

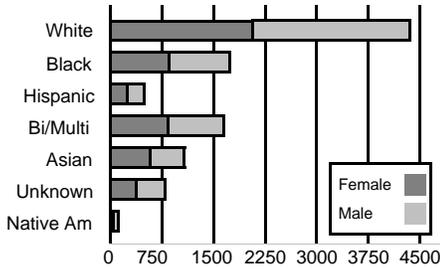
Department of Defense Education Activity

Okinawa 1995/96 District Profile

Steve Bloom, Superintendent

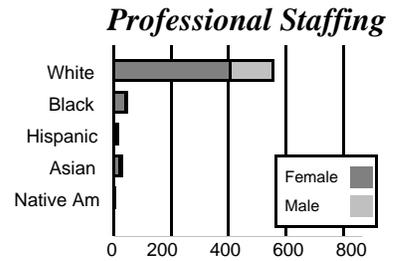
District Characteristics

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.

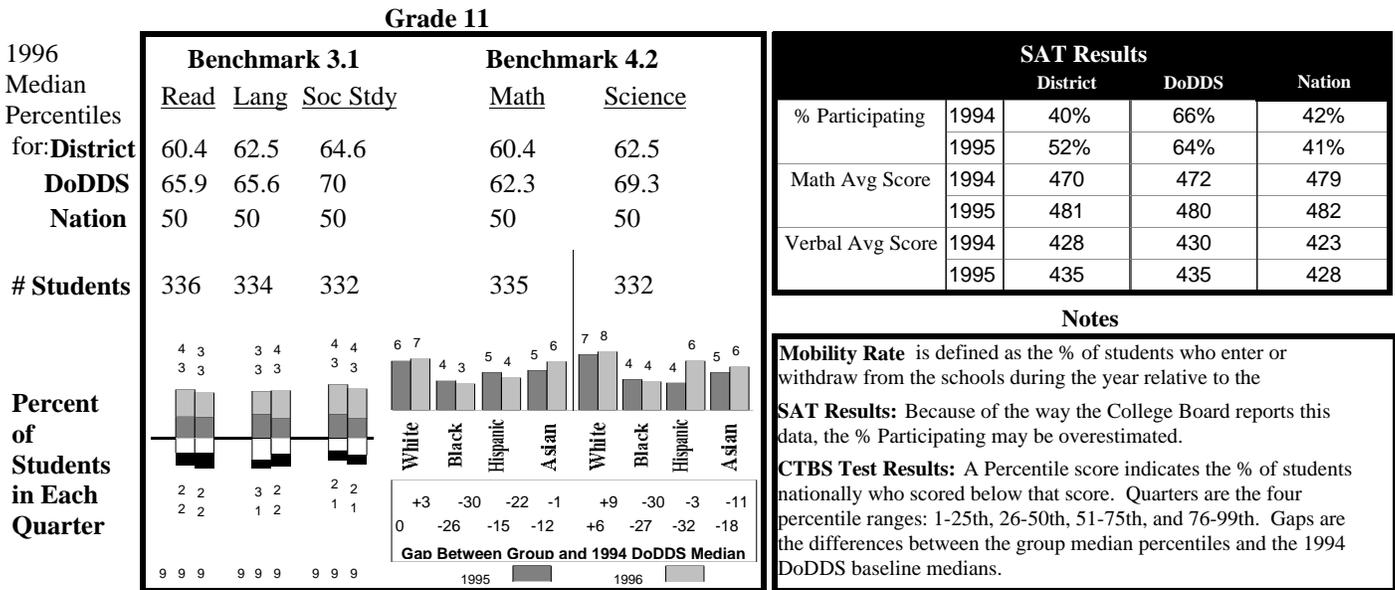
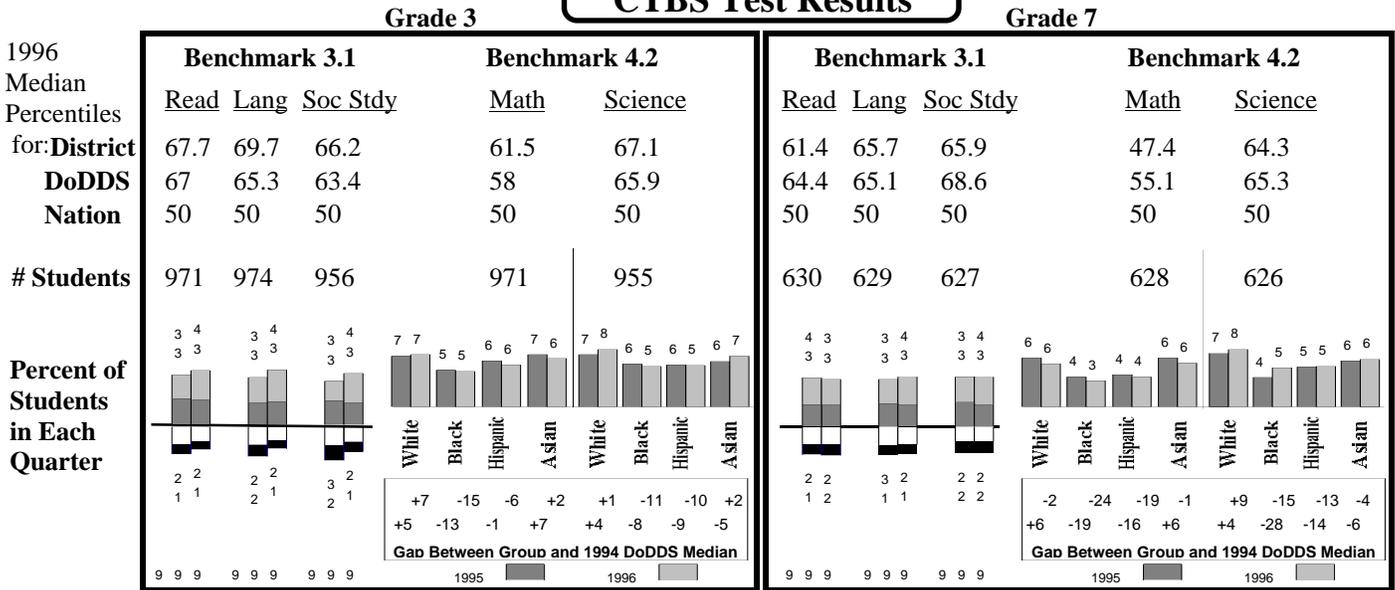
Goal 10: Organizational Development

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



DoD Dependents Schools, Pacific

Attn: Steve Bloom
 Unit 5166
 APO AP 96368-5166

DSN Phone:
 634-1204

Commercial Phone:
 81-611-734-1204

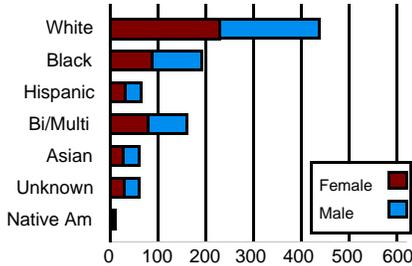
		DoDEA Writing Assessment						
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9							
5	9	798	741.3	19.8%	56.5	15.2	6.8	1.8%
5	9	768	751.5	37.4%	50.3	9.8%	1.7	0.9%
8	9							
8	9	561	759.5	32.3%	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%



**Department of Defense Education Activity
Bechtel Elementary School (PK-6)
1995/96 School Profile
Terry Rhicard, Principal**

School Characteristics

Student Enrollment - 964



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	95	10%
K-8	TAG	55	6%
K-12	ESL	26	3%
1	Reading Recovery	34	21%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

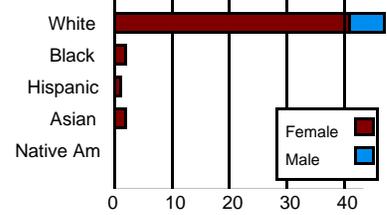
Grade	#
PreK	10
K	164
1	163
2	160
3	136
4	107
5	117
6	107
Total	964

Sponsor's Affiliation	
Marine	87%
Army	1%
Navy	7%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	7
1-3	8
4-6	8
7-10	5
> 10	32

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	41.5
Special Education	5.5
Other Professionals	13

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	62%
Doctorate	0%

Principal's Highlights

This has been a year of change for our school and our school system. I'm very proud of the BES faculty, staff, parents and community as they worked together this school year to organize and implement a sound and realistic School Improvement (SIP) based on our DoDEA Community Strategic Plan and accompanying benchmarks. Building and implementing school improvement plans is not new to our faculty and staff. BES has done so each year for the last five years based on our school's NCA self-study and our school's own self-examination of our needs. The added emphasis of active and meaningful involvement by parents and community has been well utilized by our SIT this year. The implementation of the Minority Math Mentor program involving both minority students and community adults in the classroom is already having a positive impact both at school and in the community. The school's periodic "Family Math Evenings" have helped the community to understand the new MathLand basal series. The "Bring Your Parents to School Day" was a resounding success - with parents coming to school and "walking a mile" in their child's shoes during the school day. Events such as our annual Guest Reader Days and African-American Heritage Readers program have helped build and foster a strong school-home partnership in attaining all of our SIP goals.

**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.....
The reading subcommittee defined our "balanced reading program", and prepared a checklist for teacher accountability. Eighty percent (80%) of the teachers of reading completed their checklist. Each grade level (K-6) designed and implemented pre- and post-tests to assess reading improvement. Our current CTBS test results indicate a rise in Total Read & LA scores.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
A Minority Math Mentor program started in 21 classrooms. Program was 2-fold with grades 5-6 student mentors as well as community adults. Positive feedback. Result of an in-house Mathland teacher survey, an in-service was held in June to allow teachers to revise, revise and make appropriate modifications to their present program for next SY.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
"Bring Your Parents to School Day" held on 3/25/96. Over 300 parents attended with all-round positive feedback. Eighty percent of the teachers are maintaining a "communication log" which is used to document positive communication with parents. We have initiated a Minority Math Mentor program which has increased the participation of minority parents at BES.

Goal 10: Organizational Development

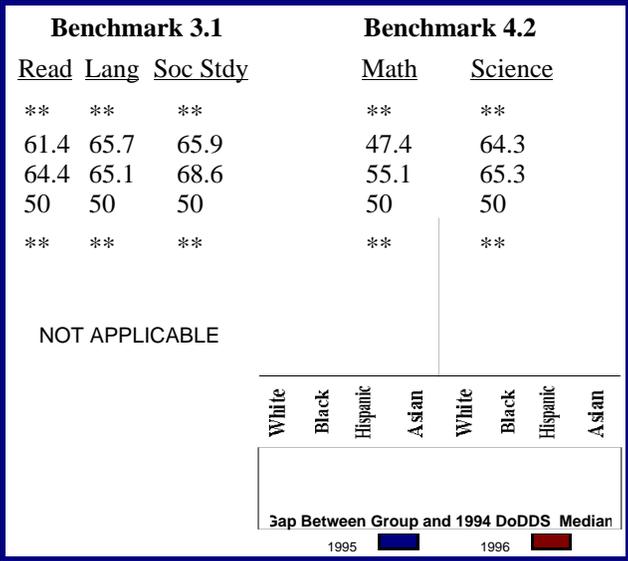
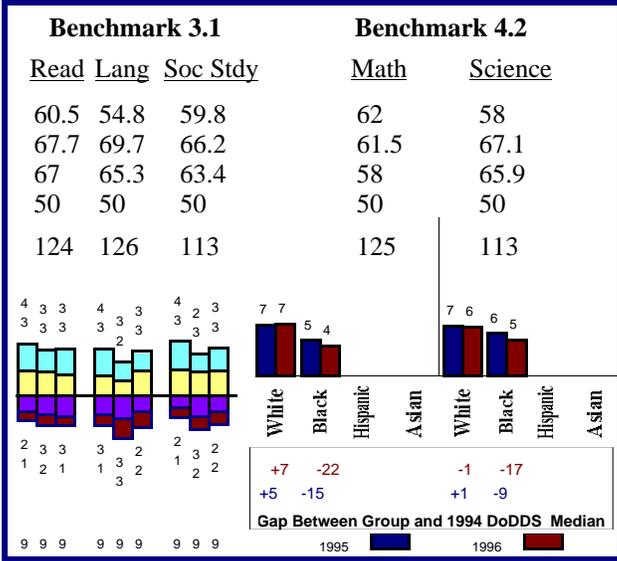
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
In addition to regular input from team leaders, there was active input from teachers through the use of various "ad hoc" committees to discuss and reach consensus as to the best implementation of programs and activities for this school year as well as planning for next school year. The school's master calendar was well utilized with team leaders, and committee chairs input.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	80%	12%	4%
Math	77%	14%	4%
Science	62%	17%	5%
Social Studies	66%	14%	3%
School Communications	88%	9%	2%

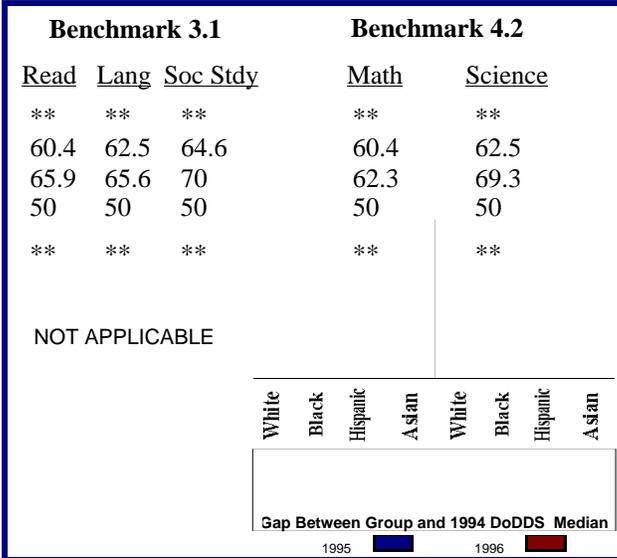
Benchmark 10.8: Establish Technology for teachers and administrators
 30 Power Macs arrived and have been set up in the EMC. Extra funds were used to purchase Mac software. A work request has been submitted to increase the number of outlets and power supply in the EMC to accommodate the Macs. Our computer committee & district personnel planned & conducted a productive computer tech in-service. Network to be complete by midyear.

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.

Bechtel ES
PSC 559, BOX 5111
FPO AP 96377-5111

DSN Phone:
622-7504

Commercial Phone:
6117-22-7504/7423

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	124	745	17%	47%	26%	11	0%
5	9	104	740.2	12%	67%	14%	7%	0%
5	9	117	733.5	29%	55%	13%	2%	1%



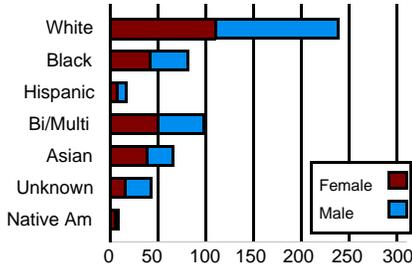
Department of Defense Education Activity Amelia Earhart Intermediate School (4-6)

1995/96 School Profile

Rosemarie Arnestad, Principal

School Characteristics

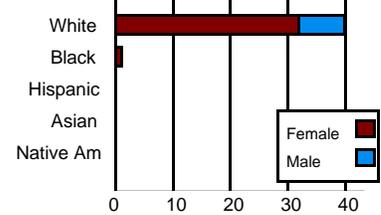
Student Enrollment - 551



Grade	#
4	188
5	187
6	176
Total	551

Sponsor's Affiliation	
Marine	<.5%
Army	9%
Navy	5%
Air Force	74%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	47	9%
K-8	TAG	81	15%
K-12	ESL	7	1%
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	2
1-3	4
4-6	2
7-10	5
> 10	30

Mobility Rate
36% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	5
Other Professionals	10.5

Teacher Education	
Degree	% Teachers
BA/BS	44%
MA/MS	56%
Doctorate	0%

Principal's Highlights

Amelia Earhart is an intermediate school of approximately 600 students in grades 4 - 6. Total Battery, grade level median percentile CTBS scores fall within a healthy 62nd percentile to 69th percentile range. Quality instruction is evident throughout the school; the faculty claims the honor of four Teachers of the Year, a DoDDS Distinguished Teacher of Mathematics, a National Distinguished Teacher of Mathematics, and a National Distinguished Principal. 52% - 56% of AEIS students normally achieve quarterly Honor Roll Status.

The staff worked to increase student proficiency in written communication. Teachers were trained in the use of six point scoring rubrics and holistic assessment. A Bay Area Consultant provided on site training. Students have written in four modes of discourse.

Active duty and parent volunteers were trained as math mentors. 38 mentors contributed 286 hours in a two month period to work with individual students. Both students and mentors saw the program as a positive experience that "kindles a sense of community."

A partnership team which included 15 parents on various subcommittees developed a partnership plan. An interactive homework program, a tutorial program, and a Parent Center will be implemented during SY 96-97.

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.....
Increase Proficiency in Written Communication: Baseline data (Nov 95), obtained through locally designed writing assessments using DoDEA scoring rubrics, were compared to May 96 data. Grade 4 students increased +1.73 and +1.75 on narrative and persuasive writing. Grade 5 students increased +1.57 and +2.08. Grade 6 students showed +0.02 and +2.09 increases.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps......
School/Community Mathematics Mentoring Program: Adult mentors (N=38) contributed 286 hours to the Mentoring Program. CTBS Total Math scores for the school declined between SY 95 and SY 96 testing (-8.2, -9.0, and -6.3 in Grades 4, 5, and 6) Mentored students showed either less decline or increased scores (-5.0, +5.0, and +4.4 in Grade 4, 5, and 6).

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
(School/Family/Community Partnership) A large team of parents and teachers, following the Partnership 2000 Schools model, developed complete three-year and detailed one-year plans to improve School/Family/Community Partnerships. An interactive homework program, a tutorial program, and the creation of a Parent Center are scheduled for implementation SY 96-97.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
(School/Family/Community Communication) A team of parents and teachers, following the Partnership 2000 Schools model, developed three-year and detailed one-year plans to improve School/Family/Community communication. This team will guide the communication of expectations and procedures related to an interactive homework program.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	87%	12%	1%
Math	85%	12%	2%
Science	84%	14%	1%
Social Studies	85%	13%	1%
School Communications	90%	8%	1%

Benchmark 10.8: Establish Technology for teachers and administrators
 (Technology To Support Benchmark 3.1 Strategy) Students completed writing prompts each month which were assessed holistically by classroom teachers using the DoDEA scoring rubric. Data for all students were maintained in an Excel data base and used to determine the success of the strategy to increase proficiency in written communication.

CTBS Test Results

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

Grade 3			Benchmark 3.1				Benchmark 4.2			
			Read	Lang	Soc	Stdy	Math	Science		
			**	**	**	**	**	**		
			67.7	69.7	66.2	61.5	67.1			
			67	65.3	63.4	58	65.9			
			50	50	50	50	50			
			**	**	**	**	**			
			NOT APPLICABLE							
			White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
			Gap Between Group and 1994 DoDDS Median							
			1995	1996						

Grade 7			Benchmark 3.1				Benchmark 4.2			
			Read	Lang	Soc	Stdy	Math	Science		
			**	**	**	**	**	**		
			61.4	65.7	65.9	47.4	64.3			
			64.4	65.1	68.6	55.1	65.3			
			50	50	50	50	50			
			**	**	**	**	**			
			NOT APPLICABLE							
			White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
			Gap Between Group and 1994 DoDDS Median							
			1995	1996						

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

Grade 11			Benchmark 3.1			Benchmark 4.2				
			Read	Lang	Soc	Stdy	Math	Science		
			**	**	**	**	**	**		
			60.4	62.5	64.6	60.4	62.5			
			65.9	65.6	70	62.3	69.3			
			50	50	50	50	50			
			**	**	**	**	**			
			NOT APPLICABLE							
			White	Black	Hispanic	Asian	White	Black	Hispanic	Asian
			Gap Between Group and 1994 DoDDS Median							
			1995	1996						

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
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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.

Earhart Intermediate School
UNIT 5166
APO AP 96368-5166

DSN Phone:
634-1329

Commercial Phone:
6117-34-1329/44

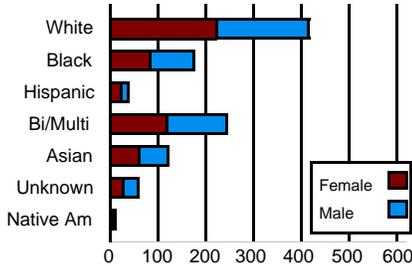
DoDEA Writing Assessment				Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	169	758.5	25%	44%	26%	4%	1%
5	9	189	763	28%	53%	15%	4%	1%
5	9	173	761.5	47%	43%	8%	1%	1%



**Department of Defense Education Activity
Bob Hope Primary School (PK-3)
1995/96 School Profile
Elaine Grande, Principal**

School Characteristics

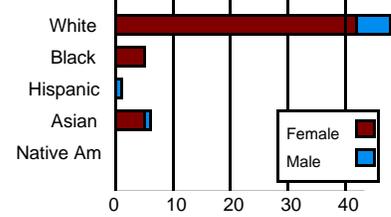
Student Enrollment - 1,057



Grade	#
PreK	20
K	301
1	256
2	246
3	234
Total	1057

Sponsor's Affiliation	
Marine	<.5%
Army	8%
Navy	7%
Air Force	78%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	118	11%
K-8	TAG	60	6%
K-12	ESL	78	8%
1	Reading Recovery	24	9%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	5
4-6	7
7-10	9
> 10	39

Mobility Rate
48% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	43
Special Education	8
Other Professionals	15

Teacher Education	
Degree	% Teachers
BA/BS	34%
MA/MS	62%
Doctorate	3%

Principal's Highlights

Bob Hope Primary School, a K-3 school of over 1,000 students provides personalized, individualized programs for students. Highly successful Reading Recovery and Early Literacy programs provide intervention for at-risk students in kindergarten and first grade. Preschool handicapped, learning disabled, and English as a second language programs are available for our diverse student population. Innovative approaches to instruction utilize technology to ensure student's preparation for success in a changing, global environment. Our guidance program, Math Headquarters, and total-school enrichment (TAG) services focus on student outcomes and equity in educational opportunities.

We have a supportive parent community, a strong Parent/Teacher Association, an outstanding parent volunteer program, and a proactive School Advisory Committee. Plans are being developed to provide space for a Parent Center. In cooperation with MWR, we provide space for a before/after child care program and are planning a pilot program to house our preschool handicapped three-year-olds in the Child Care facility to promote inclusive support. At Bob Hope Primary School, we are committed to a School-Home Partnership designed to facilitate the learning of all children.

**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.....

In-service training was provided to introduce the use of rubrics and scoring guides to improve students' oral and written language skills. Scoring guides were developed for use by each grade level for SY 96-97. One staff member will be attending the Language Arts adoption task force.

Goal 4: Math And Science Achievement

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

In-service training was provided to introduce the use of rubrics and scoring guides to improve students' math and science skills. Scoring guides were developed for use by each grade level for SY 96-97. Through strengthening students' individual performance through the use of clearly communicated expectations, we anticipate further reduction of achievement gaps.

Goal 8: Parental Participation

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

Parents were included in all SIP plans, participated in training sessions, and were given an explanation of our strategies. A parent information meeting was conducted, and the district staff provided training assistance with Dr. Clarence Johnson. Based on Dr. Johnson's recommendations, ideas for a Parent Center and improvements in communication are being considered.

Goal 10: Organizational Development

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

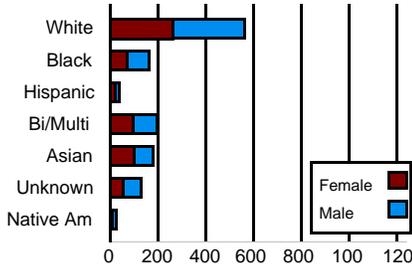
Our school goals focus on improvement in student outcomes through alternative assessment strategies which clearly communicate learner expectations. A timeline for implementation of our SIP was developed and posted in several locations in the school. Each Benchmark and activity was made visible to the community.



**Department of Defense Education Activity
Kadena Elementary School (PK-6)
1995/96 School Profile
Terry Giles, Principal**

School Characteristics

Student Enrollment - 1,278



Grade Offered	Program	#	%
PK-12	Special Education	124	10%
K-8	TAG	72	6%
K-12	ESL	43	3%
1	Reading Recovery	44	21%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

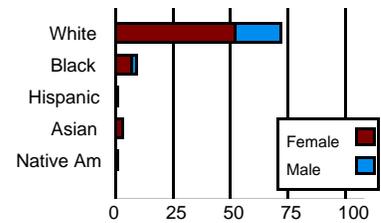
Grade	#
PreK	24
K	181
1	210
2	192
3	182
4	186
5	150
6	153
Total	1278

Sponsor's Affiliation	
Marine	10%
Army	5%
Navy	6%
Air Force	73%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	4
7-10	7
> 10	73

Mobility Rate
29% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	57
Special Education	8.5
Other Professionals	19

Teacher Education	
Degree	% Teachers
BA/BS	31%
MA/MS	68%
Doctorate	1%

Principal's Highlights

Kadena Elementary School is a large school with 1265 students and 85 faculty. Our buildings were constructed in 1953. There are 25 buildings spread over ten acres. The formation of a cultural diversity committee and their training by Dr. Margery Ginsberg, is providing an impetus to highlight cultural diversity throughout the year instead of in isolated months. Quarterly recognition of student academics, behavioral improvements and community/military programs have been implemented with accolades from students, community, and staff. Homework clubs to assist students in grades 1-3, and those with special needs (1-6) were enhanced through the support of the military/community as tutors. Peer tutoring was an important aspect of the program. The school improvement process has given us common goals and objectives to work toward. It has been beneficial.

**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.....
KES established an action research project that encompassed surveying teachers, parents, and students on reading vocabulary instructional practices. A survey of the research revealed best teaching practices overall and, specifically, for primary and intermediate elementary students. Plans for instituting best practices will begin SY 96-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Skills in measurement were targeted in math with monthly activities designed with teacher input across grade levels and curricular areas. Information about MATHLAND was disseminated through the weekly school newsletter, parent information nights, and PTA presentations. A military tutor program was established to involve community and parents in after school homework clubs.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Through strong parental involvement in SAC and PTA, career education was implemented utilizing parent and military members. These professional days involved over 100 military members discussing career opportunities and how they relate to learning within the classroom. Dr. Clarence Johnson conducted a workshop involving parents and teachers.

Goal 10: Organizational Development

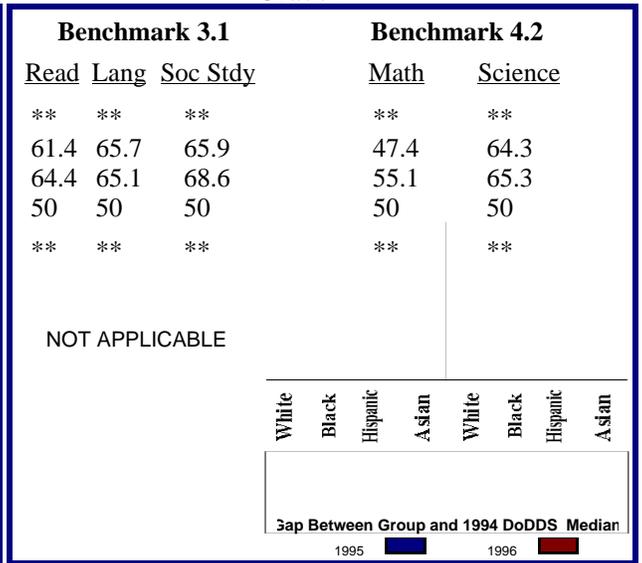
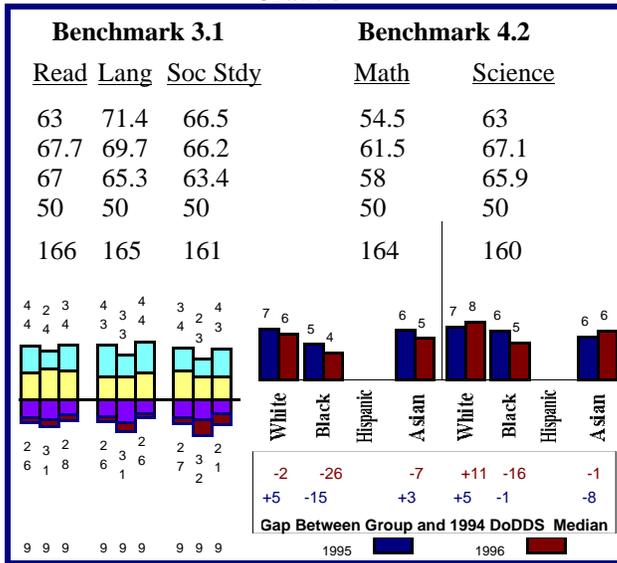
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
Friday Feedback, information from teacher on which is right/wrong concerning any issue, Friday socials to bring the large staff together, a daily bulletin to all faculty, a weekly community newsletter, math nights implemented by teachers and PTA are all established and in place to further communication among the staff and community.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	80%	14%	2%
Math	79%	14%	3%
Science	68%	20%	3%
Social Studies	66%	19%	2%
School Communications	82%	16%	1%

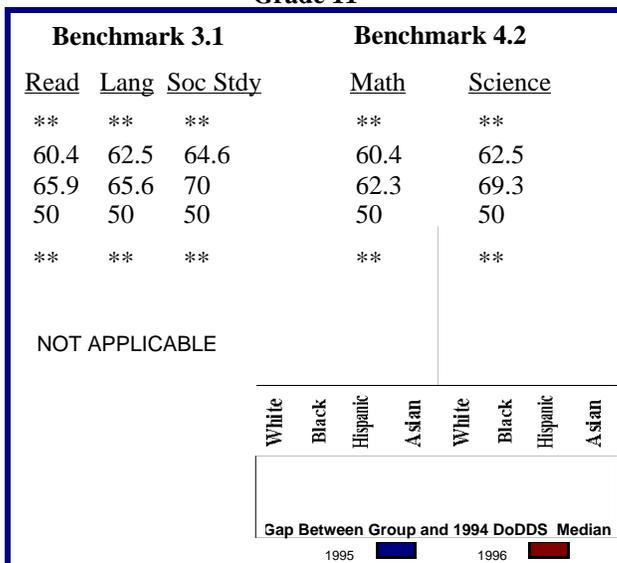
Benchmark 10.8: Establish Technology for teachers and administrators
 A Wide-Area connection has been installed in the LMC, 32 computers are capable of accessing the Internet. The school-wide LAN installation is tentatively scheduled to start NOV/DEC 96. Teachers currently have access to four computers for cc:Mail. The Macintosh Lab has been operational for most of the 96/97 SY.

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 ES
UNIT 5166
APO AP 96368-5166

DSN Phone:
634-1550/3441

Commercial Phone:
6117-34-3441

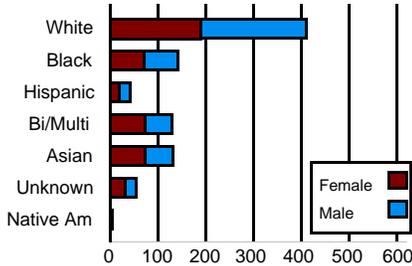
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	121	689.6	12%	38%	37%	7%	5%
5	9	127	682.9	9%	50%	21%	14	2%
5	9	139	749.3	33%	56%	6%	4%	0%



**Department of Defense Education Activity
Kadena High School (9-12)
1995/96 School Profile
Debby Berry, Principal**

School Characteristics

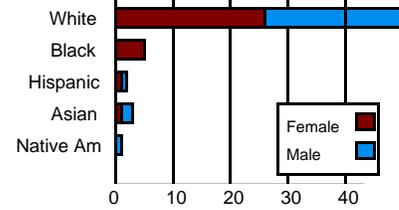
Student Enrollment - 911



Grade	#
9	296
10	244
11	223
12	148
Total	911

Sponsor's Affiliation	
Marine	14%
Army	5%
Navy	5%
Air Force	54%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	51	6%
K-8	TAG	N/A	N/A
K-12	ESL	27	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	51	
AP Courses Offered		10	
Students Taking AP Courses		189	50%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	6
7-10	7
> 10	52

Mobility Rate
21% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	57
Special Education	3
Other Professionals	5.5

Teacher Education	
Degree	% Teachers
BA/BS	41%
MA/MS	54%
Doctorate	5%

Principal's Highlights

KDHS is located at Kadena Air Base in Okinawa, Japan. The school serves grades 9-12, with a capacity for approximately 950 students. The school is well staffed, with qualified teachers for all subject areas, plus specialists for students with learning and physical handicaps and other special needs.

The curriculum is a balanced blend of offerings attending to the multiple levels of student interest and achievement. Advanced Placement and Honors courses are available in all areas of the curriculum, including, mathematics, language arts, social studies, science, fine arts computers, foreign languages, etc. In addition to the core curriculum, business, art, vocational, music education, and technology offerings are available.

Students are relatively transient since parent population is mainly active duty military, Department of Defense civilians, and dependents of the aforementioned. The overall ethnic composition of the student population includes Caucasian, Amerasian, Oriental, African-American, and Hispanic. The education intentions of a majority of the seniors are to enter four year colleges/universities, and/or junior colleges. On the average, approximately 75 percent of the senior class attend an educational institution after graduation.

**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.....

Kadena High School is reading for 20 minutes a week. Some students are reading content related articles and others are reading novels. Once a semester students are taking part in a wordathon based on the vocabulary words from the SAT, ACT and teacher generated vocabulary list from each content area. Students were able to win prizes based on how many words they knew.

Goal 4: Math And Science Achievement

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

Kadena High School has emphasized increased enrollment of all students in math and science courses beyond required for graduation. Students have had reading materials geared to math and science. Math students serve as volunteer tutors for other students. Science students have gone into the elementary schools and demonstrated science experiments.

Goal 8: Parental Participation

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

Using DoDEA's Parent-Community Partnership Program, KDHS has in place a parent-school decision making process, evident in dept. chair meetings, dept. meetings, athletics, clubs, and other after school activities. The Tiger Team has been formed by the command, in conjunction with DoDDS, family members, and students, to aid the school.

Goal 10: Organizational Development

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

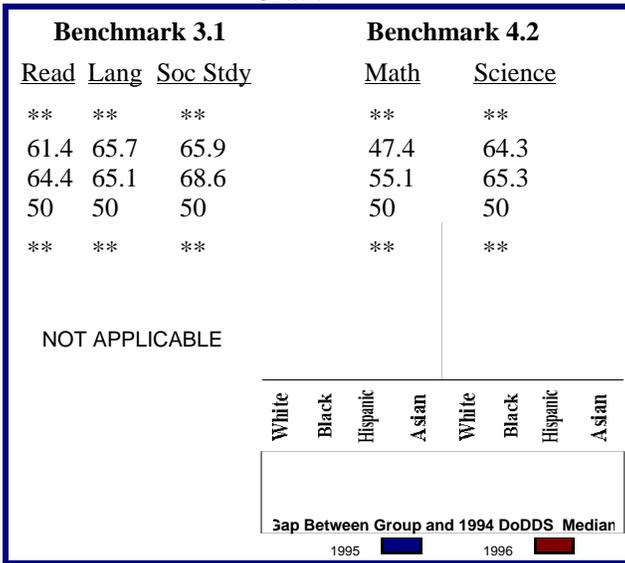
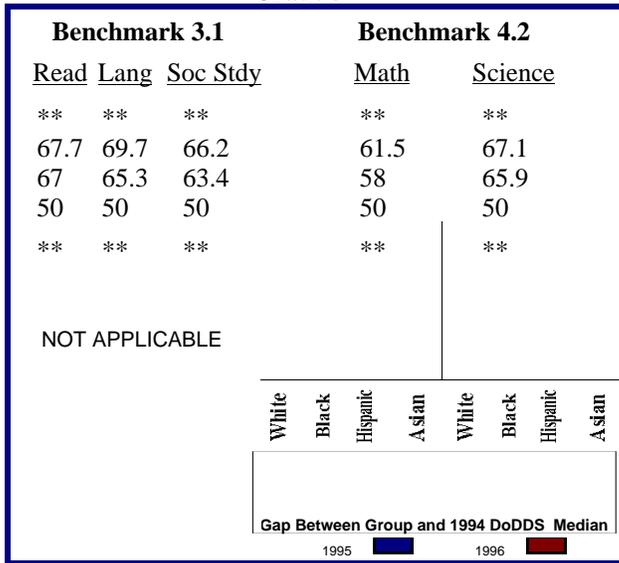
KDHS has a monthly newsletter which is mailed to all parents. CC:Mail is now fully operational enabling communication among the staff to include communication capability worldwide with other DoDDS. KDHS has an active SAC and Booster Club. Community news resources utilized are area magazines, newspapers, television and an outside bulletin board.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	74%	19%	6%
Math	79%	16%	4%
Science	72%	22%	4%
Social Studies	72%	22%	4%
School Communications	77%	19%	4%

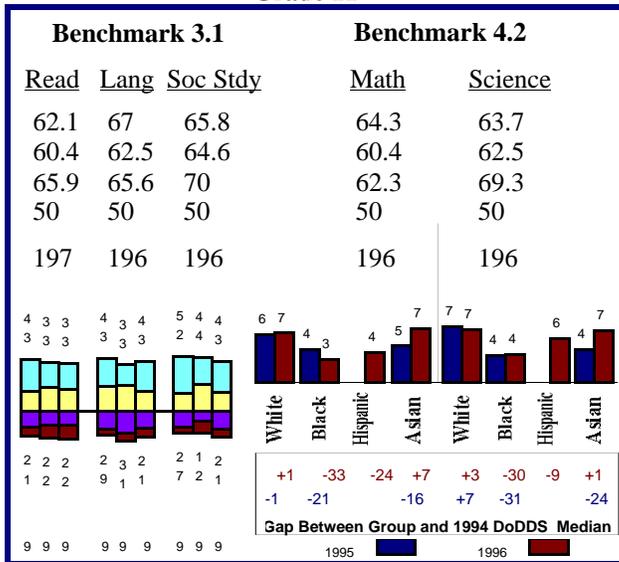
Benchmark 10.8: Establish Technology for teachers and administrators
 An integrated in-service was held at Kadena High School for all teachers and administrators. All teachers have cc:Mail within classrooms which enables them to communicate. The internet is now in place and being used in the library.

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	42%	40%	66%	42%
	1995	58%	52%	64%	41%
Math Avg Score	1994	467	470	472	479
	1995	479	481	480	482
Verbal Avg Score	1994	421	428	430	423
	1995	429	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 HS
UNIT 5166
APO AP 96368-5166

DSN Phone:
634-1216/1712

Commercial Phone:
6117-34-1216

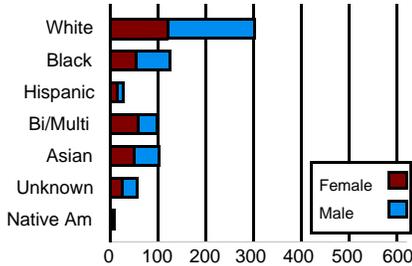
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
10	9	191	760.3	29%	27%	29%	11	2%
10	9	225	793.8	28%	42%	21%	7%	2%
10	9	196	807.2	36%	43%	18%	3%	1%



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

School Characteristics

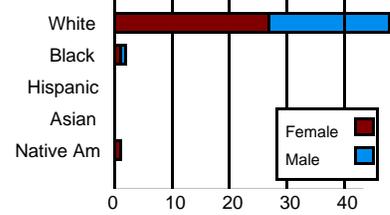
Student Enrollment - 720



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....

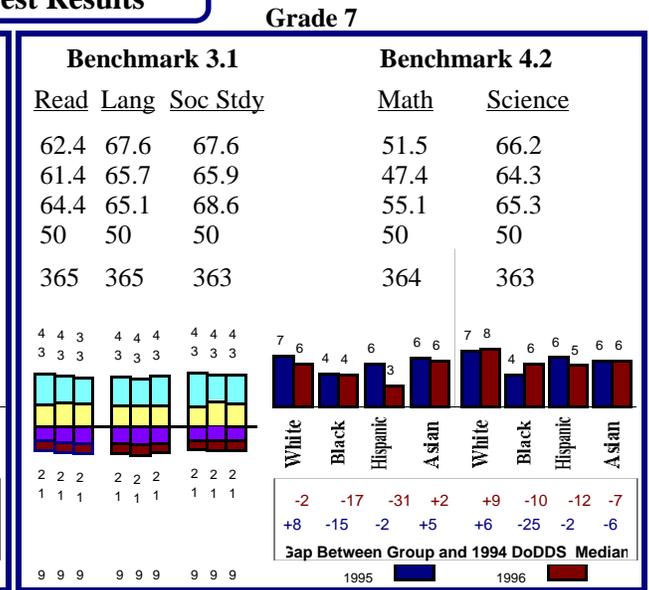
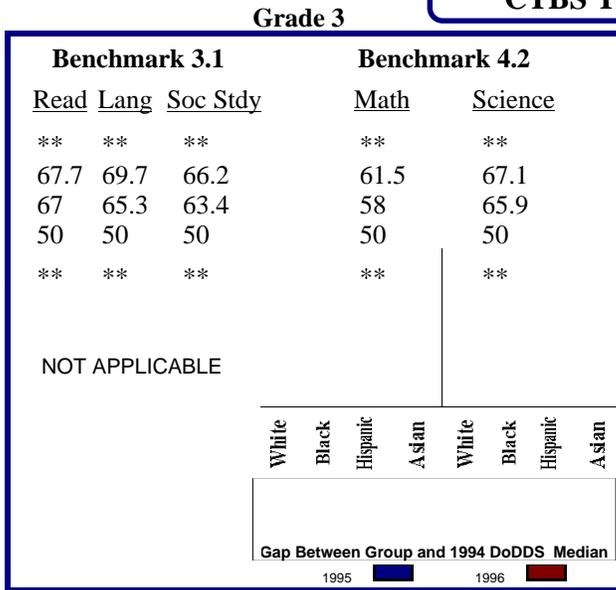
School publications such as the Newsline, and other special announcements will continue. The school is exploring several possibilities to involve parents in decision making groups such as the school's Core Council, 'House' parents that would adopt a house within the school and attend organizational meetings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

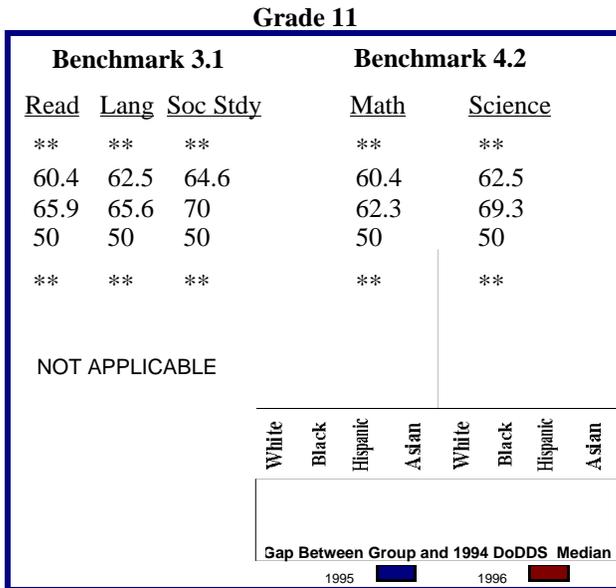
Benchmark 10.8: Establish Technology for teachers and administrators
 The Internet was formally established in the school's EMC this fall and training in it's use was provided to all staff on several occasions. Students who have received training in the use of the Internet, and can demonstrate a certain 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%
	1995	N/A	52%	64%
Math Avg Score	1994	N/A	470	472
	1995	N/A	481	480
Verbal Avg Score	1994	N/A	428	430
	1995	N/A	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

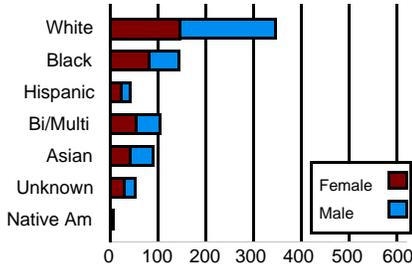
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	9	266	720.8	15%	33%	21%	29	1%
8	9	276	760.6	36%	18%	31%	13	2%
8	9	305	755.6	20%	38%	34%	5%	1%



Department of Defense Education Activity
Killin Elementary School (K-6)
1995/96 School Profile
Al Lohse, Principal

School Characteristics

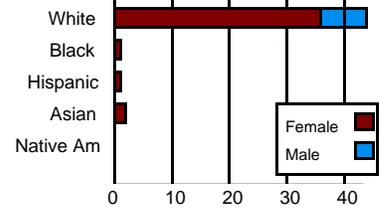
Student Enrollment - 781



Grade	#
K	129
1	138
2	128
3	118
4	111
5	90
6	67
Total	781

Sponsor's Affiliation	
Marine	46%
Army	11%
Navy	17%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	57	7%
K-8	TAG	33	4%
K-12	ESL	29	4%
1	Reading Recovery	32	23%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	3
7-10	6
> 10	38

Mobility Rate
41% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	35
Special Education	2.5
Other Professionals	10

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	60%
Doctorate	0%

Principal's Highlights

Edward C. Killin Elementary is celebrating its fifth year of serving children. Located at Camp Foster, Okinawa, Japan, this school meets the educational needs of 800 students. Our teachers are working toward a culturally responsive curriculum with a desire to enhance equity using effective cooperative learning practices. To accomplish this, our focus or overarching objective as stated in our S.I.P. was to provide "opportunities to work together" for everyone involved in our school setting. Key to meeting our objectives are teachers planning together in teams and between teams at different grade levels; parents involvement in the multicultural task force, the support of over 200 volunteers who have helped enrich learning experiences; and students receiving various types of activities for working together in the classrooms. To further our understanding and to expand our repertoire of techniques, next year our staff will receive more professional development in cooperative learning and multicultural educational practices. The staff of E.C.K. is dedicated to a positive school culture and embrace our motto that "Children are Special." The community has given unanimous support to the teachers by approving their request to have eight, 1/2 student free days dedicated to teacher planning.

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.....
 Staff development sessions in December and January dealt with "Implementing Student Vocabulary through Cooperative Learning." The faculty compiled "key" vocabulary lists, to be used for future instructional planning. The Guest Reader program increased parental involvement and exposed students to vocabulary from diverse cultural backgrounds.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
 Strategies focused on establishment of new math expectations from students at all grade levels. Cross grade-level articulation meetings were held to exchange expectations. An in-service was held regarding "Educational Equity and Cooperative Learning." Information about the Mathland Program was sent home to parents each week in Killin's parent newsletters.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 Extensive parental involvement in Multi-Cultural, Career and Parent Math days. Monthly meetings held with parents of the multi-cultural task force. Over two hundred parent volunteers were recognized and awarded certificates at our Volunteer "Tea" ceremony. A pilot program for First day of school parent conferences will be implemented with First Grade.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
 A newsletter is sent home every Friday, plus 90% of our teachers send a class newsletter on a bi-weekly basis. Parents are encouraged to participate in staff development. 200 Volunteers carry positive information about the school into the community. A variety of informational meetings are held in the evening hours.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	86%	10%	1%
Math	84%	10%	2%
Science	75%	11%	2%
Social Studies	67%	15%	3%
School Communications	88%	10%	2%

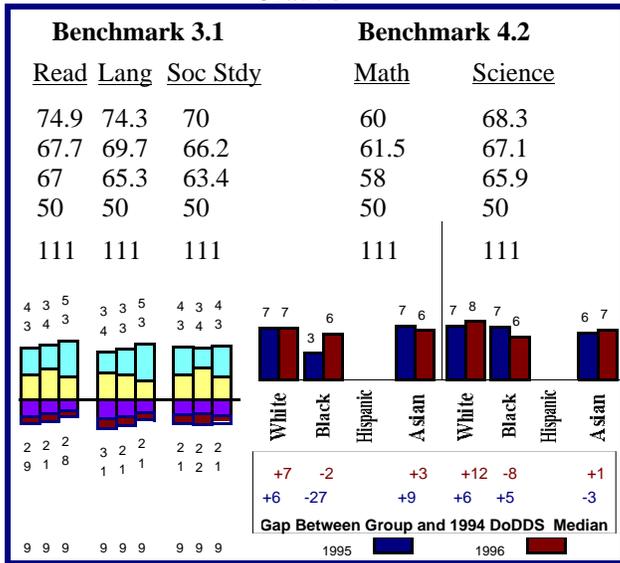
Benchmark 10.8: Establish Technology for teachers and administrators

The school computer committee designed and implemented an ongoing computer staff development program. 8 hours of computer training has established proficiency in computer usage. An Apple GS lab has been operational for keyboarding skills in grds 3-6. In March, a Mac Power PC lab was operational for 1-6 with access to the Internet.

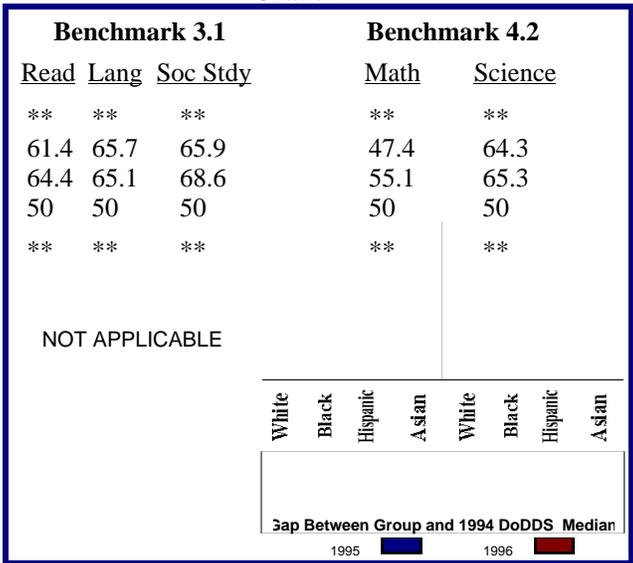
CTBS Test Results

1996
Median
Percentiles
for: **School**
District
DoDDS
Nation

Students

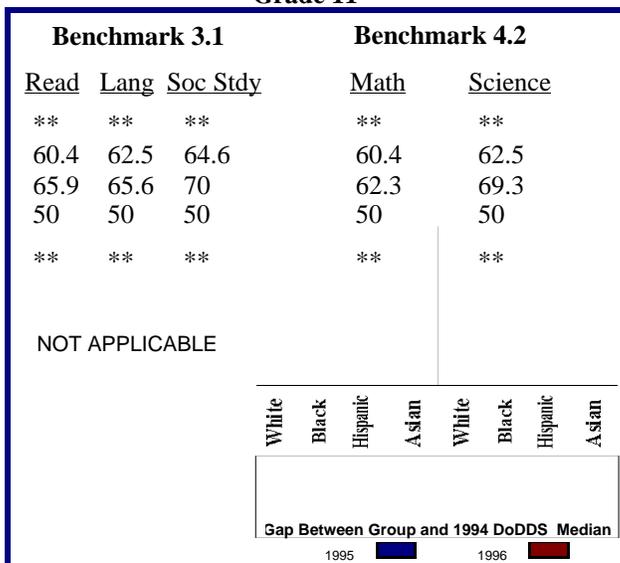


Percent of Students in Each Quarter



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.

Killin ES
(CAMP FOSTER)
UNIT 35016
FPO AP 96373-5016

DSN Phone:
645-7760/9172

Commercial Phone:
6117-92-7760

DoDEA Writing Assessment

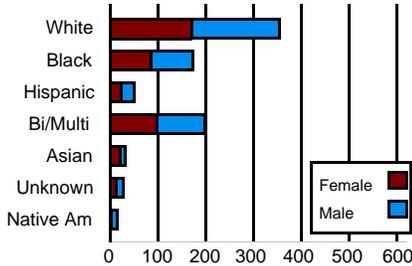
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	94	681.6	4%	37%	36%	19	1%
5	9	77	734.9	17%	53%	21%	8%	0%
5	9	77	715.6	18%	55%	25%	3%	0%



**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

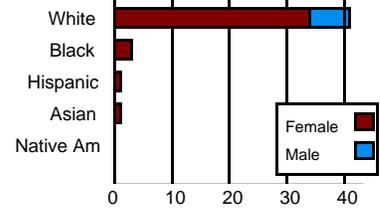
Grade	#
PreK	3
K	148
1	118
2	138
3	137
4	112
5	82
6	90
Total	828

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

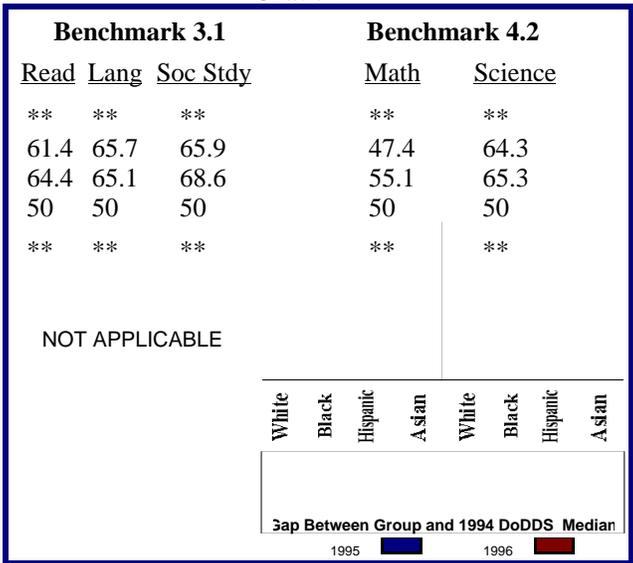
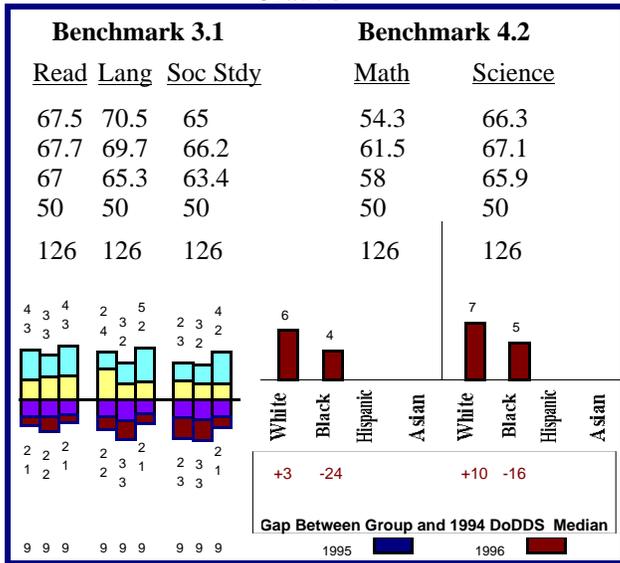
Weekly newsletters inform parents and community about school activities and how they can become involved. Occasionally, parents, students and staff came together in work and social settings. Informal feedback from all has been very positive. 94% of parents rate our efforts to attract parent participation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

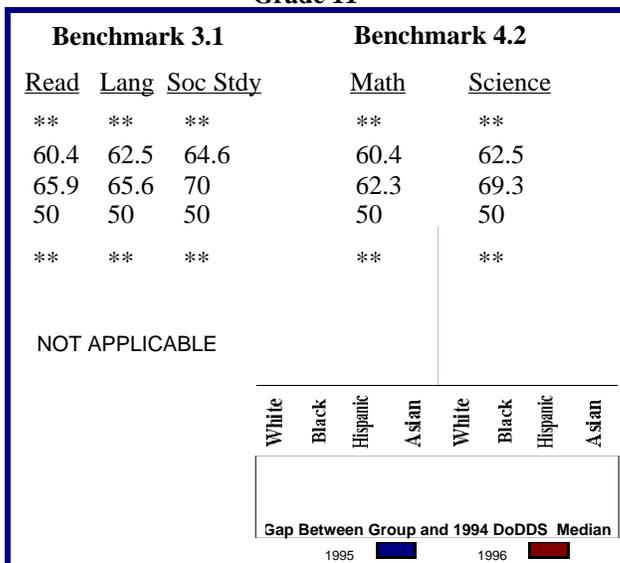
Benchmark 10.8: Establish Technology for teachers and administrators
 Teachers and administrators are provided support services and training in technology. Technology has been integrated into the curriculum. Teachers received training on Internet and in instructional software. All classrooms are equipped 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

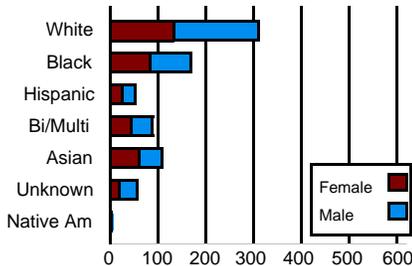
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	9	98	709.4	16%	50%	27%	0%	5%
5	9	106	718.9	16%	59%	14%	6%	0%
5	9	79	743.4	34%	51%	14%	0%	1%



**Department of Defense Education Activity
Kubasaki High School (9-12)
1995/96 School Profile
Tom Abbott, Principal**

School Characteristics

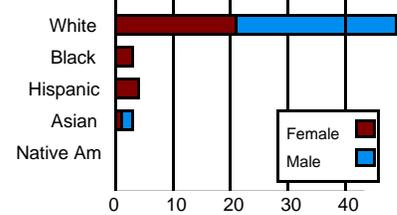
Student Enrollment - 788



Grade	#
9	291
10	221
11	155
12	121
Total	788

Sponsor's Affiliation	
Marine	67%
Army	4%
Navy	9%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	39	5%
K-8	TAG	N/A	N/A
K-12	ESL	68	9%
1	Reading Recovery	N/A	N/A
7-12	AVID	52	
AP Courses Offered		7	
Students Taking AP Courses		98	35%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	3
7-10	1
> 10	49

Mobility Rate
19% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	50
Special Education	5
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	36%
MA/MS	58%
Doctorate	6%

Principal's Highlights

Highlights for SY 95-96:

Diversity Education training was conducted by Margery Ginsberg. The diversity support team attended that training and the membership includes Tom Abbott, the principal for SY 96-97. This team made plans for implementing focus groups for the Fall of 96. These groups will be for staff members as well as parents. Staff members and parents will conduct the focus groups.

Sub-committees which include every staff member were established to address each of the interventions. Many of the committees have made plans for Fall implementation.

A cross-curricular study skills program was developed by the staff which is based on the AVID model. This program will be introduced to students and parents at a Fall Orientation.

A Fall Orientation will be held in August 1996 during the first two days of school for all students and all parents. Topics to be covered include the School Improvement Plan, Study Skills, Organization Involvement, and other pertinent topics.

The involvement of parents in the school improvement process was valuable and necessary. The SIT was able to work together in a cohesive partnership.

The SIP is an on-going process that will reap benefits for KHS stakeholders in the coming years.

**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.....

A diversity support team was established and received 3 days of staff development. Plans are made for implementation in August 1996. Staff development with the entire staff was held to develop and adopt the AVID model of study skills for cross-curricular use in SY 96-97.

Goal 4: Math And Science Achievement

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

A diversity support team was established and received 3 days of staff development. Plans are made for implementation in August 1996. Staff development with the entire staff was held to develop and adopt the AVID model of study skills for cross-curricular use in SY 96-97.

Goal 8: Parental Participation

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

Parents were involved in the diversity training and will be included in the Fall implementation. Parents were an integral part of the development of the school improvement plan as members of the school improvement team. Parents attended the Home-School Partnership Training in January, 96.

Goal 10: Organizational Development

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

The School Improvement Team was established in October 96. The team gathered data for a staff assessment meeting. After the staff and students identified areas of weakness, the SIT reviewed current literature, developed appropriate interventions, and wrote the SIP. Plans for informing parents at School Orientation are developed.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	76%	18%	6%
Math	66%	24%	8%
Science	66%	26%	5%
Social Studies	71%	21%	5%
School Communications	75%	17%	8%

Benchmark 10.8: Establish Technology for teachers and administrators
 The multi-curricular computer lab was used extensively by all subject areas. Volunteers from the military community assisted students on Wednesday afternoons in the computer lab.

CTBS Test Results

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

Grade 3			Grade 7	
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
**	**	**	**	**
67.7	69.7	66.2	61.5	67.1
67	65.3	63.4	58	65.9
50	50	50	50	50
**	**	**	**	**
NOT APPLICABLE				

Grade 3			Grade 7	
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
**	**	**	**	**
61.4	65.7	65.9	47.4	64.3
64.4	65.1	68.6	55.1	65.3
50	50	50	50	50
**	**	**	**	**
NOT APPLICABLE				

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

Grade 11			Grade 11																	
Benchmark 3.1			Benchmark 4.2																	
Read	Lang	Soc Stdy	Math	Science																
56.5	59.7	63.6	55.4	61.8																
60.4	62.5	64.6	60.4	62.5																
65.9	65.6	70	62.3	69.3																
50	50	50	50	50																
139	138	136	139	136																
<table border="1"> <tr> <td>+11</td> <td>-30</td> <td>-16</td> <td>-18</td> <td>+12</td> <td>-25</td> <td>+2</td> <td>-17</td> </tr> <tr> <td>+4</td> <td>-32</td> <td>-15</td> <td>-4</td> <td>+6</td> <td>-23</td> <td>-36</td> <td>-6</td> </tr> </table>					+11	-30	-16	-18	+12	-25	+2	-17	+4	-32	-15	-4	+6	-23	-36	-6
+11	-30	-16	-18	+12	-25	+2	-17													
+4	-32	-15	-4	+6	-23	-36	-6													

SAT Results					
		School	District	DoDDS	Nation
% Participating	1994	38%	40%	66%	42%
	1995	47%	52%	64%	41%
Math Avg Score	1994	475	470	472	479
	1995	484	481	480	482
Verbal Avg Score	1994	439	428	430	423
	1995	445	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.

Kubasaki HS
(CAMP SD BUTLER)
UNIT 35008
FPO AP 96373-5008

DSN Phone:
645-3728/4876

Commercial Phone:
6117-92-3728

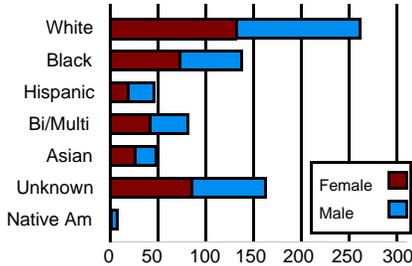
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
10	9	159	758.9	30%	21%	26%	19	2%	
10	9	161	767.9	22%	37%	23%	15	3%	
10	9	185	801.4	27%	48%	18%	7%	0%	



**Department of Defense Education Activity
Lester Middle School (7-8)
1995/96 School Profile
Diane Bell, Principal**

School Characteristics

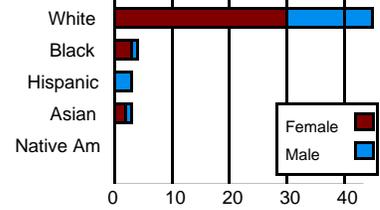
Student Enrollment - 743



Grade	#
7	408
8	335
Total	743

Sponsor's Affiliation	
Marine	72%
Army	3%
Navy	9%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	48	6%
K-8	TAG	25	3%
K-12	ESL	10	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	23	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	4
1-3	3
4-6	4
7-10	8
> 10	32

Mobility Rate
19% Per Year

School Staff	
Category	FTE
Administrators	3
Classroom Teachers	41
Special Education	4
Other Professionals	7

Teacher Education	
Degree	% Teachers
BA/BS	16%
MA/MS	80%
Doctorate	4%

Principal's Highlights

- Developed & Implemented:
- Schoolwide Writing Progress
 - Information/Homework Hotline
 - Volunteer Program
 - Connection to Worldwide Web Begun
 - Computers within school networked
 - School-wide Science Career Day & Lab Day
 - Cultural Diversity Staff Activities regarding bias
 - Opening School Ceremony and Grade Specific Activities
 - Monthly Newsletter/Periodic Fliers
 - Awards Ceremonies
 - On-going Training for staff in Technology
 - Math teachers received training in integrating computer technology into the math curriculum.
 - Technology Fair

**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...
Development of a Schoolwide Writing Process with both teachers and students understanding the project.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...
Computer technology resources expanded; expanding and improving teaching strategies; Cultural Diversity training for Leadership Team.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...
Workshops for parents which included Families and Schools Together, Family Math, and "Parents are Teachers Too". Parent room developed. Voice mail was installed and advertised for use by the community 24 hr. a day.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
Published and distributed a monthly planner to each family and other community members. Grade level articulation increased through meeting schedule change.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	81%	14%	3%
Math	78%	17%	4%
Science	77%	17%	5%
Social Studies	81%	15%	3%
School Communications	83%	12%	6%

Benchmark 10.8: Establish Technology for teachers and administrators
 Staff in-services in technology held throughout the year. Daily bulletin on cc:Mail. Software selection committee created. LAN capabilities in the majority of classrooms. A computer in every classroom.

CTBS Test Results

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

Grade 3			Grade 7	
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
**	**	**	**	**
67.7	69.7	66.2	61.5	67.1
67	65.3	63.4	58	65.9
50	50	50	50	50
**	**	**	**	**

NOT APPLICABLE

Gap Between Group and 1994 DoDDS Median

Grade 3			Grade 7	
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
59	64.8	64.2	40.1	60
61.4	65.7	65.9	47.4	64.3
64.4	65.1	68.6	55.1	65.3
50	50	50	50	50
265	264	264	264	263

Gap Between Group and 1994 DoDDS Median

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

Grade 11			Grade 11	
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
**	**	**	**	**
60.4	62.5	64.6	60.4	62.5
65.9	65.6	70	62.3	69.3
50	50	50	50	50
**	**	**	**	**

NOT APPLICABLE

Gap Between Group and 1994 DoDDS Median

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.

Lester MS
 UNIT 35015
 FPO AP 96373-5015

DSN Phone:
 645-7787/2124

Commercial Phone:
 6117-92-7787

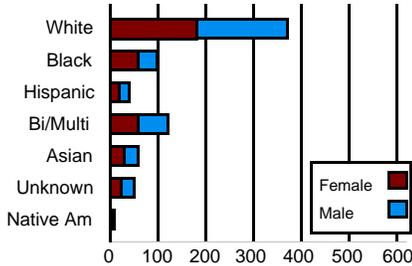
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
8	9	239	756.5	22%	39%	19%	18	2%	
8	9	285	758.6	28%	18%	38%	15	0%	
8	9	310	772	23%	41%	28%	7%	1%	



**Department of Defense Education Activity
Stearley Heights Elementary School (K-6)
1995/96 School Profile
Eric Gentry, Principal**

School Characteristics

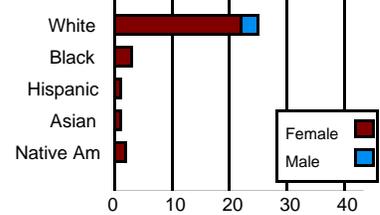
Student Enrollment - 726



Grade	#
K	102
1	91
2	122
3	121
4	114
5	83
6	93
Total	726

Sponsor's Affiliation	
Marine	1%
Army	5%
Navy	5%
Air Force	83%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	37	5%
K-8	TAG	91	13%
K-12	ESL	3	0%
1	Reading Recovery	8	9%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	2
1-3	3
4-6	6
7-10	6
> 10	25

Mobility Rate
18% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	2
Other Professionals	9

Teacher Education	
Degree	% Teachers
BA/BS	16%
MA/MS	84%
Doctorate	0%

Principal's Highlights

As noted in the Benchmark section of this report, Stearley Heights Elementary School has made excellent progress toward the achievement of the priority Benchmarks.

In preparation for the North Central Association visit, which was conducted in April, our staff developed assessment tools to establish baseline data for each of the priority Benchmarks. We then developed and implemented strategies to address each of the Benchmarks. When the NCA team arrived they found a faculty and a community devoted to the concept of improving our school for all of our students.

The briefing provided by the NCA team at the end of their visit was attended by all faculty members, a large group of parents and representatives from the military community. During this briefing our faculty and community were highly praised for their efforts on behalf of children.

Particular strengths were parent involvement in the school, administrative support and leadership and a committed and motivated staff. All of us at Stearley Heights Elementary School are extremely proud of our accomplishments this year, and are already planning for making next year an even better year for our students.

**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
Worked on improving higher level thinking skills through the writing process. The faculty chose to use Daily Oral Language as a school wide strategy. Each grade level designed a rubric for pre and post testing of language skills. Staff development was conducted for teachers. All grade levels showed improvement on post tests.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Math was chosen because of implementation of new math program. A review of CTBS scores showed there was no gender gap at Stearley Heights. Report card grades were plotted on a matrix by gender and ethnicity. Staff development was provided to increase sensitivity to ethnic diversity. Improvement was noted in all categories, but the gap must still be addressed.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
Parent survey results in the fall indicated a need for improved communication between parents and teachers. Teachers and parents developed a uniform two way communication folder to be exchanged twice monthly. A parent comment form was also developed for the school newsletter. School-Home Partnership committees were formed to address and improve parent involvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies
A school improvement team was created. The team consisted of three teachers, one appointed by the principal, one appointed by the union and one elected by the staff, one parent chosen by the SAC and one parent chosen by the PTA board and two administrators. The military community was invited to appoint a member to the committee.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	88%	10%	0%
Math	89%	6%	1%
Science	79%	13%	0%
Social Studies	74%	12%	2%
School Communications	87%	11%	2%

Benchmark 10.8: Establish Technology for teachers and administrators

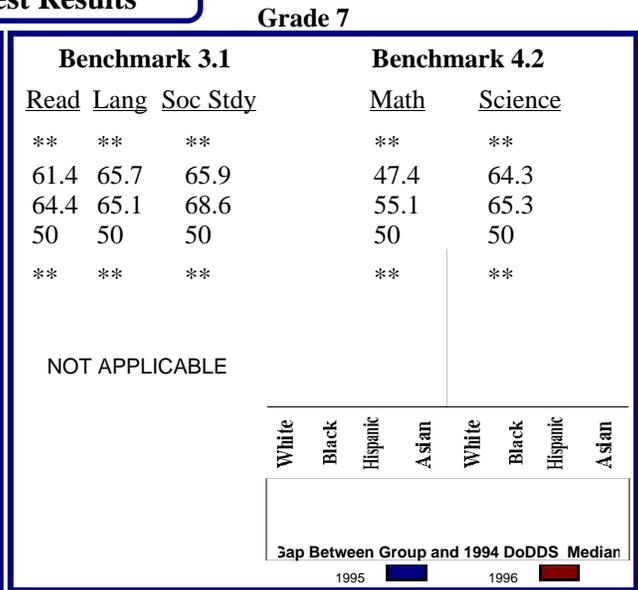
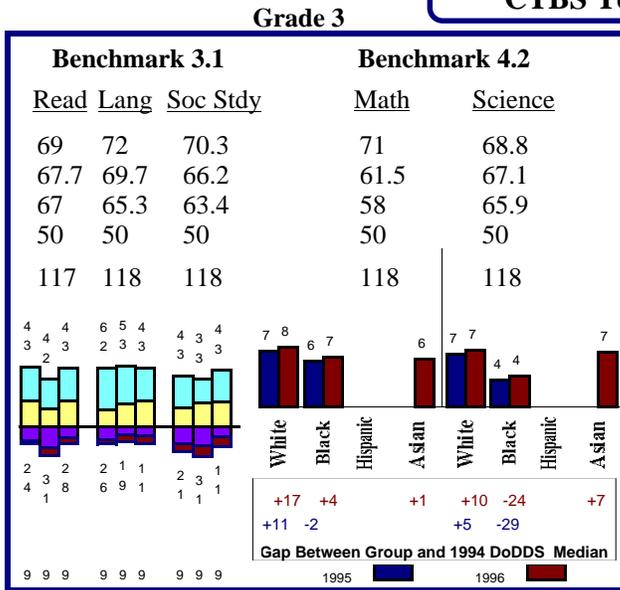
In addition to the Apple Iie computer lab, our school created a 30 computer MAC lab. The faculty received a full day of in-service on the new computers and a faculty member was detailed to the MAC lab for two weeks to help teachers and students. The school computer committee is in the process of planning for staff development for next school year.

CTBS Test Results

1996
Median
Percentiles
for: **School**
District
DoDDS
Nation

Students

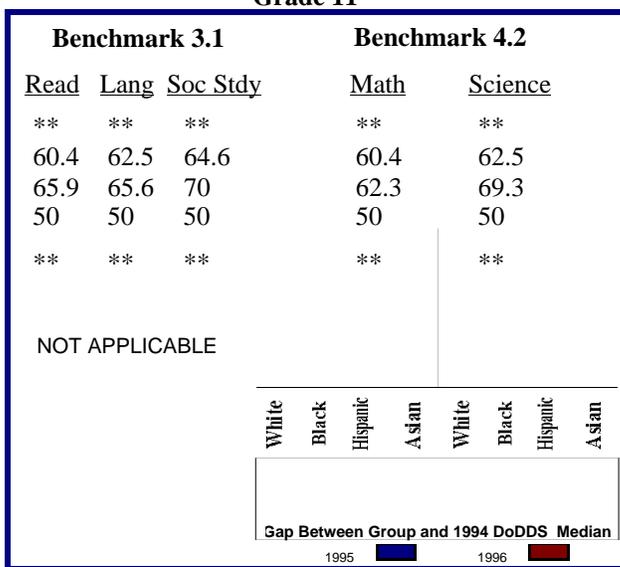
Percent of
Students
in Each
Quarter



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.

Stearley Heights ES
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634-4524/4523

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DoDEA Writing Assessment

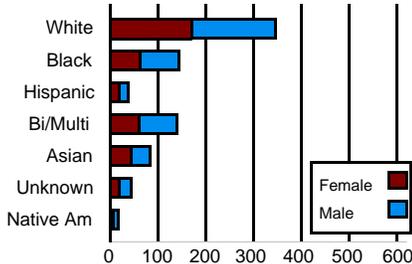
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	9	87	791.1	44%	37%	17%	2%	0%
5	9	80	770.1	26%	56%	13%	5%	0%
5	9	73	779.1	48%	47%	3%	3%	0%



**Department of Defense Education Activity
Zukeran Elementary School (PK-6)
1995/96 School Profile
Russ Claus, Principal**

School Characteristics

Student Enrollment - 793



Grade Offered	Program	#	%
PK-12	Special Education	78	10%
K-8	TAG	113	14%
K-12	ESL	26	3%
1	Reading Recovery	32	29%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

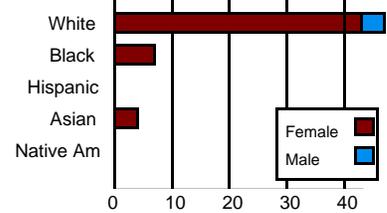
Grade	#
PreK	10
K	107
1	111
2	96
3	121
4	110
5	121
6	117
Total	793

Sponsor's Affiliation	
Marine	51%
Army	8%
Navy	12%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	3
4-6	2
7-10	15
> 10	35

Mobility Rate
27% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	35
Special Education	5.5
Other Professionals	12

Teacher Education	
Degree	% Teachers
BA/BS	25%
MA/MS	75%
Doctorate	0%

Principal's Highlights

ZES' "SIP focused staff development" has been extremely successful. The Principal's Club, Peer Counselors, Advisor-Advisee groups promoted positive citizenship skills and cooperative working strategies. Study Club, Chat n Chew, Math Club, Chess Club, Newspaper Club, and Challenge Club all promoted academic achievement while addressing ZES' goal of promoting higher level thinking skills. Questioning for Higher Level Thinking Skills development has been continually promoted, across the curriculum in all areas: the new MathLand Program allows for the use of rubrics and student self-evaluation which ZES is incorporating into all areas. Unique staff development models providing pre-service, in-class in-service, and follow-up activities allow for specific needs to be addressed using the "real classroom" as the arena for teacher development. All members of the staff are actively involved in professional development. The use of portfolios as part of this year's performance evaluation process allowed for teachers to reflect and document their own effective teaching performance.

**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
Reading development was highlighted via ZES' Reading Recovery and Early Literacy Programs. Active inculcation of teachers at all grade levels regarding these developmentally appropriate practices was successful. Language arts skill development occurred through in-services provided by the school, a Bay Area Consultant and via the schoolwide use of DOL.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Zukeran's Daily Oral Science Program which involved and promoted minority students as in-class mentors was a success with fellow classmates, teachers and parents. Significant improvement in science skills occurred in grade levels tested. Daily Oral Science is continuing this school year and has expanded with mirror program: Math Magic! which follows the same format.

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership
The SIT, PTA, SAC all contributed to awareness and communication of ZES' curricular and non-curricular programs. The School Diary documented literally hundreds of formal and informal activities including: coffee with the administrators, cultural awareness parent groups, parent training sessions, volunteer/tutor involvement, and our friendly, open door policy.

Goal 10: Organizational Development

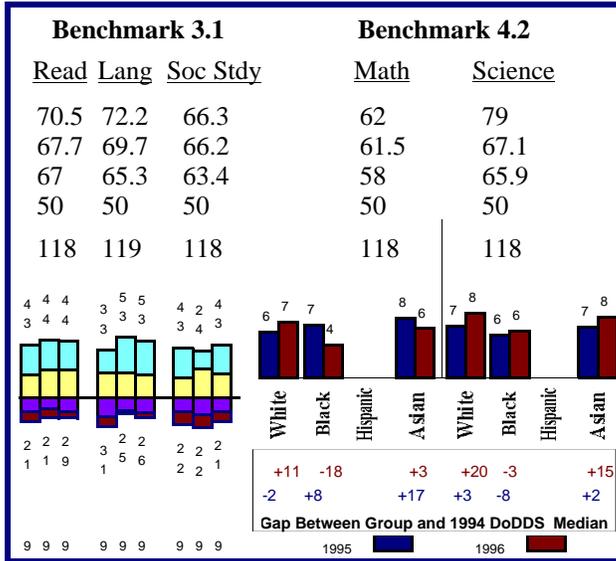
Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies
In-school communication continues to be efficient and collaborative. Zukeran's Open Door Policy allows for parents, staff members, community members, and students to interact in a comfortable manner with the office staff. 1990's styler newsletters, outreach programs, interaction between schools all facilitate the communication and community involvement process.

Report Card from DoDDS Parents			
Overall Quality	A/B	C	D/F
Language Arts	86%	10%	1%
Math	83%	13%	2%
Science	76%	16%	3%
Social Studies	70%	18%	2%
School Communications	91%	8%	1%

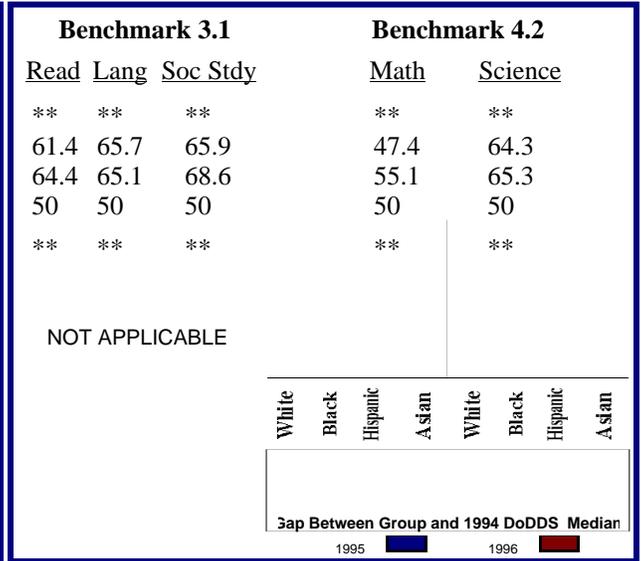
Benchmark 10.8: Establish Technology for teachers and administrators
 Zukeran is gearing up for the installation of fiber optic cable which will allow for in-school networking of computers. Active skill development training is in progress which will use the DODEA Technology Plan as a guide for specific skills staff members will need in order to provide instruction to students and parents in our school.

CTBS Test Results

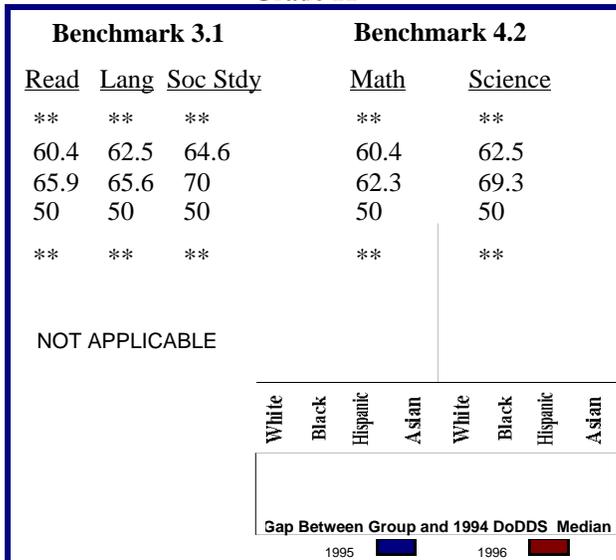
1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



Percent of Students in Each Quarter



1996
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



Percent of Students in Each Quarter

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Zukeran ES
(CAMP SD BUTLER)
UNIT 35017
FPO AP 96373-5017

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645-2576/5392

Commercial Phone:
6117-92-2576

DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score	Percent at Each Performance Level					
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable	
5	9	71	803.3	51%	35%	11%	3%	0%	
5	9	115	776.3	27%	59%	10%	4%	0%	
5	9	110	770.2	46%	48%	6%	0%	0%	