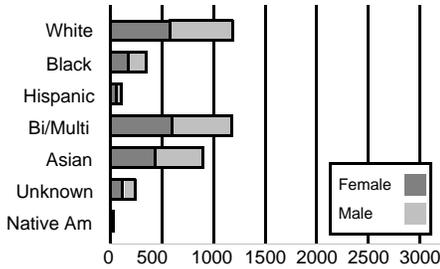


**Department of Defense Education Activity
Korea 1995/96 District Profile
Douglas Kelsey, Superintendent**

District Characteristics

Student Enrollment - 3,943



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	161	4%
K-8	TAG	369	12%
K-12	ESL	267	6%
1	Reading Recovery	0	0%
7-12	AVID	55	
Students Taking AP Courses		171	50%

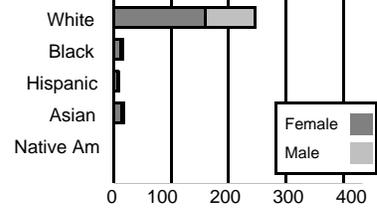
Grade	#
PreK	26
K	375
1	363
2	386
3	329
4	334
5	340
6	308
7	327
8	304
9	278
10	231
11	186
12	156
Total	3943

Mobility Rate
27% Per Year

Sponsor's Affiliation	
Marine	1%
Army	45%
Navy	3%
Air Force	15%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	34%
Non-US Civilians	2%

Teacher Experience	
Years	Teachers
New	26
1-3	18
4-6	25
7-10	40
> 10	165

Professional Staffing



School Staff	
Category	FTE
Administrators	14
Classroom Teachers	236
Special Education	23
Other Professionals	46

Teacher Education	
Degree	% Teachers
BA/BS	35%
MA/MS	62%
Doctorate	3%

Superintendent's Highlights

The Korea District prides itself in serving seven diverse and geographically separated schools with quality and technically advanced education. We promote high expectations for both our students and educators in a climate of respect for their uniqueness and diversity. Over half our students are Amerasian with a high rate of ESL students. Due to that uniqueness, it has been our goal to provide tailored support from the smallest school of 34 students to the second largest school in the Pacific Area, numbering 1462 students.

Our dedication to offering equitable education to all is reflected by being world leaders in inclusive education and by our students' achievements. Our students' math scores are highest in DoDEA and we are proud of the fact that 80% of our seniors are going onto higher education with the distinct achievement of receiving over \$2,000,000 in scholarships.

Fundamental to our district is capacity building between ourselves, our schools, and parents, through professional leadership and commitment to collegiality and collaboration. Our motto is "SERVICE from the SEA to the DMZ" - Support, Equity, Respect, Vision, Integrity, Collegiality, Excellence.

**DoDEA Strategic Plan: District 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.....

As schools developed and improved reading and language arts programs using school improvement as the vehicle, our assistance was tailored to focus on integrating language arts in content areas, and specifically to use writing as a vehicle both to enhance comprehension and develop writing proficiency. SS standards were reviewed and lessons created using newly adopted materials.

Goal 4: Math And Science Achievement

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

The major focus of the district this year through staff study groups, has been to increase its knowledge base on racial/ethnic/gender equity issues and to promote effective strategies that emphasize equity. Plans have been made to train personnel in TESA (Teacher Expectations and Student Achievement) for SY 96/97.

Goal 8: Parental Participation

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

Our district has implemented plans to directly involve parents as true partners in their children's education by encouraging them to give input to programs affecting their children and by participating in decision-making. We focused on improving communication with parents through use of the media and making direct contact through placing personal calls to parents.

Goal 10: Organizational Development

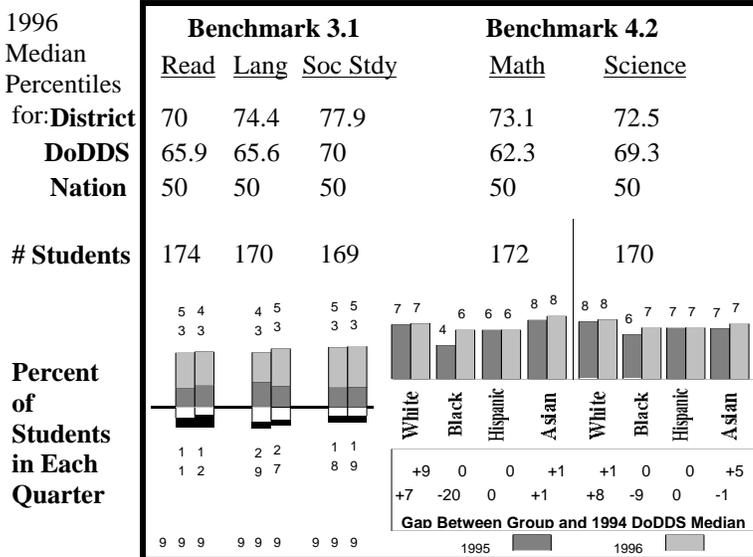
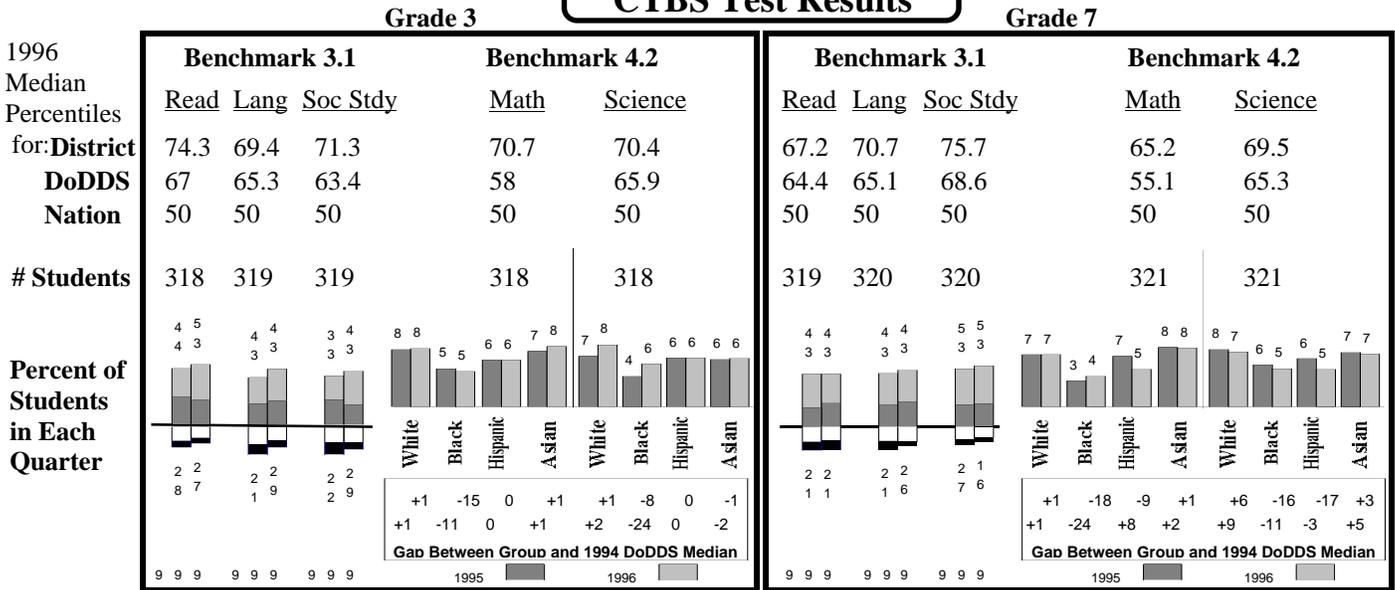
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....

The district met with student leadership in all our schools informing them of DoDEA's Strategic plan. Parent/commanders' newsletters have been sent periodically and principals and union representatives have been invited to monthly DSO staff meetings to provide their perspectives on relative issues. Plans are in progress to establish e-mail linked with community leaders.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	78%	16%	4%
Math	73%	18%	6%
Science	68%	21%	5%
Social Studies	68%	20%	4%
School Communications	74%	19%	6%

Benchmark 10.8: Establish Technology for teachers and administrators
 Creating an awareness of the importance of integrating technology into instruction has become a focal point for our district. We are developing a computer training plan to assist teachers to upgrade their present computer skills and extensive efforts have been made to upgrade computer labs.

CTBS Test Results



	SAT Results			
	District	DoDDS	Nation	
% Participating	1994	64%	66%	42%
	1995	77%	64%	41%
Math Avg Score	1994	494	472	479
	1995	505	480	482
Verbal Avg Score	1994	436	430	423
	1995	435	435	428

Notes

Mobility Rate is defined as the % of students who enter or withdraw from the schools during the year relative to the

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

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarters 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.

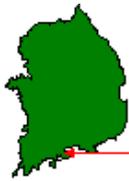
DoD Dependents Schools - Pacific

Attn: Douglas Kelsey
 Unit 15549
 APO AP 96205-0005

DSN Phone:
 738-5922

Commercial Phone:
 82-2791-8-5922

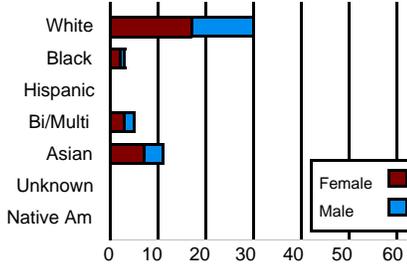
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	308	749.5	18.8%	58.8	13.0	8.8	0.6%
5	9	332	776.1	50.6%	42.8	5.7%	0.3	0.6%
8	9							
8	9	251	792.4	44.2%	21.9	25.9	6.8	1.2%
8	9	279	782.6	20.4%	50.2	24.4	4.3	0.7%
10	9							
10	9	183	816.5	33.3%	45.4	16.4	3.8	1.1%
10	9	209	793.9	30.1%	40.7	21.1	7.2	1.0%



**Department of Defense Education Activity
C. Turner Joy Elementary School (PK-6)
1995/96 School Profile
Randy Ekanger, Principal**

School Characteristics

Student Enrollment - 49



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	1	2%
K-8	TAG	N/A	N/A
K-12	ESL	9	19%
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

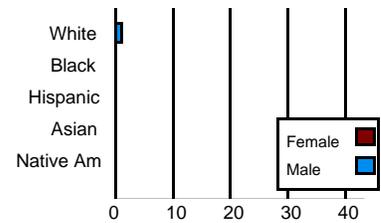
Grade	#
PreK	1
K	13
1	14
2	6
3	4
4	0
5	6
6	5
Total	49

Sponsor's Affiliation	
Marine	<.5%
Army	<.5%
Navy	45%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	41%
Non-US Civilians	14%

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

Mobility Rate
35% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	3.5
Special Education	
Other Professionals	1

Teacher Education	
Degree	% Teachers
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

Math was the SIP focus, and teachers were challenged by Mathland, the new curriculum. The teaching staff put forth an outstanding effort to learn, teach, and promote the new concepts. Students integrated math through journals and varied activities as they described impressions and processes in new ways.

The Technology Lab, installed during the 1995-1996 school year, steadily improved. A number of CD ROMs were purchased, and our computer coordinator made the lab student friendly. Additional curricular programs were installed to complement classroom instruction.

The C. Turner Joy Elementary School staff used cc:Mail to routinely communicate schoolwide, districtwide, and worldwide. At the end of 1996 Joy Elementary School had 100% staff participation on cc:Mail. Parental involvement totaled 95%, as recorded in our sign-in book.

**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.....
Teachers and principal chose to integrate Daily Oral Language into the Reading/Language Arts Curriculum. They ordered materials, were trained by the Language Arts Coordinator, gave a Pre Test to the students, and Daily Oral Language was incorporated into the daily class schedule. Assessment will be attained with a post test and CTBS scores.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
The school strategy is to improve students' mathematical achievement by integrating math into other subject areas. Teachers are documenting how often math is included in other subject areas by having students stamp a designated poster in the classroom each time a mathematical concept is mentioned. TESA training is also identified in the Action Plan.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
C. Turner Joy Elementary School is conducting activities conducive to inclusion of parents and their children's academic, emotional, and social development. School/Home Partnership Coordinators are trained and train community members. An incentive program was formed to encourage more parental involvement, and an Adopt-A-School Program is being organized.

Goal 10: Organizational Development

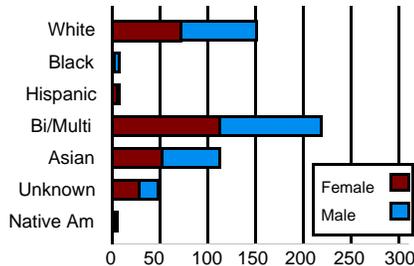
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
In order to effectively communicate all information among the DoDEA constituencies, the School Improvement Team eliminated from the list what they were already using. They identified available technology within the school not being utilized, decided to get it operational, and then chose to receive in depth training. These steps provide a variety of communication options.



**Department of Defense Education Activity
Osan Elementary School (PK-6)
1995/96 School Profile
Ronald Warner, Principal**

School Characteristics

Student Enrollment - 531



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	21	4%
K-8	TAG	108	20%
K-12	ESL	61	12%
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

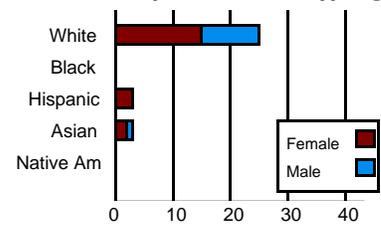
Grade	#
PreK	4
K	97
1	83
2	96
3	67
4	66
5	63
6	55
Total	531

Sponsor's Affiliation	
Marine	<.5%
Army	21%
Navy	<.5%
Air Force	57%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	5
7-10	3
> 10	27

Mobility Rate
34% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	3
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	33%
MA/MS	61%
Doctorate	6%

Principal's Highlights

Osan American Elementary School is located on Osan Air Base, Republic of South Korea. The two buildings have a total of 35 classrooms, computers (new Macintoshes SY 96-97), gym, cafeteria and EMC along with smaller rooms for specialists.

OAES has a diverse population of students including preschool handicapped, Sure Start, English as a second language, compensatory math program, reading improvement specialist and an enrichment program as well as the general education programs for students through sixth grade. Our student body also has a majority of "minority" students - the largest group being of Asian heritage.

Our staff strives to meet our motto which is "Where Every Child is Treated as an Individual." Our school has a rather high achievement level and very supportive parents and military community.

This has been a learning year for us as we have tried to implement the goals of the Strategic Plan. We have had more group discussion of important educational ideas and there will be even more next year as we continue to refine our skills in these areas.

**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

To increase students' understanding of interrelationships among curricular areas, the Osan staff developed an integrated Asian/Pacific thematic unit. In an attempt to further promote student interactions, the staff plans to build on that initiative to include cooperative learning. Training will be needed in cooperative learning techniques for SY 96-97.

Goal 4: Math And Science Achievement

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

The staff received training in the use of journal writing to support Mathland implementation. Grade level meetings continued the discussion of examples of student journal writing. Additional components of Mathland will be utilized to enhance student learning. Staff members/DSO consultants with Mathland and Cooperative Learning training will provide in-service to the staff.

Goal 8: Parental Participation

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

Approximately 50% of Osan ES's parents attended math hands-on classroom activities during Mathland Week. Parental comments showed that the activity was a resounding success. Additional activities are being planned to increase parental knowledge of Mathland components. At the present time one-hundred twenty three parents provide volunteer services to the school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

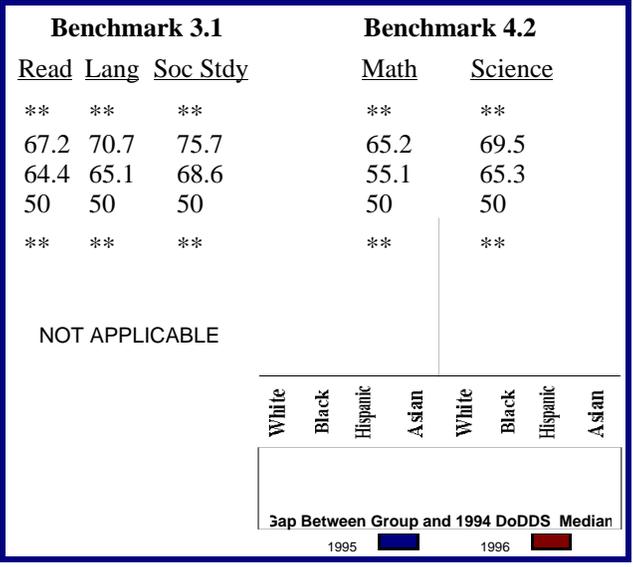
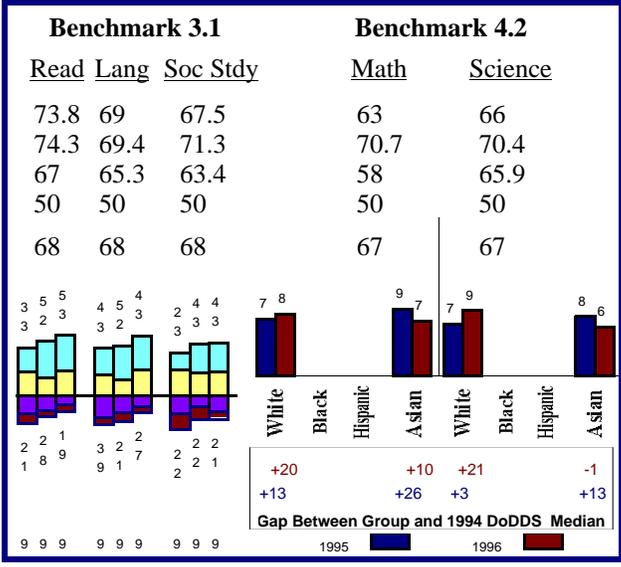
The administrative staff has published bi-monthly newsletters to inform parents and the community about school topics and activities. Parents have been encouraged to give in-put concerning issues of concern. The school has developed parental curriculum information packets. Plans are being made for high interest evening meetings sponsored by the PTO/school staff.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	81%	14%	2%
Math	80%	12%	6%
Science	68%	20%	4%
Social Studies	67%	21%	2%
School Communications	77%	16%	7%

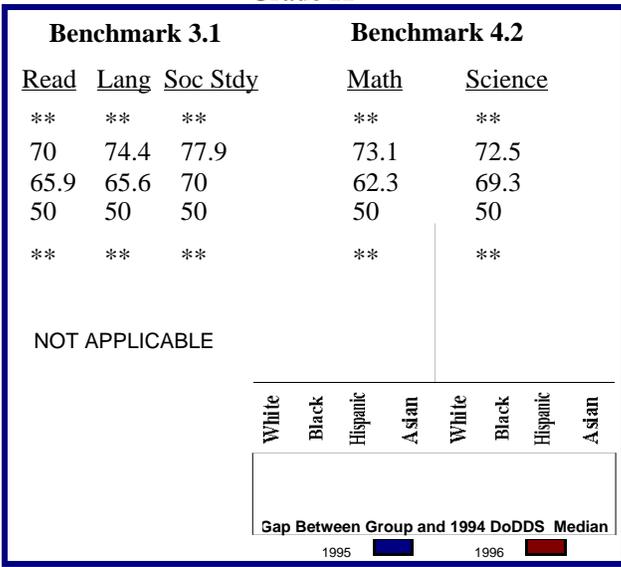
Benchmark 10.8: Establish Technology for teachers and administrators
 Formal staff training was conducted one day a month on powerpcs in cc:mail, word processing, multimedia, Network, CD-ROM. Students were taught the use of the computer for keyboarding and multimedia curricular activities. Plans have been made for the PowerMac lab to be fully functioning for SY 96-97 with an upgraded power supply. Additional training has been planned.

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	N/A	64%	66%	42%
	1995	N/A	77%	64%	41%
Math Avg Score	1994	N/A	494	472	479
	1995	N/A	505	480	482
Verbal Avg Score	1994	N/A	436	430	423
	1995	N/A	435	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.

Osan American ES
UNIT 2037
APO AP 96278-0005

DSN Phone:
661-6912

Commercial Phone:
33-661-784-4818

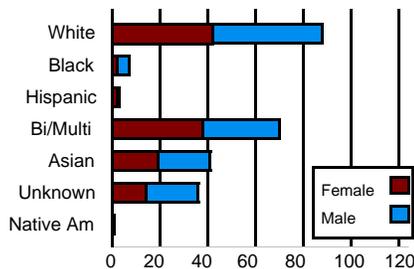
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	60	758.2	25%	38%	33%	3%	0%	
5	9	61	758.3	20%	62%	12%	7%	0%	
5	9	61	738.4	39%	51%	7%	0%	0%	



**Department of Defense Education Activity
Osan High School (7-12)
1995/96 School Profile
James Szoka, Principal**

School Characteristics

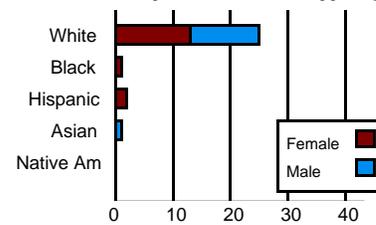
Student Enrollment - 246



Grade	#
7	53
8	60
9	49
10	37
11	28
12	19
Total	246

Sponsor's Affiliation	
Marine	<.5%
Army	15%
Navy	<.5%
Air Force	49%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	36%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	11	4%
K-8	TAG	N/A	N/A
K-12	ESL	9	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		3	
Students Taking AP Courses		16	34%

Teacher Experience	
Years	Teachers
New	3
1-3	0
4-6	3
7-10	4
> 10	17

Mobility Rate
18% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22.5
Special Education	2
Other Professionals	1.5

Teacher Education	
Degree	% Teachers
BA/BS	29%
MA/MS	67%
Doctorate	4%

Principal's Highlights

Osan American High School is the newest addition to the DODEA school system. Built by the South Korean government at a cost of some \$12 million dollars, it is the technology school of the future. Available to all students are the benefits of technology: CD-ROM's, a fully integrated e-mail system, and direct access to the Internet.

With all this technology available, however, the basics have not been forgotten. Students have the opportunity to build a solid foundation in core courses with opportunities to diversify in the variety of elective courses offered. Advanced placement courses are available in the core subjects and a strong emphasis is placed on art and music.

An integral part of our inaugural year consisted of identifying a vision and core values held by all stakeholders. Committees of parents and staff diligently worked to make the vision statement a reality.

Consistent with the school vision of "Challenging all students to Grow," students play an active part in the operation of the school. Student organizations have been active partners in school decision making, participating in the development of the Schoolwide Discipline Plan, Core Values, and Code of Ethics for Computer Use.

**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
Strategies have included cooperative ventures between the Language Arts and Mathematics departments to reinforce concepts provided in each area. Department chairs observed teaching styles and found a wide variety of teaching styles demonstrated with only 15% of classtime taken with direct instruction/lecture.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
A committee of students, parents, and faculty was created to investigate ways to improve math and science understanding. The committee presented a block scheduling proposal that provided a period of time during the school day for individual student assistance and in-service.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
Strategies included extensive parent participation in the startup of the school year: the preparation of handbooks and school assistance organizations; more than 1500 volunteer parent hours documented in the setup of the school and planning /participation in recognition assemblies. This participation continued with mentoring/tutoring programs operated by parents during SY 95-96.

Goal 10: Organizational Development

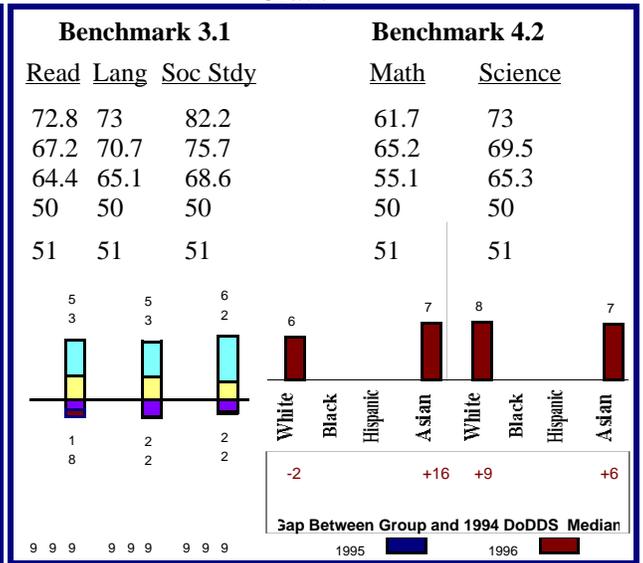
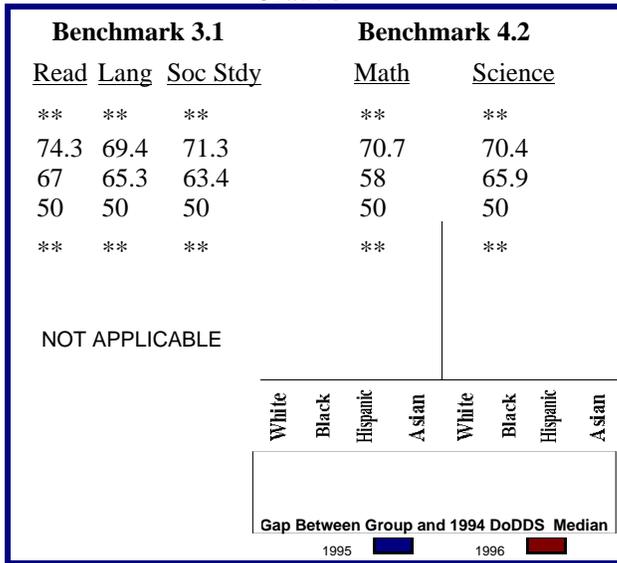
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies
The school has piloted quarterly parent conferences to make parents aware of student progress with over 50% of parents attending each quarter. The program will be modified next school year by parent request to include at least one progress report conference. Reactions of parents were sampled by survey and through committees to determine their input on core values.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts			
Math			
Science			
Social Studies			
School Communications			

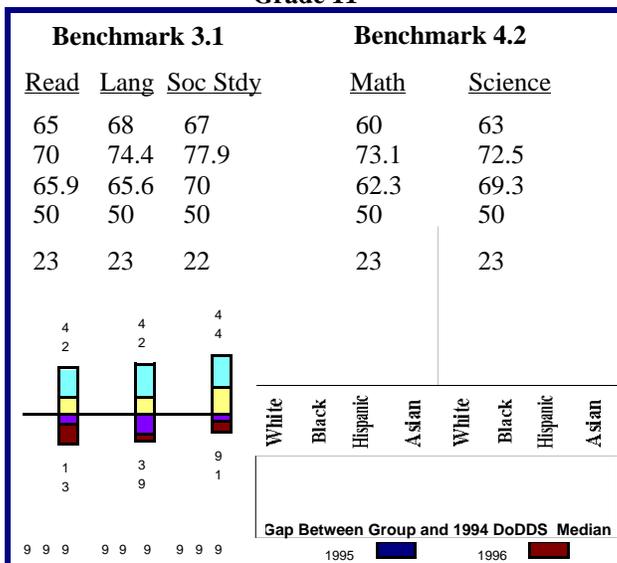
Benchmark 10.8: Establish Technology for teachers and administrators
 Teachers and administration have implemented electronic technology by the transfer of announcements and daily bulletin to an E-mail format. Training on record keeping, data transfer, and the uses of technology in the classroom was conducted at three teacher inservices during SY 95-96.

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	N/A	64%	66%	42%
	1995	N/A	77%	64%	41%
Math Avg Score	1994	N/A	494	472	479
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Verbal Avg Score	1994	N/A	436	430	423
	1995	N/A	435	435	428

Notes

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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.

Osan American HS
UNIT 2037
APO AP 96278-0005

DSN Phone:
784-9076/9098

Commercial Phone:
33-661-784-9076

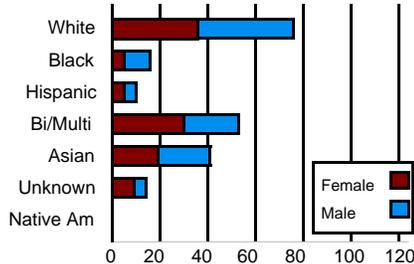
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	36	766.9	25%	36%	14%	25	0%
8	9	39	767.7	36%	15%	39%	8%	3%
8	9	55	769.7	15%	44%	33%	9%	0%
10	9							
10	9							
10	9	37	809.5	41%	27%	27%	5%	0%



**Department of Defense Education Activity
Pusan Elementary/High School (PK-12)
1995/96 School Profile
Suzanne E. O'Shea, Principal**

School Characteristics

Student Enrollment - 209



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	8	4%
K-8	TAG	28	18%
K-12	ESL	19	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		1	
Students Taking AP Courses		5	27%

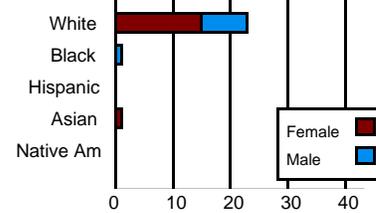
Grade	#
PreK	10
K	15
1	20
2	24
3	11
4	13
5	16
6	15
7	20
8	19
9	15
10	13
11	9
12	9
Total	209

Mobility Rate
31% Per Year

Sponsor's Affiliation	
Marine	1%
Army	24%
Navy	5%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	53%
Non-US Civilians	11%

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

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	23
Special Education	2
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	20%
MA/MS	72%
Doctorate	8%

Principal's Highlights

Pusan American School's (PAS) mission is to create a challenging diverse educational program in which all students become independent learners and transfer this learning to real life situations. This learning should enable students to develop the skills necessary to continue their education beyond high school and become successful contributing members of society.

PAS is located at the U.S. Army's Camp Hialeah in Korea's southern city of Pusan. It is a unit school of 225 students in grades Pre-K to 12. The student body is multi-national, composed of DoD military and civilian dependents along with an international group of students. Students are originally from the United States, Canada, United Kingdom, Sweden, Scotland, Denmark, Taiwan, Russia, Philippines, Finland, Malaysia, Japan, and Korea. The diverse cultural backgrounds provide an enriching environment for all students.

PAS is proud of the quality of instruction, use of technology in the classrooms, collaboration between teachers and community, and the establishment of school-home partnership programs. Pusan American School provides a comprehensive and challenging academic program. There is a variety of extra-curricular programs for students in grades 1-12.

**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

Active and cooperative learning strategies are employed to increase student achievement in this area. Continued emphasis on the use of technology in the form of word processing programs to enhance the quality of writing, home reading programs, and appropriate curricular offering support student learning in this area.

Goal 4: Math And Science Achievement

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

To ensure equity in the opportunity for active student participation, and preclude the development achievement gaps in this area, PAS has implemented a randomized calling strategy which distributes active engagement time without the possibility of bias. This supplements other active learning and cooperative learning strategies.

Goal 8: Parental Participation

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

The established and expanding school-home partnerships constitute the core of this area. Established programs in tutoring, parent volunteers helping in the classroom, serving as a resource or co-teaching, involvement in the home reading program, and supporting through attendance at special events has increased in parent involvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

PAS is designing surveys to give to parents to learn the most effective or least effective types of communication used. Parent newsletter and other written information is written in both English and Korean. Faculty member serves as a liaison to the installation community board to provide information about special events in the school and bring back concerns of the community.

Report Card from DoDDS Parents

Overall Quality	A/B	C	D/F
Language Arts	85%	13%	3%
Math	70%	17%	10%
Science	77%	14%	3%
Social Studies	70%	18%	5%
School Communications	68%	18%	11%

Benchmark 10.8: Establish Technology for teachers and administrators

Technology Centers have been established for K-12 students. The business lab and computer science lab are now connected to the network server. A Lotus Notes host computer has been added to expand distance education. Each elementary classroom averages a minimum of 4 Apple GSII or MAC computers.

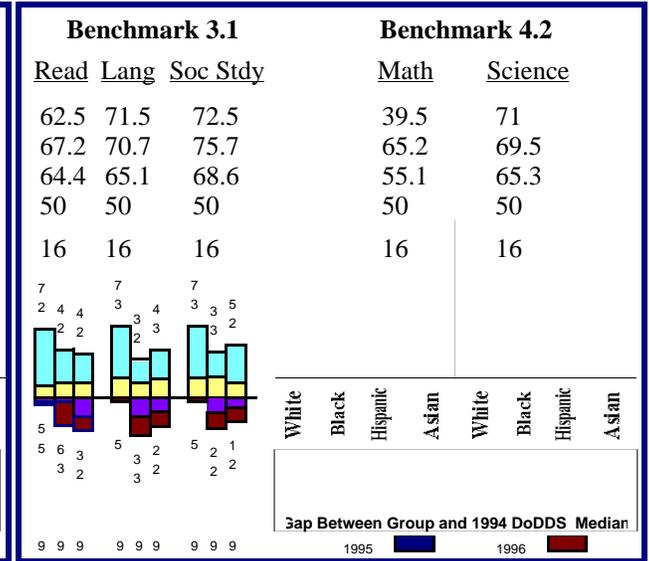
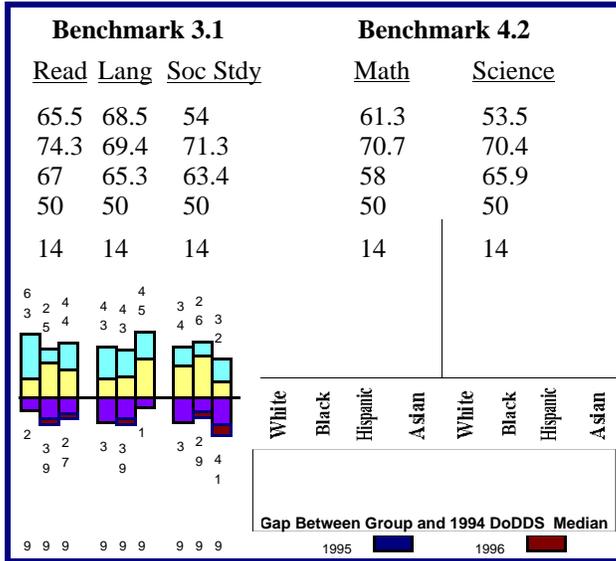
CTBS Test Results

Grade 3

Grade 7

1996
Median
Percentiles
for: **School**
District
DoDDS
Nation

Students

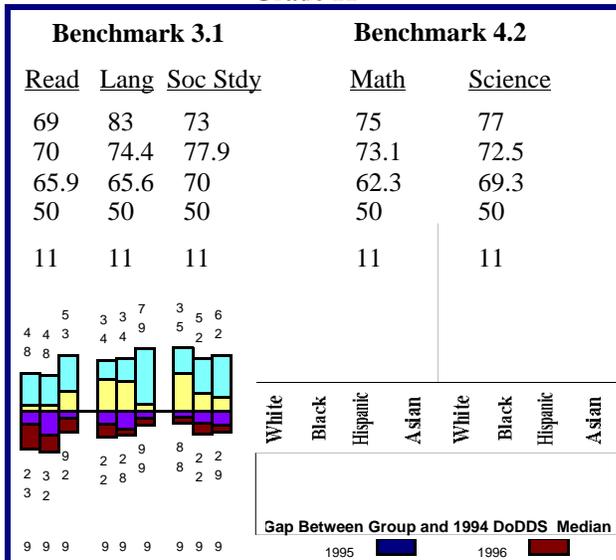


Percent of
Students
in Each
Quarter

Grade 11

1996
Median
Percentiles
for: **School**
District
DoDDS
Nation

Students



Percent of
Students
in Each
Quarter

SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	57%	64%	66%	42%
	1995	88%	77%	64%	41%
Math Avg Score	1994	511	494	472	479
	1995	416	505	480	482
Verbal Avg Score	1994	460	436	430	423
	1995	350	435	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.

Pusan American School
UNIT 15625
APO AP 96259-0005

DSN Phone:
763-1528

Commercial Phone:
51-803-7528/7521/3879

DoDEA Writing Assessment

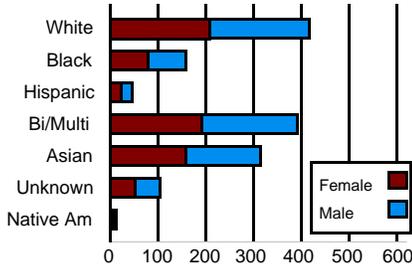
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	14	690.6	0%	29%	57%	14	0%
5	9	11	736.5	9%	64%	27%	0%	0%
5	9	17	801.5	65%	35%	0%	0%	0%
8	9	17	686.4	24%	41%	6%	18	6%
8	9	13	827.5	54%	31%	8%	8%	0%
8	9	17	765.1	24%	24%	35%	18	0%
10	9	25	765.4	28%	12%	32%	28	0%
10	9	10	669.9	30%	40%	10%	0%	0%
10	9	12	842.5	58%	25%	17%	0%	0%



Department of Defense Education Activity
Seoul Elementary School (PK-6)
1995/96 School Profile
John Blom, Principal

School Characteristics

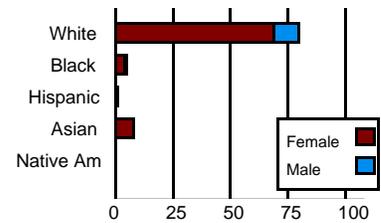
Student Enrollment - 1,436



Grade	#
PreK	11
K	200
1	197
2	216
3	200
4	216
5	207
6	189
Total	1436

Sponsor's Affiliation	
Marine	1%
Army	59%
Navy	4%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	27%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	68	5%
K-8	TAG	151	11%
K-12	ESL	147	10%
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

Mobility Rate
26% Per Year

Teacher Experience	
Years	Teachers
New	1
1-3	7
4-6	7
7-10	11
> 10	65

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	63
Special Education	8.5
Other Professionals	19

Teacher Education	
Degree	% Teachers
BA/BS	36%
MA/MS	63%
Doctorate	1%

Principal's Highlights

The Seoul American Elementary School's School Improvement Committee has developed a plan to improve student learning. Adaptations have been made and strategies have been thoughtfully developed for each benchmark. The process has been positive and exemplifies a school-home partnership activity.

The Language Arts Committee collected baseline data in language and has begun to implement Daily Oral Language. Quarterly assessments are made to indicate progress. Future plans call for a rubric to assess written expression.

The Equity Committee reviewed literature on the ethnic/gender gap and recommended that Teacher Expectations for Student Achievement be implemented within the school. Six teachers were trained, with plans to offer university level courses for staff members in school year 1997-98.

The Public Relations Committee has fostered a number of activities and strategies to increase the levels of involvement of parents in the school, to include translated newsletters, a Volunteer Handbook, a MathBag Committee and monthly postcards by classroom teachers to parents.

The Technology Committee has addressed issues such as staff, hardware and software concerns and is now ready to develop an assessment tool to measure student competencies in computer technology.

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.....

A survey and needs assessment were developed to address the area of language arts. Daily Oral Language activities have been selected to be used at all grade levels for SY 96-97. Students will be pre-tested and monitored quarterly. A professional resource library of contemporary articles on language and communication is being ordered for the staff.

Goal 4: Math And Science Achievement

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

A study group previewed available research on causes of racial/gender achievement gaps for four months and made recommendations to the SIT. Teacher Expectations for Student Achievement will be implemented for selected staff in SY 96-97. A Homework Club for children at risk was instituted and will be expanded for SY 96/97.

Goal 8: Parental Participation

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

The school began a Korean translated version of the weekly family newsletter. In addition, a tear off response portion of all home-school communications was developed. A volunteer packet will be developed. A parent "Math Bag" committee has been established and a parent workshop for math was held.

Goal 10: Organizational Development

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

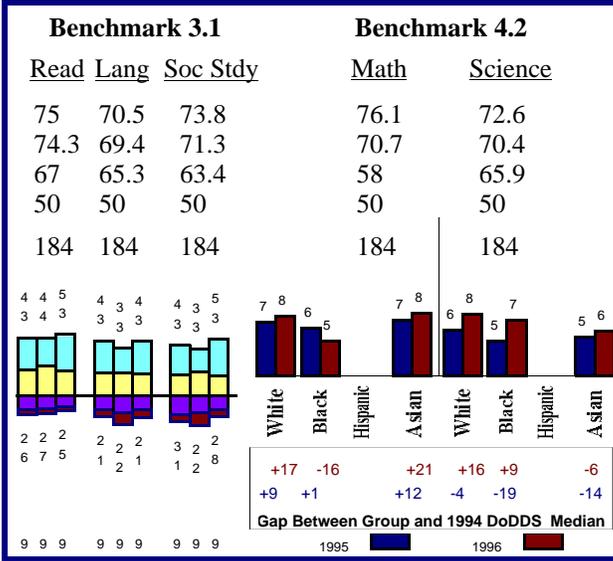
The school public relations committee was formed and has discussed various ways to increase and document parental involvement in the school. A series of curricular meetings for parents will be held this year (reading, math and fine arts) and will be continued for next year. The administrators hold monthly conferences for parents to discuss curriculum and any other concerns.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	83%	13%	1%
Math	77%	16%	2%
Science	66%	20%	3%
Social Studies	68%	18%	3%
School Communications	83%	15%	1%

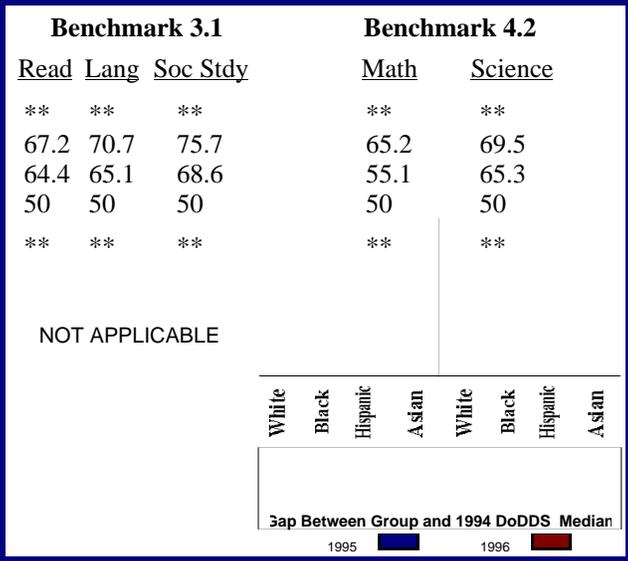
Benchmark 10.8: Establish Technology for teachers and administrators
 A technology committee was established. Two computer labs have been established with plans for a third. All staff members are now on cc:Mail. The committee has plans to implement aspects of the DoDEA Draft Guide. A plan of training is also being developed.

CTBS Test Results

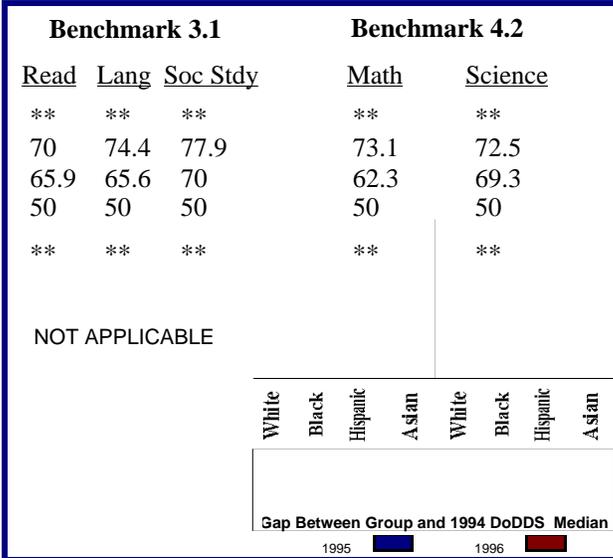
1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



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	N/A	64%	66%	42%
	1995	N/A	77%	64%	41%
Math Avg Score	1994	N/A	494	472	479
	1995	N/A	505	480	482
Verbal Avg Score	1994	N/A	436	430	423
	1995	N/A	435	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.

Seoul American ES
UNIT 15549
APO AP 96205-0005

DSN Phone:
736-4613

Commercial Phone:
2-7916-4613/4378/5978

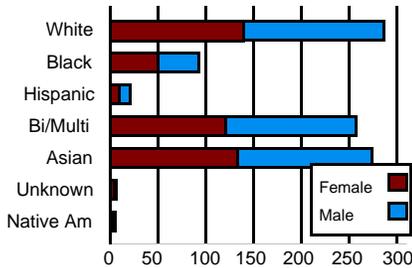
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	199	748.4	22%	49%	24%	4%	2%	
5	9	193	752.1	20%	57%	13%	10	1%	
5	9	201	788.3	56%	39%	5%	1%	0%	



**Department of Defense Education Activity
Seoul High School (7-12)
1995/96 School Profile
Benjamin Briggs, Principal**

School Characteristics

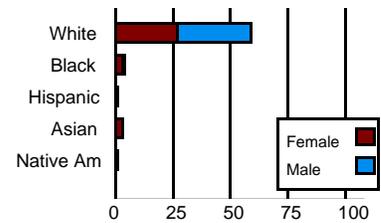
Student Enrollment - 943



Grade	#
7	204
8	186
9	173
10	155
11	119
12	106
Total	943

Sponsor's Affiliation	%
Marine	1%
Army	48%
Navy	2%
Air Force	5%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	43%
Non-US Civilians	1%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	31	3%
K-8	TAG	29	7%
K-12	ESL	22	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	43	
AP Courses Offered		8	
Students Taking AP Courses		150	66%

Teacher Experience	
Years	Teachers
New	18
1-3	5
4-6	5
7-10	10
> 10	31

Mobility Rate
20% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	60.5
Special Education	4.5
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	55%
Doctorate	4%

Principal's Highlights

Seoul American High School (SAHS) is a highly academic school serving a goal oriented community. Over 80% of our seniors go on to college or university. Last year, a senior class of 108 received 29 ROTC scholarships. SAHS's Fine Arts Department is a front-runner in Music, both vocal and instrumental, Drama, and Art. The concert band is always in demand and has played for many community events. In the past, the band has performed for Ms. Perry, Ms. White, and other distinguished guests. In the area of standardized test scores, SAHS is consistently above National and DoDDS averages. The students at SAHS are goal oriented and consider education to be very important.

This year's SIP reflects a needed refinement and focus lacking in the past. By simplifying the wording, the SIP is more understandable and fits the needs of the school as a whole. More people are involved this year with SIP, and the School Advisory Committee (SAC) has decided to become directly involved with the SIP. All members of the SAC have identified a Benchmark or the School Home Partnership as an individual priority this year. Parent involvement is increasing, and the process seems to be comfortable for the whole community.

**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.....

The plan for this benchmark is co-operative learning and getting students actively involved with their learning. Training will be done by teachers on the staff and consultants. SAHS will start TESA training next year.

Goal 4: Math And Science Achievement

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

The plan for this benchmark is active participation on the part of students and TESA training. Teachers will better serve all students after receiving training in these areas.

Goal 8: Parental Participation

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

Focus is on:

- A. Interactive student organizers.
- B. Training parents and teachers in the "Note Program" process.
- C. Establishment of a "Parent Speaker" data bank.

Goal 10: Organizational Development

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

Focus is on:

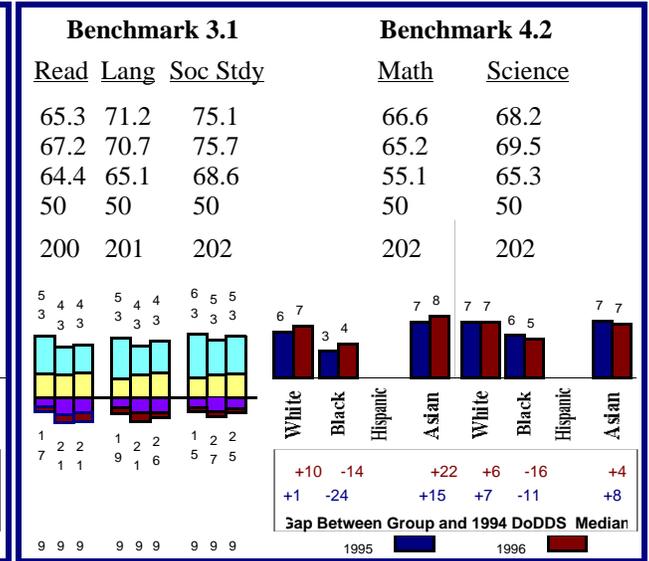
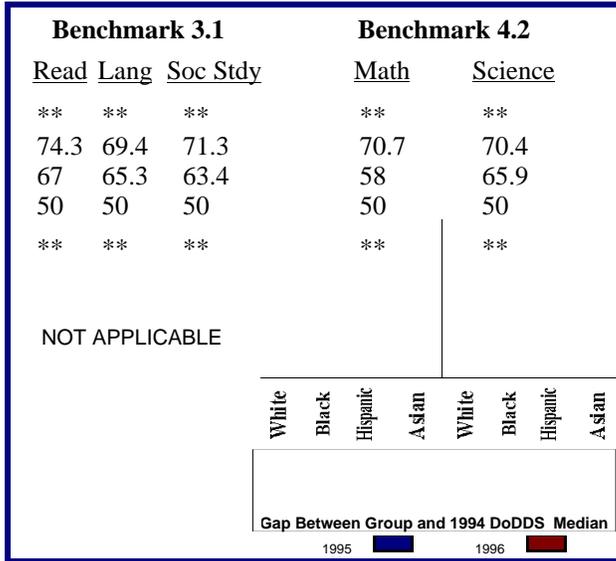
- A. Interactive Newsletter
- B. SAHS show on local TV

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	74%	21%	6%
Math	69%	20%	10%
Science	71%	23%	6%
Social Studies	71%	24%	4%
School Communications	61%	30%	9%

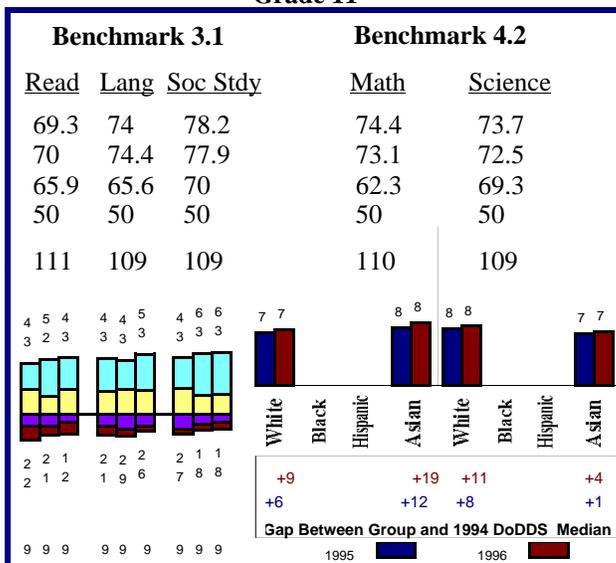
Benchmark 10.8: Establish Technology for teachers and administrators
 Need increases in manpower, hardware, software, facilities, and training before a real program can be established.
 The DSO and SAHS departments put together manpower & equipment for the Information Center (IC) upgrade, and the IC has been upgraded.

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	62%	64%	66%	42%
	1995	83%	77%	64%	41%
Math Avg Score	1994	506	494	472	479
	1995	515	505	480	482
Verbal Avg Score	1994	441	436	430	423
	1995	436	435	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.

Seoul American HS
UNIT 15549
APO AP 96205-0005

DSN Phone:
738-4547

Commercial Phone:
2-7918-4547/5994/4095

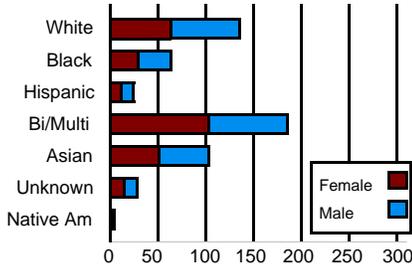
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	159	792.9	39%	38%	10%	11	1%
8	9	158	810.4	52%	22%	22%	3%	1%
8	9	166	784.4	22%	51%	23%	2%	1%
10	9	153	802.6	39%	29%	21%	11	1%
10	9	141	822.6	33%	44%	18%	5%	0%
10	9	137	791.3	26%	45%	20%	8%	1%



**Department of Defense Education Activity
Taegu Elementary/High School (K-12)
1995/96 School Profile
Erik Swanson, Principal**

School Characteristics

Student Enrollment - 529



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	21	4%
K-8	TAG	53	13%
K-12	ESL	0	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	12	
AP Courses Offered		4	
Students Taking AP Courses		49	94%

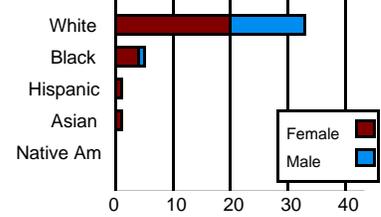
Grade	#
K	50
1	49
2	44
3	47
4	39
5	48
6	44
7	50
8	39
9	41
10	26
11	30
12	22
Total	529

Mobility Rate
37% Per Year

Sponsor's Affiliation	
Marine	<.5%
Army	54%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	42%
Non-US Civilians	2%

Teacher Experience	
Years	Teachers
New	3
1-3	5
4-6	4
7-10	12
> 10	24

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	37.5
Special Education	3
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	39%
MA/MS	59%
Doctorate	2%

Principal's Highlights

Taegu American school enrolls students from Sure Start through grade 12. Over the past 2 years we have made many changes to meet the needs of our students. The introduction of our middle grades program with its cadre of teachers dedicated to transcendent students provides an excellent opportunity for all students to achieve and be successful. The introduction of Resource Based Learning serves as the foundation for technology to support learning. By strategically placing the multicurricular computer lab in the library, access to technology is available for all students. As a result, the library /media /technology center is the hub of learning in our school. Global education, international understanding and respect are fostered through a very successful Korean/American teacher exchange program. Eighty Korean teachers each spent 2 weeks learning about American culture, teaching methods and experienced English language immersion. Our American teachers have the opportunity to visit and present a lesson at the Korean schools. An active Artist in Residence Program allows students to explore the music, drama, poetry, martial arts and fine arts of our host country. Parental involvement was a key program throughout the year. Military leaders, parents, teachers and students worked in concert to plan all programs and policies that touch our students.

**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.....
Four in-services were provided to staff of Writing Across the Curriculum (WAC). The staff made a commitment to provide writing opportunities in all subject areas. Math, Science, and Social Studies teachers have developed lesson plans to incorporate WAC in their disciplines.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
By integrating writing Across the Curriculum and the Up with Reading Program, emphasis has been given to Science and Math. Students have a increased awareness of basic understanding of these disciplines. Communication and comprehension skills in math and science will be addressed in the next phase of the SIP.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Community and parental involvement is evident in all of our SIP, core values , student outcomes, and curricular development. Parents and community leaders were represented on all committees. Parental involvement, especially with parents from diverse, multi-cultural backgrounds has dramatically increased.

Goal 10: Organizational Development

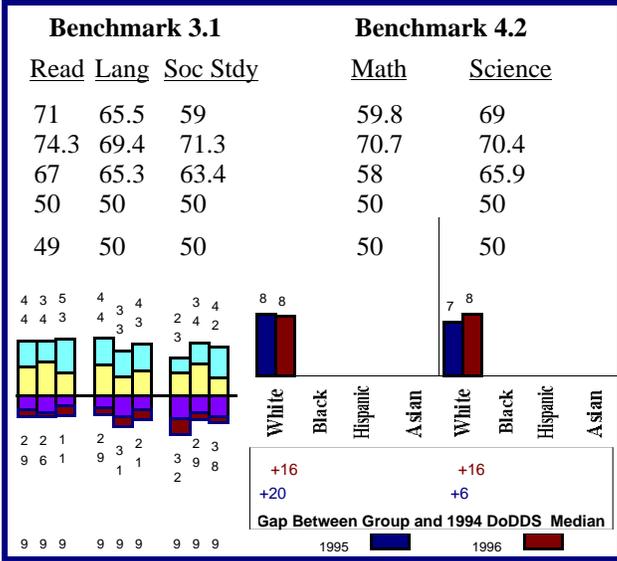
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
The school has published monthly News Notes in the Installation's C.A.R.E. Magazine to inform parents and the community about important school activities and how they might become involved. Monthly Coffees have been established in English and Korean to enhance communication with our parents.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	70%	21%	8%
Math	62%	27%	9%
Science	62%	23%	7%
Social Studies	64%	23%	5%
School Communications	67%	20%	12%

Benchmark 10.8: Establish Technology for teachers and administrators
 Resource Based learning has introduced and supported at all levels. This integrates technology into the language arts, mathematics, and science curriculum areas. Training has been planned for all teachers and administrators for the technology integration.

CTBS Test Results

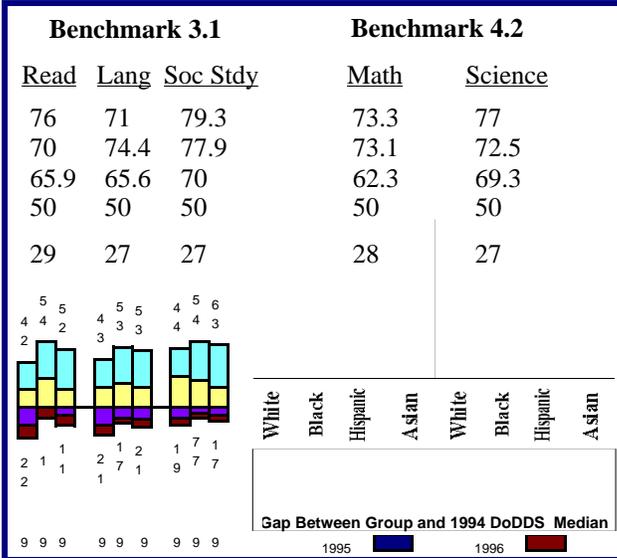
1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



Percent of
 Students
 in Each
 Quarter

Grade 11

1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



Percent of
 Students
 in Each
 Quarter

SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	78%	64%	66%	42%
	1995	40%	77%	64%	41%
Math Avg Score	1994	416	494	472	479
	1995	481	505	480	482
Verbal Avg Score	1994	397	436	430	423
	1995	489	435	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.

Taegu American School
UNIT 15623
APO AP 96218-0005

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DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	63	693.2	6%	35%	38%	19	2%
5	9	43	728.9	14%	63%	12%	9%	0%
5	9	49	760	33%	55%	12%	0%	0%
8	9	38	781	24%	45%	18%	13	0%
8	9	41	735.1	20%	24%	34%	20	2%
8	9	40	798.1	18%	68%	15%	0%	0%
10	9	41	788.6	34%	37%	17%	10	0%
10	9	32	835.7	34%	53%	13%	0%	0%
10	9	23	758.8	22%	48%	17%	9%	0%