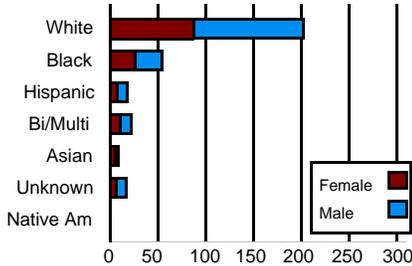




**Department of Defense Education Activity  
Alconbury Elementary School (PK-6)  
1995/96 School Profile  
William Ramos, Principal**

**School Characteristics**

**Student Enrollment - 303**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	42	14%
K-8	TAG	21	7%
K-12	ESL	10	3%
1	Reading Recovery	9	16%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

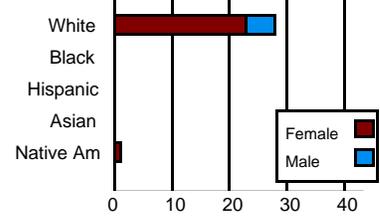
Grade	#
PreK	7
K	23
1	55
2	34
3	45
4	48
5	45
6	46
<b>Total</b>	<b>303</b>

<b>Sponsor's Affiliation</b>	
Marine	2%
Army	13%
Navy	1%
Air Force	73%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

<b>Teacher Experience</b>	
Years	Teachers
New	0
1-3	1
4-6	3
7-10	3
> 10	16

Mobility Rate  
42% Per Year

**Professional Staffing**



<b>School Staff</b>	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	3
Other Professionals	5

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	17%
MA/MS	83%
Doctorate	0%

**Principal's Highlights**

Staff, parent, and community support for the SIP and NCA process this year has been outstanding. These representatives attended all meetings and contributed tremendously to the process.

The SIP process has served as a focus for our efforts to reach the Benchmarks. Writing across the curriculum has served as a vehicle for ALL teachers to be more aware of student abilities and the expectations we can have for their writing. Technology use has risen throughout the school with a greater percentage of increase in the primary grades. The lab has seen increased usage, classroom writing and research products have increased significantly. Students are choosing to go to the library (a major center for technology materials) for expanded use of technology - most students are now on cc:Mail, many contribute to our Internet homepage, and our host nation teacher has introduced student communications with European countries. Distant learning programs are used in classroom and SWEF programs. Our five-step problem-solving process has received much attention from all stake-holders. It will be implemented in August by all staff, parents, students, and community members involved in the school. DSO staff have assisted with its development and reproduction of the steps for posting in classrooms and hallways.

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

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...**  
Schoolwide baseline data for writing was completed and collected this Spring. To increase student proficiency in writing, teachers used summaries, journals, letter writing and report writing.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...**  
The staff developed a five step problem-solving plan to be used throughout the curriculum and school, with emphasis in math.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...**  
Over 70% of all school parents have been involved in school activities this year. This included daily and/or weekly parent help in the classroom, special events and field trips. A parent survey was developed and mailed requesting information regarding hobbies, talents and strengths to be used as a school resource.

**Goal 10: Organizational Development**

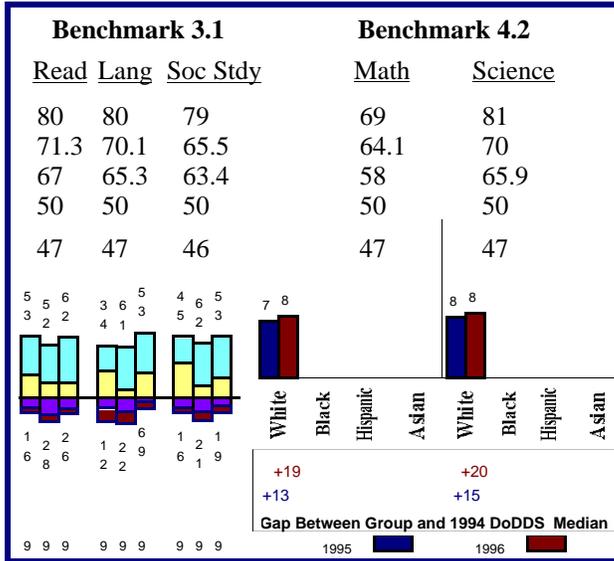
**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
Schoolwide and classroom newsletters containing information about school activities were sent to parents throughout the school year. Strategic Plan and SIP information was discussed at SAC and PTO meetings, and was addressed at open house evening in the beginning of the year.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	83%	13%	5%
Math	77%	17%	6%
Science	60%	27%	10%
Social Studies	63%	29%	4%
School Communications	66%	22%	12%

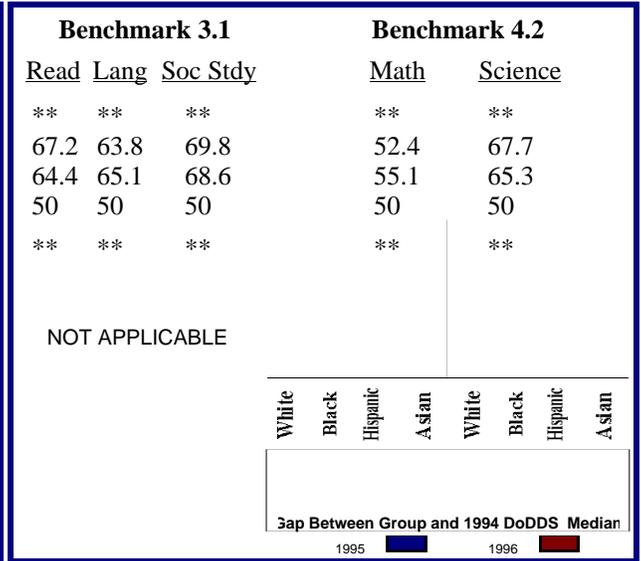
**Benchmark 10.8: Establish Technology for teachers and administrators**  
 There has been an increase in computer use, especially in the primary grades. Students have produced writing using word processing. Over 80% of all students are in the Student Directory of our cc:Mail. Alconbury has its own homepage on the Internet which displays students' projects.

### CTBS Test Results

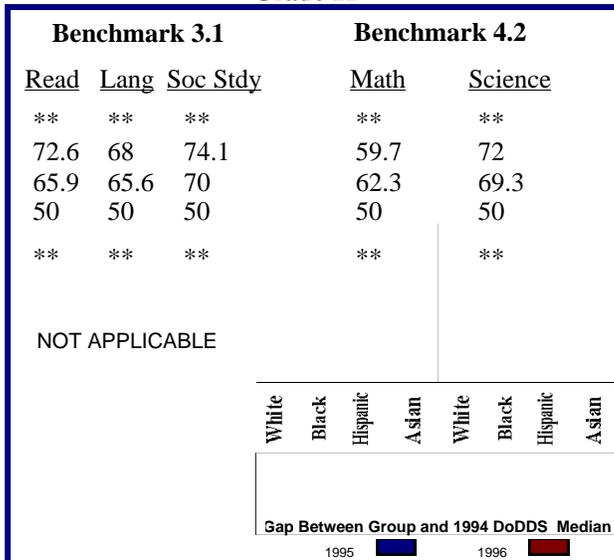
1996  
 Median  
 Percentiles  
 for: **School**  
**District**  
**DoDDS**  
**Nation**  
 # Students



Percent of  
 Students  
 in Each  
 Quarter



1996  
 Median  
 Percentiles  
 for: **School**  
**District**  
**DoDDS**  
**Nation**  
 # Students



Percent  
 of  
 Students  
 in Each  
 Quarter

SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A	63%	66%	42%
	1995	N/A	76%	64%	41%
Math Avg Score	1994	N/A	492	472	479
	1995	N/A	477	480	482
Verbal Avg Score	1994	N/A	464	430	423
	1995	N/A	442	435	428

#### 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.

**CTBS 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. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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 223-3620/3511/2220

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DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
5	9	53	765.4	23%	47%	28%	2%	0%	
5	9	40	734.4	15%	63%	15%	5%	0%	
5	9	43	749.2	40%	47%	9%	5%	0%	