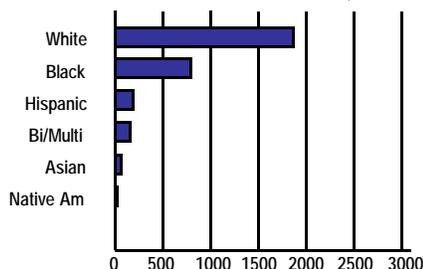


**Department of Defense Education Activity
Camp Lejeune Dependents Schools (PK-12)
1996/97 District Profile
Elaine B. Hinman, Superintendent**

District Characteristics

Student Enrollment - 3,450



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	306	9%
PK-12	TAG	153	4%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		56	29%

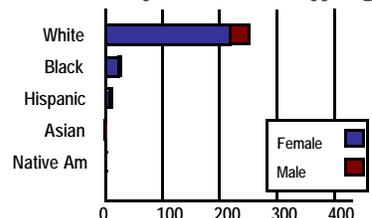
Grade	#
PreK	308
K	415
1	362
2	326
3	307
4	276
5	242
6	245
7	197
8	197
9	245
10	141
11	98
12	91
Total	3450

Sponsor Affiliation	
Marine	90%
Army	<.5%
Navy	10%
Air Force	0%
Coast Guard	0%
Non-US Military	<.5%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	1
1-3	17
4-6	32
7-10	45
> 10	153

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	14
Classroom Teachers	222
Special Education	22
Other Professionals	27.5

Teacher Education	
Degree	% Teachers
BA/BS	51%
MA/MS	46%
Doctorate	2%

Superintendent's Highlights

The DODEA Community Strategic Plan and the School Improvement Process proved to be the cornerstone for our SACS 5-year accreditation visits to seven of our Camp Lejeune Dependents Schools. The Strategic Plan and the School Improvement Process served us well as a familiar vehicle for addressing educational improvement within the district during the required self-evaluation and team visits.

We are particularly pleased with the successful implementation of a universal 4-year old pre-school program with an initial enrollment of 358 students in September 1997. This emphasis on Goal 1 had a significant impact on our very youngest learners. Data from parent surveys were used as one measure of program success. The pre-school program integrated strong components of Goal 7, Staff Development, and Goal 8, Parental Participation.

District and school material and book orders were coded with a field to indicate the applicable Benchmark. This accountability tool assured that our resources followed our Benchmark priorities.

PC Computer Labs were added at Lejeune High School and Brewster Middle School. Staff Development provided opportunities for staff to become more proficient in the use of technology to enhance instruction.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students throughout the Camp Lejeune School system have shown outstanding integrated classroom products and projects by using word processors, spreadsheets, databases, multimedia software, and various technology hardware. Usage of all technology has increased approximately 30% from the previous year based on teacher observations.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The district implemented the 1996 Math Program Review incorporating the Standards of the National Council of Teachers of Mathematics. District standardized math test scores increased as follows: Grade 4 - 2 percentiles; Grade 5 - 6 percentiles; Grade 7 - 7 percentiles; Grade 8 - 5 percentiles; Grade 10 - 1 percentile.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The district implemented a teacher alternative evaluation process incorporating professional growth, student achievement, and focus on benchmarks. A university partnership promoted professional development and research-based instruction. A district-wide staff development committee met monthly to determine needs and to plan and implement workshops.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

The district designed and funded a school level LAN infrastructure to meet the DoDEA Technology Plan standards (installation scheduled for Summer 1997). The district implemented elementary computerized report cards during SY 96-97. An Instructional Systems Specialist/Technology position was added at the district level to provide leadership and vision.

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

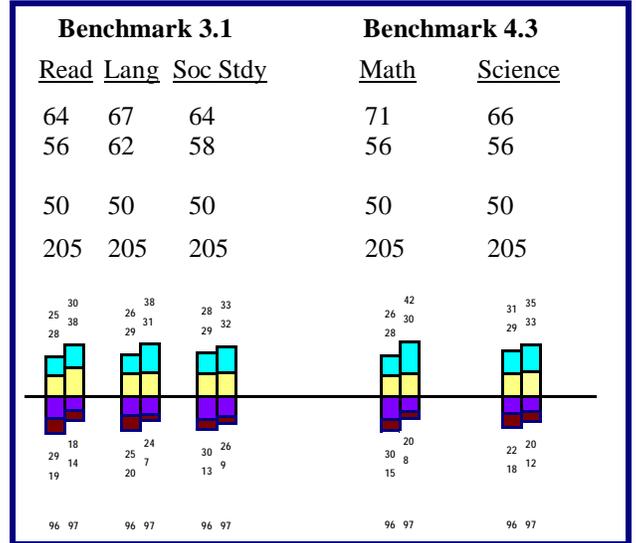
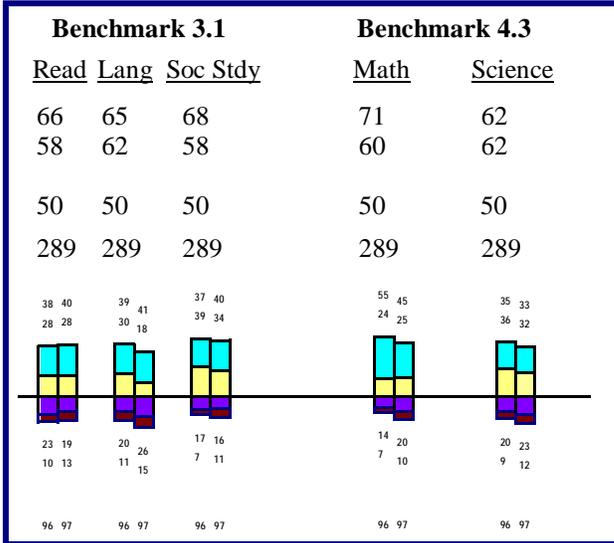
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The district established baseline data through the DODEA School-Home Partnership Self-Evaluation. Parents served as co-decision makers in the SACS accreditation process and provided valuable input in the guidance program review and the preschool survey. A base point of contact was identified for the district to tap all available base resources for students.

Standardized Test Results

Grade 7

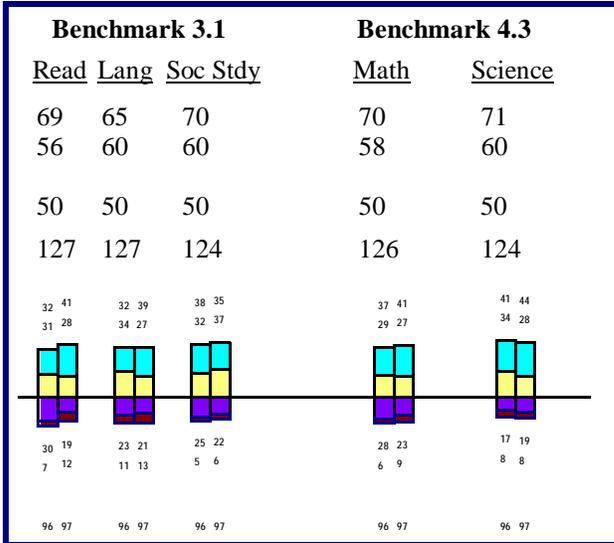


1997
Median
Percentiles
for: **District**
DDESS

Nation
Students

Percent of
Students
in Each
Quarter

Grade 10



1997
Median
Percentiles
for: **District**
DDESS

Nation
Students

Percent of
Students
in Each
Quarter

SAT Results				
		District	DDESS	Nation
% Participating	1996	72%	46%	41%
	1997	63%	49%	41%
Math Avg Score	1996	487	477	508
	1997	518	481	511
Verbal Avg Score	1996	486	485	505
	1997	518	495	505

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.

Camp Lejeune Dependents Schools
855 Stone St., Bldg. 855
Camp Lejeune, NC 28542-2520

DSN Phone: 484-2615/2461
Fax Number: (910) 451-2200
Commercial Phone:
(910) 451-2461

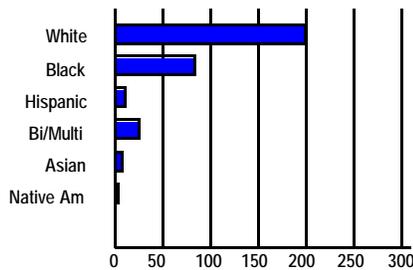
Writing Assessment							
Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	314	2%	43%	52%	3%	0%
4	97	250	1%	33%	61%	5%	0%
6	96	240	3%	38%	55%	4%	0%
8	96	181	11%	43%	45%	1%	0%
8	97	192	3%	62%	35%	0%	0%
10	96	115	27%	58%	14%	1%	0%
10	97	139	17%	69%	11%	2%	0%



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

School Characteristics

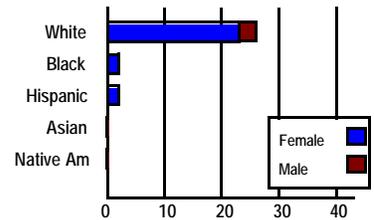
Student Enrollment - 308



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

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

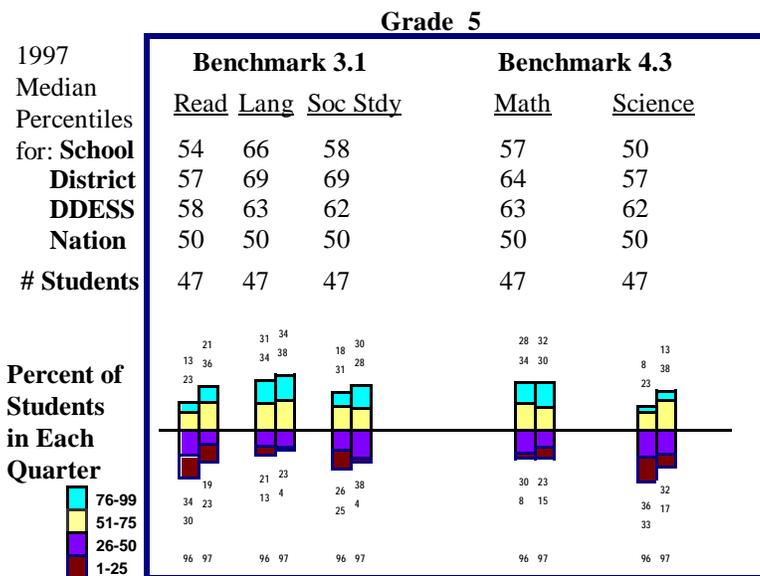
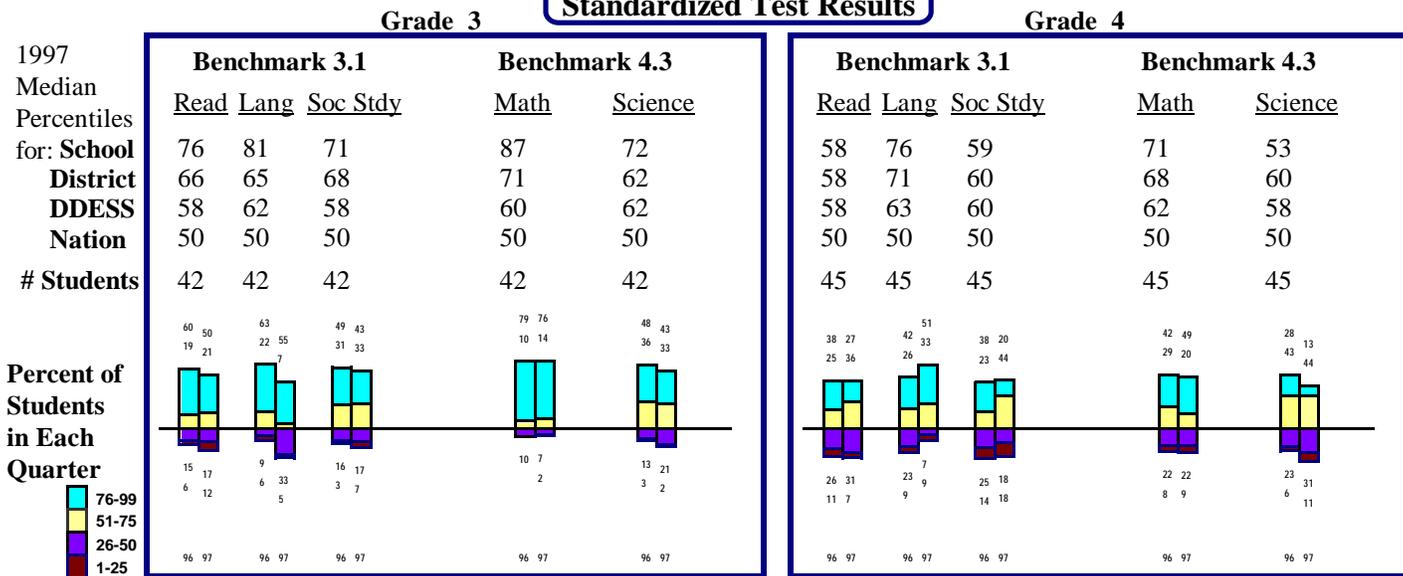
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

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



SAT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	72%	46%	41%
	1997	N/A	63%	49%	41%
Math Avg Score	1996	N/A	487	477	508
	1997	N/A	518	481	511
Verbal Avg Score	1996	N/A	486	485	505
	1997	N/A	518	495	505

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.

Berkeley Manor E S
5400 Florida Ave.
Camp Lejeune, NC 28547-1199

DSN Phone: 484-2575/2560
Fax Number:
Commercial Phone:
(910) 451-2575/2560

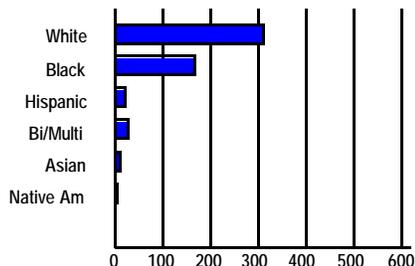
Writing Assessment							
Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
4	96	62	2%	48%	50%	0%	0%
4	97	44	0%	48%	52%	0%	0%



**Department of Defense Education Activity
Brewster Middle School (6-8)
1996/97 School Profile
Tom King, Principal**

School Characteristics

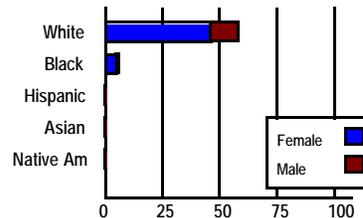
Student Enrollment - 639



Grade	#
6	245
7	197
8	197
Total	639

Sponsor Affiliation	
Marine	89%
Army	0%
Navy	11%
Air Force	0%
Coast Guard	0%
Non-US Military	<.5%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	67	10%
PK-12	TAG	92	14%
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	5
4-6	8
7-10	11
> 10	34

Mobility Rate
24% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	53
Special Education	5
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	56%
MA/MS	44%
Doctorate	0%

Principal's Highlights

The students and staff of Brewster Middle School focused their attention on activities throughout the year related to the theme Responsibility. Each curriculum area addressed this topic. In addition, interdisciplinary units were created to provide authentic activities for the students. The eighth grade teachers implemented a SOAR (Students Organized And Responsible) program for each student in that grade level.

The math teachers focused much attention on determining the strengths and weaknesses of the students. Diagnostic tests were developed and administered to each student in the school. The tests were used to refine curriculum and instruction as needed for individual students. The teachers focused instruction to ensure mastery of concepts and application to real life situations.

An additional technology laboratory was created in the school. The laboratory consists of sixteen GS computers and is utilized by the teachers to enhance their curriculum areas. One of the students won state recognition during the North Carolina Science Fair for her technology expertise.

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

Goal 3: Student Achievement And Citizenship

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

A second computer lab for word processing and basic skills practice was created using sixteen Apple GS computers available within the school. Twenty-one Dell computers and furnishings were purchased and installed in the Business Lab. Along with the existing Mac lab, students have been afforded many opportunities to increase technological proficiency.

Goal 4: Math And Science Achievement

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

Math teachers focused on NCTM standards and CLDS learner objectives to create a grade appropriate set of diagnostic tests to administer twice each year. Diagnostic results indicated student strengths and weakness for regrouping and instruction. New math textbooks, related materials, calculators, and computer software have been ordered for SY97/98.

Goal 7: Teacher Education and Professional Development

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

Through system-wide inservice, on-site workshops, and utilization of university technology resources, staff continued training in word processing, use of the internet, video production, and multi-media presentations. Participation in university programs allowed on-campus enrollment in classes and seminars. Six teaching interns were assigned to Brewster.

Goal 10: Organizational Development

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

Two new Dell computers were purchased and installed for the office automation clerks. A FAX machine was installed for use by school personnel. Teachers are currently reviewing a school-wide grading program for future purchase. The computer coordinator has offered continuous in-service on data bases and spreadsheets.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.4	4.11	4.08
Co-Supporters	3.6	3.65	3.65
Co-Learners	3.0	3.29	3.27
Co-Teachers	4.0	3.72	3.66
Co-Advisors	3.6	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.....

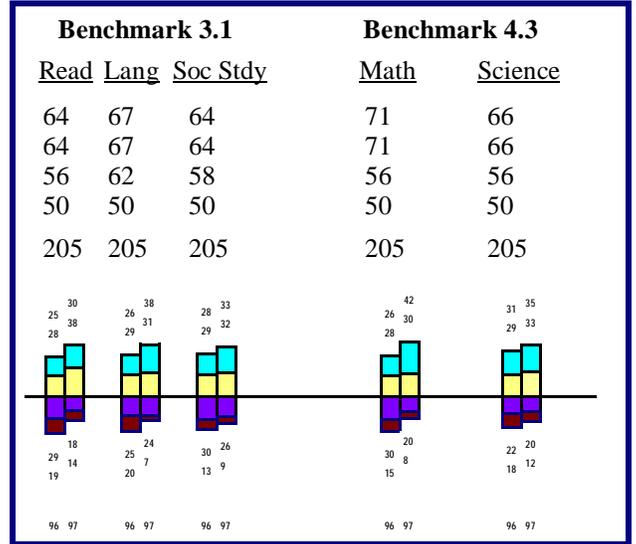
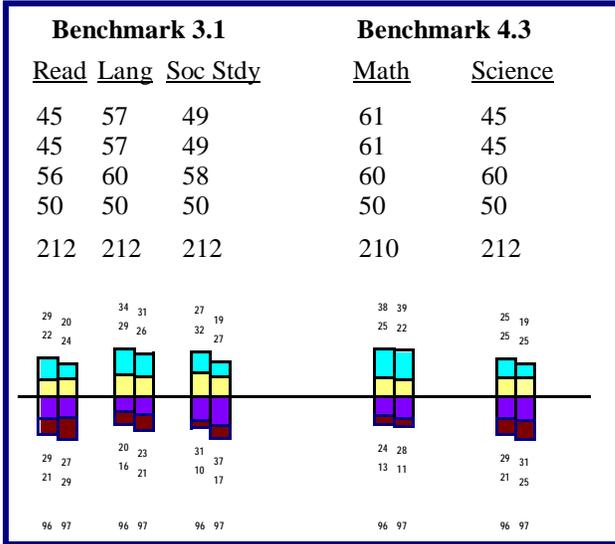
A SIP survey was created and distributed to all parents early in the year to gather parental input on the benchmarks and related strategies. Parent representatives on SIT and PTO assisted in the successful completion of the ten year SAC review. Brewster PTO now operates a school store two days/week during student lunch times.

Standardized Test Results

Grade 6

Grade 7

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

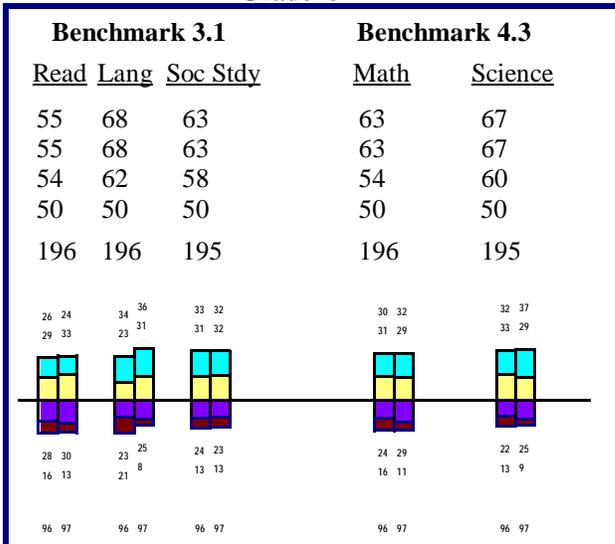


Percent of Students in Each Quarter



Grade 8

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.

Brewster M S
825 Stone St.
Camp Lejeune, NC 28547-2520

DSN Phone: 484-2561
Fax Number:
Commercial Phone:
(910) 451-2561

Writing Assessment

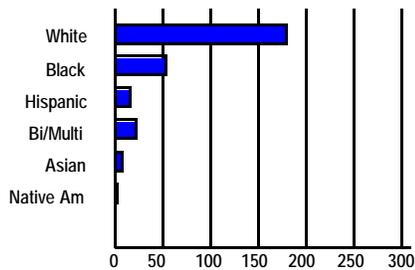
Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
6	96	240	3%	38%	54%	4%	0%
8	96	181	11%	43%	45%	1%	0%
8	97	192	3%	62%	35%	0%	0%



**Department of Defense Education Activity
DeLalio Elementary School (PK-5)
1996/97 School Profile
Linda Hawes, Principal**

School Characteristics

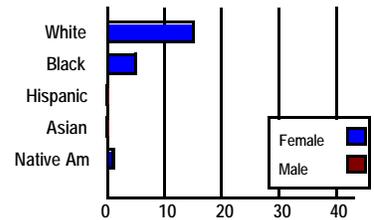
Student Enrollment - 327



Grade	#
PreK	37
K	58
1	49
2	48
3	62
4	39
5	34
Total	327

Sponsor Affiliation	
Marine	96%
Army	0%
Navy	4%
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	30	9%
PK-12	TAG	11	3%
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	1
7-10	3
> 10	13

Mobility Rate
22% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	2
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	35%
MA/MS	65%
Doctorate	0%

Principal's Highlights

DeLalio Elementary School is a PreK-5 neighborhood school which has strong community support.

DeLalio has made great strides in the area of technology this year. Students and staff are becoming more proficient with computers which is evidenced by the extensive use of ClarisWorks by students and staff as well as the network and an automated media center. Computers are also utilized to do report cards and to send and receive E-mail. The system and the school have provided extensive training in the area of technology this year which has enhanced the development of technology for students and staff.

Other curriculum areas especially math, science, and writing reflect improvement as well which has been evidenced by increased standardized test scores in spite of major construction on the facility during SY96-97.

DeLalio educates a diverse population of students including learning disabled, English as a second language, gifted students, speech disabilities as well as a variety of students with multicultural backgrounds.

DeLalio's motto is, "We Care and We Show It".

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

Goal 3: Student Achievement And Citizenship

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

A computer lab is located in the media center containing eight Power Macintosh computers. Every class has at least 2 Macintosh and 2 Apple IIGS computers. There are five laser printers strategically placed in the building. Students are becoming more proficient with keyboarding as they use ClarisWorks.

Goal 4: Math And Science Achievement

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

This year showed continued increase in student proficiency in math and science by utilizing available and newly adopted resources and by further developing strategies to incorporate parent's participation. Standardized test scores for 1996-1997 reflect our success.

Goal 7: Teacher Education and Professional Development

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

As a result of district and school surveys, extensive training occurred in the area of technology on the system and school levels. The staff also elected to increase attendance and participation in math and behavior management workshops and conferences. In addition the staff was surveyed to find out workshop interests and needs there were for the coming year.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.....

Automated circulation and cataloguing is available in the media center. There are two computerized work stations, an online catalog, 2 computerized research stations connected to the internet. The media center was connected to the Banyan network station this year. Teachers prepare students' report cards using ClarisWorks data base. Electronic E-mail is used through out the school.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.4	4.11	4.08
Co-Supporters	3.1	3.65	3.65
Co-Learners	2.6	3.29	3.27
Co-Teachers	3.0	3.72	3.66
Co-Advisors	2.7	3.48	3.36

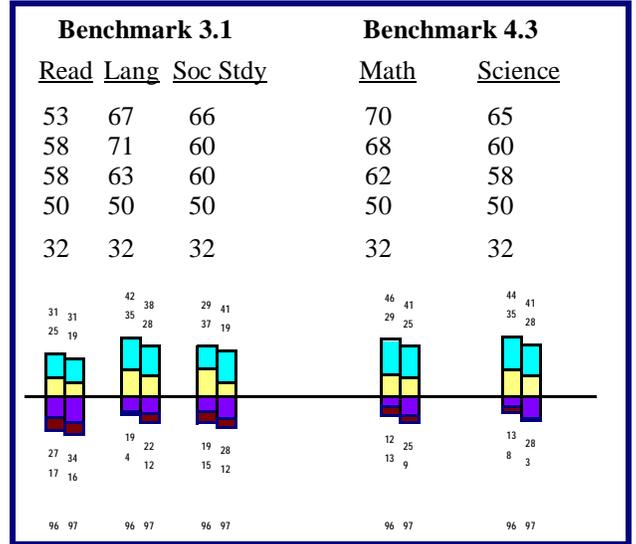
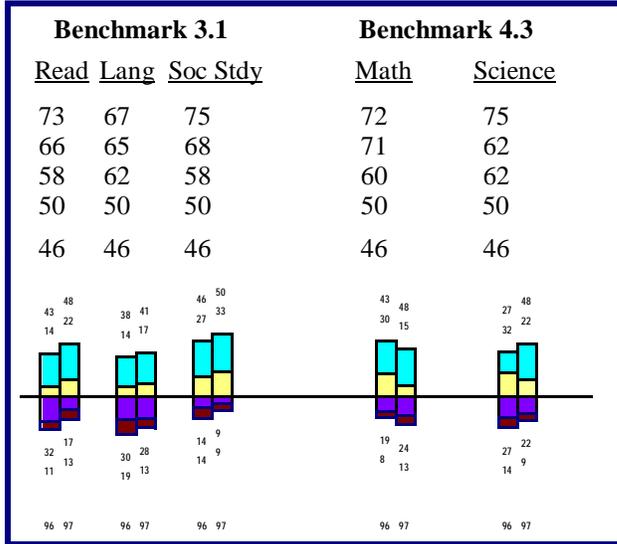
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Volunteerism continues to be a strength for DeLalio Elementary. It has been noted that volunteerism for our remedial programs needs to be increased. It has also been noted that continued implementation of the strategies should be an on-going goal. This year DeLalio implemented a Home/School Partnership Self-Evaluation.

Standardized Test Results

Grade 4

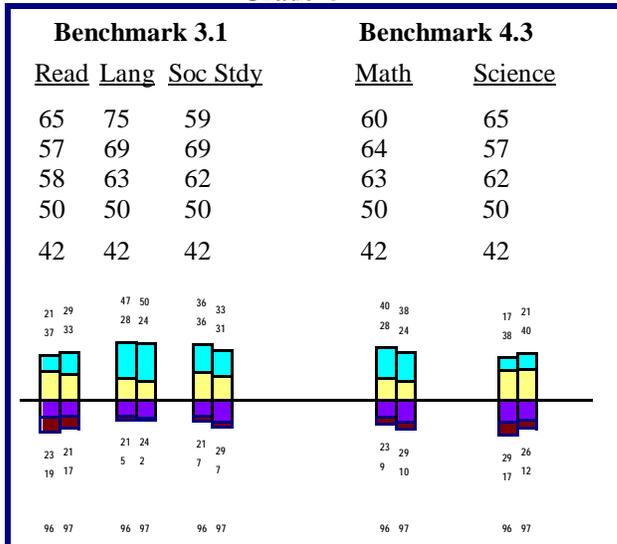


1997 Median Percentiles for: **School**
District
DDESS
Nation
Students

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

Grade 5



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

Percent of Students in Each Quarter

76-99
51-75
26-50
1-25

SAT Results					
		School	District	DDESS	Nation
% Participating	1996	N/A	72%	46%	41%
	1997	N/A	63%	49%	41%
Math Avg Score	1996	N/A	487	477	508
	1997	N/A	518	481	511
Verbal Avg Score	1996	N/A	486	485	505
	1997	N/A	518	495	505

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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Marine Corp Air Station, New River
Jacksonville, NC 28540-3406

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Writing Assessment							
Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
4	96	48	2%	40%	54%	4%	0%
4	97	32	3%	56%	37%	3%	0%

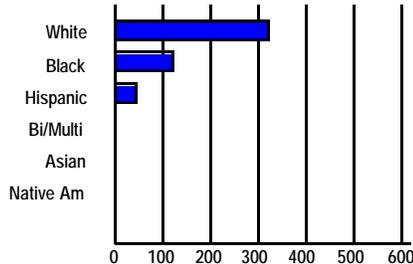


Department of Defense Education Activity Camp Lejeune High School (9-12) 1996/97 School Profile

Brenda Johnson, Principal

School Characteristics

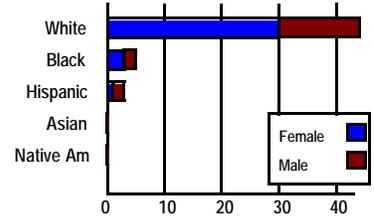
Student Enrollment - 575



Grade	#
9	245
10	141
11	98
12	91
Total	575

Sponsor Affiliation	
Marine	93%
Army	0%
Navy	7%
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	35	6%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
AP Courses Offered		6	
Students Taking AP Courses		56	30%

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	4
7-10	4
> 10	34

Mobility Rate
23% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	41
Special Education	3
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	52%
Doctorate	8%

Principal's Highlights

Individual students place in competitions in math and science each year, but for the last three years math students have also earned our school the top award in the state in our division of the American Math Competition. We have a National Merit Scholar, a Morehead Scholar, and a Bausch & Lomb Science winner. On the state writing test scale of six, 67.6% of tenth graders scored 3.5 or more. Students placed or won 14 writing contests. Honors/AP English teachers are participating in a vertical teaming project. A math teacher and a biology teacher were selected AP exam graders.

Of 475 students at year end, 92 earned a 3.55 GPA in a specified course of study to qualify as Lejeune Scholars. Over half the student body participates in athletics. Approximately two-thirds of the athletes make Honor Roll. Lejeune won the state Sportsmanship award.

Parents and community supported the school in increasing ways, including installing a new sign for better communication. TV students contributed weekly to base cable news.

The special education team worked in 14 regular classes to support the inclusion of 40 students with special needs. They also passed all 104 criteria in a rigorous audit by compliance monitors. For the first time an Academic Support Class and English as a Second Language were offered.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Individual student use of the computer lab, apart from use with a class, steadily increased to 743 hours in April. Database and spreadsheet skills will be added to the Computer Keyboarding course, and students will keep electronic portfolios. Next year the school will be wired with Ethernet so that every student at a computer will have access to the Internet.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

SAT and PSAT math scores continue to improve. Standardized test scores (CAT) exceed the national average in every math and science category. All supplementary software has been ordered for math texts adopted, and each math classroom will have a computer interfaced with a video projector. Scientific Literacy tests showed an increase and provided a teaching model.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Technology was the focus of local staff development. Approximately half the teachers attended one or more conferences that addressed benchmarks and gave followup reports. One fourth of the teachers began a partnership with UNCW staff and teacher interns on research-based instruction, which will continue. Time has been requested for assessment and equity issues.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

This year's survey showed a significant gain in teacher use of technology on 35 of 38 items; e.g. the number of teachers using multimedia projects more than doubled, projects were on the net, and a portable station was used in classrooms. A record number of classes used the computer lab, up from 28% to 55%. Departments demonstrated technology use in faculty meetings.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.5	4.11	4.08
Co-Supporters	2.9	3.65	3.65
Co-Learners	2.5	3.29	3.27
Co-Teachers	3.1	3.72	3.66
Co-Advisors	2.9	3.48	3.36

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

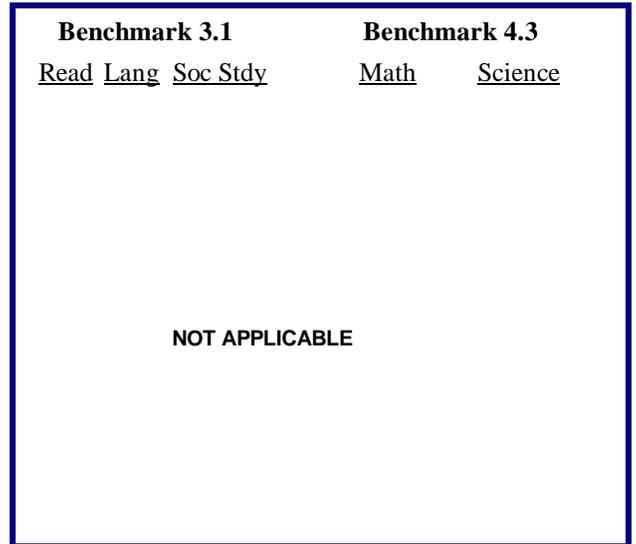
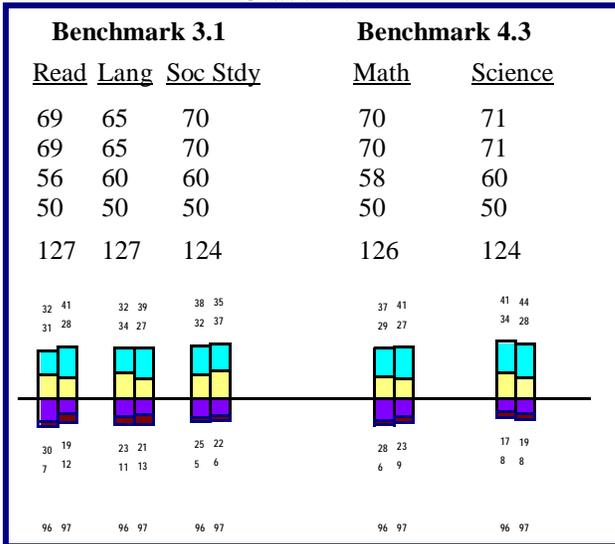
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parents reestablished a PTO and organized a Band Parents group. Attendance at a Principal's Parents Forum was low, but parents were informed by monthly newsletters and phone calls. Next year the PTO proposed regularly scheduled communication between parents and teachers on selected topics.

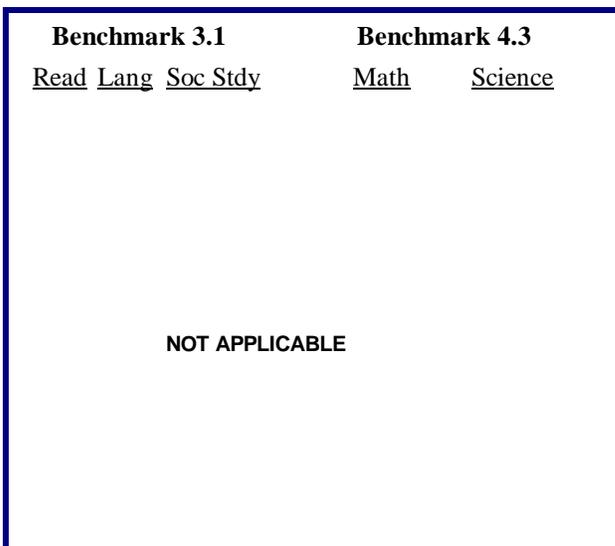
Grade 10

Standardized Test Results

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



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



SAT Results					
		School	District	DDESS	Nation
% Participating	1996	72%	72%	46%	41%
	1997	63%	63%	49%	41%
Math Avg Score	1996	487	487	477	508
	1997	518	518	481	511
Verbal Avg Score	1996	486	486	485	505
	1997	518	518	495	505

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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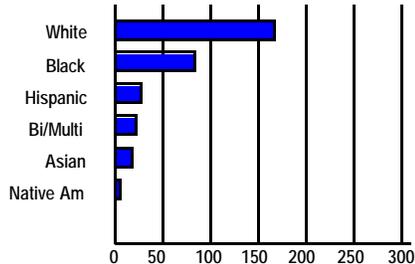
Writing Assessment							
				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
10	96	115	26%	57%	14%	1%	0%
10	97	139	17%	68%	11%	2%	0%



**Department of Defense Education Activity
Russell Elementary School (K-5)
1996/97 School Profile
Judy Novicki, Principal**

School Characteristics

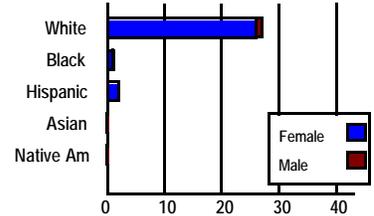
Student Enrollment - 343



Grade	#
K	61
1	56
2	52
3	55
4	55
5	64
Total	343

Sponsor Affiliation	
Marine	85%
Army	0%
Navy	15%
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	31	9%
PK-12	TAG	21	6%
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	2
4-6	4
7-10	6
> 10	12

Mobility Rate
34% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	1
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	60%
MA/MS	37%
Doctorate	3%

Principal's Highlights

Russell Elementary is a Golden Key award school that serves pre-schoolers through 5th graders from the Watkins, Berkeley, and Midway Park housing areas. Most families have more than one child in our school. Family-oriented events are held throughout the year, such as math and movie nights, picnics, performances, fitness nights, and country fairs.

Communications include 1st quarter report card conferences, weekly homework pages, team newsletters, notes, phone calls, and a school newspaper. Almost every parent survey cites the caring staff and the safe, friendly environment as strengths of the school. Popular school programs include primary and intermediate multi-age teams; monthly Good Citizens assemblies; fitness walks & workouts; vegetable, wildflower, and cotton gardening; after-school clubs; and musical productions. All students take art, music, PE in rotation.

A flexibly scheduled Media Center features Internet connections and over 6000 current books, print and CD-ROM resources. All computers are networked and all staff have e-mail. Support staff include a counselor, a nurse, a reading specialist, and special education inclusion teachers. Instruction is developmental and subjects are integrated. We are a site for training UNC-Wilmington Professional Development System interns.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
First through fifth grade classes each worked an average of two hours per week in the computer labs. Pre-school through fifth grade classes averaged 10.5 hours per week using the classroom computers. A site license for Student Writing Center enabled all students to write/publish. 50% of parents surveyed said their children's computer literacy has increased.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Twenty staff members taught after school clubs, including UTOTES and outdoor science, to support math/science/technology instruction. Most parents reported knowledge of math/science objectives. Math Family Fun Calendars provided home activities. 2nd graders were successful with the NC math assessment. Test scores for grades 3-5 increased in upper quartiles.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
All teachers examined science adoption teaching and support materials. 82% implemented new units and 59% reported using more hands-on experiments. 100% of teachers were trained to do computer report cards. All staff participated in fall and mid-year staff development on technology.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.
Teachers were surveyed: 53% felt comfortable and 33% very comfortable with entering data on computer report cards. 100% felt more computer competent this year than last. 53% were comfortable with troubleshooting and 87% with software. 12% used laser disc players; more cables and scanners were needed. 29% were frustrated by Internet; 23% used Internet.

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	3.8	3.29	3.27
Co-Teachers	4.1	3.72	3.66
Co-Advisors	3.4	3.48	3.36

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

Goal 8: Parental Participation

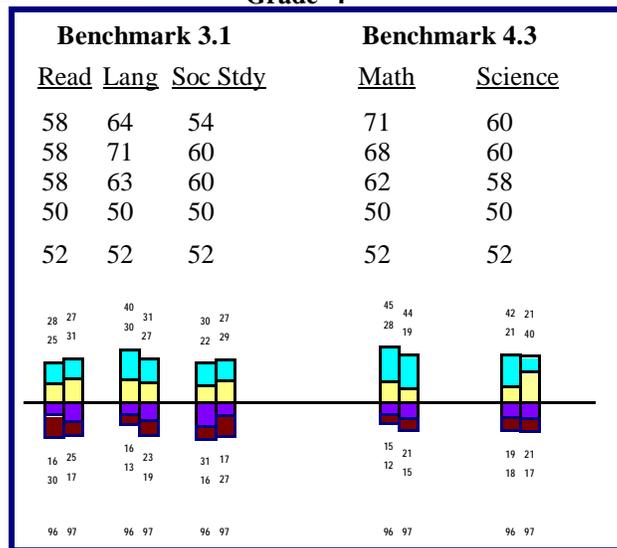
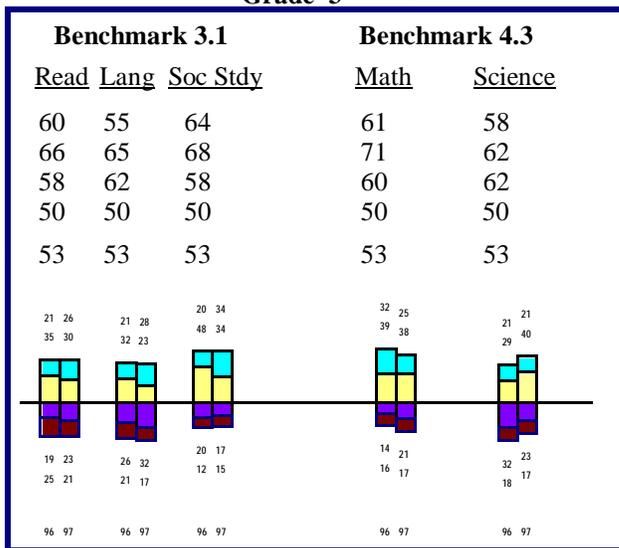
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
88 parent volunteers spent 1000 hours in the classrooms second semester. A company of USMC volunteers adopted us and assisted with in-class and extra-curricular programs. 80% of parents contacted said communication is already good or great and thorough, and all liked our improved monthly newspapers and math games calendars. 14 attended computer workshops.

Standardized Test Results

Grade 3

Grade 4

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

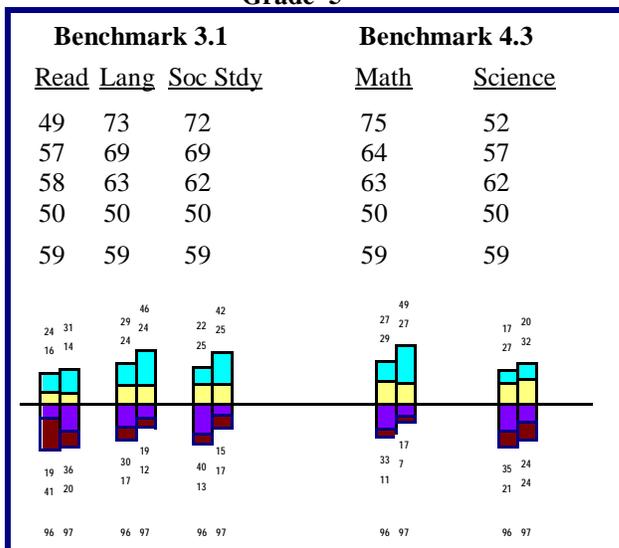


Percent of
Students
in Each
Quarter



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	68	1%	54%	42%	1%	0%
4	97	52	0%	28%	65%	8%	0%

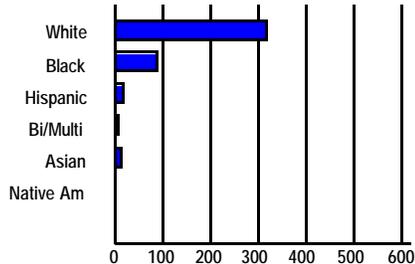


Department of Defense Education Activity Stone Street Elementary School (PK-5) 1996/97 School Profile

Elizabeth Thomas, Principal

School Characteristics

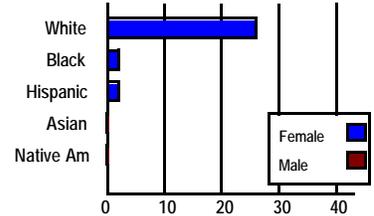
Student Enrollment - 437



Grade	#
PreK	55
K	73
1	63
2	72
3	60
4	64
5	50
Total	437

Sponsor Affiliation	
Marine	83%
Army	0%
Navy	16%
Air Force	0%
Coast Guard	0%
Non-US Military	1%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	30	7%
PK-12	TAG	29	7%
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	1
1-3	2
4-6	5
7-10	7
> 10	9

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	23
Special Education	2
Other Professionals	4

Mobility Rate
25% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	61%
MA/MS	39%
Doctorate	0%

Principal's Highlights

Stone Street Elementary, a national School of Excellence, serves approximately 450 students in preschool through fifth grades. A community school, Stone Street has strong parent interest and support. Parent volunteers throughout the school work with the PTO and meet monthly with the Parent Advisory Group. While 72% of our families are PTO members, all parents supported the school by attending extra-curricular activities.

The staff and community have embraced the strategic plan model as evidenced in several areas of growth this year. Math was targeted as a priority benchmark. Teachers worked cooperatively to establish high standards for math classes and reorganized to hetero-geneously group all 3rd, 4th and 5th grade math classes. Close monitoring and revision throughout the year ensured great gains in student achievement.

Over half of the faculty opted to complete professional development projects tied to specific benchmarks. Fifteen teachers focused on seven different benchmarks. Fourth grade teachers targeted Benchmark 3.10, and, as a result, incorporated Hyperstudio as an instructional tool in their curriculum. Students demonstrated their technological proficiency by creating their own software packages.

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

Goal 3: Student Achievement And Citizenship

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

Students attended weekly computer classes. All students kept a technology folder in which they maintained student-created documents and data bases, a log of computer activities and a checklist of their competencies. Each student stored sample work products on a personal diskette. Weekly computer clubs offered students additional work time at the computer.

Goal 4: Math And Science Achievement

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

All students in grades 3, 4, and 5 were heterogeneously grouped for math and science instruction. Teachers used a variety of instructional strategies to differentiate instruction for a wide variety of abilities. Plans included a balance between computation and higher order problem solving.

Goal 7: Teacher Education and Professional Development

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

Site-based staff development committees surveyed the staff to identify professional development needs. This committee kept the staff informed of local, state and national workshops. 68% of the staff authored professional development projects focusing on the achievement of specific benchmarks.

Goal 10: Organizational Development

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

All teachers have easy access to a computer and e-mail. Staff have been involved all year in a variety of technology workshops to strengthen teacher competencies. One teacher serves as the school's technology mentor and assists teachers with computer needs. All teachers have completed their report cards on the computer this year.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.6	4.11	4.08
Co-Supporters	4.1	3.65	3.65
Co-Learners	3.9	3.29	3.27
Co-Teachers	4.1	3.72	3.66
Co-Advisors	3.7	3.48	3.36

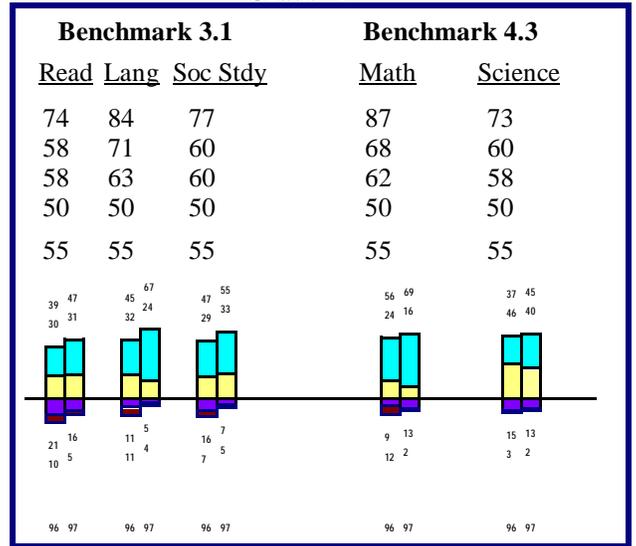
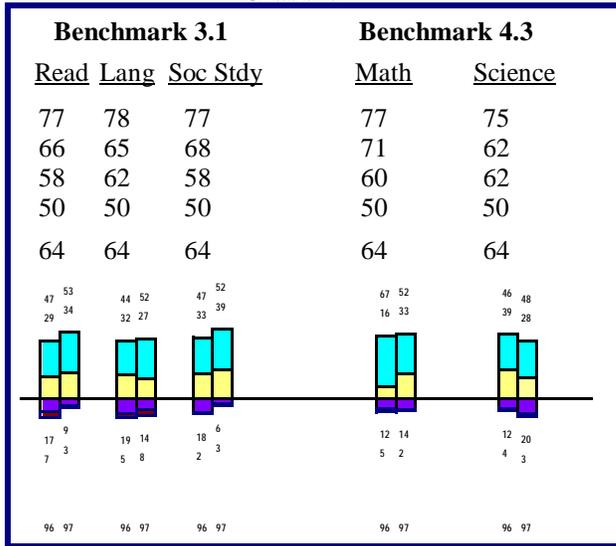
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
200 volunteers logged in 5000 hours this year. Military groups worked with the school on a variety of projects-from tutoring to maintenance/repair. Parents met monthly with the principal in an advisory group forum to share ideas and gather information about topics such as student achievement, curriculum and school goals.

Standardized Test Results

Grade 4

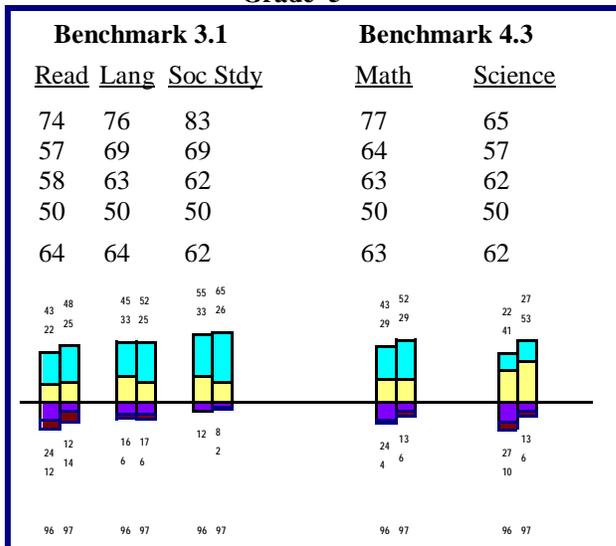


1997 Median Percentiles for: **School**
District
DDESS
Nation
Students

Percent of Students in Each Quarter

- 76-99
- 51-75
- 26-50
- 1-25

Grade 5



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

Percent of Students in Each Quarter

- 76-99
- 51-75
- 26-50
- 1-25

	SAT Results				
	School	District	DDESS	Nation	
% Participating	1996	N/A	72%	46%	41%
	1997	N/A	63%	49%	41%
Math Avg Score	1996	N/A	487	477	508
	1997	N/A	518	481	511
Verbal Avg Score	1996	N/A	486	485	505
	1997	N/A	518	495	505

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				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
4	96	68	7%	49%	39%	4%	0%
4	97	53	2%	43%	53%	2%	0%



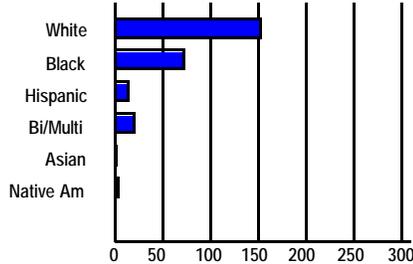
Jacksonville, NC

**Department of Defense Education Activity
Tarawa Terrace I Elementary School (PK-3)
1996/97 School Profile**

Barbara Simmons, Principal

School Characteristics

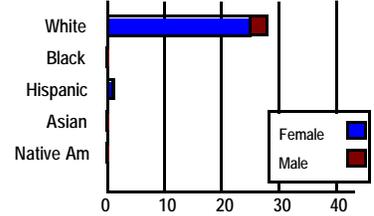
Student Enrollment - 353



Grade	#
PreK	91
K	82
1	78
2	58
3	44
Total	353

Sponsor Affiliation	
Marine	93%
Army	0%
Navy	7%
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	44	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	2
4-6	4
7-10	1
> 10	16

Mobility Rate
42% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	20
Special Education	3
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	52%
MA/MS	48%
Doctorate	0%

Principal's Highlights

Tarawa Terrace I Elementary School, previously Grades K - 3, instituted a Preschool program to serve all four year olds in September 1996. The Preschool serves approximately 120 students and includes students with developmental delays and disabilities. Parent involvement is an important part of the program. Parent communication is established through weekly newsletters and parent forums.

This is the second year the Grade 1/2 multiage program has been in place. By child, parent, and staff request, we are expanding the program to include Grade 3 for SY 1997-98. Our return rate to this program for children not leaving the area is 100%. Within this multiage program is an inclusion model which serves children with exceptionalities of HI, LD, EMH, TMH, and OHI.

As we live on the coast, Swim Days have become a part of our physical education program. This safety Fun and Fitness activity is regularly supported by MWR, lifeguards, and this year by the USMC boxing team.

Our Wellness Committee created a HEALTHY Living Program for staff which met weekly to provide support and information about health related topics. As a result, many staff modified health habits. Staff recognition activities were also implemented weekly.

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

Goal 3: Student Achievement And Citizenship

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

Individual electronic portfolios were established with on-going grade level samples of the writing process. A variety of recommended software supporting the benchmarks and CLDS learner objectives were provided for classrooms and the computer lab. An electronic reference lab provided opportunities to extend classroom instruction through the Internet.

Goal 4: Math And Science Achievement

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

All staff and students created ten outdoor science labs where student experts were available as guides during special events as a result of the staff's first year of UTOTES training. Mental math and problem solving activities were used daily in instruction. All second grade students participated in the North Carolina End of Year Math Assessment Pilot Program.

Goal 7: Teacher Education and Professional Development

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

Staff members were surveyed to determine their needs in staff development and a series of technology classes were taught by staff. We are continuing to explore training in the use and possibilities of e-mail. We have offered a la carte learning opportunities for all staff not involved in the thirty hours of UTOTES training from the NC State Museum of Natural Sciences.

Goal 10: Organizational Development

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

All teachers became proficient in the use of electronic report cards. Our learner objectives and handbooks have been computerized for easy reference. Ongoing flexible technology workshops covering ten different topics (all repeated) provided instruction for computer and software use. The Microsoft Office package was installed and training is scheduled.



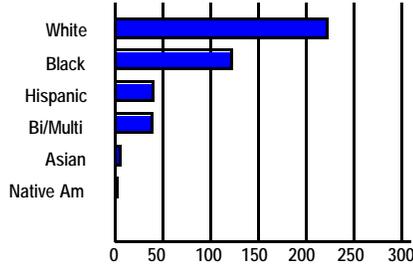
Jacksonville, NC

**Department of Defense Education Activity
Tarawa Terrace II Elementary School (PK-5)
1996/97 School Profile**

Mary Kubas-Meyer, Principal

School Characteristics

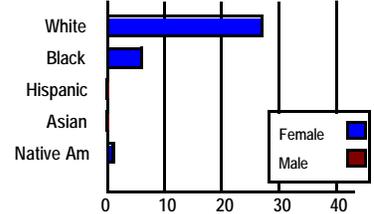
Student Enrollment - 468



Grade	#
PreK	84
K	99
1	71
2	47
3	41
4	72
5	54
Total	468

Sponsor Affiliation	
Marine	91%
Army	1%
Navy	8%
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	33	7%
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	4
> 10	21

Mobility Rate
36% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	4
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	47%
MA/MS	47%
Doctorate	6%

Principal's Highlights

The Southern Association of Schools and Colleges Accreditation visiting team found TT2 ES "to be an exceptional school with a dedicated staff committed to the educational welfare of all students and to their school improvement goals." The DoDEA Special Education Compliance Monitoring Team commended our program, our educators and our school for their inclusive practices.

Our school improvement plan includes major strategies to address the five required benchmarks and four additional benchmarks. Through increased use of technology, shared decision-making, and community involvement, we have made measurable progress towards achieving all nine targeted benchmarks.

Student achievement continues to increase as programs are expanded to best meet the needs of all learners. We have completed our first year of preschool (95 students). Our monthly assessments and parents' surveys verify that the Creative Curriculum meets the needs of our preschoolers and their families. Student achievement in reading, language arts, and social studies attests to the effectiveness of the routine use of writing across the curriculum as an instructional strategy. Our 16 member SIT has been recognized for their achievements.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All students have scheduled time on computers in their classrooms as well as time in the computer lab and media center. Parents, teachers, and community volunteers assist students in mastering the CLDS Technology objectives. Student mastery of objectives continues to increase. Students and their families have Internet access in our media center.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Student achievement in math and science continues to increase through the use of hands-on learning, cooperative structures, real life problem-solving, and students' routine use of math and science logs to reflect their learning. Specific software was purchased, teachers trained, and students are using it to help increase student achievement in mathematics.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

On-site staff development was offered on school improvement strategies, instructional technology, and student-centered instruction. All teachers were offered release time and paid registration/tuition for professional training related to the benchmarks. All classroom teachers received 10 hrs. training in specific software to raise standardized student scores in math and reading.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

All teachers have received a minimum of 10 hrs. of training in instructional technology to support the benchmarks and to decrease the gender/ethnic gap in student achievement. Students are using the software. Increased technology is used for student reporting (report cards), multi-tiered school-home communications, and record keeping.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.3	4.11	4.08
Co-Supporters	4.0	3.65	3.65
Co-Learners	3.6	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.....

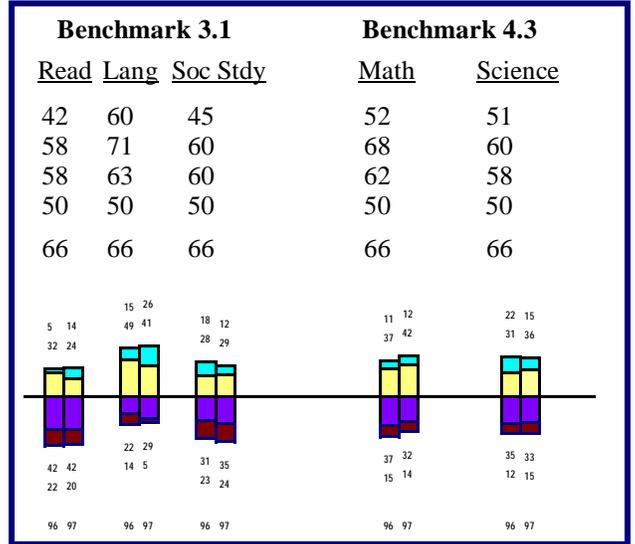
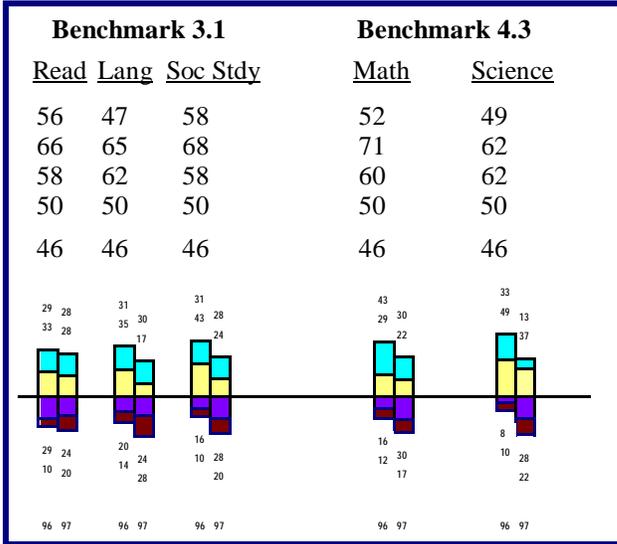
Parent participation in their child's education and volunteer activities at TT2 ES continue to increase; all parents are members of the PTO and over 250 volunteered at school. Intra-school communication has been enhanced through universal use of e-mail. Student interest clubs have been added. All parents have been given copies of our benchmarks and major strategies.

Standardized Test Results

Grade 3

Grade 4

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

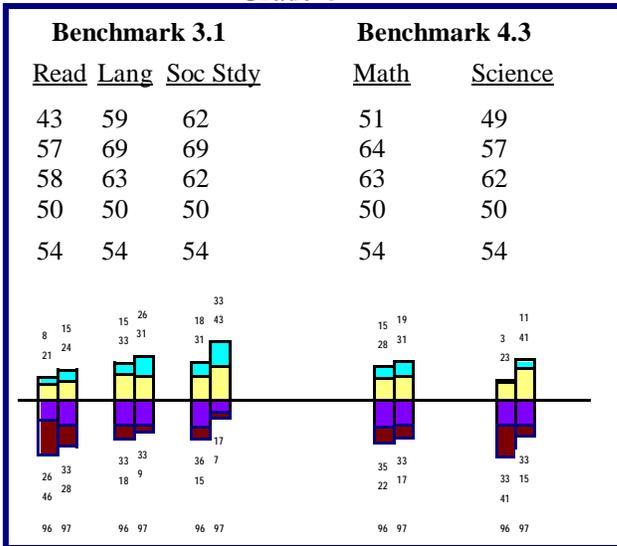


Percent of
Students
in Each
Quarter



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	68	0%	23%	72%	4%	0%
4	97	70	0%	11%	80%	9%	0%