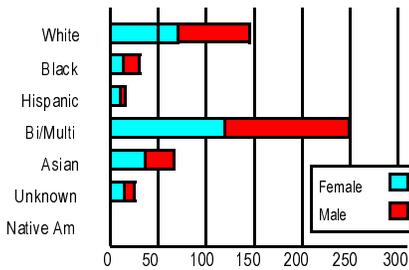




**Department of Defense Education Activity
Osan Elementary School (K-6)
1998/99 School Profile
Suzanne E. O'Shea, Principal**

School Characteristics

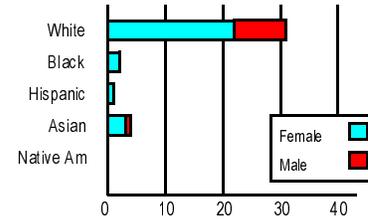
Student Enrollment - 518



Grade	#
K	82
1	94
2	66
3	70
4	76
5	74
6	52
Total	518

Sponsor Affiliation	
Marine	<.5%
Army	24%
Navy	<.5%
Air Force	50%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	26%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	25.5
Special Education	3
Other Professionals	7

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	30	6%
K-8	TAG	N/A	N/A
K-12	ESL	54	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

Teacher Experience	
Years	Teachers
New	0
1-2	2
3-9	5
10-20	4
> 20	21

**Mobility Rate
38% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	39 %
MA/MS	53 %
Doctorate	8 %

Principal's Highlights

"Where Every Child is Treated as a Unique Individual," Osan American Elementary School offers opportunities for students to succeed with the guidance of a dedicated faculty.

Raising achievement in recognition and comprehension of content vocabulary in the curricular areas of reading, language arts, social studies, math, and science is the goal of OAES. Teachers on each grade level developed a pre-test of content vocabulary. The same test was given as a post-test to measure growth in achievement. The Terra Nova test indicated a gender gap in vocabulary. A high percentage of students speak English as a second language, thus the need to emphasize vocabulary instruction.

A strong School-Home Partnership is shown with more volunteers being present in the school than in previous years. Parents are assisting students as co-teachers. PTO and SAC continue to be active advocates.

A significant improvement in technology has taken place with the access to the Internet for student and teacher research. Students' projects demonstrate skills in word processing, HyperStudio, Wiggle Works, PowerPoint, and researching on the Internet.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 98/99 Priorities**

Goal 3: Student Achievement And Citizenship

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

Weakness in vocabulary among students was found. A gap existed for girls in the lower grades and with boys in the upper grades. Grade level teachers designed pre/post tests to establish baseline data and then to measure achievement. Instruction was based on the vocabulary that was needed to be successful.

Goal 4: Math And Science Achievement

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

Improvement in the acquisition of content vocabulary in math and science was the goal established. Pre/post tests were given in October for baseline data and in April to measure achievement. Each lesson or activity included the vocabulary needed for understanding of the concept and skills being taught.

Goal 10: Organizational Development

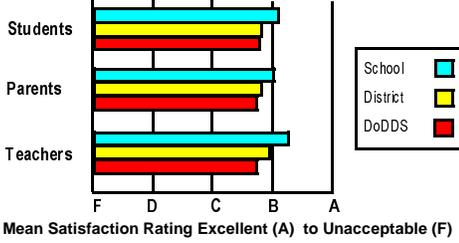
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The committee joined School-Home Partnership to communicate to parents and the community about curricular and co-curricular events. It was necessary to establish effective communication within the school first before communicating with the community due to two-thirds of the faculty being new.

Benchmark 10.8: Establish technology for teachers and administrators.

This Benchmark notes the greatest success this school year. Pentiums and 2-3 486s are found in each classroom with Internet access. Instruction takes place in the MAC lab or NT lab. The Presidential Technology Initiative continued in selected classrooms. Fifth graders were involved in a DSO computer project.

School Overall Satisfaction Rating



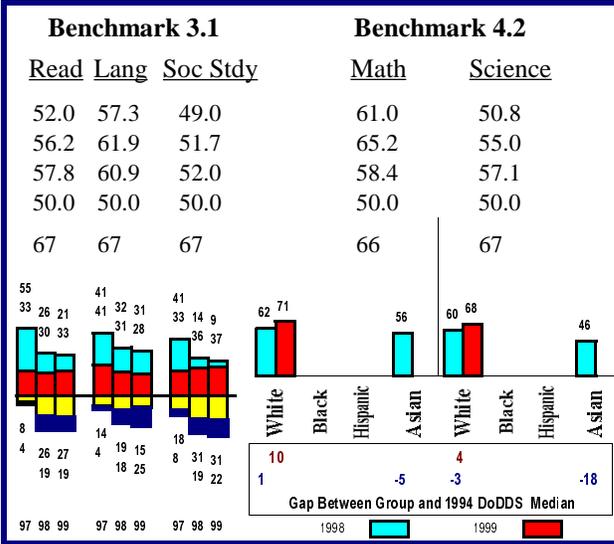
Goal 8: Parental Participation

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

This committee worked throughout the year to solicit parents to be involved in all aspects of their children's education. Parents have served as co-communicators, co-teachers, co-learners, co-supporters, and co-advisors. PTO and SAC have diligently and effectively served in communicating, advising, and supporting.

Grade 3

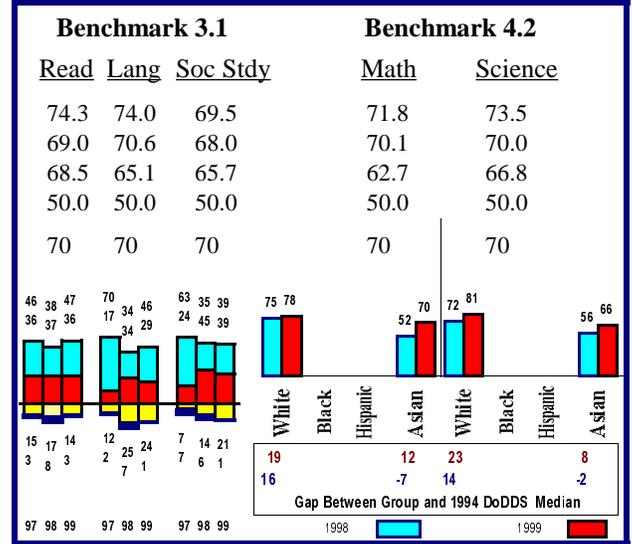
1999
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



Percent of Students in Each Quarter

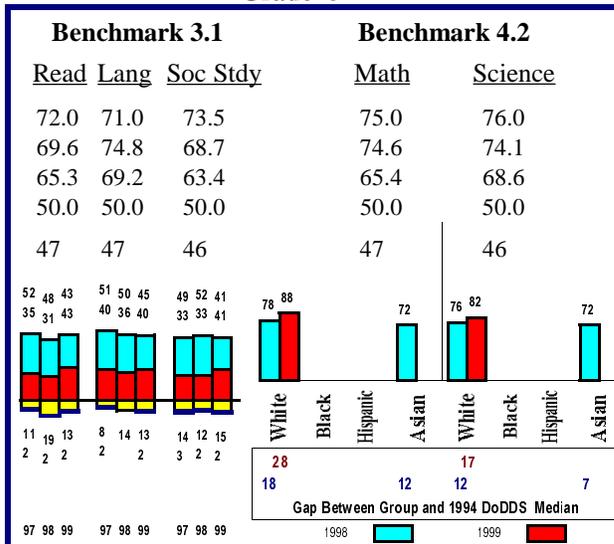


Grade 5



Grade 6

1999
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



Percent of Students in Each Quarter



SAT Results

	School	District	DoDDS	Nation
% Participating	98	NA	69%	62%
	99	NA	72%	63%
Math Avg Score	98	NA	532	505
	99	NA	542	501
Verbal Avg Score	98	NA	502	505
	99	NA	536	506

Notes

Customer Satisfaction Survey: The Overall Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

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	97	58	Met	41%	55%	0%	2%	2%
5	98	68	Met	12%	81%	7%	0%	0%
5	99	73	Met	37%	60%	0%	0%	3%