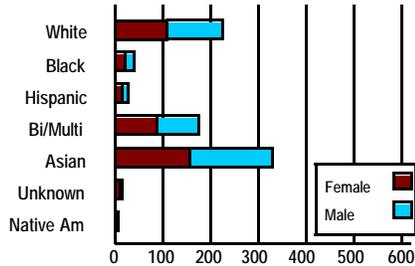




**Department of Defense Education Activity
Shirley Lanham Elementary School (PK-6)
1996/97 School Profile
Peter Grenier, Principal**

School Characteristics

Student Enrollment - 816



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	58	7%
K-8	TAG	92	11%
K-12	ESL	84	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

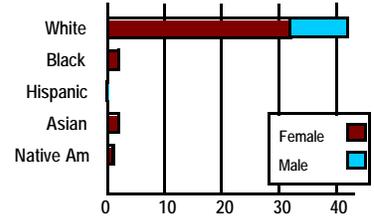
Grade	#
PreK	12
K	118
1	112
2	127
3	127
4	125
5	104
6	91
Total	816

Sponsor Affiliation	
Marine	1%
Army	<.5%
Navy	94%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	9
1-3	4
4-6	6
7-10	22
> 10	14

**Mobility Rate
25% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	4
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	46%
MA/MS	52%
Doctorate	2%

Principal's Highlights

School Improvement activities have remained the focus at Shirley Lanham Elementary School during this year of transition. With the introduction of graphic organizers and their school wide implementation, our students have made marked gains in reading comprehension and math computation.

Also in the field of educational technology all students in Grades 1-6 have had the opportunity to sample and become more familiar with computers and computer software. With the opening of our Computer Lab in the fall our students are able to work with our computer specialist and classroom teacher in a whole group setting.

CTBS test scores showed gains in overall mathematics scores as well as in all areas of language arts. In May, the NCA Team visited our school and worked closely with our School Improvement Team and validated our efforts.

Parental support for all school activities was evident and our volunteers have clearly demonstrated that our School-Home Partnership Program at Shirley Lanham Elementary School is alive and well. We feel that this is a place where students and their learning come first.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....

The School Improvement Team chose the use of graphic organizers by students as a strategy to improve student comprehension in all areas. Staff was trained in the use of graphic organizers as an instructional strategy. Graphic organizers were used in all academic areas. Student use of graphic organizers greatly increased throughout the school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....

Based on CTBS score data, the SIT choose the use of daily computational practice to increase math computation scores. Every teacher included some form of computational practice into the daily mathematics instruction. All grade levels tested in April 1997 showed an increase in math computation scores on the CTBS Tests.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....

This goal was incorporated into our School-Home Partnership Model and Plan. A needs survey revealed that the school is doing a good job of communicating with parents and the community. We will continue to utilize our strengths in this area and modify successful strategies to keep parents and community members informed.

Benchmark 10.8: Establish Technology for teachers and administrators.....

Our main focus this school is to increase student access to computers. Data collected showed increases in the numbers of students who used computers daily in all classrooms of the school. The staff received an all-day technology in-service to refine computer skills and much opportunity was created for informal staff development activities in this area.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.80	3.70
Co-Supporters	3.3	3.42	3.31
Co-Learners	2.9	3.01	3.00
Co-Teachers	3.5	3.34	3.31
Co-Advisors	3.2	3.17	3.17

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

Goal 8: Parental Participation

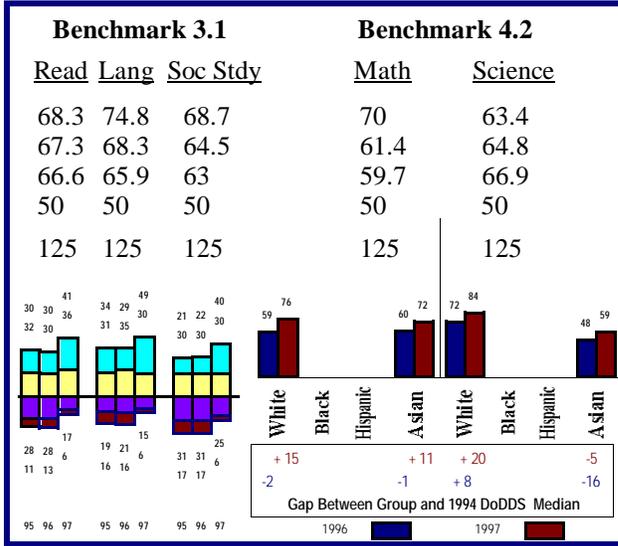
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

This year saw the full implementation of the 5-Tier School-Home Partnership Model at our school. Key Co-Communicators (a teacher and parent) were chosen and trained. The staff and community also received training in the model. This year the School-Home Partnership Committee worked along with the SIT. A needs survey was conducted.

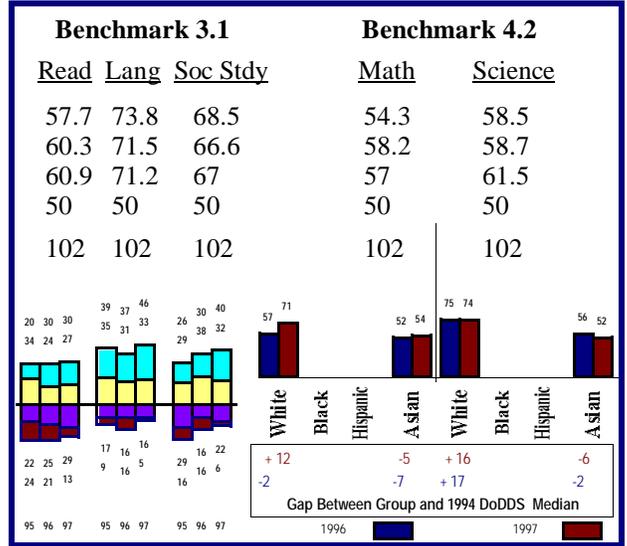
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

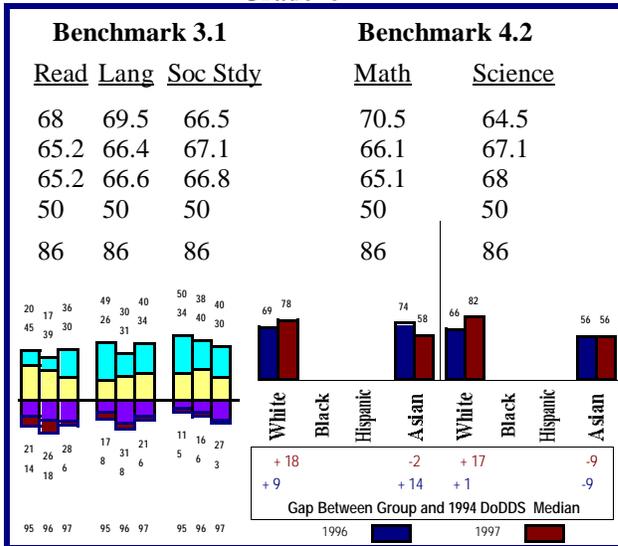


Grade 5



Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	96	NA	59%	62%
	97	NA	66%	63%
Math Avg Score	96	NA	515	506
	97	NA	494	505
Verbal Avg Score	96	NA	523	518
	97	NA	499	515

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	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	92	750.3	741.1	17%	60%	16%	7%	0%
5	96	80	755.4	741.9	34%	55%	10%	1%	0%
5	97	89	723.7	734.5	19%	67%	9%	4%	0%