

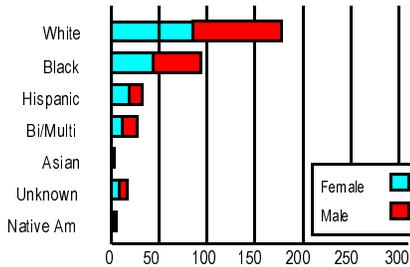


Jacksonville, NC

**Department of Defense Education Activity
Tarawa Terrace I Elementary School (PK-3)
1997/98 School Profile
Linda Hawes, Principal**

School Characteristics

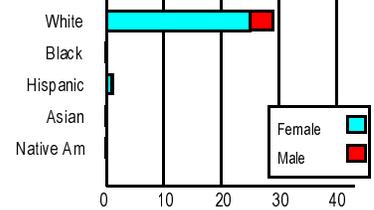
Student Enrollment - 365



Grade	#
PreK	111
K	85
1	62
2	62
3	45
Total	365

Sponsor Affiliation	
Marine	86%
Army	<.5%
Navy	14%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	50	14%
K-8	TAG	N/A	N/A
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	3
1-3	0
4-6	3
7-10	2
> 10	16

**Mobility Rate
67% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	57 %
MA/MS	43 %
Doctorate	0 %

Principal's Highlights

Tarawa Terrace I Elementary School expanded its horizons this year by including Benchmark 3, Language Arts and Social Studies, in its school improvement plan along with the other focus benchmarks. Staff and parents participated in Family Reading Nights. Students read great literature and recorded their progress with the Accelerated Reader program. The staff at TT1 defined Social Studies in very real-world terms through implementation of a Good Citizens program. Each week students selected from among their class peers, students who exemplify honesty, politeness, cooperative attitudes and other life skills. These students are honored together on Mondays.

Preschool staff focused their efforts on parent education. Mondays were devoted to home visits and parent workshops. Because of our very young parent population, moms and dads sometimes feel more comfortable meeting the teacher on their own "turf" before venturing into the classroom.

Multiage teachers ventured into new territory this year by expanding their program to include third graders along with first and second graders. Their success can be measured by full classrooms and documented in the exemplary notation on the special education audit.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Emphasis was on purchasing Math software for classrooms and providing teacher training in the use of these programs. In addition to increasing classroom access to technology, students had a minimum of 40 minutes per week in the computer lab. Students K-3 have used "Read, Write & Type" throughout the year.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Student motivational programs implemented include Super Star Math, math games and the use of math software. New strategies include the use of math journals to increase student achievement in the areas of math reasoning and comprehension. The restored UTOTES program helped students connect science to their own immediate environment.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Following a survey of the staff, workshops were conducted on learning styles, language development and its effect on success in school, and small hand muscle development in students. In addition, one credit could be earned by attending early morning technology classes conducted on-site.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

An ethernet network has been installed and utilized for server-based applications and interschool communications. The faculty was surveyed to assess hardware and software needs. Extensive inservice has been provided on available hardware and software.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.1	4.2
Co-Supporters	3.5	3.7	3.8
Co-Learners	2.9	3.2	3.4
Co-Teachers	3.4	3.6	3.8
Co-Advisors	3.6	3.5	3.5

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

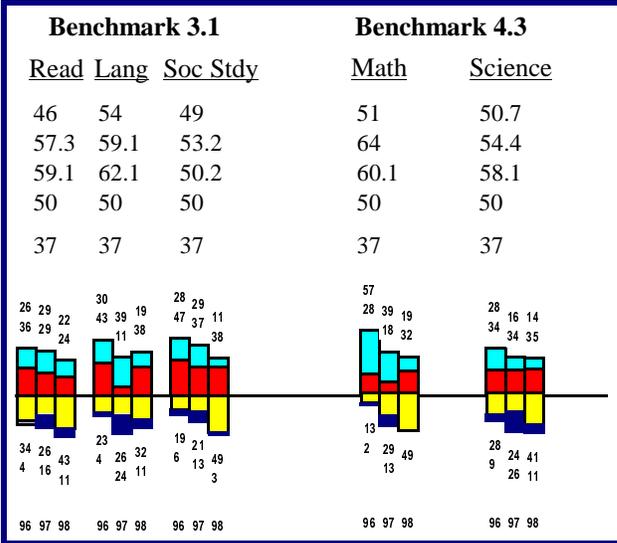
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
 Providing reading and technology training to parents and staff was the main focus of this team. Strategies included conducting family reading nights, including a parent on each SIP team and providing additional time for parent conferences to develop learning plans for students.

Standardized Test Results

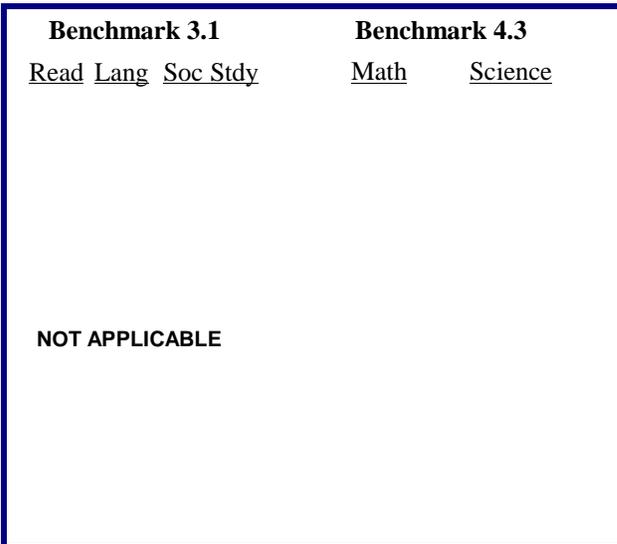
Grade 3

1998
 Median Percentiles for: **School**
District
DDESS
Nation
 # Students



	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Styd	Math	Science
NOT APPLICABLE					

1998
 Median Percentiles for: **School**
District
DDESS
Nation
 # Students



	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	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
			75% => Proficient						