

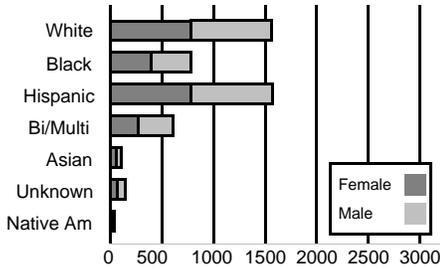
Department of Defense Education Activity

Panama 1995/96 District Profile

Ruth Russell, Superintendent

District Characteristics

Student Enrollment - 4,841



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	327	6%
K-8	TAG	254	6%
K-12	ESL	265	5%
1	Reading Recovery	0	0%
7-12	AVID	31	
Students Taking AP Courses		135	28%

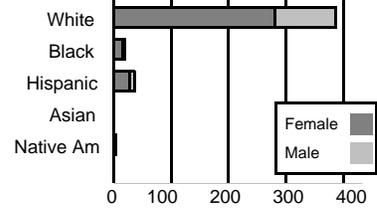
Grade	#
PreK	14
K	495
1	491
2	437
3	429
4	432
5	375
6	395
7	350
8	334
9	335
10	274
11	285
12	195
Total	4841

Mobility Rate
39% Per Year

Sponsor's Affiliation	
Marine	1%
Army	41%
Navy	7%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	28%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	7
1-3	9
4-6	23
7-10	45
> 10	158

Professional Staffing



School Staff	
Category	FTE
Administrators	13
Classroom Teachers	261
Special Education	26
Other Professionals	48

Teacher Education	
Degree	% Teachers
BA/BS	48%
MA/MS	49%
Doctorate	2%

Superintendent's Highlights

As the DoDDS pilot implementation site for school based management, our schools involved groups of teachers, parents, and administrators in significant decision-making opportunities related to education and school/home relationships. The community came to the schools this year as each school had a military sponsoring unit and was visited by the Southern Command CINC and the USARSO Commander. The District participated in the Monthly Community Panel to share accomplishments and respond to concerns. Parent volunteers in record numbers assumed new roles as partners with our schools, positively impacting our students.

Believing that all children can learn, special emphasis was placed on inclusive practices, and many special education teachers taught collaboratively with regular education teachers. Collaboration was also a key word in math, social studies, and other subject areas as the district schools implemented Mathland, Interactive Math, and a new social studies adoption which focuses on cooperative groups, problem solving, and developing students' interpersonal skills.

Personnel at the DSO provided strong support for school based management, school improvement plan development, new implementations, and school home community cooperation. It was, in short, a year of many accomplishments.

DoDEA Strategic Plan: District 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 primary focus this year was the enhancement of effective writing strategies and the implementation of the social studies standards across the K-12 curriculum. Additionally, the district has continued to provide support in using CIRC as a tool for the integration of reading and writing.

Goal 4: Math And Science Achievement

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

Special emphasis was placed on providing equitable opportunities for students by implementing developmentally appropriate practices in grades K-3, introducing the AVID program into the high school, encouraging more students to enroll in challenging courses, and supporting the implementation of inclusive educational practices. Special support was offered for the implementation of math standards.

Goal 8: Parental Participation

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

To build a partnership between parents and schools in the decision making process, school based management teams, composed of parents, educators and students, were established at all schools. The district office served as a clearinghouse to facilitate the SBM process. Several conferences were held to afford teams opportunities to share successes and provide additional training.

Goal 10: Organizational Development

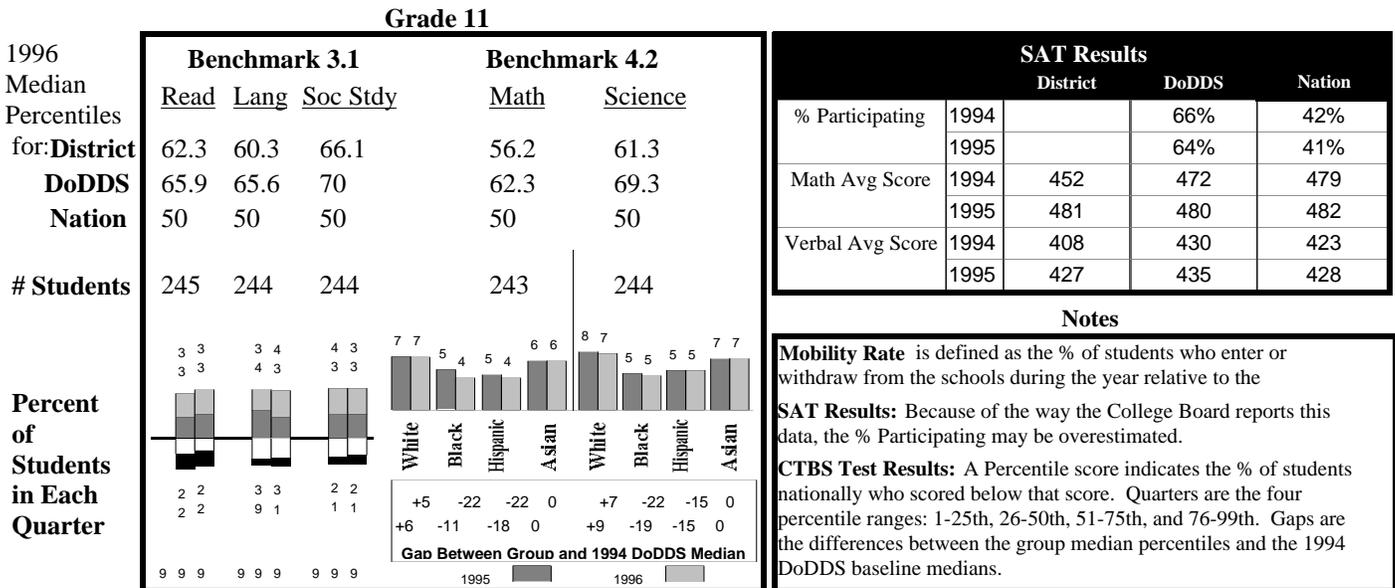
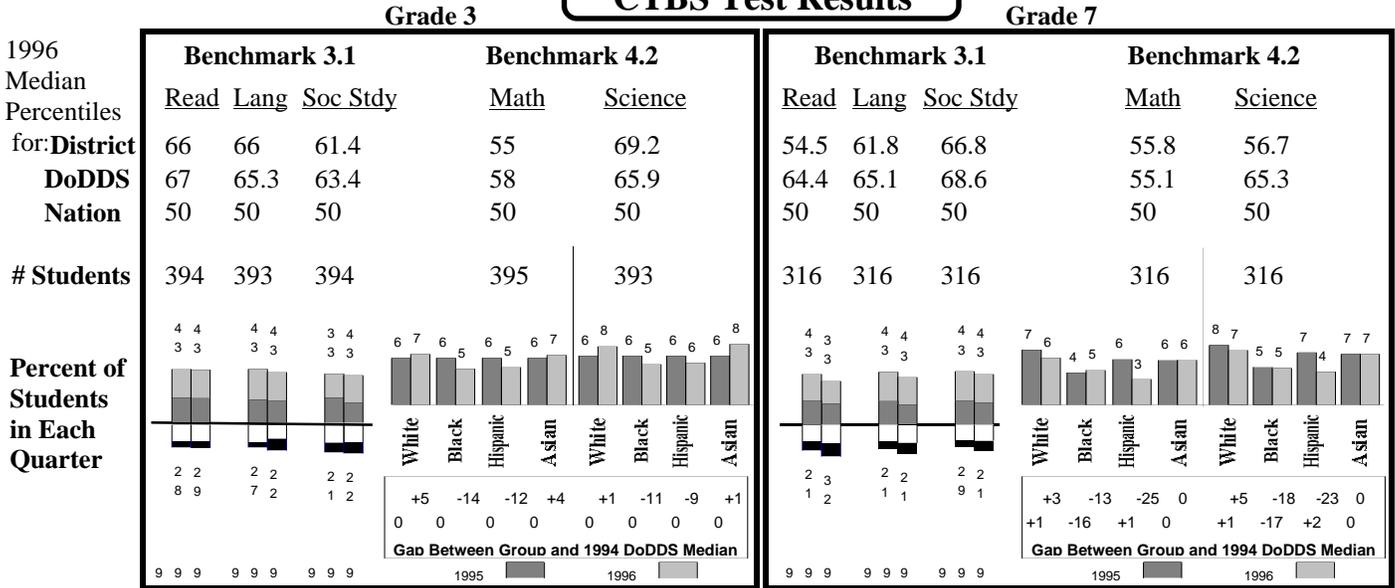
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....

To enhance communication, the district has made greater use of the local military newspaper, television and radio stations to publicize and promote DoDDS activities. A school-community partnership was established at the local PX highlighting student achievement. Ccmail and district-wide grade level meetings promoted increased educator communication.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	78%	17%	4%
Math	81%	15%	4%
Science	65%	20%	6%
Social Studies	65%	19%	5%
School Communications	68%	23%	8%

Benchmark 10.8: Establish Technology for teachers and administrators.....
 The DoDEA technology survey was distributed to all schools to establish goals for the technology program. A variety of computer courses were offered to enhance the skills of educators during the year, and will continue throughout the summer. Five schools have expressed interest in participating in the President's Technology Initiative Program as pilot sites.

CTBS Test Results



Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the

SAT Results: Because of the way the College Board reports this data, the % Participating may be overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters 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.

DoD Dependents Schools

Attn: Ruth Russell
 Unit 0925
 APO AA 34002

DSN Phone:
 313-286-3602

Commercial Phone:
 507-286-3602

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	388	742.4	14.9%	61.3	14.7	8.5	0.6%
5	9	340	723.7	25.9%	51.8	18.8	2.1	1.5%
8	9							
8	9	303	780.2	39.3%	18.5	30.7	10.	1.0%
8	9	273	731.8	27.8%	32.2	24.5	8.4	6.0%
10	9							
10	9	301	786.1	19.3%	40.9	30.6	8.0	1.4%
10	9	247	814.6	36.0%	44.9	13.8	4.9	0.4%

Department of Defense Education Activity

Balboa Elementary School (K-5)

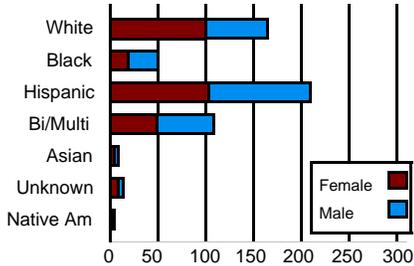
1995/96 School Profile

Susan Beattie, Principal



School Characteristics

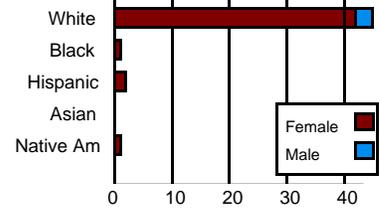
Student Enrollment - 556



Grade	#
K	89
1	110
2	75
3	102
4	93
5	87
Total	556

Sponsor's Affiliation	
Marine	<.5%
Army	36%
Navy	4%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	53%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	38	7%
K-8	TAG	0	0%
K-12	ESL	54	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

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

Mobility Rate
47% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	24.5
Special Education	1.9
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	50%
MA/MS	47%
Doctorate	3%

Principal's Highlights

Balboa, a K - 5 elementary school, has twenty-two classroom teachers and fifteen educational specialists who teach our children, a multicultural population. Sixty-three percent of the students are Hispanic and African-Americans and the remainder of the students belong to other ethnic groups. Most of our parents are active duty military, Panama Canal Commission, State Department and Department of Defense civilian employees.

Balboa ES actively engages all students in learning. A variety of instructional programs enhances the education of all of the children. Inclusive practices integrate the regular and special educational programs. Compensatory, Enrichment, Host Nation and ESL programs provide unique experiences for our students. The school's technology plan provides a focus to insure that all of the students learn high quality technological practices. We are fortunate to have a modern computer lab as well as computers in every classroom.

BES strives to involve all parents in the school. Parents participate in the decision-making process through the School-Based Management Council, School Improvement Team, and support teachers and students with the Parent Volunteer Program. We feel proud of our educational partnership as we work in concert to make our good school even better.

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.
BES increased vocabulary through Wild About Reading School/Home program, Collaborative Multi-Cultural Literature-Based Enrichment Program and Cooperative Integrated Reading and Composition Programs. Teachers developed a K-5 Language Arts Writing Curriculum. Students developed rubrics to evaluate and improve their writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Math Standards were implemented through the adoption of Mathland in conjunction with Cooperative Learning. Students demonstrated their understanding of math concepts at the end of each Mathland Unit. Teachers were trained in High Scope Developmental Learning Practices to meet the needs of all students. Teachers will attend training in High Scope and Mathland.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Families and Schools Together encouraged parent participation in their children's education and social development. Parents organized School/Home Reading activities and supported at-home reading goals. PTO's cooperative efforts raised funds to support school-wide events and curriculum programs.

Goal 10: Organizational Development

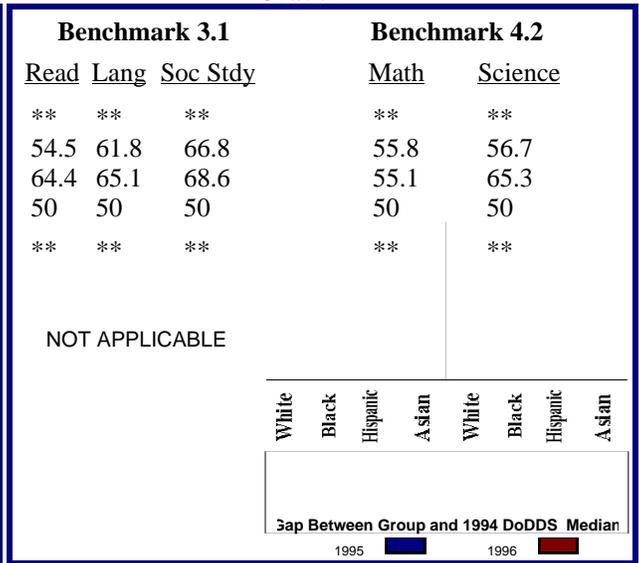
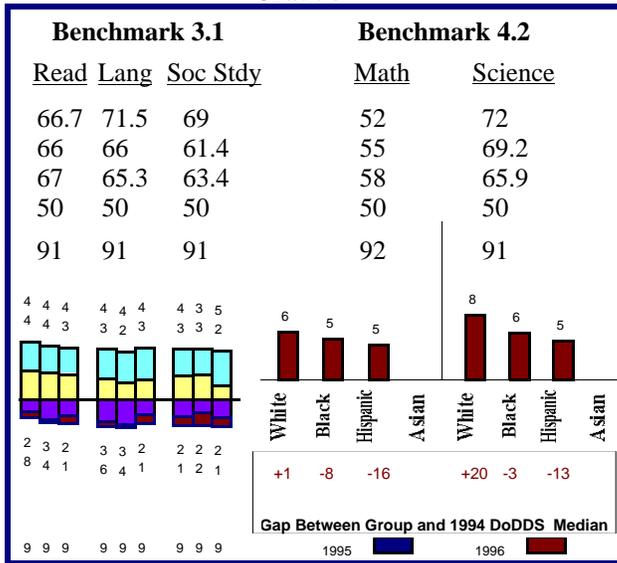
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Teachers communicate using technology, e.g., word processing and cc:Mail. Vehicles for communicating are newsletters, posted minutes on bulletin boards and surveys (Effective Communications and School/Home Reading). SBM developed an Issue/Concern form to open communications among all stakeholders. Several committees fostered involvement of all staff.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	88%	12%	0%
Math	86%	13%	1%
Science	70%	18%	3%
Social Studies	68%	16%	1%
School Communications	81%	16%	1%

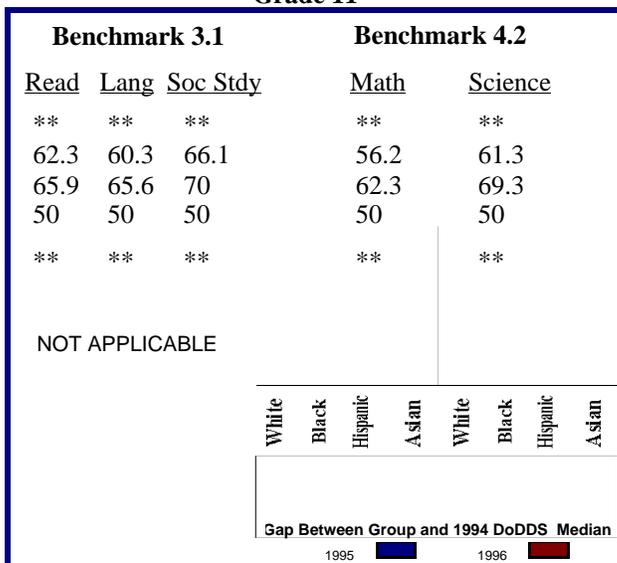
Benchmark 10.8: Establish Technology for teachers and administrators
 Establish Electronic Technology for teachers and administrators.

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.

Balboa ES
UNIT 0925
APO AA 34002

DSN Phone:

Commercial Phone:
272-7696

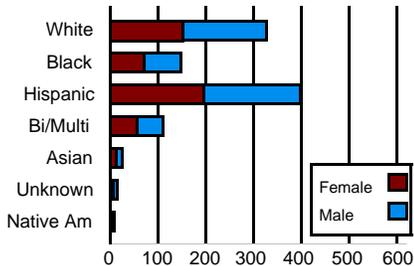
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
5	9	58	743.3	22%	38%	28%	12	0%	
5	9	69	721.5	6%	62%	22%	9%	1%	
5	9	73	724.5	23%	53%	19%	3%	1%	



**Department of Defense Education Activity
Balboa High School (9-12)
1995/96 School Profile
Tom Price, Principal**

School Characteristics

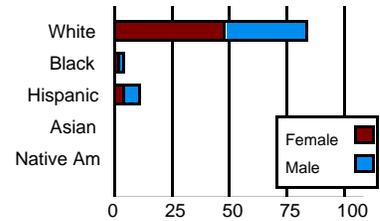
Student Enrollment - 1,042



Grade	#
9	312
10	261
11	278
12	191
Total	1042

Sponsor's Affiliation	
Marine	1%
Army	28%
Navy	2%
Air Force	16%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	50%
Non-US Civilians	2%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	52	5%
K-8	TAG	N/A	N/A
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	19	
AP Courses Offered		7	
Students Taking AP Courses		135	28%

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	8
7-10	12
> 10	48

Mobility Rate
21% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	62
Special Education	5.5
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	42%
MA/MS	54%
Doctorate	3%

Principal's Highlights

An intensive effort to appropriately serve "at risk" students has resulted in the implementation of such approaches as hiring additional personnel to maintain an optimum class size (especially in math), offering a wider selection of courses in each curricular area, providing a "ninth hour" (support for homework and schoolwork), and AVID (Advancement Via Individual Determination) class for selected ninth graders, and excellent student access to peer tutors. Nine advanced placement and three honors courses were offered. The academic curriculum is enhanced by a strong co-curricular program: 21 student clubs and athletics involving 4- team competition. A new attendance procedure, supported by faculty, parents and students, was initiated. This has resulted in a reduction in student absenteeism. Students feel a supportive school climate which they attribute to caring teachers, new attendance procedure, and well-enforced "school rules." Student access to technology is enhanced with the addition of a curriculum computer lab and an upgrading of equipment in all areas. Staff utilizes technology to increase communication among themselves, administration and colleagues throughout the world. Computerized feedback (Integrate) concerning academic progress is utilized by 90% of the staff. Accurate, detailed, prompt data is provided to the parents.

**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
BHS has "Writing across the Curriculum", with all departments using the same rubric for standards. Teachers have attended writing workshops and shared strategies with the rest of the faculty. The idea that "writing lets us take authority over our knowledge" is an essential part of BHS. Increased reading in all subject areas was stressed with the students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
AVID offers BHS the means to encourage students of minority status to enroll in upper level science and math courses and to provide them with the support needed for success. Staff was increased in math/science to provide smaller class sizes. A new attendance policy was initiated to get students into the classroom to learn. Back to School night focused on math/science.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
Opportunities for parent volunteers and involvement (guest speakers, readers at "Night of a Thousand Stars", Black History Month forum, etc.) abound at BHS. The SBM and SAC provide the parents with channels to be heard, pro and con, on school affairs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies
BHS sends home a bi-weekly newsletter. Student government and SBM send home monthly newsletters. The school newspaper also provides a "feel" for what is going on at BHS. BHS students announce events on SCN each week. Work is still in process on an automated announcement system. The Guidance Office is regularly in contact with sponsors of students.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	68%	25%	6%
Math	72%	20%	6%
Science	66%	25%	6%
Social Studies	61%	27%	7%
School Communications	60%	29%	9%

Benchmark 10.8: Establish Technology for teachers and administrators
 The new curriculum lab is now open, adding more computers for student and teacher use. Teachers have been trained in a wide variety of computer programs (Office, Lotus Notes, CD-ROM's) via in-house workshops, stateside seminars, and college mini-courses. Science teachers have been trained in MPLI. CC:Mail and e:mail allow the faculty to communicate worldwide.

CTBS Test Results

1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # **Students**
 Percent of
 Students
 in Each
 Quarter

Grade 3				
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
**	**	**	**	**
66	66	61.4	55	69.2
67	65.3	63.4	58	65.9
50	50	50	50	50
**	**	**	**	**
NOT APPLICABLE				
Gap Between Group and 1994 DoDDS Median 1995 (Blue) 1996 (Red)				

Grade 7					
Benchmark 3.1			Benchmark 4.2		
Read	Lang	Soc Stdy	Math	Science	
**	**	**	**	**	**
54.5	61.8	66.8	55.8	56.7	
64.4	65.1	68.6	55.1	65.3	
50	50	50	50	50	
**	**	**	**	**	**
NOT APPLICABLE					
Gap Between Group and 1994 DoDDS Median 1995 (Blue) 1996 (Red)					

1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # **Students**
 Percent of
 Students
 in Each
 Quarter

Grade 11					
Benchmark 3.1			Benchmark 4.2		
Read	Lang	Soc Stdy	Math	Science	
62.1	60.4	66.3	57.2	61.7	
62.3	60.3	66.1	56.2	61.3	
65.9	65.6	70	62.3	69.3	
50	50	50	50	50	
238	237	237	236	237	
Gap Between Group and 1994 DoDDS Median 1995 (Blue) 1996 (Red)					

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.

Balboa HS
 UNIT 0925
 APO AA 34002

DSN Phone:

Commercial Phone:
 272-7896

DoDEA Writing Assessment

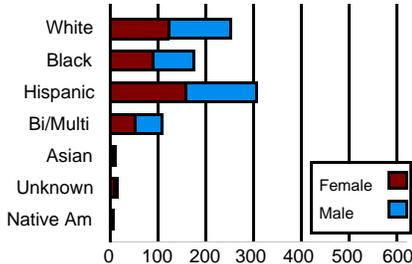
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
10	9	276	788.7	38%	27%	24%	8%	1%
10	9	264	788.7	20%	41%	30%	8%	0%
10	9	247	814.6	36%	45%	14%	5%	0%



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

School Characteristics

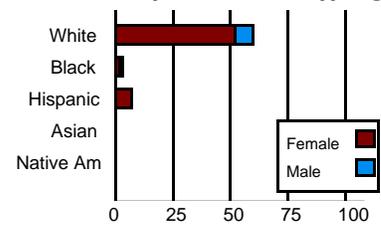
Student Enrollment - 875



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%

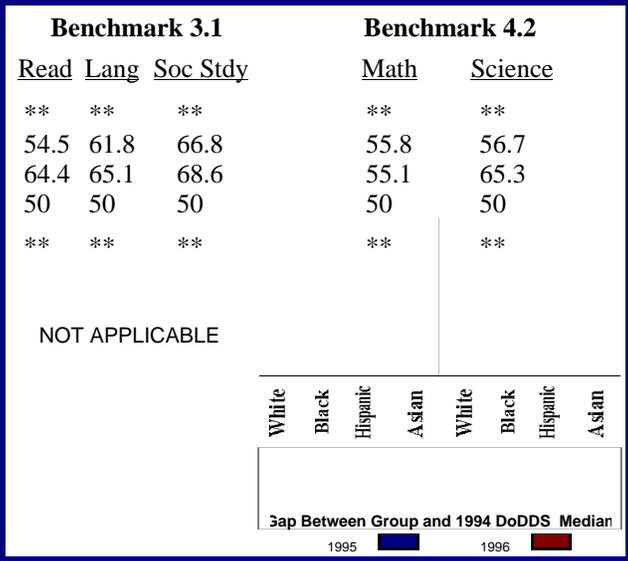
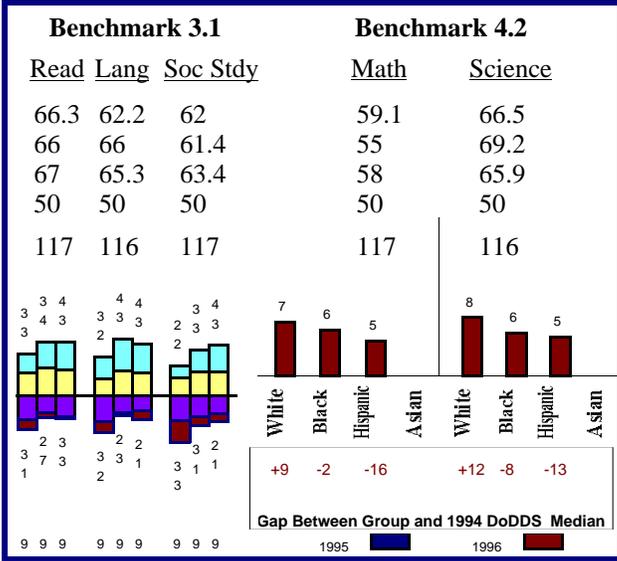
Benchmark 10.8: Establish Technology for teachers and administrators
It is the goal to establish electronic technology for teachers and administration.

CTBS Test Results

1996
Median
Percentiles
for: **School**
District
DoDDS
Nation

Students

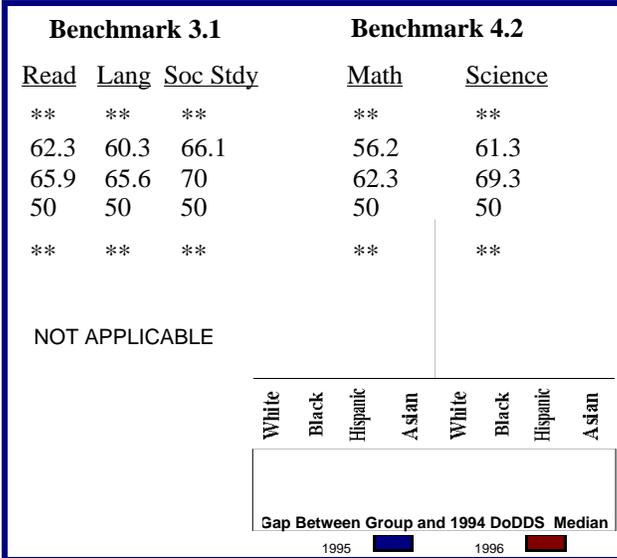
Percent of
Students
in Each
Quarter



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

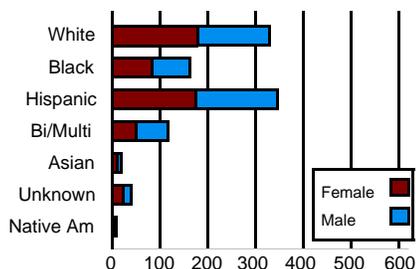
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	91	710.2	11%	40%	35%	12	2%
5	9	76	727.5	9%	55%	25%	11	0%
5	9	108	705.4	25%	48%	21%	3%	3%

**Department of Defense Education Activity
Curundu Middle School (6-8)
1995/96 School Profile
Charles Renno, Principal**



School Characteristics

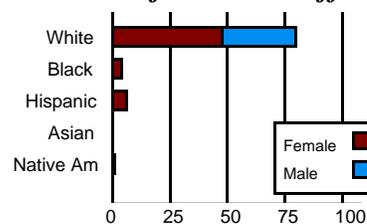
Student Enrollment - 1,020



Grade	#
6	366
7	336
8	318
Total	1020

Sponsor's Affiliation	
Marine	1%
Army	44%
Navy	5%
Air Force	20%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	29%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	71	7%
K-8	TAG	87	9%
K-12	ESL	31	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

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	5
7-10	17
> 10	48

Mobility Rate
24% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	58
Special Education	4
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	46%
MA/MS	52%
Doctorate	2%

Principal's Highlights

Built in 1966 and opened as a junior high school, Curundu Middle School has a modern, well-maintained campus where there has been a long tradition of high achievement. In its first year as a middle school (6-8), CMS has moved rapidly into teaming, block scheduling, teacher advisement periods, and many field trips which have taken the educational process out of the classroom and into the community.

The afterschool activities program has focused not only on the sports and clubs usually enjoyed by this age group, but has provided for an academic interest in math tutoring, homework clubs, Junior National Honor Society, and team newspaper production. This year's choir and advanced band made history by being featured in a full hour host-nation commercial television program aired throughout the Republic of Panama.

A strong supportive report from the visiting NCA team mid-year added impetus to our focus on school improvement and to our belief that students learn best when they can work cooperatively in an environment in which teachers, parents and administrators collaborate to produce a rich, positive learning climate.

**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 English Department provided training to teachers, taught the rubrics for four basic types of writing, and gave students multiple practices in writing and scoring papers using these rubrics. Staff increased the number of writing opportunities in their curriculums. Pretest and posttest scores indicated a gain in general writing skills as taught through a schoolwide study skills program.

Goal 4: Math And Science Achievement

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

Strategies focused on an investigative and problem-solving approach in Mathematics. In all classrooms emphasis was placed on the use of cooperative learning in its many forms. Tutorial programs supported students' efforts to succeed. The ethnic composition of students recognized at quarterly assemblies matched the total school population.

Goal 8: Parental Participation

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

More parents were visible this year than in the past due to active participation in essential school committees, team conferencing, volunteering, the formation of a new PTO, and a first-time all day parent open house. In a recent climate survey, more than half of the parents sampled responded positively.

Goal 10: Organizational Development

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

Parents were kept well-informed through regular newsletters from teams and individual teachers, as well as monthly principal's bulletins. A recent parent survey confirmed that the school-wide notebook served as a school-home communication tool, particularly regarding assignments and school events.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	75%	19%	6%
Math	77%	16%	6%
Science	76%	17%	6%
Social Studies	70%	22%	7%
School Communications	58%	31%	11%

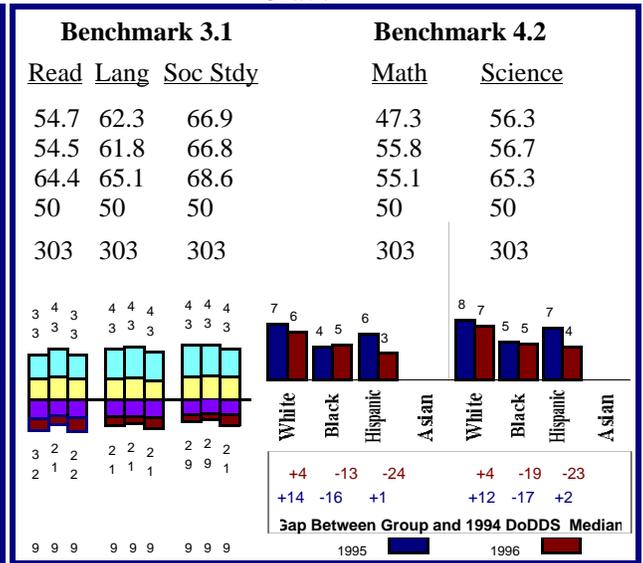
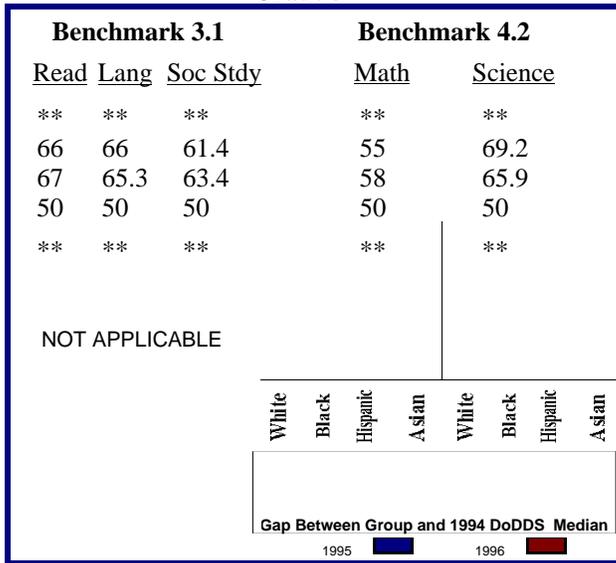
Benchmark 10.8: Establish Technology for teachers and administrators
It is the goal to establish electronic technology for teachers and administration.

CTBS Test Results

1996
Median
Percentiles
for: **School**
District
DoDDS
Nation

Students

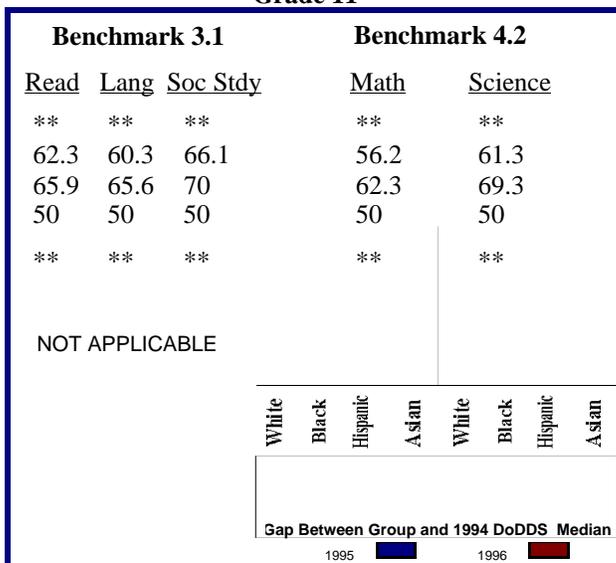
Percent of
Students
in Each
Quarter



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	452	472	479
	1995	481	480	482
Verbal Avg Score	1994	408	430	423
	1995	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 MS
UNIT 0925
APO AA 34002

DSN Phone:

Commercial Phone:
286-6310

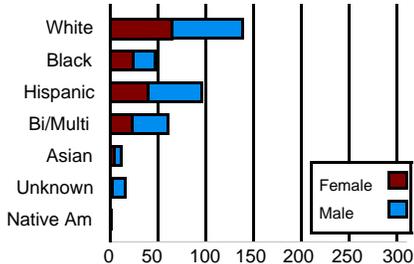
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	291	796.7	40%	39%	14%	4%	2%
8	9	278	785.6	40%	20%	30%	10	1%
8	9	273	731.8	28%	32%	25%	8%	2%

**Department of Defense Education Activity
Fort Clayton Elementary School (PK-5)
1995/96 School Profile
Barbara Seni, Principal**



School Characteristics

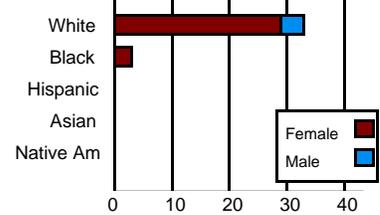
Student Enrollment - 354



Grade	#
PreK	11
K	64
1	54
2	66
3	61
4	42
5	56
Total	354

Sponsor's Affiliation	
Marine	<.5%
Army	86%
Navy	1%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	25	7%
K-8	TAG	22	6%
K-12	ESL	28	8%
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	
1-3	
4-6	
7-10	
> 10	

Mobility Rate
52% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	4.5
Other Professionals	5.5

Teacher Education	
Degree	% Teachers
BA/BS	52%
MA/MS	48%
Doctorate	0%

Principal's Highlights

Ft. Clayton Elementary is proud of its reputation for being a model school for best practices in the field of education. We believe that by working together with parents, students, and the community we will enable each student to be a productive member of our ever-changing society. A positive climate of mutual trust and support provides for the optimal growth and development for our students and staff. We strive to provide optimum learning experiences that will enable all students to reach their potential.

Ft. Clayton is a multi-faceted educational institution. We serve a diverse population of students. We piloted a "departmentalized" model of instruction in 4th and 5th grades this year. All teachers provide quality instruction, integrate the curriculum across disciplines, teach/reinforce organizational skills, and establish shared expectations for behavior and quality of work. We have a multi-media, state-of-the-art computer lab. Students, teachers, and parents alike are developing a wide range of computer literacy skills. Home-School Partnership initiatives, which include our military support unit, are expanding in an attempt to encourage parent and community involvement.

Ft. Clayton Elementary is a "success for all" school. We believe we provide the best quality education to our children.

**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.....
All students participated in the Reading Around the World Program. The total monthly goals were achieved. High Scope initiative was met with one hundred percent of the teachers in PS-3 grades have two or more learning centers in place. Cooperative learning is used to reinforce Language Arts skills. Local teachers met and collaborated on developing Language Arts units.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Strategies focused on incorporating the scientific method throughout grade levels. Emphasis was placed on "hands-on" experiments through ongoing displays and projects, culminating with a school-wide science fair. Technology was used for project investigation and completion. A teacher science survey was administered as a baseline.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A questionnaire was distributed to determine areas of interest for participating in SHARP workshops. In addition to the 126 volunteers serving our school each week, we had an active participation of parents involved in monthly workshops. Our major goal is enhancing the level of collegiality between students, parents, and personnel through interactive participation.

Goal 10: Organizational Development

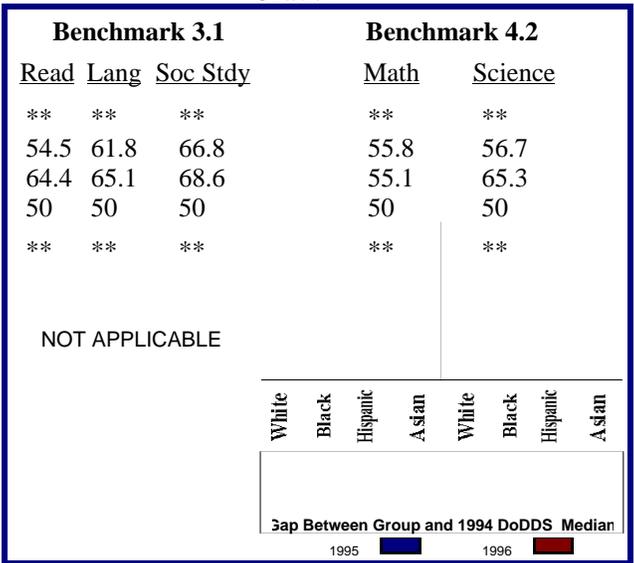
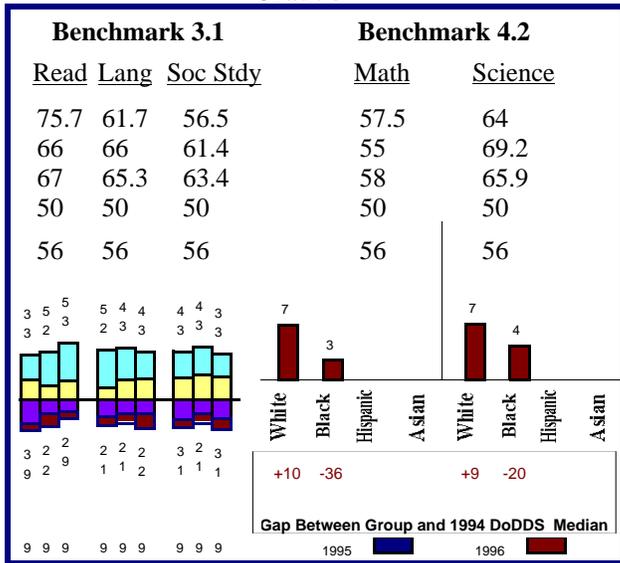
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
Clayton ES continued with its program of effective communication. Implementation of a master file for newsletters, PTO/SBM communications, monthly calendars and notices of special events and activities has begun. End-of-year survey administered. Informal feedback from parents has been very positive. This information will be used as a baseline for next year.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	87%	12%	2%
Math	86%	12%	3%
Science	59%	24%	6%
Social Studies	63%	21%	3%
School Communications	67%	25%	8%

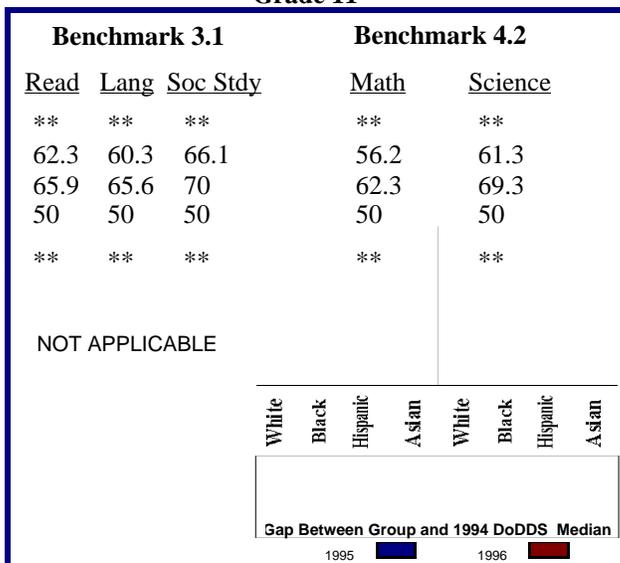
Benchmark 10.8: Establish Technology for teachers and administrators
 Plans have been developed to integrate the appropriate use of technology into language arts, mathematics, and science curriculum areas. Training has been provided for all teachers and administrators. Training included electronic mail, word processing, operating system, and educational software. Goals were achieved through in-service as well as on-site college credit offerings.

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					
	1994	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 Clayton ES
UNIT 0925
APO AA 34002

DSN Phone:

Commercial Phone:
287-5513

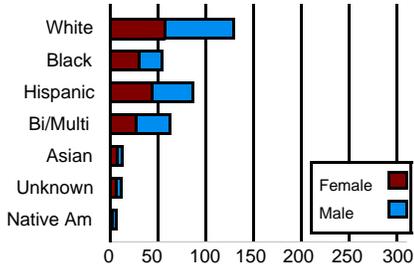
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	44	792.3	39%	43%	18%	0%	0%
5	9	39	769	26%	64%	3%	8%	0%
5	9	60	754.4	33%	55%	10%	2%	0%



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

School Characteristics

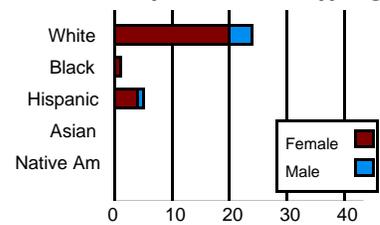
Student Enrollment - 360



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

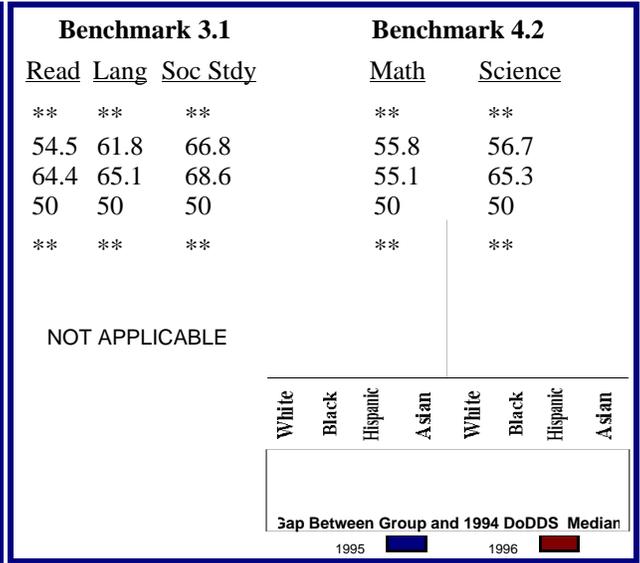
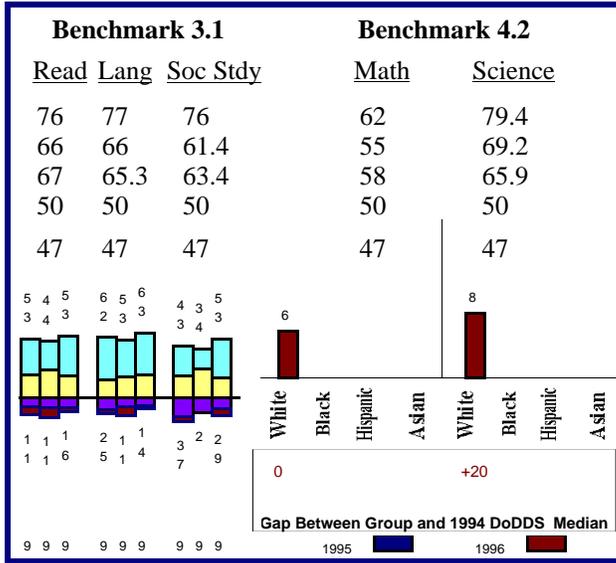
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies
The school sends notices, PTO, and classroom newsletters home to inform parents and the community of important school activities and how they might become involved. Informal surveys are utilized to plan and carry out ongoing projects.

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%

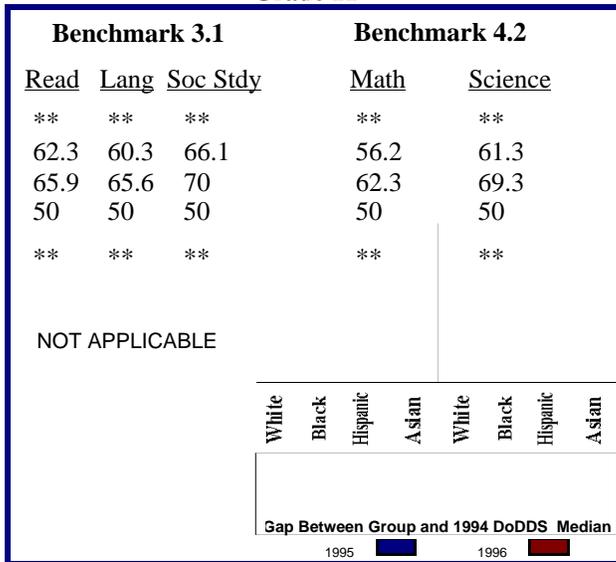
Benchmark 10.8: Establish Technology for teachers and administrators
 Technology has been integrated throughout the curriculum, and in extra-curricular activities. All teachers in grades 4-5 use technology in record keeping. Training has been on going to introduce teachers to various computer programs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

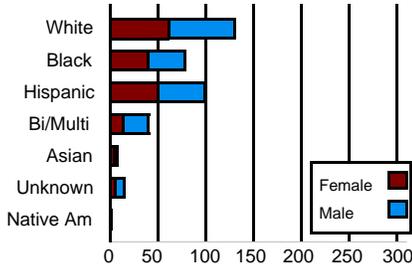
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
5	9	41	745.9	29%	34%	32%	2%	2%	
5	9	43	722.3	7%	63%	9%	21	0%	
5	9	43	715.1	21%	58%	19%	0%	2%	



**Department of Defense Education Activity
Howard Elementary School (K-5)
1995/96 School Profile
Roberta Berger, Principal**

School Characteristics

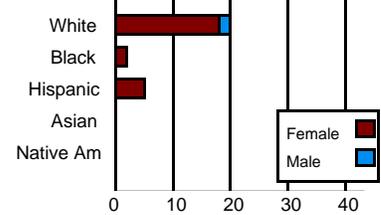
Student Enrollment - 369



Grade	#
K	62
1	79
2	48
3	60
4	67
5	53
Total	369

Sponsor's Affiliation	%
Marine	2%
Army	5%
Navy	24%
Air Force	61%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	25	7%
K-8	TAG	0	0%
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	1
1-3	2
4-6	3
7-10	8
> 10	12

Mobility Rate
43% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	1.8
Other Professionals	4.5

Teacher Education	
Degree	% Teachers
BA/BS	55%
MA/MS	41%
Doctorate	5%

Principal's Highlights

Howard Elementary School is located on Howard Air Force Base, and is situated in very close proximity to the jungle. The complex is a three story building which houses seventeen regular classrooms of grades Kg through five, along with a computer lab, a TAG room, and separate rooms for comp. ed., resource, ESL, art, music and a large playshelter for P.E.

HES educates a diverse population of students, including learning disabled, English as a second language, compensatory education for students who have demonstrated slight academic weaknesses and all of the general education core areas. Our computer lab provides our students with the latest technology to work with and learn with, and all of our classrooms have computers in them as well, including the kinder rooms, so that every student has the opportunity every day to enhance previously learned skills and to acquire new skills.

The guiding philosophy at HES is that all children can learn, and the staff continuously strives to teach to the whole child in an atmosphere that fosters respect, acceptance, trust and an I KNOW THAT YOU CAN DO THIS, AND I WON'T GIVE UP ON YOU attitude on the part of our teaching staff. Our school is a happy and healthy place for children, and we welcome parental participation in our decision making processes.

**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.
Plans have centered on developing school-wide methods of publishing student writing, and developing rubrics for each genre which are grade-level specific to provide continuity of skills from grade to grade. A test taking booklet was also compiled to help improve performance on tests. A school wide Reading Olympics was conducted which increased time students spent on reading.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
A series of parent workshops and family math sessions were conducted to allow parents hands-on experience in the new math program. Lesson modeling and co-teaching was provided for the teachers throughout the school year. A science fair was held in which parent and community volunteers manned the stations which required student involvement.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
A parent file was organized and provided for the teachers. This consisted of names of parents willing to come into the school to share special skills or willing to provide help for different events. Monthly newsletters were sent home by the principal informing parents of important upcoming events and ways they could become involved in the school.

Goal 10: Organizational Development

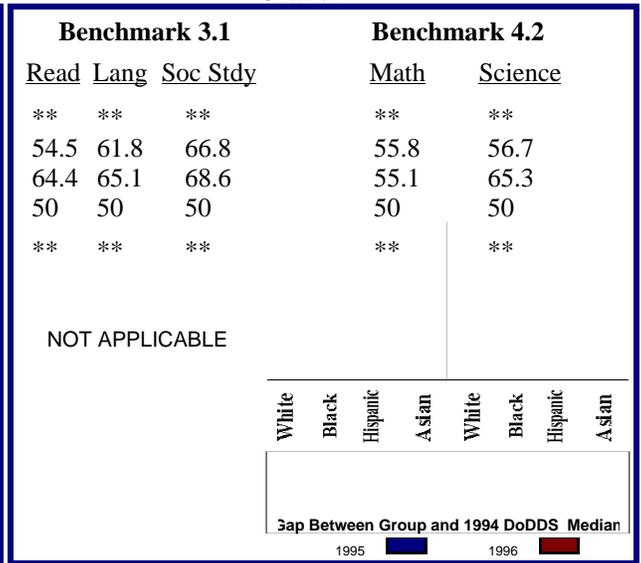
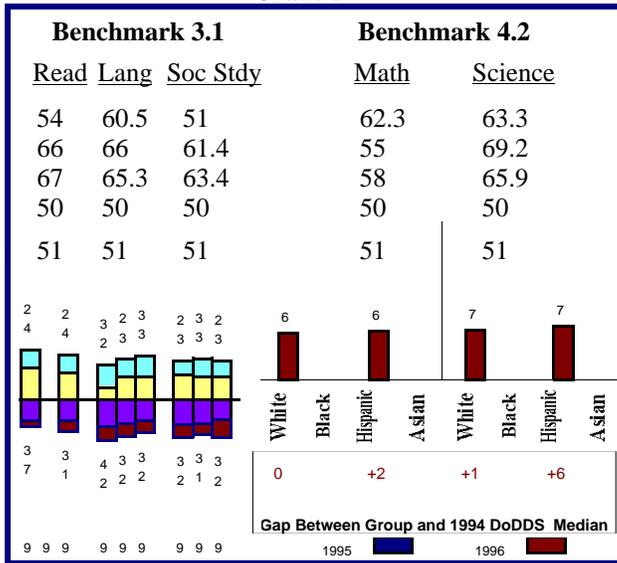
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
The school has initiated a series of monthly newsletters to inform parents and the community about important school activities and how they might become involved. Weekly letters from the math coordinator were also sent home to alleviate any concerns parents might have about the program.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	76%	17%	3%
Math	79%	15%	2%
Science	55%	23%	5%
Social Studies	55%	21%	5%
School Communications	69%	20%	9%

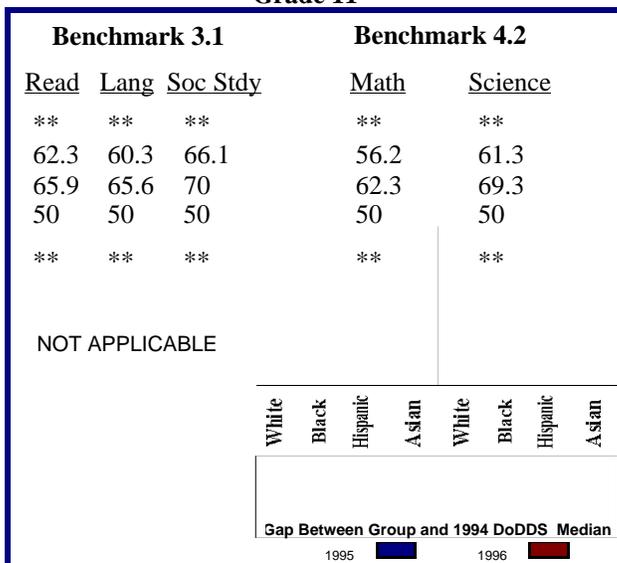
Benchmark 10.8: Establish Technology for teachers and administrators
 Plans have been completed to integrate the appropriate use of technology into the language arts, mathematics, and science curriculum areas. Training was provided for all teachers and staff for the technology integration. Initial training included record keeping, word processing, and math and science instructional software.

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.

Howard ES
UNIT 0713
APO AA 34001

DSN Phone:

Commercial Phone:
284-3919

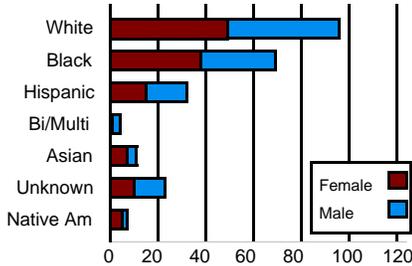
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	45	744.7	18%	49%	20%	13	0%	
5	9	44	723.1	16%	52%	16%	14	0%	
5	9	56	731.6	27%	48%	23%	2%	0%	



**Department of Defense Education Activity
W. T. Sampson Elementary/High School (K-12)
1995/96 School Profile
Donna S. Warner, Principal**

School Characteristics

Student Enrollment - 265



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	10	4%
K-8	TAG	0	0%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	12	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

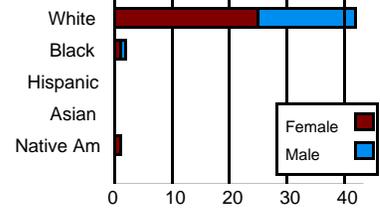
Grade	#
K	26
1	23
2	31
3	33
4	25
5	21
6	29
7	14
8	16
9	23
10	13
11	7
12	4
Total	265

Mobility Rate
100% Per Year

Sponsor's Affiliation	
Marine	4%
Army	<.5%
Navy	60%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	34%
Non-US Civilians	2%

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

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	28
Special Education	2
Other Professionals	6

Teacher Education

Degree	% Teachers
BA/BS	
MA/MS	
Doctorate	

Principal's Highlights

W.T. Sampson Middle/High School began the SIP process in May. A SIT was selected and an in-service given to all members by Dr. Warner. The SIT reviewed the mission and vision statement from DODEA and Panama and developed a mission/vision statement for W.T. Sampson. This was presented to the faculty of both the high school and elementary school. It was accepted with minor changes. The high school SIT reviewed the Spring CTBS scores then compared them with the 1994 baseline and selected goals and objectives to present to the faculty to the fall. The mission and vision statement was published in the newspaper with the request for input from the community.

Follow up training on the SIP process was conducted by DSO staff in September for the SIT committee, teachers, parents, students, and members of the military community.

**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.....

Writing across the curriculum chosen as a strategy for Language Arts. Professional development needed either by DSO or region. AVID has been included.

Goal 4: Math And Science Achievement

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

In the area of math, strategies were developed to include non-gender specific material, increased expectations, student assistant team, tutorials, cooperative learning, staff development and female mentors for enrichment.

Goal 8: Parental Participation

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

School-Home Partnership training has been done for one parent. A teacher and the parent will attend training this summer and return to train other stakeholders.

Goal 10: Organizational Development

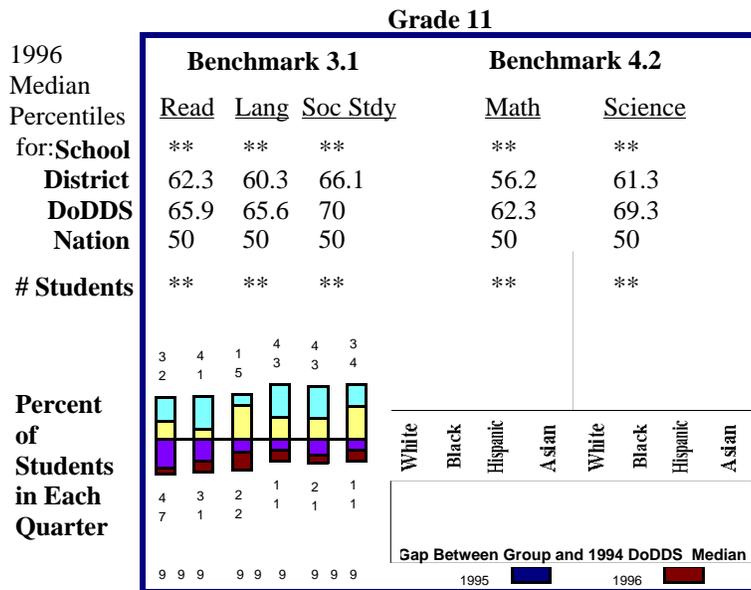
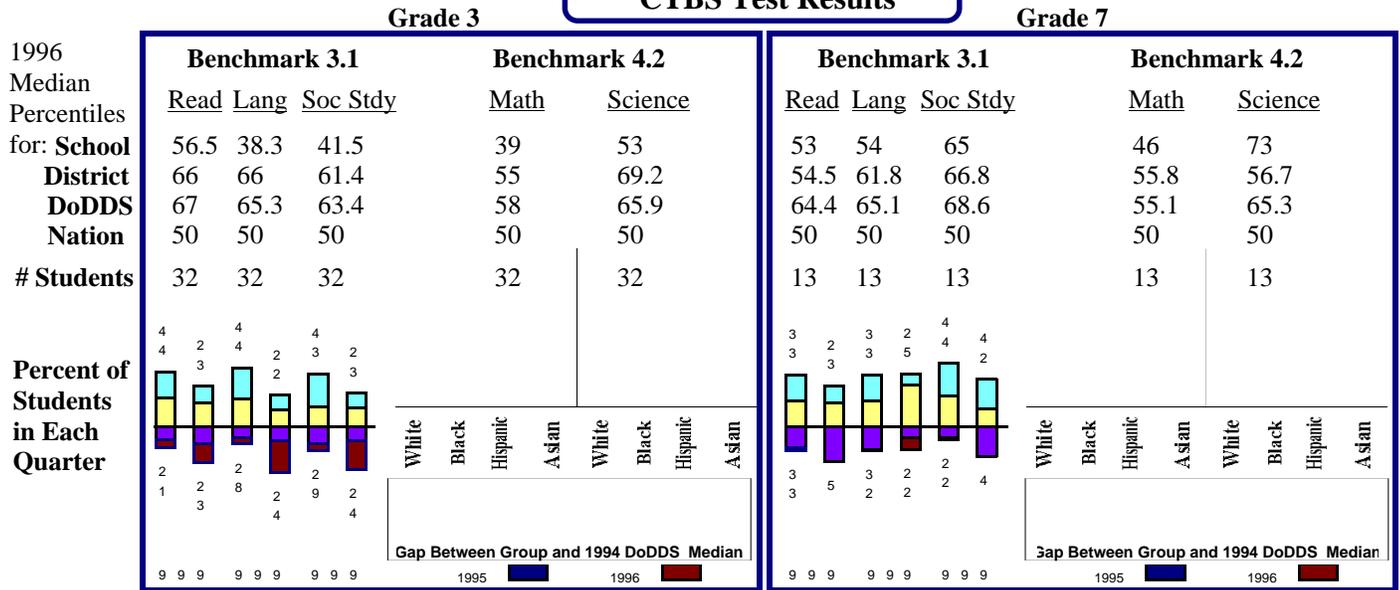
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

Effective communication will continue and expand through monthly parent newsletters, community newspaper, TV radio spots and public forums.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts			
Math			
Science			
Social Studies			
School Communications			

Benchmark 10.8: Establish Technology for teachers and administrators
 Technology to support school improvement in instruction teacher training, progress reports, installation of LAN at cost of \$2,500 per line for distance learning; participate in Jason Project.

CTBS Test Results



	SAT Results			
	School	District	DoDDS	Nation
% Participating	1994	100%		66%
	1995	N/A		64%
Math Avg Score	1994	418	452	472
	1995	N/A	481	480
Verbal Avg Score	1994	362	408	430
	1995	N/A	427	435

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.

W. T. Sampson ES/HS
PSC 1005 Box 49
FPO AE 09593

DSN Phone:

Commercial Phone:
99-3500/3782

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	65	712.9	3%	43%	40%	14	0%
5	9							
5	9	21	718.3	24%	48%	24%	5%	0%
8	9	51	748.7	28%	31%	14%	26	2%
8	9							
8	9	15	745.9	7%	33%	47%	13	0%
10	9	35	766.4	34%	23%	34%	3%	6%
10	9							
10	9	12	799.3	33%	33%	25%	8%	0%