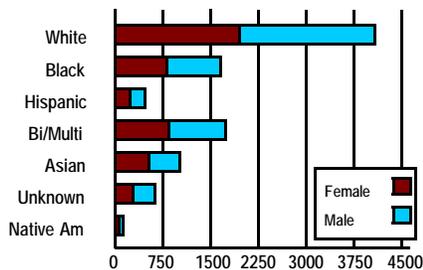


**Department of Defense Education Activity
Okinawa District
1996/97 Profile
Steve Bloom, Superintendent**

District Characteristics

Student Enrollment - 9,698



Grade Offered	Program	#	%
PK-12	Special Education	666	7%
K-8	TAG	927	12%
K-12	ESL	360	4%
1	Reading Recovery	208	19%
7-12	AVID	48	
Students Taking AP Courses		206	32%

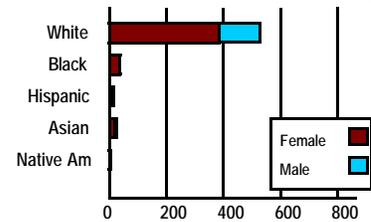
Grade	#
PreK	180
K	994
1	1072
2	1021
3	977
4	917
5	768
6	742
7	705
8	644
9	587
10	454
11	350
12	287
Total	9698

Sponsor Affiliation	
Marine	38%
Army	4%
Navy	9%
Air Force	40%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	18
1-3	36
4-6	60
7-10	61
> 10	465

Mobility Rate
29% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	31
Classroom Teachers	498
Special Education	56.5
Other Professionals	121.5

Teacher Education	
Degree	% Teachers
BA/BS	33%
MA/MS	64%
Doctorate	3%

Superintendent's Highlights

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

Four priorities were established at the beginning of the year: 1) Institute culturally responsive teaching in order to enhance outcomes for all students; 2) Build capacity in school and district staff to effect long-term growth and improvement; 3) Enhance the implementation of the math curriculum; 4) Maximize school home partnerships throughout the district.

The primary purposes of a district office are 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. The district continues its efforts to establish a cohesive team of curriculum and instruction staff that can blend curriculum expertise, knowledge of change processes, and knowledge and skills about staff development and school improvement in order to provide quality support services. Plans have been made to establish a District Improvement Leadership Council for next year. In addition, comprehensive training in school improvement will be provided.

**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.....
The district provided staff development in process writing and social studies standards to support school improvement initiatives. Training was provided in the new reading/language arts curriculum materials and leadership teams for the curriculum implementation were established at each school. The leadership teams are planning and providing staff development at each school.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
The district provided grade level training that focused on math content and instructional practices in teaching a standards based mathematics program. New teachers were provided with an orientation to the math curriculum. The district and 7 schools established Cultural Diversity Support Teams to support staff development in Culturally Responsive Teaching methods.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
Two retreats were held for district educational staff which included training in school improvement assessment practices, as well as the integration of school improvement, curriculum, and staff development initiatives. The curriculum and instruction personnel moved into new offices which helped to facilitate communication, co-planning and integration of initiatives.

Benchmark 10.8: Establish Technology for teachers and administrators.....
Funding is established for accelerating the 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 to ensure effective utilization of computer labs and LAN applications. Plans have been made for a district training facility to include LAN work stations and multimedia equipment.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.92	3.70
Co-Supporters	3.60	3.31
Co-Learners	3.36	3.00
Co-Teachers	3.60	3.31
Co-Advisors	3.29	3.17

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

Goal 8: Parental Participation

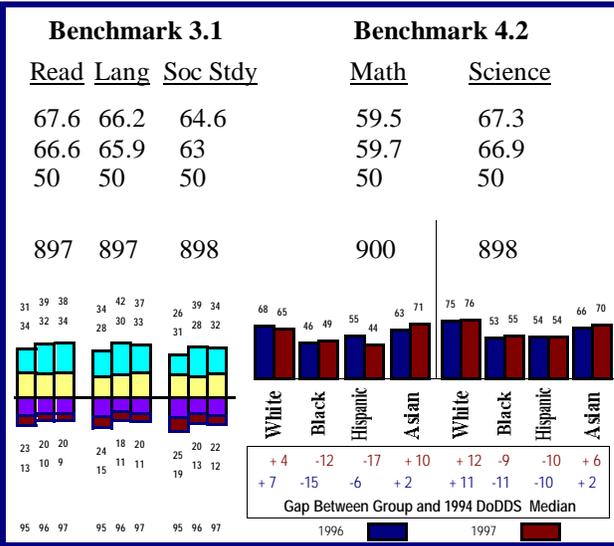
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A Cultural Diversity Leadership Team has been established with involvement from community, schools and parents. A District Parent Center has been established. District school home partnership district trainers offered three workshops to provide 12 school teams with training on the School Home Partnership framework, materials, best practices, and evaluation.

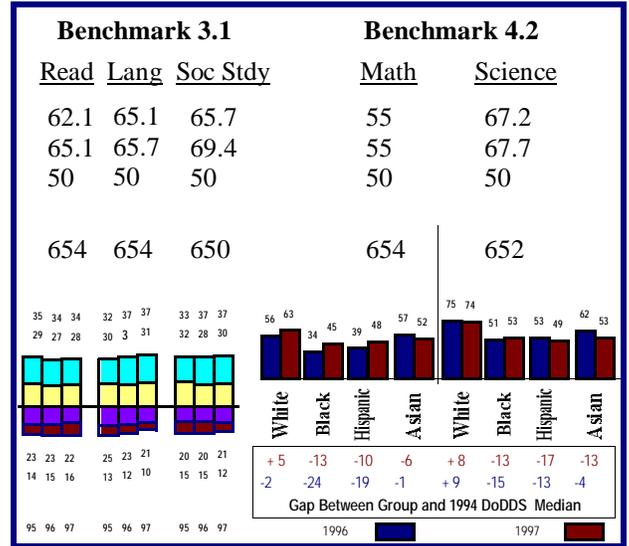
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: District
DoDDS
Nation

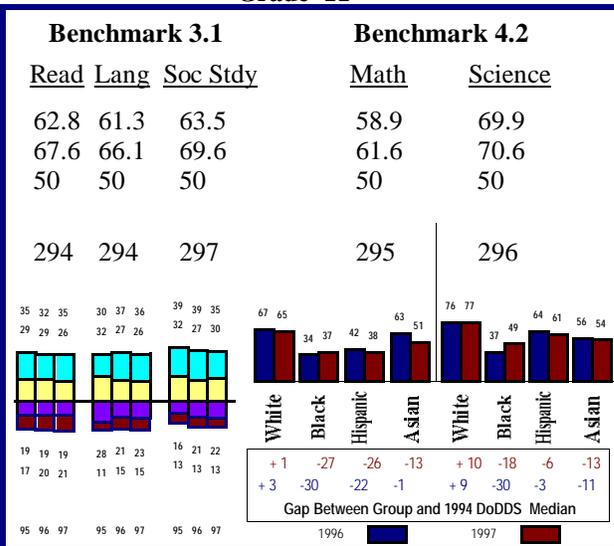


Grade 7



Grade 11

1997
Median
Percentiles
for: District
DoDDS
Nation



SAT Results

	District	DoDDS	Nation
% Participating	96: 47%	62%	41%
	97: 49%	63%	41%
Math Avg Score	96: 497	506	508
	97: 502	505	511
Verbal Avg Score	96: 513	518	505
	97: 512	515	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: Steve Bloom

Unit 5166

APO AP 96368-5166

DSN Phone: 634-1204

Fax Number: 81-611-734-1399

Commercial Phone:

81-611-734-1204

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	798	741.3	741.1	20%	56%	15%	7%	2%
5	96	768	751.5	741.9	37%	50%	10%	2%	1%
5	97	692	724.7	734.5	28%	56%	9%	5%	2%
8	95	561	759.5	767.6	32%	18%	35%	14%	2%
8	96	616	764.0	770	22%	40%	31%	6%	2%
8	97	591	677.6	689	29%	43%	18%	8%	3%
10	95	386	783.0	792.8	25%	40%	22%	10%	3%
10	96	381	804.4	798.9	32%	45%	18%	5%	1%
10	97	360	705.4	711.6	46%	37%	12%	2%	3%