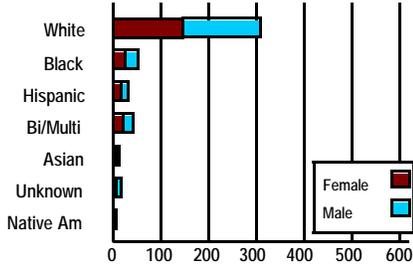




**Department of Defense Education Activity  
Lajes Elementary School (PK-6)  
1996/97 School Profile  
Susan Ussery, Principal**

**School Characteristics**

**Student Enrollment - 464**



Grade Offered	Program	#	%
PK-12	Special Education	41	9%
K-8	TAG	N/A	N/A
K-12	ESL	3	1%
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

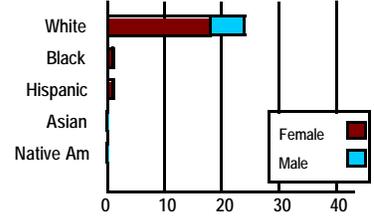
Grade	#
PreK	26
K	69
1	74
2	74
3	60
4	53
5	69
6	39
<b>Total</b>	<b>464</b>

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	3
7-10	2
> 10	24

**Mobility Rate  
36% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	2
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	62%
Doctorate	0%

**Principal's Highlights**

Lajes Elementary School is located on the island of Terceira in the Portuguese Azores.

Approximately 450 students attend our school in grades K-6, Sure Start, and a Preschool Program for Children with Disabilities. Our teachers are a well-educated and highly motivated and are dedicated to the success and development of all students as self-directed, lifelong learners.

The schoolwide writing process is highly visible across all areas of the curriculum, with a school-wide writing assessment accomplished twice yearly to measure our successes. Mathematics is another area of high visibility, with several math nights and a morning sessions devoted to increasing parental understanding and participation in the math program.

The school-home connection is highly valued in our community and the development of an ECAPTS-PTSA and a strong parent volunteer program are tributes to the strength between school and home.

Technology continues to be of vital importance in our school as the capabilities of our state-of-the-art computer lab expands and the Internet becomes more accessible. Next year we will continue to implement and improve our writing and math plans, with an increased focus on technology.

**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....*  
Lajes ES maintained a School Wide Writing Process with both teachers and students trained in the program. Written Communications Portfolios included student self-assessments and staff development focused on the use of rubrics and prompts to assess student writing.

**Goal 4: Math And Science Achievement**

*Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps....*  
Inservice training in Mathland and Cooperative Learning strategies continued. In addition, a major focus this year was on increasing parents' and community understanding of the MathLand program. Standardize test preparation was emphasized.

**Goal 10: Organizational Development**

*Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....*  
Published and distributed a monthly planner to each family and other community members. Grade level articulation was maintained through monthly meetings.

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

Staff training in technology occurred throughout the year. A student technology mastery checklist was developed. Internet access established at every school and a computer was placed in every classroom. CC.Mail was use to provide daily bulletins. Lan capabilities were established in most rooms.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.2	3.44	3.70
Co-Supporters	3.3	3.21	3.31
Co-Learners	2.9	2.92	3.00
Co-Teachers	3.2	3.20	3.31
Co-Advisors	3.1	3.03	3.17

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

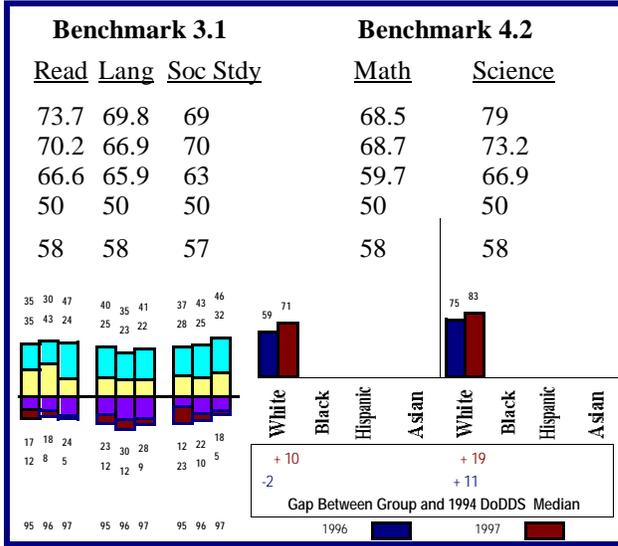
### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Workshops for parents included Families and Schools Together. A parent room provided a place for parents to meet and work. Telephone voice-mail was available to the community 24 hours a day to help improve school-home communications. PTSA membership and participation increased.

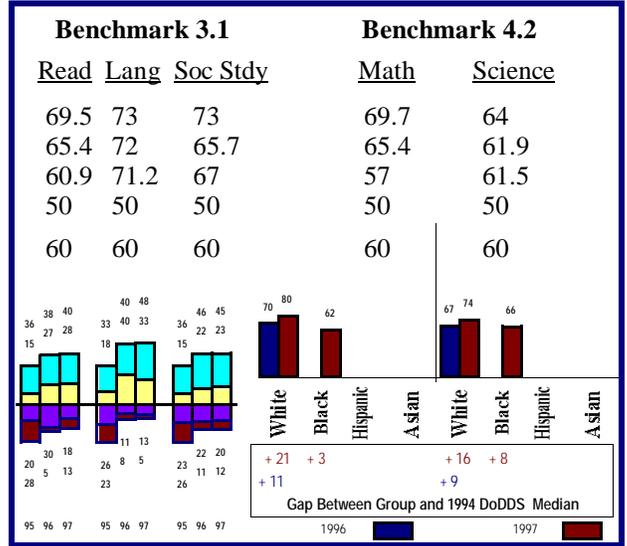
### Standardized Test Results

#### Grade 3

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

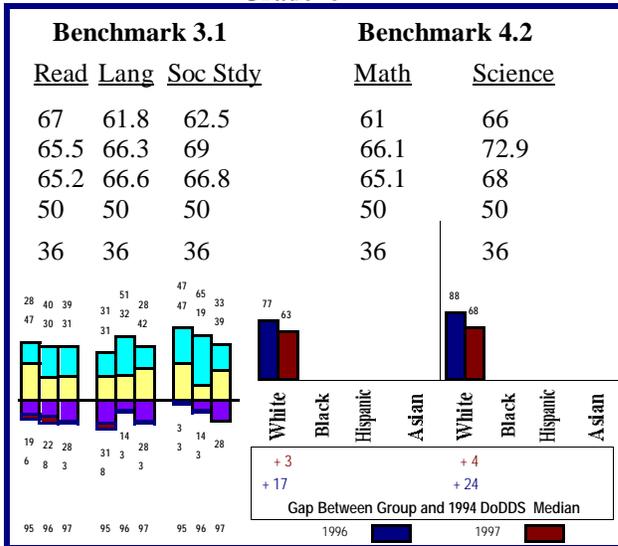


#### Grade 5



#### Grade 6

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



#### SAT Results

	School	District	DoDDS	Nation
% Participating	96	NA	84%	62%
	97	NA	79%	63%
Math Avg Score	96	NA	513	506
	97	NA	535	505
Verbal Avg Score	96	NA	518	505
	97	NA	513	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.

Lajes ES  
UNIT 7725  
APO AE 09720-0005

DSN Phone: 245-3425  
Fax Number: 351-95-542951  
Commercial Phone:  
351-95-540100

#### 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	39	697.7	741.1	8%	44%	21%	28%	0%
5	96	41	716.3	741.9	17%	51%	27%	5%	0%
5	97	61	738.9	734.5	26%	61%	8%	5%	0%