

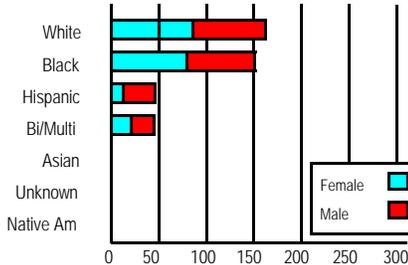


Fort Benning, GA

**Department of Defense Education Activity  
 Frank R. Loyd Elementary School (PK-5)  
 1999/00 School Profile  
 Angie McPherson, Principal**

**School Characteristics**

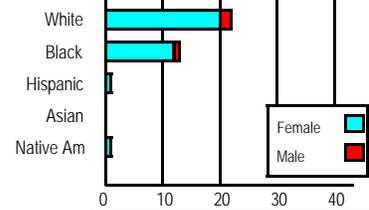
**Student Enrollment - 383**



Grade	#
PreK	36
K	82
1	76
2	59
3	56
4	40
5	34
<b>Total</b>	<b>383</b>

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

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	29	8%
K-8	TAG	38	10%
K-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	4
1 - 2	2
3 - 9	5
10 - 20	14
> 20	12

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	8
Other Professionals	8

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

**Mobility Rate  
47% Per Year**

**Principal's Highlights**

Through the Framework process, our faculty and staff have implemented several best practices for student achievement to include: parallel block scheduling which provides teachers large blocks of time to teach reading and language arts skills to small groups; special area teachers create literacy connections within their subject areas during the block, providing a balanced literacy program; the think-pair-share strategy to promote brainstorming and partner discussion among students, giving them opportunities to verbalize ideas and build communication skills. The phonics wall cards, a complete phonics mastery program which teaches reading through building self-esteem and confidence in students through the use of chants was piloted in kindergarten as a means to enhance the phonics component of Literacy Place.

Through research and staff development training, the awareness of accountability for student achievement continues to increase, resulting in extensive training in problem solving and higher order thinking skills, and the use of alternative assessments (rubrics). These practices are improving student achievement as we create excellence for tomorrow's world.

**DoDEA Strategic Plan: School Improvement Implementation  
 School Year 99/00 Priorities**

**Goal 3: Student Achievement And Citizenship**

*Benchmark 3.10: Demonstrate student technological proficiency*.....  
 All students at Loyd used our current technology to improve their individual reading and math skills through the use of the SuccessMaker program. Third, fourth and fifth grade students learned how to conduct research on the Internet and develop Power Point presentations. Wiggle Works Plus provided the infusion of technology within the primary grades.

**Goal 4: Math And Science Achievement**

*Benchmark 4.3: Increase student proficiency in math and science*.....  
 Higher order thinking skills in the areas of problem solving and written math communication were introduced this year. Classroom teachers participated in "thinking strand" initiatives by collaborating with the TAG/Enrichment teachers. All classrooms implemented three school-wide journal writings through math prompts graded by rubrics. Students showed tremendous gains.

**Goal 7: Teacher Education and Professional Development**

*Benchmark 7.1: Provide professional development structure for educators*.....  
 Focused training in problem solving and developing proficiency in critical thinking skills provided continuous growth in reading and language arts. Our school-wide survey determined a concentration on narrowing the gap. Training for teachers in the areas of technology and higher order thinking skills were also implemented.

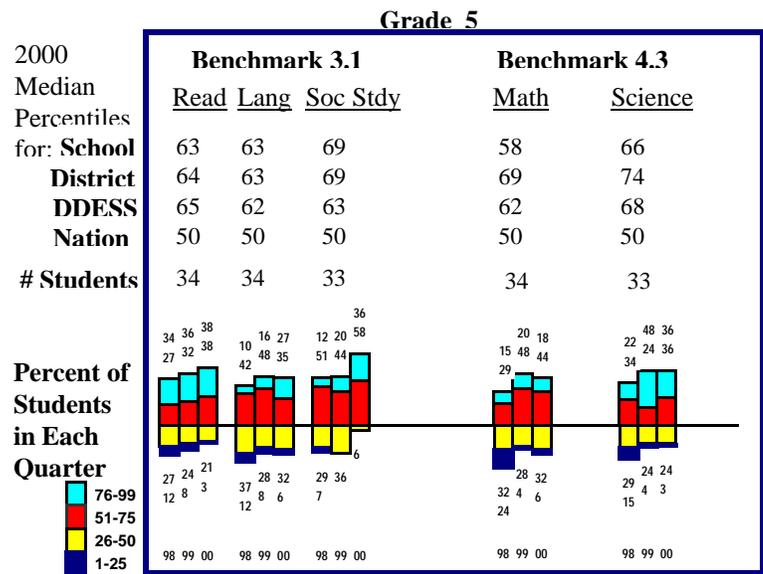
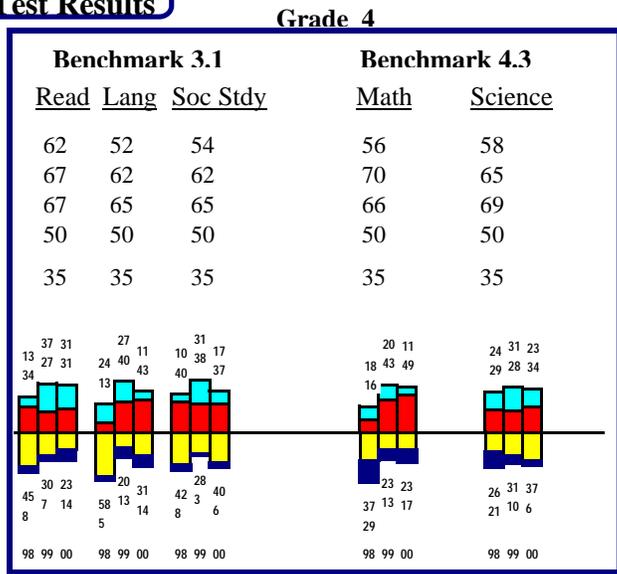
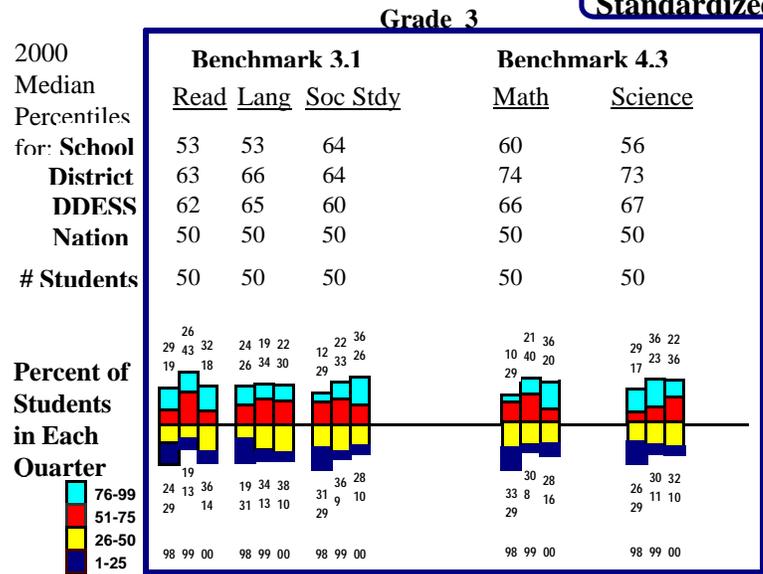
**Goal 10: Organizational Development**

*Benchmark 10.8: Establish technology for teachers and administrators*.....  
 During the course of the year teachers had opportunities to receive training in Power Point, Word, Wiggle Works, E-Class, Outlook, Networking and SuccessMaker as identified in our needs assessment. Teachers participated in In-Tech training through a local university.

Customer Satisfaction Survey-Parent Results			
Major Category	School	District	DDESS
Computer Technology	8.4	8.3	7.8
Communications/ Involvement	7.6	7.8	7.5
Child's Teacher(s)	8.5	8.3	8.1
Curriculum/Training	7.5	7.7	7.3
Overall Satisfaction	8.1	8.1	7.8
Rating Scale: 10 (A); 7 (B); 4 (C); 1 (D); 0 (F)			

**Goal 8: Parental Participation**  
*Benchmark 8.1: Involve/Evaluate Multi-Tiered School-Home Partnership.....*  
 This year's focus developed educational opportunities for students and parents in the areas of reading and math through Partners in Print and Math Mentors, designed to assist parents in planning home activities to promote a better understanding of skills taught at school. Parents attending the workshops were engaged in activities supporting our instructional focus.

### Standardized Test Results



SAT Results					
	School	District	DDESS	Nation	
% Participating	99	NA	NA	34%	43%
	00	NA	NA	35%	44%
Math Avg Score	99	NA	NA	474	511
	00	NA	NA	493	514
Verbal Avg Score	99	NA	NA	483	505
	00	NA	NA	496	505

**Notes**

**Customer Satisfaction Survey:** The Parent Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

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

**College Testing Results:** 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

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DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	00	31	Met	13%	74%	13%	0%	0%
5	99	26	Met	12%	88%	0%	0%	0%