

Brewster Middle School is one of eight schools in the Camp Lejeune Dependents' Schools (CLDS) System. CLDS is a part of the North Carolina District which is one of seven districts in Domestic Dependent Elementary and Secondary Schools (DDESS). DDESS Schools are one of three areas in the Department of Defense Education Activity (DoDEA). Brewster Middle School is located aboard Camp Lejeune Marine Corps Base near Jacksonville, North Carolina. Brewster Middle School services approximately six hundred students and employs eighty one staff members, including three administrators, forty-one teachers, nine teaching assistants, five automations clerks, six custodians, and seven food management employees. The school also employs two counselors, one media specialist, one educational technologist, and one administrative technologist as well as having itinerant positions established for ESL, Speech Therapy, one School Psychologist, one Student Testing Coordinator, and a Physical/Occupational Therapist. This group of employees work together to provide a safe and caring environment that allows students to grow socially, physically emotionally, and intellectually. The school follows the DoDEA vision which is:

### **Vision**

*Communities investing in success for ALL students!*

### **Guiding Principles**

- ❖ *Student achievement...a shared responsibility.*
- ❖ *Trust and respect for other's rights*
- ❖ *Unlimited opportunities to reach high expectations.*
- ❖ *Dedication to lifelong learning.*
- ❖ *Equal access to a quality education based on standards.*

- ❖ *New and motivating challenges to inspire excellence.*
- ❖ *Total accountability with teamwork.*
- ❖ *Success for all...students first!*

These principles are incorporated and provide the basis for our own mission and statement of beliefs which are:

### **Mission**

**Brewster Middle School, working together with parents and community, is committed to providing the best educational practices so that all students become thinking, caring, responsible, and productive citizens.**

### **Statement of Beliefs**

**(Adapted from Turning Points 2000)**

- ❖ *Teaching a curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescence and based on how students learn best.*
- ❖ *Using instructional methods designed to prepare all students to achieve higher standards and become lifelong learners.*
- ❖ *Staffing middle grade schools with teachers who are expert in teaching young adolescents and engaging teachers in on-going, targeted professional development opportunities.*
- ❖ *Organizing relationships for learning to create a climate of intellectual development and a caring community of shared educational purpose.*
- ❖ *Governing democratically through direct or representative participation by all school staff members, the adults who know students best.*

- ❖ *Providing a safe and healthy school environment as part of improving academic performance and developing caring and ethical citizens.*
- ❖ *Involving parents and communities in supporting student learning and healthy development.*

The entire staff believes that schools should be places where students experience a sense of caring, responsibility, and success. Students actively engage in the educational process by a variety of instructional strategies and learning situations that stimulate the student to become lifelong learners. The faculty is committed to providing differentiated instruction to meet the individual needs of each student.

The superintendent and the principal of the school provide school leadership. It is important for the superintendent to be a visionary that effectively communicates the direction of curriculum and instruction. The principal is the instructional leader of the school that supports the central vision and ensures its implementation.

Instructional practices actively engage students in the learning process and are expected to be a regular part of classroom activities. Students are engaged in cooperative learning activities that challenge them to work with other students and employ higher order thinking skills, Padieia seminars, as well as inquiry based instruction. Cooperative learning activities occur in all curricular settings. In order to make learning high interest and relevant to students, authentic activities are created on a regular basis. Staff members are provided with relevant environmental scan data to help govern decisions as we strive to educate students for their future endeavors. Some examples are: Ten Trends: Educating Children for Tomorrow's World, by Gary Marx, Dept of Labor statistics for the fastest growing occupations, World of Work activities, and excerpts from, The

World is Flat, by Farrar, Straus & Giroux. Many of these activities engage students in assignments that are connected to their community. It is important for teachers to be empowered to make instructional decisions that support the Principal's leadership.

Teachers provide a caring environment that nurtures success for each student. Consideration to relevance, authenticity, technology, cooperative groups, and process are key ingredients in planning lessons that stimulate the learning. Teachers and students are organized into interdisciplinary teams. Each team has a common planning period in the daily schedule. Teachers use the common planning time to discuss the students on their team and plan strategies that target social, emotional, and academic needs. Teachers incorporate the essential elements of a successful middle school as described in Turning Points 2000 and Last Best Chance. These publications influence our School Improvement Plan, and strategies are written to ensure student centered, developmentally appropriate practices that ensure student success. Essential to the implementation of the elements of middle school is the incorporation of an affective awareness of the developmental needs of the middle school student. Each day's Advisory period is designed to meet the affective needs of the adolescent through activities targeted towards social and emotional growth. The standard that all students will be successful is clearly articulated with students as well as parents. This standard is most effectively met with the collaboration effort between teachers and parents, and at Brewster Middle School this expectation is established. Positive communication with the student and parents is essential to the successful learning experience of Brewster students.

In conclusion, Brewster Middle School provides a safe and successful environment for all students. This is accomplished through the cooperation of

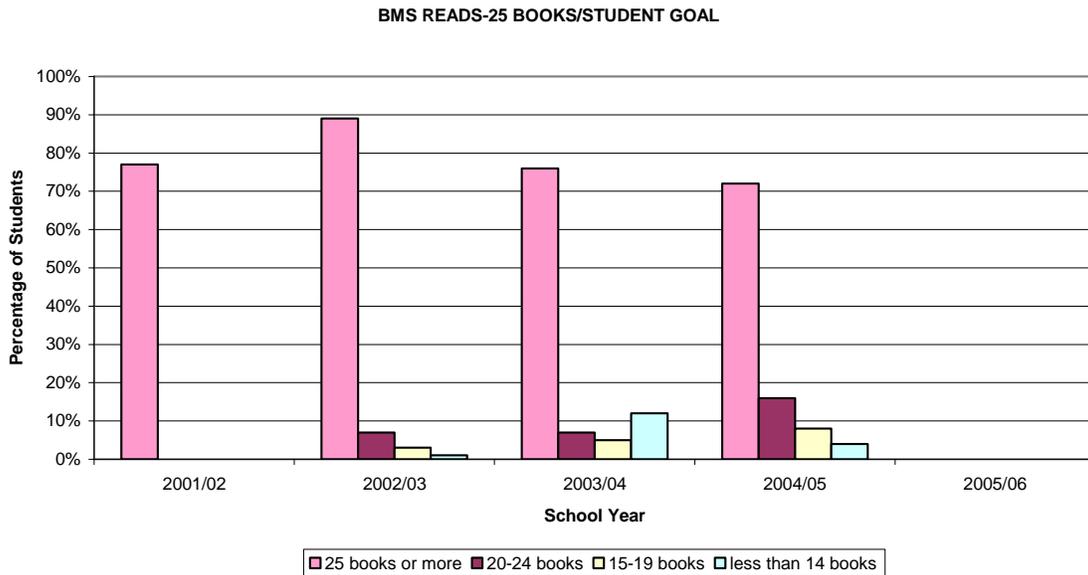
administrators, teachers, parents, and students. Careful examination and implementation of valid curriculum and instruction is an ongoing routine in the educational process. Continued staff development is mandated and provided for all school personnel. Brewster Middle School is a place where all students learn to appreciate the value of education and its implications for them as individuals.

## Presentation of Data: Unique Local Insights

### Data Collection Instruments

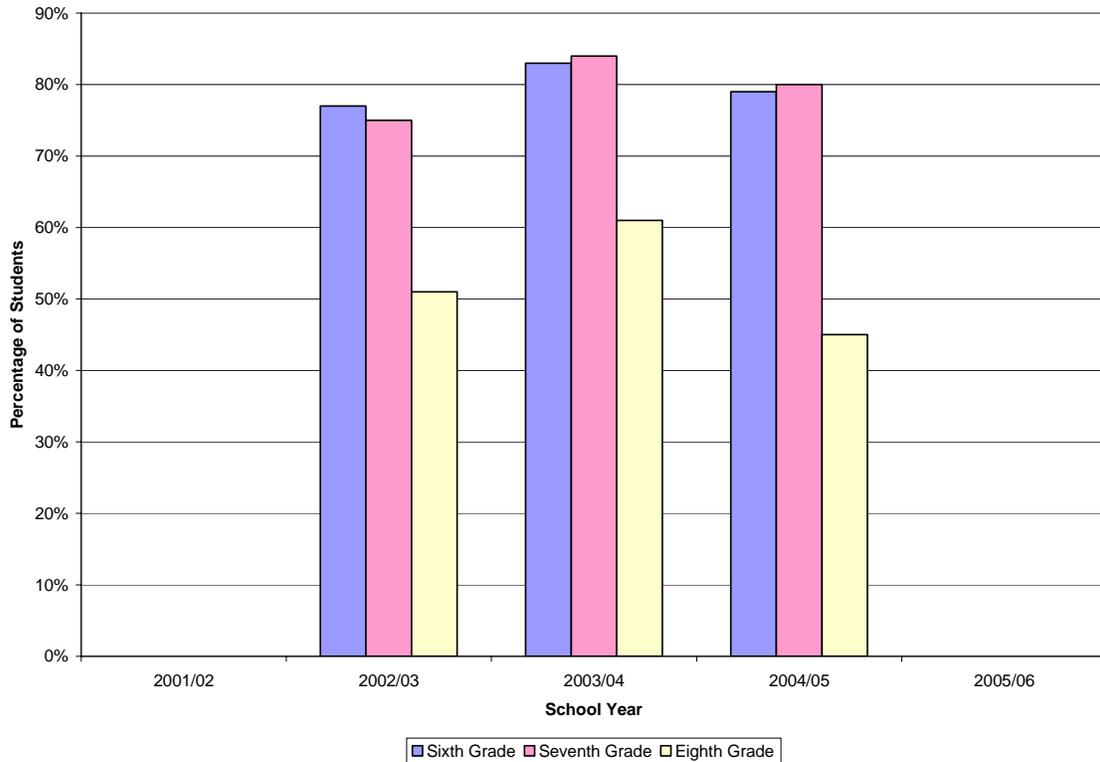
We selected the following instruments to collect data regarding Unique Local Insights:

BMS Reads – 25 books/student goal  
Parent Exit Survey



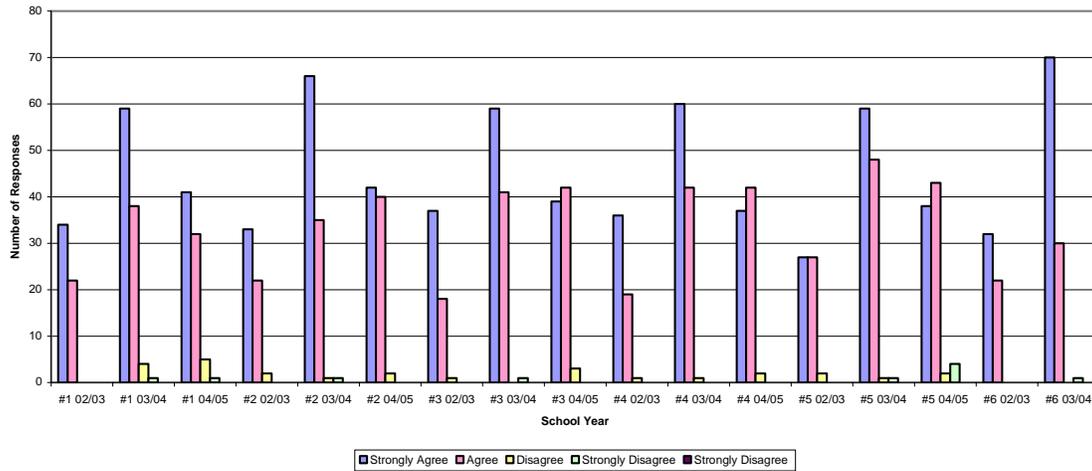
- In school year 2001/02 **77%** of all Brewster students read twenty-five or more books or book equivalents.
- In school year 2002/03 that number increased to **89%** while **7%** of the student body read between 20 and 24 books. **Three percent** read between 15 and 19 books and only **one percent** of students read less than 14 books.
- In school year 2003/04 the percentage of students reading twenty-five or more books **decreased by 13%**. **Seven percent** read between twenty and twenty-four books showing no change. **Five percent** of students read between 15 and 19 books and twelve percent read fourteen or less showing an increase of 11%.
- Last year in SY 04/05 there was again a decrease in the number of students reading 25 books with only **72%** of students meeting the requirement. However, **16%** of students did read 20-24 books showing an **increase of 8%**. **8%** of students read 19 or less books showing an increase of 3%. **4%** of students read 14 or less books, showing a decrease of 10%.

**BMS READS - 25 Books by Grade Level**



- In school year 2002/03 **seventy-seven percent of 6th graders** met the goal for reading 25 or more books; **seventy-five percent of 7th graders** and **fifty-one percent of 8th graders** also reached the goal.
- In school year 2003/04 Sixth graders reading twenty-five or more books increased **6%** to **eighty-three percent**. Seventh grade increased from **seventy-five to eighty-four percent**, an increase of nine percent. Eighth grade showed a **ten percent increase** from fifty-one to sixty-one percent.
- During SY 04/05 Sixth graders showed a **slight decrease to 79%** reading 25 or more books, **7th graders a decrease of 4% to 80%**, and **8th graders a decrease of 16% down to 45%** meeting the 25 or more CSP goal.

Parent Exit Survey



Parent Exit Questionnaire:

- In SY 2002/03 of the 56 parents of students leaving Brewster who completed the questionnaire **100% responded either strongly agreed or agreed that BMS promoted parent-teacher communication, were satisfied with BMS and its job in preparing students to continue their education, offered a high quality education and motivated students to do their best work, and provided a safe and orderly environment for learning.**
- In SY 2003/04 of the more than 100 respondents, **95% strongly agreed/agreed BMS promoted parent teacher communication, 98% were satisfied with BMS and its job in preparing students to continue their education, 99% feel BMS offers a high quality education and 98% believe that the school offers a safe and orderly environment for learning.**
- In SY 04/05 of the 87 respondents, **94% strongly agreed/agreed that Brewster actively promotes parent/teacher communication. 96% strongly agreed/agreed that BMS is doing a good job in preparing students to continue their education, 98% strongly agreed/agreed that educational programs offered are of high quality, 93% strongly agreed/agreed that students were motivated to do their best work.**
- **100% of respondents strongly agreed/agreed that BMS promotes a safe and orderly environment for learning.**
- Overall **98%** of respondents for the most part stated they **were satisfied with Brewster.**

## Unique Local Insights

### Data Collection Instruments

We selected the following instruments to collect data regarding Unique Local Insights:

BMS Reads – 25 books/student goal  
Parent Exit Survey

### Analysis of Data

#### BMS Reads – 25 books/student goal

- In school year 2001/02 **77%** of all Brewster **students read twenty-five or more books or book equivalents.**
- In school year 2002/03 that number **increased to 89%** while **7%** of the student body read **between 20 and 24 books.**
- **Three percent** read **between 15 and 19 books** and only **one percent** of students read **less than 14 books.**
- Students read **books or book equivalents** (magazines, textbook chapters, Current Science, primary sources, etc.) in all core subject areas. Books are also being read through the Advisory Period and credit is given for books read during the summer break. **Extension activities** relating to books read are found through literature circles, written and oral review, teacher conferences, class discussion, Accelerated Reader Tests, creative and artistic displays and parent confirmation of books read.
- There was an **increase of 12%** meeting the **DoDEA goal** for reading between SY 2001/02 and 2002/03.
- In SY 2003/04 **76%** of all Brewster students **read twenty-five or more books.**
- **7%** read **between twenty and twenty-four books.**
- **5%** read **between fifteen and nineteen books.**
- **12%** read **fourteen or fewer books.**
- There was a **decrease of thirteen percent** in students reading **twenty-five or more books.**
- Last year in SY 2004/05 there was again a decrease in the number of students reading **25 books with only 72% of students meeting the requirement.**
- **16%** of students did read 20-24 books showing an **increase of 8%.**
- **8%** of students read **19 or less books** showing an increase of **3%.**
- **4%** of students read **14 or less books,** showing a **decrease of 10%.**
- For the **second year in a row** there has been a **decrease at all grade levels in the number of students reading 25 or more books** as designated by the CSP.
- This continued decrease has led Brewster to **target reading** at all grade levels and subject areas as part of our School Improvement Plan.
- Beginning in SY 2004/05 **Sustained Silent Reading** time has been **incorporated into the daily schedule** for all grade levels.
- The results indicate a need for further research in how to maximize the sustained silent reading time incorporated into the schedule to increase the number of students completing the required **25 book standard.**

## **BMS Reads – 25 books/student goal analyses by grade level**

- In school year 2002/03 **seventy-seven percent of 6th graders** met the goal for **reading 25 or more books**.
- **Seventy-five percent of 7th graders and fifty-one percent of 8th graders** also reached the goal.
- In school year 2003/04 **83% of sixth graders** met the goal for **reading 25 or more books**.
- **84% of seventh graders and 61% of eighth graders** also reached the goal.
- These numbers reflect an **increase in all grade levels**.
- During SY 04/05 Sixth graders showed a **slight decrease to 79% reading 25 or more books**.
- **7th graders a decrease of 4% to 80%**.
- **8th graders a decrease of 16% down to 45%** meeting the 25 or more CSP goal.
- Again, **sustained silent reading** should be **reevaluated** to determine how to achieve maximum benefit.

## **Parent Exit Survey**

- **Exit Questionnaire for parents of students leaving:**
- In school year 2002/03 of the **56 parents** of students leaving BMS who completed the questionnaire **100% strongly agreed or agreed** that **BMS promoted parent-teacher communication** (Ques.1).
- **96% stated for the most part they were satisfied** with BMS (Ques.2).
- **98% stated that BMS is doing a good job in preparing students to continue their education** (Ques.3).
- **98% believed that the educational program** offered at BMS was of a **high quality** (Ques.4).
- **96% felt that students were motivated to do their best work** (Ques.5).
- **98% felt that BMS provided students and teachers with a safe and orderly environment for learning** (Ques.6).
- In SY 2003/04 of the more than **100 respondents**, **95% strongly agreed or agreed** that **BMS promoted parent-teacher communication** (Ques.1).
- **98% stated for the most part they were satisfied** with BMS (Ques.2).
- **99% stated that BMS is doing a good job in preparing students to continue their education** (Ques.3).
- **99% believed that the educational program** offered at BMS was of a **high quality** (Ques.4).
- **98% felt that students were motivated to do their best work** (Ques.5).
- **99% felt that BMS provided students and teachers with a safe and orderly environment for learning** (Ques.6).
- **Twelve parents** stated they **would not change anything** about their experiences at BMS.
- Some comments were: “I have been totally pleased with the teachers and everyone who works in the office and the entire school.” keyboarding should be offered in the 6th grade, communicate specific ways for parents to be involved in their children’s education, more positive reinforcement and encouragement during times of personal hardship, notify parents of students’ supply needs, more communication of student progress in planner, communication before student failure, more classes devoted to health

- and self-esteem issues and provide classes for parents on helping with homework and parenting skills, doing a very good job at preparing our youth for the future.
- In SY 04/05 of the **87 respondents, 94% strongly agreed/agreed** that Brewster actively **promotes parent/teacher communication** (Ques. #1).
  - **96% strongly agreed/agreed** that BMS is doing a **good job in preparing students to continue their education** (Ques. #2).
  - **98% strongly agreed/agreed** that **educational programs** offered are of **high quality**. (Ques. #4).
  - **93% strongly agreed/agreed** that students were **motivated to do their best work** (Ques. #5).
  - **100 % of respondents strongly agreed/agreed** that BMS promotes a **safe and orderly environment for learning** (Ques. #6).
  - Overall **98%** of respondents for the most part they **were satisfied** with Brewster (Ques. #2).

**Implications for Action: Unique Local Insights**

**Student Performance Goals:** Areas identified by this data for student performance goals could include:

1. Reading (both for comprehension and enjoyment)

**Non-Student Data:** Parent Exit Survey

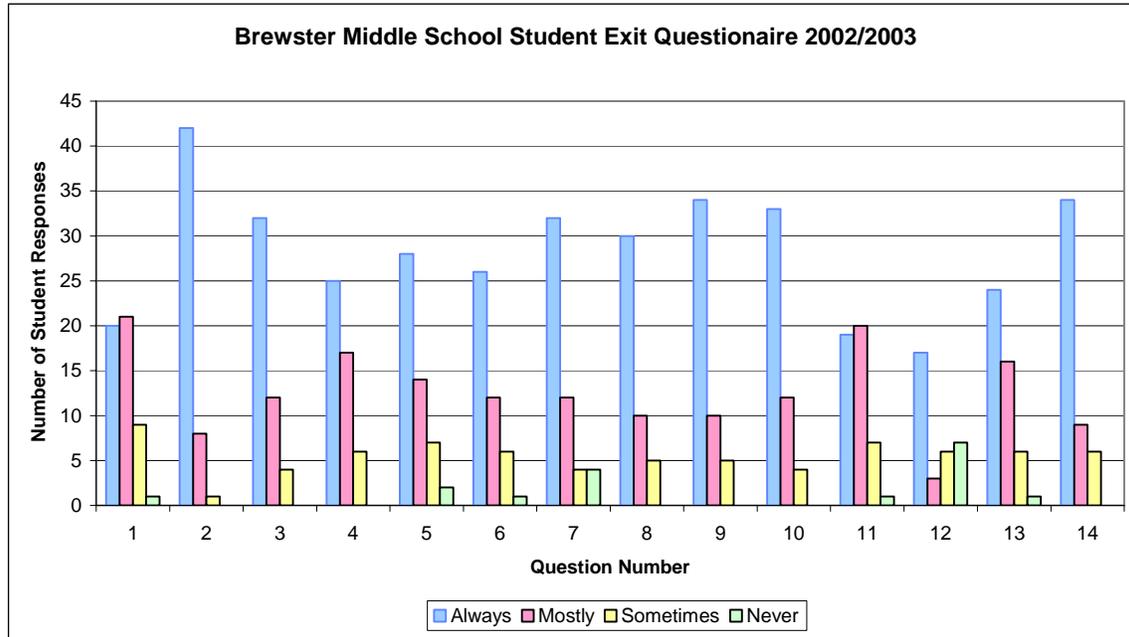
**Other Data Needed:**

**Clarifying Goals:**

**Interventions:** Due to a decrease in students reading 25 books, Sustained Silent Reading reporting requirements should be reviewed to determine if students are reading fewer books or just not recording accurately for reporting purposes.

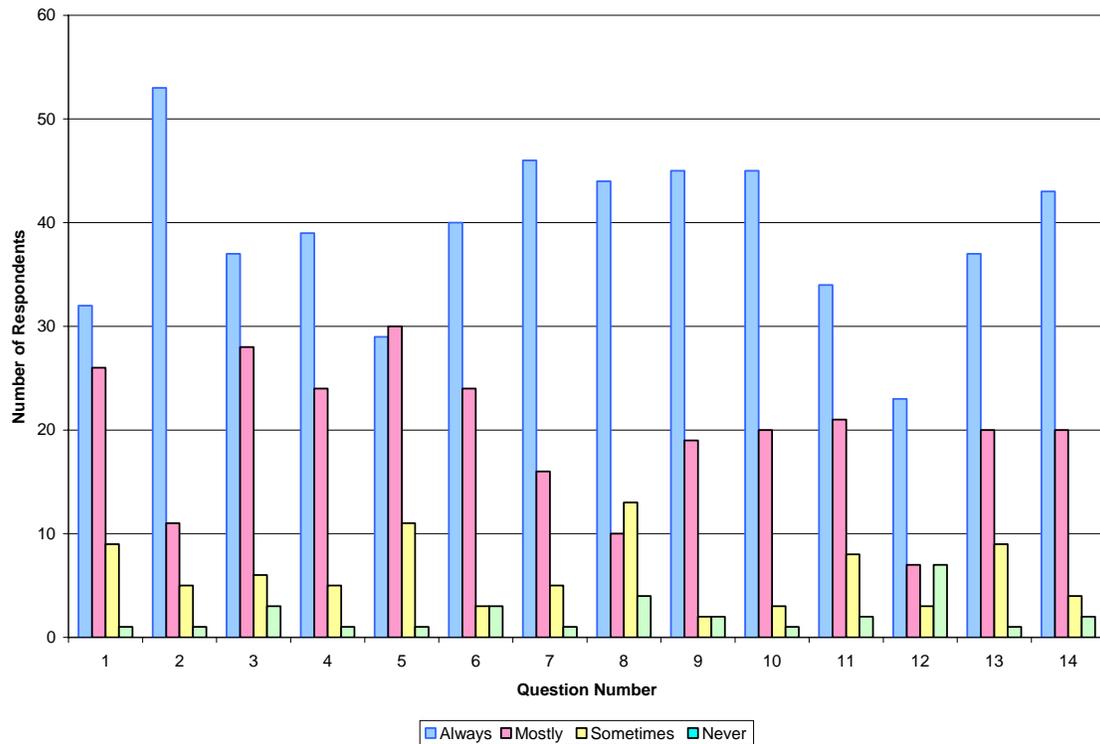
**Other Actions Needed:** Continue analyzing Parent Surveys yearly.

## Presentation of Data: Follow-Up of Former Students



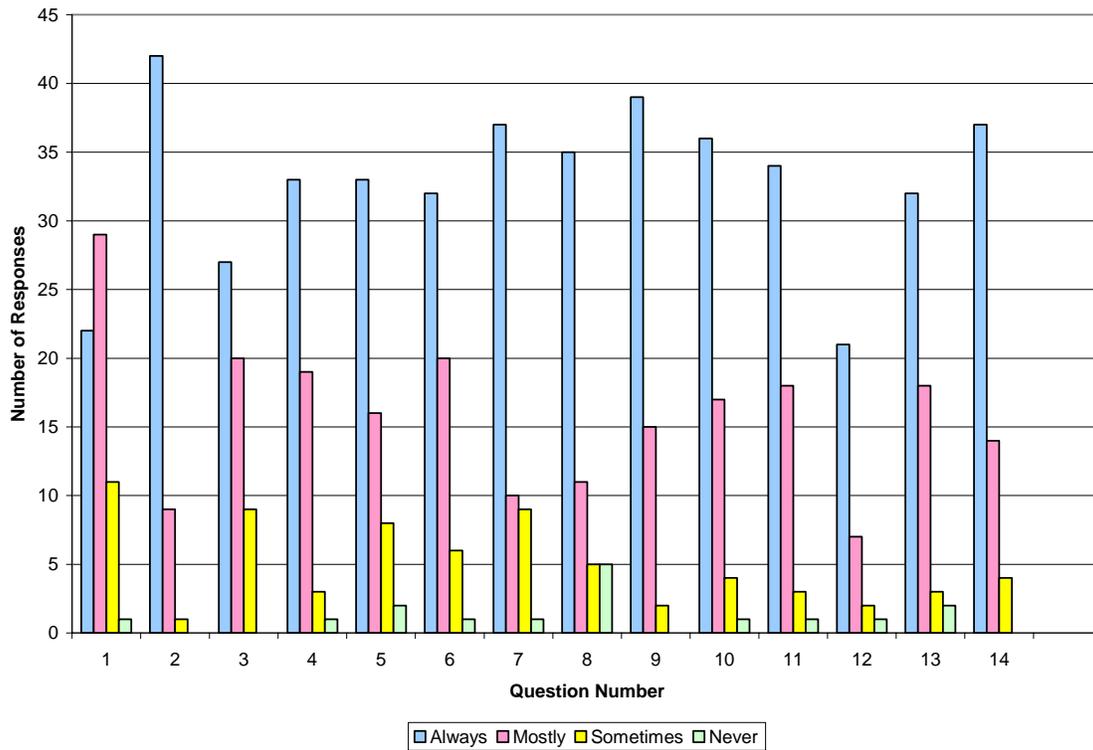
- **45 students** transferring from BMS completed this survey.
- **81%** felt teachers offered varied learning experiences that made learning interesting/challenging **always/most of the time** (ques.1).
- **98%** felt teachers **always/mostly** encouraged them to accept responsibility for work (ques.2).
- **92%** responded they were **always/mostly** successful at reading class materials (ques.3)
- **88%** felt they had **always/mostly** learned necessary writing skills (ques.4).
- **Eight students (18%)** stated there was **nothing** they would change about Brewster (written response),
- Others responded: relaxing of the dress code, longer recess, better food selection, nicer teachers, longer PE, and an addition of an indoor pool/arcade.

### Brewster Middle School Student Exit Questionnaire 2003/2004



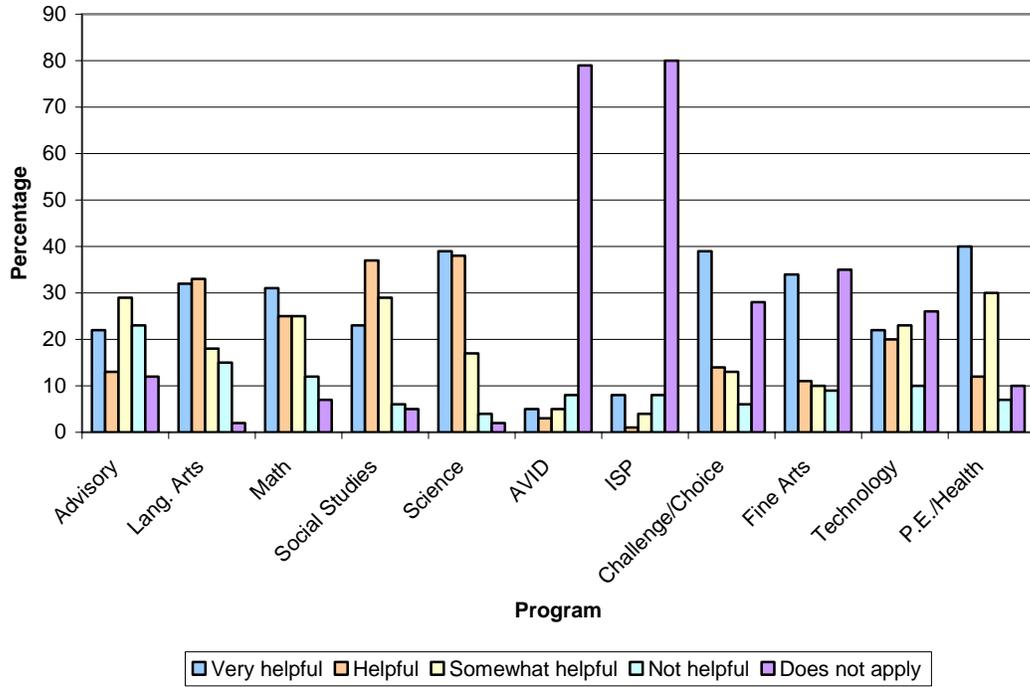
- **71 students** transferring from BMS completed this survey.
- **82%** felt teachers offered varied learning experiences that made learning interesting/challenging **always/most of the time** (ques.1).
- **92%** felt teachers **always/mostly** encouraged them to accept responsibility for work (ques.2).
- **92%** responded they were **always/mostly** successful in reading class materials (ques.3)
- **89%** felt they had **always/mostly** learned necessary writing skills (ques.4).
- **Sixteen students (23%)** stated there was **nothing** they would change about Brewster (written response)
- Others responded: relaxing the dress code, longer recess, better food selection, nicer teachers, PE all year and the addition of competitive school sports.

### Student Exit Survey SY 2004/05



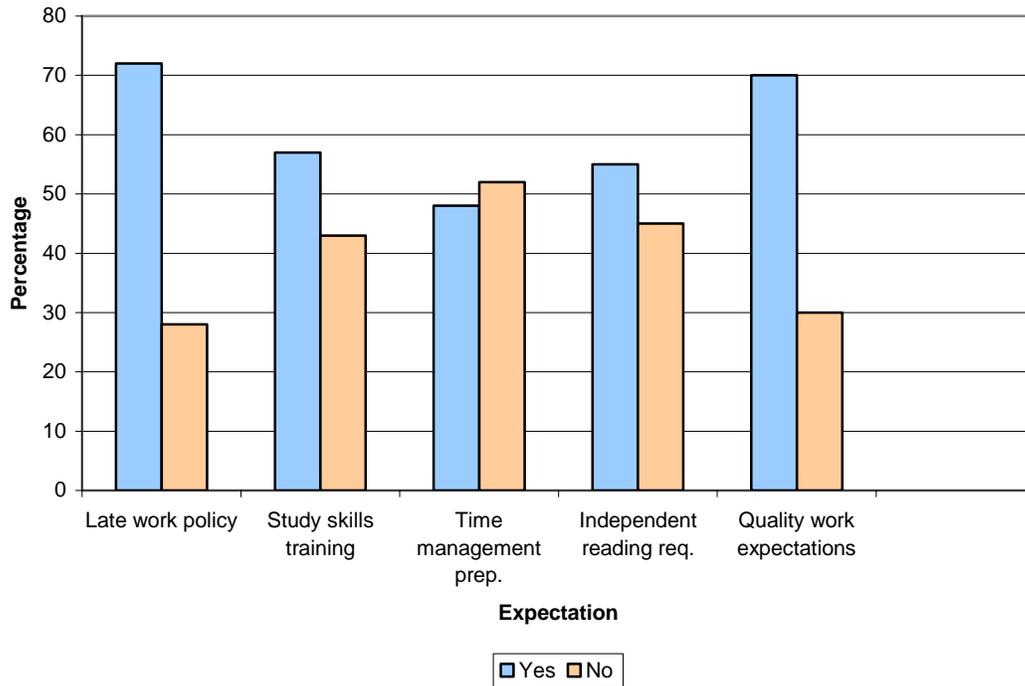
- Over **70%** of 9th graders who attended Brewster Middle School said they had an **outstanding or good transition** to high school.
- Of the transition activities, students rated the **student-shadowing program** highest.
- Attending high **school plays and athletic events** was the **second most effective** transition experience according to students.

**BMS Programs to Prepare Students for High School SY 2004/05**



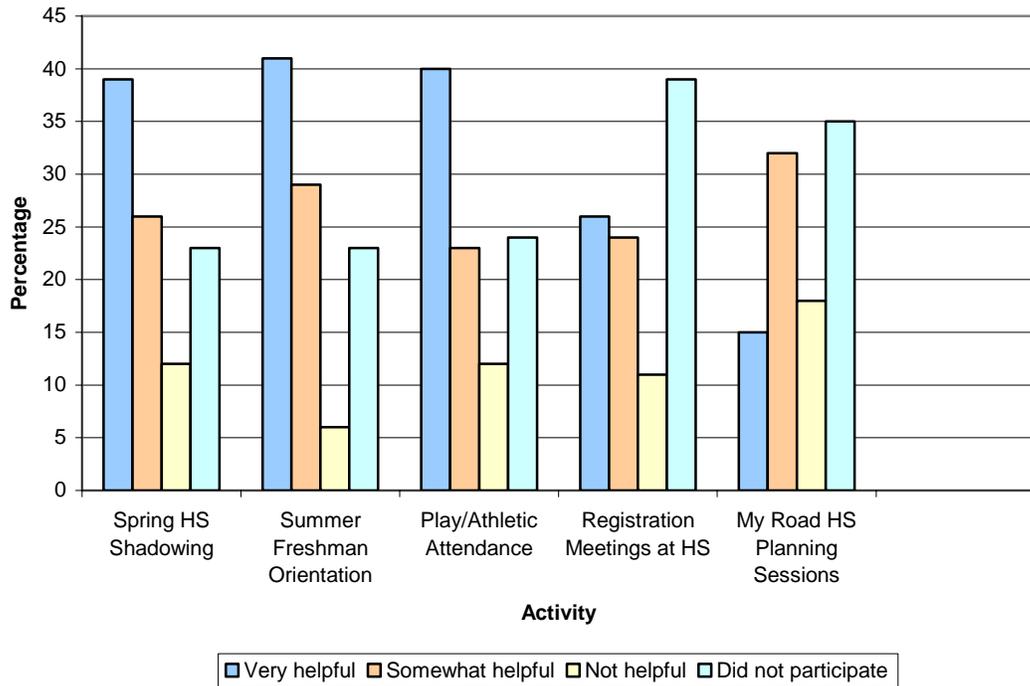
- In SY 2004/05 of the **82 LHS students** surveyed most indicated that the programs at BMS were found to be **somewhat helpful, helpful, or very helpful** in preparing them for high school.

### How Well Teacher Expectations Prepared Students For HS



- During SY 2004/05 more than **70%** of students surveyed indicated the **homework/late work policy and quality work expectations** prepared them for high school.
- Between **48 and 57%** indicated **study skills training, time management preparation and independent reading requirements** prepared them for the rigors of high school.

Transition Activities for HS Preparation



- During SY 2004/05 students found the HS **shadowing program**, summer **freshman orientation**, and visiting the high school for **plays or athletic events** to be very helpful.
- A majority of students **did not attend registration meetings** at the high school.
- The **My Road High School** planning sessions were available only to 2003/04, 8th grade **AVID** students.

## Follow-Up of Former Students

### Data Collection Instruments

We selected the following instruments to collect data regarding Follow-Up of Former Students:

- BMS Student Exit Survey
- BMS to High School Transition Survey

### Analysis of Data

#### BMS Student Exit Survey 2002/03

- **BMS Student Exit Questionnaire:**
- Of students transferring from BMS during SY 2002-03, **45 completed the Student Exit Questionnaire.**
- **81%** felt teachers offered varied learning experiences that made learning interesting and challenging always or most of the time (ques.1).
- **98%** felt teachers **always or mostly** encouraged them to **accept responsibility** for work assigned (ques.2).
- **92%** responded they were **always or mostly successful reading materials for each class** (ques.3).
- **88%** felt they had **always or mostly learned necessary writing skills** for success in school (ques.4).
- **Eight students (18%)** stated there was **nothing they would change** about Brewster Middle School (written response).
- Others responded: a request for a change in dress code, longer recess, better food selection, nicer teachers, longer PE, and addition of an indoor pool/arcade.
- In school year 2003/04 a **slightly revised dress code was printed** in student planners provided to each student at no cost.
- **The Student Caucus** met with the head of food services and discussed **concerns about cafeteria food and choices**. Some changes were instituted based on student requests. . **Healthy Heart Wednesday** was instituted based on student requests and no fried foods or pizza is served on that day.

## **Implications for Action: Follow Up of Former Students**

### **Student Performance Goals: Potential student performance goals identified in the data included:**

1. Study Skills
2. Reading (English literature and reading assignments)
3. Time Management

**Other Data Needed:** Follow-up data on student academic success at the high school could be valuable. If the data yielded an identifiable pattern during the middle school years, an intervention program could be considered.

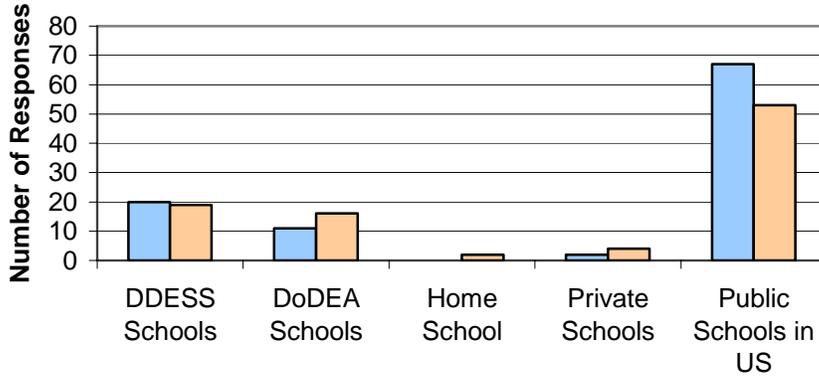
**Clarifying Goals:** Further investigation is needed to analyze students' use of study skills and practices to determine if more time is needed in study skill preparation at the middle school.

**Interventions:** During SY 2004-05 School Counselors implemented the 6 Year, My Road Plan to students to help prepare their high school careers with an aim towards college success.

**Other Actions Needed:** The administration may need to arrange for a series of meetings between the middle school and high school teachers to discuss what skills 8th grade students are expected to have as they enter the high school.

**Presentation of Data: Student Data**

**School Last Attended 2003/04 2004/05**

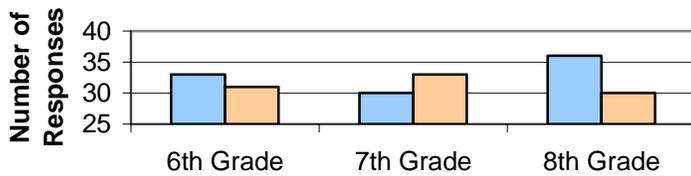


**Question #1 Where did you last attend school?**



- **67%** of the students currently attending Brewster Middle School attended either a **North Carolina Public School or another public school** before enrolling.

**Current Grade SY 2003/04 2004/05**

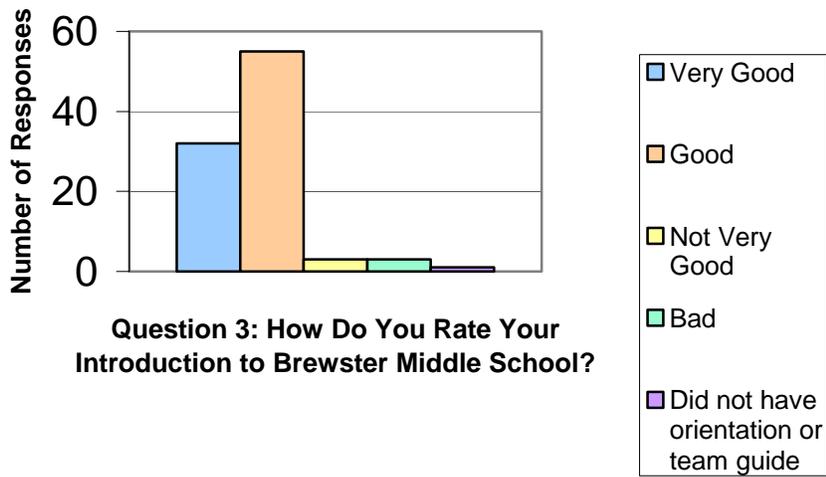


**Question #2: What is your grade?**



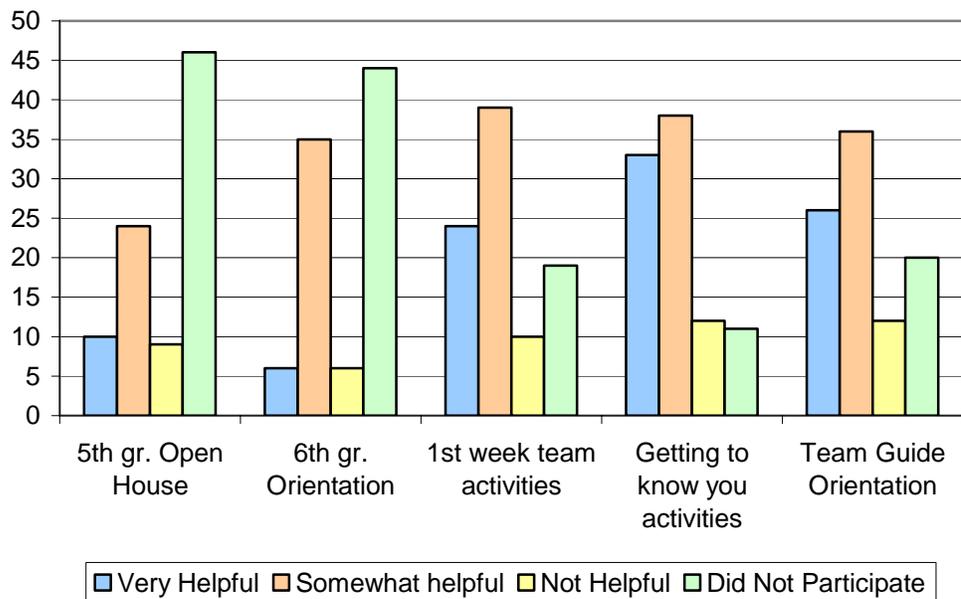
- **100** students in grades 6, 7, and 8 were surveyed.

### Brewster Middle School Orientation SY 2003/04



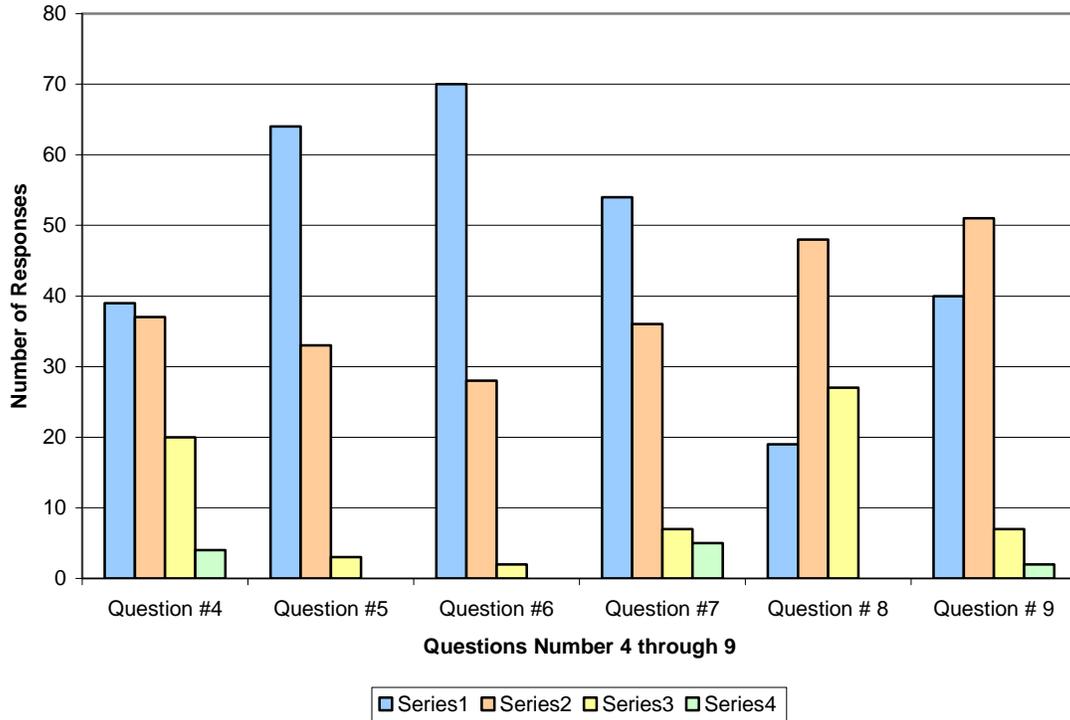
- **84%** of the students surveyed rated their **orientation to Brewster Middle School** as either **very good or good**.

## Brewster Middle School Orientation 2004/05



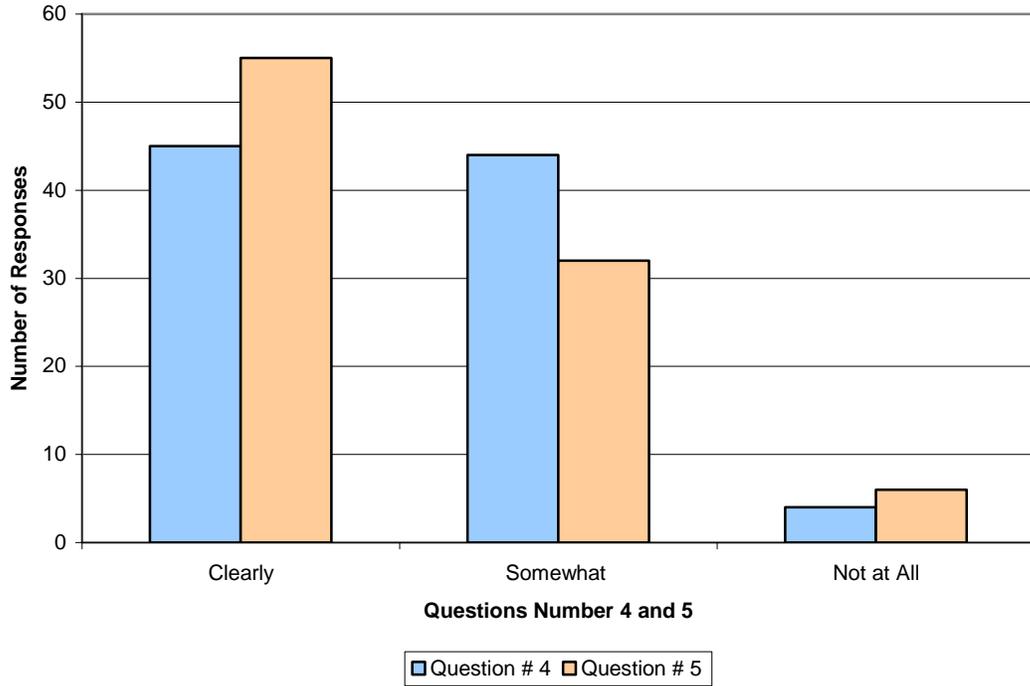
- A **new survey** was created in school year 2004/05 to target more specific orientation information from respondents.
- The results show **38%** of students felt the spring **5th grade Open House** was **somewhat to very helpful**.
- **45%** of respondents felt the 6th grade **Fall Orientation** was **somewhat to very helpful**.
- **63%** felt their first week of school **team activities** were **somewhat to very helpful**.
- **75%** of respondents felt their home base **getting to know you** activities were **somewhat to very helpful**.
- **66%** felt the **team guide orientation** to the school was **somewhat to very helpful**.

Student Transition Study Survey: New to Brewster Middle School SY 2003/04



- The majority of students transitioning into Brewster Middle School **understood rules, policies, and facilities very well.**
- A **small percentage** of students **reported feeling lost** in the school at times.
- Only **one percent** of the students surveyed **did not understand the school rules or grading policies.**

Student Transition Study Survey: New to BMS 2004/05



- **95%** of respondents stated they either **somewhat or clearly understood** the expectations for **behavior and academics**.
- **93%** stated they **somewhat or clearly understood** the **grading policies**.

## Existing School Data: Student Data

### Data Collection Instruments

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

BMS Middle School Orientation Survey

### Analysis of Data

#### BMS Middle School Orientation Survey

- **BMS Middle School Orientation Survey:**
- A random sampling of **100 new to BMS** sixth, seventh and eighth grade students were selected to participate in an orientation survey mid way through school year 2003/2004.
- **31%** of students surveyed **transferred from DoDEA** schools and **67% attended public schools** either in NC or another state while **2% came from private schools**.
- **84%** of the students surveyed rated their orientation to BMS as either **very good or good**
- **5%** stated their orientation to BMS was **not very good or bad**.
- **5%** stated they **did not receive any orientation** either through evenings, first week of school activities, or by a team guide.
- **39%** of students surveyed rated their experience as a new student at BMS as **more comfortable** than at a former school.
- **37%** rated their experience at a **former school as being more comfortable**.
- **20%** stated both experiences were **about the same**.
- **4%** stated **neither school was very comfortable**.
- When asked how well did you understand the school rules and expectations as a new student **64%** stated they **understood very well**.
- **36%** stated they **understood somewhat or not at all**.
- Question #6 asked how well students understood the grading policies of the teachers. **70% responded they understood very well**.
- **30% understood somewhat or not at all**.
- Students responded to how difficult it was to find their way around the school.
- **54%** stated they were **always helped** to find their way.
- **36%** stated they were **.directed but not accompanied**.
- **7%** stated they **felt lost** with no-one to help.
- **5%** stated that **no-one showed them where to go**.
- When asked about the quality of teachers **19%** of students responded that the teachers were the **best they had ever had**.
- **75%** stated teachers were either **very good or good**.
- **7%** rated teachers as **not very good**.
- The final question on the survey asked respondents to rate the quality of the education at BMS. **40%** of students stated they were **learning and feeling successful most of the time**.
- **51%** stated they were **learning and feeling successful some of the time**.
- **7%** stated they **were not learning very much and did not feel successful**.
- **2%** stated they were **not learning very much and felt very frustrated**.

- This survey indicates the orientation for students attending elementary schools aboard Camp Lejeune receive more attention than those students coming from off base public schools or other DoDEA schools.
- A renewed focus should be given to helping those students orient themselves to BMS during the beginning weeks of school.

## **Implications for Action: Student Data**

**Student Performance Goals:** Potential student performance goals identified from the data include:

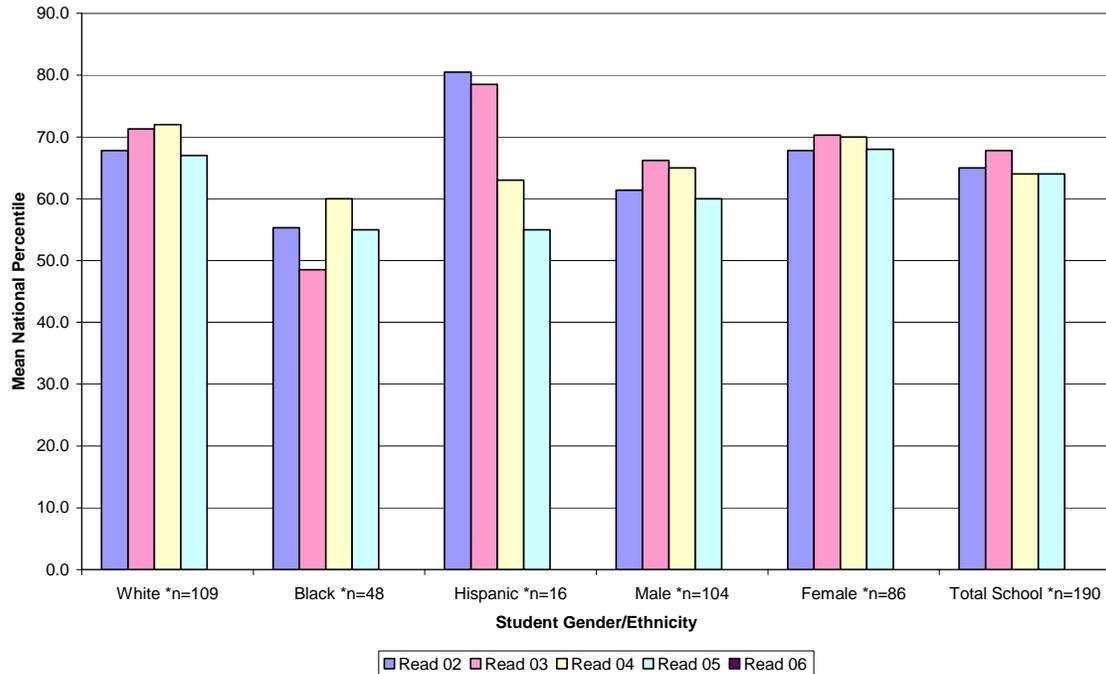
1. Peer relationship skills

**Other Data Needed:** Analysis of student surveys to identify specific skills needed to make transition to middle and high school easier.

**Interventions:** Continue transition activities to prepare students for middle and high school.

## Presentation of Data Instructional Data

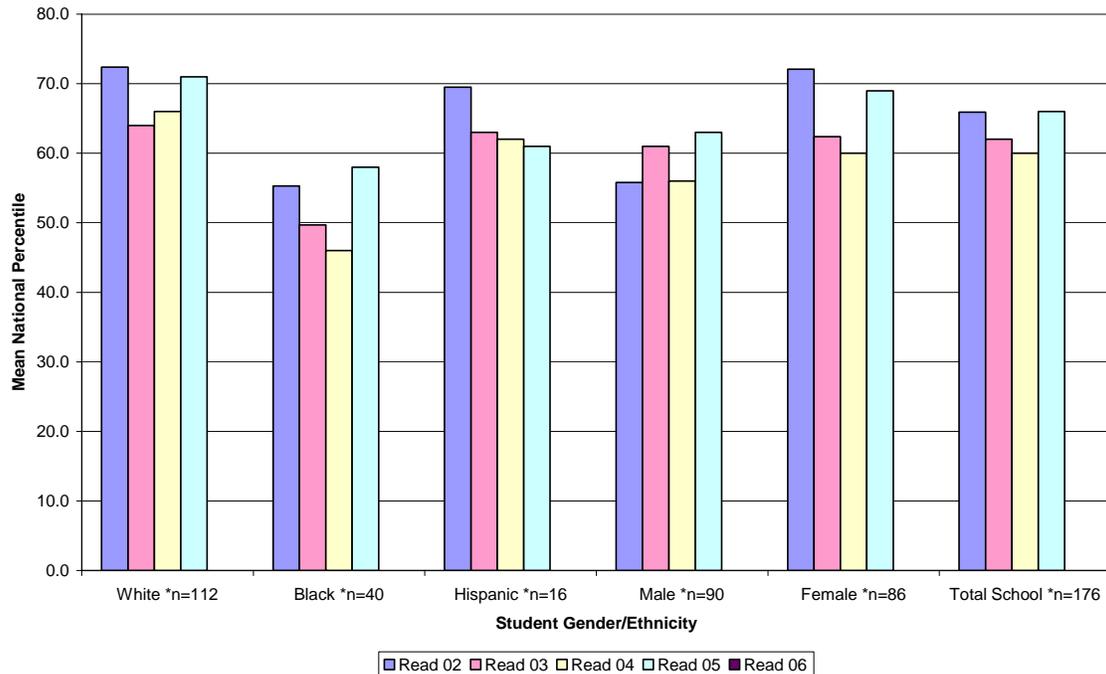
### Sixth Grade Reading 2002-06



Terra Nova Reading results for sixth grade:

- **Total School data** indicates a score at the **65<sup>th</sup> percentile or better**.
- **White** students scored slightly below the **70<sup>th</sup> percentile** in 2002/03 and 04/05, **slightly above the 70<sup>th</sup> percentile** in 2002/03, 2003/04.
- **Black** students scored at the **60<sup>th</sup> percentile or below** reaching as low as the **48<sup>th</sup> percentile** in 2002/03.
- **Hispanic** students scored near the **80<sup>th</sup> percentile** for 2001/02, 2002/03, **falling to the 62<sup>nd</sup> percentile** in 2003/04 and **55<sup>th</sup> percentile** in 2004/05.
- **Male** students scored **near the 60<sup>th</sup> percentile** for 2001/02 and 2004/05 reaching the **65<sup>th</sup> percentile or better** in 2002/03, 2003/04.
- **Female** students scored in the **68<sup>th</sup> to the 70<sup>th</sup> percentile** in **all four years**.

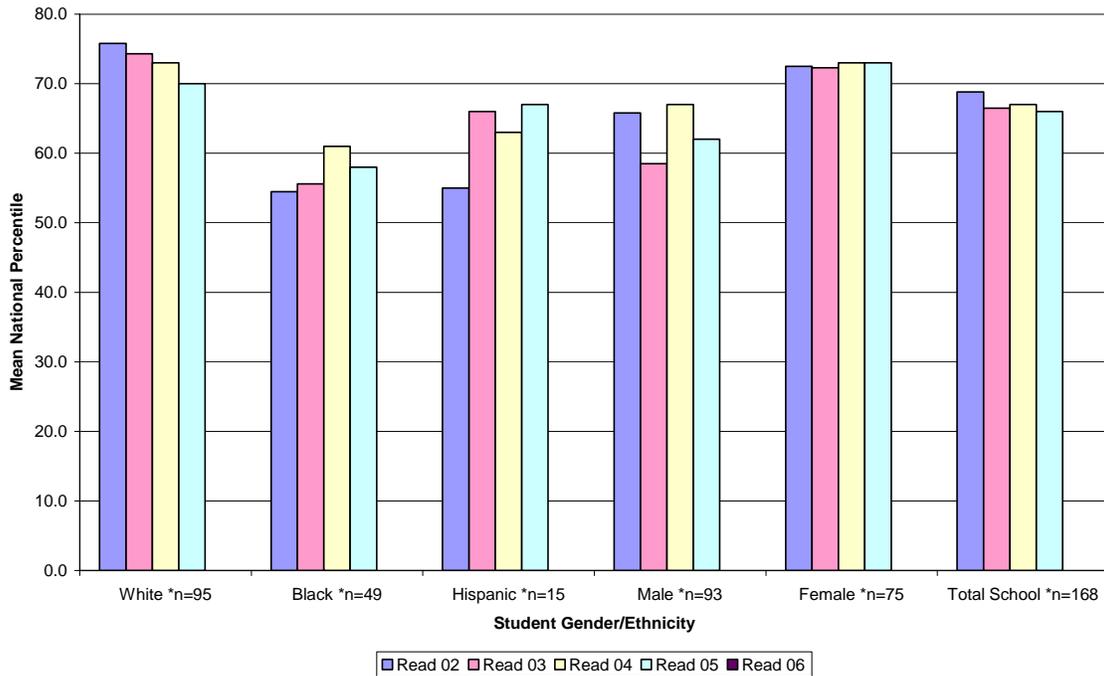
### Seventh Grade Reading 2002-06



Terra Nova Reading results for seventh grade:

- **Total School data** indicates a range from the 60<sup>th</sup> to the 65<sup>th</sup> percentile for all four years.
- **White** students scored at the 70<sup>th</sup> percentile or better in SY 2001/02 and 2004/05, falling to the 65<sup>th</sup> percentile or lower for SY 2002/03 and 2003/04.
- **Black** students scored at the 65<sup>th</sup> percentile or better for SY 2001/02 and 2004/05 falling below the 50<sup>th</sup> percentile for 2002/03, 2003/04.
- **Hispanic** students scored near the 70<sup>th</sup> percentile for SY 2001/02 and slightly above the 60<sup>th</sup> percentile for other years.
- **Male** students scored at the 55<sup>th</sup> percentile for SY 2001/02 and 2003/04, and just above the 60<sup>th</sup> percentile for 2002/03, 2004/05.
- **Female** students scored above the 70<sup>th</sup> percentile in 2001/02, falling to near the 60<sup>th</sup> percentile in 2002/03 and 2003/04 and close to the 70<sup>th</sup> percentile in 2004/05.

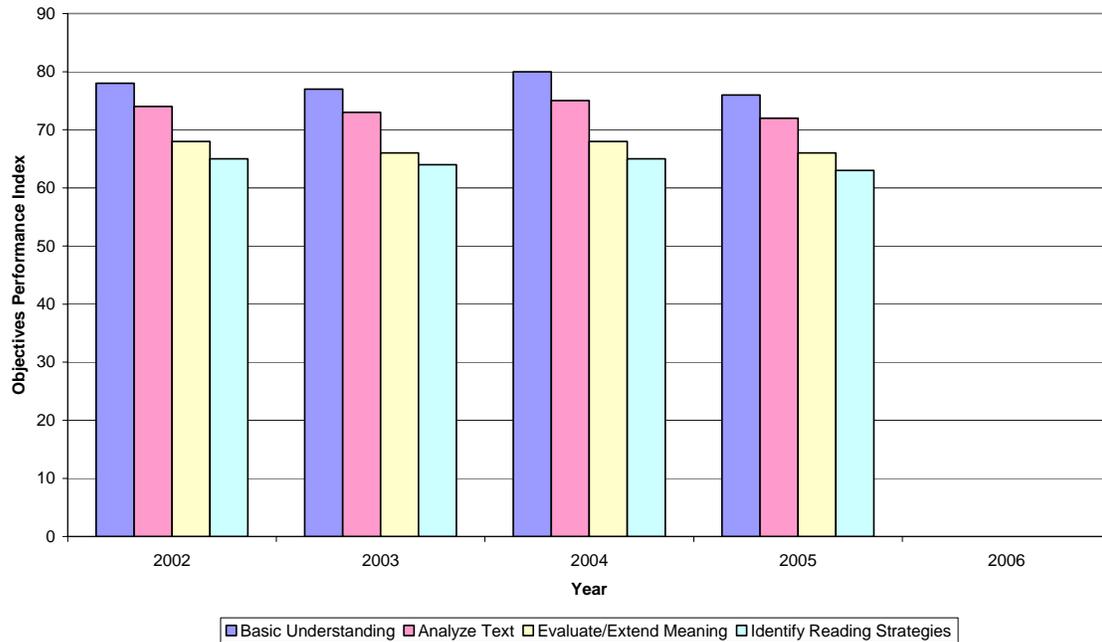
### Eighth Grade Reading 2002-06



Terra Nova Reading results for eighth grade:

- **Total School data indicates a range from the 66<sup>th</sup> to the 69<sup>th</sup> percentile for all four years.**
- **White students scored at the 70<sup>th</sup> percentile or better in SY 2001/02, 2002/03, 2003/04 and 2004/05.**
- **Black students scored at the 54<sup>th</sup> and 55<sup>th</sup> percentile for SY 2001/02 and 2002/03 increasing to the 61<sup>st</sup> percentile for 2003/04, and falling to the 58<sup>th</sup> percentile in 2004/05.**
- **Hispanic students scored near the 54<sup>th</sup> percentile for SY 2001/02 and above the 60<sup>th</sup> percentile for other years.**
- **Male students scored at the 65<sup>th</sup> percentile for SY 2001/02, falling to the 59<sup>th</sup> percentile for 2002/03, increasing to the 67<sup>th</sup> percentile for 2003/04 and at the 61<sup>st</sup> percentile in 2004/05.**
- **Female students scored above the 70<sup>th</sup> percentile for all four years.**

### Sixth Grade Reading Average Objectives Performance Summary 2002-2006

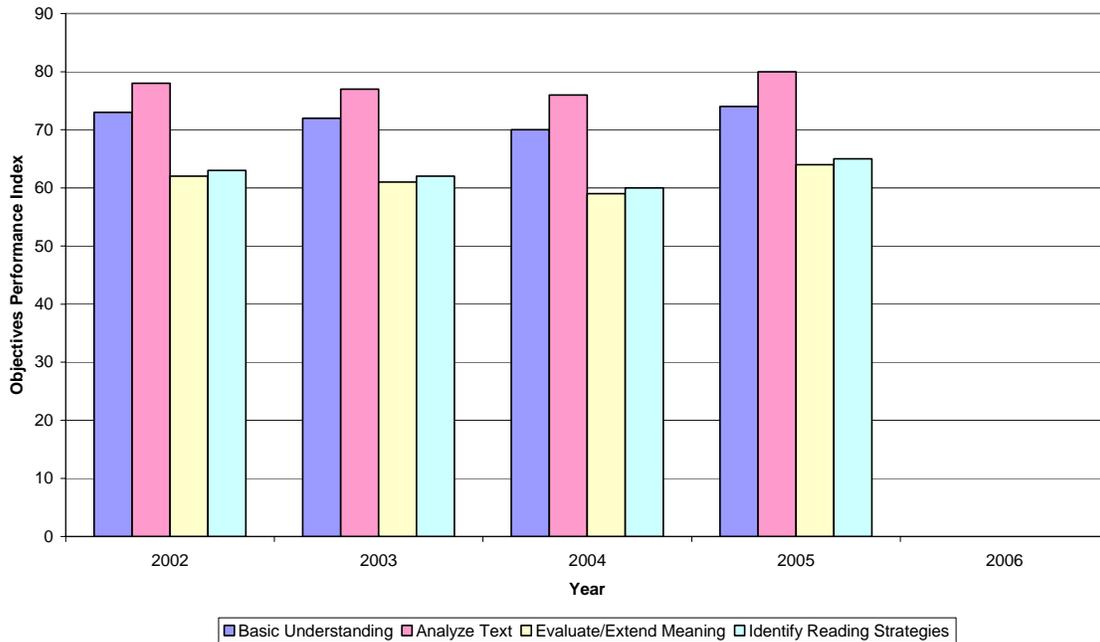


#### Sixth Grade Reading: Objectives Performance:

**Objective Performance (OPI) is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.**

- Data for **Basic Understanding of text** for school years 2002 through 2005 indicates an OPI score of **76 or better** showing a minimum of 8 points above the national reference group score.
- **Analyzing text** scores were also above **72** for all four years showing a minimum of 9 points above the national reference group score.
- **Evaluating and Extending Meaning** scores were **66 or better** for all four years indicating at least 9 points above the national reference group score.
- **Identifying Reading Strategies** were **63 or better** for all four years showing a minimum of 8 points above the national reference group score.

**Seventh Grade Reading Average Objectives Performance Summary  
2002-2006**

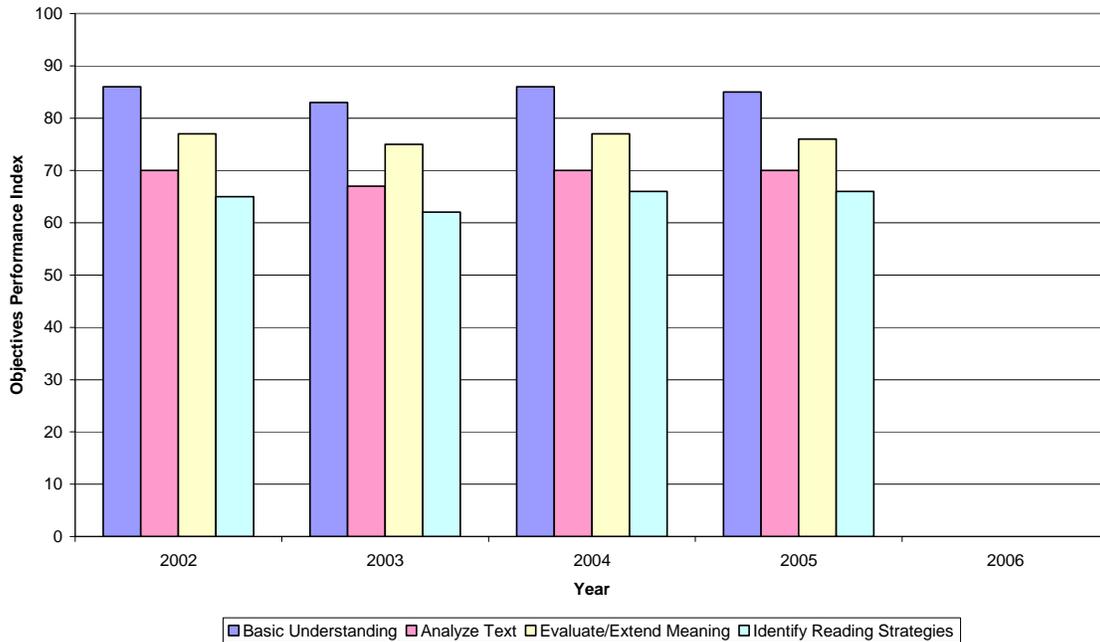


**Seventh Grade Reading: Objectives Performance:**

**Objective Performance (OPI) is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.**

- Data for **Basic Understanding of text** for school years 2002 through 2005 indicates a score of **70 or better** showing a minimum of 5 points above the national reference group score.
- **Analyzing text** scores were **76 or better** for all four years showing a minimum of 4 points above the national reference group score.
- **Evaluating and Extending Meaning** scores were **59 or better** for all four years, at least 5 or more points above the national reference group score.
- **Identifying Reading Strategies** were **60 or better** for all four years showing a difference ranging from 5 to 10 points above the national reference group score.

### Eighth Grade Reading Average Objectives Performance Summary 2002-2006

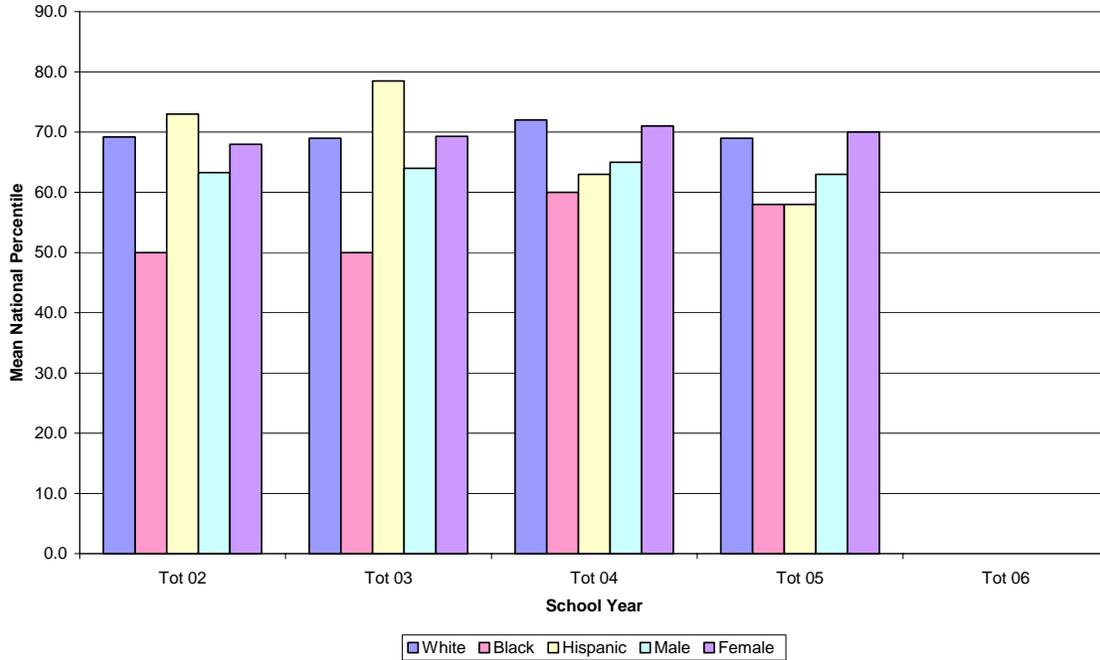


#### **Eighth Grade Reading: Objectives Performance:**

**Objective Performance (OPI) is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.**

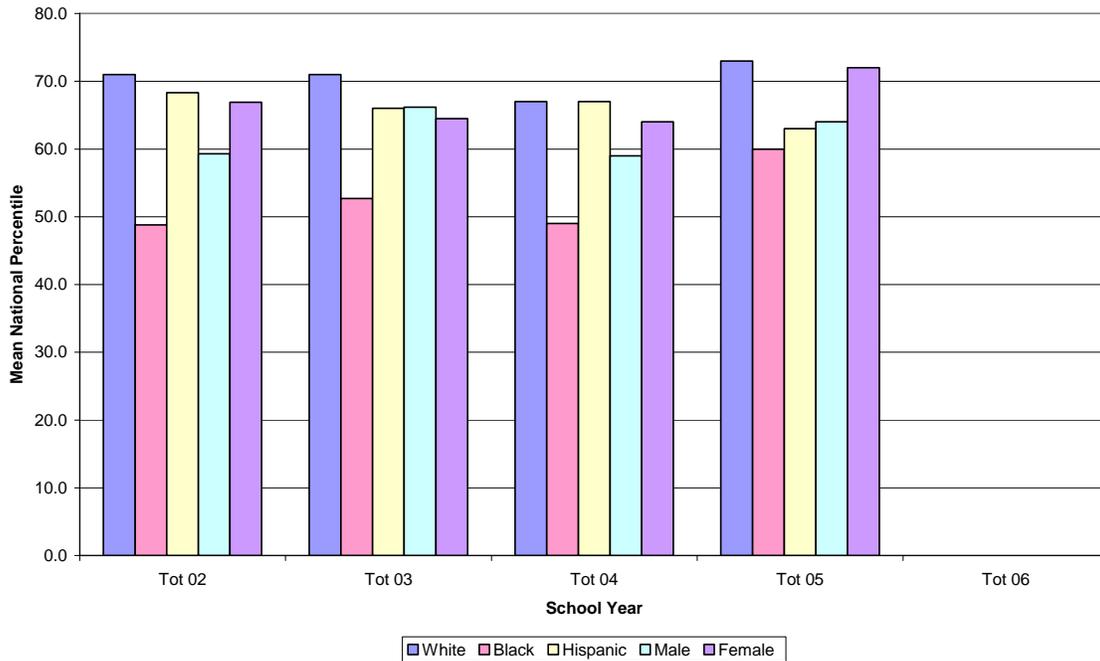
- Data for **Basic Understanding of text** for school years 2002 through 2005 indicates an OPI score of **83 or better** showing 10 or more points above the national reference group score.
- **Analyzing text** scores were also above **67 or better** for all four years showing 11 or more points above the national reference group score.
- **Evaluating and Extending Meaning** scores were **75 or better** for all four years indicating at least 10 or more points above the national reference group score.
- **Identifying Reading Strategies** were **62 or better** for all four years showing a range of 8 to 12 points above the national reference group score.

**Terra Nova Ethnic/Gender Comparisons 2002-06  
Brewster Middle School 6th Grade Total Battery**



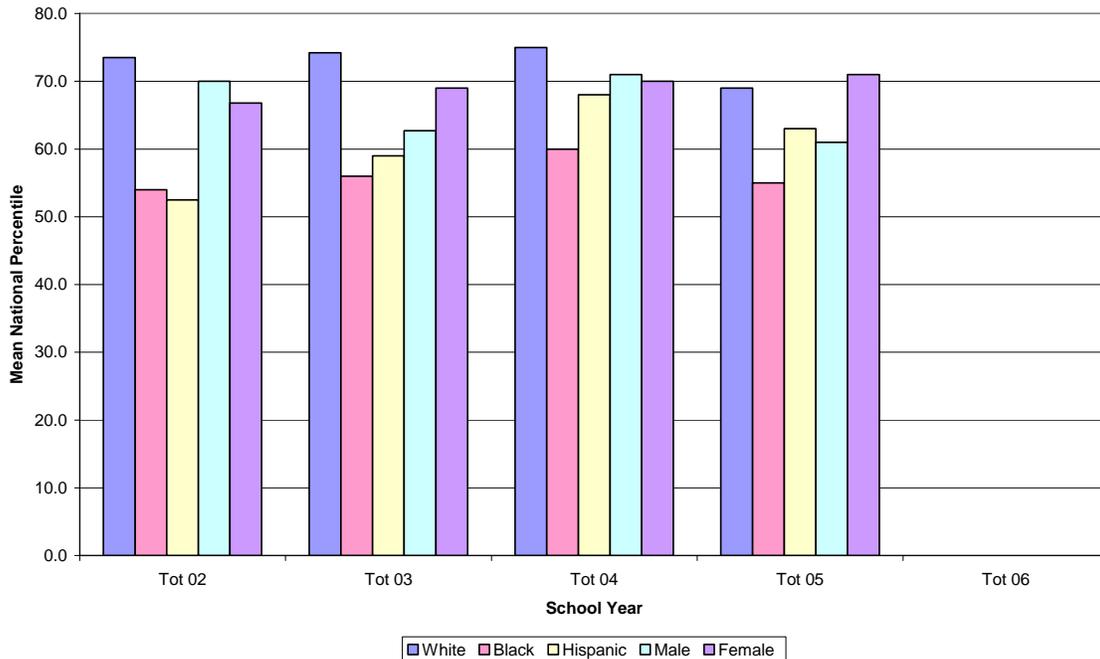
- Terra Nova results for the years 2001/02, 2002/03 and 03/04 show Brewster’s 6th grade students scored at the **65th percentile or above**.
- **One quarter** of Brewster’s 6th grade population was comprised of **Black** students.
- These students scored at the **50th percentile** in 2001/02 and 2002/03.
- In 2003/04 and 2004/05 **Black** students showed scores of **60th percentile and 56th percentile respectively**.
- From the year 2002 to 2003 the only group showing substantial **growth** was the **Hispanic** population.
- In the years 2003/04 and 2004/05 the **Hispanic** population **declined to the 63rd and 52nd percentiles**.
- Within the **male/female** populations there was **little change from one year to the next**.
- Brewster’s **female** population consistently **scored better** than the **male** population (approx. **5 percentile points**).
- For the school year 2004/05 the **Total School Battery** was at the **65th percentile**.

**Terra Nova Ethnic/Gender Comparisons 2002-06  
Brewster Middle School 7th Grade Total Battery Scores**

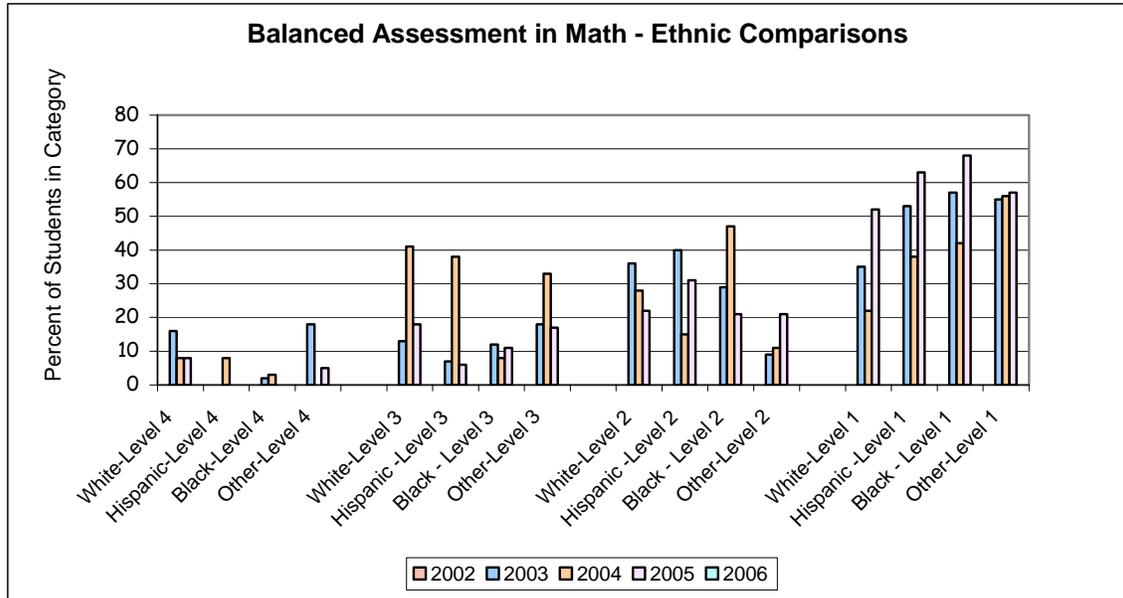


- Terra Nova results for the years 2001/02 and 02/03 Brewster’s 7th grade students scored at the **70th percentile, 20 percentile points above the nation’s average.**
- **One quarter** of Brewster’s 7th grade population was comprised of **Black** students.
- These students scored at the **48th and 53rd percentile respectively**, well **below** their **White and Hispanic** peers.
- From the year 2002 to 03 the only group showing substantial **growth** was the 7th grade **males.**
- Within the **male/female** populations, **males improved by 7 percentile points** and **females decreased 2.5 percentile points.**
- In the years 2003/04 and 04/05 **no significant change** was seen in the **white** population with respective scores being the **67th and 72nd percentiles.**
- For the last school year the **Black** population showed a significant **increase**, scoring at the **60th percentile.**
- The **Hispanic** population showed a **decrease of 7 percentile points** for the last school year.
- The **male** population showed a **decrease** in SY 2003/04 and little change for SY 2004/05.
- The **female** population showed an **increase of 7 percentile points** for the last school year.
- The total school continues to **average** in the middle **60th percentile.**

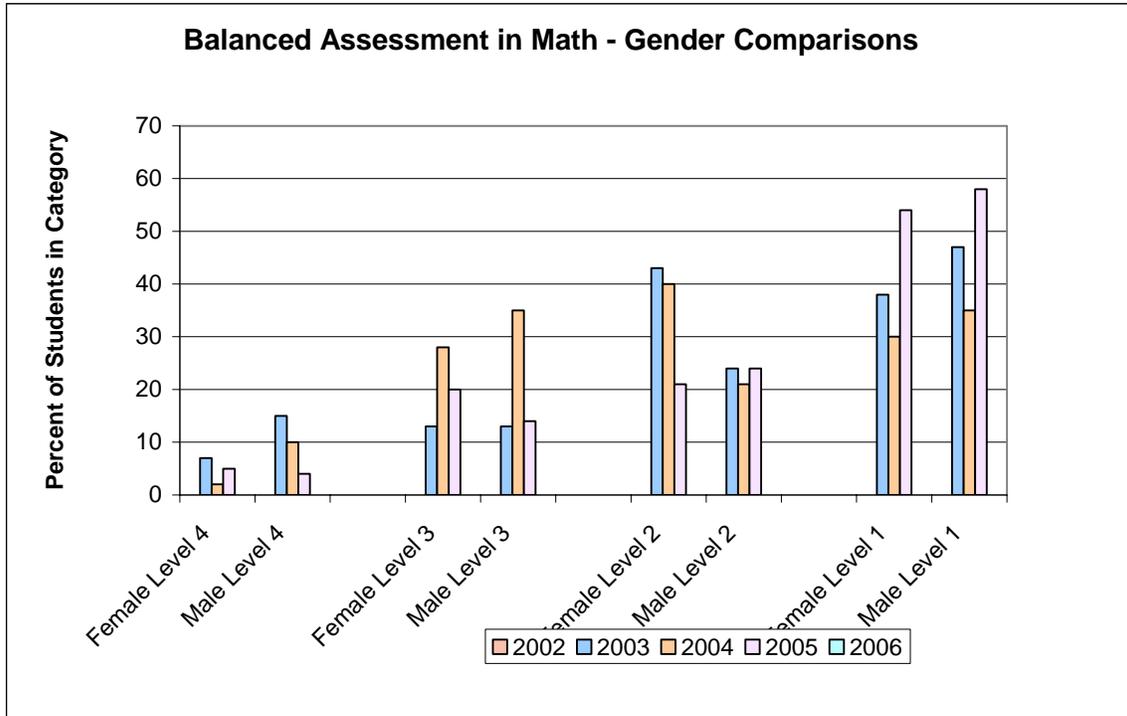
**Terra Nova Ethnic/Gender Comparisons 2002-06  
Brewster Middle School 8th Grade Total Battery**



- Terra Nova results for the years 2001/02 and 02/03 showed Brewster’s 8th grade students scores **declined** from the **68th to the 65th percentile, 15-18 percentile points** above the nation’s average.
- **Two fifths** of Brewster’s 8th grade population was comprised of **Black** and **Hispanic** students.
- **These students scored between the 52nd and 59th percentile, well below their white** peers.
- From the year 2002 to 03 the only group showing substantial **growth** was the **Hispanic** population.
- **Male** scores **declined** by **7 percentile points** and **female** scores increased by **2 percentile points**.
- In the years 2003/04 and 2004/05 the **white** population declined from the **75th to the 69th percentile**.
- **Black** counterparts showed an **increase** to the **60th and 59th percentiles**.
- **Hispanic** students showed a marked **increase** to the **68th percentile** for SY 2003/04 only to **decline to the 61st percentile** in 04/05.
- **Male** students showed a **9 point increase** for SY 03/04, scoring at the **71st percentile**.
- In SY 04/05 the same group **declined to the 63rd percentile**.
- **Female** students **maintained consistent scores** for both years, scoring at the **70th percentile**.
- **Total school** scores were also **consistent** with students scoring in the **67th and 66th percentile** for SY 2003/04 and 2004/05 respectively.

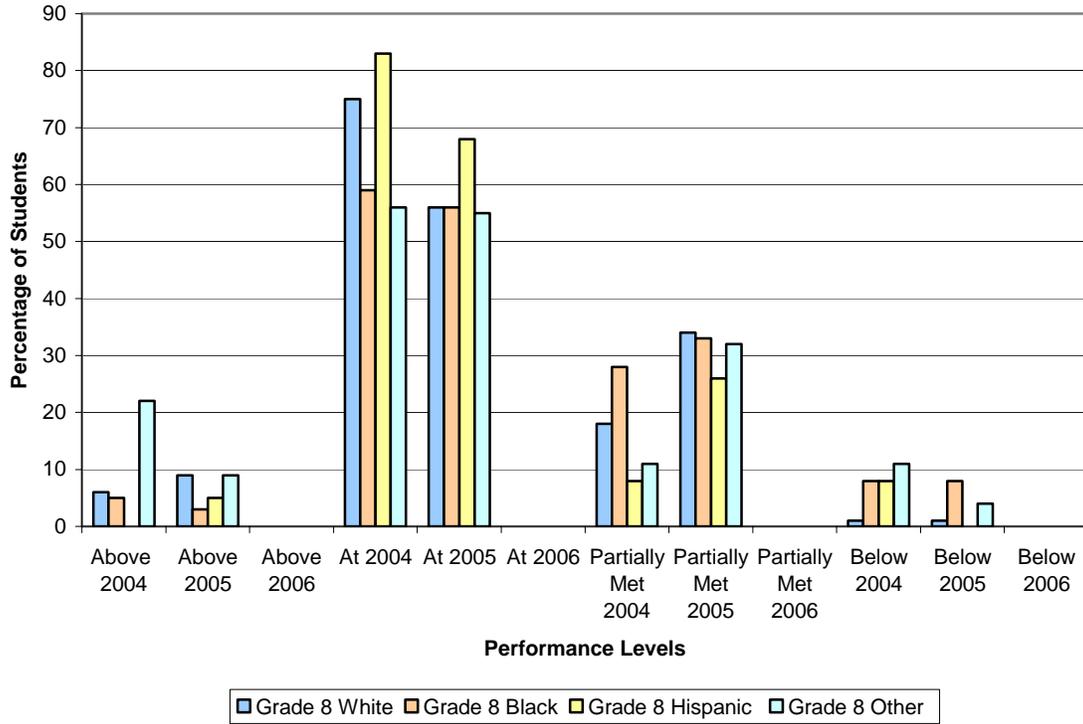


- In SY 2003 **11%** of Brewster Middle School’s 8th graders scored at **proficiency level 4** (Above the Standard).
- **13%** scored at **proficiency level 3** (At the Standard).
- **33%** scored at **proficiency level 2** (Partially Met the Standard).
- **44%** scored at **proficiency level 1** (Below the Standard).
- **62%** of students in **proficiency levels 1 and 2** are members of a **minority group**.
- SY 2004 showed a **significant drop in students performing at level 4**, (Above the Standard)
- At the same time, there was a **significant drop in students performing at level 1** (Below the Standard) with a **majority of students** scoring at **level 3** (At the Standard).



- Of the 8th grade students taking the BAM in 2003, **7% of girls and 15% of boys** scored at the **proficiency level 4** (Above the Standard).
- **13% of both boys and girls** scored at the **proficiency level 3** (At the Standard).
- **43% of girls and 24% of boys** scored in the **proficiency level 2** (Partially Met the Standard).
- **38% of girls and 47% of boys** scored at the **proficiency level 1** (Below the Standard).
- **81% of the school's female population** scored **below the standard** as compared to **71% of boys** in the same level.
- In SY 03/04 **both genders** showed a **decrease in the percentage** of students **achieving level 4** with a **substantial increase** at level 3.
- **Both genders** also showed a **decrease at level 1** (Below the Standard).

### Communication Arts Ethnic Comparison



- Only **7%** of BMS 8th grade students scored **Above the Standard**,
- **70%** scored **At Standard**.
- **20%** **partially met the Standard**.
- Only **4%** scoring **Below Standard**.

## Existing School Data: Instructional Data

### Data Collection Instruments

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

Terra Nova 6<sup>th</sup> grade Ethnic/Gender Comparisons Reading  
Terra Nova 7<sup>th</sup> grade Ethnic/Gender Comparisons Reading  
Terra Nova 8<sup>th</sup> grade Ethnic/Gender Comparisons Reading  
Terra Nova 6<sup>th</sup> grade Ethnic/Gender Comparisons OPI-Reading  
Terra Nova 7<sup>th</sup> grade Ethnic/Gender Comparisons OPI-Reading  
Terra Nova 8<sup>th</sup> grade Ethnic/Gender Comparisons OPI-Reading  
Terra Nova 6<sup>th</sup> grade Ethnic/Gender Comparisons Total Battery  
Terra Nova 7<sup>th</sup> grade Ethnic/Gender Comparisons Total Battery  
Terra Nova 8<sup>th</sup> grade Ethnic/Gender Comparisons Total Battery  
Balanced Assessment in Math 8<sup>th</sup> grade

### Analysis of Data

#### Terra Nova 6<sup>th</sup> Grade Ethnic Gender Reading Comparisons

Terra Nova Reading results for sixth grade:

- **Total School data** indicates a score at the **65<sup>th</sup> percentile or better**.
- **White** students scored slightly below the **70<sup>th</sup> percentile** in 2002/02 and 04/05, **slightly above the 70<sup>th</sup> percentile** in 2002/03, 2003/04.
- **Black** students scored at the **60<sup>th</sup> percentile or below** reaching as low as the **48<sup>th</sup> percentile** in 2002/03.
- **Hispanic** students scored near the **80<sup>th</sup> percentile** for 2001/02, 2002/03, **falling** to the **62<sup>nd</sup> percentile** in 2003/04 and **55<sup>th</sup> percentile** in 2004/05.
- **Male** students scored **near the 60<sup>th</sup> percentile** for 2001/02 and 2004/05 reaching the **65<sup>th</sup> percentile or better** in 2002/03, 2003/04.
- **Female** students scored in the **68<sup>th</sup> to the 70<sup>th</sup> percentile** in all four years.

#### Terra Nova 7<sup>th</sup> Grade Ethnic Gender Reading Comparisons

Terra Nova Reading results for seventh grade:

- **Total School data** indicates a **range from the 60<sup>th</sup> to the 65<sup>th</sup> percentile** for all four years.
- **White** students scored at the **70<sup>th</sup> percentile or better** in SY 2001/02 and 2004/05, **falling to the 65<sup>th</sup> percentile or lower** for SY 2002/03 and 2003/04.
- **Black** students scored at the **65<sup>th</sup> percentile or better** for SY 2001/02 and 2004/05 **falling below the 50<sup>th</sup> percentile** for 2002/03, 2003/04.
- **Hispanic** students scored **near the 70<sup>th</sup> percentile** for SY 2001/02 and **slightly above the 60<sup>th</sup> percentile** for other years.
- **Male** students scored at the **55<sup>th</sup> percentile** for SY 2001/02 and 2003/04, and **just above the 60<sup>th</sup> percentile** for 2002/03, 2004/05.
- **Female** students scored **above the 70<sup>th</sup> percentile** in 2001/02, **falling to near the 60<sup>th</sup> percentile** in 2002/03 and 2003/04 and **close to the 70<sup>th</sup> percentile** in 2004/05.

## Terra Nova 8<sup>th</sup> Grade Ethnic Gender Reading Comparisons

Terra Nova Reading results for eighth grade:

- **Total School data** indicates a **range from the 66<sup>th</sup> to the 69<sup>th</sup> percentile** for all four years.
- **White** students scored at the **70<sup>th</sup> percentile or better** in SY 2001/02, 2002/03, 2003/04 and 2004/05.
- **Black** students scored at the **54<sup>th</sup> and 55<sup>th</sup> percentile** for SY 2001/02 and 2002/03 **increasing to the 61<sup>st</sup> percentile** for 2003/04, and falling to the **58<sup>th</sup> percentile** in 2004/05.
- **Hispanic** students scored **near the 54<sup>th</sup> percentile** for SY 2001/02 and **above the 60<sup>th</sup> percentile** for other years.
- **Male** students scored at the **65<sup>th</sup> percentile** for SY 2001/02, **falling to the 59<sup>th</sup> percentile** for 2002/03, **increasing to the 67<sup>th</sup> percentile** for 2003/04 and at the **61<sup>st</sup> percentile** in 2004/05.
- **Female** students scored **above the 70<sup>th</sup> percentile** for all four years.

## Terra Nova Sixth Grade Reading Average Objectives Performance Summary

**Objective Performance (OPI) is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.**

- Data for **Basic Understanding of text** for school years 2002 through 2005 indicates an OPI score of **76 or better** showing a minimum of 8 points above the national reference group score.
- **Analyzing text** scores were also above **72** for all four years showing a minimum of 9 points above the national reference group score.
- **Evaluating and Extending Meaning** scores were **66 or better** for all four years indicating at least 9 points above the national reference group score.
- **Identifying Reading Strategies** were **63 or better** for all four years showing a minimum of 8 points above the national reference group score.

## Terra Nova Seventh Grade Reading Average Objectives Performance Summary

**Objective Performance (OPI) is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.**

- Data for **Basic Understanding of text** for school years 2002 through 2005 indicates a score of **70 or better** showing a minimum of 5 points above the national reference group score.
- **Analyzing text** scores were **76 or better** for all four years showing a minimum of 4 points above the national reference group score.
- **Evaluating and Extending Meaning scores** were **59 or better** for all four years, at least 5 or more points above the national reference group score.
- **Identifying Reading Strategies** were **60 or better** for all four years showing a difference ranging from 5 to 10 points above the national reference group score.

## Terra Nova Eighth Grade Reading Average Objectives Performance Summary

**Objective Performance (OPI) is an estimate of the number of items that a student could be expected to answer correctly if there had been 100 items for that objective.**

- Data for **Basic Understanding of text** for school years 2002 through 2005 indicates an OPI score of **83 or better** showing 10 or more points above the national reference group score.
- **Analyzing text** scores were also above **67 or better** for all four years showing 11 or more points above the national reference group score.
- **Evaluating and Extending Meaning** scores were **75 or better** for all four years indicating at least 10 or more points above the national reference group score.
- **Identifying Reading Strategies** were **62 or better** for all four years showing a range of 8 to 12 points above the national reference group score.

## Terra Nova 6<sup>th</sup> Grade Ethnic/Gender Comparisons

- Terra Nova results for the years 2001/02, 2002/03 and 2003/04 show Brewster's 6th grade students scored at the **65th percentile or above**.
- **One quarter** of Brewster's 6th grade population was comprised of **Black** students.
- These students scored at the **50th percentile** in 2001/02 and 2002/03
- In 2003/04 and 2004/05 **Black** students showed scores of **60th percentile and 56th percentile respectively**.
- From the year 2002 to 2003 the only group showing **substantial growth** was the **Hispanic** population.
- However, in the years 2003/04 and 2004/05 the **Hispanic** population **declined** to the **63rd and 52nd percentiles**.
- Within the **male/female** populations there was **little change** from one year to the next.
- Brewster's **female** population **consistently scored better** than the **male** population (approx. **5 percentile points**).
- For the school year 2004/05 the **total school battery** was at the **65th** percentile.
- These results indicate a need **to focus on strategies** to meet the educational needs of our **African American** students.

## Terra Nova 7<sup>th</sup> Grade Ethnic/Gender Comparisons

- Terra Nova results for the years 2001/02 and 2002/03 Brewster's 7th grade students scored at the **70th percentile, 20 percentile points above** the nation's average.
- **One quarter** of Brewster's 7th grade population was comprised of **Black** students. These students scored at the **48th and 53rd percentile respectively**, well **below** their **white** and **Hispanic** peers.
- From the year 2002 to 03 the only group showing **substantial growth** was the **7th grade males**.
- Within the **male/female** populations, **males** improved by **7 percentile points** and **females** decreased **2.5 percentile points**.
- In the years 2003/04 and 2004/05 **no significant change** was seen in the **white** population with respective scores being the **67th and 72nd percentiles**.

- For the last school year the **Black** population showed a **significant increase**, scoring at the **60th percentile**.
- The **Hispanic** population showed a **decrease of 7 percentile** points for the last school year.
- The **male** population showed a **decrease** in SY 2003/04 and **little change** for SY 2004/05.
- The **female** population showed an **increase of 7 percentile** points for the last school year.
- The **total school** continues to average in the **middle 60th percentile**.
- These results indicate a **need to focus on strategies** to better meet the **African American** population's educational needs.

### Terra Nova 8<sup>th</sup> Grade Ethnic/Gender Comparisons

- Terra Nova results showed BMS's 8th grade students' **Total Battery** scores **declined** from the **68th percentile** in 2001/02 to **65th percentile** in 2002/03.
- **Two fifths** of BMS's 8th grade population was comprised of **African American** and **Hispanic** students.
- **Hispanic** students scored at the **52nd percentile** in 2001/02 and the **59th percentile** in 2002/03.
- **African American** students scored at the **54th percentile** in 2001/02 and the **56th percentile** in 2002/03 showing an **achievement gap** ranging between **19 percentile points** for **Hispanic** students and **14 percentile points** for **African American** students in 2001/02.
- There was also a gap in 2002/03 of **6 percentile points** for **Hispanic** and **9 percentile points** for **African American** students.
- From the year 2002 to 2003 the only group showing substantial **growth** was the **Hispanic** population from the **52nd to the 59th percentile**.
- **Male** scores **declined** by **7 percentile points**.
- **Female** scores **increased** by **2 percentile points**.
- At the 8th grade level the results indicate there should be a **renewed focus on educational strategies** to improve the skills of our **African American** and **Hispanic** students.

### Balanced Assessment in Math 8<sup>th</sup> Grade

- **11%** of Brewster Middle School's 8th graders scored in the **proficiency level 4** (Above the Standard) range.
- **13%** scored in the **proficiency level 3** (At the Standard) range.
- **33%** scored in the **proficiency level 2** (Partially met the Standard) range.
- **44%** scored in the **proficiency level 1** (Below the Standard) range.
- **62%** of students scoring in the **proficiency levels 1 and 2**, nearing or below the standard, are **members of a minority group**.
- The **Balanced Assessment in Math** is a criterion referenced test taken in 4th and 8th grades.
- The **DoDEA** goal is that **100%** of students score "**At the Standard**" level of proficiency.

- **Minority students** are encouraged to enroll in challenging classes (**Algebra, AVID, Spanish etc.**) in order to increase competencies, build confidence, and enable them to better compete with their white counterparts.
- During spring semester 2004 a new teacher was hired for an **Instructional Support in Math** class to **target those students scoring below the standard.**
- Of the 8th grade students taking the BAM in 2003, **7% of girls and 15% of boys** scored at the **proficiency level 4** (Above the Standard).
- **13%** of both **boys and girls** scored at the **proficiency level 3** (At the Standard).
- **43%** of **girls** and **24%** of **boys** scored in the **proficiency level 2** (Partially Met the Standard).
- **38%** of **girls** and **47%** of **boys** scored at the **proficiency level 1** (Below the Standard).
- **81%** of the school's **female** population scored **below the standard** as compared to **71%** of **boys** in the same level.

## **Implications for Action: Instructional Data**

**Student Performance Goals:** Potential student performance goals identified from the data include:

1. Reading
2. Written Communications
3. Math

After analyzing data, Brewster Middle School selected the Use of Specific Reading Strategies as its reading focus in the School Improvement Plan. Plans are underway for school-wide staff development in the selected activities to support the reading comprehension interventions.

**Other Data Needed:** Future assessments need to include more local assessments in order to allow for better disaggregation of the resulting data.

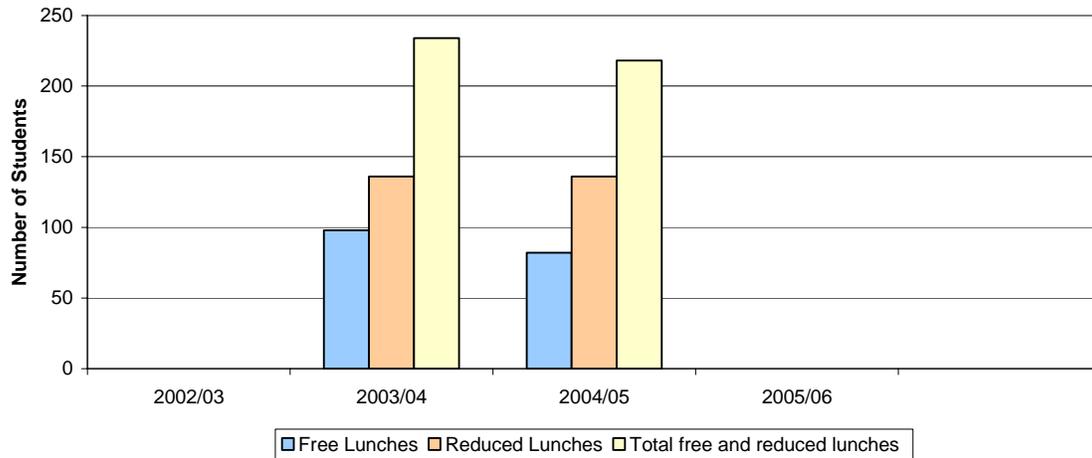
**Clarifying Goals:** The individual results of the Terra Nova Objective Performance Summaries and Balanced Assessment in Math need to be analyzed as soon as the individual score reports are available. Such analysis could identify specific skills lacking in the curriculum and/or specific sub-groups of students that may need additional interventions to succeed.

**Interventions:** No sub-groups were identified

**Other Actions Needed:** Continue to analyze data as it becomes available.

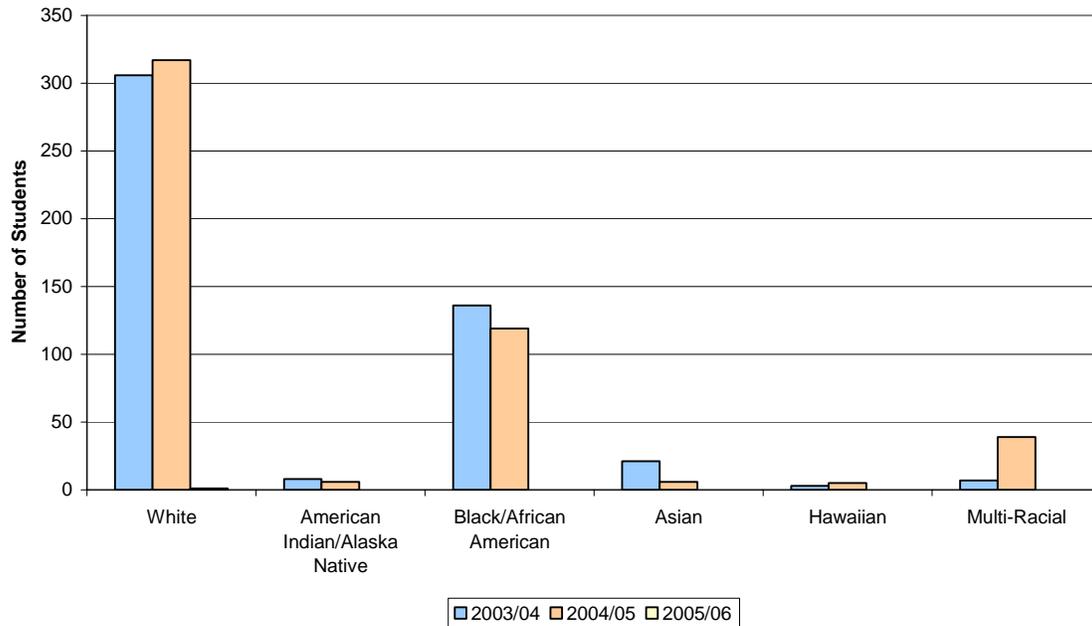
## Presentation of Data: Community Data

### Free and Reduced Lunches 2002 - 2006



- Students eligible for **free and reduced lunches**.

### Enrollment by Ethnicity



- In SY 2003/04 the student population at Brewster was made up of **64% white, 28% Black/African American, 8% other minority**.
- **15%** of families registering students at BMS **declined to state** ethnic affiliation.
- In SY 2004/05 the student population at BMS was made up of **60.5% white, 22.7% Black/African American, 7.4% multi-racial, and 3.2% other minorities**
- **6.1%** of families registering students **declined to state** ethnic affiliations.

## Existing School Data: Community Data

### Data Collection Instruments

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

- Free and Reduced Lunch
- Ethnicity

### Analysis of Data

#### Free and Reduced Lunch

- Of the **564 students** enrolled at Brewster Middle School at the time of data collection **98** students were **eligible for free lunch**.
- **136** students were **eligible for reduced lunches**.
- **41%** of our **student population either receives free or reduced lunch**.

#### Ethnicity

- The student population at Brewster is made up of **64% white, 28% Black/African American, and 8% other minority**.
- **15%** of families registering students at BMS **declined to state** ethnic affiliation.
- In SY 2004/05 the student population at BMS was made up of **60.5% white, 22.7% Black/African American, 7.4% multi-racial, and 3.2% other minorities**
- **6.1%** of families registering students **declined to state** ethnic affiliations.

**Implications for Action: Community Data**

**Student Performance Goals:** Potential student performance goal areas identified from the data include:

1. Cooperative learning/working skills

**Non-Student Data:** No implications

**Other Data Needed:** No implications

**Clarifying Goals:** No implications

**Interventions:** No sub-groups were identified from the data

**Other Actions Needed:** No implications