



Netzaberg Middle School
School Profile Addendum
SY 2011-12

Changes last made on 4/27/2012

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 would change in order to simplify the purpose of school's commitment to community. Thus, the Vision Statement of Netzaberg Middle School is:

"Netzaberg Middle School-Nurturing Minds Successfully."

II. Current Goals:

Student Performance SMART Goal #1:

By 2012, 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. For TAAS data, our 6th grade benchmark test takes place each fall and is compared to the 6th grade spring test. For grades 7 & 8, the previous spring assessment is compared to the current spring assessment. For those 7&8 grade students without an initial benchmark test, these students are administered the TAAS in the fall. 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

After reviewing the 2010-2011 data, stakeholders decided that the specific focus of the previous year no longer applied, which was fact vs. opinion. 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. As a result of teachers not convinced that the skill of extend and evaluate meaning cannot be taught in every class, Professional Learning Communities have been instituted with a continuous focus on common formative assessment and teaching strategies in order to initiate an understanding of how to implement in all classrooms.

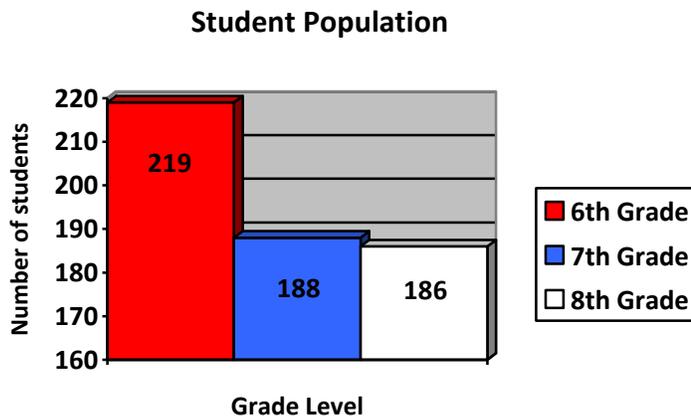
Student Performance SMART Goal #2:

By 2012, 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. For TAAS data, our 6th grade benchmark test takes place each fall and is compared to the 6th grade spring test. For grades 7 & 8, the previous spring assessment is compared to the current spring assessment. For those 7&8 grade students without an initial benchmark test, these students are administered the TAAS in the fall. 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).

III. Current Student Population for this year (as of February 28, 2012):

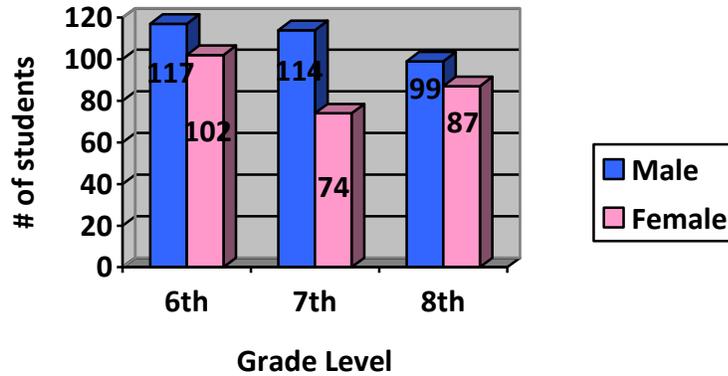
- Grade levels and number of students:



The data used above was chosen because it was most reflective of our student population this year. Sixth-grade enrollment has seen an increase from 195 to 219. Our seventh and eighth-grade enrollment has remained constant.

- Gender

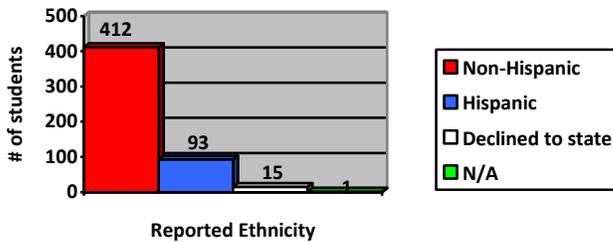
Student Population by Gender



Compared to our previous year, while evenly split in seventh-grade the even distribution is now in both sixth and eighth-grade, the 7th grade has a noticeable abundance of males.

- Ethnicity

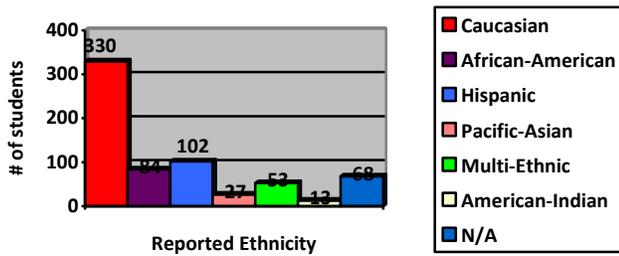
Population by Ethnicity



As reported by Terra Nova data Spring 2011, our Non-Hispanic population far exceeds that of the NMS Hispanic population. Results also show a total of 15 declined to state ethnicity.

- Race

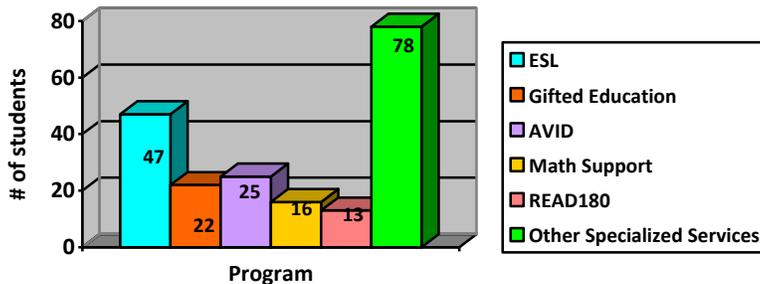
Population by Race



As NMS begins a new cycle of reporting ethnicity, we looked at all group populations reported by Terra Nova. Our reporting shows a diversity of population with our Caucasian population reporting at 330, while remaining Non-Caucasian number equals 263.

- Participation in Support Programs

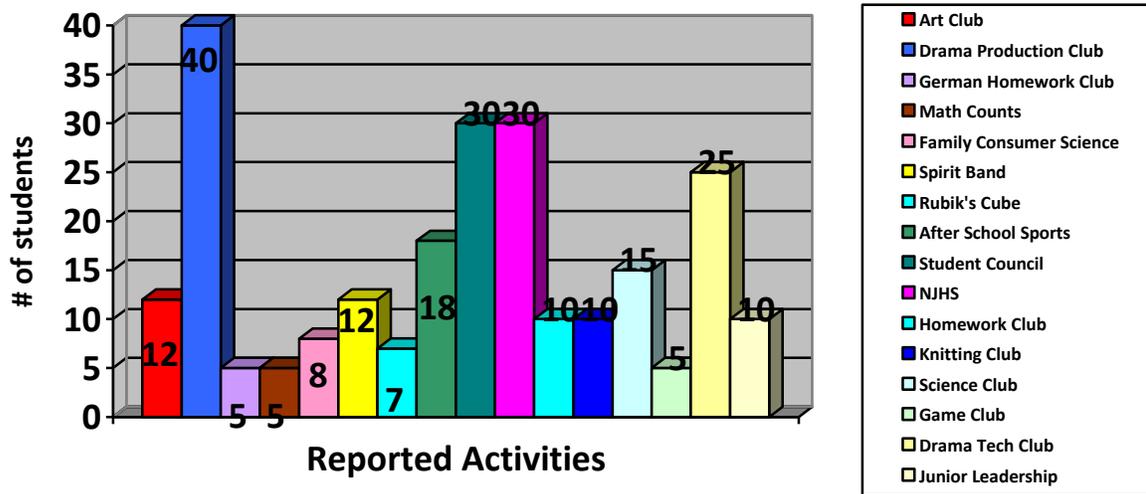
Population by Support Programs



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. Those activities held in conjunction with Child Youth Services (CYS) provide an after school activities bus. Otherwise, those activities not formed in conjunction with CYS, are not eligible to utilize this after school activity bus. Overall, the lack of transportation impacts our enrollment and attendance of NMS extracurricular activities.

IV. Student Performance Data and Analysis:

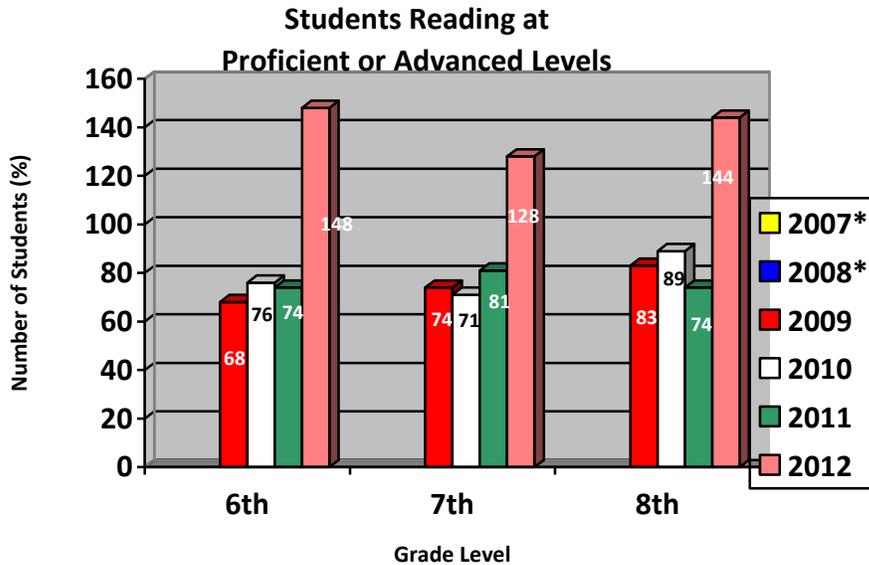
Subgroups at NMS are found through disaggregation of the data presented in TerraNova, Grade Speed, and local assessments. At-risk subgroups of students (below standard) are identified and monitored by grades and local assessments. This information is gathered and discussed at team meetings, Professional Learning Communities, SST, CSC, ESL, IEP, and 504 meetings as well as during parent-teacher conferences. Math support, ESL, and READ180 classes are offered to identified at-risk subgroups. Even for those unable to enroll in the above addressed programs, an organized Seminar is provided to assist all students needing additional help or guidance.

While a designated Gifted Education program is not offered at NMS, gifted students receive enrichment opportunities through peer tutoring, advancement in academic math classes, AVID, Junior Student 2 Student, Advanced Band and Choir. Recent teacher in-service provided training on Differentiated Instruction to further assist subgroups as well as all students in need.

Instructional strategies that help improve the skills of identified subgroups are modeled by district-level Instruction Specialists and within Professional Learning Communities. During these identified meetings, data is compiled from formative assessments, discussed and effective strategies implemented.

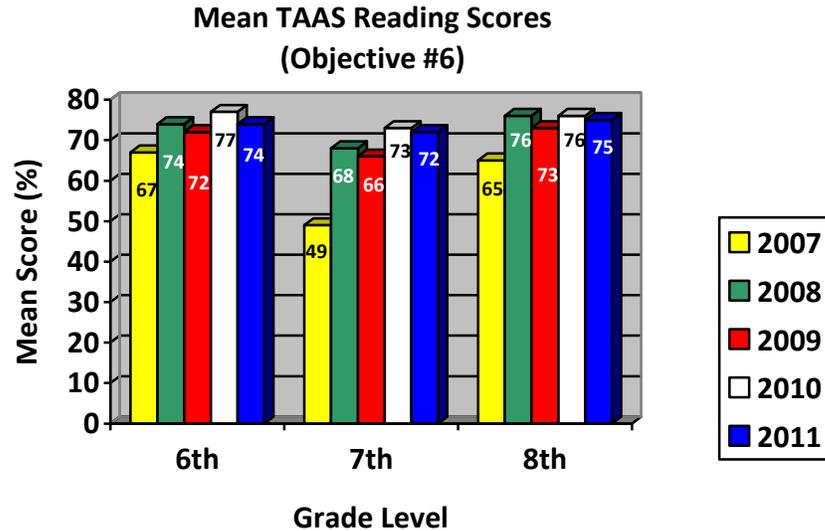
Goal 1 Assessments:

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



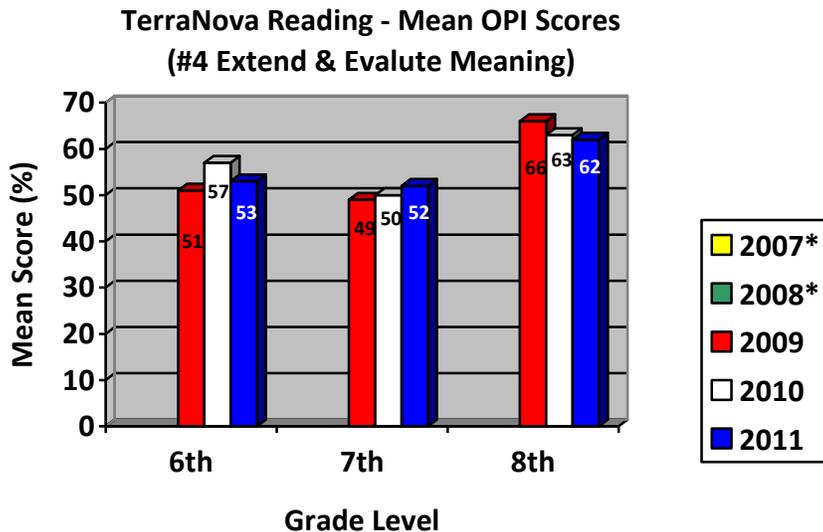
Analysis: Scores from SY 2007 and 2008 were recorded in a different format and cannot be compared in the Profile Addendum. It can be noted that the number of proficient or advance readers, measured longitudinally, remains constant.

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.

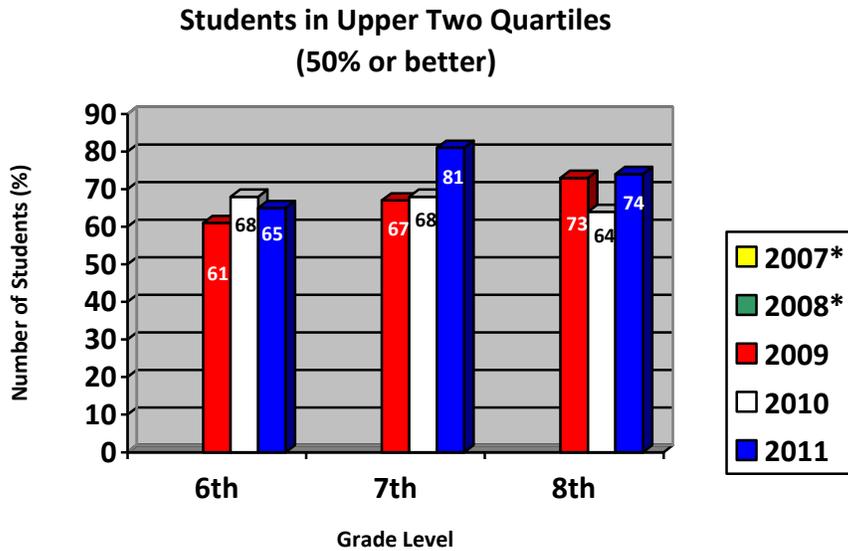
3. TerraNova Multiple Assessments 3rd edition (Grades 6-8)



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.

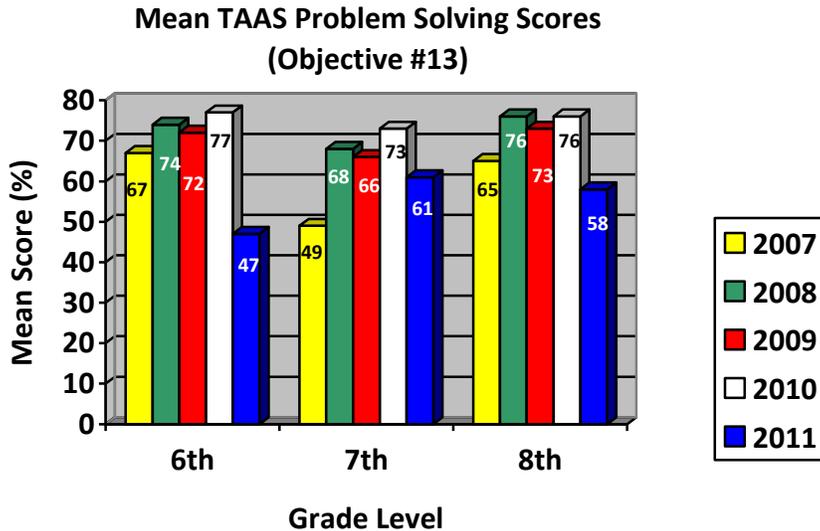
Goal 2 Assessments:

1. Problem Solver (Grades 6-8)



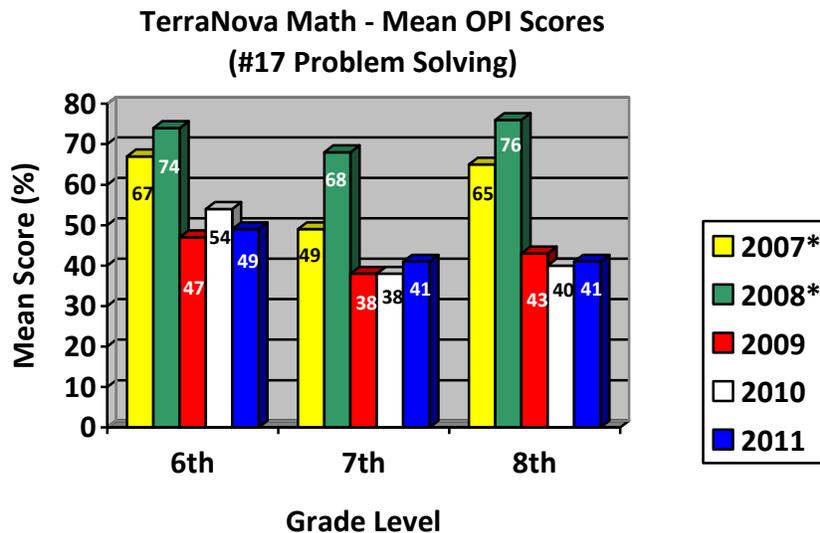
Analysis: Scores from SY 2007 and 2008 were recorded in a different format and cannot be compared in the Profile Addendum. It can be noted that the number of students in the upper two quartiles at each grade level remains relatively constant with the exception of this year's 7th grade class. It should 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 for the 2011 year. When you track across middle school career (from 6th to 7th to 8th) it becomes clear that students are fluctuating in the problem solving test scores. 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 in SY 2011-2012 as a trend that may typically occur in the 7th grade year.

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 serving the entire Grafenwoehr Military Community, we are constantly looking for ways to improve two-way communication, assist and encourage student achievement.

Some of the special challenges NMS faces revolves around the location of the Netzaberg complex which is not physically connected to main garrison and Rose Barracks. The distance from Rose Barracks deters many parents from coming to school for various meetings or events. The students, who travel from Rose Barracks or the Amberg area, have about an hour commute each way. They often arrive at school tired and hungry as they are not allowed to eat on the bus, and NMS lacks a breakfast program.

In addition, this garrison is unique in regards to constant rotation of theater deployments that impact parental involvement. Since the Grafenwoehr Military Community is a training installation, many of our families have at least one parent deployed to Afghanistan. The high number of deployments, as well as distance to and from NMS, means it is often difficult for the lone parent to attend functions at school.

Also, our students have a difficult time focusing on school while a parent is deployed. We have programs in place for students to help them during these times, but it is still a difficult time for the individual student(s) and family as they have spent much of the past 10 years dealing with deployments.

Servicing the emotional needs of our students is also a priority here at NMS. NMS has two school 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. At these meetings, student can discuss what's on their minds as well as work on care packages for the deployed parents. For those transferring in and out, a "Hail and Farewell" activity is held at the local CYS Teen Center. In addition, our counselors sponsor a school ambassador program, "Junior Student 2 Student," 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.

Distance to the school and deployment stress contributes to low parent involvement. Due to these factors, NMS teachers and faculty traveled to Rose Barracks for our November Parent/Teacher Conferences. We continue to strive for more involvement by trying new ways to reach out to our community. For example, NMS sponsored the first annual Reindeer 5k Run which had over 116 participants. As this community outreach continues, we hope to increase our partnerships and overall community involvement in our school.