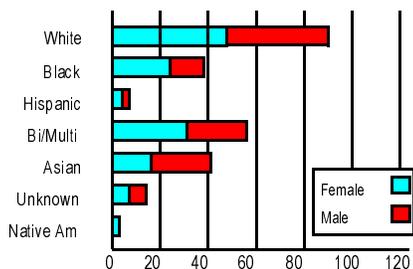




**Department of Defense Education Activity
Matthew C. Perry Junior High/High School (7-12)
1998/99 School Profile
Sandra DiQuinzio, Principal**

School Characteristics

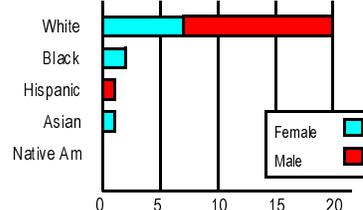
Student Enrollment - 249



Grade	#
7	63
8	43
9	46
10	43
11	35
12	19
Total	249

Sponsor Affiliation	
Marine	71%
Army	<.5%
Navy	12%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	2%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	7	3%
K-8	TAG	7	7%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	8	
AP Courses Offered		6	
Students Taking AP Courses		28	52%

Teacher Experience	
Years	Teachers
New	1
1-2	0
3-9	5
10-20	10
> 20	7

**Mobility Rate
58% Per Year**

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	20.5
Special Education	0.5
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	26%
MA/MS	61%
Doctorate	13%

Principal's Highlights

Matthew C. Perry High School, which is located on MCAS Iwakuni, Japan, continued to be the school "Where Learning Never Ends!" In support of our motto, which unites students, faculty, parents and community in a shared quest for education, we began the year by creating new vision and mission statements, school goals through the year 2006, and SIP strategies in support of the DoDEA Strategic Plan.

In this final year of the Presidential Technology Implementation (PTI) project, we continued our efforts to integrate and infuse technology into all curricular areas. We configured our computers into a dynamic multicurricular lab, to which all students and teachers had access. Every student and teacher received training in on-line applications and the use of the internet as an integral part of instruction.

AVID began as a program which offers early support for college-bound students. We also made plans to implement "block" scheduling next year, as a strategy to increase student achievement and involvement. We developed a fledgling Mentor Program to support our new teachers, and our girls' soccer team went undefeated. We learned many things, and we'll continue next year!

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

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

Our focus area this year was to increase the frequency of writing across the curriculum especially paragraph composition. In addition, we worked to identify the needs of the students and adjusted our curriculum in the language arts classes accordingly. We especially focused on grammar skills.

Goal 4: Math And Science Achievement

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

Because we believed that students from all grades sometimes need additional assistance in mathematics, we developed a systematic after-school program focusing on problem-solving skills across the curriculum. In addition, we focused on integrating community volunteers into the classroom to provide assistance.

Goal 10: Organizational Development

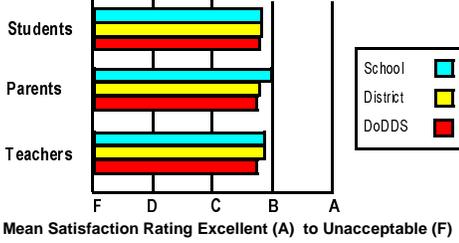
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We continued to increase parent and community interaction at Perry HS. We used data from our SHCP data sheets, and we interviewed and obtained survey data from volunteers at end of SY 98/99 to ascertain how they found out about their volunteer tasks. This allowed us to focus our efforts more effectively.

Benchmark 10.8: Establish technology for teachers and administrators.

Our main focus this year was to make sure our students learned one important new technology application and to establish baseline data by conducting pre and post technology surveys to verify that this occurred. Preliminary results showed that our students learned not one, but several new technologies.

School Overall Satisfaction Rating



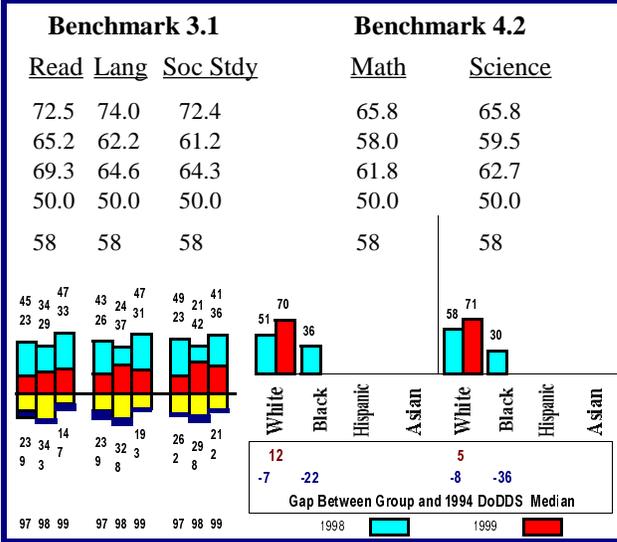
Goal 8: Parental Participation

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

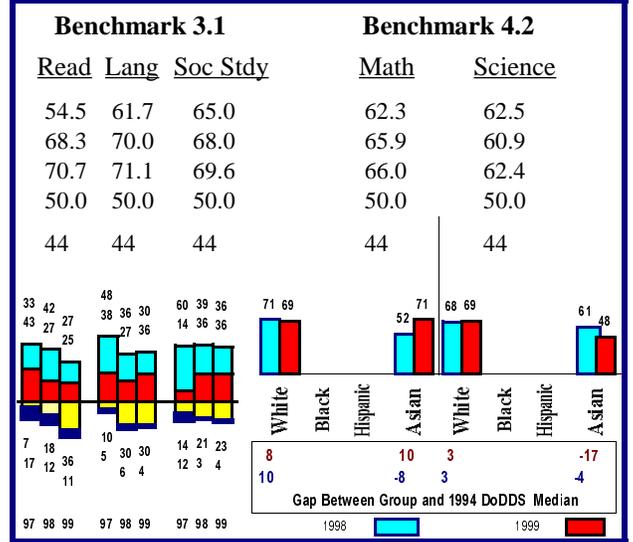
There were many program initiatives to bring parents into the school and to increase their visibility. Volunteers in the school were increased through the involvement of Red Cross, Unit Adopt-A-Class, Back-to-School Night, Shadow Day, PTEC, parent/teacher conferences and the Parent Center.

Grade 7

1999
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

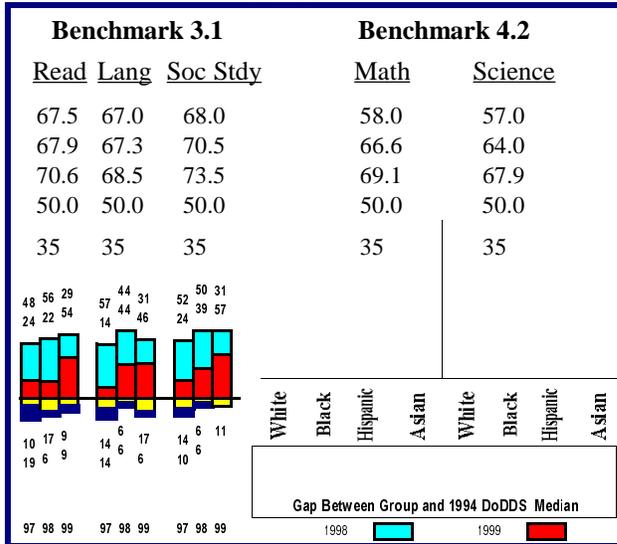


Grade 9



Grade 11

1999
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	98: 11%, 99: 16%	54%	62%	43%
Math Avg Score	98: 600, 99: NA	505	505	512
Verbal Avg Score	98: 567, 99: NA	499	506	505

Notes

Customer Satisfaction Survey: The Overall 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.

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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	97	40	Not Met	15%	42%	25%	18%	0%
8	98	45	Not Met	18%	38%	31%	13%	0%
8	99	44	Not Met	23%	32%	27%	18%	0%
10	97	30	Met	30%	50%	17%	3%	0%
10	98	35	Met	29%	49%	9%	6%	9%
10	99	43	Met	21%	72%	5%	2%	0%