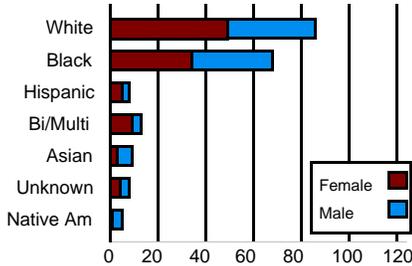




**Department of Defense Education Activity
Babenhausen Elementary School (K-6)
1995/96 School Profile
Jacqueline Hulbert, Principal**

School Characteristics

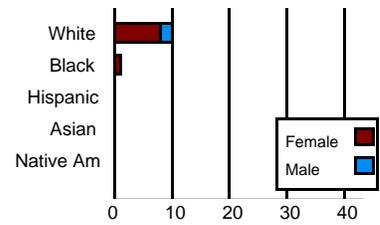
Student Enrollment - 196



Grade	#
K	36
1	43
2	31
3	30
4	26
5	16
6	14
Total	196

Sponsor's Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	17	9%
K-8	TAG	35	18%
K-12	ESL	4	2%
1	Reading Recovery	9	21%
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	1
> 10	8

Mobility Rate
53% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	10
Special Education	1
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	56%
MA/MS	44%
Doctorate	0%

Principal's Highlights

Babenhausen Elementary School (BES) is an academically focused school serving K-6th grade students from the Army communities of Aschaffenburg and Babenhausen. Our school complex has 8 classrooms, computer lab, science/math lab, gymnasium, and media center.

School staff monitor student success holding high expectations. The RIS/Reading Recovery program gives added strength to the school's emphasis placed on reading to achieve success. MathLand, computation strategies, and GOAL testing give strength to the math program.

BES has an active Parent School Organization which teams with teachers for MathLand Nights, International Day, and the Week of the Young Child. Parents are team players in school improvement planning, discipline, and events of enrichment. School wide enrichment includes guest speakers, computer and chorus clubs, math olympiads, geography bee, and International Day activities.

Teachers are eager learners. They have voluntarily rescheduled the school day for school improvement planning and in-service training to happen. All staff members are taking additional course credits to improve their skills in computer education/technology, reading/math instructional strategies, and/or master program studies.

**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 School Improvement Team chose to implement a variety of strategies to improve reading comprehension. This plan uses a combination of effective instructional programs, use of technology, and encouragement of reading for pleasure. Assessment tools include the Macmillan Comprehension Scores, a Family Reading Survey, and a technology checklist.

Goal 4: Math And Science Achievement

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

Our School Improvement Team selected to concentrate on strengthening math skills and developing mathematical concepts. Using MathLand as our primary source for instruction and assessment, we worked to: (1) Encourage oral and written expression in math, (2) Involve all students in the learning, and (3) Involve all parents and community members.

Goal 8: Parental Participation

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

Parents and community representatives are active members of the SI team. The PTO actively supports school programs such as International Day and Family Math Nights. Many parents serve as volunteers, both in the classrooms and at special programs. Our school receives a high percentage of parent response on surveys with high evaluative ratings.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

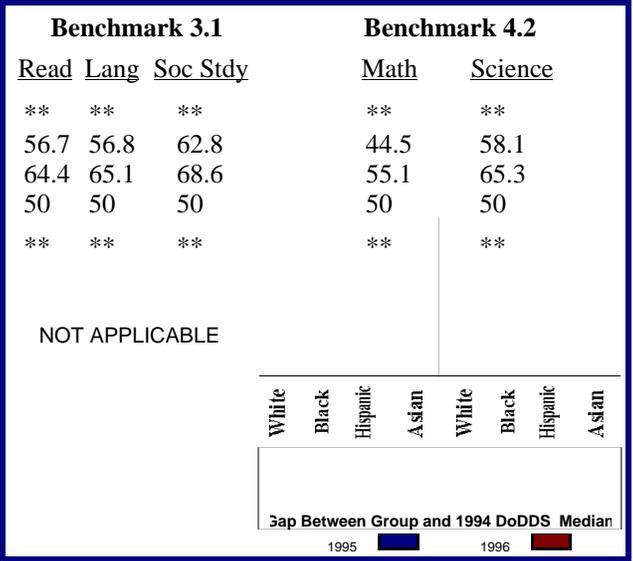
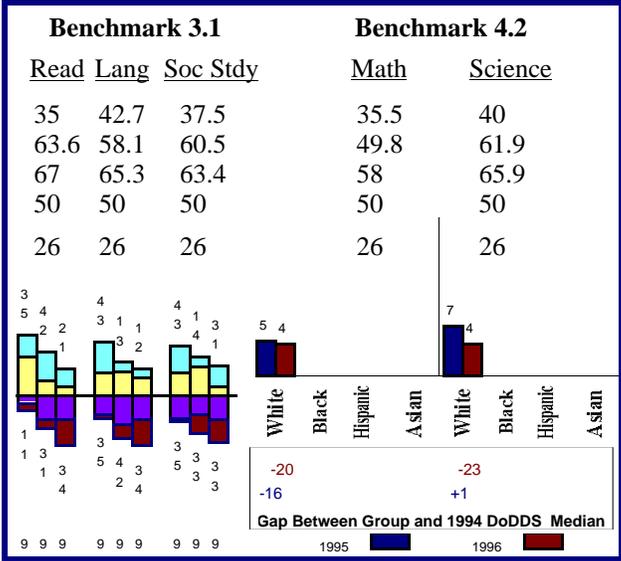
The principal published bi-monthly newsletters to inform parents and the community about important school activities and how to help children learn. The School Improvement Team meets regularly to assess the needs of the students and to develop strategies to improve student skills.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	76%	17%	3%
Math	76%	14%	3%
Science	69%	10%	7%
Social Studies	50%	21%	7%
School Communications	54%	33%	10%

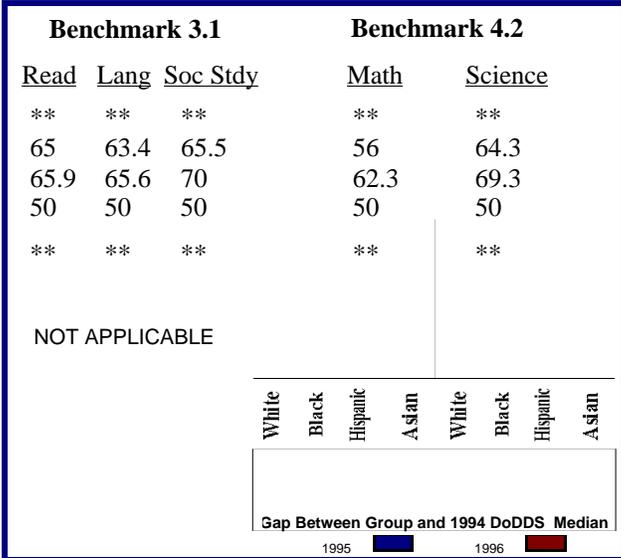
Benchmark 10.8: Establish Technology for teachers and administrators
 A new computer lab was installed in 1995 for student and teacher use. Every class makes weekly use of the computer lab to address a variety of curriculum needs. Teachers have received training in programs related to math, reading and keyboarding. Training on how to integrate technology into the curriculum to improve learning is an on-going process.

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	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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DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
5	9	13	697.3	23%	39%	23%	8%	8%	
5	9	14	691.7	0%	50%	29%	21	0%	
5	9	19	676.9	16%	47%	26%	5%	5%	