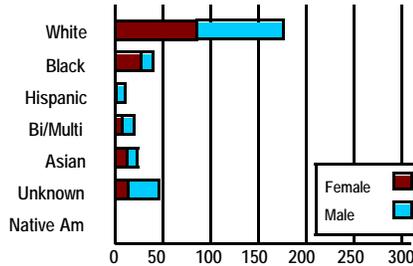




**Department of Defense Education Activity
Brussels Elementary/High School (PK-12)
1996/97 School Profile
Ben Briggs, Principal**

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%

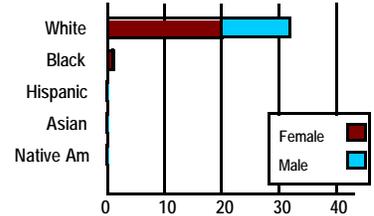
Grade	#
PreK	2
K	16
1	10
2	28
3	21
4	23
5	25
6	28
7	24
8	25
9	35
10	29
11	18
12	30
Total	314

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



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

Teacher Education	
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

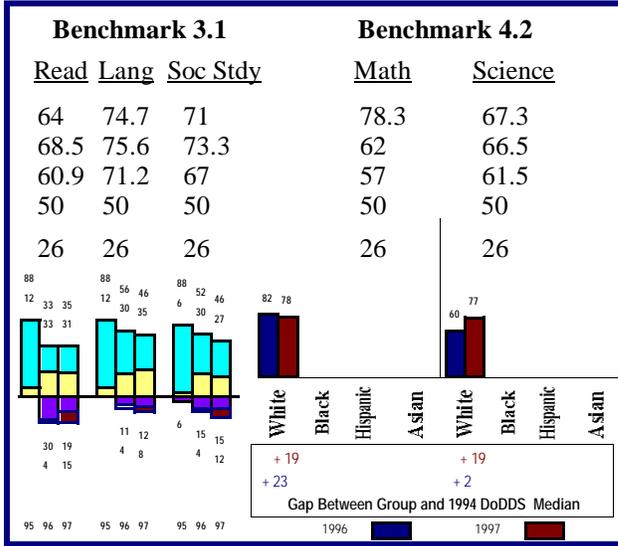
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

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.

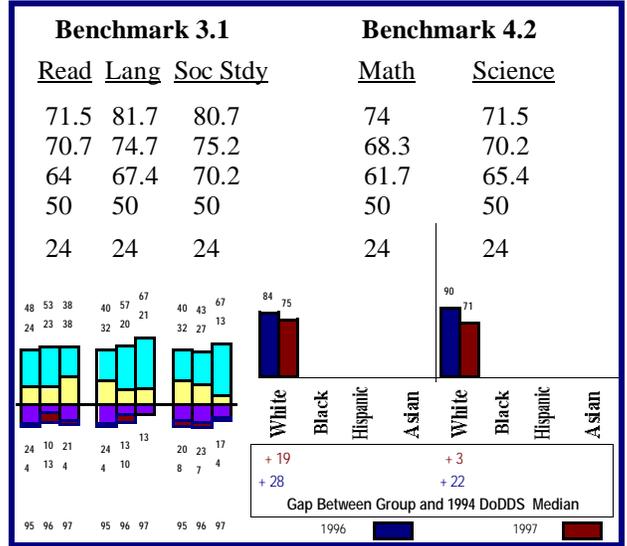
Standardized Test Results

Grade 5

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

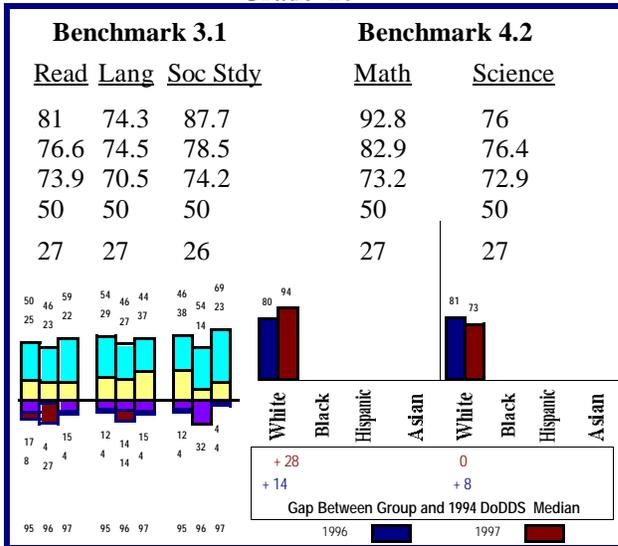


Grade 8



Grade 10

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



SAT Results

	School	District	DoDDS	Nation
% Participating	96: 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.

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32-2-7315625

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	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%