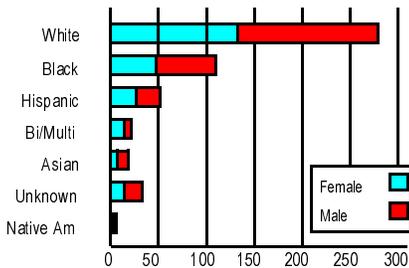




Department of Defense Education Activity W. T. Sampson Schools (PK-12) 1997/98 School Profile *Ronald Sharik, Principal*

School Characteristics

Student Enrollment - 519



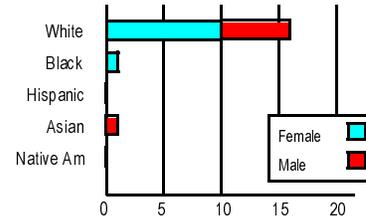
Grade	#
PreK	3
K	45
1	57
2	53
3	50
4	44
5	46
6	48
7	43
8	41
9	27
10	19
11	28
12	15
Total	519

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.

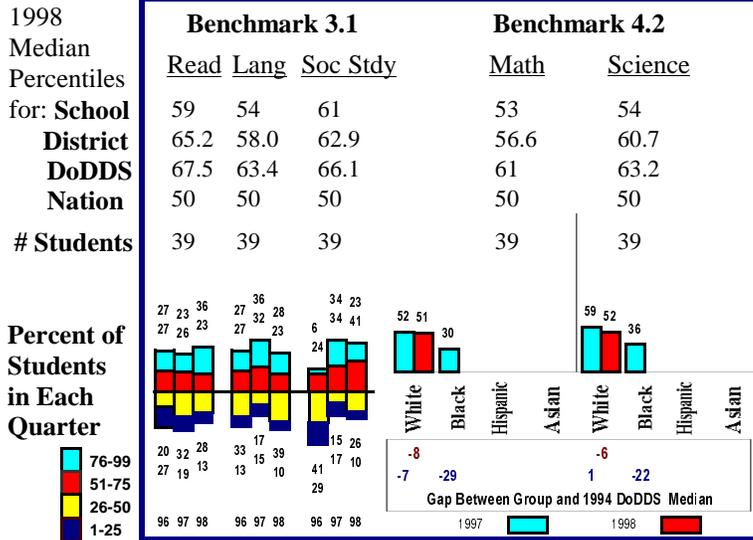
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	2.7	3.9	3.9
Co-Supporters	2.9	3.6	3.5
Co-Learners	2.3	3.2	3.1
Co-Teachers	2.4	3.5	3.5
Co-Advisors	2.4	3.8	3.3

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

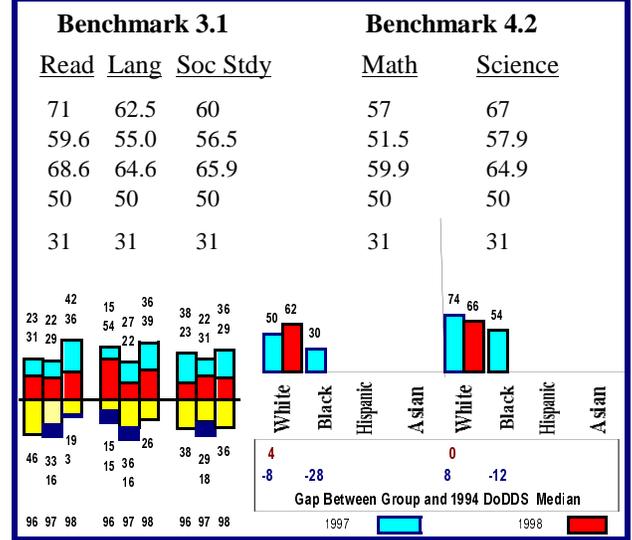
Goal 8: Parental Participation

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.

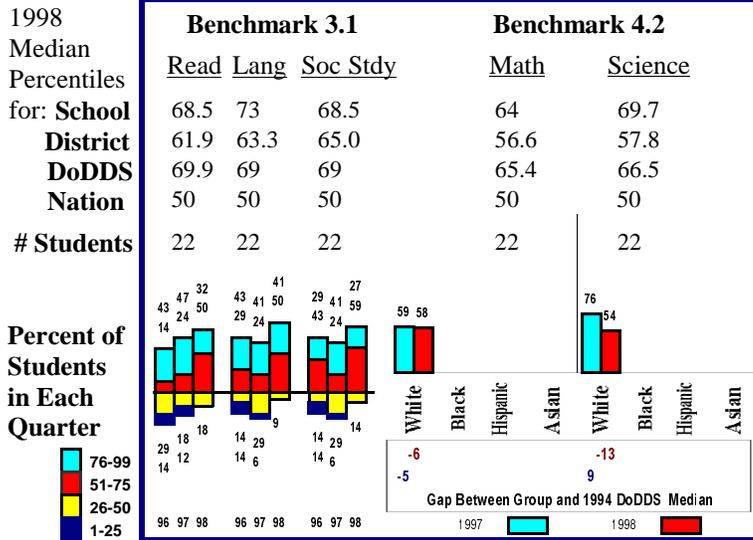
Grade 5



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	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.

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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%