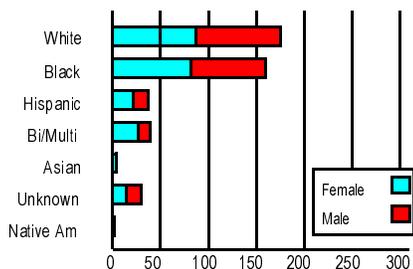




**Department of Defense Education Activity
Darmstadt Elementary School (PK-5)
1997/98 School Profile
Julie Gaski, Principal**

School Characteristics

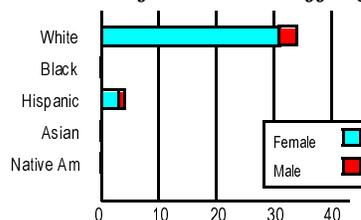
Student Enrollment - 438



Grade	#
PreK	20
K	79
1	82
2	64
3	69
4	62
5	62
Total	438

Sponsor Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	19.5
Special Education	7.5
Other Professionals	10

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	2
7-10	5
> 10	34

Teacher Education	
Degree	% Teachers
BA/BS	26 %
MA/MS	74 %
Doctorate	0 %

**Mobility Rate
47% Per Year**

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	93	21%
K-8	TAG	1	<.5%
K-12	ESL	25	6%
1	Reading Recovery	35	43%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

Darmstadt Elementary School educates a diverse population of students, over half of whom are of Hispanic or African American heritage. Respect for ethnic diversity then is at the core of our multicultural approach to the educational program. For example, partial language immersion classes in German are available in grades 2 and 3 offering an opportunity for foreign language acquisition, in addition to the usual Host Nation Culture classes for all students. Many students choose to participate in the after school Culture Club and learn about how people in many different parts of the world are similar and different.

Darmstadt Elementary also offers a fully implemented Reading Recovery program to its first grade students. Formal assessments have revealed the success of this early intervention approach, even into mid-second grade.

Building and sustaining a community of learners is an engaging and challenging undertaking. The staff at this school accept that challenge and experience the rewards every day as they implement a quality instructional program rich in learning opportunities.

**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.....

Writing assessments were administered to students in grades Kindergarten through five in October '97 (pretest) and in May '98 (posttest). The assessment scale ranged from 0 to 12. In the pretest, 139 students (35%) out of 393, had a score of 6 or above. In the posttest, 308 students (84%) out of 368, had a score of 6 or above indicating an increase of 49% of scores 6 and above.

Goal 4: Math And Science Achievement

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

Performance tests (Goals) were administered to grade levels 2 through 5. Total possible points - 30. Raw scores show an increase in performance for all grades from the pretest to the posttest: Gr. 2 (10.3 - 17.5); Gr. 3 (12.4 - 18.6); Gr. 4 (17.4 - 18.8); Gr. 5 (18.3 - 22.8). While overall performance increased, the gap only decreased in grade 3 (Fall 7 - Spring 5.1).

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....

The faculty has worked to increase two way communication between the school and home. An overall rating of 4, out of a possible 5, was given to DES by the S/H evaluation team in the area of co-communicator practices. Strengths noted were teacher newsletters, Portfolio Sharing Days, and frequent communication between parents and teachers.

Benchmark 10.8: Establish technology for teachers and administrators.....

Sixty percent of teachers surveyed attended a minimum of 3 days of computer training during the summer of '97. A needs assessment survey was conducted in the fall of '97 to determine in-house priorities for staff development opportunities to promote technology integration in the classroom. Study groups were conducted on use of digital camera and multi-media software.

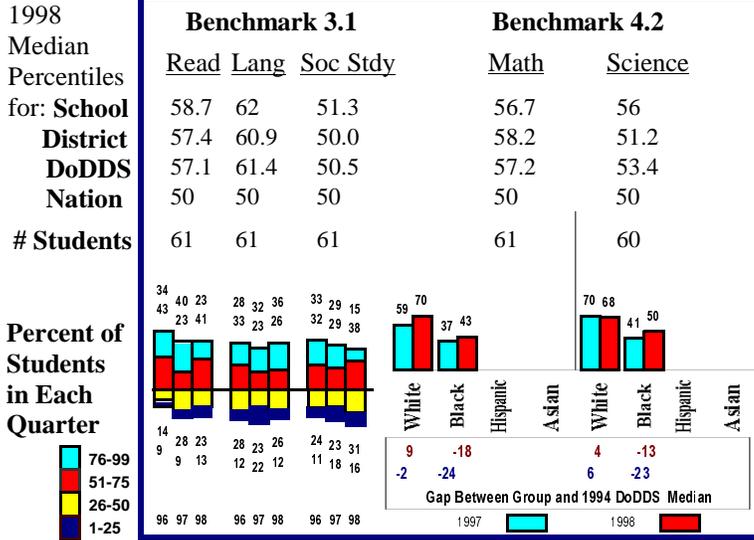
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.2	3.7	3.9
Co-Supporters	3.2	3.3	3.5
Co-Learners	3.0	3.1	3.1
Co-Teachers	3.6	3.4	3.5
Co-Advisors	3.7	3.2	3.3

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

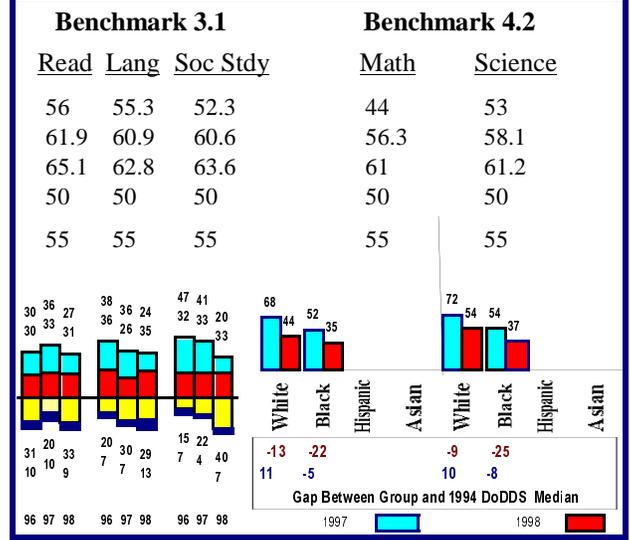
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 In SY 97-98, 241 parent volunteers were actively involved in school activities. S/H Evaluation team rated DES using the 5-tiered model. Results indicate "visible progress toward S/H partnership." 71% of parents surveyed in May '98 felt a part of what goes on at school. 90.8% felt familiar with what their child was being taught at school.

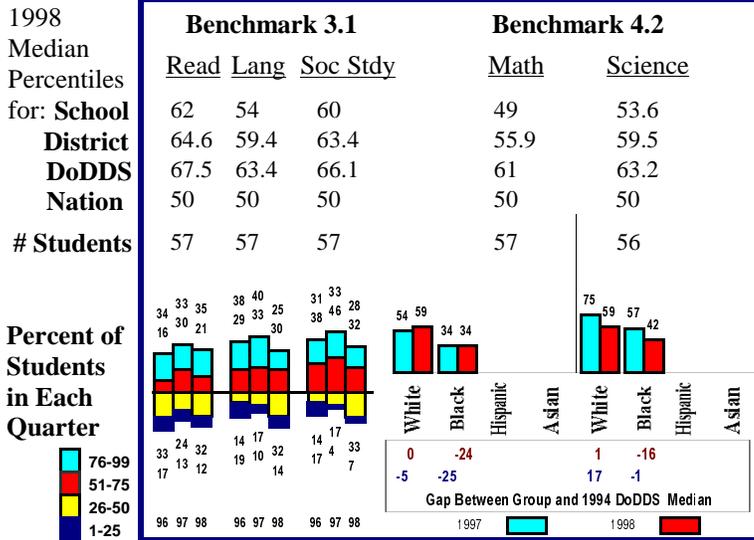
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	59%	63%
	98	NA	53%	62%
Math Avg Score	97	NA	483	505
	98	NA	466	505
Verbal Avg Score	97	NA	510	505
	98	NA	494	505

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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 49-6151-64122

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	55	Met	31%	46%	22%	2%	0%
5	97	47	Met	26%	62%	11%	2%	0%
5	98	50	Met	14%	80%	6%	0%	0%