

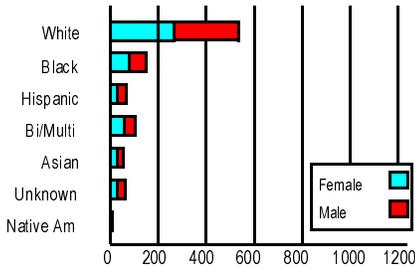


Catania,
Sicily
(Italy)

**Department of Defense Education Activity
Sigonella Elementary/High School (K-12)
1998/99 School Profile
James Bowers, Principal**

School Characteristics

Student Enrollment - 944



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	69	7%
K-8	TAG	85	11%
K-12	ESL	36	4%
1	Reading Recovery	8	6%
7-12	AVID	35	
AP Courses Offered		2	
Students Taking AP Courses		22	39%

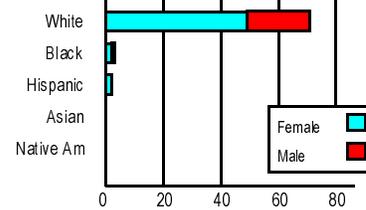
Grade	#
K	93
1	125
2	81
3	84
4	103
5	86
6	75
7	65
8	66
9	56
10	39
11	38
12	19
Total	944

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	90%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-2	4
3-9	13
10-20	22
> 20	34

Mobility Rate
40% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	55.5
Special Education	5
Other Professionals	12.5

Teacher Education

Degree	% Teachers
BA/BS	32 %
MA/MS	66 %
Doctorate	2 %

Principal's Highlights

The central core around which all other Stephen Decatur Benchmark activities revolved this year was School/Home Partnership. Much of the year has been spent developing an intensive mentoring program. The NASSIG Command has given full support to this program and an unprecedented number of military members have volunteered. After mentor training is provided in September 1999, this program will be fully implemented.

Because of the support of the NASSIG Command, the school has now been given a weekly time slot in the base indoctrination program. During this time, new families are provided with information about the school and given an opportunity to present questions.

Sigonella is one of the few schools that has a school crisis team composed of both school and community members. The effectiveness of this team was put to the test this year and was instrumental in helping students and faculty cope with a tragedy.

A new record was set for parent participation in school in-service activities. Among the topics of interest were the school's potential move to the middle school concept and technology. Parent involvement in the School Improvement Process is also at an all time high, with parents active on every committee.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Students were involved in weekly Drop Everything and Read, a month long Read-A-Thon, Sustained Silent Reading, and the Accelerated Reader Program. Students in grades 1-6 decreased Literacy Place Unit pre/post test scores below 70% by 2% and increased scores above 70% by 3%.

Goal 4: Math And Science Achievement

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

An after school tutoring program was implemented for students taking Algebra 1 (63% participated); weekly parent tutoring sessions were held with 22 parents participants. Volunteers tutored six secondary students during seminar periods in March and April. AVID strategies were used in 75% of the math classrooms

Goal 10: Organizational Development

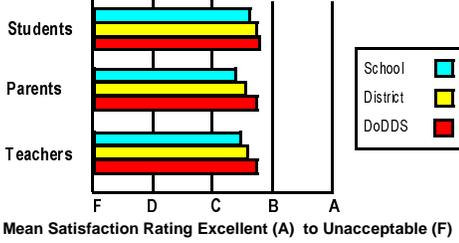
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

SDS's Public Affairs Plan was augmented in 1998/99 by SDS participation in the base indoctrination course. Surveys show that 82% of parents felt well-informed through the informational sources of: calendar/newsletter, 47%; marquee, 12%; base weekly paper, 25%; AFN radio/TV, 10%; and other media, 6%.

Benchmark 10.8: Establish technology for teachers and administrators.

All 4th and 5th graders received keyboarding training; 20 elementary students attended a weekly after school lab program; 80% of students had Internet passes. All grade 1-5 teachers utilized the computer lab at weekly. Every classroom had a Pentium computer. AVID students communicated through Lotus Notes.

School Overall Satisfaction Rating

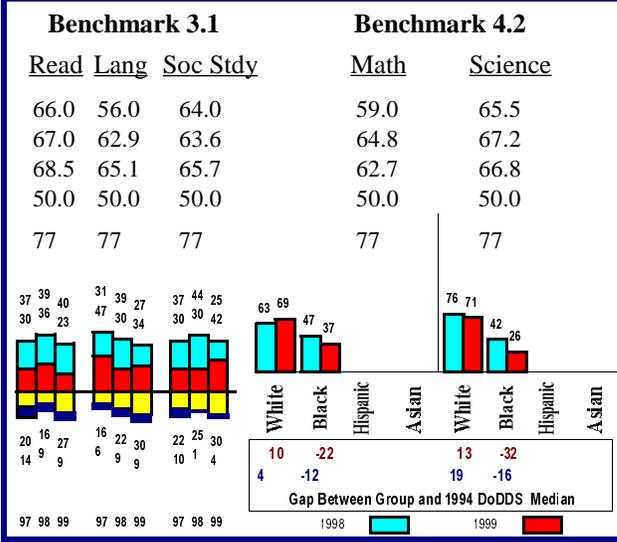


Goal 8: Parental Participation

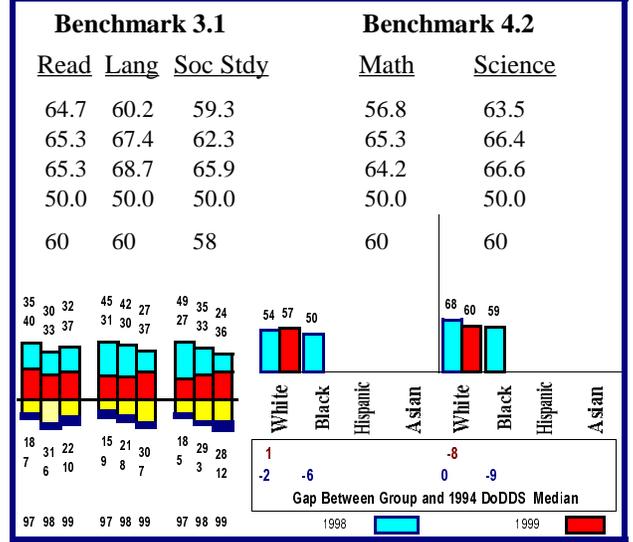
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
 Stephen Decatur School is committed to strengthening our partnership with our parents and military community. A plan to identify, invite, and match our volunteer community with appropriate and meaningful tasks was facilitated and a mentoring program was created, planned, and implemented.

Grade 5

1999
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students

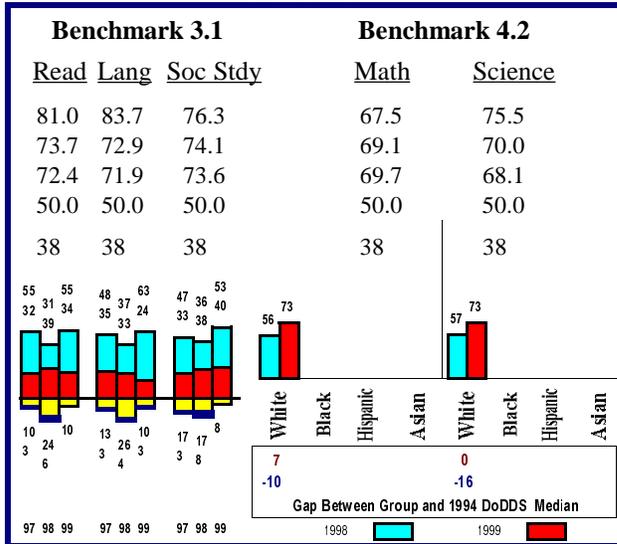


Grade 8



Grade 10

1999
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



SAT Results

	School	District	DoDDS	Nation
% Participating	98	58%	64%	62%
	99	68%	56%	63%
Math Avg Score	98	459	498	505
	99	508	492	501
Verbal Avg Score	98	485	519	511
	99	495	513	506

Notes

Customer Satisfaction Survey: The Overall Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

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	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
				5	97	78	Met	33%
5	98	79	Met	16%	77%	5%	0%	1%
5	99	77	Met	9%	83%	1%	0%	6%
8	97	56	Met	38%	39%	20%	4%	0%
8	98	63	Met	32%	48%	16%	5%	0%
8	99	60	Not Met	22%	50%	20%	8%	0%
10	97	35	Met	54%	43%	3%	0%	0%
10	98	46	Not Met	26%	37%	22%	15%	0%
10	99	36	Met	47%	53%	0%	0%	0%