



Camp Lejeune, NC

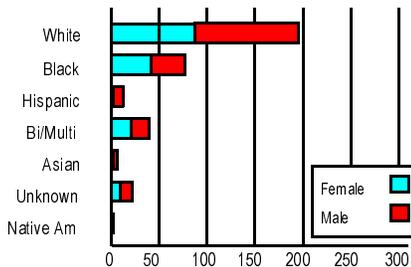
Department of Defense Education Activity
Berkeley Manor Elementary School (PK-5)

1997/98 School Profile

Rick Scroggs, Principal

School Characteristics

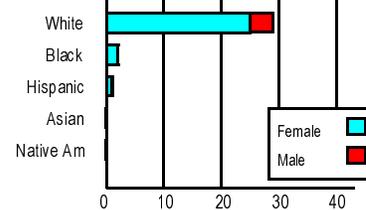
Student Enrollment - 316



Grade	#
PreK	49
K	42
1	45
2	49
3	45
4	46
5	40
Total	316

Sponsor Affiliation	
Marine	89%
Army	<.5%
Navy	11%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	25
Special Education	3
Other Professionals	3

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	56	18%
K-8	TAG	11	3%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	2
4-6	3
7-10	5
> 10	17

Mobility Rate
34% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	59 %
MA/MS	34 %
Doctorate	6 %

Principal's Highlights

A thread emphasizing increasing critical thinking and problem-solving skills for our K-5 children was woven into the fabric of all of our benchmarks this school term. The addition of full-time staff in the areas of technology and gifted and talented education provided much needed resource, planning, and direct teaching support than had been available previously. Through staff development in new reading materials, seminar teaching, math strategies, and technology, teachers are better equipped to provide stimulating and challenging lessons that stretch student cognitive growth through emphasis on activities at the upper levels of Bloom's taxonomy. Projects such as dinosaur, human body, and black history slide shows through KidPix and HyperStudio demonstrate student ability to research, organize, and construct meaning through competencies.

Parents feel strongly that our school provides solid educational experiences for children. An extensive "customer satisfaction" survey, compared with a similar survey done two years ago, reaffirmed parent beliefs in the vision and mission of our school. More than ever, parent involvement through PTO, advisory group, and volunteers shows students achieve more when home and school work together.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

To increase student proficiency, technologies have been incorporated into all areas of the curriculum. Two labs have been maintained and used by all grades. A technology teacher has been available for resource and enrichment. Newer hard and software were purchased. Internet use is encouraged through Scholastic Network. Information on educational sites is updated regularly.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Continuation of the increased frequency of math instruction along with use of parent involvement with home based math activities, various grouping strategies, and use of technology aided in student achievement. A science lab is maintained for small group or whole class instruction. Technologies such as the laserdisc, Lego simulations, and science software have been used.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Curriculum and Instruction and Staff Development Committees held joint meetings to coordinate appropriate staff development. To support the theme of increasing achievement through critical thinking and problem solving, staff members received training in: Wright Group materials, math strategies, Jr. Great Books, Paideia Seminars, rubric and task development, and technology.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Through staff development by the Educational Technologist and a community college Microsoft Office Pro course, staff received in-depth instruction in tool and curriculum software. Teachers use electronic report cards on the network and use the same network for paperless communication. A cabling project has begun to update and enable broader connectivity in the coming years.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.2	4.1	4.2
Co-Supporters	3.7	3.7	3.8
Co-Learners	3.2	3.2	3.4
Co-Teachers	3.6	3.6	3.8
Co-Advisors	3.2	3.5	3.5

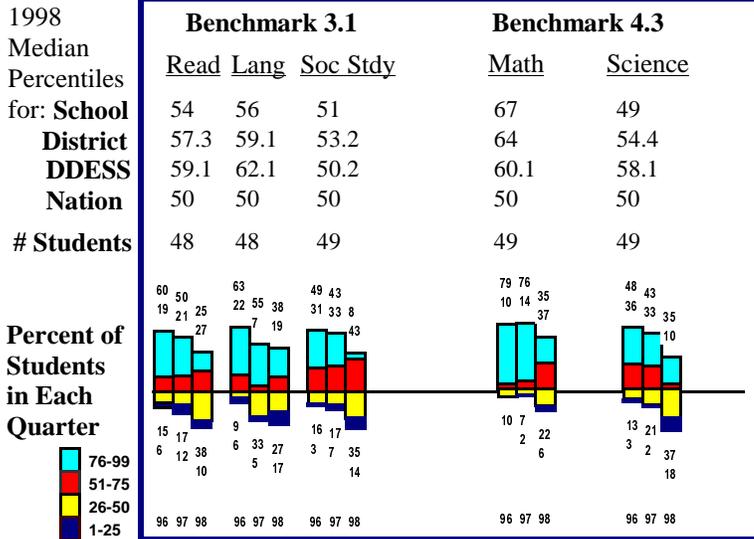
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

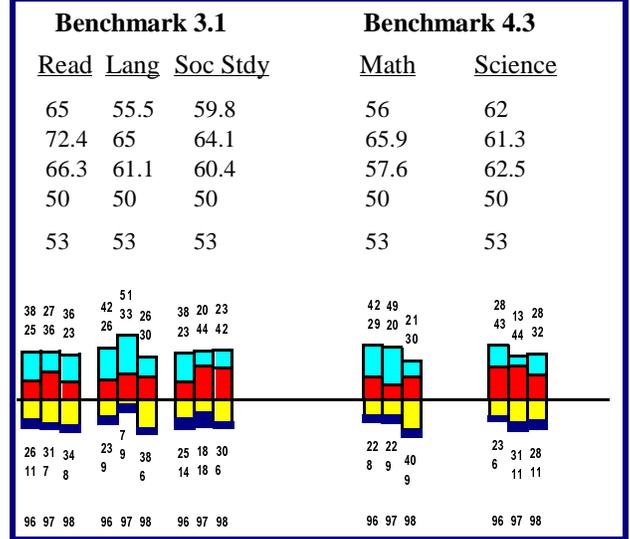
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
School Climate and Communication Committees worked together to achieve action steps in support of the Benchmark. A parent survey indicated parental satisfaction in the areas of curriculum, discipline, communication, and student well-being. Active PTO, advisory, and volunteer groups add value to our school through projects and direct support of the learning environment.

Standardized Test Results

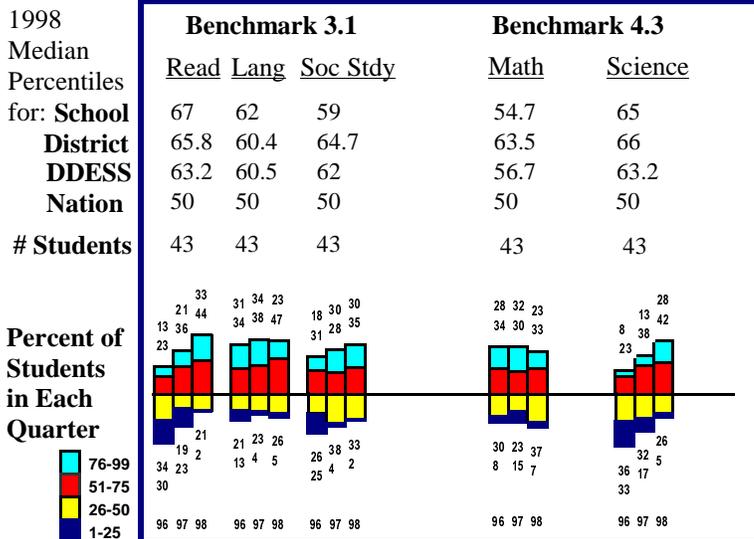
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DDESS	Nation
% Participating	97	NA	63%	49%
	98	NA	55%	74%
Math Avg Score	97	NA	518	481
	98	NA	516	481
Verbal Avg Score	97	NA	518	495
	98	NA	507	483

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.

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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DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable