

NCA CASI School Profile

Compiled 2007-2008

Updated 2009-2010



Lester Middle School

Unit 35015, FPO, AP 96373-5015

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Mr. Altorn Grade, Principal

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MISSION STATEMENT

To Provide an Exemplary Education that
Inspires and Prepares All DoDEA Students
for Success in a Dynamic, Global Environment

Vision

Lester Middle School students are:

Learning to become responsible members of a global society.

Mastering diverse skills to adapt in a technologically changing world.

Succeeding as life long learners.

Guiding Principles

Lifelong Learners

- Understand, learn and relate experiences in order to extend knowledge to other situations.
- Develop a range of abilities – They are able to identify problems and ways of adapting, acquiring and applying information effectively.

Global Society

- Understands personal actions impact self, community and the world in which we live
- Increases connectedness and integration of economic, social, ecological, cultural and political arenas.

Diversity

- Diverse work skills include flexibility, cooperation, and creative thinking to be able to compete in an ever changing society.

Unique Local Insights – Parent, Student, and Staff Perceptions Data Collection Instrument(s)

Lester Middle School Teacher Survey (SY 2006 – 2007)

DoDEA Parent Survey (SY 2008 – 2009)

DoDEA Student Survey (SY 2008 – 2009)

DoDEA Customer Satisfaction Survey (SY 2004 – 2005, 2006 – 2007, 2008 - 2009)

Presentation of Data: Unique Local Insights – Parent, Student, and Staff Perceptions

Lester Middle School Teacher Survey				
Directions: Please read each statement and place a mark in the O to indicate whether you “Strongly Agree,” “Agree,” “Disagree,” or “Strongly Disagree” with each statement.	Strongly Agree	Agree	Disagree	Strongly Disagree
School Climate and Environment for Learning				
1. Teachers are respected by students and parents.	12	29	0	0
2. Students and teachers are respectful of each other.	11	26	1	0
3. The school has a safe and orderly environment for learning.	32	9	0	0
4. School discipline is appropriately maintained.	19	20	0	1
5. I am satisfied with the school.	24	14	0	0
School Organization and Administration				
1. The school is committed to continuous improvement.	23	16	1	0
2. The school uses data and research when making decisions about teaching and learning.	20	20	1	0
3. Teachers are involved in decisions impacting on the quality of teaching and learning.	17	19	1	0
4. There are positive working relationships between teachers and administrators.	21	17	1	0
Support for Student Learning				
1. Teachers are willing to give students individual help outside of class time.	29	10	0	0
2. Students are provided learning opportunities that support the full range of student abilities.	24	15	0	0
3. Our school effectively communicates with parents.	30	11	0	0
4. Technology is used to help students learn.	30	11	0	0

Description of Data: To determine teacher perception of the quality of our school survey data was collected from all teachers. The table above summarizes teacher perception.

Analysis of Data: The data displayed suggests the majority of teachers perceive (strongly agree or agree) the School’s Climate, Environment for Learning and Working and Decision Making are favorable. However, one area of data shows one strongly disagrees on School Discipline.

DoDEA Parent Survey

Questions	Elementary/Middle School Parent Responses – in Percentages			
1) On which THREE of the following areas do you think your child’s school should place the most emphasis? (Schools would select those areas of focus from the following list.)				
Reading comprehension	57%	Reasoning/Inquiry	12%	
Writing	49%	Using technology	22%	
Oral communication	34%	Leadership	9%	
Listening	6%	Personal Discipline/Self-control	16%	
Math computation	16%	Foreign Language	7%	
Math reasoning/problem solving	40%	Art	3%	
Science	11%	Music	2%	
Social Studies/History	8%	Problem Solving	16%	
Health/Physical Education	9%			

Description of Data: The DoDEA parent survey above was developed by DoDEA HQ using an approval process through the Office of Budget & Management (OBM). It was approved in SY 2007 for a one-time use prior to Feb 2010. Parents were surveyed using this instrument in April of 2009. 104 parents completed the survey, and the results in the table above indicate the percentage of parents selecting areas for school emphasis.

Analysis of Data: From the responses above, parents indicate the three areas they believe should receive the school’s top focus are: Reading Comprehension, Writing, and Math reasoning/problem solving. Lester Middle School should consider this information when selecting goal areas for school improvement focus.

DoDEA Parent Survey

Questions	Elementary/Middle School Parent Responses – in Percentages					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
2) The school provides extra academic help to my child when he/she needs it	37%	42%	19%	1.5%	<1%	
3) This school is preparing my child well for the next grade.	43%	50%	6%	<1%		
4) My child’s school maintains good discipline.	44%	50%	45%	1%	<1%	
	Very Safe	Safe	Undecided	Unsafe	Very Unsafe	
5) How safe do you think your child feels at school?	45%	38%	16%			
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
6) Discipline problems are handled <u>quickly</u> at my child’s school.	42%	45%	9%	4%		
7) Discipline problems are handled <u>fairly</u> at my child’s school.	42%	42%	14%	2%		
8) On a scale of 1-5, with 5 being very safe and 1 being “Very unsafe” how safe do you feel your child is in each of the following locations in your school?	Very Safe 1	Safe 2	Undecided 3	Unsafe 4	Very Unsafe 5	Does Not Apply
a. School Hallways	34%	58%	3%	2%	3%	
b. Classrooms	49%	46%	<1%	<1%	3%	
c. School Lunchroom	36%	55%	5%	2%	3%	
d. School Playground	29%	58%	9%	1%	3%	
e. School Parking Lot	29%	58%	10%	<1%	2%	
f. School Restrooms	27%	64%	5%	<1%	3%	
g. School Buses	28%	50%	5%	2%	3%	11%
h. Walking to and from school	27%	27%	8%	1%	2%	35%
i. Other						
	Most of the time	Sometimes	Rarely	No Answer		
9) My child’s school makes me feel welcome when I visit.	87%	10%	<1%	3%		
10) How often does the school communicate with your parent(s)/guardian(s) (by phone, email, classroom newsletter, etc.)?	74% At least once a week 20% At least once a month 2% Once or twice a year 5% No answer					
11) Who usually initiates the communication between you and the school?	35% The parent/sponsor 44% The teacher 12% The principal/assistant principal 9% Someone else					
	Yes	No	No Answer			

12) My child's school encourages parent/guardian involvement at school-related events? (Examples might include parent nights, sports, or field trips.)	77%	17%	6%			
	Most of the time	Sometimes	Rarely	No Answer		
13) The staff at my child's school listens carefully when I express my opinions and concerns.	78%	14%	0%	7%		

Description of Data: The DoDEA parent survey above was developed by DoDEA HQ using an approval process through the Office of Budget & Management (OBM). It was approved in SY 2007 for a one-time use prior to Feb 2010. Parents were surveyed using this instrument in April of 2009. 104 completed the survey, and the results in the table represent the percentage of parents responding within each category.

Analysis of Data: The survey results indicate that the data compiled from a "Customer Service" survey, parents responded to Lester Middle School on a scale from "Strongly Agree" to "Strongly Disagree" evaluation. The data indicates that the majority of parents "Strongly Agree/Agree" that Lester Middle School meets their child's needs for discipline management, academics and provides a safe environment. Only 5% or less indicated "Disagree" towards those measures with the exception of one area at 17% regarding the school encouragement towards parental involvement.

DoDEA Student Survey

Questions	Elementary/Middle School Student Responses – in Percentages					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1) When I need help with my school work, someone at my school is available to help me.	25%	53%	14%	5%	2%	
2) This school is preparing me well for the next grade.	22%	58%	15%	4%	0	
3) My school maintains good discipline.	20%	45%	23%	8%	3%	
	Very Safe	Safe	Undecided	Unsafe	Very Unsafe	
4) How safe do you feel at school?	27%	47%	17%	5%	3%	
Follow-up question (#5) for those who answered “Unsafe” to #4.	Never	Rarely	Some Days	Most Days	Every Day	
5) How often do you feel unsafe when you are at school?	37%	33%	21%	5%	4%	
6) On a scale of 1-5, with 5 being very safe and 1 being unsafe, how safe do you feel in the following locations in your school?	Very Safe 1	Safe 2	Average 3	Unsafe 4	Very Unsafe 5	Does Not Apply
a. School Hallways	28%	27%	30	9%	4%	2%
b. Classrooms	53%	24%	16%	2%	3%	2%
c. School Lunchroom	34%	26%	24%	10%	4%	2%
d. School Playground	27%	19%	22%	9%	6%	18%
e. School Parking Lot	29%	20%	21%	13%	9%	8%
f. School Restrooms	30%	21%	24%	12%	10%	3%
g. School Buses	32%	19%	25%	7%	45	15%
h. Walking to and from school	27%	14%	18%	8%	7%	26%
i. Other						
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
7) My school deals appropriately with students who bully other students.	21%	38%	24%	10%	7%	
8) What can teachers and administrators do to help stop bullying?	23% Supervise the playground and halls better 18% Establish rules against bullying N/A Enforce rules against bullying 22% Teach kids how to get along better Other					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
9) Discipline problems are handled quickly at my school.	16%	43%	24%	11%	6%	
10) Discipline problems are handled fairly at my school.	14%	38%	28%	13%	7%	
	Yes	No	No Answer			
11) Does your school openly invite parent(s)/guardian(s) to take part in school-related events? (Examples might include parent nights, sports,	78%	75	15%			

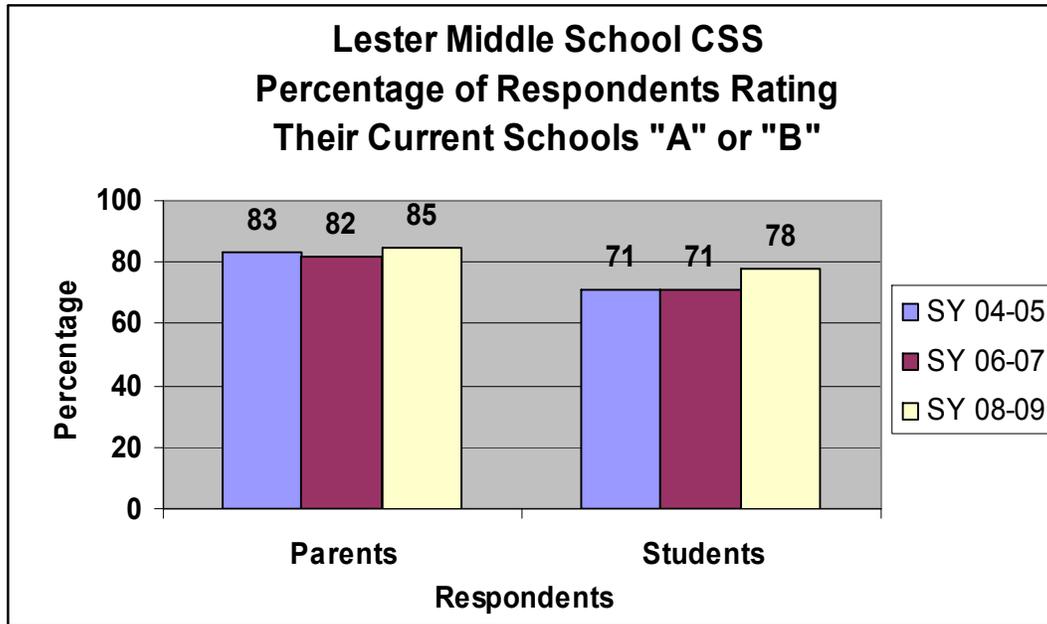
or field trips.)						
	At least once a week	At least once a month	Once or twice a year	No answer		
12) How often does the school communicate with your parent(s)/guardian(s) (by phone, email, classroom newsletter, etc.)?	36%	27%	14%	23%		

Description of Data: The DoDEA student survey above was developed by DoDEA HQ using an approval process through the Office of Budget & Management (OBM). It was approved in SY 2007 for a one-time use prior to Feb 2010. Students were surveyed using this instrument in March of 2009. 335 students completed the survey, and the results in the table represent the percentage of students responding within each category.

Analysis of Data: This data was evaluated on the scale as above, from “Strongly Agree” to “Strongly Disagree”. It indicates that the great majority “Strongly Agree” or “Agree” that Lester Middle School deals appropriately and effectively with bullying.

DoDEA Customer Satisfaction Survey

What grade would you give (your/your child's) school? (Percent responding A and B)



Description of Data: The DoDEA Customer Satisfaction Survey was available for all parents, and students in the Okinawa District, and was completed during the winter of SY 04-05, SY 06-07, and SY 08-09. Results of the anonymous responses were summarized and gathered from the DoDEA HQ website. During SY 08-09, 104 parents, and 488 students completed this survey. Under FEA advisement DODEA was unable to collect data and obtain the perceptions of teachers for the 2008 – 2009. The graph above reflects "A" or "B" responses to the question, "What grade would you give your school?"

Analysis of Data: The majority of Parent and Student responses indicate a favorable rating of their DoDDS school throughout the period of the surveys. There was a slight increase in the percentage of "A" or "B" ratings by parents during SY 08-09, although more students gave their DoDDS schools an "A" or "B" rating during this period than in previous surveys. .

DoDEA Customer Satisfaction Survey (cont.)

In (your/your child's) school, do you think each of the following is a major problem, a minor problem, or not a problem at all?

Issues	Parent		
	Major	Minor	Not a Problem
Financial support/funding	18%	33%	48%
Lunch program	17%	27%	56%
Childhood obesity	12%	50%	38%
Timely communication from Teachers/Admin	12%	25%	63%
Bullying	11%	49%	40%
Overcrowded classes	10%	28%	61%
Poor/outdated buildings and grounds	10%	27%	63%
Low quality curriculum/standards	10%	26%	64%
Other	8%	1%	29%
Overcrowded schools	7%	24%	69%
Inappropriate discipline	7%	23%	70%
Transportation	6%	19%	75%
Fighting/violence	4%	33%	62%
Racial and ethnic understanding	4%	29%	67%
Use of drugs/alcohol	4%	20%	75%
Gangs	4%	17%	79%
Crime/vandalism	3%	27%	70%

Issues	Student		
	Major	Minor	Not a Problem
Lunch program	37%	29%	34%
Financial support/funding	26%	31%	44%
Bullying	25%	45%	30%
Fighting/violence	23%	46%	31%
Use of drugs/alcohol	23%	21%	57%
Inappropriate discipline	22%	34%	44%
Crime/vandalism	18%	36%	45%
Childhood obesity	18%	40%	42%
Poor/outdated buildings and grounds	18%	28%	54%
Gangs	17%	28%	55%
Racial and ethnic understanding	16%	33%	51%
Overcrowded schools	16%	27%	56%
Timely communication from Teachers/Admin	14%	35%	51%
Overcrowded classes	14%	30%	55%
Low quality curriculum/standards	13%	32%	55%
Transportation	13%	29%	58%
Other	11%	4%	25%

Description of Data: The DoDEA Customer Satisfaction Survey was available for all parents, and students in the Okinawa District, and was completed by 104 parents and 488 students during the winter of SY 08-09. Results of the anonymous responses were summarized and gathered from the DoDEA HQ website. During SY 08-09, 104 parents, and 488 students completed this survey. Under FEA advisement DODEA was unable to collect data and obtain the perceptions of teachers for the 2008 – 2009. The table above reflects parent and student perceptions on the most problematic issues facing students in their DoD schools.

Analysis of Data: The percentage of parents rating issues as a "major problem" ranged from a high of 18% to a low of 3%, while student responses ranged from a high of 37% to a low of 11%. The top two issues for both parents and students were related to the issues of the school lunch program (rated as "major" by 37% of the students and by 17% of parents) and financial support/funding (rated as "major" by 26% of students and 18% of parents). Parents rated childhood obesity and timely communication from teachers/administrators as tied for the third major problem (12% each), while students' third highest issue was bullying, rated as "major problem" by 25% of the students.

Implications for Action: Unique Local Insights – Parent, Student, and Staff Perceptions

Lester Middle School will implement all six components of the Fit to Be Wild Program by January 2010. Fit to Be Wild contains these key components: Physical Fitness, Emotional Fitness, Nutrition, Physical Health, Mental Health, Character Education, and Bullies to Buddies. Bullying and Child Obesity were the main concerns of the Customer Satisfaction Survey.

Student Performance Goal

As a result of 2008 -2009 Customer Satisfaction Survey, DoDEA Parent Survey, and Student Survey, Lester Middle School has focused on the following:

To increase student involvement and awareness of Physical Fitness, Emotional Fitness, Nutrition, Physical Health, Mental Health, and Character Education.

To foster good habits and lifestyle choices to reduce childhood obesity

To decrease bullying incidents and form a Bullies to Buddies concept, minimize lunch menu complaints, which were major concerns of the CSS

Follow-up on Former Students

Data Collection Instrument(s):

DoDEA Follow-up of Former Student Survey SY 2009 -2010

DoDEA Follow-Up Student Survey

Questions	Elementary/Middle School Student Responses – in Percentages					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
1) When I need help with my school work, someone at my school is available to help me.	23%	54%	8%	10%	5%	
2) This school is preparing me well for the next grade.	8%	52%	31%	5%	5%	
3) My school maintains good discipline.	14%	16%	26%	6%	9%	
	Very Safe	Safe	Undecided	Unsafe	Very Unsafe	
4) How safe do you feel at school?	26%	46%	15%	3%	8%	
Follow-up question (#5) for those who answered “Unsafe” to #4.	Never	Rarely	Some Days	Most Days	Every Day	
5) How often do you feel unsafe when you are at school?	0	0	0	75%	25%	
6) On a scale of 1-5, with 5 being very safe and 1 being unsafe, how safe do you feel in the following locations in your school?	Very Safe 1	Safe 2	Average 3	Unsafe 4	Very Unsafe 5	Does Not Apply
a. School Hallways	27%	39%	21%	9%	3%	0
b. Classrooms	43%	31%	14%	0	11%	0
c. School Lunchroom	39%	18%	30%	6%	6%	0
d. School Playground	29%	20%	37%	3%	9%	3%
e. School Parking Lot	28%	22%	39%	3%	6%	3%
f. School Restrooms	31%	31%	22%	9%	6%	0
g. School Buses	26%	42%	10%	3%	3%	16%
h. Walking to and from school	24%	18%	12%	3%	3%	39%
i. Other						
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
7) My school deals appropriately with students who bully other students.	18%	24%	44%	9%	6%	
8) What can teachers and administrators do to help stop bullying?	24% Supervise the playground and halls better 20% Establish rules against bullying 24% Enforce rules against bullying 28% Teach kids how to get along better 4% Other - Monitor Stairs and Between Classes					
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
9) Discipline problems are handled quickly at my school.	9%	39%	24%	18%	9%	
10) Discipline problems are	7%	48%	26%	16%	3%	

handled fairly at my school.						
	Yes	No	No Answer			
11) Does your school openly invite parent(s)/guardian(s) to take part in school-related events? (Examples might include parent nights, sports, or field trips.)	70%	9%	21%			
	At least once a week	At least once a month	Once or twice a year	No answer		
12) How often does the school communicate with your parent(s)/guardian(s) (by phone, email, classroom newsletter, etc.)?	46%	30%	6%	18%		

Description of Data: The DoDEA student survey above was developed by DoDEA HQ using an approval process through the Office of Budget & Management (OBM). It was approved in SY 2007 for a one-time use prior to Feb 2010. Students were surveyed using this instrument in October of 2009. 39 students completed the survey, and the results in the table represent the percentage of students responding within each category.

Analysis of Data: This data was evaluated on the scale as above, from “Strongly Agree” to “Strongly Disagree”. It indicates that the great majority “Strongly Agree” or “Agree” that Lester Middle School deals appropriately and effectively with bullying. All but 10% of the students felt Lester Middle School prepared them well for the next grade.

Implications for Action: Follow-up on Former Students

None

Student Performance Goals

None

Other Data and/or Actions Needed

None

Existing School Data – Instructional Data

Data Collection Instrument(s)

We selected the following instruments for analysis:

- TerraNova*, 2nd and 3rd Edition Top Two National Quarters
- TerraNova*, 2nd and 3rd Edition Percent in Bottom National Quarter
- TerraNova*, 2nd Edition (2006) Percent Median National Percentiles Disaggregated by Gender, IEP, and ESL
- TerraNova*, 3rd Edition (2009) Percent Median National Percentiles Disaggregated by Gender, IEP, and ESL
- TerraNova*, 2nd Edition (2006) Percent Median National Percentiles Disaggregated by race and ethnicity
- TerraNova*, 3rd Edition (2009) Percent Median National Percentiles Disaggregated by race and ethnicity
- TerraNova* Performance Assessment of Communication Arts (TNPACA)
- Algebra End of Year Assessment
- The Balanced Assessment in Mathematics (BAM)
- DoDEA Writing Assessment (1998 – 2001)
- Lester Middle School Reading Assessment (Local Assessment)
- Lester Middle School Problem Solving Assessment 1 (Local Assessment)
- Lester Middle School Problem Solving Assessment 2 (Local Assessment)
- Online Science Criterion-Referenced Test, Grade 7, (DoDEA assessment)
- Exemplars – Critical Thinking (Tools & Understanding) (Local Assessment)
- Scholastic Reading Inventory (SRI), Grades 6-8 (Local Assessment)
- Exemplars – Literacy (Reasoning & Communication) (Local Assessment)

Presentation/Analysis of Data: Instructional Data

LMS Percentage in Top Two TerraNova 2nd and 3rd Edition National Quarters

Grade	Year	Total # Tested	Reading	Language	Math	Science	Social Studies
6	2009	180	74	63	53	64	70
7	2002	305	66	72	65	60	65
7	2003	280	68	71	70	66	66
7	2004	298	65	69	62	68	63
7	2005	306	67	72	70	69	67
7	2006	270	65	74	66	70	64
7	2007	242	64	<u>76</u>	67	64	64
7	2008	274	66	<u>78</u>	<u>75</u>	71	69
7	2009	162	<u>78</u>	<u>76</u>	<u>77</u>	67	74
8	2002	250	74	66	68	64	72
8	2003	225	73	64	68	57	62
8	2004	239	74	69	73	71	68
8	2005	265	74	71	66	64	63
8	2006	265	<u>78</u>	<u>77</u>	<u>77</u>	71	68
8	2007	237	74	65	73	68	70
8	2008	208	<u>75</u>	73	<u>75</u>	<u>75</u>	72
8	2009	161	74	<u>81</u>	<u>77</u>	<u>75</u>	<u>80</u>

Description of Data: The *TerraNova* Multiple Assessments, 2nd and 3rd Editions are a system-wide, norm-referenced assessment given to all of our students in grades 6 - 8. The table shows the percent of students scoring in the top two national quarters. Underlined values meet or exceed the DoDEA goal of more than 75% in the Top National Quarter.

*Note: The table above displays student results from different versions of the *TerraNova* Multiple Assessments. Prior to 2009, the *TerraNova*, 2nd Edition was used. Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons will be computed for student performance data beginning in 2010, comparing student performance to that of 2009.

Analysis of Data: The 2009 edition of the *TerraNova* was a new version of the test. Comparison to previous years should not be made. SY 2009 was the baseline for 6th grade with a noticeable concern in the area of Math.

In 7th grade there was a negligible change in Reading, Language Arts and Social Studies for the year 2002 through 2008. In the area of Science there has been a noteworthy, gradual increase to the year 2006. In the area of science noticeable fluctuation 2007- 2008 SY. In Math the percent fluctuated 5% between 2002 and 2006, yet students were able to meet the CSP goal of 75% of students performing in the top two national quarters in 2008. Since 2004 there has been a gradual increase in the area of Language Arts.

8th grade there was an inconsequential fluctuation Below the Standard in the scores in Reading, Language Arts and Math in the years 2002 through 2005. However, in 2006 there was a gradual increase in the scores for Reading, Language Arts and Math. In the area of Science and Social Studies there was a substantial decrease between the scores in the 2002 to 2003 and 2004 to 2005. In the years 2004 and 2006, Lester Middle School saw a gradual increase in the scores in Science and Social Studies. In 2009 SY students met the CSP goal of 75% of students performing in the top two national quarters in all areas with the exception of the Reading subtest.

Although our students tend to score well above the National Norm Group average, the DoDEA Community Strategic Plan (CSP) requires that 75% of our students score in the Top Two National Quarters. While we have recently met this goal with our eight graders in several content areas, our students have not consistently performed at this level of expectation. Therefore, the school has identified student performance goals in the area of Reading, Language Arts, Math, Science and/or Social Studies.

LMS Percentage in the *TerraNova* 2nd and 3rd Edition Bottom National Quarter

Grade	Year	Total # Tested	Reading	Language	Math	Science	Social Studies
6	2009	180	<u>7</u>	8	13	9	9
7	2002	305	12	11	11	12	13
7	2003	280	9	8	10	10	<u>6</u>
7	2004	298	13	10	10	10	11
7	2005	306	9	<u>6</u>	8	<u>5</u>	<u>6</u>
7	2006	270	12	9	9	8	10
7	2007	242	12	<u>7</u>	10	12	13
7	2008	274	8	<u>4</u>	<u>6</u>	<u>7</u>	7
7	2009	162	<u>4</u>	<u>6</u>	<u>7</u>	<u>6</u>	<u>4</u>
8	2002	250	8	<u>6</u>	8	11	<u>6</u>
8	2003	225	8	<u>7</u>	10	13	11
8	2004	239	<u>7</u>	<u>6</u>	<u>6</u>	8	<u>7</u>
8	2005	265	8	9	10	12	12
8	2006	265	<u>4</u>	<u>5</u>	8	<u>7</u>	<u>6</u>
8	2007	237	<u>8</u>	<u>5</u>	8	9	8
8	2008	208	<u>4</u>	<u>5</u>	<u>7</u>	<u>6</u>	8
8	2009	161	<u>5</u>	<u>3</u>	<u>4</u>	<u>2</u>	<u>6</u>

Description of Data: The *TerraNova* Multiple Assessments, 2nd and 3rd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 6 - 8. The table above shows the percent of students scoring in the lower two national quarters. Underlined values meet or exceed the DoDEA goal of fewer than 8% in the Bottom National Quarter.

*Note: The table above displays student results from different versions of the *TerraNova* Multiple Assessments. Prior to 2009, the *TerraNova*, 2nd Edition was used. Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons will be computed for student performance data beginning in 2010, comparing student performance to that of 2009.

Analysis of Data: The 2009 edition of the *TerraNova* was a new version of the test. Comparison to previous years should not be made. SY 2009 was the baseline for 6th grade with a noticeable concern in the area of Math.

In 7th grade there has not been a substantial change in percentile scores in Math and Reading. However, SY 2006 shows a higher percentile than 2005 in Reading and a

lower percentile in Math in SY 2006. In the area of Language Arts, Science and Social Studies there has been a substantial decrease in the scores between 2002 and 2005 with a slight increase in 2006. In 2005 Lester Middle School surpassed Community Strategic Plan of DoDEA goal in Language Arts, Math and Social Studies. Students met the CSP goal of less than 8% of students performing in the bottom national quarter in all areas, in 2008 and 2009 SY except during 2008 SY on the Reading subtest.

In 8th grade in the areas of Reading, Language Arts, Science and Social Studies there was no noteworthy change in the years 2002 to 2005. There was a substantial decrease in the year 2006 to show students surpassing the DoDEA goal of fewer than 7% in the Bottom National Quarter. There is no noteworthy change in the data for Math from 2002 to 2006 except in the years 2004 and 2005. . Students met the CSP goal in all areas, in 2008 and 2009 SY except during 2008 SY on the Social Studies subtest.

Although 8th grade data for 2006 indicates students meeting the DoDEA Community Strategic Plan goal of fewer than 7% of students performing in the Bottom National Quarter, this has not consistently been the case throughout this period or for both grade levels. There is evidence that student performance consistently has not met this goal in Reading, Language Arts, Math and Science. Therefore, we have identified a target subgroup of students and have established school-wide monitoring plan to evaluate student performance goals, in these areas.

**Lester Middle School 2006 TerraNova Multiple Assessment 2nd Edition
Disaggregated by Gender, IEP, ESL**

READING	GRADE	Overall Average	MALE	FEMALE	IEP	ESL
	7	62	60	65	23	**
	8	67	63	71	28	**

LANGUAGE ARTS	GRADE	Overall Average	MALE	FEMALE	IEP	ESL
	7	70	66	72	22	**
	8	70	64	73	32	**

MATH	GRADE	Overall Average	MALE	FEMALE	IEP	ESL
	7	66	64	67	13	**
	8	72	72	71	24	**

SCIENCE	GRADE	Overall Average	MALE	FEMALE	IEP	ESL
	7	65	65	65	26	**
	8	64	67	62	32	**

SOCIAL STUDIES	GRADE	Overall Average	MALE	FEMALE	IEP	ESL
	7	62	63	61	26	**
	8	64	64	64	24	**

Description of Data: The *TerraNova* Multiple Assessments, 2nd Edition is a system-wide, norm-referenced assessment given to all of students in grades 3-11. The table above shows median national percentile average of students when disaggregated by gender, to include those on an Individualized Educational Plan (IEP). There were not enough English as Second Language learners (ESL) in the sample to determine the median national percentile.

Analysis of Data: The table above shows a breakdown in five curricula areas tested on the 2005 *TerraNova* Multiple Assessment, 2nd Edition. The scores for 7th and 8th grades reflect the average mean percentile score for each category. The disaggregated data indicates that student performance, when measured by the *TerraNova*, differs slightly among gender groups at our school. IEP student scores show evidence that there may be a need for accommodations to be used during testing. The average 7th grade Male scores ranges from 60 to 66 and show the lowest average score in Reading and the highest average in Language Arts. The 7th grade average Females' scores show ranges from 61-72 with the lowest average in Social Studies and highest in Language Arts. IEP student scores show a range from 13-26, in each subject tested. The table shows the lowest average in Math and the highest in Science and Social Studies.

In 8th grade the table shows an Overall Average range of scores from 67-72. The average Male score is 63-72 with the lowest score in Reading and the highest average being Math. The Females' scores are from 62- 73 with the lowest average showing in Science and the highest average in Language Arts. The IEP scores range from 24-32 with the lowest score being Math and Social Studies and the highest in Language Arts and Science. The school may want to further examine the *TerraNova*, 2nd Edition scores of individual students, in both gender groups, when selecting target subgroups of students.

Lester Middle School
2009 *TerraNova* 3 Multiple Assessment Disaggregated by Gender, IEP, & ESL
Median National Percentile

READING	GRADE	Overall Average	MALE	FEMALE	IEP	ESL
	6	64	61	67	***	44
	7	66	64	68	30	***
	8	68	66	74	***	***

LANGUAGE ARTS	GRADE	Overall Average	MALE	FEMALE	IEP	ESL
	6	59	59	61	***	37
	7	67	62	76	30	***
	8	76	73	80	***	***

MATH	GRADE	Overall Average	MALE	FEMALE	IEP	ESL
	6	52	59	47	***	28
	7	68	69	67	22	***
	8	68	67	68	***	***

SCIENCE	GRADE	Overall Average	MALE	FEMALE	IEP	ESL
	6	59	62	56	***	26
	7	64	66	63	26	***
	8	71	73	67	***	***

SOCIAL STUDIES	GRADE	Overall Average	MALE	FEMALE	IEP	ESL
	6	65	66	64	***	37
	7	69	68	69	37	***
	8	73	74	73	***	***

Description of Data: The *TerraNova* Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of students in grades 3-11. The table above shows median national percentile average of students when disaggregated by gender, to include those on an Individualized Educational Plan (IEP). There were not enough English as Second Language learners (ESL) in the seventh and eighth grade samples or enough IEP students in grades six or eight to determine the median national percentiles for those groups.

Analysis of Data: The table above shows a breakdown in five curricular areas tested on the 2009 *TerraNova* Multiple Assessment, 3rd Edition. The scores for 6th – 8th grades reflect the average mean percentile score for each category. The disaggregated data indicates that student performance, when measured by the *TerraNova*, differs slightly among gender groups at our school. IEP student scores show evidence that there may be a need for accommodations to be used during testing.

The average sixth grade male scores ranged from 59 to 66, with the lowest scores in language arts and math and the highest in social studies. The average sixth

grade female scores range from 47-67, with the lowest score in math and the highest score in reading.

The average 7th grade Male scores ranges from 62 to 69 and show the lowest average score in Language Arts and the highest average in Math. The 7th grade average Females' scores show ranges from 63-76 with the lowest average in Science and highest in Language Arts.

In 8th grade the table shows the males ranging in scores from 66-74 with the lowest score in Reading and the highest average being Social Studies. The Females' scores are from 67-80 with the lowest average showing in Science and the highest average in Language Arts. The school may want to further examine the *TerraNova*, 3rd Edition scores of individual students, in both gender groups, when selecting target subgroups of students.

Lester Middle School
2006 *TerraNova* Multiple Assessments – Disaggregated by Ethnic/Racial Group
Median National Percentiles

Subject	Grade	2006 Data	Average	White	Black	Hispanic/Latino	Asian/Pacific Island	Biracial/Multi-racial	Amer. Indian	Other
READING	7	District	63	72	48	57	63	63	N/A	58
		School	62	74	44	59	65	55	N/A	60
	8	District	66	71	61	72	68	65	65	N/A
		School	67	75	61	77	62	64	N/A	N/A
LANGUAGE ARTS	7	District	70	74	58	66	69	73	N/A	54
		School	70	75	56	68	72	73	N/A	68
	8	District	67	73	62	75	65	66	57	N/A
		School	70	78	67	77	63	64	N/A	N/A
MATHEMATICS	7	District	67	73	48	61	70	72	N/A	61
		School	66	74	44	53	69	67	N/A	61
	8	District	68	73	52	73	77	71	71	N/A
		School	72	77	56	75	78	71	N/A	N/A
SCIENCE	7	District	64	68	49	59	66	66	N/A	49
		School	65	70	51	63	60	66	N/A	55
	8	District	65	72	54	71	61	66	48	N/A
		School	64	74	53	60	55	62	N/A	N/A
SOCIAL STUDIES	7	District	62	67	50	54	62	67	N/A	58
		School	62	70	48	61	65	46	N/A	61
	8	District	64	70	55	64	62	62	47	N/A
		School	64	73	54	60	54	60	N/A	N/A

Description of Data: The *TerraNova* Multiple Assessments, 2nd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 3-11. The table above shows median national percentile average of students when disaggregated by race and ethnicity and comparisons to the Okinawa District averages for the same disaggregations.

Analysis of Data: The disaggregated data indicate that student performance, when measured by the *TerraNova*, differs among race/ethnic groups at our school and is comparable to the Okinawa district averages. The data indicates that the school may want to further examine the *TerraNova*, 2nd Edition scores of individual students in all race/ethnic groups when selecting target subgroups of students.

Lester Middle School
2009 TerraNova 3 Multiple Assessments – Disaggregated by Ethnic/Racial Group
 Median National Percentiles

Subject	Grade	2009 Data	Average	White	Black	Hispanic/ Latino	Asian	Biracial/ Multi- racial	Amer. Indian	Hawaiian/ Pac Isl	Other	
READING	6	District	63	68	50	55	63	66	***	***	65	
		School	64	69	53	71	71	61	***	***	67	
	7	District	67	69	63	68	69	64	***	76	68	
		School	66	68	66	65	65	63	***	***	58	
	8	District	67	73	61	70	70	61	***	***	61	
		School	68	78	60	76	75	60	***	***	54	
LANGUAGE ARTS	6	District	62	68	45	58	58	67	***	***	58	
		School	59	68	52	62	59	64	***	***	56	
	7	District	69	74	66	68	66	70	***	76	70	
		School	67	69	63	65	64	68	***	***	69	
	8	District	73	78	66	75	73	68	***	***	69	
		School	76	82	70	76	78	72	***	***	62	
MATHEMATICS	6	District	57	61	41	53	59	60	***	***	58	
		School	52	57	40	63	65	53	***	***	57	
	7	District	68	70	58	65	73	69	***	72	69	
		School	68	72	62	60	79	57	***	***	63	
	8	District	65	68	60	63	73	66	***	***	60	
		School	68	74	62	56	81	59	***	***	65	
SCIENCE	6	District	61	67	44	53	56	63	***	***	61	
		School	59	68	44	60	57	60	***	***	60	
	7	District	64	67	55	66	66	63	***	66	66	
		School	64	67	56	54	69	51	***	***	55	
	8	District	68	75	64	72	68	66	***	***	62	
		School	71	77	65	60	75	69	***	***	60	
	SOCIAL STUDIES	6	District	66	70	51	60	64	65	***	***	67
			School	65	72	59	67	66	65	***	***	68
		7	District	69	72	62	68	71	68	***	83	72
			School	69	72	58	60	69	67	***	***	73
		8	District	73	78	62	78	72	68	***	***	61
			School	73	83	62	73	79	68	***	***	60

*** Value not computed for fewer than 10 students

Description of Data: The *TerraNova* Multiple Assessments, 3rd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 3-11. The table above shows median national percentile average of students when disaggregated by race and ethnicity and comparisons to the Okinawa District averages for the same disaggregations.

Analysis of Data: The disaggregated data indicate that student performance, when measured by the *TerraNova*, differs among race/ethnic groups at our school and is comparable to the Okinawa district averages. The data indicates that the school may want to further examine the *TerraNova*, 3rd Edition scores of individual students in all race/ethnic groups when selecting target subgroups of students.

LESTER MIDDLE SCHOOL
Number of Students by Performance Levels
TN Performance Assessment Communication Arts (TNPACA)
Spring 2002 – Spring 2006

	Above the Standard				At the Standard				Below the Standard			
Year/Grade	'03	'04	'05	'06	'03	'04	'05	'06	'03	'04	'05	'06
8	10	11	14	18	48	60	58	48	7	4	4	2

Description of Data: The *TerraNova* Performance Assessment Communication Arts (TNPACA) is a system-wide, norm-referenced assessment given to students in grades 8 only.

Analysis of Data: The data shows that a large percent of students, 58%-72%, performed At or Above the Standard in 2003-2006. The data also suggests student performance does not meet the DoDEA Community Strategic Plan goal that all students score At or Above the Standard on the assessment. There may be a need for a student performance goal in Communications particularly in the area of Language Arts and Writing Skills.

LESTER MIDDLE SCHOOL
Algebra I End-of-Year Assessment
Spring 2002 – Spring 2006
Number of Students by Performance Levels

School	Above the Standard					At the Standard					Below the Standard				
	'02	'03	'04	'05	'06	'02	'03	'04	'05	'06	'02	'03	'04	'05	'06
Okinawa District	1	0	3	0		12	5	6	4		26	27	37	43	
LMS	2	2	1	1		17	15	13	19		17	6	9	12	

Description of Data: The Algebra End of the Year Exam is a system-wide assessment given to all students enrolled in the Algebra I Course. The chart above shows the number of students scoring At, Above or Below the Standard for Lester Middle School and for the Okinawa District as a whole.

Analysis of Data: In all years from 2002-2005 Lester Middle School has exceeded the Okinawa District "At Standard". In years 2002-2005 Lester Middle School exceeded the Okinawa District "Above Standard" except in the year 2004. The data suggest that student performance at the school does not meet the DoDEA Community Strategic Plan expectations that all students perform at or above the standard on the Algebra I End-of-Course assessment. Therefore, students performing below the standard in the mathematics/algebra curricular area, as measured by this assessment, should be considered for selection as members of a targeted subgroup in any goal area selected by the school in the mathematics goal area.

LESTER MIDDLE SCHOOL
Number of Students by Performance Levels
Balanced Assessment in Mathematics (BAM)
Spring 2002 – Spring 2006

Year/Grade	Above the Standard					At the Standard					Below the Standard				
	'02	'03	'04	'05	'06	'02	'03	'04	'05	'06	'02	'03	'04	'05	'06
8	0	2	6	8		10	7	29	20		53	61	32	49	

Description of Data: The Balanced Assessment in Mathematics (BAM) was a system-wide assessment given to students enrolled in 8th grade Mathematics in 2005. This year was the last year of administration and was discontinued. The Chart above shows the number of students scoring “Above”, “At” or “Below” Standard.

Analysis of Data: Based on the Data in the graphs for the years 2002-2005 Lester Middle School has shown an increase in the “Above Standard” percentiles. From the years 2002-2003 showed a slight decrease in the students’ performance “At Standard” with a gradual increase between the years 2003-2004 followed by a slight decrease from 2004-2005. When looking at the data for those students scoring “Below Standard” there was a slight increase in the percentiles from 2002-2003 with a noteworthy decrease from 2003-2004 followed by a gradual increase from 2004-2005. The data suggests that student performance at the school does not meet the DoDEA Community Strategic Plan expectations that all students perform At or Above the Standard on the Balanced Assessment of Mathematics (BAM) assessment. Therefore, students performing Below the Standard in the mathematics curricular area as measured by this assessment should be considered for selection as members of a targeted subgroup in any goal area selected by the school in the mathematics goal area.

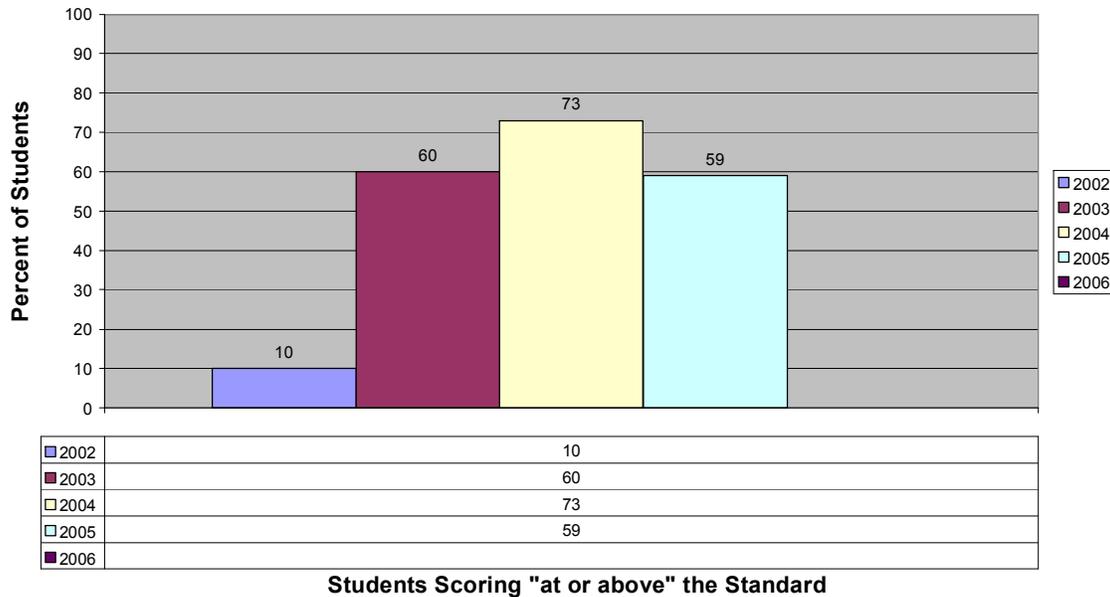
DoDEA Writing Assessment, 8th Grade

Year	Grade	Number of Students	Percent Distinguished	Percent Proficient	Percent Apprentice	Percent Novice	Percent Not Scoreable
1998	8	275	31	47	16	4	2
1999	8	274	21	40	29	10	0
2000	8	254	32	27	30	10	1
2001	8	268	35	36	23	3	1

Description of Data: The DoDEA Writing Assessment was a system-wide test given to 8th grade students from 1998-2001. The chart shows the percentage of students scoring Above, At and Below the Standard.

Analysis of Data: In 1998 78% of students were “proficient” or “distinguished” writers, and 6% were “novice” or “non-scoreable.” In 1999 and 2000 there were substantial decreases in the percent of students at “proficient or distinguished” levels. However, the table shows that 71% of 8th graders are “proficient” or “distinguished” and in 2001 22% below. The test has not been administered since 2001.

Lester Middle School Reading Assessment, Grades 7 and 8



Description of Data: The Lester Middle School Reading Assessment is a local test given to students in 7th and 8th grade that shows the percent of students scoring At or Above the Standard.

Analysis of Data: The data shows a large percent of students did not meet the standard in 2002. Although there is a gradual increase from 2002 to 2003, a substantial percent of students did not meet the standard for Reading between 2003 - 2005. Teachers at Lester Middle School established the standard for the local assessment. Although there was a gradual increase in the percent of students meeting this standard during SY 2002-2005 and a gradual number of students did not meet the standard. If the DoDEA Community Strategic Plan (CSP) goal of “all students meet or exceed the standard” were applied to our local assessment, this data is evidence to support a possible continued focus in the area of reading as we have not met the goal statement.

Lester Middle School Problem Solving, Assessment 1, Grades 7 & 8

	At or Above the Standard		
Year /Grade	'02	'03	'04
7and 8	14	30	20

Description of Data: The Lester Middle School Test of Problem Solving 1 was the local assessment used to measure problem solving. The table above shows the percent of students scoring at or above the standard.

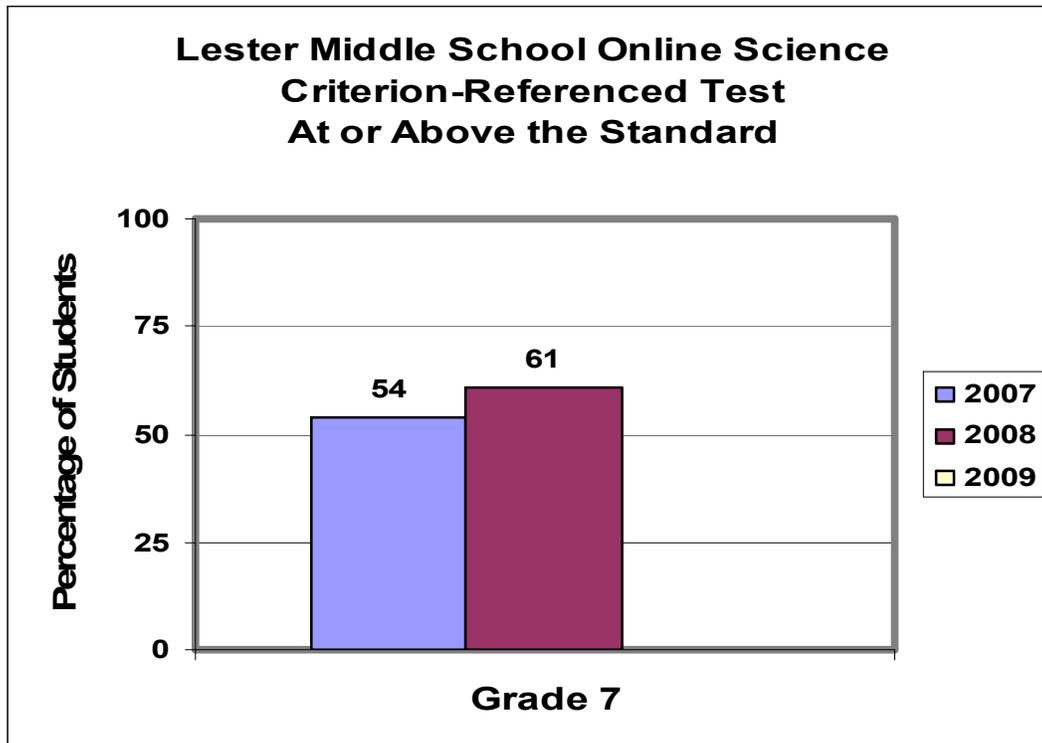
Analysis of Data: Baseline year for this test was 2002 and shows 14% of students scored At or Above the Standard. The table shows an increase for 2003 and 2004 to 30% and in 2004 dropped to 20% for grades 7 & 8. At that time the faculty of Lester Middle School came to consensus to abandon the test because it was determined this test was not an appropriate measure of problem solving with approval by NCA. This decision was discussed with the NCA Second Peer Review Team and was completed with their approval.

Lester Middle School Problem Solving Assessment 2, Grade 7 & 8

	At or Above the Standard	
Year /Grade	'04	'05
7	38	55
8	68	66

Description of Data: Lester Middle School Problem Solving Assessment 2 was the local assessment used to measure problem solving. The table above shows the percent of students scoring At or Above the Standard. The Lester Middle School Test of Problem Solving 2 was developed by a group of Lester Middle School Teachers in March 2004

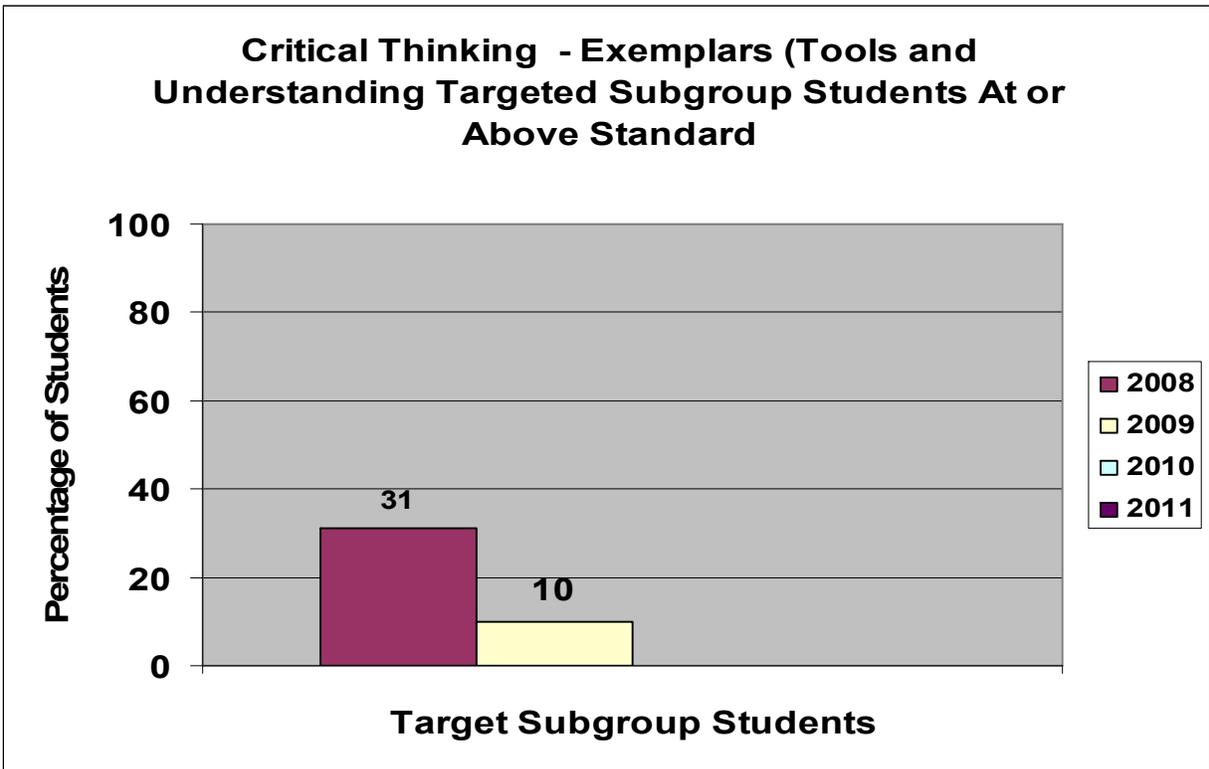
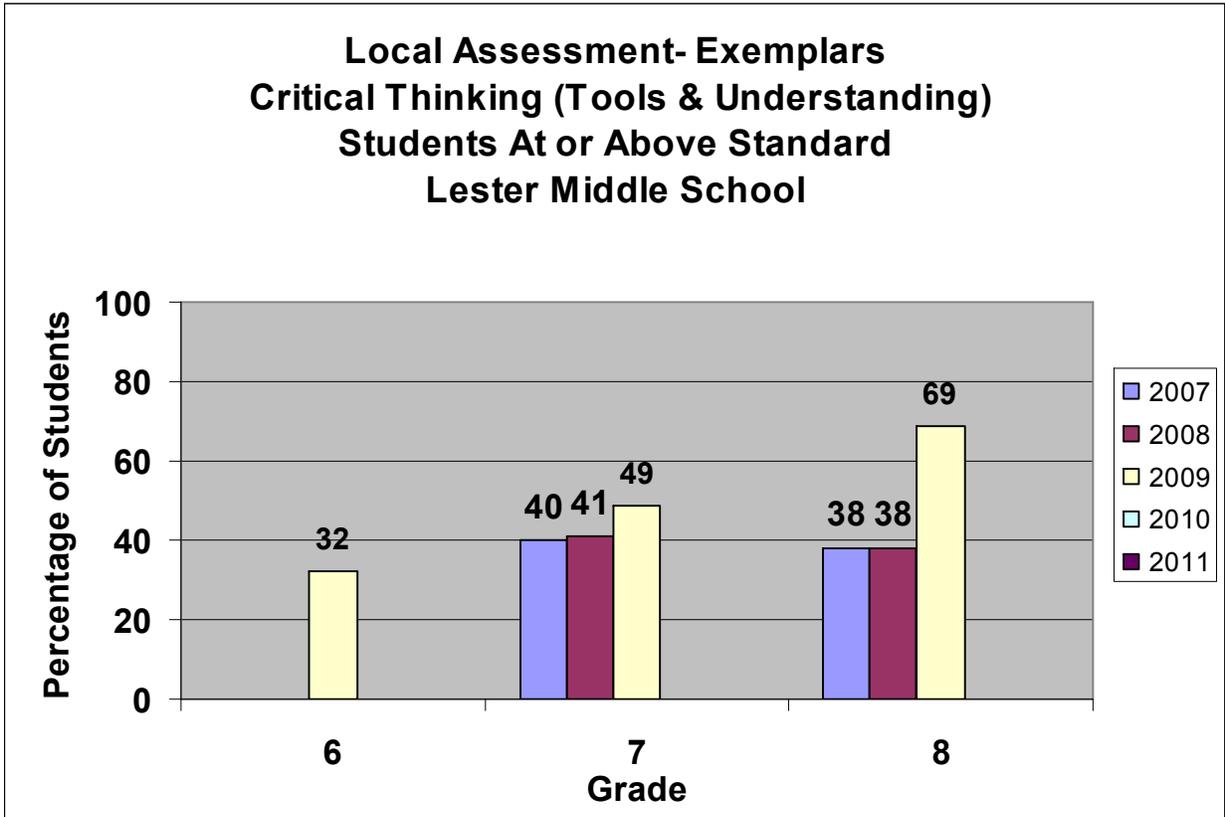
Analysis of Data: Baseline data for this second problem solving test was obtained in the spring of 2004 and compared scores obtained in spring of 2005. The table shows a gradual increase in 7th grade from 2004 to 2005 and a slight decrease in 8th grade. Although the table shows meaningful increase for Assessment 2 compared to Assessment 1, there is still room for improvement on these assessments. If the DoDEA Community Strategic Plan expectation of all students meeting or exceeding the standard applies to our local assessment there is evidence that problem solving may continue to be an area of focus.

Lester Middle School Science Criterion-Referenced Test, Grade 7, Online

Description of Data: The Online Science Criterion-Referenced Test was a system-wide criterion-referenced assessment used to evaluate grade seven student performance in the area of science. It was administered during school years 2007 and 2008. DoDEA discontinued its use after the 2008 test administration.

Analysis of Data: Although only two years of comparative data are available, Lester Middle School performance on this instrument showed a meaningful increase in the percentage of students scoring at or above the standard.

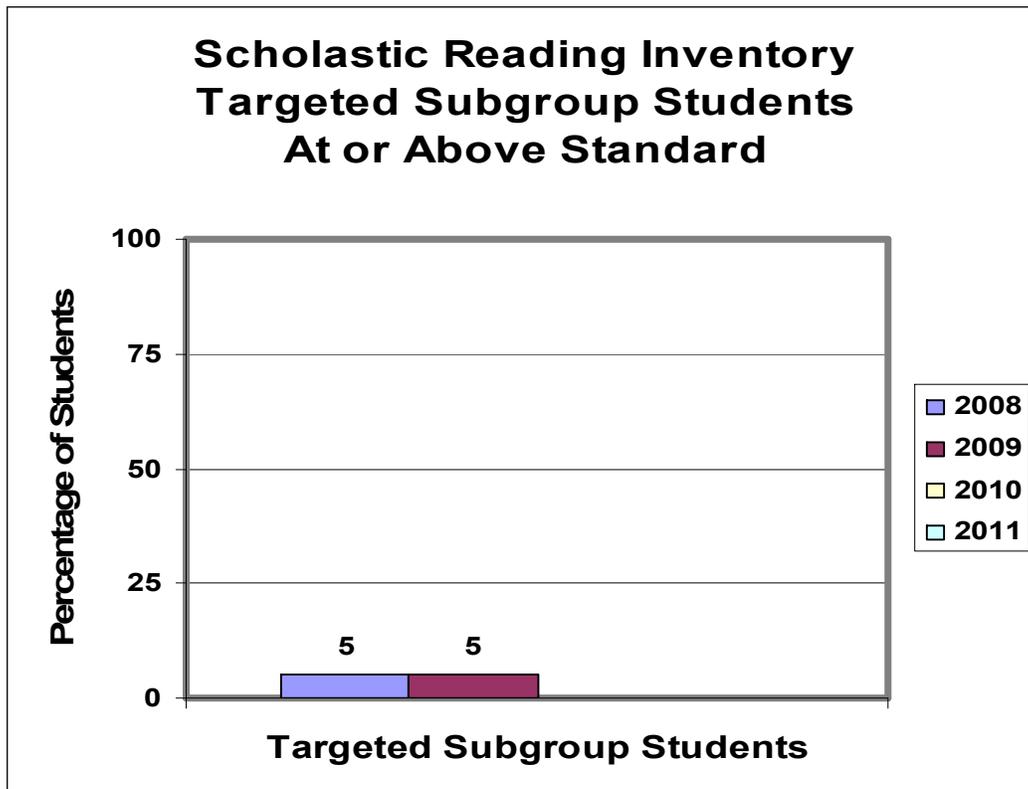
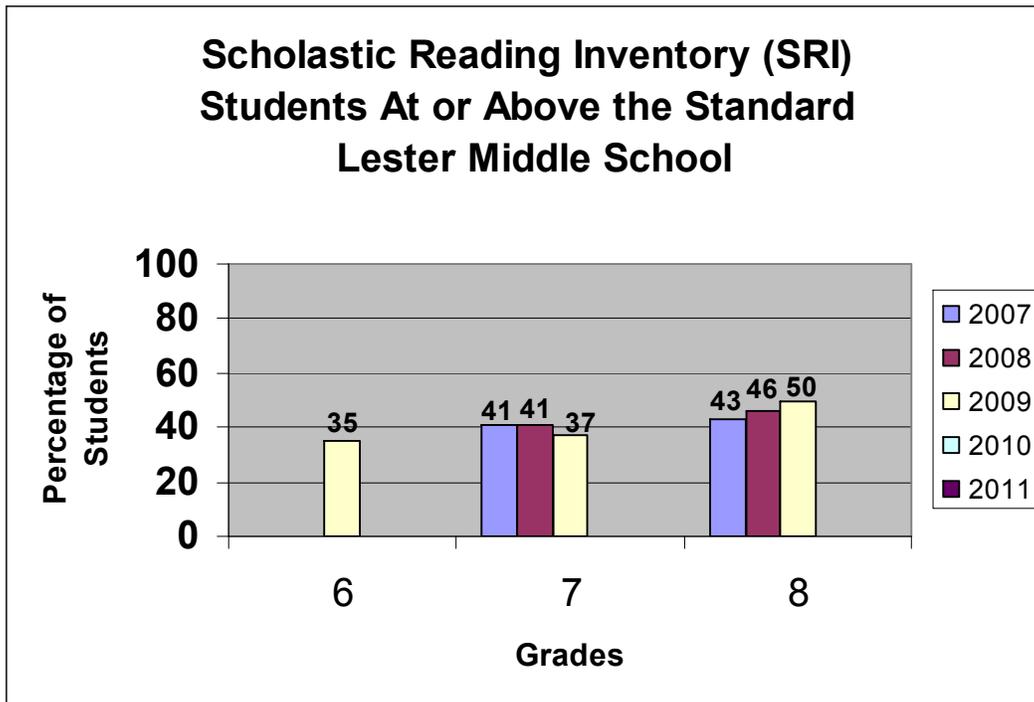
Exemplars - Critical Thinking Assessment (Tools & Understanding)



Description of Data: The Exemplars Critical Thinking Assessment (Tools & Understanding) is the local assessment used to evaluate grades sixth through eighth and targeted subgroup student performance in the area of critical thinking. Baseline administration was in 2007 for grades seven and eight and in 2009 for grade six.

Analysis of Data: Student performance on this instrument indicates seventh grade performance to be much better in 2009 compared to the baseline year ($Z = .22$), and substantially better in eighth grade compared to the baseline year ($Z = .81$.) Targeted subgroup student performance was aggregated for grades 6-8. The difference in performance of the target sub-group is substantially worse compared to the baseline year. ($Z = -.78$)

Lester Middle School Scholastic Reading Inventory (SRI)

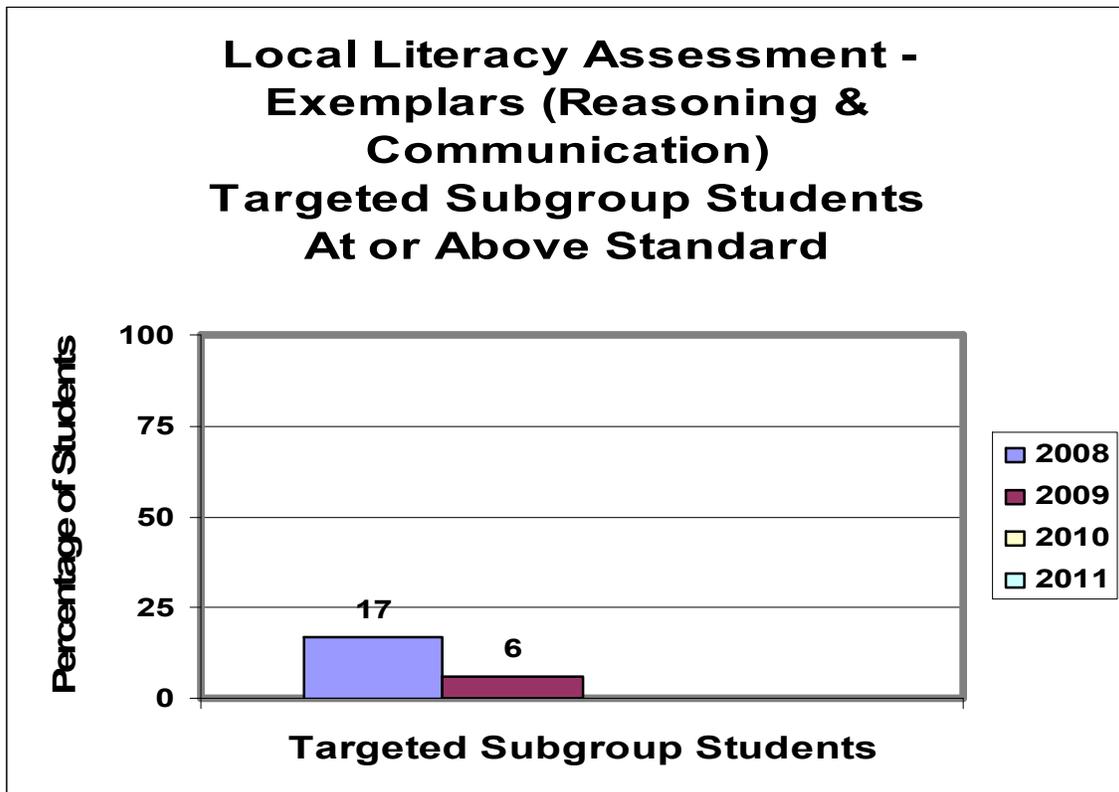
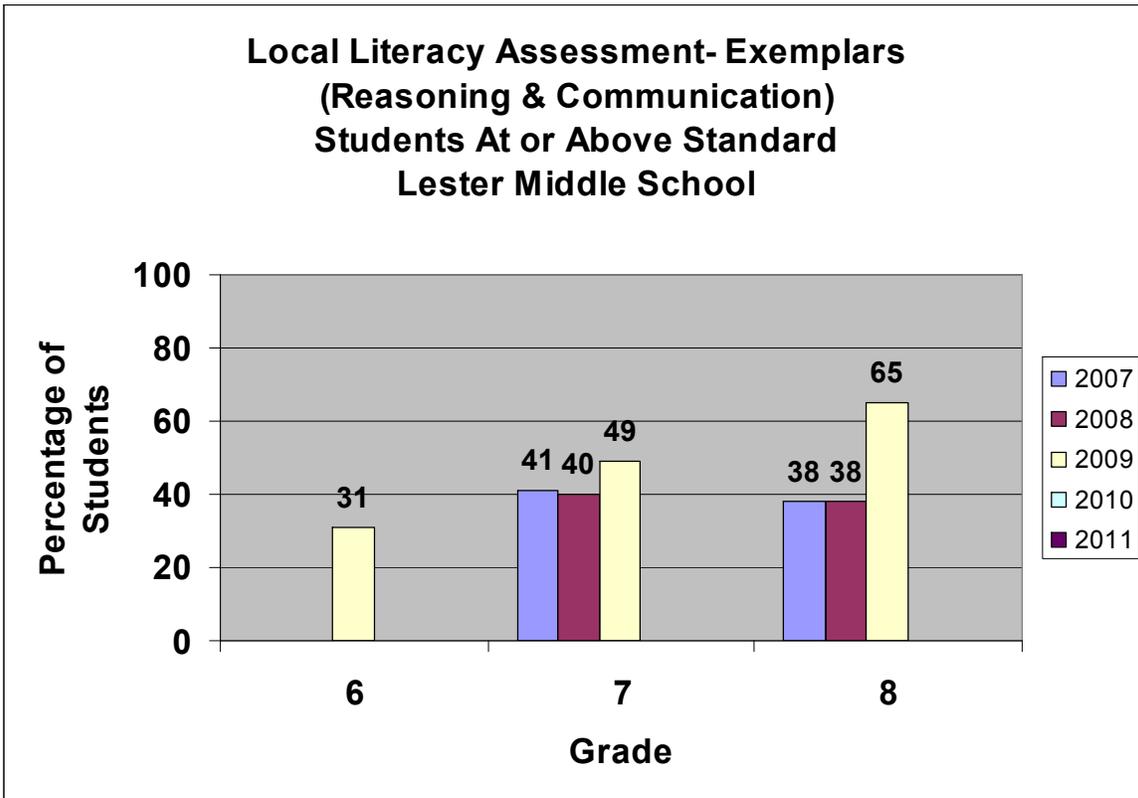


Description of Data: The Scholastic Reading Inventory (SRI) is a norm-referenced reading assessment which reports student scores in terms of reading lexiles. Each

grade level has an established range of lexile scores, determining the “norm” or “standard” for each grade level.

Analysis of Data: In 2009, seventh grade student performance showed a slight decline in performance from the baseline year ($Z = .1$) which was worse by enough to mention. Eighth grade performance showed an increase in performance ($Z = .18$), which was better by enough to mention. Targeted subgroup student performance has shown no gains in the comparative years. Sixth grade student performance indicated that thirty-five percent of them met their grade level’s standard for their baseline year. These results would seem to support the need for a continuing focus on literacy skill development.

DATA DISPLAY:
Exemplars 9-12 Assessment, Reasoning and Communication Subtests



Description of Data: The Exemplars Literacy Assessment (Reasoning & Communication) is one of the local assessments used to evaluate grades sixth through eighth and targeted subgroup student performance in the area of literacy. Baseline administration was in 2007 for grades seven and eight and in 2009 for grade six.

Analysis of Data: Student performance on this instrument indicates seventh grade performance to be much better in 2009 compared to the baseline year ($Z = .2$), and substantially better in eighth grade compared to the baseline year ($Z = .7$.) Targeted subgroup student performance was aggregated for grades 6-8. Students in the targeted subgroup performed substantially worse than when compared to 2008. This is an area of ongoing concern and will be a focus for discussion with the faculty.

Implications for Action: Student Data

Student Performance Goals

Areas identified by this data for student performance goals (not the goal statements) could include:

1. Informational reading for comprehension, with a broad emphasis on higher level thinking skills.
2. Written expression – Expository writing across disciplines; especially in areas of science and social studies.
3. Informational reading with a focus on evaluating/extending meaning
4. Problem Solving and Reasoning
5. Physical Science and Earth Science
6. Social Studies – Acquire information and manipulate data to construct new knowledge in core areas; civics and government perspectives
7. Utilize the writing process.
8. Expository writing.
9. Narrative writing.
10. Persuasive writing.
11. Algebraic Thinking and Using Algebraic Symbols
12. Patterns and Relations
13. Mathematical Models
14. Analyze Change
15. Content Standards of geometry, measurement, algebra, and number operations
16. Process standards of reasoning and proof, problem solving, and communication.

Implications for Action: Student Data

LMS can discuss, as a faculty, whether or not school-wide interventions are being fully implemented by the faculty and/or are effective in instruction.

Other Data and/or Actions Needed

If problem solving is carried over into a new 5 year cycle data should be collected to show students who perform below the standard.

Existing School Data - Instructional Data

Data Collection Instrument(s)

We selected the following instruments to collect data regarding Instructional Data:

Lester Middle School Teacher Survey, Part II.

DoDEA Customer Satisfaction Survey 2009

Presentation/Analysis of Data: Instructional Data

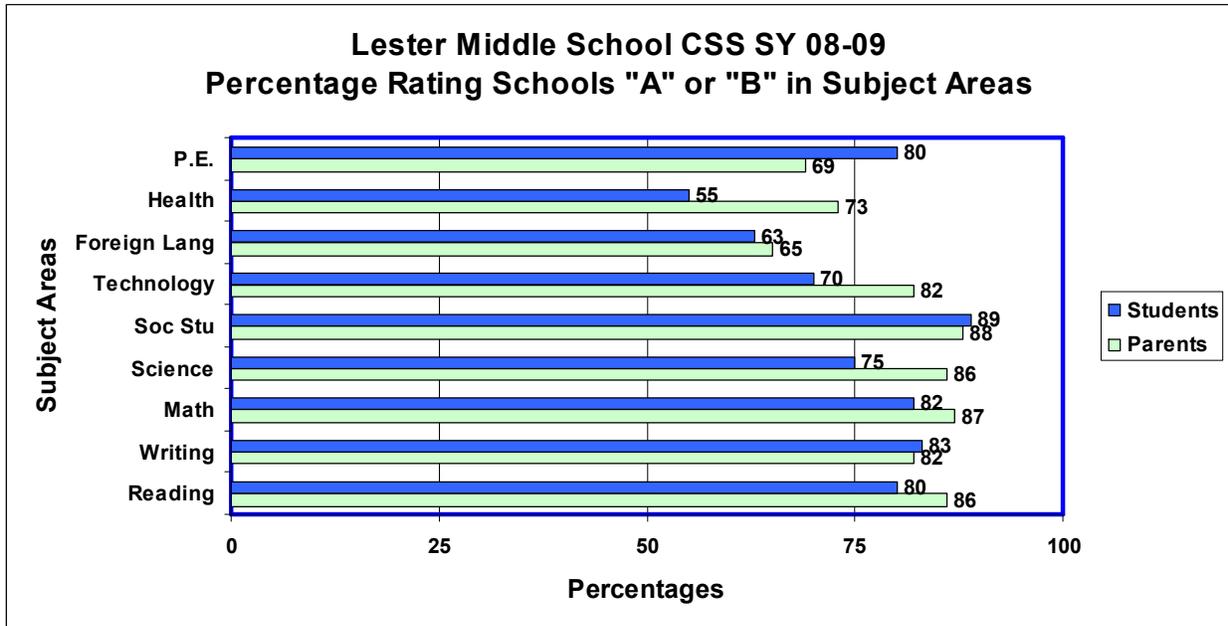
LMS Teacher Survey

Directions: Please read each statement and place a mark in the O to indicate whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with each statement.	Strongly Agree	Agree	Disagree	Strongly Disagree
Quality of Instructional Programs				
1. The school does a good job teaching the core subjects (language arts, mathematics, science, social studies.)	20	17	1	0
2. The school has high expectations for student learning.	22	17	0	0
3. Students see strong relationships between school lessons and everyday life.	6	21	11	0
4. Instruction offered to students is of high quality.	19	17	0	0
5. Curriculum taught is based on DoDEA standards.	30	9	1	0
6. A variety of instructional strategies are used to help students learn.	27	11	1	0
7. Students are motivated to do their best work.	10	20	6	0

Description of Data: The survey was conducted to gather perceptions regarding Instructional Practices from teachers. The chart above summarizes those perceptions.

Analysis of Data: Results of the LMS Teacher Survey indicate that 37 of 38, or 98%, of teachers agree that LMS does a good job teaching core subjects, 39 of 39, or 100% agree that LMS has high expectations for student learning, 27 of 38, or 71%, agree that students see strong relationships between school lessons and everyday life, 36 of 36, or 100%, agree that instruction offered to students is of high quality, 39 of 40, or 98%, agree that curriculum taught is based on DoDEA standards, 38 of 39, or 97%, agree that a variety of instructional strategies are used to help students learn, and 30 of 36, or 84%, agree students are motivated to do their best work.

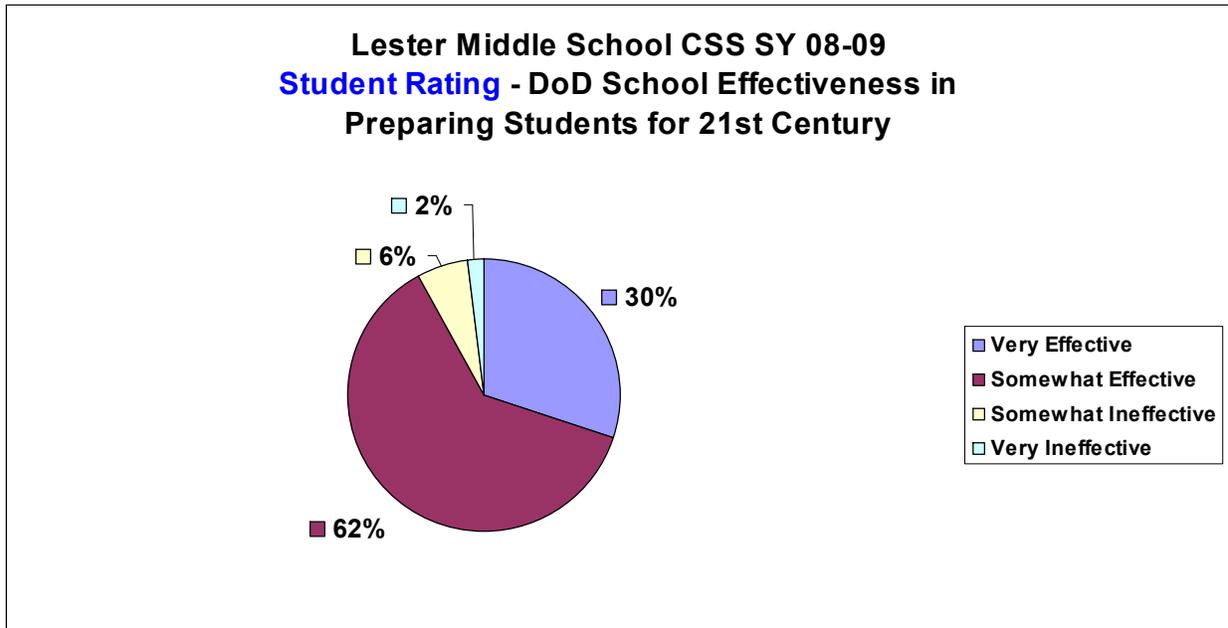
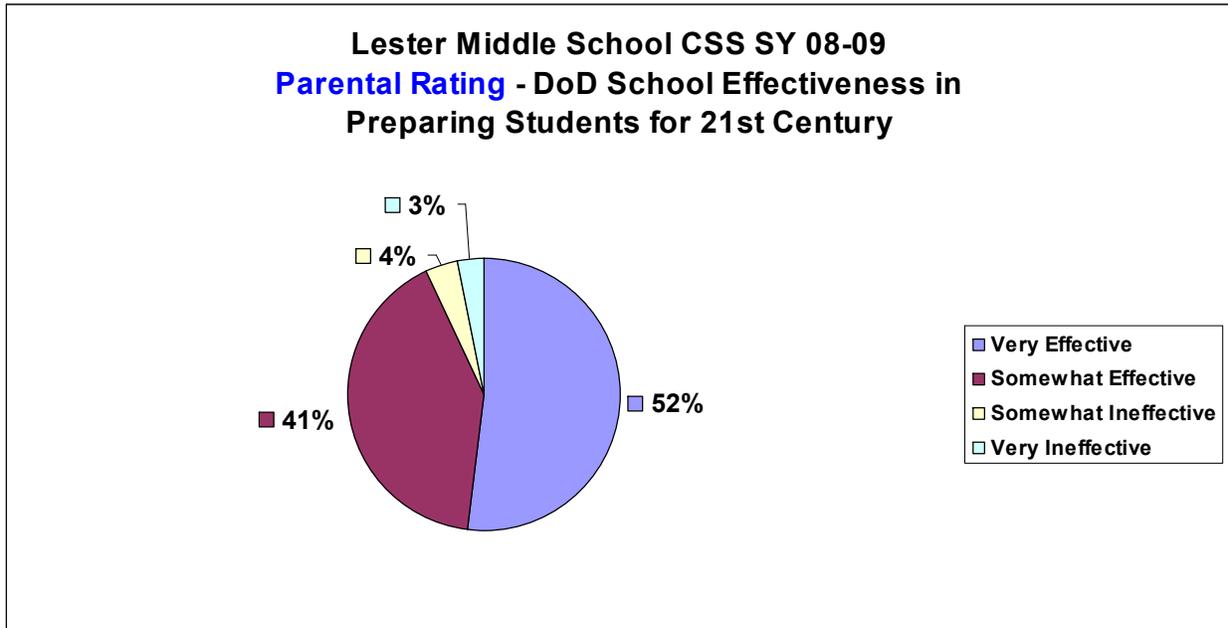
DoDEA Customer Satisfaction Survey



Description of Data: The DoDEA Customer Satisfaction Survey was available for all parents, and students in the Okinawa District, and was completed during the winter of SY 08-09. Results of the anonymous responses were summarized and gathered from the DoDEA HQ website. The graph above reflects "A" or "B" responses to the question, "How would you grade (your/your child's) school in preparing students in the following subjects." (Percent responding "A" or "B"

Analysis of Data: The vast majority of both students and parents rated instructional preparation an "A" or "B". Student responses range from a high of 89% for Social Studies, to a low of 55 % for Health. Parent responses show a range of 88% for Social Studies to 65% for Foreign Language.

DoDEA Customer Satisfaction Survey (cont.)



Description of Data: The DoDEA Customer Satisfaction Survey was available for all parents, and students in the Okinawa District, and was completed during the winter of SY 08-09. Results of the anonymous responses were summarized and gathered from the DoDEA HQ website. The graph above reflects parent and student perceptions on how well their school is preparing students for the 21st century. During SY 08-09, 104 parents and 488 students completed this survey.

Analysis of Data: The vast majority of both students and parents rated their schools as either "Somewhat Effective" or "Very Effective" in preparing students for the 21st century, with 93% of parents and 92% of students rating schools in these favorable categories.

Implications for Action: Instructional Data

Student Performance Goals

Areas identified by this data for student performance goals, not the goal statements, could include:

According to teacher perceptions, as suggested by the data, we may need to target the following areas for improvement:

1. Students making connections between school lessons and everyday life.
2. Students becoming motivated to do their best work and be self advocates for learning.

Other Data and/or Actions Needed

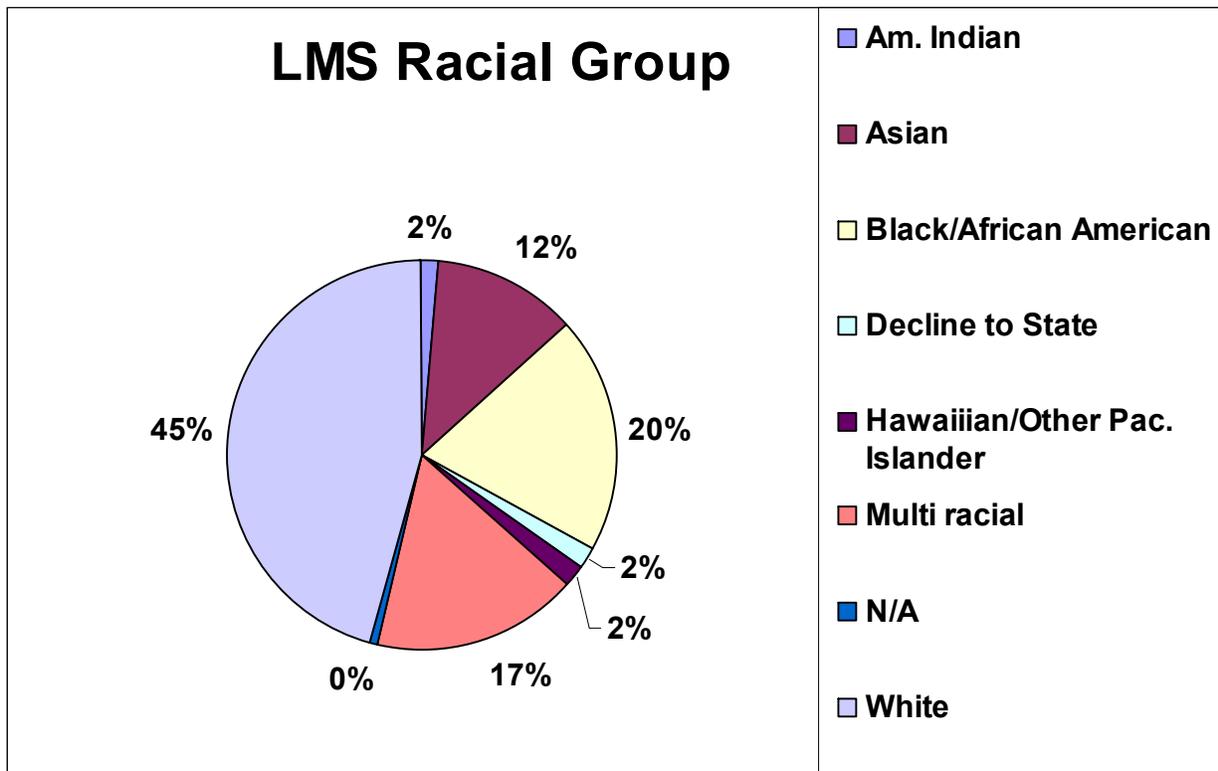
None

Existing School Data: Community Data and Information

Data Collection Instrument(s)

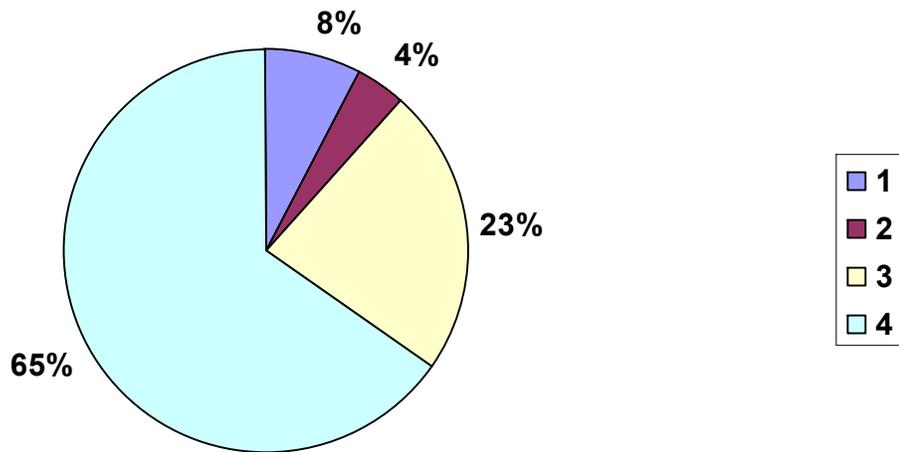
We selected the following instruments to collect data regarding Community Data and Information: Racial groups, ESL Learners, Rank/pay grade, Lunch Plans, and Branch of Service.

Presentation of Data: Unique Local Insights – Community Data and Information

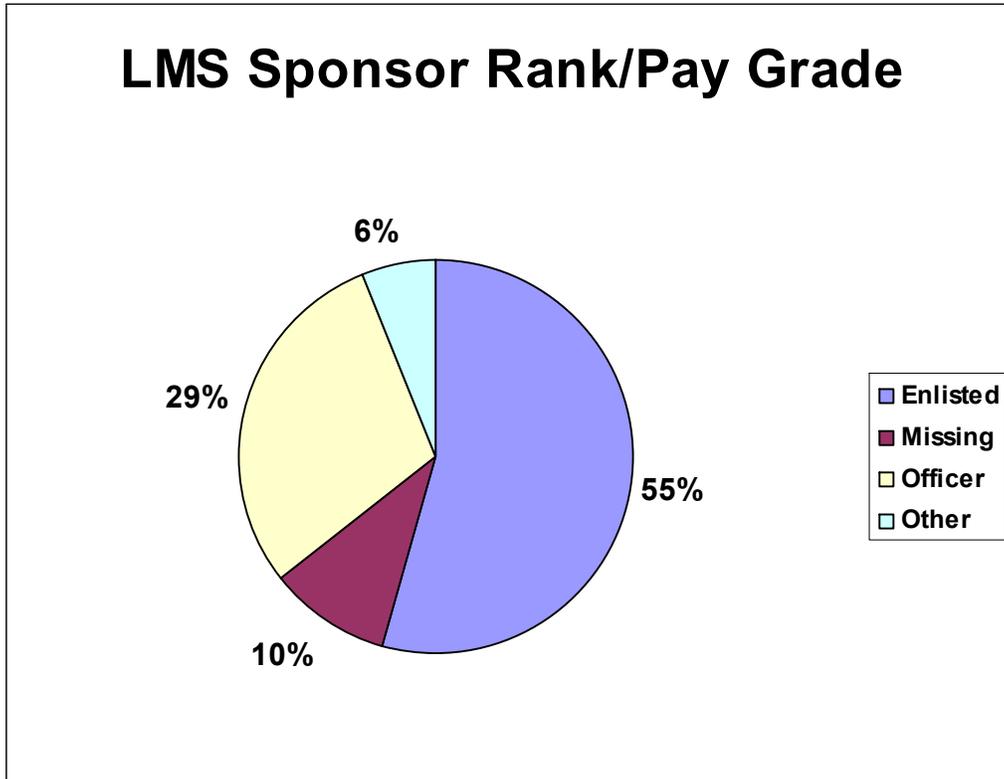


Description of Data: A School Information System report was generated to collect information about the racial groups of our students. The chart above displays data about the breakdown of these groups of students and their families. The Racial Ethnicity breakdown of the school shows an extremely diverse population of students. According to SIS school records, the ethnicity percentages are as follows: 45% White, 20% African American, 12% Asian, 17% Multi-Racial, 2% American Indian/Alaskan Native, 2% Hawaiian or Pacific Islander, 2% Declined to State, and less than 1% N/A. According to the racial profile of students at LMS, more than 50% of the student population is non-White making it an ethnically diverse campus. The diverse population also includes those students who have indicated no information regarding a racial identity.

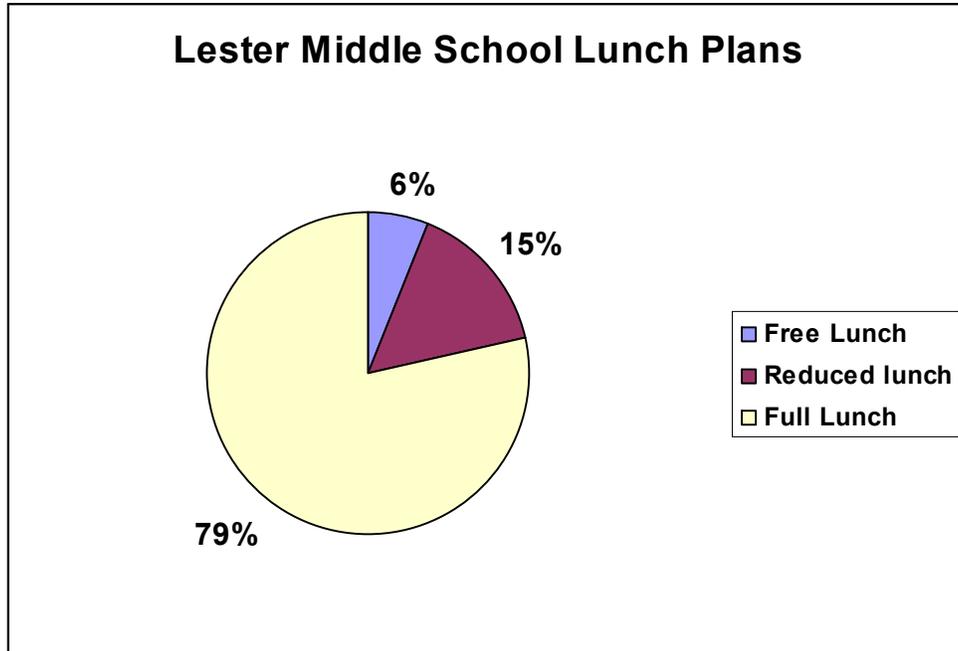
LMS Count of English Level Learners by Level



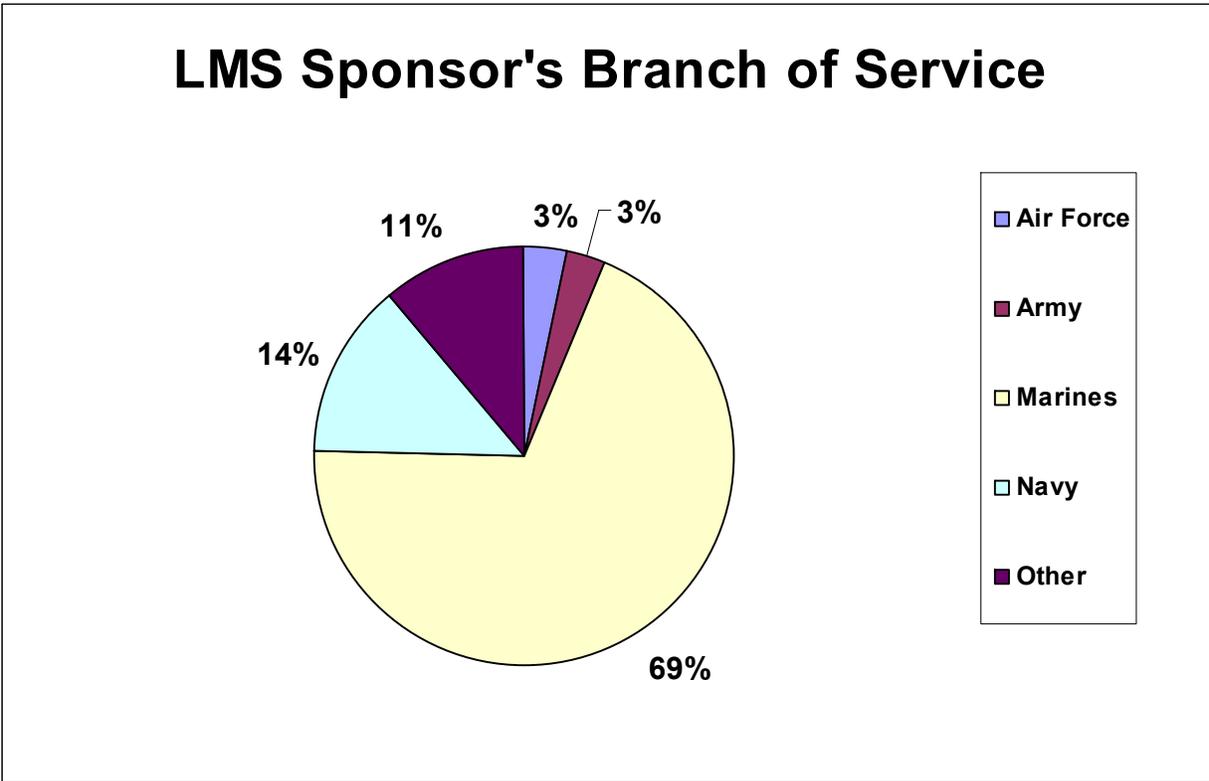
Description of Data: School Information System report was generated to collect information about ESL students. The chart above displays data about the ESL students and their families. The information from the ESL program indicates 24% of our student population comes from bilingual homes. Of the 121 students from bilingual homes 79 % are not supported with ESL services, 21 % are receiving services and approximately 2% is limited in reading and writing with these students spending an average of 80 to 160 minutes a day receiving ESL instruction. Three percent of students receive academic support during Seminar while the remaining students are monitored. The total population of ESL students may receive related services as necessary according to their ESL level of support needed.



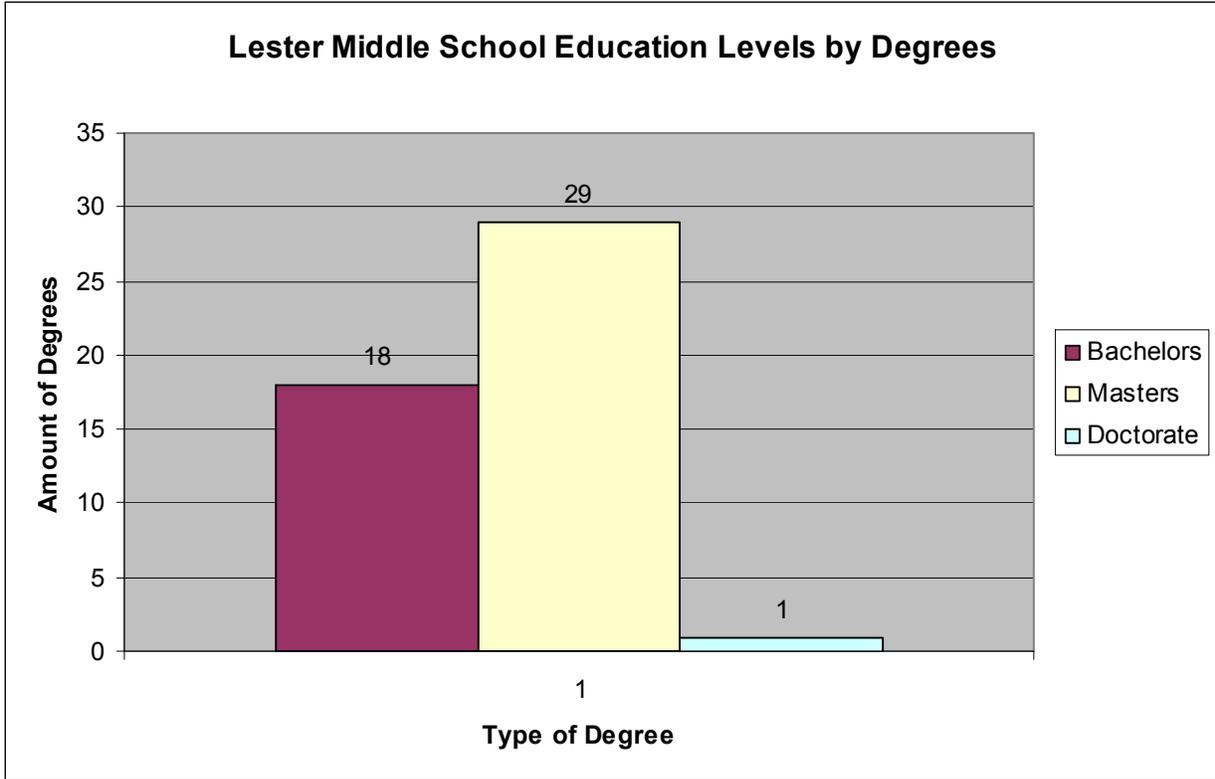
Description of Data: School Information System report was generated to collect information about Sponsor's Rank/Pay Grade. The chart above displays data about the number of Sponsors' Rank/Pay Grade. The information on Lester Middle School's student population indicates that the Sponsors' rank/pay grade is based on the classification of enlisted, officer, other, and missing. The data shows enlisted as 55 %, missing 10 %, officer 29 %, and other 6%.



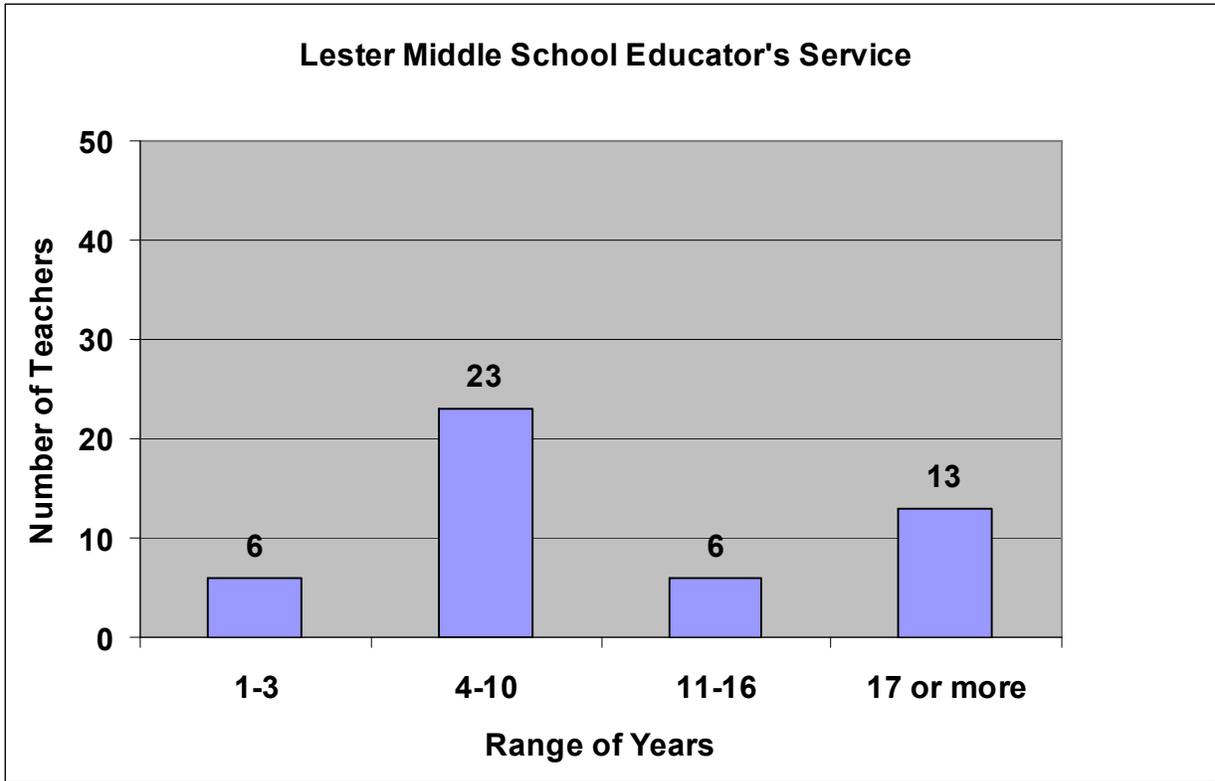
Description of Data: School Information System report was generated to collect information about LMS Lunch Plans. The chart above displays data about the number of Student Lunch Plans. The information from the lunch program indicates 6% of the school population receives free lunch and 15% of the school population receives reduced lunch. The remaining 79% of the student population pays full price. The majority of the LMS school population either pays full price or brings lunch from home. There is an increase in free lunches by 1% and an decrease in reduced lunches by 8% since 2003. There is a 7% increase in full lunches since 2003.



Description of Data: School Information System report was generated to collect information about LMS Sponsors' Branch of Service. The chart above displays data about the number of Sponsors and their Branch of Services. Lester Middle School today serves the 6th - 8th grade and has an enrollment of 503 students. In the population of LMS students 69% are from Marine families, 3% are from Air Force families, 3% are from Army families, 14% are from Navy families and 11% are listed as Other. The majority of our LMS students represent the military community. The communities include a diverse population of branches of service. The Marines being the largest branch represented; our populations also includes Government Service (GS) and Contract employees (Other).



Description: The graph shows information collected on teaching staff and administrators levels of education. 75% of the faculty holds a graduate degree or better.



Description: The graph shows information collected on faculty and administrators on years of service in DoDEA. 60% of the faculty has 10 years or less service and 12% having less than 4 years service within DoDEA.

Implications for Action: Unique Local Insights – Community Data and Information

Student Performance Goals

Due to the population of English as a Second Language learners in our school there may be evidence of a need for a goal addressing communication skills.

Other Data and/or Actions Needed

None

Summary

The School Improvement Team, Committee members, community, parents and staff reviewed Environmental Data and discussed projected needs of students that will be critical for the 21st century as evidenced in the article and data. This information along with staff perceptions from a conducted teacher survey was critical in supporting discussion leading to revisions of Lester Middle School's Mission Statement and provided insight for the school's future direction.

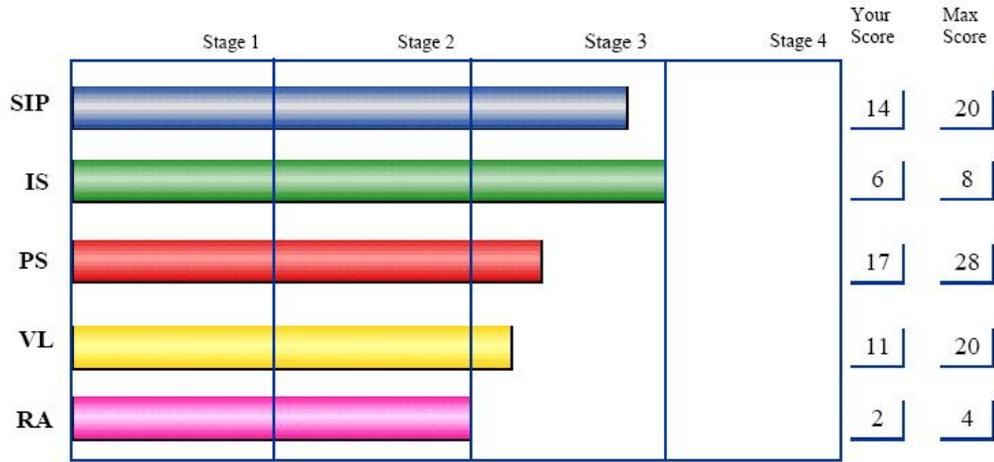
Our school has a unique population, and the staff has worked hard to differentiate the curriculum and develop programs to meet the academic needs of our students and improve home-school connections. Pending DoD and Pentagon directives additional data may be forthcoming. The internet and the school's intranet will continue to be used to share with parents and the community ways to support their child's reading outside of school. Student grades are also posted via the intranet so that students and parents can keep track of student performance. News about SIP goals, interventions, training and implementation are included in the LMS monthly newsletters, as well as on the LMS SIP webpage.

In Reading, Language Arts, Science and Social Studies there was menial change in the years 2002 to 2005, and a substantial decrease in the year 2006 surpassing the DoDEA goal of fewer than 8% in the Bottom National Quarter. There is no substantial change in the data for Math from 2002 to 2006 except in the years 2004 to 2005. Our *TerraNova* Multiple Assessments, 2nd Edition scores present the need for our school to continue improving in areas of Literacy, Math, Science and Social Studies and should guide us in remaining constant in implementing new school-wide interventions. The basis for continuing with school-wide interventions would be to support the goal of meeting the Community Strategic Plan of DoDEA --- 75% At or Above Standards and 7% or less below the standard. The TNPACA and Algebra End of Year Assessment show a need for Lester faculty to discuss and review the implementation of new instructional strategies to continue to improve scores to meet DoDEA standard of 100% (not referencing the Community Strategic Plan).

Exploring the surveys and data has provided the staff with a more comprehensive overview of our successes and needs. Following is the triangulation of data for each selected goal and our current assessment

Appendix A: Capacity Assessment Instrument

Lester MS
11/18/2005



- SIP School Improvement Plan
- IS Information System
- PS Process of Schooling
- VL Vision, Leadership-Governance, and School Community
- RA Resources and Allocation

Description: The Capacity Assessment Instrument indicates that Lester Middle School continues to build capacity and is approaching a Stage Three School.

Appendix B: Goal Statements & Triangulation of Data

Student Performance Goal #1: All students will improve critical thinking skills across the curriculum.

Essence: Ability to analyze, synthesize and evaluate situations to determine reasonableness of solution(s), across the curriculum.

We chose this goal based on triangulating the following data sources:

Top Two <i>TerraNova</i> , 2 nd Edition National Quarters (Subtests: All for 2006)	Page 17
Bottom <i>TerraNova</i> , 2 nd Edition National Quarters (Subtests: All for 2006)	Page 19
Algebra End-of-Year Assessment	Page 28
Balance Mathematical Assessment (BAM)	Page 29
Lester Middle School Problem Solving 1	Page 32
Lester Middle School Problem Solving 2	Page 32

Student Performance Goal #2: All students will improve literacy skills of comprehension and writing across the curriculum

Essence of Goal 2: Gain intended information and meaning from a variety of materials (print, audiovisual, library media center catalogs, bibliographic tools on-line databases, interlibrary loan, telephone, facsimile technology, interviews, surveys)

Essence of Goal 2: Use written expressions to convey purpose, thoughts and feelings to varied audiences.

We chose this goal based on triangulating the following data sources:

Top Two <i>TerraNova</i> , 2 nd Edition National Quarters (Subtests: Science, Math, Soc. Studies for 2006)	Page 17
Bottom <i>TerraNova</i> , 2 nd Edition, National Quarters (Subtests: All test 7 th ; Math 8 th)	Page 19
TN Performance Assessment Communication Arts (TNPACA)	Page 27
8 th Grade Writing Assessment	Page 30
Lester Middle School Reading Assessment	Page 31