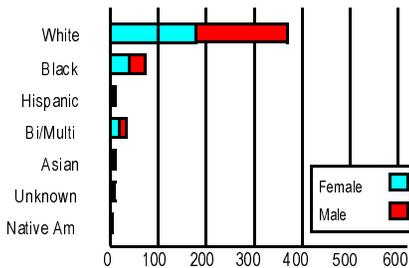




**Department of Defense Education Activity
Alfred T. Mahan Elementary School (K-6)
1998/99 School Profile
Richard R. Alix, Principal**

School Characteristics

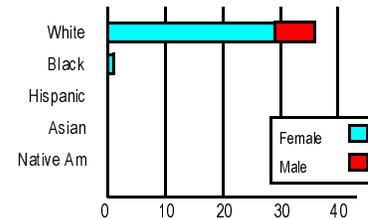
Student Enrollment - 490



Grade	#
K	71
1	74
2	66
3	80
4	62
5	68
6	49
Total	490

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	58%
Air Force	39%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



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

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	41	8%
K-8	TAG	44	9%
K-12	ESL	N/A	N/A
1	Reading Recovery	17	23%
7-12	AVID	N/A	
	AP Courses Offered	N/A	
	Students Taking AP Courses	N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-2	6
3-9	11
10-20	12
> 20	3

Mobility Rate
46% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	46 %
MA/MS	54 %
Doctorate	0 %

Principal's Highlights

The School Improvement Process (SIP) has proven itself a viable means to realize the goal of improved student learning within a school program. It is through the SIP that teachers and parents become involved in analyzing data and developing action plans to address identified needs in student learning. At A. T. Mahan ES, this resulted in a school-wide focus on improving student writing skills, increasing mathematics computation proficiency, and expanding student use of technology applications. We take pride in the SIP's effectiveness as validated by the 98-99 assessment instruments in writing and mathematics computation. A strong commitment to these action plans seems to have made the difference this year. However, it is evident that an increased focus on our greatest needs students is essential for realizing continued gains.

• We are pleased with the installation of the school-wide LAN infrastructure over the summer of 1999. We will begin using new software to assist all students in increasing mastery of reading and mathematics skills.

• Increased involvement of our parents in the school program was realized by our School-Home Partnership. We need to extend our efforts to encourage more involvement.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

All teachers were involved with a one-day DSO sponsored workshop on writing across the curriculum. Students used the academic writing process across the curriculum. Activities included Reading Is Fundamental (RIF), cross grade level reading buddies, and a site visit by a zoo archaeologist to stimulate writing.

Goal 4: Math And Science Achievement

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

A variety of support activities based on the individual needs of all students served to accomplish Benchmark goals. Teachers analyzed pre-test data to identify student needs in computation. With the use of hands-on activities and focused practice, teachers instructed for mastery. Pre and post assessments indicated growth.

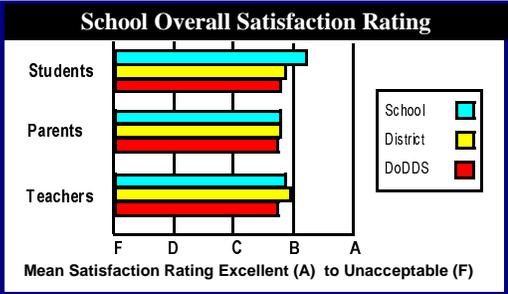
Goal 10: Organizational Development

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

The use of the school voice mail, principal's monthly newsletter, and weekly Puffin Pages newsletters have kept parents and the community up to date with the school's happenings. Community communication instruments included NCTS, the White Falcon, and the Roller to provide school communication to the NAS.

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

The faculty was given the opportunity by the WANG contractor to receive credit in three different software applications. This learning experience enabled teachers to give students more opportunities to incorporate technology into their learning.

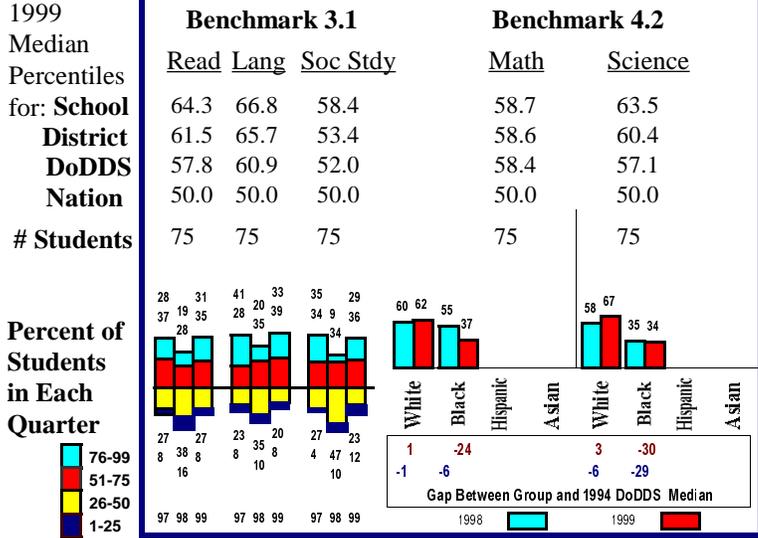


Goal 8: Parental Participation

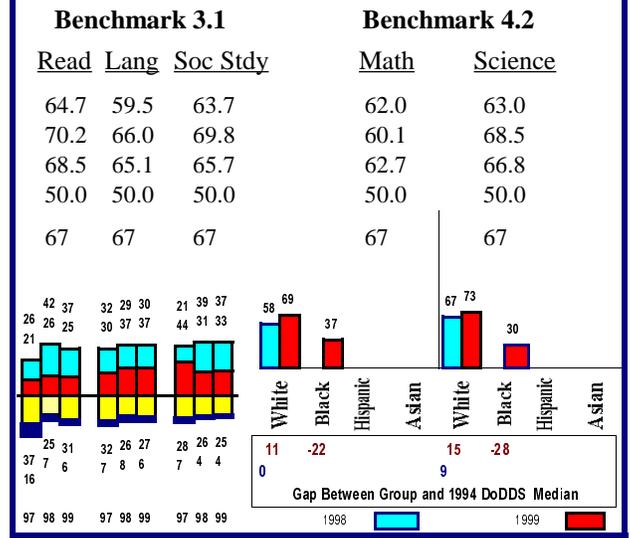
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parents and the School-Home Partnership committee were involved in a multitude of volunteer activities throughout the year. Co-supporting activities continue to be the primary activity. However, data indicated increased parental involvement occurred in all tiers.

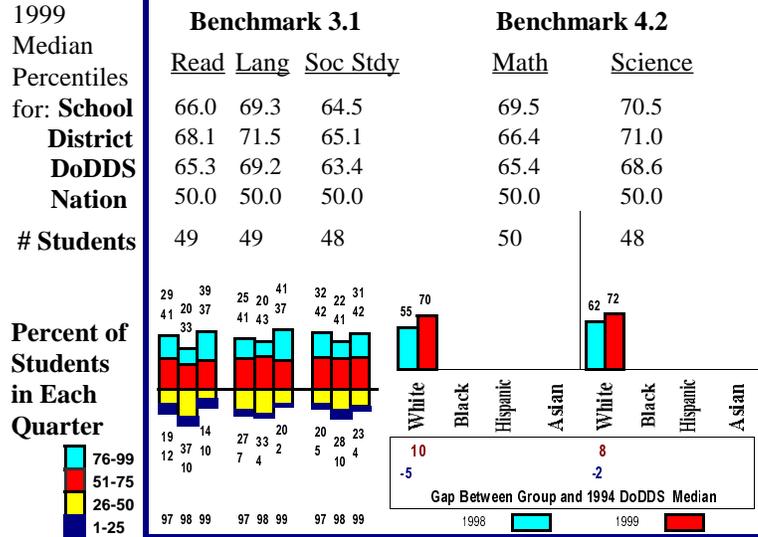
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	98	NA	66%	62%
	99	NA	71%	63%
Math Avg Score	98	NA	528	505
	99	NA	489	501
Verbal Avg Score	98	NA	541	505
	99	NA	515	506

Notes

Customer Satisfaction Survey: The Overall 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.

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DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	97	53	Met	17%	72%	4%	8%	0%
5	98	64	Met	3%	92%	3%	2%	0%
5	99	66	Met	11%	86%	3%	0%	0%