

NCA CASI School Profile

Compiled 2006-2007



Seoul American Middle School

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MISSION STATEMENT

SAMS serves as a caring part of our military community, devoted to the academic and social advancement of all students, inspiring them to become lifelong learners and responsible global citizens.

Guiding Principles

High student achievement.
Standards based education.
AVID centered teaching methods.
Respect for the rights of others.
Unlimited opportunities for achieving high expectations.
Dedication to lifelong learning.
Motivation through challenging curriculum.
Student teams for better cohesion in learning.
Student success...a stepping stone to the future!!

Unique Local Insights – Parent, Student, and Staff Perceptions

Data Collection Instrument(s)

We selected the following instruments to collect data regarding parent, student, and staff perceptions:

- Parent Questionnaire
- Student Questionnaire
- Teacher Survey

Presentation of Data: Unique Local Insights – Parent, Student, and Staff Perceptions 1

Parent Questionnaire

	Strongly Agree	Agree	Disagree	Strongly Disagree
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.				
Parent/School/Community Relationships				
1. I feel welcome at my child’s school.	9	0	0	0
2. The goals at my child’s school are consistent with the values held by our community.	8	1	0	0
3. My child’s school provides sufficient opportunity for the involvement of parents and community members.	4	5	0	0
4. My child’s school asks for parents opinions when making important school decisions.	3	6	0	0
Support for Student Learning				
1. My child’s school provides learning opportunities that support all ranges of student abilities.	5	4	0	0
2. All students at my child’s school have equal access to a quality education.	5	4	0	0
3. All students at my child’s school have access to a variety of resources that will help them succeed in their education.	6	3	0	0
4. The facilities at my child’s school are adequate in supporting students’ learning needs.	3	5	1	0
5. Teachers at my child’s school provide extra help to students when it is needed.	5	4	0	0
	83	59	1	0

Description of Data: Parent Survey to determine parent perceptions of our school, data was collected from a focus group of 9 randomly selected parents with children enrolled in our school. The table above summarizes parent perceptions. Data displayed on the above chart was collected prior to September 28, 2006.

Analysis of Data: The majority of parents agree that they feel welcome at their child’s school and that their child’s school provides sufficient opportunity for involvement of parents and community members.

Presentation of Data: Unique Local Insights – Parent, Student, and Staff Perceptions 2

Student Questionnaire

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
Student/School Relationships				
1. When important school decisions are made, my opinion is considered.	1	5	2	1
2. I know the rules of our school, and the rules are enforced consistently.	4	4	1	0
3. I am satisfied with the quality of our student activities.	5	4	0	0
Support for Student Learning				
1. I am offered a variety of ways to demonstrate my learning in my classes, in addition to tests.	4	5	0	0
2. My teachers will meet with me after school if I need additional help.	6	3	0	0
3. I am able to use computers and other up-to-date technology to help me learn.	5	4	0	0
4. If I need to speak with someone about a personal issue, I know who to see to help me.	4	3	1	1
	66	58	8	2

Description of Data: This questionnaire was emailed to a focus group of 9 students prior to September 28th, 2006. The students were asked to answer the questions by indicating whether they strongly agree, agree, disagree, or strongly disagree.

Analysis of Data: The students reported that they liked their school, they were challenged in all of their classes, motivated to be successful in all of their classes, and received additional help from their teachers when necessary. The 2 categories that received the lowest rating were not being considered when important school decisions were being made and knowing who to speak to regarding personal issues.

Presentation of Data: Unique Local Insights – Parent, Student, and Staff Perceptions 3

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 statement.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
Quality of Instructional Programs					
The school does a good job teaching the core subjects (i.e., language arts, mathematics, science, social studies.)	20	14			2
The school does a good job teaching elective activities and subjects (i.e., music, art P.E. and computers).	20	12	1		3
The school has high expectations for student learning.	22	14			0
Students see relationships between school lessons and everyday life.	10	23	1		2
Students see a strong relation between school lessons and importance of continued education.	14	18	2		2
Instruction offered to students is of high quality.	20	16			0
Curriculum taught is based on DODEA standards.	25	8		1	2
A variety of instructional strategies are used to help students learn.	25	9	1		1
Students are motivated to do their best work.	10	21	2		3
School Climate and Environment for learning					
Teachers are respected by students and parents	9	24	1		2
Students and teachers are respectful of each other.	11	24			1
The school has a safe and orderly, structured environment for learning.	15	19	2	0	0
School discipline is appropriately maintained.	11	19	4	2	0
Conscious effort is made to improve the existing campus facilities.	18	14	3	1	0
I am satisfied with the school.	18	13	3		2

Description of Data: This survey was emailed to the staff mid-September 2006 of which 36 teachers responded. Teachers were asked to answer the questions by indicating whether they strongly agree, agree, disagree, or strongly disagree.

Analysis of Data: The teachers agreed that while the students are provided learning opportunities that support the full range of student abilities, we are not as effective in using technology to support their learning opportunities.

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

Student Performance Goals

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

1. Learning opportunities that support all ranges of student's ability.
2. All students have equal access to quality education.

Other Data and/or Actions Needed

None

Follow-up on Former Students

Data Collection Instrument(s)

We selected the following instruments to collect data regarding Follow-up on Former Students:

Student Questionnaire

Presentation of Data: Follow-up on Former Students

Questionnaire for MS/HS Students				
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. My classes and teachers are preparing me for life after high school.	1	0	2	0
2. I understand my daily homework and am able to do it on my own.	1	2	0	0
3. The course content in each of my classes provides me with multiple opportunities to learn important knowledge and skills.	2	1	0	0
School Climate and Environment for Learning				
1. The facilities at our school are up-to-date, clean, and accessible to me.	1	1	1	0
2. I am not bothered by bullies at school.	3	0	0	0
3. The students in our school are treated with respect and courtesy.	1	2	0	0
4. My teachers care about me and want me to succeed.	1	1	1	0
Student/School Relationships				
1. Our school offers activities that interest me including sports, clubs, music, etc.	2	1	0	0
2. In our school, I am involved, if I want to be, in planning activities.	1	2	0	0
3. My family feels comfortable and welcome to come to school.	1	2	0	0
Support for Student Learning				
1. When I need help, my teachers provide me with the support I need to learn the subject material during class.	1	1	1	0
2. Teachers and counselors meet with me, if needed, to help me select my classes to support my future goals.	1	2	0	0
3. I have a copy of the textbook used in each of my classes.	2	0	1	0
4. I believe that I am fairly graded for the work that I do.	1	1	1	0

Description of Data: A focus group was conducted to gather the perceptions of 9 former students. Three responded prior to September 28, 2006. The table above summarizes the major findings.

Analysis of Data: While students agreed that they were given multiple opportunities to learn, they still felt that classes and teachers left them unprepared for life beyond high school.

Implications for Action: Follow-up on Former Students

Student Performance Goals

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

1. Providing students with the support they need to learn the subject material during class.
2. Ensuring student success in an environment where students feel cared for.

Other Data and/or Actions Needed

None

Existing School Data – Student Data

Data Collection Instrument(s)

We selected the following instruments to collect information regarding Student Data:

TerraNova – Reading Subtest

TerraNova – Math Subtest

TerraNova – Science Subtest

TerraNova -- Social Studies Subtest

TerraNova – Language Subtest

GOALS

Communication Arts Performance Assessment (CAPA)

TerraNova – 6th grade Reading by Ethnicity

TerraNova – 6th grade Language Arts by Ethnicity

TerraNova – 6th grade Mathematics by Ethnicity

TerraNova – 6th grade Science by Ethnicity

TerraNova – 6th grade Social Studies by Ethnicity

TerraNova – 7th grade Reading by Ethnicity

TerraNova – 7th grade Language Arts by Ethnicity

TerraNova – 7th grade Mathematics by Ethnicity

TerraNova – 7th grade Science by Ethnicity

TerraNova – 7th grade Social Studies by Ethnicity

TerraNova – 8th grade Reading by Ethnicity

TerraNova – 8th grade Language Arts by Ethnicity

TerraNova – 8th grade Mathematics by Ethnicity

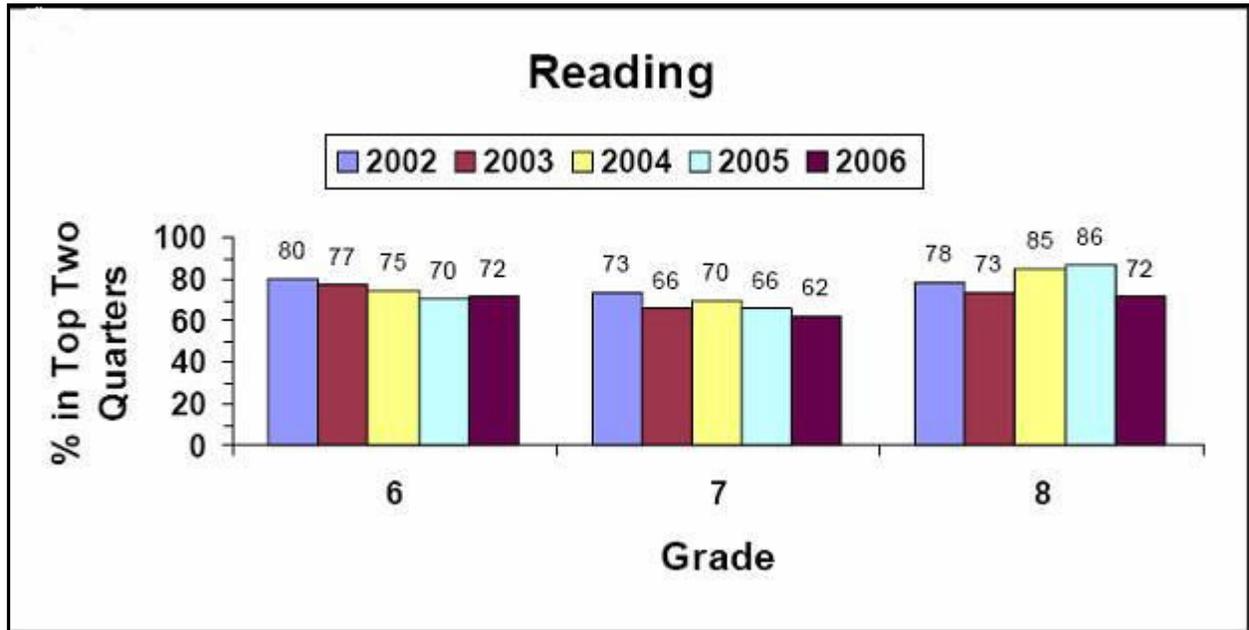
TerraNova – 8th grade Science by Ethnicity

TerraNova – 8th grade Social Studies by Ethnicity

Balanced Assessment in Mathematics (BAM)

DoDEA Assessment of Writing Skills

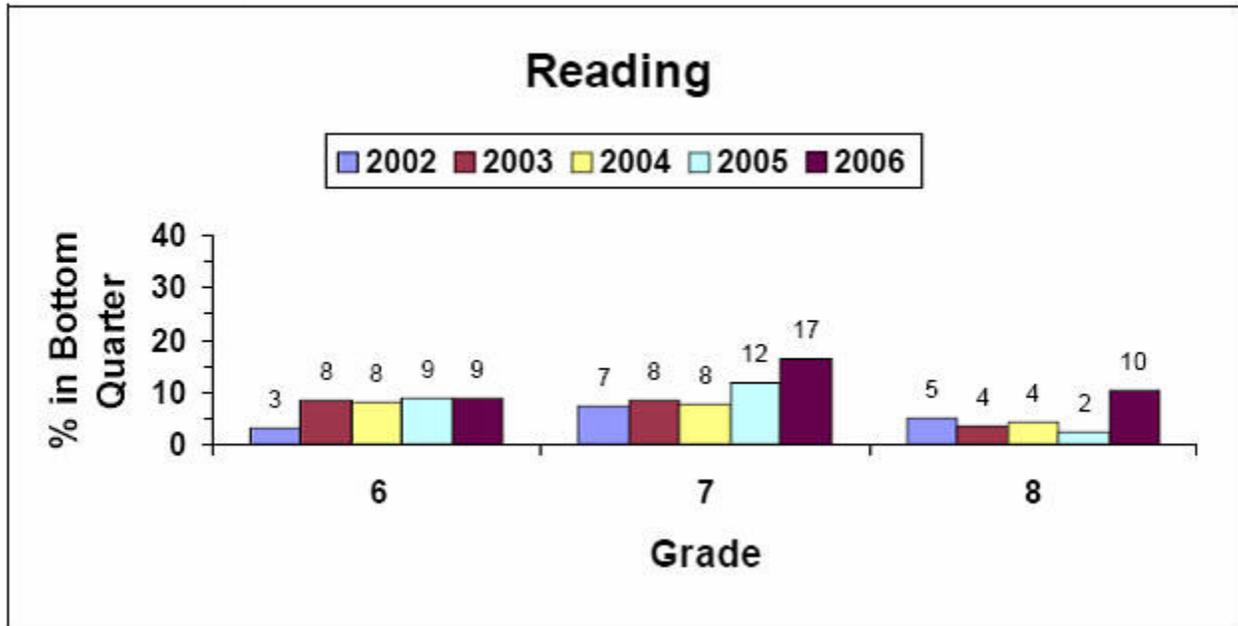
Presentation/Analysis of Data: Student Data 1- TerraNova Reading Subtest Top 2 Quarters, Seoul American Middle School



Description of Data: The *TerraNova* Reading Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of students scoring in the top two national quarters.

Analysis of Data: Scores fluctuate between grade levels. Overall scores reflect a downward trend from 6th to 7th grade and an upward trend from 7th to 8th. Reading scores continue to fall below the DoDEA CSP expectations specifically in the 7th grade. Our reading scores continue to lag well behind all other scores to include Science and Social Studies but particularly Math.

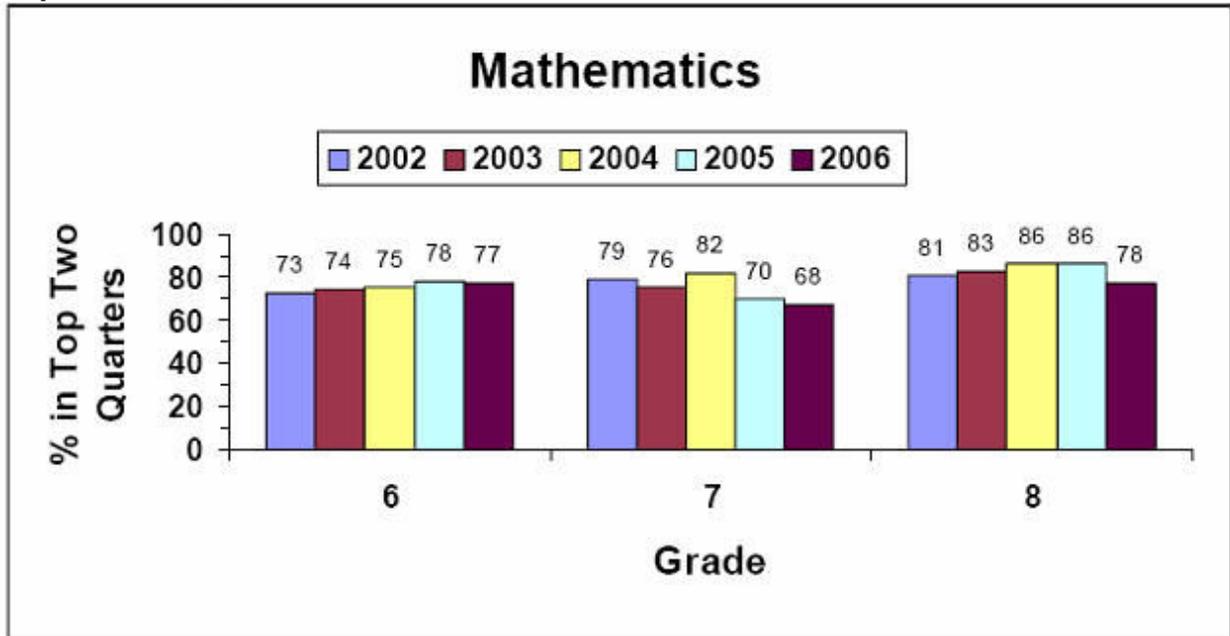
**Presentation/Analysis of Data: Student Data 2- TerraNova Reading Subtest
Bottom Quarter, Seoul American Middle School**



Description of Data: The *TerraNova* Reading Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of students scoring in the bottom national quarter.

Analysis of Data: Overall, 8th grade scores meet DoDEA CSP expectations, while 7th grade scores reflect a steady decline and 6th grade scores remain stable. Reading scores continue to fall below the DoDEA CSP expectations specifically in the 7th grade. Our reading scores continue to lag well behind all other scores to include Science and Social Studies but particularly Math.

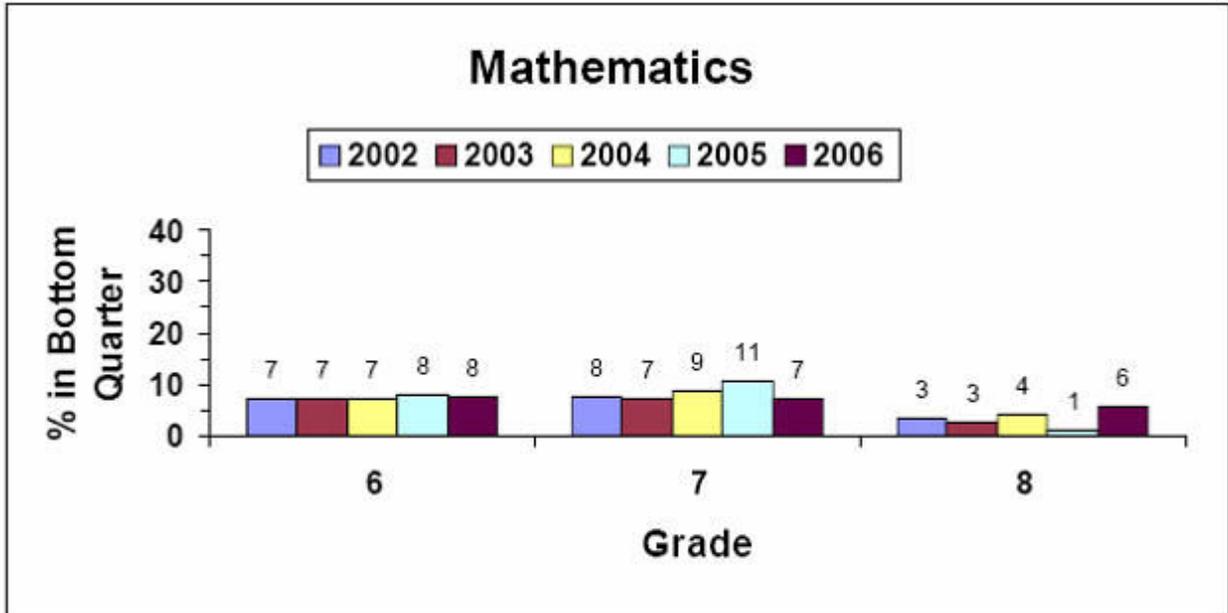
**Presentation/Analysis of Data: Student Data 3- TerraNova Mathematics Subtest
Top 2 Quarters, Seoul American Middle School**



Description of Data: The *TerraNova* Mathematics Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of students scoring in the top two national quarters.

Analysis of Data: Math scores in grade 6 and 8 meet DoDEA CSP expectations. 7th grade scores tend to decline and do not meet DoDEA CSP expectations.

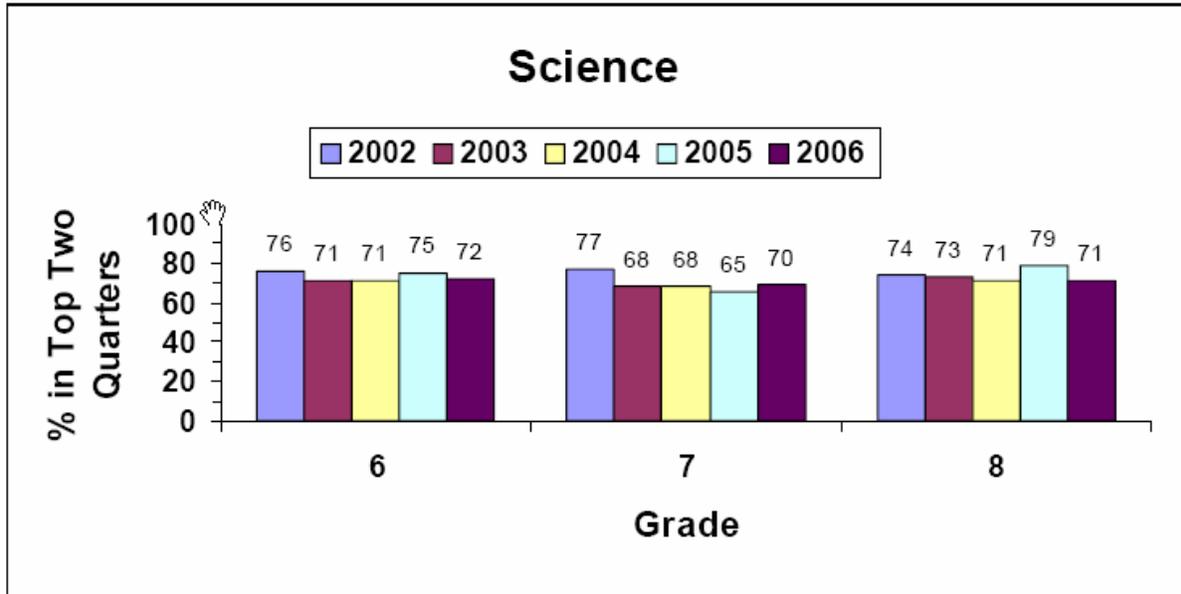
Presentation/Analysis of Data: Student Data 4- TerraNova Mathematics Subtest Bottom Quarter, Seoul American Middle School



Description of Data: The *TerraNova* Mathematics Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of students scoring in the bottom national quarter.

Analysis of Data: Math scores in the bottom quarter in grade 8 meet DoDEA CSP expectations. Scores in the bottom quarter in grades 6th and 7th do not meet DoDEA CSP expectations.

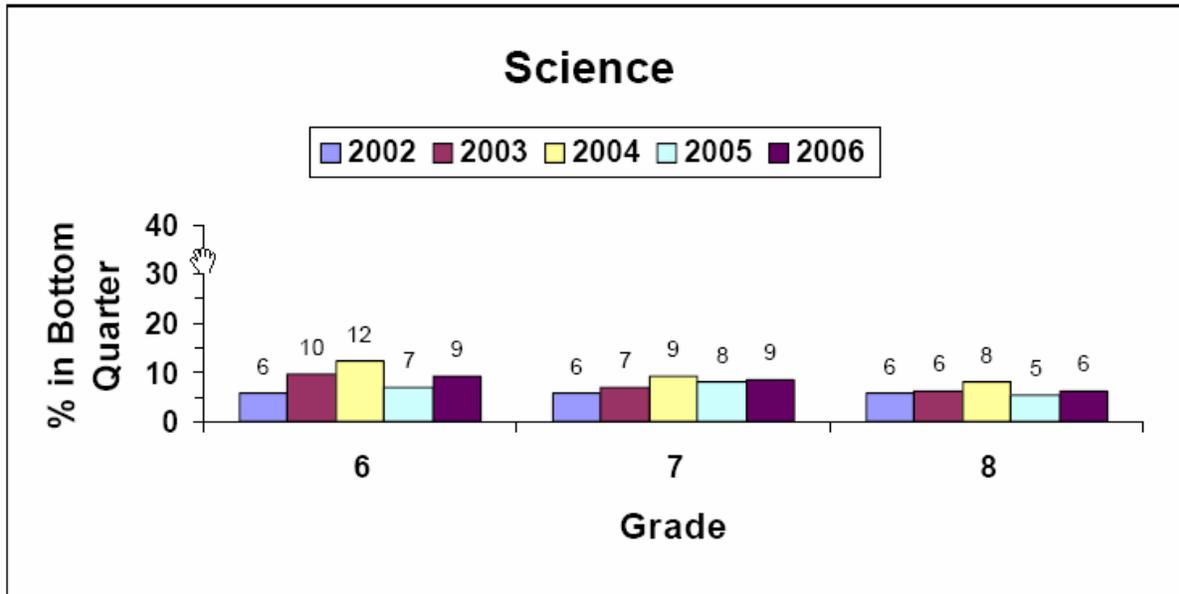
Presentation/Analysis of Data: Student Data 5- TerraNova Science Subtest Top 2 Quarters, Seoul American Middle School



Description of Data: The *TerraNova* Science Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of students scoring in the top two quarters.

Analysis of Data: Scores fluctuate between grade levels. Overall scores reflect a downward trend from 6th to 7th grade and an upward trend from 7th to 8th

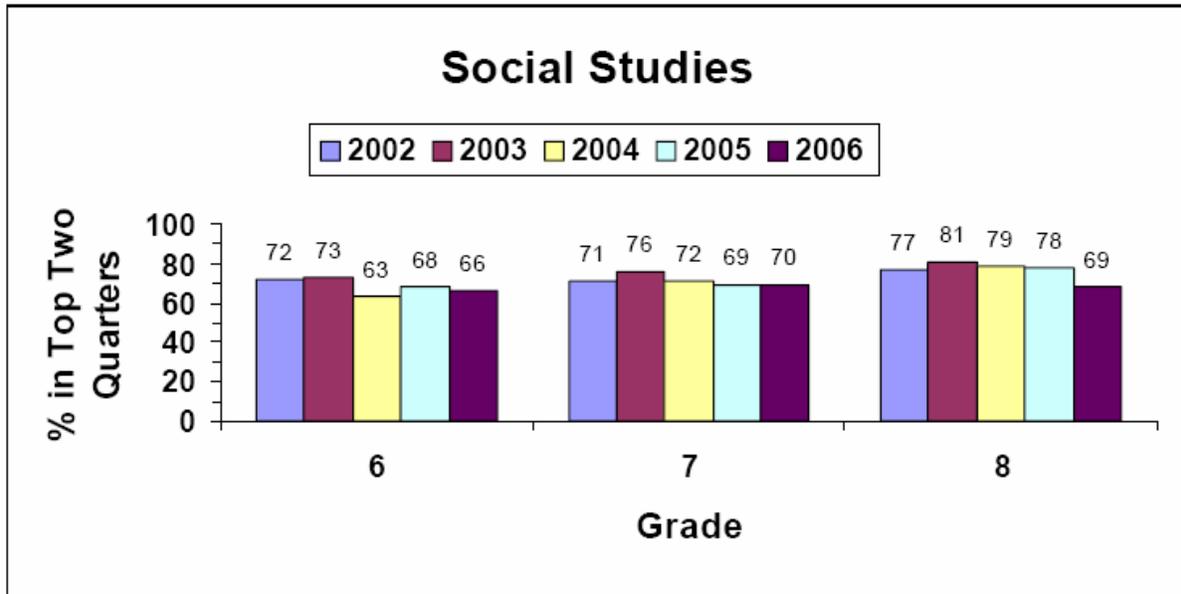
**Presentation/Analysis of Data: Student Data 6- TerraNova Science Subtest
Bottom Quarter, Seoul American Middle School**



Description of Data: The *TerraNova* Science Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of students scoring in the bottom national quarter.

Analysis of Data: Overall, 8th grade scores meet DoDEA CSP expectations, while 6th and 7th grade scores fluctuate and still do not meet DoDEA CSP expectations.

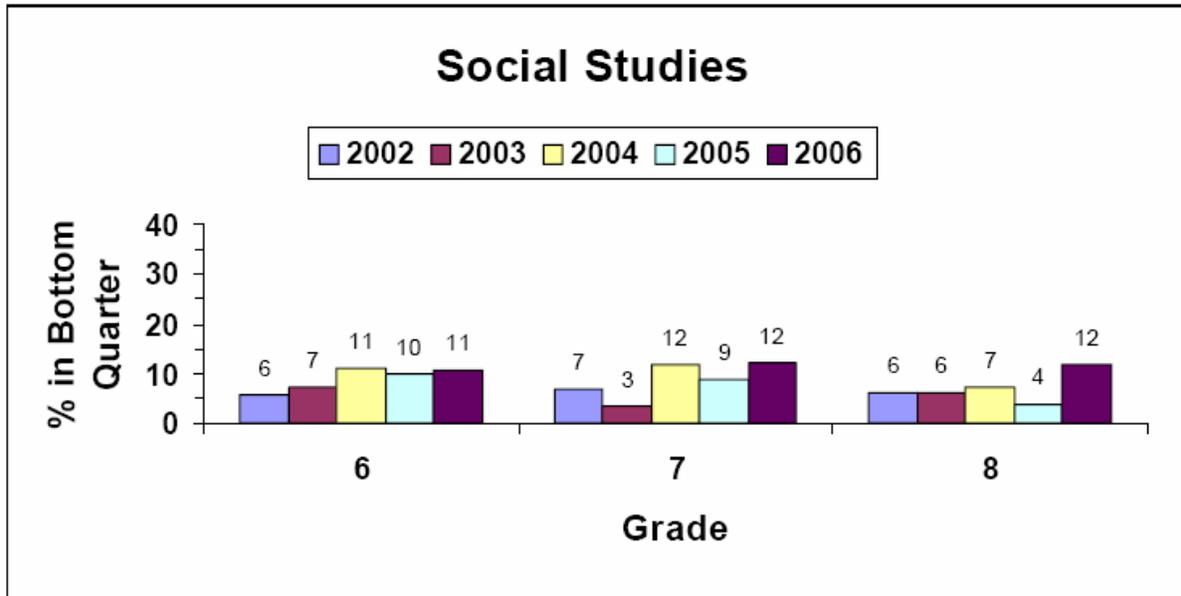
**Presentation/Analysis of Data: Student Data 7- TerraNova Social Studies
Subtest Top 2 Quarters, Seoul American Middle School**



Description of Data: The *TerraNova* Social Studies Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of students scoring in the top two quarters.

Analysis of Data: Scores fluctuate between grade levels and do not meet DoDEA CSP expectations.

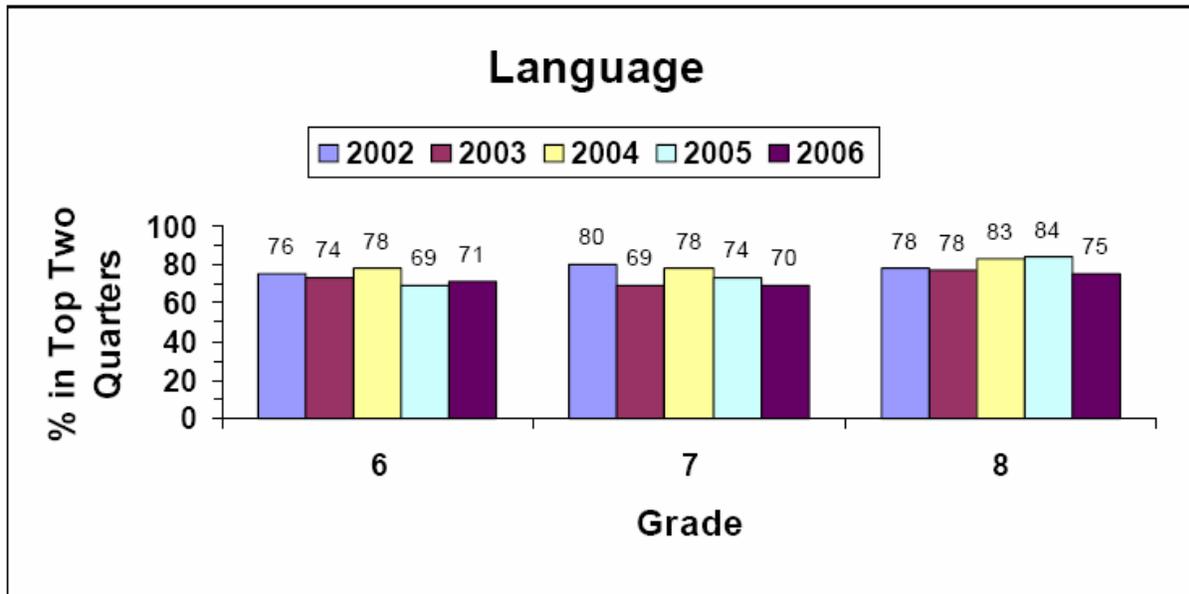
**Presentation/Analysis of Data: Student Data 8- TerraNova Social Studies
Subtest Bottom Quarter, Seoul American Middle School**



Description of Data: The *TerraNova* Social Studies Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of students scoring in the bottom national quarter.

Analysis of Data: Overall scores fluctuate between grade levels yet do not meet DoDEA CSP expectations.

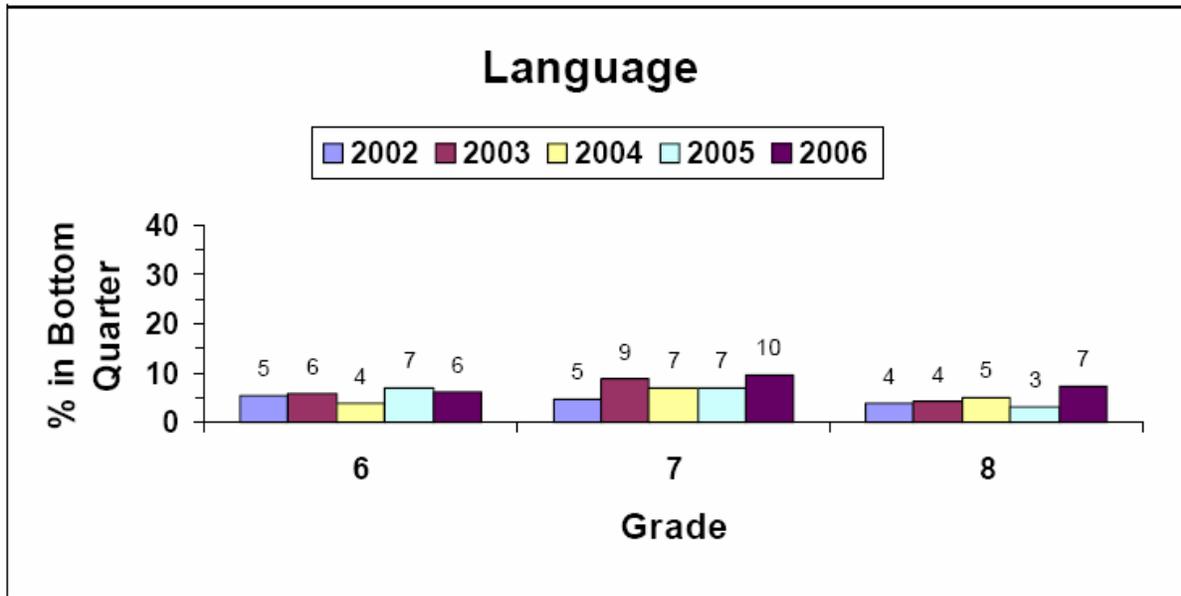
**Presentation/Analysis of Data: Student Data 9- TerraNova Language Subtest
Top 2 Quarters, Seoul American Middle School**



Description of Data: The *TerraNova* Language Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of students scoring in the top two quarters.

Analysis of Data: Overall scores fluctuate between grade levels. Scores in grade 6 and 7 do not meet DoDEA CSP expectations. Our reading and writing scores continue to lag behind all other scores to include Science and Social Studies but particularly Math.

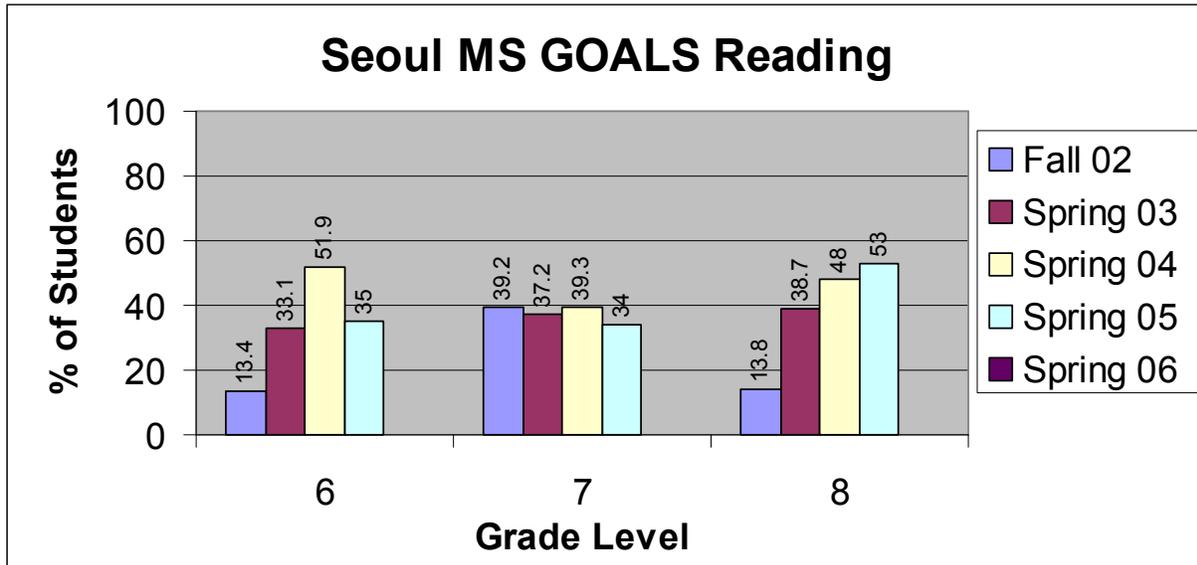
Presentation/Analysis of Data: Student Data 10- TerraNova Language Subtest Bottom Quarter, Seoul American Middle School



Description of Data: The *TerraNova* Language Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of students scoring in the bottom national quarter.

Analysis of Data: 6th grade scores meet DoDEA CSP expectations. 7th grade scores are below DoDEA CSP expectations. 8th grade scores meet DoDEA CSP expectations. Our reading and writing scores continue to lag behind all other scores to include Science, and Social Studies, and Math.

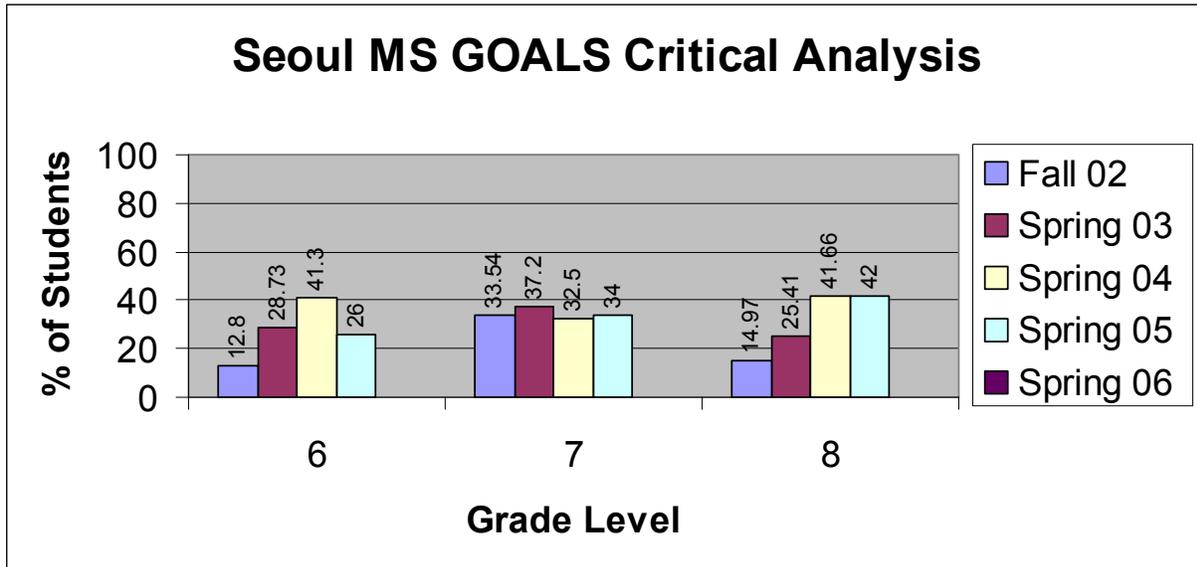
Presentation/Analysis of Data: Student Data 11



Description of Data: GOALS is a local assessment given to all students in our school in grades 6-8. The chart above shows the percentage of students scoring at or above the local standard.

Analysis of Data: Scores on the GOALS Reading test tend to remain stable or gradually increase.

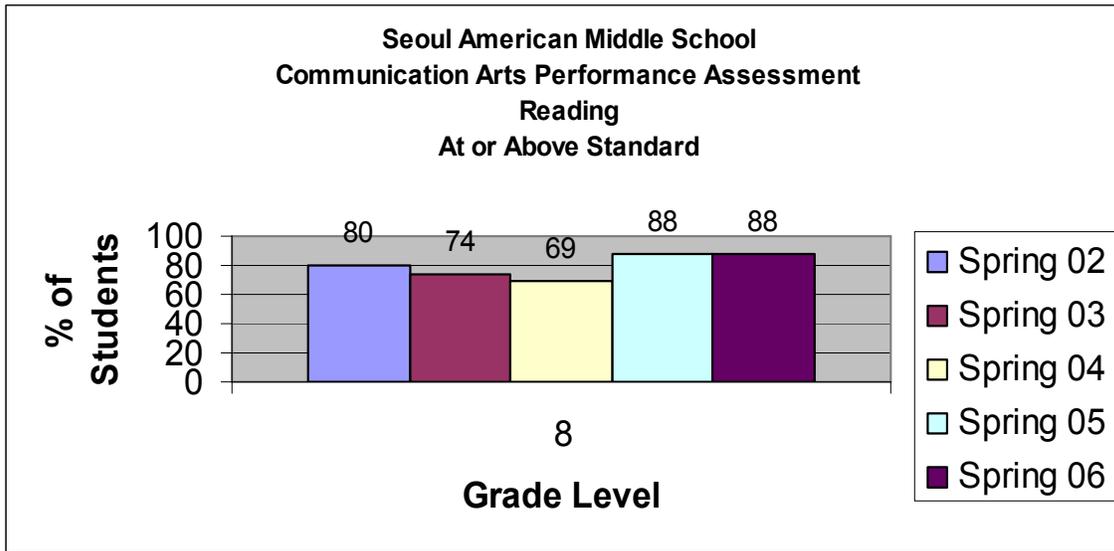
Presentation/Analysis of Data: Student Data 12



Description of Data: GOALS is a local assessment given to all students in our school in grades 6-8. The chart above shows the percentage of students scoring at or above the local standard.

Analysis of Data: Scores on the GOALS Critical Analysis tend to remain steady or gradually increase.

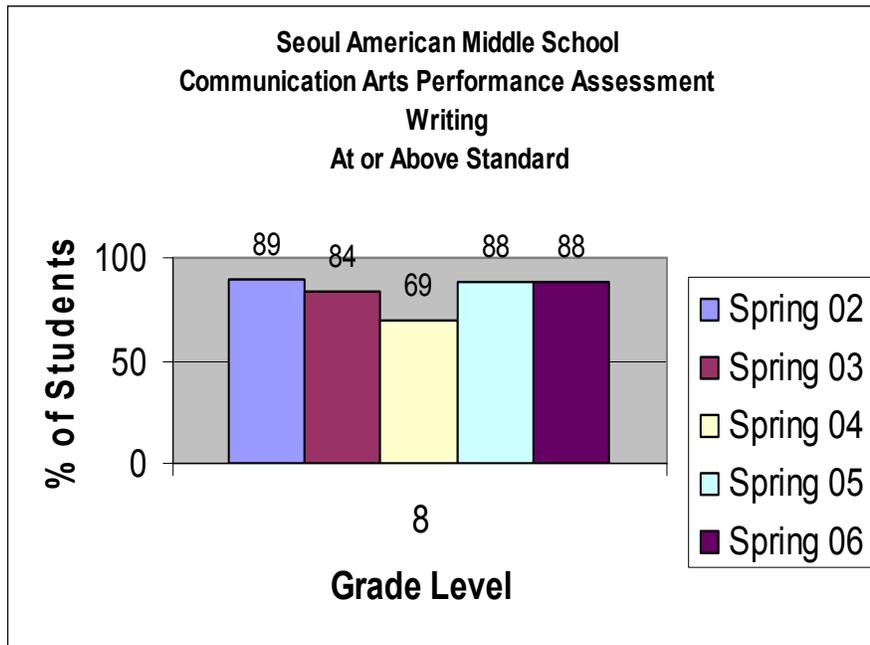
Presentation/Analysis of Data: Student Data 13



Description of Data: Communication Arts Performance Assessment (CAPA) is a system-wide, norm-referenced assessment given to students in the 8th grade. The chart above shows the percentage of students scoring at or above the local standard.

Analysis of Data: Eighth graders continue to perform well on the CAPA Reading Assessment.

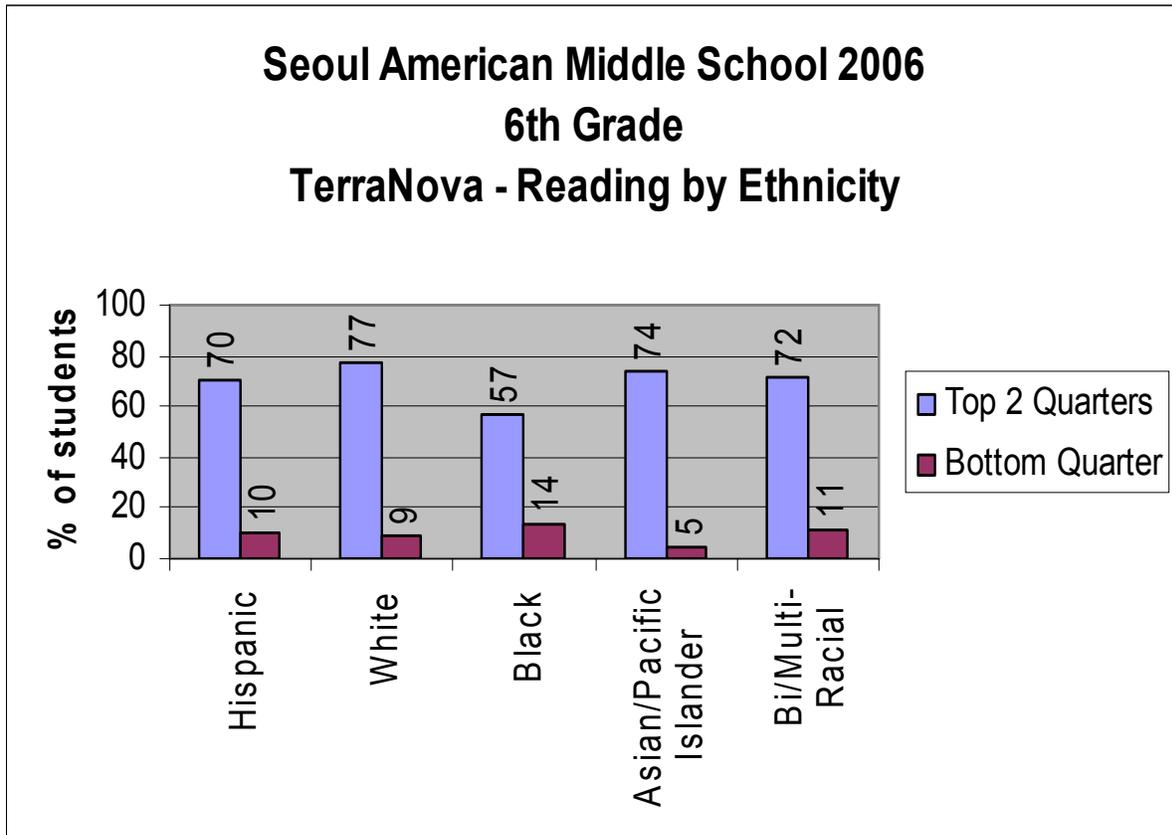
Presentation/Analysis of Data: Student Data 14



Description of Data: Communication Arts Performance Assessment (CAPA) is a system-wide, norm-referenced assessment given to students in the 8th grade. The chart above shows the percentage of students scoring at or above the local standard.

Analysis of Data: Eighth graders generally perform well on the CAPA Writing Assessment.

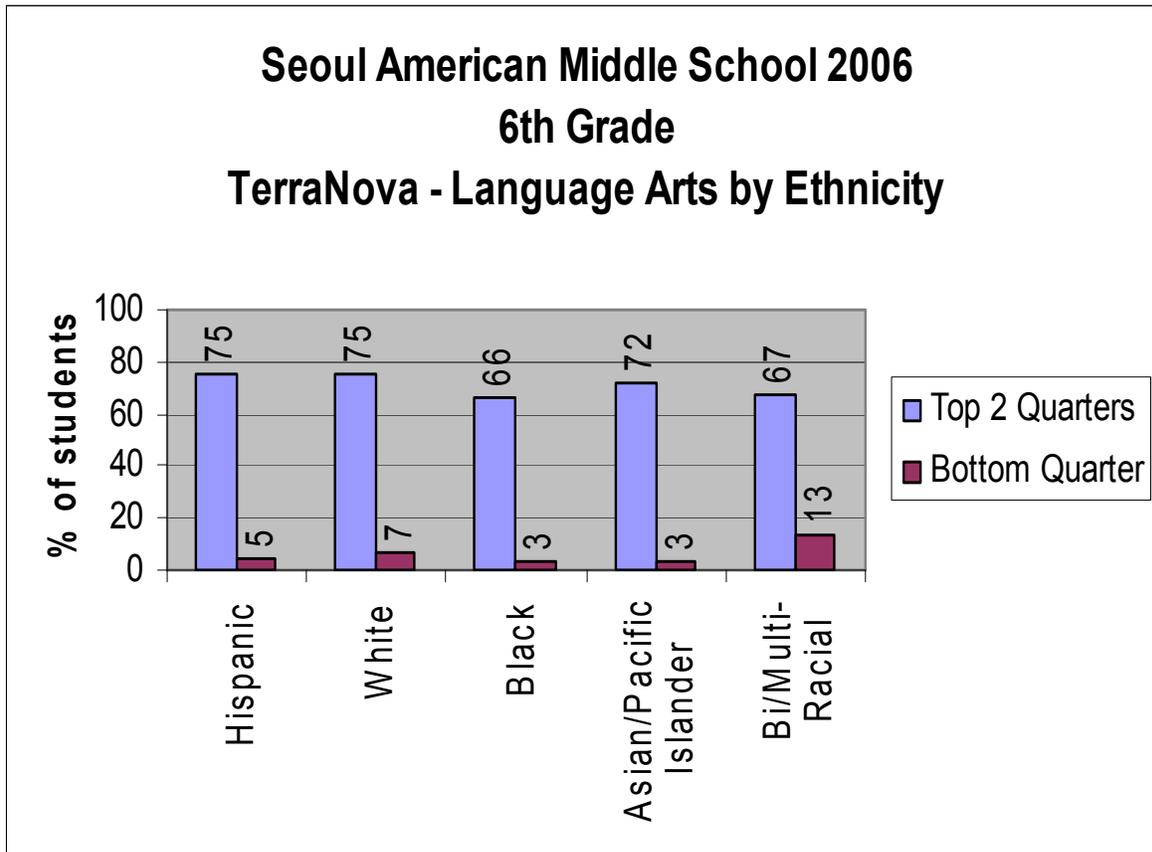
Presentation/Analysis of Data: Student Data 15



Description of Data: The *TerraNova* Reading Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 6th grade students scoring in the top two quarters and bottom quarters divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters and the Bottom Quarter do not meet DoDEA CSP expectations, specifically our Black and Hispanic students.

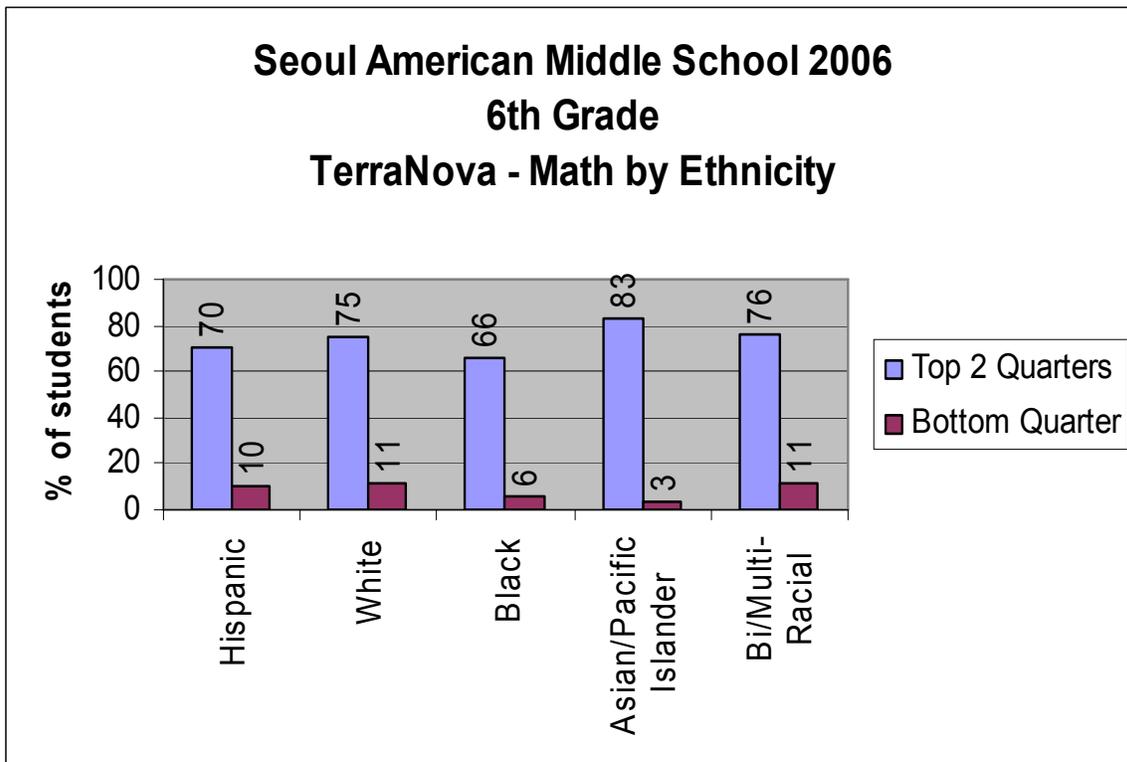
Presentation/Analysis of Data: Student Data 16



Description of Data: The *TerraNova* Language Arts Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 6th grade students scoring in the top two quarters and bottom quarters divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters and the Bottom Quarter do not meet DoDEA CSP expectations, specifically our Black and Bi/Multi-Racial students.

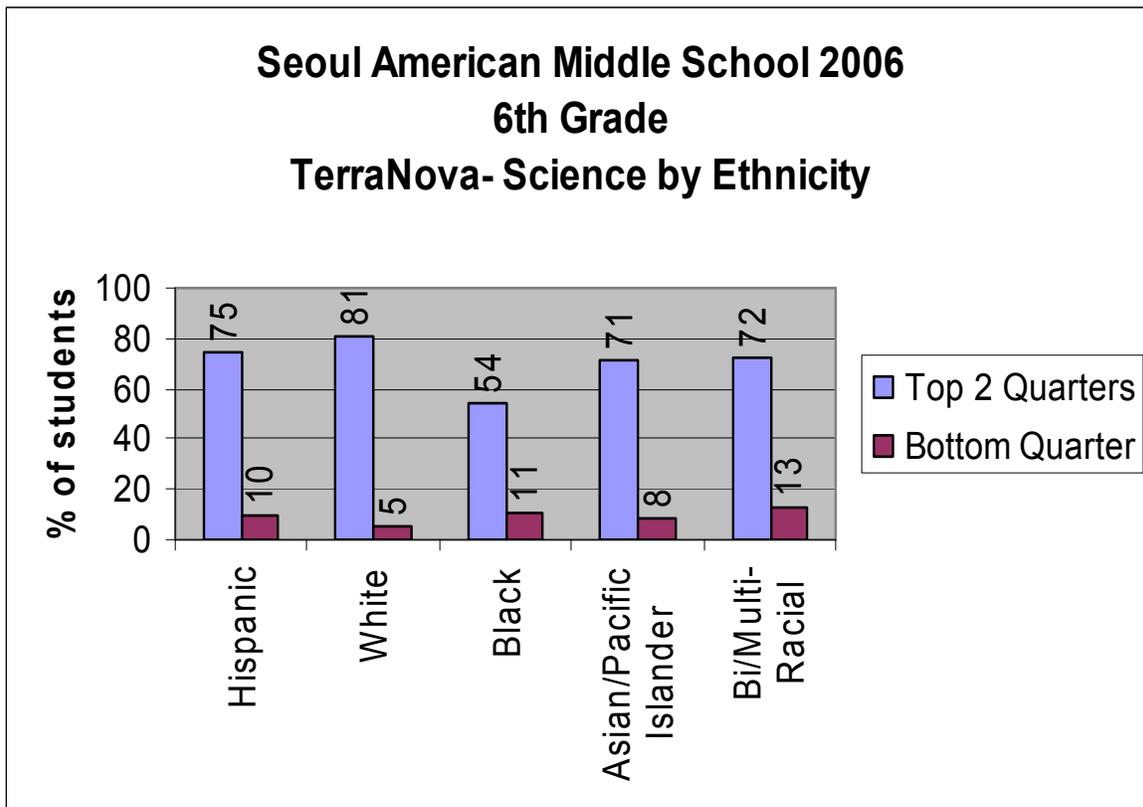
Presentation/Analysis of Data: Student Data 17



Description of Data: The *TerraNova* Mathematics Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 6th grade students scoring in the top two quarters and bottom quarters divided by ethnicity.

Analysis of Data: Scores in the Top 2 Quarters fluctuate and overall the scores in the Bottom Quarter do not meet DoDEA CSP expectations. In the top 2 quarters our Hispanic and Black students do not meet DoDEA CSP expectations. In the bottom quarter our Hispanic, White, and Bi/Multi Racial students do not meet DoDEA CSP expectations.

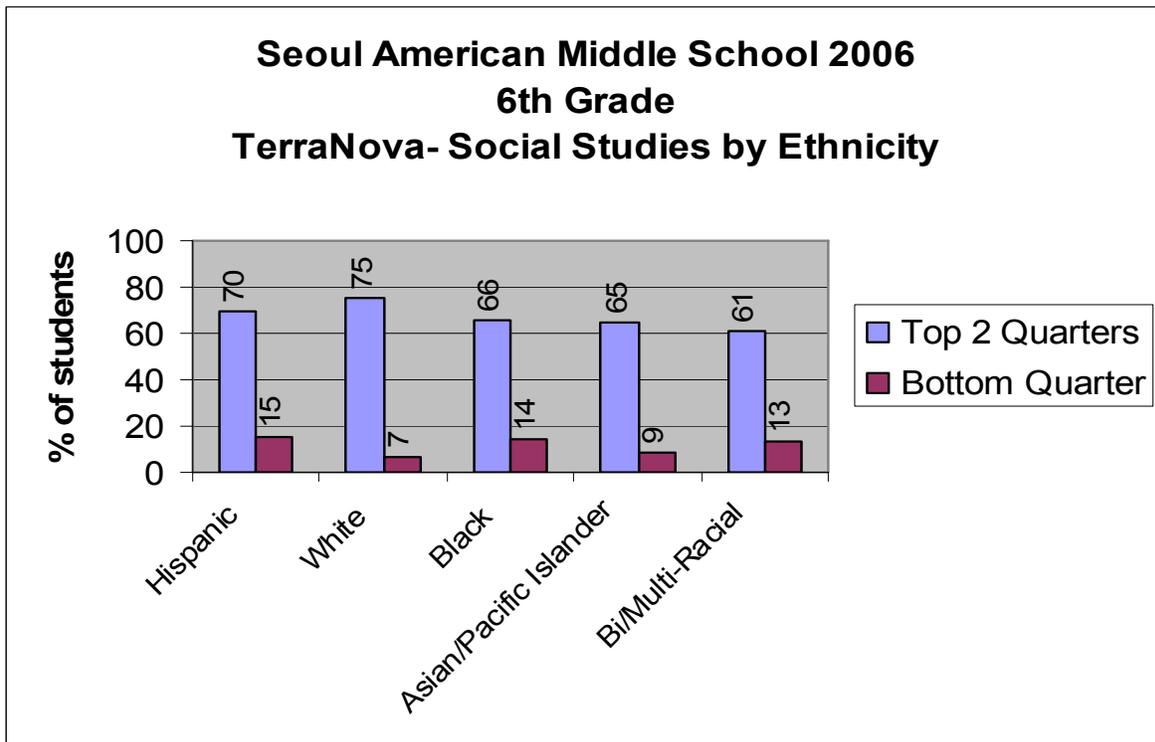
Presentation/Analysis of Data: Student Data 18



Description of Data: The *TerraNova* Science Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 6th grade students scoring in the top two quarters and bottom quarters divided by ethnicity.

Analysis of Data: Overall scores in the Top 2 Quarters and the Bottom Quarter do not meet DoDEA CSP expectations. In the Top 2 Quarters Black, Asian/Pacific Islander and Bi/Multi Racial students do not meet the DoDEA CSP expectations. In the Bottom Quarter Hispanic, Black, Asian/Pacific Islander, and Bi/Multi Racial students do not meet the DoDEA CSP Expectations.

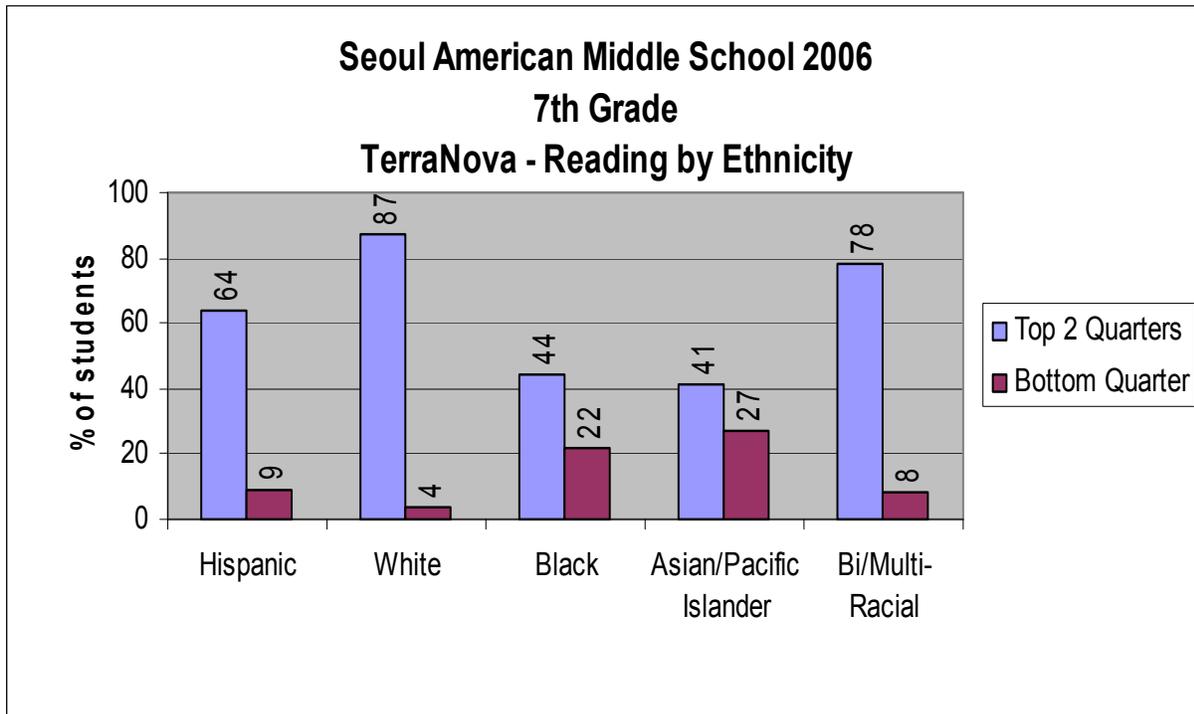
Presentation/Analysis of Data: Student Data 19



Description of Data: The *TerraNova* Social Studies Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 6th grade students scoring in the top two quarters and bottom quarters divided by ethnicity.

Analysis of Data: Overall scores in the Top 2 Quarters and the Bottom Quarter do not meet DoDEA CSP expectations. In the Top 2 Quarters Hispanic, Black, Asian/Pacific Islander, and Bi/Multi Racial students do not meet DoDEA CSP expectations. In the Bottom Quarter Hispanic, Asian/Pacific Islander, Black, and Bi/Multi Racial students do not meet DoDEA CSP expectations.

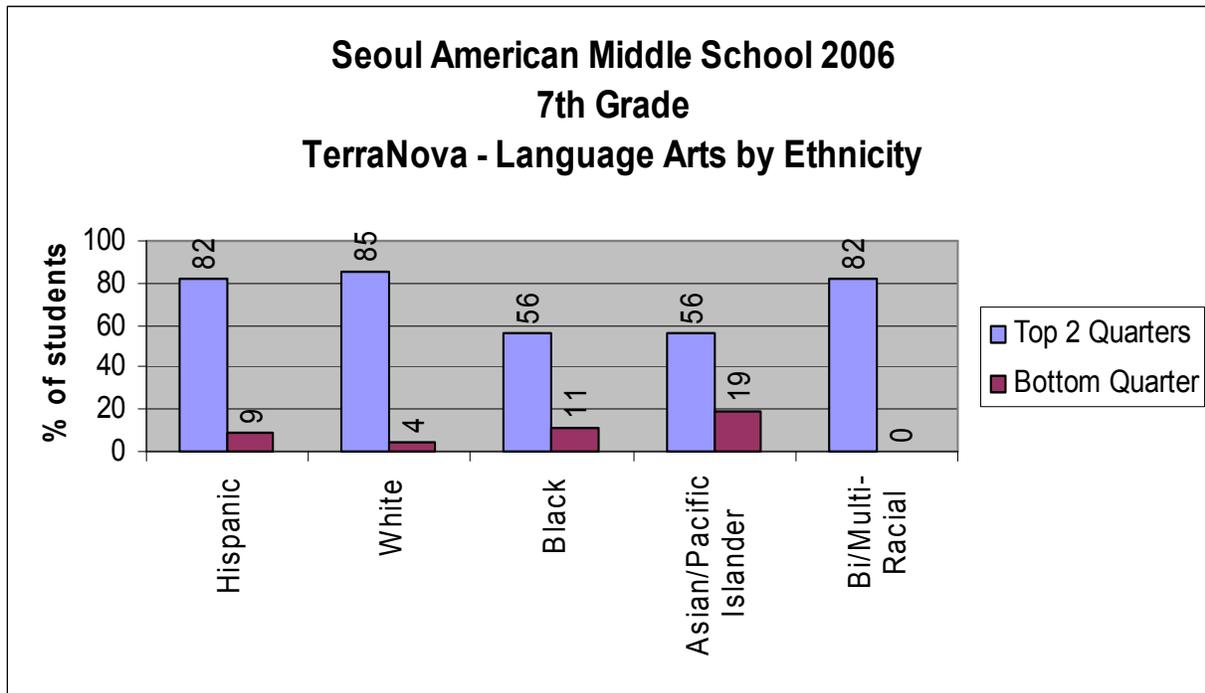
Presentation/Analysis of Data: Student Data 20



Description of Data: The *TerraNova* Reading Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 7th grade students scoring in the top 2 quarters and bottom quarter divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters fluctuate, and while 2 groups meet DoDEA CSP expectations the other 3 do not meet DoDEA CSP expectations. Overall scores in the Bottom Quarter do not meet DoDEA CSP expectations specifically our Black, Hispanic, and Asian/Pacific Islander students.

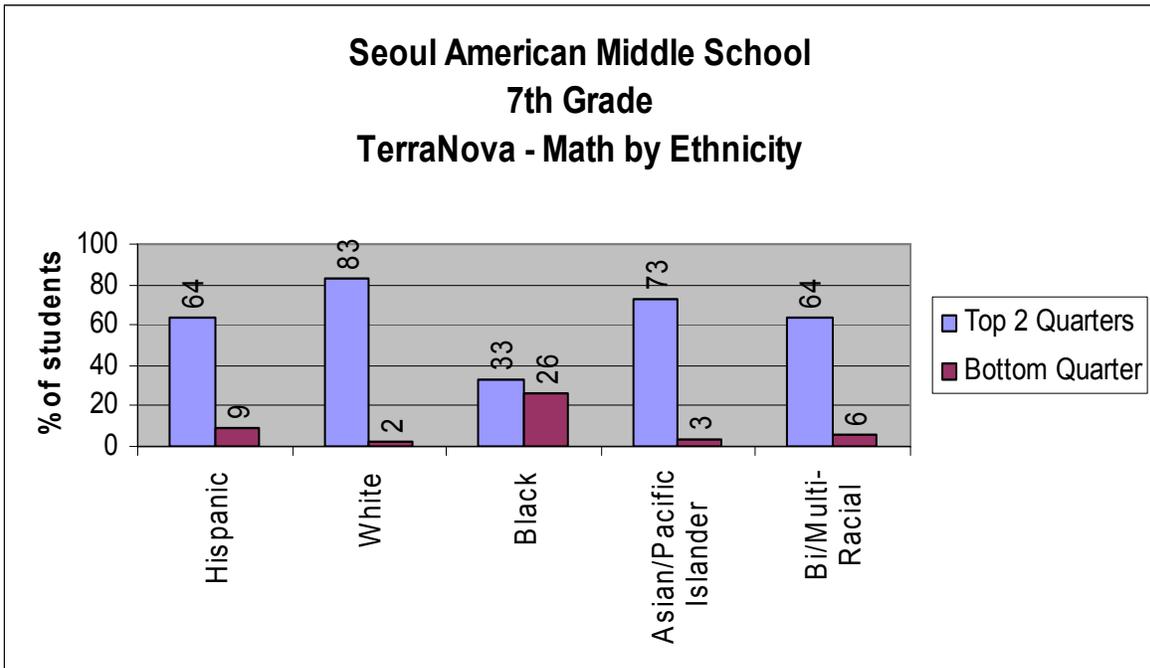
Presentation/Analysis of Data: Student Data 21



Description of Data: The *TerraNova* Language Arts Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 7th grade students scoring in the top 2 quarters and bottom quarter divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters fluctuate, and while 3 groups meet DoDEA CSP expectations the other 2 do not meet DoDEA CSP expectations. Overall scores in the Bottom Quarter do not meet DoDEA CSP expectations specifically our Black and Asian/Pacific Islander students.

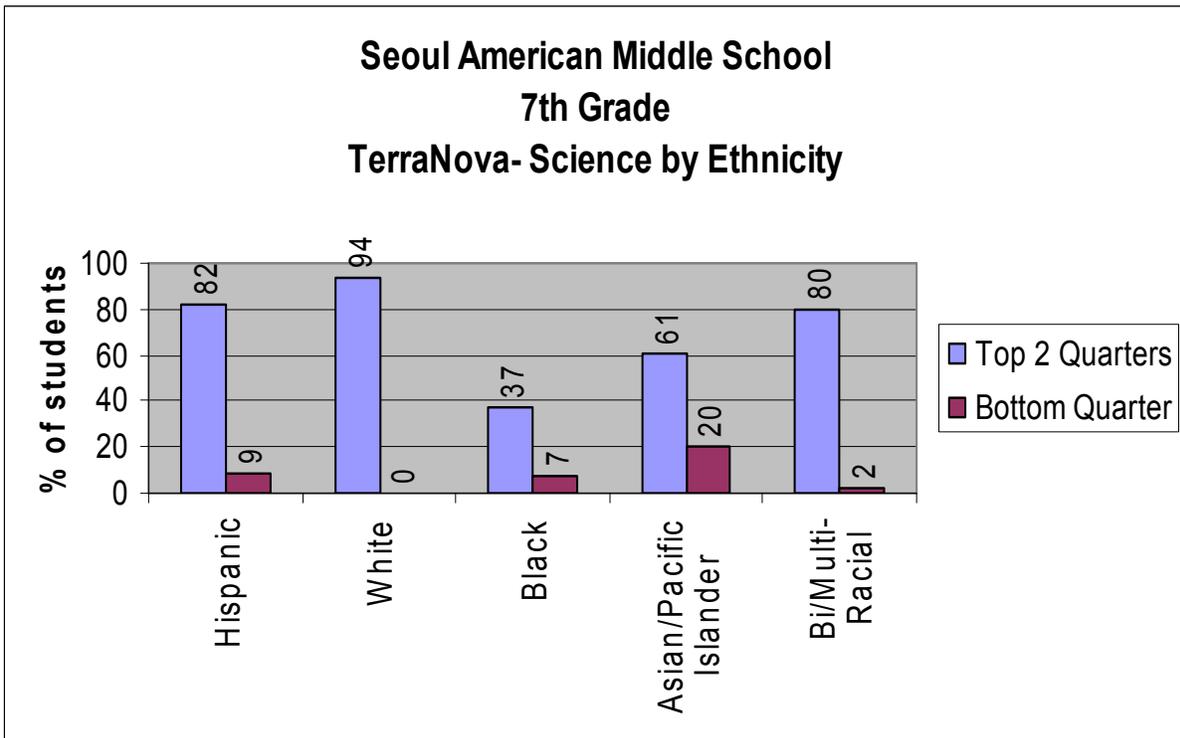
Presentation/Analysis of Data: Student Data 22



Description of Data: The *TerraNova* Mathematics Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 7th grade students scoring in the top 2 quarters and bottom quarter divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters do not meet DoDEA CSP expectations. Overall the scores in the Bottom Quarter fluctuate, while 2 groups met DoDEA CSP expectations the other 3 groups did not meet DoDEA CSP expectations.

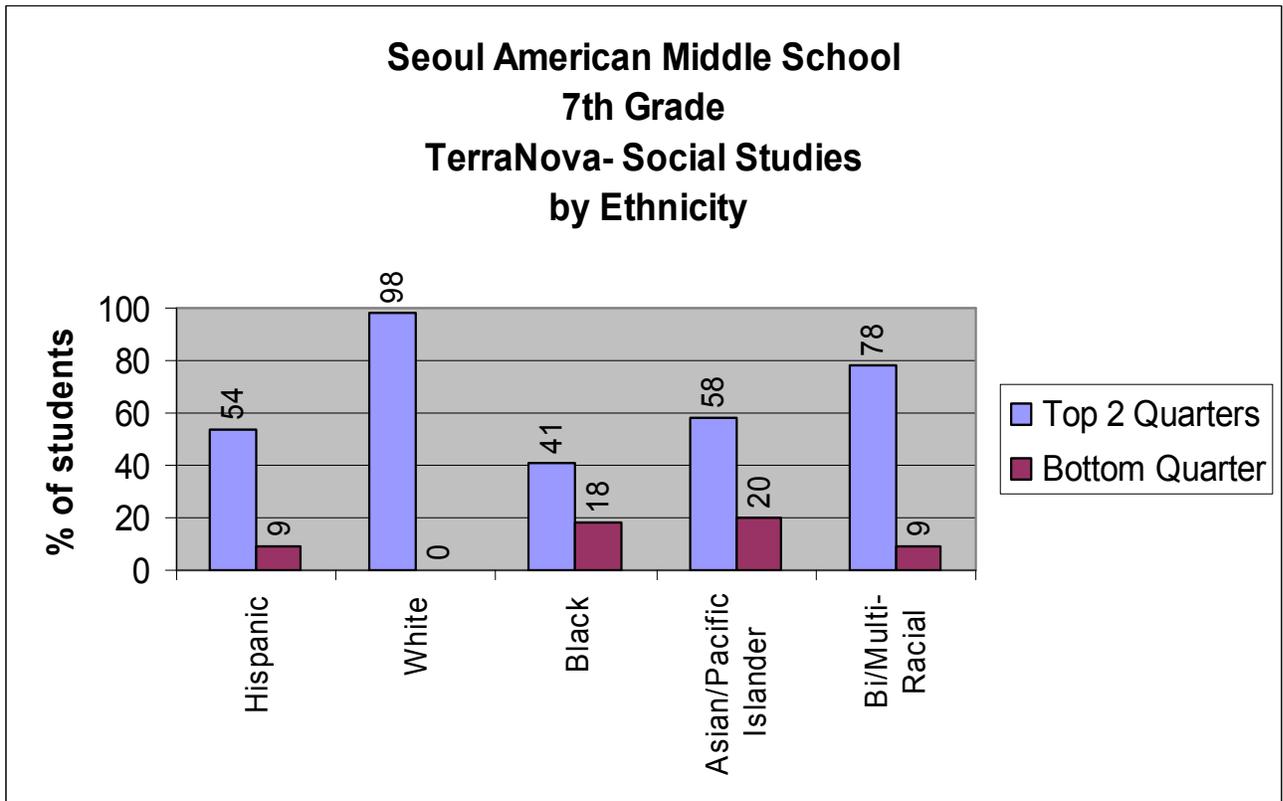
Presentation/Analysis of Data: Student Data 23



Description of Data: The *TerraNova* Science Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 7th grade students scoring in the top 2 quarters and bottom quarter divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters fluctuate, and while 3 groups meet DoDEA CSP expectations the other 2 do not meet DoDEA CSP expectations. Overall scores in the Bottom Quarter do not meet DoDEA CSP expectations.

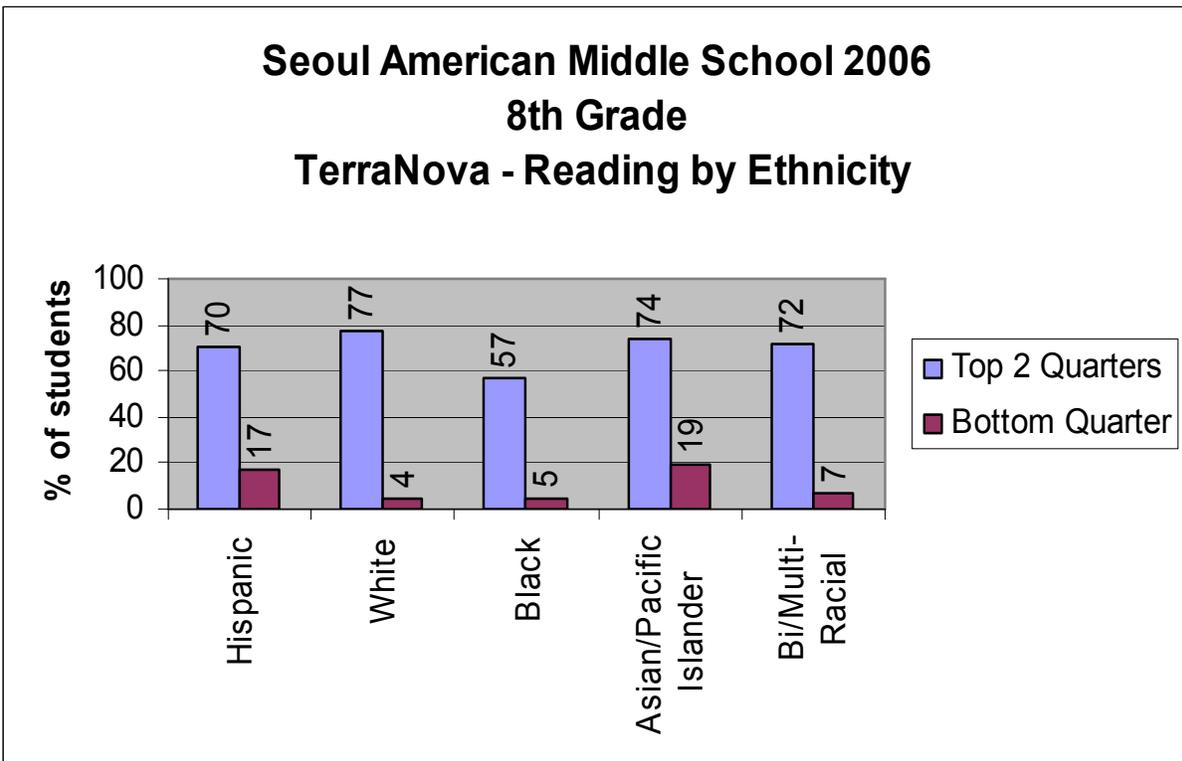
Presentation/Analysis of Data: Student Data 24



Description of Data: The *TerraNova* Social Studies Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 7th grade students scoring in the top 2 quarters and bottom quarter divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters fluctuate, and while 2 groups meet DoDEA CSP expectations the other 3 do not meet DoDEA CSP expectations. Overall scores in the Bottom Quarter do not meet DoDEA CSP expectations.

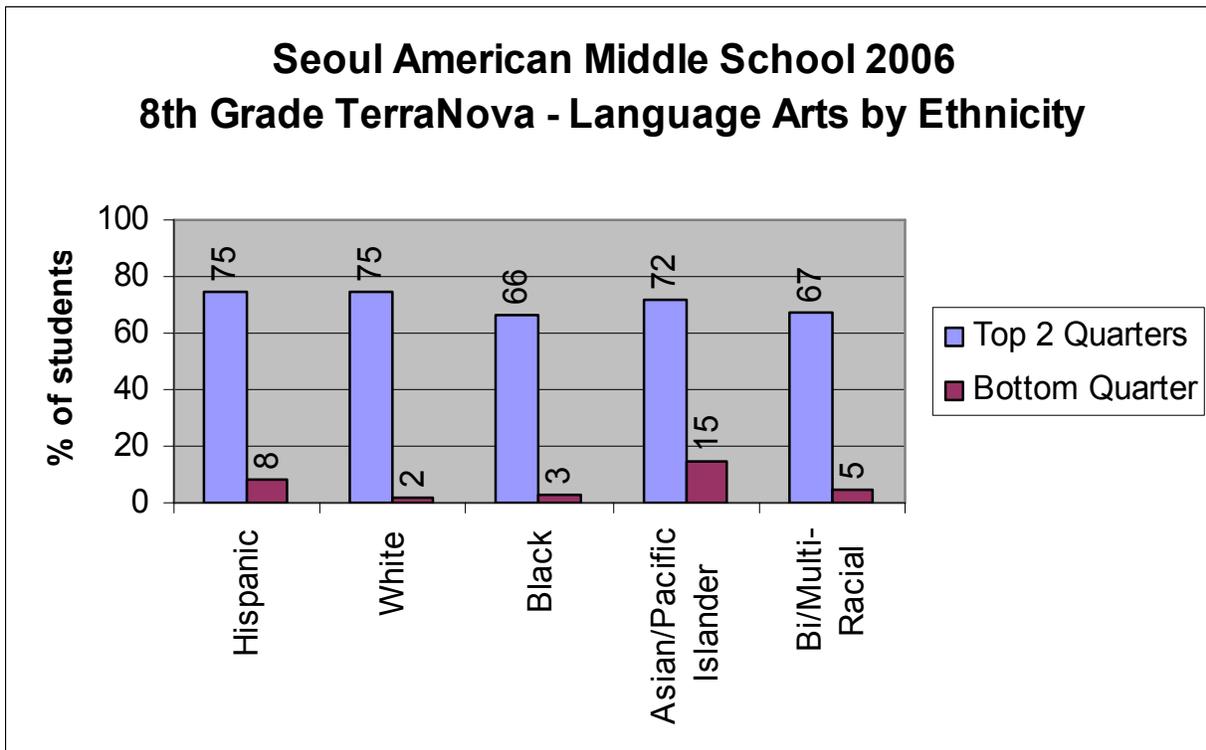
Presentation/Analysis of Data: Student Data 25



Description of Data: The *TerraNova* Reading Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 8th grade students scoring in the top 2 quarters and bottom quarter divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters meet DoDEA CSP expectations. Overall the scores in the Top 2 quarters come close to meeting our DoDEA CSP expectations with the exception of our Black students. In the bottom quarter overall students meet DoDEA CSP expectations with the exception of Hispanic and Asian/Pacific Islander students.

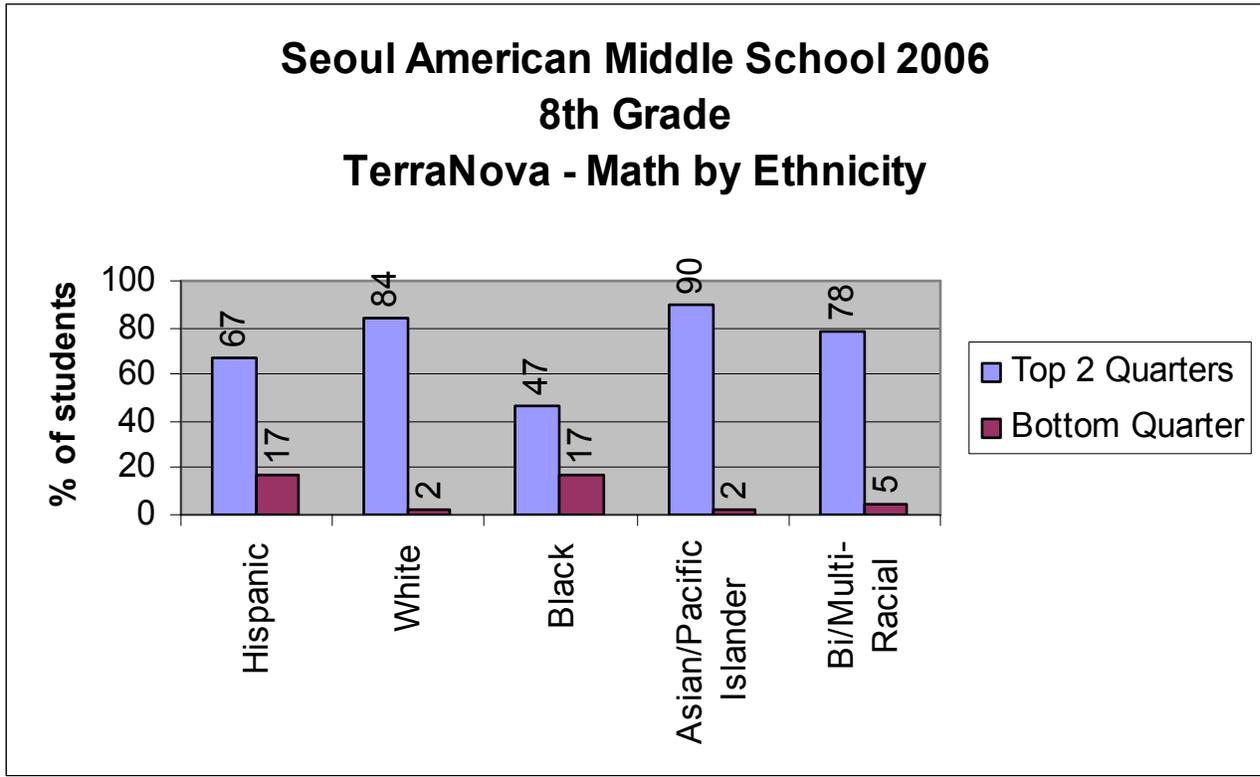
Presentation/Analysis of Data: Student Data 26



Description of Data: The *TerraNova* Language Arts Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 8th grade students scoring in the top 2 quarters and bottom quarter divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters meet DoDEA CSP expectations. Overall the scores in the Bottom Quarter fluctuate.

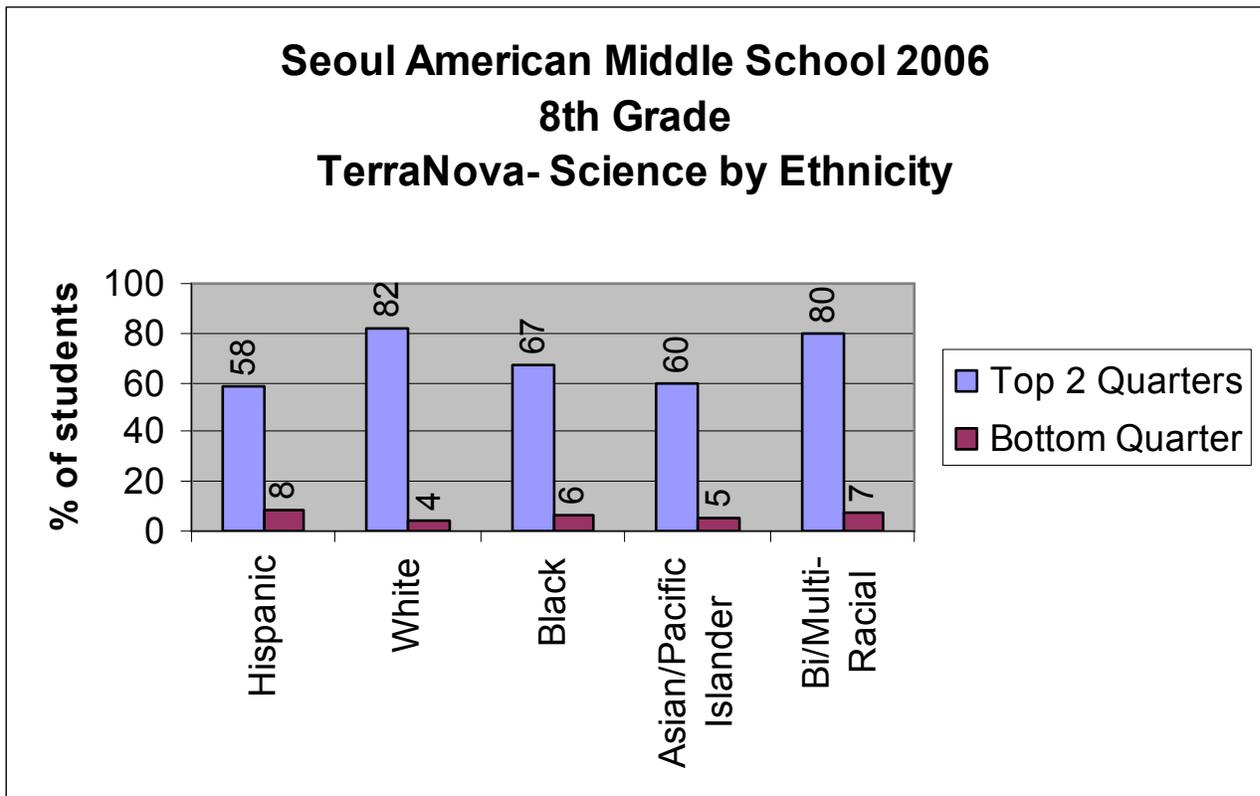
Presentation/Analysis of Data: Student Data 27



Description of Data: The *TerraNova* Mathematics Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 8th grade students scoring in the top 2 quarters and bottom quarter divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters fluctuate, and while 2 groups meet DoDEA CSP expectations the other 3 do not meet DoDEA CSP expectations. Overall scores in the Bottom Quarter fluctuate, and while 3 groups meet DoDEA CSP expectations the other 2 do not meet DoDEA CSP expectations.

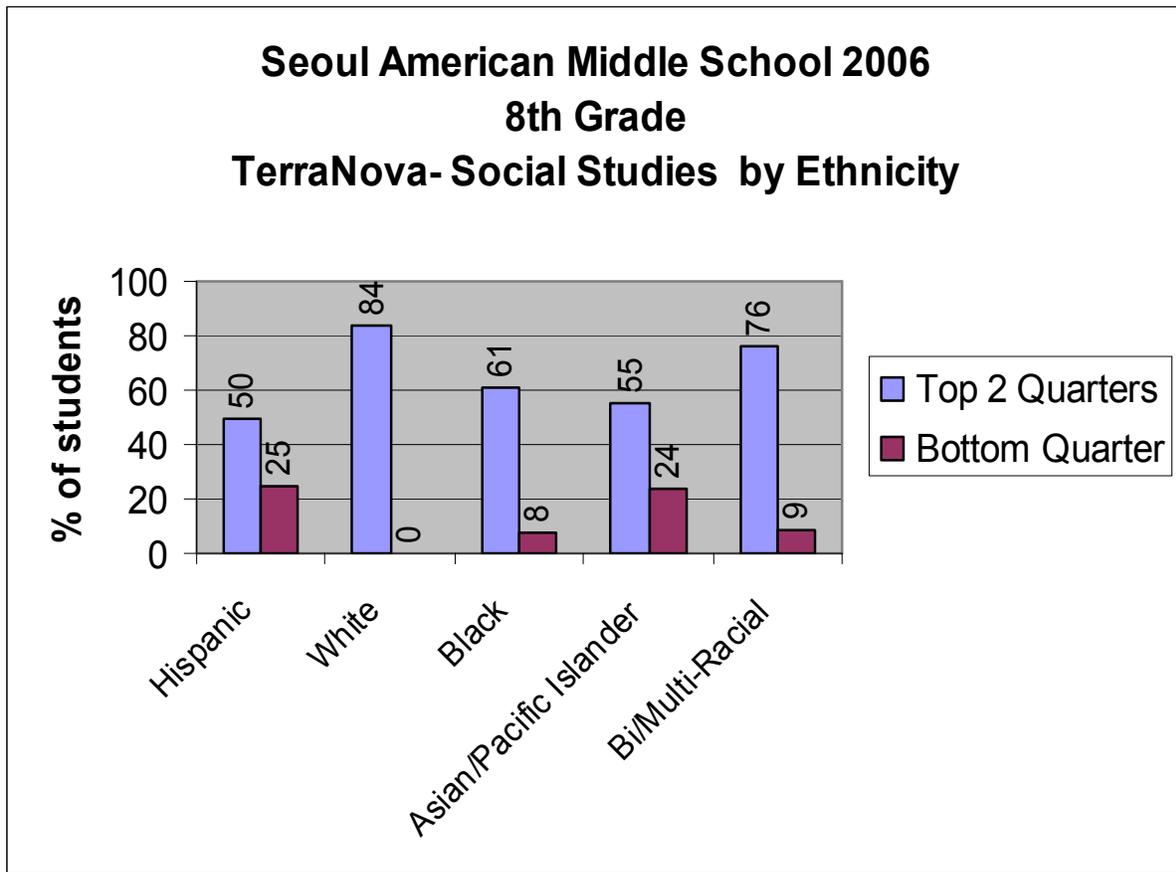
Presentation/Analysis of Data: Student Data 28



Description of Data: The *TerraNova* Science Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 8th grade students scoring in the top 2 quarters and bottom quarter divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters fluctuate, and while 2 groups meet DoDEA CSP expectations the other 3 do not meet DoDEA CSP expectations. Overall scores in the Bottom Quarter meet DoDEA CSP expectations.

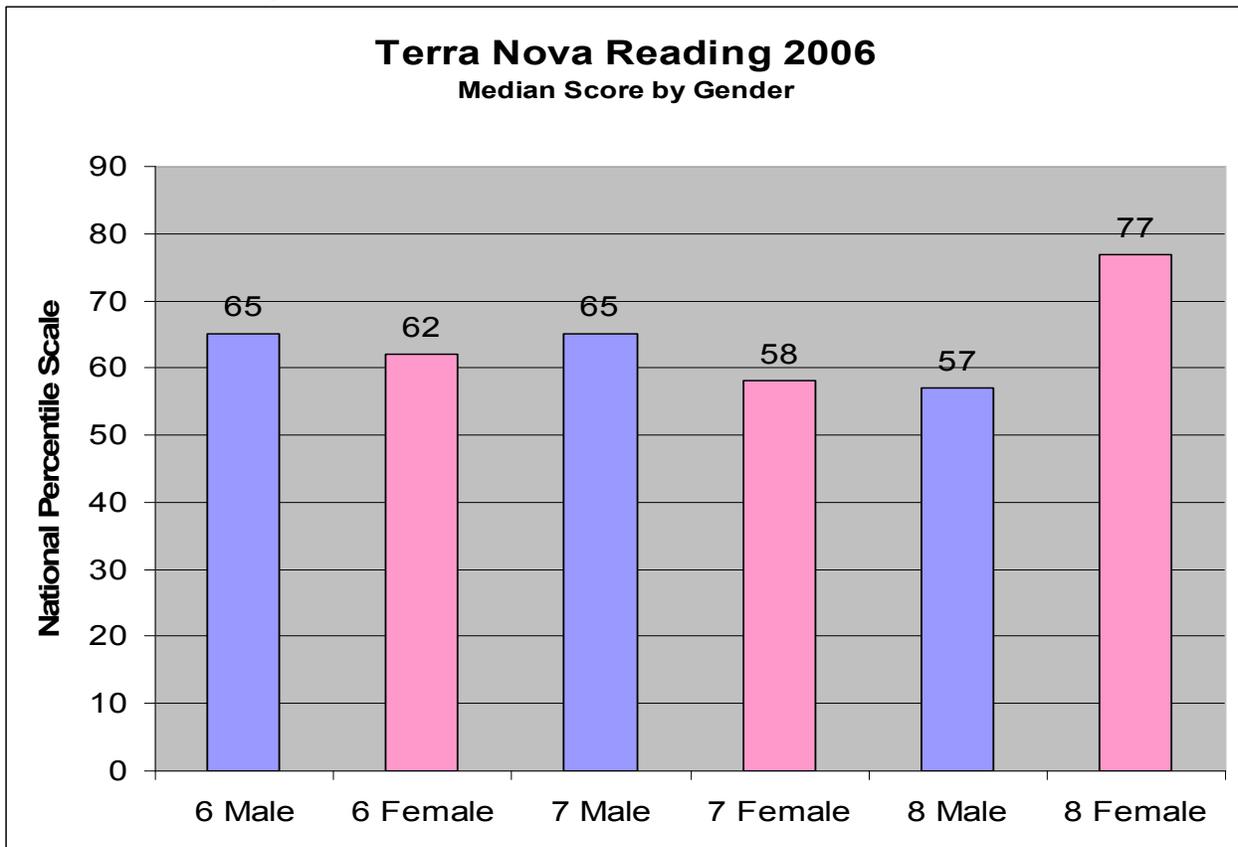
Presentation/Analysis of Data: Student Data 29



Description of Data: The *TerraNova* Social Studies Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above shows the percentage of 8th grade students scoring in the top 2 quarters and bottom quarter divided by ethnicity.

Analysis of Data: Overall the scores in the Top 2 Quarters fluctuate, and while 2 groups meet DoDEA CSP expectations the other 3 do not meet DoDEA CSP expectations. Overall scores in the Bottom Quarter do not meet DoDEA CSP expectations.

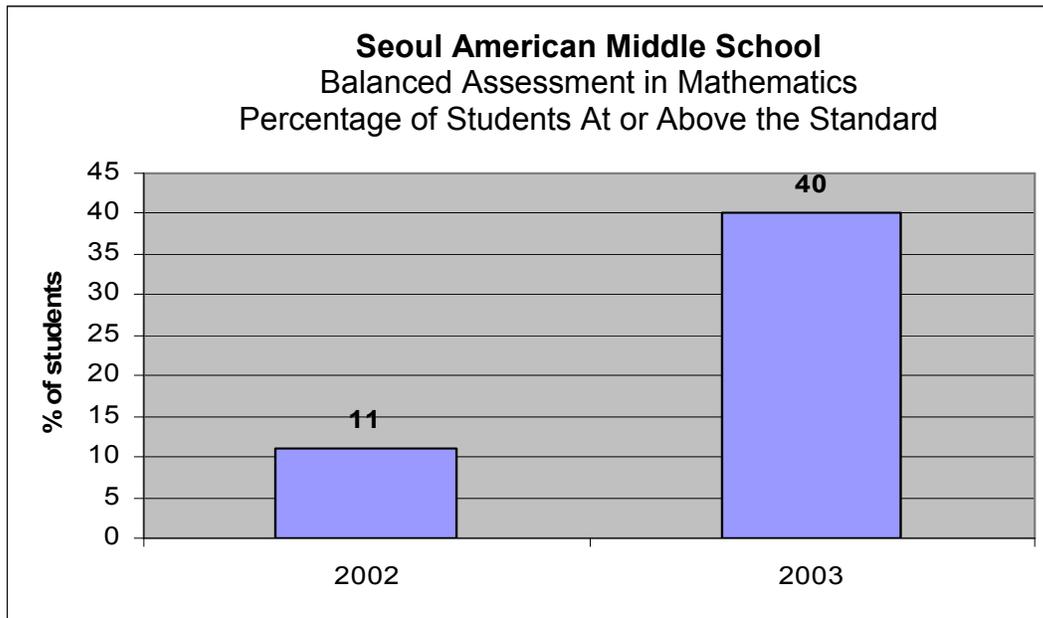
Presentation/Analysis of Data: Student 30



Description of Data: The *TerraNova* Reading Assessment, 2nd Edition, is a system-wide, norm-referenced assessment given to all of our students in grades 6-8. The table above represents the median score of each grade by gender.

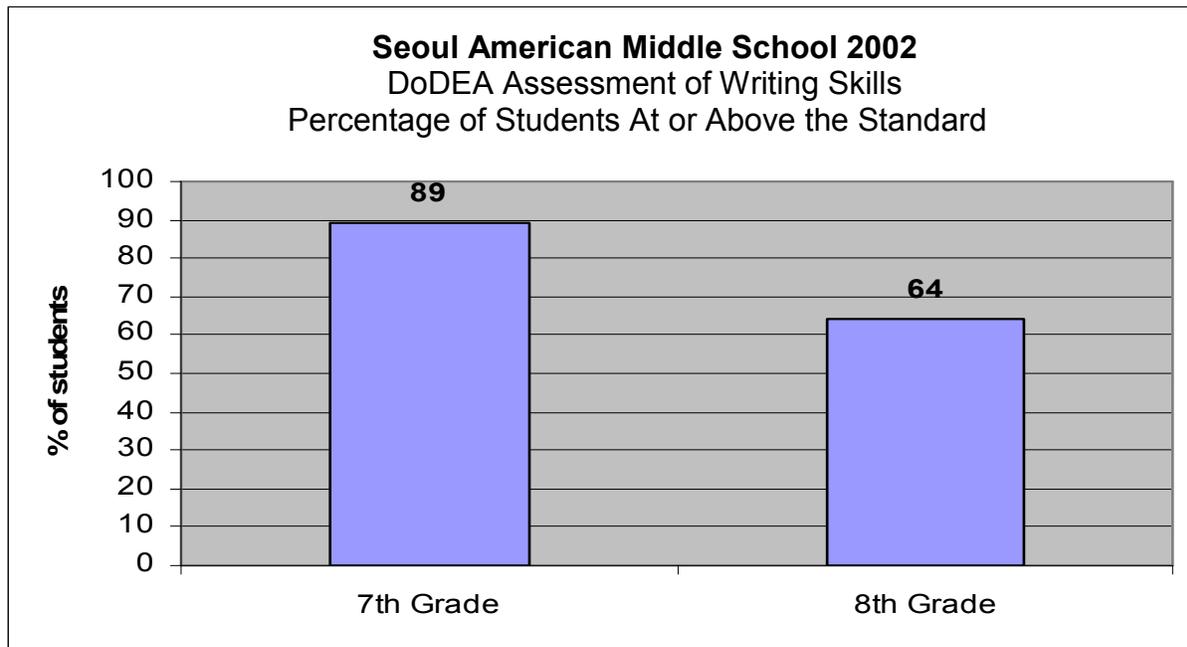
Analysis of Data: The scores for 6th grade male and female students, 7th grade male and female students, and 8th grade male students do not meet DoDEA CSP expectations. The scores for 8th grade female students meet DoDEA CSP expectations.

Presentation/Analysis of Data: Student Data 31



Description of Data: The Balanced Assessment in Mathematics (BAM), is a system-wide, criterion-referenced assessment given to all 8th graders. The table above shows the percentage of students scoring at or above the standard.

Analysis of Data: Overall the scores in the Balanced Assessment in Mathematics (BAM) significantly increased from 2002 to 2003.

Presentation/Analysis of Data: Student Data 32

Description of Data: The DoDEA Assessment of Writing is a system-wide, norm-referenced assessment given to all 7th and 8th grade students. The table above shows the percentage of students scoring at or above the standard.

Analysis of Data: Overall the scores in the DoDEA Assessment of Writing Skills, 8th grade scores were somewhat below standard and the 7th grade scores exceeded the standards.

Implications for Action: Student Data**Student Performance Goals**

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

1. Improve instruction in informational reading for comprehension.
2. Improve instruction in writing.
3. Increase student engagement during instruction
4. Differentiate instruction

Other Data and/or Actions Needed

None

Existing School Data - Instructional Data

Data Collection Instrument(s)

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

School Information System Reports

Parent Questionnaire

Student Questionnaire

Teacher Survey

Presentation/Analysis of Data: Instructional Data 1

Parent Questionnaire				
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. My child's school does a good job teaching the core subjects (LA, Math, Science, Social Studies.)	6	3	0	0
2. When compared academically with other schools, my child's school ranks very well. (There was 1- I don't know response)	4	4	0	0
3. In my child's school all students have equal access to quality education.	4	5	0	0
4. The teachers in my child's school have high expectations for student learning.	7	2	0	0
School Climate and Environment for Learning				
1. Teachers at my child's school are respected by the community.	6	3	0	0
2. Discipline at my child's school is appropriately maintained.	6	3	0	0
3. Students at my child's school respect the school and community property.	2	7	0	0

Description of Data: Parent Survey to determine parent perceptions of our school, data was collected from a focus group of 9 randomly selected parents with children enrolled in our school. The table above summarizes parent perceptions. Data displayed on the above chart was collected prior to September 28, 2006.

Analysis of Data: The majority of parents agree that the school has quality instructional programs. It's a place where teaching and learning takes place at a high level, and it is a community where collaboration between parent and school can be seen on a daily basis.

Presentation/Analysis of Data: Instructional Data 2

Student Questionnaire				
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. I am challenged to do my best in all of my classes.	6	3	0	0
2. My teachers use many different kinds of teaching strategies to help me succeed.	4	4	0	0
3. I am motivated to do my best work.	6	1	2	0
4. My teachers expect me to succeed in their classes.	6	3	0	0
School Climate and Environment for Learning				
1. Students in our school are recognized for all kinds of accomplishments including sports, academics, etc.	3	6	0	0
2. I feel safe at school.	3	5	1	0
3. My teachers are interested in me and what I have to say.	2	6	1	0
4. I like our school.	7	2	0	0

Description of Data: This questionnaire was emailed to a focus group of 9 students prior to September 28th, 2006. The students were asked to answer the questions by indicating whether they strongly agree, agree, disagree, or strongly disagree.

Analysis of Data: The students reported that they felt challenged to do their best in all classes and that their teachers used many different kinds of teaching strategies to help them succeed, however about 1/3 of the students felt that they were not motivated to do their best work.

Presentation/Analysis of Data: Instructional Data 3**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 statement.	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
School Organization and Administration					
The school is committed to continuous improvement.	23	12	1		0
The school uses data and research when making decisions about teaching and learning.	10	22	2		2
Teachers are involved in decisions impacting on the quality of teaching and learning.	19	13	4		0
There are positive working relationships between teachers, staff and administrators.	14	19	2		1
Support for Student Learning					
Teachers and staff are willing to give students individual help outside of class time.	18	16	1		1
Students are provided learning opportunities that support the full range of student abilities.	18	15	1		2
Our school effectively communicates with parents.	19	15			2
Technology is used to help students learn.	18	14	1	1	2
Teachers are provided ample opportunity for professional development.	13	16	5	1	1

Description of Data: This survey was emailed to the staff mid-September 2006 of which 43 teachers responded. Teachers were asked to answer the questions by indicating whether they strongly agree, agree, disagree, or strongly disagree.

Analysis of Data: While the teachers agreed that the school does a good job teaching the core subjects and that the school has high expectations for student learning, they still felt they were not provided ample opportunity for professional development.

Implications for Action: Instructional Data**Student Performance Goals**

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

1. Increase access to technology, for both teachers and students, to increase student learning.
2. Provide learning opportunities that support the full range of student abilities.
3. Provide students individual help outside of class time.

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:

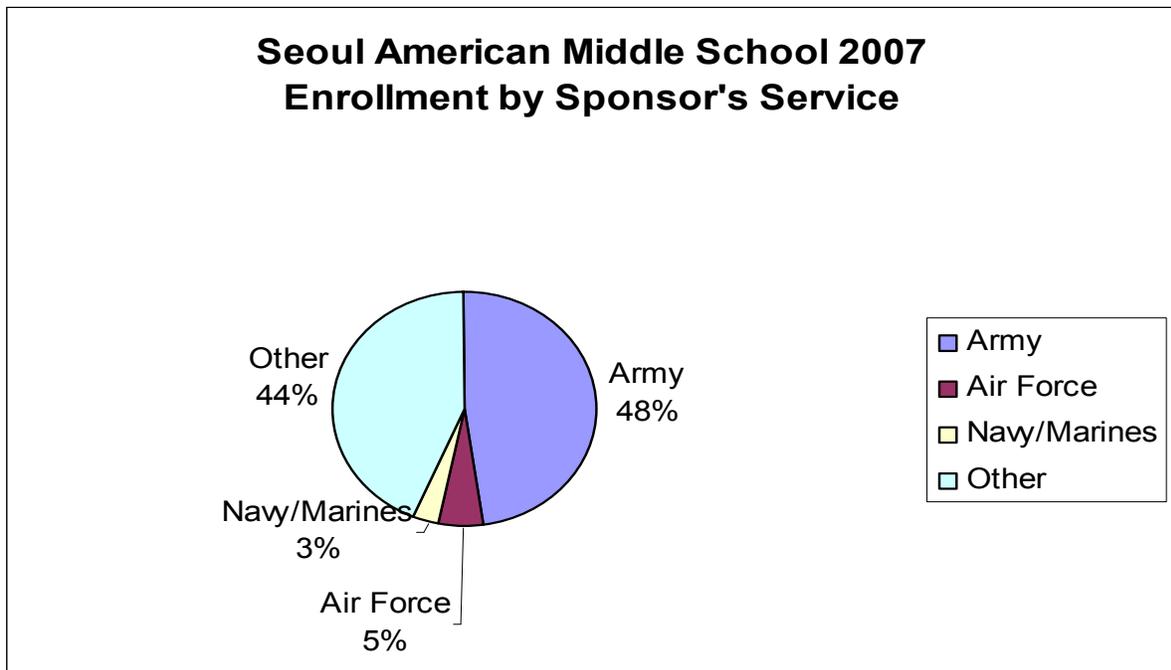
School Information System Report Enrollment by Sponsor's Service

ESL Data

Command Informal Interview

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

Presentation of Data: Community Data Display 1

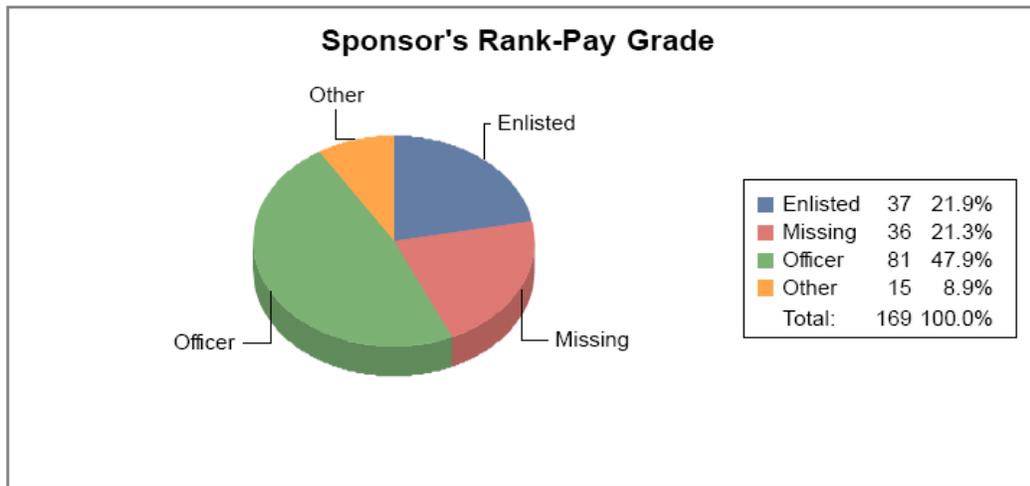


Description of Data: A School Information System Report was generated to collect information about Enrollment by Sponsor's Service of our students. The chart above displays data of the various branches of the United States Military Forces, Civilians, and their families.

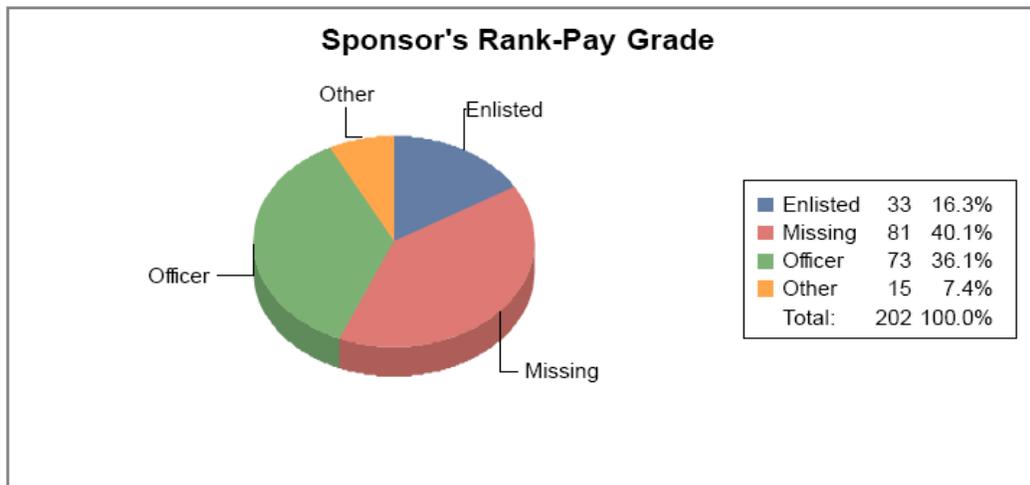
Seoul American Middle School 2007
Enrollment by Sponsor's Rank or Pay Grade
Seoul MS

The "Officers" group includes military officers, warrant officers, DoDDS professionals, and DoD civilians in pay grades GS-10 and above. The "Enlisted" group includes military members in ranks E1-E10 and GS employees in grades GS-1 to GS-9.

Grade: 6



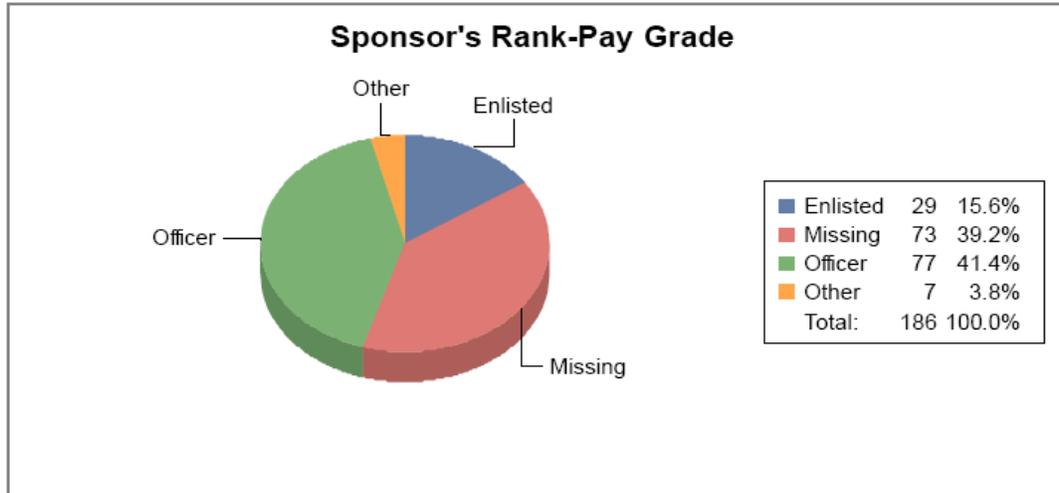
Grade: 7



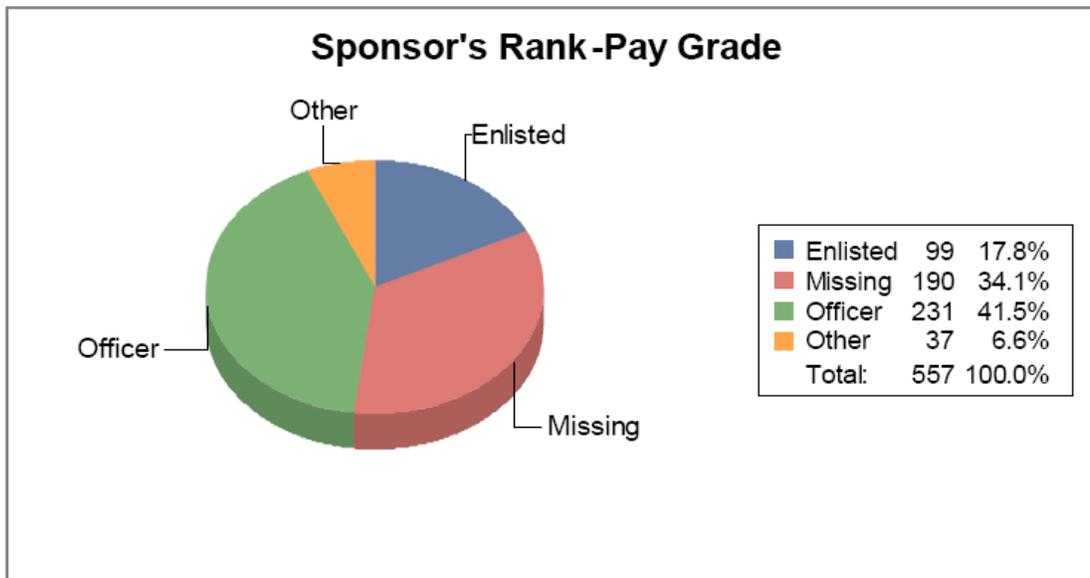
Enrollment by Sponsor's Branch of Service

Seoul MS

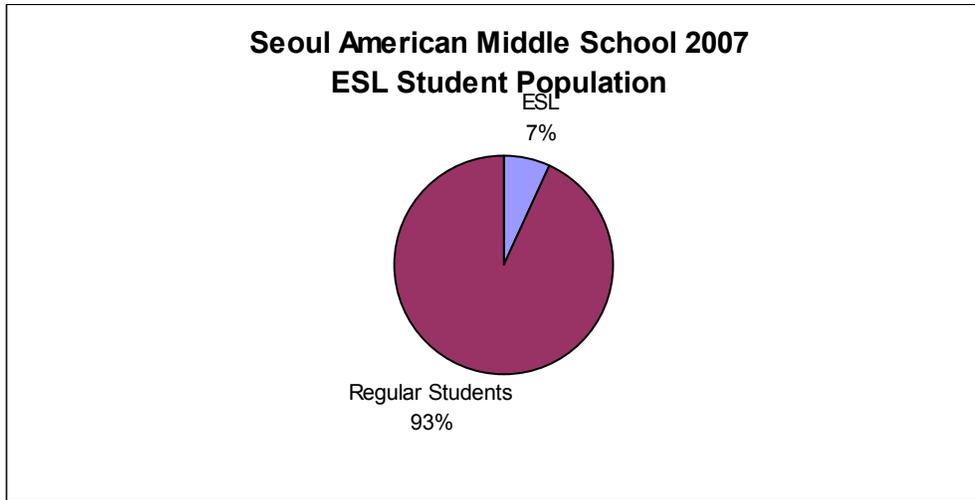
Grade: 8



Total School

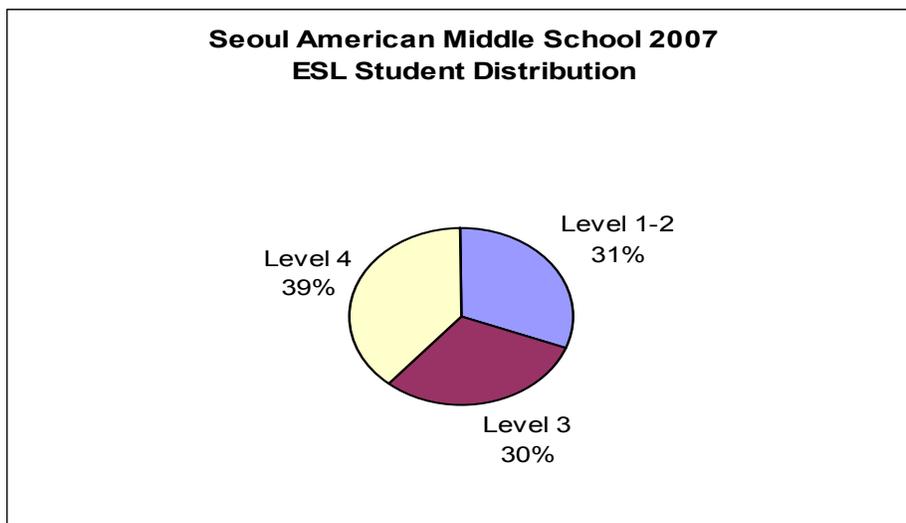


Presentation of Data: Community Data Display 2



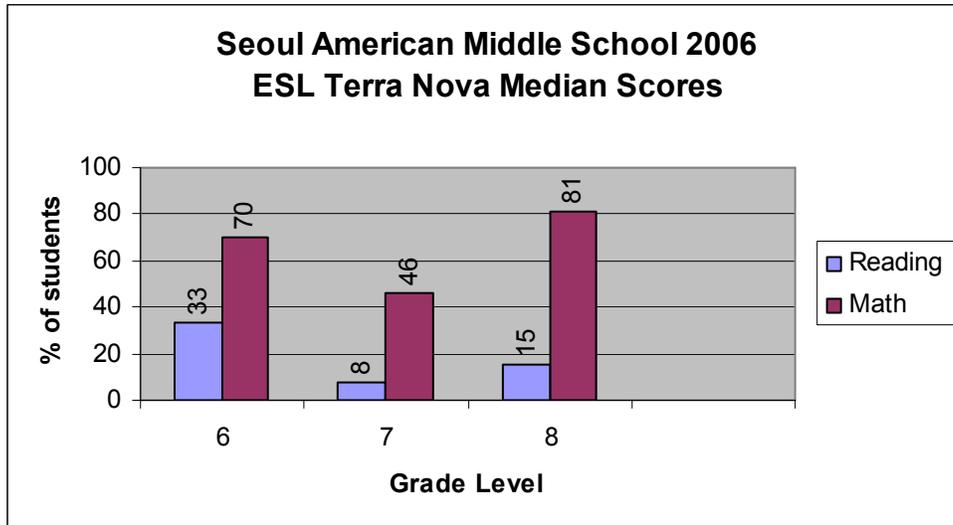
Description of Data: A School Information System Report was generated to collect information about the percentage of ESL students at SAMS.

Presentation of Data: Community Data Display 3



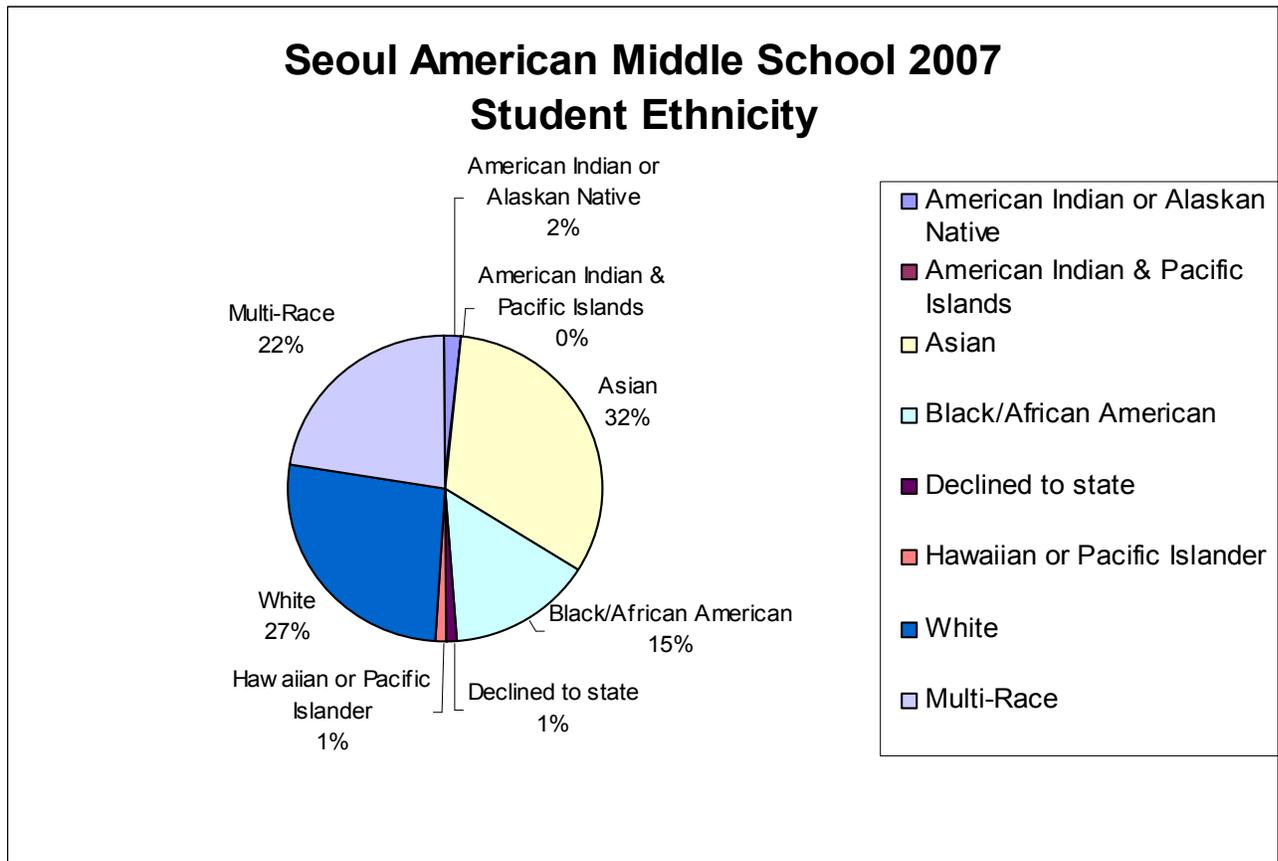
Description of Data: A School Information System Report was generated to collect information about the percentage of ESL students at SAMS in level 1-2, level 3, and level 4.

Presentation of Data: Community Data Display 4



Description of Data: A School Information System Report was generated to collect information about the median *TerraNova* scores for ESL students in grades 6-8.

Presentation of Data: Community Data Display 5



Description of Data: A School Information System Report was generated to collect information about the breakdown of the ethnicity of the student population at SAMS.

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

Student Performance Goals

Areas identified by this data for student performance goals (not the goal statements!) could include: ESL/ELL students should be closely assessed for language level before class selection are made for ESL academic success in reading and writing assessments. The percentage of students identified as ESL at the school allows students to slip through screening procedures if not closely assessed. ESL students come from a wide ethnic sampling from several continents making language learning exceptionally challenging.

Other Data and/or Actions Needed

None

Summary

The Mission Statement has been a driving force of our school improvement process. Each staff member and the parent community were involved to create our Mission Statement, clarifying the needs of the parents, staff and students. Meetings were held including shareholders to discuss the needs of students in developing a Mission Statement that would address student needs both present and future.

Our school has a unique, constantly changing population, and the staff has worked hard to differentiate the curriculum, develop programs to meet the academic needs of our students and to improve the home-school connection. The data collected will enable us to further improve our instructional strategies and to focus on better informing the parent community of our strengths. Data demonstrates that our school derives nearly 75% of its population from a wide range of non-Caucasian ethnic backgrounds, among which many are bi/multi-cultural. This gives rise to a larger than average ESL population.

The School Improvement Team and Committee members have been collecting data over a five-year period. Students, parents and staff completed surveys or participated in small focus groups with questions on instructional strategies/leadership, school environment, academic achievement, curriculum needs, and home-school connection. The data collected from *TerraNova*, Communications Arts Performance Assessment Writing (CAPA), Balanced Assessment in Mathematics (BAM), GOALS testing, and through Surveys distributed to above mentioned groups has provided the staff with the critical information that was used to establish our goals and drive our school forward.

Data was analyzed over a period covering 5 years and the results demonstrate difficulties in areas where reading comprehension is a determining factor in academic success. Student scores continue to decline in the bottom quartile in Reading, Language, Social Studies, and Science while Math scores remain steady in all but the 7th grade. Surveys done with past students show that students continue to have difficulties in reading comprehension. Ethnicity and language barriers also seem to be a factor as seen in the analysis of the data since many of the subgroups with difficulties are groups with known bi/multi-cultural issues at the school; i.e. blacks, Hispanics, Asian/pacific-islanders. Many of these students also number among the ESL population at the school.

Our standardized testing scores present the need for our school to improve reading comprehension. In spite of various past interventions reading scores reflect a downward trend. The *TerraNova* Math Subtest 2006 scores slightly decreased, however; continued to meet DoDEA CSP expectations. GOALS, our local assessment, shows growth in the reading scores the longer we retain the student. Lastly, our eighth graders continue to perform well on the Communication Arts Performance Assessment. With our mobile community, it is difficult to determine the percentage of students that remain at the school for three consecutive years, however when scores are compared for the same group from one grade to the next for those

three years, scores appear to improve through retention. This indicated the retention of one intervention that has shown success in the past, the graphic organizers. In an effort to achieve greater improvement another intervention will also be implemented at this time.

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 of capacity for implementing the NCA CASI Performance Accreditation Framework.

Appendix A: Capacity Assessment Instrument

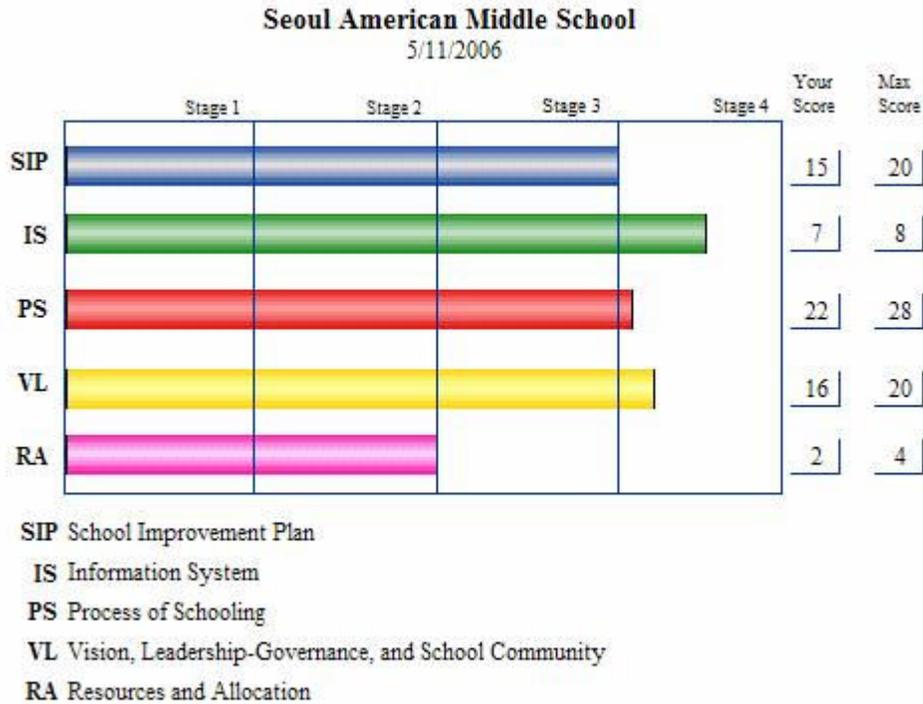


SEOUL MIDDLE SCHOOL
5/1/2003

	Stage 1	Stage 2	Stage 3	Stage 4	Your Score	Max Score
SIP					9	20
IS					4	8
PS					14	28
VL					4	20
RA					2	4

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

5/1/2003



Capacity Assessment Instrument Findings

Year 1: The Capacity Assessment Instrument indicated that our school was functioning at Stage 2 in all but one area. Scores were lowest in the area of “Vision, Leadership-Governance, and School Community.”

Year 5: The Capacity Assessment Instrument indicated that our school was functioning at Stage 3 or Stage 4 in all but one area. Scores were lowest in the area of “Resources and Allocation”.

Changes: The school has moved from Stage 2 to Stage 3 and 4. There have been increases in capacity along all dimensions of the Capacity Assessment Instrument.

Issues

None

Appendix B: Goal Statements & Triangulation of Data

Student Performance Goal #1: All students will increase their ability to gain information from text in all curricular areas.

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

TerraNova Reading data from 2002-2006, top two quarters
TerraNova Reading data from 2002-2006, bottom quarter
GOALS Reading data from 2002-2005
6th Grade TerraNova Reading by Ethnicity, 2006
7th Grade TerraNova Reading by Ethnicity, 2006
8th Grade TerraNova Reading by Ethnicity, 2006

Student Performance Goal #2: All students will improve writing skills across the curriculum.

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

DoDEA Assessment of Writing Skills, 2002
TerraNova Language Arts data from 2002-2006, top two quarters
TerraNova Language Arts data from 2002-2006, bottom quarter
6th Grade TerraNova Language Arts by Ethnicity data, 2006
7th Grade TerraNova Language Arts by Ethnicity data, 2006
8th Grade TerraNova Language Arts by Ethnicity data, 2006