

Lakenheath Middle School

School Profile

Compiled SY 2007-2008



Lakenheath Middle School

RAF Feltwell

DoDDS CCSM

Unit 5185, Box 55

APO AE 09461-8555

<http://www.lake-ms.eu.dodea.edu/>

Acting Principal: Kent Worford

Assistant Principal: DJ LaFon-Bynnom

Table of Contents

School Mission Statement	3
Introduction	
Unique Local Insights	
Data Collection Instruments	5
Presentation/Analysis of Data	5
Implications for Student Performance Goals.....	9
Identification of Sub-Group(s).....	9
Information from Former Students	
Data Collection Instruments	10
Presentation/Analysis of Data	11
Implications for Student Performance Goals.....	13
Identification of Sub-Group(s).....	13
Existing School Data	
Students	
Data Collection Instruments	14
Presentation/Analysis of Data	15
Implications for Student Performance Goals	34
Identification of Sub-Group(s).....	34
Community	
Data Collection Instruments	36
Presentation/Analysis of Data	38
Implications for Student Performance Goals.....	39
Identification of Sub-Group(s).....	39
Instructional	
Data Collection Instruments.....	40
Presentation/Analysis of Data	40
Implications for Student Performance Goals.....	41
Identification of Sub-Group(s).....	41
Interpretation and Triangulation of Data	43
Selection of and Rationale for Student Performance Goals	44

MISSION STATEMENT

The mission of Lakenheath Middle School is to empower all students to become lifelong learners who are productive, responsible, and participating members of society.

The co-mission of the Lakenheath Middle School's office and support staff is to provide quality, friendly support to students, parents, staff, and the community in support of the school mission statement.

Introduction

Our middle school began its life as a military base for the Royal Air Force here in Feltwell, England. Its history as our school began in the fall of 1969 when education officials decided to move students in seventh and eighth grade from Lakenheath High School, RAF Lakenheath, to RAF Feltwell. Initially our school only had five buildings to house its students. Further expansion to our school came later in 1970 and brought us the ninth graders. With them we also inherited buildings 33 and 92. Almost a year later in September of 1971 more classrooms in building 33 and building 38 were added to our school. We reached our peak enrollment here at Feltwell during 1972-73 when we had 970 students!

A few years went by before a major change hit us in August 1979. The Junior High School restructured to a Middle School by bringing the sixth graders from Lakenheath Elementary School to us here at Feltwell. Bringing the sixth graders meant that we sent the ninth graders to Lakenheath High School. Then orders came for a new school to be built. The new school opened its doors for students in August 2004. Lakenheath Middle School currently has a student population of around 590. LMS is structured under the House Model for middle schools. We are grouped together in ten different houses, with about 80-100 students assigned to each house. Students in each house have classes from the same set of core teachers.

The 2006-2007 CSP chairs were Dr. Harold Mills and Amy Akins. During the 2007-2008 school year, Paul Henehan and Laura Fouse were the CSP chairs and a SILT team was established. SILT members were chairs from seven learning communities: Professional Development, Data and Assessment Problem Solving, Data and Assessment Written Communication, Technology, School/Home/Community Cooperative, Communication and Publicity, and AVID. Also during this school year, the school principal, Terri Marshall, was not at the school for most of the year, and the acting principal was DJ LaFon-Bynnom. Beginning in March 2008, Lisa Arroyo became the CSP transition chair and in April 2008, Kent Worford became our acting principal.

The faculty chose two CSP goals during the fall of 2006: improvement in written communication and improvement in problem solving. Interventions to support the goals were determined in spring and fall of 2007 and professional development to support the interventions are ongoing. Differentiated instruction is also a staff development focus with training during in-services and graduate credit opportunities provided throughout the school year.

Unique Local Insights

Data Collection Instrument(s)

During the 2006-2007 school year the staff selected the following instruments to collect data and study regarding parent, student, and staff perceptions:

- Teacher Survey
- North Central Accreditation (NCA) Visit Recommendations and our Next Steps
- Military Mission

Presentation of Data: Unique Local Insights

The data below (Figures 1-4) represents the responses from the teacher survey. This survey addressed the needs and skills of LMS students.

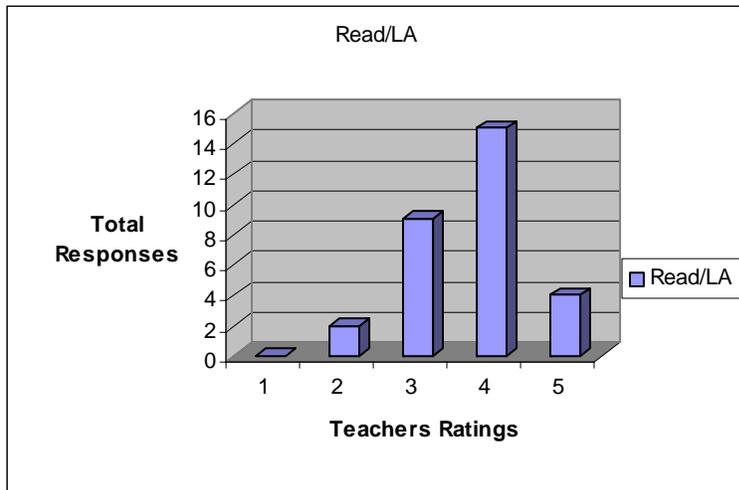


Figure 1

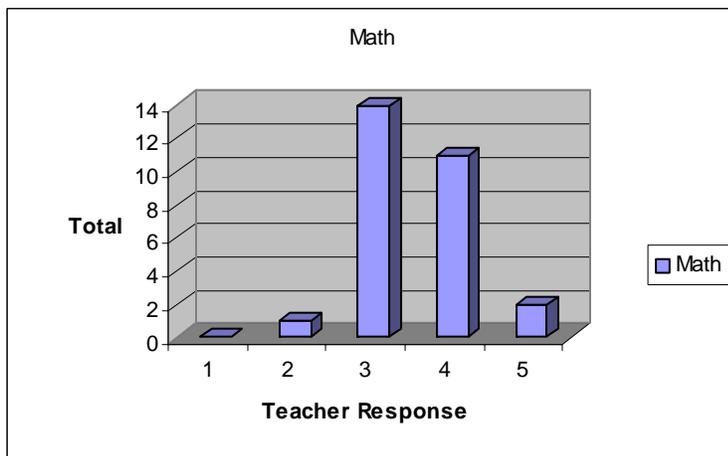


Figure 2

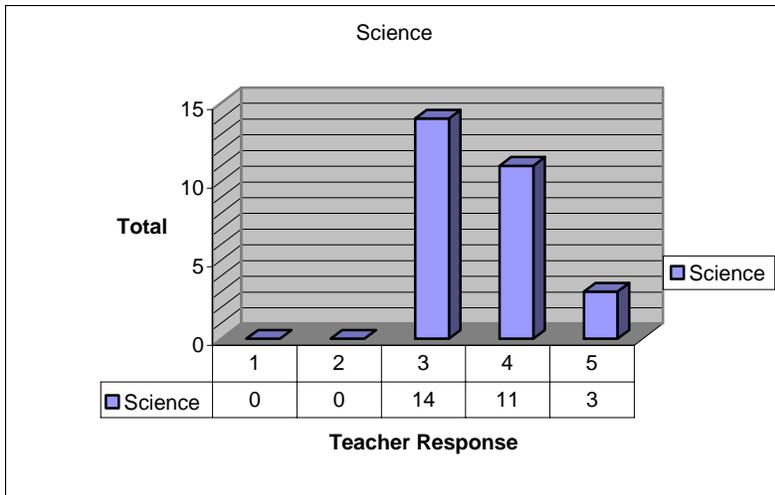


Figure 3

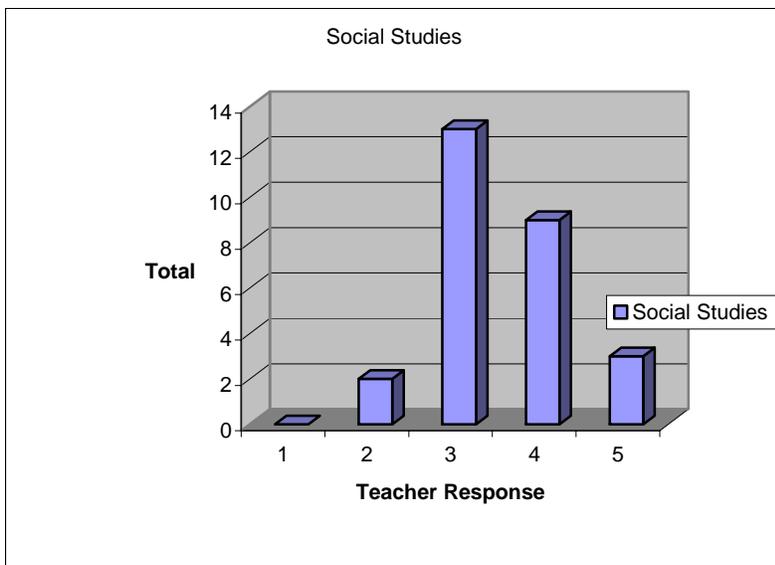


Figure 4

Description of Data

A survey was conducted in the fall of 2006 of the teachers at Lakenheath Middle School. The survey gathered information regarding academic skills and areas of improvement needed as observed by the teachers. This perception data was based on direct questions asking the teachers to assess academic needs of students and areas of weakness. It was based on the Likart Scale of 1 – 5 with 5 being very strong in any area of study and 1 being the weakest in an area of study.

Analysis of Data

The teachers at Lakenheath Middle School responded that the content areas of math and language arts showed the most possibility for growth among our students. Science and Social Studies showed the highest number of teachers scoring students' skills at a 4 or above. Math and Language Arts had the highest number of teachers who scored their students skill levels at 3 or below.

Presentation of Data: Next Steps from 2006 NCA Visit

- The SILT chairs have changed each year. To the extent possible, the leadership of the SILT should be maintained throughout each major part of the cycle (the two year profiling and the three year implementation) to give continuity to the process and ownership in the results. **The school has now implemented a co-chair structure, with at least one of the chairs remaining for a second or third year. Barring unexpected rotation of personnel the leadership of the SILT should have greater continuity.**
- The school improvement process could be enhanced with the development of communication techniques that encourage teachers to share (with the entire staff) successes in SIP implementation. Currently this takes place only in each house and on a sporadic basis. This may motivate teachers to use a greater variety of interventions and to recognize colleagues who are using them successfully. **A system for sharing will be put in place with the selection of new goals and interventions. During the 2007-2008 school year a Publicity and Communication Learning Community was created and assists with the communication of CSP goals and interventions to all stakeholders.**
- The interventions should clearly state what it is that *students* are to do and learn. Teacher activities, knowledge, and behavior should be addressed in the staff development plan. **This will be addressed as new goals, interventions, and staff development plan are created for the new cycle. During the 2007-2008 school year the school improvement plan was updated to include specific student objectives and a results-based staff development plan was created.**
- For the remainder of this cycle, the team recommends that every effort be made to get every faculty member involved in the implementation of school improvement interventions. Faculty participation in the development of the interventions should also be expanded during the first two years of the new cycle. **Every faculty member will be a member of a committee involved in the preparation of the new profile and the development of the new plan. It is planned that there will be 100% participation of the faculty. During the 2007-2008 school year seven learning communities were formed: Professional Development, Data and Assessment Problem Solving, Data and Assessment Written Communication, Technology, School/Home/Community Cooperative, Communication and Publicity, and AVID. Every faculty member is a member of a learning community.**
- The disaggregated data identified a group of students whose achievement was low but the team did not find evidence that the data were analyzed for the cause of low achievement. Clearly identifying those reasons should lead to the development of additional, more highly focused interventions that would enhance the success of the students. **In the development of the new school improvement plan the disaggregated data will be analyzed. This analysis will be documented and used by the SILT and faculty in the development and implementation of the new interventions.**
- The faculty should consider highest student achievement to be the end result of the SIP. **In the new cycle every effort will be made to focus the efforts of the faculty as the interventions are**

developed and implemented on highest student achievement. The mission of the school will drive the CSP process.

- The team feels that the most pressing need is to develop a clear focus for school improvement efforts. The staff members need to learn more about identifying, massaging, and using data for decision making both in the classroom on a daily basis and in the SIP. The next training steps should be in the area of working with data and using data to develop and focus instruction and to refine the goal and interventions. The SILT is urged to use DoDDS/NCA software and the information available on the NCA/CASI website to provide additional guidance and assistance in this regard. Had the software been consistently used throughout the process to this point, it would have made the SILT efforts more focused and productive. **In the new cycle, every effort will be made by the SILT to provide training for teachers in the use of data to inform decision making both on a daily basis and in the SIP. The training in the appropriate use of data should provide a solid foundation as the faculty develops its focus for school improvement in the new cycle. During faculty in-services throughout the 2007-2008 school year, teachers analyzed data and its effect on instruction.**
- The team recommends that a system of monitoring the implementation of the SIP and its interventions be refined and expanded. Discussion of the interventions should occur at every house and department meeting and should be reflected in the minutes of those meetings. The SILT should review the minutes of these meetings, and successful applications of an intervention should be publicized to the entire faculty to provide reinforcement for those using the intervention and professional development for those who are seeking new ways to help students. **The school recognizes the fact a better system for monitoring the implementation of the SIP must be instituted in the new cycle. The monitoring of the implementation of the interventions will be a clear part of the new SIP. With the implementation of the interventions for the new goals a section will be added to the minutes template for House and department meetings to record the discussions held on the interventions. A method will be devised to publicize successful strategies and promote their use by all. During the 2007-2008 school year, a monitoring system was designed to ensure that all teachers are using the CSP interventions graphic organizers and Big 6 Task Definition activities.**

Analysis of Data

NCA Next steps have all begun to be implemented and were an intricate part of Lakenheath Middle School's Profile process.

Presentation of Data: Military Mission

Military Mission

The 48th Fighter Wing's mission is to be mission ready to provide responsive combat air power, support and services to meet our nation's and our allies' objectives. Both RAF Lakenheath and RAF Mildenhall support OEF and the mission requires steady deployments of our students sponsors and family members.

Analysis of Data: A majority of our students have a parent deployed at one time or another. It is important to consider this when analyzing school home partnerships and community partnerships. These groups make up an important part of the support system for LMS students.

Implications for Student Performance Goals: Unique Local Insights

The teacher survey indicated possible broad goals in the areas of mathematics and language arts. Our NCA Next Steps emphasize the importance of monitoring the implementation of our goals, with the main focus being on student achievement. Our military mission includes numerous deployments, which calls for strong school, home, and community partnerships in support of student achievement.

Identification of Sub-Group(s)

No sub groups were identified in this survey.

Other Data and/or Actions Needed

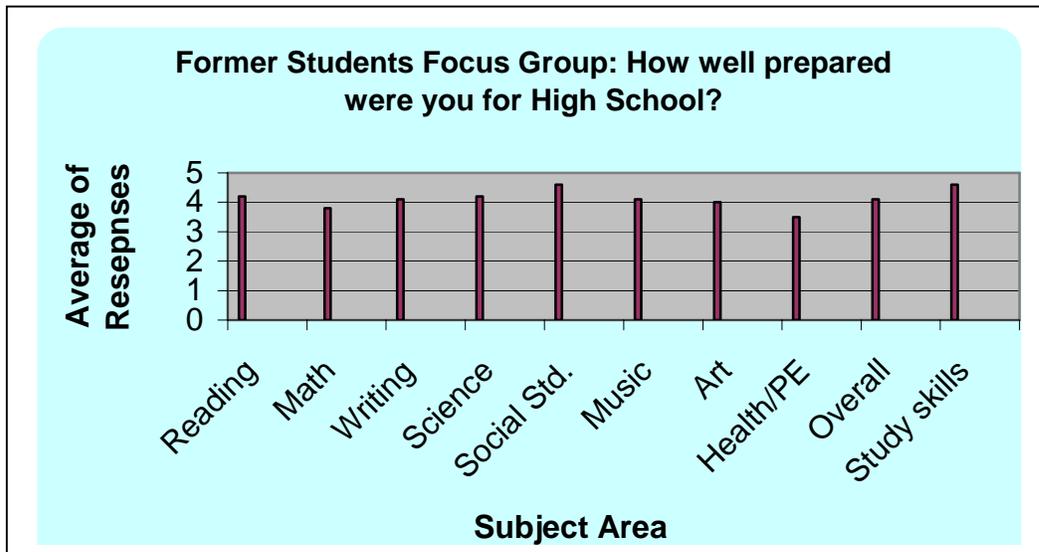
No other action required.

Information from Former Students

Data Collection Instrument(s):

- Survey of Former Students
- Survey of High School Teachers
- TerraNova analysis of former students test scores

Presentation of Data: Student Focus Group



Description of Data: 9th Grade Survey for Students

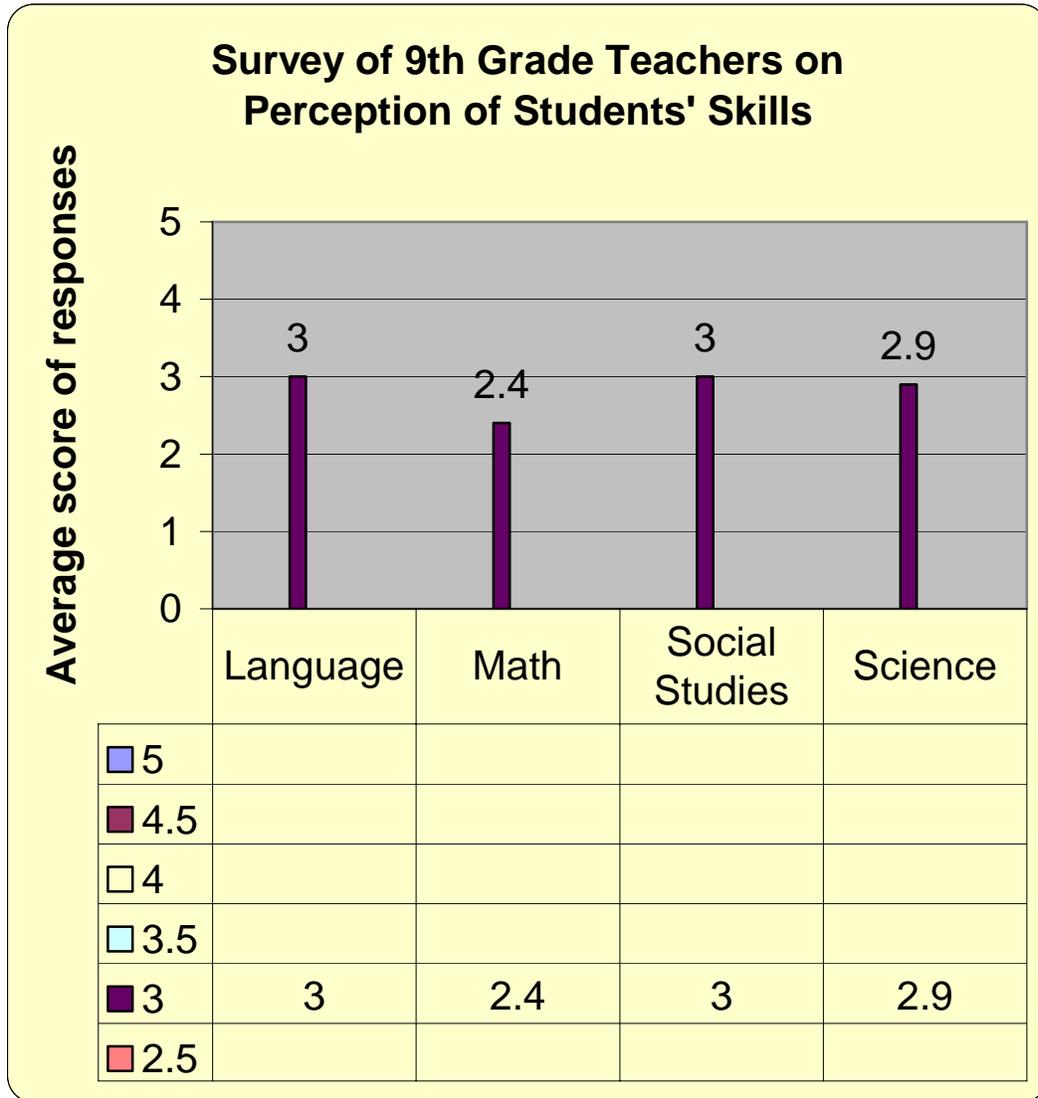
A focus group of former LMS students in the ninth grade at LHS met in the fall of 2006. Students were asked to reflect on their middle school experience and how well they were prepared for their first year of high school. Several questions were asked on varying subjects. The questions asked students to rate how prepared they felt in their academic subjects. Students were asked to demonstrate their responses on the Likert Scale of 1-5, with 1 being the least prepared to 5 being extremely well prepared.

Analysis of Data:

Students generally felt that they were prepared for high school in all their academic subjects. All scores had an average above a 3, which represented adequately prepared. The overall score was a 4.1, pointing to the analysis that generally students felt prepared for high school. The highest score was in social studies, where the average score was a 4.6. The lowest score was in mathematics with a score of 3.8. English had an average score of 3.9 while writing had a score of 4.1 with 10% of the students surveyed feeling they were not well prepared for English or writing. There was some indication that students felt a lack of confidence in their math, writing and English skills. For example, 44% of the students surveyed felt they were only adequately prepared for math.

Presentation of Data:

Survey of Lakenheath High School teachers on their perception of the prerequisite skills of LMS former students.



Description of Data

The chart represents a survey given to the high school teachers as LHS. In this survey the teachers were asked to rate their perception on the preparedness of incoming 9th graders on a Likert scale of 1-5, with 5 representing the most prepared and 1 representing the least prepared.

Analysis of Data

In the survey of LHS teachers there was a perceived weakness in math skills with an average response of 2.4 in mathematics preparedness. The survey showed a teacher perception of adequate preparation in language arts and social studies with an average score of 3, which is above the median score of 2.5. Science had an average score of 2.9, which is also above the median score of 2.5. This perception could reflect that students are not mastering the concepts and skills needed in mathematics at the middle school level.

Presentation of Data: TerraNova median subject test scores of former LMS students from 2004-2006.

An analysis of TerraNova median scores for all subject areas for LMS former students over a three year period (2004-2006) was conducted. This data illustrated the following information:

- 81% of LMS former students had a decrease of greater than 3 median percent points in at least one core subject median score on the TerraNova of 8th grade to 10th grade.
- 91% of LMS former students had an increase of greater than 3 median percent points in at least one subject median score on the TerraNova from 8th grade to 10th grade.
- 30% of LMS former students had a decrease of greater than 3 median percent points in the mathematics median score on the TerraNova from 8th grade to 10th grade.
- 41% of LMS former students had an increase of greater than 3 median percent points in the mathematics median score on the TerraNova from 8th grade to 10th grade.
- 25% of LMS former students had a decrease of greater than 3 median percent points in the language median score on the TerraNova from 8th grade to 10th grade.
- 55% of LMS former students had an increase of greater than 3 median percent points in the language median score on the TerraNova from 8th grade to 10th grade.
- 43% of LMS former students had a decrease of greater than 3 median percent points in the science median score on the TerraNova from 8th grade to 10th grade.
- 39% of LMS former students had an increase of greater than 3 median percent points in the science median score on the TerraNova from 8th grade to 10th grade.
- 32% of LMS former students had a decrease of greater than 3 median percent points in the social studies median score on the TerraNova from 8th grade to 10th grade.
- 36% of LMS former students had an increase of greater than 3 median percent points in the social studies median score on the TerraNova from 8th grade to 10th grade.

Analysis of Data

An analysis of the TerraNova test scores of former students showed a wide range of varying median test score variances. There were students who had statistically insignificant change in their median scores and students who had dramatic changes in the increase and decrease for their median test scores. The majority of LMS former students had an increase and a decrease in one subject area. The biggest difference was in language where 25% of students had a decrease from 8th to 10th grade in their median score but 55% had an increase in their median language score. In the other subject areas there was not a statistically significant difference between an increase or decrease in median scores.

Implications for Student Performance Goals: Former Students

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

- Mathematics
- Written communication/language skills
- Problem solving
- Reading

Identification of Sub-Group(s)

No sub groups were identified in this survey.

Other Data and/or Actions Needed

No other action required.

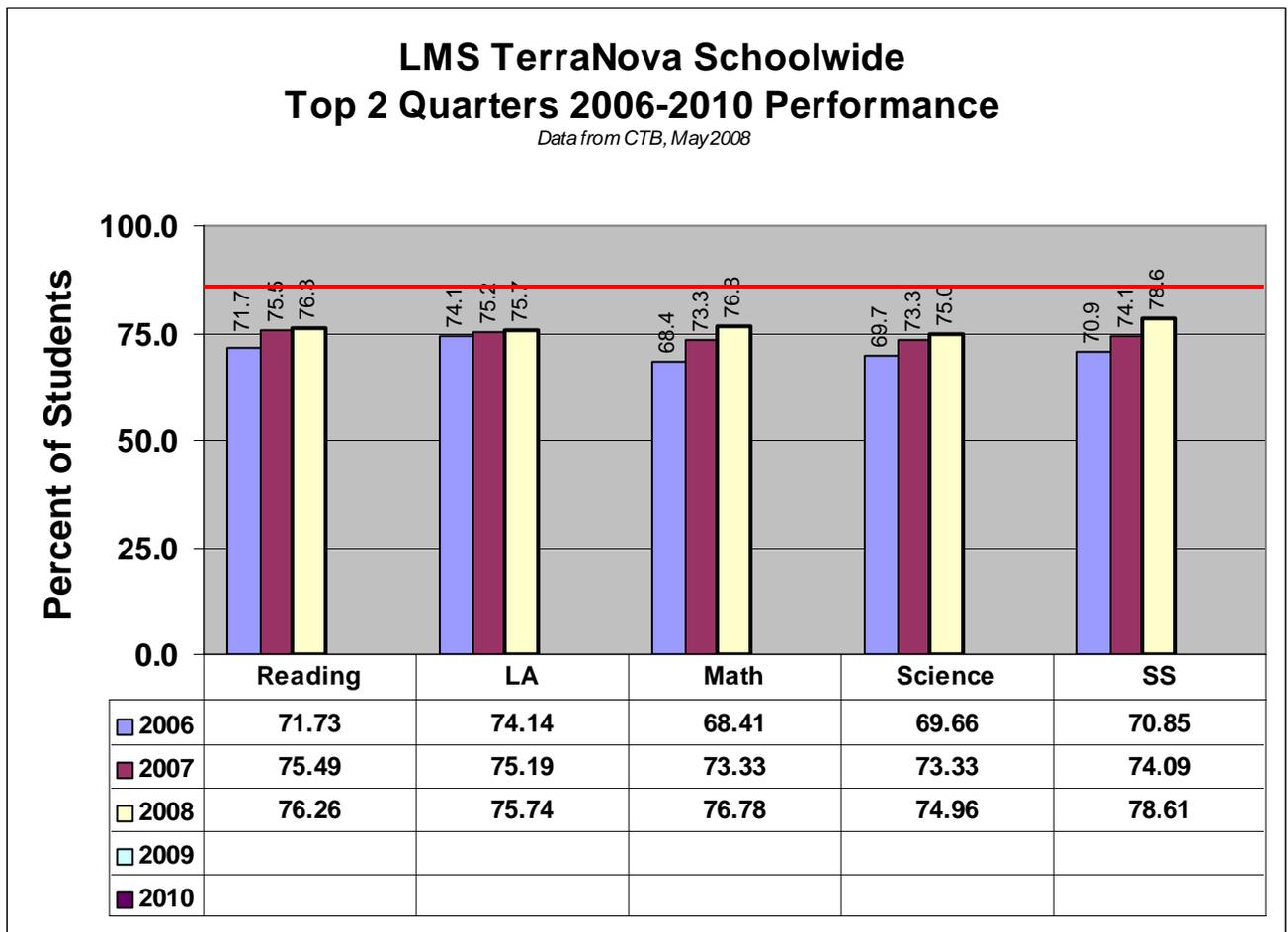
Existing School Data – Students

Data Collection Instrument(s)

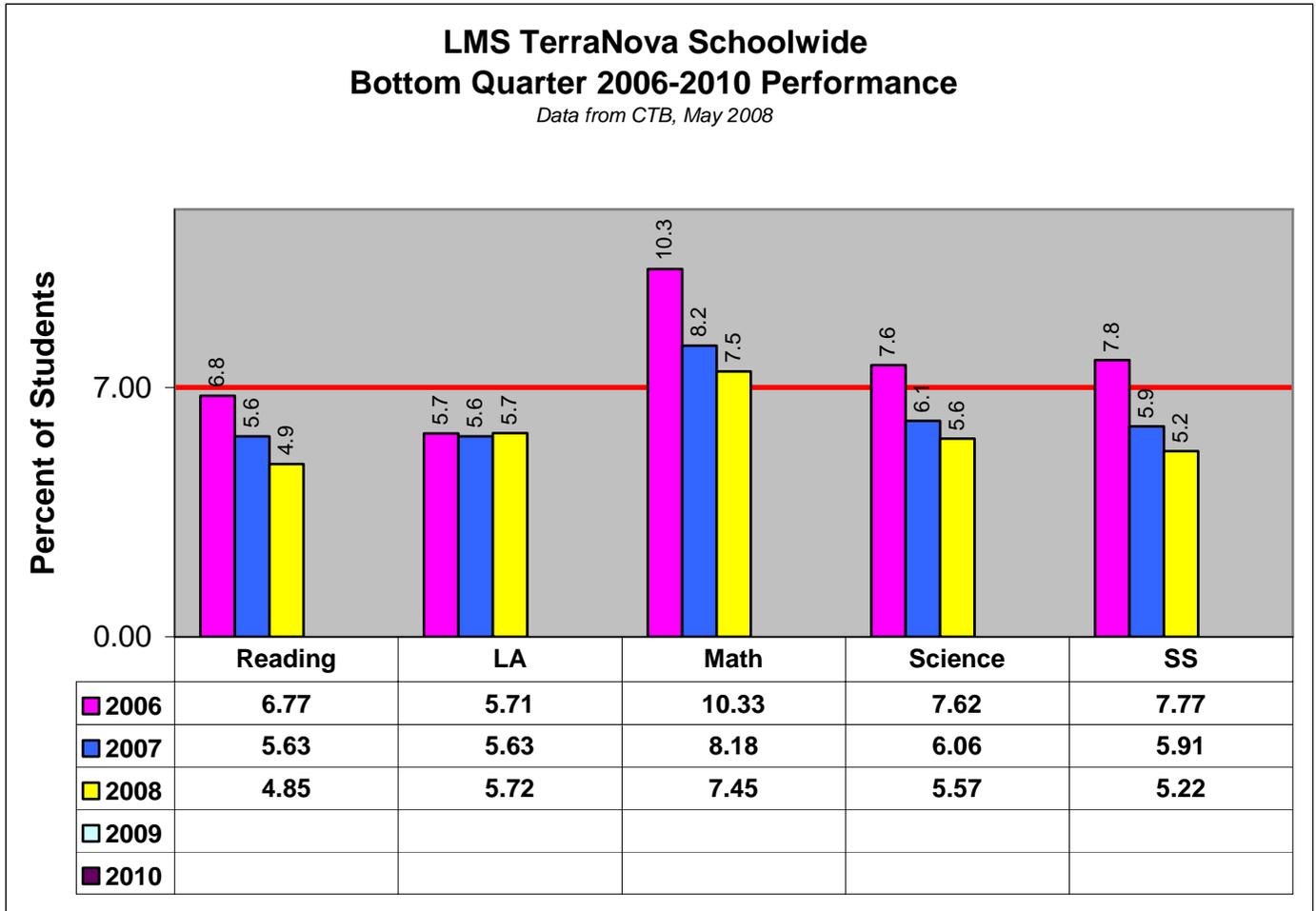
We selected the following instruments to collect information regarding students:

- TerraNova academic core subject review
- TerraNova top two and bottom two quarters in all subjects
- Local Assessment NAEP Released Item
- Local Assessment Kentucky Writing Assessment
- Problem Solving Local Assessment

Presentation/Analysis of Data: TerraNova School-wide Top 2 Quarters and Bottom Quarter Scores of LMS Students



Description of Data: The above chart shows the top 2 quarters for median scores in all subject areas on the TerraNova for 2006-2008. The outcome milestone is 75% in the top 2 quarters.



Description of Data

The above chart shows the lower quarter of median scores for all subject areas on the TerraNova for 2006 to 2008 for LMS. The outcome milestone is 7% or below in this bottom quarter.

Analysis of Data:

This graph shows the lower quarter for the TerraNova for the years 2006-2008. The target goal of 7% or lower is met in the area of reading, language arts, math, and science. The subject with the highest scores in the bottom quarter is math across all grade levels. Math did not meet the outcome milestone.

School-wide, math is the one subject area where there are consistently more students in the bottom quarter than in the other subjects, and fewer students in the top two quarters. From 2002 through 2006, math results for 6th grade showed measurement (54-58 percentile) and problem solving (61-63 percentile) to be the weakest areas. Over that same period of time, math results for 7th grade showed that the weakest areas were geometry (47 –52 percentile) and problem solving (50-55 percentile). Math results for 8th grade showed the weakest areas were in communication (59-61percentile) and

problem solving (61-64 percentile). For the years 2002-2007, problem solving has consistently been among the lowest scores throughout all grade levels.

Presentation of Data: TerraNova percent of students by quarters

Lakenheath Middle School Percent of Students by Quarters TerraNova 2007

Grade (# of students)	Quarter Percents	Reading	Language Arts	Mathematics	Science	Social Studies
6 (212)	76-99	38.2	41.0	48.6	38.7	53.3
6	51-75	39.6	32.5	28.3	32.1	25.9
6	1-25	5.7	8.0	6.6	7.5	6.1
7 (234)	76-99	37.9	44.8	41.0	32.9	34.6
7	51-75	33.6	33.6	29.1	41.0	36.8
7	1-25	8.6	5.6	10.7	6.8	7.7
8 (179)	76-99	37.6	39.9	40.2	33.2	32.7
8	51-75	39.9	33.3	33.2	42.1	39.3
8	1-25	2.3	3.3	7.0	3.7	3.7

Description of Data:

TerraNova percentile scores for the whole school demographics were analyzed as well as quarters for content areas.

Percent of students in first two quarters $\geq 75\%$

Percent of students in bottom quarter $\leq 7\%$

Analysis of Data: The above data shows that we have not met our target goal of 75% or more of our students in the top two quarters for 6th grade language arts and science. As well we have not met our target for our 2007 goal of 75% in 7th grade reading, math, science and social studies. In 8th grade we have not met the 75% target in language arts, math and social studies.

We met the goal of fewer than 7% of students in the bottom quarter for 6th grade reading, math and social studies. We met the goal of fewer than 7% in the bottom quarter for 7th grade language arts and science, and in 8th grade met the 7% goal for reading, language arts, math, science, and social studies.

School-wide, language arts and reading show more students in the top two quarters than any other subjects. School-wide, science has fewer students in the top two quarters than any other subject. School-wide, math has more students in the bottom quarter than any other subject.

Presentation of Data: TerraNova OPI Scores by Grade

Objective	Grade					
	6 th 2006	6 th 2007	7 th 2006	7 th 2007	8 th 2006	8 th 2007
Reading						
Basic Understanding	78	80	74	75	86	87
Analyze Text	75	76	79	80	71	70
Evaluate/Extend Meaning	67	68	63	64	79	79
Identify Reading Strategies	66	66	65	65	66	65
Language						
Sentence Structure	76	78	73	74	72	72
Writing Strategies	75	75	76	75	75	75
Editing Skills	64	66	68	68	63	63

Math	6 th 2006	6 th 2007	7 th 2006	7 th 2007	8 th 2006	8 th 2007
Number & Number Relations	82	85	79	80	62	63
Computation & Estimation	75	79	76	78	70	70
Operations Concepts		61	*	*	*	*
Measurement	58	61	69	69	65	68
Geometry & Spatial Sense	62	68	52	50	63	64
Data, Stats, & Probability	73	77	65	66	68	68
Patterns, Functions, Algebra	66	70	63	65	63	62
Problem Solving & Reasoning	61	66	55	55	61	62
Communication	69	73	*	*	60	60
Science						
Science Inquiry	80	81	79	78	81	82
Physical Science	65	65	62	63	56	56
Life Science	72	72	74	75	75	77
Earth & Space Science	61	61	68	68	64	65
Science & Technology	*	*	86	86	58	59
Personal & Social Pers	52	51	69	68	*	*
Social Studies						
Geographic Perspective	73	77	77	77	74	74
History & Culture	66	70	67	67	73	71
Civics & Government	69	72	70	70	79	78
Economic Perspectives	66	70	72	73	72	71

Description of Data:

Objective Performance Index scores for 2006 in all subject areas.

Analysis of Data:

According to the Reading OPI, our students are consistently strong in basic understanding (74-89 percentile) and analyzing text (70-81 percentile) in results from 2002-2006. This compares to slightly lower scores in evaluating/extending meaning (63-81 percentile) and identifying reading strategies (65-68 percentile). A review of the OPI in Language across all grade levels shows that from 2002-2006, editing (61-69 percentile) is consistently lower than the other two areas of sentence structure

(70-78 percentile) and writing strategies (74-78 percentile). The sub-area of problem solving was the lowest score on the OPI for blacks.

Presentation of Data: Disaggregate Data of TerraNova Median Language Scores (Figures 5, 6, 7)

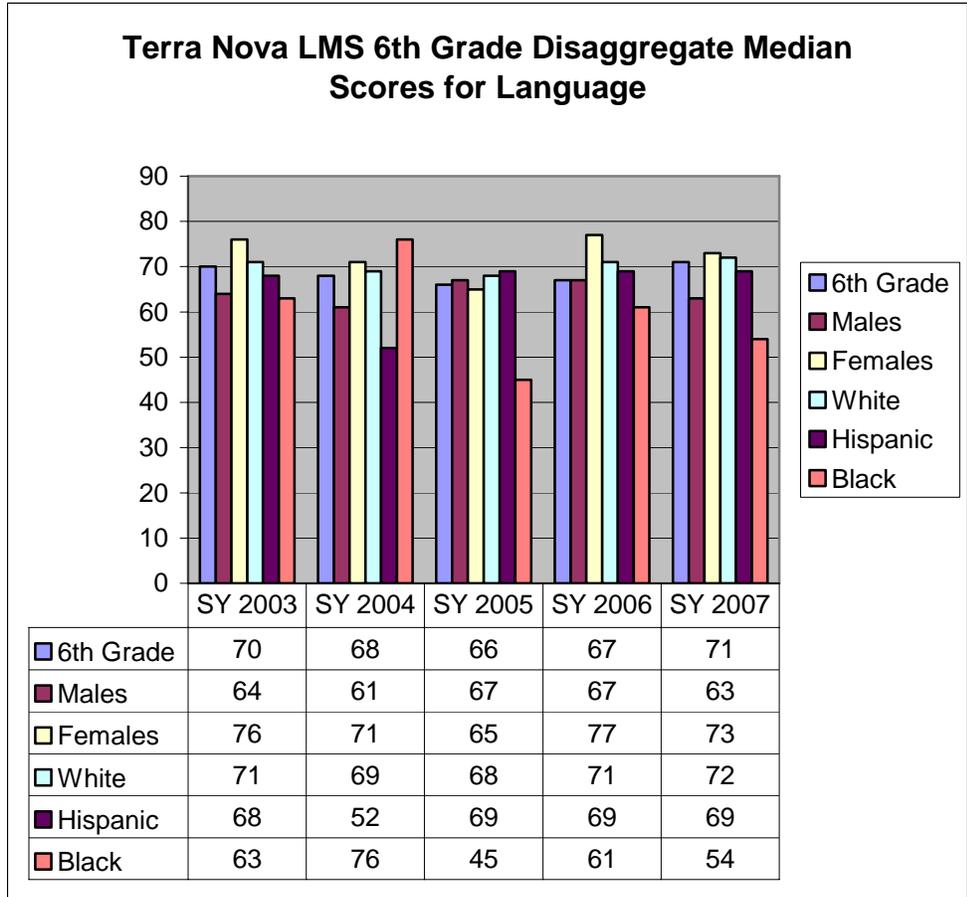


Figure 5

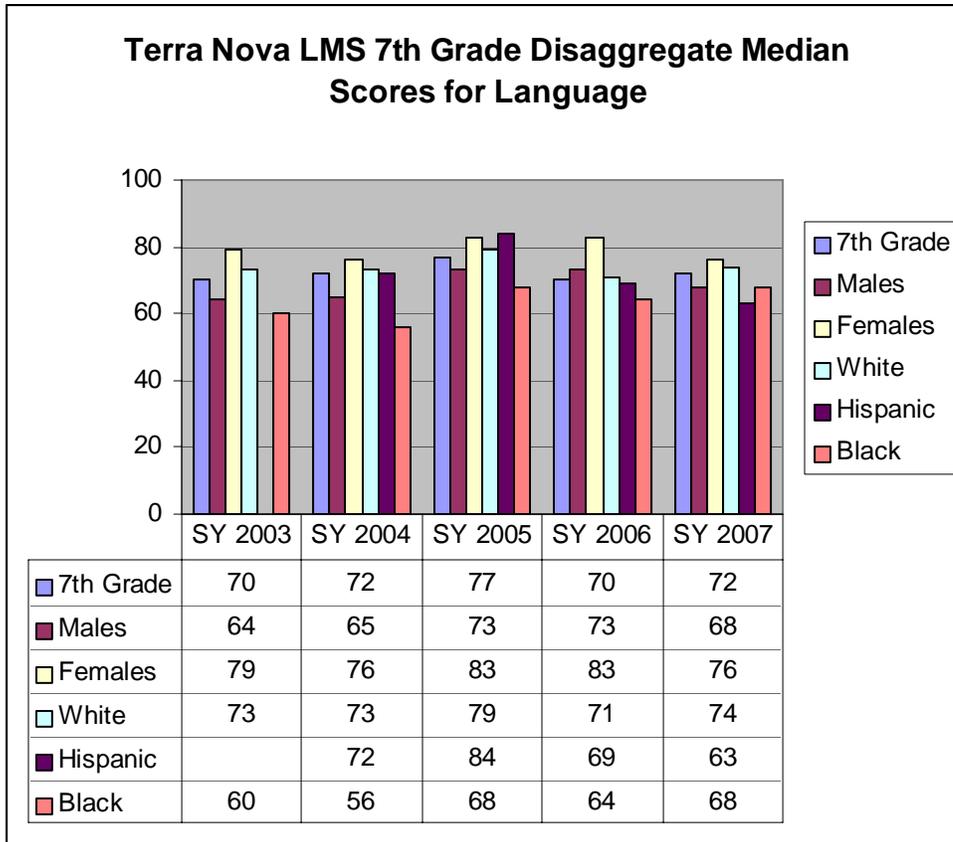


Figure 6

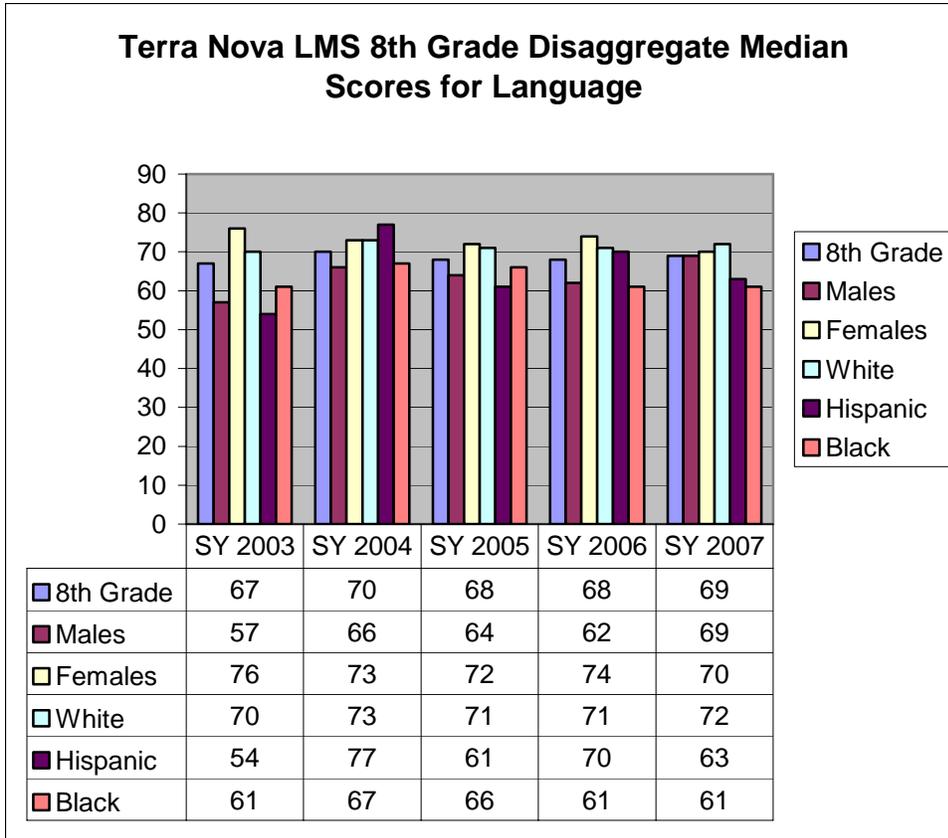


Figure 7

Description of Data:

The above charts (Fig. 5, Fig. 6, Fig. 7) are the TerraNova median language disaggregate scores by grade levels.

Analysis of Data:

In 6th grade males scored 15% on average lower than females for the past four years. Whites scored 18% higher than blacks on average for the past four years and whites scored 8% higher than Hispanics on the median language score for the past four years.

In 7th grade males scored significantly lower than females on the language median score. Females scored 17% higher than males on average, with a score of 14% for 2006. Whites scored significantly higher than blacks with an average median score that was 16.5% higher. Whites also scored higher than Hispanics with an average percentage of increase of 12%.

In 8th grade females had a higher median score average of 11% than males. Whites scored higher than blacks with a median score average that was 6% higher. Hispanics scored 12% lower than whites on average for the past four years with a lower score of 61 to 70 for 2006.

**Presentation of Data: TerraNova median disaggregate mathematics scores by grade level.
(Figures 8, 9, 10)**

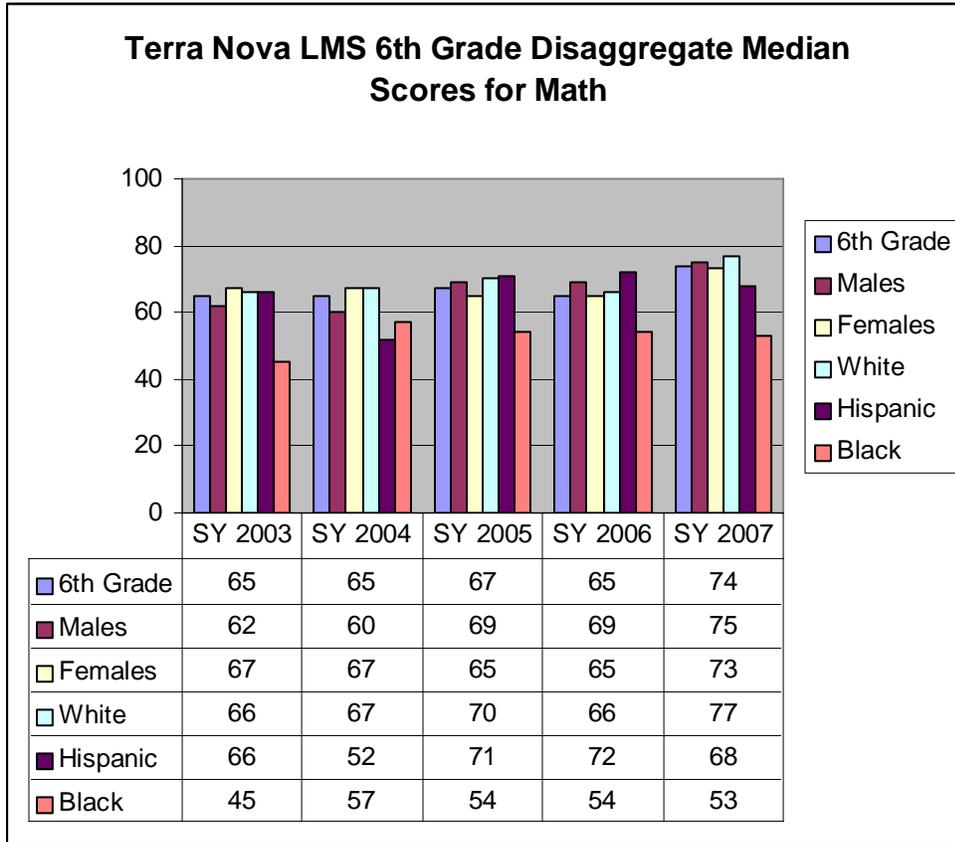


Figure 8

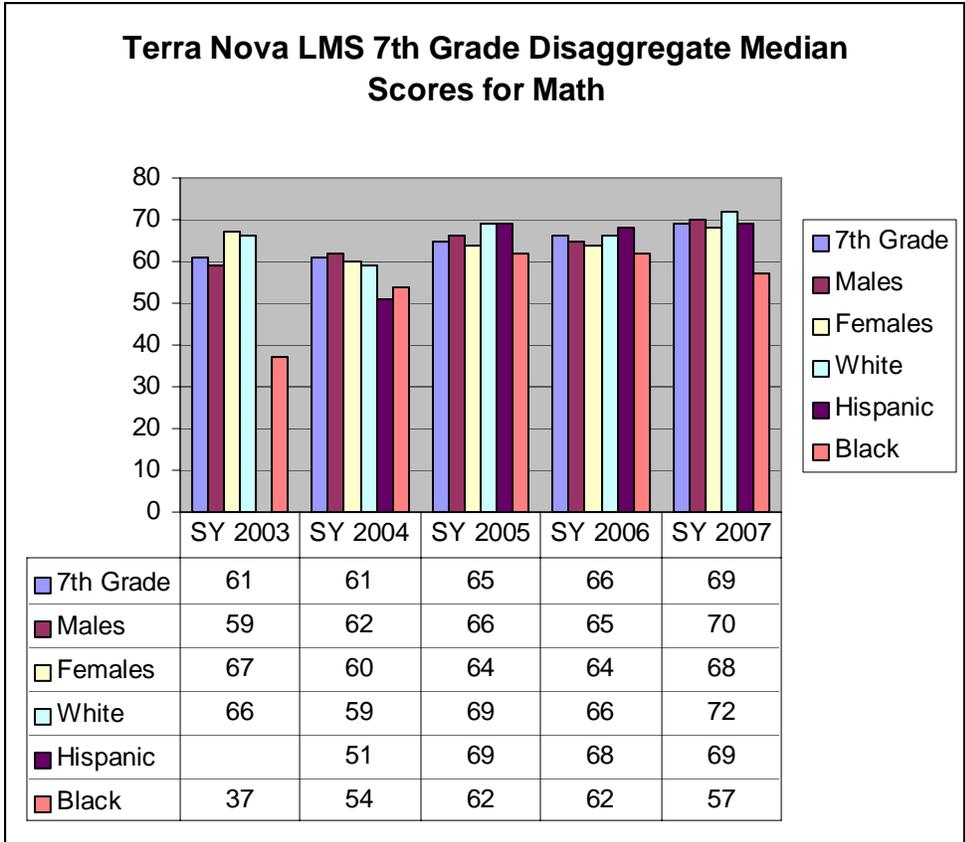


Figure 9

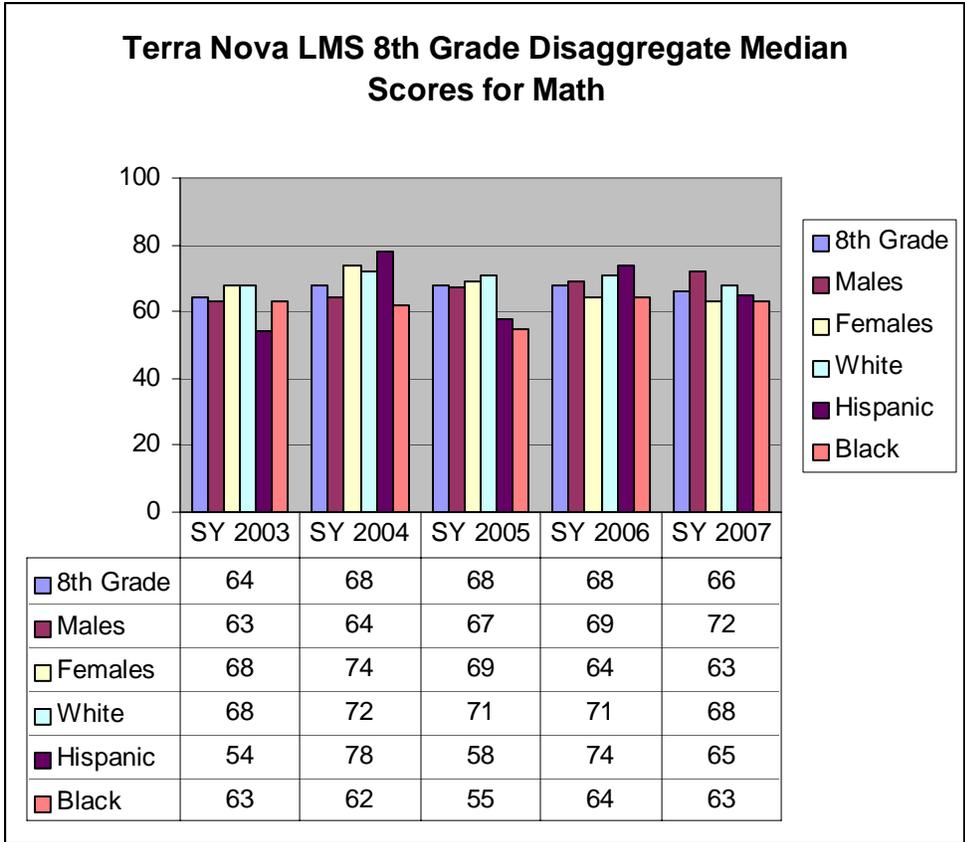


Figure 10

Description of Data:

The charts (Fig 8, Fig 9, Fig 10) show the TerraNova median mathematics disaggregates scores by grade levels.

Analysis of Data:

In 6th grade math, black students increased their math scores yearly by 8-12 points, even though there was a drop of 1 point in 2007. Hispanic students scored an average of 18 points higher than black students, with the exception of one score in 2004 that was 4 points lower than the average of black students. Compared to white students, Hispanic scores were lower in 2004 and 2007, with drops of 15 and 9 points respectively; yet, in 2005 and 2006, scores were 1 to 6 points above white students. White students averaged 21 points above the black students. Female student scores decreased slightly from 2003 and 2004 but rebounded in 2007 to their highest average of all 5 years represented here. Male student scores increased overall, with their highest average in 2007 too.

In 7th grade math, black students increased the average of their math scores from 2003-2007 by 13 points. Hispanic students scored 3 points lower than blacks in 2004. The greatest difference of scores occurred in 2007, when Hispanics scored 12 points higher than black students. In 2005 Hispanic scores were 7 points above those of black students; in 2006, they were 6 points higher than black

students' scores. The greatest difference – 29 points – between 7th grade math scores occurred in 2003 when Hispanic students' scores were compared to white students' results. This difference dropped significantly in 2004 to 4 points and to 7 points in 2005. In 2007, however, the difference again reached 15 points. Hispanic students scored their lowest results in 2004 with an 8-point difference in comparison to whites. In the years 2005-2007, they scored the same or better by 2 to 3 points. Males and females had their greatest score difference in 2003, with girls scoring 8 points higher than boys. Boys scored 1-2 points higher than girls in the following years.

In 8th grade black students' scores slightly decreased in 2004 and 2006 by 1 point. The scores in 2003 and 2007 did not change. In 2005 the greatest decrease of 8 points occurred. Hispanic scores reflect an average of 8 points higher than those of black students. When compared to white students, Hispanic students average 12 points lower. However in 2006, Hispanic scores were 3 points higher. Even though females scored 5 points higher than boys from 2003 – 2005, boys outscored girls in 2006 and by a seven-point average.

**Local Assessment Data for Goal 1
Written Communication**

**Lakenheath Middle School
NAEP Released Item Local Assessment Data
Fall 2007-2008**

The following is a compilation of the scores from Lakenheath Middle Schools Written Communication Assessment 3, the NAEP Released Item Local Assessment. Score on this assessment fall into six categories, Excellent, Skillful, Sufficient, Uneven, Insufficient, and Unsatisfactory. The scores and descriptions are as follows:

Excellent

- Develops and shapes information with well-chosen details across the response.
- Well organized with strong transitions.
- Sustains variety in sentence structure and exhibits good word choice.
- Errors in grammar, spelling, and punctuation are few and do not interfere with understanding.

Skillful

- Develops and shapes information with details in parts of the response.
- Clearly organized, but may lack some transitions and/or have occasional lapses in continuity.
- Exhibits some variety in sentence structure and some good word choices.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

Sufficient

- Develops information with some details.
- Organized with ideas that are generally related, but has few or no transitions.
- Exhibits control over sentence boundaries and sentence structure, but sentences and word choice may be simple and unvaried.
- Errors in grammar, spelling, and punctuation do not interfere with understanding.

Uneven

May be characterized by one or more of the following:

- Presents some clear information but is list-like, undeveloped, or repetitive OR offers no more than a well-written beginning.
- Unevenly organized; the response may be disjointed.
- Exhibits uneven control over sentence boundaries and sentence structure; may have some inaccurate word choices.
- Errors in grammar, spelling, and punctuation sometimes interfere with understanding.

Insufficient

May be characterized by one or more of the following:

- Presents fragmented information OR may be very repetitive OR may be very undeveloped.
- Very disorganized; thoughts are tenuously connected OR the response is too brief to detect organization.
- Minimal control over sentence boundaries and sentence structure; word choice may often be inaccurate.
- Errors in grammar or usage (such as missing words or incorrect word use or word order), spelling, and punctuation interfere with understanding in much of the response.

Unsatisfactory

May be characterized by one or more of the following:

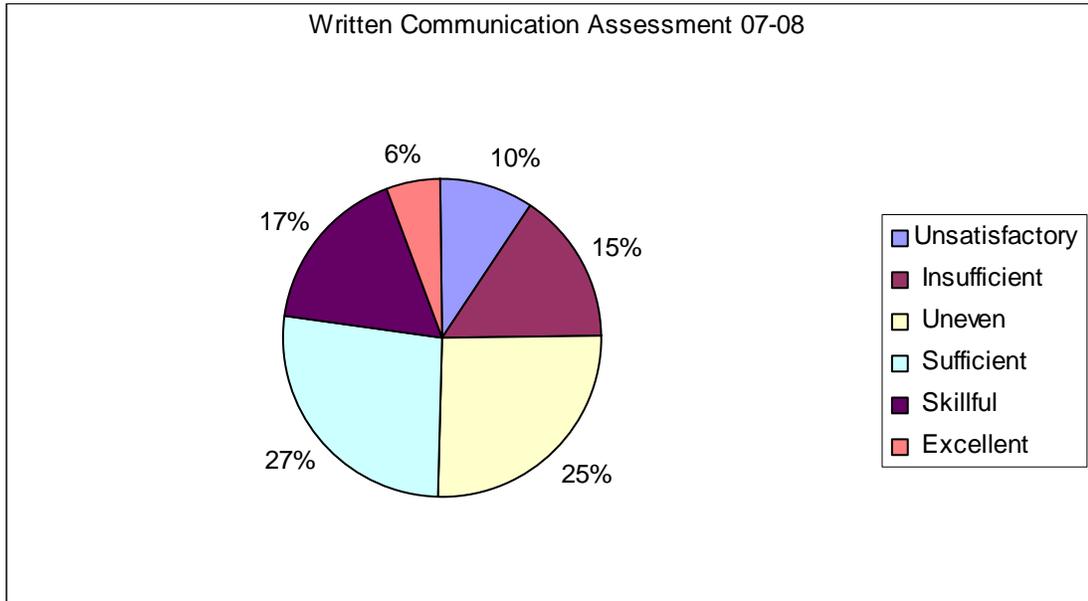
- Attempts to respond to prompt, but provides little or no coherent information; may only paraphrase the prompt.
- Has no apparent organization OR consists of a single statement.

- Minimal or no control over sentence boundaries and sentence structure; word choice may be inaccurate in much or all of the response.
- A multiplicity of errors in grammar or usage (such as missing words or incorrect word use or word order), spelling, and punctuation severely impedes understanding across the response.

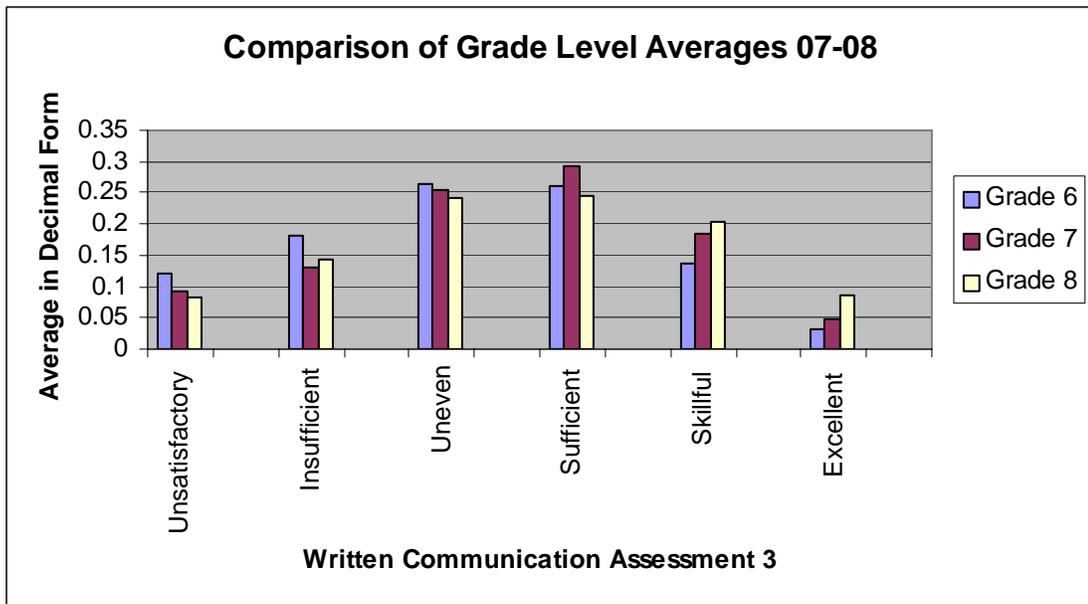
The following chart is a tally of scores obtained on the assessment given on December 13, 2007.

Grade	Unsatisfactory	Insufficient	Uneven	Sufficient	Skillful	Excellent	Number of Samples
6	22	33	48	47	25	6	181
7	12	17	33	38	24	6	130
8	15	26	44	45	37	16	183
Total	49	76	125	130	86	28	494

This graph illustrates the distribution of scores for all grades combined.



The following graph illustrates the comparison of paper ratings by grade level.



**Lakenheath Middle School
Kentucky Writing Local Assessment
April 2007**

The following is a compilation of the scores from Lakenheath Middle Schools Written Communication Assessment, Kentucky Writing Local Assessment. Students were assessed in two areas of written communication, Organizations and Ideas. A four-point scale was used with 4 being the strongest score and 1 being the lowest score.

Organization

Organization Score Descriptions:

4- The organizational structure is purposeful and directs reader towards reflection on the topic.

3- A strong internal structure gives purpose and direction to the main thesis. The organization propels the reader toward the key point(s) or logical conclusions the writer wants to emphasize.

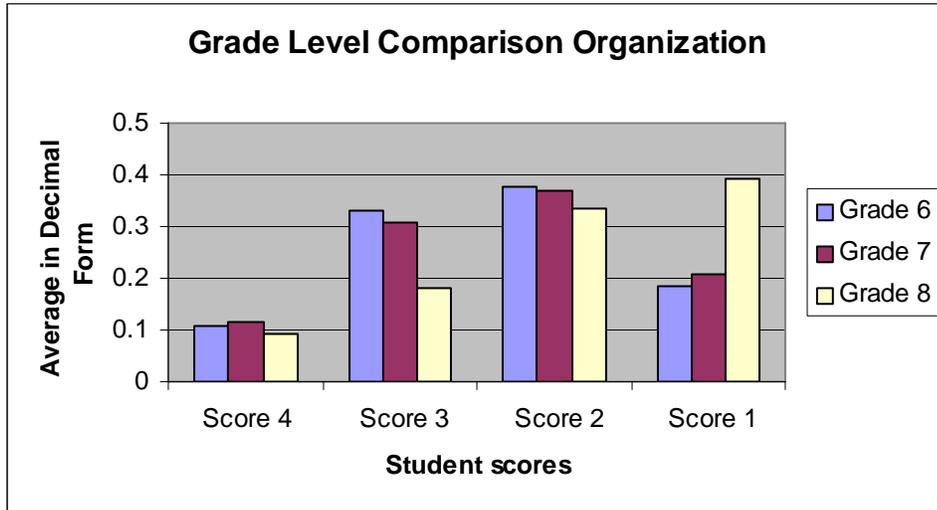
2- The organizational structure is strong enough to move the reader through the text without undue confusion.

1 - The organizational structure needs a stronger sense of purpose and direction. The reader may feel confused about what to focus on or what conclusions to draw.

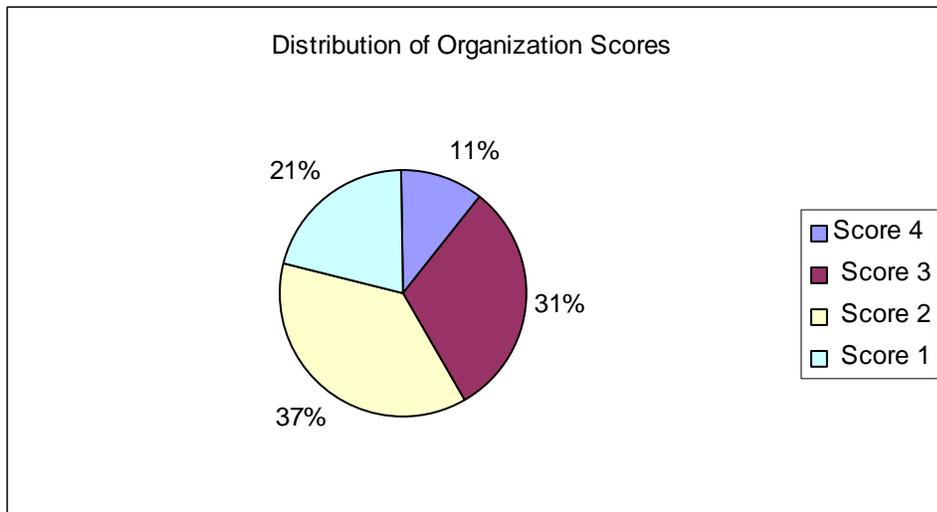
The student scores on this assessment for Organization were as follows :

Total Samples	Grade	4	3	2	1
151	6	16	50	57	28
198	7	23	61	73	41
33	8	3	6	11	13

The following is a comparison of grade level scores in the area of Organization.



The following illustrates the distribution of all student scores in the area of Organization.



Ideas

Idea score descriptions:

4 - The paper presents ideas that are appropriate to purpose and audience. It demonstrates originality and evaluation of the topic.

3 - The paper is clear and focused. It thoroughly answers a well-defined key question in understandable, convincing and expansive terms.

2 - The paper addresses an identifiable key question by offering the reader general, basic information.

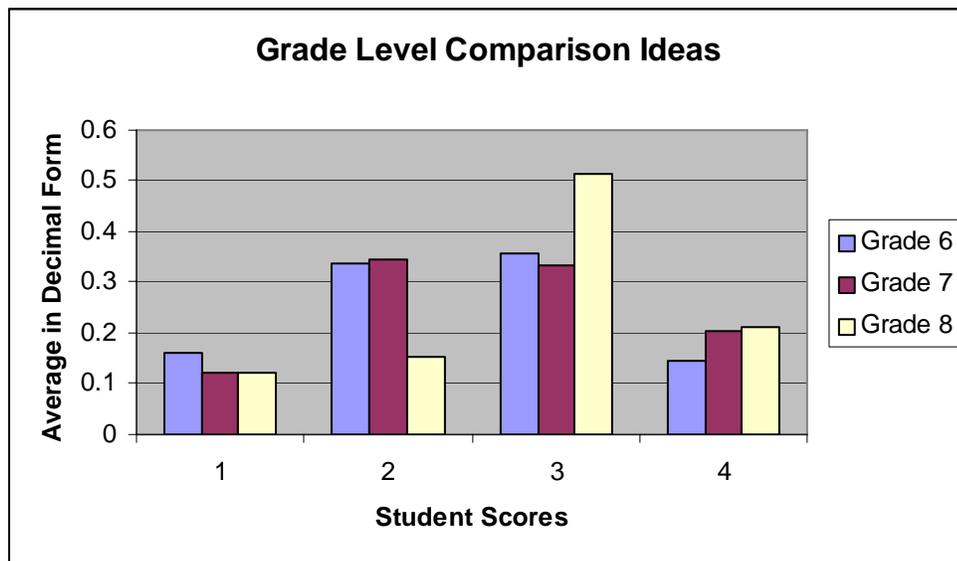
1 - The writer has not yet clarified an important question or issue that this paper will address.

The student scores on this assessment for Ideas were as follows:

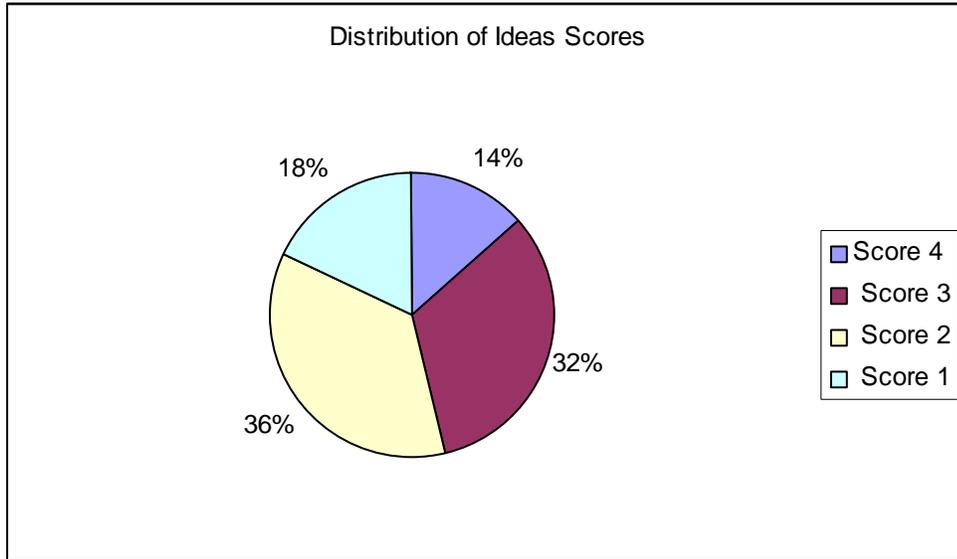
Total Samples	Grade	4	3	2	1
151	6	24	51	54	22
198	7	24	68	66	40
33	8	4	5	17	7

The following is a comparison of grade level scores in the area of Ideas.

level scores in the area of Ideas.



The following illustrates the distribution of all student scores in the area of Ideas.



**Local Assessment Data for Goal 2
Problem Solving**

Problem Solving: Data and Assessment Community

THE ASSESSMENT INSTRUMENT

The Kobe Disaster Scenario was used to determine if students could complete the first step in the Big 6 problem solving technique: a. define the problem; b. determine what information would help solve the problem.

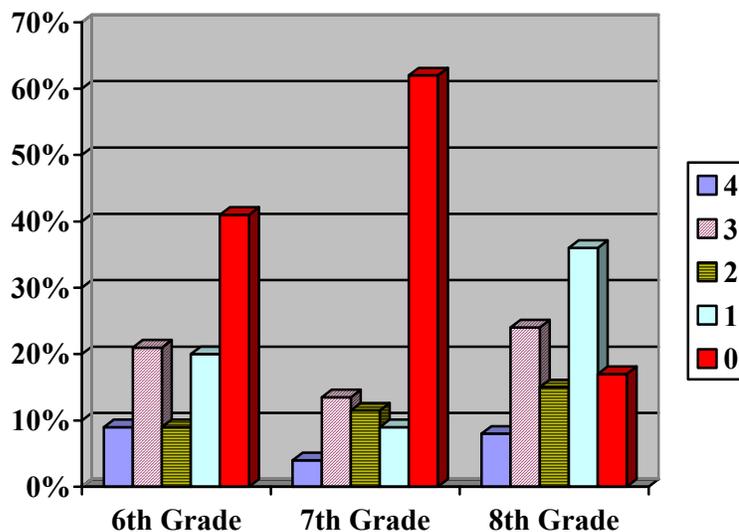
Student responses to the problem were scored from zero to four, where zero indicated no response and four indicated a clear and complete understanding of the problem. Successive approximations of attainment were measured with the numbers in between..

THE DATA

This chart shows the percentages of students in each grade level who obtained scores from zero to four.

SCORE	6th	7th	8th
4	9%	4%	8%
3	21%	13.5%	24%
2	9%	11.5%	15%
1	20%	9%	36%
0	41%	62%	17%

The bar graph below was derived from the percentages in the chart.



THE CONCLUSION

The committee noted that the 8th grade did better on the test than the 6th and 7th graders. This would be expected owing to the level of maturity and experience in the 8th grader. However, the committee was curious and concerned about the high number of students in grades 6 and 7 who scored zero. This would indicate that 40% to 60% of the students in those grade levels submitted a totally blank paper.

The committee speculated that a contributing factor to the large number of students scoring zero on the test was the inconsistency in prompts and instructions given by teachers at the beginning of the testing situation. Another factor could be the location where the test was administered. Some houses set the test in Seminar, other in a core classroom.

RECOMMENDATIONS

The committee makes the following recommendations for the spring problem-solving test.

1. Pre-test instructions. A script, similar to the script provided in the Terra Nova instructions, will be provided. The script will instruct the teacher how much of a prompt to give and what not to say.
2. Number of testing stations. One or two teachers from each grade level should conduct the test for all the students in their grade level.
3. Location. The location for the test should be standardized. The Great Hall was considered as the venue. The tests could be given over a period of three seminar days: one seminar period per grade level. A science lab could be used to accommodate the overflow if necessary.
4. Spring testing instrument. It is recommended that the spring testing instrument be as similar to the Kobe scenario as possible. The committee will investigate other simulation activities. If necessary, we can use the Kobe format and just change the names and the clues.

Problem Solving Task Definition

In order to determine if students are able to define the task, the Kentucky Writing Local Assessment was used to

Implications for Student Performance Goals: Students

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

- Writing across the curriculum
- Editing in language.
- Problem solving across the curriculum.
- Communication in mathematics.

Identification of Sub-Group(s): In terms of the disaggregated data that was available the following statements can be made:

- Data for the 6th grade displayed blacks scoring on average 16% lower than whites and 17% lower than Hispanics in TN mathematics. The sub-area of problem solving was the lowest score.
- Data for the 7th grade illustrated blacks scored on average 6% lower than whites and 2% lower than Hispanics on the TN mathematics median scores.
- Data for the 8th grade blacks scored 11% lower than whites and 10% lower than Hispanic students; problem solving was a weak area with lower scores than the other sub-categories.
- Overall, black students have scored lower in math than white and Hispanic students on the TerraNova in all sub-categories of math.
- Males were 14% to 15% lower than females in language scores in 6th and 7th grade.
- Males were 11% lower than females in language scores in 8th grade.
- Blacks scored 18% lower than whites in the TN median language score in 6th grade, and 16.5% lower than whites in 7th grade in language median score.
- Blacks scores 6% lower than whites and Hispanics on the TN language median scores.
- Hispanics scored 12% lower than whites in 8th grade TN language median scores.
- Hispanics scored 3% lower than whites in 6th and 7th grade on the TN language median scores.

Other Data and/or Actions Needed: We would like to look at the question “Will the focus on the lower quartile students also address the lower math scores by black students on the Terra Nova, particularly in the area of problem solving?” “How can we address the issue that our students scored lower than the national average on all portions of the writing part of the Communication Arts Test?”

We will continue our reading interventions from our previous CSP cycle to ensure maintaining our continuing target reading goals.

Reading interventions are:

1. Students will increase their reading comprehension by using the pre-reading comprehension strategies of vocabulary development.
2. Students will increase their reading comprehension by using the during reading strategy of chunking and graphic organizers.
3. Students will increase their reading comprehension by using the post reading strategy of reflections using higher order questioning techniques.
4. Students will read regularly for pleasure (SSR).

5. Focus students will participate in individualized activities to promote reading.

Existing School Data - Community

Data Collection Instrument(s)

We selected the following instruments to collect data regarding Community:

- Student Demographics
- Extra Curricular Activities
- Environmental Scan Data

Presentation/Analysis of Data: Community

2006 Employer Code	Army	Air Force	DoD Civ	NAFI	Navy	AF SA	
Totals	0	639	22	2	3	5	

DEROS Year	2006	2007	2008	2009	
Percentages	12%	28%	26%	23%	

Gender	Male	Female
Totals	357	329

Federal Race	Am Ind	Asian	Black	White	Pac Is	Multi	Decline
Totals	4	37	85	478	8	73	16

Federal Ethnic Categories	Hispanic	Non-Hispanic	Decline
Totals	69	632	

Grade Level Population	SS	PSCD	6	7	8	9	10	11	12
Totals			220	238	228				

Description of Data: The above chart shows the demographic information for LMS to include the categories of employer codes of student sponsors and federal ethnic categories. The decline categories refer to sponsors who declined to state their child’s ethnic and/or racial category.

Analysis of Data:

Lakenheath Middle School reports 10% of their students claiming Hispanic ethnicity, and 90% stating they are non-Hispanic. 70% of our students are white, 12% are African-American, and 5% are Asian. In regards to the employment categories, 93% of the students have sponsors who are active duty Air Force members.

School Structure: LMS has three grade levels; sixth, seventh, and eighth. The students are divided by grade into Houses. The Houses are made up of the four-core teachers; math, science, English and social studies with two/three exploratory teachers. The school has a rotating 80-minute block schedule that consists of seven classes and Seminar. The classes are divided into two different days: Black days include class periods 1 – 4 and Gold days have class periods 5 –7 and Seminar.

Extracurricular Programs:

Newspaper	NJHS	Cross Country
Walking Club Choral Music	Instrumental Music	Jason
National History Day	National Geography Bee	AVID
Science Fair	Leadership Club	Guitar Club
Yearbook	Math Counts	Reading Counts
Homework Club	Volleyball Club	Basketball Club
Softball Club		Edale
Newspaper	Junior Science/Humanities Symposium	Drama Club
Sequoia Club	Science Club	PALS (Service Club)
Horticulture Club	Video Club	Student Council

Community Partnerships

School Advisory Committee- This committee is comprised of both teachers and parents. They discuss school issues, deal with parents concerns, and make recommendations to the school administration. It meets monthly and minutes are published.

School Board – This board is comprised of representatives from each of the schools in the Lakenheath complex. They deal with issues that pertain to all schools. They meet quarterly and invite community attendance and participation.

Parent/Teacher Organization-Traditionally, the Lakenheath Middle School PTO has played a very active role in our school. They provide funding for enrichment activities such as guest speakers and demonstrations. They have organized school-wide career days. They promote school morale by honoring the staff and students.

Community Volunteers -There is widespread evidence of community involvement through parent and military volunteers at LMS. Parents assist with classroom instruction by helping in preparation of materials, by being guest speakers and even by providing instruction for small groups. The military community joins in for special assemblies, demonstrations, and career day, as well.

Presentation of Data: Environmental Scan Data

Information from *Ten Trends: Educating Children for a Profoundly Different Future* by Gary Marks indicates that students will need to be prepared for a new “global knowledge information age”. The following trends were stated.

Trend 1: For the first time in history, the old will outnumber the young.

Trend 2: The US will become a nation of minorities.

Trend 3: Social and intellectual capital will become the primary economic values in society.

Trend 4: Education will shift from averages to individuals.

Trend 5: The Millennial Generation will insist on solutions to accumulated problems and injustices.

Trend 6: Continuous improvement and collaboration will replace quick fixes and defense of the status quo.

Trend 7: Technology will increase the speed of communication and the pace of advancement or decline.

Trend 8: Knowledge creation and breakthrough thinking will stir a new era of enlightenment.

Trend 9: Scientific discoveries and societal realities will force difficult ethical choices.

Trend 10: Competition will increase as industries and professions intensify their efforts to attract and keep talented people.

Top Jobs of the 21st Century

Careers With Largest Job Growth	Skills needed
• Retail Sales	• Verbal and written communication
• Post Secondary Teachers	• Analyzing and Problem Solving
• Registered nurse	• Decision making
• Food Prep and Service Workers	• Listening
• Nursing Aides, Orderlies, and Attendants	• Working with other people

Implications for Student Performance Goals: Community

Our on-going goal is to continue to foster and benefit from our strong community support and interaction. We should share our school improvement process with the community through continuing interaction and publication of our school goals. We shall also focus on the needs of the future: communication, problem solving, listening, decision making skills.

Identification of Sub-Group(s)

None.

Other Data and/or Actions Needed

None.

Existing School Data: Instructional

Data Collection Instrument(s)

We selected the following instruments to collect data regarding instruction:

- Staff Demographics
- Common Instructional Techniques
- Staff Development Opportunity

Staff Demographics

- 62 professional staff
 - 25 men
 - 37 women
- 2 administrators (principal, assistant principal)
- 8 special education positions
- 1 psychologist
- 1 information specialist
- 2 education technologists (ETs)
- 1 nurse
- 3 counselors
- 1 AVID teacher
- 1 Host Nation teacher
- Degrees
 - 5 PhD.
 - 26 Masters + 30
 - 8 Masters + 15
 - 14 Masters
 - 4 BA +30
 - 1 BA + 15

Description of Data:

Our staff consists of 62 highly trained individuals with over 1000 combined years of experience as educators.

Common Instructional Techniques

The staff of LMS applies the common instructional techniques of pre, during and post reading strategies. This was a major intervention from our last CSP cycle and one still employed by the whole staff. The pre, during and post reading strategies were integrated in all content areas, with training on how to implement the strategies in all subjects to include math and science and exploratory classes. Our staff also uses the technology of a Smartboard as a technological integration in the classroom across the curriculum. The Smartboard training addresses the use in all subject areas to include exploratory classes.

Common instructional reading strategies are used to assist students with vocabulary, breaking down content into smaller portions, finding the meaning and extend meaning. This strategy is used for all content areas and addresses vocabulary in all content areas to include math, science and exploratory classes. During the most recent School Improvement cycle, the staff at Lakenheath Middle School has implemented several common instructional strategies in all curricular areas. It was agreed that a focus be placed on reading, as this was an area that could be applied to all classes. The staff has introduced a variety of pre- and post-main idea of a piece of writing, and attempting to write about what they have read.

Staff Development

LMS offers a wide-range of Staff Development education in order to assist with planning for student achievement. These have included: Pre-, During, and Post-Reading strategies; improving student comprehension of testing vocabulary on standardized tests; affective education on bullying; and exposure to other educational programs, such as, Special Education, Read 180, SRI, and AVID. Results-based staff instructional plans and in-service were implemented throughout the past 5 year CSP cycle. This consisted of staff in-services and workshops. The faculty has also been given the opportunity for training on the uses of the SmartBoard Technology and training sessions dealing with the SIS Gradebook and attendance programs.

Instructional Programs

READ 180 is a comprehensive reading intervention program designed to meet the needs of students in elementary through high school whose reading achievement is below the proficient level. These struggling readers have deficits in their understanding of the reading process and gaps in their foundational skills. *READ 180* is built to address these gaps by directly addressing individual needs through instructional software, high-interest literature, and direct instruction in reading skills.

AVID (Advancement Via Individual Determination) is a language arts based curriculum with emphasis on the writing process and writing as a tool of learning. In addition to inquiry and collaboration, AVID also provides students with academic survival skills, i.e., time management, note taking, textbook reading, library research, test taking skills, and study skills. The Cornell note-taking system is taught and students are expected to use this system in all classes.

Implications for Student Performance Goals: Instructional

Student Performance Goals

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

- Continued emphasis on reading and writing instruction
- Improve instruction in writing
- Increase student engagement during instruction
- Differentiate Instruction

Identification of Sub-Group(s)

None.

Other Data and/or Actions Needed

Continue staff development in the areas of common instructional techniques and supporting educational goals.

Interpretation and Triangulation of Data

Interpretation

The interpretation of the data of LMS illustrated needs in the areas of communication and problem solving. Our data supports our goal selections by showing triangulation among standardized test scores, local surveys, a student focus group, existing instructional programs and school demographics. Possible growth areas on the TerraNova were found in the lower two quarters in mathematics and language. This interpretation suggests that the broad areas of communication and problem solving will affect all areas of the curriculum.

Student Performance Goal #1: All students will show improvement in written communication across the curriculum.

Essence of Goal #1: Students will use written language to communicate information to the intended audience.

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

- TerraNova median scores, quartile scores and disaggregate scores.
- Communication Arts scores.
- Teacher survey and former student focus group responses pre November 1, 2006.

Student Performance Goal #2: All students will show improvement in problem solving across the curriculum.

Essence of Goal #2: Students will use problem-solving strategies to identify a problem, then select/apply strategies and evaluate the results.

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

- TerraNova median scores, quartile scores and disaggregate scores.
- Environmental Scan Data
- Teacher survey and former student focus group responses pre November 1, 2006.

Selection of and Rationale for Student Performance Goals

Selection of Goal 1: The Community Strategic Plan (CSP) states that by 2011, 75% of all students should score in the top two quartiles on the TerraNova and less than 7% should be in the lowest quartile. It also states that 100% of the students will score in the top two performance levels on the Communication Arts Test. Focusing on the student groups where improvement is needed, the following statements support our CSP goal to improve written communication across the curriculum:

- Communication Arts scores showed our scores were below the national average in the sub-categories of extending meaning and evaluates critically.
- The outcome milestone of the top two quarters showing 100% was not met in all subtests of the Communication Arts scores.
- Our writing and editing OPI scores were the lowest scores in the Language test of the TerraNova in 6th grade.
- In the 7th and 8th grade the sentence and editing sub-categories did not achieve 75% or higher on the OPI score.
- Analysis of the Environmental Scan data reflected a strong need for communication skills.
- The teacher survey reflected a perceived need for stronger language arts skills among the students at LMS.
- At all grade levels, a significantly higher percentage of black students scored in the lower two quartiles of language than Hispanic students and white students.
- A review of the OPI in Language across all grade levels shows that from 2002-2006, editing (61-69 percentile) is consistently lower than the other two areas of sentence structure (70-78%ile) and writing strategies (74-78%ile).
- Whites scored 18% higher than blacks on average for the past four years and whites scored 8% higher than Hispanics on the median language score for the past four years.
- In all three grade males scored an average of 11-15% lower than females on the language TN test for the past four years.
- The total Communication Arts scores for 2003-2005 did not meet the outcome milestone of 100% in the top two performance levels for any of the three years analyzed.
- The writing section of the Communication Arts Test scores for 2003-2005 did not meet the outcome milestone of 100% in the top two performance levels for any of the three years analyzed.
- LMS scored lower than the national average in several writing performance strands on the Communication Arts Test for 2003-2005.
- All disaggregate groups did not meet the outcome milestone of 100% in the top two performance levels of the Communication Arts Writing scores or on the total Communication Arts writing scores.
- For 2004 no students scored in the top performance strand on the writing portion of the Communication Arts Test.
- Of the females who took the test, all scored below the national average in the performance strand of writing fluently for 2003-2005.
- 8th grade males scored lower than the national average on all three performance strands of the Communication Arts Writing scores for all three years reviewed.

- Neither females, males, Hispanics, whites nor blacks had 100% scoring in the top two performance levels of the Communication Arts total score.

Selection of Goal 2:

- 10% of our students across all three grade levels scored in the bottom quartile in mathematics. The outcome milestone is 7% or lower.
- The outcome milestone of 75% of students scoring in the top two quarters of the TerraNova was not met for 6th, 7th or 8th grade.
- For 2006, 6th grade students scored 11.4% in the lower quarter of the TerraNova median mathematics. The target goal is 7% or lower.
- TerraNova OPI scores were consistently lower in the sub-category of problem solving and reasoning across all grade levels.
- Environmental scan data reflected a need to strengthen problem solving skills.
- The teacher survey reflected a perceived need for stronger mathematical skills, particularly in problem solving, among the students at LMS.
- Survey of high school teachers revealed a perceived weakness in students preparedness for mathematics.
- 30% of former students showed a decrease in math median TerraNova scores over a three year period from 8th grade to 10th grade.
- At all grade levels, a significantly higher percentage of black students scored in the lower two quartiles of mathematics than Hispanic students and white students.
- The 6th grade blacks scoring on average for the past four years 22% lower than whites and 24% lower than Hispanics in the median score for mathematics.
- Math results for 7th grade showed that the weakest areas were geometry (47 –52 percentile) and problem solving (50-55 percentile).
- The sub-area of problem solving was the lowest score on the OPI for blacks.
- For the years 2002-2006, problem solving has consistently been among the lowest scores throughout all grade levels.