

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Suzanne Landrum

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Matthew C. Perry Elementary School

(As it should appear in the official records)

School Mailing Address Marine Air Station PSC 561 Box 1874

(If address is P.O. Box, also include street address.)

City Iwakuni, Japan State DD Zip Code+4 (9 digits total) 96310-0019

County _____ State School Code Number* _____

Telephone 01181827793327 Fax 01181827796490

Web site/URL http://www.perry-es.pac.dodea.edu/ E-mail Suzanne.landrum@pac.dodea.edu

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Lois Rapp E-mail: Lois.Rapp@pac.dodea.ed
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name MCAS Iwakuni School District Tel. 0118182793327

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 12 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 21 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	11	27
K	37	35	72
1	42	36	78
2	29	28	57
3	26	33	59
4	32	22	54
5	32	24	56
6	20	17	37
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	234	206	440

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 11 % Black or African American
 - 17 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 32 % White
 - 30 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 27%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	44
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	73
(3) Total of all transferred students [sum of rows (1) and (2)]	117
(4) Total number of students in the school as of October 1	440
(5) Total transferred students in row (3) divided by total students in row (4)	0.266
(6) Amount in row (5) multiplied by 100	27

7. English Language Learners (ELL) in the school: 32 %
140 Total number ELL
 Number of non-English languages represented: 11
 Specify non-English languages: Japanese, Spanish, French, Tagalog, Romanian, Thai, Navajo, Swedish, French Creole, Italian, and Vietnamese.
8. Students eligible for free/reduced-priced meals: 41 %
 Total number students who qualify: 180

If this method is not 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.

9. Students receiving special education services: 11 %
48 Total number of students served

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

- | | |
|-------------------------|---|
| 4 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 6 Other Health Impaired |
| 0 Deaf-Blindness | 11 Specific Learning Disability |
| 0 Emotional Disturbance | 18 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 9 Developmentally Delayed |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	95%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

M.C. Perry Elementary is a Department of Defense Education Activity (DoDEA) school, located on Marine Corps Air Station Iwakuni in Japan. Our students are dependents of US service members serving in the Marines and Navy, as well as civilian and DoD/DoDDS families. Our community is small but supportive. Marine, Navy, and community volunteers regularly assist with classroom support as well as coordinated events such as dental checks, Spring Fling, Field Day, Family Math/Literacy Nights, guest readers, and numerous events during April's Month of the Military Child. Our PTO provides material support as well as frequent coordinated events to unite our school and community.

Our school was named for Matthew Calbraith Perry (April 10, 1794 – March 4, 1858), who was a Commodore of the U.S. Navy and commanded a number of ships. In 1854, Commodore Perry played the lead role in opening Japan to the West. He was very concerned with the education of naval officers and helped develop a system that is still present today at the United States Naval Academy. At Perry Elementary, we instill the problem solving and risk taking qualities exhibited by Matthew C. Perry in our students.

One of the most notable features of our school is using our local community as an extended classroom to support our vision for 21st Century teaching and learning. Our teachers frequently leave their classrooms to provide real-life connections between our teaching standards and environmental resources. For example, our school is on a street that connects the Nishiki River Delta to the Seto Inland Sea. A well-paved sea wall, for foot/bike traffic only, skirts our base for over three miles and ends at our school. Teachers use the sea wall for an outdoor nature studio, for class observations and discussions, reading, and note-taking. Students record the effect of rainfall on our water levels, study cloud formation, track geese migration, observe and research the water cycle, study the habitats of ducks, fish and turtles, and monitor tidal changes. Students benefit from the multi-sensory experiences that would not be provided in the classroom. We also have an after school walking club that walks along the sea wall. Each student has a pedometer, and through this club, students set and graph personal goals. Discoveries about measurement are enhanced using the outdoors for rich, engaging learning experiences not found in textbooks. Students use math to measure their steps in our annual Hero Hike; tallying their steps while walking laps in honor of our Heroes, our service-members. Our school garden connects teaching standards to endless hands-on opportunities for STEM lessons, stewardship of our environment, and food chains.

“If it’s important, measure it; if it’s measured, it’s important”---- this concept is pervasive and internalized for both students and staff. Monitoring our practices and progress aligns with our vision statement, which fosters a climate of excellence: “I will pursue excellence; I am responsible for my actions; I am a life-long learner; Success begins with me.”

Another original characteristic of our school is taking risks. Teachers are encouraged to take risks with creative instructional strategies and students are encouraged to take risks in problem solving. This environment motivates and inspires each of us to be resourceful and inventive without apprehension.

After positioning a STEM teacher on our staff this year, we found that collaborative STEM lessons have not only motivated our students, but also our staff. The number of teachers aligning technology with content objectives has increased with the implementation of our mobile Computers on Wheels unit.

Our 21st Century Teaching and Learning methodology includes two “flipped” classrooms. Our sixth grade teachers incorporated this innovative model this year to make learning more student-centered. The plan has been very successful thus far, with many more sixth graders at or above grade level compared to this time last year. The benefit beyond improved scores is an increased interest in online research, technology tools, family projects, and a growth in self-monitoring. These are all strategies that strengthen students’ confidence in diverse learning environments.

Diversity creates an optimal environment for learning at our school. Our staff, students, and community

stakeholders provide a wealth of cultural, ethnic, and geographical backgrounds that enhance classroom learning and discussions. Cultural awareness and respect is celebrated daily and is not contained in nationally recognized Heritage months.

Our continued and deliberate use of data enhances our classroom instruction and ensures our daily efforts are aligned to our school vision. In pursuit of social, emotional, and academic excellence, we regularly analyze various data to develop and support the whole child.

Our dedicated staff, high student achievement, innovative thinking, and community support create a safe and strong learning environment. This atmosphere enables our families to focus on their military mission, with the confidence that their children are in the best and most capable hands here at M.C. Perry Elementary School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

At M.C. Perry Elementary School, we currently administer CTB-McGraw Hill Education TerraNova 3rd Edition Multiple Assessments to all students in grades three to six as prescribed by the DoDEA assessment program. The TerraNova 3rd Edition is a norm-referenced assessment that allows us to monitor our students' ability with basic, applied, and higher-order thinking skills in reading, language, math, science, and social studies. Aside from the norm-referenced achievement scores, the TerraNova also provides criterion-referenced scores in the form of the Objective Performance Index that allows for targeted instruction of deficit skills.

Student results are categorized into four performance quarters according to their National Percentile score. National Percentile scores are rank order scores. By definition, the median (average middle score) percentile is 50. Student results for each sub-test fall into one of these four performance levels:

Above Standard: National Percentile score of 76 or above

At Standard: National Percentile Score of 51 to 75

Partially Met: National Percentile Score of 26 to 50

Below Standard: National Percentile Score of 25 or less

The minimum acceptable or proficiency score expected in DoDEA schools is a fifty-one Median National Percentile Rank (51 MNP).

There are two indicators that we regularly examine at M.C. Perry ES to monitor our growth on the TerraNova: the percent of students in the At or Above Standard quarters and the Median National Percentile score.

An analysis of our assessment results show a significantly positive trend in the last five years for the reading and math sub-tests of the TerraNova in both percent of students meeting the standard and Median National Percentile (MNP) score.

Reading TerraNova 3rd Ed. from 2009-2013:

School wide MNP: From 64%ile to 74%ile. (+10)

School wide At/Above Standard: From 67% to 82%. (+15)

White: From 66%ile to 75%ile. (+9)

Two or More Races*: From 58%ile to 77%ile. (+19)

Hispanic/Latino*: From 59%ile to 72%ile. (+13)

*MNP not reported for every grade.

Math TerraNova 3rd Ed. From 2009-2013:

School wide MNP: From 62%ile to 80%ile. (+18)

School wide At/Above Standard: From 65% to 80%. (+15)

White: From 64%ile to 82%ile. (+18)

Two or More Races*: From 56%ile to 85%ile. (+29)

Hispanic/Latino*: From 59%ile to 72%ile. (+13)

*MNP not reported for every grade.

Further analysis of 2009-2013 reading results indicate positive trends in each of the four grade levels assessed, contributing to an overall increase in school wide results. Our positive growth trends in reading can be attributed to our systematic use of results and our responsive staff. For example, we use our results to identify students in need of interventions in the early years when the achievement gap is not so wide. By systematically allocating our support services to students in need, we give our struggling students targeted literacy support with specialized staff. Our use of data also permits frequent monitoring of student progress which gives teachers the needed information for mid-course corrections and differentiated instruction. Our

common reading assessments have fostered implementation fidelity of our adopted reading program that allows us to easily identify and plan for curriculum gaps.

Similar positive growth trends can be found in our math sub-test results. Close analysis of our math benchmark assessments identified small groups of struggling students in each grade level. This prompted our school to staff a Math Support Specialist that would provide small group, short term interventions to students struggling with grade level material. In addition, we have aligned our school improvement goals to match the deficit trends that are identified in our math benchmarks, making best practices in math prevalent throughout the school.

Each of our three largest subgroups also demonstrated consistent growth over the last five years in both reading and math. For example, in reading the White, Two or More races, and Hispanic or Latino subgroups each improved 9, 19, and 13 percentiles respectively. Our math subtest had bigger gains (see data tables). Our achievement results do not indicate a gap between any of our three largest subgroups and our school wide results. In fact, two of our subgroups outperformed our school MNP in reading and mathematics. The third subgroup, Hispanic or Latino, was lower by only 2% in reading and 8% in math.

The positive growth trends in our standardized assessments are consistent with the results indicated in our school and classroom ones that are administered and analyzed throughout the year to monitor progress and drive instruction. In addition, we have strong wrap-around services that meet individual needs of students allowing them to be available for and focused on learning. For example, for the March 2011 TerraNova assessments our students were dealing with the emotional aftermath of the Touhoku Earthquake and Tsunami that occurred here in Japan. This national emergency occurred the Friday before testing and despite students testing under duress we gained 1% in school MNP for reading and slightly declined in math (-2% MNP). Students were able to remain focused on learning because of the numerous supports that we have available at M.C. Perry.

2. Using Assessment Results:

At Perry, we have made the use of data a part of our daily instructional practices. We implemented a school-wide assessment program, in addition to our standardized test, to monitor student achievement on reading and math benchmarks. They are a combination of program-based and teacher created assessments that specifically measure the agreed upon expectations for each grade level. These benchmark assessments are administered to every student each quarter. The results are entered and processed through a school-wide tracking sheet that is used as a tool for quick analysis and access. When used in combination with classroom assessments, these benchmarks allow teachers to identify trends, strengths, and weaknesses with their class and individual students.

At the beginning of each school year, teachers are provided with their current students' previous year's assessment results. This allows teachers to determine a starting point (as used in Benchmark Assessment Scales of reading) for baseline assessments and to note any regression that may have occurred over the summer. Coupled with beginning of year assessment results, this information is used by teachers to form small groups, plan instruction, and begin interventions (if needed) without delay.

Each quarter, we hold a data meeting where the quarterly assessment results are reviewed in grade level teams with small group specialists and administration. The purpose of these meetings is to identify grade level and school-wide trends. Furthermore, gaps in curriculum are identified and addressed. Instructional strategies and best practices are also discussed and included in our professional development to promote their systematic and prevalent use. For example, early in 2010 we noticed that every grade level had a fair majority of students struggling with basic math facts which in turn affected their overall math ability. This trend lead to a school-wide focus on math facts. Teachers developed common grade level assessments and planned for and implemented strategies for teaching math facts. In addition, student results were monitored and those not making acceptable progress received additional support. Close monitoring and analysis of school-wide and classroom assessments now indicate positive growth in student's math fact ability in each grade.

More importantly, identification of students in need of interventions or additional supports is systematically built-in to our analysis of benchmark results. Specific student results are compared to the grade level expectations to identify students that may need reading or math support. Our Student Support Team also uses these results to monitor the progress of students receiving interventions. The use of this data allows us to provide early intervention to students that need it.

Standardized, school-wide, and classroom assessment results are shared with parents via progress reports, report cards, and parent teacher conferences. In fact, M.C. Perry conducts student-led conferences where intermediate students share their achievement results, expected levels of performance, and personal academic goals with their parents. Students, along with parents and teacher, formulate a plan to help them achieve their goals. Furthermore, specific achievement results and benchmark thresholds are shared with and explained to parents when recommending intervention programs or additional special services.

3. Sharing Lessons Learned:

We are fortunate at M.C. Perry to have strong teacher leaders that share their expertise at the complex, district, and international level. Our Reading Specialist provides best practices, including presentations, agendas, resources for involving parents with the Scholastic Read 180 reading support program, and small group interventions to district Instructional Support Specialists (ISS) for English Language Arts and other Reading Specialists in the Pacific area.

Our Education Technologist (ET), shares best practices for integrating the use of technology in all content areas. These ideas are distributed monthly via a digital conferencing system for all district ETs in Japan.

Our Special Education Assessor conducted annual training for teachers and paraprofessionals throughout our district to meet the certification requirements for Crisis Prevention and Intervention through CPI. This training allows staff to deescalate behaviors, prevent crisis, and foster positive and safe learning environments for all students.

In addition, our school-wide assessment program and data tracking tool has been shared with our district Continuous School Improvement and Educational Research Instructional Support Specialists. In their capacity, they have shared our practices in data use with other schools in our district. Our Data Czar has also exchanged and shared ideas for utilizing data with the Continuous School Improvement chairperson at our installation middle/high school, fostering a collaborative relationship between the elementary and secondary School Improvement teams.

At M.C. Perry we share our expertise at the international level. For example, in 2011 our school counselors provided the Japanese Parent Teacher Organization a training on cyberbullying, bullying, and school safety. In addition, annually for the last 10 years Japanese educators and students visit our school for first-hand experience of differentiated instruction, cooperative learning, and hands on activities. Our school has also been a resource to Japanese school administrators and policymakers seeking examples for teaching second language development and ideas on use of technology in instruction. The music department has facilitated international and cultural exchanges including participation in the US/Japan Friendship Concert and many community performances on and off the installation.

In our recent External Review conducted by the AdvancED Accreditation organization, our School Improvement Leadership Team model was identified as a powerful practice and described as “represent[ing] a highly effective way to encourage collaboration and get everyone involved in the improvement process.” Our model will be shared with other educators an exemplary model by the AdvancED representative.

4. Engaging Families and Community:

Our school utilizes a variety of communication strategies increasing our contact and relationship with our stakeholders. Bimonthly, we publish school newsletters where important events, ideas for working with their children, and success stories are published and sent via email for wide distribution and prompt delivery. We

also have access to a closed-circuit television channel that is accessible from all televisions with Armed Forces Network capability on the installation. Our communications committee coupled with our Public Relations Point of Contact, keep our channel, installation, and community publications updated with our school improvement initiatives, school events, and achievements.

Our school also maintains an updated and frequently used website that contains current and archived school newsletters, upcoming events, resources, and access to study programs. Parents and students are able to access our secure website and educational programs from home at any time. Our website is also used to broadcast important messages, promote our school improvement plan, and elicit feedback for continuous school improvement. Access to our website keeps our deployed parents informed and connected to our school.

Classroom teachers have frequent and ongoing communication with parents. Class information is shared via email, newsletters, and webpages. Intermediate teachers use GradeSpeed, an online grade management system, to send progress reports and upcoming assignments to parents. An interactive feature of GradeSpeed is the ability for dialogue between students, teachers, and parents. Our teachers and staff are readily available to meet with parents.

M.C. Perry benefits from a supportive and generous Parent Teacher Organization. Our PTO's strong presence is evident during Spirit Fridays, fundraisers, and extracurricular events. Their fundraising efforts provide additional classroom resources and supplies beyond the school budget.

Furthermore, we have parent representatives that serve on our School Improvement Leadership Team and School Advisory Council. Along with our School Liaison, these parent representatives communicate our school improvement efforts and plans to all stakeholders. They provide our school leaders feedback and insight about expectations and needs that allow us to better serve our student population and community. These groups give the school a forum where we can build support for our initiatives. For example, we have been able to decrease the number of absences and tardies by working with our installation leadership. This close partnership has contributed to the success of M.C. Perry Elementary School.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Paralleling the Community Strategic Plan of the Department of Defense Education Activity (DoDEA), M.C. Perry follows the adopted curricular standards of DoDEA. Like all schools in system, M. C. Perry analyzes school data to choose two curricular goals with aligned interventions that promote and target identified instructional practices for all staff and students. Our current school goals address comprehension skills and number relations. M.C. Perry, along with all DoDEA schools, undergoes a 5-year accreditation process including an external review. M.C. Perry went through its 5-year school accreditation process in 2013 and received Full Accreditation from AdvancED. As a result of this visit, M.C. Perry used explicit feedback to improve our curricular and instructional practices.

English Language Arts (ELA) - M.C. Perry implements “Reading Street,” DoDEA’s adopted reading program for elementary schools, to meet our ELA standards. All classroom teachers at M.C. Perry are provided training in the instruction, differentiation, assessment, data collection, and data analysis of this reading program. All teachers review and discuss their students’ progress on ELA benchmark assessments at our quarterly Data Meeting. One of the strengths of our reading program is using students’ assessment results to drive instruction for differentiated teaching and learning.

Math – Our elementary school’s math curricula is supported by three different textbooks adopted by DoDEA. Our K-2 students learn from “Everyday Math;” students in grades 3-5 use “Envision Math,” and students in 6th grade use “Glencoe Math Connects.” With three different math curricula in our school, a challenge exists to ensure the vertical alignment of math skills. Our staff regularly collaborates to address this challenge and provide readiness preparation for all students.

Science – In addition to a Science, Math, Engineering and Technology (STEM) after-school club and an instructor for STEM projects during computer lab time, M.C. Perry Elementary has a 0.5 STEM teacher on staff. Our STEM teacher meets with classroom teachers during grade-level meetings to identify science objectives that teachers plan to teach in the classroom. Our STEM personnel design aligned concept lessons using Science, Math, Engineering and Technology, to fully explore and enrich grade level science standards and concepts. Community engineers, bio-environmentalists, and cryogenic specialists volunteer to support our science program. Hands-on science discovery is promoted through our science fairs, robotics club, and the Recycled Cardboard Convention.

Social Studies – With the high mobility of our military families, our social studies curriculum purposefully equips our students with the tools to make connections between personal and global cultures and the understanding of neighboring and far-reaching societies and governments. Our curriculum inspires global citizenship and awareness through a number of projects: Operation Tomodachi (2011 Tohoku Earthquake/Tsunami) donation collection, clothes drive for Afghanistan, Newtown Origami Paper Crane project, Iwakuni City Council student exchange, Ancient Civilizations Living Museum, classroom economies, and donations for our local orphanage Hikari-no-Sono. Our sense of community was strengthened during the memorial celebrations that marked the passing of two of our educators. These real-life examples demonstrate how our teaching and learning reach beyond the classroom.

Visual and performing arts – Students receive 60 minutes of both art and music every week. A variety of art media include video art, photography, drama, ceramics, origami, art history, and creative expression. In music, students creatively respond through movement and dance to diverse music styles and genres. Software is used by students to record their compositions as well as provide relevant and immediate feedback. Various world instruments and vocals are utilized by the students during instruction to foster music appreciation.

Physical education/health/nutrition – Students receive 60 minutes of PE/Health every week. Our school follows a district-approved wellness plan. Students have participated in the following: Iron Works Gym

Health and Fitness, Jingle Bell Jog, Jump Rope for Heart, school-wide health and fitness, and Guinness World Record attempt.

Technology – Our Educational Technologist works closely with teachers to model technology integration for a multitude of 21st Century curricular connections, including research, projects and presentations, graphing, SMART Responders, SMART Board, and keyboarding instruction. Our elementary students interact with our high school students in STEM activities supported by our ET.

Foreign languages – Each student attends a weekly 45-minute Japanese culture class, learning Japanese conversation, songs, cuisine, origami, and culture. Additionally, all students have Spanish instruction each week.

2. Reading/English:

M.C. Perry uses Pearson’s “Reading Street (R.S.)” for reading instruction in kindergarten through sixth grade. R.S. components include interventions for differentiated instruction, progress monitoring tools and explicit, diagnostic plans to ensure success for all readers. The standards-based lessons include leveled texts, ELL support, spelling, writing, and technology integration. The weekly selection tests provide immediate feedback of grade-level literacy skills. The computer assessments easily track the skills our students have mastered and those that may need to be retaught. Guided Reading instruction is used in intermediate grades as well as primary grades. The Fresh Reads, short texts to improve fluency, are used in grades 4-6 to promote fluency. K-3 teachers use the Fountas & Pinnell Benchmark Assessment System (BAS) at the beginning of the year to determine student’s independent and instructional reading levels. Assessments are administered again at the middle and end of the year to monitor students’ progress and make instructional decisions about proper placement.

Data including BAS results, teacher input, benchmarks, Scholastic Reading Inventory (SRI), and classroom performance are used to identify students falling below grade level expectations. Teachers, literacy support specialists (LSS), and support aides use the R.S. “My Sidewalks” intervention kits, Read Well, and guided reading books from our scaffolded, high-interest, leveled-text literacy library to meet the needs of all readers. Students in the intermediate grades are provided intensive reading instruction through READ 180; a comprehensive, research-based curriculum that uses targeted instruction, assessment, and professional development to raise reading achievement for struggling readers. READ 180 uses adaptive technology to individualize instruction for students and provides diagnostic data for classroom teachers, in order to plan differentiated instruction and interventions in the classroom.

Literature Circles, “Daily Five”, and “Reading Street” work well together. Independent practice stations contained within R.S. are aligned to the “Daily Five” and provide students an opportunity to practice previously taught skills. Students’ lexile levels are determined through the SRI. The Scholastic Reading Counts program assesses students’ comprehension of independent reading material. Students collect points to select items from our Samurai Reading Counts Store.

Development of life-long literacy skills extends outside our classroom. Ours is the only school in the Japan District to participate in the Pizza Hut Book-It program. Family Literacy Night is an annual event that involves the community. Our Marine volunteers enthusiastically assist our committees to make these events successful.

3. Mathematics:

Students in Kindergarten through second grade use a math program that focuses on hands-on activities and spiral lessons to develop mathematical concepts and establish a strong foundation of number sense. For third through fifth grade students the focus shifts to the application of math concepts, reasoning, and communication. Our sixth grade math curriculum is aligned to the expectations of our middle school, which extends student understanding of math concepts and prepares them for higher-level math operations and problem solving. Math reasoning and communication strategies are fostered school-wide.

Based on benchmark assessment results, student needs are identified for math support or enrichment. Our math support includes a 0.5 Math Support Specialist that collaborates with teachers to provide students with targeted interventions that address deficits. The small group interventions support students as they work to achieve grade level expectations. Our specialists and community volunteers help students with flash cards and drills, mental math problems, and textbook/curricular skill exercises. Students performing above grade level are provided enrichment opportunities that promote their continued achievement. Enrichment opportunities include leveled math practice, supplemental instruction for our Gifted Teacher, and national competitions like Math Olympiad and Math Counts.

In the classroom, teachers implement guided math, math centers, journals, math-based literature, manipulatives, and games to reinforce the math objectives. Teachers use formative assessments as a best practice to determine students' readiness levels in math applications. They use these results to build strategic support or provide rigor based on student ability. Among the technology programs that we currently use are Xtramath and IXL Math. These are online subscription math programs to help students increase their speed and accuracy on math facts and master concepts. Students are able to self-monitor their progress.

We use an incentive-based program to help students work toward mastery of math facts, called "Top Gun." Since our school is located on a Marine Corps Air Station, our student achievement levels are based on aviation levels. Students who show mastery and/or significant growth in their facts become members of "Top Gun." These students are given wings to pin on their clothing, and a t-shirt to show their progress through the levels. Students reaching the highest level of growth are in the "Supersonic" level. Students' names are announced when they receive a t-shirt and their pictures are taken for our Top Gun Wall.

4. Additional Curriculum Area:

Visitors to M.C. Perry are welcomed with the sight of our beautiful and educational school garden spread across the front of our building. This feature is a unique aspect of our school that few other schools have on their campuses. Classes choose the seeds to grow in their personal garden plots. Teachers, students, parents, and community volunteers tend the plots. Families often come on weekends to turn the compost, pull weeds, and check water, soil and temperature levels for plant beds. We are pleased that our garden provides opportunities for families to work together and learn gardening skills together. This supports our vision statement, that each of us are Lifelong Learners. Our PTO has frequent produce sales from the garden's harvest and uses the profits to fund additional garden supplies. In the center of the garden is an outdoor classroom with benches, a chalkboard, weather-measuring instruments, scales, and other tools that teachers use to model science inquiry skills. Students then use these tools to measure such things as rain fall, weather patterns, plant growth, and pest damage. Students are able to synthesize the collected data into meaningful demonstrations of their learning through graphs, illustrations, non-fiction writing and science logs which can then be used for assessment purposes. Our outdoor classroom and laboratory fosters a 21st Century collaborative model where students learn numerous scientific concepts through hands-on exploration, students take leadership roles in forecasting and creating action plans, and students learn from each other through rich and relevant discussions. Our garden was the brainchild of one of our teachers. Taking his vision to our Parent and Teacher Organization (PTO) meeting, he requested PTO funding to purchase supplies and began the garden as an outdoor science lab. Three years later, the garden has expanded to the point where all teachers have class garden plot. Today, the garden provides a plethora of year round learning opportunities for students and stakeholders. An after-school club for young gardeners extends the gardening experience beyond the science standards. The garden was highlighted in two periodicals in our district. In a special part of our garden stands a cherry blossom tree, a true symbol of Japan. This was planted in remembrance of one of our teachers who lost her battle with cancer. Our garden reflects the Department of Defense Education Activity's (DoDEA) vision statement, "Educate, engage, and empower each student to succeed in a dynamic world."

Matthew C. Perry Elementary School offers the Sure Start preschool program to qualifying families in our community with potentially at-risk children. Sure Start is a full day program that serves military children and families living overseas. Current adopted DoDEA content standards and curriculum materials are implemented in the Sure Start classroom through investigations and a hands-on approach to

learning. Additionally, we utilize the Creative Curriculum program to guide our instruction and assess our students. A large majority of our instruction is devoted to learning through investigations and play, so our classroom is divided into ten learning centers: computers, blocks, music and movement, dramatic play, library, sand and water, table toys, discovery, cooking, and art. Activities in each center are aligned with the investigations we work on throughout the year.

In addition to a high quality education, Sure Start also provides students and families health and nutrition education as well as access to social services. Our community WIC nurse facilitates a monthly Cooking with Kids activity that includes a nutrition lesson and a healthy snack.

The program also promotes parent involvement by encouraging volunteering in the classroom, supplying a parent resource library, and providing parent education through regular meetings. Some topics that have been covered at these meetings include behavior management, early reading development, fine motor skills, and transitioning to kindergarten.

Throughout the year, the Sure Start teacher collaborates with the kindergarten teachers to help ease the students' transition from preschool to kindergarten. Near the end of the year, our preschool students tour the kindergarten wing to visit the classrooms. This visit affords the preschoolers an opportunity to meet some of the teachers and experience what it will be like next year in kindergarten. The Sure Start teacher also collaborates with the guidance counselors, Preschool Services for Children with Disabilities teacher, speech teacher, English Language Learner teacher and other personnel who may be able to offer strategies and interventions that can be used to assist struggling students.

Through a partnership with school personnel, parents, and the community, Sure Start helps to lay the educational and social foundations needed to ensure student success.

5. Instructional Methods:

At M.C. Perry, teachers work collaboratively to review data gathered from formal and informal assessments which guide instruction to make learning goals achievable by individuals with wide differences in their abilities.

Educators provide instruction in both large and small group formats allowing for remediation or enrichment activities and explorations that increase awareness using current technology and interactive learning. Using methods of differentiated instruction, we engage and stimulate our students while providing needed support or rigor. Visible differentiation can be seen through tiered lessons, leveled resources, varied products, or highly-effective instructional strategies in every classroom. Planning in this manner allows teachers to scaffold lessons to provide meaningful instruction that assists each student in achieving their highest possible growth.

Diverse needs of students are met with input from our small group specialist, including LSS, SPED, ELL (English Language Learners), MSS (Math Support Specialist), ET (Educational Technologist), para-professionals, and classroom teachers. Data is used to determine modified or supplemental curriculum and is used purposefully to support instruction for all students.

We recognize that technology influences all content areas and enhances students' productivity. SMART Boards are available and used in each classroom, including specialists' classes. From the preschool learners using Starfall or BrainPop Jr., to sixth graders using Gale Research databases, technology is well integrated in our classrooms. Programs such as Pearson's Successnet, IXL Math and ELA, Khan Academy, Edmodo, GradeSpeed and Google Apps for Education allow students and families to access online text resources and supports from home.

Additional programs to support students include XtraMath, ABCya, Everyday Math, and Reading Counts. Science Technology Engineering Mathematics (STEM) instruction, taught in grades K – 6, provides

opportunities to spark students' imagination as they investigate and discover possibilities with real world curiosity.

ELL students are monitored and serviced by an ELL specialist. To meet the diverse needs of our students, this program works to develop each student's language skills in the areas of listening, speaking, reading and writing in English. For maximum exposure to the target language, classroom teachers collaborate with our ELL specialist to develop lessons that are engaging and comprehensible. Differentiation of the classroom coursework for ELL students allows for success with projects, collaborative assignments, and homework assistance. Inclusion and pull-out services provide one-to-one or small group support, based on student needs. This flexible approach allows for collaborative instruction, small group, or individual assistance as a response to specific English acquisition levels.

6. Professional Development:

The Continuous School Improvement (CSI) process works to identify areas for professional development designed to increase student achievement and enhance curriculum and instruction through targeted training and collaboration.

Professional development is an essential component of our school improvement process and as such we allot time and resources for it. Differentiation is not limited to our students. Each month, we have designated staff development days with professional growth opportunities based on staff needs. We differentiate for a variety of teaching approaches and the unique population we serve. The topics for professional development result from the identified school improvement plan, staff feedback, curriculum adoptions, and data results of student achievement. Our school is distinctive in nature; we ensure continuity of learning by including our paraprofessional staff in all professional development opportunities.

M.C. Perry has educators with many years of experience and specialized training. They share their expertise on a broad range of subjects and mentor our new teachers and staff. We use the Teachers-Training-Teachers model as an effective approach to ensure that professional development is relevant, effective, and comprehensive. This approach cultivates an atmosphere where teachers become leaders and stewards for school improvement.

Our professional development plan extends beyond our in-house resources. On Educator's Day, both the high school and elementary school staff collaborate to provide training and information on a broad range of topics, with sessions led by both staff and base professionals. M.C. Perry's on-site facilitator supports staff from both complex schools with continued educational graduate credits through outside colleges.

Ongoing professional growth is supported in our Professional Learning Teams that meet to discuss research-based instructional strategies. These teams are composed of the principal, classroom teachers, specialists, and para-professionals allowing for rich dialogue about a topic from different perspectives.

Instructional Support Specialists from the district office provide opportunities for professional development through the use of Video Conferencing (VTC) training. These trainings include a variety of topics targeted to support both students and staff. Throughout the year, the staff has access to on-site trainings which include: Analyzing Reading Miscues, Using Results to Drive Instruction, Web Page Design, Multiple Intelligences, SMART Board, Pencil Gymnastics, Fractions and Baking, Literacy Stations, Time Management, Writing Traits, and Behavioral Management. Additionally, our staff participates in Lifestyle Insights, Networking, Knowledge, and Skills (L.I.N.K.S.) workshops provided by the Marine Corps Family Team Building staff designed to help us best meet the unique needs our military population.

7. School Leadership

M.C. Perry leadership has developed a culture of collaboration that helps the entire community bring the vision of our school to life. The administration encourages teachers, support staff, and students, to assume leadership roles that support our school vision. Examples of these are: the Continuous School Improvement

(CSI) tri-chairs, the School Improvement Leadership Team (SILT), the School Advisory Committee (SAC), the Student Council, and the Installation Advisory Committee (IAC).

Our CSI tri-chairs are responsible for facilitating professional development for teachers, working with the district and area offices to implement our School Improvement Plan, and be knowledgeable about and articulate AdvanceED standards and the accreditation process. As a result of these professional development opportunities, students are provided with the most recent research-based instruction. These best practices have led to our students achieving the highest TerraNova scores in our district for the past two years.

Our SILT is comprised of the principal, one teacher from each leadership committee, one paraprofessional representative, one stakeholder, the Student Council President and the School Liaison Officer. The SILT is a governing structure which represents a highly effective way to encourage decision making and ensures staff is actively involved in the improvement process. This year, through SILT, our administration supported the implementation of Professional Learning Teams (PLT). Our PLTs ensure that our teachers stay on the cutting edge of research-based instructional practices.

The School Advisory Committee (SAC) provides opportunities for our stakeholders to voice opinions on school improvement issues, consider school policies and procedures, and recommend modifications to the school administration. For example, the SAC requested that the principal consider adding Foreign Language Elementary School (Spanish) for the intermediate grades. The principal got this request approved at the district level, and then made staffing adjustments in order to provide a certified FLES teacher for the intermediate grades.

Concerns that cannot be resolved at the SAC level are addressed at the quarterly Installation Advisory Committee (IAC), with representation from the Commanding Officer of MCAS Iwakuni.

Our school benefits from a close partnership with our installation leadership. The Commanding Officer has shown his commitment by supporting our school policies and being present at school functions.

The structure that has evolved at M.C. Perry encourages rigorous involvement and helps build ownership in the improvement process. Our administration has created an environment that empowers teachers to make influential decisions, impacting our students on a daily basis.

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	75	66	67	59
Number of students tested	61	63	62	65	69
Percent of total students tested	30	30	26	26	28
Number of students alternatively assessed	0	2	0	1	3
Percent of students alternatively assessed	0	3.08	0	1.54	4.48
SUBGROUP SCORES					
1. White					
Average Score	81	62	66	67	66
Number of students tested	24	27	24	33	30
2. Two or More Races					
Average Score	86	78	76		56
Number of students tested	16	18	12	7	15
3. Hispanic or Latino					
Average Score	78	71		46	49
Number of students tested	14	12	9	18	15

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	75	66	67	59
Number of students tested	61	63	62	65	69
Percent of total students tested	30	30	26	26	28
Number of students alternatively assessed	0	2	0	1	3
Percent of students alternatively assessed	0	3.08	0	1.54	4.48
SUBGROUP SCORES					
1. Black or African American					
Average Score			60		
Number of students tested	6	8	11	8	9
2. English Language Learners					
Average Score					
Number of students tested	3	9	4	5	0
3. Students with IEP					
Average Score					
Number of students tested	5	4	4	2	7

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	81	63	68	55
Number of students tested	48	44	64	59	61
Percent of total students tested	24	21	27	24	28
Number of students alternatively assessed	2	1	1	3	0
Percent of students alternatively assessed	4.17	2.27	1.56	5.08	0
SUBGROUP SCORES					
1. White					
Average Score	84	86	67	70	50
Number of students tested	14	20	32	29	33
2. Two or More Races					
Average Score	92	80	55	77	
Number of students tested	17	10	10	11	7
3. Hispanic or Latino					
Average Score			42		62
Number of students tested	9	5	14	14	11

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	81	63	68	55
Number of students tested	48	44	64	59	61
Percent of total students tested	24	21	27	24	28
Number of students alternatively assessed	2	1	1	3	0
Percent of students alternatively assessed	4.17	2.27	1.56	5.08	0
SUBGROUP SCORES					
1. Black or African American					
Average Score					
Number of students tested	7	4	5	5	2
2. English Language Learners					
Average Score					
Number of students tested	4	2	5	6	3
3. Students with IEP					
Average Score					
Number of students tested	4	4	4	6	8

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	72	61	60	61
Number of students tested	39	51	50	65	65
Percent of total students tested	19	25	21	26	27
Number of students alternatively assessed	1	0	3	1	2
Percent of students alternatively assessed	2.56	0	6	1.54	3.08
SUBGROUP SCORES					
1. White					
Average Score	86	66	75	58	65
Number of students tested	17	20	20	35	29
2. Two or More Races					
Average Score		79	85		
Number of students tested	7	14	10	8	8
3. Hispanic or Latino					
Average Score			43	54	66
Number of students tested	5	9	15	14	12

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	72	61	60	61
Number of students tested	39	51	50	65	65
Percent of total students tested	19	25	21	26	27
Number of students alternatively assessed	1	0	3	1	2
Percent of students alternatively assessed	2.56	0	6	1.54	3.08
SUBGROUP SCORES					
1. Black or African American					
Average Score					
Number of students tested	5	3	4	3	9
2. English Language Learners					
Average Score					
Number of students tested	1	6	6	2	6
3. Students with IEP					
Average Score					
Number of students tested	4	5	4	6	4

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	72	68	70	74
Number of students tested	54	48	62	60	51
Percent of total students tested	27	23	26	24	21
Number of students alternatively assessed	0	0	1	3	0
Percent of students alternatively assessed	0	0	1.61	5	0
SUBGROUP SCORES					
1. White					
Average Score	75	72	60	72	74
Number of students tested	21	14	33	28	28
2. Two or More Races					
Average Score	77	81	72	71	
Number of students tested	15	15	13	10	4
3. Hispanic or Latino					
Average Score	73	62	83	63	
Number of students tested	11	12	10	11	7

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	72	68	70	74
Number of students tested	54	48	62	60	51
Percent of total students tested	27	23	26	24	21
Number of students alternatively assessed	0	0	1	3	0
Percent of students alternatively assessed	0	0	1.61	5	0
SUBGROUP SCORES					
1. Black or African American					
Average Score					
Number of students tested	2	1	3	6	6
2. English Language Learners					
Average Score					
Number of students tested	5	5	3	4	3
3. Students with IEP					
Average Score					
Number of students tested	5	5	3	4	4

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	64	64	61	57
Number of students tested	61	63	62	65	67
Percent of total students tested	30	30	26	26	27
Number of students alternatively assessed	0	2	0	1	3
Percent of students alternatively assessed	0	3.08	0	1.54	4.48
SUBGROUP SCORES					
1. White					
Average Score	83	69	73	63	59
Number of students tested	24	27	24	33	30
2. Two or More Races					
Average Score	79	54	48	0	58
Number of students tested	16	18	12	7	15
3. Hispanic or Latino					
Average Score	65	72		49	53
Number of students tested	14	12	9	18	15

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	64	64	61	57
Number of students tested	61	63	62	65	67
Percent of total students tested	30	30	26	26	27
Number of students alternatively assessed	0	2	0	1	3
Percent of students alternatively assessed	0	3.08	0	1.54	4.48
SUBGROUP SCORES					
1. Black or African American					
Average Score			56		
Number of students tested	6	8	11	8	9
2. English Language Learners					
Average Score					
Number of students tested	3	9	4	5	0
3. Students with IEP					
Average Score					
Number of students tested	5	4	4	2	7

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	76	70	61	64
Number of students tested	48	44	64	59	61
Percent of total students tested	24	21	27	24	25
Number of students alternatively assessed	2	1	1	3	0
Percent of students alternatively assessed	4.17	2.27	1.56	5.08	0
SUBGROUP SCORES					
1. White					
Average Score	70	81	70	66	63
Number of students tested	14	20	32	29	33
2. Two or More Races					
Average Score	75	67	72	58	
Number of students tested	17	10	10	11	7
3. Hispanic or Latino					
Average Score			51	51	62
Number of students tested	9	5	14	14	11

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	76	70	61	64
Number of students tested	48	44	64	59	61
Percent of total students tested	24	21	27	24	25
Number of students alternatively assessed	2	1	1	3	0
Percent of students alternatively assessed	4.17	2.27	1.56	5.08	0
SUBGROUP SCORES					
1. Black or African American					
Average Score					
Number of students tested	7	4	5	5	2
2. English Language Learners					
Average Score					
Number of students tested	4	2	5	6	3
3. Students with IEP					
Average Score					
Number of students tested	4	4	4	6	8

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	63	56	61	57
Number of students tested	39	51	50	65	65
Percent of total students tested	19	25	21	26	27
Number of students alternatively assessed	1	0	3	1	2
Percent of students alternatively assessed	2.56	0	6	1.54	3.08
SUBGROUP SCORES					
1. White					
Average Score	72	58	58	64	63
Number of students tested	17	20	20	35	29
2. Two or More Races					
Average Score		71	79		
Number of students tested	7	14	10	8	8
3. Hispanic or Latino					
Average Score			45	64	61
Number of students tested	5	9	15	14	12

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	70	63	56	61	57
Number of students tested	39	51	50	65	65
Percent of total students tested	19	25	21	26	27
Number of students alternatively assessed	1	0	3	1	2
Percent of students alternatively assessed	2.56	0	6	1.54	3.08
SUBGROUP SCORES					
1. Black or African American					
Average Score					
Number of students tested	5	3	4	3	9
2. English Language Learners					
Average Score					
Number of students tested	1	6	6	2	6
3. Students with IEP					
Average Score					
Number of students tested	4	5	4	6	4

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	69	66	70	77
Number of students tested	54	48	43	61	51
Percent of total students tested	27	23	18	24	21
Number of students alternatively assessed	0	0	1	3	0
Percent of students alternatively assessed	0	0	1.61	5	0
SUBGROUP SCORES					
1. White					
Average Score	75	69	57	74	77
Number of students tested	21	14	25	28	28
2. Two or More Races					
Average Score	76	73		70	
Number of students tested	15	15	8	10	4
3. Hispanic or Latino					
Average Score	78	68		70	
Number of students tested	11	12	7	11	7

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3rd Ed. Multiple Assess.</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	69	66	70	77
Number of students tested	54	48	43	61	51
Percent of total students tested	27	23	18	24	21
Number of students alternatively assessed	0	0	1	3	0
Percent of students alternatively assessed	0	0	1.61	5	0
SUBGROUP SCORES					
1. Black or African American					
Average Score					
Number of students tested	2	1	3	7	6
2. English Language Learners					
Average Score					
Number of students tested	5	5	2	4	3
3. Students with IEP					
Average Score					
Number of students tested	5	5	3	4	4

NOTES: The percent of students alternatively assessed include students with Individual Education Plans requiring alternate assessments and English Language Learners with an English language proficiency level of 1 or 2. In addition, the ESL Student Team may determine that Level 3 English Language Learners take that alternative assessment. The ELL alternate assessments includes: Form B of the LAS Links and the CAT Plus by CTB/ McGraw-Hill. These assessments assess English language proficiency in reading, writing, listening and speaking; as well as math computation skills.

Percentiles not reported for subgroups with less than 10 students tested. DoDEA does not collect assessment results for the Free or Reduced Meal subgroup.

March 2011: Students tested under duress due to the 2011 Touhoku Earthquake and Tsunami.