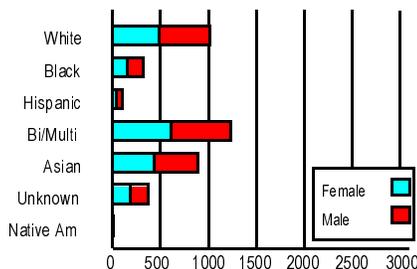


**Department of Defense Education Activity  
Korea District (PK-12)  
1997/98 District Profile  
Douglas Kelsey, Superintendent**

**District Characteristics**

**Student Enrollment - 3,904**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	189	5%
K-8	TAG	360	12%
K-12	ESL	265	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	36	
AP Courses Offered		19	
Students Taking AP Courses		170	42%

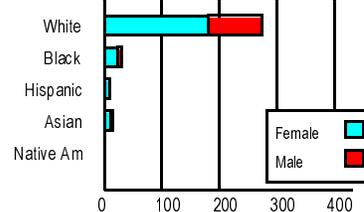
Grade	#
PreK	18
K	332
1	324
2	351
3	355
4	337
5	324
6	310
7	326
8	273
9	288
10	261
11	224
12	181
Total	3904

<b>Sponsor Affiliation</b>	
Marine	1%
Army	43%
Navy	3%
Air Force	14%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	37%
Non-US Civilians	2%

<b>Teacher Experience</b>	
Years	Teachers
New	8
1-3	39
4-6	44
7-10	26
> 10	167

**Mobility Rate  
33% Per Year**

**Professional Staffing**



<b>School Staff</b>	
Category	FTE
Administrators	14
Classroom Teachers	238
Special Education	18.5
Other Professionals	39.5

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	40 %
MA/MS	56 %
Doctorate	4 %

**Superintendent's Highlights**

The active involvement of all stakeholders in the decision-making process throughout the district increased significantly during SY 97-98. District task groups and School Improvement Leadership Teams (SILT) were particularly successful in considering many points of view and making decisions that benefited all students.

School improvement status reports submitted by the district schools demonstrated additional sophistication with respect to the School Improvement Process (SIP). With the large turnover in school improvement leadership at the schools each year, the SIP Liaison has implemented thorough training for SIP chairs, principals, and SILT members.

Professional development initiatives focused on the significant population of new teachers, the Literacy Place implementation, technology training, and cooperative learning. Teachers new to DoDEA (33% over the past two years) and new to Korea (over 50%) were provided an August orientation and intensive curricular assistance during the first month of school.

Emphasis was placed on the transition of the Media Centers to Information Centers. Significant progress was made in establishing the Information Centers as the hub of the school for students accessing information on the Internet.

**DoDEA Strategic Plan: School Improvement Implementation  
School Year 97/98 Priorities**

**Goal 3: Student Achievement And Citizenship**

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

The district continues to provide comprehensive support at each school site for LAR lead teachers who have been providing staff development in the new reading series, Literacy Place. District training is ongoing in support of the use of cooperative learning. In the areas of language arts/reading/social studies, emphasis has been placed on teaching to the standards.

**Goal 4: Math And Science Achievement**

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

An elementary science leadership team was created to plan and arrange future training and workshops. MathLand and Interactive Math training was provided to new teachers. Training in the use of math manipulatives was provided to high school teachers. Educational equity was supported with initiatives such as AVID, TESA strategies, and cooperative learning.

**Goal 10: Organizational Development**

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

Superintendent Forums were held at each school to encourage two-way communication between school, home, and community. Dialogue at these meetings was the genesis of many improvements within the district. The district completed a homepage in addition to communicating with parents/community electronically throughout the school year.

**Benchmark 10.8: Establish technology for teachers and administrators.....**

Schools' business and computer labs were upgraded to Windows NT and NT training was provided to teachers and district staff. Applications training was provided to over 50% of the district teachers and administrators. All Korea District schools now have Internet access and by July all schools will have their LAN cabling completed. Technology training has been a district priority.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.7	3.9
Co-Supporters	3.3	3.5
Co-Learners	2.8	3.1
Co-Teachers	3.4	3.5
Co-Advisors	3.1	3.3

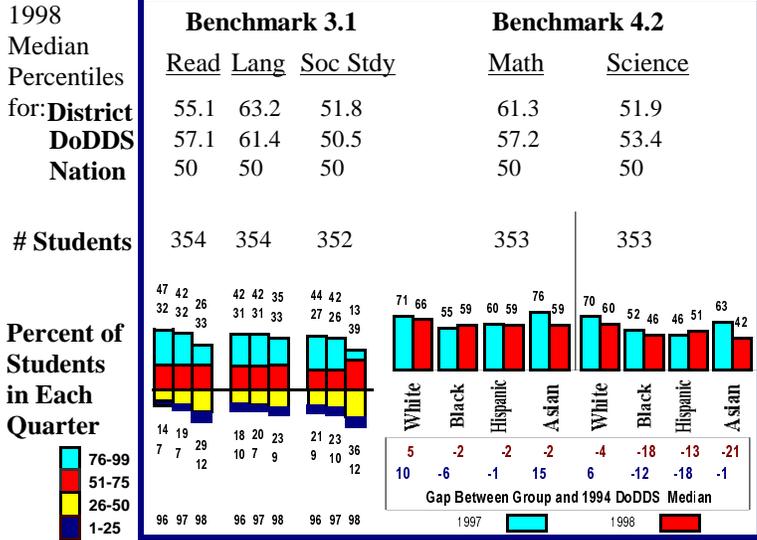
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

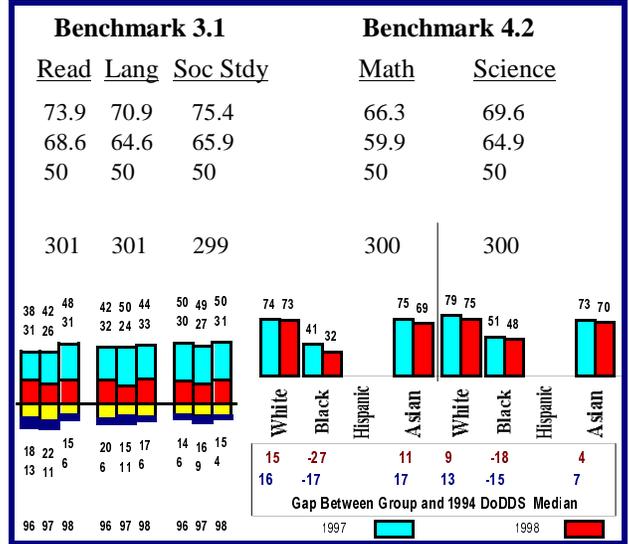
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A district key communicator was appointed and trained. Key communicators were named at each school and district training was launched with the major focus on ensuring that schools' initiatives addressed all five tiers of the School-Home Partnership Model. Each school developed and implemented action plans to support a balance of activities throughout the tiers.

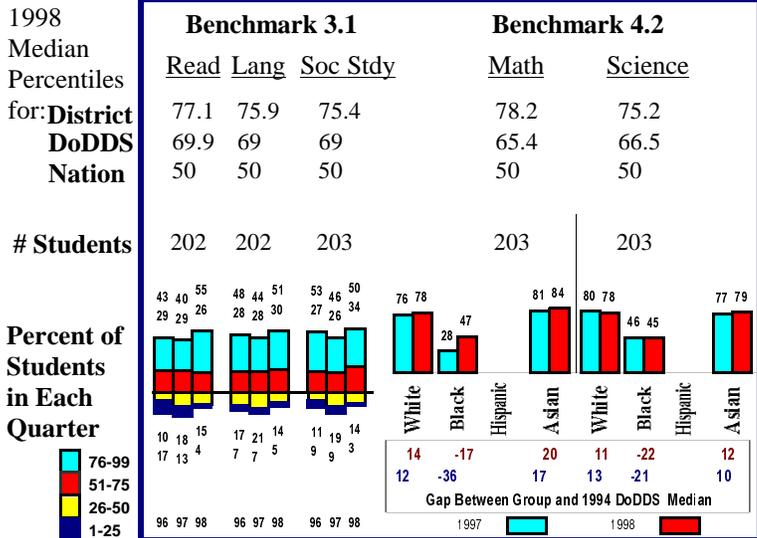
### Grade 3



### Grade 7



### Grade 11



### SAT Results

	District	DoDDS	Nation
% Participating	97	61%	63%
	98	69%	62%
Math Avg Score	97	536	505
	98	532	505
Verbal Avg Score	97	517	515
	98	502	511

### 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.

### DoD Dependents Schools - Pacific

Attn: Douglas Kelsey  
Unit 15549  
APO AP 96205-0005

DSN Phone: 738-5922  
Fax Number: 82-2791-8-4280  
Commercial Phone:  
82-2791-8-5922

### DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	332	Met	51%	43%	6%	0%	1%
5	97	308	Met	40%	54%	3%	1%	1%
5	98	309	Met	21%	74%	4%	0%	1%
8	96	279	Not Met	20%	50%	24%	4%	1%
8	97	282	Met	29%	54%	11%	4%	2%
8	98	253	Met	31%	53%	14%	2%	1%
10	96	209	Not Met	30%	41%	21%	7%	1%
10	97	225	Met	38%	40%	17%	4%	0%
10	98	222	Met	33%	47%	15%	4%	0%