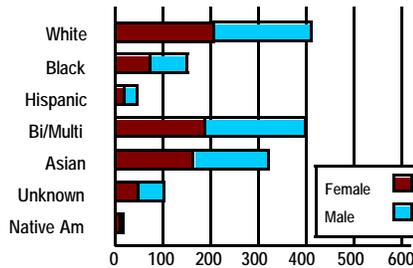




**Department of Defense Education Activity
Seoul Elementary School (PK-6)
1996/97 School Profile
John Blom, Principal**

School Characteristics

Student Enrollment - 1,393



| Grade Offered | Program | # | % |
|----------------------------|-------------------|-----|-----|
| PK-12 | Special Education | 67 | 5% |
| K-8 | TAG | 188 | 14% |
| K-12 | ESL | 131 | 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 |

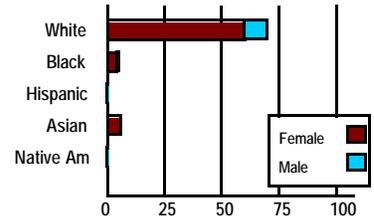
| Grade | # |
|--------------|-------------|
| PreK | 30 |
| K | 156 |
| 1 | 208 |
| 2 | 205 |
| 3 | 202 |
| 4 | 182 |
| 5 | 207 |
| 6 | 203 |
| Total | 1393 |

| Sponsor Affiliation | |
|---------------------|------|
| Marine | 2% |
| Army | 58% |
| Navy | 4% |
| Air Force | 7% |
| Coast Guard | <.5% |
| Non-US Military | <.5% |
| US Civilians | 29% |
| Non-US Civilians | <.5% |

| Teacher Experience | |
|--------------------|----------|
| Years | Teachers |
| New | 2 |
| 1-3 | 8 |
| 4-6 | 12 |
| 7-10 | 7 |
| > 10 | 60 |

**Mobility Rate
17% Per Year**

Professional Staffing



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

| Teacher Education | |
|-------------------|------------|
| Degree | % Teachers |
| BA/BS | 35% |
| MA/MS | 63% |
| Doctorate | 2% |

Principal's Highlights

Seoul American Elementary School (SAES) has a student population of more than 1400 students and a staff of 100 individuals.

SAES complements its curriculum by offering its culturally diverse student body a varied program of enrichment and after-school activities. As a "School of Success," its goal is to assist all students to have successful learning experiences.

The SAES's School Improvement Leadership Team (SILT) has worked collegially to address a plan to improve student achievement. Throughout the school year, adaptations were made and strategies thoughtfully developed for the various benchmarks. The dynamic process has exemplified a positive School/Home Partnership activity.

Growth is evident on all benchmarks. In particular, significant increases in correct responses by students in all grade levels was demonstrated in Daily Oral Language activities as noted by pre- and post-test assessments.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
Based upon a survey and needs assessment, Daily Oral Language (DOL) activities were selected to be used in grades 1-6. All students were pre-tested, monitored quarterly, and given a post-test. Results indicate a significant increase in the number of students making correct responses. The school will continue DOL and work on written language for SY 97-98.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
Implementation of T.E.S.A. for staff was piloted in SY 96-97 and will be expanded for SY 97-98. A Homework Club for children "at risk" will be continued for SY 97-98. Staff will work with all students to increase their ability to effectively apply communication and problem solving skills in math. Pre- and post-tests will be administered.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
The school/PTO presented a series of curricular programs for parents in reading, math, science, fine arts, and TAG. The administrators held coffee socials for parents to discuss curriculum and to address concerns. "Good News" postcards were sent home regularly to share student success with parents. A video of the school is being developed for new family members.

Benchmark 10.8: Establish Technology for teachers and administrators...
The school's technology committee assisted in forming three computer labs for student use. In addition, the committee and staff members developed checklists to assess computer competencies for students at each grade level. Pre- and post-tests to assess progress will be monitored for SY 97-98. A plan for training staff will be developed.

| Average Ratings of SHP Progress | | | |
|---------------------------------|--------|----------|-------|
| Tier | School | District | DoDDS |
| Co-Communicators | 4.1 | 3.78 | 3.70 |
| Co-Supporters | 3.7 | 3.60 | 3.31 |
| Co-Learners | 3.2 | 3.00 | 3.00 |
| Co-Teachers | 3.4 | 3.47 | 3.31 |
| Co-Advisors | 3.6 | 3.27 | 3.17 |

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

Goal 8: Parental Participation

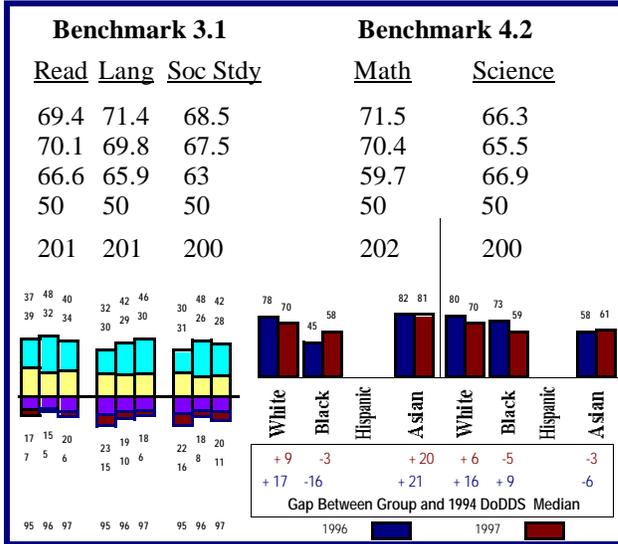
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parent volunteers were involved in providing and/or presenting enrichment programs to our student body. A volunteer information packet was developed and inservices for volunteer training scheduled. The public relations committee established a "Parent Volunteer of the Month" program. A Volunteer Workroom is being planned for SY 97-98.

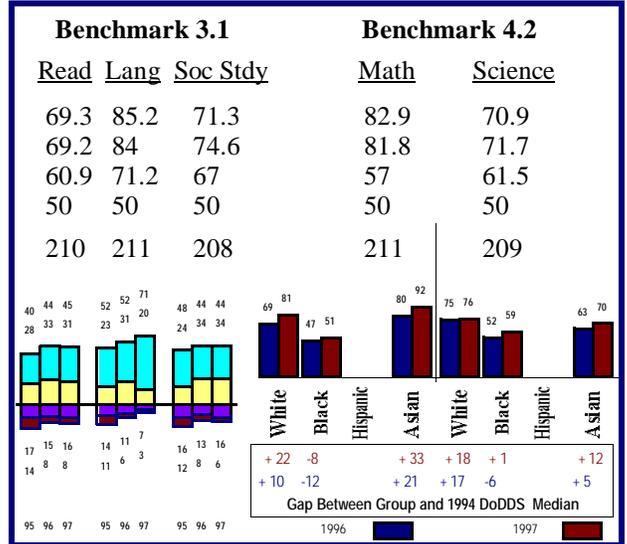
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students

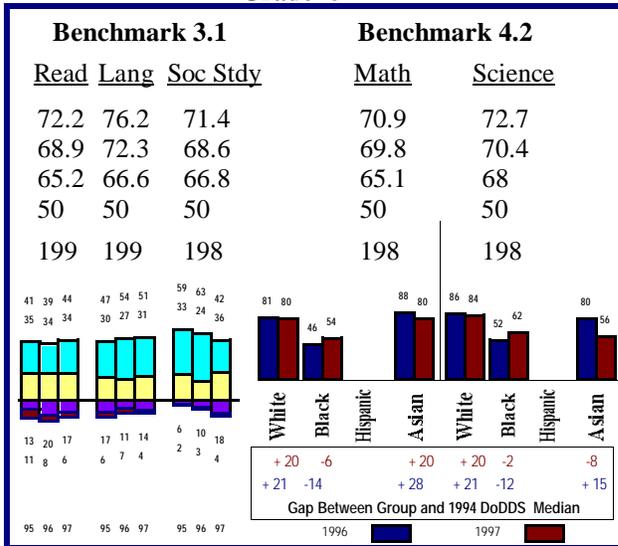


Grade 5



Grade 6

1997
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

| | School | District | DoDDS | Nation |
|------------------|--------|----------|-------|--------|
| % Participating | 96 | NA | 74% | 62% |
| | 97 | NA | 61% | 63% |
| Math Avg Score | 96 | NA | 526 | 506 |
| | 97 | NA | 536 | 505 |
| Verbal Avg Score | 96 | NA | 507 | 518 |
| | 97 | NA | 517 | 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 | Percent at Each Performance Level | | | | | | |
|-------|----|---------------|-----------------------------------|--------|---------------|------------|------------|---------------------|---------------|
| | | | Mean Scale Score | | Distinguished | Proficient | Apprentice | Novice/ Undeveloped | Not Scoreable |
| | | | School | System | | | | | |
| 5 | 95 | 193 | 752.1 | 741.1 | 20% | 57% | 13% | 10% | 1% |
| 5 | 96 | 201 | 788.3 | 741.9 | 56% | 39% | 5% | 1% | 0% |
| 5 | 97 | 210 | 761 | 734.5 | 41% | 53% | 4% | 1% | 1% |