

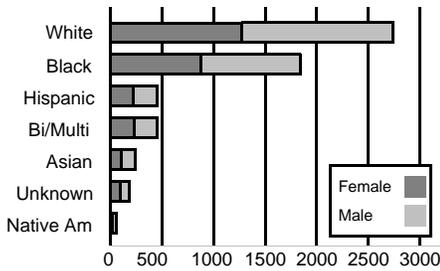
Department of Defense Education Activity

Hessen 1995/96 District Profile

Marcia Johnson, Superintendent

District Characteristics

Student Enrollment - 5,933



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	726	12%
K-8	TAG	979	20%
K-12	ESL	149	2%
1	Reading Recovery	69	9%
7-12	AVID	196	
Students Taking AP Courses		215	55%

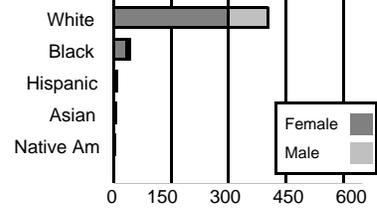
Grade	#
PreK	101
K	694
1	709
2	583
3	618
4	547
5	471
6	443
7	447
8	367
9	312
10	257
11	202
12	182
Total	5933

Mobility Rate
42% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	83%
Navy	<.5%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	8
1-3	5
4-6	11
7-10	29
> 10	284

Professional Staffing



School Staff	
Category	FTE
Administrators	24
Classroom Teachers	304
Special Education	54
Other Professionals	90

Teacher Education	
Degree	% Teachers
BA/BS	29%
MA/MS	68%
Doctorate	2%

Superintendent's Highlights

The Hessen District Team managed and supported the change process in its 17 schools by working with teachers, administrators, & parents as they implemented the Strategic Plan. Emphasis was placed on the DSO team working together in the following areas:

Program implementations in Social Studies and Mathematics; School-Based Staff Development with the DSO staff providing a "Menu" outlining opportunities which could be offered at the individual schools; 3 elementary schools electing to adopt the Superintendent's proposal to provide time for staff development by altering the daily time schedule and 4 more schools adopting the proposal for next school year; the correlation of Authentic Assessment to the new elementary Progress Report in math and language arts; Work Sampling portfolio assessment; Secondary School Reform through restructuring of the school day with 3 schools electing to implement Block Scheduling next year; and the Infusion of Technology into curriculum and instruction through the Model Schools Project and by keyboarding for all 4th graders.

The mission of the Hessen District, "to educate all students... through excellence in teaching and learning" in correlation with the vision of the DoDEA Strategic Plan, gave impetus to all efforts.

DoDEA Strategic Plan: District 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.....

District support included: expansion of the Reading Recovery program, assistance in using school-wide writing tasks as assessment and teaching tools, supporting a District Middle School Writing Symposium, training for the new Social Studies program, and providing for extra curricular programs. (i.e., the National Geography Olympiad & the Oral Reading Contest.)

Goal 4: Math And Science Achievement

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

The major district focus was on the new Math implementation. Three district math liaisons worked extensively with teachers and parents, extending knowledge, modeling lessons, & providing coaching. Plans have been made for a class in September and October which will increase participants' knowledge of mathematics and techniques for the mathematics classroom.

Goal 8: Parental Participation

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

The Hessen DSO worked diligently to include parents. 4 days of "Families and Schools Together" training & 4 days of "School Advisory Committee" training and sharing were conducted for parents and teachers. 10 teachers and parents attended the School/Home Partnership (S/HP) 3 day training. 1 parent & 1 teacher attended S/HP summer training and will take the lead in SY 96-97. SHP/FAST training in SY 96-97.

Goal 10: Organizational Development

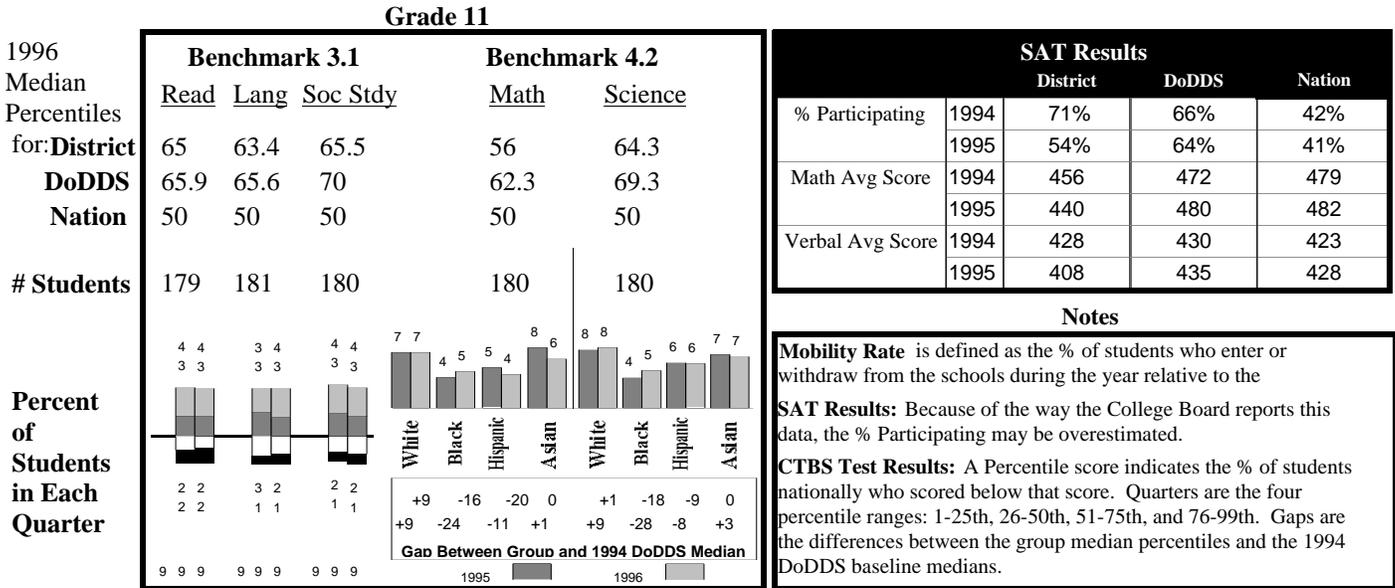
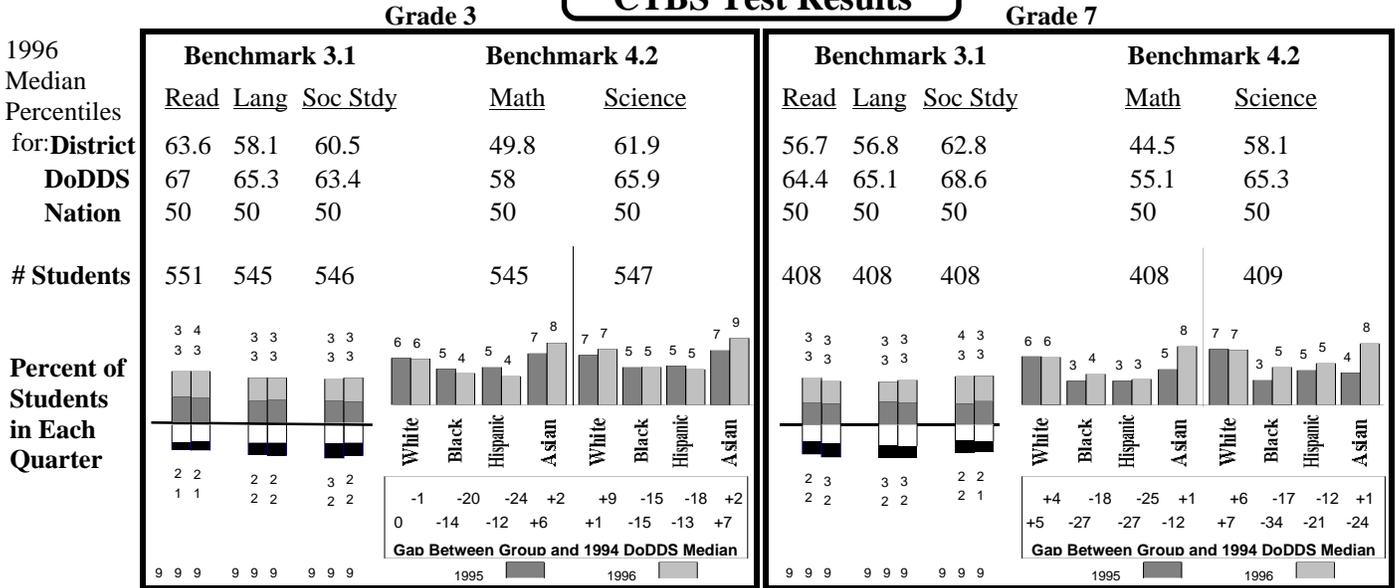
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

The district established a monthly newsletter for teachers highlighting accomplishments directly related to implementation of the DoDEA Strategic Plan. Staff members wrote articles for the local area newspapers and Europe-wide publications about the happenings in the district. Teacher communication was accomplished most often through e-mail.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	70%	21%	6%
Math	68%	21%	6%
Science	57%	24%	8%
Social Studies	59%	23%	5%
School Communications	73%	20%	7%

Benchmark 10.8: Establish Technology for teachers and administrators.....
 Staff development was available for all teachers from one-on-one help, sessions on school inservice days to week long inservices during the summer. District Computer Coordinators facilitated a keyboarding class for all fourth grade students. Media centers at 2 schools were upgraded & 3 schools received a 30 workstation pentium lab. More hardware will be available in the coming year.

CTBS Test Results



Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the

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

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters 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.

DoDDS-Hessen District
 Attn: Marcia Johnson
 Unit 7565, Box 29
 APO AE 09050

DSN Phone:
 330-8431

Commercial Phone:
 49-69-69580312

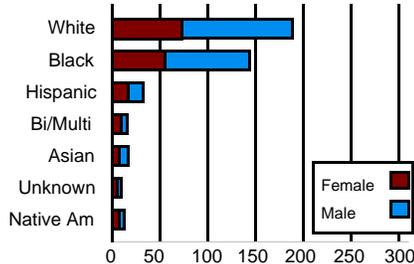
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	535	732.7	14.0%	56.4	17.0	12.	0.6%
5	9	421	730.6	26.6%	52.5	18.1	2.1	0.7%
8	9							
8	9	387	768.5	32.0%	19.1	32.0	16.	0.0%
8	9	331	765.8	17.8%	39.9	32.9	8.5	0.9%
10	9							
10	9	178	795.5	26.4%	40.4	21.3	10.	1.1%
10	9	234	794.6	29.1%	43.2	20.1	6.8	0.9%



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

School Characteristics

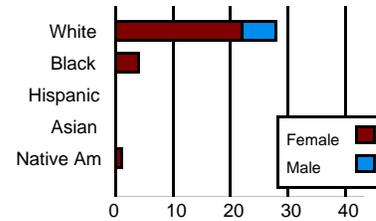
Student Enrollment - 410



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....

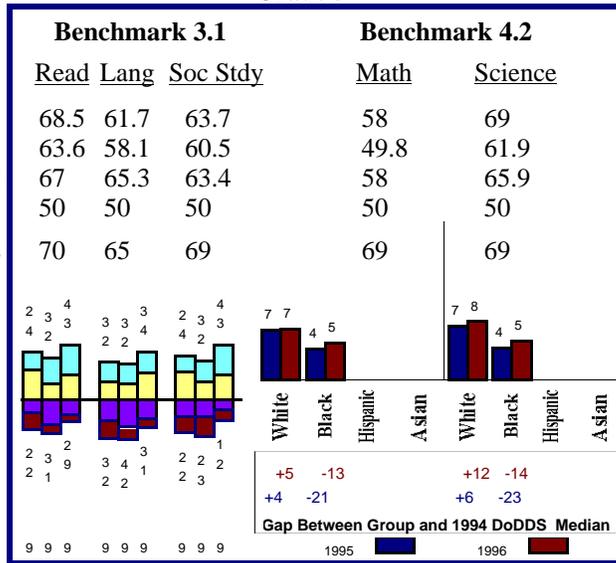
Within the school, monthly Management Council meetings, faculty meetings and a daily bulletin provided a teacher communication system. Parent/Community communications were fostered through the principal's monthly newsletter, monthly SAC, PTA and IAC meetings, special Parent Nights and teachers' newsletters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

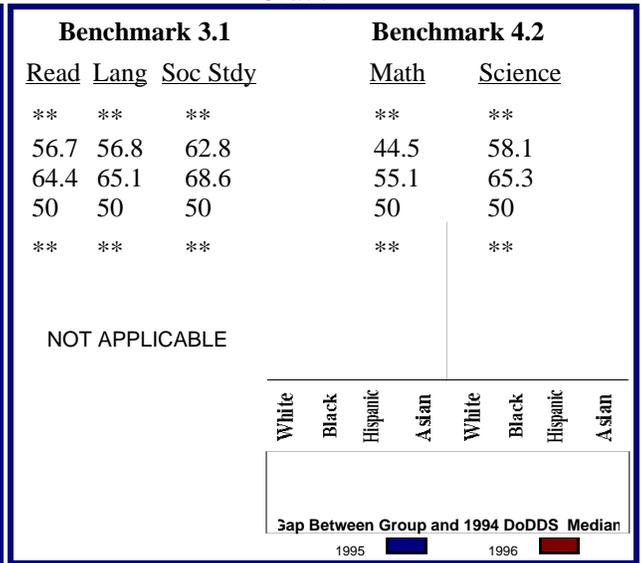
Benchmark 10.8: Establish Technology for teachers and administrators
 Access to electronic technology for teachers and administrators has been established. In-service opportunities have been offered to enhance computer skills, with a wide variety of offerings continuing throughout the summer. Teachers 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

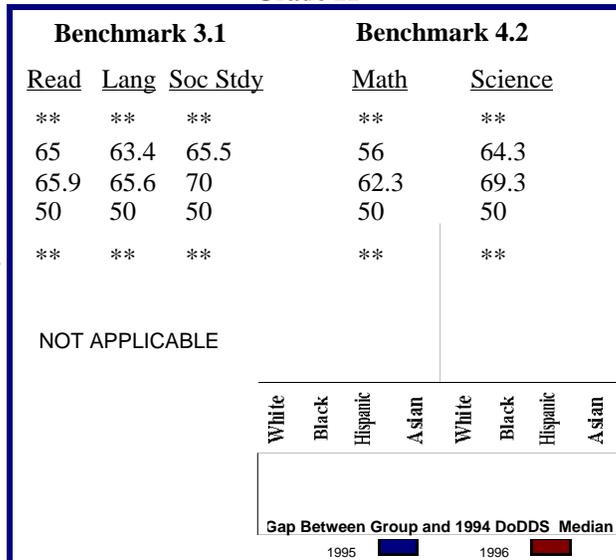
1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



Percent of Students in Each Quarter



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.

Argonner ES
 UNIT 20235
 APO AE 09165

DSN Phone:
 322-8819/8374/8164

Commercial Phone:
 6181-55442

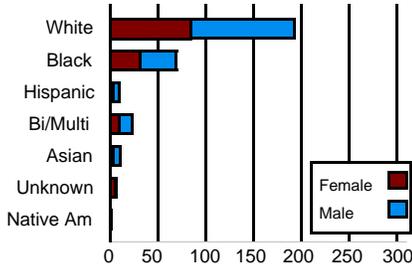
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	56	733.6	23%	32%	27%	18	0%	
5	9	63	736.7	13%	64%	11%	13	0%	
5	9	55	738.6	31%	49%	18%	0%	2%	



**Department of Defense Education Activity
Aukamm Elementary School (K-5)
1995/96 School Profile
Christine Holston, Principal**

School Characteristics

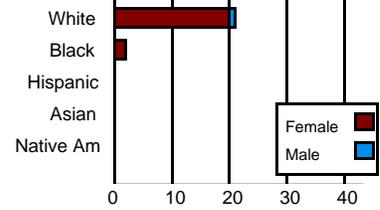
Student Enrollment - 311



Grade	#
K	49
1	51
2	49
3	52
4	56
5	54
Total	311

Sponsor's Affiliation	
Marine	<.5%
Army	87%
Navy	1%
Air Force	7%
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	45	14%
K-8	TAG	55	18%
K-12	ESL	1	0%
1	Reading Recovery	4	8%
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	0
4-6	0
7-10	1
> 10	18

Mobility Rate
40% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	1.5
Other Professionals	5

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

Principal's Highlights

Aukamm Elementary, a small community school in the heart of Wiesbaden, educates a diverse population of students. The two-story structure of twelve classrooms also houses a computer laboratory and an automated Media Center. Parents are actively involved in the School Advisory Committee, Parent Teacher Association, and the school Volunteer Program. In addition to core subjects, Aukamm students are taught "how" to learn in order to succeed in a rapidly changing technological environment.

An integrated approach is used as the instructional model with strong emphasis on the collaborative process.

The Aukamm program strives to develop each child to his/her full potential, in an atmosphere that fosters acceptance, respect, and trust. The staff strives to motivate each child to perform tasks that are commensurate with his/her readiness ability and to offer programs that promote sound principles of learning. We believe our school, which has a strong focus on equity, is a school for all children.

**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 have centered on increasing writing skills of all students in all subject areas. All faculty members have included writing in their curriculum using a variety of activities such as Daily Oral Language, journal activities, Writing Workshop, peer conferencing and review, and Author's Chair. Growth was assessed through school wide writing samples in Fall and Spring.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Strategies focused on manipulatives, problem solving techniques, written & oral expression of the mathematical process, Arithmatwists, Share Sheets, and computer assisted instruction. All teachers and specialists were trained in the MathLand Program with subsequent in-services throughout the year. Progress was measured by report cards and standardized testing.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
Parents in this community are very actively involved in their school. The majority have participated and have shown their support in such activities as individual & group conferences, Math Night in-services, multi-cultural activities, PTA, School Advisory Committee, School Improvement Leadership Team and a vigorous volunteer program.

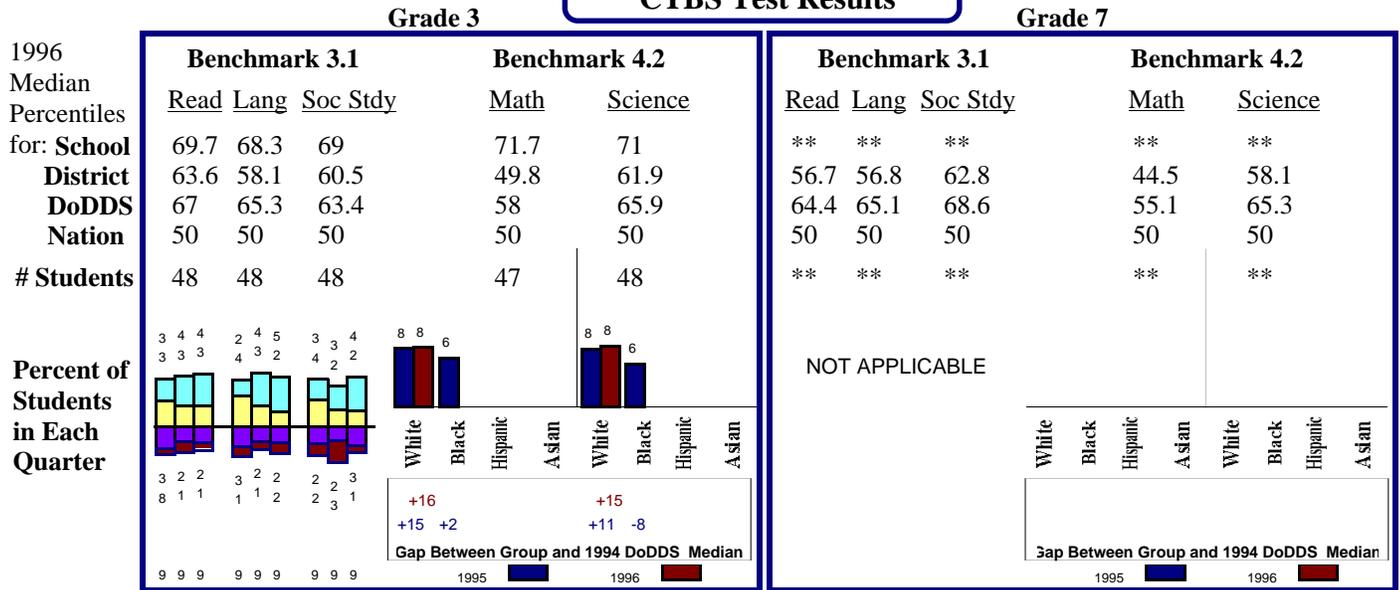
Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies
An administrative publication is distributed monthly to inform parents and community of school activities. All teachers continuously communicate with parents through classroom newsletters, conferences, phone calls, and informal notes. Plans are being developed to bring parents, students, and school staff together.

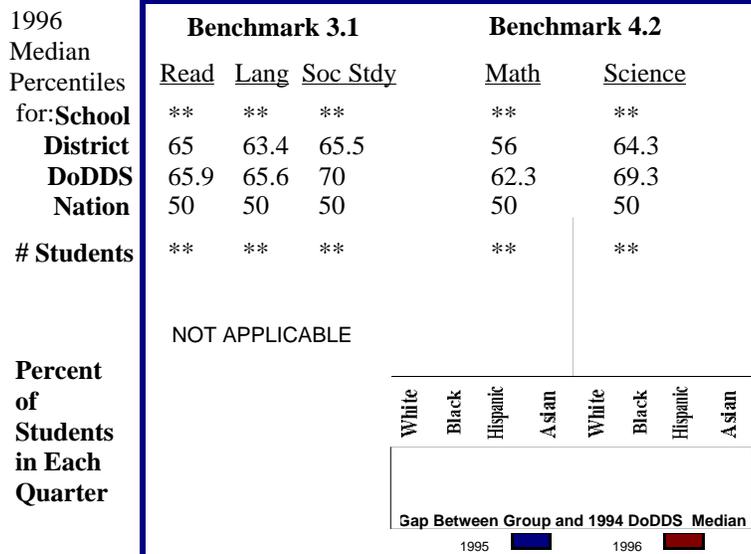
Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	65%	26%	6%
Math	65%	27%	4%
Science	51%	32%	7%
Social Studies	57%	30%	3%
School Communications	80%	17%	3%

Benchmark 10.8: Establish Technology for teachers and administrators
 Electronic Technology has been utilized by the entire staff to support all curriculum areas. Training has occurred, and is planned, for the staff to include new programs in recordkeeping and report writing.

CTBS Test Results



Grade 11



	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.

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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.

Aukamm ES
UNIT 29647 (Wiesbaden)
APO AE 09096

DSN Phone:
337-6260/6261

Commercial Phone:
611-561518

DoDEA Writing Assessment

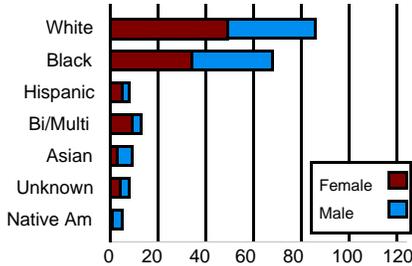
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	52	732.9	14%	37%	44%	6%	0%
5	9	39	746.5	15%	56%	23%	5%	0%
5	9	45	761.8	36%	51%	11%	2%	0%



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

School Characteristics

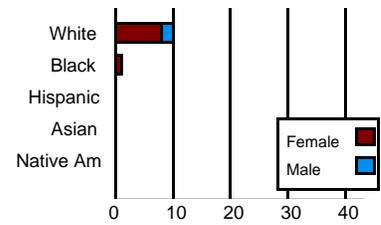
Student Enrollment - 196



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

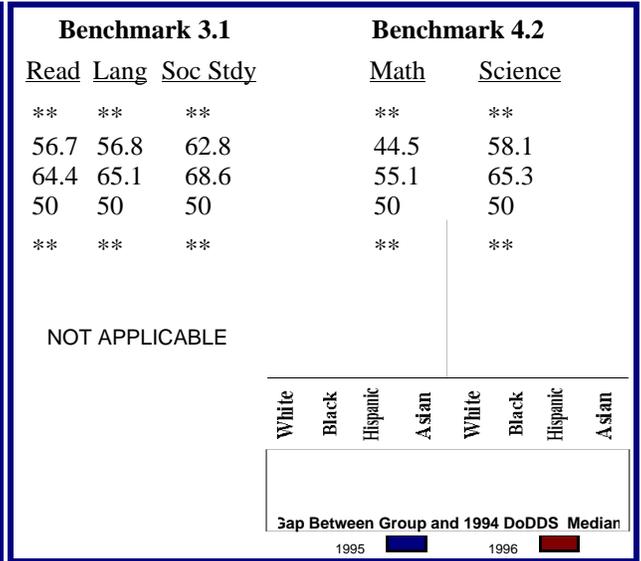
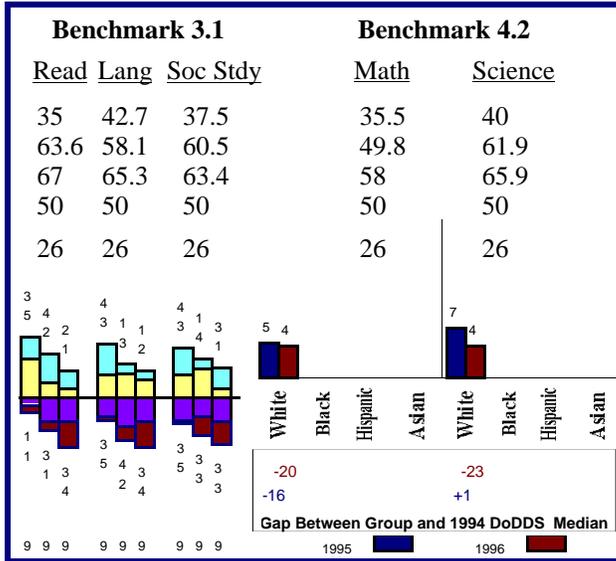
The principal published bi-monthly newsletters to inform parents and the community about important school activities and how to help children learn. The School Improvement Team meets regularly to assess the needs of the students and to develop strategies to improve student skills.

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%

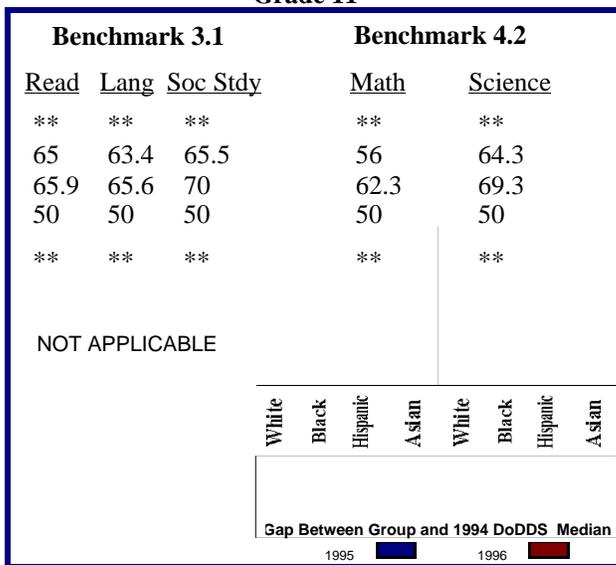
Benchmark 10.8: Establish Technology for teachers and administrators
 A new computer lab was installed in 1995 for student and teacher use. Every class makes weekly use of the computer lab to address a variety of curriculum needs. Teachers have received training in programs related to math, reading and 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
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Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	408	435	428

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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.

Babenhausen ES
UNIT 20219, CMR 462
APO AE 09089

DSN Phone:
348-3818/3728

Commercial Phone:
6073-3432

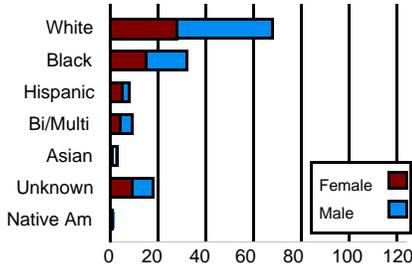
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	13	697.3	23%	39%	23%	8%	8%	
5	9	14	691.7	0%	50%	29%	21	0%	
5	9	19	676.9	16%	47%	26%	5%	5%	



**Department of Defense Education Activity
Bad Nauheim Elementary School (K-6)
1995/96 School Profile
Barbara Burke, Principal**

School Characteristics

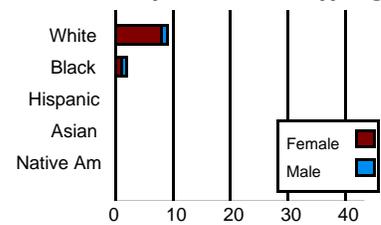
Student Enrollment - 139



Grade	#
K	24
1	33
2	24
3	12
4	19
5	12
6	15
Total	139

Sponsor's Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	11	8%
K-8	TAG	16	12%
K-12	ESL	9	6%
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	0
4-6	0
7-10	0
> 10	17

Mobility Rate
55% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	7
Special Education	1
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	42%
MA/MS	58%
Doctorate	0%

Principal's Highlights

Bad Nauheim Elementary School is a DoDEA school in the Hessen District of Germany. It serves 121 students in grades K-6. The faculty totals 16; 5 classroom teachers, 1 kindergarten teacher and 10 itinerant specialists. The school houses a computer lab, media center, science resource center and a multi-purpose room. Children are offered a hot lunch prepared in the school cafeteria, which doubles as an indoor PE facility.

The major areas of emphasis this school year were writing and math. The MathLand implementation was a huge success; teachers and students were actively involved and enthusiastic about the program. The quality and quantity of student writing was increased with the use of the computer lab and supportive teachers and peers. Writing from all grade levels is proudly displayed throughout the school.

The Bad Nauheim faculty always recognizes and nurtures the uniqueness of each student and strives to provide an environment that is conducive to academic and social growth.

**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
Strategies implemented this year to increase student proficiency in writing included the following: staff development on the writing process and holistic scoring, specialists were encouraged to incorporate writing activities into their curriculums, students were involved in all stages of the writing process at least once per month in addition to daily writing activities across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Active learning was increased as a natural result of the implementation of the MathLand program. All students, regardless of ability or race, experienced some level of success in a self-contained classroom setting. Cooperative learning and inclusion were utilized throughout the school.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
Parental involvement activities were provided in the MathLand program. Volunteers were actively involved in the media center and several classrooms. The PTO sponsored a Read-Aloud Day and assisted with the Book Fair. Students regularly shared work samples with their parents and parents made comments and returned the work with a signature.

Goal 10: Organizational Development

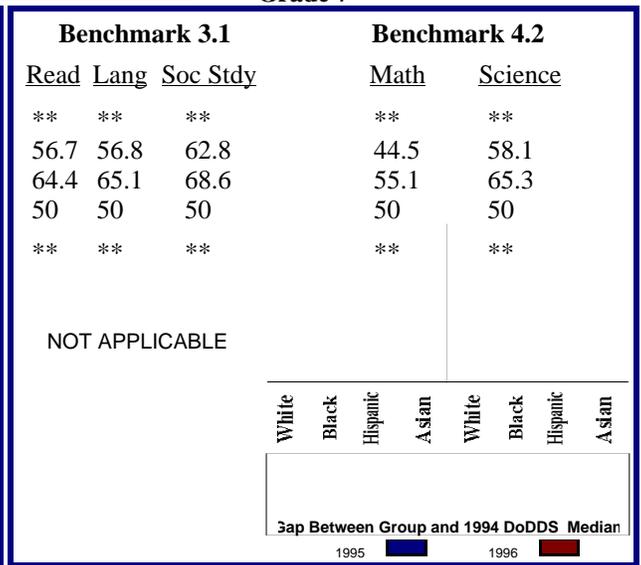
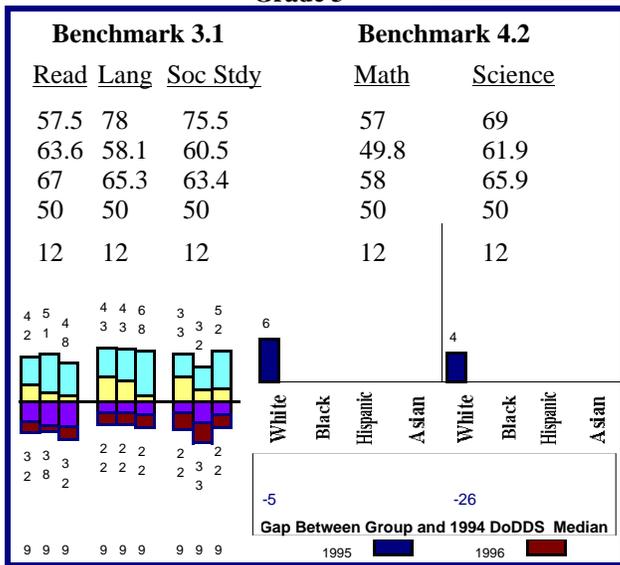
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies
School newsletters, teacher newsletters, parent-teacher conferences and an open-door policy keep teachers and parents in close contact about the students achievement. SAC and PTO serve as additional means of communication.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	73%	21%	4%
Math	80%	17%	1%
Science	50%	27%	7%
Social Studies	46%	31%	8%
School Communications	91%	8%	1%

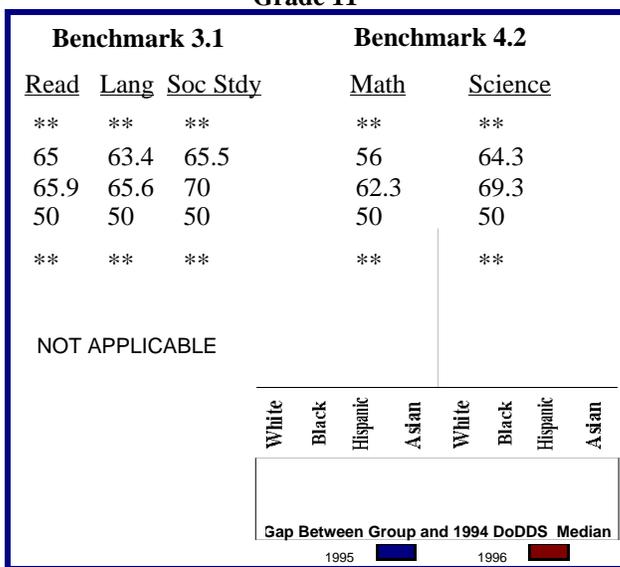
Benchmark 10.8: Establish Technology for teachers and administrators
 All students grades 2-6 have been introduced to keyboarding. A computer lab is used extensively by upper level students for all writing projects. Sixth grade students were involved in a solar energy project on Kidsnet. E-mail was established between students at Bad Nauheim ES and Livorno ES. A teacher station is available for cc:Mail and word processing.

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.

Bad Nauheim ES
UNIT 21103
APO AE 09074

DSN Phone:
324-3548

Commercial Phone:
6032-85580

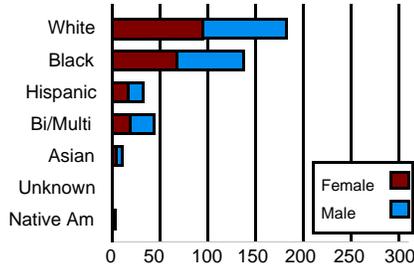
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	14	677.4	7%	50%	21%	14	0%	
5	9	13	755.8	15%	62%	23%	0%	0%	
5	9	7		43%	57%	0%	0%	0%	



**Department of Defense Education Activity
Butzbach Elementary School (PK-6)
1995/96 School Profile
David Russell, Principal**

School Characteristics

Student Enrollment - 397



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	85	21%
K-8	TAG	27	7%
K-12	ESL	16	4%
1	Reading Recovery	8	12%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

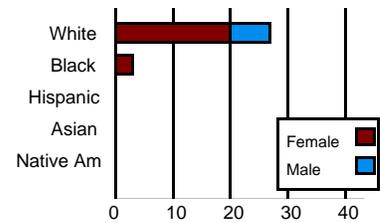
Grade	#
PreK	12
K	80
1	68
2	64
3	57
4	41
5	40
6	35
Total	397

Sponsor's Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

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

Mobility Rate
49% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	5
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

Butzbach Elementary School is a leader in developing writing in all areas of the curriculum and in utilizing computer assisted instruction. Recognition for improvement in measurable student learning in the School Improvement Plan goals was noted by the North Central Association (NCA) in their awarding our school the Outcomes Accreditation endorsement.

Located in the city of Butzbach, the school is a 41-classroom structure housing two computer labs - IBM and Apple, a 9000 volume technologically advanced Media Center, cafeteria, and gymnasium. The tradition of parent and teacher partnership has served as the anchor for the school's continued improvements to meet the National Education Goals 2000.

Reaching beyond the core subjects of the traditional elementary school and serving as the centerpiece for improving learning is the emphasis on communicating in writing and math in all subject areas of the school. Butzbach Elementary serves a population of diverse children. Programs for special needs students include, preschool handicapped, learning and physically disabled, talented and gifted, and English as a second language.

Butzbach Elementary continues to provide a cooperative learning environment where children can achieve their individual best.

**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

We have focused on increasing writing ability in all subject areas. Students were given prompts to write to in the Fall and the Spring. They were scored with a rubric created by the teachers at each grade level. Six teachers have implemented the Cooperative Integration of Reading Comprehension model. All teachers are using math journals to enhance writing.

Goal 4: Math And Science Achievement

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

All teachers in the school have worked diligently on implementing the new MathLand program. The emphasis has been on the ability of students to solve mathematical problems and to explain their thinking about their mathematical thoughts. Two math nights have been organized to help parents understand how to work with their students at home with the new math series.

Goal 8: Parental Participation

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

The Parent Teacher Association has been very active this year planning programs for the children. Parents have been involved with the School Improvement Team and the School Advisory Committee. Eighty parents were honored for their volunteer time given to the school. Comment sheets have been sent home with the School Newsletter asking for parental responses.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

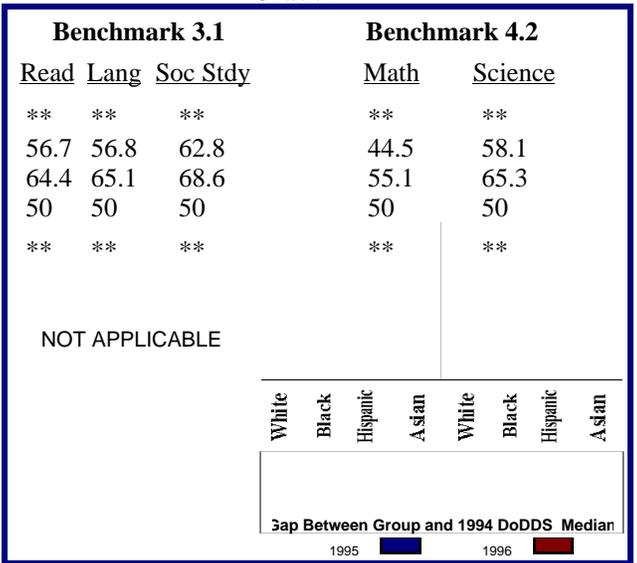
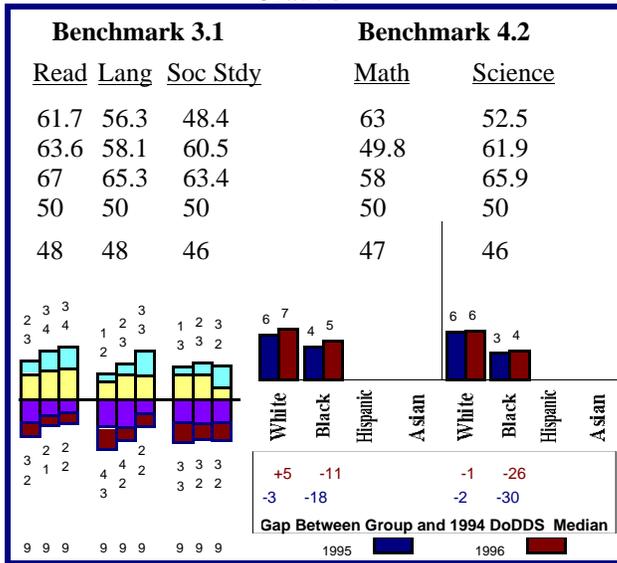
The Families and Schools Together committee has planned 5 evening activities for parents and children to work together with the school. Group Conferences with the K-3 students and their parents were held and were highly successful. Monthly newsletters have been sent home to keep the parents informed about school events.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	66%	21%	10%
Math	64%	22%	9%
Science	48%	26%	10%
Social Studies	53%	22%	8%
School Communications	70%	20%	11%

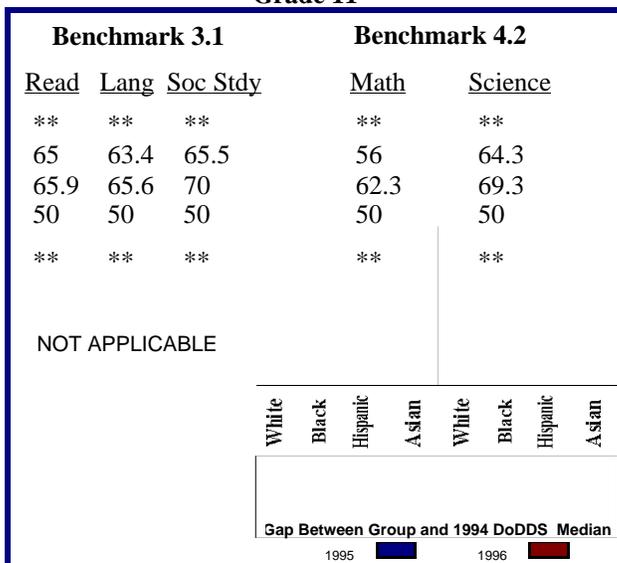
Benchmark 10.8: Establish Technology for teachers and administrators
 The Families and Schools Together committee has planned 5 evening activities for parents and children to work together with the school. Group Conferences with the K-3 students and their parents were held and were highly successful. Monthly newsletters have been sent home to keep the parents informed about school events.

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.

Butzbach ES
CMR 452, BOX 5500
APO AE 09045

DSN Phone:
346-8652/8653

Commercial Phone:
6033-65888

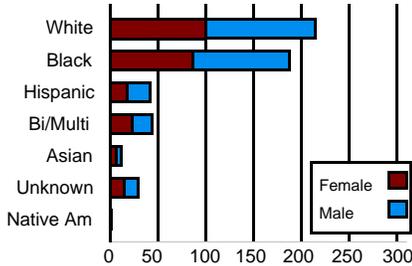
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	61	682.6	10%	31%	34%	21	3%	
5	9	30	708.5	7%	50%	23%	20	0%	
5	9	37	681.9	11%	43%	38%	8%	0%	



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

School Characteristics

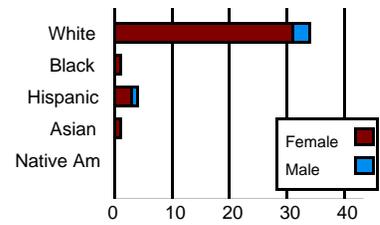
Student Enrollment - 519



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

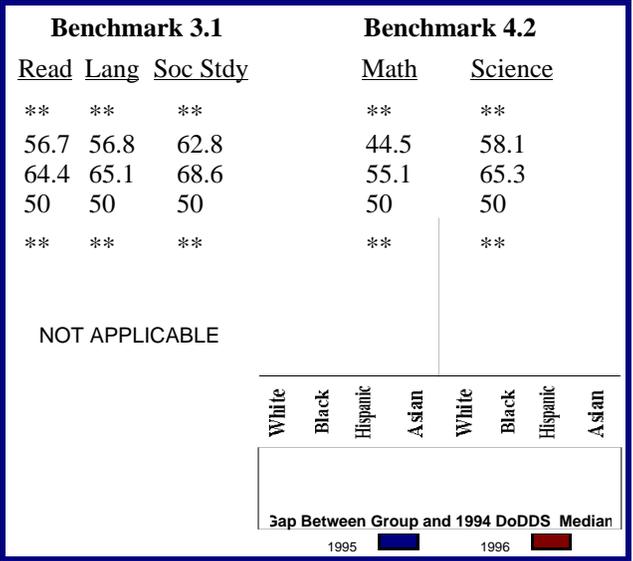
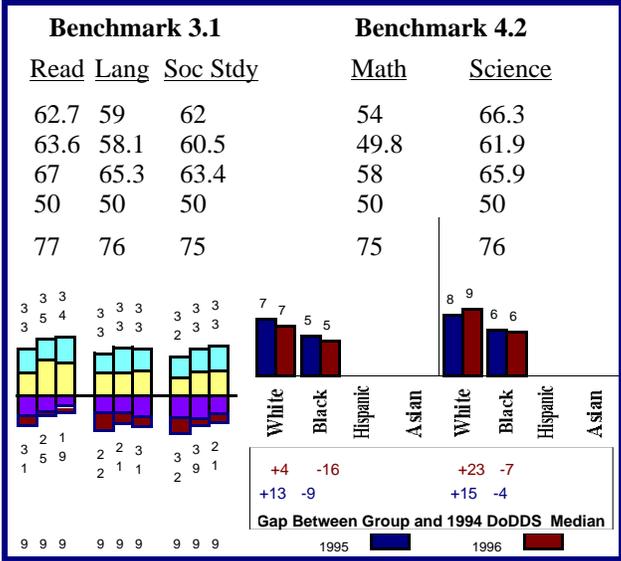
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
Monthly communications to parents include the Dragon Tales, the school wide newsletter, and many classroom newsletters. Important information about the school is shared with parents in the School Advisory Committee, Installation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

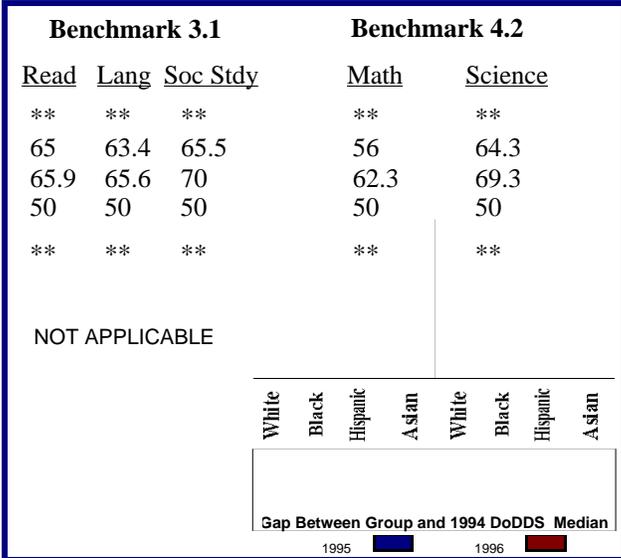
Benchmark 10.8: Establish Technology for teachers and administrators
 Plans have been completed to integrate the appropriate use of technology into the language arts and math. Computers in the school lab and classrooms are used daily for keyboard training, software support of instruction, problem solving, 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
CMR 431
APO AE 09175

DSN Phone:
348-6513/7390

Commercial Phone:
6151-64122

DoDEA Writing Assessment

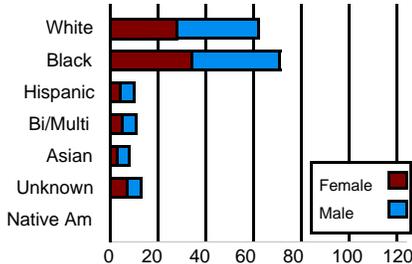
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	84	747.3	20%	38%	37%	5%	0%
5	9	69	724.5	16%	59%	16%	6%	0%
5	9	55	728.7	31%	46%	22%	2%	0%



**Department of Defense Education Activity
Darmstadt Middle School (6-8)
1995/96 School Profile
Laurie Crehan, Principal**

School Characteristics

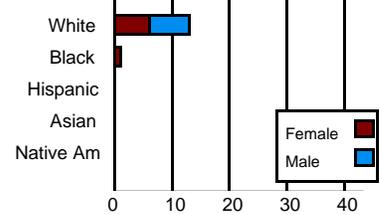
Student Enrollment - 175



Grade	#
6	56
7	65
8	54
Total	175

Sponsor's Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	22	13%
K-8	TAG	53	30%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	30	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	13

Mobility Rate
32% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	11.5
Special Education	1
Other Professionals	1

Teacher Education	
Degree	% Teachers
BA/BS	31%
MA/MS	69%
Doctorate	0%

Principal's Highlights

Darmstadt Middle School is comprised of 180 students in grades 6, 7, and 8 with a staff which includes 11 classroom teachers and 7 itinerant specialists. The curriculum offers all core sub-jects plus a fine arts program for students to have an opportunity for self expression through the arts, and electives to provide students the opportunity to explore many different fields.

This year the school has focused closely on the DoDEA School Improvement Process. A School Improvement Team was established. All staff members belong to at least one benchmark committee. Parents also work on the sub-committees. Data were reviewed, strategies selected, and a comprehensive school improvement plan with accompanying action plans was developed.

Darmstadt Middle School staff strives for enhanced learning for all students. It is our hope that the strategies selected will help us reach our benchmarks. Continual review of the data allows us to modify our approaches. In addition, monthly professional development is provided to increase staff expertise and explore ways of increasing student learning.

**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.....
The School Improvement Team selected social studies as the area of focus. As a faculty, we have been studying integrating curriculum. Often students find school disjointed because of the division into separate classes. Teachers across curricular areas are working together to develop units of study that incorporate many subjects.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Math was identified as the major area of emphasis. Strategies centered around the implementation of the new math series. Activities included the use of manipulatives, cooperative learning, problem solving, and writing to explain thinking. In addition, it was felt that increasing students' ability to solve problems in math and science would increase student achievement.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parents are encouraged to participate in all school programs. They are invited to all in-services, serve as active members on the School Improvement Team, and the School Advisory Committee. This benchmark includes ways of improving the school-home partnership by communicating, supporting, learning and decision making cooperatively to help all students succeed.

Goal 10: Organizational Development

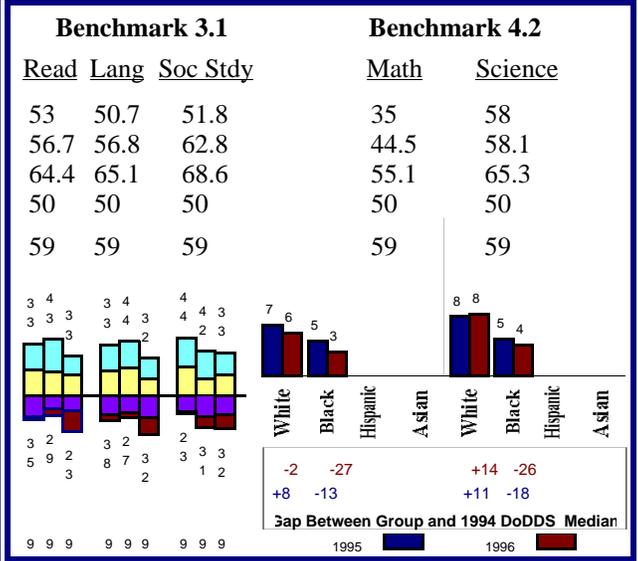
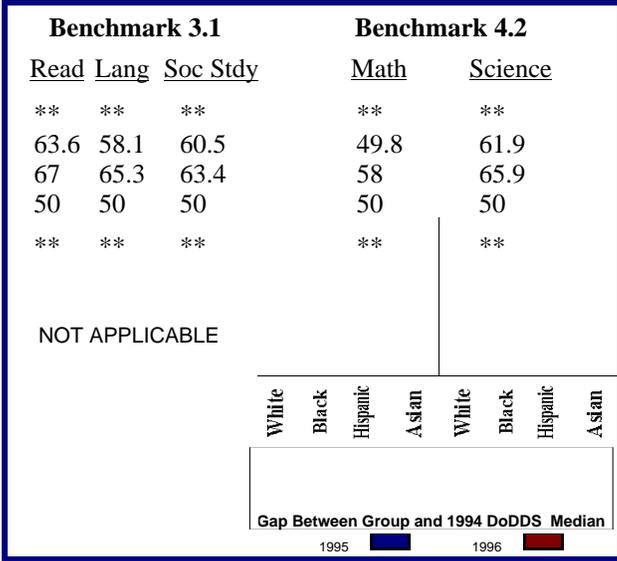
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
Parents are kept informed through conferences, newsletters, telephone calls, and weekly reports. Students use daily assignment books to maintain two-way communication between the home and school. "Positive postcards" are sent to parents to let them know about successes of their children. The administrator attends military staff meetings to keep them informed on school events.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	64%	24%	12%
Math	72%	19%	8%
Science	66%	31%	2%
Social Studies	68%	26%	7%
School Communications	62%	25%	13%

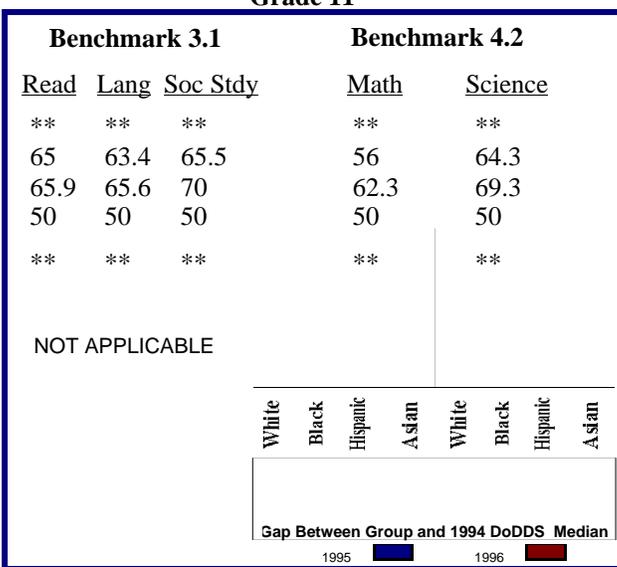
Benchmark 10.8: Establish Technology for teachers and administrators
 Computer classes are available for all students as an elective selection. A computer lab will be available for student and teacher use in the coming year. Staff development plans include training for teachers in word processing and classroom use of word processing programs, cc:Mail and the Internet.

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 MS
CMR 431
APO AE 09175

DSN Phone:
348-6517/7185

Commercial Phone:
6151-64153

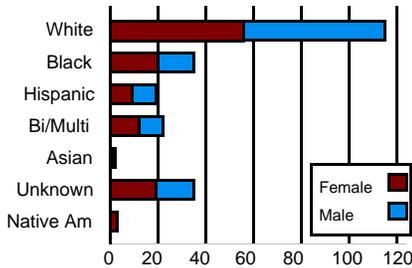
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
8	9	50	797.2	30%	46%	20%	4%	0%	
8	9	37	819.7	60%	16%	22%	3%	0%	
8	9	45	769	18%	38%	36%	9%	0%	



**Department of Defense Education Activity
Gelnhausen Elementary School (K-5)
1995/96 School Profile
Carl McClelland, Principal**

School Characteristics

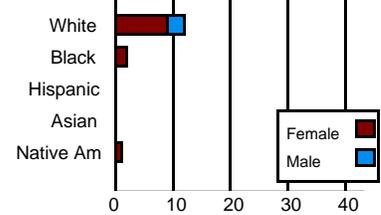
Student Enrollment - 231



Grade	#
K	54
1	39
2	40
3	33
4	44
5	21
Total	231

Sponsor's Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	27	12%
K-8	TAG	0	0%
K-12	ESL	3	1%
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	0
4-6	1
7-10	1
> 10	13

Mobility Rate
34% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	10
Special Education	1
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	36%
MA/MS	64%
Doctorate	0%

Principal's Highlights

Gelnhausen ES strives to enhance student abilities to the best of their potential in academics and interpersonal skills. Our dedicated staff strives to promote the principles of higher learning through challenging our students in all academic areas.

This year our two major goals were to complete and submit the documentation for Outcomes Accreditation and to begin implementation of the new DoDEA School Improvement Plan. We accomplished both.

In May 1996, we drew closure on the NCA Outcomes School Improvement Plan. Our students made significant progress in the areas of problem solving and interpersonal skills.

Our major success is in the ability of our students developing solutions to problem solving as evidenced by the increase of positive interpersonal skills that students display toward one another.

Along with completing the NCA Plan, we began implementation of the DoDEA School Improvement Process. We began by forming a School Improvement Team (SIT) which is composed of staff members, parents, a school officer, military rep., and the principal. We have identified mathematics and social studies as our major academic areas of focus. In addition, we are concentrating on improving parental involvement, effective communication and technology.

**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

Baseline data for Social Studies shows 100% of grade 2 and 3 are developing/progressing, 29% of grade 4 are receiving a grade of "A", and 0% of grade 5 are receiving a grade of "A". Teachers use cooperative learning strategies and thematic units, as well as the new Social Studies programs to work toward meeting this goal.

Goal 4: Math And Science Achievement

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

Baseline data for math ranged from 44% to 57% of students consistently using manipulatives to demonstrate understanding, and 7% to 41% of students in grades 2-5 able to consistently communicate math concepts orally and in writing. Teachers are using cooperative learning, cross-curriculum teaching problem solving techniques and MathLand to meet this goal.

Goal 8: Parental Participation

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

Home/school communication and partnership have been emphasized through conferences, newsletters, clubs, parent nights, PTSA, SAC, and SIT. Parent surveys show an overall positive attitude toward the school staff and the programs offered by the school. It is felt that the school's "open door" policy for addressing concerns is a positive aspect of our school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

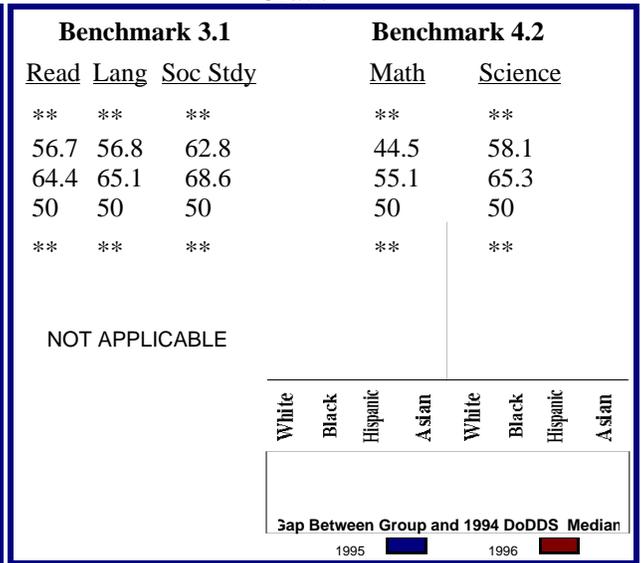
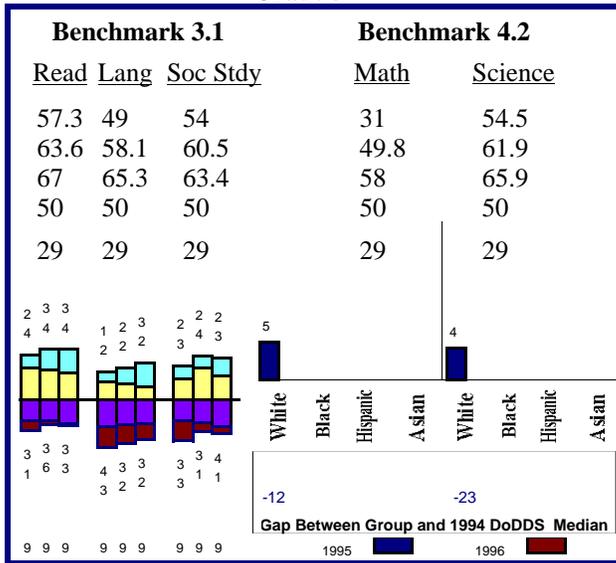
Effective communication is consistently displayed at G.E.S. through the use of cc:Mail, e-mail, daily bulletins, monthly newsletters, weekly class newsletters/calendars, mid-quarter reports, fliers, conferences and media newscasts.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	72%	24%	2%
Math	71%	26%	2%
Science	56%	30%	8%
Social Studies	53%	32%	4%
School Communications	74%	17%	10%

Benchmark 10.8: Establish Technology for teachers and administrators
 cc:Mail has been established for all teachers. All fourth grade students have received keyboarding. All of the classes use the computer lab on a weekly basis and classroom computers daily. We have an active technology committee. All of the teachers have been in-serviced on the network, e-mail and cc:Mail. Our student computer club had 28 participants.

CTBS Test Results

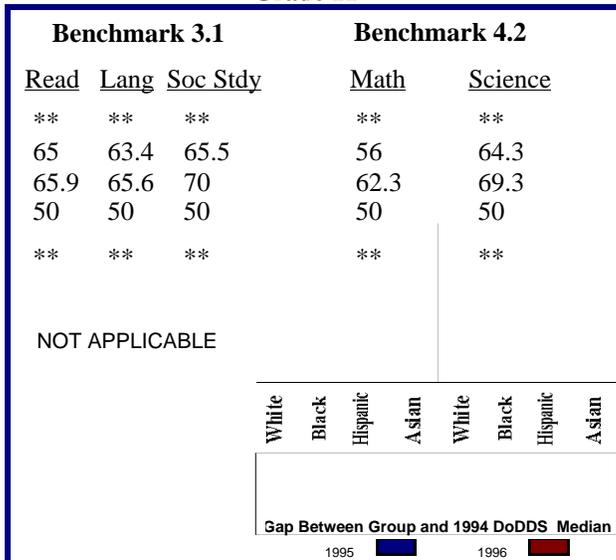
1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



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.

Gelnhausen ES
 CMR 465
 APO AE 09076

DSN Phone:

Commercial Phone:
 6051-13011/2

DoDEA Writing Assessment

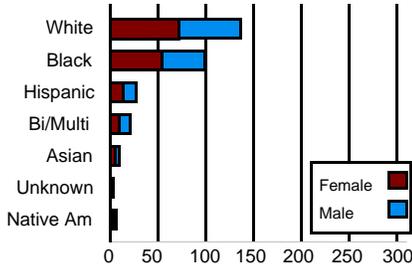
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	21	723.4	5%	43%	48%	5%	0%
5	9	19	694.4	0%	58%	16%	26	0%
5	9	6		17%	83%	0%	0%	0%



**Department of Defense Education Activity
Giessen Elementary School (K-6)
1995/96 School Profile
Ora Flippen-Casper, Principal**

School Characteristics

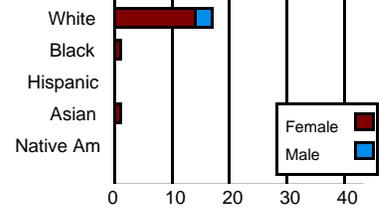
Student Enrollment - 301



Grade	#
K	59
1	52
2	42
3	46
4	37
5	34
6	31
Total	301

Sponsor's Affiliation	
Marine	<.5%
Army	95%
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	29	10%
K-8	TAG	27	9%
K-12	ESL	13	4%
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	0
4-6	0
7-10	4
> 10	10

Mobility Rate
40% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	2
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	26%
MA/MS	68%
Doctorate	5%

Principal's Highlights

Giessen Elementary School is K-6. We have eleven classroom teachers and five specialists. Recently our school has developed a technology lab with thirty computers. We have a strong home-school partnership in the community.

Giessen ES educates a diverse population of students, including learning disabled, English as a Second Language, communication impaired, and general education programs. Our students are taught "how" to learn in order to succeed in a rapidly changing technological age. Computer classes are provided to enable our students to acquire the skills necessary to be technologically prepared for the twenty-first century.

Giessen ES strives to develop each student to his/her full potential, in an atmosphere that fosters acceptance, respect, and trust. The staff strives to motivate each student to perform tasks that are appropriate with his/her developmental ability and to offer programs that promote sound principles of learning and social maturity. We believe that all children can learn.

**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.....
Focus has been on writing in Language Arts. Plans address twice yearly writing samples to document student performance. Teachers will be involved in training to develop rubrics. All staff continue to implement writing across the curriculum. The process of writing is taught in every classroom. Writing activities include journals, essays, letters and learning logs.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Plans have focused on integrating math into other curriculum areas. Students use learning logs and journals to communicate mathematically at least one time per week. Students work in cooperative groups at least three times per week as they link mathematics to every day situations. Rubrics for assessment will be developed by the teachers to document overall student progress.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parents are surveyed through conferences, questionnaires, the Parent Report Card, exit surveys, and evaluation sheets of extra-curricular activities as to parent interests and needs in both curricular and extracurriculum areas. Counts are kept of attendance at conferences and extracurricular events. Volunteers are recognized with a tea and certificate of recognition in June.

Goal 10: Organizational Development

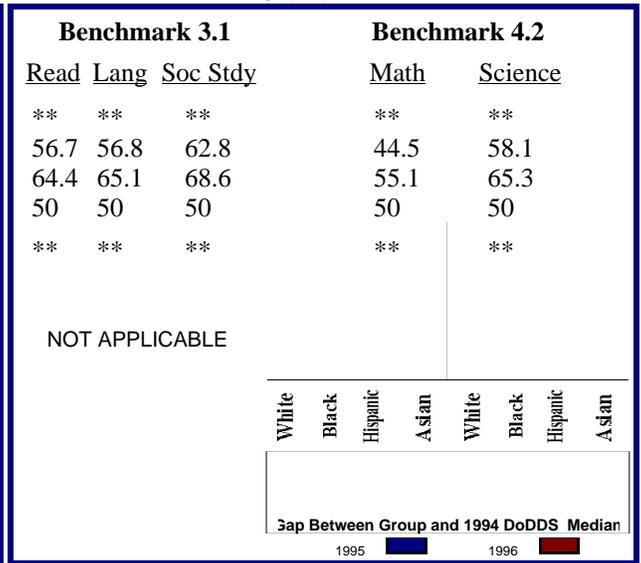
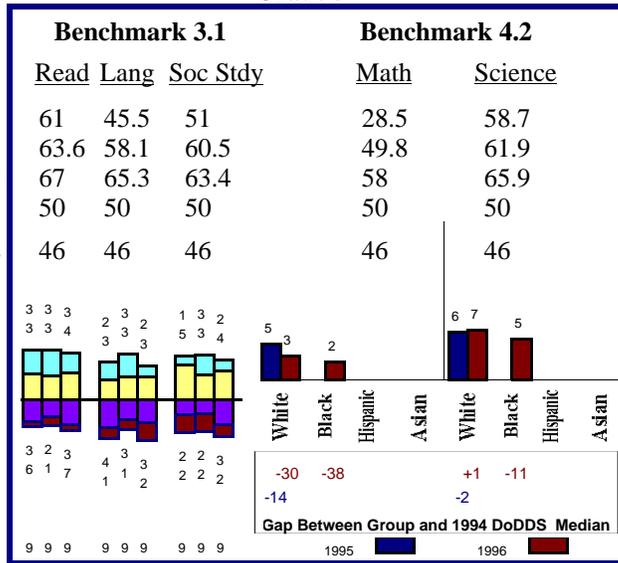
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
The school has initiated a monthly newsletter to inform the community about important school activities and how community members might become involved. Teachers contribute news of special events and academic achievement in classrooms. Other means of communication include Open House, PTSO, SAC, Math Night, conferences, and telephonic communication.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	72%	18%	6%
Math	75%	12%	6%
Science	63%	18%	4%
Social Studies	58%	18%	6%
School Communications	82%	13%	4%

Benchmark 10.8: Establish Technology for teachers and administrators
 In-services for teachers and administrators have been planned for the integration of technology to support the improvement of instruction. Training will include fundamental navigation, Windows 3.1 Basics, running applications, using disks, Word 6.0, student writing center and lab printer.

CTBS Test Results

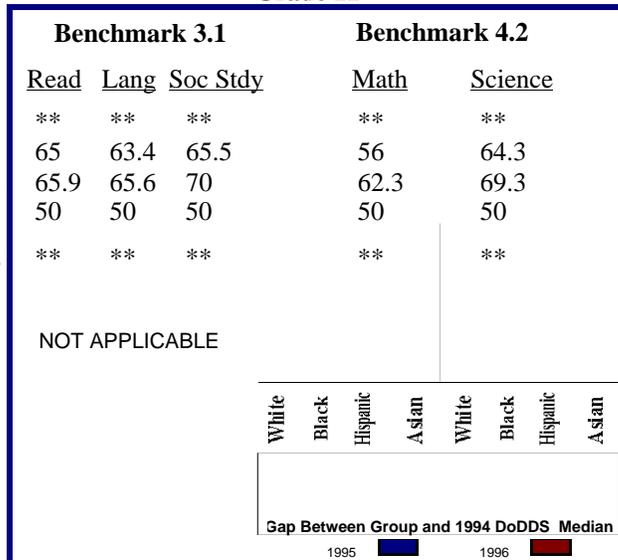
1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



Percent of
 Students
 in Each
 Quarter

Grade 11

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



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.

Percent of
 Students
 in Each
 Quarter

Giessen ES
414TH BSB GSN
UNIT 20911
APO AE 09169

DSN Phone:
343-7248/6690

Commercial Phone:
641-46265

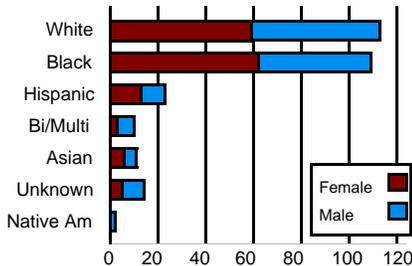
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	30	760.8	20%	53%	20%	7%	0%
5	9	28	726.6	0%	71%	14%	14	0%
5	9	27	751.8	37%	52%	7%	4%	0%



**Department of Defense Education Activity
Giessen Middle/High School (7-12)
1995/96 School Profile
Robert Bennett, Principal**

School Characteristics

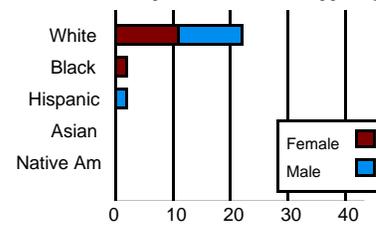
Student Enrollment - 282



Grade	#
7	90
8	50
9	56
10	33
11	32
12	21
Total	282

Sponsor's Affiliation	
Marine	<.5%
Army	86%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	24	9%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	11	
AP Courses Offered		5	
Students Taking AP Courses		35	66%

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

Mobility Rate
40% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	19.5
Special Education	3
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	30%
MA/MS	65%
Doctorate	4%

Principal's Highlights

Giessen School has students in grades 7-12. A change from the traditional 9-12 was made school year 94-95. Staff and students continue to seek additional ways to provide a meaningful education for all. Strategies being effectively used involve the integration of curriculum on the 7th and 8th grade level and more advanced level classes for the college bound juniors and seniors. All staff members make a conscious effort to integrate technology whenever possible and appropriate.

The School Improvement Process has been alive and well at Giessen High School. The shift to the new process was almost seamless for staff members, thanks to the support of the School Improvement Team. The team consisted of staff, community members, students, and parents who met on schedule each month with a published agenda, guidelines and outcomes.

The School Improvement Team was very cognizant of ensuring the "Checklist" was reviewed and as outcomes were mastered, appropriate credit was given. The success of the new process centered around support from our District Superintendent Office, an active Chairperson, on-task team members and a belief by staff that School Improvement is a schoolwide activity involving all.

**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.....
The teaching staff selected Language Arts as an area of emphasis. The School Needs Assessment Profile was examined for areas of weakness. Teachers listed activities to be included in lesson plans. The SI Team supported teacher decisions & made suggestions that were incorporated. Monthly checklists indicate that teachers are assigning these activities.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Teachers and The School Improvement Team selected math and used S.N.A.P. to determine areas of weakness. Activities were devised to attack areas of need. Activities selected include graphing, measurements, musical timing, spatial activities, computations and interpreting graphs and charts. Checklists from teachers indicated that these activities are being assigned.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Our parent activities were listed and classified into the five "tiers". Although there are parent activities in all tiers, some areas need to be strengthened. The staff and S.I. Team have begun devising ways to include parents in areas we considered to be weak. Parent Teacher Conference Day, positive telephone contacts, newsletters and S.I. Team are currently strong areas of cooperation.

Goal 10: Organizational Development

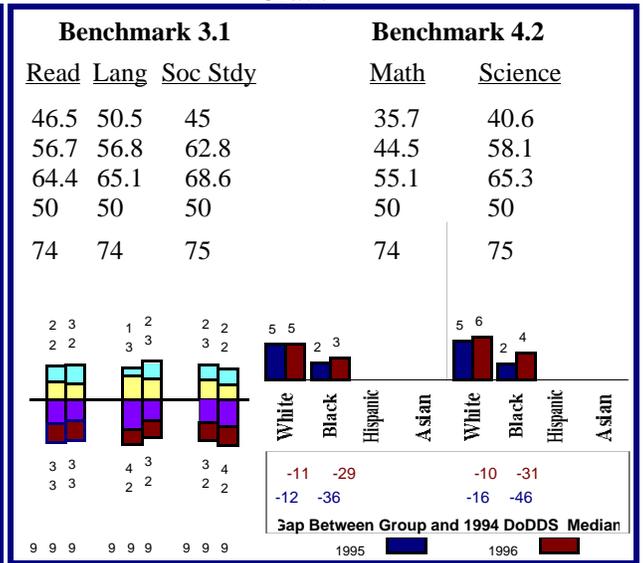
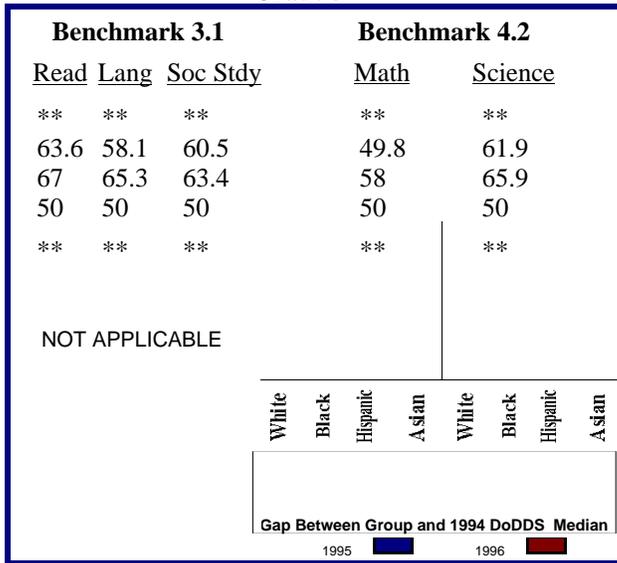
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
Monthly Parent Newsletters, Parent Teacher Conference Days, comments on progress reports and report cards are strategies we use to create effective communication systems with parents. Teachers use cc:Mail, daily bulletins and faculty meetings to share information.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	68%	24%	9%
Math	65%	24%	10%
Science	61%	24%	14%
Social Studies	66%	24%	10%
School Communications	68%	21%	11%

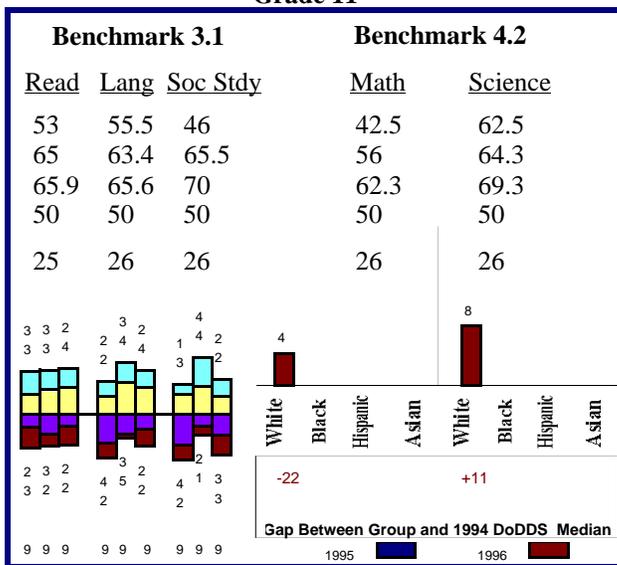
Benchmark 10.8: Establish Technology for teachers and administrators
 Multi-computer labs are being established. A technology lab will be available for students and staff school year 96-97. The media center has upgraded both hardware and software for a variety of instructional purposes. All teachers strive to integrate technology into their curriculum. Record keeping is also done through the utilization of Integrate software.

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	90%	71%	66%	42%
	1995	61%	54%	64%	41%
Math Avg Score	1994	449	456	472	479
	1995	447	440	480	482
Verbal Avg Score	1994	426	428	430	423
	1995	434	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.

Giessen HS
414TH BSB GSN
UNIT 20911
APO AE 09169

DSN Phone:
343-7259/6726

Commercial Phone:
641-48576

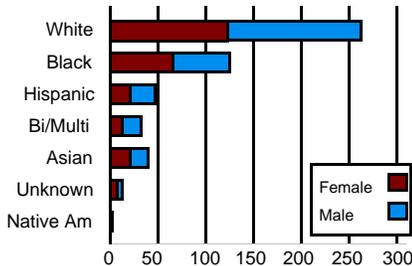
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	45	781.5	20%	51%	22%	7%	0%
8	9	54	746.9	19%	19%	41%	22	0%
8	9	49	724.4	12%	35%	35%	14	2%
10	9	42	760.2	14%	33%	26%	26	0%
10	9	28	788.8	21%	29%	43%	7%	0%
10	9	28	791.7	14%	61%	21%	4%	0%



**Department of Defense Education Activity
General H.H. Arnold High School (9-12)
1995/96 School Profile
Ed Siemaszko, Principal**

School Characteristics

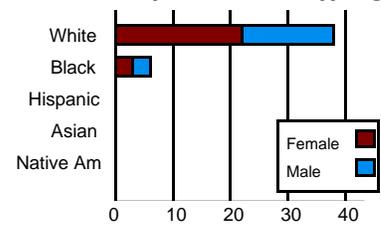
Student Enrollment - 519



Grade	#
9	158
10	134
11	119
12	108
Total	519

Sponsor's Affiliation	
Marine	1%
Army	64%
Navy	<.5%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	26%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	33	6%
K-8	TAG	N/A	N/A
K-12	ESL	6	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	45	
AP Courses Offered		8	
Students Taking AP Courses		110	48%

Teacher Experience	
Years	Teachers
New	1
1-3	3
4-6	5
7-10	2
> 10	29

Mobility Rate
29% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	33.5
Special Education	4
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	28%
MA/MS	67%
Doctorate	5%

Principal's Highlights

Gen. H.H. Arnold High School serves the needs of 500 students who are primarily the dependents of military personnel stationed in Wiesbaden, Darmstadt, and Frankfurt, Germany. The school promotes close ties with parents, the local community, and military leadership and organizations. All of these groups play an important part in the development and implementation of school policy and school improvement processes. Representatives of student groups, parent organizations and the military command join together with staff members as an integral part of the School Improvement Team.

Approximately 50% of our graduates attend college. Another 25% opt for military careers. The curriculum is broad based, with offerings for vocational education, tech prep, and college preparation. Programs for learning-impaired students are available for all levels of disability. H.H. Arnold combines a program of inclusion with special consideration for individual needs. Advanced Placement courses are available in English, calculus, biology, U.S. History, U.S. Government, art and foreign languages; telecommunications courses are available for students with special interests. Beginning with SY 96-97, we will implement an eight-block schedule.

**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.....
Staff chose language arts for the area of emphasis. Action plans have been written for three strategies: writing to learn, planning for block scheduling, and use of cooperative/collaborative learning. In-services were held for the entire faculty in writing techniques, block scheduling, and cooperative/ collaborative learning.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Staff chose math for the area of emphasis. Action plans have been written for three strategies: integrating math with other content areas, planning for block scheduling, and use of cooperative/collaborative learning. In-services in block scheduling and cooperative/collaborative learning were held. Techniques used by teachers included use of newspapers, graphs, & tables.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parents are involved in school activities both academic and extracurricular. These activities include tutoring students, chaperoning school dances and sports events, fund raising, participation on both School Improvement Team and School Advisory Committee, as well as the High School Booster Club, and school beautification.

Goal 10: Organizational Development

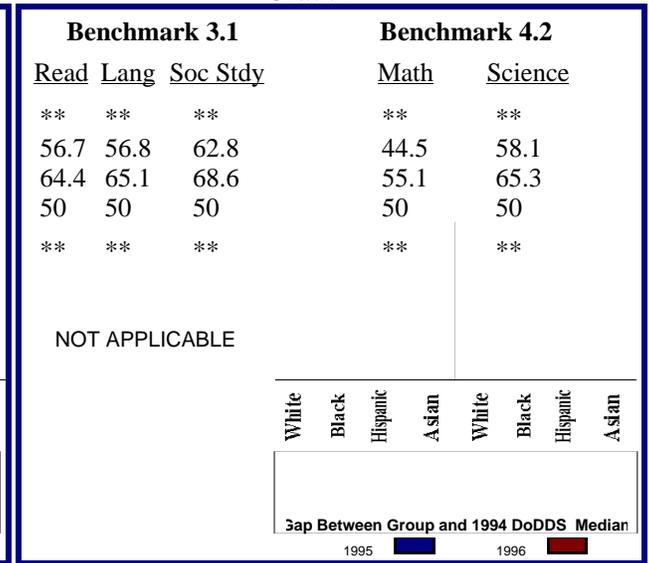
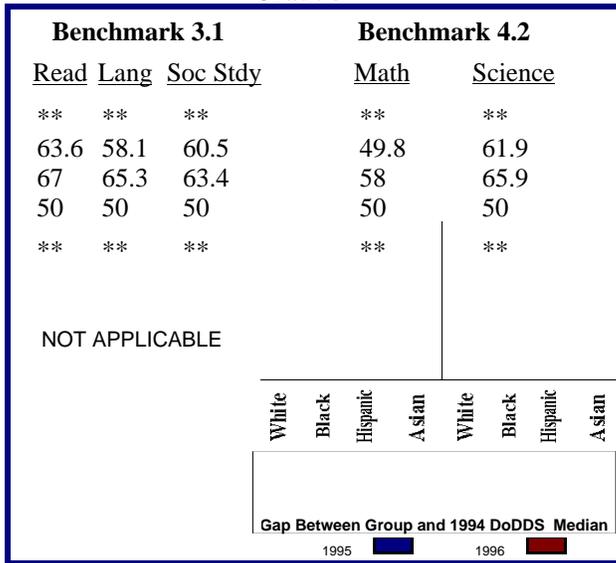
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
School continues monthly newsletters to inform parents and the community about school activities and how they might become involved. There are continuous personal contacts between teachers and parents. Parents are encouraged to visit the school and to communicate with the faculty. Parents involved in School Improvement and the School Advisory Committee.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	72%	26%	2%
Math	71%	20%	9%
Science	64%	26%	11%
Social Studies	70%	23%	7%
School Communications	56%	33%	11%

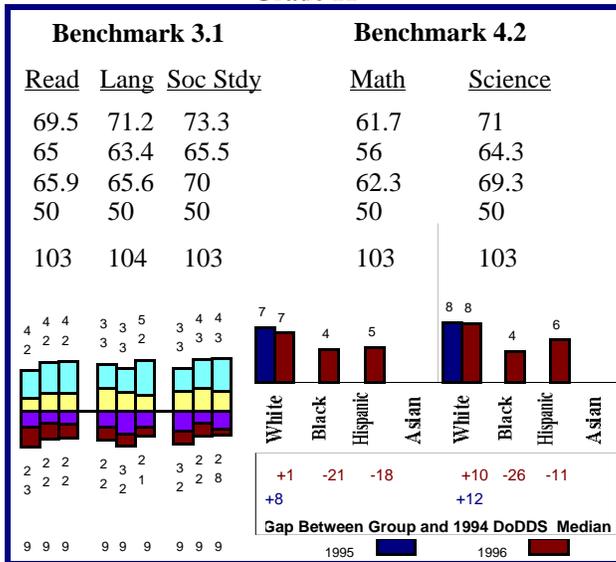
Benchmark 10.8: Establish Technology for teachers and administrators
 Plans have been completed to integrate the appropriate use of technology into the language arts, mathematics, and science curriculum areas. Training has been planned for all teachers and administrators for the technology integration. Initial training will include record keeping, word processing, and math and science instructional software.

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	71%	71%	66%	42%
	1995	38%	54%	64%	41%
Math Avg Score	1994	464	456	472	479
	1995	431	440	480	482
Verbal Avg Score	1994	449	428	430	423
	1995	392	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.

Gen HH Arnold HS
UNIT29647
APO AE 09096

DSN Phone:
337-6236/6237

Commercial Phone:
611-718131

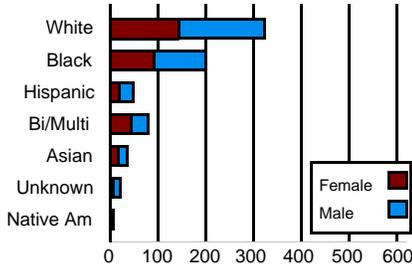
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
10	9							
10	9	73	828.3	38%	49%	10%	1%	1%
10	9	130	807.7	38%	38%	19%	5%	1%



**Department of Defense Education Activity
Hainerberg Elementary School (PK-5)
1995/96 School Profile
Meren James, Principal**

School Characteristics

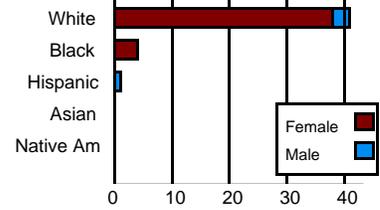
Student Enrollment - 709



Grade	#
PreK	34
K	139
1	139
2	100
3	110
4	102
5	85
Total	709

Sponsor's Affiliation	
Marine	<.5%
Army	78%
Navy	<.5%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	105	15%
K-8	TAG	530	79%
K-12	ESL	32	5%
1	Reading Recovery	12	9%
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	0
4-6	0
7-10	3
> 10	32

Mobility Rate
50% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	7.5
Other Professionals	10

Teacher Education	
Degree	% Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

Hainerberg ES, located in Wiesbaden, is exceptionally proud of the many programs. Cooperative Learning has become an accepted practice in all classrooms. Reading Recovery teachers have functioned as resources to kindergarten, first grade teachers and parents--presenting in-service workshops, kindergarten orientation and parent/teacher conference programs, and the Hessen District Educators' Day. The developmental pre-school program with its emphasis on parent involvement has become a model for many schools in Europe. Our TAG program was broadened to include schoolwide enrichment activities for all children in grades one through five. The "Medieval Festival," which involved the entire school and many community members, highlighted the uniqueness of the historical significance of living in Europe. Parent involvement in the school is a high priority. The Family Reading Program allows parents to visit the media center with their children one evening per week. Parent volunteers function as tutors for kindergarten children involved in the Emergent Literacy Enhancement Program. In addition, the Booster Club provides funding for educational initiatives and for child supervision for parents who attend classes or meetings at the school. Extracurricular activities such as computer club, chorus, and art club are sponsored by staff members.

**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 have centered on written language and integration into other content and curricular areas. Teachers have taught process writing, used Daily Oral Language, daily journals, double entry journals, CIRC (Cooperative Integration of Reading Composition), and letter writing. Rubrics will be developed in August and used next year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
With the implementation of MathLand, the focus was on problem solving strategies and use of manipulatives, graphing and cooperative learning groups. Teachers have implemented math journals, double entry journals, multiple graphing methods, and communication skills, oral and written. A focus on rubric construction and use is planned for the Fall.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parents receive weekly family bulletins, are invited to management council meetings and in-service meetings when pertinent information is discussed, participate in FAST and SAC meetings, and meet with teachers for conferences on their child's progress.

Goal 10: Organizational Development

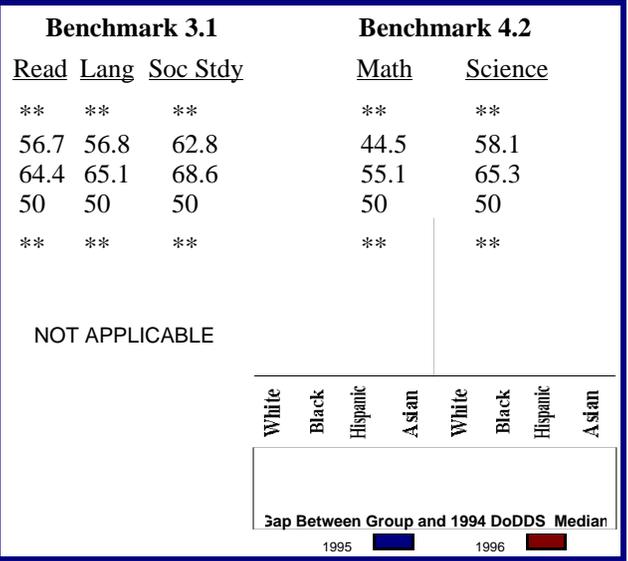
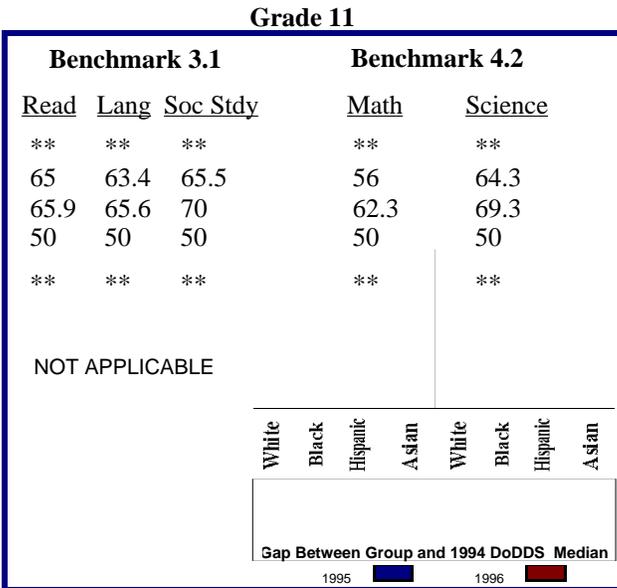
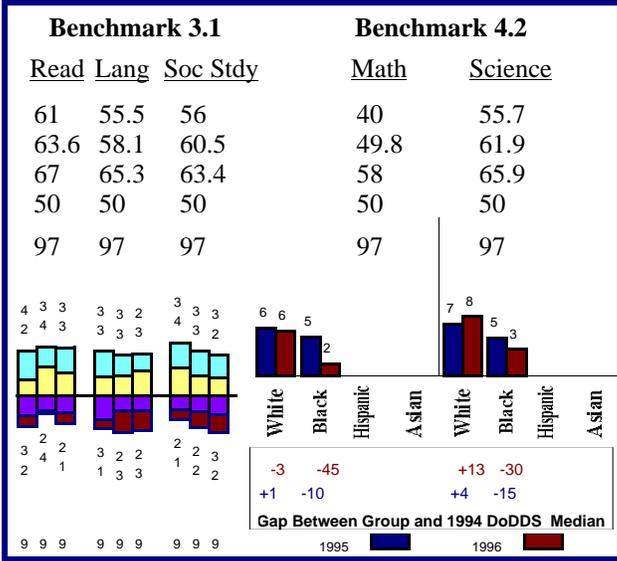
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
The school publishes a weekly family bulletin to inform parents and community about important school activities, and how they can become involved. We host monthly FAST and SAC meetings where our goals are discussed. Parent conferences are held at least once a year. At least one Math School Night is being planned for next year.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	74%	18%	4%
Math	70%	20%	4%
Science	57%	21%	8%
Social Studies	60%	21%	3%
School Communications	81%	16%	3%

Benchmark 10.8: Establish Technology for teachers and administrators
 Plans have been made to integrate the appropriate use of technology into language arts and mathematics curriculum areas. These may include use of calculators, computer programs that correlate with MathLand, other programs for drill and practice, and for graphing. For language arts, it may include Children's Writing and Publishing, keyboarding lessons and the Internet.

CTBS Test Results

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



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.

Hainerberg ES
Unit 29647
APO AE 09096

DSN Phone:
337-5160/5873

Commercial Phone:
611-723429

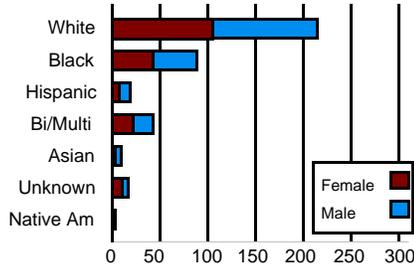
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	91	738	24%	35%	28%	12	1%
5	9	82	687.7	2%	48%	24%	24	1%
5	9	84	726.7	19%	58%	21%	1%	0%



**Department of Defense Education Activity
Halvorsen Tunner Elementary/Middle School (PK-8)
1995/96 School Profile
Ophelia Phillips, Principal**

School Characteristics

Student Enrollment - 394



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	35	9%
K-8	TAG	40	10%
K-12	ESL	1	0%
1	Reading Recovery	4	8%
7-12	AVID	24	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

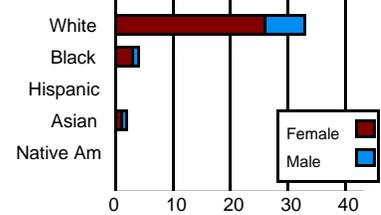
Grade	#
PreK	7
K	50
1	50
2	56
3	53
4	41
5	40
6	29
7	39
8	29
Total	394

Mobility Rate
32% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	35%
Navy	2%
Air Force	47%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	2
7-10	2
> 10	25

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	18
Special Education	3.5
Other Professionals	5.5

Teacher Education	
Degree	% Teachers
BA/BS	11%
MA/MS	78%
Doctorate	11%

Principal's Highlights

Located at Rhein Main Air Base, Halvorsen-Tunner is a community school with a student population of approximately 400 students grades K-8.

In spite of its size, the school offers a variety of educational experiences. In addition to the regular education program, two computer labs, supplemented by classroom computers, provide opportunities for computer instruction. Inclusion is the predominate model for providing support for special needs students. There are extensive after-school activities for students in all grades. Curriculum specialists comfortably bridge the gap between elementary and middle school programs. Higher thinking skills, Writing across the Curriculum, team-teaching and collaboration, and cooperative learning are an integral part of the instructional process.

The present School Improvement Plan was established in October 1995. The major emphasis this year was in math and social studies, since these were the areas of new DoDEA initiatives. The staff developed an action plan which stresses strategies that could be implemented in all grade levels.

In March 1996, we established our first baseline. The entire staff was involved in holistically scoring double-entry journals to lay the groundwork for further assessment.

**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.....
Strategies selected for social studies focused on implementation of cooperative groups, cross-curricular activities, problem-solving activities, and school wide programs. Questioning techniques, performance tasks, and writing across the curriculum were utilized. March 1996, baseline data, grades pre-k-8, were obtained through a double-entry journal and rubric for holistic scoring.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Strategies for math focused on implementation of cooperative groups, cross-curricular activities, problem-solving activities, school-wide programs, and MathLand. Activities included performance tasks, Parent MathLand Week, and district coordinator training of teachers. March 1996, baseline data were obtained through a double-entry journal.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A parent participation survey conducted in March 1996, indicated strong parent support in class and school wide activities, such as conferences, portfolio parties, Open House, Science Fair, Math Week, performing arts, PTSA, and SAC. Fall 1996, plans include the creation of a Parents' Room for reading, activity planning, and sharing with other parents.

Goal 10: Organizational Development

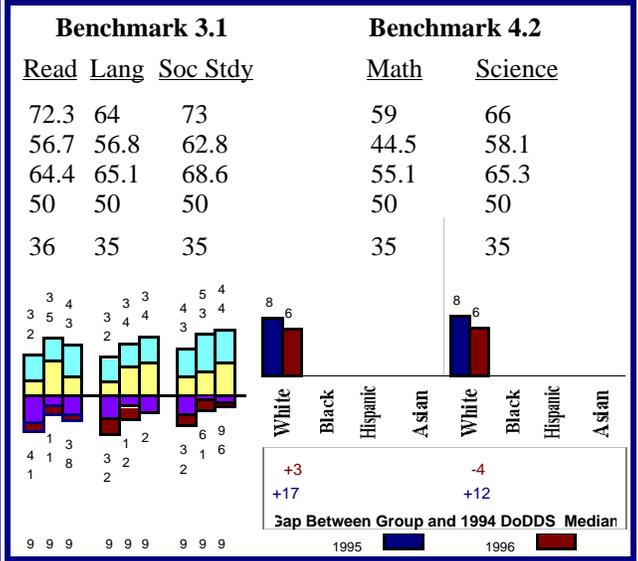
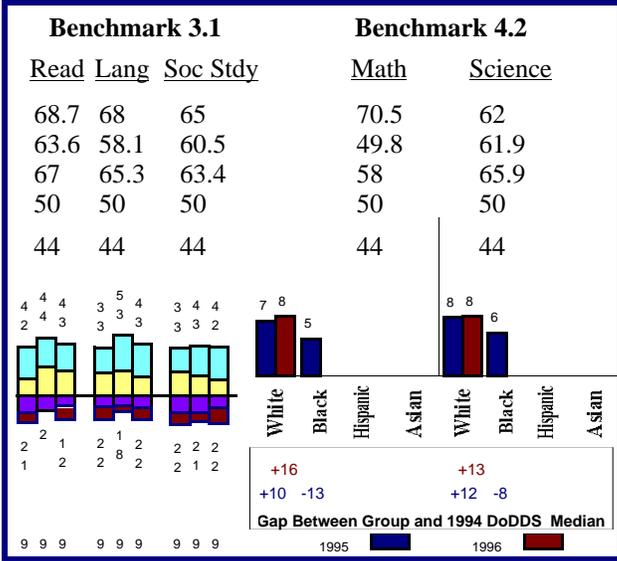
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
The school monthly newsletter informs students, parents, and community members of important educational events. The lead article focuses on a major aspect of school improvement, as well as suggestions for parental involvement at home. During SY 1995- 1996, parents participated in the school improvement process through committees and review of assessments.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	79%	14%	5%
Math	74%	18%	6%
Science	69%	19%	2%
Social Studies	68%	21%	1%
School Communications	74%	17%	9%

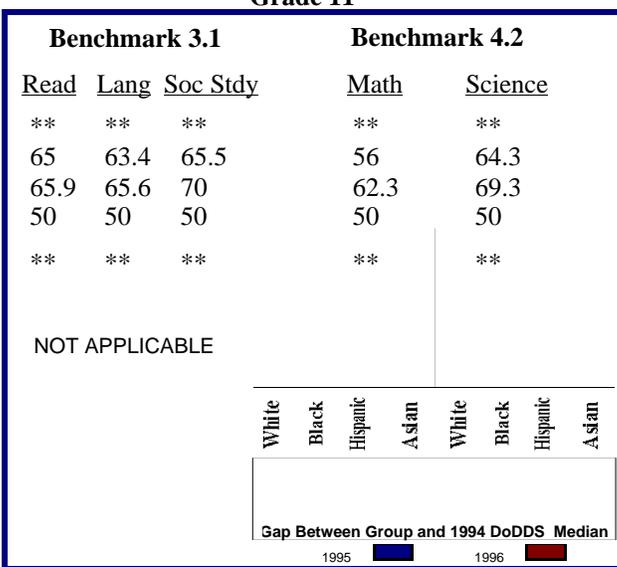
Benchmark 10.8: Establish Technology for teachers and administrators
 The utilization of technology is an integral part of the curriculum. Students have regularly scheduled computer classes, and fourth and sixth grade students have keyboarding instruction. During SY 1995-1996, teachers received in-service on the Internet, various computer programs, and cc:Mail. The Technology Committee provides on-going support and assessment.

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.

Halvorsen-Tunner E/MS
Unit 7565
APO AE 09050

DSN Phone:
330-6272/6350

Commercial Phone:
69-69-2373

DoDEA Writing Assessment

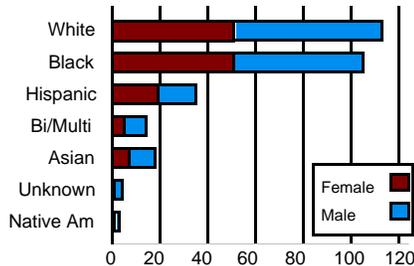
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	97	737.1	17%	40%	39%	3%	0%
5	9	40	773.2	30%	50%	18%	3%	0%
5	9	35	762	34%	60%	6%	0%	0%
8	9	66	787.5	29%	50%	9%	11	2%
8	9	33	804.8	46%	33%	15%	6%	0%
8	9	31	750	19%	36%	32%	10	0%



**Department of Defense Education Activity
Hanau High School (9-12)
1995/96 School Profile
Sandra R. Matthys, Principal**

School Characteristics

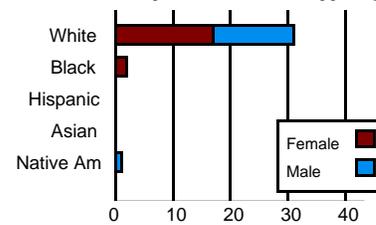
Student Enrollment - 292



Grade	#
9	98
10	90
11	51
12	53
Total	292

Sponsor's Affiliation	
Marine	<.5%
Army	85%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	19	7%
K-8	TAG	N/A	N/A
K-12	ESL	7	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	12	
AP Courses Offered		3	
Students Taking AP Courses		70	67%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	28

Mobility Rate
40% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24.5
Special Education	3
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	36%
MA/MS	64%
Doctorate	0%

Principal's Highlights

Hanau High School is an essential element in an international community dedicated to supporting military and civilian excellence. This year, the community demonstrated this dedication in dramatic form through the number of individuals who are supporting Operation Joint Endeavor. We are proud of the fact that, despite the stresses this military operation involves, we have seen an increase in both the number of parents and community members involved in our ongoing School Improvement Process, and in the degree of their participation.

As a result of the SIP, we have seen greater interaction between teachers of different disciplines and increased sharing of ideas, techniques, and technologies for improving writing and developing better mastery of mathematical thinking and problem solving. Parent and community involvement has also increased, making the SIT more viable and giving more credibility to the process. I am also pleased at the success of the initial stages of our NSF/ARPA activities, and with the energy our SIT has devoted to organizational reforms such as Block Scheduling.

Hanau High School has an exemplary program serving students with special educational needs. Not only do we provide individually designed remediation, we also employ widespread support for inclusion of students with disabilities in general education academic classes.

**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

The SIT chose to increase opportunities for writing in all content areas. Data collected in March revealed that students produce the following forms of writing: journal entries, research reports, resumes, critiques, class notes, communication via cc:Mail, and more. We have jointly created a school rubric to give students feedback about the quality of their writing.

Goal 4: Math And Science Achievement

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

We decided to emphasize the cross-curricular integration of mathematical thinking and problem solving after studying our school's data on the achievement gap. Activities currently in use include calculating grades, reading maps, musical timing, using measurement, and interpreting charts. We are monitoring student grades, CTBS scores, and equity in course enrollment.

Goal 8: Parental Participation

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

We have an excellent group of parent and community volunteers who assist with classroom and extracurricular programs. They currently serve as tutors, guest speakers, chaperones, attendance monitors, and as members of the Booster Club, SAC, PTSA, and SI Team. We are firmly committed to increasing direct parent/community participation in our school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

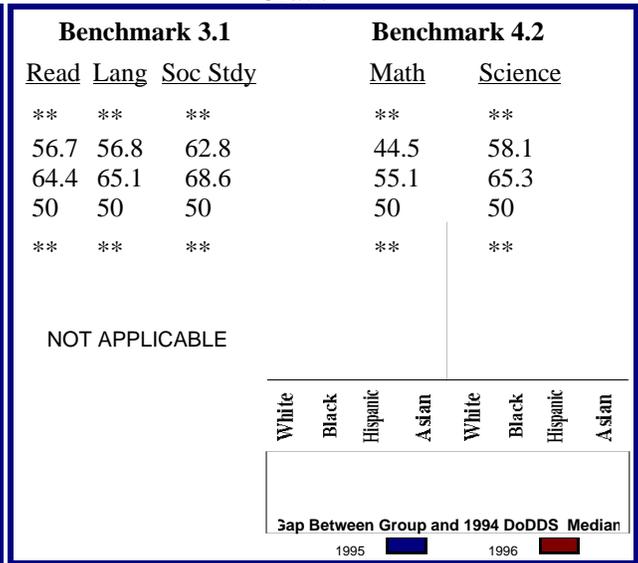
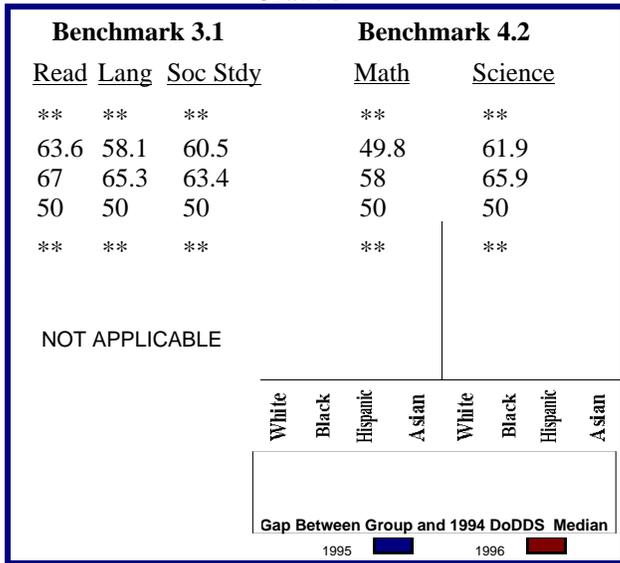
The school initiated a weekly bulletin to supplement our monthly parent newsletter, thereby improving communication relative to cross-curricular writing, math, technology use, and other School Improvement Efforts. We also use parent conferences, an open house, community news media, and cc:Mail to "get the word out" about our educational activities.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	65%	27%	8%
Math	67%	24%	9%
Science	53%	31%	14%
Social Studies	61%	26%	11%
School Communications	51%	38%	11%

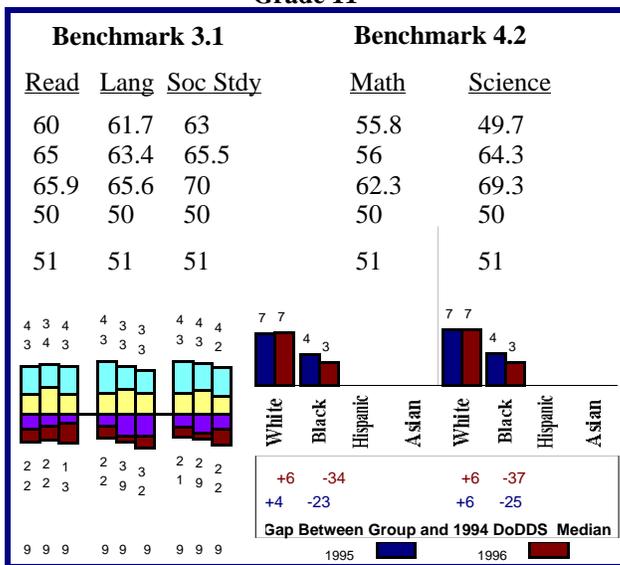
Benchmark 10.8: Establish Technology for teachers and administrators
 We are a Model School in a technology demonstration project administered by the National Science Foundation and ARPA, an activity which promises to greatly increase our access to state-of-the-art hard and software in the coming school year. Data collected in March indicates that staff most commonly use technology for word-processing, record-keeping, and CD-Rom research.

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
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 Quarter



SAT Results					
		School	District	DoDDS	Nation
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	1995	81%	54%	64%	41%
Math Avg Score	1994	450	456	472	479
	1995	446	440	480	482
Verbal Avg Score	1994	403	428	430	423
	1995	416	408	435	428

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Hanau HS
UNIT 20235
APO AE 09165

DSN Phone:
322-8714/8165

Commercial Phone:
6181-55711/52676

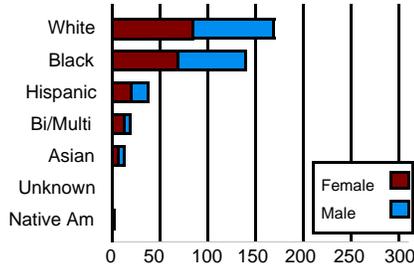
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	9	84	742.2	20%	29%	29%	19	0%
10	9	77	766.9	17%	36%	25%	21	1%
10	9	76	773.3	20%	46%	21%	12	1%



**Department of Defense Education Activity
Hanau Middle School (6-8)
1995/96 School Profile
Robert Sennett, Principal**

School Characteristics

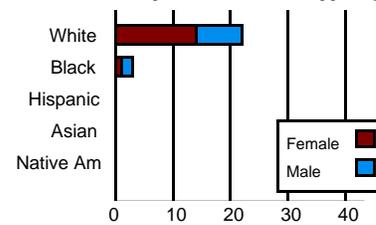
Student Enrollment - 380



Grade	#
6	130
7	124
8	126
Total	380

Sponsor's Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	32	8%
K-8	TAG	16	4%
K-12	ESL	5	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	19	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	6
1-3	0
4-6	0
7-10	8
> 10	20

Mobility Rate
41% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	20.5
Special Education	1.5
Other Professionals	4.5

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	54%
Doctorate	8%

Principal's Highlights

Hanau Middle School opened its doors in 1989 to the students of six feeder schools with the goal of providing a "true middle school" environment for them. Since then, our population has diminished by half. But, in support of the goal, students are organized into grade-level teams which stress thematic approaches to curriculum delivery; an expansive elective program offered on the wheel model has been implemented. The AVID program has been implemented in the 7th and 8th grades to promote underachieving minority students to pursue four year college degrees. To round out our child centered program, we offer an extensive intramural program. The SIP was established to address the areas of Writing and Math Across the Curriculum. Currently participating in an innovative technology program sponsored by ARPA and the NSF, HAMS has been designated part of the "Model Schools" Project. This research-based project is studying the best way to implement the systemic change needed to restructure the school to best utilize this technology. The middle school has been recognized as a leader in this effort, and our students are busy constructing their own Web Site.

**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.....
Teachers emphasize Writing Across the Curriculum as an integrated multi-year effort; rubrics are posted and used throughout the school to evaluate student writing. Goal setting and conflict resolution techniques have increased student responsibility. An active AVID and new CIRC Reading Program add flexibility and positive motivation.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Teachers encourage collaborative problem-solving of real-world problems using science and mathematics. An enriched curriculum includes chemistry, physics and technology, & offers challenging activities in science labs each week. Teachers reinforce new "hands-on" math program in various subjects. Plans center on increasing use of math and science instructional software.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parent volunteers are a daily addition to the science, computer and media center programs. Concerts, musical theater, math nights, a training program for evaluating the writing process, district-wide Writing Seminar, School Improvement Team meetings and monthly study trips, actively involve an increasing number of parents. Conferences are also well attended.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
At HAMS, we use the daily bulletin, monthly management council and faculty meetings to disperse communications from DoDEA and the military community. Students and parents are kept abreast of progress via team conferences, monthly progress reports, quarterly reports, parent nights and conference days. SIT members meet frequently. AFN "spots" are on-going.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	55%	32%	14%
Math	60%	24%	16%
Science	61%	26%	11%
Social Studies	59%	28%	10%
School Communications	69%	23%	7%

Benchmark 10.8: Establish Technology for teachers and administrators
 As a National Science Foundation site in the "Model Schools" project, planning teams prepare interactive interlinks with adult education and library services in the community. Six ARPA/CAETI pilot teachers presently enjoy Internet/Netscape capabilities; all faculty has access to a local area network and cc:Mail. Professional development is intensive and on-going.

CTBS Test Results

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

Grade 3			Benchmark 3.1		Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science	NOT APPLICABLE	
**	**	**	**	**		
63.6	58.1	60.5	49.8	61.9		
67	65.3	63.4	58	65.9		
50	50	50	50	50		
**	**	**	**	**		

Grade 7			Benchmark 3.1		Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science	NOT APPLICABLE	
55.3	56.3	63.6	51.5	61.5		
56.7	56.8	62.8	44.5	58.1		
64.4	65.1	68.6	55.1	65.3		
50	50	50	50	50		
124	125	126	126	126		

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

Grade 11			Benchmark 3.1		Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science	NOT APPLICABLE	
**	**	**	**	**		
65	63.4	65.5	56	64.3		
65.9	65.6	70	62.3	69.3		
50	50	50	50	50		
**	**	**	**	**		

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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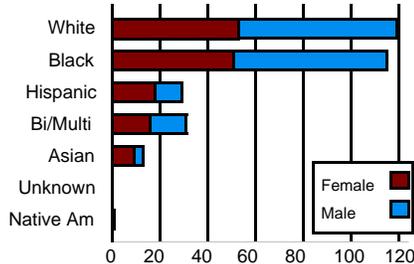
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
8	9	129	751.4	24%	43%	18%	10	5%
8	9	126	746.1	25%	17%	35%	24	0%
8	9	111	768.3	15%	41%	33%	11	0%



**Department of Defense Education Activity
Sportfield Elementary School (K-5)
1995/96 School Profile
John J. O'Reilly Jr., Principal**

School Characteristics

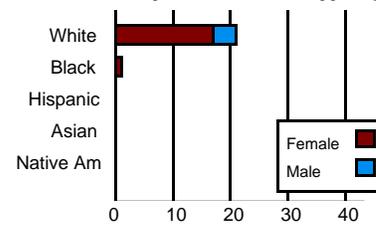
Student Enrollment - 308



Grade	#
K	51
1	48
2	53
3	59
4	51
5	46
Total	308

Sponsor's Affiliation	
Marine	<.5%
Army	98%
Navy	<.5%
Air Force	2%
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	27	9%
K-8	TAG	0	0%
K-12	ESL	6	2%
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	0
4-6	0
7-10	0
> 10	23

Mobility Rate
59% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14.5
Special Education	2
Other Professionals	5.5

Teacher Education	
Degree	% Teachers
BA/BS	10%
MA/MS	90%
Doctorate	0%

Principal's Highlights

Sportfield Elementary School is a K-5, two story, four level school in Hanau, Germany which provides an excellent education for the children of military personnel. Because this school only serves the two adjacent housing areas, there are no busses. The school has a strong relationship with our parents and many of them are actively involved with the school.

The students are a diverse group with most ethnic groups represented. Along with general education programs, there are programs for students that have additional needs such as mildly learning disabled, English as a second language, talented and gifted, and students with mild behavioral problems,

In all aspects of the curriculum, students are taught problem solving - both as it relates to the subject matter as well as in personal relationships. They are also given experience with modern technology since they must be able to function well in this burgeoning information and technology age. Cultural activities in the Arts and in the host nation area, as well as a variety of extra curricular activities, complement a program that allows each child to develop to his/her full potential in a safe and encouraging atmosphere.

**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 elected to concentrate on improving reading comprehension by encouraging reading for pleasure and using a variety of reading methods. A decision to implement reading activities weekly and several different reading methods twice a week was made. Assessments include CTBS scores, Macmillan Reading Tests, and Report Card checklists.

Goal 4: Math And Science Achievement

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

Implementation of MathLand is how the SI Team decided to increase math achievement. Use of cooperative learning, manipulatives, writing skills in math, and math across the curriculum were strategies that were chosen. Although some workshops were available and taken, additional workshops are planned to help with staff training.

Goal 8: Parental Participation

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

A parental survey was sent home in May to determine the extent of involvement of home/school communication and parental perspective of school learning. There were about 132 parents recognized for volunteering in various school programs. Plans are being made for Parent Math Nights and workshops for additional ways to communicate effectively: for parents and teachers.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

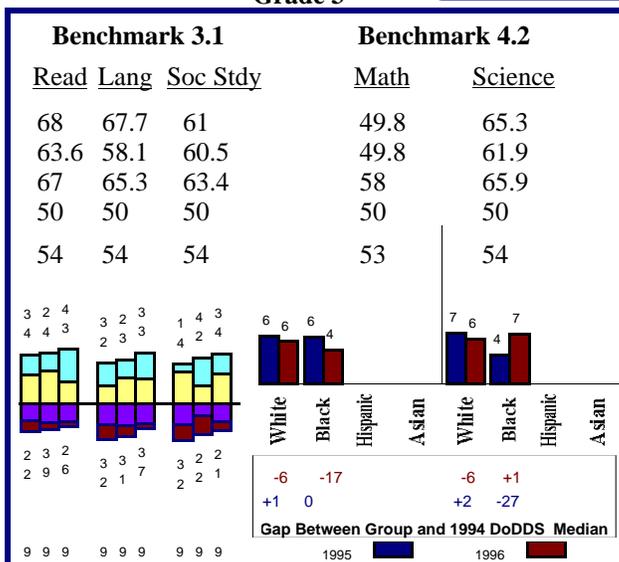
The school has initiated a monthly newsletter to inform parents and the community about important school activities and how they might become involved. The SI Team has met regularly to assess the needs and strategies developed in the plan. Many teachers have weekly communications with parents to help keep them informed and involved.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	73%	19%	5%
Math	65%	23%	6%
Science	44%	26%	8%
Social Studies	50%	28%	5%
School Communications	78%	18%	4%

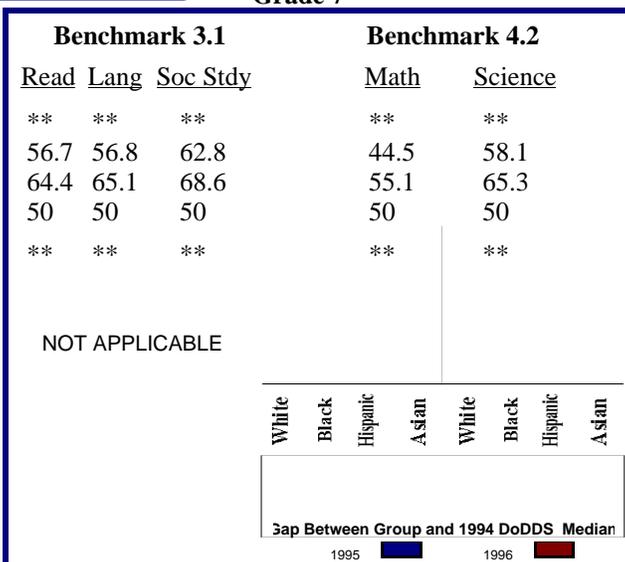
Benchmark 10.8: Establish Technology for teachers and administrators
 We were chosen as a pilot school to help develop technology for the ARPA CAETI program. A computer lab is available in the school for whole class instruction. Teachers have received training in various areas of computer usage to help with record keeping, CD Rom, cc:Mail, Internet, and word processing. Further training has been planned for the upcoming year.

CTBS Test Results

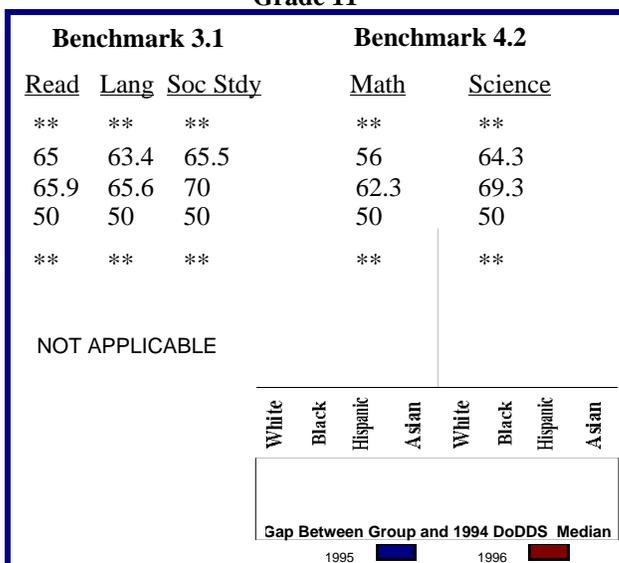
1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



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

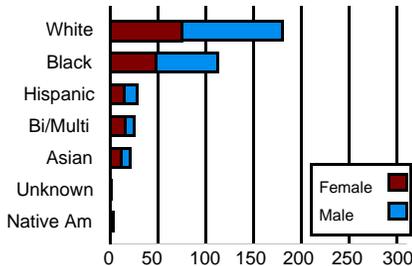
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	54	676.1	6%	32%	32%	30	0%
5	9	40	752.5	13%	70%	13%	5%	0%
5	9	51	715.2	26%	55%	16%	2%	0%



**Department of Defense Education Activity
Wiesbaden Middle School (6-8)
1995/96 School Profile
Robert C. Brinton, Principal**

School Characteristics

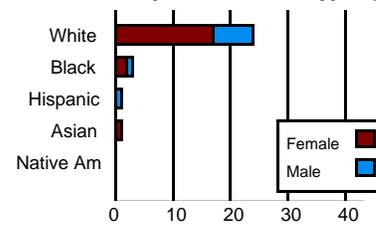
Student Enrollment - 370



Grade	#
6	133
7	129
8	108
Total	370

Sponsor's Affiliation	
Marine	<.5%
Army	71%
Navy	<.5%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	43	12%
K-8	TAG	43	12%
K-12	ESL	12	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	55	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

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

Mobility Rate
28% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	3.5
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	28%
MA/MS	72%
Doctorate	0%

Principal's Highlights

Located in Wiesbaden, Germany, Wiesbaden American Middle School has a student population of 380. The school is equipped with 3 computer labs, a technology lab, and classrooms which contain at least one computer. Parents and faculty have worked together to build a strong school-home partnership.

Our major areas of emphasis this year have been mathematics, writing, and developing our school-home partnership. The successful implementation of the new math program, which also augments writing skills, has been the year's greatest achievement.

The faculty and staff at Wiesbaden American Middle School strongly believe that all students can learn, and are committed to bringing outcomes for all learners to their highest possible levels.

**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.....

In implementing our area of emphasis, writing, we have chosen to provide opportunities for students to write in all curricular areas and Prime Time. Particular attention has been placed on fluency and clarity by using journals, rubrics, AVID techniques, learning logs, and peer conferencing. All teachers have been in-serviced in using the above techniques.

Goal 4: Math And Science Achievement

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

Math teachers, in particular, have been instrumental in implementing this goal. Attention placed on computation include: basic operations, measurement, and data interpretation. An increased use of manipulatives, cooperative learning strategies, AVID techniques, and writing to explain thinking has contributed to better student understanding and achievement.

Goal 8: Parental Participation

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

A number of parents currently provide invaluable volunteer service to the school daily by providing tutorial and secretarial assistance. They are involved in monitoring student progress by checking student assignment notebooks, chaperoning field trips and school-sponsored dances/activities, and by assisting with quarterly awards assemblies.

Goal 10: Organizational Development

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

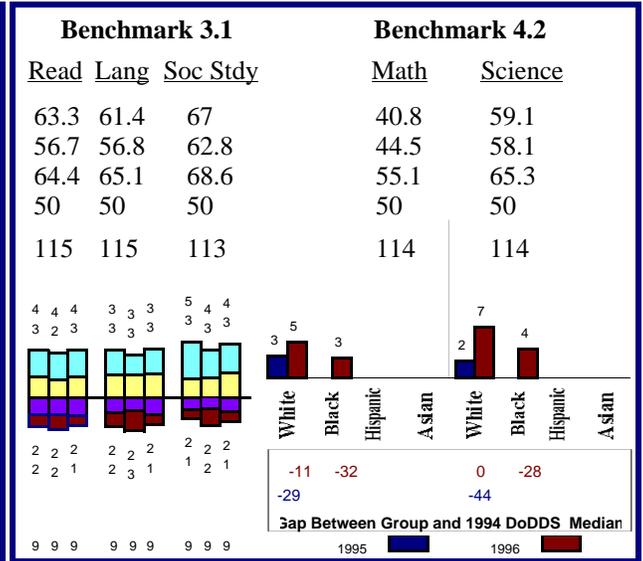
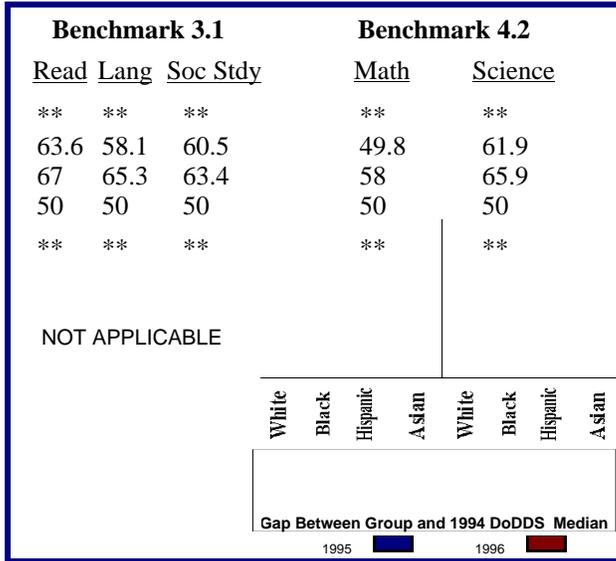
Parent newsletters are distributed biweekly. Parents visit their children's classes the first Wednesday of each month. SAC provides a vehicle for dialogue. Community attendance has been over-whelming at evening music, fine arts, sports, and extra-curricular activities. Staff members routinely provide lunch-time and after school help sessions.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	64%	30%	5%
Math	70%	24%	4%
Science	56%	36%	6%
Social Studies	63%	31%	4%
School Communications	71%	21%	7%

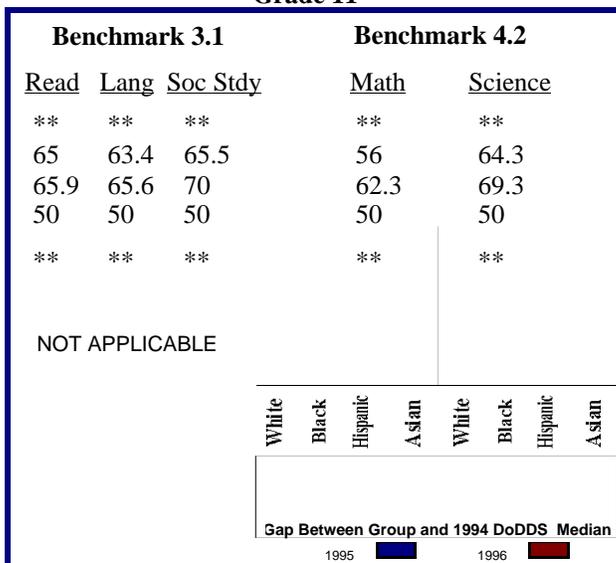
Benchmark 10.8: Establish Technology for teachers and administrators
 Staff members have been in-serviced in using InteGrade, Word 6.0, cc:Mail, and use of the Apple II lab for entire class instruction. The two MS-DOS labs are available for anyone wishing to use them. The business and computer teachers have an open door policy for assisting in any of the above areas.

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%
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Math Avg Score	1994	N/A	456	472	479
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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	100	741.4	30%	35%	18%	11	1%
8	9	105	765.4	29%	17%	39%	15	0%
8	9	95	788	23%	44%	31%	2%	0%