



Shirley S. Sagawa
01/21/2000 09:39:02 AM

Record Type: Record

To: Ann O'Leary/OPD/EOP@EOP
cc:
Subject: Department of Defense schools

let's discuss

----- Forwarded by Shirley S. Sagawa/WHO/EOP on 01/21/2000 09:38 AM -----



"Wong, Felicia" <Wong.Felicia@hq.navy.mil>
01/20/2000 04:04:13 PM

Record Type: Record

To: Shirley S. Sagawa/WHO/EOP
cc:
Subject: Department of Defense schools

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Wong, Felicia
Top 20

Shirley --

It was good to speak with you yesterday. I have forwarded the brief memo that I sent to the folks here in Sec. Danzig's office about 1) the performance levels of these DoD schools; and 2) suggested ideas for a DoD-ED partnership on this issue. I have also attached two articles, one by Dan Golden of the Wall Street Journal, and one by syndicated columnist William Raspberry, on this issue. (Let me know if you can't open the attachments.)

I am not sure about the direction any potential partnership should take, or whether the WH would want to be involved. Informally, I have been talking to people in DoDEA (the agency that actually runs the DoD schools) as well as to people at ED (in Mike Cohen's office and the Office of the Secretary) about this. People seem intrigued, and I'm looking to formulate some next steps. Any ideas or thoughts you have would be most welcome.

Thanks again,

Felicia
703/693-5701

<<golden.dodschools.12.22.99.doc>> <<raspberry.dodschools.12.99.doc>>
> -----Original Message-----
> From: Wong, Felicia

> Sent: Wednesday, December 29, 1999 12:26 PM
 > To: Lee, Robert E; Stavridis, James
 > Cc: Edwards, Gene H; Cosgriff, Kevin J
 > Subject: civil-military opportunity
 >
 > Sirs:
 >
 > In the past week, both the Wall Street Journal and the New York Times have
 > run columns (by Daniel Golden and Anthony Lewis, respectively) on the
 > remarkable academic record of DOD schools. This is a story that has legs.
 > I believe that the civilian call to "learn from the military's educational
 > successes" presents an opportunity to help bridge the civil-military gap
 > about which the Secretary, among others, is so concerned.
 >
 > Some of the basic facts, all taken from the National Assessment of
 > Educational Progress (NAEP), which is administered by the Department of
 > Education:
 >
 > * DOD runs 71 domestic schools and 153 schools overseas; the domestic
 > schools enroll 34,000 children, making them the equivalent of a small
 > urban school district.
 > * In the last 6 years, DOD students have taken 13 NAEP tests, and
 > scored above the national mean on 12.
 > * More than 80% of DOD school graduates go on to college, compared to
 > 67% at other public schools.
 > * More than half of the students at domestic base schools qualify for
 > free or reduced-price lunch, which is an indicator of low family income,
 > and yet they scored almost as well on reading tests as better-off
 > students.
 > * 40% of the students at base schools are black or Hispanic. On
 > writing proficiency, 26% of the black students scored at or above passing,
 > as compared with 7% nationally; 32% of Hispanics scored at or above
 > passing, as compared with 10% nationally.
 >
 > These numbers are significant. Over the past several years, education has
 > ranked as a top concern in American public opinion polls, and the
 > education of poor, predominantly African-American and Hispanic children
 > has long been the most difficult and intractable problem for school
 > reformers. The success of the DOD schools presents a rare research
 > opportunity for educators who want to do a comparative analysis of high-
 > and low-performing schools that otherwise have similar demographics.
 > Therefore, is not surprising that the success of DOD schools has attracted
 > civilian attention. (FYI, Lewis says that these are "remarkable facts
 > about a little-known institution...[that] leave us with important
 > questions about what makes those schools work and how our society can
 > learn from their success.") If there are lessons that other public
 > schools can learn from those run by DOD, then, I believe, DOD should make
 > this as easy as possible. Of course, such an effort could have payoffs
 > well beyond the realm of education.
 >
 > Because, I believe, the schools are run by DOD and not one of the
 > services, reaching out to the civilian education community would first
 > require some internal DOD work. After that, some of the ways in which DOD
 > could best offer its assistance to interested civilian educators might

> include:

>

> * working with the NAEP and the Office of Educational Research and

> Improvement (another research organization within the Department of

> Education) to assess further why DOD schools perform so well;

> * partnering with the major teachers' organizations, the American

> Federation of Teachers and the National Education Association;

> * partnering with major private foundations that have education as a

> core mission; and

> * partnering with top university education schools.

>

> Of course, as far as I am able, I would be happy to assist with any such

> effort. (In the interim, I will forward you the two news articles once my

> intranet access, now down, is up and running.) Beyond that, please let me

> know what, if anything, I can next do on this matter.

>

> Thanks,

>

> Felicia



- golden.dodschools.12.22.99.doc



- raspberry.dodschools.12.99.doc



December 22, 1999

Page One Feature

Pentagon's Schools Outrank Others in Academic Success

By DANIEL GOLDEN

Staff Reporter of THE WALL STREET JOURNAL

FORT KNOX, Ky. -- If the schools on this U.S. Army base were lagging in standardized-test scores, they would have plenty of excuses. Their students are poorer and more racially diverse than the national average, and only 60% finish the school year where they started it.

Instead of struggling, however, the schools the Pentagon runs at Fort Knox and other U.S. military bases are defying demographics by acing the National Assessment of Educational Progress, a federal exam regarded as the best gauge of pre-college academic performance.

In the 1998 NAEP eighth-grade writing exam, for example, military bases in the U.S. ranked No. 2, second only to Connecticut, among 39 states and jurisdictions. In reading, their eighth-graders tied for fourth out of 43. Of the 13 NAEP tests the schools have taken at home and abroad in various grade levels and subjects since 1994, only once have they failed to top the national mean.

Bound for College

But tests aren't the only measure of the system's success. The U.S. Defense Department says that its schools are sending more than 80% of their graduates to college, well ahead of the overall national rate of 67%. And parent satisfaction is so high that the department has had to crack down on those trying to sneak their children back into the system after leaving the military or moving off base.

Most astonishing to those who have studied the NAEP results is the Pentagon's record with low-income and minority children. At least half the 34,000 students at its 71 domestic base schools qualify for free or reduced-price lunches under the federal school-lunch program because their parents are on the low end of the military pay scale. Forty percent of the system's students are black or Hispanic -- 10 percentage points above the public-school average.

But 35% of the students in the base schools' lunch program demonstrated writing proficiency last year, almost as high a rate as the 40% among their other students. Nationally, only 10% of such low-income students achieved proficiency. And 26% of black students and 32% of Hispanic students scored at or above proficiency, far exceeding national averages of 7% for blacks and 10% for Hispanics.

Debunking a Notion

"This debunks the notion that demography is destiny," says Roy Truby, executive director of the National Assessment Governing Board, which oversees NAEP. "It's one of the most encouraging things I've ever seen."

Ray Tolleason, interim director of the Pentagon schools, says they are so effective because they spend extra time and effort training teachers and trying to involve parents in school life. Military authorities grant service members release time -- typically, an hour a week or a half-day a month -- to volunteer in the schools. At Fort Knox, every school also is adopted by an Army unit, which may do anything from mentoring to proctoring.

"We've found a blueprint for success," says Gen. Patrick K. Gamble, commander of the U.S. Air Force in the Pacific and an adviser to the schools, which require 24

credits for graduation, two or three more than most states demand.

Hard to Replicate

Of course, some aspects of the military formula would be hard to replicate in civilian life. The domestic base schools, which are funded from the Pentagon budget, spend \$7,279 per pupil. That's about 23% more than the national average and 26% more than Fort Knox's neighboring Hardin County school district, which depends on local taxes and state and federal aid. The Pentagon says it uses the extra funds for such things as staff training, art and music classes and technology. While class sizes are about the same as the national average, a higher proportion of teachers at the Pentagon schools hold master's degrees. And the schools have about twice as many computers per student as the national norm.

But "you can replicate the drive for parent involvement and the intensive staff training," says Mr. Tolleson, a former Northern California school superintendent. "Our teachers are really apprised of the latest techniques for working with kids," he adds.

The higher levels of minority achievement at the base schools echo their roots. After World War II, the military established schools overseas for children of occupying forces in Europe and the Pacific. At the same time, it formalized a school system in the U.S., primarily in the then-segregated South, to provide integrated schools for children of the newly desegregated armed services. In most other parts of the U.S., local school districts run base schools or dependents go to school off base.

Fort Knox's schools, which have 3,200 students, don't look much like military academies. They are relaxed places where students wear jeans and can participate in a full slate of extracurricular activities. Through close cooperation with the military authorities, the schools strive to maintain a creative learning environment, effective discipline and sensitivity to the upheavals in children's lives.

At the Fort Knox schools, many of the parent volunteers also serve as role models, including Sgt. Ricky Price, who helps fifth-grade teacher Amelia Blossom Pegram at MacDonald Intermediate School. Sgt. Price tutors students who struggle with spelling or math, hands out rewards for good test scores and "has made a difference to some of the boys who have less parent support or come from single-parent families," Ms. Pegram says.

Detail Makes the Difference

When Ms. Pegram tries to elicit some holiday essays from her students, she first describes a menu -- corn, coleslaw, and meat -- in tones as flat as those she might use in giving her weekly spelling test. Then her voice ripens to savor a feast: "End-of-season corn, fresh coleslaw, smoked-meat barbecue."

The difference? "The detail?" ventures Danielle Stephenson, a braided 11-year-old. "What it looked like and tasted like?"

"All right," says Ms. Pegram, who has taught at Fort Knox for 26 years. "We're using the language, taking it up a bit." The students begin writing. Sgt. Price hunches over one of them, dispensing advice.

Serita Samuel, a nurse, frequently volunteers at the Pierce Elementary School, which her son and daughter attend. But her husband, Bernard, an Army sergeant, plans to retire in March to study nursing at the University of Louisville. In that case, they would have to leave the base and forfeit eligibility for the Fort Knox schools. The prospect so distresses Ms. Samuel that she is thinking of joining the Army herself rather than sending her children to local public schools.

'I'll Go In'

"They care about learning here," she says one morning as she grades a spelling test.

"I told my husband, if he goes out, I'll go in."

Her daughter, Jasmine, a third-grader, is composing a cherry-pie recipe on a computer. "I don't want to go to another school," she says. "I want to stay here."

Fort Knox schools are trying experimental techniques, from peer mediation for student disputes to a form of exile from regular classes, called in-school suspension, for misbehavers. These gentle approaches work particularly well here because they

are backed up by a threat. If a soldier can't keep his children in line, or ignores repeated requests for a conference, the school can call his commanding officer. At the least, the soldier will get a dressing-down; at most, he or his family may be expelled from base housing.

In one recent instance, an elementary school sought help from Fort Knox authorities after a mother -- a soldier's wife -- insulted a cafeteria worker. The garrison command reminded the soldier that, under Army rules, he was responsible for his family's conduct. Similarly, after being contacted by Fort Knox High School, military authorities chewed out a soldier whose son had joined a gang. And when the 16-year-old's behavior didn't improve, they evicted the boy from base.

"At Fort Knox, the command is going to support you, so parents know they better show up for conferences," says Lois Gray, a former Fort Knox principal who is now superintendent of the Hardin County schools. "If I have a parent who works at Dow Corning, I don't usually call the Dow Corning chief executive."

Systemwide, about 35% of the base schools' students come or go each year, a turnover rate higher than that of many troubled urban schools. Such high mobility disrupts learning and often creates social turmoil. At many regular schools, the problem gets no special treatment; kids are just expected to assimilate.

By contrast, the base schools -- where many of the teachers are military wives or were "Army brats" themselves -- confront the problem directly or even try to turn it into an advantage. Since 1994, the domestic base schools and the Pentagon's 153 overseas schools have shared the same curriculum. That helps students adjust when their families are transferred from one base to another.

Travels of 'Flat Stanley'

Eight of Betty Yundt's 25 fifth-graders at Fort Knox's Walker Intermediate School have joined the class since the start of the year; four others have left. But the students stay in touch with ex-classmates by sending them a "Flat Stanley," a cardboard cutout named for the two-dimensional hero of a 1964 book who was mailed to faraway places. The pen pals carry Flat Stanley with them and send back postcards to describe the places he has visited. Students learn geography by pinning the postcards to classroom maps, and gain a little math by measuring Flat Stanley's journeys.

Fort Knox High teacher Laurie Walker, who is married to a sergeant, assigns personal narratives on topics such as "My Worst Move." Ninth-grader Jessica Wood, who came to Fort Knox from Georgia in July, just before her stepfather was sent to Korea, took the opportunity to reflect on her family's upheavals.

"I slowly got out of bed wondering what the day was to hold even though, deep down in my heart, I already knew," she wrote. "I walked downstairs to find my mother helping my dad pack his bags. I can remember wanting to go back upstairs and locking myself in my room. I guess I thought that if I did that then it would be like the day was not happening, like he would not really have to leave."

As with other Pentagon schools, much of Fort Knox's approach is based on the idea of doing it over again to get it right. Writing is taught in three phases: brainstorming, first draft and revision. Each year, the Pentagon administers its own systemwide writing test over three days -- one for each step in the process.

Fort Knox school superintendent Frank Calvano credits staff training for inculcating effective techniques. The schools have rearranged class schedules so that teachers can attend a mandatory session each Wednesday to bone up. One of the ideas taught in these sessions is "mastery learning," which is based on the concept that all students can learn -- just at different speeds. Those scoring less than 80% on a subject are taught the material again and retested, while the rest of the class deepens its study of the subject.

A Legal Maneuver

Periodically, Congress hears proposals to transfer the Defense Department schools to local districts. But many Fort Knox parents are so loyal to the Pentagon-run system that, when they lose family eligibility by moving off base or retiring, they keep their

children in the schools through a legal maneuver. They go to court to have friends or former neighbors on base appointed guardians.

Children with guardians are supposed to spend at least half of their nights on base, but enforcement has been spotty. In 1995, before a recent crackdown on abuses, 132 of the children in Fort Knox schools were ostensibly living with guardians. Today, about 40 have guardians, says garrison manager Malcolm Fogleman.

When Sgt. Nancy Hewlett had to move off post this year for medical reasons, she didn't want to uproot her daughter Tasha, who was entering her senior year at Fort Knox High. So, Ms. Hewlett and her civilian husband had friends on base named as guardians, giving them legal and financial responsibility for Tasha.

"It's a big decision," says Ms. Hewlett. "She's my flesh and blood. But Fort Knox has a lot more to offer Tasha than the Hardin County schools."

Write to Daniel Golden at dan.golden@wsj.com

There Are Things We Can Learn From The Schools On Military Bases

By William Raspberry

WASHINGTON -- Sometimes I think there are just two kinds of people in the world: those who know easily and precisely why so many of our schools aren't working very well and those who, no matter how earnestly they struggle over the question, can't quite manage to figure it out.

The first group is by no means of one mind. Their dead-certain answers involve everything from phonics to teachers colleges to direct instruction; from poverty and racism to prayer and vouchers and corporal punishment.

The second group, of which I am decidedly a member, will grant that portions of the dead-certain answers frequently make sense but will insist that they don't explain enough. Nor do we accept the notion that indifference and incompetence on the part of teachers is the main ingredient of failure.

I have said - and still believe - that the inability of some parents to get their children ready for school learning is a huge part of the problem. Still I keep probing for some more comprehensive explanation.

And for good reason. Every explanation will find its refutation somewhere. A touchy-feely approach, a secular outlook, a penny-pinching budget - all will, somewhere, sometime, produce exemplary results.

How - to take the question that really sparked this column - does one explain the unusual success of some of the schools on America's military bases? Eighth-graders in these 71 schools as a group were outperformed in writing by only one state - Connecticut - on the 1998 National Assessment of Educational Progress. They tied for fourth place in reading.

According to The Wall Street Journal's Daniel Golden, it isn't just test scores that make these schools special. Eighty percent of the graduates of these military base schools go on to college - the national rate is 67 percent - even though many of them switch from one school to another several times during their school years, meaning that they have to catch on to new teachers and make new friends again and again.

Poverty? Half the 34,000 students in these schools qualify for free or reduced-price lunches - an accepted measure of poverty - because their parents are in the bottom pay ranks. Two out of five are either black or Hispanic, but they achieve at or above proficiency at rates far exceeding those of the civilian world.

How do these schools succeed where their nonmilitary counterparts so often fail?

Several possibilities come to mind - some of them pedagogical, some relating to the involved presence of parents, particularly fathers - but here, for want of knowledge to the contrary, is my first choice:

These children have parents who believe that their own efforts - not race, not special gifts, not breaks - are the chief determinant of their success. It's a point researchers who examine the American military keep coming to: Service members believe that the military for all its shortcomings is fairer than the civilian world, believe that the requirements for advancement are clear, attainable, and (usually) fairly administered.

If they didn't believe these things, of course, they'd hardly stay in military careers. Their nonservice counterparts, just as obviously, cannot quit the civilian life just because they think it's unfair.

My guess - and that's all it is - is that people who believe they can achieve based on their own efforts tend to raise children who share that belief. Military children, I am suggesting, may have an unusual degree of academic success because they hold to an unusual degree the empowering belief that they are in control of their destinies.

Too many poor and minority children in the civilian world are inclined to harbor the disempowering view that life is unfair, that breaks are haphazardly distributed, and that race is a near-insuperable barrier to success.

There are other possible explanations for the disproportionate achievement of military schools, and some of them - the presence of fathers who are both self-disciplined and accepting of military discipline, for instance - are quite attractive.

Which are the correct explanations?

I don't know, but I can tell you this: If I were running a failing school system, I'd surely try to find out.

William Raspberry is a syndicated columnist.

THE WHITE HOUSE
WASHINGTON

February 10, 2000

MEMORANDUM FOR DISTRIBUTION

FROM: SEAN P. O'SHEA SPO

SUBJECT: DoD Education Activity Schools

I have attached some background information on DoD Schools that were recently noted in the *Wall Street Journal*. In addition, as noted on page three, two of these top-performing schools are located in nearby Virginia and Kentucky.

I have also attached background information on the top ten recommended schools among the total. If we need additional information please let me know.

Distribution:

Thurgood Marshall, Jr.
Stephanie Streett
Michele Ballantyne
Laura Demeo
Laura Marcus

Ruby -
FYI - The President read the
article in the WSJ on these
schools and there is thought
of visiting one. Note page
5 - 2 sites. FYI

WSJ article
dated 12/22

ANN
FYI
(I think this
is for his
March 30
TRIP
- RS

Sean

TO: SEAN
O'SHEA

INFORMATION PAPER

DoD EDUCATION ACTIVITY SCHOOLS

DoD STUDENTS EXCEL ACADEMICALLY: Students in the Department of Defense Education Activity (DoDEA) schools consistently rank at the top of the scale on national tests of academic performance. This year, when the results of the National Assessment of Educational Progress (NAEP) test were released, the country took notice of this exceptional performance. National publications such as the Wall Street Journal, the Boston Globe, the New York Times, and the Sacramento Bee featured or editorialized about the remarkable performance of students in DoD schools, seeking keys to improving student performance in other school systems. National columnists have asked the question, "What makes DoD students so successful?"

In his December 28, 1999, Boston Globe column, "There Are Things We Can Learn From the Schools On Military Bases," writer William Raspberry discusses his thoughts about the success of military schools. He ends by saying, *"There are other possible explanations for the disproportionate achievement of military schools, and some of them – the presence of fathers who are both self-disciplined and accepting of military discipline, for instance – are quite attractive. Which are the correct explanations? I don't know, but I can tell you this: If I were running a failing school system, I'd surely try to find out."*

COMPETENCE, ACCOUNTABILITY, AND COMMUNITY ARE THE KEYS TO SUCCESS: The groundwork for improvements in DoDEA was laid with a multiyear, data driven Community Strategic Plan (CSP) that identified a common vision and strategic direction, goals and benchmarks. DoDEA took its direction from the President's education initiatives and the eight National Education Goals – plus two additional organizational goals – in adopting a corporate approach to educational programming. We do not presume to have all the right answers! ~~However, we believe we have identified key ingredients that have helped DoDEA~~ focus on student achievement. These are: (1) a sustained and rigorous focus on excellence in teaching and learning, (2) a data-driven accountability system to identify student learning gaps and measure and report student progress, and (3) strong community and parental involvement.

Educators, parents, and military leaders reached a consensus on academic goals, a joint venture that produced the first DoDEA CSP in 1995. The shared vision and quantifiable benchmarks outlined in that document guided the activities of the schools and their communities for the past 5 years. The CSP serves as an ambitious agenda helping all DoDEA schools and communities to achieve success for all students. The major features of the three key ingredients of DoDEA's success are discussed below.

DoDEA SCHOOLS FOCUS ON EXCELLENCE IN TEACHING AND LEARNING: The performance of DoDEA's minority students is particularly noteworthy. Throughout the country African American and Hispanic students were scoring below the expected levels while in DoDEA's

domestic and overseas schools, those same student groups ranked number one and two when compared to their peers nationally. In the December 22, 1999, Wall Street Journal article "Making the Grade, Pentagon-Run Schools Excel in Academics, Defying Demographics," writer Daniel Golden says "...*Their students are poorer and more racially diverse than the national average, and only 60 % finish the school year where they started it. Instead of struggling, however, the schools the Pentagon runs at Fort Knox and other U.S. military bases are defying demographics by acing the National Assessment of Educational Progress, a federal exam regarded as the best gauge of pre-college academic performance.*"

EVERY STUDENT CAN LEARN AND BE SUCCESSFUL: One of the basic premises of the 224 DoD schools is that EACH of the 112,000 students in our schools in 13 countries, 7 states, Guam and Puerto Rico, can learn and be successful. DoDEA's students are the most diverse ethnically, racially, and geographically of those in any U.S. school system. They are not, however, diverse in the expectations for all students. To achieve and sustain high levels of student achievement, DoDEA adopted rigorous curriculum standards, including the national standards in such areas as Mathematics, Science, Social Studies, Language Arts, Foreign Languages, Health and Physical Education, and Technology. They adopted new curriculum materials to reflect the new standards as well as adopted new performance assessments to measure student achievement, including the Terra Nova and Work Sampling. To complement these efforts, DoDEA linked professional development opportunities for teachers to the reform efforts and provided high quality, research-based training in the new curricular approaches, improved teaching strategies, and use of technology in the instructional process.

ACCOUNTABILITY MEASURES ARE IMPORTANT AND IN PLACE: Data drives all decisions regarding curriculum, training, staffing, and funding. A School Improvement Process that includes teachers, parents, and community leaders, has been implemented in every school to analyze their schools' achievements and implement strategies for improvements that are linked to the CSP. DoDEA provides an annual *Accountability Report* to stakeholders reporting progress against the goals and benchmarks. Individual *School Profiles* were developed as companion documents to the *Accountability Report* to provide leaders and parents with an in-depth look at the schools, student achievement, and progress made over the past year.

Creation of a system to provide targeted support and resources for low-performing schools was an outcome of a data-driven process. Sixteen schools that were farthest from meeting the achievement benchmarks were selected for special emphasis based on performance on standardized tests in reading, language arts, mathematics, science, and social studies. Both overseas and domestic targeted schools have made significant progress.

COMMUNITY ENGAGEMENT PLAYS A CENTRAL ROLE IN THE SUCCESS OF DoDEA SCHOOLS: In his December 28, 1999, New York Times column, "Military Bases Succeed with Schools," writer Anthony Lewis says, "*Finally, I think there is a deeper sense of community among military families...we have to recognize that the military is one of our most successful institutions: profoundly effective in achieving racial integration in the services and now, we find, in educating its children. We should be able to learn from its successes.*"

DoDEA enjoys an unparalleled level of community and parental support. The military community values and supports education as a critical element of its quality of life and military readiness. Surveys demonstrate both high levels of parental involvement in our schools and high expectations of parents of both the students and the schools. Systemic changes were made to create avenues for the greater involvement of administrators, teachers, parents, and the military commands. William Raspberry wrote, *"My guess—and that's all it is—is that people who believe they can achieve based on their own efforts tend to raise children who share that belief. Military children, I am suggesting, may have an unusual degree of academic success because they hold to an unusual degree the empowering belief that they are in control of their destinies."*

ADDITIONAL INITIATIVES ARE UNDERWAY: America's military forces are willing to risk their lives for their country, but they are not willing to sacrifice their children's future in the process. Therefore, quality education has been a central quality of life issue for the military. DoD has recognized that quality costs. Most recently, the Department has funded a 5-year program to implement the President's educational initiatives to expand full-day kindergarten to all schools and reduce the pupil/teacher ratio in grades 1-3. DoD has also included the funding for the modernization of all schools to support these initiatives, and to incorporate and accelerate technology into the classroom. Recognizing the unique factors of military life, DoD has also funded an increase the numbers of school counselors, psychologists, and nurses. Each community has unique needs that must be met and resources to implement community-wide initiatives.

RECOMMENDED DoDEA SCHOOLS TO VISIT: DoDEA's success in action can be seen at any of our 224 schools. Specific recommendations for visits include: **in Germany** -- the Heidelberg School Complex, Heidelberg (2 elementary schools, 1 middle school, and 1 high school); Hanau Middle and High Schools, Hanau; Hainerberg Elementary School, Weisbaden; Darmstadt Elementary School, Darmstadt; **in Italy** -- the Aviano Elementary and High Schools, Aviano; **in Okinawa** -- Lester Middle School; **in the U.S.** -- the Quantico Dependents School System in Quantico, Virginia (2 kindergarten - 3rd grade schools, 1 pre-kindergarten and 4th-5th grades, 1 middle school, and 1 high school); and the Fort Knox Community Schools, Fort Knox, Kentucky (6 elementary schools, 1 intermediate school, 1 middle school, and 1 high school).

Top* DDESS Schools and Descriptions

School	Description
West Point MS West Point	West Point Middle School is located on the base at <u>West Point in New York</u> . There are about 240 students in grades five through eight. The community is made up of 95% Army personnel. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 77 th percentile to a high of the 90 th percentile (the national percentile is 50). West Point MS received special recognition at the national, state, and county level as scholars, musicians, and athletes.
Dexter ES Ft. Benning	Herbert J. Dexter elementary school is located at Ft. Benning, Georgia. There are about 300 students in grades pre-kindergarten through fifth grade. The community is made up of 99% Army personnel. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 61 st percentile to a high of the 88 th percentile. The Dexter school is focusing on programs to increase parental involvement and become partners in their child's literacy development.
West Point ES West Point	West Point Schools are located on the base at <u>West Point in New York</u> . There are about 500 students in grades pre-kindergarten through fourth grade. The community is made up of 95% Army personnel. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 73 rd percentile to a high of the 88 th percentile. West Point ES upgraded the computer lab and currently is piloting the Jason Project in grades 2-4.
Stone Street Camp(Lejeune)	Stone Street Elementary is one of six elementary schools on Camp Lejeune. The school serves approximately 430 students in preschool through fifth grade. The community is made up of 88% Marines and 12% Navy. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 57 th percentile to a high of the 86 th percentile. Stone Street teachers and parents are working together to improve learning for all Stone Street Elementary students.
Dahlgren ES	Dahlgren Elementary is located in Dahlgren, Virginia. The school serves approximately 200 students in preschool through eighth grade. The community is made up of 99% Navy. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 57 th percentile to a high of the 85 th percentile. Students, teachers, and parents are working together to improve student's technology skills.

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DeLalio ES Camp Lejeune	DeLalio Elementary School sits amidst one of the most supportive communities in DDESS, MCAS New River at Camp Lejeune, North Carolina. The school serves about 300 students in grades pre-kindergarten through fifth grade. Marines are 91% of the students' sponsors. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 61st percentile to a high of the 78th percentile. Parent contributed 3,000 classroom volunteer hours in 1998-99.
Kingsolver ES Ft. Knox	Kingsolver Primary School is located at Ft. Knox, Kentucky. The school serves about 250 students in grades pre-kindergarten through third grade. The school serves a community which is about 95% Army. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 51st percentile to a high of the 72nd percentile. Students at Kingsolver ES made significant gains on achievement tests in 1999.
Bowley ES Ft. Bragg	Bowley Elementary School is located at Ft. Bragg, North Carolina. The school serves about 500 students in grades pre-kindergarten through fourth grade. The school serves a community which is about 99% Army. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 59th percentile to a high of the 82nd percentile. Bowley Elementary School students made great strides in school-home partnerships, technology, science, and mathematics in 1998-99.
Maxwell ES Maxwell AFB	Maxwell Elementary School is located at Maxwell Air Force Base in Montgomery, Alabama. The school serves about 500 students in grades pre-kindergarten through sixth grade. The school serves a community which is about 94% Air Force. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 58th percentile to a high of the 79th percentile. Two full-scale technology labs and multiple computers in each classroom provide ready access to technology for all students.
Quantico MS Quantico	Quantico Middle/High School is located at Quantico, Virginia. The school serves about 400 students in grades six through twelfth grade. The school serves a community which is about 94% Marines. Average student performance on standardized achievement tests at the school in 1999 ranged from a low of the 61st percentile to a high of the 79th percentile. Quantico is poised to complete the DoDEA Technology Standards for grades 8 and 11 as a result of a very successful pilot program using electronic portfolios.