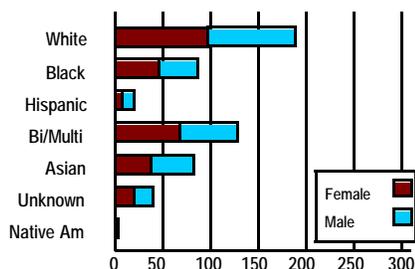




**Department of Defense Education Activity
Yokota (West) Elementary School (PK-6)
1996/97 School Profile
Kathryn Forystek, Principal**

School Characteristics

Student Enrollment - 546



Grade Offered	Program	#	%
PK-12	Special Education	50	9%
K-8	TAG	76	14%
K-12	ESL	49	9%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

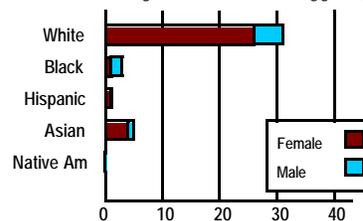
Grade	#
PreK	16
K	86
1	94
2	77
3	81
4	76
5	65
6	51
Total	546

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

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

**Mobility Rate
37% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	27.5
Special Education	4.5
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	63%
Doctorate	0%

Principal's Highlights

Yokota West Elementary School on Yokota Air Base, Japan serves a diverse and highly transient student population. Nearly all new students attend YWES when they arrive, and then many of these students move to the east side school as their families receive on-base housing. Consequently, parent communication and participation are key areas for us, and we benefit greatly from the many parents who participate in school improvement plans, workshops, and activities.

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

Our staff's vision of inspiring and preparing all students to meet the academic, social, and vocational challenges of the 21st century makes Yokota West "A Great Place to Learn."

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

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
Community/whole school integrated thematic units were instituted in SY 96-97. Focused on the election process and ecology, these successful units have resulted in entire community involvement. Rubric evaluations of student products for these units indicate a schoolwide increase in learning.

Goal 4: Math And Science Achievement

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

Goal 10: Organizational Development

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

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

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

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

Goal 8: Parental Participation

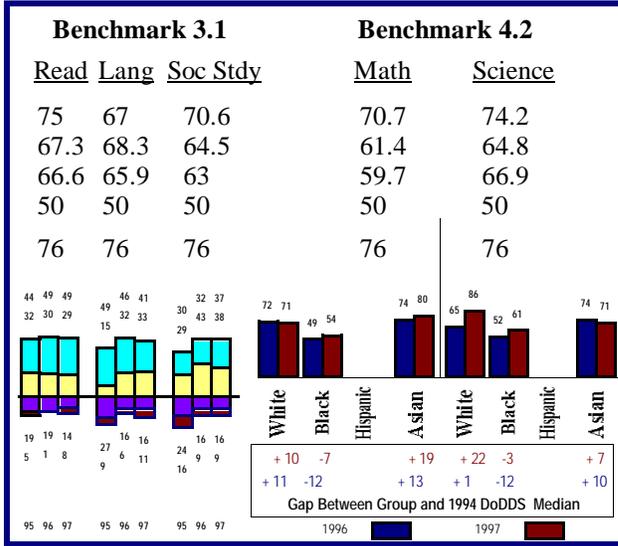
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

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

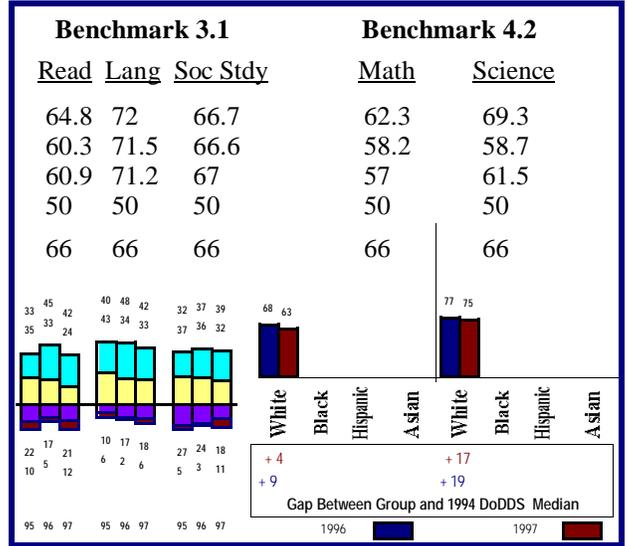
Standardized Test Results

Grade 3

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

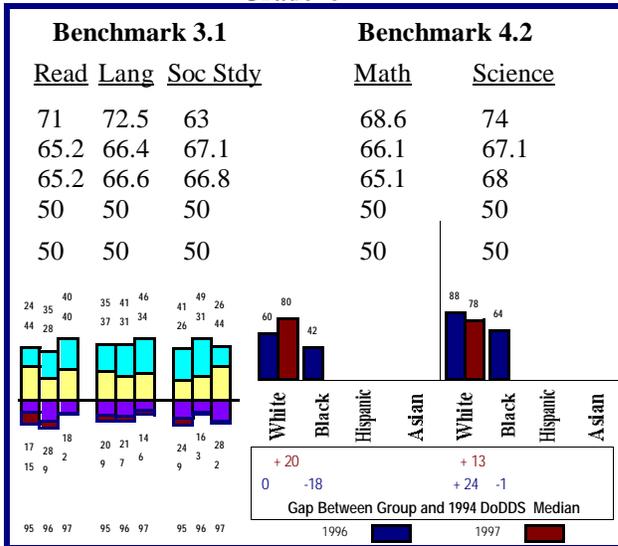


Grade 5



Grade 6

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



SAT Results

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

Notes

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

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

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

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

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

DoDEA Writing Assessment

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