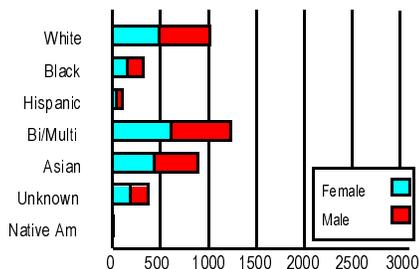


**Department of Defense Education Activity  
Korea District (PK-12)  
1997/98 District Profile  
Douglas Kelsey, Superintendent**

**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%

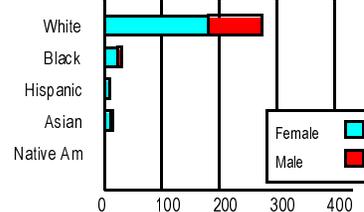
Grade	#
PreK	18
K	332
1	324
2	351
3	355
4	337
5	324
6	310
7	326
8	273
9	288
10	261
11	224
12	181
Total	3904

<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

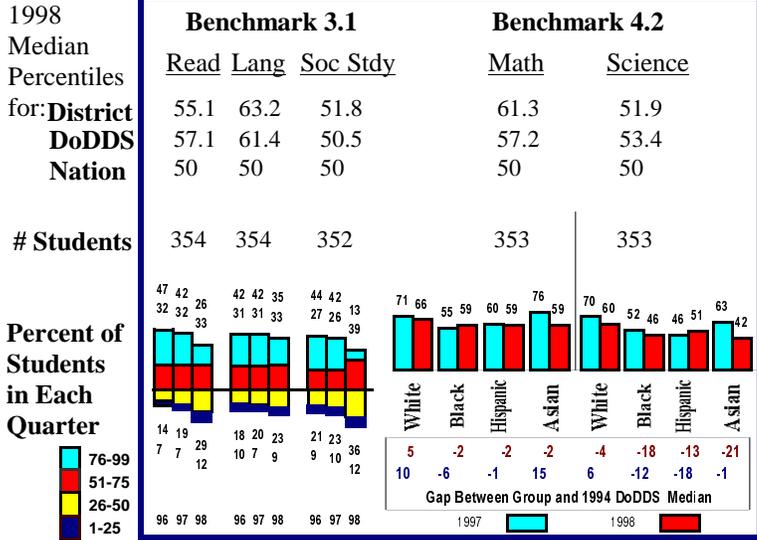
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

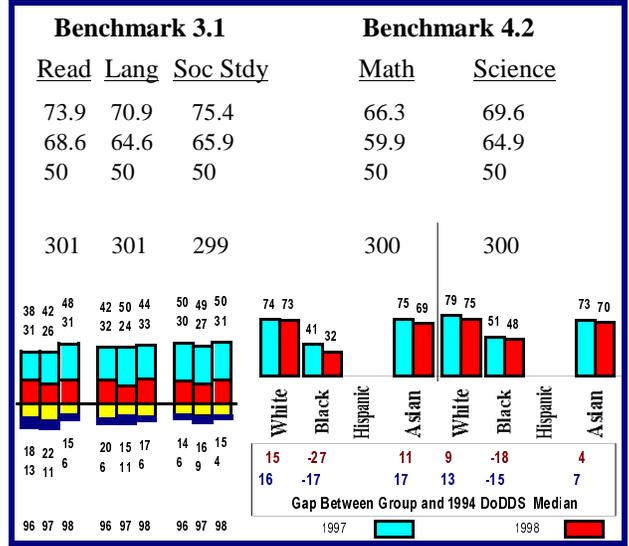
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

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.

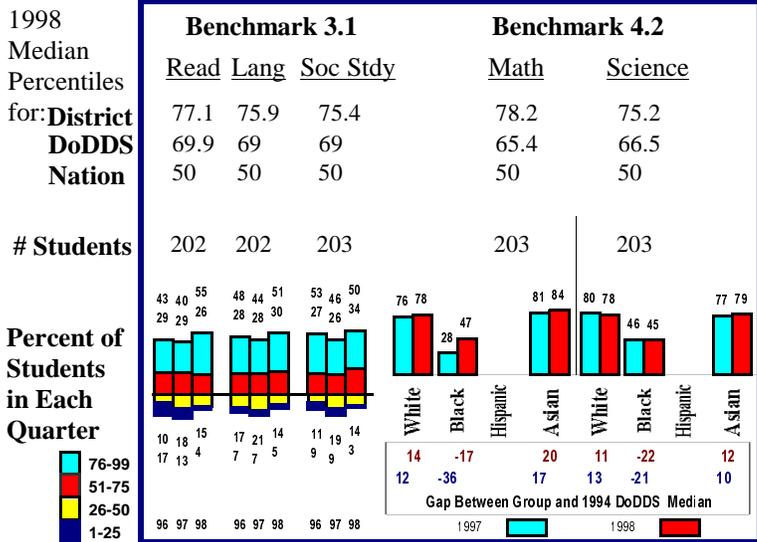
### Grade 3



### Grade 7



### Grade 11



SAT Results				
	District	DoDDS	Nation	
% Participating	97	61%	63%	41%
	98	69%	62%	43%
Math Avg Score	97	536	505	511
	98	532	505	512
Verbal Avg Score	97	517	515	505
	98	502	511	505

### 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

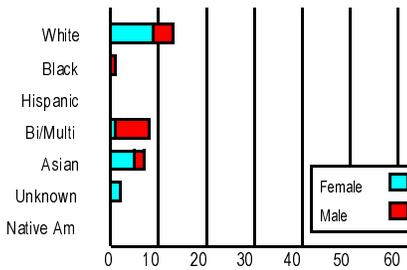
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	332	Met	51%	43%	6%	0%	1%
5	97	308	Met	40%	54%	3%	1%	1%
5	98	309	Met	21%	74%	4%	0%	1%
8	96	279	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%



**Department of Defense Education Activity  
C. Turner Joy Elementary School (K-6)  
1997/98 School Profile  
Howell Iles, Principal**

**School Characteristics**

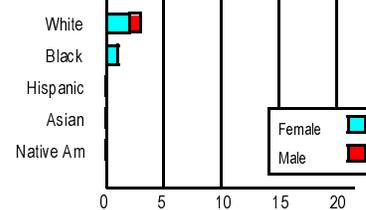
**Student Enrollment - 30**



Grade	#
K	4
1	5
2	3
3	6
4	6
5	3
6	3
<b>Total</b>	<b>30</b>

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	39%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	45%
Non-US Civilians	16%

**Professional Staffing**



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	N/A	N/A
K-8	TAG	N/A	N/A
K-12	ESL	2	7%
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

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

**Mobility Rate  
61% Per Year**

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	3
Special Education	0.5
Other Professionals	0.5

Teacher Education	
Degree	% Teachers
BA/BS	50 %
MA/MS	50 %
Doctorate	0 %

**Principal's Highlights**

C. Turner Joy Elementary School had the unique opportunity to involve the entire school in the new reading/language arts program from Scholastic's, "Literacy Place," from the beginning of the school year. We are a small school composed of combination classes. We utilized the expertise of one of our teachers to start out the year by involving all students in direct instruction with our newly adopted language arts/reading program. This definitely complimented the DoDEA Strategic Community Plan/School Improvement Plan.

Our technology lab continues to improve and in the near future, we will acquire a unified system of similar hardware which lends itself to the simplification of the instructional format. All faculty members have access to E-mail, the Internet, and the Columbia Library System. Our technology lab is presently utilized by both school staff and volunteers.

School/Home Partnership was an active and developing process during the year. Significant gains were made in parental participation during school year 1997-98.

**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.....**

Implementation of the "Literacy Place" curriculum strengthened students' communication skills through writing. Quarterly writing samples were taken for each grade level. Parents and students responded to surveys to determine their comfort levels with regards to writing.

**Goal 4: Math And Science Achievement**

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

Students used Pocket Math, a software program which involved basic mathematical operations to improve their communication skills through the use of written word problems. A pre and post test assessment was used to measure positive growth.

**Goal 10: Organizational Development**

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

The following communication links were utilized at CT Joy during the year: monthly parent newsletters, office memos, teacher notes and bi-weekly newsletters, SAC/PTO informational exchanges, and the base news letter, " Plan of the Week." Teachers and administrative staff used electronic technology to communicate with DoDEA constituencies.

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

Word processing was used within the classrooms to support curricular areas for Benchmark 3.1. Printers were provided for each classroom, and access to Internet was established. The Graph Club utilized technology to support MathLand concepts. Technology skill and awareness levels were increased through staff participation in district/area level training sessions.

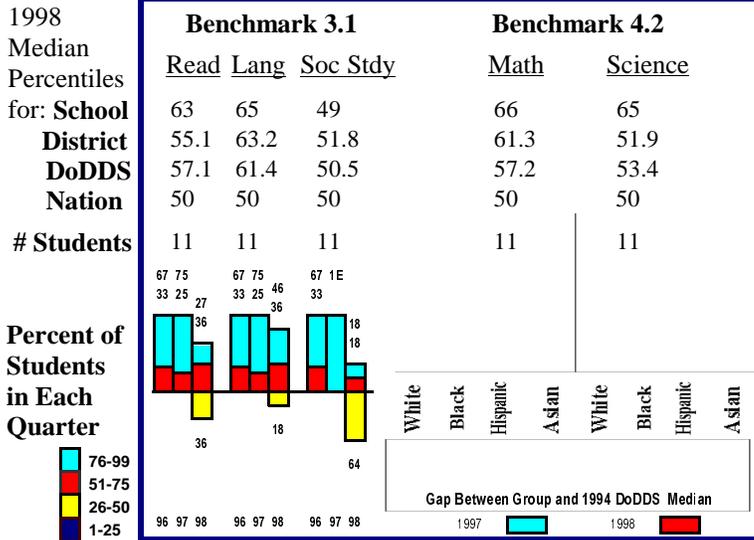
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.7	3.9
Co-Supporters	3.2	3.3	3.5
Co-Learners	3.2	2.8	3.1
Co-Teachers	3.3	3.4	3.5
Co-Advisors	3.0	3.1	3.3

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

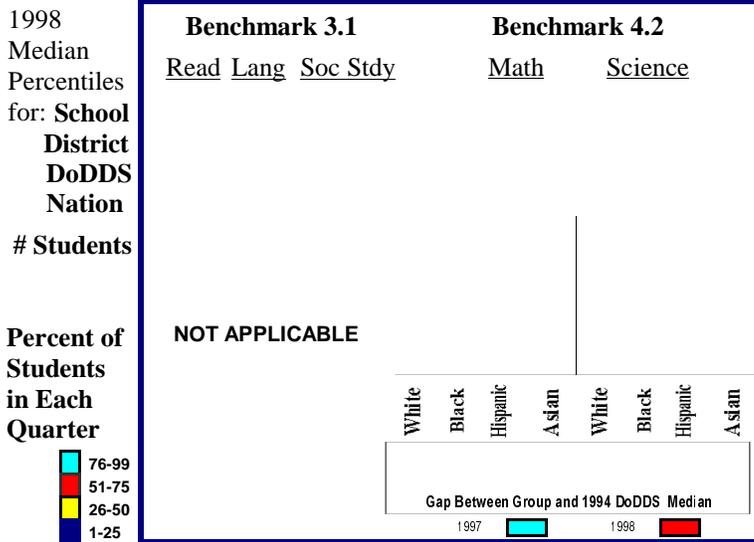
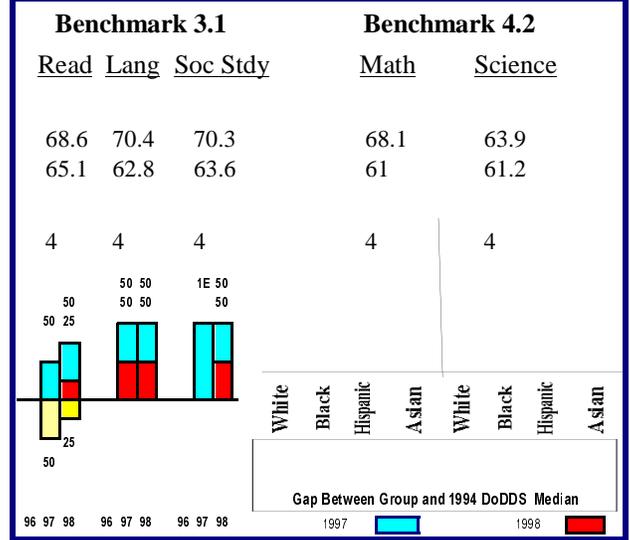
### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.** Parents and community actively participated in school activities. Involvement was reflected in their support of after school programs such as soccer, basketball, and the technology club. Participation was visible through events such as Shadow Day, Women's History Month, DARE, and Black History Month. A host nation program enriched students on the native culture.

### Grade 3



### Grade 4



	SAT Results			
	School	District	DoDDS	Nation
% Participating	97	NA	61%	63%
	98	NA	69%	62%
Math Avg Score	97	NA	536	511
	98	NA	532	512
Verbal Avg Score	97	NA	517	505
	98	NA	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.

**C. Turner Joy ES**  
**COMFLEACT CHINHAE**  
**PSC 479**  
**FPO AP 96269-0005**

**DSN Phone: 762-5466/77**  
**Fax Number: 82-553-540-5465**  
**Commercial Phone:**  
**82-553-540-5466/5477**

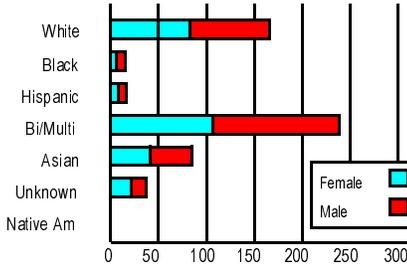
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable



**Department of Defense Education Activity  
Osan Elementary School (PK-6)  
1997/98 School Profile  
Suzanne E. O'Shea, Principal**

**School Characteristics**

**Student Enrollment - 539**



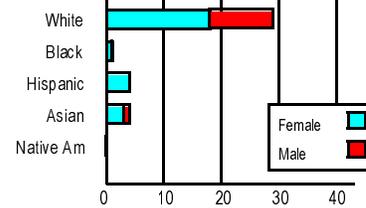
Grade	#
PreK	2
K	101
1	80
2	79
3	79
4	74
5	71
6	53
<b>Total</b>	<b>539</b>

Sponsor Affiliation	
Marine	<.5%
Army	21%
Navy	<.5%
Air Force	55%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	23%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	5
7-10	4
> 10	21

**Mobility Rate  
38% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	25.5
Special Education	3
Other Professionals	7.5

Teacher Education	
Degree	% Teachers
BA/BS	39 %
MA/MS	55 %
Doctorate	5 %

**Principal's Highlights**

"Where Every Child is Treated as a Unique Individual," Osan American Elementary School offers a plethora of opportunities for students to succeed.

In order to increase proficiency in reading and language arts, 100% of students in grades 1-6 were taught the Writing Process. The result of the pre and post tests showed that over 50% raised their scores by at least 1, with a range of 1 to 4. In the annual fifth grade DoDEA Writing Assessment, 96% of the students scored in the Distinguished or Proficient levels of performance.

With a strong School/Home Partnership Program, parents and teachers were active co-teachers in various activities, including sports, musicals, field trips, and a spelling bee. Community members participated in the science and math mentoring program. PTO and SAC continue to be active advocates of OAES. In addition to partnerships between parents/community and school, the Cooperative Work Experience Program allowed high school students to be involved in working with elementary students in the education process. Volunteer hours exceeded over 200 per week.

Both the primary and intermediate grade level students benefited in the inter-grade level mentoring, through activities which included computer team work.

**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 97-98 school year was the training year for the new reading/language arts program, Literacy Place. In addition to the training for Literacy Place, the staff at Osan chose to focus on the writing process and continued to emphasize the instructional strategy of cooperative learning.

**Goal 4: Math And Science Achievement**

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

The focus for school year 97-98 was on increasing interest in math and science through the use of centers. A staff-wide inservice on Bloom's Taxonomy was held. Teachers then incorporated a variety of questioning techniques in accordance with Bloom's Taxonomy to increase higher level thinking in math and science.

**Goal 10: Organizational Development**

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

Following are examples of effective communication that occurred at OAES during the school year 1997-98: bi-monthly parent bulletins in English and Korean, classroom parent letters, home visits, parent/teacher conferences, PTO and SAC meetings, open forum meetings with the district superintendent, telephone calls, and ccMail within the school and Email with the community.

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

An Apple IIGS Lab for keyboarding was established in January of '98 to allow more accessibility to the Mac Lab for other applications. LAN installation began with completion date of Summer '98. The Presidential Technical Initiative project got off to a good start with the arrival of software and training. Upgrades were made in hardware. Faculty and staff training was held.

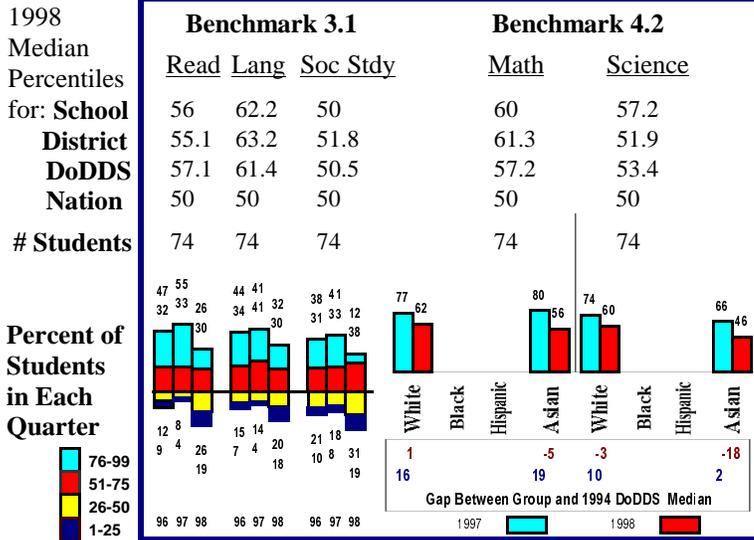
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.7	3.9
Co-Supporters	3.4	3.3	3.5
Co-Learners	2.8	2.8	3.1
Co-Teachers	4.0	3.4	3.5
Co-Advisors	3.2	3.1	3.3

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

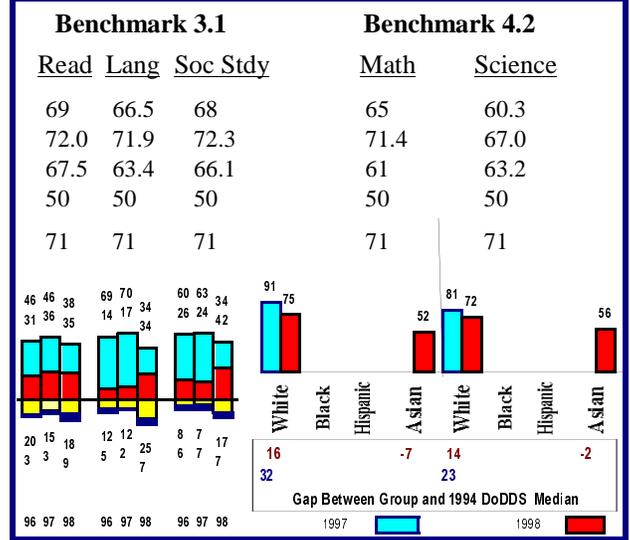
### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Parents are represented at each tier of the School-Home Partnership program. Invitations are extended to parents to attend all in-service programs. Parents participated in the math hands-on activities during MathLand Week. More than one-third of the parent population provides volunteer services in the school. PTO and SAC members are active co-supporters in the school-home partnership.

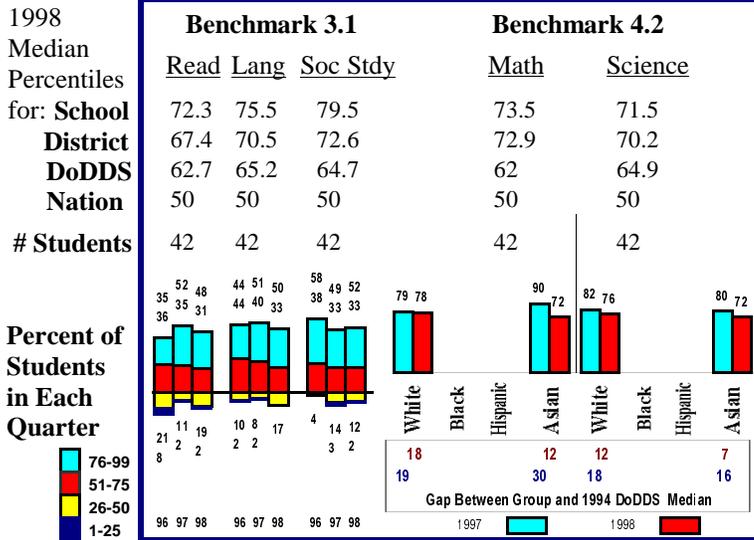
### Grade 3



### Grade 5



### Grade 6



### SAT Results

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

Osan ES  
UNIT 2037  
APO AP 96278-0005

DSN Phone: 784-6912  
Fax Number: 82-333-661-5733  
Commercial Phone:  
82-333-661-6912

### DoDEA Writing Assessment

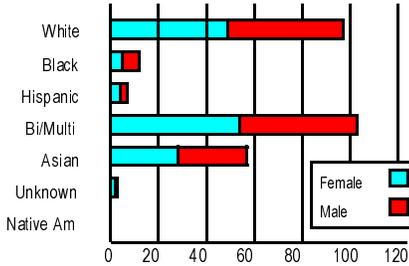
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	61	Met	39%	51%	7%	0%	0%
5	97	58	Met	41%	55%	0%	2%	2%
5	98	68	Met	12%	81%	7%	0%	0%



**Department of Defense Education Activity  
Osan High School (7-12)  
1997/98 School Profile  
John Provinsal, Principal**

**School Characteristics**

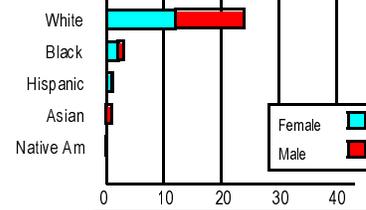
**Student Enrollment - 279**



Grade	#
7	66
8	51
9	49
10	49
11	36
12	28
Total	279

Sponsor Affiliation	
Marine	<.5%
Army	19%
Navy	<.5%
Air Force	41%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	41%
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	10	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	9	
AP Courses Offered		4	
Students Taking AP Courses		31	48%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	4
7-10	1
> 10	20

**Mobility Rate  
21% Per Year**

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	22.5
Special Education	1
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	50 %
MA/MS	46 %
Doctorate	4 %

**Principal's Highlights**

Osan American High School in its fourth year of operation has established a strong academic culture and tradition. Parental involvement, innovative application of technology and a strong partnership with the Osan and Camp Humphrey's military communities serve to facilitate student success.

The North Central Association of Colleges and School (NCA) formally accredited Osan American High School March 31, 1998. We were commended for our efforts to provide students a quality, innovative program of education.

Our curriculum includes seven AP classes and Distance Learning. It is enhanced by one computer for every two students. Our goal is to enhance teacher and student computer applications through staff training and the implementation of effective strategies for curriculum and technology integration.

Our student leadership and their commitment to excellence are validated by our AFJROTC unit, the student newspaper, yearbook and Drama team being recognized as the best in the Far East. Five students were awarded full ROTC scholarship this past school year.

**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.....**

Our goal is to increase student proficiency in written communication. This is addressed through Daily Oral Language exercises and the school-wide application of Cornell note-taking to strengthen writing and improve study skills.

**Goal 4: Math And Science Achievement**

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

Our goal is to increase student proficiency through the application of math skills by addressing computational skills, critical thinking and problem solving abilities. Science teachers will incorporate content specific vocabulary terms in daily lessons while requiring students to demonstrate meaning and context of the terms.

**Goal 10: Organizational Development**

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

Osan High School will continue to expand and strengthen our communication with the Camp Humphreys and the Osan military communities. We have established a School's Officer in each command. In addition, our SAC has designated positions to represent both Commands.

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

Osan High School continues to focus on the integration and application of technology across the curriculum. Training was based on facility identified needs Presidential Technology Initiative Project school.

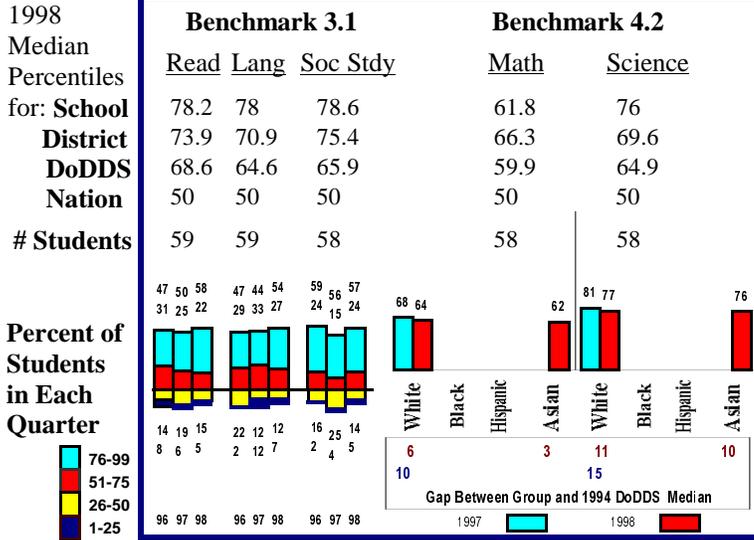
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.7	3.9
Co-Supporters	3.0	3.3	3.5
Co-Learners	2.8	2.8	3.1
Co-Teachers	3.1	3.4	3.5
Co-Advisors	3.3	3.1	3.3

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

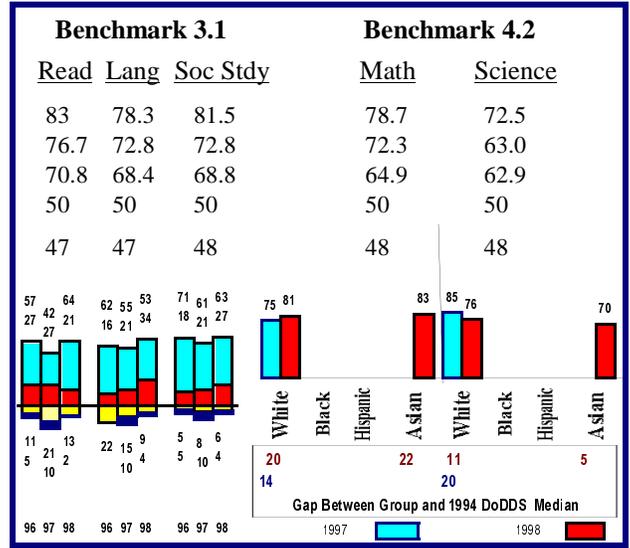
### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Our school will continue to expand the involvement of our parents and the community in school activities by including them as co-supporter, learners, teachers and co-decision makers.

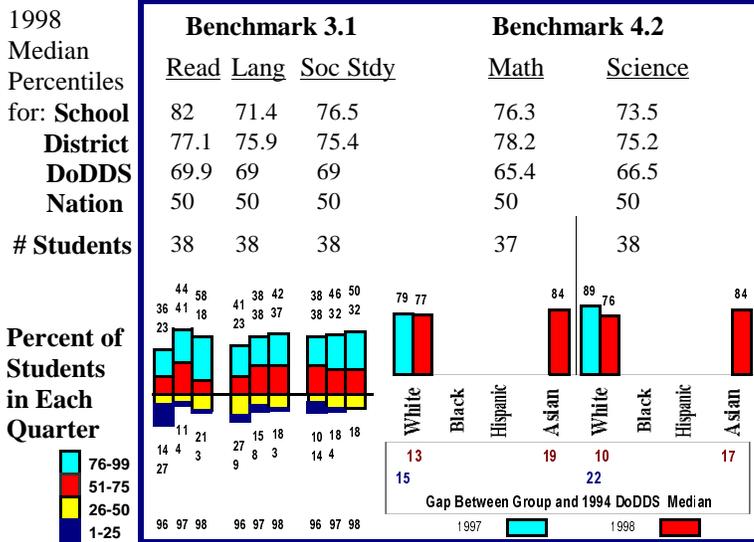
### Grade 7



### Grade 9



### Grade 11



### SAT Results

	School	District	DoDDS	Nation
% Participating	97	50%	61%	63%
	98	32%	69%	62%
Math Avg Score	97	483	536	505
	98	533	532	505
Verbal Avg Score	97	476	517	515
	98	556	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.

Osan HS  
UNIT 2037  
APO AP 96278-0005

DSN Phone: 784-9076/9098  
Fax Number: 82-333-661-9121  
Commercial Phone:  
82-333-661-9076/9098

### DoDEA Writing Assessment

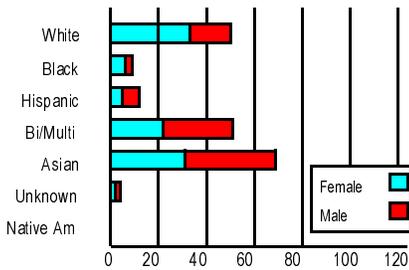
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	55	Not Met	15%	44%	33%	9%	0%
8	97	46	Met	33%	59%	6%	2%	0%
8	98	48	Met	17%	60%	21%	2%	0%
10	96	37	Not Met	41%	27%	27%	5%	0%
10	97	39	Met	54%	36%	10%	0%	0%
10	98	45	Met	40%	44%	11%	2%	2%



**Department of Defense Education Activity  
Pusan Elementary/High School (PK-12)  
1997/98 School Profile  
Alexia Venglik, Principal**

**School Characteristics**

**Student Enrollment - 195**



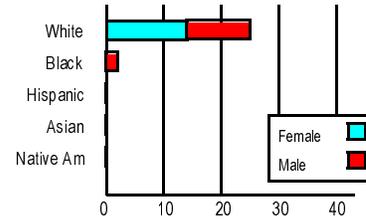
Grade	#
PreK	14
K	9
1	17
2	13
3	15
4	17
5	21
6	15
7	14
8	16
9	13
10	15
11	7
12	9
Total	195

Sponsor Affiliation	
Marine	2%
Army	28%
Navy	5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	47%
Non-US Civilians	16%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	0
7-10	2
> 10	17

**Mobility Rate  
37% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	23.5
Special Education	1
Other Professionals	2

Teacher Education	
Degree	% Teachers
BA/BS	27 %
MA/MS	62 %
Doctorate	12 %

**Principal's Highlights**

Pusan American School's 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 to become successful, contributing members of society.

Teachers emphasize instructional programs that include key vocabulary instruction to meet the goals of benchmarks 3.1 and 4.2. Teachers of reading, language arts, math, and science designed their own key vocabulary pre/post tests. The post tests revealed significant improvements in vocabulary acquisition. Cooperative learning, randomized calling for equal participation, and wait time are part of the instructional period to increase achievement and to narrow the gap.

Pusan American School, a multi-national school, is proud of the quality of instruction, use of technology in the labs and classrooms, collaboration between school and community, and its School-Home Partnership Program. The strength of Pusan American School is the diversity of the student population, all of whom work in harmony with each other and the many cultures present in the school.

**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 teachers designed individual key vocabulary pre/post tests for all classes in reading, language arts, and social studies that were administered first and third quarter. The tests were used to identify student needs and served to guide the instructional program. Interactive and cooperative learning strategies continue to be employed because of their past effectiveness in increasing achievement.

**Goal 4: Math And Science Achievement**

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

Key vocabulary pre and post tests were designed by teachers to identify student needs, add specific achievement objectives, and guide the instructional program. Continuing use of equity ensuring strategies, such as randomized calling, coupled with wait time, enhances student achievement. The presence of these strategies contributes to the narrowing of the achievement gaps.

**Goal 10: Organizational Development**

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

A parent survey designed by the School-Home Partnership Team is given to parents to learn the most effective and least effective means of communication. Written information and parent newsletters are provided in both English and Korean. The administrator serves as liaison to the commander's community meetings to report on educational programs and special events.

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

There are four technology centers for students in addition to centers in the classrooms. The MAC computer lab provides supplemental instruction in reading, language arts, social studies, science, and math for elementary students to develop independent learners and increase achievement. Micron computer labs provide the latest in technology for students in grades 7-12.

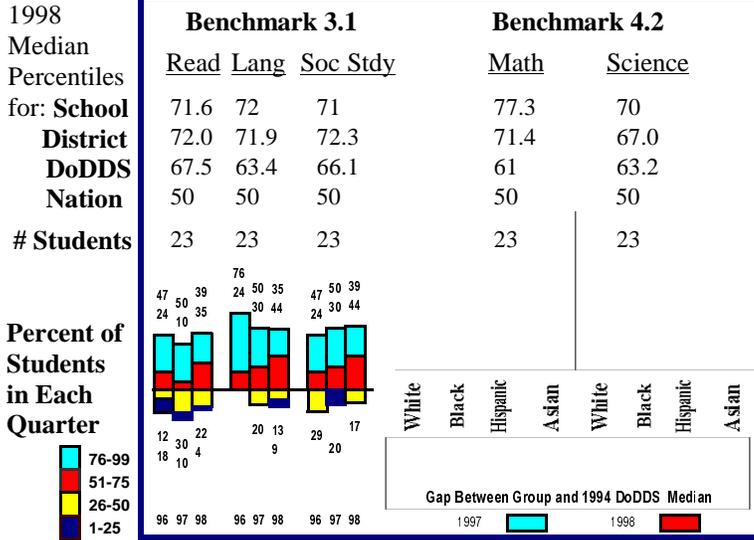
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.2	3.7	3.9
Co-Supporters	3.5	3.3	3.5
Co-Learners	2.8	2.8	3.1
Co-Teachers	3.2	3.4	3.5
Co-Advisors	3.3	3.1	3.3

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

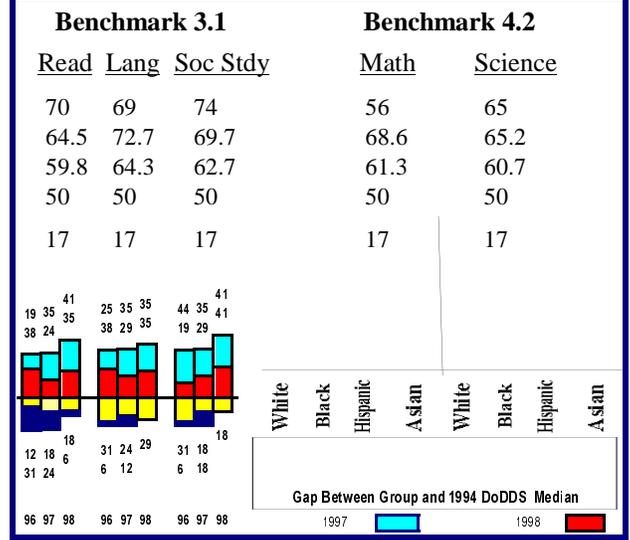
### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Parental participation is sought through announcements in the parent-student handbook, parent newsletter (bi-lingual), commander's TV channel, AFKN announcements, flyers, and personal contacts for multilevel participation in school activities. The culminating event of the year is a World Culture Exposition involving extensive parental sharing.

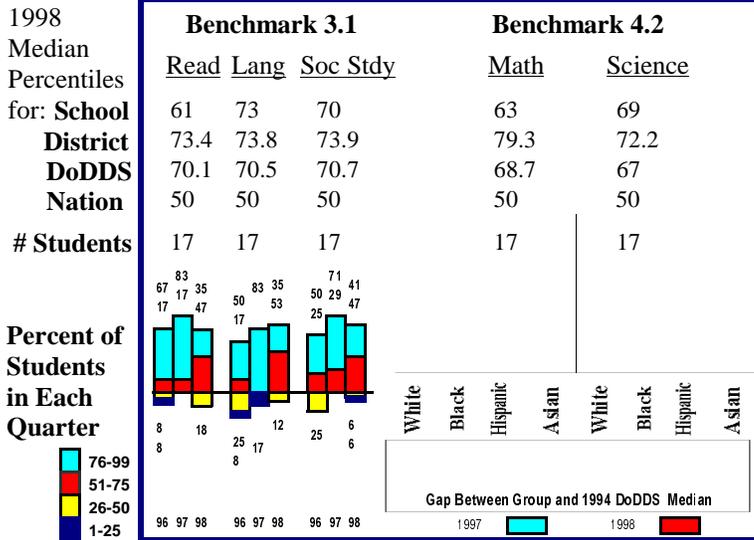
### Grade 5



### Grade 8



### Grade 10



### SAT Results

	School	District	DoDDS	Nation
% Participating	97	67%	61%	63%
	98	67%	69%	62%
Math Avg Score	97	515	536	505
	98	458	532	505
Verbal Avg Score	97	482	517	515
	98	537	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.

Pusan ES/HS  
UNIT 15625  
APO AP 96259-0005

DSN Phone: 763-7528  
Fax Number: 82-51-803-1729  
Commercial Phone:  
82-52-801-7528

### DoDEA Writing Assessment

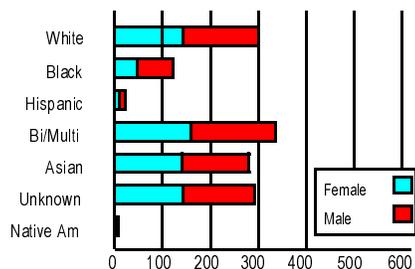
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	17	Met	65%	35%	0%	0%	0%
5	97	10	Met	30%	70%	0%	0%	0%
5	98	21	Met	29%	71%	0%	0%	0%
8	96	17	Not Met	24%	24%	35%	18%	0%
8	97	17	Not Met	41%	29%	6%	18%	6%
8	98	15	Met	40%	53%	7%	0%	0%
10	96	12	Met	58%	25%	17%	0%	0%
10	97	5	Met	80%	20%	0%	0%	0%
10	98	17	Met	41%	47%	6%	6%	0%



**Department of Defense Education Activity  
Seoul Elementary School (PK-6)  
1997/98 School Profile  
John Blom, Principal**

**School Characteristics**

**Student Enrollment - 1,349**



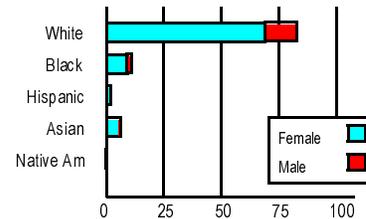
Grade	#
PreK	2
K	191
1	164
2	208
3	208
4	191
5	180
6	205
<b>Total</b>	<b>1349</b>

Sponsor Affiliation	%
Marine	1%
Army	56%
Navy	5%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	30%
Non-US Civilians	<.5%

Teacher Experience	Teachers
New	3
1-3	7
4-6	11
7-10	5
> 10	62

**Mobility Rate  
30% Per Year**

**Professional Staffing**



School Staff	FTE
Administrators	3
Classroom Teachers	62.5
Special Education	7.5
Other Professionals	17

Teacher Education	% Teachers
BA/BS	36 %
MA/MS	62 %
Doctorate	2 %

**Special Programs**

Grade Offered	Program	#	%
PK-12	Special Education	67	5%
K-8	TAG	187	14%
K-12	ESL	132	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

**Principal's Highlights**

Seoul American Elementary School (SAES), as a "School of Success", has as its goal to assist all students to have successful learning experiences. The focus of its school improvement plan is to improve student communication skills in writing and math.

The School Improvement Leadership Team has worked with the staff to prioritize new strategies. Plans for school year 98-99 will utilize a strategy involving current events to foster increased oral communication skills. To address the ethnic/gender gap, the staff has indicated a desire to continue to use Teacher Expectations and Student Achievement strategies.

The School-Home Partnership Committee is developing a binder to document activities for each of their school-home communications. An increase in partnership activities is noted.

SAES piloted a checklist to assess student competencies based upon the DoDEA draft regulation for technology requirements. Fifth grade students will complete a multi-media project, using the internet and such programs as Hyper-Studio or Power Point.

Growth has been evident in all benchmarks.

**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.....**  
Daily Oral Language (DOL) activities were continued in grades 1-6 for SY 97-98. An additional strategy, the writing process, was used to improve students' communication skills. DOL post test scores reflect significant achievement at all grade levels. Increased scores in language mechanics were noted in standardized testing. Writing scores indicated progress in grades 1, 4, and 5.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....**  
A Homework Club for children "at risk" was continued for SY 97-98. Staff and students report that the Homework Club had a positive effect. Staff worked with all students to increase their ability to effectively apply communication and problem solving skills in math. Post test math problem-solving scores reflect significant achievement in grades 1-6.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....**  
The school/PTO presented a series of programs for parents in reading, science, fine arts, talented and gifted, effective parenting, and special-needs children. The administrators held coffee socials to discuss curriculum concerns. "Good News" post cards were sent to share student success. Parents recognized the family school newsletter as an important means of communication.

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

Three computer labs for student use are provided and the school has achieved internet access. A checklist to assess computer competencies for students at each grade level was piloted. Pre and post tests to assess progress were administered. Students will use the internet and programs to create multi-media projects. A variety of computer training was provided for the staff throughout the school year.

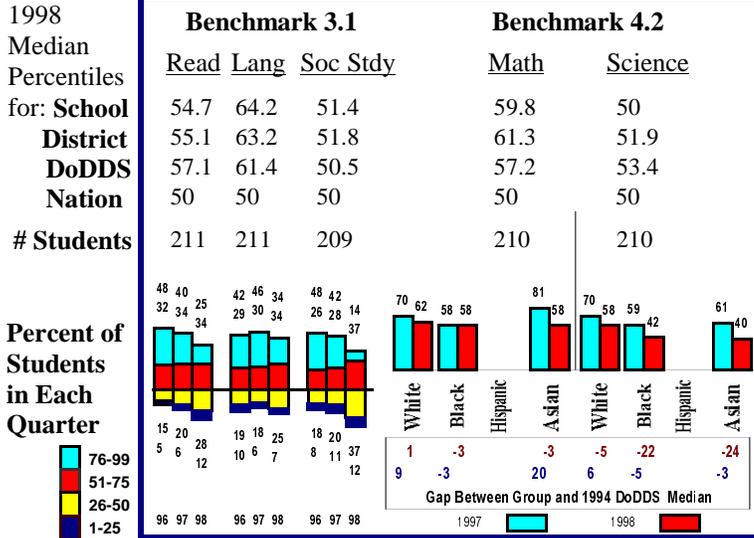
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.7	3.9
Co-Supporters	3.4	3.3	3.5
Co-Learners	3.0	2.8	3.1
Co-Teachers	3.4	3.4	3.5
Co-Advisors	3.4	3.1	3.3

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

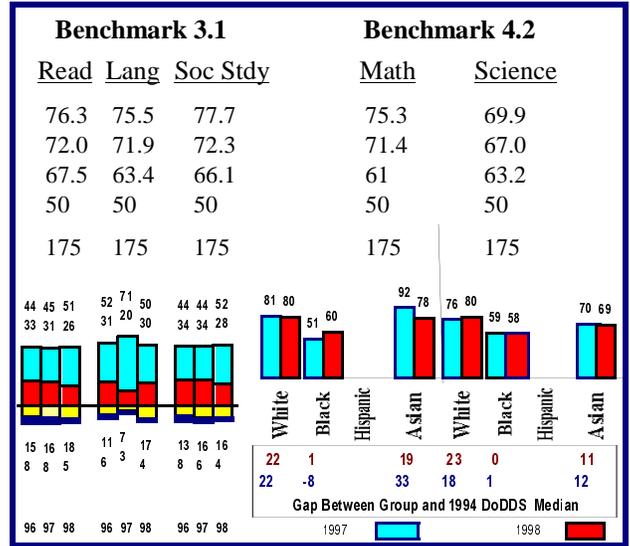
### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Parent volunteers were involved in providing and/or presenting enrichment programs to our student body. A volunteer handbook has been developed. Logs indicate, on average, individuals volunteer approximately 1,000 hours per month. Staff and parents were trained on multi-tiered school-home partnership programs. A compilation of activities is in progress.

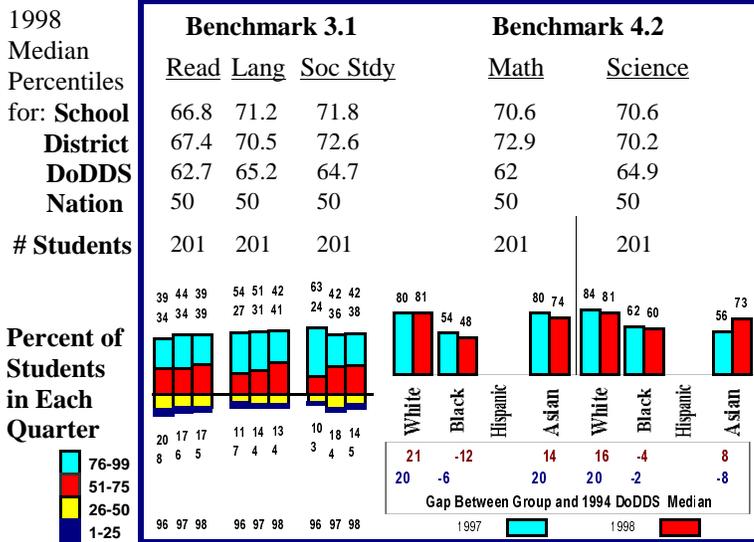
### Grade 3



### Grade 5



### Grade 6



### SAT Results

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

### 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: 736-4378  
Fax Number: 82-2-7916-4606  
Commercial Phone:  
82-2-7916-4378/5978

### DoDEA Writing Assessment

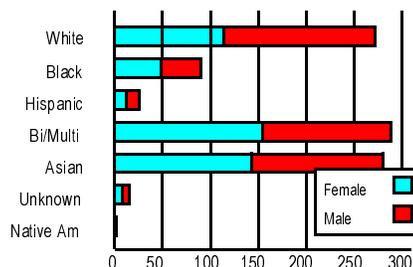
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	201	Met	56%	39%	5%	1%	0%
5	97	210	Met	41%	53%	4%	1%	1%
5	98	173	Met	23%	71%	5%	0%	1%



**Department of Defense Education Activity  
Seoul High School (7-12)  
1997/98 School Profile  
Dennis Rozzi, Principal**

**School Characteristics**

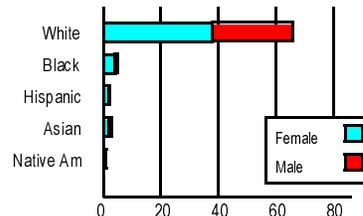
**Student Enrollment - 973**



Grade	#
7	195
8	165
9	184
10	153
11	148
12	128
Total	973

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

**Professional Staffing**



Category	FTE
Administrators	3
Classroom Teachers	62
Special Education	4
Other Professionals	5

Degree	% Teachers
BA/BS	39 %
MA/MS	56 %
Doctorate	5 %

Grade Offered	Program	#	%
PK-12	Special Education	52	5%
K-8	TAG	N/A	N/A
K-12	ESL	34	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	27	
AP Courses Offered		8	
Students Taking AP Courses		112	41%

Teacher Experience Years	Teachers
New	5
1-3	8
4-6	12
7-10	10
> 10	28

**Mobility Rate  
20% Per Year**

**Principal's Highlights**

Seoul American High School students continue to be the highlight of our school. Our graduating class has received over two million dollars in scholarships. This year five students scored a perfect 800 on the math portion of the SAT. Approximately 75% of the 10th and 8th graders scored in the distinguished-proficient range on the DoDEA-wide Writing Assessment, and twenty-five JROTC seniors received three to four year scholarships to attend major universities. To encourage more students to excel academically, a new program, "Renaissance," was established. Over 600 students were honored each quarter with a Renaissance card and certificates.

The School Improvement Leadership Team(SILT) has led the faculty in the formation of benchmark committees and they have developed local assessment instruments for each department. The institution of the Math Lab to narrow the gap in math has grown from 23 students to 40 attending two periods daily and after school. Preliminary results after one quarter have shown a 35% increase in math GPA among the participants. Cooperative Learning courses, a Home Page on the Internet, community surveys and projects have all moved SAHS toward becoming a world class high school.

**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 committee expanded efforts to train teachers in cooperative learning by instituting a weekly Brown Bag Lunch session, by having 10 teachers earn credit through a graduate course, compiling a lesson plan book open to all teachers, and encouraging peer observation of cooperative learning strategies. A survey indicated 67% of teachers used cooperative learning at least weekly.

**Goal 4: Math And Science Achievement**

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

Cooperative Learning continued to be emphasized throughout the math and science departments. A Math Lab was instituted the second semester for 7th-9th graders with low math scores, and attended by 35 students for one of three periods. Teachers have attended local workshops throughout the school year, studying topics such as manipulatives, graphing calculators, and algebra.

**Goal 10: Organizational Development**

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

A monthly newsletter to parents now has a response page, and the Internet Home Page has been updated, a joint effort by administrators, teachers, and students. A briefing for eighth-graders and parents was held to explain the new DoDEA graduation requirements. Twice this year the SAC and the PTO held combined meetings on important topics.

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

Although the gym and the middle school huts are still not on the LAN, most teachers now have a computer with access to cc:MAIL and the Internet. The Media Center has expanded to 12 stations with Internet access for student use. The Technology Committee is active in resolving problems, promoting training with hardware/software, and overseeing the equitable distribution of computers.

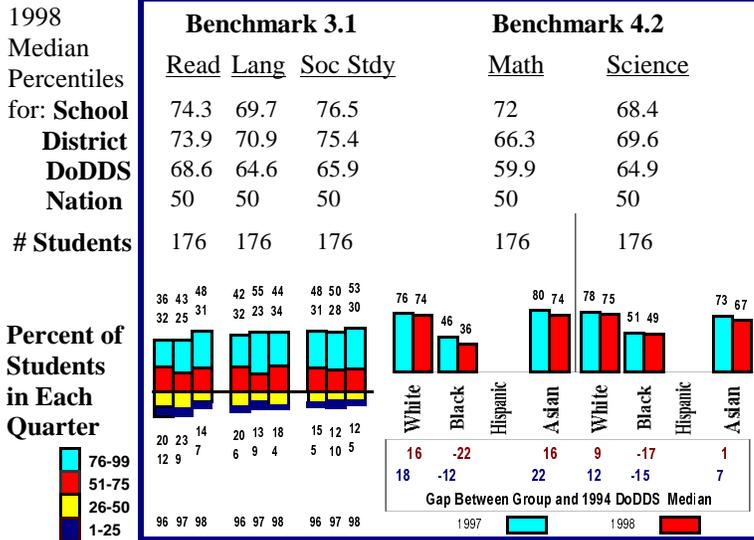
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.4	3.7	3.9
Co-Supporters	3.7	3.3	3.5
Co-Learners	2.7	2.8	3.1
Co-Teachers	3.2	3.4	3.5
Co-Advisors	2.8	3.1	3.3

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

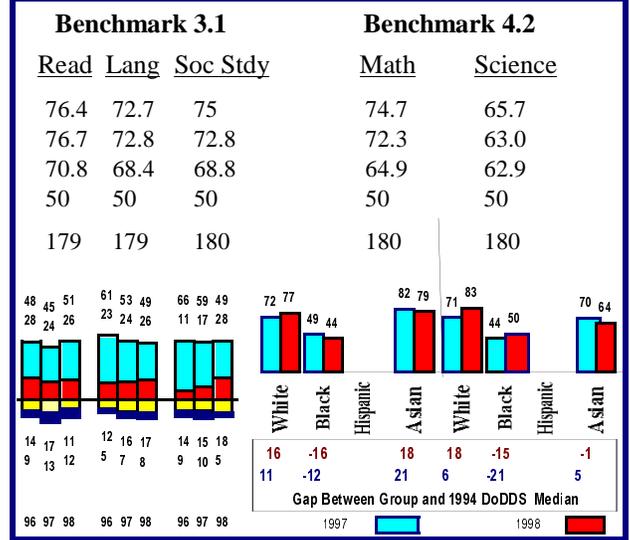
### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
A community-wide survey was written and conducted to find community members willing to help SAHS. 1998 has seen parental participation mushroom from previous years. Parents were instrumental in producing a Career Day and also in creating bulletin boards on various subjects, including school improvement. The PTO contributed \$1000 to buy 7th-8th planners/organizers.

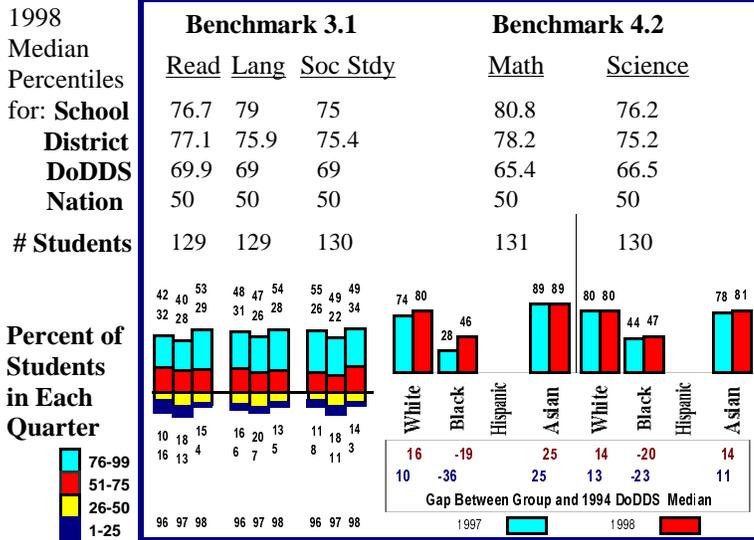
### Grade 7



### Grade 9



### Grade 11



### SAT Results

	School	District	DoDDS	Nation	
% Participating	97	59%	61%	63%	41%
	98	75%	69%	62%	43%
Math Avg Score	97	555	536	505	511
	98	539	532	505	512
Verbal Avg Score	97	527	517	515	505
	98	503	502	511	505

### 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: 738-4547/5994  
Fax Number: 82-2-7918-8822  
Commercial Phone:  
82-2-7918-4547

### DoDEA Writing Assessment

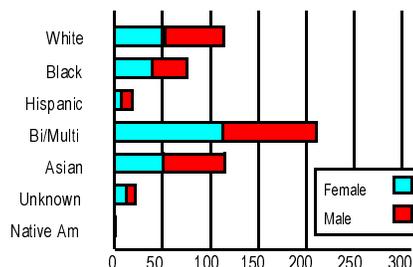
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	166	Not Met	22%	51%	23%	2%	1%
8	97	173	Met	25%	56%	13%	2%	4%
8	98	150	Met	38%	47%	11%	2%	1%
10	96	137	Not Met	26%	45%	20%	8%	1%
10	97	142	Met	39%	42%	16%	4%	0%
10	98	125	Met	29%	47%	18%	6%	0%



**Department of Defense Education Activity  
Taegu Elementary/High School (K-12)  
1997/98 School Profile  
Jim G. Harrison, Principal**

**School Characteristics**

**Student Enrollment - 539**



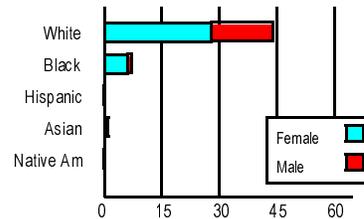
Grade	#
K	27
1	58
2	48
3	47
4	49
5	49
6	34
7	51
8	41
9	42
10	44
11	33
12	16
Total	539

Sponsor Affiliation	
Marine	<.5%
Army	51%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	47%
Non-US Civilians	2%

Teacher Experience	
Years	Teachers
New	0
1-3	18
4-6	10
7-10	4
> 10	17

**Mobility Rate  
25% Per Year**

**Professional Staffing**



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	39
Special Education	2
Other Professionals	5.5

Teacher Education	
Degree	% Teachers
BA/BS	38 %
MA/MS	60 %
Doctorate	2 %

**Principal's Highlights**

Taegu American School enrolls students from Sure Start through grade 12. Over the past several years we have made many changes to meet the needs of our students. Selecting faculty experienced and dedicated to quality education continues to improve academic and social success for all of our students. Efforts across all grade levels to identify and serve at-risk students are having a positive impact for this portion of our community.

We continue to aggressively expand educational technology for all within the school. The media center is the hub of learning. Current technology is being maximized in all classrooms and offices in order to access internal and Internet resources by all teachers and students. As a result of our technology initiatives, students at TAS are able to take advantage of numerous Advanced Placement courses while still enjoying a small school environment.

School-Home Partnership is considered an essential program. Military leaders, parents, teachers, and students work in concert to plan all programs and policies in an emerging site-based management model. Local initiatives are given the highest priority in order to meet the needs of the students at TAS.

**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 SILT made a commitment to provide writing opportunities in all subject areas. Teachers developed lesson plans to incorporate writing in their disciplines. The underlying principle for this initiative is that language fluency applied in all disciplines leads to higher level achievement and understanding.

**Goal 4: Math And Science Achievement**

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

Integrating math and science through Writing Across the Curriculum has provided emphasis in these content areas. Utilizing writing assessments, tied into math through specific prompts, authentic assessment, and current math/science standards, appropriate developmental competencies are being addressed.

**Goal 10: Organizational Development**

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

The school publishes information for the community in a variety of print and electronic media. School administration, classes, and the School-Home Partnership team utilize all available media to reach the entire community. Isolated communities get special attention to increase their involvement in the school and its programs.

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

The integration of technology as a viable instructional tool continues to be a high priority. Network access throughout the school has been established. Staff development in the application of technology continues as a high priority in the school. Emphasis is now on consolidation of skills and institutionalization of technology driven instructional practices.

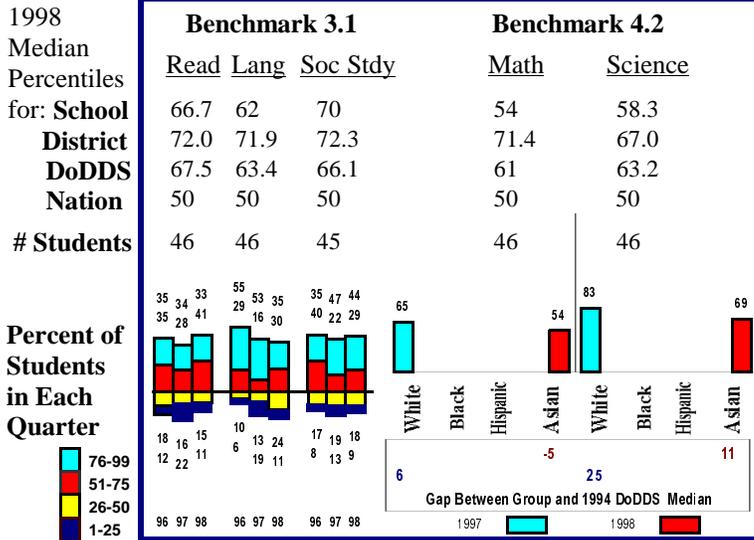
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.1	3.7	3.9
Co-Supporters	2.9	3.3	3.5
Co-Learners	2.5	2.8	3.1
Co-Teachers	3.4	3.4	3.5
Co-Advisors	2.7	3.1	3.3

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

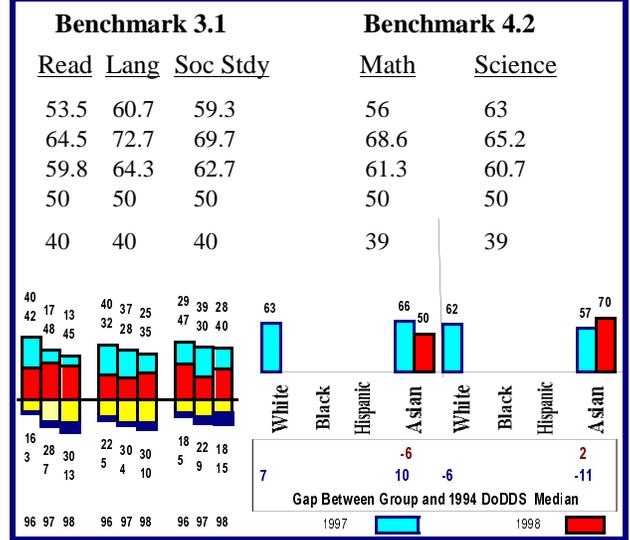
### Goal 8: Parental Participation

**Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....**  
Community and parents participated in all of our SIP initiatives, core values, student outcomes, and curricular development. Parents and community leaders are represented on all committees. Parental involvement, especially parents from diverse, multi-cultural backgrounds continues to increase.

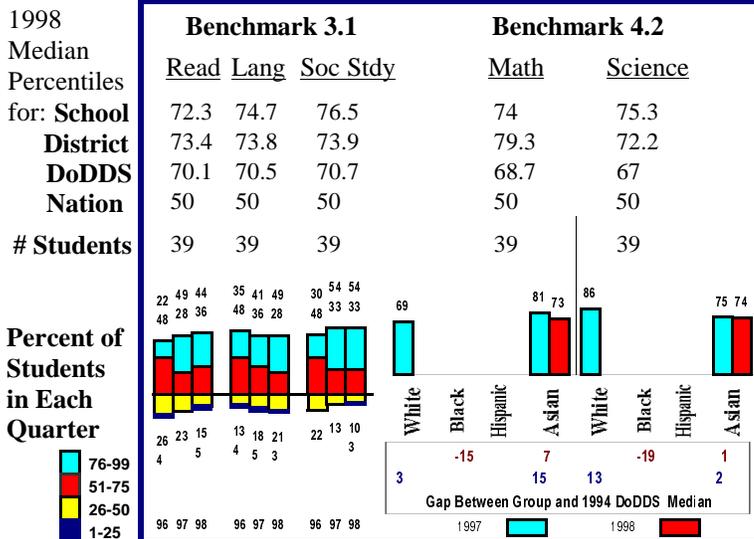
### Grade 5



### Grade 8



### Grade 10



### SAT Results

	School	District	DoDDS	Nation
% Participating	97	76%	61%	63%
	98	88%	69%	62%
Math Avg Score	97	521	536	505
	98	509	532	505
Verbal Avg Score	97	533	517	515
	98	440	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.

**Taegu American School**  
UNIT 15623  
APO AP 96218-0005

DSN Phone: 768-7551  
Fax Number: 82-53-470-7787  
Commercial Phone:  
82-53-470-7551

### 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	49	Met	33%	55%	12%	0%	0%
5	97	30	Met	33%	60%	0%	3%	3%
5	98	47	Met	26%	72%	0%	0%	2%
8	96	40	Met	18%	68%	15%	0%	0%
8	97	46	Met	33%	54%	9%	4%	0%
8	98	40	Met	18%	62%	18%	2%	0%
10	96	23	Not Met	22%	48%	17%	9%	0%
10	97	39	Not Met	15%	38%	31%	13%	3%
10	98	35	Met	34%	51%	11%	3%	0%