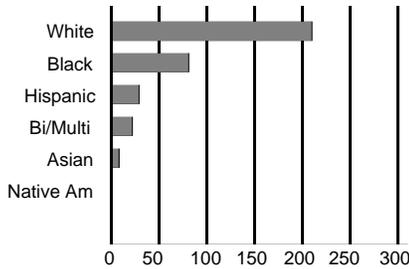




**Department of Defense Education Activity  
Kingsolver Elementary School (PK-3)  
1995/96 School Profile  
William Lyon, Principal**

**School Characteristics**

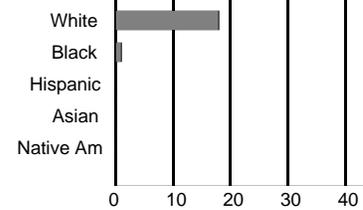
**Student Enrollment - 341**



Grade	#
PreK	61
K	62
1	77
2	70
3	71
<b>Total</b>	<b>341</b>

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

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	28	8%
PK-12	TAG	8	2%
PK-12	ESL	0	0%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

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

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	8
Special Education	1.5
Other Professionals	7.5

Mobility Rate  
34% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	16%
MA/MS	84%
Doctorate	0%

**Principal's Highlights**

A parent wrote to me as this school year closed, "Your staff is the most respectful, flexible and caring that I have encountered in any of the four schools that I (my children) have attended so far." A recent district wide survey of Kingsolver parents reports that 63% "Strongly Agree" and 34% "Agree" with the statement, "For the most part, I am satisfied with my child's school."

Since 1991 Kingsolver has been a pilot technology school for pre-school through third grade children. The school is learning how to implement instruction supported by technology. We attempt to place no boundaries on children's learning using technology or in other areas of instruction.

Kingsolver School continues on our quest to be a learning organization by applying our strategies for improvement to the School Improvement Plans. While we enjoy high satisfaction from our community, we understand our need for continuous improvement in meeting our students' needs.

**DoDEA Strategic Plan: School Improvement Implementation  
School Year 95/96 Priorities**

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.10: Demonstrate student technological proficiency.**  
To increase student achievement, training was implemented for staff and students in using Technological Research Tools. Baseline data was collected using a timed test after students completed the keyboarding program. Ninety percent of students are proficient in saving, editing and retrieving word-processing documents.

**Goal 4: Math And Science Achievement**

**Benchmark 4.3: Increase student proficiency in math and science.**  
Staff and parents were involved in developing a new science curriculum and adopting materials to be implemented in SY1996-97. An inventory of math manipulatives was compiled, and activities using them with students were shared with staff. Students and parents used math manipulatives to increase problem solving strategies through home extension activities.

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

**Benchmark 7.1: Provide professional development structure for educators.**  
Staff development supported all benchmarks. Instruction and practice were provided for electronic catalogue, CD Rom research tools, keyboarding instruction, new science curriculum, math manipulatives, utilizing technology in large group instruction, and the SIT process. Total Quality Education training was a district priority for the first of a five year plan.

**Goal 8: Parental Participation**

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.**  
New programs include "Parent Talk" workshops, PTO bulletin board, and Welcome Packet. Ongoing programs focus on two-way communication, i.e., parent-teacher conferences, newsletters, information phone system. Participation of parent volunteers remains strong. Parents evaluated school communications as very effective in all nine areas surveyed.

Parent Participation	#
PTA/PTO Membership	533
Parent Volunteers	94

### Goal 10: Organizational Development

*Benchmark 10.8: Establish Electronic Technology for teachers and admin.....*  
 Classroom teachers at Kingsolver have demonstrated the utilization of technology in a large group setting through training, peer support systems and the securing of technological resources. Through this process, classroom teachers have attained a comfort level in the use of technological instruction to increase students' achievement.

## Standardized Test Results

		Grade 2					Grade 4				
		Benchmark 3.1			Benchmark 4.3		Benchmark 3.1			Benchmark 4.3	
		Read	Lang	Soc Stdy	Math	Science	Read	Lang	Soc Stdy	Math	Science
1996 Median Percentiles for:	<b>School</b>	55	55	74	49	63	*	*	*	*	*
	<b>District</b>	57	60	58	50	57	57	59	62	51	60
	<b>DDESS</b>	55	54	53	59	49	56	64	56	65	61
	<b>Nation</b>	50	50	50	50	50	50	50	50	50	50
	<b># Students</b>	64	64	64	65	64	*	*	*	*	*
<b>Percent of Students in Each Quarter</b>		38 20	34 22	42 23	17 31	36 33	NOT APPLICABLE				
		30 13	28 16	23 11	25 28	23 8					
		96	96	96	96	96					

		Grade 6					SAT Results				
		Benchmark 3.1			Benchmark 4.3						
		Read	Lang	Soc Stdy	Math	Science					
1996 Median Percentiles for:	<b>School</b>	*	*	*	*	*	% Participating	1996	N/A	46%	41%
	<b>District</b>	58	61	60	56	61	Math Avg Score	1996	N/A	477	508
	<b>DDESS</b>	51	58	53	56.5	55	Verbal Avg Score	1996	N/A	485	505
	<b>Nation</b>	50	50	50	50	50					
	<b># Students</b>	*	*	*	*	*					
<b>Percent of Students in Each Quarter</b>		NOT APPLICABLE					<b>Notes</b>				
							<p><b>Mobility Rate</b> is defined as the % of Students who enter or withdraw from a school during the year relative to the enrollment.</p> <p><b>SAT Results:</b> Because of the way the College Board reports this data, the % Participating is generally overestimated. The 1996 SAT scores were "recentered" by the College Board</p> <p><b>Standardized Test Results:</b> 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.</p>				

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