

NCA CASI School Profile

Compiled 2006-2009



Edward C. Killin Elementary School

Unit 35016

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Mrs. Gail Wiley, Principal

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MISSION STATEMENT

Edward C. Killin Elementary is dedicated to preparing our diverse student population to be productive, contributing members of a global society.

Guiding Principles

- Provide a challenging curriculum that develops the unique abilities of each child;
- Foster the leadership qualities of responsibility, respect, resourcefulness, and reliability;
- Infuse technology into the curriculum in order to support educational goals;
- Instill in each of our students a desire to learn and to serve;
- Offer curricular and extracurricular programs that develop knowledge and communication skills;
- Create an environment that encourages students to be adaptable in an ever-changing world.

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:

Teacher Survey

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

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

E.C. Killin Staff Survey 2006-2007

Directions: Please read each statement and place a mark in the O to indicate whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with each statement.	Strongly Agree	Agree	Disagree	Strongly Disagree
Quality of Instructional Programs				
1. The school does a good job teaching the core subjects (language arts, mathematics, science, social studies.)	10	18	2	0
2. The school has high expectations for student learning.	13	17	0	0
3. Students see strong relationships between school lessons and everyday life.	3	20	4	0
4. Instruction offered to students is of high quality.	11	19	1	0
5. Curriculum taught is based on DoDEA standards.	15	16	0	0
6. A variety of instructional strategies are used to help students learn.	14	17	0	0
7. Students are motivated to do their best work.	5	21	4	0
School Climate and Environment for Learning				
1. Teachers are respected by students and parents.	6	23	0	0
2. Students and teachers are respectful of each other.	13	17	1	0
3. The school has a safe and orderly environment for learning.	16	12	1	1
4. School discipline is appropriately maintained.	13	13	3	1
5. I am satisfied with the school.	15	12	1	1
School Organization and Administration				
1. The school is committed to continuous improvement.	16	12	3	0
2. The school uses data and research when making decisions about teaching and learning.	14	15	1	0
3. Teachers are involved in decisions impacting on the quality of teaching and learning.	14	12	4	0
4. There are positive working relationships between teachers and administrators.	16	10	2	1
Support for Student Learning				
1. Teachers are willing to give students individual help outside of class time.	9	16	5	0
2. Students are provided learning opportunities that support the full range of student abilities.	11	17	1	0
3. Our school effectively communicates with parents.	15	13	3	0
4. Technology is used to help students learn.	11	17	2	0

Description of Data:

To determine teacher perceptions of the quality of our school, survey data were collected from all teachers. The table above summarizes teacher perceptions.

Analysis of Data:

In the fall of this school year (2006-2007), a teacher survey was conducted. A total of 31 staff members responded to the survey. Overall, those responded had a favorable impression of E.C. Killin Elementary School. Of the seven survey questions related to "Quality of Instructional Programs", 95% of the survey responses were in the agreed or strongly agreed category. This held true in all the other sub categories of the teacher survey; "School Climate and Environment for Learning", "School Organization and Administration", and "Support for Student Learning" had "agree" to "strongly agree" percentage responses of 94%, 91% and 91% respectively.

When focusing on the individual survey questions it is clear that there are specific areas that are perceived to be lacking. For “Quality of Instructional Programs”, 7% of those that responded feel that the school does not do a good job teaching the core subjects of mathematics, language arts, science and social studies. Furthermore, 15% of the staff participants believe that students see little relationship between school lessons and everyday life and 14% feel that students lack motivation to do their best work. Furthermore, an analysis of both the “School Organization and Administration “ and “Support for Student Learning “ portions of the survey, evidence areas of concern. Thirteen percent of those surveyed disagree that teachers are involved in decisions impacting on the quality of teaching and learning. Also, 17% disagreed that teachers are willing to give students individual help outside of class time.

Despite the overall positive results generated by the teacher survey, there were specific areas in which staff responses disagreed (the percent range of disagree responses in these areas was 7% to 17%). As a result, the school may need to identify a student performance goal in the area of language arts, mathematics, science and social studies.

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. Reading comprehension and reading for information with an emphasis on readings impact on everyday life.
2. Written expression – Expository writing across disciplines and persuasive writing as it relates to everyday life.
3. Number relationships and to represent and analyze everyday mathematical situations and structures using algebraic expressions.
4. Scientific inquiry.

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:

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

Existing School Data – Student Data

Data Collection Instrument(s)

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

The *TerraNova* Multiple Assessments, 2nd Edition. (02-06)

The *TerraNova* Performance Assessment Communications Arts (03-06)

The *TerraNova* Balance Assessment in Mathematics (02-05)

DoDEA Writing Assessment (98-01)

Scholastic Reading Inventory (SRI) (01-05)

Scholastic Developmental Reading Assessment (DRA) (03-05)

UPSL Problem Solving Assessment (01-05)

The *TerraNova* Multiple Assessments, 2nd Edition. (04-08)

Grammar, Usage and Mechanics Local Assessment (07-08)

Reading Comprehension Local Assessment (07-08)

Scholastic Developmental Reading Assessment (DRA) (07-08)

6+1 Traits Writing Local Assessment (07-08)

Read 180 Program Completion—Targeted Sub-Group (07-08)

Presentation/Analysis of Data: Student Data

Percentage in Top Two TerraNova National Quarters

Killin ES

Underlined values meet or exceed the DoDEA goal of more than 75% in the top two national quarters.

Grade	Year	Total # Tested	Percent in Top Two National Quarters				
			Reading	Language	Math	Science	Social Studies
3	2002	89	56	63	62	60	60
3	2003	96	65	<u>75</u>	<u>77</u>	63	64
3	2004	68	53	65	62	69	60
3	2005	94	55	72	73	<u>76</u>	64
3	2006	93	66	71	74	<u>85</u>	67
4	2002	100	62	62	57	56	68
4	2003	81	62	68	59	68	74
4	2004	95	65	64	64	60	73
4	2005	67	60	60	58	52	63
4	2006	82	74	72	74	73	<u>82</u>
5	2002	87	60	56	53	48	53
5	2003	78	<u>77</u>	<u>77</u>	71	72	71
5	2004	70	62	65	74	59	72
5	2005	80	69	70	68	58	67
5	2006	79	71	61	61	53	58
6	2002	81	<u>77</u>	<u>79</u>	73	64	70
6	2003	74	57	53	51	59	58
6	2004	60	<u>77</u>	<u>78</u>	<u>78</u>	63	73
6	2005	70	63	63	74	66	69
6	2006	71	<u>82</u>	<u>79</u>	<u>80</u>	<u>76</u>	66

Description of Data:

The *TerraNova* Multiple Assessments, 2nd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 3-5. The table above shows the percentage of students scoring in the top two national quarters.

Analysis of Data:

An historical analysis of student performance levels on the *TerraNova* Multiple Assessments, 2nd Edition, show results that are inconsistent, with no clear trend upward or downward for the percentage of students that score in the top two national quarters. What is clearly evident is that our students out performed the national average at every

grade level, in all content areas tested. Although our students consistently scored above the National Norm Group average, the DoDEA Community Strategic Plan requires that 75% of our students score in the top two national quarters. The greatest deficits in meeting the goal is found in the Social Studies and Language subtest, with an average percentage deficit of 6.75% and 4.25% respectively. These subtest deficits are followed by the Science, Mathematics and Reading subtests. As a result, the school may need to identify a student performance goal in the area of Literacy (Reading and Language Arts), Social Studies, Science and Mathematics.

Implications for Action: Student Data

Student Performance Goals

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

1. Informational reading for comprehension, with a broad emphasis on higher level thinking skills.
2. Written expression – Expository writing across disciplines; especially in areas of science and social studies.
3. Represent and analyze mathematical situations and structures using algebraic expressions.
4. Number relationships – Representing numbers, relationships among numbers and number systems.
5. Scientific inquiry
6. Social Studies – Acquire information and manipulate data to construct new knowledge in core areas.

Other Data and/or Actions Needed

None

Percentage in the TerraNova Bottom National Quarter

Killin ES

Underlined values meet or exceed the DoDEA goal of fewer than 8% in the bottom national quarter.

Grade	Year	Total # Tested	Percent in Bottom National Quarter				
			Reading	Language	Math	Science	Social Studies
3	2002	89	12	9	16	15	12
3	2003	96	8	<u>3</u>	<u>5</u>	8	10
3	2004	68	13	9	<u>6</u>	13	10
3	2005	94	15	<u>3</u>	<u>7</u>	11	<u>7</u>
3	2006	93	8	<u>2</u>	<u>4</u>	<u>2</u>	<u>5</u>
4	2002	100	13	13	12	19	9
4	2003	81	<u>7</u>	9	15	10	<u>7</u>
4	2004	95	<u>4</u>	<u>3</u>	<u>6</u>	9	<u>3</u>
4	2005	67	12	12	15	12	9
4	2006	82	<u>2</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>2</u>
5	2002	87	18	23	17	24	18
5	2003	78	<u>5</u>	<u>6</u>	<u>5</u>	<u>6</u>	9
5	2004	70	<u>7</u>	12	<u>3</u>	9	<u>7</u>
5	2005	80	<u>6</u>	<u>4</u>	11	11	<u>6</u>
5	2006	79	<u>6</u>	<u>6</u>	10	15	9
6	2002	81	<u>1</u>	<u>5</u>	<u>4</u>	<u>5</u>	<u>7</u>
6	2003	74	12	15	14	16	14
6	2004	60	<u>5</u>	<u>7</u>	<u>5</u>	<u>7</u>	8
6	2005	70	<u>6</u>	10	<u>4</u>	9	<u>6</u>
6	2006	71	<u>4</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>6</u>

Description of Data:

The *TerraNova* Multiple Assessments, 2nd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 3-5. The table above shows the percentage of students scoring in the bottom national quarter.

Analysis of Data:

An historical analysis of student performance in the bottom national quarter of the *TerraNova* Multiple Assessments, 2nd Edition, indicate that our students consistently out

performed the National Norm Group average at all grade levels, and in all content areas. However, when looking at performance compared to DoDEA’s Community Strategic Plan (CSP) goal of 7% or fewer students of the students scoring in the Bottom National Quarter, some of our students fell short of that goal; one grade level did not meet the CSP goal in Reading (3rd grade) and another did not meet the CSP goal in Mathematics, Science and Social Studies in 2006 (5th grade). Therefore, students falling below the standard in Reading, Mathematics, Science and Social Studies, as measured by this assessment, should be considered for selection as a member of a targeted subgroup in any goal area selected by the school in these curricular areas.

Implications for Action: Student Data

Student Performance Goals

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

1. Informational reading for comprehension, with a broad emphasis on higher level thinking skills.
2. Written expression – Expository writing across disciplines; especially in areas of science and social studies.
3. Number relationships – Representing numbers, relationships among numbers and number systems.
4. Scientific inquiry.
5. Social Studies – Acquire information and manipulate data to construct new knowledge in core areas.

Other Data and/or Actions Needed

None

Percentage of Students by Performance Levels				
TN Performance Assessment Communication Arts (TNPACA)				
Spring 2002 – Spring 2006				
	At or Above the Standard			
Year/Grade	'03	'04	'05	'06
4	57	67	63	74

Description of Data:

The *TerraNova* Performance Assessment: Communications Arts is a system-wide, norm-referenced assessment given to all of our students in 4th grade. The table above shows the percentage of students scoring in the top two national quarters.

Analysis of Data:

Although student achievement on the *TerraNova* Performance Assessment: Communications Arts has trended up in two of the last four years, student achievement has been below expectation in all years. In 3 of the last four years, less than 65% of our students scored in the top two national quarters. In the prior year only 74% scored in the top two national quarters, which is below the DoDEA Community Strategic Plan goal that all (100%) of our students score at the standard or above the standard. Therefore the school may need to identify a student performance goal in the area of writing.

Implications for Action: Student Data

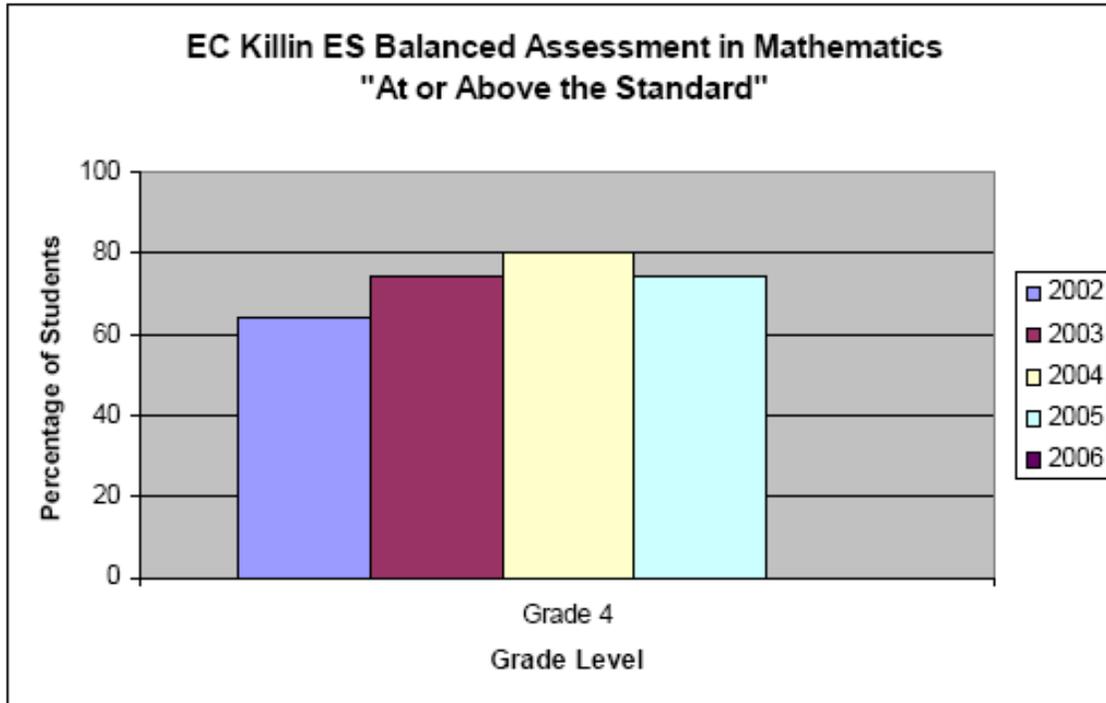
Student Performance Goals

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

1. Utilize the writing process.
2. Expository writing.
3. Narrative writing.
4. Persuasive writing.

Other Data and/or Actions Needed

None



Description of Data:

The *TerraNova*, Balanced Assessment in Mathematics (BAM), is a system wide, norm referenced assessment administered to our entire fourth grade. The graph above shows the percentage of students scoring in the top two national quarters.

Analysis of Data:

An analysis of the *TerraNova*, Balanced Assessment in Mathematics, indicates a positive trend in years one and two, resulting in nearly 80% of those tested scoring at or above the standard (in the top two national quarters). School year 2005 saw a score lower than the preceding year, with the total percentage of students who are at the standard or higher settling at 75%. Although most of our students scored well, the DoDEA Community Strategic Plan requirement is that all (100%) of our students will score at the standard or above the standard. As a result, the school may need to identify a student performance goal in the area Mathematics. Furthermore, those students that did not score at the standard or above the standard may need to be identified as a targeted subgroup in this area.

Implications for Action: Student Data

Student Performance Goals

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

1. Represent and analyze mathematical situations and structures using algebraic expressions.
2. Number relationships – Representing numbers, relationships among numbers and number systems.
3. Reading for information with a broad emphasis on higher level thinking skills.
4. Writing with an emphasis on expository writing to convey information.

Other Data and/or Actions Needed

None

Other Data and/or Actions Needed

None

DoDEA Writing Assessment 1998-2001

YEAR	GRADE	Number of Students	Percent Distinguished	Percent Proficient	Percent Apprentice	Percent Novice	Percent Not Scoreable
1998	5	77	26	60	13	1	0
1999	5	80	22	71	2	1	2
2000	5	79	27	67	4	0	2
2001	5	87	28	65	4	1	0

Description of Data:

The DoDEA Writing Assessment was a system wide assessment given to all fifth grade students over a five year period. The chart above shows the percentage of students who scored as a Novice, Apprentice, Proficient or Distinguished writer. Students who scored as Proficient or Distinguished are consider being at the standard or above the standard, respectively.

Analysis of Data:

An analysis of the above table indicates a two year positive trend in students who scored “proficient” or higher. In 1998 only 86% of all students tested were proficient or higher. By 2000, 94% of all students tested rated a proficient or distinguished score. Unfortunately, by 2001 (the last year the test was administered) the percentage of students who scored at the standard or above the standard had slipped to the 1999 level of 93%. It is clear, based on the above data, that over 90% of our students tested consistently score at the standard (Proficient) or above the standard (Distinguished), in

three of the last 4 years they were tested. As a result of student success evidenced above, there are no student performance goals identified in the area of writing based on the DoDEA Writing Assessment. However, should other data suggest a student performance goal in the area of writing, those students who did not score at the standard or above the standard may need to be identified as a targeted subgroup in this area.

Implications for Action: Student Data

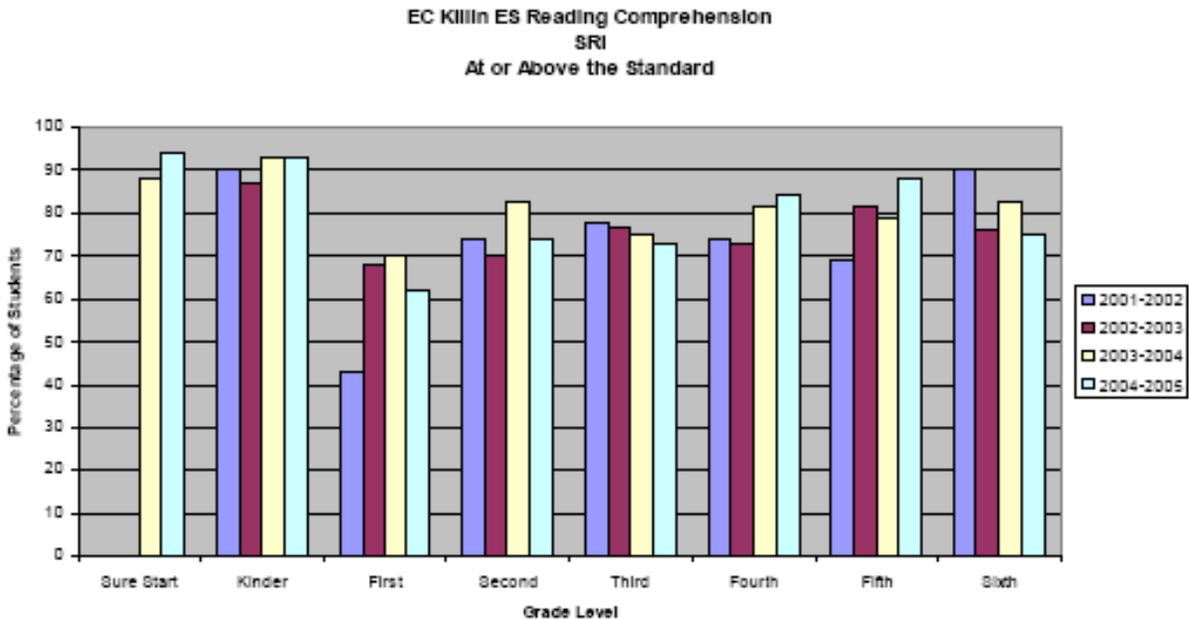
Student Performance Goals

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

None

Other Data and/or Actions Needed

None



Description of Data:

The Scholastic Reading Inventory (SRI) is a computer–adaptive assessment designed to measure how well readers read literature and expository texts of varying difficulties. SRI is a local assessment used to measure reading comprehension and is administered to students in grades 1 through six. In order to facilitate the assessment of kindergarten and first grade, a locally developed story retell assessment is performed with results being included in the SRI analysis. This graph represents the percentage of students who scored at or above the standard defines as proficient or advanced.

Analysis of Data:

It is clear that the data does not show any clear trend in reading scores across grade levels; while one grade level shows a two year upward trend (4th grade), this is offset by third grade's downward spiral, and lower scores in four of the 8 grade levels tested for school year 2004-2005. Most grades posted erratic history with no clear trend that is noteworthy. Historically, in all test years, most grade levels had fewer than 80% of their tested population scoring at the standard or above the standard. In other words, in all test years, most grades had 20% or more of their population that did not meet the standard of proficient or advanced. As a result, the school may need to identify a student performance goal in the area of reading.

Implications for Action: Student Data

Student Performance Goals

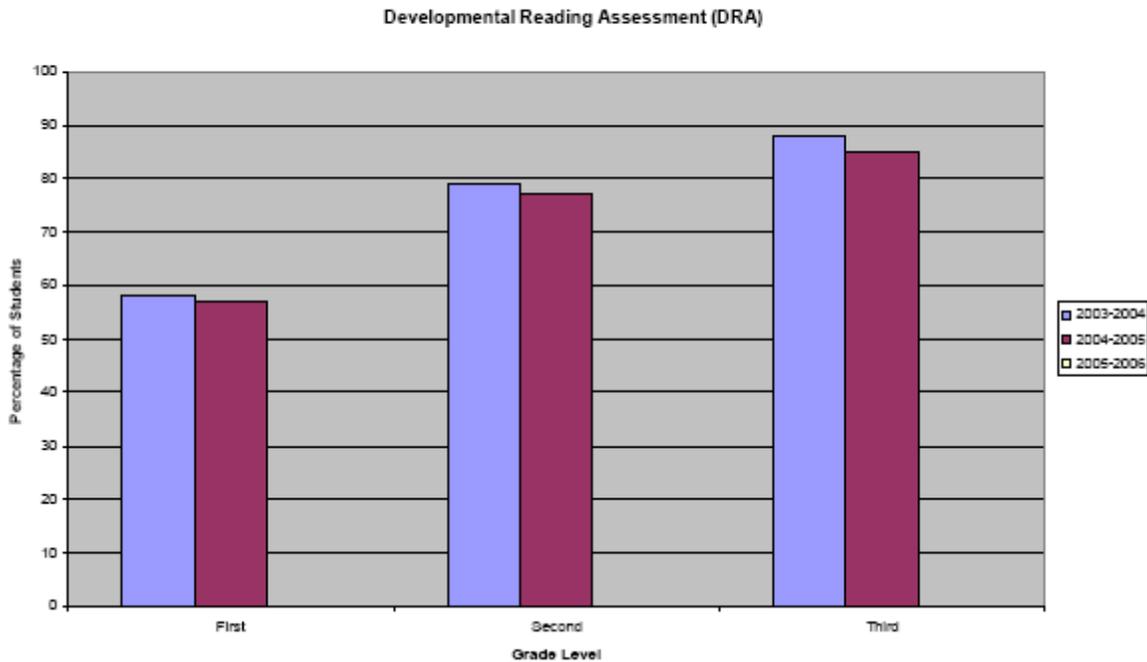
Areas identified by this data for student performance goals (not the goal statements!) could include:

1. Literacy with emphasis on reading comprehension across curricular areas.
2. Vocabulary development.
3. Writing in various genres, with an emphasis on author's craft.

Other Data and/or Actions Needed

None.

E.C. Killin Reading Assessment- Scholastic Developmental Reading Assessment (DRA).



Description of Data:

Scholastic Developmental Reading Assessment (DRA) is a local assessment used to measure reading fluency, word decoding and reading comprehension. The DRA is administered to students in grades 1 through 3. The graph above shows the percentage of students who are considered reading at grade level or above grade level.

Analysis of Data:

It is clear from the data that two of the three grade levels tested have more than 70% of their students reading at, or above grade level. Third grade has consistently posted scores that exceed 80% of their students. Unfortunately, in first grade less than 60% of its population were reading at or above grade level in the two years tested. Furthermore, a downward trend has been established in all grade levels tested. Although two of the three grade levels tested had more than 75% of its students meeting or exceeding the standard, not all grade levels tested exceed the 75% criteria set in DoDEA’s Community Strategic Plan and based on the aforesaid negative trend, the school may need to identify a performance goal in the area of literacy. Additionally, the data suggests that the school may need to identify target subgroups of students in these areas should one of those broad areas be selected as a performance goal.

Implications for Action: Student Data

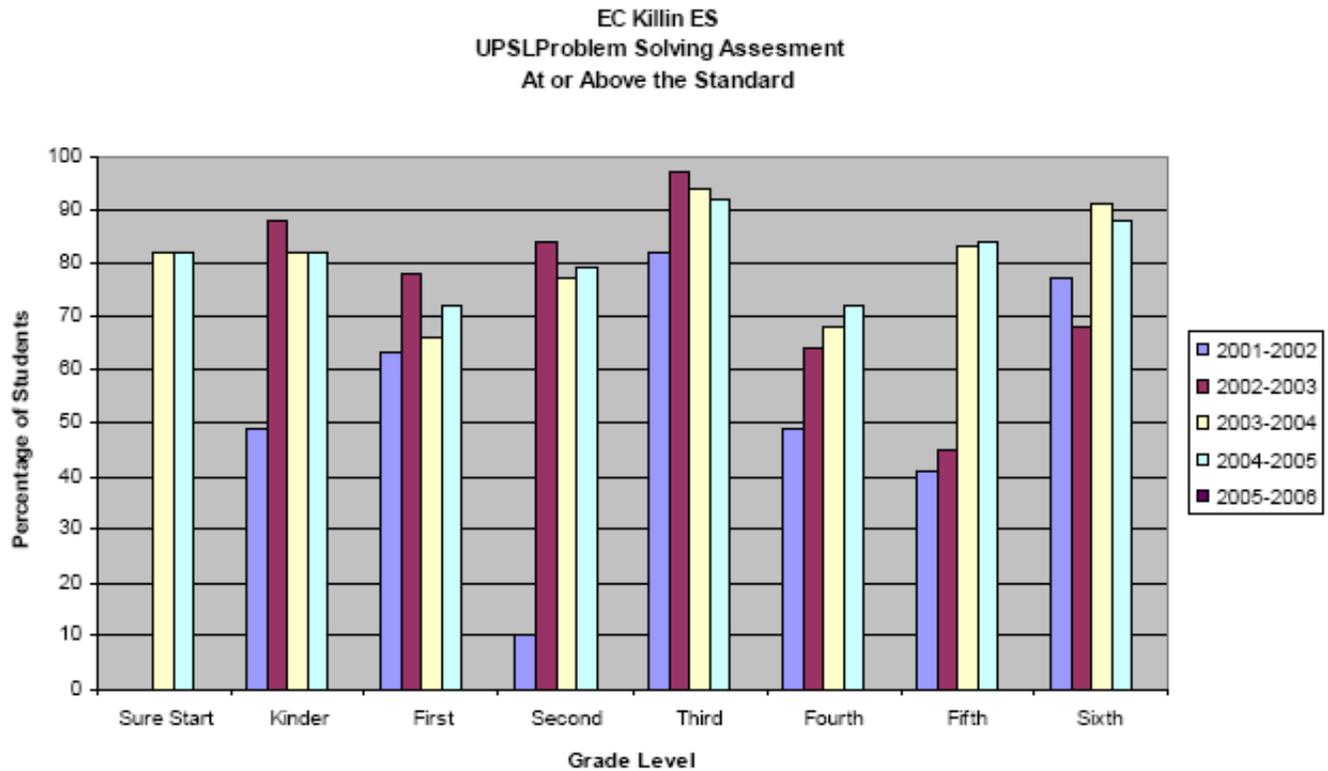
Student Performance Goals

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

1. Literacy - a focus on reading for comprehension, with a broad emphasis on higher level thinking skills.
2. Vocabulary development.
3. Literacy – a focus on phonics, fluency and word attack skills
4. Literacy – a focus on writing, with a broad emphasis on understanding the author’s craft, across genres (narrative, expository and persuasive).

Other Data and/or Actions Needed

None



Description of Data:

The UPSL Problem Solving Assessment is a locally developed and used assessment given to all students in grades K-6. In Sure Start, the students are assessed using Creative Curriculum guidelines and are not included as part of the data analysis. This graph represents the percentage of students, at each grade level that were judged to be at the standard or above the standard (proficient or advanced) based on a scoring rubric developed by the school.

Analysis of Data:

Although results were erratic in nearly all grade levels over the four years tested, most grade levels (six of the 7 grades tested) posted consistently higher scores when compared to their baseline assessment. Furthermore, four of the 7 grades assessed had final year scores that evidenced over 80% of their students being judged at proficient or advanced; second grade scored just below 80% and third grade had over 80% of their students scoring as proficient or advanced. Despite the relative success of our student population on this assessment, two grade levels scored below 75% (1st and 4th grades) and 4 of the seven grades tested, or 57% of those tested posted scores showing no growth or negative growth when compared to the prior year. Therefore the school may need to identify a student performance goal in the area of Mathematics. Furthermore, because of the limited success of the aforementioned first and 4th grades, the school may need to identify target subgroups of students in these areas should one of those broad areas be selected as a performance goal.

Implications for Action: Student Data

Student Performance Goals

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

1. Mathematical Problem Solving.
2. Represent and analyze mathematical situations and structures using algebraic expression.
3. Number relationships – Representing numbers, relationships among numbers and number systems.

Other Data and/or Actions Needed

None

Percentage in Top Two TerraNova National Quarters

Killin ES

Underlined values meet or exceed the DoDEA goal of more than 75% in the top two national quarters.

Grade	Year	Total # Tested	Percent in Top Two National Quarters				
			Reading	Language	Math	Science	Social Studies
3	2004	68	53	65	62	69	60
3	2005	94	55	72	73	<u>76</u>	64
3	2006	93	66	71	74	<u>85</u>	67
3	2007	94	48	57	61	<u>77</u>	64
3	2008	81	56	67	62	72	68
3	Pacific '08	1,911	60	68	67	69	64
4	2004	95	65	64	64	60	73
4	2005	67	60	60	58	52	63
4	2006	82	74	72	74	73	<u>82</u>
4	2007	84	55	58	62	67	65
4	2008	81	69	63	59	64	<u>77</u>
4	Pacific '08	1,907	66	67	67	64	69
5	2004	70	62	65	74	59	72
5	2005	80	69	70	68	58	67
5	2006	79	71	61	61	53	58
5	2007	67	<u>79</u>	<u>76</u>	<u>79</u>	70	65
5	2008	73	64	62	56	66	61
5	Pacific '08	1,776	72	72	68	66	71
6	2004	60	<u>77</u>	<u>78</u>	<u>78</u>	63	73
6	2005	70	63	63	74	66	69
6	2006	71	<u>82</u>	<u>79</u>	<u>80</u>	<u>76</u>	66
6	2007	75	66	64	71	62	66
6	2008	57	68	74	<u>79</u>	74	67
6	Pacific '08	1,658	74	74	<u>76</u>	71	67

Description of Data:

The *TerraNova* Multiple Assessments, 2nd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 3-5. The table above shows the percentage of EC Killin students performing in the top two national quarters.

Analysis of Data:

In the top two national quarters, third grade performance was quite good in 2008 when compared to baseline data from 2007. Fourth grade performance in year 2008 was better by enough to mention when compared to 2007. Fifth grade was substantially worse in 2008 when compared 2007. Sixth grade performance was quite good in 2008 when compared 2007.

Percentage in the TerraNova Bottom National Quarter

Killin ES

Underlined values meet or exceed the DoDEA goal of fewer than 8% in the bottom national quarter.

Grade	Year	Total # Tested	Percent in Bottom National Quarter				
			Reading	Language	Math	Science	Social Studies
3	2004	68	13	9	<u>6</u>	13	10
3	2005	94	15	<u>3</u>	<u>7</u>	11	<u>7</u>
3	2006	93	8	<u>2</u>	<u>4</u>	<u>2</u>	<u>5</u>
3	2007	94	12	14	14	<u>6</u>	10
3	2008	81	18	9	14	9	11
3	Pacific '08	1,911	14	9	13	9	12
4	2004	95	<u>4</u>	<u>3</u>	<u>6</u>	9	<u>3</u>
4	2005	67	12	12	15	12	9
4	2006	82	<u>2</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>2</u>
4	2007	84	13	17	10	11	11
4	2008	81	9	11	15	9	<u>7</u>
4	Pacific '08	1,907	10	10	11	11	9
5	2004	70	<u>7</u>	12	<u>3</u>	9	<u>7</u>
5	2005	80	<u>6</u>	<u>4</u>	11	11	<u>6</u>
5	2006	79	<u>6</u>	<u>6</u>	10	15	9
5	2007	67	<u>2</u>	<u>3</u>	8	<u>6</u>	8
5	2008	73	8	8	12	8	8
5	Pacific '08	1,776	8	<u>7</u>	10	10	8
6	2004	60	<u>5</u>	<u>7</u>	<u>5</u>	<u>7</u>	8
6	2005	70	<u>6</u>	10	<u>4</u>	9	<u>6</u>
6	2006	71	<u>4</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>6</u>
6	2007	75	<u>5</u>	<u>4</u>	<u>7</u>	10	<u>7</u>
6	2008	57	<u>5</u>	9	12	<u>7</u>	11
6	Pacific '08	1,658	<u>6</u>	<u>6</u>	8	9	10

Description of Data:

The *TerraNova* Multiple Assessments, 2nd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 3-5. The table above shows the percentage of EC Killin students performing in the top two national quarters.

Analysis of Data:

In the bottom national quarter, third grade performance was quite good in 2008 when compared to 2007. Fourth grade performance in year 2008 was quite good when compared to 2007. Fifth grade was substantially worse in 2008 when compared to 2007. Sixth grade performance was worse by enough to mention 2008 when compared to 2007.

**E.C. Killin Elementary School
2008 *TerraNova* Multiple Assessments – Disaggregated by Ethnic/Racial Group
Median National Percentiles**

Subject	Grade	2008 Data	Average	White	Black	Hispanic/Latino	Asian/Pacific Island	Biracial/Multi-racial	Amer. Indian	Blank	Other	
READING	3	District	59	66	51	61	54	61	***	39	58	
		School	58	62	46	62	48	42	***	***	***	
	4	District	66	71	55	59	62	61	***	***	66	
		School	68	77	62	73	62	***	***	***	***	
	5	District	65	71	52	57	62	66	58	67	64	
		School	64	68	59	***	64	50	***	***	***	
	6	District	66	72	60	66	66	64	***	77	66	
		School	63	68	***	57	62	70	***	***	***	
	LANGUAGE ARTS	3	District	66	69	57	64	67	69	***	49	65
			School	63	66	51	57	67	71	***	***	***
4		District	64	71	58	60	68	60	***	***	51	
		School	64	65	59	66	68	***	***	***	***	
5		District	67	73	54	59	64	70	51	65	63	
		School	60	69	55	***	63	51	***	***	***	
6		District	68	73	58	62	66	69	***	70	58	
		School	62	69	***	61	63	65	***	***	***	
MATHEMATICS		3	District	66	68	56	65	69	68	***	31	69
			School	65	62	48	53	71	73	***	***	***
	4	District	65	72	52	61	72	66	***	***	52	
		School	57	59	54	53	65	***	***	***	***	
	5	District	64	70	45	62	65	69	47	73	65	
		School	56	59	43	***	70	39	***	***	***	
	6	District	74	79	56	73	76	75	***	74	75	
		School	68	71	***	58	60	72	***	***	***	

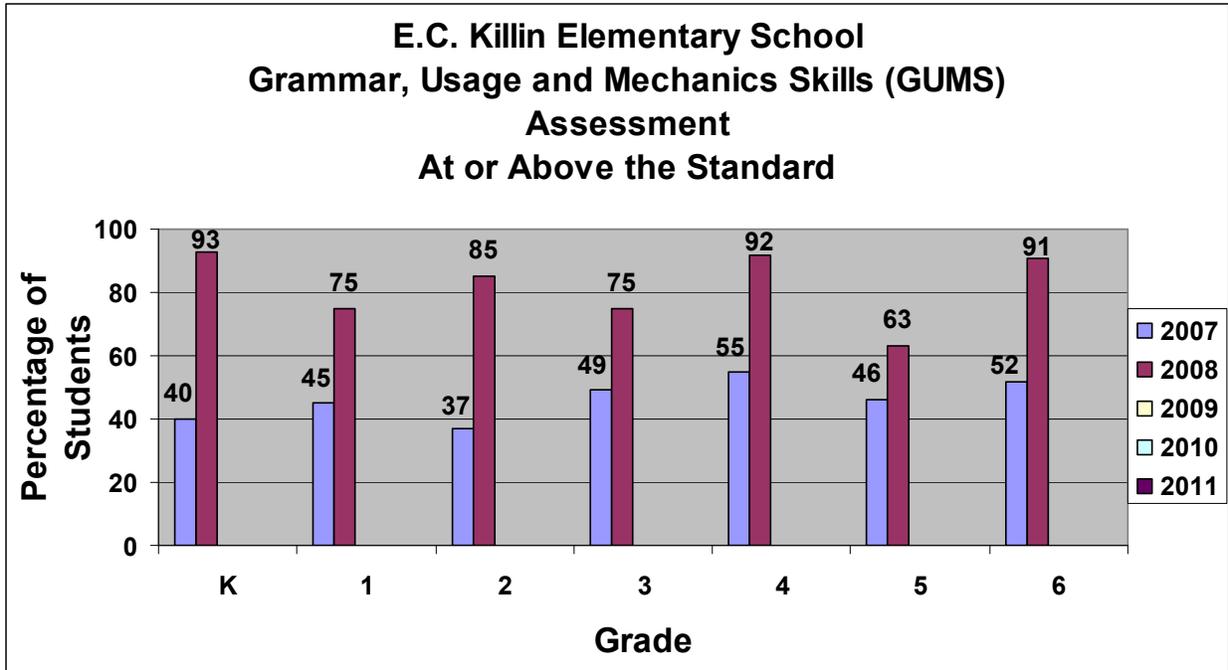
	Grade	2008 Data	Average	White	Black	Hispanic/Latino	Asian/Pacific Island	Biracial/Multi-racial	Amer. Indian	Blank	Other
SCIENCE	3	District	67	75	57	73	71	69	***	46	72
		School	73	82	59	83	66	68	***	***	***
	4	District	65	71	49	63	66	62	***	***	62
		School	65	70	36	53	75	***	***	***	***
	5	District	61	71	45	54	57	59	45	64	61
		School	66	76	47	***	64	54	***	***	***
	6	District	68	75	52	67	69	68	***	79	56
		School	62	60	***	49	63	68	***	***	***
SOCIAL STUDIES	3	District	61	70	54	58	60	60	***	43	53
		School	67	71	55	56	77	64	***	***	***
	4	District	69	73	59	66	71	60	***	***	65
		School	71	80	56	68	68	***	***	***	***
	5	District	61	67	44	53	60	60	55	56	63
		School	64	67	39	***	73	44	***	***	***
	6	District	64	73	53	63	60	60	***	62	66
		School	62	66	***	51	50	63	***	***	***

Description of Data:

The *TerraNova* Multiple Assessments, 2nd Edition is a system-wide, norm-referenced assessment given to all of our students in grades 3-5. The table above shows the student scores disaggregated by ethnic/racial groups, as compared to the Median National Percentile.

Analysis of Data:

The disaggregated data indicate that student performance, when measured by the *TerraNova*, differs among race/ethnic groups at our school. The school may want to examine the *TerraNova* and develop ways to target specific groups in an attempt to increase performance at school.

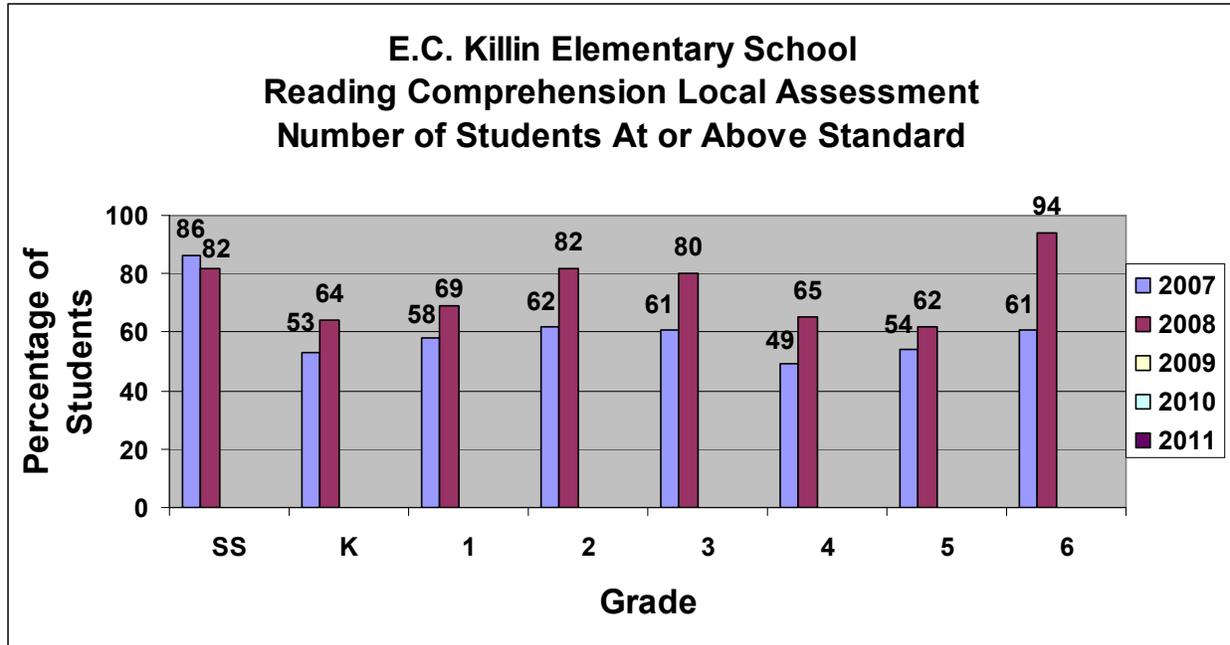


Description of Data:

The Grammar, Usage and Mechanics (GUMS) Assessment is a locally developed and used assessment given to all students in grades K-6. In Sure Start, the students are assessed using Creative Curriculum guidelines and are not included as part of the data analysis. This graph represents the percentage of students, at each grade level that were judged to be at the standard.

Analysis of Data:

Kindergarten performance was substantially better in 2008 when compared 2007. First grade performance was substantially better in 2008 when compared to 2007. Second grade performance was substantially better in 2008 when compared to 2007. Third grade performance was substantially better in 2008 when compared to 2007. Fourth grade performance was substantially better in 2008 when compared to baseline data. Fifth grade performance was substantially better in 2008 when compared 2007. Sixth grade performance was substantially better in 2008 when compared to 2007.

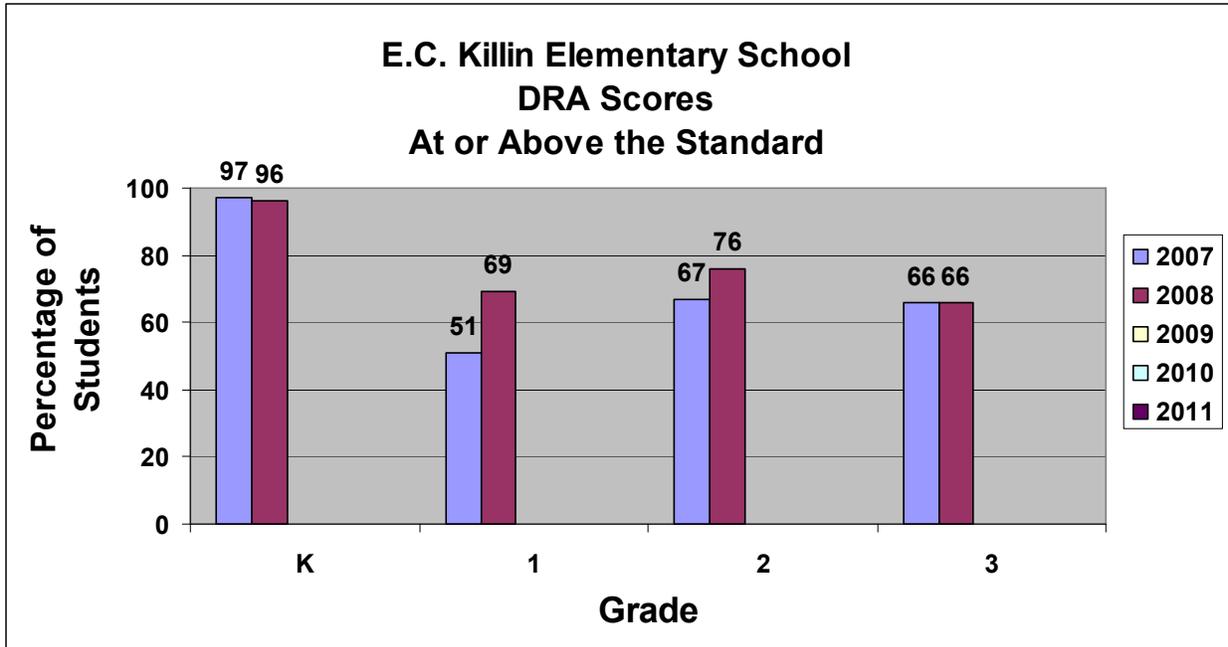


Description of Data:

The Reading Comprehension Local Assessment is a locally administered assessment given to all students in grades SS-6. In Sure Start and Kindergarten, the students are assessed using an informal reading assessment that is scored using a locally designed rubric. Grades 1-6 are assessed using the reading comprehension component of the Literacy Place Unit 4 test. This graph represents the percentage of students, at each grade level that were judged to be at or above the standard.

Analysis of Data:

Sure Start performance was worse by enough to mention in 2008 when compared to 2007. Kindergarten performance was quite good in 2008 when compared to 2007. First grade performance was substantially better in 2008 when compared to 2007. Second grade performance was substantially better in 2008 when compared to 2007. Third grade performance was substantially better in 2008 when compared to 2007. Fourth grade performance was substantially better in 2008 when compared to 2007. Fifth grade performance was quite good in 2008 when compared to 2007. Sixth grade performance was substantially better in 2008 when compared to 2007.

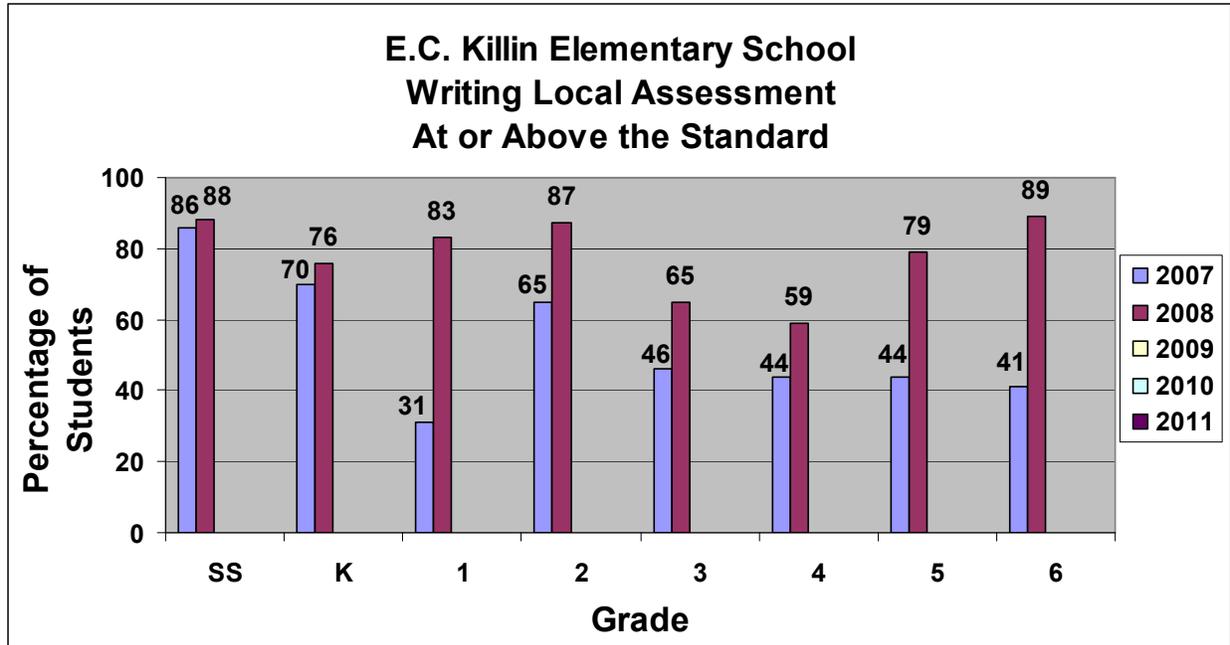


Description of Data:

Scholastic Developmental Reading Assessment (DRA) is a local assessment used to measure reading fluency, word decoding and reading comprehension. The DRA is administered to students in grades 1 through 3. The graph above shows the percentage of students who are considered reading at grade level or above grade level.

Analysis of Data:

Kindergarten performance was worse by enough to mention in 2008 when compared to 2007. First grade performance was substantially better in 2008 when compared to 2007. Second grade performance was quite good in 2008 when compared to 2007. Third grade performance was not enough to mention in 2008 when compared to 2007.

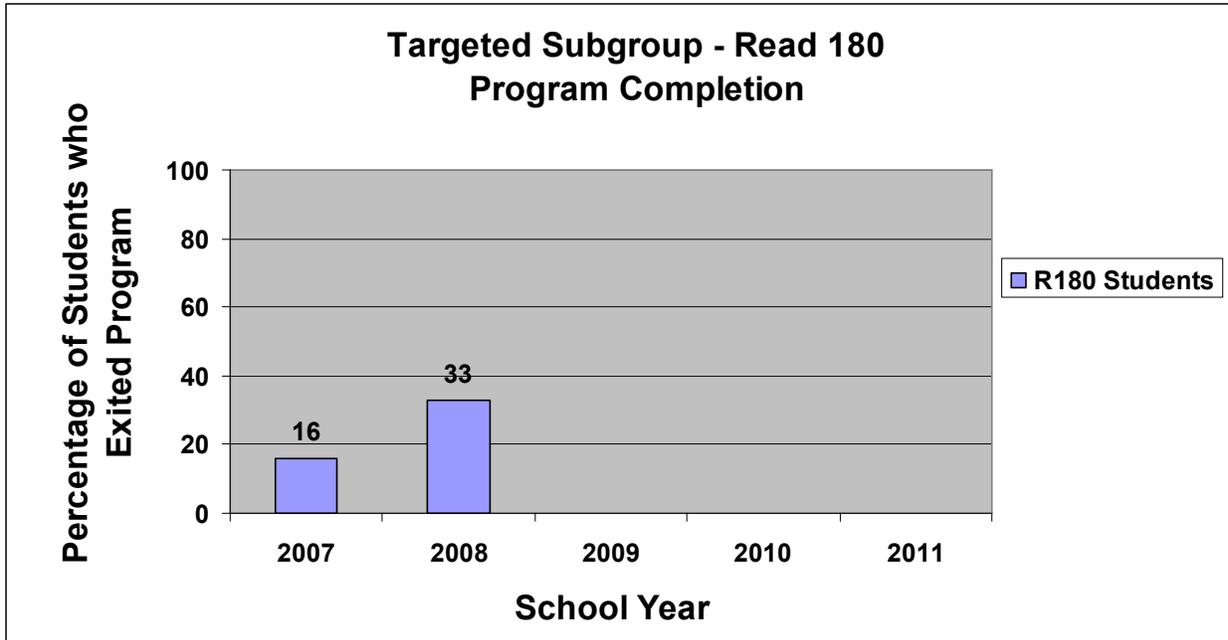


Description of Data:

The Writing Local Assessment is a locally developed and used assessment given to all students in grades K-6. In Sure Start and Kindergarten, the students are assessed using an informal writing assessment which is scored using a locally designed rubric. In grades 1-6 students are given a writing assessment with prompt and are scored using the 6Traits of writing rubric. This graph represents the percentage of students, at each grade level that were judged to be at or above the standard.

Analysis of Data:

Sure Start performance was better by enough to mention in 2008 when compared to 2007. Kindergarten performance was better by enough to mention in 2008 when compared to 2007. First grade performance was substantially better in 2008 when compared 2007. Second grade performance was substantially better in 2008 when compared to 2007. Third grade performance was substantially better in 2008 when compared to 2007. Fourth grade performance was substantially better in 2008 when compared to 2007. Fifth grade performance was substantially better in 2008 when compared to 2007. Sixth grade performance was substantially better in 2008 when compared to 2007.



Description of Data:

All students enrolled in the Read 180 program composed this targeted subgroup. This graph shows the percentage of all Read 180 students who successfully exited the Read 180 program during the school year. Completion of Read 180 is successfully met when a student is reading on grade level.

Analysis of Data:

The difference in performance during school year 2008 was substantially better than in 2007. The percentage of students that exited Read 180 was over double what it was the previous year.

Existing School Data - Instructional Data

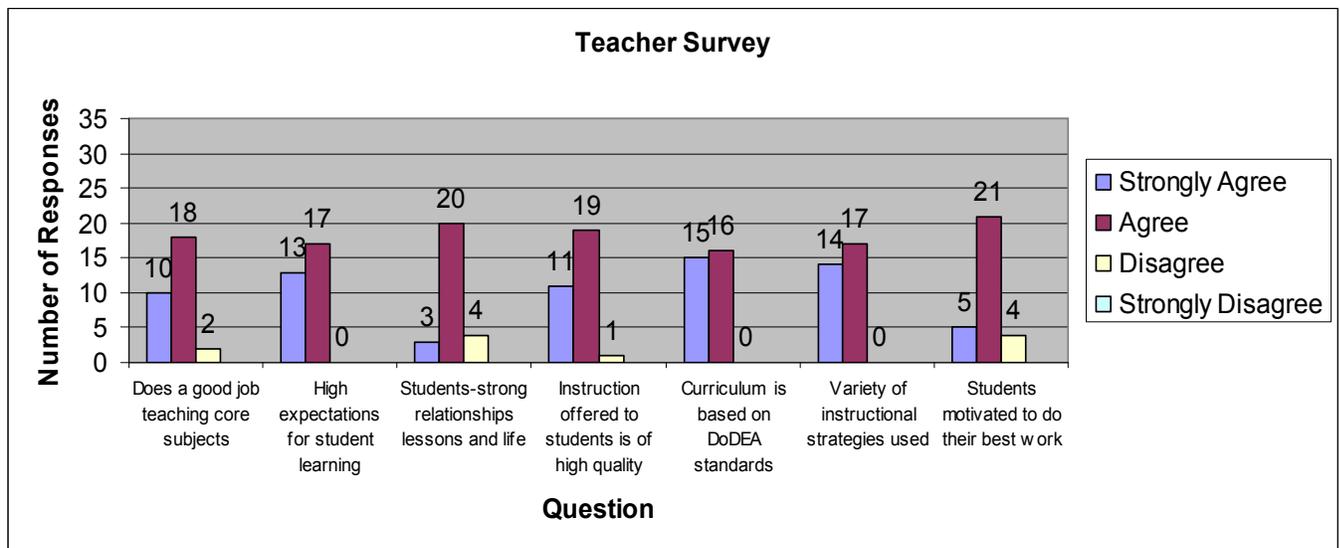
Data Collection Instrument(s)

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

Teacher Survey

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

Presentation/Analysis of Data: Instructional Data



Description of Data:

To determine teacher perceptions of the quality of our school, survey data were collected from all teachers. The table above summarizes teacher perceptions in the Quality of Instruction component of the survey.

Analysis of Data:

An analysis of the Quality of Instruction section of the Teacher Survey shows that most of our educators agree, or strongly agree that the school provides its students with

quality instructional programs. However, approximately 7% of those who responded disagree that the school does a good job teaching the core subjects. Furthermore, 15% of educators who responded disagree that the students see a strong relationship between school lessons and everyday life. Therefore, the school may need to identify a student performance goal in a core curricular area of Language Arts, Mathematics, Science and Social Studies.

Implications for Action: Instructional Data

Student Performance Goals

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

1. Informational reading for comprehension, with a broad emphasis on higher level thinking skills.
2. Written expression – Expository and persuasive writing across the curriculum.
3. Mathematics - Represent and analyze mathematical situations as they apply to everyday life, using algebraic expressions.
4. Number relationships – Representing numbers, relationships among numbers and number systems as they apply to everyday situations.
5. Scientific inquiry.

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:

Sponsor's Branch of Service

Sponsor's Rank & Pay Grade

Enrollment by Federal Ethnicity and Racial Groups

Count of English Language Learners by Level

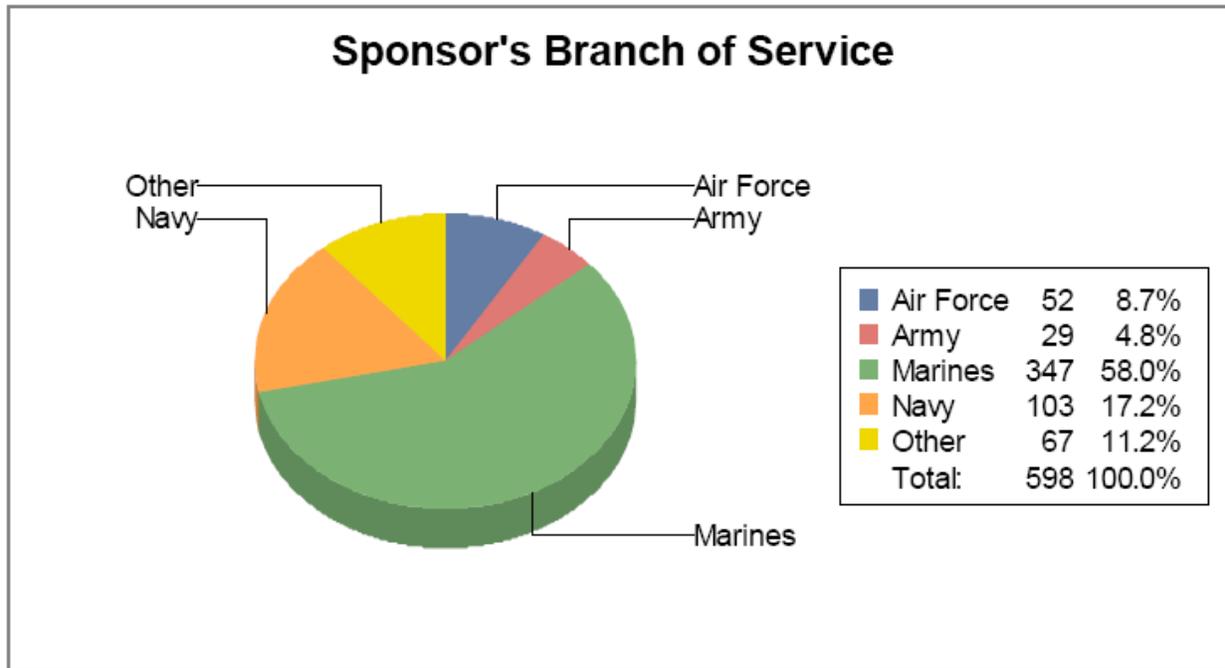
EC Killin Faculty Degree Levels

EC Killin Faculty Years of Teaching Experience

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

Killin Elementary School
Enrollment by Sponsor's Branch of Service SY 08-09

Total School



This report excludes students in grade "Child Find."

Description of Data:

A School Information System report was generated to collect information about the branch of service represented by the students' sponsors. The chart above displays data about student sponsors' branch of service. Enrollment totals may not match the Enrollment Report exactly because of slightly different inclusion rules. Students with invalid Employer Type codes and students with other home schools are not excluded from this report.

Analysis of Data:

A review of the branches of service represented by our students' sponsor show that most sponsors, 58.0%, fall under the purview of the United States Marine Corp. This is followed by the Navy (17.2%) and then the Air Force with 8.7%. The Army has the least representation with only 4.8% of sponsors affiliated with it. Those sponsors not

considered members of the armed services represent 11.2% of total sponsors. They represent the third largest group in our school sponsor population.

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

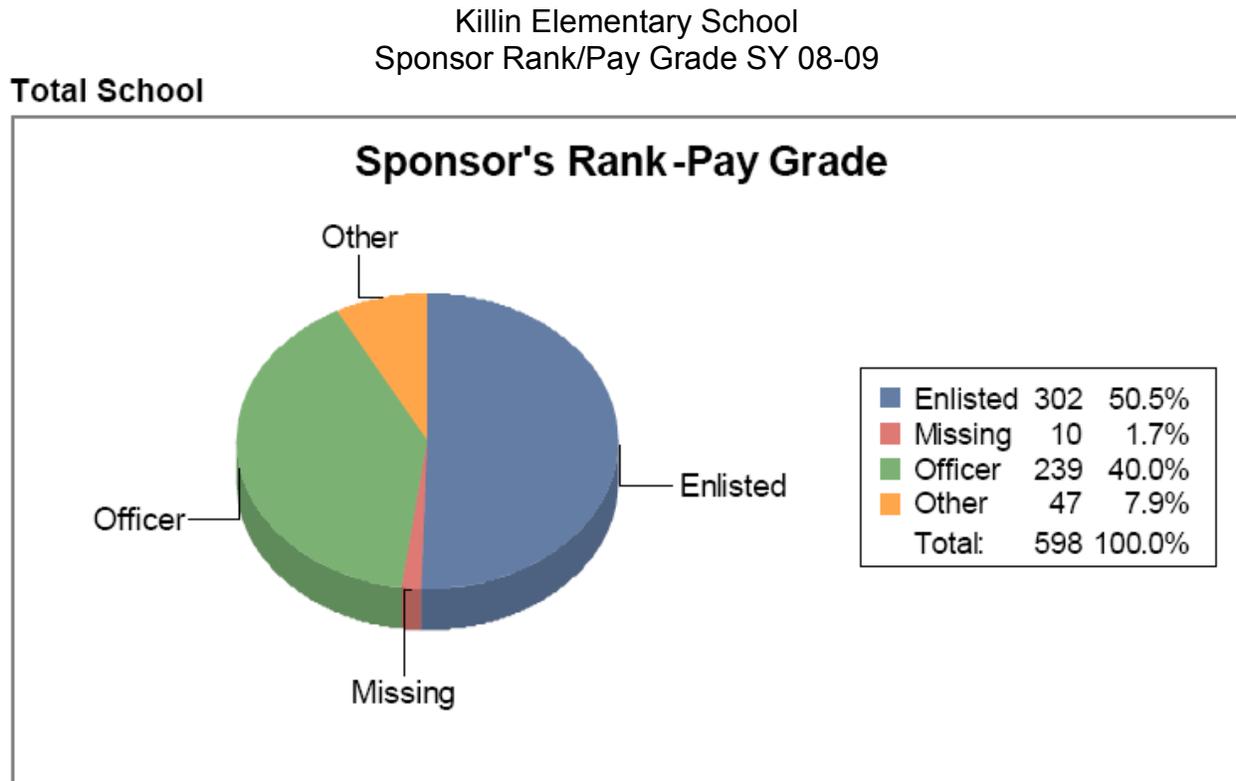
Student Performance Goals

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

None

Other Data and/or Actions Needed

None



Description of Data:

A School Information System report was generated to collect information about sponsors' rank or pay grade. The chart above displays data about the rank or pay grade of those that are sponsors of our students.

Analysis of Data:

A review of the sponsor's rank-pay grade represented by our students shows that just over half our population have enlisted sponsors (50.5%). 40.0% of the sponsors are officers. Officer sponsors were followed by those that are not part of the uniformed services which total 7.9% of the population. 1.7% of the sponsors failed to report this information.

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

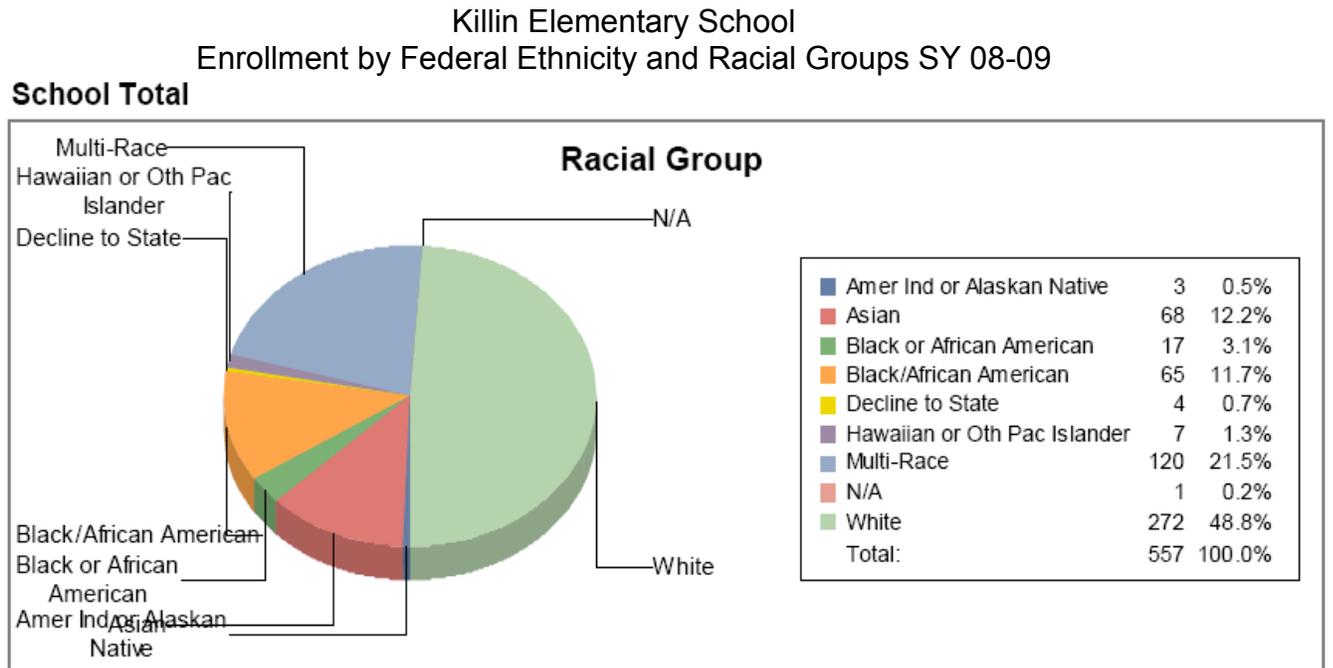
Student Performance Goals

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

None

Other Data and/or Actions Needed

None



Description of Data:

A School Information System report was generated to collect information about ethnicity and racial group of our students. The chart above displays data about ethnicity and racial group of our students.

Analysis of Data:

A macro analysis of the data shows that the majority of our students (51.2%) would be deemed non-white, while 48.8% are white. 0.7% of the population decline to state a racial group. An analysis of the individual ethnicity/racial groups shows a school profile that is dominated by those considered white (48.8%), followed by our multi-race population of 21.5%. The least represented racial groups are American or Alaskan Native (0.5%) and Hawaiian or other Pacific Islanders (1.3%). Black/ African American and Asian racial groups represent 14.8% and 12.2% of the total population, respectively.

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

Student Performance Goals

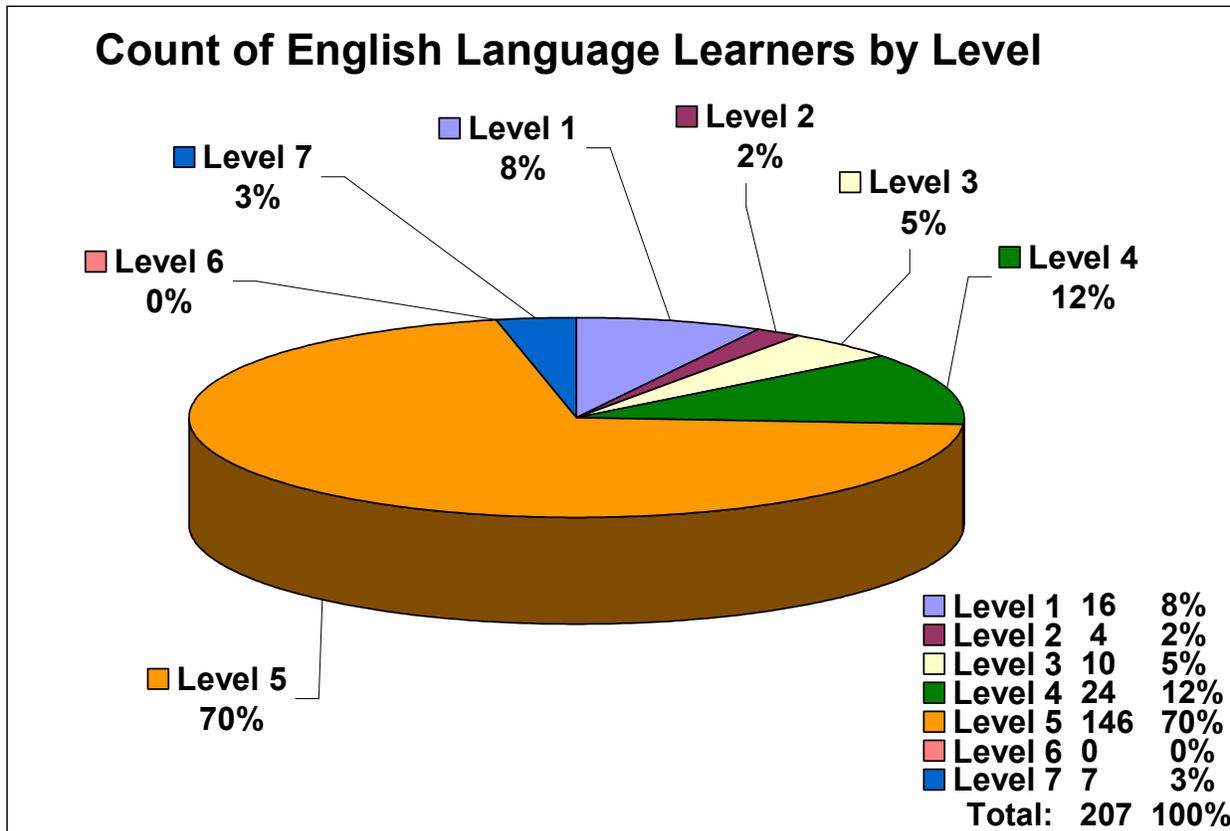
Areas identified by this data for student performance goals (not the goal statements!) could include:

None

Other Data and/or Actions Needed

None

ESL Enrollment Report
Killin Elementary School SY 08-09



Description of Data:

A School Information System report was generated to collect information about the home language use of our students. The chart above displays data about Home Languages used by our students and their families.

Analysis of Data:

Of our population of 598 students, approximately 34.6%, or 207 students, are considered English Second Language (ESL). Of these, 8% are level one students defined as students who are non-English speaker, readers or writers. Four students represent 2% of the ESL population, and are level two students. Level 2 students are usually limited English speakers, but non-English readers and writers. Of the total population of ESL students, 5 % represent level three students and 12% represent level 4 students. Level 3 and level 4 students are generally fluent English speakers but limited in either reading or writing. 70% of our ESL students fall under level 5 and 3% are level 7. With over 34% of our population being ESL students, and because 27% of

all our ESL students are limited to non-English readers or writers, the school may need to identify a student performance goal in the area of literacy.

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

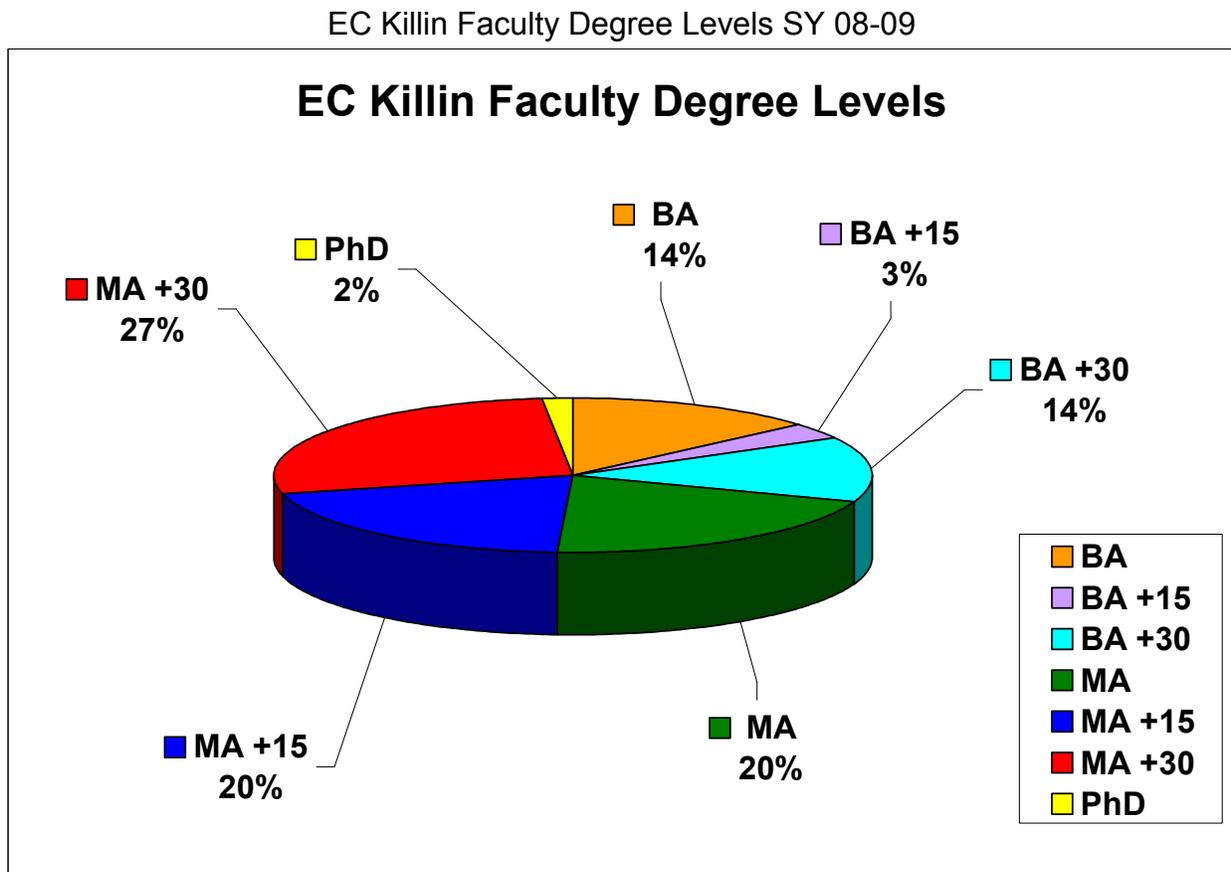
Student Performance Goals

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

1. Literacy with a focus on reading for comprehension.
2. Literacy with a focus on phonics, fluency and word attack skills.
3. Literacy with a focus on writing (narrative, expository and persuasive).
4. Vocabulary development.

Other Data and/or Actions Needed

None



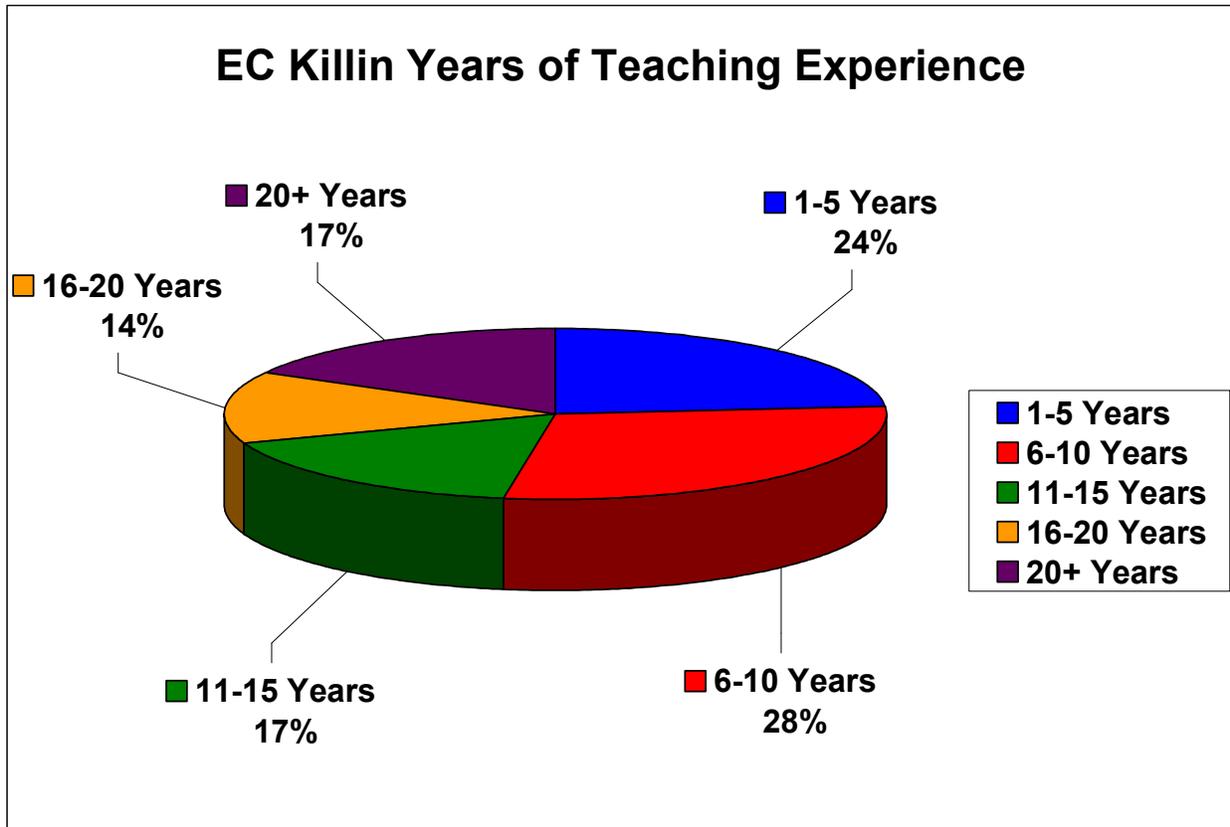
Description of Data

School Information System report was generated to collect information about the faculty's degree levels. The chart above displays data about the Faculty Degree Levels.

Analysis of Data

Due to the variety of educational degree levels of our faculty, professional development would need to continue to be differentiated to support the varying needs within our staff.

EC Killin Faculty Years of Teaching Experience.SY 08-09



Description of Data

School Information System report was generated to collect information about the Faculty Years of Teaching Experience. The chart above displays data about the Faculty Years of Teaching Experience.

Analysis of Data

Due to the variety of teaching experience levels of our faculty, professional development would need to continue to be differentiated to support the varying needs within our staff.

Summary

The School Improvement Team and Committee members have been continually collecting. The staff completed a survey with questions on instructional strategies/leadership, school environment, academic achievement, curriculum needs, and home-school connection. Unfortunately, due to Department of Defense restrictions related to the collection of data from parents and students, the school was unable to obtain the perceptions of parents or students prior to the selection of new student performance goals. When approval is provided by the Department of Defense, data collected from parents and students will be added to the School Profile. Despite this setback, the data we have collected has provided the staff with critical information that was used to establish our goals and drive our school forward.

Our school has a unique population, and the staff has worked hard to differentiate the curriculum and develop programs to meet the academic needs of our students and 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.

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.

After analyzing the unique local insights and instructional data, the survey identified a need to improve literacy with a focus on reading comprehension and written expression across curricular areas. Survey results further indicated a need to improve scientific inquiry and mathematics with emphasis on analyze mathematical situations and structures using algebraic expression and number relationships as they apply to everyday life.

Our system wide and local testing and scores present the need for our school to improve reading comprehension, mathematics, science and social studies scores. The *TerraNova* Multiple Assessments, 2nd Edition indicate that most grade levels did not meet the DoDEA Community Strategic Plan (CSP) goal in reading, mathematics, science and social studies. The *TerraNova* Performance Assessment: Communications Arts indicates sub par performance when measured against the CSP in all the years assessed. The *TerraNova*, Balanced Assessment in Mathematics (BAM) and the local assessment, UPSL Problem Solving Assessment (UPS�) both showed marginal success. The BAM posted two years of consecutive growth with a peak score of 80% of students meeting or exceeding the standard (2004) before dropping to almost 75% meeting or exceeding the standard in 2005. The UPSL evidenced five out of 7 grades having 75% of their population scoring at the standard or higher. The marginal success

in both the BAM and UPSL point to a need in identifying a targeted subgroup, should a performance goal be selected in mathematics.

Two other local assessments, the Scholastic Developmental Reading Assessment (DRA) and the Scholastic Reading Inventory (SRI) also showed some success. The DRA results had two of the 3 grade levels tested meeting the DoDEA CSP goal of 75% of students tested meeting or exceeding the standard. Also evidencing some success is the fact that the SRI results had four of the 7 grades tested meeting or exceeding the DoDEA CSP goal. Again, the limited success in these local assessments does point to the possible need to identify a targeted subgroup, if a student performance goal is selected in literacy, reading, written expression or language arts. Finally, an analysis of the standardized testing scores (*TerraNova* Multiple Assessments, 2nd Edition) disaggregated by race/ethnicity showed disparity among the subgroups. As a result the school may wish to examine equity among racial groups in terms of allocation of assets, educational needs and instructional practices.

Exploring the teacher survey 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

E.C. Killin Elementary School
12/5/2005

	Stage 1	Stage 2	Stage 3	Stage 4	Your Score	Max Score
SIP	██████████	██████████	██████████		15	20
IS	██████████	██████████	██████████		6	8
PS	██████████	██████████	██████████		21	28
VL	██████████	██████████	██████████	██████████	16	20
RA	██████████	██████████			2	4

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

Appendix B: Goal Statements & Triangulation of Data

Student Performance Goal #1:

All students will improve their English writing skills across the curriculum.

Essence:

1. Writing correct standard English sentences (GUMS)
2. Writing effectively for a variety of purposes (expository, narrative, persuasive, as dictated by grade level standards)
3. Expressing complete thoughts that make sense and are logically organized (conventions, syntax, vocabulary)
4. Following the rules of the writing process

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

1. Unique Local Insight – Staff Perceptions:
 - Teacher Survey Page 4
2. Existing School Data - Student Data:
 - The *TerraNova* Multiple Assessments, 2nd Edition Page 7 & 9
 - The *TerraNova* Performance Assessment Communications Arts Page 10-11
 - Scholastic Reading Inventory (SRI) Page 14-15
 - Developmental Reading Assessment (DRA) Page 16
3. Existing School Data - Instructional Data:
 - Teacher Survey Page 29
4. Existing School Data - Community Data and Information:
 - Count of English Language Learners by Level Page 34-35

Student Performance Goal #2:

All students will improve their reading comprehension in all curricular areas.

Essence:

1. Reading, understanding the elements of, and responding correctly to a variety of literary texts
2. Reading and understanding informational text materials

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

1. Unique Local Insight – Staff Perceptions:

- Teacher Survey Page 4
- 2. Existing School Data - Student Data:
 - The *TerraNova* Multiple Assessments, 2nd Edition Page 7 & 9
 - Scholastic Reading Inventory (SRI) Page 14-15
 - Developmental Reading Assessment (DRA) Page 16
- 3. Existing School Data - Instructional Data:
 - Teacher Survey Page 29
- 4. Existing School Data - Community Data and Information:
 - Count of English Language Learners by Level Page 34-35