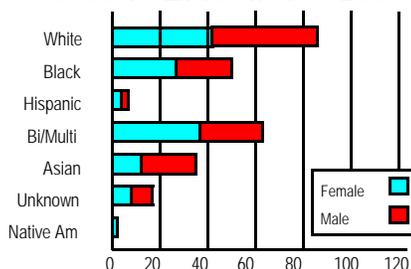




**Department of Defense Education Activity  
Matthew C. Perry Junior High/High School (7-12)  
1999/00 School Profile  
Sandra DiQuinzio, Principal**

**School Characteristics**

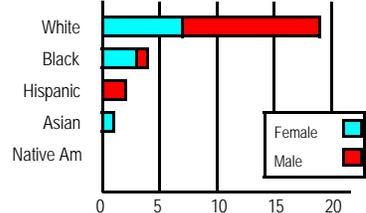
**Student Enrollment - 260**



Grade	#
7	52
8	65
9	41
10	33
11	34
12	35
<b>Total</b>	<b>260</b>

Sponsor Affiliation	
Marine	67%
Army	<.5%
Navy	13%
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	16	6%
K-8	TAG	19	16%
K-12	ESL	7	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	8	
AP Courses Offered		3	
Students Taking AP Courses		42	61%

Teacher Experience	
Years	Teachers
New	3
1-2	1
3-9	5
10-20	13
> 20	4

<b>Mobility Rate</b>	<b>15% Per Year</b>
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School Staff	
Category	FTE
Administrators	1
Classroom Teachers	23
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	% Teachers
BA/BS	27 %
MA/MS	62 %
Doctorate	12 %

**Principal's Highlights**

Matthew C. Perry High School, on MCAS Iwakuni, Japan, is the school "where learning never ends." In support of our motto, we consolidated the major goals of the DoDEA Strategic Plan and focused our school improvement efforts on one instructional goal--to improve student achievement by concentrating on writing for a specific purpose. This "focus on instruction" permeated every classroom and content area. All teachers stressed the writing process and wove it into their various subject areas. Throughout the year, students wrote on different, school-wide topics. The faculty created and applied an evaluative rubric to the students' writing samples, and the results became an important part of our school improvement data. We also aligned our professional development plans to our chosen instructional focus. With the help of Dr. Richard Sagor, author of "How to Conduct Collaborative Action Research," teachers formulated hypotheses connected to writing and their teaching fields, collected and analyzed their results. We will continue our "action research" plans and instructional focus next year.

**DoDEA Strategic Plan: School Improvement Implementation  
School Year 99/00 Priorities**

**Goal 3: Student Achievement And Citizenship**  
*Benchmark 3.1: Increase Proficiency in Reading, Language Arts, and Social Studies...*  
 Terra Nova scores in these areas continue to increase. English teachers maintained last year's SIP strategies by continuing to stress outside reading activities. Working with writing this year, our English and social studies teachers have emphasized reading and language arts skills to use with writing topics in other curriculum areas.

**Goal 4: Math And Science Achievement**  
*Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.*  
 Math and science teachers used the SIP focus on writing to have students explain the "hows" and "whys" of solving math and science problems. This practice dovetailed with our school-wide emphasis on writing for a specific purpose. Our students appear to be more comfortable with the writing process, and their Terra Nova scores in math and science appear to be on the rise!

**Goal 10: Organizational Development**  
*Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...*  
 Our public relations liaison has kept our parents, military volunteers and district informed of what is happening here. We use a variety of communication techniques to include a monthly newsletter for parents, television and radio announcements, news stories and letters to parents. Attendance of parents at school events indicates we are succeeding in this area.

*Benchmark 10.8: Establish technology for teachers and administrators.....*  
 Every teacher now uses the school-wide grading program. This helps teachers keep students and parents informed of grades and progress. All teachers are also connected to the Internet in their rooms. Our ET worked very hard with teachers and students to integrate technology into content areas. During the second semester, our daily bulletin went electronic!

### Customer Satisfaction Survey-Parent Results

Major Category	School	District	DoDDS
Computer Technology	7.7	6.8	7.1
Communications/ Involvement	7.3	6.8	6.7
Child's Teacher(s)	7.1	7.3	7.3
Curriculum/Training	6.4	6.4	6.2
Overall Satisfaction	7.4	6.9	6.8
Rating Scale: 10(A); 7(B); 4(C); 1(D); 0(F)			

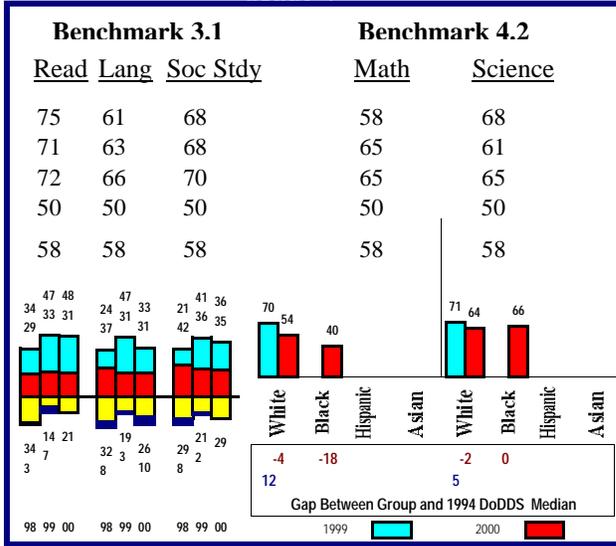
### Goal 8: Parental Participation

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

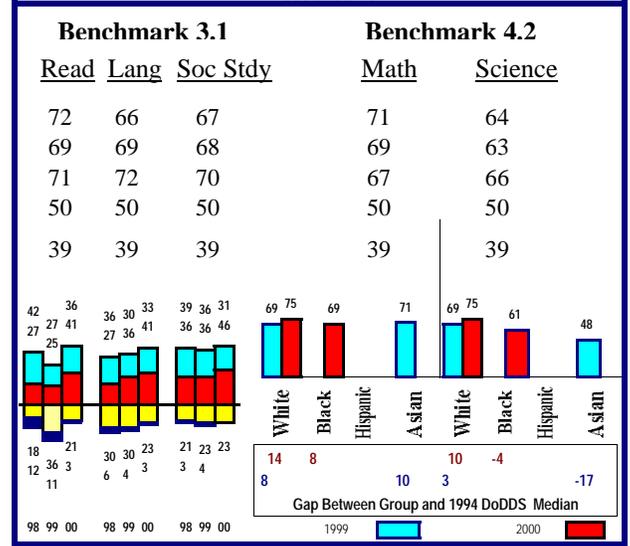
We have an active, vital group of parent and community volunteers who have special talents and specific skills to help our students and teachers throughout the year. From tutors to classroom lecturers to fund-raisers, our parents and community are always involved. The military community was very supportive in providing volunteers for the Adopt-a-School Program.

### Grade 7

2000  
Median  
Percentiles  
for: School  
District  
DoDDS  
Nation  
# Students

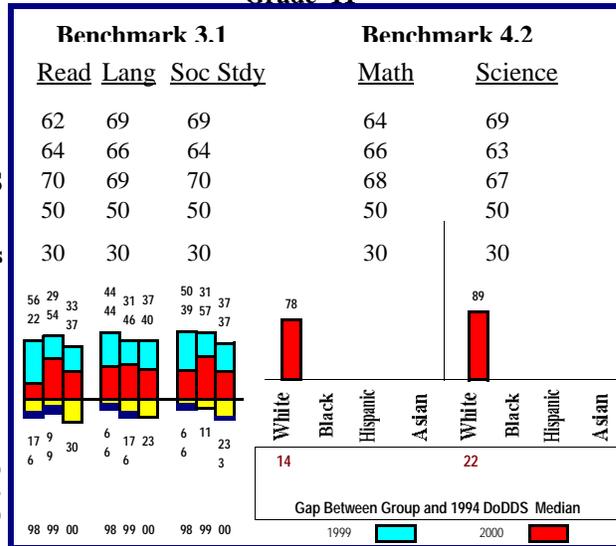


### Grade 9



### Grade 11

2000  
Median  
Percentiles  
for: School  
District  
DoDDS  
Nation  
# Students



### SAT Results

	School	District	DoDDS	Nation
% Participating	99	16%	52%	63%
	00	66%	58%	64%
Math Avg Score	99	NA	496	501
	00	461	491	501
Verbal Avg Score	99	NA	493	506
	00	490	491	505

### Notes

**Customer Satisfaction Survey:** The Parent Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

**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.

**Matthew C. Perry HS**  
PSC 561, BOX 1874  
FPO AP 96310-1874

DSN Phone: 253-5884  
Fax Number: 81-6117-53-4600  
Commercial Phone:  
81-6117-53-5448

### DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	00	54	Not Met	24%	41%	24%	11%	0%
8	99	44	Not Met	23%	32%	27%	18%	0%
8	98	45	Not Met	18%	38%	31%	13%	0%
10	00	32	Not Met	12%	41%	28%	16%	3%
10	99	43	Met	21%	72%	5%	2%	0%
10	98	35	Met	29%	49%	9%	6%	9%