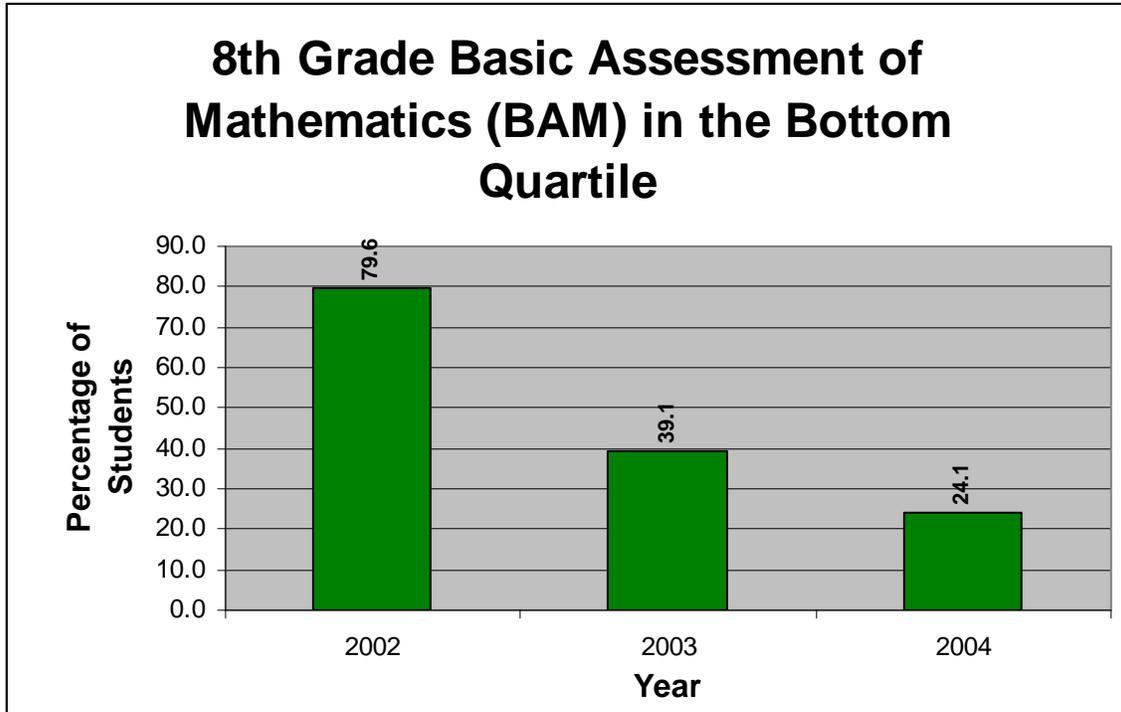


Description of Data:

The above graph represents data from the Basic Assessment of Mathematics (BAM) given to all eighth grade students in the DoDEA during 2002 - 2004. The top two quartiles are represented in this graph.

Analysis of Data:

This data from the Basic Assessment of Mathematics (BAM) indicates the percentage of students performing in the top two quartiles that will meet the DoDEA Community Strategic Plan and its goals. DoDEA's goal is for 75% of our students to score in the top two quartiles. Since some grades fail to meet this goal, we may want to consider mathematics as one of our Continuous School Improvement goals.

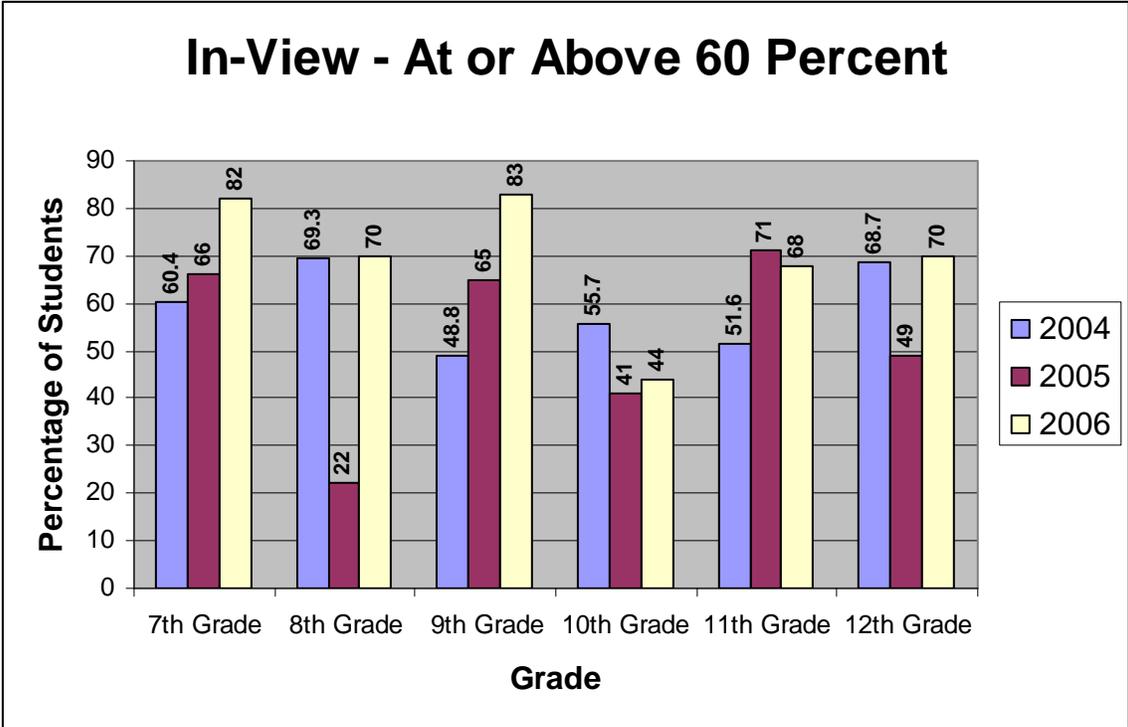


Description of Data:

The above graph represents results from the Basic Assessment of Mathematics (BAM) given to all eighth grade students in the DoDEA during 2002 - 2004. The graph indicates the percentage of students who scored in the bottom quartile.

Analysis of Data:

This data from the Basic Assessment of Mathematics (BAM) represents the percentage of students who scored in the bottom quartile at Osan American High School from years 2002 -- 2004. According to the DoDEA Community Strategic Plan, the goal of DoDEA is for fewer than 7% of our students to score in the bottom quartile. Since some grades fail to meet this goal, we may want to consider social studies as one of our Continuous School Improvement goals.

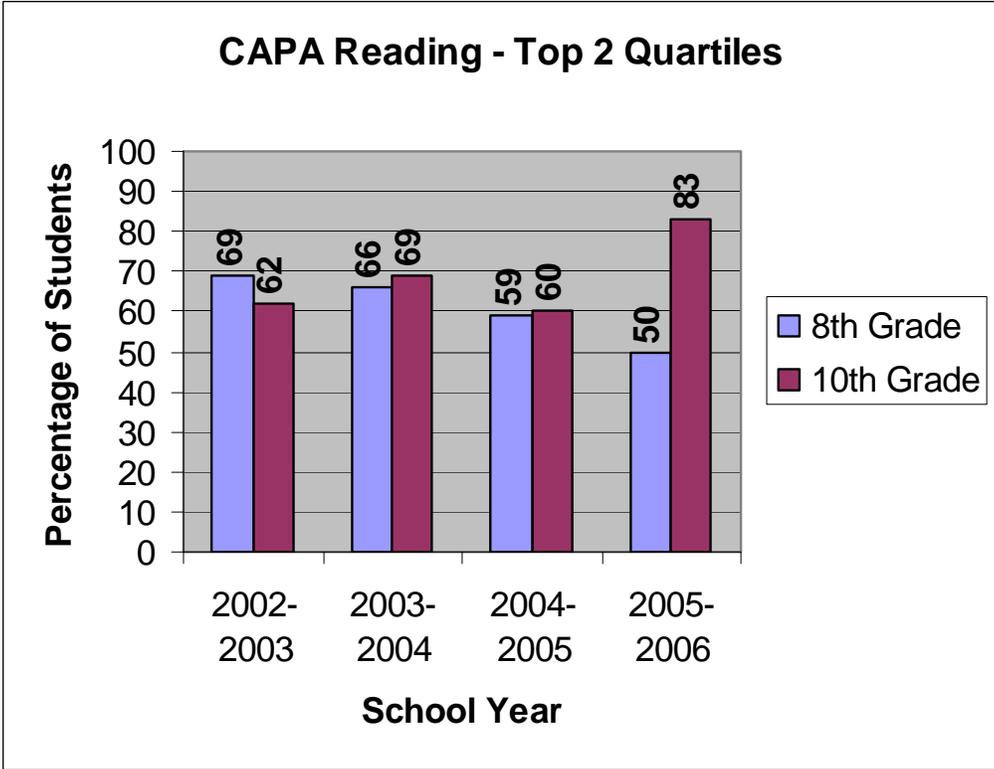


Description of Data:

The above graph represents the results of *In View* given to all students at Osan American High School in grades seven through twelve during 2004 - 2006.

Analysis of Data:

The results of this data from *In View*, indicates that student performance varies between the different grade levels.

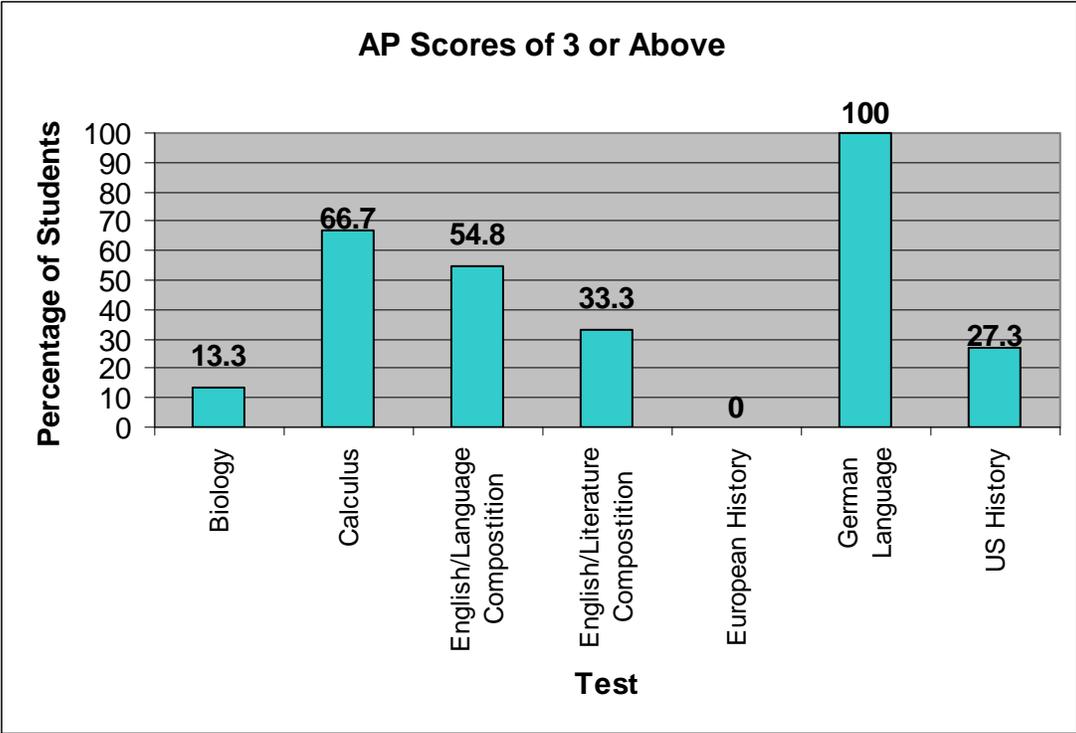


Description of Data:

The above graph represents data from the Communications Arts Performance Assessment (CAPA) Reading Subtest given to all eighth and tenth grade students within the DoDEA during 2002 - 2006. The top two quartiles are represented in this graph.

Analysis of Data:

These Communications Arts Performance Assessment (CAPA) Reading Subtest scores indicate the percentage of students performing in the top two quartiles, who may meet the DoDEA Community Strategic Plan and its goals. DoDEA's goal is for 75% of our students to score in the top two quartiles. Since some grades fail to meet this goal, we may want to consider reading as one of our Continuous School Improvement goals.

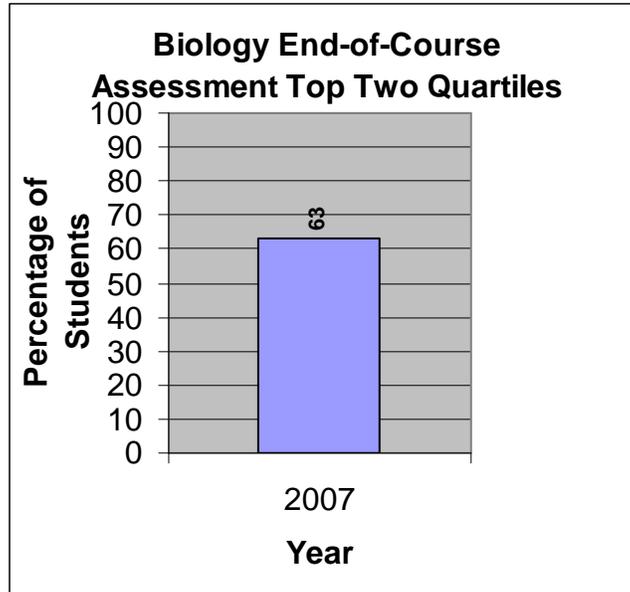


Description of Data:

The above graph represents results from the Advance Placement (AP) Tests given to students taking AP courses at Osan American High School. Scores of three and above are represented in the graph.

Analysis of Data:

These Advance Placement (AP) scores indicate the percentage of students achieving a score of 3 or above, and who may meet the DoDEA Community Strategic Plan and its goals. DoDEA’s goal is for 75% of our students to achieve a score of three or above.

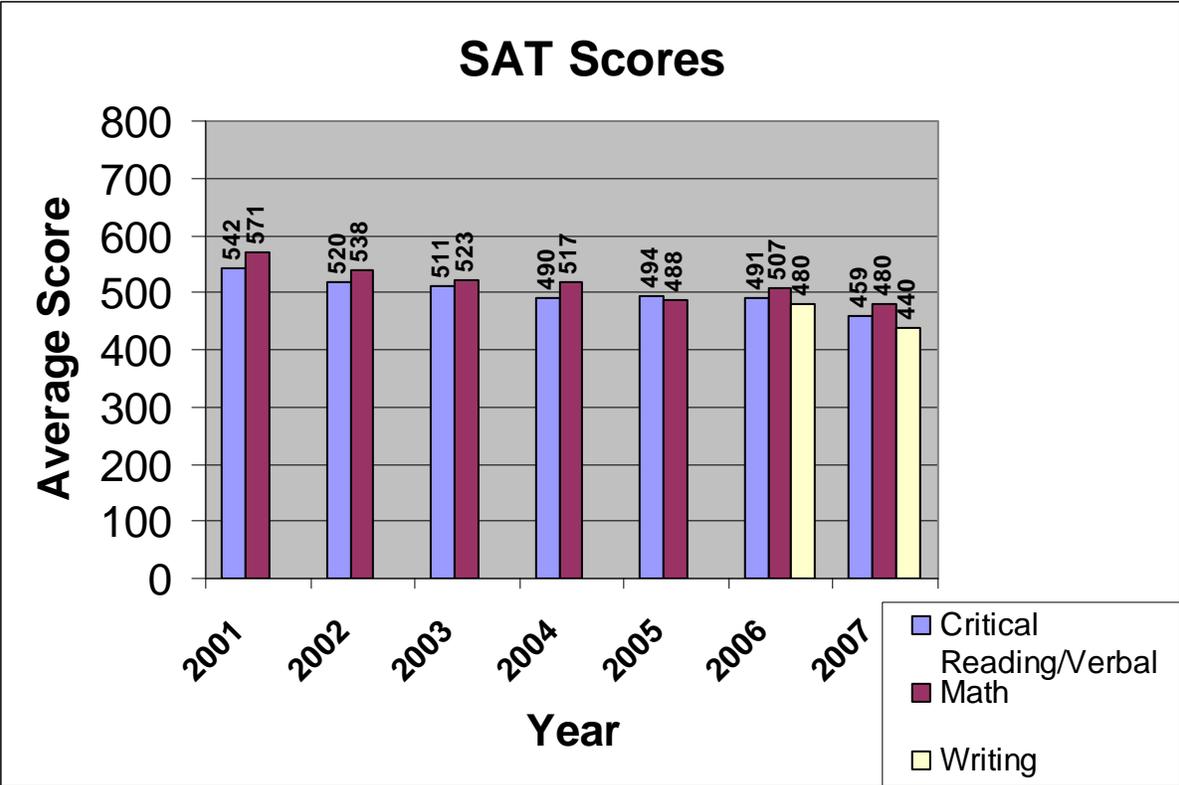


Description of Data:

The above graph represents results from the Biology End-of-Course Assessment given to all students taking Biology at Osan American High School. The top two quartiles are represented by this graph.

Analysis of Data:

These Biology End-of-Course Assessment scores indicate the percentage of students performing in the top two quartiles, and who may meet the DoDEA Community Strategic Plan and its goals. DoDEA's goal is for 75% of our students to score in the top two quartiles. Since some grades fail to meet this goal, we may want to consider biology as one of our Continuous School Improvement goals.

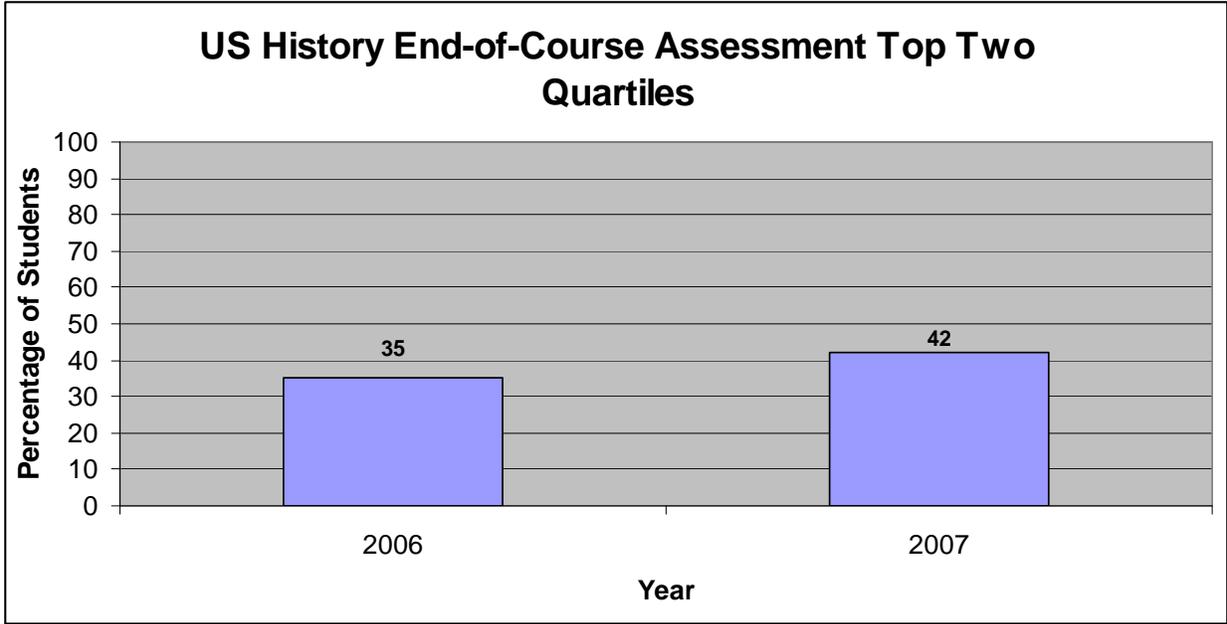


Description of Data:

The above graph represents the results from the SAT taken by high school students at Osan American High School between the years of 2001-2007.

Analysis of Data:

These SAT scores indicate the average scores of students. Since the SAT scores have declined, we may want to consider critical reading, verbal, math, or writing as one or both of our Continuous School Improvement goals.



Description of Data:

The above graph represents results from the US History End-of-Course Assessment given to all students taking US History at Osan American High School during 2006 - 2007. The top two quartiles are represented by this graph.

Analysis of Data:

These US History End-of-Course Assessment scores indicate the percentage of students performing in the top two quartiles, and who may meet the DoDEA Community Strategic Plan and its goals. DoDEA's goal is for 75% of our students to score in the top two quartiles. Since some grades fail to meet this goal, we may want to consider US history as one of our Continuous School Improvement goals.

Implications for Action: Student Data

Student Performance Goals

Areas identified by this data for student performance goals (not the goal statements!) could include:

Other Data and/or Actions Needed

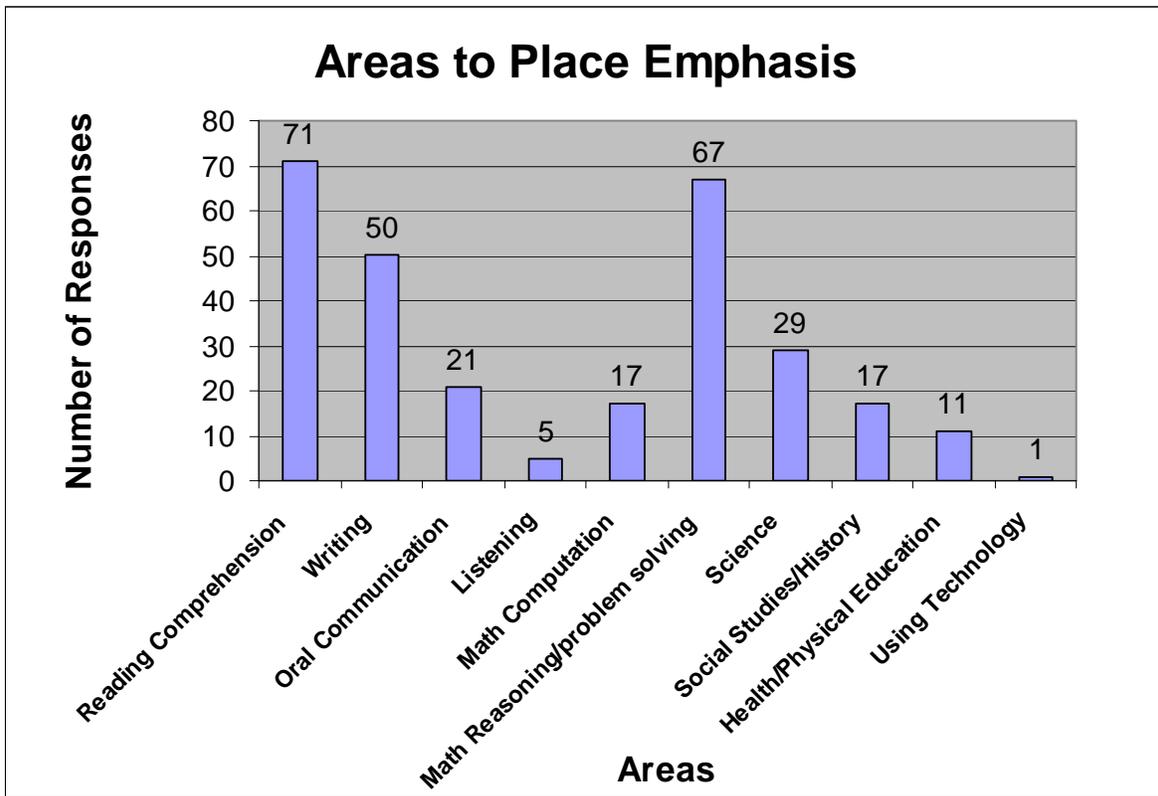
Existing School Data - Instructional Data

Data Collection Instrument(s)

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

- Parent Survey – Our school used the Department of Defense approved parent survey as our instrument to collect data from OAHS parents.
- Student Survey – Our school used the Department of Defense approved student survey as our instrument to collect data from OAHS students.
- Teacher Survey – Our school used a teacher survey as our instrument to collect data from OAHS staff members.

Presentation/Analysis of Data: Instructional Data



Description of Data:

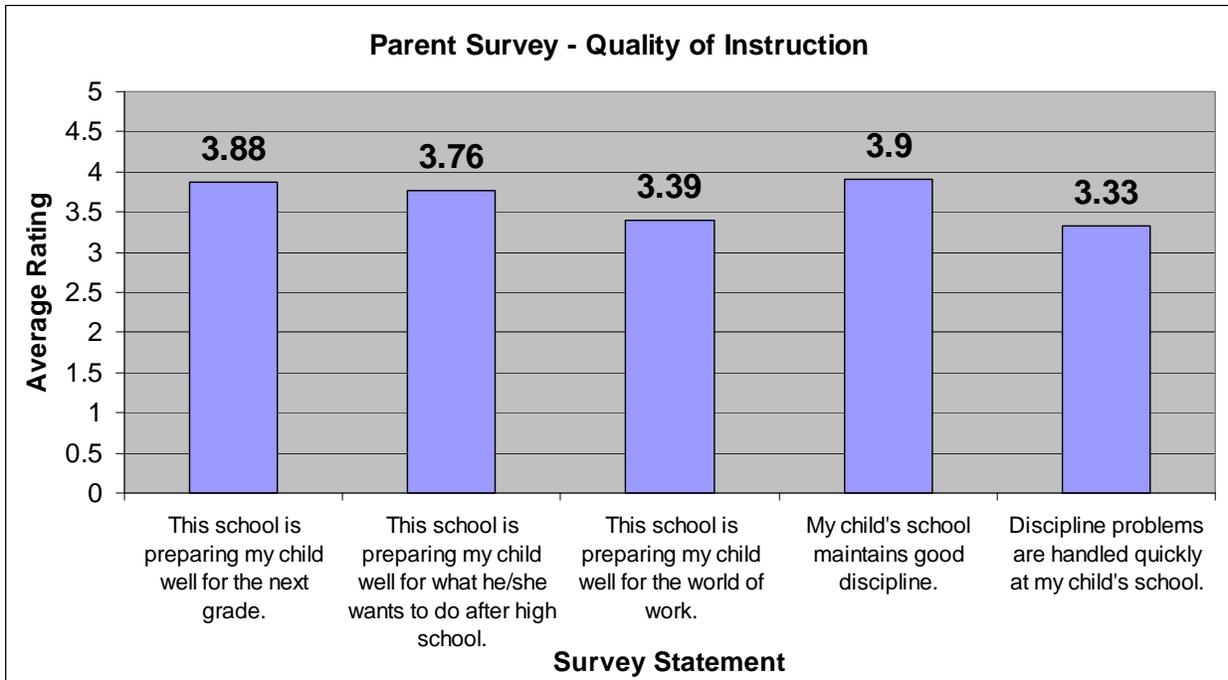
Utilizing the Department of Defense approved parent survey, a graph was developed that reflects parent's perceptions of areas in which the school should focus efforts for improvement.

Analysis of Data:

The following numbers of responses were given:

- Reading Comprehension, 71

- Math Reasoning/problem solving, 67
- Writing, 50
- Science, 29
- Oral Communication, 21
- Math Computation, 17
- Social Studies/History 17
- Health/Physical Education 11
- Listening, 5
- Using Technology, 1



Description of Data:

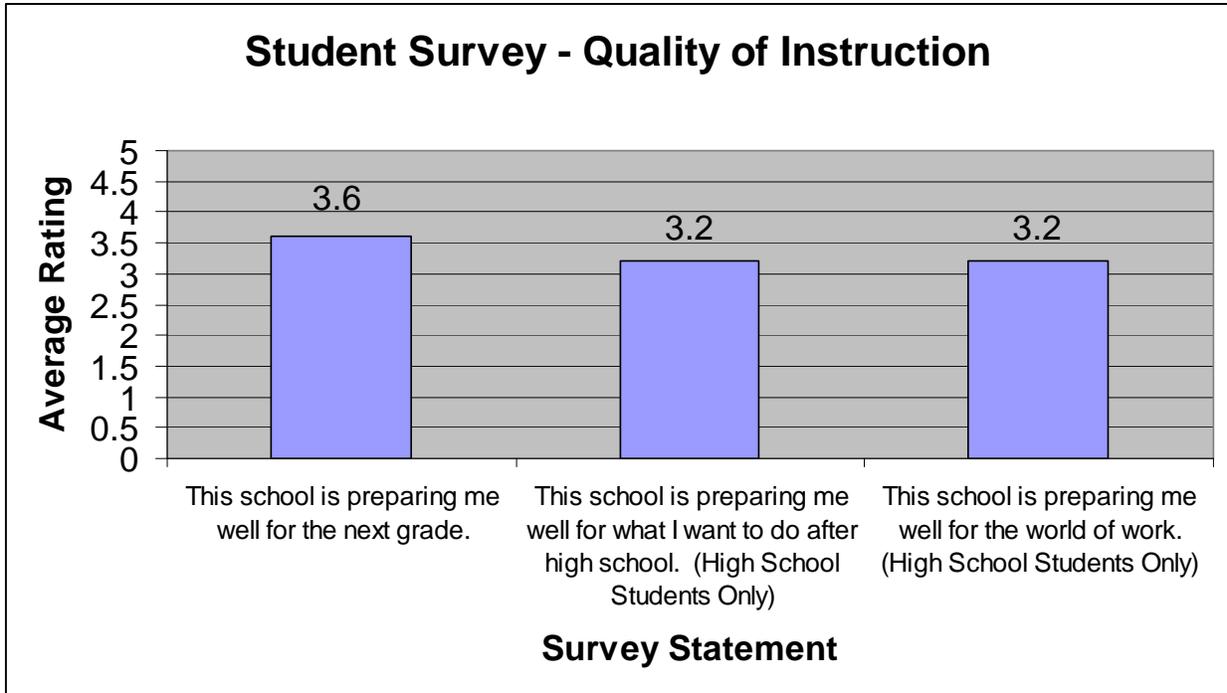
Utilizing a Department of Defense approved parent survey, Osan American High School's parents were polled regarding their perceptions of Osan American High School's quality of instructional programs. The results are displayed in the graph above.

Analysis of Data:

The parents of Osan American High School rated items in the category of support for student learning. The descriptors used were strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1).

The parents of OAHS responses were indicative of the following:

- This school is preparing my child well for the next grade, 3.88
- This school is preparing my child well for what he/she wants to do after high school, 3.76
- This school is preparing my child well for the world of work, 3.39
- My child’s school maintains good discipline, 3.9
- Discipline problems are handled quickly at my child’s school, 3.33



Description of data:

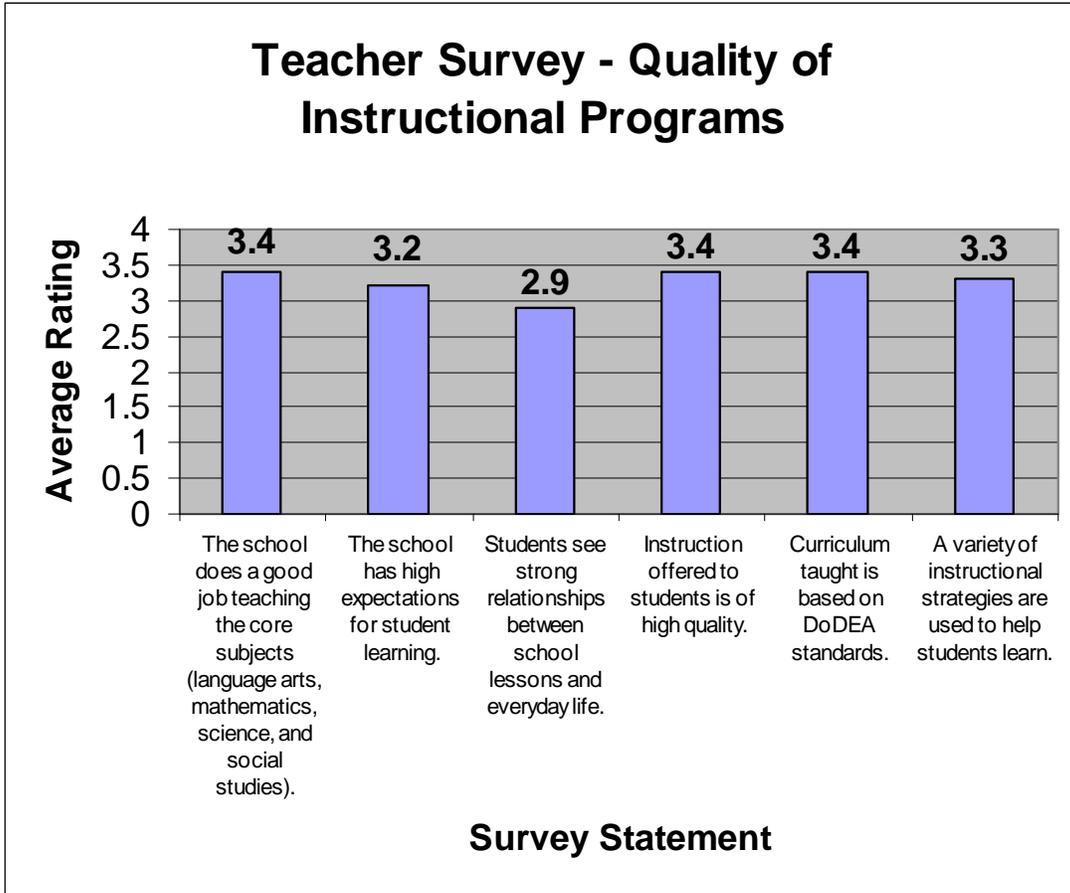
Utilizing a Department of Defense approved student survey, Osan American High School’s students were polled regarding their perceptions of Osan American High School’s quality of instructional programs. The results are displayed in the graph above.

Analysis of Data:

The students of Osan American High School rated items in the category of support for student learning. The descriptors used were strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1).

The students of OAHS responses were indicative of the following:

- The school is preparing me well for the next grade, 3.6
- This school is preparing me well for what I want to do after High School, 3.2
- This school is preparing me well for the world of work, 3.2



Description of Data:

Utilizing a prepared and approved teacher survey, Osan American High School's teachers were polled regarding their perceptions of Osan American High School's quality of instructional programs. The results are displayed in the graph above.

Analysis of Data:

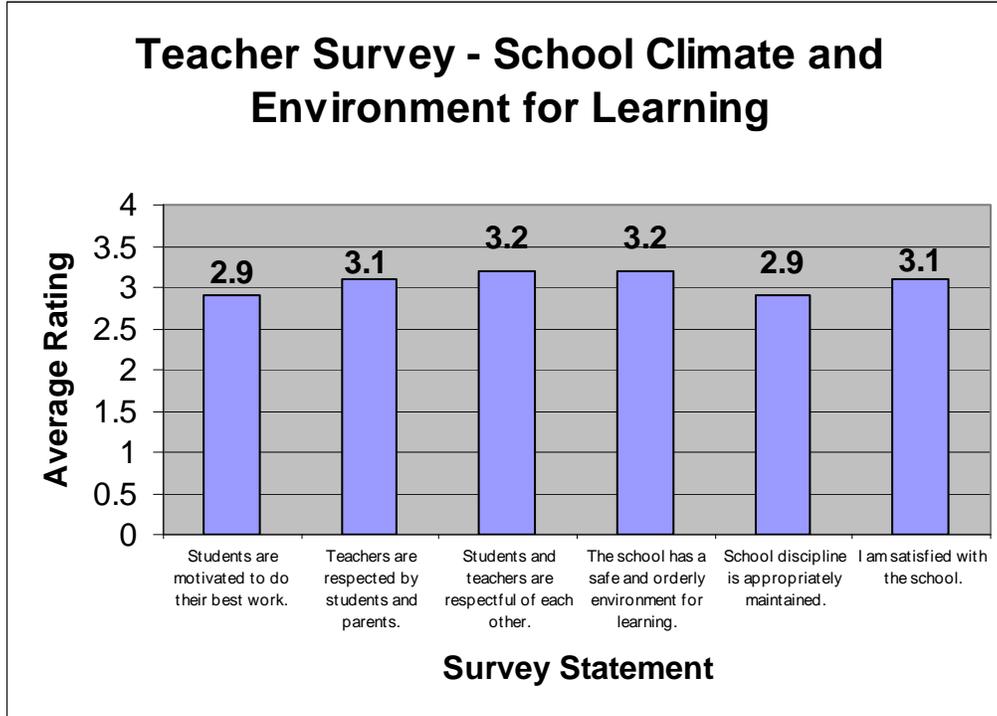
The staff at Osan American High School rated items in the category of support for student learning. The descriptors used were strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

The Osan American High School staff agreed with the following:

- The school does a good job teaching the core subjects (language arts, mathematics, science, and social studies)
- The school has high expectations for student learning
- Instruction offered to students is of high quality
- Curriculum taught is based on DoDEA standards
- A variety of instructional strategies are used to help students learn

The Osan American High School staff disagreed with the following:

- Students see strong relationships between school lessons and everyday life
- There were no items in which the perception of the Osan American High School staff was strongly agreed or strongly disagreed.



Description of Data:

Using the aforementioned survey, teachers at Osan American High School were polled in regard to their perception of the current school climate and environment for learning. Results of this survey are displayed in the graph above.

Analysis of Data:

The staff at Osan American High School rated items in the category of support for student learning. The descriptors used were strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

The Osan American High School staff agreed with the following:

- Teachers are respected by students and parents
- Students and teachers are respectful of each other
- The school has a safe and orderly environment for learning
- I am satisfied with the school

The Osan American High School staff disagreed with the following:

- Students are motivated to do their best work

- School discipline is appropriately maintained

There were no items in which the perception of the Osan American High School staff was strongly agreed or strongly disagreed.

Implications for Action: Instructional Data

Student Performance Goals

Areas identified by this data for student performance goals (not the goal statements!) could include:

Other Data and/or Actions Needed

Existing School Data: Community Data and Information

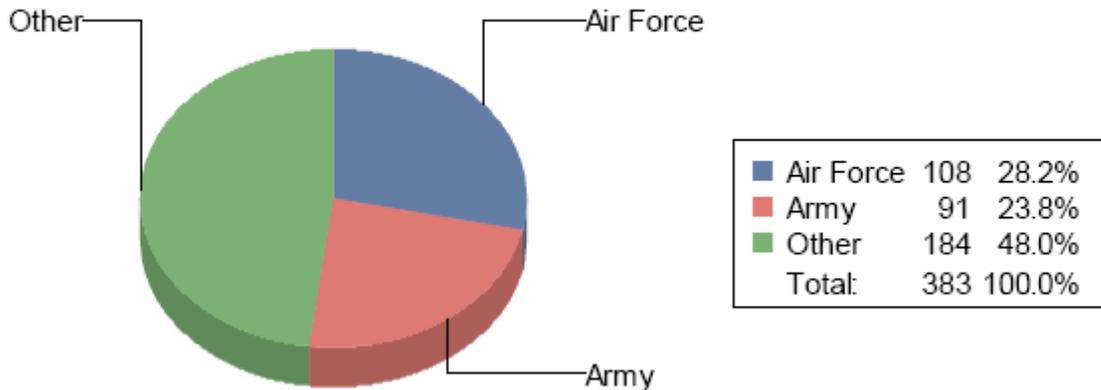
Data Collection Instrument(s)

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

- School Information System Report – Enrollment by Sponsor’s Branch of Service
- School Information System Report – Enrollment by Sponsor’s Rank-Pay Grade
- School Information System Report – Enrollment by Race and Ethnicity

Presentation of Data: Unique Local Insights – Community Data and Information

Sponsor's Branch of Service



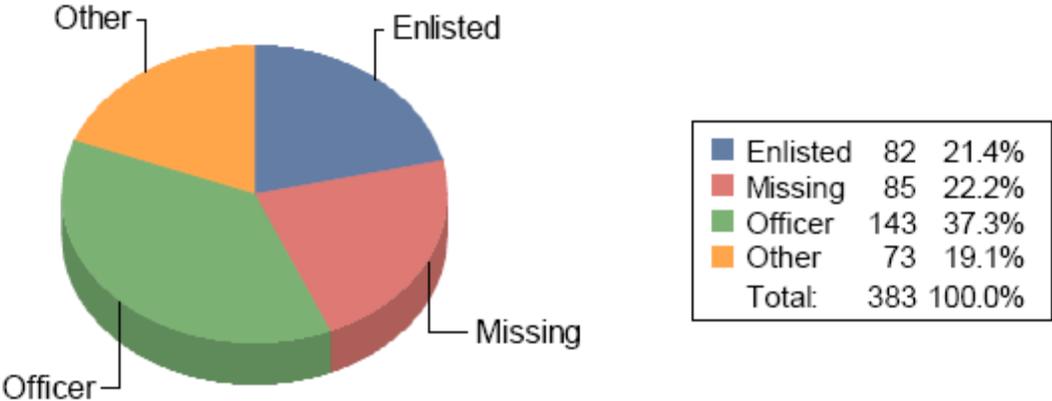
Description of Data:

Utilizing DoDEA’s School Information System (SIS), the above graph was developed which indicates the percentage of sponsor’s (of students in grades seven through twelve) who may belong to a particular branch of service or civilian activity.

Analysis of Data:

It was discovered that a majority of the students at Osan American High School (48.0%), are sponsored by a branch of service or civilian activity other than the US Army, or the US Air Force. The remaining students are sponsored by Air Force (28.2%) and Army (23.8%).

Sponsor's Rank-Pay Grade



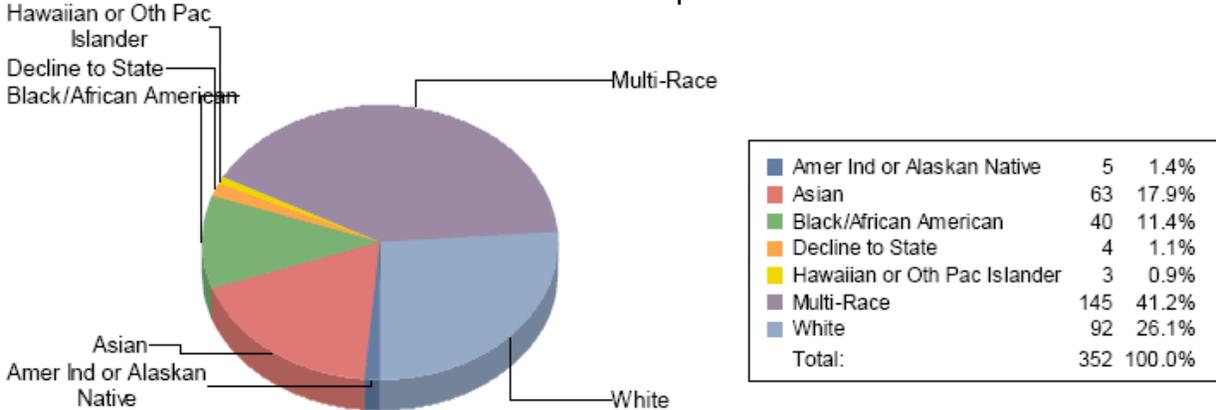
Description of Data:

Utilizing DoDEA’s School Information System (SIS), the above graph was developed which indicates the percentage of sponsor’s in various ranks and pay grades who have students in grades seven through twelve that attend Osan American High School.

Analysis of Data:

It was found that a majority (37.3%) of the students’ sponsors are military officers, with enlisted at 21.4%, unknown are 22.2%, and other 19.1%.

Ethnic Groups



Description of Data:

Utilizing DoDEA's School Information System (SIS), the above graph was developed which displays the percentage of various racial and/or ethnic groups for students in grades seven through twelve.

Analysis of Data:

It was found that a majority of students at Osan American High School (41.2%) are multi-racial. The remaining ethnic breakdown is as follows: White 26.1%, Asian 17.9%, Black/African-American 11.4%, American Indian or Alaskan Native 1.4%, Hawaiian or Other Pacific Islander 0.9%, with 1.1% declining to state.

Implications for Action: Unique Local Insights – Community Data and Information

Student Performance Goals

Areas identified by this data for student performance goals (not the goal statements!) could include:

Possible subgroups could include math support/math lab students, Read 180 students, and ESL students.

Other Data and/or Actions Needed

None

Summary

Appendix A: Capacity Assessment Instrument

Osan American High School
9/28/2006

	Stage 1	Stage 2	Stage 3	Stage 4	Your Score	Max Score
SIP	[Progress bar filled across Stage 1, Stage 2, and Stage 3]				15	20
IS	[Progress bar filled across Stage 1, Stage 2, and Stage 3]			[Progress bar filled across Stage 4]	7	8
PS	[Progress bar filled across Stage 1, Stage 2, and Stage 3]				21	28
VL	[Progress bar filled across Stage 1, Stage 2, and Stage 3]				15	20
RA	[Progress bar filled across Stage 1 and Stage 2]				2	4

- SIP School Improvement Plan
- IS Information System
- PS Process of Schooling
- VL Vision, Leadership-Governance, and School Community
- RA Resources and Allocation

Appendix B: Goal Statements & Triangulation of Data

Student Performance Goal #1:

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

Student Performance Goal #2:

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