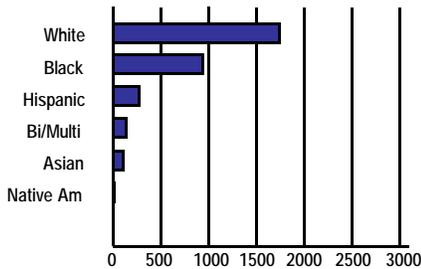


**Department of Defense Education Activity
Fort Knox Community Schools (PK-12)
1996/97 District Profile
Frank A. Calvano, Superintendent**

District Characteristics

Student Enrollment - 3,305



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	319	10%
PK-12	TAG	143	4%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		48	19%

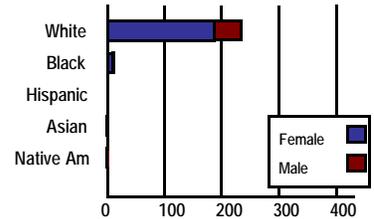
Grade	#
PreK	285
K	354
1	333
2	299
3	296
4	263
5	254
6	212
7	220
8	207
9	194
10	148
11	121
12	119
Total	3305

Sponsor Affiliation	
Marine	1%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	0%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	6
4-6	20
7-10	23
> 10	157

**Mobility Rate
45% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	9
Classroom Teachers	146.7
Special Education	21.2
Other Professionals	50.8

Teacher Education	
Degree	% Teachers
BA/BS	11%
MA/MS	75%
Doctorate	2%

Superintendent's Highlights

All staff of Fort Knox Community Schools participated in Mastery Learning and in Total Quality Education (TQE) at some point during the 96-97 school year. These processes were used to support the implementation phases of the School Improvement Plans (SIP).

Standardized test results (CTBS/4) indicate all schools showed improvement and most grade level and subject area scores exceeded the 60th percentile. All six of the schools with accountability grade levels showed improvement over the past four years under the Kentucky Instructional Results Information System (KIRIS).

Staff development sessions focused on SIP strategies or Mastery Learning with ninety-nine percent staff participating. Twenty-eight sessions in technology use compatible with job function were attended by staff. Student Services held many sessions to meet growth needs identified by our monitoring visit.

Curriculum writing in math, and a strong implementation plan in science are bringing curriculum guides and practice into alignment with the Strategic Plan. Parent involvement in the district has dramatically increased and the School Board and Superintendent have established a positive working relationship.

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

Goal 3: Student Achievement And Citizenship

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

The district prepared a K-12 student technology skills continuum in keyboarding & word processing, expanded capabilities of 75% of the schools to teach keyboarding in the classroom, provided support to schools ranging from planning & integration to training & maintenance, researched needs for additional school labs and upgraded classroom technology.

Goal 4: Math And Science Achievement

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

Standardized math and science scores for Gr. 3 & 7 increased 7 to 13 percentile points from SY95-96 to SY96-97. 91% of Gr. 1-6 students reported a positive attitude toward science. The draft math curriculum (Gr. 1-8) was constructed to be congruent with the NCTM's National Standards. Staff development is planned for the summer to facilitate implementation.

Goal 7: Teacher Education and Professional Development

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

Much of the staff development is held at the school site and a survey of sessions indicates that all schools emphasized one or more SIP Benchmarks to provide sessions which gave participants expertise in specific strategies. In addition, staff development was offered in technology use and in Mastery Learning; the latter will support both DIP and SIP.

Goal 10: Organizational Development

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

The district installed network cable in all schools, connected 63% of the classrooms to central file servers, installed 50 computers for teachers, installed digital satellite educational TV, connected 4 schools to Internet, held 28 training courses on Internet, Wasatch courseware and productivity software, researched School-Home Partnership & Distance Learning needs.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	3.73	4.08
Co-Supporters	3.34	3.65
Co-Learners	2.79	3.27
Co-Teachers	3.52	3.66
Co-Advisors	3.25	3.36

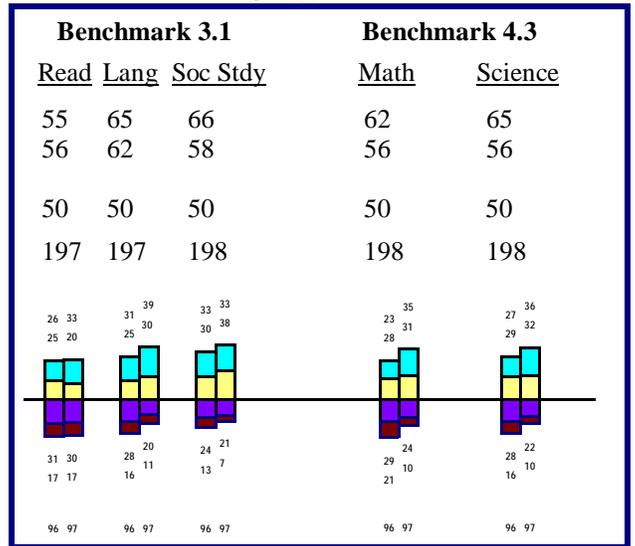
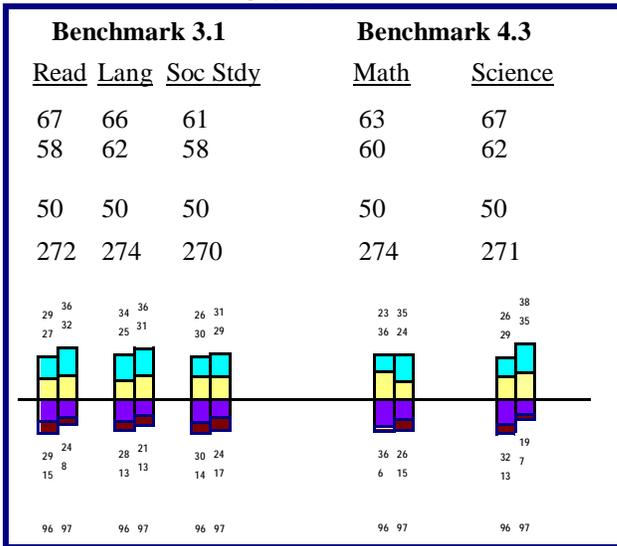
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A monthly news column highlighting school and district events and issues was published in the post newspaper. New Total Quality Education process teams with cross functional stakeholder representation addressed two issues-new calendar and meeting times. Parent participation increased at public meetings, to include Working Board and Home/School Partnership Forum.

Standardized Test Results

Grade 7

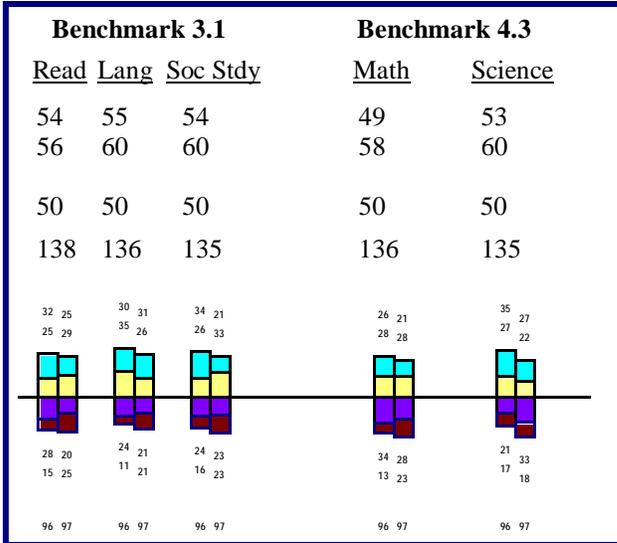


1997
Median
Percentiles
for: District
DDESS
Nation
Students

Percent of
Students
in Each
Quarter



Grade 10



1997
Median
Percentiles
for: District
DDESS
Nation
Students

Percent of
Students
in Each
Quarter



ACT Results

	District	DDESS	Nation
% Participating	1996	86%	36%
	1997	77%	35%
Math Avg Score	1996	18.6	20.2
	1997	18.6	18.7
English Avg Score	1996	20	20.3
	1997	19.4	19.6

Notes

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

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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Writing Assessment

Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	179	1%	11%	30%	57%	0%
4	97	252	0%	4%	38%	58%	0%
7	97	199	0%	1%	14%	85%	0%
8	96	171	0%	1%	14%	85%	0%
12	96	87	1%	20%	53%	26%	0%
12	97	105	1%	10%	41%	48%	0%