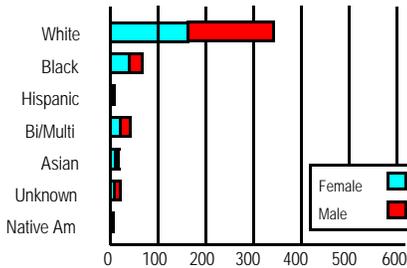




**Department of Defense Education Activity
Alfred T. Mahan Elementary School (K-6)
1999/00 School Profile
Richard R. Alix, Principal**

School Characteristics

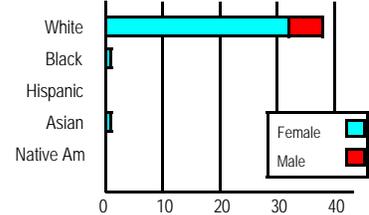
Student Enrollment - 504



Grade	#
K	87
1	72
2	76
3	63
4	81
5	54
6	62
Total	504

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	56%
Air Force	39%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	40	8%
K-8	TAG	56	11%
K-12	ESL	15	3%
1	Reading Recovery	8	11%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-2	2
3-9	6
10-20	12
> 20	14

Mobility Rate
37% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	3
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	48 %
MA/MS	52 %
Doctorate	0 %

Principal's Highlights

The School Improvement Process (SIP) challenges all staff to reflect on daily teaching strategies. An on-going focus on "Best Practices" in the classroom has inspired many teachers to apply other principles of learning in the delivery of instruction. Through this process, teachers became more involved with math and language assessments, interpreting standardized testing scores, designing rubrics (standards of performance) and measuring progress. It has become increasingly evident that clear and precise communication of learning expectancies is fundamental to successful learning.

There is buy-in to the belief that all students can learn. The staff decided to use local and system-wide assessments to identify all students performing below 50% as focus students. Teachers recommended students for participation in after-school Activities Clubs that had a decidedly academic focus in support of Math and Writing Benchmark goals. Focus groups in each classroom changed as children improved in their skill abilities. Students moving out of the "focus" group validated the effectiveness of the intervention strategies.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 99/00 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Language Arts, and Social Studies...

Our focus was to increase students' writing ability by employing a variety of writing formats. Past writing assessment results indicated a need to improve student writing proficiency. Students wrote daily using the writing process. Students received additional support from LARS, Compensatory Education personnel, and after-school Activities Clubs relating to writing and reading.

Goal 4: Math And Science Achievement

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

An analysis of students' performance in local and system-wide assessments indicated a need to improve basic grade level competencies in computation. Students received extra help from Comp Ed personnel and through after-school Activities Clubs relating to mathematics skills. Teachers remained focused on skills by meeting twice to review math standards.

Goal 10: Organizational Development

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

Every available resource in the community was used to communicate school information to all parents and the commands. Teachers expanded two-way communication through e-mail, voice mail, and web pages. The School Advisory Committee (SAC) established an e-mail account for parents to directly contact the SAC president about concerns or issues in the school.

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

Teachers completed self-assessments to identify needs for technology staff development. Classes and inservices in web page authoring, desktop publishing and Internet applications assisted teachers in integrating technology in the classroom and in using the computer lab. Increased Video Conferencing opportunities were used to compliment the curriculum.

Customer Satisfaction Survey-Parent Results

Major Category	School	District	DoDDS
Computer Technology	7.4	7.2	7.1
Communications/ Involvement	6.9	6.7	6.7
Child's Teacher(s)	7.7	7.2	7.3
Curriculum/Training	6.1	6.3	6.2
Overall Satisfaction	6.9	7.0	6.8
Rating Scale: 10(A); 7(B); 4(C); 1(D); 0(F)			

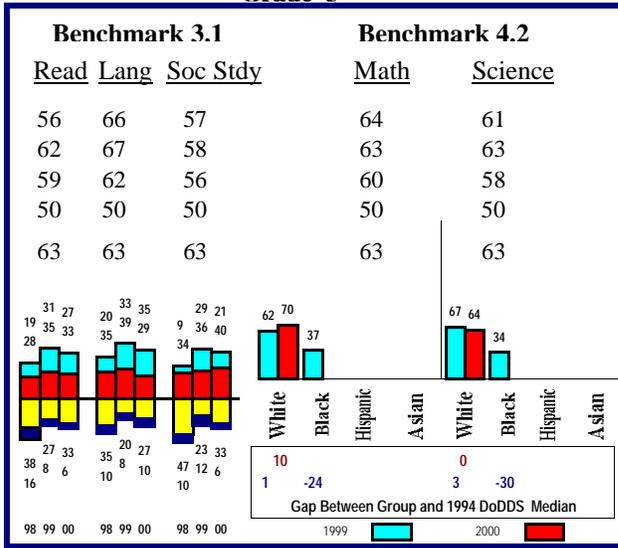
Goal 8: Parental Participation

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

The School-Home Partnership (SHP) committee used surveys in the fall and spring to determine interest and rates of participation. Parents were provided with a variety of opportunities to share skills and resources with teachers and students. A high yearly population turnover underscores the value of parental involvement and communication with the community.

Grade 3

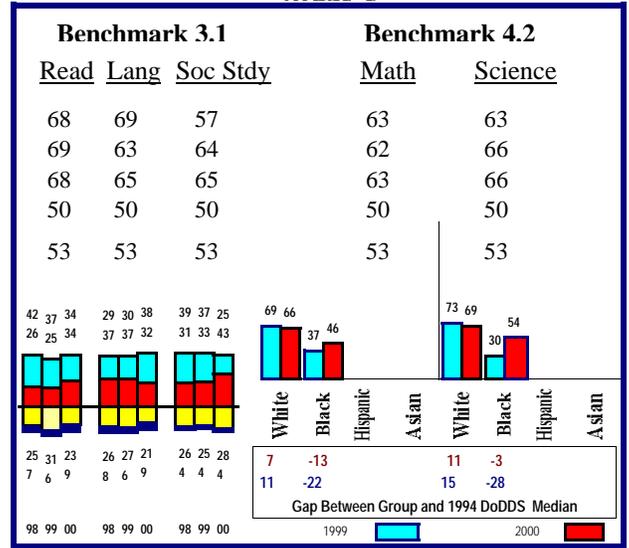
2000
Median
Percentiles
for: School
District
DoDDS
Nation
Students



Percent of
Students
in Each
Quarter

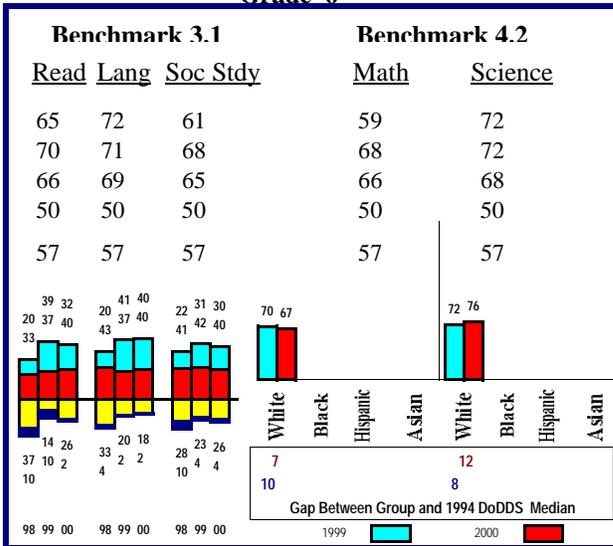


Grade 5



Grade 6

2000
Median
Percentiles
for: School
District
DoDDS
Nation
Students



Percent of
Students
in Each
Quarter



SAT Results

	School	District	DoDDS	Nation
% Participating	99	NA	71%	63%
	00	NA	66%	64%
Math Avg Score	99	NA	489	501
	00	NA	510	514
Verbal Avg Score	99	NA	515	506
	00	NA	530	505

Notes

Customer Satisfaction Survey: The Parent Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

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.

A. T. Mahan ES
PSC 1003, BOX 48
FPO AE 09728-0348

DSN Phone: 228-3100
Fax Number: 354-425-2261
Commercial Phone:
354-425-3100

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	00	52	Met	23%	73%	4%	0%	0%
5	99	66	Met	11%	86%	3%	0%	0%
5	98	64	Met	3%	92%	3%	2%	0%