

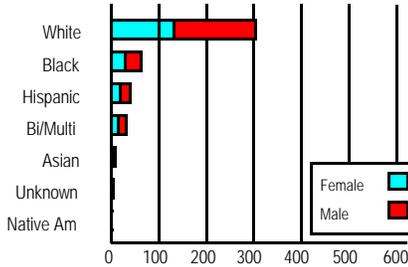


Fort Rucker, AL

**Department of Defense Education Activity
Fort Rucker Primary School (PK-1)
1999/00 School Profile
Deborah H. Patton, Principal**

School Characteristics

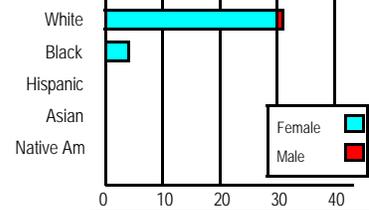
Student Enrollment - 440



Grade	#
PreK	154
K	139
1	147
Total	440

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	65	15%
K-8	TAG	38	9%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1 - 2	1
3 - 9	7
10 - 20	16
> 20	7

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	22
Special Education	3
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	43 %
MA/MS	54 %
Doctorate	3 %

**Mobility Rate
53% Per Year**

Principal's Highlights

This was an extremely exciting year for Ft. Rucker Primary School. Technology continued to be a focus for both staff and parents. Academically, writing across the curriculum was stressed with some very impressive results as even the youngest students became enthusiastic and proficient writers.

We had both our 10-year SACS reaccreditation review and special education monitoring; both were very successful with no deficiencies noted. Inventories revealed that 100% of all teachers were satisfied with the quality of instructional programs, support for student learning, school climate, job satisfaction, organization and administration. Parent results showed that 98% were satisfied with school relations, instructional programs, safety, fairness to students, and support for student learning. The SACS report included a general statement in addition to the regular report which reads, in part, "The spirit of the staff exudes enthusiasm, excitement, and confidence for guiding and nurturing young children. Ft. Rucker Primary is truly a model school and should serve as an example of what early childhood education can and should be."

**DoDEA Strategic Plan: School Improvement Implementation
School Year 99/00 Priorities**

Goal 3: Student Achievement And Citizenship

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

All students received instruction in computer skills and demonstrated proficiency. K and first grade students learned to access programs independently via the network and perform basic word processing skills. Student software was integrated into the curriculum in both the classroom and labs.

Goal 4: Math And Science Achievement

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

All students explored science concepts through hands-on experimentation; k and first grade demonstrated mastery of these concepts. In math, kindergarten and first grade demonstrated mastery of specific standards by both oral and written assessments. Math journals and oral word problems were done daily.

Goal 7: Teacher Education and Professional Development

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

Professional development was offered in-house for all teachers. Individual teachers attended conferences and workshops on the national level. Upon return, information was shared with the rest of the staff. Professional development was held and will continue on the new math curriculum, writing rubrics, work sampling, CPR/First Aid, and technology skills and integration.

Goal 10: Organizational Development

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

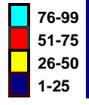
All teachers and principal had 30 minutes of technology training weekly, with an additional half hour set aside for software review and planning for integration. Written evaluations of each program were filed. An "intranet" was utilized to transmit lesson plans and other correspondence. Teachers utilized the library management system.

Customer Satisfaction Survey-Parent Results			
Major Category	School	District	DDESS
Computer Technology	7.5	7.0	7.8
Communications/ Involvement	7.6	6.4	7.5
Child's Teacher(s)	8.6	7.7	8.1
Curriculum/Training	7.6	6.6	7.3
Overall Satisfaction	8.3	7.1	7.8
Rating Scale: 10 (A); 7 (B); 4 (C); 1 (D); 0 (F)			

Goal 8: Parental Participation
Benchmark 3.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 Each parent was required to attend a parent-teacher conference. Classroom and reading newsletters went home weekly, with a special area/health/guidance/technology edition sent monthly. All parents were surveyed concerning school effectiveness. The PTA and the volunteers were extremely active in the school.

Standardized Test Results

2000
 Median
 Percentiles
 for: **School**
District
DDESS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



Benchmark 3.1	Benchmark 4.3
<u>Read</u> <u>Lang</u> <u>Soc</u> <u>Stdy</u>	<u>Math</u> <u>Science</u>
NOT APPLICABLE	

Benchmark 3.1	Benchmark 4.3
<u>Read</u> <u>Lang</u> <u>Soc</u> <u>Stdy</u>	<u>Math</u> <u>Science</u>
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NOT APPLICABLE	

SAT Results					
	School	District	DDESS	Nation	
% Participating	99	NA	NA	34%	43%
	00	NA	NA	35%	44%
Math Avg Score	99	NA	NA	474	511
	00	NA	NA	493	514
Verbal Avg Score	99	NA	NA	483	505
	00	NA	NA	496	505

Notes
Customer Satisfaction Survey: The Parent Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.
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.
College Testing Results: 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

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