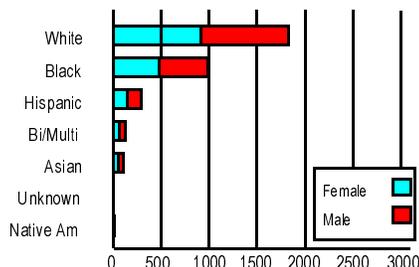


**Department of Defense Education Activity
Fort Knox Dependents Schools (PK-12)
1997/98 District Profile
Frank A. Calvano, Superintendent**

District Characteristics

Student Enrollment - 3,307



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	309	9%
K-8	TAG	182	7%
K-12	ESL	37	1%
AP Courses Offered		7	
Students Taking AP Courses		46	19%

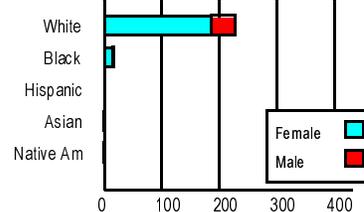
Grade	#
PreK	287
K	354
1	333
2	299
3	296
4	263
5	254
6	212
7	220
8	207
9	194
10	148
11	121
12	119
Total	3307

Sponsor Affiliation	
Marine	1%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	5
4-6	16
7-10	34
> 10	166

**Mobility Rate
45% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	10
Classroom Teachers	168.5
Special Education	20.1
Other Professionals	42.9

Teacher Education	
Degree	% Teachers
BA/BS	10 %
MA/MS	88 %
Doctorate	2 %

Superintendent's Highlights

Fort Knox Community Schools made great strides in providing for students in the lowest quartile by implementing an Extended School Service program. Mastery Learning strategies are implemented during after school sessions to help lowest achieving students reach learning objectives.

In technology, five of eight schools hired an Education Technologist to increase teachers' use of technology in instruction. Teachers in grades one through three are using a computerized report card.

Districtwide professional development sessions, in the areas of technology, math, and Mastery Learning, focused on improving student achievement. The implementation of Mastery Learning was supported by professional development sessions on differentiating instruction.

Parents, as co-learners, were provided many opportunities to participate in workshops on a variety of topics, such as helping with homework and effective discipline.

The Post Commander granted to all sponsors a half day within the duty schedule for volunteer work at the schools. This support for Goal 8 (School-Home Partnership) has resulted in hours of participation and benefit for parents and staff alike.

Continuing use of TQE processes empowers both stakeholders and customers.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All eight schools are integrating keyboarding and word processing skills into the curriculum. The schools are participating in the establishment of additional student technology skills, including Internet skills. Five schools employ an Education Technologist to increase student and teacher proficiency with technology tools.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Workshops are conducted for all K-8 teachers on new math curriculum, alignment with CTBS/5 Terra Nova, and textbook selection. New texts and new supplementary materials are selected and ordered to meet NCTM Standards. Formative science assessments, aligned with the CTBS/5 Terra Nova assessment and science standards, are developed for grades 2-12.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The District Professional Development Policy, stressing school-based professional development organization, is written. Each school created, implemented, and evaluated a professional development plan/schedule emphasizing Mastery Learning, math, technology, and CTBS/5. School Improvement Plan video, "The Best of SIP", and SIP sharing are completed.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

All schools, the central office, and most classrooms are connected to the Internet. Each of five new gyms is linked to the school's computer network and television system. Staff attended Internet classes and other technology training programs compatible with job function. The district successfully implemented a computerized kindergarten through third grade report card.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.3	4.2
Co-Supporters	3.6	3.8
Co-Learners	3.2	3.4
Co-Teachers	3.6	3.8
Co-Advisors	3.5	3.5

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

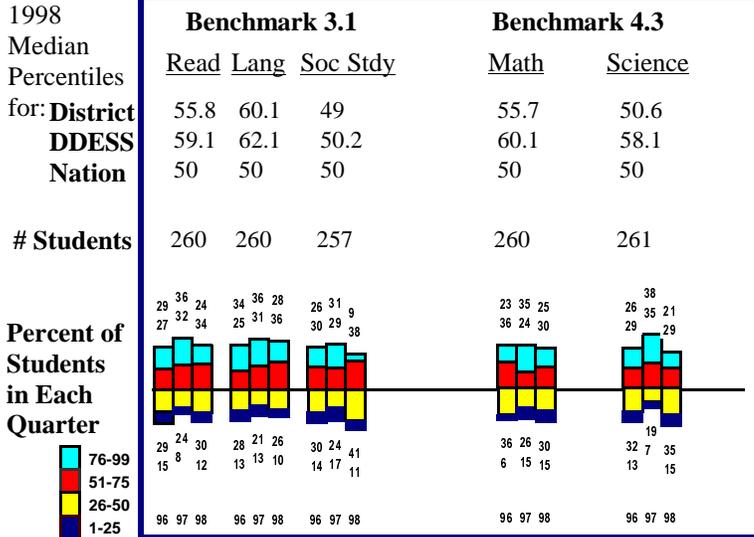
Goal 8: Parental Participation

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

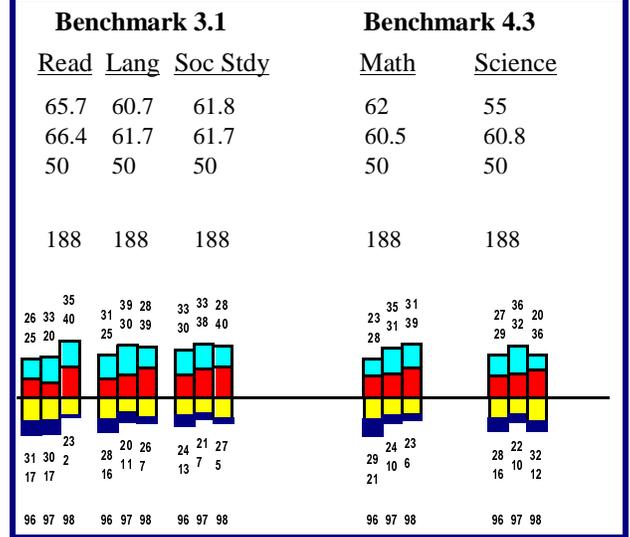
Based on parent survey results the district purchased "Virtual School", a web site promoting home-school communications. With the support of post officials and a volunteer coordinator, 7200 volunteer hours in the schools were secured. "PostCards" for key communicators, highlighting the school/home partnership successes, are produced and distributed to school community members.

Standardized Test Results

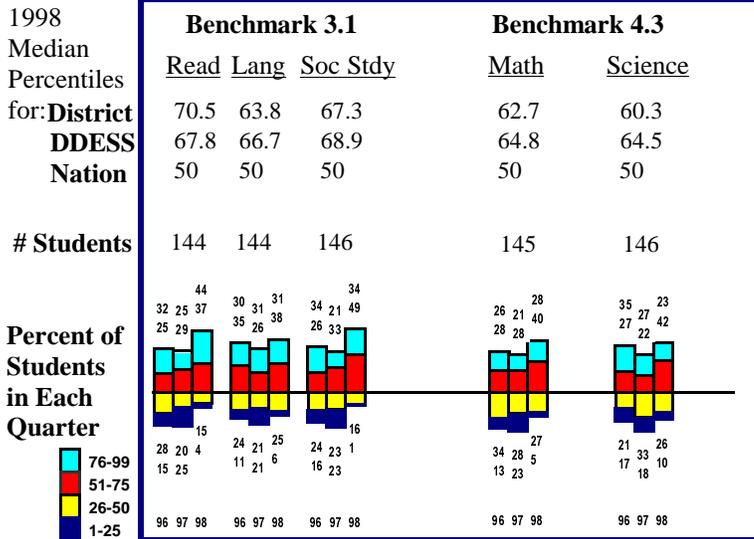
Grade 3



Grade 7



Grade 10



	ACT Results			
	District	DDESS	Nation	
% Participating	97	77%	35%	37%
	98	78%	67%	37%
Math Avg Score	97	18.6	18.7	20.6
	98	19.1	19	21
English Avg Score	97	19.4	19.6	20.3
	98	19.8	19.8	20

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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(502) 624-2345

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

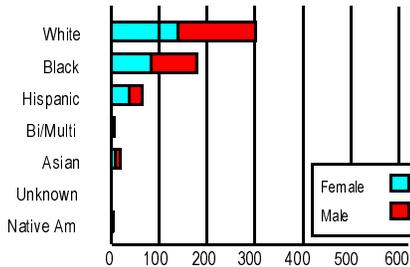


Fort Knox, KY

**Department of Defense Education Activity
Fort Knox High School (9-12)
1997/98 School Profile
Michael Minutelli, Principal**

School Characteristics

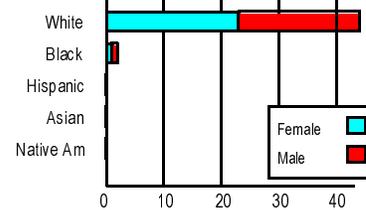
Student Enrollment - 582



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

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%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	43	7%
K-8	TAG	N/A	N/A
K-12	ESL	1	<.5%
AP Courses Offered		7	
Students Taking AP Courses		46	19%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	9
> 10	34

**Mobility Rate
25% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	38
Special Education	3
Other Professionals	3

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

Principal's Highlights

School year 97-98 saw Fort Knox High School usher in a student success initiative: "Minds on for Mastery". The framework for student success is built on alignment-correctives-reteaching/enrichment-retesting. An immediate goal was to move the bell curve to the right, whereby reversing the 20/80 grade structure of distinction/other grades. We were successful!! Our totals for Semester I were 81% grades of distinction (A, B or C).

SY 97-98 saw FKHS become "technology central". Internet access in all classrooms opened up new avenues for technological integration into the daily curriculum. The student licensing program was a great success as 70% of our students activated their access opportunity to the internet. Parallel to student access was a course for parents to learn the uses and opportunities of the internet, as well as being in tune with their child's education.

Can't leave out that dynamic senior class who took the student success initiative to heart and averaged SAT scores of 566 (Verbal) and 536 (Math).

Continuous quality improvement practices seek out the "voice of the customer". We responded with computer-driven voice mail, logging over 5000 calls to parents as we increased home/school communication.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

96% of all grade 9-12 students were provided a training tutorial about the internet, assessed for mastery (minimum standard: 80% theory, 100% practical) and awarded licenses; 70% chose to activate their opportunity for access by filing parental permission forms. The Keyboarding/Intro. Comp. course for all incoming freshmen gained a net increase of 9 words per minute.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A 30 item pre-test for each CTBS science level, grades 9-11, was created. Item analysis will drive teach-to-test strategy in preparation for Terra Nova 1999; Terra Nova 1998 results will create a baseline. Utilizing the principles of mastery learning (alignment, correctives, re-teaching/enrichment, re-testing), the goal to increase class GPA average above 2.0 was exceeded by 7%.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Exceeded target goal by 14% for instructional technology integration. Examples: English e-mailing projects to Spain, Mexico and R.I.; Science visits to Mad Scientist network, NEIC: earthquake info, Los Alamos national lab, astronomy picture of the day, full coverage of the solar eclipse; Talon video visits to NBC studios; Social Studies to CIA fact book, stock market game.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Using automated voice mail, we have an info call-in number, senior hot topics line, homework hot-line and general information. Outgoing/incoming calls exceeded 6000 contacts. Textbook management program is past start-up; working to exceed Aug 98 goal.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.3	4.2
Co-Supporters	3.0	3.6	3.8
Co-Learners	2.6	3.2	3.4
Co-Teachers	3.0	3.6	3.8
Co-Advisors	3.2	3.5	3.5

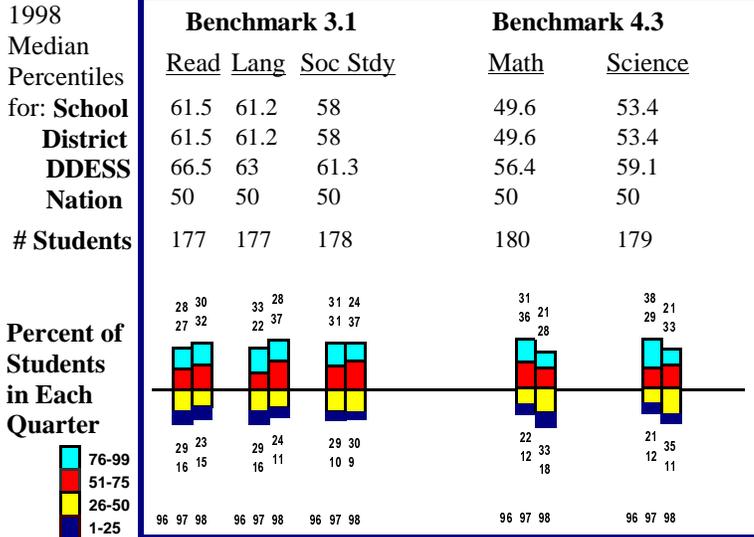
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

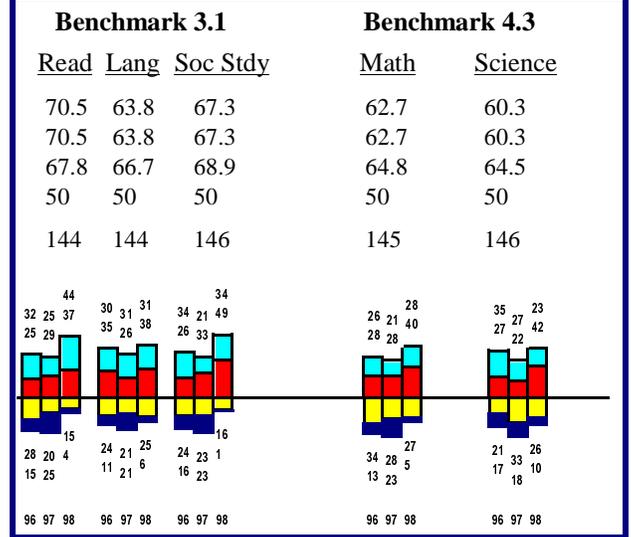
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Academic status reporting has exceeded all expectations with student sign-off before mailing, and follow up with automated voice mail to parents. Voice mail calls exceeded 5000 (all categories). We continue to require 100% parental sign-off on all course selections. Four internet workshops totaling 13.5 hours were presented for parents-- Topics: general start-up and uses, & email.

Standardized Test Results

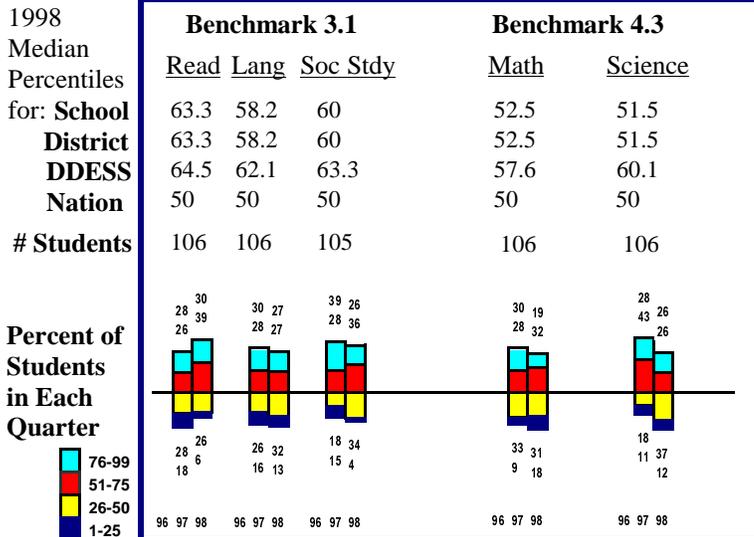
Grade 9



Grade 10



Grade 11



ACT Results

	School	District	DDESS	Nation
% Participating	97	77%	77%	35%
	98	78%	78%	67%
Math Avg Score	97	18.6	18.6	18.7
	98	19.1	19.1	19
English Avg Score	97	19.4	19.4	19.6
	98	19.8	19.8	20

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.

Fort Knox H S
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Fort Knox, KY 40121-2707

DSN Phone: 464-7030
Fax Number: (502) 624-4012
Commercial Phone:
(502) 624-7030

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

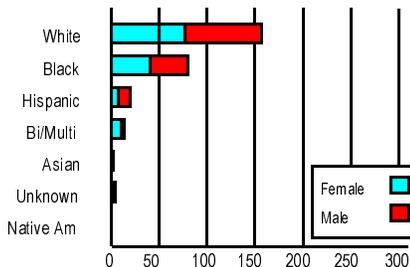


Fort Knox, KY

**Department of Defense Education Activity
Kingsolver Elementary School (PK-3)
1997/98 School Profile
William Lyon, Principal**

School Characteristics

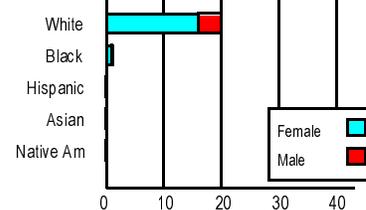
Student Enrollment - 261



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

Sponsor Affiliation	%
Marine	4%
Army	95%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	35	13%
K-8	TAG	12	5%
K-12	ESL	7	3%
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	0
> 10	8

Mobility Rate
43% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	11
Special Education	1.3
Other Professionals	4.6

Teacher Education	
Degree	% Teachers
BA/BS	5 %
MA/MS	90 %
Doctorate	5 %

Principal's Highlights

Kingsolver Primary School is dedicated to serving our students and community. Our school improvement strategies and action plans have been developed to ensure student growth. We have made two important school improvements that make this school year stand out.

Our first growth is our understanding that plans for change are coming over time. For example, students' growth in keyboarding and work processing, already strong for an elementary school, continues to increase from year to year. Likewise, our math strategy for strengthening math computation continues to increase student scores as strategies implemented with students last year continue to improve learning the following school year. The same is true for adult learning in technology as adults increase their skills and share learning from year to year. Where we are finding successful strategies, we continue to implement these plans with improvements. Our second major change is developing "co-learner" training for parents. Two training sessions were provided to parents including effective parenting skills and student technology learning. In both cases parents increased their knowledge and skills in helping their children in school.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Student skills were increased in keyboarding. School keyboarding skills increased the GWPM (gross words per minute) by 1.4 and accuracy by 3%. Baseline scores were established for third graders in both electronic card catalog and word processing.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

End-of-year averages were computed and compared with SY 96-97. Addition, subtraction and multiplication scores increased. Gender study indicated males scored lower than females. Problem solving strategies were emphasized throughout the school year. Science basic knowledge tests were given to establish base scores.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Training was provided in the areas of Mastery Learning, Assessment, Computer-Generated Report Card, and Technology. Mastery Learning in-services provide an instructional structure to assist all students' learning at a higher level. Report card training allows us to provide more specific information to parents. All training leads to greater student achievement.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

A computer-generated report card was introduced, training provided, and implemented. This report card provides parents increased information to benefit student learning. A technology self-assessment rubric was designed that identified a baseline of adults' skill levels in eight categories. Increased adult technology skills increase learning for children.

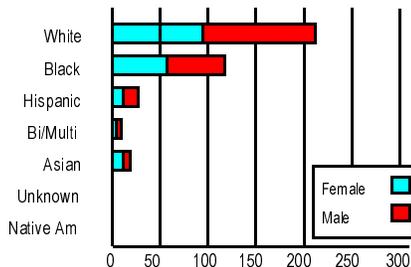


Fort Knox, KY

**Department of Defense Education Activity
Macdonald Intermediate School (4-6)
1997/98 School Profile
Nan Spalding, Principal**

School Characteristics

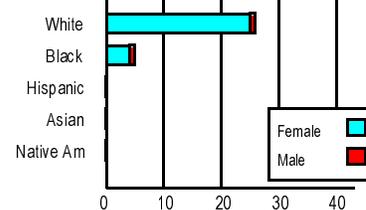
Student Enrollment - 378



Grade	#
4	130
5	140
6	108
Total	378

Sponsor Affiliation	
Marine	2%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	51	13%
K-8	TAG	38	10%
K-12	ESL	2	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	2
> 10	27

Mobility Rate	39% Per Year
---------------	--------------

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	2.5
Other Professionals	8.5

Teacher Education	
Degree	% Teachers
BA/BS	10 %
MA/MS	87 %
Doctorate	3 %

Principal's Highlights

The single most rewarding highlight of the year for the faculty and staff of Macdonald School faculty and staff was the realization our parents appreciate and value the many ways we communicate with them. The consensus we had reached full home-school partnership. We believe good communications, and the resulting trust, between home and school will result in no problems too great to solve and no goals too ambitious to reach. Our parent volunteerism has become more extensive; for example, each of our extra-curricular clubs and activities has a parent co-sponsor.

In the belief that all academic success will be enhanced by strong reading and mathematics skills, the entire faculty and staff enthusiastically committed themselves to our Mastery Learning Plan which concentrated on these two academic areas. Analysis of our data indicates we achieved our goals of an average increase of one grade one month in both reading and mathematics for each child who has been enrolled at Macdonald for the past full year.

Student technological competencies were strengthened by use of keyboarding programs which were acquired for each classroom. Teaching strategies such as cooperative learning were used.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The technology proficiency of Macdonald Intermediate School students was enhanced through our keyboarding program, Accelerated Reader Program, and before school computer classes in math and reading. Classroom computers were utilized to improve keyboarding skills through the Mavis Beacon program. Internet access helped teachers strengthen student learning.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Faculty participated in a survey to determine how math instructional time could be increased to facilitate Mastery Learning. Report card grades were used as a measure of success. Student and teacher attitudes toward science instruction were studied.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The faculty actively participated in successfully planning, scheduling, and attending 18 hours of inservice. A full day of training was offered in: Project Achieve (a Proactive Plan for Student Behavior), Mastery Learning, and Computer Training on the Oscar-Marks grading system. In addition, six hours of inservice was offered for both math and writing portfolio training.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Macdonald School and district databases continue to be utilized to record attendance, test scores, human resource information, and student health information. Technology proficiency was enhanced by completing installation of Internet and Oscar-Marks. Technology training in Internet, Oscar-Marks, and other areas enabled faculty and staff to begin to utilize each program.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.3	4.3	4.2
Co-Supporters	3.6	3.6	3.8
Co-Learners	3.1	3.2	3.4
Co-Teachers	3.4	3.6	3.8
Co-Advisors	3.5	3.5	3.5

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

Goal 8: Parental Participation

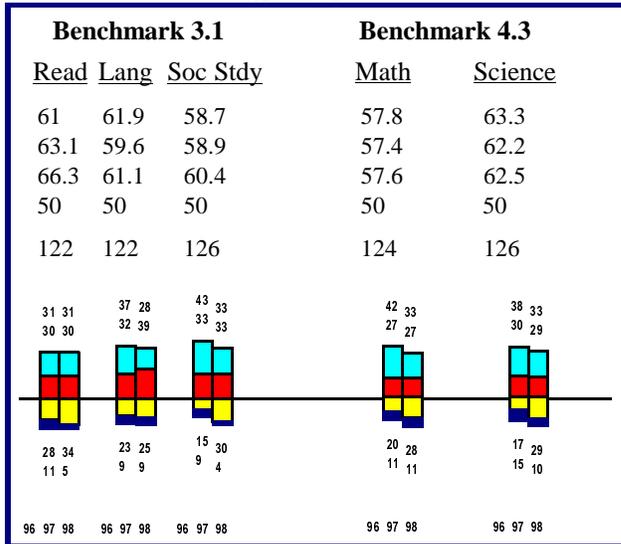
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
As a result of the School Home Partnership Self Evaluation conducted last spring, more of the multi-tiered goals were addressed. Added to the plan were parents as co-teachers and co-advocates. Parent involvement is on the rise at Macdonald School because of the ongoing efforts of the faculty and staff.

Standardized Test Results

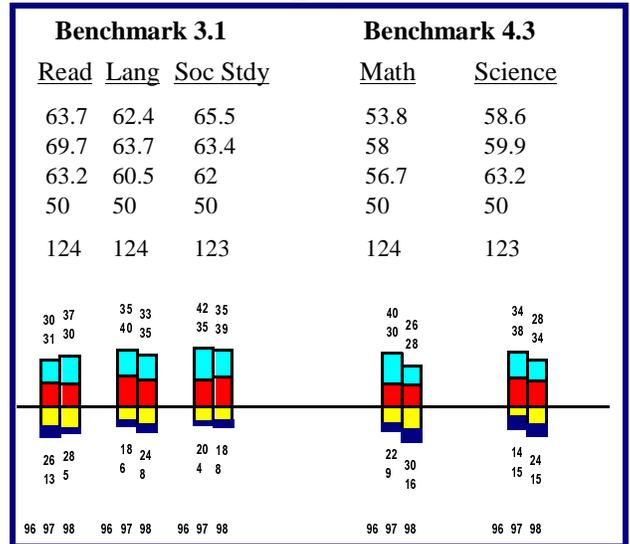
Grade 4

1998
Median
Percentiles
for: **School**
District
DDESS
Nation

Students



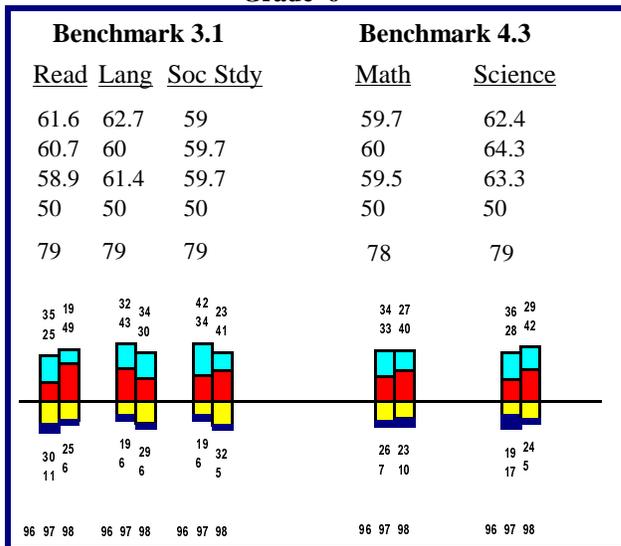
Grade 5



Grade 6

1998
Median
Percentiles
for: **School**
District
DDESS
Nation

Students



ACT Results

	School	District	DDESS	Nation
% Participating	97	NA	77%	35%
	98	NA	78%	67%
Math Avg Score	97	NA	18.6	18.7
	98	NA	19.1	19
English Avg Score	97	NA	19.4	19.6
	98	NA	19.8	19.8

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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DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

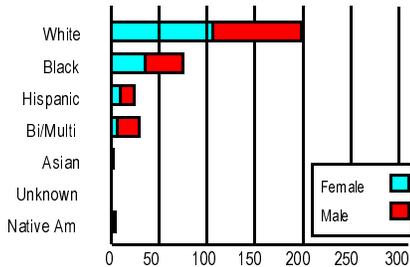


Fort Knox, KY

**Department of Defense Education Activity
Mudge Elementary School (PK-3)
1997/98 School Profile
Roger Richardson, Principal**

School Characteristics

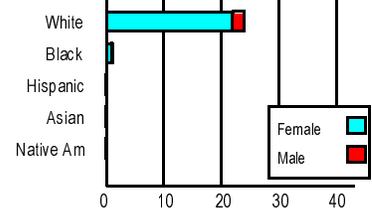
Student Enrollment - 332



Grade	#
PreK	61
K	76
1	73
2	70
3	52
Total	332

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%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	20	6%
K-8	TAG	9	3%
K-12	ESL	7	2%
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	6
> 10	14

Mobility Rate
53% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	1.5
Other Professionals	2.5

Teacher Education	
Degree	% Teachers
BA/BS	12 %
MA/MS	88 %
Doctorate	0 %

Principal's Highlights

Mudge School is committed to providing a nurturing and caring environment for a very transient student population. The staff's mission is to provide a learner-centered quality educational program that will motivate and prepare students for continued success in life. The implementation of Mastery Learning this year had a positive impact on the instructional program for all students. A key to the success of this initiative was the development of a common belief system by the staff.

An extended school services program called PROMISE was implemented this year to help pupils master essential learning goals in reading and math.

The Mudge Math Curriculum Skills Test results indicate that K-3 pupils made significant progress from October to April. A comparison of pre- and post-test results indicate an average overall increase of 21%. Outstanding achievement medals were given to 37 K-3 students (15% of pupils) for their scores on above grade level tests.

Results of a district Formative Science Assessment indicate that grade 2 and 3 pupils made significant progress from September to April. A comparison of pre- and post-test results indicate an average increase of 24%.

Excellent progress was made this year by K-3 students on Keyboarding Tests and by grade 1-3 pupils on Word Processing Tests.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

To increase pupil proficiency, targeted computer skills were taught in grades K-3 at the beginning of many computer lab periods. Classroom instruction of computer skills also increased. A word processing test was developed and administered in grades 1-3 to establish a baseline. A keyboarding test in kindergarten set a baseline and in grades 1-3 measured progress.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Instruction and student learning has focused on "Emphasis Areas" in the new Math Curriculum. To maximize student achievement and motivation, the writing of individualized math goals has increased and awards were presented on Honors Day. A science assessment was developed and given to measure progress of aligning science instruction with the curriculum and CTBS.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The main emphasis of professional development has been Mastery Learning. Initial implementation of Mudge's comprehensive plan has required continuous study to identify essential student learnings, use appropriate instructional strategies and evaluation tools, and provide for reteaching, retesting, and enrichment as needed. Inservice has been provided in technology and math.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

An Education Technologist was employed to help integrate multimedia technology across the curriculum to include use of the computer and support hard- and software. Inservice on technology tools has been provided as well as individual support given to all staff members. Internet training has been completed by everyone, and computerized progress reports are now possible.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.5	4.3	4.2
Co-Supporters	4.3	3.6	3.8
Co-Learners	4.4	3.2	3.4
Co-Teachers	4.3	3.6	3.8
Co-Advisors	3.9	3.5	3.5

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

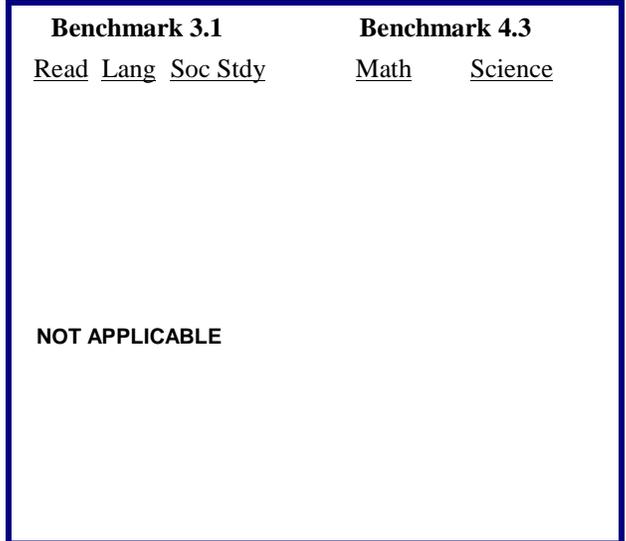
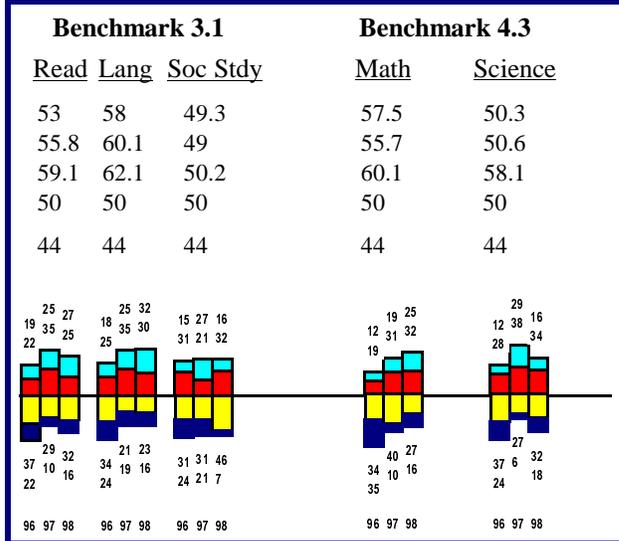
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
All tiers of the School-Home Partnership have been addressed. Assignment notebooks and other media have been used to improve communication. After determining parent "learning" needs, eight informational workshops were held. Parents/community volunteers have been used as co-supporters/co-teachers. Parent-teacher forums were held to obtain information for decision-making.

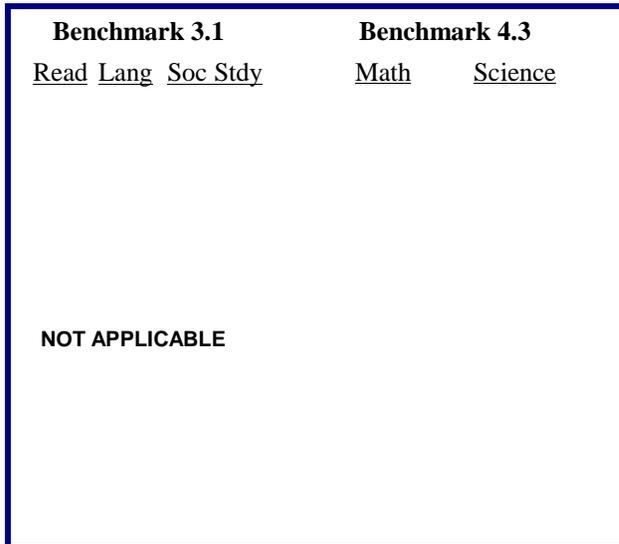
Standardized Test Results

Grade 3

1998
Median
Percentiles
for: **School**
District
DDESS
Nation
Students



1998
Median
Percentiles
for: **School**
District
DDESS
Nation
Students



	ACT Results				
		School	District	DDESS	Nation
% Participating	97	NA	77%	35%	37%
	98	NA	78%	67%	37%
Math Avg Score	97	NA	18.6	18.7	20.6
	98	NA	19.1	19	21
English Avg Score	97	NA	19.4	19.6	20.3
	98	NA	19.8	19.8	20

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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DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			75% => Proficient					

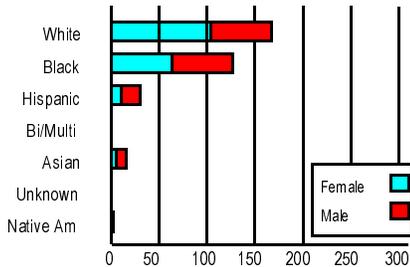


Fort Knox, KY

**Department of Defense Education Activity
Pierce Elementary School (PK-3)
1997/98 School Profile
Youlanda Washington, Principal**

School Characteristics

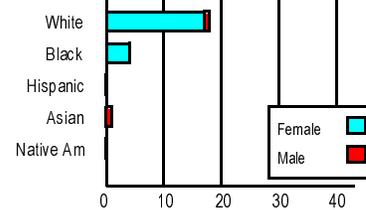
Student Enrollment - 310



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

Sponsor Affiliation	
Marine	2%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	31	10%
K-8	TAG	17	5%
K-12	ESL	3	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	4
7-10	4
> 10	15

Mobility Rate
66% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	3
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	9 %
MA/MS	91 %
Doctorate	0 %

Principal's Highlights

Pierce School's emphasis this year was to integrate the school/home partnership 5-tier Framework in every area of the school. Our parents were invited to a school tour and luncheon with their child(ren). Each parent who attended received a copy of the School Improvement Plan (SIP). They participated in a computer class and were shown the new math curriculum and adoption series. Parents also participated in an introductory class on the computer-generated report card, a reading workshop, and a CTBS/5 -- the new standardized assessment -- workshop.

Another success for the school was the addition of a tutoring program. Teachers identified students who needed extra support in reaching mastery levels in the areas of math and reading. Tutoring groups were held during the instructional day. Grade level teams provided after school tutoring two or three days a week. In addition, our guidance counselor held Saturday morning tutoring sessions.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

The creation of a school web page has been completed. An Educational Technologist was hired in April. The Educational Technologist administered the posttest for keyboarding skills proficiency in grades 1, 2, and 3. Results: (WPM = words per minute; XX% = accuracy) Gr. 1 - 6.4 WPM, 95%; Gr. 2 - 7.2 WPM, 93%; Gr. 3 - 16.0 WPM, 88%.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The focus was to design and incorporate a daily science warm-up activity (Daily Oral Science). Grade 1 teachers designed a pre- and posttest as a means to measure growth. Fifty-eight students were tested; 48 scored in the mastery range (80-100%). Ten students were re-tested and reached mastery.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The staff participated in several staff meetings that focused on the implementation of the new curriculum. Teachers shared actual lessons they had taught and provided student work samples. Focus was on understanding the curriculum, improving instruction, administering the appropriate type of assessment, and teaching to facilitate mastery learning.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Teachers used a computer-generated report card for the first time this year. Other support staff worked on learning how to use the Internet and e-mail.

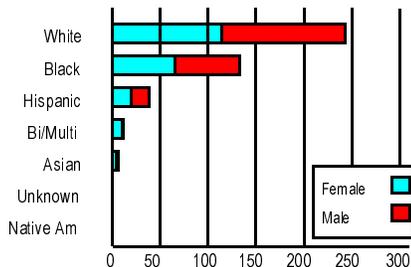


Fort Knox, KY

**Department of Defense Education Activity
 Scott Middle School (7-8)
 1997/98 School Profile
 Cora Wood, Principal**

School Characteristics

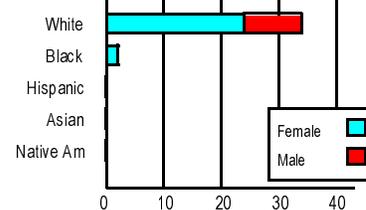
Student Enrollment - 427



Grade	#
7	220
8	207
Total	427

Sponsor Affiliation	%
Marine	3%
Army	96%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	39	9%
K-8	TAG	42	10%
K-12	ESL	2	<.5%
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	2
> 10	24

Mobility Rate	32% Per Year
---------------	--------------

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	22.5
Special Education	3.3
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	11 %
MA/MS	89 %
Doctorate	0 %

Principal's Highlights

Initiating and implementing Mastery Learning was a major area of focus for this school year at Scott School. Components of the program designed to improve student achievement included (a) opportunities for students to receive re-teaching and re-testing and (b) an after-school tutoring program.

Technology remained an area of focus again this year. Having received Internet training during the first month of school, staff members immediately explored the new learnings, and the media center promptly added Internet to student opportunities for research. The Educational Technologist, newly assigned this year, single handedly pieced together approximately ten computers and created a second computer laboratory containing computers with Windows capability. The second lab, near its completion, will be available to students next year, allowing students to work in large groups on a wide variety of projects ranging from word processing to multi-media presentations. The second lab has already provided an opportunity for staff members to receive additional technology training. All Fort Knox Community Schools will initiate "Virtual School", an interactive Internet program, during the 1998-1999 school year.

**DoDEA Strategic Plan: School Improvement Implementation
 School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

All Scott students received keyboarding and word processing instruction. Both 7th and 8th grade students averaged 85% accuracy on a timed keyboarding assessment. 7th grade students averaged 15.4 words per minute, and 8th grade students averaged 18.1 words per minute. 7th and 8th grade students, randomly sampled, averaged 97% on their Word Processing Skills Test.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The Formative Science Assessment was completed and administered in May '98. Students' scores from this assessment will be compared to students' scores on the CTBS/5, and the degree of correlation will be established. Based on data collected from administering the Brigance Diagnostic Inventory of Basic Skills, success groupings in math proved beneficial to most students.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional Development was designed to support two major themes: (a) Writing Across the Curriculum - to improve students' writing samples in all content areas; and (b) Technology - to increase staff members' technical expertise and confidence with technology. Technology training included Internet, basic word processing, Windows '95, Clipart, graphics, and tables.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Internet was fully embraced across the school. In conjunction with district efforts, Scott recently designed a home-page through the post's web-site and will implement Virtual School, an interactive Internet program, during the next school year. The computerized midterm progress report was successfully accomplished; a computerized nine-week progress report will be explored.

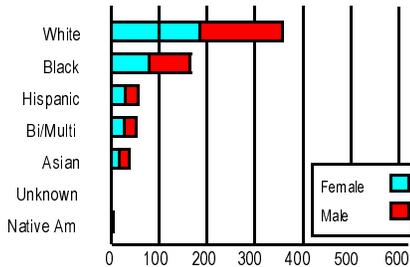


Fort Knox, KY

**Department of Defense Education Activity
Van Voorhis Elementary School (PK-3)
1997/98 School Profile
Joseph Medley, Principal**

School Characteristics

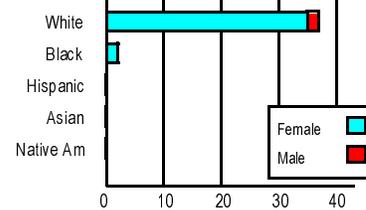
Student Enrollment - 666



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

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

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	42	6%
K-8	TAG	32	5%
K-12	ESL	13	2%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	2
4-6	5
7-10	8
> 10	23

Mobility Rate
47% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	2
Other Professionals	10.3

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

Principal's Highlights

This has been a year of transition for Van Voorhis School, as we added 250 new students and 25 new staff members at the beginning of the school year. This increase in size has presented us with many new and exciting opportunities.

Working through our PTO, as well as teacher/parent communications, we brought 156 parent volunteers into the school on a weekly basis. These volunteers assisted in classroom activities, tutored 1st-grade readers, provided popcorn for students and staff each week, and supported fundraising projects such as bookfairs, PTO Fall Festivals, and the Fall Ice Cream Social co-sponsored by the school and the PTO.

We also joined Ireland Army Hospital in the Adopt-A-School Program. Our students have visited the hospital on several occasions to sing carols, deliver Valentine's Day cards, and present programs to the hospital staff for Women's History Month and Black History Month. In May, the hospital and school will co-sponsor a community health fair that is open to all Fort Knox soldiers and their families.

We combined the district's Mastery Learning Initiative with our Benchmark 4.3 planning, setting our focus on math and science learning in grades 1 through 3.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Focus this year was on keyboarding and word processing skills in 1st, 2nd, and 3rd grades, in accordance with the standards set forth by the district Student Technology Skills Committee. Fall and spring keyboarding tests were given to chart progress and to provide a database for the work of the Benchmark 3.10 committee.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Focus of the Mastery Learning plan was tied into Benchmark 4.3. A Mastery Learning Form was utilized by classroom teachers to give the Benchmark 4.3 committee data for end-of-year status reports and teachers feedback on how many of their students were achieving mastery level learning in math. Formative science assessments for fall and spring were added to our database.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional Development for Van Voorhis has focused on Mastery Learning, the new math curriculum and text selection, as well as a school-wide discipline plan. The new math curriculum will continue to receive attention as we plan for professional development. Teaching modules for strengthening School Improvement Plan (SIP) implementation will also be a focus.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

The development of a Technology Portfolio for teachers by the Benchmark 10.8 committee allows staff members to record student instruction, as well as their own learning and growth in the technology area. The establishment of "techno-buddies" allows teachers to share their expertise with each other when time constraints prevent whole-group instruction.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.0	4.3	4.2
Co-Supporters	3.5	3.6	3.8
Co-Learners	2.9	3.2	3.4
Co-Teachers	3.6	3.6	3.8
Co-Advisors	3.0	3.5	3.5

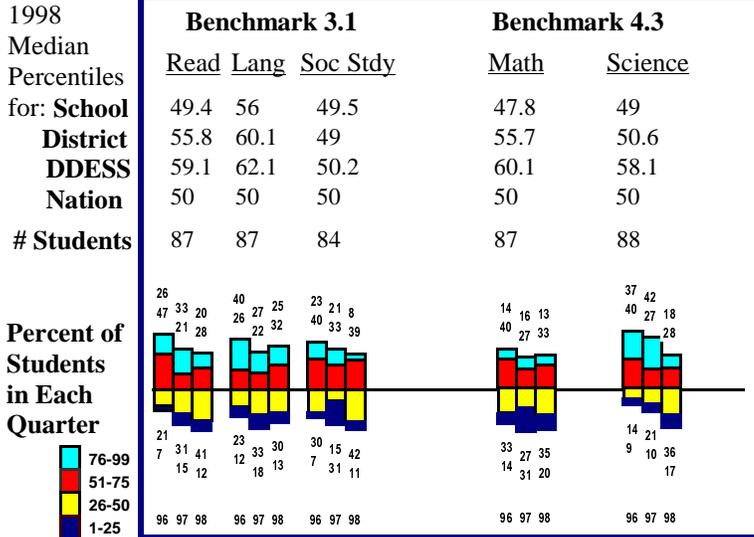
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

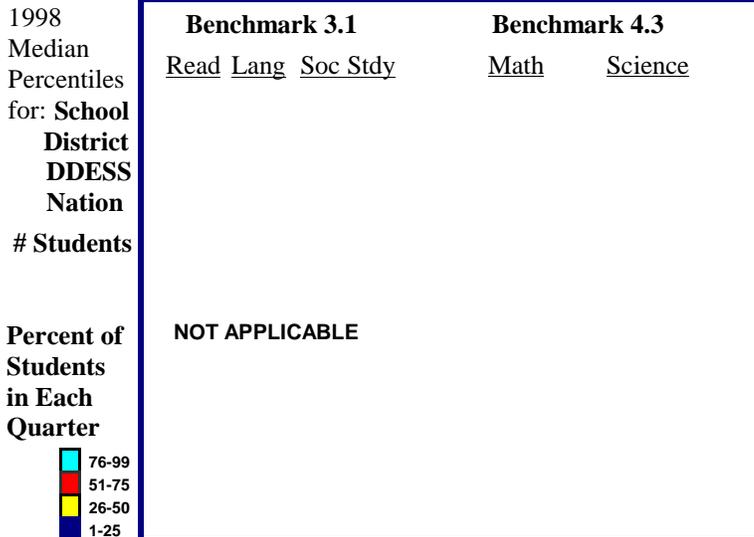
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 Besides our volunteer program, the Benchmark 8.1 committee provided parents with a fall orientation program led by grade-level teams. January saw parent information sessions provided by art, music, P.E., Reading Improvement, and Special Education teachers. Plans are to expand on these offerings for the upcoming school year.

Standardized Test Results

Grade 3



	Benchmark 3.1			Benchmark 4.3	
	Read	Lang	Soc Styd	Math	Science
NOT APPLICABLE					



	ACT Results				
	School	District	DDESS	Nation	
% Participating	97	NA	77%	35%	37%
	98	NA	78%	67%	37%
Math Avg Score	97	NA	18.6	18.7	20.6
	98	NA	19.1	19	21
English Avg Score	97	NA	19.4	19.6	20.3
	98	NA	19.8	19.8	20

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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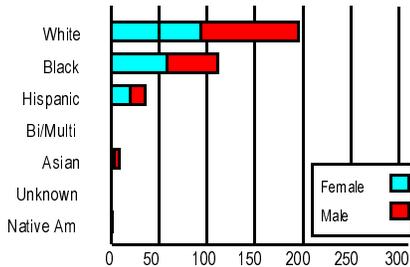
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			75% => Proficient					



**Department of Defense Education Activity
Walker Intermediate School (4-6)
1997/98 School Profile
Jo Blease, Principal**

School Characteristics

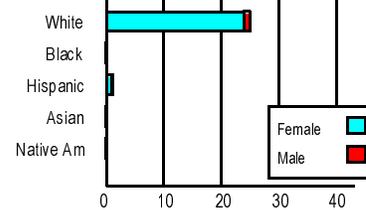
Student Enrollment - 351



Grade	#
4	133
5	114
6	104
Total	351

Sponsor Affiliation	%
Marine	1%
Army	97%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	48	14%
K-8	TAG	32	9%
K-12	ESL	2	1%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	1
7-10	3
> 10	21

Mobility Rate
52% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	3.5
Other Professionals	7

Teacher Education	
Degree	% Teachers
BA/BS	8 %
MA/MS	85 %
Doctorate	8 %

Principal's Highlights

Once again, Walker School "began with the end in mind" by developing grade level quarterly syllabuses based on the subject level critical elements developed during SY 96-97. Syllabuses featured an integration of the reading, language arts and social studies curriculum: descriptions of quarterly culminating performance assessments in social studies and science performance events; and the requirements for a grade of "A" in each academic subject. Parents responded overwhelmingly positive to the receipt of the syllabuses at the beginning of each quarter. The Syllabuses and student agenda books were credited with the improvement on the Co-communication portion of the School-Home Partnership Survey this school year.

While students at all grade levels meet the district standards for keyboarding skills, students in grades five and six surpassed the standards. All classrooms have direct access to the Internet. The grade-level team-based block planning time was used to develop the syllabuses and evaluate student progress. This team approach provided the staff with a clear focus on students' learning goals and created a shared sense of responsibility for the school's success.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Additional Alpha Smarts (laptop word processors) were purchased for student use this school year. In addition we transferred of additional computers and printers to classrooms and connected classroom computers to the internet. An Educational Tech was hired. Centralized Computer Lab instruction focused on the development of student keyboarding and word processing skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A new math curriculum was implemented with limited focus and a deep emphasis on specific skills and concepts for each grade level. Quarterly syllabuses based on grade level critical elements were developed for both science and math. Quarterly performance events in science were added to the science curriculum.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Team-based block planning time was used to develop quarterly syllabuses and implement weekly grade-level mastery learning time. Additional training was gained in NCTM-based math curriculum, brain research, and mastery learning.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Sufficient quantities of technology hardware were procured to enable every classroom to have at least two computers, one printer, and four Alpha Smarts. Every classroom was connected to the internet. All staff received internet training. An accountability system for supplemental materials, textbooks, and property was developed.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.9	4.3	4.2
Co-Supporters	2.9	3.6	3.8
Co-Learners	2.6	3.2	3.4
Co-Teachers	3.5	3.6	3.8
Co-Advisors	3.2	3.5	3.5

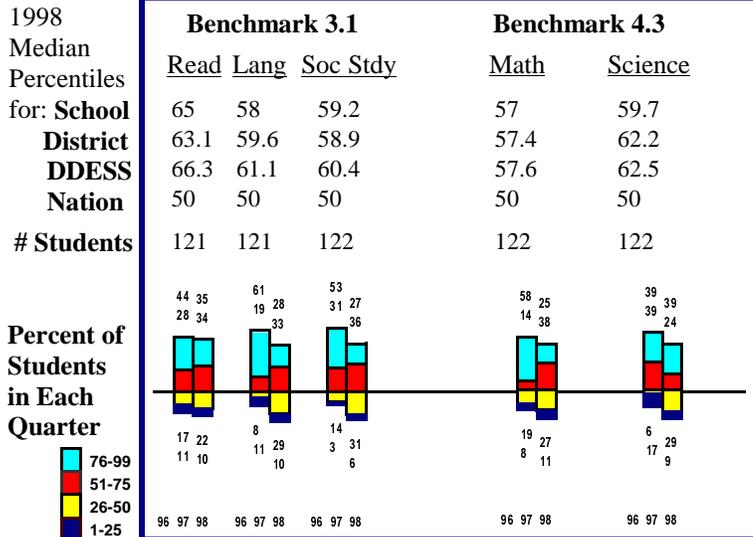
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

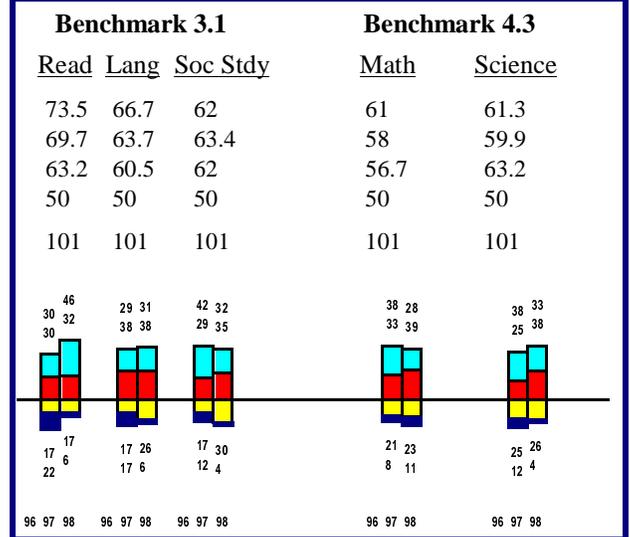
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 Developed home/school communication through the addition of quarterly syllabuses sent home to parents, student agenda books that traveled daily between home and school, and a bi-quarterly student-produced school newspaper.

Standardized Test Results

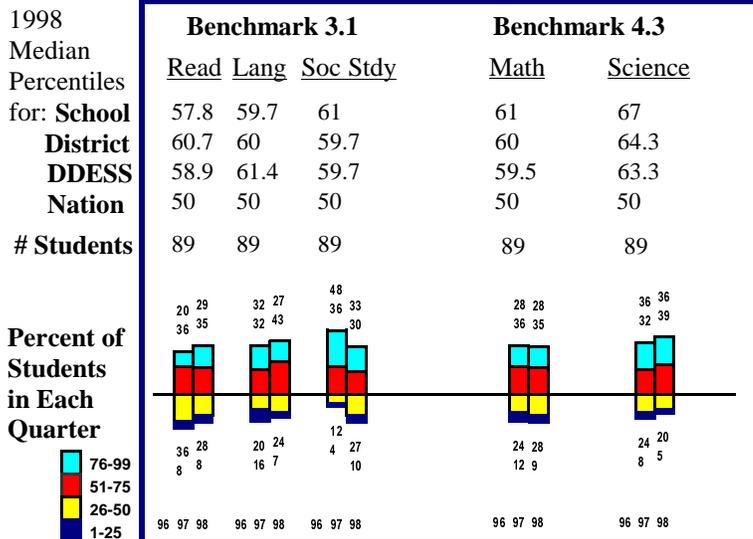
Grade 4



Grade 5



Grade 6



ACT Results					
	School	District	DDESS	Nation	
% Participating	97	NA	77%	35%	37%
	98	NA	78%	67%	37%
Math Avg Score	97	NA	18.6	18.7	20.6
	98	NA	19.1	19	21
English Avg Score	97	NA	19.4	19.6	20.3
	98	NA	19.8	19.8	20

Notes

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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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DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable