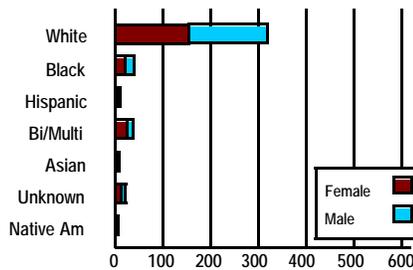




**Department of Defense Education Activity
Feltwell Elementary School (K-5)
1996/97 School Profile
Sharon Freed, Principal**

School Characteristics

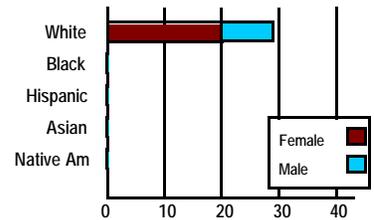
Student Enrollment - 441



Grade	#
K	49
1	66
2	87
3	81
4	71
5	87
Total	441

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	98%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	37	8%
K-8	TAG	51	12%
K-12	ESL	22	5%
1	Reading Recovery	8	12%
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	1
7-10	3
> 10	26

**Mobility Rate
34% 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	59%
Doctorate	3%

Principal's Highlights

The focus of Feltwell Elementary School this past year has been to interweave our goals under each benchmark so that they support one another. Many workshops have been provided for parents to help them better understand our language arts, math, and technology curricula to enable them to be more involved in their child's learning. This has also provided parents and teachers with a foundation of shared knowledge which has enabled parents to participate in some decision making in these curricular areas. Many ways to help children in these curricular areas were provided in the weekly parent newsletter throughout the year.

Teachers in all subject areas planned lessons that included writing...writing in music, art, PE, science, math, and more. Students have improved their skills in writing and this particular strategy has played an important role in their success. Communication is a major strength of our school as reflected by the results of surveys conducted. Parents and teachers cited two way communication as a major strength; communication within the school is also considered a strength.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
All students learned and used a 5-step writing process, participated in a writing prompt in the fall and spring for assessment, used DOL for daily practice in editing and revision, wrote across the curriculum using reports and logs in Math, Science, and Social Studies, published at least one piece of work each semester, and Gr.2&3 wrote in daily journals.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
The Mathland hands-on, constructive approach to problem solving and skill development and increased use of active participation strategies were used to increase student understanding and skill in both computation and estimation. SY 96/97 CTBS data shows an increase of test scores in Grade 3 & 5 in estimation skills and in Grade 5 computation; Grade 4 results not yet available.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
Frequent communication within and between grade levels, specialists/resource teachers, administrators, and support staff was identified as a major strength as per school survey. Communication was via cc:Mail, face to face contact, and meetings. Parent newsletter with parent reply, teacher newsletters, parent-teacher phone calls, notes, and conferences provided excellent communication.

Benchmark 10.8: Establish Technology for teachers and administrators...
The number of computers available in each classroom increased this year. Every student was scheduled into the computer lab (min. 30 minutes per week). A six-week keyboarding course was taught to all students Grades 3-5. Proficiency of Scope and Sequence skills increased for all students Grades K-5. All teachers used cc:Mail for communication.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.50	3.70
Co-Supporters	3.8	3.03	3.31
Co-Learners	3.8	2.84	3.00
Co-Teachers	3.8	3.09	3.31
Co-Advisors	3.8	3.00	3.17

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

Goal 8: Parental Participation

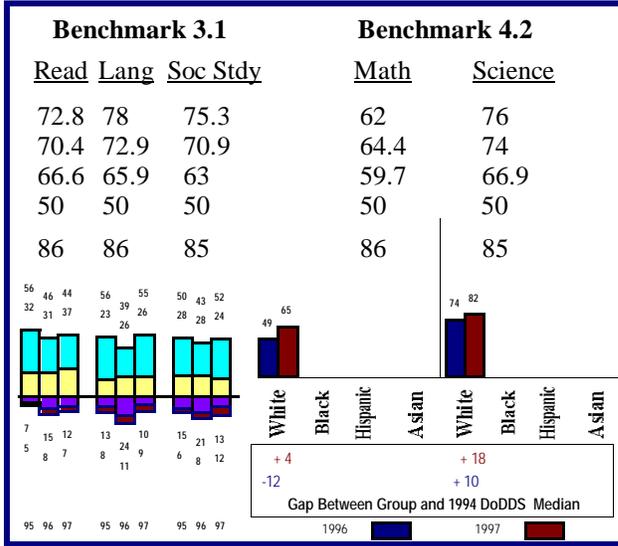
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Volunteers averaged over 1,000 hrs. per month helping in classrooms and school activities. Parents are involved in decision making through SAC, SILT, and PTO. Parents participated in training seminars. Two-way communication goals were determined to be effective as per a school-wide parent survey. Ways to further involve fathers will be part of the new SIP.

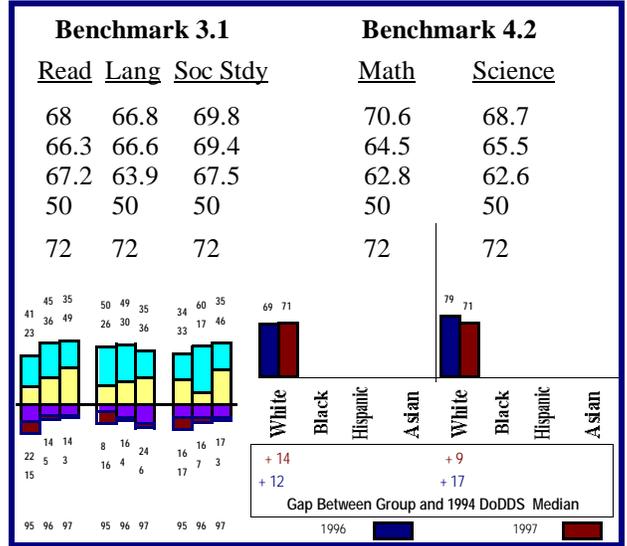
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

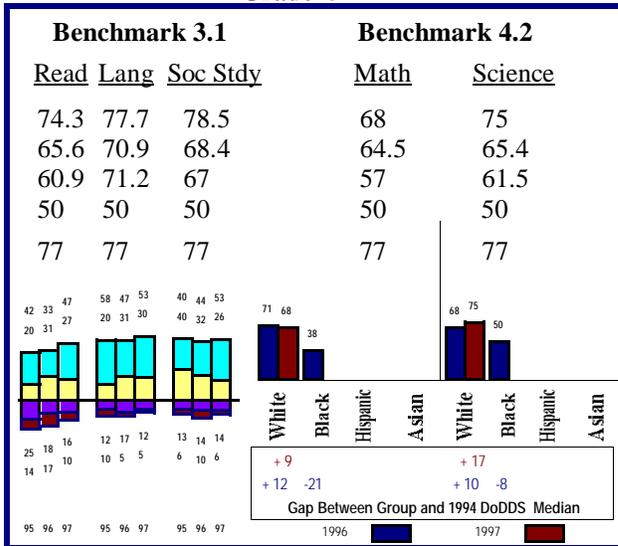


Grade 4



Grade 5

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	96	NA	62%	62%
	97	NA	71%	63%
Math Avg Score	96	NA	501	506
	97	NA	503	505
Verbal Avg Score	96	NA	525	518
	97	NA	533	515

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	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	76	715.1	741.1	12%	55%	20%	11%	1%
5	96	83	745.5	741.9	40%	43%	16%	0%	1%
5	97	82	730.1	734.5	32%	55%	7%	4%	2%