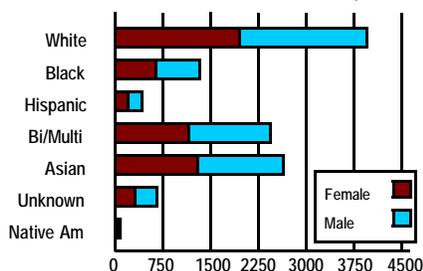


**Department of Defense Education Activity
Japan District
1996/97 Profile
Margaret Rach, Superintendent**

District Characteristics

Student Enrollment - 11,341



Grade Offered	Program	#	%
PK-12	Special Education	872	8%
K-8	TAG	2438	26%
K-12	ESL	685	6%
1	Reading Recovery	0	0%
7-12	AVID	150	
Students Taking AP Courses		200	28%

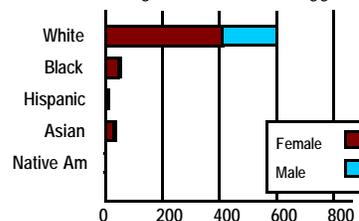
Grade	#
PreK	295
K	1199
1	1230
2	1205
3	1114
4	1079
5	925
6	867
7	824
8	717
9	654
10	512
11	390
12	330
Total	11341

Sponsor Affiliation	
Marine	10%
Army	7%
Navy	36%
Air Force	31%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	28
1-3	49
4-6	53
7-10	122
> 10	533

Mobility Rate
29% Per Year

Professional Staffing



Category	FTE
Administrators	34
Classroom Teachers	608.5
Special Education	59.5
Other Professionals	129

Degree	% Teachers
BA/BS	40 %
MA/MS	58 %
Doctorate	2 %

Superintendent's Highlights

The Japan District serves a diverse population in 16 elementary and secondary schools throughout mainland Japan. The district fosters high expectations, instructional leadership, and excellence in teaching to ensure achievement for all students. Our focus this year was on "Kaizen," the Japanese word meaning change leads to improvement, as the driving force for implementing the Strategic Plan. Kaizen is also found in our new communication plan, emphasizing two-way communication, and our emphasis on use of technology in education.

The district is making strides in identifying developmentally appropriate practices for early childhood programs and piloted the Work Sampling assessment, which will be expanded in SY 97-98. There have been many initiatives in math and science, with programs such as AVID (Advancement via Individual Determination) expanding to all high schools, and addressing equity via the caring competencies model. CTBS results, SY 96-97, indicate an improvement in math computation scores for 3rd and 5th grades.

Throughout the year, professional development efforts centered on what was identified by schools in their SIP, to include such areas as equity, caring competencies, assessment strategies, cooperative learning, and competency based guidance.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
The major emphasis in Reading, Language Arts and Social Studies has been a year of staff development pertaining to the application and usage of curricular standards in the design and delivery of every learning episode. Inclusionary practices, as well as cross curricular integration has been emphasized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Increasing educators' understanding of the standards and appropriate teaching strategies in science and math has been our major focus. In addition, developing an awareness of and identifying causal relationships for ethnic, racial and gender gaps in mathematics and science has been emphasized.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
The Japan District made several inroads in effective communications. In addition to a focus on developing the leadership team, consisting of school administrators and DSO staff, we published a district calendar and a brochure on the district and its schools, produced a pilot video for parents, and developed a parent newsletter and questionnaire to provide us with feedback.

Benchmark 10.8: Establish Technology for teachers and administrators.....
The focus has been on staff training in Computer Level 1 and II; complex computer coordinators' training on the Internet and Windows NT; information specialists were trained on Columbia Library System; and teachers using technology as an instructional tool. Perry schools were selected as pilots for the President's initiative in technology.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.80	3.70
Co-Supporters	3.42	3.31
Co-Learners	3.01	3.00
Co-Teachers	3.34	3.31
Co-Advisors	3.17	3.17

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

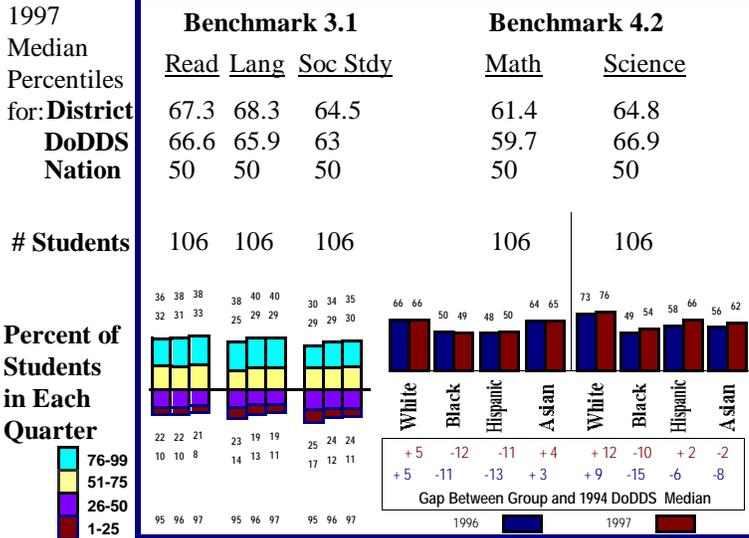
Goal 8: Parental Participation

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

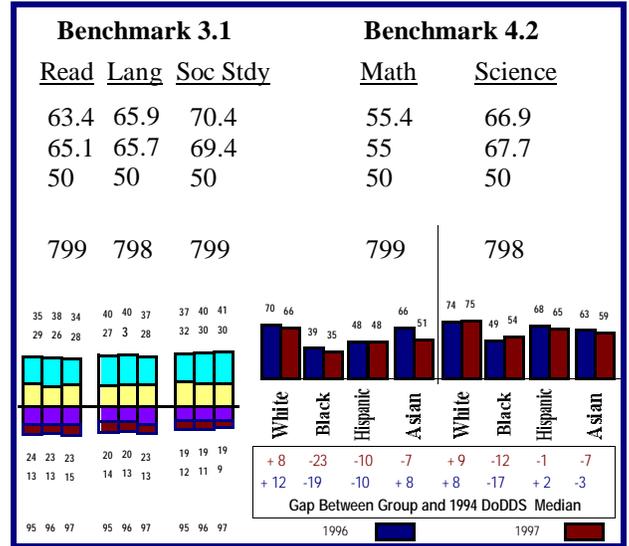
A district SHP team, with representatives from all groups, was established. The district SHP Action Plan included: a Fall/Spring training for two Key Communicators from each school; training for all school SHP committees; administering a Pre-Post SHP Survey, indicating tremendous growth in our efforts; and employing the SHP team as valuable resource members.

Standardized Test Results

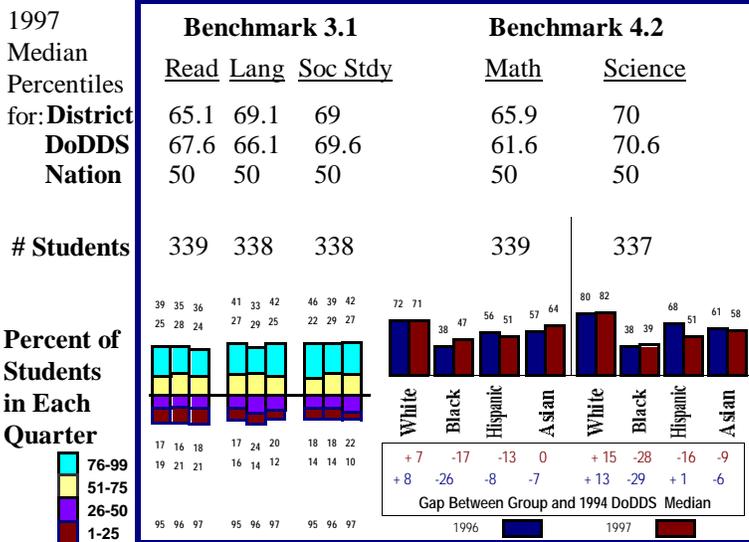
Grade 3



Grade 7



Grade 11



SAT Results

	District			DoDDS	Nation
	96	97	96	97	96
% Participating	59%	66%	62%	63%	41%
Math Avg Score	515	494	506	505	508
Verbal Avg Score	523	499	518	515	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.

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.

DoDDS-Pacific

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Unit 5072

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81-425-52-2511-3940

DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
5	95	909	756.4	741.1	22%	58%	14%	6%	0%
5	96	881	746.0	741.9	37%	50%	10%	2%	1%
5	97	857	729.8	734.5	33%	53%	7%	4%	2%
8	95	621	741.8	767.6	32%	14%	32%	19%	3%
8	96	657	768.0	770	19%	38%	34%	9%	1%
8	97	636	681.9	689	29%	43%	19%	7%	2%
10	95	430	794.4	792.8	27%	38%	21%	13%	1%
10	96	442	791.4	798.9	24%	44%	26%	6%	0%
10	97	369	713.8	711.6	39%	42%	16%	2%	1%