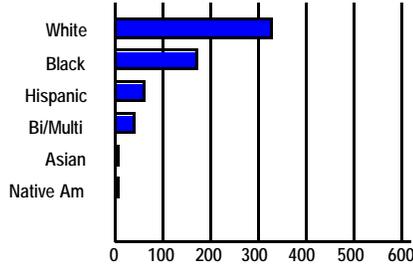




**Department of Defense Education Activity
Devers Elementary School (PK-4)
1996/97 School Profile
Emily Marsh, Principal**

School Characteristics

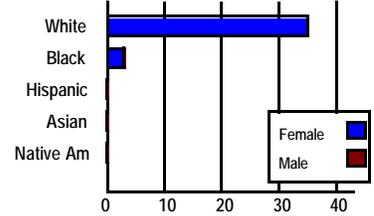
Student Enrollment - 614



Grade	#
PreK	65
K	117
1	106
2	125
3	109
4	92
Total	614

Sponsor Affiliation	
Marine	0%
Army	100%
Navy	0%
Air Force	0%
Coast Guard	0%
Non-US Military	0%
US Civilians	0%
Non-US Civilians	0%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	45	7%
PK-12	TAG	15	2%
PK-12	ESL	N/A	N/A
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	5
1-3	3
4-6	5
7-10	5
> 10	18

Mobility Rate
41% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	5
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	64%
MA/MS	36%
Doctorate	0%

Principal's Highlights

Devers Elementary opened on 19 August 1996. An action oriented PTA and a supportive military partner unit joined staff members in various opening year activities. Soldiers and parents supported all areas of the curriculum through classroom volunteer hours, school committee memberships, and work on special projects such as the installation of four outdoor playground areas. Community activities, such as Family Math/Science Night and ARTMART strengthened our Home/School Partnership.

During the year, 39 hours of staff development were provided. A major focus was integrating technology into the instructional program. The use of classroom computer software and access to the Internet, through the installation of a Wide Area Network (WAN), enabled students to develop technology and academic competencies.

Devers, as a test bed site for the Presidential Technology Initiative, will have the opportunity to discover and implement additional learning strategies that embrace the potential of technology.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.....

Teachers and staff provided instructional and practical application for pre-K through 4th grade students in the area of keyboarding. We integrated technology into the curriculum at each grade level for language arts, math, science, and social studies. All students maintained an electronic portfolio.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.....

The strategies for this benchmark provided real life experiences for both faculty and students. Math/Science Night, the Science Club, and the Science Expo provided opportunities to apply skills. Teacher training focused on integrating technology with the math/science curriculum.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.....

A comprehensive professional development plan provided inservice opportunities for staff in the areas of math, science, language arts and technology in support of the instructional program. The staff participated in district and regional conferences. Study groups were used as a means to share information.

Goal 10: Organizational Development

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

Administration, media center, and cafeteria areas are automated and a 30 station computer lab is in place to serve 2nd through 4th graders. Age appropriate hardware and software for pre-K classes was provided. A router and direct internet access allow added opportunities. Use of electronic technology has been established.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	4.6	4.30	4.08
Co-Supporters	4.3	3.95	3.65
Co-Learners	3.2	3.52	3.27
Co-Teachers	4.0	3.85	3.66
Co-Advisors	3.6	3.33	3.36

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

Goal 8: Parental Participation

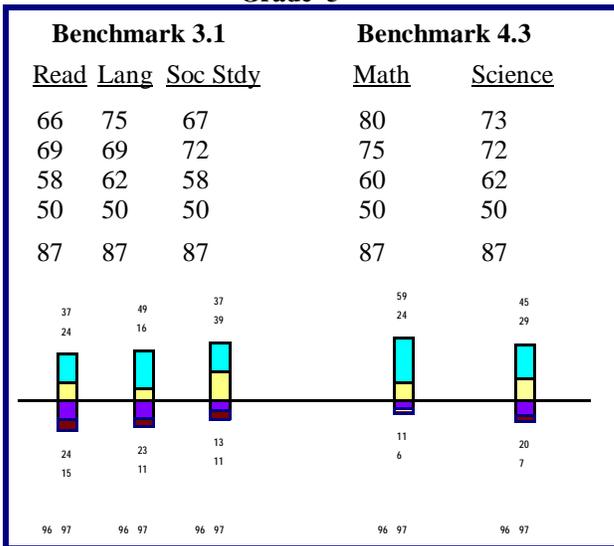
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership....
A comprehensive plan for two-way communication among the staff, parents, and extended military community was designed and implemented. New Comers Coffees, calendars, newsletters, and the military partnership resulted in open communication and active participation and support in all areas of the curriculum.

Standardized Test Results

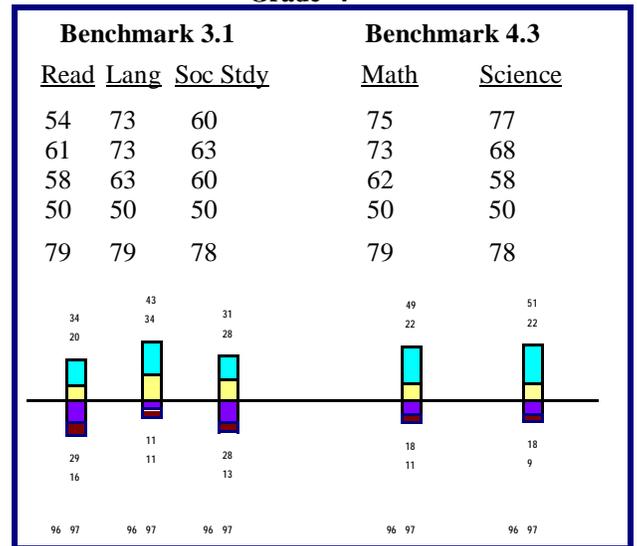
Grade 3

Grade 4

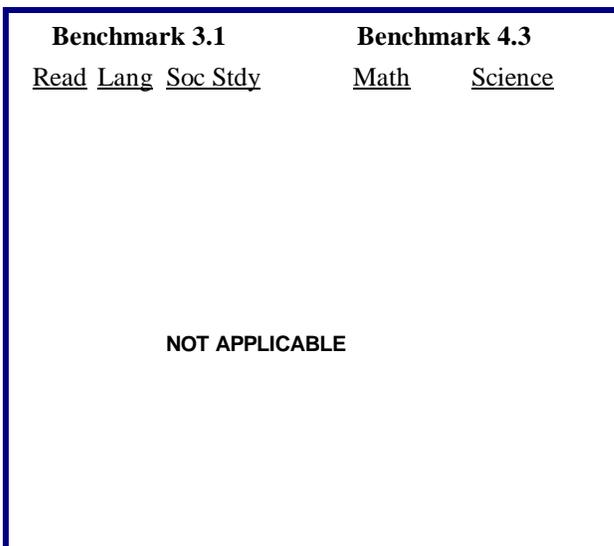
1997
Median
Percentiles
for: **School**
District
DDESS
Nation
Students



Percent of
Students
in Each
Quarter



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



Percent of
Students
in Each
Quarter



	SAT Results				
	School	District	DDESS	Nation	
% Participating	1996	N/A	N/A	46%	41%
	1997	N/A	N/A	49%	41%
Math Avg Score	1996	N/A	N/A	477	508
	1997	N/A	N/A	481	511
Verbal Avg Score	1996	N/A	N/A	485	505
	1997	N/A	N/A	495	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. The 1996 SAT scores were "recentered" by the College Board.

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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Commercial Phone:
(910) 960-3606

Writing Assessment							
Grade	Yr	Number Tested	Distinguished	Percent at Each Performance Level			
				Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
4	97	90	1%	25%	70%	5%	0%