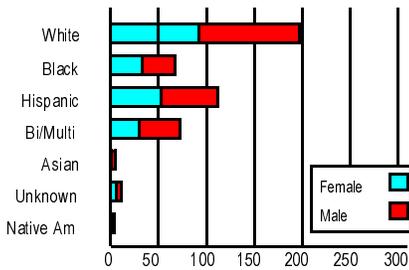




**Department of Defense Education Activity
Fort Clayton Elementary School (PK-5)
1997/98 School Profile
Barbara Seni, Principal**

School Characteristics

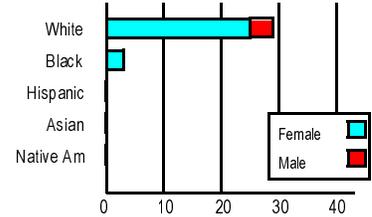
Student Enrollment - 463



Grade	#
PreK	16
K	84
1	77
2	82
3	71
4	78
5	55
Total	463

Sponsor Affiliation	
Marine	<.5%
Army	84%
Navy	<.5%
Air Force	9%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	4
Other Professionals	5.5

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	51	11%
K-8	TAG	50	11%
K-12	ESL	46	10%
1	Reading Recovery	21	27%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	3
7-10	4
> 10	17

**Mobility Rate
55% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	38 %
MA/MS	59 %
Doctorate	3 %

Principal's Highlights

Fort Clayton Elementary maintains its reputation for being a model school for best practices in the field of education. We continue to adhere to the belief that school, parents, and community members working together can enable each student to be a productive member of our ever-changing society. A warm, positive climate of mutual trust and support provides for the optimal growth and development of our students and staff.

Fort Clayton continues to be a multi-faceted educational institution. We serve a diverse population of students. All teachers provide quality instruction, integrate the curriculum across disciplines, teach/reinforce organizational skills, and establish shared expectations for behavior and quality of work. Computer literacy skills have expanded greatly across grade levels. Home-School Partnership initiatives continue to involve parents in the educational process.

We provide the best quality education to our students. We strive to meet the needs of every child committed to our care. Fort Clayton is proud of its continued "success for all" reputation.

**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.....

Emphasis was to develop personal, intellectual, and social literacy through integrated reading and writing experiences at school and at home. Supporting activities included pre-implementation of the Scholastic Literacy Place language arts series, continuation of the Reading Around the World (at home) reading program, and development of electronic writing portfolios.

Goal 4: Math And Science Achievement

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

Math standards were implemented using MathLand and supplemental materials. In science, the focus was on the scientific method with particular emphasis on observation logs. Students demonstrated their understanding and communication of math and science concepts through logs and/or portfolios, stressing vocabulary.

Goal 10: Organizational Development

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

Effective Communication expanded the extensive strategies in place. External included monthly newsletters from SHP, PTO, administration and teachers, two outdoor marquees, and media coverage of school events. Internal included bulletins, faculty meetings, and a central planning calendar. Bulletins, SBM minutes and media/health information are published on the school intranet.

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

The Technology Committee focused on Benchmark 3.10. 95% of our students completed 2-5 tech projects using the Project Based Learning Approach. All teachers submitted technology lesson plans in support of their curricular areas. Students saved work samples on disks into Electronic Portfolios.

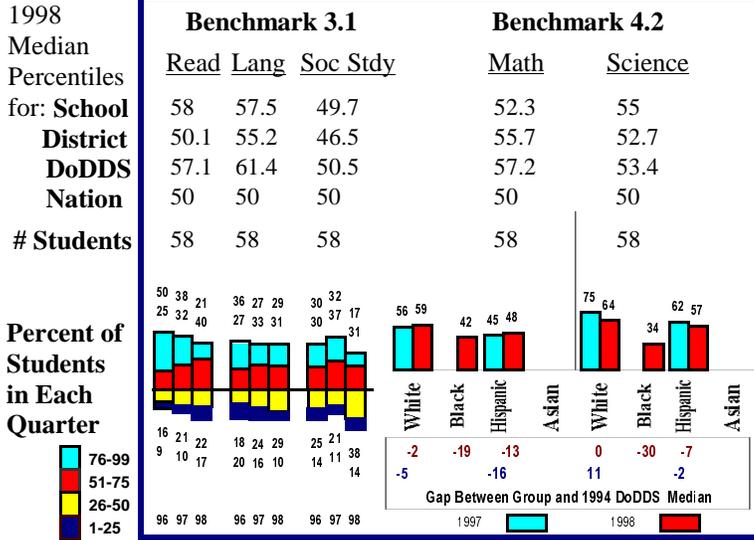
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.9	3.9
Co-Supporters	3.3	3.6	3.5
Co-Learners	2.9	3.2	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	3.9	3.8	3.3

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

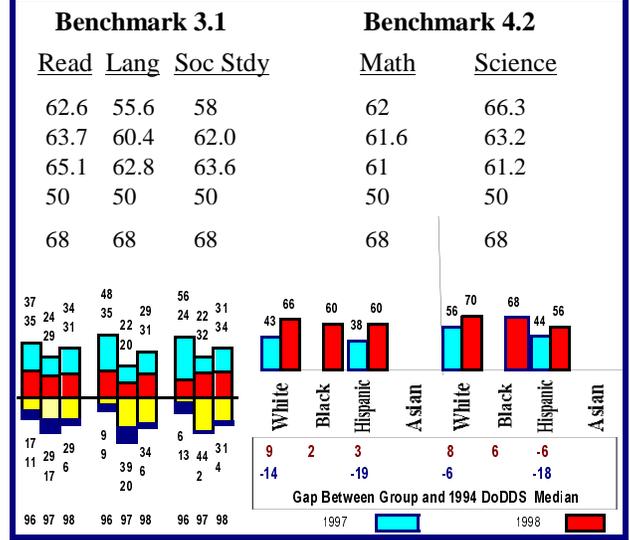
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Initiatives to encourage parent involvement in student learning have included interactive homework, career day, and support of the parent volunteer program. Interested parents were provided with parenting and stress management classes through coordination with ACS. Developmental guidelines appropriate to each grade level were distributed to parents during parent teacher conferences.

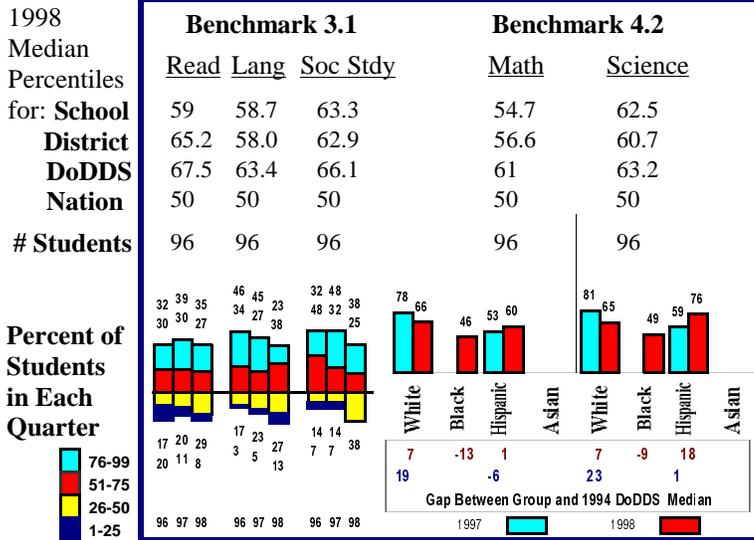
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	60%	63%
	98	NA	52%	62%
Math Avg Score	97	NA	481	505
	98	NA	496	505
Verbal Avg Score	97	NA	498	505
	98	NA	501	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.

Fort Clayton ES
UNIT 0925
APO AA 34002

DSN Phone:
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Commercial Phone:
507-288-6569

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	60	Met	33%	55%	10%	2%	0%
5	97	44	Met	41%	54%	0%	2%	2%
5	98	47	Met	15%	79%	2%	2%	2%