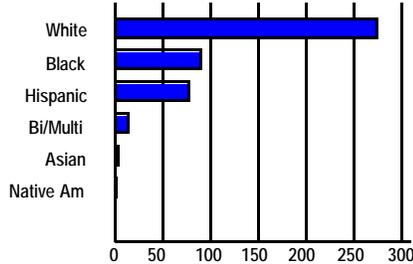


**Department of Defense Education Activity
 Mahaffey Middle School (6-8)
 1996/97 School Profile
 Suzanne Jones, Principal**

School Characteristics

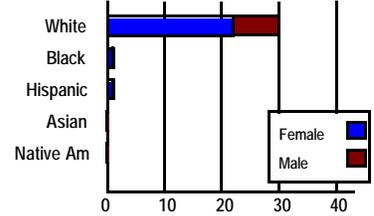
Student Enrollment - 365



Grade	#
6	144
7	117
8	104
Total	365

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	31	8%
PK-12	TAG	33	9%
PK-12	ESL	10	3%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	3
7-10	5
> 10	23

Mobility Rate
29% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	15
Special Education	4
Other Professionals	11

Teacher Education	
Degree	% Teachers
BA/BS	13%
MA/MS	84%
Doctorate	3%

Principal's Highlights

The School Improvement Team of Mahaffey Middle School adopted a new mission statement which states "the mission of MMS is to produce individuals who have developed and refined the skills necessary to be successful in any situation."

Based on a firm belief that all students can learn, reinforcement of basic skills was emphasized while students developed problem solving techniques. Learning labs provided students with opportunities to develop and refine creative thinking and research skills. Technology was integrated throughout the curriculum. A school web-site was created while students displayed science projects and experiments on a secondary site.

Parents are encouraged to be involved in all levels of the child's education by serving on various committees, attending workshops, visiting the school, and chaperoning dances.

Through a partnership of parents, faculty, and military personnel, we are committed to meeting the unique needs of the transient adolescent learner.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
 All academic classrooms meet the 21st century technology criteria. Sixth and eighth grade teams piloted an electronic portfolio program. With the onset of the local area network and the use of the Internet, students were instructed in the ethical and responsible usage of technology. A school-wide study shows an increase usage of technology by students.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
 Math portfolios provided students with opportunities to reinforce basic skills while dealing with real-life situations. Math Bowls were held at the 6th and 7th grade levels. Science activities, projects and curriculum were displayed on a web-site created by 8th grade students. Investigative skills were emphasized in a second 7th grade science class.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
 As indicated by a site study, the percentage of the faculty/staff technology competencies rose. Workshops were offered throughout the year to address areas of interest and needs. Teacher input was gathered in order to determine areas of need for the next school year. Faculty representatives served on the district-wide math and science curriculum committees.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.
 A school-wide site study indicated increased usage of technology in instruction. A local area network became fully operational. It is being used for various record-keeping and resource management, i.e. discipline records, CC:mail, teacher/staff handbook. Four connections to the Internet were established as teachers infused technology throughout the curriculum.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.31	4.08
Co-Supporters	3.3	3.93	3.65
Co-Learners	3.2	3.75	3.27
Co-Teachers	3.2	4.04	3.66
Co-Advisors	3.7	4.03	3.36

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.....

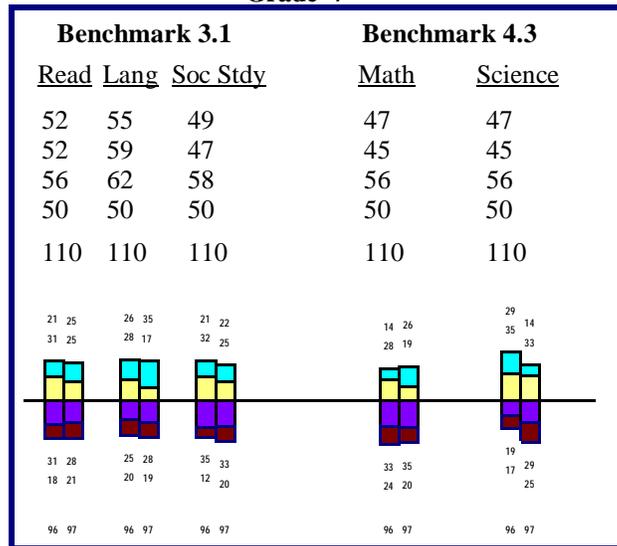
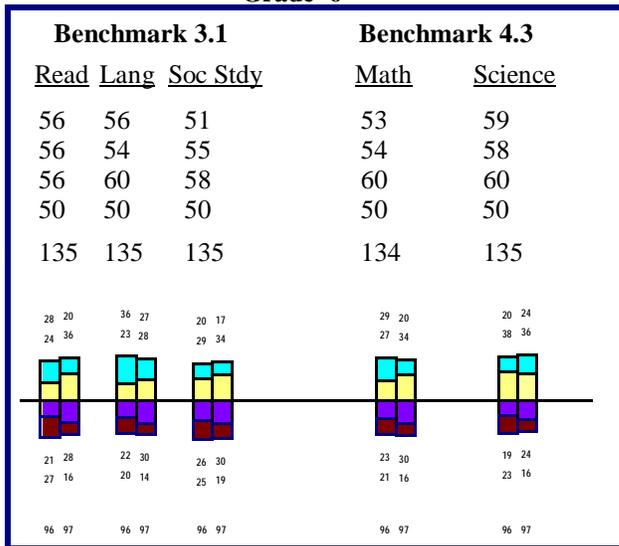
To increase communication, a computerized homework hotline was initiated while a parental handbook was distributed upon registration. A home-school partnership self-evaluation was conducted to determine areas to be addressed. Workshops were offered throughout the school year that provided learning activities for parents.

Standardized Test Results

Grade 6

Grade 7

1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students

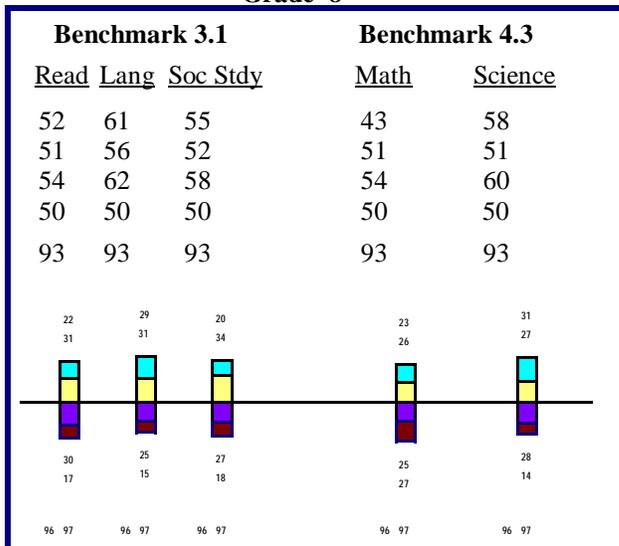


Percent of
Students
in Each
Quarter



Grade 8

1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students



Percent of
Students
in Each
Quarter



ACT Results

	School	District	DDESS	Nation
% Participating	1996	N/A	64%	36%
	1997	N/A	65%	35%
Math Avg Score	1996	N/A	19.8	20.2
	1997	N/A	18.9	18.7
English Avg Score	1996	N/A	20.5	20.2
	1997	N/A	19.8	19.6

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

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.

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Writing Assessment

Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
7	97	112	0%	3%	23%	74%	0%
8	96	94	0%	7%	32%	61%	0%