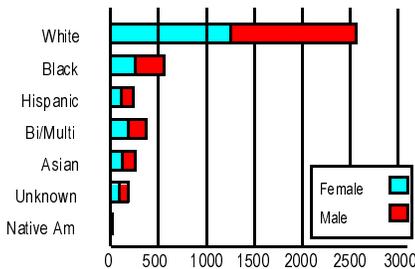


**Department of Defense Education Activity  
Turkey District (PK-12)  
1997/98 District Profile  
Thomas Ellinger, Superintendent**

**District Characteristics**

**Student Enrollment - 4,116**



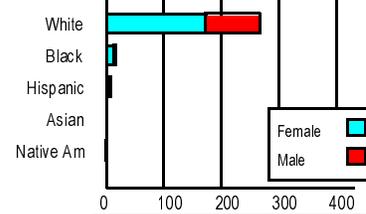
Grade	#
PreK	24
K	391
1	386
2	392
3	353
4	334
5	337
6	341
7	282
8	274
9	255
10	302
11	236
12	209
Total	4116

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	28%
Air Force	40%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	15%

Teacher Experience	
Years	Teachers
New	1
1-3	9
4-6	12
7-10	32
> 10	252

**Mobility Rate  
34% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	18.5
Classroom Teachers	249.5
Special Education	22
Other Professionals	47.5

Teacher Education	
Degree	% Teachers
BA/BS	32 %
MA/MS	65 %
Doctorate	3 %

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	303	7%
K-8	TAG	66	2%
K-12	ESL	103	3%
1	Reading Recovery	25	6%
7-12	AVID	40	
AP Courses Offered		17	
Students Taking AP Courses		75	17%

**Superintendent's Highlights**

Special attention to systematically linking curriculum, instruction, and evaluation has been a priority this year in the TSI District. This initiative has combined the talents of selected teachers (K-12) representative of each school in the district combined with the expertise of the curriculum liaisons, assistant superintendent and the superintendent, as well as HQ coordinators. "Best Practices" were identified in each curricular area and they were mapped out in the form of configuration maps for the purpose of teachers' self-evaluation to determine the degree of implementation of these key strategies. Year one of the SLICE initiative is complete and will continue as a long-range project for the district. Staff Development training is on-going in all of the major curricular areas, with special emphasis given to LAR K-6 and the development of the Lead Teacher Concept. LAR/LT for 7-12 comes next. District Parent Advisory Council meetings have also focused on training in each of the curricular areas.

**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.....**

Strategy: Integrating curriculum, instruction, and assessment in the core curricular areas. LAR Lead Teacher Training was completed this year for gr.K-6. Lead teachers were trained in the new integrated reading/language arts curriculum, but also in the new program and selected materials. The SS liaison continued on-going training in the curriculum, with a focus on current events.

**Goal 4: Math And Science Achievement**

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

Strategy: Provide staff development training in curriculum, technology, and SIP. Math & Science Curriculum Liaisons provided combined staff development training sessions during numerous school visits. All liaisons shared extensive assessment analysis of CTBS results with each school for the purpose of identifying areas of need. The superintendent promoted 'At Risk' students' project.

**Goal 10: Organizational Development**

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

Regularly scheduled meetings were held with the DSO and administrators. This exchange of information was helpful in keeping communication open between the schools and with the district office. Additionally, a quarterly newsletter was prepared and disseminated by the DSO to all schools. This communication device informed schools and military command about activities across the district.

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

Due to the variety of challenges encountered in each of the countries in our district, the ET liaison has had quite a task. Linking the DSO and all of the schools to Internet has been a priority, as well as the continual process of upgrading computers in the schools. The ET was also instrumental in providing extensive computer training at SIP Leadership Conferences and in the schools.

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

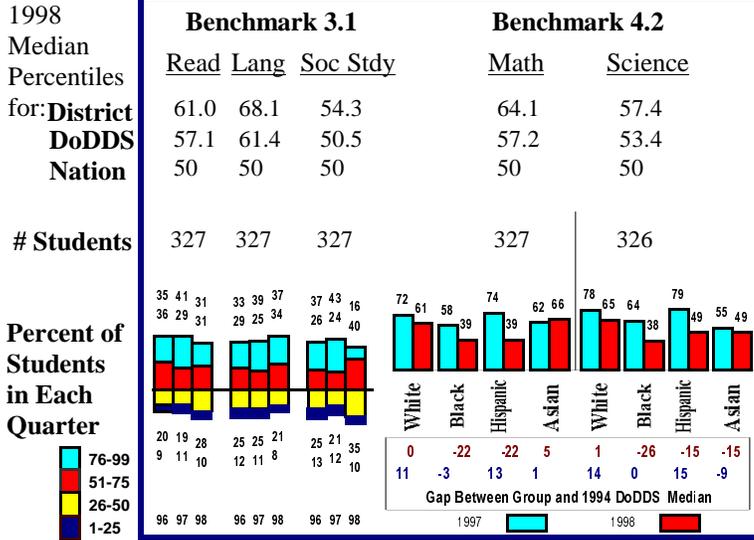
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

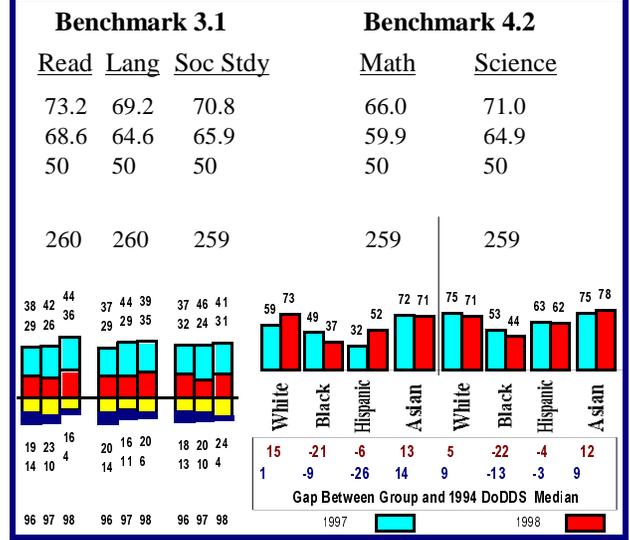
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The assistant superintendent led DPAC meetings, which focused on deepening the understanding of DoDDS curriculums. Training and hands-on exploration of material was provided by each of the liaisons. The SHP liaison held on-site training with selected schools with the goal of revisiting the 5 tiers of the program and examining the variety of activities going on at the school level.

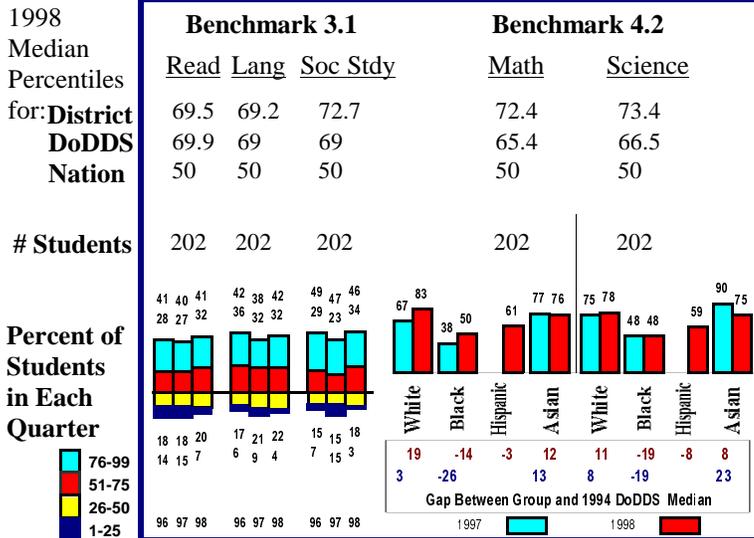
### Grade 3



### Grade 7



### Grade 11



### SAT Results

	District	DoDDS	Nation
% Participating	97	79%	63%
	98	80%	62%
Math Avg Score	97	535	505
	98	524	505
Verbal Avg Score	97	513	505
	98	500	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.

DoDDS-Turkey District  
Attn: Thomas Ellinger  
39 Combat Support Sq  
APO AE 09824-0005

DSN Phone: 676-6114  
Fax Number: 90-322-346-1939  
Commercial Phone:  
90-322-316-6114

### 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	318	Met	30%	54%	10%	4%	2%
5	97	355	Met	33%	57%	6%	3%	0%
5	98	290	Met	17%	79%	4%	0%	0%
8	96	257	Not Met	28%	39%	31%	2%	1%
8	97	260	Met	45%	38%	12%	5%	1%
8	98	239	Met	31%	54%	13%	1%	0%
10	96	255	Met	35%	47%	15%	2%	1%
10	97	245	Met	52%	41%	5%	1%	1%
10	98	268	Met	51%	39%	8%	2%	0%