

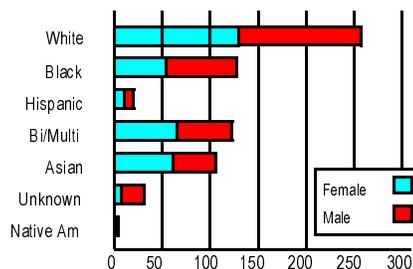


Yokota,
Japan

Department of Defense Education Activity
 Yokota High School (7-12)
 1998/99 School Profile
 Leroy Kirsch, Principal

School Characteristics

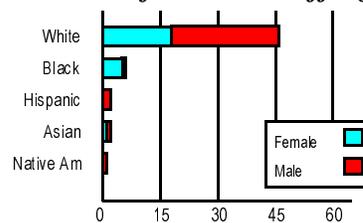
Student Enrollment - 669



Grade	#
7	142
8	130
9	143
10	87
11	102
12	65
Total	669

Sponsor Affiliation	
Marine	<.5%
Army	2%
Navy	1%
Air Force	78%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	17%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	47.5
Special Education	3.5
Other Professionals	4

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	32	5%
K-8	TAG	0	N/A
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	31	
AP Courses Offered		5	
Students Taking AP Courses		37	22%

Teacher Experience	
Years	Teachers
New	0
1-2	3
3-9	12
10-20	19
> 20	21

Mobility Rate
23% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	34 %
MA/MS	62 %
Doctorate	3 %

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. Japanese, Spanish and French a compliment 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. The major focus for SY 98-99 has been the development of student and faculty Core Values. The educational culture will be greatly enhanced through the establishment of a core belief system for Yokota High School. The process actively involved the staff, parents, and students, which allowed for the involvement of all stakeholders.

In addition, we have brought computer technology into every classroom. Students have access to the Internet and to the Information Center CD ROM collection.

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 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

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

Language Arts: Baseline data was established through the use of locally developed Criterion Assessment. Tutoring and classes targeted to identified skills were held to assist students. The English teachers developed teaching strategies and an aligned English curriculum. Emphasis was placed on writing and student editing in all English Classes.

Goal 4: Math And Science Achievement

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

Students with math skill weaknesses were identified through the Terra Nova test and teacher made tests. Students with skill weaknesses were targeted for tutoring. Students who participated in tutoring showed an increase of 10% in their assessment scores. We increased female and minority student enrollment in advanced math and science classes.

Goal 10: Organizational Development

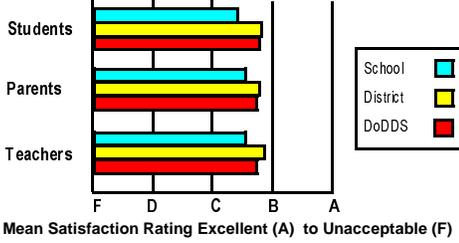
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The dedicated YHS base-wide television station allowed us to broadcast current information. The YHS Web site was updated daily to include the daily bulletin, course offerings, student handbook, parent newsletter, campus tour, club and extra curricular information: <http://203.181.113.99/home.htm>.

Benchmark 10.8: Establish technology for teachers and administrators.

Results of a teacher survey were used to design staff training. All teachers received training on using computers to teach students. Students have access to the Internet in every classroom. The science lab for computer based instruction is fully operational. The Information Center has implemented CD ROM access for all teachers and students throughout the campus.

School Overall Satisfaction Rating

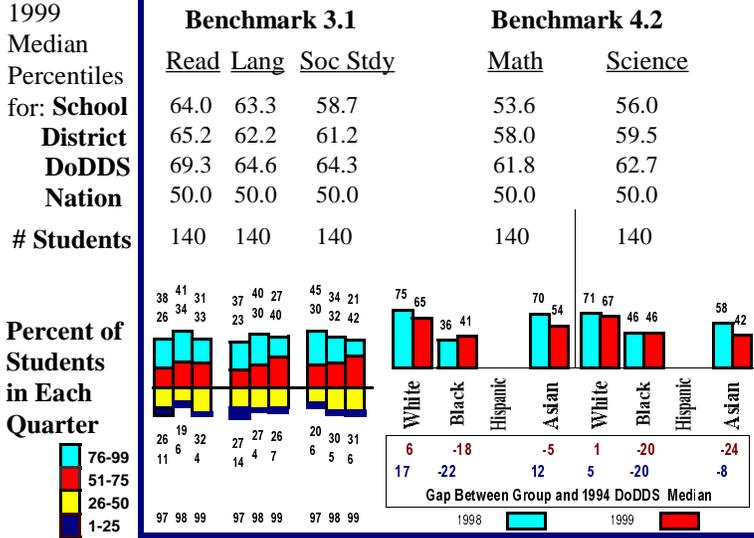


Goal 8: Parental Participation

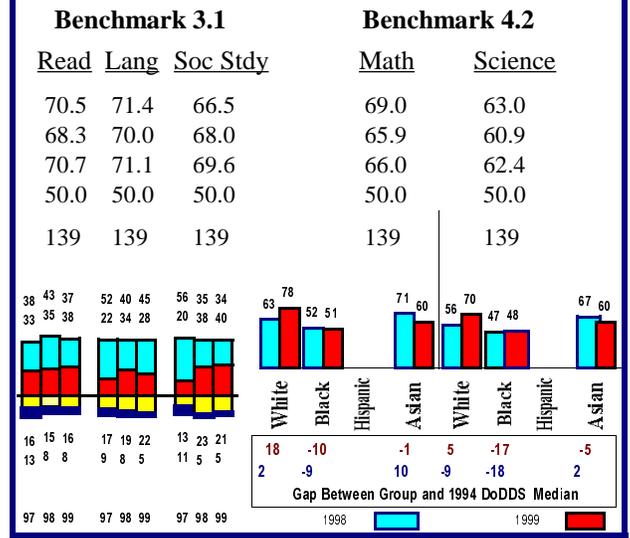
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

All YHS stakeholders were involved in reviewing the dress code, discipline policy and student handbook through the use of Ad Hoc meetings. Student Planner use has become a part of the school home partnership. . Parents were an important part of the establishment of our "Core Values" for student outcomes. We had more parents volunteer and spend more hours school.

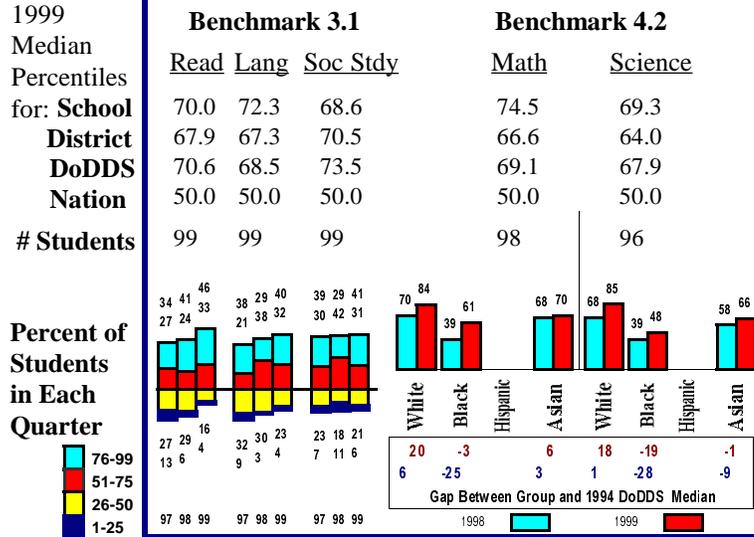
Grade 7



Grade 9



Grade 11



SAT Results

	School	District	DoDDS	Nation
% Participating	98: 53%	99: 58%	98: 505	99: 490
Math Avg Score	98: 505	99: 496	98: 492	99: 502
Verbal Avg Score	98: 499	99: 493	98: 511	99: 506

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.

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

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

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
				8	97	128	Not Met	23%
8	98	152	Met	39%	49%	11%	0%	1%
8	99	124	Met	43%	38%	16%	2%	1%
10	98	118	Met	45%	40%	10%	5%	0%
10	99	80	Met	28%	50%	16%	4%	2%