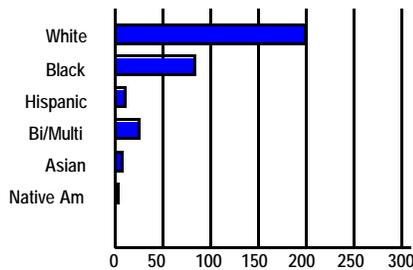




**Department of Defense Education Activity  
Berkeley Manor Elementary School (PK-5)  
1996/97 School Profile  
Rick Scroggs, Principal**

**School Characteristics**

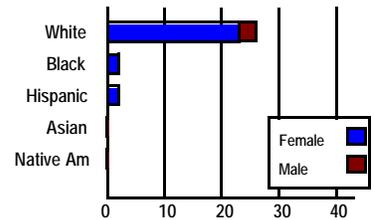
**Student Enrollment - 308**



Grade	#
PreK	41
K	42
1	45
2	49
3	45
4	46
5	40
<b>Total</b>	<b>308</b>

Sponsor Affiliation	
Marine	90%
Army	0%
Navy	10%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	36	12%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	3
7-10	9
> 10	14

**Mobility Rate  
18% Per Year**

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	25
Special Education	2
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	59%
MA/MS	38%
Doctorate	3%

**Principal's Highlights**

The Berkeley Manor Elementary School Improvement Team coordinated and provided oversight/feedback to the SIP/Benchmark Committees during planning and implementation phases. In its second year, the SIT became more articulate and comprehensive in its efforts to develop a student centered focus for the school. The SIT highlight for the term was a visitation by the SACS School Renewal Committee resulting in reaccreditation for the next cycle. That the SIT made the transition from SACS criteria to SIP benchmarks in just one year is a tribute to the staff and parents who worked closely in the best interest of our children.

Berkeley Manor continued its theoretical exploration of the Multiple Intelligences (MI) framework and we saw several action research projects spring to life: MI labs in a second grade inclusion classroom; portfolio assessment in Art rotation; use of Newton technology via the Grady Profile for assessment management; and development of a rubrics resource for consistency in performance assessment.

Standardized test and other performance data have been reviewed and continues to play a vital role in informing curricular decisions, materials procurement, and parent involvement and support.

**DoDEA Strategic Plan: School Improvement Implementation  
School Year 96/97 Priorities**

**Goal 3: Student Achievement And Citizenship**

*Benchmark 3.10: Demonstrate student technological proficiency.....*

The system technology plan was adapted to meet school needs. Two computer labs were in place. Macintosh computers/software were purchased with a goal of three per room. Both system-wide and in-house staff development activities were planned and utilized to meet staff needs. Students earned "computer licenses" based on assessed performance skills.

**Goal 4: Math And Science Achievement**

*Benchmark 4.3: Increase student proficiency in math and science.....*

Reviewed test scores and math program evaluation to determine strengths/weaknesses. Used teaching/grouping techniques for improved math instruction. Staff development was held to improve math and science instruction. Science lab was used by all grades. Macmillan science software was used with a laserdisc player for interactive science instruction.

**Goal 7: Teacher Education and Professional Development**

*Benchmark 7.1: Provide professional development structure for educators.....*

Workshops identified by staff surveys and joint Staff Development and Curriculum & Instruction committees for SY 96-97 were: assessment, math, science, portfolios, rubrics, technology, discipline, conflict resolution and electronic report cards. All professional library materials were catalogued and all staff received a printout.

**Goal 10: Organizational Development**

*Benchmark 10.8: Establish Technology for teachers and administrators.....*

Needs of staff were assessed, and 10 hours of in-house staff development was provided to assist with skills/needs. Teacher competencies from the system technology plan was provided to all staff. A technology assistance program was developed through an on-site Technology Mentor. All staff were involved in the use of electronic mid-term reports and report cards.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.4	4.11	4.08
Co-Supporters	3.9	3.65	3.65
Co-Learners	3.5	3.29	3.27
Co-Teachers	4.0	3.72	3.66
Co-Advisors	4.1	3.48	3.36

1= traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The following strategies were implemented this year: A Home School Partnership Pledge, Discipline Handbook, Parent Technology Workshop, Teacher Mart, WEB site, E-mail address, Extended Library Hours, Third Quarter Conferences, Daily News Talking Pages, Information letter about fourth grade writing test, and grades 3-5 CAT test.

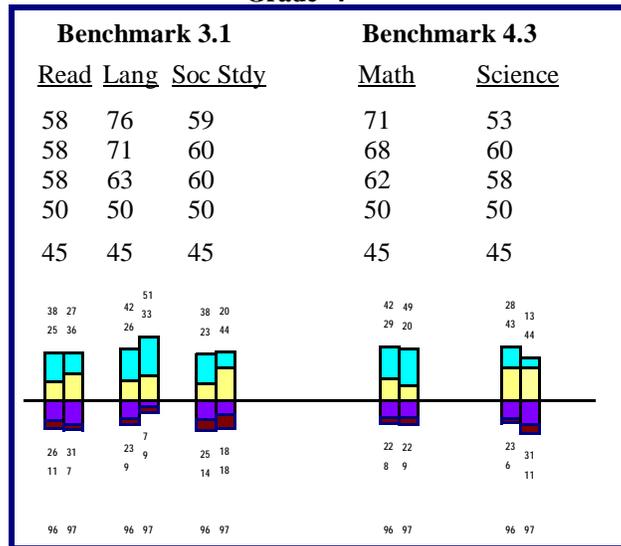
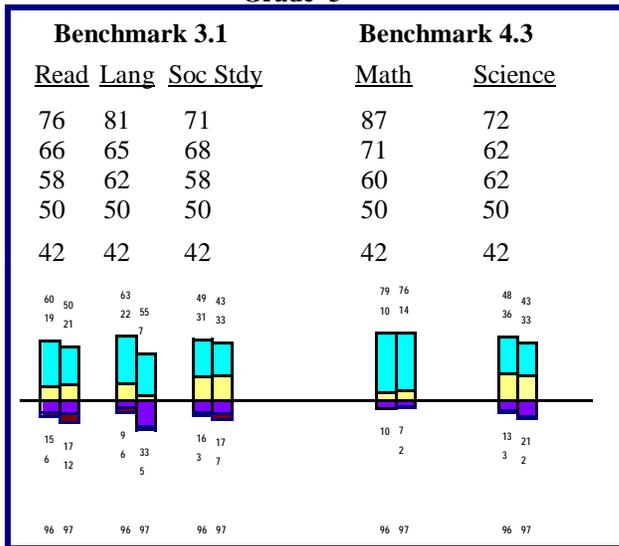
### Standardized Test Results

#### Grade 3

#### Grade 4

1997  
Median  
Percentiles  
for: **School**  
**District**  
**DDESS**  
**Nation**  
# Students

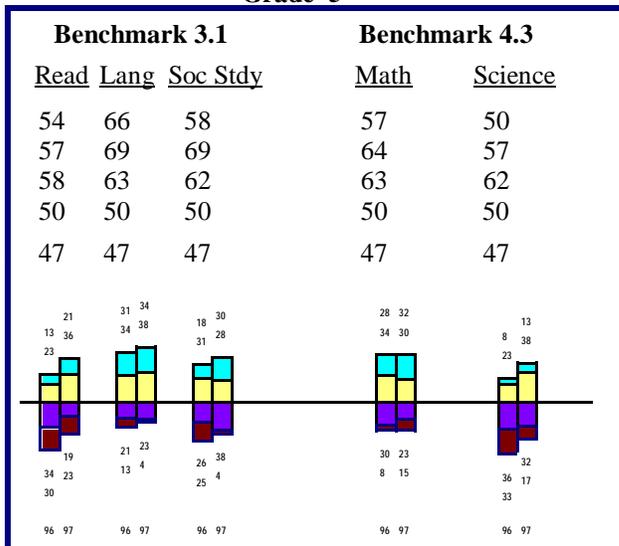
Percent of  
Students  
in Each  
Quarter



#### Grade 5

1997  
Median  
Percentiles  
for: **School**  
**District**  
**DDESS**  
**Nation**  
# Students

Percent of  
Students  
in Each  
Quarter



#### SAT Results

	School	District	DDESS	Nation
% Participating	1996	N/A	72%	46%
	1997	N/A	63%	49%
Math Avg Score	1996	N/A	487	477
	1997	N/A	518	481
Verbal Avg Score	1996	N/A	486	485
	1997	N/A	518	495

#### Notes

**Mobility Rate** is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

**SAT Results:** Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

**Standardized Test Results:** A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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#### Writing Assessment

Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
4	96	62	2%	48%	50%	0%	0%
4	97	44	0%	48%	52%	0%	0%