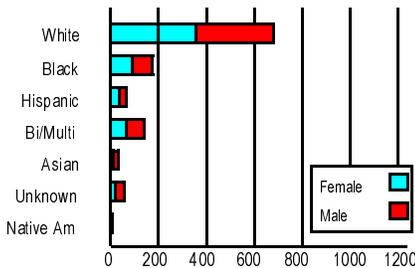




**Department of Defense Education Activity
 Ramstein Elementary School (PK-3)
 1997/98 School Profile
 Lee Hunt, Principal**

School Characteristics

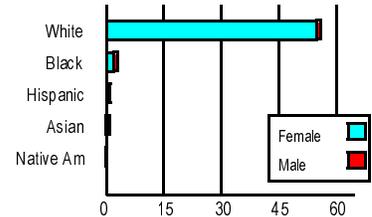
Student Enrollment - 1,151



Grade	#
PreK	32
K	249
1	281
2	299
3	290
Total	1151

Sponsor Affiliation	
Marine	<.5%
Army	13%
Navy	<.5%
Air Force	82%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	42
Special Education	7
Other Professionals	19

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	161	14%
K-8	TAG	244	21%
K-12	ESL	23	2%
1	Reading Recovery	40	14%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	6
1-3	2
4-6	10
7-10	11
> 10	45

**Mobility Rate
36% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	27 %
MA/MS	72 %
Doctorate	1 %

Principal's Highlights

The school improvement process at Ramstein Elementary School was the center of attention for this school year. Standing committees were aligned appropriately with the DoDEA Community Strategic Plan and the school improvement plan. These benchmark committees helped focus everyone on specific areas in the school's action plan for improvement. High emphasis was placed on target goals in reading and mathematics, the use of written strategies and interventions, and an on-going assessment process. The key point communicated throughout the year is that the Strategic Plan functions to improve student achievement. School events and special projects pertaining to the school home partnership, such as the use of technology, multicultural activities, early childhood education, enhanced the effectiveness of the school's total effort to support school improvement. Assessment results from fall and spring testing revealed positive gains in student achievement in both reading and math. Significant gains have also been noted in disaggregated standardized test results. Locally constructed performance based assessments gave staff additional information on student achievement.

**DoDEA Strategic Plan: School Improvement Implementation
 School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

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

A sustained effort on a school-wide basis to increase reading proficiency produced favorable results in grades K-3. Pre and post testing took place in October and April. Early test data identified areas of need and allowed for instructional interventions and school-wide activities to be used to increase student achievement. Local assessment results showed positive gains.

Goal 4: Math And Science Achievement

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

The achievement gap in test results between racial groups has been narrowed significantly. Posttest results indicate that RES has achieved its goal of increasing high scores more than 10% in all grade levels and decreasing the low scores by at least 10%. Next school year, K-2 classes will continue to use a local assessment, while grade 3 students will rely on GOALS and Terra Nova tests.

Goal 10: Organizational Development

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

The RES SILT had several new members this year who benefited greatly from the experienced members still on the team. Benchmark teams were compressed into four major teams, and each RES staff member served on at least one of these teams. The SILT team met on a regular basis and effectively communicated the school action plan within the school and community.

Benchmark 10.8: Establish technology for teachers and administrators.....

We have an active Pentium computer lab staffed by a qualified specialist, serving students on a daily schedule. The lab has Internet and cc:Mail capabilities. Inservices were provided during the school day to further computer knowledge. Computers were added to the media center, admin. office, teachers' lounge, and classrooms. RES has established a home page.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.9	3.9
Co-Supporters	3.5	3.6	3.5
Co-Learners	3.7	3.2	3.1
Co-Teachers	3.7	3.6	3.5
Co-Advisors	3.0	3.3	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

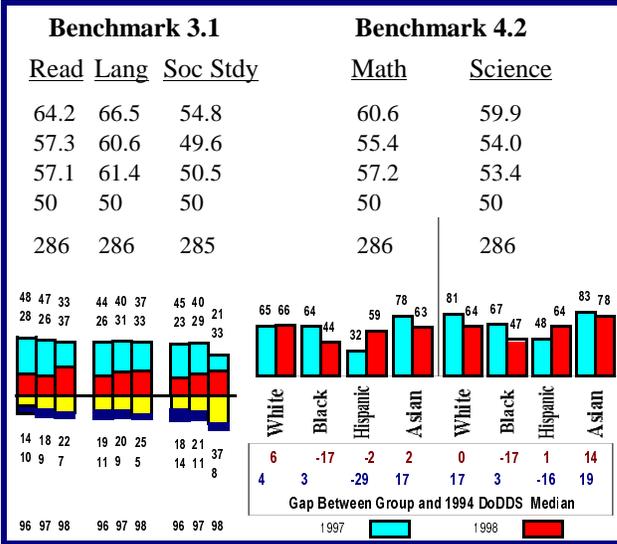
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Community and parental volunteer involvement continued to grow and expand at RES. Parents were consistently involved in a variety of avenues leading to full SHP as co-communicators, co-supporters, co-learners, co-teachers, co-advocates, advisors, and decision-makers. Parents did this by working as integral members of school and community organizations.

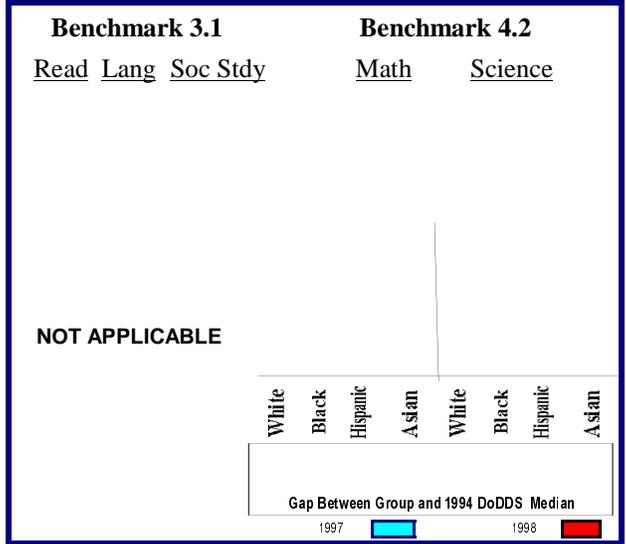
Grade 3

1998
Median
Percentiles
for: **School**
District
DoDDS
Nation

Students

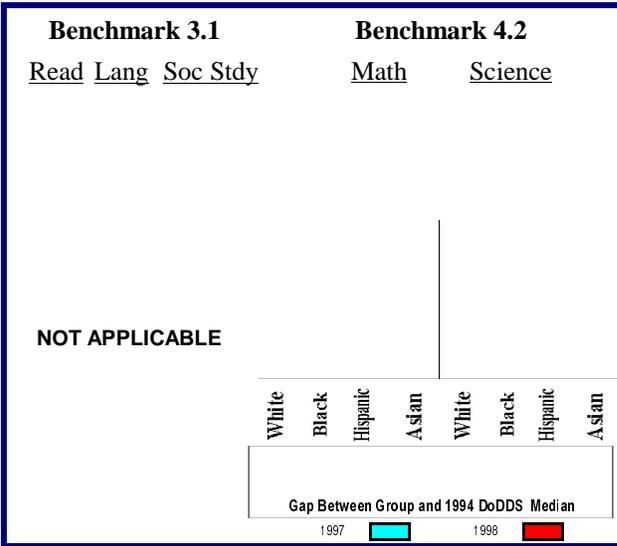


Percent of Students in Each Quarter



1998
Median
Percentiles
for: **School**
District
DoDDS
Nation

Students



Percent of Students in Each Quarter



SAT Results					
	School	District	DoDDS	Nation	
% Participating	97	NA	58%	63%	41%
	98	NA	57%	62%	43%
Math Avg Score	97	NA	514	505	511
	98	NA	511	505	512
Verbal Avg Score	97	NA	519	515	505
	98	NA	532	511	505

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	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable