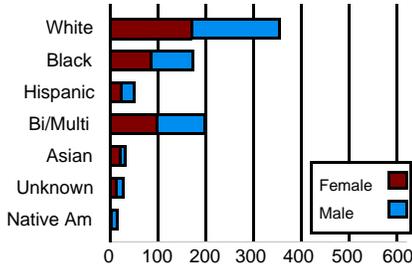




**Department of Defense Education Activity
Kinser Elementary School (PK-6)
1995/96 School Profile
Judy Allen, Principal**

School Characteristics

Student Enrollment - 828



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	53	6%
K-8	TAG	85	10%
K-12	ESL	32	4%
1	Reading Recovery	20	17%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

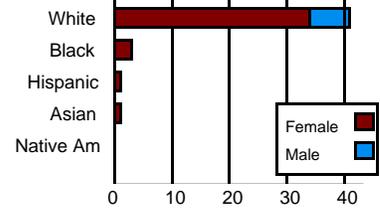
Grade	#
PreK	3
K	148
1	118
2	138
3	137
4	112
5	82
6	90
Total	828

Sponsor's Affiliation	
Marine	91%
Army	1%
Navy	4%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	6
1-3	7
4-6	11
7-10	6
> 10	21

Mobility Rate
31% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	37.5
Special Education	3
Other Professionals	10.5

Teacher Education	
Degree	% Teachers
BA/BS	39%
MA/MS	59%
Doctorate	2%

Principal's Highlights

Kinser Elementary School is a sure start through sixth grade facility located on the beautiful East China Sea on the island of Okinawa.

The Kinser Elementary School administration, staff, students, and parents take pride in the Community Strategic Plan. Each school improvement action committee is represented by teachers from various grade levels and by parents. We have worked with our community to develop a strong school improvement action plan.

Through the school improvement action plan, the belief that the student is the most important component of the school and that "Every Student Succeeds While Having Fun Learning," is reconfirmed. The school improvement action plan is on-going and is the agent for facilitating change. As a result of this plan changes which are beneficial to students are being made.

All students are serviced through the inclusion model of instruction. This notion of inclusion education goes far beyond the realm of special education and encompasses all remedial services to meet the needs of all students. Positive results are experienced as a result of this notion of inclusion.

**DoDEA Strategic Plan: School 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.....

All teachers were trained and received feedback in the inclusion model. A week was spent observing, modeling and identifying strengths and weaknesses. Feedback provided suggestions for time management, scheduling, and use of support personnel. One hour weekly collaboration time was provided to discuss students' needs.

Goal 4: Math And Science Achievement

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

All teachers were trained, were observed and received feedback about the inclusion model. All teachers received in-service training in implementing new math curriculum. The Area math consultant, observed, modeled and provided feedback. One hour weekly collaboration time was provided to discuss students' needs. Volunteer and peer sharing groups were well attended.

Goal 8: Parental Participation

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

Several hands-on workshops were provided for parents to participate in learning activities and strategies for helping their child at home. Two Mathland seminars were held for parents. Parents participated in math field day and several classes used parents as co-teachers. Math manipulatives were assembled and provided by EMC for parent use.

Goal 10: Organizational Development

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

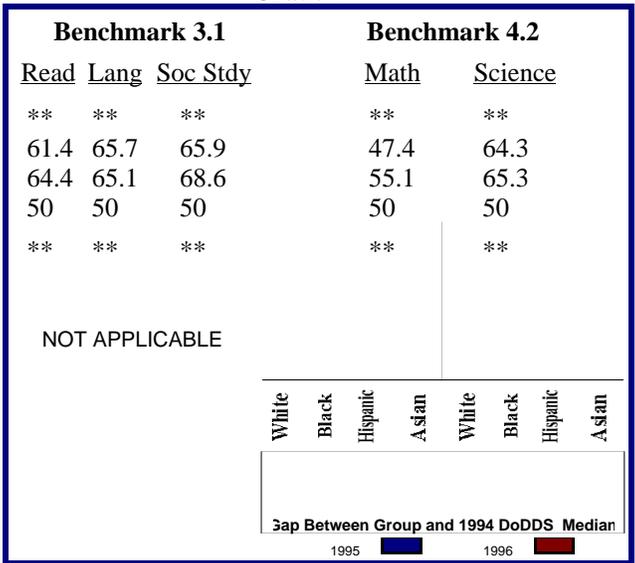
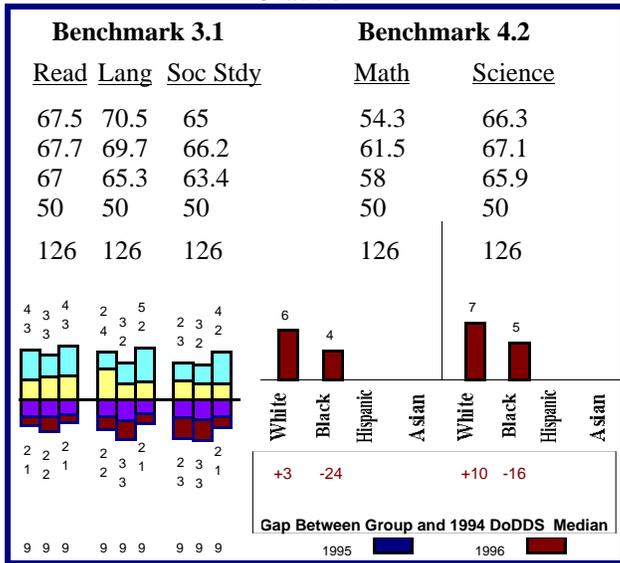
Weekly newsletters inform parents and community about school activities and how they can become involved. Occasionally, parents, students and staff came together in work and social settings. Informal feedback from all has been very positive. 94% of parents rate our efforts to attract parent participation in school affairs as A or B.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	88%	8%	2%
Math	87%	9%	1%
Science	79%	11%	2%
Social Studies	79%	11%	1%
School Communications	93%	6%	1%

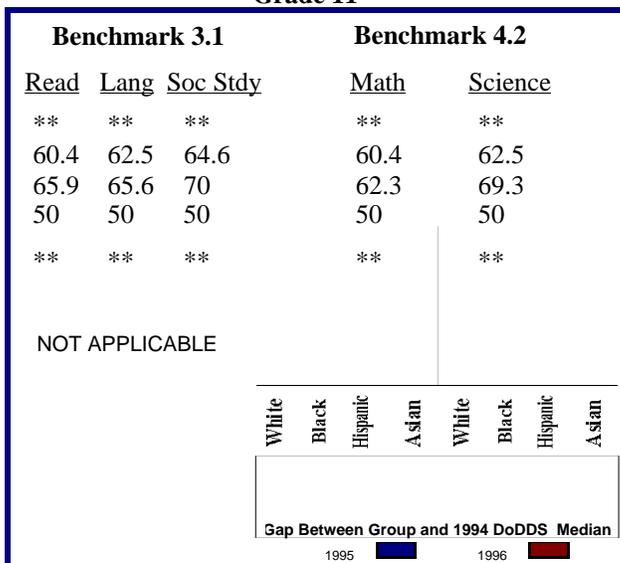
Benchmark 10.8: Establish Technology for teachers and administrators
 Teachers and administrators are provided support services and training in technology. Technology has been integrated into the curriculum. Teachers received training on Internet and in instructional software. All classrooms are equipped with computers and closed circuit TV. Twice weekly newscasts are produced and televised live from the Kinser Studio.

CTBS Test Results

1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students
 Percent of
 Students
 in Each
 Quarter



SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	N/A	40%	66%	42%
	1995	N/A	52%	64%	41%
Math Avg Score	1994	N/A	470	472	479
	1995	N/A	481	480	482
Verbal Avg Score	1994	N/A	428	430	423
	1995	N/A	435	435	428

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.

Kinser ES
UNIT 35037
FPO AP 96373-5037

DSN Phone:
637-3008/3422

Commercial Phone:
6117-37-3008

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	98	709.4	16%	50%	27%	0%	5%
5	9	106	718.9	16%	59%	14%	6%	0%
5	9	79	743.4	34%	51%	14%	0%	1%