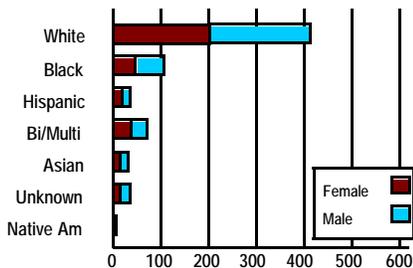




**Department of Defense Education Activity
 Ramstein Junior High School (7-9)
 1996/97 School Profile
 Jacqueline Yardley, Principal**

School Characteristics

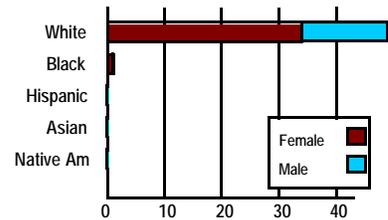
Student Enrollment - 700



Grade	#
7	215
8	207
9	278
Total	700

Sponsor Affiliation	
Marine	<.5%
Army	12%
Navy	<.5%
Air Force	74%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	63	9%
K-8	TAG	700	100%
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	34	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	51

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	40.5
Special Education	4
Other Professionals	4

**Mobility Rate
31% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	22%
MA/MS	74%
Doctorate	4%

Principal's Highlights

RJHS is unique in that the enrollment is composed of 7th, 8th and 9th graders, the only school in DoDEA to retain this configuration. The implementation of a block schedule has enhanced the delivery of instruction in all curricular areas. A key segment is the seminar period, which allows for greater personal involvement between staff and students. The school provides students with a foundation in the humanities, math, science, English, social studies, and three foreign languages. In addition to the core curriculum, computer, art, technical business, physical education, health, home economics, music (instrumental and vocal), extra-curricular activities and enrichment opportunities make the instructional offerings varied and extraordinary for a junior high school. Communication between school and home has been expanded through the bi-weekly newsletter, which features a section acknowledging student achievement. The expanded communication has resulted in greater parental involvement in decision-making and as partners in learning. Strategies incorporating math concepts across the curriculum are increasingly being explored, with the math teachers acting as resources for the entire faculty. An increase in the number and quality of writing products is noted as writing strategies continue to be incorporated in instruction throughout the curriculum.

**DoDEA Strategic Plan: School Improvement Implementation
 School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
 Vocabulary building has been a focus of instruction. Curriculum specific vocabulary has been selected by each department. Twenty percent of the population was pretested in the Autumn. Semester and end of year posttests registered increases in achievement. 20% of the students participated in the School/Home Reading program this year, an increase of 15%, our goal.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..
 In a survey given in Feb., a large majority of students indicated a high degree of satisfaction with the level of math instruction they are receiving. This finding proved consistent throughout ethnic, gender and grade categories. Math teachers have incorporated cooperative learning and hands on materials in their classes. At-risk students have been identified and are being tutored in seminar.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
 The block schedule has been overwhelmingly approved by students, parents and staff. Students have taken advantage of the seminar period. Students use organizers/planners as part of their class requirements. These have helped raise the level of student responsibility. In an effort to continue this trend, students will be issued a single binder for use in all classes next year.

Benchmark 10.8: Establish Technology for teachers and administrators.....
 Fiber optic cable is in the school as we are the hub for the school complex for Internet activity. The Media Center will have a fully operative INTERNET lab by the beginning of SY 97-98. Two other labs will also be connected to the INTERNET in SY 97/98. The writing lab was discontinued this year due to equipment deficiencies. 98% of teachers use cc:mail consistently.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.5	3.49	3.70
Co-Supporters	2.6	3.14	3.31
Co-Learners	2.8	2.90	3.00
Co-Teachers	3.0	3.22	3.31
Co-Advisors	3.0	3.10	3.17

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

Goal 8: Parental Participation

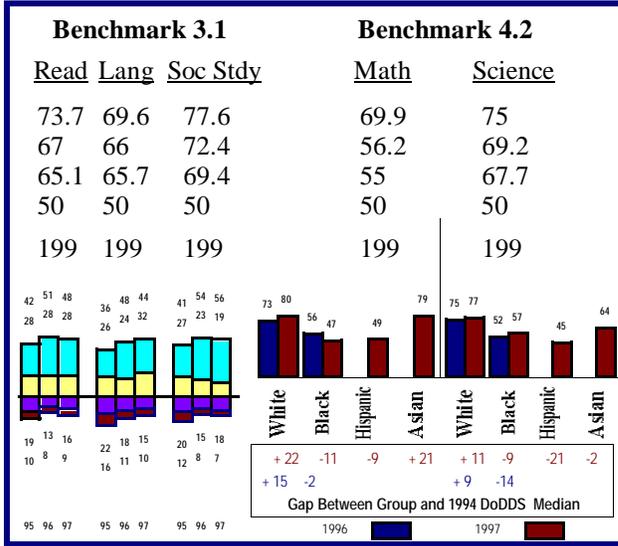
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parent newsletter is issued bi-weekly. A section celebrating student successes has been incorporated. It is immensely popular with both parents and students. Parental participation in classroom activities on a routine basis has increased markedly. Student agendas were issued to all students by the school. They have helped with home/school communication.

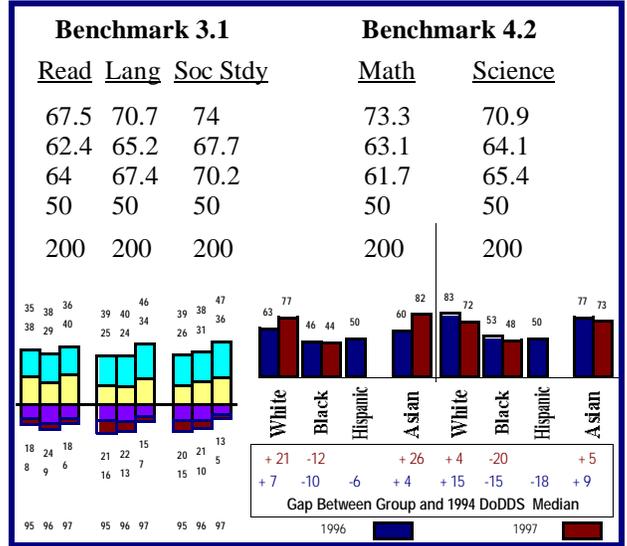
Standardized Test Results

Grade 7

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

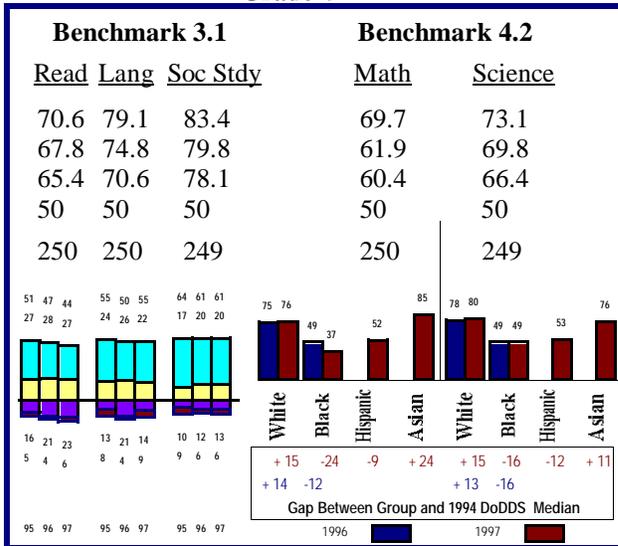


Grade 8



Grade 9

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	96	NA	60%	62%
	97	NA	58%	63%
Math Avg Score	96	NA	507	506
	97	NA	514	505
Verbal Avg Score	96	NA	524	518
	97	NA	519	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	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	217	789.3	767.6	48%	15%	29%	7%	1%
8	96	201	782.9	770	25%	37%	32%	5%	1%