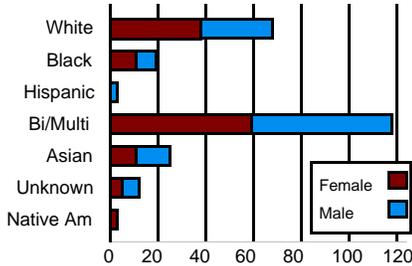




**Department of Defense Education Activity
Richard E. Byrd Elementary School (PK-6)
1995/96 School Profile
Milton Halloran, Principal**

School Characteristics

Student Enrollment - 248



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	24	10%
K-8	TAG	45	20%
K-12	ESL	27	12%
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

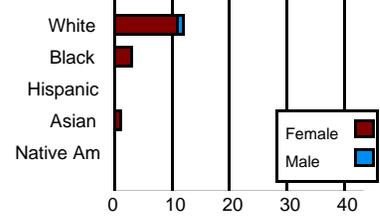
Grade	#
PreK	24
K	46
1	43
2	28
3	38
4	22
5	19
6	28
Total	248

Sponsor's Affiliation	
Marine	<.5%
Army	4%
Navy	81%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	0
7-10	1
> 10	18

Mobility Rate
25% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	12%
MA/MS	88%
Doctorate	0%

Principal's Highlights

Our SIP team was formed taking care to include representatives of all stakeholders. We collaboratively decided the disciplines from that available. We then collaboratively decided on strategies. The method of collecting baseline data to address each benchmark was collaboratively decided and implemented. The community was informed and involved throughout the process.

**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 at R. E. Byrd Elementary School elected to work on the discipline of Reading. We implemented two new strategies that were highly successful this school year starting in January: Buddy Reading and quarterly themes. Our Buddy Reading strategy has different classes reading to each other at least three times a month. Our quarterly themes have been People and Ecology.

Goal 4: Math And Science Achievement

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

We elected to work on the strategy of cooperative learning. We first collected baseline data and had in-services on interpersonal skills as that was the component of cooperative learning we had decided to focus upon. We also instituted an annual Math. Fun Day (the first one was highly successful). We have planned in-services for alternative assessment for SY 96-97.

Goal 8: Parental Participation

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

We feel that our highlight for the School/Home Partnership was the development of a Community Resource System. This document has the phone numbers, languages spoken, background, etc. of all stakeholders of the school's community.

Goal 10: Organizational Development

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

We feel that the highlight for the benchmark of an effective communication system was the beginning of our monthly Principal's Teas and our Suggestion Box. Other highlights included our Mathland night presented by our teachers, the Mathland night presented by the Creative Publication publisher representative and our DSO Math. Coordinator.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	83%	15%	2%
Math	71%	23%	4%
Science	59%	18%	7%
Social Studies	58%	18%	5%
School Communications	82%	15%	4%

Benchmark 10.8: Establish Technology for teachers and administrators
 The highlight of this benchmark was the OPAC and scanning in-services that were offered to the staff. Other highlights include the cataloging of all software and a plan developed to modify the schedule for SY 96-97 to give the Media Specialist more time to in-service individual teachers based on their individual needs.

CTBS Test Results

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

Grade 3			Grade 7						
Benchmark 3.1			Benchmark 4.2						
Read	Lang	Soc Stdy	Math	Science	Read	Lang	Soc Stdy	Math	Science
56	52	56	64	47.8	**	**	**	**	**
66.8	67.5	62.4	61.9	62.4	64.8	66.5	68.9	61.1	65.7
67	65.3	63.4	58	65.9	64.4	65.1	68.6	55.1	65.3
50	50	50	50	50	50	50	50	50	50
35	35	35	35	35	**	**	**	**	**

Gap Between Group and 1994 DoDDS Median

NOT APPLICABLE

Gap Between Group and 1994 DoDDS Median

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

Grade 11			Grade 7						
Benchmark 3.1			Benchmark 4.2						
Read	Lang	Soc Stdy	Math	Science	Read	Lang	Soc Stdy	Math	Science
**	**	**	**	**	**	**	**	**	**
61.9	63.1	67.7	59.8	69.5	61.9	63.1	67.7	59.8	69.5
65.9	65.6	70	62.3	69.3	65.9	65.6	70	62.3	69.3
50	50	50	50	50	50	50	50	50	50
**	**	**	**	**	**	**	**	**	**

NOT APPLICABLE

Gap Between Group and 1994 DoDDS Median

SAT Results					
	1994	School	District	DoDDS	Nation
% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	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	22	761.4	27%	41%	27%	5%	0%	
5	9	28	738	21%	57%	7%	14	0%	
5	9	17	710.4	35%	47%	12%	0%	6%	