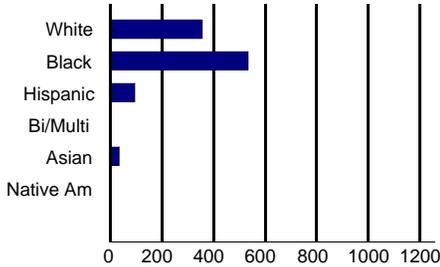


**Department of Defense Education Activity  
Fort Jackson Dependents Schools (PK-6)  
1995/96 DDESS District Profile  
Thomas J. Silvester, Superintendent**

**District Characteristics**

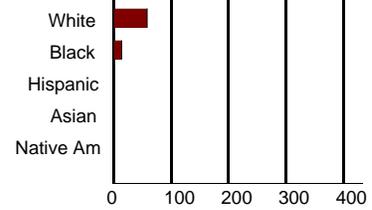
**Student Enrollment - 1,010**



Grade	#
PreK	145
K	113
1	156
2	141
3	135
4	116
5	103
6	101
Total	1010

Sponsor's Affiliation	
Marine	0%
Army	99%
Navy	1%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	41	4%
PK-12	TAG	35	3%
PK-12	ESL	0	0%
AP Courses Offered			
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	2
7-10	6
> 10	65

Mobility Rate  
50% Per Year

School Staff	
Category	FTE
Administrators	5
Classroom Teachers	57
Special Education	5
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	20.27%
MA/MS	66.21%
Doctorate	13.51%

**Superintendent's Highlights**

The Fort Jackson School District is proud of its involvement in the implementation of the DODEA Community Strategic Plan and of the accomplishments of its individual schools in the School and District Improvement Planning process. Our staff members view this process as a means of achieving the vision as articulated by the military community, parents, teachers, and students.

The use of technology and innovative teaching techniques have provided the focal points for district efforts this year. Working closely with parents, teachers and administrators, the district implemented a plan to provide the necessary financial resources and staff development training for all staff members. With a greater focus on assessment, noticeable increases in standardized test results were recorded for the school year 1995/1996.

The Fort Jackson District serves a culturally diverse student population and prides itself on the knowledge that true multi-culturalism exists within the school community. With a belief that all children can learn, staff members strive to provide for the needs of all learners in an environment which promotes success, dignity and respect for self and others.

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

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.10: Demonstrate student technological proficiency.....**  
District staff provided financial resources for training in usage of technology within the curriculum. During the summer of 1996, a group of 30 teachers received training on the usage of specialized computer software within the classroom.

**Goal 4: Math And Science Achievement**

**Benchmark 4.3: Increase student proficiency in math and science.....**  
The District purchased new math/science books reflecting the latest standards. The first phase of training teachers on greater utilization of hands-on activities will be provided during in-service sessions at the beginning of the 1996-97 school year.

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

**Benchmark 7.1: Provide professional development structure for educators.....**  
District staff development priorities will include in-service training on multiple assessment techniques, computer training, usage of software within the classroom, and use of hands-on activities in math and science.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
The District provided logistical support in improving home/school communications by revising the parent survey form, publishing biweekly newsletters and by sharing computer software for home usage.

Parent Participation	
PTA/PTO Membership	32
Parent Volunteers	380

### Goal 10: Organizational Development

*Benchmark 10.8: Establish Electronic Technology for teachers and admin.....*  
 The District is providing financial resources to employ a technology coordinator. A student electronic portfolio assessment system will be in place for the 1996-97 school year in two of three schools.

### Standardized Test Results

#### Grade 2

#### Grade 4

1996  
 Median  
 Percentiles  
 for: **District**  
**DDESS**  
**Nation**

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Sty	Math	Science
*	*	*	*	*
55	54	53	59	49
50	50	50	50	50

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Sty	Math	Science
54	64	60	63	57
56	64	56	65	61
50	50	50	50	50

# Students

Percent of  
 Students  
 in Each  
 Quarter

NOT APPLICABLE

#### Grade 6

1996  
 Median  
 Percentiles  
 for: **District**  
**DDESS**  
**Nation**

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Sty	Math	Science
46	52	*	52	*
51	58	53	56.5	55
50	50	50	50	50

# Students

Percent  
 of  
 Students  
 in Each  
 Quarter

SAT Results				
	1996	District	DDESS	Nation
% Participating	1996	N/A	46%	41%
Math Avg Score	1996	N/A	477	508
Verbal Avg Score	1996	N/A	485	505

#### Notes

**Mobility Rate** is defined as the % of Students who enter or withdraw from a school during the year relative to the enrollment.

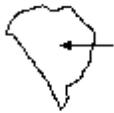
**SAT Results:** Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

**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, 26th-50th, 51-75th, and 76-99th.

Ft. Jackson Dependents Schools  
 5900 Chesnut Road  
 Columbia, SC 29206-5365

DSN Phone:  
 734-2720

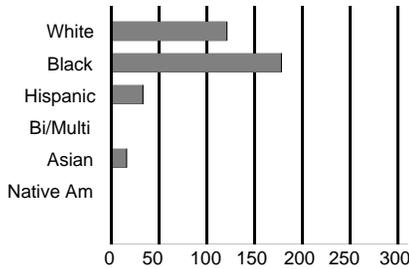
Commercial Phone:  
 (803) 782-2720



**Department of Defense Education Activity  
Pierce Terrace Elementary School (PK-1)  
1995/96 School Profile  
Philip Booth, Principal**

**School Characteristics**

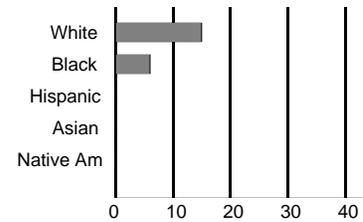
**Student Enrollment - 352**



Grade	#
PreK	83
K	113
1	156
Total	352

Sponsor's Affiliation	%
Marine	0%
Army	99%
Navy	1%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

**Professional Staffing**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	15	4%
PK-12	TAG	0	0%
PK-12	ESL	0	0%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

<b>Teacher Experience</b>	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	20

<b>School Staff</b>	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	2
Other Professionals	5

Mobility Rate  
48% Per Year

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	10%
MA/MS	76%
Doctorate	5%

**Principal's Highlights**

Pierce Terrace School is the Early Childhood School on Fort Jackson with full day programs for all kindergarten pupils planned. Parent volunteers log in 1500 to 2000 hours each year serving the needs of the pupils. A strong Parent Advisory Council further strengthens home/school communications and services for pupils.

One of eleven sites working with the University of South Carolina as a Professional Development School, Pierce Terrace staff members work closely with all levels of teachers-in-training helping plan and teach university level courses.

Using the multicultural resources of the community, each year Pierce Terrace focuses on living together in a global community. Weekly, members of the community share customs and traditions of countries from which they come. Spanish classes are available to pupils, and an annual Pierce Terrace International Day is celebrated each year.

Four computer stations and new software will be installed in each classroom in the Fall, and learning through technology will become a major focus at Pierce Terrace School.

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

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.10: Demonstrate student technological proficiency.....**  
Classroom teachers maintained computer usage logs from December, '95 through April, '96, which indicated greater utilization of the Apple Iie computer by pupils in each classroom. A log maintained by the media specialist indicated a 47% increase in use of Apple Iie software. Updated hardware and software will be installed in 1996-97.

**Goal 4: Math And Science Achievement**

**Benchmark 4.3: Increase student proficiency in math and science.....**  
By grade levels classroom teachers inventoried hands-on materials in math and science and recorded an increase in their use from December-May. Math and science activities for parents to do with their children at home were sent home with the school newsletter every other week.

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

**Benchmark 7.1: Provide professional development structure for educators.....**  
Utilizing a survey of teachers-in-training assigned to the school, a survey of teachers indicated a 28% increase from 1994-96 in use of research-based instructional practices in classrooms.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Parent volunteers were utilized in more specific ways during the year with parents logging in 1718 hours by March, an 18% increase over last year. Activities to strengthen the volunteer program and acknowledge volunteer help were expanded.

Parent Participation	#
PTA/PTO Membership	0
Parent Volunteers	205

### Goal 10: Organizational Development

*Benchmark 10.8: Establish Electronic Technology for teachers and admin.....*  
 After installation of updated hardware/software at the beginning of school year 1996-97, staff members will be trained to use it effectively with pupils and administratively.

### Standardized Test Results

		Grade 2					Grade 4				
		Benchmark 3.1			Benchmark 4.3		Benchmark 3.1			Benchmark 4.3	
		Read	Lang	Soc Stdy	Math	Science	Read	Lang	Soc Stdy	Math	Science
1996	Median Percentiles	*	*	*	*	*	*	*	*	*	*
	for: <b>School</b>	*	*	*	*	*	*	*	*	*	*
	<b>District</b>	55	54	53	59	49	54	64	60	63	57
	<b>DDESS</b>	50	50	50	50	50	56	64	56	65	61
	<b>Nation</b>	*	*	*	*	*	50	50	50	50	50
	<b># Students</b>	*	*	*	*	*	*	*	*	*	*
	<b>Percent of Students in Each Quarter</b>	NOT APPLICABLE					NOT APPLICABLE				

		Grade 6					SAT Results			
		Benchmark 3.1			Benchmark 4.3					
		Read	Lang	Soc Stdy	Math	Science				
1996	Median Percentiles	*	*	*	*	*				
	for: <b>School</b>	46	52	*	52	*				
	<b>District</b>	51	58	53	56.5	55				
	<b>DDESS</b>	50	50	50	50	50				
	<b>Nation</b>	*	*	*	*	*				
	<b># Students</b>	*	*	*	*	*				
	<b>Percent of Students in Each Quarter</b>	NOT APPLICABLE								

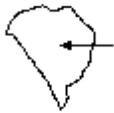
  

		School	DDESS	Nation
% Participating	1996	N/A	46%	41%
Math Avg Score	1996	N/A	477	508
Verbal Avg Score	1996	N/A	485	505

Notes	
<b>Mobility Rate</b> is defined as the % of Students who enter or withdraw from a school during the year relative to the enrollment.	
<b>SAT Results:</b> Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board	
<b>Standardized Test Results:</b> 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.	

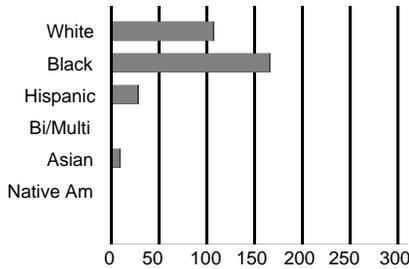
**Pierce Terrace Elementary School**  
 5715 Adams Ct.  
 Columbia, SC  
 29206  
  
 DSN Phone:  
  
 Commercial Phone:  
 803-782-1772



**Department of Defense Education Activity  
Hood Street Elementary School (PK,2-3)  
1995/96 School Profile  
Carol George, Principal**

**School Characteristics**

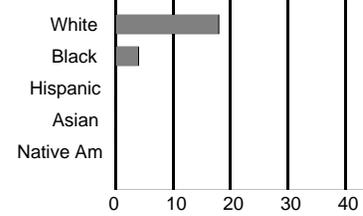
**Student Enrollment - 316**



Grade	#
PreK	40
2	141
3	135
Total	316

Sponsor's Affiliation	%
Marine	0%
Army	99%
Navy	1%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	9	3%
PK-12	TAG	13	4%
PK-12	ESL	0	0%
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	2
> 10	17

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	2
Other Professionals	5

Mobility Rate  
40% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	27%
MA/MS	68%
Doctorate	4%

**Principal's Highlights**

Hood Street School provides a sound educational program for students in Pre-K, second and third grades. Led by a superior group of educators, students are motivated to reach their fullest potential while, at the same time, inspired to develop confidence in their ability and a positive self concept.

Technology plays a large role in the curriculum at Hood Street. Students complete daily lessons on networked computers in their classrooms and visit other classrooms and appropriate sites on the Internet in the media center.

Hands-on learning characterizes the curriculum as students are actively involved in math games, science experiments, and in lively participation. Trips to the school greenhouse, portable planetarium, museum and other sites in the area bring up close and personal concepts that are studied in the classroom.

A close relationship exists between Hood Street and the University of South Carolina (USC). As a USC Professional Development School, we welcome numerous students throughout the year to work and train on our campus. A close relationship exists with USC professors as we conduct research, share ideas, or give and receive assistance. All strive to make school a fun and exciting place for our students.

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

**Goal 3: Student Achievement And Citizenship**

*Benchmark 3.10: Demonstrate student technological proficiency.*.....  
Josten's Integrated Learning System was used to track reading, math, and language progress. The Accelerated Reader was used to monitor and motivate reading achievement. Time spent weekly by students on computers increased in all classrooms.

**Goal 4: Math And Science Achievement**

*Benchmark 4.3: Increase student proficiency in math and science.*.....  
Math scores on the MAT 7 increased more than 2% from the baseline data. New science units or concepts were introduced by every teacher and ideas compiled in a Best Practices binder housed in the media center.

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

*Benchmark 7.1: Provide professional development structure for educators.*.....  
Sharing sessions provided time for teachers to share new techniques and ideas. Ideas were recorded and distributed. A math study group was begun and ways to integrate math and literature became the focal point of the group. A summer computer course was offered on site that provided hands-on practice with basic computer processes.

**Goal 8: Parental Participation**

*Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.*.....  
An active parent group worked closely with teachers to make the home/school climate a productive one for students. Parents organized and oversaw the take-home computer program, shopped for and manned the Accelerated Reading store, met regularly on committees to make take-home math games, assist teachers in creating materials, worked with students in the school setting, and were very active in the Parent Advisory Council.

Parent Participation	#
PTA/PTO Membership	32
Parent Volunteers	75

### Goal 10: Organizational Development

*Benchmark 10.8: Establish Electronic Technology for teachers and admin.....*  
 Teachers have been trained in the use of Josten's Learning System, the Accelerated Reader program, and in the use of basic word processing, data base, and spreadsheet applications. Voluntary sessions were conducted on the QuickCam camera and color scanner. A dedicated line was installed in the media center and teachers were provided instruction in the use of e-mail.

### Standardized Test Results

		Grade 2					Grade 4				
		Benchmark 3.1			Benchmark 4.3		Benchmark 3.1			Benchmark 4.3	
		Read	Lang	Soc Stdy	Math	Science	Read	Lang	Soc Stdy	Math	Science
1996	Median Percentiles	*	*	*	*	*	*	*	*	*	*
	for: <b>School</b>	*	*	*	*	*	*	*	*	*	*
	<b>District</b>	55	54	53	59	49	54	64	60	63	57
	<b>DDESS</b>	50	50	50	50	50	56	64	56	65	61
	<b>Nation</b>	*	*	*	*	*	50	50	50	50	50
	<b># Students</b>	*	*	*	*	*	*	*	*	*	*
	<b>Percent of Students in Each Quarter</b>	NOT APPLICABLE					NOT APPLICABLE				

		Grade 6					SAT Results			
		Benchmark 3.1			Benchmark 4.3					
		Read	Lang	Soc Stdy	Math	Science				
1996	Median Percentiles	*	*	*	*	*				
	for: <b>School</b>	46	52	*	52	*				
	<b>District</b>	51	58	53	56.5	55				
	<b>DDESS</b>	50	50	50	50	50				
	<b>Nation</b>	*	*	*	*	*				
	<b># Students</b>	*	*	*	*	*				
	<b>Percent of Students in Each Quarter</b>	NOT APPLICABLE								

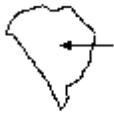
  

		School	DDESS	Nation
% Participating	1996	N/A	46%	41%
Math Avg Score	1996	N/A	477	508
Verbal Avg Score	1996	N/A	485	505

Notes	
<b>Mobility Rate</b> is defined as the % of Students who enter or withdraw from a school during the year relative to the enrollment.	
<b>SAT Results:</b> Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board	
<b>Standardized Test Results:</b> 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.	

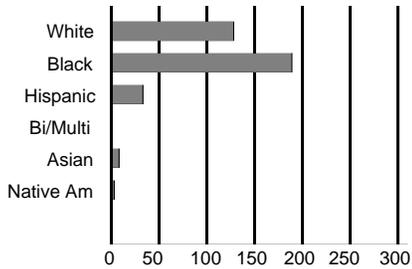
**Hood Street Elementary School**  
**5615 Hood St.**  
**Columbia, SC**  
**29206**  
  
**DSN Phone:**  
  
**Commercial Phone:**  
**803-787-8266**



**Department of Defense Education Activity**  
**Charles Cotesworth Pinckney Elementary School (PK,4-6)**  
**1995/96 School Profile**  
*Frederick Tanner, Principal*

**School Characteristics**

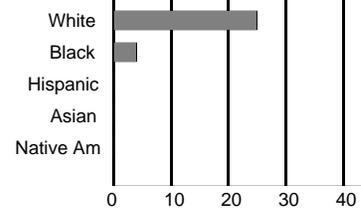
**Student Enrollment - 342**



Grade	#
PreK	22
4	116
5	103
6	101
Total	342

Sponsor's Affiliation	%
Marine	0%
Army	99%
Navy	1%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

**Professional Staffing**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	31	9%
PK-12	TAG	29	8%
PK-12	ESL	0	0%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

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

<b>School Staff</b>	
Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	4
Other Professionals	7

Mobility Rate  
62% Per Year

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	23%
MA/MS	58%
Doctorate	13%

**Principal's Highlights**

C. C. Pinckney Elementary School is a state of the art facility. It houses two computer labs, one primarily for basic skill development, and the other for multimedia production. In addition, there are two music rooms, a spacious arts complex, gymnasium, theater, career center, and a science lab that rivals that of our nearby university's. The staff is well aware of the Benchmarks and have worked diligently towards meeting the goals.

Pinckney School serves a diverse population with a mobility rate of over 60%. Preschool handicapped, four year olds, fourth, fifth and sixth graders, learning disabled, and physically disabled attended this past year.

The staff believes our home school partnership program is well on its way to strengthening the entire educational process. We also feel that greater student advances will occur where there is a balance between an appropriate use of direct instruction and collaborative inquiry driven activities. Technology at Pinckney aids students in the assessment, evaluation, and communication of information. It helps nurture artistic expression and facilitates the solving of complex problems.

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

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.10: Demonstrate student technological proficiency.....**  
 The proficient use of technology has permeated all areas of the curriculum from "The Music in Education Program" to the creation of computer art. All students have published at least one piece of writing, accessed information from an electronic encyclopedia, and 75% completed a keyboarding program. Students created multimedia programs to share with their peers and teachers.

**Goal 4: Math And Science Achievement**

**Benchmark 4.3: Increase student proficiency in math and science.....**  
 All students completed eight hands-on science activities. Our Gifted and Talented students conducted "Really Rad Research" in the area of science and shared their findings with their classmates. Students were given daily timed math basic skills tests and 292 masteries were reported. Plans for the nature trail and courtyard (outdoor classroom) are still in progress.

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

**Benchmark 7.1: Provide professional development structure for educators.....**  
 A Staff survey indicated a growing need for in-service in the area of technology. Workshops were conducted on accessing the internet, sending e-mail and designing multimedia presentations. Advanced word processing and the use of multimedia resources were topics presented. Teachers completed and implemented curriculum designs for thematic units.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
 Every child's parents received at least one positive contract during each nine week period. A greater effort was made to invite parents to all kinds of school functions. These included breakfasts, field trips, luncheons, dances, honor roll assemblies, artistic performances, and they were given an opportunity to examine the products of their child's work in the thematic units.

Parent Participation	#
PTA/PTO Membership	0
Parent Volunteers	100

### Goal 10: Organizational Development

*Benchmark 10.8: Establish Electronic Technology for teachers and admin.....*  
 A second computer lab was added. This lab has multimedia capability. In-service was provided on its use and children and teachers were able to publish their work. Ten more computers were requested in order to complete the lab. The long range plan is for every teacher to have a multimedia computer at his desk and to have five student stations for every classroom.

## Standardized Test Results

### Grade 2

### Grade 4

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

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science
*	*	*	*	*
*	*	*	*	*
55	54	53	59	49
50	50	50	50	50
*	*	*	*	*
NOT APPLICABLE				

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science
54	64	60	63	57
54	64	60	63	57
56	64	56	65	61
50	50	50	50	50
109	109	107	110	108
26 28	39 28	37 17	40 19	30 19
28 18	17 16	30 16	26 15	33 19
96	96	96	96	96

### Grade 6

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

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Stdy	Math	Science
46	52	*	52	*
46	52	*	52	*
51	58	53	56.5	55
50	50	50	50	50
96	94	*	95	*
22 24	20 35		23 27	
26 28	24 20		29 20	
96	96	96	96	96

SAT Results				
	1996	School	DDESS	Nation
% Participating	1996	N/A	46%	41%
Math Avg Score	1996	N/A	477	508
Verbal Avg Score	1996	N/A	485	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. The 1996 SAT scores were "recentered" by the College Board

**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.

**Charles Cotesworth Pinckney Elementary School**  
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