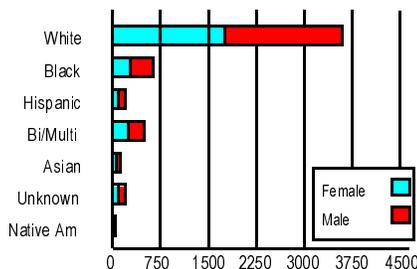


**Department of Defense Education Activity
United Kingdom District (PK-12)
1997/98 District Profile
Andrew Zacharias, Superintendent**

District Characteristics

Student Enrollment - 5,212



| Special Programs | | | |
|----------------------------|-------------------|-----|------|
| Grade Offered | Program | # | % |
| PK-12 | Special Education | 602 | 12% |
| K-8 | TAG | 540 | 13% |
| K-12 | ESL | 18 | <.5% |
| 1 | Reading Recovery | 113 | 25% |
| 7-12 | AVID | 145 | |
| AP Courses Offered | | 22 | |
| Students Taking AP Courses | | 160 | 35% |

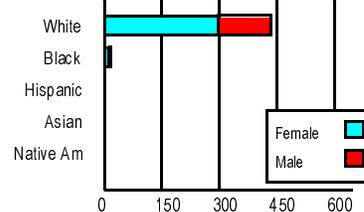
| Grade | # |
|-------|------|
| PreK | 46 |
| K | 347 |
| 1 | 456 |
| 2 | 516 |
| 3 | 520 |
| 4 | 477 |
| 5 | 501 |
| 6 | 433 |
| 7 | 437 |
| 8 | 382 |
| 9 | 366 |
| 10 | 279 |
| 11 | 244 |
| 12 | 208 |
| Total | 5212 |

| Sponsor Affiliation | |
|----------------------------|------|
| Marine | <.5% |
| Army | 3% |
| Navy | 15% |
| Air Force | 73% |
| Coast Guard | <.5% |
| Non-US Military | <.5% |
| US Civilians | 8% |
| Non-US Civilians | <.5% |

| Teacher Experience | |
|---------------------------|----------|
| Years | Teachers |
| New | 4 |
| 1-3 | 6 |
| 4-6 | 23 |
| 7-10 | 48 |
| > 10 | 304 |

**Mobility Rate
39% Per Year**

Professional Staffing



| School Staff | |
|---------------------|-------|
| Category | FTE |
| Administrators | 24 |
| Classroom Teachers | 300.5 |
| Special Education | 44 |
| Other Professionals | 66.5 |

| Teacher Education | |
|--------------------------|------------|
| Degree | % Teachers |
| BA/BS | 29 % |
| MA/MS | 68 % |
| Doctorate | 3 % |

Superintendent's Highlights

In the UK District, school personnel worked to put "action in the action plans," thus increasing the impact of school improvement on student achievement. The district continued to emphasize equity for students. The district used an adapted school improvement plan form to decrease the paperwork, giving schools more time to implement strategies. Each school established Benchmark Captains so that more teachers would have responsibility and ownership for school improvement activities. Training for SILT's and Benchmark Captains included local assessments which are used to measure student success.

In support of the NCA process, the district implemented "Internal Visits," one-day visits to schools in their "pre-" or "post-" NCA year to provide extra support. The district lang. arts liaison directed a highly successful pre-implementation of the K-6 Literacy Place program, and the math liaison provided two additional days of training for K-6 teachers to continue implementation support of the Mathland program. The District Parent Committee decided to focus its efforts mainly on school-home partnership.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....

All UK schools continued their focus on improved student writing, and each school administered a pre- and -post writing assessment to measure results. Across the district, students are showing proficiency in using the writing process to respond to an autobiographical prompt. Schools are encouraged to focus on different types of writing, especially writing in content areas.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....

Using CTBS and local data, each school chose a focus area from the field of mathematics. Local assessments were devised and administered, and schools learned how to disaggregate the data to get "gap scores." To continue this progress, schools are encouraged to focus on areas that can be applied across the curriculum and to focus on students who need extra support.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....

Several UK schools chose to concentrate on positive public relations activities and looked at ways to give people positive impressions. Other schools took a recommendation of visiting NCA teams and for SY 98-99, will use their work on communication to support their goals in other benchmark areas, such as language arts, math/science, and school-home partnership.

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

The UK District continued in its efforts to make teachers and administrators competent and comfortable in their use of technology. To meet the needs of individual educators, most schools offered a variety of training opportunities, with educators choosing those which would be of greatest benefit in their grade level or curricular area.

| Average Ratings of SHP Progress | | |
|---------------------------------|----------|-------|
| Tier | District | DoDDS |
| Co-Communicators | 3.7 | 3.9 |
| Co-Supporters | 3.4 | 3.5 |
| Co-Learners | 3.0 | 3.1 |
| Co-Teachers | 3.3 | 3.5 |
| Co-Advisors | 3.1 | 3.3 |

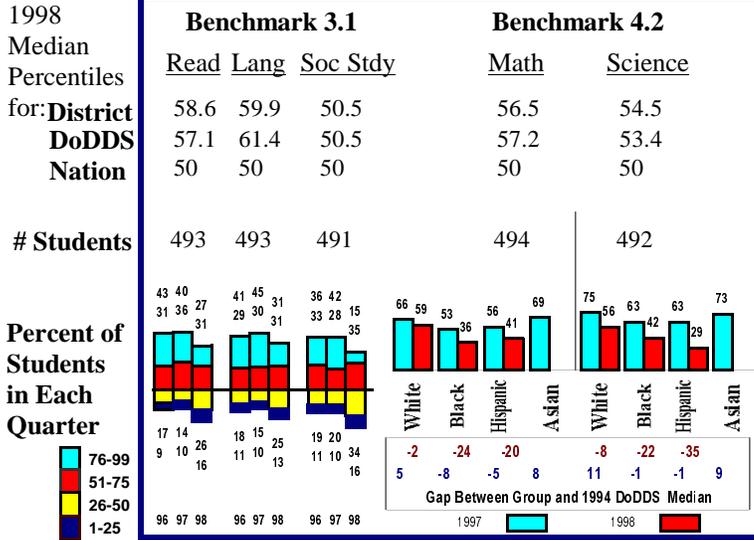
1=traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

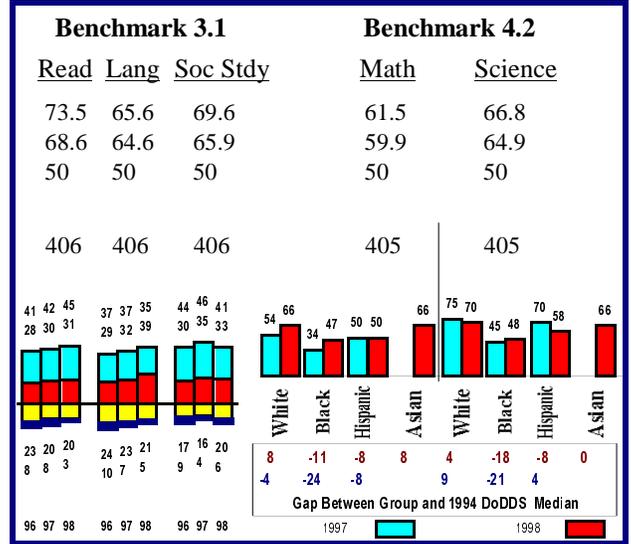
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Many schools worked to expand home-to-school communication while others increased parent involvement in supporting student learning through tutoring and volunteer programs. Each school received grant money to use toward establishing or enhancing a Parent Center. The district provided training for teams of teachers and parents in the School-Home Partnership concept.

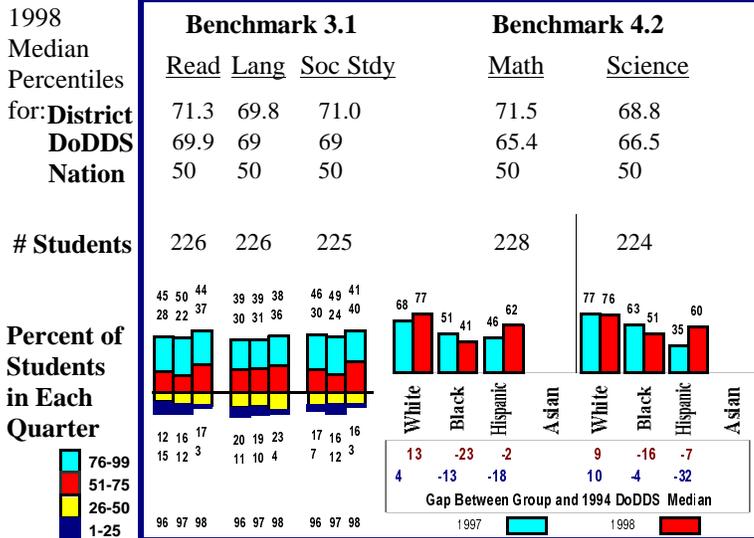
Grade 3



Grade 7



Grade 11



SAT Results

| | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating | 97 | 71% | 63% |
| | 98 | 66% | 62% |
| Math Avg Score | 97 | 503 | 505 |
| | 98 | 528 | 505 |
| Verbal Avg Score | 97 | 533 | 515 |
| | 98 | 541 | 511 |

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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DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria 75% => Proficient | Percent at Each Performance Level | | | | |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|------------------|
| | | | | Distinguished | Proficient | Apprentice | Novice/ Undeveloped | Not Scoreable |
| | | | | | | | | |
| 5 | 96 | 460 | Met | 32% | 51% | 14% | 2% | 0% |
| 5 | 97 | 428 | Met | 31% | 56% | 8% | 4% | 2% |
| 5 | 98 | 481 | Met | 15% | 77% | 6% | 0% | 1% |
| 8 | 96 | 333 | Not Met | 22% | 42% | 28% | 6% | 1% |
| 8 | 97 | 349 | Met | 33% | 45% | 16% | 6% | 1% |
| 8 | 98 | 359 | Met | 34% | 51% | 13% | 1% | 0% |
| 10 | 96 | 272 | Not Met | 18% | 48% | 25% | 7% | 2% |
| 10 | 97 | 278 | Met | 40% | 41% | 17% | 1% | 2% |
| 10 | 98 | 248 | Met | 47% | 38% | 9% | 5% | 1% |