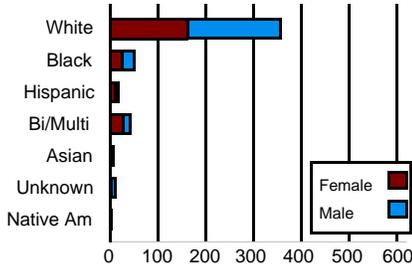




**Department of Defense Education Activity
Feltwell Elementary School (K-5)
1995/96 School Profile
Sharon Freed, Principal**

School Characteristics

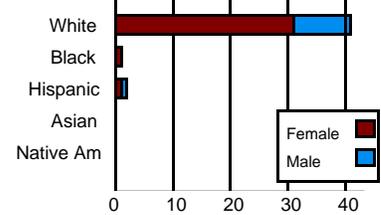
Student Enrollment - 482



Grade	#
K	46
1	89
2	89
3	80
4	94
5	84
Total	482

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	94%
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	45	9%
K-8	TAG	25	5%
K-12	ESL	1	0%
1	Reading Recovery	13	15%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	5
> 10	26

Mobility Rate
36% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	21.5
Special Education	2.5
Other Professionals	8.5

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	63%
Doctorate	0%

Principal's Highlights

At Feltwell Elementary School, the positive and supportive relationships between teachers/students, parents/teachers, and students with one another not only encourages students to take risks in learning, but allows teachers to take risks in learning; thus they grow and continue to improve their delivery of instruction. Teachers and students constantly assess their work, evaluating progress toward high achievement for all and making adjustments as needed. Instructional focus has centered on the use of technology to support the curriculum with particular emphasis on Language Arts, using the writing process to help students become writers and writing in all curricular areas. Math has also been a focus this school year; the implementation of MathLand supports the use of manipulatives and calculators in teaching students to problem solve as well as calculate. Teachers and parents believe that all children can learn from their mistakes and support a discipline policy that focuses on fairness with an immediate and appropriate consequence; parents are often involved in decision making in this area.

**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.....
All students: Used 5-step writing process; published work using desktop publishing program, often with graphics; wrote in all curricular areas; wrote to Profiles and Global Village Contest prompt. Parent volunteers helped students with publishing. Shurly Method and DOL ordered to all grades to supplement Language Arts book in teaching skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Active participation used with MathLand in teaching all students. Task Analysis, manipulative, and calculators used to remediate deficiencies identified by CTBS. Training: MathLand in-services and team planning sessions for teachers; MathLand Evenings for parents; ideas for parents to use at home published often in weekly parent newsletter.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Volunteers averaged over 1,000 hrs. per month helping in classrooms and in school. Parents involved in decisions regarding discipline. Parents involved in SIP-Language Arts planning day and school-home in-service training. SAC initiated: Meeting reminders, drop box for suggestions/items for SAC agenda, base electronic bulletin board, logo and letterhead paper. See 3.1, 4.2, 10.7.

Goal 10: Organizational Development

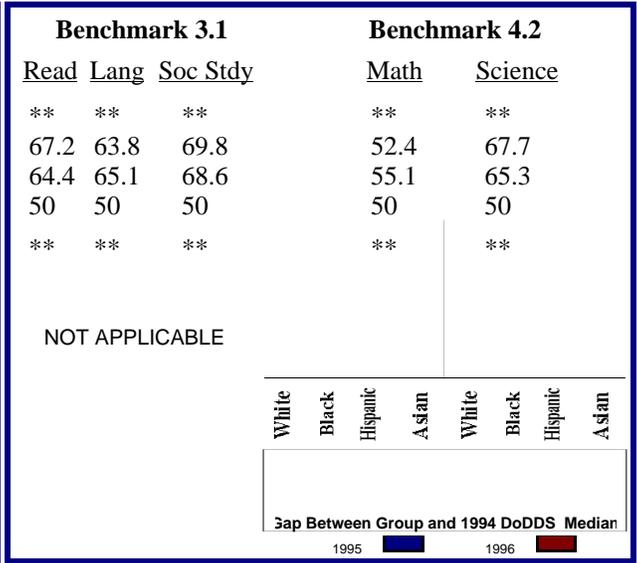
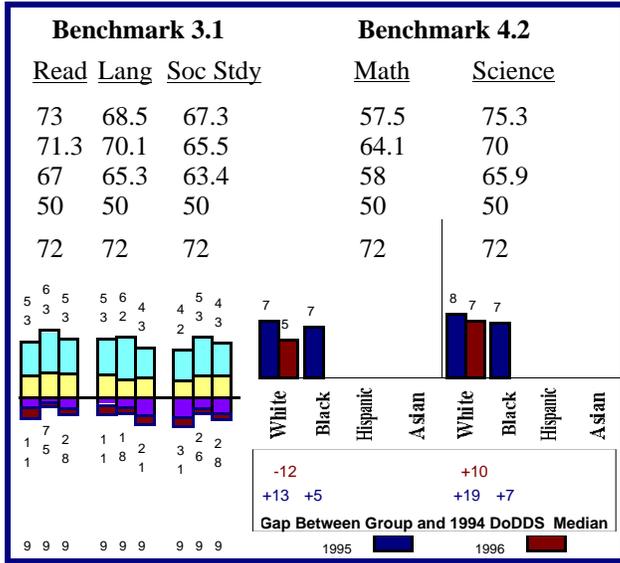
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
Communication included: Weekly parent/classroom newsletters; parent seminars to explain new progress report; MathLand evenings; Technology Exhibit (TEX'96); SILT; parent conferences in Nov., Jan., and March and as requested (two-way); Back to School Night; student plays/concerts; Kindergarten Orientation; started electronic bulletin board. See 3.1, 4.2, 8.1.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	83%	11%	5%
Math	78%	15%	4%
Science	71%	16%	6%
Social Studies	73%	14%	4%
School Communications	87%	10%	3%

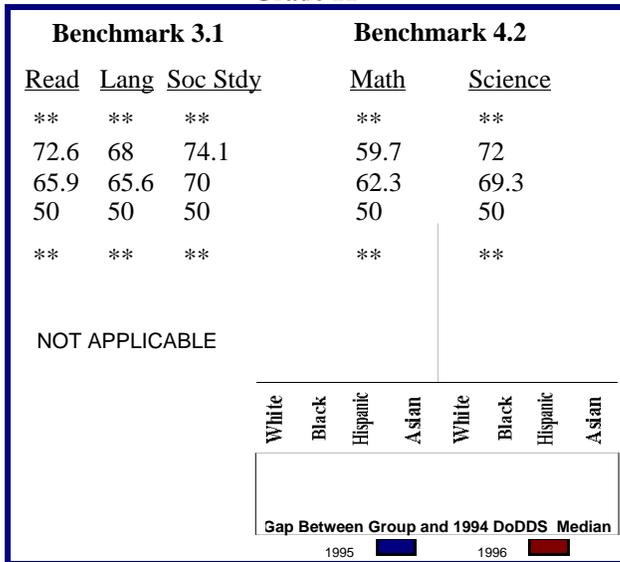
Benchmark 10.8: Establish Technology for teachers and administrators
 Computer Lab established; 6 week keyboarding course taught on daily basis to all students Gr. 3-5. All classes met targets of FES Computer Scope and Sequence; every child used the computer to support Language Arts and nearly all used it to support science and social studies curricula. All students used OPAC for Library reference. See 3.1, 8.1, and 10.7.

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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CCSE/F
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226-7003/4

Commercial Phone:
1842-828504

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	34	773.7	35%	35%	27%	3%	0%
5	9	76	715.1	12%	55%	20%	11	1%
5	9	83	745.5	40%	43%	16%	0%	1%