

W.T. Sampson Unit School Profile

Compiled 2004 - 2005

Principal: Frank Simone



**Elementary Campus
Grades Pre K – 6**



**Secondary Campus
Grades 7 – 12**

**U.S. Naval Station Guantanamo Bay, Cuba
PSC 1005 Box 49
FPO, AE 09593**

Phone: 011-53-99-3500; Fax: 011-53-99-3629
E-mail: SampsonPrincipal@am.dodea.edu
<http://www.cuba.am.dodea.edu/>

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School and Community Description

W.T. Sampson Unit School is located at the U.S. Naval Base Guantanamo Bay, Cuba and is a component of the Department of Defense Education Activity (DoDEA). The school has an enrollment of 341 students, with 225 in Pre-K through 6th grade at the elementary campus and 116 in 7th through 12th grade at the secondary campus. The community is predominantly made up of military and civil service personnel as well as civilian contractors.

Mission Statement

The W.T. Sampson School community provides an environment that inspires lifelong learning and prepares all students for success in a global society.

Data

Unique Local Insights

Data Collection Instruments:

The following instruments to collect data regarding Unique Local Insights:

Parent Survey

Student Survey

Staff Survey

In the Spring of 2004 a survey was published online to solicit input from students, parents and teachers on a series of 26 to 40 questions, as well as, provided written comments. The survey asked a number of questions concerning the following areas:

1. Student learning
2. Instructional methods
3. School safety and security
4. School purpose
5. School Activities
6. General Opinions about the school

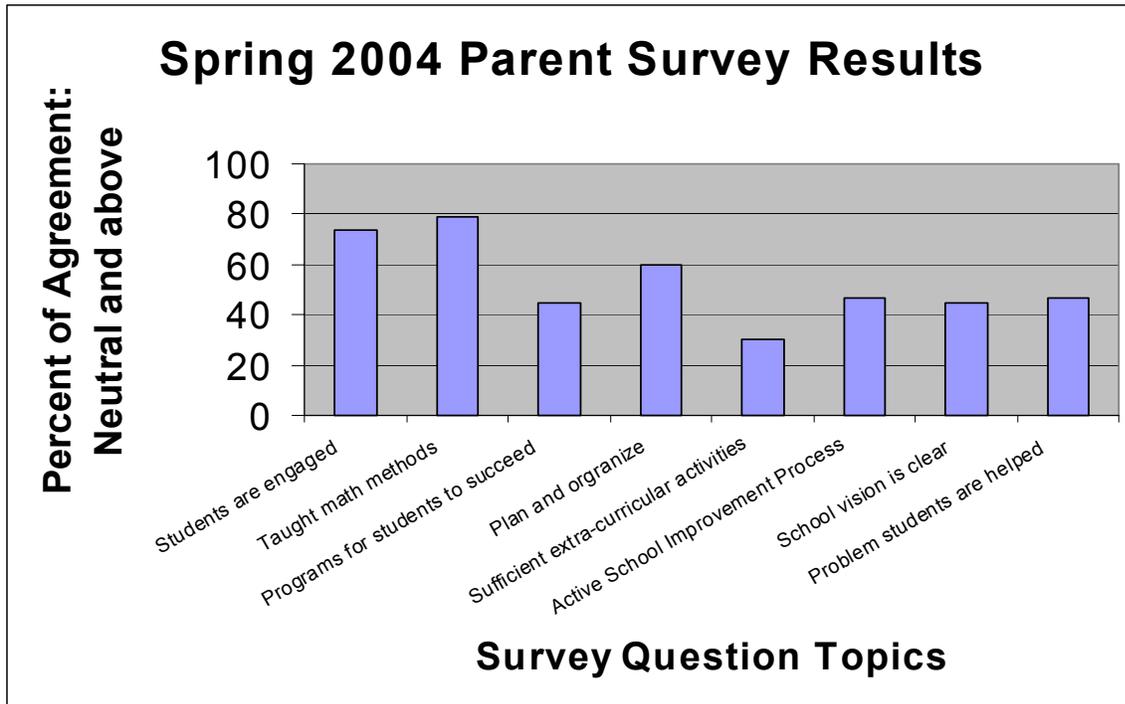
An analysis of each piece of the survey is provided in the following.

Analysis of Data: Parent Survey

The parent survey received 43 responses, or about 12% of the parent population.

The survey indicated that a majority of the parents felt that their students were engaged in the classroom and are taught to apply mathematical ideas and techniques. Parental responses on the survey indicated concerns in the areas of:

- W.T. Sampson provides instructional programs that allow every student to succeed
- Students are taught to plan and organize resources
- There is sufficient variety of extra-curricular activities at this school
- There is an active school improvement process at this school
- The vision for this school is clear to others
- Students with problems are identified and given appropriate help



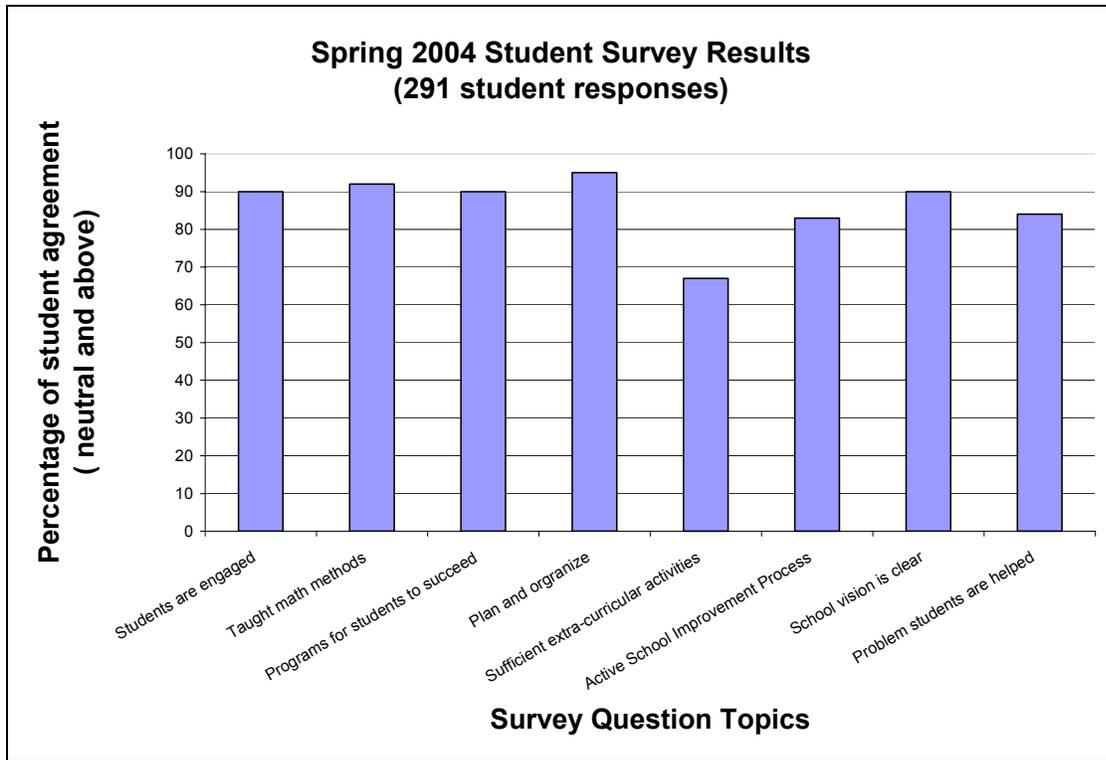
43 Parent Responses (12% of parents)

In the survey, parents could respond to questions in five categories; strongly agree, agree, neutral, disagree, and strongly disagree. Generally, strongly agree favored support for the school programs. The above graph shows the questions that parents appeared to highly agree on and seemed to highly disagree upon.

Analysis of Data: Student Survey

Two student surveys were taken of students, one from the Kindergarten through 2nd grade students and another from the third through twelfth grade students. Both surveys gathered responses from 291 students, or about 83% of the student population at that time. The lower grade level survey provided only three responses to each student; yes, sometimes or no.

Generally, students agreed above an 80% approval rating that the school engaged them, expected quality work, and used a variety of methods to promote instruction. It should be noted that the two lowest results, which still were above 68%, addressed the issues of allowing students to make choices about what is taught in the classroom and that the school provides enough after-school activities. Of interest may be the contrast is how the student results compare to the previous parent survey.

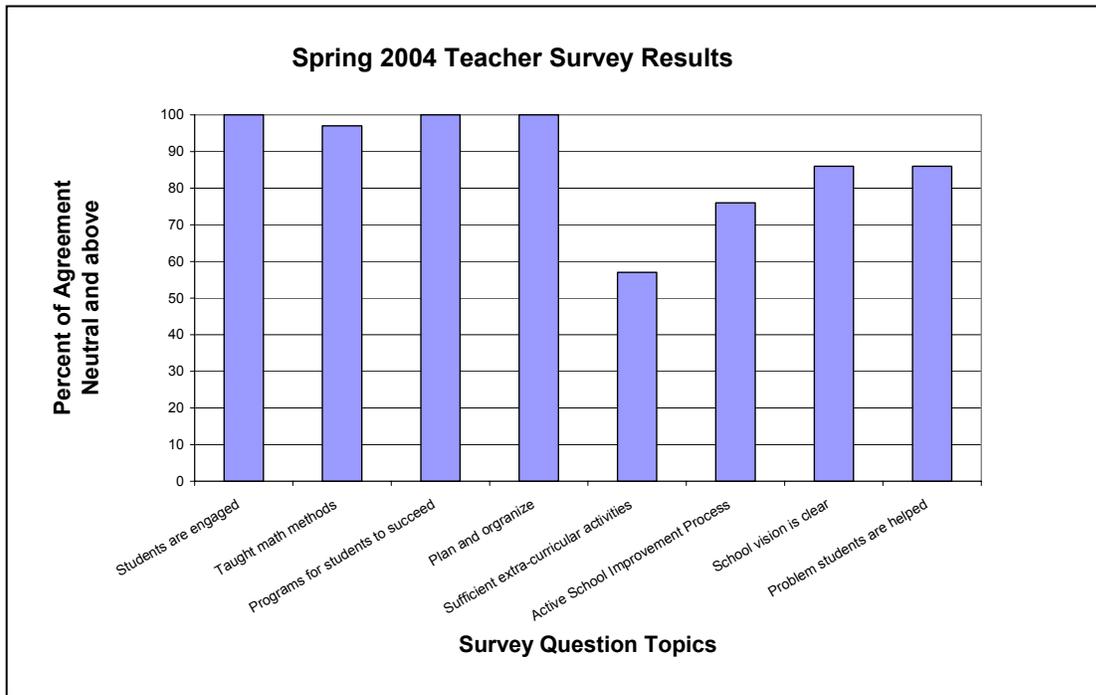


291 Student Responses (83% of students)

The graph shows a sample of the high agreement that students had with the questions that were asked about the instructional process in the school. It should be noted that when compared to the parent survey, students had a 20 to 50% higher agreement than their parents.

Analysis of Data: Teacher Survey

The teacher survey received 30 responses, representing 71% of the teaching staff at both campuses of the school. Teachers' responses indicated above 90% agreement that the school was providing a good learning environment, using a variety of instructional methods, and demonstrated a clear sense of purpose. Only two questions areas were noted to be less: there are sufficient extra curricular activities and there is an active school improvement process.



30 Teacher Responses (71% of teachers)

Implications for Action: Unique Local Insights

From the survey, it appears that parents, students and teachers have a good opinion about the school environment and the educational process taking place at the school. Across all of the surveys, it would appear the school could improve support by increasing the number of extra-curricular activities and communicating the school improvement process better.

Follow-Up on Former Students

In the past, W.T. Sampson High School has not conducted follow-up surveys on former students.

DoDEA has begun tracking former students and data from that effort will be included in future school profiles.

Existing School Data

When looking at the data, it is important to keep in mind that our student numbers at each grade level are quite low. Hence, results may be skewed. We have included actual student numbers wherever possible when reporting data.

Student Data

Data Collection Instruments

1. Terra Nova Multiple Assessments
2. Terra Nova Performance Assessments Communication Arts (PACA)
3. Terra Nova School Test Profile for previous 6 years
4. 2003 Terra Nova summary produced by the DDESS curriculum office
5. Scholastic Reading Inventory (SRI)
6. Algebra End-of-Course Assessment
7. Balanced Assessment in Mathematics (BAM)

Analysis of Data

The staff conducted a study of the available data during the School Year (SY) 2003-2004, which led to developing two school improvement goals of (1.) improving student reading comprehension and (2.) problem solving. The staff analyzed several sources of student data to include the: Terra Nova Multiple Assessments, Terra Nova Performance Assessments Communication Arts (PACA), Terra Nova School Test Profile for the previous 6 years, Scholastic Reading Inventory (SRI), Algebra End-of-Course Assessment, Balanced Assessment in Mathematics (BAM), and a 2003 Terra Nova summary produced by the DDESS curriculum office.

All of the data was analyzed by the School Improvement Team and presented to the staff. Upon full staff analysis, the staff deemed that student Reading Comprehension and Problem Solving should be our two school improvement goals.

Goal 1: Reading Comprehension

The staff conducted a study of the available data during the School Year (SY) 2003-2004, which led to developing a school improvement goal on improving student reading comprehension. The staff analyzed several sources of student data to include the: Terra Nova Multiple Assessments, Terra Nova Performance Assessments Communication Arts (PACA), Terra Nova School Test Profile for the previous 6, Algebra End-of-Course Assessment, Balanced Assessment in Mathematics (BAM), and a 2003 Terra Nova summary produced by the DDESS curriculum office.

All of the data was analyzed by the School Improvement Team and presented to the staff. Upon full staff analysis, the staff deemed that student Reading Comprehension should be one of the school improvement goals, even the mathematics assessments seemed to indicate to the staff that improving reading comprehension would improve those scores. The specific data that the staff used to develop Goal 1, Reading Comprehension, was:

1. Terra Nova, PACA

- DoDEA Community Strategic Plan Goal is for 75% of students to score in the top two quartiles and less than 8% in the lowest quartile.
- In SY 03-04, PACA, 55 % of the students in grades 4, 8 and 10 performed at or above standard in the communication arts.
- In SY 03-04, PACA, 58% and 65% of the students performed at or above standard in writing and reading, respectfully.
- In SY 03-04, the PACA reading strands scores indicated a need for improvement in all four areas.

2. Terra Nova, Multiple Assessments

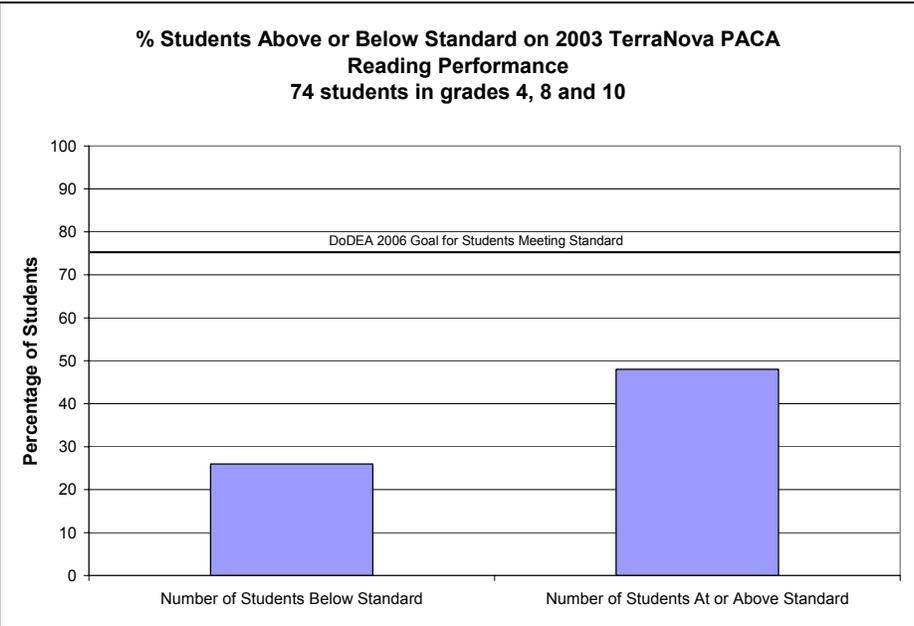
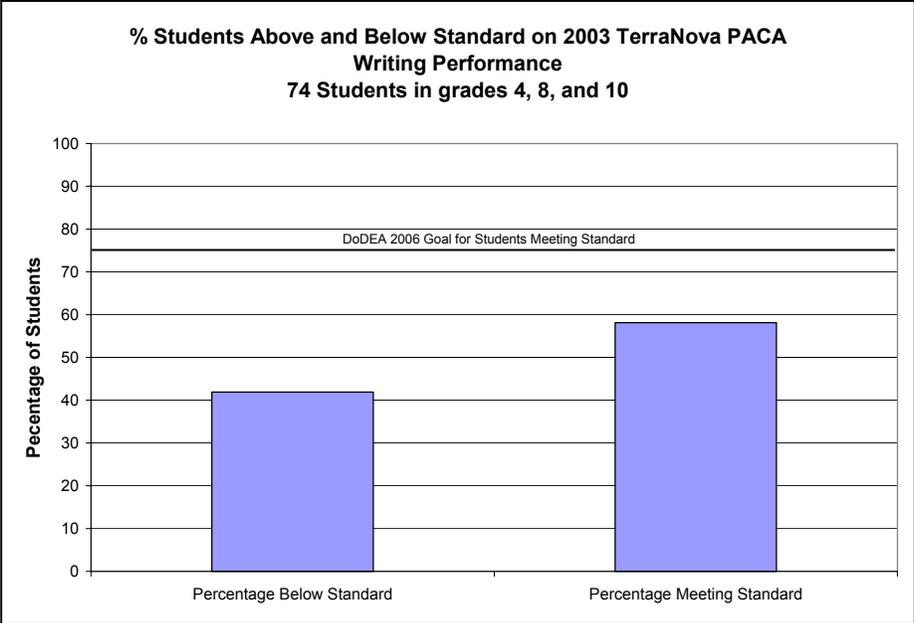
- DoDEA Community Strategic Plan Goal is for 75% of students to score in the top two quartiles and less than 8% in the lowest quartile.
- In SY 02-03, the DDESS comparison chart indicated that 69% of the students were at or above standard in both reading and writing subtests.

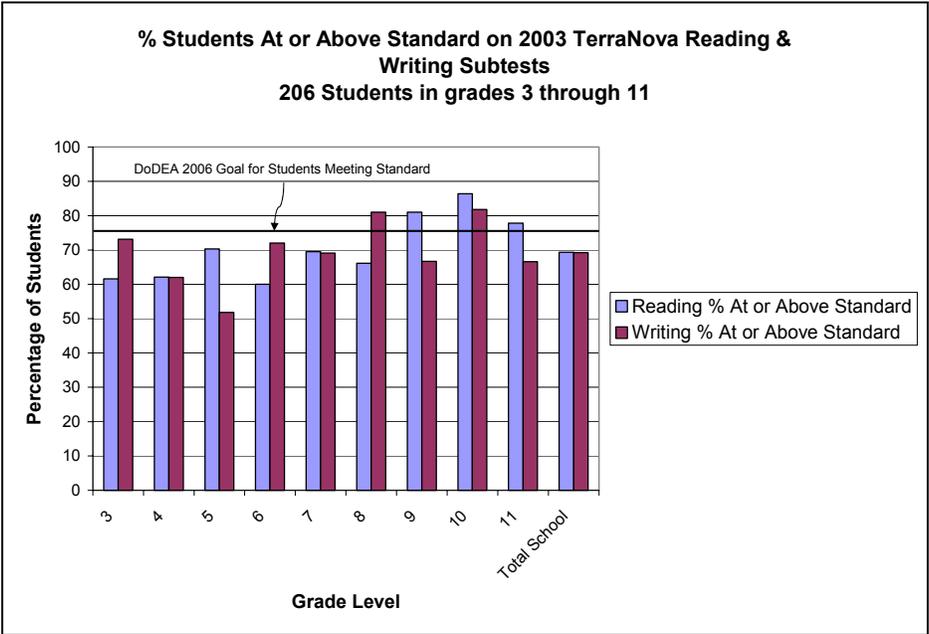
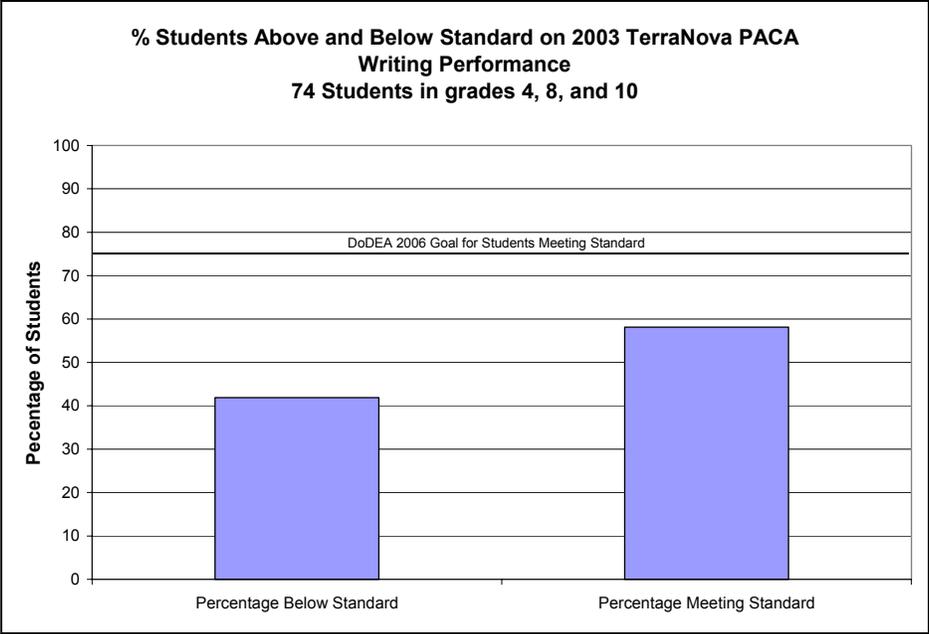
The original goal agreed upon by the staff covered all aspects of communication, reading and writing. After the School Improvement Team was trained in October of 2004, the staff agreed to narrow the goal to reading. This was based on additional data available from a newly purchased, local assessment:

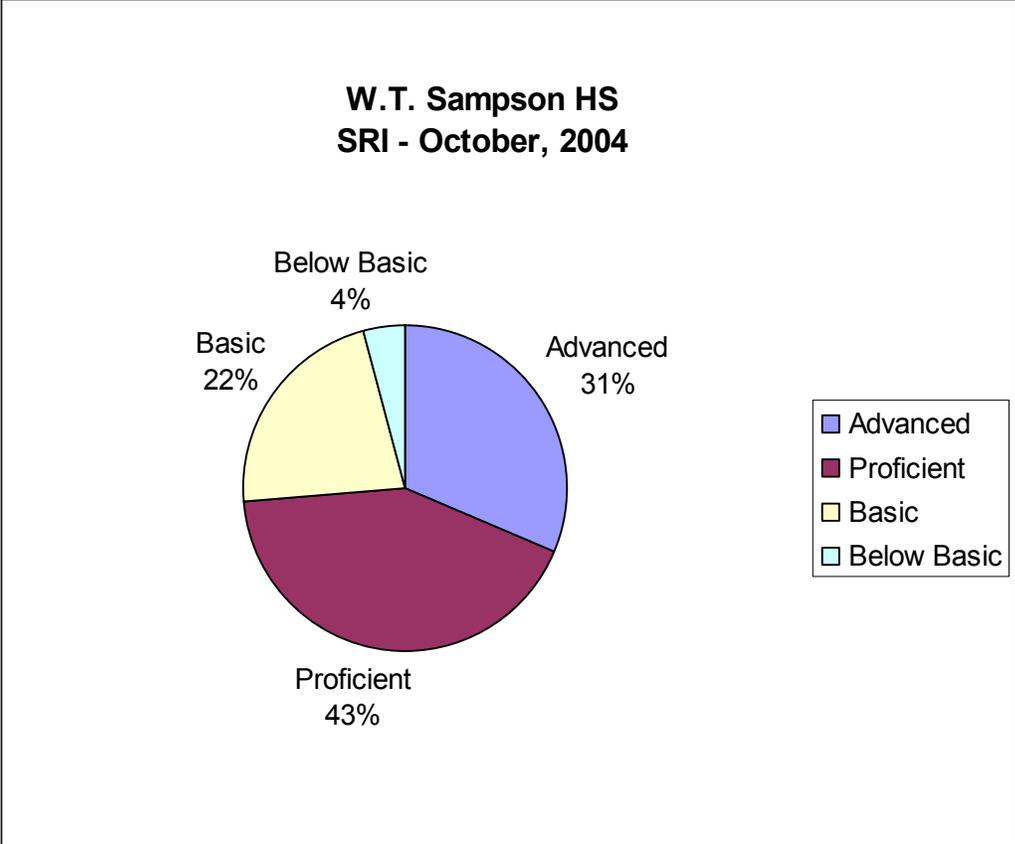
3. Scholastic Reading Inventory (SRI)

- In October of 2004, a school wide SRI inventory indicated that 73% of the students were proficient or advanced in reading skills.
- The staff agreed that reading needed improvement to meet the DoDEA goal.

When the goal was revised at the beginning of SY 04-05, the 2004 Terra Nova scores were available. Analysis of those reading strand scores further indicated a need for Goal 1 to focus on reading comprehension to meet the DoDEA Goal.



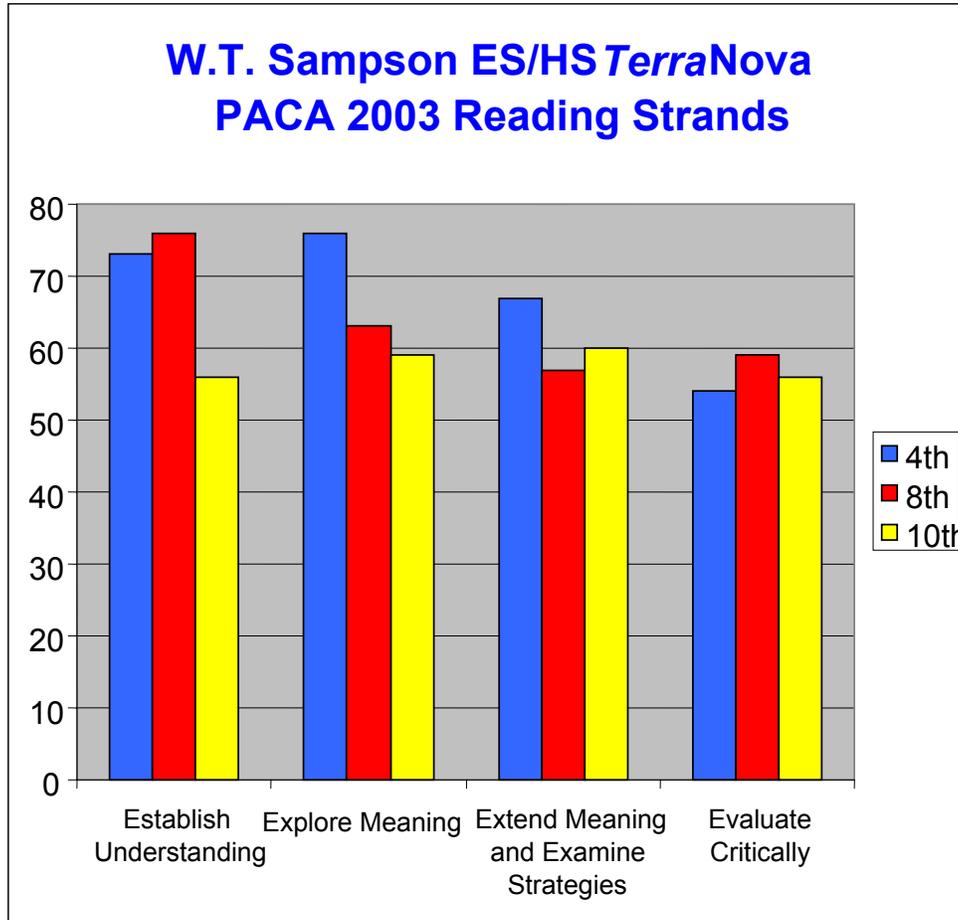




**2004 SRI Results
Data for 118 Students**

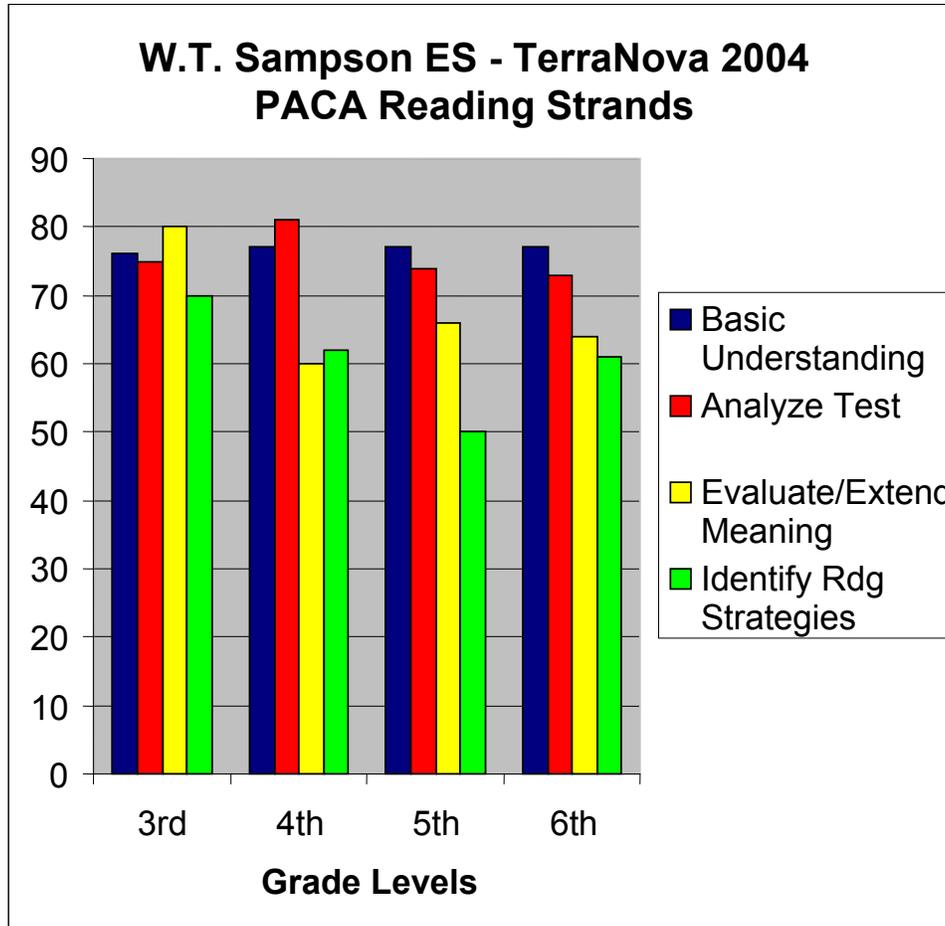
SRI Performance Standard	Students	% of Students
Advanced	37	31
Proficient	50	42
Basic	26	22
Below Basic	5	4

Need description of OPI (Objective Performance Index) scores here for following 3 graphs?



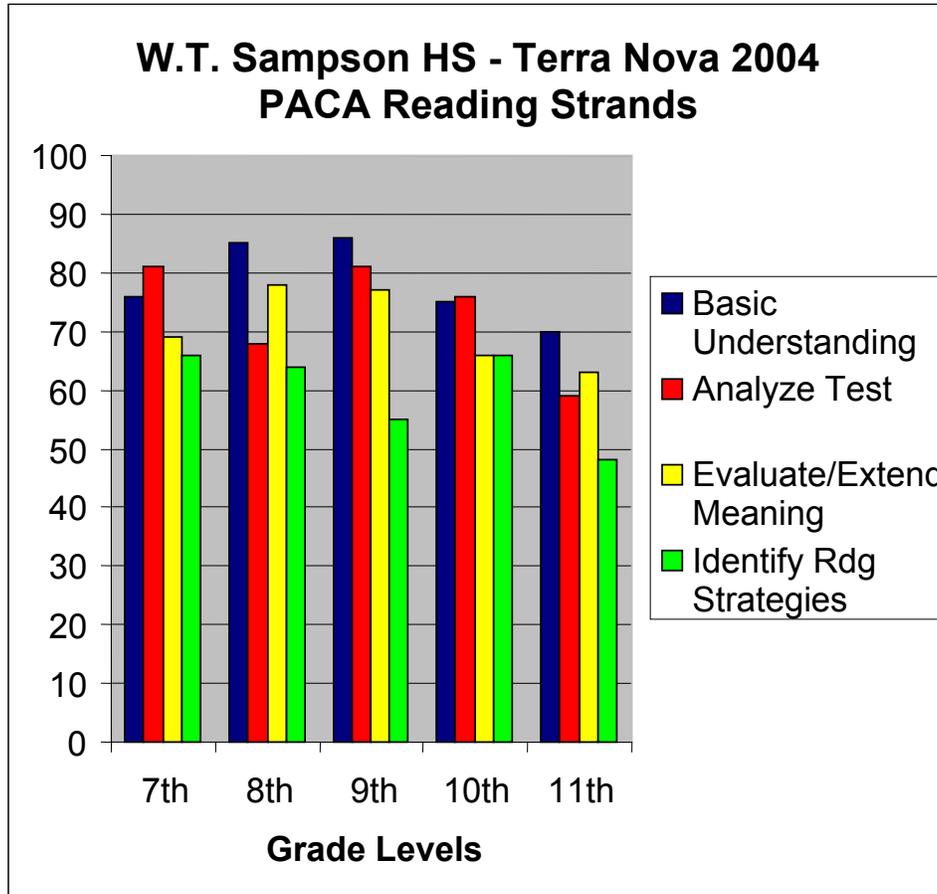
2003 Terra Nova CAPA Scores

Reading Categories	4th	8th	10th
Establish Understanding	73	76	56
Explore Meaning	76	63	59
Extend Meaning and Examine Strategies	67	57	60
Evaluate Critically	54	59	56
Students:	29	26	19



2004 Terra Nova Scores: Grades 3 - 6

Reading	3rd	4th	5th	6th
Basic Understanding	76	77	77	77
Analyze Test	75	81	74	73
Evaluate/Extend Meaning	80	60	66	64
Identify Rdg Strategies	70	62	50	61
Students:	26	29	27	26



2004 Terra Nova Scores: Grades 7 - 11

Reading	7th	8th	9th	10th	11th
Basic Understanding	76	85	86	75	70
Analyze Test	81	68	81	76	59
Evaluate/Extend Meaning	69	78	77	66	63
Identify Rdg Strategies	66	64	55	66	48
Students:	23	27	21	22	9

Goal 2: Problem Solving

The staff conducted a study of the available data during the School Year (SY) 2003-2004, which led to developing a school improvement goal on improving student problem solving. The staff analyzed several sources of student data to include the: Terra Nova Multiple Assessments, Terra Nova Performance Assessments Communication Arts (PACA), Terra Nova School Test Profile for the previous 6 years, Algebra End-of-Course Assessment, Balanced Assessment in Mathematics (BAM), and a 2003 Terra Nova summary produced by the DDESS curriculum office.

All of the data was analyzed by the School Improvement Team and presented to the staff. Upon full staff analysis, the staff deemed that student Problem Solving should be one of the school improvement goals. The specific data that the staff used to develop Goal 2, Problem Solving, was:

1. Terra Nova

- DoDEA Community Strategic Plan Goal is for 75% of students to score in the top two quartiles and less than 8% in the lowest quartile.
- In SY 03-04, on the Math Subtest, on the problem solving and reasoning subtest, most grade levels of students scored lower than in most other subtests.
- In SY 03-04, on the Math Subtest, on the problem solving and reasoning subtest, the overall school scored 69%, below the DoDEA 75% Goal.
- In SY 02-03, on the PACA, total scores of 64% for 4th grade, 59% for 8th grade, and 63% for 10th grade, indicate an increased need for students to be able to identify a problem, select and apply solutions, and evaluate results.

2. Algebra End-of-Course Assessment

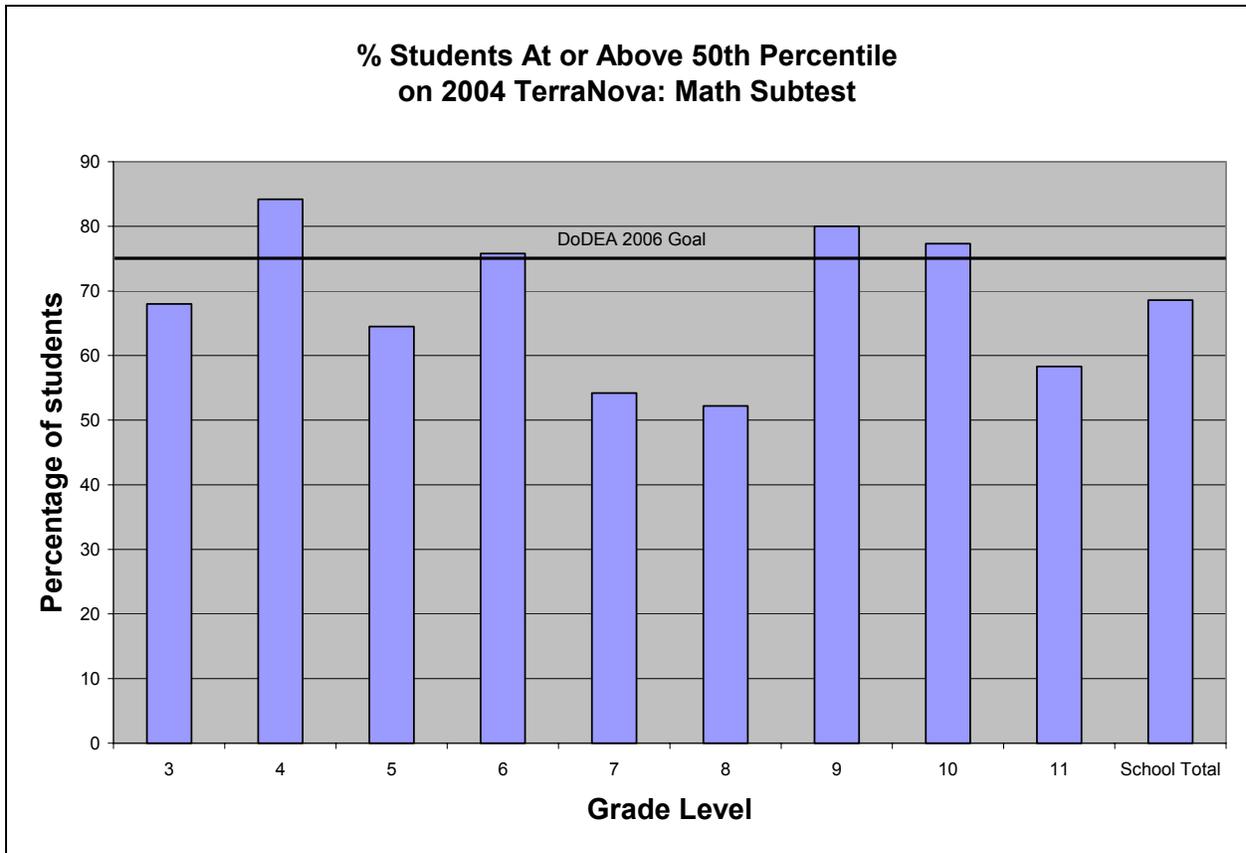
- In 2003, only 9% of the Algebra students scored at or above the DoDEA standard.

3. Balanced Assessment in Mathematics (BAM)

- In 2003, the results of the problem solving sub-test indicated a low score of 69% for 4th grade and 59% for 8th grade.

4. Faculty Consensus

The faculty arrived at consensus that problem solving skills was an area that needed to be emphasized in order to use thoughtful questioning and reasoning strategies and to promote conceptual understanding and investigation methods.

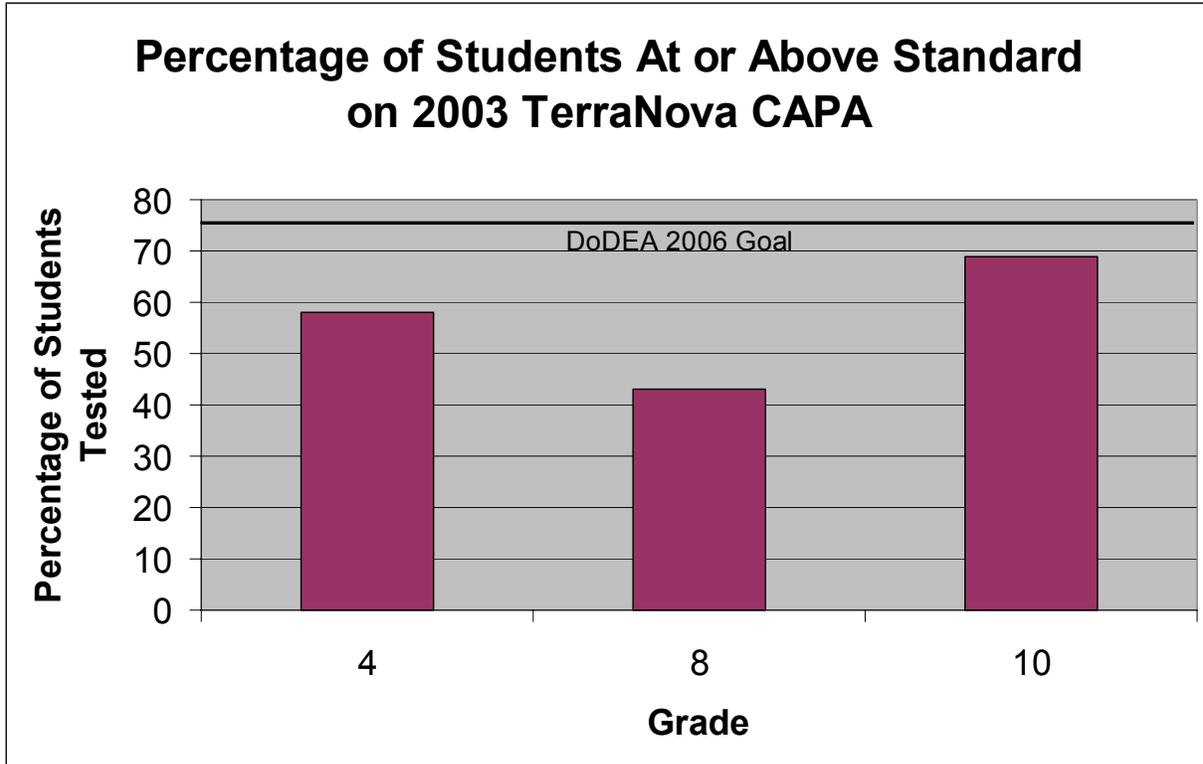


Terra Nova Data Review for Goal 2

Math Subtest Analysis for 2004

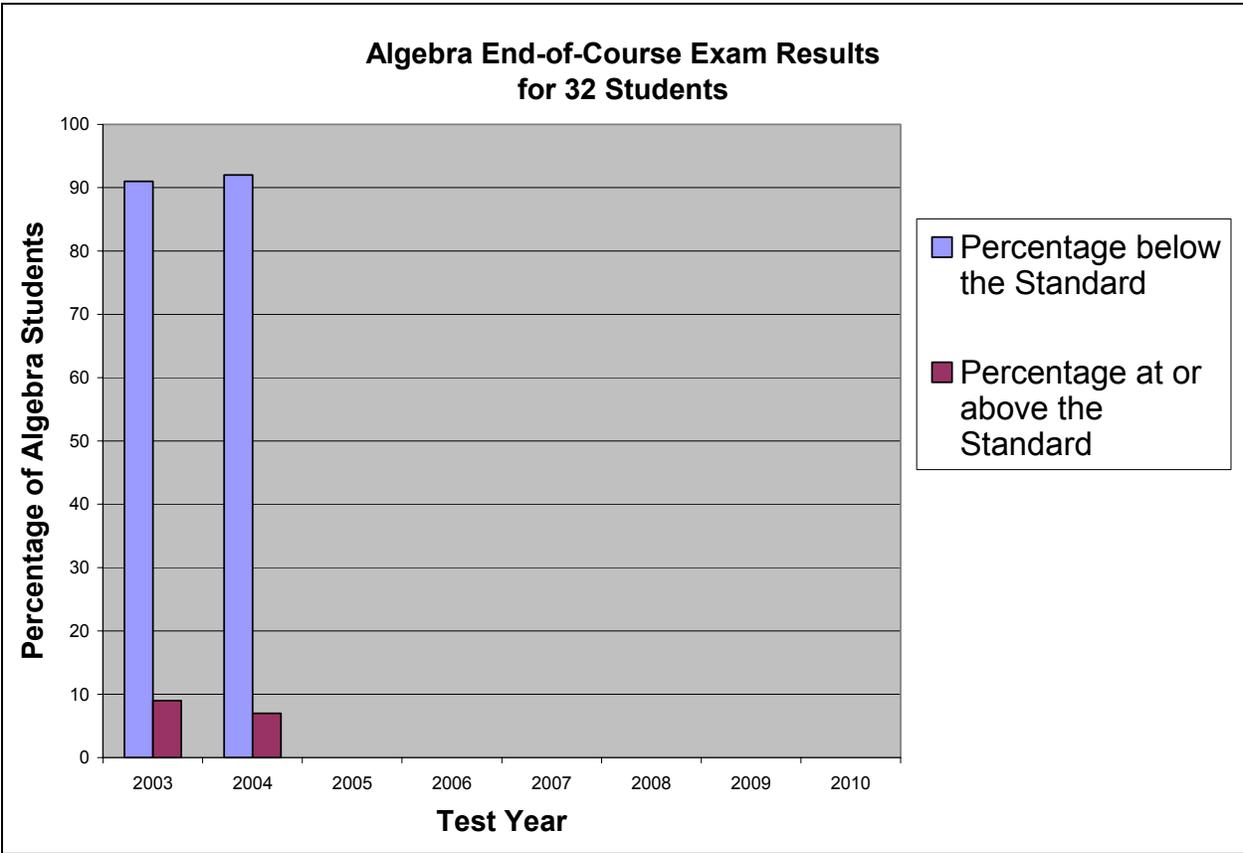
Total % of Students At or Above Standard: 68.6

<u>Grade</u>	<u>% At or Above Standard</u>	<u>Students</u>
3	68.0	26
4	84.2	20
5	64.5	31
6	75.8	29
7	54.2	24
8	52.2	24
9	80.0	25
10	77.3	22
11	58.3	12
Total:		213



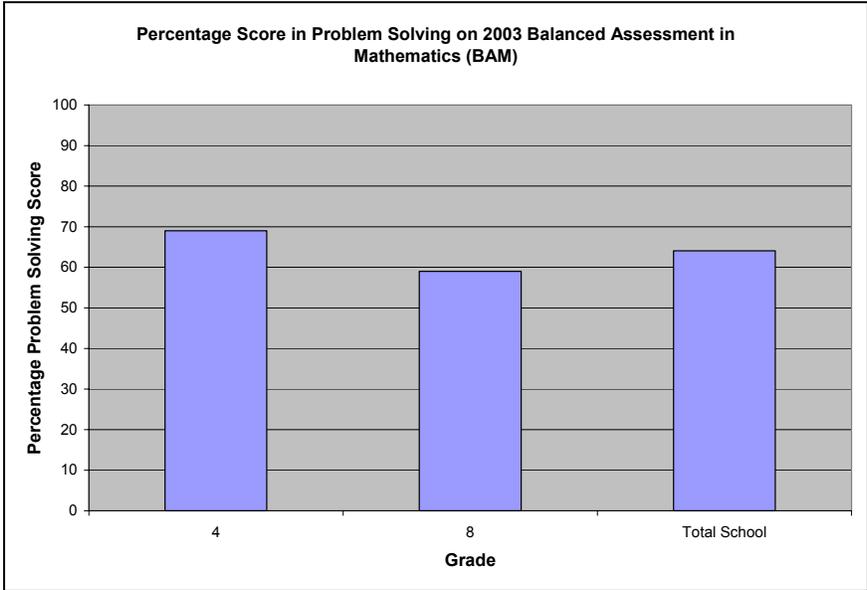
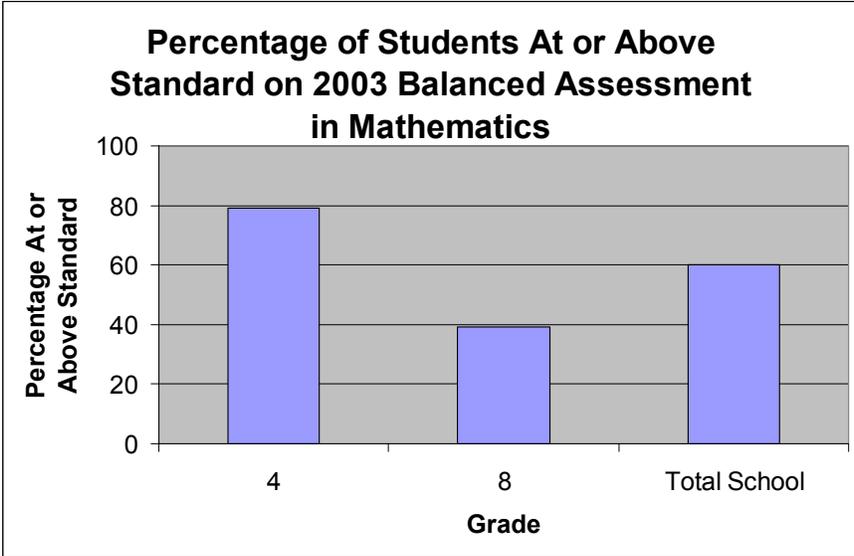
Terra Nova CAPA

Year	Grade	Total Communication Arts %	% At or Above Standard	National %	Students
2002	4	60		60	26
2002	10	41		56	10
2003	4	64	58	60	29
2003	8	59	43	63	26
2003	10	63	69	56	19
Totals:	4		58		
	8		43		
	10		69		



Algebra End-of-Course Exam

	% Below the Standard	% At or Above the Standard
2003	91	9
2004	92	7



2003: Balanced Assessment in Mathematics (BAM)

Grade	Average Problem Solving % Score	% of Students At or Above Standard (level 3 & 4)	Students
4	69	79	29
8	59	39	28
Total:			57

Demographic and Attendance Data

**Enrollment by Ethnicity and Racial Group
(16 MAR 2005)**

Ethnicity	Racial Group	Count	Percent
Non-Hispanic or Latino		280	82.6
	Amer Ind or Alaskan Native	2	0.6
	Asian	14	4.1
	Black/African American	62	18.3
	Hawaiian or Pac Islander	2	0.6
	White	183	54.0
	Multi-Racial	14	4.1
	No Information	3	0.9
Hispanic or Latino		53	15.6
	Amer Ind or Alaskan Native	3	0.9
	Asian	2	0.6
	Black/African American	7	2.1
	Hawaiian or Pac Islander	0	0.0
	White	31	9.1
	Multi-Racial	1	0.3
	No Information	0	0.0
Decline to State		6	1.8
	Amer Ind or Alaskan Native	0	0.0
	Asian	0	0.0
	Black/African American	5	1.5
	Hawaiian or Pac Islander	0	0.0
	White	1	0.3
	Multi-Racial	0	0.0
	No Information	0	0.0
Race Totals		339	100.0
	Amer Ind or Alaskan Native	5	1.5
	Asian	16	4.7
	Black/African American	74	21.8
	Hawaiian or Pac Islander	2	0.6
	White	215	63.4
	Multi-Racial	15	4.4
	No Information	12	3.5

Enrollment by Grade and Sponsor's Service
(16 MAR 2005)

Grade	Army	Air Force	Navy/USMC	Other	Total
SS	0	0	33	3	36
K	0	0	16	8	24
Gr 1	0	0	22	8	30
Gr 2	0	0	17	11	28
Gr 3	0	0	18	10	28
Gr 4	0	0	19	12	31
Gr 5	0	0	8	8	16
Gr 6	1	0	20	8	29
Gr 7	0	0	14	13	27
Gr 8	1	0	12	11	24
Gr 9	0	0	10	14	24
Gr 10	0	0	9	9	18
Gr 11	2	0	4	7	13
Gr 12	0	0	5	6	11
Total:	4	0	207	128	339
Percent:	1%	0%	61%	38%	100%

Average Daily Attendance Percentage Report
(23 AUG 2004 to 16 MAR 2005)

Grade	% Present	% Absent
K	95.9	4.1
1	94.7	5.3
2	96.2	3.8
3	94.8	5.2
4	98.3	1.7
5	99.1	0.9
6	99.3	0.7
7	100	0
8	100	0
9	100	0
10	100	0
11	100	0
12	100	0
Girls	98.1	1.9
Boys	97.9	2.1

Instructional Data

All school faculty are engaged in Personal Growth Plans (PGPs). The school is currently in its second 5-year staff development plan with the Department of Defense Educational Activities (DODEA). The essential goal of the district's in-service education plan is for all staff to participate in ongoing professional development based on outcomes identified in the school and enhancement of the programs of instruction. DODEA is committed towards students' preparedness for the goal of 50 percent or more of its students scoring in the 75th percentile or above on standardized testing.

Sampson School has a strong staff development program in place. Additionally, staff may participate in ongoing Scholastic Red courses online for graduate credit as well as coursework through the University of San Diego.

Students at the elementary and high school are actively engaged in academic endeavors and experiences in and outside of the classroom. In addition, many school-sponsored events include community participation by military, government service, and contractors for events such as Enrichment Day, Readathon, Quiz Bowl, and Holiday Traditions. School staff members and students also participate in cultural awareness programs such as POW/MIA Day, Cuban Friendship Day, and African-American Heritage Dinner.

W.T. Sampson School is a unit school housed two miles from each other. The high school is on an 85-minute, A/B Block Schedule and includes a Seminar class on B days. Seminar allows students the opportunity for one-on-one teacher assistance in completing assignments and extending and applying their knowledge of content in meaningful ways. Grades serviced at the high school are grades 7 through 12. The Middle-School Concept will be implemented for seventh and eighth graders and comprised of a four-member academic core team. The elementary school services grades Pre-kinder to sixth grade.

The most common instructional techniques used include, but are not limited to hands-on activities, lecture, problem-solving, shared inquiry, cooperative and collaborative learning and the use of online coursework and computer classes.

Various after school activities are provided at both campuses that encourage teamwork, problem-solving, and athleticism such as Chess Club, Science Club, and team sports.

Community Data

Community programs and facilities available to students:

- Drama Club (after school)
- Chess Club (after school)
- After school Tutor programs
- Student Council
- Base library and computers
- Youth Center, base gymnasium

School /Business partnerships:

- As GTMO is a closed military base and any resident non-government entities are government contractors, we do not have the same opportunity for partnership programs as found in a normal stateside community.
- Morale, Welfare and Recreation (MWR) activities do provide some jobs and training for our students.

State/National/International trends and their implications for the school:

- Due to the current political climate between the United States and Cuba (e.g. the American Embargo), GTMO is a closed, insulated community with no access to Cuba proper - all assigned here, live here.
- Transportation to and from GTMO is expensive and infrequent, making off island educational, athletic and recreational trips rare and difficult. There is essentially no school to school interaction for our students.
- Due to the isolation, access to varied social and cultural experiences (as most American communities provide) or even a newspaper are very limited or not available at all.
- While some families have resided at GTMO for extended periods, most individuals and their families rotate in and out for shorter terms of several years.

Recent Community/Area change patterns:

- Growing tempo of (War on Terrorism) detainee operations has led to increased military and other governmental agency population.
- Population increases have led to greater support job opportunities for foreign nationals, civilians and contractors.

Parent and community organizations that encourage and support the school:

- Boy Scouts and Girl Scouts.
- MWR and Youth Center sports, summer and holiday programs.
- Boys' and Girls' Club of America through MWR.
- Elementary school: Parent Teacher Organization (PTO) High School Booster Club.

Community attitudes toward learning:

- Parents feel that their children need to be challenged and actively engaged in the classroom.
- Parents feel that the curriculum should be set to allow every student to succeed.
- Parents feel that teachers should adjust the content of their lessons to meet the needs of all the students.
- Parents feel that students should have the ability to collect, analyze and organize information.
- Parents feel that the students need to be taught to plan and organize resources.
- Students need to be taught problem solving strategies and how to find creative ways to solve problems.
- Teachers and parents feel there needs to be more extra curricular activities.
- Parents and teachers feel the school vision needs to made more clear to others.
- Students with problems need to be identified and given appropriate help.

Summary

The School Improvement Team led W.T. Sampson School during SY 04-05 through the process of developing a School Improvement Plan that is aligned with NCA. Much of the data was collected at the end of SY 03-04 and analyzed during SY 04-05. This data provided the staff with critical information that was used to establish our goals and drive our school forward.

W.T. Sampson has a unique situation. Although we are one school, our elementary campus (Sure Start - 6th grade) is two miles from the high school campus (grades 7 - 12). It is a challenge to maintain the semblance of a unified school with the natural separation of grade levels and distance.

The analysis of the data indicated a need to improve reading comprehension and problem solving skills across the curriculum. The staff worked diligently to research appropriate interventions and to develop an action plan for meeting our goals.

Exploring the data has provided the staff with a more comprehensive overview of our successes and needs. Following is a compilation of the triangulation of our data and the selected goals.

In conclusion, the entire school profile process has been a rewarding experience and an opportunity to embrace the challenges to improve the quality of the educational process at W.T. Sampson School.

Appendix A:

Goal Statements and Triangulation of Data

Student Performance Goal 1:

All students will improve reading comprehension across the curriculum.

Data Triangulation for Goal 1:

	(page)
1. Performance Assessments Communication Arts	12
2. Terra Nova: Reading Subtest	12
3. Scholastic Reading Inventory (SRI)	14

Student Performance Goal 2:

All students will increase their ability to solve problems across the curriculum.

Data Triangulation for Goal 2:

	(page)
1. Terra Nova: Math Subtest and CAPA	19-20
2. Algebra End-of-Course Assessment	21
3. Balanced Assessment in Mathematics (BAM)	22