

Chapter III: Student /Community Profile — Overall Summary from Analysis of Profile Data and Progress

Implications of the Profile and Progress Data with Respect to Student Performance Since the Prior Self-Study

** students consistently achieve with strength. Performance of ** students on all achievement tests typically show strength significantly above U.S. and international averages. Relative performance on the IB exams and assessments should take into account that **'s IB program is all-inclusive and that it is a relatively new program to **. We should monitor closely future IB performance data and make sure the curricular program prior to the IB is preparing students well for the rigorous demands of the IB program.

Performance data trends show that ** students are not as strong in performance on expository writing compared to reading, math, and narrative writing. Additionally, testing data shows girls outperforming boys in writing, language, and reading, while girls are performing equally well as boys in math and science.

In terms of perception data, ** students, overall, like attending **, and parents also observe that their children enjoy and like **. Elementary students note how much they like their teachers and secondary students believe their teachers have high expectations for learning. Parents strongly feel that ** teachers are knowledgeable about their subject areas. Despite ** student performance well above other international school averages, parents perceive that ** does not compare well to other international schools. Both parents and secondary students feel that the after school activities program can offer richer and more abundant options. Additionally, elementary students feel less connected to their peers, while secondary students feel less connected to their teachers.

Identified Critical Learner Needs Based on the Data

Based on data, ** chose to focus on writing competencies and critical thinking and creativity as identified critical learner needs. Based on four years of ISA data and three years of IB data, there is need for students to improve their expository and research writing. Additionally, focusing on critical thinking and creativity will help prepare students for the rigor of the IB Diploma Programme and for their future beyond **, as the requirements of college and the workplace have shifted.

Critical Learner Need	Correlating Schoolwide Learner Outcome
Expository writing competencies	Successful communicators...
Promoting and supporting complex thinking and creativity	Demonstrate complex thinking and creativity...

Important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Group work)

- How does ** support expository writing development and growth?
- How are the social and emotional needs of students being met?
- How is ** supporting complex thinking and creativity?
- How is ** engaging all learners?

These important questions have been answered via prompts and conclusions embedded in the self-study.