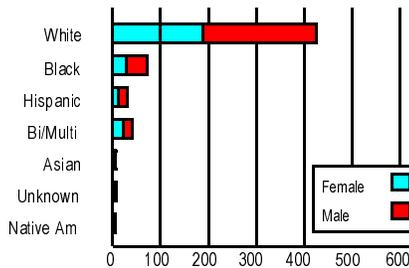




**Department of Defense Education Activity
Alfred T. Mahan Elementary School (PK-6)
1997/98 School Profile
Richard R. Alix, Principal**

School Characteristics

Student Enrollment - 574



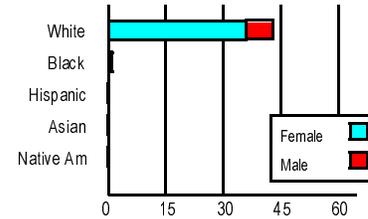
Grade	#
PreK	9
K	109
1	83
2	87
3	84
4	67
5	81
6	54
Total	574

Sponsor Affiliation	%
Marine	2%
Army	<.5%
Navy	57%
Air Force	37%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience Years	Teachers
New	1
1-3	1
4-6	4
7-10	4
> 10	26

**Mobility Rate
46% Per Year**

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	27.5
Special Education	3
Other Professionals	8.5

Teacher Education Degree	% Teachers
BA/BS	39 %
MA/MS	61 %
Doctorate	0 %

Grade Offered	Program	#	%
PK-12	Special Education	48	8%
K-8	TAG	61	11%
K-12	ESL	N/A	N/A
1	Reading Recovery	16	19%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

The School Improvement Leadership Team has worked in partnership with the School Advisory Committee to ensure that the efforts and resources of both groups were focused on the School Improvement Plan (SIP). To this end it was decided mid-year that both committee meetings would be held jointly and that the SIP would be the driving force behind both committees. It worked extremely well.

Committees of teachers and parents were established for each of the benchmark areas - led by "benchmark" captains. These committees represented the staff and school community as they reviewed data and then established focus areas and strategies for their respective benchmark area. These committees directed the efforts of the school in implementing the plan and then evaluating the success.

All teachers were actively involved in the SIP process as they each served on one of the benchmark committees. Parents served as members of the committees and also assisted with benchmark strategies and assessments. This resulted in SIP being a process "owned" by the staff and community.

School Improvement involves parents and teachers working together to realize increased student achievement. A. T. Mahan has a strong commitment to "Linking Students to Future Success."

**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.....
This year our Language Arts Committee focused on ways we could promote writing across the curriculum. Some of the activities included: a writing fair, guest speakers, programs to increase reading at home, Reading Is Fundamental (RIF), visit of Caldecott author Ed Emberley, and use of technology in the Language Arts program. Pre and post assessments indicated growth.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
All classroom teachers received a two day DSO sponsored Mathland training which directly supported our SIP goal. The Science/Math Fair gave students opportunities to demonstrate their learning. Math tutoring was available to students during the year. Pre and post assessments indicated students' mastery of mathematical competencies and greater understanding of math concepts.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
Staff made positive personal contact with parents via voice mail, school and classroom newsletters, conferences, phone calls, and personal notes. In addition to this, our school's web page was updated regularly so that the school community could have instant access to school information. The entire school community participated in Spirit Week to promote unity at A.T. Mahan Elem.

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

All computers in our lab were provided access to the Internet. Teachers and students spent thousands of hours learning to use the Internet to enhance teaching and learning. Our school's web site (www.school.is) continued to support the SIP process. Our video tele-conferencing equipment was used extensively by students and teachers in the learning process.

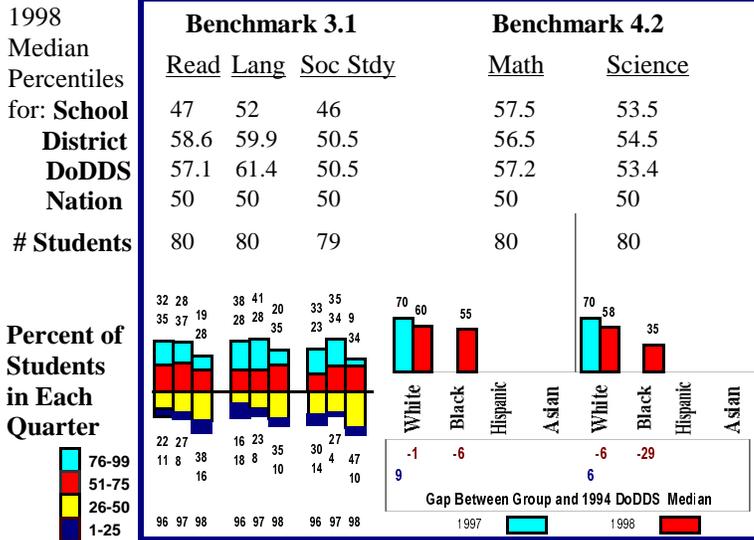
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.7	3.9
Co-Supporters	3.9	3.4	3.5
Co-Learners	3.1	3.0	3.1
Co-Teachers	3.7	3.3	3.5
Co-Advisors	3.3	3.1	3.3

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

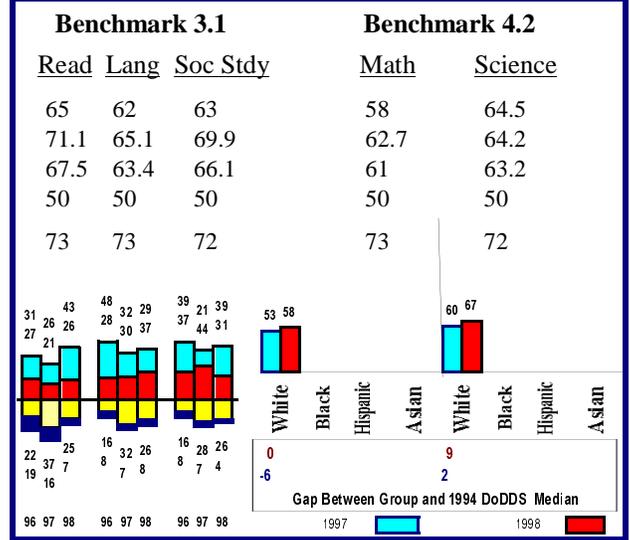
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The SHP Committee established a Parent Center so that parents and volunteers had their "own" place. It became the volunteer coordination center as well as an information center for parents. The "Adopt-A-Class" program was established and military organizations on base "adopted" classes and provided many hundreds of hours of volunteer service to the children.

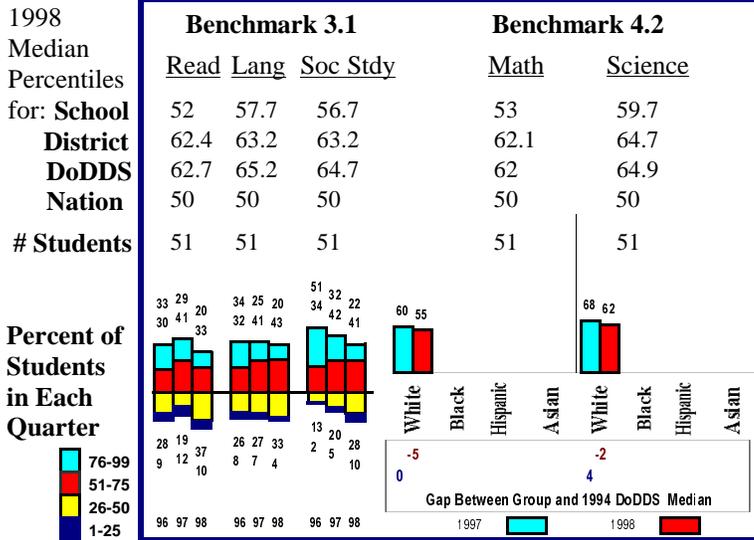
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	71%	63%
	98	NA	66%	62%
Math Avg Score	97	NA	503	505
	98	NA	528	505
Verbal Avg Score	97	NA	533	515
	98	NA	541	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.

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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	63	Met	24%	56%	18%	3%	0%
5	97	53	Met	17%	72%	4%	8%	0%
5	98	64	Met	3%	92%	3%	2%	0%