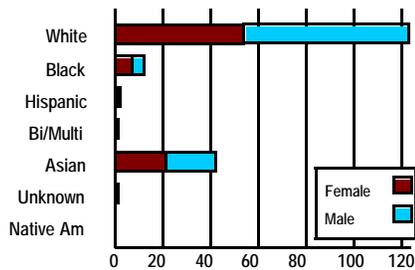




**Department of Defense Education Activity  
 Bonn Elementary School (PK-5)  
 1996/97 School Profile  
 Susan Martz-Cothran, Principal**

**School Characteristics**

**Student Enrollment - 181**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	16	9%
K-8	TAG	N/A	N/A
K-12	ESL	84	47%
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

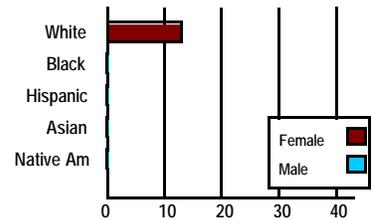
Grade	#
PreK	3
K	20
1	38
2	26
3	34
4	25
5	35
<b>Total</b>	<b>181</b>

<b>Sponsor Affiliation</b>	
Marine	<.5%
Army	2%
Navy	2%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	46%
Non-US Civilians	47%

<b>Teacher Experience</b>	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

<b>Mobility Rate</b>	N/A
----------------------	-----

**Professional Staffing**



<b>School Staff</b>	
Category	FTE
Administrators	1
Classroom Teachers	8.5
Special Education	1
Other Professionals	3

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	46%
MA/MS	54%
Doctorate	0%

**Principal's Highlights**

Our SILT team was dynamic and productive. Their leadership helped our students meet the goals for the two academic areas of math and spelling.

One highlight of the year was the development of pre and post assessments the tabulation and display of the results was a difficult task, but accomplished with support from Dr. Popham's workshops. Parents were especially pleased with our sharing of spelling strategies as homework with their children and a week long May Math Madness Week of home involvement activities for all grade levels. This included a successful "take a bag home" activity for all grade levels and challenges for all participants.

Our school home partnership survey meeting was a team building activity for our SILT. Our team was pleased with our formats for meetings and our celebrations of success. In grades 3-5, our spelling % of increase on the assessments went up 8-13%. Most of our K-2 students went up 2 or more developmental spelling levels. In math, we increased the number of students scoring the top rubric levels.

**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...*  
 Our goal was to improve spelling by writing. We wanted to show growth K-2 in developmental levels of spelling and grades 3-5 in showing improvement of spelling. We gave parents strategies for parent involvement with spelling homework; students wrote everyday; editing skills were stressed. Our indicators of success showed growth in all grade levels.

**Goal 4: Math And Science Achievement**

*Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..*  
 Our goal was to improve understanding of mathematical concepts through written communication. We looked for understanding of math concepts by increasing rubric levels by two. The strategies we used included writing in math journals twice a week using Mathland prompts and weekly interviews. Our pre/post tests showed success in meeting our goals K-5.

**Goal 10: Organizational Development**

*Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...*  
 Our school published a weekly parent newsletter and a daily bulletin for all staff. All teachers used cc:Mail to communicate to each other and around the world. Our SAC was involved in sharing information about our school closure to the community. We have had positive feedback in surveys from parents about our good school/home and home/school communication.

*Benchmark 10.8: Establish Technology for teachers and administrators.....*  
 All of our teachers have access daily to cc:Mail and word processing on the computer. Teachers used cc:Mail extensively to communicate with the Personnel Center, due to our closing down. Most personal written communication between teachers and administration was done on cc:Mail. Students used technology for Kidsnet and in-house communication.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	4.11	3.70
Co-Supporters	4.3	3.67	3.31
Co-Learners	3.9	3.23	3.00
Co-Teachers	3.9	3.65	3.31
Co-Advisors	3.9	3.47	3.17

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

### Goal 8: Parental Participation

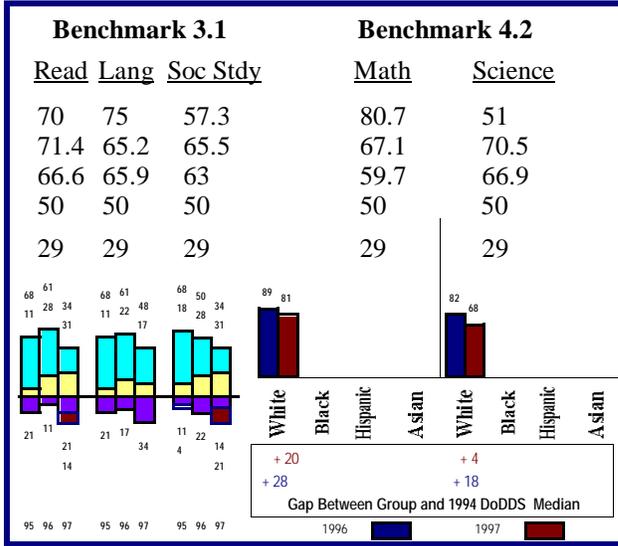
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

We participated in district key communicators workshops and shared information at SILT meetings. We included key communicators on our team. Weekly articles on technology were published by one communicator for parents by a parent. The system wide survey was a healthy way to feel good about our involvement at all five levels.

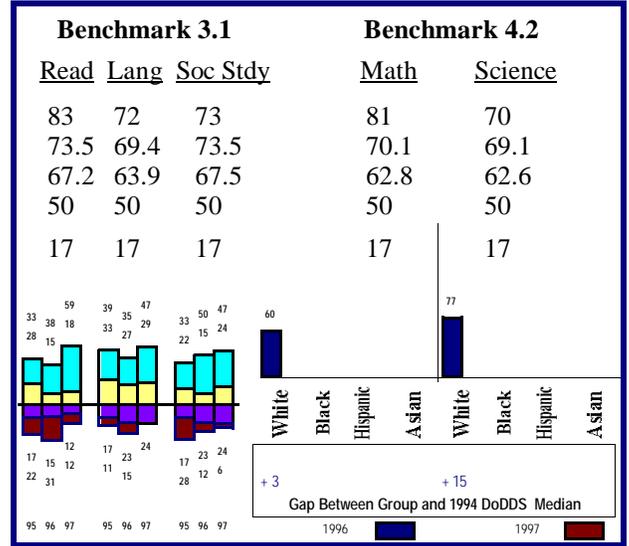
### Standardized Test Results

#### Grade 3

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

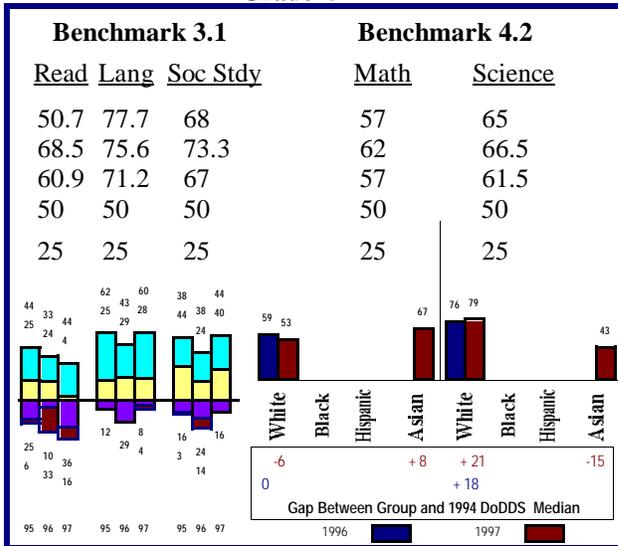


#### Grade 4



#### Grade 5

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



#### SAT Results

	School	District	DoDDS	Nation
% Participating	96	NA	60%	62%
	97	NA	54%	63%
Math Avg Score	96	NA	526	506
	97	NA	536	505
Verbal Avg Score	96	NA	525	518
	97	NA	529	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.

#### Bonn ES

Closed - June 1997

DSN Phone:  
Fax Number:  
Commercial Phone:

#### 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	29	773.7	741.1	21%	66%	10%	3%	0%
5	96	22	753.6	741.9	36%	55%	9%	0%	0%
5	97	29	746.9	734.5	45%	48%	0%	3%	3%