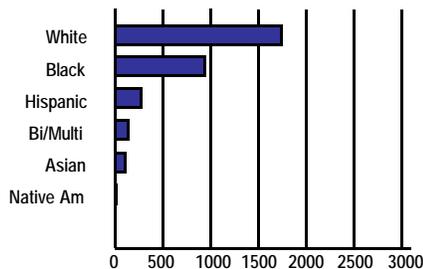


**Department of Defense Education Activity
Fort Knox Community Schools (PK-12)
1996/97 District Profile
Frank A. Calvano, Superintendent**

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% |

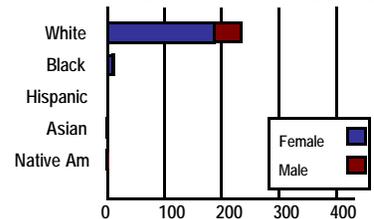
| Grade | # |
|-------|------|
| PreK | 285 |
| K | 354 |
| 1 | 333 |
| 2 | 299 |
| 3 | 296 |
| 4 | 263 |
| 5 | 254 |
| 6 | 212 |
| 7 | 220 |
| 8 | 207 |
| 9 | 194 |
| 10 | 148 |
| 11 | 121 |
| 12 | 119 |
| Total | 3305 |

| 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 |

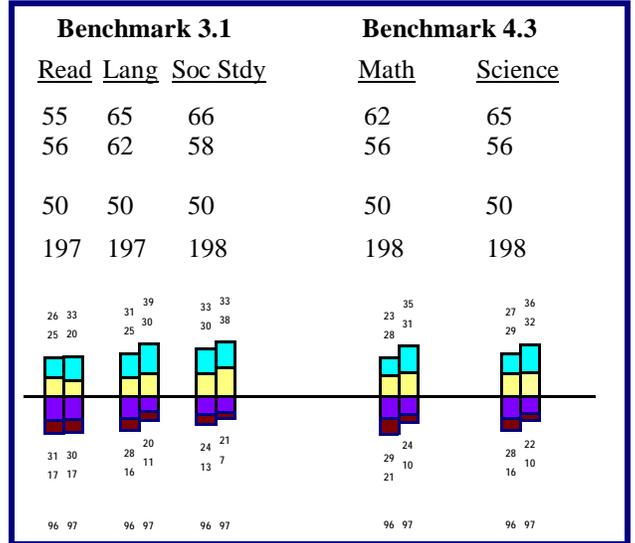
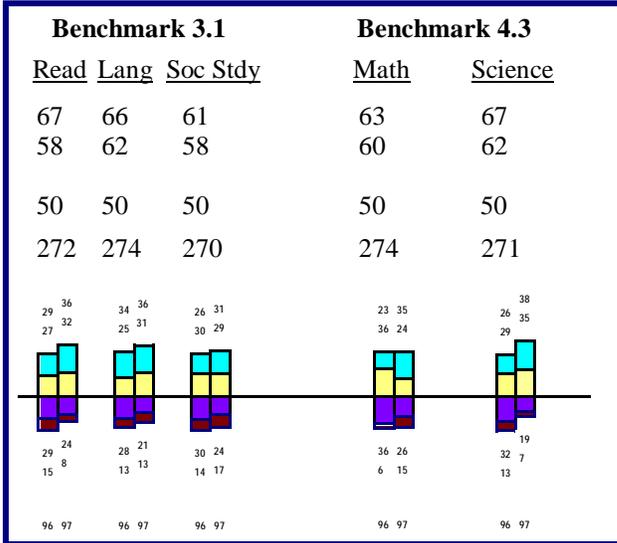
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

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

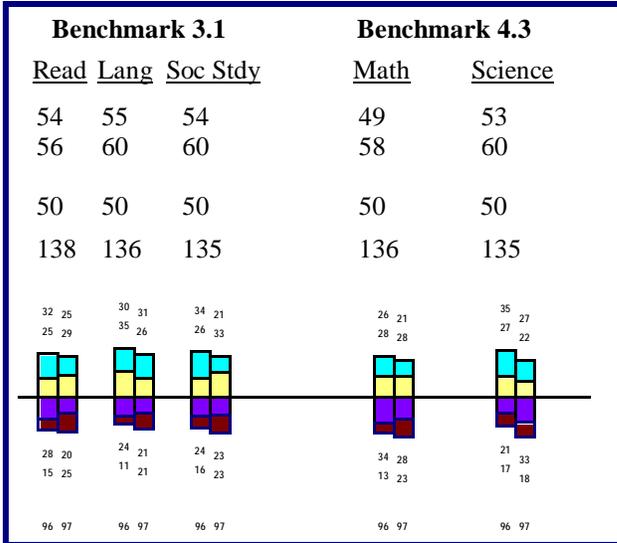


1997
Median
Percentiles
for: District
DDESS
Nation
Students

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 | 19.1 |
| | 1997 | 18.6 | 18.7 |
| English Avg Score | 1996 | 20 | 20.2 |
| | 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.

Ft. Knox Community Schools
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Fort Knox, KY 40121-2707

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Fax Number: (502) 624-3577
Commercial Phone:
(502) 624-7853

Writing Assessment

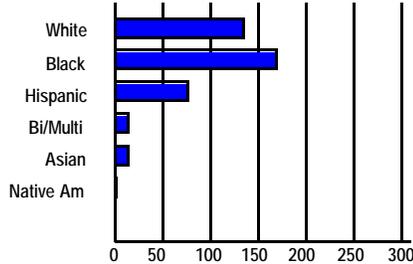
| Grade | Yr | Number Tested | Distinguished | Percent at Each Performance Level | | | |
|-------|----|---------------|---------------|-----------------------------------|------------|------------------------|------------------|
| | | | | Proficient | Apprentice | Novice/ Undeveloped | Not Scoreable |
| 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% |



**Department of Defense Education Activity
Fort Knox High School (9-12)
1996/97 School Profile
Michael Minutelli, Principal**

School Characteristics

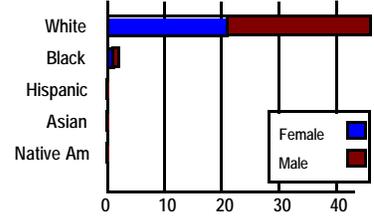
Student Enrollment - 582



| Grade | # |
|-------|-----|
| 9 | 194 |
| 10 | 148 |
| 11 | 121 |
| 12 | 119 |
| Total | 582 |

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

Professional Staffing



| Special Programs | | | |
|----------------------------|-------------------|-----|-----|
| Grade Offered | Program | # | % |
| PK-12 | Special Education | 45 | 8% |
| PK-12 | TAG | N/A | N/A |
| PK-12 | ESL | N/A | N/A |
| AP Courses Offered | | 7 | |
| Students Taking AP Courses | | 48 | 20% |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 0 |
| 1-3 | 0 |
| 4-6 | 4 |
| 7-10 | 10 |
| > 10 | 28 |

| School Staff | |
|---------------------|------|
| Category | FTE |
| Administrators | 2 |
| Classroom Teachers | 21.2 |
| Special Education | 3.2 |
| Other Professionals | 17.6 |

**Mobility Rate
31% Per Year**

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 15% |
| MA/MS | 79% |
| Doctorate | 0% |

Principal's Highlights

Fort Knox High School is a learning community of highly motivated students, who are multi-cultural and celebrate diversity.

The class of '97, graduating 100 strong, achieved an on-time graduation rate of 93%, while garnering 1.4 million dollars in scholarships. The graduation rate is a 15% increase over the 1995 benchmark. This is the second year in a row that this rate of graduation has been achieved.

Internet connectivity has been achieved in all academic areas. Protocols have been established for student use, as we strive to promote technological literacy for all of our students.

Continuous quality improvement practices seek out the "voice of the customer", as we continue to strive to meet the needs of all our members in the Fort Knox High School learning community.

A student engagement initiative: "minds-on" for mastery framework, was created with SY 97-98 implementation planned. This framework will support our quest to achieve our Goal 4.3 benchmarks. It will be utilized in a block schedule, with daily remediation.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Class of 2000 was required to take Keyboarding/Intro to Computers as part of their core courses: pre-test to post-test found an average increase of 8 wpm. Upperclassmen also subscribed for a total of 205 students. 80% benchmark target of daily capacity use of computer lab by students was exceeded each week with a monthly average of 88.7%.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Average SAT score increased 3 points to 501. Class of '98, for whom the only benchmarks existed through standardized testing, met their goals in Math & Science in the 25%tile, exceeding Math by 6% & Science by 6%. Created student success initiative: "Minds-on for Mastery", framed around remediation & enrichment, which directly supports student achievement.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Demonstration and use of targets were achieved @ 100%. All faculty members participated in on-site PD in the use of e-mailing, faxing and the hardware/software in use. Additionally, all faculty received 1/2 day training in internet access and 1/2 day training in its instructional use. All instructional areas have 100% internet connectivity, w/ at least 1 computer per area.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Explored various in-house standardized grade reporting systems in anticipation of FKHS being networked in SY 97-98. Adjusted strategy for textbook management: will pilot bar coding of English textbooks, collect and review data, and make determination if all textbooks will be bar coded.

| Average Ratings of SHP Progress | | | |
|---------------------------------|--------|----------|-------|
| Tier | School | District | DDESS |
| Co-Communicators | 3.4 | 3.73 | 4.08 |
| Co-Supporters | 2.8 | 3.34 | 3.65 |
| Co-Learners | 2.1 | 2.79 | 3.27 |
| Co-Teachers | 2.9 | 3.52 | 3.66 |
| Co-Advisors | 3.0 | 3.25 | 3.36 |

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

Goal 8: Parental Participation

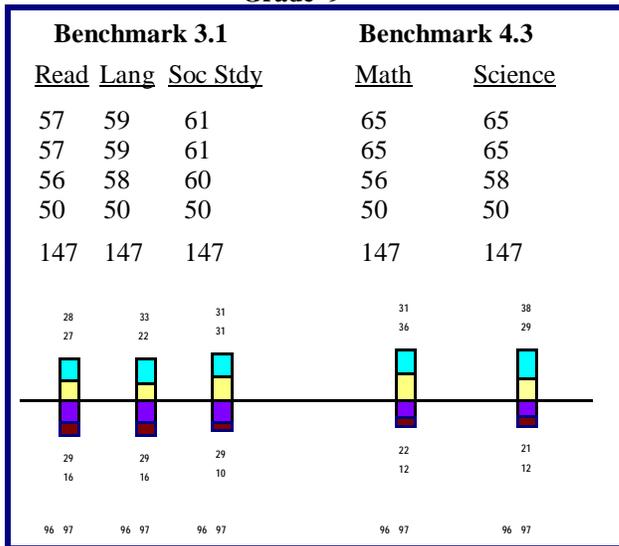
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 "Parent as Partner", in the endorsement of educational choices for their children, was achieved @ a 96% success rate. Automated voice mail system to increase school-home communication was purchased, pd'd and will be fully operational for SY 97-98. Benchmark of 90% return of parent survey re: home/school partnership program was exceeded.

Standardized Test Results

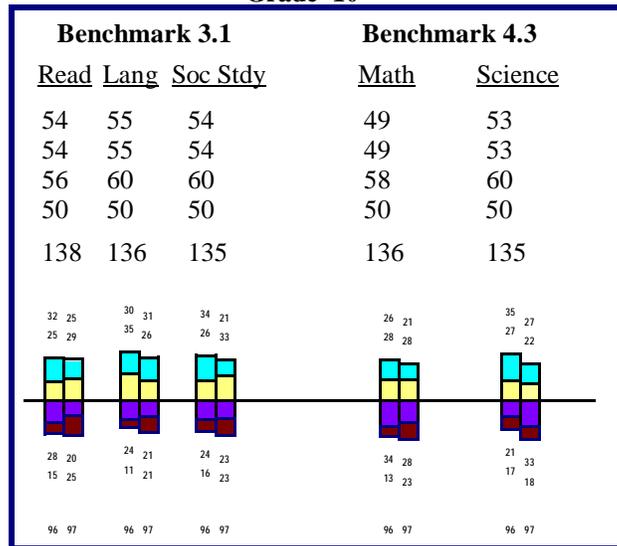
Grade 9

Grade 10

1997
 Median
 Percentiles
 for: **School**
District
DDESS
Nation
 # Students

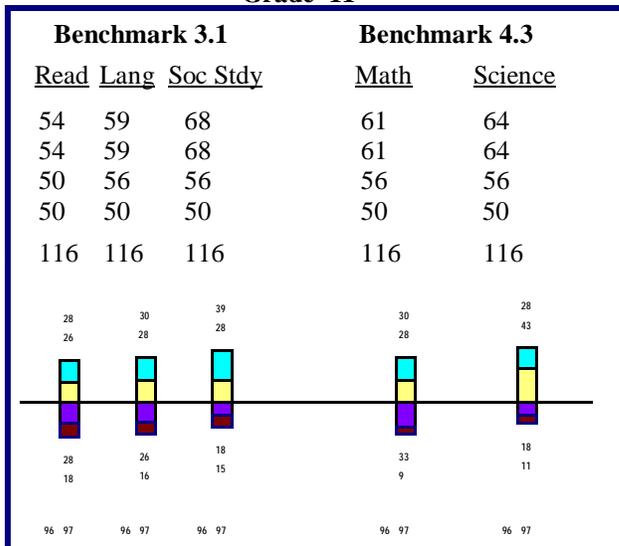


Percent of
 Students
 in Each
 Quarter



Grade 11

1997
 Median
 Percentiles
 for: **School**
District
DDESS
Nation
 # Students



Percent of
 Students
 in Each
 Quarter



ACT Results

| | School | District | DDESS | Nation |
|-------------------|--------|----------|-------|--------|
| % Participating | 1996 | 86% | 86% | 36% |
| | 1997 | 77% | 77% | 35% |
| Math Avg Score | 1996 | 18.6 | 18.6 | 19.1 |
| | 1997 | 18.6 | 18.6 | 18.7 |
| English Avg Score | 1996 | 20 | 20 | 20.2 |
| | 1997 | 19.4 | 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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 Commercial Phone:
 (502) 624-7030

Writing Assessment

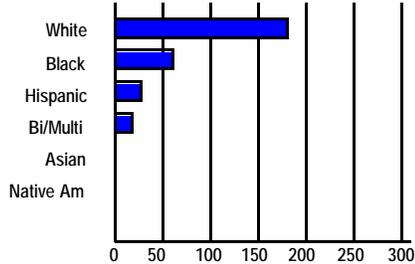
| Grade | Yr | Number Tested | Distinguished | Percent at Each Performance Level | | | |
|-------|----|---------------|---------------|-----------------------------------|------------|--------------------|---------------|
| | | | | Proficient | Apprentice | Novice/Undeveloped | Not Scoreable |
| 12 | 96 | 87 | 1% | 20% | 53% | 26% | 0% |
| 12 | 97 | 105 | 1% | 10% | 41% | 48% | 0% |



**Department of Defense Education Activity
Kingsolver Elementary School (PK-3)
1996/97 School Profile
William Lyon, Principal**

School Characteristics

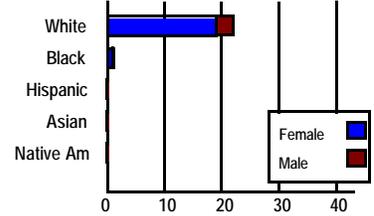
Student Enrollment - 261



| Grade | # |
|-------|-----|
| PreK | 41 |
| K | 45 |
| 1 | 63 |
| 2 | 45 |
| 3 | 67 |
| Total | 261 |

| Sponsor Affiliation | |
|---------------------|-----|
| Marine | 1% |
| Army | 97% |
| Navy | 0% |
| Air Force | 0% |
| Coast Guard | 0% |
| Non-US Military | 1% |
| US Civilians | 1% |
| Non-US Civilians | 0% |

Professional Staffing



| Special Programs | | | |
|----------------------------|-------------------|-----|-----|
| Grade Offered | Program | # | % |
| PK-12 | Special Education | 22 | 8% |
| PK-12 | TAG | 3 | 1% |
| PK-12 | ESL | N/A | N/A |
| AP Courses Offered | | N/A | |
| Students Taking AP Courses | | N/A | N/A |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 0 |
| 1-3 | 1 |
| 4-6 | 1 |
| 7-10 | 1 |
| > 10 | 8 |

Mobility Rate
44% Per Year

| School Staff | |
|---------------------|------|
| Category | FTE |
| Administrators | 1 |
| Classroom Teachers | 10.5 |
| Special Education | 1.5 |
| Other Professionals | 5.7 |

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 13% |
| MA/MS | 81% |
| Doctorate | 6% |

Principal's Highlights

Kingsolver Primary School's Benchmark 3.8 and 10.8 blended efforts this school year to increase effective use of technology in school. Data demonstrated student increase in both keyboarding and word processing skills. Staff members increased their knowledge of specific educational software and the workings of a computer.

Benchmark 4.3 developed baseline data on math computation skills and the integration of a new science curriculum. Both of these activities will become long term actions to measure the increase of student learning and the success of our processes.

The Benchmark 8.1, Communication, sent a survey to parents to measure the school's success and needs for improvement. The vast majority of our parents find our communications to be effective. A parent shared this comment, "It's not just a school, it's a family that cares about each other, specifically their education, the students and their welfare."

It is all the Benchmark strategies and action plans together that allow parents and staff to see improvement and success. We plan to continue searching for creative and effective methods for meeting our improvement goals.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
Staff & student skills were increased in electronic research, card catalog, word processing and keyboarding. School keyboarding skills increased the GWPM by 7.4 and accuracy by 2%. Specific grade level accuracy increased an average of 3% and GWPM by 1.2%.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
To increase math proficiency, timed math tests were given each week to grades 1-3. Indicator of success was to lower the bottom quarter by 25% which was achieved. We implemented the new science curriculum decreasing the number of students performing in the bottom quarter.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
Kingsolver staff were involved in a variety of professional development activities including our main focus of Systematic Training for Effective Parenting provided to staff members and offered to parents. School staff members provided building level training on individual pieces of computer software for the classroom and media center related software.

Goal 10: Organizational Development

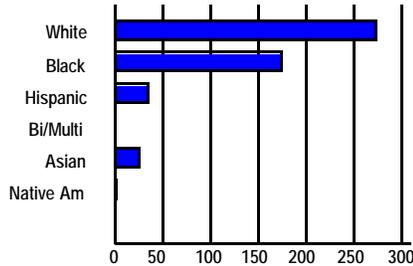
Benchmark 10.8: Establish Technology for teachers and administrators.
Selection of software for Benchmark areas of math, science and keyboarding is being inventoried for publication and distribution to all certified teachers with expectations of evaluations and implementation. Staff members were trained in the use of selected software and maintain a degree of success in implementing selected software.



Department of Defense Education Activity Macdonald Intermediate School (4-6) 1996/97 School Profile *Nan Spalding, Principal*

School Characteristics

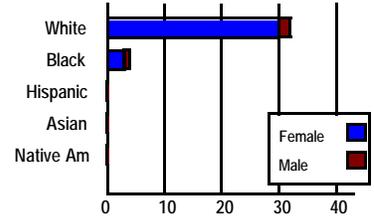
Student Enrollment - 378



| Grade | # |
|--------------|------------|
| 4 | 130 |
| 5 | 140 |
| 6 | 108 |
| Total | 378 |

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

Professional Staffing



| Special Programs | | | |
|----------------------------|-------------------|-----|-----|
| Grade Offered | Program | # | % |
| PK-12 | Special Education | 51 | 13% |
| PK-12 | TAG | 57 | 15% |
| PK-12 | ESL | N/A | N/A |
| AP Courses Offered | | N/A | |
| Students Taking AP Courses | | N/A | N/A |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 0 |
| 1-3 | 0 |
| 4-6 | 0 |
| 7-10 | 1 |
| > 10 | 31 |

Mobility Rate
30% Per Year

| School Staff | |
|---------------------|------|
| Category | FTE |
| Administrators | 1 |
| Classroom Teachers | 21 |
| Special Education | 3 |
| Other Professionals | 10.5 |

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 14% |
| MA/MS | 86% |
| Doctorate | 0% |

Principal's Highlights

The Macdonald Intermediate School community serves students in grades 4-6. The socioeconomic status of our families is wide, the ethnic composition of the student body is 46% minority. We celebrate our diverse backgrounds with the involvement of our parents and community.

Parents participated this year by preparing lobby displays, making presentations, and sharing their heritages in other ways. During our Hispanic celebration one parent added to our permanent collection of Hispanic artifacts with gifts to the school from her private collection.

Our students were very successful this year in academics as well as in extra-curricular activities. Reading achievement increased on the average of more than one grade equivalency per student as measured by the Gates-MacGinitie reading test. Twenty-four students received superior ratings at the state solo and ensemble festival. Forty students have participated in individualized computerized math and reading instruction which was offered as an extra-curricular activity before school four mornings a week.

This year, with the support of a majority of our parents, we introduced an optional uniform code of dress. For those who participated, we believe it was successful.

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 technological proficiency at Macdonald Intermediate School was enhanced by completing installation of a building network, implementation of educational software via the network, and training of faculty and staff and the integration of technology with instruction.

Goal 4: Math And Science Achievement

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

The committee helped the science teachers with the implementation of the new science curriculum and the materials. The purchase of diagnostic math assessment materials was postponed in order to be in compliance with the district assessment plans for 1997-98. Plans were made to use results of the Comprehensive Test of Basic Skills to assess achievement.

Goal 7: Teacher Education and Professional Development

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

Faculty participated in two days of training in Project Achieve (Proactive Plan for Student Behavior). One day of training in the areas of Curriculum Compacting and Differentiation for use in Mastery Teaching was provided. Faculty and staff participated in 20 mini workshops in technology in use of Power Point, Excel, Windows 95, and other educational software.

Goal 10: Organizational Development

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

Keyboarding skills were taught in the computer lab. School and district databases were used in recording attendance, test scores, and human resource information. Internet capabilities for Macdonald School continued to be researched and developed through the District Technology Department and the Student Technology Committee.

| Average Ratings of SHP Progress | | | |
|---------------------------------|--------|----------|-------|
| Tier | School | District | DDESS |
| Co-Communicators | 4.3 | 3.73 | 4.08 |
| Co-Supporters | 3.5 | 3.34 | 3.65 |
| Co-Learners | 2.9 | 2.79 | 3.27 |
| Co-Teachers | 3.8 | 3.52 | 3.66 |
| Co-Advisors | 3.3 | 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.....

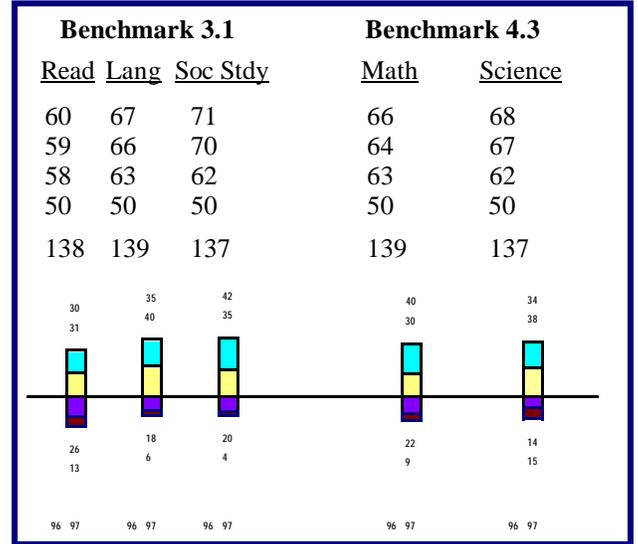
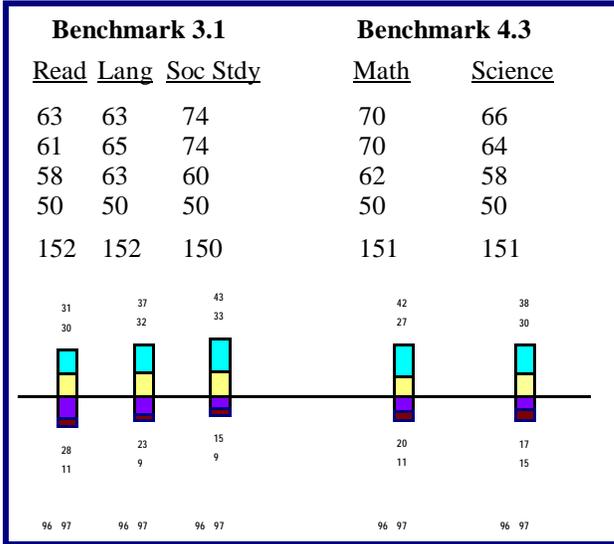
The number of parents eating lunch with their children increased from 50, in 1995, to 310 this school year. Parents who received the Project Achieve training felt it was informative and beneficial. On January 28, 70% of the parents had signed their children's daily assignment book establishing the baseline data.

Standardized Test Results

Grade 4

Grade 5

1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students

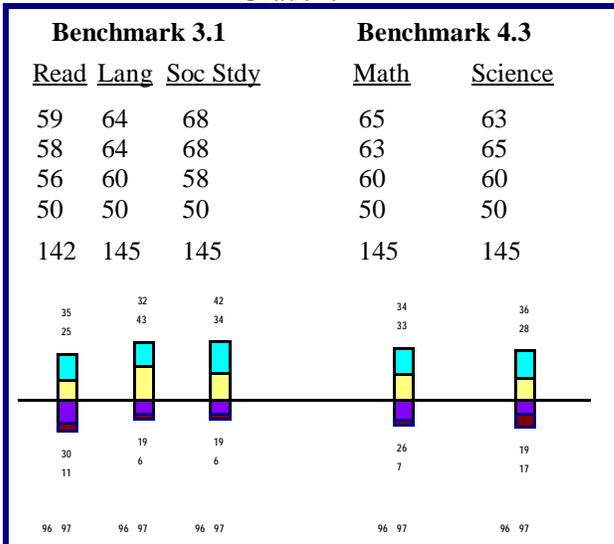


Percent of
Students
in Each
Quarter



Grade 6

1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students



Percent of
Students
in Each
Quarter



ACT Results

| | School | District | DDESS | Nation |
|-------------------|--------|----------|-------|--------|
| % Participating | 1996 | N/A | 86% | 36% |
| | 1997 | N/A | 77% | 35% |
| Math Avg Score | 1996 | N/A | 18.6 | 19.1 |
| | 1997 | N/A | 18.6 | 18.7 |
| English Avg Score | 1996 | N/A | 20 | 20.2 |
| | 1997 | N/A | 19.4 | 20.3 |

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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7729 McCracken St.
Fort Knox, KY 40121-2707

DSN Phone: 464-5650
Fax Number: (502) 624-2108
Commercial Phone:
(502) 624-5650

Writing Assessment

| Grade | Yr | Number Tested | Distinguished | Percent at Each Performance Level | | | |
|-------|----|---------------|---------------|-----------------------------------|------------|--------------------|---------------|
| | | | | Proficient | Apprentice | Novice/Undeveloped | Not Scoreable |
| 4 | 96 | 102 | 0% | 0% | 17% | 83% | 0% |
| 4 | 97 | 169 | 0% | 1% | 28% | 71% | 0% |

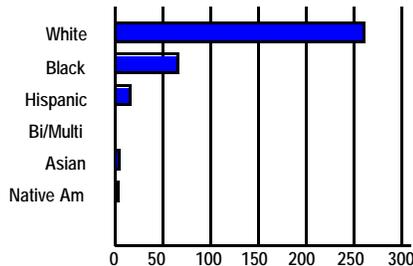


Department of Defense Education Activity Mudge Elementary School (PK-3) 1996/97 School Profile

Roger Richardson, Principal

School Characteristics

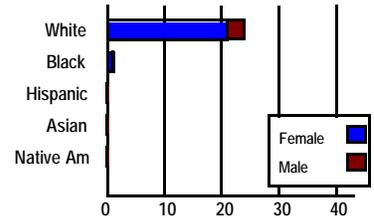
Student Enrollment - 330



| Grade | # |
|--------------|------------|
| PreK | 59 |
| K | 76 |
| 1 | 73 |
| 2 | 70 |
| 3 | 52 |
| Total | 330 |

| Sponsor Affiliation | |
|---------------------|------|
| Marine | 2% |
| Army | 98% |
| Navy | <.5% |
| 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 | 27 | 8% |
| PK-12 | TAG | 8 | 2% |
| PK-12 | ESL | N/A | N/A |
| AP Courses Offered | | N/A | |
| Students Taking AP Courses | | N/A | N/A |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 0 |
| 1-3 | 1 |
| 4-6 | 5 |
| 7-10 | 2 |
| > 10 | 12 |

Mobility Rate
51% Per Year

| School Staff | |
|---------------------|-----|
| Category | FTE |
| Administrators | 1 |
| Classroom Teachers | 19 |
| Special Education | 1.5 |
| Other Professionals | 2.5 |

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 4% |
| MA/MS | 96% |
| Doctorate | 0% |

Principal's Highlights

Implementation of the SIP at Mudge School resulted in significant improvement of grade 3's standardized test scores. Comparisons of 95-96 and 96-97 CTBS/4 scores indicate dramatic gains in reading (46th %tile to 57th %tile), math (39th to 51st), science (44th to 58th), and total battery (45th to 59th).

CTBS data indicates that student learning in math and science increased across all levels of achievement. The percentage increase of pupils in math in the 51% - 75% quartile was 12.2% while the decrease in the lowest quartile was 24.9%. The percentage increase of pupils in science in the top quartile was 17.4% while the decrease in the lowest quartile was 17.2%.

On Mudge's Math Curriculum Tests K-3 pupil scores increased 2-16% in six areas. The percentage of the enrollment receiving awards for math achievement were: Commendable Progress - 22%; Scholarship - 23%; and Outstanding Achievement (above grade level) 19%.

A Mudge Management Advisory Team representing all stakeholders began to function during this school year.

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

Goal 3: Student Achievement And Citizenship

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

To increase the students' technological proficiency, computer lab time was increased to forty-five minutes twice a week. Classroom computer usage was increased after teachers determined specific skills that students needed to become independent users of technology and provided appropriate instruction. Staff members had extensive training in using software.

Goal 4: Math And Science Achievement

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

Third grade students scored significantly higher this spring in math and science on CTBS/4. K-3 pupil scores on Mudge's Math Curriculum Tests were also significantly higher. Individual math goals were written for students. Pupils were recognized for math achievement on Honors Day. A new science program supported by inservice improved science achievement.

Goal 7: Teacher Education and Professional Development

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

Inservice which supported all benchmarks was conducted at the building and district level in math and science (AIMS), Project Achieve, Total Quality Education, School Improvement Process, and technology. Inservice was also provided to all staff in Mastery Learning. After additional research a Mastery Learning Plan was developed for implementation in SY97-98.

Goal 10: Organizational Development

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

Additional pentium multimedia computers, printers, and support equipment have been purchased and installed in kindergarten and resource classrooms. More software was purchased for all computers. Activities undertaken by the faculty and staff to improve the quality of instruction using technology were successful.

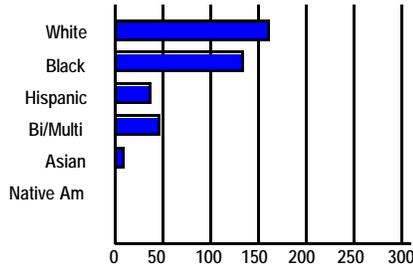


Department of Defense Education Activity Pierce Elementary School (PK-3) 1996/97 School Profile

Youlanda Washington, Principal

School Characteristics

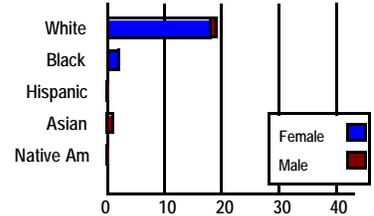
Student Enrollment - 310



| Grade | # |
|--------------|------------|
| PreK | 47 |
| K | 74 |
| 1 | 51 |
| 2 | 67 |
| 3 | 71 |
| Total | 310 |

| Sponsor Affiliation | |
|---------------------|------|
| Marine | 1% |
| Army | 98% |
| Navy | <.5% |
| Air Force | 1% |
| 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 | 37 | 12% |
| PK-12 | TAG | 9 | 3% |
| PK-12 | ESL | N/A | N/A |
| AP Courses Offered | | N/A | |
| Students Taking AP Courses | | N/A | N/A |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 0 |
| 1-3 | 0 |
| 4-6 | 5 |
| 7-10 | 1 |
| > 10 | 16 |

Mobility Rate
57% Per Year

| School Staff | |
|---------------------|-----|
| Category | FTE |
| Administrators | 1 |
| Classroom Teachers | 18 |
| Special Education | 2 |
| Other Professionals | 2 |

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 10% |
| MA/MS | 90% |
| Doctorate | 0% |

Principal's Highlights

The staff, students and parents began the year with a salute to the U.S.A. Our opening day celebration featured our superintendent, our school winner of an essay contest entitled, "Living In A Global Society, and the U.S.A. Armed Forces. We sang patriotic songs and waved our flags as we saluted the men and women (parents) of the armed forces. Our culminating activity focused on "Celebrate the U.S.A." Our children (300) performed songs, dances, and recited speeches pertaining to events in the history of the U.S.A. The audience comprised of 610 parents, friends, and guests.

Other school wide activities that focused on the involvement of the staff, students, and parents were: Book Character Dress-Up Day, with 180 students and 70% of the staff participating. Mother Goose Puppet Contest, with 285 participating with parents' help.

Finally, the parental participation in our national TV Turn-Off weeks activity landed the Principal on the roof for 8 hours. The parents and students gave up 4000 hours of television. In place of television, parents and students focused on reading and other family related activities. A collaborative learning activity spread across the core curriculum. A video was made and sent home for the parents to view with their children.

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

Goal 3: Student Achievement And Citizenship

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

Keyboarding tests were administered in October and May to students in grades 1-3. The GWPM and % Correct were calculated. The goal was to demonstrate 80% correct or better on the post test. Significant increases were obtained in all grades. For example, at the 3rd grade level, the GWPM increased from 10.6 to 15.2 and the % Correct increased from 88% to 90%.

Goal 4: Math And Science Achievement

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

The school yard habitat activity linked all disciplines, especially math and science. The habitat is maintained by Ms. Cox's Class, parent and community helpers. A booklet and monument have been designed by Ms. Cox's class.

Goal 7: Teacher Education and Professional Development

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

Nineteen teachers participated in an AIMS and MathLand inservice. The teachers video taped their lessons to review the implementation of the "Activities Integrating Math and Science" (AIMS).

Goal 10: Organizational Development

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

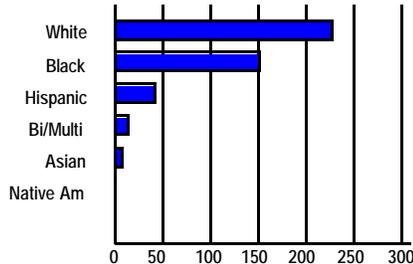
The staff attended computer training during SY96/97 with the understanding that they were to incorporate the computer in the instructional day. Survey results showed teachers are at 59% apprentice level and 41% novice level with the implementation of basic computer skills.



**Department of Defense Education Activity
 Scott Middle School (7-8)
 1996/97 School Profile
 Cora Wood, Principal**

School Characteristics

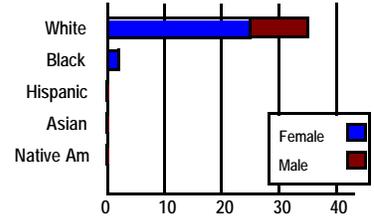
Student Enrollment - 427



| Grade | # |
|-------|-----|
| 7 | 220 |
| 8 | 207 |
| Total | 427 |

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

Professional Staffing



| Special Programs | | | |
|----------------------------|-------------------|-----|-----|
| Grade Offered | Program | # | % |
| PK-12 | Special Education | 34 | 8% |
| PK-12 | TAG | 42 | 10% |
| PK-12 | ESL | N/A | N/A |
| AP Courses Offered | | N/A | |
| Students Taking AP Courses | | N/A | N/A |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 0 |
| 1-3 | 0 |
| 4-6 | 2 |
| 7-10 | 1 |
| > 10 | 29 |

| School Staff | |
|---------------------|------|
| Category | FTE |
| Administrators | 1 |
| Classroom Teachers | 24.9 |
| Special Education | 3.4 |
| Other Professionals | 3 |

Mobility Rate
34% Per Year

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 8% |
| MA/MS | 92% |
| Doctorate | 0% |

Principal's Highlights

The mid-term progress report, distributed to every student during the middle of each nine week grading period, was a major focal point for the Scott Middle School community this year. Not only did it help to improve communication between the school and the home, but it was instrumental in helping to improve student achievement. The mid-term's design and implementation plan were derived through shared decision making, and the networked record keeping program, Oscar, was used to produce the final mid-term report for the year, a technological accomplishment involving the entire staff.

The Accelerated Reader Program, introduced to Scott staff and students with increased emphasis this year, was a second focal point. Additional literature and corresponding software, coupled with a "store" full of prizes (incentives furnished by the PTO), motivated students and teachers to actively participate in a program to enhance reading achievement. Almost eighty percent (80%) of the student body participated in the program.

Technology took a monumental leap at the close of the year as the connection to Internet was completed. "Surfing the Net" and E-mail will be focal points in next year's plan.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
 Word processing skills improved 31.89% for 7th grade students and 32.41% for 8th grade students. Keyboarding accuracy improved 4.07% for 7th grade students and 2.07% for 8th grade students. Seventh grade students demonstrated an increase of 5.62 wpm, and eighth grade students increased by 1.52 wpm.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
 Calculation/computation received special emphasis in mathematics. The Brigance Diagnostic Comprehensive Inventory of Basic Skill, used as both a pre-test and post-test, indicated significant student achievement. This data was confirmed by results from the CTBS/4. Problem-solving and the scientific method were special areas of focus for science instruction.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
 Staff development included training in technology (SCORES grading program, using Oscar to develop the mid-term report, software available on the network, and technology use throughout the media center), adapting curriculum/instruction for gifted/talented students, gang awareness, writing and math portfolio assessment, and the Accelerated Reader Program.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.
 A mid-term progress report for students/parents was initiated at the beginning of the school year and implemented each nine weeks for every student. During the last nine weeks a computerized version of the report was generated using Oscar, the school's networked record keeping program. Teacher training was conducted on the computerized version of the process.

| Average Ratings of SHP Progress | | | |
|---------------------------------|--------|----------|-------|
| Tier | School | District | DDESS |
| Co-Communicators | 3.4 | 3.73 | 4.08 |
| Co-Supporters | 2.9 | 3.34 | 3.65 |
| Co-Learners | 2.5 | 2.79 | 3.27 |
| Co-Teachers | 2.8 | 3.52 | 3.66 |
| Co-Advisors | 3.1 | 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.....

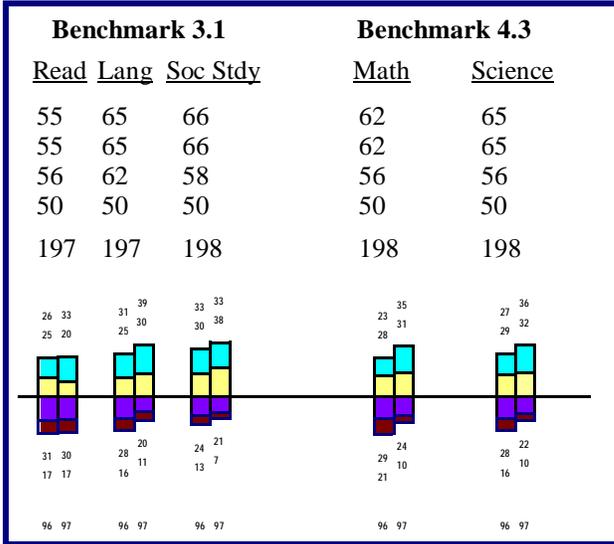
The mid-term progress report was implemented, and a significant improvement in students' grades was evidenced. Between the issuing of the mid-term report and the nine-week report, 40% of those 7th grade students with two or more D's or F's improved their grades while 68% of the 8th grade students with two or more D's or F's improved their grades.

Standardized Test Results

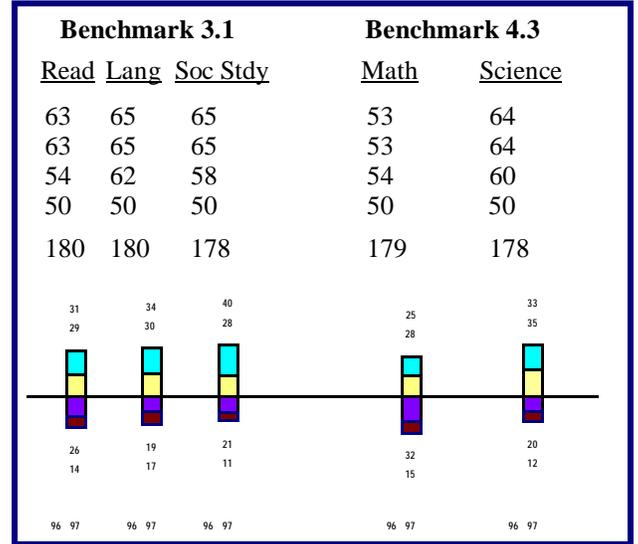
Grade 7

Grade 8

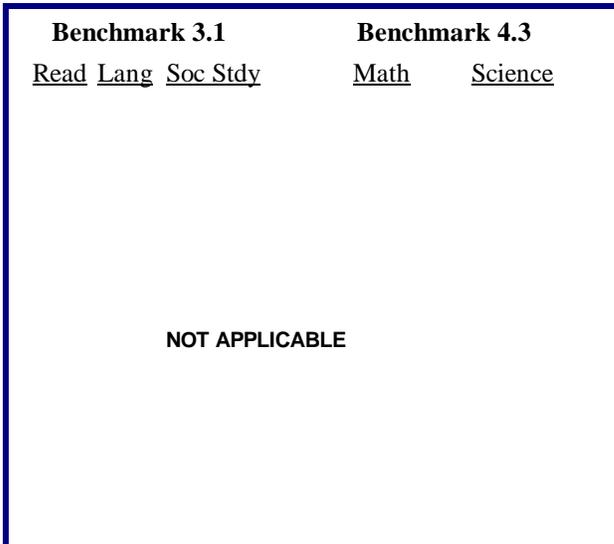
1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students



Percent of Students in Each Quarter



1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students



Percent of Students in Each Quarter



| | ACT Results | | | | |
|-------------------|-------------|--------|----------|-------|--------|
| | | School | District | DDESS | Nation |
| % Participating | 1996 | N/A | 86% | 36% | 37% |
| | 1997 | N/A | 77% | 35% | 37% |
| Math Avg Score | 1996 | N/A | 18.6 | 19.1 | 20.2 |
| | 1997 | N/A | 18.6 | 18.7 | 20.6 |
| English Avg Score | 1996 | N/A | 20 | 20.2 | 20.3 |
| | 1997 | N/A | 19.4 | 19.6 | 20.3 |

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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Commercial Phone:
(502) 624-2236

| Writing Assessment | | | | | | | |
|--------------------|----|---------------|---------------|-----------------------------------|------------|--------------------|---------------|
| Grade | Yr | Number Tested | Distinguished | Percent at Each Performance Level | | | |
| | | | | Proficient | Apprentice | Novice/Undeveloped | Not Scoreable |
| 7 | 97 | 199 | 0% | 1% | 14% | 86% | 0% |
| 8 | 96 | 171 | 0% | 1% | 14% | 85% | 0% |

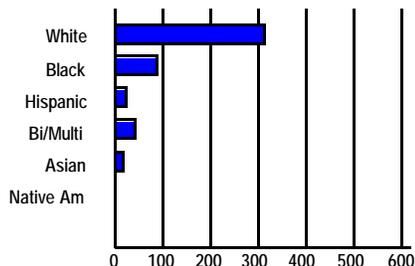


Department of Defense Education Activity Van Voorhis Elementary School (PK-3) 1996/97 School Profile

Joseph Medley, Principal

School Characteristics

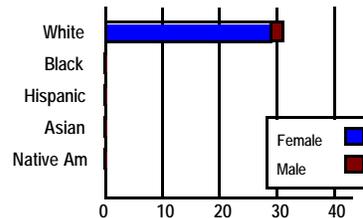
Student Enrollment - 666



| Grade | # |
|--------------|------------|
| PreK | 138 |
| K | 159 |
| 1 | 146 |
| 2 | 117 |
| 3 | 106 |
| Total | 666 |

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

Professional Staffing



| Special Programs | | | |
|----------------------------|-------------------|-----|-----|
| Grade Offered | Program | # | % |
| PK-12 | Special Education | 60 | 9% |
| PK-12 | TAG | 15 | 2% |
| PK-12 | ESL | N/A | N/A |
| AP Courses Offered | | N/A | |
| Students Taking AP Courses | | N/A | N/A |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 0 |
| 1-3 | 0 |
| 4-6 | 2 |
| 7-10 | 4 |
| > 10 | 16 |

Mobility Rate
52% Per Year

| School Staff | |
|---------------------|------|
| Category | FTE |
| Administrators | 1 |
| Classroom Teachers | 19.1 |
| Special Education | 3.1 |
| Other Professionals | 3 |

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 7% |
| MA/MS | 93% |
| Doctorate | 0% |

Principal's Highlights

The establishment of grade-level outcomes by the Student Technology Skills Committee gave Van Voorhis' Benchmark 3.10 committee a focus for assessment. Networking classrooms with library's card catalog is complete. In conjunction with 7.1, the 10.8 committee surveyed students and teachers on proficiency/usage of technology in Fall '96 and Spring '97. "Technology Portfolio" development for teachers to document inservice/training, collaboration with techno-buddies and classroom usage of acquired skills is in place.

The addition of two science labs and an outdoor environmental classroom were integrated into the 4.3 plan. A new math curriculum will provide new information for the database, as well as inservice opportunities at the building and district levels.

Technology was the focus of professional development this year, with new learning becoming part of portfolios and classroom plans.

The 8.1 initiative has been very successful this year, with over fifty parent volunteers working each week in our school. We will increase participation in curriculum issues through mini-trainings, presentations and media center assistance.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Focus this year has been on keyboarding skills. Pretest in October and posttest in December of 1996 for one sixth-grade and one fourth-grade class was used as the baseline. Reconfiguration of grade levels at Van Voorhis next year will require a new baseline. District Student Technology Skills document will give focus for SY 97-98.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Committee members decided to shift focus from assessment development in science to setting baseline data to align with the new science curriculum at midyear. New action plans were written to reflect the changes. Use of new science labs and the outdoor classroom along with curriculum will be measured against CTBS scores. The new math curriculum is due in August, 1997.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Building inservice focused on technology training with district technology department in order to bring staff to a common base-level knowledge. Additional inservice provided by the tech department for SY 96-97 was utilized by staff members. Progress was documented in "Technology Portfolios". The new math curriculum will be part of PD for SY 97-98.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

In conjunction with 7.1, the 10.8 committee surveyed students and teachers on proficiency/usage of technology in Fall 96 and Spring 97. "Technology Portfolio" was developed for teachers to document inservice/training, collaboration with techno-buddies and classroom usage of acquired technology skills.

| Average Ratings of SHP Progress | | | |
|---------------------------------|--------|----------|-------|
| Tier | School | District | DDESS |
| Co-Communicators | 3.0 | 3.73 | 4.08 |
| Co-Supporters | 3.0 | 3.34 | 3.65 |
| Co-Learners | 1.9 | 2.79 | 3.27 |
| Co-Teachers | 3.4 | 3.52 | 3.66 |
| Co-Advisors | 2.7 | 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.....

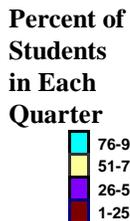
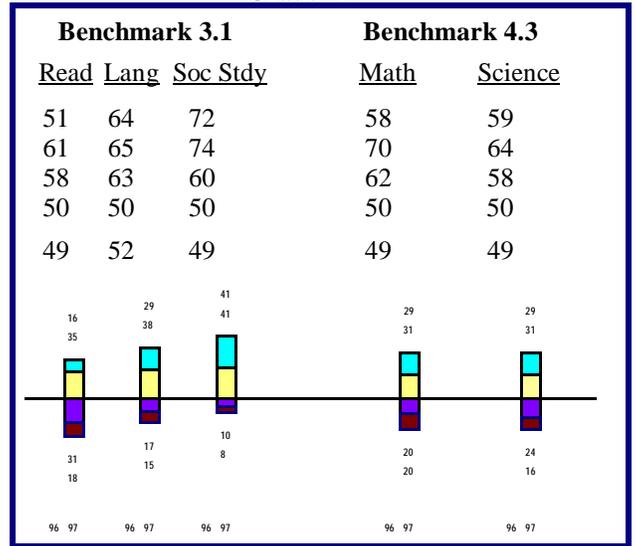
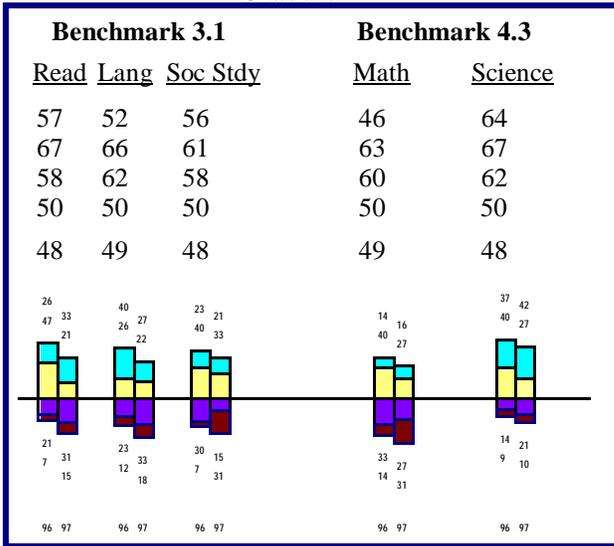
Welcome Packet for new families developed last year was completed and distributed this school year. Parent/Teacher surveys identified needs and successes in two-way communication. School-based resources and parent inservice/trainings will be planned using data. The volunteer program was initiated with success; will continue and expand next year.

Standardized Test Results

Grade 3

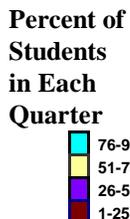
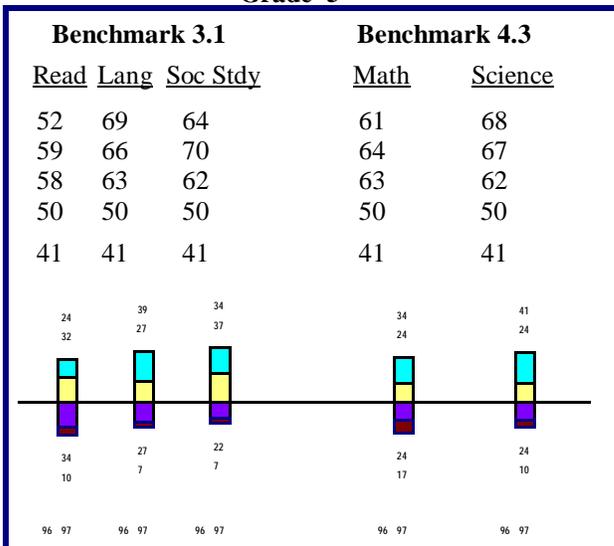
Grade 4

1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students



Grade 5

1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students



ACT Results

| | School | District | DDESS | Nation |
|-------------------|--------|----------|-------|--------|
| % Participating | 1996 | N/A | 86% | 36% |
| | 1997 | N/A | 77% | 35% |
| Math Avg Score | 1996 | N/A | 18.6 | 19.1 |
| | 1997 | N/A | 18.6 | 18.7 |
| English Avg Score | 1996 | N/A | 20 | 20.2 |
| | 1997 | N/A | 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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Commercial Phone:
(502) 624-5854

Writing Assessment

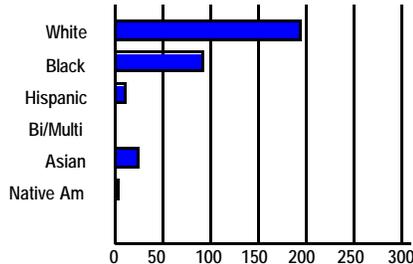
| Grade | Yr | Number Tested | Distinguished | Percent at Each Performance Level | | | |
|-------|----|---------------|---------------|-----------------------------------|------------|--------------------|---------------|
| | | | | Proficient | Apprentice | Novice/Undeveloped | Not Scoreable |
| 4 | 96 | 43 | 3% | 20% | 38% | 40% | 0% |
| 4 | 97 | 44 | 0% | 5% | 61% | 34% | 0% |



**Department of Defense Education Activity
Walker Intermediate School (4-6)
1996/97 School Profile
Jo Garaboto, Principal**

School Characteristics

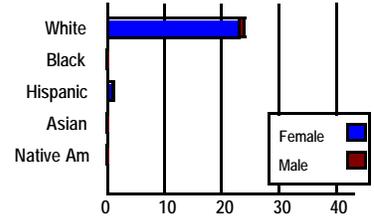
Student Enrollment - 351



| Grade | # |
|-------|-----|
| 4 | 133 |
| 5 | 114 |
| 6 | 104 |
| Total | 351 |

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

Professional Staffing



| Special Programs | | | |
|----------------------------|-------------------|-----|-----|
| Grade Offered | Program | # | % |
| PK-12 | Special Education | 43 | 12% |
| PK-12 | TAG | 9 | 3% |
| PK-12 | ESL | N/A | N/A |
| AP Courses Offered | | N/A | |
| Students Taking AP Courses | | N/A | N/A |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 0 |
| 1-3 | 4 |
| 4-6 | 1 |
| 7-10 | 3 |
| > 10 | 17 |

| School Staff | |
|---------------------|-----|
| Category | FTE |
| Administrators | 1 |
| Classroom Teachers | 13 |
| Special Education | 3.5 |
| Other Professionals | 6.5 |

Mobility Rate
70% Per Year

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 32% |
| MA/MS | 60% |
| Doctorate | 8% |

Principal's Highlights

This year, Walker School "began with the end in mind" and developed grade-level critical learning elements for science, language arts, and social studies. The development of these critical elements assisted the staff in moving toward the use of authentic assessment measures in science. This clear focus on the goals of learning, supplemented with continuous authentic assessment of student learning through the use of "think tank" activities and science experiments resulted in science test scores increasing by one percentile point on the CTBS.

Although critical learning elements were not established by grade level for math, supplemental math materials that emphasized NCTM standards and authentic assessment measures were purchased and implemented in all classrooms. The use of these supplemental materials also resulted in an 8 point improvement in CTBS math scores.

Reading and Language Arts CTBS scores continue to be above the national average despite a 70% student mobility rate.

Use of a Referral Questions & Consultation process (RQC) for developing team-based interventions for specific at-risk students resulted in a reduction in the number of students referred for sp. ed. services.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Additional Alpha Smart computer systems were purchased for student use this SY, along with additional classroom computers and printers. Centralized Computer Lab instruction focused on sustainment of student keyboarding and word processing skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Walker School acquired additional tools for math education through the purchase of supplemental Mathland manipulative and consumable supplies for use in grades 1-6. Science proficiency standards were developed through the identification of critical elements of science knowledge for grades 1-6.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Team-based block planning time was used to support peer coaching initiatives in Reading Recovery-based instructional techniques, to develop curriculum-based critical elements in science, language arts, and reading, and to develop Project Achieve-based interventions for at-risk students. All staff received introductory training in word processing skills.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Sufficient quantities of additional computer workstations and printers were purchased to enable every classroom teacher to have at least one computer for personal classroom use. Based on an educational needs survey, initial and remedial instruction on basic software packages was provided to all teachers and administrative staff.

| Average Ratings of SHP Progress | | | |
|---------------------------------|--------|----------|-------|
| Tier | School | District | DDESS |
| Co-Communicators | 3.4 | 3.73 | 4.08 |
| Co-Supporters | 3.0 | 3.34 | 3.65 |
| Co-Learners | 2.8 | 2.79 | 3.27 |
| Co-Teachers | 3.3 | 3.52 | 3.66 |
| Co-Advisors | 3.2 | 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.....

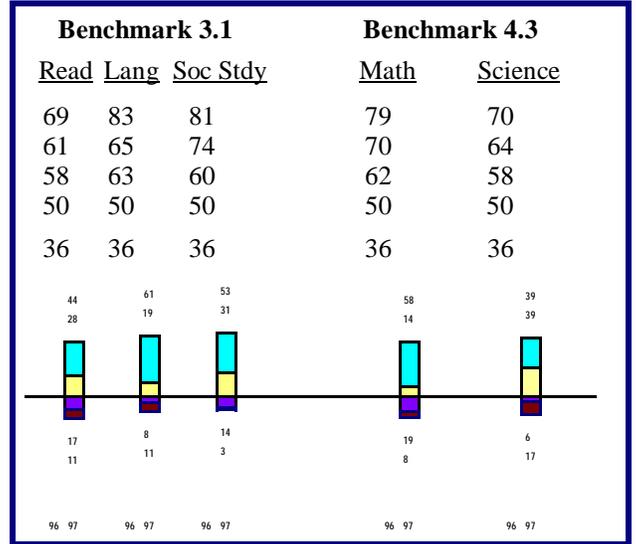
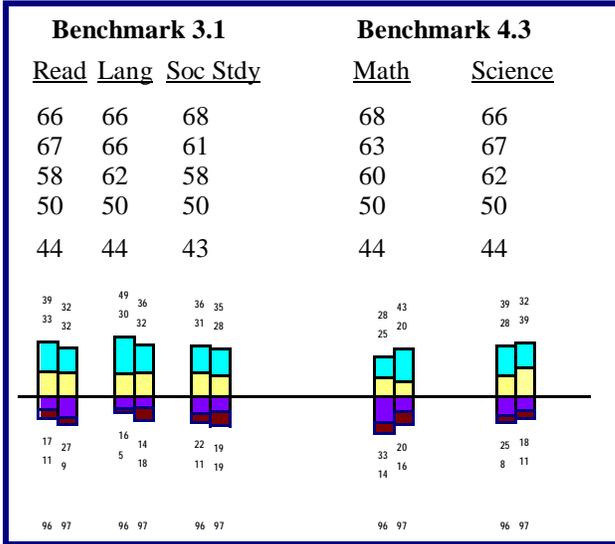
Initiatives used to improve home-school partnership implementation included sustainment of the weekly Walker School Bulletin, expanded use of homework assignment notebooks for two-way parent-teacher communications, and increased formal and informal opportunities for parental involvement in both routine and special school activities.

Standardized Test Results

Grade 3

Grade 4

1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students

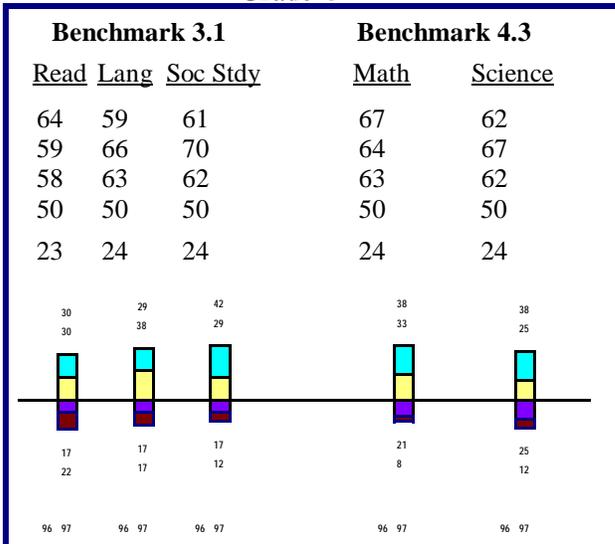


Percent of
Students
in Each
Quarter



Grade 5

1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students



Percent of
Students
in Each
Quarter



ACT Results

| | School | District | DDESS | Nation |
|-------------------|--------|----------|-------|--------|
| % Participating | 1996 | N/A | 86% | 36% |
| | 1997 | N/A | 77% | 35% |
| Math Avg Score | 1996 | N/A | 18.6 | 20.2 |
| | 1997 | N/A | 18.6 | 18.7 |
| English Avg Score | 1996 | N/A | 20 | 20.3 |
| | 1997 | N/A | 19.4 | 20.3 |

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 | 34 | 3% | 35% | 59% | 3% | 0% |
| 4 | 97 | 39 | 0% | 15% | 54% | 31% | 0% |