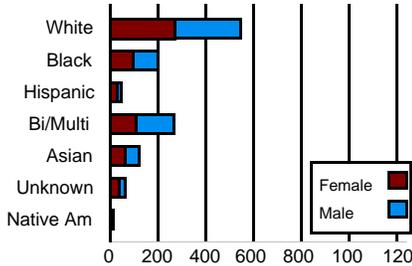




**Department of Defense Education Activity
Sollars Elementary School (PK-6)
1995/96 School Profile
James Bowers, Principal**

School Characteristics

Student Enrollment - 1,240



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	155	12%
K-8	TAG	200	17%
K-12	ESL	37	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

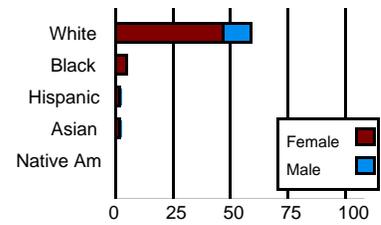
Grade	#
PreK	29
K	219
1	214
2	188
3	182
4	146
5	128
6	134
Total	1240

Sponsor's Affiliation	
Marine	<.5%
Army	1%
Navy	17%
Air Force	79%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	11
7-10	6
> 10	59

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	54
Special Education	8
Other Professionals	18

Teacher Education	
Degree	% Teachers
BA/BS	47%
MA/MS	51%
Doctorate	1%

Principal's Highlights

First school-wide initiative was to continue increasing students' understanding of math concepts by using manipulatives. The use of maipulatives in Mathland program went well with our successful accomplishment of this goal. Grade level Family Math Nights were an outstanding success and helped create feeling in Misawa community that Mathland is appropriate and successful for our students.

Second school-wide initiative was to implement collaborative planning time for specialist and reg classroom teachers to facilitate inclusion. Great dialogue came from this goal. Many of staff became involved with the SIP Inclusion Comm and the ideas, concerns and research helped to build a collaborative approach to problem solving. The highlight was our complete revamping of the school master schedule to facilitate inclusion. This helped, along with building collection of prof. books and articles on inclusion, to educate our faculty and demonstrate commitment to inclusion of special needs students in school.

Third school-wide initiative to develop instructional use of tech in all curriculum. Staff strategy was success with in-services by entire Misawa community.

**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

Collaborative planning to facilitate the Inclusion Model for the benefit of students was a priority for the Sollars faculty. Educating the faculty and community on inclusion occurred through the development of a professional library and collection of current literature and a USD course. A new master schedule was devised to allow the facilitation of inclusion.

Goal 4: Math And Science Achievement

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

Student achievement and the understanding of math concepts through the use of manipulatives has been catapulted with the implementation of the Mathland series. Additionally, math study groups for teachers and Family Math Nights have promoted an understanding of the use of manipulatives as they influence math achievement among all groups within the school.

Goal 8: Parental Participation

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

Parents have had equal opportunity to participate in a variety of school activities including technology education, the School Improvement Process, School Advisory Council, Parent Teacher Association, Families and Schools Together, and Admin Call-A-Parent Program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

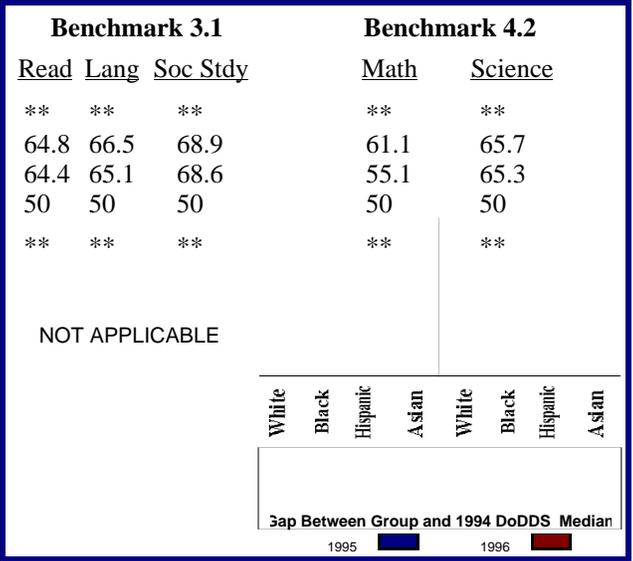
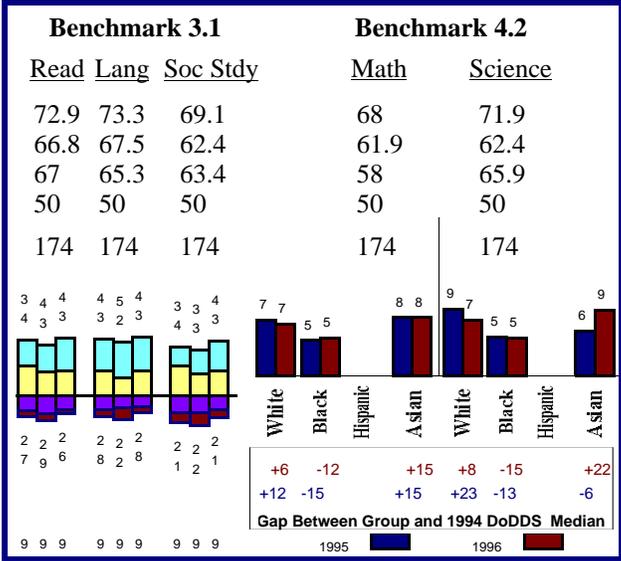
Parent bulletins are sent home each Friday with all students. Additionally, most of the faculty members send home a class newsletter on a regular basis. Parents are encouraged and welcomed to participate in formal and informal teacher conferences.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	81%	13%	2%
Math	76%	14%	5%
Science	62%	19%	6%
Social Studies	61%	18%	4%
School Communications	82%	14%	4%

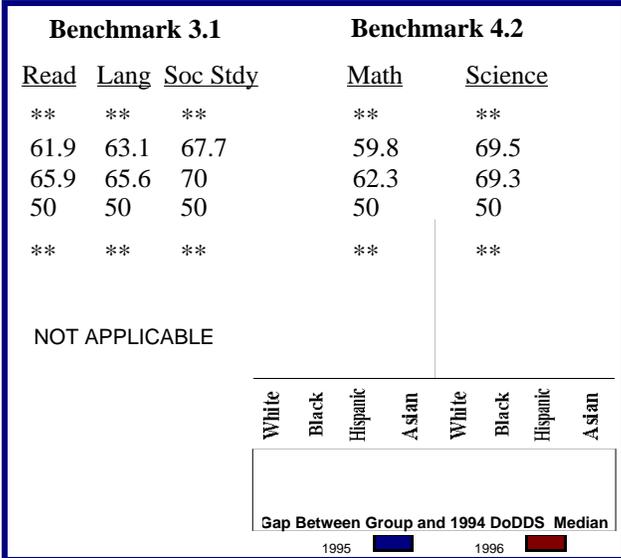
Benchmark 10.8: Establish Technology for teachers and administrators
 Job embedded in-services and USD courses provide a wide variety of training for the faculty and interested parents. All faculty members have now been exposed to computer basics as well as areas such as CD ROM, Hyperstudio, OPAC, Kidpix II, Labels, Internet, cc:Mail, PowerPoint, et al. Full Apple and Mac Labs allow teachers the opportunity for full class 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
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 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.

Sollars ES
UNIT 5041
APO AP 96319-5041

DSN Phone:
226-2058

Commercial Phone:
3117-66-3933

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	122	776.5	22%	61%	15%	3%	0%
5	9	138	766.4	25%	59%	9%	7%	0%
5	9	119	715.6	20%	59%	14%	5%	1%