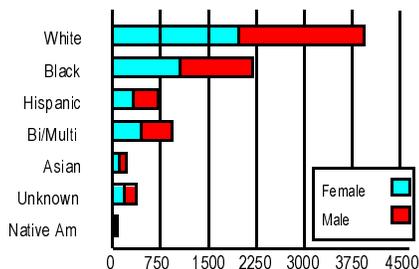


**Department of Defense Education Activity  
Wuerzburg District (PK-12)  
1997/98 District Profile  
Richard Osner, Superintendent**

**District Characteristics**

**Student Enrollment - 8,275**



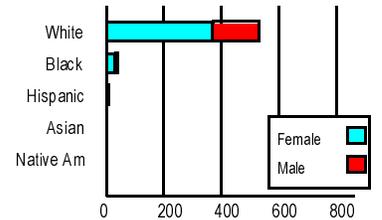
Grade	#
PreK	107
K	1009
1	998
2	899
3	857
4	746
5	694
6	626
7	546
8	481
9	444
10	350
11	291
12	227
Total	8275

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

Teacher Experience	
Years	Teachers
New	8
1-3	23
4-6	23
7-10	53
> 10	475

**Mobility Rate  
39% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	29
Classroom Teachers	443.5
Special Education	46
Other Professionals	91

Teacher Education	
Degree	% Teachers
BA/BS	34 %
MA/MS	63 %
Doctorate	2 %

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	893	11%
K-8	TAG	587	8%
K-12	ESL	350	4%
1	Reading Recovery	52	5%
7-12	AVID	158	
AP Courses Offered		26	
Students Taking AP Courses		181	35%

**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 and safe 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. During this school year we have given specific attention to the changing role of assessment in education. We have worked to expand the knowledge base of teachers and administrators in the development of their skills in the area of instructionally oriented assessment.

Looking ahead, the Wuerzburg District will continue to focus on assessment with specific attention to be given to the related instructional implications in order to effectively meet the needs of all students.

**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 district provided continued support to schools through the training of Reading/Language Arts Lead Teachers in preparation of full implementation SY 98-99. The training has focused on such issues as balanced reading, the basic tenets of the developmental approach to Language and Literacy, alternative assessment options and the instructional implications.

**Goal 4: Math And Science Achievement**

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

Continual training was provided for mathematics and science teachers. The training focused on the new science standards and their similarities to mathematics. Additionally, math and science instruction-based assessments were piloted by teachers. Pre- and post-assessment results indicated significant gains in achievement regardless of race, ethnicity, or gender.

**Goal 10: Organizational Development**

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

Effective communication among all DoDEA constituencies is important for the successful delivery of services to the stakeholders of our educational system. To this end, the District's focus has been on exploring and implementing more efficient ways of communicating. For example a consolidated District calendar of educational activities was developed.

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

Over 600 new computers and 9 new networked labs were installed this year. Additionally, 8 LMCs were upgraded and progress continues on the installation of campus networks. All schools in the district have some form of Internet access. New administrative servers will have been installed in all schools by the end of the summer.

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

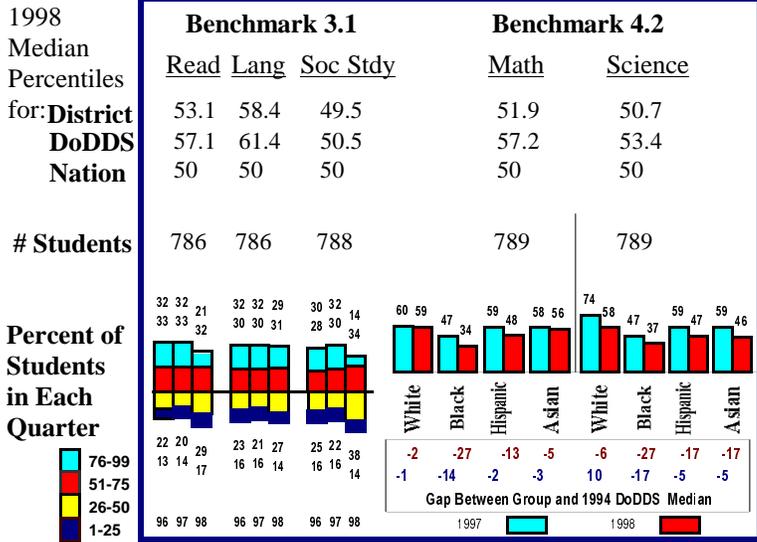
1= traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

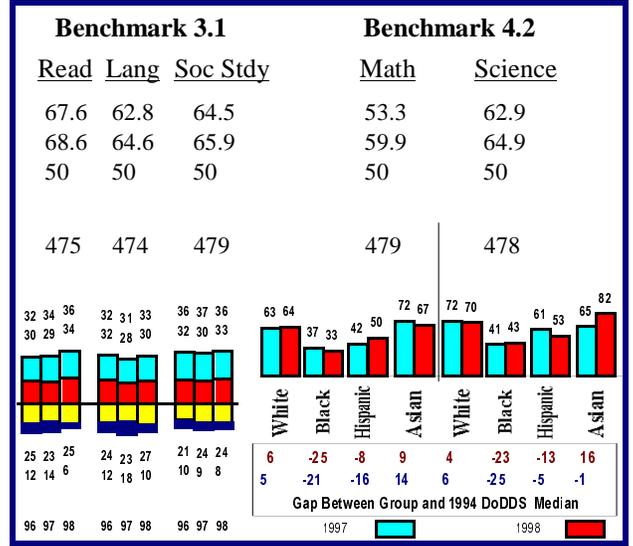
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

District wide interaction with stakeholders in the implementation of six tiered SCHP initiative; training for Key Communicators; Implementation mentoring; SCHP Action Teams; Adopt-A-School; Incorporation of AFTB in Service Learning Curriculum; Parent centers; Parent training; Home Visit; Assessment Instrument; School liaison; Steering Committee; Grant Preparation.

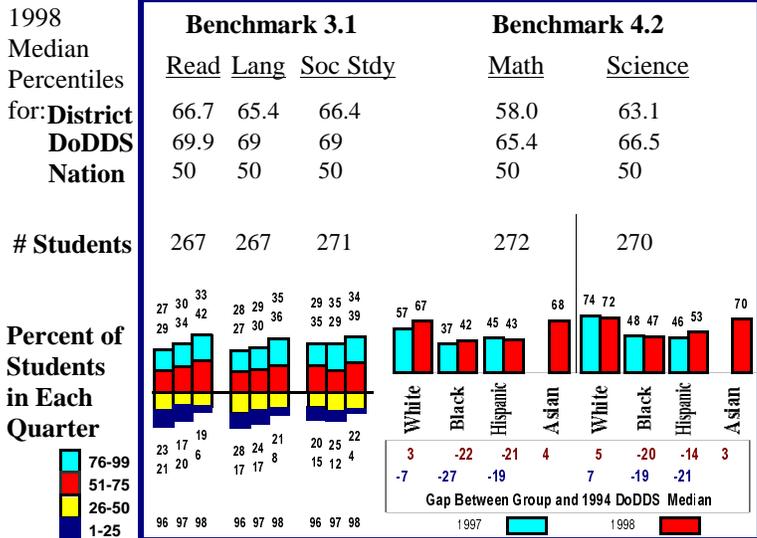
### Grade 3



### Grade 7



### Grade 11



### SAT Results

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

DoDDS-Wuerzburg District  
Attn: Richard Osner  
417th BSB, Unit 2612  
APO AE 09031

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

### 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	581	Met	30%	50%	16%	3%	2%
5	97	633	Met	29%	60%	7%	4%	1%
5	98	595	Met	20%	75%	5%	1%	0%
8	96	413	Not Met	20%	44%	29%	6%	1%
8	97	416	Met	27%	49%	16%	8%	1%
8	98	443	Met	26%	51%	18%	4%	1%
10	96	245	Not Met	22%	48%	24%	5%	0%
10	97	321	Met	35%	40%	19%	5%	0%
10	98	276	Not Met	33%	41%	14%	9%	2%