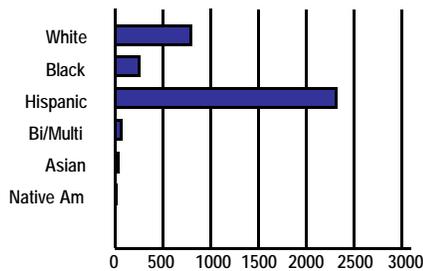


**Department of Defense Education Activity
Antilles Consolidated School System (PK-12)
1996/97 District Profile
Richard Saddlemire, Superintendent**

District Characteristics

Student Enrollment - 3,763



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	366	10%
PK-12	TAG	193	5%
PK-12	ESL	305	9%
Students Taking AP Courses		153	39%

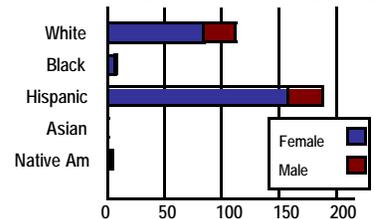
Grade	#
PreK	224
K	316
1	324
2	336
3	322
4	319
5	292
6	270
7	289
8	249
9	214
10	218
11	205
12	185
Total	3763

Sponsor Affiliation	
Marine	1%
Army	16%
Navy	27%
Air Force	2%
Coast Guard	8%
Non-US Military	8%
US Civilians	39%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	2
1-3	9
4-6	17
7-10	38
> 10	238

**Mobility Rate
20% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	12
Classroom Teachers	258
Special Education	24
Other Professionals	42.1

Teacher Education	
Degree	% Teachers
BA/BS	32%
MA/MS	64%
Doctorate	4%

Superintendent's Highlights

The schools in Puerto Rico all successfully completed outcomes based North Central Association (NCA) site visits. The school and district SIT's integrated training and technology into the curriculum. There are new computer skills and curriculum support labs at each school.

Students excelled in international competition with high school students winning the University of Puerto Rico-Mayaguez engineering competition. Three out of four students who were winners of the Puerto Rico Math Counts contest were from ACSS. Roosevelt Roads Elementary School (RRES) was the DDESS representative which received the National Blue Ribbon Award.

Roosevelt Roads Middle/High School (RRM/HS) implemented block scheduling. The early childhood program is based on the developmentally appropriate practices (DAP) High Scope model. The Work Sampling Program for assessment was successfully piloted and will be implemented in SY 97-98. Special Education training and parent collaboration resulted in improved inclusive practices and a program for students with severe disabilities.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
All schools have 2 labs. Computer Multi-Media Integrated Learning Labs (MLS) were implemented at all schools targeted for grades 2,4,6,8,11. Internet services were installed at all media centers. Wiring for fiber optics is in the design stage awaiting funding. Pentium computers are in all classrooms & laptops have been purchased. Student Portfolios were established.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Data were disaggregated to allow baseline comparisons. Math and science task forces conducted a curriculum review based on National Standards. Students received math honors in Island-wide competition. Science fair activities were implemented in all schools. Strategies were revised and integrated with other curricular areas.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
Training was conducted for all staff members on working with diverse students, discipline, attention deficit disorder (ADD), autism, legal issues, assessment, NCA, accountability, SIP, Early Childhood High Scope, DAP, Work Sampling Assessment, Equal Employment Opportunity (EEO), ethics, restructuring high schools, video and media specialists.

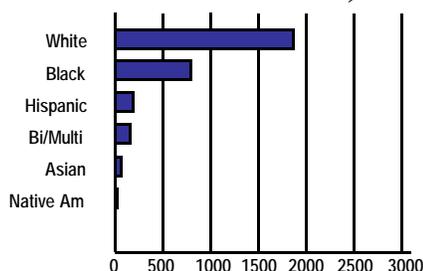
Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.
The MML lab was installed at schools. A fiber optics plan was submitted. Courses in Word, Win 95, Internet, PowerPoint, Excel, and Video Tech were provided with credit. Computers were purchased for all classrooms, and additional laptops were purchased for each school.

**Department of Defense Education Activity
Camp Lejeune Dependents Schools (PK-12)
1996/97 District Profile
Elaine B. Hinman, Superintendent**

District Characteristics

Student Enrollment - 3,450



Grade Offered	Program	#	%
PK-12	Special Education	306	9%
PK-12	TAG	153	4%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		56	29%

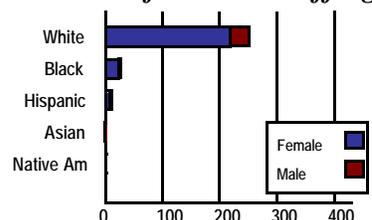
Grade	#
PreK	308
K	415
1	362
2	326
3	307
4	276
5	242
6	245
7	197
8	197
9	245
10	141
11	98
12	91
Total	3450

Sponsor Affiliation	
Marine	90%
Army	<.5%
Navy	10%
Air Force	0%
Coast Guard	0%
Non-US Military	<.5%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	1
1-3	17
4-6	32
7-10	45
> 10	153

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	14
Classroom Teachers	222
Special Education	22
Other Professionals	27.5

Teacher Education	
Degree	% Teachers
BA/BS	51%
MA/MS	46%
Doctorate	2%

Superintendent's Highlights

The DODEA Community Strategic Plan and the School Improvement Process proved to be the cornerstone for our SACS 5-year accreditation visits to seven of our Camp Lejeune Dependents Schools. The Strategic Plan and the School Improvement Process served us well as a familiar vehicle for addressing educational improvement within the district during the required self-evaluation and team visits.

We are particularly pleased with the successful implementation of a universal 4-year old pre-school program with an initial enrollment of 358 students in September 1997. This emphasis on Goal 1 had a significant impact on our very youngest learners. Data from parent surveys were used as one measure of program success. The pre-school program integrated strong components of Goal 7, Staff Development, and Goal 8, Parental Participation.

District and school material and book orders were coded with a field to indicate the applicable Benchmark. This accountability tool assured that our resources followed our Benchmark priorities.

PC Computer Labs were added at Lejeune High School and Brewster Middle School. Staff Development provided opportunities for staff to become more proficient in the use of technology to enhance instruction.

**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 throughout the Camp Lejeune School system have shown outstanding integrated classroom products and projects by using word processors, spreadsheets, databases, multimedia software, and various technology hardware. Usage of all technology has increased approximately 30% from the previous year based on teacher observations.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The district implemented the 1996 Math Program Review incorporating the Standards of the National Council of Teachers of Mathematics. District standardized math test scores increased as follows: Grade 4 - 2 percentiles; Grade 5 - 6 percentiles; Grade 7 - 7 percentiles; Grade 8 - 5 percentiles; Grade 10 - 1 percentile.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The district implemented a teacher alternative evaluation process incorporating professional growth, student achievement, and focus on benchmarks. A university partnership promoted professional development and research-based instruction. A district-wide staff development committee met monthly to determine needs and to plan and implement workshops.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.

The district designed and funded a school level LAN infrastructure to meet the DoDEA Technology Plan standards (installation scheduled for Summer 1997). The district implemented elementary computerized report cards during SY 96-97. An Instructional Systems Specialist/Technology position was added at the district level to provide leadership and vision.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.11	4.08
Co-Supporters	3.65	3.65
Co-Learners	3.29	3.27
Co-Teachers	3.72	3.66
Co-Advisors	3.48	3.36

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

Goal 8: Parental Participation

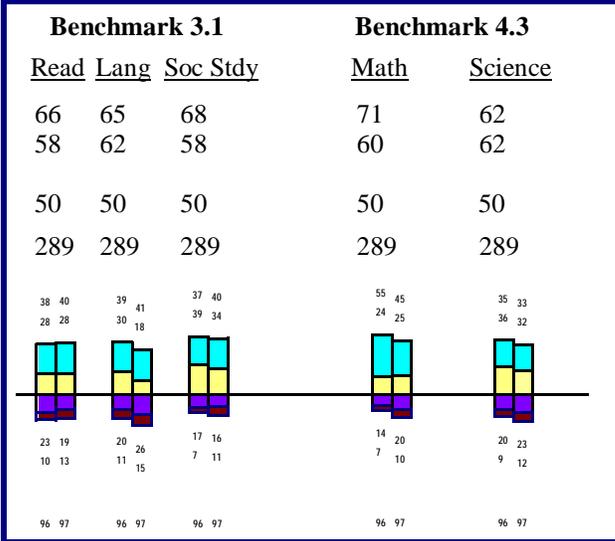
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The district established baseline data through the DODEA School-Home Partnership Self-Evaluation. Parents served as co-decision makers in the SACS accreditation process and provided valuable input in the guidance program review and the preschool survey. A base point of contact was identified for the district to tap all available base resources for students.

Standardized Test Results

1997
Median
Percentiles
for: **District**
DDESS

Nation
Students

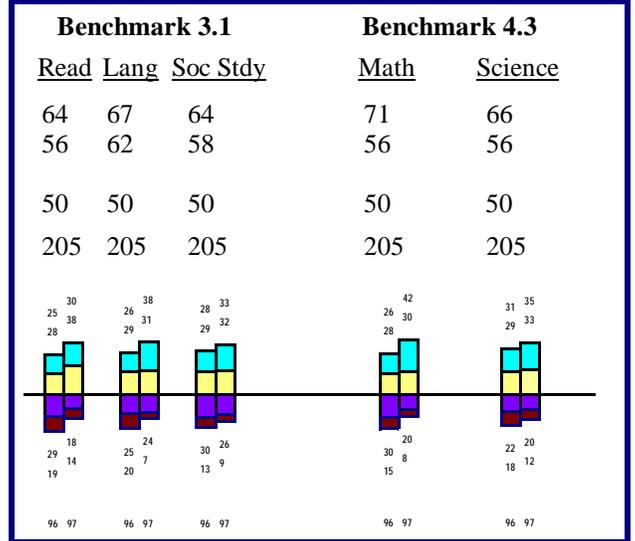
Grade 3



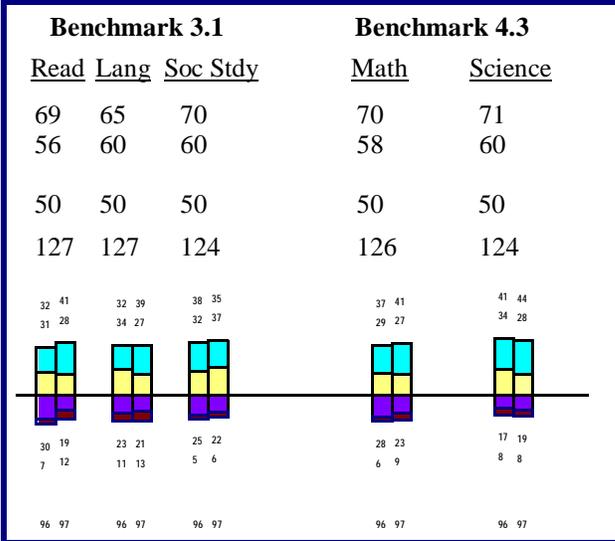
Percent of
Students
in Each
Quarter



Grade 7



Grade 10



1997
Median
Percentiles
for: **District**
DDESS

Nation
Students

Percent of
Students
in Each
Quarter



SAT Results

		District	DDESS	Nation
% Participating	1996	72%	46%	41%
	1997	63%	49%	41%
Math Avg Score	1996	487	477	508
	1997	518	481	511
Verbal Avg Score	1996	486	485	505
	1997	518	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.

Camp Lejeune Dependents Schools
855 Stone St., Bldg. 855
Camp Lejeune, NC 28542-2520

DSN Phone: 484-2615/2461
Fax Number: (910) 451-2200
Commercial Phone:
(910) 451-2461

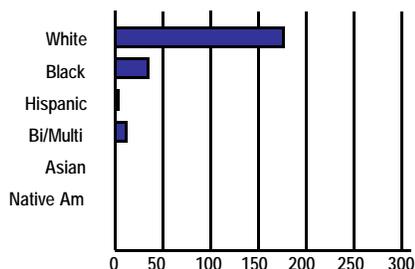
Writing Assessment

Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	314	2%	43%	52%	3%	0%
4	97	250	1%	33%	61%	5%	0%
6	96	240	3%	38%	55%	4%	0%
8	96	181	11%	43%	45%	1%	0%
8	97	192	3%	62%	35%	0%	0%
10	96	115	27%	58%	14%	1%	0%
10	97	139	17%	69%	11%	2%	0%

**Department of Defense Education Activity
Dahlgren Dependents Schools (PK-8)
1996/97 District Profile
Lawanna Mangleburg, Superintendent**

District Characteristics

Student Enrollment - 219



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	13	6%
PK-12	TAG	10	5%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

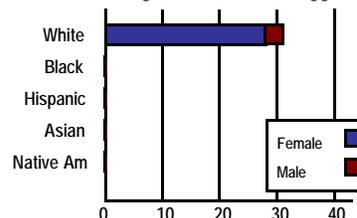
Grade	#
PreK	27
K	33
1	28
2	30
3	14
4	33
5	15
6	14
7	16
8	9
Total	219

Sponsor Affiliation	
Marine	0%
Army	0%
Navy	100%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	1
7-10	2
> 10	17

Mobility Rate
37% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	21
Special Education	0
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	52%
MA/MS	48%
Doctorate	0%

Superintendent's Highlights

The schools located at Quantico and Dahlgren, Virginia have been successfully integrated into one system during the 1996-97 school year. The combined systems have been named the Virginia Domestic Dependent Elementary and Secondary School System. In addition to promoting greater efficiency and effectiveness, the VA DDESS School Boards at each of the installations have been joined together to form school/home partnerships.

Technology has been extensively integrated into the curriculum of each of the elementary and middle schools, electronic portfolios have been maintained at four of the six schools, and all of the schools at Quantico and Dahlgren are connected to the Internet.

Implementation of a multi-level school-home partnership has been documented at five of the schools, and greater parent involvement in the schools has contributed to enhanced student learning across the curriculum. In most of the schools, 100% of the parents were involved in a variety of school activities.

Student proficiency in science and math has increased as students have used computers and hands-on math/science activities to improve problem-solving skills. Schools are becoming more customer oriented as School Improvement Teams promote shared decision-making processes.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
Staff development on Integration of technology into all curriculum areas resulted in major advances. Students demonstrated technological proficiency in utilizing a variety of subject related software, producing exemplary products using technology and accessing a variety of information sources, i.e., Internet (Library of Congress), CD Rom.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Emphasis on NCTM Standards as basis for curriculum design resulted in modifying classroom practices. New math textbooks were purchased to increase emphasis on standards. End of year baseline data has been collected for grades 1-11 (Quantico) and 3-8 (Dahlgren).

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
The professional development structure is supported through district initiatives and site based decisions. All professional development activities are linked directly to achieving DoDEA benchmarks. Integration of technology, instructional effectiveness, and advanced computer training are but a few activities.

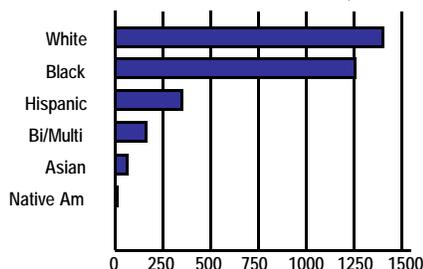
Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.
All teachers and administrators have e-mail capability and internet access. Plans are now in place to upgrade the entire WAN for video transfer and greater multi-media capabilities.

**Department of Defense Education Activity
Fort Benning Dependents Schools (PK-8)
1996/97 District Profile
Dell McMullen, Superintendent**

District Characteristics

Student Enrollment - 3,303



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	363	11%
PK-12	TAG	101	3%
PK-12	ESL	88	3%
Students Taking AP Courses		N/A	N/A

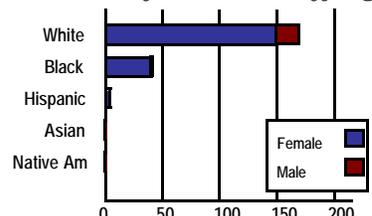
Grade	#
PreK	335
K	451
1	392
2	400
3	346
4	321
5	321
6	269
7	236
8	232
Total	3303

Sponsor Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	1%
Coast Guard	0%
Non-US Military	1%
US Civilians	1%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	3
1-3	6
4-6	8
7-10	38
> 10	140

Mobility Rate
46% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	9
Classroom Teachers	158
Special Education	20
Other Professionals	30

Teacher Education	
Degree	% Teachers
BA/BS	24%
MA/MS	74%
Doctorate	2%

Superintendent's Highlights

The Fort Benning Schools are located at Fort Benning, Georgia, "Home of the Infantry," and three-time winner of the Commander in Chief's Army Communities of Excellence Award. Six elementary and one middle school provide a high quality educational experience for approximately 3,300 Army children who reside on the installation.

Through a strong emphasis on the benchmarks, many successes were celebrated this year! A prekindergarten program was implemented at all six elementary schools and served 321 four year olds. Representatives from all school improvement teams presented at the first annual Georgia, South Carolina Best Practices Conference.

One of our elementary principals, a National Distinguished Principal for DoDEA, served on the Advisory Council on Dependents' Education (ACDE) in Okinawa, Japan.

The Fort Benning Schools. . . where we are dedicated to Attitude, Commitment, and Excellence!

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

An assessment model for student technology performance was designed and developed using the DoDEA Technology Program Standards framework and grade level performance tasks. The model will be piloted in SY 1997-98. A proposal was prepared and submitted for 21st century classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Sixth grade math test scores have increased by 11% in computations skills, and 9-12% in math concepts and problem solving. This improvement was a result of identifying areas of strength and weakness through curriculum alignment. Science scores improved 9-10% in 6th and 7th grades through a focus on vocabulary development and identification of grade level target areas.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff development opportunities paralleled priority benchmarks. School secretaries were trained on Microsoft Office to support the school improvement process. Training in the areas of science, math, and technology, utilizing the outstanding resources available through the Georgia Youth Science and Technology Center, was provided for all educators.

Goal 10: Organizational Development

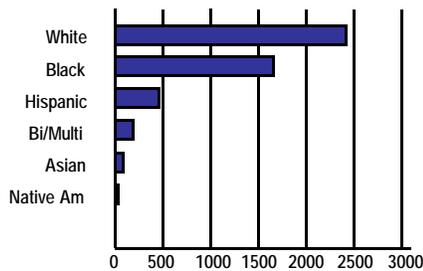
Benchmark 10.8: Establish Technology for teachers and administrators.

The Discourse program, an electronic classroom, was piloted in one elementary school, and proved to be highly successful in promoting student involvement and achievement. All accountable property items have been bar coded and entered into DSAMMS data base. An automated work order system has been created, tested, and will be ready for on-line use in 8/97.

**Department of Defense Education Activity
Fort Bragg Dependents Schools (PK-9)
1996/97 District Profile
Frank J. Cleary, Superintendent**

District Characteristics

Student Enrollment - 4,555



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	373	8%
PK-12	TAG	299	7%
PK-12	ESL	38	1%
Students Taking AP Courses		N/A	N/A

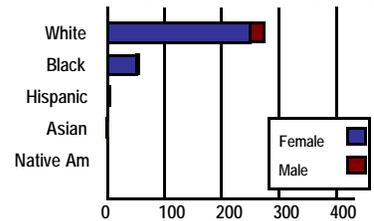
Grade	#
PreK	425
K	646
1	565
2	524
3	485
4	447
5	384
6	359
7	299
8	249
9	172
Total	4555

Sponsor Affiliation	
Marine	0%
Army	87%
Navy	0%
Air Force	13%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	10
1-3	36
4-6	30
7-10	48
> 10	194

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	15
Classroom Teachers	255
Special Education	39
Other Professionals	24

Teacher Education	
Degree	% Teachers
BA/BS	58%
MA/MS	42%
Doctorate	0%

Superintendent's Highlights

The Fort Bragg School System is proud of all the people who contributed to making the DoDEA Community Strategic Plan an effective tool in our schools. School Improvement Teams provided leadership and direction in promoting learning opportunities for students and involvement activities for parents. The overall participation contributed to rewarding experiences and resulted in favorable outcomes for meeting benchmarks.

The 1996-97 school year reflected great progress in preparing students and teachers to be technologically proficient. For the first time, 8th grade students took a computer proficiency test and passed with a 78% success rate.

Student proficiency in math and science was enhanced by professional development opportunities. Learner-centered classrooms prepared students for high levels of achievement.

We continue to refine our partnership activities with Fort Bragg and the local civilian community. We also continue to promote active parental involvement in the schools and at home.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
Technology and technological skills were infused into all areas of the curriculum. Five new writing labs were established in the schools this year. An accelerated reading program and a multimedia program were incorporated into classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Systemwide math and science committee members served as instructional leaders in the district, teaching strategies to their colleagues. Committee members also developed a proposal for math curriculum by revising old curriculum and aligning it with assessment.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
Staff were provided various professional growth opportunities during the year in a variety of topics. Using training programs, staff members moved through progressive levels of computer competency. They learned multimedia functions and participated in computerized math and science activities.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.
Fort Bragg Schools have continuously focused on technology and the skills to use it in classrooms. Multimedia computers for classroom teachers were purchased. A combination of central office support and school based training has pushed technology to the forefront as an effective instructional and management tool.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.30	4.08
Co-Supporters	3.95	3.65
Co-Learners	3.52	3.27
Co-Teachers	3.85	3.66
Co-Advisors	3.33	3.36

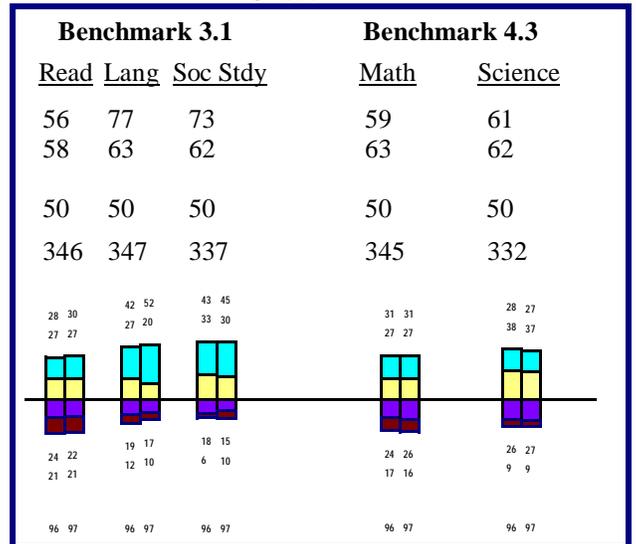
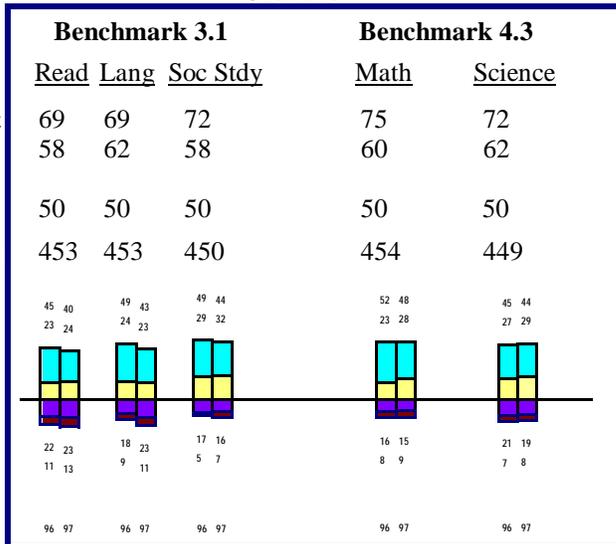
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Three issues of Fort Bragg Schools' Together newsletter were published for parents and the community. The Forecast highlighted each school's monthly events for volunteers and staff. All schools established partnerships. School events were regularly highlighted in the local media. Volunteer training was provided and monthly meetings were held for volunteers.

Standardized Test Results

Grade 5

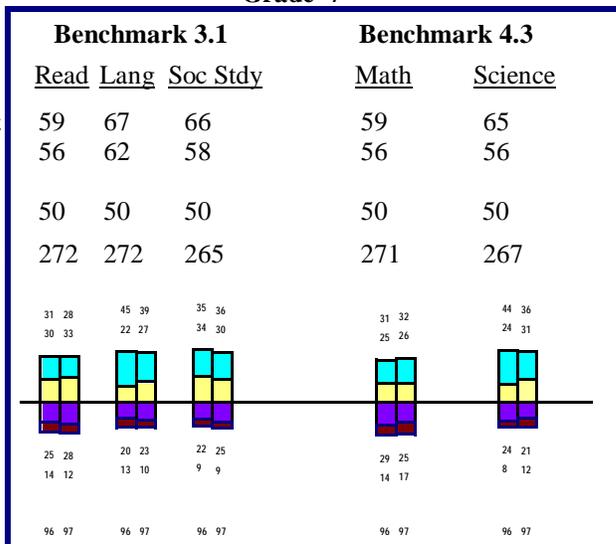


1997
Median
Percentiles
for: **District**
DDESS

Nation
Students

Percent of
Students
in Each
Quarter

Grade 7



1997
Median
Percentiles
for: **District**
DDESS

Nation
Students

Percent of
Students
in Each
Quarter

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.

Ft. Bragg Dependents Schools
P. O. Box 70089
Ft. Bragg, NC 28307-0089

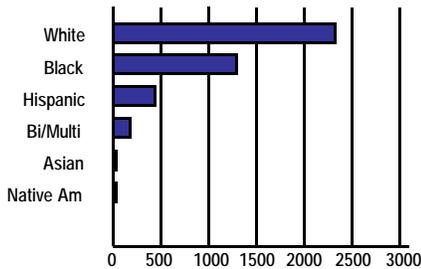
DSN Phone: 236-0011
Fax Number: (910) 436-3960
Commercial Phone:
(910) 436-5410

Writing Assessment							
Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
4	96	448	6%	49%	41%	4%	0%
4	97	434	3%	36%	55%	5%	0%
7	97	280	1%	53%	42%	4%	0%

**Department of Defense Education Activity
Fort Campbell Dependents Schools (PK-12)
1996/97 District Profile
Ray C. McMullen, Superintendent**

District Characteristics

Student Enrollment - 4,538



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	431	9%
PK-12	TAG	98	2%
PK-12	ESL	44	1%
Students Taking AP Courses		135	54%

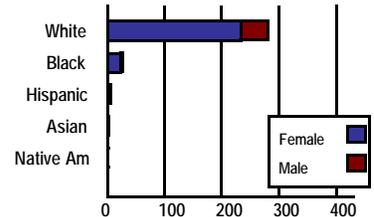
Grade	#
PreK	447
K	560
1	488
2	425
3	422
4	373
5	365
6	303
7	291
8	239
9	209
10	174
11	130
12	112
Total	4538

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	<.5%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	6
1-3	30
4-6	42
7-10	56
> 10	190

Mobility Rate
47% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	14
Classroom Teachers	183
Special Education	31
Other Professionals	95.5

Teacher Education	
Degree	% Teachers
BA/BS	21%
MA/MS	77%
Doctorate	2%

Superintendent's Highlights

Ft. Campbell Schools continue to maintain a rich heritage of a true learning community with strong instructional strategies, a creative staff, and an emphasis on providing a supportive and challenging atmosphere. Five schools have received Awards of Excellence. All schools are accredited by the Southern Association of Colleges and Schools. Of Kentucky's five merit Media Centers, two belong to Ft. Campbell Schools. Teachers regularly present their innovative programs at national conferences and workshops.

This year new curriculum programs were developed in Language Arts, High School Business, 6-12 Practical Living, and Foreign Language. FCS developed a new Reading Skills Matrix, initiated a PreK-5th grade Skills List, expanded our technology program, and instituted full day Kindergarten as well as a new testing program. We are pleased to report substantial achievement gains this spring verified by the Terra Nova (CTBS). In addition, five of our schools were awarded acceptance into the President's Technology Initiative.

**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 district has led DODEA in investigating and designing a new student Electronic Portfolio which has been successfully piloted this year and presented at the national ASCD conference in Baltimore. FCS has also expanded the 21st Century Program. Currently, over 100 teachers are successfully learning to use technology and infuse it into the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

The district has worked on several simultaneous initiatives. Monthly Science Curriculum Committee and Math Curriculum Committee meetings were held to review K-12 instruction, standards, and goals. Elementary skill list guidelines were developed by staff. A new assessment program, CTBS, was implemented this year to correspond with a revised Kentucky KIRIS program.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The district has provided over 150 staff development workshops for faculty and staff during August, April, and other periodic in-services. This year a New Teacher Orientation program has focused on providing continuous training in TESA, Cooperative Learning, IMPACT, Learning Styles, and teaching higher level thinking skills.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

The district has established Local Area Networks in all buildings. A Wide Area Network is scheduled for installation over the summer. This will allow all teachers to have access to the Internet in their classrooms beginning in Fall 1997.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.31	4.08
Co-Supporters	3.93	3.65
Co-Learners	3.75	3.27
Co-Teachers	4.04	3.66
Co-Advisors	4.03	3.36

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

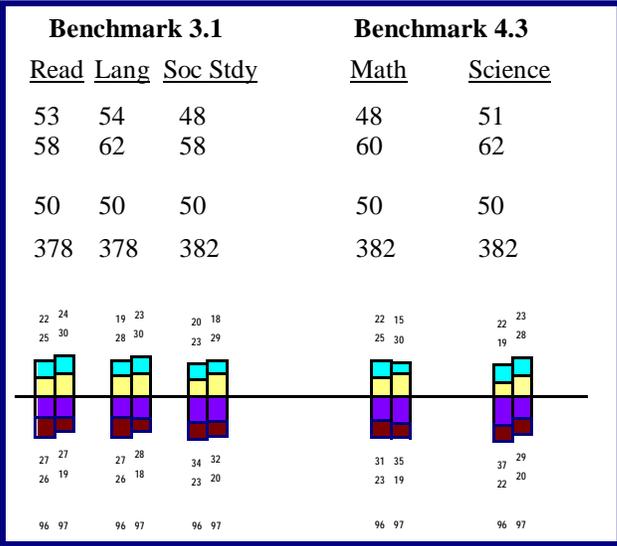
Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 The district produces a monthly "Portfolio" TV show and "Campbell Connections" newspaper, and various brochures to highlight school programs, activities, and events. This year students developed their own TV show "Kid Connections" for their parents. In addition to conferences, parent volunteer programs, PTO meetings, Homework Hotlines are now used in 4 schools.

Standardized Test Results

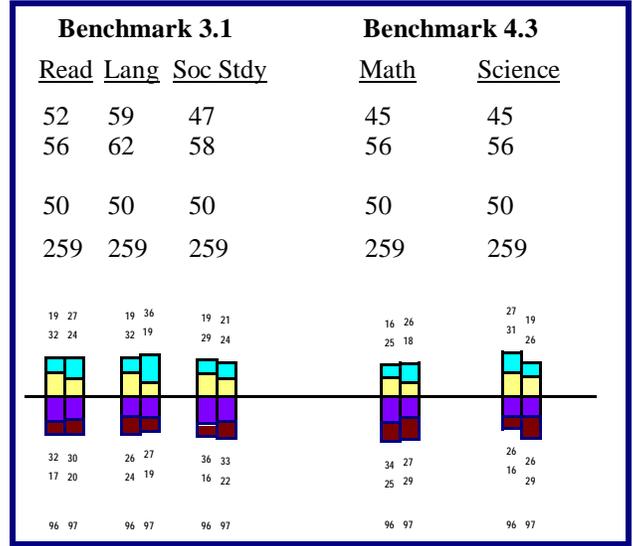
1997
 Median
 Percentiles
 for: **District**
DDESS

Nation
 # Students

Grade 3

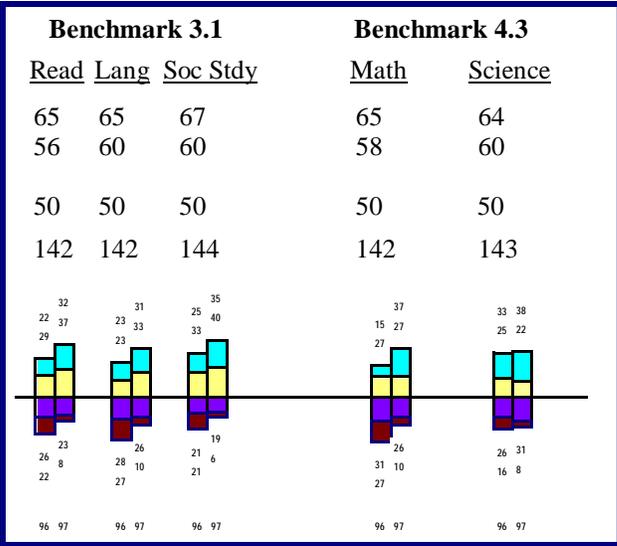


Grade 7



Percent of
 Students
 in Each
 Quarter

Grade 10



1997
 Median
 Percentiles
 for: **District**
DDESS

Nation
 # Students

Percent of
 Students
 in Each
 Quarter

	ACT Results			
	District	DDESS	Nation	
% Participating	1996	64%	36%	37%
	1997	65%	35%	37%
Math Avg Score	1996	19.8	19.1	20.2
	1997	18.9	18.7	20.6
English Avg Score	1996	20.5	20.2	20.3
	1997	19.8	19.6	20.3

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.

Ft. Campbell Dependents Schools
 77 Texas Avenue
 Ft. Campbell, KY 42223-5127

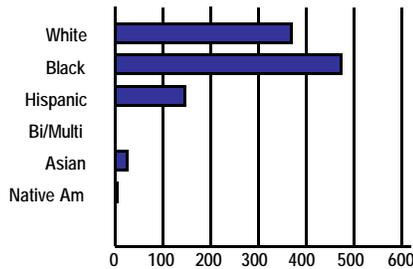
DSN Phone:
 Fax Number: (502) 439-3179
 Commercial Phone:
 (502) 439-1927

Writing Assessment				Percent at Each Performance Level			
Grade	Yr	Number Tested	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	380	1%	2%	24%	73%	0%
4	97	169	0%	1%	21%	77%	0%
7	97	222	0%	4%	22%	74%	0%
8	96	228	1%	4%	31%	65%	0%
12	96	129	0%	12%	57%	31%	0%
12	97	106	3%	26%	52%	19%	0%

**Department of Defense Education Activity
Fort Jackson Dependents Schools (PK-6)
1996/97 District Profile
Thomas J. Silvester, Superintendent**

District Characteristics

Student Enrollment - 1,018



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	89	9%
PK-12	TAG	51	5%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

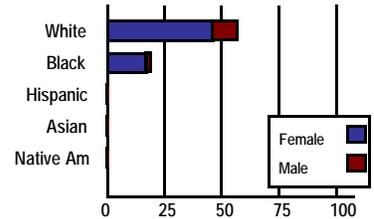
Grade	#
PreK	118
K	130
1	154
2	135
3	145
4	131
5	104
6	101
Total	1018

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

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	2
7-10	6
> 10	63

Mobility Rate
46% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	44.5
Special Education	6
Other Professionals	18.4

Teacher Education	
Degree	% Teachers
BA/BS	20%
MA/MS	67%
Doctorate	7%

Superintendent's Highlights

The newly created South Carolina DDESS District (comprised of Laurel Bay Marine Corp. Air Station at Beaufort and Fort Jackson in Columbia) met the challenge of consolidation during the 1996-97 school year.

Under the pilot initiative called "Stream-lining for Quality," the two school systems began the process of combining functions, right-sizing, elimination of excess positions, and sharing resources. Several joint staff development meetings focused on inventory of the curriculum and identification of "best practices". Quality time was spent on the accomplishment of benchmarks and efforts were made to align curriculum programs with National Standards.

In its first year of existence, the newly consolidated district distinguished itself by winning several awards, the most notable of which was the selection of Hood Street School as a National Blue Ribbon Winner.

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

Goal 3: Student Achievement And Citizenship

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

In 1996-97 students experienced greater access to electronic portfolios and with integrating technology in all areas of the arts and academic areas. They participated in keyboarding programs, retrieved information from electronic encyclopedias and presented multimedia projects.

Goal 4: Math And Science Achievement

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

Students were introduced to higher level thinking math and science activities that were assessed using teacher-made assessment tools. The use of manipulatives was expanded from the previous year. A new math series was piloted and results will be analyzed.

Goal 7: Teacher Education and Professional Development

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

Math inservice was provided to connect NCTM standards to curriculum and classroom activities. On-site seminars on alternative assessment were provided and resulted in the implementation of new assessment tools. Training sessions on the Internet, web site, e-mail, Power Point and word processors were provided.

Goal 10: Organizational Development

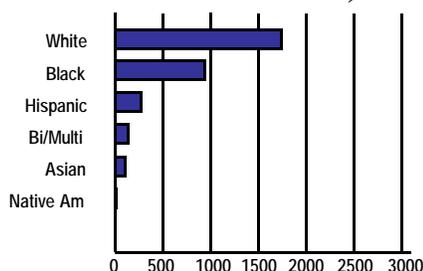
Benchmark 10.8: Establish Technology for teachers and administrators.....

Teachers and administrators received training on the use of updated hardware and effective research-based software. Teachers were trained on the use of specialized computer software within the classroom. Administrators incorporated the DSAMMS inventory/property management system on a district wide basis.

**Department of Defense Education Activity
Fort Knox Community Schools (PK-12)
1996/97 District Profile
Frank A. Calvano, Superintendent**

District Characteristics

Student Enrollment - 3,305



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	319	10%
PK-12	TAG	143	4%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		48	19%

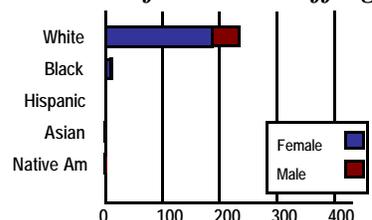
Grade	#
PreK	285
K	354
1	333
2	299
3	296
4	263
5	254
6	212
7	220
8	207
9	194
10	148
11	121
12	119
Total	3305

Sponsor Affiliation	
Marine	1%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	0%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	6
4-6	20
7-10	23
> 10	157

**Mobility Rate
45% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	9
Classroom Teachers	146.7
Special Education	21.2
Other Professionals	50.8

Teacher Education	
Degree	% Teachers
BA/BS	11%
MA/MS	75%
Doctorate	2%

Superintendent's Highlights

All staff of Fort Knox Community Schools participated in Mastery Learning and in Total Quality Education (TQE) at some point during the 96-97 school year. These processes were used to support the implementation phases of the School Improvement Plans (SIP).

Standardized test results (CTBS/4) indicate all schools showed improvement and most grade level and subject area scores exceeded the 60th percentile. All six of the schools with accountability grade levels showed improvement over the past four years under the Kentucky Instructional Results Information System (KIRIS).

Staff development sessions focused on SIP strategies or Mastery Learning with ninety-nine percent staff participating. Twenty-eight sessions in technology use compatible with job function were attended by staff. Student Services held many sessions to meet growth needs identified by our monitoring visit.

Curriculum writing in math, and a strong implementation plan in science are bringing curriculum guides and practice into alignment with the Strategic Plan. Parent involvement in the district has dramatically increased and the School Board and Superintendent have established a positive working relationship.

**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 district prepared a K-12 student technology skills continuum in keyboarding & word processing, expanded capabilities of 75% of the schools to teach keyboarding in the classroom, provided support to schools ranging from planning & integration to training & maintenance, researched needs for additional school labs and upgraded classroom technology.

Goal 4: Math And Science Achievement

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

Standardized math and science scores for Gr. 3 & 7 increased 7 to 13 percentile points from SY95-96 to SY96-97. 91% of Gr. 1-6 students reported a positive attitude toward science. The draft math curriculum (Gr. 1-8) was constructed to be congruent with the NCTM's National Standards. Staff development is planned for the summer to facilitate implementation.

Goal 7: Teacher Education and Professional Development

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

Much of the staff development is held at the school site and a survey of sessions indicates that all schools emphasized one or more SIP Benchmarks to provide sessions which gave participants expertise in specific strategies. In addition, staff development was offered in technology use and in Mastery Learning; the latter will support both DIP and SIP.

Goal 10: Organizational Development

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

The district installed network cable in all schools, connected 63% of the classrooms to central file servers, installed 50 computers for teachers, installed digital satellite educational TV, connected 4 schools to Internet, held 28 training courses on Internet, Wasatch courseware and productivity software, researched School-Home Partnership & Distance Learning needs.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	3.73	4.08
Co-Supporters	3.34	3.65
Co-Learners	2.79	3.27
Co-Teachers	3.52	3.66
Co-Advisors	3.25	3.36

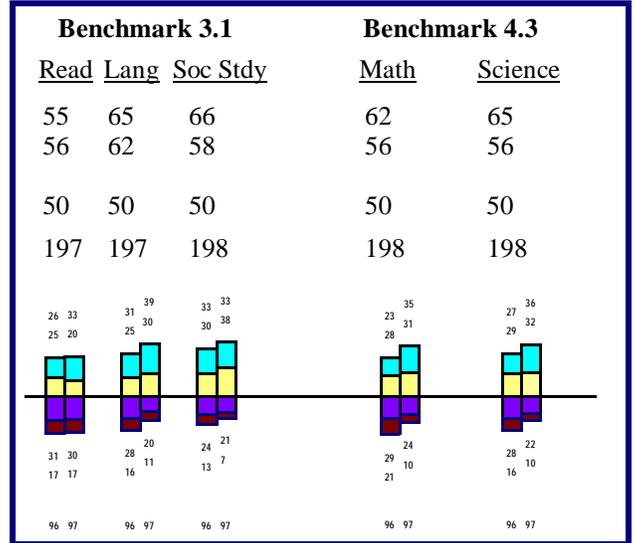
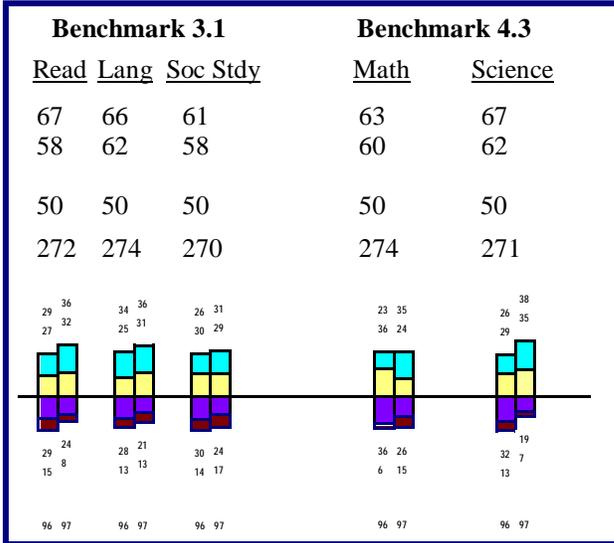
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A monthly news column highlighting school and district events and issues was published in the post newspaper. New Total Quality Education process teams with cross functional stakeholder representation addressed two issues-new calendar and meeting times. Parent participation increased at public meetings, to include Working Board and Home/School Partnership Forum.

Standardized Test Results

Grade 7

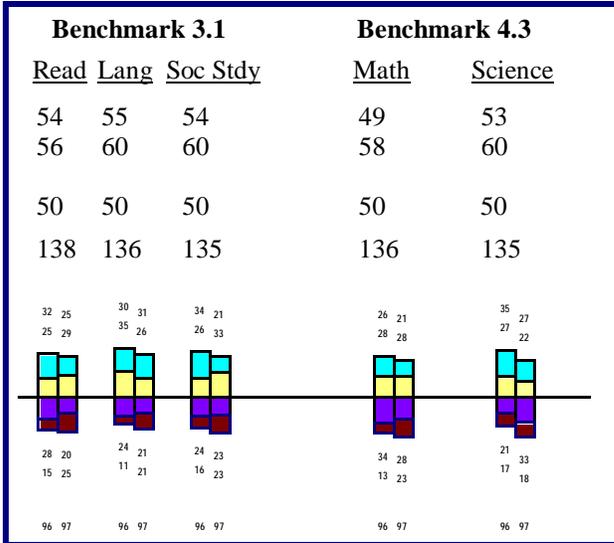


1997
Median
Percentiles
for: District
DDESS
Nation
Students

Percent of
Students
in Each
Quarter



Grade 10



1997
Median
Percentiles
for: District
DDESS
Nation
Students

Percent of
Students
in Each
Quarter



ACT Results

	District	DDESS	Nation
% Participating	1996	86%	36%
	1997	77%	35%
Math Avg Score	1996	18.6	19.1
	1997	18.6	18.7
English Avg Score	1996	20	20.2
	1997	19.4	19.6

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.

Ft. Knox Community Schools
Bldg. 7474A Mississippi Street
Fort Knox, KY 40121-2707

DSN Phone: 464-7853
Fax Number: (502) 624-3577
Commercial Phone:
(502) 624-7853

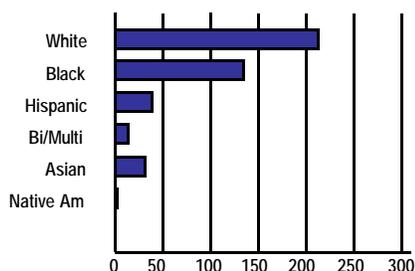
Writing Assessment

Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
4	96	179	1%	11%	30%	57%	0%
4	97	252	0%	4%	38%	58%	0%
7	97	199	0%	1%	14%	85%	0%
8	96	171	0%	1%	14%	85%	0%
12	96	87	1%	20%	53%	26%	0%
12	97	105	1%	10%	41%	48%	0%

**Department of Defense Education Activity
Fort McClellan Dependents Schools (PK-6)
1996/97 District Profile
Kaye W. Ryan, Superintendent**

District Characteristics

Student Enrollment - 438



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	42	9%
PK-12	TAG	68	15%
PK-12	ESL	12	3%
Students Taking AP Courses		N/A	N/A

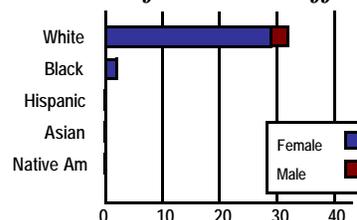
Grade	#
PreK	52
K	81
1	65
2	63
3	52
4	41
5	39
6	45
Total	438

Sponsor Affiliation	
Marine	2%
Army	96%
Navy	2%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	1
7-10	2
> 10	26

Mobility Rate
26% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	4
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	17%
MA/MS	83%
Doctorate	0%

Superintendent's Highlights

Fort McClellan's mission statement, "High expectations result in high student achievement," was exemplified in all the accomplishments of the '96/'97 school year. Student outcome was positively affected with an enhanced learning environment and updated technology.

Phase II of our new construction enabled 3rd, 4th, LD, emotional conflict, and ESL classes to move from temporary trailers into our new 7,322 sq. ft. wing. Implementation of a four year-old program, with 75 students, was a great success.

Hiring a computer specialist to assist in our new computer lab, adding Pentium Multi-Media computers to each classroom, and offering after-school staff training helped teachers and students make significant gains in technology proficiency.

We look forward to a school year with a new, spacious playground, formal computer curriculum for staff and students, and a community math buddies tutorial program. We look forward to continued growth in technology, math and science, and our school/home partnership. We plan to add Writing Proficiency to our 97/'98 School Improvement Plan.

A panel of parents participated in a May 97 in-service with our staff and gave the faculty feedback on the school year. They also made suggestions for future activities that will not only help children be successful in school, but also successful in life.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
Grades K-3 demonstrated proficiency on observation checklists and post-tests. Grades 4-6 pre/post speed drills indicate an average gain of 7 wpm per student. Grades 3-6 improved word processing skills by completion of printed products per observation checklists. Grades K-6 demonstrated proficiency in use of Windows on Pentium computers per observation lists.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Pre/post criterion-referenced math problem-solving tests indicate an average student gain of 32 points, or 77% improvement for grades K-6. Attitudinal surveys indicate that 56% math and 70% science post positive average response. Teacher surveys/action plans indicate increased use of manipulatives and cooperative learning. The lower quartile in math applications decreased.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
An on-going staff development program, with a technology focus, using peer tutors and the technology specialist was provided on a regular basis during the year. Staff evaluations averaged 4.5 on a 5 point scale for effectiveness. Recommendations for SY 97-98 staff development were made using shared decision-making teams and staff needs assessments.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.
An on-going professional development program continued to yield positive results. Software proficiency increased from 13% in '95 to 82%. Word processing skill increased from 13% in '95 to 90%. Plans for '97/'98 are to develop a professional development curriculum, focusing on required student skills, using group instruction with individual and group assignment/projects.

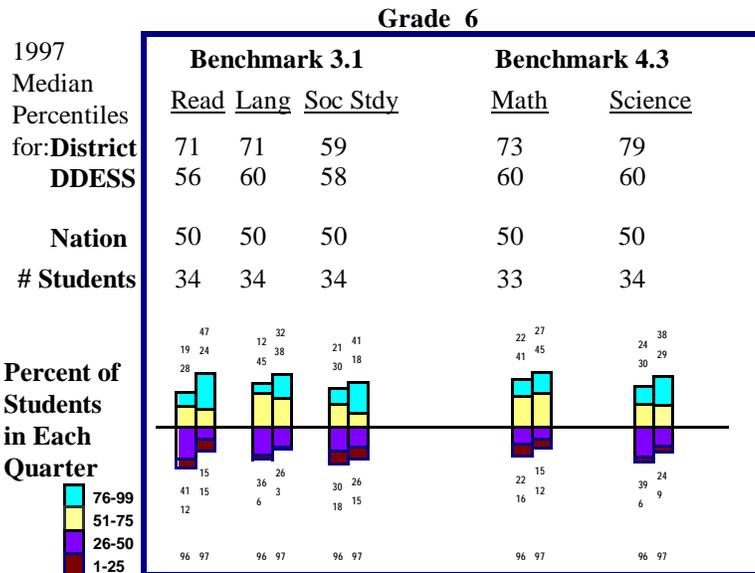
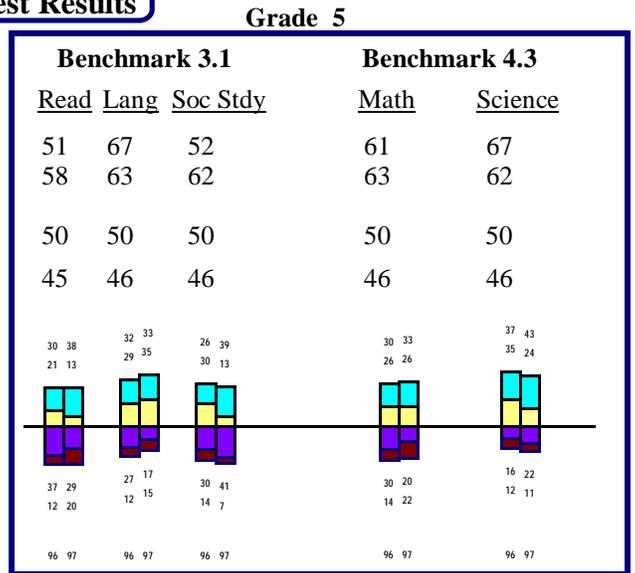
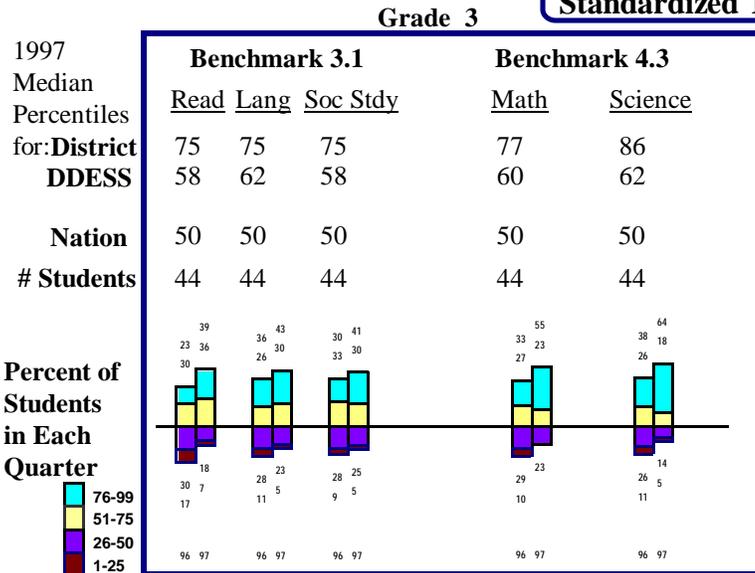
Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.38	4.08
Co-Supporters	4.00	3.65
Co-Learners	3.75	3.27
Co-Teachers	3.63	3.66
Co-Advisors	3.00	3.36

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.....
Teacher action plans indicate a minimum of two positive contacts per child per year in addition to regularly scheduled communication. Pre/post teacher surveys indicate an increased use of volunteers, such as speakers, computer helpers, chaperones, and PTO Book Fair volunteers. Parent workshops were provided for all levels, with an average effectiveness evaluation of 4.7/5.0.

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.

Ft. McClellan Elementary School
Littlebrandt & Morton
Building 3681

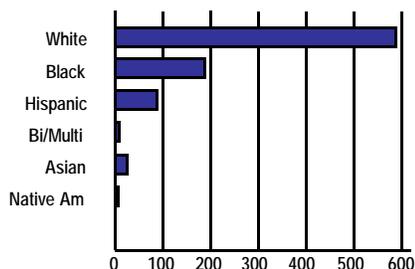
DSN Phone:
Fax Number: (205) 820-8583
Commercial Phone:
(205) 820-2420

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 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

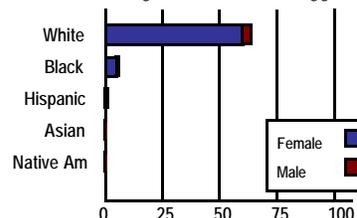
Grade	#
PreK	132
K	126
1	120
2	140
3	91
4	105
5	71
6	94
Total	879

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.

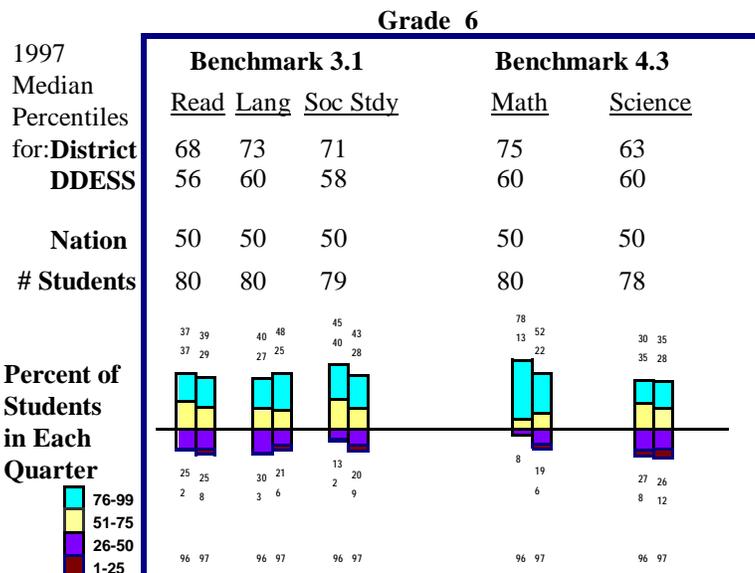
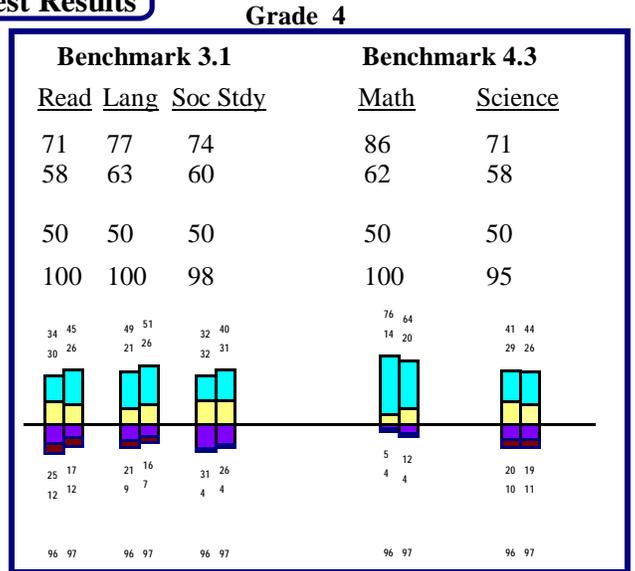
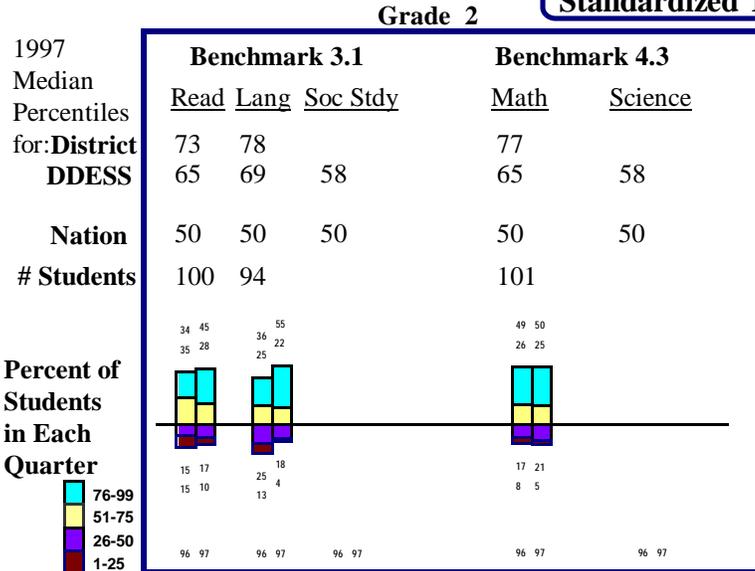
Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.35	4.08
Co-Supporters	3.80	3.65
Co-Learners	3.35	3.27
Co-Teachers	3.55	3.66
Co-Advisors	2.50	3.36

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

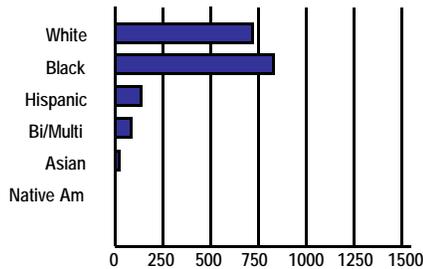
DSN Phone: 558-3086
Fax Number: (334) 598-8622
Commercial Phone:
(334) 598-6396

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

**Department of Defense Education Activity
Fort Stewart Dependents Schools (PK-6)
1996/97 District Profile
Paul E. Ward, Superintendent**

District Characteristics

Student Enrollment - 1,767



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	175	10%
PK-12	TAG	37	2%
PK-12	ESL	68	5%
Students Taking AP Courses		N/A	N/A

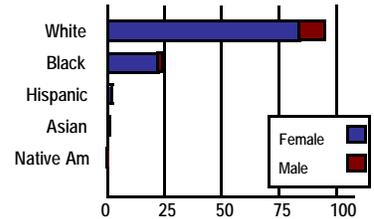
Grade	#
PreK	328
K	264
1	243
2	218
3	201
4	177
5	166
6	170
Total	1767

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	<.5%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	4
1-3	11
4-6	11
7-10	20
> 10	77

Mobility Rate
49% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	5
Classroom Teachers	76
Special Education	17
Other Professionals	28

Teacher Education	
Degree	% Teachers
BA/BS	44%
MA/MS	54%
Doctorate	2%

Superintendent's Highlights

The Fort Stewart School System serves over 1,700 children in grades pre-school through six. The system supports family members of the Army's 3rd Infantry Division (Mechanized), the largest military installation east of the Mississippi River. The curriculum follows guidelines set by the State of Georgia Department of Education Quality Core Curriculum (QCC) with emphasis on instructional variety, flexibility, and student assessment to meet the needs of all learners.

The DoDEA Strategic Plan provides a world of learning and achievement opportunities for all students, a learning environment continually updated to reflect curriculum needs for the 21st century.

Community stakeholder involvement continues to be emphasized throughout the school district. From strong support of the school board, volunteer programs and parents representation on school committees, parents help refine School-Home Partnership activities within the military community. Positive support from dynamically involved stakeholders enables the Fort Stewart School System to provide many basic and cutting edge opportunities to promote student success.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
Developmentally appropriate software for all grades has been ordered, and will be catalogued in the Media Centers. Keyboarding proficiency is emphasized through the computer labs and software is available in fourth grade classrooms.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Numerous math and science workshops have been provided for teachers. Software available in these content areas further supports instruction. Improved student achievement is evident, as compared to baseline ITBS data in Math and Science.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
A system-wide staff development plan was created by a subcommittee of the School Improvement Teams, which focused on the benchmarks. Computer workshops were provided on word processing and graphic presentation packages at basic to advanced skill levels.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.
Classroom show an increase in the use of computer technology and instruction. The establishment of a LAN and WAN is in progress.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	3.81	4.08
Co-Supporters	3.35	3.65
Co-Learners	3.00	3.27
Co-Teachers	3.18	3.66
Co-Advisors	3.06	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.....

Due to the nature of the staff development sessions, parent participation has been encouraged. The strategy to include parents in the staff development sessions through written invitation or special PTO meetings will be implemented during SY 1997-98.

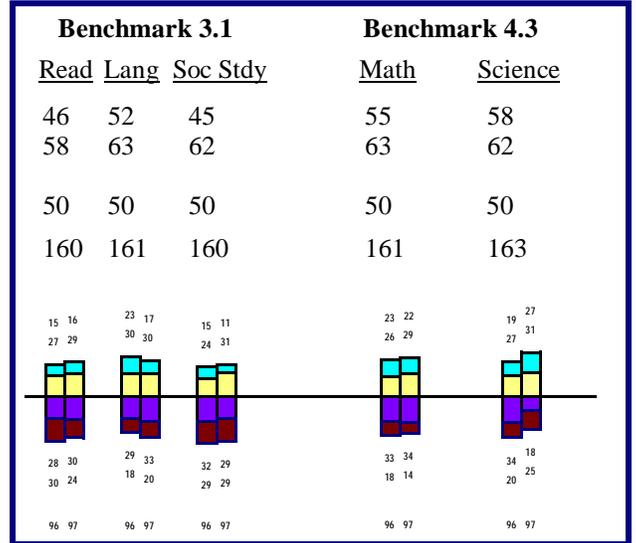
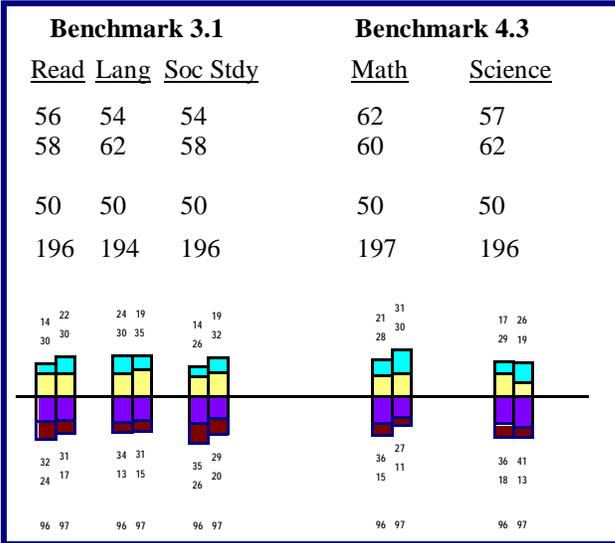
Standardized Test Results

Grade 3

Grade 5

1997
Median
Percentiles
for: District
DDESS

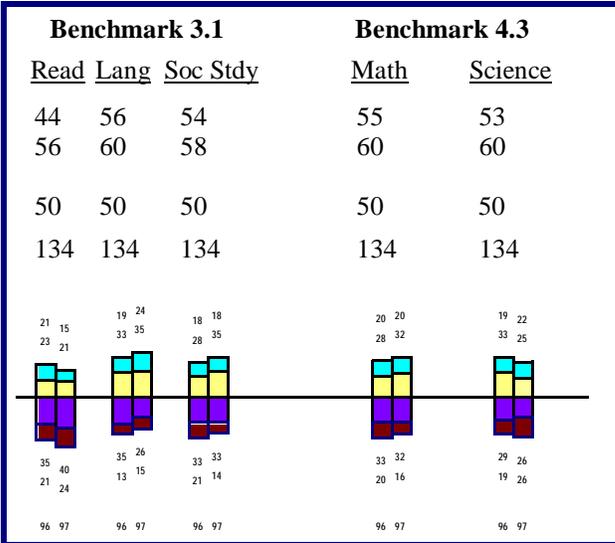
Nation
Students



Grade 6

1997
Median
Percentiles
for: District
DDESS

Nation
Students



SAT Results

	District	DDESS	Nation
% Participating	1996	N/A	46%
	1997	N/A	49%
Math Avg Score	1996	N/A	477
	1997	N/A	481
Verbal Avg Score	1996	N/A	485
	1997	N/A	495

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.

Ft. Stewart School System
5605 Davis Avenue
Ft. Stewart, GA 31315-1023

DSN Phone: 870-3636
Fax Number: (912) 876-8417
Commercial Phone:
(912) 368-2742

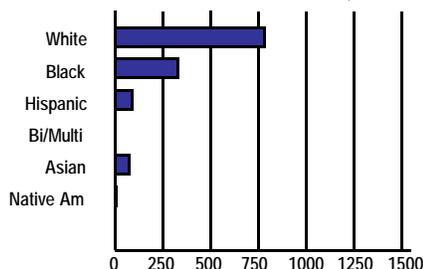
Writing Assessment

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

**Department of Defense Education Activity
 Laurel Bay Schools (PK-6)
 1996/97 District Profile
 Thomas J. Silvester, Superintendent**

District Characteristics

Student Enrollment - 1,222



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	144	12%
PK-12	TAG	254	21%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

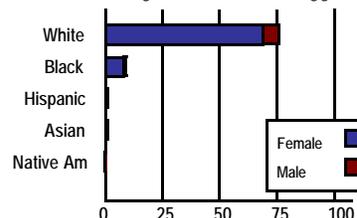
Grade	#
PreK	135
K	184
1	174
2	173
3	147
4	157
5	131
6	121
Total	1222

Sponsor Affiliation	
Marine	94%
Army	1%
Navy	6%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	2
1-3	6
4-6	16
7-10	8
> 10	51

Mobility Rate
35% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	4
Classroom Teachers	67
Special Education	10
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	58%
Doctorate	2%

Superintendent's Highlights

The newly created South Carolina DDESS District (comprised of Laurel Bay Marine Corp. Air Station at Beaufort and Fort Jackson in Columbia) met the challenge of consolidation during the 1996-97 school year.

Under the pilot initiative called "Stream-lining for Quality," the two school systems began the process of combining functions, right-sizing, elimination of excess positions, and sharing resources. Several joint staff development meetings focused on inventory of the curriculum and identification of "best practices". Quality time was spent on the accomplishment of benchmarks and efforts were made to align curriculum programs with National Standards.

In its first year of existence, the newly consolidated district distinguished itself by winning several awards, the most notable of which was the selection of Hood Street School as a National Blue Ribbon Winner.

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

Goal 3: Student Achievement And Citizenship

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

In 1996-97 students experienced greater access to electronic portfolios and with integrating technology in all areas of the arts and academic areas. They participated in keyboarding programs, retrieved information from electronic encyclopedias and presented multimedia projects.

Goal 4: Math And Science Achievement

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

Students were introduced to higher level thinking math and science activities that were assessed using teacher-made assessment tools. The use of manipulatives was expanded from the previous year. A new math series was piloted and results will be analyzed.

Goal 7: Teacher Education and Professional Development

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

Math inservice was provided to connect NCTM standards to curriculum and classroom activities. On-site seminars on alternative assessment were provided and resulted in the implementation of new assessment tools. Training sessions on the Internet, web site, e-mail, power point and word processors were provided.

Goal 10: Organizational Development

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

Teachers and administrators received training on the use of updated hardware and effective research-based software. Teachers were trained on the use of specialized computer software within the classroom. Administrators incorporated the DSAMMS inventory/property management system on a district wide basis.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	3.76	4.08
Co-Supporters	3.11	3.65
Co-Learners	2.94	3.27
Co-Teachers	3.28	3.66
Co-Advisors	3.00	3.36

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

Goal 8: Parental Participation

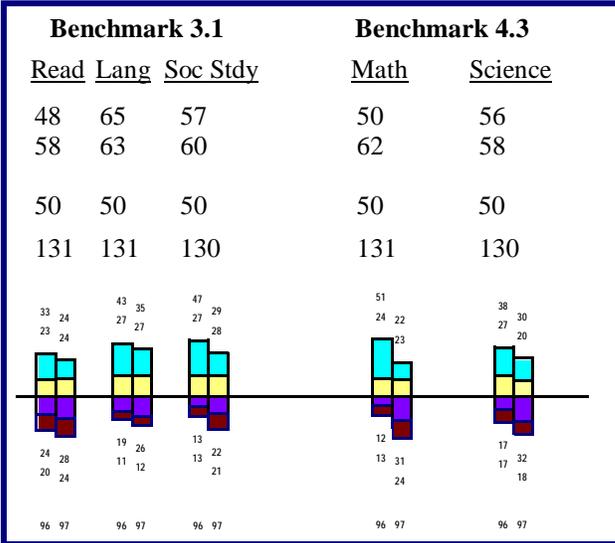
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parental participation increased through involvement of multi-cultural parents as resources and using parents as co-teachers in the classroom. A military mentoring/tutoring program was begun. Parent volunteer hours increased from the previous year.

Standardized Test Results

1997
Median
Percentiles
for: District
DDESS

Nation
Students

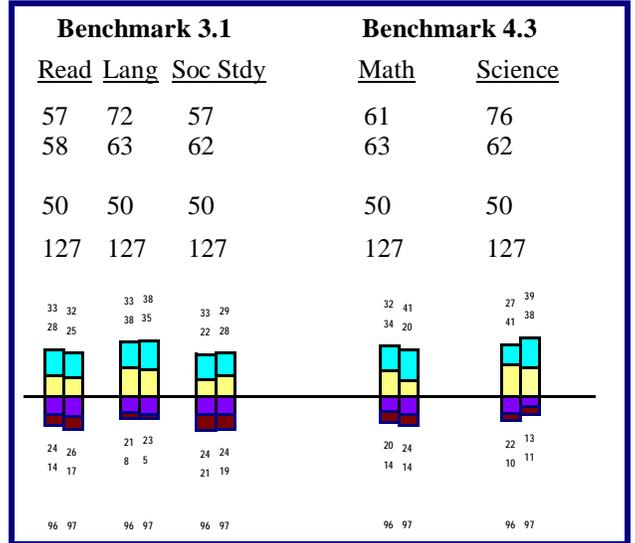
Grade 4



Percent of
Students
in Each
Quarter



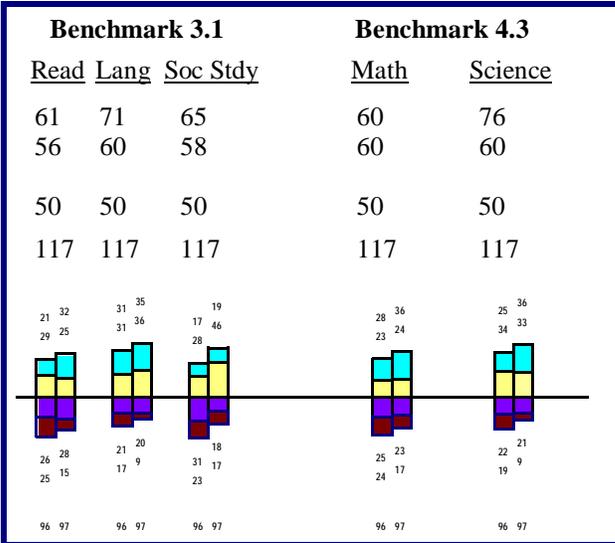
Grade 5



Grade 6

1997
Median
Percentiles
for: District
DDESS

Nation
Students



Percent of
Students
in Each
Quarter



SAT Results

	District	DDESS	Nation
% Participating	1996	N/A	46%
	1997	N/A	49%
Math Avg Score	1996	N/A	477
	1997	N/A	481
Verbal Avg Score	1996	N/A	485
	1997	N/A	495

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.

South Carolina DDESS Schools
Laurel Bay, SC 29902

DSN Phone:
Fax Number: (803) 846-6316
Commercial Phone:
(803) 846-6105

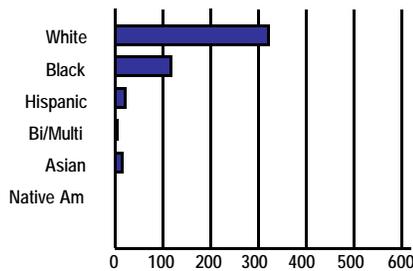
Writing Assessment

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

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

District Characteristics

Student Enrollment - 472



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	37	8%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

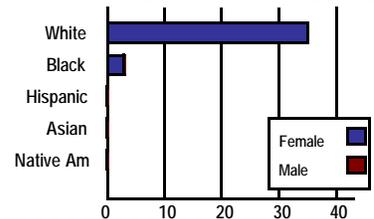
Grade	#
PreK	59
K	71
1	69
2	68
3	63
4	56
5	46
6	40
Total	472

Sponsor Affiliation	
Marine	1%
Army	2%
Navy	3%
Air Force	93%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	31

Mobility Rate
27% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	22
Special Education	5
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	22%
MA/MS	78%
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	3.56	4.08
Co-Supporters	3.44	3.65
Co-Learners	2.67	3.27
Co-Teachers	3.33	3.66
Co-Advisors	2.89	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 for the next school year.

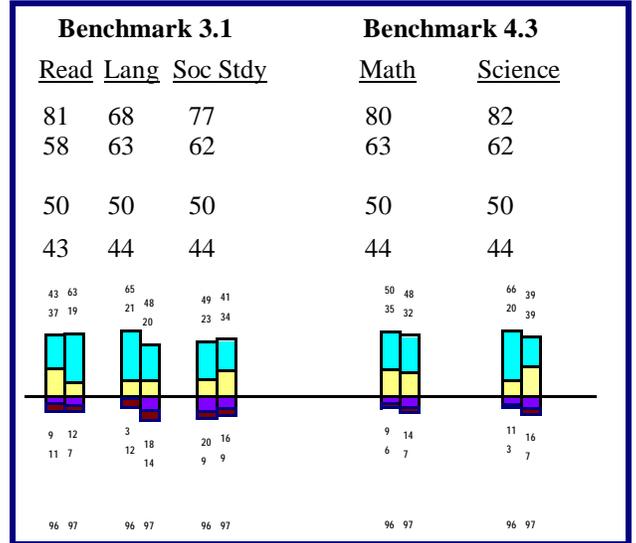
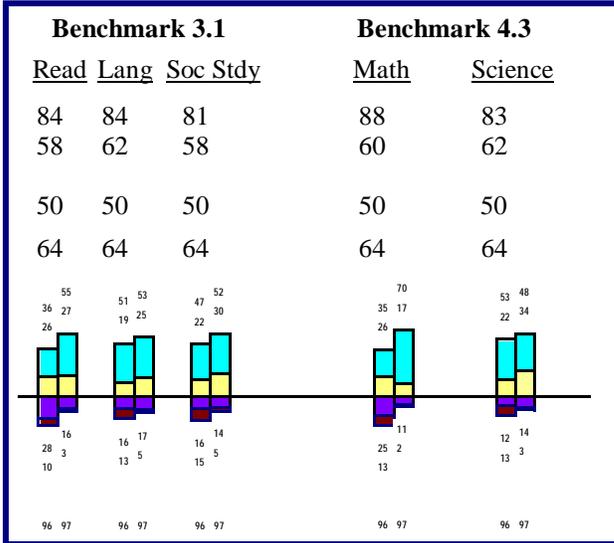
Standardized Test Results

Grade 3

Grade 5

1997
Median
Percentiles
for: District
DDESS

Nation
Students



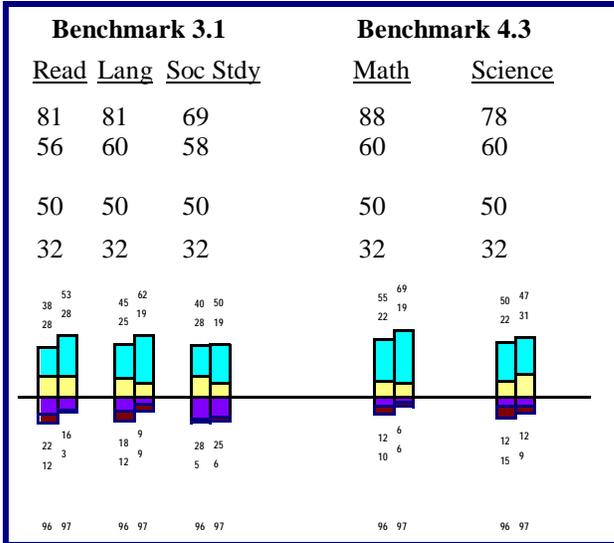
Percent of
Students
in Each
Quarter



Grade 6

1997
Median
Percentiles
for: District
DDESS

Nation
Students



Percent of
Students
in Each
Quarter



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
800 Magnolia Blvd., Bldg. 538
Maxwell AFB, AL 36112-6147

DSN Phone: 493-6533
Fax Number: (334) 953-5302
Commercial Phone:
(334) 953-6533

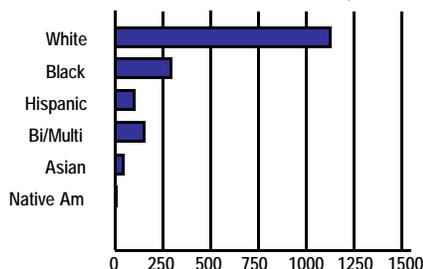
Writing Assessment

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

**Department of Defense Education Activity
Quantico Dependents School System (PK-12)
1996/97 District Profile
Lawanna Mangleburg, Superintendent**

District Characteristics

Student Enrollment - 1,231



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	139	11%
PK-12	TAG	69	6%
PK-12	ESL	26	2%
Students Taking AP Courses		14	20%

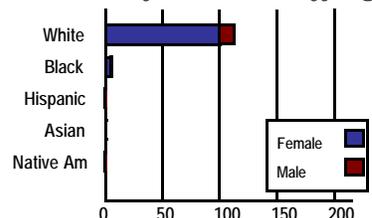
Grade	#
PreK	137
K	129
1	131
2	107
3	122
4	123
5	96
6	77
7	98
8	53
9	58
10	33
11	33
12	34
Total	1231

Sponsor Affiliation	
Marine	95%
Army	<.5%
Navy	2%
Air Force	<.5%
Coast Guard	0%
Non-US Military	2%
US Civilians	<.5%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	4
1-3	4
4-6	13
7-10	8
> 10	81

**Mobility Rate
33% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	5
Classroom Teachers	81
Special Education	11
Other Professionals	23

Teacher Education	
Degree	% Teachers
BA/BS	33%
MA/MS	65%
Doctorate	2%

Superintendent's Highlights

The schools located at Quantico and Dahlgren, Virginia have been successfully integrated into one system during the 1996-97 school year. The combined systems have been named the Virginia Domestic Dependent Elementary and Secondary School System. In addition to promoting greater efficiency and effectiveness, the VA DDESS School Boards at each of the installations have been joined together to form school/home partnerships.

Technology has been extensively integrated into the curriculum of each of the elementary and middle schools, electronic portfolios have been maintained at four of the six schools, and all of the schools at Quantico and Dahlgren are connected to the Internet.

Implementation of a multi-level school-home partnership has been documented at five of the schools, and greater parent involvement in the schools has contributed to enhanced student learning across the curriculum. In most of the schools, 100% of the parents were involved in a variety of school activities.

Student proficiency in science and math has increased as students have used computers and hands-on math/science activities to improve problem-solving skills. Schools are becoming more customer oriented as School Improvement Teams promote shared decision-making processes.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
Staff development on Integration of technology into all curriculum areas resulted in major advances. Students demonstrated technological proficiency in utilizing a variety of subject related software, producing exemplary products using technology and accessing a variety of information sources, i.e., Internet (Library of Congress), CD Rom.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Emphasis on NCTM Standards as basis for curriculum design resulted in modifying classroom practices. New math textbooks were purchased to increase emphasis on standards. End of year baseline data has been collected for grades 1-11 (Quantico) and 3-8 (Dahlgren).

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
The professional development structure is supported through district initiatives and site based decisions. All professional development activities are linked directly to achieving DoDEA benchmarks. Integration of technology, instructional effectiveness, and advanced computer training are but a few activities.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.
All teachers and administration have e-mail capability and internet access. Plans are now in place to upgrade the entire WAN for video transfer and greater multi-media capabilities.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	4.36	4.08
Co-Supporters	3.70	3.65
Co-Learners	3.22	3.27
Co-Teachers	3.80	3.66
Co-Advisors	3.56	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.....

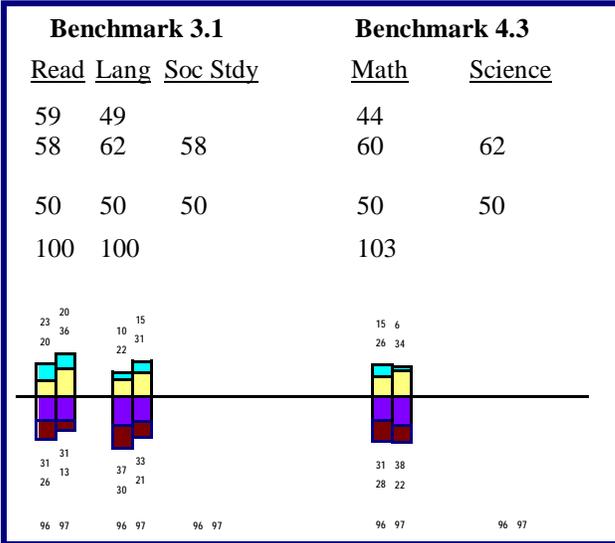
All schools have an active parent partnership program. VADESS has excellent, cooperative relationships with commands at both military installations. Mutual training, systems support, and shared communication combine to strengthen this partnership.

Standardized Test Results

1997
Median
Percentiles
for: District
DDESS

Nation
Students

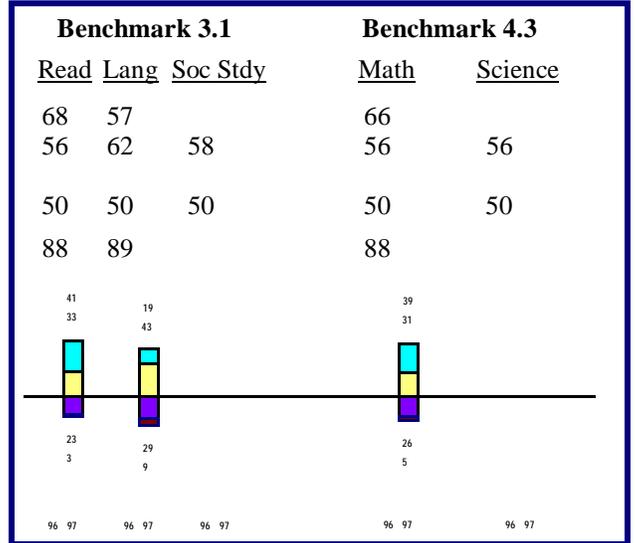
Grade 3



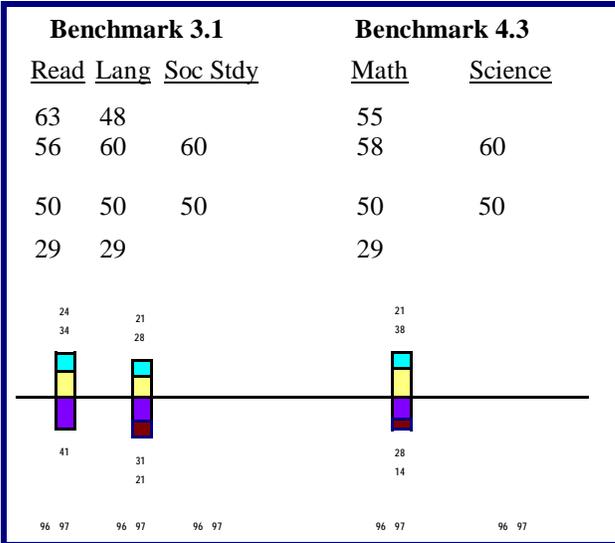
Percent of
Students
in Each
Quarter



Grade 7



Grade 10



Percent of
Students
in Each
Quarter



SAT Results

		District	DDESS	Nation
% Participating	1996	61%	46%	41%
	1997	35%	49%	41%
Math Avg Score	1996	517	477	508
	1997	503	481	511
Verbal Avg Score	1996	524	485	505
	1997	520	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.

Virginia DDESS Schools
3308 John Quick Rd, Suite 201
Quantico, VA 22134-1702

DSN Phone: 278-2319
Fax Number: (703) 784-3100
Commercial Phone:
(703) 784-2319

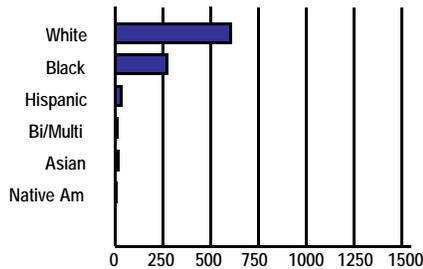
Writing Assessment

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

**Department of Defense Education Activity
Robins Air Force Base School System (PK-6)
1996/97 District Profile
Joseph Guiendon, Superintendent**

District Characteristics

Student Enrollment - 919



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	88	10%
PK-12	TAG	28	3%
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

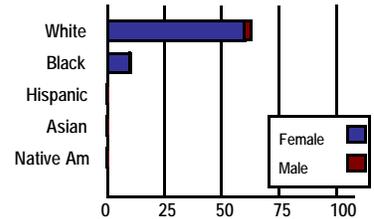
Grade	#
PreK	75
K	135
1	107
2	128
3	117
4	137
5	118
6	102
Total	919

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	1%
Air Force	98%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Teacher Experience	
Years	Teachers
New	0
1-3	7
4-6	4
7-10	6
> 10	55

Mobility Rate
34% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	46
Special Education	6
Other Professionals	19

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

Superintendent's Highlights

The Strategic Plan was again very successful in 1996-1997. The staff demonstrated commitment to the benchmarks, excellent training and resources were provided by DDESS and DoDEA, and the results were outstanding. Student achievement testing improved from 1995-1996. The number of students scoring in the bottom quartile has been drastically reduced, while those scoring in the upper quartile has dramatically increased in all subject areas but especially in science and math. Supporting activities included science fairs, math and science family nights, mentoring and tutoring programs and the use of base resources, including the Museum.

The number of parent volunteer hours increased, while parents and command continue to show outstanding support for the base schools. Major improvements were made in the area of technology. More than 100 computers were donated to the schools by base organizations and were put into classrooms. Student keyboarding skills were improved by sound instruction and innovative scheduling. Home pages on the Internet were developed for each school. All in all, it was an extremely successful year.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.
Basic computer literacy improved as well as keyboarding skills. Student keyboarding ability improved an average of 131%, as measured by pre- and post tests. Computers were added to 17 classrooms, an increase of 170% over the previous year.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.
Students continued impressive progress in science and math. The number of students scoring in the bottom quartile decreased by 59% in math and 34% in science while those scoring in the upper quartile increased by 55% in math and 24% in science, as measured by ITBS results. This Benchmark was met.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.
Progress was made in staff development. Professional libraries were updated, staff development handbooks were updated, and a variety of courses were offered.

Goal 10: Organizational Development

Benchmark 10.8: Establish Technology for teachers and administrators.
Staff members received training in technology, including word processing, Internet, electronic mail, and school/home communication. Student computer literacy skills improved.

Average Ratings of SHP Progress		
Tier	District	DDESS
Co-Communicators	3.90	4.08
Co-Supporters	3.65	3.65
Co-Learners	2.95	3.27
Co-Teachers	3.35	3.66
Co-Advisors	3.30	3.36

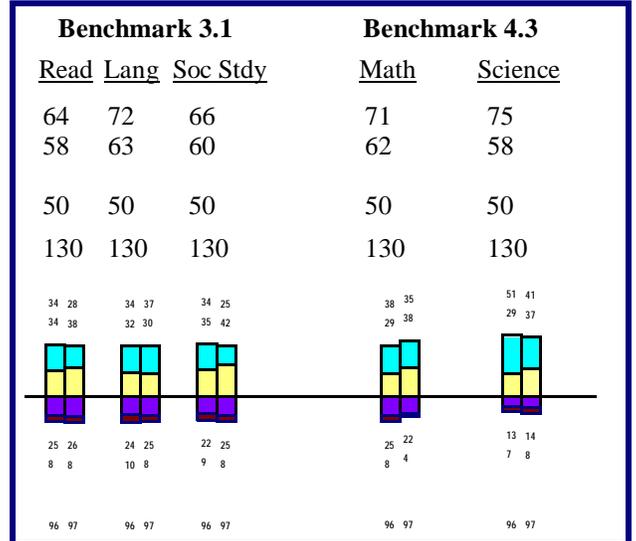
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

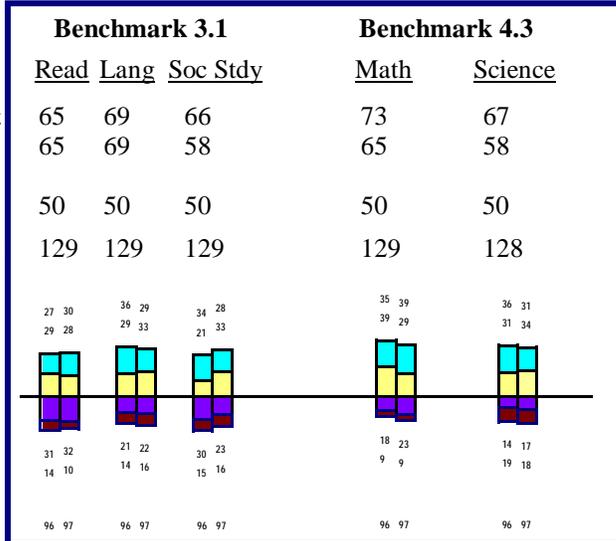
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parent involvement is a strength of the district. Volunteer hours increased by 42%. School Home Partnership survey baseline was established.

Standardized Test Results

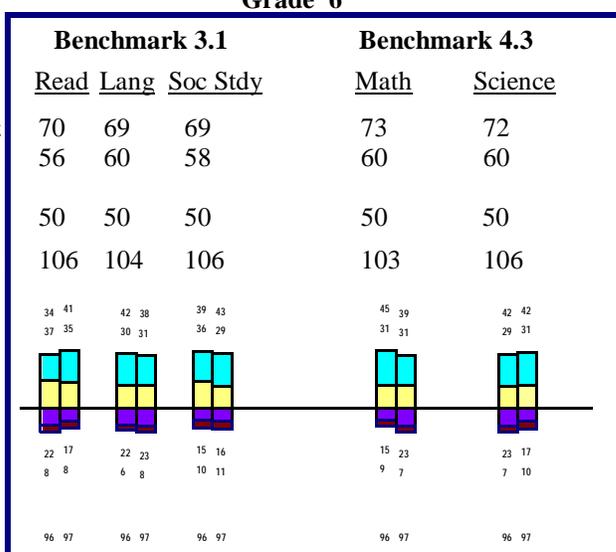
Grade 4



Grade 2



Grade 6



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.

Writing Assessment

Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	96	107	9%	33%	58%	0%	0%
5	97	97	20%	36%	44%	0%	0%

Robins AFB School System
1050 Education Way, Bldg. 3004
Robins AFB, GA 31098-1043

DSN Phone: 468-3671
Fax Number: (912) 926-0525
Commercial Phone:
(912) 926-3671

1997
Median
Percentiles
for: District
DDESS
Nation
Students

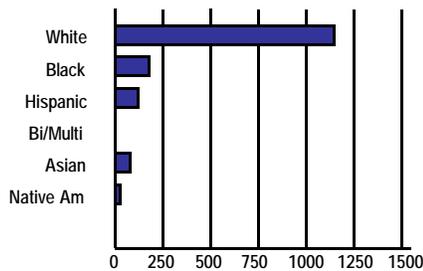
Percent of
Students
in Each
Quarter



**Department of Defense Education Activity
West Point Dependents Schools (PK-8)
1996/97 District Profile
Charles T. Hager, Superintendent**

District Characteristics

Student Enrollment - 770



Grade Offered	Program	#	%
PK-12	Special Education	81	11%
PK-12	TAG	N/A	N/A
PK-12	ESL	N/A	N/A
Students Taking AP Courses		N/A	N/A

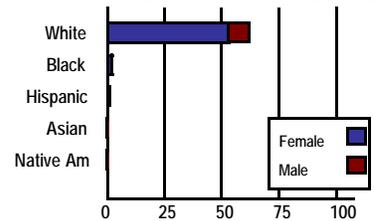
Grade	#
PreK	77
K	106
1	105
2	88
3	72
4	82
5	70
6	66
7	55
8	49
Total	770

Sponsor Affiliation	
Marine	0%
Army	94%
Navy	<.5%
Air Force	1%
Coast Guard	0%
Non-US Military	2%
US Civilians	2%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	0
1-3	6
4-6	4
7-10	6
> 10	46

Mobility Rate
12% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	51
Special Education	9
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	25%
MA/MS	75%
Doctorate	0%

Superintendent's Highlights

The West Point Schools (WPS) continue to build on their history and tradition -- there has been a school at the United States Military Academy (USMA) since the early 1800's. This has been an especially successful school year, but not one without changes. The district superintendent's position and both principal positions have been filled by new administrators. Our stakeholders have connected with us and taken on a truly appreciated and added dimension of support. Working with the USMA Superintendent, our school system has reached out and connected with the local off-base school system. We have joined with them by sharing staff development, educational ideas and best practices (West Point's 9th-12th graders attend the local system).

WPS established its regular education 4 year old preschool program and served nearly 100 students. The math curriculum was totally rewritten and published for all to utilize. The science program is in it's first year of review and rewrite. Integrating numerous technologies into our curriculum has been a point of main effort across all grade levels.

These advancements, and many others too numerous to emphasize, have allowed the WPS educators to effectively meet the needs of our student population and to serve the West Point community.

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

Goal 3: Student Achievement And Citizenship

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

All students have learned to use the Internet, bookmarks and electronic-mail. Students in the upper grades have applied their knowledge of programming to complete class projects. All classrooms/office spaces in both schools have at least one networkable computer and many classrooms will have more by the end of this summer.

Goal 4: Math And Science Achievement

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

The math curriculum has been rewritten and published. It complies with the National Council of the Teachers of Mathematics national standards and orders for new materials have been completed. Additionally, the Science Committee is developing a new curriculum based on the National Science Educators national standards.

Goal 7: Teacher Education and Professional Development

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

Members of both the Math and Science Committees have attended their respective national conventions. All teachers have participated in technology training which involved learning to use the Internet, e-mail, and other available classroom software. Additionally, many teachers have attended a wide variety of workshops and conferences.

Goal 10: Organizational Development

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

Software has been installed, the staff has been trained, and all information management systems are operational and utilized for resource management, student demographics, forms, and record keeping for all major tasks. The DSAMMS (inventory) program is functioning properly and inventory accountability procedures are in place.

