

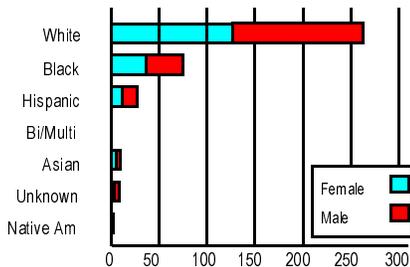


Fort Rucker, AL

**Department of Defense Education Activity
Fort Rucker Primary School (PK-1)
1997/98 School Profile
Deborah H. Patton, Principal**

School Characteristics

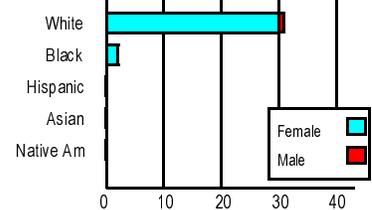
Student Enrollment - 378



Grade	#
PreK	132
K	126
1	120
Total	378

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	21	6%
K-8	TAG	51	13%
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	0
1-3	4
4-6	3
7-10	9
> 10	17

**Mobility Rate
51% Per Year**

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	2.6
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	33 %
MA/MS	64 %
Doctorate	3 %

Principal's Highlights

Fort Rucker Primary School is a modern facility which provides instruction and a quality program for four-year-olds, kindergarten, and first grade. In addition, a program for special education three-year-olds is very successful.

The addition of an educational technologist has provided valuable hands-on progress for teachers in the area of technology. Accelerated Reader has been installed in the classrooms and has provided both a reading and technological challenge and success for first graders.

Children are grouped for reading and allowed to progress as far as possible. Teacher training for the reading program is done monthly by an in-house coach who is always available to answer teacher questions or address parental concerns. An integrated multi-media approach to science and social studies ensures student interest and enthusiasm. Computer labs are used on a daily basis to supplement reading and language arts programs.

Fort Rucker Primary School has an excellent staff. The faculty strives to make learning exciting, individualized, and lifelong.

**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 children have daily access to computers, both in computer labs and in the classroom. Writing stories, decoding skills and comprehension checks are included in the network. Computers are also used for enrichment, skill reinforcement, and remedial work. Accelerated Reader has been added to computers in first grade classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math achievement subtests were reviewed for strengths and weaknesses, both on individual class and grade levels. DLM, which has a strong preschool math component, was instituted in the four-year-old program. Science kits were used in all kindergarten and first grades. All kindergartens and first grade students went on a field trip to a nature park.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Three days of professional development activities were provided at the beginning of the school year. An in-house coach was always available to address teacher concerns with reading and technology. Special education inservice was provided for children with autism and hearing impairment. A closer working relationship was formed with the Early Intervention Program.

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 has a new computerized system. The educational technologist conducts computer classes for teachers one hour per week.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.6	3.8	4.2
Co-Supporters	3.4	3.2	3.8
Co-Learners	3.0	2.7	3.4
Co-Teachers	3.6	3.3	3.8
Co-Advisors	3.0	2.8	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.
The volunteer and PTA Programs are active and contribute a great deal to the schools. Parents are invited to participate in all special events: circus, field day, world's fair, fall festival, spring celebration, holiday events, etc. The math, reading, and language arts committees all had parent representatives, as did the Policy and Procedure Committees.

Standardized Test Results

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

Percent of
Students
in Each
Quarter



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

Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Styd	Math	Science
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1998
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Benchmark 3.1			Benchmark 4.3	
Read	Lang	Soc Styd	Math	Science
NOT APPLICABLE				

SAT Results					
	School	District	DDESS	Nation	
% Participating	97	NA	NA	49%	41%
	98	NA	NA	74%	43%
Math Avg Score	97	NA	NA	481	511
	98	NA	NA	481	512
Verbal Avg Score	97	NA	NA	495	505
	98	NA	NA	483	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.

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						