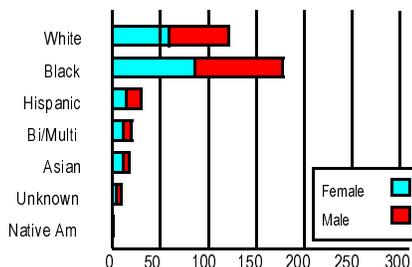




Department of Defense Education Activity
Charles Cotesworth Pinckney Elementary School (PK-6)
1998/99 School Profile
Frederick Tanner, Principal

School Characteristics

Student Enrollment - 360



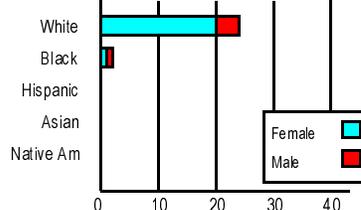
Grade	#
PreK	26
K	0
1	0
2	0
3	0
4	140
5	111
6	83
Total	360

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%

Teacher Experience	
Years	Teachers
New	0
1 - 2	0
3 - 9	1
10 - 20	7
> 20	21

Mobility Rate
35% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	4
Other Professionals	7.5

Teacher Education	
Degree	% Teachers
BA/BS	21 %
MA/MS	69 %
Doctorate	10 %

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	35	10%
K-8	TAG	39	11%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

The staff and students of Pinckney School continue to make progress towards meeting the 2000 target goals. The school provides a unique blend of academic and arts activities for all students. Pinckney has been designated as an Arts in Basic Curriculum School by the South Carolina Arts Committee. As a result we were able to provide a yearlong dance residency, a writer in residence for three weeks, and plethora of artists, artisans, and performers. Internationally renowned storyteller Joyce Greer headed the list of special visitors. She was followed by the South Carolina Percussion Ensemble, the South Carolina Philharmonic, trips to Koger Center for the Performing Arts, visits by an expert in medieval armor (medieval studies), a colonial crafter (colonial unit), a muralist, and a pop-up book writer (patterns unit). These experiences supplemented a very powerful and dynamic arts and music curriculum. All students participated in the Yamaha Keyboarding Music Program, and over two thirds of our interested students participated in the drama club, chorus, and band.

This past year Pinckney focused academically on Goals 3 and 4. Student achievement in reading, English, social studies, mathematics and science was stressed.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Many exciting changes took place at Pinckney this past year. A thirty station computer lab was established and the infrastructure will be in place by the fall for five computers in each classroom. With the appointment of a new educational technologist students were able to expand their technological skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students and teachers continued to focus on higher level thinking skills in mathematics and science. Student performance activities were refined. Teachers worked to develop and utilize science and math hands-on-activities. The outdoor classroom and the nature trail also provided stimulating settings for science.

Goal 7: Teacher Education and Professional Development

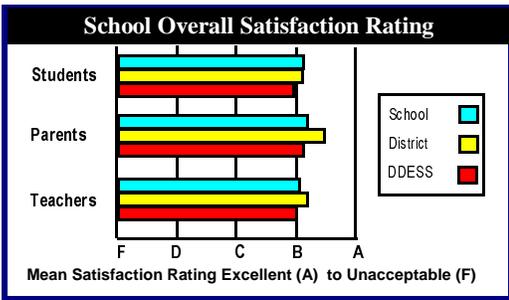
Benchmark 7.1: Provide professional development structure for educators.

The staff chose to study strategies to reduce the ethnic learning gap in math and reading. Guest speakers, study groups, and the sharing of successful approaches, were utilized to gain information to attack the problem. According to our test scores gains were made.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Our new administrative technologist has been working furiously to coordinate efforts to bring Pinckney School up to DODEA technology standards. The new lab is on-line, the infrastructure is almost in place for computers in each classroom, and key people have been trained in WinSchool Student Information System.



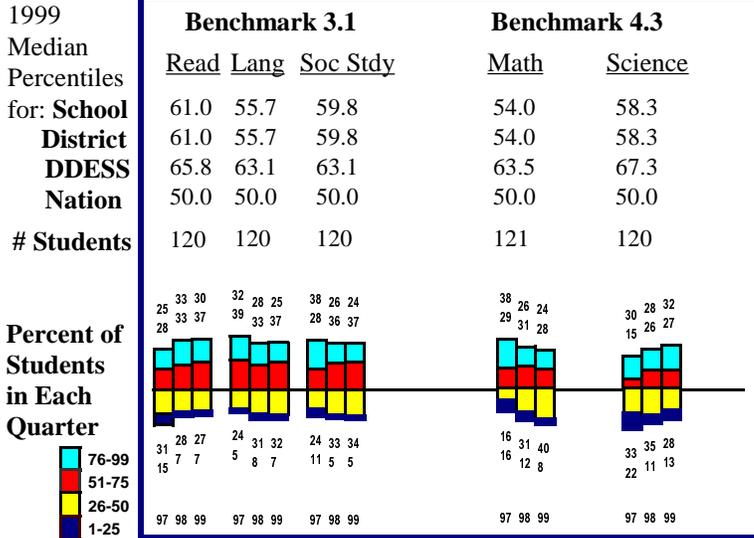
Goal 8: Parental Participation

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

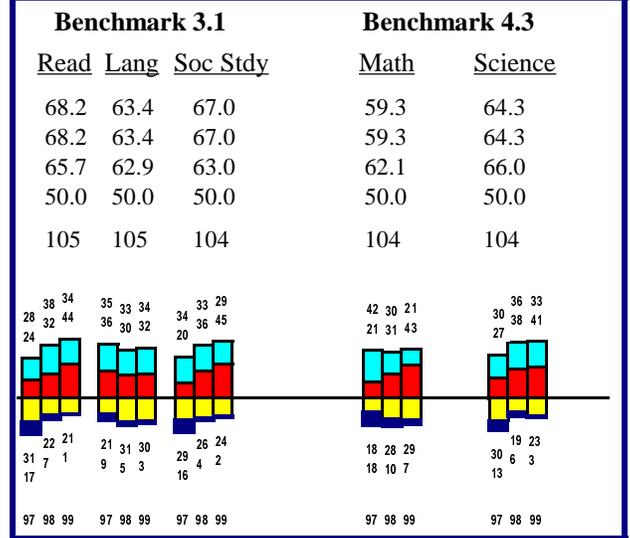
Teachers from each grade level spent three evenings with parents explaining the curriculum and giving suggestions on how students could improve their performance at school. The Commanding General and other Fort Jackson leaders met weekly with one of our students as part of our mentoring program.

Standardized Test Results

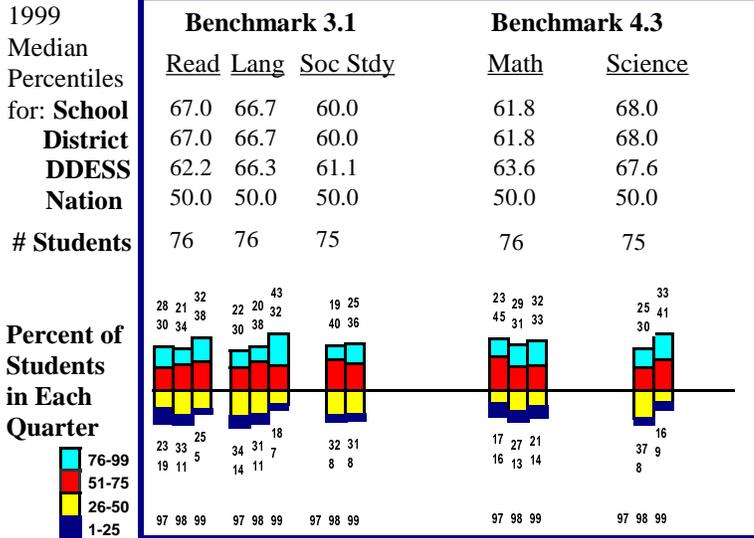
Grade 4



Grade 5



Grade 6



SAT Results

	School	District	DDESS	Nation
% Participating	98	NA	NA	40%
	99	NA	NA	34%
Math Avg Score	98	NA	NA	481
	99	NA	NA	474
Verbal Avg Score	98	NA	NA	483
	99	NA	NA	483

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 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	99	112	Met	17%	82%	1%	0%	0%