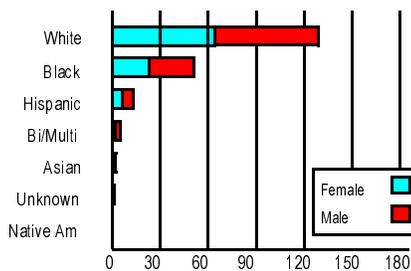




**Department of Defense Education Activity
Incirlik High School (7-12)
1998/99 School Profile
Peggy Bullion, Principal**

School Characteristics

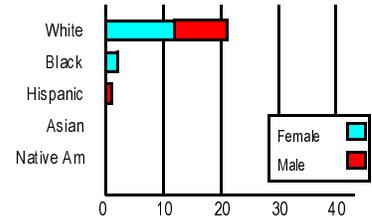
Student Enrollment - 201



Grade	#
7	49
8	51
9	40
10	27
11	18
12	16
Total	201

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	81%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	4	2%
K-8	TAG	0	N/A
K-12	ESL	1	<.5%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		4	
Students Taking AP Courses		13	38%

Teacher Experience	
Years	Teachers
New	0
1-2	0
3-9	6
10-20	2
> 20	11

**Mobility Rate
46% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	18.5
Special Education	1
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	25 %
MA/MS	64 %
Doctorate	11 %

Principal's Highlights

Despite heightened security measures resulting from unstable political conditions in our part of the world, Incirlik American High School has maintained a constant focus on improved student achievement. The block schedule continues to provide students with ample opportunities to become actively engaged in learning. A seminar period allows students to work with teachers in subjects in which students need extra assistance. Advanced Placement and distance education courses continue to challenge many students.

The faculty chose several primary school improvement goals this year. A focus on reading was achieved through the continuation and monitoring of a sustained silent reading (SSR) period in seminar every other day. Academic assistance was provided both in seminar and during the after-school study skills program, our second SIP strategy. The faculty sought to establish partnerships with parents by co-communicating regularly about student progress, especially through the use of e-mail. Parents also served as mentors in the after-school study skills program, and some attended SIP meetings and training. Technology training for educators continues to provide skills needed to infuse technology into the curriculum.

**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.

Student interest in reading has been measured with feedback from teachers and students regarding student engagement in pleasure reading during SSR. While student interest in reading has increased, our plan next year is to measure improvement in overall reading fluency and/or comprehension.

Goal 4: Math And Science Achievement

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

Monitoring the GPAs of female low-achieving math students who attended the after-school study skills program revealed that those who attended regularly and willingly showed gains, while those who attended infrequently showed little or no gain. Volunteers have helped to improve students' confidence levels.

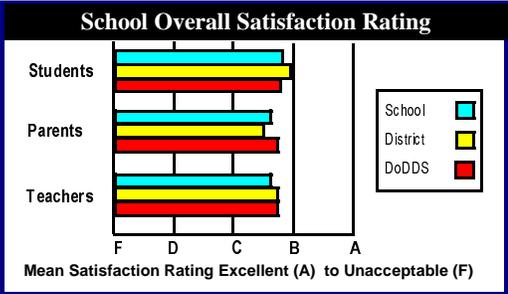
Goal 10: Organizational Development

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

The School Improvement Team sought to publicize the SIP widely by placing the plan in strategic places on base, posting it throughout the school, and publicizing in the parent newsletter. E:mail was also used to improve communication with parents and community.

Benchmark 10.8: Establish technology for teachers and administrators.

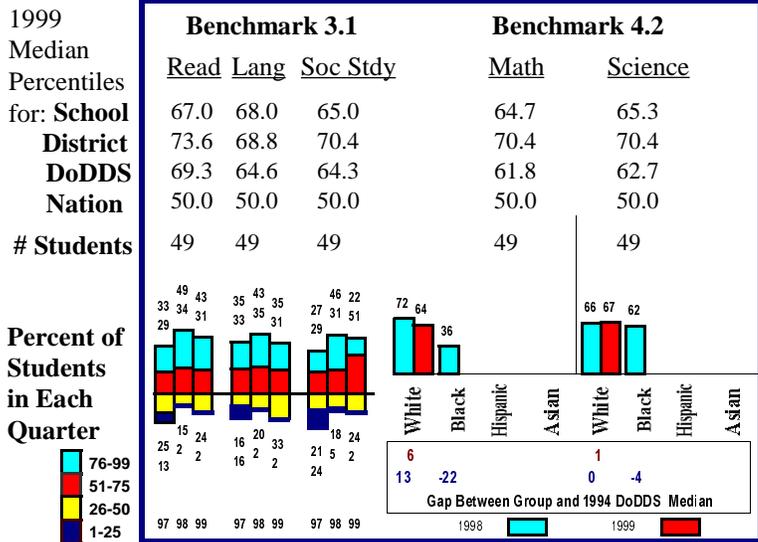
Despite limited resources in Turkey, we continue to strive for improved skills in technology. Training provided by the Educational Technologist (ET) and support from the school Technology Committee and district computer specialists helped to move us toward our goal of using technology in instruction.



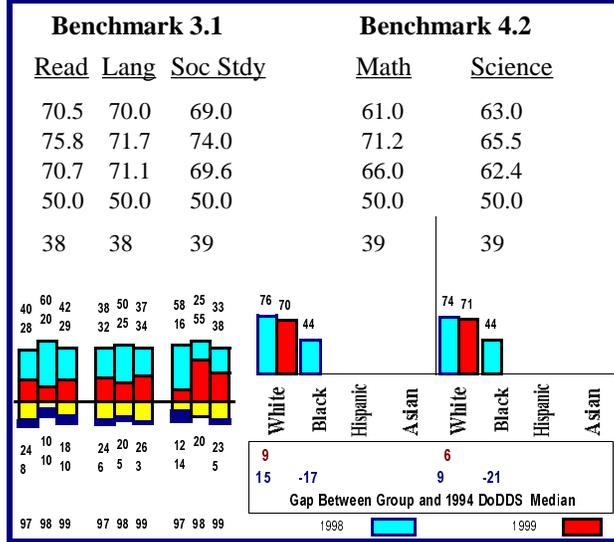
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
 Our school engaged in multiple efforts to build co-communication (through e-mail), co-support (through Booster Club and PTSO), co-learning (through attendance at training and the use of volunteer mentors), and co-decision making (through the School Advisory Council and the School Improvement Team).

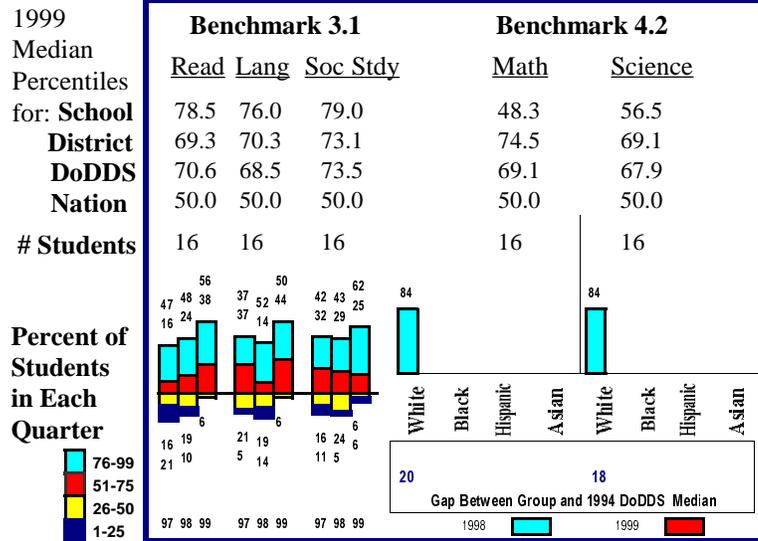
Grade 7



Grade 9



Grade 11



SAT Results

	School	District	DoDDS	Nation
% Participating	98	58%	80%	62%
	99	100%	97%	63%
Math Avg Score	98	494	524	505
	99	525	503	501
Verbal Avg Score	98	523	500	511
	99	537	477	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.

Incirlik HS
PSC 94
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Commercial Phone:
90-322-346-3799

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
				75% => Proficient				
8	97	47	Met	32%	47%	15%	6%	0%
8	98	46	Met	33%	52%	13%	0%	2%
8	99	0	Not Reported					
10	97	21	Met	19%	67%	10%	0%	5%
10	98	30	Met	37%	50%	7%	3%	3%
10	99	26	Met	46%	50%	4%	0%	0%