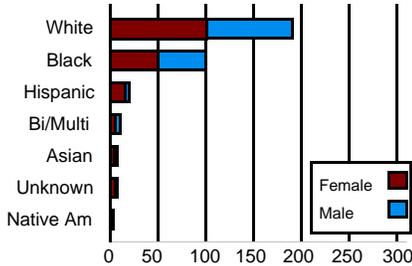




**Department of Defense Education Activity
Illesheim Elementary/Middle School (PK-8)
1995/96 School Profile
Ed Mantel, Principal**

School Characteristics

Student Enrollment - 336



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	34	10%
K-8	TAG	56	17%
K-12	ESL	12	4%
1	Reading Recovery	8	15%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

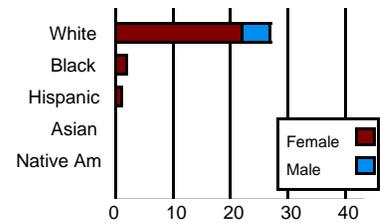
Grade	#
PreK	5
K	65
1	52
2	42
3	37
4	37
5	35
6	22
7	24
8	17
Total	336

Mobility Rate
32% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	3
7-10	3
> 10	22

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	14.5
Special Education	1.5
Other Professionals	4.5

Teacher Education	
Degree	% Teachers
BA/BS	25%
MA/MS	75%
Doctorate	0%

Principal's Highlights

Illesheim Elementary/Middle School had all of its operations reviewed through four team visits. A SAV (financial) team recommended changes in handling enrollment forms. A DLRP (logistics) team found the school conforming to DoDDS expectations in handling orders and property. A monitoring (special education) team found no citations, no corrective actions, and no concerns. The North Central Association team gave the school a very positive report and confirmed its accreditation status.

IEMS continued updating its technological capabilities. Its self-help effort to connect classrooms to a LAN was completed with at least one computer in each classroom. A new Pentium computer lab was received and set up by volunteers. Teachers were trained to use cc:Mail and added to the DoDDS directory in the Fall. Students were trained to use cc:Mail in-house as "Tiger Mail." By the end of the year, they could send messages to parents in Bosnia, using a staff member's address.

The school continued its mission of "striving to learn, learning to care." The "striving to learn" emphasis focused on implementation of the new social studies textbooks and MathLand materials. Concerns about MathLand were alleviated by inviting parents to classes and through homework requiring parent interaction. The "Learning to care" emphasis identified students with learning and social problems, and helped them cope with their problems.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
The school selected language arts as its area of emphasis to improve language arts and reading scores through writing activities. Intervention strategies included writing in journals across subject areas, using daily oral language (DOL) and the Accelerated Reader program. CTBS results showed NP of mean NCE is at the 70th percentiles for grades four, five and six.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
The school focused its emphasis on improving concepts and applications (C&A) in math. Strategies to improve scores included implementing MathLand, completing math journals, and involving parents in the math programs. CTBS scores in C&A were high (64%) at the third and fourth grade levels.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parents were encouraged to visit the school for "Lessons and Lunch." The lessons were implementation of the new math adoption and led to parent support of this new program. A recent community workshop on the School-Home connection encouraged members to give organized parent support. Participation in the parent-teacher conferences was in the ninety percentiles.

Goal 10: Organizational Development

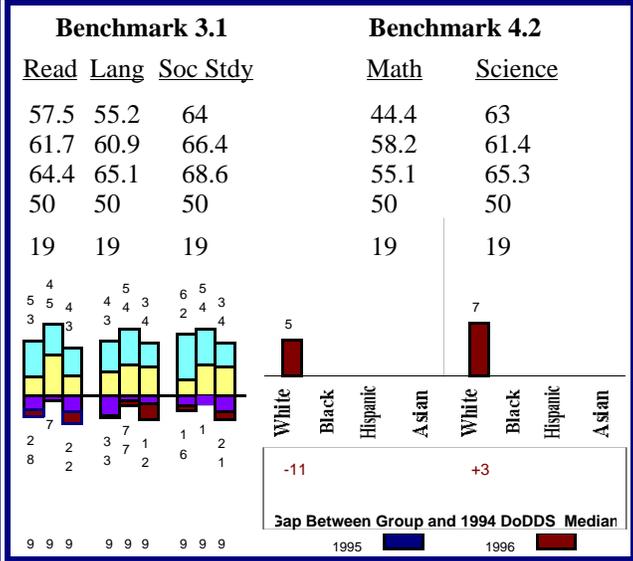
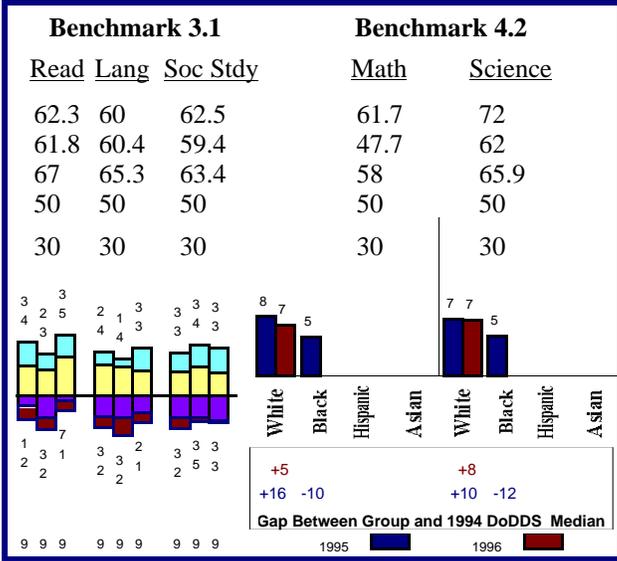
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
The school publishes a weekly newsletter, ChalkDust, to inform the community on school activities and educational concerns. "Lesson and Lunch," after school opening of a computer lab, and several evening programs on areas in the curriculum have involved many parents. On the parent report card 49% rated school communications as an "A."

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	80%	16%	3%
Math	78%	12%	6%
Science	63%	16%	5%
Social Studies	65%	17%	4%
School Communications	86%	12%	2%

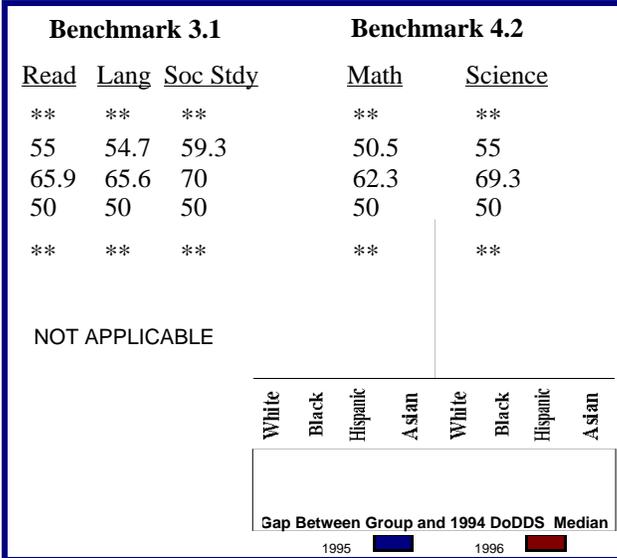
Benchmark 10.8: Establish Technology for teachers and administrators
 The school completed project of running cables to connect each classroom to a LAN. A new pentium lab was received and setup. Students are ecstatic over the multi-media writer's workshop. Teachers were trained to use cc:Mail, some completed a weekend workshop on Windows and Word and others learned to use Cruncher, part of the new math program.

CTBS Test Results

1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A	59%	66%	42%
	1995	N/A	40%	64%	41%
Math Avg Score	1994	N/A	458	472	479
	1995	N/A	436	480	482
Verbal Avg Score	1994	N/A	416	430	423
	1995	N/A	415	435	428

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.

Illesheim ES/MS
CMR 416, BOX J
APO AE 09140

DSN Phone:
467-4631/4731

Commercial Phone:
9841-8408

DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
5	9	35	774.4	23%	54%	23%	0%	0%	
5	9	27	789.9	37%	44%	19%	0%	0%	
5	9	31	789.1	61%	36%	0%	3%	0%	
8	9	19	805.7	58%	26%	11%	0%	5%	
8	9	18	841.7	61%	33%	6%	0%	0%	
8	9	17	773.1	18%	41%	35%	6%	0%	