



Netzaberg Middle School
School Profile Addendum
SY 2010-11

Changes last made on 4/23/2012

I. School's Vision/Mission Statement

As directed in 2009-2010, all DoDEA schools continue to share the DoDEA mission statement as their mission statement:

"Netzaberg Middle School provides an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment."

Once again, the stakeholders of our school reflected upon the Vision Statement created last school year. We checked to see if a more succinct statement can be devised and/or created that better describes how we (as a community of learners) interact with one another, while keeping in mind the importance of choosing a statement that community members can remember. It was decided that the Vision Statement was adequate and particularly effective since it reflects the wording of the Mission Statement. Thus, the Vision Statement of Netzaberg Middle School continues to be:

"Netzaberg Middle School promotes highest student achievement by encouraging children to develop, practice and apply the life-long skills needed in today's global society."

It was decided that this year we had to define exactly what these "life-long skills" are. Our Assessment and Research Committees have worked all year to achieve consensus on the 4 Cs – communication, creativity, critical thinking, and collaboration. A presentation of these findings was presented to the NMS staff at the end of April. Our next steps will be to make students and parents aware of these skills and to demonstrate how these skills are taught and used at NMS.

II. Current Goals:

Student Performance SMART Goal #1:

By 2011, all students will increase their reading comprehension by evaluating and extending meaning of written texts across the curriculum as measured by TerraNova 3rd edition, Scholastic Reading Inventory (SRI), and the Texas Assessment of Academic Skills (TAAS, Spring 2001).

- **Indicators of success:** We are looking to see if the grade level average on our assessments is increasing. Our 6th grade fall test is compared to the 6th grade spring test. For grades 7 & 8, the previous Spring assessment is compared to the current Spring assessment. We continue to monitor the progress of decreasing the number of students in the lowest two quartiles and increasing the number of students in the upper two quartiles.
- **Intervention:** Graphic Organizers

At the end of school year 2009-2010, it was noted that our data shows that students had mastered our target skill but were still having trouble with reading comprehension ~ particularly with extending and evaluating meaning of written text. After reviewing the data, the stakeholders decided that the specific focus of the previous year no longer applied. A consensus vote determined that our goal would be re-written to show the need to address all skills needed to extend and evaluate

meaning of written texts. Research showed that the best practice for these skills is the use of graphic organizers. Most teachers at NMS already use graphic organizers in their classes and students are familiar with them as well. Many teachers are still not convinced that this skill can be taught in every class. We had the same difficulty with the 4 Step Method and it will simply take time. Our AVID coordinator shared a wealth of research-based information on different graphic organizers and formative assessments. Our Staff Development chair led her committee to research professional learning communities as a way to help each other determine how this intervention works across the curriculum.

Student Performance SMART Goal #2:

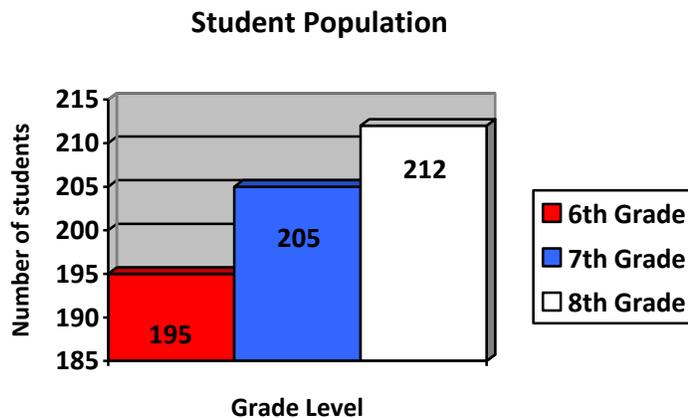
By 2011, all students will increase their problem solving skills by evaluating reasonableness of a solution to problems across the curriculum as measured by TerraNova 3rd edition, the Texas Assessment of Academic Skills (TAAS, Spring 2001), and the local assessment ProblemSolver.

- **Indicators of success:** We are looking to see if the grade level average on our assessments is increasing. Our 6th grade fall test is compared to the 6th grade spring test. For grades 7 & 8, the previous Spring assessment is compared to the current Spring assessment. We continue to monitor the progress of decreasing the number of students in the lowest two quartiles and increasing the number of students in the upper two quartiles.
- **Intervention:** Polya’s 4 Step Method (1 – Understand the Problem; 2 – Make a plan; 3 – Carry out the plan; 4 – Look back).

Problem solving across the curriculum seems to have benefited from AVID strategies. However, it is believed that problem solving in mathematics is still weak. We will look to the data when available and identify subgroups to assist in this area.

III. Current Student Population for this year (as of April 26, 2011):

- Grade levels and number of students:

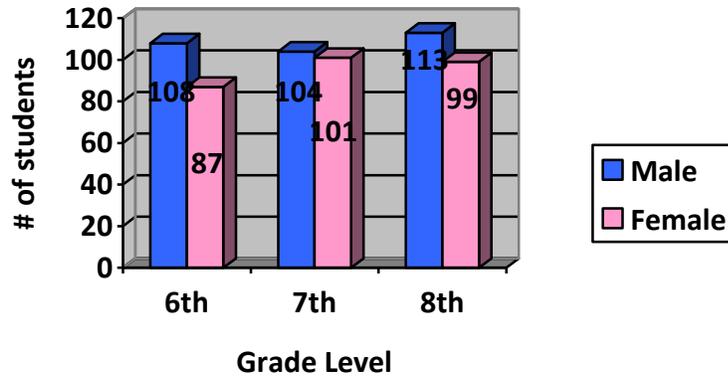


The data used above was chosen because it was most reflective of our student population this year. Whereas in previous years our 6th grade was the largest

class, this year our 8th grade was largest. However, the students seem relatively evenly split with approximately 8 additional students in each grade level.

- Gender

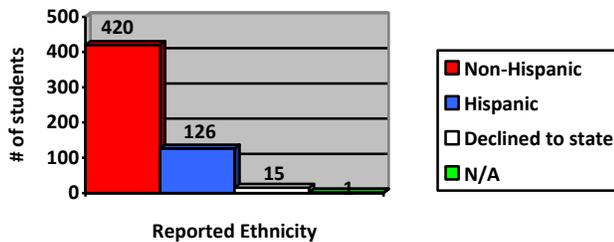
Student Population by Gender



Compared to previous years in which there was an almost even split between genders, the 6th grade has a noticeable abundance of males as does the 8th grade.

- Ethnicity

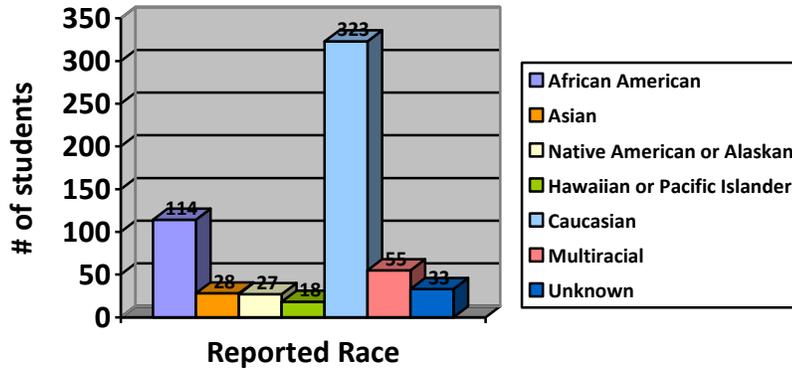
Population by Ethnicity



As our population continues to increase, the ratio of ethnicity within our population continues to remain roughly the same. There was a slight decrease in non-Hispanic students and a small increase in Hispanic students. The major change was that those who declined to state ethnicity doubled while a single student indicated that ethnic was “not applicable”.

- Race

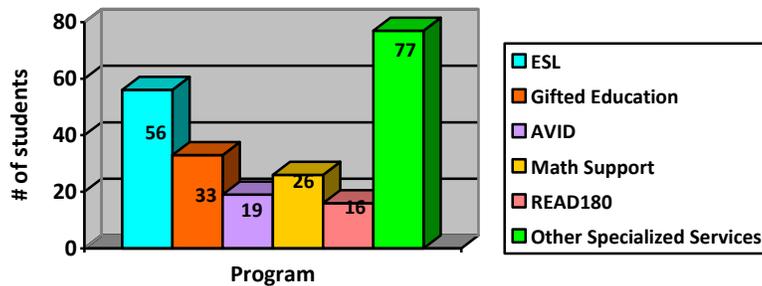
Population by Race



The racial makeup remained consistent with only minor increase or decrease in all except one category. The number of Native American students more than doubled since last year.

- Participation in Support Programs

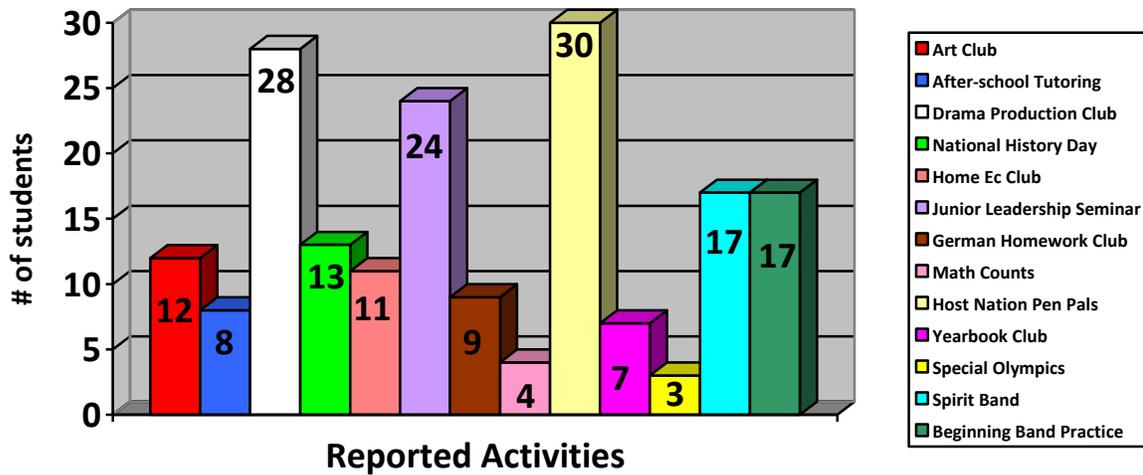
Population by Support Programs



Math support and READ180 were added this year as we begin to look closer at these subgroups. The number of students in special programs this year saw no significant change except in the ESL and Gifted Ed programs. Last year, it was noted that there seems to be an increase in students who are taking advanced classes (e.g. classes above their current grade level) and this continued increase supports that statement. It has been suggested that the reason for this increase is two-fold: teachers are more aware of their subgroups to include more advanced students and AVID places students in this courses of rigor.

- Participation in other school opportunities

Population by Extracurricular Activities



The activities offered to our students continue to grow and change based on student interest. It should be noted that the activities with the most participants are those offered during the school day. This supports the impact that lack of transportation has on our school and community. Anne Bruennig, our School Liaison Officer (SLO), will bring together those interesting in establishing a formal partnership with a community organization that will provide an activity bus in exchange for space for their activities.

IV. Student Performance Data and Analysis:

Subgroups at NMS are found through disaggregation of TerraNova, grades, and local assessments. At-risk subgroups of students (below standard) are identified and monitored with grades and local assessments. This information is gathered and discussed at administration, SST, CSC, ESL, IEP, and 504 meetings as well as during parent-teacher conferences. Parents of Students At-Risk (SARs) are actively engaged by NMS staff and participate in the discussions that support these students academic growth. During NMS team (grade-level) meetings, individual student information is discussed.

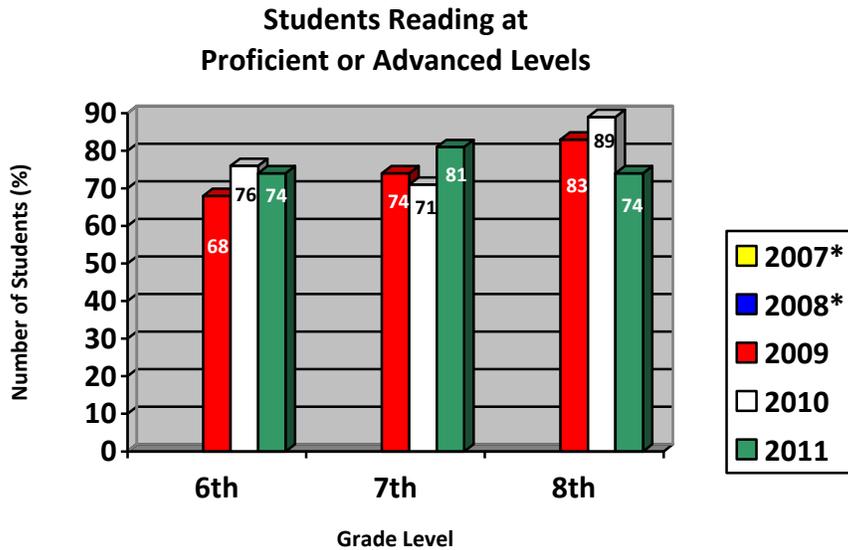
Math support, ESL, and READ180 classes are offered to these identified subgroups. AVID is also another option available for students in these subgroups. These smaller classes engage students in student-centered activities and concentrate on specific areas of need.

Instructional strategies that help improve the skills of identified subgroups are modeled by district level Instruction Specialists and teacher leaders. During team meetings, data

discussion have started that discuss strategy effectiveness through data analysis, the engagement of the students in the learning process, and next steps.

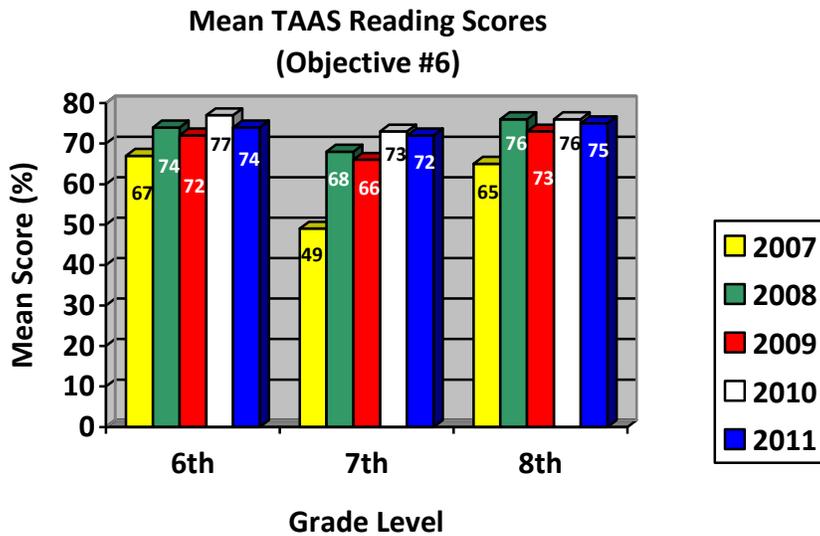
Goal 1 Assessments:

1. Scholastic Reading Inventory (SRI) (Grades 6-8)



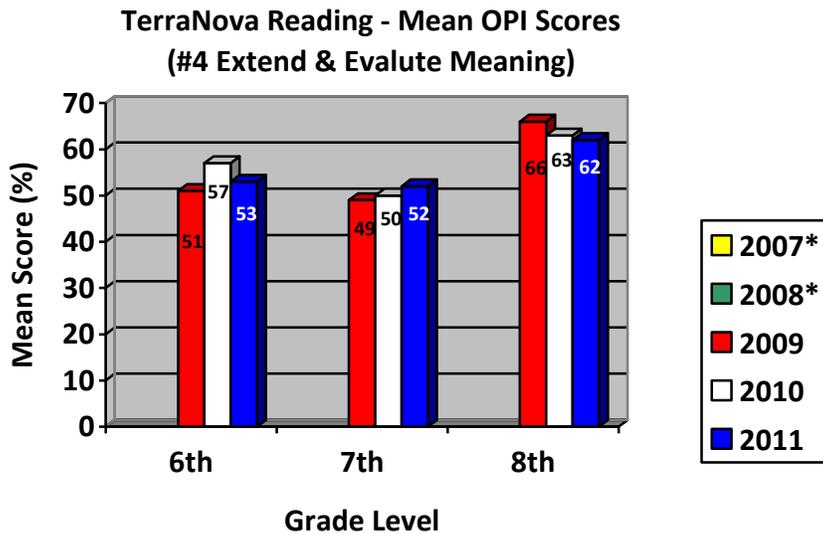
Analysis: Scores from SY 2007 and 2008 were recorded in a different format and cannot be compared in the Profile Addendum. It can be noted that the number of proficient or advance readers at each grade level remains relatively constant. When you track across middle school career (from 6th to 7th to 8th) it becomes clear that the number of proficient and advanced readers increases as the group moves through middle school.

2. Texas Assessment of Academic Skills (TAAS), Spring 2001 Release (Grades 6-8)



Analysis: When we focus on the 2009-2011 scores, we can see that when you track across middle school career (from 6th to 7th to 8th) it becomes clear that students are improving their ability to comprehend written text as the group moves through middle school. Once again, average performance at grade level remains consistent.

3. TerraNova Multiple Assessments 3rd edition (Grades 6-8)



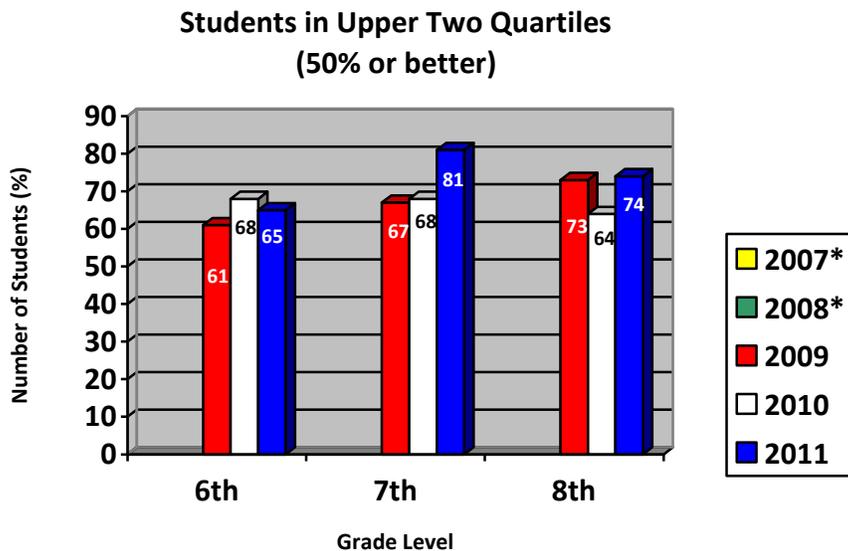
Analysis: Scores from SY 2007 and 2008 were from a different edition of the TerraNova and cannot be compared in this Profile Addendum. With the current 3rd edition that was first administered in spring of 2009, it can be noted that average score at each grade level remains relatively constant. When you track across middle

school career (from 6th to 7th to 8th) it becomes clear that the average score increases as the group moves through middle school.

Goal 2 Assessments:

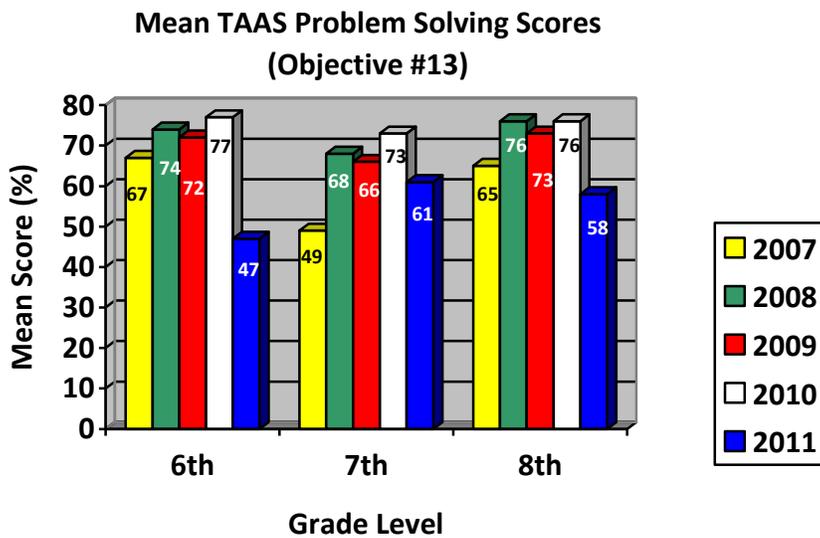
1. Problem Solver (Grades 6-8)

Analysis: Scores from SY 2007 and 2008 were recorded in a different format and cannot be compared in the Profile Addendum. It can be noted that the number of proficient or advance readers at each grade level remains relatively constant. When you track across middle school career (from 6th to 7th to 8th) it becomes clear that the number of students increases as the group moves through middle school.



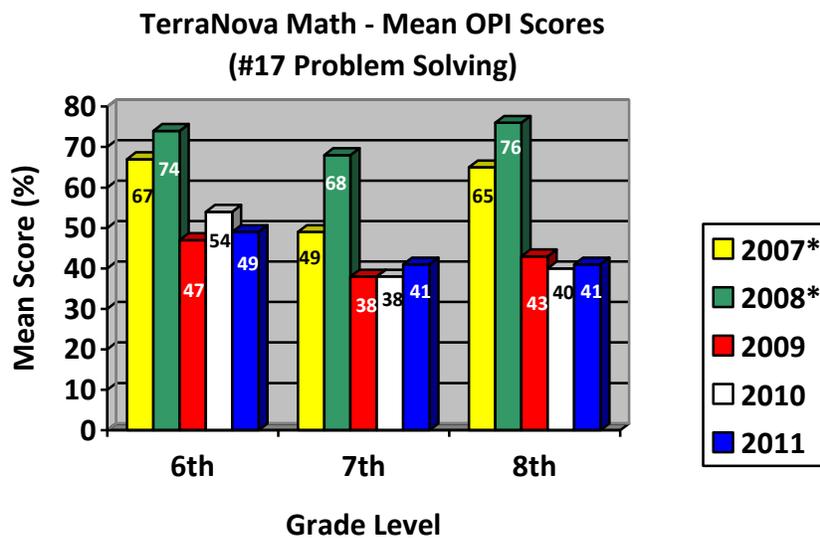
Analysis: Scores from SY 2007 and 2008 were recorded in a different format and cannot be compared in the Profile Addendum. It can be noted that the number of students in the upper two quartiles at each grade level remains relatively constant with the exception of this year's 7th grade class. It should be noted that this assessment was given after a majority of transfers had been made. Our 7th grade class saw the greatest increase in students. When you track across middle school career (from 6th to 7th to 8th) it becomes clear that the number of students in the upper two quartiles increases as the group moves through middle school.

2. Texas Assessment of Academic Skills (TAAS), *Spring 2001 Release* (Grades 6-8)



Analysis: When we focus on the 2009-2011 scores, we can see that average performance at grade level remains consistent except this year. When you track across middle school career (from 6th to 7th to 8th) it becomes clear that students are improving their ability to problem solve as the group until this year. It is also interesting to note that the lowest scores tend to be in the 7th grade.

3. TerraNova Multiple Assessments 3rd edition (Grades 6-8)



Analysis: Scores from SY 2007 and 2008 were from a different edition of the TerraNova and cannot be compared in this Profile Addendum. With the current 3rd edition that was first administered in spring of 2009, it can be noted that average score at each grade level remains relatively constant. When you track across middle school career (from 6th to 7th to 8th) it seems that student performance drops in 7th

grade and increases again in 8th. This is something that will need to be verified as another group of NMS students completes their middle school career at the end of SY 2011-2012.

V. School Effectiveness

With no Customer Satisfaction Survey available this year, we look to the results of the Parent Exit Questionnaire to tell us how we are doing in the eyes of the community. We received no rating lower than a C – traditional “grading scale” – and the overall grade for NMS is an A. The questionnaire specifically addresses the following items in which our rating was A:

- The school provided a rigorous, challenging, and meaningful curriculum for my child;
- The quality and timeliness of communication from the school to the home;
- My child had adequate access to technology and technology training as part of his/her educational program; and,
- The school officials and staff were courteous, professional, and efficient when I dealt with them.

When asked what two things they liked most about the school, parents answered the following (listed in order from most common response to least):

- Teachers who work together to help students;
- Everyone was helpful and friendly;
- Location;
- New buildings;
- Plenty of communication; and,
- Safety, library, curriculum, and nurse (each receiving one response).

When asked to name two things that we could do to make NMS better, the most common response had to do with lunch – don’t run out of lunch items, bigger lunches, and better lunches. Each of the following was listed once:

- Email communication to private accounts rather than business/work accounts;
- Offer more after-school activities;
- Improve/more challenging curriculum;
- Increase host nation program;
- Bullies
- Not waiting outside when cold; and
- More parking spaces are needed for visitors.

An important consideration in the effectiveness of Netzaberg Middle School is the results of the AdvancED Quality Assurance Review (WAR) that took place in early May of this school year. The results of this review have been widely publicized and preparation for next year has already begun. The QAR team has required us to focus on and take action as follows:

- Create a two-way communication plan with parents.

- Ensure grade-level teams and learning communities are meaningful and effective.
- Develop, implement, monitor, and assess an action plan to bring the staff together to focus on student learning to include common formative assessments, improve classroom instruction, and increase student achievement through more effective use of data.
- Collaborate, as a staff, to immediately address and resolve the lack of staff cohesiveness.

While Netzaberg Middle School is a fully functioning school where the students' needs for stability, structure, support, and learning is the driving force, we find that there is still room for improvement.

VI. School and Community Context

As the only middle school servicing the entire Grafenwoehr Military Community, we are constantly looking for ways to better reach out, assist, and encourage students. Some of the special challenges NMS faces are the distance from Rose Barracks and other outlying areas as well as the constant rotation of deployments. The students who travel from Rose Barracks or the Amberg area have about an hour commute each way, so they arrive to school tired and hungry as they are not allowed to eat on the bus and NMS lacks a breakfast program. This distance also deters many parents from coming to school for various meetings or events. Similarly, since the Netzaberg complex is not physically connected to either post, there are many who have a difficult time finding the complex and maneuvering within it once it is found. Since the Grafenwoehr Military Community is a training installation, many of our families have at least one parent deployed to Afghanistan or Iraq. The high number of deployments means it is often difficult for the lone parent to attend functions at school as transporting the younger siblings is an issue. Also, our students have a difficult time focusing on school while a parent is deployed and they also have extended absences of 2-3 weeks each time the parent prepares to deploy, is home on Rest and Relaxation (R&R), and when he/she returns from deployment. We have programs in place for students to help them during these times, but it is still a difficult time for the individual students and families as they have spent much of the past 10 years dealing with deployments.

This is true for both their educational needs as well as their emotional needs. NMS has two counselors, a school psychologist, and houses a Behavioral Health specialist. Our school counselors work closely with students of deployed parents as well as transitioning students. For instance, the counselors sponsor "cookies and games" where students with deployed parents are encouraged to come to relax and have fun with others in a similar situation during their lunch and they sponsor a "care bunch" group that meets semi-monthly for students with deployed parents. At these meetings, student can discuss what's on their minds as well as work on care packages for the deployed parents. Also, they sponsor a school ambassador program that pairs new students with a veteran student for the first week. During this time the veteran student escorts the new student to classes, introduces the new student to friends at lunch, and tries to show the

new student “the ropes” of being an NMS Knight. This spring the counselors will be kicking off a new program called “Junior Student to Student” designed to help students who are transitioning in and out of NMS.

Unlike in elementary school, many middle school parents feel their students do not want them involved in the school. Those feelings combined with distance to the school, lack of child care, and deployment stress, contribute to low parent involvement. We continue to strive for more involvement by trying new ways to reach out to the parents and bring them in. We are also working on different ways in which we can go out into the community instead of the community coming to us. We continue to reach out to our community to increase our partnerships and overall community involvement in our school. If there is one thing we would want all stakeholders and visitors to experience upon interacting with NMS, it would be how much we love teaching the students of NMS. They are a unique group of students with unique concerns and worries. Because of this, we are energized by that challenge and enjoy meeting that challenge day in and day out.