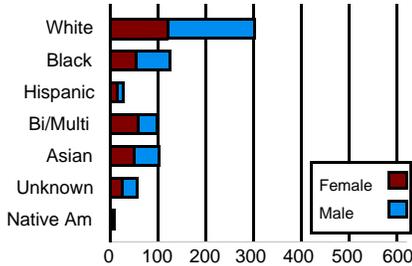




**Department of Defense Education Activity  
Kadena Middle School (7-8)  
1995/96 School Profile  
Tim Kilkenny, Principal**

**School Characteristics**

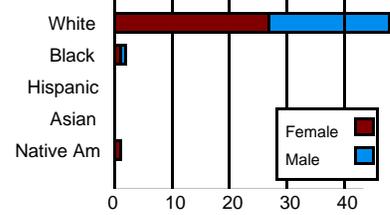
**Student Enrollment - 720**



| Grade | #   |
|-------|-----|
| 7     | 375 |
| 8     | 345 |
| Total | 720 |

| Sponsor's Affiliation |      |
|-----------------------|------|
| Marine                | 13%  |
| Army                  | 6%   |
| Navy                  | 3%   |
| Air Force             | 66%  |
| Coast Guard           | <.5% |
| Non-US Military       | <.5% |
| US Civilians          | 12%  |
| Non-US Civilians      | <.5% |

**Professional Staffing**



| Special Programs           |                   |     |     |
|----------------------------|-------------------|-----|-----|
| Grade Offered              | Program           | #   | %   |
| PK-12                      | Special Education | 52  | 7%  |
| K-8                        | TAG               | 185 | 26% |
| K-12                       | ESL               | 19  | 3%  |
| 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 |

| Teacher Experience |          |
|--------------------|----------|
| Years              | Teachers |
| New                | 3        |
| 1-3                | 0        |
| 4-6                | 4        |
| 7-10               | 4        |
| > 10               | 39       |

Mobility Rate  
19% Per Year

| School Staff        |     |
|---------------------|-----|
| Category            | FTE |
| Administrators      | 3   |
| Classroom Teachers  | 40  |
| Special Education   | 4.5 |
| Other Professionals | 5   |

| Teacher Education |            |
|-------------------|------------|
| Degree            | % Teachers |
| BA/BS             | 22%        |
| MA/MS             | 76%        |
| Doctorate         | 2%         |

**Principal's Highlights**

One of the key features in the Kadena Middle School improvement plan is the continued emphasis on the 'House' structure. Emphasis on this important middle school concept will continue to guide the school in planning staff development, strengthening ties with the community, and focusing on student achievement throughout SY96-97. The general consensus of the faculty is that continued emphasis on maintaining homework logs, focusing on closure activities, and providing special incentives for students has had an overall positive impact on student achievement. In our recent review of the school improvement plan several promising ideas were voiced that could strengthen the overall improvement process, and provide greater focus on student achievement. Ideas like a faculty sponsored mentoring program for at-risk students where interested faculty members would be responsible for mentoring at least one child; ideas regarding ways to improve student organizational skills (the KMS 'planner'); and a focus on middle school specific staff development, such as the middle schools conference being attended by five faculty members this summer, and the middle school academy training on Okinawa are examples.

**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**

Emphasis on maintaining homework logs, instructional focus on closure activities, incentives that target "NO TARDIES" are having a positive impact on student achievement across the curriculum. This trend seems to be substantiated by normative test results (CTBS) as well as school-wide survey results from teachers.

**Goal 4: Math And Science Achievement**

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

As above, homework logs, closure activities, and special programs are having a positive impact on this benchmark. Some drop was noted in computation skills as measured by CTBS scores, however enrollment in Algebra I for SY96-97 has doubled. We view this as an ideal opportunity to keep students from all ethnic and gender groups interested in higher level mathematics.

**Goal 8: Parental Participation**

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

The primary goal for KMS, in this benchmark, for SY96-97 will be the reintroduction of a PTSA within the school. Organizational meetings will take place over the summer break, and every attempt will be made to organize and support this association.

**Goal 10: Organizational Development**

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

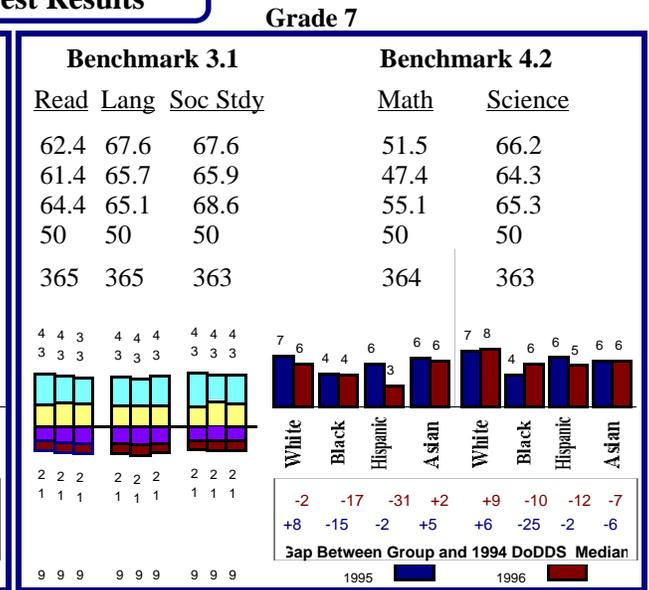
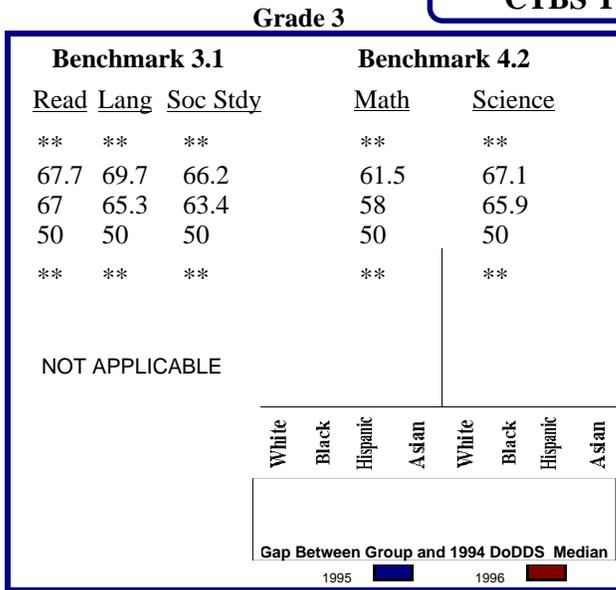
School publications such as the Newsline, and other special announcements will continue. The school is exploring several possibilities to involve parents in decision making groups such as the school's Core Council, 'House' parents that would adopt a house within the school and attend organizational meetings and assist in special planning.

| Report Card from DoDDS Parents |     |    |     |
|--------------------------------|-----|----|-----|
| Overall Quality                | A/B | C  | D/F |
| Language Arts                  | 92% | 7% | 1%  |
| Math                           | 91% | 7% | 2%  |
| Science                        | 91% | 8% | 1%  |
| Social Studies                 | 91% | 7% | 1%  |
| School Communications          | 94% | 5% | 1%  |

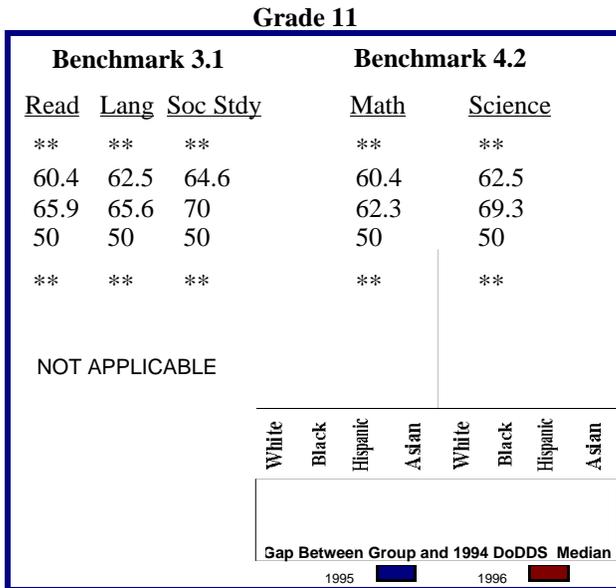
**Benchmark 10.8: Establish Technology for teachers and administrators**  
 The Internet was formally established in the school's EMC this fall and training in it's use was provided to all staff on several occasions. Students who have received training in the use of the Internet, and can demonstrate a certain level of proficiency are issued personal Internet users cards. Training for community members was offered on at least five occasions.

**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.

**Kadena MS**  
**UNIT 5166**  
**APO AP 96368-5166**

**DSN Phone:**  
**634-0217/0261**

**Commercial Phone:**  
**6117-34-0217**

| DoDEA Writing Assessment |    |               |                  |                                   |            |            |                     |               |  |
|--------------------------|----|---------------|------------------|-----------------------------------|------------|------------|---------------------|---------------|--|
| Grade                    | Yr | Number Tested | Mean Scale Score | Percent at Each Performance Level |            |            |                     |               |  |
|                          |    |               |                  | Distinguished                     | Proficient | Apprentice | Novice/ Undeveloped | Not Scoreable |  |
| 8                        | 9  | 266           | 720.8            | 15%                               | 33%        | 21%        | 29                  | 1%            |  |
| 8                        | 9  | 276           | 760.6            | 36%                               | 18%        | 31%        | 13                  | 2%            |  |
| 8                        | 9  | 305           | 755.6            | 20%                               | 38%        | 34%        | 5%                  | 1%            |  |