

**C.C. Pinckney Elementary School
School Profile 2006-2007**

Carol Kress, Principal



**DDESS – SC/Fort Stewart District
C.C. Pinckney Elementary School
5900 Chesnut Road
Columbia, South Carolina 29206**

Tel: 803-787-6815

Fax: 803-790-2169

Mission Statement



Our mission is to provide a learning environment that will enable our diverse and unique students to become productive and knowledge-seeking citizens while achieving academic, technological, and personal success.

C. C. Pinckney Elementary School

School and Community Profile 2006-2007

Introduction

This profile of C.C. Pinckney Elementary School will provide important information related to the characteristics of the school and the Fort Jackson community. Current student and community demographic data and stakeholder perspectives on the quality of education at C.C. Pinckney are included in this profile. This information serves as a catalyst for the information planning process in place and the eminent improvement in the performance of our students.

School and Community Characteristics

C.C. Pinckney Elementary School, the proud home of the Patriots, opened in 1987. Our school is part of the Department of Defense Domestic and Dependent Elementary and Secondary School (DDESS), and is located adjacent to family housing on Fort Jackson. Pinckney is one of three elementary schools located on post and currently serves students in grades 4, 5, and 6. Students attending any elementary school located on Fort Jackson must live in military family housing and provide the appropriate documentation to do so.

Pinckney Elementary School was named for one of South Carolina's patriots, Charles Cotesworth Pinckney, a representative for South Carolina at the Constitutional Convention and a signer of the Declaration of Independence. The school contains 27 classrooms, a gymnasium, an auditorium that seats 225 students comfortably, a cafeteria, a science laboratory, two computer laboratories equipped with state of the art computers and software, a large and well-equipped art room, a music room complete with a keyboard laboratory, a band room, a media center and a combination kitchen/classroom area fondly called "the career center." Outdoor facilities include a soccer/football field, a baseball field, two hard-surfaced basketball courts, and a wide array of playground equipment on the play area. There is also an enclosed courtyard as well as a garden area near the playground. Reduction in enrollment has temporarily created vacant spaces within the school plant allowing classrooms to be moved as needed for an extensive renovation project. The project includes a new roof, new ceilings, tile floors, new heat and air conditioning system and a state of the art computer network.

Ms. Carol Kress has served as principal of Pinckney School since 2003, bringing with her a familiarity gained from two years of experience as Pinckney's assistant principal. Also since 2003, Dr. Joseph Guiendon has led the district as superintendent of the Fort Jackson Schools as well as those located in Beaufort, South Carolina and Fort Stewart, Georgia. Leaders at the school and district level work closely with Fort Jackson's Garrison Command in an effort to communicate and make decisions that effect the community. The Pinckney staff consists of master teachers with a diversity of expertise and training, many of whom serve as model teachers for student interns from the University of South Carolina Partnership School.

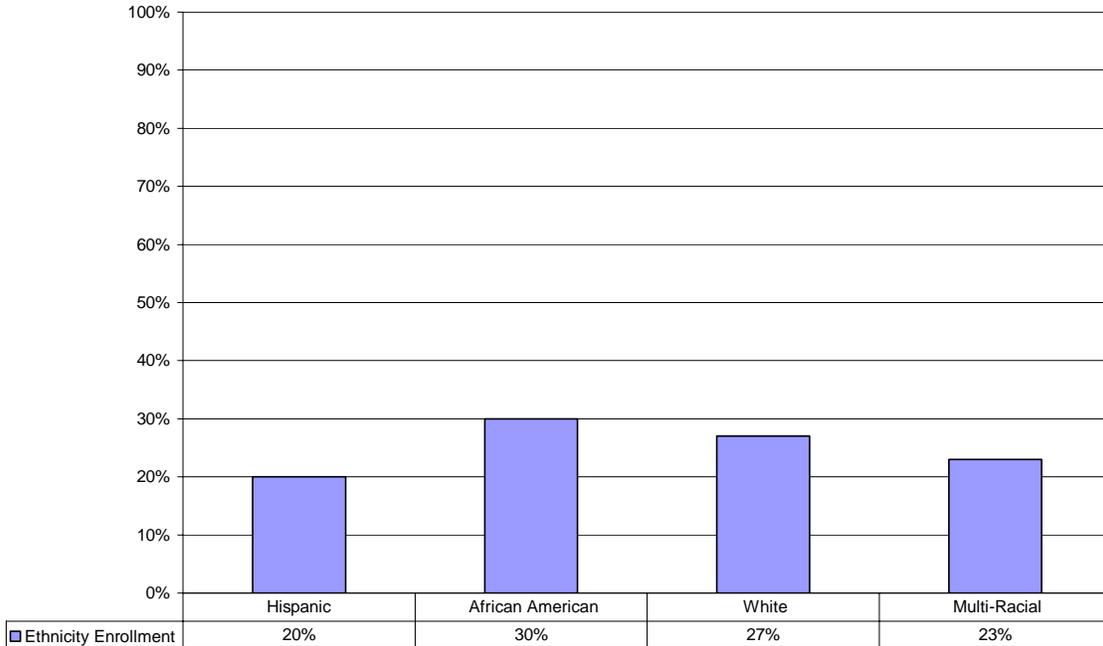
New direction and mandates from the headquarters level of DDESS continue to result in changes in many areas. Initiatives include: new math textbook series with accompanying training; new math facilitator position on staff; additional math instruction in accordance with the Math Matters Initiative; new science series with accompanying training; new health textbook series; standards based instruction in all areas of the curriculum; new focus integrating technology with visual art and music utilizing state of the art equipment; and new Comprehensive Developmental Guidance Program. In addition, concentration on the READ 180 Program, Scholastic Reading Counts, Assessment for Learning, and Six Traits of Writing have also enhanced student success. Recent training by renowned behavioral psychologist, Terry Alderman, has enabled teachers to better channel student energy into productive activity.

C.C. Pinckney's student enrollment, as of February 23, 2006 is 182 with the approximate student-teacher ratio being 1:18. Small group instruction, improved test scores, increased student productivity, additional hands-on learning, and more teacher assistance for students are resulting from these circumstances. The decline in student population is due to outdated and substandard housing presently available on Fort Jackson. Declining enrollment can also be linked to lower mortgage rates and the availability of new housing in close proximity to Fort Jackson. A Residential Communities Initiative has been approved with a construction start date of 2008, but this project will not impact Pinckney student population at this time. No increase in student population is projected at this time.

Pinckney's integrated curriculum includes English/Language Arts, Math, Science, Social Studies, Visual Art, Music, Physical Education/Health, Library Skills, and Guidance. Fifth grade students participate in the D.A.R.E. program (Drug Abuse Resistance Education) led by a member of the Fort Jackson Military Police. Sixth grade students receive daily technology instruction in using Word, Excel, PowerPoint, Photo Story and Windows Movie Maker in a unique program called T. E. S. T. (Technology Education for Students and Teachers.) Girl's Grapevine, designed by the guidance counselor, provides students the opportunity to discuss social problems and pose solutions to expressed concerns. Exemplary arts experiences in the form of residencies, performances, and field studies are also provided by visiting artists as part of the PatriARTS Project, Pinckney's *Arts in Basic Curriculum Project*. Examples include Drama, Dance, Band, Chorus, Colonial American Crafts, and African Drumming. The PatriARTS Project, in existence since 1995, has become a model for arts integration and arts instruction in South Carolina and DDESS.

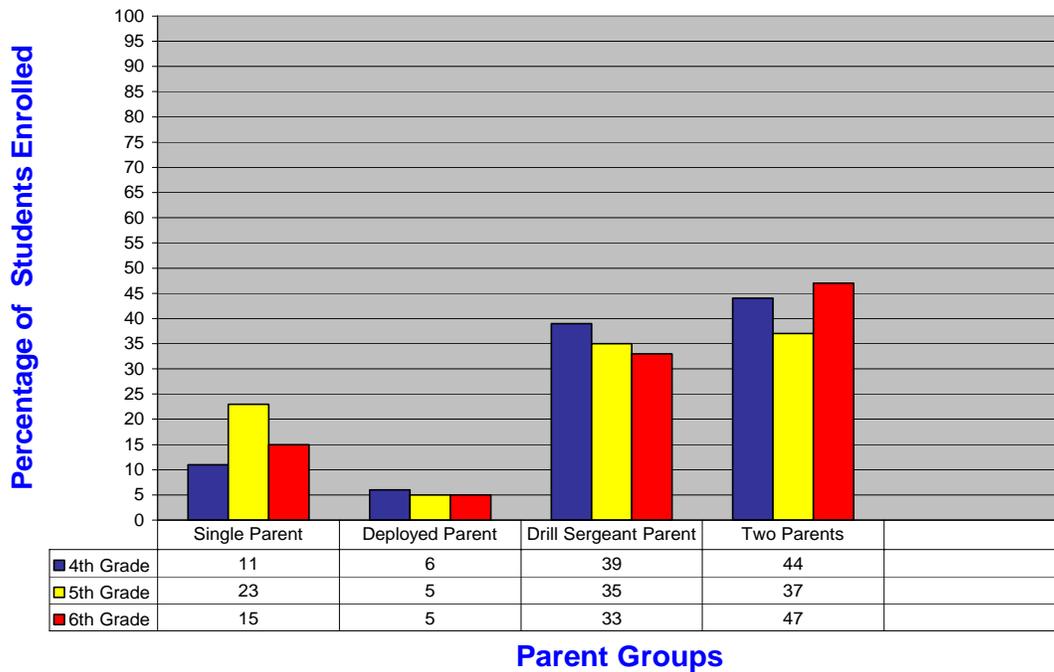
Students are provided after school opportunities in Math Club, Success Club, Wednesday Walkers, Chess Club, and Student Council. Fort Jackson Child and Youth Services also offers an array of afternoon instruction, for example, piano, dance, guitar, and sports teams, as well as child care, homework assistance, and morning and afternoon transportation service. A number of community sectors such as the Parent Advisory Council (PAC), Officers' and Civilians' Spouses' Club (OCSC), Fort Jackson Thrift Shop, Soldier and Family Readiness Division (SFR), Morale, Welfare, and Recreation (MWR), Fort Jackson 3/13th Brigade, AllSouth Federal Credit Union, and Columbia Museum of Art offer support for students in a variety of ways. Collaborative projects between MWR, Pinckney students, and visiting artists have resulted in two public sculptures being placed on Fort Jackson, a fifteen foot Palmetto Tree in front of the Solomon Building and a twenty foot Eagle Sculpture in Patriot's Park.

**Ethnicity Enrollment
As of 2/23/07**



Data as of 11/8/06

Parent Profile 2006-2007



Instructional Data

Instructional Characteristics

As a member of the Department of Defense Education Activity (DoDEA), C.C. Pinckney Elementary provides standards- based instruction. Our academic programs follow a six-year curriculum cycle. At each step in the cycle, different curriculum areas go through an intensive review process at the headquarters level which includes: program review, standards review/revision, instructional materials review/adoption, implementation, and assessment review/revision. The adopted performance standards that identify what students should know and be able to do at each grade level serve as the guidelines for instruction. Instructional support specialists from the Department of Defense Elementary and Secondary Schools (DDESS) provide additional support.

Teachers at C.C. Pinckney Elementary assess for learning not just with paper and pencil-based assessments, but also through the use of rubrics, multiple learning opportunities, integrated instruction, and performance-based assessment.

Staff Development Opportunities

Many professional development opportunities exist at Pinckney. On-line courses are available year round. Staff development days are regularly scheduled throughout the school year in many areas. Initiatives have been presented to special education teachers, educational technologists, READ 180 teachers, math facilitators, physical education teachers, music teachers, art teachers, the information specialists and nurses through in services.

Professional development opportunities on integrating the Arts throughout the curriculum are provided annually through experiences, such as the Spoleto Creative Teachers' Institute in Charleston, Arts Education Leadership Institute, Muse Machine Summer Institute in Spartanburg, and ABC Site meetings and workshops.

The South Carolina Reading Initiative (SCRI) was provided through a partnership between the Fort Jackson Schools and the University of South Carolina. Eight current staff members were trained and continue to implement this research-based initiative for Literacy.

Several staff members have participated in technology classes offered by one of Fort Jackson Schools' own educational technologists. These classes have provided new knowledge and confidence that has translated effectively into the classrooms.

School Organization

C.C. Pinckney Elementary School houses three grade levels. The 6th grade is departmentalized with four teachers who teach reading/language arts, math, social studies and science. Additionally, the sixth grade students participate in a locally developed program called T.E.S.T. in which they develop a higher level of skills in technology enrichment. The 5th grade is self-contained with three teachers who are responsible for teaching all content areas of the school curriculum. There are currently four fourth grade teachers. Two of the teachers are self-contained. The other two share the responsibilities for math, science, social studies, and health with each teaching in their area of specialty as students travel between the two classrooms. All fourth grade teachers provide reading/language arts instruction daily.

Staff Profile

The Staff at C.C. Pinckney Elementary School is an exceptional group of individuals who work diligently as a team to provide quality educational experiences for the enrolled students. The staff is very experienced with 96% of the staff having been educators for at least 10 years. Furthermore, there is a great deal of stability among the staff. 92% of the staffs' cumulative tenure has been spent in the Fort Jackson School system making them well qualified to handle the unique challenges presented by military students.

Additionally, the staff is very educated. 83% of the staff has earned at least a Master's degree. Many of the teachers continue to take classes at the local university and the school's administration insures there are many opportunities for staff development. Furthermore, the staff prides itself in being a clinical setting for pre-service teachers and the reciprocity that goes into that relationship helps the staff stay abreast of the latest educational research and pedagogical advances.

The foundation of any educational system is the staff members who work with the students directly. The staff at C.C. Pinckney has the education, experience, and desire to meet the academic, social, psychological and physiological needs of all the students they serve.

Teacher Experience and Degrees Earned

Years of Experience						
	0-5	6-10	11-15	16-20	21-25	26+
At Fort Jackson	2	7	0	5	3	7
Total Years Teaching	0	1	2	5	3	13
Number of Teachers at Highest Degree Earned						
Bachelors	Masters	Masters+30	Ed.S	Doctorate		
4	5	12	1	2		

Most Common Instructional Techniques Used

Instructional techniques used at C.C. Pinckney Elementary School include: individualized instruction, small group instruction, project based instruction, inquiry (problem solving), peer teaching, lecturing, and student conferencing. Core instruction is interdisciplinary with a heavy infusion of the arts.

Affiliation with the S.C. Arts in Basic Curriculum (ABC) Project provides numerous opportunities for students to learn with, through, and from the five arts areas: music, visual arts, dance, drama, and creative writing/literature. Pinckney's ABC Project is called the PatriARTS Project. Teachers have received training in creating arts integrated lessons. Including the arts component in both individual lessons and units of study provides an additional mode for reaching students. Students are instructed also by visiting artists who present a variety of skills during the artist residencies. For example, a long term dance residency involved fourth grade students in creative movement and a three day residency provided sixth grade students with instruction in African drumming from master Guinean drummers. Visiting performers, such as storytellers, authors, and musicians expose students to other cultures, new ways of approaching a writing project, or live instruments they have only read about. Field studies to local arts

organizations, such as the S.C. Philharmonic and the Columbia Museum of Art are also important aspects of the project that prepare students to experience arts in the communities in which they live.

Support Programs

C.C. Pinckney has many support programs:

The Success Club is designed to help those children who have been identified as in need of assistance with their homework as well as working on the students' study habits and organizational skills. This club meets in the library after school. Three staff members sponsor this program with support from additional teachers.

The Chess Club- is an open club for students who want to improve their problem-solving skills as well as developing strategies for success in the game.

Math Club is an open club for students who want extra help or those who simply like challenges. All are encouraged to attend this afternoon club.

Wednesday Walkers- is a program that promotes healthy activities through walking. In addition this program involves the community encouraging parents to walk with their children. Wednesday Walkers has been recognized by DHEC, WIS TV All Health Team, and the Governor's Council for Physical Fitness.

Enrichment Arts- is a program for those students who have been identified as being artistically gifted. The art teacher works with these students to develop their artistic abilities.

PatriARTS Helpers- are responsible students who act as general assistants doing various tasks asked of them by the information specialist, music teacher, and art teacher.

Student Council- is a group of students who perform various school services such as operating the school store, ushering for parent-teacher conference day, collecting items for the annual Christmas food drive for the needy, collecting paper for the recycling detail, raising the flag, collecting food or goods for the unfortunates such as Katrina victims and VA patients and etc.

Girls' Grapevine- is a prevention program for fifth and sixth grade girls designed to help them make a smooth transition from elementary to middle school.

Morning TV- is news/announcements hosted by the principal with support from the student body.

Band Class- is open to all students with an interest in learning how to play a wind or percussion instrument. Practice begins at 7:15.

Chorus- is offered for musically talented students. Students are involved in learning good vocal production, musical reading techniques and performance preparation using DoDEA music standards to guide the curriculum.

Mild –Moderate Learning Impaired (Resource) Program- is a program that serves students with mild-moderate disabilities in a pull-out setting. Students served in this program have an Individualized Education Program.

Moderate-Severe Learning Impaired Self Contained Program - is a program that serves students with moderate-severe disabilities in an all inclusive setting. Students served in this program have an Individualized Education Program.

Speech Therapy - is a program that serves students experiencing difficulty with articulation, fluency, voice receptive and expressive language skills that affect the student's performance in the classroom setting. Speech therapy enables students to receive the help they need in order to improve their communication skills and accomplish the goals set forth in grade-level standards. Students served in this program have an Individualized Education Program.

Gifted Education- is a program designed for students who are academically gifted.

Currently at C.C. Pinckney there are several programs designed to provide positive feedback to the students. Patriots' Pride reports are designed to recognize any outstanding deeds or actions a student has displayed. A copy of this report is mailed home to the parents. Honor Roll assemblies are a way to recognize academic achievements for each grade level. We have the Principals' List (B average), the Pinckney Patriots' List (A's and B's) and the Pinckney Scholars' List (all A's).

At this assembly three other awards are presented. The first is the B.U.G. award (Bringing Up Grades). These are given to students who may or may not have made the honor roll but did work hard to bring up low grades. The second award is the Character Trait Award. Each homeroom teacher selects a student they feel has demonstrated a particular character trait (responsibility, kindness, self-control etc.) for that marking period. This child may or may not be on the honor roll. The Super Student award is given to those students who tried hard and put forth effort, but did not qualify for other academic awards.

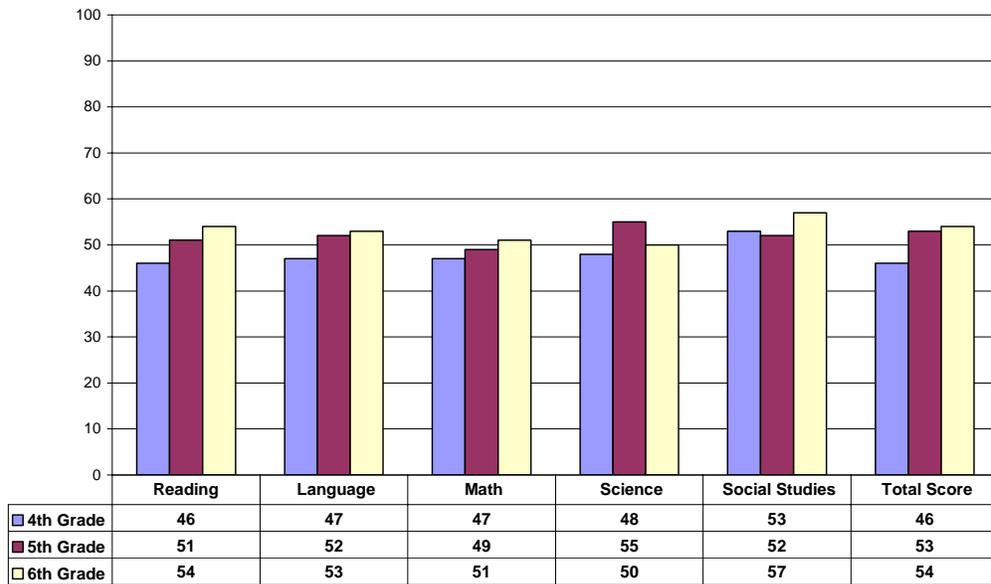
C.C. Pinckney Elementary has a very diverse population with an enrollment of 182 students (as of 2/23/2007). The ethnicity percentiles for our school are: Hispanics – 20%, African American – 30%, White – 27%, and Multi-Racial – 23%.

In the school year 2005-2006, there were two students retained. During the current school year 2006-2007, the school's mobility is at 32.5%. There are currently 13 students in the Resource Program. These students are diagnosed with a disability and receive services under an IEP (Individualized Education Program). The self contained teacher works with 3 IEP students. Our speech therapist is servicing 17 students under communication impairment. There are currently 7 students being serviced in the ESL (English as a Second Language) program. Since our school is located in such close proximity to housing, no buses are provided for transportation. Transportation is provided for students with disabilities if they are at risk to themselves, or others, or have communication difficulties.

The Child Find Program at Fort Jackson seeks children not yet in school who may require special education services. Brochures are placed at many locations around Fort Jackson giving information about this service, as well as advertising this program in the *Leader*, the post's newspaper. We also receive referrals from the medical personnel at Moncrief Army Hospital. Screenings are conducted at the Childcare Center.

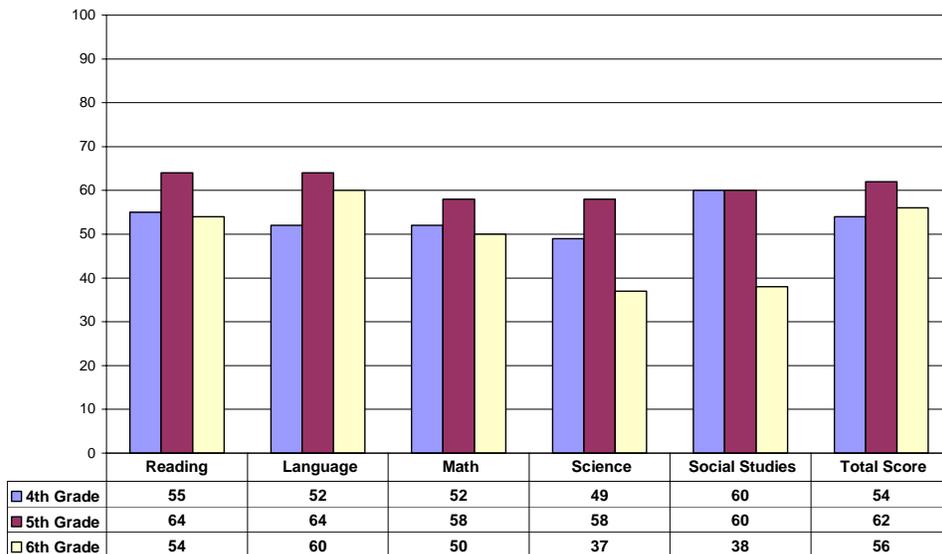
Analysis of Data

TerraNova National Percentile Scores
2004-2005



The majority of students scored at or above the 50th%. Lower score results appear in Math for 4th and 5th grades. The 4th grade also scored below the national percentile in reading and language. These results serve as a baseline for further development of goals for improvement.

TerraNova National Percentile Scores
2005-2006



Scores increase significantly in most areas across all grade levels. However, there was a significant decline in scores in 6th grade Social Studies and Science.

TerraNova 4th

Total Battery National Percentile Rank

Male	44
Female	55

Hispanic	47
Black	43
White	66
Asian/Pacific Islander	
Biracial	

Data results area not reported for any ethnicities with a membership of less than 10. There does not appear to be a significant difference between males and females. The achievement gap is significant and an area for consideration across all three grade levels.

TerraNova 5th

Total Battery National Percentile Rank

Male	63
Female	61

Hispanic	66
Black	57
White	70
Asian/Pacific Islander	
Biracial	

TerraNova 6th

Total Battery National Percentile Rank

Male	59
Female	51

Hispanic	
Black	46
White	61
Asian/Pacific Islander	
Biracial	

The **Balanced Assessment in Mathematics** is a criterion-referenced test that was last administered throughout DDESS in the spring of 2005. While the formal administration of this assessment has been discontinued, components of the question formats are available for use in local assessments.

BAM (Balanced Assessment in Mathematics) Spring, 2005 4th Grades Only – 96 Students

Level 4 – meets the demands of nearly all of the tasks; Level 3 – shows the main elements; Level 2 – shows some of the elements; Level 1 – shows few of the elements

	4 (29-40)	3 (20-28)	2 (12-19)	1 (0-11)
Grade Level Total	17%	43%	30%	10%
Male	17%	38%	31%	13%
Female	17%	48%	27%	8%
Hispanic	20%	50%	15%	15%
Black	2%	43%	37%	17%
White	31%	43%	21%	5%
Asian/Pacific Islander	100%	0%	0%	0%
Biracial	0%	50%	50%	0%

60% scored in the top two strands. There is a significant achievement gap.

The **Performance Assessment in Communications Arts** is a criterion-referenced assessment last administered DDESS-wide in the spring of 2006. This assessment will no longer be available for use. The data is shared here as a baseline for consideration of future academic goals.

PACA (Performance Assessment in Communication Arts) Spring, 2006 4th Grades Only – 79 Students

	Above the Standard	At the Standard	Partially Met the Standard	Below the Standard
Grade Level Total	10%	51%	38%	0%
Male	5%	47%	47%	0%
Female	15%	56%	28%	0%
Hispanic	8%	52%	42%	0%
Black	14%	49%	38%	0%
White	6%	55%	39%	0%
Asian/Pacific Islander	0%	50%	50%	0%
Biracial	13%	50%	38%	0%

Over 60% of the students scored at or above the standard. It is noted that the achievement gap is almost non-existent. Not one student scored below the standard.

Student Survey Analysis

A student survey was developed locally and administered to all students at C.C. Pinckney Elementary School during October, 2006. During the NCA Ambassador Training offered at the DDESS headquarters in November, 2006, the principal and School Improvement Team chairperson learned that surveys should be created based on an acceptable “adopted” bank of questions which were being developed at the headquarters level. While the survey used at Pinckney may not contain all of the adopted questions, the School Improvement Team believes it reflects the feelings of our students at this time. The results of this survey presented the staff with an outline of how well we are serving our clientele. The information from the student responses provided insightful data that allows the staff to see which areas the students see themselves as receiving quality educational experiences, and which areas they see the staff as needing to improve. The thirty-one question survey (Appendix A) asked the students to respond positively or negatively about issue ranging from the food in the cafeteria to how safe they feel when they are at school. The students were also asked to respond to questions that focused on the instruction they received as well as how that instruction was delivered.

The survey asked the students to respond whether they agreed, strongly agreed, disagreed, or strongly disagreed with the given statement. Each statement is written in the positive and the data analysis provided groups the results into positive (agreed and strongly agreed) and negative (disagreed and strongly disagreed) results.

Evidence of Success

The data collected highlights several areas that demonstrate C.C. Pinckney is successfully serving the needs of the students. First and foremost, the students overwhelmingly think that their teachers believe they can learn. Ninety-eight percent (98%) of the students agreed or strongly agreed with the statement “My teacher believes I can learn” (Appendix B). Additionally, ninety-five percent (95%) of the students indicate they think the teachers at CC Pinckney have high expectations for the students and think the students will be successful (Appendices C and D).

The students’ responses shed a very complimentary light on the teachers at C.C. Pinckney. In addition to the above mentioned items, the students also favorably responded (90% or higher) to the following prompts:

1. My teacher makes it clear what I am suppose to learn (Item 1)
2. My teacher encourages me to do my best (Item 11)
3. My teacher cares about me (Item 12)
4. I like my teachers (Item 30)

The survey results indicate that the professional staff at C.C. Pinckney has the confidence of the students and are exhibiting many of the characteristics of generally accepted as being traits of effective educators.

Other areas where the students feel the school is doing a good job include:

1. Being exposed to varied teaching techniques (Item 6)
2. Receiving help with concepts they have difficulty assimilating (Item 9) and,
3. Cooperative learning situations are provided (Item 18)

It is also worth noting that eighty-eight percent (88%) of the students also indicated that they are receiving help at home when they need help completing homework assignments (Item

24). The involvement of the parents at C.C. Pinckney is addressed in other areas of this report, nonetheless, the level of commitment by the parents is recognized by the students and their response to this item re-enforces how important parent involvement is in the success C.C. Pinckney Elementary School.

The student responses to the survey show they are more than satisfied with their teachers, the way they are being taught, and the amount of help they receive in school and at home. The teachers at C.C. Pinckney are single-minded in their dedication to helping students become academically successful and socially adjusted life-long learners. The survey demonstrates that the students feel we are on the right track.

Areas of Concern

While the overall results of the survey were very good, the results did identified some areas where the students indicated they felt there was room for improvement. The most glaring deficiency is in the food service arena. Nearly 45% of the students indicated they did not like the food that was served at school. The nature of our food service component does not allow for much input from the staff and while the data is presented here for analytical purpose, it should be noted that that school personnel have little or no control over how the cafeteria is run or what fare is offered.

Of the lowest scoring items (those whose combined agree and strongly agreed percentages totaled less than 80%) only 2 dealt directly with the academic aspect of education: Item 8 (The work I am asked to do is challenging [Appendix E]) and item 16 (It is easy to learn at this school [Appendix F]). The items seem to contradict each other in that if 40% of the children find the work to not be challenging, it seems unlikely that a seventy five percent (75%) of the same respondents find it difficult to learn. The wording of the questions may have been confusing leading to this anomaly.

In taking a closer look at the other items where less than 80% of the students answered the questions positively, the most notable item were 14 (just under 60% of the students felt that their peers at C.C. Pinckney had respect for those who are different from them [Appendix G]) and item 15 (only 74% of the students responded that they feel safe at school [Appendix H])). These two items in conjunction with the 35 percent of the students who do not think students are treated fairly when they get in trouble are areas where the staff has an opportunity to help the students grow affectively as the students already recognize that we are doing a great job of assisting them with their cognitive growth.

Conclusion

The survey results make it abundantly clear that the students feel the schools strongest asset is its staff. The staff of C.C. Pinckney is a dedicated group of well qualified professionals whose goal is to bring to life our school mission to...

...provide a learning environment that will enable our diverse and unique students to become productive and knowledge seeking citizens while achieving academic, technological, and personal success.

The staff works hard each day to provide the students with experiences that will broaden their horizon and strengthen minds. The staff believes and what they are doing and it permeates to the students evidenced by their responses.

Additionally the survey results indicate that approximately 70 percent of our students would give our school a grade of “A” or “B” and that eighty percent (80%) agree or strongly agree that we are doing the things that make a school effective (**Appendix I**). We will work hard to maintain the high standard we have set for ourselves and our school. We, will of course, do our best to continue performing well on those items we received high marks from the students.

However, we also will make a concerted effort to improve those areas in which our students feel we are lacking; especially in the areas of being respectful of others from different cultures and backgrounds. As outlined in the Community Description and Student Characteristics section of this report, C.C. Pinckney has a diverse community of learners. The uniqueness that is built into being a DDESS school dictates that our enrollment will bring together students from many different cultures. This being the case, it is very important that we find ways to help our students be tolerant of each others differences.

Our school is a microcosm of society and if our students are to be successful, it is incumbent upon us to teach them to focus on what it is that makes us alike as a community while simultaneously teaching them to respect the difference we have as individuals. When we are able to help students respect each other, we can also decrease the anxiety that goes into not feeling safe at school.

C.C. Pinckney Elementary School is a dynamic entity. It is ever-changing and the results of this survey provided us with a snapshot of how we are viewed by our most precious resource. We will look hard and long at that picture and work to be sure the next one catches us in and even better light.

C. C. Pinckney Elementary School Student Survey

This survey asks for your opinions about your school. It will take about 5-10 minutes to finish. It uses a 4-point scale, with 1 meaning you “don’t agree at all” with the sentence, and 4 meaning you “agree completely”. **Circle** one number for each sentence. There is no right answer. Please respond honestly. *Your marks will be kept private.*

Think about your school as you read each sentence. Then circle the number that best describes how much you agree with that sentence.

Use the following scale to guide your responses:

- 4 *Strongly Agree*
- 3 *Agree*
- 2 *Disagree*
- 1 *Strongly Disagree*

	Strongly Disagree	Disagree	Strongly Agree	Agree
1. My teacher makes it clear what I am supposed to learn.	1	2	3	4
2. My teacher expects all students to work hard.	1	2	3	4
3. My teacher believes that I <u>can</u> learn.	1	2	3	4
4. My teacher thinks I <u>will</u> be successful.	1	2	3	4
5. I know that I can be successful.	1	2	3	4
6. My teacher uses different ways to help me learn.	1	2	3	4
7. My teacher listens to my ideas and opinions.	1	2	3	4
8. The school work I am asked to do is challenging.	1	2	3	4
9. My teacher helps me when I don’t understand something.	1	2	3	4
10. I get extra help at school if I need it.	1	2	3	4
11. My teacher encourages me to do my best.	1	2	3	4
12. My teacher cares about me.	1	2	3	4
13. Teachers in my school show respect for students.	1	2	3	4
14. Most students respect those who are different from them.	1	2	3	4
15. I feel safe when I am at school.	1	2	3	4

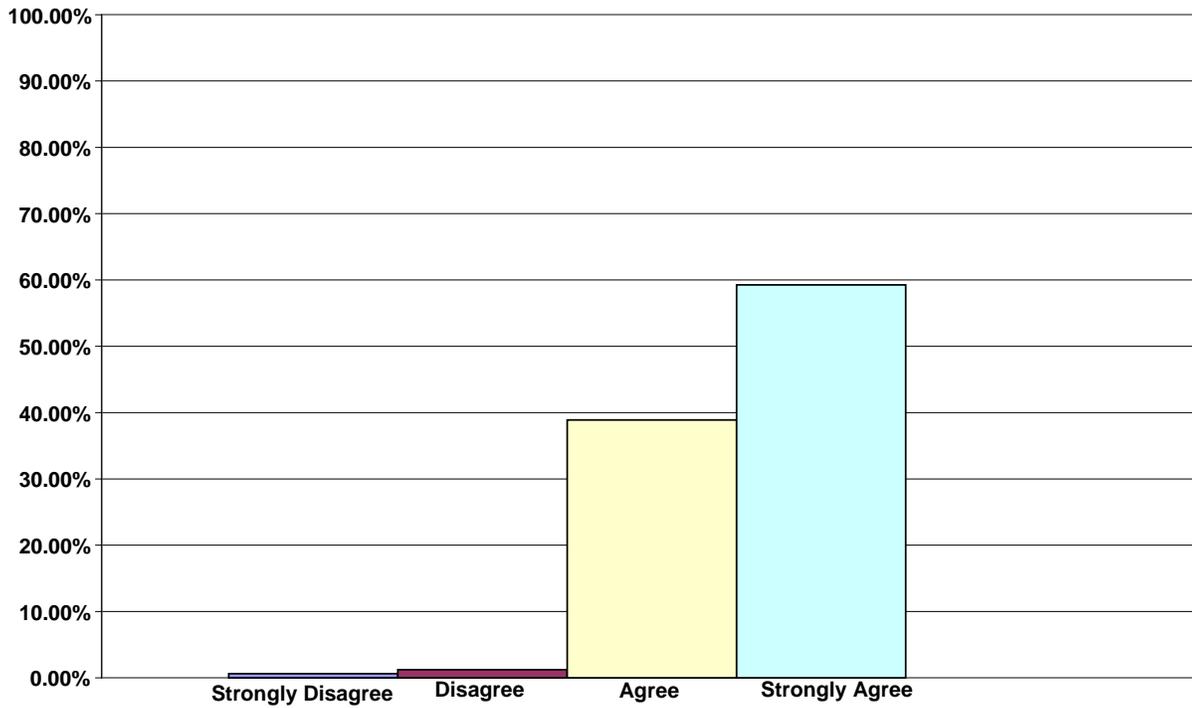
	Strongly Disagree	Disagree	Strongly Agree	Agree
16. It is easy to learn at this school.	1	2	3	4
17. I have fun learning at school.	1	2	3	4
18. Sometimes students work together in class.	1	2	3	4
19. The school has fair rules.	1	2	3	4
20. Students are treated fairly if they get in trouble.	1	2	3	4
21. My teacher talks to my family if I have problems learning.	1	2	3	4
22. If I am doing a good job in school, my teacher tells my family.	1	2	3	4
23. Parents and adults often come and help at school.	1	2	3	4
24. I get help on my school work at home.	1	2	3	4
25. I like the food the school serves.	1	2	3	4
26. I am taught writing skills in my classroom.	1	2	3	4
27. I am becoming better with technology and computer skills.	1	2	3	4
28. I share what I do in school with my family.	1	2	3	4
29. My math instruction includes problem-solving activities.	1	2	3	4
30. I like my teacher.	1	2	3	4
31. I like this school.	1	2	3	4

Please **circle** the choice that fits you best (check one box for each):

- A. Your Grade: 4th 5th 6th
- B. Your Gender: Boy Girl
- C. Your Race/Ethnic Group: American Indian/Native American African American/Black
 Asian/Pacific Islander Hispanic/Latino
 White/Caucasian Multi-Racial
 Not Sure
- D. What grade would you give your school? A B C D F

Appendix B

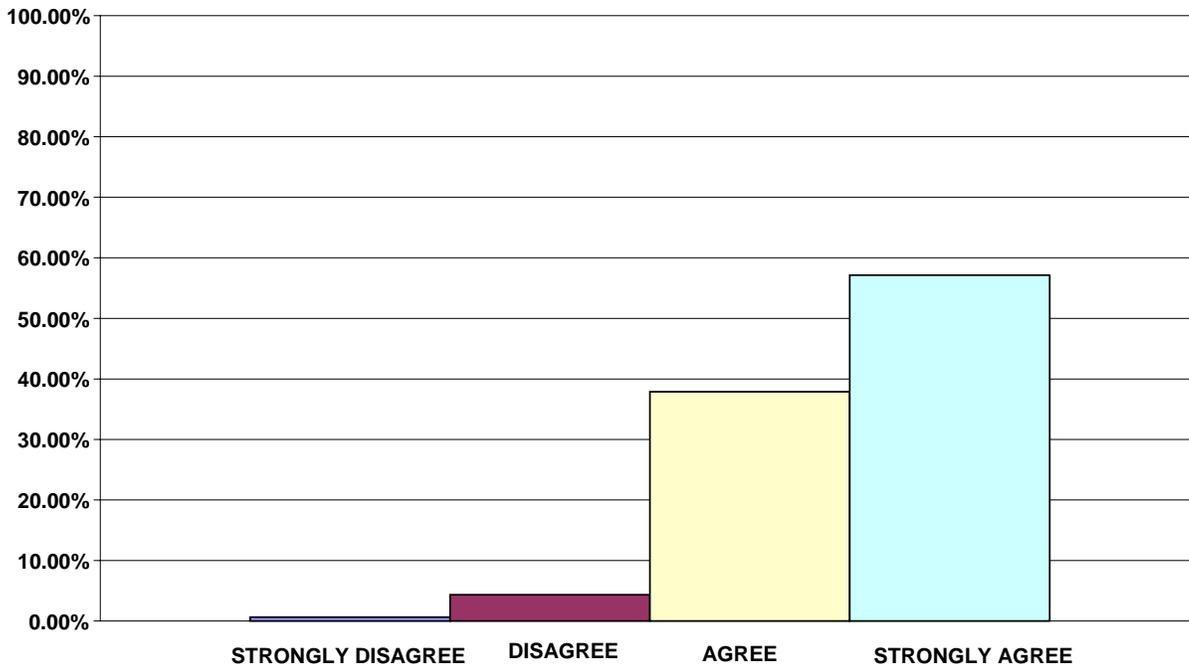
**Item 3
My Teacher Believes I Can Learn**



Ninety-eight percent (98%) of the students agreed or strongly agreed with the statement, "My teacher believes I can learn"

Appendix C

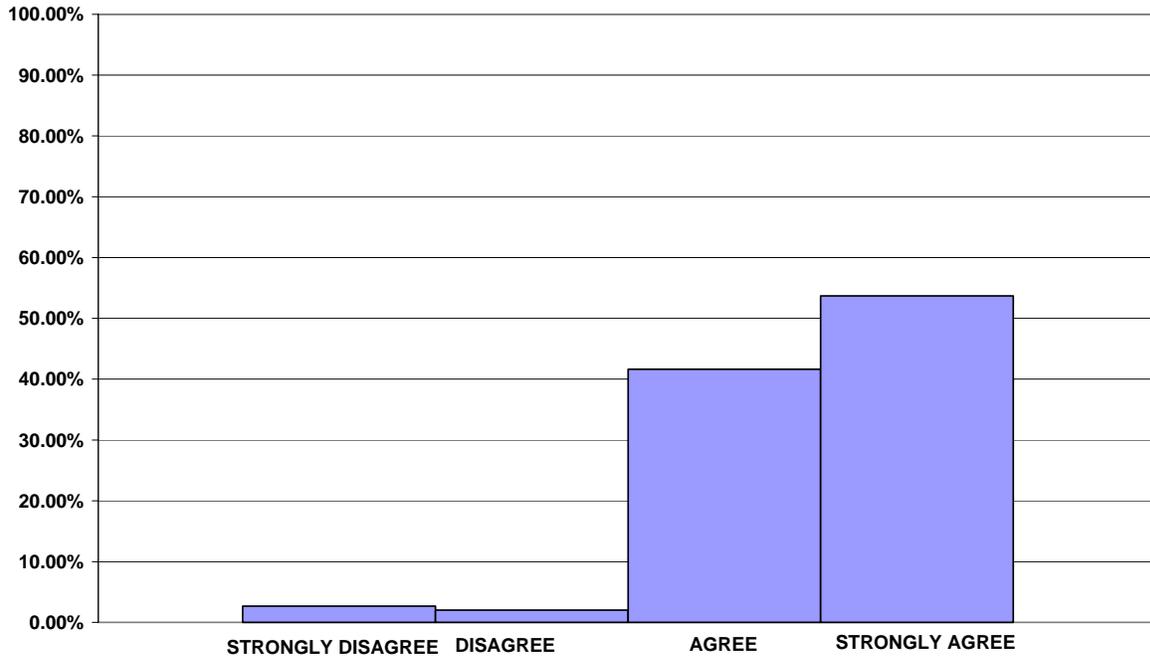
**ITEM 2
MY TEACHER EXPECTS ALL
STUDENTS TO WORK HARD**



Ninety-five percent (95%) of the students indicate the teachers at C. C. Pinckney have high expectations for the students.

Appendix D

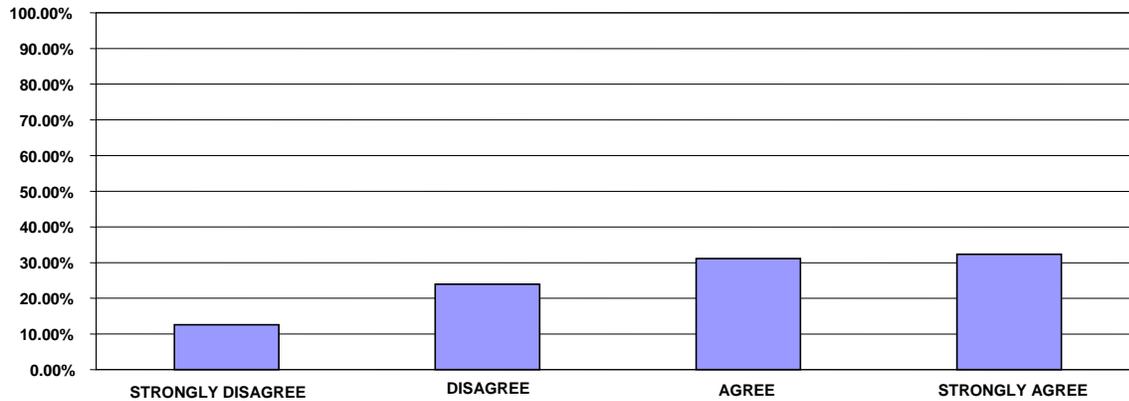
**ITEM 4
MY TEACHER THINKS I WILL BE SUCCESSFUL**



Ninety-five percent (95%) of the students indicated they think their teacher thinks they will be successful.

Appendix E

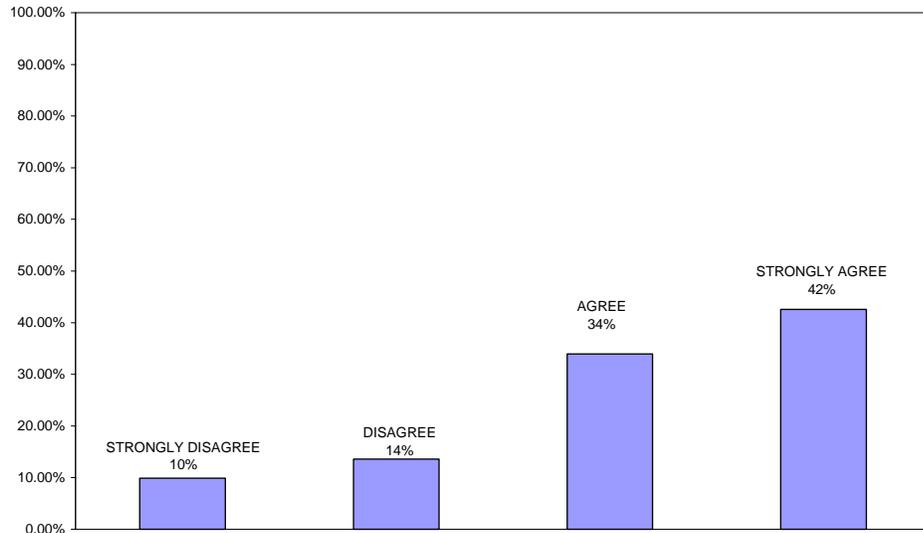
**ITEM 8
THE WORK I DO IS CHALLENGING**



More than 35% of the students feel that the work they did at school is not challenging.

Appendix F

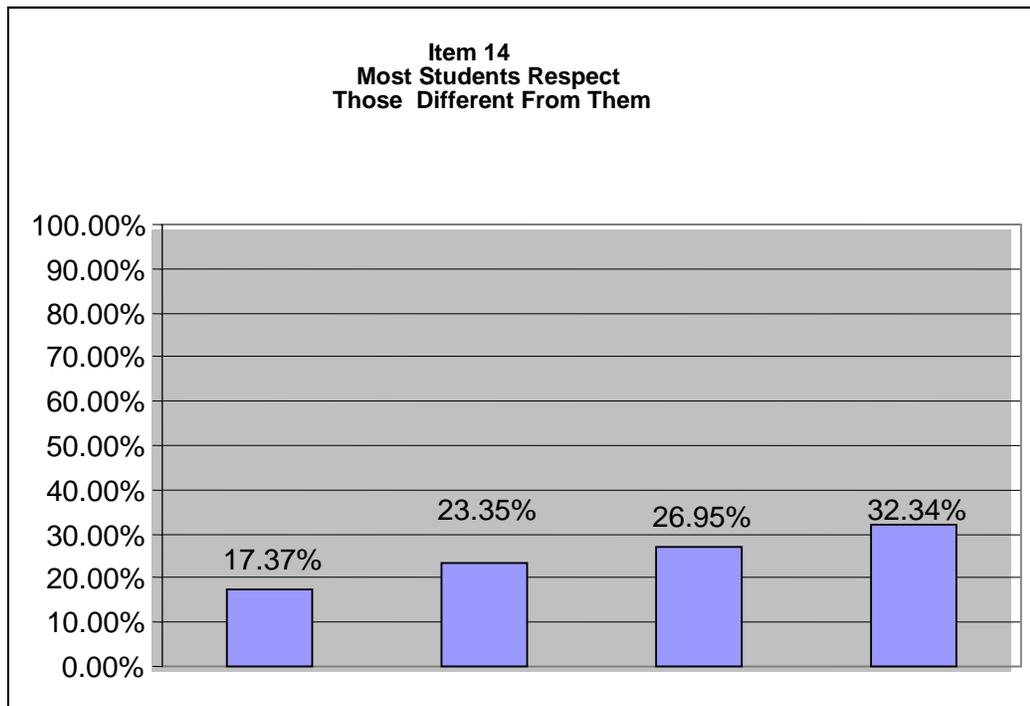
**ITEM 16
IT IS EASY TO LEARN AT THIS SCHOOL**



Seventy-six percent of the students agree or strongly agree with the statement, "It is easy to learn at this school."

Appendix G

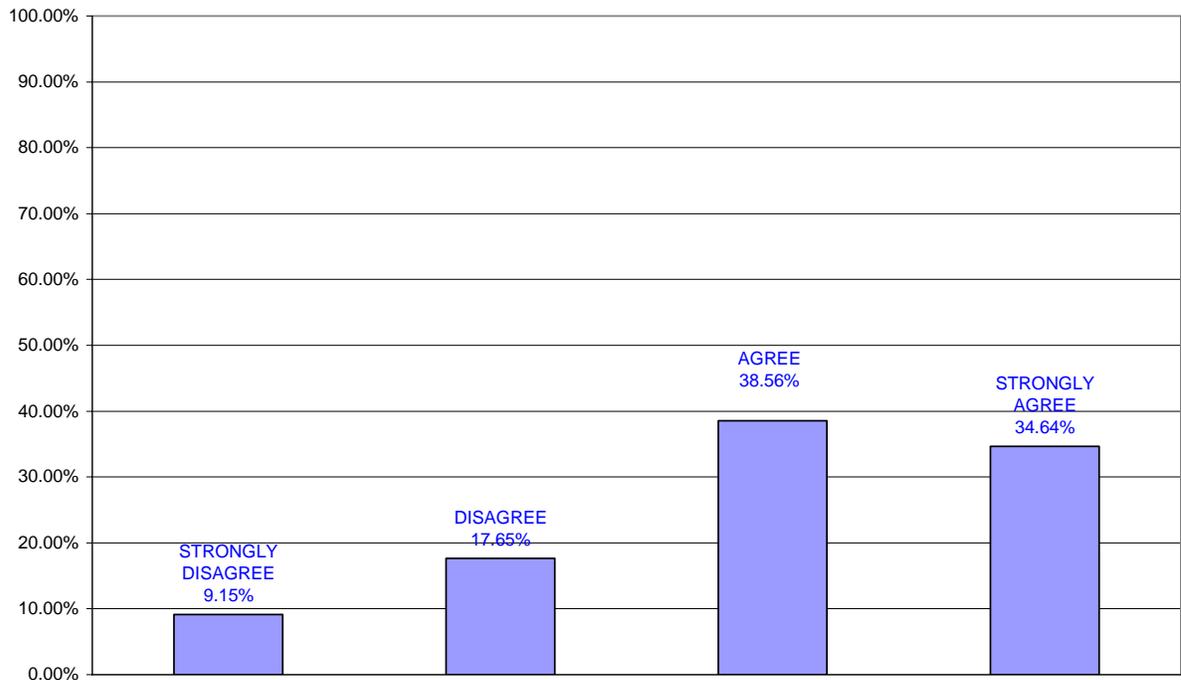
**Item 14
Most Students Respect
Those Different From Them**



Forty percent of the students feel their classmates do not have respect for those different from them.

Appendix H

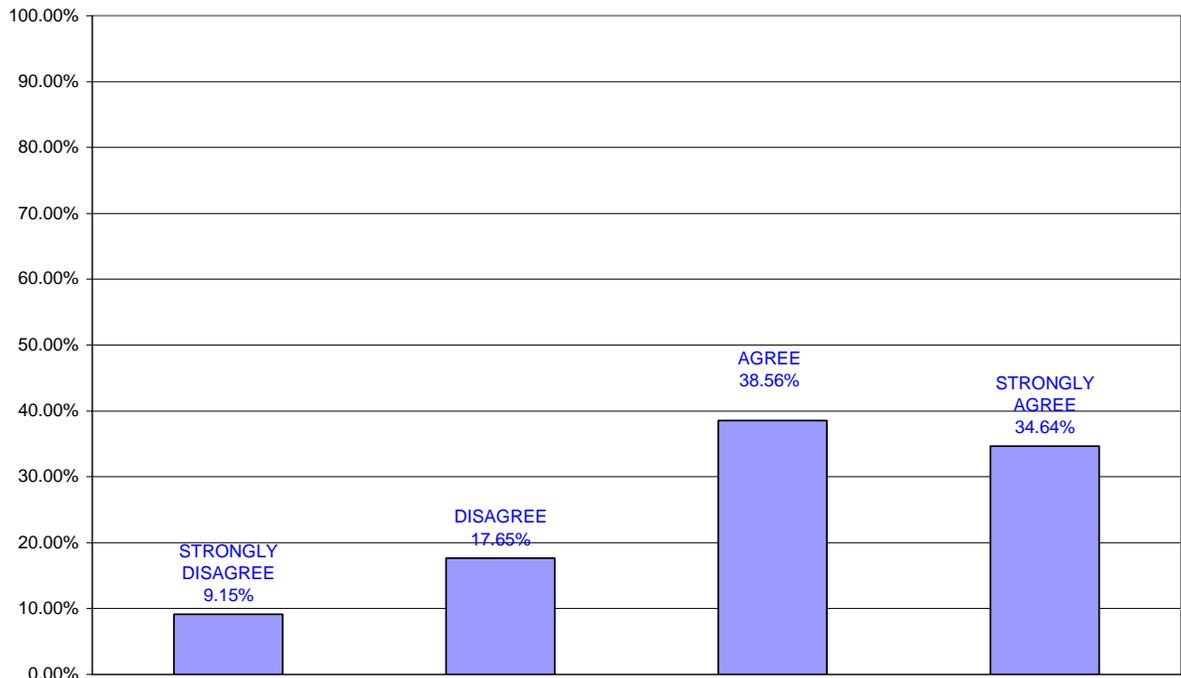
**ITEM 15
I FEEL SAFE WHEN I AM AT SCHOOL**



Over 75% of the students feel safe when they are at school.

Appendix I

**ITEM 15
I FEEL SAFE WHEN I AM AT SCHOOL**



Eighty percent (80%) of the staff agree or strongly agree that CC Pinckney is doing the things that make a school effective.

Staff Survey Analysis

The C.C. Pinckney staff survey consisted of 48 questions (Appendix J) chosen to elicit responses that would offer insight into the overall atmosphere of the school. The survey was administered to all staff members and the administration. The decision to survey the entire staff instead of just the teachers was made in an effort to ensure that all members of our school family have input in determining how well we work as a team and how well we are going about the business of educating our student body.

The analysis of the data gathered from the study is presented here in six general categories: Staff Development, Resources, Technology, Community/Parent Relations, Instruction, and Overall School Climate. A summary of the data is also offered along with recommendations for the future.

Staff Development

The key data came from items:

- **3 (Appropriate staff development is available for the staff)**
- **4 (Communications between administration and the staff are informative)**
- **9 (I feel well prepared to teach my students editing in writing)**
- **12 (Faculty staff meetings and staff development support my skills in teaching math)**
- **47 (Staff development for technology is available for learning new programs).**

The results of the questions show that seventy-five percent (93/125) of the responses answered “frequently” or “always.” This suggests that the staff development opportunities and the school meetings to share information are of consequence and are helpful to the staff.

The staff is very interested in upgrading their skills, staying abreast of the latest developments, addressing the goals set by DODEA, and meeting the goals of our own yearly academic focus. The staff development opportunities we have help to equip us with the knowledge and skills we need to successfully reach our goals.

Resources

In responding to the item two (Appropriate resources and available for the staff), 93% (Appendix K of those who answered the question think the school “frequently” or “always” has the appropriate resources. The administration is committed to supplying all of the resources at their disposal to help accomplish our mission. However, as with most educational institution, the staff did indicate that the school would be better served if there were more financial resources available for use. Sixty-three percent of the respondents stated that they felt the school seldom or only occasionally had sufficient financial resources.

Community/Parent Relations

The results of the survey demonstrate that the staff of C.C. Pinckney values the relationship it has with the community. The staff is dedicated to being a vital part of the community and works hard to enlist the support of parent volunteers. There is also a unified effort to keep parents informed of their child's progress. The following breakdown of the relevant items highlights how the staff responded to questions concerning the community and the parents. The percentages in parenthesis represent the respondents who answered frequently or always to the prompt:

- **Item 21 This school has been well-received by the community (100%) (Appendix L)**
- **Item 31 An essential part of my teacher role is supporting a student's family when problems are interfering with a student's learning (81%)**
- **Item 38 I make it easy for parents to contact me at school or home (100%)**
- **Item 39 I invite parents to volunteer in or visit my classroom almost any time (90%)**
- **Item 47 I can use email effectively to communicate with educators, parents and the community (93%)**

The staff at C.C. Pinckney understands the necessity of having a working relationship with the parents and the community. The items above only represent a sample of the many ways the staff and the community interact. A more detailed list is provided elsewhere in this report. The goal here was to gauge the staff's feelings on how well our efforts were going. The results show the staff feels we are reaching our goals in this area.

Technology

The ability to use technology in today's fast paced world is essential to growth, both academically and socially. Communicating with parents, enhancing student presentations, creating classroom materials for the students, sharing ideas with other professionals, and efficiently recording student grades are all areas of technology which help to facilitate the educational process. The staff responses to the items dealing with technology were mixed. While 93% of the staff frequently or always uses emails to communicate with parents, only 63% percent of the respondents feel they can use various computer programs such as Excel, Print Shop, Photo Story, Power Point and Windows Movie Maker with their students or for themselves.

The staff's lack of confidence (only 67% of the staff answered item 48 [I feel comfortable with my knowledge of technology] positively), maybe attributed to a need for more training in the technology area. Only 63% percent of staff feels they have enough staff training in technology (Appendix M) The staff as a whole has indicated that they are more than willing to accept new ideas and learn new things so opportunities for more exposure and specific training on the above mentioned programs would be accepted without reservation. The training and the exposure should help alleviate the uncomfortable feelings some of the staff has about using these specific programs.

Instruction

While the ultimate goal of all activities within the school is to positively affect the instruction of the students, the survey did include several questions that were directly related to classroom instruction. The questions in this area asked the staff to express how they felt they were doing individually as well as how they perceived the school, as a whole, and delivering instruction to the students. The questions focused both on the general state of instruction at C.C. Pinckney and on those areas the school chose as its instructional focus for the year (improving math problem solving skills and using six-trait writing).

The results of the questions in this section indicate the staff is frequently or always using instructional methods that encourage student participation and promote academic success. The survey also discloses that the staff is focused on using instruction as a key to meeting the school's instructional focus for this school year. Some of the items, along with the percentage of those teachers who answered frequently or always, are listed below:

- Item 8 I teach the writing process with my students (94% Appendix N)**
- Item 9 I feel well-prepared to teach my students editing and writing (100%)**
- Item 10 I provide math remediation for students who need it (100%)**
- Item 13 My students have opportunities to receive extra support in math as needed (91%)**
- Item 18 I am satisfied with the school's curriculum and instruction (92%)**
- Item 28 I prefer to cluster students' desks/use tables so that they can work together (83%)**
- Item 30 I reinforce arts performances and residencies provided for students at my school with additional lessons/projects. (music, visual art, dance, drama) (100%)**
- Item 32 The DODEA standards are driving my curriculum (96%) 36. I adjust my lesson plan based on results of homework assignments/rubrics/tests/projects (96%)**
- Item 42 I function in my classroom as a learner and partner in learning with my students (92%)**

School Climate

Just as a school climate needs to be safe and conducive to learning for students to achieve at a high level, an atmosphere of collegial respect, professional growth, administrative support and a sense of organizational success must be present for the staff of an organization to successfully carry out its mission. The staff of C.C. Pinckney has many of these components in place and is continually working to improve the school's overall climate. First and foremost, the staff at C.C. Pinckney feels that students themselves are in a safe environment. In responding to the prompt "Students feel safe at School (item 14) 96% of the staff feels the students are safe at school.

Other areas in which the staff indicates the school climate is positive include areas such as the effectiveness of the school's discipline plan (98%); the respect students and teachers have for each other (96% - Appendix O) satisfaction with the school's curriculum and instruction (92%), and the opportunity for professional growth (96%).

The areas of concern in this category are mostly situations that are above the building level. The building is in the midst of a major construction project and the staff has been asked to continue teaching amid a myriad of nearly impossible situations. Wearing hard hats, changing rooms twice, constant construction noise, re-routed traffic patterns, changes to the cafeteria process, lack of access to instructional materials and other inconveniences may explain some of the responses which suggest areas where the school climate may be improved. Furthermore, there is the constant threat of the DODEA schools being turned over to local districts and the rampant speculations of consolidation within regions, states, and local sites. In light of this, the following responses are areas where the staff feels the school climate can be improved. (The scores provided reflect the percentage of staff members who answered the prompt “seldom” or “occasionally”)

- **Item 16 Teachers are involved in decision-making at this school (72%)**
- **Item 22 Too many changes are occurring at this school (70%)**
- **Item 23 This school has good administrative leadership (41%)**

Furthermore, 80% of the staff responded positively to the prompt “The school climate is warm and supportive of the staff.” As the turmoil that surrounds the construction project ebbs and the looming decision concerning the consolidation of schools are answered, the few factors which cause the concern about the school’s climate should be put at ease.

Conclusions

The staff survey reveals that C.C. Pinckney is a school where the students are safe, the staff is in a climate that fosters creative freedom, the expectations for success are high and there is opportunity for professional growth. The staff supports each other in their endeavors and the building supervisor has the best interest of the staff and students at heart.

Furthermore, there is a concerted effort to provide the staff with the resources (both material and in terms of staff development) they need to provide the students with valuable experiences. The survey results give the staff a good foundation upon which to build for the future. The goal will be to continue to do the things we do well while simultaneously working to improve those areas in which the survey pointed out as possible weaknesses.

C.C. Pinckney is a school which continually adapts to meet the needs of its staff and students. The survey is not an ending, but rather the beginning of our next chapter. As with education, our goal to improve is a lifelong endeavor, ever changing and ever growing.

C. C. Pinckney Elementary School

This survey asks for your opinions about the working environment of your school.
Your input, as teachers, is crucial in helping make changes so we can give all
children a quality education.

Use the following scale to guide your responses:

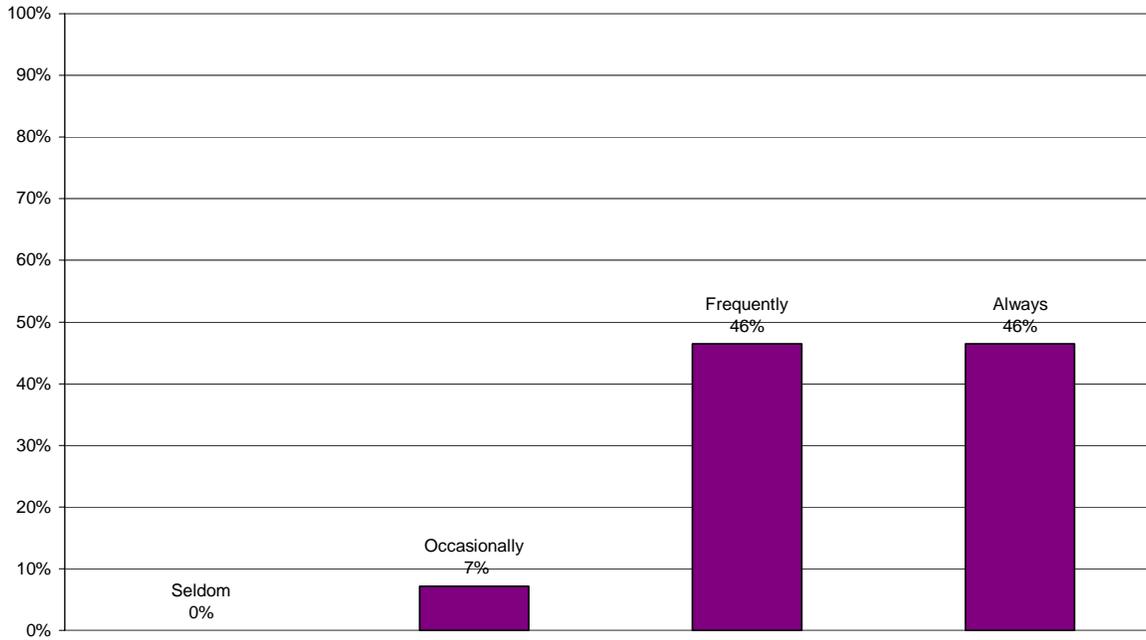
4 *Always or Almost Always*
3 *Frequently*
2 *Occasionally*
1 *Seldom*

	Seldom	Occasionally	Frequently	Always
1. I am aware of the mission statement and standards for my school.	1	2	3	4
2. Appropriate resources and materials are available for teachers.	1	2	3	4
3. Appropriate staff development is available for teachers.	1	2	3	4
4. Communications between administration and staff are informative.	1			
5. The school climate is warm and supportive of teachers.	1	2	3	4
6. The new discipline plan has helped me be more effective with student management.	1	2	3	4
7. Children are taught and expected to show respect for individual differences and are expected to treat staff and fellow students with respect.	1	2	3	4
8. I teach the writing process with my students.	1	2	3	4
9. I feel well-prepared to teach my students editing and writing.	1	2	3	4
10. I provide math remediation for students who need it.	1	2	3	4
11. I use high level thinking/problem-solving activities as part of my instruction.	1	2	3	4
12. Faculty meetings and staff development activities support my skills in teaching math concepts.	1	2	3	4
13. My students have opportunities to receive extra support in math as needed.	1	2	3	4
14. Students feel safe at this school.	1	2	3	4
15. Class sizes are too large to meet the individual student's needs.	1	2	3	4
16. Teachers are involved in decision-making at this school.	1	2	3	4
17. The school has sufficient financial resources.	1	2	3	4
18. I am satisfied with the school's curriculum and instruction.	1	2	3	4
19. Parents are satisfied with the curriculum and instruction.	1	2	3	4
20. Teachers are challenged to be effective.	1	2	3	4

	Seldom	Occasionally	Frequently	Always
22. Too many changes are occurring at this school.	1	2	3	4
23. This school has good administrative leadership.	1	2	3	4
24. Teachers and school leadership are accountable for student achievement/performance.	1	2	3	4
25. Lack of student discipline hinders my ability to teach and the opportunity for other students to learn.	1	2	3	4
26. Teachers are insecure about their future at the school.	1	2	3	4
27. Teachers have many non-instructional duties.	1	2	3	4
28. I prefer to cluster students' desks/use tables so that they can work together.	1	2	3	4
29. I base student grades primarily on homework, quizzes, and tests.	1	2	3	4
30. I reinforce arts performances and residencies provided for students at my school with additional lessons/projects. (music, visual art, dance, drama)	1	2	3	4
31. An essential part of my teacher role is supporting a student's family when problems are interfering with a student's learning.	1	2	3	4
32. The DODEA standards are driving my curriculum.	1	2	3	4
33. I encourage students to propose and negotiate new classroom rules if they feel the current rules are not working.	1	2	3	4
34. I involve students in evaluating their own work and setting their own goals.	1	2	3	4
35. When there is a dispute between students in my classroom, I try to intervene immediately to resolve the problem.	1	2	3	4
36. I adjust my lesson plan based on results of homework assignments/rubrics/tests/projects.	1	2	3	4
37. I make it a priority in my classroom to give students time to work together when I am not directing them.	1	2	3	4
38. I make it easy for parents to contact me at school or home.	1	2	3	4
39. I invite parents to volunteer in or visit my classroom almost any time.	1	2	3	4
40. I guide students in finding their own answers to academic problems.	1	2	3	4
41. I use a variety of techniques to assess students formally and informally.	1	2	3	4
42. I function in my classroom as a learner and partner in learning with my students.	1	2	3	4
43. When children request my assistance, I turn the decision-making responsibility back to the child.	1	2	3	4
44. I can use email effectively to communicate with educators, parents and the community.	1	2	3	4
45. I can use word processing programs to create documents such as tests and worksheets.	1	2	3	4
46. I can use various computer programs such as Excel, Print Shop, Photo Story, Power Point and Windows Movie Maker with my students and for myself.	1	2	3	4
47. Staff development for technology is available for learning new programs.	1	2	3	4
48. I feel comfortable with my knowledge of technology.	1	2	3	4

Appendix K

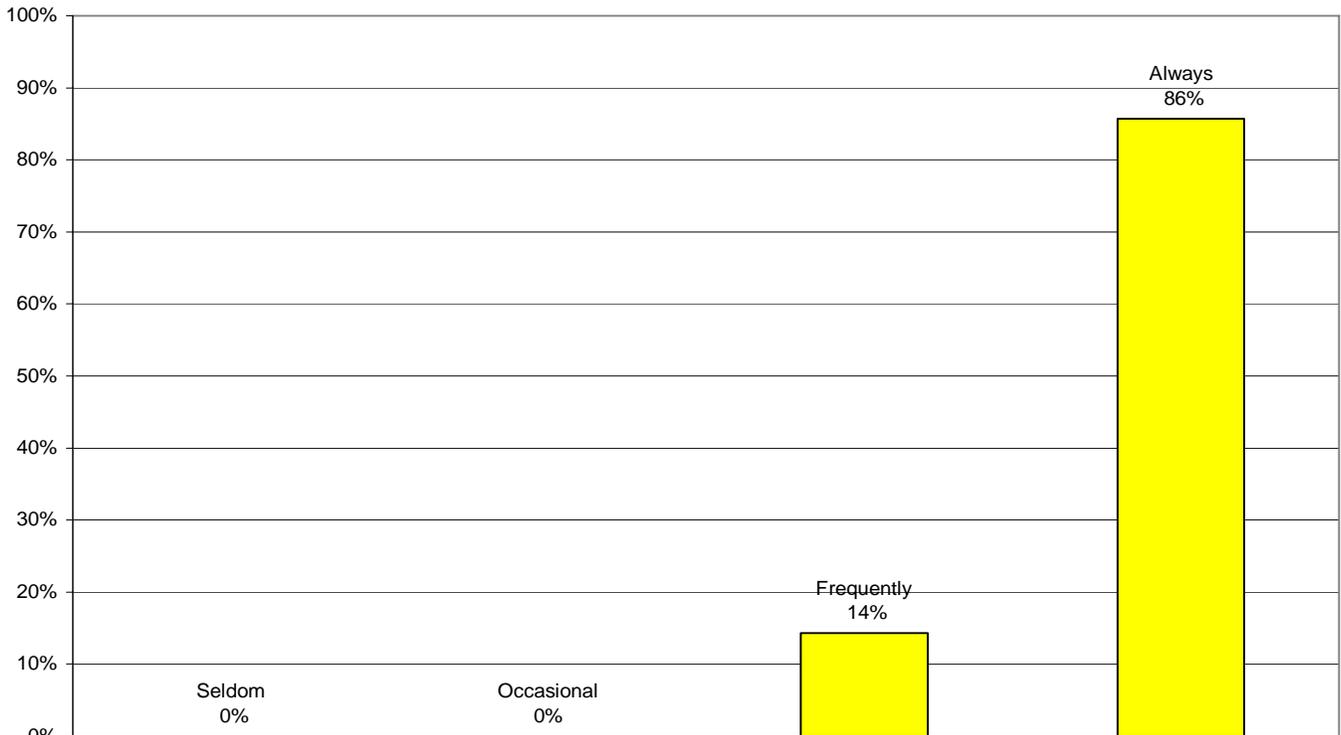
**Item 2
Appropriate resources and materials
are available for teachers.**



The majority (92%) of the school staff feels that there are appropriate resources and materials available to teachers.

Appendix L

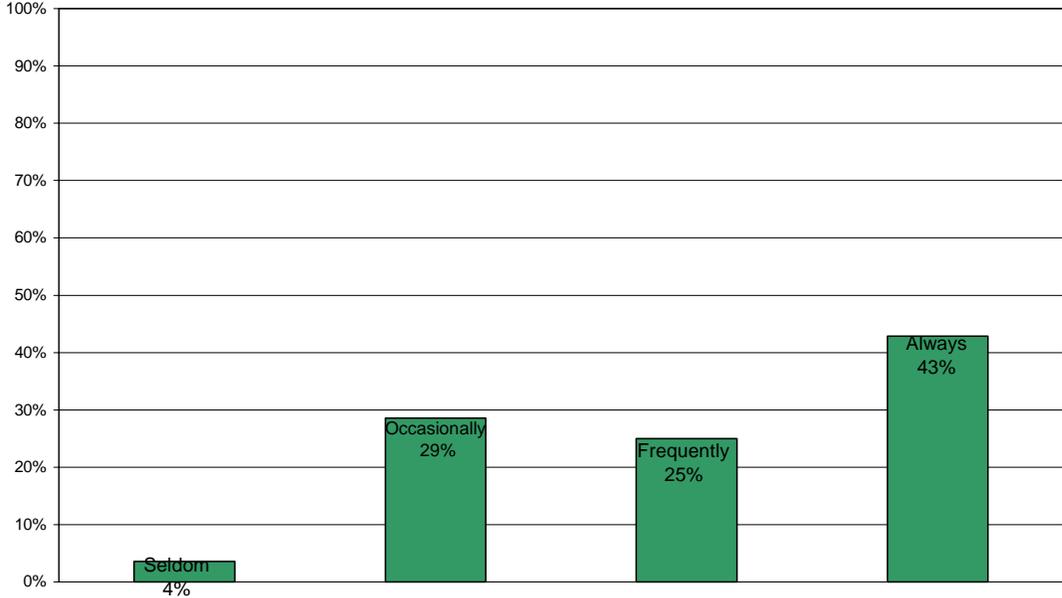
**Item 21
This school has been well-received by the community.**



The majority (86%) of the school staff feels that the school is well-received by the community.

Appendix M

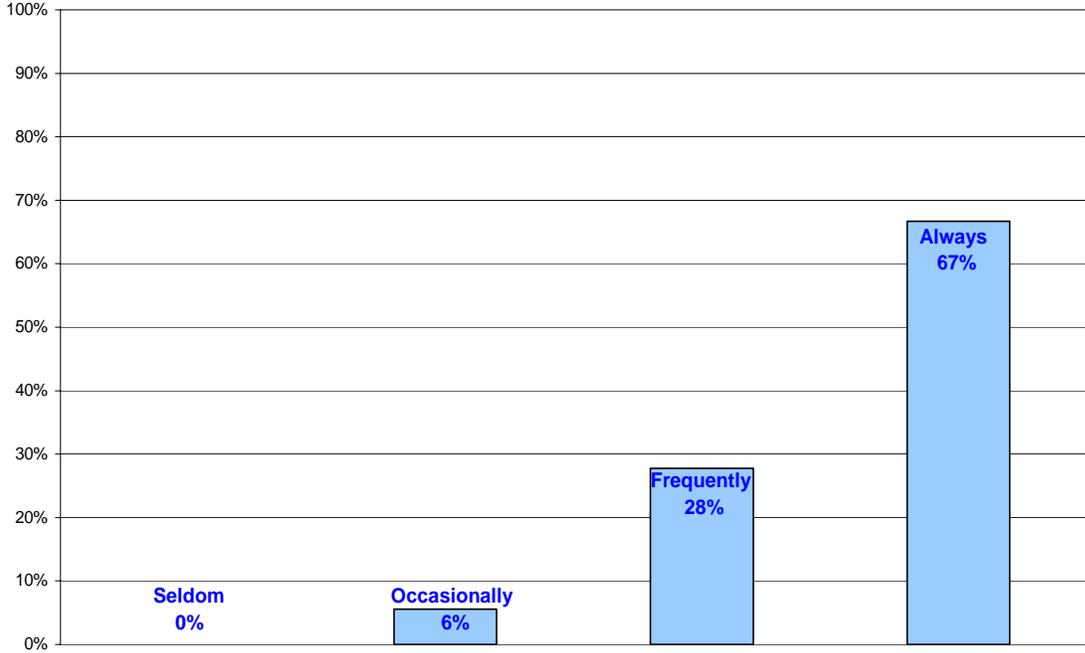
**Item 48
I Feel Comfortable With My
Knowledge of Technology**



Over 50% of the school staff do not always feel comfortable with their technological skills.

Appendix N

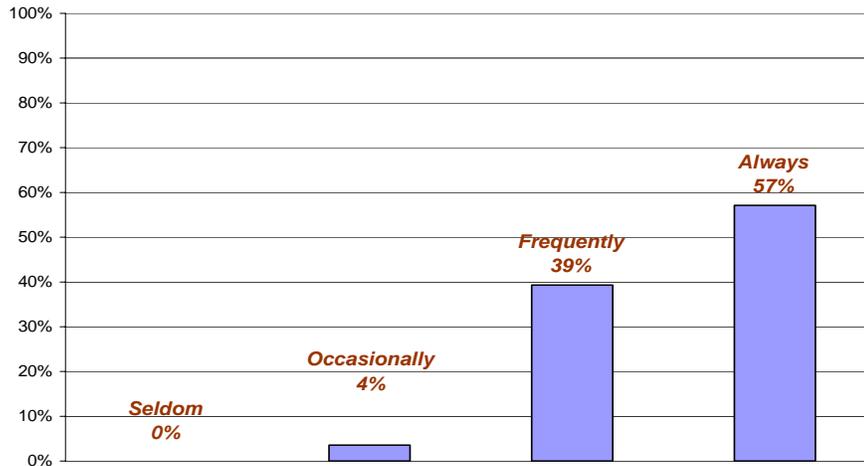
**Item 8
I teach the writing process with my students.**



The majority (67%) of teachers teach the writing process with their students.

Appendix O

Item 6
The new discipline plan has helped me be more effective with student management.



The majority of staff members (57%) feels that the new school-wide discipline plan has helped them become more effective with student management.

Parent Survey Information

Parents recently participated in the DoDEA 2006 Customer Satisfaction Survey (CSS). Results are not yet available. A copy of the 2004-2005 DoDEA CSS is included Appendix P. It should be noted that only 8 parents responded which limits the interpretations of the results.

Environmental Scan

After reading through professional articles and current research, the staff compiled a list of qualities that employers and businesses are looking for in potential employees. These qualities include:

- ✚ Able to think critically and solve problems
- ✚ Able to work in a team and collaborate
- ✚ Have emotional intelligence “people skills”
- ✚ Understand and use technology functionally
- ✚ Able to manage, interpret, validate and act on information
- ✚ Able to discern a website’s information objectively
- ✚ Able to find information quickly
- ✚ Have international mindedness, a global awareness
- ✚ Able to defend their own views

Teachers also researched and found a list of qualities that the Columbia (SC) Chamber of Commerce say businesses desire when hiring employees. They are in line with the qualities listed above. The integrated arts program helps students achieve these qualities as well.

- ✚ The ability to participate as a team player
- ✚ Listening skills
- ✚ Self-management; self-control

- ✚ Reasoning ability
- ✚ Individual responsibility
- ✚ Self-esteem
- ✚ Creative thinking

The impact of these skills on improving problem solving is:

- ✚ Students are learning to work in teams and collaborate through our POM (problem of the month)
- ✚ These problems are teaching students to think critically and explain/defend their answer and how it was derived.
- ✚ They are learning problem solving with Math Kids College.
- ✚ All teachers are using specific protocols to teach problem solving and reasoning skills; going through specific questions we must ask and answer to solve a problem and understand the answer.
- ✚ As much as possible skills are taught in context and understand how knowledge of a certain skill can help them in a real life situation, job, or problem.

The impact of these skills improving writing skills is:

- ✚ Our use of writing across the curriculum enhances students' writing skills in all areas; some classes are teaching persuasive writing and in turn students are learning to defend their views.
- ✚ Agenda books encourage organization skills (self-management)
- ✚ Peer evaluation of writing is used in most classrooms encouraging teamwork and collaboration.

Other things we are doing to begin entrenching these skills in our students include:

- ✚ Multicultural stories are used in Literacy Place.
- ✚ Guidance class is used to teach emotional intelligence as well as character and the ability to work in a team.
- ✚ The arts classes (music and art classes) enhance students' creative thinking skills and self-esteem, as well as many other listed desirable characteristics.
- ✚ Agenda books encourage individual responsibility.
- ✚ T.E.S.T. (This sixth grade technology program) is critical for students as our world and job market is technology based.

Appendix P

**Department of Defense Education Activity (DoDEA)
SY 2004-05 Customer Satisfaction Survey Results**

Overall Educational Issues

	Teachers *	Students	Parents	National Parents
What grade would you give your school? Percent responding A or B:	100%	71%	83%	72%
What grade would you give the public schools in the US? Percent responding A or B:	27%	46%	25%	22%
For what purpose do you think the DoD schools exist?				
To prepare people to become responsible citizens	69%	*		
To help people become economically self-sufficient	8%	*		
To ensure a basic level of quality among schools	12%	*		
To promote cultural unity among all Americans	0%	*		
To improve social conditions for people	4%	*		
To enhance people's happiness and enrich their lives	4%	*		
To dispel inequities in education among certain schools and certain groups	4%	*		
Which is the primary purpose of the DoD schools?				
To teach the basic subjects (English, math, and science)	4%	*	15%	
To provide a balanced education in which the basics are only one factor	96%	*	83%	
Don't know	0%	*	2%	
Which do you think is more important for the schools to do - to prepare students for college or work, or to prepare students for effective/productive citizenship?				
Prepare students for college or work		*		
Prepare students for effective/productive citizenship		*		
Don't know		*		

Department of Defense Education Activity (DoDEA)
SY 2004-05 Customer Satisfaction Survey Results

Overall Educational Issues

	Teachers *	Students	Parents	National Parents
In addition to regular courses, schools offer instruction in other areas. Do you think each area should receive more attention or less attention in your school? Percent responding "more attention."				
Drug and alcohol abuse	33%	*	40%	
Racial and ethnic understanding and tolerance	33%	*	32%	
Environmental issues, such as global warming, habitat destruction, etc.	34%	*	29%	
Do you consider after school or co-curricular activities as important as the academic subjects or do you consider them as only an addition/supplement to the academic subjects?				
As important as academic subjects	27%	*	40%	
An addition/supplement to academic subjects	73%	*	58%	
Don't know	0%	*	2%	
One of the DoD schools' main goals is for all students to meet or exceed challenging standards. Grade how well your child's school is meeting this goal right now. Percent responding A or B:			77%	
Of the following possibilities, which one do you think offers the most promise for improving your school?				
Rigorous academic standards	8%		8%	
A qualified, competent teacher in every classroom	15%		46%	
The elimination of social promotion	0%		10%	
Reduced class size in K-3	62%		21%	
Full-time counselors in all schools	4%		0%	
Tough discipline policies	0%		4%	
None of the above	12%		12%	

Department of Defense Education Activity (DoDEA)
SY 2004-05 Customer Satisfaction Survey Results

Overall Educational Issues

	Teachers *	Students	Parents	National Parents
What do you think are the three biggest problems with which your school must deal? <i>Percentages total more than 100% due to multiple responses</i>				
Crime/vandalism	0%	2%	0%	**
Difficulty getting good teachers/quality child's education	2%	2%	6%	5%
Fighting/violence/gangs	0%	5%	0%	6%
Inadequate bus transportation	0%	18%	3%	1%
Lack of attention to/understanding of students by teachers	5%	2%	11%	4%
Lack of discipline/more control	5%	2%	5%	8%
Lack of financial support/funding/money	21%	7%	7%	20%
Lack of protection from physical attacks	2%	3%	4%	**
Low quality curriculum/standards	2%	8%	6%	3%
Low pay for teachers	7%	5%	4%	2%
Need for more teachers/not enough help	11%	1%	12%	3%
Overcrowded schools	4%	5%	4%	13%
Lack of parental support/interest in their child's education	9%	0%	11%	3%
Poor/outdated buildings and grounds	2%	1%	1%	2%
Poor lunch program	16%	23%	11%	**
Lack of respect from students for teachers	14%	7%	9%	**
Lack of respect from teachers for students	0%	6%	5%	**
Use of drugs/dope	0%	5%	1%	7%
Other	0%	5%	1%	3%
No problem	0%	5%	1%	3%
Do not know	0%	5%	1%	10%

Department of Defense Education Activity (DoDEA)
SY 2004-05 Customer Satisfaction Survey Results

Partnerships with Parents/Community

	Teachers *	Students	Parents	National Parents
Your child's school is striving to form stronger partnerships between parents, the community and the schools to improve student achievement. Grade how well your child's school is meeting this goal right now. Percent responding A or B:			58%	
DoD schools are working hard to open the lines of communication with parents and community members. How effective do you think each of these would be at your school? Percent responding "Very Effective.":				
School newsletters	26%		33%	
School open houses	47%		41%	
School news hotlines	17%		21%	
Neighborhood discussion groups	9%		5%	
Town Hall meetings	0%		0%	
Internet chat rooms set up by your local school	0%		0%	
Monthly parent orientations	0%		0%	
School visits by parents	0%		0%	

Expectations of Students

	Teachers *	Students	Parents	National Parents
Who has the greatest effect on a student's level of achievement in school- the student, the student's teachers, or the student's parents?				
The student	42%	30%		21%
The student's teachers	42%	20%		29%
The student's parents	12%	23%		48%
Don't know	4%	27%		2%
Do all students have the ability to reach a high level of learning or do only some have the ability to reach a high level of learning?				
All have the ability to reach a high level of learning	46%			
Only some have the ability to reach a high level of learning	46%			
Don't know	8%			

Department of Defense Education Activity (DoDEA)
SY 2004-05 Customer Satisfaction Survey Results

Assessment

	Teachers *	Students	Parents	National Parents
Which one of these do you think is the best way to measure student academic achievement?				
Single standardized test	4%			
Combination of standardized and teacher-made tests	48%			
Portfolios of students' work and other demonstrations of academic competence	48%			
Don't know	48%			
Do you think it is better to use test scores, or your class work and homework to judge your school success?				
Test scores		41%		
Class work and homework		59%		
Don't know		59%		
Is there too much emphasis on achievement testing in your school, not enough, or about the right amount?				
Too much emphasis	73%		19%	36%
Not enough emphasis	0%		19%	20%
About the right amount	23%		38%	43%
Don't know	4%		23%	1%
Should the primary use of tests be to determine how much students have learned or to determine the kind of instruction they need in the future?				
Determine how much students have learned	19%			
Determine the kind of instruction needed	69%			
Don't know	12%			

Department of Defense Education Activity (DoDEA)
SY 2004-05 Customer Satisfaction Survey Results

Technology

	Teachers *	Students	Parents	National Parents
Does your school use computer technology for instructing students a great deal, a fair amount, not much or not at all?				
Great deal	31%		19%	
Fair amount	50%		60%	
Not much	19%		21%	
Not at all	0%		0%	
Has the use of computer technology improved the quality of instruction in your school?				
Yes, has improved instruction	65%		62%	
No, has not improved instruction	31%		21%	
Don't know	4%		17%	
Do you think your school should or should not invest more in computer technology for instructional purposes?				
Should invest more	50%			
Should not invest more	50%			
Don't know	0%			
Do you use computers a great deal, a fair amount, not much or not at all in your classes?				
Great deal		35%		
Fair amount		43%		
Not much		20%		
Not at all		2%		
Do you think using computers in your classes has made your teachers teach better or not?				
Yes - teachers teach better		47%		
No - teachers do not teach better		23%		
Don't know		30%		

Department of Defense Education Activity (DoDEA)
SY 2004-05 Customer Satisfaction Survey Results

Student Supports

	Teachers *	Students	Parents	National Parents
Students within the DoD schools transfer quite regularly. Grade how effectively your school welcomes students into the school. Percent responding A or B:	96%	73%	87%	
Please grade your high school counseling services concerning students' future plans. Percent responding A or B:		*		
Homework is supposed to help you understand what you learned during the school day. How helpful is most of your homework?				
Very helpful		28%		
Somewhat helpful		57%		
Not at all helpful		15%		
HIGH SCHOOL ONLY: Please mark the co-curricular programs that you have participated in this school year <i>Percentages total more than 100% due to multiple responses</i>				
Athletic team/clubs		*		
Academic clubs		*		
Band/orchestra		*		
Career-oriented clubs		*		
Cheerleading		*		
Choir/choral groups		*		
Debate/speech		*		
Drama/theatre		*		
Honor societies		*		
Language clubs		*		
School publications		*		
Service/volunteer groups		*		
Student council/government		*		
Other		*		
None		*		

Department of Defense Education Activity (DoDEA)
SY 2004-05 Customer Satisfaction Survey Results

Professional Development

	Teachers *	Students	Parents	National Parents
Which of the following professional development opportunities do you think would provide you with the most professional growth? <i>Percentages total more than 100% due to multiple responses</i>				
Alternative scheduling (8 block/modified 8 block)	5%			
Developing in-depth content knowledge	2%			
Integrating curriculum	24%			
Integrating technology into instructional practice	2%			
Leading focused school improvement for high academic achievement	2%			
Learning/using in-depth instructional models	12%			
Pursuing job-embedded professional development to meet SIP goals	5%			
Using classroom and school data for decision-making	0%			
Using different methods of authentic classroom assessment	12%			
Using powerful instructional strategies/practices	24%			
Using performance standards to plan and drive instruction	12%			