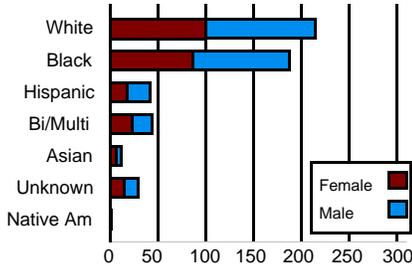




**Department of Defense Education Activity
Darmstadt Elementary School (PK-5)
1995/96 School Profile
Julie Gaski, Principal**

School Characteristics

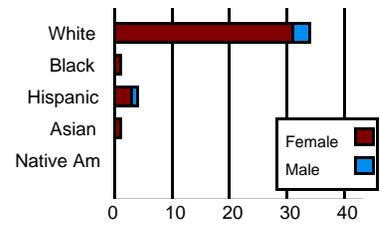
Student Enrollment - 519



Grade	#
PreK	30
K	73
1	118
2	74
3	91
4	71
5	62
Total	519

Sponsor's Affiliation	
Marine	<.5%
Army	94%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	102	20%
K-8	TAG	76	16%
K-12	ESL	19	4%
1	Reading Recovery	32	27%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

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

Mobility Rate
37% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	8
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	33%
MA/MS	64%
Doctorate	3%

Principal's Highlights

Darmstadt Elementary School is referred to in its 1996 Accreditation Report as a "learning community with a common set of shared values." That same report says, "The warm and compelling climate of the school affects staff, students, and teachers. The children exhibit behavior that denotes they feel safe and cared for; the teachers appear competent and appreciated; the parents say they feel welcome and valued."

Darmstadt Elementary educates a diverse population of students, including preschool handicapped, learning disabled, English as a second language, and general education programs. It offers unique programs such as the partial German language immersion second and third grade classes and the Reading Recovery program for grade one. In addition to core subjects, students are being taught the skills and uses of technology today and for their future. Not only is the use of computer hardware and software a part of instruction, but it also serves as a medium for learning in other areas of the curriculum (for example, writing, math, social studies).

Darmstadt Elementary is a child-centered school that offers its students many opportunities to be successful. Staff helps each child to experience success according to interests, talents, and abilities, and to be recognized for accomplishments.

**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.
Plans centered on increasing the use of strategies for writing to read, reading for pleasure, and for students working together. Teachers work on journals, research projects, silent and paired reading and activities such as book fairs and reading at home to encourage independent reading. Staff training focuses on ways to expand skills in teaching writing and students' social skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Strategies focused on making students better problem solvers in math. Students work in groups to explain their thinking and use concrete objects to solve or show problems. Using DoDDS standards for mathematics training has given teachers better ways of helping students understand math and its relationship to other areas of the curriculum and real life.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
In SY 95-96, 200+ volunteers contributed to the school. Parents participated in Open House, Career Day, family math nights, guest readers/speakers, enrichment reading groups, and decision making committees. The 1996 Accreditation Report says parents "...work for the good of the school (while) teachers give over and above...a relationship that pays off for students."

Goal 10: Organizational Development

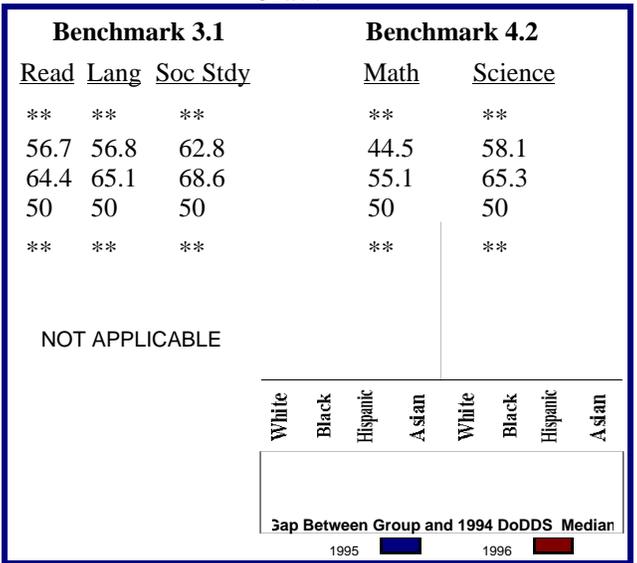
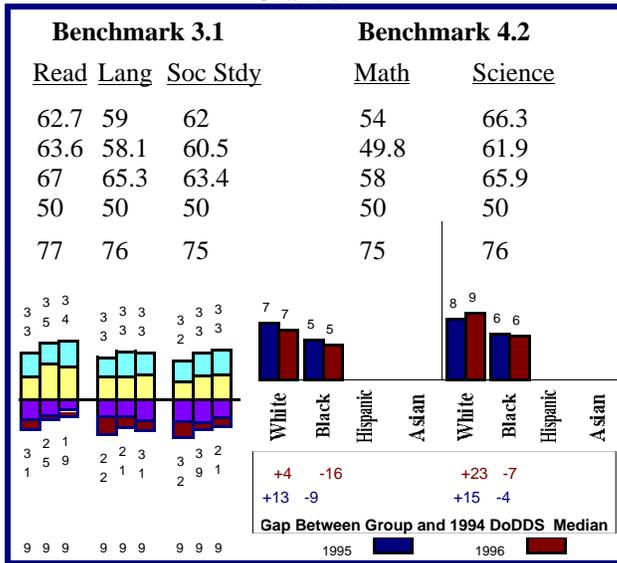
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Monthly communications to parents include the Dragon Tales, the school wide newsletter, and many classroom newsletters. Important information about the school is shared with parents in the School Advisory Committee, Installation Advisory Committee, PTO, and with the community in weekly meetings, the community newspaper and the official calendar.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	73%	15%	4%
Math	71%	16%	4%
Science	60%	16%	5%
Social Studies	58%	15%	4%
School Communications	72%	20%	7%

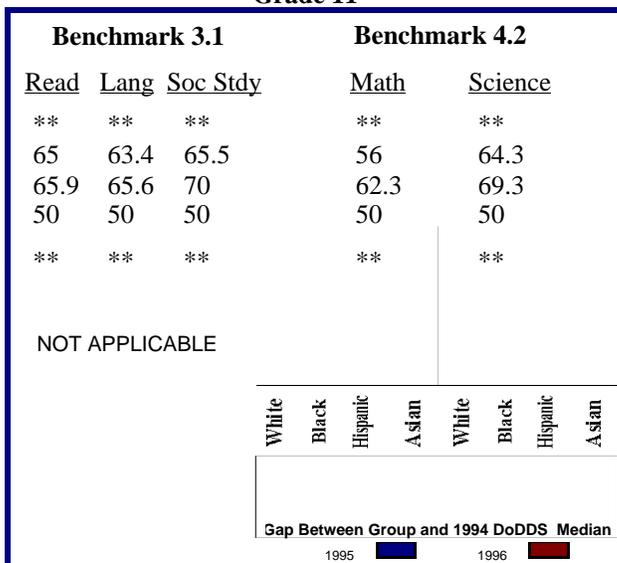
Benchmark 10.8: Establish Technology for teachers and administrators
 Plans have been completed to integrate the appropriate use of technology into the language arts and math. Computers in the school lab and classrooms are used daily for keyboard training, software support of instruction, problem solving, writing, and telecommunications. Training has been planned for word processing and for using software to support instruction.

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.

Darmstadt ES
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APO AE 09175

DSN Phone:
348-6513/7390

Commercial Phone:
6151-64122

DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	84	747.3	20%	38%	37%	5%	0%	
5	9	69	724.5	16%	59%	16%	6%	0%	
5	9	55	728.7	31%	46%	22%	2%	0%	