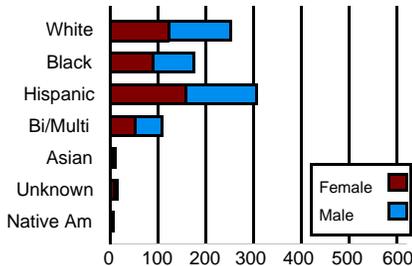




**Department of Defense Education Activity  
Curundu Elementary School (K-5)  
1995/96 School Profile  
Barbara L. Cairns, Principal**

**School Characteristics**

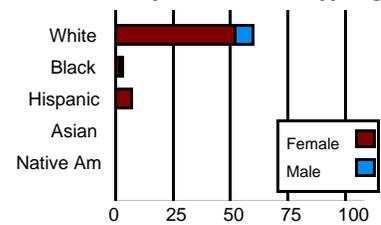
**Student Enrollment - 875**



Grade	#
K	195
1	156
2	150
3	121
4	139
5	114
Total	875

Sponsor's Affiliation	
Marine	<.5%
Army	66%
Navy	1%
Air Force	23%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	67	8%
K-8	TAG	79	9%
K-12	ESL	104	12%
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	2
1-3	3
4-6	5
7-10	5
> 10	33

Mobility Rate  
42% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	36.5
Special Education	4
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	47%
MA/MS	51%
Doctorate	2%

**Principal's Highlights**

Curundu Elementary School is the largest Elementary School in the Panama/Cuba District. A computer lab plus class computers enable students to utilize technology across the curriculum. The CES curriculum strives to develop full potential in each student in a positive accepting atmosphere that fosters respect and trust.

In addition to the academic curriculum, CES has initiated incentives to promote our SBM process and to increase students' responsibility. These involve the SBM "thought for the day," Golden Bus Award, student in the Jason Project, serving on the Student Council and SBM.

Staff development at CES has included SBM/SIP and inclusion in-service. Several teachers made site visitation for SBM to increase their understanding of the process. Teachers have increased their knowledge base in technology by attending computer courses and being selected for summer training workshops.

The school has been involved in Home-School partnership that has involved over ten thousand volunteer hours with parents serving as volunteers, on SAC, PTO, SBM/SIP and several other committees.

The predominant belief is that CES is a place where all children can learn.

**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.....**

New SS curriculum and SS Standards were successfully implemented. MathLand's statistics content is perceived as contributing to student's increased achievement as measured by CTBS. The percentage of students scoring at the bottom quartile decreased as the percentage of students scoring in the top two quartiles increased.

**Goal 4: Math And Science Achievement**

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

Math Standards and new curriculum was implemented. Informal Cooperative models, Team Teaching and Peer Observation were some of the strategies used. Two staff development workshops and three informal workshops for parents, students and teachers were organized to increase awareness and love of all Math areas.

**Goal 8: Parental Participation**

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

Over ten thousand hours of volunteer work were recorded. Learning activities and celebrations occurred with the participation and cooperation of parents, students and teachers: Math/Science workshops, social gatherings, achievement and talent celebrations.

**Goal 10: Organizational Development**

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

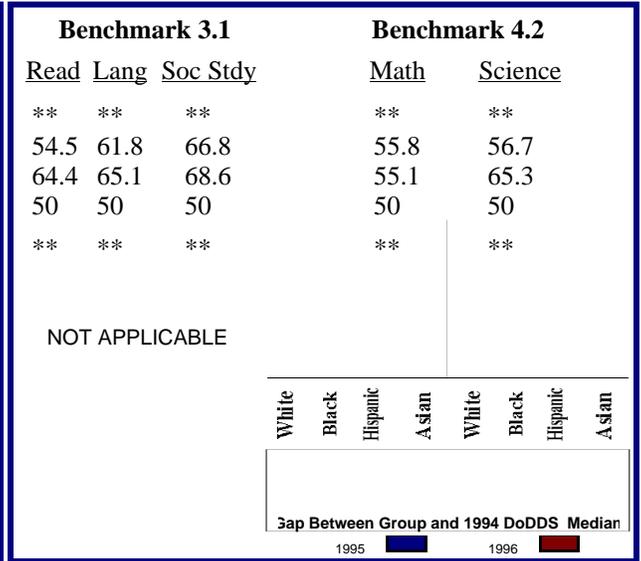
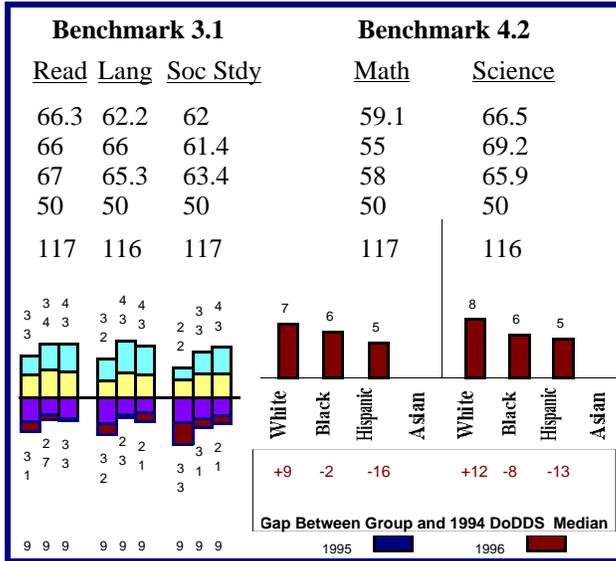
Communication was achieved through the school newspare, fliers, local media and teacher-parent notes. Parent survey indicated good to high satisfaction with school communication. SBM and a "shared decision" process is in place.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	78%	17%	2%
Math	80%	13%	3%
Science	63%	19%	4%
Social Studies	58%	19%	3%
School Communications	70%	21%	8%

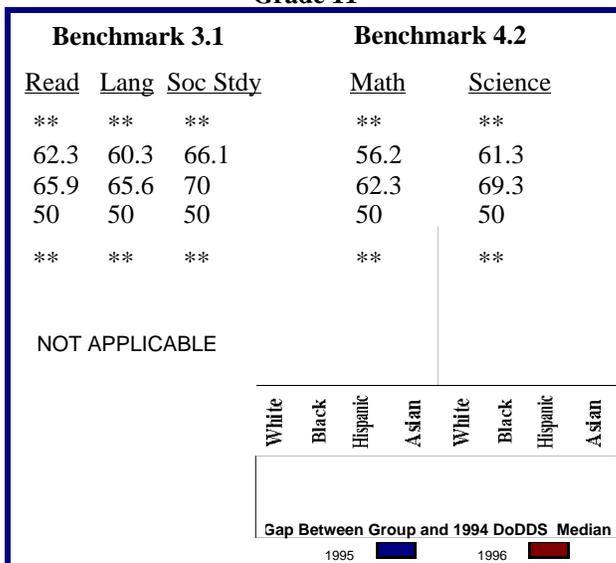
**Benchmark 10.8: Establish Technology for teachers and administrators**  
It is the goal to establish electronic technology for teachers and administration.

### 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		66%	42%
	1995	N/A		64%	41%
Math Avg Score	1994	N/A	452	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	408	430	423
	1995	N/A	427	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.

**Curundu ES**  
**UNIT 0925**  
**APO AA 34002**

**DSN Phone:**

**Commercial Phone:**  
**272-6565**

DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
5	9	91	710.2	11%	40%	35%	12	2%	
5	9	76	727.5	9%	55%	25%	11	0%	
5	9	108	705.4	25%	48%	21%	3%	3%	