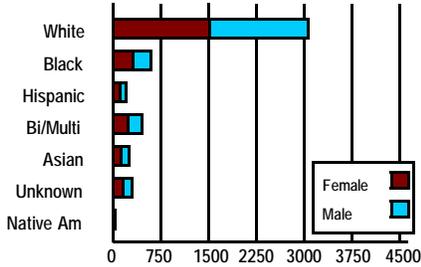


**Department of Defense Education Activity  
Brussels District  
1996/97 Profile  
Robert Tryon, Superintendent**

**District Characteristics**

**Student Enrollment - 4,895**



Grade Offered	Program	#	%
PK-12	Special Education	391	8%
K-8	TAG	283	7%
K-12	ESL	372	8%
1	Reading Recovery	8	2%
7-12	AVID	129	
Students Taking AP Courses		166	36%

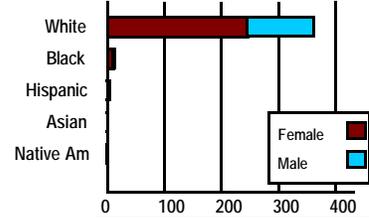
Grade	#
PreK	106
K	428
1	497
2	424
3	435
4	458
5	392
6	383
7	358
8	334
9	326
10	290
11	247
12	217
Total	4895

Sponsor Affiliation	%
Marine	<.5%
Army	14%
Navy	2%
Air Force	59%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	12%
Non-US Civilians	11%

Teacher Experience	
Years	Teachers
New	7
1-3	17
4-6	14
7-10	40
> 10	265

**Mobility Rate  
25% Per Year**

**Professional Staffing**



Category	FTE
Administrators	26.9
Classroom Teachers	280.5
Special Education	31.5
Other Professionals	60

Degree	% Teachers
BA/BS	29 %
MA/MS	63 %
Doctorate	1 %

**Superintendent's Highlights**

Our district guarantees that every student will have a quality education.

To start the year off, all teachers participated in a collaborative day-long meeting reviewing DoDEA curricula and standards for the purpose of focusing on curriculum. Throughout the year, professional development focused on building a repertoire of good instructional strategies, assessment tools that guide instruction and integrating technology into the curriculum.

Due to the size and location of our schools, all students were able to participate in academic sports and fine arts events, the results of which were increased student achievement and self esteem. CPR and first aid training was provided to educators and community members to ensure that the learning environment was safe for all.

The Brussels District engaged parents and community members as active partners in the education of our youth. It was through this school, home, and community partnership that we positively promoted the social, personal, and intellectual growth of our students.

**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.....**  
Training was provided for all teachers in using the new social studies standards. The training focused on teaching to the standards and refining lesson development strategies. Teachers and parents were trained in holistic scoring for writing. An implementation plan for the new integrated reading/language arts program was developed and initiated.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....**  
Graphing calculators became a more integral part of grade 8-12 math classes. A joint science and math workshop focusing on map and compass skills was held. A science pilot for K-6 schools began where students in the lowest 25% performance group were trained to work as peer teachers. Resources were provided to help educators fine tune instruction for this group.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....**  
The superintendent met quarterly with a District Advisory Council (SAC chairs). District publications included a quarterly newsletters and curriculum brochures. A joint task force comprised of district personnel, administrators and bargaining unit representatives was established. Mediation training was conducted for educators and medical services personnel.

**Benchmark 10.8: Establish Technology for teachers and administrators.....**  
Special education teachers and administrators were trained in the use of the Special Education Computer Management System. Electronic bulletin boards were used in math & science. Staff development was provided to secondary teachers in computer based science labs. Workshops focusing on using interactive computer environments were conducted for reading/language arts.

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

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

### Goal 8: Parental Participation

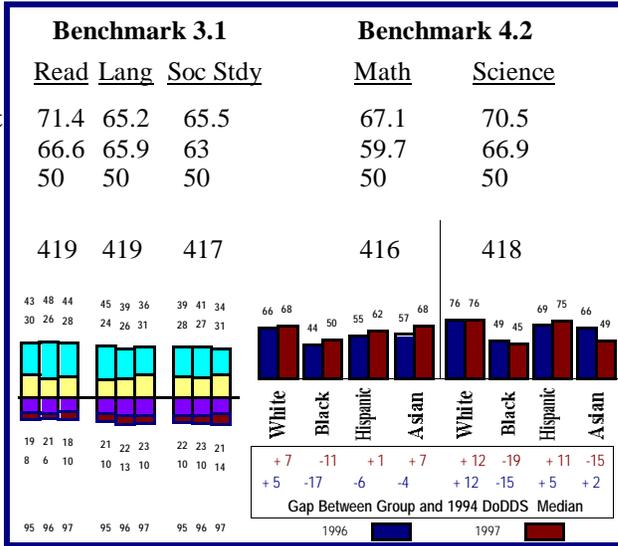
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

This year the district office supported a School Home Partnership by sending a team to San Diego for further training, hosting district-wide meetings to share information and report progress, and by establishing a District SHP Coordinator position. Each district school formulated a one year plan with strategies unique to its needs in support of the SHP.

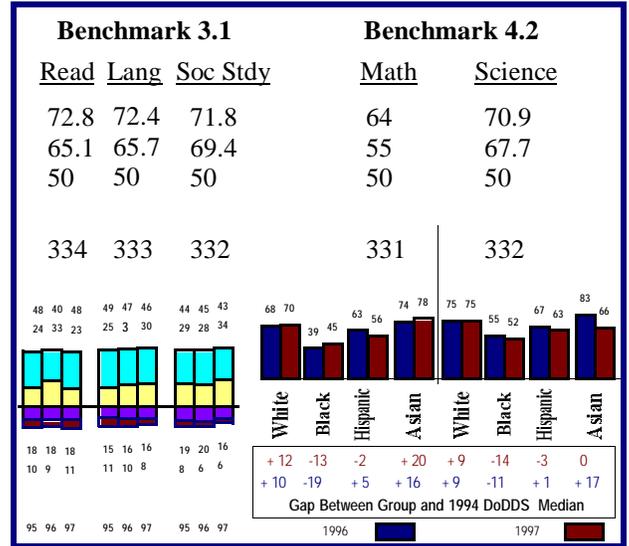
### Standardized Test Results

#### Grade 3

1997  
Median  
Percentiles  
for: District  
DoDDS  
Nation

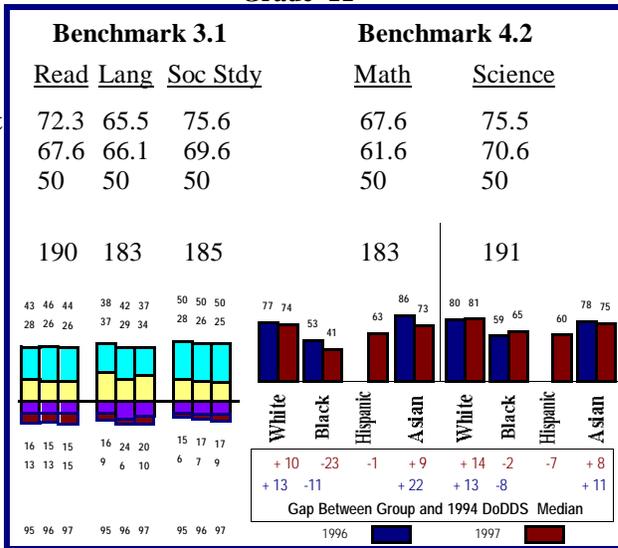


#### Grade 7



#### Grade 11

1997  
Median  
Percentiles  
for: District  
DoDDS  
Nation



#### SAT Results

	District		DoDDS	Nation
	96	97		
% Participating	96	60%	62%	41%
Math Avg Score	96	526	506	508
Verbal Avg Score	96	525	518	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.

#### DoDDS-Brussels District

Attn: Robert Tryon

NSA PSC 79, Box 3

APO AE 09724

DSN Phone: 365-9431

Fax Number: 322-721-2822

Commercial Phone:

322-720-7105

#### DoDEA Writing Assessment

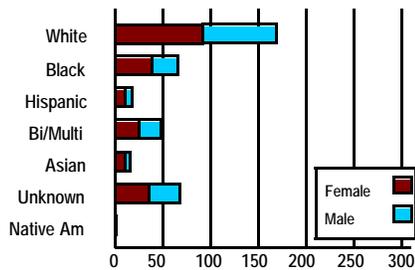
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	450	752.7	741.1	22%	58%	14%	6%	1%
5	96	378	754.5	741.9	37%	52%	10%	1%	1%
5	97	387	750	734.5	39%	52%	5%	2%	1%
8	95	284	786.3	767.6	44%	20%	24%	10%	2%
8	96	321	783.6	770	30%	37%	26%	6%	1%
8	97	303	699.8	689	42%	42%	10%	4%	3%
10	95	254	792.8	792.8	24%	46%	22%	5%	2%
10	96	256	813.2	798.9	32%	48%	16%	4%	0%
10	97	274	695.8	711.6	42%	36%	16%	2%	4%



**Department of Defense Education Activity  
AFCENT Elementary School (PK-6)  
1996/97 School Profile  
Robert W. Nance, Principal**

**School Characteristics**

**Student Enrollment - 384**



Grade Offered	Program	#	%
PK-12	Special Education	58	15%
K-8	TAG	39	12%
K-12	ESL	33	10%
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

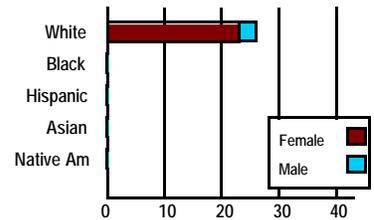
Grade	#
PreK	51
K	51
1	61
2	45
3	46
4	47
5	40
6	43
<b>Total</b>	<b>384</b>

Sponsor Affiliation	
Marine	<.5%
Army	52%
Navy	1%
Air Force	25%
Coast Guard	<.5%
Non-US Military	6%
US Civilians	6%
Non-US Civilians	9%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	5
> 10	19

**Mobility Rate  
32% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	18
Special Education	3.5
Other Professionals	4.5

Teacher Education	
Degree	% Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

**Principal's Highlights**

AFCENT ES has taken a giant step forward with the SIP process compared with last year, the initial year of implementation. In being allowed to keep the same benchmarks, each committee was more focused on what they wanted to do. Benchmark committees 3.1 and 4.2 were able to analyze the CTBS data and decide the strategies to help students improve word analysis skills and math computation.

Pre/Post results from local interventions and CTBS results both indicate solid progress in those areas. An improved communication system was developed through numerous strategies learned through the School-Home Partnership program espoused in Benchmark 8.1.

Staff became much more knowledgeable about the uses of the computer and how to apply that knowledgeable with students, as outlined in Benchmark 10.8. Although we were excited about our initial successes last year, we felt a sense of professional accomplishment with this year's format, interventions and results.

**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 focus is word analysis and test-taking skills. Teachers targeted areas of need based on data from pre-tests in word analysis skills and focused their instruction in these areas. The counselor taught test-taking skills and strategies while teachers used a variety of test formats to give students practice. Post-tests provided indications of change and future needs.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...**  
Our focus is the process skills in math and science. Students were given a self-report inventory in math and science, and a math computation test to provide baseline data for instructional purposes. Instruction based on this data involved basic math computation work, and written and graphic skills to accompany hands-on investigations in science. Posting-testing was done.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
The school-parent newsletter which included School Improvement Plan news was up-graded and distributed on a regular basis. SAC was given monthly SIP reports and the PTO member of the School Improvement Leadership Team (SIL Team) acted as a liaison between that organization and the SIL Team. Our SIP Action Plans were sent to the DSO each month.

**Benchmark 10.8: Establish Technology for teachers and administrators...**  
Our focus is technology as a learning tool. A priority is developing students' grade-level abilities in technological competencies. Teachers were trained in a variety of programs to improve instruction and record-keeping. Student and teacher instruction was based on data collected from a self-report survey. Report cards reflect student progress in technology.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	4.11	3.70
Co-Supporters	3.8	3.67	3.31
Co-Learners	3.4	3.23	3.00
Co-Teachers	3.7	3.65	3.31
Co-Advisors	3.6	3.47	3.17

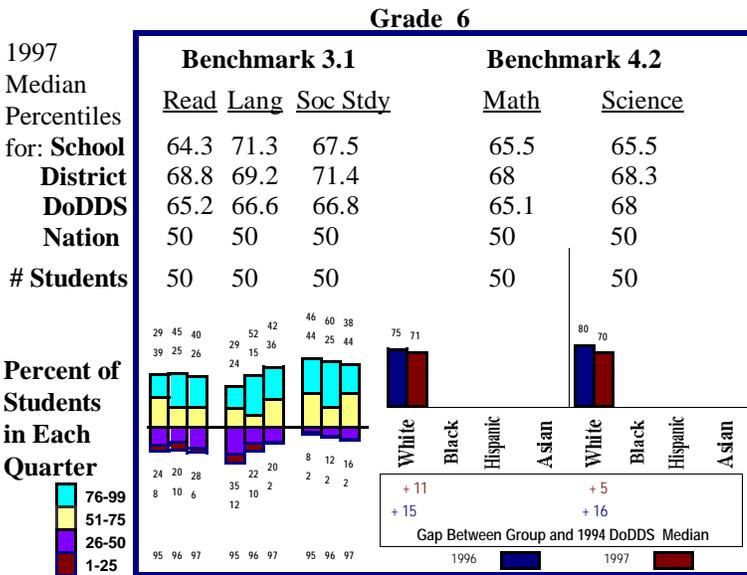
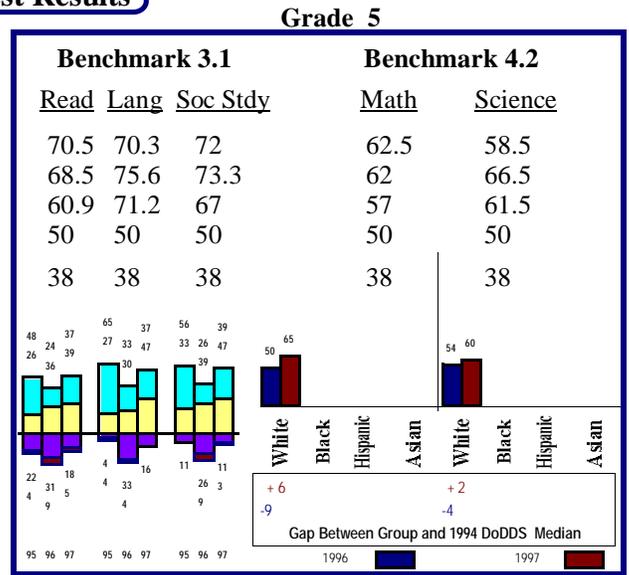
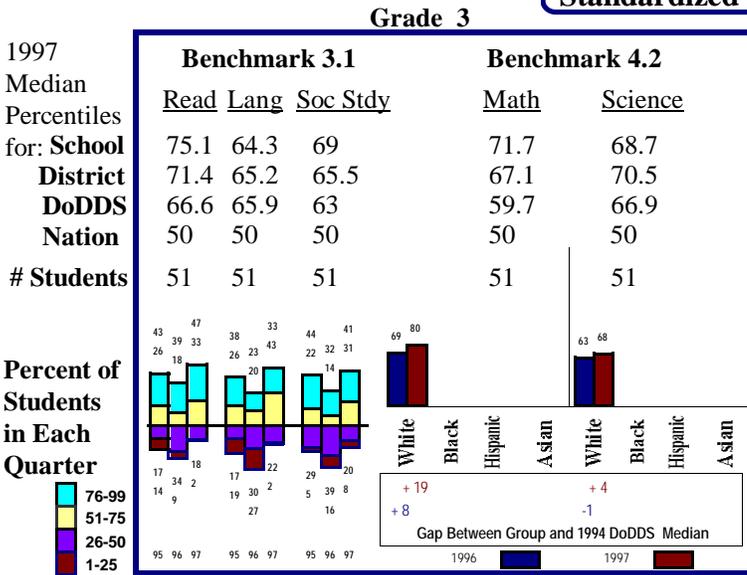
1= traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

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

Our focus is the co-communicator and co-supporter tiers. We worked on increasing our two-way communication and improving its effectiveness. Parent newsletters and parent/student orientation procedures were improved. Increasing volunteer numbers in the school and their recognition within the school and community was a priority.

### Standardized Test Results



SAT Results					
	School	District	DoDDS	Nation	
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	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.

AFCENT ES  
UNIT 21606  
APO AE 09703

DSN Phone:  
Fax Number: 31-45-527-8246  
Commercial Phone:  
31-455-278260/1

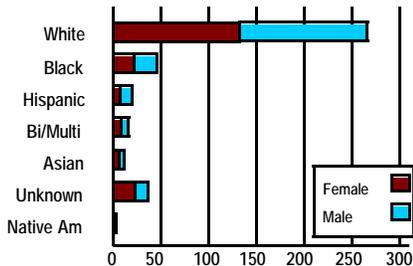
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	96	56	735.3	741.9	25%	55%	18%	2%	0%
5	97	62	720.9	734.5	34%	50%	10%	5%	2%



**Department of Defense Education Activity  
 AFCENT High School (7-12)  
 1996/97 School Profile  
 Helen K. Galloway, Principal**

**School Characteristics**

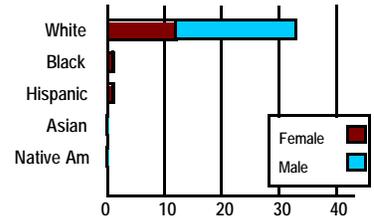
**Student Enrollment - 398**



Grade	#
7	83
8	77
9	79
10	70
11	46
12	43
<b>Total</b>	<b>398</b>

Sponsor Affiliation	
Marine	<.5%
Army	25%
Navy	1%
Air Force	47%
Coast Guard	<.5%
Non-US Military	5%
US Civilians	11%
Non-US Civilians	13%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	25	6%
K-8	TAG	96	60%
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	14	
AP Courses Offered		8	
Students Taking AP Courses		24	27%

Teacher Experience	
Years	Teachers
New	1
1-3	4
4-6	1
7-10	3
> 10	25

**Mobility Rate  
19% Per Year**

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	28
Special Education	1.5
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	34%
MA/MS	66%
Doctorate	0%

**Principal's Highlights**

AFCENT High School educates students of parents assigned to Allied Forces Headquarters Central Europe. Our student body is multi-national, culturally diverse, and internationally focused. Our faculty steering committee is involved in making decisions about the schools' operation to include scheduling, staff development, and curriculum. The steering committee supports the administration and faculty in efforts to co-manage our school.

Significant achievements this year include: the introduction of the block schedule with seminar, a school-initiated multicultural workshop, staff development on reading improvement strategies and computer technology for the entire staff, a TTF study group on computer technology, focus upon the school home partnership through the key communicators initiative, an outstanding parent newsletter, recognition of volunteer services, hosting the Model International Parliament, the Brussels District Band and Choir Festival, and the introduction of a Health Fair for students in grades 9-12.

AFCENT High School's School Improvement Leadership Team (SILT) includes parents, educators, and students, who worked in a positive manner to develop our School Improvement Plan.

**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...**  
 Staff development on using reading improvement strategies. Reading improvement program implemented with teachers using a reading improvement strategy at least once each quarter in all of their classes. All students are involved in some form of SSR. Seminar period has provided increased time for students to read and acquire reading materials.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...**  
 Staff development on multicultural awareness and cultural diversity in the classroom. Math and science teachers implemented a program using instructional strategies for low achieving students at least two times each quarter in all of their classes. Numerous focused interventions were provided for low achieving students during the seminar period.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
 Participation in the school home partnership and key communicator programs. Faculty steering committee has continued to function and to provide an avenue for increased communication within the school. SIP reports were made monthly at SAC and faculty meetings. Fully functional SILT and subcommittees were maintained as per guidelines.

**Benchmark 10.8: Establish Technology for teachers and administrators...**  
 New technology needs assessment conducted. Staff development and a TTF study group on computer technology topics. Evaluation of the existing technology equipment with submission of necessary orders and UFRS. We were 94% effective in our goal of having all 7th grade students take keyboarding and all 8th grade students take computer literacy.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	4.11	3.70
Co-Supporters	3.7	3.67	3.31
Co-Learners	3.0	3.23	3.00
Co-Teachers	3.6	3.65	3.31
Co-Advisors	3.4	3.47	3.17

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

### Goal 8: Parental Participation

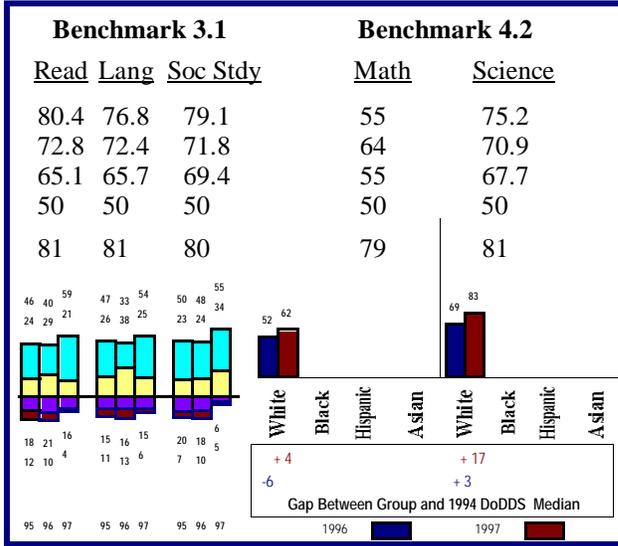
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Our action plan which addresses each of the school home partnership tiers was reviewed and modified. Participation in the key communicator program. An evaluation of our program has provided us with the numerous successes of our actions and future plans for improvement for each of the tiers as well as community ratings to serve as a benchmark for the future.

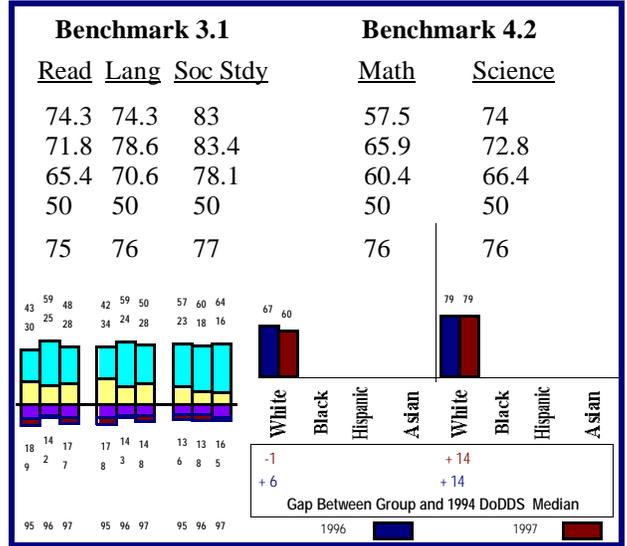
### Standardized Test Results

#### Grade 7

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

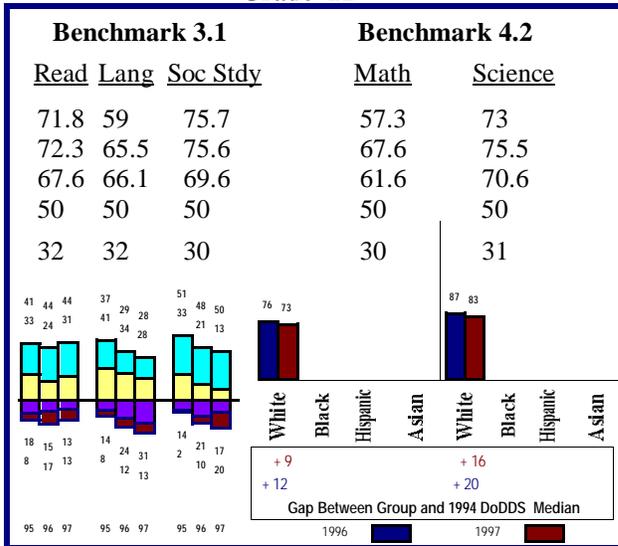


#### Grade 9



#### Grade 11

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



#### SAT Results

	School	District	DoDDS	Nation
% Participating	96: 67%	60%	62%	41%
	97: 70%	54%	63%	41%
Math Avg Score	96: 523	526	506	508
	97: 518	536	505	511
Verbal Avg Score	96: 526	525	518	505
	97: 560	529	515	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.

**AFCENT HS**  
**UNIT 21606**  
**APO AE 09703**

**DSN Phone:**  
**Fax Number: 31-455-278236**  
**Commercial Phone:**  
**31-455-278260**

#### DoDEA Writing Assessment

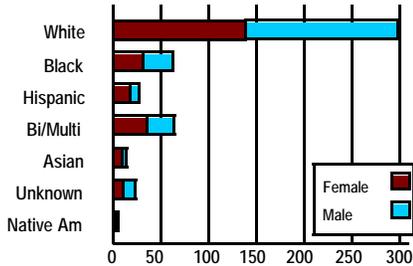
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	67	777.3	767.6	30%	24%	39%	8%	0%
8	96	59	774.4	770	25%	39%	27%	7%	0%
8	97	77	668.6	689	35%	46%	9%	4%	6%
10	95	69	806	792.8	30%	42%	25%	3%	1%
10	96	55	815.8	798.9	31%	53%	13%	4%	0%
10	97	73	715.2	711.6	47%	36%	14%	3%	1%



**Department of Defense Education Activity  
 Bitburg Elementary School (PK-4)  
 1996/97 School Profile  
 Dorothy Behm, Principal**

**School Characteristics**

**Student Enrollment - 494**



Grade Offered	Program	#	%
PK-12	Special Education	49	10%
K-8	TAG	29	6%
K-12	ESL	9	2%
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

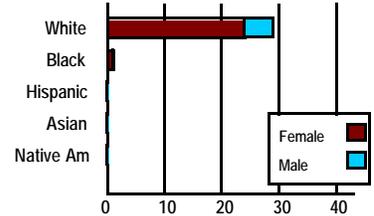
Grade	#
PreK	15
K	97
1	104
2	98
3	93
4	87
<b>Total</b>	<b>494</b>

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	34

**Mobility Rate  
36% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	3.5
Other Professionals	7.5

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	57%
Doctorate	3%

**Principal's Highlights**

At Bitburg Elementary School we continue to seek ways to improve existing programs and to implement new programs to help each child succeed. In addition to our multi-age Primary Center which allows children to remain with the same teacher over three years, next year we will "loop" two single grade classes. Students will remain with the same teacher for two consecutive years providing social and academic continuity. We will also add Sure Start, which is a pre-school program for selected children.

Our Schoolwide Enrichment program provides training in creative and critical thinking to all students as well as opportunities for identified TAG students. Technology focuses on the development of computer skills and the creation of multi-media projects which integrate skills from several academic disciplines. Content focuses on basic skills in reading comprehension, oral and written communication, and mathematical computation and application as well as cooperation, responsibility, and learning how to learn. Emphasis is on meaningful classroom activities that allow children to apply their knowledge and skills to real-life situations.

This year four Bitburg teachers were honored by outside organizations for their contributions to the field of education.

**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...**  
 Additional training in assessment led to revision of rubric and development of a second prompt. All teachers received a portfolio of writing activities to use to support the writing action plan. Eleven parents were trained in holistic scoring and scored our local assessment administered in May. Next year a pre- and post test will be given in the fall and spring respectively.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.**  
 A new rubric was developed to assess problem solving skills. A pre-and post-test using a specific problem-solving strategy was administered second semester with positive results. Next year we will continue this process of assess, teach, assess in problem-solving. This year we also had a very active Homework Club where volunteers assisted children with their assignments.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
 A parent response form was added to the weekly newsletter to increase communication. Seminars for parents were held monthly by the counselor. Minutes of SAC meetings were sent home with the parent newsletter which resulted in increased attendance.

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

A new program of instruction in technology for students and teachers was implemented in the recently opened Pentium lab. Students learned keyboarding and used Hyper-Studio, Student Writing and Publishing, and Lego-Logo to develop multi-media projects. Teachers learned cc:mail, Word 6 and Power Point.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	4.11	3.70
Co-Supporters	3.6	3.67	3.31
Co-Learners	3.2	3.23	3.00
Co-Teachers	3.7	3.65	3.31
Co-Advisors	3.0	3.47	3.17

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

### Goal 8: Parental Participation

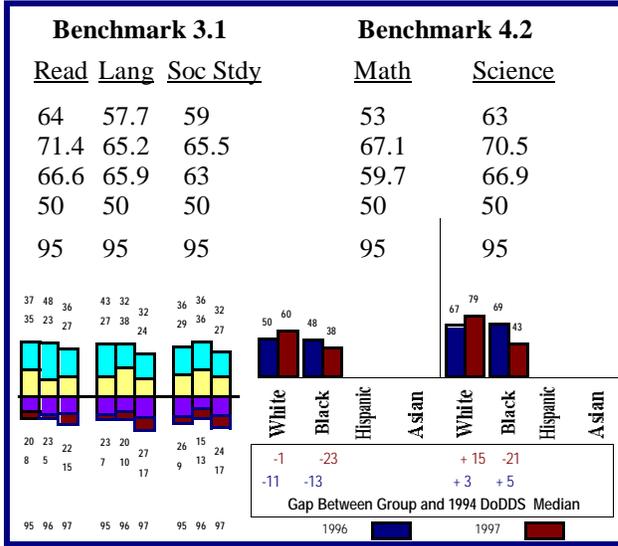
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

An active volunteer force of more than 120 assisted teachers and students throughout the school as co-supporters. Training sessions for teachers and parents as co-learners were held in computer technology, holistic scoring, and hands-on math. A survey of parents regarding the effectiveness of the schedule was conducted to involve parents as co-decision makers.

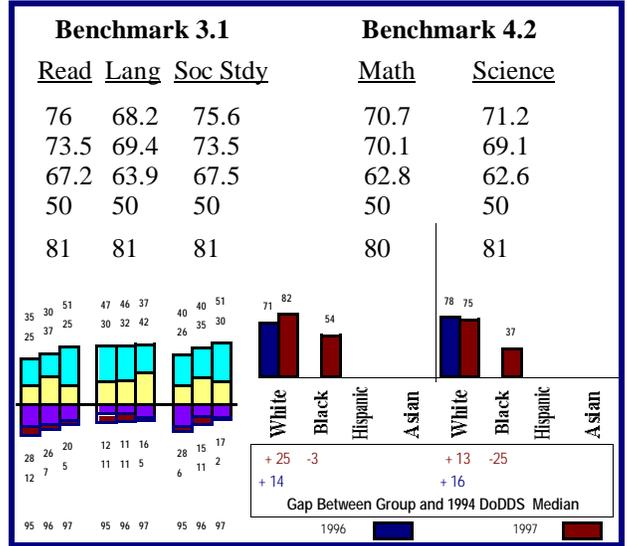
### Standardized Test Results

#### Grade 3

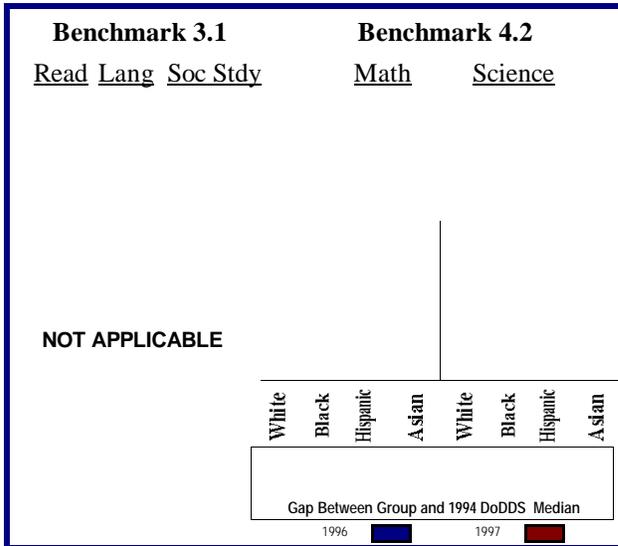
1997  
Median  
Percentiles  
for: **School**  
**District**  
**DoDDS**  
**Nation**  
# Students



#### Grade 4



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



Percent of  
Students  
in Each  
Quarter



### 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	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.

**Bitburg ES**  
52 SPTG/CCSE-B  
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DSN Phone: 453-7215/7130  
Fax Number: 49-6561-17977  
Commercial Phone:  
49-6561-5270

### DoDEA Writing Assessment

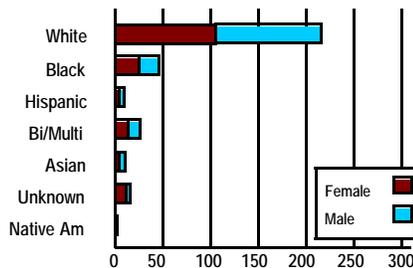
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					



**Department of Defense Education Activity**  
**Bitburg High School (9-12)**  
**1996/97 School Profile**  
*Marjorie Lewallen, Principal*

**School Characteristics**

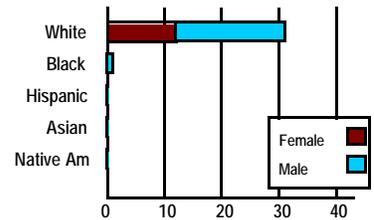
**Student Enrollment - 324**



Grade	#
9	108
10	86
11	68
12	62
Total	324

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	88%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	14	4%
K-8	TAG	N/A	N/A
K-12	ESL	1	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	17	
AP Courses Offered		9	
Students Taking AP Courses		50	39%

Teacher Experience	
Years	Teachers
New	1
1-3	5
4-6	0
7-10	0
> 10	18

Mobility Rate  
20% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23.5
Special Education	3
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	31%
MA/MS	66%
Doctorate	3%

**Principal's Highlights**

Change dominates Bitburg High School. A 9-12 school with 312 students, serves the community of the 52nd Fighter Wing at Spangdahlem AB. Our goal is to ensure that all students have unrestricted access to quality curricular and extracurricular programs, and the opportunity to learn, achieve and succeed. Implementation of the Block 8/Seminar Schedule, in conjunction with other SIP initiatives, stem from this desire to benefit the success of students.

Over 96% of the seniors graduate and 63% attend college or university the next fall. More than 65% earn a senior year GPA of 3.0 or above, and 56% maintain a four year GPA of 3.0 or above. Over 52% receive a scholarship, and this year 15 of our 56 seniors were awarded over \$62,000 in scholarships. Emphasis is on challenging students in higher level core and college required courses, including foreign languages. Career and computer technology electives, arts and humanities, health and P.E., business and vocational/ technical courses, are available. AP courses are offered in upper level core, college required and distance learning courses. The school is on a LAN with the Media Center, enhancing information accessing in all subjects. AVID enables under represented students to successfully challenge upper level, college required courses.

**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 emphasis was to increase the quality and quantity of student writing using standard English language practices. The 9th grade was our target audience for measuring improvement in one of the four writing styles. The results show that about 72% of our students improved the quality of their writing significantly.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...**  
 To increase proficiency in math computation and estimation, students with below average basic math skills were tutored in our Math 911 program. In the math classes, daily warm-up exercises emphasized these skills. Teachers in all subjects reported that they frequently provided opportunities for students to increase their proficiency.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
 This year we stressed the use of technology for easier revision of written communication, production of high quality work, and checking the accuracy of math computations. Our Teacher Training Facilitator organized classes for staff and community members in record keeping, word processing, internet use, computer-based presentations, e-mail, and basic computer functions.

**Benchmark 10.8: Establish Technology for teachers and administrators.....**  
 Under the school-home partnership model, we have adopted several strategies. One was to improve the use of the local media, radio, TV, and newspaper, to inform the community. Another was to create the Baron Buzz, a newsletter to promote two-way communication. The third was to continue publishing the principal's and guidance newsletters.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	4.11	3.70
Co-Supporters	2.9	3.67	3.31
Co-Learners	3.1	3.23	3.00
Co-Teachers	3.3	3.65	3.31
Co-Advisors	3.4	3.47	3.17

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

### Goal 8: Parental Participation

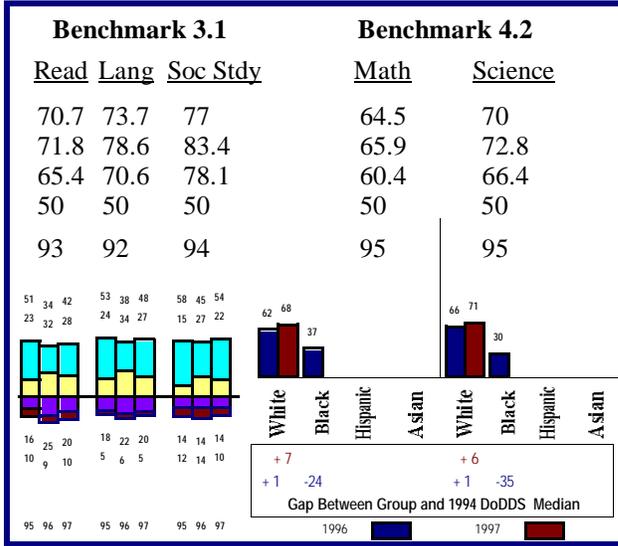
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

One of our objectives was to increase two-way communication between home and school. Our survey on the effectiveness of our communication indicated that parents are very satisfied with the quality and frequency of that which we offer. The second objective was to identify members of the community willing to volunteer for tutoring; several are currently involved.

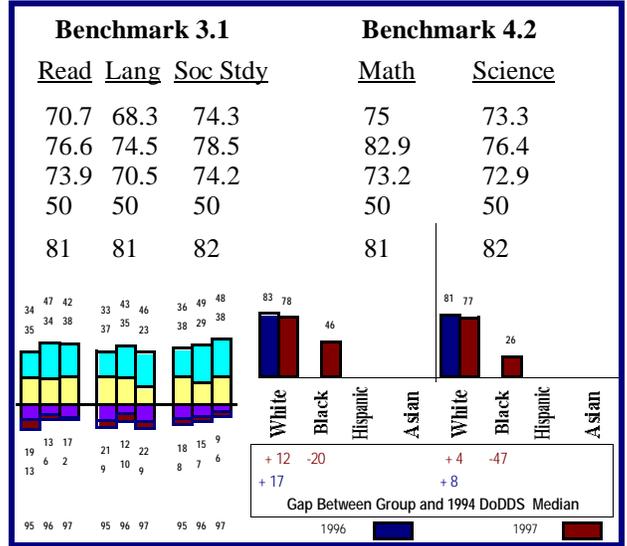
### Standardized Test Results

#### Grade 9

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

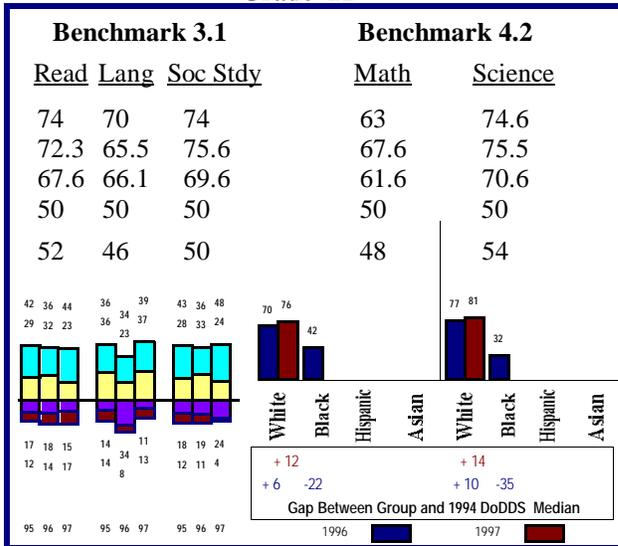


#### Grade 10



#### Grade 11

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



#### SAT Results

	School	District	DoDDS	Nation
% Participating	96	55%	60%	62%
	97	39%	54%	63%
Math Avg Score	96	499	526	506
	97	530	536	505
Verbal Avg Score	96	512	525	518
	97	522	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.

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DSN Phone: 431-7938  
Fax Number: 49-6561-12319  
Commercial Phone:  
49-6561-18713

#### DoDEA Writing Assessment

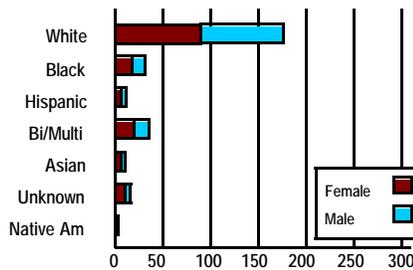
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
10	95	82	777.6	792.8	9%	51%	32%	7%	0%
10	96	84	797.2	798.9	23%	49%	23%	6%	0%
10	97	82	654.3	711.6	28%	39%	21%	5%	7%



**Department of Defense Education Activity  
 Bitburg Middle School (5-8)  
 1996/97 School Profile  
 James A. Lawther, Principal**

**School Characteristics**

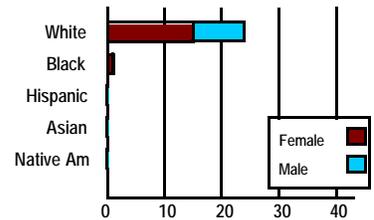
**Student Enrollment - 282**



Grade	#
5	83
6	71
7	71
8	57
Total	282

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	92%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	24	9%
K-8	TAG	43	15%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	21	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	1
4-6	0
7-10	3
> 10	19

**Mobility Rate  
26% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	19
Special Education	2
Other Professionals	2.5

Teacher Education	
Degree	% Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

**Principal's Highlights**

This past year with weekly Parent Newsletters, mentor program for approximately thirty students, and expanded use of the Parent Room, we believe that we are making real progress in the School-Home Partnership.

Another example of parent involvement was in our focus on involving parents with Science. Two important strategies were utilized. One was sending home each quarter Science lessons that were to be completed at home by students and parents. Secondly, parents of all students who scored in the lowest quartile on the CTBS in Science or who received a D or F grade at the end of the first quarter were invited to a Science Night for Parents. At least half of the invited parents attended.

Our emphasis on reading improvement was exemplified with all teachers utilizing the tenets of CIRC. Vocabulary was stressed by all content teachers. To further promote emphasis on reading, everyone at BMS became involved in Silent Sustained Reading.

**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...*  
 Actively engaged students in reading improvement through school wide uninterrupted silent reading, developed vocabulary across the curriculum, all reading teachers have been trained on Cooperative Integrated Reading and Composition and have implemented it in all reading classrooms, students gave book talks on video for all school viewing.

**Goal 4: Math And Science Achievement**

*Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...*  
 Narrowing of the gap in Science achievement through increasing parental involvement in their students' science education, increasing cooperative learning in science classes so that students feel comfortable helping each other, and using technology to interest more students.

**Goal 10: Organizational Development**

*Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...*  
 Surveyed parents regarding their willingness to help their students with homework, conduct science experiments, and foster good reading habits. Students have been surveyed to determine their feelings on reading, cooperative learning, and citizenship.

*Benchmark 10.8: Establish Technology for teachers and administrators...*  
 Installation of LAN planned for summer 1997, Pentium computer purchased for each teacher's classroom, and training of all teachers and administrators on all available hardware and software by DSO personnel and building technology coordinator.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	4.11	3.70
Co-Supporters	3.8	3.67	3.31
Co-Learners	3.5	3.23	3.00
Co-Teachers	4.1	3.65	3.31
Co-Advisors	3.8	3.47	3.17

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

### Goal 8: Parental Participation

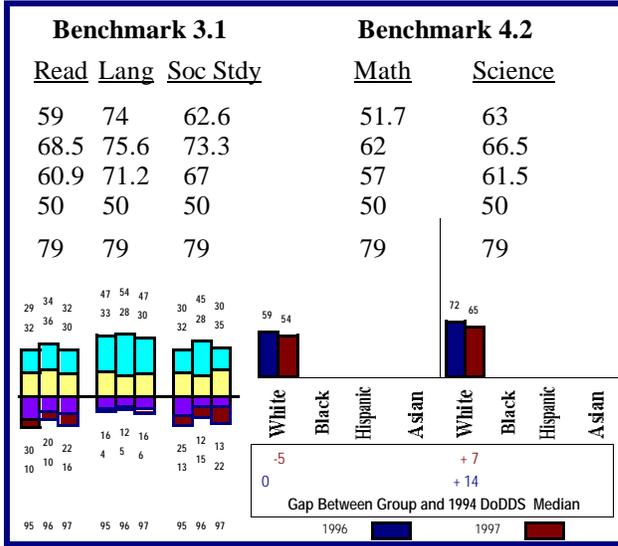
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Development of the school home partnership by including reading strategies in the weekly Parent Newsletter, offering CIRC training to parents, holding CIRC night, science night, and math night, student use of handbooks to record learning activities for parent review, a school home partnership parent center, and an orientation for 5th grade students and parents.

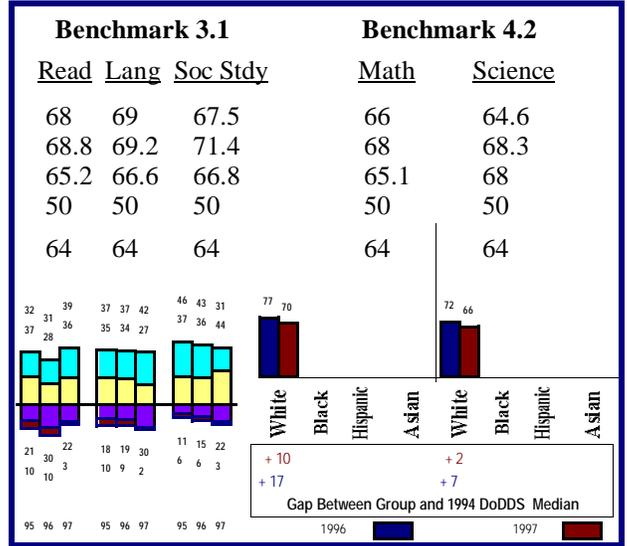
### Standardized Test Results

#### Grade 5

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

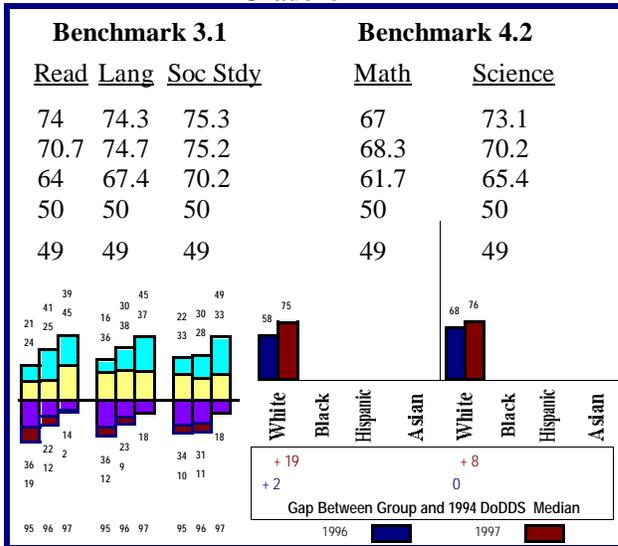


#### Grade 6



#### Grade 8

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



#### SAT Results

	School	District	DoDDS	Nation
% Participating	96	NA	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	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.

**Bitburg MS**  
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**APO AE 09126**

**DSN Phone: 453-7731/7110**  
**Fax Number: 49-6561-12091**  
**Commercial Phone:**  
**49-6561-5266**

#### DoDEA Writing Assessment

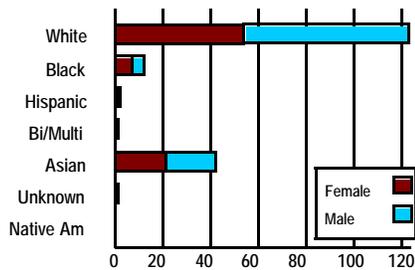
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	76	742	741.1	15%	61%	16%	8%	0%
5	96	69	759	741.9	32%	58%	10%	0%	0%
5	97	72	756.5	734.5	33%	60%	7%	0%	0%
8	95	57	749.5	767.6	49%	16%	18%	11%	2%
8	96	63	788.9	770	35%	48%	14%	0%	0%
8	97	48	688.1	689	40%	33%	17%	8%	2%



**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

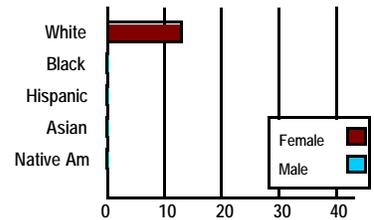
Grade	#
PreK	3
K	20
1	38
2	26
3	34
4	25
5	35
<b>Total</b>	<b>181</b>

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

### Goal 8: Parental Participation

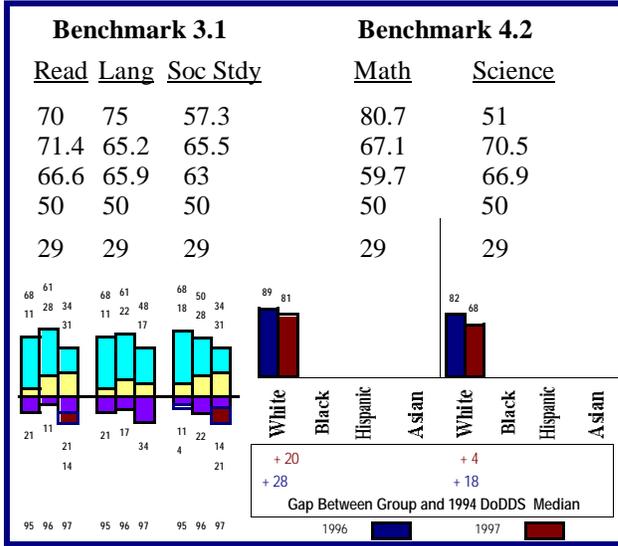
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

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.

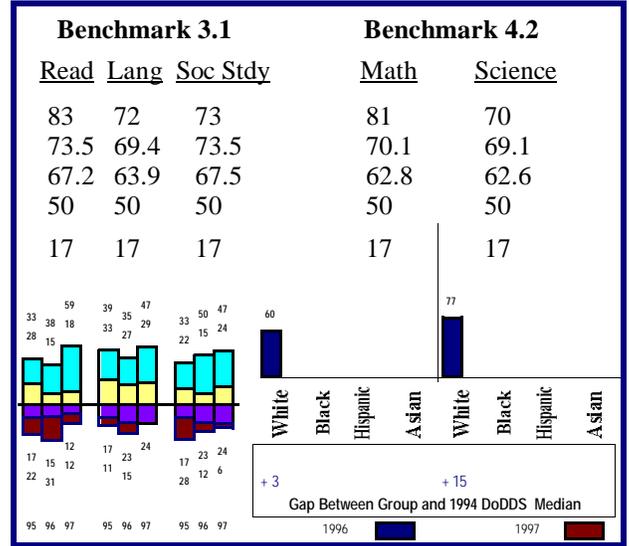
### Standardized Test Results

#### Grade 3

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

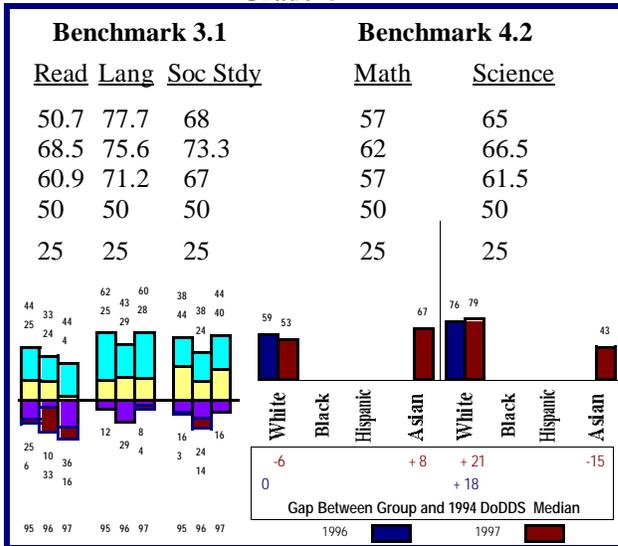


#### Grade 4



#### 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

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#### Bonn ES

Closed - June 1997

DSN Phone:  
Fax Number:  
Commercial Phone:

#### DoDEA Writing Assessment

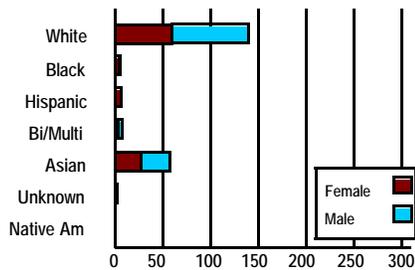
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
5	95	29	773.7	741.1	21%	66%	10%	3%	0%
5	96	22	753.6	741.9	36%	55%	9%	0%	0%
5	97	29	746.9	734.5	45%	48%	0%	3%	3%



**Department of Defense Education Activity  
Bonn High School (6-12)  
1996/97 School Profile  
Lavonne Tawney, Principal**

**School Characteristics**

**Student Enrollment - 217**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	2	1%
K-8	TAG	21	26%
K-12	ESL	54	25%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		3	
Students Taking AP Courses		9	12%

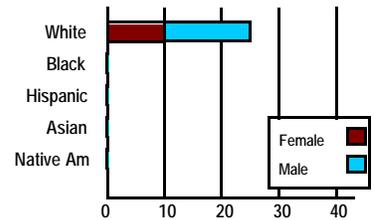
Grade	#
6	26
7	30
8	26
9	29
10	33
11	42
12	31
Total	217

<b>Sponsor Affiliation</b>	
Marine	<.5%
Army	2%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	6%
US Civilians	39%
Non-US Civilians	51%

<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	2
Classroom Teachers	21
Special Education	0.5
Other Professionals	2

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	20%
MA/MS	80%
Doctorate	0%

**Principal's Highlights**

Bonn High School continues to focus on improved student performance in language mechanics and data analysis. There was a marked increase in students speaking English as an alternate language from 57% in the 1995-96 school year to 70+% in the 1996-97 school year. Assessment results reveal improvement in CTBS scores and DoDDS Writing Assessment results. School developed assessments also revealed improvement in data analysis and language mechanics skills.

The focus of Benchmark 10.8 on students access and use of the WWW in retrieval of information has significantly increased the spectrum of information that students are able to use in their daily lives.

Strengths of BAHS are high enrollments in IB and AP courses in all core areas, music and performing arts, journalism, foreign language and interscholastic athletics.

Participation of parents in the SIP Chorus and "Oliver!" were key factors in strengthening our School-Home Partnership.

**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 continue to focus on the improvement of student performance in application of language mechanics through Daily Oral Language activities in English classes and teacher evaluation of correct grammatical conventions and punctuation in written assignments in all classes. 1997 CTBS scores reflect a 10% increase in grades 7, 9, and 11.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...**  
Strategies formulated by the Math and Science Departments to improve student skills in data analysis - a life skill essential to all students - continue to focus on data interpretation, graphic interpretation and communication of results in a concise manner. Assessments reveal improvement in data analysis at all grade levels.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
A Parent Resource Center was established to enhance communication and provide parent access to all school publications, community bulletins, college application information and procedures, scholarships, the BAHS SIP, DoDDS publications and regulations and all BAHS and DoDDS-Europe student publications.

**Benchmark 10.8: Establish Technology for teachers and administrators...**  
The SILT and technology committee identified learning through exploration of the World Wide Web as the major priority for students and educators. The goal of every student completing at least one assignment for each class during the course of the year on the WWW resulted in an increase of 1.5 hours per week of student utilization of information.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	4.11	3.70
Co-Supporters	3.9	3.67	3.31
Co-Learners	3.5	3.23	3.00
Co-Teachers	3.5	3.65	3.31
Co-Advisors	3.4	3.47	3.17

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

### Goal 8: Parental Participation

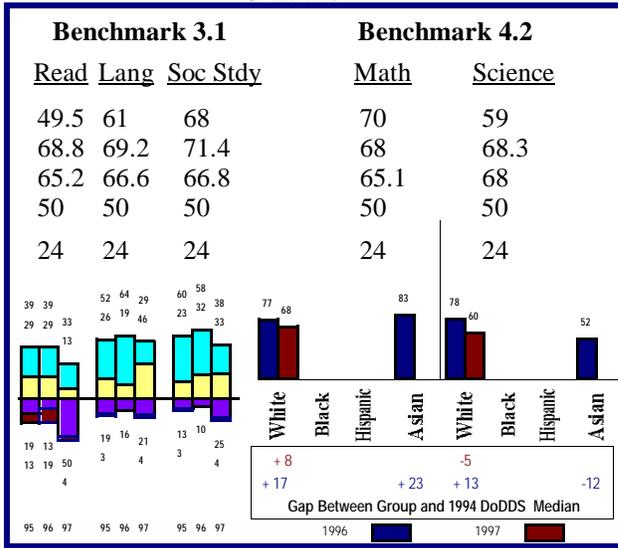
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The results of a needs assessment survey identified co-communications and co-supporters as areas on which to focus to develop a stronger School -Home Partnership. Two very successful ventures were the SIP Chorus, which performed at the winter and spring music concerts, and the school and community production of the musical "Oliver!"

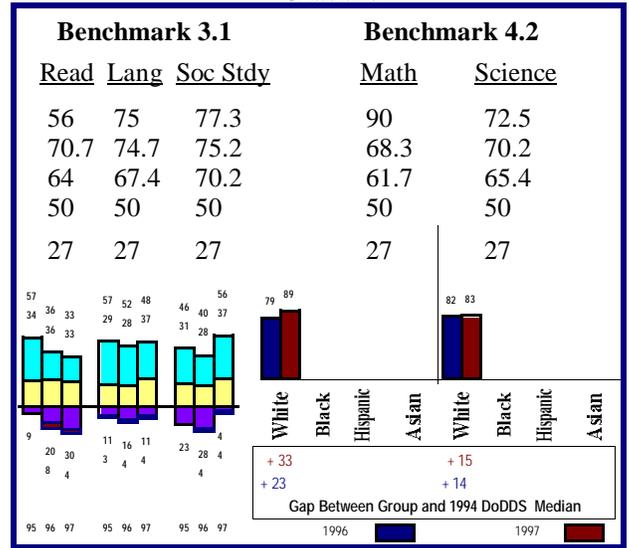
### Standardized Test Results

#### Grade 6

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

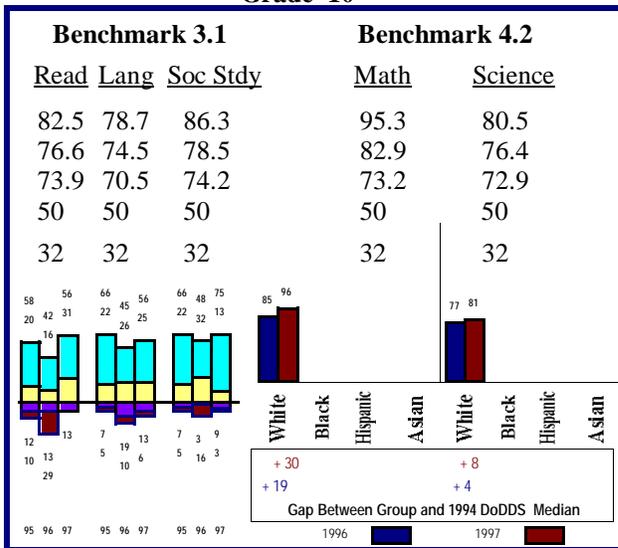


#### Grade 8



#### Grade 10

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



#### SAT Results

	School	District	DoDDS	Nation
% Participating	96: 78%	60%	62%	41%
	97: 71%	54%	63%	41%
Math Avg Score	96: 561	526	506	508
	97: 542	536	505	511
Verbal Avg Score	96: 541	525	518	505
	97: 481	529	515	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.

#### Bonn MS/HS

Closed - June 1997

DSN Phone:  
Fax Number:  
Commercial Phone:

#### DoDEA Writing Assessment

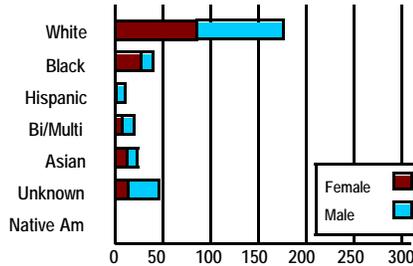
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	38	840.1	767.6	71%	13%	11%	5%	0%
8	96	29	824.1	770	48%	35%	14%	3%	0%
8	97	30	737.8	689	57%	33%	10%	0%	0%
10	95	49	832	792.8	47%	45%	4%	2%	2%
10	96	33	852.4	798.9	55%	42%	3%	0%	0%
10	97	34	739.2	711.6	68%	24%	6%	0%	3%



**Department of Defense Education Activity  
Brussels Elementary/High School (PK-12)  
1996/97 School Profile  
Ben Briggs, Principal**

**School Characteristics**

**Student Enrollment - 314**



Grade Offered	Program	#	%
PK-12	Special Education	19	6%
K-8	TAG	18	9%
K-12	ESL	46	15%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		7	
Students Taking AP Courses		25	52%

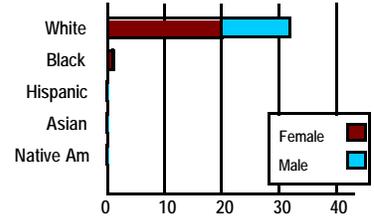
Grade	#
PreK	2
K	16
1	10
2	28
3	21
4	23
5	25
6	28
7	24
8	25
9	35
10	29
11	18
12	30
<b>Total</b>	<b>314</b>

Sponsor Affiliation	
Marine	3%
Army	30%
Navy	10%
Air Force	21%
Coast Guard	<.5%
Non-US Military	5%
US Civilians	18%
Non-US Civilians	13%

Teacher Experience	
Years	Teachers
New	1
1-3	1
4-6	0
7-10	4
> 10	23

**Mobility Rate  
14% Per Year**

**Professional Staffing**



Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	2
Other Professionals	5

Degree	% Teachers
BA/BS	24%
MA/MS	71%
Doctorate	6%

**Principal's Highlights**

Brussels American School students continue to score above the national, DoDDS, and district averages on standardized testing. Improvements were also noted on pre- and post-tests scored by teachers using rubrics to focus on instructional improvements.

In Language Arts, BAS is making progress toward the goal of improved student writing. In mathematics, test results indicate improved mathematics comprehension within the groups with significant minority representation. School home partnership efforts resulted in increased two-way communication; however, there is need for further improvement in this area.

Teachers grew in their acceptance and appreciation for the new SIP format largely due to the progress they documented on pre- and post-tests within their classes. Ongoing staff development is required to sustain interest and growth.

**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...**  
BAS focused on using a holistic approach to teaching writing. Teachers developed rubrics to focus instruction on components of affective writing and used them to evaluate student writing. Pre- and post-tests designed to measure improvement showed improvements in all levels and indicate that BAS is progressing toward the goal of improved student writing.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...**  
BAS focused on improving mathematics achievement by writing set up a tutorial program for at-risk middle and high school students. Teachers developed and used rubrics to evaluate written expression. Results show large gains by females in elementary and high school and modest gains by Afro-Americans.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
After a three year absence, a parent student handbook was developed, newsletters were expanded, and emphasis was placed on increases in the use of cc:Mail for internal communication. Open House, Volunteer Recognition, and extended use of conference days contributed to improved communication.

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

BAS focused on elementary student access to computers by establishing an elementary computer lab to allow all student's computer instruction at least once per week. BAS also increased the middle school computer science offerings. A school-wide LAN installation should be fully operational by the of SY 97/8. Further progress depends on the arrival of hardware.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	4.11	3.70
Co-Supporters	3.5	3.67	3.31
Co-Learners	2.8	3.23	3.00
Co-Teachers	3.2	3.65	3.31
Co-Advisors	3.2	3.47	3.17

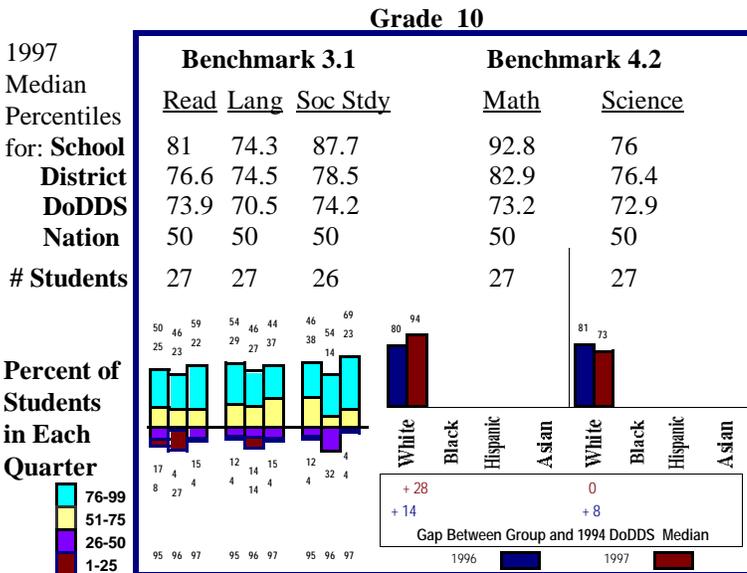
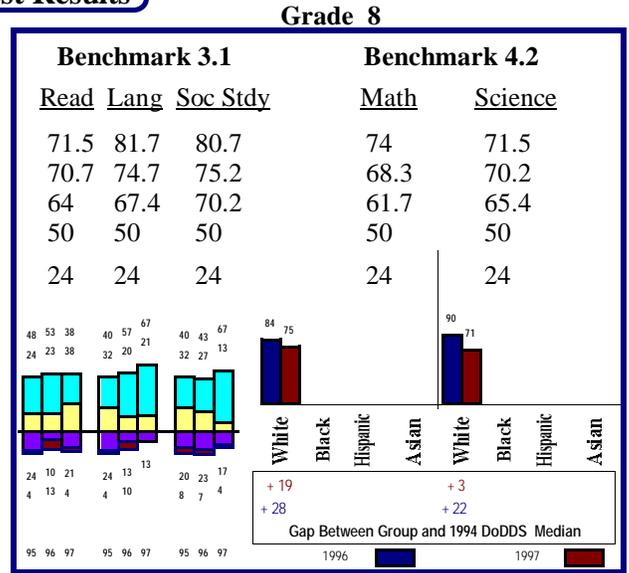
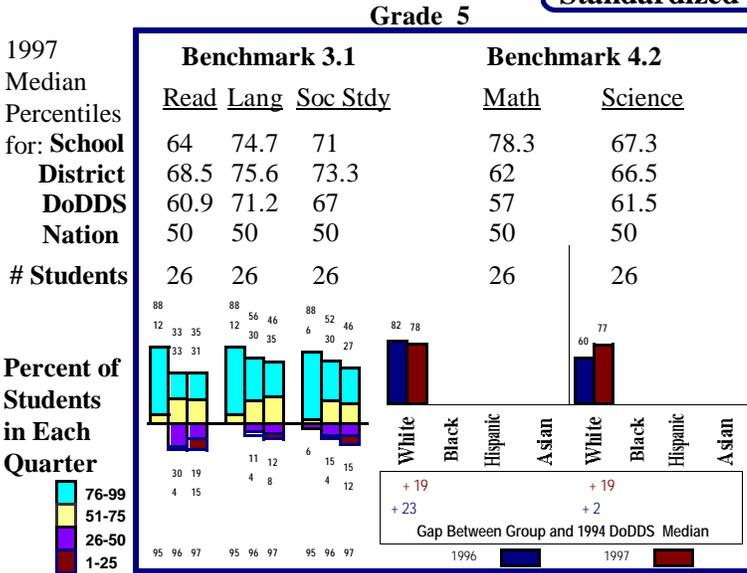
1= traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

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

BAS focused on affective two-way communication between parents and the school. Improvements included increasing the number of parent-teacher conference days, sending home term outlines, modifying the computerized comments on progress reports, issuing two parent surveys during the year, and publishing the school newsletter weekly.

### Standardized Test Results



	SAT Results			
	School	District	DoDDS	Nation
% Participating	96: 65%	60%	62%	41%
	97: 47%	54%	63%	41%
Math Avg Score	96: 576	526	506	508
	97: 553	536	505	511
Verbal Avg Score	96: 567	525	518	505
	97: 545	529	515	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.

Brussels ES/HS  
PSC 79, BOX 003  
APO AE 09724

DSN Phone: 365-9451  
Fax Number: 32-2-782-0230  
Commercial Phone:  
32-2-7315625

Grade	Yr	Number Tested	DoDEA Writing Assessment						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	15	810.5	741.1	47%	47%	7%	0%	0%
5	96	26	774.9	741.9	50%	42%	8%	0%	0%
5	97	25	745.4	734.5	48%	44%	4%	0%	4%
8	96	31	831.9	770	55%	29%	16%	0%	0%
8	97	23	715	689	61%	30%	0%	4%	4%
10	96	20	838.5	798.9	55%	30%	15%	0%	0%
10	97	24	689.8	711.6	33%	42%	21%	0%	4%



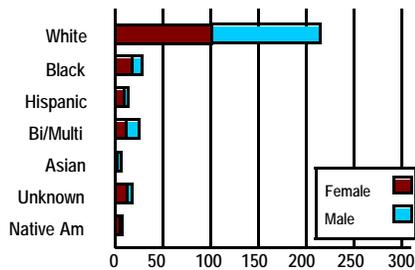
# Department of Defense Education Activity Geilenkirchen Elementary School (K-6)

## 1996/97 School Profile

*James Van Dierendonck, Principal*

### School Characteristics

#### Student Enrollment - 311



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	14	5%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	0	0%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

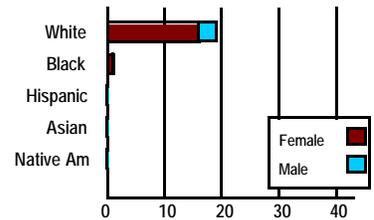
Grade	#
K	45
1	51
2	47
3	41
4	50
5	30
6	47
<b>Total</b>	<b>311</b>

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	1%
Air Force	94%
Coast Guard	<.5%
Non-US Military	4%
US Civilians	1%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	1
7-10	6
> 10	13

Mobility Rate  
22% Per Year

#### Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	2
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	25%
MA/MS	70%
Doctorate	5%

### Principal's Highlights

The SIP emphasis this year continued the writing process, school/home partnership, increasing home/school communication, parent involvement with school, and increasing computer lab and classroom use. Military personnel from the Base Computer Center assist the school in bringing the 26 new IBM PCs to functional level in short order. All youngsters and staff have benefited from the development of this computer lab.

All teaching staff have been trained and practiced using holistic scoring the development of rubrics to evaluate student writing. Geilenkirchen Elementary School educates a diverse group of students and is located on a NATO base. Students are often non-English speaking, or speak English as a second language. Although our school is housed in many different buildings, the faculty and staff work cohesively to service the student body and their parents.

### 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...*  
Students participated in all stages of the writing process and were assessed by writing to a prompt. A Young Authors' Celebration included an author visit and sharing of student published works with parents and students. Students used computers for all stages of the writing process.

#### **Goal 4: Math And Science Achievement**

*Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...*  
Students whose computeration skill performance (as determined by teacher observation and assessment) fell within the lowest 25% of their class were chosen to participate in a 1/2 hr weekly computer reinforcement activity in the Apple Lab. Parent permission was required, and parent volunteers provided the supervision of those activities chosen for the students.

#### **Goal 10: Organizational Development**

*Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...*  
The school has established an envelope system for two way communication on a weekly basis. Mission Support Wing has continually assisted the computer program and will continue to do so. Conference days are scheduled with consideration of bas activities. Parent feedback has been very positive.

#### *Benchmark 10.8: Establish Technology for teachers and administrators...*

Pentium Lab has been partially installed. It has been adapted for partial use while waiting for networking. Classes used both our Apple and PC Labs. The former lab was manned with volunteers the latter, PC Lab with a part-time computer specialist. Media Center has been upgraded and expects to be LANed and on-line by September.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	4.11	3.70
Co-Supporters	4.0	3.67	3.31
Co-Learners	3.3	3.23	3.00
Co-Teachers	3.9	3.65	3.31
Co-Advisors	3.6	3.47	3.17

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

### Goal 8: Parental Participation

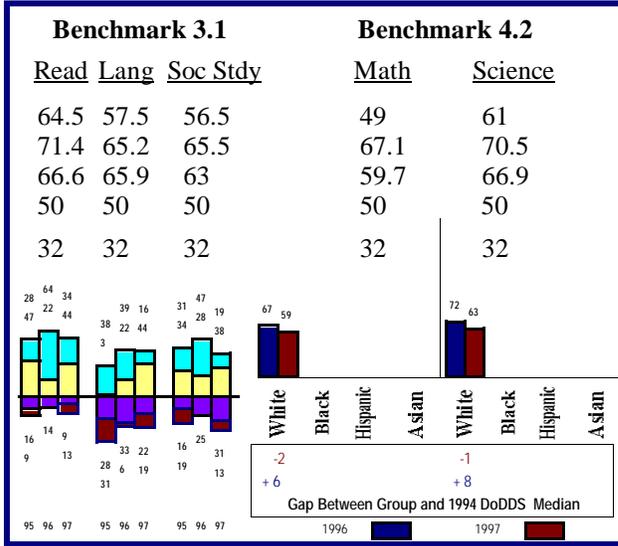
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Two-way communication was maintained through weekly SAC envelopes which contained newsletters, questionnaires, etc. Return of signed envelopes averaged 70-80%. Community and staff were introduced to the 5-Tier Framework during SAC and faculty presentations.

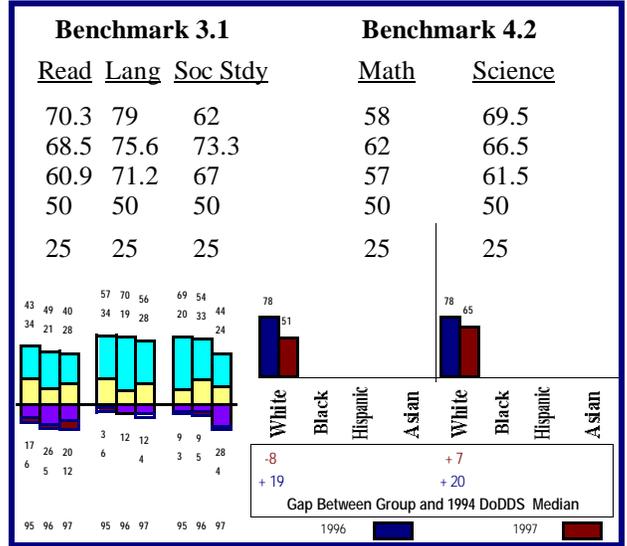
## Standardized Test Results

### Grade 3

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

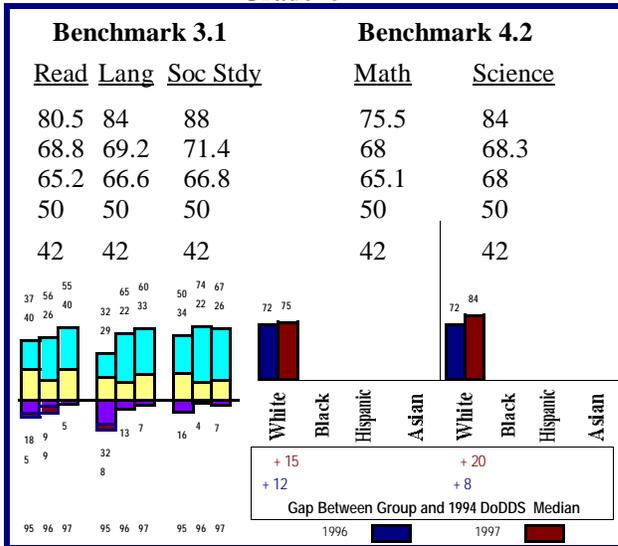


### Grade 5



### Grade 6

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.

**Geilenkirchen ES**  
**UNIT 8045**  
**APO AE 09104**

**DSN Phone:**  
**Fax Number: 49-2451-66631**  
**Commercial Phone:**  
**49-2451-67725**

### DoDEA Writing Assessment

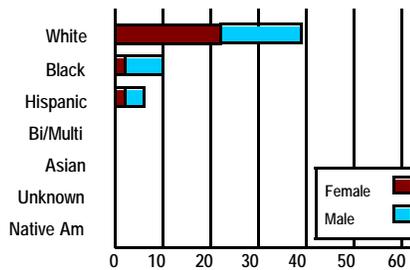
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	32	752.6	741.1	22%	63%	9%	6%	0%
5	96	43	786.3	741.9	49%	49%	2%	0%	0%
5	97	26	745	734.5	19%	81%	0%	0%	0%



**Department of Defense Education Activity  
Kleine Brogel Elementary School (K-6)  
1996/97 School Profile  
Steve Hain, Principal**

**School Characteristics**

**Student Enrollment - 55**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	5	9%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	0	0%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

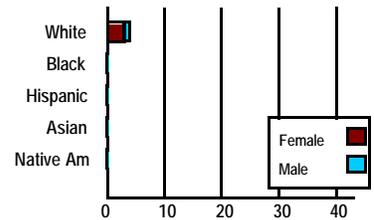
Grade	#
K	10
1	10
2	6
3	7
4	8
5	5
6	9
<b>Total</b>	<b>55</b>

<b>Sponsor Affiliation</b>	
Marine	<.5%
Army	11%
Navy	<.5%
Air Force	89%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

<b>Teacher Experience</b>	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	0
> 10	5

**Mobility Rate  
23% Per Year**

**Professional Staffing**



<b>School Staff</b>	
Category	FTE
Administrators	1
Classroom Teachers	4
Special Education	0.5
Other Professionals	0.5

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	50%
MA/MS	50%
Doctorate	0%

**Principal's Highlights**

Throughout the 1996-1997 school year, the Kleine Brogel Elementary School continued its quest and commitment to maintain our standard of excellence. It was the faculty, parents, and students' desire to make our school the finest small school in DoDEA. This positive school environment was a direct result of a nurturing faculty who provided a safe and secure atmosphere for every student. As a result of the faculty's dedication, the students made tremendous progress emotionally, socially, and academically.

The School Home Partnership was a valuable resource to the school. It provided us with supportive parents who routinely assisted with all aspects of the school. The School Home Partnership was evident in our PTO, SAC, and "volunteer programs" and will continue to be an integral part of the school.

We're proud of the accomplishments of our small staff of five and the benefits derived by our students from these accomplishments!

**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...**  
Since the entire staff was inserviced on the writing process method called Writer's Workshop last year all the students are well versed in how the writing process works. This year many students actually published their stories, poems, or articles in the newly formed school newspaper.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..**  
This year the students articulated their thought processes written and/or verbally. All the students are becoming better at this difficult technique of thinking aloud, defending their answers, or convincing their classmates that the way they think is logical and correct.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
This year Friday's Notes, our weekly communication letter with the parents, monthly school calendars, individual teachers' newsletters, home projects to be done by families, open house, and an extensive parent volunteer program were successfully carried out. A teacher appreciation week was organized by the PTO and a volunteer appreciation apéritif was organized by the teachers.

**Benchmark 10.8: Establish Technology for teachers and administrators.....**  
This school year all teachers have continued the use of computers in their individual classrooms and in the library. All students are word processing; K-2 with adult supervision and 3-6 independently. The third through sixth graders are learning keyboarding skills. Grades 1 and 2 are exploring art and graphics by using Kid Pix. Use of our new computers will begin next school year.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	4.11	3.70
Co-Supporters	3.8	3.67	3.31
Co-Learners	3.4	3.23	3.00
Co-Teachers	4.0	3.65	3.31
Co-Advisors	3.5	3.47	3.17

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

### Goal 8: Parental Participation

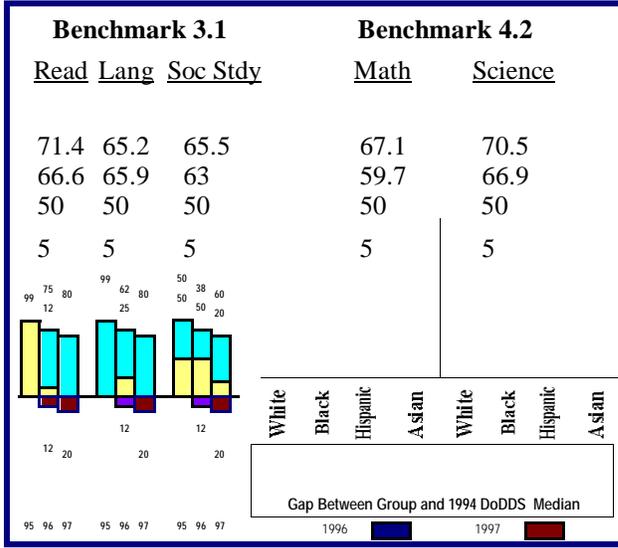
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Our school feels proudest in it's accomplishments in this category. Parental participation on all 5 tiers has greatly improved. Parents and teachers are really feeling as if we are truly partners in the students' education. The most visible change has been the addition of a parent volunteer room and library. The teachers most appreciated the extensive volunteer program.

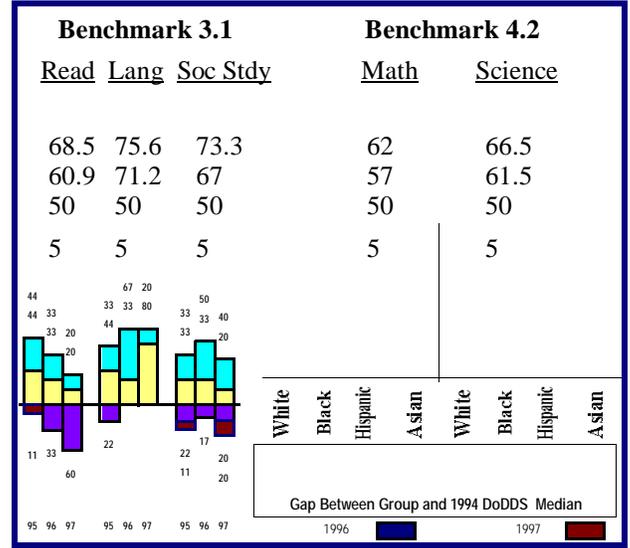
### Standardized Test Results

#### Grade 3

1997  
Median  
Percentiles  
for: **School**  
**District**  
**DoDDS**  
**Nation**  
# Students  
  
Percent of  
Students  
in Each  
Quarter  
76-99  
51-75  
26-50  
1-25

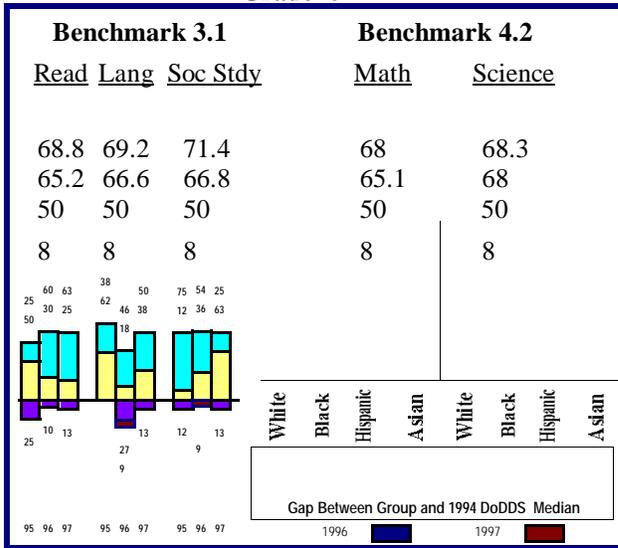


#### Grade 5



#### Grade 6

1997  
Median  
Percentiles  
for: **School**  
**District**  
**DoDDS**  
**Nation**  
# Students  
  
Percent of  
Students  
in Each  
Quarter  
76-99  
51-75  
26-50  
1-25



#### 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	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.

**Kleine Brogel ES**  
**617 MUNSS**  
**UNIT 21903**  
**APO AE 09713**

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**Fax Number: 32-11-793091**  
**Commercial Phone:**  
**32-11-792527**

#### DoDEA Writing Assessment

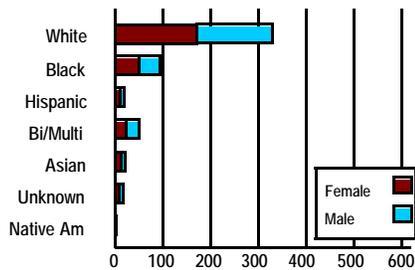
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	9	*	741.1	0%	89%	11%	0%	0%
5	96	7	*	741.9	43%	29%	29%	0%	0%
5	97	6		735.3	33%	50%	17%	0%	0%



**Department of Defense Education Activity  
SHAPE Elementary School (PK-6)  
1996/97 School Profile  
Linda L. Curtis, Principal**

**School Characteristics**

**Student Enrollment - 527**



Grade Offered	Program	#	%
PK-12	Special Education	58	11%
K-8	TAG	37	7%
K-12	ESL	55	11%
1	Reading Recovery	8	11%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

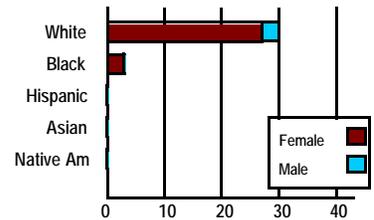
Grade	#
PreK	8
K	72
1	73
2	70
3	66
4	93
5	80
6	65
<b>Total</b>	<b>527</b>

Sponsor Affiliation	
Marine	1%
Army	55%
Navy	4%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	12%

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	2
7-10	15
> 10	21

**Mobility Rate  
25% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	4.5
Other Professionals	7.5

Teacher Education	
Degree	% Teachers
BA/BS	42%
MA/MS	58%
Doctorate	0%

**Principal's Highlights**

SHAPE Elementary School was very successful this year in implementing all of the tiers of the Home-School Partnership. New programs this year included a mentor/student teaming with a military unit at Chievres. The same unit also provided training for 49% of teachers on the new Pentium technology. The many wonderful opportunities for parents to be involved with education last year continued, after teachers trained some volunteers in different areas of the curriculum.

The focus this year has been on fine tuning teaching strategies to the curriculum, and assessing the student progress. Staff development has been ongoing in all areas of technology; holistic scoring, teaching specific modes of writing, such as persuasive; math problem solving, Language Arts implementation, and Science Curriculum with its applications in the classroom.

Our international community here at SHAPE also provides a broader, global setting in which to enrich our students multiculturally.

**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...*  
We focused on daily writing in the four main curricular areas, Reading, Math, Science, Social Studies. A comprehensive list of all types of assignments was compiled at each grade level, and a student sample from each area was collected each quarter.

**Goal 4: Math And Science Achievement**

*Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.*  
Focus was on increasing math achievement of students through various training sessions for teachers in problem solving and communication strategies. CTBS scores for 3rd and 5th grades only could be compared to baseline data. No ethnic or gender statistics were available at this writing, but schoolwide scores remain above the DODEA percentile for Math and Science.

**Goal 10: Organizational Development**

*Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...*  
We created a Strategic Plan Brochure outlining our goals and widely distributed it at Parent Orientation and Conferences. We continued our successful weekly parent newsletter and began to add return responses to encourage two-way communication. A parent survey at Nov. Conference time indicated that information was getting home about 93% of the time.

*Benchmark 10.8: Establish Technology for teachers and administrators...*  
Staff development was again our focus to prepare teachers for integrating the technology in student assignments and projects. Pentium computers are on site, awaiting the lab to be fitted. Training has begun during study groups, 2 days of specific training with a military unit as mentors, and the half time computer teacher to assist teachers and students in the MAC Lab.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	4.11	3.70
Co-Supporters	3.6	3.67	3.31
Co-Learners	3.0	3.23	3.00
Co-Teachers	3.8	3.65	3.31
Co-Advisors	3.6	3.47	3.17

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

### Goal 8: Parental Participation

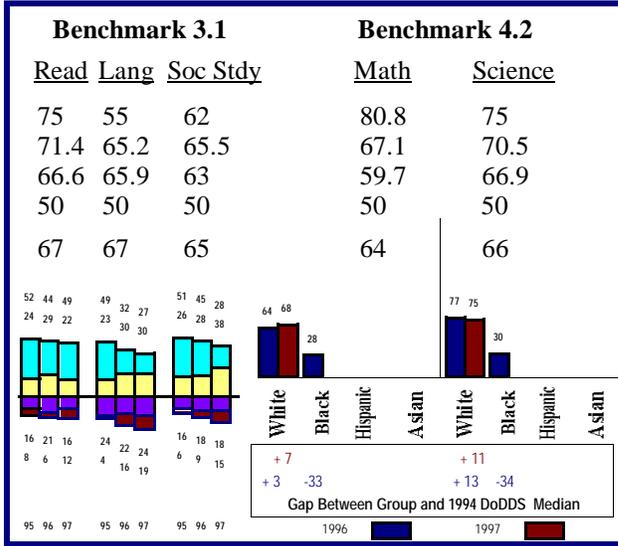
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Increased two-way communication between parents and teachers was our focus this year. Two additional conference days were added to the calendar and 82% of parents invited came. These days were also very beneficial for resource teachers to collaborate with classroom teachers. The daily assignment journal was also beneficial in promoting daily communication.

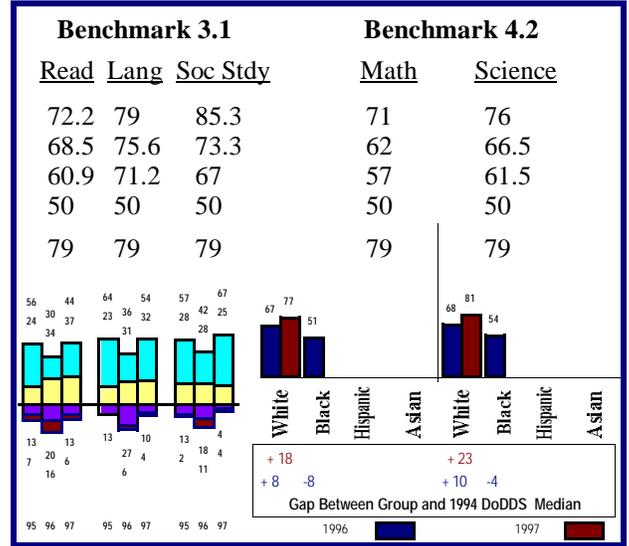
### Standardized Test Results

#### Grade 3

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

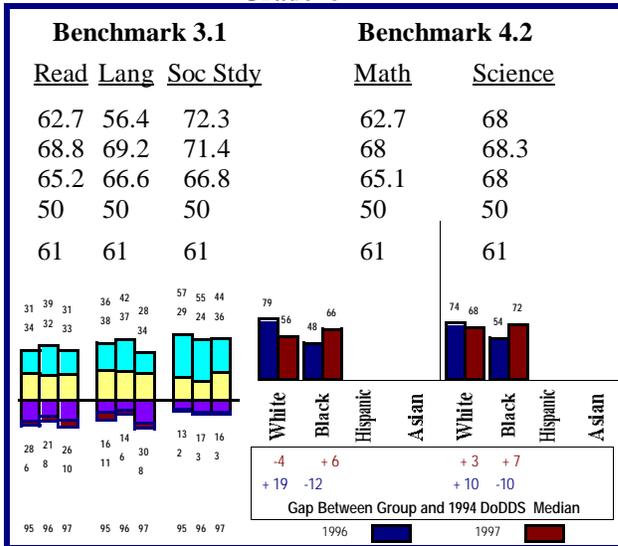


#### Grade 5



#### Grade 6

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	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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32-65-44-5718

#### DoDEA Writing Assessment

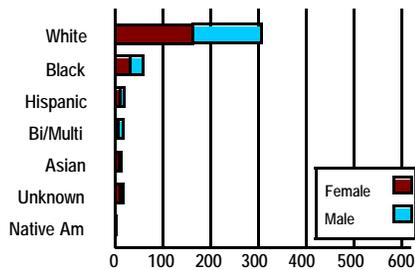
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	69	744.8	741.1	15%	62%	16%	7%	0%
5	96	61	727.4	741.9	26%	56%	13%	3%	2%
5	97	85	752.8	734.5	41%	49%	4%	6%	0%



**Department of Defense Education Activity  
SHAPE Junior High/High School (7-12)  
1996/97 School Profile  
Barbara Ferg-Carter, Principal**

**School Characteristics**

**Student Enrollment - 427**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	19	4%
K-8	TAG	N/A	N/A
K-12	ESL	57	13%
1	Reading Recovery	N/A	N/A
7-12	AVID	31	
AP Courses Offered		10	
Students Taking AP Courses		58	47%

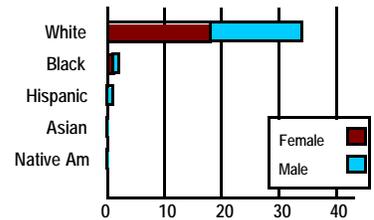
Grade	#
7	73
8	83
9	75
10	72
11	73
12	51
<b>Total</b>	<b>427</b>

<b>Sponsor Affiliation</b>	
Marine	1%
Army	35%
Navy	4%
Air Force	20%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	26%

<b>Teacher Experience</b>	
Years	Teachers
New	0
1-3	2
4-6	5
7-10	1
> 10	32

**Mobility Rate  
22% Per Year**

**Professional Staffing**



<b>School Staff</b>	
Category	FTE
Administrators	2
Classroom Teachers	29.5
Special Education	2
Other Professionals	4

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

**Principal's Highlights**

The school climate and community interaction are extremely positive, generating exceptional student achievement and a strong sense of family. Over 100 parents, teachers, and students traveled by bus, plane, and car to help our football team win the Division II Championship at Aviano, Italy. During each sports season, 60% of our athletes are on the Honor Roll. Our JROTC Unit was honored as Meritorious. The Color Guard and its Commander took 1st Place at the Drill Team Competition. Two Seniors were named National Merit Scholarship Finalists. Three Juniors were recognized for PSAT Selection Index Scores. Eight students were named Advanced Placement Scholars, three with Distinction and one with Honors. More than 80% of our students scored "Proficient" or "Distinguished" on the systemwide Writing Assessment. The spring drama production involved more than 100 students and parents. The international members of our student body, including the six Partnership for Peace students, are very active in our school; for example, our Valedictorian is German. Our three AVID Seniors have been accepted at colleges and universities. We were adopted by the Area Support Group at the nearby U.S. base. The evolving mutual commitment and sense of purpose of the SAC and SILT have set the tone for the entire school year.

**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...**  
We established and are in the process of implementing a Computer Writing Center. Teachers are using training in writing through computers to increase students' active participation. Pre- and post-surveys indicate that students are writing regularly in every subject. Student interest in rigorous courses resulted in additional honors and advanced placement classes.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...**  
We are focusing on diversifying instructional strategies (to include the use of computer and audio-visual technology), buttressing the support system for all students (to include the use of AVID strategies and Academic Study & Coaching), and offering additional rigorous math and science courses to match increased student interest.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
Our focus is on improved two-way communication at all levels: the school newsletter, open house, parent conferences, progress reports, increased telephone communication, awards ceremonies, extensive volunteer program, JROTC Dining Out, Color and Honor Guard, School-Home Partnership Program, School Improvement team, and School Advisory Council.

**Benchmark 10.8: Establish Technology for teachers and administrators...**  
Four of the five staff development opportunities this year concentrated on technology training. Teachers are utilizing training on the use of CD ROMS, InteGrade, PowerPoint, Word-Processing and tutorial disks, e-mail, MicroSoft Publisher, DOS Commands, and installing and deleting software. The LAN and Internet are in planning stages school-wide.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	4.11	3.70
Co-Supporters	3.9	3.67	3.31
Co-Learners	3.2	3.23	3.00
Co-Teachers	3.5	3.65	3.31
Co-Advisors	4.0	3.47	3.17

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

### Goal 8: Parental Participation

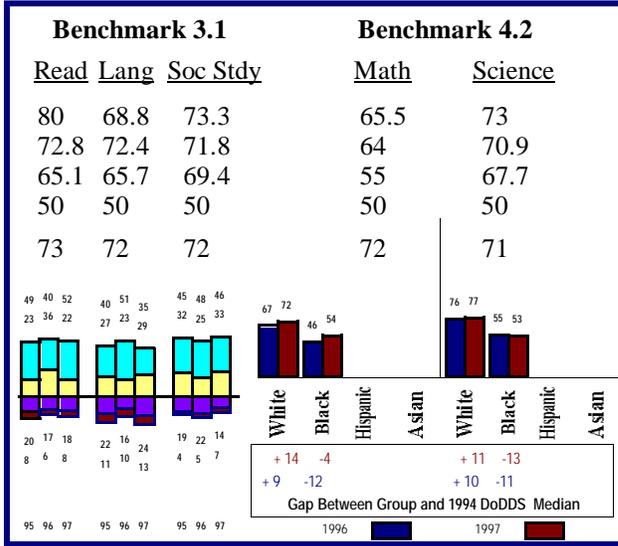
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

An extremely active volunteer program exists at the school. The Boosters' Club, PTSA, Scholarship Committee, School Advisory Council and their respective sub-committees involve approximately 300 parents and community members. Efforts exist to provide co-learning and co-teaching opportunities, as well as co-communicating through the school newsletter.

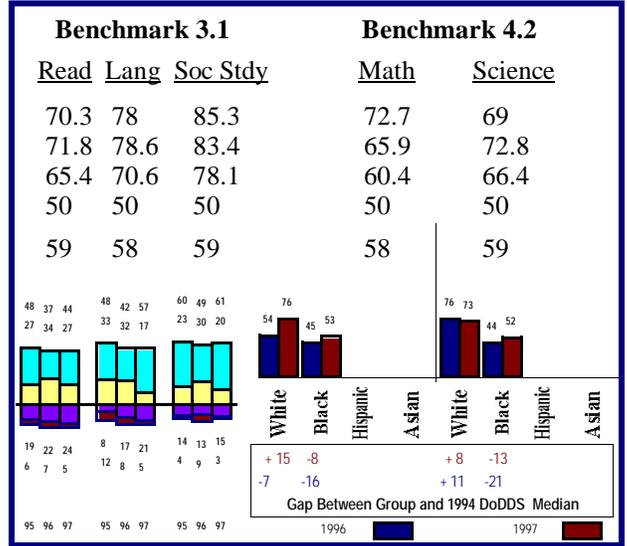
### Standardized Test Results

#### Grade 7

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

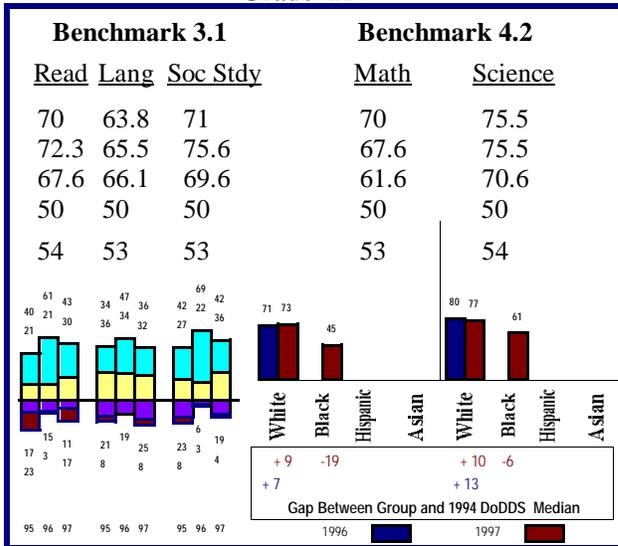


#### Grade 9



#### Grade 11

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



#### SAT Results

	School	District	DoDDS	Nation
% Participating	96: 46%	60%	62%	41%
	97: 55%	54%	63%	41%
Math Avg Score	96: 497	526	506	508
	97: 547	536	505	511
Verbal Avg Score	96: 496	525	518	505
	97: 531	529	515	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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32-65-445753

#### DoDEA Writing Assessment

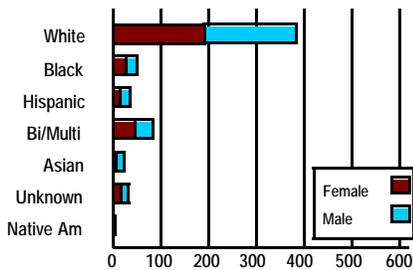
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
8	95	58	810.6	767.6	52%	26%	14%	9%	0%
8	96	77	756	770	18%	29%	43%	9%	1%
8	97	70	711.5	689	33%	54%	9%	4%	0%
10	95	54	763.6	792.8	22%	46%	20%	6%	2%
10	96	64	804	798.9	27%	52%	17%	5%	0%
10	97	61	706.5	711.6	46%	36%	15%	0%	3%



**Department of Defense Education Activity  
Spangdahlem Elementary School (PK-4)  
1996/97 School Profile  
Dee Ann Edwards, Principal**

**School Characteristics**

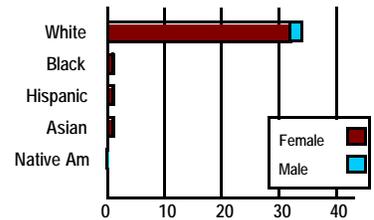
**Student Enrollment - 607**



Grade	#
PreK	27
K	103
1	141
2	98
3	117
4	121
Total	607

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	97%
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	63	10%
K-8	TAG	N/A	N/A
K-12	ESL	24	4%
1	Reading Recovery	0	0%
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	2
7-10	2
> 10	32

Mobility Rate  
27% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	27
Special Education	4
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	41%
MA/MS	57%
Doctorate	3%

**Principal's Highlights**

The School Improvement Leadership team, composed of grade level chairs, parents, and a school appointed Chair, takes its guidance from the school's infrastructure of three major committees, Math, Language Arts, and Technology. SILT decisions are based on recommendations from each group.

Analysis of the March 1997 CTBS and TerraNova scores for 3rd and 4th grades indicate students continue to perform well above the National Average in all subject areas. Previous focus of benchmark goals positively influenced student learning; adjustments to local goals are based on student learning during the past school year.

Teacher growth has been addressed through provision of college credit and through weekly lab attendance with the homeroom class. The Pentium Lab has been the core of the technology goals, but those goals are also supported by the changing role of the Media Center as it becomes the Technological heart of the school under the Resource Based Learning Curriculum. School-Home leadership has assumed major roles in training. A Parent Center to expand the relationship is under consideration.

**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...**  
Under Benchmark 3.1, our focus is to improve student achievement in writing. Students experience writing and editing sentences weekly. Data is being collected and analyzed for written responses on the pre/post assessments. SIP Day training includes Literacy Place implementation and application of writing rubrics.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...**  
Our Benchmark 4.2 plan is to narrow the student achievement gap in math problem solving. Students practice problem solving and write solutions using numbers and/or words. Data is being collected and analyzed on the pre/post assessments to measure student growth in math problem solving.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
Communication about SES is accomplished through: "Parent Page" (bi-monthly newsletter), "Parent Power" (monthly math newsletter), AFN Dolphin Digest, daily homework/behavior folders, parent conferences, and progress reports.

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

The focus for Benchmark 10.8 is to improve student key boarding skills. Computer teachers teach all students and teachers at least weekly in the Pentium Lab. Grade level mastery objectives are applied; assessments of 3rd and 4th graders' achievement is on-going.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	4.11	3.70
Co-Supporters	3.8	3.67	3.31
Co-Learners	3.4	3.23	3.00
Co-Teachers	3.2	3.65	3.31
Co-Advisors	3.1	3.47	3.17

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

### Goal 8: Parental Participation

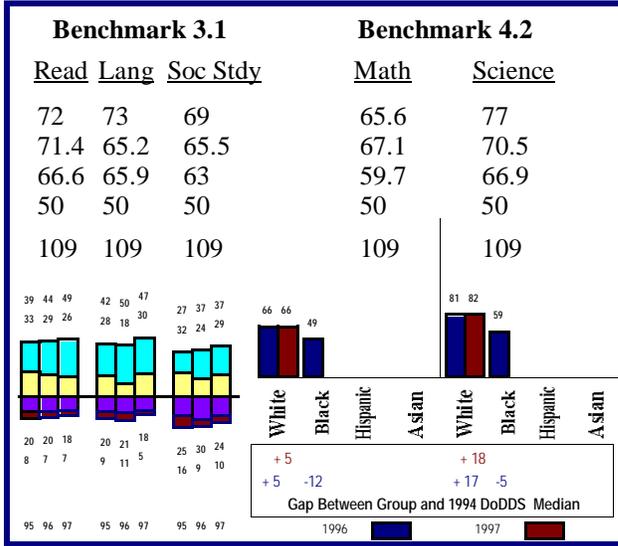
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The School/Home Key Communicators and PTSA, working with the math, language arts, and technology committees, sponsor curriculum activities for teachers, students, and parents. Co-learning and co-teaching activities for collaborative learning strategies are included in the calendar. Parents complete surveys in November and May.

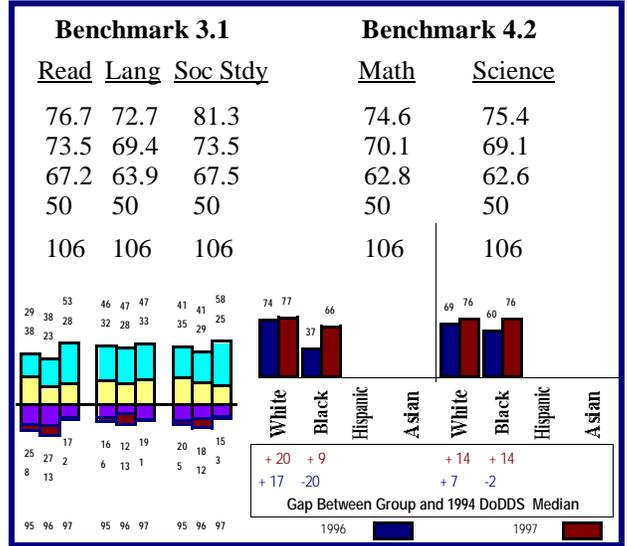
### Standardized Test Results

#### Grade 3

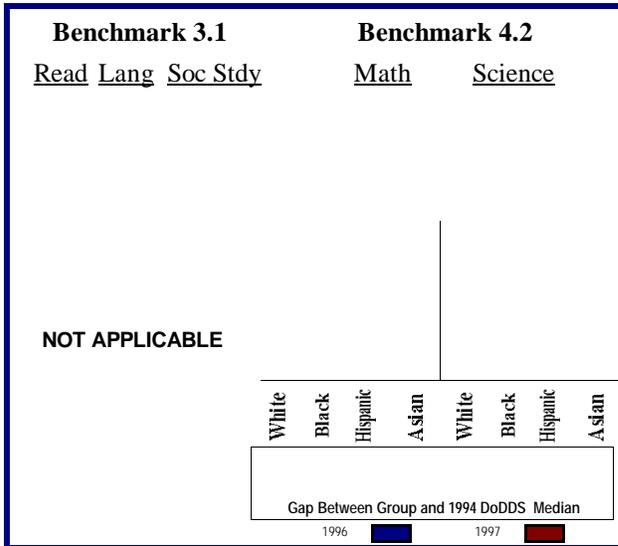
1997  
Median  
Percentiles  
for: **School**  
**District**  
**DoDDS**  
**Nation**  
# Students



#### Grade 4



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



Percent of  
Students  
in Each  
Quarter



### 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	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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**52 SPTG/CCSE-S**  
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**DSN Phone: 452-6170/6881**  
**Fax Number: 49-6565-4449**  
**Commercial Phone:**  
**49-6565-4033**

### DoDEA Writing Assessment

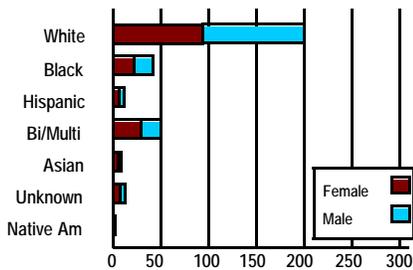
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					



**Department of Defense Education Activity  
Spangdahlem Middle School (5-8)  
1996/97 School Profile  
Donna Warner, Principal**

**School Characteristics**

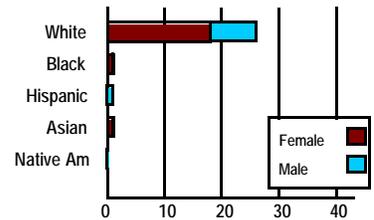
**Student Enrollment - 324**



Grade	#
5	89
6	92
7	77
8	66
<b>Total</b>	<b>324</b>

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	94%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	25	8%
K-8	TAG	N/A	N/A
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	46	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	1
4-6	1
7-10	1
> 10	24

**Mobility Rate  
24% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22.5
Special Education	1.5
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	31%
MA/MS	66%
Doctorate	3%

**Principal's Highlights**

Established in 1990, Spangdahlem Middle School enrolls 330 students in grades five through eight. Our classes are organized around the Block-8 schedule. Classes are 85 minutes each and meet on alternate days. The longer class periods allow for more in-depth lessons. A seminar period of 85 minutes is held twice a week with the first 25 minutes being dedicated to traditional Prime-time activities. Students use the remaining 60 minutes to seek help, do makeup work, and explore enrichment activities. A strong mentor program with the military community provides many opportunities for students. Twice weekly, during seminar, over sixty military personnel work for an hour with assigned students to help improve their grades and self-image. Mentors also conduct a Career Day for their students.

SMS provides a strong core of academic classes as well as a wide variety of electives. These include an excellent music program, a profit making business enterprise, and thriving AVID classes.

Many extracurricular activities that complement our students' educational experiences are offered. These include NJHS, Odyssey of the Mind, Intramural Sports, Newspaper, Computer/Chess Club and Yearbook.

**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.....**

This year has been dedicated to two areas. This first was to have the faculty work together to increase students' reading skills and to develop reading opportunities across the curriculum. The second was to research and/or develop an in-house reading skills test. We have maintained SSR school-wide twice a week and keep the media center open during the summer.

**Goal 4: Math And Science Achievement**

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

We have a problem of the Week Contest on math problems from all subject areas. AFN TV broadcasts families math puzzles call Math Mayhem. Quarterly family math meeting are conducted. Students are assessed in math and those demonstrating deficiencies receive instruction in a tutorial during seminar until the weakness is eliminated.

**Goal 10: Organizational Development**

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

Monthly parent newsletters, recently redesigned, are mailed home. AFRTS Radio and TV provides weekly updates of school activities on "Bulldog's Bark". Student progress reports are mailed to parents at the 5 week mark as an interim report card. Parent conferences are held twice a year by grade level teams and upon request.

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

Computer training has continued throughout the year with emphasis on Word 6.0 and InteGrade. Teachers all have Pentium computers with CD-ROM in their classrooms. A Pentium computer lab is designed and a waiting rewiring and furniture. Our media center has 9 computers for student use. 6th and 7th grade teams have required cross curricular projects to be word-processed.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	4.11	3.70
Co-Supporters	3.3	3.67	3.31
Co-Learners	2.9	3.23	3.00
Co-Teachers	3.3	3.65	3.31
Co-Advisors	3.1	3.47	3.17

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

### Goal 8: Parental Participation

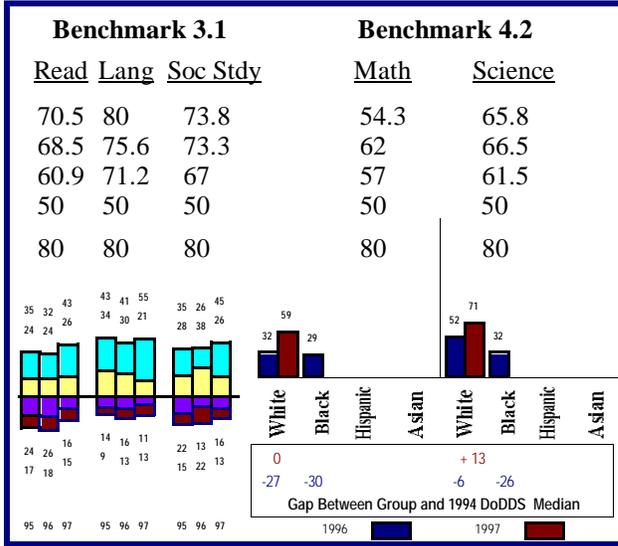
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A parent/teacher team was trained this year to help build a true school-home partnership. Our mentor program has over 60 active duty military paired with students, whom they meet with for one hour a week. Our PTSA held a book fair as well as holiday gift sales. Art is displayed throughout the community. Parents co-sponsor Odyssey of the Mind.

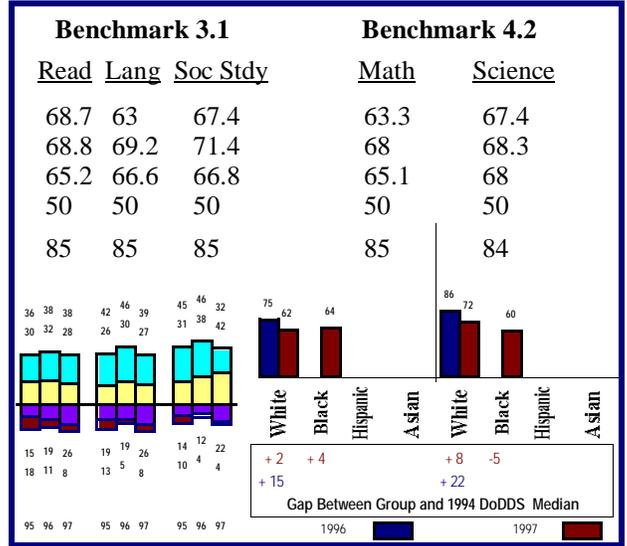
### Standardized Test Results

#### Grade 5

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

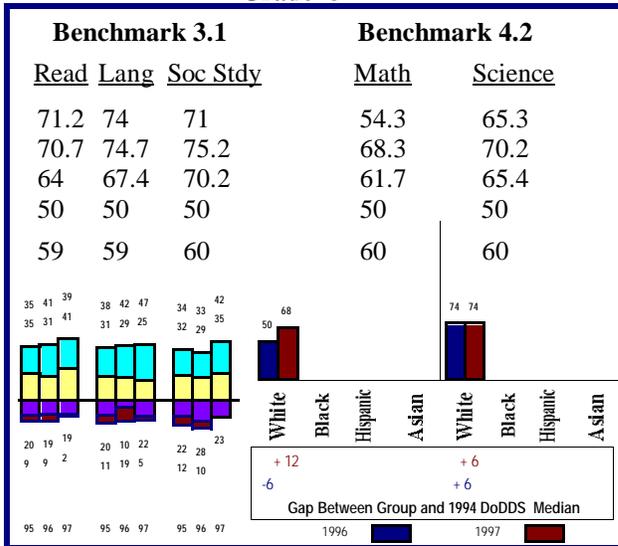


#### Grade 6



#### Grade 8

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



#### SAT Results

	School	District	DoDDS	Nation
% Participating	96	NA	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.

**Spangdahlem MS**  
**52 SPTG/CCSM**  
**UNIT 3640, PO BOX 45**  
**APO AE 09126-4045**

**DSN Phone: 452-7213/7139**  
**Fax Number: 49-6565-7175**  
**Commercial Phone:**  
**49-6565-7459**

#### DoDEA Writing Assessment

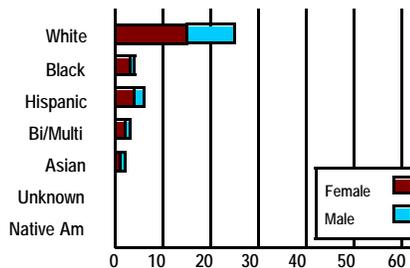
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	94	767	741.1	31%	53%	12%	3%	0%
5	96	86	759.3	741.9	44%	48%	7%	0%	0%
5	97	76	766.6	734.5	50%	43%	5%	0%	1%
8	95	60	771.7	767.6	32%	20%	32%	17%	0%
8	96	62	778.4	770	23%	39%	29%	10%	0%
8	97	55	711.7	689	49%	36%	11%	2%	2%



**Department of Defense Education Activity  
Volkel Elementary School (K-5)  
1996/97 School Profile  
Joseph Wertheimer, Principal**

**School Characteristics**

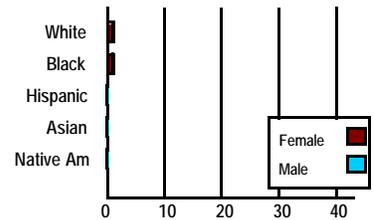
**Student Enrollment - 40**



Grade	#
K	9
1	8
2	4
3	8
4	4
5	5
Total	40

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	N/A	N/A
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	0	0%
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	1
4-6	0
7-10	0
> 10	2

**Mobility Rate  
33% Per Year**

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	3
Special Education	0
Other Professionals	0.5

Teacher Education	
Degree	% Teachers
BA/BS	100%
MA/MS	0%
Doctorate	0%

**Principal's Highlights**

Volkel Elementary School serves the families of the 752d MUNSS in the Netherlands and the Kalkar Military Community in Germany. We are one of the smallest, if not the smallest schools remaining in DoDEA. It is this smallness that is our greatest strength. In our three multi-age classrooms, great learning goes on each day.

Volkel is staffed by 2.5 professional teachers, a teaching principal, a half time Host Nation teacher, and a half time secretary/supply clerk. Apart from the normal academic program, we provide Math Olympiads, Swimming, Student Council, Computers, and Media.

We have an extremely supportive and active Booster Club. The club funds all costs for students and teachers on Study Trips and also provides a monthly Hot lunch for the students.

Much of our instruction is based on thematic units which include projects, reports and presentations. All students are familiar with and use the technology available in the classrooms and in our computer lab to complete assignments.

**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...**  
The process of writing and techniques of writing have been stressed this year. Students have used the computers available to produce finished products of fine quality.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..**  
The math curriculum has received increased emphasis this year. Problem solving techniques have been stressed in the Primary II Center and the Intermediate Center. All students in grades 4 to 6 have participated in Math Olympiads.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...**  
The school stays in close contact with our DSO and attempts to offer our students the same opportunities as they would receive at a larger elementary school. Family Math Nights were well attended as well as the Annual Small Schools Sports Day.

**Benchmark 10.8: Establish Technology for teachers and administrators.....**  
New computers have been received and all staff members feel comfortable with their use. We are now connected to the base E-Mail system, and therefore, we can reach parents at their worksites. We are also kept more aware of base activities with the same system..

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	4.11	3.70
Co-Supporters	3.3	3.67	3.31
Co-Learners	2.5	3.23	3.00
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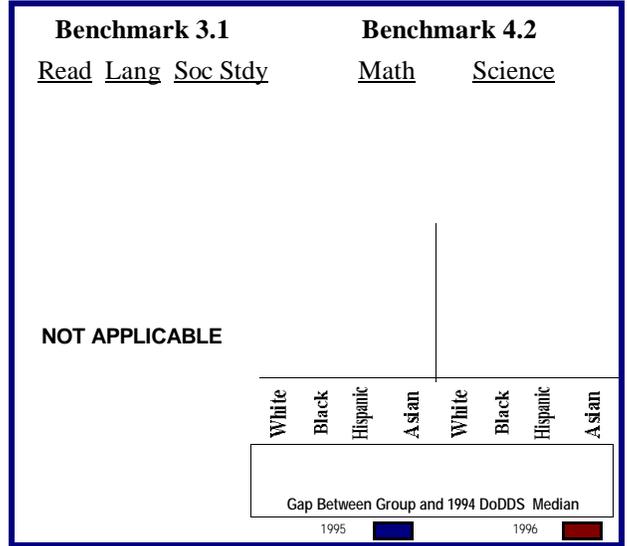
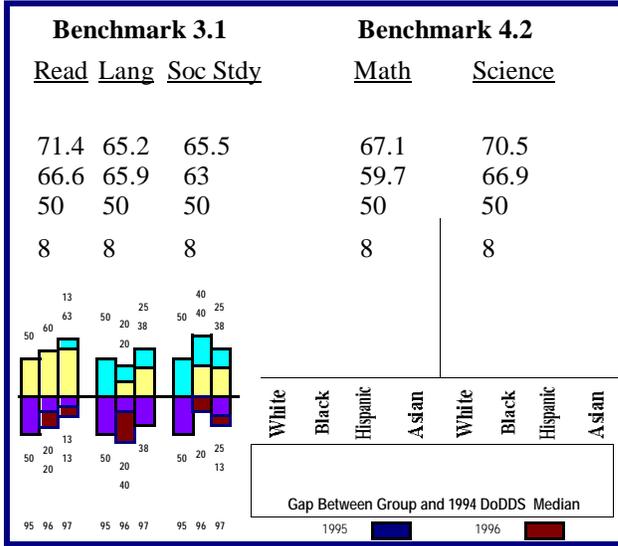
**Goal 8: Parental Participation**

*Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....*  
Parental participation by a small core group of parents is very high; it is a very rare day that does not find a parent volunteer in the school. We find it difficult to have parents from both of our communities involved. More needs to be done.

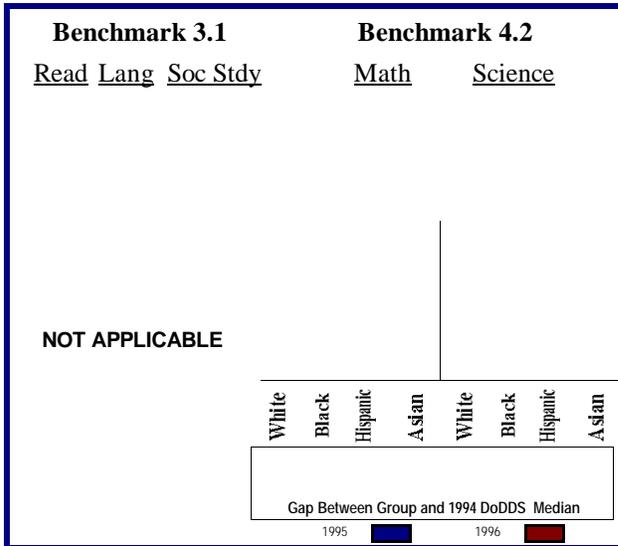
**Standardized Test Results**

**Grade 3**

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



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



SAT Results					
	School	District	DoDDS	Nation	
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

**Notes**

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**APO AE 09717**

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**Fax Number: 31-4132-74335**  
**Commercial Phone:**  
**31-4132-74285**

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	97	6	791.8	734.5	33%	67%	0%	0%	0%