

School Profile
Sigonella Middle/High School
Sicily, Italy



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SCHOOL PROFILE DEVELOPMENT

Our School Improvement Leadership Team (SILT) is composed of the following staff, teachers, and parents:

- Administrators: Debbie Folmer and Connie Ennix
- SIP Chairs: B. C. and T. S.
- Research Chairperson: K. S.
- Data Chairperson: C. B.
- Publicity Chairperson: C. A.
- Technology Chairperson: T. W.
- Culture & Celebrations Chairperson: A. D.
- Staff Development Chairperson: T. L.

DEVELOPMENT TIMELINE

The staff of Sigonella MS/HS, who are all members of a SIP committee, developed the school profile. On September 15, 2006, R. C., SIP District Liaison, described the NCA process and the committee projects for the school profile. Committee meetings were held on September 18, 25, and October 2 to gather and present the school profile information. On October 13, the committees presented their findings to the staff. The committees met again on October 16 to prepare the final analysis to send to the SIP Chairs by October 20. On October 23 the SILT met to discuss the school profile information and to select the student performance goals. On November 8, the Sigonella MS/HS staff participated in a SIP in-service themed, "Pop Into the NCA." Balloons decorated the room and staff members popped them to reveal interesting focus questions for the day. At this in-service, the student performance goals were presented by the School Improvement Leadership Team. After a lunch break, the staff created core values that would become the guiding principles of all members of the school community. The guiding principles were voted on by all staff members and revealed at the SIP In-Service on November 17, 2006. The theme for the in-service was "Reveal the NCA & Beyond." Teachers were able to reveal their work in the selection of performance goals and in the creation of the school profile and guiding principles.

COMMITTEE RESPONSIBILITIES

The Research Committee was responsible for the Environmental Scan and Surveys to determine the skills needed by students to become productive global citizens. Areas researched included: college and workforce needs, community needs, educational needs, DoDEA mandates, and national demographics. The Research Committee prepared and tallied the results of a teacher survey to gauge the environment and teaching practices at the school. The same process was used for surveying nine recent graduates.

The DoDEA Customer Satisfaction Survey 2005 was used to extract findings regarding students and parents.

The Data Committee disaggregated the TerraNova 2006 Multiple Assessments information and shared their findings via graphs and tables.

The Publicity Committee disaggregated the TerraNova Communication Arts 2006 and shared their finding via graphs and tables.

The Technology Committee completed the Local Assessment Data crunching by disaggregating and graphing standardized tests to include: Algebra Prognosis Test, Armed Services Vocational Assessment Battery (ASVAB) Aptitude Test, Advanced Placement (AP) Tests, Scholastic Aptitude Tests (SAT), Preliminary Scholastic Aptitude Tests (PSAT), American College Testing (ACT), Advancement Via Individual Determined (AVID) Data, and Scholastic Reading Index (SRI) Data.

The Culture and Celebrations Committee completed the local insights portion by listing school demographics, student demographics, school location and structure, programs, curriculum, supports, clubs, sports, parent partnerships, military mission, and teacher demographics.

The Staff Development Committee reviewed and presented the existing school data and instruction by listing parent academic partnerships, reviewing NCA team visit reports, identifying common instructional techniques, staff development opportunities, on-line courses, and staff insights.

The creation of the school profile was a highly collaborative effort in which each staff member fully participated.





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

Sigonella MS/HS Mission Statement

The mission of Sigonella MS/HS is to foster an educational environment that prepares successful lifelong learners, leaders, and citizens.

Core Beliefs/Guiding Principles

- | | |
|---|---|
| S | Stimulating Learning Environment for All Students |
| I | Inspiring Lifelong Learners |
| C | Commitment to Excellence |
| I | Interacting with Kindness, Joy, and Cheer |
| L | Leadership, Ethics, and Integrity |
| Y | Young Adults Prepared to Enter Our Global Society |

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UNIQUE LOCAL INSIGHTS

Data Collection Instruments

1. Military Mission
2. School Location
3. School Structure
4. Staff/Teacher Demographics
5. Student Demographics
6. Programs & Supports
7. Curriculum
8. Clubs
9. Guidance
10. Parent Focus Group

Presentation / Analysis of Data

1. Military Mission: U.S. Naval Air Station, Sicily, is strategically located in the middle of the Mediterranean and is the primary logistical support element for U.S. SIXTH Fleet operations. Sigonella is an Italian Air Force Base that plays host to not only a bustling United States Naval Air Station, conducting round-the-clock operations, but it also serves as a NATO maritime airfield, which due to its crucial location, plays a vital role in supporting joint and combined military operations in the Mediterranean, Middle East, and Africa. Commander, U.S. Naval Forces Europe's vision is to promote regional stability. Its strategic location and "can do" reputation have earned Sigonella much respect and the nickname "Hub of the Med."

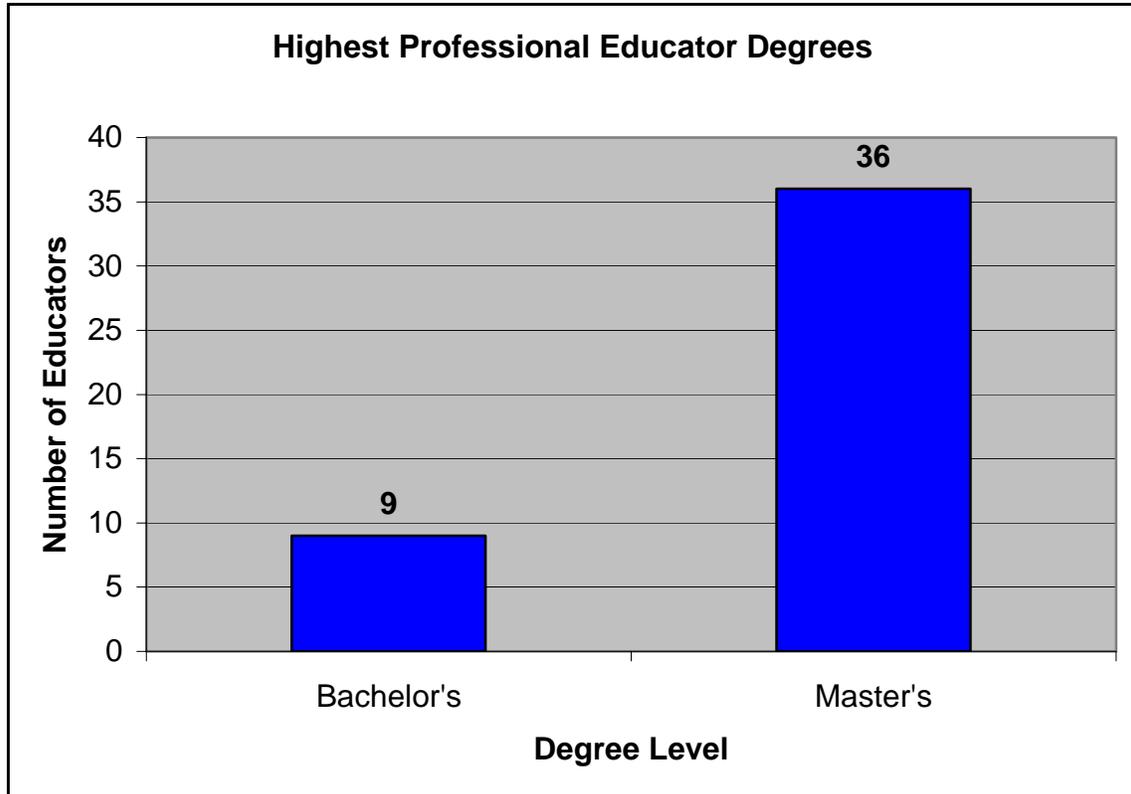
2. School Location: Sigonella Middle/High School is located on Sicily, the largest island in the Mediterranean Sea separated from the southwestern tip of mainland Italy by the narrow (under two nautical miles wide) Straits of Messina. It has a typically sunny climate. The island is roughly triangular in shape and with adjacent small islands, forms a region of Italy inhabited by six million people. Sicily measures 160 miles in length and varies in width from 30 miles at its western end to 110 miles in the east.

3. School Structure: Sigonella Middle/High School is currently spread between two buildings: an old dilapidated building and a new state of the art facility that will become our new home in February. The grand opening of the new building will take place in February after the accreditation visit. Features of the new building include:

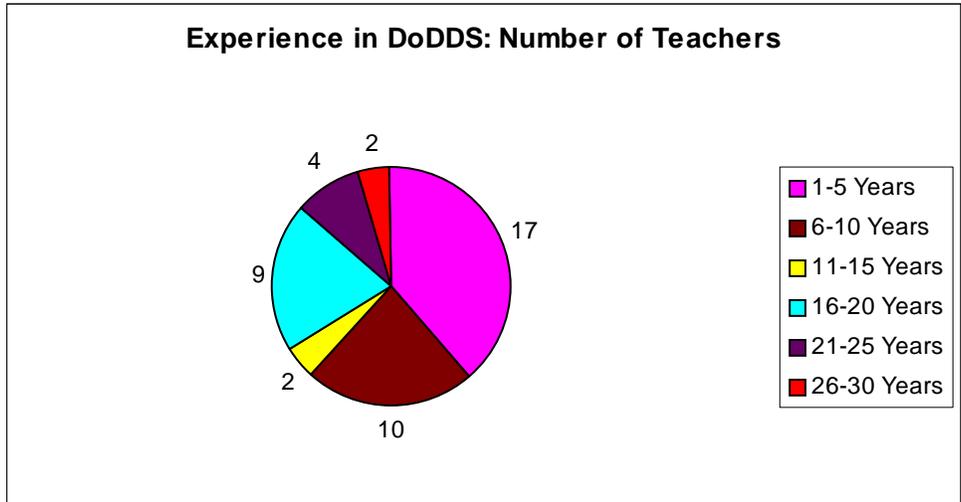
- Theatrical lighting system for the auditorium
- Cable television systems
- Video production studio
- Master clock system
- Sound system
- Intercommunication system
- A smart board in every classroom
- Keyless lock system
- State of the art gym with fitness center

The landscape for the new school has been designed to meet the latest Department of Defense Antiterrorism and Force Protection requirements. Sigonella Middle/High School will be organized around a plaza at the lower level and connected to the pedestrian axis by a series of stepped levels that can serve as an amphitheater for school functions. Both buildings are connected by a two level walkway.

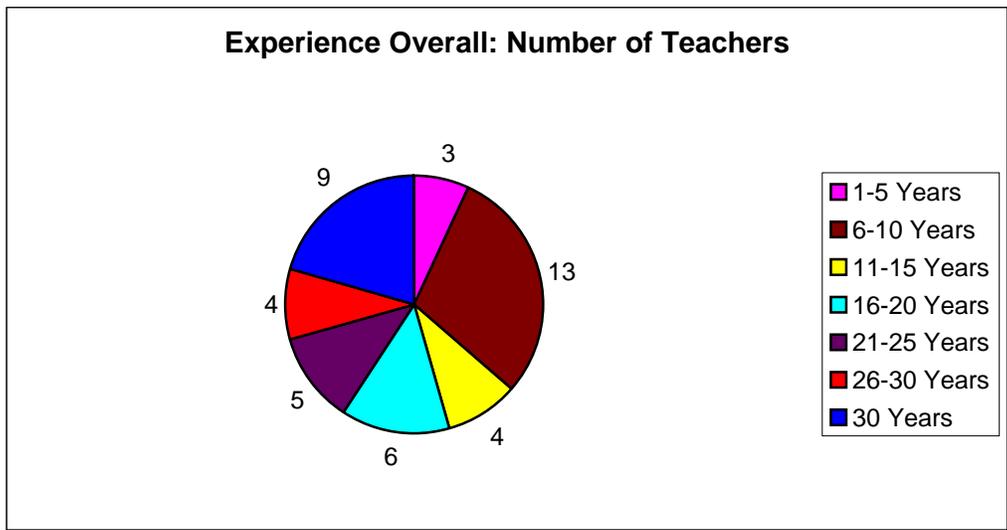
4. Staff/Teacher Demographics: Sigonella Middle/High School has one principal and one assistant principal for grades 6-12. Currently there are 35 teachers, one educational technologist, one nurse, two counselors, one speech and language assessor, one special education assessor, and two learning impaired specialists, one of which is one-quarter time at the elementary school. One psychologist and one speech and language therapist also service the school complex, but are listed on the elementary school's manpower document. The school also has one contracted Adolescent Substance Abuse Counselor Specialist (ASACS) counselor.



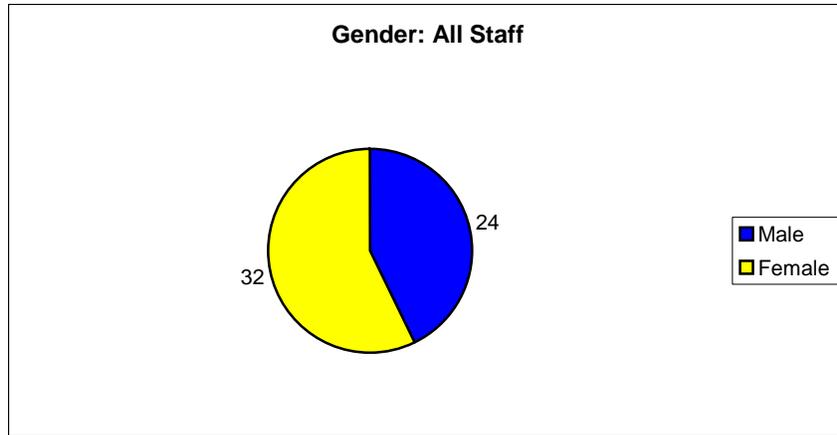
Analysis: As of October 13, 2006, thirty-six of the forty-five educators on the Sigonella MS/HS staff have earned a Master's level of education.



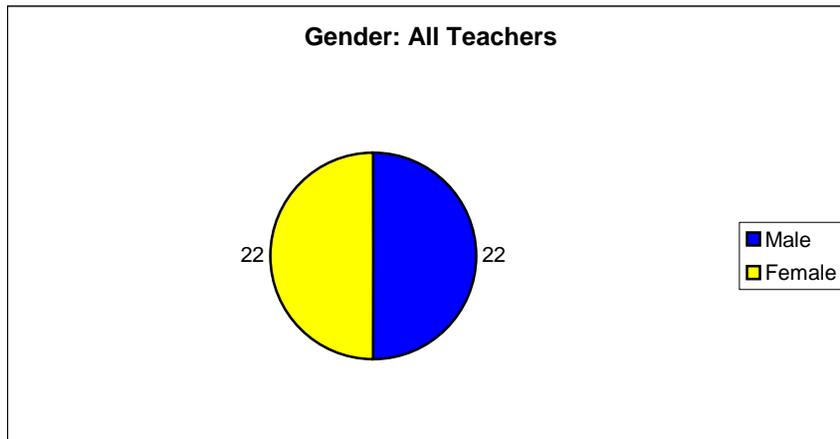
Analysis: As of October 13, 2006, seventeen of our staff members are new to DoDDS and 27 staff members have served from 6 to 30 years as DoDDS educators.



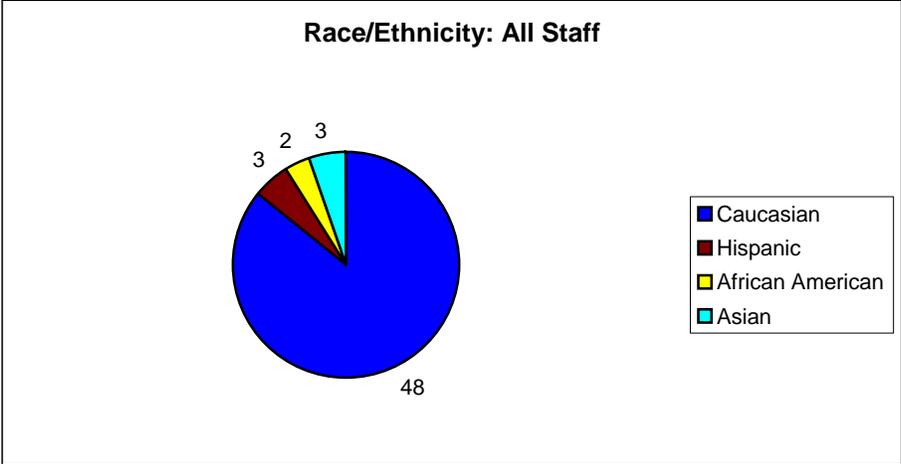
Analysis: As of October 13, 2006, the highest total years of overall teaching is 6 to 10 years with 13 teachers in this range, followed by 8 teachers who have been educators for 30 years.



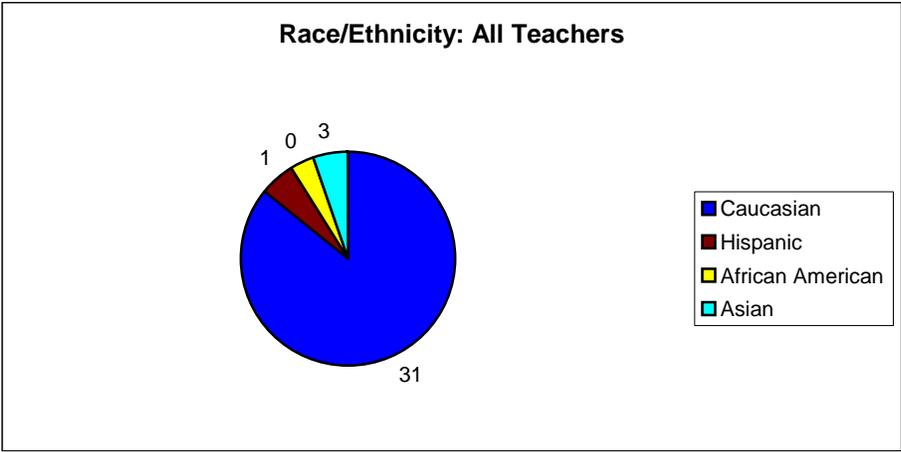
Analysis: As of October 13, 2006, the overall staff composition is slightly greater for females.



Analysis: As of October 13, 2006, Sigonella MS/HS teaching staff is comprised of an even number of male and female teachers.

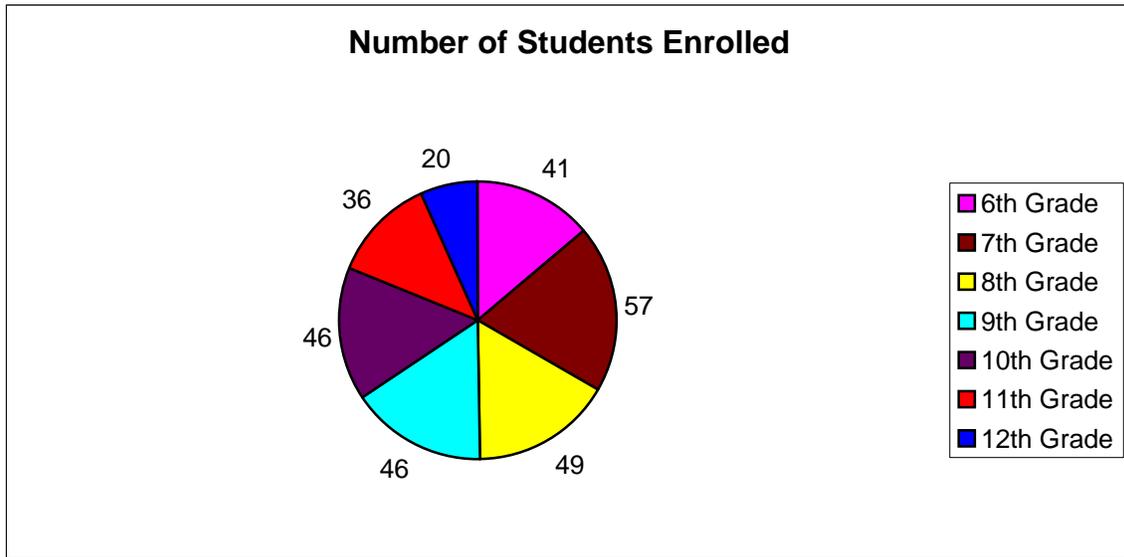


Analysis: As of October 13, 2006, the overall staff of Sigonella MS/HS is primarily caucasian.

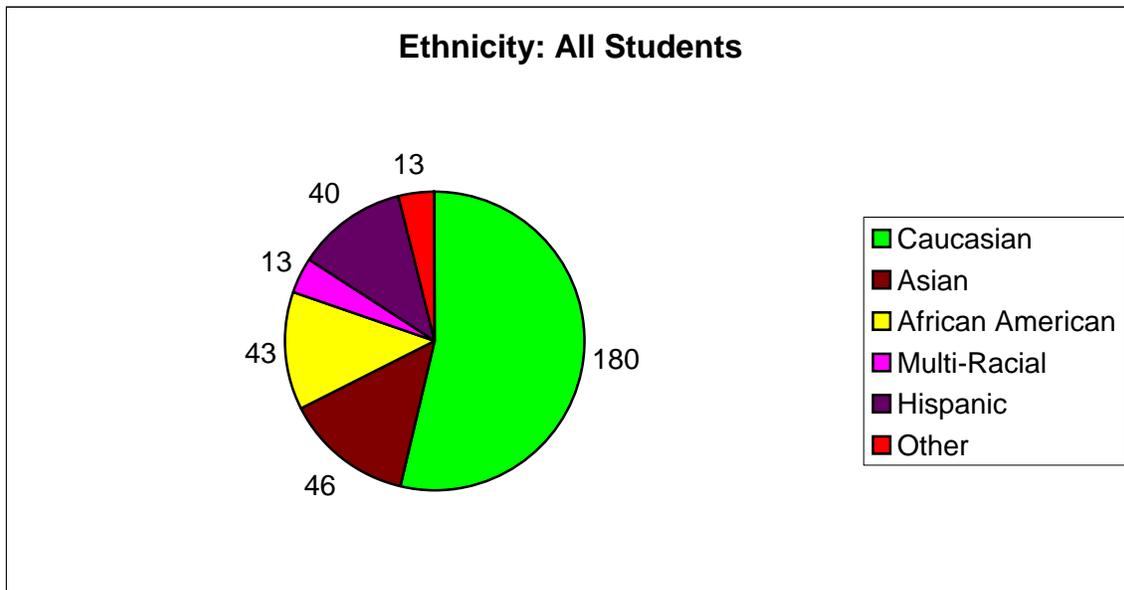


Analysis: As of October 13, 2006, the teaching staff of Sigonella MS/HS is primarily caucasian.

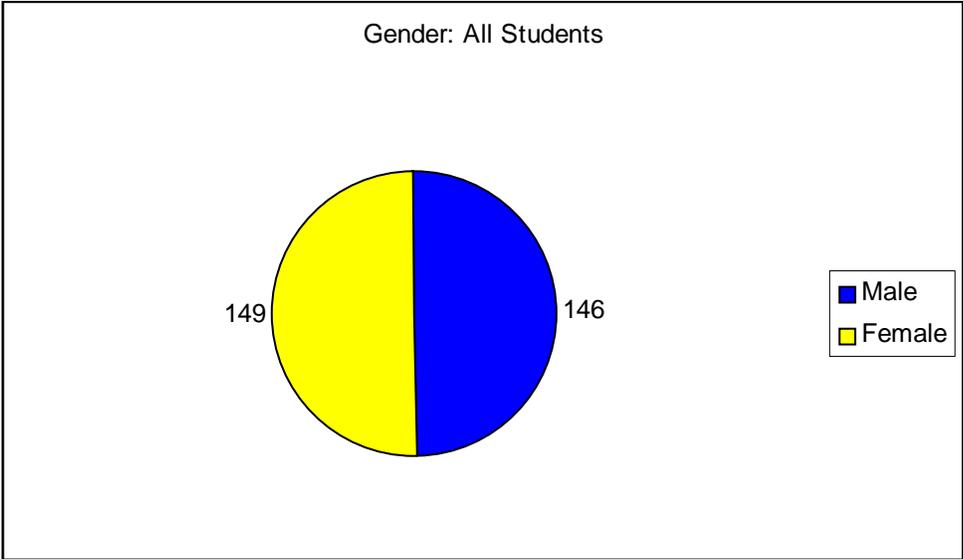
5. Student Demographics:



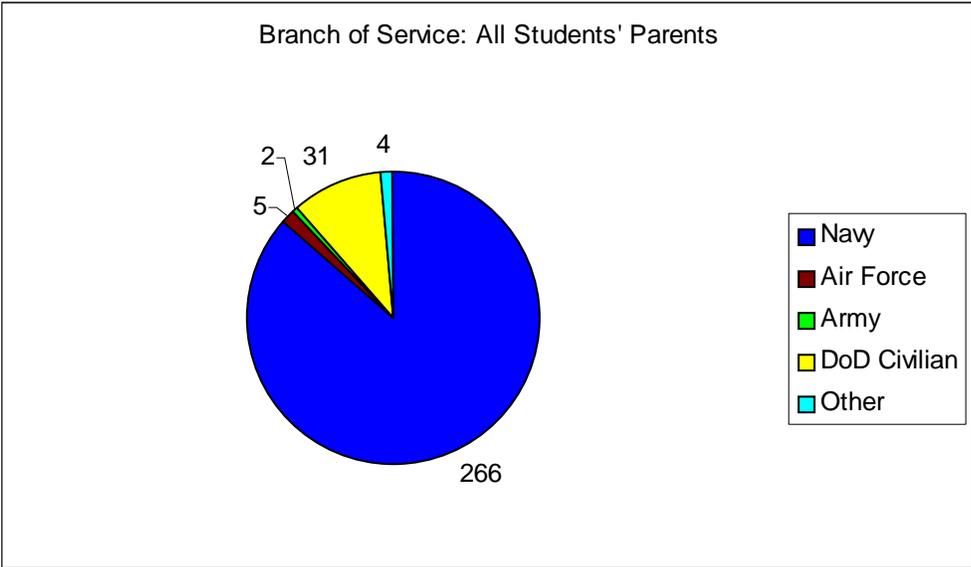
Analysis: As of August 28, 2006, the student population at Sigonella MS/HS is 295 and is largest in the middle school grades with a high of 57 students in the 7th grade. The student population drops in the high school grade levels with a low of 20 students in the senior class.



Analysis: As of October 13, 2006, the ethnic composition of Sigonella MS/HS is primarily White/Caucasian (180) followed by Asian (46), African-American (43), Hispanic (40), and Multi-Racial (13). There was 1 student who was Native American, 1 student who was a Pacific Islander, and 11 students who were unidentified.



Analysis: As of October 13, 2006, the ratio of male to female students at Sigonella MS/HS is almost even at 146-149 with three more females than males.



Analysis: As of October 13, 2006, most of our students are family members of a United States Navy sponsor.

6. Programs and Supports: Together with the DoDEA curriculum, Sigonella MS/HS offers the following **support, elective, and athletic programs:**

SUPPORT PROGRAMS
<ul style="list-style-type: none">• AVID MS/HS• English Language Learner (ELL)• Read 180 Reading Lab MS/HS• Math Support MS• Learning Strategies• Study Skills MS• Language Arts Lab• Algebra I Lab• Geometry Lab HS

ELECTIVE PROGRAMS

- Advisory, Grades 6-8
- Seminar, Grades 9-12
- Band Beginning, Intermediate and Advanced MS/HS
 - Strings
 - Read 7
 - MS Study Skills
- Family Consumer Science
- Pathways
- Creative Thinking
- Intercultural Education
- Literature Enrichment
- Chorus MS/HS
- Drama MS/HS
- Speech MS/HS
- Humanities MS/HS
- Yearbook Production MS/HS
- JASON
- Goldstone Apple Valley Radio Telescope Project (GAVRT)
- Journalism MS/HS
- Art MS/HS
- Music MS/HS
- Italian MS/HS
- Spanish MS/HS
- Physical Education MS/HS
- Health Education MS/HS
- Outdoor Education
- Career Education MS/HS
- Computer Technology MS/HS
- Computer Applications MS/HS
- Video Communications
- JROTC grades 9-12

ATHLETIC PROGRAMS	
<ul style="list-style-type: none"> • Football • Volleyball • Basketball • Cheerleading • Wrestling 	<ul style="list-style-type: none"> • Soccer • Track and Field • Cheerleading • Cross Country • Tennis

Approximately 50% of students participate in athletic programs. While a member of an athletic team, students can earn either a junior varsity or varsity letter if they meet specific lettering requirements. Additionally, all students can participate in the Sigonella Swordfish Swim Team offered through Morale, Welfare, and Recreation (MWR) and receive a junior varsity or varsity letter.

7. Curriculum: Sigonella MS/HS follows the prescribed DoDEA standards-based curriculum. Students must earn a 2.0 G.P.A. to graduate. DoDEA graduation requirements are as follows:

Required Courses	Units
English Language Arts 9, 10, 11, 12 (2 years of ESL may be substituted for 2 years of English Language Arts.)	4
Social Studies (1 credit of U.S. History, 1 credit of either World Regions or World History, and 1/2 credit in U.S. Government required.)	3
Mathematics (Algebra I and Geometry are required.)	3
Science (Biology is required and either a chemistry or physics credit is required. Physics Applications in the Community and Chemistry Applications meet the credit requirements for graduation.)	3
Foreign Language (A total of 2 credits in the same foreign language is required.)	2
Professional Technical Studies (1/2 credit must be in a computer technology.)	2
Physical Education	1 1/2
Fine Arts (Courses used to meet this credit must relate to: visual arts, music, theater, dance, and/or humanities.)	1
Health Education	1/2
Sub-total for Required Courses	20
Sub-total for Elective Courses	6
TOTAL CREDITS	26

8. Guidance Program: Sigonella MS/HS provides a comprehensive counseling program that addresses a variety of academic, career, and personal/social development issues necessary to ensure that students are successful both in school and in life. Seminar and Advisory periods are times when counselors may present age appropriate guidance lessons. Credentialed school counselors assist students in resolving emotional, social or behavior problems and help them develop a clearer sense of direction and more positive interpersonal relationships. Counselors provide students a network of emotional and instructional support services; they monitor academic progress, provide academic advising based on individual student needs, guide appropriate course selection, and follow the overall well-being of our student population. Six-year plans, career interest inventories, post-secondary school decision-making, college search and applications, financial aid, individual and group counseling and support for students with special needs are also available.

9. Clubs: Sigonella MS/HS students can participate in the following clubs offered after school: Future Educators of America, Math Counts, Geography Bee, Science Symposium, Model United Nations, High School Student Council, Middle School Student Council, Red Cross Disaster Relief Volunteer Program, Stray Animals Aid Society (SAWS), National Junior Honor Society, National Honor Society, National Art Honor Society, Yearbook, Science & Math Club, “Si14g,” Future Engineers Club, and Running Club.

10. Parent Partnerships:

- a. Parent Focus Groups: Every Friday afternoon at 1 P.M. administration meets with randomly invited parent focus groups to discuss student progress in all areas. The focus groups are held in the principal’s conference room.
- b. Parent Forums: On November 14, 16, and 20, parent forums, sponsored by the School Advisory Committee (SAC), were conducted in the local housing areas. The administrators, SIP Chairs, SILT Committee Chairs, teachers, and School Advisory Committee members were available to speak to parents about the School Improvement Plan (SIP) and parent concerns.
- c. At both the parent focus groups and the parent forums, parents indicated that they are pleased with the education provided for their children. They are happy with the individualized care given to their students because of the small teacher/student ratios. Parents shared an interest in class offerings and scheduling of classes to include a wider offering of math, science, and technology classes.

Implications for Student Performance Goals

Areas identified by this data for student performance goals include:

More math, science, and technology classes should be offered.

INFORMATION FROM FORMER STUDENTS

Nine members of the Class of 2006 completed a survey about the education they received at Sigonella MS/HS. The students were pleased with the education they received at Sigonella MS/HS and awarded the school a “B” grade with one student awarding the school an “A” grade. The students indicated that teachers were available “whenever necessary” and “usually” to help students. The students unanimously agreed that Sigonella MS/HS provided a safe learning environment. All nine students indicated that they were well prepared for their college courses. Students felt least prepared in Social Studies, followed by Science, Reading and Math. They felt best prepared in the area of Language Arts. Some areas suggested for improvement were to provide more course selections, to teach better research skills, and to incorporate more technology skills into the curriculum.

* Please note: seventeen of twenty-six students completed the survey. The first nine received were used for this data source as directed by the Mediterranean District Office SIP Liaison.

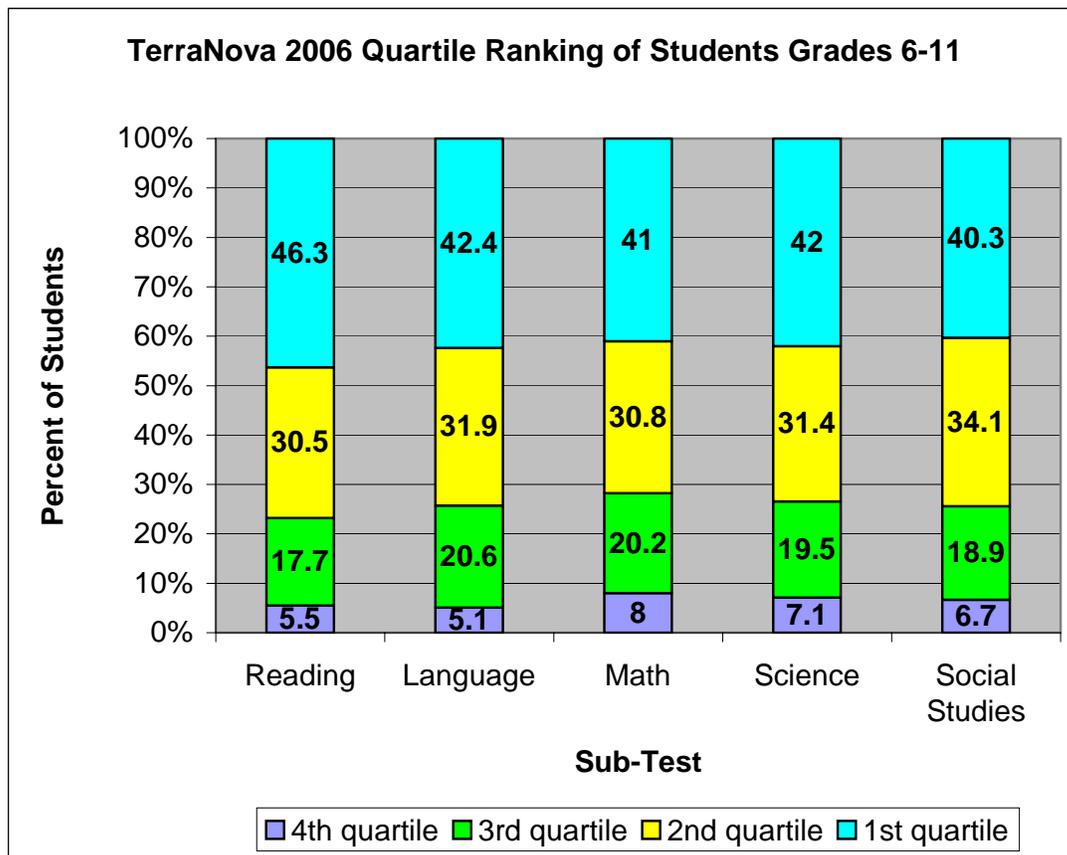
EXISTING SCHOOL DATA: STUDENTS

Data Collection Instruments

1. The TerraNova Multiple Assessments, 2006, is a system-wide, norm referenced assessment given annually in the spring of each school year to all of our students in grades 6-11.
2. Advance Placement tests are local assessments given in the spring of each school year to students in grades 9-12.
3. The Scholastic Aptitude Test (SAT), the Preliminary Scholastic Aptitude Test (PSAT), The American College Testing (ACT) are local assessments given in the fall and spring of each school year to students in grades 7-12.
4. Parent Focus Groups are conducted every Friday afternoon at the school and quarterly at the local housing areas.
5. Teacher Survey is a local assessment that was given to all teachers in the fall of 2006.
6. DoDEA Customer Satisfaction Survey is a DoDEA sponsored survey offered to all parents and staff in the spring of 2005.

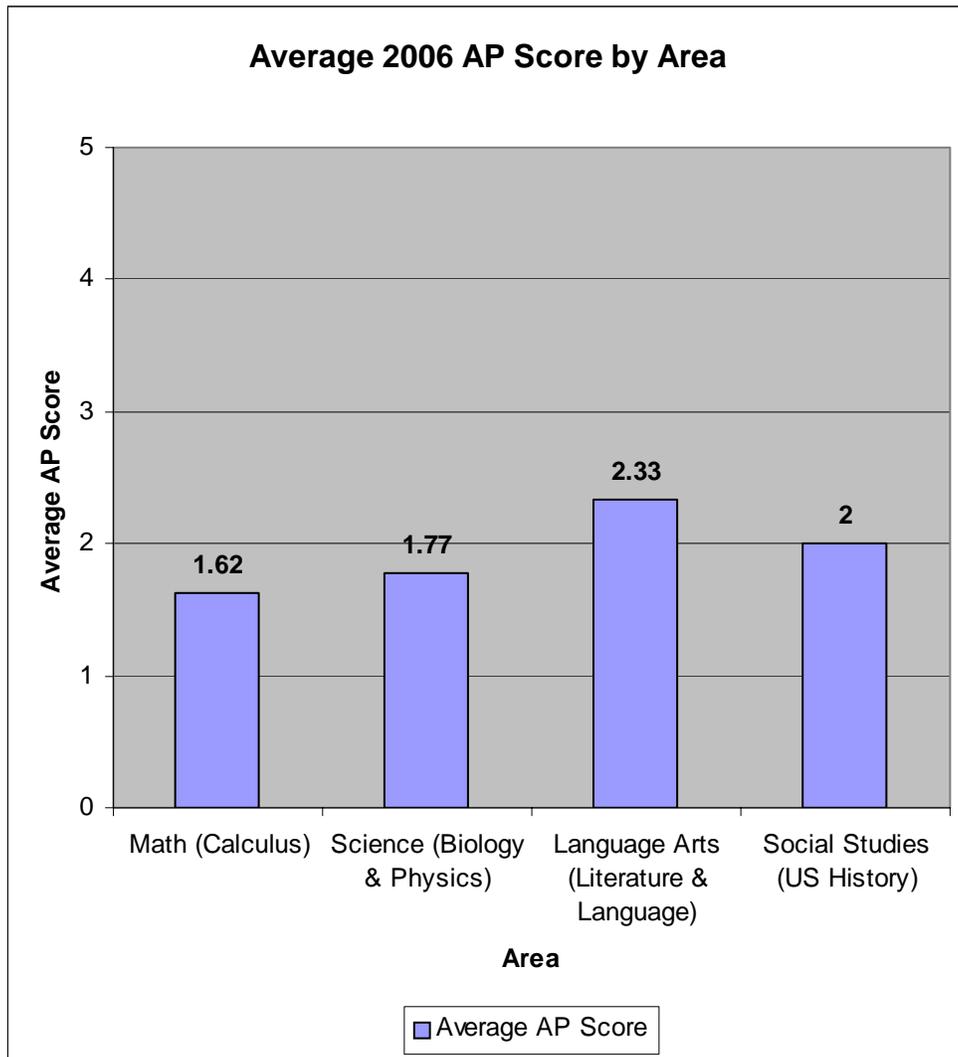
Presentation / Analysis of Data

1. TerraNova Assessment



Analysis: The graph shows the total percentage of our students ranked in each quartile within each sub-test. There were 313 students who took this assessment in 2006. Overall, our students perform well, with over 70% performing in the top two quartiles in each area assessed. As we disaggregate the data, we find that math and science have the highest number of students performing in the lower quartiles.

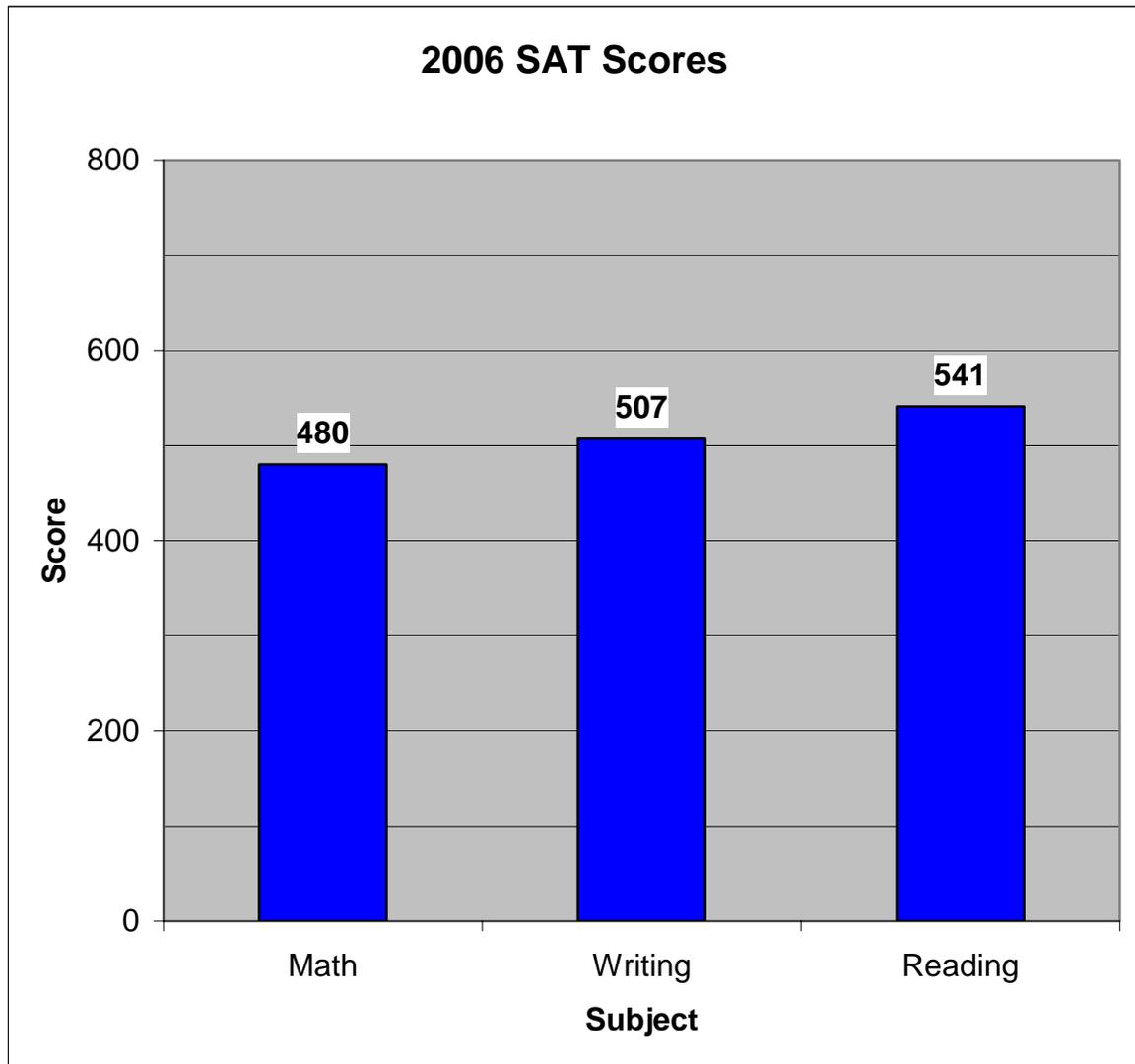
2. Advanced Placement Test (AP)



Analysis: This is a display of student Advanced Placement scores for SY 2005-2006. Twenty-two students took the AP English Language Test, seventeen students took the AP English Literature Test, one student took the AP Physics Test, twelve students took the AP Biology Test, eight students took the AP Calculus Test, and twelve students took the AP American History Test.

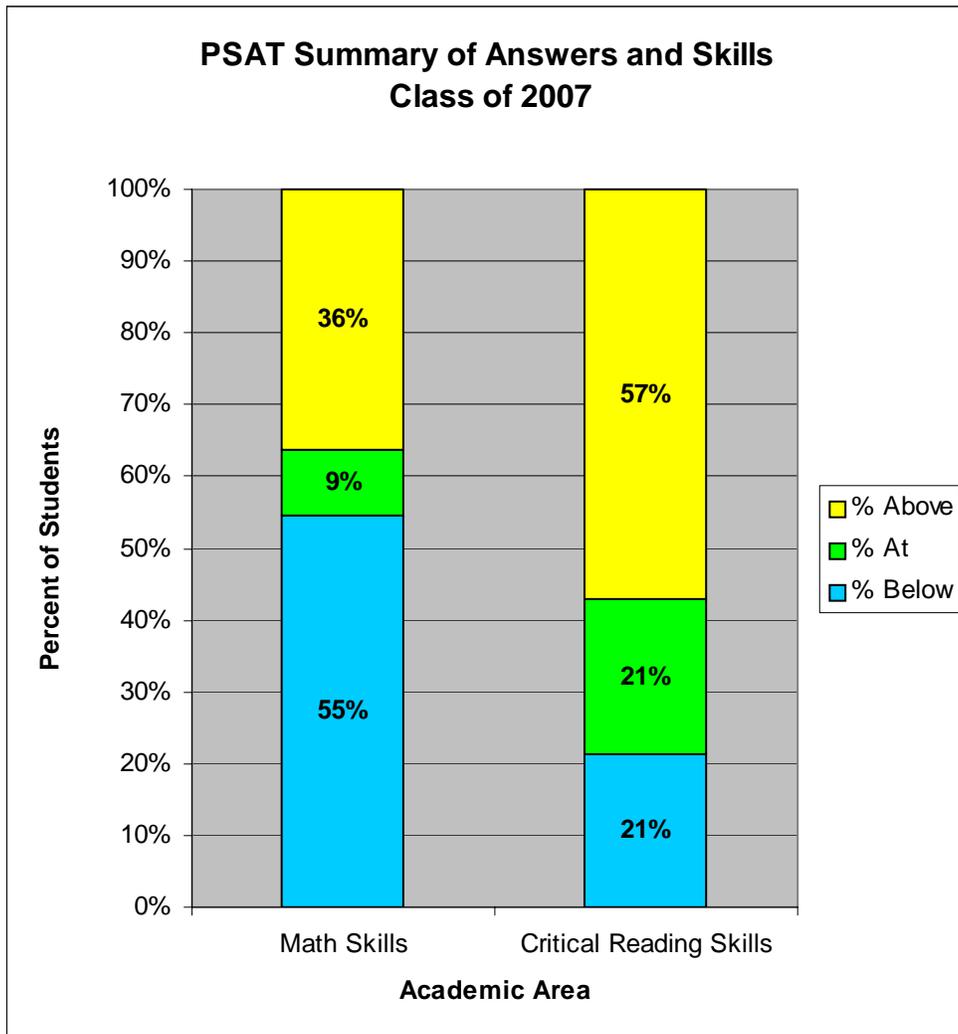
The math and science average scores were each below 2, at 1.62 and 1.77, respectively. The social studies and language arts average scores were at or above 2, at 2.00 and 2.33, respectively.

3a. Scholastic Aptitude Test (SAT)



Analysis: This is a display of our SAT scores by category. Twenty-two seniors, seventeen juniors, and one freshman took the SAT. The math average score was the only score below 500. It was twenty-seven points lower than the next score (writing).

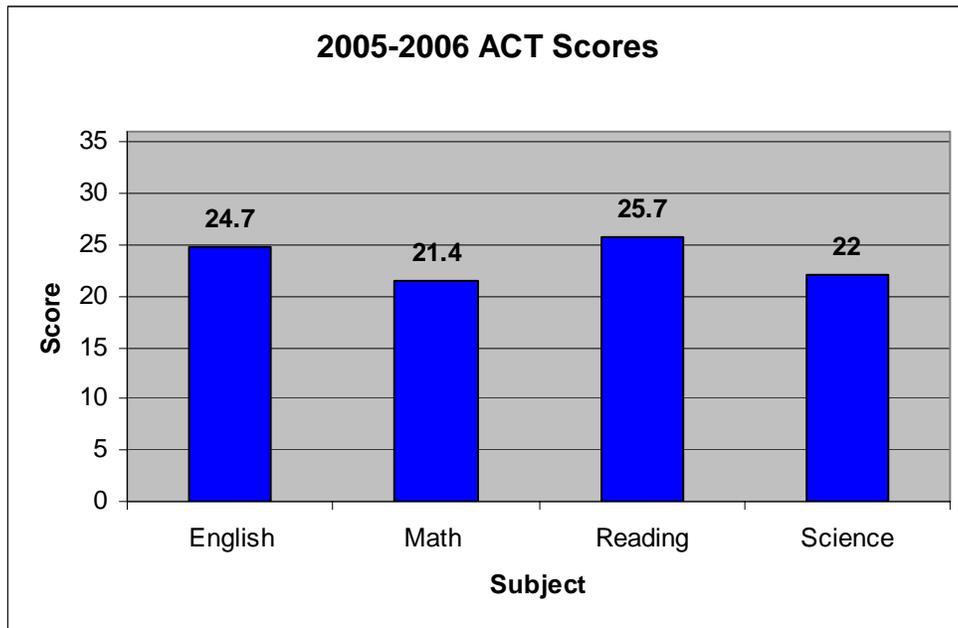
3b. Preliminary Scholastic Aptitude Test (PSAT)



Analysis: The above data displays results from the summary of answers and skills (SOAS) report from the PSAT test for all students in the class of 2007. The graph breaks the summary down into the math skills and the critical reading skills and compares the percentage of students who scored above, at, and below the national average.

More than 50% of the math skills scores were below the national average, while more than 50% of the critical reading skills were above the national average.

3b. American College Testing (ACT)



Analysis: This is a display of the average ACT scores in each area of the test taken in December 2005. There were ten students from our school who took this test.

The two lowest scores are in the areas of math and science.

4. Parent Focus Groups: Please see Unique Local Insights, #10, page 15.

5. Teacher Survey: The Sigonella MS/HS Faculty completed the SIP survey for SY 2006-2007. The staff feels that the areas of math, science, and technology are areas that need to be improved throughout the school.

6. DoDEA Customer Satisfaction Survey 2005: The results of the DoDEA Customer Satisfaction Survey for Sigonella MS/HS were:

- Teachers, students, and parents agree that the primary purpose of the DoD schools is to provide a balanced education in which the basics are only one factor.
- 100% of the student responses indicate that the primary job of Sigonella MS/HS is to prepare students for college or work.
- A need for more technology in all classrooms is noted.

Implications for Student Performance Goals

- All standardized and local assessments indicate a need for improvement in math and science.
- Teacher and Customer Satisfaction Surveys indicate a need to address math and science across the curriculum as well as technology integration.
- Parents feel that students should be provided with more math and science classes.

EXISTING SCHOOL DATA: COMMUNITY

Data Collection Instruments

1. Environmental Scan
2. DoDEA Initiatives
3. Parent/Community Partnerships
4. Local Demographics

Presentation / Analysis of Data

1. Environmental Scan: The staff reviewed a variety of material in order to determine the needs of our students today. The Department of Education's "High Schools That Work," Peter D. Hart Associates' "Rising to the Challenge," Educational Leadership October 2005 "Learning From What Doesn't Work," and various other online searches indicate that students need to have better training in technical and life skills. Colleges and work force employers also indicate a need for more academic preparation, especially in the areas of math and science.

2. DoDEA Initiatives: DoDEA's High School Initiative: Building Success for Every Student, mandates that all high schools should have: an AVID program in every high school; support courses for students in English 9-12; support courses for all students in Algebra I, Geometry, and Algebra II; reading support for students scoring at or below the 25th percentile on a standardized reading test; Advanced Placement courses in English, Mathematics, Foreign Language, Social Studies, and Sciences; infrastructure and staffing to support distance learning/distributed education courses to supplement regular offerings; academic and school work transition counseling for students in every school; an Assistant Principal in every high school; and a quality professional technical program, regardless of the size of the school. Sigonella MS/HS is a certified AVID Model School for DoDDS schools. Over half of our staff members are AVID certified.

3. Parent/Community Partnerships: The parents in the Sigonella community actively support both academic and athletic events at our school. Parents are members of the following organizations: **PTSO** (Parent*Teachers*Student*Organization); **Booster Club** (including selling food at all home athletic events, sponsoring athletic lunches, and selling t-shirts and food to raise money for athletic team travel); **SILT** (School Improvement Leadership Team); **school volunteers** (including chaperoning field trips, social functions- Homecoming and Prom, ROTC chaperones for All Europe Drill Competition, chaperones to Germany for the Junior Science Humanities Symposium, and assembly aides); **SAC** members; **AVID** workshop members and tutors; **SAT** prep class mentors; and **NHS/NJHS** (National Honor Society and National Junior Honor Society) support. There are over 15 commands located at NAS Sigonella. Mentoring programs and community awareness programs are frequently conducted throughout the school community.

4. Local Demographics: NAS Sigonella is home to over 6,000 military from all branches of the military as well as civilian personnel including family members. There are over 15 tenant commands at Sigonella Naval Air Base with service members from Navy, Air Force, Marines and Army. Also parts of NAS Sigonella are DECA, Navy Exchange and contractors.

Implications for Student Performance Goals

Areas identified by this data / information for student performance goals include:

- Provide more training in technical and life skills.
- Offer more math, science, and technology classes on-site and via long distance.
- Provide support for students in reading and math.
- Give all students the opportunity to take higher-level course work throughout the curriculum.

EXISTING SCHOOL DATA: INSTRUCTIONAL

Data Collection Instruments

1. Parent Academic Partnerships
2. Staff Development Opportunities
3. Teacher Survey Results on Instructional Techniques

Presentation / Analysis of Data

1. Parent Academic Partnerships
<ul style="list-style-type: none">• Guest speakers• SAT prep• Mentors• Volunteer musicians• Lab volunteers• Parents as drill instructors for mini boot camp• Math tutors• Dance instructors• Workshops with students• Music member• Drama productions• Study trips• IEP meetings• Eligibility meetings• Scholarships• Cultural presentations• Service projects

2. Staff Development Opportunities

- Scholastic Red online courses
- DoDEA directed opportunities
- SIS training
- PAN (Health training)
- JASON training
- Pre- AP History training
- Advancement Via Individual Determination (AVID) training
- Middle School training
- Library World Technical training
- School Improvement Plan (SIP) training
- Advanced Placement (AP) Training
- Honors 9 training
- Preliminary Scholastic Achievement Test (PSAT) training
- SMS scheduler training
- Middle and High school math implementation training
- Middle and High school science implementation training
- Chemical Hygiene storage and disposal training
- Overseas Association of Communication Science (OSACS) non directed conference participant
- Classroom performance assessment training
- Summer workshops
- Goldstone Apple Valley Radio Telescope Project (GAVRT) training
- JASON Online Chemistry
- JASON Expedition-On-line courses
- Konrad Adenauer Stiftung conference participant

2. Staff Development Opportunities Continued

- Coursework toward a graduate degree or certifications:
 - Geography
 - Political Science
 - US History
 - Psychology
 - World History
 - Ethics in Administration
 - Standards-Based Curriculum
 - Finance for Administrators
 - Special Education
 - Site based management
 - Human Resource Management
 - Administration
 - Counseling alignment with national standards
 - Italian
 - Foundations of Curriculum
 - Issues in Education
 - Differentiated Instruction
- Graduate Institute For Teachers
 - English Language Learner (ELL)
 - Sign Language
 - Software Applications

3. Teacher Survey Results: The results of the SIP Teacher survey 2006 indicate that instructional techniques implemented in our school include standards-based lessons, thematic/cross-curricular instruction, project-based learning, cooperative learning, differentiated instruction, learning centers, and technology integrated lessons. The survey indicated that project based learning, learning centers, and technology integrated lessons are not as highly used as other instructional techniques.

Implications for Student Performance Goals

- Teachers have participated in science and math implementation training and will use the skills to integrate math and science skills in all curricular areas.
- Staff Development across the curriculum will be offered to support the science and math goals.

INTERPRETATION AND TRIANGULATION OF DATA
STUDENT PERFORMANCE GOALS

1. All students will improve math skills across the curriculum.

- **Data Point 1 – TerraNova Multiple Assessments, page 19**
- **Data Point 2 – Advanced Placement Tests, page 20**
- **Data Point 3 – SAT, PSAT, ACT, pages 21, 22, 23**

2. All students will improve science skills across the curriculum.

- **Data Point 1 – TerraNova Multiple Assessments, page 19**
- **Data Point 2 – Advanced Placement Tests, page 20**
- **Data Point 3 – ACT, page 23**

ESSENCE OF THE GOAL *(Do not enter this information now. It will be imported into this document and the SIP Plan during the second semester)*

RATIONALE FOR STUDENT PERFORMANCE GOALS

Goal One: In reviewing the data on our students from different assessments, our staff determined that the area of math needed to be improved. We analyzed standardized test data such as the Terra Nova and local assessments such as the SAT, PSAT, ACT, and AP Tests. The highest percent of students performing in the lowest quartile on the standardized and local assessments occurs in math. The former students and parent forums provided further proof that math is an area that needs improvement in our school. The Environmental Scan also indicated that future employers and college professors advocate our students improving math skills across the curriculum.

Goal Two: The need for improvement in science is indicated by the data from different assessments including the TerraNova, SAT, PSAT, ACT, and AP Tests. The second highest percent of students performing in the lowest quartile on these tests occurs in science. The former students and parent forums provided further proof that science is an area that needs improvement in our school. The Environmental Scan also indicated that future employers and college professors advocate our students improving science skills across the curriculum.