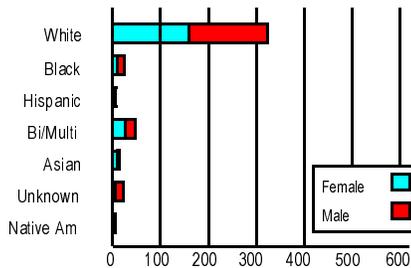




**Department of Defense Education Activity  
Feltwell Elementary School (K-5)  
1997/98 School Profile  
Sharon Freed, Principal**

**School Characteristics**

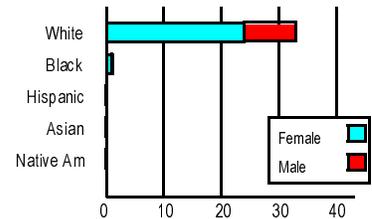
**Student Enrollment - 444**



Grade	#
K	49
1	72
2	85
3	75
4	77
5	85
Total	444

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	95%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

**Professional Staffing**



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	20.5
Special Education	2.5
Other Professionals	8.5

Teacher Education	
Degree	% Teachers
BA/BS	32 %
MA/MS	65 %
Doctorate	3 %

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	21

**Mobility Rate  
46% Per Year**

**Special Programs**

Grade Offered	Program	#	%
PK-12	Special Education	53	12%
K-8	TAG	42	9%
K-12	ESL	2	<.5%
1	Reading Recovery	18	25%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

**Principal's Highlights**

The focus of Feltwell Elementary School this past year has been to involve parents in new ways to support our educational goals. We established a School-Home Partnership Committee; parent members of this committee also served on the SILT. Through the efforts of these committees, parents were offered workshops in how to help their child revise/edit their own writing and how to use holistic scoring to assess student writing. Parents were trained in scoring and helped our staff score our writing assessments. Workshops introducing Literacy Place, the goals of early childhood education, and Kindergarten Orientation were well attended by parents. We believe that the increase in student achievement in writing was definitely influenced by parental participation.

Our SHP Committee instituted the Hedgehog Hangout, a conference room turned into a cafe where parents may have lunch in a lovely environment with their children. Whole families have come to the Hedgehog Hangout together, including toddlers and middle school siblings.

**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**

Students write daily; children write across the curriculum in science, math, and social studies. The writing process is taught in every classroom at least once a week. The Daily Oral Language program is used by all teachers. A marked increase in scores was noted from fall to spring assessments. Parents participated in editing/revision and holistic scoring workshops and helped score the papers.

**Goal 4: Math And Science Achievement**

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

Providing opportunities for students to learn and practice computation skills, applying skills involved in mental math, and using a variety of support activities based on individual needs were used to increase achievement in math for all students and to narrow the gap between gender groups. The results of the pre- and post-tests show a narrowing of the gender gap in all grade levels.

**Goal 10: Organizational Development**

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

In addition to the weekly newsletter with parent response section, information regarding school events was published regularly in the weekly base magazine. A variety of parent seminars were offered in early childhood education, Literacy Place, editing/revision student writing and holistic scoring. Teacher-teacher and teacher-principal-teacher communication via cc:Mail increased significantly.

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

Each classroom has one computer on the LAN with access to cc:Mail and Internet. Every class was scheduled into the computer lab at least one time a week (40min). Student skills were increased using the Scope and Sequence K-5 and keyboarding lessons (Gr. 3-5). Teachers were trained in cc:Mail, Internet, desk top publishing, and use of the digital camera.

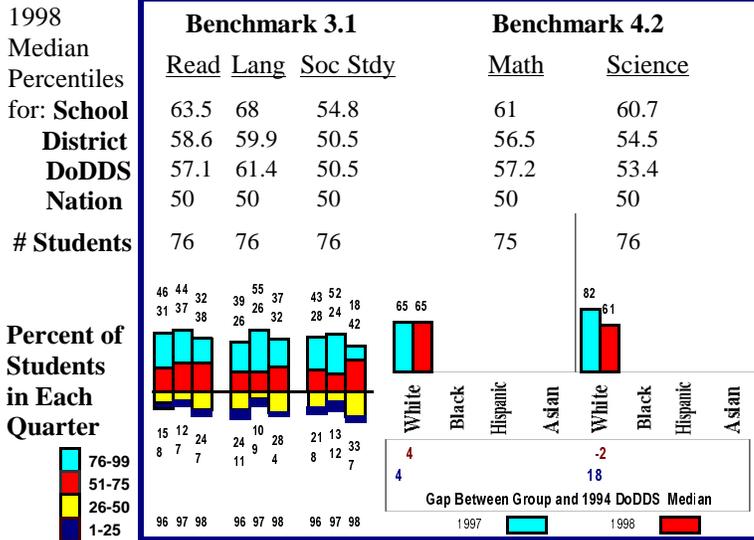
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.2	3.7	3.9
Co-Supporters	3.6	3.4	3.5
Co-Learners	3.0	3.0	3.1
Co-Teachers	3.7	3.3	3.5
Co-Advisors	3.6	3.1	3.3

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

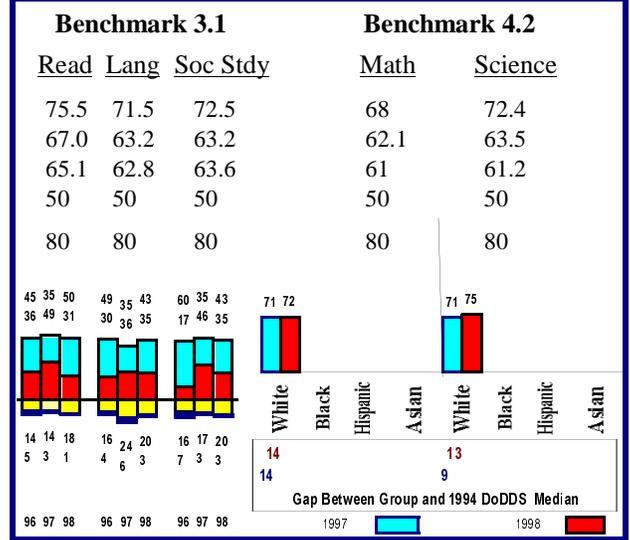
### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Two way communication and a positive school atmosphere were determined to be present per a school-wide parent survey. Over 300 parents and students participated in the Hedgehog Hangout, a school lunchtime cafe. Teachers encouraged parental participation in the classroom; we averaged 800-1,000 hours of volunteer time each month this school year.

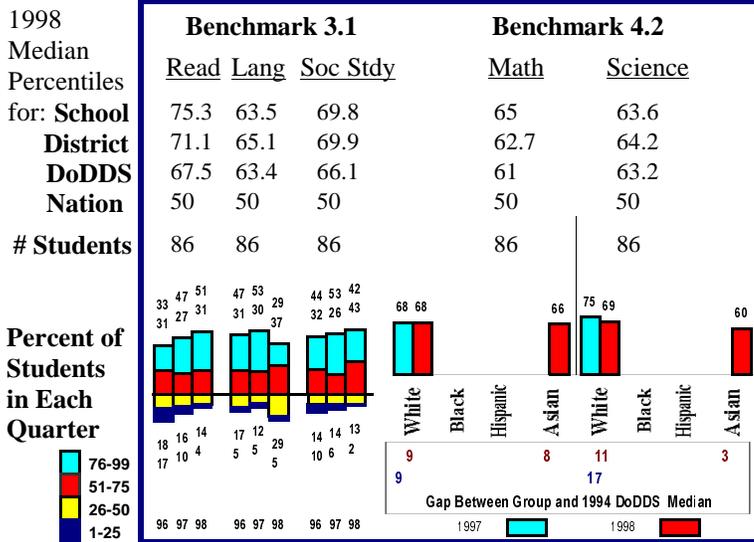
### Grade 3



### Grade 4



### Grade 5



### SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	71%	63%
	98	NA	66%	62%
Math Avg Score	97	NA	503	505
	98	NA	528	505
Verbal Avg Score	97	NA	533	515
	98	NA	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.

### Feltwell ES

CCSE/F  
UNIT 5185, BOX 315  
APO AE 09461-5315

DSN Phone: 226-7003/4  
Fax Number: 44-1842-828401  
Commercial Phone:  
44-1842-828504

### 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	83	Met	40%	43%	16%	0%	1%
5	97	82	Met	32%	55%	7%	4%	2%
5	98	82	Met	21%	74%	5%	0%	0%