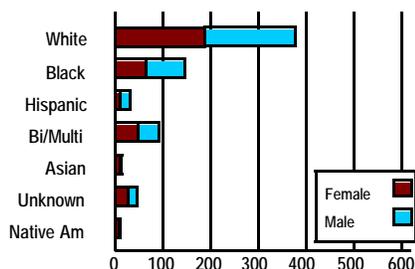




**Department of Defense Education Activity
Incirlik Elementary School (PK-6)
1996/97 School Profile
Dorothy Waddell, Principal**

School Characteristics

Student Enrollment - 714



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	78	11%
K-8	TAG	80	12%
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

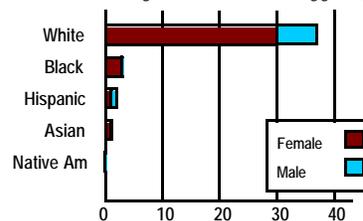
Grade	#
PreK	60
K	108
1	110
2	99
3	87
4	96
5	80
6	74
Total	714

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	95%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	2
7-10	4
> 10	35

**Mobility Rate
48% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	29
Special Education	5
Other Professionals	10

Teacher Education	
Degree	% Teachers
BA/BS	30%
MA/MS	65%
Doctorate	5%

Principal's Highlights

Parent involvement at Incirlik Elementary School was a highlight of our year. We began the school year by combining the School Advisory Committee (SAC) and the School Improvement Team into one committee. Parents and other community members were actively involved in the School Improvement Progress.

Thirty percent of our parents participated in co-learning in our computer lab on parent/student nights. Because of the high demand of the elementary school computer lab, we had to coordinate efforts to use the High School lab to teach keyboarding skills to students in grades 4-6. Teachers were elated over the success of this program.

Parents and community members were actively involved in the mentoring program. Twenty-nine community members as well as individuals from two AWACS teams spent numerous hours tutoring in the school. They mentored 34 individual students as well as volunteering their time in individual classrooms.

Students, schoolwide, showed improvement in Daily Oral Math and Daily Oral Language Skills. Many teachers plan to continue with these strategies as we explore new ways to meet these benchmarks next year.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
Incirlik Elementary School students worked on improving mechanical and grammatical skills in their work. Teachers used a program called Daily Oral Language which emphasizes a variety of skills on a daily basis. After scoring pretests and posttests, we found an improvement on posttest scores. Teachers will continue with the Daily Oral Language program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
We feel that it is important for students to solve problems using a variety of methods and logical thinking skills. To achieve this goal, teachers used a Daily Oral Math program which emphasizes these skills. Our students' posttest scores also showed improvement. Teachers felt this was a worthwhile activity and plan to continue with it next year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
Teachers at Incirlik Elementary have become quite effective at computer communications. Newsletters, generated by teachers and students, go home on a regular basis. The administrator sends newsletters and calendars of events home on a monthly basis. Teachers are creating power point slide presentations for the beginning of the 97/98 school year welcoming students.

Benchmark 10.8: Establish Technology for teachers and administrators...
Administration now puts all notices, daily bulletins, community meeting minutes, questionnaires, and surveys on cc:mail. Teachers have been trained to use cc:mail and have taken graduate courses to update their knowledge in various computer programs. Students in grades 4-6 have taken courses in keyboarding, and all classrooms have a scheduled time in the computer lab.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.44	3.70
Co-Supporters	3.2	3.21	3.31
Co-Learners	3.3	2.92	3.00
Co-Teachers	3.2	3.20	3.31
Co-Advisors	2.8	3.03	3.17

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

Goal 8: Parental Participation

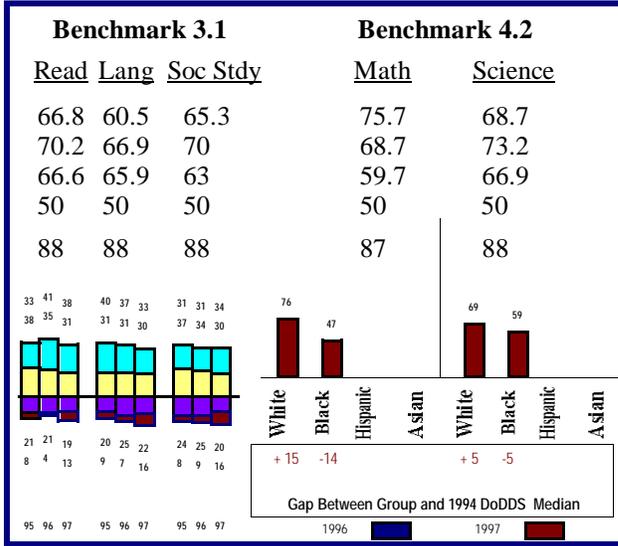
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

One of the highlights of the parental participation was our parent/child night in the computer lab. We had 30% of our parents participate in co-learning with their child in the computer lab. We are continuing our progress on a parent center which has been delayed due to construction. Our mentoring program was a success with 34 students receiving individual tutoring.

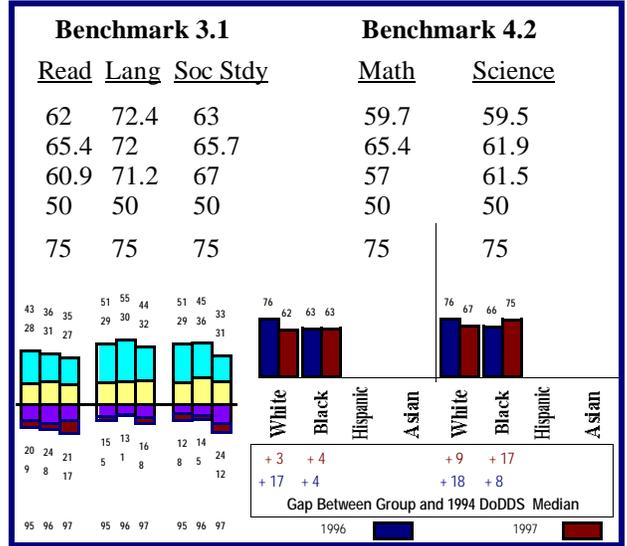
Standardized Test Results

Grade 3

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

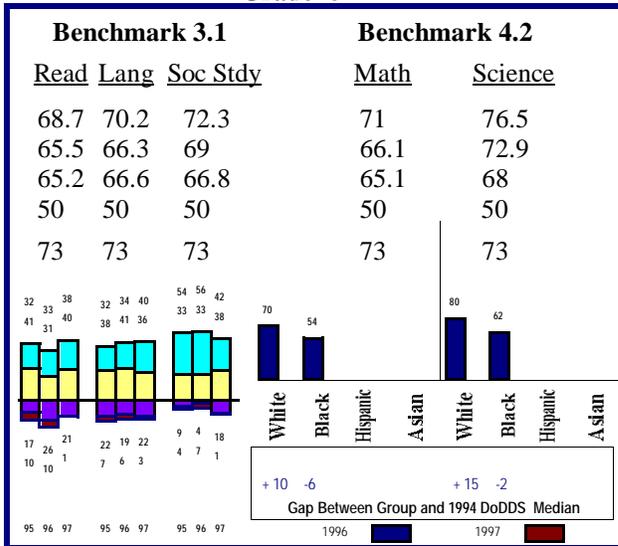


Grade 5



Grade 6

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



SAT Results

	School	District	DoDDS	Nation
% Participating	96	NA	84%	62%
	97	NA	79%	63%
Math Avg Score	96	NA	513	506
	97	NA	535	505
Verbal Avg Score	96	NA	518	518
	97	NA	513	515

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	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
5	95	76	720.8	741.1	8%	61%	20%	11%	1%
5	96	88	754.7	741.9	32%	61%	5%	2%	0%
5	97	71	737.4	734.5	25%	65%	6%	4%	0%