

School Profile

David Glasgow Farragut Middle/High School

Rota, Spain



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SCHOOL PROFILE DEVELOPMENT

Our School Improvement Leadership Team (SILT) is composed of the following people:

- P. C., L. D., E. H., G. J., J. K., D.
W.- teacher representatives
- M. D., T. J.- parent representatives
- Doug McEnergy, Ken Harvey- administrators
- M. B.- SIP chair

The SIP chair began the preparations of writing the school profile and planning the timeline for year one in the new SIP cycle in August 06. The SILT team, the SIP Chair and the principal, Doug McEnergy, met and reviewed the timeline and task group assignments. The faculty reviewed the NCA Next Steps from the NCA out brief and signed up for a task group. Some staff members were asked to facilitate each task group and to be members of the SILT team.

The SILT Co-Chairs prepared work folders, which included pertinent information that each task group needed to accomplish their profile analysis. At the first task group meeting, each task group met with their facilitator, assigned roles for each member, and familiarized themselves with the data they needed to research. The task groups looked at many sources of data. One group researched and analyzed standardized test scores, another researched data from local assessments, another researched DoDDS mandates, community and educational needs to include the forecast of the future needs of our students. One group researched the local insights of our community and demographics of our student population. Another reviewed the NCA report, instructional practices, on-line courses and the professional development opportunities of DGF staff.

The task groups met again and began working on the school profile. They reviewed, analyzed and collected data pieces for their portion of the school profile. The faculty met and each task group gave a summary of their findings. The SILT team compiled the final school profile from the information submitted by the task groups. The staff reviewed the school profile before it was submitted to our SIP coordinator for their final input.

MISSION STATEMENT

DoDEA Vision

Communities investing in success for ALL students

DoDEA Mission

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

Mediterranean District Mission

To support schools for the success of *every* student

David Glasgow Farragut High/Middle School Mission Statement

Our mission is to empower all students to learn to their maximum potential and to become productive, responsible members of a dynamic global society.

Core Commitments / Beliefs

At DGF Middle/High School, we believe...

- In success for all students
- In trust and respect for others
- In the development of life-long learners
- Education should be rigorous and accessible for all students
- We should provide motivating challenges to inspire excellence in all our students
- We should provide a safe and stable learning environment
- We should have the highest expectations for all our students

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UNIQUE LOCAL INSIGHTS

Data Collection Instruments

1. School Structure
2. Curriculum and School Programs
3. Teacher Demographics
4. Student Demographics
5. Parent Focus Groups
6. Student Focus Groups

Presentation / Analysis of Data

David Glasgow Farragut High School is located at Rota Naval Station in southern Spain. The base is known as the Gateway to the Mediterranean. Rota Naval Station is strategically located near the straits of Gibraltar and halfway between the United States and Southwest Asia. The Spanish-owned installation provides vital support to both the US Sixth Fleet and to the US Air Force Mobility Command units transiting into or through the theater.

Because of its strategic location, Naval Station Rota provides invaluable support to both the U.S. Navy's Sixth Fleet units in the Mediterranean and the U.S. Air Force Air Mobility Command units transiting into or through the theater.

School structure

DGF is a small school with a 7th-12th-grade enrollment of 228 in a middle school/high school combination. We are working to create a separate Middle School within our school structure.

Curriculum and Programs

Although DGF is a small school, it offers a comprehensive selection of courses to meet the needs of all our students. The range of courses goes from remedial instruction/support, AVID to Advanced Placement.

We have a standards-based curriculum. Our programs support the DoDEA's standards and directives. Our programs include:

- Accelerated Reader
- Advancement Via Individual Determination (AVID)
- ASACS Pal Student Program
- ASACS Tutoring liaison with military members
- Career Practicum (CWE)
- College Fair
- College Forum
- Creative Connections
- DoDEA Math Matters
- DoDEA Reads
- Drama Fest
- Health Fair
- Honors Band
- Honors Choir
- International Student Leadership Institute

- i-SAFE
- Junior Leadership Academy
- Lingua Fest
- Math Counts
- Missouri State Boy's State Leadership Program
- National History Day
- PAN support for Physical Education
- Odyssey of the Mind
- Project Adventure
- Red Ribbon Week
- Student Council Leadership Workshop

In addition, the following support programs are offered at our school:

- ASACS tutoring--liaison with military members
- Computer on Wheels Algebra Lab
- Geometry Lab
- Information Center Support
- Kitchen Table
- Math Lab HS
- Math Support MS
- NHS Tutors
- PSAT Workshop
- READ 180
- Reading Lab
- SAT Workshop
- Special Education Aides
- Sustained Silent Reading

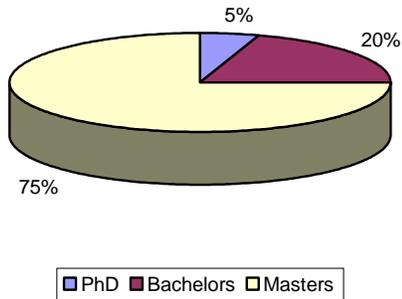
The following extracurricular programs are also offered at DGF:

- Academic Games
- Art Club
- Dance Team
- Drama Club
- Future Business Leaders of America
- Future Educators of America
- Model U.S. Senate
- National Honor Society
- National Junior Honor Society
- NJROTC
- Outdoor Club
- *Pensamientos* Literary Magazine
- Spanish Culture Club
- Student Council
- Student Council Middle School
- Student Newspaper, *Admiral's Journal*
- Yearbook

Teacher Demographics

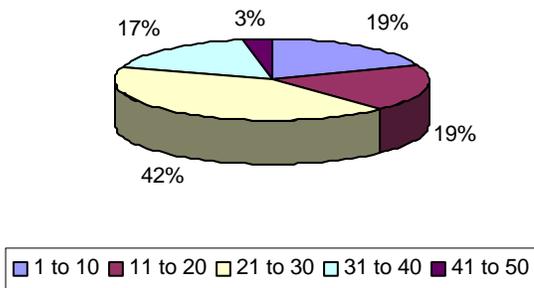
The school has 2 administrators, 37 teachers, 2 secretaries, and 1 local national support staff. Thirty-eight percent of the staff is female and sixty-two percent is male.

Educational Level of Staff



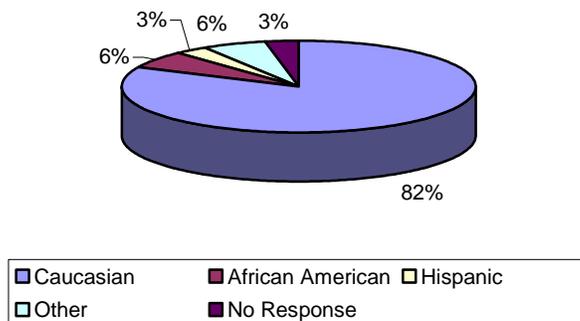
75% of the teachers hold a Masters Degree and 20% hold a Bachelor of Arts or Bachelor of Science. 5% of the teaching staff hold a PhD.

Total Teaching Years



Over 62% of our teachers have more than 20 years of experience.

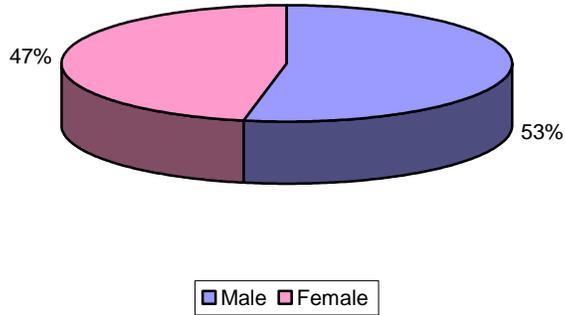
Staff Ethnicity



82% of our teaching staff is Caucasian.

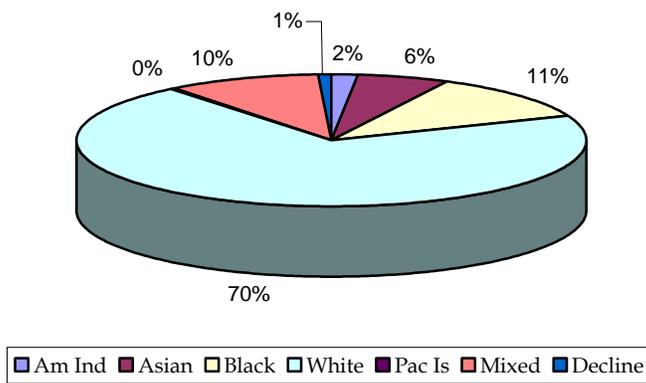
Student Demographics

Student Gender



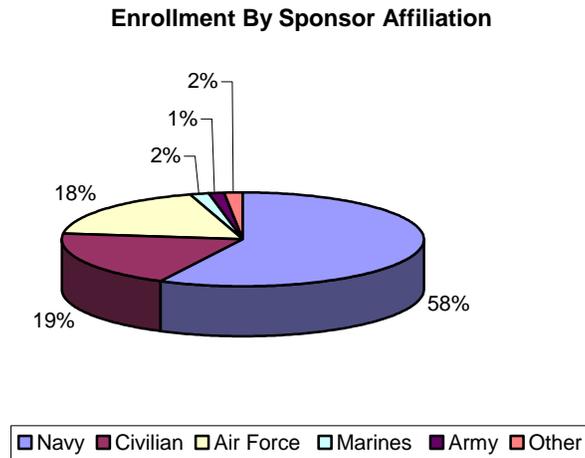
The student body is composed of 107 female (47%) and 121 male (53%) students.

Student Racial Demographics



The majority of our population is Caucasian, with African-American being the second largest population followed closely by those in the “mixed” category.

Parent Demographics



The majority of parents and sponsors serve in the Navy, with Civilian and the Air Force comprising an almost equal share of our next largest affiliations.

Parent Focus Groups

We conducted two parent focus groups to find out their perception about the school, one with Middle School parents and the other with High School parents.

The parents were pleased with what they recognized as a safe and accepting school climate. They thought the one-on-one attention that students receive was a tremendous asset to DGF that they hadn't experienced in the States. They believe that DGF teachers care and are concerned about not only academic progress, but also social needs of students. Overall, the school seems to be one big melting pot without all the cliques found in the States.

Parent satisfaction with the level of rigor seemed to be determined by prior school experiences. Some parents felt that the rigor was “just fine”, but others thought rigor needed to be increased.

Student Focus Groups

We conducted two student focus groups, one with Middle School and one with High School students. Students agreed that DGF was a “good school”, one in which they felt safe. On the topic of whether students felt challenged, the observers had differing results, but both agreed that a number of students opined that there were too many “second chances”. Teachers were singled out in a positive manner for being supportive, encouraging, and generally respectful of the students.

Implications for Student Performance Goals

Increase higher expectations for student performance

Identification of Sub-groups: None

Other Actions Needed

- Investigate more effective ways to offer test repair/ second chances.
- Investigate ways to increase academic rigor and higher expectations for all students.
- Analyze results of the DoDEA Customer Satisfaction Survey in March 2007.
- Continue to seek input from parents and students in the School Improvement Process.

INFORMATION FROM FORMER STUDENTS

Data Collection Instrument:

Focus Group: Former Students -Email

Focus Group: Former Students: DGF

Presentation/Analysis of Data:

Due to DoDEA directives that would not authorize DoDDS schools to conduct student surveys, we were unable to collect this information in the form of an official survey. However, we conducted two focus groups. Our former-student survey was sent via email to 25 of our former students and 16 surveys were returned by our deadline. All students agreed that while at DGF they felt safe in the school, that their teachers cared about their academic success, that the school offered a way for them to feel special and important, that teachers were willing and available to help outside of school hours, and that they were able, within their schedules, to take the courses they needed to take. Four students felt they were not challenged to do their best while at DGF. Almost all students agreed that teachers did a satisfactory job of explaining course material, and eleven students reported that DGF prepared them for their life after DGF well or very well, while five students judged the school as adequate in their preparation for the future.

Almost all of the surveys indicated that students needed technology/computer skills in their present situation and eleven felt well or very well prepared to meet computer challenges. The top 5 areas in which students felt best prepared were Foreign Language, Math, English and Writing, Science, and General Life Skills. The areas former students felt least prepared in were Business and Vocational areas.

Fourteen of our former students gave DGF either an A or B grade for the total education program they received, while two former students gave DGF a C.

Fifteen reported that their time at DGF helped them to a great extent or some extent to learn to their maximum potential. Thirteen students reported that they felt prepared to a great extent or some extent to be a responsible citizen in our global world. (These were two components of our Mission Statement).

Implications for Student Performance Goals

- Increase higher expectations for student performance

Identification of Sub-Groups: None

Other Actions Needed

- Continue to seek input from former students.

EXISTING SCHOOL DATA: STUDENTS

Data Collection Instruments

1. Terra Nova Multiple Assessments
2. Communication Arts
3. PSAT
4. Advanced Placement (AP) Tests

Presentation / Analysis of Data

1. Terra Nova Multiple Assessments

Terra Nova Multiple Assessment, 2nd Edition is a system-wide, norm-referenced assessment given annually in the spring to all of our students in grades 7-11. The 2006 results were placed on bar graphs and examined in a variety of categories: academic areas, subtests, Objective Performance Index (OPI), grade level, gender, quartile, and ethnicity.

The DoDEA Community Strategic Plan goal 2002-2006 was to have 75% of the students in the top two quartiles (1st and 2nd). (Blue highlight) Additionally, the goal was to have less than 8% of the students in the bottom quartile (4th) in all subject areas. (Green highlight). The following chart reflects the results in Spring of 2006.

2006 Terra Nova Quartile Percents – DoDEA Goals						
Grade Level	Quartile Percents	Reading 2006	Language Arts 2006	Mathematics 2006	Science 2006	Social Studies 2006
7	1 st	39.6	58.5	37.7	32.1	47.2
7	2 nd	32.1	22.6	37.7	35.8	22.6
7	4 th	5.7	7.5	7.5	7.5	5.7
8	1 st	28.2	25.6	20.5	15.4	15.4
8	2 nd	33.3	28.2	51.3	41.0	43.6
8	4 th	12.8	7.7	7.7	15.4	7.7
9	1 st	38.8	38.8	44.9	51.0	32.7
9	2 nd	42.9	36.7	36.7	26.5	40.8
9	4 th	6.1	6.1	6.1	8.2	8.2

10	1st	41.5	53.7	51.2	41.5	41.5
10	2nd	41.5	24.4	34.1	29.3	26.8
10	4th	0.0	2.4	0.0	7.3	7.3
11	1st	53.8	42.3	50.0	50.0	38.5
11	2nd	38.5	42.3	30.8	23.1	46.2
11	4th	3.8	3.8	0.0	7.7	3.8

This chart reflects weakness in all grade levels in the areas of Science and Social Studies. Students scored the lowest in the following subtests: identifying reading strategies, editing skills, problem solving and reasoning, geometry, physical science, history and culture, and civics and government.

a) Science:

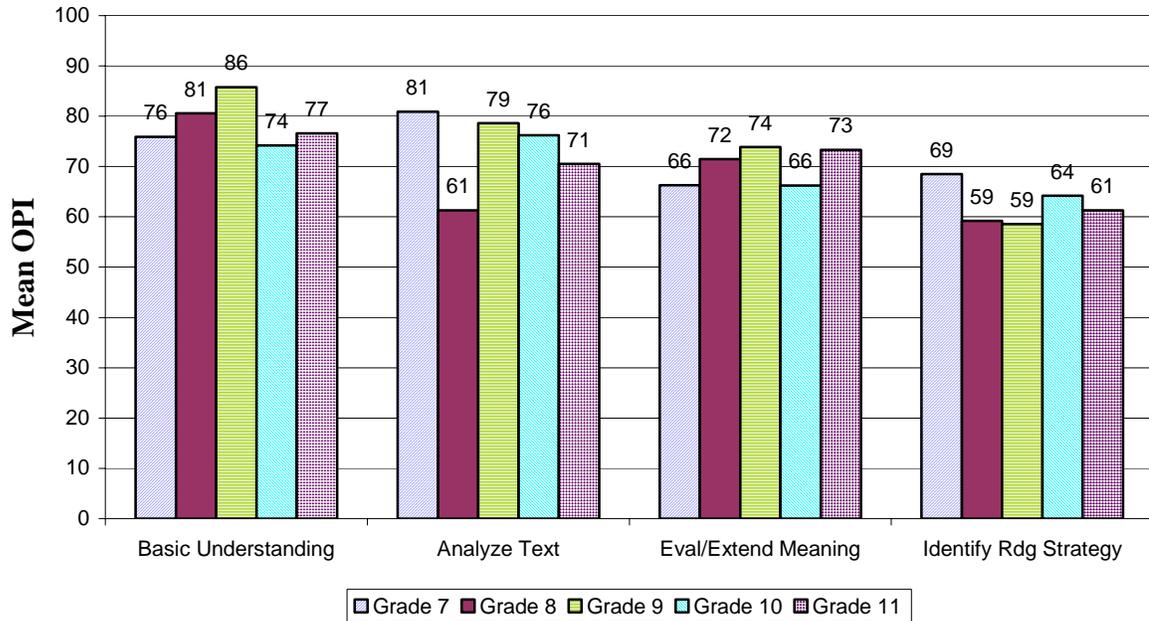
Further analysis of the thinking skills called for in the Terra Nova Teacher’s Guide 2nd edition in the item analysis, shows the following patterns: the majority of questions on the science test across all grade levels are categorized as “analyze information”, the second most frequent questions are “compare” and “infer” in grades 9-12 and “recall” in grades 7-8. “Compare” and “infer” are the third most frequent kind of question in grades 7 and 8. The majority of questions that our students are missing are the higher-level questions of analyzing information, comparisons, and inferences in science.

b) Social Studies:

The Terra Nova Teacher’s Guide 2nd edition item analysis by thinking skills shows that the majority of questions in social studies tests require higher-level thinking skills: the majority of questions on the social studies test across all grade levels are categorized as “analyze information”. The combination of inference and comparison are the second most frequently asked questions for all grade levels.

c) Reading skills:

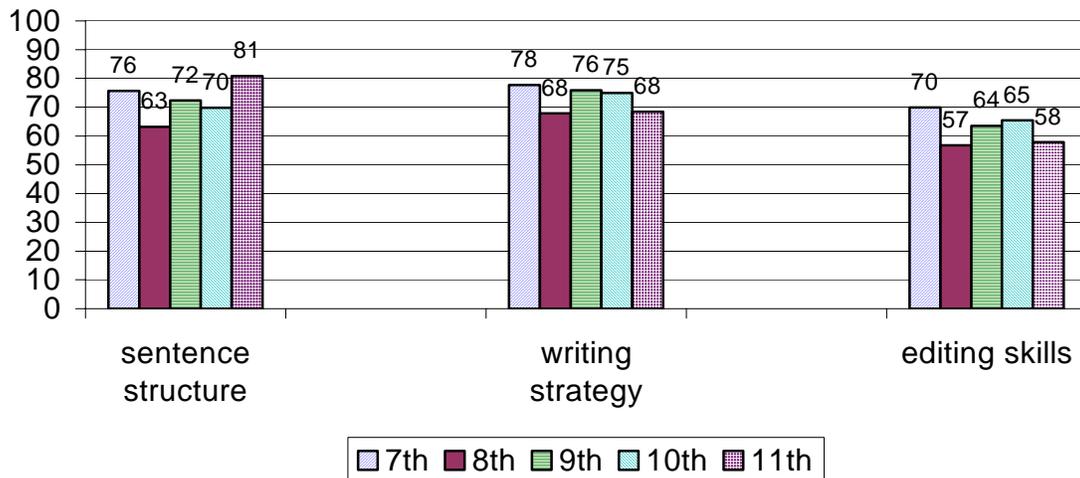
Terra Nova 2006 Reading Subtests Mean OPI by Grade Level



Identify Reading Strategies was the subtest with the lowest scores across all grade levels. Subtest skills included summarize, apply genre criteria, vocabulary strategies, graphic strategies, self-monitor, formulate questions, make connections, and synthesize across texts.

d) Language Subtests

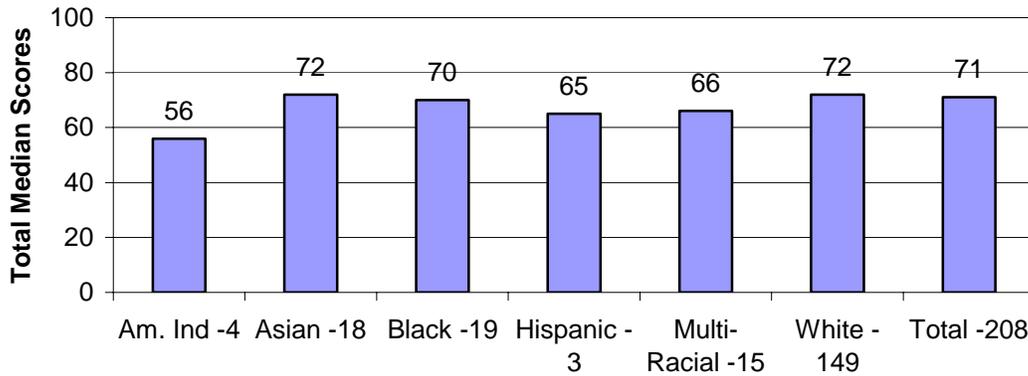
Terra Nova 2006 Language Subtests Mean OPI by Grade Level



Editing Skills subtest has the lowest scores across all grade levels. Skills included in this subtest are usage, proof reading, idiom/diction, and punctuation.

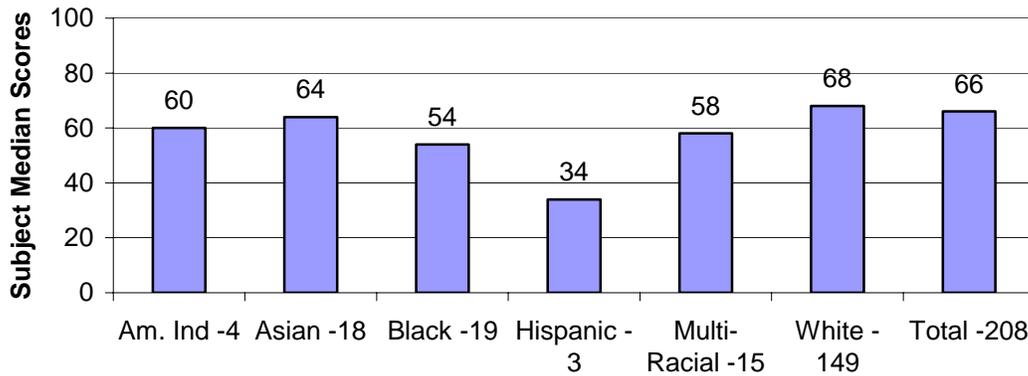
Race

Terra Nova 2006 Total Median Scores by Race



Terra Nova scores do not reveal a significant gap among different races and ethnic groups in the total median scores. The number of American Indians and Hispanic is insignificant.

Terra Nova 2006 Median Social Studies by Race



Terra Nova Social Studies scores do reveal a gap between the Black / Multi-racial minorities and the White majority. The number of American Indians and Hispanic is insignificant.

Communication Arts Test

Grade 8

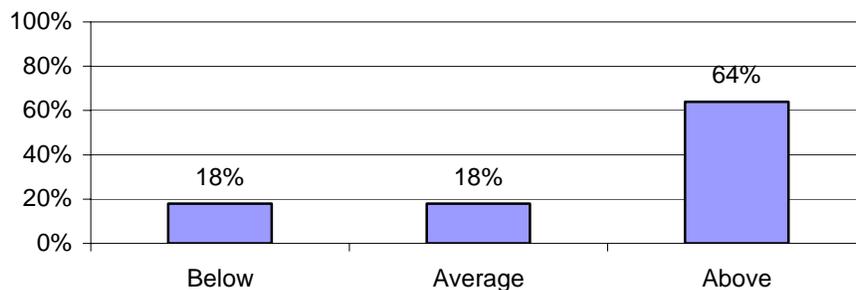
Reading (Strands)	Mean Points Earned	Local % Correct	National % Correct
Establish Understanding	4.6 of 6	77	65
Explore Meaning	3.9 of 6	64	63
Extend Meaning and Examine Strategies	3.6 of 6	61	60
Evaluate Critically	3.3 of 6	55	56
Total Reading	15.4 of 24	64	61
Writing Strands			
Write Effectively	9.4 of 18	52	59
Write Fluently	5.7 of 9	63	78
Total Writing	15.1 of 27	56	65
Total Communication Arts	30.5 of 51	60	63

Eighth grade students scored below the national average in the Communication Arts test and were especially weak in writing.

PSAT

Pre-Scholastic Aptitude Test is administered to all sophomores and juniors.

Junior Class Mastery of Critical Reading Skills Compared to the National Average on the 2005 PSAT



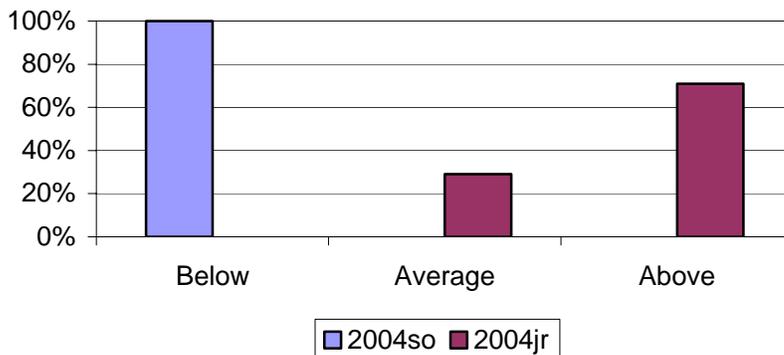
On the 2005 PSAT, 82% of DGF juniors scored at or above the national average on the Critical Reading Skills subtest. However, DGF juniors had fewer correct responses than the “Nation” on 44% of the more difficult questions (difficulty 5-9 on a scale of 1-9) and fewer correct responses than a “Comparable Group” on 52% of the more difficult questions. These data indicate that DGF juniors are not as competitive on higher-level questions as they are on more basic level questions.

The following twelve critical reading skills were identified as weaknesses because DGF juniors scored below the national average for juniors (as defined on the PSAT SOAS 2005 Report) on more than 50 % of the questions associated with the following skills:

- Understanding tone
- Comparing and contrasting ideas presented in two passages
- Recognizing the purpose of various writing strategies
- Determining an author’s purpose or perspective
- Being thorough
- Understanding difficult vocabulary
- Understanding how negative words, suffixes, and prefixes affect sentences
- Understanding complex sentences
- Recognizing connections between ideas in a sentence
- Recognizing a definition when it is presented in a sentence
- Understanding sentences that deal with abstract ideas
- Comprehending long sentences

We believe that these data indicate a need for improvement in critical thinking and effective communication among the students in the DGF junior class.

Mastery of PSAT Writing Skills Compared to the National Average in 2004



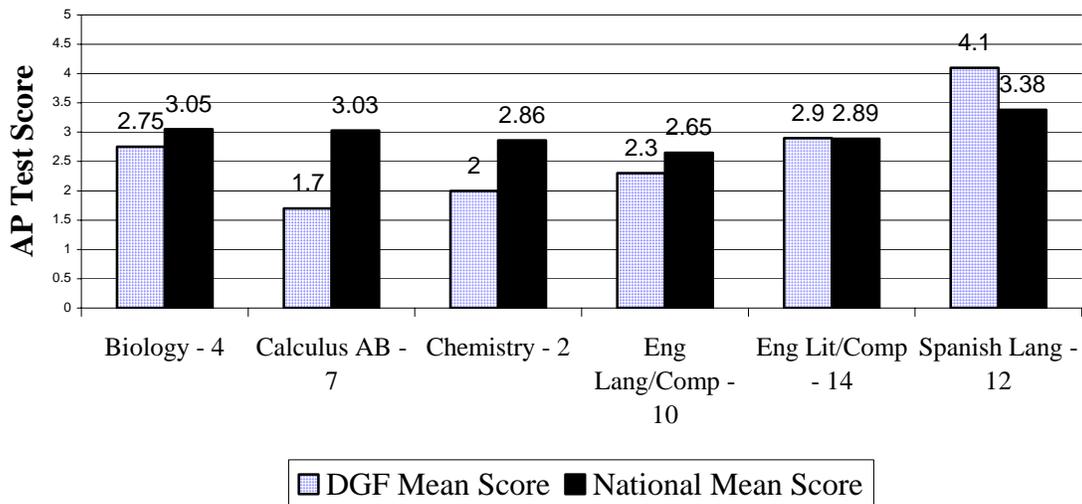
100% of sophomores scored below the national average in writing skills. Even though 100% of juniors scored at or above the national average on the writing skills subtest of the 2004 PSAT, the difference between the two indicates a skill weakness in writing.

2006 Advanced Placement

The Advanced Placement tests are administered in May to students who take the Advanced Placement courses during the school year. Students scoring a 3 or above may earn college credit. We offer 6 in-house AP classes in addition to online options. Any high school student may enroll in an AP class.

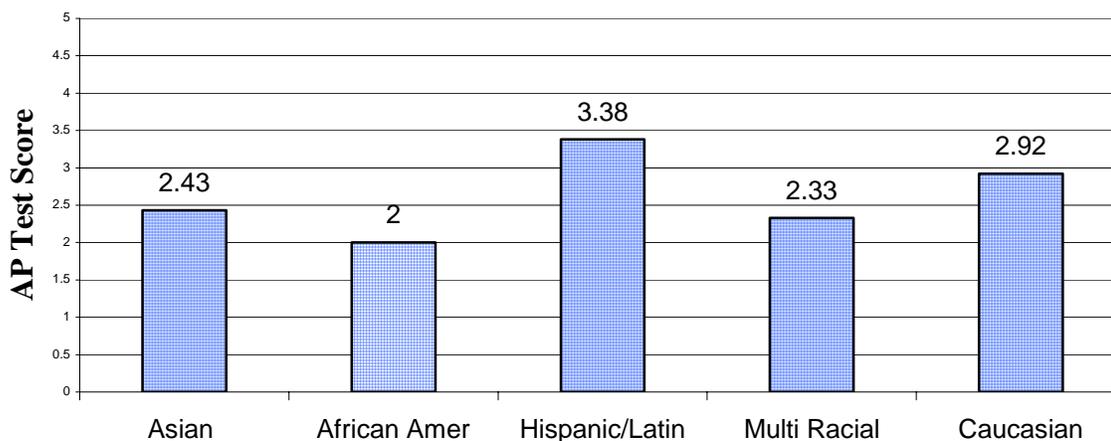
The AP tests are rigorous college-level exams that require students to use higher-level thinking skills in order to be successful.

AP 2006 DGF Mean Scores



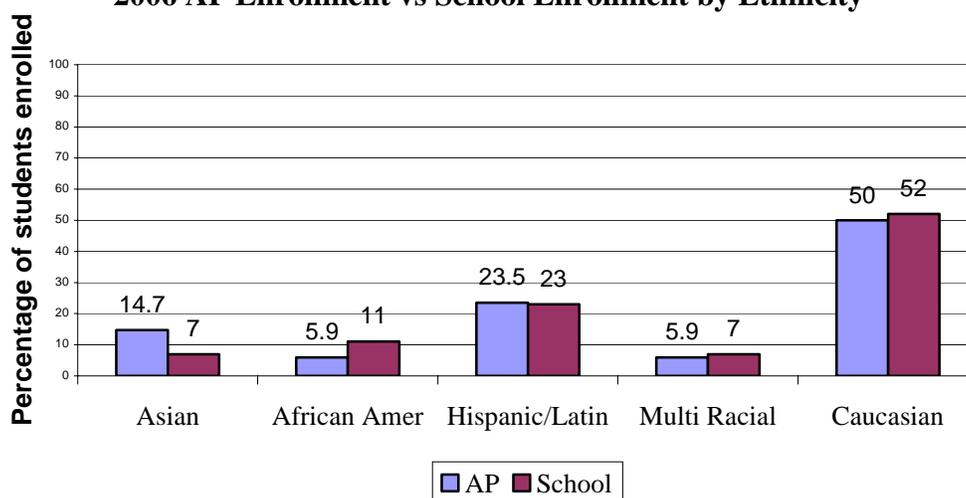
The number of students enrolled in each AP course is shown after the subject name. . Our students scored below the national average on two thirds of our AP exams. Our school-wide average AP score for 2006 was 2.79.

AP 2006 Average Scores by Ethnic Group at DGF



Hispanic population average AP scores are the highest, while our African American population average AP scores are the lowest.

2006 AP Enrollment vs School Enrollment by Ethnicity



At DGF in 2006, the AP enrollment shows a higher percentage of Asians students and a lower percentage of African American and multi-racial students compared to their ethnic population in the entire student body.

Implications for Student Performance Goals

Although DGF students consistently perform at or above the average on Terra Nova and Communication Arts standardized tests, an analysis of the data reveals that there is a need to improve student performance in higher level thinking and writing/ editing skills.

In depth analysis of PSAT scores reveal a need for improvement on higher level thinking skills and effective communication. AP scores also revealed a need for improvement in these areas.

Identification of Sub-Groups: None

Other Actions Needed

- Develop specific strategies to address the weakness in higher-level thinking skills and communication skills
- Develop specific strategies to improve student performance on the Terra Nova, AP, and PSAT tests
- Continue to analyze annual standardized test data

EXISTING SCHOOL DATA: COMMUNITY

Data Collection Instruments

1. Community Programs
2. Parent Organizations
3. Parent Academic Partnerships
4. SAC
5. School construction

Presentation / Analysis of Data

Community Programs

We have community programs endorsed by the Morale, Welfare and Recreation department. Most of these take place at JAMS, our local youth center. These include: Homework Power Hour after school sessions, community dances and local sightseeing trips.

Our achievements, special events, and school information are disseminated through our local newspaper and the base radio station. Every week *The Coastline* features some of the highlights of our schools.

Many commands on base open their doors for hands-on learning. The hospital, NEMOC and AMC are among the most visited, as well as *The Coastline* offices.

Our school has yearly cultural exchanges with local schools, a dance academy, and a foster home. Students have a chance to get involved in the host nation while learning life skills.

Parent Organizations

The following parent organizations support our academic and extracurricular endeavors at DGF: AVID Parent Volunteers and the Booster Club.

Parent Academic Partnerships

Parents get involved in our school in the following ways:

- Chaperones on field trips
- School Advisory Committee
- Adopt-a-Troop
- Guest speakers
- Open House
- Parent/teacher conference
- AVID family workshops

SAC

The school advisory committee formed by parents, teachers, students and the administration meets once a month.

School construction

Our school is undergoing construction and will not be completed until 2008. Most rooms are outdated and we have a temporary cafeteria. Most parents, students and teachers cite the facilities as an area in need of improvement.

Implications for Student Performance Goals

There are ample opportunities for student-community partnerships. Continued parental involvement and partnerships will be encouraged.

Identification of Sub-groups: None

Other Actions Needed: None

EXISTING SCHOOL DATA: INSTRUCTIONAL

Data Collection Instruments

1. Teacher Survey
2. Common Instructional Techniques
3. Staff development opportunities
4. NCA Review Report

Presentation / Analysis of Data

Teacher Survey

Results of the teacher survey indicate a positive attitude toward the school improvement process but also reveal a need for more parent involvement. Thirty-two teachers (84%) agreed that SIP makes a difference for teaching and learning but 13 teachers (36%) did not agree that parents were taking an active roll in the SIP process and 15 teachers (39%) did not agree that our SIP goals were the guiding factor in all decision making at our school. All teachers did agree that our Administration has a clear vision for our school that they communicate effectively with the staff and that teachers' opinions are valued and taken into consideration in the decision-making process and day-to-day running of the school. Regarding parent involvement, 86% of the teachers felt that parents were actively involved in ensuring their children are successful in school.

Most of our teachers feel that the school is a safe and secure environment in which our teachers respect diversity and collaborate daily or weekly to discuss students and instruction. But when it came to professional development, 27% of our teachers feel that opportunities are not sufficient for useful professional development that supports our SIP goals, 38% feel that opportunities for useful profession development that supports our adopted standards-based curriculum are not sufficient, and 51% feel that opportunities are not sufficient for useful professional development that relates directly to the subject area that they teach.

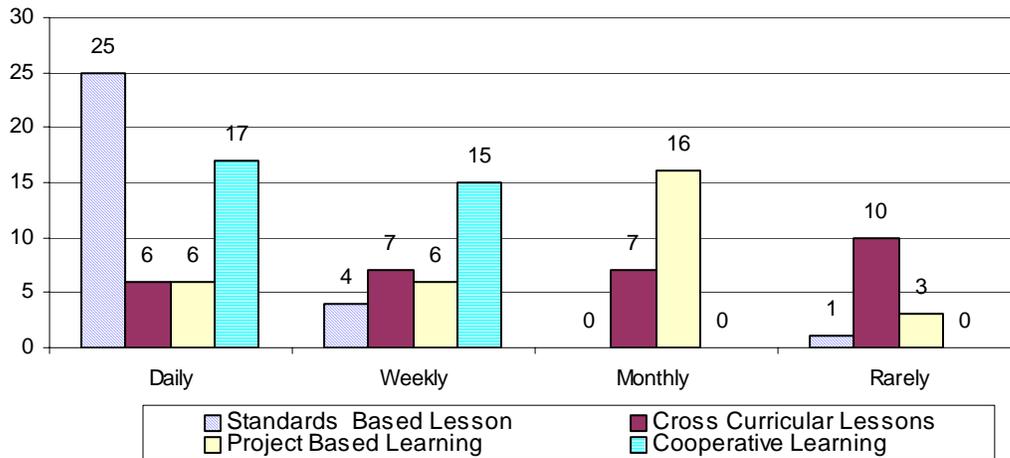
With regard to technology, 51% of our teachers disagreed that ample technology resources (hardware and software) are available for their classes, 44% disagreed that they have ample support and training for technology integration, and 18% did not infuse technology in the day to day instruction in their classroom. 42% of the teachers did not think it was easy to access the necessary technology to deliver whole-class instruction.

Although it appears that there are many opportunities for staff development, teachers cite the lack of time to take advantage of the offers has hindered their efforts at staff development.

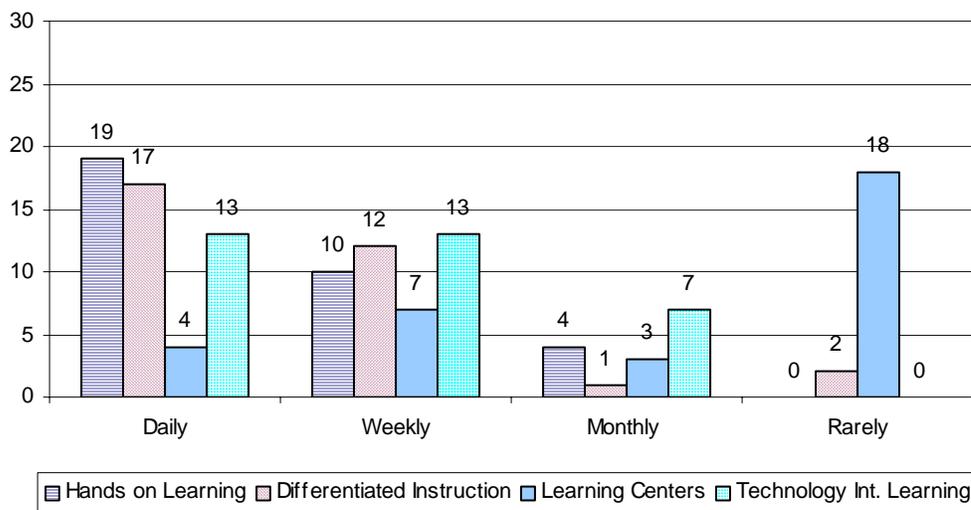
Common instructional techniques

Teachers self reported that they commonly used the following instructional techniques such as activators/summarizers, anticipatory sets, Big6 process, engaged learning, Socratic method, paired activities, simulations, WebQuests, and online tutorials.

Frequency of Teaching Strategies 1



Frequency of Teaching Strategies 2



The teacher self-reported survey 2006 reveals that cooperative learning, standards-based lessons, hands-on-learning, and technology use are the most frequently used teaching strategies.

Staff Development Opportunities

Opportunities for staff development include online college courses for credit; GIFT class offered through the Union; DoDDS-E training; DSO training; local study groups; and Educational Technologist training sessions.

NCA Review Report

The Staff Development Committee identified the most significant areas for improvement from the NCA report: 1) increase parent involvement within the context of their child's education; 2) increase funding and staff training in the use of technology; 3) increase rigor and differentiated instruction in all classes and 4) assure that standards are being addressed in all classes.

Implications for Student Performance Goals

The most significant weaknesses noted are: parental involvement both in the SIP process and in the context of their child's education; rigor and differentiated instruction; technology training and the allocation of technology resources; professional development; SIP goals are not the guiding factor in school decisions.

Identification of Sub-groups: None

Other Actions Needed

- Further study and then implement the most effective solutions to the problems noted above.
- Create staff websites: the technology committee recommended that a template be created to allow all teachers to have a basic informational website to post curriculum information and to give parents another option for communication with the school.

INTERPRETATION AND TRIANGULATION OF DATA

Student Performance Goal 1: *All students will improve effective communication skills across the curriculum.*

We chose this goal based in the triangulation of the following data sources:

- Terra Nova Language Subtests, page 8
- Communications Arts, page 10
- PSAT, page 11

Student Performance Goal 2: *All students will improve critical thinking skills across the curriculum.*

We chose this goal based in the triangulation of the following data sources:

- Terra Nova Science, pages 6-7
- PSAT, pages 10-11
- AP Test, pages 12-13

ESSENCE OF THE GOAL

Goal 1: All students will improve effective communication skills across the curriculum.

Essence: At DGF we will focus on the ability to transfer ideas to new situations clearly and concisely in writing by going beyond surface meaning.

Goal 2: All students will improve critical thinking skills across the curriculum.

Essence: DGF defines critical thinking skills as defines critical thinking as students who synthesize, integrate information and develop conclusions.

RATIONALE FOR STUDENT PERFORMANCE GOALS

As we looked through all of our data, there were common threads noticed throughout. Some of the threads were not evident until we looked deeply into what skills were being tested. We found these threads from parents, teachers, students, prior NCA report, and our empirical testing data from norm-referenced and criterion-referenced tests.

We also disaggregated our data to ascertain whether or not we have an achievement gap by gender, race, or ethnicity. In selecting our goals, we believed it was important that the goals cross all teaching disciplines and meet the needs of our students for the 21st century.

Every faculty member was involved in the process of organizing, collecting, and analyzing the information that went into our profile. Parents and students were also involved in this process. A few parents served in leadership positions.

We arrived at student performance goal 1: All students will improve effective communication skills through the following data analysis and conclusions:

Terra Nova Editing Skills subtest has the lowest scores across all grade levels. Skills included in this subtest are usage, proof reading, idiom/diction, and punctuation.

Eighth grade students scored below the national average in the Communication Arts test and were especially weak in writing.

The student weaknesses on the PSAT are related to writing: recognizing the purpose of various writing strategies, determining an author's purpose or perspective; being thorough; understanding difficult vocabulary; understanding how negative words, suffixes, and prefixes affect sentences; understanding complex sentences; recognizing connections between ideas in a sentence; recognizing a definition when it is presented in a sentence; understanding sentences that deal with abstract ideas; and comprehending long sentences.

Former students said that they wanted better preparation in writing longer papers.

We arrived at student performance goal 2: All students will improve critical thinking skills through the following data analysis and conclusions:

Low scores in the Terra Nova Science and Social Studies tests reflected a weakness in skills such as analyzing information, comparisons, and inferences.

On the 2005 PSAT, DGF juniors had fewer correct responses than the national average on 44% of the more difficult questions (difficulty 5-9 on a scale of 1-9) and fewer correct responses than a "Comparable Group" on 52% of the more difficult questions. We believe that these data indicate a need for improvement in critical thinking and effective communication among the students in the DGF junior class.

Our students scored below the national average on two thirds of our AP exams. Our school-wide average AP score for 2006 was 2.79. The AP tests are rigorous college-level exams that require students to use higher-level thinking skills in order to be successful. This indicates that more attention must be paid to higher-level thinking skills.

NCA, Former Students, and parents indicated a need to increase rigor and expectations of our students.

Data from Terra Nova, Communication Arts, and PSAT show that our students do well on the basic skills, but they could improve on the more difficult higher level questions.