

# DEVERS ELEMENTARY SCHOOL

2011 - 2012  
LIVING  
SCHOOL PROFILE

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As of October 14, 2011

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# **Continuous School Improvement**

## **Leadership Team**

**Ginny Breece - Principal**

**Cynthia Ferguson - Assistant Principal**

**Lisa Evans - (Chair) Vision & Purpose &**

**Stakeholder Communications and Relationships**

**Mary Ellen Cravotta - Culture of Improvement**

**Abby Averitte - Documenting and Using Results**

**Lucy Allen - Teaching & Learning**

**Judy LaJoye - Resource and Support Systems**

**Ginette Pena - Parent Representative**

## **DoDEA Vision**

Communities investing in success for ALL students

## **DoDEA Mission**

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

## **Fort Bragg District Mission**

The Fort Bragg School system is designed to meet the unique needs of military children.

## **Devers' Vision**

Learn Today - Lead Tomorrow

## **Core Commitments/Beliefs**

At Devers Elementary School, we believe...

- In success for all students
- In trust and respect for others
- In the development of life-long learners
- In a rigorous education that is accessible for all students
- In providing motivating challenges that inspire excellence in all our students
- In providing a safe and stable learning environment
- In having high expectations for all students
- In commitment to continuous improvement

## Overview of the Community & School

Devers Elementary is located at Fort Bragg, North Carolina and is part of the North Carolina Dependents' School District. It is one of 12 schools in the Fort Bragg Dependents' Schools district. Devers opened for pre-kindergarten through fourth grade students on August 19, 1996. Devers was dedicated to General Jacob Devers on September 10, 1996.

Devers attendance area draws from Ardennes, Bataan and Bastogne Gables housing areas. Sponsors of students are enlisted soldiers, non-commissioned officers and officers.

Serving approximately 418 students in grades pre-kindergarten through fifth, are 84 staff members. There is a principal, an assistant principal, 1 secretary, 1 receptionist, 1 school support assistant, 1 supervisory management service specialist, 4 custodians and 7 food services employees. 48 teachers are on staff including classroom teachers, gifted resource, special education, art, one and one half physical education teachers, music, information specialist, 3 instructional support teachers, speech pathologist, 1 and one half counselors, ESL, educational technologist and 2 foreign language teachers. Our support staff includes a nurse, psychologist, physical therapist and an occupational therapist. Devers also is supported by 14 Educational aides and 4 SIS aides.

Of the 418 students, 18% are identified as an exceptional child. Our percentage of free and reduced lunch count is 57%.

Each year the staff begins the school year by reviewing the school improvement plan as well as the data collected from the previous year. Staff members analyze data quarterly to assess student progress to adjust instruction. Enrichment and remediation is provided school wide daily.

This year will be our sixth year providing foreign language services. Kindergarten, First, Second and Third grade students receive 90 minutes of Spanish instruction per week. The goal of the program is for students to acquire proficiency in listening and speaking in Spanish and acquire an understanding of and appreciation for other cultures. Our hope is that this instruction in another language will improve cognitive skills and academic performance of our students in other subject areas.

This year two fifth grade classes have been added to Devers Elementary.

## Unique Local Insights

### Implications for Action

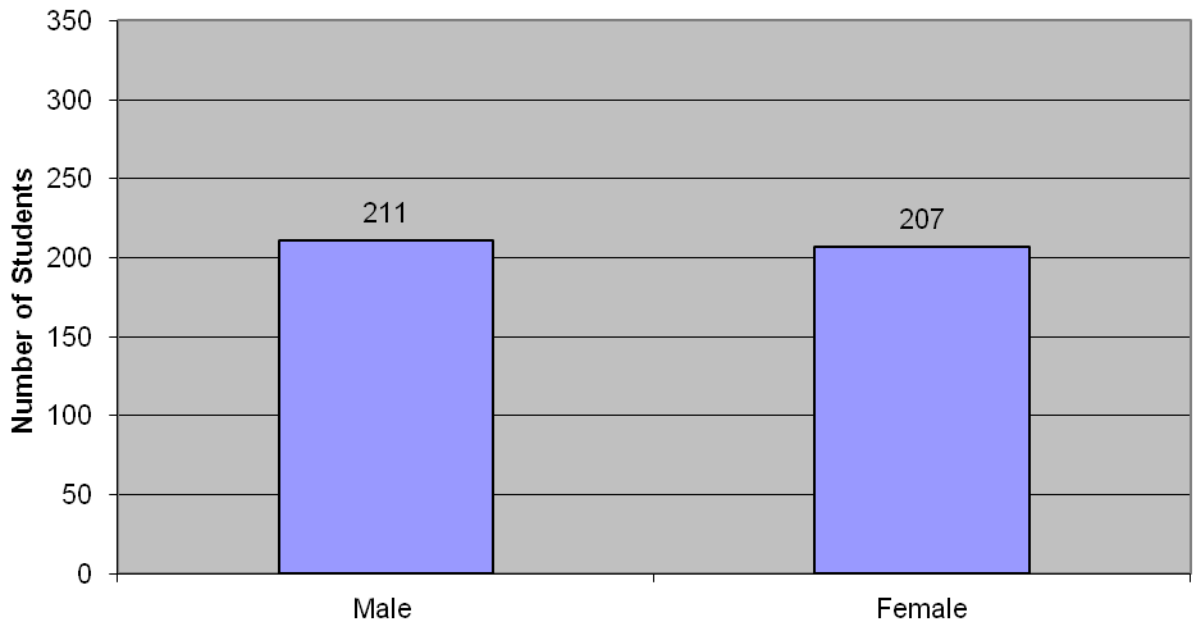
At Devers Elementary School during faculty meetings the staff was informed of school improvement changes and the transition to Advanced Ed accreditation. An environmental scan was completed with the help of all staff members. Issues affecting our children and their future were discussed in length. In addition, each staff member completed a capacity assessment instrument to determine capacities for improvement. Our mission statement was somewhat modified with input from all faculty members. Test data was shared and the results were discussed. Based on those results, Devers staff agreed on adopting 2 goals for all students. Each grade level was asked to find researched interventions which would support each goal. After much research, the staff agreed on 1 intervention to support each goal, for a total of 2 interventions. Activities which support each goal were discussed and put in place. Based on standard and local test results and objective insights from teachers, the following student performance goals were developed:

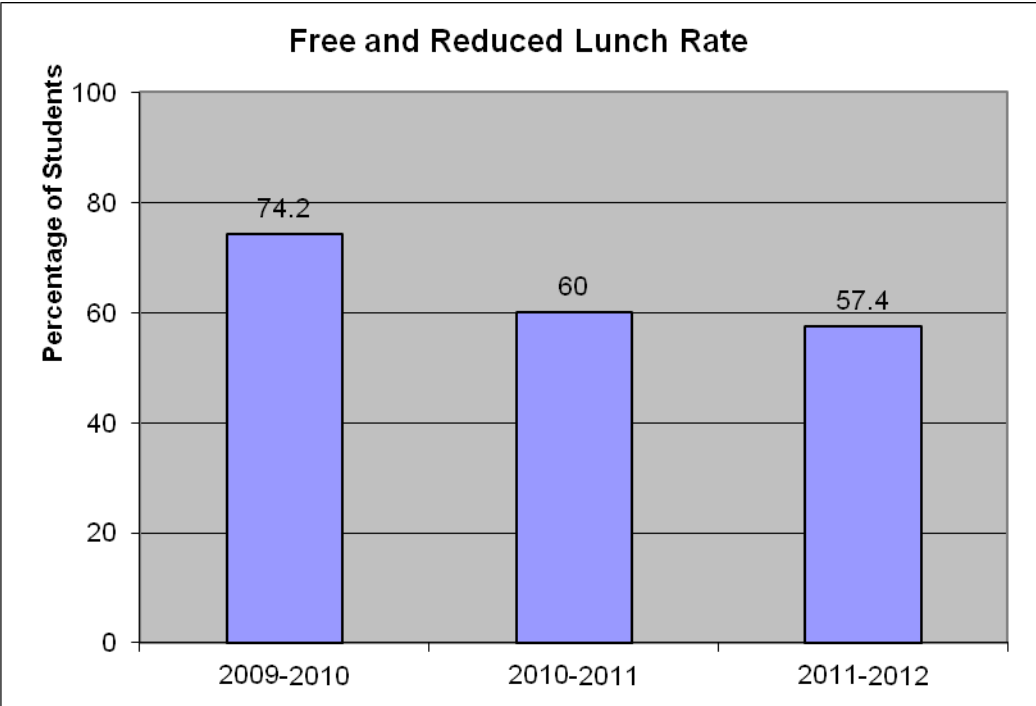
**Student Goal #1** All students will increase reading comprehension through using word knowledge and word meaning skills, as measured by selected school-wide and system-based assessments.

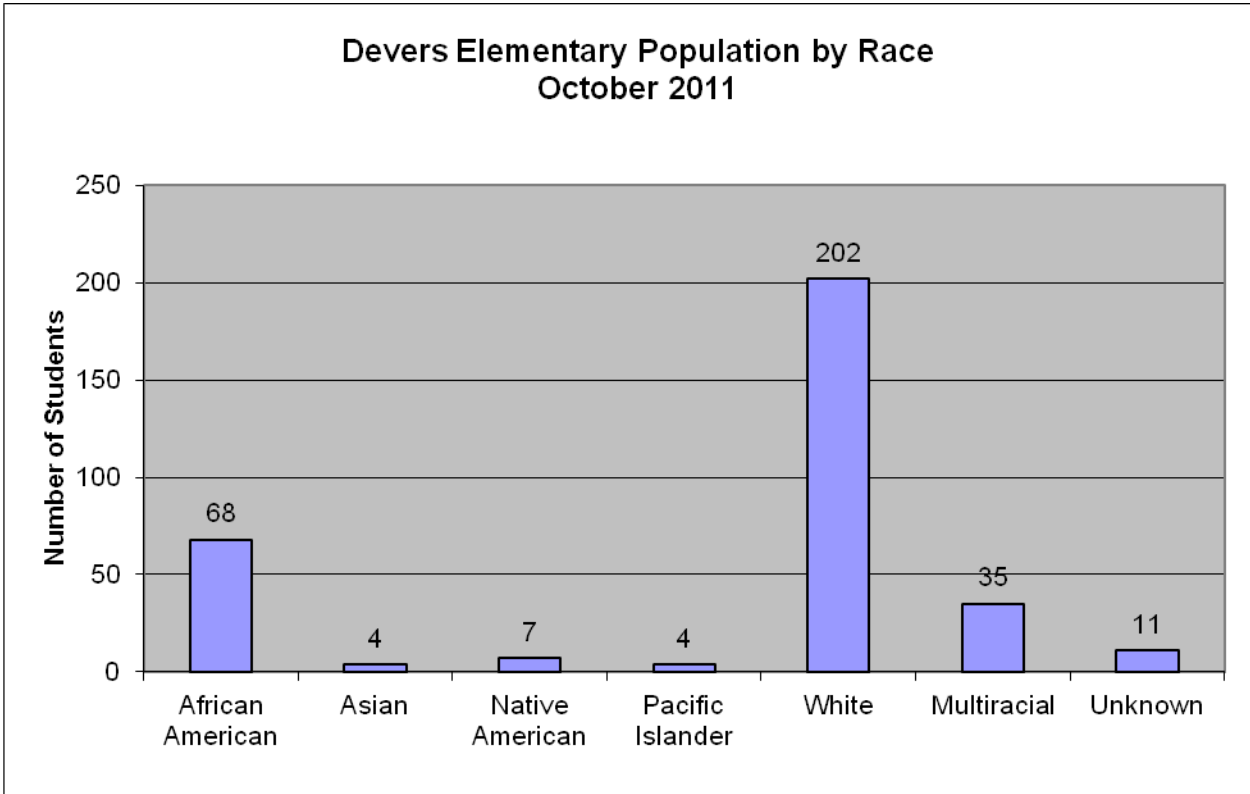
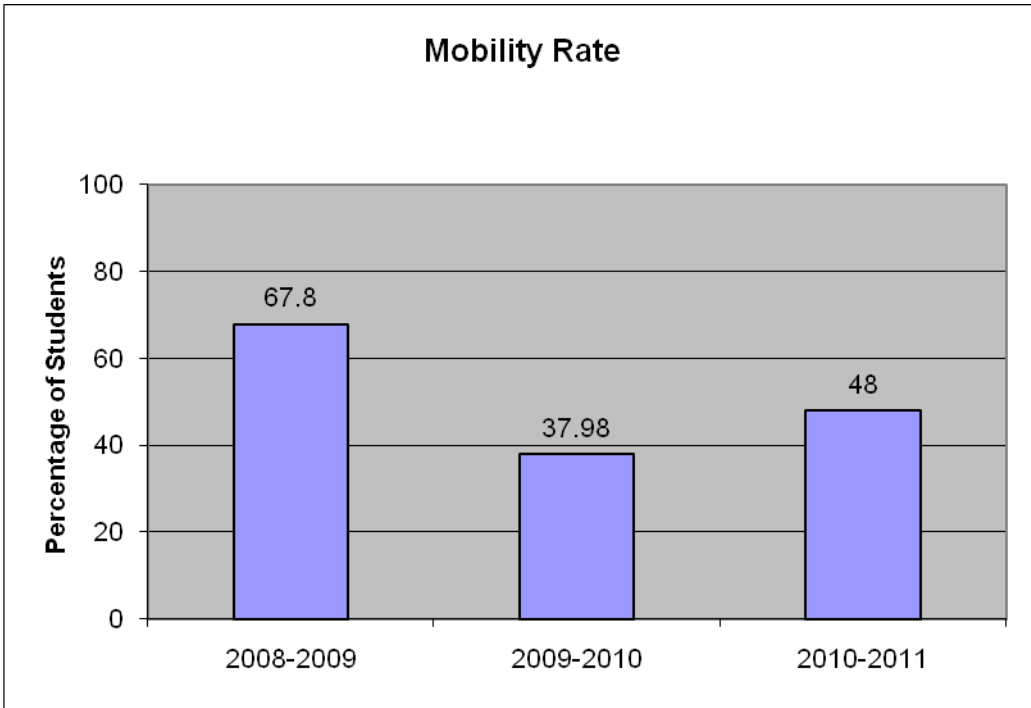
**Student Goal # 2** All students will improve math problem-solving by applying the steps of gathering, organizing, analyzing, evaluating, and reflecting as measured by selected school-wide and system-based assessments.



**Devers Elementary Student Population by Gender  
October 2011**







## Documenting the Plan

**Student Goal #1** All students will increase reading comprehension through using word knowledge and word meaning skills, as measured by selected school-wide and system-based assessments.

**Intervention:**

School improvement team members participated in the Scholastic Red Vocabulary Course in the Fall of 07-08 school year. Upon course completion, team members provided staff development for their perspective grade level teams on word study instruction. Various activities and ideas have been shared to enhance the classroom teacher's instruction.

**Student Goal # 2** All students will improve math problem-solving by applying the steps of gathering, organizing, analyzing, evaluating, and reflecting as measured by selected school-wide and system-based assessments.

**Intervention:**

Read-It, Draw-It, Solve-It and Understand, Plan, Solve and Look Back (U.P.S.L) are proven interventions to enhance problem solving. Teachers developed and piloted their own program for problem solving on a weekly basis. Students in K-2 are asked to solve math problems using the Read-It, Draw-It, Solve-It program on a daily basis while students in grades 3-5 use the U.P.S.L method. A local assessment will be administered to students in Spring 2012 and data should reflect improvements in problem solving skills.

## Existing School Data Student Performance Data

Kindergarten students are assessed on letter recognition, letter sounds, in place of concepts of print beginning fall 09-10 school year. Therefore they will not have a DRA score until spring.

<b>Devers School Fort Bragg Schools DRA Fall Assessment</b> Percent at the standard level or higher in reading <i>(Concepts of Print Assessment of 85% or higher or TerraNova Multiple Assessments National Percentile 51 or higher) by end of grade K</i>										
	05-06		06-07		07-08		08-09		09-10	
	#	%	#	%	#	%	#	%	#	%
Grade K					98	6	122	.09		

<b>Devers School Fort Bragg Schools Fall Assessment</b> Percent at the standard level or higher in reading <b>(Letter Recognition)</b> Proficiency = 41/52 letters										
	09-10		10-11							
	#	%	#	%	#	%	#	%	#	%
Grade K	105	60	117	62						

<b>Devers School Fort Bragg Schools Fall Assessment</b> Percent at the standard level or higher in reading <b>(Letter Sounds)</b> Proficiency = 24/31 sounds										
	09-10		10-11							
	#	%	#	%	#	%	#	%	#	%
Grade K	105	14	117	23						

<b>Devers School Fort Bragg Schools DRA Spring Assessment</b> Percent at the standard level or higher in reading <i>(Developmental Reading Assessment Levels 2 or higher with 94% or higher accuracy and 16 or higher comprehension, or TerraNova Multiple Assessments National Percentile 51 or higher) by end of grade K</i>										
	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade K	106	85	102	90	129	75	103	92	107	96

<b>Devers School</b> <b>Fort Bragg Schools</b> <b>DRA Fall Assessment</b> Percent at the standard level or higher in reading <i>(Developmental Reading Assessment Levels 16 or higher with 94% or higher accuracy and 16 or higher comprehension, or TerraNova Multiple Assessments National Percentile 51 or higher) by end of <b>grade 1</b></i>										
	<b>06-07</b>		<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	#	%	#	%	#	%	#	%	#	%
Grade 1	112	1	103	4	102	.03	107	5	99	2

<b>Devers School</b> <b>Fort Bragg Schools</b> <b>DRA Spring Assessment</b> Percent at the standard level or higher in reading <i>(Developmental Reading Assessment Levels 16 or higher with 94% or higher accuracy and 16 or higher comprehension, or TerraNova Multiple Assessments National Percentile 51 or higher) by end of <b>grade 1</b></i>										
	<b>06-07</b>		<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	#	%	#	%	#	%	#	%	#	%
Grade 1	104	64	121	74	94	63	97	75	104	74

<b>Devers School</b> <b>Fort Bragg Schools</b> <b>DRA Fall Assessment</b> Percent at the standard level or higher in reading <i>(Developmental Reading Assessment Levels 24-28 or higher with 94% or higher accuracy and 16 or higher comprehension, or TerraNova Multiple Assessments National Percentile 51 or higher) by end of <b>grade 2</b></i>										
	<b>06-07</b>		<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	#	%	#	%	#	%	#	%	#	%
Grade 2	93	65	84	15	105	12	83	13	93	22

<b>Devers School</b> <b>Fort Bragg Schools</b> <b>DRA Spring Assessment</b> Percent at the standard level or higher in reading <i>(Developmental Reading Assessment Levels 24-28 or higher with 94% or higher accuracy and 16 or higher comprehension, or TerraNova Multiple Assessments National Percentile 51 or higher) by end of <b>grade 2</b></i>										
	<b>06-07</b>		<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	#	%	#	%	#	%	#	%	#	%
Grade 2	94	78	95	82	87	86	94	74	92	78

<b>Devers School</b> <b>Fort Bragg Schools</b> <b>DRA Fall Assessment</b> Percent at the standard level or higher in reading <i>(Developmental Reading Assessment Levels 38 or higher with 94% or higher accuracy and 16 or higher comprehension, or TerraNova Multiple Assessments National Percentile 51 or higher)</i> by end of <b>grade 3</b>										
	<b>06-07</b>		<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	#	%	#	%	#	%	#	%	#	%
Grade 3	93	75	85	6	88	3	95	9	88	2

<b>Devers School</b> <b>Fort Bragg Schools</b> <b>DRA Spring Assessment</b> Percent at the standard level or higher in reading <i>(Developmental Reading Assessment Levels 34-38 or higher with 94% or higher accuracy and 16 or higher comprehension, or TerraNova Multiple Assessments National Percentile 51 or higher)</i> by end of <b>grade 3</b>										
	<b>06-07</b>		<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	#	%	#	%	#	%	#	%	#	%
Grade 3			85	57	97	47	94	63	80	46

**DRA formal assessment reporting was not mandatory for the fall until 2006-2007 SY.**

<b>Devers School</b> <b>Fort Bragg Schools</b> <b>Fall Assessment</b> Scholastic Reading Inventory (SRI) <b>3<sup>rd</sup> Grade</b> Reading Lexile of 500 or higher is proficient										
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>		<b>11-12</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Grade 3	85	34	94	35	95	37	88	37	63	52

<b>Devers School</b> <b>Fort Bragg Schools</b> <b>Spring Assessment</b> Scholastic Reading Inventory (SRI) <b>3<sup>rd</sup> Grade</b> Reading Lexile of 500 or higher is proficient										
	<b>06-07</b>		<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Grade 3	100	66	86	64	97	53	94	69	79	62

**Analysis of SRI:** An analysis of the Scholastic Reading Inventory data shows an increase of students who met the DoDEA standard for third grade lexile scores.



<b>Devers School</b> <b>Fort Bragg Schools</b> <b>Fall Assessment</b> Scholastic Reading Inventory (SRI) <b>4th Grade</b> Reading Lexile of 600 or higher is proficient										
	<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>		<b>11-12</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Grade 4	86	53	91	56	73	32	83	65	52	61

<b>Devers School</b> <b>Fort Bragg Schools</b> <b>Spring Assessment</b> Scholastic Reading Inventory (SRI) <b>4th Grade</b> Reading Lexile of 600 or higher is proficient										
	<b>06-07</b>		<b>07-08</b>		<b>08-09</b>		<b>09-10</b>		<b>10-11</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Grade 4	106	73	97	72	67	84	74	72	81	82

**Analysis of SRI:** An analysis of the Scholastic Reading Inventory data shows an increase in students who met the DoDEA standard for fourth grade lexile scores.

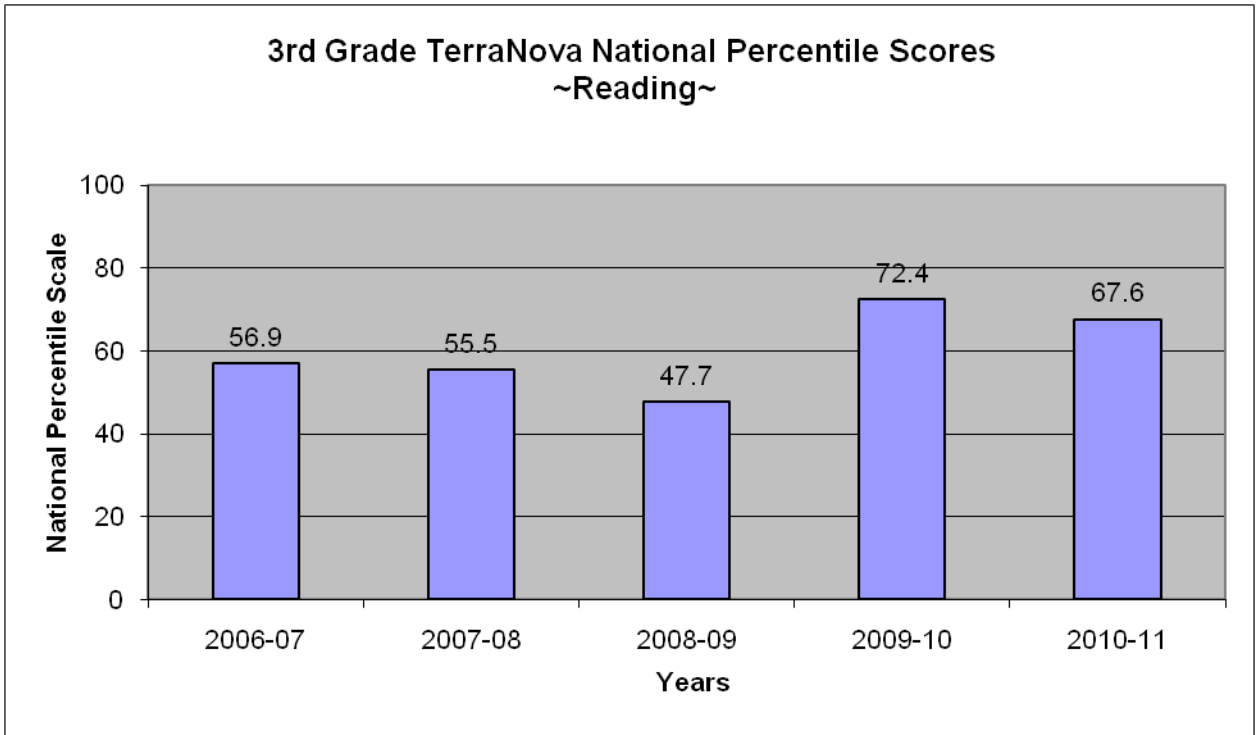
<b>Devers School</b> <b>Fort Bragg Schools</b> <b>Fall Assessment</b> Scholastic Reading Inventory (SRI) <b>5th Grade</b> Reading Lexile of 500 or higher is proficient										
	<b>11-12</b>									
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Grade 5	50	78								

**Analysis of SRI:** Due to this being the first year Devers' has had a 5<sup>th</sup> grade population this is baseline data.

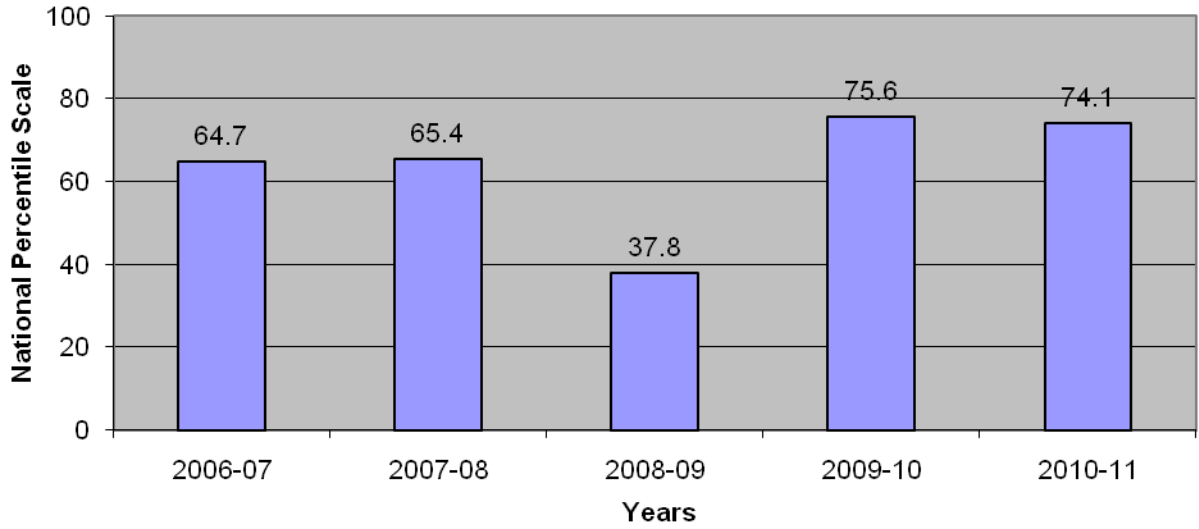
# TERRA NOVA DATA: Devers Elementary School

**3<sup>rd</sup> Grade Standardized Test Scores, Median National Percentiles All Students  
TerraNova Multiple Assessments**

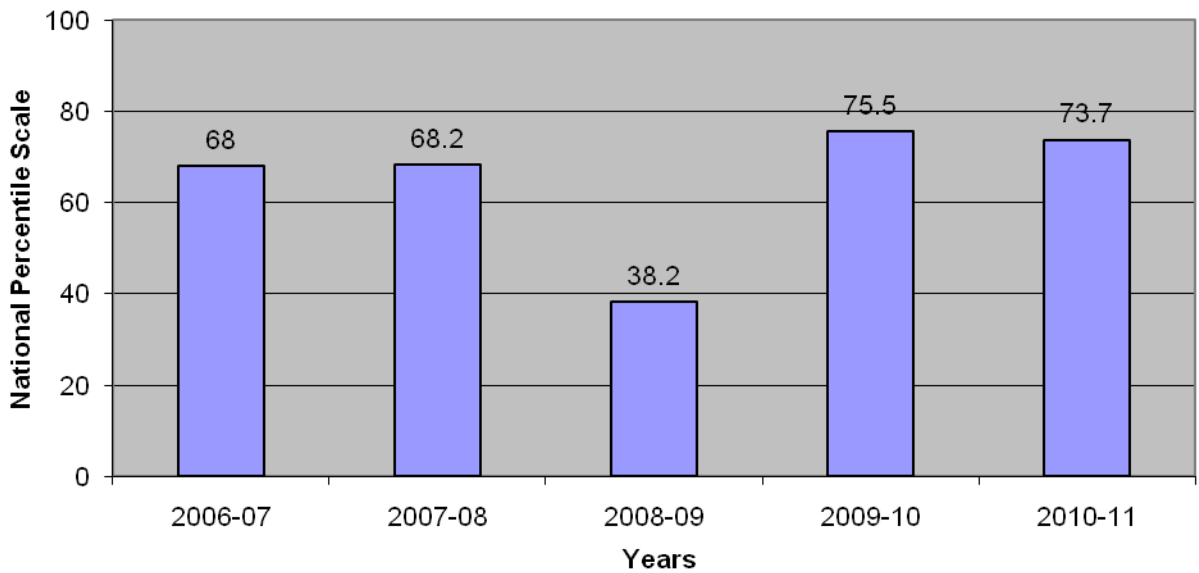
Year	# Students	Reading	Language	Math	Science	Social Studies
2007	103	56.9	64.0	67.9	78.6	73.7
2008	83	55.5	61.0	68.5	80.0	61.3
2009	91	47.7	36	41.8	51.6	59.6
2010	87	65	72.6	72.8	68.7	74.3
2011	79	64.8	71	70.5	75.4	76.8



**3rd Grade TerraNova National Percentile Scores  
~Language~**



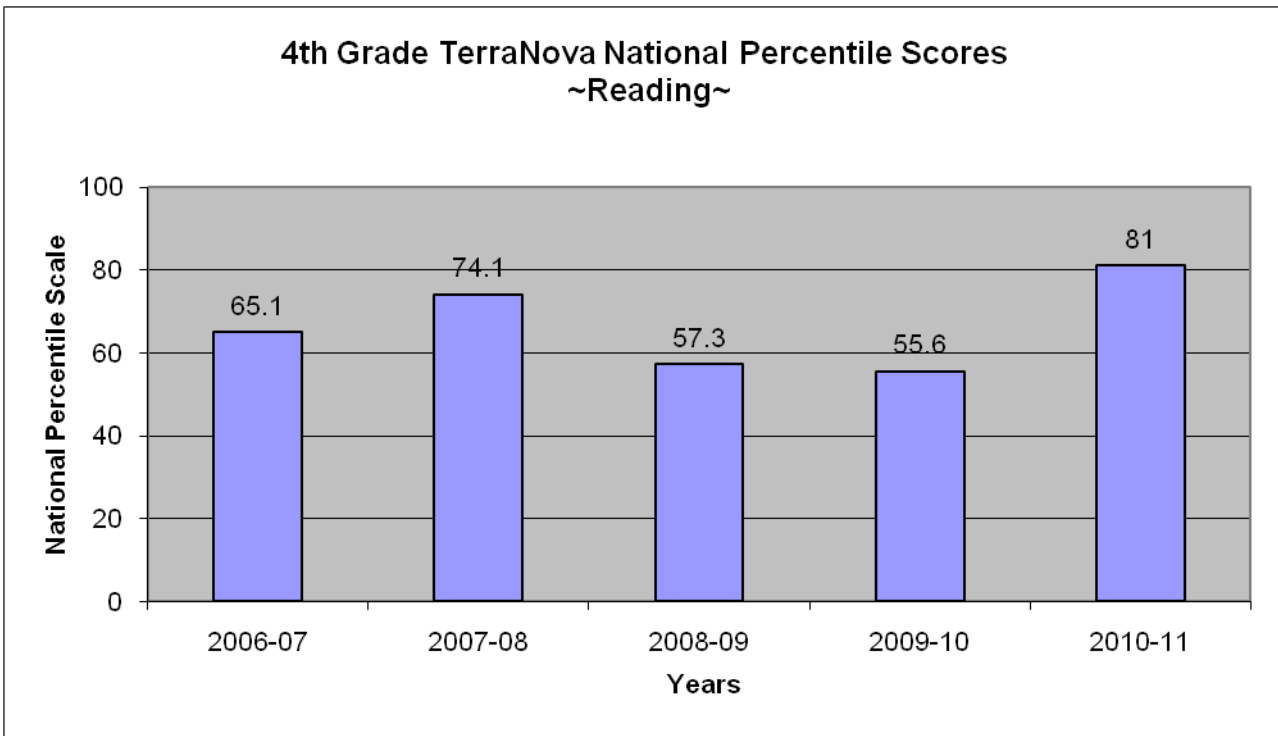
**3rd Grade TerraNova National Percentile Scores  
~Math~**



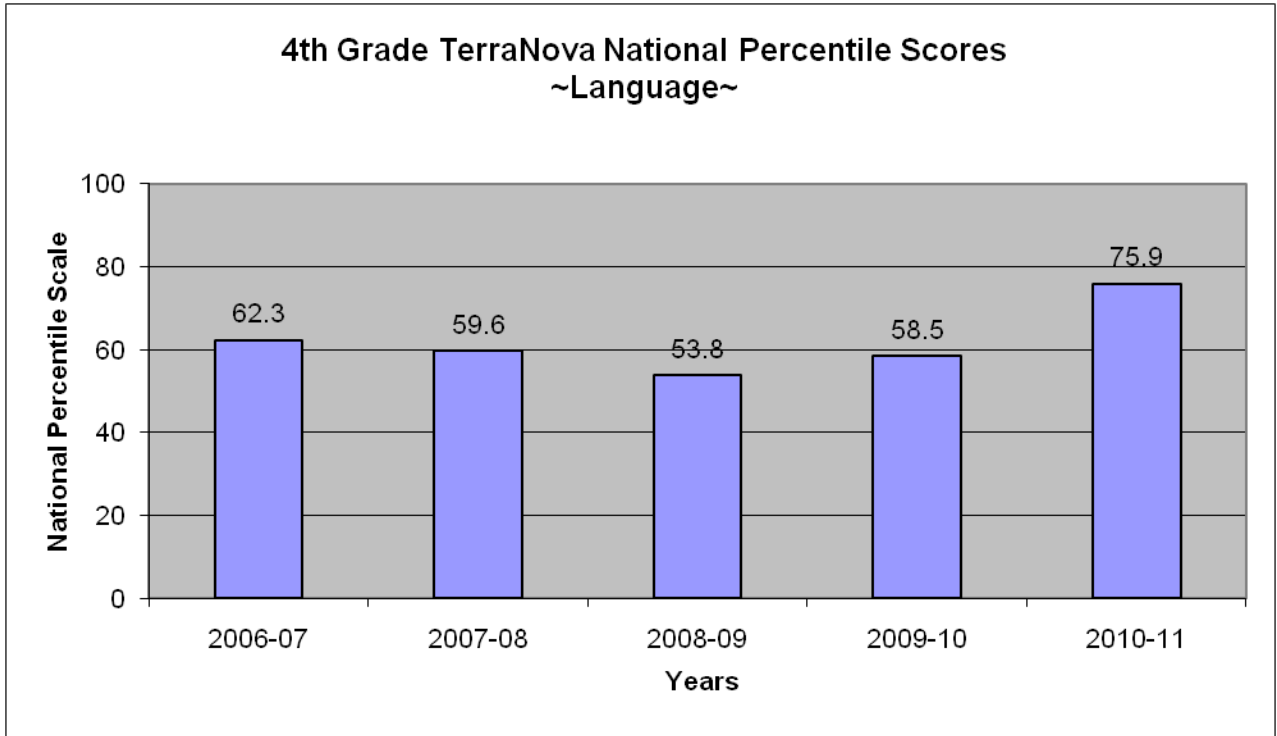
## Devers Elementary School

### 4<sup>th</sup> Grade Standardized Test Scores, Median National Percentiles, All Students TerraNova Multiple Assessments

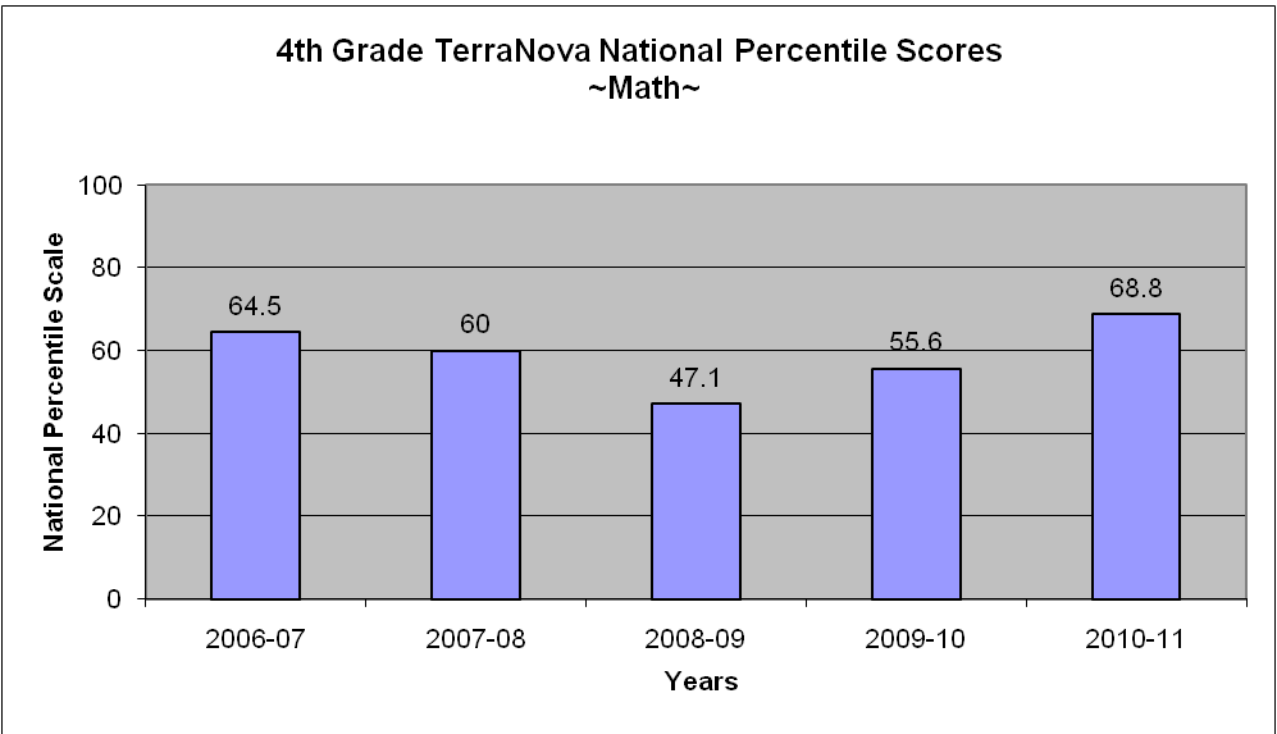
Year	# Students	Reading	Language	Math	Science	Social Studies
2007	107	64.4	61.6	64.4	63.5	71.9
2008	90	62.0	56.7	57.5	63.2	62.6
2009	68	54.3	58	49	57	56.7
2010	67	54.3	56	58	54.5	59
2011	81	67	65.2	65.4	67.3	70



**4th Grade TerraNova National Percentile Scores  
~Language~**



**4th Grade TerraNova National Percentile Scores  
~Math~**



## Terra Nova Data by Content Area and Percentile

Devers School Fort Bragg Schools <b>Percent at or above standard level</b> (National Percentiles 51-99) on Norm-Referenced Assessment - Disaggregated 3 <sup>rd</sup> Grade TerraNova Multiple Assessments, 2 <sup>nd</sup> Ed (Reading)										
	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	58	56.3	45	55.5	42	47.7	63	72.4	52	67.6
Male	26	49.0	22	47.9	24	50.1	30	68.2	22	62.8
Female	32	64.0	23	65.7	16	42.1	32	78	28	71.8

Devers School Fort Bragg Schools <b>Percent below standard level</b> (National Percentiles 01-25) on Norm-Referenced Assessment- Disaggregated 3 <sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2 <sup>nd</sup> Ed (Reading)										
	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	19	18.4	14	17.3	18	20.5	4	4.6	6	7.8
Male	11	20.7	10	21.7	10	20.8	4	9.1	6	17.1
Female	8	16.0	4	11.4	8	21.1	0	0	0	0

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Reading)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	58	56.9	45	55.5	42	47.7	63	72.4	52	67.6
Hispanic	8	34.7	6	60.0	7	41.1	15	88.2	13	72.2
N-Hispanic	50	63.3	39	54.9	35	49.3	48	68.6	39	66.1

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Reading)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	19	18.6	14	17.3	18	20.5	4	4.6	6	7.8
Hispanic	9	39.1	0	0	0	0	0	0	1	5.6
N-Hispanic	10	12.7	14	19.7	18	25.4	4	5.7	5	8.5

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Reading)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	58	56.9	45	55.5	42	47.7	63	72.4	52	67.6
White	32	68.1	26	59.0	27	50	40	74	36	76.6
Black	16	50	13	56.5	5	26.3	11	61.1	6	40
Multiracial	7	50	4	80.0	2	50	5	71.5	4	66.7
Other	1	14.3	2	40.0	7	77.8	5	83.3	4	57.2
Native American	0	0	0	0	0	0	2	100	2	100
Asian/Pacific Island	2	100	0	0	0	0	0	0	0	0
Asian					1	100	0	0	0	0

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Reading)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	19	18.6	14	17.3	18	20.5	4	4.6	6	7.8
White	3	6.4	10	22.7	12	22.2	1	1.9	2	4.3
Black	9	28.1	3	13.0	5	26.3	3	16.7	3	20
Multiracial	5	35.7	0	0	1	25	0	0	1	16.7
Native American	0	0	1	66.7	0	0	0	0	0	0
Other	2	28.6	0	0	0	0	0	0	0	0
Asian/Pacific Island	0	0	0	0	0	0	0	0	0	0
Asian					0	0	0	0	0	0

**Analysis of Terra Nova:** An analysis of the Terra Nova data shows a slight decrease in third grade students who met the DoDEA standard.



Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
4th Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Reading)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	69	65.1	66	74.1	39	57.3	35	55.6	64	81
Male	39	60.9	31	68.9	20	54	17	50	34	85
Female	29	70.8	35	79.5	19	61.3	18	62.1	30	77

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
4thGrade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Reading)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	14	13.2	6	6.7	7	10.3	5	7.9	6	7.6
Male	11	17.2	2	4.4	5	13.5	2	5.9	1	2.5
Female	3	7.3	4	9.1	2	6.5	3	10.3	5	12.8

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
4th Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Reading)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	69	65.1	66	74.1	39	57.3	35	55.6	64	81
Hispanic	13	76.4	14	73.7	10	62.5	8	72.7	13	86.6
N-Hispanic	56	63	52	74.3	29	55.7	27	52	51	79.7

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
4thGrade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Reading)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	14	13.2	6	6.7	7	10.3	5	7.9	6	7.6
Hispanic	1	5.9	2	10.5	0	0	0	0	1	6.7
N-Hispanic	13	14.6	4	5.7	7	13.5	5	9.6	5	7.8

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
4th Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Reading)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	69	65.1	66	74.1	39	57.3	35	55.6	64	81
White	31	64.6	40	83.3	24	61.5	19	51.3	36	83.7
Black	18	56.3	15	62.5	7	43.8	7	53.9	13	81.3
Multiracial	7	63.7	4	66.7	3	75	3	50	8	80
Other	8	80	6	60.0	4	80	4	80	6	100
Native American	1	100	0	0	1	33.3	1	100	1	33.3
Asian/Pacific Island	3	100	1	100	0	0	1	100	0	0

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
4th Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Reading)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	14	13.2	6	6.7	7	10.3	5	7.9	6	7.6
White	6	12.5	1	2.1	5	12.8	4	10.8	3	7
Black	6	18.8	2	8.3	2	12.5	1	7.7	0	0
Multiracial	1	9.1	1	16.7	0	0	0	0	1	10
Other	1	10	2	20.0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	1	33.3
Asian/Pacific Island	0	0	0	0	0	0	0	0	1	100

**Analysis of Terra Nova:** An analysis of the Terra Nova data shows there was a significant increase of fourth grade students who met the DoDEA standard for reading.

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Language)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	66	64.7	53	65.4	34	37.8	65	75.6	57	74.1
Male	29	55.7	26	56.5	17	34	30	69.8	24	68.5
Female	37	74	27	77.2	15	39.5	35	85.3	30	76.9

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Language)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	12	11.8	11	13.6	26	28.9	12	14	6	7.8
Male	9	17.3	7	15.2	19	38	7	16.3	5	14.3
Female	3	6.0	4	11.4	7	18.4	4	9.8	1	2.6

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Language)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	66	64.7	53	65.4	34	37.8	65	75.6	57	74.1
Hispanic	12	52.1	10	100	10	58.8	14	82.4	14	77.7
N-Hispanic	54	68.3	43	60.6	24	32.9	51	73.9	43	72.9

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Language)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	12	11.8	11	13.6	26	28.9	12	14	6	7.8
Hispanic	3	13.0	0	0	3	17.6	0	0	2	11.1
N-Hispanic	9	11.4	11	15.5	23	31.5	12	17.4	4	6.8

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Language)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	66	64.7	53	65.4	34	37.8	65	75.6	57	74.1
White	32	72.3	31	70.4	24	42.9	41	77.4	36	76.6
Black	17	53.1	12	52.1	3	15.8	12	66.6	9	60
Multiracial	10	71.4	4	80.0	1	25	6	85.7	4	66.7
Asian/Pacific Island	2	100	0	0	1	100	0	0	0	0
Native American	0	0	1	33.3	0	0	2	100	2	100
Other	3	42.9	5	100	5	55.5	4	66.6	6	85.7

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Language)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	12	11.8	11	13.6	26	28.9	12	14	6	7.8
White	3	6.4	7	15.9	17	30.4	7	13.2	2	4.3
Black	5	15.6	4	17.4	7	36.8	4	22.2	3	20
Multiracial	2	14.3	0	0	1	25	1	14.3	1	16.7
Asian/Pacific Island	0	0	0	0	0	0	0	0	0	0
Other	2	28.6	0	0	1	11.1	0	0	0	0
Native American	0	0	0	0	0	0	0	0	0	0

**Analysis of Terra Nova:** An analysis of the Terra Nova data shows there was a slight decrease in third grade students met the DoDEA standard for third grade language.

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
4th Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Language)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	66	62.3	53	59.6	36	53.8	38	58.5	60	75.9
Male	34	53.1	27	60	19	52.8	19	54.3	28	71.8
Female	32	78.0	26	59.1	17	54.9	19	63.3	32	80

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
*4th Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Language)*

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	16	15.1	8	9.0	5	7.5	7	10.8	4	5.1
Male	14	21.9	3	6.7	3	8.3	4	11.4	1	2.6
Female	2	4.9	5	11.4	2	6.5	3	10.0	3	7.5

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
4th Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Language)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	66	62.3	53	59.6	36	53.8	38	58.5	80	75.9
Hispanic	13	76.5	12	63.2	9	56.3	7	63.7	11	73.4
N-Hispanic	53	59.6	41	58.6	27	53	31	57.4	49	76.6

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
*4th Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Language)*

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	16	15.1	8	9.0	5	7.5	7	10.8	4	5.1
Hispanic	1	5.9	1	5.3	1	6.3	0	0	1	6.7
N-Hispanic	15	16.9	7	10.0	4	7.8	7	13	3	4.7



Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment - Disaggregated  
4th Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Language)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	66	62.3	53	59.6	36	53.8	38	58.5	60	75.9
White	31	64.6	32	66.7	20	52.6	20	51.3	35	83.4
Black	18	56.3	10	41.7	7	43.8	8	61.5	13	72.3
Multiracial	7	63.7	4	66.7	3	75	4	66.7	6	66.7
Other	7	70	6	60.0	3	60	4	80	5	83.3
Native American	1	100	0	0	2	66.7	1	100	1	33.3
Asian Pacific/ Island	2	66.6	1	100	1	100	1	100	0	0

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment- Disaggregated  
*4th Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Language)*

	06-07		07-08		08-09		09-10		10-11	
	%	#	%	#	%	#	%	%	#	%
Grade 4	15.1	8	9.0	5	7.5	7	10.8	7.5	4	5.1
White	18.8	1	2.1	2	5.3	5	12.8	5.3	1	2.4
Black	15.6	5	20.8	2	12.5	2	15.4	12.5	1	5.6
Multiracial	9.1	1	16.7	0	0	0	0	0	1	11.1
Asian Pacific/ Island	0	0	0	0	0	0	0	0	0	0
Native American	0	0	0	0	0	0	0	0	1	33.3
Other	10.0	1	10.0	1	20	0	0	20	0	0

**Analysis of Terra Nova:** An analysis of the Terra Nova data shows there was a significant increase in fourth grade students who met the DoDEA standard for language.

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Mathematics)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	70	68	56	68.2	34	38.2	65	75.5	56	73.7
Male	33	62.2	32	69.5	20	40	33	76.7	26	76.5
Female	37	74	24	66.7	13	35.1	31	75.6	27	69.3

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Mathematics)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	12	11.7	11	13.4	26	29.2	3	3.5	7	9.2
Male	8	15.1	7	15.2	14	28	3	7	5	14.7
Female	4	8.0	4	11.1	12	32.4	0	0	2	5.1

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments, 2<sup>nd</sup> Ed (Mathematics)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	70	68	56	68.2	34	38.2	65	75.5	56	73.7
Hispanic	11	45.9	8	80.0	7	41.1	15	88.3	13	81.3
N-Hispanic	59	74.6	48	66.7	27	37.5	50	72.4	43	71.6

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment Disaggregated  
3<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Mathematics)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	1	1.1	11	13.4	26	29.2	3	3.5	7	9.2
Hispanic	0	0	0	0	5	29.4	0	0	2	12.5
N-Hispanic	1	1.3	11	15.3	21	29.2	3	4.3	5	8.3

<p style="text-align: center;">Devers School Fort Bragg Schools <b>Percent at or above standard level</b> (National Percentiles 51-99) on Norm-Referenced Assessment Disaggregated 3<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Mathematics)</p>										
	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	70	68	56	68.2	34	38.2	65	75.5	56	73.7
White	37	78.7	33	73.3	23	41.9	44	81.5	34	73.9
Black	18	56.3	12	52.1	4	21.1	10	58.8	9	56.3
Multiracial	9	64.3	5	100	2	50	5	71.5	4	80
Native American	0	0	1	33.3	0	0	2	100	2	100
Asian/Pacific Island	2	100	1	100	1	100	0	0	0	0
Other	9	90	4	50	4	44.4	4	66.6	7	100

<p style="text-align: center;">Devers School Fort Bragg Schools <b>Percent below standard level</b> (National Percentiles 01-25) on Norm-Referenced Assessment Disaggregated 3<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Mathematics)</p>										
	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 3	12	11.7	11	13.4	26	29.2	3	3.5	7	9.2
White	5	10.6	8	17.8	15	27.3	0	0	3	6.5
Black	4	12.5	2	8.7	8	42.1	3	17.6	4	25
Multiracial	2	14.3	0	0	1	25	0	0	0	0
Asian/Pacific Island	0	0	0	0	0	0	0	0	0	0
Native American	0	0	1	33.3	0	0	0	0	0	0
Other	1	12.5	0	0	2	22.2	0	0	0	0

**Analysis of Terra Nova:** An analysis of the Terra Nova data shows there was a slight decrease in third grade students who met the DoDEA standard in mathematics.

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment Disaggregated  
4th Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Mathematics)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	69	64.5	54	60	32	47.1	35	55.6	55	68.8
Male	33	62.2	26	56.5	16	43.2	21	61.6	29	70.7
Female	37	74	28	63.6	16	51.6	14	48.2	26	66.6

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment Disaggregated  
4th<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Mathematics)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	11	10.3	10	11.1	13	19.1	8	12.7	5	6.3
Male	7	10.8	6	13	5	13.5	3	8.8	2	4.9
Female	4	9.8	4	9.1	8	25.8	5	17.2	3	7.7

Devers School  
Fort Bragg Schools  
**Percent at or above standard level**  
(National Percentiles 51-99) on  
Norm-Referenced Assessment Disaggregated  
4th Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Mathematics)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	69	64.5	54	60	32	47.1	35	55.6	55	68.8
Hispanic	13	72.2	10	52.6	8	50	5	45.5	10	66.7
N-Hispanic	56	62.9	44	62.0	24	46.2	30	57.7	45	69.2

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment Disaggregated  
4th<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Mathematics)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	11	10.3	10	11.1	13	19.1	8	12.7	5	6.3
Hispanic	1	5.6	0	0	4	25	1	9.1	1	6.7
N-Hispanic	10	11.2	10	14.1	9	17.3	7	13.5	4	6.2

Devers School  
Fort Bragg Schools  
**Percent below standard level**  
(National Percentiles 01-25) on  
Norm-Referenced Assessment Disaggregated  
4th<sup>rd</sup> Grade TerraNova Multiple Assessments TNMA, 2<sup>nd</sup> Ed (Mathematics)

	06-07		07-08		08-09		09-10		10-11	
	#	%	#	%	#	%	#	%	#	%
Grade 4	11	10.3	10	11.1	13	19.1	8	12.7	5	6.3
White	4	8.3	3	6.3	7	17.9	5	13.5	1	2.3
Black	5	15.6	7	29.2	3	18.8	1	7.7	2	11.8
Native American	0	0	0	0	0	0	0	0	1	33.3
Multiracial	1	9.1	0	0	0	0	2	33.3	1	10
Asian/Pacific Island	0	0	0	0	0	0	0	0	0	0
Other	1	9.1	0	0	3	60	0	0	0	0

**Analysis of Terra Nova:** An analysis of the Terra Nova data shows there was a significant increase in fourth grade students who met the DoDEA standard in mathematics.

Devers Common Assessments for 2010-2011

Proficiency for Common Assessments = 80%

\* denotes change

Kindergarten	Proficiency Levels	Assessment Intervals
DRA	DRA-goal Level 2 w/90% accuracy	May 2011
Letter Recognition	52 letters Proficiency = 41/52 letters	September 2010; January 2011; May 2011
Letter Sounds	31 sounds Proficiency = 24/31 sounds	September 2010; January 2011; May 2011
Sight Word Recognition	50 words Proficiency = 40/50 words	September 2010; January 2011; May 2011
EOY Math Problem Solving	100 total points Proficiency = 80/100 correct	May 2011

1 <sup>st</sup> Grade	Proficiency Levels	Assessment Intervals
DRA	DRA-goal Level 16-18 w/94% accuracy	September 2010; May 2011
Primary Spelling Inventory (PSI)	First 15 words Proficiency = 43/53 points	September 2010; January 2011; May 2011
Sight Word Recognition	169 words Proficiency = 135/169 words	September 2010; January 2011; May 2011
EOY Math Problem Solving	18 total points Proficiency = 14/18 correct	May 2011

2 <sup>nd</sup> Grade	Proficiency Levels	Assessment Intervals
DRA	DRA-goal Level 24-28 w/ 94% accuracy	September 2010; May 2011
*Primary Spelling Inventory (PSI)	First 20 words Proficiency = 55/69 points	September 2010;
Sight Word Recognition	172 words Proficiency = 137/172 words	September 2010; January 2011; May 2011
EOY Math Problem Solving	23 total points Proficiency = 18/23 correct	May 2011
*ELA - Reading Street Assessments	Proficiency = 16/20 points Phonemic Awareness Proficiency = 9/12 points Phonics	January 2011; May 2011

3 <sup>rd</sup> Grade	Proficiency Levels	Assessment Intervals
DRA	DRA-goal Level 38 w/ 94% accuracy	September 2010; May 2011
Primary Spelling Inventory (PSI)	All 26 words Proficiency = 66/82 points	September 2010; January 2011; May 2011
Scholastic Reading Inventory (SRI)	Lexile 500+	September 2010; January 2011; May 2011
EOY Math Problem Solving	26 total points Proficiency = 20/26 correct	May 2011

4 <sup>th</sup> Grade	Proficiency Levels	Assessment Intervals
ELA - Reading Street Assessments	Proficiency =80% for Comprehension Proficiency= 80% for Fluency	September 2010; May 2011
Scholastic Reading Inventory (SRI)	Lexile 600+	September 2010; January 2011; May 2011
EOY Math Problem Solving	26 total points Proficiency = 20/26 correct	May 2011



**Devers Local Assessments**  
2010-11

**Primary Spelling Inventory (PSI) Grades 1<sup>st</sup> and 3<sup>rd</sup> grades tested**

Proficiency on this assessment is shown under each grade level. The percentage shows the number of students that are proficient at each grade level.

\*\* 2<sup>nd</sup> Grade teachers replaced the PSI with the Reading Street Phonemic Awareness and the Phonics assessments. These assessments are better aligned with the Reading Street series currently being used.

Grade (Proficiency)	06-07	07-08	08-09	09-10	10-11
1 <sup>st</sup> Grade (43/53 points)	21%	32%	20%	59%	39%
2 <sup>nd</sup> Grade (55/69 points)	54%	55%	52%	63%	*See note above
3 <sup>rd</sup> Grade (66+ points)	73%	64%	60%	74%	66%

**Analysis:** There are students that have not met the proficiency level.

**2nd Grade Reading Street Assessment - Phonemic Awareness**

Grade Proficiency = 16/20	10-11	11-12	12-13	13-14	14-15
2 <sup>nd</sup> Grade	78%				

**2nd Grade Reading Street Assessment - Phonics**

Grade Proficiency = 9/12	10-11	11-12	12-13	13-14	14-15
2 <sup>nd</sup> Grade	89%				

**Analysis:** Students met the goal of 75% in both the phonics portion and the phonemic awareness portion of the assessment.

In school year 2007-08, 4<sup>th</sup> Grade teachers stopped using the QRI to assess students and began assessing them using the Scholastic 3 Minute Reading Assessment. The 3 Minute Reading Assessment measures both fluency and comprehension and takes less time than the QRI.

In school year 2009-10, 4<sup>th</sup> Grade teachers replaced the Scholastic 3 minute Reading Assessment with Reading Street assessments. These assessments are better aligned with the Reading Street series currently being used.

**Qualitative Reading Inventory (QRI) (Grade 4 tested two times per year)**  
 Proficiency on this assessment is fourth grade instructional. The percentage shows the number of students that are proficient.

Grade (Proficiency)	06-07	07-08	08-09	09-10	10-11
4 <sup>th</sup> Grade	87%	83%	See Above	See Above	See Above

**3 Minute Reading Assessment - Fluency**

Grade (85% = Proficiency)	08-09	09-10	10-11	11-12	12-13
4 <sup>th</sup> Grade	37%	19%	See Note Above		

**3 Minute Reading Assessment - Comprehension**

Grade Proficiency = 80%	08-09	09-10	10-11	11-12	12-13
4 <sup>th</sup> Grade	70%	52%	See Note Above		

### 4<sup>th</sup> Grade Reading Street Assessment - Comprehension

Grade Proficiency = 80%	10-11	11-12	12-13	13-14	14-15
4 <sup>th</sup> Grade	68%				

### 4<sup>th</sup> Grade Reading Street Assessment - Fluency

Grade Proficiency = 104/130 wcpm	10-11	11-12	12-13	13-14	14-15
4 <sup>th</sup> Grade	70%				

**Analysis:** The baseline data indicates there are students who have not met their goal in both comprehension and fluency.

### Sight Word Assessment (Grades K-2 tested)

Proficiency on this assessment is shown under each grade level. The percentage shows the number of students that are proficient at each grade level.

Grade (Proficiency)	06-07	07-08	08-09	09-10	10-11
Kindergarten (40/50 words)	66%	65%	62%	84%	84%
1 <sup>st</sup> Grade (158/198 words)	70%	85%	61%	82%	81%
2 <sup>nd</sup> Grade (119/149 words)	93%	96%	90%	95%	85%

**Analysis:** Students in K-2 met the proficiency level of 75% or higher.

**EOY Math Problem Solving (Grades K-4 tested)**

Proficiency on this assessment is shown under each grade level. The percentage shows the number of students that are proficient at each grade level.

Grade (proficiency)	06-07	07-08	08-09	09-10	10-11
Kindergarten (80/100 points correct)	88%	67%	84%	90%	97%
1 <sup>st</sup> Grade (14/18 points correct)	71%	69%	69%	92%	87%
2 <sup>nd</sup> Grade (18/23 correct)	49%	60%	66%	72%	77%
3 <sup>rd</sup> Grade (20/26 correct)	13%	19%	36%	81%	48%
4 <sup>th</sup> Grade (20/26 correct)	37%	35%	34%	42%	50%

**Analysis:** Students in 3<sup>rd</sup> & 4<sup>th</sup> grade did not meet the proficiency level of 75% or higher.

**Scholastic Reading Inventory (SRI) Grades 3-4 tested**

Proficiency on this assessment is shown under each grade level. The percentage shows the number of students that are proficient at each grade level.

Grade (Proficiency)	06-07	07-08	08-09	09-10	10-11
3 <sup>rd</sup> Grade (500+ lexiles)	54%	64%	53%	69%	62%
4 <sup>th</sup> Grade (600+ lexiles)	76%	72%	84%	72%	82%

**Analysis:** An analysis of the SRI data shows there was a slight decrease in third students who met their goal. Further analysis shows a significant increase in fourth grade students who met the DoDEA standard for the SRI.

## Triangulation of Data

**Student Goal #1** All students will increase reading comprehension through using word knowledge and word meaning skills, as measured by selected school-wide and system-based assessments by June 2012.

We chose this goal based on triangulating the following data sources:

- DRA, pages 13-15
- Terra Nova, pages 18-21
- Staff consensus

**Student Goal # 2** All students will improve math problem-solving by applying the steps of gathering, organizing, analyzing, evaluating, and reflecting as measured by selected school-wide and system-based assessments by June 2012.

We chose this goal based on triangulating the following data sources:

- Terra Nova, pages 19 & 21
- EOY Math Problem Solving Assessments, page 45
- Staff consensus

## Summary

Our Documenting and Using Results committee collects data three times a year. The data examined has been our primary guide for making decisions within the school improvement process. After extensive research we selected goals based on current teaching and learning trends and the current status of our students' performance.

In the process of developing the profile our staff has learned to use data to differentiate instruction. Teachers proactively plan varied approaches aligned to what students need to learn, how they will learn, and how they will show what they have learned.