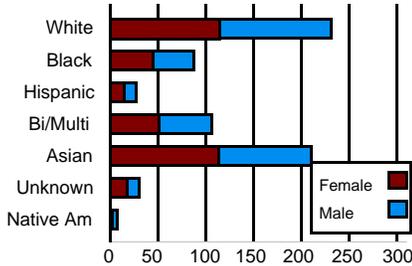




**Department of Defense Education Activity
Zama Junior High/High School (7-12)
1995/96 School Profile
Susan Burdick, Principal**

School Characteristics

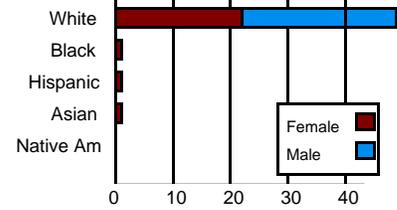
Student Enrollment - 698



Grade	#
7	146
8	148
9	136
10	116
11	84
12	68
Total	698

Sponsor's Affiliation	
Marine	<.5%
Army	26%
Navy	42%
Air Force	1%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	29%
Non-US Civilians	2%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	20	3%
K-8	TAG	0	0%
K-12	ESL	23	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	27	
AP Courses Offered		4	
Students Taking AP Courses		97	63%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	1
7-10	3
> 10	58

Mobility Rate
23% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	46
Special Education	2.5
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	60%
Doctorate	0%

Principal's Highlights

ZAHS located at Camp Zama, Japan serves 700 students from Navy and Army families. Our diverse student body in grades 7-12 is 35% bilingual. Both advanced placement (AP) and honors courses are offered in English, Calculus I & II, Government, US History, Art, Physics and Computer Science. Seventy-seven percent of our graduates enter college. Five levels of world languages are offered in Japanese, Spanish, and French. AVID, Inclusion, and the middle school are new programs. The SIP receives excellent support by the PTO, parents and the community through co-teaching, mentoring, co-advising, and coaching.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 95/96 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 and ESL students, vocabulary and spelling are emphasized through the Word of the Day and Curriculum Embedded Vocabulary Programs. Parents and teachers serve as co-teachers in the program implementation phase. Pre/post locally developed assessments will assist us in analyzing the effectiveness of the program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
The Math Problem of the Day, presented by the upper level math students, is targeted to reduce the gap between low and high achieving students. Special training for math teachers has been provided to enhance pedagogical skills ensuring success for low achievers. Diversity training for the entire staff has been scheduled to enhance awareness and sensitive.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
Parent and community involvement are encouraged through co-teaching the Word of the Day Program. Co-decision making and co-advising opportunities have been strengthened through the School Advisory Committee's review of policies, school volunteers and the community's Adopted a School Program.

Goal 10: Organizational Development

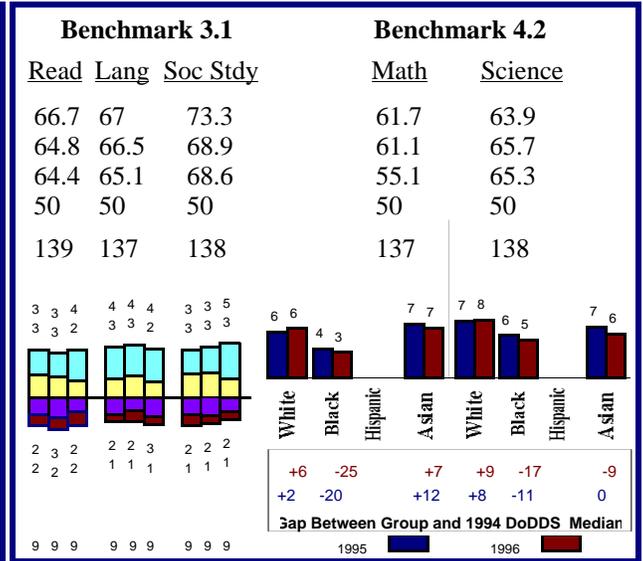
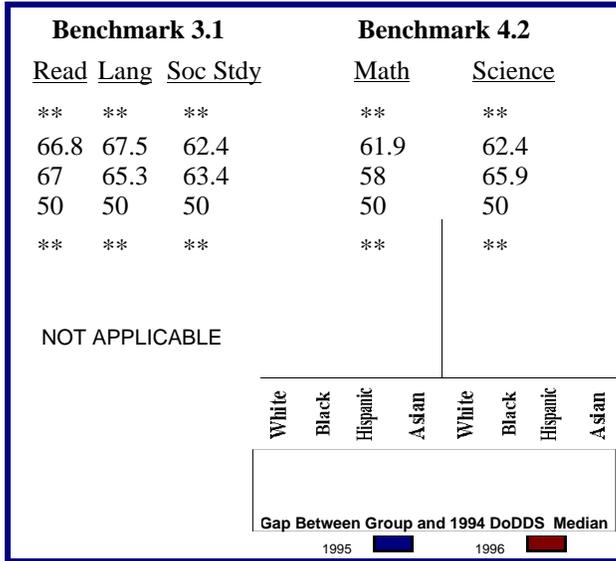
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies
Communication among the faculty, community, home and school has been enhanced by including parents and students in all facets of the SIP training and programmatic activities. Community briefings, bulletins, newspapers, the local TV information channel, and the school newsletter feedback forms have enhanced communication.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	72%	22%	6%
Math	64%	25%	10%
Science	62%	29%	9%
Social Studies	62%	28%	10%
School Communications	61%	32%	6%

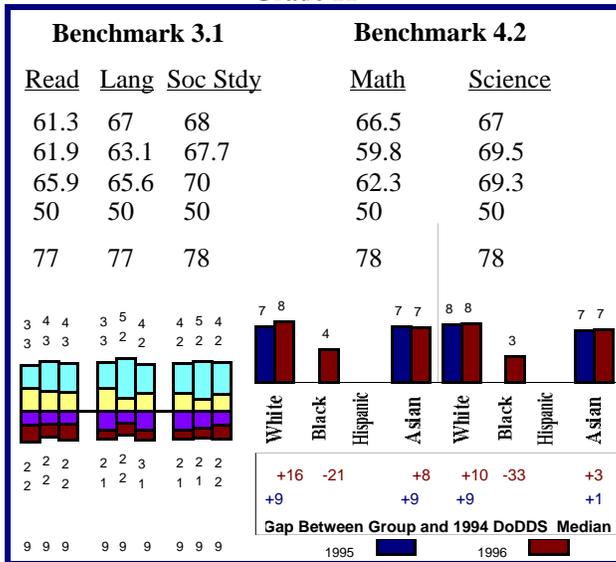
Benchmark 10.8: Establish Technology for teachers and administrators
 The Integrate Program is being utilized by the entire staff to generate quarterly report cards and interim progress reports to parents. Training in the use of cc-Mail, the internet, and the incorporation of technology as a tool in learning is planned for the spring. A cadre of teachers is exploring interdisciplinary approaches to the use of technology in the learning process.

CTBS Test Results

1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	75%	67%	66%	42%
	1995	73%	52%	64%	41%
Math Avg Score	1994	473	471	472	479
	1995	467	480	480	482
Verbal Avg Score	1994	392	421	430	423
	1995	427	430	435	428

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.

Zama HS
USA GARRISON, HONSU
APO AP 96343-0005

DSN Phone:
263-4040

Commercial Phone:
3117-63-3181

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	124	766.2	27%	40%	16%	16	1%
8	9	142	750.3	31%	13%	31%	25	1%
8	9	116	766.1	19%	33%	39%	10	0%
10	9	94	818.6	42%	28%	28%	3%	0%
10	9	94	771.4	20%	38%	22%	17	2%
10	9	97	772.7	18%	36%	36%	10	0%