

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
2 Middle/Junior high schools
3 High schools
0 K-12 schools
11 Total schools in district
2. District per-pupil expenditure: 12679

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	77	90	167
7	80	66	146
8	62	78	140
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			453

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
27 % Asian
14 % Black or African American
13 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
26 % White
18 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 44%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	52
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	148
(3)	Total of all transferred students [sum of rows (1) and (2)].	200
(4)	Total number of students in the school as of October 1, 2011	453
(5)	Total transferred students in row (3) divided by total students in row (4).	0.44
(6)	Amount in row (5) multiplied by 100.	44

8. Percent of English Language Learners in the school: 4%
Total number of ELL students in the school: 16
Number of non-English languages represented: 10
Specify non-English languages:

Korean Hangul, Japanese, Swedish, Norwegian, Danish, Tagalog, Thai, Visayan, Spanish, Ilocano

9. Percent of students eligible for free/reduced-priced meals: 13%
 Total number of students who qualify: 59

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%
 Total number of students served: 36

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>0</u>
Total number	<u>47</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

14:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Seoul American Middle School is a Department of Defense Education Activity (DoDEA) school located on U.S. Army Garrison Yongsan, Republic of Korea. USAG Yongsan serves the largest population of Americans (17,000) in Korea. The garrison comprises just over 630 acres located within Yongsan District of Seoul, Korea's capital. Seoul is the largest city in Korea and the world's second largest metropolitan area with over 25 million people.

Seoul American Middle School (SAMS) began welcoming students for the 2000-2001 school year. The SAMS campus is comprised of old and new buildings ranging from newly constructed classrooms to renovated post war Quonset huts housing multiple classrooms and offices. All buildings were acquired by DoDEA from the U.S. Army and retrofitted to accommodate our academic mission. Our campus is comprised of 14 buildings spread over two blocks. We share one common cafeteria with the neighboring high school and elementary school and utilize the youth center's gym facility for physical education classes.

SAMS is in a transitional status as the U.S. Forces in Korea (USFK) realigns the current military mission to meet the future needs of Korea and Asia. The past three years have seen a steady decline in enrollment resulting in a reduction in staffing. In previous years, SAMS has been staffed to support the middle school concept of teaming. With the reduction in staffing for SY 2012-2013, we are only able to support our sixth grade students with teams. Our seventh and eighth grade students attend classes taught by teachers who have multiple certifications and are teaching more than one content or grade level class.

The faculty of SAMS is committed to increasing student achievement. School improvement efforts have identified critical reading and writing as targeted areas for improvement. Interventions focused on improving reading and writing resulted in the school-wide usage of Cornell Notes, SQ3R, and the Writing Process. The implementation of these strategies along with differentiated instruction, the integration of technology, and teachers committed to bell to bell instruction have yielded great results. We view all children as individuals and place them into the schedule based on their needs. We challenge our high performing students with rigorous courses by offering math and foreign language classes for high school credit. We have created support classes for those students who have gaps in their math and reading skills. Our master schedule ranges from nurturing our sixth grade students with a study skills class all the way to offering Korean III, an eleventh grade elective class, for our most advanced foreign language students.

SAMS services students with special needs in the least restrictive environment. We have a team of school based special education teachers as well as a group of specialists that assess and monitor our students' social, developmental, and academic progress. We work in cooperation with the elementary school to assess our upcoming sixth grade students' skills to place them appropriately and with the high school to ensure a smooth transition for our students as they enter the ninth grade. We also send a handful of students to the high school to allow them to take classes that are not offered at SAMS. This partnership supports our students who are impacted by moving to a new school mid-year so they can continue to study German and French or Algebra II. We offer distance learning through the Virtual School for students who need to continue with Japanese or Italian.

The SAMS leadership works closely with the local community to ensure a shared partnership that fosters highest student achievement. All stakeholders are invited to join our PTO, are welcome to attend our professional development sessions, and support our classrooms and extra-curricular programs by participating in lab experiments, mentoring students, and assisting teachers with projects. We recognize that partnerships with *all* of our stakeholders create the foundation for SAMS to fulfill the DoDEA mission, *to Educate, Engage, and Empower Each Student to succeed in a dynamic world.*

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The Department of Defense Education Activity (DoDEA) is a public school system that has assessed student progress annually since school year 2008-2009 using the norm-referenced test, TerraNova Multiple Assessments, Third Edition. Prior to 2008-2009, the second edition of the TerraNova was given. As the norms for the third edition differ from those in previous editions, it is statistically inappropriate to compare scores across both test versions. Performance data from the TerraNova is analyzed by the school's data committee and communicated to stakeholders in National Percentile (NP) form, and recently as Normal Curve Equivalent (NCE) scores. The Director of the National Blue Ribbon Schools program has allowed Seoul American Middle School (SAMS) to submit Scale Scores (SS) using the format typically reserved for private schools. The SS cut points used by National Blue Ribbon Schools for private school nominees are the averages of private schools in the top fifteen percent. Presenting and discussing data in this way is most appropriate given the type of assessment administered, although this narrative will include references to NP scores when appropriate.

DoDEA describes "meeting the standard" as NP scores above the fiftieth percentile. The performance level of "at standard," is used for NP scores ranging from fifty-first to seventy-fifth percentile; "above standard," describes NP scores ranging from the seventy-sixth to the ninety-ninth percentile. Our system-wide goal is that at least seventy-five percent of our students score above the fiftieth percentile and seven percent or less of the students scoring below the twenty-fifth percentile. In analyzing our school data in connection to the testing goals mentioned above, SAMS achieved these goals in all grade levels on the reading subtest in school years 2010-2011 and 2011-2012 and achieved these goals in all grade levels on the math subtests in school year 2011-2012.

B. Since 2008-2009, the average SS has increased in all grade levels on both the reading and math subtests. More specifically, the average SS on the reading subtest increased by ten, three, and seven points for sixth, seventh, and eighth grades respectfully. Similarly, the average SS on the math subtest increased by two, five, and four points for sixth, seventh, and eighth grades respectfully. When analyzing the average SS of subgroups across all grade levels, similar gains were found of the African American, Hispanic/Latino, and Special Education students on the reading subtest and of the Hispanic/Latino students on the Math subtest.

While SAMS has achieved the system-wide goals in reading and math, the school continues to implement strategies across the curriculum to further develop achievement in these areas.

Significant gains for all subgroups on the reading subtest can be attributed to our focus on reading comprehension, one of two school-wide continuous school improvement goals. This goal focuses on the students' ability to interpret and extend the use of information from the text; to make predictions and generalize ideas to other situations; and to draw conclusions and infer relationships.

Developing critical reading skills is a cross curricular focus at SAMS. The faculty has identified reading as one of the two school improvement goals. The classroom intervention SQ3R with Cornell Notes is a higher order thinking skill in which students question what they are reading during their reading experience and reflect on the meaning. This reading comprehension tool has been in place at SAMS for five years with students learning the process in the sixth grade and utilizing it for the duration of middle school at SAMS.

Our reading teachers attribute our reading growth to the overall commitment to reading across the curriculum and a master schedule that supports reading classes. Our sixth grade students receive a double block of reading which equates to 80 minutes of reading and language arts instruction each day. Students

needing additional reading support were placed in the reading lab class which utilized Scholastic's READ 180 program. All teachers at SAMS incorporate writing in response to reading in their classes which promotes students' reading comprehension skills. Our teachers have implemented many AVID (Advancement Via Individual Determination) reading strategies such as setting a purpose to reading, previewing the material, questioning what is read, and reciprocal reading strategies. Our teachers also believe that our school-wide commitment to SSR (Sustained Silent Reading) during every Seminar class is a contributing factor in our students' reading growth.

The math teachers at SAMS attribute many factors to our students' growth in the math subtest. During this time period, we had a math wheel class (one quarter) for sixth and seventh grade students who needed extra help in basic fundamentals. The class had no more than 10 students. For Math 7 and 8, we tried to have no more than 17 students per class. This gave the teacher time to focus and work with every student. Students who needed additional help were assigned to the math teacher's seminar. These students would have an opportunity to work on math every day. For example, "A" day – math class and "B" day – seminar. Another factor that contributed to our scores was parental support. When we needed a student to stay after school, they supported the request.

SAMS implemented a system of support Seminars. Each team of teachers identified students who needed extra assistance in their various classes. A structured system of peer tutoring was developed which provided an additional level of support for students. In addition to peer tutoring, all SAMS's math teachers provide after school tutoring to willing students.

The Math teachers participated in a district wide meeting in which the math subtest's standards and Objective Performance Indicators (OPI) were analyzed. The group identified trends across the district and used these findings to develop the math scope and sequence plans and the curricular guides.

2. Using Assessment Results:

Seoul American Middle School's yearly Continuous School Improvement Plan includes all goals, objectives, strategies, staff development plans and timelines for improving teaching and learning at the school.

The goals that are defined reflect the school mission statement and beliefs. Two school improvement goals are to improve student reading and writing across all curricular areas. As a constant and daily reminder these statements are highly visible throughout the school and displayed in each classroom. In addition, the mission statement and the two goals appear on the school website and teacher email signature blocks.

Both CSI Goals emphasize increasing the achievement of all students in reading and writing. Teachers carefully analyze assessment data to ensure that all students are learning to the best of their ability. Each month teachers are provided time to review and discuss CSI Goals and Interventions to bring equity for all learners in the school to fruition. We provide teacher training, in-services, as well as encourage innovative Professional Growth Plans.

Language Home Surveys are used as one part of the process to determine whether a second language is impacting a child's educational experience. Records are reviewed by administration upon a new student transferring into the school to determine if special services are required to ensure equity of learning opportunities.

Different staff members at SAMS have been trained to provide specialized services. Additionally, the District Superintendent's Office and Seoul American High School provide specialized staff and services as needed on an itinerant basis. The US Army provides an ASACS counselor to work with children who are at risk of engaging in addictive behaviors. With these partnerships, SAMS has a full complement of

staff available to provide all needed services. Services such as 504 plans, Student Support Team (SST), Speech and Language Therapy, and a school psychologist, are available for students requiring additional support to access the learning opportunities available.

SAMS has a comprehensive testing system that is documented through a school wide database to access and compare results. Our students' academic abilities are assessed three times a year on Scholastic Reading Inventory (SRI), three times a year on Literacy Place Unit test, and twice a year on the Kid Test Reading Assessment. Students are assessed on ongoing benchmark mastery tests through the DoDDS adopted reading, math, social studies and science series. The *TerraNova* is our annual standardized assessment.

Teachers assess learning in their classrooms and use the results to drive instruction. Classroom assessments vary from those offered by the publisher of the textbook or other instructional materials to teacher created tests. Students are also assessed using performance assessment, portfolios, and projects. Our teachers realize that classroom assessments serve as meaningful sources of information and reflect the skills and concepts that were taught and emphasized in class. These assessments provide students and teachers with feedback on what was mastered and still needs to be developed. Classroom assessments provide teachers with the evidence to help target their instructional improvement efforts and identify if the desired level of mastery has been met.

Assessment data is used to identify students who perform in the lower quarters in the different curricular areas. Armed with this information, our teachers support these students with differentiated instruction and additional support during the Seminar class.

The use of assessment data is not limited to teachers. The information specialist uses the SRI Proficiency Summary report to ensure our library book collection reflects our students' reading abilities. An analysis of the SRI data revealed that we needed to order books at the higher end of the Lexile level. We now have selections available that support readers with advanced Lexile levels.

Student performance data is used to identify the needs of the master schedule. Classes are added or deleted due student need such as support math and reading classes and study skills. Additionally, student data is analyzed to place students within the schedule with those requiring assistance placed into support classes and those needing to be challenged into advanced classes.

Our school wide interventions are also assessed to determine their effectiveness. An analysis of the data and feedback from the monthly samples of student work identified a need to focus on improving student ability to write higher order questions as a part of their Cornell Notes. This discovery resulted in training for all teachers in the area of Bloom's Taxonomy.

All stakeholders in the SAMS community are made aware of students' performance. The mission and two goals are also included in the quarterly newsletters and are posted on the school website. A status update is always presented at PTO meetings, to the School Advisory Council (SAC), and to the local military leadership at the quarterly community update briefing. Throughout the school year SAMS communicates student accomplishments that are aligned with the mission and two established goals to all stakeholders through regularly scheduled Continuous School Improvement Leadership Team meetings, faculty meetings, awards assemblies, parent letters, SAC and PTO meetings, quarterly student report cards, and parent-teacher conferences. In addition to on-site meetings, our students' participation and achievements in activities such as the National Geography Bee, local humanitarian visits, and special classroom events are featured on the American Forces Network (AFN) radio and television stations Korea-wide.

3. Sharing Lessons Learned:

Sharing lessons learned is a vital part in the continuum of school improvement. The administration at SAMS is experienced with all aspects of the school accreditation and improvement process and works as district mentors for other schools. The emphasis on using data to guide teaching and learning is the focus of the SAMS administration when presenting at the monthly Korea District Administrators' Meetings.

The SAMS administration works in partnership with the local elementary school and high school to ensure students are advocated for in their new school setting as they transition up to the next school level. The articulation of school improvement goals is a goal of the Seoul school complex administrators. The selection of assessment tools and interventions and how they impact student achievement is an avenue for sharing best practices at its most meaningful level.

Our teachers have been active participants in the annual Korea Council of Overseas Schools (KORCOS). The annual KORCOS Educators' Day events offer teachers the opportunity to participate in informative workshops and job-alike sessions to share best practices, learn new strategies, and collaborate on alternative instructional methods.

Teachers meet regularly as departmental groups to discuss teaching strategies that are having a positive impact on student achievement. Our teachers also have the opportunity to interact with other educators during district-led professional development opportunities facilitated by district instructional support specialists. On a local level, our teachers participate in *Teachable Tuesdays*, the SAMS model of professional learning communities. During the *Teachable Tuesdays* the agenda always includes a discussion on what is working well and what can be done differently. These professional learning communities meet to collaborate with colleagues, support school improvement initiatives, and share best practices.

The current economic climate has impacted funding for supplementary training. To meet this challenge, the faculty at SAMS is turning to technology to fill the void. SAMS's teachers are participating in video-tele-conferencing (VTC) trainings in which face to face discussion is possible across the Pacific theater. This outlet provides our teachers with the opportunity to share strategies and ideas with educators in Japan and Okinawa as well as other schools in Korea. The administration also uses the VTC for sharing best practices with other schools as evidenced in the recent Korea District Administrators' meeting in which the strategy of Summary Frames was introduced to all schools in the district. The VTC is the main vehicle for sharing lessons learned as we transition to a virtual communication platform.

4. Engaging Families and Communities:

Seoul American Middle School's stakeholders have high expectations, and they are encouraged to freely communicate commendations and recommendations regarding school effectiveness. This effective communication prompts committees to make suggestions and analyze the issues to better serve the students' academic needs and improve individual student learning.

The SAMS administration maintains an open door policy. The goal is to communicate to our stakeholders that their opinions and feedback are valued. The two way communication between the classroom and the home is encouraged through the use of Gradespeed, the DoDEA online grade book, and via email. This system also supports our families with a parent deployed in support of the military mission. These tools allow for our parents to be engaged with their student's education anywhere in the world and in real time. Parents are also encouraged to contact the classroom teacher when an issue arises to ensure problems are addressed at the lowest level with the support of the school administration.

The SAMS Facebook page updates our community members with real-time information. The use of social media to engage our stakeholders has been a great success. Formal information is sent out to parents via email. SAMS utilizes Sharepoint, an internet based application, to connect the classroom with the home. Teachers have individual pages that students and parents can check for lesson plans, handouts, exemplars, and upcoming dates/deadlines. The SAMS webmaster updates both Sharepoint and Facebook multiple times a day.

SAMS has an active and supportive Parent Teacher Organization (PTO). The PTO supports the daily nutrition break with our students' favorite items for sale. The PTO also supports our intramural athletic program by providing transportation for our teams to travel to neighboring Korean schools. Ensuring our students are prepared to demonstrate their skills and knowledge, the PTO provides breakfast for our students during the TerraNova test week. The support our school receives from the PTO is unfounded. Their donation of student agendas makes one more means of communication between the classroom and home a reality.

Decision-making is a collaborative process at SAMS. The School Advisory Committee (SAC) meets quarterly to advise the administration on issues that have been brought to their attention by parents and community members. The Continuous School Improvement Team (CSIT) encourages parents to be a part of the improvement process by taking an active role in the discussion of student performance data and the impact of selected interventions.

Students are a vital part of the decision making process when changes impact their learning environment. Feedback is collected on the types of elective classes students want to participate in. This information is used when creating type and number of elective classes within the master schedule. Students also have a voice in the extra-curricular activities offered at SAMS. With student feedback, our teachers have developed an extensive calendar full of diverse academic and athletic activities for all students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum provided to the students at Seoul American Middle School (SAMS) is based on the Department of Defense Education Activity's (DoDEA) rigorous and demanding curriculum standards. The standards specify what students should know and be able to do. Current standards are based on the content standards produced by the National Council of Teachers of Mathematics, the National Council of Teachers of English/the International Reading Association, the National Research Council's National Science Education Standards, and the National Council for Teachers of Social Studies. Students at SAMS complete a six year plan which identifies the courses necessary for college and or career readiness. The counselors work with every student to map out a rigorous course of study. In addition, students are assessed for placement in math and reading to ensure opportunities for advance placement in math and foreign language. SAMS continues to modify course offerings to ensure students have the opportunities to take high school level math and language classes while in middle school. SAMS offers Algebra I, Geometry, and foreign language classes which supports our students' continued placement in advanced and higher-level courses in high school thus preparing them for college. Our elective course offering introduces students to the fine arts, technology, and other exploratory classes that allow them to develop an interest in future course or career paths. To support both college and career readiness, SAMS focuses on essential learning behaviors that incorporate higher order thinking skills, problem solving, and cooperative learning.

English/Language Arts: The English Language Arts (ELA) curriculum provides students rich, rigorous programs that address literacy skills in reading, writing, speaking, and listening, as well as 21st-century skills in research, technology, and media. This standards-based curriculum allows students to explore the world around them through integrated reading and writing programs.

Mathematics: The Mathematics curriculum is centered on students' learning and their ability to reason and think mathematically through a balanced curriculum including problem solving, conceptual development and basic skills. The Mathematics content strands are comprised of number and operations, algebra, geometry, measurement, and data analysis and probability and are supported by the five major process standards: problem solving, reasoning and proof, communication, connections, and representations.

Science: The middle school science curriculum is presented through an integrated approach that interlinks concepts and skills in physical, life, and earth sciences. The types of investigations and experimentations increase in sophistication and require students to become active problem-solvers engaged in learning science by designing, conducting, and communicating their own investigations, using technology to assist in collection, analysis, and communication of data.

Social Studies: The middle school social studies curriculum emphasizes the growth and preservation of a democratic society and the interdependency of the world. The program is designed to provide students with learning experiences which will aid in the development of knowledge, skills, values, and attitudes necessary for participation as citizens in a culturally diverse, democratic society. Students in sixth grade study ancient civilizations. Students in seventh grade learn about the world's physical and cultural geography. Students in eighth grade explore early United States history by examining the ideas, issues, and events leading to the framing of the Constitution through Reconstruction.

Visual Arts: Visual art classes at SAMS offers students a variety of options to include introductory and advanced art classes, video productions, and digital photography.

Performing Arts: SAMS provides an array of options for students in the area of performance arts to include: beginning band, intermediate band, advanced band, jazz band, strings, guitar, and chorus.

Physical Education: SAMS ensures all students participate in a semester long PE class during the school year. Students who wish to take a second semester of PE are allowed to do so.

Health and Nutrition: Sixth grade students receive a nine week course of health education as a part of their elective wheel while seventh and eighth grade students receive health education as a part of their semester long integrated PE/Health class.

Technology: SAMS has a master schedule that fully supports the integration of STEM (Science, Technology, Engineering, and Mathematics) for all students. Course offerings include Computer Applications, Graphic Arts, and Applied Technology which includes instruction on Robotics. SAMS highlights cross-curricular STEM activities during a week-long STEM Week each spring in which all classes participate.

Foreign Language: SAMS offers seventh and eighth grade students the opportunity to study Chinese, Korean, or Spanish. Students wishing to study German or French are accommodated by our neighboring high school. Our sixth grade students are introduced to the Chinese and Korean languages during their nine week long Chinese and Korean culture classes which are offered in the elective wheel. The experiences in these classes help students select a foreign language class for their seventh grade year.

2. Reading/English:

SAMS is committed to advancing literacy skills for all learners. The English Language Arts (ELA) curriculum provides students rich, rigorous programs that address literacy skills in reading, writing, speaking, and listening, as well as 21st-century skills in research, technology, and media. This standards-based curriculum allows students to explore the world around them through integrated reading and writing programs.

SAMS provides students and teachers with up-to-date materials and the most current, research-based teaching practices in literacy instruction. To meet all students' learning needs, teachers differentiate instruction and access additional resources as necessary. Students are encouraged to read a wide range of literature and to write for a variety of audiences and purposes, preparing them to participate fully in a global community.

SAMS chose *Reading Streets* (RS) curriculum as its reading and curriculum instruction because it provides research-based routines for vocabulary, fluency, comprehension, and writing. Teachers can use the curriculum to plan thematic units, and map curriculum which maintains a vertical alignment to assess student reading/writing growth and allows consistent monitoring of student progress. The Reading Streets Curriculum has weekly, monthly and yearly scope and sequences to support planning and pacing of instructions. The essential piece of the RS curriculum is the model of comprehension instruction that includes five components: 1) an explicit description of the strategy/and when and how it should be used; 2) modeling the strategy/skill in action, usually by a think aloud; 3) collaborative use of the strategy/skill in action; 4) guided practice with gradual release of responsibility; and 5) independent use of the strategy/skill.

Sixth grades students receive a “double block” of *Integrated Language-Arts/Reading* which provides this grade level with 400 minutes of ELA instruction every week. Seventh and eighth grade students receive an 80 minute “block” of ELA instruction every other day.

Students performing below grade level as identified by formative and summative assessments receive additional support in small group reading Seminars which meet every other day and through instructional

practices by ELA teachers. Students performing above grade level in reading are challenged through differentiated instructional practices by ELA teachers. These students are also encouraged to take a foreign language class while in middle school to support the development of language skills.

3. Mathematics:

The Department of Defense Education Activity (DoDEA) mathematics curriculum is focused on students' learning and their ability to reason and think mathematically through conceptual understanding. Curriculum standards, effective instructional strategies, and ongoing assessment of student progress are essential components of the math program. The primary goal of the DoDEA Mathematics program is to offer a balanced curriculum including problem solving, procedural and conceptual development, and basic skills organized by five content strands and process standards. The five major DoDEA curriculum strands are numbers and operations, algebra, geometry, measurement, data analysis and probability. These strands are addressed using five major process standards: problem solving, reasoning and proof, communication, connections, and representation.

Problem Solving: all students are required to build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts; apply and adapt a variety of appropriate strategies to solve problems; monitor and reflect on the process of mathematical problem solving.

Reasoning and Proof: all students are expected to recognize reasoning and proof as fundamental aspects of mathematics; make and investigate mathematical conjectures; develop and evaluate mathematical arguments and proofs; select and use various types of reasoning and methods of proof.

Communication: all students are required to organize and consolidate their mathematical thinking through communication; communicate their mathematical thinking coherently and clearly to peers, teachers, and others; analyze and evaluate the mathematical thinking and strategies of others; use the language of mathematics to express mathematical ideas precisely.

Connections: all students must have the ability to recognize and use connections among mathematical ideas; understand how mathematical ideas interconnect and build on one another to produce a coherent whole; recognize and apply mathematics in contexts outside of mathematics.

Representation: all students must be able to create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; use representations to model and interpret physical, social, and mathematical phenomena.

SAMS has developed tiered levels of mathematics classes to ensure students are appropriately placed in classes based on their skill level. Support classes are available for students who need to build foundational skills. We also offer math support Seminar classes for students requiring additional support. Sixth grade students who perform above the standard at their grade level may be placed in seventh grade math classes. Seventh grade students who perform above the standard are considered for either eighth grade math or Algebra I. To meet the needs of advanced math students, we may offer placement in both Algebra I and Geometry concurrently. All math placements are based on assessment data from the *TerraNova*, the Algebra prognostics test, the 6th grade end of year assessment, and teacher recommendations.

Mathematical instructional practices support differentiated learning. Teachers utilize interactive whiteboards to engage students and provide hands on opportunities to share problem solving strategies. Instruction is presented with real world relevance for students to help them understand the significance of the standard being taught.

To further support and develop students' mathematical interests and skills, SAMS offers math based extra-curricular activities. Our MATHCOUNTS club competes in the national middle school program that promotes mathematics achievement through a series of fun and engaging "bee" style contests. SAMS has had a student qualified for the national competition four out of last five years and normally places first in district competition and first or second in state level competition.

4. Additional Curriculum Area:

The faculty and staff at SAMS are committed to fulfilling the DoDEA mission, *to Educate, Engage, and Empower Each Student to succeed in a dynamic world*. Seoul American Middle School (SAMS) offers students, who qualify, the opportunity to participate in AVID. AVID, Advancement Via Individual Determination, is a research-based, college readiness program for students; it is designed to increase school-wide learning and performance as well as to prepare students for the rigors of college.

The AVID standards and curriculum are driven by the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) method which is a proven learning support structure. WICOR is a program which incorporates strands in writing, inquiry, collaboration, organization, and reading to learn. Teachers use WICOR to guide students in how to comprehend materials and concepts, as well as, to communicate ideas at complex levels. Through a screening process, students who are enrolled in the AVID class learn organizational and study skills and self-advocacy. Students work on critical thinking and the Art Costa's higher levels of questioning. Students also get academic help from peers and college tutors, interact with adult mentors including business owners and scientists, and participate in enrichment and motivational activities that make a traditional four-year college program attainable.

As a part of the AVID requirements, students are expected to enroll in rigorous classes such as advanced math classes like algebra and geometry, advanced band, and/or a foreign language like Korean, Chinese, or Spanish. Plus, AVID students must keep an organized binder, weekly learning logs, at least a 2.0 GPA, and complete Cornell Notes in all classes.

Parents are a key component in the AVID program too. Before students are accepted into the program, parents must give their consent and be active in the student's learning. Several informational meetings with teachers are held and weekly grade sheets are shared with parents, so that student progress is identified and monitored between stakeholders.

The faculty at SAMS is committed to the research-based best practices that the AVID model supports and has incorporated these teaching strategies across the curriculum as evidenced by our commitment to Cornell Notes, SQ3R, Binder Checks, Philosophical Chairs which are classroom discussions that ensures respectful dialogue, mutual understanding, and deep engagement into the subject matter and the Writing Process.

The use of the AVID strategies of Cornell Notes and SQ3R assists students with interpreting and extending the use of information in content areas as well as identifying and summarizing key concepts.

5. Instructional Methods:

All instructional practices at SAMS support increasing student achievement. System-wide training on *Using Data to Differentiate Instruction* ensured teachers were trained in how to interpret and respond to student performance data. Formative and summative assessment results are used to determine student mastery of the standards which in turn drives instructional decision making and design.

The SAMS daily schedule is based on block scheduling in which students have four 80 minute classes each day. This "block" of time is structured for both whole group and small group instructional strategies. Whole group instruction is used to identify or set objectives and often supports the primary instructional

strategy. Typically, small or flexible grouping is used to provide students low risk practice and affords the teacher with time to provide feedback and reinforce effort with students. Bell to bell teaching and learning with engaged students is infused in our school culture.

The faculty at SAMS relies on a number of instructional methods and tools to teach the DoDEA standards. All classrooms are equipped with interactive white boards which engage students and provide the opportunity to interact with the material presented to the class. The use of digital media triggers the realization of students' prior knowledge. Small and flexible grouping is evident in many classrooms to support collaborative learning and problem solving. Support from the district's Instructional Support Specialists (ISS) is available to assist teachers with developing curricular scope and sequence maps, the development of common formative and summative assessments, and research based best practices that are best suited to a specific curricular area. The school's Educational Technologist assists teachers with integrating various computer applications into their lesson plans and co-teaches with the classroom teachers to model new applications and digital media tools.

The faculty at SAMS has implemented two school wide interventions to support increased achievement in reading and writing. These interventions are "*SQ3R – Survey, Question, Read, Recite, and Review*" and "*the Writing Process*." Training is ongoing and teacher commitment to these interventions is 100%. Our standardized assessment results support the effectiveness of these interventions and provide a foundation for teachers to scaffold rigorous content for students.

6. Professional Development:

The teachers and administration at Seoul American Middle School (SAMS) are committed to highest student achievement. The staff created and managed professional development plan ensures teachers continuously develop their skill base in their specific content areas as well as in the overall pedagogy of teaching and learning. The primary focus on improving teaching was supported by a school wide book study on *Classroom Instruction That Works* which led to the implementation of strategies that are proven to have a direct link to increasing academic performance. The use of non-linguist representation, i.e. graphic organizers, is fully implemented across all curricular areas and supports students' development of critical thinking skills. Our current focus to improve teaching and learning is a combination of best practices from the books, *Teach Like a Champion* and the newest edition of *Classroom Instruction that Works*.

The SAMS Professional Development plan was written to work hand in hand with the school improvement needs. The implementation of the SQ3R reading strategy and its desired outcome required that teachers know what the individual components of the strategy are, how to integrate the strategy into Cornell Notes, and how to use them to support students' ability to gain information from text. This process was presented to faculty members during designated professional development days, team meetings, faculty meetings, and individually as needed. To support increased achievement in writing skills, the faculty selected the multistep writing process as the writing intervention. The training on this intervention identified that teachers would need to know each step of the writing process and the proper terminology when presenting the writing process to their students. Teachers need to be able to model and guide students through each of the steps in the writing process. This training was conducted during in-service days and with low risk practice and feedback by teaming teachers up with those who are more confident in the process based on their teaching experience.

The faculty and staff at SAMS participate in many outside continuing education opportunities that are offered locally or via the online classroom. We have had numerous trainings which support the integration of technology the classroom. Our teachers are trained in the use of interactive whiteboards and programs that allow students to apply their learning in a technology based application or other virtual format. Our on-site Educational Technologist offers one-on-one training with teachers to help them develop or prepare technologically infused lessons.

7. School Leadership:

Seoul American Middle School's educational leadership is a part of a team that works in partnership with all stakeholders. This partnership is comprised of teacher leaders, the Continuous School Improvement Team (CSIT), the School Advisory Council (SAC), and the Parent Teacher Organization (PTO). The goal of these partnerships is to support the mission of SAMS and ensure that all of the collaborative pieces of the school jigsaw fit together.

The school principal identifies administrative priorities which support the practice of teaching and learning for highest student achievement. These priorities are articulated to the faculty and staff and are supported by an annual spend plan which identifies curricular support as the main fiscal area. Teachers are encouraged to participate in the development of the budget and long term fiscal planning to ensure needed curricular materials are identified and vertical articulation in the subject areas are supported by effective resource management.

School improvement is an ongoing practice at SAMS. The CSIT and the administration work collaboratively to ensure professional development is embedded in the school calendar and supports student needs. The analysis and implications of student performance data is reviewed regularly to ensure the school is on target with the identified needs for improvement and the effectiveness of school-wide interventions and activities related to goal areas. Faculty meetings, instructionally related periods (IRP's) and committee meetings provide time for the faculty to meet and discuss student performance, collect and review artifacts, and map out next steps in the improvement process. The IRP also provides a time in which the administration meets with teachers in small groups to provide professional development sessions on research based effective teaching practices.

The school principal networks with local agencies to support the learning environment at SAMS. These partnerships have provided SAMS with donations of office equipment and furniture which in turn allowed for the reallocation of funds to support curricular material purchases. The principal also recognizes the need to supplement the educational mission with social and emotional development. This resulted in the establishment of an intramural athletic program at SAMS which provides our students the opportunity to excel outside of the classroom in a team building atmosphere. The intramural program was possible due to support from our partnerships with funding for transportation and equipment.

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: TerraNova Multiple Assessments (08-09 to 11-12)/TerraNova Multiple Assessments (07-08)

Edition/Publication Year: 3 (08-09 to 11-12)/2 (07-08) Publisher: CTB-McGraw Hill Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	690	686	687	688	698
Number of students tested	145	177	206	183	181
Percent of total students tested	99	98	98	98	98
Number of students alternatively assessed	1	3	5	4	4
Percent of students alternatively assessed	1	2	2	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	674	663	671	656	671
Number of students tested	26	31	43	29	30
3. Hispanic or Latino Students					
Average Score	685	678	689	682	667
Number of students tested	13	18	19	11	11
4. Special Education Students					
Average Score	Masked	642	645	667	Masked
Number of students tested	9	15	20	10	5
5. English Language Learner Students					
Average Score	Masked	680	669	Masked	Masked
Number of students tested	2	15	13	9	0
6.					
Average Score					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
At Seoul American Middle School, the TerraNova 3rd Edition was administered in SY 2008-09 through 2011-12. The TerraNova 2nd Edition was administered in SY 2007-08. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance.					

13DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: TerraNova Multiple Assessments (08-09 to 11-12)/TerraNova Multiple Assessments (07-08)

Edition/Publication Year: 3 (08-09 to 11-12)/2 (07-08)
 Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	689	682	677	679	675
Number of students tested	145	177	206	183	181
Percent of total students tested	99	98	98	98	98
Number of students alternatively assessed	1	3	5	4	4
Percent of students alternatively assessed	1	2	2	2	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	679	668	666	659	654
Number of students tested	26	31	43	29	30
3. Hispanic or Latino Students					
Average Score	685	674	673	682	665
Number of students tested	13	18	19	11	11
4. Special Education Students					
Average Score	Masked	634	635	645	Masked
Number of students tested	9	15	20	10	5
5. English Language Learner Students					
Average Score	Masked	661	654	Masked	Masked
Number of students tested	2	15	13	9	0
6.					
Average Score					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
At Seoul American Middle School, the TerraNova 3rd Edition was administered in SY 2008-09 through 2011-12. The TerraNova 2nd Edition was administered in SY 2007-08. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance.					

13DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: TerraNova Multiple Assessments (08-09 to 11-12)/TerraNova Multiple Assessments (07-08)

Edition/Publication Year: 3 (08-09 to 11-12)/2 (07-08)
 Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	703	701	699	698	700
Number of students tested	146	180	186	173	145
Percent of total students tested	99	96	97	97	97
Number of students alternatively assessed	2	7	5	6	4
Percent of students alternatively assessed	1	4	3	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	668	685	674	676	678
Number of students tested	22	38	33	33	26
3. Hispanic or Latino Students					
Average Score	699	702	Masked	Masked	696
Number of students tested	17	19	8	9	11
4. Special Education Students					
Average Score	655	670	657	Masked	Masked
Number of students tested	12	21	10	8	4
5. English Language Learner Students					
Average Score	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	7	8	3	2
6.					
Average Score					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
At Seoul American Middle School, the TerraNova 3rd Edition was administered in SY 2008-09 through 2011-12. The TerraNova 2nd Edition was administered in SY 2007-08. A higher percentage of students were alternatively tested, as the system-wide regulation states that English Language Learners who are categories one or two and special education students with significant disabilities are alternatively tested. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance.					

13DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: TerraNova Multiple Assessments (08-09 to 11-12)/TerraNova Multiple Assessments (07-08)

Edition/Publication Year: 3 (08-09 to 11-12)/2 (07-08)
 Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	689	687	687	686	683
Number of students tested	146	180	186	173	145
Percent of total students tested	99	96	97	97	97
Number of students alternatively assessed	2	7	5	6	4
Percent of students alternatively assessed	1	4	3	3	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	673	680	675	673	666
Number of students tested	22	38	33	33	26
3. Hispanic or Latino Students					
Average Score	680	697	Masked	Masked	677
Number of students tested	17	19	8	9	11
4. Special Education Students					
Average Score	659	666	647	Masked	Masked
Number of students tested	12	21	10	8	4
5. English Language Learner Students					
Average Score	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	7	8	3	2
6.					
Average Score					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
At Seoul American Middle School, the TerraNova 3rd Edition was administered in SY 2008-09 through 2011-12. The TerraNova 2nd Edition was administered in SY 2007-08. A higher percentage of students were alternatively tested, as the system-wide regulation states that English Language Learners who are categories one or two and special education students with significant disabilities are alternatively tested. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance.					

13DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: TerraNova Multiple Assessments (08-09 to 11-12)/TerraNova Multiple Assessments (07-08)

Edition/Publication Year: 3 (08-09 to 11-12)/2 (07-08)
 Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	717	714	721	713	719
Number of students tested	165	149	176	156	190
Percent of total students tested	97	97	95	96	97
Number of students alternatively assessed	5	5	10	7	5
Percent of students alternatively assessed	3	3	5	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	698	691	695	689	703
Number of students tested	35	31	25	31	34
3. Hispanic or Latino Students					
Average Score	718	Masked	697	714	704
Number of students tested	15	7	12	12	17
4. Special Education Students					
Average Score	672	Masked	Masked	Masked	675
Number of students tested	12	8	9	9	13
5. English Language Learner Students					
Average Score	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	5	5	2
6.					
Average Score					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
At Seoul American Middle School, the TerraNova 3rd Edition was administered in SY 2008-09 through 2011-12. The TerraNova 2nd Edition was administered in SY 2007-08. A higher percentage of students were alternatively tested, as the system-wide regulation states that English Language Learners who are categories one or two and special education students with significant disabilities are alternatively tested. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance.					

13DD3

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: TerraNova Multiple Assessments (08-09 to 11-12)/TerraNova Multiple Assessments (07-08)

Edition/Publication Year: 3 (08-09 to 11-12)/2 (07-08)
 Publisher: CTB-McGraw Hill

Scores reported as: Scaled scores

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	702	699	703	698	705
Number of students tested	165	149	176	156	190
Percent of total students tested	97	97	95	96	97
Number of students alternatively assessed	5	5	10	7	5
Percent of students alternatively assessed	3	3	5	4	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score	690	686	685	679	697
Number of students tested	35	31	25	31	34
3. Hispanic or Latino Students					
Average Score	702	Masked	684	689	705
Number of students tested	15	7	12	12	17
4. Special Education Students					
Average Score	678	Masked	Masked	Masked	671
Number of students tested	12	8	9	9	13
5. English Language Learner Students					
Average Score	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	3	5	5	2
6.					
Average Score					
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
At Seoul American Middle School, the TerraNova 3rd Edition was administered in SY 2008-09 through 2011-12. The TerraNova 2nd Edition was administered in SY 2007-08. A higher percentage of students were alternatively tested, as the system-wide regulation states that English Language Learners who are categories one or two and special education students with significant disabilities are alternatively tested. The military is responsible for the free/reduced meals program, so schools do not have data on individual students who may be recipients. Because the schools do not have student level data, we are unable to disaggregate their performance.					

13DD3