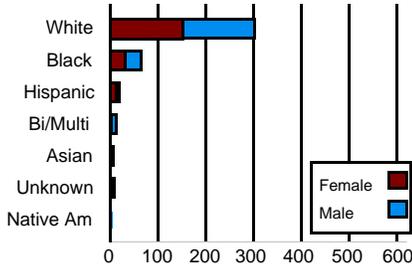




**Department of Defense Education Activity
SHAPE Junior High/High School (7-12)
1995/96 School Profile
Barbara Ferg-Carter, Principal**

School Characteristics

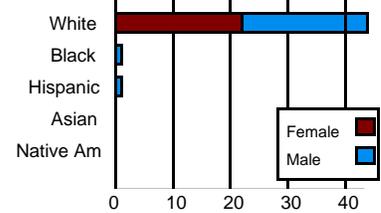
Student Enrollment - 414



Grade	#
7	84
8	79
9	82
10	63
11	47
12	59
Total	414

Sponsor's Affiliation	
Marine	2%
Army	38%
Navy	3%
Air Force	21%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	37%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	26	6%
K-8	TAG	0	0%
K-12	ESL	45	11%
1	Reading Recovery	N/A	N/A
7-12	AVID	41	
AP Courses Offered		9	
Students Taking AP Courses		81	76%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	16
> 10	22

Mobility Rate
17% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	29.5
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	30%
MA/MS	70%
Doctorate	0%

Principal's Highlights

The SHAPE American High School faculty has moved from initial resistance in 1991 to greater receptivity to change in 1996. In our fourth year of building mutual trust and working cooperatively, the faculty, administration, staff, students, and community are becoming aware that change is necessary if we are to define the future of our school and realize our vision.

The unique focus of our school is our international student population. Of 450+ students at SHAPE American High School, nearly 30% represent 17 different nationalities and 15 different languages. Walking through the corridors and stepping into the classrooms provide a glimpse of global interaction as it should be in the 21st century. Through integrated study trips, special class sessions, Model United Nations, Model NATO, the SHAPE International Study Council, and extracurricular activities, students—including those who participate from the Belgian and German High Schools—enjoy many opportunities for cultural and personal growth.

While the SIT leadership remains the same as last year, all members but one are new, bringing fresh ideas to school improvement planning. Translating the school improvement plan into action—and ultimately a product—is a hurdle yet to be overcome.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
Our focus is on language arts. Our two priorities are the establishment and regular use of a computer writing center and students' use of writing in order to communicate their learning in every curricular area. Student writing will continue to be published in every possible form and forum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Our goal is to increase participation and achievement in the areas of math and science by (a) reinforcing the support network for students (AVID, Academic Study & Coaching, Seminar, etc.); and (b) focusing on diverse instructional strategies to address culture-based learning styles and students' active participation.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Our school is fortunate in having the parent of three of our high school students as the School-Home Partnership trainer for the Brussels District. Our mutual goal is to (a) increase parent awareness of all aspects of school life and volunteer opportunities; and (b) encourage parents to become active participants in their children's education.

Goal 10: Organizational Development

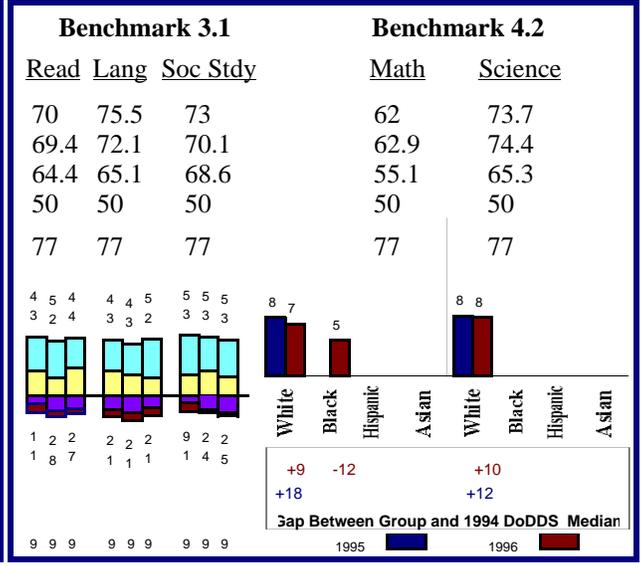
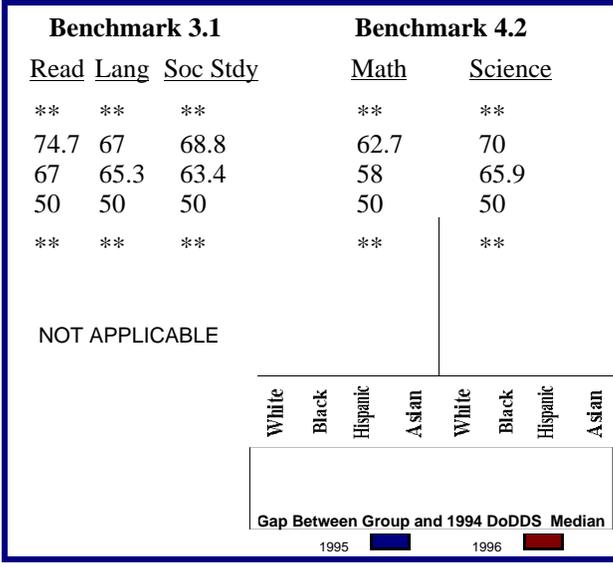
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
Our focus is the use of technology—including LAN, InteGrade, Internet, and Lotus Notes—to facilitate effective communication and increase accountability within and without the school.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	73%	19%	7%
Math	69%	23%	6%
Science	63%	26%	9%
Social Studies	63%	29%	3%
School Communications	45%	27%	27%

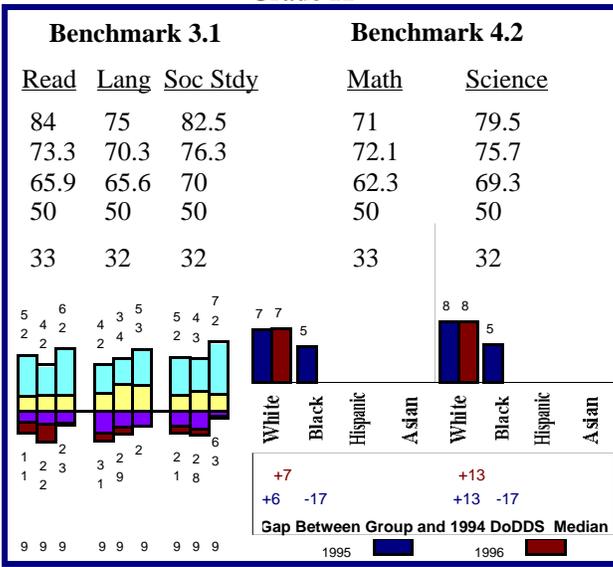
Benchmark 10.8: Establish Technology for teachers and administrators
 Establish Electronic Technology for Teachers and Administrators: Our strategies toward fulfillment of this goal include establishing a computer writing center, increasing teacher use of technology, and making full use of local resources to include student-trainers and parent volunteers.

CTBS Test Results

1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	55%	75%	66%	42%
	1995	47%	72%	64%	41%
Math Avg Score	1994	486	486	472	479
	1995	511	506	480	482
Verbal Avg Score	1994	464	435	430	423
	1995	496	454	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	48	790.8	44%	42%	8%	2%	0%
8	9	58	810.6	52%	26%	14%	9%	0%
8	9	77	756	18%	29%	43%	9%	1%
10	9	59	802.8	37%	39%	15%	7%	2%
10	9	54	763.6	22%	46%	20%	6%	2%
10	9	64	804	27%	52%	17%	5%	0%