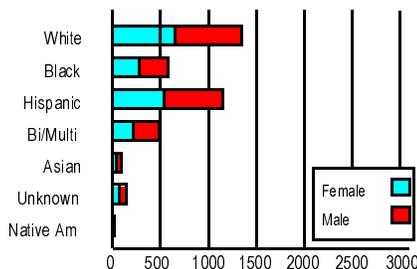


**Department of Defense Education Activity
Panama District (PK-12)
1997/98 District Profile
Ruth Russell, Superintendent**

District Characteristics

Student Enrollment - 3,821



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	347	9%
K-8	TAG	371	13%
K-12	ESL	243	6%
1	Reading Recovery	21	6%
7-12	AVID	56	
AP Courses Offered		9	
Students Taking AP Courses		116	28%

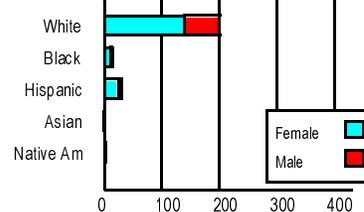
Grade	#
PreK	35
K	335
1	374
2	420
3	337
4	320
5	284
6	309
7	271
8	276
9	233
10	212
11	227
12	188
Total	3821

Sponsor Affiliation	
Marine	2%
Army	33%
Navy	12%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	29%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	3
1-3	17
4-6	24
7-10	34
> 10	234

**Mobility Rate
36% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	13
Classroom Teachers	203.5
Special Education	24.5
Other Professionals	40

Teacher Education	
Degree	% Teachers
BA/BS	41 %
MA/MS	55 %
Doctorate	4 %

Superintendent's Highlights

The Panama Cuba Area has had an exciting year with the continued support of the parents, teachers, administrators and community members as partners in the education of all students.

The major emphasis for the area has been on the improvement and action plans of the DoDEA Community Strategic Plan focusing on enhancing strategy implementation, monitoring progress, and providing more opportunities for parental involvement to increase student achievement.

As an outgrowth of The Strategic Plan, The Framework for School Improvement Support was developed to provide assistance and specialized resources to increase student performance and enhance the teaching and learning process in selected schools.

On a final note, despite the many continued changes due to the treaty, we are committed to ensuring the primary focus of our schools be on the teaching and learning so that all students may receive the best education they so deserve.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

With the pre-implementation of the new integrated Language Arts/Reading program for K-6, Headquarters provided numerous staff development opportunities for teachers to gain understanding and practice in the program. In an effort to increase student achievement in writing, training was provided on the DODEA writing rubrics.

Goal 4: Math And Science Achievement

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

In our efforts to enhance the learning of all students, a major emphasis has been on the integration of curriculum standards throughout DODEA. The Headquarters office provided training in the integration of technology to support the district's initiative of utilizing technology as a tool for learning.

Goal 10: Organizational Development

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

The Area has continued the partnership between parents and the school through the School-Home Partnership initiatives. Parents from The Framework for School Improvement Support schools met with DODEA and school leaders to forge an understanding of the process, and assist in the planning for increased student improvement for next year.

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

The Area Superintendent continued to support the installation of the Internet throughout all schools. Training opportunities were provided from Headquarters in the areas of: connectivity, software usage, Internet, and others to support hardware and curriculum installation and usage.

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

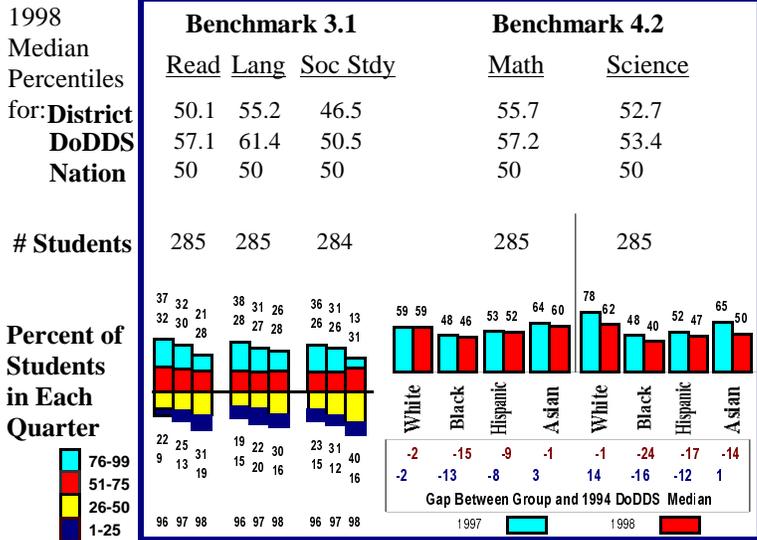
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

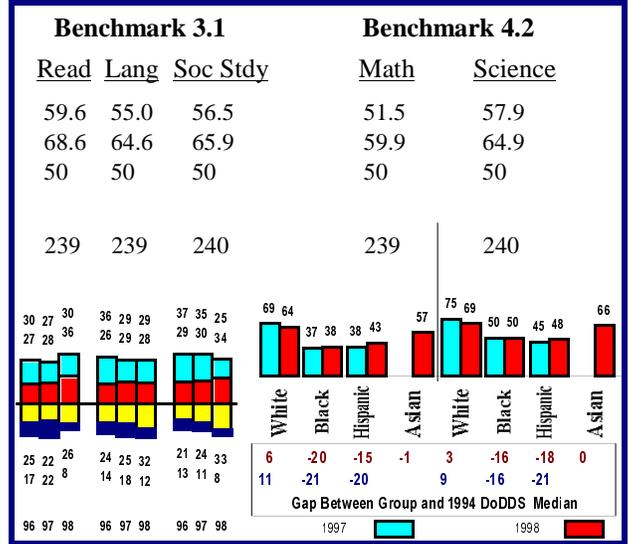
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Communication throughout the Area continued to be enhanced by the School Based Management process. Parents, community members and the school continued to share in the decision making process. The Area supported the purchasing of communication systems for allowing the schools to share information with parents.

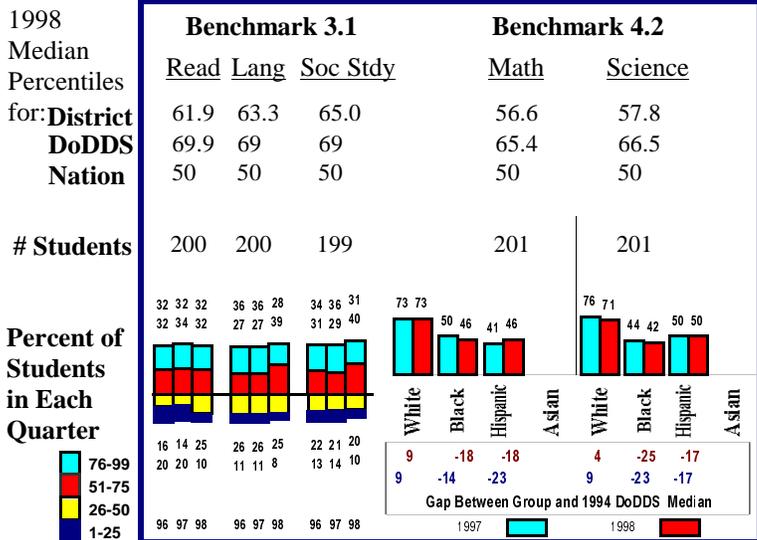
Grade 3



Grade 7



Grade 11



	SAT Results			
	District	DoDDS	Nation	
% Participating	97	60%	63%	41%
	98	52%	62%	43%
Math Avg Score	97	481	505	511
	98	496	505	512
Verbal Avg Score	97	498	515	505
	98	501	511	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

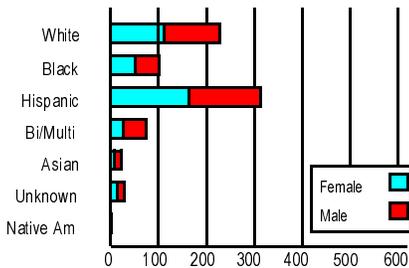
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	340	Met	26%	52%	19%	2%	2%
5	97	343	Met	27%	57%	9%	5%	2%
5	98	258	Met	16%	79%	4%	1%	0%
8	96	273	Not Met	28%	32%	24%	8%	6%
8	97	280	Met	33%	43%	17%	5%	2%
8	98	229	Met	32%	50%	13%	4%	1%
10	96	247	Met	36%	45%	14%	5%	0%
10	97	268	Met	44%	34%	17%	4%	1%
10	98	205	Met	46%	42%	7%	4%	0%



**Department of Defense Education Activity
Balboa High School (9-12)
1997/98 School Profile
Thomas Price, Principal**

School Characteristics

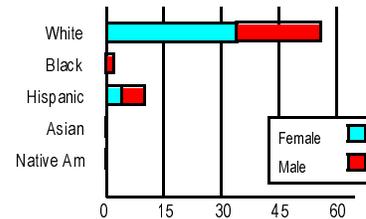
Student Enrollment - 771



Grade	#
9	206
10	193
11	199
12	173
Total	771

Sponsor Affiliation	
Marine	<.5%
Army	28%
Navy	2%
Air Force	16%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	51%
Non-US Civilians	4%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	47.5
Special Education	5.5
Other Professionals	6

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	41	5%
K-8	TAG	N/A	N/A
K-12	ESL	23	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	29	
AP Courses Offered		6	
Students Taking AP Courses		113	30%

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	8
7-10	12
> 10	72

**Mobility Rate
20% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	27 %
MA/MS	69 %
Doctorate	4 %

Principal's Highlights

Balboa High School has expanded the School Based Management program, increasing parent and student participation in the decision making process. SBM has provided opportunities for student and teacher travel and training. A special student leadership training program conducted in Puerto Rico prepared students to assume leadership positions on the SBM council.

The block schedule has provided opportunities to enrich the curriculum through field trips, utilization of community resources, increased lab and computer time, as well as use of simulations and other in-depth approaches to presenting content. Use of technology has increased, as both students and teachers take advantage of the many opportunities available. Training continues to be provided at local, district, and DoDEA levels to enable faculty to provide quality instruction.

Efforts to narrow the gap include the following: a pull-out program in math to improve basic skills, a ninth hour program designed to assist students who have failed a quarter of English, and an increased use of the Mentoring program. The AVID program has been expanded to include grades 9-11.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship
Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....
Writing across the Curriculum and adhering to a schoolwide rubric has improved student writing ability. A writing workshop via video was offered in each department, linking precision writing with precision reading and critical thinking. AVID, stressing writing standards and study skills, is expanding.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
A math pull-out program for at-risk students helped to boost math skills. AVID encourages students of minority status to enroll in upper level 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 SBM. The BHS website keeps community members informed of current happenings (daily bulletin, major events); this is in addition to the automated Hot-Line. The school newspaper, published monthly, gives in-depth coverage of events and current thinking. BHS keeps in close touch with the Student Centers in other schools.

Benchmark 10.8: Establish technology for teachers and administrators.....
The computer labs have been expanded and updated, 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 provides students and staff with the research necessary to complete projects. Communication is increased also as a result.

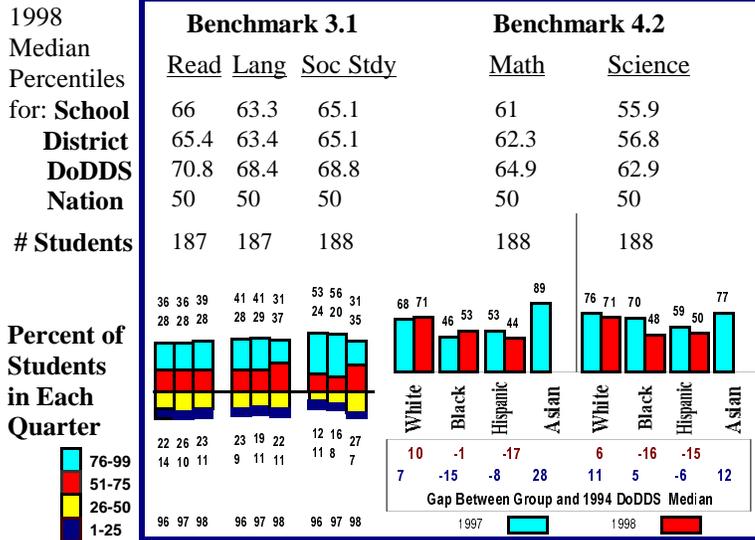
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.9	3.9
Co-Supporters	4.1	3.6	3.5
Co-Learners	3.1	3.2	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	4.5	3.8	3.3

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

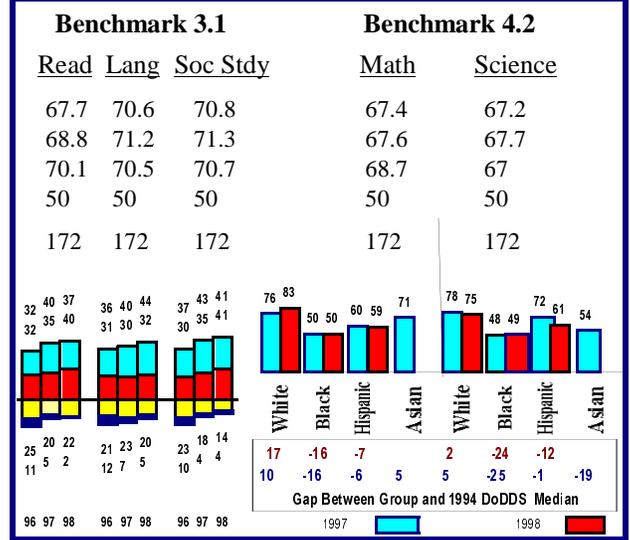
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
There are many opportunities for parent/community participation at BHS: sport booster clubs, guest speaking in classes, Moot Court, reading at the Read-Aloud, accompanying field trips. The SBM encourages parent involvement in policy issues and provides an opportunity for parents to hear and be heard. The Mentor Program offers community members a chance to take an active part.

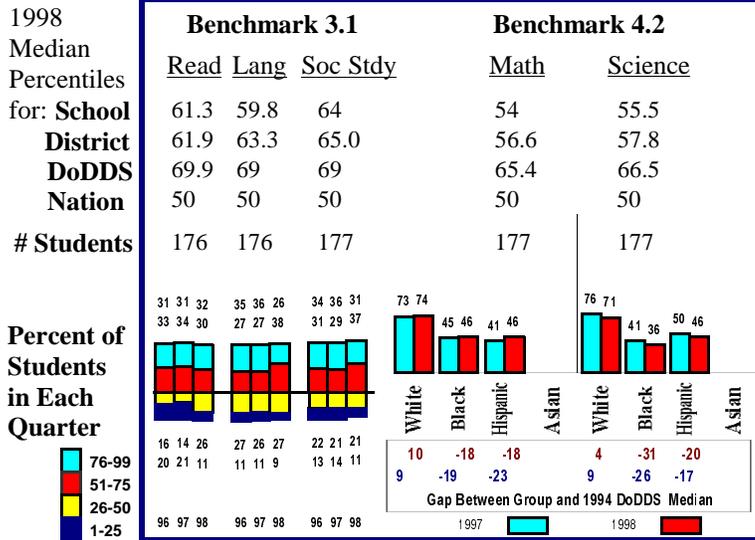
Grade 9



Grade 10



Grade 11



SAT Results

	School	District	DoDDS	Nation
% Participating	97: 60%	60%	63%	41%
	98: 57%	52%	62%	43%
Math Avg Score	97: 481	481	505	511
	98: 496	496	505	512
Verbal Avg Score	97: 498	498	515	505
	98: 501	501	511	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.

Balboa HS
UNIT 0925
APO AA 34002

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

DoDEA Writing Assessment

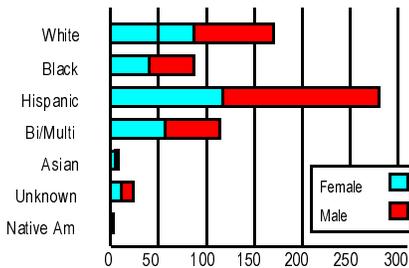
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	247	Met	36%	45%	14%	5%	0%
10	97	232	Met	47%	32%	17%	3%	1%
10	98	187	Met	50%	38%	7%	4%	0%



**Department of Defense Education Activity
Curundu Elementary School (K-5)
1997/98 School Profile
Barbara L. Cairns, Principal**

School Characteristics

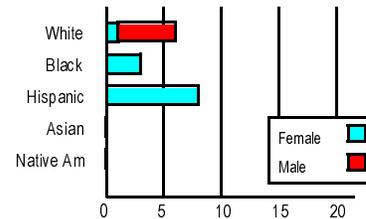
Student Enrollment - 686



Grade	#
K	104
1	137
2	132
3	113
4	103
5	97
Total	686

Sponsor Affiliation	
Marine	<.5%
Army	40%
Navy	2%
Air Force	12%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	44%
Non-US Civilians	1%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	32.5
Special Education	4
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	35 %
MA/MS	63 %
Doctorate	2 %

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	71	10%
K-8	TAG	260	38%
K-12	ESL	136	20%
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	3
4-6	0
7-10	4
> 10	39

**Mobility Rate
33% Per Year**

Principal's Highlights

Extremely complimentary parent surveys confirmed CES' belief that our school is a place where students learn and experience a warm and caring atmosphere.

The SIP provided the focus of integrating technology for all educational activities for the year. Teachers and parents enrolled in training seminars to enhance their skills. Parents taught in the classroom along with the teachers.

Two Internet connected computer labs and classroom computers helped students, parents and teachers improve their technology skills. Many students expanded their learning opportunities through the Internet and various after school programs and activities.

The Principal initiated a monthly "Principally Reading and Writing" program in each class to instill a love of reading and writing for all students.

Co-decision skills were continually fine-tuned through the SHP and SBM councils 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's successes.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship
Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....
 We focused on improving the writing skills, incorporating technology and the Scholastic Literacy Place. The students in Grades Kindergarten through Grade Five, showed improvement according to the Scholastic Literacy Place Rubric Assessment and all grades exceeded the established objective of using technology to improve writing.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
 We emphasized the integration of technology into the math curriculum. Teachers incorporated Math Keys and Internet including Math Forum. We are progressing toward our goal of increasing the use of technology to improve our math skills.

Goal 10: Organizational Development
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
 Our communication strategies focused on bilingual publications including a parent handbook, monthly newsletters and an informative web page. Parents were surveyed twice during the year and the results indicated that they were well-informed about instruction and activities, and also felt very comfortable communicating with the faculty and staff.

Benchmark 10.8: Establish technology for teachers and administrators.....
 Integration of the Internet was improved by linking every classroom and in two computer labs. Student usage of the Internet increased greatly by a user friendly home page. Training was offered at all times of the year through varied methods and graduate level classes to assist the staff in integrating technology in all aspects of their jobs.

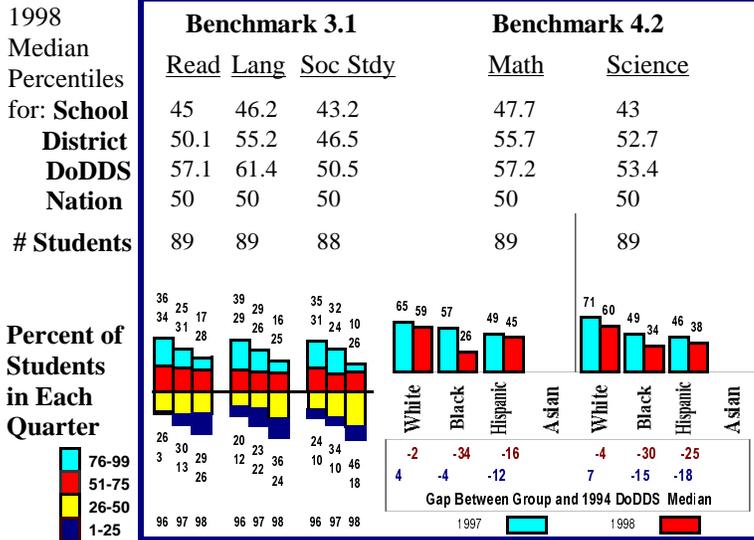
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.7	3.9	3.9
Co-Supporters	4.3	3.6	3.5
Co-Learners	4.4	3.2	3.1
Co-Teachers	3.9	3.5	3.5
Co-Advisors	4.3	3.8	3.3

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

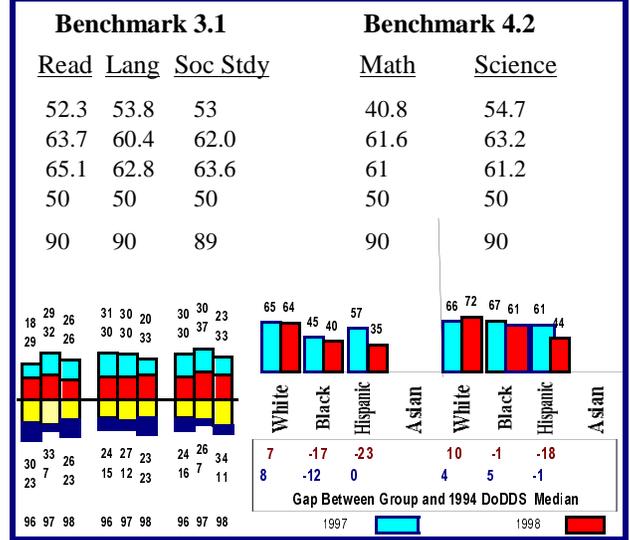
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Our parents were actively involved in all five SHP tiers. Highlights include 91% parental attendance at 1st Quarter conferences, 6 educational/parenting workshops, consistently high attendance at PTO/SHP social/recreational activities, more than 6000 hours of volunteer work, the Giraffe Project, bilingual communication, and parental participation in SBM, SHP and SIP.

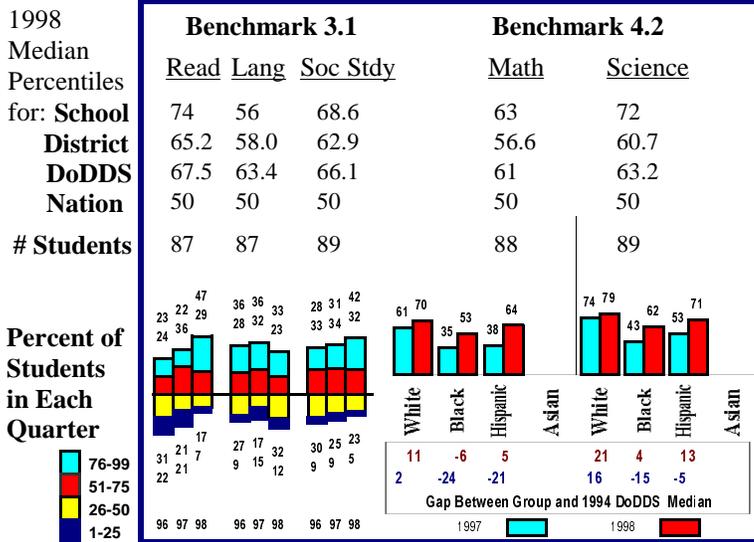
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	60%	63%
	98	NA	52%	62%
Math Avg Score	97	NA	481	505
	98	NA	496	505
Verbal Avg Score	97	NA	498	515
	98	NA	501	511

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

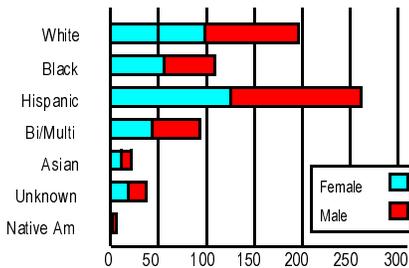
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	108	Not Met	25%	48%	21%	3%	3%
5	97	92	Met	25%	60%	10%	5%	0%
5	98	82	Met	22%	72%	5%	1%	0%



**Department of Defense Education Activity
Curundu Middle School (6-8)
1997/98 School Profile
Howard Perkins, Principal**

School Characteristics

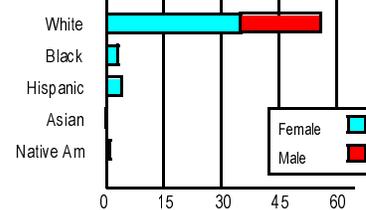
Student Enrollment - 724



Grade	#
6	261
7	228
8	235
Total	724

Sponsor Affiliation	
Marine	<.5%
Army	34%
Navy	4%
Air Force	25%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	35%
Non-US Civilians	1%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	43
Special Education	3.5
Other Professionals	4.5

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	57	8%
K-8	TAG	N/A	N/A
K-12	ESL	22	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	0
1-3	5
4-6	5
7-10	5
> 10	43

**Mobility Rate
25% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	30 %
MA/MS	67 %
Doctorate	3 %

Principal's Highlights

Curundu Middle School, located at the edge of Panama City in the Republic of Panama, serves 600 students in grades 6, 7, and 8. School year 1998-99 will be the last school year for CMS due to the departure of the US Military in compliance with the Panama Canal Treaty of 1977. Curundu Middle School leaves a legacy of high achievement, physical and social development, and an enthusiastic and caring environment.

Our youth sports partnership with Army's Child and Youth Services is continuing for the third year with great success. This unique joint venture provides much needed opportunities for students to participate in an athletic program designed to enhance skills learned in PE classes, build self-esteem and foster team spirit.

Two strong schoolwide student recognition programs in place are "Student of the Month" and "Truly Outstanding People (TOPS)". Publicity for school activities includes a school newsletter, local military TV and radio spots, team newsletters, a website, homework hotlines, and a voluntary e-mail system."

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

The Problem Solution genre was selected as the student writing across the curriculum. The English department, within the teams, and also through interdisciplinary sessions provided training where each English teacher mentored a subject. Comparisons of the scores of randomly selected samples between quarters, and a mock writing assessment impacted positively on overall writing scores.

Goal 4: Math And Science Achievement

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

Strategies concentrated on the investigative and problem solving techniques. A target group of at-risk students from grades 6, 7, and 8 attended an accelerated math course in addition to their regular math program. In that group, 88% of the minority population from the lower quartile posted an average gain in math of 13.4%.

Goal 10: Organizational Development

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

All staff members have been trained in the use of the Internet for the purpose of technology integration across the curriculum. 100% of the staff took advantage of other technology training. 65% of the staff used the Internet as a resource for lesson plans, research, classroom instruction, and e-mail services. A short circuit broadcasting system was installed and is used for various programs by the school.

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

All staff members and administrators have e-mail access in their respective rooms/offices. An e-mail program was set up to get news to any parents who signed up to be on the cc-mail list. Advanced use of cmail was offered to teachers and administrators. Most teachers were using Integrate for record keeping purposes. In addition, most classrooms have an Internet connection .

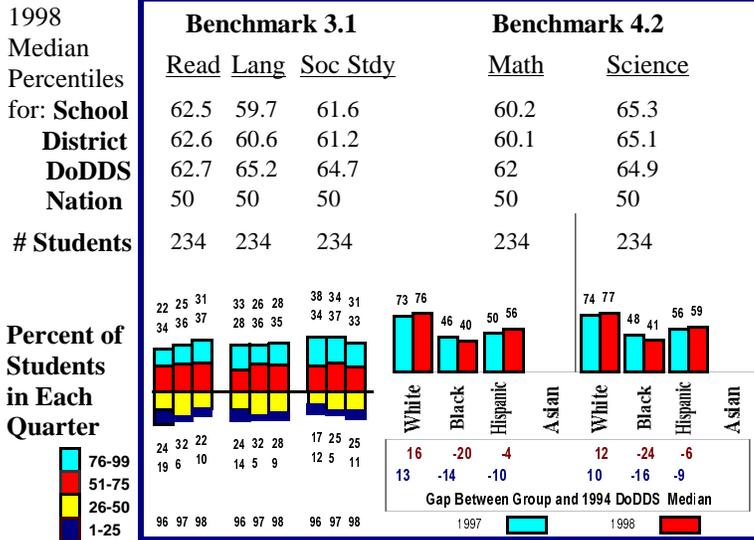
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.9	3.9
Co-Supporters	3.2	3.6	3.5
Co-Learners	3.2	3.2	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	3.5	3.8	3.3

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

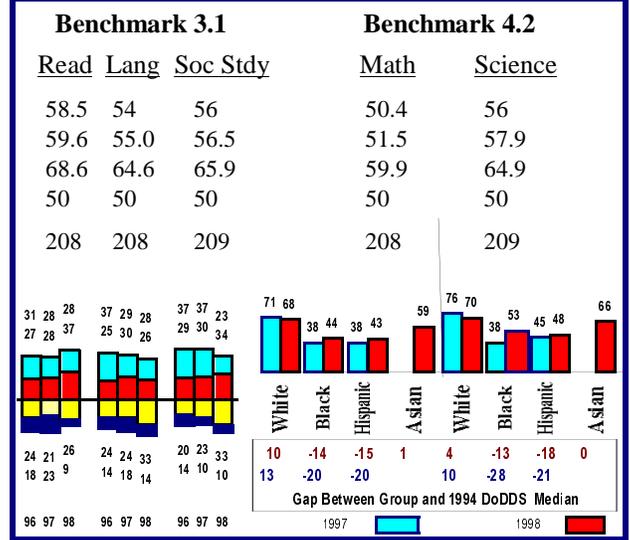
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A year-end evaluation of parental participation and the impact of school/home partnership efforts found strength in the team approach to involving parents in the school. Examples of team initiatives, which drew in parents, were team-sponsored orientations at the beginning of the school year, team award ceremonies, and the use of individual team homework hotlines.

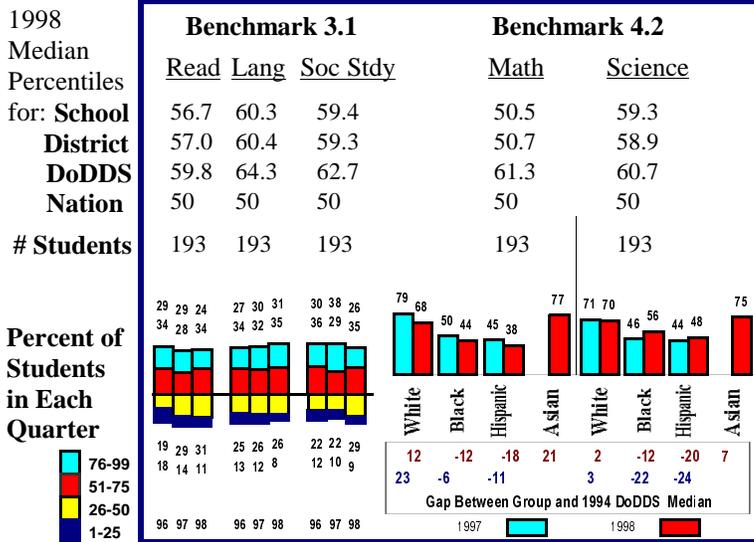
Grade 6



Grade 7



Grade 8



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	60%	63%
	98	NA	52%	62%
Math Avg Score	97	NA	481	511
	98	NA	496	512
Verbal Avg Score	97	NA	498	505
	98	NA	501	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

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

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Curundu MS
UNIT 0925
APO AA 34002

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

DoDEA Writing Assessment

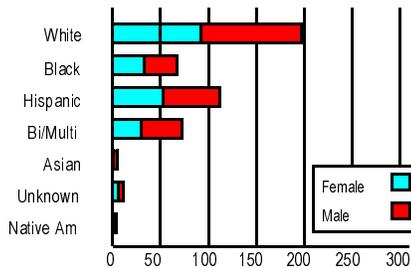
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	273	Not Met	28%	32%	25%	8%	2%
8	97	255	Met	36%	42%	15%	4%	2%
8	98	194	Met	34%	52%	10%	2%	2%



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

School Characteristics

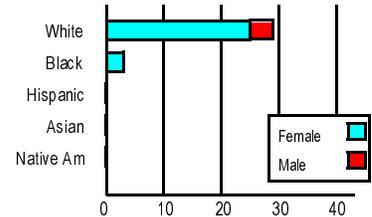
Student Enrollment - 463



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

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

Professional Staffing



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

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

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

**Mobility Rate
55% Per Year**

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

Principal's Highlights

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

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

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

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

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

Goal 4: Math And Science Achievement

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

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

Goal 10: Organizational Development

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

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

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

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

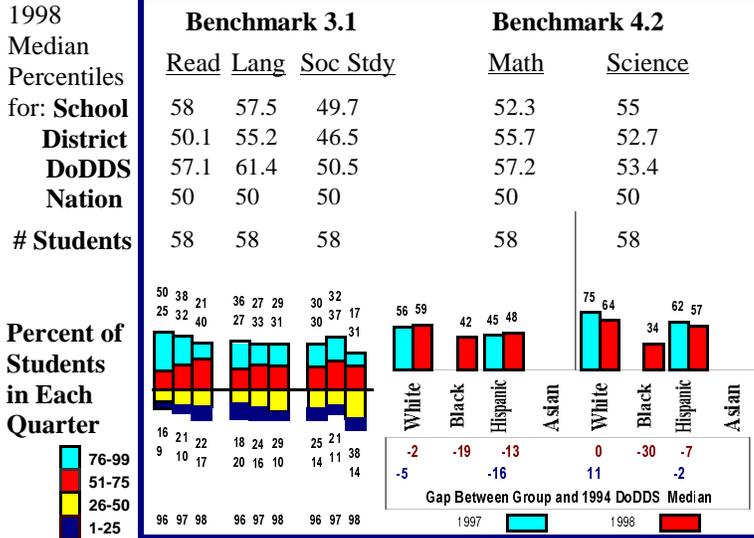
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.9	3.9
Co-Supporters	3.3	3.6	3.5
Co-Learners	2.9	3.2	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	3.9	3.8	3.3

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

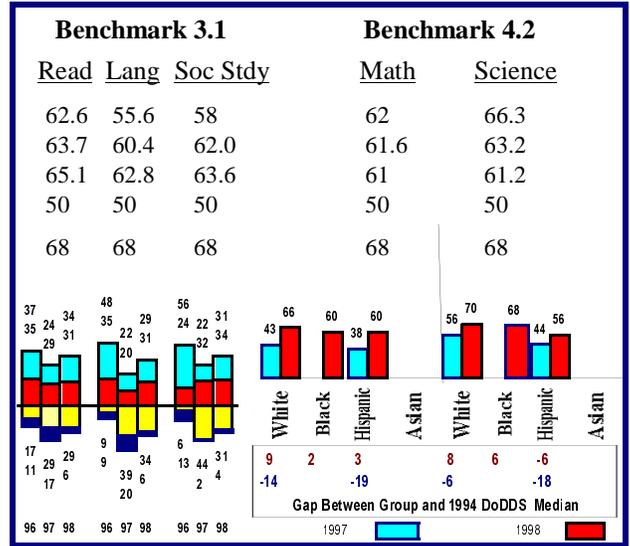
Goal 8: Parental Participation

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

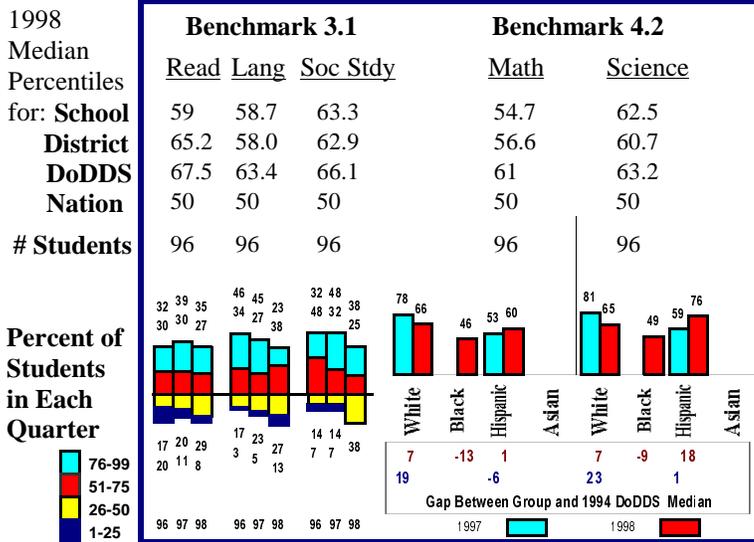
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	60%	63%
	98	NA	52%	62%
Math Avg Score	97	NA	481	505
	98	NA	496	505
Verbal Avg Score	97	NA	498	515
	98	NA	501	511

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: 507-288-6350
Commercial Phone:
507-288-6569

DoDEA Writing Assessment

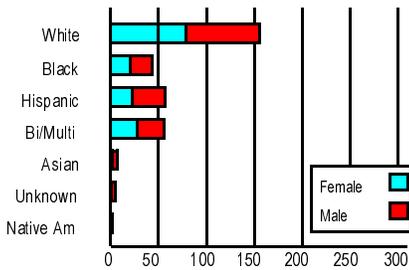
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	60	Met	33%	55%	10%	2%	0%
5	97	44	Met	41%	54%	0%	2%	2%
5	98	47	Met	15%	79%	2%	2%	2%



**Department of Defense Education Activity
Fort Kobbe Elementary School (PK-5)
1997/98 School Profile
Vinita Swenty, Principal**

School Characteristics

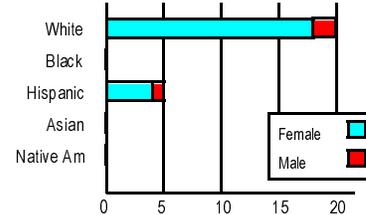
Student Enrollment - 325



Grade	#
PreK	13
K	49
1	54
2	82
3	39
4	51
5	37
Total	325

Sponsor Affiliation	
Marine	<.5%
Army	40%
Navy	<.5%
Air Force	57%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	3
Other Professionals	4.5

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	4
7-10	5
> 10	14

Teacher Education	
Degree	% Teachers
BA/BS	64 %
MA/MS	28 %
Doctorate	8 %

**Mobility Rate
36% Per Year**

Principal's Highlights

Fort Kobbe Elementary School has with the assistance of the school based management council (SBM) and the military community installed the Internet throughout the school. Parent participation has steadily increased throughout the year and partnerships have been developed with the military units, AAFES, and the Child Development Center. Our school home partnership committee worked diligently to include fathers' participation. A highlight was the "Dessert for Dads" activity with 191 fathers participating.

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 we are fully accredited by the North Central Association (NCA). This next year we will have a Sure Start preschool program.

The School Improvement Plan has received wide spread support from the staff, parents, Parent Teacher Organization (PTO), and the School Based Management Council (SBM). 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 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....
The genre of Personal Narrative was targeted for this year for our portfolios. Three writing samples were taken throughout the year, scored and placed in portfolios. Technology integration through computer published works, as well as published writings in the school newspaper were emphasized. A current events newspaper was used to promote the current events for Social Studies.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
A parent workshop on math skills and ways parents can help students at home was led by the Math SIP Chair and the DSO Math Liaison. More science CDROMs were purchased for use in the computer lab. We had approximately 90 families participate in this year's Family Science Night, which offered two activities for each family. A school-wide science fair was held.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
Technology continued to be used in the form of monthly ET newsletters to staff, parent newsletters, standardized forms, surveys, daily faculty bulletins, and CCMail. The Internet and CCMail can now be accessed in each classroom. Student health records are now computerized. PE department computerized student fitness reports. Surveys conducted to plan future technology training.

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

Training by the ET included Literacy Place CD-ROMs, Gradebook +, the Internet, and CCMail. Co-teaching by the ET and classroom teachers provided training to the students in new software programs. The PE department created computerized fitness grams. After-school computer clubs were formed. The website was updated as needed. Computer lab usage increased.

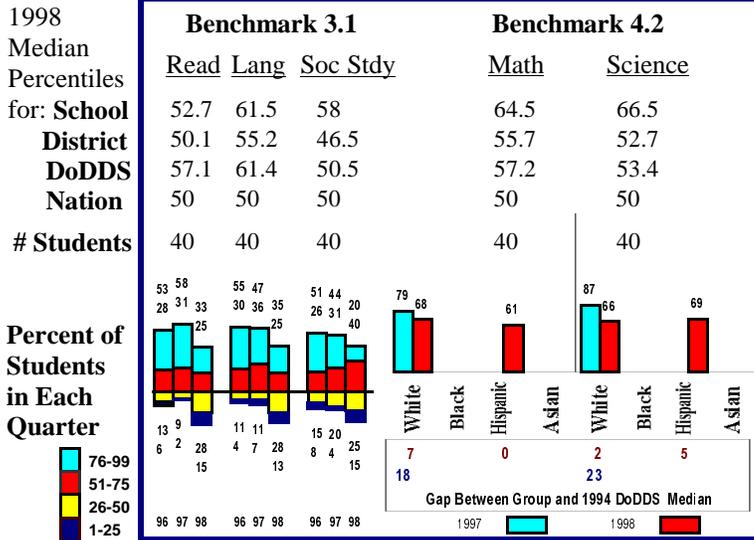
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.5	3.9	3.9
Co-Supporters	4.1	3.6	3.5
Co-Learners	3.9	3.2	3.1
Co-Teachers	4.2	3.5	3.5
Co-Advisors	4.5	3.8	3.3

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

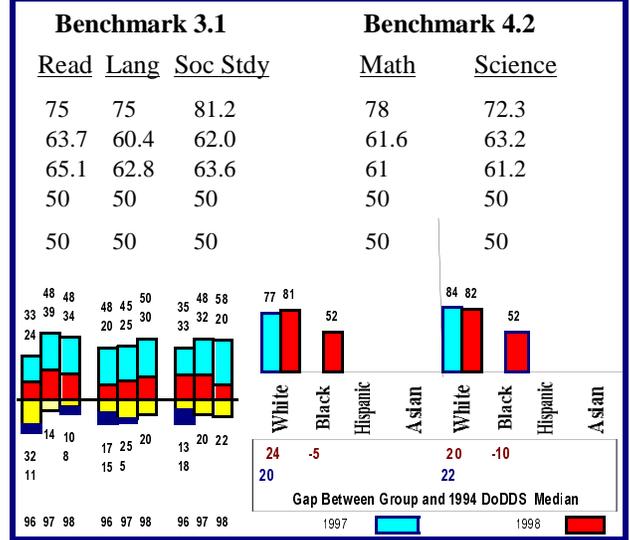
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
The school continues to enhance the collaborative relationships between families and educators by utilizing the multi-tiered School Home Partnership (SHP) model. The five tiers focus on school and home as co-communicators, co-supporters, co-learners, co-teachers, and co-decision makers. a multitude of strategies were utilized to strengthen each tier.

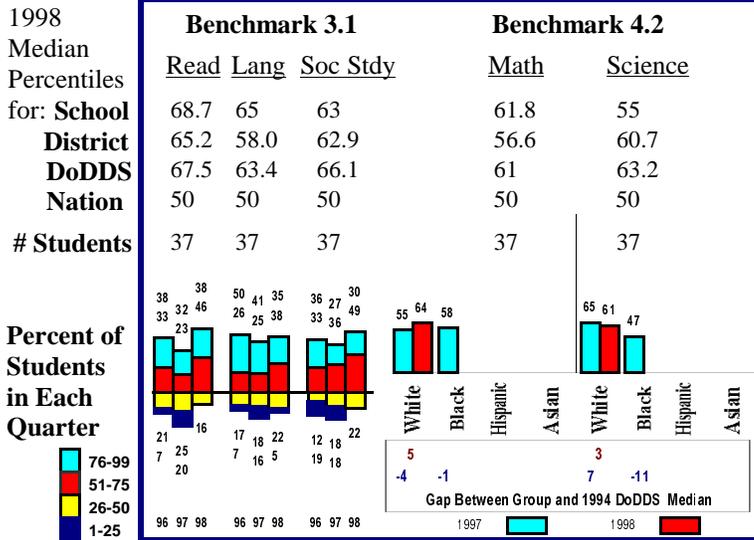
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	60%	63%
	98	NA	52%	62%
Math Avg Score	97	NA	481	505
	98	NA	496	505
Verbal Avg Score	97	NA	498	515
	98	NA	501	511

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

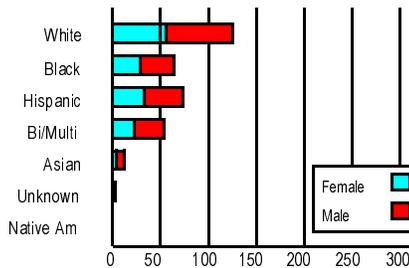
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	43	Met	21%	58%	19%	0%	2%
5	97	46	Met	17%	67%	6%	4%	4%
5	98	32	Met	12%	88%	0%	0%	0%



**Department of Defense Education Activity
Howard Elementary School (K-5)
1997/98 School Profile
Susan Beattie, Principal**

School Characteristics

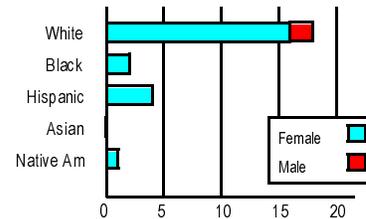
Student Enrollment - 333



Grade	#
K	53
1	49
2	71
3	64
4	44
5	49
Total	333

Sponsor Affiliation	%
Marine	1%
Army	2%
Navy	19%
Air Force	68%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Category	FTE
Administrators	1
Classroom Teachers	17.5
Special Education	2
Other Professionals	4.5

Degree	% Teachers
BA/BS	44 %
MA/MS	56 %
Doctorate	0 %

Teacher Experience	Teachers
New	0
1-3	3
4-6	2
7-10	0
> 10	15

**Mobility Rate
50% Per Year**

Grade Offered	Program	#	%
PK-12	Special Education	33	10%
K-8	TAG	N/A	N/A
K-12	ESL	8	2%
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

Principal's Highlights

School year '97-98 at Howard Elementary School was characterized by an emphasis on high achievement for all children and a renewed effort to promote School Home Partnership through School-Based Management, Parent Teacher Organization activities, and volunteer efforts.

One highlight of the school year was the effort to bring the highest level of educational technology supporting all areas of learning needed to function successfully in the real world. The school was fully wired, new hardware and software installed, and teachers received training on its use. Students now use educational technology to prepare projects, practice basic skills, conduct research, and to utilize electronic mail. National Geographic KidsNet connected students to other students all over the world on special projects.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.
Plans have centered on enhancing student writing in various genres using the Literacy Place writing projects and rubric assessments. Writing scores were collected 3 times during the year from the classroom teachers. A list of varied writing genres used in each grade level was compiled. An After School Reading Club and a visit by 3 authors involved students, teachers, and parents.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Strategies used to narrow the gap in math included weekly enrichment classes taught by the enrichment teacher, an after school math club was organized to teach basic math skills, problem solving in Spanish was taught by the Host Nation teacher, and direct instruction in test taking skills was emphasized. The use of math technology was monitored throughout the year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Technology continued to be used in the form of monthly Educational Technologist newsletters to staff, parent newsletters, standardized forms, surveys, daily faculty bulletins, and CCMail. The Internet and CCMail can now be accessed in each classroom. Student health records are now computerized. Surveys were conducted to plan future technology training.

Benchmark 10.8: Establish technology for teachers and administrators.

Training by the Educational Technologist (ET) included how to use CD-ROMs, Gradebook +, the Internet, Math Keys, Type to Learn, Paws In Typing Town and CCMail. Co-teaching by the ET and classroom teachers provided training to the students in new software programs. After school computer clubs were formed. The website was updated as needed. Computer lab usage increased.

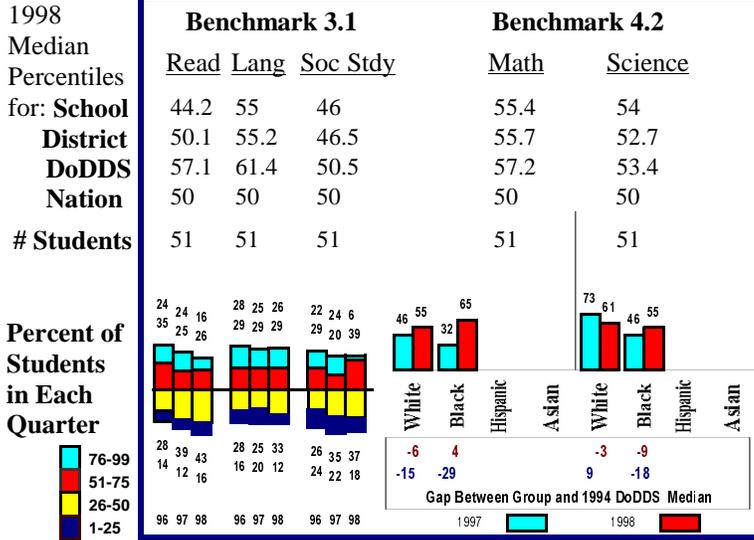
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.9	3.9
Co-Supporters	3.2	3.6	3.5
Co-Learners	2.0	3.2	3.1
Co-Teachers	3.7	3.5	3.5
Co-Advisors	2.7	3.8	3.3

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

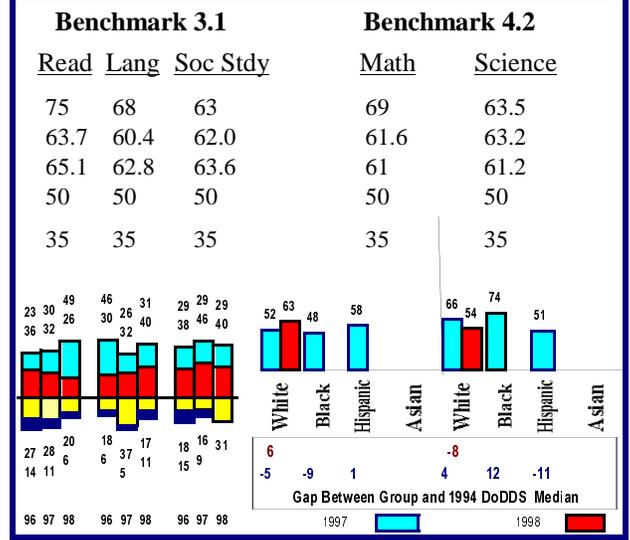
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parents actively served on SHP/SBM/PTO committees in a variety of activities throughout the school year. Many activities, within classrooms and school-wide, were provided with active parental and military unit sponsorship. A SHP attitudinal survey was completed by parents and issues/comments have contributed to goal setting for 98-99 School Improvement Plan.

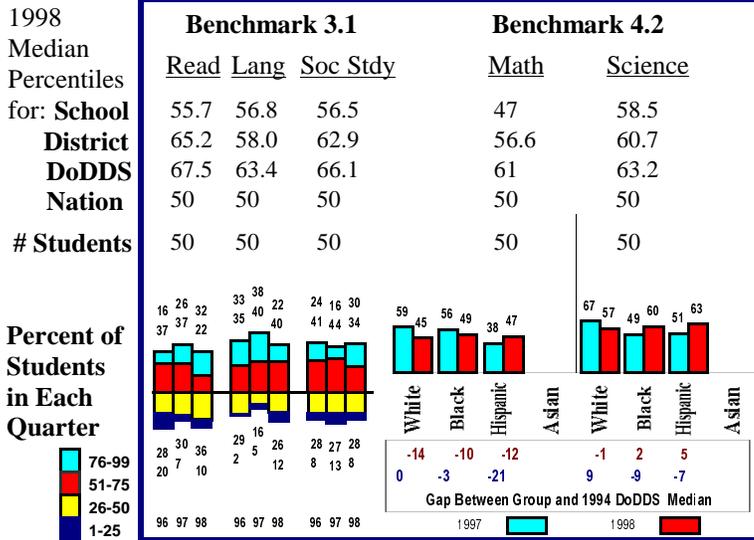
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	60%	63%
	98	NA	52%	62%
Math Avg Score	97	NA	481	505
	98	NA	496	505
Verbal Avg Score	97	NA	498	515
	98	NA	501	511

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 34001-0005

DSN Phone:
Fax Number: 507-284-4859
Commercial Phone:
507-284-3919

DoDEA Writing Assessment

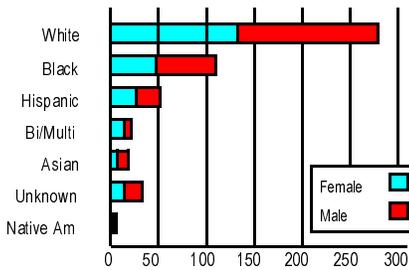
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	56	Met	27%	48%	23%	2%	0%
5	97	54	Met	30%	52%	17%	2%	0%
5	98	52	Met	8%	90%	2%	0%	0%



**Department of Defense Education Activity
W. T. Sampson Schools (PK-12)
1997/98 School Profile
Ronald Sharik, Principal**

School Characteristics

Student Enrollment - 519



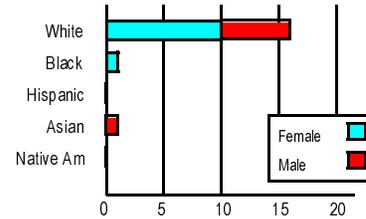
Grade	#
PreK	3
K	45
1	57
2	53
3	50
4	44
5	46
6	48
7	43
8	41
9	27
10	19
11	28
12	15
Total	519

Sponsor Affiliation	
Marine	9%
Army	<.5%
Navy	69%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	2
7-10	4
> 10	34

**Mobility Rate
31% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	2.5
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	29 %
MA/MS	67 %
Doctorate	4 %

Principal's Highlights

W. T. Sampson is a K-12 unit school located on 2 separate campuses on a remote military site on the island of Communist Cuba. The two complexes share staff and logistical support. To offer a wide range of classes and programs, teachers are required to be multi-faceted. The two schools were reopened in January 1996 after being closed for a year and a half. The reopening in the middle of the school year created many unique and unforeseen challenges. The schools were merged during the 1996/97 school year.

The school improvement process evolved into a unit school concept. Teachers focused on activities and programs to extend and support all benchmarks. The challenge of combining school improvement plans caused many modifications to occur. One major outcome was increased articulation between elementary and high school teachers. Collecting and analyzing data in both math and written language enabled decision making to be more meaningful on a larger scale. Great gains have been made in the area of writing. Math needs have been identified from weaknesses noted in standardized testing and staff perceptions. Technology advancements have been made but continue to be a challenge due to the isolated location, antiquated equipment and limited services available.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....

The school continues writing across the curriculum to increase the proficiency of students' written expression. Continued weekly writing to prompts in the four different modes has made students more comfortable with the writing process. Results of DoDDS writing assessments, CTBS, and a locally designed writing assessment indicate that writing skills continue to improve.

Goal 4: Math And Science Achievement

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

The math and science departments analyzed test data to identify all students that scored in the lowest quartile. Honor Society students have been used as peer tutors, in addition to parent and community volunteers. All students in grades 3-6, and all math students in grades 7-12 were administered the Math GOALS test. Data was used by teachers to identify strengths and weaknesses.

Goal 10: Organizational Development

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

Pre and Post surveys were distributed to measure our progress in increasing communication between school, teachers, and home. New initiatives were put into place as a result of the surveys, such as: good news postcards, homework answering machines, school newspapers directly mailed to each home, and honor roll letters mailed to parents.

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

Great strides have been made with the coordination of planning among DoDEA, base officials, MWR, and school personnel. Limited internet access and training has been provided to the learning resource centers at both complexes, with continued expansion scheduled. Teachers received computer training and more computers were placed in classrooms.

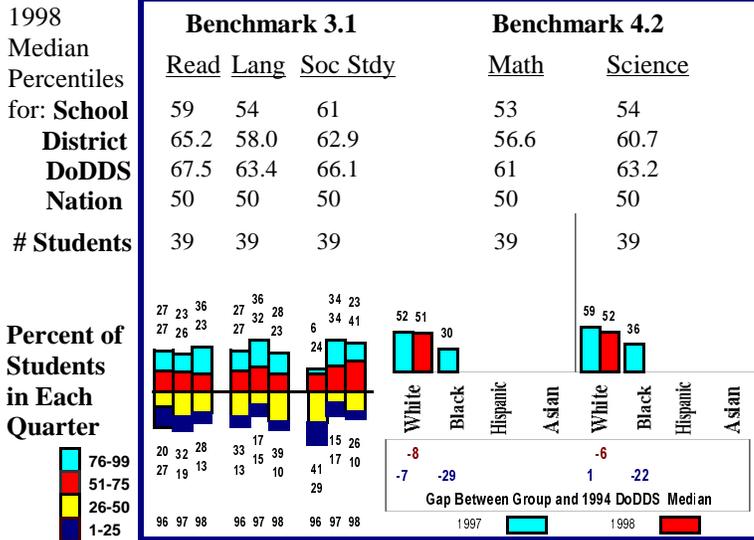
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	2.7	3.9	3.9
Co-Supporters	2.9	3.6	3.5
Co-Learners	2.3	3.2	3.1
Co-Teachers	2.4	3.5	3.5
Co-Advisors	2.4	3.8	3.3

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

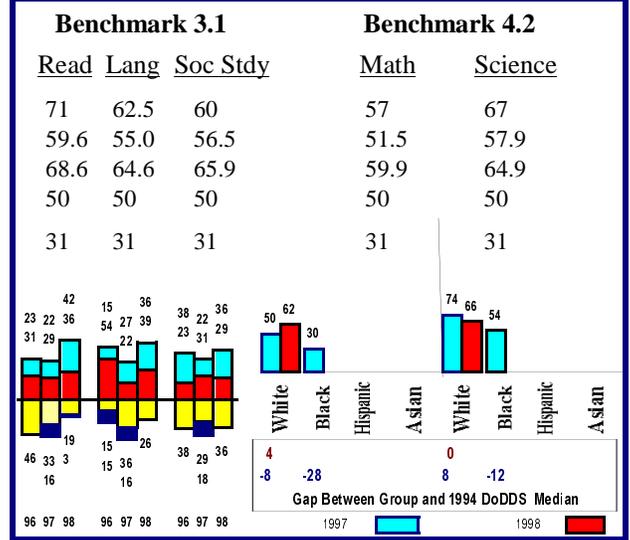
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Youth services relocated to the elementary complex and is providing additional resources, staffing and support. The base library combined with the media centers at both complexes giving students and staff access to additional resources. Telephones in all classrooms allow teachers and parents to communicate more frequently and in a timely manner.

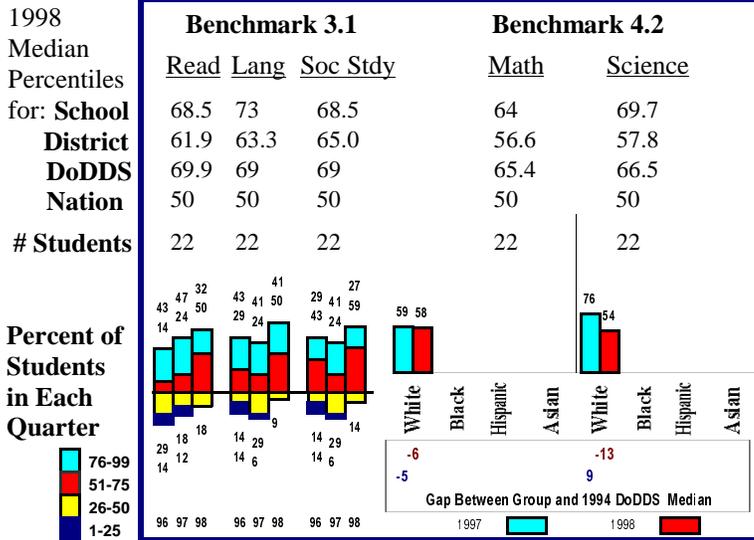
Grade 5



Grade 7



Grade 11



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	60%	63%
	98	NA	52%	62%
Math Avg Score	97	NA	481	505
	98	NA	496	505
Verbal Avg Score	97	NA	498	505
	98	NA	501	511

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	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	45	Met	18%	73%	9%	0%	0%
8	96	15	Not Met	7%	33%	47%	13%	0%
8	97	25	Not Met	0%	52%	36%	8%	4%
8	98	35	Not Met	20%	43%	26%	11%	0%
10	96	12	Not Met	33%	33%	25%	8%	0%
10	97	36	Met	31%	44%	17%	8%	0%
10	98	18	Met	11%	78%	11%	0%	0%