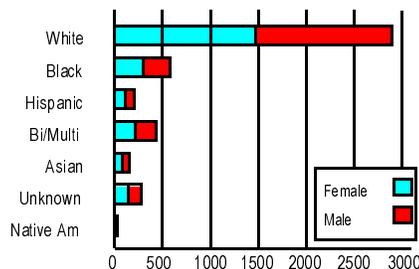


**Department of Defense Education Activity  
Brussels District (PK-12)  
1997/98 District Profile  
Lorraine Shanoski, Superintendent**

**District Characteristics**

**Student Enrollment - 4,569**



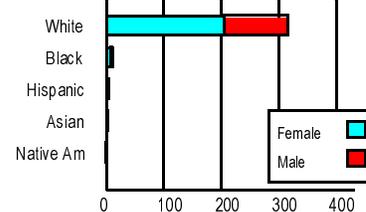
Grade	#
PreK	100
K	466
1	408
2	430
3	391
4	392
5	371
6	358
7	357
8	316
9	294
10	274
11	226
12	186
Total	4569

Sponsor Affiliation	
Marine	<.5%
Army	21%
Navy	2%
Air Force	61%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	7%
Non-US Civilians	7%

Teacher Experience	
Years	Teachers
New	4
1-3	12
4-6	18
7-10	31
> 10	271

**Mobility Rate  
26% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	23
Classroom Teachers	259
Special Education	29.5
Other Professionals	49

Teacher Education	
Degree	% Teachers
BA/BS	30 %
MA/MS	68 %
Doctorate	2 %

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	426	9%
K-8	TAG	277	8%
K-12	ESL	149	3%
1	Reading Recovery	8	2%
7-12	AVID	130	
AP Courses Offered		29	
Students Taking AP Courses		143	35%

**Superintendent's Highlights**

Curriculum delivery plays a major role in our belief that all students will be guaranteed a quality education. This year we implemented a program of administrative curriculum leadership which included the creation of quality indicators for administrators to use during classroom observations. District staff continue to hone their skills in curricular areas as well.

Professional development opportunities offered to district educators to improve instruction included: Instructional Analysis, Principles of Learning, Mentoring the Mentor, Active Participation, Inclusive Practices, and Autism Training. Improving school culture was the aim of course work in community building and Habits of the Heart.

As this has been the year to "Show me the evidence!", our district has placed a high emphasis on the development of local assessment tools designed to measure the degree of success of school improvement efforts. District staff continued to study the area of assessment and actively helped schools create assessment tools and scoring instruments that would guide instruction.

**DoDEA Strategic Plan: School Improvement Implementation  
School Year 97/98 Priorities**

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.**  
An assessment which uses a rubric to guide instruction and contains teaching suggestions was created and field tested. Training in using rubrics to score was provided as well as training in how to more effectively use pretest results to guide instruction. Training in leadership skills, Service Learning, and instructional strategies for social studies continues.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.**  
Performance-based assessment tools and scoring instruments continue to be developed and fine tuned. Training in use of these tools is ongoing. Science STAR (Student Teachers as Resources) provides ways for lower performing students to acquire and refine specific skills and then use those skills to teach others. Instruction in technology in the classroom was a focus this year.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.**  
Local area networks have been established insuring that all teachers and administrators at each site have the capability to communicate and share information electronically. A web server has been installed which allows schools and district personnel to publish on the district website. Instruction has been given to all district staff and school administrators.

**Benchmark 10.8: Establish technology for teachers and administrators.**  
An addition of an educational technician will facilitate the speed with which the use of technology is successfully implemented in our district. Professional development opportunities were provided to district, administrative, and school staff in the area of technology competencies.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	4.1	3.9
Co-Supporters	3.7	3.5
Co-Learners	3.1	3.1
Co-Teachers	3.6	3.5
Co-Advisors	3.3	3.3

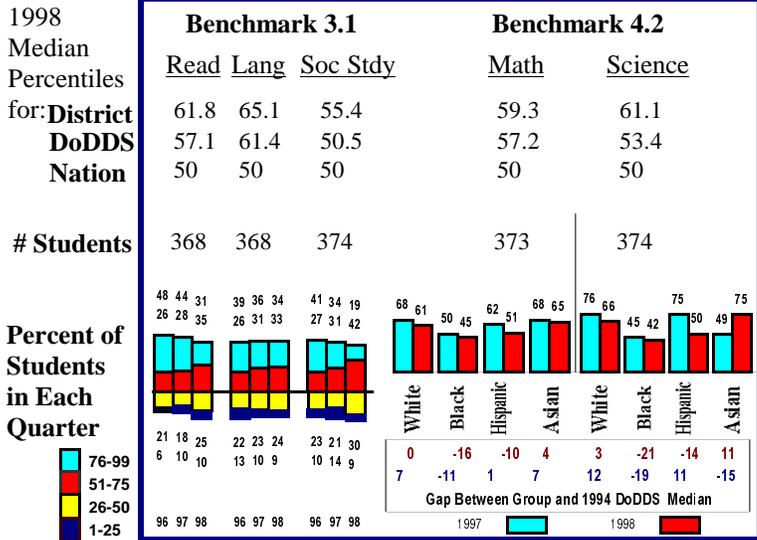
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

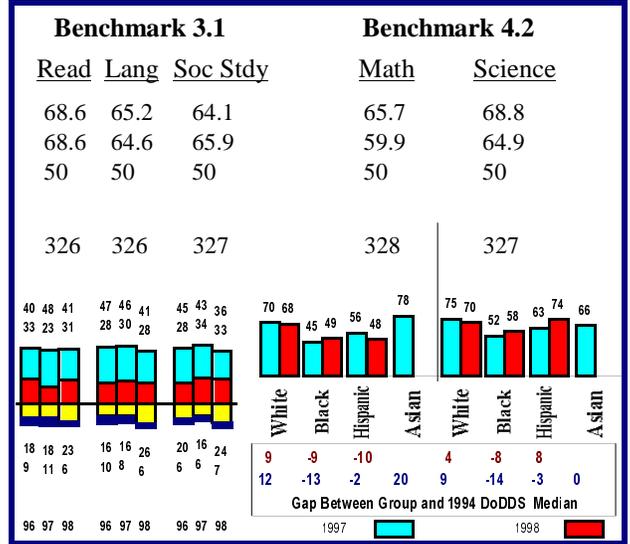
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

School-Home-Community Partnerships (SHCP) continue to be a major thrust in the district as Key-Communicators attended training sessions focusing on enhancing "Best Practices" in the five tiers. Action Research was used to study ways of strengthening SHCP. An additional study focused on the effective use of the Site-Based Self-Evaluation tool.

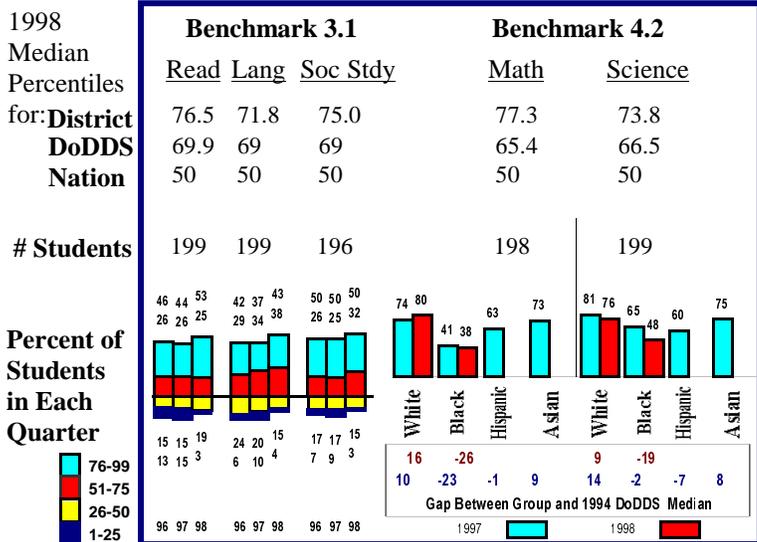
### Grade 3



### Grade 7



### Grade 11



### SAT Results

	District	DoDDS	Nation
% Participating	97	63%	63%
	98	72%	62%
Math Avg Score	97	536	505
	98	530	505
Verbal Avg Score	97	529	515
	98	520	511

### 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: Lorraine Shanoski  
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	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	378	Met	37%	52%	10%	1%	1%
5	97	387	Met	39%	52%	5%	2%	1%
5	98	364	Met	18%	74%	7%	0%	0%
8	96	321	Not Met	30%	37%	26%	6%	1%
8	97	303	Met	42%	42%	10%	4%	3%
8	98	295	Met	34%	47%	15%	3%	1%
10	96	256	Met	32%	48%	16%	4%	0%
10	97	274	Met	42%	36%	16%	2%	4%
10	98	228	Met	50%	32%	13%	4%	1%