

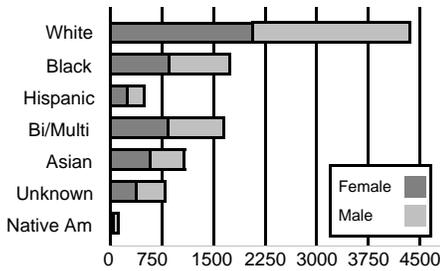
Department of Defense Education Activity

Okinawa 1995/96 District Profile

Steve Bloom, Superintendent

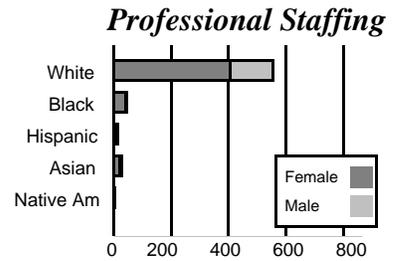
District Characteristics

Student Enrollment - 10,140



Grade	#
PreK	67
K	1132
1	1087
2	1082
3	1049
4	928
5	830
6	803
7	783
8	680
9	587
10	465
11	378
12	269
Total	10140

Sponsor's Affiliation	%
Marine	38%
Army	5%
Navy	7%
Air Force	41%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	799	7%
K-8	TAG	800	9%
K-12	ESL	368	3%
1	Reading Recovery	194	17%
7-12	AVID	126	
Students Taking AP Courses		287	44%

Mobility Rate
28% Per Year

Teacher Experience	
Years	Teachers
New	27
1-3	42
4-6	60
7-10	79
> 10	465

School Staff	
Category	FTE
Administrators	31
Classroom Teachers	498
Special Education	57
Other Professionals	123

Teacher Education	
Degree	% Teachers
BA/BS	32%
MA/MS	66%
Doctorate	2%

Superintendent's Highlights

The District of Okinawa is a large but geographically concentrated school district composed of 8 elementary, 2 middle and 2 high schools.

Our greatest accomplishment this year has been the implementation of a school-driven model of staff development that relates directly to school improvement goals. This approach concentrates on changing the culture of the school to support long term improvement. The district and schools work together to identify sources of expertise and deep content knowledge in the improvement areas that are also compatible with each school's unique strengths and needs. The district staff has worked to identify innovative approaches to delivery of training that has less impact on fiscal resources while building capacity within the school to support and sustain change and improvement efforts.

The district continues its efforts to establish a District Office of Curriculum and Instruction with a staff that can blend curriculum expertise, knowledge of change processes, staff development and school improvement. The primary purpose of this office is to ensure successful delivery of the curriculum to all students, to establish a climate of continuous growth and improvement and to provide information, guidance and high quality staff development to all schools in our district.

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.....
DSO-Okinawa has instituted a systematic staff development program to address School Improvement benchmarks. In Reading/LA we have facilitated staff development offerings in CIRC, process writing and social studies' standards. Preliminary plans for next year include curriculum integration and content area reading strategies.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
DSO-Okinawa has instituted a systematic staff development program to address School Improvement benchmarks. The district established leadership teams at every grade level and published guidance to support Mathland implementation. The district and 7 schools established Cultural Diversity Support Teams to support staff development in Culturally Responsive Teaching methods.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The district has established a District Cultural Diversity Leadership Team with involvement of different stakeholder groups. Dr. Clarence Johnson provided staff development in School/Home Partnerships (SHP) to district staff. The district also established a SHP Liaison to coordinate all SHP activities.

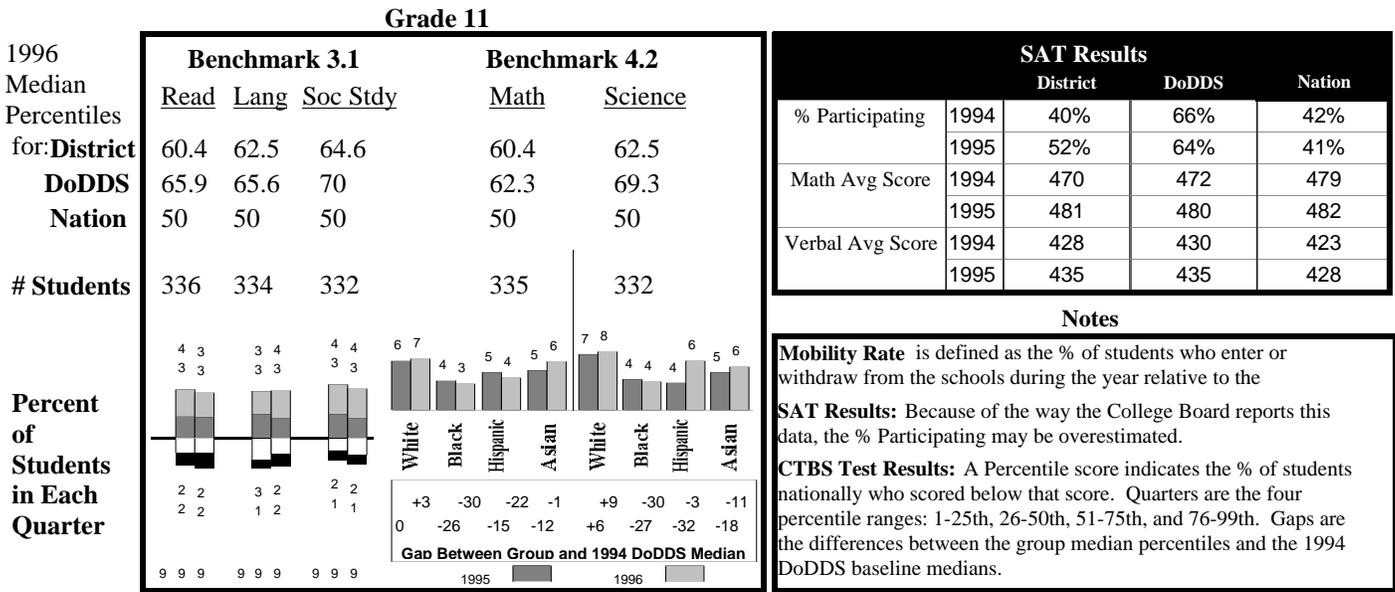
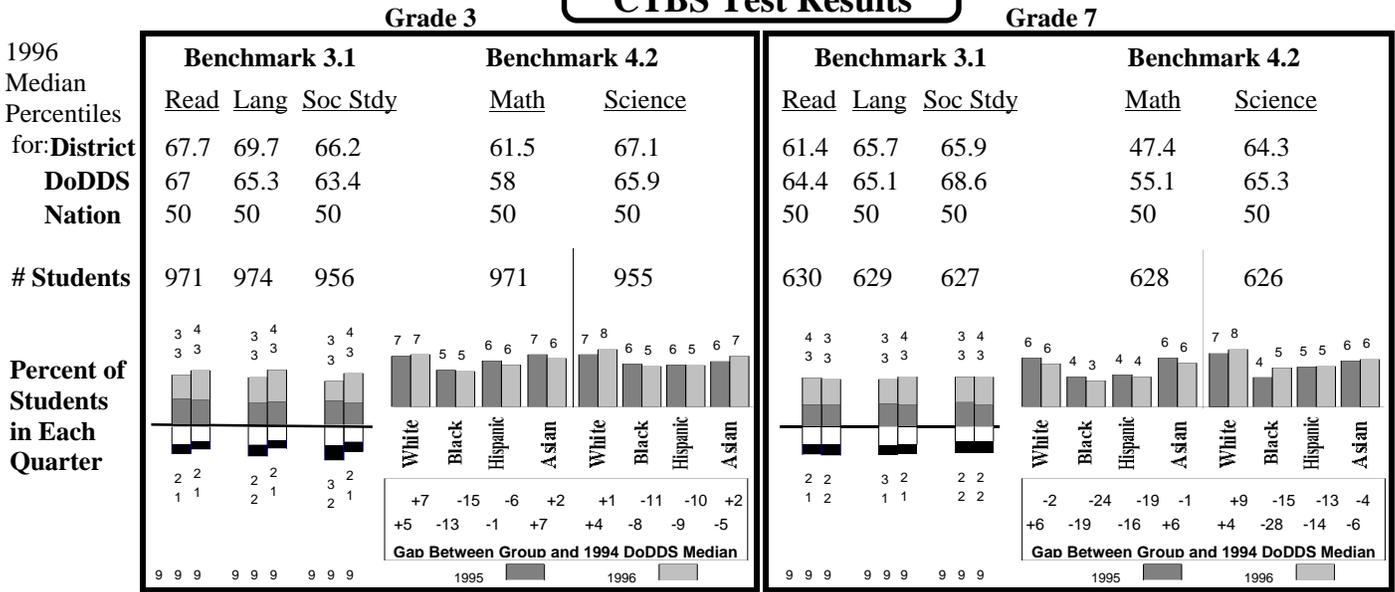
Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
All district staff received training in effective meeting strategies, facilitation, consultation, and consensus building. In addition staff received training in the integration of school improvement, curriculum, and staff development. The district reorganized its infrastructure and will co-locate district personnel to facilitate communication, co-planning and integration of initiatives.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	84%	12%	2%
Math	82%	12%	3%
Science	75%	16%	3%
Social Studies	74%	15%	3%
School Communications	88%	10%	2%

Benchmark 10.8: Establish Technology for teachers and administrators.....
 Funding is established for accelerated LAN installation to include all schools by June 1997. All schools now have Internet access. Staff development has been offered or planned for all schools in utilization of computer labs and LAN applications. Plans have been made for a district training facility to include a LAN, work stations, multimedia equipment and other training needs.

CTBS Test Results



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

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DoDEA Writing Assessment								
				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	798	741.3	19.8%	56.5	15.2	6.8	1.8%
5	9	768	751.5	37.4%	50.3	9.8%	1.7	0.9%
8	9							
8	9	561	759.5	32.3%	17.8	34.6	13.	1.5%
8	9	616	764.0	21.6%	39.6	30.8	5.7	2.3%
10	9							
10	9	386	783.0	25.4%	39.6	22.0	10.	2.6%
10	9	381	804.4	31.5%	45.1	18.1	4.7	0.6%