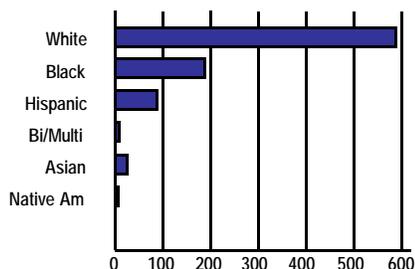


**Department of Defense Education Activity
Fort Rucker Dependents Schools (PK-6)
1996/97 District Profile
Linda M. Stewart, Superintendent**

District Characteristics

Student Enrollment - 879



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	36	4%
PK-12	TAG	162	18%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

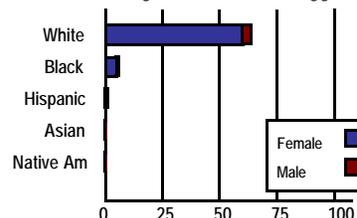
Grade	#
PreK	132
K	126
1	120
2	140
3	91
4	105
5	71
6	94
Total	879

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

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	7
7-10	9
> 10	43

**Mobility Rate
38% Per Year**

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	45
Special Education	6
Other Professionals	17

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	70%
Doctorate	0%

Superintendent's Highlights

The Alabama DDESS System is one of three consolidated state systems. It consists of two schools located at Fort Rucker in southeast Alabama and one school located at Maxwell Air Force Base in Montgomery.

The consolidated district offers a comprehensive program designed to serve students from age four through sixth grade. The implementation and integration of technology has been a major focus in all schools. Local area networks (LAN) have been upgraded, computer labs established, and Internet connectivity has been accomplished. Training has been provided to teachers in records management and curriculum areas.

Emphasis has been placed on providing professional development opportunities in teaching strategies to improve student learning.

The PTA and Schools have worked cooperatively to provide more opportunities for parental participation in school activities. Programs such as Santa's Secret Workshop, the Book Fair, presentations on child safety, and Family Reading Night were all sponsored as part of our School/Home Partnership emphasis.

**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 establishment of computer labs and upgrades in the LAN provided more opportunities for student access to technology programs such as Accelerated Reader, Touch Typing and multimedia encyclopedias. All programs provided a student tracking component.

Goal 4: Math And Science Achievement

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

All classroom teachers developed and carried out an integrated mathematics program which included manipulatives in kindergarten through sixth grade. Strategies for implementing a hands-on science program were explored at all schools. Upper level students participated in a Science Fair.

Goal 7: Teacher Education and Professional Development

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

Professional Development for teachers included strategies for implementing reading skills through various activities. Key personnel received training in professional development techniques. All teachers met proficiency levels for technology.

Goal 10: Organizational Development

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

Upgraded LAN allowed teachers access to cc-mail and Internet. Teachers received training at two schools to electronically generate lesson plans, attendance and lunch count. This will be expanded to all schools next year. The student management program allows teachers access to a complete file of the student which includes a digital photo.

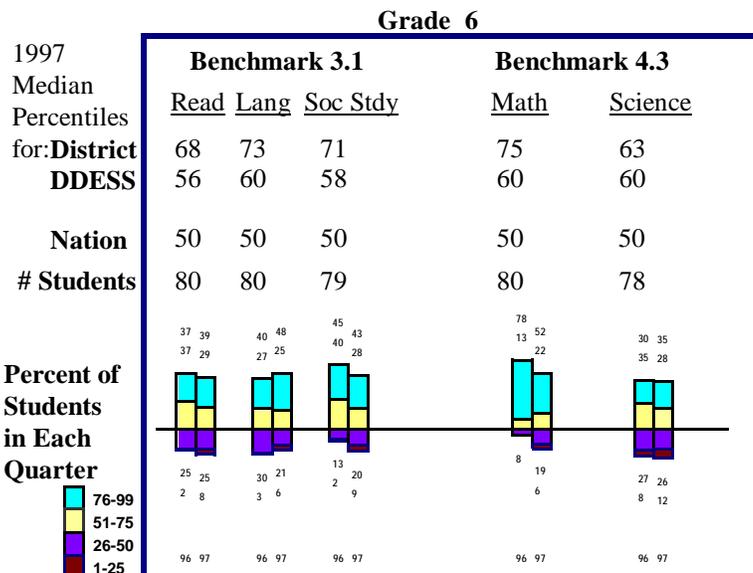
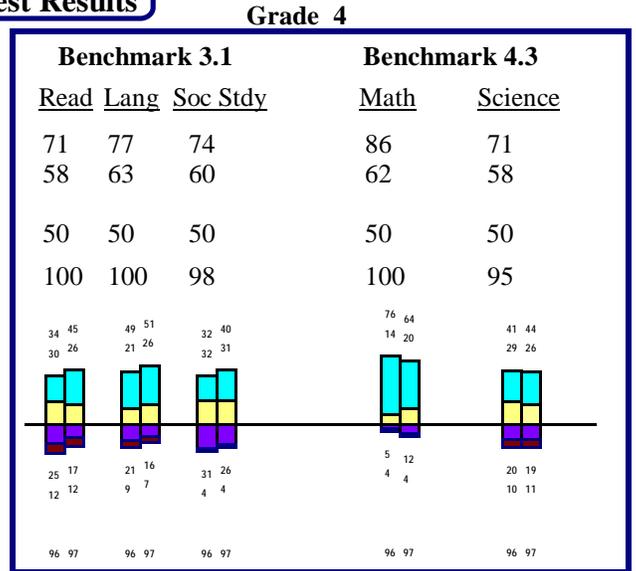
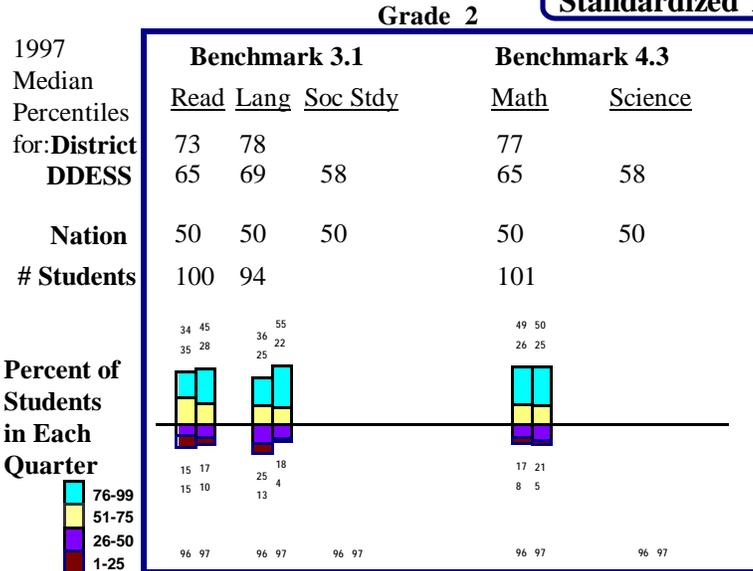
Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.35	4.08
Co-Supporters	3.80	3.65
Co-Learners	3.35	3.27
Co-Teachers	3.55	3.66
Co-Advisors	2.50	3.36

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.....
Increased parental participation has been encouraged through open house, scheduled conferences, newsletters, PTA activities, volunteer program, and parent surveys. The Home/School Partnership Self-Evaluation, completed in May, resulted in ideas and suggestions to be addressed during the next school year.

Standardized Test Results



	SAT Results			
		District	DDESS	Nation
% Participating	1996	N/A	46%	41%
	1997	N/A	49%	41%
Math Avg Score	1996	N/A	477	508
	1997	N/A	481	511
Verbal Avg Score	1996	N/A	485	505
	1997	N/A	495	505

Notes

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

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board.

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.

Alabama DDESS Schools
Bldg. 21037, Red Cloud Rd.
Ft. Rucker, AL 36362-0279

DSN Phone: 558-3086
Fax Number: (334) 598-8622
Commercial Phone:
(334) 598-6396

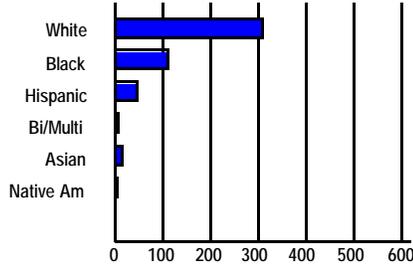
Writing Assessment							
Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/Undeveloped	Not Scoreable



**Department of Defense Education Activity
Fort Rucker Elementary School (2-6)
1996/97 School Profile
Jillian Breux, Principal**

School Characteristics

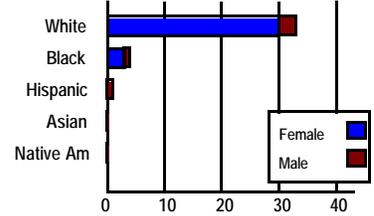
Student Enrollment - 501



Grade	#
2	140
3	91
4	105
5	71
6	94
Total	501

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

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	26	5%
PK-12	TAG	102	20%
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	5
> 10	27

**Mobility Rate
31% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	3
Other Professionals	10

Teacher Education	
Degree	% Teachers
BA/BS	29%
MA/MS	71%
Doctorate	0%

Principal's Highlights

Fort Rucker Elementary School today is an example of state of the art technology. The school houses four computer labs with two of these accommodating 25 workstations. With access to multimedia research programs, keyboarding and writing programs, students are able to tap into a wide variety of knowledge and skills. In addition there is the Yamaha Music in Education program, a spacious art room, physical education facility, media center and two science/technology labs.

FRES serves a diverse military population with a mobility rate of 31%. Because of our belief in the learning abilities of all students, Ft. Rucker Elementary also services pupils with special problems that include physical and learning disabilities.

This year, emphasis has been placed on our home/school partnership. This partnership has given us fresh insights into the importance of the home/school relationship in the life of the student and strengthened school programs through better communication with the home. On Family Reading Night, over 400 parents, students and teachers met to celebrate reading.

Greater student advancement has occurred through a balance of direct and indirect instruction which is practiced in all subjects in our curriculum.

**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 use of technology is continuing in all aspects of the curriculum. All students received instruction in Yamaha's Music in Education program and participated in the Accelerated Reader program. All students have accessed information from the CD-Tower and 100% of 4th graders met minimum keyboard proficiencies. Grades 2-5 utilized writing skills on the computer.

Goal 4: Math And Science Achievement

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

Increases in the median Stanford Achievement Test scores continued this year in math. 5th and 6th graders successfully completed all modules in the science/technology lab. A science fair was held for 5th and 6th graders. A new hands-on science program was successfully implemented for grades 2-4.

Goal 7: Teacher Education and Professional Development

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

All teachers received training in generating progress and report cards electronically. Periodic inservice was held for technology management and integration. Monthly coaching sessions to strengthen the teaching of reading skills were provided to all teachers.

Goal 10: Organizational Development

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

All teachers were connected through a local area network (LAN), and able to send lesson plans, lunch report and attendance electronically. Teachers began initial Internet discovery via the file server. Technology was incorporated in at least one subject weekly.

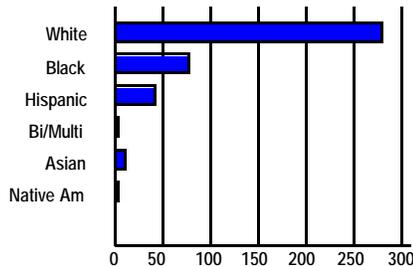


**Department of Defense Education Activity
Fort Rucker Primary School (PK-1)
1996/97 School Profile**

Deborah H. Patton, Principal

School Characteristics

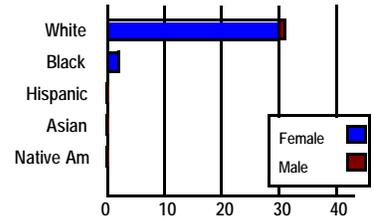
Student Enrollment - 378



Grade	#
PreK	132
K	126
1	120
Total	378

Sponsor Affiliation	%
Marine	0%
Army	100%
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	10	3%
PK-12	TAG	60	16%
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	3
4-6	6
7-10	4
> 10	16

Mobility Rate
48% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	22
Special Education	3
Other Professionals	7

Teacher Education	
Degree	% Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

Principal's Highlights

Fort Rucker Primary School continued to expand its emphasis upon benchmarks that were currently being addressed. The addition of an expanded Local Area Network and additional workstations provided more opportunities for students to have daily use of computers in the classrooms and labs. Teachers used the "Children's Writing and Publishing" program to develop portfolios of students' writing.

Teachers were trained in the use of Scholastic's "Science Place" materials. This program provided manipulative kits that gave students a "hands-on" approach to learning science concepts. Strengths and weaknesses in math were identified from the Stanford Achievement Tests. Students were allowed to progress beyond their grade placement in math skills.

Teachers participated in a year long program of professional development in the teaching of reading skills. After five days of pre-school in-service, teachers received monthly coaching sessions to assist them in specific strategies for teaching reading.

The School Home Partnership survey completed in May was mostly positive but did identify areas where improvement is needed.

The expanded LAN allowed teachers to use the student management program to mark attendance and lunch count.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students have daily access to computers in the labs and classrooms. Writing portfolios are maintained on the computer network to provide teachers work samples for comparing students' growth in this area. Decoding skills and stories with comprehension checks are also included in the network. Computers are used for enrichment, skill reinforcement, and remedial work.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math achievement subtests from the Stanford Achievement Tests were reviewed by teachers to identify strengths and weaknesses, both on the classroom and grade levels. Kindergarten students who completed their level went on to first grade skills. Science manipulative kits were used in all kindergarten and first grades.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Five days of professional development activities were employed at the beginning of the school year. Teachers who attended conferences shared new ideas with fellow teachers when they returned. Monthly coaching sessions to strengthen the teaching of reading skills were provided to all teachers.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

Teachers do attendance and lunch counts on their classroom computers, and these are networked to the office, nurse, and cafeteria. The library is totally automated. A new phone system allows staff and parents to leave and receive messages.

