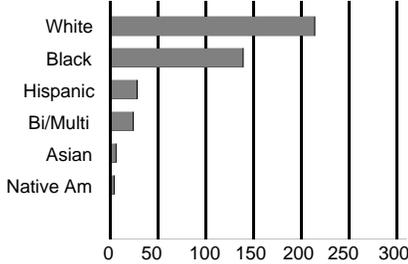




**Department of Defense Education Activity
Tarawa Terrace II Elementary School (K-5)
1995/96 School Profile
Mary Kubas-Myer, Principal**

School Characteristics

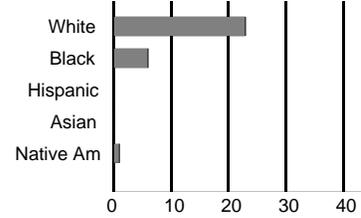
Student Enrollment - 467



Grade	#
K	110
1	85
2	77
3	56
4	84
5	55
Total	467

Sponsor's Affiliation	
Marine	91%
Army	<.5%
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	59	13%
PK-12	TAG	0	0%
PK-12	ESL	0	0%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	4
> 10	23

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	5
Other Professionals	1

Teacher Education	
Degree	% Teachers
BA/BS	70%
MA/MS	27%
Doctorate	3%

Mobility Rate
52% Per Year

Principal's Highlights

The school community of Tarawa Terrace II Elementary School is experiencing an ongoing process of change and improvement involving students, faculty, staff, parents and the military community. Through participatory, site-based management, all stakeholders are committed to OUR MISSION of developing life-long learners who are physically and mentally fit, value and respect themselves and other, contribute to their community and succeed in an ever-changing world.

We will know that we have accomplished our mission when all students become: complex thinkers, cooperative workers, self-directed learners, quality producers and community contributors.

These 21st century skills are the essence of our mission, are embedded in our curricula, are taught daily, are the cornerstone of our ongoing school improvement efforts, and are linked to the DoDEA Mission and Strategic Plan.

Our 462 K-5 learners enjoy a safe environment where all students are cherished, challenged, and expected to reach their full potential. At Tarawa Terrace II Elementary School, we demonstrate our conviction that all children and their learning come first.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.....
Students have enjoyed increased access to computers this year by placing at least two computers in every classroom, expanding the technology lab, connecting to the Internet, and adding the direct teaching of computer/multi-media competencies as part of the weekly Media Center instruction. Software to support curriculum objectives has been ordered.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.....
Student proficiency in math has increased through the daily use of targeted math strategies instruction. Student math achievement has increased in grades 1-4. Teachers have received training on the new science materials. Child centered teaching strategies, including cooperative structures, problem solving, and hands-on experiential learning, are being used.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.....
All staff participated in site-based professional staff development based on needs identified by a teacher questionnaire and our SIP. Ten hours of training on computer technology was given to all staff (i.e. software applications, Internet, Laser Disc, electronic mail, etc.). Staff members were notified of training available through CLDS and other agencies.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Our SIP Team met biweekly throughout the year. We developed and publicized a mission statement and coordinated the writing and implementation of our SIP. Increased communication between home and school, increased parent involvement, and enhanced student learning are evident. The number of parent volunteers has increased by 50% (to 99) this year.

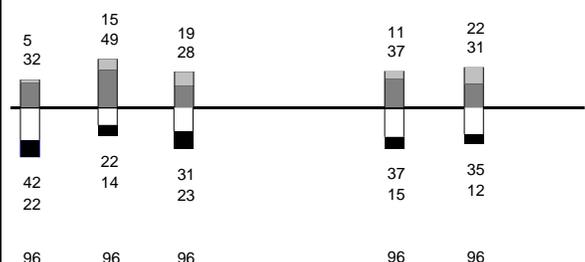
Parent Participation	#
PTA/PTO Membership	86
Parent Volunteers	99

Goal 10: Organizational Development

Benchmark 10.8: Establish Electronic Technology for teachers and admin.....
 All staff members have ready access to computers and have received relevant training. A status assessment was conducted to determine technology needs. E-mail is routinely used for intra-school communications. Teachers' professional development plans include goals targeting the increased use of technology for instruction and record keeping.

Standardized Test Results

	Grade 2					Grade 4				
	Benchmark 3.1			Benchmark 4.3		Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science	Read	Lang	Soc Stdy	Math	Science
1996 Median Percentiles for: School	*	*	*	*	*	43.8	57.1	47.5	49	52
District	*	*	*	*	*	57.4	67.6	61.5	70	66.4
DDESS	55	54	53	59	49	56	64	56	65	61
Nation	50	50	50	50	50	50	50	50	50	50
# Students	*	*	*	*	*	65	65	65	65	65
Percent of Students in Each Quarter	NOT APPLICABLE									



	Grade 6				
	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Stdy	Math	Science
1996 Median Percentiles for: School	*	*	*	*	*
District	52.5	62.8	57.5	64.4	50.9
DDESS	51	58	53	56.5	55
Nation	50	50	50	50	50
# Students	*	*	*	*	*
Percent of Students in Each Quarter	NOT APPLICABLE				

SAT Results				
	1996	School	DDESS	Nation
% Participating	1996	N/A	46%	41%
Math Avg Score	1996	N/A	477	508
Verbal Avg Score	1996	N/A	485	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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