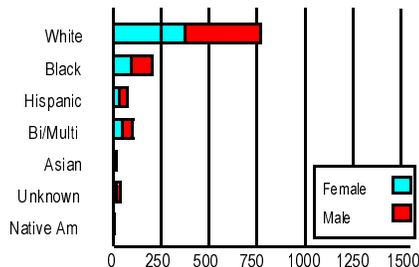


**Department of Defense Education Activity
Quantico Dependents School System (PK-12)
1997/98 District Profile
Lawanna Mangleburg, Superintendent**

District Characteristics

Student Enrollment - 1,230



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	107	9%
K-8	TAG	61	6%
K-12	ESL	14	1%
AP Courses Offered		5	
Students Taking AP Courses		14	21%

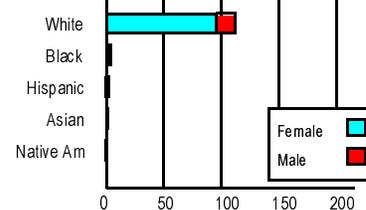
Grade	#
PreK	126
K	135
1	118
2	135
3	101
4	109
5	98
6	80
7	70
8	79
9	60
10	52
11	30
12	37
Total	1230

Sponsor Affiliation	
Marine	93%
Army	<.5%
Navy	3%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	6
4-6	7
7-10	11
> 10	89

**Mobility Rate
28% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	5
Classroom Teachers	71.5
Special Education	12
Other Professionals	25

Teacher Education	
Degree	% Teachers
BA/BS	31 %
MA/MS	68 %
Doctorate	1 %

Superintendent's Highlights

All schools in VADDESS have demonstrated significant progress toward achieving the Benchmarks of the DoDEA Strategic Plan. With assistance of Educational Technologists in each school, classroom teachers have accelerated their own learning and the learning of their students through the use of technology.

Virginia Schools have been leaders in the DoDEA Presidential Technology Initiative, the World-Wide technology courseware testbed and implementation initiative. Under this initiative, teachers have developed technology integration plans, classroom lessons, and worked with software developers. Virginia fostered partnerships in world-wide technology training by sharing their expertise on a DoDEA-Wide basis.

Advanced professional development was provided at the school level with district support. Peer coaches provided instruction and feedback to new teachers who focused on the Quantico Program of Instructional Effectiveness.

Efficiency and effectiveness were increased in management practices, and all worked toward alignment of instruction and curriculum with the new multiple assessment program, Terra Nova. Local partnerships enhanced all educational programs.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

During this school year, VADDESS has made concentrated efforts to implement programs that would support the curriculum and the integration of technology into the curriculum. The students' work sampling, assessments, and various projects demonstrate increased growth in technology proficiency across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Implementation of the SuccessMaker, Math Concepts and Skills program in grades 1-7, along with increased efforts to collect and analyze assessment data in both science and math, are positioning VADDESS to accurately analyze current programs and implement quality improvements. Data collection and analysis will remain high priorities for SY 98/99.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The Quantico Program of Instructional Effectiveness (QPIE) remains the back-bone of providing effective research-based instruction for all students within VADDESS. While site-based staff development is the cornerstone of meeting our professional development needs, linking with ongoing DoDEA activities has enhanced the offerings for our instructional staff.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

In efforts to improve services through the use of technology in the areas of instruction, fiscal and resource management, and record keeping throughout the system, support mechanisms of planning, implementation, and evaluation have been used to ensure the effectiveness and efficiency of these services.

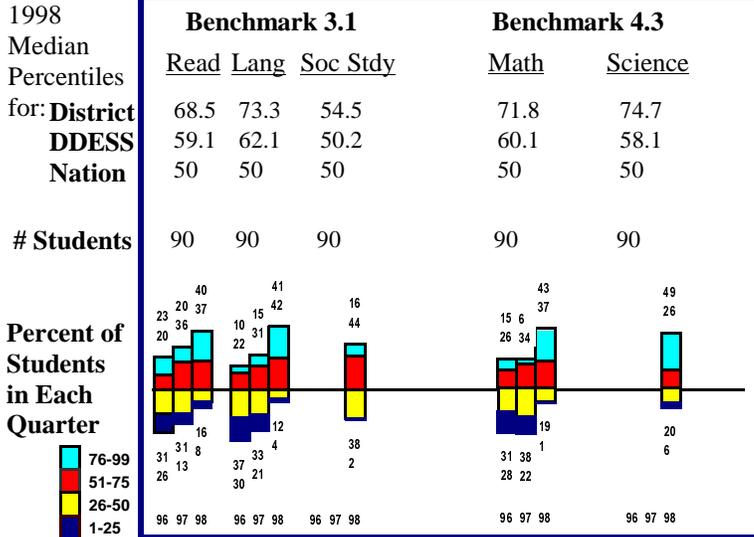
Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.8	4.2
Co-Supporters	4.1	3.8
Co-Learners	3.8	3.4
Co-Teachers	4.0	3.8
Co-Advisors	3.9	3.5

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

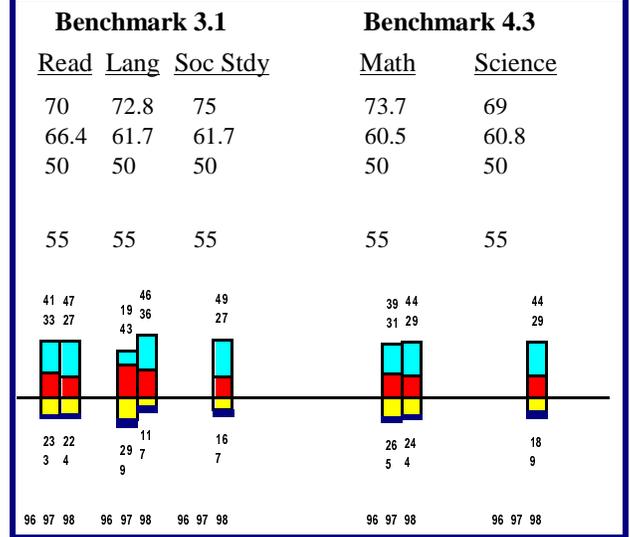
Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 VADESS supports the multi-tiered, multi-faceted School-Home Partnership at all schools. We have increased stakeholder participation in district planning/evaluation, and several joint service projects have been implemented with base organizations to meet the needs of children.

Standardized Test Results

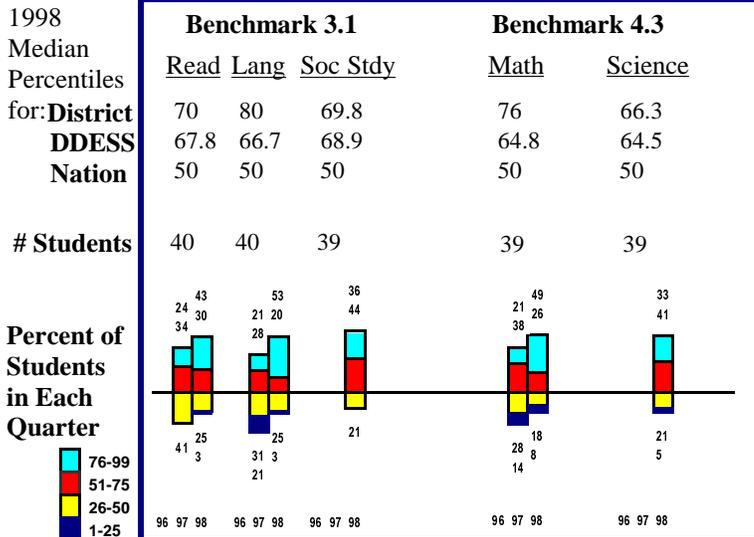
Grade 3



Grade 7



Grade 10



	SAT Results			
	District	DDESS	Nation	
% Participating	97	35%	49%	41%
	98	76%	74%	43%
Math Avg Score	97	503	481	511
	98	530	481	512
Verbal Avg Score	97	520	495	505
	98	519	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.

Virginia DDESS Schools
3308 John Quick Rd, Suite
Quantico, VA 22134-1702

DSN Phone: 278-2319
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Commercial Phone:
(703) 784-2319

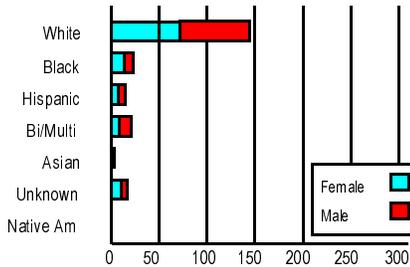
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable



**Department of Defense Education Activity
Ashurst Elementary School (K-3)
1997/98 School Profile
Janice P. Weiss, Principal**

School Characteristics

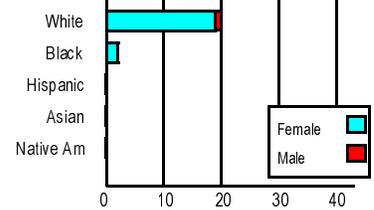
Student Enrollment - 221



Grade	#
K	57
1	49
2	68
3	47
Total	221

Sponsor Affiliation	
Marine	88%
Army	2%
Navy	5%
Air Force	1%
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	18	8%
K-8	TAG	14	6%
K-12	ESL	8	4%
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	1
> 10	20

Mobility Rate	23% Per Year
---------------	--------------

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	13
Special Education	1
Other Professionals	7

Teacher Education	
Degree	% Teachers
BA/BS	27 %
MA/MS	73 %
Doctorate	0 %

Principal's Highlights

W. W. Ashurst Elementary School has been successful in achieving the 1997-98 DoDEA Benchmarks as a result of the continued professional, collaborative efforts of the staff along with active parental participation.

A warm, nurturing, supportive and welcoming climate is the setting in which high expectations are established and maintained for all students through the mastery of fundamental skills and the development of higher level thinking skills.

The writing process continues to be an area of emphasis in all classrooms with formal assessments of all children's writing products on a quarterly basis.

A student-operated closed circuit television broadcast, weekly assemblies, swimming program, science and social studies fairs, reading incentive programs, music programs and writing incentive activities have augmented the curricula. Quarterly technology projects have been fulfilled by all classes with an emphasis on integration of technology across the curriculum.

A school-home partnership is fostered at Ashurst where each child is an "Allstar."

**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 students in grades K-3 completed quarterly projects which exhibited grade level technological proficiency. The SuccessMaker software was utilized in grades 1-3 to enrich the math curriculum and provide language arts support for at-risk students. Basic computer skills were reinforced through the "hands-on" utilization of library research software.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Growth in math and science was validated by Terra Nova composite group scores for 3rd grade at the 77th and 77th national percentiles respectively. Higher level thinking/problem solving skills continue to receive daily emphasis. SuccessMaker math software ensured a solid skill/concept foundation for all students with an average growth of 1.14 years at 3rd grade.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Five early-release days were incorporated into the school calendar for the purpose of professional development. Fourteen inservices were offered throughout the year, as well as weekly training in technology integration, assessment, and SIP. Twenty-eight courses or conferences were attended. New professional staff were provided instructional effectiveness training.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

A computerized inventory of the school equipment was recorded onto the database by the supply technician. Student data has been maintained through the SASI program. The educational technologist and instructional technology specialist worked together to provide training, technical support, and technical maintenance for the total school technology program.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.8	4.8	4.2
Co-Supporters	4.1	4.1	3.8
Co-Learners	3.9	3.8	3.4
Co-Teachers	3.9	4.0	3.8
Co-Advisors	3.8	3.9	3.5

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

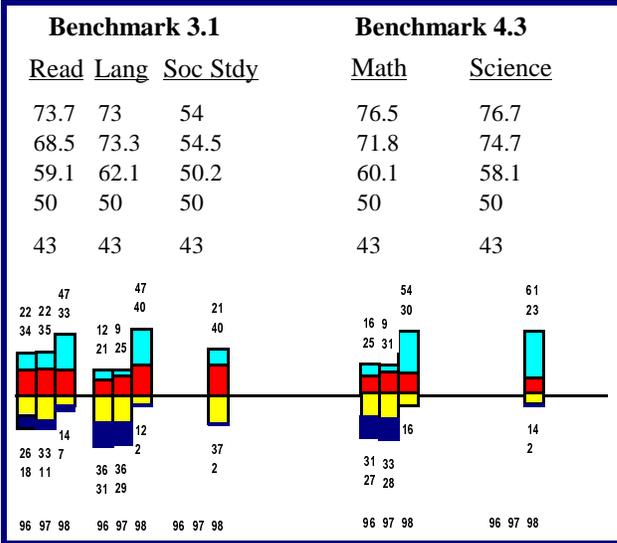
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
One-hundred percent of the families attended two parent-teacher conferences this year. Participation included school events such as Strategic Planning, Family Math Night, Science Fair and technology demonstrations. Information was shared between the school and home via frequent, timely newsletters/articles. Eighty-nine community volunteers donated 2,000 hours.

Standardized Test Results

Grade 3

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

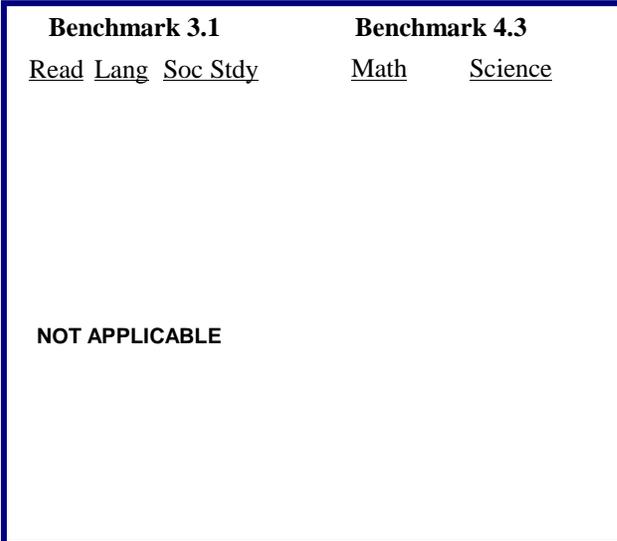


Percent of
Students
in Each
Quarter



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

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



Percent of
Students
in Each
Quarter



	SAT Results			
	School	District	DDESS	Nation
% Participating	97	NA	35%	49%
	98	NA	76%	74%
Math Avg Score	97	NA	503	481
	98	NA	530	481
Verbal Avg Score	97	NA	520	495
	98	NA	519	483

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.

Ashurst E S
4320 Dulaney St.
Quantico, VA 22134-2248

DSN Phone:
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(703) 221-4108

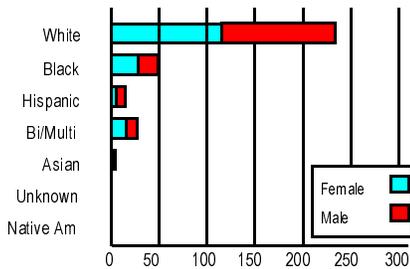
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Benchmark Criteria	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
			75% => Proficient						



**Department of Defense Education Activity
Burrows Elementary School (PK,4-5)
1997/98 School Profile
Jeanette H. Gordon, Principal**

School Characteristics

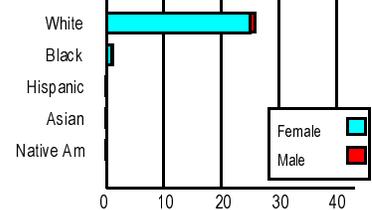
Student Enrollment - 326



Grade	#
PreK	119
4	109
5	98
Total	326

Sponsor Affiliation	
Marine	95%
Army	<.5%
Navy	2%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	27	8%
K-8	TAG	11	3%
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	4
4-6	3
7-10	4
> 10	15

Mobility Rate	35% Per Year
---------------	--------------

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	4
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	38 %
MA/MS	62 %
Doctorate	0 %

Principal's Highlights

The school improvement planning process was streamlined by integrating technology, staff development, and parental participation within the instructional areas addressed in the benchmarks.

The addition of an Educational Technologist resulted in great strides being made in the integration of technology within the curriculum. Over 100 hours of staff training in the use of hardware/software was provided on site. All staff received intensive training in the use of CCC Success Maker Math Program.

Significant math gains in concepts and skills were made as a result of the consistent use of this program in addition to the use of varied teaching strategies.

Programs targeting at risk readers and writers were implemented utilizing support staff and parents. Positive gains were made in the reading comprehension of students initially identified in the bottom quartile.

The SACS Accrediting Team in April, commended the parents and staff for their knowledge of, and active involvement in, the school improvement process. 189 Parent Volunteers were honored with a breakfast and awards for their involvement as partners in education.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Classroom computers and the daily lab schedule gave students opportunities to interact with AR, CCC Math, Ami-Pro, Microsoft Office, Lotus Spreadsheet, and Hyper Studio software. The Internet was used in research projects. Use of these programs supported all curriculum objectives through integration. Student portfolios contain sample technology projects from all curriculum areas.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

CCC Math Student Management System provided pre/post test data. Results indicate that 87% of the 4th and 92% of the 5th grade students made gains of nine months to one year, seven months in math concepts and skills with 18hrs. of CCC and quality teaching. Application of math and technology skills was demonstrated in science lab and Science Fair projects.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The District staff provided intensive training for all staff in the use of CCC Success Math, effective questioning strategies, and activities that promote student achievement. The school, using trained school staff as presenters, provided training in the use of rubrics to assess student writings, integration of technology, and strategies for "Narrowing The Gap" in achievement.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Data generated from the use of CCC and AR-STAR provides information for monitoring progress and planning for intervention. Weekly voluntary training in the use of varied software was provided. Preschool staff training in the use of High/Scope COR software enabled staff to generate progress reports for all parents. Staff are in the process of creating WEB pages for curriculum use.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.4	4.8	4.2
Co-Supporters	4.1	4.1	3.8
Co-Learners	3.4	3.8	3.4
Co-Teachers	3.7	4.0	3.8
Co-Advisors	3.7	3.9	3.5

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

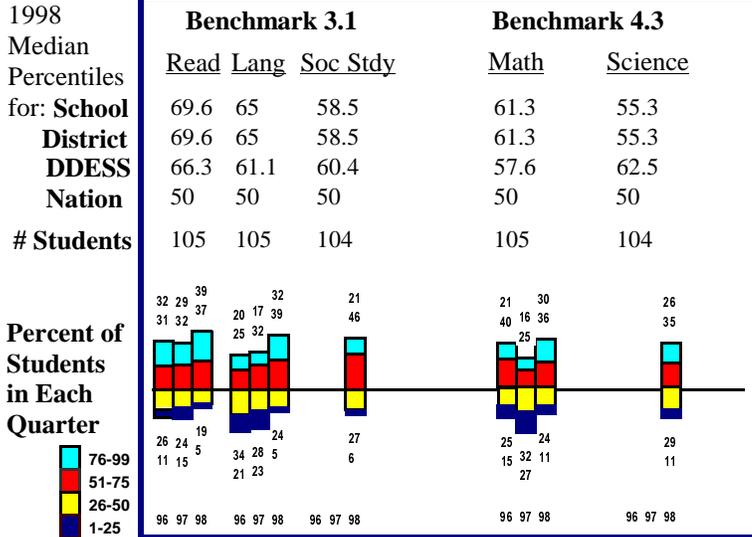
Goal 8: Parental Participation

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

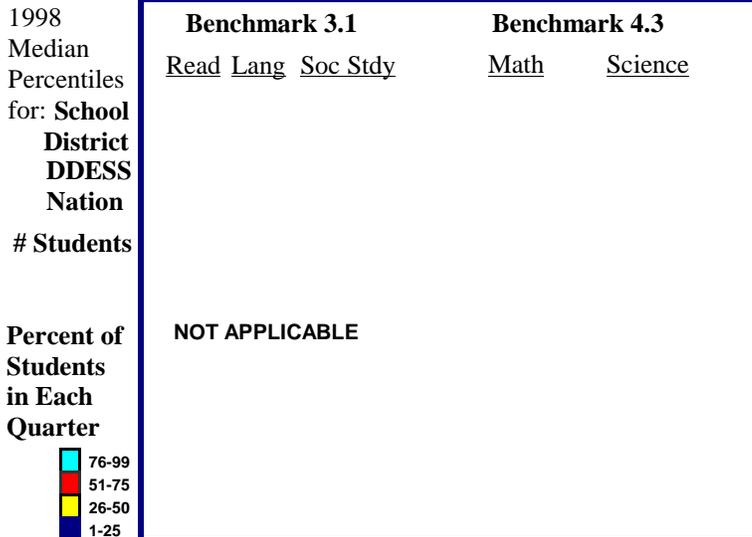
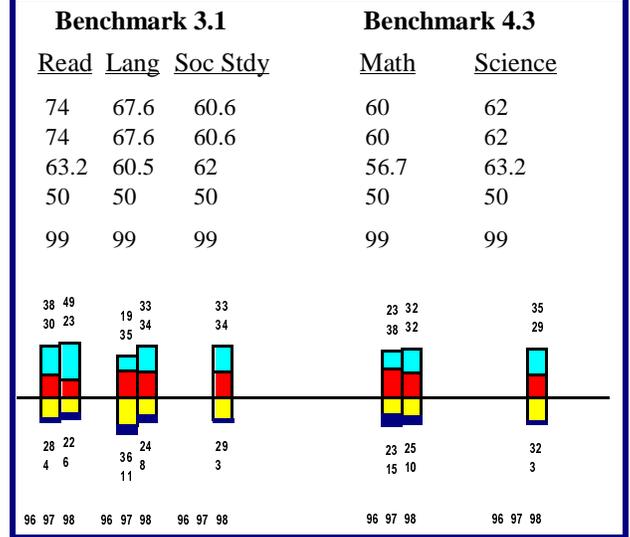
The analysis of the 193 returned Parent Evaluation Surveys of the school's partnership program/practices indicate that 94% of the parents rated all program tiers and practices as being most effective or effective. These results support DODEA's annual self evaluation results. The school improvement team has concluded that emphasis will be given to the Co-Teacher Program in 1998-99.

Standardized Test Results

Grade 4



Grade 5



	SAT Results				
	School	District	DDESS	Nation	
% Participating	97	NA	35%	49%	41%
	98	NA	76%	74%	43%
Math Avg Score	97	NA	503	481	511
	98	NA	530	481	512
Verbal Avg Score	97	NA	520	495	505
	98	NA	519	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.

Burrows E S
3308 John Quick Rd.
Quantico, VA 22134-1702

DSN Phone:
Fax Number: (703) 784-1353
Commercial Phone:
(703) 640-6118

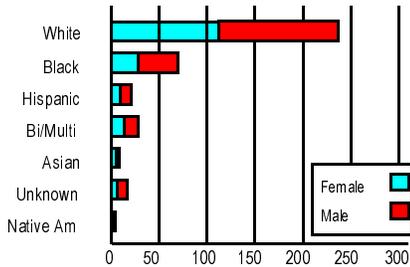
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Benchmark Criteria	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
			75% => Proficient						



**Department of Defense Education Activity
Quantico Middle/High School (6-12)
1997/98 School Profile
F. Coleman Starnes, Principal**

School Characteristics

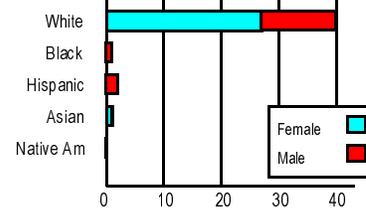
Student Enrollment - 408



Grade	#
6	80
7	70
8	79
9	60
10	52
11	30
12	37
Total	408

Sponsor Affiliation	
Marine	94%
Army	<.5%
Navy	3%
Air Force	1%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	35	9%
K-8	TAG	34	15%
K-12	ESL	4	1%
AP Courses Offered		5	
Students Taking AP Courses		14	21%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	3
7-10	3
> 10	33

**Mobility Rate
21% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	30.5
Special Education	4
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	34 %
MA/MS	63 %
Doctorate	2 %

Principal's Highlights

The first year of the combined Quantico Middle/High School has been very productive. We have achieved our highest level of proficiency in our benchmarks, especially in the area of technology.

Our staff is in the process of creating electronic portfolios for students and providing the training necessary to fulfill our long-term school-wide goals. Our 6th graders have created their portfolios.

Our Computer Curriculum Corporation Success Maker Software has been successfully implemented with a concentration on Math skills. Significant gains have been recognized.

The combining of our two schools necessitated a comprehensive needs assessment and staff development process which has successfully provided a higher level of technological proficiency for our staff.

Our School-Home Partnership has been a source of pride for our school with a high level of community support and satisfaction. Newsletters, telephone hotline, E-mail and volunteer recognition are a few of our many community programs.

Our school is proud to be a part of the Presidential Technology Initiative. Our integration of technology into our curriculum has succeeded beyond our expectations. Some staff members have been a valuable resource for DoDEA as a result of our 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.

Our goal of producing written criterion on Electronic Portfolios was completed. A web site to share the committee's research was created. All sixth graders created electronic portfolios using Hyperstudio and Netscape Composer. Each student portfolio contained a total of six assignments from Language Arts and Social Studies. Staff training in Electronic Portfolios will continue.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The integration of SuccessMaker software into the 6th and 7th grade math curriculum has shown an average student gain of 1.06-1.18 years of growth in 16.5-16.9 hours on the system(respectively). Training in Tangible Math and Science Software during SY 97-98 has lead to the development of an implementation plan for SY-98-99.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Based on the results of a needs assessment, a training plan in the areas of technology and instructional effectiveness was developed. Technology workshops were offered in CCC programs, computer-generated progress notices, Excel, web page creation, and PowerPoint. Our QPIE program and block scheduling seminars provided training in instructional effectiveness.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Of the three computer labs, one is utilized for curriculum integration, one for SuccessMaker software, and another for business and vocational studies. We are proud to be part of the Presidential Technology Initiative. Through this initiative many goals have been set to integrate technology in the classroom. Electronic purchasing, inventory, and supply have increased our efficiency.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	0	4.8	4.2
Co-Supporters	0	4.1	3.8
Co-Learners	0	3.8	3.4
Co-Teachers	0	4.0	3.8
Co-Advisors	0	3.9	3.5

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

Goal 8: Parental Participation

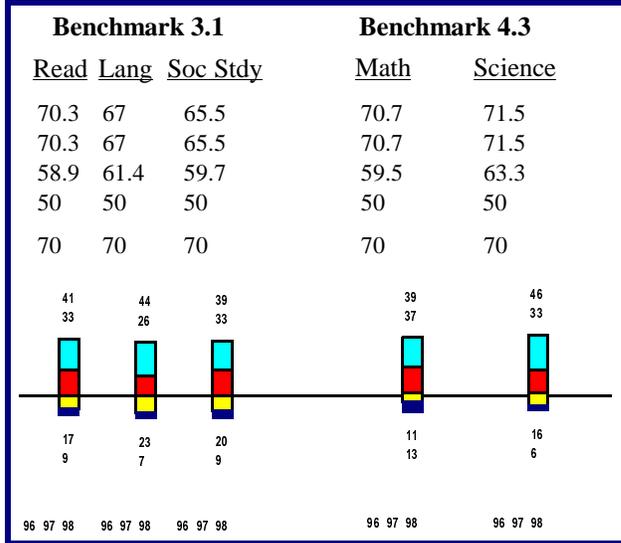
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
School and Home communication are enhanced through newsletters, student agendas, e-mail, the school pamphlet, and the Hotline. The Hotline is used for homework and major school activity information. Parent volunteers are recognized by communiques, bulletin board, and a luncheon. Family Reading Nights were a school sponsored community event.

Standardized Test Results

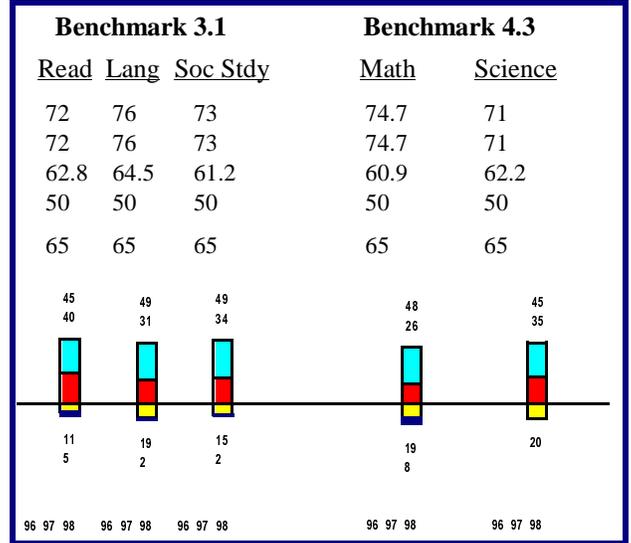
Grade 6

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

Students



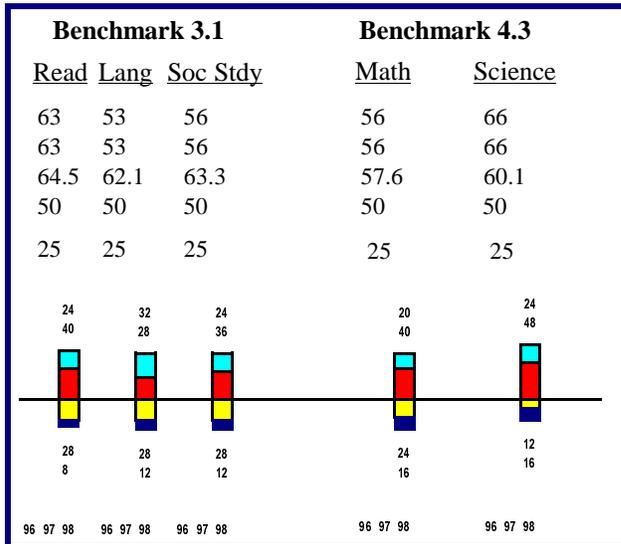
Grade 8



Grade 11

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

Students



SAT Results

	School	District	DDESS	Nation
% Participating	97	35%	35%	49%
	98	76%	76%	74%
Math Avg Score	97	503	503	481
	98	530	530	481
Verbal Avg Score	97	520	520	495
	98	519	519	483

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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3307 Purvis Rd.
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DoDEA Writing Assessment

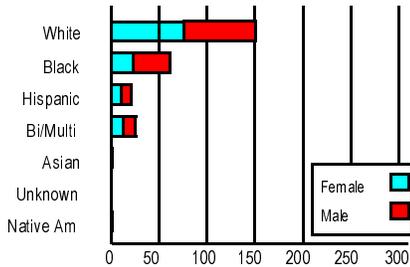
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable



**Department of Defense Education Activity
Russell Elementary School (PK-3)
1997/98 School Profile
Sam C. Bedford, Principal**

School Characteristics

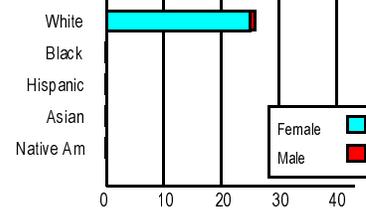
Student Enrollment - 275



Grade	#
PreK	7
K	78
1	69
2	67
3	54
Total	275

Sponsor Affiliation	
Marine	95%
Army	1%
Navy	4%
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	27	10%
K-8	TAG	2	1%
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	1
4-6	1
7-10	3
> 10	21

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	3
Other Professionals	8

**Mobility Rate
35% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	23 %
MA/MS	77 %
Doctorate	0 %

Principal's Highlights

John H. Russell Elementary School is one of DoDEA's most up-to-date schools in the area of technology. Russell is a one story, 15 classroom building with a technology lab, a media information center and a closed circuit television broadcast facility.

We have a strong home/school partnership and communication structure to support our school improvement plan.

We, at Russell, endeavor to achieve success for all students. Our mission statement reads: "Parents and Educators work hand in hand to provide quality opportunities and experiences for present and future success."

The faculty and staff believe in shared decision making, setting goals, writing action plans, and evaluating our efforts. Success has been noted in the areas of technology (the Success Maker program and our Accelerated Reader program), in the area of Math, and most recently with the successful completion of the accreditation process through the Southern Association of Colleges and Schools.

Russell strives to "meet the needs of all students" and assists them in developing to their fullest potential. Russell is a school for all children.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Various software programs have been used to demonstrate student proficiency in technology. The Accelerated Reader (STAR) program enabled students to show growth in reading. In 8 months, 38% of the 1st graders gained more than one year's growth on this system. A gain of 3/4 year or better was recorded in grade 1 by 53%, in grade 2 by 54%, and in grade 3 by 69% of the students.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Mid year implementation of the Success Maker Math program resulted in 8 months or more growth by 84% of the 1st grade and 57% of the 2nd grade. A growth of 7.5 months was achieved by 65% of all 3rd graders. Average time on the system was 21 hours. Spring Terra Nova composite scores show our 3rd grade average to be at the 70th percentile.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff development has been a strong area in our School Improvement Plan. Inservices have been held concerning computer software, special education, rubric training, team skills, the Quantico Program for Instructional Effectiveness, assessments, the work sampling system, and others.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Technology training remains a priority for staff development. Training has been provided in numerous areas - E-mail, SASI, Success Maker, Ami Pro, Lotus 1-2-3, Free Lance Graphics, Accelerated Reader, Internet, Winnebago, Kid Works Deluxe, Network, Spreadsheets, Importing graphics, Digital camera, Laser Disc, File management, Scanner, Labels, and others.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.9	4.8	4.2
Co-Supporters	4.2	4.1	3.8
Co-Learners	4.0	3.8	3.4
Co-Teachers	4.3	4.0	3.8
Co-Advisors	4.1	3.9	3.5

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

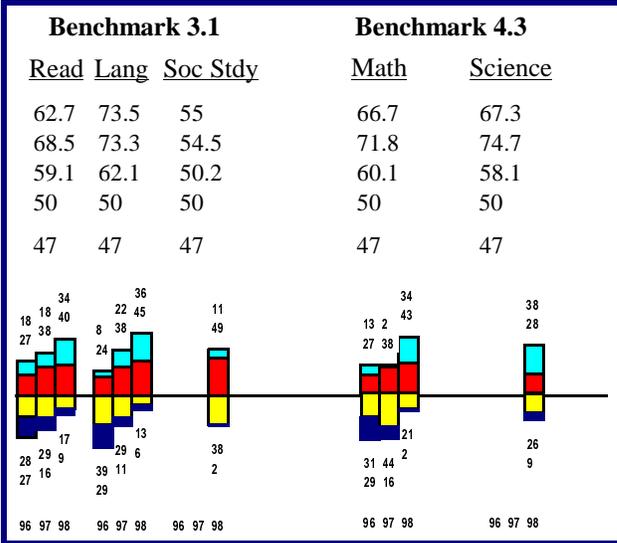
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
Russell School strives to maintain a successful home/school partnership. A survey will be completed by the end of May. Parents continue to rate Russell School high in terms of communication, school climate, and challenging expectations for students. The relationship with the community is strong as noted by a significant number of volunteers.

Standardized Test Results

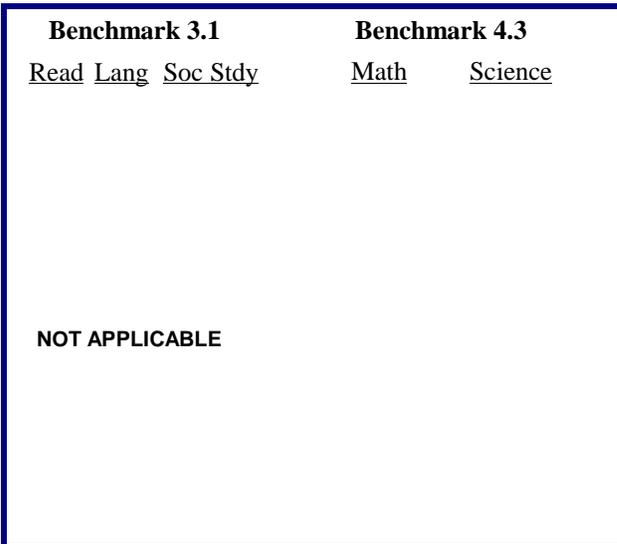
Grade 3

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



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

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



	SAT Results			
	School	District	DDESS	Nation
% Participating	97	NA	35%	49%
	98	NA	76%	74%
Math Avg Score	97	NA	503	481
	98	NA	530	481
Verbal Avg Score	97	NA	520	495
	98	NA	519	483

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						