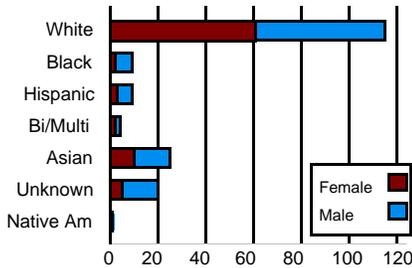




**Department of Defense Education Activity
Ankara Elementary/High School (K-12)
1995/96 School Profile
Sandra Daniels, Principal**

School Characteristics

Student Enrollment - 183



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	10	5%
K-8	TAG	0	0%
K-12	ESL	68	37%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		5	
Students Taking AP Courses		15	46%

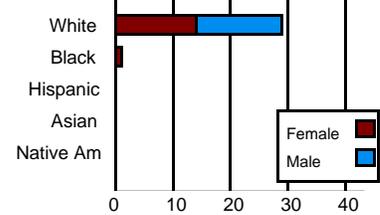
Grade	#
K	3
1	12
2	15
3	6
4	18
5	9
6	13
7	22
8	17
9	23
10	13
11	22
12	10
Total	183

Mobility Rate
40% Per Year

Sponsor's Affiliation	
Marine	1%
Army	2%
Navy	<.5%
Air Force	15%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	38%
Non-US Civilians	44%

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

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	17.5
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	% Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

The faculty at the George C. Marshall School pitched in and got involved with the new school improvement process, even though many were somewhat skeptical about its effectiveness and expected life span. There was not a sense of ownership in the beginning. Rather, there was a feeling that this was someone else's program, being pushed down from above, yet advertised as belonging to the local school community. However, the faculty displayed professionalism and put much time and effort into developing a viable improvement plan for the George C. Marshall School. All the action plans appear to be ready to continue next school year, with the exception of benchmark 4.2, which will be revised at the beginning of the new school year to reflect an effort to more directly effect student achievement in mathematics. Since no "typical" subgroup stood out in the analysis of CTBS and other data, the focus will probably be on all "low achieving" students in mathematics.

The school improvement process appears to be accepted by the faculty and community, and a sense of local ownership should become stronger in the second year of the program. The general feeling already is that things are moving in the right direction.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities**

Goal 3: Student Achievement And Citizenship

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

The goal is to increase the use of writing to facilitate analytical and cognitive learning in all subject areas. Teachers are encouraged to increase writing to assist analytical and cognitive thinking. Four teachers act as staff consultants. Early indications show that teachers have been increasing writing in their classrooms to facilitate learning. The action plan is on track.

Goal 4: Math And Science Achievement

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

The goal is to improve parent/student understanding of DoDDS math curriculum for all subgroups. The action plan was in the process of being implemented when the school was visited by a DoDEA focused review team. It was decided that this plan would be revised at the beginning of the new school year, and some of the original ideas would be used in 8.1.

Goal 8: Parental Participation

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

The goal is to establish a community resource center in the Ankara school. The school was able to locate a room in the school for the resource center. After making repairs, painting the walls, and installing furniture, the room was stocked with books, pamphlets, and periodicals related to education. Parents and community members are invited to use the room.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

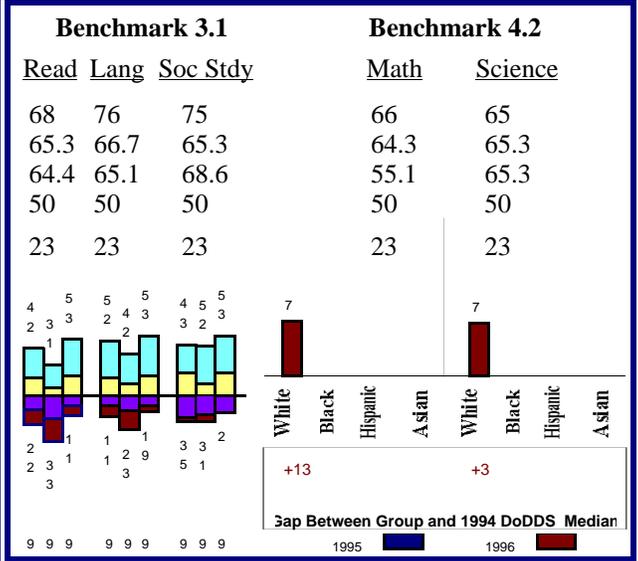
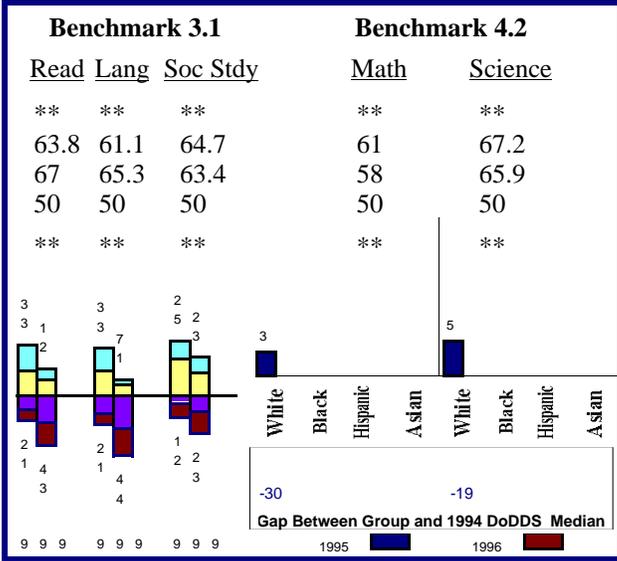
The goal is to improve communication within the school community. The action plan is in the process of being implemented. Several faculty training sessions on public opinion and marketing strategies have taken place, along with teaching the processes for gathering information to improve communication. Improvements have been ongoing.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	80%	16%	2%
Math	60%	26%	12%
Science	57%	31%	7%
Social Studies	64%	24%	6%
School Communications	64%	27%	9%

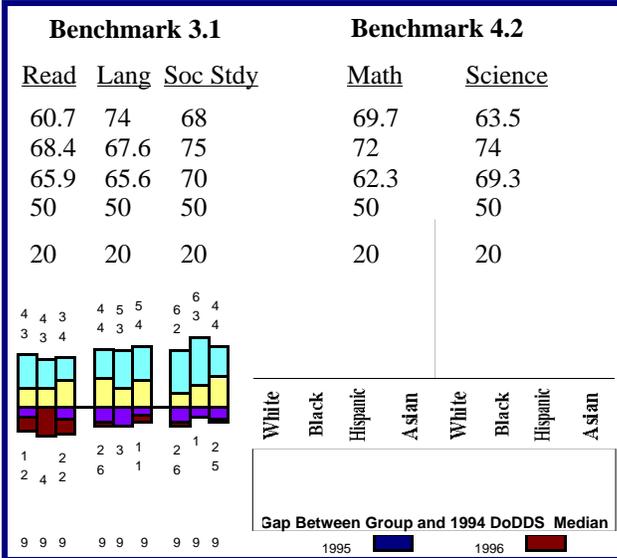
Benchmark 10.8: Establish Technology for teachers and administrators
 The goal is to improve teacher knowledge in regard to working with cc:Mail and Word 6.0. Training for the entire faculty has taken place in cc:Mail, to include storing messages, attachments, retrieval, and mailbox administration. Many teachers are using these skills in their everyday educational work activities. Training in Word 6.0 is forthcoming. The plan is on track.

CTBS Test Results

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



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



	SAT Results				
	School	District	DoDDS	Nation	
% Participating	1994	100%	72%	66%	42%
	1995	100%	75%	64%	41%
Math Avg Score	1994	448	476	472	479
	1995	486	510	480	482
Verbal Avg Score	1994	417	434	430	423
	1995	460	445	435	428

Notes

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

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

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

Ankara ES/HS
DoDDS UNIT 7010
APO AE 09822-7010

DSN Phone:
672-2148-ES 672-4114-HS

Commercial Phone:
3122872532

DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
5	9	20	724.8	20%	25%	40%	15	0%	
5	9	9	*	11%	67%	11%	11	0%	
5	9	9	*	22%	56%	22%	0	0%	
8	9	18	834.4	50%	39%	11%	0	0%	
8	9	13	680.2	54%	0%	8%	23	15%	
8	9	12	792	25%	42%	33%	0	0%	
10	9	17	870.3	82%	12%	0%	6	0%	
10	9	10	746.2	20%	60%	10%	0	10%	
10	9	9	*	33%	56%	11%	0	0%	