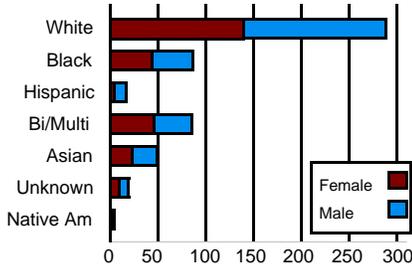




**Department of Defense Education Activity  
Cummings Elementary School (K-6)  
1995/96 School Profile  
Ruth Morgan, Principal**

**School Characteristics**

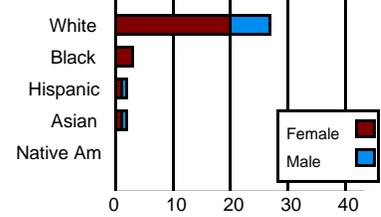
**Student Enrollment - 547**



Grade	#
K	90
1	82
2	99
3	76
4	65
5	74
6	61
<b>Total</b>	<b>547</b>

Sponsor's Affiliation	
Marine	<.5%
Army	1%
Navy	15%
Air Force	80%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	47	9%
K-8	TAG	41	7%
K-12	ESL	23	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	
1-3	
4-6	
7-10	
> 10	

Mobility Rate  
20% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24.5
Special Education	3
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	61%
MA/MS	39%
Doctorate	0%

**Principal's Highlights**

Cummings Elementary School has experienced a great deal of change during this academic year in the administrative positions in the school. Despite these significant changes of administrators the SIP committee functioned exceptionally well under the astute leadership of the co-chairpersons and because of the exceptional response of the committee members. Their consensus building strategies, their insightful assessment of distinct program needs and subsequent adjustments, and their persistent efforts to improve the quality of the instruction resulted in strong commitment on the part of the faculty to support the efforts of this team, and to respect their genuine efforts.

The sense of "team building" was critical to the cohesiveness of the staff toward the improvement of the technological skills of the staff. The classroom teachers were strongly supported by the specialists, particularly the Media Center and the Compensatory Education specialist, in their attempts to improve the skill development of the teachers and the knowledge of the available computer software and its functional usage in the classroom as an instructional tool. The documentation of the training opportunities and availability of access reflects the strong commitment the staff has demonstrated toward this very worthwhile goal. These efforts also included the parents training opportunities.

**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**  
Reading Incentives Program (including BEAR month, GRIP strips, and commissary cookies) has been fully implemented and documented. First phase of software correlation (Macmillan basal reading software) is completed and correlation of additional reading software is ongoing. Implementation of schoolwide sustained silent reading period is scheduled for next school year.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.**  
The responsibility for observing cooperative learning groups for R/E/G composition and interaction is assigned to Ms. Morgan. Along with her formal observations, next year teachers will record dates, findings, areas of concern while observing cooperative learning groups in their individual classrooms. Ms. Morgan will be responsible to report findings and concerns.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership**  
Math nights with parents were conducted at all grade levels. Parent newsletters contained information about MathLand, and a special newsletter addressed parent concerns about the math program. The commissary provided rewards for student reading accomplishments. GRIP strips involved students, parents and teachers in tallying books read.

**Goal 10: Organizational Development**

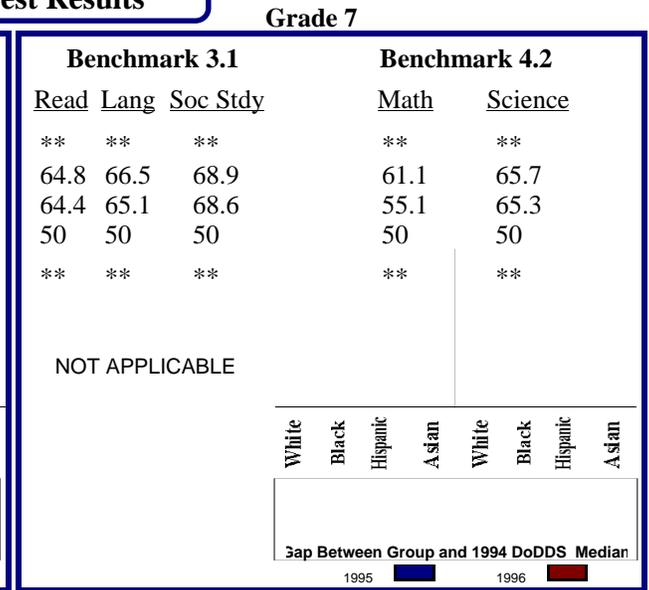
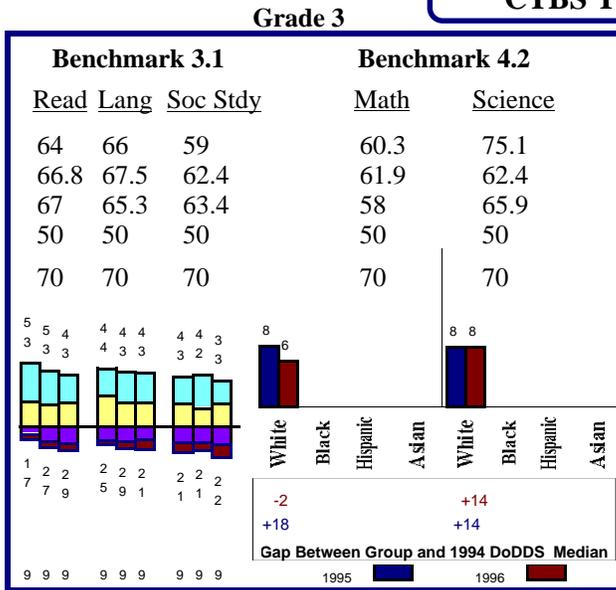
**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies**  
Needs assessment survey of Dec. 95 identified cc:Mail as priority. Staff met with Olander/Rodriguez for training. When new cc:Mail version loaded, training was added to May 3 schoolwide in-service training. Monthly schoolwide meetings continue with agendas common to all. Collaborative planning occurs weekly by grade level.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	77%	17%	4%
Math	79%	16%	2%
Science	60%	24%	3%
Social Studies	62%	20%	3%
School Communications	83%	16%	1%

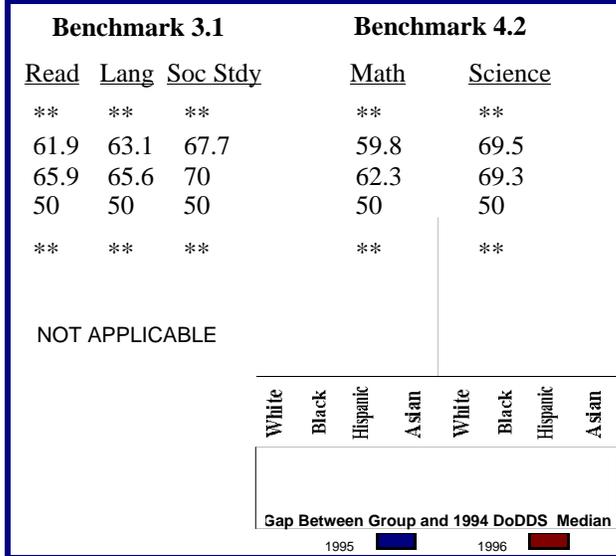
**Benchmark 10.8: Establish Technology for teachers and administrators**  
 100% of faculty received technology training. Two in-service days were held featuring variety of computer programs. Opportunity for college credit was offered. Every Tues. afternoon (Jan - May) individualized technology training was provided by in-house specialist; sub. teachers provided; 20/33 teachers signed up. Success of technology training is documented by teacher products.

### 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	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.

**Cummings ES**  
**(MISAWA AB)**  
**UNIT 5039**  
**APO AP 96319-5039**

**DSN Phone:**  
**226 & 226(FAX)**

**Commercial Phone:**  
**3117-66-2647**

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	58	762.8	36%	35%	24%	3%	2%
5	9	53	731.7	17%	62%	11%	8%	0%
5	9	64	764.2	44%	50%	6%	0%	0%