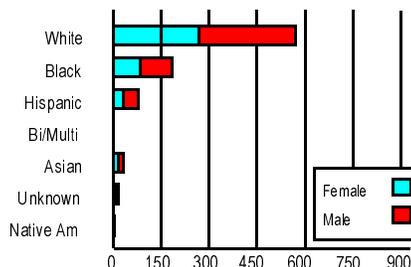


**Department of Defense Education Activity
Fort Rucker Dependents Schools (PK-6)
1997/98 District Profile
Clarence Jones, Superintendent**

District Characteristics

Student Enrollment - 879



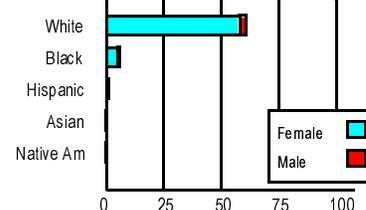
| Grade | # |
|--------------|------------|
| PreK | 132 |
| K | 126 |
| 1 | 120 |
| 2 | 140 |
| 3 | 91 |
| 4 | 105 |
| 5 | 71 |
| 6 | 94 |
| Total | 879 |

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

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 0 |
| 1-3 | 4 |
| 4-6 | 4 |
| 7-10 | 12 |
| > 10 | 48 |

**Mobility Rate
42% Per Year**

Professional Staffing



| School Staff | |
|---------------------|-----|
| Category | FTE |
| Administrators | 3 |
| Classroom Teachers | 40 |
| Special Education | 5.6 |
| Other Professionals | 19 |

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 32 % |
| MA/MS | 66 % |
| Doctorate | 1 % |

Superintendent's Highlights

The combined school district of Alabama continued working on consolidation for the 1997-98 school year. Joint meetings among staff focused on curriculum development and sharing of "best practices". Significant time was spent on benchmarks and collecting baseline data for each benchmark.

We continue to refine our partnership activities with the Fort Rucker Community. Parents had a wide variety of opportunities for input into our school and district that included curriculum policy/procedure committees. We continue to promote active parental involvement in the schools and at home.

The four-year old program expanded to an all-day schedule. New assessments for four-year olds were also used.

Technology progressed very rapidly within the schools, with all teachers and students continuing to increase their knowledge and skills. Weekly professional development opportunities for teachers resulted in this rapid increase in ability.

Students continue to use hands-on science opportunities and to improve problem-solving skills in math.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

In 1997-98, students received training on internet use, accessed a multimedia CD tower for research information, used the Accelerated Reader Program in reading, and utilized software to publish their writings. Fourth grade students also learned basic keyboarding skills. Students met minimum technology proficiencies on check sheets.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

A Math Curriculum Committee was formed to review various math series and standards for adoption. A recommendation was made to the School Board. A new assessment program, Terra Nova was implemented. Students experienced hands-on opportunities in Science. A Science Fair and "Air Show" were held to exhibit projects and launch rockets.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Continuous training was provided in technology, on-site at each school for educators. Faculty learned advanced word processing, Powerpoint, Excel, and internet uses. Teachers attended 20 hours of training for use of curriculum materials that included Language Arts. Seminars for SIP training, research and implementation were held periodically throughout the year.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

The district has local area networks in all buildings. Teachers transmitted lesson plans electronically. Report Cards and progress reports were computer-generated. Technology was integrated weekly into lesson plans. Educational technologists were employed at each school site for teacher training.

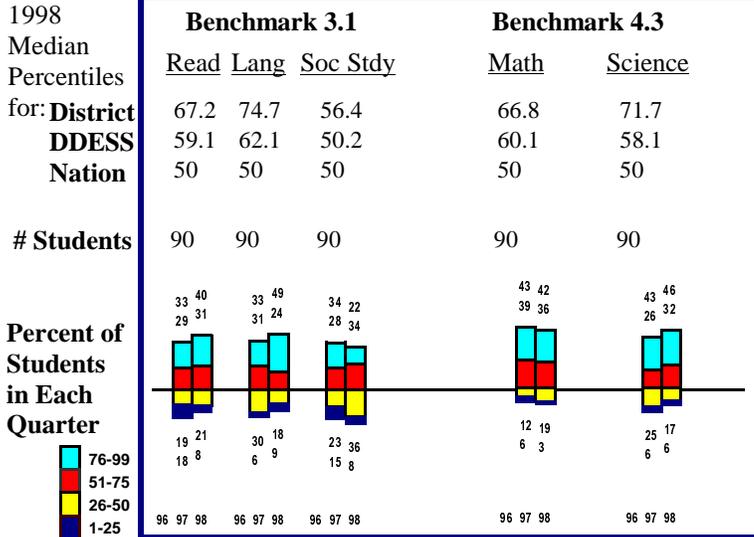
| Average Ratings of SHP Progress | | |
|---------------------------------|----------|-------|
| Tier | District | DDESS |
| Co-Communicators | 3.8 | 4.2 |
| Co-Supporters | 3.2 | 3.8 |
| Co-Learners | 2.7 | 3.4 |
| Co-Teachers | 3.3 | 3.8 |
| Co-Advisors | 2.8 | 3.5 |

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

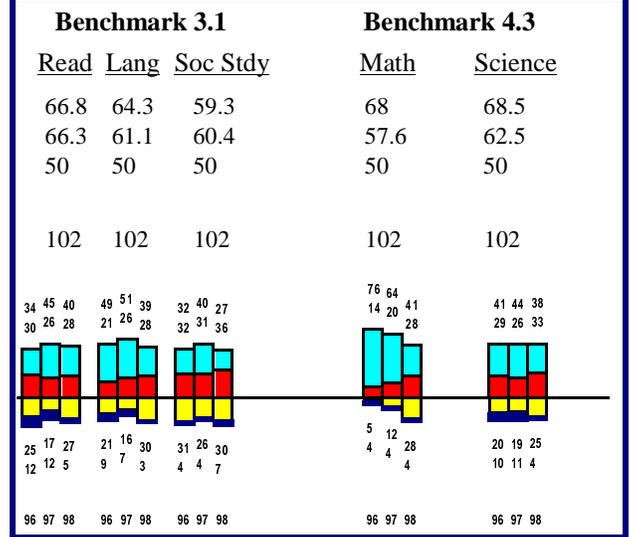
Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...
 Curriculum Committees for reading, language arts, and math provided parental input. A District Policies Committee was formed and met regularly. School-level Procedures Committees were formed to assist the policies group. Parents received communication via e-mail, newsletters, newspapers, closed circuit television, and neighborhood billboards. Parent/teacher conferences were held.

Standardized Test Results

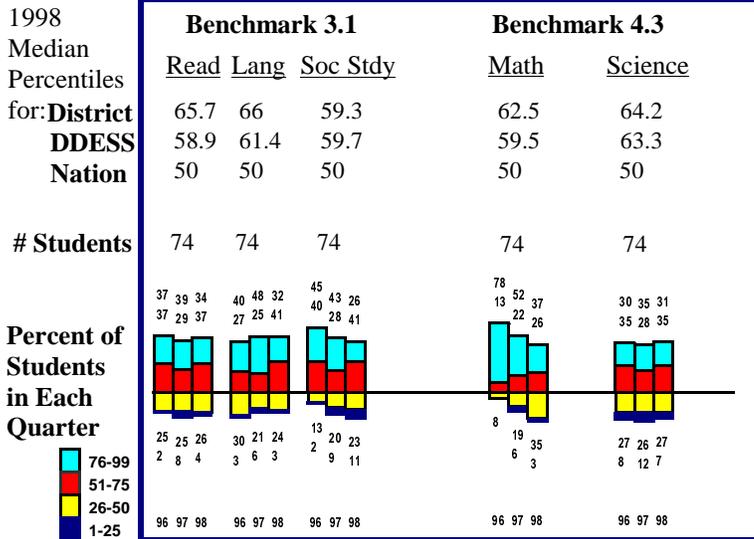
Grade 3



Grade 4



Grade 6



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

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.
Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

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

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

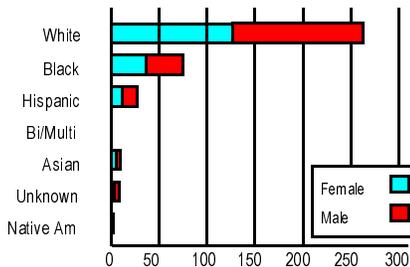


Fort Rucker, AL

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

School Characteristics

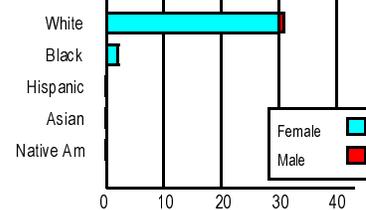
Student Enrollment - 378



| Grade | # |
|-------|-----|
| PreK | 132 |
| K | 126 |
| 1 | 120 |
| Total | 378 |

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

Professional Staffing



| Special Programs | | | |
|----------------------------|-------------------|-----|-----|
| Grade Offered | Program | # | % |
| PK-12 | Special Education | 21 | 6% |
| K-8 | TAG | 51 | 13% |
| K-12 | ESL | N/A | N/A |
| AP Courses Offered | | N/A | |
| Students Taking AP Courses | | N/A | N/A |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 0 |
| 1-3 | 4 |
| 4-6 | 3 |
| 7-10 | 9 |
| > 10 | 17 |

**Mobility Rate
51% Per Year**

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

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

Principal's Highlights

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

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

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

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

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

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

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

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

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

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

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Teachers do attendance and lunch counts on their classroom computers, and these are networked to the office, nurse, and cafeteria. The library has a new computerized system. The educational technologist conducts computer classes for teachers one hour per week.

| Average Ratings of SHP Progress | | | |
|---------------------------------|--------|----------|-------|
| Tier | School | District | DDESS |
| Co-Communicators | 4.6 | 3.8 | 4.2 |
| Co-Supporters | 3.4 | 3.2 | 3.8 |
| Co-Learners | 3.0 | 2.7 | 3.4 |
| Co-Teachers | 3.6 | 3.3 | 3.8 |
| Co-Advisors | 3.0 | 2.8 | 3.5 |

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

Goal 8: Parental Participation

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

The volunteer and PTA Programs are active and contribute a great deal to the schools. Parents are invited to participate in all special events: circus, field day, world's fair, fall festival, spring celebration, holiday events, etc. The math, reading, and language arts committees all had parent representatives, as did the Policy and Procedure Committees.

Standardized Test Results

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

**Percent of
Students
in Each
Quarter**



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

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

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

**Percent of
Students
in Each
Quarter**



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

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

Notes

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

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Fort Rucker P S
Building 22210, Red Cloud Rd.
Fort Rucker, AL 36362-0279

DSN Phone: 558-3839
Fax Number: (334) 598-5534
Commercial Phone:
(334) 598-4473 x221

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

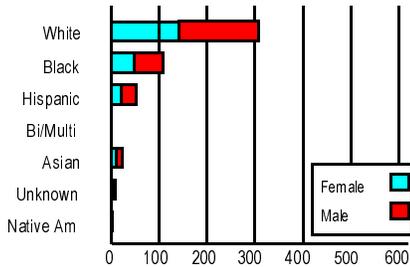


Fort Rucker, AL

**Department of Defense Education Activity
Fort Rucker Elementary School (2-6)
1997/98 School Profile
Jillian Breaux, Principal**

School Characteristics

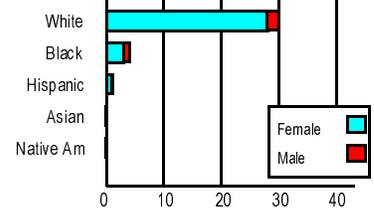
Student Enrollment - 501



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

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

Professional Staffing



| Special Programs | | | |
|----------------------------|-------------------|-----|-----|
| Grade Offered | Program | # | % |
| PK-12 | Special Education | 33 | 7% |
| K-8 | TAG | 78 | 16% |
| K-12 | ESL | 3 | 1% |
| AP Courses Offered | | N/A | |
| Students Taking AP Courses | | N/A | N/A |

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

**Mobility Rate
34% Per Year**

| School Staff | |
|---------------------|-----|
| Category | FTE |
| Administrators | 2 |
| Classroom Teachers | 20 |
| Special Education | 3 |
| Other Professionals | 10 |

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 31 % |
| MA/MS | 69 % |
| Doctorate | 0 % |

Principal's Highlights

Ft. Rucker Elementary School is committed to providing a quality education in a caring and nurturing environment. Students are motivated to reach their fullest potential by an excellent staff and challenging curriculum.

Technology plays an integral part in the curriculum. Through the computer, students may visit far away places, correspond with a friend, or dissect a virtual reality frog.

Hands-on learning also plays a role in a student's daily activities. Math manipulatives and hands-on science experiments are utilized to provide well-rounded curriculum offerings in the classroom.

Students participate in schoolwide enrichment activities that include art, music, theatre and resource room activities in the SEARCH Program.

Teachers are afforded professional development opportunities on a regular basis. Due to extensive technology training, the use of computers has become an integral part of the daily routine that includes teaching and records management.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Student use of technology has continued to expand this year. Through the use of several software programs, students have learned to publish their writings. The Accelerated Reader Program has enabled students to improve their reading skills. A student club to advance technology (SWAT) was formed to learn intermediate level skills.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math manipulatives and hands-on science activities were utilized. Teachers reviewed S-9 results and addressed identified areas of weaknesses. A Science Fair was held utilizing the Scientific Method. Technology was integrated daily into 5th & 6th grade science classes.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Workshops were offered throughout the year to address technology needs and areas of interest. Updated information on Assertive Discipline was presented. Faculty representatives served on the Reading, Language Arts, and Math Review Committees. Inservice was provided on reading, spelling, language arts, TerraNova, and Writing Assessments.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Lesson plans were sent electronically. Teachers and staff communicated via e-mail. Teachers generated progress reports and report cards electronically as well as attendance and lunch. Teachers were introduced to intermediate computer techniques and Internet uses. A library program, Winnebago, was installed. A full-time educational technologist was employed.

| Average Ratings of SHP Progress | | | |
|---------------------------------|--------|----------|-------|
| Tier | School | District | DDESS |
| Co-Communicators | 3.1 | 3.8 | 4.2 |
| Co-Supporters | 3.0 | 3.2 | 3.8 |
| Co-Learners | 2.3 | 2.7 | 3.4 |
| Co-Teachers | 3.1 | 3.3 | 3.8 |
| Co-Advisors | 2.7 | 2.8 | 3.5 |

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

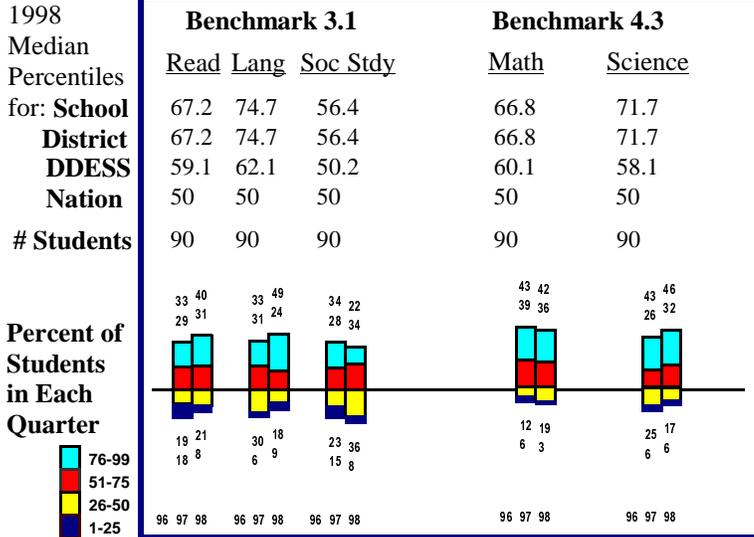
Goal 8: Parental Participation

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

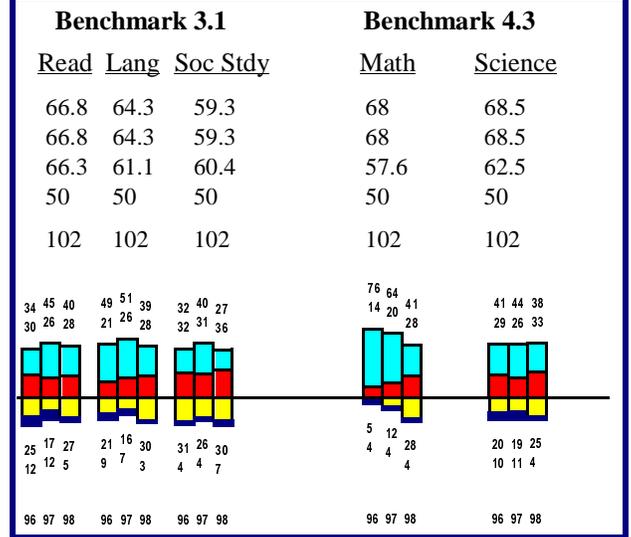
Parents served on a variety of curriculum, policy and procedures committees. Parent handbook was distributed. Parents were encouraged to review curriculum materials. Regular newsletters from teachers were distributed. Co-sponsored activities with the PTA were implemented. Parents served as volunteers and chaperons.

Standardized Test Results

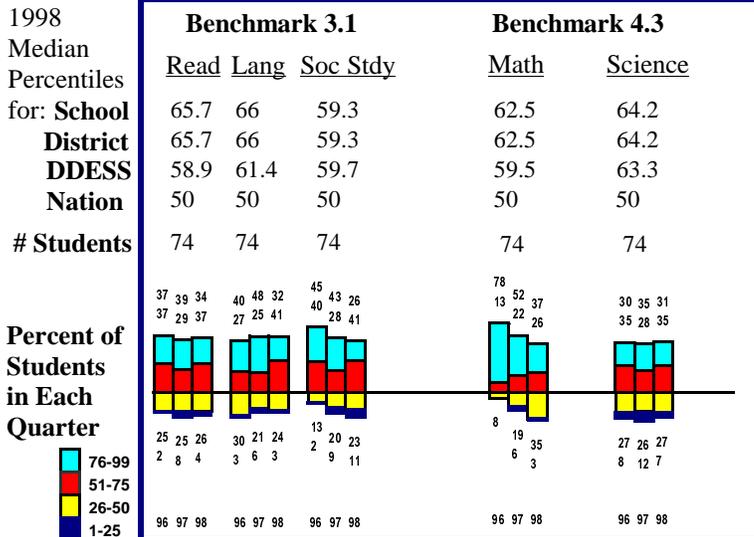
Grade 3



Grade 4



Grade 6



SAT Results

| | School | District | DDESS | Nation |
|------------------|--------|----------|-------|--------|
| % Participating | 97 | NA | NA | 41% |
| | 98 | NA | NA | 43% |
| Math Avg Score | 97 | NA | NA | 481 |
| | 98 | NA | NA | 481 |
| Verbal Avg Score | 97 | NA | NA | 495 |
| | 98 | NA | NA | 483 |

Notes

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

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

Fort Rucker E S
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 Fort Rucker, AL 36362-0279

DSN Phone: 558-3845
 Fax Number: (334) 598-8622
 Commercial Phone:
 (334) 598-4408

DoDEA Writing Assessment

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