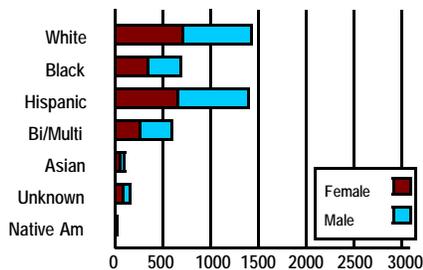


**Department of Defense Education Activity
Panama District
1996/97 Profile
Ruth Russell, Superintendent**

District Characteristics

Student Enrollment - 4,395



Grade Offered	Program	#	%
PK-12	Special Education	326	7%
K-8	TAG	296	8%
K-12	ESL	317	7%
1	Reading Recovery	0	0%
7-12	AVID	35	
Students Taking AP Courses		105	22%

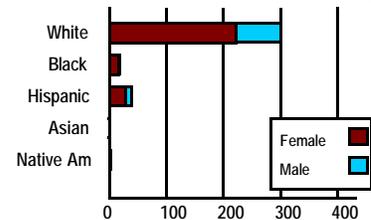
Grade	#
PreK	45
K	380
1	448
2	385
3	380
4	329
5	346
6	362
7	347
8	302
9	295
10	299
11	237
12	240
Total	4395

Sponsor Affiliation	
Marine	2%
Army	33%
Navy	18%
Air Force	21%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	25%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	6
1-3	17
4-6	31
7-10	26
> 10	193

Mobility Rate
31% Per Year

Professional Staffing



Category	FTE
Administrators	37
Classroom Teachers	280
Special Education	25.5
Other Professionals	50.5

Degree	% Teachers
BA/BS	37%
MA/MS	51%
Doctorate	12%

Superintendent's Highlights

DODDS Panama/Cuba District continues its focus on working through the School Improvement Process to focus on the benchmarks targeted. One of the highlights of SY 96-97 was developing capacity at school level through 61 inservice training courses offered at school and District levels.

School-based management practices continued to strengthen communication links with parents. In addition to the increased opportunities for sharing with parents, we entered into a partnership with Ft. Clayton Morale, Welfare, and Recreational Activities in support of the sports program for Middle School youngsters.

A record number of students had the opportunity to interface with students outside of Panama/Cuba to broaden their experiential background and develop leadership qualities. Fourteen students traveled to Lakenheath, England to participate in the JASON VIII telepresence.

All elementary schools in the District provided interactive Science and Math opportunities for students and parents throughout the school year. These opportunities were held in the evenings or on Saturdays to encourage wide participation.

The entire District team remained focused throughout the year on achieving benchmarks through the SIP process.

**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.....
Standards based instruction in Social Studies and Language Arts, CIRC in the Content Areas, and increasing the use of developmentally appropriate practices (DAP) were the district's main areas of focus where numerous staff development opportunities were offered. Student leadership training was conducted at all schools having student councils.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
The district established curriculum councils to analyze district data, address current issues, disseminate information, and serve as a communication link between schools and the DSO. Grade levels met to share best practices and discuss common concerns. Extensive staff development opportunities addressed equity, standard based inquiry methods and technology integration.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
The district has worked extensively at broadening the communication system to teachers, administrators, students, parents and community through the use of the cmail, parent forums, curriculum newsletters, television & newspaper stories, and weekly DSO staff meetings. The continuation of School Base Management has kept all constituencies informed of school issues.

Benchmark 10.8: Establish Technology for teachers and administrators.....
The INTERNET connection has facilitated numerous courses, trainings, workshops, and school projects such as JASON VIII which allowed teachers and administrators access to the information highway. Most of the training or courses offered promoted the use of INTERNET. Our school sites had a seamless transfer of our INTERNET connection to DISA.

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

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

Goal 8: Parental Participation

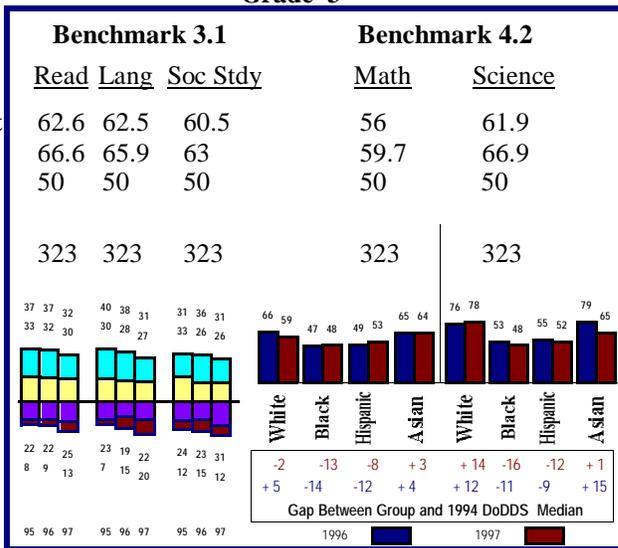
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

To further enhance the partnership between the school and parents, the School Based Management Councils along with the the School Home Partnership program were supported. The district office hosted several meeting and conferences to afford teams opportunities to share successes, gain ideas and fine tune practices.

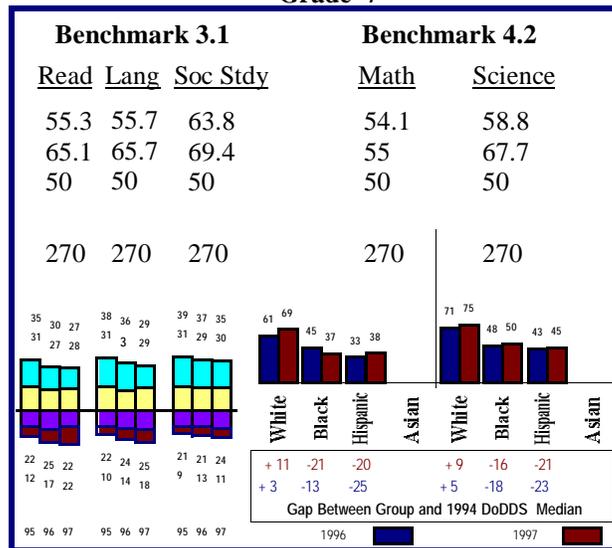
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: District
DoDDS
Nation

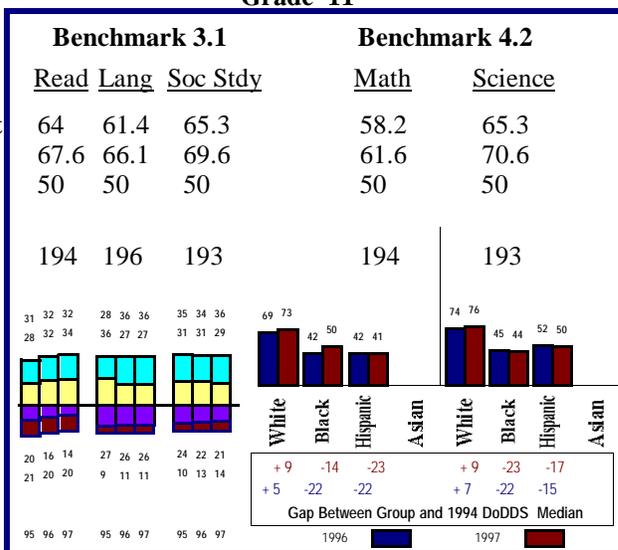


Grade 7



Grade 11

1997
Median
Percentiles
for: District
DoDDS
Nation



SAT Results

	District	DoDDS	Nation
	% Participating	96: 53%, 97: 60%	62%
Math Avg Score	96: 497, 97: 481	506	508
Verbal Avg Score	96: 510, 97: 498	518	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.

DoD Dependents Schools

Attn: Ruth Russell

Unit 0925

APO AA 34002

DSN Phone: 285-4035

Fax Number: 507-285-6652

Commercial Phone:

507-285-4035

DoDEA Writing Assessment

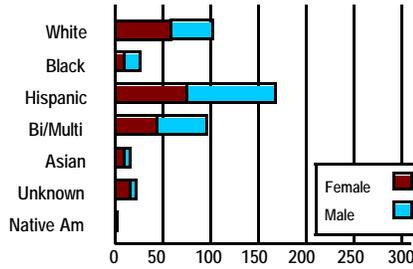
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	388	742.4	741.1	15%	61%	15%	8%	1%
5	96	340	723.7	741.9	26%	52%	19%	2%	2%
5	97	343	727.8	734.5	27%	57%	9%	5%	2%
8	95	303	780.2	767.6	39%	18%	31%	11%	1%
8	96	273	731.8	770	28%	32%	24%	8%	6%
8	97	280	688.9	689	33%	43%	17%	5%	2%
10	95	301	786.1	792.8	19%	41%	31%	8%	1%
10	96	247	814.6	798.9	36%	45%	14%	5%	0%
10	97	268	716	711.6	44%	34%	17%	4%	1%



**Department of Defense Education Activity
Balboa Elementary School (K-5)
1996/97 School Profile
Susan Beattie, Principal**

School Characteristics

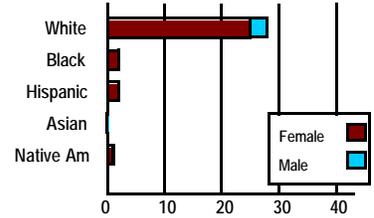
Student Enrollment - 430



Grade	#
K	71
1	62
2	80
3	61
4	80
5	76
Total	430

Sponsor Affiliation	
Marine	1%
Army	28%
Navy	3%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	62%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	24	6%
K-8	TAG	67	16%
K-12	ESL	60	14%
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	N/A
---------------	-----

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

Teacher Education	
Degree	% Teachers
BA/BS	42%
MA/MS	48%
Doctorate	9%

Principal's Highlights

Balboa, a K-5 elementary school, has twenty classroom teachers and fourteen educational specialists. Sixty-three percent of the students are Hispanic and African-Americans and the remainder of the students belong to other ethnic groups. 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. 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, and the School Improvement Team. We feel proud of our educational partnership.

**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...
Wild About Reading results showed a 31% increase in number of books read by students. CIRC follow-up training was implemented. The Multi-cultural/Bilingual Library was well used. Through portfolios and rubrics students evaluated and improved their writing. Cross-Grade Writing Buddies worked on an autobiographical project/a BES student anthology.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Teachers implemented math standards through the Mathland curriculum with emphasis on cooperative learning strategies. Students demonstrated their understanding and communication of math concepts through portfolios and math journal writing. Teachers also implemented High Scope developmental practices and Conflict Resolution to meet student needs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
The school community is kept informed through an all inclusive monthly newsletter, B.E.S.T. (sponsored by parents), posted minutes and survey results. Teachers comfortably communicate using technology. All teachers serve on SIP committees at which parents are always welcome. Shared decision-making is supported by the administration.

Benchmark 10.8: Establish Technology for teachers and administrators...
The staff at BES participated in valuable inservice and university courses related to the goal of integrating technology throughout the curriculum. Surveys indicate that a majority of the teachers use the Internet for instructional purposes. An overwhelming majority use Microsoft Office for professional purposes and Mathland and MathKeys for instruction.

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

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

Goal 8: Parental Participation

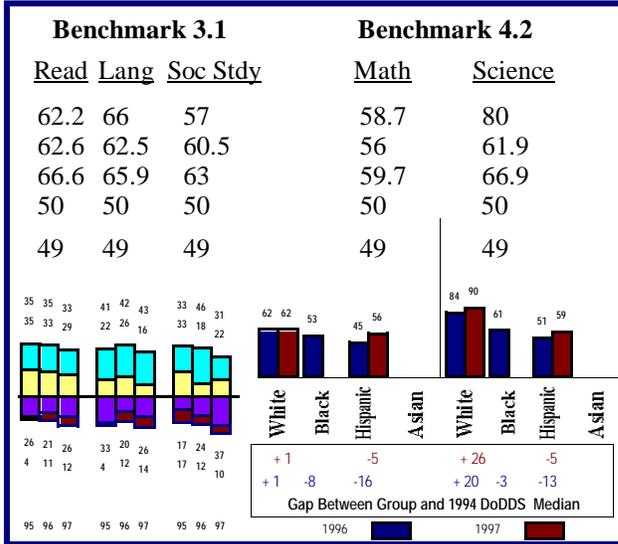
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Classes were conducted in the 5 Tiers of School-Home Partnership. Parents and Teachers organized School/Home Reading activities to support home reading goals. PTO's cooperative efforts raised funds to support school-wide events and curriculum programs. A parent volunteer coordinator enlisted and trained parents who worked throughout the school.

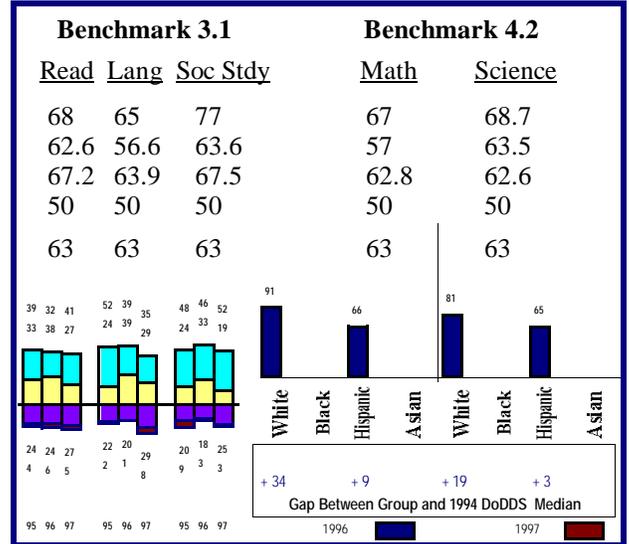
Standardized Test Results

Grade 3

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

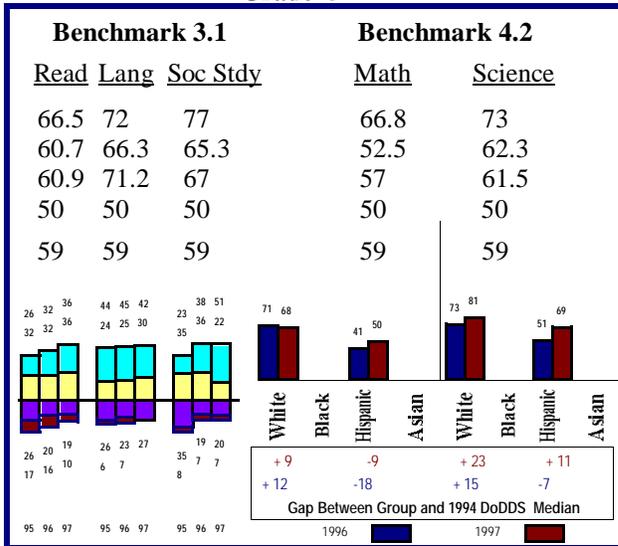


Grade 4



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.

Balboa ES

Closed - June 1997

DSN Phone:
Fax Number:
Commercial Phone:

DoDEA Writing Assessment

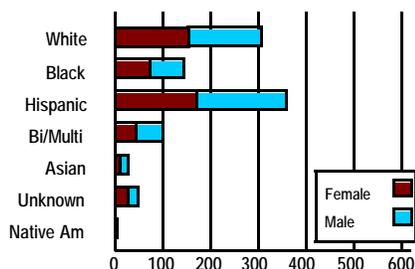
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
5	95	69	721.5	741.1	6%	62%	22%	9%	1%
5	96	73	724.5	741.9	23%	53%	19%	3%	1%
5	97	63	757.7	734.5	41%	49%	3%	6%	0%



**Department of Defense Education Activity
Balboa High School (9-12)
1996/97 School Profile
Thomas Price, Principal**

School Characteristics

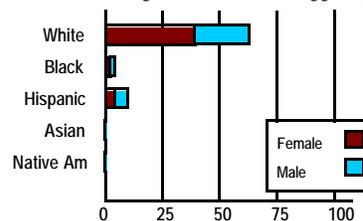
Student Enrollment - 986



Grade	#
9	270
10	266
11	220
12	230
Total	986

Sponsor Affiliation	
Marine	1%
Army	28%
Navy	2%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	49%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	42	4%
K-8	TAG	N/A	N/A
K-12	ESL	70	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	25	
AP Courses Offered		6	
Students Taking AP Courses		102	23%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	9
7-10	6
> 10	40

**Mobility Rate
17% Per Year**

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

Teacher Education	
Degree	% Teachers
BA/BS	36%
MA/MS	57%
Doctorate	7%

Principal's Highlights

Balboa High School has served as a pilot site for the School Based Management program. The benefits of this pilot have been evidenced through improved communications with parents and students. SBM decisions have provided an increase in training opportunities for students and teachers.

Block scheduling has been implemented, which has decreased absenteeism among students and made teacher routines easier. More time is spent on instruction. Technology has expanded throughout the building. In the Science area the MPLI equipment has brought a myriad of experiments to the teachers. Utilization of this equipment has impacted greatly on our students.

Staff training on computers has increased because the staff must be proficient if they are to help the students use the computers. The mentor program has been expanded, providing further opportunities to strengthen the school home partnership.

**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...
Writing across the Curriculum, adhering to a schoolwide rubric of standards has improved student writing ability. Writing workshops for teachers were offered as needed. An increase in precision writing is leading to an increase in precision reading. AVID, stressing writing and study skills, is expanding.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
AVID encourages students of minority status to enroll in upper lever science and math courses and provides them with the support they need to succeed. Before and after school guided study programs are offered to enhance student achievement in math and science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
BHS sends home a monthly newsletter as does the student government and SBM. The school newspaper also provides a "feel" for what's going on at BHS. BHS students announce events on SCN TV each week. BHS has a functioning automated "Hot-Line" that community members call to hear about the latest BHS activities.

Benchmark 10.8: Establish Technology for teachers and administrators...
The computer labs have expanded, increasing student and teacher use; additional computers have been set up in teacher's rooms. Teachers receive training in computer use via in-house workshops and college mini-courses. The Internet has been established and the library has several computerized research programs. ccMail and email allow worldwide communication.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	2.7	3.78	3.70
Co-Supporters	2.5	3.54	3.31
Co-Learners	2.1	3.20	3.00
Co-Teachers	2.4	3.28	3.31
Co-Advisors	3.2	3.71	3.17

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

Goal 8: Parental Participation

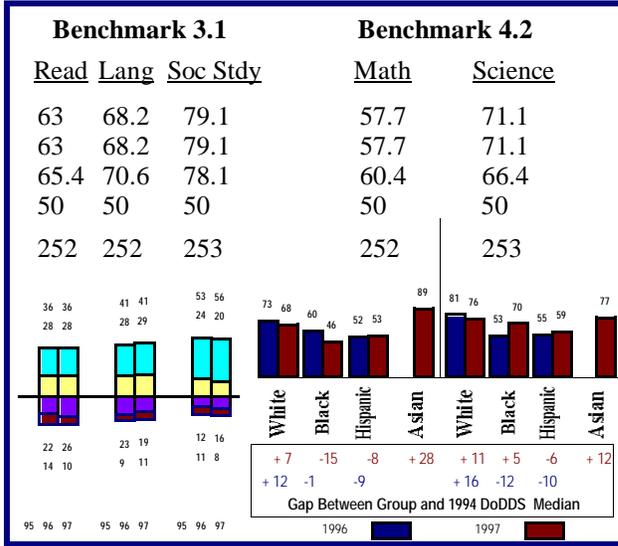
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Opportunities for parent participation abound at BHS; from Booster Clubs in sports to guest speakers in AP Calculus, from guest readers at the annual Read-Aloud to chaperones on field trips--BHS welcomes parents. The SBM committee actively seeks parental involvement and provides an opportunity for parents to be heard, pro and con, on school affairs.

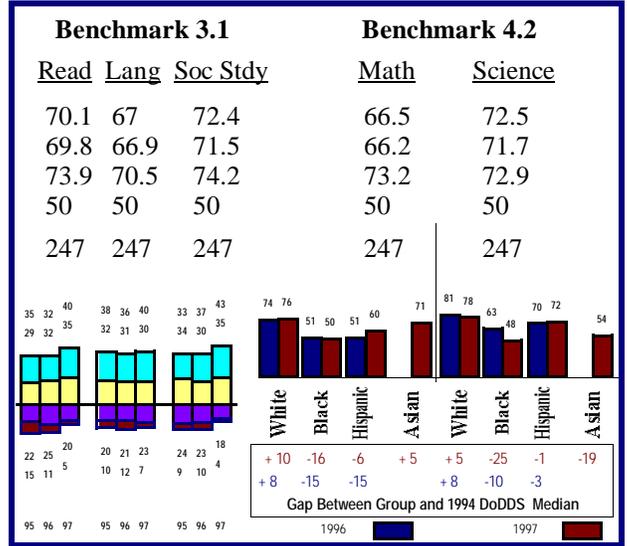
Standardized Test Results

Grade 9

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

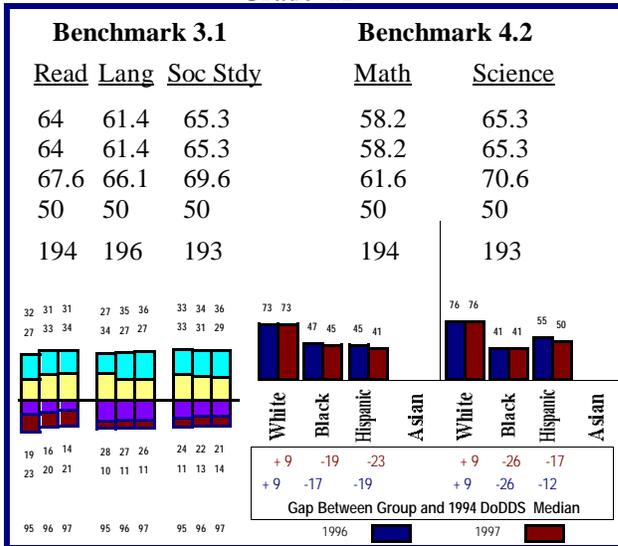


Grade 10



Grade 11

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



SAT Results

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

Balboa HS
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-272-5060
Commercial Phone:
507-272-7896

DoDEA Writing Assessment

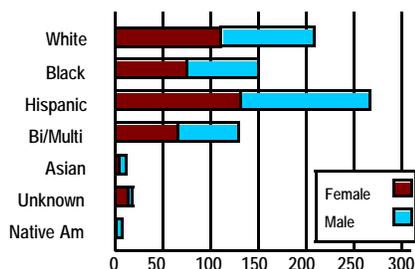
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
10	95	264	788.7	792.8	20%	41%	30%	8%	0%
10	96	247	814.6	798.9	36%	45%	14%	5%	0%
10	97	232	717.8	711.6	47%	32%	17%	3%	1%



**Department of Defense Education Activity
Curundu Elementary School (K-5)
1996/97 School Profile
Barbara L. Cairns, Principal**

School Characteristics

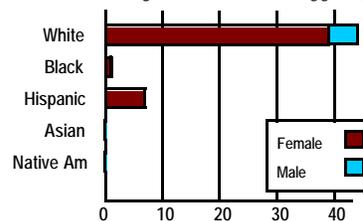
Student Enrollment - 791



Grade	#
K	156
1	173
2	121
3	136
4	97
5	108
Total	791

Sponsor Affiliation	
Marine	1%
Army	64%
Navy	1%
Air Force	23%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	48	6%
K-8	TAG	51	6%
K-12	ESL	107	14%
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	3
1-3	3
4-6	7
7-10	3
> 10	34

**Mobility Rate
45% Per Year**

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

Teacher Education	
Degree	% Teachers
BA/BS	44%
MA/MS	46%
Doctorate	10%

Principal's Highlights

Very complimentary NCA and Special Education Monitoring reports confirmed Curundu Elementary Schools' belief that the school is a place where all students learn. The warm, caring school atmosphere was experienced by the teams and documented in the reports.

The SIP provided the focus for the staff development activities for the year. Teachers were enrolled in TESA, CIRC, math, and technology classes to enhance their skills. Two computer labs and classroom computers were instrumental in helping all students improve their technology skills. Many students expanded their learning opportunities through the Internet and various after school programs and activities.

Co-decision making skills were fine-tuned through the SHP and the SBM Council for all school stakeholders. Teachers, students, parents, and administrators freely shared concerns and accomplishments throughout the year. A total team effort was the foundation for this school year's successes.

**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.....

The primary focus this year was to increase student participation in the cooperative integrated reading and writing process. As a result, student academic achievement increased significantly on teacher made tests of reading and writing. Additionally, students increased the average amount of time spent reading, and the number of books they read per week.

Goal 4: Math And Science Achievement

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

Math Standards were fully implemented using MathLand and supplemental materials. MathLand was augmented in order for students to show mastery of computational skills. The MathLand curriculum was aligned to the Math Standards during a teacher training class.

Goal 10: Organizational Development

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

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

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

We have established two computer labs, and an Internet server with a school website. There is also Internet access in half of the classrooms and a networked admin. LAN that provides email and other services to the faculty. Graduate level classes and inservices were provided throughout the year to help the staff integrate all this technology into the curriculum and their jobs.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.78	3.70
Co-Supporters	3.7	3.54	3.31
Co-Learners	3.1	3.20	3.00
Co-Teachers	3.5	3.28	3.31
Co-Advisors	3.7	3.71	3.17

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

Goal 8: Parental Participation

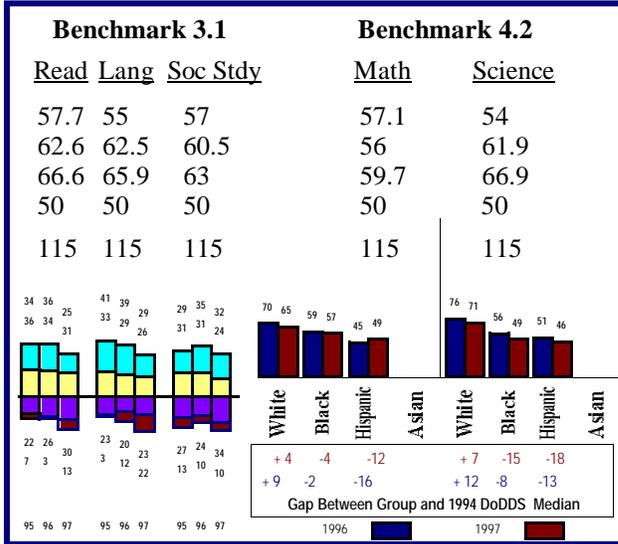
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Over fifteen thousand hours of volunteer work were recorded. Learning activities and celebrations occurred with the participation and cooperation of parents, teachers and students in Math/Science workshops, tutoring, PTO sponsored events, social gatherings, achievement and talent celebrations.

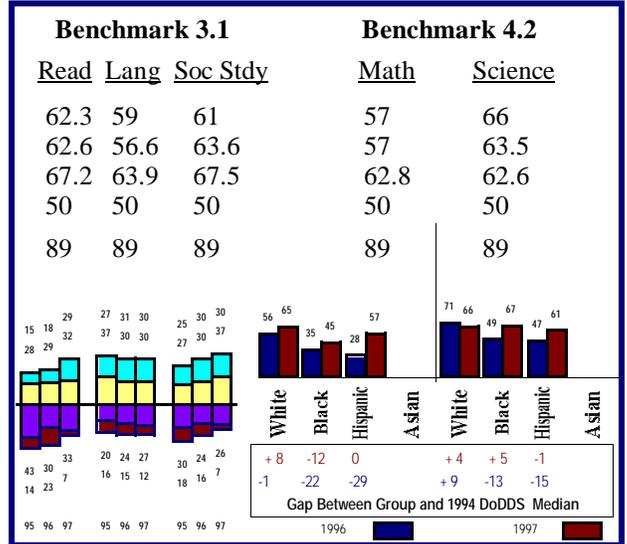
Standardized Test Results

Grade 3

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

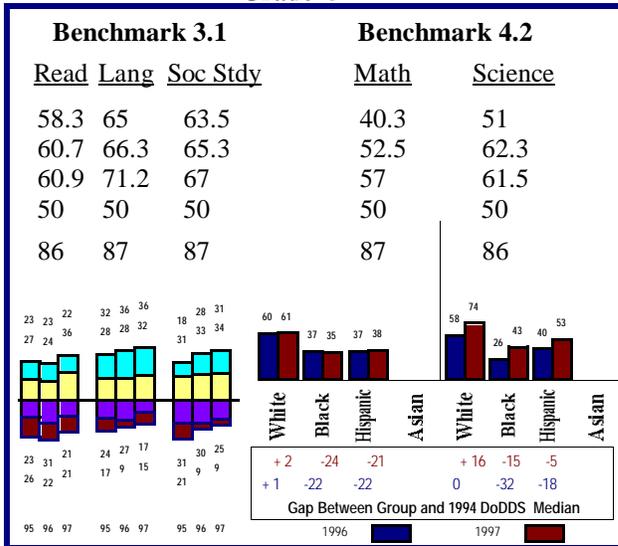


Grade 4



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	505
	97	NA	498	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.

Curundu ES
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-287-6108
Commercial Phone:
507-287-6565

DoDEA Writing Assessment

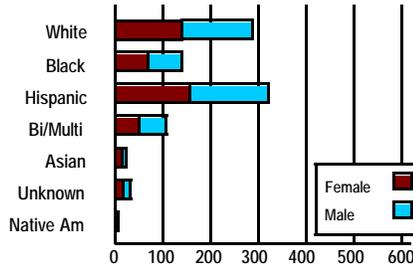
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	76	727.5	741.1	9%	55%	25%	11%	0%
5	96	108	705.4	741.9	25%	48%	21%	3%	3%
5	97	92	731.6	734.5	25%	60%	10%	5%	0%



**Department of Defense Education Activity
Curundu Middle School (6-8)
1996/97 School Profile
Howard Perkins, Principal**

School Characteristics

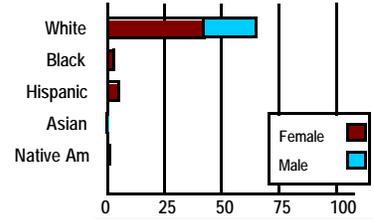
Student Enrollment - 910



Grade	#
6	324
7	304
8	282
Total	910

Sponsor Affiliation	
Marine	1%
Army	41%
Navy	5%
Air Force	23%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	30%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	65	7%
K-8	TAG	87	10%
K-12	ESL	38	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	5
4-6	5
7-10	5
> 10	43

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	58
Special Education	4
Other Professionals	5.5

**Mobility Rate
7% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	39%
MA/MS	54%
Doctorate	7%

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 96/97 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. The staff increased the number of writing opportunities in their curriculums. Pre- and post-test 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. Before school, at lunch, and after school, tutorial programs supported students' efforts to succeed. The ethnic composition of students recognized at quarterly assemblies matched the total school population.

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.

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

The addition of two computer labs and additional classroom computers dramatically increased the use of computers for instruction. Teacher training resulted in most teachers using Integrate, word processing, and cc: mail regularly.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.5	3.78	3.70
Co-Supporters	3.3	3.54	3.31
Co-Learners	3.4	3.20	3.00
Co-Teachers	3.1	3.28	3.31
Co-Advisors	3.9	3.71	3.17

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

Goal 8: Parental Participation

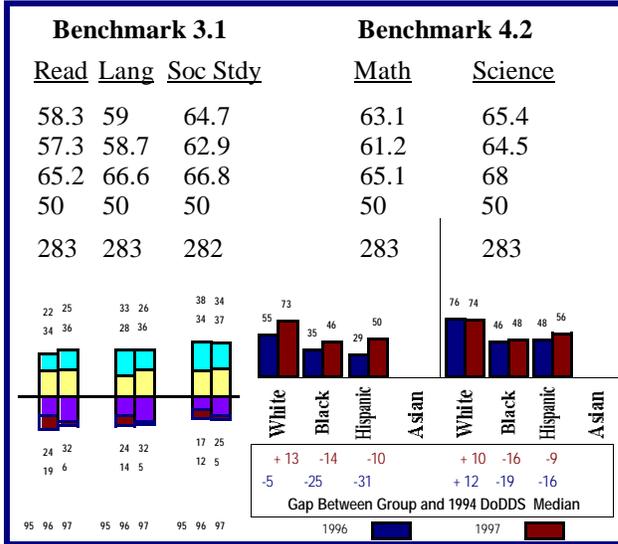
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

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.

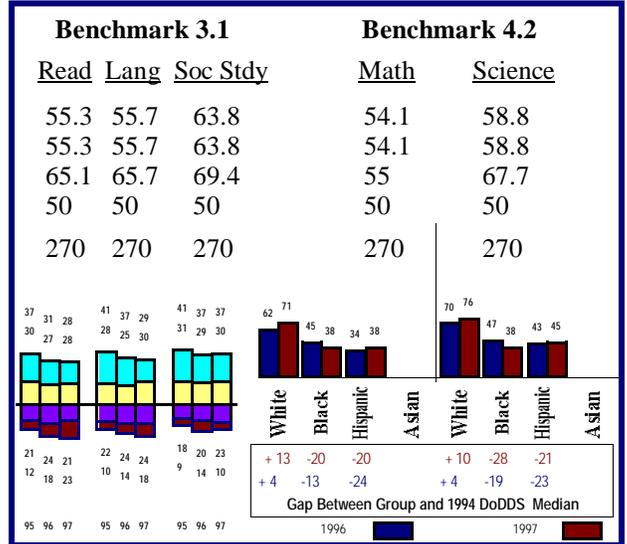
Standardized Test Results

Grade 6

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

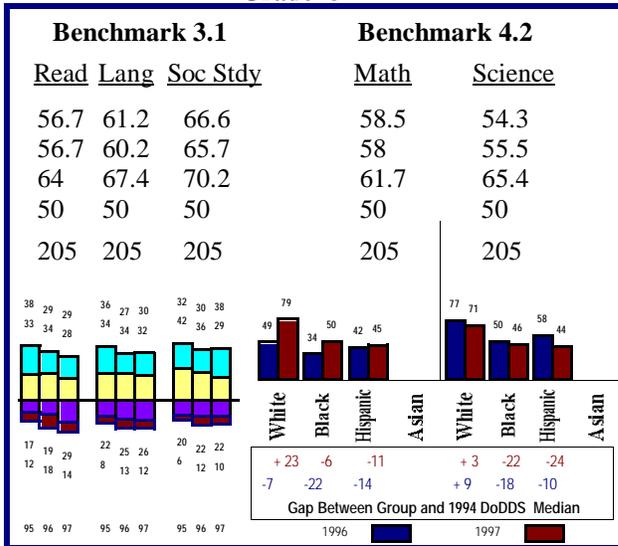


Grade 7



Grade 8

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.

Curundu MS
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-286-3513
Commercial Phone:
507-286-6206/6254

DoDEA Writing Assessment

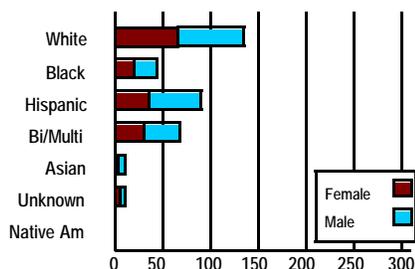
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	278	785.6	767.6	40%	20%	30%	10%	1%
8	96	273	731.8	770	28%	32%	25%	8%	2%
8	97	255	694.4	689	36%	42%	15%	4%	2%



**Department of Defense Education Activity
Fort Clayton Elementary School (PK-5)
1996/97 School Profile
Barbara Seni, Principal**

School Characteristics

Student Enrollment - 355



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	56	16%
K-8	TAG	20	6%
K-12	ESL	19	6%
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

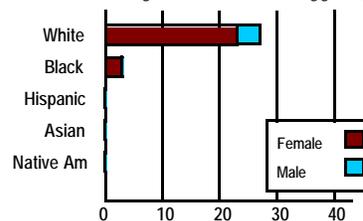
Grade	#
PreK	35
K	45
1	59
2	50
3	73
4	48
5	45
Total	355

Sponsor Affiliation	
Marine	1%
Army	87%
Navy	1%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	3
7-10	4
> 10	20

**Mobility Rate
45% Per Year**

Professional Staffing



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

Teacher Education	
Degree	% Teachers
BA/BS	43%
MA/MS	43%
Doctorate	13%

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 of our students and staff.

Ft. Clayton is a multi-faceted educational institutional. 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. Students, teachers, and parents alike continue to develop a wide range of computer literacy skills. Home-School Partnership initiatives continue to expand in an attempt to encourage parent and community involvement.

Ft. Clayton is a "success for all" school. We believe in providing the best quality education to our children.

**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...
Increase proficiency in vocabulary usage and writing skills. All students participated in L.A. strategies across the curriculum with an emphasis on vocabulary. Supporting activities included Word of the Week and visiting consultants. Academic growth indicated through Word of the Week activities. Reading Around the World program continued.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
Strategies focused on using the scientific method and incorporating science vocabulary in grades K-5. Hands-on investigation was emphasized, culminating with a school-wide science fair. Science Read-Aloud was begun. The Jason Project sparked interest in science throughout the school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
Effective Communications has continued. Internal communication included daily bulletins, publication of SBM and PTO minutes, a central planning calendar and a "memo" table. External included communications from teachers, administration, PTO, and Student Council; an outdoor marquee; media coverage; and displays at DCA and AAFES locations on base.

Benchmark 10.8: Establish Technology for teachers and administrators...
To establish the use of electronic technology to support the improvement of instruction, teachers have had many opportunities to increase their technology skill level. These include modeling by the computer coordinator, two half-day inservices focusing on technology and four graduate level computer courses.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.78	3.70
Co-Supporters	3.6	3.54	3.31
Co-Learners	3.3	3.20	3.00
Co-Teachers	3.4	3.28	3.31
Co-Advisors	4.0	3.71	3.17

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

Goal 8: Parental Participation

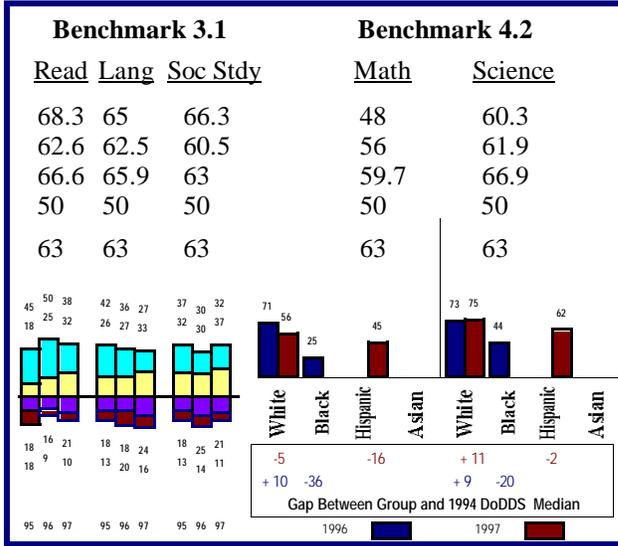
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parental involvement was a priority in all benchmarks. This integration was evidenced through multicultural community activities, a technology show, science fair, and interactive homework. Our major goal continues to be the enhancement of the level of collegiality between all stakeholders through interactive participation.

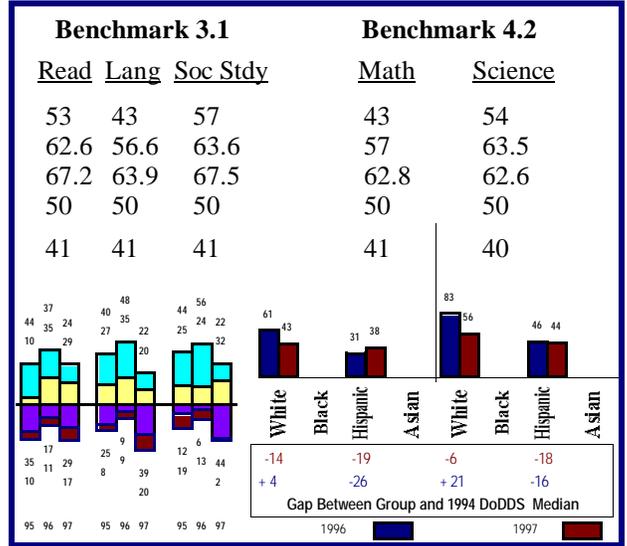
Standardized Test Results

Grade 3

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

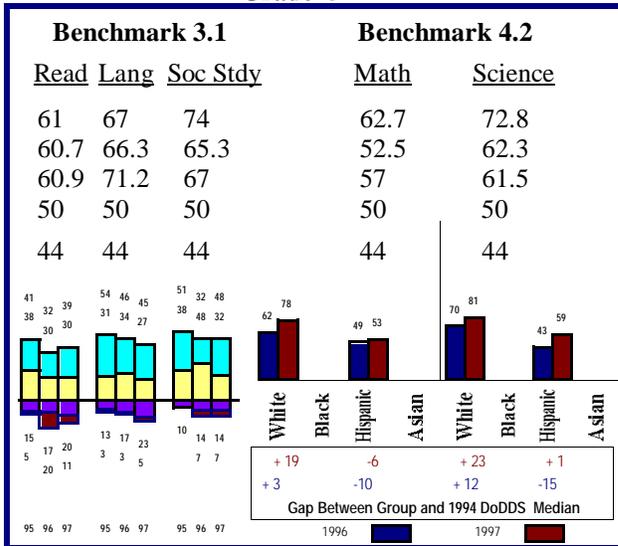


Grade 4



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 Clayton ES
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-287-6350
Commercial Phone:
507-287-6569

DoDEA Writing Assessment

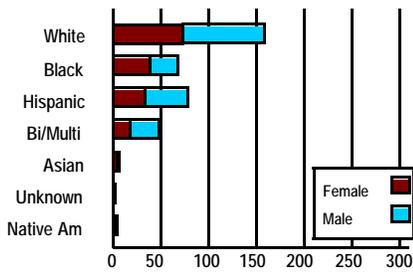
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	39	769	741.1	26%	64%	3%	8%	0%
5	96	60	754.4	741.9	33%	55%	10%	2%	0%
5	97	44	759.3	734.5	41%	54%	0%	2%	2%



**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

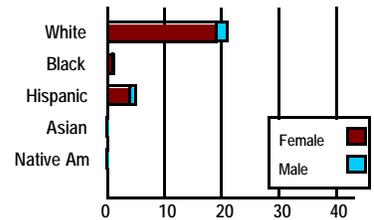
Grade	#
PreK	9
K	53
1	76
2	65
3	55
4	52
5	54
Total	364

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

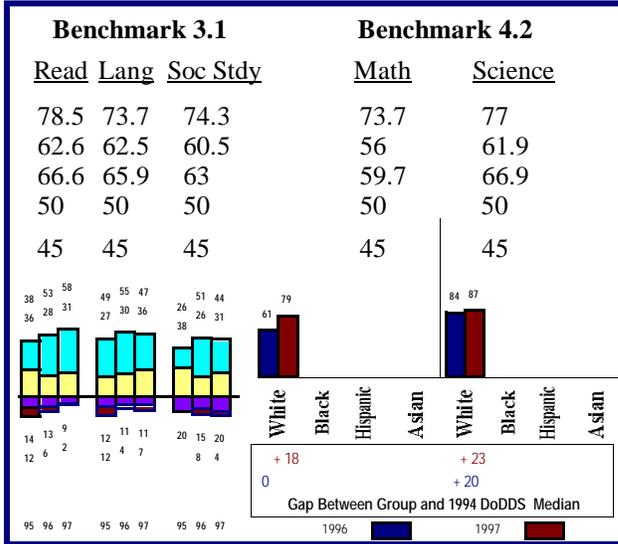
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

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.

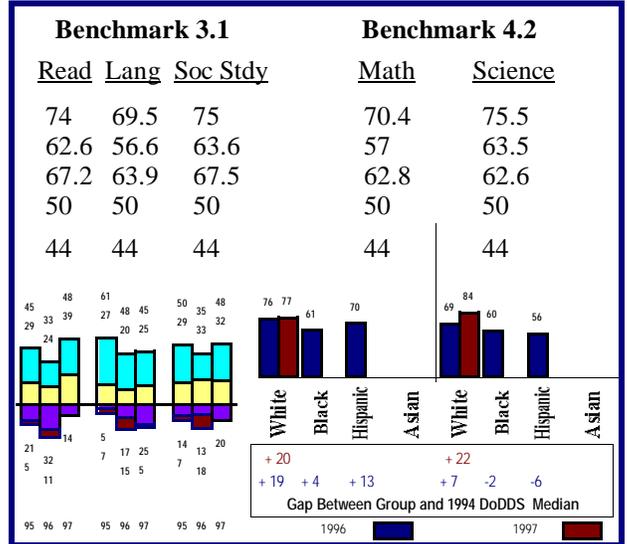
Standardized Test Results

Grade 3

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

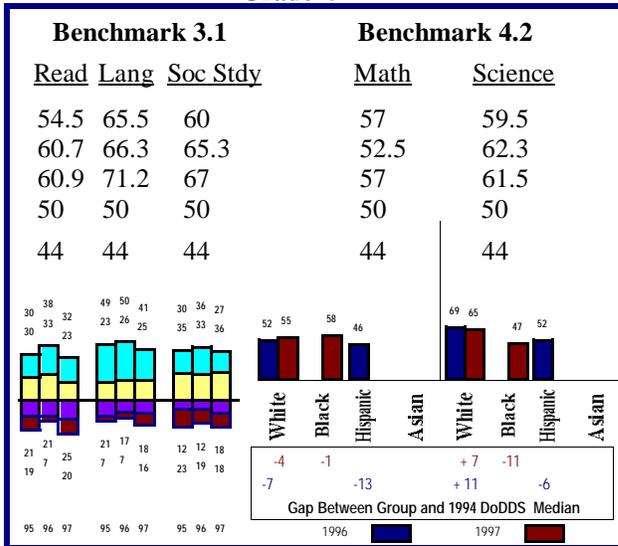


Grade 4



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

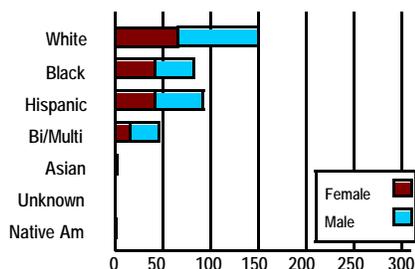
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	43	722.3	741.1	7%	63%	9%	21%	0%
5	96	43	715.1	741.9	21%	58%	19%	0%	2%
5	97	46	698.6	734.5	17%	67%	6%	4%	4%



**Department of Defense Education Activity
Howard Elementary School (K-5)
1996/97 School Profile
Roberta Berger, Principal**

School Characteristics

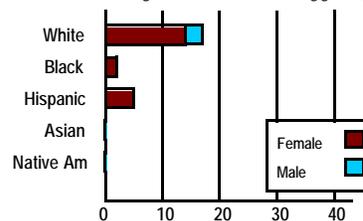
Student Enrollment - 373



Grade	#
K	55
1	78
2	69
3	55
4	52
5	63
Total	373

Sponsor Affiliation	
Marine	2%
Army	4%
Navy	24%
Air Force	62%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	24	6%
K-8	TAG	N/A	N/A
K-12	ESL	11	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	1
1-3	3
4-6	0
7-10	3
> 10	18

**Mobility Rate
50% 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	46%
MA/MS	46%
Doctorate	8%

Principal's Highlights

During school year 1996-1997 Howard Elementary concentrated on improving student achievement in writing, math, and science. A variety of teacher training and student-based activities were carried out during the school year to achieve these goals.

The school based management team and the newly established school home partnership team, both composed of parents and educators, continued to be the driving forces in building stronger relationships between school and community.

The very active PTO continued to support school-wide events such as monthly hot lunches, a school store, skating parties, book fairs, a Saturday carnival, Santa's Secret Workshop, an Easter candy sale and many other child-centered activities.

The Helping Hands program, in which parent volunteers come to the school to assist teachers in creating educational materials and aids, continued to support the very positive relationships that in turn benefit children.

**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...
Plans have centered on enhancing student writing in a specific genre through teacher training and grade-level specific rubrics. A collection of L.A. rubrics and teaching strategies were compiled and distributed to all staff members. A school wide Reading Regatta was conducted that involved students, teachers, and parents in order to increase literature awareness and enjoyment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
A series of whole school activities were conducted to allow students hands-on experiences in the math program. A handbook of rubrics was developed for the teachers and teachers were involved in a math inservice to share ideas and to improve planning of the math curriculum. In science, an inservice was provided to model inquiry strategies and the annual Science Fair was also held.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
The School Based Management team and the School Home Partnership team were instrumental in establishing communication between the school and the community. Communication was achieved through meetings, a monthly newsletter, and a School Home Partnership mailbox. A parent resource library was created in the main office to assist parents in obtaining information.

Benchmark 10.8: Establish Technology for teachers and administrators...
Plans have been completed to integrate the appropriate use of technology into all curriculum areas. Training was provided for all teachers in a variety of computer programs such as e-mail, internet access, word processing, and educational software. Students were actively involved with scientists and students from around the world via the internet in the Jason Project.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.78	3.70
Co-Supporters	3.8	3.54	3.31
Co-Learners	3.6	3.20	3.00
Co-Teachers	3.6	3.28	3.31
Co-Advisors	3.6	3.71	3.17

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

Goal 8: Parental Participation

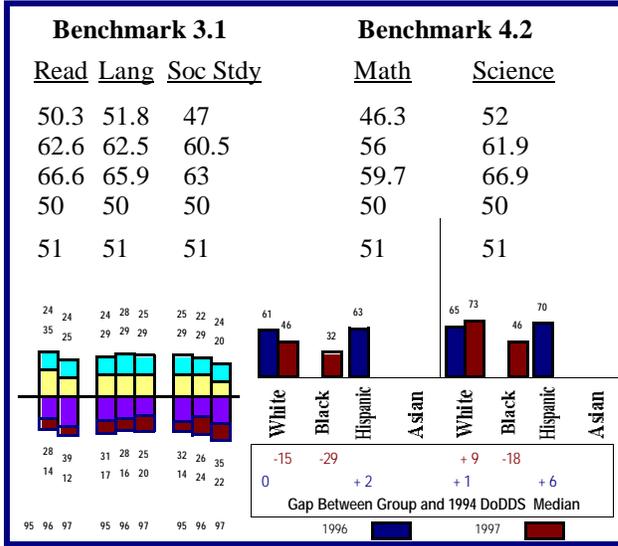
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A parent resource library was created in the main office by the School Home Partnership team. A monthly newsletter was expanded from one page to ten with articles of interest for students, parents, and teachers. A School Home Partnership mailbox and an SBM issues/comment form have contributed to the smooth flow of communication between parents and the school.

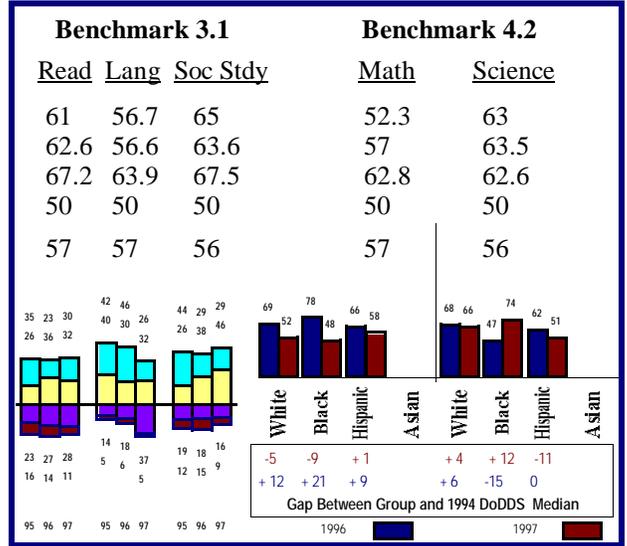
Standardized Test Results

Grade 3

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

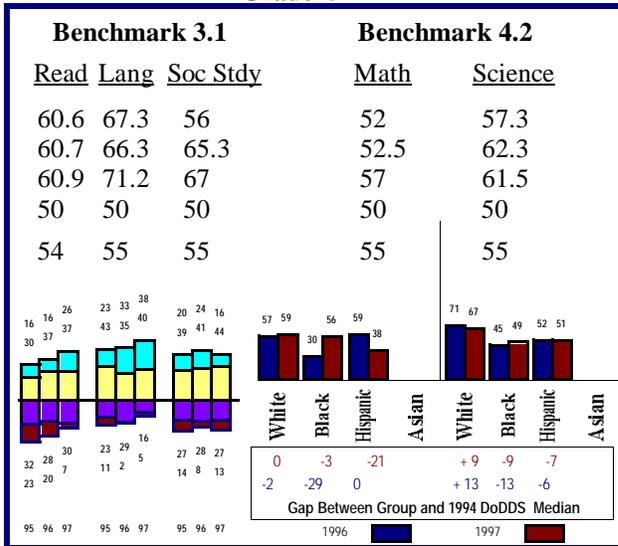


Grade 4



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.

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DoDEA Writing Assessment

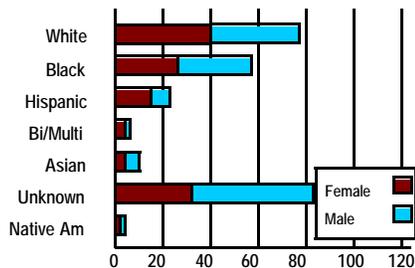
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
5	95	44	723.1	741.1	16%	52%	16%	14%	0%
5	96	56	731.6	741.9	27%	48%	23%	2%	0%
5	97	54	739.1	734.5	30%	52%	17%	2%	0%



**Department of Defense Education Activity
W. T. Sampson Elementary School (K-5)
1996/97 School Profile
Ronald Sharik, Principal**

School Characteristics

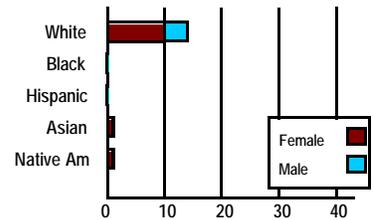
Student Enrollment - 260



Grade	#
K	41
1	50
2	43
3	44
4	39
5	43
Total	260

Sponsor Affiliation	
Marine	10%
Army	<.5%
Navy	70%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	19%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	13	5%
K-8	TAG	N/A	N/A
K-12	ESL	3	1%
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	1
7-10	1
> 10	14

Mobility Rate
47% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	1.5
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	13%
MA/MS	81%
Doctorate	6%

Principal's Highlights

W. T. Sampson is now a K-12 unit school located on 2 separate campuses on a remote military site at the southern end of the island of Cuba. It is the only DoDDS school on communist soil. The two school sites share specialists in all areas. To offer a wide range of classes and programs, teachers are required to be multi-faceted and must be, in order to meet the needs of all of our students.

Writing workshops were conducted at both campuses and school-based writing assessments were initiated--with an emphasis on "writing across the curriculum" for grades K-12. Pre and Post writing samples indicate that student writing is improving. A very successful writing program has been initiated at the secondary level and is being fully utilized by all students and all staff members. Parents have been involved in rubric training and have assisted in scoring writing samples at both campuses. The elementary grades celebrated the writing process with a very successful "Young Author's Conference" which featured books by our student authors.

**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.....

The school has implemented writing across the curriculum to increase the proficiency of students' written expression. Teachers have been trained in the writing process, holistic scoring, creating writing prompts and rubrics. Pre and Post writing assessments have been administered to all students in K-12. Results indicate that writing skills are improving.

Goal 4: Math And Science Achievement

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

Science and Math committees (teachers, parents, and students) have established evaluative tools to assist in the placement of students in secondary level Math and Science classes. Math mentors and tutors of diverse racial/ethnic/gender groups from the community have been instrumental in implementing new programs for students in grades 1-12.

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, local TV and radio spots, and public forums (such as Town Hall meetings). Community and parent surveys also contribute to more effective communication.

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

All teachers at the secondary level have been trained and are using Integrate. All teachers (K-12) are now using cc mail. Training on LOTUS notes was provided for teachers when consultants were on site. The elementary computer lab is being utilized by all classrooms (K-5). A computer lab with 25 new computers has been set up at the secondary level.

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

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

Goal 8: Parental Participation

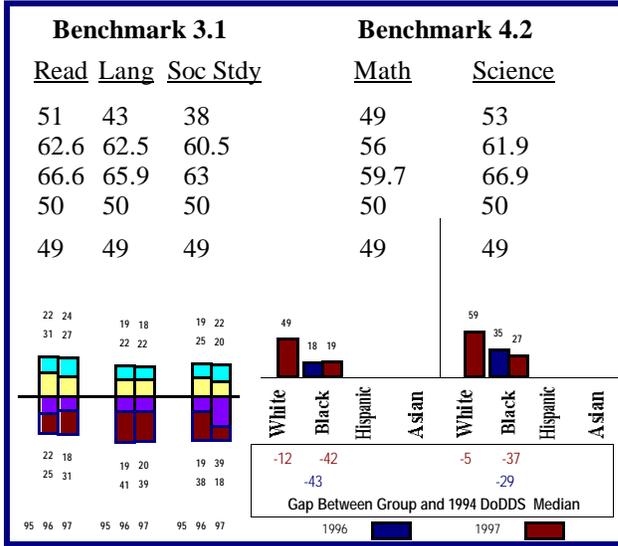
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Programs have been established using parents and community members as mentors and tutors to students in grades K-12. Parents and community members are also actively involved in the SIP process, PTO, and SAC. Surveys have been administered to community, school, and faculty. Results should assist in even greater parental participation.

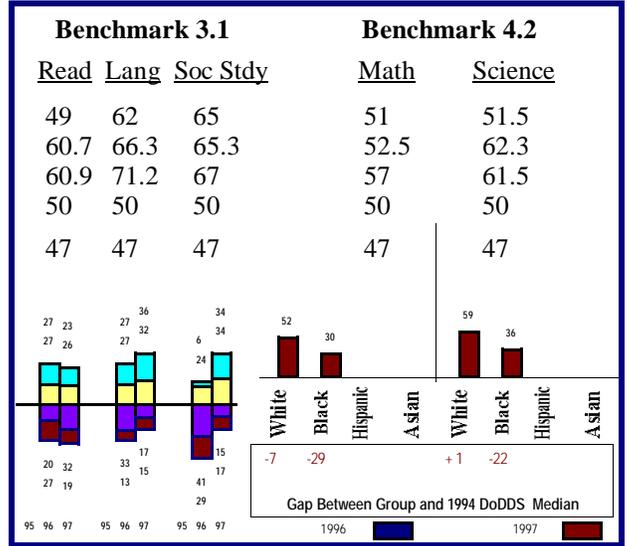
Standardized Test Results

Grade 3

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

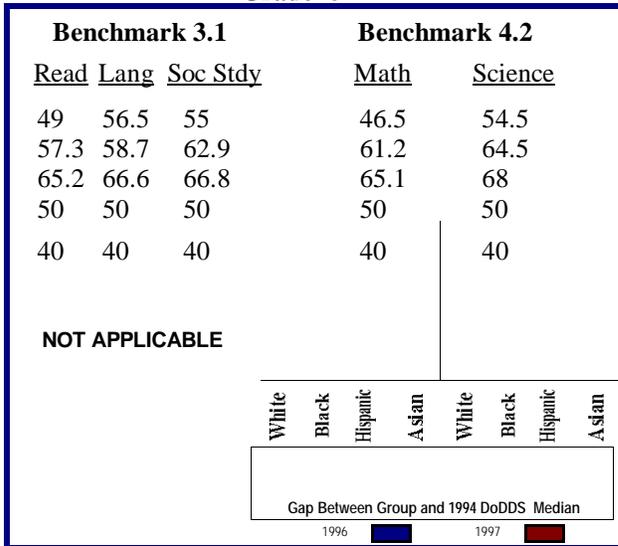


Grade 5



Grade 6

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.

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Fax Number: 53-99-3629
Commercial Phone:
53-99-3500

DoDEA Writing Assessment

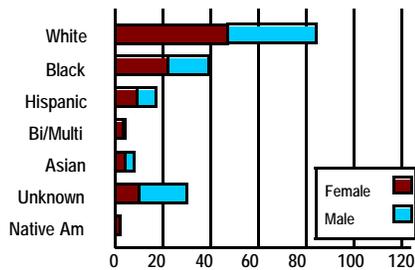
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5	96	21	718.3	741.9	24%	48%	24%	5%	0%
5	97	44	662.5	734.5	4%	64%	20%	7%	4%



**Department of Defense Education Activity
W. T. Sampson Middle/High School (6-12)
1996/97 School Profile
Ronald Sharik, Principal**

School Characteristics

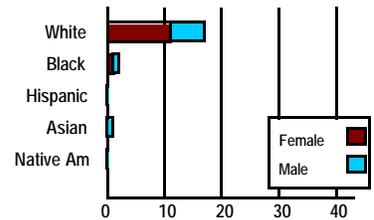
Student Enrollment - 186



Grade	#
6	38
7	43
8	20
9	25
10	33
11	17
12	10
Total	186

Sponsor Affiliation	
Marine	5%
Army	<.5%
Navy	54%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	38%
Non-US Civilians	3%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	15	8%
K-8	TAG	27	27%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	10	
AP Courses Offered		3	
Students Taking AP Courses		3	11%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	2
7-10	1
> 10	14

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	15.5
Special Education	0.5
Other Professionals	2.5

Mobility Rate
35% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	30%
MA/MS	70%
Doctorate	0%

Principal's Highlights

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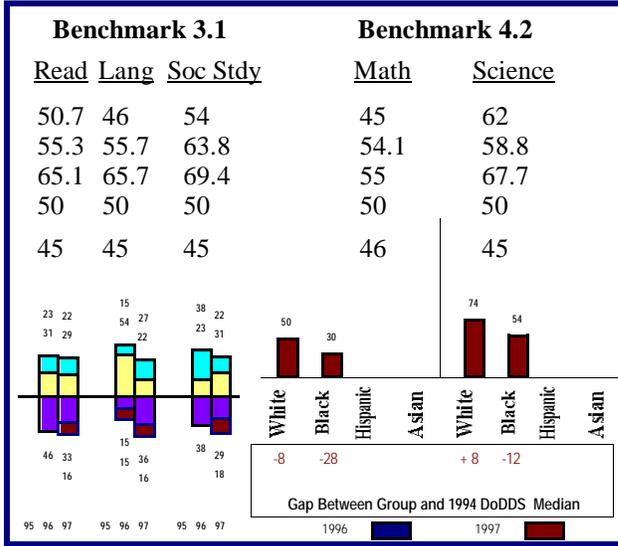
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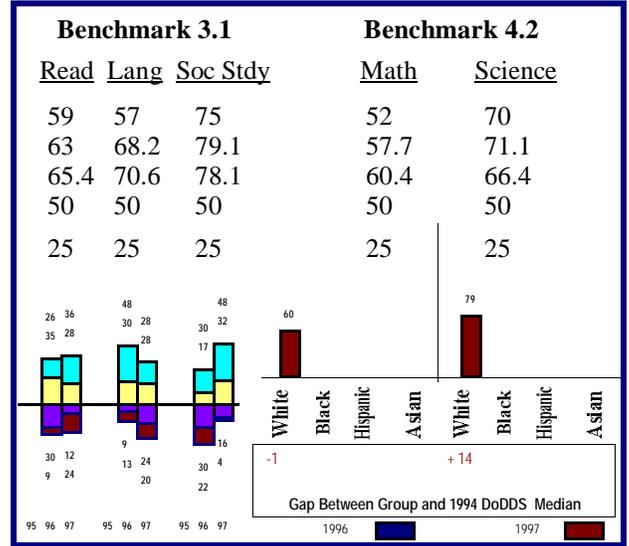
Standardized Test Results

Grade 7

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

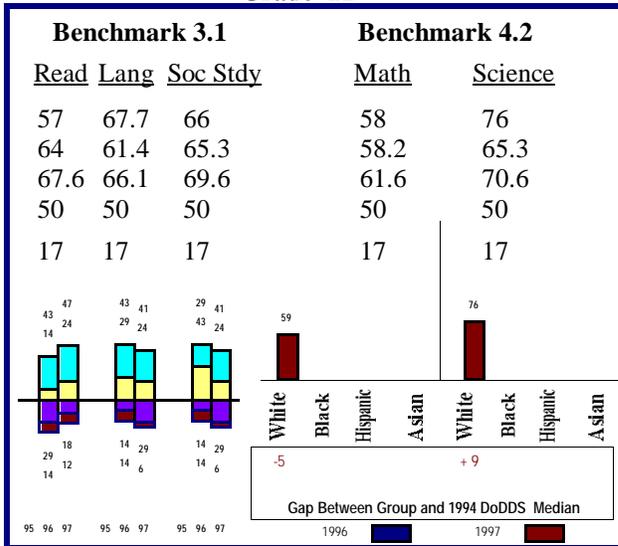


Grade 9



Grade 11

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
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Commercial Phone:
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			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	96	15	745.9	770	7%	33%	47%	13%	0%
8	97	25	633.1	689	0%	52%	36%	8%	4%
10	96	12	799.3	798.9	33%	33%	25%	8%	0%
10	97	36	703.8	711.6	31%	44%	17%	8%	0%