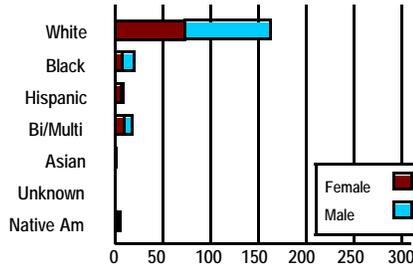




**Department of Defense Education Activity
Menwith Hill Elementary School (PK-9)
1996/97 School Profile
Thomas Smith, Principal**

School Characteristics

Student Enrollment - 213



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	26	12%
K-8	TAG	27	14%
K-12	ESL	1	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

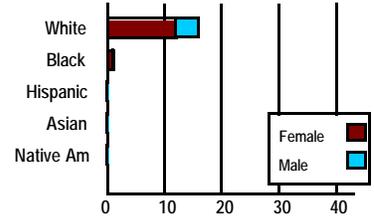
Grade	#
PreK	3
K	14
1	14
2	24
3	18
4	23
5	19
6	25
7	26
8	25
9	22
Total	213

Sponsor Affiliation	
Marine	3%
Army	24%
Navy	7%
Air Force	21%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	44%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	3
7-10	1
> 10	14

Mobility Rate
30% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1.5
Classroom Teachers	12
Special Education	2
Other Professionals	1.5

Teacher Education	
Degree	% Teachers
BA/BS	41%
MA/MS	59%
Doctorate	0%

Principal's Highlights

Menwith Hill E/M School has grown this year by approximately 15%. 230 students are in a pre-K - 9 program with one class per grade level K-5. Specialists are shared in support of the total school population. There is a common planning period for the elementary staff. The middle school staff meets regularly. The staff participated in an in-service training program with the district LA coordinator to develop rubrics for lang. arts. Two writing samples were undertaken. A similar program was developed for the math program. Results of both showed significant developmental progress overall.

MHS has a strong PTA, FAST program, SHP program, SAC and SILT which provide encouragement and motivation for the improvement of school programs. 150 volunteers regularly help in the school. Other academic programs of significance are the Navy's Saturday Scholars Program, FLES (all students have weekly French classes), and Mathland which is firmly established at the elementary level.

A tradition of recognition for academic excellence & social development is well established.

**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...
Strategies focused on improving student writing. To measure improvement, students wrote to a common prompt in Fall and Spring; samples were scored holistically by the entire staff. Teachers received training on scoring rubrics and holistic scoring. Overall, students are writing more in all curricular areas and data is consistently being gathered to measure student progress.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
Student problem-solving techniques remain the focus of strategies. Surveys indicated a variety of teacher implemented problem-solving techniques in Math and Science. Math assessments in Fall & Spring showed marked improvement in student achievement in problem solving/critical thinking. Staff continues to look at CTBS math & science for achievement gaps.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
Emphasis on increased staff use of cc:Mail, phones, copiers, and fax machines. A survey was developed and implemented in Fall and Spring which indicates increased daily use of cc:Mail. Further indications are that improved equipment (a school-wide LAN, new phone system & new copiers) would foster greater & more efficient communication.

Benchmark 10.8: Establish Technology for teachers and administrators...
Increase in use of electronic technology remains central. Strategies focused on training for teachers, need for school-wide LAN, and increase in student use of computers. A survey to establish baseline data for teacher training was implemented in the Fall. Installation of school-wide LAN and teacher training are crucial to teacher & student success regarding technology.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.50	3.70
Co-Supporters	3.3	3.03	3.31
Co-Learners	3.1	2.84	3.00
Co-Teachers	3.0	3.09	3.31
Co-Advisors	3.1	3.00	3.17

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

Goal 8: Parental Participation

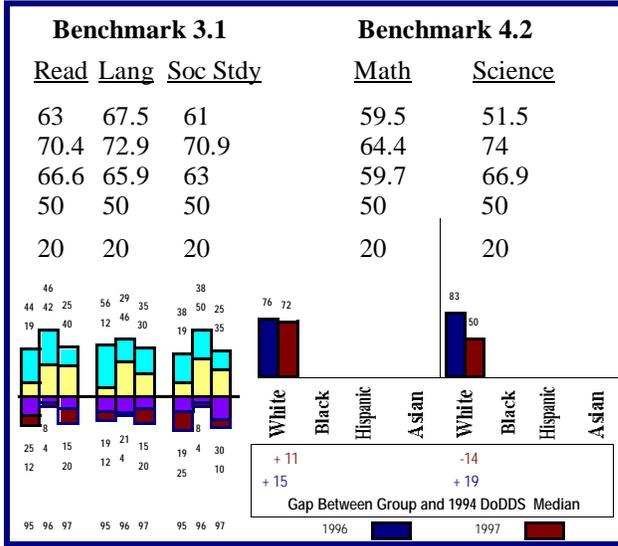
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

100% two-way communications between school & community continues as focal point. Results of a parent/community survey indicate that school communication is adequate and effective. Through FAST, a strong volunteer program, and a variety of other avenues, parents & community members are involved in the school and school-related activities.

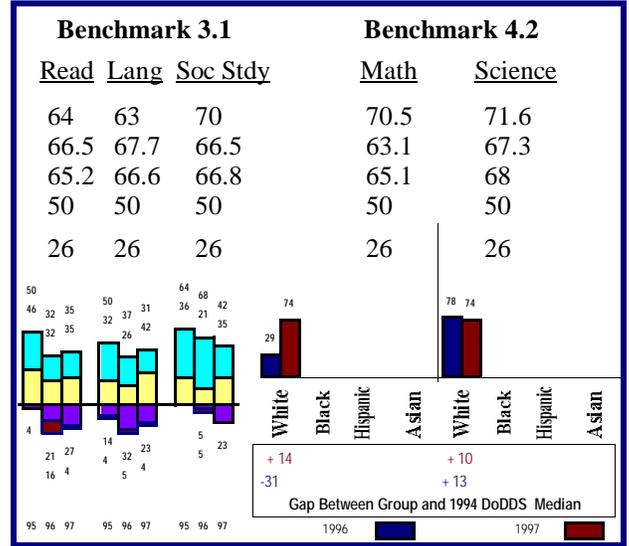
Standardized Test Results

Grade 3

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

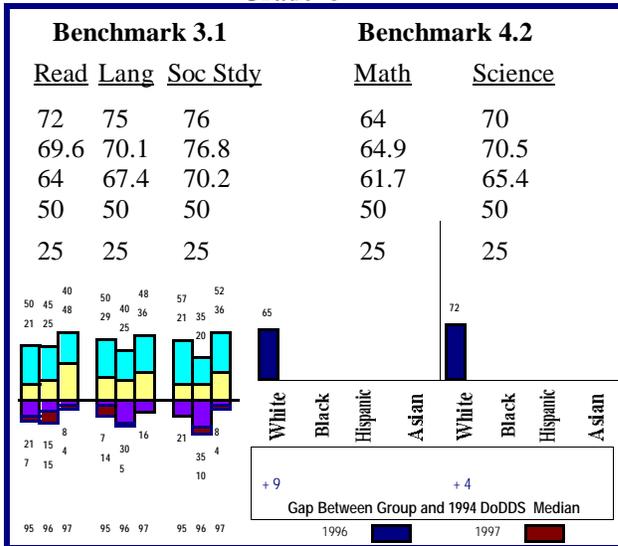


Grade 6



Grade 8

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	19	734.7	741.1	26%	47%	21%	0%	5%
5	96	18	748.8	741.9	33%	50%	17%	0%	0%
8	95	14	817.8	767.6	57%	21%	14%	7%	0%
8	96	18	821.4	770	39%	50%	11%	0%	0%
8	97	24	730.3	689	50%	42%	8%	0%	0%