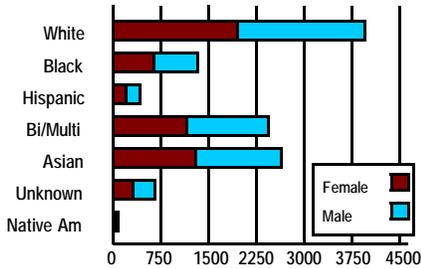


**Department of Defense Education Activity
Japan District
1996/97 Profile
Margaret Rach, Superintendent**

District Characteristics

Student Enrollment - 11,341



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

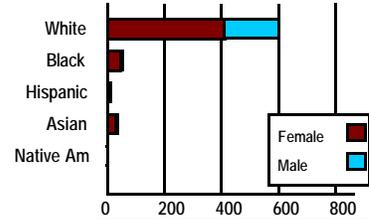
Grade	#
PreK	295
K	1199
1	1230
2	1205
3	1114
4	1079
5	925
6	867
7	824
8	717
9	654
10	512
11	390
12	330
Total	11341

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

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

Mobility Rate
29% Per Year

Professional Staffing



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

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

Superintendent's Highlights

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

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

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

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

Goal 3: Student Achievement And Citizenship

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

Goal 4: Math And Science Achievement

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

Goal 10: Organizational Development

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

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

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

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

Goal 8: Parental Participation

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

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

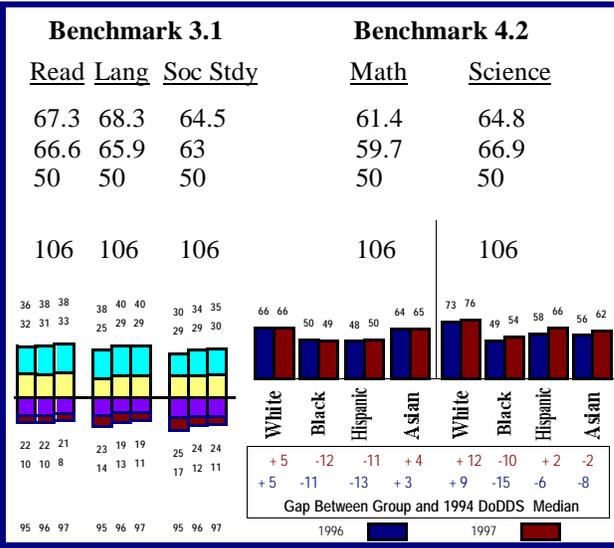
Standardized Test Results

Grade 3

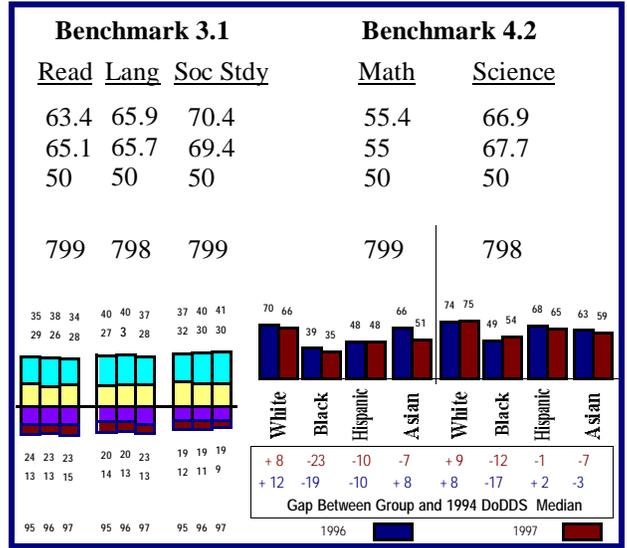
1997
Median
Percentiles
for: District
DoDDS
Nation

Students

Percent of
Students
in Each
Quarter



Grade 7

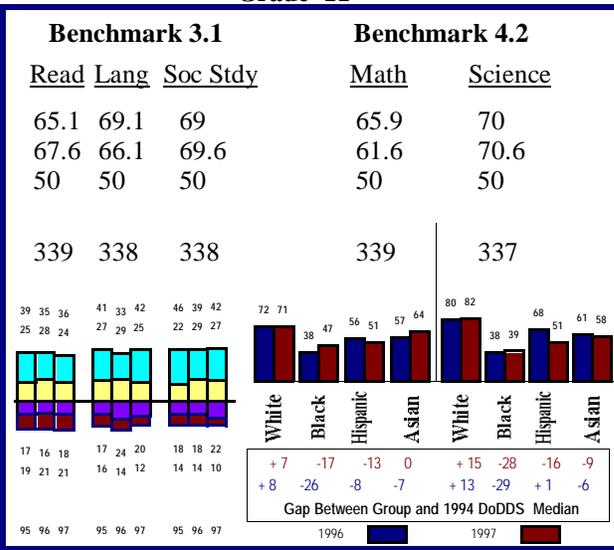


Grade 11

1997
Median
Percentiles
for: District
DoDDS
Nation

Students

Percent of
Students
in Each
Quarter



SAT Results

	District	DoDDS	Nation
% Participating	96	59%	62%
	97	66%	63%
Math Avg Score	96	515	508
	97	494	511
Verbal Avg Score	96	523	505
	97	499	515

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Pacific

Attn: Margaret Rach

Unit 5072

APO AP 96328-5072

DSN Phone: 225-3940

Fax Number: 81-425-30-1402

Commercial Phone:

81-425-52-2511-3940

DoDEA Writing Assessment

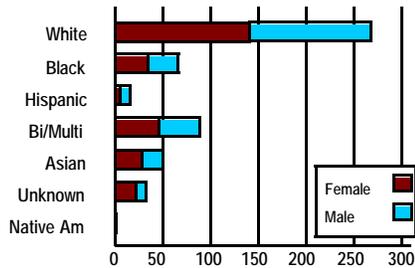
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	909	756.4	741.1	22%	58%	14%	6%	0%
5	96	881	746.0	741.9	37%	50%	10%	2%	1%
5	97	857	729.8	734.5	33%	53%	7%	4%	2%
8	95	621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



**Department of Defense Education Activity
Cummings Elementary School (K-6)
1996/97 School Profile
Ruth Morgan, Principal**

School Characteristics

Student Enrollment - 521



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	36	7%
K-8	TAG	50	10%
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

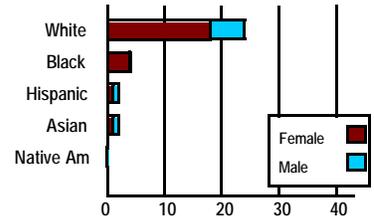
Grade	#
K	96
1	92
2	76
3	83
4	64
5	52
6	58
Total	521

Sponsor Affiliation	
Marine	1%
Army	<.5%
Navy	16%
Air Force	80%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	4
> 10	28

Mobility Rate
24% Per Year

Professional Staffing



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

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

Principal's Highlights

Cummings Elementary School has achieved major success in the implementation of the school improvement process strategies and interventions. The North Central Association visit this past April affirmed our strong sense of achievement for our well defined goals.

School Wide Reading, conducted for twenty minutes of each day, was endorsed by both the parent and student community, and end of the year surveys reveal a desire to continue the practice next year.

One of our most effective improvements was the journal writing in the math content area, Kindergarten through sixth grade. Cummings staff members provided the foundation for local inservice training. Their expertise was also requested by the district office for other district schools. Training in the technology field also continued every week, with many educators greatly improving their proficiency in computer usage.

The PTO was very effective and will be a strong link with the school in partnership.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
School wide reading was implemented this year. Grade levels reached consensus regarding definition and length of time. Throughout the year Administration and specialists read in classrooms along with students. Student attitude surveys and comprehension tests were part of our assessment. Results, more kids reading and reading longer!

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..
Math journals and collaborative learning have been our focus. Students in all grades, K-6 took journals home by the last quarter. Parents have been enthusiastic and like the contact math journals provide. Throughout the year we have had both in-services and "strategy of the month" cooperative methods. Results, students' assessment scores are up!

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
We are continuing to alternate between school wide staff meetings and grade level/specialists meetings. Minutes of these meetings are included in the SIP document. Everyone on the staff is using cc:Mail and committees are beginning to use it as a means of sharing information, minutes, and agendas. Results, open lines of communication, sharing, collaborating.

Benchmark 10.8: Establish Technology for teachers and administrators.....
One-on-one training has been available throughout the year during the duty day and has been enthusiastically received. The complex has continued to provide training during the duty day, on weekends, and as part of in-service days. We have a pro-active Technology Committee. Next year our focus will shift to students and technology.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.80	3.70
Co-Supporters	3.7	3.42	3.31
Co-Learners	3.5	3.01	3.00
Co-Teachers	3.2	3.34	3.31
Co-Advisors	3.5	3.17	3.17

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

Goal 8: Parental Participation

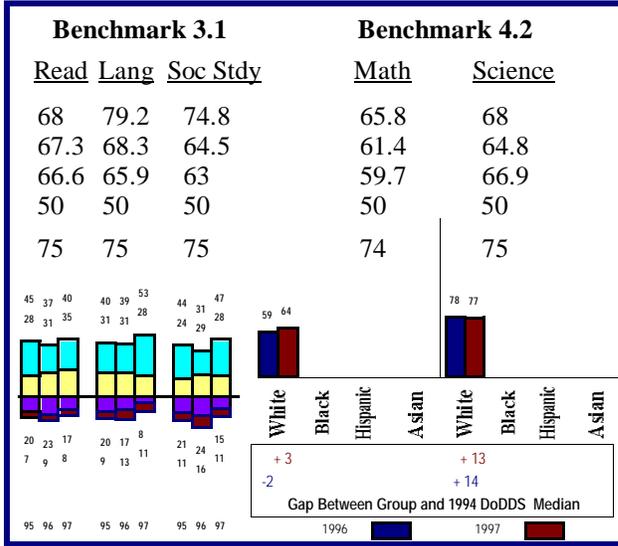
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Family Math Nights for all grade levels, Turnoff TV Week and a parent/teacher resource room are some of the things we have been working on. The PTO has worked closely with the SIP team. Results, PTO and the school have sponsored joint projects supporting our benchmarks. These include a month long reading celebration and informative parent meetings.

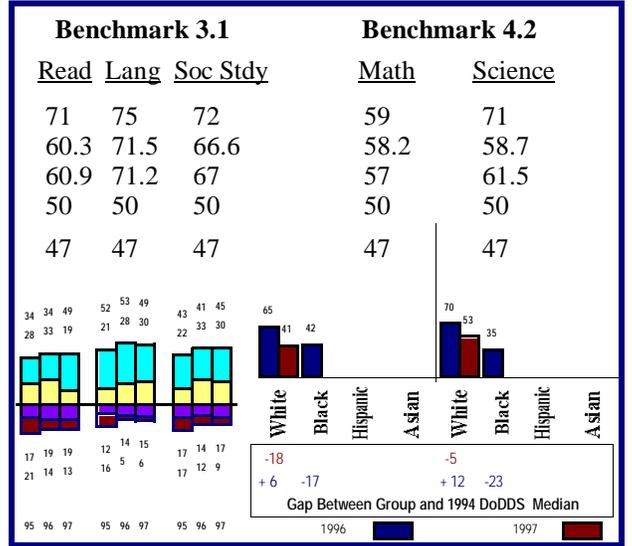
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

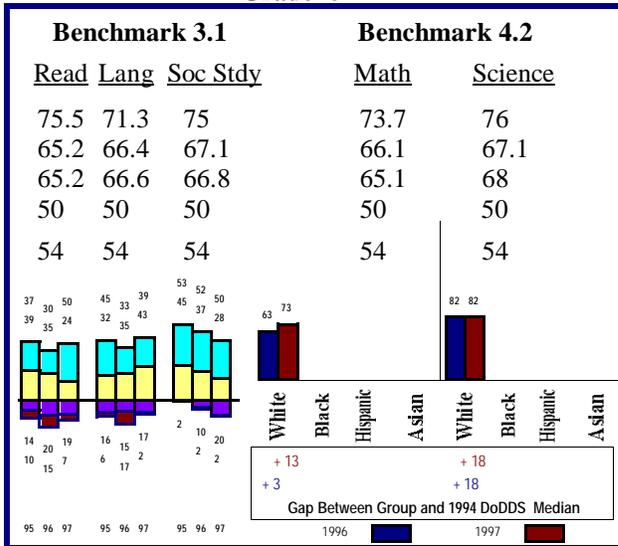


Grade 5



Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

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

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
UNIT 5039
APO AP 96319-5039

DSN Phone: 226-2647
Fax Number: 81-3117-62-5110
Commercial Phone:
81-3117-66-2647

DoDEA Writing Assessment

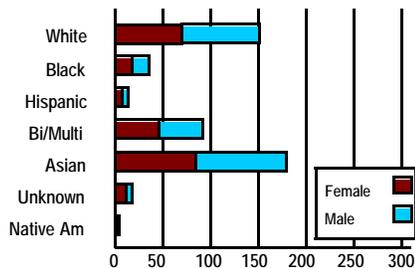
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	53	731.7	741.1	17%	62%	11%	8%	0%
5	96	64	764.2	741.9	44%	50%	6%	0%	0%
5	97	45	747	734.5	40%	53%	0%	7%	0%



Department of Defense Education Activity
Ernest J. King Elementary/High School (PK-12)
1996/97 School Profile
Sara Porter, Principal

School Characteristics

Student Enrollment - 490



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	38	8%
K-8	TAG	39	11%
K-12	ESL	19	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		2	
Students Taking AP Courses		1	2%

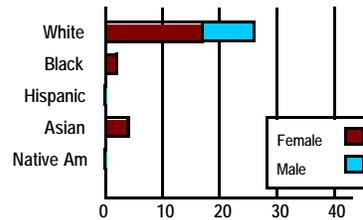
Grade	#
PreK	6
K	29
1	38
2	34
3	32
4	36
5	34
6	27
7	67
8	49
9	48
10	46
11	31
12	13
Total	490

Sponsor Affiliation	
Marine	3%
Army	<.5%
Navy	86%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	6
7-10	4
> 10	21

Mobility Rate
43% Per Year

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	50%
Doctorate	3%

Principal's Highlights

E. J. King School is a kindergarten through twelfth grade unit school of 490 students located on a U. S. Navy Base in Sasebo City, Nagasaki prefecture, Japan. A new three story facility was just completed providing additional classroom, laboratory, and library space to keep up with the rapid population growth of the past four years.

The student body is ethnically and culturally diverse. An unusually close relationship exists among the students and between them and the 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 senior class over the past 4 years receiving acceptances from well known and selective colleges.

Parent and community involvement are a particular strength of the school. Personnel from several organizations and home ported ships have established a close relationship with our school and students. Well over 100 parent and community volunteers are recognized at our school each year.

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

Goal 3: Student Achievement And Citizenship

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

An improvement in student grades in writing has been seen across grade levels due to the emphasis on writing in all subject areas, particularly math and social studies. The elementary inservice on portfolios increased teacher confidence in their use.

Goal 4: Math And Science Achievement

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

An extensive survey of students at all grade levels was written and given concerning attitudes of teachers toward students and students toward science, math computer use, and making presentations. The surveys are being analyzed for gender trends.

Goal 10: Organizational Development

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

The focus on communication has been that between teachers and parents in regard to student assignment and homework completion. In addition to items in B. 8.1, teachers have increased the number of parent conferences and calls home.

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

Student access to computers has improved with the reorganization of the school facilities. For the high school, the business lab remains open 3 nights a week for increased usage from all subject areas.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.80	3.70
Co-Supporters	3.6	3.42	3.31
Co-Learners	3.0	3.01	3.00
Co-Teachers	3.6	3.34	3.31
Co-Advisors	3.1	3.17	3.17

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

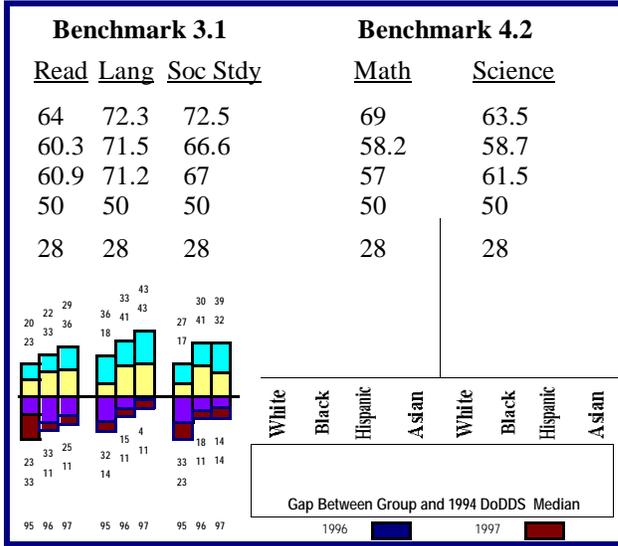
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership..... Portfolios, "Friday folders", and homework folders have been developed and used to increase parent awareness of scholastic needs. The completion rate of assignments and homework has increased across the school.

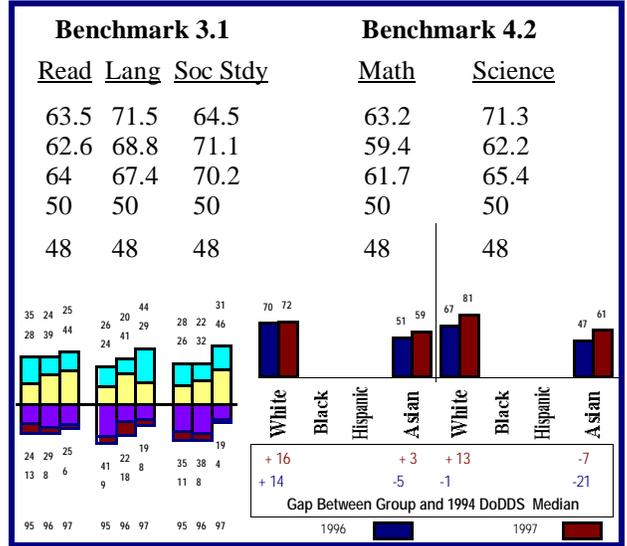
Standardized Test Results

Grade 5

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

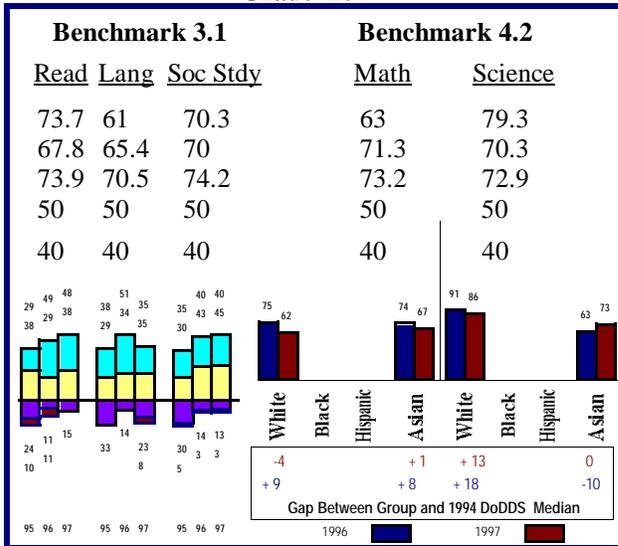


Grade 8



Grade 10

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	96: 17%	59%	62%	41%
	97: 31%	66%	63%	41%
Math Avg Score	96: NA	515	506	508
	97: 510	494	505	511
Verbal Avg Score	96: NA	523	518	505
	97: 490	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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

DSN Phone: 252-3356/3600
Fax Number: 81-956-23-6276
Commercial Phone:
81-6111-52-3600

DoDEA Writing Assessment

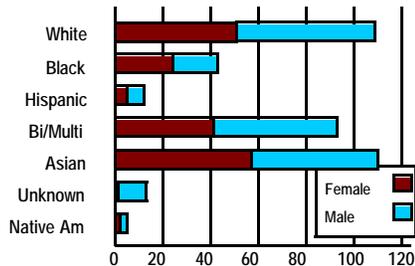
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	36	699.5	741.1	3%	47%	31%	19%	0%
5	96	27	722.4	741.9	19%	67%	15%	0%	0%
5	97	29	680.6	734.5	28%	52%	7%	7%	7%
8	95	45	759.2	767.6	53%	11%	22%	7%	7%
8	96	51	786.7	770	24%	45%	26%	6%	0%
8	97	50	694.9	689	36%	46%	14%	2%	2%
10	95	21	825.5	792.8	24%	67%	5%	5%	0%
10	96	32	805.5	798.9	22%	59%	19%	0%	0%
10	97	39	719.9	711.6	44%	38%	15%	3%	0%



**Department of Defense Education Activity
 Jack W. Darby Elementary School (PK-6)
 1996/97 School Profile
 Mary Simmons, Principal**

School Characteristics

Student Enrollment - 380



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	35	9%
K-8	TAG	56	16%
K-12	ESL	30	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

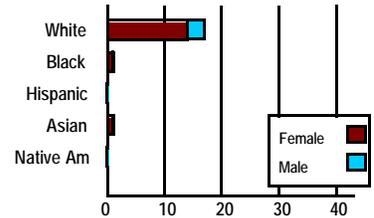
Grade	#
PreK	23
K	55
1	62
2	51
3	53
4	48
5	53
6	35
Total	380

Sponsor Affiliation	
Marine	6%
Army	5%
Navy	6%
Air Force	7%
Coast Guard	7%
Non-US Military	4%
US Civilians	50%
Non-US Civilians	15%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	4
7-10	2
> 10	16

**Mobility Rate
40% Per Year**

Professional Staffing



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

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

Some special programs at Darby include Dolphin Pride Awards and Interactive Homework. For Dolphin Pride Awards every teacher in the school nominates a child for special recognition each month. The reasons for recognition vary as much as the children, however they all include the qualities that we value in students at Darby. Each selected student has their picture posted on a special bulletin board and a letter sent to their parents. Interactive Homework was started this year to involve parents as co-teachers. Each teacher develops one homework assignment per month that can be done cooperatively with a parent. The parents responded very positively to this program.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
 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 the use of math journals and cooperative learning. We have also compiled, analyzed and compared CTBS scores for the last three school years.

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.

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. Teachers and parents are working to increase student computer contact time as well as their own. Training has been conducted for the staff and interested parents on the Apple, IBM, and MAC computers.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.80	3.70
Co-Supporters	3.9	3.42	3.31
Co-Learners	3.5	3.01	3.00
Co-Teachers	3.4	3.34	3.31
Co-Advisors	3.9	3.17	3.17

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

Goal 8: Parental Participation

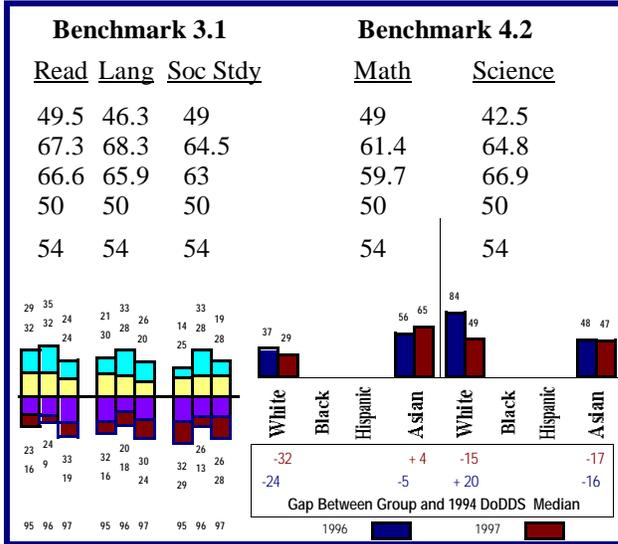
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

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.

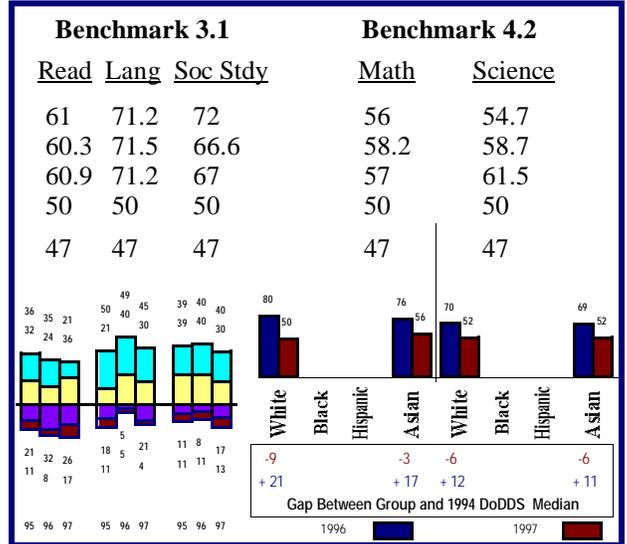
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

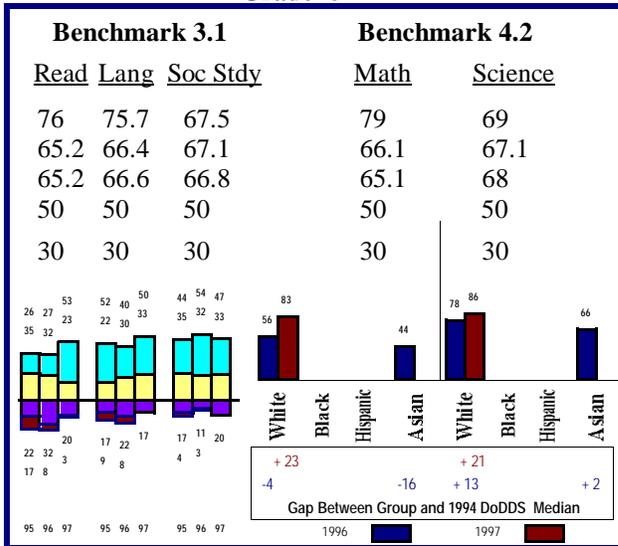


Grade 5



Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

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

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.

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DoDEA Writing Assessment

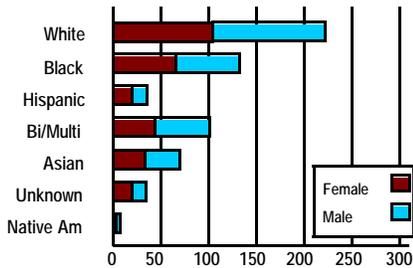
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	28	775.4	741.1	21%	68%	11%	0%	0%
5	96	33	783.1	741.9	49%	49%	3%	0%	0%
5	97	45	776.3	734.5	47%	47%	4%	2%	0%



**Department of Defense Education Activity
John O. Arnn Elementary School (PK-6)
1996/97 School Profile
Hattie Phipps, Principal**

School Characteristics

Student Enrollment - 600



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	72	12%
K-8	TAG	67	13%
K-12	ESL	32	6%
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

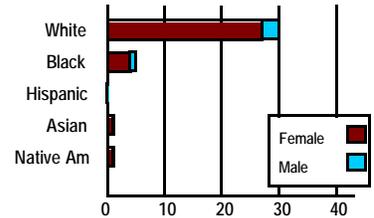
Grade	#
PreK	80
K	78
1	89
2	78
3	73
4	66
5	58
6	78
Total	600

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

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	0
7-10	4
> 10	36

**Mobility Rate
28% 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	50%
MA/MS	47%
Doctorate	3%

Principal's Highlights

Arnn has established Benchmark committees, headed by a chairperson to assist in monitoring our SIP. These chairs have met on a weekly basis with the School Improvement Team to monitor the action plans and student progress.

The North Central Accreditation Team visited our school this year. They were most impressed with our implementation of the School Improvement Plan as well as the professionalism of the staff and the close working relationship with parents and community.

In addition to the many parents that come into the school each day to help teachers and students, we also have high school students and community members tutoring students in math before and after school hours. One of our most successful programs, The Independent Reading Program, relies heavily on volunteers.

Our school has recently been recognized by the Getty Institute for the Arts. A banner that was designed and made by our sixth graders will be flown at the opening of the Getty Center in Los Angeles on November 14-16, 1997.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
We focused on Language Arts, specifically to increase proficiency in spelling through the use of a spelling program. We administered a pre and post spelling test and writing sample. All grade level scores increased in the post tests. We will continue to use the adopted spelling program and expand our focus to written expression through the writing process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
Our major strategy this year was the use of tutors to support students struggling with math concepts and applications. The target group improved their scores on the post test by more than 10%. All students increased their scores by more than 10%. Disaggregated CTBS data has not arrived, so we are unable to determine the impact on the CTBS achievement gap.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
A bi-weekly school newsletter was mailed to all parents, commanders, and many of the units on base. The newsletters contained information about our SIP progress, upcoming events, various school programs, curriculum issues and other news. Also included was a self addressed comments page, enabling parents to respond to the school.

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

Training was offered to teachers in the use of computers and software to enhance instruction through Hyperstudio, Microsoft Word, and general computer skills. We had a goal of 15% of faculty will attend at least one session. We had close to 50% of the staff attending at least one session.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.80	3.70
Co-Supporters	3.3	3.42	3.31
Co-Learners	2.6	3.01	3.00
Co-Teachers	3.6	3.34	3.31
Co-Advisors	3.0	3.17	3.17

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

Goal 8: Parental Participation

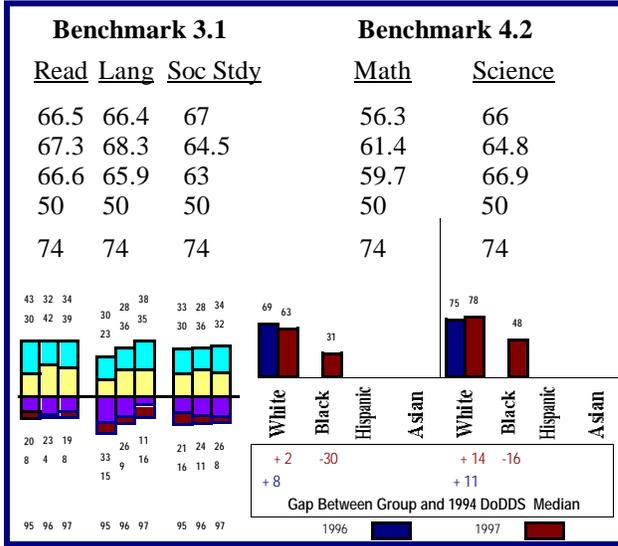
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

One strategy was to share student information through the use of routine two way communication. Parent and teacher surveys showed that 90% of teachers stated that they use a form of two way communication and 58% of parents stated that there is two way communication between school and home.

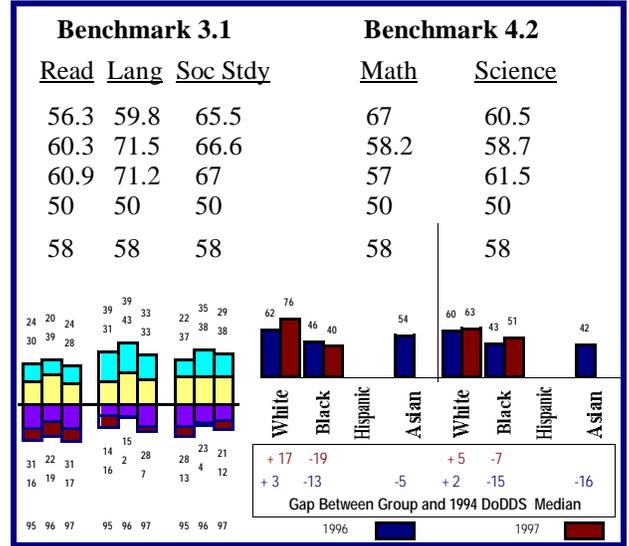
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

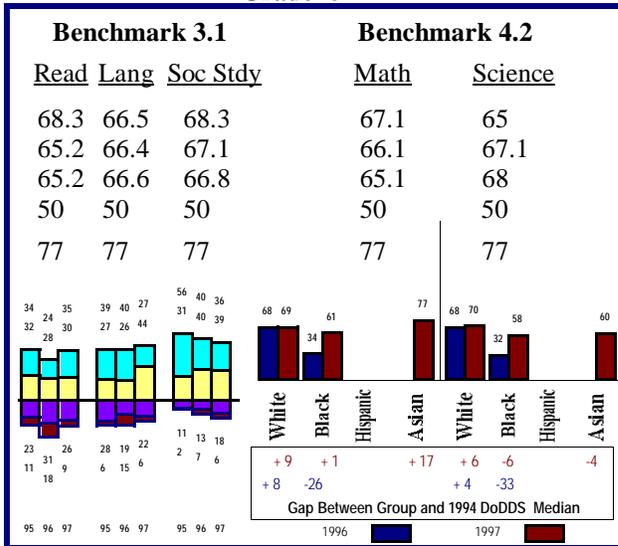


Grade 5



Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

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

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.

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DoDEA Writing Assessment

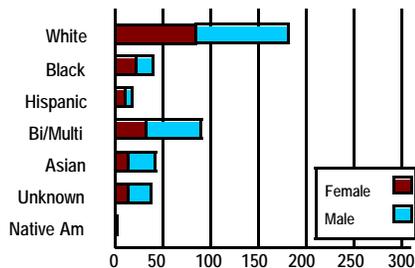
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	77	766.6	741.1	33%	47%	12%	9%	0%
5	96	83	760.6	741.9	42%	47%	11%	0%	0%
5	97	54	736.6	734.5	30%	56%	11%	2%	2%



**Department of Defense Education Activity
Matthew C. Perry Elementary School (PK-6)
1996/97 School Profile
Susan H. Jackson, Principal**

School Characteristics

Student Enrollment - 409



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	40	10%
K-8	TAG	56	14%
K-12	ESL	28	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

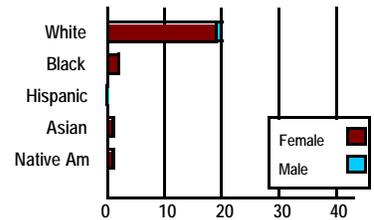
Grade	#
PreK	11
K	53
1	60
2	57
3	62
4	65
5	55
6	46
Total	409

Sponsor Affiliation	
Marine	71%
Army	1%
Navy	20%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	4
7-10	3
> 10	21

**Mobility Rate
38% 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	44%
MA/MS	56%
Doctorate	0%

Principal's Highlights

Matthew C. Perry Elementary is a Pre-K - 6 school located on Iwakuni Marine Corps Air Station, on the southern end of Honshu. The elementary facilities consist of a new multi-purpose room/ gym, a new two story addition and an older classroom building. The attached high school houses the media center and art room.

Parents are encouraged to participate through School-Home Partnership, the School Advisory Committee, the Parent Teacher Organization and as classroom volunteers. In addition, each classroom has been adopted by a military or community agency for additional support.

In the spring of 1997, MC Perry Elementary and High School were selected as a testbed site for the Presidential Technology Initiative. This initiative will assist teachers in integrating technology into the curriculum.

MC Perry Elementary is Building Lifelong Learners where students are encouraged to achieve to their maximum potential in academic, emotional, physical and social development.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
Daily Oral Language, a language mechanics program by Houghton Mifflin, has been implemented in grades 1-6. Baseline data and skilled tests were conducted three times a year indicating improvement. Writing across the curriculum has been emphasized in science and math. The students have celebrated writing by holding authors' teas and publishing books.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..
Baseline data and skilled tests were conducted three times a year indicating a success in the teaching of problem solving techniques. Technology usage increased both in the classroom and in the computer lab. Staff training throughout the year was provided to widen knowledge of available software.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
News spots on FEN, updates at PTO, monthly SAC meetings, and the school monthly newsletters are used to inform the community about important school activities. Programs such as Adopt-a-School and School-Home Partnership have brought parents, children, and school staff together.

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

M.C. Perry has been chosen as a testbed site for the DoD Presidential Technology Initiative. Staff received MS Office training throughout the school year and will continue with various computer training this summer.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.80	3.70
Co-Supporters	3.6	3.42	3.31
Co-Learners	2.7	3.01	3.00
Co-Teachers	3.0	3.34	3.31
Co-Advisors	3.3	3.17	3.17

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

Goal 8: Parental Participation

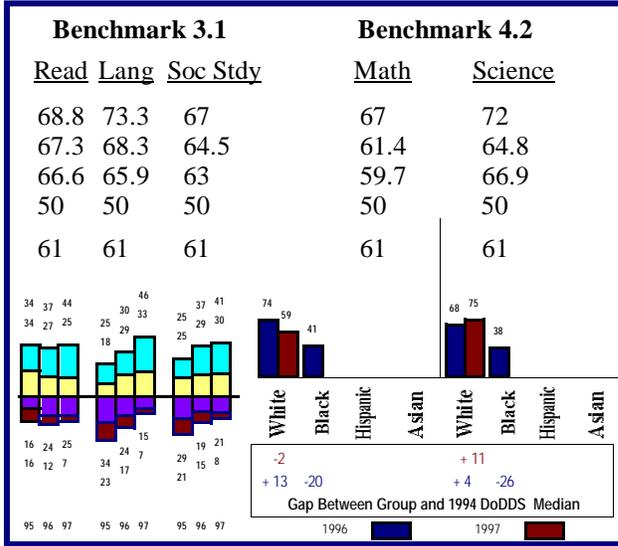
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Efforts have been made to expand our school home partnerships this year. Adopt-a-School and Red Cross volunteers have provided many hours of classroom support not only in the classroom but also on field trips and in the computer lab. Existing programs such as the Sammy Samurai Reading program have been continued.

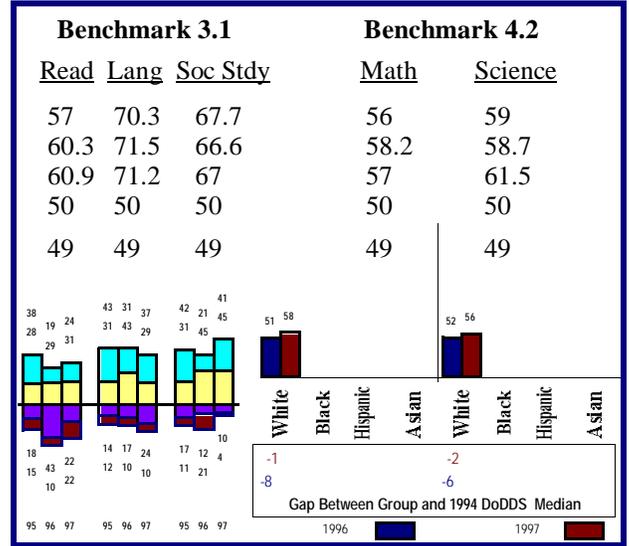
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

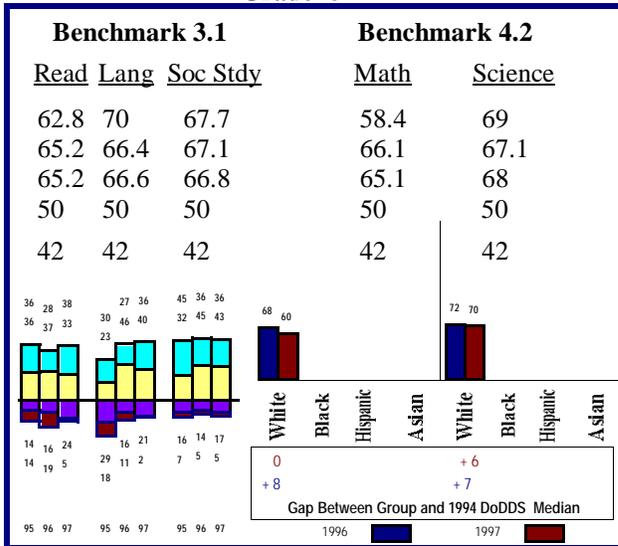


Grade 5



Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

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

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.

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DoDEA Writing Assessment

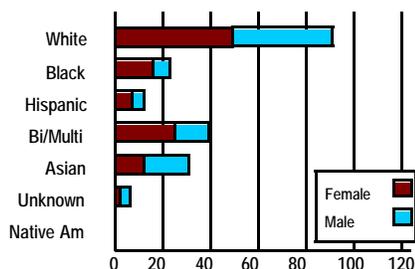
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	58	724.9	741.1	17%	45%	28%	9%	0%
5	96	49	737.1	741.9	25%	63%	8%	4%	0%
5	97	56	709.9	734.5	16%	61%	20%	4%	0%



**Department of Defense Education Activity
Matthew C. Perry Junior High/High School (7-12)
1996/97 School Profile
Sandra DiQuinzio, Principal**

School Characteristics

Student Enrollment - 202



Grade Offered	Program	#	%
PK-12	Special Education	5	2%
K-8	TAG	8	9%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		3	
Students Taking AP Courses		19	44%

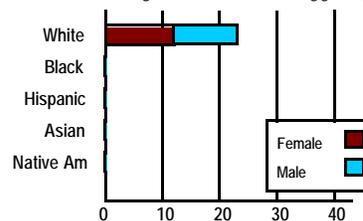
Grade	#
7	48
8	42
9	38
10	31
11	24
12	19
Total	202

Sponsor Affiliation	
Marine	69%
Army	1%
Navy	14%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	2
> 10	20

**Mobility Rate
38% Per Year**

Professional Staffing



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

Teacher Education	
Degree	% Teachers
BA/BS	28%
MA/MS	60%
Doctorate	12%

Principal's Highlights

Matthew C. Perry High School (grades 7-12) is located on MCAS Iwakuni, near Hiroshima, Japan. This modern facility is home to a student body of 202 and a faculty of 25 educators. There were 20 students in the Senior Class of 1997.

The school improvement process focused on the areas of reading comprehension and math problem-solving skills. An overall increase in CTBS/4 and TerraNova test scores reflected the success of our chosen strategies. The staff and faculty also worked very hard to initiate a viable School-Home-Community volunteer program. We benefited greatly from all the Marines and Sailors, mothers and fathers, and community resource people who helped us reach our instructional goals!

In addition, during this school year, teachers at Matthew C. Perry High School applied for the White House Technology Project and were one of four DoDDS sites selected to participate in the Presidential Technology Initiative.

Technology will be our focus for School Year 97-98 as we begin the PTI project in our newly-wired facilities.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
Our focus area was reading comprehension. In addition to instruction in test taking skills and the use of sustained silent reading across the curriculum, English teachers established required reading outside the class-room as part of their curriculum. Tests of all types were used to evaluate success. Review of CTBS/TerraNova scores indicate increased scores.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
To improve math problem-solving skills, all math teachers shared and used strategies learned in workshops to improve student ability and success. A school-wide challenging problem of the day with a prize for the first student with the correct answer was a success. Individual math teachers also had problem of the day programs. CTBS/TerraNova indicate increased scores.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
To keep our parents and other stakeholders informed and involved a Comprehensive Communication Plan was established with a Public Relations Liaison providing the communication link for dissemination of information through a variety of mediums. Survey responses from parents and other stakeholders indicate school/home communication is satisfactory.

Benchmark 10.8: Establish Technology for teachers and administrators...
Staff development efforts in technology have resulted in every staff member receiving technology training during the school year. Surveys were used to compile baseline data. Our newly wired facilities will help us focus on delivering Internet access and curricular innovation into every classroom. We have been selected for the Presidential Technology Initiative SY 97-98.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.80	3.70
Co-Supporters	2.9	3.42	3.31
Co-Learners	2.5	3.01	3.00
Co-Teachers	3.4	3.34	3.31
Co-Advisors	3.0	3.17	3.17

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

Goal 8: Parental Participation

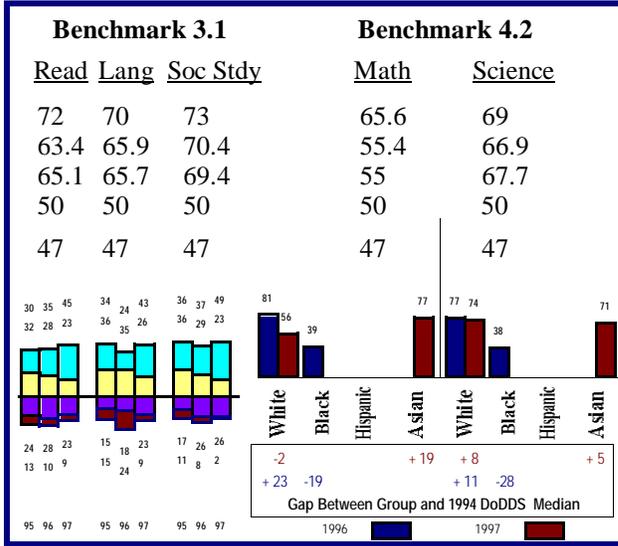
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A formal program has been initiated for parent/community school involvement. A volunteer data bank has been compiled for easy access when the school needs assistance. Community involvement programs such as adopt-a-class, field trips, guest lecturers have been successful. A parent newsletter and the publication, Parents Make a Difference, were sent home monthly.

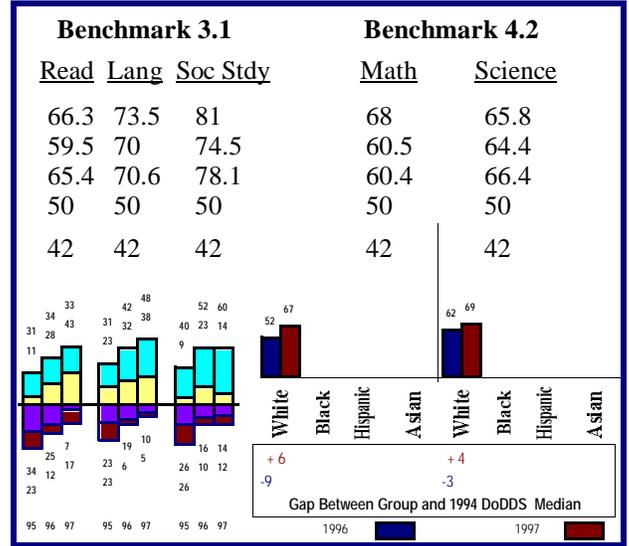
Standardized Test Results

Grade 7

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

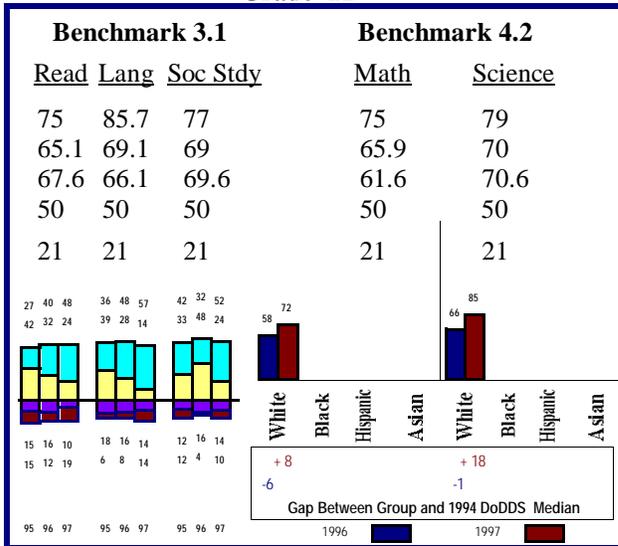


Grade 9



Grade 11

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	96	14%	59%	62%
	97	21%	66%	63%
Math Avg Score	96	NA	515	506
	97	NA	494	505
Verbal Avg Score	96	NA	523	518
	97	NA	499	515

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.

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DoDEA Writing Assessment

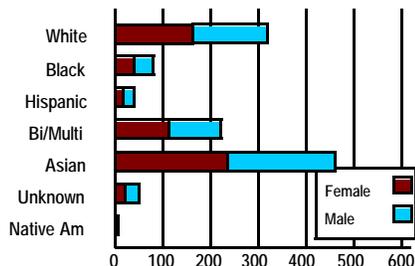
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
8	95	36	736.9	767.6	19%	8%	50%	22%	0%
8	96	44	771.5	770	18%	34%	41%	7%	0%
8	97	40	667.2	689	15%	42%	25%	18%	0%
10	95	24	748.8	792.8	17%	25%	46%	8%	4%
10	96	31	739.1	798.9	7%	42%	42%	7%	3%
10	97	30	713.2	711.6	30%	50%	17%	3%	0%



**Department of Defense Education Activity
Nile C. Kinnick High School (6-12)
1996/97 School Profile
Bruce Davis, Principal**

School Characteristics

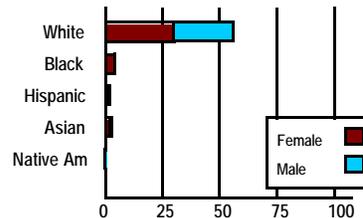
Student Enrollment - 1,174



Grade	#
6	238
7	204
8	196
9	183
10	145
11	113
12	95
Total	1174

Sponsor Affiliation	%
Marine	2%
Army	<.5%
Navy	83%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	52	4%
K-8	TAG	N/A	N/A
K-12	ESL	51	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	40	
AP Courses Offered		8	
Students Taking AP Courses		47	23%

Teacher Experience	
Years	Teachers
New	4
1-3	7
4-6	9
7-10	7
> 10	55

**Mobility Rate
24% 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	37%
MA/MS	62%
Doctorate	1%

Principal's Highlights

Kinnick High School -- the largest high school in DoDDS, the only school with a 6-12 configuration, enjoying fully developed Middle School concepts, leading the way for Block Scheduling in the Pacific, and home of the Yo-Hi Red Devils -- is located on Yokosuka Navy Base. With a growing student population of over 1150 students, we offer diverse programs to meet the needs and interests of our students.

In addition to core curricula, numerous AP courses, three World Languages, and a full complement of vocational and Fine Art courses, Kinnick offers an extra-curricular program that is second to none in Japan. Students in all grades participate and are regularly honored for their achievements.

Having been visited by an NCA team during SY 95-96, Kinnick's main focus regarding school improvement for this year was to streamline efforts: thereby ensuring that we were more effective and in-line with the District level improvement plan. Our plans for next year are to strengthen the initiatives from this year.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
Focusing on Language Arts, KHS chose to promote reading proficiency by focusing on prefixes and subsequently enhancing word attack skills. Prefixes were chosen for emphasis throughout the school year. Student performance was measured through the administration of a pre- and post-test.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..
The strategy selected for addressing Benchmark 4.2 was integrated into the strategy for Benchmark 3.1. Allowing that logic is a mathematics skill, analogies were incorporated into lessons addressing prefixes.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
Numerous surveys were conducted throughout the school year of all stakeholders. This information will establish a baseline with which to compare future initiatives. One particular success was the establishment of a regular representative on the local Ombudsman Council. We are confident this will help to improve communication with the military community.

Benchmark 10.8: Establish Technology for teachers and administrators.....
As we prepare for the LAN to be installed in all classrooms and in a multi-curricular lab, staff development has been offered throughout the school year. Teachers have access to cc:Mail and many are learning to use programs (such as Powerpoint, and Hyperstudio) and to integrate them into their programs.

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

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

Goal 8: Parental Participation

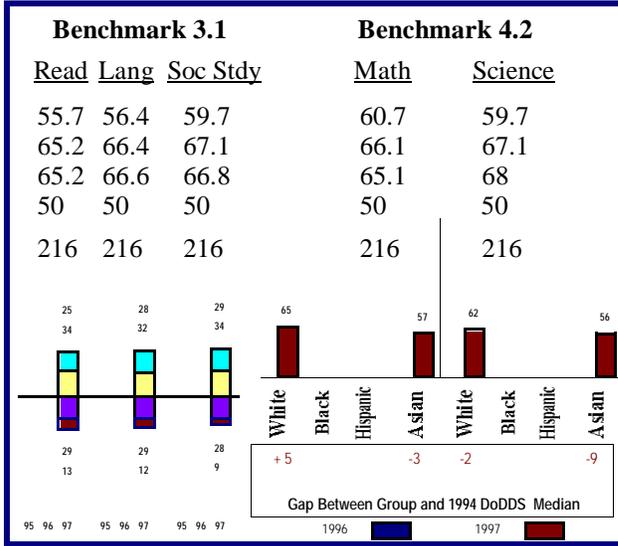
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Focus on school/home partnerships were enhanced when KHS chose to publish major documents in several languages, to increase communications with the home. The direction for future efforts will be determined with the analysis of several surveys designed to illuminate parents' perception of our school and areas where improvement is needed.

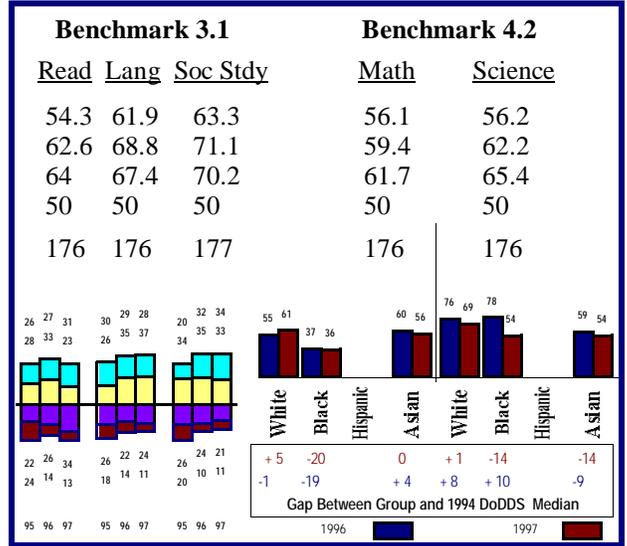
Standardized Test Results

Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

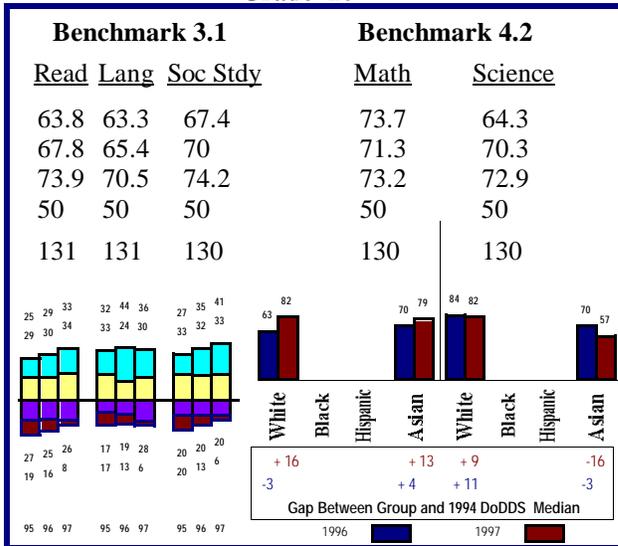


Grade 8



Grade 10

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	96: 46%	59%	62%	41%
	97: 65%	66%	63%	41%
Math Avg Score	96: 518	515	506	508
	97: 480	494	505	511
Verbal Avg Score	96: 515	523	518	505
	97: 480	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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

DSN Phone: 243-7392
Fax Number: 81-3117-43-7278
Commercial Phone:
81-3117-43-7392

DoDEA Writing Assessment

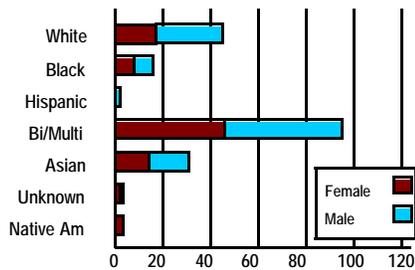
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	166	736.9	767.6	33%	15%	30%	18%	3%
8	96	172	766.2	770	16%	41%	35%	8%	0%
8	97	168	709.9	689	41%	40%	12%	6%	1%
10	95	124	798.6	792.8	28%	38%	19%	14%	1%
10	96	117	797	798.9	24%	46%	27%	3%	0%
10	97	126	724.1	711.6	48%	41%	9%	1%	2%



**Department of Defense Education Activity
Richard E. Byrd Elementary School (PK-6)
1996/97 School Profile
Thomas Whitaker, Principal**

School Characteristics

Student Enrollment - 195



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	16	8%
K-8	TAG	24	15%
K-12	ESL	33	20%
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

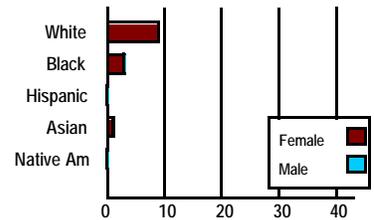
Grade	#
PreK	30
K	24
1	28
2	34
3	24
4	25
5	16
6	14
Total	195

Sponsor Affiliation	
Marine	<.5%
Army	2%
Navy	81%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	1%

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

Mobility Rate
36% 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	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

With a very diverse student population and a high percentage of ESL students, Richard E. Byrd Elementary School has gained recognition for its inclusive education program for all students with resource and classroom teachers working together in collaborative planning and co-teaching.

Staff development designed to assist in achieving benchmarks has been continuous throughout the school year. Recognition must be given to the continual parent and community support and involvement evidenced by the large number of volunteers assisting through-out the school. Military volunteers are involved through our Adopt-A-School Program.

The Technology Program has moved ahead rapidly with a computer lab being set up in our media center which is open to the parents with a Byrd School child one night a week.

Student accomplishments are recognized through bi-weekly "Spirit Day" assemblies and a "Self-Manager" (self-concept/behavior modification) program. Byrd School has a strong host nation program with exchanges with its Japanese sister school and many other activities. An active PTO provides a strong program for parent and community involvement.

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

Goal 3: Student Achievement And Citizenship

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

The staff voted to continue the successful Buddy Reading and 100 book club for grades 1-3. It was decided to add a recommended book list, a reading incentive/challenge program, an idiom and multiple meaning word of the week, and a school wide graffiti board.

Goal 4: Math And Science Achievement

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

Students used literature, videos, and technology to broaden their understanding of mathematical concepts. During a professional sharing time math literature was displayed along with ideas on how to integrate them with Mathland. A list of math literature was developed to help teachers integrate literature with the Buddy Reading Program.

Goal 10: Organizational Development

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

The weekly idiom and multi-meaning words were sent home in the Principal's Newsletters. The synopsis of the F.A.S.T. videos were also sent home. The family letter component of Mathland were required to be sent home. Conferences were held at least once a year.

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

The media specialist's schedule was adjusted so that the computer lab would be open on Monday evenings from 5 to 7 P.M. to allow the community access and instruction if requested. Also, to broaden the staff's technological knowledge her schedule was adjusted to allow her to work individually with staff members for two hours once a week.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.80	3.70
Co-Supporters	4.0	3.42	3.31
Co-Learners	3.7	3.01	3.00
Co-Teachers	3.4	3.34	3.31
Co-Advisors	3.3	3.17	3.17

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

Goal 8: Parental Participation

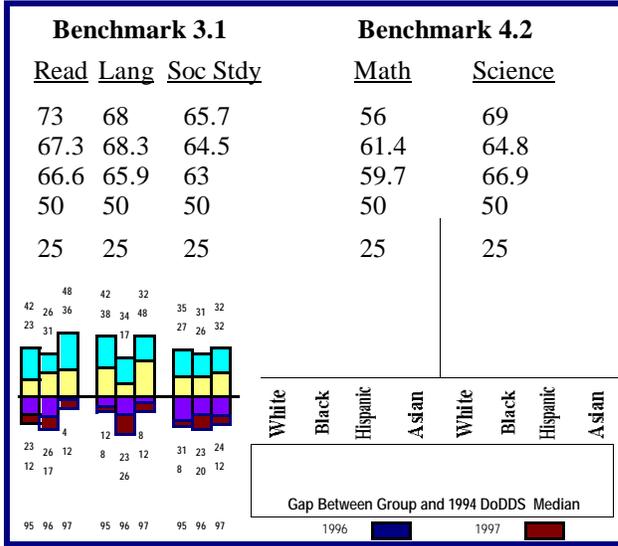
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Video tapes, in particular the F.A.S.T. videos, were shown on the base channel. Prior to their being shown a synopsis was sent home along with the viewing times and evaluation forms. Participation was encouraged by rewards being given to the students who returned their evaluation forms.

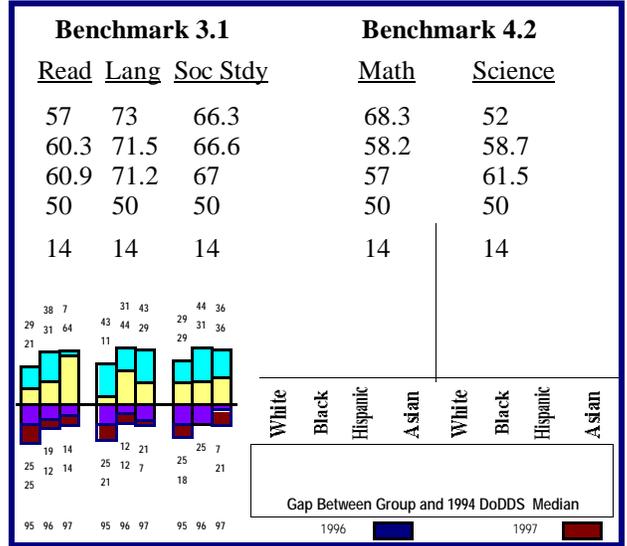
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

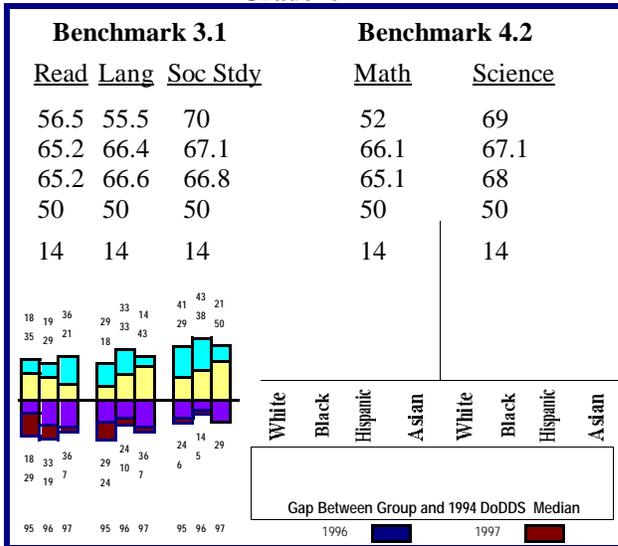


Grade 5



Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

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

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
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Commercial Phone:
81-45-661-4815

DoDEA Writing Assessment

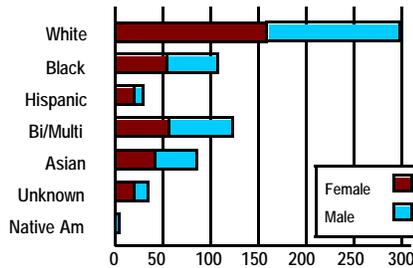
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	28	738	741.1	21%	57%	7%	14%	0%
5	96	17	710.4	741.9	35%	47%	12%	0%	6%
5	97	11	744.1	734.5	46%	36%	0%	18%	0%



Department of Defense Education Activity
Robert D. Edgren Junior High/High School (7-12)
1996/97 School Profile
Bruce Derr, Principal

School Characteristics

Student Enrollment - 680



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	36	5%
K-8	TAG	N/A	N/A
K-12	ESL	10	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	
AP Courses Offered		7	
Students Taking AP Courses		40	29%

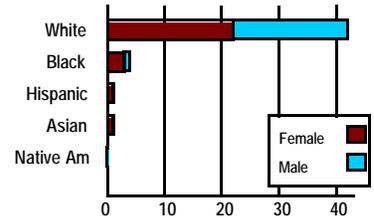
Grade	#
7	180
8	157
9	108
10	96
11	75
12	64
Total	680

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	16%
Air Force	72%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	3
4-6	2
7-10	2
> 10	39

Mobility Rate
28% Per Year

Professional Staffing



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

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

Principal's Highlights

Edgren High School has had a successful year in many areas, especially School Improvement. We have had success in teaching social studies across the curriculum and in increasing the number of social studies courses offered to students.

Our math department implemented strategies to increase computation skills and worked to procure software for classroom use and calculators for issuance to students. Our focus on technology has been extremely successful with more teachers and students using technology hardware and software in all curricular areas. All teachers have access to cc:Mail, and we have recently been able to gain access to the Internet for use in our Information Media Center and classrooms.

Our efforts to include more parents in school related activities, including co-teaching, have been productive. A North Central Association team visited Edgren in May and gave an exemplary report which included positive feedback on our SIP, school programs, staff, students, parents and military support.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
 Strategies have continued to focus on 1) increasing social studies course offerings and integrating the use of social studies in cross-curricular applications, and 2) increasing the use of technology to assist implementation of social studies curricula. Perusal of the master schedule, surveys and a technology inventory have been utilized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
 Strategies have continued to focus on mathematical computation skills. Math faculty are incorporating review activities and regular testing to increase computation skills. A 5% overall increase in group median national percentiles on CTBS/Terra Nova tests is anticipated.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
 Parent participation and two-way communication will be increased through use of available technological tools, media, and newsletter coverage. Surveys and needs assessments have been utilized.

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

Each department has continued to develop their technology goal to increase student learning. Increased use of technology in instruction is indicated by department pre, mid, and post narratives.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.80	3.70
Co-Supporters	3.3	3.42	3.31
Co-Learners	3.0	3.01	3.00
Co-Teachers	3.2	3.34	3.31
Co-Advisors	3.3	3.17	3.17

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

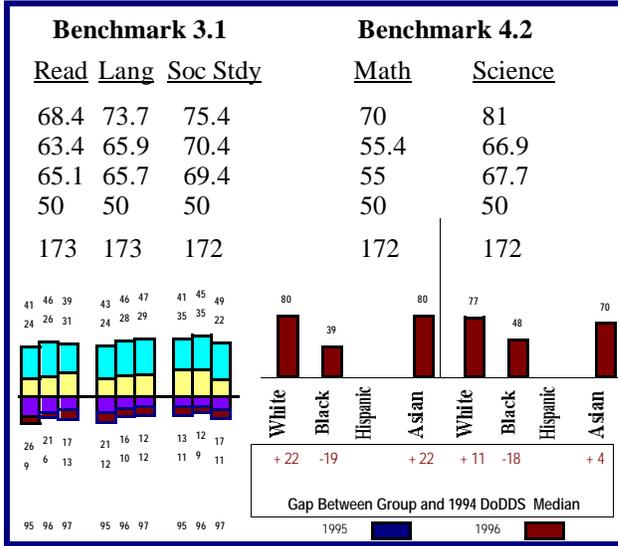
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parent participation and two-way communication will be increased through use of available technological tools, media, and newsletter coverage. Surveys and needs assessments have been utilized.

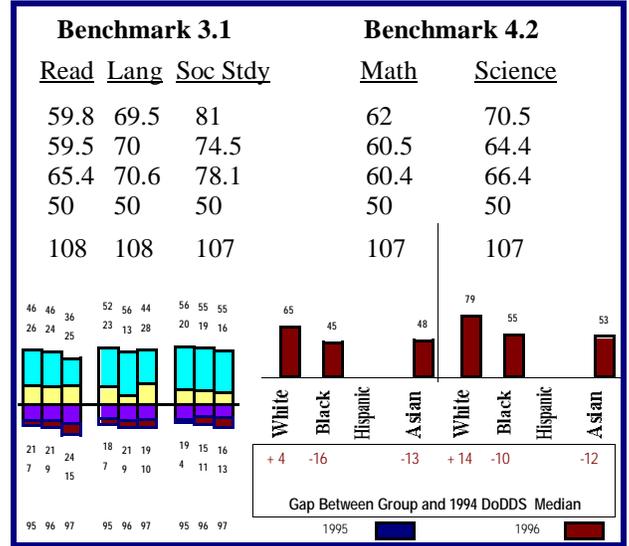
Standardized Test Results

Grade 7

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

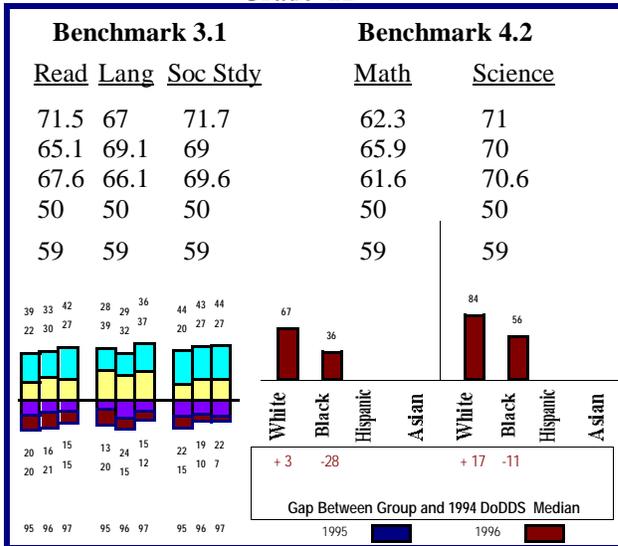


Grade 9



Grade 11

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	96: 49%	97: 58%	62%	41%
Math Avg Score	96: 508	97: 464	506	508
Verbal Avg Score	96: 520	97: 504	518	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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

DSN Phone: 226-4377
Fax Number: 81-176-53-5181
Commercial Phone:
81-3117-66-4377

DoDEA Writing Assessment

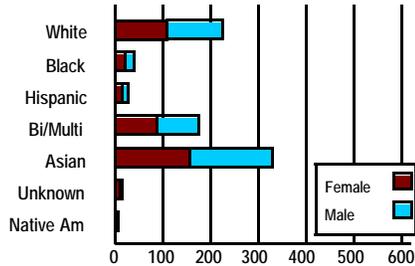
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	127	763.3	767.6	34%	18%	34%	13%	2%
8	96	121	759	770	19%	30%	40%	11%	1%
8	97	138	661.3	689	26%	41%	23%	5%	5%
10	95	84	839.4	792.8	46%	35%	17%	2%	0%
10	96	81	818.1	798.9	36%	47%	14%	4%	0%
10	97	81	704.5	711.6	35%	44%	17%	2%	1%



**Department of Defense Education Activity
Shirley Lanham Elementary School (PK-6)
1996/97 School Profile
Peter Grenier, Principal**

School Characteristics

Student Enrollment - 816



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	58	7%
K-8	TAG	92	11%
K-12	ESL	84	10%
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

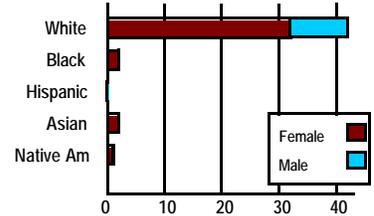
Grade	#
PreK	12
K	118
1	112
2	127
3	127
4	125
5	104
6	91
Total	816

Sponsor Affiliation	
Marine	1%
Army	<.5%
Navy	94%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	9
1-3	4
4-6	6
7-10	22
> 10	14

**Mobility Rate
25% Per Year**

Professional Staffing



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

Teacher Education	
Degree	% Teachers
BA/BS	46%
MA/MS	52%
Doctorate	2%

Principal's Highlights

School Improvement activities have remained the focus at Shirley Lanham Elementary School during this year of transition. With the introduction of graphic organizers and their school wide implementation, our students have made marked gains in reading comprehension and math computation.

Also in the field of educational technology all students in Grades 1-6 have had the opportunity to sample and become more familiar with computers and computer software. With the opening of our Computer Lab in the fall our students are able to work with our computer specialist and classroom teacher in a whole group setting.

CTBS test scores showed gains in overall mathematics scores as well as in all areas of language arts. In May, the NCA Team visited our school and worked closely with our School Improvement Team and validated our efforts.

Parental support for all school activities was evident and our volunteers have clearly demonstrated that our School-Home Partnership Program at Shirley Lanham Elementary School is alive and well. We feel that this is a place where students and their learning come first.

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

Goal 3: Student Achievement And Citizenship

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

The School Improvement Team chose the use of graphic organizers by students as a strategy to improve student comprehension in all areas. Staff was trained in the use of graphic organizers as an instructional strategy. Graphic organizers were used in all academic areas. Student use of graphic organizers greatly increased throughout the school year.

Goal 4: Math And Science Achievement

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

Based on CTBS score data, the SIT choose the use of daily computational practice to increase math computation scores. Every teacher included some form of computational practice into the daily mathematics instruction. All grade levels tested in April 1997 showed an increase in math computation scores on the CTBS Tests.

Goal 10: Organizational Development

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

This goal was incorporated into our School-Home Partnership Model and Plan. A needs survey revealed that the school is doing a good job of communicating with parents and the community. We will continue to utilize our strengths in this area and modify successful strategies to keep parents and community members informed.

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

Our main focus this school is to increase student access to computers. Data collected showed increases in the numbers of students who used computers daily in all classrooms of the school. The staff received an all-day technology in-service to refine computer skills and much opportunity was created for informal staff development activities in this area.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.80	3.70
Co-Supporters	3.3	3.42	3.31
Co-Learners	2.9	3.01	3.00
Co-Teachers	3.5	3.34	3.31
Co-Advisors	3.2	3.17	3.17

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

Goal 8: Parental Participation

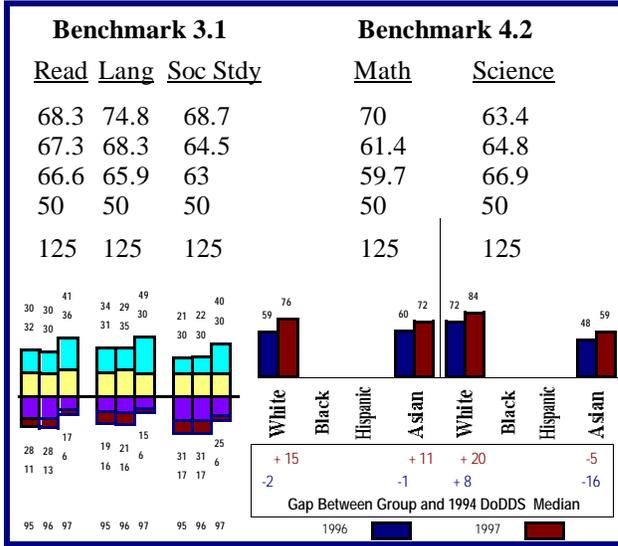
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

This year saw the full implementation of the 5-Tier School-Home Partnership Model at our school. Key Co-Communicators (a teacher and parent) were chosen and trained. The staff and community also received training in the model. This year the School-Home Partnership Committee worked along with the SIT. A needs survey was conducted.

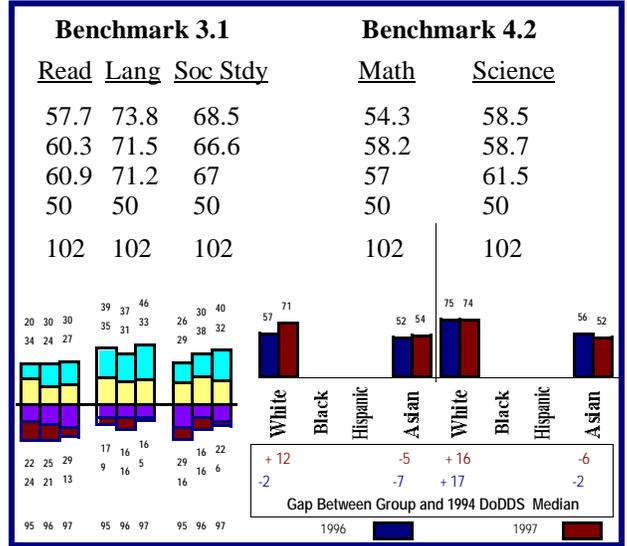
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

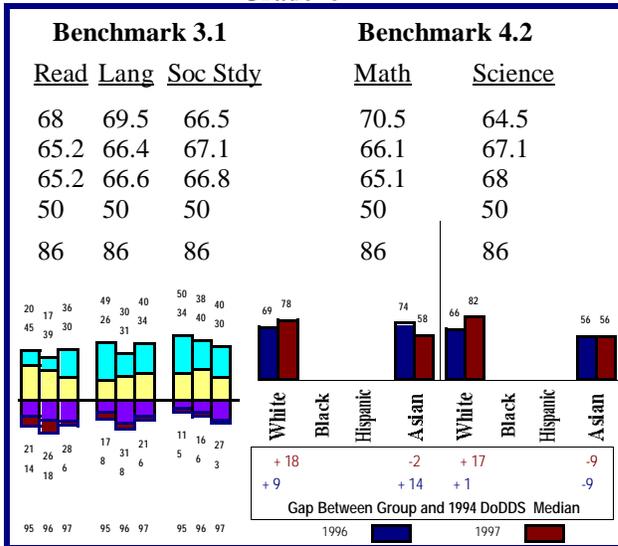


Grade 5



Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

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

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.

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DoDEA Writing Assessment

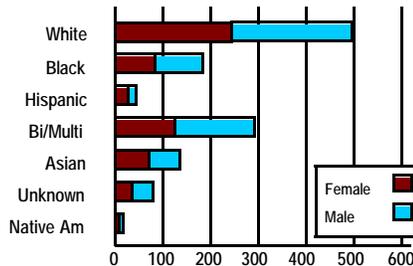
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	92	750.3	741.1	17%	60%	16%	7%	0%
5	96	80	755.4	741.9	34%	55%	10%	1%	0%
5	97	89	723.7	734.5	19%	67%	9%	4%	0%



**Department of Defense Education Activity
Sollars Elementary School (PK-6)
1996/97 School Profile
Randell Ekanger, Principal**

School Characteristics

Student Enrollment - 1,243



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	139	11%
K-8	TAG	120	10%
K-12	ESL	44	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

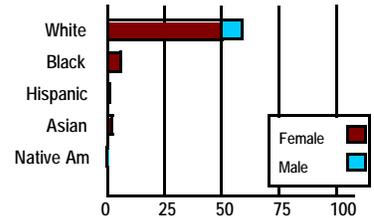
Grade	#
PreK	61
K	191
1	199
2	192
3	184
4	166
5	135
6	115
Total	1243

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	17%
Air Force	78%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	6
4-6	5
7-10	11
> 10	53

**Mobility Rate
30% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	54
Special Education	8
Other Professionals	17

Teacher Education	
Degree	% Teachers
BA/BS	49%
MA/MS	49%
Doctorate	1%

Principal's Highlights

The school improvement process at Sollars was very productive and successful this school year. The empowerment of a greater number of our stakeholders was a major highlight of this year's process.

The School Improvement Leadership Team (SILT) was organized with representatives from each grade level and specialist area. Also a greater number of parents were active members of the SILT. This allowed for better communications, discussions and understanding of the benchmarks, interventions for improvement, and measures to document our efforts.

The culmination of our year was the North Central Association (NCA) visit. The three day visit proved to be a positive reinforcement of our school improvement efforts. The stateside NCA representatives stated that they believed the Misawa schools to be in the top 5% of all the schools in the United States.

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

Goal 3: Student Achievement And Citizenship

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

To increase reading proficiency we developed the following strategies: a school-wide sustained silent reading program (D.E.A.R.), home book logs, parent/child book discussions, and the implementation of the Accelerated Reader computer comprehension program.

Goal 4: Math And Science Achievement

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

We worked on decreasing the gap through inservices on Cooperative Learning, student referrals to H.E.L.P. (our after school tutoring program) to work on math skills, and A.D.D. drill and practice sheets which were given to students daily.

Goal 10: Organizational Development

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

Parent Newsletter continued to be distributed each week by the administration. These newsletters were also made available through the Misawa Air Base Electronic Bulletin Board. In order to provide parents and students information and communication about Sollars, a WWW site was created. School activities were advertised via the local AFN radio and television stations.

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

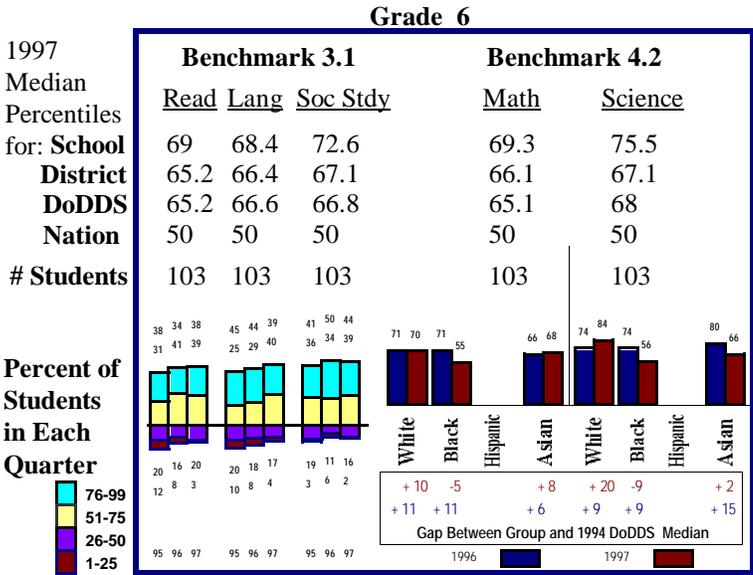
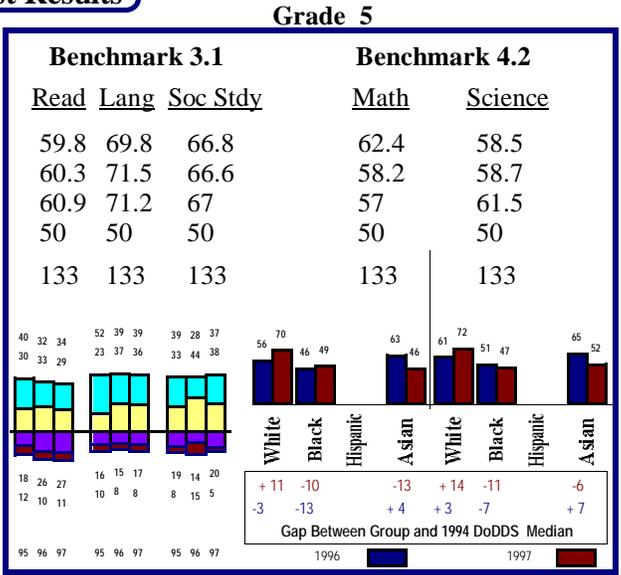
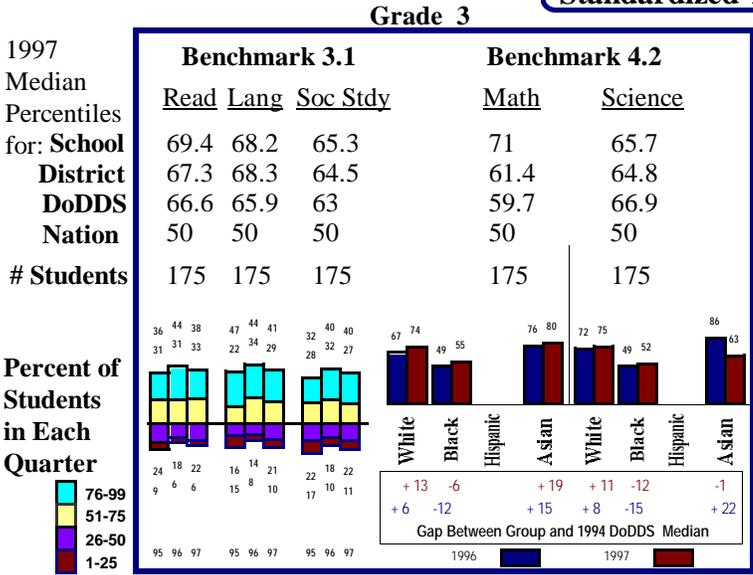
Technology inservices increased knowledge for teachers of all technology levels. Teachers feel comfortable using computers and exploring software. Parents were invited to attend technology presentations by students. Accelerated Reader was purchased with implementation beginning in May. Student participation began in May with excitement.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	3.80	3.70
Co-Supporters	3.4	3.42	3.31
Co-Learners	3.3	3.01	3.00
Co-Teachers	3.5	3.34	3.31
Co-Advisors	2.6	3.17	3.17

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

Goal 8: Parental Participation
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 Surveyed parents and teachers. Supported reading and math benchmarks through volunteerism.

Standardized Test Results



	SAT Results			
	School	District	DoDDS	Nation
% Participating	96	NA	59%	62%
	97	NA	66%	63%
Math Avg Score	96	NA	515	506
	97	NA	494	505
Verbal Avg Score	96	NA	523	518
	97	NA	499	515

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
Fax Number: 81-3117-66-2058
Commercial Phone:
81-3117-66-39332058

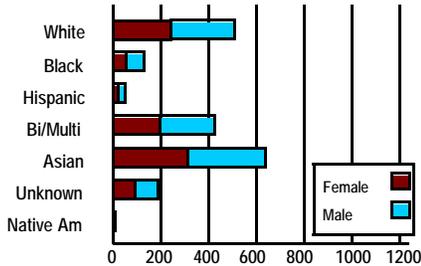
		DoDEA Writing Assessment							
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	96	119	715.6	741.9	20%	59%	14%	5%	1%
5	97	136	739.8	734.5	35%	55%	5%	4%	2%



**Department of Defense Education Activity
Sullivans Elementary School (PK-5)
1996/97 School Profile
Carol Cressy, Principal**

School Characteristics

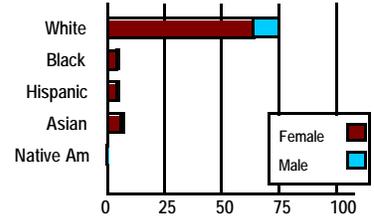
Student Enrollment - 1,751



Grade	#
PreK	25
K	317
1	308
2	321
3	267
4	281
5	232
Total	1751

Sponsor Affiliation	%
Marine	1%
Army	<.5%
Navy	92%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	136	8%
K-8	TAG	1730	100%
K-12	ESL	215	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

Teacher Experience	
Years	Teachers
New	2
1-3	7
4-6	3
7-10	24
> 10	69

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%

Mobility Rate
33% Per Year

Principal's Highlights

The Sullivans School made dramatic progress in staff development this year:

A SIP Orientation was a part of the New Teachers Orientation.

Bay Area Writing Project Instructors were brought from Berkeley via the site based staff development funds which could be tailored to our main goal; increased language proficiency through process writing. New strategies were introduced and in May we had a Teacher sharing day. Writing Specialist in the Computer Lab reinforced and reviewed the writing process all year integrated with computer technology skills for the class and teacher skill development.

Kagan Cooperative Learning Day boosted the SIP Benchmarks with pairing and sharing, listening, pre-writing activities, etc.

In addition to the above list for staff development David Schwartz, an author of children's math/language arts literature presented to students and staff.

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

Goal 3: Student Achievement And Citizenship

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

The students will increase language proficiency in all content areas through the development of process writing skills. Success will be measured through CTBS, TerraNova (4th grade), Pre/Mid/Post Rubric Assessment (3rd grade), tutorial participation/attendance log and DoDEA Writing Assessment.

Goal 4: Math And Science Achievement

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

The students will gain in language proficiency through process writing which will lead to improved achievement in math scores. CTBS, TerraNova (grade 4), and pre/post math rubrics are used to indicate success.

Goal 10: Organizational Development

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

School-Home communication will be improved through multi-lingual announcements, Starlight Express, Teachers' newsletters and a language hotline. Attendance logs kept at PTO, SAC, parent activities will be kept, the Starlight Express survey and telephone log will show the progress of this benchmark.

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

Students' language proficiency will increase through process writing utilizing computer and multi-media applications. Computer performance based on teacher assessment; log of computer lab times for grade levels; technology plans for both teachers and students will show proficiency development in this area.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.80	3.70
Co-Supporters	3.3	3.42	3.31
Co-Learners	3.1	3.01	3.00
Co-Teachers	3.3	3.34	3.31
Co-Advisors	2.9	3.17	3.17

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

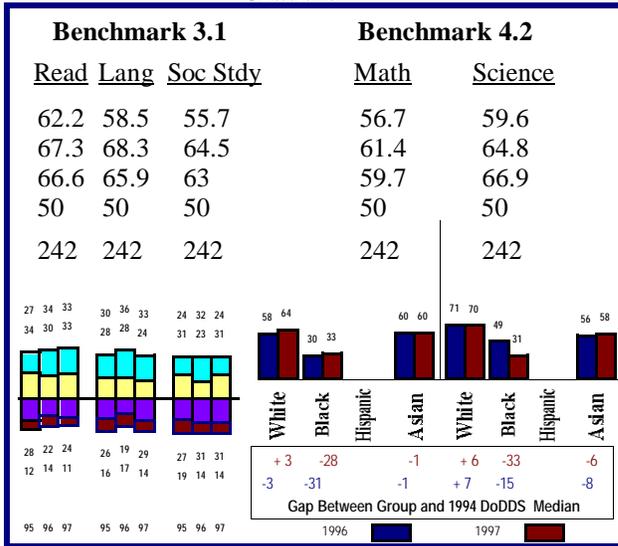
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
School-Home communication will be improved through multi-lingual announcements, Starlight Express, teachers' newsletters and a language hotline. Parent activities, attendance logs, Starlight Express surveys and a telephone log for hotline usage will indicate growth in this area.

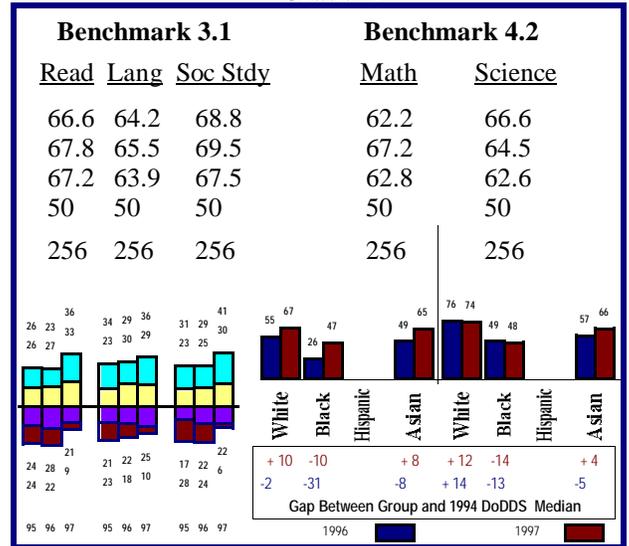
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

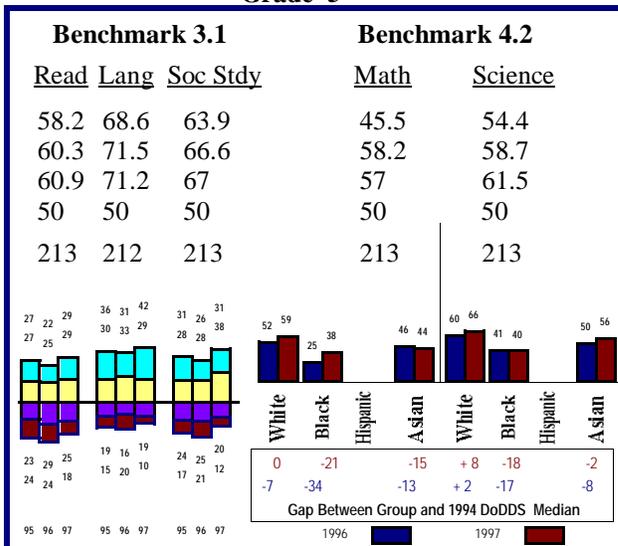


Grade 4



Grade 5

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

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

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: 243-7329
Fax Number: 81-311-243-7865
Commercial Phone:
81-311-743-7336

DoDEA Writing Assessment

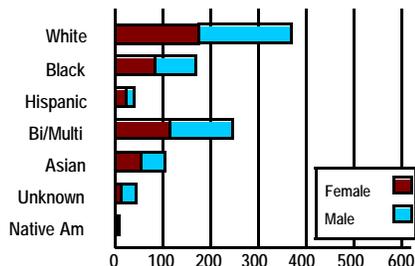
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
5	95	192	767.4	741.1	27%	56%	12%	5%	1%
5	96	235	738.7	741.9	40%	45%	9%	4%	2%
5	97	219	706.3	734.5	36%	48%	6%	4%	7%



**Department of Defense Education Activity
Yokota (East) Elementary School (PK-6)
1996/97 School Profile
Charles Yahres, Principal**

School Characteristics

Student Enrollment - 979



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	107	11%
K-8	TAG	120	13%
K-12	ESL	37	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

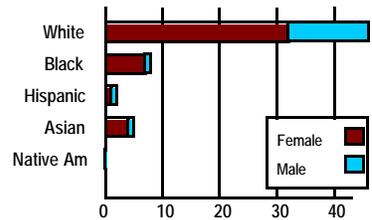
Grade	#
PreK	31
K	152
1	148
2	158
3	128
4	127
5	121
6	114
Total	979

Sponsor Affiliation	
Marine	1%
Army	1%
Navy	2%
Air Force	92%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	5
4-6	1
7-10	7
> 10	49

**Mobility Rate
27% 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 SIP is Benchmark focused, with total staff commitment. Successes !!!

3.1 Total Language and Reading CTBS scores, place the 3rd and 5th grade students in the top 23rd and top 14th National Percentiles respectively.

4.2 CTBS Total Math scores, place 3rd and 5th grade students in the top 30th National Percentiles respectively.

8.1 Community Career and Resource Days, PTA National recognition for 100% membership, 9,000+ volunteer hours in SY 97-98, SHP level 4 community involvement at each tier.

10.1 Strong educational program leadership through SIP and SHP. All stakeholders empowered to share in school improvement.

10.7 Highly effective S - H, multi-media communications, highly positive student, parent attitudes toward the total educational program.

10.8 All students and staff actively engaged in meaningful technology education. A Power Mac lab, multiple classroom workstations, a dedicated staff position, and intensive staff development highlight technology in education.

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

Goal 3: Student Achievement And Citizenship

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

An emphasis was placed on writing across the curriculum. A school-wide collection of one million words is ongoing in conjunction with author David Schwartz's visit. Access to the computer lab has enabled all students to become familiar with using computers for writing projects across all curricular areas.

Goal 4: Math And Science Achievement

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

An emphasis was placed on utilizing cooperative groups. Professional development was provided in the use of cooperative learning groups by the Kagan Institute. Two faculty members were provided comprehensive training to share information on the development of cooperative groups to facilitate equitable opportunities for learning.

Goal 10: Organizational Development

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

An emphasis was placed on the dissemination of school related information. SIP and MathLand updates were published regularly in the school bulletin. School events were publicized weekly in the base newspaper and on the commander's access channel. A school home page was developed and posted on the world wide web to supply wide access to school information.

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

An emphasis was placed on providing staff development in the use of electronic technology. A survey was conducted by the technology committee to determine staff needs. A variety of training opportunities was offered based on these identified needs and computer lab have provided increased opportunities for the use of electronic technology.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.80	3.70
Co-Supporters	3.9	3.42	3.31
Co-Learners	3.2	3.01	3.00
Co-Teachers	3.4	3.34	3.31
Co-Advisors	3.7	3.17	3.17

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

Goal 8: Parental Participation

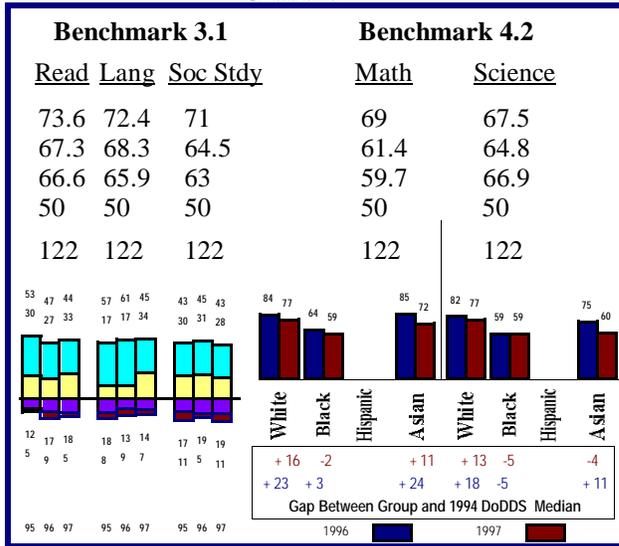
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

An emphasis was placed on increasing community participation in the school. Volunteer logs in all classrooms documented an overall increase in volunteer hours. A "Community Resource Day" and "Career Day" were organized as a result of the findings provided by the SHP survey.

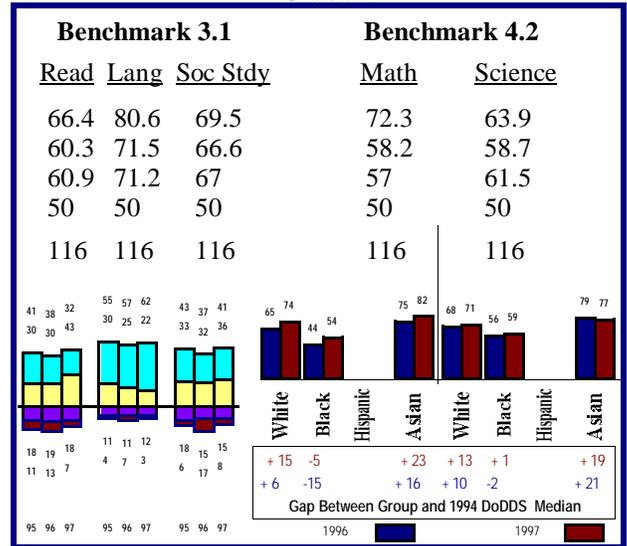
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

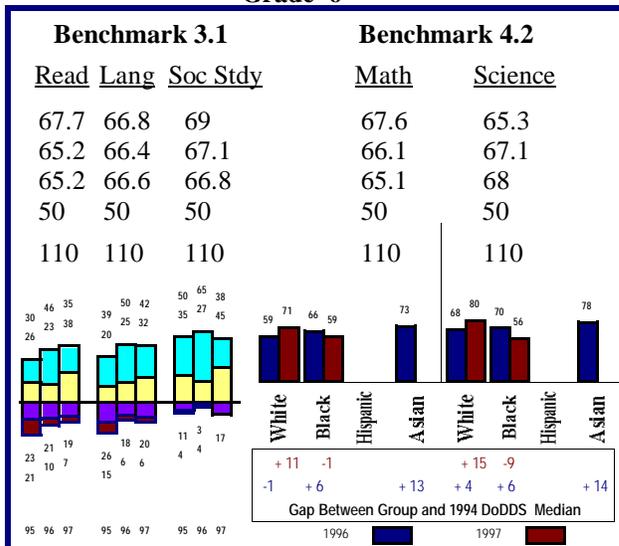


Grade 5



Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

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

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: 225-6939/5204
Fax Number: 81-3117-55-5502
Commercial Phone:
81-3117-55-5503

DoDEA Writing Assessment

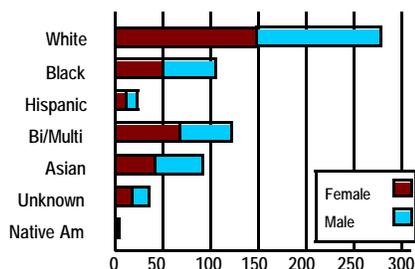
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	95	133	770.6	741.1	22%	68%	9%	2%	0%
5	96	119	751.2	741.9	41%	45%	11%	1%	0%
5	97	117	752.3	734.5	39%	48%	8%	5%	0%



**Department of Defense Education Activity
Yokota High School (7-12)
1996/97 School Profile
Douglas McEnery, Principal**

School Characteristics

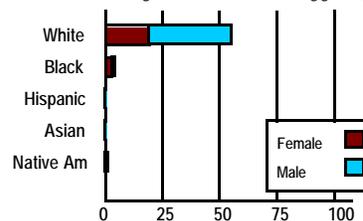
Student Enrollment - 658



Grade	#
7	178
8	137
9	142
10	81
11	57
12	63
Total	658

Sponsor Affiliation	
Marine	1%
Army	3%
Navy	2%
Air Force	78%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	31	5%
K-8	TAG	N/A	N/A
K-12	ESL	12	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	
AP Courses Offered		3	
Students Taking AP Courses		28	23%

Teacher Experience	
Years	Teachers
New	6
1-3	4
4-6	5
7-10	12
> 10	28

**Mobility Rate
19% Per Year**

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

Teacher Education	
Degree	% Teachers
BA/BS	31%
MA/MS	66%
Doctorate	3%

Principal's Highlights

The SIP from the previous year did not have wide-spread ownership. Therefore, we began the 96-97 process with the goal of increasing direct ownership. We broadened the SIP team to include students, parents, and teachers, who were trained to be facilitators for creating strategies. As a faculty, we spent several sessions gaining a clear idea of what strategies to accomplish and built consensus for the adopted plans. We re-wrote the strategies for each benchmark.

Next year we will use larger blocks of instructional time in order to increase the depth of instruction and improve school climate. We are meeting and planning the improvement of instruction to meet the challenges of longer instructional time. We are creating a separate 7th grade and hope to improve teaming among teachers.

The technology and SHP initiatives were the most successful strategies for SY 96-97; there is demonstrated improvement in teacher technology skills and parent involvement.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
Lang Arts: (1) Lang Arts teachers used the Daily Oral Language program. (2) A guide of monthly themes in daily oral language activities is being prepared for use in all curricular areas. (3) The Renaissance Program recognizes academic improvement and achievement. (4) Block scheduling will improve higher level thinking, project based learning and climate.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
Math: (1) Students in the 7th and 8th grade who ranked in the bottom 25 percentile on CTBS math total were identified for tutoring. (2) Tutoring of the identified students has been initiated. (3) Pre/post student attitude survey and CTBS results will be used to determine needed modifications of the tutoring program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
(1) Student-produced television programs were regularly aired on the community channel. (2) Recent upgrade in capabilities will allow for direct telecast. (3) The schools newsletter for parents has been revised, and ongoing evaluation is in place.

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

(1) Results of a needs survey were used to design staff development. (2) Installation of the LAN resulted in widespread staff utilization of communications technology. (3) Student learning has benefited from use of the school's Web page; e-mail; distance learning; math and science micro computer based labs; Internet research .

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.80	3.70
Co-Supporters	2.7	3.42	3.31
Co-Learners	2.7	3.01	3.00
Co-Teachers	3.2	3.34	3.31
Co-Advisors	3.0	3.17	3.17

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

Goal 8: Parental Participation

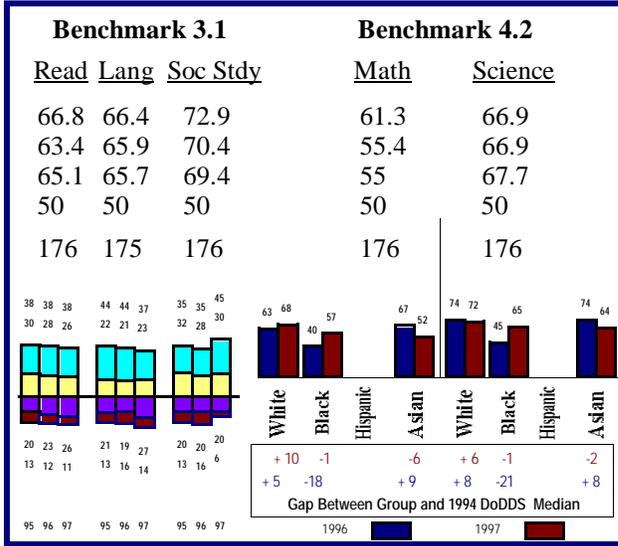
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

- (1) A survey of parents' attitudes was completed. (2) Survey results will be analyzed to determine strategies for SY 97/98 parental involvement. (3) A Town Hall meeting was held during which parents' issues were addressed.
- (4) Parent initiative in implementing the Renaissance Program provided a connection with all stakeholders.

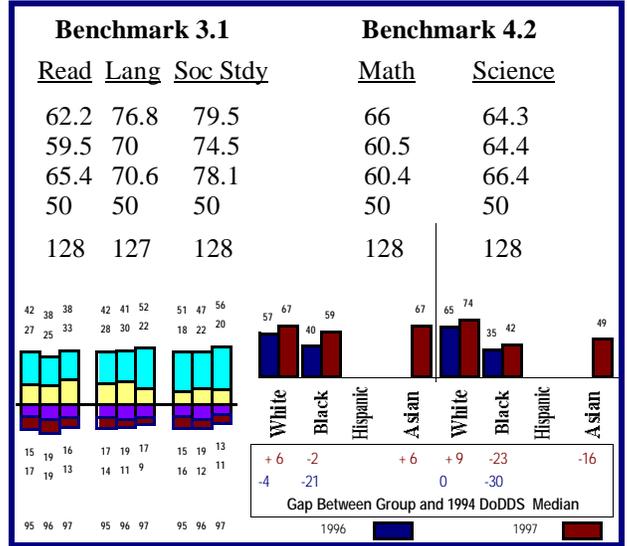
Standardized Test Results

Grade 7

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

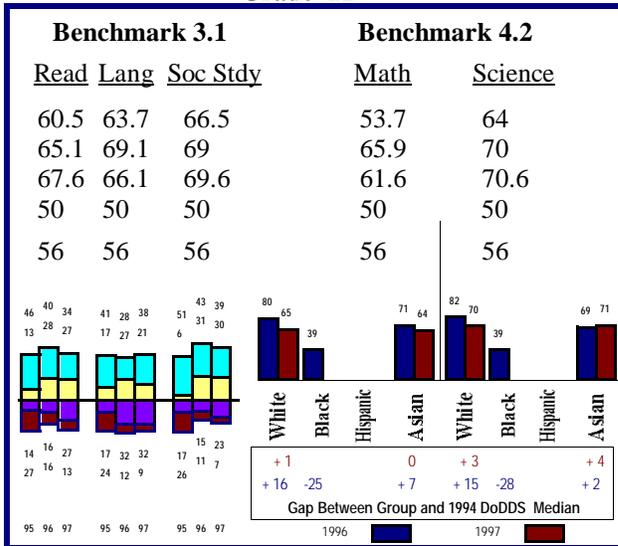


Grade 9



Grade 11

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	96: 72%	59%	62%	41%
	97: 81%	66%	63%	41%
Math Avg Score	96: 509	515	506	508
	97: 496	494	505	511
Verbal Avg Score	96: 534	523	518	505
	97: 500	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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

DSN Phone: 225-7018
Fax Number: 81-3117-55-7223
Commercial Phone:
81-3117-55-5503

DoDEA Writing Assessment

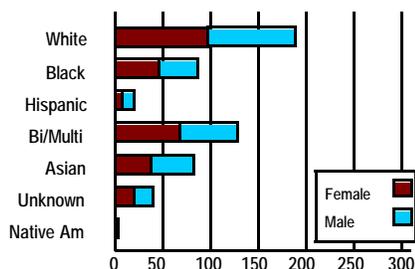
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
8	95	105	706.5	767.6	22%	14%	35%	24%	5%
8	96	153	771.5	770	20%	44%	24%	10%	1%
8	97	128	684.2	689	23%	46%	20%	10%	1%
10	95	83	773.9	792.8	19%	36%	24%	19%	1%
10	96	84	793.4	798.9	26%	42%	24%	8%	0%



**Department of Defense Education Activity
Yokota (West) Elementary School (PK-6)
1996/97 School Profile
Kathryn Forystek, Principal**

School Characteristics

Student Enrollment - 546



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	50	9%
K-8	TAG	76	14%
K-12	ESL	49	9%
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

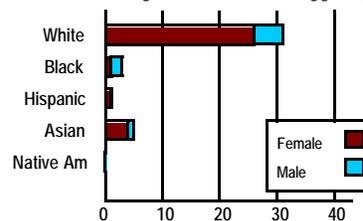
Grade	#
PreK	16
K	86
1	94
2	77
3	81
4	76
5	65
6	51
Total	546

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	4%
Air Force	81%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	3
4-6	2
7-10	5
> 10	28

**Mobility Rate
37% 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	38%
MA/MS	63%
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 YWES when they arrive, and then many of these students move to the east side school as their families receive on-base housing. Consequently, parent communication and participation are key areas for us, and we benefit greatly from the many parents who participate in school improvement plans, workshops, and activities.

YWES is deeply immersed in technology and extensively involved in integrating the use of our multiple technological resources throughout our curriculum. To teach information in a meaningful, connected context, our school improvement plan also integrates the curriculum through schoolwide thematic units. Additionally, numerous host nation activities provide a unique cultural richness and support of diversity.

Our staff's vision of 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 96/97 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 were instituted in SY 96-97. Focused on the election process and ecology, these successful units have resulted in entire community involvement. Rubric evaluations of student products for these units indicate a schoolwide increase in learning.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
Math problems which emphasized problem solving applications to real life situations were designed for the 96/97 Thematic Units. A workshop focused on Bridging the Gap in mathematics was presented. Primary and intermediate Math Clubs were established. Activities for each section were focused on hands-on math applications.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
The Home School Partnership Survey indicated that parents were satisfied with the established methods of communication employed by the school. New parents receive immediate feedback to their questions with the new parent survey included in registration packets. Parents indicated a need for a Yokota West WEB page which is currently under design.

Benchmark 10.8: Establish Technology for teachers and administrators...
Pre and post surveys of teacher technology skills acquisition show a marked increase in word processing and information accessing skills. School and complex wide computer trainings were presented throughout the year. Student computer technology usage showed a steady increase during SY 96/97.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.80	3.70
Co-Supporters	3.4	3.42	3.31
Co-Learners	2.7	3.01	3.00
Co-Teachers	3.1	3.34	3.31
Co-Advisors	2.8	3.17	3.17

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

Goal 8: Parental Participation

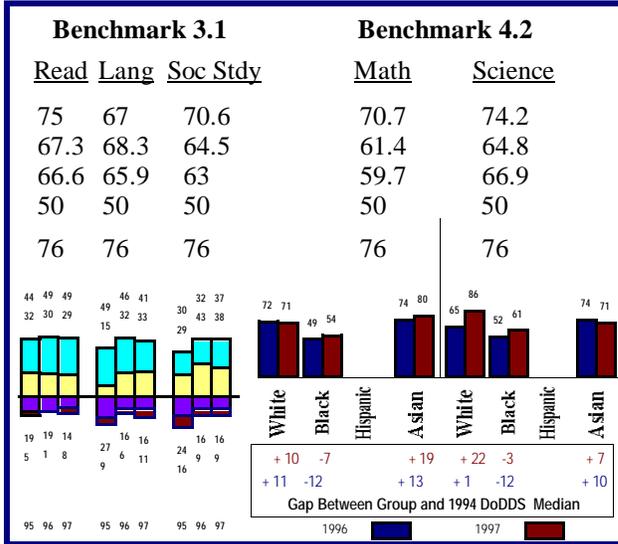
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A pre and post needs assessment survey was conducted by the School Home Partnership Committee. Parents as co-teachers and co-learners were identified as focus areas. Interactive homework was designed for the community thematic units. Parent/community support and participation were key to the success of the thematic units.

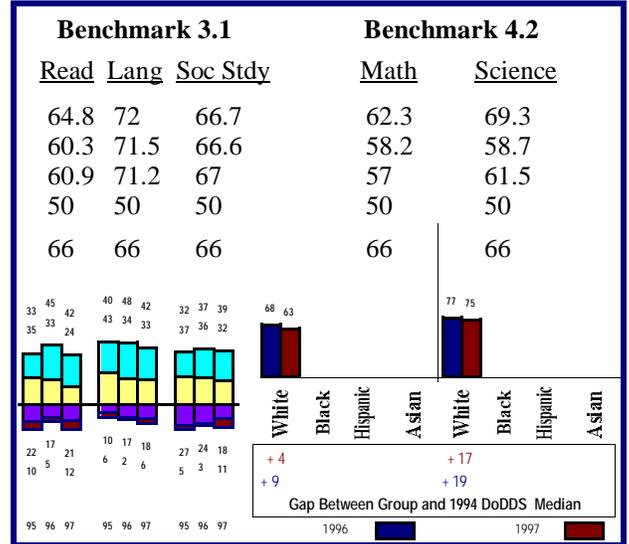
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

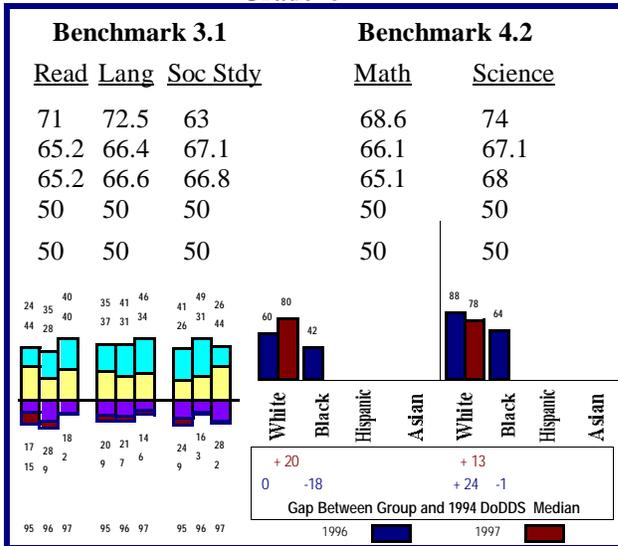


Grade 5



Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

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

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

DSN Phone: 225-8898/7611
Fax Number: 81-3117-55-5732
Commercial Phone:
81-3117-55-7611

DoDEA Writing Assessment

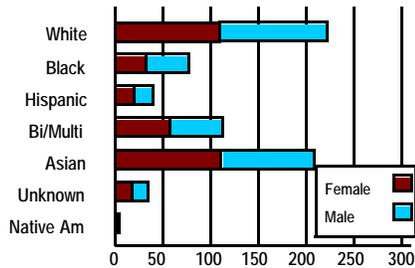
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	74	751	741.1	12%	69%	19%	0%	0%
5	96	55	782.6	741.9	53%	40%	7%	0%	0%
5	97	56	744.1	734.5	34%	59%	4%	2%	2%



**Department of Defense Education Activity
Zama Junior High/High School (7-12)
1996/97 School Profile
Susan Burdick, Principal**

School Characteristics

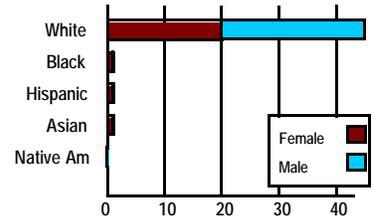
Student Enrollment - 697



Grade	#
7	147
8	136
9	135
10	113
11	90
12	76
Total	697

Sponsor Affiliation	
Marine	1%
Army	27%
Navy	42%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	29%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	21	3%
K-8	TAG	N/A	N/A
K-12	ESL	20	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	32	
AP Courses Offered		8	
Students Taking AP Courses		65	39%

Teacher Experience	
Years	Teachers
New	1
1-3	2
4-6	2
7-10	10
> 10	42

**Mobility Rate
24% Per Year**

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

Teacher Education	
Degree	% Teachers
BA/BS	30%
MA/MS	70%
Doctorate	0%

Principal's Highlights

Zama High School serves about 700 students from Camp Zama and NAF Atsugi, Japan. The ZHS overarching theme is Caring Competencies, + Equity + Quality Instruction = Success for All Students. Diverse in nature, our program focuses on meeting the needs of all students.

About 83 % of the student body attends college. Supporting them ZHS offers Advanced Placement (AP) and honors courses in six departments. Level V foreign languages are offered in Spanish, Japanese, and French. A variety of telecommunication courses provide our students with expanded learning opportunities. AVID programs, equity training, and the inclusion model for special needs students have been implemented.

A strong School-Community Partnerships provides a network of support to students and families. A successful character education program has been implemented and complements the military's ethics and values training.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
Considering the needs of our multi-lingual student body ZHS selected Writing Across the Curriculum as a step toward the goal of improving writing in all subject areas. Each department developed a common framework appropriate for its subject area. Rubrics served as pre and post assessment tools for classroom teachers to evaluate writing achievement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..
An in-depth analysis of individual achievement data resulted in a multi-layered approach to narrowing the gap. All students with low CTBS results and low grades were staffed resulting in an individual plan for each student to include tutoring, group support, and selected placement in the appropriate math classes. Teacher training on diverse learning styles was provided.

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, community, and students in all facets of our SIP. Our parent feedback form, Student Success Cards, community bulletins, newsletters, and the TV Access channel are effectively improving communication. Our WEB site links ZHS with our local communities.

Benchmark 10.8: Establish Technology for teachers and administrators.....
In each course students are required to create a project using technology. Science, business, and computer labs are supplemented by an accessible multi-curricular lab. Teachers have been trained and prepared lesson plans which include technology as a tool in developing their requirements for class projects and assignments.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.80	3.70
Co-Supporters	2.8	3.42	3.31
Co-Learners	2.8	3.01	3.00
Co-Teachers	3.2	3.34	3.31
Co-Advisors	2.7	3.17	3.17

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

Goal 8: Parental Participation

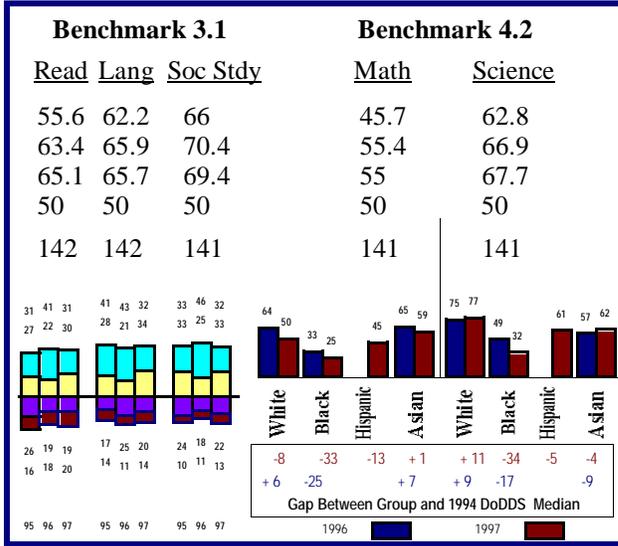
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parents and community members are developing partnerships with teachers and students to support student achievement. Parents serve on key committees as advisors and co-decision makers. Classroom volunteers and community agencies have build close relationships as co-supporter and co-advocates in developing and sustaining many of our school programs.

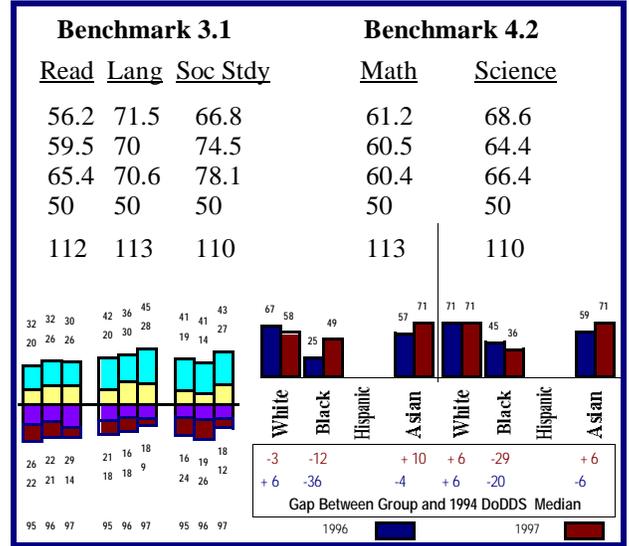
Standardized Test Results

Grade 7

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

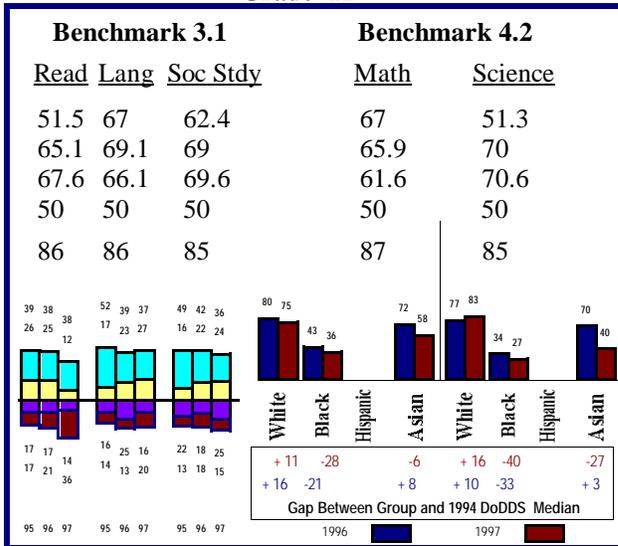


Grade 9



Grade 11

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	96: 72%	97: 61%	62%	41%
Math Avg Score	96: 520	97: 533	506	508
Verbal Avg Score	96: 522	97: 518	518	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Zama HS

USA GARRISON, HONSHU
APO AP 96343-0005

DSN Phone: 263-4040/3466
Fax Number: 81-3117-63-3826
Commercial Phone:
81-3117-63-4040

DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	142	750.3	767.6	31%	13%	31%	25%	1%
8	96	116	766.1	770	19%	33%	39%	10%	0%
8	97	112	662.4	689	22%	46%	21%	5%	4%
10	95	94	771.4	792.8	20%	38%	22%	17%	2%
10	96	97	772.7	798.9	18%	36%	36%	10%	0%
10	97	91	706.8	711.6	33%	41%	22%	3%	1%