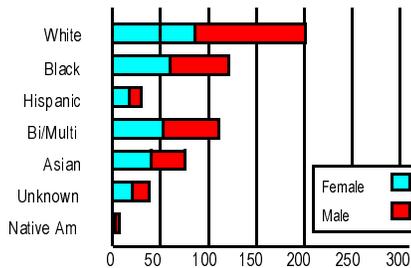




**Department of Defense Education Activity  
John O. Arnn Elementary School (PK-6)  
1997/98 School Profile  
Mark Benham, Principal**

**School Characteristics**

**Student Enrollment - 585**



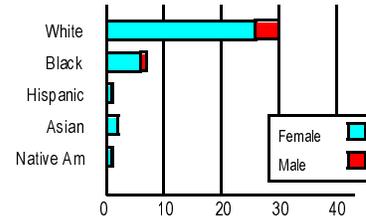
Grade	#
PreK	78
K	81
1	79
2	82
3	73
4	67
5	62
6	63
<b>Total</b>	<b>585</b>

Sponsor Affiliation	
Marine	<.5%
Army	71%
Navy	2%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	23%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	1
1-3	1
4-6	2
7-10	3
> 10	23

**Mobility Rate  
30% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	4.5
Other Professionals	11

Teacher Education	
Degree	% Teachers
BA/BS	47 %
MA/MS	50 %
Doctorate	3 %

**Principal's Highlights**

Arnn has combined the School Improvement and Leadership Teams (SILT) into one committee which meets weekly to monitor the SIP action plans and student progress. The members of the team serve as the chairs of the Benchmark Committees.

After two years of planning and working closely with our military community leaders, we have established Professional Development Days for the training of our staff and community. During this school year we had ten half day sessions. They covered such areas as: writing process, creating rubrics, writing action plans, reviewing results of student assessments, and monitoring the SIP.

In addition to the many parents who came into the school each day to help teachers and students, we also had high school students and community members tutoring students in math after school hours. However, the most successful and consistent tutors were our own fifth and sixth grade students. One of our most successful programs, The Independent Reading Program, relies heavily on volunteers.

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

**Goal 3: Student Achievement And Citizenship**

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

We focused on Language Arts, specifically to increase our students' ability to write a personal narrative. Their essays were evaluated by using teacher made, personal specific rubrics that reflect the DoDEA grade level standards.

**Goal 4: Math And Science Achievement**

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

We have used two strategies: 1) an after school tutoring program using tutors from the JR. High Honor Society and members of the Zama community and 2) implementation of cooperative learning structures in our daily lessons. Three teachers trained by Kagen offered sessions for university credit.

**Goal 10: Organizational Development**

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

We mail a biweekly school newsletter to all parents, commanders, and many units on base. Our Benchmark committee developed an information booklet for teachers. It contains forms and directions for various ways of getting information out to the community.

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

Our Technology Day (a full day inservice for staff) was a big success. Training in the areas of Powerpoint, digital cameras, and infocus machines was also offered throughout the year. We discovered that we need to revise our survey and measurement tools to more accurately determine our skill levels. We have seen a significant increase in student use for a wide variety of products.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.3	3.5	3.5
Co-Learners	2.8	2.9	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	3.8	3.1	3.3

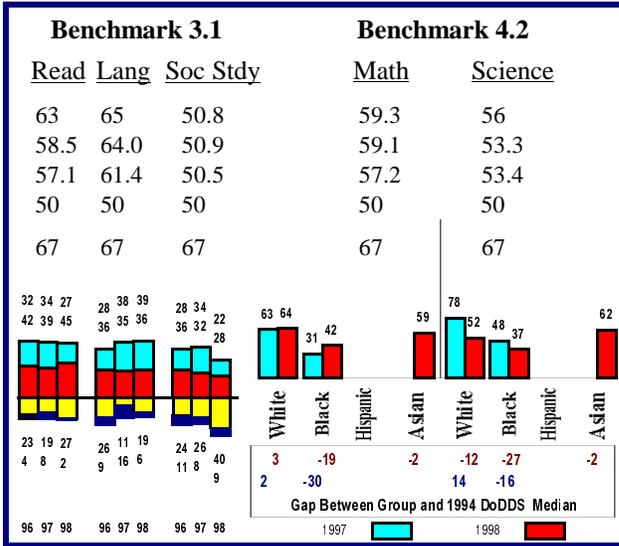
1= traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

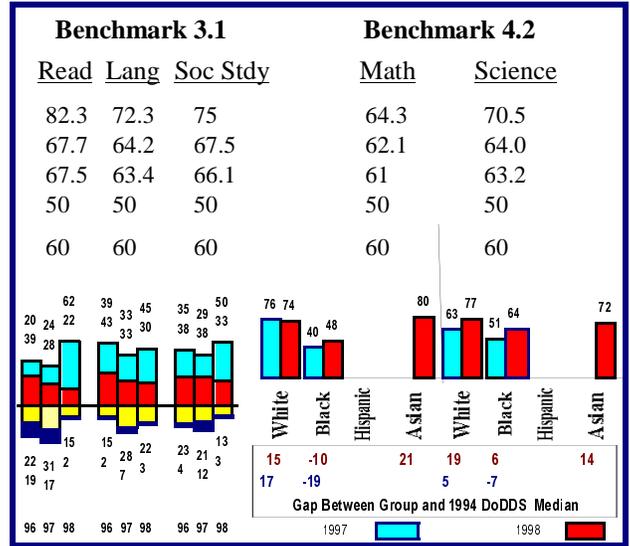
**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Our two strategies focused on Tiers I and II. A parent survey revealed that parents most liked conferences and classroom newsletters with response sheets as forms of two way communication. We increased the number of volunteers as co-teachers through the Independent Reading Program, Math Tutoring, and a Command sponsored release time for employees to volunteer at school.

### Grade 3

1998  
Median  
Percentiles  
for: **School**  
**District**  
**DoDDS**  
**Nation**  
  
# Students

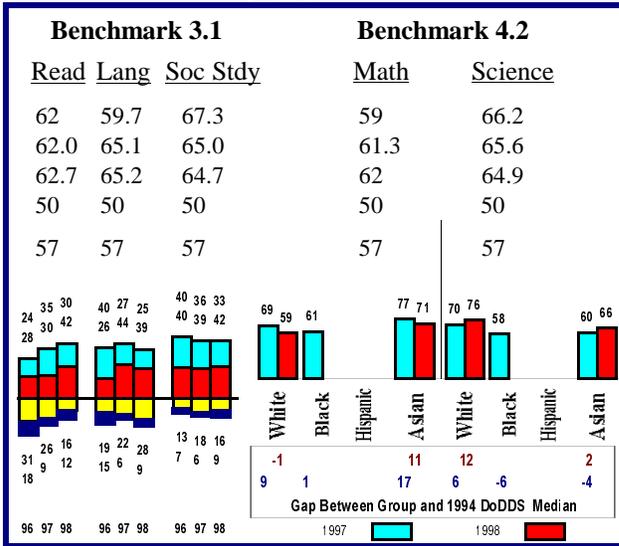


### Grade 5



### Grade 6

1998  
Median  
Percentiles  
for: **School**  
**District**  
**DoDDS**  
**Nation**  
  
# Students



### SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	66%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	494	505
	98	NA	505	512
Verbal Avg Score	97	NA	499	505
	98	NA	499	511

### 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 DHA**  
**FPO AP 96343-0005**

**DSN Phone: 267-6602**  
**Fax Number: 81-3117-67-6015**  
**Commercial Phone:**  
**81-3117-67-6602**

### DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	83	Met	42%	47%	11%	0%	0%
5	97	54	Met	30%	56%	11%	2%	2%
5	98	62	Met	26%	69%	2%	0%	3%