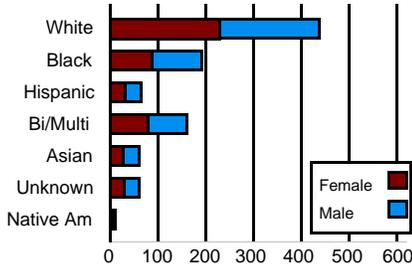




**Department of Defense Education Activity
Bechtel Elementary School (PK-6)
1995/96 School Profile
Terry Rhicard, Principal**

School Characteristics

Student Enrollment - 964



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	95	10%
K-8	TAG	55	6%
K-12	ESL	26	3%
1	Reading Recovery	34	21%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

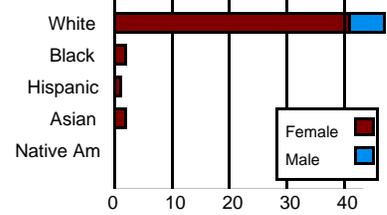
Grade	#
PreK	10
K	164
1	163
2	160
3	136
4	107
5	117
6	107
Total	964

Sponsor's Affiliation	
Marine	87%
Army	1%
Navy	7%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	7
1-3	8
4-6	8
7-10	5
> 10	32

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	41.5
Special Education	5.5
Other Professionals	13

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	62%
Doctorate	0%

Principal's Highlights

This has been a year of change for our school and our school system. I'm very proud of the BES faculty, staff, parents and community as they worked together this school year to organize and implement a sound and realistic School Improvement (SIP) based on our DoDEA Community Strategic Plan and accompanying benchmarks. Building and implementing school improvement plans is not new to our faculty and staff. BES has done so each year for the last five years based on our school's NCA self-study and our school's own self-examination of our needs. The added emphasis of active and meaningful involvement by parents and community has been well utilized by our SIT this year. The implementation of the Minority Math Mentor program involving both minority students and community adults in the classroom is already having a positive impact both at school and in the community. The school's periodic "Family Math Evenings" have helped the community to understand the new MathLand basal series. The "Bring Your Parents to School Day" was a resounding success - with parents coming to school and "walking a mile" in their child's shoes during the school day. Events such as our annual Guest Reader Days and African-American Heritage Readers program have helped build and foster a strong school-home partnership in attaining all of our SIP goals.

**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.....
The reading subcommittee defined our "balanced reading program", and prepared a checklist for teacher accountability. Eighty percent (80%) of the teachers of reading completed their checklist. Each grade level (K-6) designed and implemented pre- and post-tests to assess reading improvement. Our current CTBS test results indicate a rise in Total Read & LA scores.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
A Minority Math Mentor program started in 21 classrooms. Program was 2-fold with grades 5-6 student mentors as well as community adults. Positive feedback. Result of an in-house Mathland teacher survey, an in-service was held in June to allow teachers to revise, revise and make appropriate modifications to their present program for next SY.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
"Bring Your Parents to School Day" held on 3/25/96. Over 300 parents attended with all-round positive feedback. Eighty percent of the teachers are maintaining a "communication log" which is used to document positive communication with parents. We have initiated a Minority Math Mentor program which has increased the participation of minority parents at BES.

Goal 10: Organizational Development

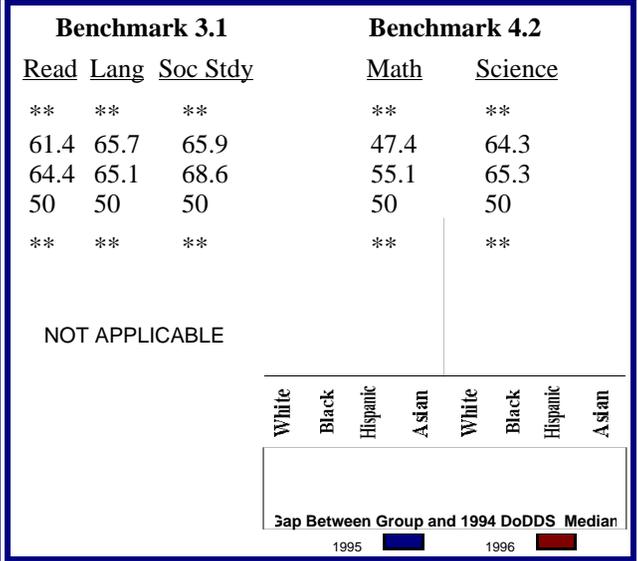
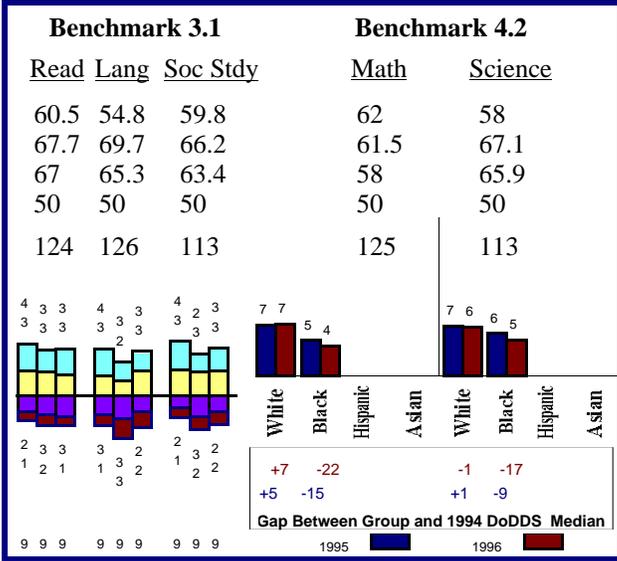
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
In addition to regular input from team leaders, there was active input from teachers through the use of various "ad hoc" committees to discuss and reach consensus as to the best implementation of programs and activities for this school year as well as planning for next school year. The school's master calendar was well utilized with team leaders, and committee chairs input.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	80%	12%	4%
Math	77%	14%	4%
Science	62%	17%	5%
Social Studies	66%	14%	3%
School Communications	88%	9%	2%

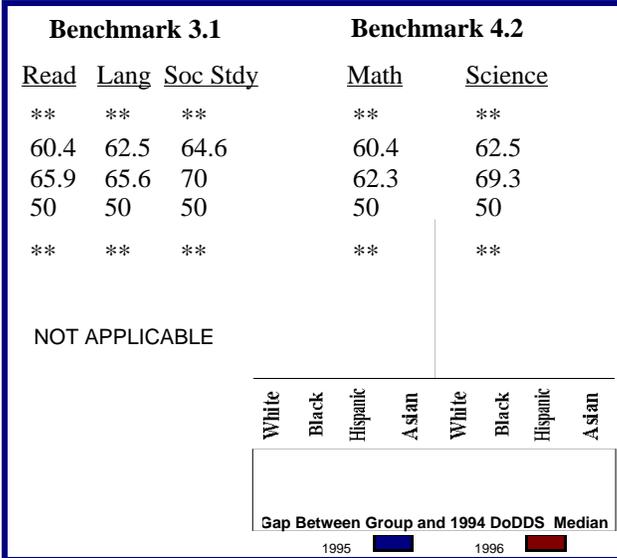
Benchmark 10.8: Establish Technology for teachers and administrators
 30 Power Macs arrived and have been set up in the EMC. Extra funds were used to purchase Mac software. A work request has been submitted to increase the number of outlets and power supply in the EMC to accommodate the Macs. Our computer committee & district personnel planned & conducted a productive computer tech in-service. Network to be complete by midyear.

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	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	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.

Bechtel ES
PSC 559, BOX 5111
FPO AP 96377-5111

DSN Phone:
622-7504

Commercial Phone:
6117-22-7504/7423

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	124	745	17%	47%	26%	11	0%
5	9	104	740.2	12%	67%	14%	7%	0%
5	9	117	733.5	29%	55%	13%	2%	1%