

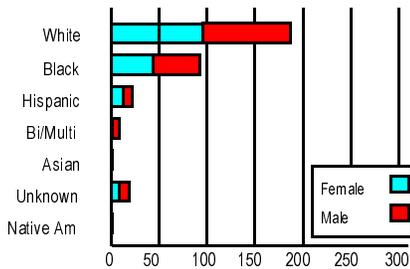


Fort Benning, GA

**Department of Defense Education Activity
Herbert J. Dexter Elementary School (PK-5)
1997/98 School Profile
Vicki P. Rogers, Principal**

School Characteristics

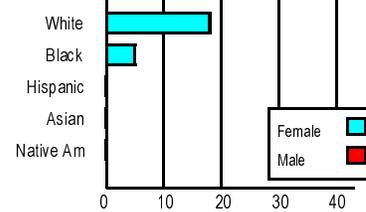
Student Enrollment - 329



Grade	#
PreK	39
K	54
1	53
2	57
3	47
4	43
5	36
Total	329

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	27	8%
K-8	TAG	37	11%
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	0
1-3	0
4-6	1
7-10	2
> 10	16

**Mobility Rate
60% Per Year**

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	1
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	17 %
MA/MS	83 %
Doctorate	0 %

Principal's Highlights

"Wow, this is high-tech!" is a quote which aptly describes the excitement of students, staff, and parents at Dexter School as we explored new and innovative ways to use technology. With the installation of PC and Discourse labs, technology became an important tool for accomplishing school improvement goals.

Some students created multimedia presentations requiring the integration of text, digitized photos, and sound, while others produced stories, poetry, ABC books, and research projects. Several 1st and 3rd graders were published in the Anthology of Poetry by Young Americans.

The Internet became the vehicle for stock market simulations and chess matches, as well as for collecting data for reports and projects. Programs such as Math Journey, Science Sleuths, and Thinkin' Things capitalized upon critical thinking skills in the content areas.

Complementing technology in the labs have been CD ROM and CD Interactive programs, Galaxy Classroom Distance Learning, laser disc programs, and Accelerated Reader.

Stakeholders have been actively involved in the teaching/learning process, with volunteers working side by side with teachers.

Dexter Eagles are indeed soaring to new heights as they discover imaginative ways to use technology for teaching and learning.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Proficiency in technology was enhanced through the installation and utilization of PC and Discourse labs. The lab schedules, pre-post performance data, and evaluation surveys from stakeholders revealed an increased use and proficiency of technology as a tool for learning across the curriculum both at school and at home.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Math and science instruction at Dexter focused on increased critical thinking and problem solving. Teachers integrated technology through programs such as Math Journey, Science Sleuths, and Thinkin' Things to improve performance in these areas. Teachers' lesson plans in math and science reflected additional use of Galaxy Distance learning and performance assessment.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Staff participated in Mouse House Medley, a 10-hour course taught in the new lab, which addressed staff needs from the needs assessment. Teachers participated in training, at the school and district level, including Performance-Based Instruction/Assessment, Science Through the Seasons, and Teaching Physical Science Through Literature.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

The establishment of the PC and Discourse labs in conjunction with the addition of a trained educational technologist provided staff and students with the tools necessary to instruct, manage and evaluate student progress. First year implementation of grade level curriculum areas provided a clear indication of student achievement.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.6	4.2	4.2
Co-Supporters	4.0	4.0	3.8
Co-Learners	4.1	3.6	3.4
Co-Teachers	4.1	3.9	3.8
Co-Advisors	3.6	3.5	3.5

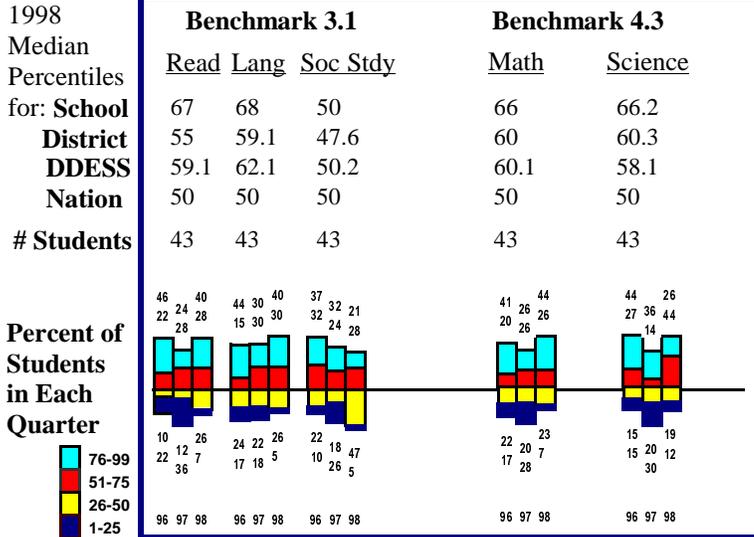
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

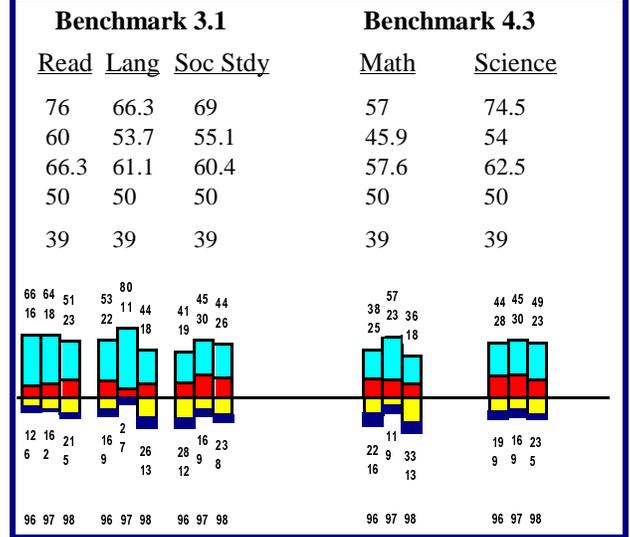
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
A cadre of parents trained to serve in the capacity of co-teachers in the newly installed computer and Discourse labs was the highlight of our School-Home Partnership activities. These efforts resulted in several classrooms reporting 95% of students having home computers, with many communicating with teachers by electronic mail. 2,600 volunteer hours were logged.

Standardized Test Results

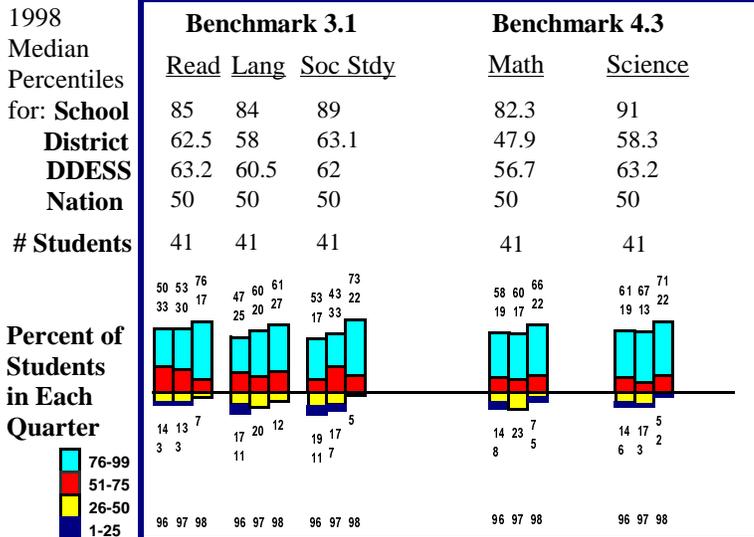
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DDESS	Nation
% Participating	97	NA	NA	41%
	98	NA	NA	43%
Math Avg Score	97	NA	NA	481
	98	NA	NA	481
Verbal Avg Score	97	NA	NA	495
	98	NA	NA	483

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.

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.

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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	98	41	Met	14.6%	75.6%	9.8%	0%	0%