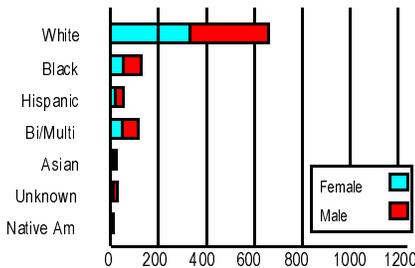




**Department of Defense Education Activity  
Lakenheath Elementary School (PK-4)  
1997/98 School Profile  
Ed Drozdowski, Principal**

**School Characteristics**

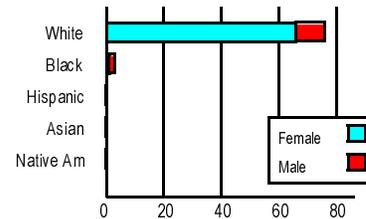
**Student Enrollment - 982**



Grade	#
PreK	21
K	136
1	200
2	235
3	239
4	151
<b>Total</b>	<b>982</b>

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	99%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

**Professional Staffing**



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	44
Special Education	13.5
Other Professionals	17

Teacher Education	
Degree	% Teachers
BA/BS	25 %
MA/MS	75 %
Doctorate	0 %

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	6
7-10	13
> 10	54

**Mobility Rate  
51% Per Year**

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	176	18%
K-8	TAG	103	10%
K-12	ESL	7	1%
1	Reading Recovery	65	32%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

**Principal's Highlights**

The staff of Lakenheath Elementary School embarked on a rather ambitious SIP plan for the school. Teachers overwhelmingly threw support behind the plan and were involved throughout the year. The emphasis for this year was on improving writing and math skills. Teachers, all support staff, and parents were trained in holistic scoring in order to have full involvement of all constituents in the SIP process. In the area of math we focused directly on using number operations as our main goal. Training was held for all teachers in Mental Math and strategies learned were implemented throughout school year, which included daily use of Mental Math. Early results of our assessments indicate an extremely high rate of success.

Technology continues to improve at a rapid pace as the school strives to dig itself out of the technological "Black hole" it has been mired in for years. Additional computers have been designated for teacher use, which has brought about an increased use of cc: Mail. Teachers have also utilized their own expertise to ensure that existing technology is utilized to its fullest potential.

School home partnership has been extremely successful with the implementation of "Rocky's Café" - a program where parents and students can have lunch in a quiet setting.

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

**Goal 3: Student Achievement And Citizenship**

**Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....**  
The focus of LES was to improve student writing at all grade levels. Strategies included, writing process, writing across the curriculum, and a variety of support activities. Using this focus enabled our staff to "pull together" for School Improvement - the entire staff were trained and holistically scored student-writing samples.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....**  
The school's focus in this area was to increase student achievement using strategies for number operations. Strategies included; Mental Math, Increase frequency of number operation activities, and a variety of support activities. This focus was the overwhelming choice of the staff. The results between pre and post assessments were extremely encouraging.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....**  
The specific focus here was to improve relations with parents and students. Staff will make positive personal contacts with parents and develop a positive climate at LES. For the first time in recent history, parents were allowed to enter the school with their children on the opening day of school. This set the tone for many positive contacts with parents.

**Benchmark 10.8: Establish technology for teachers and administrators.....**  
The focus in this area was to increase staff awareness of available technology. Even with limited available technology, the use of cc: Mail increased from @ 10% to 95% in less than a year. Internet training was one of several offerings at a recent inservices - high staff interest was the impetus.

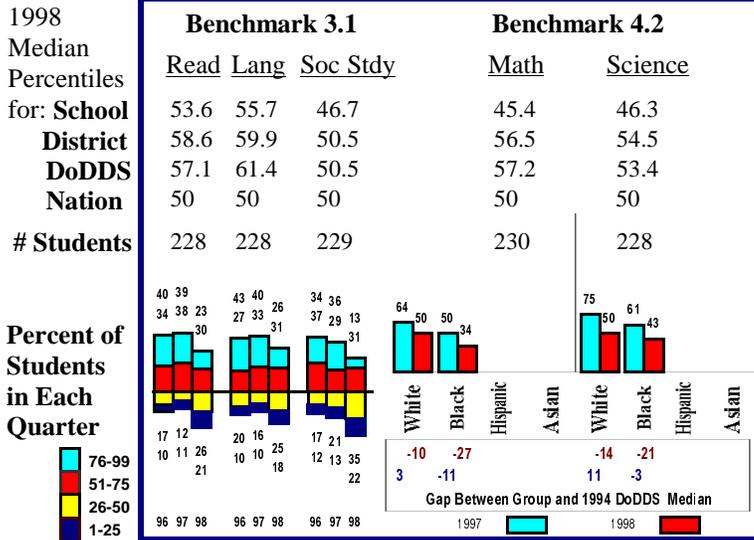
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.7	3.9
Co-Supporters	3.7	3.4	3.5
Co-Learners	3.1	3.0	3.1
Co-Teachers	3.4	3.3	3.5
Co-Advisors	3.5	3.1	3.3

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

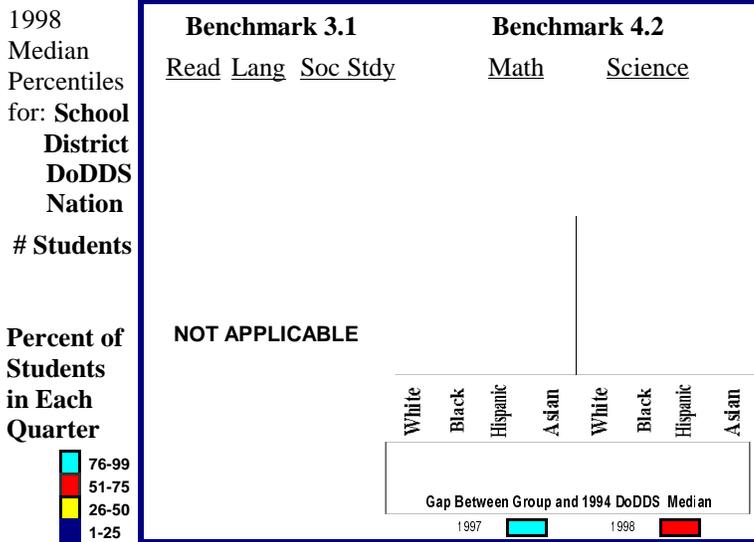
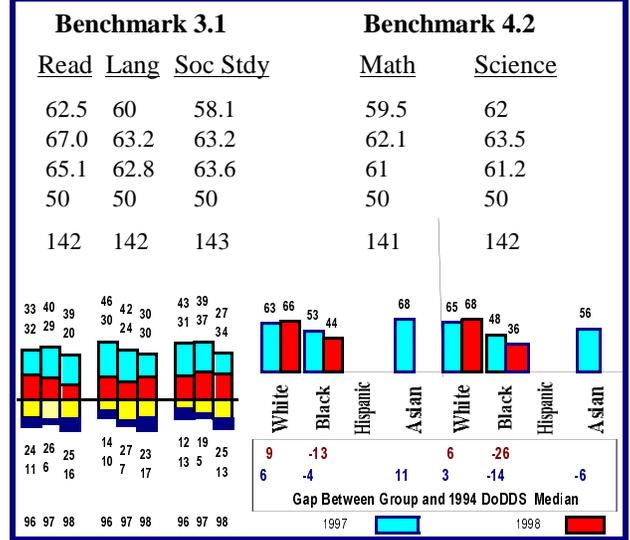
### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Increasing the number of people who used our Parent Center was the focus for this benchmark. Our strategies included piloting a student-parent library program and increased advertising of the Parent Center. A program entitled "Rocky's Café" was initiated in conjunction with this benchmark. Parent response to this activity far surpassed our original expectations.

### Grade 3



### Grade 4



	SAT Results				
	School	District	DoDDS	Nation	
% Participating	97	NA	71%	63%	41%
	98	NA	66%	62%	43%
Math Avg Score	97	NA	503	505	511
	98	NA	528	505	512
Verbal Avg Score	97	NA	533	515	505
	98	NA	541	511	505

### Notes

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

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

**CTBS 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. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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