

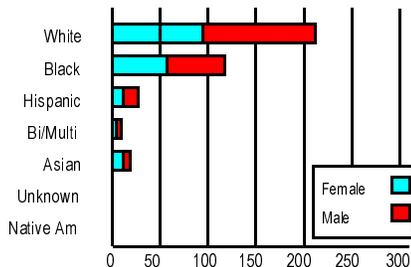


Fort Knox, KY

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

**School Characteristics**

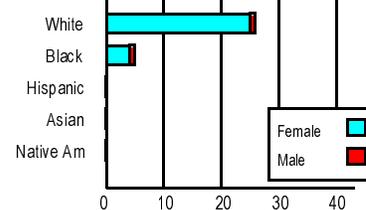
**Student Enrollment - 378**



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
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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

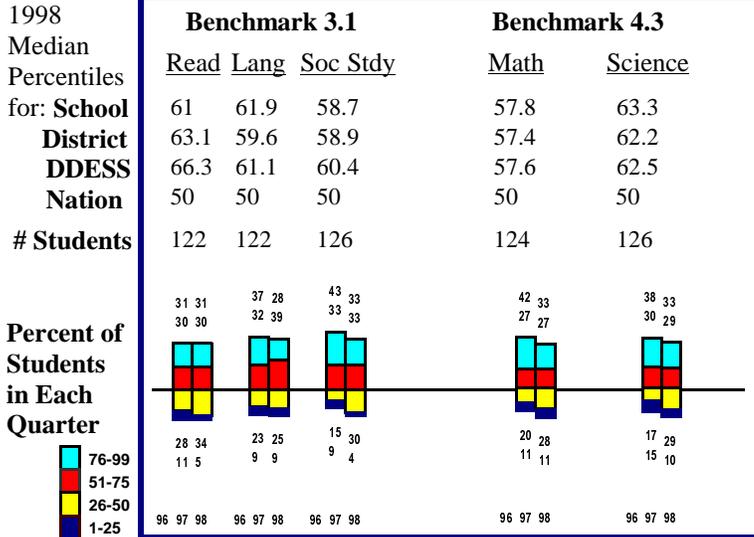
1= traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

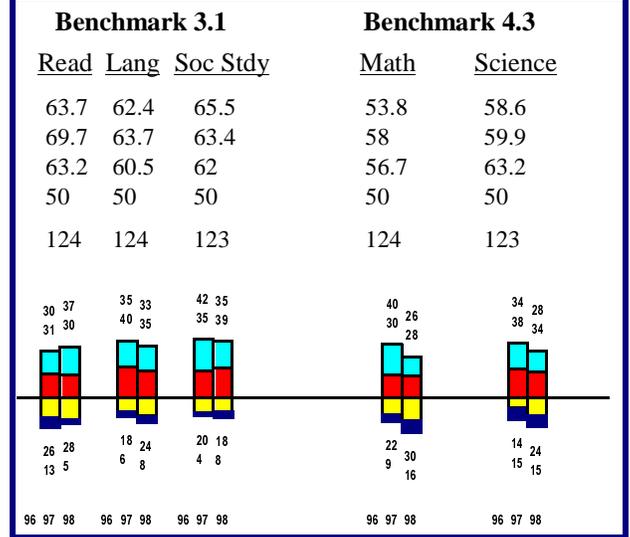
**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
As a result of the School Home Partnership Self Evaluation conducted last spring, more of the multi-tiered goals were addressed. Added to the plan were parents as co-teachers and co-advocates. Parent involvement is on the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

## Standardized Test Results

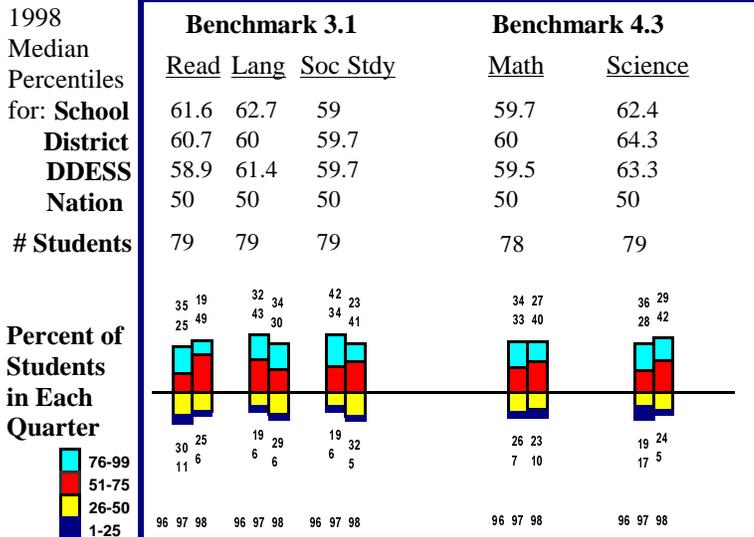
### Grade 4



### Grade 5



### Grade 6



### 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