Chapter III: Student/Community Profile—Overall Summary

Overall Summary from Analysis of Profile
Data Implications, Interpretations, Trends, Patterns

Since the 2008-9 school year, the total population of students has remained relatively steady, however the demographic make-up of the student population has changed to include a greater number of non-native English speakers, particularly Mandarin. While the numbers of students who qualify for ESL support remain small relative to our total population, the school recognizes that there are more non-native speakers English speakers in the mainstream classroom, which may change the educational needs or may change how the school supports English language learning.

Learning data trends identified:

- Steady or increasing results in the PSAT and SAT data (apart from Grade 10 PSAT writing data, where a global decline was also noted)
- Steady high graduation rate and university acceptance rate
- Declining MAP and ITBS results in reading and to a lesser extent in language usage
- MAP data, for a single testing season, when compared with other international schools in the region indicates performances levels of students that are similar to or higher than students in the other schools.

The trend over the recent years is declining standardized assessment scores (ITBS - since 2006 and MAPs - since 2009) in reading, and to a lesser extent in language usage. The ability to compare performance of the students internationally over time through IB exam results and MAP data (world data, regional data and US national data) will be very helpful as the school seeks to understand these trends.

The last noticeable pattern from data collected and analyzed in the community survey is that the Korean parents, and to a lesser extent the Chinese parents, are typically less satisfied with the school program than Western/European/Other parents. However, it is important to note that perception data gathered from the Korean and Chinese parents does show improvement over the past three years.

Identified critical academic needs
Critical academic needs include (1) reading and to a lesser extent (2) language usage, based on external standardized assessment data.

Important questions raised by the analysis of the student performance, demographic, and perception data (These are answered by the Home and Focus Groups as they work to gather evidence for the self-study prompts and write their narratives.)

1) How does the school support language development (English, Chinese and other world languages) of the students at the school?

2) How does the school identify and support the needs of students across the broad learning spectrum at the school?

3) How does the school promote parent participation of all nationalities represented at the school?