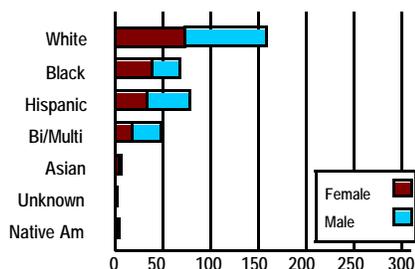




**Department of Defense Education Activity
Fort Kobbe Elementary School (PK-5)
1996/97 School Profile
Vinita Swenty, Principal**

School Characteristics

Student Enrollment - 364



Grade Offered	Program	#	%
PK-12	Special Education	39	11%
K-8	TAG	44	12%
K-12	ESL	9	3%
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

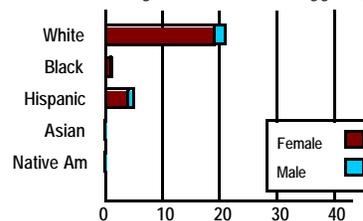
Grade	#
PreK	9
K	53
1	76
2	65
3	55
4	52
5	54
Total	364

Sponsor Affiliation	
Marine	<.5%
Army	43%
Navy	<.5%
Air Force	54%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

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

**Mobility Rate
37% Per Year**

Professional Staffing



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	33%
Doctorate	7%

Principal's Highlights

Fort Kobbe Elementary has provided inservice training this year for our parents, the community and our staff. We have also become more technology proficient by providing after school computer classes for our teachers. In this way we have made a real effort to encourage parent participation while developing effective communication systems.

Our school consists of grades K-5 to include a prekindergarten program for students with handicapping conditions. We are a Blue Ribbon Award winning school and completed a very successful North Central Association (NCA) visit.

The School Improvement Plan has received wide spread support from the staff, parents, Parent Teacher Organization(PTO), School Advisory Council(SAC), and the School Based Management (SBM) Council. The School Improvement Committee composed of parents and teachers is committed to providing a positive approach to learning and discipline through developmentally appropriate activities.

**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...
Two writing genres were taught at each grade level with samples collected three times during the year, scored and placed in portfolios. Technology integration through computer published works, as well as writing across the curriculum was emphasized. CIRC implementation and training was on-going throughout the school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
Science CD-ROMs were purchased for use by the students in the computer lab. Students and their families attended the Family Sci Night. One-third of the students participated in the Science fair. T.E.S.A. was attended by 47% of the faculty, including the principal. According to the data collected, our student body shows high self-concept with regards to achievement and acceptance.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
During school year 96/97 technology continued to be used as a communication tool in the form of newsletters, standardized forms, surveys, and cc:Mail. These included; technology newsletters for the staff from the SCCC, Teacher-Substitute Communication form, and Pre/Post surveys for technology inservice training.

Benchmark 10.8: Establish Technology for teachers and administrators...
Staff training was conducted which included; operating systems, CD-ROM, and Microsoft Word. Computer classes were offered including, the Educator's Guide to Microsoft Office I & II. All staff were trained and are using cc:Mail for Windows. Inservice training was provided to the staff on the Internet and Kobbe ES is now 'on line'.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.2	3.78	3.70
Co-Supporters	4.1	3.54	3.31
Co-Learners	3.6	3.20	3.00
Co-Teachers	3.8	3.28	3.31
Co-Advisors	4.5	3.71	3.17

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

Goal 8: Parental Participation

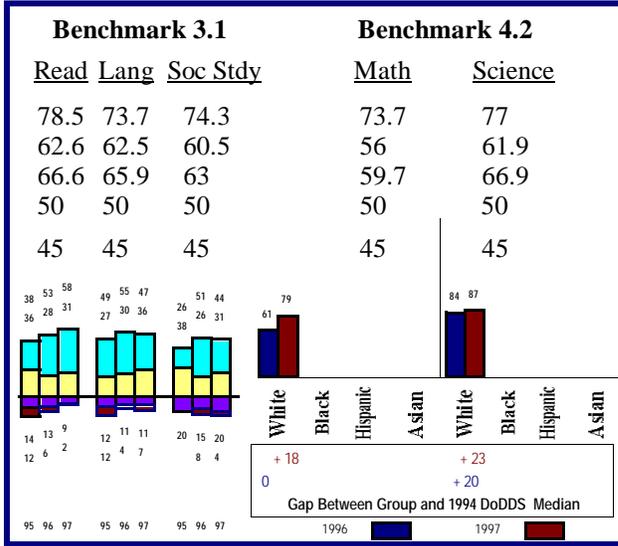
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The school has adopted DODDS multi-tiered school-home partnership (SHP) model. The five tiers focus on school and home as co-communicators, co-supporters, co-teachers, co-learners and co-decision makers. A multitude of strategies were devised to incorporate parents into this model. Sign-in sheets and parent/teacher surveys were utilized to evaluate the effectiveness of SHP.

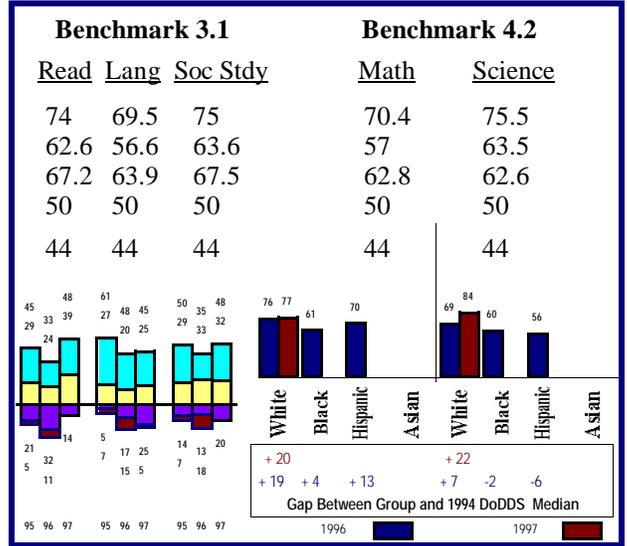
Standardized Test Results

Grade 3

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

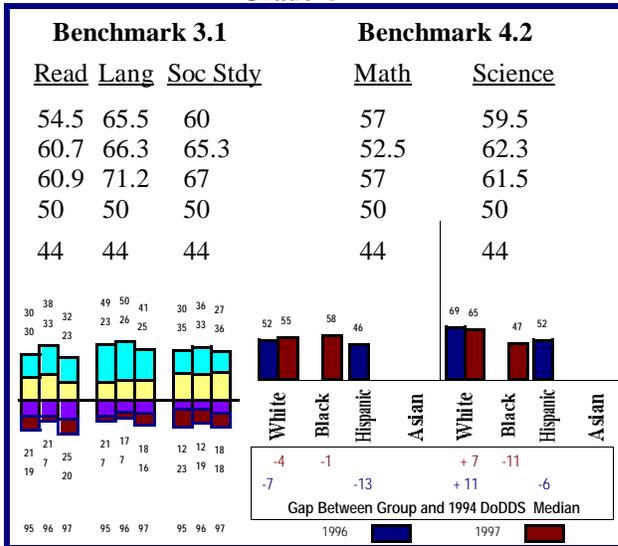


Grade 4



Grade 5

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



SAT Results

	School	District	DoDDS	Nation
% Participating	96	NA	53%	62%
	97	NA	60%	63%
Math Avg Score	96	NA	497	506
	97	NA	481	505
Verbal Avg Score	96	NA	510	518
	97	NA	498	515

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 34001-0005

DSN Phone:
Fax Number: 507-284-6362
Commercial Phone:
507-284-3106

DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
5	95	43	722.3	741.1	7%	63%	9%	21%	0%
5	96	43	715.1	741.9	21%	58%	19%	0%	2%
5	97	46	698.6	734.5	17%	67%	6%	4%	4%