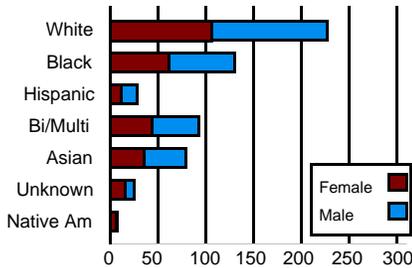




Department of Defense Education Activity
John O. Arnn Elementary School (PK-6)
1995/96 School Profile
Hattie Phipps, Principal

School Characteristics

Student Enrollment - 589



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	60	10%
K-8	TAG	80	15%
K-12	ESL	19	4%
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

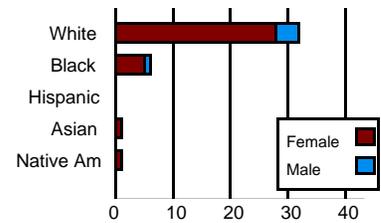
Grade	#
PreK	69
K	82
1	78
2	83
3	62
4	55
5	84
6	76
Total	589

Sponsor's Affiliation	
Marine	<.5%
Army	70%
Navy	2%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	25%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	4
> 10	38

Mobility Rate
32% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	4.5
Other Professionals	7

Teacher Education	
Degree	% Teachers
BA/BS	47%
MA/MS	53%
Doctorate	0%

Principal's Highlights

John O. Arnn Elementary School services the Camp Zama community at Sagamiara Housing Area, an army base near Tokyo, Japan. We are comprised of ten buildings on a beautiful campus set in the middle of a neighborhood.

John O. Arnn educates a diverse population of students, including preschool handicapped, learning impaired, physically impaired, English as a second language, and general education programs. The ages of our students range from three to twelve years old.

Arnn ES is committed to an inclusive education for all students. All of the small group specialists provide remediation and enrichment within the classroom setting, with collaboration being an integral part of the program. Time has been built into the schedule for the classroom teacher and specialist to meet and plan on a regular basis. Arnn ES has also provided ongoing computer instruction for all first through sixth grade students in a technology lab with a computer specialist. Students are being taught basic computer skills as well as working with advanced programs.

The staff at Arnn ES is committed to the School Improvement Process as a means to improve student achievement and instructional delivery.

DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 Priorities

Goal 3: Student Achievement And Citizenship

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

After careful consideration, the staff felt it was necessary to narrow our focus and not implement all 3 chosen strategies at once. CTBS scores, results of the parent report cards and teacher concerns indicated a need to implement systematic teaching of spelling across the curriculum & through a formal spelling program. In-service plans are made & materials ordered for Fall 96.

Goal 4: Math And Science Achievement

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

The staff has chosen early identification/intervention for students struggling with math concepts/applications. A guest speaker assisted teachers in learning effective ways to close the achievement gap. Plans for the fall include using community members as role models/tutors with identified students as well as parent training sessions to assist with home math activities.

Goal 8: Parental Participation

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

The school-home partnership is integrated across all benchmarks. Home activity kits are being given to parents to assist with math instruction. Meetings are planned for the fall (1996) to inform parents of helpful techniques in working with their children. Two-way communication is facilitated through newsletters and teacher-made communiques.

Goal 10: Organizational Development

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

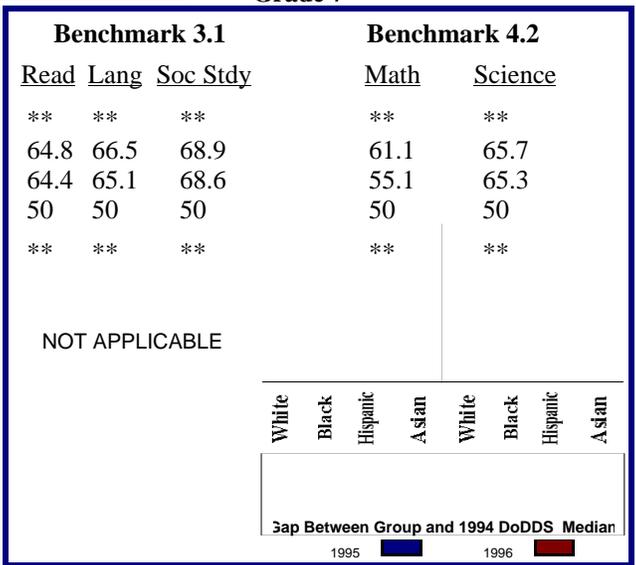
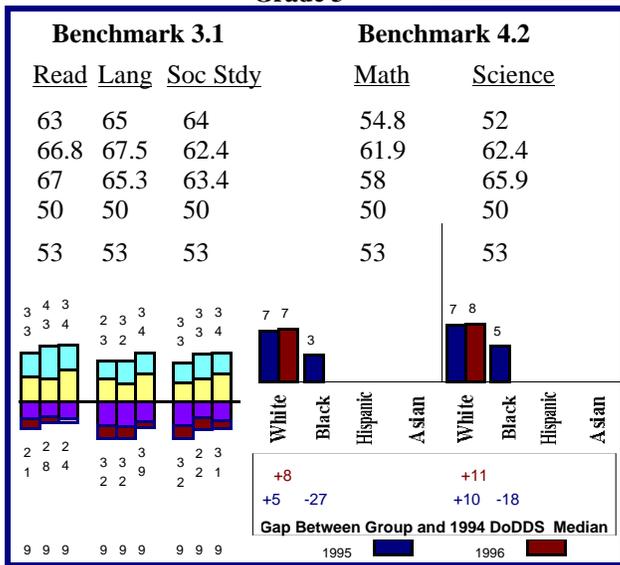
Periodic/routine use of 2-way written communicative devices was chosen as the key strategy/area of focus. Options for implementation include school-home journals, daily assignment books or systematic/documented teacher/initiated telephone communication. Plans have been made to install a voice mail system when funds become available.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	76%	16%	1%
Math	69%	18%	3%
Science	64%	23%	2%
Social Studies	63%	21%	1%
School Communications	82%	15%	2%

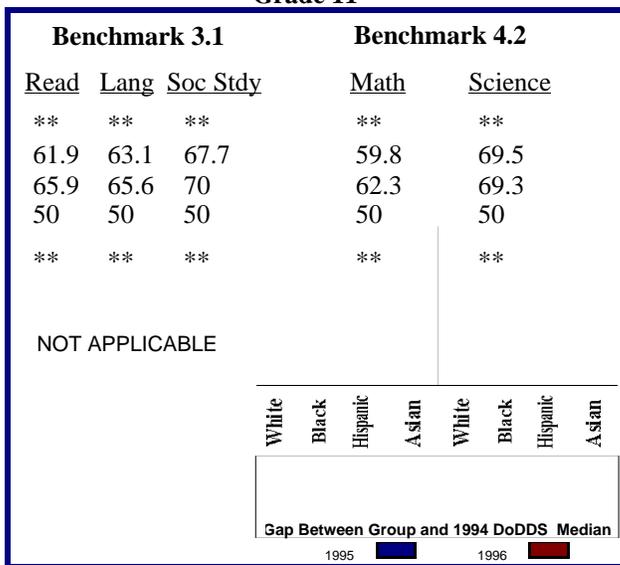
Benchmark 10.8: Establish Technology for teachers and administrators
 Plans for in-services in technology have been made to assist teachers and to provide training on state-of-the-art computer systems. Materials have been ordered for student use at all grade levels. Access to the computer lab and computer specialist is being provided for all students. Installations of the voice-mail system is projected in the future.

CTBS Test Results

1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A	67%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	471	472	479
	1995	N/A	480	480	482
Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

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.

John O. Arnn ES
(SAGAMIHARA-ZAMA)
SAGAMIHARA DHA
APO AP 96343-0005

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267-6602

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3117-63-6602

DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	66	726.3	20%	33%	35%	11	2%	
5	9	77	766.6	33%	47%	12%	9%	0%	
5	9	83	760.6	42%	47%	11%	0%	0%	