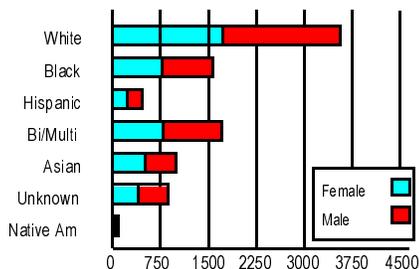


**Department of Defense Education Activity
Okinawa District (PK-12)
1997/98 District Profile
Steve Bloom, Superintendent**

District Characteristics

Student Enrollment - 9,189



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

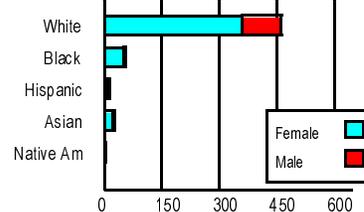
Grade	#
PreK	103
K	931
1	1011
2	995
3	935
4	897
5	828
6	646
7	666
8	608
9	539
10	432
11	314
12	284
Total	9189

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

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

**Mobility Rate
31% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	30
Classroom Teachers	478
Special Education	55
Other Professionals	111

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

Superintendent's Highlights

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

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

The primary purposes of the district office are to ensure successful delivery of the curriculum to all students; to establish a climate of continuous growth and improvement and to provide information, guidance and high quality staff development to all schools in the district. The district continues its efforts to establish a cohesive team of curriculum and instruction staff that can blend curriculum expertise, knowledge of change processes, and knowledge and skills about staff development and school improvement in order to provide quality support services. The District Improvement Leadership Council, consisting of educators and parents, provided overall guidance.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

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

Goal 4: Math And Science Achievement

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

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

Goal 10: Organizational Development

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

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

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

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

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

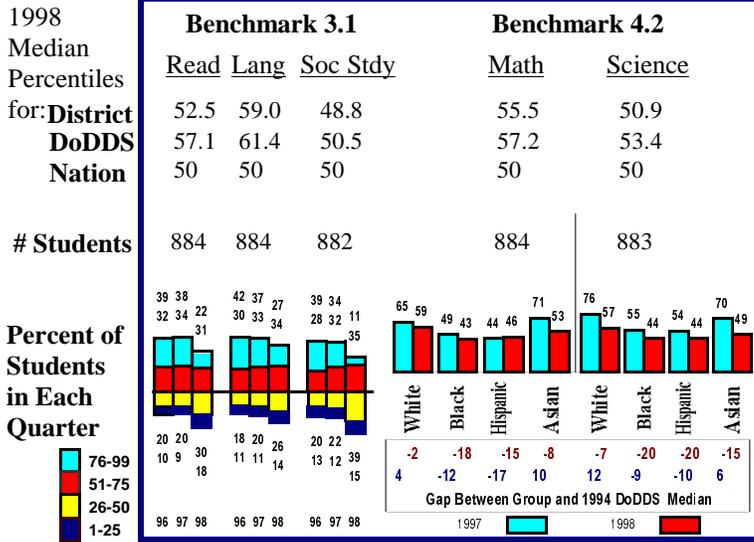
1=traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

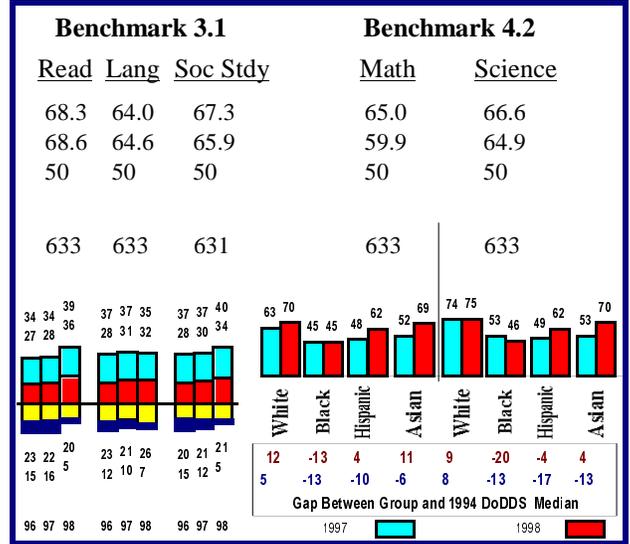
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

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

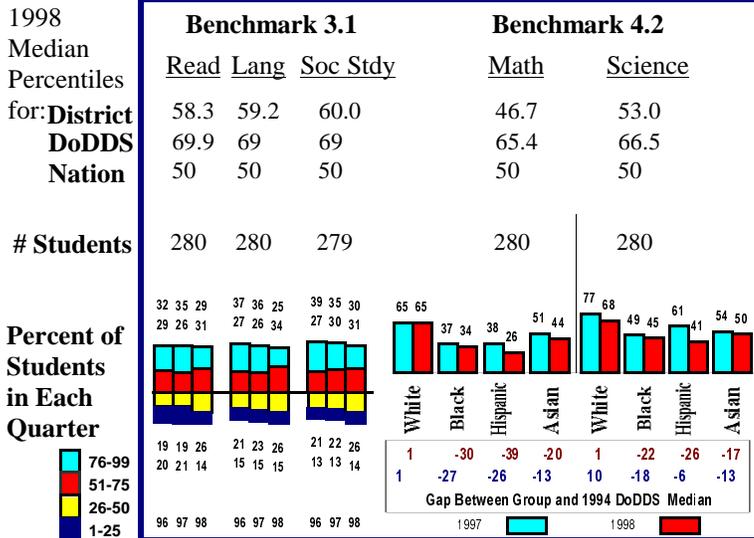
Grade 3



Grade 7



Grade 11



SAT Results

	District	DoDDS	Nation
% Participating	97	49%	63%
	98	54%	62%
Math Avg Score	97	502	505
	98	492	505
Verbal Avg Score	97	512	515
	98	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoD Dependents Schools, Pacific

Attn: Steve Bloom
Unit 5166
APO AP 96368-5166

DSN Phone: 634-1204
Fax Number: 81-611-734-1399
Commercial Phone:
81-611-734-1204

DoDEA Writing Assessment

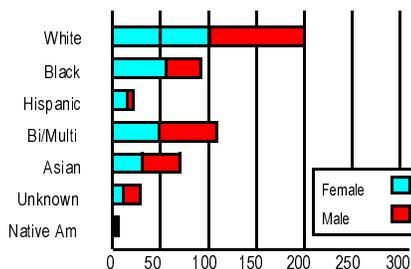
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	768	Met	37%	50%	10%	2%	1%
5	97	692	Met	28%	56%	9%	5%	2%
5	98	765	Met	15%	76%	7%	1%	0%
8	96	616	Not Met	22%	40%	31%	6%	2%
8	97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



Department of Defense Education Activity
 Amelia Earhart Intermediate School (4-6)
 1997/98 School Profile
 Stanley Hays, Principal

School Characteristics

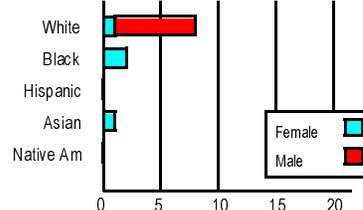
Student Enrollment - 528



Grade	#
4	192
5	192
6	144
Total	528

Sponsor Affiliation	
Marine	8%
Army	5%
Navy	6%
Air Force	73%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	27
Special Education	5
Other Professionals	8

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	45	9%
K-8	TAG	82	16%
K-12	ESL	17	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	0
1-3	2
4-6	8
7-10	2
> 10	30

Mobility Rate
48% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	37 %
MA/MS	63 %
Doctorate	0 %

Principal's Highlights

Amelia Earhart is a U.S. Dept. of Education 1997 National Blue Ribbon School of Educational Excellence and earned special honors for Professional Development.

The vision of the school is deeply rooted in the belief that "all students and teachers can learn and become self directed learners." Our students consistently earn individual honors in writing, science, technology, art, and music competitions. The staff includes four district Teachers of the Year and a recent recipient of the Presidential Award for Excellence in Mathematics and Science Teaching.

Our curriculum is designed to fully reflect new national curriculum and instruction standards. Our school improvement process results in powerful interventions that significantly increase student performance and positively change instructional practice. Our performing arts program showcases the talent of every student in our school and our cultural programs closely connect students and parents to the surrounding Japanese community. A recent NCA Accreditation visit commended the two way communication and mutual trust that are at the center of the relationship between parents and the school. The school actively seeks to identify and empower parent, student, and teacher leaders.

AEIS is nationally recognized for excellence. AEIS is getting even better.

**DoDEA Strategic Plan: School Improvement Implementation
 School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

Positive increases in written communication were achieved at all grade levels as a result of a school-wide strategy to increase proficiency in written communication. Fourth grade student performance, assessed using the DoDEA scoring rubric, moved from "Limited" to "Minimally Proficient" and fifth and sixth grade achievement advanced from "Minimally Proficient" to "Proficient."

Goal 4: Math And Science Achievement

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

Positive and significant increases in mathematical problem solving ability were achieved by students at all grade levels. September data indicated the presence of significant race/ethnic group gaps in mathematical problem solving performance. April data indicated that race/ethnic group gaps were eliminated and there were highly significant performance increases for all ethnic groups.

Goal 10: Organizational Development

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

An "Action Team for School, Family, and Community Partnerships" documented and evaluated communication efforts of the school and designed effective forms of school-to-home and home-to-school communications about school programs and childrens' progress.

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

Significant increases in keyboarding were achieved through a keyboarding program. The average student achieved a keyboard speed of 17 words per minute (wpm) at fourth grade, 21 wpm at fifth grade, and 26 wpm at sixth grade with an average accuracy rate of 93%. Students demonstrated mastery of 91% of the performance objectives during a 10 lesson word processing unit.

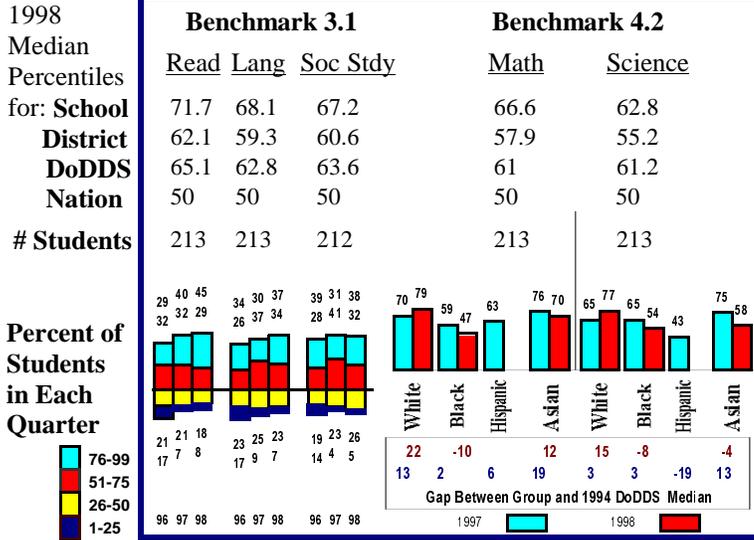
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	4.0	3.9
Co-Supporters	2.9	3.6	3.5
Co-Learners	2.8	3.3	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	3.2	3.4	3.3

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

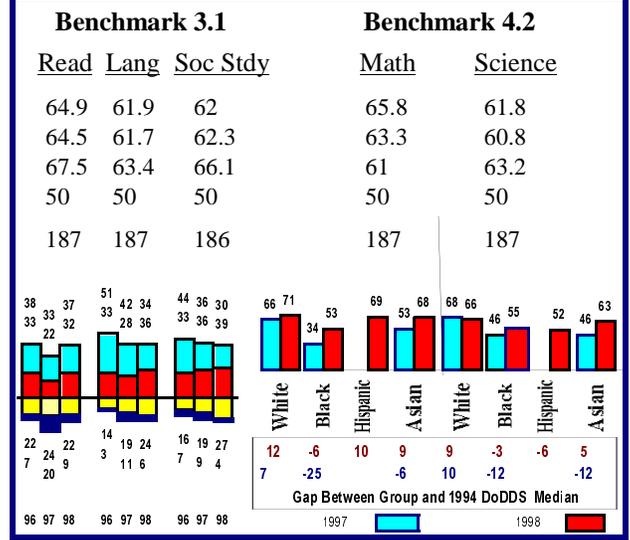
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Survey data indicated that parents view the school as having very successful partnerships in parenting, communicating, volunteering, learning at home, decision making, and collaboration with community. The school implemented Family Math and Writing Nights, a Mentoring Program, an Interactive Mathematics Homework Program, and continued to support the Parent Center.

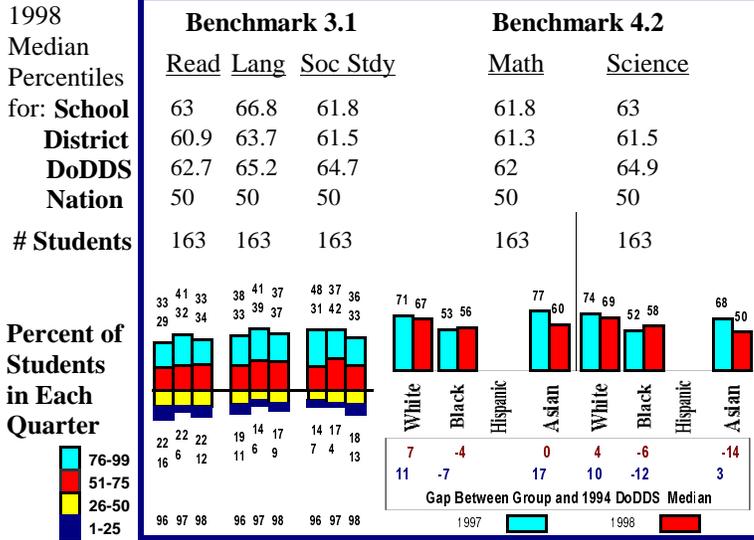
Grade 4



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	49%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	502	505
	98	NA	492	505
Verbal Avg Score	97	NA	512	515
	98	NA	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Earhart Intermediate School
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-1329/1380
Fax Number: 81-611-734-7207
Commercial Phone:
81-611-734-1329

DoDEA Writing Assessment

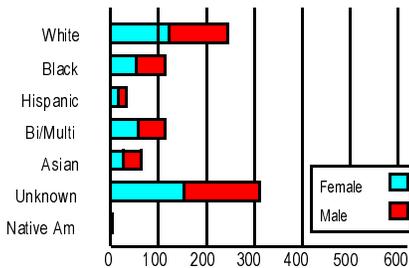
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	173	Met	47%	43%	8%	1%	1%
5	97	156	Met	30%	58%	10%	3%	0%
5	98	188	Met	15%	76%	7%	2%	0%



**Department of Defense Education Activity
Bechtel Elementary School (PK-6)
1997/98 School Profile
Terry Rhicard, Principal**

School Characteristics

Student Enrollment - 866



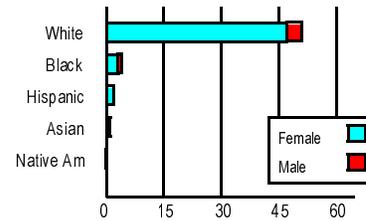
Grade	#
PreK	16
K	124
1	138
2	130
3	146
4	128
5	100
6	84
Total	866

Sponsor Affiliation	
Marine	88%
Army	<.5%
Navy	9%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	11
4-6	13
7-10	7
> 10	29

**Mobility Rate
29% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	5
Other Professionals	12.5

Teacher Education	
Degree	% Teachers
BA/BS	48 %
MA/MS	50 %
Doctorate	2 %

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	90	10%
K-8	TAG	70	8%
K-12	ESL	29	3%
1	Reading Recovery	61	44%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

Bechtel Elementary School has improved the organizational infrastructure to allow for total empowerment of all 60 professional staff members and 953 students and their parents. The Student Council and the School Improvement Committees allow for representation and input by all members of the school community. Educational decisions made by the constituents include improving student writing through the writing process, hands on science activities while using the scientific method, and a complex school-home partnership plan. Technological improvements are high on the list of priorities. A keyboarding lab is up and running as well as a TV studio broadcasting student news daily. All students and staff are being trained on the Internet. Through a realignment of the school hours, staff collaboration, staff development, and strategic planning is maximized using banked time. School begins 15 minutes early each day in order to bank time which is used in two 150 minutes school improvement/staff development sessions each month. Recent accomplishments supporting this mission statement include the adoption of the character education Positive Action Program, a hands on science lab, a functioning parent center, and a myriad of student activities to include music, fitness, languages, leadership training, peer mediation, science overnight, computer graphics, and student mentor programs.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....
Students are utilizing the writhing process this year. Teachers, parents, and students are utilizing locally developed rubrics to assess student writing. Locally developed beginning and end of year writing assessment are being continued and data is being compared to the 97-98 SY.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Full implementation of the NSES Science Standards is continuing in all classes, grades K-6. Staff development for Science Standards and hands on science will be implemented at grade levels by the science coordinator. The Scientific Process continues to be used in grades K-6 as well as a science lab for grades 1-6. Materials are centrally located and a check out system is in place.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
All teachers served on SIP committees and SIP information was published for all stakeholders. Extensive staff development activities and teacher collaboration was accomplished throughout the year. The school day has been extended by 15 minutes daily to allow 1/2 day sessions a month for teacher training and school improvement.

Benchmark 10.8: Establish technology for teachers and administrators.....
Continued staff development is planned to meet individual staff needs. The main focus is the integration of computers into the curriculum by the students. An instructor utilizes two computer labs to stress keyboarding, and the use of educational software and the Internet. This provides support for the classroom teachers and the required curriculum.

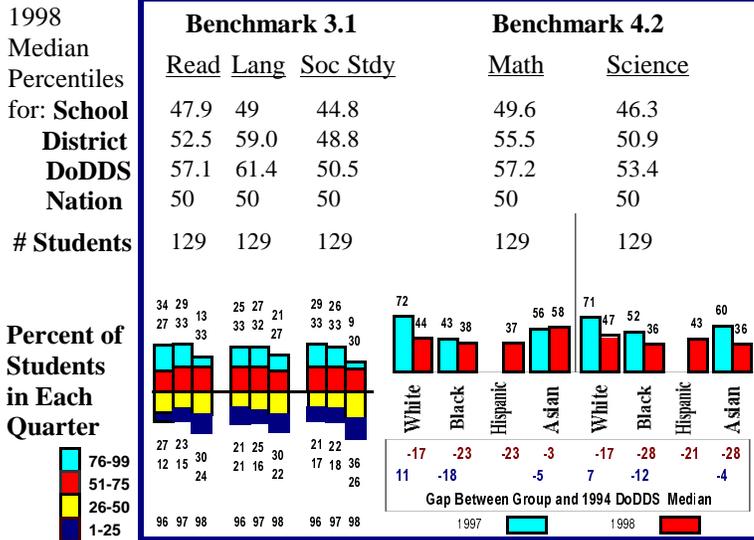
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	4.0	3.9
Co-Supporters	3.6	3.6	3.5
Co-Learners	2.9	3.3	3.1
Co-Teachers	3.0	3.6	3.5
Co-Advisors	3.0	3.4	3.3

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

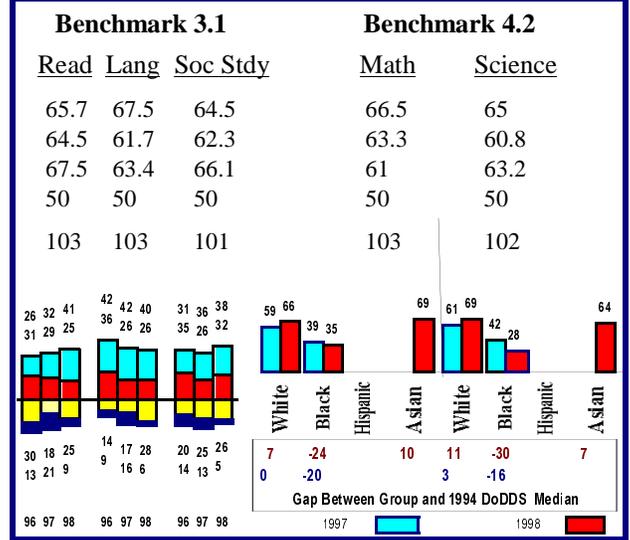
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Community displays of student work and school activities served as a link between school and the community. Full implementation of an adopt-a-school program and an increase in the parent volunteer program helped increase parental/community involvement at all levels.

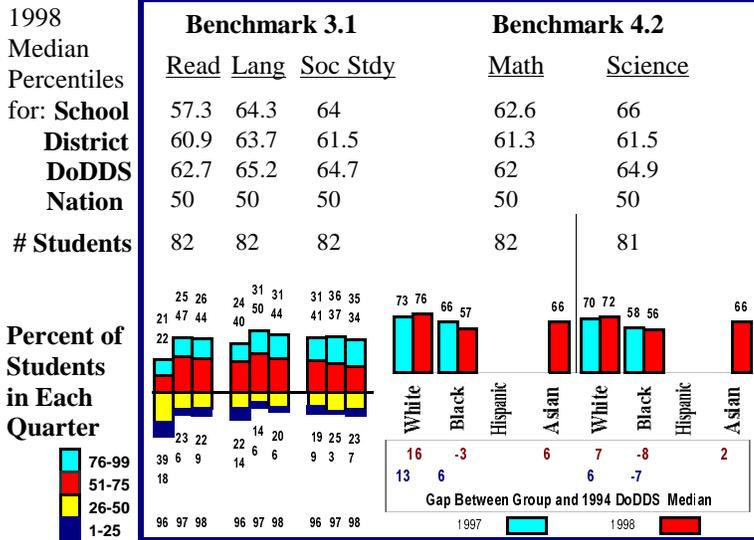
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	49%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	502	505
	98	NA	492	505
Verbal Avg Score	97	NA	512	515
	98	NA	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bechtel ES
UNIT 35038
FPO AP 96373-5038

DSN Phone: 622-7504/7423
Fax Number: 81-972-3846
Commercial Phone:
81-6117-22-7504/7423

DoDEA Writing Assessment

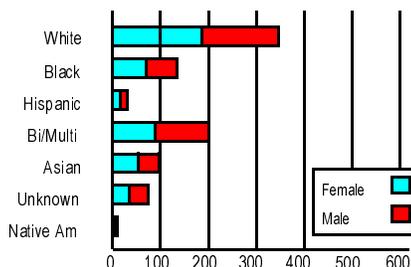
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	117	Met	29%	55%	13%	2%	1%
5	97	80	Met	21%	60%	11%	6%	1%
5	98	94	Met	5%	87%	6%	1%	0%



**Department of Defense Education Activity
Bob Hope Primary School (PK-3)
1997/98 School Profile
Shawne Cryderman, Principal**

School Characteristics

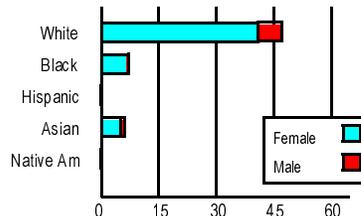
Student Enrollment - 889



Grade	#
PreK	35
K	223
1	223
2	212
3	196
Total	889

Sponsor Affiliation	
Marine	6%
Army	5%
Navy	6%
Air Force	75%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	43
Special Education	7
Other Professionals	14

Teacher Experience	
Years	Teachers
New	1
1-3	4
4-6	10
7-10	4
> 10	41

Teacher Education	
Degree	% Teachers
BA/BS	34 %
MA/MS	61 %
Doctorate	4 %

**Mobility Rate
54% Per Year**

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	122	14%
K-8	TAG	57	6%
K-12	ESL	73	8%
1	Reading Recovery	41	18%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

There is a continued effort to increase student achievement through the implementation of rubrics. An outside consultant, Mr. Spencer Rogers, assists us in refining both our academic and behavioral rubrics. Results to date strongly support the use of coaching and scoring rubrics to make expectations clear to all learners, parents and community members.

Grade level teachers designed scoring rubrics to assess student writing as they pre-implemented the new reading series, Literacy Place.

The School Improvement Team coordinates local assessments in both fall and spring which support benchmarks 4.2 and 3.1. The data generated from these assessments are compiled and analyzed.

The school-home partnership at BHPS is unequaled. It's a positive force that can be felt throughout the school. Through a combined effort from PTA, SAC, the Parent Center, and community volunteers, we support the concept that all students are capable of learning and achieving to become productive members of a global community. The entire faculty and staff work as a team to enhance the quality of education.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....

Consultant training was provided to increase teachers' skills in the use of coaching rubrics; the original was revised. Prompts were designed for pre/post assessments, which were conducted in the fall and spring. Scoring rubrics were designed and implemented to evaluate the students' performance on the written portion of the unit test of the new reading program, Literacy Place.

Goal 4: Math And Science Achievement

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

Consultant training was continued to increase teacher's skills in the use of rubrics. The school-wide coaching math rubric was rewritten to include more specific detail. The pre and post math assessments were given in the fall and spring. Teachers maintained culturally responsive teaching practices in the classroom. New teachers were trained in the culturally responsive teaching.

Goal 10: Organizational Development

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

An affective survey was given to grades 1-3 to determine students' understanding of rubrics. The Student/Parent Handbook and staff orientation packet were revised to include information on scoring and coaching rubrics. SIP information was included bi-monthly in the parent newsletter.

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

A new NT Pentium PC lab was established. Teachers received staff-development throughout the year. Classes were scheduled weekly to visit the lab staffed by trained parent volunteers. A web page was created. Fifty-one Internet access stations were established. All students took an affective survey about home computer usage.

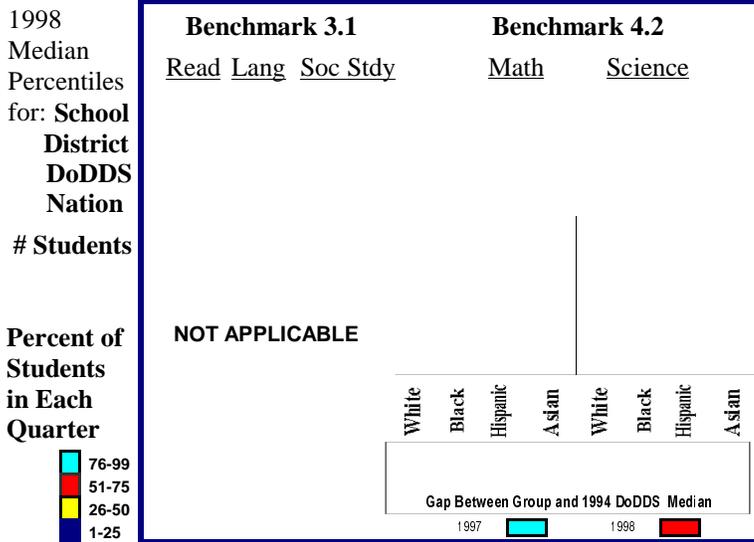
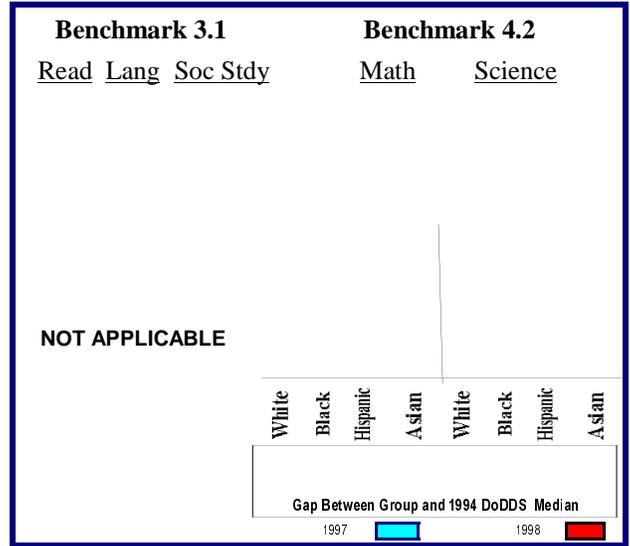
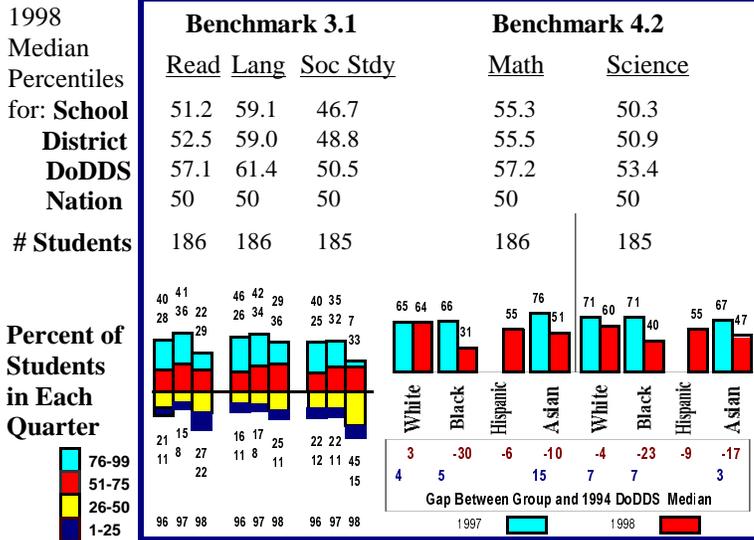
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	4.0	3.9
Co-Supporters	3.6	3.6	3.5
Co-Learners	3.0	3.3	3.1
Co-Teachers	3.8	3.6	3.5
Co-Advisors	3.6	3.4	3.3

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

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
The adopted multi-tiered School-Home Partnership was continued. Parents became members of the SIP team. The PTA organized evening activities to promote a School-Home Partnership. Parents attended MathLand Night and 4 different Evening Story Hours. The base "Adopt-a-School" program continues, the Parent Center is well-functioning, and over 300 volunteers were recognized.

Grade 3



	SAT Results			
	School	District	DoDDS	Nation
% Participating	97	NA	49%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	502	505
	98	NA	492	505
Verbal Avg Score	97	NA	512	515
	98	NA	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bob Hope Primary School
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-0093/0094
Fax Number: 81-934-6806
Commercial Phone:
81-6117-34-0093/0094

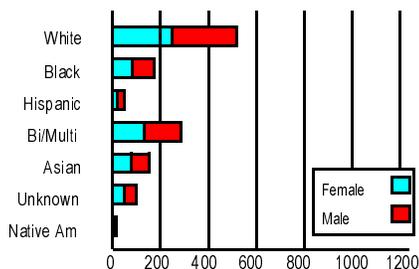
DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable



**Department of Defense Education Activity
Kadena Elementary School (PK-6)
1997/98 School Profile
Terry Giles, Principal**

School Characteristics

Student Enrollment - 1,292



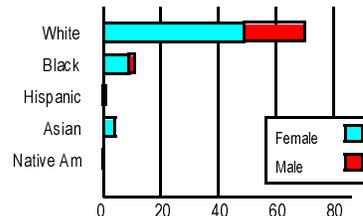
Grade	#
PreK	23
K	169
1	204
2	200
3	205
4	171
5	175
6	145
Total	1292

Sponsor Affiliation	
Marine	7%
Army	6%
Navy	5%
Air Force	76%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	10
4-6	4
7-10	6
> 10	60

**Mobility Rate
22% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	56.5
Special Education	7.5
Other Professionals	16

Teacher Education	
Degree	% Teachers
BA/BS	34 %
MA/MS	63 %
Doctorate	3 %

Principal's Highlights

Kadena Elementary School (KES) was built in 1953. The facility is composed of 25 buildings set on 10 acres of land. With over 1300 students and 85 teachers, we are the largest elementary school in Okinawa. During the 1997-1998 school year, Kadena Elementary School made significant progress in the implementation of the School Improvement Process. Increased staff and parent ownership in the SIP have served to support increased gains in academic achievement.

Our School/Home/Partnership Program, including the Parent Involvement Center (PIC), are focal points for growing community involvement at KES. Parents and community members are involved in a multitude of jobs that directly impact student achievement. Parents are educational partners striving to support all students in attaining new heights in achievement. Parent participation is vital to the success of the SAC, SIP and PTA.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

By instituting best teaching practices in writing across the curriculum, teachers provide students with the means to develop and utilize good writing skills in all curricular areas. Staff training in the use of rubrics provides teachers with an approach to articulate and formulate teaching strategies and skills relevant to student success. Progress in this area is ongoing.

Goal 4: Math And Science Achievement

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

Students in grades 1-6 use Daily Tune-Ups II, an additional component of MathLand, for computation practice. Student achievement is measured with the computation section of the Okinawa District Math Assessment. Pre and Post testing results indicate that gaps do still exist with our female and black populations. Staff and parent evaluation of the SIP plan for math is ongoing.

Goal 10: Organizational Development

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

Effective communication is established through the following newsletters which are sent home on a regular basis: PTA, Counselor, school and classrooms. Orientations and training are provided for Early Literacy, Kindergarten, new parents, and volunteers. Various SIP surveys solicit parent input in all areas of the curriculum.

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

Teachers and students have increased their use of technology through the use of the LAN, the Macintosh Computer Lab, the Apple IIGS Lab, classroom computers, Americable, and closed-circuit TV. Over 50% of the KES staff increased their technology knowledge and earned graduate credit through attending KES "Software Saturdays."

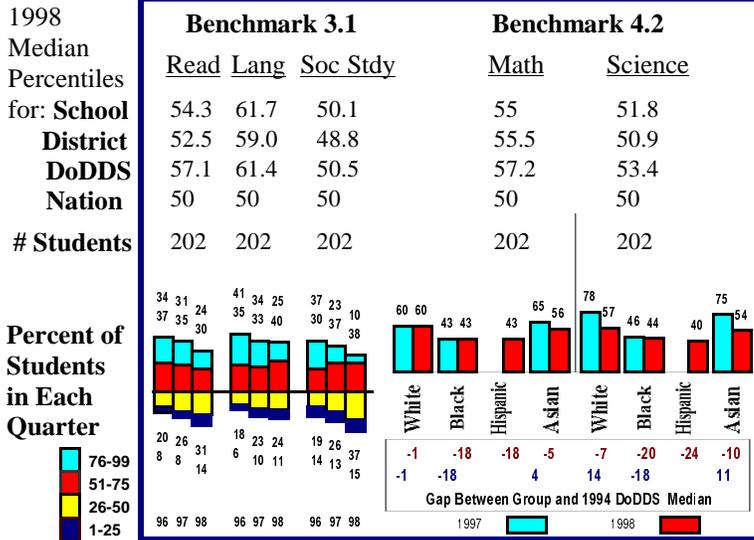
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.5	4.0	3.9
Co-Supporters	4.2	3.6	3.5
Co-Learners	4.1	3.3	3.1
Co-Teachers	4.1	3.6	3.5
Co-Advisors	4.3	3.4	3.3

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

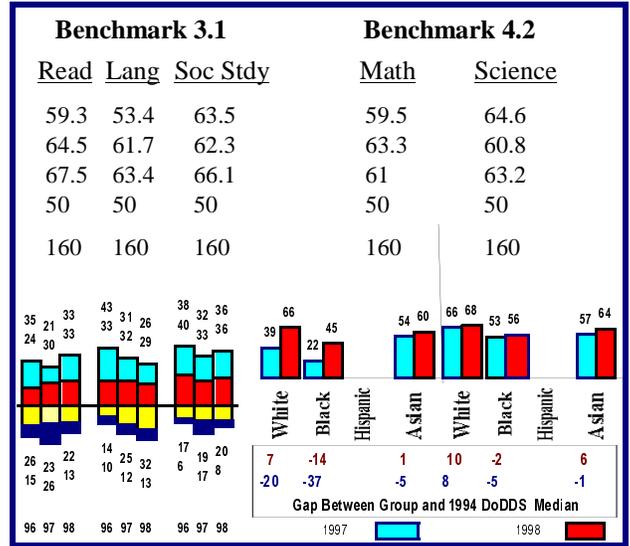
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 The Parent Involvement Center (PIC) continues its second successful year of operation. It is used to support teachers and students by providing classroom assistance. The results of our parent survey indicate the school is doing a good job of communicating with parents. Parents feel welcome, enjoy volunteering, and believe the educators treat children with respect.

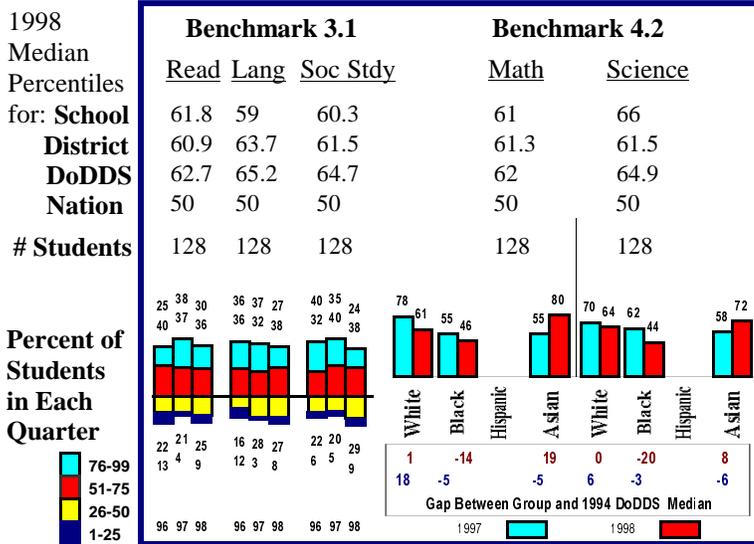
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	49%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	502	505
	98	NA	492	505
Verbal Avg Score	97	NA	512	515
	98	NA	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena ES
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-1550/3441
Fax Number: 81-98-934-6816
Commercial Phone:
81-6117-34-3441/1550

DoDEA Writing Assessment

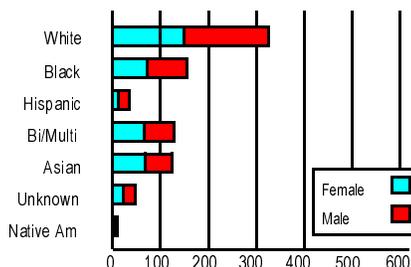
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	139	Met	33%	56%	6%	4%	0%
5	97	141	Met	19%	60%	11%	8%	3%
5	98	147	Met	11%	81%	6%	1%	1%



**Department of Defense Education Activity
Kadena High School (9-12)
1997/98 School Profile
Deborah Berry, Principal**

School Characteristics

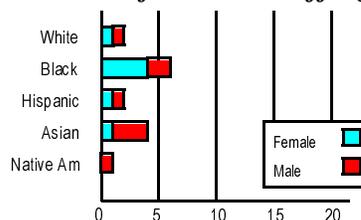
Student Enrollment - 825



Grade	#
9	276
10	226
11	172
12	151
Total	825

Sponsor Affiliation	
Marine	12%
Army	5%
Navy	6%
Air Force	56%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	55
Special Education	4
Other Professionals	5

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	40	5%
K-8	TAG	N/A	N/A
K-12	ESL	27	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	
AP Courses Offered		8	
Students Taking AP Courses		93	29%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	3
7-10	5
> 10	53

**Mobility Rate
24% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	35 %
MA/MS	57 %
Doctorate	9 %

Principal's Highlights

This year reflected a year of SIP planning by the entire Kadena High School staff. We hope the integration of study skills across the curriculum will help students become more proficient and will be shown through the improvement in Benchmarks 3.1 and 4.2. We are working to include parents in the educational process and our plan is to work on study skills to enhance the performance of our students.

This year the increasing numbers of students on the two honor rolls each quarter has been a point of pride. Also, students whose GPA's have risen .5% or more have been recognized, and these numbers have continued to grow.

Our students continue to do well in Far East competitions such as the music festival, the speech and drama festival, and ROTC competition.

Our graduating seniors continue to be awarded scholarships to very competitive schools, and this year's class is no exception. Our seniors can compete academically with students from across the states and do very well.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

We believe that through the use of study skills, student proficiency will improve and gender and ethnic gaps will narrow. Staff development this year has prepared us for the implementation of the study skills program next year. We will begin with a student survey to form a baseline against which to measure the students' increased knowledge and use of study skills.

Goal 4: Math And Science Achievement

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

We believe that through the use of study skills, student proficiency will improve and gender and ethnic gaps will narrow. Staff development this year has prepared us for the implementation of the study skills program next year. We will begin with a student survey to form a baseline against which to measure the students' increased knowledge and use of study skills.

Goal 10: Organizational Development

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

Parents receive the monthly newsletter. We also have a parent volunteer and awards system in place. Parents worked with the SIT to develop the student survey for next year. We plan to form a subcommittee to better facilitate the flow of information between school and home. We also plan to train parents in the areas of study skills so they can help ensure their students' use of skills.

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

We hold new student and parent orientations in the fall. College nights are annual events and involve students and parents. Each year, former graduates of Kadena High School meet with current seniors and their families in order to inform them of living conditions in America. In May, a meeting is held with incoming 8th graders and their parents to help them transition to high school.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	4.0	3.9
Co-Supporters	3.7	3.6	3.5
Co-Learners	4.1	3.3	3.1
Co-Teachers	3.9	3.6	3.5
Co-Advisors	3.9	3.4	3.3

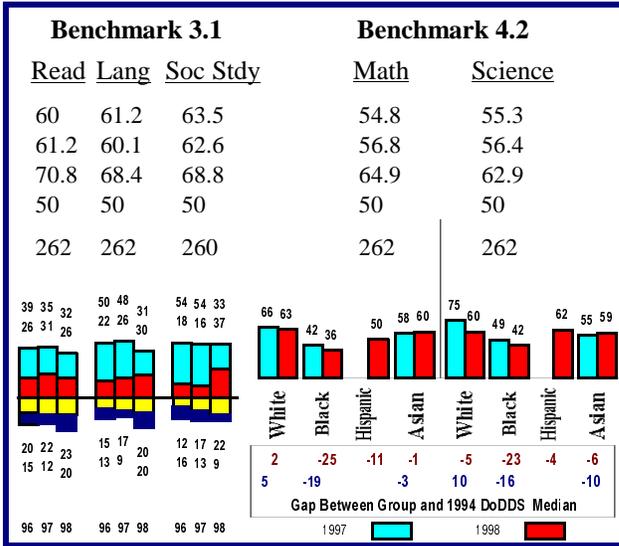
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

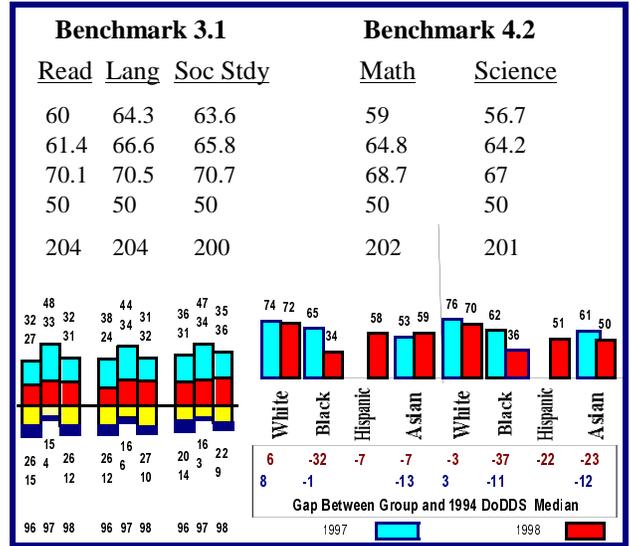
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
 We spent this school year working on staff development in order to familiarize the staff with research on the use of study skills, the various methods included in study skills, and training in the use of various study skills. We believe that when these are put into practice, the achievement gaps between racial, ethnic, and gender groups will narrow. The staff is now ready to implement this plan.

Grade 9

1998
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students

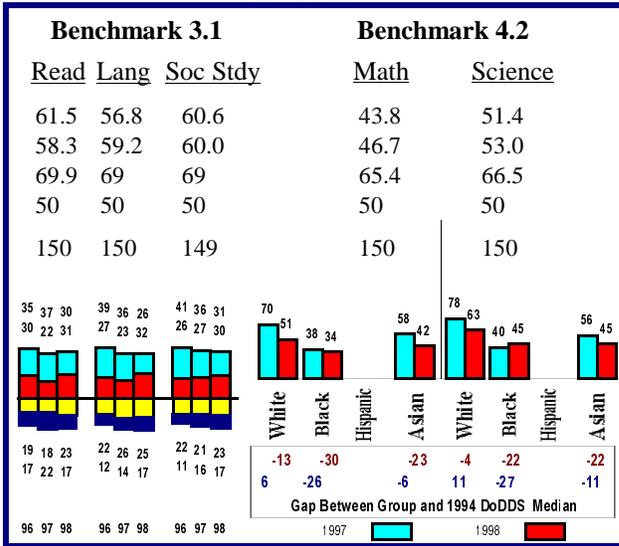


Grade 10



Grade 11

1998
 Median
 Percentiles
 for: **School**
District
DoDDS
Nation
 # Students



SAT Results

	School	District	DoDDS	Nation
% Participating	97: 43%	49%	63%	41%
	98: 64%	54%	62%	43%
Math Avg Score	97: 514	502	505	511
	98: 482	492	505	512
Verbal Avg Score	97: 537	512	515	505
	98: 495	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena HS
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-1216/1712
Fax Number: 81-6117-34-3323
Commercial Phone:
81-6117-34-1216

DoDEA Writing Assessment

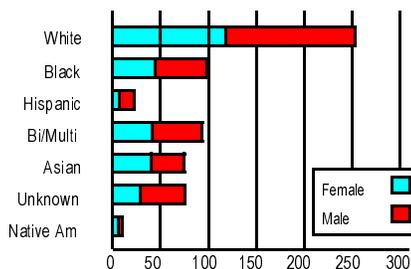
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	196	Met	36%	43%	18%	3%	1%
10	97	190	Met	46%	32%	13%	4%	5%
10	98	204	Met	48%	42%	8%	2%	0%



Department of Defense Education Activity
Kadena Middle School (7-8)
1997/98 School Profile
Ruth R. Hatcher, Principal

School Characteristics

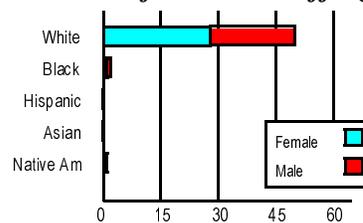
Student Enrollment - 631



Grade	#
7	332
8	299
Total	631

Sponsor Affiliation	%
Marine	9%
Army	4%
Navy	5%
Air Force	68%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Professional Staffing



Category	FTE
Administrators	3
Classroom Teachers	39
Special Education	5
Other Professionals	4

Degree	% Teachers
BA/BS	21 %
MA/MS	75 %
Doctorate	4 %

Grade Offered	Program	#	%
PK-12	Special Education	42	7%
K-8	TAG	185	29%
K-12	ESL	13	2%
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	Teachers
New	0
1-3	3
4-6	2
7-10	2
> 10	41

Mobility Rate
23% Per Year

Principal's Highlights

The faculty has made excellent progress in implementing school improvement strategies and focusing on staff development that supports the SIP. Staff development highlights include; an introductory session on Culturally Responsive Teaching (CRT) and the establishment of a CRT support team among teachers; training in the development and use of scoring and coaching rubrics that support strategies in benchmarks 3.1 and 4.2; and continued training in middle school issues through attendance at the middle school academy. The faculty continues to support the school improvement process by displaying student constructed graphic organizers in all subject areas, carefully monitoring the daily planners, participating in the Mentor & Me program, and implementing technology strategies across the curriculum. Further, the faculty continues to look toward future improvement strategies that include instructional components such as the development of interdisciplinary units, and further integrations of technology. Feedback from parents continues to be positive and supportive. The school continues to look for ways to increase parent participation in decision making and actively seeks feedback by administering surveys. The school also continues to support the PTSA and other stakeholder organizations and groups.

**DoDEA Strategic Plan: School Improvement Implementation
 School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....

The school continues to emphasize strategies which promote the retention of student learning. In SY97-98 the school implemented the use of graphic organizers for all subject areas as a new strategy, and continued our emphasis on summarization skills. The school established standards for using the student planner, and gathered information on it's effectiveness with at-risk students.

Goal 4: Math And Science Achievement

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

The school closed out a cycle of information gathering using 'Test Ready' materials in SY97-98 and developed a plan for implementing mental math strategies for SY98-99. Student outcomes data will be measured using teacher developed pre/post test results, and a schedule for specific lessons and instructional techniques has been established.

Goal 10: Organizational Development

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

The school advisory committee conducted a survey of new families to our school with the intent of receiving feedback on their first impressions of the school. The degree of 'friendliness' and efficiency they encountered when they first arrived was targeted. Results showed a high degree of satisfaction among new parents. The school will continue to emphasize quality communications.

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

Staff development for technology issues continues with a variety of strategies being used. Professional development days were used for weekend training in the use of the Internet and Work 97. In-school training continued for Integrate and cc:Mail. The computer labs were successfully upgraded, as were several administrative computers. The school's ACE bank was also upgraded.

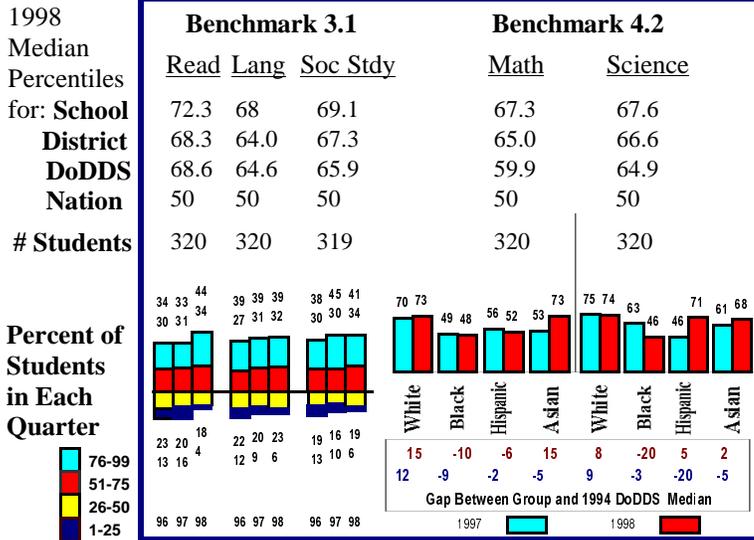
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	4.0	3.9
Co-Supporters	4.1	3.6	3.5
Co-Learners	3.9	3.3	3.1
Co-Teachers	3.8	3.6	3.5
Co-Advisors	3.4	3.4	3.3

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

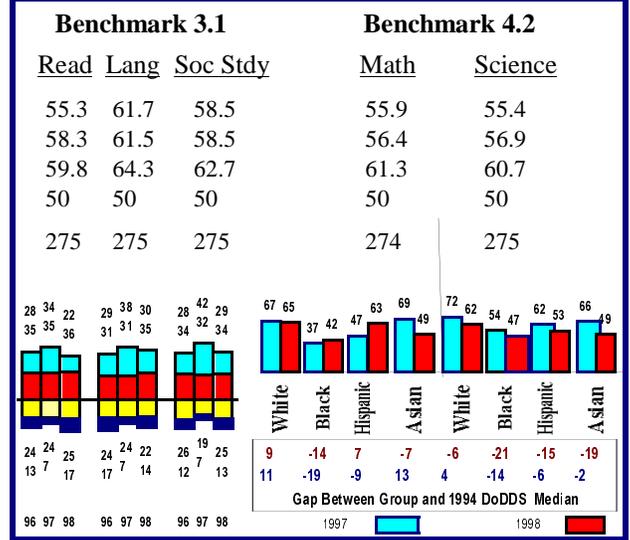
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The school-home partnership team continues to work closely with key communicator's and a variety of stake-holders. The team established the school's first 'Parent Center' in the spring of 1998 and has established a plan to staff the center for SY98-99. Organizations such as the PTSA remain strong with membership and fund-raising activities increasing.

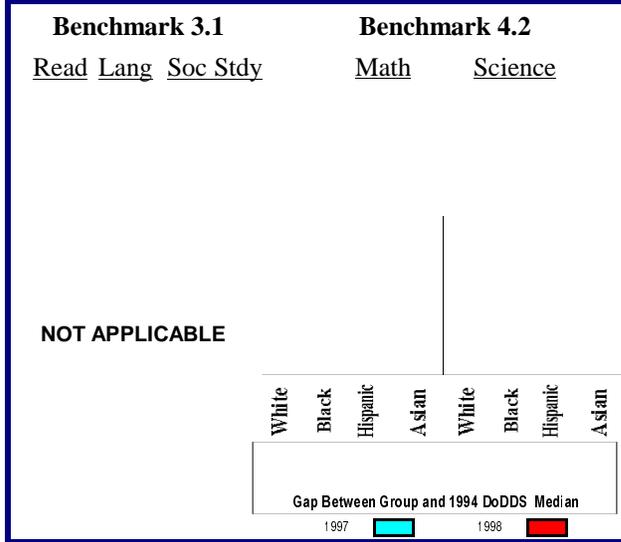
Grade 7



Grade 8



1998 Median Percentiles for: School District DoDDS Nation # Students



Percent of Students in Each Quarter



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	49%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	502	505
	98	NA	492	505
Verbal Avg Score	97	NA	512	515
	98	NA	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.
CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena MS
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-0217
Fax Number: 81-98-939-8328
Commercial Phone:
81-98-734-0217

DoDEA Writing Assessment

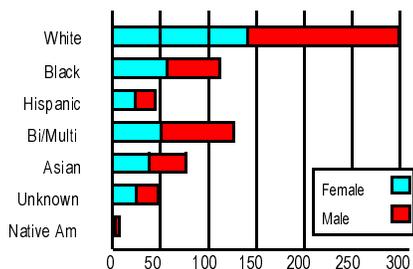
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	305	Not Met	20%	38%	34%	5%	1%
8	97	296	Not Met	31%	43%	17%	6%	3%
8	98	273	Met	23%	53%	18%	6%	0%



**Department of Defense Education Activity
Killin Elementary School (K-6)
1997/98 School Profile
Al Lohse, Principal**

School Characteristics

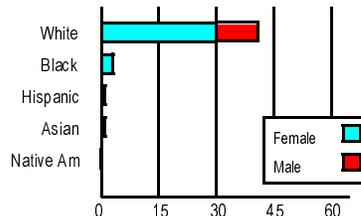
Student Enrollment - 714



Grade	#
K	118
1	121
2	116
3	108
4	104
5	86
6	61
Total	714

Sponsor Affiliation	
Marine	47%
Army	9%
Navy	20%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	32.5
Special Education	3.5
Other Professionals	11

Teacher Education	
Degree	% Teachers
BA/BS	46 %
MA/MS	52 %
Doctorate	2 %

Teacher Experience	
Years	Teachers
New	3
1-3	5
4-6	5
7-10	3
> 10	31

**Mobility Rate
48% Per Year**

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	61	9%
K-8	TAG	134	19%
K-12	ESL	29	4%
1	Reading Recovery	33	27%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

E.C.Killin School serves 700 students in grades K-6. The school's first 5 year NCA site visit was completed in April. The visiting team commended the strong sense of ownership and strong feeling of family to the school by students and parents. The commendations by the NCA team validate all benchmark initiatives.

Extensive staff development has been conducted in Culturally Responsive Teaching, Cooperative Learning Structures/Multiple Intelligences, computer software usage, and the Literacy Place language arts program. A Diversity support Team provides leadership in creating a culturally effective school and serves in the school's accountability process. Concentrated effort has been taken to close the achievement gap in reading comprehension and math computation. The Home School Partnership has moved forward with space for a Parent Center and in the creation of a school web site. Computer technology is interfaced in all curricular areas through two computer labs, EMC work stations and classroom computers. All teachers are in level 3 computer training. Each teacher is "on line" and has an electronic mail account at their individual desk work station. Staff professionalism and strong parent volunteer support are key factors to the overall strength of the school.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

Teachers used Kagen Cooperative Learn structures to improve grade level specific reading comprehension skills. This involved weekly staff development by CL trainers of structures that lend themselves to reading comprehension. Grade levels documented and reported usage on a weekly basis. Baseline data was collected for benchmark. Pre/post tests were given.

Goal 4: Math And Science Achievement

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

Faculty used the different techniques to teach grade level specific math comp. skills and documented weekly progress. Math lessons started off with a daily oral math problem, materials sent home, parent volunteers were used for additional practice. Pre/post tests were given in Sept./May. using scoring rubrics.

Goal 10: Organizational Development

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

School/classroom parent newsletters are consistently utilized. Parents are encouraged to participate in staff development, parent conferences, and open house. The parent center and school web-site are available. The School/Home Partnership committee has been established and is consistently working to identify needs and develop ways to enhance SHP.

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

We increased the use of Technology to support instruction. The school has a full MAC Lab with internet access. Computer training was provided for teachers and students and equipment was upgraded to support instruction. The computer specialist provides direct instruction to students. A full Apple IIGs lab for the Type to Learn program is available.

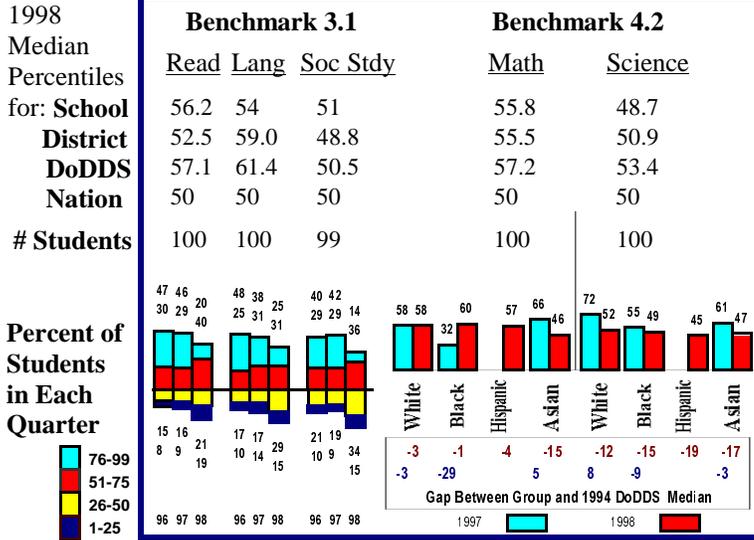
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.7	4.0	3.9
Co-Supporters	3.9	3.6	3.5
Co-Learners	4.0	3.3	3.1
Co-Teachers	4.4	3.6	3.5
Co-Advisors	4.0	3.4	3.3

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

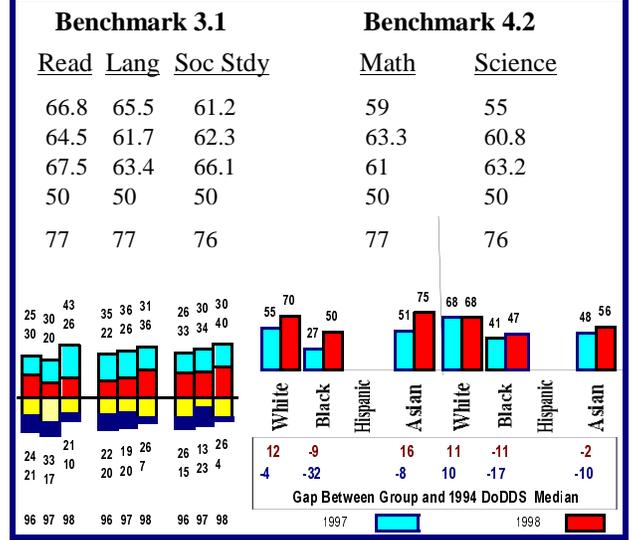
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
The school established a Parent Center to enhance school/home partnership. The center is a place where parents feel welcome, gain information about educational issues and contribute to the school in advisory and decision making capacities. School web-site was developed and community members are encouraged to use it to understand the instructional programs and practices.

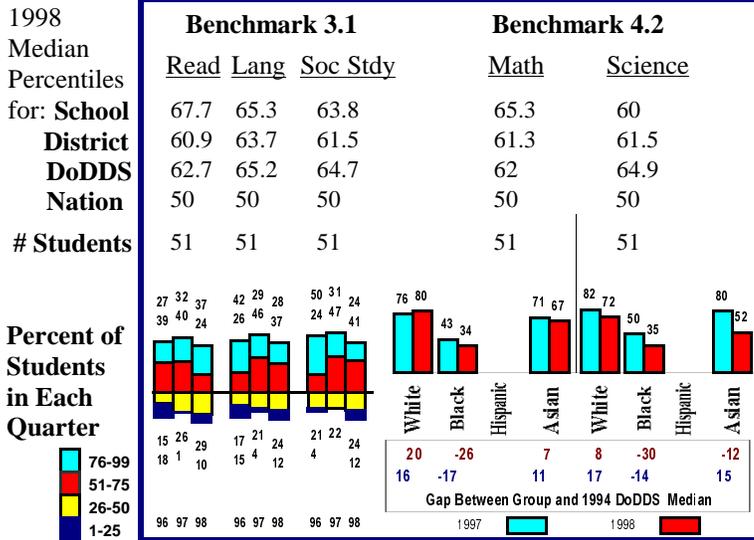
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	49%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	502	511
	98	NA	492	512
Verbal Avg Score	97	NA	512	505
	98	NA	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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

DSN Phone: 645-7760/9172
Fax Number: 81-98-892-6549
Commercial Phone:
81-6117-45-7760

DoDEA Writing Assessment

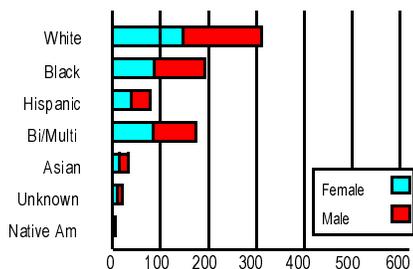
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	77	Not Met	18%	55%	25%	3%	0%
5	97	66	Met	18%	59%	14%	8%	2%
5	98	77	Met	26%	60%	13%	1%	0%



**Department of Defense Education Activity
Kinser Elementary School (PK-6)
1997/98 School Profile
Judy Allen, Principal**

School Characteristics

Student Enrollment - 794



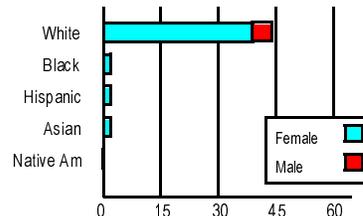
Grade	#
PreK	8
K	128
1	138
2	140
3	114
4	103
5	101
6	62
Total	794

Sponsor Affiliation	
Marine	89%
Army	<.5%
Navy	5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	6
1-3	4
4-6	5
7-10	5
> 10	30

**Mobility Rate
29% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	36
Special Education	4
Other Professionals	11.5

Teacher Education	
Degree	% Teachers
BA/BS	51 %
MA/MS	47 %
Doctorate	2 %

Principal's Highlights

KSES is guided by the DoDEA Strategic Plan and our SIP to develop an environment where all children can learn. This is the third year that this process has been in effect. Successful incorporation of new staff and students signifies that our plan is viable, flexible to change, and beneficial for students. Our SIP continues to be inculcated into the instructional process as well as the school culture. A genuine partnership has developed between school and home as we work together to support our SIP. Data collected indicates the goals of increasing proficiency in reading/language arts and narrowing the ethnic/gender gap in math are being met. Staff development in the use of rubrics, the math problem solving process, and the writing process provides opportunities for continued proficiency.

Our SIP goals are facilitated through the Kinser inclusion model of instruction which allows the special needs of all students to be met in the regular classroom. Inclusion and classroom teachers collaborate and co-teach on a daily basis. Any student requiring assistance receives it regardless of the category of need. Kinser students, parents, faculty, staff, and administration are committed to carrying out the SIP goals as we strive to do what is best for ALL KINSER KIDS.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....
Pre/post assessments were administered to all students. Our focus has been a 5 part writing process, the use of "TSW" (The Student Will) stating the teaching objective to the students both in written and oral form, and student generated coaching rubrics. The rubrics were implemented and samples were used for modeling. Posttest data indicates increased achievement in the writing process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Pre/Posttests were administered to students K-6 in the fall and spring. Our focus has been the implementation of a five step problem solving process and student generated coaching rubrics. Quality work samples were displayed for student observation. Posttest data is inconclusive in the problem solving area.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
A formal bi-weekly school newsletter informs parents and the community about school activities and acknowledges parent involvement at Kinser. Through such joint activities as a Kinser Birthday Celebration/Spirit Week, Positive Action Assemblies, Family Fun Run, annual Carnival, Block Party, Taco and Spaghetti Dinner Nights, staff, parents and community come together.

Benchmark 10.8: Establish technology for teachers and administrators.....
Staff receive support services, cc-mail, and training in the use of instructional software. All classrooms are equipped with computers and a closed circuit TV network broadcasts live and remote daily news programs. Two computer labs, and another bank in the EMC, make both student computer access and the internet readily available. Curriculum is integrated with technology.

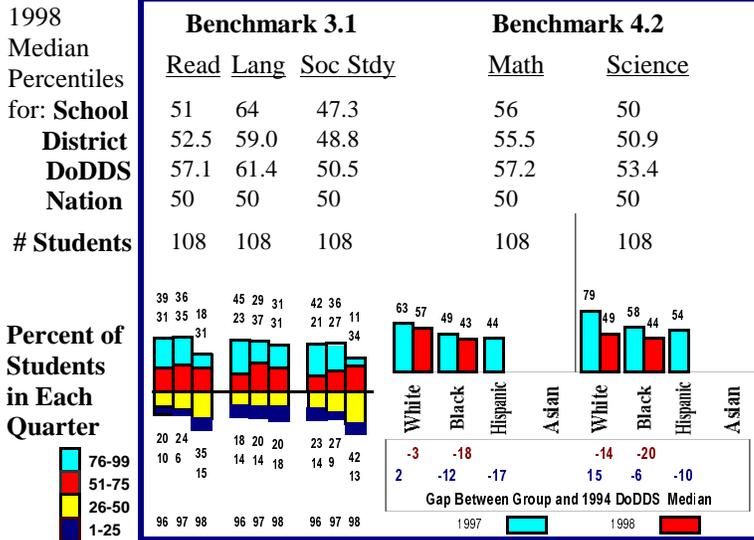
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	4.0	3.9
Co-Supporters	3.9	3.6	3.5
Co-Learners	3.4	3.3	3.1
Co-Teachers	3.7	3.6	3.5
Co-Advisors	3.1	3.4	3.3

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

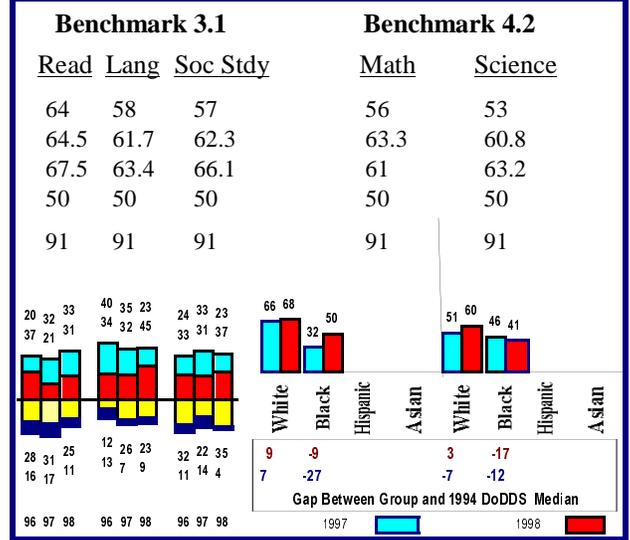
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Pre/Post parent surveys were completed in the fall and spring. Our focus has been to establish an initiative, "A Parent's Place in Literacy Place", to bring parents into classrooms. The specific purpose was to provide support for the new reading program. Post survey data indicates an increased understanding of the curriculum and expanded involvement in the teaching process.

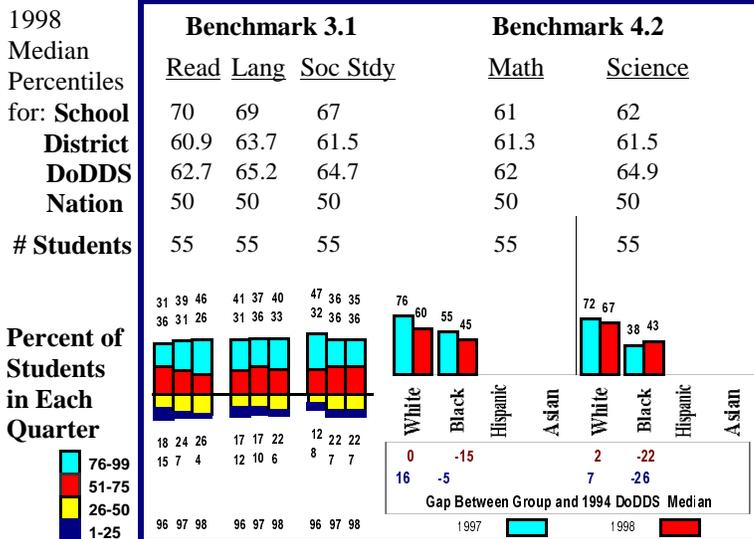
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	49%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	502	505
	98	NA	492	505
Verbal Avg Score	97	NA	512	515
	98	NA	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kinser ES
UNIT 35037
FPO AP 96373-5037

DSN Phone: 637-3008/3422
Fax Number: 81-6117-37-2611
Commercial Phone:
81-6117-37-3008

DoDEA Writing Assessment

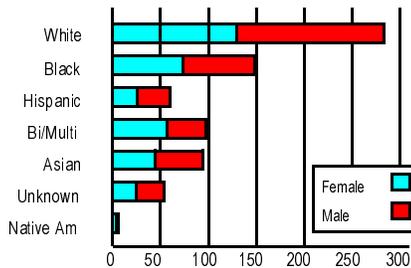
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	79	Met	34%	51%	14%	0%	1%
5	97	74	Met	36%	55%	5%	3%	0%
5	98	88	Met	11%	82%	6%	0%	1%



**Department of Defense Education Activity
Kubasaki High School (9-12)
1997/98 School Profile
Tim Kilkenny, Principal**

School Characteristics

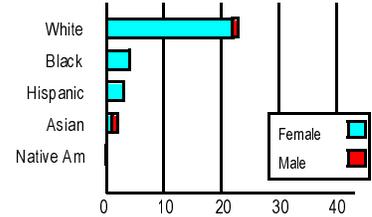
Student Enrollment - 744



Grade	#
9	263
10	206
11	142
12	133
Total	744

Sponsor Affiliation	
Marine	66%
Army	2%
Navy	11%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	52
Special Education	3.5
Other Professionals	4

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	43	6%
K-8	TAG	N/A	N/A
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	26	
AP Courses Offered		9	
Students Taking AP Courses		93	34%

Teacher Experience	
Years	Teachers
New	1
1-3	2
4-6	4
7-10	1
> 10	48

**Mobility Rate
21% Per Year**

Teacher Education	
Degree	% Teachers
BA/BS	25 %
MA/MS	67 %
Doctorate	8 %

Principal's Highlights

The School Advisory Committee (SAC) of Kubasaki High School worked closely with the administration to identify and resolve key school-related issues. Attendance at our monthly meetings was very good, and goals were set and addressed from the outset.

Progress continues to be made to meet the goals of the School Improvement Plan (SIP). All teachers were involved in gaining consensus on our plan for SY97/98. The School Improvement Leadership Team met monthly to monitor our progress and provide direction for the future. Our NCA visit in May '98 resulted in some specific recommendations for us to address for the coming year. The NCA team also indicated they would come back in Spring'99 to check on the results of those recommendations.

Kubasaki High School took a lead role in the implementation of School-Home Partnership. A mentoring program is being planned with parents and community members, and a Parent Center is being designed in the school for opening in the near future.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

The faculty and staff of Kubasaki High School chose the following interventions: note-taking, assignment logs, summarization techniques, and published daily class objectives as a means to empower students with skills necessary to be successful in school. The strategies were implemented during the first quarter and continued staff development occurred at faculty meetings.

Goal 4: Math And Science Achievement

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

The faculty and staff of Kubasaki High School chose the following interventions: note-taking, assignment logs, summarization techniques, and published daily class objectives as a means to empower students with skills necessary to be successful in school. The strategies were implemented during the first quarter and continued staff development occurred at faculty meetings.

Goal 10: Organizational Development

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

Kubasaki High School's communication system includes such activities as Student and Parent Orientation, College Night, Senior Parent Seminar, Freshman/Sophomore Class Career Planning Seminar, Lester Middle School Parents Orientation. Japan Update, Okinawa This Week and High School Writer are among the numerous publications featuring students, and faculty.

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

Two new computer labs with pentium computers and the latest software were finished this year to compliment the multi-curricular lab at KHS. On-going faculty and student training is being conducted after an extensive needs assessment was completed. The new labs and the training has placed KHS on the cutting edge of technology training with teachers leading the way.

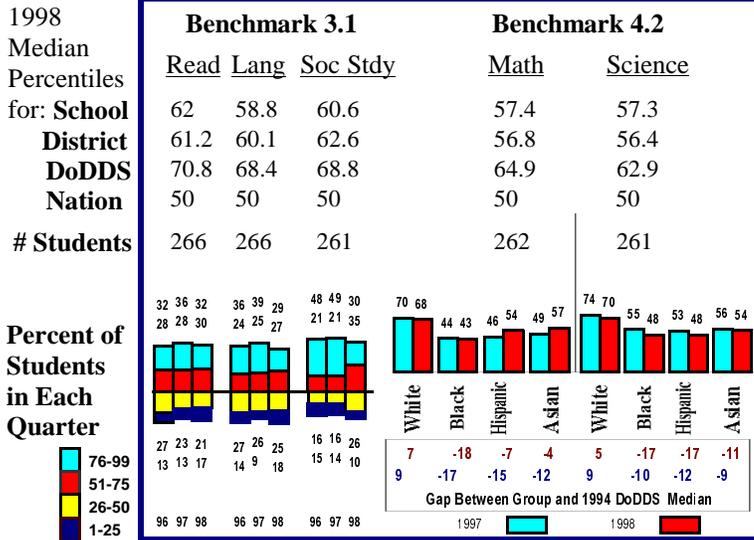
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	4.0	3.9
Co-Supporters	2.8	3.6	3.5
Co-Learners	2.3	3.3	3.1
Co-Teachers	2.7	3.6	3.5
Co-Advisors	2.7	3.4	3.3

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

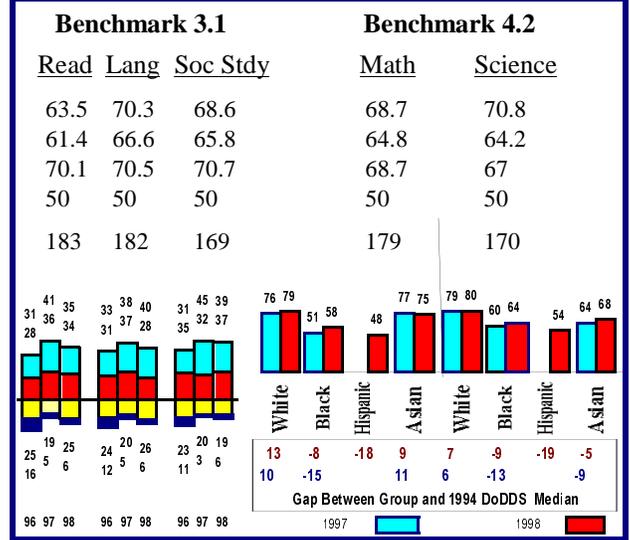
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parents were invited and were an integral part of the selection of the current strategies and interventions. A mentoring program is being designed for implementation in school year 1998/99 that will include parents, military members and other members of the community and will be available at each Marine Corps base in order to reach students in their community.

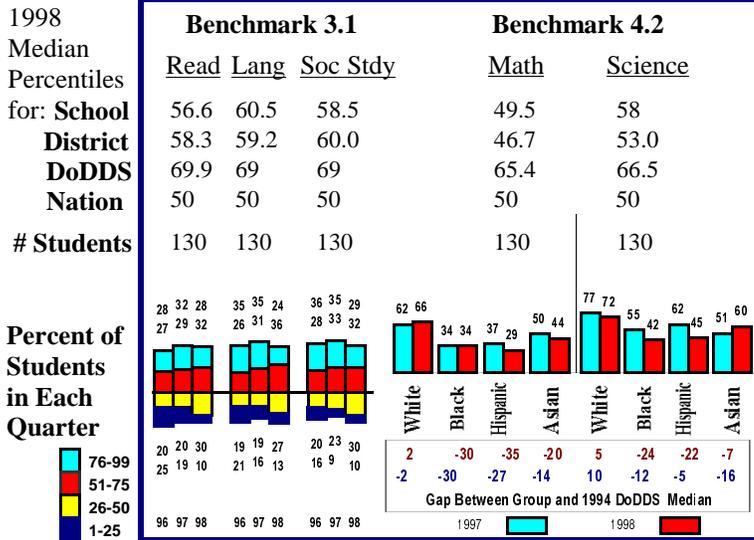
Grade 9



Grade 10



Grade 11



SAT Results

	School	District	DoDDS	Nation
% Participating	97: 57%	49%	63%	41%
	98: 43%	54%	62%	43%
Math Avg Score	97: 488	502	505	511
	98: 510	492	505	512
Verbal Avg Score	97: 483	512	515	505
	98: 513	502	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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

DSN Phone: 645-3728/4876
Fax Number: 81-98-892-7769
Commercial Phone:
81-6117-45-3728

DoDEA Writing Assessment

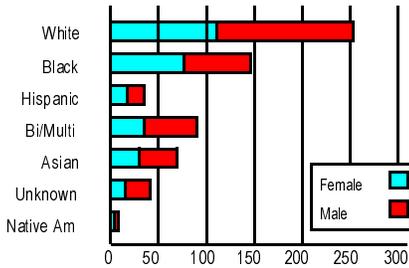
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	96	185	Met	27%	48%	18%	7%	0%
10	97	170	Met	45%	42%	11%	1%	1%
10	98	172	Met	36%	45%	13%	5%	1%



**Department of Defense Education Activity
Lester Middle School (7-8)
1997/98 School Profile
Diane Bell, Principal**

School Characteristics

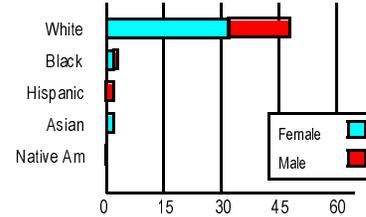
Student Enrollment - 643



Grade	#
7	334
8	309
Total	643

Sponsor Affiliation	
Marine	70%
Army	3%
Navy	11%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	38.5
Special Education	3.5
Other Professionals	4

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	36	6%
K-8	TAG	37	6%
K-12	ESL	12	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	18	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	7
4-6	2
7-10	9
> 10	30

Mobility Rate
20% Per Year

Teacher Education	
Degree	% Teachers
BA/BS	29 %
MA/MS	66 %
Doctorate	5 %

Principal's Highlights

Lester Middle School has substantive data to show that we are narrowing the gaps in achievement. Additionally, our efforts toward valuing diverse cultures have resulted in positive outcomes. We have made learning more meaningful for our students by adopting the interdisciplinary/thematic units. To further encourage competence and to foster self-esteem we are emphasizing organizational skills.

In less than two years we have observed a remarkable and positive difference in the academic performance and behavior of our student body as the culture of the school has changed. This is the result of a strong leadership team, a committed staff, and a supportive community.

We have focused our efforts on academic success rather than retribution, have increased communication with the community, and have designed after-school activities to assist students affectively as well as academically.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.
Students participated in interdisciplinary/thematic units. The units were developed by each of the five instructional teams. Standards on format and quality were developed by SIT. In-house staff development was provided to each instructional team. Growth in achievement was shown by our students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Students and staff received instruction and reinforcement of study and organizational skills to include (1) 3-ring notebooks/dividers (2) success planners, (3) notetaking, (4) standardized format and (5) school-wide discipline plan. Students report that the use of these standardized tools has eliminated confusion and helped them become more organized.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Effective communication continued and expanded through such means as parent and student orientations, technology fairs, art fairs, monthly parent newsletters, cultural awareness celebrations, the homework/information hotline, and E-mail.

Benchmark 10.8: Establish technology for teachers and administrators.
Members of our faculty received training in integrating computer technology into the curriculum, internet as a resource for thematic units, multi-media software (PowerPoint 97 and Hyperstudio), WORD 6.0, and peripheral devices. Progress reports were generated by Integrate with training for new faculty. Homework/Information Hotline was used by all instructional teams.

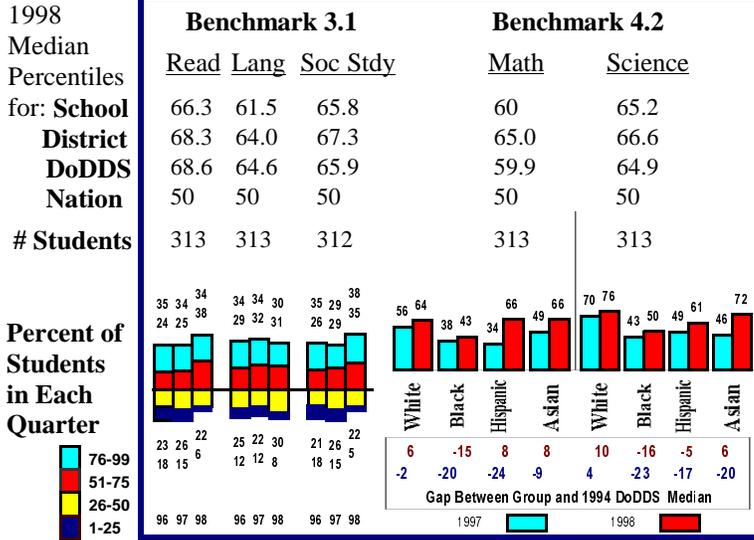
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.5	4.0	3.9
Co-Supporters	3.0	3.6	3.5
Co-Learners	2.3	3.3	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	2.8	3.4	3.3

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

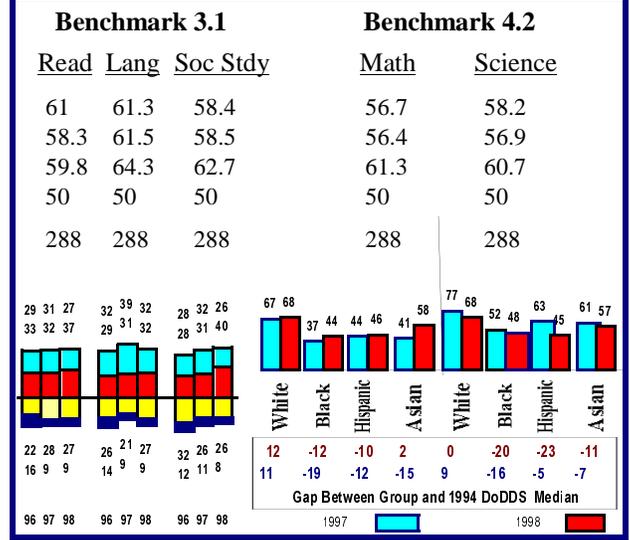
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Cultural awareness participatory interventions were used to involve parents, students and staff in school-wide celebrations. These celebrations included cultural cuisine fares, fine and practical arts demonstrations, a wax museum, and showcasing a diverse group of professionals, who have selected careers that are highly related to math and science.

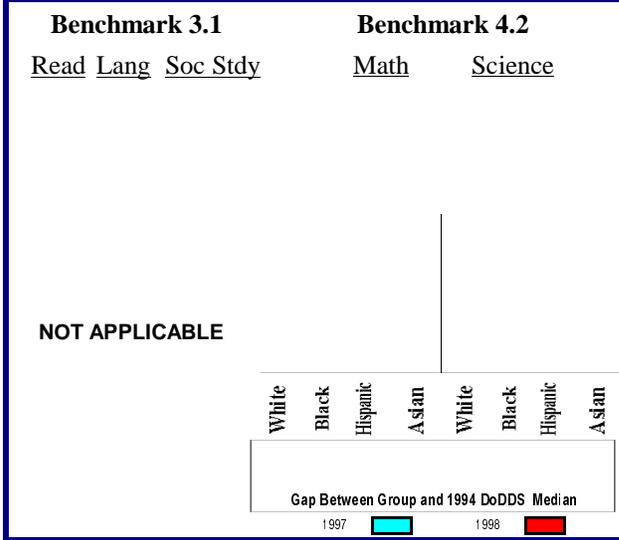
Grade 7



Grade 8



1998
Median
Percentiles
for: **School**
District
DoDDS
Nation
Students



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	49%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	502	511
	98	NA	492	512
Verbal Avg Score	97	NA	512	505
	98	NA	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lester MS
UNIT 35015
FPO AP 96373-5015

DSN Phone: 645-7787/2124
Fax Number: 81-6117-45-7211
Commercial Phone:
81-6117-45-7787

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	310	Not Met	23%	41%	28%	7%	1%
8	97	295	Not Met	26%	42%	20%	9%	3%
8	98	275	Met	31%	47%	16%	4%	2%



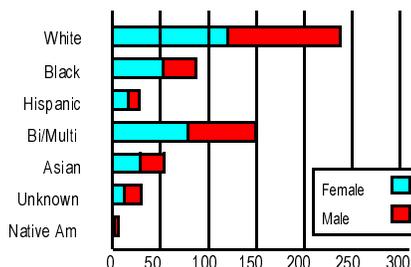
Department of Defense Education Activity Stearley Heights Elementary School (PK-6)

1997/98 School Profile

Van Dale S. Furusho, Principal

School Characteristics

Student Enrollment - 573



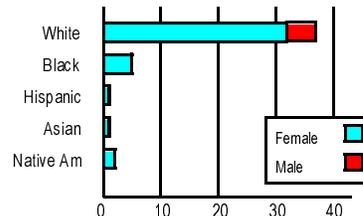
Grade	#
PreK	1
K	73
1	91
2	94
3	64
4	97
5	79
6	74
Total	573

Sponsor Affiliation	%
Marine	5%
Army	5%
Navy	6%
Air Force	77%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience Years	Teachers
New	1
1-3	8
4-6	3
7-10	2
> 10	27

Mobility Rate
21% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	29
Special Education	2
Other Professionals	10

Teacher Education Degree	% Teachers
BA/BS	28 %
MA/MS	70 %
Doctorate	2 %

Principal's Highlights

This has been an exciting year for Stearley Heights Elementary School. We have institutionalized the strategies from our School Improvement Plan developed in SY 1995/1996, and we have begun work on a new, and even more exciting, School Improvement Plan. Our new plan will be our bridge to the 21st century!

In our new plan we will focus attention on Science and Social Studies, along with a number of other Benchmarks. As a faculty we feel it is extremely important that our students have a strong foundation in geography and the scientific method.

In addition to the formal school improvement plan, we have been training and piloting a new reading program which has been adopted by DoDEA. Next year we will fully implement Literacy Place, an integrated language and reading program which places a great deal of emphasis on writing.

While focusing on academic achievement, we have not forgotten the importance of other areas. We have conducted a learn to swim program for our sixth grade students, the work of a number of our students was featured in a Japanese art show and we sponsored a Japanese Culture Day for students and parents.

Next year we plan to provide even more exciting programs for our students.

DoDEA Strategic Plan: School Improvement Implementation School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....

Stearley Heights Elementary School selected map, place and location skills of this Benchmark. To help achieve this goal, teachers provided at least four lessons each month on map, place and location skills. Teachers also received a number of inservice programs presented with in-house resources, and this area was given priority when supplies and equipment were ordered this year.

Goal 4: Math And Science Achievement

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

Stearley Heights Elementary school selected science as the school wide area of emphasis this year. To help us meet this benchmark teachers provided at least three activity based science lessons each month. Several inservice programs were provided to teachers in this area and the district science liaison worked closely with individual teachers and the School Improvement Team.

Goal 10: Organizational Development

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

One area of progress in this area has been the development of a SAC/PTA newsletter. This newsletter is published in addition to the normal Parent Newsletter and contains student work as well as news from the SAC and PTA. Our school has also developed a school web page which provides information to parents and students newly assigned to our school and base.

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

Our school computer lab is connected to the local base internet server. To ensure quality use of our computer lab, the TAG teacher provided instruction to each classroom on biweekly basis this year. We also purchased equipment which allows classrooms with internet access to show the computer screen on the classroom television. All students can participate in internet research.

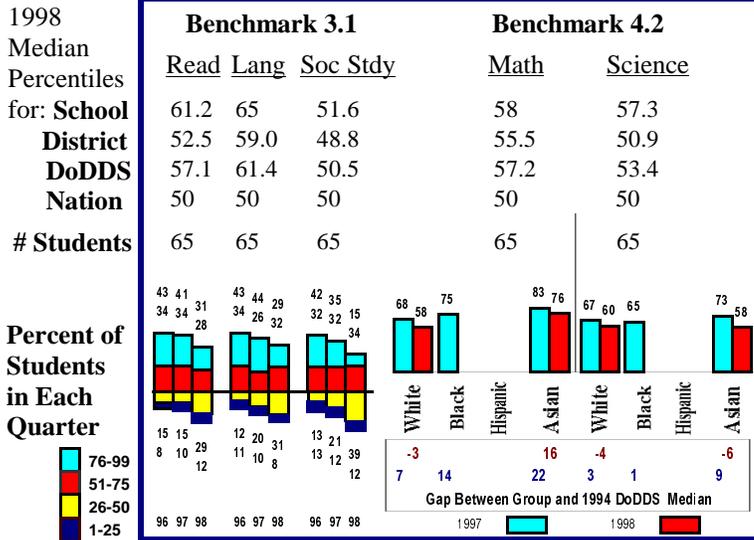
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	N/A	4.0	3.9
Co-Supporters	3.5	3.6	3.5
Co-Learners	4.0	3.3	3.1
Co-Teachers	4.0	3.6	3.5
Co-Advisors	3.0	3.4	3.3

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

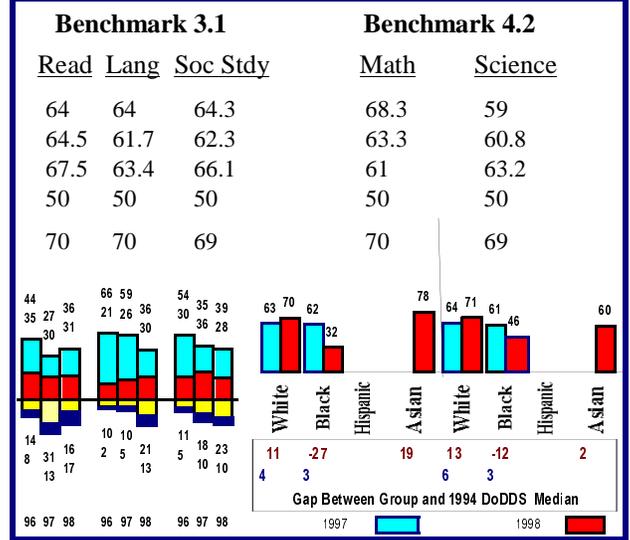
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Our School-Home Partnership continues to be one of the best in DoDDS. Our parents have logged thousands of hours in volunteer hours in the classroom this year. We have also utilized many non-parent volunteers as tutors and classroom assistants. We have also invited parent representatives to attend faculty and team leader meetings to ensure parent input in all areas of school policy.

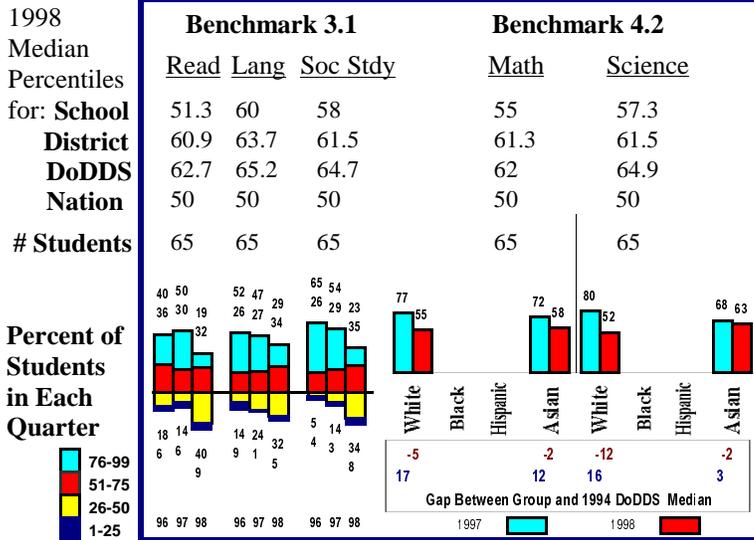
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	49%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	502	505
	98	NA	492	505
Verbal Avg Score	97	NA	512	515
	98	NA	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Stearley Heights ES
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-4524/4523/0646
Fax Number: 81-98-934-6818
Commercial Phone:
81-6117-34-4524

DoDEA Writing Assessment

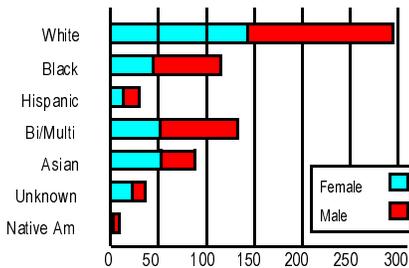
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	73	Met	48%	47%	3%	3%	0%
5	97	90	Met	30%	53%	9%	6%	2%
5	98	68	Met	12%	81%	7%	0%	0%



**Department of Defense Education Activity
Zukeran Elementary School (PK-6)
1997/98 School Profile
Sharon Carter, Principal**

School Characteristics

Student Enrollment - 690



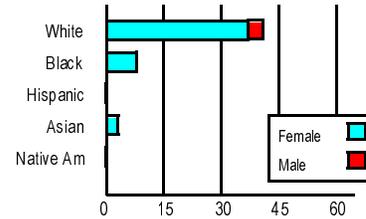
Grade	#
PreK	20
K	96
1	96
2	103
3	102
4	102
5	95
6	76
Total	690

Sponsor Affiliation	
Marine	47%
Army	7%
Navy	15%
Air Force	20%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	1
4-6	7
7-10	16
> 10	37

**Mobility Rate
28% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	5
Other Professionals	11

Teacher Education	
Degree	% Teachers
BA/BS	26 %
MA/MS	74 %
Doctorate	0 %

Principal's Highlights

Zukeran Elementary School provides a strong academic program for approximately 750 students enrolled in Sure Start through sixth grade. Quality teaching has yielded increased performance on CTBS/Terra Nova tests.

The faculty has focused on the enjoyment of reading using many games, festivals such as Dr. Seuss's Birthday, free reading time, Read-Alouds by our Marine Readers, and the Principal's Challenge incentive program, as well as the use of "Reading Circles" from the Literacy Place Language Arts series. Daily Oral Language and Writing Sampling help to boost written language skills.

Daily Oral Science provides peer mentoring in science. Students become "experts" in investigation.

MathLand has been enriched by the use of Arithmetic Developed Daily and our "I Know My Facts" incentive program which both serve to boost basic skills.

ZES now has two computer labs to serve students. Keyboarding skills, INTERNET use and many curriculum support programs help keep our students on the cutting edge of technology.

Our new Parent Center attracts volunteers who become involved in many levels of school life.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

Reading achievement was boosted by increasing interest in reading independently. Marine Readers provided role models, teachers used high interest games and all participated in TV Turn-off Week. Literacy Place "Reading Circles" were implemented using high interest literature. Daily Oral Language and Writing provides continued success in Lang. Arts.

Goal 4: Math And Science Achievement

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

Arithmetic Developed Daily (ADD) provided daily practice in basic computation as did the "I Know My Facts" incentive program and the many math computer programs used in the computer lab. Daily Oral Science continued to build mentorship among peers. Sidewalk Science, The Office Science Corner, and The Science Newsletter highlights achievement in Science.

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 creates the "Inviting School" atmosphere which encourages parents, staff, community and students to interact in a comfortable manner with the office staff and entire school community. The 1990's style newsletter and upbeat climate facilitate communication.

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

Another computer lab was established for student and teacher use. New equipment is being added to each lab and the EMC. Workshops have been provided for faculty and community members on basic WORD, EXCEL and other programs. ZES established their Web page, obtained InFocus, and continue to use the INTERNET. Student training is ongoing and frequent.

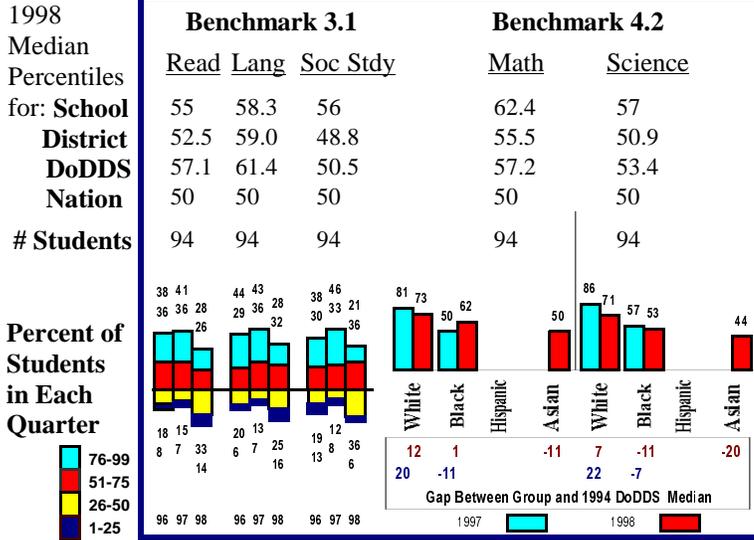
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.4	4.0	3.9
Co-Supporters	3.4	3.6	3.5
Co-Learners	3.3	3.3	3.1
Co-Teachers	3.3	3.6	3.5
Co-Advisors	3.1	3.4	3.3

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

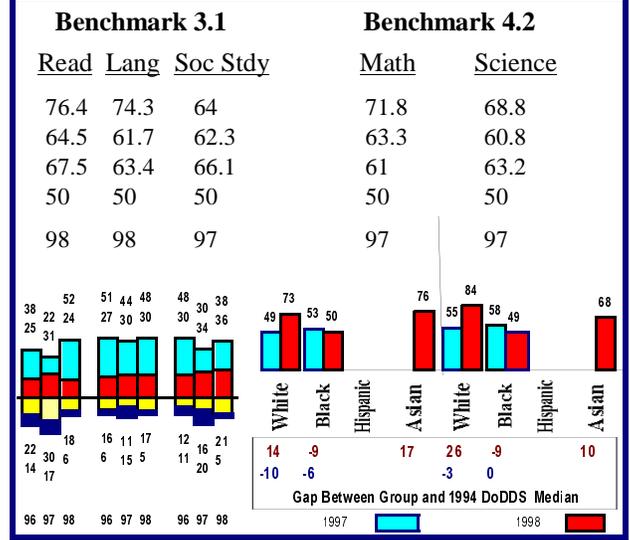
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
The staff received training on the Chrispeel's 5-tier model of partnerships. The teachers kept track of all levels of involvement. A Parent Center has opened and involvement is growing. The PTA is flourishing and volunteers continue to serve in the school at many levels. Family Math nights, Reading Recovery parent training, Volksmarches, etc. involve the community in school life.

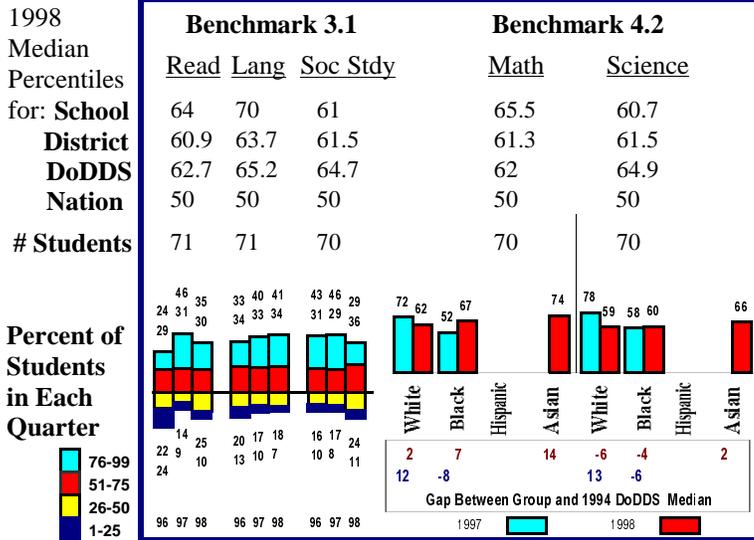
Grade 3



Grade 5



Grade 6



SAT Results

	School	District	DoDDS	Nation
% Participating	97	NA	49%	63%
	98	NA	54%	62%
Math Avg Score	97	NA	502	505
	98	NA	492	505
Verbal Avg Score	97	NA	512	515
	98	NA	502	511

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Zukeran ES
UNIT 35017
FPO AP 96373-5017

DSN Phone: 645-2576/5392/2064
Fax Number: 81-98-892-7959
Commercial Phone:
81-6117-45-2576

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	110	Met	46%	48%	6%	0%	0%
5	97	85	Met	40%	47%	6%	5%	2%
5	98	103	Met	30%	66%	4%	0%	0%