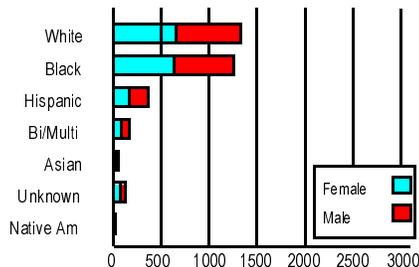


**Department of Defense Education Activity
Fort Benning Dependents Schools (PK-8)
1997/98 District Profile
Dell McMullen, Superintendent**

District Characteristics

Student Enrollment - 3,244



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	381	12%
K-8	TAG	99	3%
K-12	ESL	84	3%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

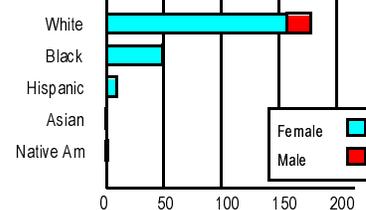
Grade	#
PreK	341
K	451
1	392
2	400
3	346
4	321
5	321
6	236
7	234
8	202
Total	3244

Sponsor Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	3
1-3	10
4-6	8
7-10	22
> 10	169

**Mobility Rate
51% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	9
Classroom Teachers	157
Special Education	18
Other Professionals	43

Teacher Education	
Degree	% Teachers
BA/BS	26 %
MA/MS	72 %
Doctorate	2 %

Superintendent's Highlights

The Fort Benning Schools are an integral part of the Fort Benning community, "Home of the Infantry," and six-time winner of the Commander in Chief's Army Communities of Excellence Award.

This year, the integration of technology was a major focus with many successes celebrated! PC computer labs were established in all schools, local area networks were upgraded, and internet connectivity was established through access to the Fort Benning Gateway.

To ensure effective use of the newly acquired hardware and software, staff development was a top priority. Utilizing a train-the-trainer model and resources available at Columbus State University Instructional Technology Center, educational technologists were provided extensive training focused on integrating technology, assessment, and process writing. Utilizing the skills learned, on-site technology training was continuous and provided all educators with the knowledge and skills to utilize the technology at hand. In a one-on-one meeting with the superintendent and the technology coordinator each teacher had the opportunity to discuss current use of technology as an instructional tool and plans for the future.

Fort Benning Schools . . . Building Futures in a Supportive Community of Learners!

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Placement of an educational technologist in each school has resulted in greater access to multimedia capable technology. Students have been involved in several cutting-edge interdisciplinary technology applications to include the Micronesia Project linking Fort Benning 2nd graders with students in Europe, Japan, and Micronesia.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The Fort Benning Schools purchased FOSS (Full Option Science Program) materials. Teachers utilized the kits to provide students with a wide variety of hands-on science activities. Math instruction was enhanced by the system's involvement with the Columbus State University Math Collaborative, the inclusion of a geometry course, and a renewed emphasis on problem-solving.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

With new PC Labs and Ed. Techs, a major emphasis was placed on technology training. Through the Technology Center at Columbus State University, Ed. Tech's received training in integrating technology, writing and assessment, and provided the training to school staffs. The annual Leadership Institute was held for administrators and focused on Stephen Covey's Seven Habits of Highly Effective People.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

After a successful pilot last year in one elementary school, Discourse Electronic Classrooms (DEC) were expanded to all other schools. DEC allows continuous monitoring of student responses and insight into the student's understanding and assimilation of content.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.2	4.2
Co-Supporters	4.0	3.8
Co-Learners	3.6	3.4
Co-Teachers	3.9	3.8
Co-Advisors	3.5	3.5

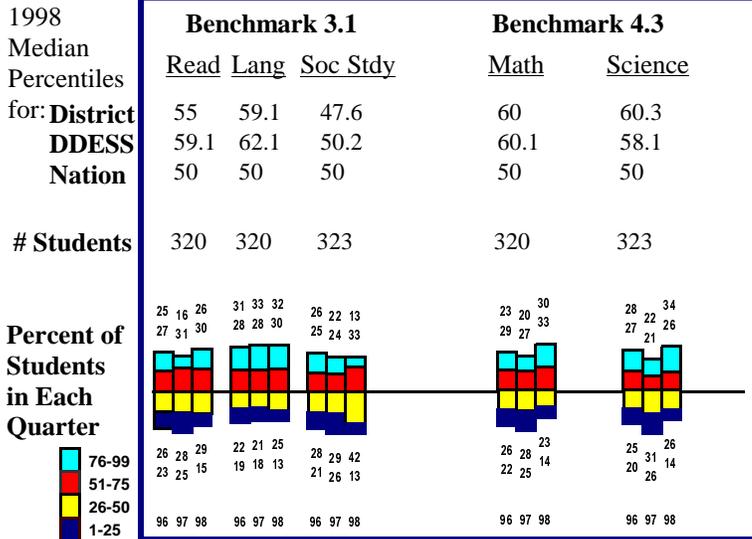
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

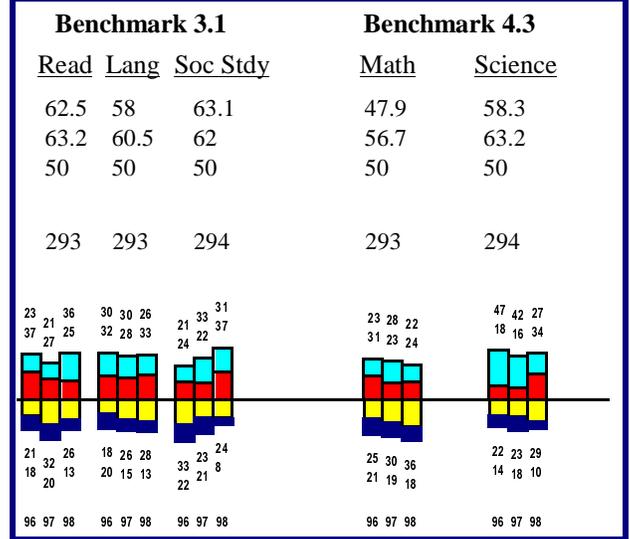
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 A total of 362 parents system-wide volunteered on a regular basis logging a total of 12,174 hours. Through Lunch and Learn Seminars parents were involved in learning activities focused on performance based instruction and the DoDEA Writing Assessment. Parents and teachers came together for a successful weekend of learning at our annual Parent Academy.

Standardized Test Results

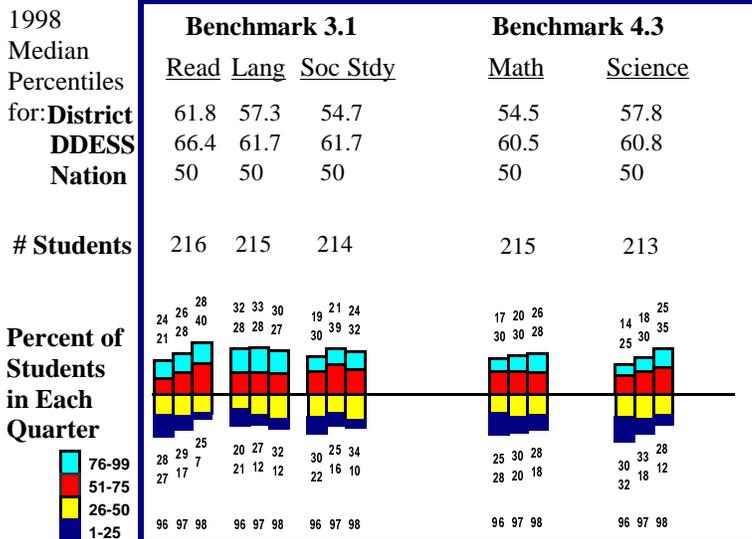
Grade 3



Grade 5



Grade 7



	SAT Results			
	District	DDESS	Nation	
% Participating	97	NA	49%	41%
	98	NA	74%	43%
Math Avg Score	97	NA	481	511
	98	NA	481	512
Verbal Avg Score	97	NA	495	505
	98	NA	483	505

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.

Standardized 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.

Ft. Benning Dependents Schools
 201 Cluster Rd. Bldg. 2670
 Ft. Benning, GA 31905-5000

DSN Phone: 835-7276
 Fax Number: (706) 545-1242
 Commercial Phone:
 (706) 545-2500

DoDEA Writing Assessment

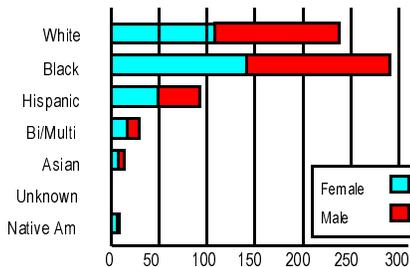
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	290	Met	11.7%	81.4%	6.6%	0.3%	0%
8	98	184	Not Met	32.1%	39.1%	22.3%	6.5%	0%



**Department of Defense Education Activity
Don C. Faith Middle School (6-8)
1997/98 School Profile
Tom Dignan, Principal**

School Characteristics

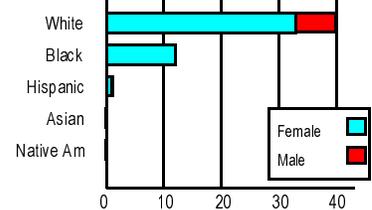
Student Enrollment - 672



Grade	#
6	236
7	234
8	202
Total	672

Sponsor Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	63	9%
K-8	TAG	62	9%
K-12	ESL	9	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	3
7-10	9
> 10	38

Mobility Rate
39% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	43
Special Education	4
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	20 %
MA/MS	78 %
Doctorate	2 %

Principal's Highlights

The nature and focus of instruction changed in 1997-98 as Faith Middle School used technology and site based staff development to support instructional goals presented by new assessment tools.

Addressing Benchmark 3.3 and 8.1, our Parent/Teacher Writing Assessment project took the School Home Partnership to the highest level as parents served as co-decision makers, co-advocates and co-advisors.

Site based staff development brought four courses to the Faith staff in addition to a full in-service day of training on the writing process and technology. Forty teachers received SDU credit for Instructional Strategies. Sixteen teachers received credit for technology courses.

Our Odyssey of the Mind team will compete in the World Finals, May 27-30. Our band won 13 of the 96 seats in the District Honor Band. Art students were major contributors to the Regional Middle School art exhibit.

Student Ambassadors, a new student welcoming force, have brought numerous parents and community members to Faith for student led tours.

"We Aim Higher," our Faith Middle School motto, has been our driving force during 1997-98 as students, staff and parents have met and often exceeded their goals.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Student technology skills increased due to a 6th grade media technology class, Musical Interface Digital Instrument (MIDI) class, additional personnel and computers, a data projection lab, and Discourse lab. Technology proficiency is evidenced in student electronic portfolio disks. Computer Assisted Design (CAD) is used as a semester Ed. Tech. 8th grade project.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Faith math teachers continued their alignment of the curriculum and added geometry as an additional course. Science teachers integrated content materials with technology, and students created and presented multi-media projects in the data projection room. Eight graders participated in the Mars City Alpha projection by designing and constructing a Mars habitat for 25 researchers.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Faith's commitment to technology was evident in its staff development, with courses in Power Point and PC's to accomodate the new PC platform. Students and teachers were trained in the DoDEA Writing Assessment, and lesson plans reflected an increased emphasis in writing across the curriculum.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

The establishment of a 30 multimedia computer lab equipped with direct internet access via the Post Gateway promotes teacher/student research and project development. Local Internet wiring ensures efficient technology communication. Labs were created for data projection, Discourse, multimedia, drill and practice, and word processing.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.2	4.2
Co-Supporters	3.7	4.0	3.8
Co-Learners	3.4	3.6	3.4
Co-Teachers	3.2	3.9	3.8
Co-Advisors	3.7	3.5	3.5

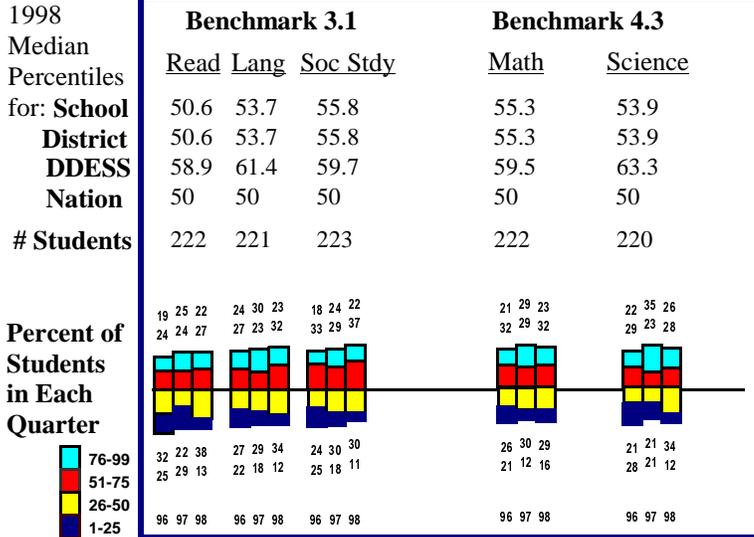
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

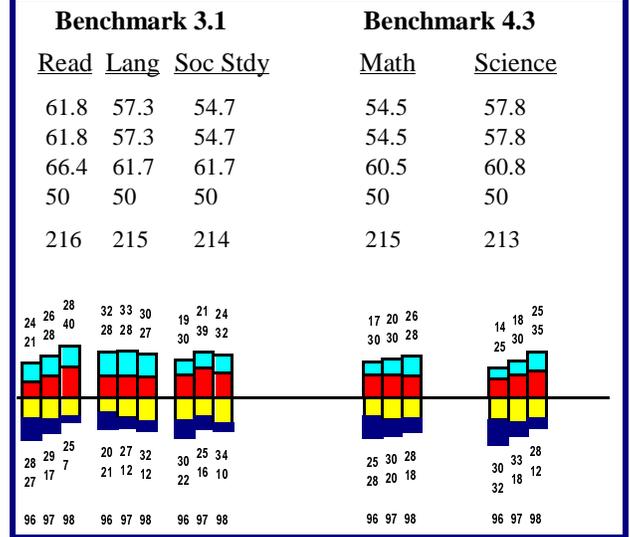
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Volunteerism increased from 43% in 1996-97 to 53% in 1997-98. Participation now extends to all tiers from parent conferences and interactive newsletters to co-decision making as evidenced by the Parent /Teacher Pilot Writing Assessment Project and dress code committee. Addition of PTO parent outreach chairperson resulted in school tours for community leaders.

Standardized Test Results

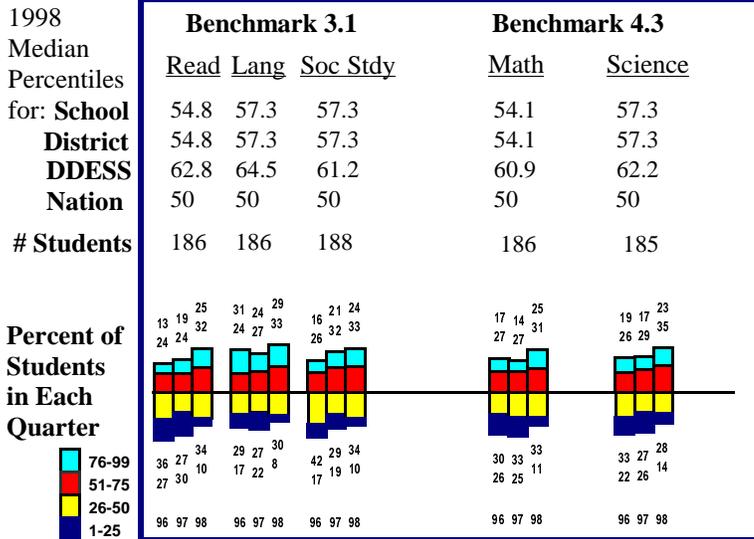
Grade 6



Grade 7



Grade 8



SAT Results

	School	District	DDESS	Nation
% Participating	97	NA	NA	49%
	98	NA	NA	74%
Math Avg Score	97	NA	NA	481
	98	NA	NA	481
Verbal Avg Score	97	NA	NA	495
	98	NA	NA	483

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.

Standardized 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.

Don C. Faith MS
1375 Ingersoll St.
Fort Benning, GA 31905

DSN Phone: 835-5524
Fax Number: (706) 545-7800
Commercial Phone:
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DoDEA Writing Assessment

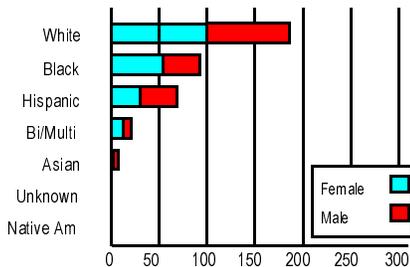
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	98	184	Not Met	32.1%	39.1%	22.3%	6.5%	0%



**Department of Defense Education Activity
Edward A. White Elementary School (PK-5)
1997/98 School Profile
Judy Archer, Principal**

School Characteristics

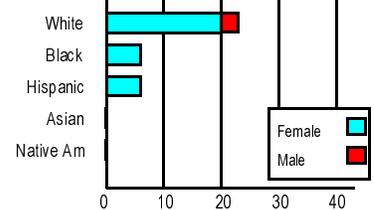
Student Enrollment - 379



Grade	#
PreK	39
K	51
1	47
2	35
3	36
4	88
5	83
Total	379

Sponsor Affiliation	
Marine	<.5%
Army	85%
Navy	3%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	10%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	29	8%
K-8	TAG	N/A	N/A
K-12	ESL	75	20%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	1
7-10	3
> 10	16

**Mobility Rate
69% Per Year**

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	1
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	14 %
MA/MS	82 %
Doctorate	4 %

Principal's Highlights

E A White Elementary School serves students in grades Pre-K through fifth. Approximately 20% of our students and parent population have a primary language other than English. Students representing 26 nationalities attend this magnet school including families attending the School of Americas and European Liaison Officers, and enrich our learning community with their cultural contributions. Our parent volunteers invigorate the curriculum with an observable influence across all of our strategic plan goals. This partnership continues to enhance student success academically, emotionally, and socially. Our international parent participation enhances our instructional programs in technology, reading, and writing across the curriculum. The position of Parent Volunteer Coordinator continued to contribute to the 4,000 + volunteer hours donated. The partnership between the school and community was enhanced by a technology focus on Accelerated Reader, Wiggle Works, and interactive CD Roms purchased for the school classrooms and new PC Lab by the PTO.

Technology goals were made collaboratively with parents and teachers selecting software and library books to be purchased. This partnership enhances student learning and supports our positive school climate and community partnership.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Fourth grade students are working on Power Point presentations to add to their electronic portfolios based on integration of the curriculum areas of science and social studies. Multimedia research has also been a focal point in grades 3-5 to include identifying web sites. Weekly Reader is a favorite instructional site to visit. PTO funds provided \$1500 for Primary Level II Wiggle Works Program.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Teachers at White attended training in the FOSS system, and integrated the lessons throughout the year with test and technology applications. Windows on Science was used by many teachers, and students utilized the internet on a regular basis to conduct research in science increased during the 1997-98 year.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Teachers at White attended systemwide training in the DoDEA Writing Assessment and Performance-Based Instruction and Assessment. Ten teachers received technology training through the Columbus State University Technology Center. Student writing samples and lesson plans indicated an increased emphasis on writing across the curriculum.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Through increased fund raising efforts our Accelerated Reader Program was enhanced by additional purchases of books and software totaling over \$2,000. Two new labs were added this year to include an IBM PC Lab and a Discourse Lab. The position of Educational Technologist was established, training staff in the changeover from Macintosh to IBM PC as the major goal accomplished.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.6	4.2	4.2
Co-Supporters	4.6	4.0	3.8
Co-Learners	4.4	3.6	3.4
Co-Teachers	4.4	3.9	3.8
Co-Advisors	3.7	3.5	3.5

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

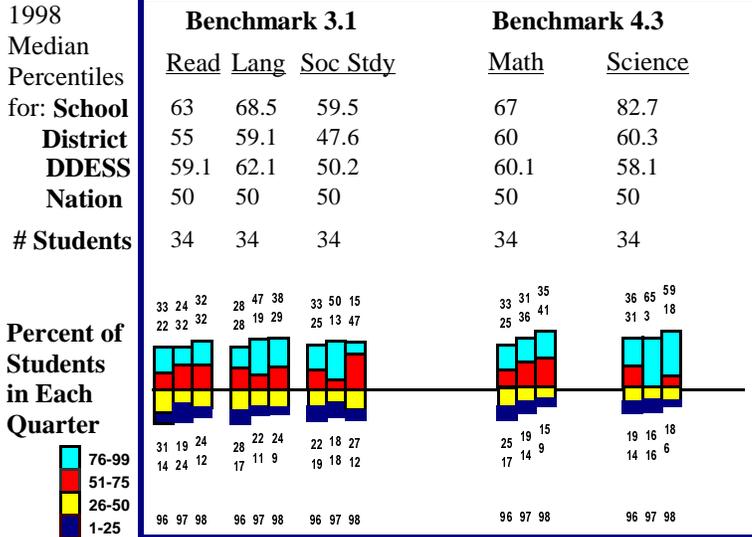
Goal 8: Parental Participation

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

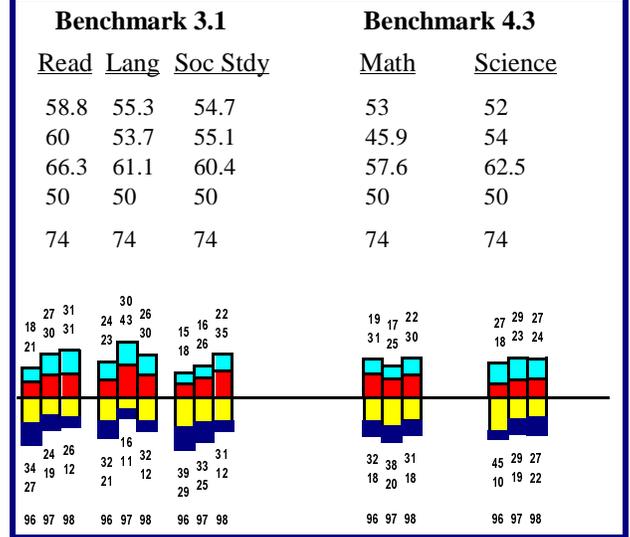
A multi-tiered approach to school-home partnership emphasized supporting student achievement. "Toast and Topics" programs encourage co-learning in areas such as helping children learn to be responsible citizens at home and at school, science fair multi-media projects, and interpretation of the Terra Nova Assessment. PTO earned four times more money this year than last school year.

Standardized Test Results

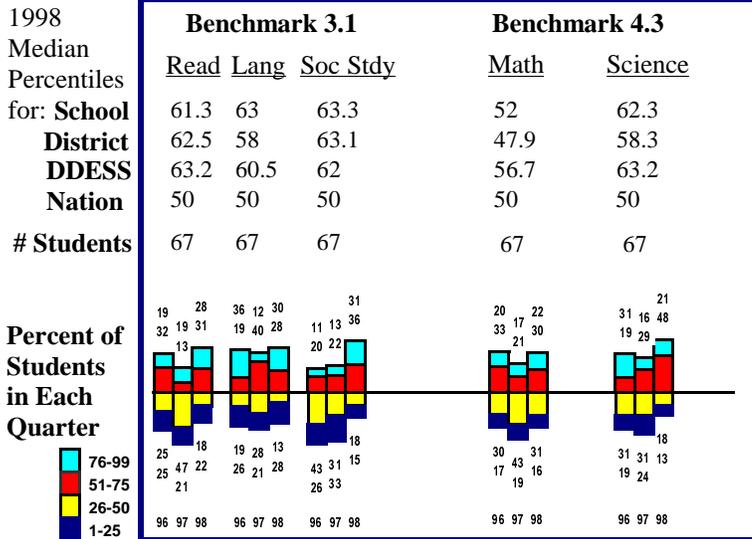
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DDESS	Nation
% Participating	97	NA	NA	49%
	98	NA	NA	74%
Math Avg Score	97	NA	NA	481
	98	NA	NA	481
Verbal Avg Score	97	NA	NA	495
	98	NA	NA	483

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.

Standardized 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.

Edward A. White E S
300 First Division Rd.
Fort Benning, GA 31905

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Fax Number: (706) 545-5469
Commercial Phone:
(706) 545-4623

DoDEA Writing Assessment

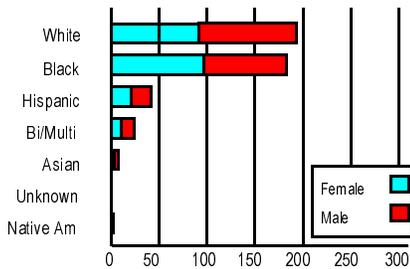
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	67	Met	17.9%	73.1%	7.5%	1.5%	0%



**Department of Defense Education Activity
 Frank R. Loyd Elementary School (PK-5)
 1997/98 School Profile
 Debra Mabry, Principal**

School Characteristics

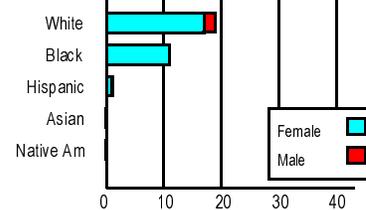
Student Enrollment - 416



Grade	#
PreK	61
K	88
1	72
2	58
3	49
4	43
5	45
Total	416

Sponsor Affiliation	
Marine	<.5%
Army	100
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	4
Other Professionals	8

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	40	10%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	1
> 10	28

Mobility Rate
44% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	30 %
MA/MS	70 %
Doctorate	0 %

Principal's Highlights

Parent involvement has been a major focus at Loyd this school year. Our goal is to invite parent participation in our school on a regular on-going basis. Loyd's School Home Partnership expanded to include the Parent Involvement Program (PIE). PIE was implemented on a monthly basis. The teacher explains to the students and parents what will be learned during the session, which involves a twenty to thirty minute lesson activity in any subject area. Parents see, hear, and actively participate in the work of the day with their child. Student responses and emotions are extremely positive with parent participation.

Loyd's school-wide technology program, Essential Computer Skills, for students in grades PreK-5, provides computer training and assessment of skill development based on the DoDEA Technology Standards. This program is naturally integrated into our general curriculum and includes three components: Basic Operations, Use of Programs, and Computer/Technology Awareness.

As the Loyd faculty and staff continue to "Create Excellence for Tomorrow's World," we will emphasize high expectations for our students as we prepare them for the 21st century.

**DoDEA Strategic Plan: School Improvement Implementation
 School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Student evaluations were developed using the DoDEA Technology standards. Results are placed in students' permanent folders. A 4th grade portfolio was initiated. E-mail projects linking students to Japan began mid-year. Our 5th graders operated an in-house TV station. Student proficiency expanded through a PC lab, MAC lab, Discourse lab & classroom computers.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Loyd teachers received training in FOSS (Full Option Science System) methods, and used FOSS kits in K-5 science instruction. Observation and lesson plans indicated more hands-on experiences for students. Teachers also utilized Windows on Science CD roms to enhance textbook instruction.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

All Loyd staff participated in site-based technology training designed to increase teacher and student proficiency with PC's. Teachers attended systemwide inservice in the DoDEA Writing Assessment and Performance-Based Instruction and Assessment. Lesson plans reflected an increased emphasis on writing in the upper grades.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Using the DoDEA technology guidelines, a needs-assessment was completed and an in-service schedule developed. Training began last summer, and "Technology Tuesdays" continued during the school year. Staff development credit was offered and an assessment was done in the spring. Administrative computers were changed from MAC to PC.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.3	4.2	4.2
Co-Supporters	3.1	4.0	3.8
Co-Learners	2.4	3.6	3.4
Co-Teachers	3.3	3.9	3.8
Co-Advisors	2.9	3.5	3.5

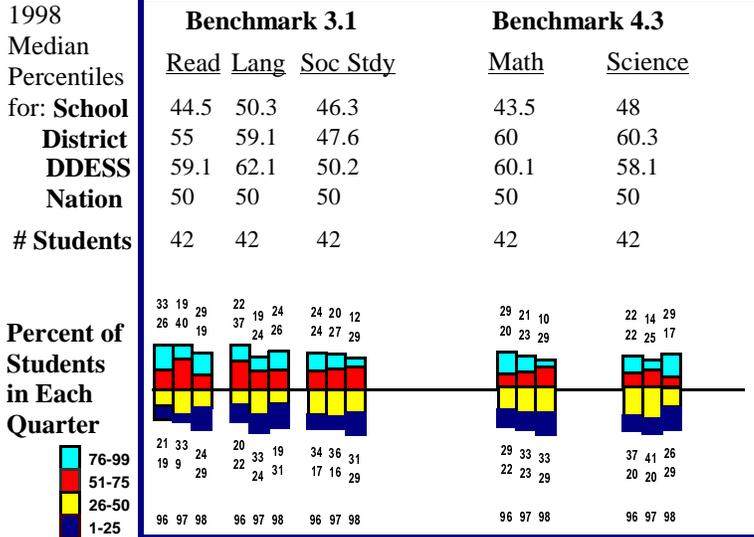
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

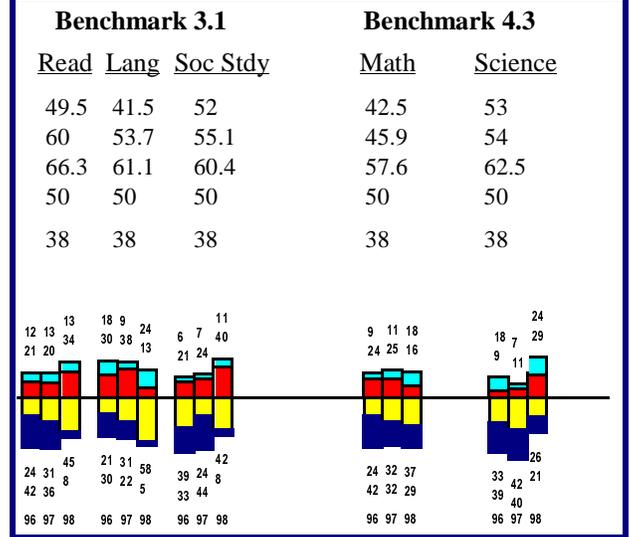
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Emphasis was placed on parent involvement and coordinated through a monthly newsletter (flyer & online), Lunch & Learn, a spring survey, a parent volunteer program for all classrooms, fundraising activities, and Parents Involved in Education (PIE) program where parents are invited to visit and actively participate in their child's classroom on a monthly basis.

Standardized Test Results

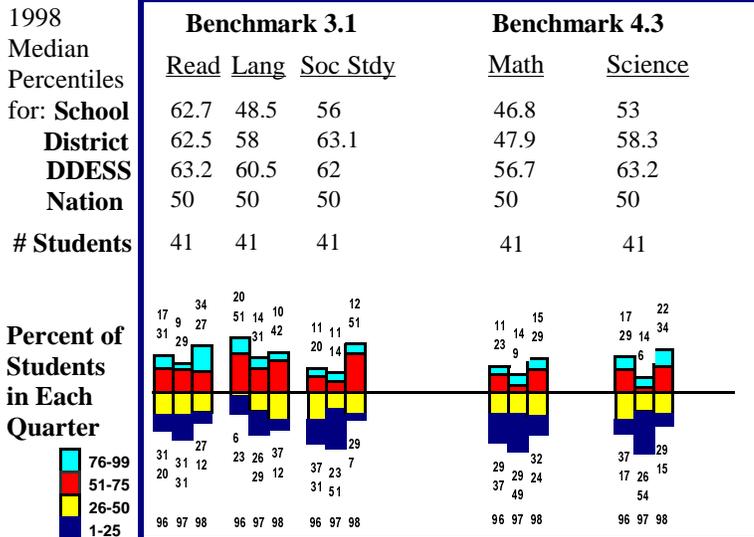
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DDESS	Nation
% Participating	97	NA	NA	41%
	98	NA	NA	43%
Math Avg Score	97	NA	NA	481
	98	NA	NA	481
Verbal Avg Score	97	NA	NA	495
	98	NA	NA	483

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.

Standardized 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.

Frank R. Loyd E S
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Fort Benning, GA 31905

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Fax Number: (706) 544-3741
Commercial Phone:
(706) 544-3432

DoDEA Writing Assessment

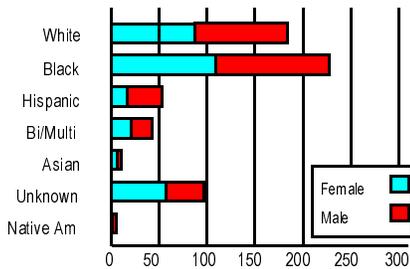
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	38	Met	15.8%	76.3%	7.9%	0%	0%



**Department of Defense Education Activity
Freddie Stowers Elementary School (PK-5)
1997/98 School Profile
Glenn Hughes, Principal**

School Characteristics

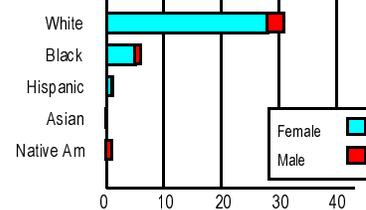
Student Enrollment - 619



Grade	#
PreK	91
K	92
1	81
2	97
3	81
4	87
5	90
Total	619

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	109	18%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	4
> 10	22

**Mobility Rate
35% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	5
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	33 %
MA/MS	67 %
Doctorate	0 %

Principal's Highlights

Heroism is alive and well at Freddie Stowers Elementary School. The school was named in honor of the first black Medal of Honor recipient in our nation's history. CPL Stowers' life has served as a role model for Stowers' students.

The 1997-1998 school year has brought about many staff development opportunities with the addition of the PC Computer Lab and the Discourse Computer Lab. Both advanced computer labs have added a new technological dimension to the learning opportunities for students, teachers and parents. Both labs provide opportunities for the students to become proficient writers and mathematicians, as well as to increase their keyboarding skills.

Volunteerism is an everyday occurrence at Stowers. The addition of the Parent Resource Room created a comfortable work place for the parents to assist teachers and network with each other. The Very Involved Parent (VIP) program continues to flourish with an increase of participation. Stowers' parents continue to be recognized in the community for their superior volunteer service to the school and tri-city community.

At Stowers we provide our children with opportunities to fully develop to their highest potential. America needs heroes. At Stowers, we have heroes in the making.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Technology classes utilizing application skills such as word processing and electronic portfolios were maintained in grades K-5 in a newly created PC lab. Technological responsibilities, including ethics, on-line etiquette, and Internet consumer awareness were introduced to grades 3-5. Cross curricular and multi-grade usage of the new Discourse Learning Lab were introduced this year.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Stowers teachers used FOSS kits, starlab, and classroom experiments to make science come alive for students. Teachers attended FOSS training and lesson plans across all grade levels reflected a more interactive approach to science. Fifth grade students re-created the rainforest in their classroom as part of their year-long environmental emphasis.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Stowers teachers and staff were involved in site-based technology training throughout the 1997-98 school year. Use of the PC and the Discourse Lab increased significantly from September through May. Teachers also participated in systemwide coursework in the DoDEA Writing Assessment and Performance-Based Assessment and Instruction.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Discourse Learning and PC Labs with LAN/WAN were installed and are operational. The Stowers staff received extensive training on the operation of the PC computer, software and the Discourse Learning Lab. Many individual staff members logged over 50 hours of training on the new PC and Discourse systems.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.1	4.2	4.2
Co-Supporters	4.4	4.0	3.8
Co-Learners	3.6	3.6	3.4
Co-Teachers	4.1	3.9	3.8
Co-Advisors	3.8	3.5	3.5

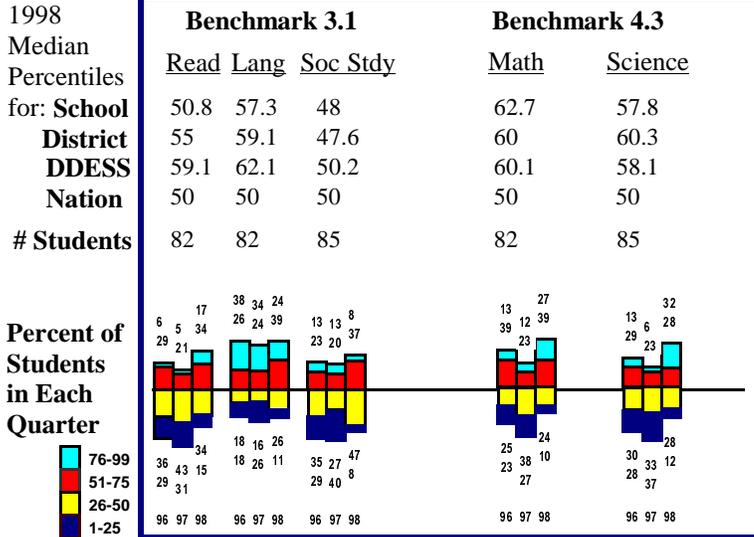
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

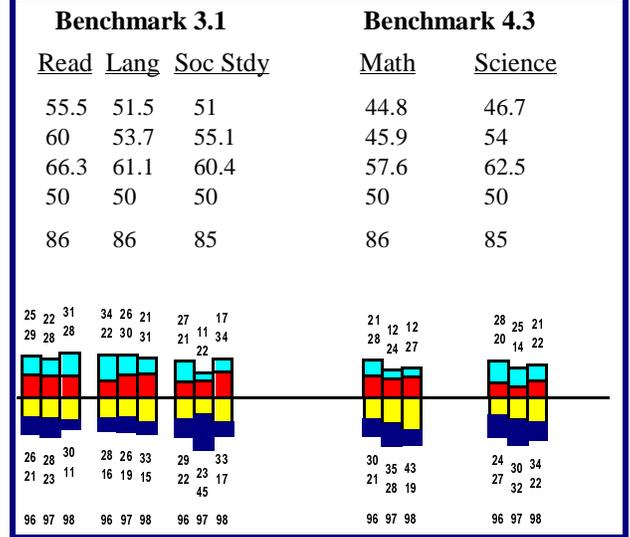
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Parents were kept informed weekly of important information via a two-way communication envelope which was dispensed each Tuesday. Parents were encouraged to respond/inquire/communicate utilizing this envelope specifically designed for this purpose. The parent advisory committee that was initiated this year has helped to disseminate information to the parent community.

Standardized Test Results

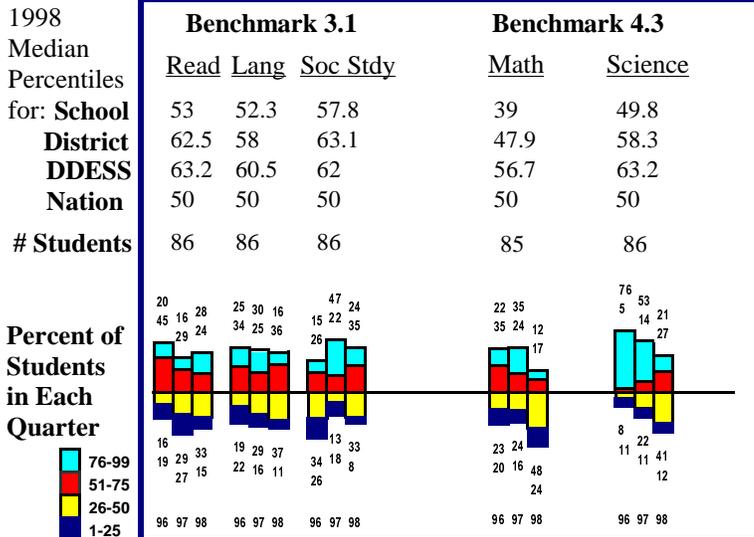
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DDESS	Nation
% Participating	97	NA	NA	41%
	98	NA	NA	74%
Math Avg Score	97	NA	NA	481
	98	NA	NA	481
Verbal Avg Score	97	NA	NA	495
	98	NA	NA	483

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.

Standardized 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.

Freddie Stowers E S
7791 Stowers Drive
Fort Benning, GA 31905

DSN Phone: 835-2312
Fax Number: (706) 544-2349
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(706) 544-2312

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	87	Met	4.6%	89.7%	5.7%	0%	0%

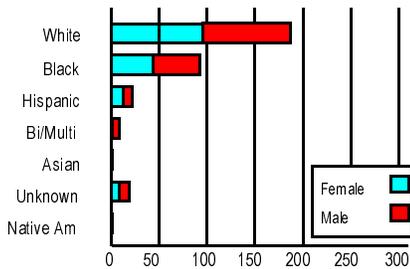


Fort Benning, GA

**Department of Defense Education Activity
Herbert J. Dexter Elementary School (PK-5)
1997/98 School Profile
Vicki P. Rogers, Principal**

School Characteristics

Student Enrollment - 329



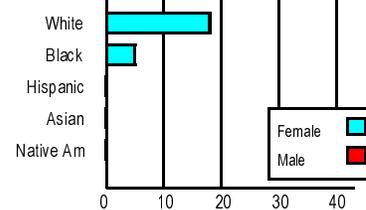
Grade	#
PreK	39
K	54
1	53
2	57
3	47
4	43
5	36
Total	329

Sponsor Affiliation	
Marine	<.5%
Army	100
Navy	<.5%
Air Force	<.5%
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	1
7-10	2
> 10	16

**Mobility Rate
60% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	1
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	17 %
MA/MS	83 %
Doctorate	0 %

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	27	8%
K-8	TAG	37	11%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

"Wow, this is high-tech!" is a quote which aptly describes the excitement of students, staff, and parents at Dexter School as we explored new and innovative ways to use technology. With the installation of PC and Discourse labs, technology became an important tool for accomplishing school improvement goals.

Some students created multimedia presentations requiring the integration of text, digitized photos, and sound, while others produced stories, poetry, ABC books, and research projects. Several 1st and 3rd graders were published in the Anthology of Poetry by Young Americans.

The Internet became the vehicle for stock market simulations and chess matches, as well as for collecting data for reports and projects. Programs such as Math Journey, Science Sleuths, and Thinkin' Things capitalized upon critical thinking skills in the content areas.

Complementing technology in the labs have been CD ROM and CD Interactive programs, Galaxy Classroom Distance Learning, laser disc programs, and Accelerated Reader.

Stakeholders have been actively involved in the teaching/learning process, with volunteers working side by side with teachers.

Dexter Eagles are indeed soaring to new heights as they discover imaginative ways to use technology for teaching and learning.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Proficiency in technology was enhanced through the installation and utilization of PC and Discourse labs. The lab schedules, pre-post performance data, and evaluation surveys from stakeholders revealed an increased use and proficiency of technology as a tool for learning across the curriculum both at school and at home.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math and science instruction at Dexter focused on increased critical thinking and problem solving. Teachers integrated technology through programs such as Math Journey, Science Sleuths, and Thinkin' Things to improve performance in these areas. Teachers' lesson plans in math and science reflected additional use of Galaxy Distance learning and performance assessment.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff participated in Mouse House Medley, a 10-hour course taught in the new lab, which addressed staff needs from the needs assessment. Teachers participated in training, at the school and district level, including Performance-Based Instruction/Assessment, Science Through the Seasons, and Teaching Physical Science Through Literature.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

The establishment of the PC and Discourse labs in conjunction with the addition of a trained educational technologist provided staff and students with the tools necessary to instruct, manage and evaluate student progress. First year implementation of grade level curriculum areas provided a clear indication of student achievement.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.6	4.2	4.2
Co-Supporters	4.0	4.0	3.8
Co-Learners	4.1	3.6	3.4
Co-Teachers	4.1	3.9	3.8
Co-Advisors	3.6	3.5	3.5

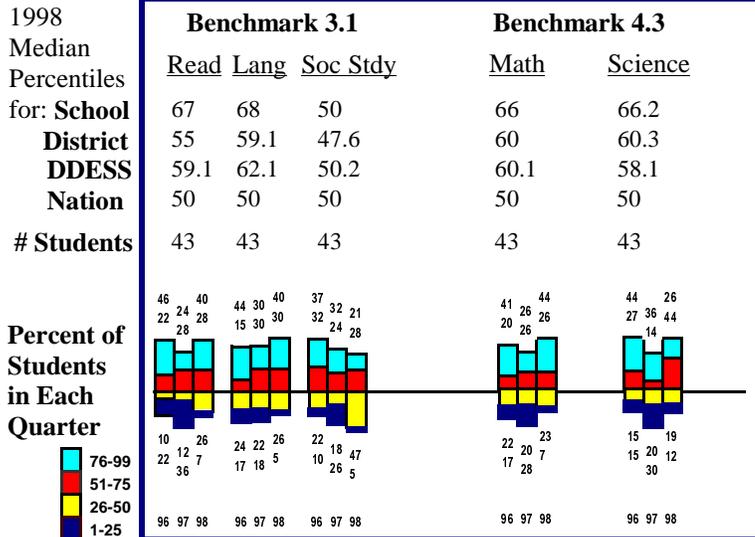
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

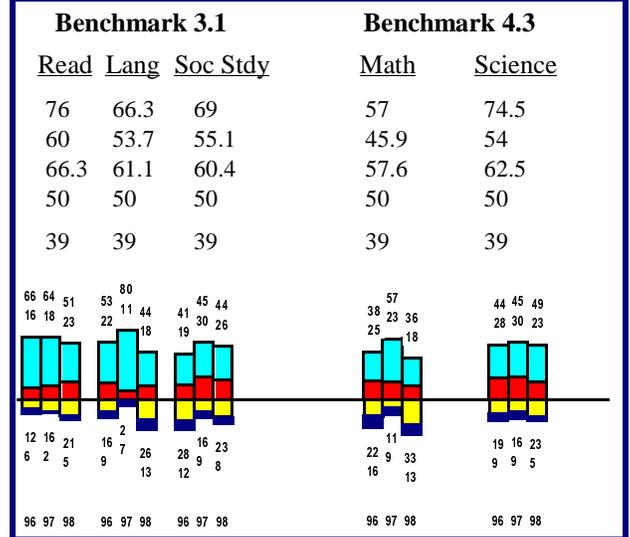
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
A cadre of parents trained to serve in the capacity of co-teachers in the newly installed computer and Discourse labs was the highlight of our School-Home Partnership activities. These efforts resulted in several classrooms reporting 95% of students having home computers, with many communicating with teachers by electronic mail. 2,600 volunteer hours were logged.

Standardized Test Results

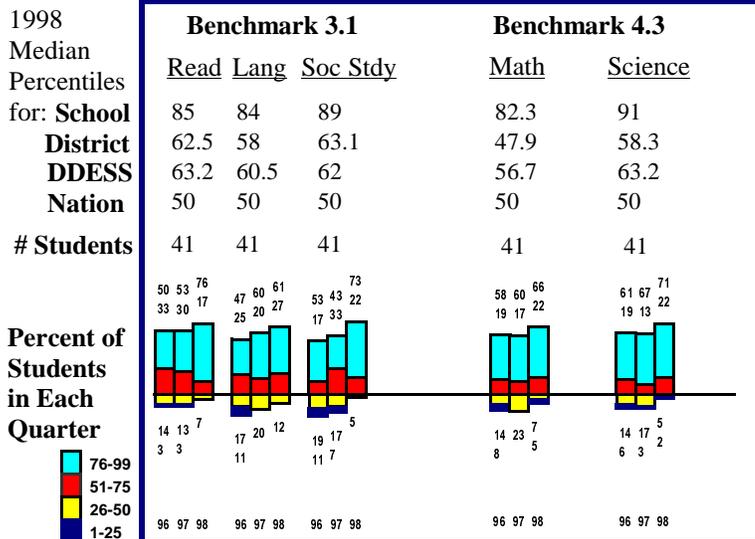
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DDESS	Nation
% Participating	97	NA	NA	41%
	98	NA	NA	43%
Math Avg Score	97	NA	NA	481
	98	NA	NA	481
Verbal Avg Score	97	NA	NA	495
	98	NA	NA	483

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.

Standardized 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.

Herbert J. Dexter E S
99 Yeager Ave.
Fort Benning, GA 31905

DSN Phone: 835-3424
Fax Number: (706) 545-7775
Commercial Phone:
(706) 545-3424

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	41	Met	14.6%	75.6%	9.8%	0%	0%



Fort Benning, GA

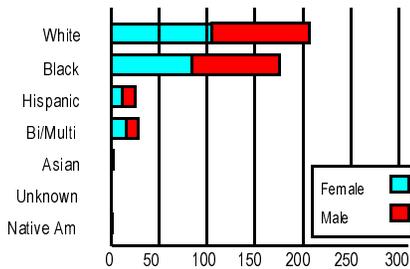
Department of Defense Education Activity
 Morris R. McBride Elementary School (PK-3)

1997/98 School Profile

Delbert L. Hicks, Principal

School Characteristics

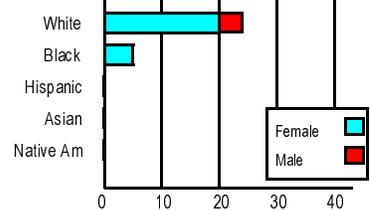
Student Enrollment - 430



Grade	#
PreK	80
K	115
1	78
2	90
3	67
Total	430

Sponsor Affiliation	
Marine	<.5%
Army	100
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	35	8%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	27

Mobility Rate
48% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	1
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	7 %
MA/MS	93 %
Doctorate	0 %

Principal's Highlights

Morris R. McBride Elementary School educates Pre-K through 3rd grade students. The students are taught and encouraged to explore in groups as well as individually in order that they become critical evaluators of information pertinent to their learning needs.

Students author creative stories, reports, newspaper articles, autobiographies, recipes, and math story problems to share with classmates and students at other grade levels. They strive to be producers and consumers of knowledge. Training is ongoing allowing the staff to keep abreast of new technology that will facilitate students' education.

A major emphasis was placed on Benchmark 8.1, Parental Participation. Recruitment was accomplished through surveys, volunteer enlistment handbooks, Lunch n' Learn seminars, and "Parents Make a Difference" pamphlets.

The total staff accepts the responsibility of teaching all students by promoting an attitude of "I can and I will do my very best." Parents are always welcome to come to McBride School to visit the classrooms and student learning centers.

DoDEA Strategic Plan: School Improvement Implementation
 School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

With the addition of the new PC and Discourse labs, Pre-K through 3rd grade students broadened their knowledge and use of technology during the year as indicated in the lab usage logs. Keyboarding skills were emphasized in the labs and classrooms. Students demonstrated their technological proficiency by writing and publishing individual work.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

McBride 1st-3rd grade students were scheduled into the Science Center during the 1997-98 school year. Students performed experiments and learned about science through the use of FOSS kits. Students also created science projects for the school science fair. Math problem-solving activities were broadcast on closed circuit emphasizing the need to read and compute carefully.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

McBride teachers attended site-based training in Connections I, training designed to increase thematic, interdisciplinary instruction with the use of technology. Teachers integrated assessment ideas from system level courseware in Performance-Based Instruction and Assessment into their lesson plans.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

"Connections" in-service training was conducted throughout the school year with 100% participation of the teaching staff. Training focused on the use of the new PC and Discourse labs, use of software and hardware, and the writing process. Teachers gained confidence in their technology skills, and the direct result was a willingness to try more multimedia projects with their students.



Fort Benning, GA

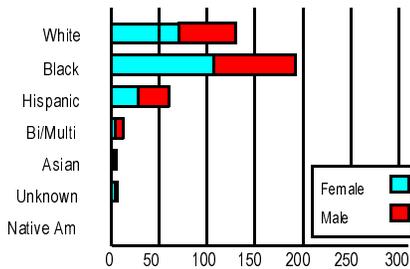
Department of Defense Education Activity
Richard G. Wilson Elementary School (PK-5)

1997/98 School Profile

Phyllis L. Parker, Principal

School Characteristics

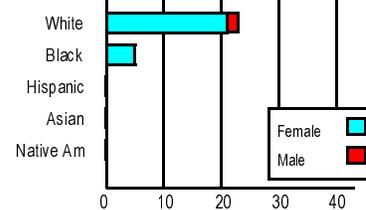
Student Enrollment - 399



Grade	#
PreK	31
K	51
1	61
2	63
3	66
4	60
5	67
Total	399

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	78	20%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	3
4-6	0
7-10	2
> 10	22

Mobility Rate
59% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	2
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	36 %
MA/MS	60 %
Doctorate	4 %

Principal's Highlights

In keeping with our motto, "Developing Minds . . . Reaching Possibilities," students at Wilson School continued to be challenged to excel in all areas of the curriculum. Many opportunities were provided to enrich learning. Hands-on, motivating, practical activities in all grade levels, PreK-5, allowed students to apply subject skills to everyday lives. Technology (3.10) (10.8) was a standard tool used in all subject areas.

With technology as a major emphasis, Wilson School hosted the Butterfly Project, a worldwide Internet project focusing on community action as well as research and communication skills.

The staff continued to receive site-based as well as system-wide training in the areas of reading and language arts (3.1,4,7), writing proficiency (3.3), and technology (3.10).

As in the past, the School Home Community Partnership (8.1) continued to grow. Activities included publication of a parent/ student/staff cookbook, technology training for parents, and medical interns from the civilian hospital serving as guest readers.

Excellence in Education at Wilson School!

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

With the introduction of a PC lab, students at all grade levels have become proficient with a variety of software. All fourth grade students have prepared PowerPoint presentations incorporating text and graphics. Students in all grade levels use word processing for selected journal assignments. Students (grades 1-5) reinforce word processing skills in the Discourse lab.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Wilson teachers participated in training for and used FOSS kits to provide hands-on activities for students. 1st graders used the Galaxy Science program while 2nd graders took part in an interdisciplinary Internet project with students from Yap, exploring topics such as waste and weather. Lesson plans and observations indicated increases in integrated science, math, and technology.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

73% of Wilson teachers participated in Incorporating Technology into the Classroom on site. Of those involved, 81% demonstrated proficiency at incorporating technology into curriculum after training as evidenced by lesson plans and observations. In addition, follow-up meetings with the educational technologist helped teachers extend concepts presented in training.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Teachers receive staff development credit through formal training sessions held in the school's PC lab. Additional informal training is conducted throughout the year. Technology-based activities are incorporated into the curriculum in all subject areas. Emphasis is placed on Internet resources and multi-media production. Report cards and lesson plans are maintained electronically.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.5	4.2	4.2
Co-Supporters	4.5	4.0	3.8
Co-Learners	3.7	3.6	3.4
Co-Teachers	4.2	3.9	3.8
Co-Advisors	3.7	3.5	3.5

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

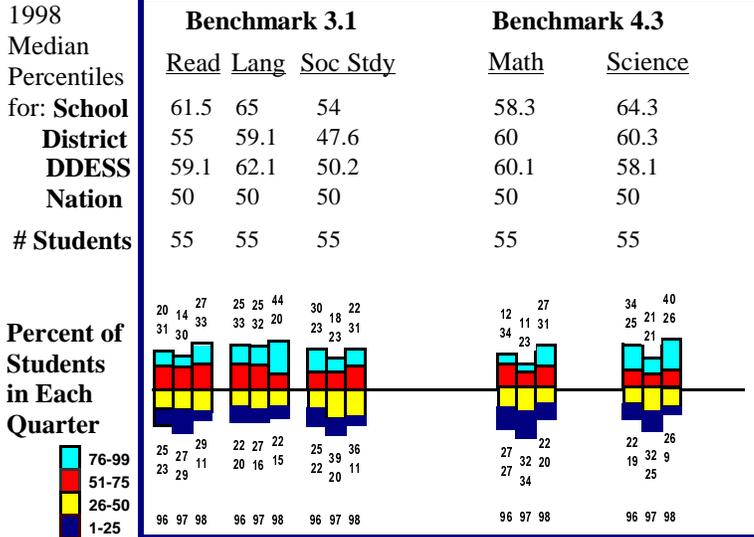
Goal 8: Parental Participation

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

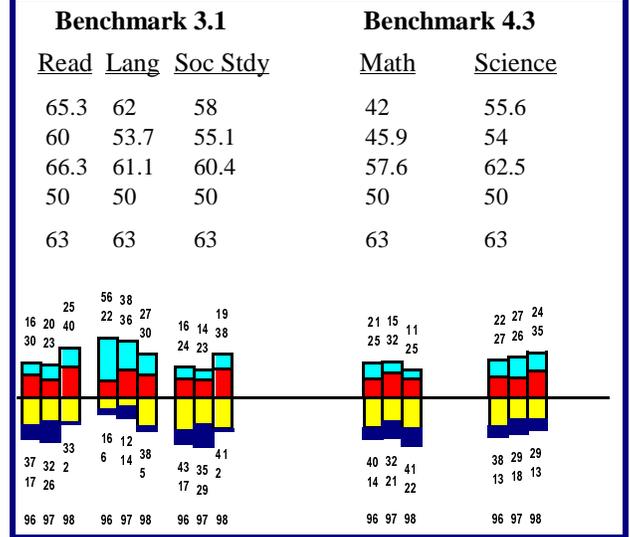
Troy State University offers scholarships to Fort Benning teachers in exchange for utilizing computer facilities at Wilson School, and medical interns from the local civilian hospital serve as guest readers. PTO fundraisers included a Wilson School cookbook and community fall festival. An on-going community action project links curriculum studies to beautification efforts in the community.

Standardized Test Results

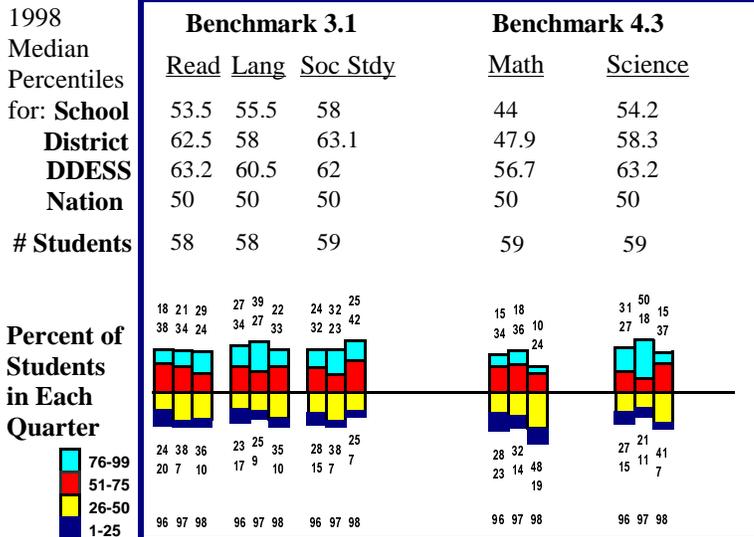
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DDESS	Nation
% Participating	97	NA	NA	49%
	98	NA	NA	74%
Math Avg Score	97	NA	NA	481
	98	NA	NA	481
Verbal Avg Score	97	NA	NA	495
	98	NA	NA	483

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.

Standardized 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.

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120 LaVoie Ave.
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Fax Number: (706) 545-6148
Commercial Phone:
(706) 545-5723

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	57	Met	10.5%	86%	3.5%	0%	0%