

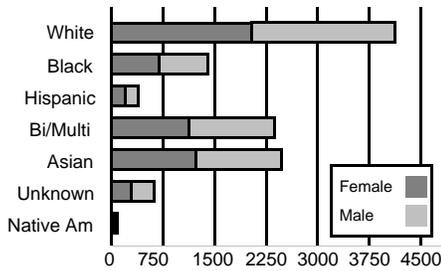
Department of Defense Education Activity

Japan 1995/96 District Profile

Nancy Bresell, Superintendent

District Characteristics

Student Enrollment - 11,415



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	930	8%
K-8	TAG	774	8%
K-12	ESL	583	5%
1	Reading Recovery	0	0%
7-12	AVID	170	
Students Taking AP Courses		266	35%

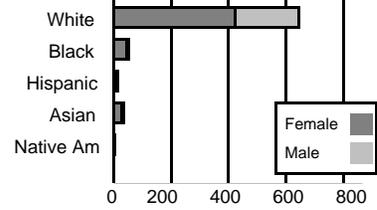
Grade	#
PreK	171
K	1255
1	1282
2	1180
3	1184
4	1008
5	967
6	902
7	818
8	751
9	639
10	513
11	420
12	325
Total	11415

Mobility Rate
28% Per Year

Sponsor's Affiliation	%
Marine	5%
Army	6%
Navy	44%
Air Force	34%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	7
1-3	51
4-6	50
7-10	53
> 10	542

Professional Staffing



School Staff

Category	FTE
Administrators	34
Classroom Teachers	609
Special Education	60
Other Professionals	130

Teacher Education

Degree	% Teachers
BA/BS	39%
MA/MS	60%
Doctorate	1%

Superintendent's Highlights

The Japan district has 16 elementary and secondary schools located from Misawa to our north down to Sasebo to the south. The total school population is 11,300 with a teaching staff of 637 teachers. The district is guided by nine "I" words that make up our core beliefs. They are information, inclusion, innovation, internet, interaction, interest, integration, intelligences (multiple), and integrity. The district takes pride in servicing a diverse population of students using an Inclusion model. It is our way of thinking and acting about how to educate special needs students with their peers. Inclusion programs are Special Education, ESL, Compensatory, Education, Reading and Language Improvement, Competency Based Guidance, and the School Wide Enrichment program. For secondary schools have the Advancement Via Individual Differences (AVID) program that is designed to make college preparatory curricula accessible to underrepresented populations of students. The Japan district is dedicated to building a vision of what students need in the future and cooperating with all stakeholders to achieve that vision. The vision focuses on successful learning for children and helping all students to succeed as learners. Our vision also involves taking risks and "stepping out of the box" to explore new structures to enhance learning.

DoDEA Strategic Plan: District 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.....

Assistance for the development of the SIP at the schools was provided for reading and writing. Staff development plan was developed to focus on reading/language arts, especially writing across the curriculum (K-12). Plans were developed for "pre-implementation" for language arts/reading. Assessments for reading/writing proficiency were studied to develop SIP/DIP.

Goal 4: Math And Science Achievement

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

Major focus was to assist schools with implementation of the mathematics curriculum standards. Inclusive education was addressed through the Mathland implementation. Hands on science labs were conducted to give a positive focus towards the sciences. A Science & Humanities Symposium was conducted to promote science research.

Goal 8: Parental Participation

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

SAC Committee training were conducted at every complex to facilitate "Co-Communicators." Various parent information/nights were held to support the curricular areas. The Japan Advisory Council (DoDDS & military) meets twice a year to provide school leaders & military commanders a forum for SIP. The "Inter Agency Council for Children" was established to promote child advocacy.

Goal 10: Organizational Development

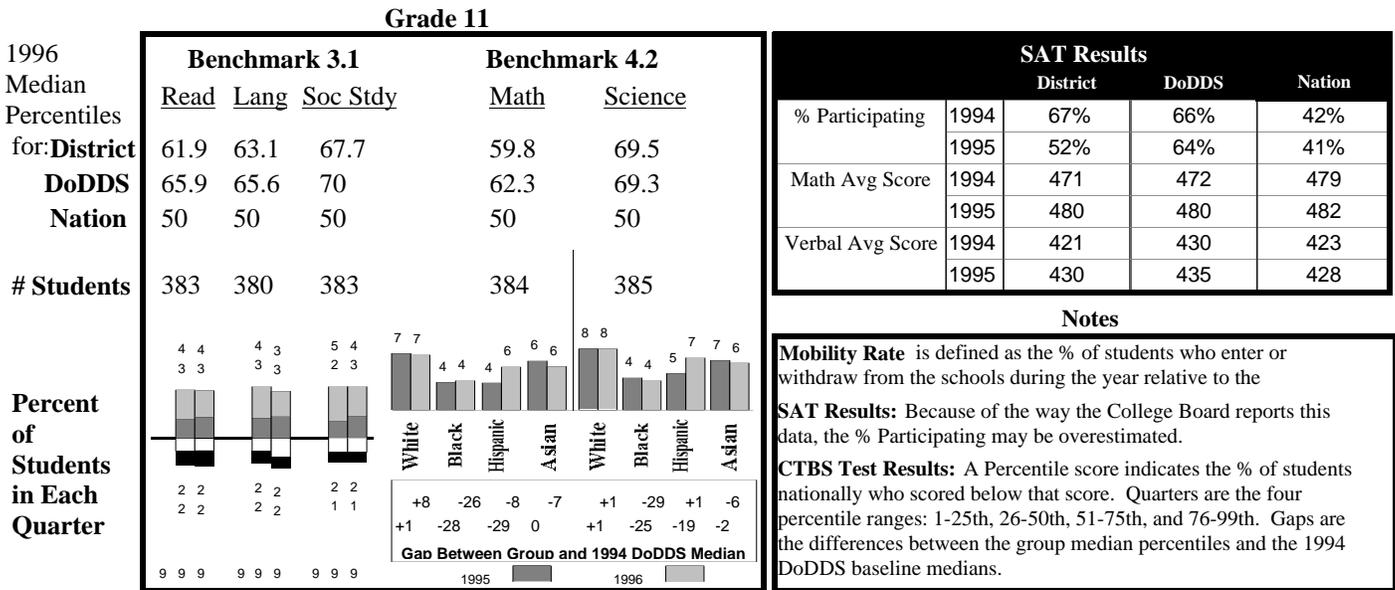
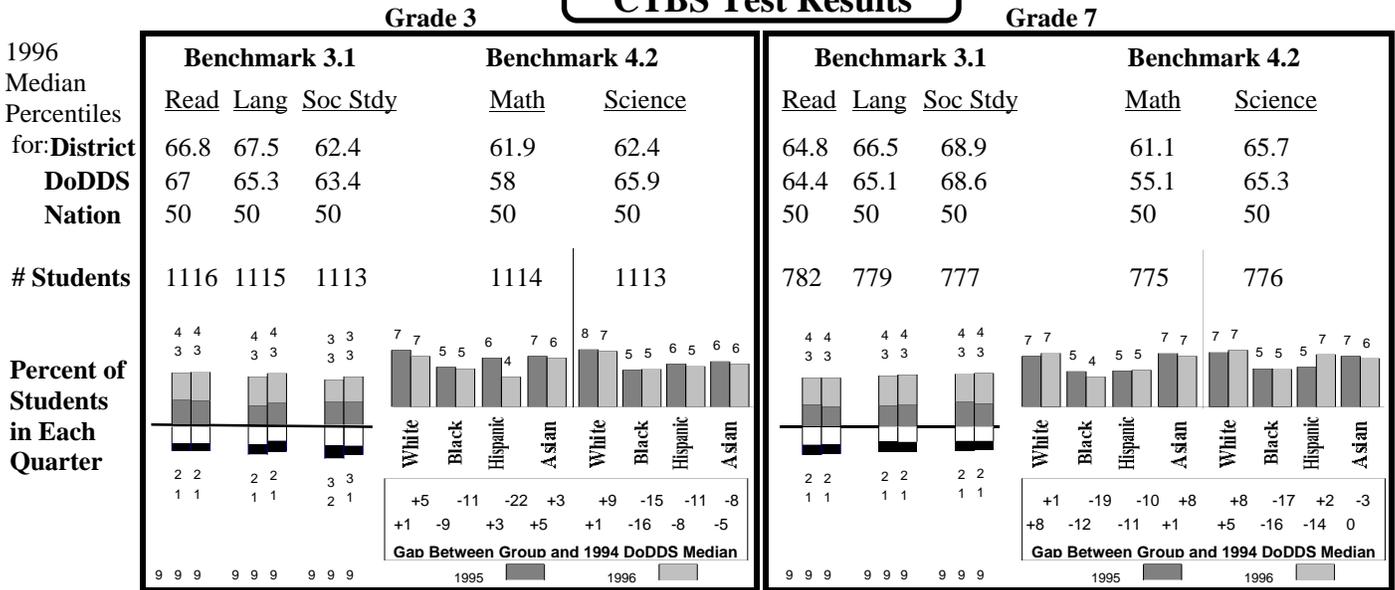
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

Newsletters were established to keep parents informed of the new Mathland program. Plans are underway for the DoDDS-Japan Information Channel (FEN) that will provide DoDDS information. School orientation videos are being developed to promote awareness of school programs and policies. Staff development will be video taped for follow-up and site-base training.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	76%	18%	4%
Math	72%	19%	5%
Science	63%	22%	6%
Social Studies	62%	22%	5%
School Communications	77%	19%	5%

Benchmark 10.8: Establish Technology for teachers and administrators.....
 The major focus has been in the implementation of the DoDEA Technology Plan. All media centers (Information Centers) in the District have Networking capabilities. All professional staff members are aware of their specific computer skill requirements to implement technology in the classroom. Based on needs assessment, three computer skill level courses have been finalized.

CTBS Test Results



DoDDS-Pacific
 Attn: Nancy Bresell
 Unit 5072
 APO AP 96328-5072

DSN Phone:
 225-3940

Commercial Phone:
 81-0425-52-2511-3940

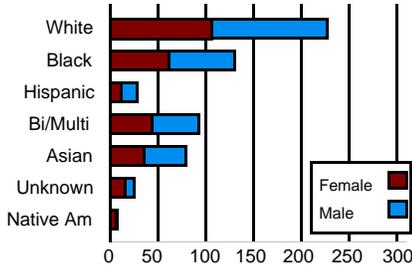
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	909	756.4	21.8%	58.4	13.5	5.8	0.4%
5	9	881	746.0	36.8%	49.9	9.9%	2.2	1.3%
8	9							
8	9	621	741.8	31.6%	14.3	32.5	18.	2.9%
8	9	657	768.0	18.7%	38.1	33.6	9.0	0.7%
10	9							
10	9	430	794.4	27.4%	37.7	21.2	12.	1.2%
10	9	442	791.4	23.8%	43.9	26.2	5.9	0.2%



**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

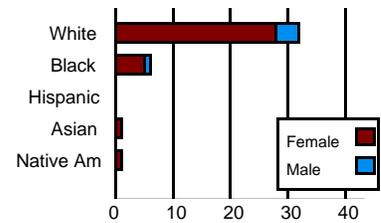
Grade	#
PreK	69
K	82
1	78
2	83
3	62
4	55
5	84
6	76
Total	589

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 comminiques.

Goal 10: Organizational Development

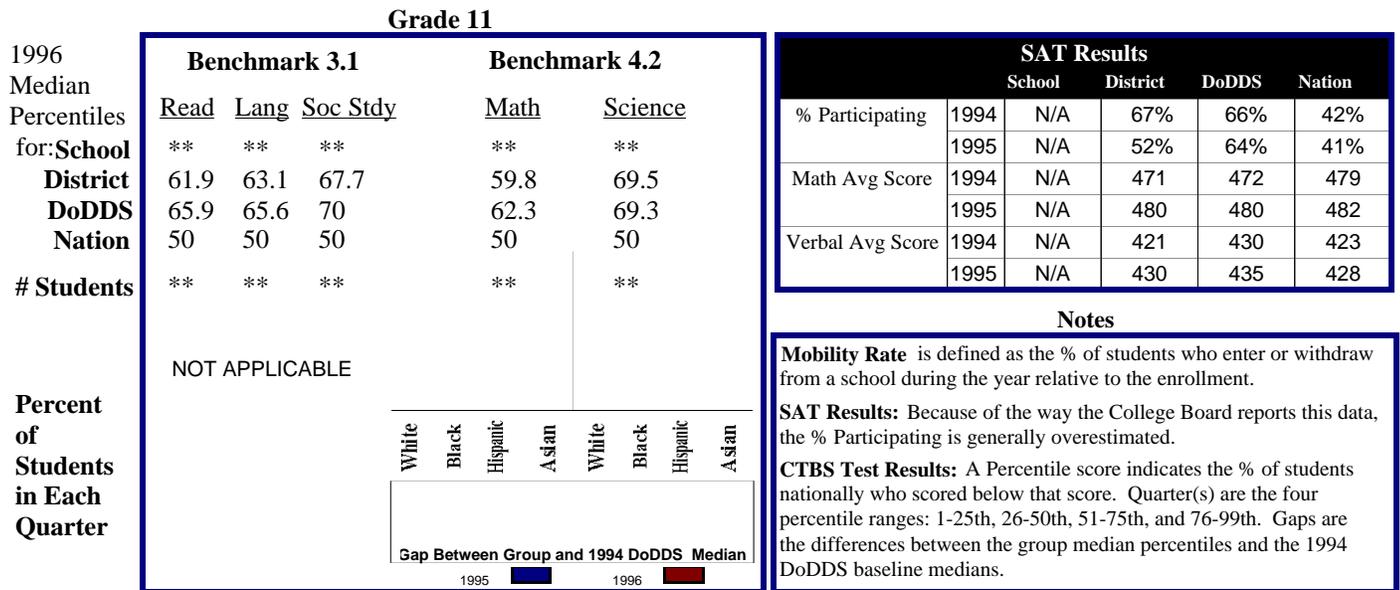
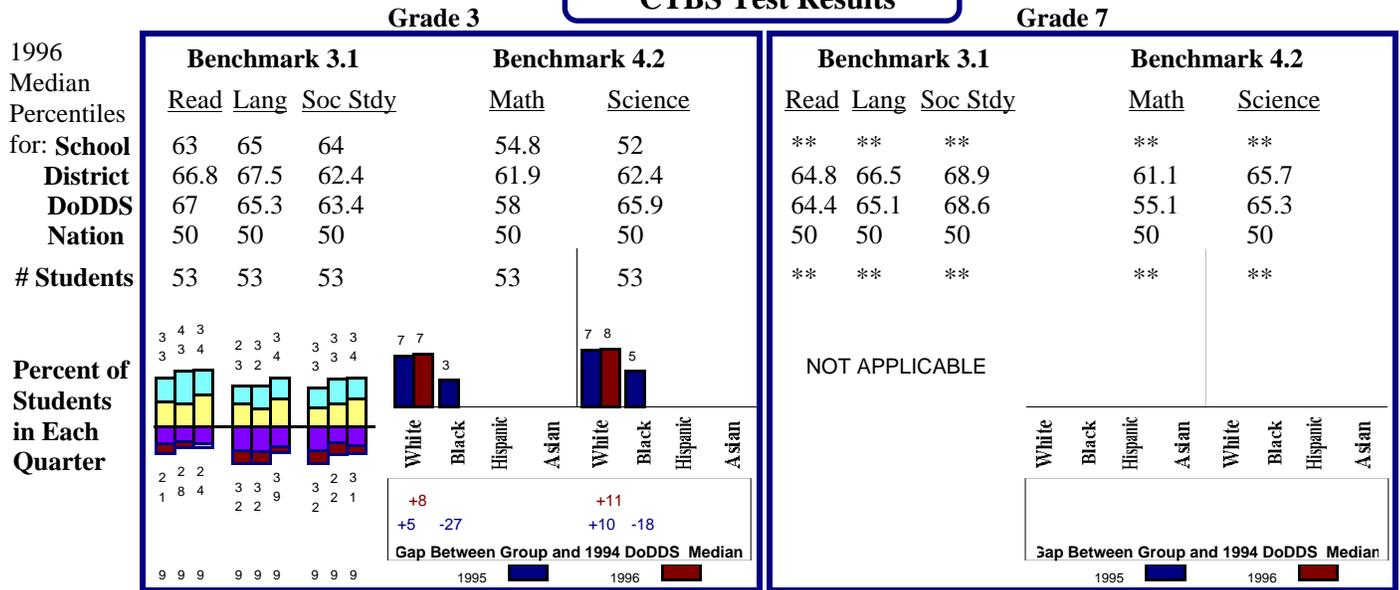
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

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



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

DSN Phone:
 267-6602

Commercial Phone:
 3117-63-6602

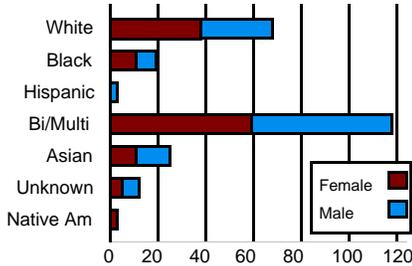
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	66	726.3	20%	33%	35%	11	2%	
5	9	77	766.6	33%	47%	12%	9%	0%	
5	9	83	760.6	42%	47%	11%	0%	0%	



**Department of Defense Education Activity
Richard E. Byrd Elementary School (PK-6)
1995/96 School Profile
Milton Halloran, Principal**

School Characteristics

Student Enrollment - 248



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	24	10%
K-8	TAG	45	20%
K-12	ESL	27	12%
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

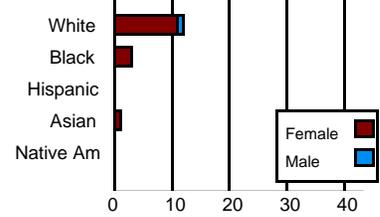
Grade	#
PreK	24
K	46
1	43
2	28
3	38
4	22
5	19
6	28
Total	248

Sponsor's Affiliation	
Marine	<.5%
Army	4%
Navy	81%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	0
7-10	1
> 10	18

Mobility Rate
25% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	12%
MA/MS	88%
Doctorate	0%

Principal's Highlights

Our SIP team was formed taking care to include representatives of all stakeholders. We collaboratively decided the disciplines from that available. We then collaboratively decided on strategies. The method of collecting baseline data to address each benchmark was collaboratively decided and implemented. The community was informed and involved throughout the process.

**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.....

We at R. E. Byrd Elementary School elected to work on the discipline of Reading. We implemented two new strategies that were highly successful this school year starting in January: Buddy Reading and quarterly themes. Our Buddy Reading strategy has different classes reading to each other at least three times a month. Our quarterly themes have been People and Ecology.

Goal 4: Math And Science Achievement

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

We elected to work on the strategy of cooperative learning. We first collected baseline data and had in-services on interpersonal skills as that was the component of cooperative learning we had decided to focus upon. We also instituted an annual Math. Fun Day (the first one was highly successful). We have planned in-services for alternative assessment for SY 96-97.

Goal 8: Parental Participation

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

We feel that our highlight for the School/Home Partnership was the development of a Community Resource System. This document has the phone numbers, languages spoken, background, etc. of all stakeholders of the school's community.

Goal 10: Organizational Development

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

We feel that the highlight for the benchmark of an effective communication system was the beginning of our monthly Principal's Teas and our Suggestion Box. Other highlights included our Mathland night presented by our teachers, the Mathland night presented by the Creative Publication publisher representative and our DSO Math. Coordinator.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	83%	15%	2%
Math	71%	23%	4%
Science	59%	18%	7%
Social Studies	58%	18%	5%
School Communications	82%	15%	4%

Benchmark 10.8: Establish Technology for teachers and administrators
 The highlight of this benchmark was the OPAC and scanning in-services that were offered to the staff. Other highlights include the cataloging of all software and a plan developed to modify the schedule for SY 96-97 to give the Media Specialist more time to in-service individual teachers based on their individual needs.

CTBS Test Results

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

Grade 3			Grade 7	
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
56	52	56	64	47.8
66.8	67.5	62.4	61.9	62.4
67	65.3	63.4	58	65.9
50	50	50	50	50
35	35	35	35	35

Gap Between Group and 1994 DoDDS Median

Grade 3			Grade 7	
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
**	**	**	**	**
64.8	66.5	68.9	61.1	65.7
64.4	65.1	68.6	55.1	65.3
50	50	50	50	50
**	**	**	**	**

NOT APPLICABLE

Gap Between Group and 1994 DoDDS Median

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

Grade 11			Grade 11	
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
**	**	**	**	**
61.9	63.1	67.7	59.8	69.5
65.9	65.6	70	62.3	69.3
50	50	50	50	50
**	**	**	**	**

NOT APPLICABLE

Gap Between Group and 1994 DoDDS Median

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.

Richard E. Byrd ES
PSC 472, BOX 12
FPO AP 96348-0005

DSN Phone:
242-4815

Commercial Phone:
45-661-4815

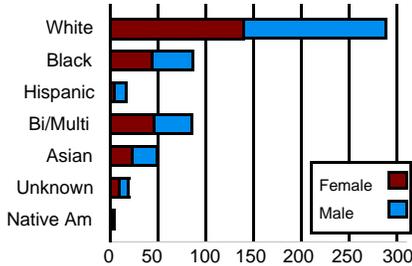
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	22	761.4	27%	41%	27%	5%	0%	
5	9	28	738	21%	57%	7%	14	0%	
5	9	17	710.4	35%	47%	12%	0%	6%	



**Department of Defense Education Activity
Cummings Elementary School (K-6)
1995/96 School Profile
Ruth Morgan, Principal**

School Characteristics

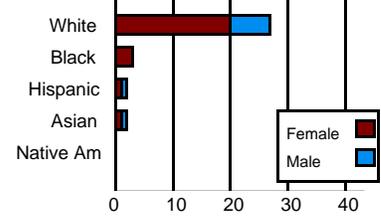
Student Enrollment - 547



Grade	#
K	90
1	82
2	99
3	76
4	65
5	74
6	61
Total	547

Sponsor's Affiliation	
Marine	<.5%
Army	1%
Navy	15%
Air Force	80%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	47	9%
K-8	TAG	41	7%
K-12	ESL	23	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

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

Mobility Rate
20% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24.5
Special Education	3
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	61%
MA/MS	39%
Doctorate	0%

Principal's Highlights

Cummings Elementary School has experienced a great deal of change during this academic year in the administrative positions in the school. Despite these significant changes of administrators the SIP committee functioned exceptionally well under the astute leadership of the co-chairpersons and because of the exceptional response of the committee members. Their consensus building strategies, their insightful assessment of distinct program needs and subsequent adjustments, and their persistent efforts to improve the quality of the instruction resulted in strong commitment on the part of the faculty to support the efforts of this team, and to respect their genuine efforts.

The sense of "team building" was critical to the cohesiveness of the staff toward the improvement of the technological skills of the staff. The classroom teachers were strongly supported by the specialists, particularly the Media Center and the Compensatory Education specialist, in their attempts to improve the skill development of the teachers and the knowledge of the available computer software and its functional usage in the classroom as an instructional tool. The documentation of the training opportunities and availability of access reflects the strong commitment the staff has demonstrated toward this very worthwhile goal. These efforts also included the parents training opportunities.

**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
Reading Incentives Program (including BEAR month, GRIP strips, and commissary cookies) has been fully implemented and documented. First phase of software correlation (Macmillan basal reading software) is completed and correlation of additional reading software is ongoing. Implementation of schoolwide sustained silent reading period is scheduled for next school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
The responsibility for observing cooperative learning groups for R/E/G composition and interaction is assigned to Ms. Morgan. Along with her formal observations, next year teachers will record dates, findings, areas of concern while observing cooperative learning groups in their individual classrooms. Ms. Morgan will be responsible to report findings and concerns.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
Math nights with parents were conducted at all grade levels. Parent newsletters contained information about MathLand, and a special newsletter addressed parent concerns about the math program. The commissary provided rewards for student reading accomplishments. GRIP strips involved students, parents and teachers in tallying books read.

Goal 10: Organizational Development

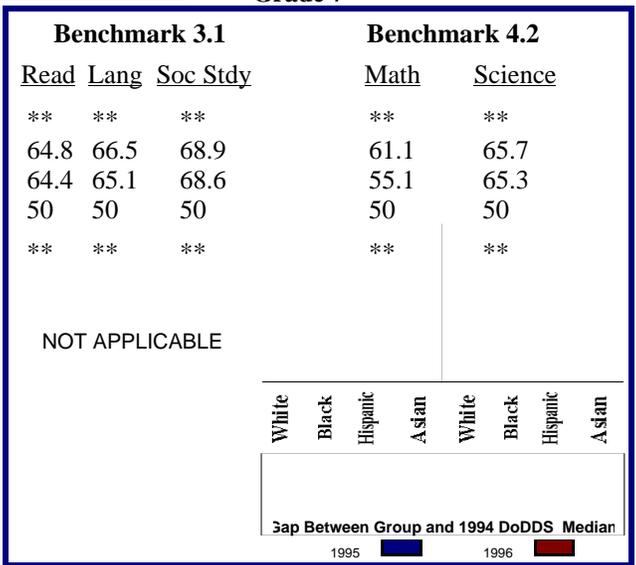
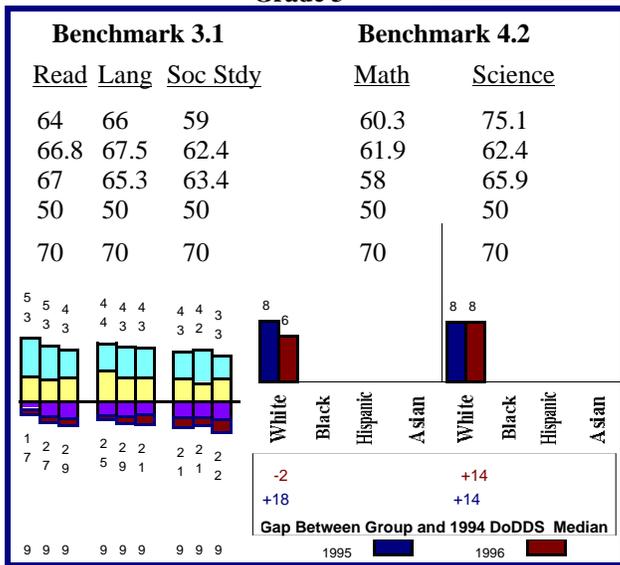
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies
Needs assessment survey of Dec. 95 identified cc:Mail as priority. Staff met with Olander/Rodriguez for training. When new cc:Mail version loaded, training was added to May 3 schoolwide in-service training. Monthly schoolwide meetings continue with agendas common to all. Collaborative planning occurs weekly by grade level.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	77%	17%	4%
Math	79%	16%	2%
Science	60%	24%	3%
Social Studies	62%	20%	3%
School Communications	83%	16%	1%

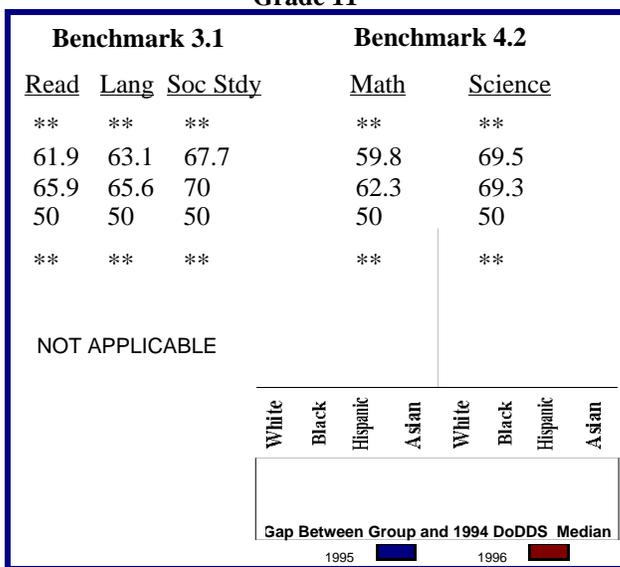
Benchmark 10.8: Establish Technology for teachers and administrators
 100% of faculty received technology training. Two in-service days were held featuring variety of computer programs. Opportunity for college credit was offered. Every Tues. afternoon (Jan - May) individualized technology training was provided by in-house specialist; sub. teachers provided; 20/33 teachers signed up. Success of technology training is documented by teacher products.

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.

Cummings ES
(MISAWA AB)
UNIT 5039
APO AP 96319-5039

DSN Phone:
226 & 226(FAX)

Commercial Phone:
3117-66-2647

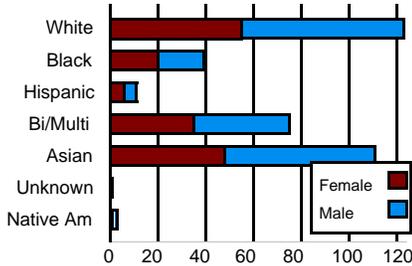
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	58	762.8	36%	35%	24%	3%	2%	
5	9	53	731.7	17%	62%	11%	8%	0%	
5	9	64	764.2	44%	50%	6%	0%	0%	



**Department of Defense Education Activity
 Jack W. Darby Elementary School (K-6)
 1995/96 School Profile
 Peter Grenier, Principal**

School Characteristics

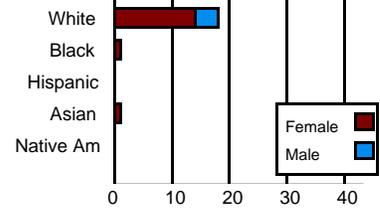
Student Enrollment - 343



Grade	#
K	60
1	56
2	48
3	55
4	55
5	37
6	32
Total	343

Sponsor's Affiliation	%
Marine	3%
Army	1%
Navy	93%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	37	11%
K-8	TAG	0	0%
K-12	ESL	25	7%
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

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	3
7-10	2
> 10	14

Mobility Rate
35% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	17.5
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	60%
Doctorate	0%

Principal's Highlights

Darby Elementary School continually attempts to develop each child to his/her potential in an atmosphere that fosters trust, respect and caring. The staff, with a multi-tiered school home partnership, strives to motivate each child to perform to his/her maximum ability. The major belief at Darby is that all children can learn in a rapidly changing technological age and be academically and personally successful.

**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.....
 Strategies focus on students communicating their thinking, orally and in writing, to demonstrate problem-solving and higher-order thinking skills. Writing activities are being integrated across the curriculum. We will incorporate cooperative learning structures to develop oral communication skills as well.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
 Strategies for narrowing the achievement gap in math include the development of oral and written communication of mathematical thinking and problem solving through math journals and cooperative learning. We compiled, analyzed and compared CTBS scores for the last three years. Pre/post surveys will help identify attitudes toward math by race, ethnicity, and gender.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 The school is working to encourage a parent partnership that involves parents on all five levels of the multi-tiered model. We have installed phones in most of the classrooms to enhance two-way communication. We have established room mothers for each classroom that help coordinate parent volunteers. Started an interactive homework program to involve the families.

Goal 10: Organizational Development

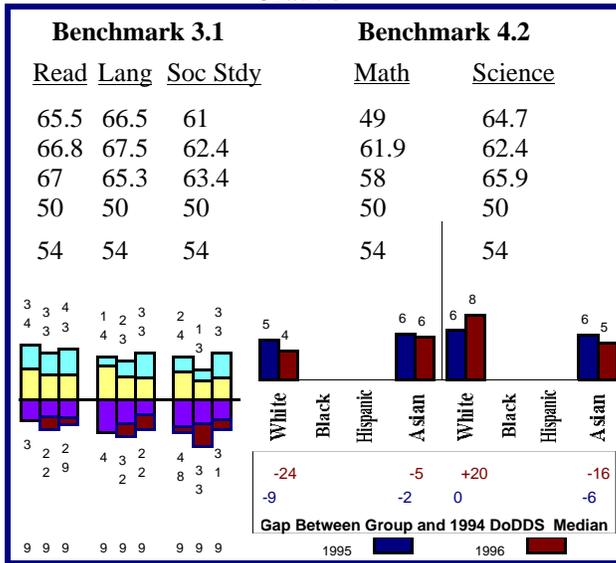
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
 The school sends home a biweekly parent newsletter to inform parents and the community about important school activities and how they might become involved. We have also continued parent math and computer nights as quarterly events this year. There are also activities between the two schools in the complex for better communication between the two schools.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	70%	25%	2%
Math	67%	23%	6%
Science	57%	24%	8%
Social Studies	55%	26%	14%
School Communications	77%	23%	0%

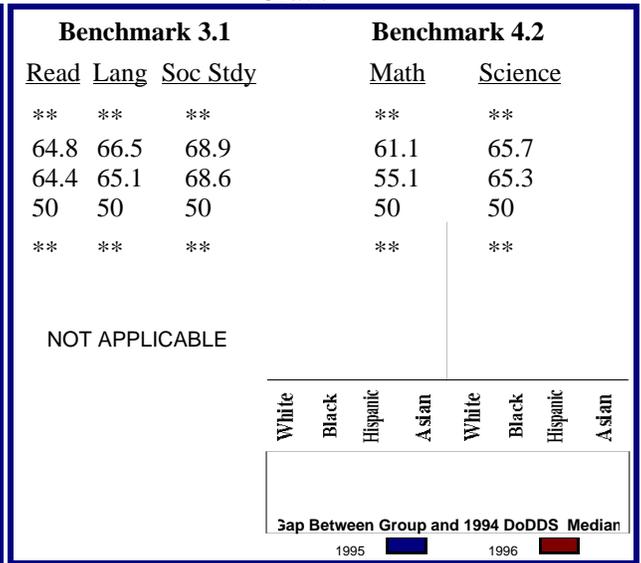
Benchmark 10.8: Establish Technology for teachers and administrators
 Plans have been completed to integrate the appropriate use of technology into the language arts, mathematics, and science curriculum areas. Training has been conducted for the staff on the Apple, IBM, and MAC computers.

CTBS Test Results

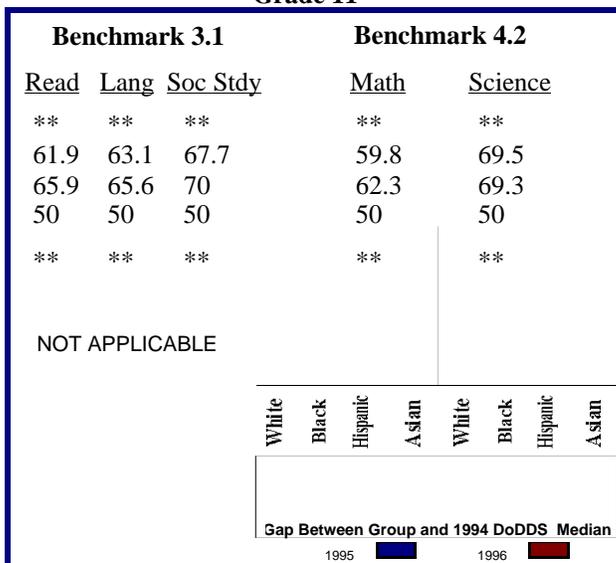
1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



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.

Jack W. Darby ES
 (SASEBO)
 PSC 485, BOX 99
 FPO AP 96321-0099

DSN Phone:
 252-8804

Commercial Phone:
 956-58-4760, EXT8800

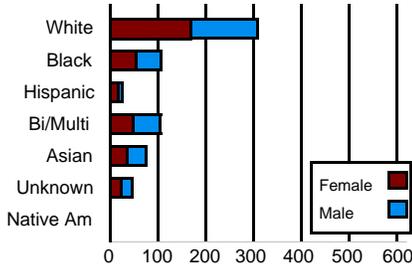
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	24	770.3	21%	63%	8%	8%	0%	
5	9	28	775.4	21%	68%	11%	0%	0%	
5	9	33	783.1	49%	49%	3%	0%	0%	



Department of Defense Education Activity
Robert D. Edgren Junior High/High School (7-12)
1995/96 School Profile
Deborah Berry, Principal

School Characteristics

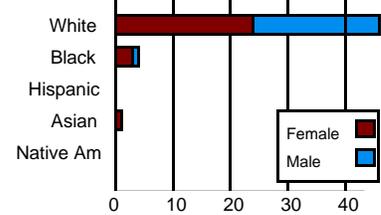
Student Enrollment - 667



Grade	#
7	180
8	136
9	119
10	107
11	76
12	49
Total	667

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	14%
Air Force	76%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	39	6%
K-8	TAG	N/A	N/A
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	42	
AP Courses Offered		4	
Students Taking AP Courses		52	41%

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

Mobility Rate
25% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	43
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	44%
MA/MS	56%
Doctorate	0%

Principal's Highlights

EHS is on Misawa AB. The community houses Air Force, Navy, Marine, Army units; the base is shared with JASDF. The base community supports students through CWE, provides career & college fairs, organizes a transition from school to work program, awards scholarships & special recognition, & provides technical instructions through student & teacher seminars on technology.

EHS has students in grade 7-12. Teaching teams exist through grade ten & work to provide a unified approach to education. Curriculum includes rigorous courses in Science, English, Math, Foreign Language, Fine Arts, Business & Technology. AP courses are available in Math, Science, Foreign Language, Art, Computer Science, History & English.

Special needs students are provided modifications through regular classroom via the inclusion model. AVID assists students in the middle striving for college program & more rigorous courses. EHS has numerous extra-curricular opportunities: athletics, drama, publications, music, art, & student leadership. Staff focus has been improving & increasing technology use. They have embraced this & continue to improve through seminars, individualized instruction, & college courses. Students & parents have become instructors in many areas.

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.....
 Strategies have focused on increasing 1) social studies course offerings, 2) emphasis of interrelated areas in current social studies courses, and 3) increasing the use of technology. Course offerings for SY 96-97 show a preliminary increase. Faculty surveys are being utilized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
 Strategy focuses on mathematical computation skills. Math faculty are incorporating review activities and regular testing to increase computation skills. An overall increase in group mean national percentiles on CTBS tests is anticipated.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnerships.....
 Energies focused on encouraging parent and community involvement as presenters on technology-related topics in the classroom, at faculty meetings, and during in-services. Also coordination with the official base bulletin board resulted in a DoDDS section where newsletters and other information is uploaded.

Goal 10: Organizational Development

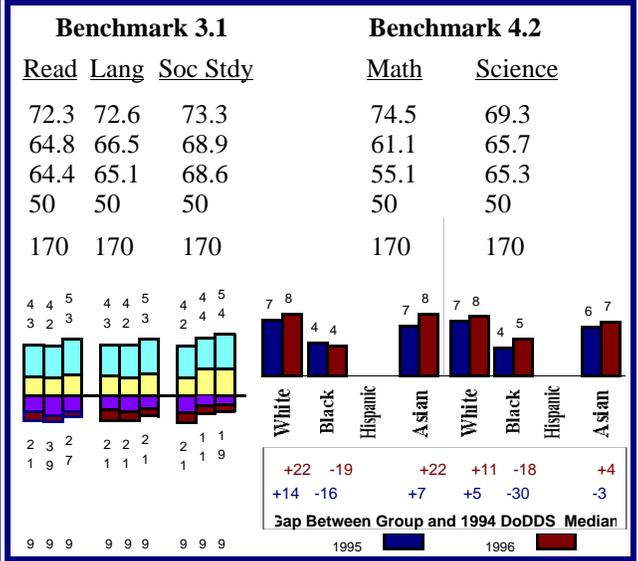
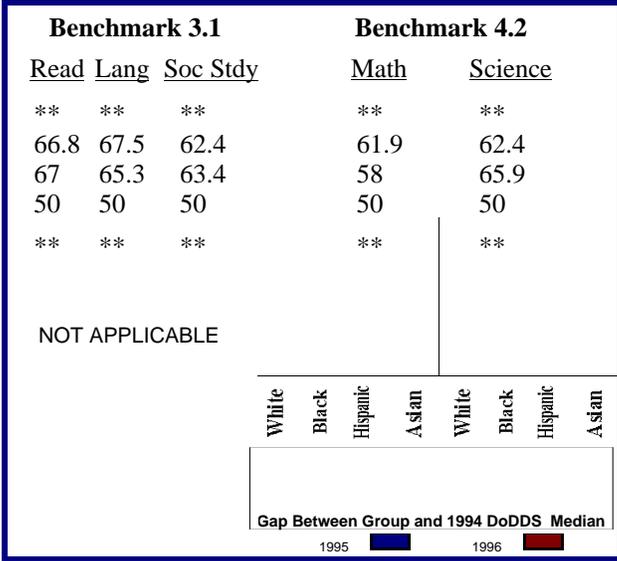
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
 Strategy focused on improving bilateral communication between the school, home and community. This was facilitated by publicizing information, activities and events via the DoDDS section of the official base bulletin board. Also, every newsletter included a feedback form for parents.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	72%	24%	4%
Math	74%	19%	5%
Science	73%	21%	5%
Social Studies	61%	26%	11%
School Communications	66%	27%	6%

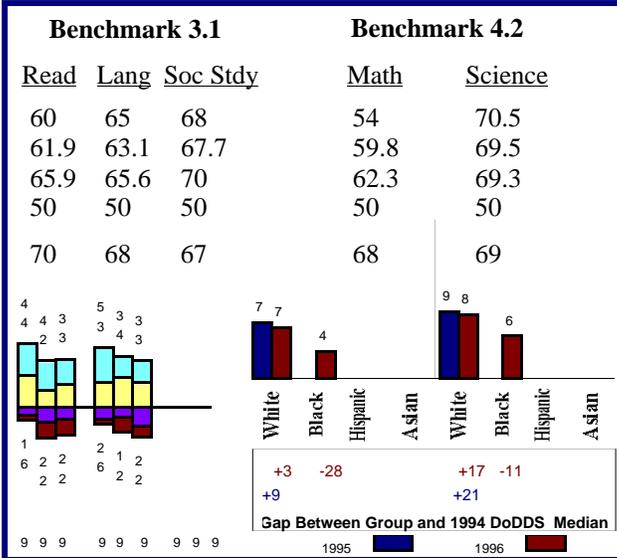
Benchmark 10.8: Establish Technology for teachers and administrators
 Each department has established a technology goal to increase student learning. Baseline data or a narrative has been provided by each department along with an action plan to accomplish each goal.

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	41%	67%	66%	42%
	1995	59%	52%	64%	41%
Math Avg Score	1994	518	471	472	479
	1995	510	480	480	482
Verbal Avg Score	1994	440	421	430	423
	1995	461	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.

Robert D. Edgren HS
UNIT 5040
APO AP 96319-5040

DSN Phone:
226-4377

Commercial Phone:
3117-66-4377

DoDEA Writing Assessment

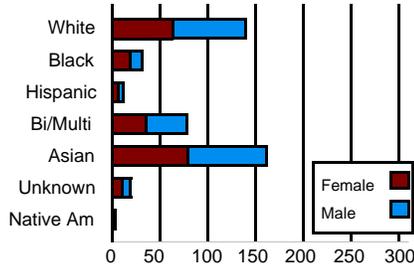
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	116	732.4	18%	42%	19%	16	1%
8	9	127	763.3	34%	18%	34%	13	2%
8	9	121	759	19%	30%	40%	11	1%
10	9	66	848.1	53%	33%	14%	0%	0%
10	9	84	839.4	46%	35%	17%	2%	0%
10	9	81	818.1	36%	47%	14%	4%	0%



**Department of Defense Education Activity
Ernest J. King Elementary/High School (PK-12)
1995/96 School Profile
Thomas Whitaker, Principal**

School Characteristics

Student Enrollment - 442



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	31	7%
K-8	TAG	36	11%
K-12	ESL	20	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		1	
Students Taking AP Courses		4	10%

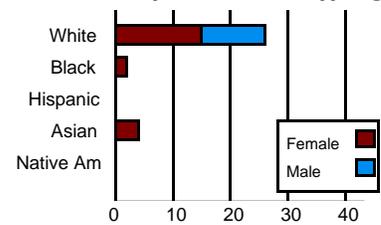
Grade	#
PreK	1
K	33
1	29
2	31
3	30
4	30
5	24
6	33
7	55
8	58
9	47
10	34
11	14
12	23
Total	442

Mobility Rate
55% Per Year

Sponsor's Affiliation	
Marine	2%
Army	<.5%
Navy	87%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	8
4-6	5
7-10	5
> 10	15

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	2
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	48%
MA/MS	52%
Doctorate	0%

Principal's Highlights

E. J. King is a kindergarten through twelfth grade unit school of 480 students located on a U.S. Navy base in Sasebo City, Nagasaki Prefecture, Japan. The school has doubled its population over the past three years. A new three story facility is in progress as well as remodeling of existing facilities to accommodate this rapid growth.

The student body is ethnically and culturally diverse. An unusually close relationship exists among the students and staff. The students benefit from a committed staff that spends many extra hours on a strong curricular and extracurricular program. Students are well prepared for college with over 60% of the current senior class receiving acceptance from well known and selective colleges.

Parent and Community involvement are a particular strength of the school. Personnel from several organizations and homeported ships have established a close relationship with our school and students. For example, the Branch Medical Clinic continues to provide "read aloud" volunteers to elementary classrooms during their lunch hours and non-duty time. Parents are actively involved in the SIP process, as well as with the PTO, the Booster's Club, and our large volunteer program. King School also enjoys a close working relationship with the military command. This is truly a community school.

**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.....
Beginning in January, elementary and high school teachers in all curricular areas participated in regularly scheduled school-wide writing and reading activities. Cross-grade level activities were also important in our SIP as high school Spanish, biology, and English classes led and taught elementary students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Educator's Day activities and an in-service provided all staff members with training on ethnic and gender issues in education. Parents attended their child's class during Math Awareness Week. A survey was developed to determine teacher attitudes toward boy/girl participation in math and sciences classes.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnerships.....
Two-way communication increased with the addition of mailback sections to the weekly Parent Newsletter. In February, students began biweekly broadcasts of school news on FEN. The parent/community volunteer program expanded to include 120 people, some participating from organizations on base and others individually.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
Communication within the school was highlighted as the daily bulletin was reorganized and monitored for effectiveness. Pre-set schedules were established and published to minimize adverse effects and simplify notification of the K-12 staff. Weekly dept. head meetings were held to facilitate communication between the elementary, high school, and specialists dept.

Report Card from DoDDS Parents

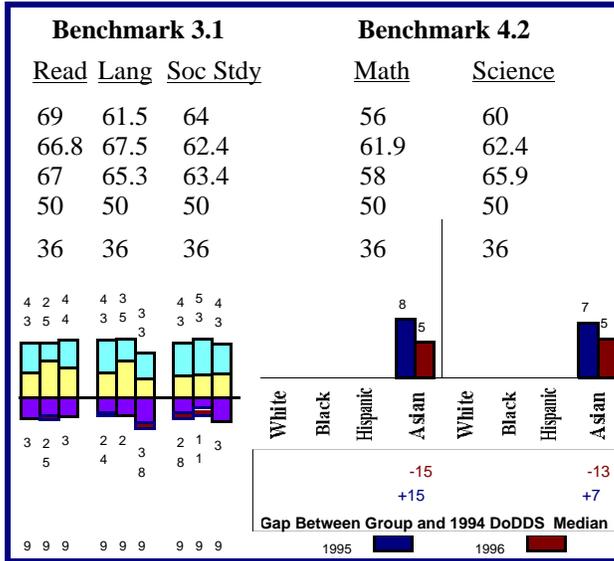
Overall Quality	A/B	C	D/F
Language Arts	80%	11%	4%
Math	82%	12%	3%
Science	62%	21%	8%
Social Studies	71%	18%	2%
School Communications	85%	11%	3%

Benchmark 10.8: Establish Technology for teachers and administrators

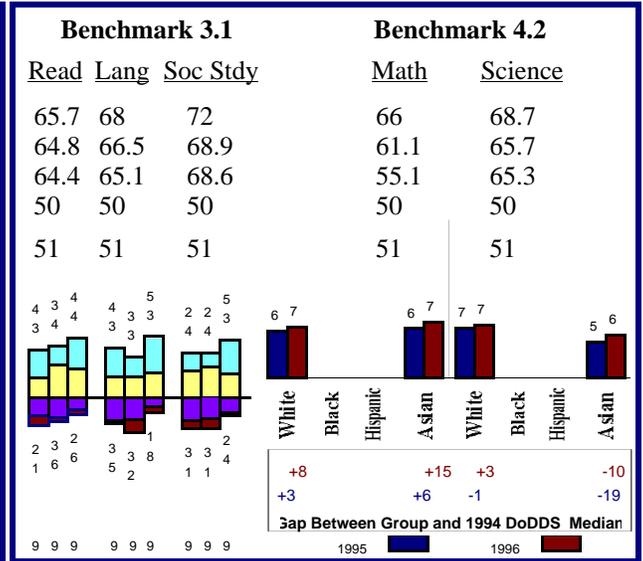
Weekly training sessions on cc:Mail and Apple/MAC applications were held beginning in January. A LAN with research information was installed in the Media Center. Over 50% of the staff participated in training on these systems. The software holdings of the school were reorganized. Help and repair routes for all technology in the school were established.

CTBS Test Results

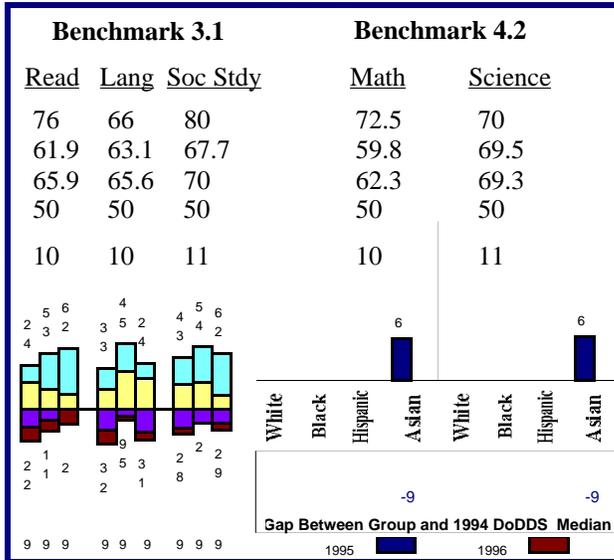
Grade 3



Grade 7



Grade 11



		School	District	DoDDS	Nation
% Participating	1994	34%	67%	66%	42%
	1995	0%	52%	64%	41%
Math Avg Score	1994	463	471	472	479
	1995		480	480	482
Verbal Avg Score	1994	459	421	430	423
	1995		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.

**Ernest J. King ES/HS
(SASEBO)
PSC 476, BOX 9
FPO AP 96322-0009**

**DSN Phone:
252-3356**

**Commercial Phone:
956-24-6111,EXT3356**

DoDEA Writing Assessment

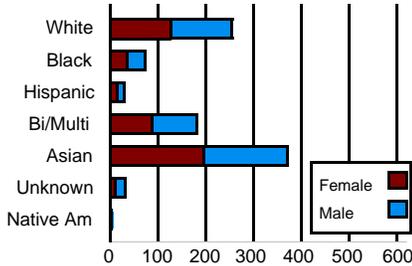
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	16	738.1	13%	44%	38%	6%	0%
5	9	36	699.5	3%	47%	31%	19%	0%
5	9	27	722.4	19%	67%	15%	0%	0%
8	9	24	778.3	17%	58%	25%	0%	0%
8	9	45	759.2	53%	11%	22%	7%	7%
8	9	51	786.7	24%	45%	26%	6%	0%
10	9	24	807.8	38%	25%	29%	8%	0%
10	9	21	825.5	24%	67%	5%	5%	0%
10	9	32	805.5	22%	59%	19%	0%	0%



Department of Defense Education Activity
Nile C. Kinnick High School (7-12)
1995/96 School Profile
Bruce Davis, Principal

School Characteristics

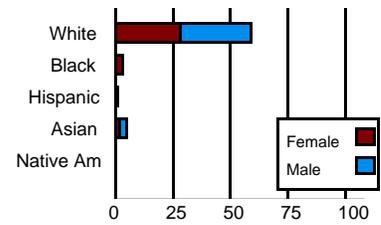
Student Enrollment - 942



Grade	#
7	224
8	186
9	173
10	137
11	129
12	93
Total	942

Sponsor's Affiliation	%
Marine	1%
Army	<.5%
Navy	80%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	42	4%
K-8	TAG	N/A	N/A
K-12	ESL	68	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	38	
AP Courses Offered		7	
Students Taking AP Courses		73	32%

Teacher Experience	
Years	Teachers
New	2
1-3	6
4-6	10
7-10	6
> 10	59

Mobility Rate
21% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	72.5
Special Education	2.5
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	35%
MA/MS	63%
Doctorate	2%

Principal's Highlights

Kinnick High School, located in Yokosuka, Japan, has a student population of almost 1000 students. We offer diverse programs to meet the needs & interests of our students. In addition to the core curriculum, we offer Advanced Placement courses in Spanish, Chemistry, Calculus, U.S. History, German, English 12, Physics, & Computer Science.

Foreign languages & a full complement of vocational & fine arts courses are available to all students in grades 7-12. Our athletes claim the title of Far East Champions for SY 95-96 in both Boy's Wrestling & Girl's Basketball & hold Championship titles in Football & Softball. Students regularly compete in numerous activities.

Kinnick made vast strides this year on several fronts. The development of a SIP team with military members, parents, students, teachers & administration helped to ensure that initiatives were designed to use readily available resources from within the community while having a solid base in students & their future.

Kinnick implemented middle school concepts this school year and we plan to go to block scheduling next year. This scheduling option will increase quality time between teachers & students.

With a great community, a super faculty, & fantastic kids -- the ingredients are here for a school of excellence!

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.....
 Focusing on Language Arts, KHS will implement strategies designed to improve testing skills such as vocabulary building & the solving of analogies, as well as emphasizing communication capabilities & awareness of standard English across all curricular areas. A measurement group was established to document academic achievement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
 Strategies identified for enhancing student achievement in Math include interpreting of graphs & charts, problem solving, & student activities designed to increase student awareness & self-monitoring of individual grades. A measurement group was established to document academic achievement.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 Although many parents are active participants, new avenues of involvement are being explored with the goal of increasing community interaction. In addition to initial contact with the Ombudsman Council, plans include sending a representative to a summer workshop to bring back ideas for enhancing School/Home Partnerships.

Goal 10: Organizational Development

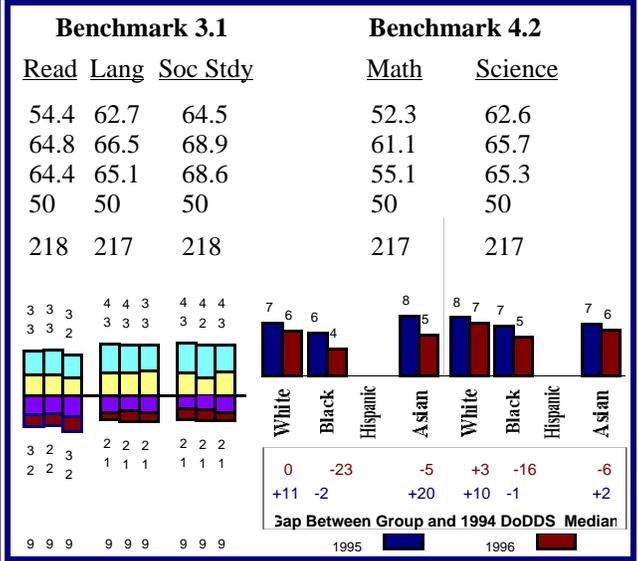
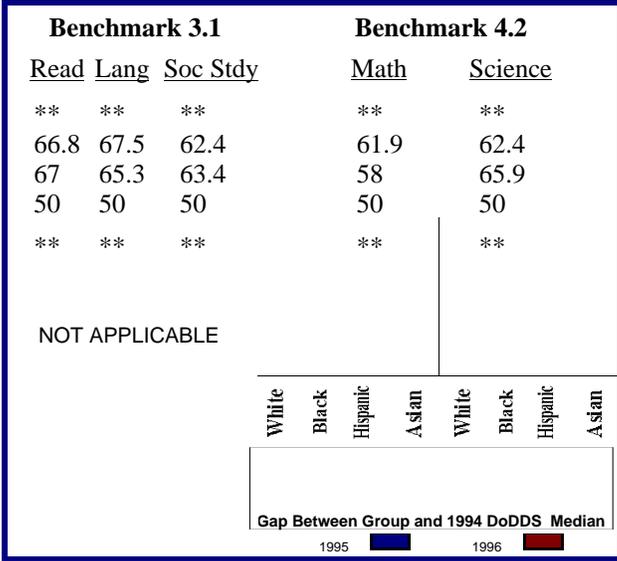
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
 Communication avenues such as use of the base-wide Internet System, CFAY Channel 7, cc:Mail, monthly newsletters, parent-teacher conferences & workshops will be expanded to foster effective two-way communication & student growth.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	70%	23%	6%
Math	64%	27%	7%
Science	59%	28%	11%
Social Studies	62%	25%	10%
School Communications	63%	26%	11%

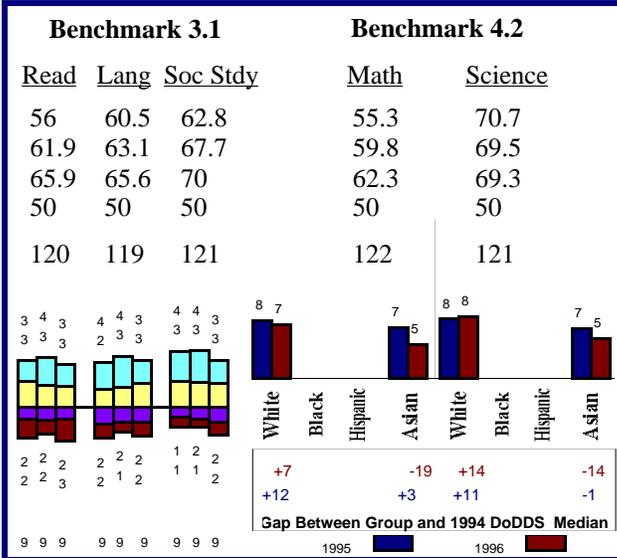
Benchmark 10.8: Establish Technology for teachers and administrators
 The pre-existing Computer Utilization Committee has been meshed with a newly established Technology Committee. Functioning now as one unit, this committee will sponsor & offer in-services & training as well as make decisions concerning curricular offerings and use & format of lab settings.

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	75%	67%	66%	42%
	1995	37%	52%	64%	41%
Math Avg Score	1994	479	471	472	479
	1995	497	480	480	482
Verbal Avg Score	1994	436	421	430	423
	1995	441	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.

Nile C. Kinnick HS
PSC 473, BOX 95
FPO AP 96349-0005

DSN Phone:
243-7579

Commercial Phone:
3117-43-7392

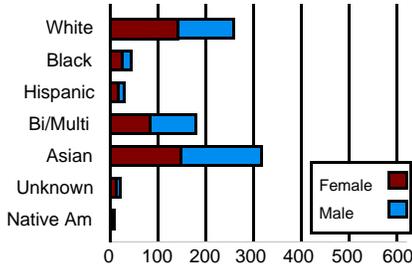
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	131	756.5	21%	38%	20%	19	2%
8	9	166	736.9	33%	15%	30%	18	3%
8	9	172	766.2	16%	41%	35%	8%	0%
10	9	98	756.1	34%	17%	26%	19	4%
10	9	124	798.6	28%	38%	19%	14	1%
10	9	117	797	24%	46%	27%	3%	0%



**Department of Defense Education Activity
Shirley Lanham Elementary School (PK-6)
1995/96 School Profile
Susan Jackson, Principal**

School Characteristics

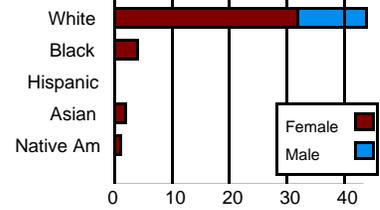
Student Enrollment - 856



Grade	#
PreK	4
K	123
1	134
2	134
3	139
4	135
5	96
6	91
Total	856

Sponsor's Affiliation	
Marine	1%
Army	<.5%
Navy	96%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	54	6%
K-8	TAG	0	0%
K-12	ESL	72	8%
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

Teacher Experience	
Years	Teachers
New	2
1-3	2
4-6	0
7-10	0
> 10	49

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	4
Other Professionals	9

Mobility Rate
30% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	46%
MA/MS	54%
Doctorate	0%

Principal's Highlights

Atsugi community organizations contributed over \$25,000 to the Student Activity Fund. The Parent Teacher Organization sponsored an author/illustrator, a community wide international school luncheon, and a Japanese/Filipino Culture Week as well as many other activities for the students. The educators of Lanham Elementary School held the DoDDS 50th anniversary Educator's Day celebration which was attended by approximately seven hundred educators and various community members. HSL-51 Light Helicopter Squadron continued to support the school through the Adopt-a-school Program. They contributed many volunteer hours and over \$12,000 to the school. For the second year in a row, the DoDDS Japan Teacher of the Year was selected from among the staff. Linda Kidd (1995-96) and Catherine Jensen (1994-95) were selected. A special ceremony was held in May honoring the founder of the school, Mrs. Shirley Lanham. Her daughter, Cheryl Lanham Weber, was the guest of honor. This was a special ending to Lanham's 27th school year!

**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.....

A Reading Week was held and students/parents read at home for 528, 123 minutes in one week! A 22% increase in the number of books checked out of the library occurred during that time period. A book fair was held that week and over 5,400 books were sold. The use of a specific writing process was utilized throughout the entire school. DOL was used by teachers in the school.

Goal 4: Math And Science Achievement

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

Researched based instructional strategies focused on questioning techniques and increasing opportunities for students to articulate thinking/reasoning skills across the curriculum. Staff development was provided in these techniques for all staff members. Problem solving software was ordered. Homework calendars on thinking skills were provided in the school/home newsletters.

Goal 8: Parental Participation

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

Through parent meetings at FAST, SAC and PTO, a proposal was written for a one year trial of a consolidated parent group. The consensus of the Lanham parents and staff members was that a consolidated parent group would create a more effective and efficient school/home partnership for the community. This is at the developmental stage awaiting approval.

Goal 10: Organizational Development

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

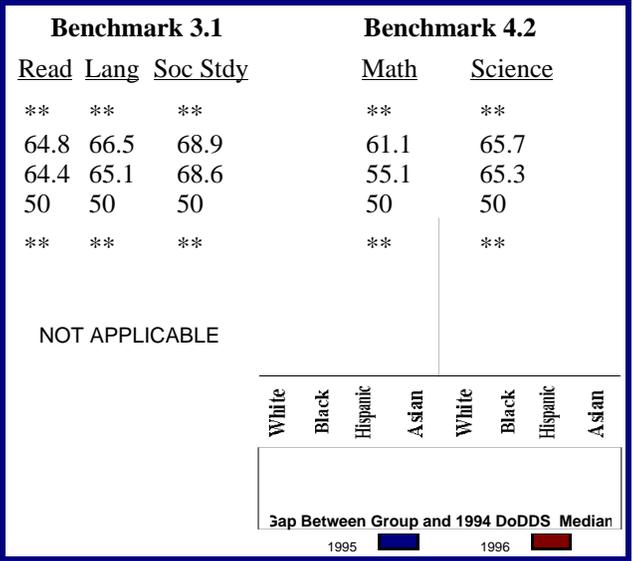
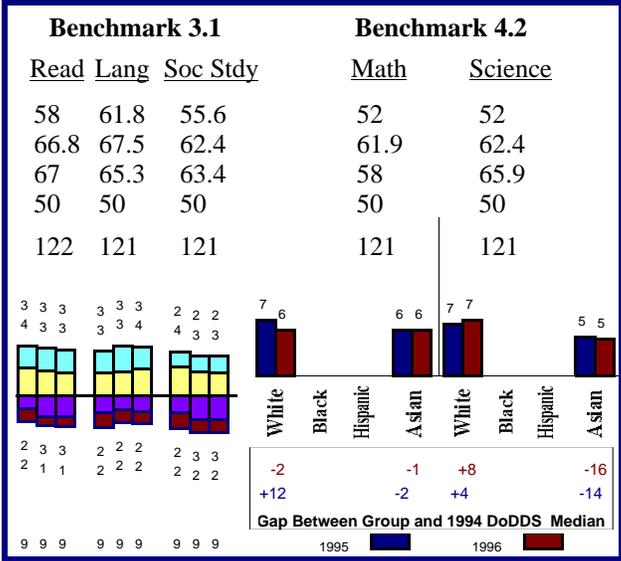
Some translation of parent newsletters was provided for non-English speakers. The school newsletter was distributed to all commands and departments on Atsugi base. The Lanham SIP was discussed in an open forum on Captain's Call (base tv). The SIP chairperson served as a resource to the Atsugi Base Quality Management Board developing the base strategic plan.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	75%	16%	5%
Math	71%	19%	5%
Science	62%	20%	7%
Social Studies	61%	22%	5%
School Communications	71%	24%	5%

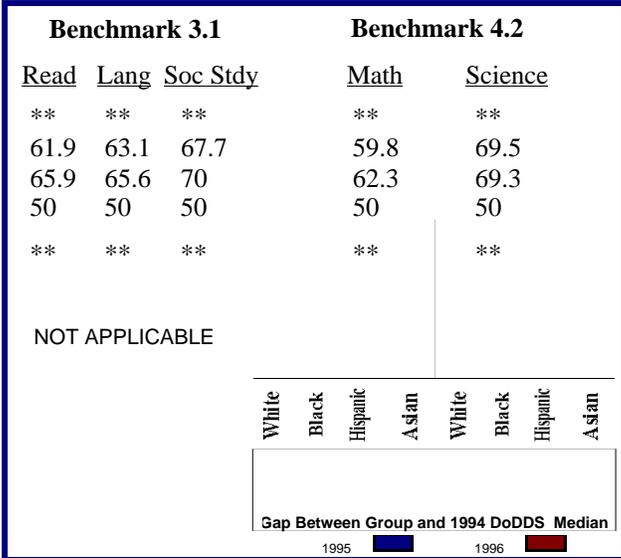
Benchmark 10.8: Establish Technology for teachers and administrators
 A new MacIntosh computer lab was opened during the second semester. The enrichment teacher incorporated technology training for staff members on a rotating basis into her daily schedule. All staff members were provided access to cc:Mail as additional LAN work was completed. Parent volunteers conducted a publishing house for students to write and publish books.

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.

Shirley Lanham ES
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DSN Phone:
264-3664

Commercial Phone:
3117-64-3664

DoDEA Writing Assessment

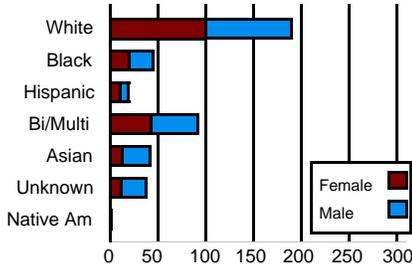
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	95	772.3	24%	53%	22%	1%	0%
5	9	92	750.3	17%	60%	16%	7%	0%
5	9	80	755.4	34%	55%	10%	1%	0%



**Department of Defense Education Activity
Matthew C. Perry Elementary School (PK-6)
1995/96 School Profile
Susan H. Jackson, Principal**

School Characteristics

Student Enrollment - 421



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	53	13%
K-8	TAG	26	6%
K-12	ESL	22	5%
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

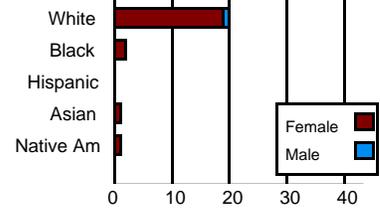
Grade	#
PreK	5
K	62
1	61
2	62
3	61
4	52
5	59
6	59
Total	421

Sponsor's Affiliation	
Marine	77%
Army	<.5%
Navy	15%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

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

Mobility Rate
25% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1.5
Classroom Teachers	19
Special Education	3
Other Professionals	5.5

Teacher Education	
Degree	% Teachers
BA/BS	43%
MA/MS	57%
Doctorate	0%

Principal's Highlights

Matthew C. Perry Elementary is located on Iwakuni Marine Air Station, which is on the southern end of Honshu. It is currently housed in a 2 story classroom building, which is being expanded. A new wing, which will house a variety of classrooms, special areas, offices for both elementary and high school is expected to be completed at the end of school year 1996-97. Serving the current school population of 440 are 44 staff members.

In order to better serve our students, efforts have been made this year to expand the school home partnership. New programs such as the Community Computer Lab, Adopt-a-School and Partners in Education have been initiated to invite community members, both parents and military to the school, to assist students who are in need, to provide information about career choices, and to provide instruction. M. C. Perry Elementary, in partnership with the student, family, and community, provides an educational environment where students are encouraged to achieve their maximum potential in academic, physical, social, and creative growth and development.

**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.....
Daily Oral Language, a language mechanics program by Houghton Mifflin, has been implemented for grades 1-6. Informal observation and portfolios indicate a successful beginning. Writing across the curriculum has been emphasized in science and math. The students have celebrated writing by holding author's teas, publishing books, and entering several contests.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Infomercials for FEN, Family Math Nights, and videos have been made or are in progress to disseminate information about our new math program, Mathland, and to improve study habits. Plans for the future include Brown Bag Days, use of integrated math/science lessons such as AIMS, and increasing the use of technology.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Efforts have been made to expand our school home partnerships this year. Two new programs, Adopt-a-School and Partners in Education, have provided many hours of class support by units and volunteers. Existing programs such as the Sammy Samurai Reading program have been continued. Volunteers, both parents and military members, have expressed support for these programs.

Goal 10: Organizational Development

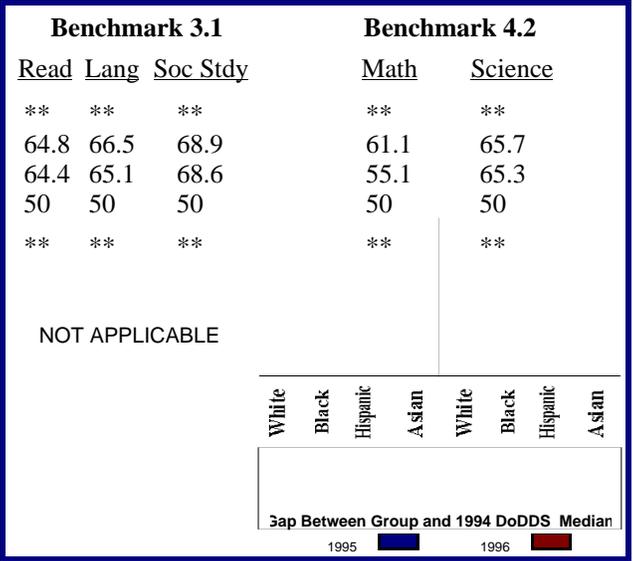
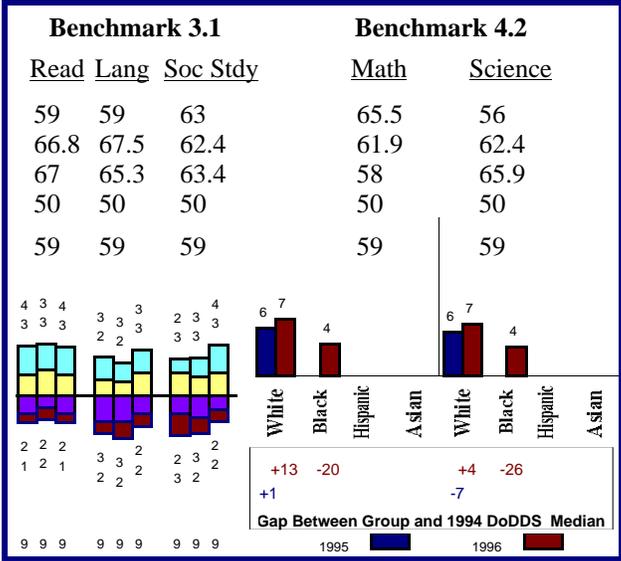
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
News spots on FEN, updates at PTO, and the school monthly newsletters are used to inform parents and the community about important school activities and how they might become involved. Programs such as the Community Computer Lab, Adopt-a-School, and Partners in Education have brought parents, children, and school staff together.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	74%	17%	3%
Math	75%	16%	4%
Science	61%	25%	5%
Social Studies	63%	23%	4%
School Communications	72%	20%	7%

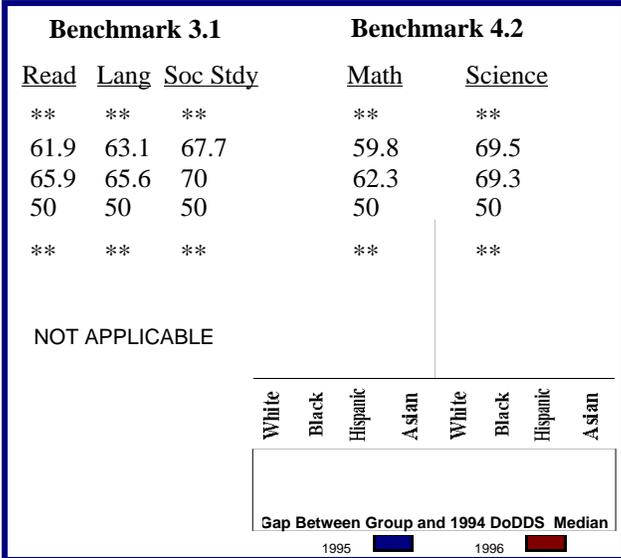
Benchmark 10.8: Establish Technology for teachers and administrators
 Plans have been made to provide workshops on the use and integration of technology in our curriculum. The school and community are especially proud of its Community Computer Lab, which has been established on Wednesday's for students, parents, and teachers to receive instruction on various types of programs.

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.

Mathew C. Perry ES
PSC 561, BOX 1874
FPO AP 96310-1874

DSN Phone:
253-4673

Commercial Phone:
6117-53-3447

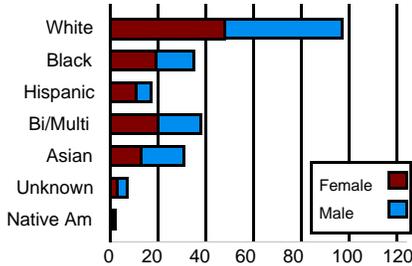
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	60	764	23%	43%	33%	0%	0%	
5	9	58	724.9	17%	45%	28%	9%	0%	
5	9	49	737.1	25%	63%	8%	4%	0%	



**Department of Defense Education Activity
Matthew C. Perry Junior High/High School (7-12)
1995/96 School Profile
Lawrence Wolfe, Principal**

School Characteristics

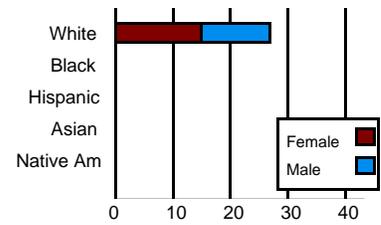
Student Enrollment - 227



Grade	#
7	54
8	52
9	36
10	33
11	24
12	28
Total	227

Sponsor's Affiliation	
Marine	67%
Army	<.5%
Navy	15%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	2%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	9	4%
K-8	TAG	8	8%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		3	
Students Taking AP Courses		40	76%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	1
7-10	1
> 10	18

Mobility Rate
21% Per Year

School Staff	
Category	FTE
Administrators	1.5
Classroom Teachers	21.5
Special Education	0.5
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	35%
MA/MS	57%
Doctorate	9%

Principal's Highlights

Matthew C. Perry High School is located on the Marine Corps Air Station (MCAS) in Iwakuni, a city of about 100,000, situated on the main island of Honshu about 25 miles from Hiroshima. The school buildings are presently being expanded and the additional buildings will be completed for school year 1997-8. The school has an annual enrollment of about 225 students in grades 7-12. The 1996 senior class was 26 students, the largest in the school's history. Students graduating from M.C. Perry spend an average of three years studying, learning, and experiencing a culture other than their own. The school improvement process focused on practicing the types of reading comprehension and math computation questions found on the CTBS. The entire faculty and student body was involved in the process. More than 65% of our students go on to a four year college. The students have a wide variety of courses beyond the normal curriculum including upper level courses in Math Analysis, Chemistry, Physics, and Advanced Placement courses in English 12 and United States History as well as several advanced placement courses through telecommunications. We have a wide variety of extra-curricular athletic and co-curricular activities.

**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.....

To increase reading comprehension, 100% of the students and faculty read selected passages in small reading groups and answered questions about the passages. "Multipass" and Word of the Day were also used to increase reading comprehension. Preliminary review of 95-96 CTBS scores indicate students score in reading comprehension increased.

Goal 4: Math And Science Achievement

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

To improve math computation skills, problem solving was practiced twice a week. Students presented math problems and solutions over the school closed circuit video network. Challenging math problems that focused on cooperative learning were a success. Awards for winning teams took place weekly and individual students were recognized during an awards ceremony.

Goal 8: Parental Participation

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

A public relations program was implemented to disburse info about school improvement and other school activities through use of FEN, the base and school newspapers, and the parent newsletter. Plans are being made to initiate Adopt-a-class SY 96-97. A computer lab was opened to the public to inform students/parent/community members about computers and training programs.

Goal 10: Organizational Development

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

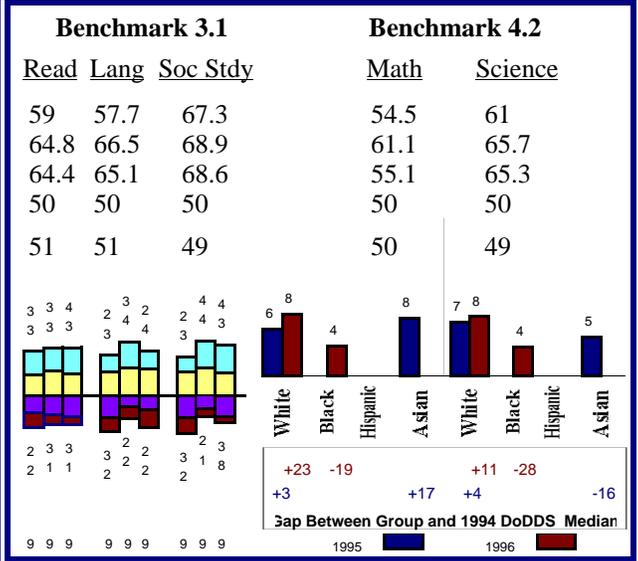
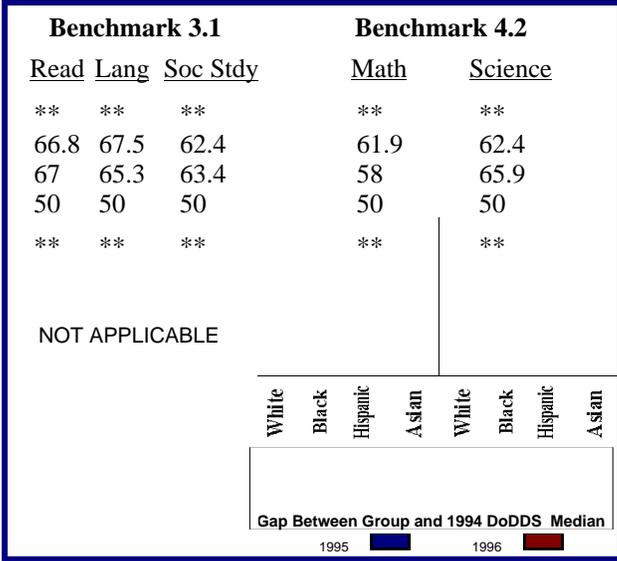
News coverage on FEN, the base newspaper, the monthly parent newsletter, and the school newspaper were used to keep parents informed of important school activities. The school closed circuit TV network was used for daily announcements and administration updates for students. Parent and student surveys were used to determine effectiveness of school communication.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	69%	23%	7%
Math	62%	21%	17%
Science	64%	27%	6%
Social Studies	62%	28%	10%
School Communications	60%	26%	15%

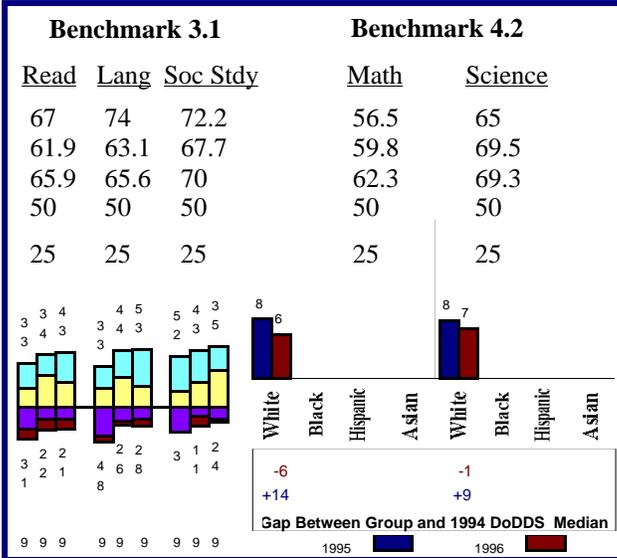
Benchmark 10.8: Establish Technology for teachers and administrators
 Faculty members have access to cc:Mail. Teachers are now in process of learning to use computers for classroom management and grading programs. In coordination with base personnel the school has access to the base local area network which results in immediate access to all station personnel. Computer courses are scheduled.

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: 69%	67%	66%	42%
	1995: 0%	52%	64%	41%
Math Avg Score	1994: 459	471	472	479
	1995:	480	480	482
Verbal Avg Score	1994: 436	421	430	423
	1995:	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.

Mathew C. Perry HS
PSC 561, BOX 1874
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DSN Phone:
253-4563

Commercial Phone:
6117-53-5448

DoDEA Writing Assessment

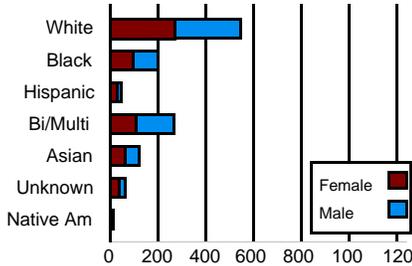
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
8	9	40	644.6	10%	18%	15%	50	5%
8	9	36	736.9	19%	8%	50%	22	0%
8	9	44	771.5	18%	34%	41%	7%	0%
10	9	23	656.8	9%	22%	39%	17	9%
10	9	24	748.8	17%	25%	46%	8%	4%
10	9	31	739.1	7%	42%	42%	7%	3%



**Department of Defense Education Activity
Sollars Elementary School (PK-6)
1995/96 School Profile
James Bowers, Principal**

School Characteristics

Student Enrollment - 1,240



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	155	12%
K-8	TAG	200	17%
K-12	ESL	37	3%
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

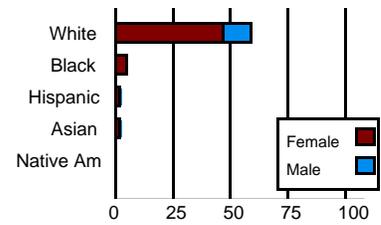
Grade	#
PreK	29
K	219
1	214
2	188
3	182
4	146
5	128
6	134
Total	1240

Sponsor's Affiliation	
Marine	<.5%
Army	1%
Navy	17%
Air Force	79%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	11
7-10	6
> 10	59

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	54
Special Education	8
Other Professionals	18

Teacher Education	
Degree	% Teachers
BA/BS	47%
MA/MS	51%
Doctorate	1%

Principal's Highlights

First school-wide initiative was to continue increasing students' understanding of math concepts by using manipulatives. The use of maipulatives in Mathland program went well with our successful accomplishment of this goal. Grade level Family Math Nights were an outstanding success and helped create feeling in Misawa community that Mathland is appropriate and successful for our students.

Second school-wide initiative was to implement collaborative planning time for specialist and reg classroom teachers to facilitate inclusion. Great dialogue came from this goal. Many of staff became involved with the SIP Inclusion Comm and the ideas, concerns and research helped to build a collaborative approach to problem solving. The highlight was our complete revamping of the school master schedule to facilitate inclusion. This helped, along with building collection of prof. books and articles on inclusion, to educate our faculty and demonstrate commitment to inclusion of special needs students in school.

Third school-wide initiative to develop instructional use of tech in all curriculum. Staff strategy was success with in-services by entire Misawa community.

**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

Collaborative planning to facilitate the Inclusion Model for the benefit of students was a priority for the Sollars faculty. Educating the faculty and community on inclusion occurred through the development of a professional library and collection of current literature and a USD course. A new master schedule was devised to allow the facilitation of inclusion.

Goal 4: Math And Science Achievement

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

Student achievement and the understanding of math concepts through the use of manipulatives has been catapulted with the implementation of the Mathland series. Additionally, math study groups for teachers and Family Math Nights have promoted an understanding of the use of manipulatives as they influence math achievement among all groups within the school.

Goal 8: Parental Participation

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

Parents have had equal opportunity to participate in a variety of school activities including technology education, the School Improvement Process, School Advisory Council, Parent Teacher Association, Families and Schools Together, and Admin Call-A-Parent Program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

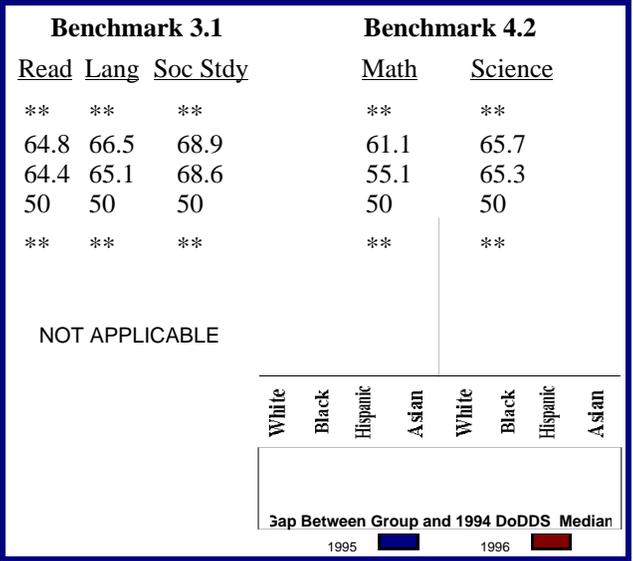
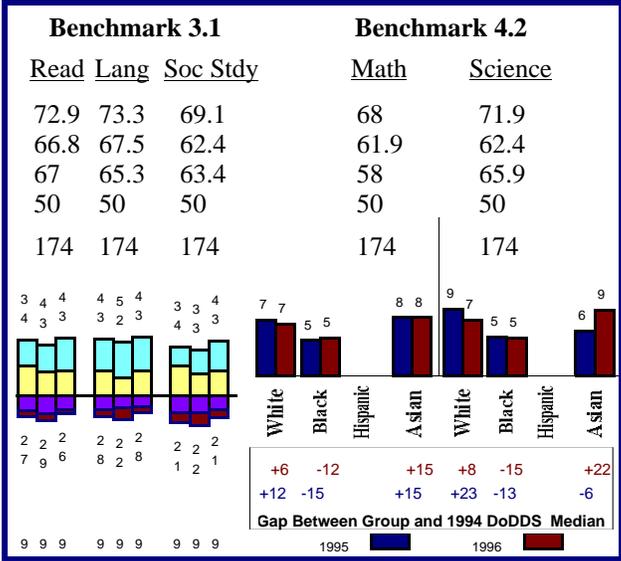
Parent bulletins are sent home each Friday with all students. Additionally, most of the faculty members send home a class newsletter on a regular basis. Parents are encouraged and welcomed to participate in formal and informal teacher conferences.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	81%	13%	2%
Math	76%	14%	5%
Science	62%	19%	6%
Social Studies	61%	18%	4%
School Communications	82%	14%	4%

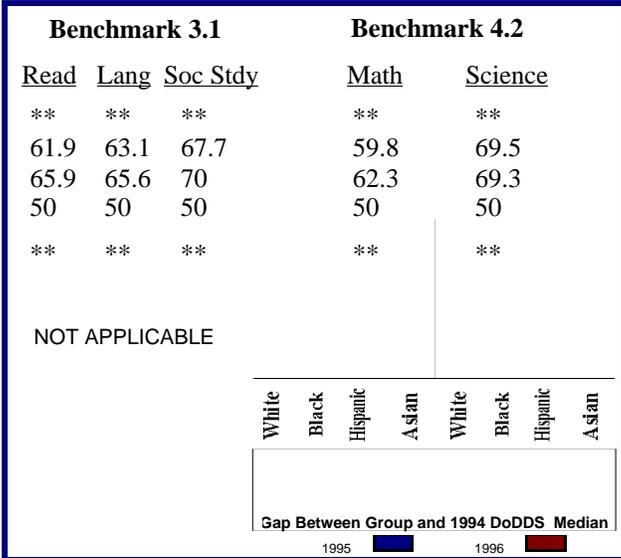
Benchmark 10.8: Establish Technology for teachers and administrators
 Job embedded in-services and USD courses provide a wide variety of training for the faculty and interested parents. All faculty members have now been exposed to computer basics as well as areas such as CD ROM, Hyperstudio, OPAC, Kidpix II, Labels, Internet, cc:Mail, PowerPoint, et al. Full Apple and Mac Labs allow teachers the opportunity for full class instruction.

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.

Sollars ES
UNIT 5041
APO AP 96319-5041

DSN Phone:
226-2058

Commercial Phone:
3117-66-3933

DoDEA Writing Assessment

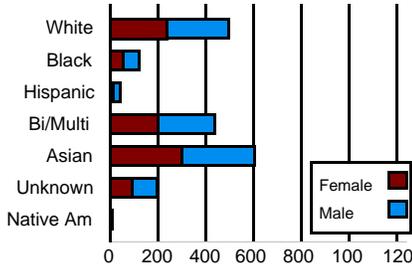
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	122	776.5	22%	61%	15%	3%	0%
5	9	138	766.4	25%	59%	9%	7%	0%
5	9	119	715.6	20%	59%	14%	5%	1%



**Department of Defense Education Activity
Sullivans Elementary School (PK-6)
1995/96 School Profile
Carol Cressy, Principal**

School Characteristics

Student Enrollment - 1,899



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	169	9%
K-8	TAG	154	8%
K-12	ESL	141	8%
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

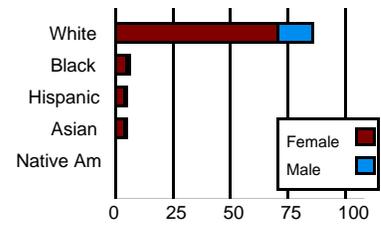
Grade	#
PreK	25
K	295
1	328
2	275
3	302
4	237
5	248
6	189
Total	1899

Sponsor's Affiliation	
Marine	2%
Army	<.5%
Navy	90%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	12
4-6	10
7-10	18
> 10	76

Mobility Rate
29% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	4
Classroom Teachers	79
Special Education	9.5
Other Professionals	23

Teacher Education	
Degree	% Teachers
BA/BS	39%
MA/MS	61%
Doctorate	0%

Principal's Highlights

This years school improvement process for the administration at The Sullivans School included a number of significant highlights.

A better understanding of academic strengths and weaknesses was reached due to the study of standardized test scores.

The benefits gained by our efforts to disseminate as much information as possible to the school community on Racial/Ethnic/Gender bias resulted in an increased community awareness and favorable impact on the curriculum.

More volunteer opportunities were made available for parents needing child care for young children by providing free child care vouchers through MWR. Twice as many ships had sailors involved in the read-aloud program for students at all grade levels. Nearly 2,000 invitations were sent out for this year's Volunteer Recognition Tea.

Regional representatives were helpful to the committee. A definite highlight was the visit of Dr. Denise Borders and Dr. Maurice Howard from DoDEA headquarters.

The exemplary efforts of the computer committee must be recognized. Computer labs were set up, running and in use. DoDEA support in terms of equipment and resources made a noticeable difference in our efforts to increase computer literacy and instruction throughout the school.

**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.....
Across curriculum writing appears throughout the grade level reports. 55 teachers used journal activities before the School Improvement Plan was implemented, nine began after implementation and 80 plan to use the tool in the next school year. Because of the importance of writing within our goal, "Process Writing" will become an adopted strategy for school year 1996-97.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Various methods of assessment have been utilized to help narrow the achievement gap in these areas including: portfolios and rubrics. 70 teachers used portfolio assessment before the School Improvement Plan was implemented and an additional 13 adopted it after. 74 plan to use it next year. Similarly, rubrics were used by 67 and 70 plan to use them next year.

Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parent participation within the classroom exceeds 800 volunteers as shown by the staff questionnaire of 5/22/96. Concentration on parent/community involvement is planned through a multi-ethnic/racial/gender Homework Assistance Program for SY 1996-97. A baseline will be established at that time to measure growth and success.

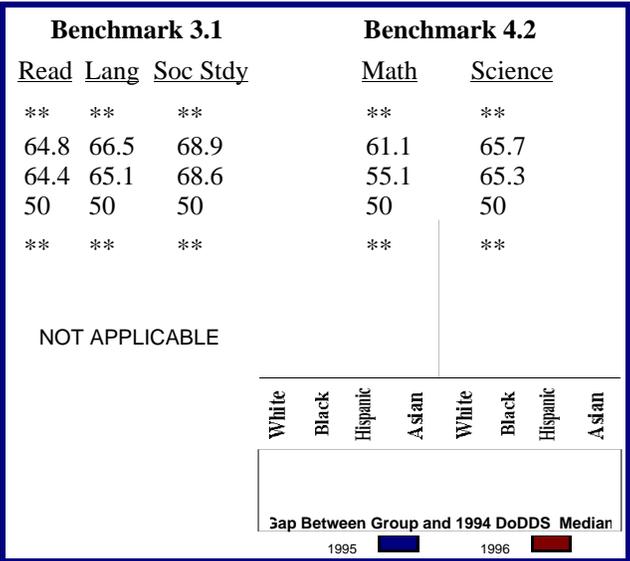
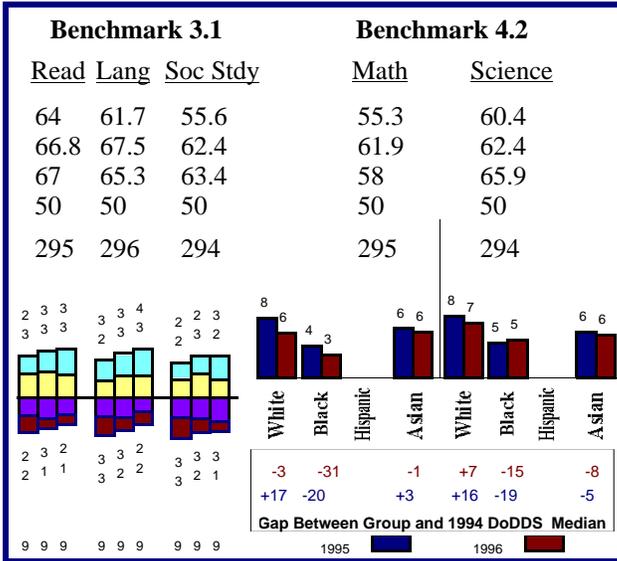
Goal 10: Organizational Development
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
Teachers were asked if they took part in any multi-lingual schhol-home communications as our school tends to have many non-English speaking constituencies. 34 teachers have utilized non-English communications, sending home announcements and presenting native language materials to parents. 60 teachers have shown an interest in pursuing such communication next year.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	75%	19%	4%
Math	69%	21%	7%
Science	59%	24%	7%
Social Studies	60%	25%	4%
School Communications	76%	20%	4%

Benchmark 10.8: Establish Technology for teachers and administrators
 Multi-media/computer, multi-media/non-computer and computer use for word processing exclusively have been widely used. Since School Improvement Plan Implementation, training, equipment acquisition and lab set-ups have been established within The Sullivans School. With additional training, an additional 22 teachers have committed themselves to lab usage for next year.

CTBS Test Results

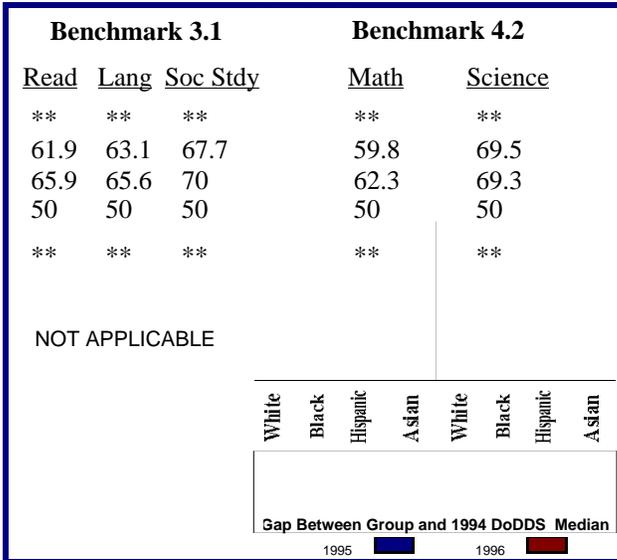
1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



Percent of Students in Each Quarter

Grade 11

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.

Sullivans ES
 PSC 473, BOX 96
 FPO AP 96349-0005

DSN Phone:
 243-7336

Commercial Phone:
 3117-43-7329

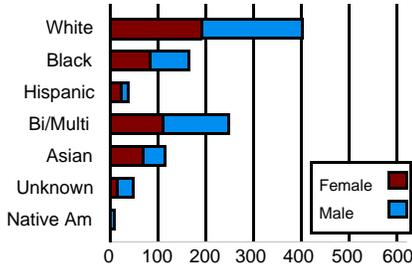
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
5	9	193	768	33%	45%	16%	5%	1%	
5	9	192	767.4	27%	56%	12%	5%	1%	
5	9	235	738.7	40%	45%	9%	4%	2%	



**Department of Defense Education Activity
Yokota (East) Elementary School (PK-6)
1995/96 School Profile
Joseph J. Carusell, Principal**

School Characteristics

Student Enrollment - 1,021



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	108	11%
K-8	TAG	140	14%
K-12	ESL	31	3%
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

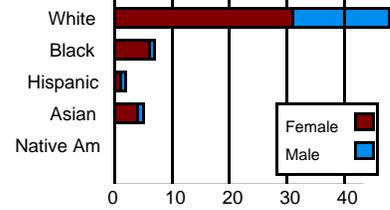
Grade	#
PreK	12
K	145
1	164
2	148
3	159
4	129
5	134
6	130
Total	1021

Sponsor's Affiliation	
Marine	<.5%
Army	2%
Navy	2%
Air Force	89%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	4
> 10	61

Mobility Rate
24% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	45
Special Education	6.5
Other Professionals	15

Teacher Education	
Degree	% Teachers
BA/BS	29%
MA/MS	68%
Doctorate	3%

Principal's Highlights

The School Improvement Plan at this school is noteworthy for the staff and parent leadership demonstrated throughout the planning, development and implementation of the Plan, the process methodologies utilized, and the Plan itself as an outcome product.

Full recognition for staff leadership needs to begin with the committee chair, Ron Becker, a third grade teacher at the school. Leadership recognition needs to also include Pat Saitama, first grade teacher; Rick Heimbach, ESL teacher; and Gary Watkins, fifth grade teacher. Parent leadership was highlighted as a result of the extensive involvement of Kelly Slear, PTSA liaison, and Susan Corbitt, SAC liaison. Our Command representatives, also parents, Mr. Pagulayan and Mr. Porter, brought extensive training to the Team. The dynamic, collaborative, and consistently cooperative efforts of the Team brought forth the very best efforts from the staff and the community in the completion of the Plan itself.

The process methodologies utilized resulted in a Plan that reflected the school's and the community's commitment to continuous educational program improvement. Cooperative staff-parent working groups, utilizing the Benchmarks as guides, analyzed programs, identified strengths and limitations and produced Action Plans that provided for specific direction, resource dedication and professional accountability.

**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.....

A language Arts committee was formed, and software is currently being inventoried for a list to be given to all teachers. As indicated in the Action Plans, a survey was conducted to find out the extent to which Daily Oral Language (DOL) and writing across the curriculum are being implemented. Results will be tabulated, and training and adjustments will be made in the fall.

Goal 4: Math And Science Achievement

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

SAC SIP Team Rep. chose interested parents at all grades to interview teachers on MathLand activities. They were published weekly in the school newsletter. A survey to collect data from stakeholders about awareness of math program is being conducted. A compilation of effective cooperative teaching strategies is being prepared and math software is being inventoried.

Goal 8: Parental Participation

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

The SAC SIP Team Rep. chose interested parents at each grade level to interview teachers on MathLand activities. These were published weekly in the school newsletter. A survey to collect data from stakeholders concerning their awareness of the math program is being conducted. A list maintained by office staff indicates an average of 10-15 volunteers assist in the school daily.

Goal 10: Organizational Development

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

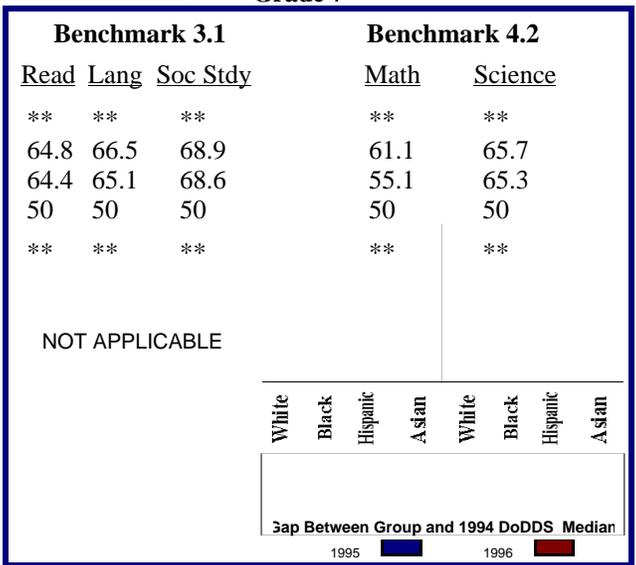
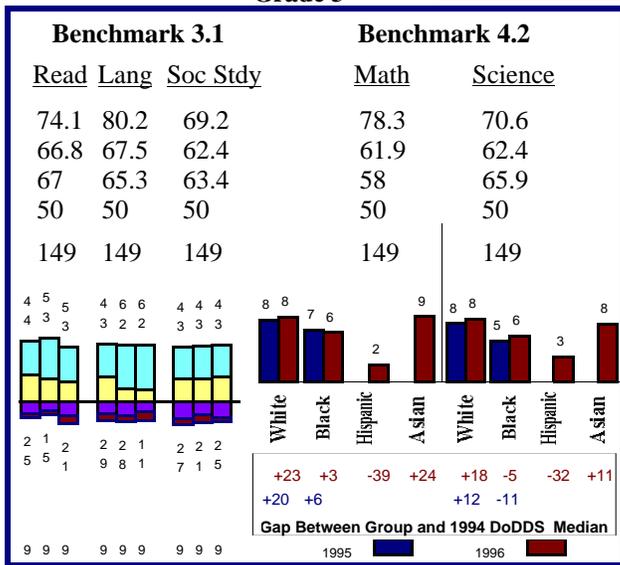
SAC SIP Team Rep. chose interested parents at all grades to interview teachers on Mathand activities. They were published weekly in the school newsletter. A survey to collect data from stakeholders about awareness of math program is being conducted. A public affairs liaison was chosen to develop and distribute schoolwide news releases throughout community.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	80%	14%	2%
Math	79%	13%	3%
Science	64%	20%	6%
Social Studies	65%	19%	5%
School Communications	86%	12%	1%

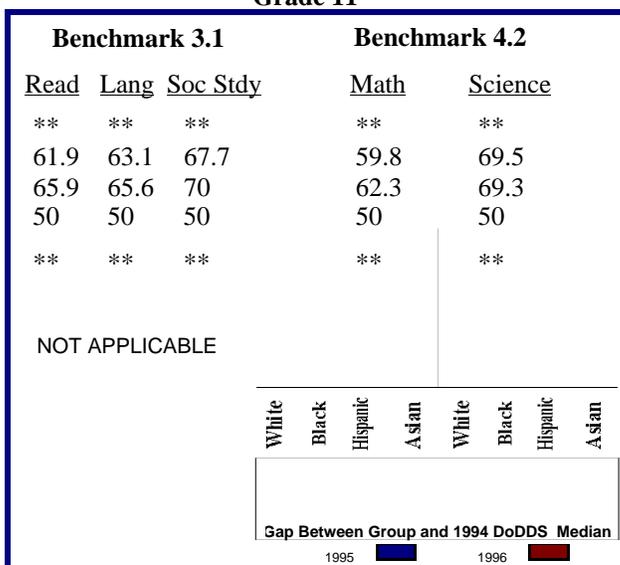
Benchmark 10.8: Establish Technology for teachers and administrators
 Software for math, language arts, and keyboarding is currently being inventoried for publication and distribution to all teachers. Pre- and post-surveys were conducted to see which staff used cc:Mail. All staff were entered into the world-wide DODDS cc:Mail directory, and training sessions for cc:Mail were held.

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.

Yokota East ES
DoDDS-P/J (YE)
UNIT 5072
APO AP 96328-5072

DSN Phone:
225-6939

Commercial Phone:
3117-55-5503

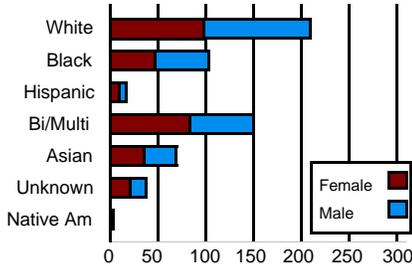
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	122	734.9	16%	48%	31%	3%	3%	
5	9	133	770.6	22%	68%	9%	2%	0%	
5	9	119	751.2	41%	45%	11%	1%	0%	



**Department of Defense Education Activity
Yokota (West) Elementary School (PK-6)
1995/96 School Profile
Sherry Templeton, Principal**

School Characteristics

Student Enrollment - 574



Grade Offered	Program	#	%
PK-12	Special Education	46	8%
K-8	TAG	44	8%
K-12	ESL	43	8%
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

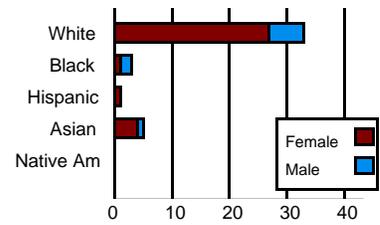
Grade	#
PreK	2
K	100
1	93
2	84
3	80
4	82
5	64
6	69
Total	574

Sponsor's Affiliation	
Marine	1%
Army	2%
Navy	2%
Air Force	85%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	6
7-10	0
> 10	33

Mobility Rate
40% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	27.5
Special Education	4.5
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

Principal's Highlights

Yokota West Elementary School on Yokota Air Base, Japan serves a diverse and highly transient student population. Nearly all new students attend Yokota West as they arrive and live off-base, and then many of these students move to the east side school as their families receive on-base housing. Parent communication and participation are key areas for us, and we benefit greatly from the many parents who participate as team members in school improvement workshops and activities. Their valuable insights and contributions have enriched all our plans of action.

YWES is deeply immersed in technology, and we are intensively involved in integrating the use of our extensive technological resources throughout our educational program.

Numerous exciting host nation activities at our school provide a unique cultural richness and support of diversity.

Our staff's commitment to inspiring and preparing all students to meet the academic, social, and vocational challenges of the 21st century makes Yokota West "A Great Place to Learn."

**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. Community/whole school integrated thematic units have been planned for SY 1996-1997. Successful units have resulted in entire community involvement and increased student learning. Media center programs provide technological and text support for the curriculum as well as assist in the development of technological research skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps. Thematic units utilizing math skills and technology have been designed for SY 96/97. Emphasis has been placed on problem solving, oral and written communication, flexibility and technology utilization in Mathematics. Baseline data utilizing 1996 CTBS scores has been established. Peer-teaching programs, math nights and study groups have been conducted.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership. A School Home Partnership Committee (SHP) has been established and a needs assessment of the community has been done. SHP will focus on parents as co-teachers, and co-learners. Parent participation is an integral component of the thematic units for SY 96/97. Parents support student learning by volunteering and by serving as members of SAC, SIT, Booster Club and school committees.

Goal 10: Organizational Development

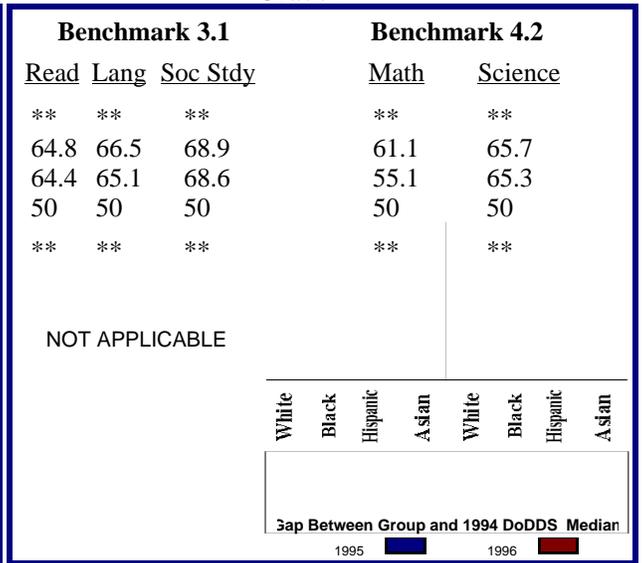
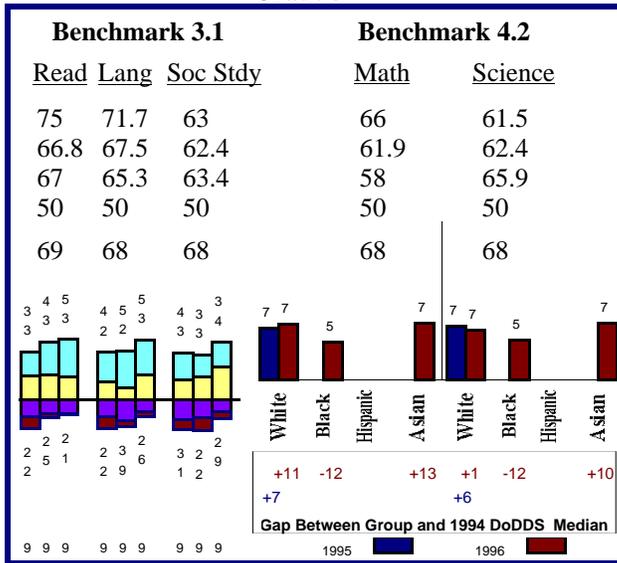
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies. As part of the registration process, parents of new students are surveyed as to the effectiveness of information provided about the school, its programs, and student responsibilities. An informational presentation video completed in November 1996 is available for community check out. An interactive Web Page presentation highlighting the school's programs is being designed.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	71%	19%	5%
Math	73%	19%	3%
Science	60%	21%	4%
Social Studies	57%	25%	2%
School Communications	76%	16%	8%

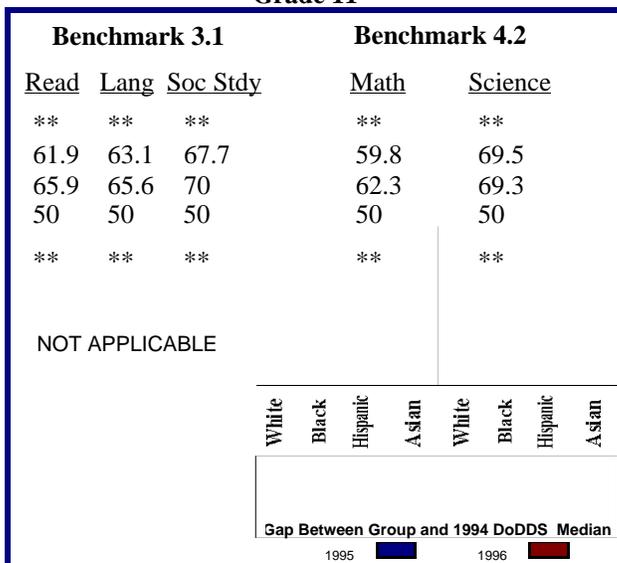
Benchmark 10.8: Establish Technology for teachers and administrators
 A March 1996 technology needs assessment survey identified priorities. A computer in-service on word processing and supportive instructional software was held in Fall 1996. A baseline survey of student computer utilization was conducted in October 1996. Telecommunications stations were created.

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
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Verbal Avg Score	1994	N/A	421	430	423
	1995	N/A	430	435	428

Notes

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Yokota West ES
DoDDS-P/J (YW)
UNIT 5072
APO AE 96328-5072

DSN Phone:
225-8898

Commercial Phone:
3117-55-7611

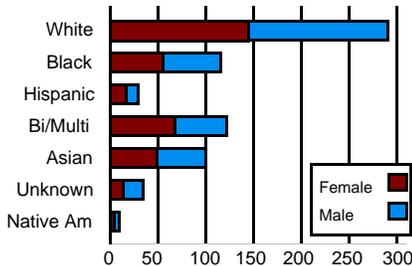
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	66	772.6	29%	49%	17%	6%	0%	
5	9	74	751	12%	69%	19%	0%	0%	
5	9	55	782.6	53%	40%	7%	0%	0%	



Department of Defense Education Activity
Yokota High School (7-12)
1995/96 School Profile
Edward Davies, Principal

School Characteristics

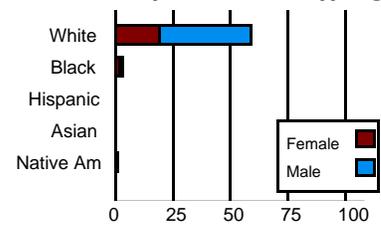
Student Enrollment - 701



Grade	#
7	159
8	171
9	128
10	86
11	93
12	64
Total	701

Sponsor's Affiliation	%
Marine	1%
Army	2%
Navy	2%
Air Force	80%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	36	5%
K-8	TAG	N/A	N/A
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	63	
AP Courses Offered		4	
Students Taking AP Courses		51	32%

Teacher Experience	
Years	Teachers
New	0
1-3	8
4-6	3
7-10	3
> 10	44

Mobility Rate
24% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	47
Special Education	3
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	27%
MA/MS	73%
Doctorate	0%

Principal's Highlights

The after-school (8th period) study hall was highly successful. 53% of the participants maintained or raised their GPA.

The revision of the students' course selections process resulted in greater parent involvement in academic and career planning.

Spring 1996 CTBS scores are the highest since 1991. The scores are a validation of students' commitment to excellence. Parents are pleased that their perceptions of student achievement are realistic.

The special education program's staff's one-on-one tutoring of their clients and other seniors insured the graduation of those students.

The AVID program has completed its third school year. A charter student will enter the school's first grade eleven AVID class in August 1996.

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.....
 Lang Arts: (1) Team recommended use Daily Oral Language (2) Half day teacher in-service re: DOL awareness (3) English Department in-service (4) Implemented DOL fourth quarter in eighth grade English classes. Daily Oral Language Program began in grade eight; grades 7-12 committed for SY96-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
 Students who achieved C- or below were given an achievement contract. Students who were under an achievement contract were expected to attend after school tutoring sessions. After-school study hall for low achieving students began second semester SY95-96; committed for SY96-97.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnerships.....
 A school/home communication plan has been established. The YHS Booster Club emphasized SIP activities. Parents become actively involved in the students' course selection process. Revision of students' course selections to include parents in planning and initiation phases.

Goal 10: Organizational Development

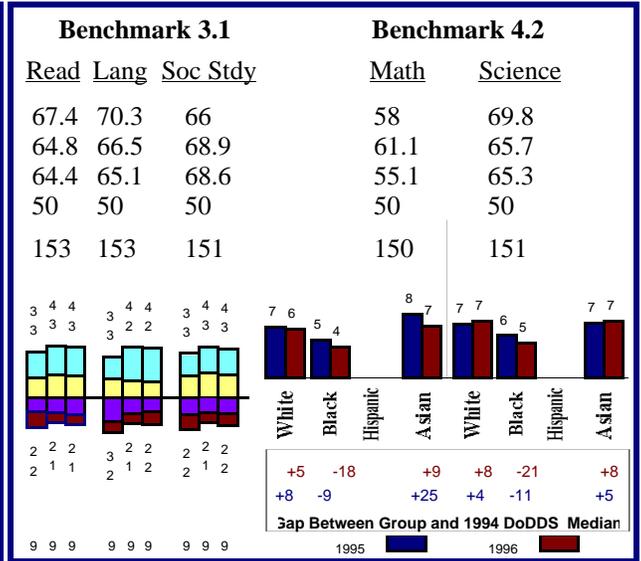
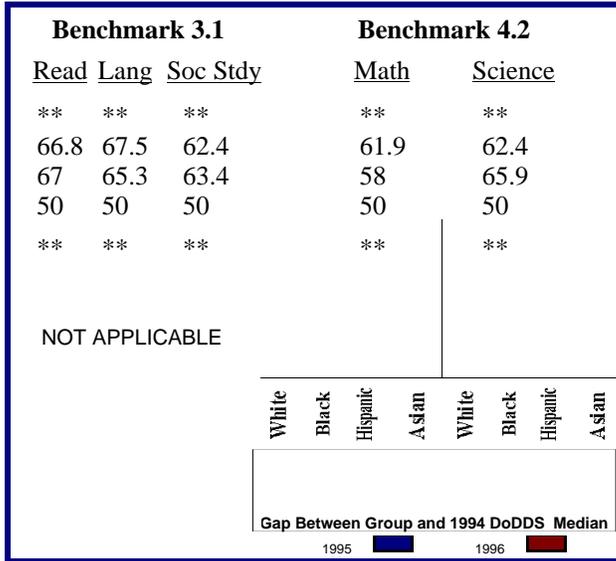
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
 A monthly newsletter was mailed to parents. Local media sources were utilized. Students produced a program for the community television channel.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	71%	23%	6%
Math	71%	22%	7%
Science	71%	24%	5%
Social Studies	65%	24%	9%
School Communications	76%	21%	4%

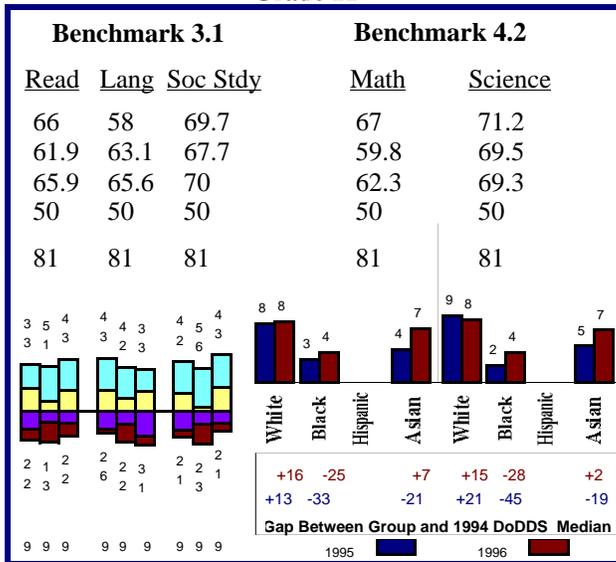
Benchmark 10.8: Establish Technology for teachers and administrators
Technology training for teachers and administrators occurred.

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	81%	67%	66%	42%
	1995	85%	52%	64%	41%
Math Avg Score	1994	443	471	472	479
	1995	463	480	480	482
Verbal Avg Score	1994	414	421	430	423
	1995	408	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.

Yokota HS
DoDDS-P/J (YH)
UNIT 5072
APO AP 96328-5072

DSN Phone:
225-7120

Commercial Phone:
3117-55-7018

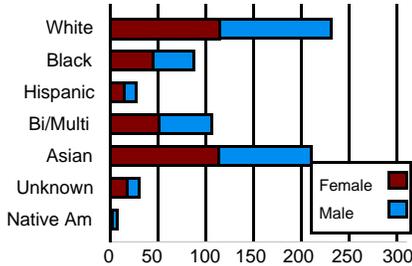
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	125	782.3	29%	42%	14%	15	0%
8	9	105	706.5	22%	14%	35%	24	5%
8	9	153	771.5	20%	44%	24%	10	1%
10	9	82	730.4	21%	24%	27%	23	4%
10	9	83	773.9	19%	36%	24%	19	1%
10	9	84	793.4	26%	42%	24%	8	0%



**Department of Defense Education Activity
Zama Junior High/High School (7-12)
1995/96 School Profile
Susan Burdick, Principal**

School Characteristics

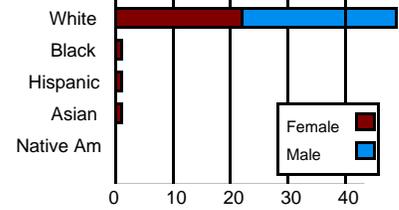
Student Enrollment - 698



Grade	#
7	146
8	148
9	136
10	116
11	84
12	68
Total	698

Sponsor's Affiliation	
Marine	<.5%
Army	26%
Navy	42%
Air Force	1%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	29%
Non-US Civilians	2%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	20	3%
K-8	TAG	0	0%
K-12	ESL	23	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	27	
AP Courses Offered		4	
Students Taking AP Courses		97	63%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	1
7-10	3
> 10	58

Mobility Rate
23% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	46
Special Education	2.5
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	60%
Doctorate	0%

Principal's Highlights

ZAHS located at Camp Zama, Japan serves 700 students from Navy and Army families. Our diverse student body in grades 7-12 is 35% bilingual. Both advanced placement (AP) and honors courses are offered in English, Calculus I & II, Government, US History, Art, Physics and Computer Science. Seventy-seven percent of our graduates enter college. Five levels of world languages are offered in Japanese, Spanish, and French. AVID, Inclusion, and the middle school are new programs. The SIP receives excellent support by the PTO, parents and the community through co-teaching, mentoring, co-advising, and coaching.

**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
Considering the needs of our multi-lingual and ESL students, vocabulary and spelling are emphasized through the Word of the Day and Curriculum Embedded Vocabulary Programs. Parents and teachers serve as co-teachers in the program implementation phase. Pre/post locally developed assessments will assist us in analyzing the effectiveness of the program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
The Math Problem of the Day, presented by the upper level math students, is targeted to reduce the gap between low and high achieving students. Special training for math teachers has been provided to enhance pedagogical skills ensuring success for low achievers. Diversity training for the entire staff has been scheduled to enhance awareness and sensitive.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
Parent and community involvement are encouraged through co-teaching the Word of the Day Program. Co-decision making and co-advising opportunities have been strengthened through the School Advisory Committee's review of policies, school volunteers and the community's Adopted a School Program.

Goal 10: Organizational Development

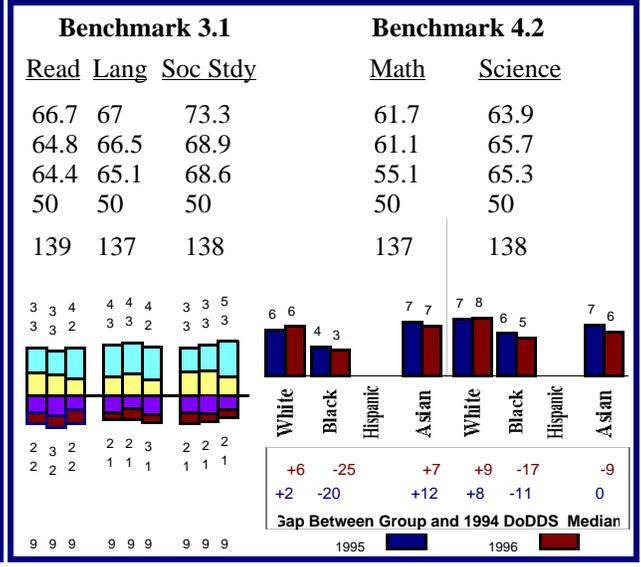
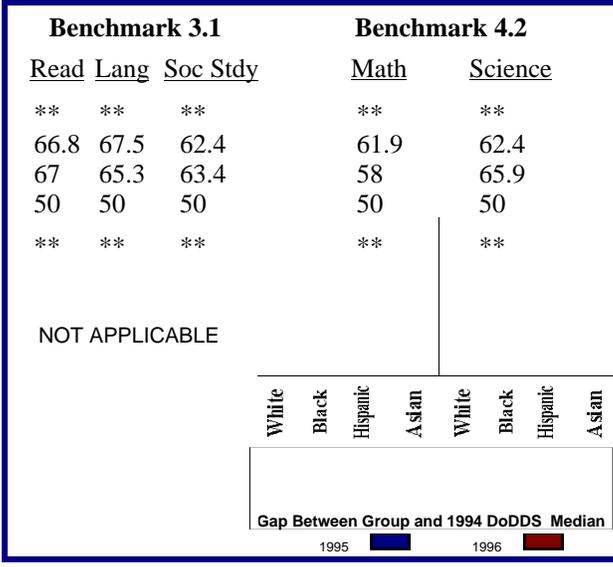
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies
Communication among the faculty, community, home and school has been enhanced by including parents and students in all facets of the SIP training and programmatic activities. Community briefings, bulletins, newspapers, the local TV information channel, and the school newsletter feedback forms have enhanced communication.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	72%	22%	6%
Math	64%	25%	10%
Science	62%	29%	9%
Social Studies	62%	28%	10%
School Communications	61%	32%	6%

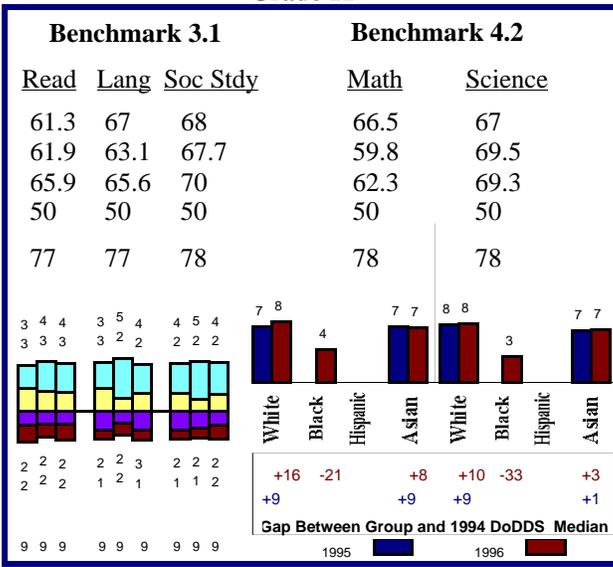
Benchmark 10.8: Establish Technology for teachers and administrators
 The Integrate Program is being utilized by the entire staff to generate quarterly report cards and interim progress reports to parents. Training in the use of cc-Mail, the internet, and the incorporation of technology as a tool in learning is planned for the spring. A cadre of teachers is exploring interdisciplinary approaches to the use of technology in the learning process.

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
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Math Avg Score	1994	473	471	472	479
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Zama HS
USA GARRISON, HONSU
APO AP 96343-0005

DSN Phone:
263-4040

Commercial Phone:
3117-63-3181

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	124	766.2	27%	40%	16%	16	1%
8	9	142	750.3	31%	13%	31%	25	1%
8	9	116	766.1	19%	33%	39%	10	0%
10	9	94	818.6	42%	28%	28%	3%	0%
10	9	94	771.4	20%	38%	22%	17	2%
10	9	97	772.7	18%	36%	36%	10	0%