

NCA CASI School Profile

Compiled 2007-2008



Lester Middle School

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MISSION STATEMENT

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

Unique Local Insights – Parent, Student, and Staff Perceptions

Data Collection Instrument(s)

Lester Middle School Teacher Survey

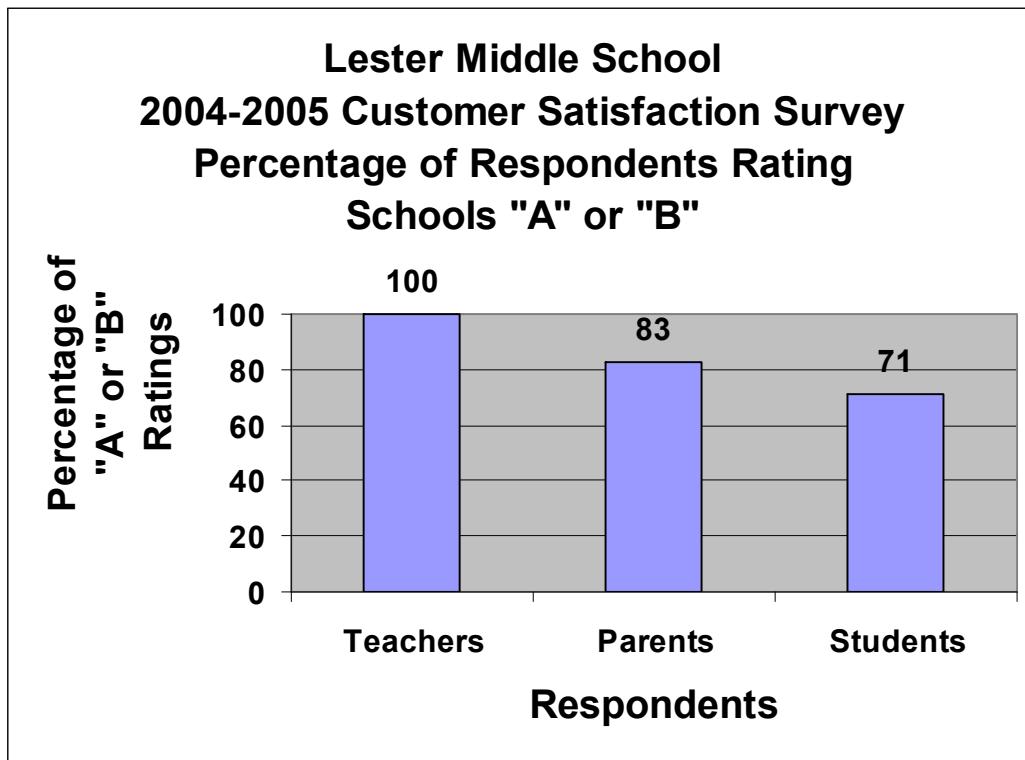
Directions: Please read each statement and place a mark in the O to indicate whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with each statement.	Strongly Agree	Agree	Disagree	Strongly Disagree
School Climate and Environment for Learning				
1. Teachers are respected by students 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

We selected the Teacher Survey and DoDEA 2004-2005 Customer Satisfaction Survey to collect data regarding parent, student and staff perceptions:

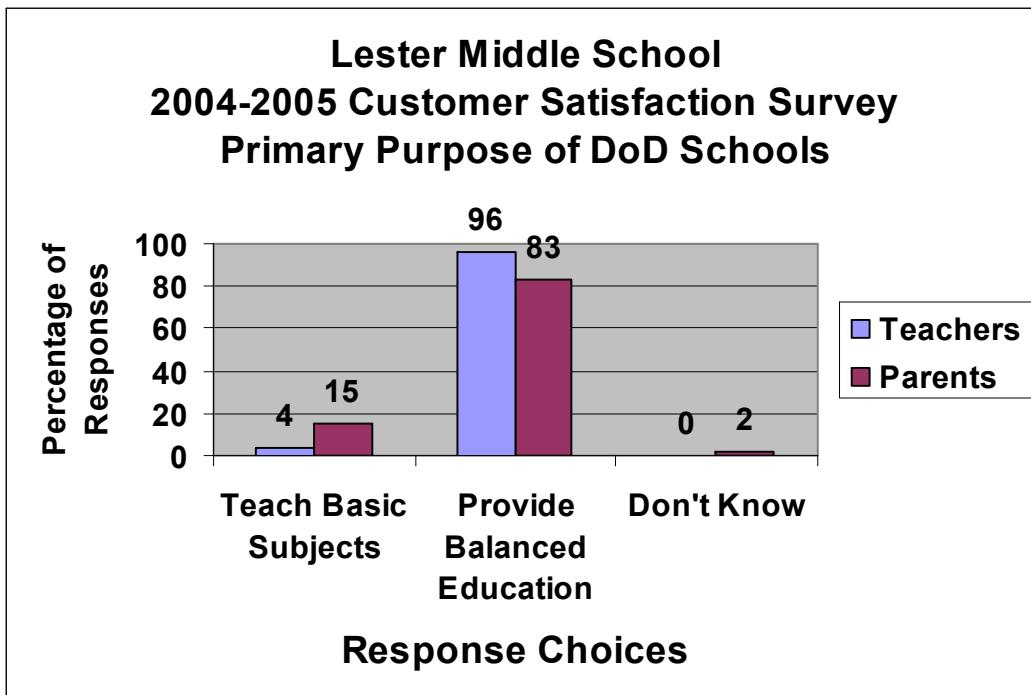
**Presentation of Data:
Unique Local Insights – Parent, Student, and Staff Perceptions**

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.

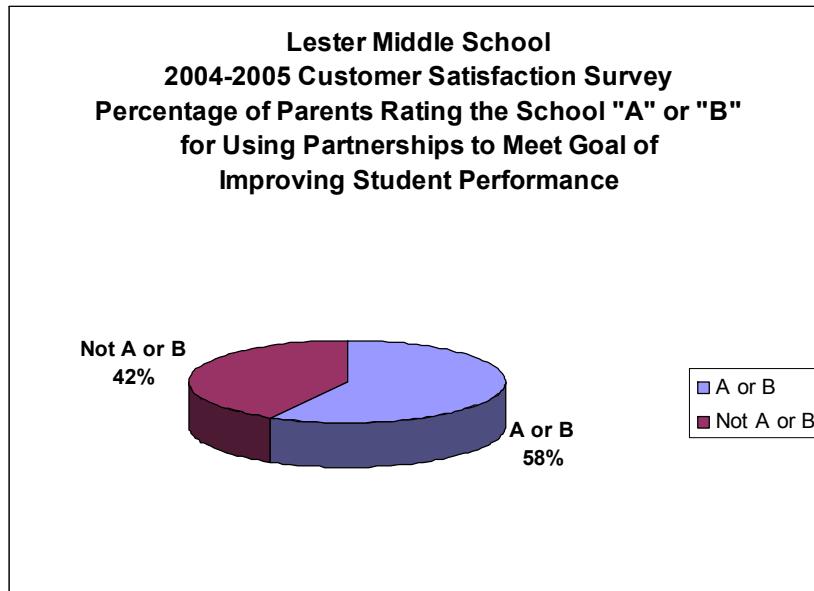
Analysis of Data: The data displayed suggests the majority of teachers perceive (strongly agree or agree) the School's Climate, Environment for Learning and Working and Decision Making are favorable. However, one area of data shows one strongly disagrees on School Discipline.



Description of Data: The 2004-2005 Customer Satisfaction Survey was available for all teachers, parents and students of Lester Middle School and was completed during the Winter of SY 2004-2005. 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 "What grade would you give your school?"

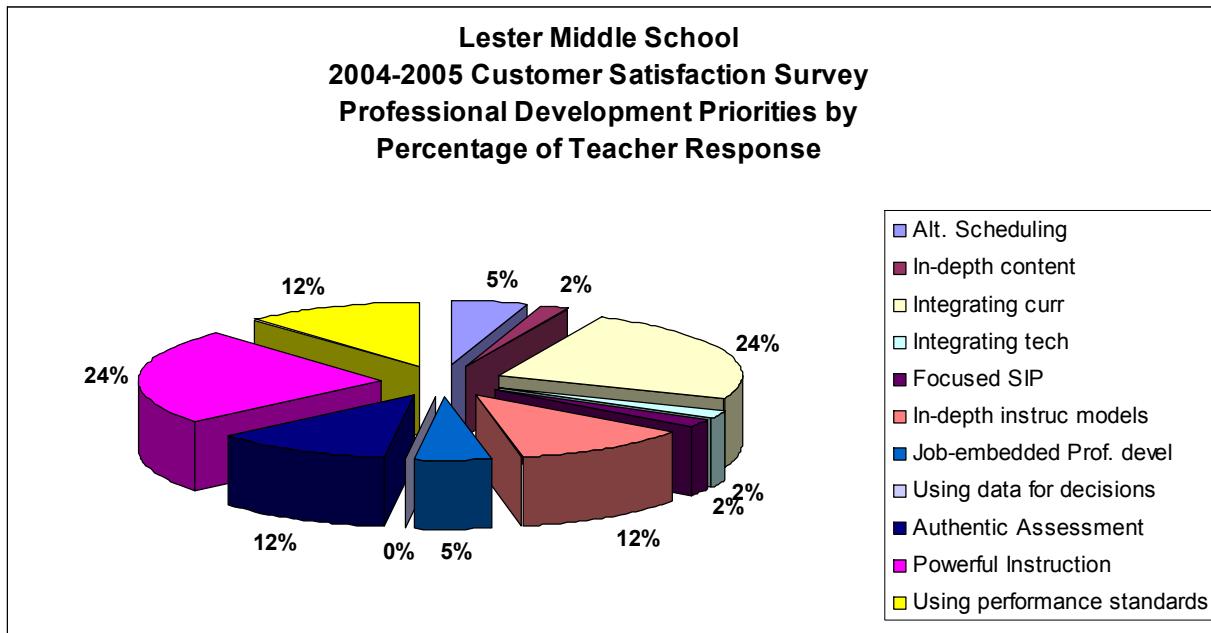


Description of Data: The 2004-2005 Customer Satisfaction Survey was available for all teachers, parents and students of Lester Middle School and was completed during the Winter of SY 2004-2005. Results of the anonymous responses were summarized and gathered from the DoDEA HQ website. The graph above reflects teacher and parent responses to the question "Which is the primary purpose of the DoD schools?" The answer choices were: To teach the basic subjects (English, Math, and Science), to provide a balanced education in which the basics are only one factor or don't know.



Description of Data: The 2004 -2005 Customer Satisfaction Survey was available for all teachers, parents and students of Lester Middle School and was completed during the Winter of SY 2004-2005. Results of the anonymous responses were summarized and gathered from the DoDEA HQ website. The graph above reflects the percent of parents who chose an answer choice rating the school "A" or "B" for the item: "Your child's school is striving to form stronger partnerships between parents, the community and the schools to improve student achievement. Grade how well your child's school is meeting this goal right now."

Analysis of Data: From the data, there is a large percent of parents who do not believe the school has used partnerships to promote student performance. Although, this may not be a goal area of our school improvement process, it is an indicator we will need to focus on ways to engage our partnerships (parents and military support groups) in an effort to improve student performance.



Description of Data: The 2004-2005 Customer Satisfaction Survey was available for all teachers, parents and students of Lester Middle School and was completed during the Winter of SY 2004-2005. Results of the anonymous responses were summarized and gathered from the DoDEA HQ website. The graph above reflects teacher responses to the following item: "Which of the following professional development opportunities do you think would provide you with the most growth?"

Analysis of Data: The wide variety of responses in this survey is indicative of how teacher interests and learning styles vary within our staff. Although the data does not portray a specific school wide goal, it does, however, suggest when the school begins to write the staff development portion of the School Improvement Plan, there may be a need to offer diversity and differentiation regarding the delivery and instruction of models.

Presentation of Data: Unique Local Insights – Parent and Student (continued)

Due to Department of Defense restrictions related to the collection of data from parents and students, the school was unable to obtain the perceptions of parents or students prior to the selection of new student performance goals in the 2006-2007 SY. When approval is provided by the Department of Defense, data collected from parents and students will be added to the School Profile. The graphs above show data collected in SY 2004-2005.

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

Student Performance Goals

An area identified by this data for student performance goal could include:

Student should be proactive in self advocating for learning.

Other Data and/or Actions Needed

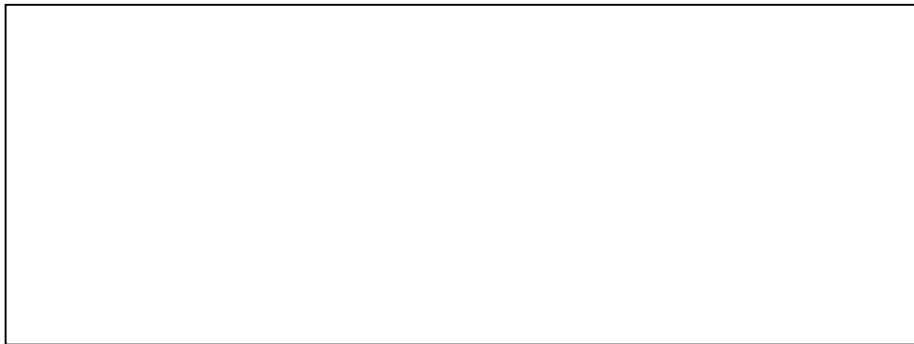
None

Follow-up on Former Students

Data Collection Instrument(s)

Due to Department of Defense restrictions related to the collection of data from students, the school was unable to obtain the perceptions of former students prior to the selection of new student performance goals. When approval is provided by the Department of Defense data collected from former students will be added to the School Profile.

Presentation of Data: Follow-up on Former Students



Description of Data: None

Analysis of Data: None

Implications for Action: Follow-up on Former Students

None

Student Performance Goals

Areas identified by this data for student performance goals could include:

Other Data and/or Actions Needed

Existing School Data – Instructional Data

Data Collection Instrument(s)

We selected the following instruments for analysis:

TerraNova, 2nd Edition Top Two National Quarters

TerraNova, 2nd Edition Percent in Bottom National Quarter

TerraNova, 2nd Edition Percent Median National Percentiles Disaggregated by Gender, IEP, and ESL

TerraNova, 2nd Edition Percent Median National Percentiles Disaggregated by race and ethnicity

TerraNova, 2nd Edition Percent 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)

Presentation/Analysis of Data: Instructional Data

LMS Percentage in Top Two *TerraNova* 2nd Edition National Quarters

Grade	Year	Total # Tested	Reading	Language	Math	Science	Social Studies
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
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

Description of Data: The *TerraNova* Multiple Assessments, 2nd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 7-8. 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.

Analysis of Data: In 7th grade there was a negligible change in Reading, Language Arts and Social Studies for the year 2002 through 2006. In the area of Science there has been a noteworthy, gradual increase from 2002 to 2006. In Math the percent fluctuated 5% between 2002 and 2006, yet fluctuations do not show students testing at or above the Community Strategic Plan of DoDEA standard.

In 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. As a result, the school may need to identify an area of school-wide interventions that will foster and monitor critical thinking and problem solving abilities.

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 eighth graders in several content areas, our students have not consistently performed at this level of expectation. Therefore, the school may need to identify a student performance goal in the area of Reading, Language Arts, Math, Science and/or Social Studies.

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

Grade	Year	Total # Tested	Reading	Language	Math	Science	Social Studies
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
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>

Description of Data: The *TerraNova* Multiple Assessments, 2nd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 7-8. 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.

Analysis of Data: 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

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. 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, this may suggest a need for the school to identify target subgroups of students and school-wide 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 7-8. 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

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	56
		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	66
	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	68	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	56
		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 7-8. 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
Number of Students by Performance Levels
TN Performance Assessment Communication Arts (TNPACA)
Spring 2002 – Spring 2006

Year/Grade	Above the Standard				At the Standard				Below the Standard			
	'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.

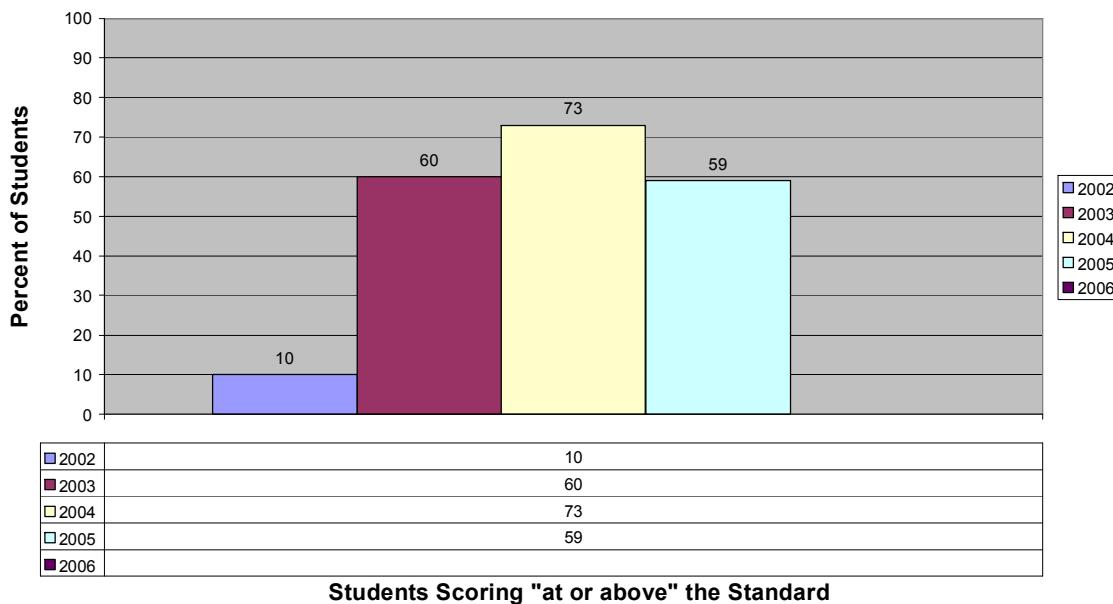
DoDEA Writing Assessment, 8th Grade

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

Year /Grade	At or Above the Standard		
	'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

Year /Grade	At or Above the Standard	
	'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.

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:
Teacher Survey, Part II.

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.

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

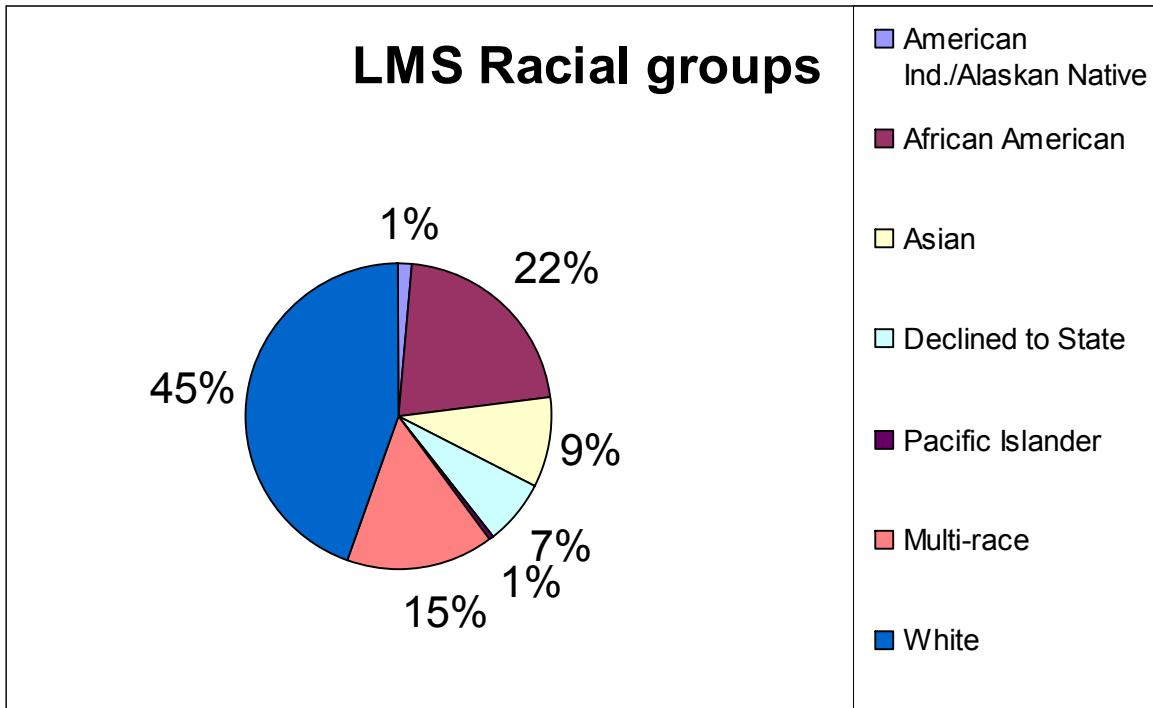
None

Existing School Data: Community Data and Information

Data Collection Instrument(s)

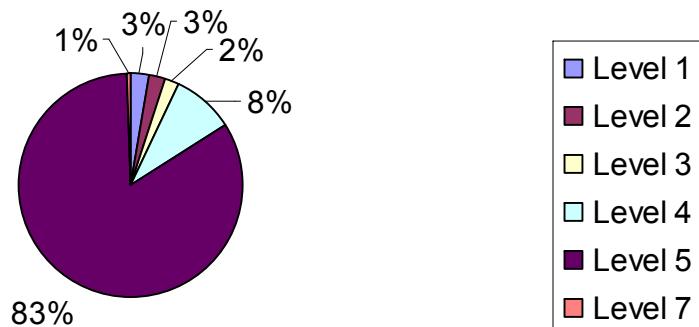
We selected the following instruments to collect data regarding Community Data and Information: Racial groups, ESL Learners, Rank/pay grade, Lunch Plans, and Branch of Service.

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

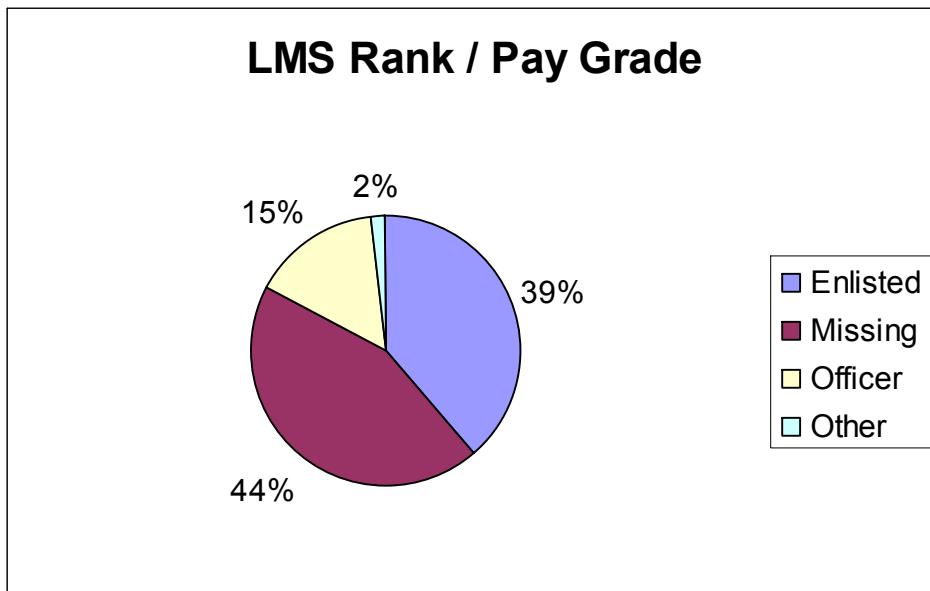


Description of Data: A School Information System report was generated to collect information about the racial groups of our students. The chart above displays data about the breakdown of these groups of students and their families. The Racial Ethnicity breakdown of the school shows an extremely diverse population of students. According to SIS school records, the ethnicity percentages are as follows: 45% White, 22% African American, 9% Asian, 15% Multi-Racial, 1% American Indian/Alaskan Native, 1% Hawaiian or Pacific Islander and 7% Declined to State. 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.

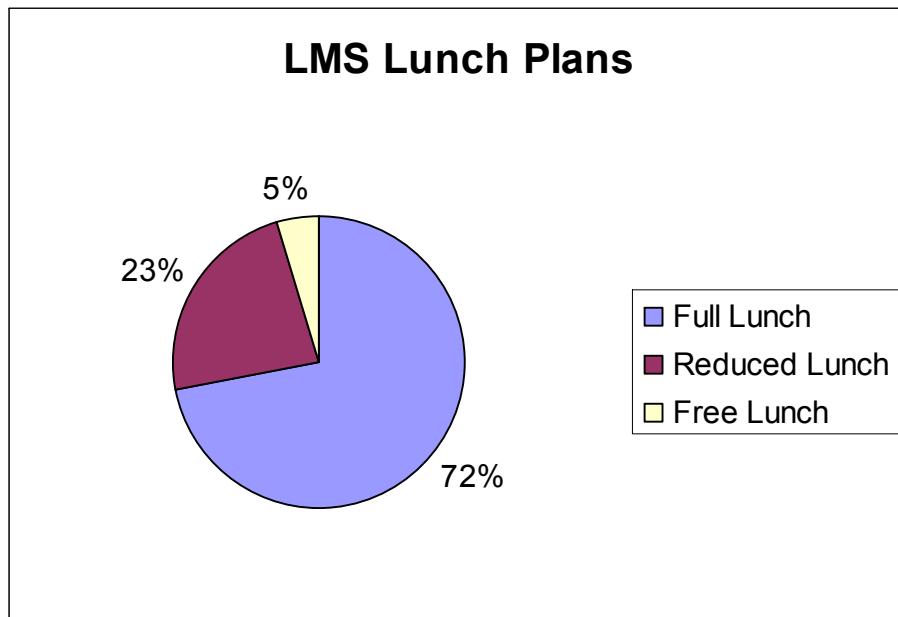
LMS Count of English Level Learners by Level



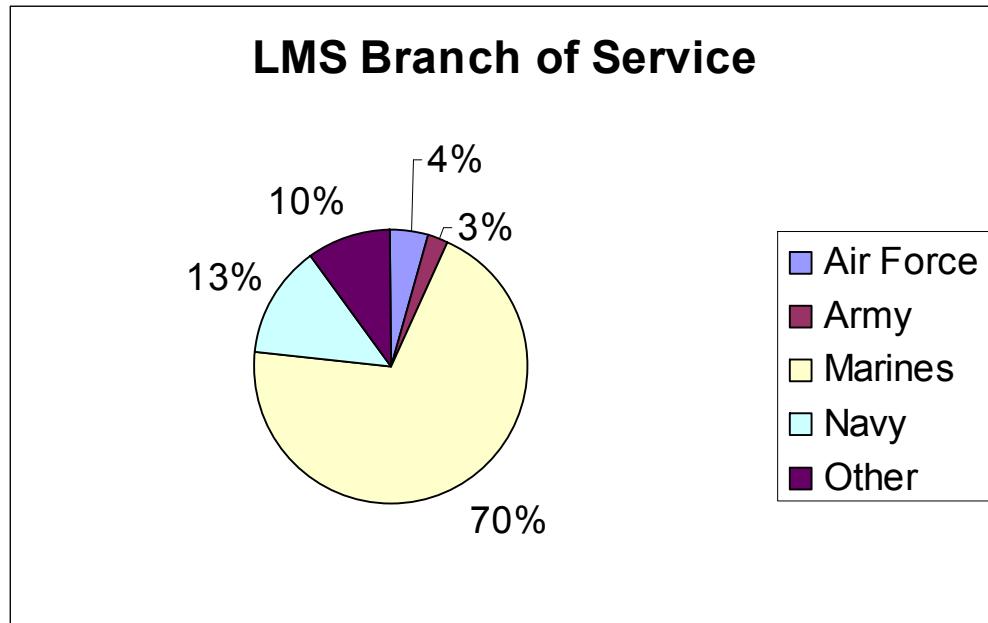
Description of Data: School Information System report was generated to collect information about ESL students. The chart above displays data about the ESL students and their families. The information from the ESL program indicates 31% of our student population comes from bilingual homes. Of the 158 students from bilingual homes 83 % are not supported with ESL services, 16 % are receiving services and approximately 1% 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 39 %, missing 44 %, officer 15 %, and other 2%. Due to the information considered as "missing" data of non-reported pay grade/rank, we are unable to make an accurate analysis of this data.



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 5% of the school population receives free lunch and 23% of the school population receives reduced lunch. The remaining 72% 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 a decrease in free lunches by 1% and an increase in reduced lunches by 3% since 2003. There is a 2% 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 7th and 8th grades and has an enrollment of 506 students. In the population of LMS students 70% are from Marine families, 4% are from Air Force families, 3% are from Army families, 13% are from Navy families and 10% 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).

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

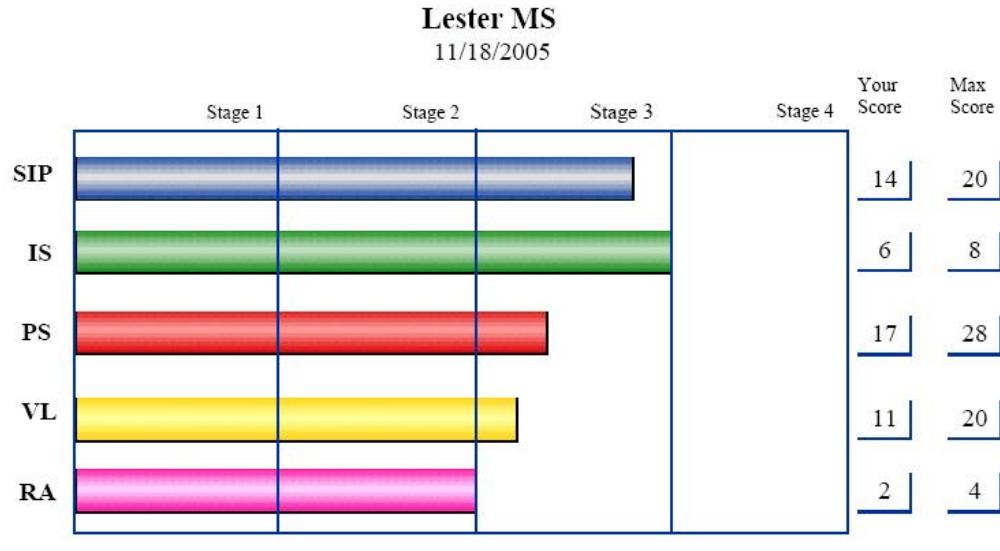
The School Improvement Team, Committee members, community, parents and staff reviewed Environmental Data and discussed projected needs of students that will be critical for the 21st century as evidenced in the article and data. This information along with staff perceptions from a conducted teacher survey 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 minimal 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



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 12
Bottom <i>TerraNova</i> , 2 nd Edition National Quarters (Subtests: All for 2006)	Page 13
Algebra End-of-Year Assessment	Page 17
Balance Mathematical Assessment (BAM)	Page 18
Lester Middle School Problem Solving 1	Page 21
Lester Middle School Problem Solving 2	Page 21

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 12
Bottom <i>TerraNova</i> , 2 nd Edition, National Quarters (Subtests: All test 7 th ; Math 8 th)	Page 13
TN Performance Assessment Communication Arts (TNPACA)	Page 16
8 th Grade Writing Assessment	Page 19
Lester Middle School Reading Assessment	Page 20