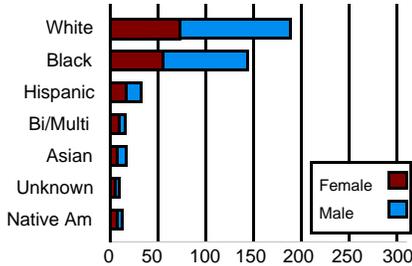




**Department of Defense Education Activity
Argonner Elementary School (PK-5)
1995/96 School Profile
Jim Harrison, Principal**

School Characteristics

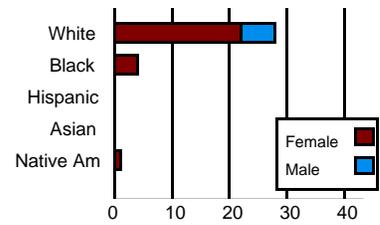
Student Enrollment - 410



Grade	#
PreK	18
K	79
1	68
2	50
3	75
4	59
5	61
Total	410

Sponsor's Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	70	17%
K-8	TAG	61	16%
K-12	ESL	11	3%
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

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	5
> 10	26

Mobility Rate
60% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18.5
Special Education	5.5
Other Professionals	8.5

Teacher Education	
Degree	% Teachers
BA/BS	25%
MA/MS	71%
Doctorate	4%

Principal's Highlights

During this school year, Argonner Elementary School has experienced a successful transition from the Outcomes/School Improvement Process (O/SIP) to the DoDEA School Improvement Model. O/SIP came to fruition by the school earning an Outcomes Accreditation endorsement from North Central Association with the highest marks.

The beginning of successful implementation of the DoDEA process was first evidenced by the establishment of the School Improvement Team which allowed significant contribution and input from parents. The parental involvement in our school this year is to be highly commended due to the fact that so many families were directly affected by the Bosnian deployment.

A second indicator of success with the process is the high level of involvement of the teachers in the selection of the strategies to be implemented for the School Improvement Plan. The variety of strategies developed reached across all curricular areas and students abilities.

During the summer, a majority of teachers attended a workshop in Boston offered by the NSF's Model School Program. During this time, teachers collaborated to further the goals of writing and math using technological strategies.

**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

Teaching strategies to incorporate Writing Across the Curriculum are underway. A school wide writing assessment was conducted in the Fall and a second Spring assessment is underway. A Young Author's program was conducted after school once a week. A student anthology of literature and artwork was published in the Spring.

Goal 4: Math And Science Achievement

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

All classroom teachers implemented the new MathLand program this year in an effort to improve math achievement. Students demonstrated an enthusiasm for the new approach to math concepts, which has in turn enhanced parental interest. Special learning nights for parents were well attended. Data based on ethnicity and gender is being collected as baseline information.

Goal 8: Parental Participation

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

Parents felt that their increased participation in the decision-making roles of SAC, PTA and the SIT allowed for a vital parent perspective. Evidence of the high number of parent volunteers was the 143 invitations to the Volunteer Appreciation Tea to acknowledge their efforts during the school year. Parents also attended learning-centered meetings and in-services.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

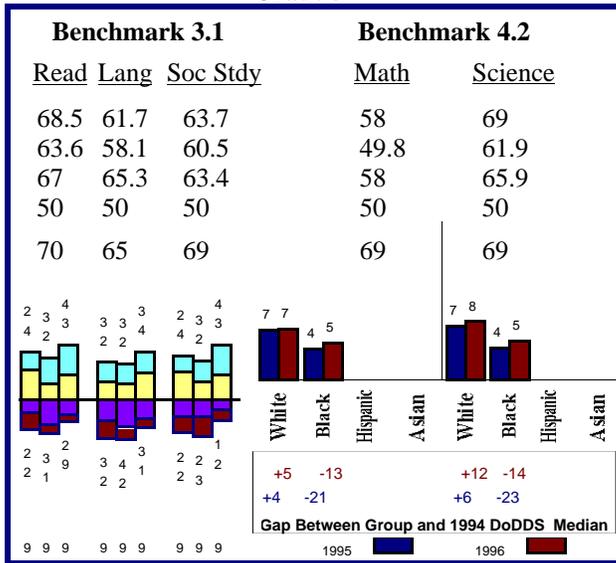
Within the school, monthly Management Council meetings, faculty meetings and a daily bulletin provided a teacher communication system. Parent/Community communications were fostered through the principal's monthly newsletter, monthly SAC, PTA and IAC meetings, special Parent Nights and teachers' newsletters and notes/phone calls home.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	78%	13%	4%
Math	72%	19%	4%
Science	54%	21%	9%
Social Studies	61%	21%	4%
School Communications	76%	18%	4%

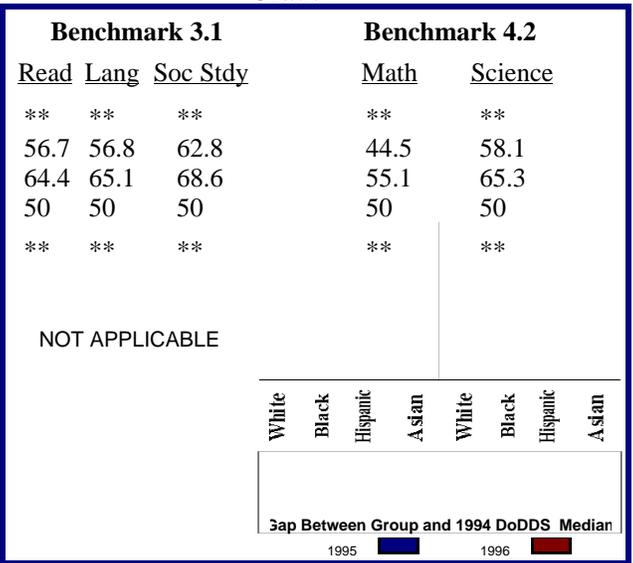
Benchmark 10.8: Establish Technology for teachers and administrators
 Access to electronic technology for teachers and administrators has been established. In-service opportunities have been offered to enhance computer skills, with a wide variety of offerings continuing throughout the summer. Teachers have access to cc:Mail, and the recent installation of the mini-lab allows access to the Internet to send and receive information.

CTBS Test Results

1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students

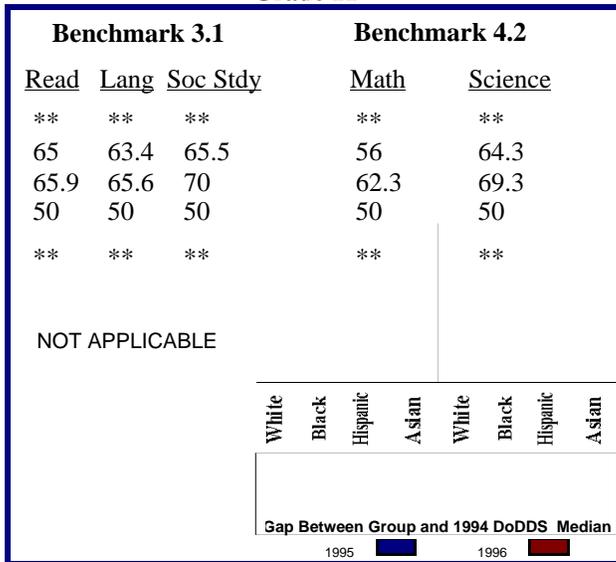


Percent of Students in Each Quarter



Grade 11

1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



Percent of Students in Each Quarter

SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A	71%	66%	42%
	1995	N/A	54%	64%	41%
Math Avg Score	1994	N/A	456	472	479
	1995	N/A	440	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	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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 6181-55442

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	56	733.6	23%	32%	27%	18	0%
5	9	63	736.7	13%	64%	11%	13	0%
5	9	55	738.6	31%	49%	18%	0%	2%