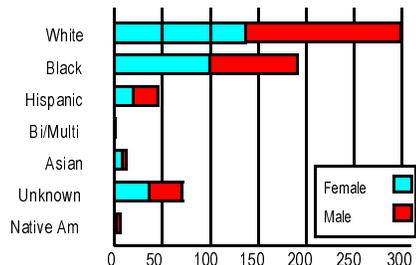




**Department of Defense Education Activity
Fort Campbell High School (9-12)
1998/99 School Profile
Ken Killebrew, Principal**

School Characteristics

Student Enrollment - 617



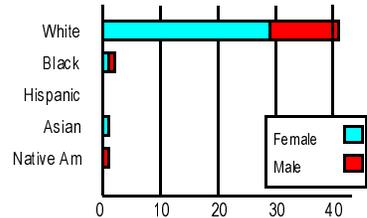
Grade	#
9	199
10	170
11	132
12	116
Total	617

Sponsor Affiliation	%
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1 - 2	0
3 - 9	13
10 - 20	17
> 20	27

**Mobility Rate
28% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	45
Special Education	5
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	12 %
MA/MS	84 %
Doctorate	3 %

Principal's Highlights

As a National School of Excellence, Fort Campbell High School (FCHS) continues its tradition of high expectations. A clear and unified focus on student learning, supported by a dedicated coalition between school and home provides an optimum school program. Daily, students demonstrate the proficient use of computer and Internet skills in all areas of the curriculum. Technology has broadened the emphasis placed on students' critical thinking and problem-solving skills. Integrating technology has made learning a dynamic process, which allows for the implementation of curriculum and instructional innovations, which effectively prepare our students for the 21st century.

Parent and community support has helped to enrich many of our programs. All programs have received invaluable assistance from our parent volunteers. Volunteer time has exceeded 6,000 hours.

The ability of Fort Campbell High School to provide a challenging, motivating environment, as well as its dedication to engaging the family in the learning process, makes it truly a special place to learn.

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

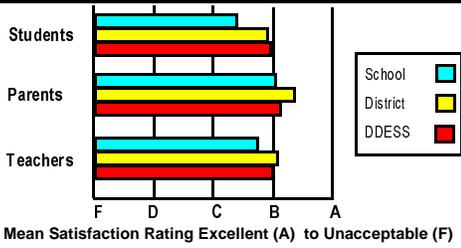
Goal 3: Student Achievement And Citizenship
Benchmark 3.10: Demonstrate student technological proficiency.
Student use of technology has increased as computer and internet applications are integrated in all subject areas. Student technology proficiency continues to improve as database, spreadsheet, and presentation programs are used to fulfill the new 2-credit technology graduation requirement. More computers have been added to classrooms and a new 15 station lab is operational.

Goal 4: Math And Science Achievement
Benchmark 4.3: Increase student proficiency in math and science.
All curricula have been aligned with NCTM and NSTA standards. Technology continues to be incorporated in these areas. Math portfolios are utilized chart the growth of students and expose areas of improvement. A peer-tutoring program using National Honor Society students is being developed and will be fully implemented next school year. All sciences continue to be lab oriented.

Goal 7: Teacher Education and Professional Development
Benchmark 7.1: Provide professional development structure for educators.
A needs assessment was conducted and all disciplines targeted specific staff development needs. This needs assessment was sent to the district office to enlist their implementation resources. All in-service programs are planned for multiple audiences and are offered within the school by the district. A technology skills continuum is used to identify needs in this vital area.

Goal 10: Organizational Development
Benchmark 10.8: Establish technology for teachers and administrators.
Every teacher has a computer station with Windows 95, Office 97, Outlook e-mail, and Internet access. School forms are saved on the network with access for all staff. A new computer lab with updated software and Internet access has been established in the media center for group instruction, application, and staff development. In-school technology workshops have increased in number.

School Overall Satisfaction Rating

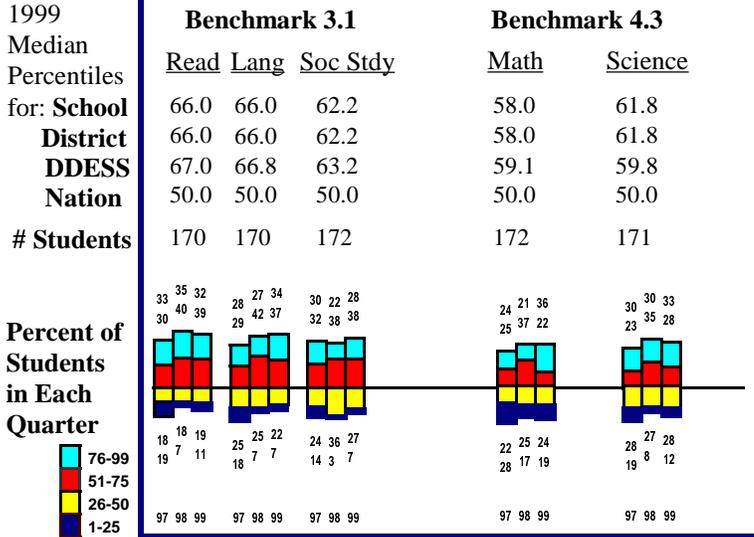


Goal 8: Parental Participation

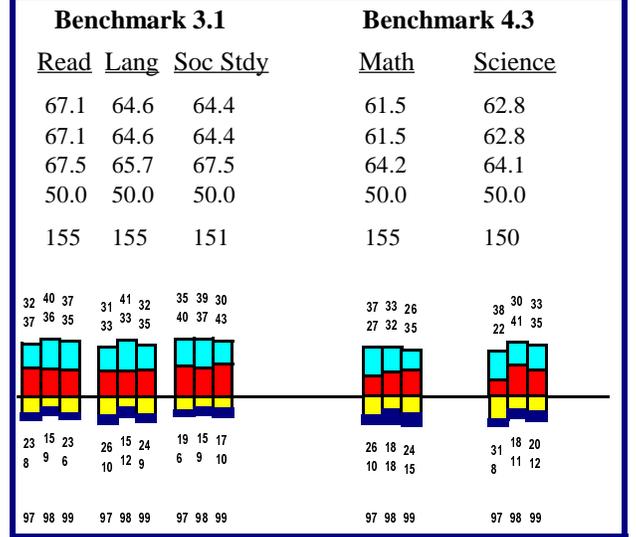
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Overall parent participation and support for school organizations and the classroom has increased. Parents and community members have been active in providing many volunteer services as well as curriculum enrichment activities. Parents have been kept informed of all school activities through a wide variety of media to include the design and implementation of a school newsletter.

Standardized Test Results

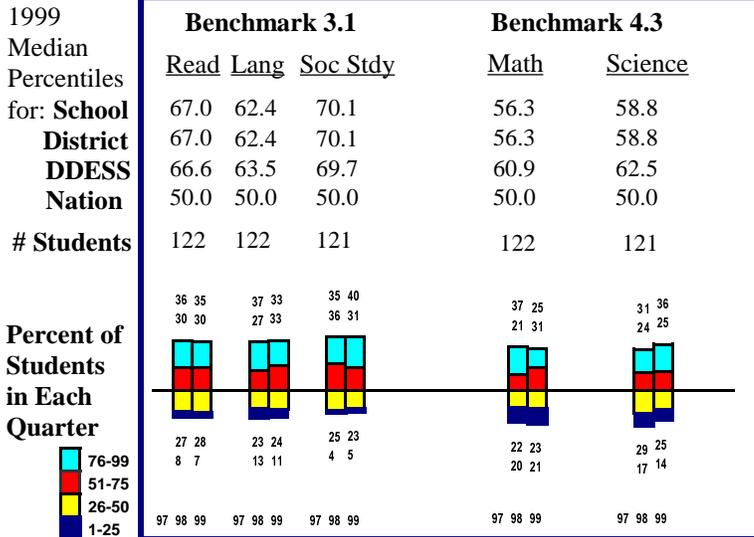
Grade 9



Grade 10



Grade 11



ACT Results

	School	District	DDESS	Nation
% Participating	98	53%	53%	67%
	99	44%	44%	26%
Math Avg Score	98	18.9	18.9	19
	99	19.4	19.4	18.7
English Avg Score	98	19.8	19.8	19.8
	99	20.2	20.2	19.2

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.

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.

College Testing Results: 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

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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
				75% => Proficient				
10	99	134	Met	25%	62%	10%	4%	0%