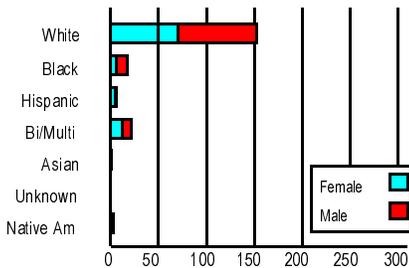




**Department of Defense Education Activity
Menwith Hill Elementary School (PK-9)
1997/98 School Profile
Thomas Smith, Principal**

School Characteristics

Student Enrollment - 202



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	26	13%
K-8	TAG	26	14%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

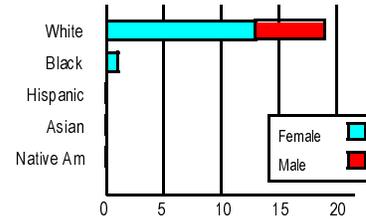
Grade	#
PreK	3
K	17
1	21
2	21
3	20
4	17
5	24
6	14
7	21
8	26
9	18
Total	202

Sponsor Affiliation	
Marine	3%
Army	26%
Navy	7%
Air Force	24%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	40%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	1
> 10	12

**Mobility Rate
30% Per Year**

Professional Staffing



School Staff

Category	FTE
Administrators	1.5
Classroom Teachers	11.5
Special Education	2
Other Professionals	2.5

Teacher Education

Degree	% Teachers
BA/BS	30 %
MA/MS	65 %
Doctorate	5 %

Principal's Highlights

Menwith Hill can be characterized as a "school in transition" this year. Early in the school year, it was announced that Menwith Hill would grow from its current configuration of K-9 to K-12 in the fall of 1998. Much effort has gone into programming for next year but throughout this year, the school improvement process at Menwith Hill continued its positive progress. The school improvement chairpersons provided strong leadership to the School Improvement Leadership Team where parents and teachers served as "benchmark captains" for each of the five benchmarks. The leadership team elicited staff input into major decisions and, thus, there was a much stronger sense of ownership in the plan. The progress was verified by the visit of the NCA team in February. The team found many strengths in the school and provided recommendations for future work in school improvement. Although we made progress this year, we established a goal in the late spring to provide a framework of school improvement which will encompass the entire K-12 school. In this regard, the staff has put special emphasis on increasing the use of technology to support each of the benchmarks. Working with a very supportive community, the technology committee outlined a number of hardware and software improvements to include a LAN with Internet access for all computers.

**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.....

The school focus was to improve writing across the curriculum. Students wrote to a common autobiographical prompt in the fall and spring. During the year, language arts teachers taught and had students practice the writing process, and all teachers used a variety of techniques for writing across the curriculum. Post-test results indicated strong growth in almost all grade levels.

Goal 4: Math And Science Achievement

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

The focus was to improve student achievement in the use of appropriate number strategies. The assessments were administered in the fall and spring, and they included sections on computation and "convince me's." Teachers provided instruction and practice in number strategies and focused efforts on students who needed extra support.

Goal 10: Organizational Development

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

The school continued its emphasis on communication by increasing the ways in which information was disseminated to parents and the community. Teachers and administrators explored several aspects of technology as a tool for communication including cmail and the school homepage on the World Wide Web. Information was also provided in the Parent Center at the school.

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

The focus was to increase the use of electronic technology by adult staff members. Staff development was provided at different times during the year and included training in teleconferencing and the use of cmail. The arrival of the LAN, Internet, and additional computer labs for next school year will require more professional development for teachers and administrators.

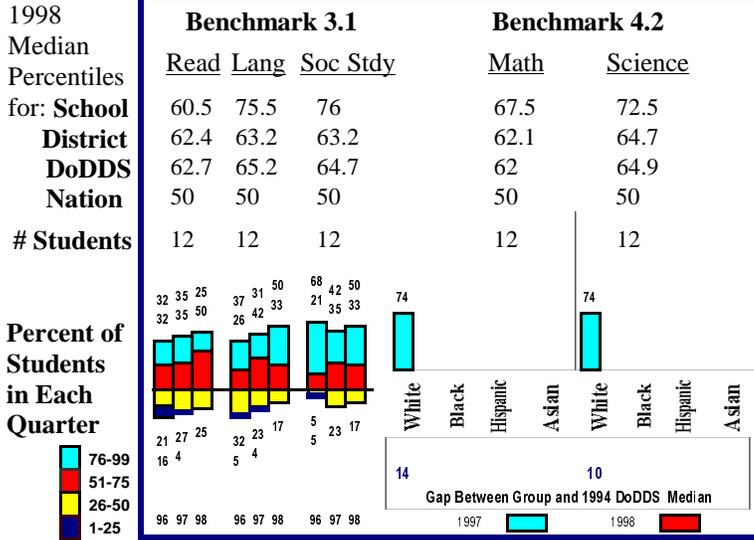
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.2	3.7	3.9
Co-Supporters	3.0	3.4	3.5
Co-Learners	2.9	3.0	3.1
Co-Teachers	2.9	3.3	3.5
Co-Advisors	2.9	3.1	3.3

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

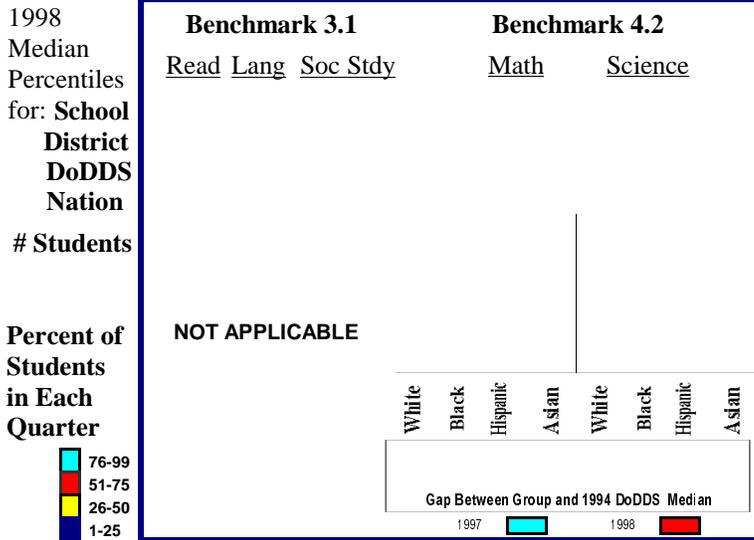
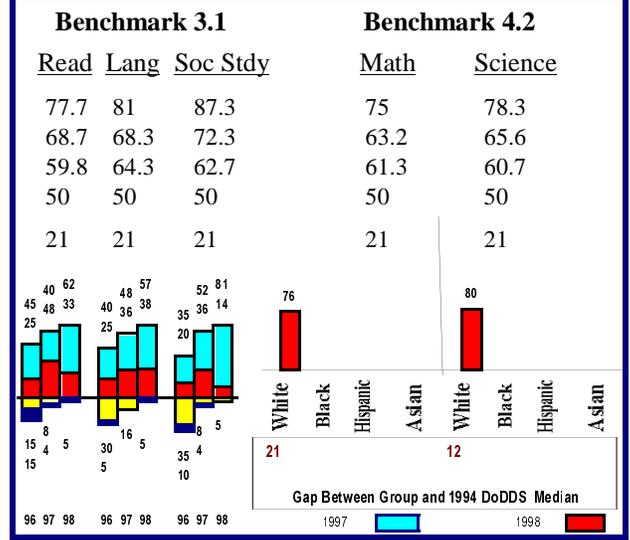
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The focus was to increase two-way communication. A parent survey was used in the spring to get feedback on parents' views of communication for school-home partnership and for the communication benchmark (10.7). Teachers increased their use of in-class telephones to contact parents. They also surveyed parents regarding special skills which parents would share.

Grade 6



Grade 8



SAT Results					
	School	District	DoDDS	Nation	
% Participating	97	NA	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	NA	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	NA	533	515	505
	98	NA	541	511	505

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	18	Met	33%	50%	17%	0%	0%
5	98	25	Met	16%	80%	4%	0%	0%
8	96	18	Met	39%	50%	11%	0%	0%
8	97	24	Met	50%	42%	8%	0%	0%
8	98	20	Met	60%	35%	5%	0%	0%