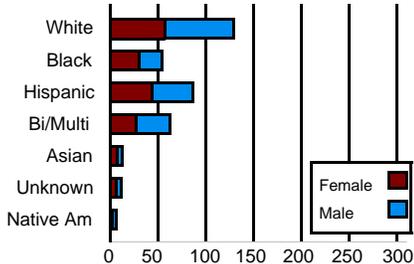




**Department of Defense Education Activity
Fort Kobbe Elementary School (PK-5)
1995/96 School Profile
Vinita Swenty, Principal**

School Characteristics

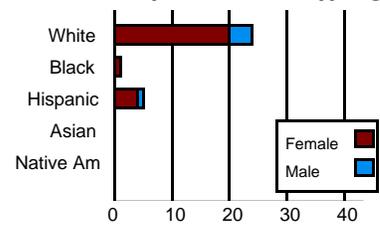
Student Enrollment - 360



Grade	#
PreK	3
K	59
1	69
2	67
3	52
4	66
5	44
Total	360

Sponsor's Affiliation	
Marine	<.5%
Army	41%
Navy	<.5%
Air Force	56%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	39	11%
K-8	TAG	66	18%
K-12	ESL	16	4%
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	0
1-3	0
4-6	2
7-10	3
> 10	17

Mobility Rate
47% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	1.8
Other Professionals	4.5

Teacher Education	
Degree	% Teachers
BA/BS	59%
MA/MS	41%
Doctorate	0%

Principal's Highlights

Fort Kobbe Elementary has established a brand new computer lab with 30 Power Macs to enhance our move to become technology proficient. Our 15 classroom teachers as well as the specialists have also been given Power Macs to promote computer literacy for all personnel regardless of previous experience with computers.

By utilizing parent volunteers and training parents our Site Complex Computer Coordinator (SCCC) furthered our School Home Partnership goals and ensured a timely installation of the computer software and hardware to compliment our technology goals.

Fort Kobbe Elementary has a diverse population including preschool handicapped, learning impaired, communication impaired, English as a second language, school wide enrichment program (SWEPE) and heterogenously grouped regular education classes.

The staff with the support of the School Based Management (SBM) Council, Parent Teacher Organization (PTO), School Advisory Council (SAC) and the School Improvement Committee (SIP) are committed to providing a positive approach to learning and discipline through the use of developmentally appropriate educational activities based on collegial and cooperative support.

**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

Students were taught a variety of writing genres based on the L.A. curriculum for DoDDS. At the Jan. 5, 1996 inservice, rubrics were generated by grade level and submitted to the writing committee. The committee then assembled portfolios for the grade level, distributed them and each teacher implemented standardized rubrics and writing portfolios.

Goal 4: Math And Science Achievement

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

Strategies focused on the use of heterogeneous cooperative groups to increase opportunities for students to be involved in and solve in-depth, challenging problems. A MathLand study group for credit was well attended by the staff. The TESA class that was to be offered to the faculty was canceled by the District office.

Goal 8: Parental Participation

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

Strategies were developed for increasing parent participation in the home-school partnership. Parents provided school support by volunteering at school, in the classroom, with helping hands, PTO and SAC. The plan focused on improving home school communication through conferences, parent orientation, Parent Visitation Day, MathLand and class newsletters.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

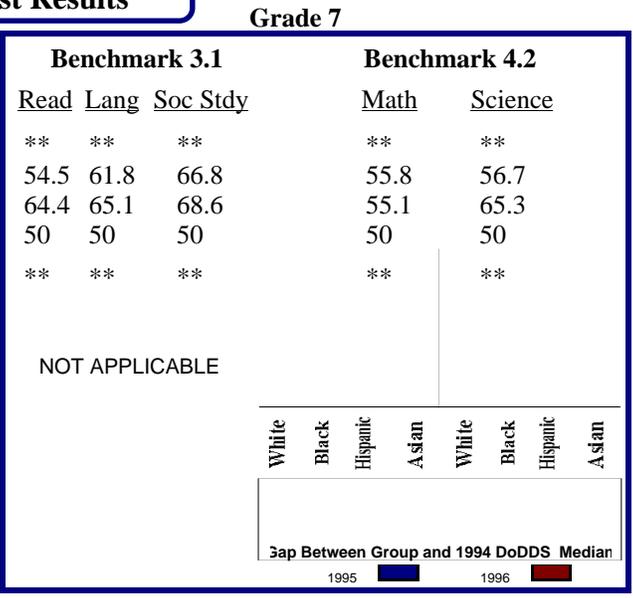
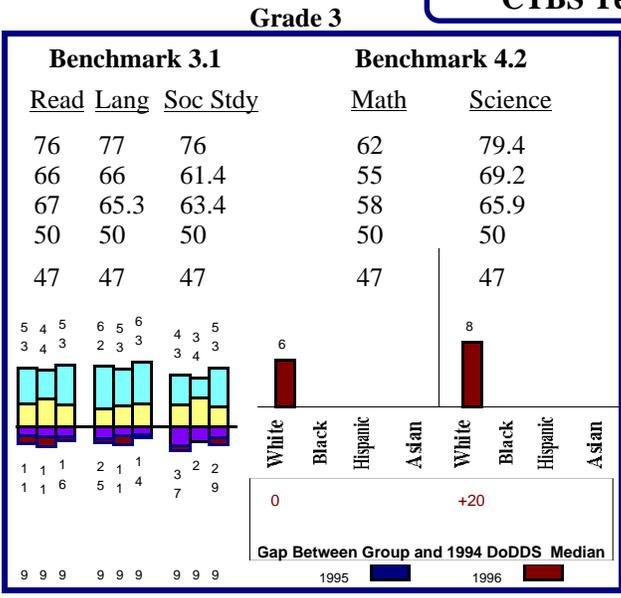
The school sends notices, PTO, and classroom newsletters home to inform parents and the community of important school activities and how they might become involved. Informal surveys are utilized to plan and carry out ongoing projects.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	83%	15%	2%
Math	85%	13%	2%
Science	60%	19%	5%
Social Studies	63%	16%	1%
School Communications	66%	28%	6%

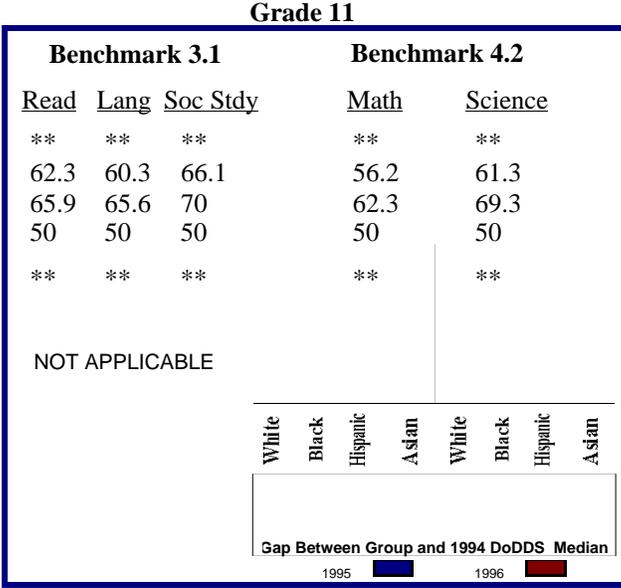
Benchmark 10.8: Establish Technology for teachers and administrators
 Technology has been integrated throughout the curriculum, and in extra-curricular activities. All teachers in grades 4-5 use technology in record keeping. Training has been on going to introduce teachers to various computer programs and computer usage.

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.

Fort Kobbe ES
UNIT 0714
APO AA 34001

DSN Phone:

Commercial Phone:
284-6316

DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
5	9	41	745.9	29%	34%	32%	2%	2%	
5	9	43	722.3	7%	63%	9%	21	0%	
5	9	43	715.1	21%	58%	19%	0%	2%	