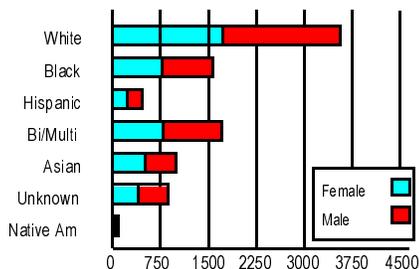


**Department of Defense Education Activity  
Okinawa District (PK-12)  
1997/98 District Profile  
Steve Bloom, Superintendent**

**District Characteristics**

**Student Enrollment - 9,189**



<b>Special Programs</b>			
Grade Offered	Program	#	%
PK-12	Special Education	795	9%
K-8	TAG	1036	14%
K-12	ESL	369	4%
1	Reading Recovery	183	18%
7-12	AVID	83	
AP Courses Offered		17	
Students Taking AP Courses		186	31%

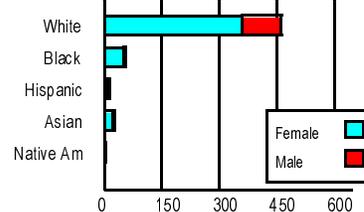
Grade	#
PreK	103
K	931
1	1011
2	995
3	935
4	897
5	828
6	646
7	666
8	608
9	539
10	432
11	314
12	284
Total	9189

<b>Sponsor Affiliation</b>	
Marine	38%
Army	4%
Navy	9%
Air Force	41%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

<b>Teacher Experience</b>	
Years	Teachers
New	13
1-3	59
4-6	66
7-10	62
> 10	457

**Mobility Rate  
31% Per Year**

**Professional Staffing**



<b>School Staff</b>	
Category	FTE
Administrators	30
Classroom Teachers	478
Special Education	55
Other Professionals	111

<b>Teacher Education</b>	
Degree	% Teachers
BA/BS	34 %
MA/MS	62 %
Doctorate	4 %

**Superintendent's Highlights**

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

Four priorities were established at the beginning of the year: 1) Continue to implement 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 and initiate pre-implementation of the new reading/language arts curriculum; 4) Maximize school home partnerships throughout the district.

The primary purposes of the 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 the 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. The District Improvement Leadership Council, consisting of educators and parents, provided overall guidance.

**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 supported the pre-implementation of the K-6 reading/language arts program. Pre-implementation leadership teams are established at each school and provide staff development for teachers and orientations for parents. The district supported school needs and requests for staff development to improve student performance in reading, language arts, and social studies.

**Goal 4: Math And Science Achievement**

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

The district provided training on math content and instruction in teaching standards-based mathematics programs. New teachers and parents received orientations to the math curriculum, and a scope and sequence for elementary math was developed.. Diversity support teams for the district and in 11 schools continued staff development in culturally responsive teaching and curriculum.

**Goal 10: Organizational Development**

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

The district increased the frequency of articles, public service announcements and news reports and held several Morning Coffee sessions for the Superintendent to meet with parents. A District Improvement Leadership Council met regularly to review and approve school and district improvement plans and professional development priorities.

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

The district conducted a comprehensive needs assessment related to the DoDEA technology plan. Multiple staff development offerings to enhance the use of technology in instruction were provided.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	4.0	3.9
Co-Supporters	3.6	3.5
Co-Learners	3.3	3.1
Co-Teachers	3.6	3.5
Co-Advisors	3.4	3.3

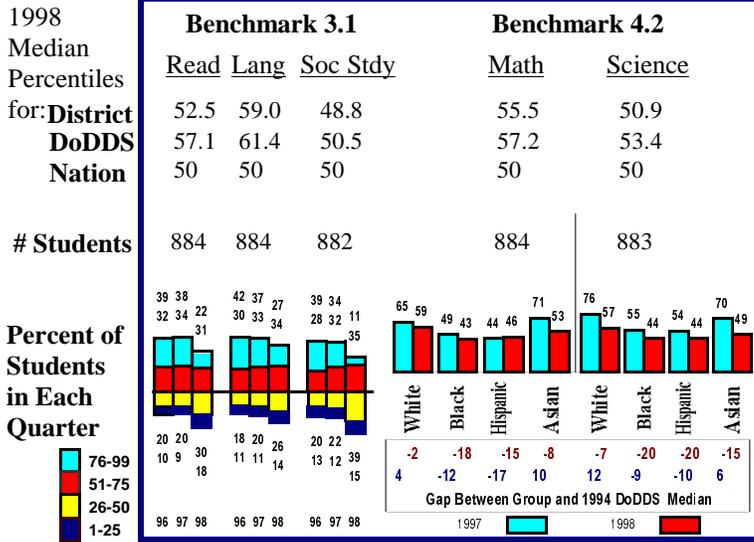
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

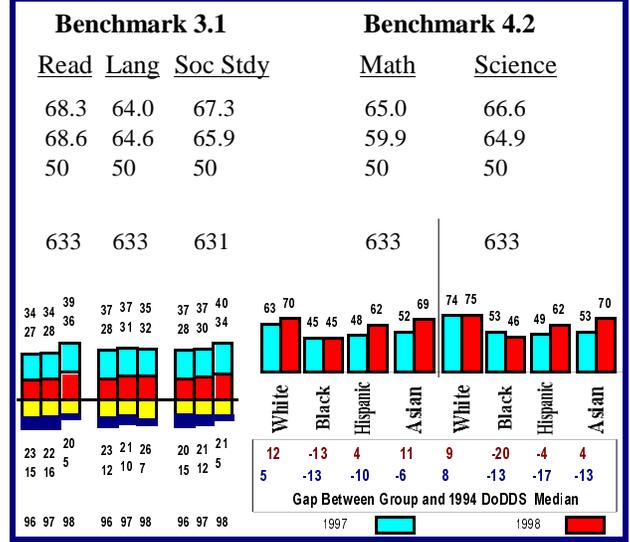
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A district School Home Partnership Leadership team was established to coordinate efforts between school improvement programs and the School Home Partnership programs. A district parent center, with a mission statement and guidelines, and a district resource library were also established. Parent orientation programs were enhanced.

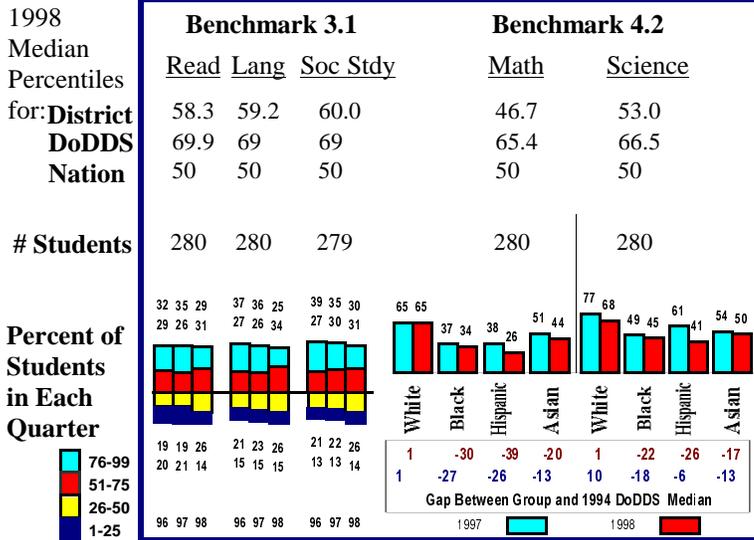
### Grade 3



### Grade 7



### Grade 11



### SAT Results

	District	DoDDS	Nation
% Participating	97	49%	63%
	98	54%	62%
Math Avg Score	97	502	505
	98	492	505
Verbal Avg Score	97	512	515
	98	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.

### 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	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	768	Met	37%	50%	10%	2%	1%
5	97	692	Met	28%	56%	9%	5%	2%
5	98	765	Met	15%	76%	7%	1%	0%
8	96	616	Not Met	22%	40%	31%	6%	2%
8	97	591	Not Met	29%	43%	18%	8%	3%
8	98	548	Met	27%	50%	17%	5%	1%
10	96	381	Met	32%	45%	18%	5%	1%
10	97	360	Met	46%	37%	12%	2%	3%
10	98	376	Met	43%	43%	10%	4%	0%