



Department of Defense Education Activity

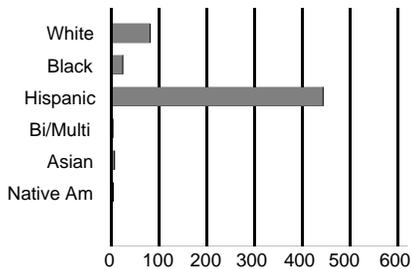
Antilles Elementary School (PK-2)

1995/96 School Profile

Wayanna James, Principal

School Characteristics

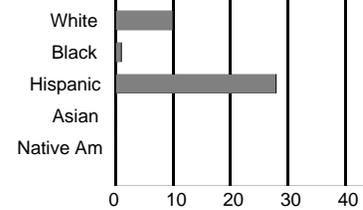
Student Enrollment - 588



Grade	#
PreK	92
K	155
1	168
2	173
Total	588

Sponsor's Affiliation	%
Marine	2%
Army	26%
Navy	8%
Air Force	2%
Coast Guard	6%
Non-US Military	7%
US Civilians	49%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	56	9%
PK-12	TAG	0	0%
PK-12	ESL	97	16%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	16%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	11
> 10	27

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	30
Special Education	5
Other Professionals	3

Mobility Rate
20% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	18%
MA/MS	77%
Doctorate	5%

Principal's Highlights

AES has re-tooled its staff and parents in Developmentally Appropriate Practices (DAP) in early childhood education training through Griffin Center, Hi-Scope and Work Sampling. Special education inclusion implementation and the addition of the integrated system learning lab (ILS), with staff members computer-trained, have supported the progress toward student achievement. An early childhood council which includes parents meets monthly. A DAP early childhood report card has been developed and implemented.

Mission and vision statements were written in student terms. A hot seat concept was implemented in the ILS lab to support Special Education, and ESL students.

All parents are members of the PTO. The parent volunteer program is an integral part of the school's operation. A parent survey was implemented with results tabulated and used for school improvement.

ESL communication program with parents has been implemented. Multi-cultural awareness programs have included field trips and use of community resources through an integrated thematic approach.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
A set of guidelines have been established for the implementation of an electronic portfolio. Students targeted for the ILS lab all have active electronic portfolios. Special education students will use the ILS lab through the "Hot Seat" concept. Over 5000 hours were documented of students on line.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Math Buddies have been implemented at all grade levels. Math skills increased through ILS by 2.16 Grade level gain. Math/Science Fair was conducted in Spring 96. President's Award for Math was implemented. Parent workshop for homebound activities and parent math sessions was implemented.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
Staff development training in DAP, through Hi-scope and Griffin Center was conducted. Training in Work Sampling documenting student achievement and assessment is in progress. Special education training in inclusion and autism was presented. Drug awareness training and NCA-OE training were conducted.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Parents are valuable members of the AES team. Each year we have a Parent's Orientation at the beginning of school to inform them about our programs. A Volunteers' Orientation is conducted to welcome parents and orient them on our programs and the roles they can fill as volunteers. Through the support of the PTO, a section of LMC is designated as an information area for parents.

Parent Participation	#
PTA/PTO Membership	1208
Parent Volunteers	64

Goal 10: Organizational Development

Benchmark 10.8: Establish Electronic Technology for teachers and admin.....
 Staff members have been trained in computer curriculum support and Integrated Learning System. Administrators have been trained in the use of e-mail and PowerPoint. An additional technology in-service in basic through advanced computer training has been scheduled for Spring and Summer 1997.

Standardized Test Results

		Grade 2					Grade 4				
		Benchmark 3.1			Benchmark 4.3		Benchmark 3.1			Benchmark 4.3	
		Read	Lang	Soc Stdy	Math	Science	Read	Lang	Soc Stdy	Math	Science
1996 Median Percentiles for:	School	34	38	40	50	38	*	*	*	*	*
	District	40	43	48	57	47	40	45	46	49	52
	DDESS	55	54	53	59	49	56	64	56	65	61
	Nation	50	50	50	50	50	50	50	50	50	50
	# Students	141	141	141	141	141	*	*	*	*	*
Percent of Students in Each Quarter		16 23	14 18	14 22	23 28	6 23	NOT APPLICABLE				
		29 33	33 34	35 29	23 26	40 32					
		96	96	96	96	96					

		Grade 6					SAT Results				
		Benchmark 3.1			Benchmark 4.3						
		Read	Lang	Soc Stdy	Math	Science					
1996 Median Percentiles for:	School	*	*	*	*	*	% Participating	1996	N/A	46%	41%
	District	44	51	52	36	50	Math Avg Score	1996	N/A	477	508
	DDESS	51	58	53	56.5	55	Verbal Avg Score	1996	N/A	485	505
	Nation	50	50	50	50	50	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. The 1996 SAT scores were "recentered" by the College Board Standardized 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.				
	# Students	*	*	*	*	*					
Percent of Students in Each Quarter		NOT APPLICABLE									

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