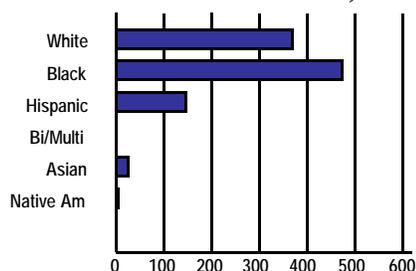


**Department of Defense Education Activity  
Fort Jackson Dependents Schools (PK-6)  
1996/97 District Profile  
Thomas J. Silvester, Superintendent**

**District Characteristics**

**Student Enrollment - 1,018**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	89	9%
PK-12	TAG	51	5%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

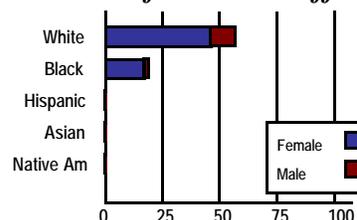
Grade	#
PreK	118
K	130
1	154
2	135
3	145
4	131
5	104
6	101
Total	1018

<b>Sponsor Affiliation</b>	
Marine	0%
Army	99%
Navy	1%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

<b>Teacher Experience</b>	
Years	Teachers
New	0
1-3	2
4-6	2
7-10	6
> 10	63

**Mobility Rate**  
46% Per Year

**Professional Staffing**



<b>School Staff</b>	
Category	FTE
Administrators	3
Classroom Teachers	44.5
Special Education	6
Other Professionals	18.4

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	20%
MA/MS	67%
Doctorate	7%

**Superintendent's Highlights**

The newly created South Carolina DDESS District (comprised of Laurel Bay Marine Corp. Air Station at Beaufort and Fort Jackson in Columbia) met the challenge of consolidation during the 1996-97 school year.

Under the pilot initiative called "Stream-lining for Quality," the two school systems began the process of combining functions, right-sizing, elimination of excess positions, and sharing resources. Several joint staff development meetings focused on inventory of the curriculum and identification of "best practices". Quality time was spent on the accomplishment of benchmarks and efforts were made to align curriculum programs with National Standards.

In its first year of existence, the newly consolidated district distinguished itself by winning several awards, the most notable of which was the selection of Hood Street School as a National Blue Ribbon Winner.

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

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.10: Demonstrate student technological proficiency.....**

In 1996-97 students experienced greater access to electronic portfolios and with integrating technology in all areas of the arts and academic areas. They participated in keyboarding programs, retrieved information from electronic encyclopedias and presented multimedia projects.

**Goal 4: Math And Science Achievement**

**Benchmark 4.3: Increase student proficiency in math and science.....**

Students were introduced to higher level thinking math and science activities that were assessed using teacher-made assessment tools. The use of manipulatives was expanded from the previous year. A new math series was piloted and results will be analyzed.

**Goal 7: Teacher Education and Professional Development**

**Benchmark 7.1: Provide professional development structure for educators.....**

Math inservice was provided to connect NCTM standards to curriculum and classroom activities. On-site seminars on alternative assessment were provided and resulted in the implementation of new assessment tools. Training sessions on the Internet, web site, e-mail, Power Point and word processors were provided.

**Goal 10: Organizational Development**

**Benchmark 10.8: Establish Technology for teachers and administrators.....**

Teachers and administrators received training on the use of updated hardware and effective research-based software. Teachers were trained on the use of specialized computer software within the classroom. Administrators incorporated the DSAMMS inventory/property management system on a district wide basis.

