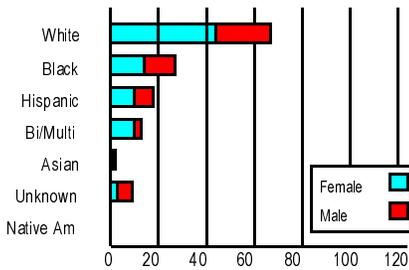




**Department of Defense Education Activity
Amberg Elementary School (K-6)
1997/98 School Profile
Carl McClelland, Principal**

School Characteristics

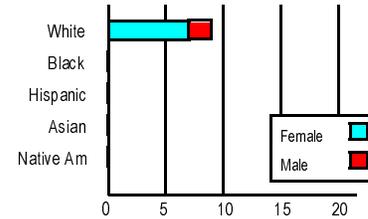
Student Enrollment - 93



Grade	#
K	14
1	16
2	11
3	12
4	15
5	17
6	8
Total	93

Sponsor Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	8
Special Education	0.5
Other Professionals	1.5

Teacher Education

Degree	% Teachers
BA/BS	33 %
MA/MS	67 %
Doctorate	0 %

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

**Mobility Rate
46% Per Year**

Principal's Highlights

Our major academic goals for Amberg Elementary School SY 97/98 were the continued focus on improving student problem solving in the science and social studies curriculum. The faculty also worked on developing assessment tools that would benefit teaching techniques as well as measuring student performance. In addition, the school fully implemented the use of Literacy Place to achieve the DoDEA Reading/Language Arts Standards. We are working on math students.

Integration of technology throughout the curricular areas was emphasized. Students in Grades 3 - 6 were taught keyboarding skills and used these skills in their daily assignments. All students in grades 4 - 6 received small group instruction on Internet usage. Technology is used to teach K-6 students.

Parental involvement continues to be an important aspect in our school. An active PTO continues to support curricular and extra curricular program. The community volunteer coordinator worked closely with PTO to schedule crossing guards throughout the school year.

Amberg Elementary School has continued to support student activities sponsored by the Military Command.

**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.....

Due to a change in the assessment instrument, the skill of reading & interpreting maps has been defined more at a higher level. Teachers have responded with more dialogue among grade levels to determine more effective teaching strategies to reach this goal. The full implementation of an integrated reading/language arts program using Literacy Place materials is supported.

Goal 4: Math And Science Achievement

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

In an attempt to integrate and reinforce skills, the emphasis in science was on chart and graph interpretation. Because of our small numbers, there was no evident gap. Overall growth was evident at all grade levels. Teachers continue to use a variety of teaching strategies to ensure success for all students.

Goal 10: Organizational Development

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

Teachers and staff maintain open lines of communication at all levels. The staff has timely access to district activities and they are well-attended by faculty members. The community and parents are kept well-informed about all applicable school and district activities.

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

The school's Pentium computer lab has an open-door policy and is used on a daily basis. Students use their keyboarding and word processing skills to enhance daily assignments. Students received instruction on the use of the Internet and do independent research for specific assignments. Teachers use the Internet to access information that supports the curriculum.

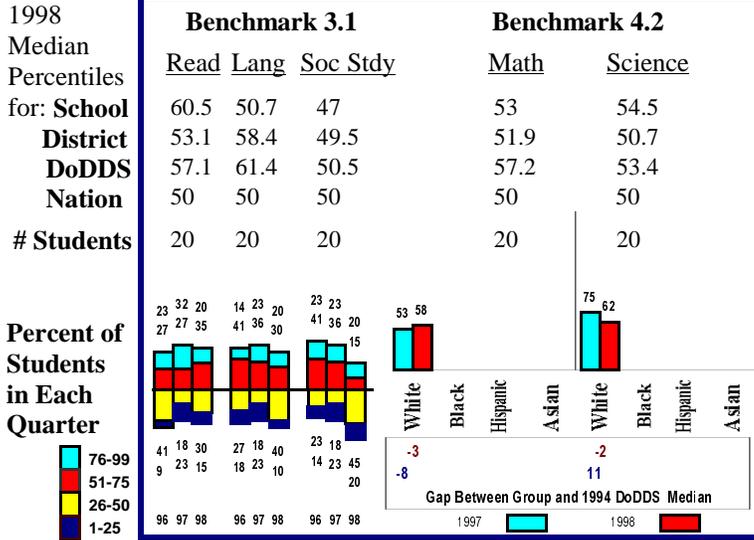
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.2	3.8	3.9
Co-Supporters	4.0	3.5	3.5
Co-Learners	3.6	3.2	3.1
Co-Teachers	3.9	3.5	3.5
Co-Advisors	3.3	3.2	3.3

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

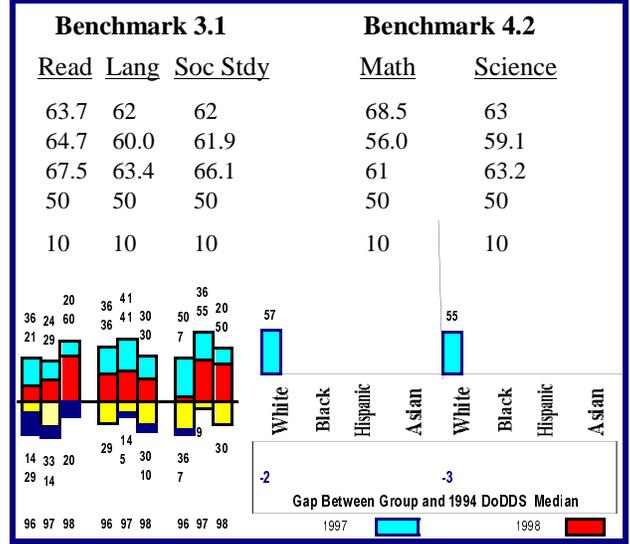
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Amberg Elementary School has been successful in communicating an open-door policy to parents. Not only do we have regular volunteers, but parents feel comfortable visiting the school any time. All forms of communication flow freely between the school and parents. Our school/home/community partnership supports before and after school activities.

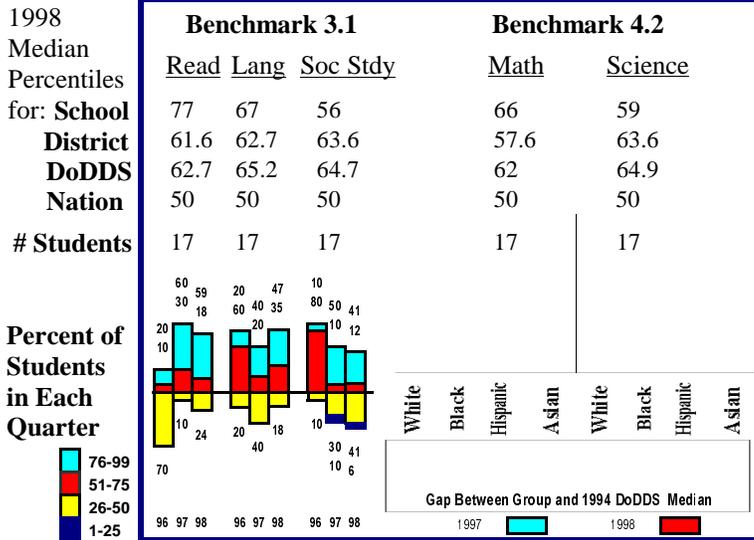
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	52%	63%
	98	NA	58%	62%
Math Avg Score	97	NA	460	505
	98	NA	462	505
Verbal Avg Score	97	NA	500	515
	98	NA	492	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.

Amberg ES
CMR 414
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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	96	14	Met	29%	50%	21%	0%	0%
5	97	24	Met	33%	62%	4%	0%	0%
5	98	10	Met	20%	80%	0%	0%	0%