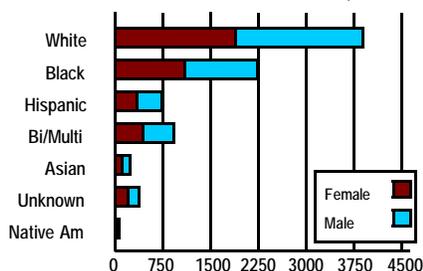


**Department of Defense Education Activity
Wuerzburg District
1996/97 Profile
Richard Osner, Superintendent**

District Characteristics

Student Enrollment - 8,431



| Grade Offered | Program | # | % |
|----------------------------|-------------------|-----|-----|
| PK-12 | Special Education | 700 | 8% |
| K-8 | TAG | 806 | 11% |
| K-12 | ESL | 431 | 5% |
| 1 | Reading Recovery | 65 | 6% |
| 7-12 | AVID | 170 | |
| Students Taking AP Courses | | 203 | 42% |

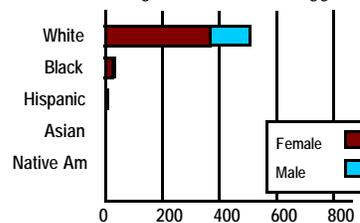
| Grade | # |
|-------|------|
| PreK | 167 |
| K | 958 |
| 1 | 1037 |
| 2 | 978 |
| 3 | 854 |
| 4 | 776 |
| 5 | 704 |
| 6 | 616 |
| 7 | 563 |
| 8 | 483 |
| 9 | 434 |
| 10 | 377 |
| 11 | 265 |
| 12 | 219 |
| Total | 8431 |

| Sponsor Affiliation | % |
|---------------------|------|
| Marine | <.5% |
| Army | 93% |
| Navy | <.5% |
| Air Force | 1% |
| Coast Guard | <.5% |
| Non-US Military | <.5% |
| US Civilians | 6% |
| Non-US Civilians | <.5% |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 10 |
| 1-3 | 27 |
| 4-6 | 14 |
| 7-10 | 39 |
| > 10 | 484 |

Mobility Rate
38% Per Year

Professional Staffing



| Category | FTE |
|---------------------|------|
| Administrators | 30 |
| Classroom Teachers | 412 |
| Special Education | 42.5 |
| Other Professionals | 99.5 |

| Degree | % Teachers |
|-----------|------------|
| BA/BS | 34 % |
| MA/MS | 64 % |
| Doctorate | 2 % |

Superintendent's Highlights

The Wuerzburg District serves a diverse population across a wide geographical area at 19 elementary, middle and high schools. Guided by the DoDEA Strategic Plan, the District continues to foster high expectations, instructional leadership and excellence in teaching to realize our primary mission of helping all students achieve in a caring environment.

As the implementation of the District Improvement Plan proceeds; our emphasis on the interrelationship of curriculum, instruction, and assessment, as the infrastructure for student success, continues to guide our efforts as a District Team. Highlights of this school year include Curriculum Day, an emphasis on instructionally-oriented assessment, the development of a District Technology Training Plan, and a variety of District-sponsored student activities such as Model UN, Foreign Language Festival and the Language Arts Festival.

As a District, we will continue to coordinate efforts aimed at the successful attainment of the DoDEA Strategic Plan in order to build a world of learning and achievement for ALL students.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
The District continues to provide support to schools through ongoing training and assistance in the implementation of the new standards and expectancies and holistic assessment of student writing. A District Assessment Pilot Project involves the use of scoring rubrics to assess student writing. Students' assessment results are then used to guide instructional decisions.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Routine use of constructivist methodologies narrow the racial/ethnic/gender gap in math and science. Workshops designed to integrate math and science (K-12) were provided for teachers to investigate and apply constructivist techniques to further student achievement in math and science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
Effective communication among all DoDEA constituencies is imperative for the successful delivery of services to the stakeholders of our educational system. To this end, the District's primary focus has been on exploring and implementing ever more efficient ways of communicating. One method has been to consolidate and streamline communications from the District office.

Benchmark 10.8: Establish Technology for teachers and administrators.....
The District provided training for teachers in educational technology at all four levels of our technology continuum. Over 500 teachers took advantage of classes to enhance their computer skills. The district also took the initiative to upgrade and expand computer hardware capabilities for students in the classroom and for teacher, and administrative use.

| Average Ratings of SHP Progress | | |
|---------------------------------|----------|-------|
| Tier | District | DoDDS |
| Co-Communicators | 3.67 | 3.70 |
| Co-Supporters | 3.18 | 3.31 |
| Co-Learners | 2.83 | 3.00 |
| Co-Teachers | 3.22 | 3.31 |
| Co-Advisors | 3.09 | 3.17 |

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

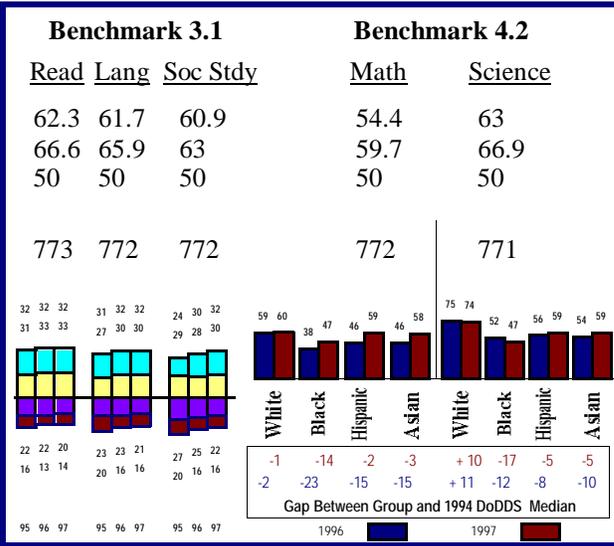
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
School/Home/Community Partnership is a dynamic initiative in enhancing learning for students. All dimensions of the multi-tiered model are evident in all our schools. School Complex Key Communicator Training is in progress. A District SHP newsletter is being published. Increasing involvement in the School/Home Partnership as it relates to all students' success is a priority.

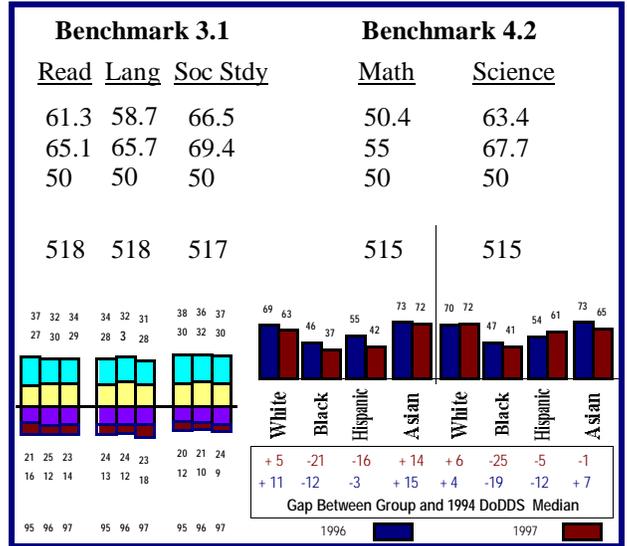
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: District
DoDDS
Nation

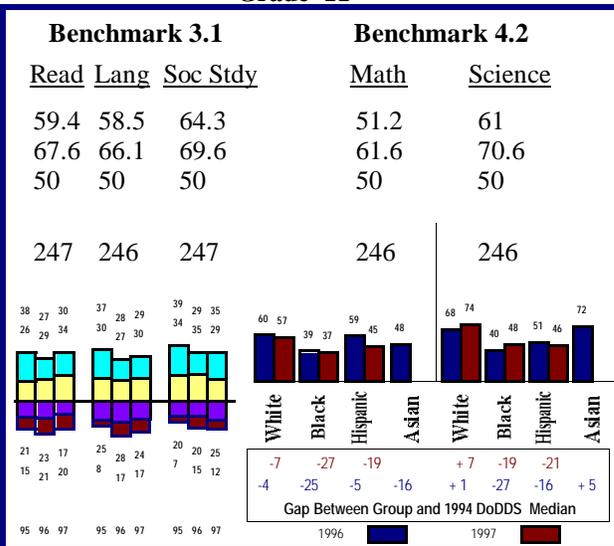


Grade 7



Grade 11

1997
Median
Percentiles
for: District
DoDDS
Nation



SAT Results

| | District | | | DoDDS | | Nation | |
|------------------|----------|-----|-----|-------|-----|--------|-----|
| | 96 | 97 | 98 | 96 | 97 | 98 | 99 |
| % Participating | 96 | 60% | 62% | 41% | 41% | 41% | 41% |
| Math Avg Score | 96 | 482 | 506 | 508 | 511 | 505 | 505 |
| Verbal Avg Score | 96 | 519 | 518 | 505 | 505 | 505 | 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.

DoDDS-Wuerzburg District

Attn: Richard Osner
417th BSB, Unit 26124
APO AE 09031

DSN Phone: 355-8761
Fax Number: 49-9321-37815
Commercial Phone:
49-9321-37914

DoDEA Writing Assessment

| Grade | Yr | Number Tested | Percent at Each Performance Level | | | | | | |
|-------|----|---------------|-----------------------------------|--------|---------------|------------|------------|------------------------|------------------|
| | | | Mean Scale Score | | Distinguished | Proficient | Apprentice | Novice/ Undeveloped | Not Scoreable |
| | | | School | System | | | | | |
| 5 | 95 | 533 | 735.0 | 741.1 | 15% | 56% | 19% | 10% | 1% |
| 5 | 96 | 581 | 729.1 | 741.9 | 30% | 50% | 16% | 3% | 2% |
| 5 | 97 | 633 | 736.2 | 734.5 | 29% | 60% | 7% | 4% | 1% |
| 8 | 95 | 460 | 773.8 | 767.6 | 40% | 21% | 25% | 13% | 2% |
| 8 | 96 | 413 | 768.5 | 770 | 20% | 44% | 29% | 6% | 1% |
| 8 | 97 | 416 | 691.6 | 689 | 27% | 49% | 16% | 8% | 1% |
| 10 | 95 | 263 | 772.0 | 792.8 | 15% | 38% | 31% | 15% | 1% |
| 10 | 96 | 245 | 790.9 | 798.9 | 22% | 48% | 24% | 5% | 0% |
| 10 | 97 | 321 | 711.8 | 711.6 | 35% | 40% | 19% | 5% | 0% |