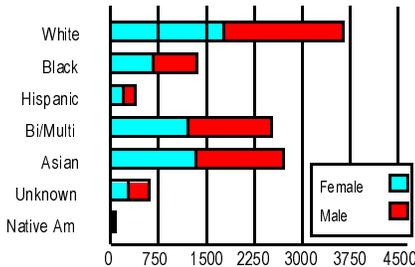


**Department of Defense Education Activity
Japan District (PK-12)
1997/98 District Profile
Margaret Rach, Superintendent**

District Characteristics

Student Enrollment - 11,200



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	839	7%
K-8	TAG	803	9%
K-12	ESL	607	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	158	
AP Courses Offered		27	
Students Taking AP Courses		244	34%

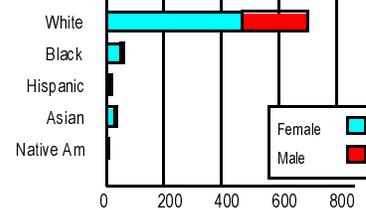
Grade	#
PreK	232
K	1227
1	1170
2	1179
3	1117
4	1038
5	990
6	845
7	774
8	723
9	617
10	573
11	397
12	318
Total	11200

Sponsor Affiliation	
Marine	5%
Army	6%
Navy	46%
Air Force	32%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	33
1-3	53
4-6	73
7-10	105
> 10	458

**Mobility Rate
34% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	33
Classroom Teachers	592
Special Education	63
Other Professionals	118

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	59%
Doctorate	3%

Superintendent's Highlights

The Japan District is comprised of 16 schools which provide educational services for 11,000 students through a teaching staff of over 800. The district mission is to apply high expectations in educating all students through the design and delivery of effective instruction. With a focus on teaching and learning, the district provides leadership and resources to assist schools as they translate the DoDEA Community Strategic Plan into action through the School Improvement Process. The district has made progress in its efforts to build capacity and expand leadership roles for teachers at the school level. Teacher leaders in mathematics, social studies, language arts, science, and cooperative learning provide support to their peers at the school level. Students and teachers have participated in and been recognized for their achievements in the areas of mathematics and science. In addition, Japan district students have excelled in UIL academic and athletic events. The district promotes the Home-School Partnership program, inclusive education, and early childhood education. The Sure Start program will expand to a total of seven sites.

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

Goal 3: Student Achievement And Citizenship

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

The emphasis this year has been on pre-implementation activities related to Literacy Place. Teacher leaders provided inservice and assisted teachers in participating in many of the pre-implementation activities, including the use of curriculum standards in the design and delivery of lessons. In social studies, the district continued its focus on standards implementation.

Goal 4: Math And Science Achievement

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

Equity awareness training was provided across the district to increase the awareness of student achievement gaps in mathematics and science and to identify practices in narrowing the gaps. In addition to sessions conducted by authors and nationally recognized consultants on equity issues, training was provided in cooperative learning.

Goal 10: Organizational Development

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

The district newsletter continues to provide information on district programs, best practices, and educational trends and research. The emphasis on the use of technology as a medium to communicate with all stakeholders continues as well. The district home page is "under construction," electronic bulletin boards are operational and the use of electronic mail has been expanded.

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

Comprehensive training was provided for teachers on Levels 1, 2, and 3 of the Microsoft Office. Sessions on keyboarding for fourth grade teachers and integrating technology as an instructional tool were piloted, with plans underway to expand these offerings districtwide. The district participated in the Far East Technology Conference.

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

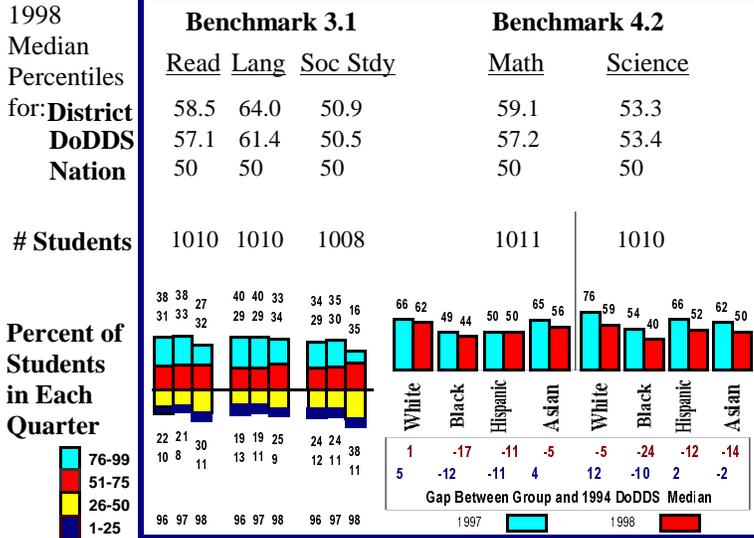
1=traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

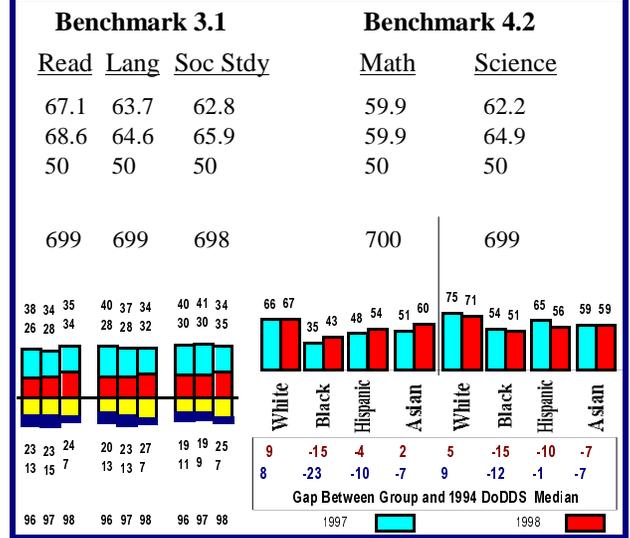
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A district action team comprised of parents and teachers was formed to identify SHP initiatives and activities. SHP teams were formed at each base installation to support each school's SHP initiatives and to identify and implement joint ventures. A "Best Practices Home-School Partnership Resource Guide" was distributed for use in planning activities.

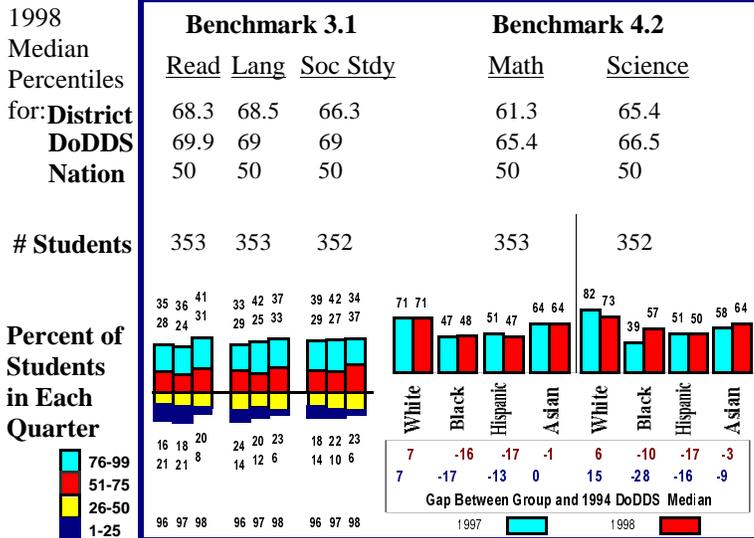
Grade 3



Grade 7



Grade 11



SAT Results

	District	DoDDS	Nation
% Participating	97	66%	63%
	98	54%	62%
Math Avg Score	97	494	505
	98	505	505
Verbal Avg Score	97	499	515
	98	499	511

Notes

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

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

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

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

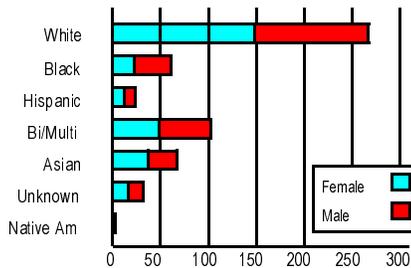
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	881	Met	37%	50%	10%	2%	1%
5	97	857	Met	33%	53%	7%	4%	2%
5	98	891	Met	25%	70%	4%	0%	1%
8	96	657	Not Met	19%	38%	34%	9%	1%
8	97	636	Not Met	29%	43%	19%	7%	2%
8	98	657	Met	28%	49%	19%	4%	0%
10	96	442	Not Met	24%	44%	26%	6%	0%
10	97	369	Met	39%	42%	16%	2%	1%
10	98	499	Met	38%	44%	12%	6%	1%



**Department of Defense Education Activity
Cummings Elementary School (K-6)
1997/98 School Profile
Ruth Morgan, Principal**

School Characteristics

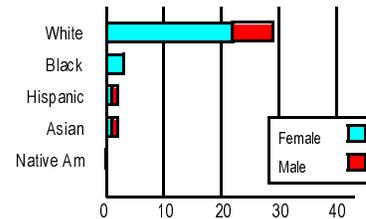
Student Enrollment - 556



Grade	#
K	100
1	98
2	80
3	73
4	84
5	64
6	57
Total	556

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	13%
Air Force	83%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	36	6%
K-8	TAG	28	5%
K-12	ESL	11	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	2
7-10	6
> 10	26

**Mobility Rate
24% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23.5
Special Education	3.5
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	51 %
MA/MS	49 %
Doctorate	0 %

Principal's Highlights

School Home partnership has been a major focus of Cummings Elementary School this year. The SIP goal to establish a Parent Resource Room on campus has been fully realized. The quality of the environment, both in its welcoming nature and in the resources available, has been significant. Faculty and staff have submitted materials, and the PTO has allocated a standing line item in its budget to support this venture. Many of the initiatives of the PTO have also aided the partnership. Family fund raisers have brought the parents and their children into our school on numerous occasions, both for enjoyment and for participation in learning activities. The PTO once again purchased two NT computers this year.

A stronger sense of community is apparent this year. A major SWEP production, America On My Mind, firmly established a strong bond between the school and the military command. The school could not have asked for more assistance in this special endeavor, where the entire student body presented the rich diversity of this country's heritage and culture.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....
Students continue to show gains in reading. Our school wide reading program (SWR) is liked by students, staff, and parents. 73% of the parents surveyed indicated a strong support for this program with 72% seeing their child/children reading at home on a daily basis.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
We believe that a strong connection between home and school will narrow the gap and help all students to reach their full potential. This year all students have taken math journals home at least once a quarter to be reviewed and signed. 73% of the parents surveyed have seen their child's/children's journals with 40% saying they help them to better understand the math program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
CC:mail has become the by-word at our school for communication. All our grade level minutes, FEA reports, and several committees post their notes on it. Teachers have continued to receive training in saving and attaching documents, making file folders, and developing mailing lists. As we get more hardware our goal is to put all documentation on cc:mail.

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

Opportunities for in-school and out of school training continued to be offered. The staff is becoming familiar with the NT platform and managing a windows environment. Digital camera projects and multi-media presentations are common occurrences among our teachers. With hook-up to the Internet we are expanding our integration of technology and the curriculum.

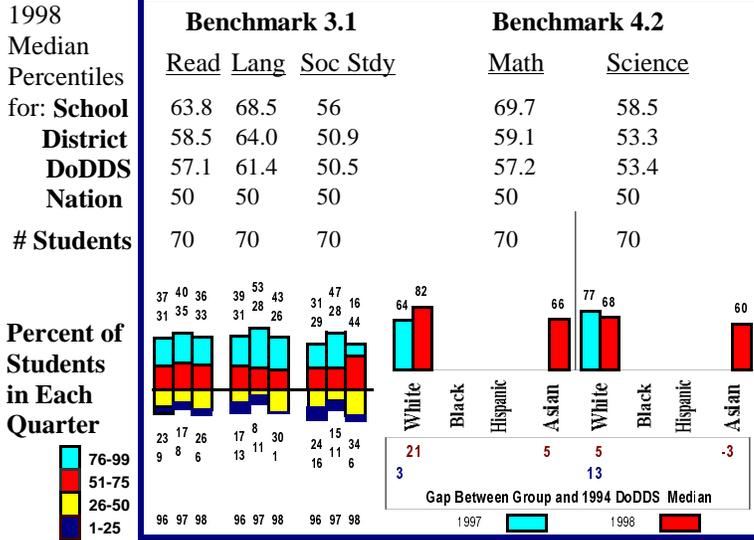
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.8	3.9
Co-Supporters	3.6	3.5	3.5
Co-Learners	2.9	2.9	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	3.2	3.1	3.3

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

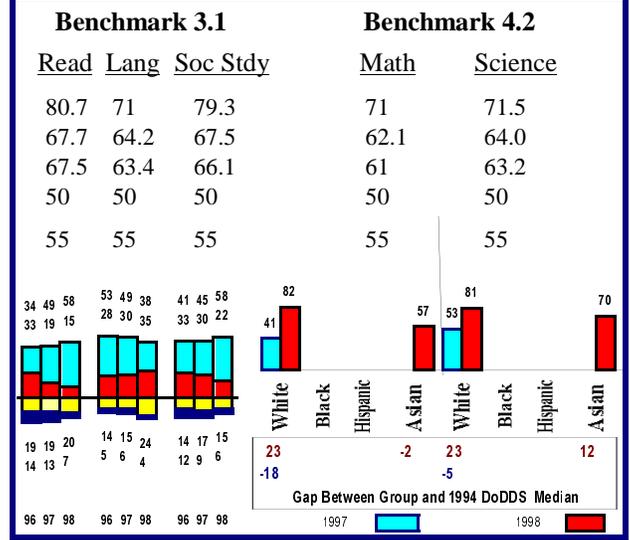
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 This year we opened the doors to our Parent-Teacher Resource room. Housed in an inviting atmosphere are a variety of resources that include curriculum materials, manipulatives for check out, videos and parenting guides. We have also had a very productive PTO that has generated many activities that support our curriculum and the school-home partnership.

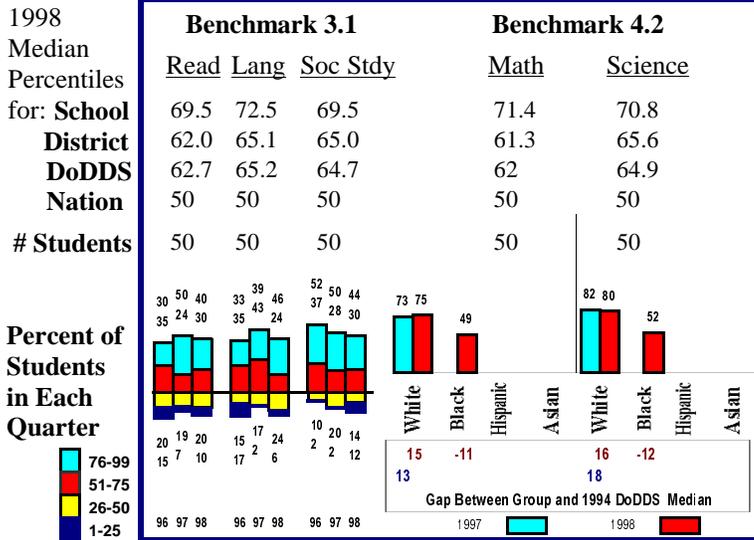
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	66%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	494	505
	98	NA	505	505
Verbal Avg Score	97	NA	499	515
	98	NA	499	511

Notes

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

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

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

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

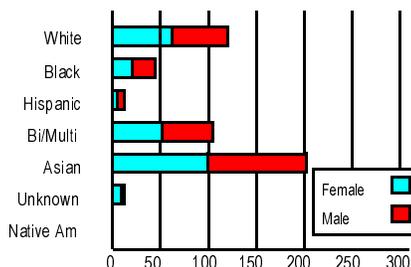
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	64	Met	44%	50%	6%	0%	0%
5	97	45	Met	40%	53%	0%	7%	0%
5	98	55	Met	24%	71%	4%	2%	0%



**Department of Defense Education Activity
Ernest J. King Elementary/High School (PK-12)
1997/98 School Profile
Sara Porter, Principal**

School Characteristics

Student Enrollment - 497



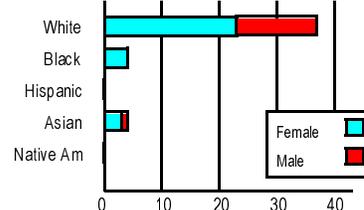
Grade	#
PreK	3
K	34
1	25
2	36
3	35
4	33
5	30
6	31
7	58
8	59
9	48
10	49
11	36
12	20
Total	497

Sponsor Affiliation	
Marine	2%
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	0
4-6	7
7-10	7
> 10	29

**Mobility Rate
43% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	3
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	44 %
MA/MS	51 %
Doctorate	4 %

Principal's Highlights

E. J. King School is a Pre-Kindergarten through twelfth grade unit school of 490 students. We are located in US Fleet Activities, Sasebo City, Nagasaki prefecture, Japan.

The student body is ethnically and culturally diverse. Sixty percent of our students are Asian-Pacific Islanders. 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.

Next school year's endeavors include the implementation of both the AVID (Advancement via Individual Determination) program for eighth graders and SURESTART for our pre-school students. Both programs have been successful in increasing student achievement.

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. Over 140 parent and community volunteers were recognized at our school this year.

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

Goal 3: Student Achievement And Citizenship

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

Students were involved in a "Writing-Across-the-Curriculum" program where once a week they would write on a topic based on monthly themes. The writing would incorporate a new vocabulary word learned through the "Word-of-the-Week" program. Reading was also targeted in a daily reading program. Students read for at least 15 minutes each day based on a rotating schedule.

Goal 4: Math And Science Achievement

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

We are presently analyzing our data, both objective and subjective, to determine where the major gaps are occurring for us. We will structure our strategies for the coming year to focus on our individual needs. We plan to continue with our after school math tutoring program and expand its scope. We are looking at supplementing teacher tutoring with peer tutoring.

Goal 10: Organizational Development

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

Two-way communication is routine in several of our classrooms because of the SHP "Parent-Teacher Grams" and the additional comment section of our bi-monthly Newsletter. Administrators attend the weekly Area Coordinators' Meeting and monthly Ombudsmans' Meetings. Our Fall SIP planning workshop had a strong contingent of community members.

Benchmark 10.8: Establish technology for teachers and administrators.

All teachers have access to the use of electronic recordkeeping and all teachers of grades 7-12 use the Integrate system for grade reporting. Information retrieval and analysis is available through SIMS and Columbia. Teachers and administrators continue to expand their knowledge of current software through peer training and in-service experiences.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.8	3.9
Co-Supporters	3.1	3.5	3.5
Co-Learners	3.0	2.9	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	2.4	3.1	3.3

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

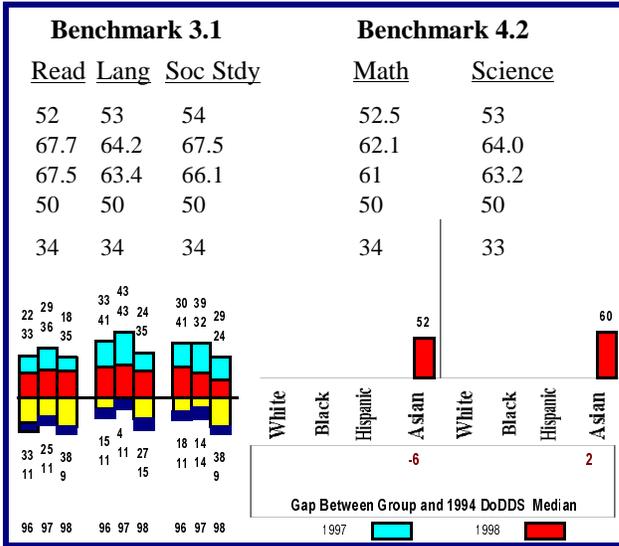
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
King School has successfully involved parents and community members in many aspects of school and student life. Parent volunteers are active in supporting student activities as well as providing enhancements to classrooms. Our adopt-a-ship program has been very successful and served to involve many who otherwise would have minimal connection to the school.

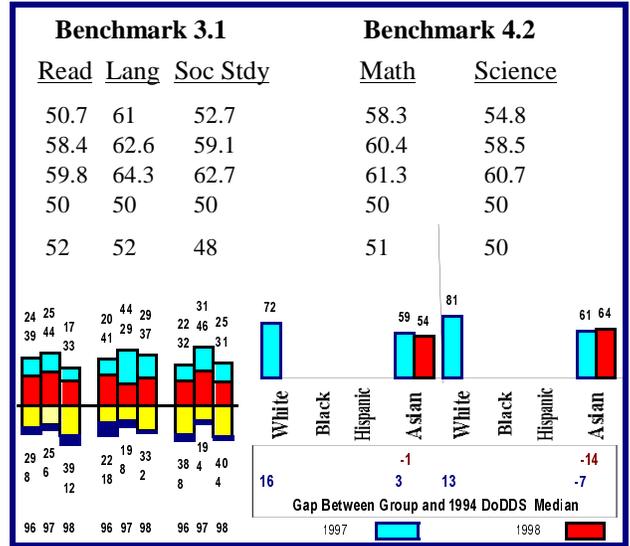
Grade 5

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

Students



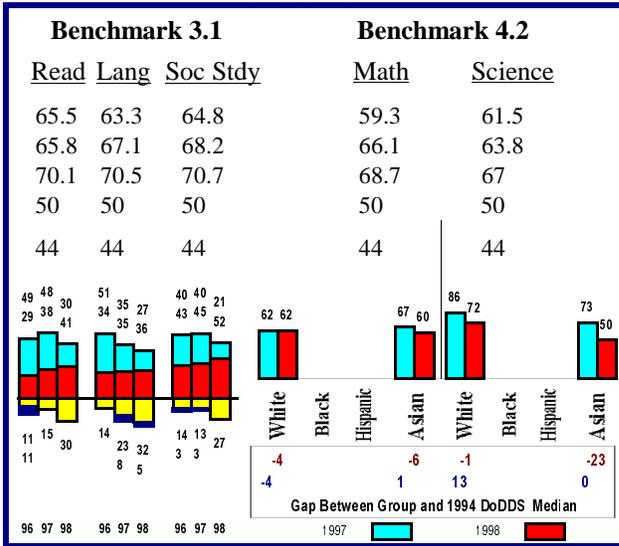
Grade 8



Grade 10

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

Students



SAT Results

	School	District	DoDDS	Nation
% Participating	97: 31%	66%	63%	41%
	98: 80%	54%	62%	43%
Math Avg Score	97: 510	494	505	511
	98: 501	505	505	512
Verbal Avg Score	97: 490	499	515	505
	98: 489	499	511	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

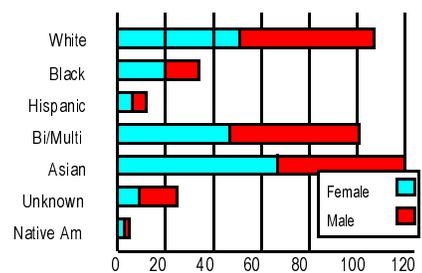
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	27	Met	19%	67%	15%	0%	0%
5	97	29	Met	28%	52%	7%	7%	7%
5	98	29	Met	17%	79%	3%	0%	0%
8	96	51	Not Met	24%	45%	26%	6%	0%
8	97	50	Met	36%	46%	14%	2%	2%
8	98	51	Not Met	8%	57%	29%	6%	0%
10	96	32	Met	22%	59%	19%	0%	0%
10	97	39	Met	44%	38%	15%	3%	0%
10	98	34	Met	38%	47%	15%	0%	0%



**Department of Defense Education Activity
 Jack N. Darby Elementary School (PK-6)
 1997/98 School Profile
 Mary Simmons, Principal**

School Characteristics

Student Enrollment - 381



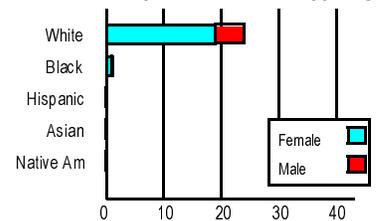
Grade	#
PreK	7
K	58
1	65
2	56
3	56
4	48
5	47
6	44
Total	381

Sponsor Affiliation	
Marine	4%
Army	<.5%
Navy	91%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

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

**Mobility Rate
47% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	2
Other Professionals	7

Teacher Education	
Degree	% Teachers
BA/BS	58 %
MA/MS	42 %
Doctorate	0 %

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	26	7%
K-8	TAG	48	13%
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

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 "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 involves parents as co-teachers. Each teacher develops one homework assignment per month that can be done cooperatively with a parent. The parents respond in a very positive way to this program.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....
 Strategies focus on a daily home reading program schoolwide, monthly community readers and Literacy Place training with an open invitation to all parents.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
 For narrowing the achievement gap in math, strategies include monthly interactive math homework, community speaker visits to classrooms to talk to students about how they use math in their jobs, schoolwide graphing and estimating activities, family math activities published in The Dolphin Dispatch, a Mathathon and training in Kagan Cooperative Learning structures.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
 The school sends home a biweekly newsletter to inform parents and the community about important school activities and how they might become involved. We have also continued family computer nights as monthly events this year. All teachers have a system of communication with parents on a regular basis.

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

Plans have been completed to integrate the use of technology into the Language Arts and Math curriculum areas. Teachers and parents are working to increase student computer contact time as well as their own, through computer interactive homework.

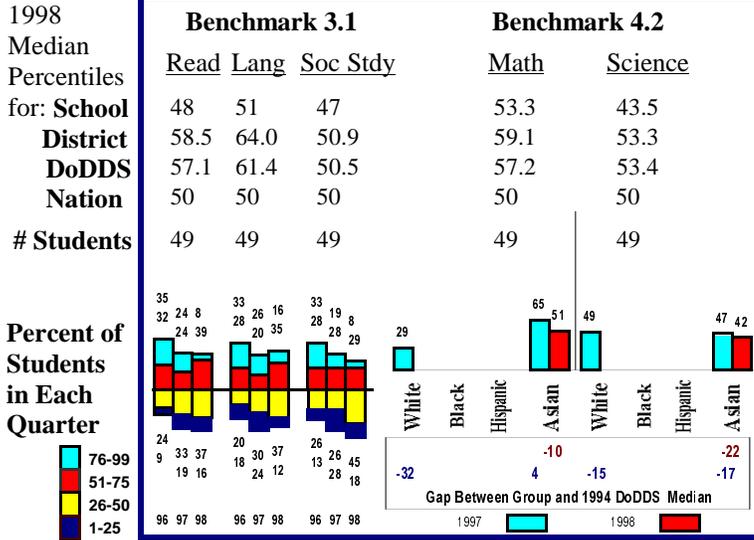
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.8	3.9
Co-Supporters	3.0	3.5	3.5
Co-Learners	2.7	2.9	3.1
Co-Teachers	3.8	3.5	3.5
Co-Advisors	3.0	3.1	3.3

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

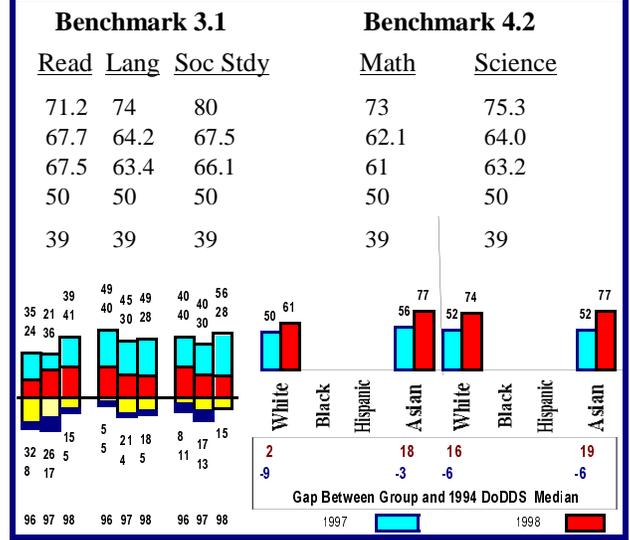
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Educators are working on activities cooperatively with parents to increase student achievement in Reading/Language Arts, Math and Technology. Activities include a Parent Resource Center, Darby Dolphin notes sent home with positive student comments, and parents as coteachers in the classroom.

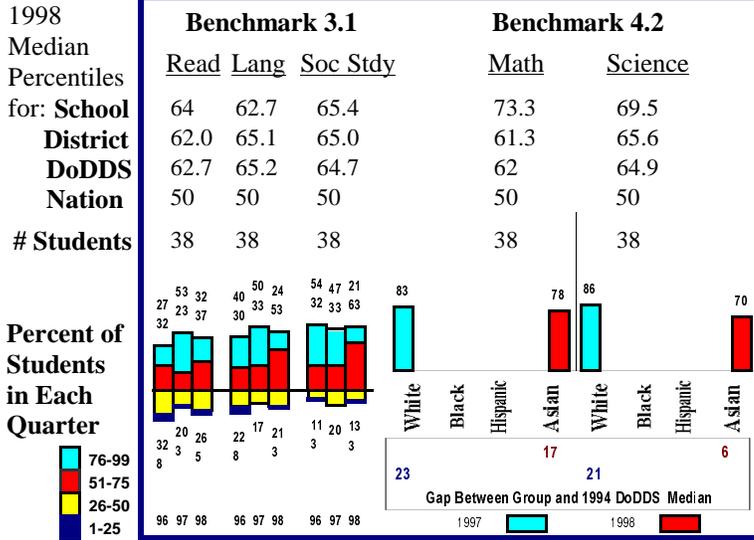
Grade 3



Grade 5



Grade 6



SAT Results

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

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DoDEA Writing Assessment

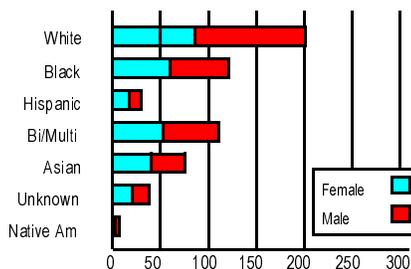
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	33	Met	49%	49%	3%	0%	0%
5	97	45	Met	47%	47%	4%	2%	0%
5	98	43	Met	33%	65%	0%	0%	2%



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

School Characteristics

Student Enrollment - 585



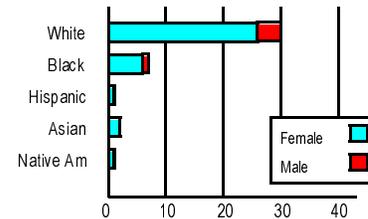
Grade	#
PreK	78
K	81
1	79
2	82
3	73
4	67
5	62
6	63
Total	585

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

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

**Mobility Rate
30% Per Year**

Professional Staffing



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

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

Principal's Highlights

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

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

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

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

Goal 3: Student Achievement And Citizenship

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

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

Goal 4: Math And Science Achievement

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

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

Goal 10: Organizational Development

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

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

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

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

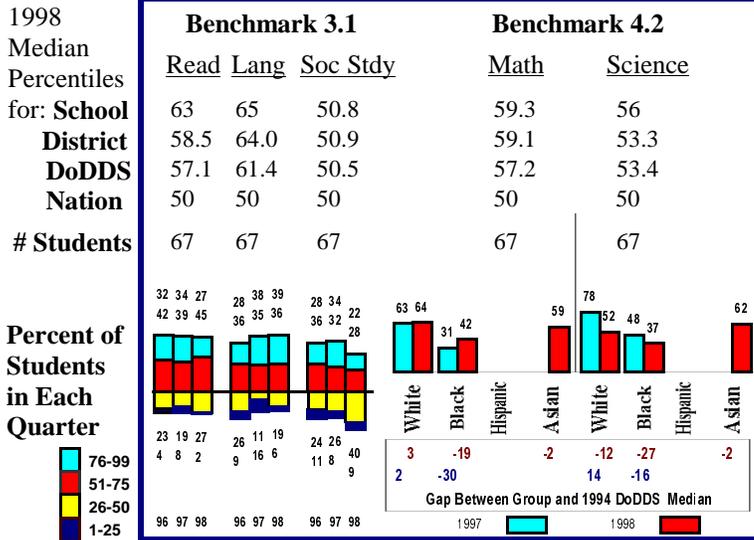
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.3	3.5	3.5
Co-Learners	2.8	2.9	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	3.8	3.1	3.3

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

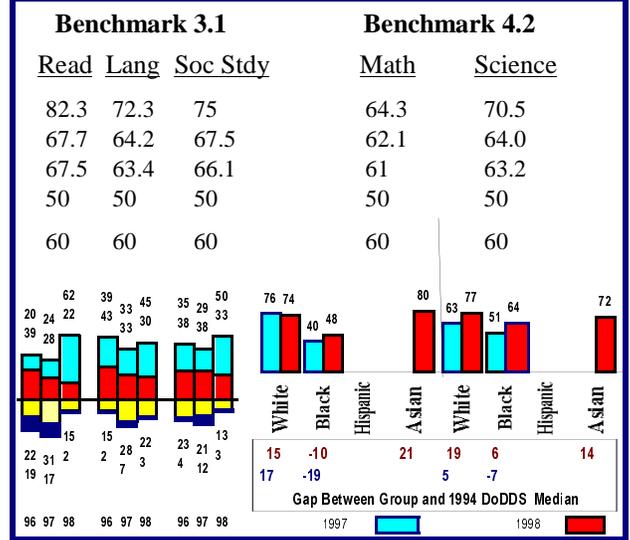
Goal 8: Parental Participation

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

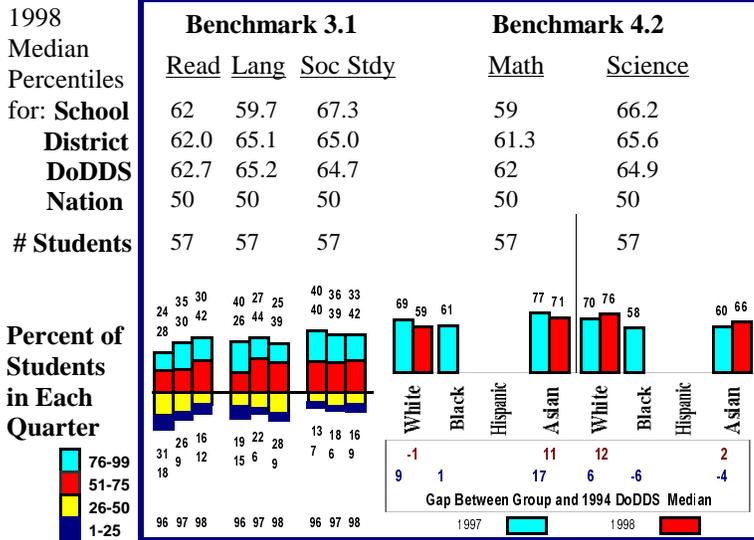
Grade 3



Grade 5



Grade 6



SAT Results

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

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

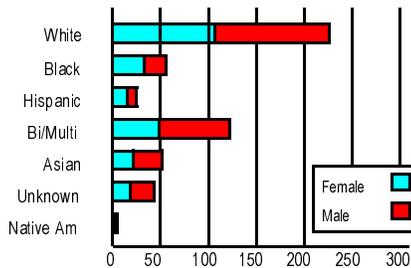
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	83	Met	42%	47%	11%	0%	0%
5	97	54	Met	30%	56%	11%	2%	2%
5	98	62	Met	26%	69%	2%	0%	3%



**Department of Defense Education Activity
Matthew C. Perry Elementary School (PK-6)
1997/98 School Profile
Susan H. Jackson, Principal**

School Characteristics

Student Enrollment - 511



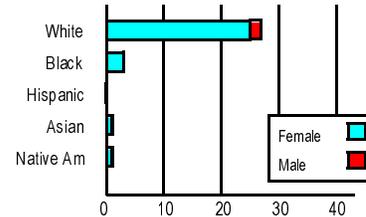
Grade	#
PreK	7
K	68
1	80
2	77
3	80
4	60
5	75
6	64
Total	511

Sponsor Affiliation	
Marine	72%
Army	<.5%
Navy	18%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	4
7-10	9
> 10	25

**Mobility Rate
23% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22
Special Education	3
Other Professionals	4.5

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

Meeting the needs of a growing student population has been the greatest challenge and primary focus this year.

During school year 97-98 four-year old students enrolled in our school as members of a Sure Start class. This program develops early readiness skills necessary for a successful kindergarten experience.

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.

M. C. 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 97/98 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, was continued 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 with authors' teas, published books, and computer presentations.

Goal 4: Math And Science Achievement

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

Skills testing conducted three times a year indicates 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 resources.

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 was chosen as a testbed site for the DoD Presidential Technology Initiative. Staff received extensive technology training opportunities throughout the year. Training was provided by outside sources as well as the staff and will continue in school year 98-99.

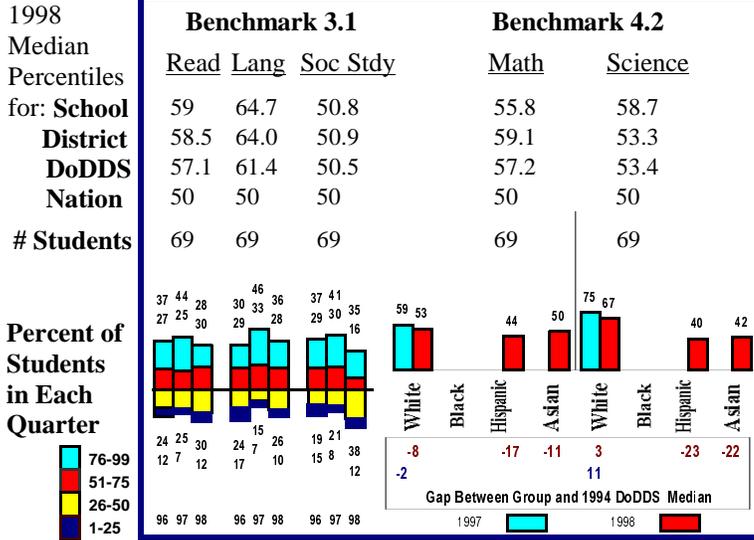
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.8	3.9
Co-Supporters	4.0	3.5	3.5
Co-Learners	3.9	2.9	3.1
Co-Teachers	3.9	3.5	3.5
Co-Advisors	3.7	3.1	3.3

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

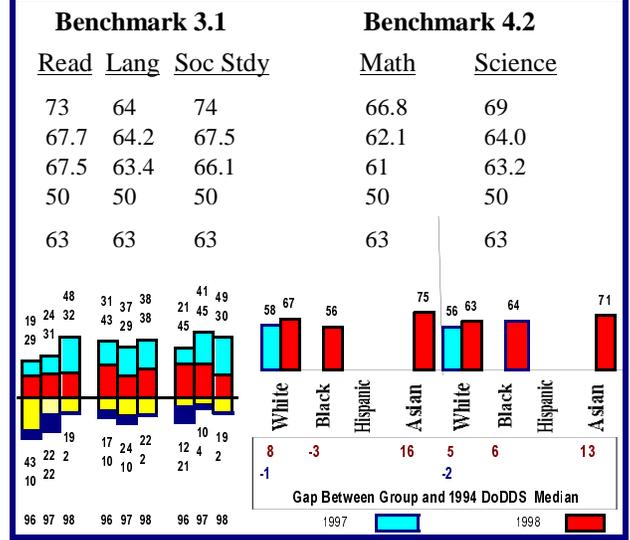
Goal 8: Parental Participation

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

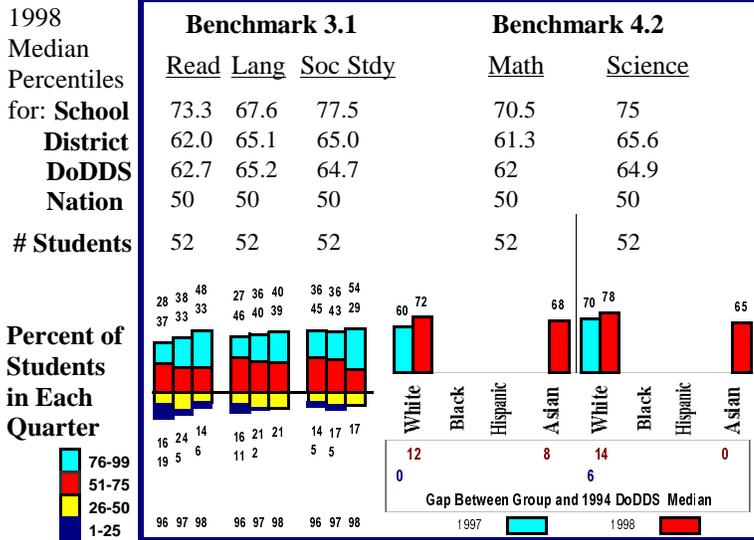
Grade 3



Grade 5



Grade 6



SAT Results

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

Notes

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

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

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

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DoDEA Writing Assessment

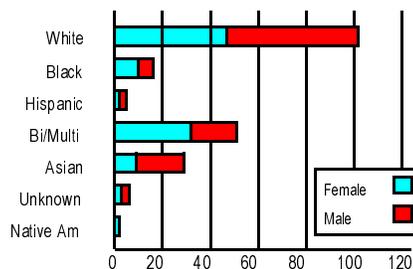
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	49	Met	25%	63%	8%	4%	0%
5	97	56	Met	16%	61%	20%	4%	0%
5	98	65	Met	18%	78%	3%	0%	0%



**Department of Defense Education Activity
Matthew C. Perry Junior High/High School (7-12)
1997/98 School Profile
Sandra DiQuinzio, Principal**

School Characteristics

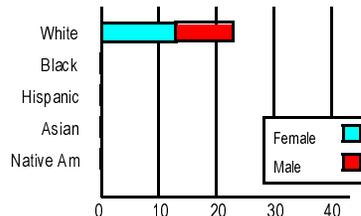
Student Enrollment - 211



Grade	#
7	43
8	45
9	37
10	38
11	21
12	27
Total	211

Sponsor Affiliation	
Marine	64%
Army	<.5%
Navy	15%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	2%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	8	4%
K-8	TAG	3	3%
K-12	ESL	5	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		4	
Students Taking AP Courses		26	54%

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

**Mobility Rate
27% Per Year**

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	0.5
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	30 %
MA/MS	57 %
Doctorate	13 %

Principal's Highlights

This year we declared ourselves the school "Where Learning Never Ends!" We felt this slogan united our students, faculty, parents and community in a shared quest for education. Our efforts in pursuit of this vision included continued emphasis on integrating technology into all curricular areas. In our second year as a PTI site, teachers and students received training in on-line applications, explored the Internet for information, and published their projects for world-wide viewing.

We also benefited from several School-Home Community Partnership (SHCP) initiatives. Our Adopt-A-Class units provided activity sponsors, guest teachers, and project helpers. Members from the National Naval Officers Association organized a Homework Club to tutor students in math and science. Our SHCP committee identified parent and community volunteers who shared their skills and talents with our students. Together, we also established a Parent Center as a gathering place for our volunteers.

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

Goal 3: Student Achievement And Citizenship

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

Our focus area continues to be reading comprehension. In addition to instruction in test taking skills and the use of sustained silent reading across the curriculum, English teachers continue to require reading outside the classroom as part of their curriculum. Tests of all types were used to evaluate success. Review of rising TerraNova scores shows that our strategy seems to be working.

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 SIP Problem of the Day with incentives for students who entered with correct answers was a success. Individual teachers also had problem of the day programs. TerraNova Test data indicates success!

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 media. Survey responses from parents and other stakeholders indicated that 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 helped us focus on delivering Internet access and curricular innovation into almost every classroom. We began the implementation process of the Presidential Technology Initiative.

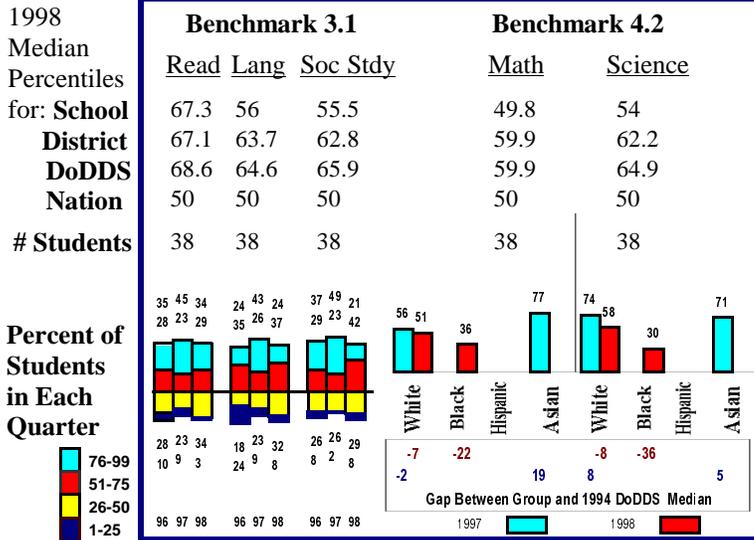
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.8	3.9
Co-Supporters	3.7	3.5	3.5
Co-Learners	3.0	2.9	3.1
Co-Teachers	3.6	3.5	3.5
Co-Advisors	3.3	3.1	3.3

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

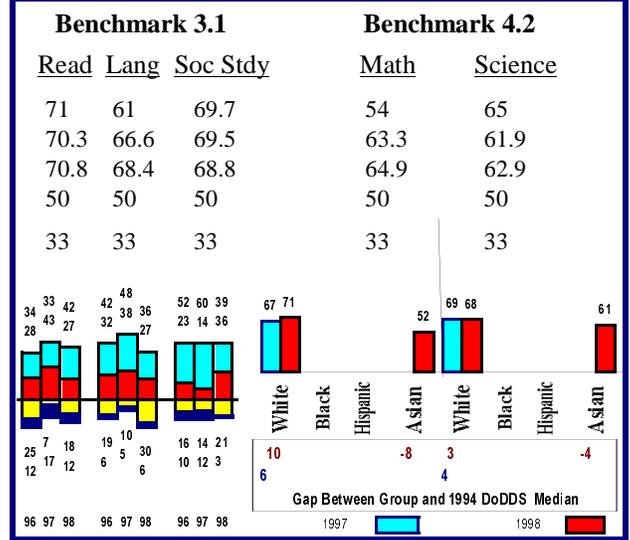
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 We have a very active School-Home-Community Partnership! Through an initial survey we identified parents who had specific skills and talents, and they shared them with our students in various ways throughout the year. The Adopt-A-Class Program and the Homework Club, organized by military volunteers, helped our students increase their knowledge in many areas.

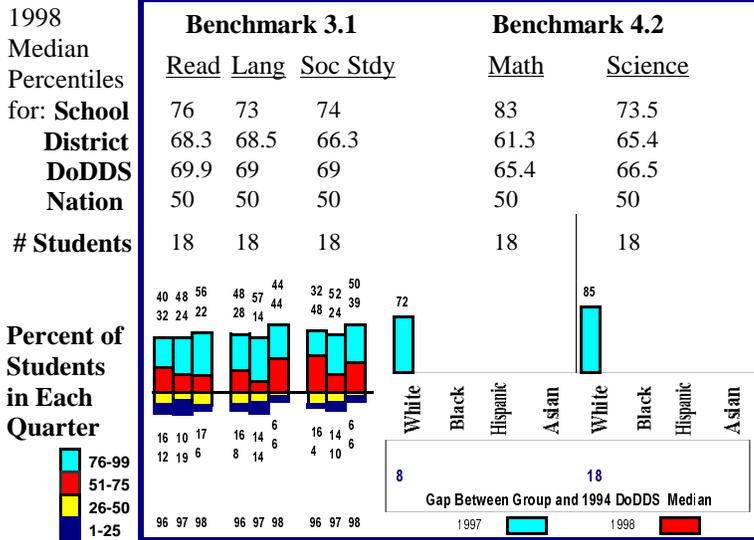
Grade 7



Grade 9



Grade 11



SAT Results

	School	District	DoDDS	Nation
% Participating	97	21%	66%	63%
	98	11%	54%	62%
Math Avg Score	97	NA	494	505
	98	600	505	505
Verbal Avg Score	97	NA	499	515
	98	567	499	511

Notes

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

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

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

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DoDEA Writing Assessment

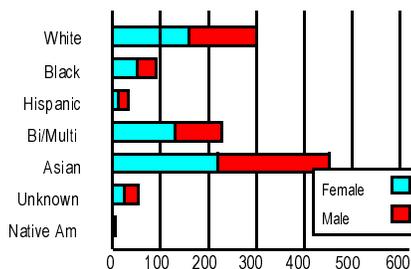
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	44	Not Met	18%	34%	41%	7%	0%
8	97	40	Not Met	15%	42%	25%	18%	0%
8	98	45	Not Met	18%	38%	31%	13%	0%
10	96	31	Not Met	7%	42%	42%	7%	3%
10	97	30	Met	30%	50%	17%	3%	0%
10	98	35	Met	29%	49%	9%	6%	9%



**Department of Defense Education Activity
Nile C. Kinnick High School (6-12)
1997/98 School Profile
Maureen M. Belanger, Principal**

School Characteristics

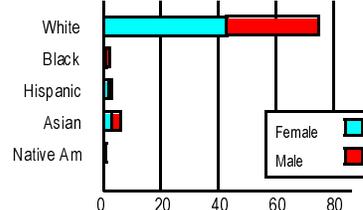
Student Enrollment - 1,162



Grade	#
6	217
7	228
8	196
9	181
10	153
11	106
12	81
Total	1162

Sponsor Affiliation	
Marine	2%
Army	<.5%
Navy	83%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	70
Special Education	3.5
Other Professionals	7.5

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	54	5%
K-8	TAG	N/A	N/A
K-12	ESL	27	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	57	
AP Courses Offered		5	
Students Taking AP Courses		72	39%

Teacher Experience	
Years	Teachers
New	5
1-3	7
4-6	9
7-10	7
> 10	49

**Mobility Rate
49% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	33 %
MA/MS	64 %
Doctorate	3 %

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, working within a block schedule, 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 curriculum, numerous AP courses, three World Languages, and a full complement of vocational and fine art courses, Kinnick offers music and athletic programs that are second to none in Japan. Students in all grades participate and are regularly honored for their achievements.

Kinnick's main goal regarding school improvement was to accurately determine our unique needs and to carefully evaluate corresponding data. Only then did we feel we would be able to identify direction for improvement that would be applicable for the next three to five years and that was sure to lead to significant change. Study Skills will be our focus.

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

Goal 3: Student Achievement And Citizenship

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

Based on the data, strategies to improve reading for understanding and analysis led to establishing a set of guidelines for students to use when taking notes, studying for exams and doing homework. These study skills, along with just arriving to class prepared, were thought to be instrumental in getting the most from the reading that is offered in the class.

Goal 4: Math And Science Achievement

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

An ad-hoc data evaluation committee was established to decipher the data pertaining to student achievement, especially with regard to gaps within racial / ethnic/gender groups. From the results, study skills was chosen for emphasis. Grade level teachers will provide to the students and parents a list of required skills necessary for success in their class.

Goal 10: Organizational Development

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

The Principal's monthly newsletter now solicits feedback from parents, and will address the findings from the recently established staff committees. They tackle issues as: communication within the building and the community, cultural awareness, student recognition, middle and high school curriculum, staff development and school policies. An E:mail box was also established.

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

Internet access is established in more than 15 sites throughout our school. Computer technology courses have been offered year round. Teachers have access to cc:Mail and many are learning to use programs such as Powerpoint and Excel and to integrate them into their programs.

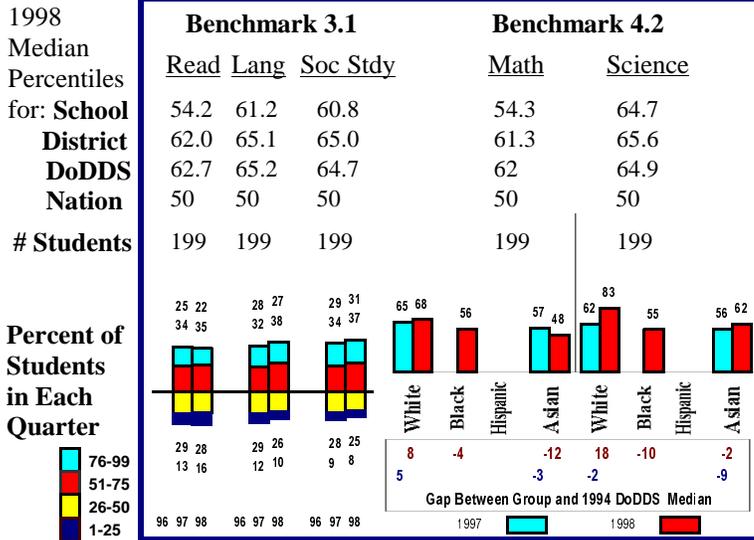
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.0	3.8	3.9
Co-Supporters	3.0	3.5	3.5
Co-Learners	2.3	2.9	3.1
Co-Teachers	3.1	3.5	3.5
Co-Advisors	3.1	3.1	3.3

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

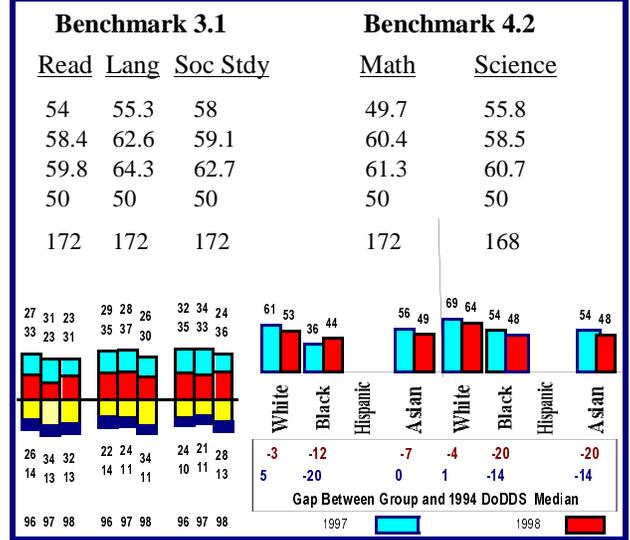
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 Three groups were formed to increase parent interest and participation in the education of their child. Literary Links fostered student writing and informed the community of the quality of writing that exists. Parent Volunteers matched teacher needs with parent skills for future tasks. Parent and student orientation committee will study creating booklets for new school families.

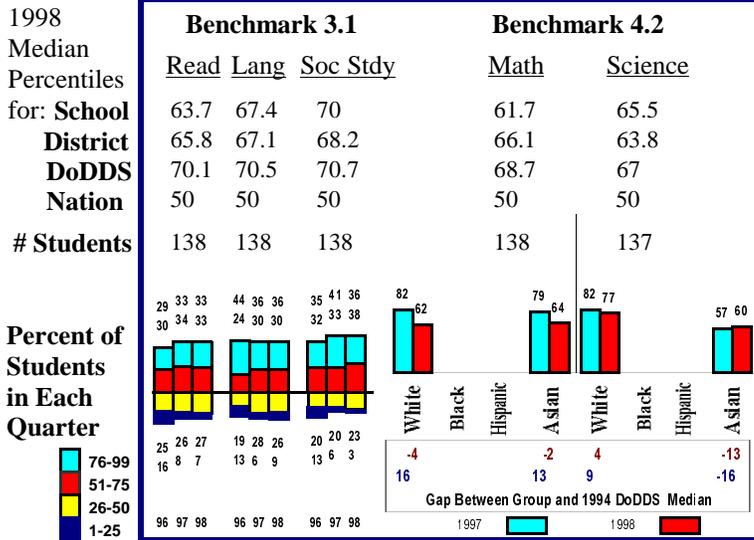
Grade 6



Grade 8



Grade 10



SAT Results

	School	District	DoDDS	Nation
% Participating	97	65%	66%	63%
	98	70%	54%	62%
Math Avg Score	97	480	494	505
	98	516	505	505
Verbal Avg Score	97	480	499	515
	98	497	499	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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

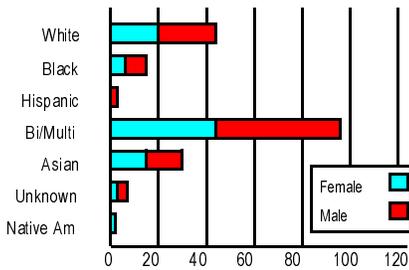
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	172	Not Met	16%	41%	35%	8%	0%
8	97	168	Met	41%	40%	12%	6%	1%
8	98	161	Met	32%	47%	16%	6%	1%
10	96	117	Not Met	24%	46%	27%	3%	0%
10	97	126	Met	48%	41%	9%	1%	2%
10	98	132	Met	46%	41%	11%	3%	0%



**Department of Defense Education Activity
Richard E. Byrd Elementary School (PK-6)
1997/98 School Profile
Thomas Whitaker, Principal**

School Characteristics

Student Enrollment - 196



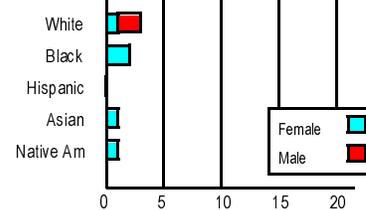
Grade	#
PreK	36
K	20
1	24
2	29
3	34
4	20
5	24
6	9
Total	196

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	83%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	3%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	1
7-10	4
> 10	11

**Mobility Rate
32% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	11
Special Education	2
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	24 %
MA/MS	76 %
Doctorate	0 %

Principal's Highlights

Richard E. Byrd School is a Pre-Kindergarten through sixth grade elementary school of about 200 students. It is located in Negishi Housing Area near the center of Yokohama City, 30 miles southwest of Tokyo. Negishi is a small housing area attached to "Commander, Fleet Activities Yokosuka" (CFAY), a large U.S. Navy Base about a one hour drive southwest of Yokohama. Most of our students live on base and walk to school.

Byrd School enjoys active parent and volunteer involvement in school programs as well as in the School Improvement Process. We participate in an "adopt a school" program and have an extremely active and supportive PTO. In addition to popular PTO sponsored family involvement programs such as "family reading night" and "math night," and the community camp out, parents and other volunteers are involved with children at school in the classrooms, extracurricular activities and other teacher and program support roles. Faculty and PTO efforts result in creating a true community school atmosphere.

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

Goal 3: Student Achievement And Citizenship

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

Social studies pretests and posttests were administered to all pre-K through sixth grade students. We initiated a school wide "Small World Week" culminating in an assembly with learning contributions from each class. A group of parents painted a large world map on the schools playground. Staff development was provided for including a "Stars and Stripes" newspaper project in classrooms.

Goal 4: Math And Science Achievement

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

A survey was conducted to determine how our stakeholders felt about computation in our math program. The math standards were explained in a parent newsletter. A Family Math Night was held. A pre and post test was given on the computation skills listed for each grade level. The results were shared so computation instruction could meet student needs.

Goal 10: Organizational Development

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

We are continuing to use newsletters and mailings to communicate with parents. Many teachers send their own weekly or monthly newsletters to parents to inform them of academic goals, projects and general classroom news. Conferences were held in the fall and spring to increase parent involvement in their children's academic program. A strong effort was made to coordinate the SIP and SAC teams at Byrd School.

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

Many classes have been held to increase the knowledge of the staff in multimedia, NT technology and hyper studio. Our media specialist and computer committee chairperson has been driving forces in orienting teachers and students in the use of the Internet and other computer applications. Students use of computers in research and curriculum support has increased.

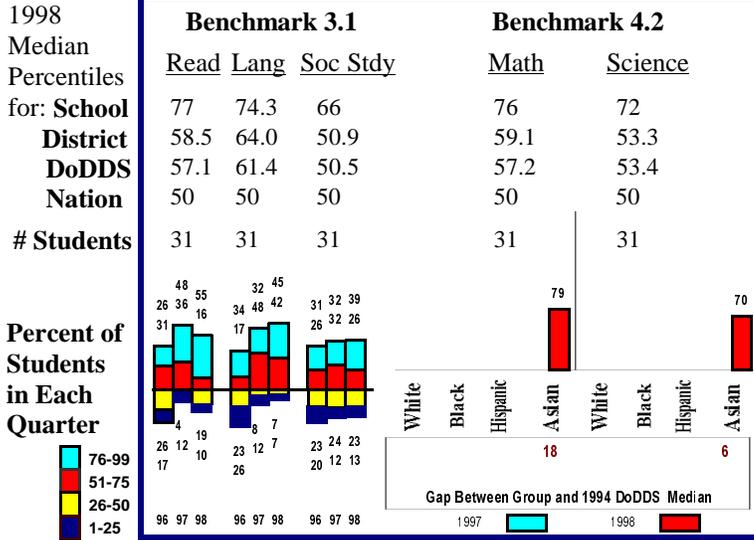
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.8	3.9
Co-Supporters	3.8	3.5	3.5
Co-Learners	3.1	2.9	3.1
Co-Teachers	3.5	3.5	3.5
Co-Advisors	2.9	3.1	3.3

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

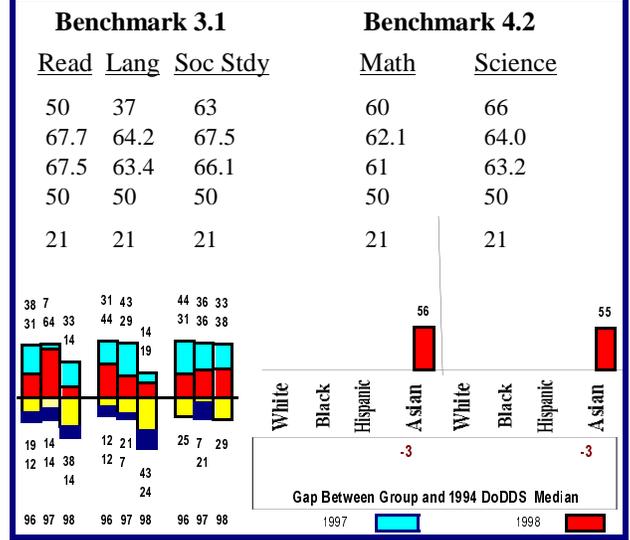
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 This school year, the SHP developed a Welcoming Committee to familiarize new families to Byrd. We also actively promoted S/H participation in many activities: Camp Out, Family Reading Night, Cookbooks, Cake Auction, Half-Way Party, Culture Day, Children's Day, and Book Fairs.

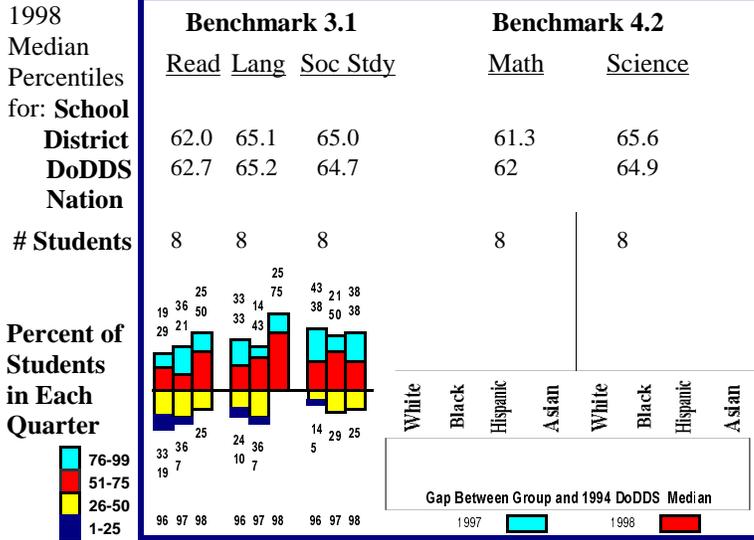
Grade 3



Grade 5



Grade 6



SAT Results

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

Notes

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

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

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

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

DSN Phone: 242-4815
 Fax Number: 81-45-661-4870
 Commercial Phone:
 81-45-661-4815

DoDEA Writing Assessment

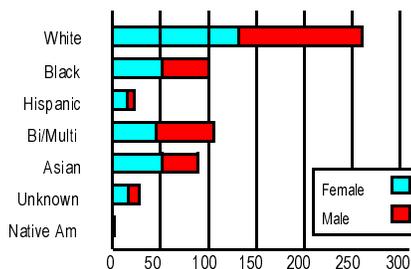
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	17	Met	35%	47%	12%	0%	6%
5	97	11	Met	46%	36%	0%	18%	0%
5	98	20	Met	40%	60%	0%	0%	0%



**Department of Defense Education Activity
Robert D. Edgren Junior High/High School (7-12)
1997/98 School Profile
Bruce Derr, Principal**

School Characteristics

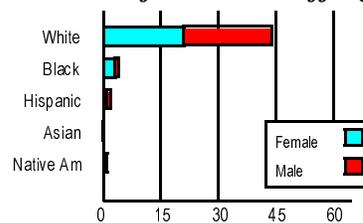
Student Enrollment - 610



Grade	#
7	133
8	150
9	121
10	91
11	62
12	53
Total	610

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	15%
Air Force	73%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	44.5
Special Education	2.5
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	31 %
MA/MS	67 %
Doctorate	2 %

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	4
7-10	1
> 10	40

**Mobility Rate
28% Per Year**

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	13	2%
K-8	TAG	N/A	N/A
K-12	ESL	8	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	34	
AP Courses Offered		4	
Students Taking AP Courses		27	23%

Principal's Highlights

Edgren High School is a warm, inviting place for students to learn and develop. Special efforts were made to support students who were having academic difficulties. Teaching teams at the 7th, 8th and 9th grade levels, as well as a Student Intervention Team for grades 10-12, developed individual plans to help students succeed. The teams were assisted by tutors, both after school and on Saturdays and teachers that provided extra help after school.

A Natural Helper program was implemented to train students who are sought by peers for their ability to listen and give advice. Edgren had a National Merit Scholar who earned a four year scholarship to the University of Southern California. Another student was recognized by the NASSP for demonstrating outstanding leadership ability.

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

Goal 3: Student Achievement And Citizenship
Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....
Reading improvement remains a high priority at Edgren. Spring assessment scores indicated less than 2% fell below the national 25%. Edgren students earned numerous academic achievement awards and demonstrated exceptional citizenship through community service.

Goal 4: Math And Science Achievement
Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Math continues to be a priority at Edgren High School. Per the 1997 spring math assessments, 57% of the students scored in the top national quartile. All 7th grade students participated in science research. One of our senior high students took first place in the Pacific Area Science and Humanities Symposium and went on to place 3rd in a National Science Symposium.

Goal 10: Organizational Development
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
The faculty and staff at Edgren participated in a variety of technology workshops and classes throughout the school year. This increased the use of the Internet, Powerpoint, Excel, word processing and Integrate as part of our daily routine. Communication via e:mail increased significantly among teachers, administrators, parents and the military community.

Benchmark 10.8: Establish technology for teachers and administrators.....
Forty-three percent of the faculty required students to utilize computers to gather information and research in order to write papers and complete projects. Students gained insight into gathering necessary information via technological means, as they experienced, learned and reinforced technical writing skills as well as use of graphics and word processing.

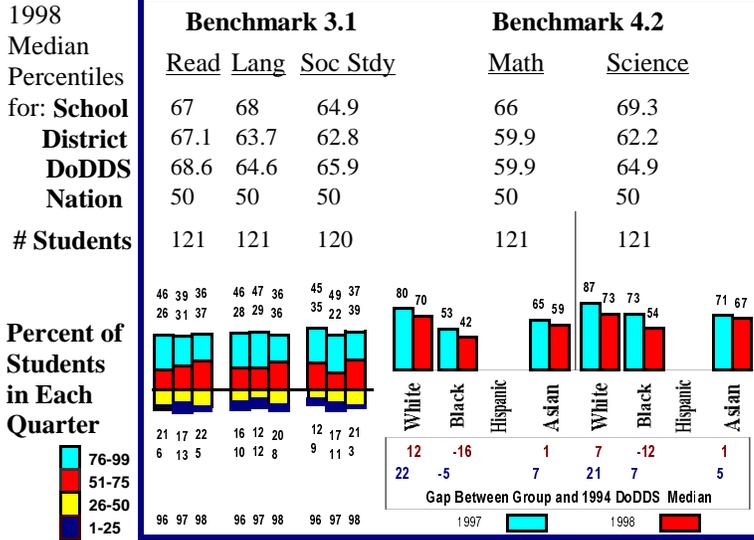
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.1	3.8	3.9
Co-Supporters	2.7	3.5	3.5
Co-Learners	2.4	2.9	3.1
Co-Teachers	2.9	3.5	3.5
Co-Advisors	3.1	3.1	3.3

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

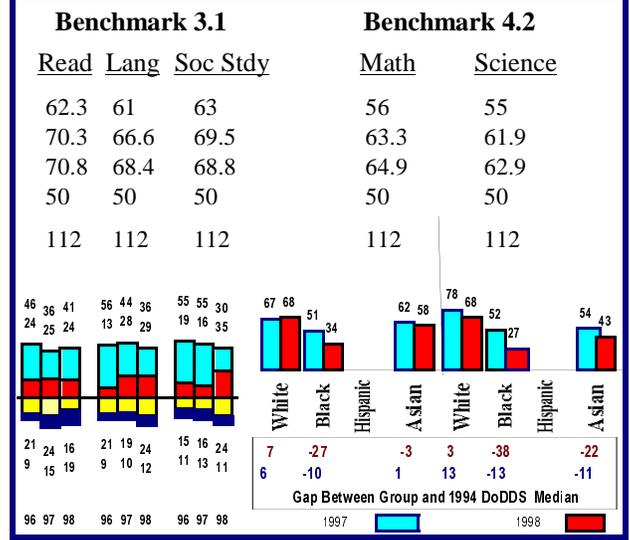
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......
Our SHP Committee, SAC, Booster Club and faculty were able to greatly increase the amount of parental involvement in educational decisions/activities., e.g., parents made presentations in classes in their area of interest and/or expertise. Parents also participated in workshops and volunteered to assist with educational and extra-curricular activities.

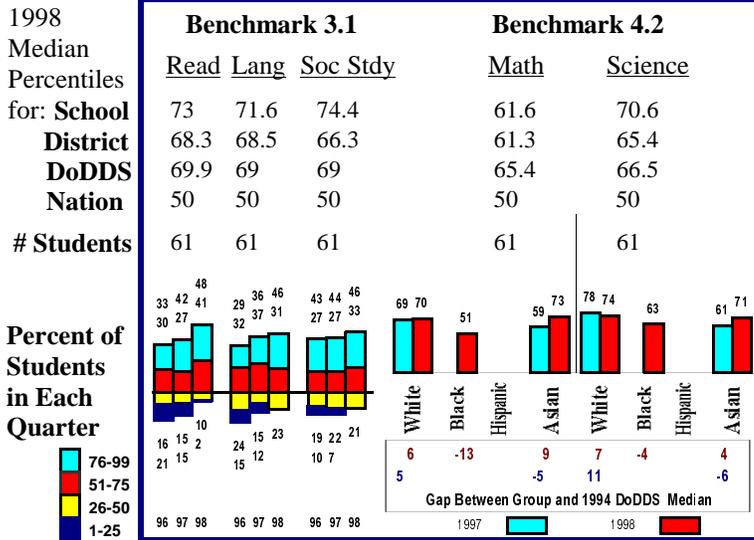
Grade 7



Grade 9



Grade 11



SAT Results

	School	District	DoDDS	Nation
% Participating	97	58%	66%	63%
	98	49%	54%	62%
Math Avg Score	97	464	494	505
	98	486	505	505
Verbal Avg Score	97	504	499	515
	98	503	499	511

Notes

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

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

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

Robert D. Edgren HS
PSC 76 UNIT 5040
APO AP 96319-5040

DSN Phone: 226-4377
Fax Number: 81-3117-62-7982
Commercial Phone:
81-3117-66-4377

DoDEA Writing Assessment

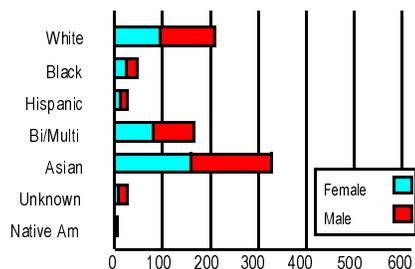
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	121	Not Met	19%	30%	40%	11%	1%
8	97	138	Not Met	26%	41%	23%	5%	5%
8	98	142	Not Met	17%	53%	25%	6%	0%
10	96	81	Met	36%	47%	14%	4%	0%
10	97	81	Met	35%	44%	17%	2%	1%
10	98	81	Met	33%	52%	9%	6%	0%



**Department of Defense Education Activity
Shirley Lanham Elementary School (PK-6)
1997/98 School Profile
Peter Grenier, Principal**

School Characteristics

Student Enrollment - 806



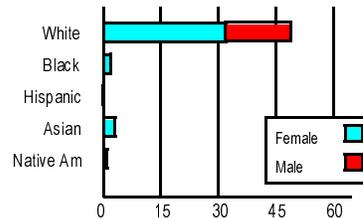
Grade	#
PreK	20
K	123
1	118
2	113
3	128
4	116
5	103
6	85
Total	806

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	95%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	4
4-6	5
7-10	4
> 10	36

**Mobility Rate
40% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	3.5
Other Professionals	10

Teacher Education	
Degree	% Teachers
BA/BS	44 %
MA/MS	53 %
Doctorate	3 %

Principal's Highlights

Established in 1969, the Shirley Lanham Elementary School has enjoyed a long reputation of educational excellence. The faculty and staff of our school is committed to the belief that all children can learn and succeed. Our teachers work diligently to provide the support, encouragement and resources to help all children reach their full potential.

The use of technology to augment and extend the curriculum continues to expand in our educational setting. Our two computer labs enhance our students efforts and enrich our mathematics, language arts, science and social studies programs. "Technology Day" enriches our teacher's repertoire of skills and adds excitement to the educational process.

Our teachers provide quality instruction, integrate curriculum across the disciplines, reinforce organizational skills and establish shared expectations for behavior and quality of work. Believing in the need for well rounded students, Shirley Lanham Elementary provides a host of varied after school programs including student council, science and technology clubs, media expression, yearbook, music and drama activities.

Shirley Lanham Elementary School has always enjoyed a close working relationship with the parents and the community.

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

Goal 3: Student Achievement And Citizenship

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

The School Improvement Team chose to develop an awareness of students reading learning styles in order to increase their fluency, word recognition and comprehension. The staff was given various handouts and workshop training on learning styles. Teachers, also, completed a learning style inventory to determine their individual learning style.

Goal 4: Math And Science Achievement

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

The School Improvement Team chose that the students would explain their mathematical reasoning through the use of journals. The Mathland program incorporates "convince me" activities in all units. Spring 1998 Terra Nova revealed increased math proficiency in the third and sixth grades.

Goal 10: Organizational Development

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

A needs survey revealed that overall, the school is doing an excellent job communicating and involving the community in all aspects of the school. The school newspaper, "The Chalkdust", is now available at the commissary, mini-mart, and base exchange. The "Chalkdust" is also published in Tagalog and Japanese.

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

Our focus this year was for all students and teachers to gain technological skills to enhance classroom learning. The staff received an all-day technology in-service to refine and learn new computer skills. All classes attended the computer lab and received instruction that integrated technology skills with classroom curriculum.

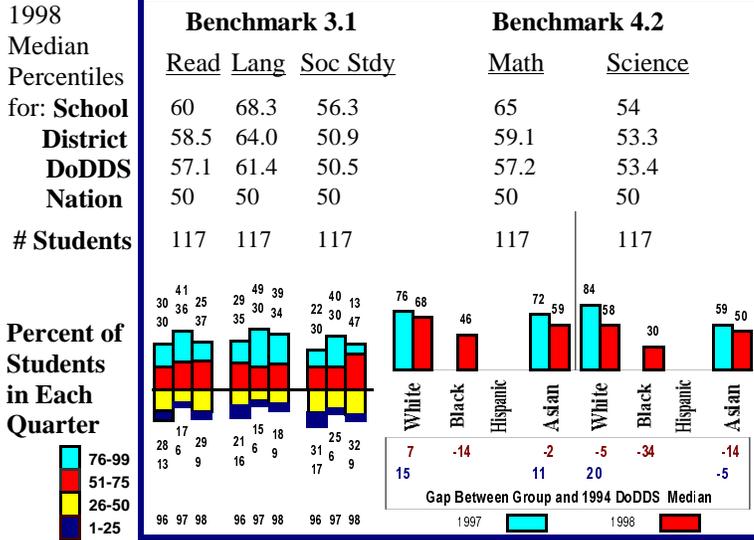
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.5	3.8	3.9
Co-Supporters	2.8	3.5	3.5
Co-Learners	2.7	2.9	3.1
Co-Teachers	3.3	3.5	3.5
Co-Advisors	2.4	3.1	3.3

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

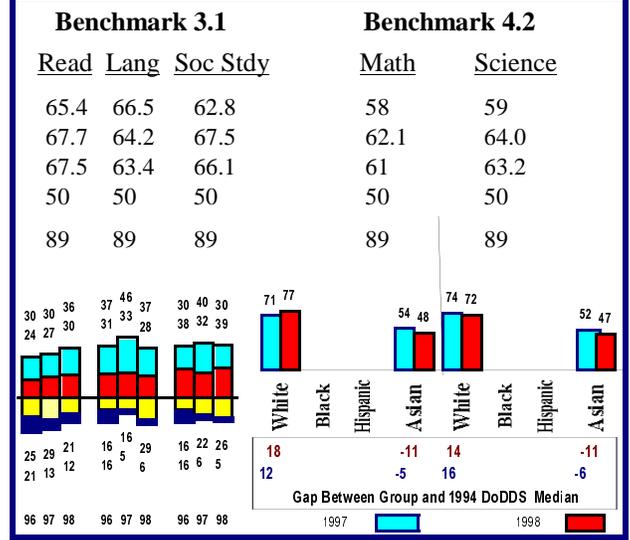
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The committee was comprised of four parents, five teachers, and one administrator. Committee members were inserviced on the STIER model. The committee in conjunction with the school counselors and Family Support Center conducted active parenting classes held at Shirley Lanham Elementary School.

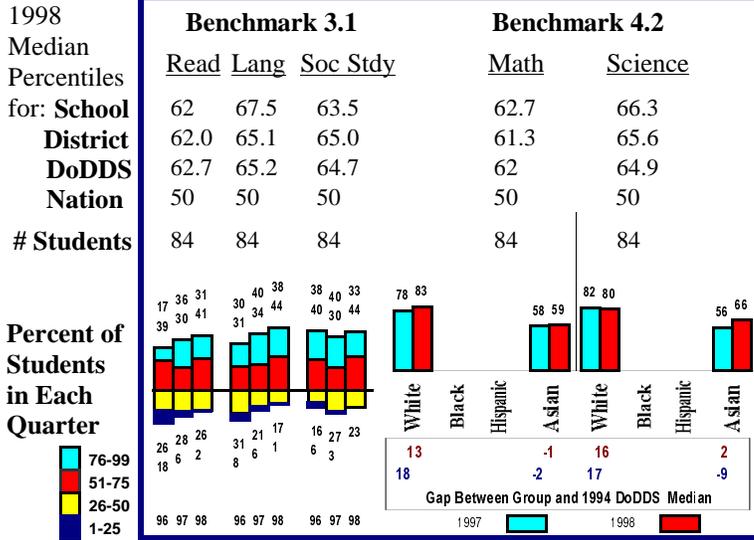
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	66%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	494	505
	98	NA	505	505
Verbal Avg Score	97	NA	499	515
	98	NA	499	511

Notes

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

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

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

Shirley Lanham ES
PSC 477, BOX 38
FPO AP 96306-0005

DSN Phone: 264-3664/3664
Fax Number: 81-3117-64-3172
Commercial Phone:
81-467-786010

DoDEA Writing Assessment

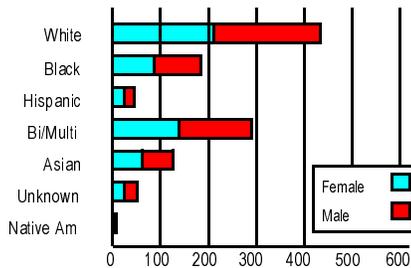
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	80	Met	34%	55%	10%	1%	0%
5	97	89	Met	19%	67%	9%	4%	0%
5	98	89	Met	21%	75%	3%	0%	0%



**Department of Defense Education Activity
Sollars Elementary School (PK-6)
1997/98 School Profile
Randell Ekanger, Principal**

School Characteristics

Student Enrollment - 1,115



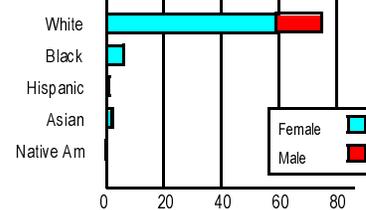
Grade	#
PreK	18
K	194
1	171
2	183
3	144
4	155
5	138
6	112
Total	1115

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	18%
Air Force	77%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	4
1-3	6
4-6	7
7-10	8
> 10	32

**Mobility Rate
49% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	52
Special Education	8
Other Professionals	14.5

Teacher Education	
Degree	% Teachers
BA/BS	43 %
MA/MS	56 %
Doctorate	1 %

Principal's Highlights

Located on Misawa Air Base, Sollars Elementary School has a staff of over 100 individuals. The school provides a strong academic program for a diverse student population of more than 1100 students.

The School Improvement Leadership Team (SILT), published the benchmarks and the School Improvement Plan strategies in the Parent Newsletter throughout the school year.

Assessments were created for benchmark 4.2. Teachers supported the assessments through planning and revising the instruments, as well as administering and scoring the assessments.

The School Home Partnership activities resulted in the development of the Misawa Complex School-Home-Community Resource Directory.

The Helping Elementary Learners Program (HELP) supported the SIP by providing a tutoring program for selected students from third to fifth grades. HELP served students throughout the school year. An average of 40 volunteers assisted students in an after school tutorial program that developed and improved independent study skills.

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

Goal 3: Student Achievement And Citizenship

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

To increase reading proficiency we developed the following strategies: a school-wide daily sustained silent reading program (D.E.A.R.), home book logs, continued use of the Accelerated Reader computer comprehension program, the use of cooperative learning structures in the classroom, and the integration of the language and reading 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, students referred to H.E.L.P. after school to work on math skills, A.D.D. and /or Daily Math Tune Ups drill and practice sheets given to students daily, math nights for parents, and administering Pre/Post tests on math objectives to students in grades 1-6.

Goal 10: Organizational Development

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

A 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. We maintained use of Sollars WWW site. Teachers generated newsletters and calendars and distributed to parents regarding class activities. School activities were advertised.

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

Technology Inservices continued for teachers as well as modeling lessons for the teacher and his/her class to increase knowledge and make teachers and students feel more comfortable using computers and exploring software. Parent luncheons and nights offered parents opportunities to observe student using technology. We continued use of the Accelerator Reader computer program.

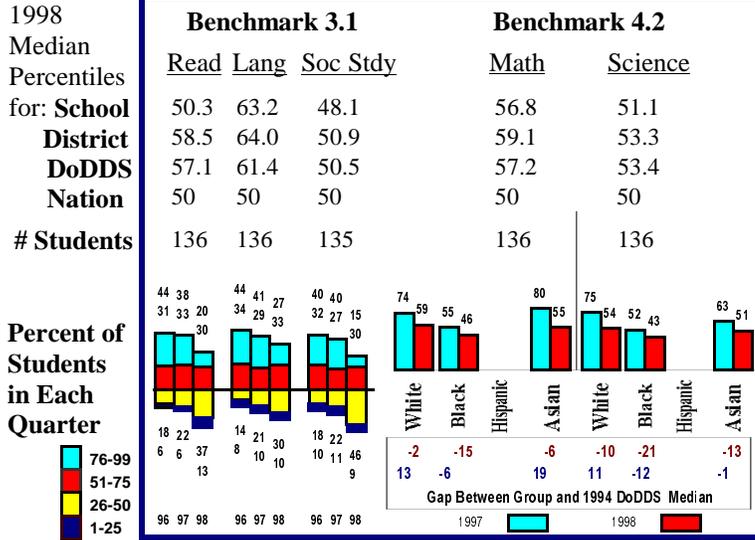
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.8	3.9
Co-Supporters	3.8	3.5	3.5
Co-Learners	3.4	2.9	3.1
Co-Teachers	3.9	3.5	3.5
Co-Advisors	3.3	3.1	3.3

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

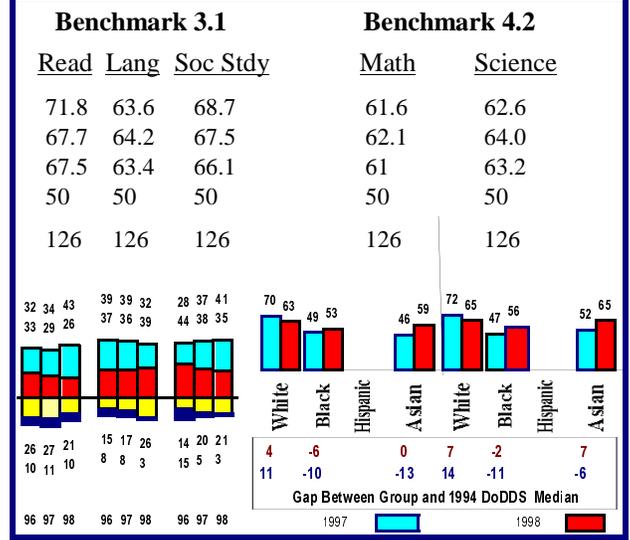
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
We surveyed Misawa Community to gain information for a complex wide database of volunteers. Parents supported reading and math benchmarks through volunteerism.

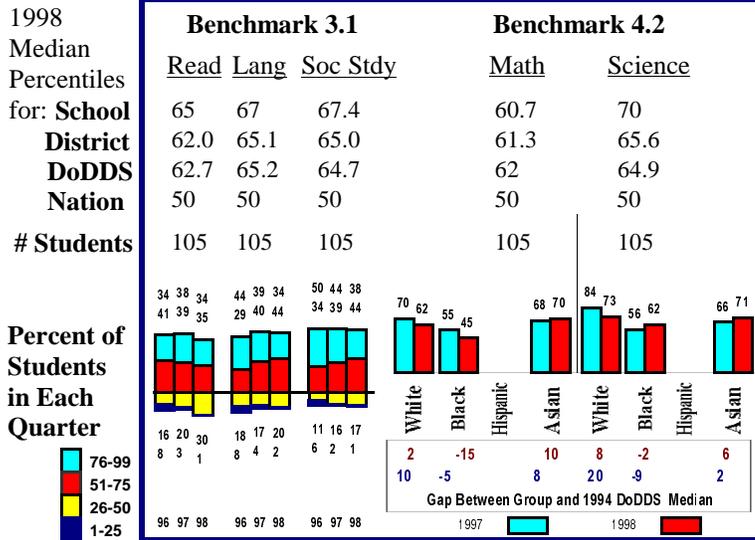
Grade 3



Grade 5



Grade 6



SAT Results

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

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

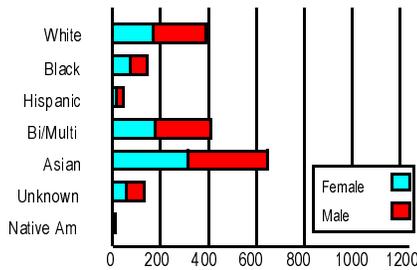
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	119	Met	20%	59%	14%	5%	1%
5	97	136	Met	35%	55%	5%	4%	2%
5	98	125	Met	26%	68%	6%	0%	0%



**Department of Defense Education Activity
Sullivans Elementary School (PK-5)
1997/98 School Profile
Carol Cressy, Principal**

School Characteristics

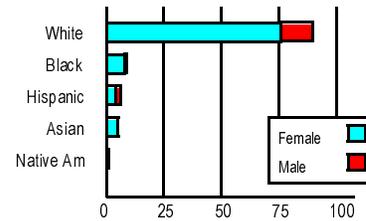
Student Enrollment - 1,772



Grade	#
PreK	31
K	333
1	288
2	303
3	287
4	262
5	268
Total	1772

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



Category	FTE
Administrators	4
Classroom Teachers	80
Special Education	10
Other Professionals	19

Degree	% Teachers
BA/BS	41 %
MA/MS	57 %
Doctorate	2 %

Teacher Experience	Teachers
New	11
1-3	11
4-6	11
7-10	12
> 10	35

**Mobility Rate
33% Per Year**

Grade Offered	Program	#	%
PK-12	Special Education	177	10%
K-8	TAG	178	10%
K-12	ESL	150	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

Principal's Highlights

The Sullivans School made significant progress in many areas this year.

Sullivans students created a daily closed-circuit TV news program broadcasting current school news and events to keep students and teachers informed.

A children's writing and publishing project, "Literacy Link", was established to promote and encourage students to create literary essays, poetry, and art. Work from hundreds of students was published in both the community newspaper and in the Pacific Stars and Stripes on a monthly basis.

Teachers continued to teach their students using "process writing" methods as a means of increasing students' written language skills. Process writing was also used as a vehicle for enhancing comprehension of various curricular areas as these were the focus of various written activities and assignments.

Computer training for the school faculty was provided in order to promote full usage of the three computer labs in our school. In-house training and technology workshops were offered for teachers throughout the year. One of the computer labs was also used for an extracurricular student computer club.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies.
The students displayed an increase in Language Proficiency in all content areas through development of the writing process. Success was measured through the CTBS, Terra Nova, Rubric Control Group and DODEA Writing Assessment tests as well as the tutorial participation attendance log.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
The students gained Language Proficiency through process writing, which improved their Math Scores because the Mathland curriculum involves a lot of student writing assessment. The CTBS, Terra Nova and Rubric tests show improved scores in Math and Science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Parent to School communications have improved as demonstrated by increased attendance and support of SAC, PTO, School Home Partnership, Starlight Express, Principal's Tea and other programs.

Benchmark 10.8: Establish technology for teachers and administrators.

Students increased language proficiency through hands-on contact with computers and multi-media technology programs. Logs showing increased attendance and positive teacher assessment provide supportive data. The computer training for all staff facilitated increased involvement.

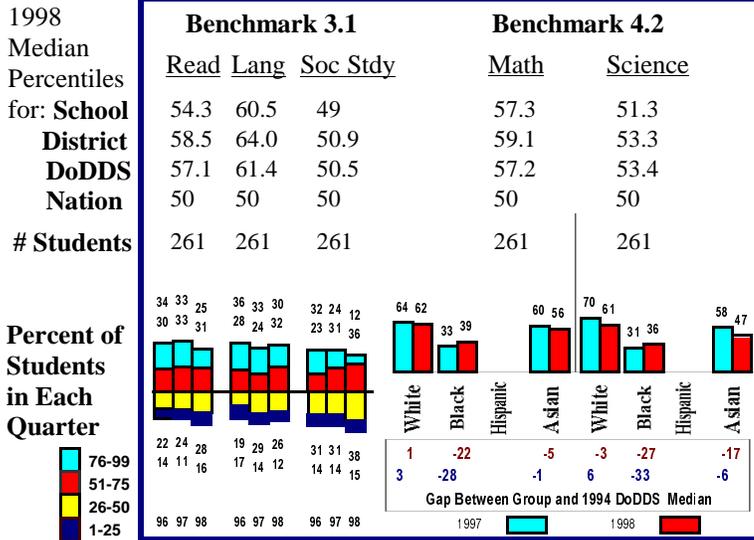
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.8	3.9
Co-Supporters	3.4	3.5	3.5
Co-Learners	2.8	2.9	3.1
Co-Teachers	3.0	3.5	3.5
Co-Advisors	3.2	3.1	3.3

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

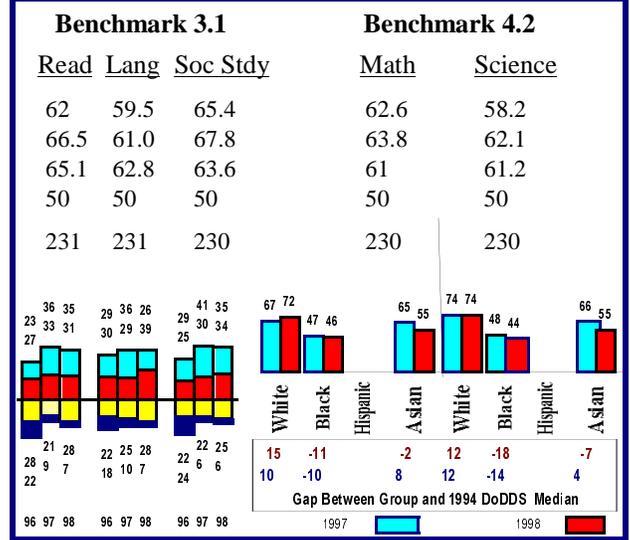
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 School Home Partnership has improved parental and community involvement as shown by increased participation in Literacy Link, Pen Pal Project, Tutorials, Starlight Express, and the Adopt-A-School Program. The school telephone logs have shown increased parental communication.

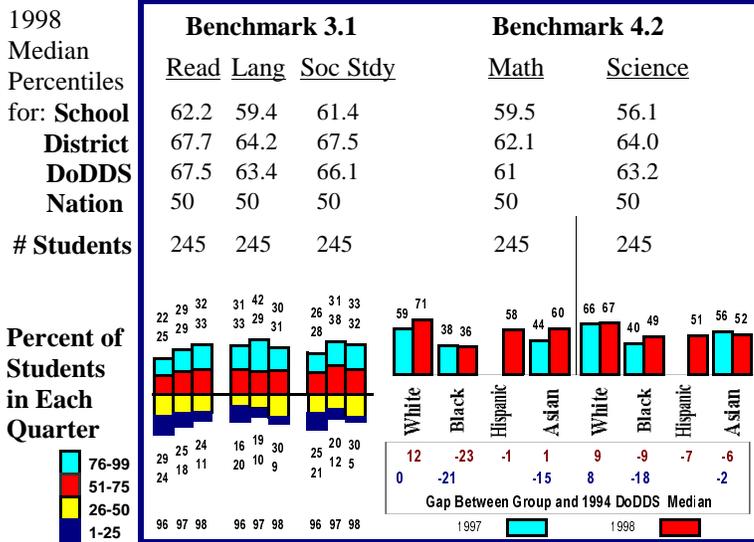
Grade 3



Grade 4



Grade 5



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	66%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	494	505
	98	NA	505	505
Verbal Avg Score	97	NA	499	515
	98	NA	499	511

Notes

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

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

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

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	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	235	Met	40%	45%	9%	4%	2%
5	97	219	Met	36%	48%	6%	4%	7%
5	98	243	Met	27%	66%	6%	0%	1%

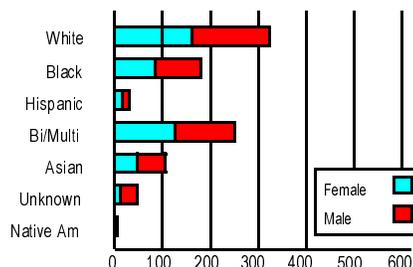


Yokota,
Japan

Department of Defense Education Activity
Yokota (East) Elementary School (PK-6)
1997/98 School Profile
Charles Yahres, Principal

School Characteristics

Student Enrollment - 943



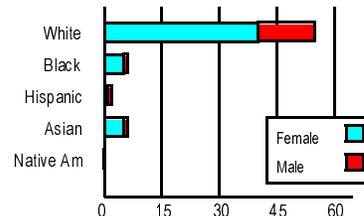
Grade	#
PreK	32
K	139
1	149
2	138
3	147
4	117
5	116
6	105
Total	943

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	1%
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	4
7-10	14
> 10	38

Mobility Rate
27% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	41
Special Education	7.5
Other Professionals	11.5

Teacher Education	
Degree	% Teachers
BA/BS	28 %
MA/MS	68 %
Doctorate	4 %

Principal's Highlights

YEES is a community school. Over 98% of the student body walk to school, and community members regularly contribute to the education of our students. Last year we documented well over 4000 hours of volunteer support in a wide array of school related programs. Our School Home Partnership Committee put together a Community Resource Guide that listed 14 pages full of local presenters willing to speak to students about a variety of career, hobbies and activities.

An on-site visit by the North Central Association elevated awareness throughout the community of our School Improvement Plan (SIP). The SIP committees' commitment to providing a clearer vision for all stakeholders brought the entire process into focus.

Increased support from all stakeholders of the SIP process certainly describes what we've done best this school year, while our newly adopted school motto clearly summarizes who we are best, "Yokota East Elementary School, "A Great School in a Great Community!"

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

Goal 3: Student Achievement And Citizenship

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

Writing across the curriculum continues to be the primary focus for increasing all levels of achievement. Staff development focused on the writing process. Each grade level developed a rubric to be used as a standard means of evaluating student work. Students were encouraged to use writing in all curriculum areas to explain their thinking and expand knowledge and understanding.

Goal 4: Math And Science Achievement

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

Cooperative Learning Structures was the topic at our inservice training in June. Teachers worked in teams to evaluate, explored and expanded strategies used throughout the year. This years focus will employ a system of peer observation/peer sharing with faculty to allow teachers greater opportunities to learn from one another. The primary focus will be on Math and Science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The staff is developing opportunities to enhance local media coverage of important school events. The local base channel broadcasts a bulletin board display in Power Point format of school events and happenings. In-house web page gives children direct links to current school activities, which is highlighted by a digital photo journal of recent school events and study trips.

Benchmark 10.8: Establish technology for teachers and administrators

Computer training continues to prepare our staff, parents and administrators to use the latest electronic technology. With the support of excess military computers, we have connected at least one computer to the campus network 95% of teacher's classrooms. Consequently we can provide direct access to the World Wide Web and YEES Information Center for unlimited research possibilities.

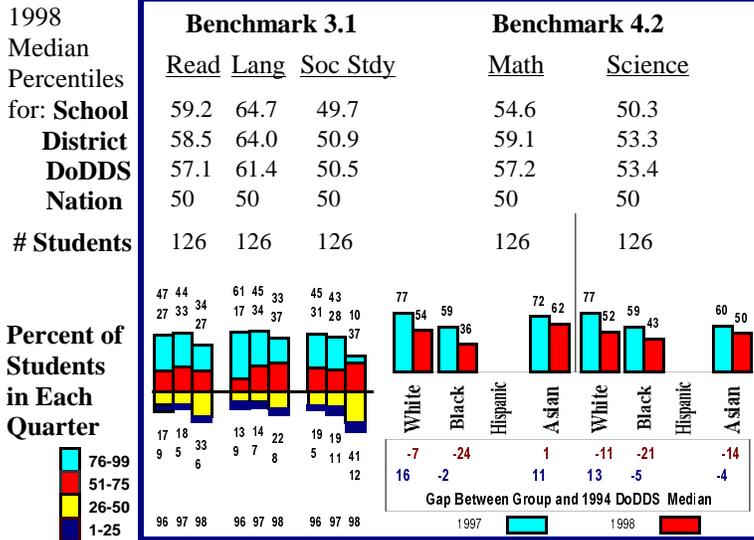
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.8	3.9
Co-Supporters	4.2	3.5	3.5
Co-Learners	2.7	2.9	3.1
Co-Teachers	4.1	3.5	3.5
Co-Advisors	3.5	3.1	3.3

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

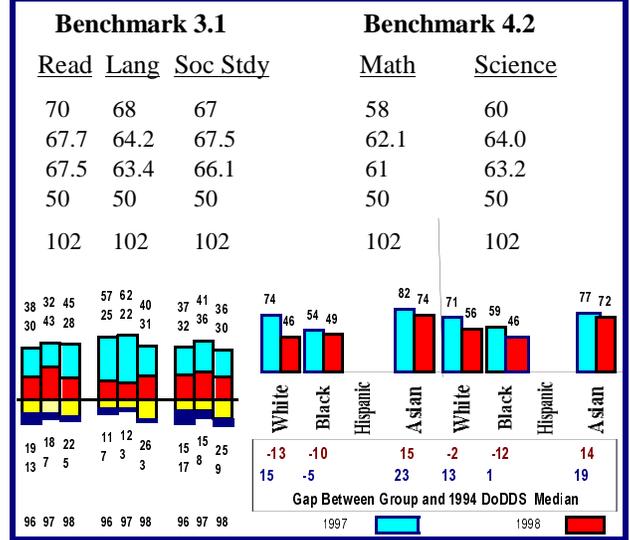
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The SHP team is currently organizing curriculum opportunities for parents to participate in daily Science and Math activities. For example, classroom newsletter quips using Daily Oral Science and Arithmetic Developed Daily as well as using the school newsletter to present math and science activities that are easily explored and demonstrated at home.

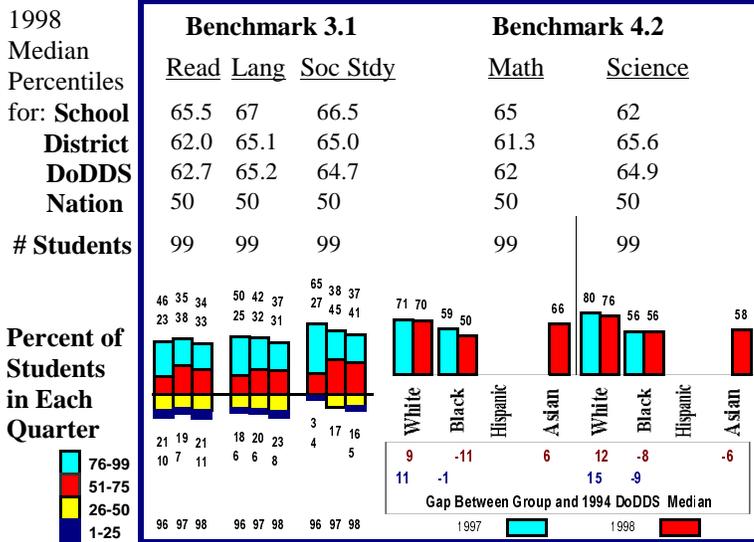
Grade 3



Grade 5



Grade 6



SAT Results

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

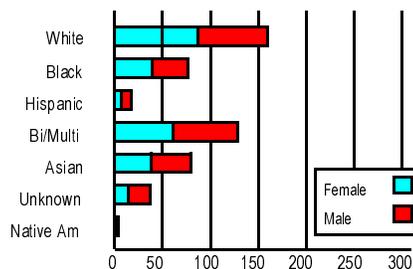
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	119	Met	41%	45%	11%	1%	0%
5	97	117	Met	39%	48%	8%	5%	0%
5	98	99	Met	21%	73%	5%	0%	1%



**Department of Defense Education Activity
Yokota (West) Elementary School (K-6)
1997/98 School Profile
Kathryn Forystek, Principal**

School Characteristics

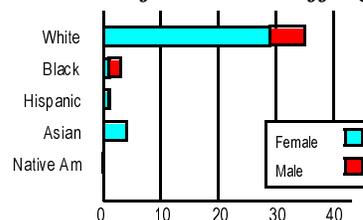
Student Enrollment - 489



Grade	#
K	77
1	73
2	82
3	60
4	76
5	63
6	58
Total	489

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	4%
Air Force	81%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	1%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	3.5
Other Professionals	6

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	33	7%
K-8	TAG	N/A	N/A
K-12	ESL	39	8%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	3
7-10	5
> 10	27

Mobility Rate
45% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	36 %
MA/MS	62 %
Doctorate	2 %

Principal's Highlights

Yokota West serves a diverse and highly transient population. Nearly all new students attend YWES when they arrive. The size of the school is such that we are not too large to be a "family" and provide the caring atmosphere and stability children need to adjust to the major transitions in their lives. We encourage the students to grow and experience new things, as they arrive in our community and in Japan.

The atmosphere of the school is positive and centered on student learning. Teachers chose to implement a School Improvement Plan that required a completely different view of instructional delivery, the integrated thematic unit approach. The grade level Biome activities in support of the DoDEA benchmark generated a great deal of excitement and the school came alive with research and technology applications in support of the goals. The 1997-1998 NCA Visitation Team commended the teachers for their selection of this style of instruction.

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 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....
Concrete writing skills appropriate to each grade level were identified as focus areas for Language Arts. Writing activities which addressed identified skills, curriculum standards and the community/ schoolwide thematic unit topic "Biomes" were designed. Rubric evaluations of student pre-test/post tests indicated a schoolwide increase in learning.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
The Math Integrated Curriculum for the 1998 Thematic Biome Unit utilized problem solving applications to real life situations which addressed student computational skills, the acquisition of math language and the ability to explain computational procedures (Convince Me's.) Pre and post test evaluations showed a schoolwide increase in learning

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
A community response form was included on weekly school publications and electronic correspondence became possible with the creation of the YWES WEB page. A Community Center was established to provide community access to valuable information about school programs and curriculum. 1998 Survey results showed parents felt actively involved with educational decisions.

Benchmark 10.8: Establish technology for teachers and administrators.....
Student use of technology dramatically increased with the creation of computer labs and a Publishing Center. Students worked in Word, Power Point, Paint, Excel, and keyboarding programs to develop identified computer skills. Technology applications were integral to the success of the Biome Thematic Unit. Faculty proficiency increased due to staff development opportunities.

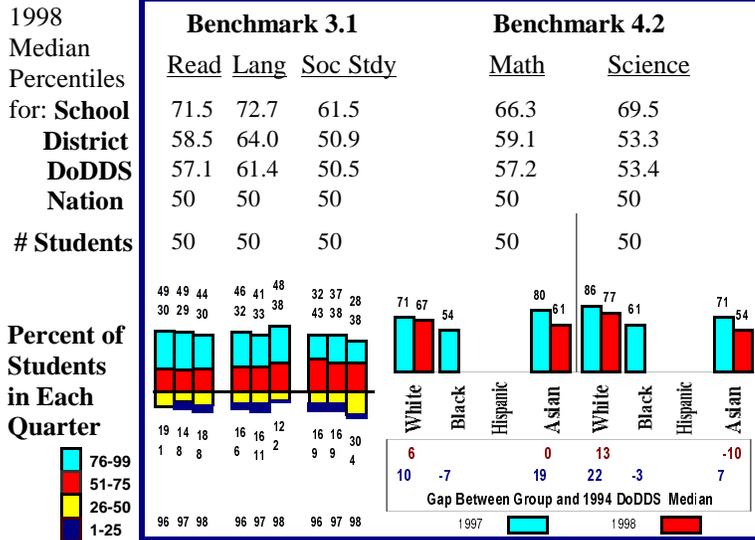
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.8	3.9
Co-Supporters	3.8	3.5	3.5
Co-Learners	3.4	2.9	3.1
Co-Teachers	3.6	3.5	3.5
Co-Advisors	3.2	3.1	3.3

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

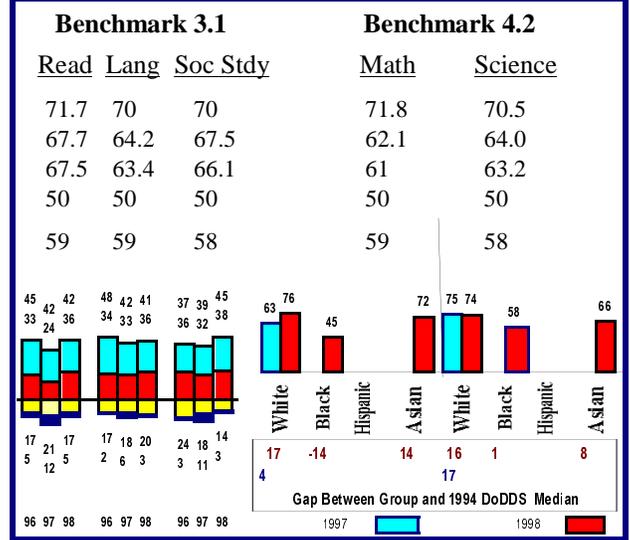
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Increased community participation on the co-learning and co-teaching tiers was the major focus for the School Home Partnership Component. A complex-wide community resource book was created to help publicize the expertise areas of community members. Community involvement in curricular, co-curricular activities and schoolwide thematic units were instrumental to student success.

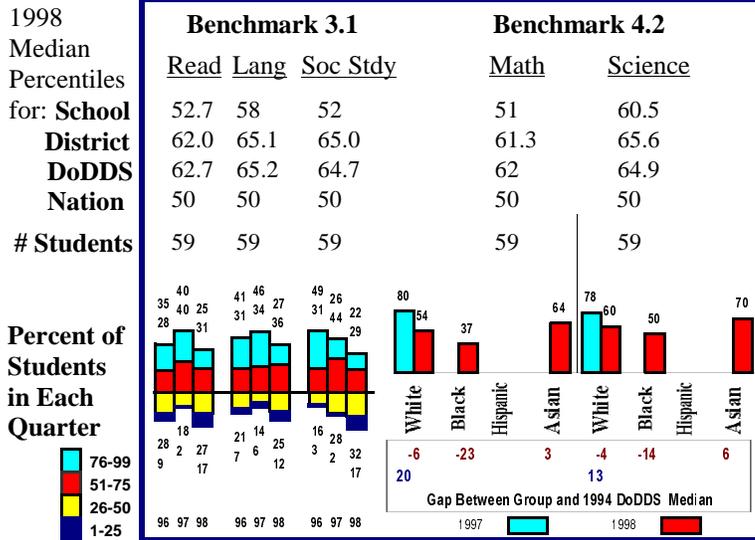
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	66%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	494	505
	98	NA	505	505
Verbal Avg Score	97	NA	499	515
	98	NA	499	511

Notes

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

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

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

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

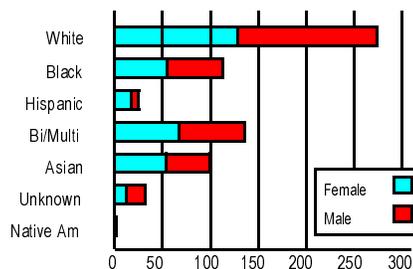
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	55	Met	53%	40%	7%	0%	0%
5	97	56	Met	34%	59%	4%	2%	2%
5	98	61	Met	23%	74%	3%	0%	0%



**Department of Defense Education Activity
Yokota High School (7-12)
1997/98 School Profile
Douglas McEnery, Principal**

School Characteristics

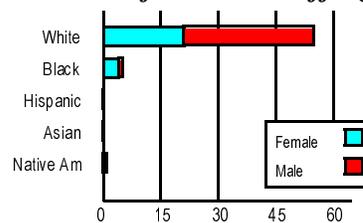
Student Enrollment - 682



Grade	#
7	153
8	153
9	120
10	122
11	81
12	53
Total	682

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	2%
Air Force	76%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	46.5
Special Education	4
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	30 %
MA/MS	67 %
Doctorate	3 %

Teacher Experience	
Years	Teachers
New	6
1-3	5
4-6	3
7-10	15
> 10	21

**Mobility Rate
23% Per Year**

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	39	6%
K-8	TAG	N/A	N/A
K-12	ESL	12	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	36	
AP Courses Offered		4	
Students Taking AP Courses		47	35%

Principal's Highlights

Yokota High School continues to offer diverse programs to meet the needs and interests of the student population. In addition to the core curriculum, we offer Advanced Placement classes in English, US History, Calculus, and Computer Science. Foreign language and a full complement of vocational and fine arts courses are available to students.

The Yokota High School Improvement Plan is noteworthy for staff and community involvement demonstrated throughout the process. School-wide initiatives include: Writing Across the Curriculum; math tutoring; Math Maintenance; the Renaissance Program; implementation of the block schedule, (which has allowed for a greater depth of instruction.) Results from the SIP for SY 97-98 are: decreased discipline referrals; improved attendance; improved writing assessment scores; improved math scores for students receiving tutoring; and improved school-wide GPA.

With a supportive community and an involved staff Yokota High school is well on its way to becoming a school of excellence.

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies
Lang Arts: (1) Lang Arts teachers continue to use Daily Oral Language. (2) Writing Across the Curriculum with an emphasis on monthly skills has been initiated. The percent of writing samples completed school-wide is tracked. (3) The Renaissance Program recognizes academic improvement and achievement. (4) Block schedule was implemented to improve the depth of instruction.

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% on the Terra Nova were identified for tutoring. (2) Math Maintenance: a weekly review of basic math skill is accomplished in math classes. (3) Pre/post student attitude survey and standardized test results will be used to determine needed modifications of the strategy. (4) Renaissance Program & block schedule.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
(1) Student-produced television programs, broadcast directly on a community channel has allowed for immediate dissemination of information. (2) School newsletter has been revised and is evaluated regularly. (3) YHS Web site is available to all who have access to the internet. The site is updated daily. <http://www.tmn.com/~mcgarity/home.htm>

Benchmark 10.8: Establish technology for teachers and administrators.

(1) Results of a needs survey were utilized to design staff development. (2) Survey results demonstrate that the comfort level of the staff as it pertains to technology has increased. (3) A process is underway to insure the availability of technology in all classrooms and to develop instruments to measure improvement. (4) A process to increase students skills was initiated.

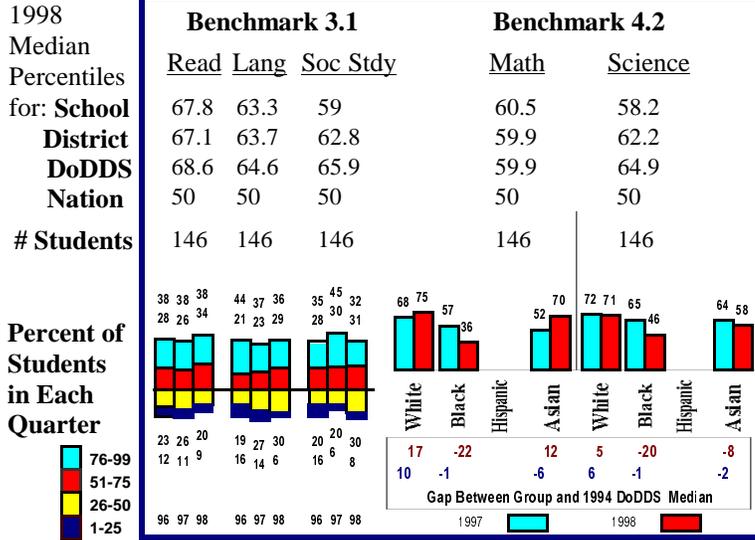
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.0	3.8	3.9
Co-Supporters	3.0	3.5	3.5
Co-Learners	2.0	2.9	3.1
Co-Teachers	2.5	3.5	3.5
Co-Advisors	2.5	3.1	3.3

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

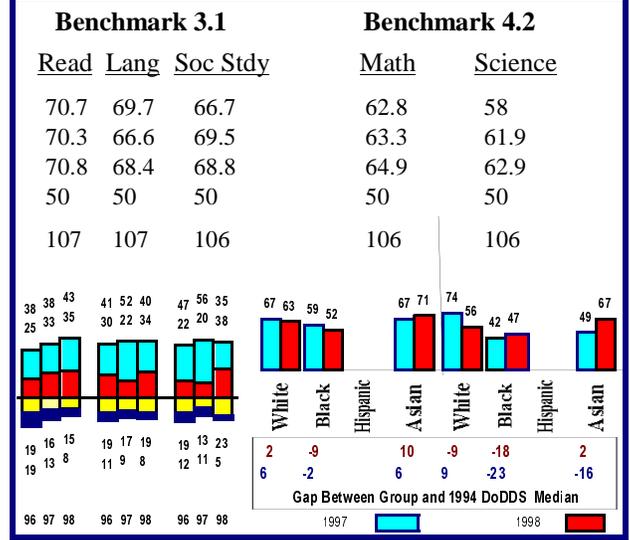
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 (1) A survey of parents' attitudes was again completed showing an improvement toward the school programs. (2) Survey results will be used to determine strategies for SY 98/99 parent involvement. (3) Minutes of all meetings are available in the office. (4) Continued parental/community involvement in the Renaissance Program.

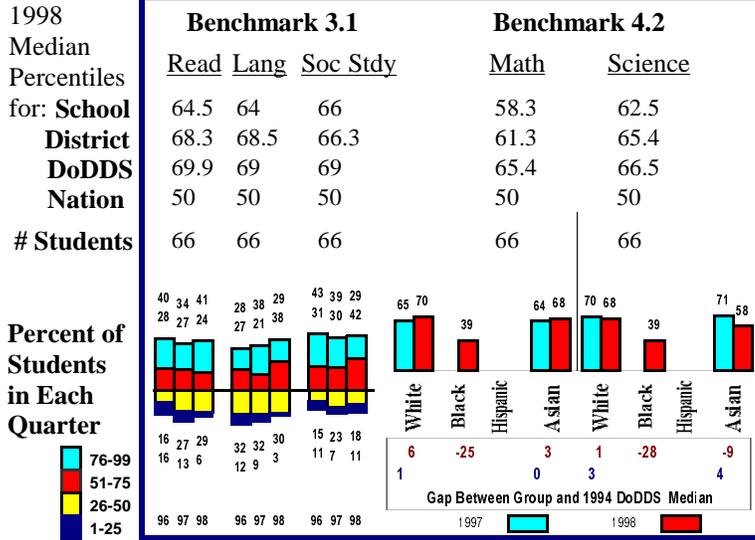
Grade 7



Grade 9



Grade 11



SAT Results

	School	District	DoDDS	Nation
% Participating	97: 81%	97: 66%	97: 63%	97: 41%
	98: 53%	98: 54%	98: 62%	98: 43%
Math Avg Score	97: 496	97: 494	97: 505	97: 511
	98: 500	98: 505	98: 505	98: 512
Verbal Avg Score	97: 500	97: 499	97: 515	97: 505
	98: 492	98: 499	98: 511	98: 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.

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 APO AP 96328-5072

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 81-3117-55-5503

DoDEA Writing Assessment

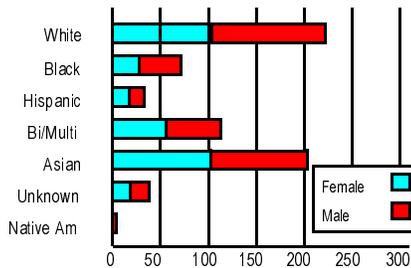
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	153	Not Met	20%	44%	24%	10%	1%
8	97	128	Not Met	23%	46%	20%	10%	1%
8	98	152	Met	39%	49%	11%	0%	1%
10	96	84	Not Met	26%	42%	24%	8%	0%
10	98	118	Met	45%	40%	10%	5%	0%



**Department of Defense Education Activity
Zama Junior High/High School (7-12)
1997/98 School Profile
Susan Burdick, Principal**

School Characteristics

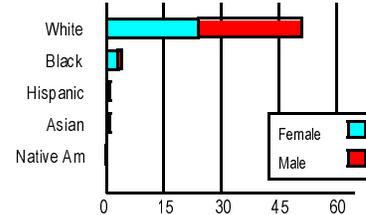
Student Enrollment - 684



Grade	#
7	159
8	120
9	110
10	120
11	91
12	84
Total	684

Sponsor Affiliation	
Marine	<.5%
Army	25%
Navy	42%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	29%
Non-US Civilians	3%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	47
Special Education	2
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	29 %
MA/MS	66 %
Doctorate	5 %

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	23	3%
K-8	TAG	N/A	N/A
K-12	ESL	17	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	31	
AP Courses Offered		8	
Students Taking AP Courses		66	38%

Teacher Experience	
Years	Teachers
New	1
1-3	5
4-6	6
7-10	2
> 10	41

Mobility Rate
24% Per Year

Principal's Highlights

ZAHS serves about 700 students from Camp Zama and NAF Atsugi, Japan. Our overarching theme is "Caring Competencies, + Equity, + Quality Instruction = Success for All Students." This theme supports our SIP, strengthens school culture and improves teaching techniques to support success for all.

Our diverse student body in grades 7-12 is 35% bilingual. In support of the 83 % of our college bound students, both advanced placement (AP) and honors courses are offered in six different departments. Level V foreign languages are offered in Spanish, French and Japanese. As one of the schools with the highest Distance Education enrollment in DoDDS, telecommunications courses are very popular. AVID, the inclusion model and the middle school concept are other programs that support student success. The PTO, parents and the community actively support SIP. Peer leadership and Character Education are new additions to our curriculum this year.

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

Goal 3: Student Achievement And Citizenship

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

Considering the needs of our multi-lingual students ZHS adopted 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 areas. Rubrics served as pre and post assessment tools developed to analyze students' 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 and report card grades were assisted, resulting in individual plans to increase achievement. The plan included tutoring, group support, and selected placement in appropriate math classes. Teachers were trained on diversity, equity and learning styles.

Goal 10: Organizational Development

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

Communication among the faculty, community, home and school has been enhanced by including parents and students in all facets of the SIP and programmatic activities. Our parent feedback form, Student Success Cards, community bulletins and briefings, newspapers, the local TV Access Channel and our WEB site links are effective improving communication.

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

In each of their classes, students are required to create a project using technology. Science, business, computer, and the multi-curricular labs are supplemented by our Information Media Center and Internet access. Teachers have been trained and prepared lesson plans which include technology as a tool in developing their requirements for class projects and assignments.

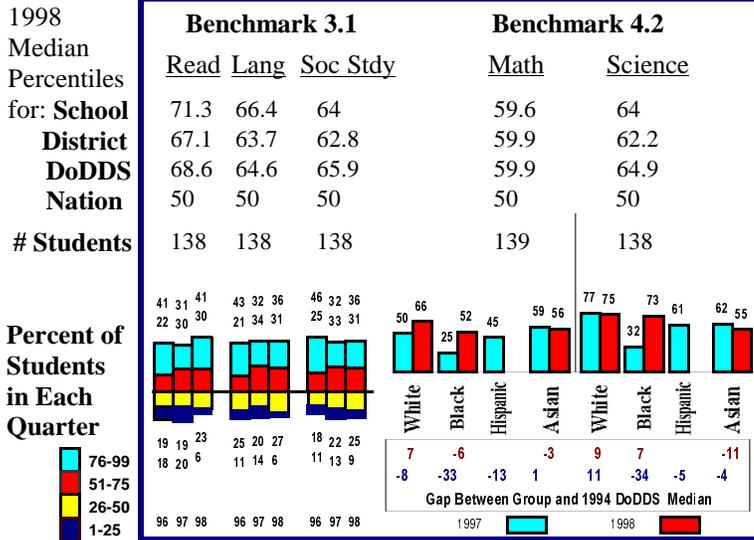
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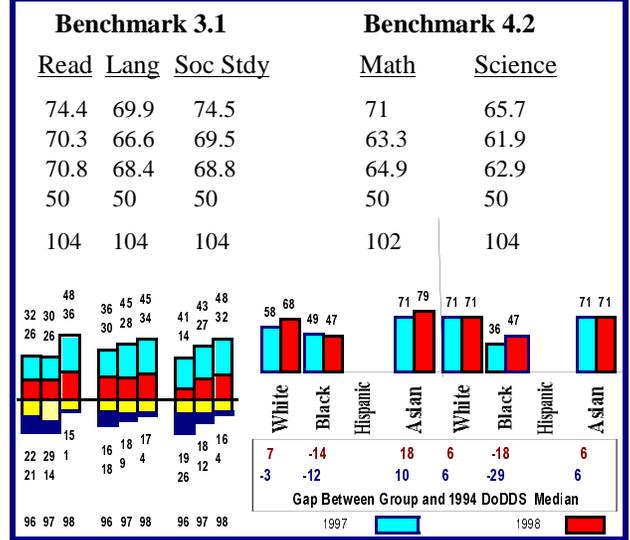
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parent 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 built close relationships as co-supporters and co-advocates in developing and sustaining our many curricular, co-curricular and SIP programs.

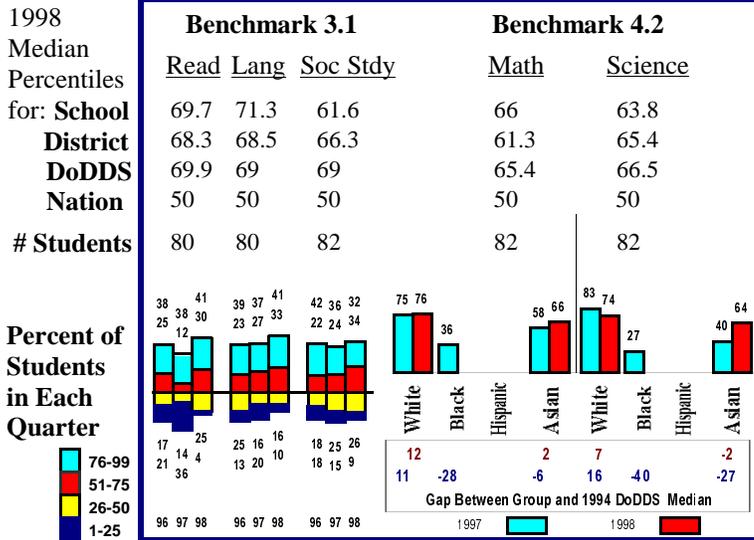
Grade 7



Grade 9



Grade 11



SAT Results

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Math Avg Score	97: 533	494	505	511
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APO AP 96343-0005

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Fax Number: 81-3117-63-3826
Commercial Phone:
81-3117-63-4040

DoDEA Writing Assessment

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8	96	116	Not Met	19%	33%	39%	10%	0%
8	97	112	Not Met	22%	46%	21%	5%	4%
8	98	106	Met	35%	46%	17%	2%	0%
10	96	97	Not Met	18%	36%	36%	10%	0%
10	97	91	Not Met	33%	41%	22%	3%	1%
10	98	99	Not Met	27%	42%	19%	11%	0%