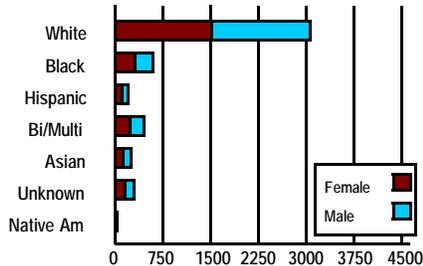


**Department of Defense Education Activity
Brussels District
1996/97 Profile
Robert Tryon, Superintendent**

District Characteristics

Student Enrollment - 4,895



Grade Offered	Program	#	%
PK-12	Special Education	391	8%
K-8	TAG	283	7%
K-12	ESL	372	8%
1	Reading Recovery	8	2%
7-12	AVID	129	
Students Taking AP Courses		166	36%

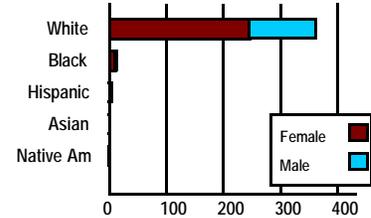
Grade	#
PreK	106
K	428
1	497
2	424
3	435
4	458
5	392
6	383
7	358
8	334
9	326
10	290
11	247
12	217
Total	4895

Sponsor Affiliation	%
Marine	<.5%
Army	14%
Navy	2%
Air Force	59%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	12%
Non-US Civilians	11%

Teacher Experience	
Years	Teachers
New	7
1-3	17
4-6	14
7-10	40
> 10	265

Mobility Rate
25% Per Year

Professional Staffing



Category	FTE
Administrators	26.9
Classroom Teachers	280.5
Special Education	31.5
Other Professionals	60

Degree	% Teachers
BA/BS	29%
MA/MS	63%
Doctorate	1%

Superintendent's Highlights

Our district guarantees that every student will have a quality education.

To start the year off, all teachers participated in a collaborative day-long meeting reviewing DoDEA curricula and standards for the purpose of focusing on curriculum. Throughout the year, professional development focused on building a repertoire of good instructional strategies, assessment tools that guide instruction and integrating technology into the curriculum.

Due to the size and location of our schools, all students were able to participate in academic sports and fine arts events, the results of which were increased student achievement and self esteem. CPR and first aid training was provided to educators and community members to ensure that the learning environment was safe for all.

The Brussels District engaged parents and community members as active partners in the education of our youth. It was through this school, home, and community partnership that we positively promoted the social, personal, and intellectual growth of our students.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
Training was provided for all teachers in using the new social studies standards. The training focused on teaching to the standards and refining lesson development strategies. Teachers and parents were trained in holistic scoring for writing. An implementation plan for the new integrated reading/language arts program was developed and initiated.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Graphing calculators became a more integral part of grade 8-12 math classes. A joint science and math workshop focusing on map and compass skills was held. A science pilot for K-6 schools began where students in the lowest 25% performance group were trained to work as peer teachers. Resources were provided to help educators fine tune instruction for this group.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
The superintendent met quarterly with a District Advisory Council (SAC chairs). District publications included a quarterly newsletters and curriculum brochures. A joint task force comprised of district personnel, administrators and bargaining unit representatives was established. Mediation training was conducted for educators and medical services personnel.

Benchmark 10.8: Establish Technology for teachers and administrators.....
Special education teachers and administrators were trained in the use of the Special Education Computer Management System. Electronic bulletin boards were used in math & science. Staff development was provided to secondary teachers in computer based science labs. Workshops focusing on using interactive computer environments were conducted for reading/language arts.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	4.11	3.70
Co-Supporters	3.67	3.31
Co-Learners	3.23	3.00
Co-Teachers	3.65	3.31
Co-Advisors	3.47	3.17

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

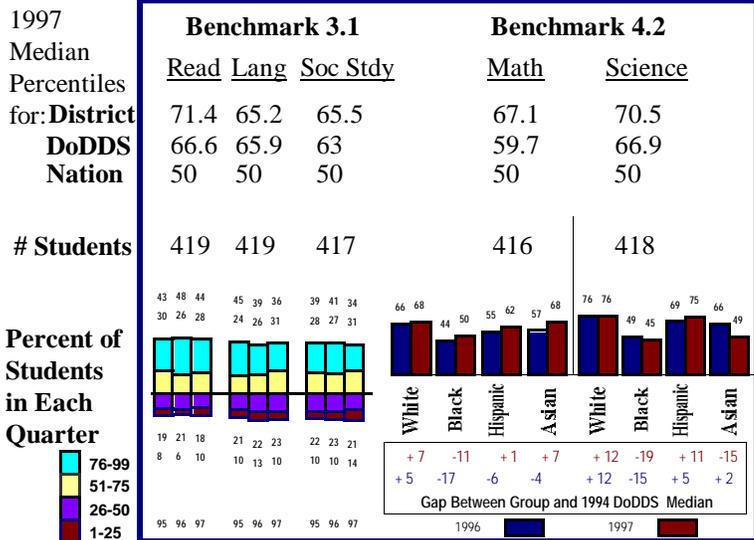
Goal 8: Parental Participation

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

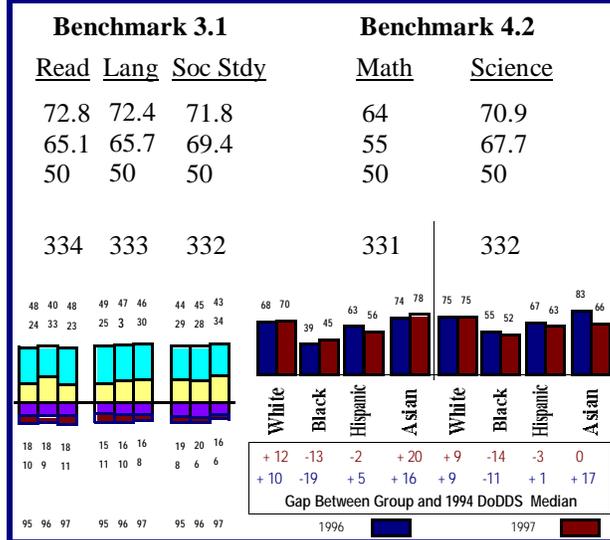
This year the district office supported a School Home Partnership by sending a team to San Diego for further training, hosting district-wide meetings to share information and report progress, and by establishing a District SHP Coordinator position. Each district school formulated a one year plan with strategies unique to its needs in support of the SHP.

Standardized Test Results

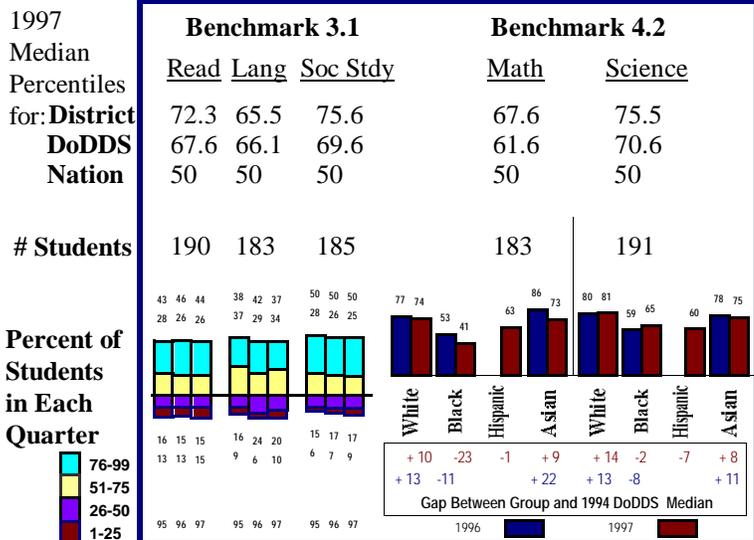
Grade 3



Grade 7



Grade 11



SAT Results

	District			DoDDS			Nation		
	96	97	98	96	97	98	96	97	98
% Participating	96	60%	62%	41%	54%	63%	41%	508	511
Math Avg Score	96	526	506	508	97	536	505	511	505
Verbal Avg Score	96	525	518	505	97	529	515	505	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.

DoDDS-Brussels District

Attn: Robert Tryon

NSA PSC 79, Box 3

APO AE 09724

DSN Phone: 365-9431

Fax Number: 322-721-2822

Commercial Phone:

322-720-7105

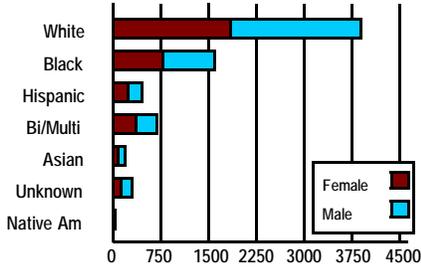
DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	450	752.7	741.1	22%	58%	14%	6%	1%
5	96	378	754.5	741.9	37%	52%	10%	1%	1%
5	97	387	750	734.5	39%	52%	5%	2%	1%
8	95	284	786.3	767.6	44%	20%	24%	10%	2%
8	96	321	783.6	770	30%	37%	26%	6%	1%
8	97	303	699.8	689	42%	42%	10%	4%	3%
10	95	254	792.8	792.8	24%	46%	22%	5%	2%
10	96	256	813.2	798.9	32%	48%	16%	4%	0%
10	97	274	695.8	711.6	42%	36%	16%	2%	4%

**Department of Defense Education Activity
Heidelberg District
1996/97 Profile
Joan Wilcox, Superintendent**

District Characteristics

Student Enrollment - 7,179



Grade Offered	Program	#	%
PK-12	Special Education	587	8%
K-8	TAG	518	9%
K-12	ESL	133	2%
1	Reading Recovery	34	5%
7-12	AVID	250	
Students Taking AP Courses		219	38%

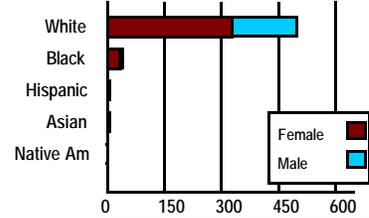
Grade	#
PreK	99
K	677
1	694
2	697
3	648
4	598
5	625
6	558
7	529
8	553
9	479
10	447
11	308
12	267
Total	7179

Sponsor Affiliation	
Marine	2%
Army	68%
Navy	3%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	10
1-3	15
4-6	26
7-10	47
> 10	439

Mobility Rate
28% Per Year

Professional Staffing



Category	FTE
Administrators	27
Classroom Teachers	387.5
Special Education	48
Other Professionals	101

Degree	% Teachers
BA/BS	23 %
MA/MS	76 %
Doctorate	1 %

Superintendent's Highlights

Because of the Heidelberg District commitment to student achievement and equity, we have continued our Educational Summit Initiative. This year, two district-wide Educational Summits were held. The Elementary Summit involved 58 educators and 37 parents and community members. The Secondary Summit involved 53 educators, 67 parents and community members, and 21 students. These stakeholders worked together to find ways to promote achievement and prevent failure for students attending district schools.

One major outcome of the summits is the establishment of Mentorship Programs for all schools. These programs have involved 553 mentees, 335 peer mentors, 72 teacher mentors, and 110 community mentors in this first year of adoption.

Another area of focus has been on analyzing success/failure rates of our students relating to grade distribution. Initial data collection indicate of all grades issued, 4.2% are "F". Efforts will continue to reduce this rate. Success for ALL students is our goal.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
Grade seven showed a decrease in the number of students in the lower quartile for both language arts and social studies by 21% or more. Grades 3,5,7,&9 had an increase in the percentage of students which moved up into the 75th quartile. In grade 5 there was a 12% increase in the number of students who achieved the "distinguished" level on the DoDEA Writing Assessment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
We are continuing to emphasize "hands-on" math and science instruction in order for students to develop concepts. Concept themes were developed to integrate the curriculum for K-6 to help students make connections. The focus on narrowing the gap continues with 17% gap reduction noted for African-Americans in math and science in grades 7 and 11.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
Extensive support for the administrative programs (MS-Office, cc:Mail, TSS, DSAMMS, EDT, and T&A) have been continued. CC:Mail is available for all personnel. We are working to obtain INTERNET access for all schools and home pages are being developed at 16 sites. A program testing an automatic answering computer for school-home communication is being developed.

Benchmark 10.8: Establish Technology for teachers and administrators.....
Five more elementary schools received new multi-media labs and four more media centers upgrades were completed. Three high schools and the DSO received Novell 4.1 servers. Four schools in two complexes will have a WAN installed this summer. Multiple one-day workshops, college courses, and summer training sessions were available to all staff (549 participated).

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.86	3.70
Co-Supporters	3.44	3.31
Co-Learners	3.17	3.00
Co-Teachers	3.54	3.31
Co-Advisors	3.22	3.17

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

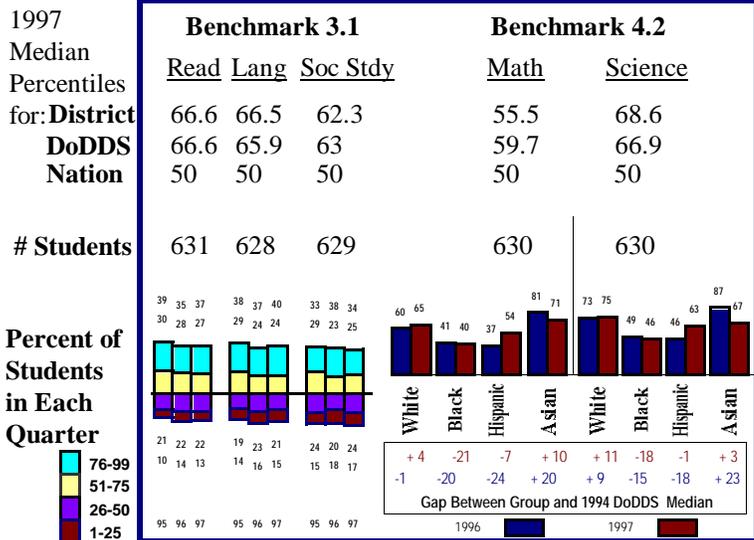
Goal 8: Parental Participation

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

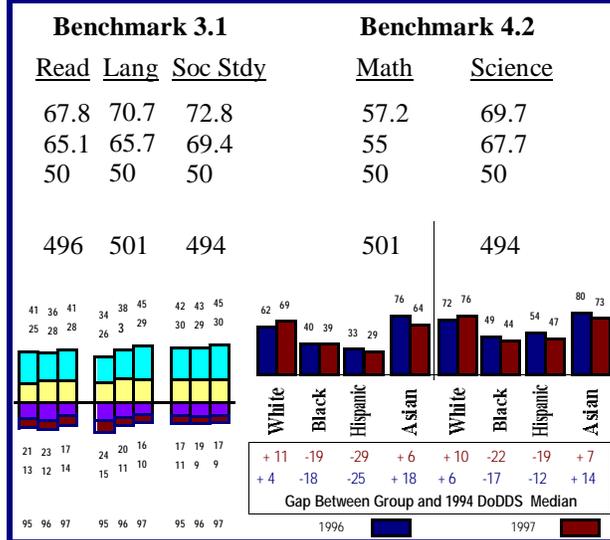
A district-wide mentoring program, involving schools and community stakeholders was initiated. The district planned and hosted a European S/HP conference for 180 counselors, psychologists, nurses, community/military representatives, and parents. SHP activities appropriate for school communities and families were conducted in all locations.

Standardized Test Results

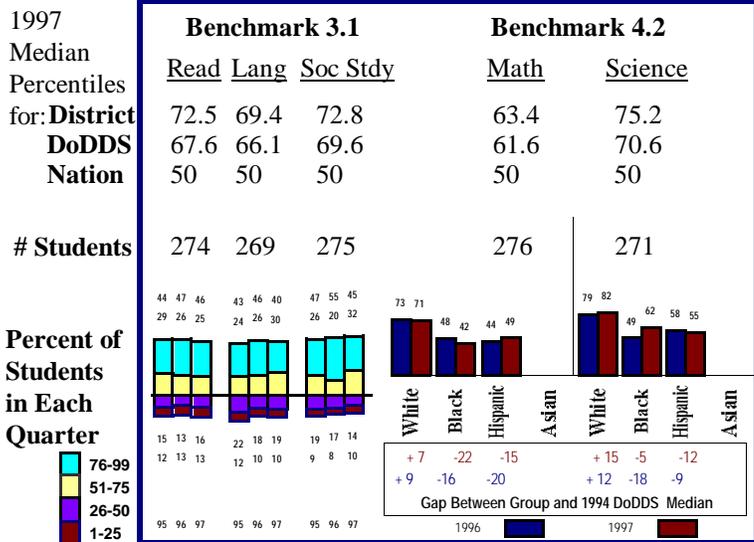
Grade 3



Grade 7



Grade 11



SAT Results

	District			DoDDS	Nation
	96	97	96	97	96
% Participating	67%	70%	62%	63%	41%
Math Avg Score	504	513	506	505	508
Verbal Avg Score	526	534	518	515	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.

DoDDS-Heidelberg District

Attn: Joan Wilcox
Unit 29237
APO AE 09102

DSN Phone: 370-7192
Fax Number: 49-6221-761883
Commercial Phone:
49-6221-768081

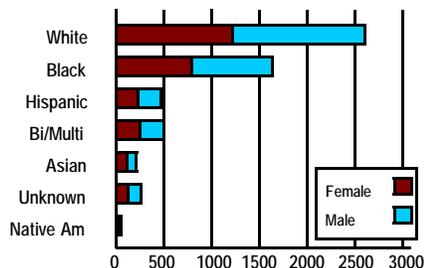
DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	635	742.1	741.1	18%	61%	12%	7%	2%
5	96	564	745.0	741.9	31%	56%	12%	1%	0%
5	97	572	739.7	734.5	31%	59%	7%	3%	0%
8	95	505	771.0	767.6	37%	17%	31%	14%	1%
8	96	444	757.6	770	18%	39%	34%	7%	2%
8	97	487	679.3	689	36%	40%	15%	4%	4%
10	95	384	795.7	792.8	26%	39%	20%	14%	0%
10	96	318	787.3	798.9	25%	40%	26%	9%	0%
10	97	393	707.3	711.6	42%	36%	14%	6%	1%

**Department of Defense Education Activity
Hessen District
1996/97 Profile
Elizabeth Walker, Superintendent**

District Characteristics

Student Enrollment - 5,644



Grade Offered	Program	#	%
PK-12	Special Education	645	11%
K-8	TAG	510	11%
K-12	ESL	158	3%
1	Reading Recovery	56	8%
7-12	AVID	150	
Students Taking AP Courses		147	39%

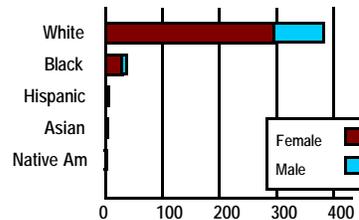
Grade	#
PreK	118
K	628
1	661
2	612
3	528
4	504
5	488
6	397
7	381
8	383
9	321
10	246
11	198
12	179
Total	5644

Sponsor Affiliation	%
Marine	<.5%
Army	86%
Navy	<.5%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	5
1-3	11
4-6	24
7-10	41
> 10	365

Mobility Rate
43% Per Year

Professional Staffing



Category	FTE
Administrators	26
Classroom Teachers	303
Special Education	52
Other Professionals	83.5

Degree	% Teachers
BA/BS	29%
MA/MS	64%
Doctorate	2%

Superintendent's Highlights

The Hessen District Strategic Plan moved forward with the DSO team emphasizing the following areas:

Work continued with the Concerns Based Adoption Model (CBAM), a research study of the mathematics program implementation (begun in SY 1995-96). The first report on teachers' Levels of Use was published in January 1997; School-Based Staff Development opportunities continued with eight of seventeen schools in the district providing time for staff development by altering the daily time schedule; strong School Home Partnerships were fostered in all schools; a study of Curriculum Content Standards was undertaken by principals for the purpose of informing instruction; the Infusion of Technology into curriculum and instruction continued throughout the district, but most dramatically with the Model School project in Hanau.

The mission of the Hessen District, "to educate all students . . . through excellence in teaching and learning" in correlation with the DoDEA vision, gave impetus once again to all efforts.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
Support continued for Reading, Lang. Arts & Social Studies. Support to schools included a fall inservice in using writing tasks as an assessment & teaching tool plus support of a District Middle School Writing Symposium & Young Authors' Festival for grades K-5. For Social Studies, the district won the TIME/AASA Award for "outstanding leadership in voter education".

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Focus remained on the evaluation and implementation of mathematics. A performance assessment for grades 2-8 showed progress at all levels. The greatest growth appeared at grades 3 & 6 with an increase of over 7 points each. (Scale: 0-30) The gap decreased slightly at grades 2,3, 5, & 8. Teacher support was provided through model lessons, coaching, a methods course, etc.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
E-mail is the main vehicle of communication to and among school personnel, the DSO & DoDEA. Other means of communication included The District Dispatch, the district's monthly newsletter, which published articles related to the Strategic Plan; AFN Television, the Stars & Stripes newspaper and local community newspapers which highlighted district happenings.

Benchmark 10.8: Establish Technology for teachers and administrators.....
A district survey was conducted in the fall of 1996. Data showed that teachers were most confident in their use of word processing and least confident in their use of multi media. Staff development was provided throughout the year and in the summer of 97 based on these data. The survey will be readministered in the fall of 1997 to assess progress.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.60	3.70
Co-Supporters	3.09	3.31
Co-Learners	2.86	3.00
Co-Teachers	3.12	3.31
Co-Advisors	2.94	3.17

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

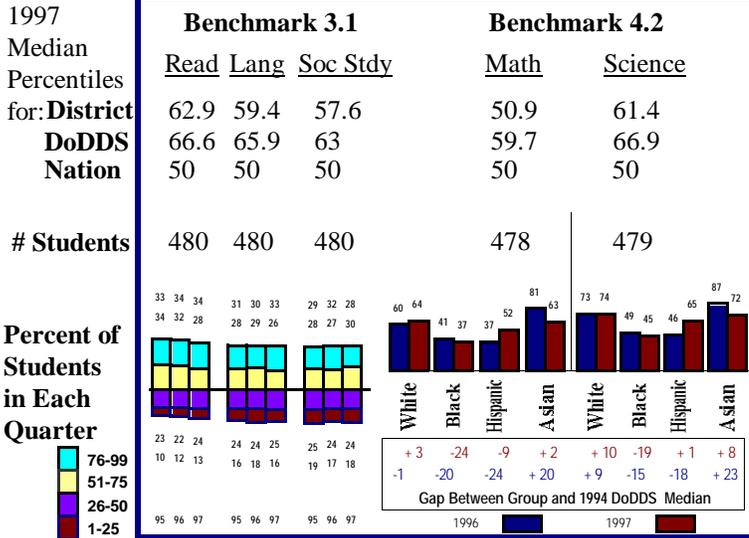
Goal 8: Parental Participation

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

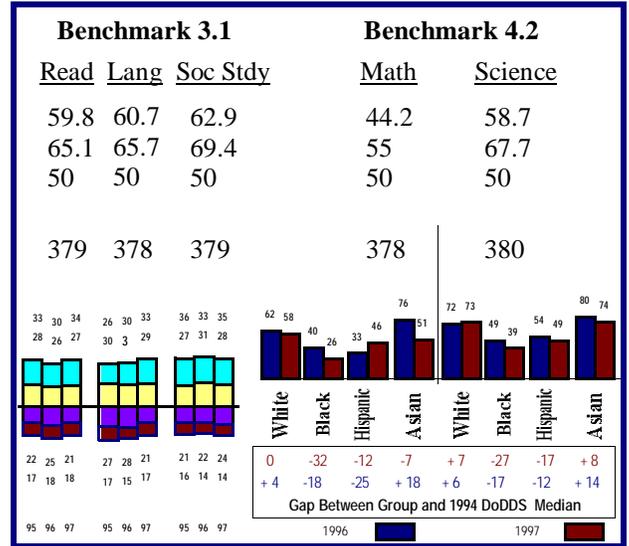
The district created a quarterly newsletter for and about Key Communicators featuring SHP practices and accomplishments in the schools. Parents, teachers, and staff members contributed articles to the newsletter. The results of school parent surveys indicate that Hessen District parents find communication the strongest attribute.

Standardized Test Results

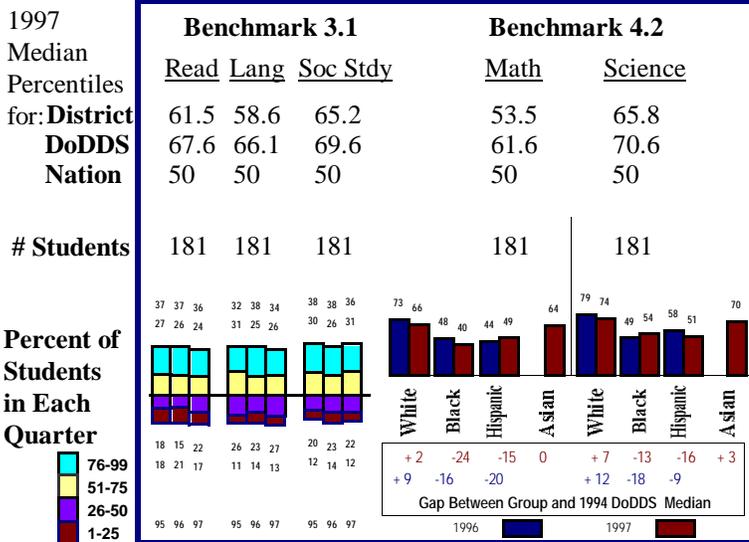
Grade 3



Grade 7



Grade 11



SAT Results

	District	DoDDS	Nation
% Participating	96: 40%	97: 59%	62%: 41%
Math Avg Score	96: 484	97: 483	506: 511
Verbal Avg Score	96: 516	97: 510	518: 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.

DoDDS-Hessen District
Attn: Elizabeth Walker
Unit 7565, Box 29
APO AE 09050

DSN Phone: 330-8431
Fax Number: 49-69-693258
Commercial Phone:
49-69-69580312

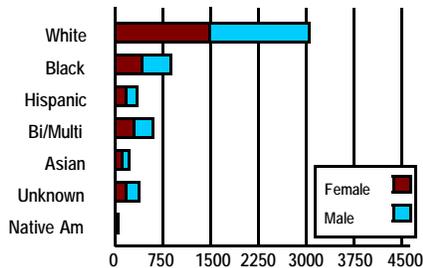
DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
			School	System					
5	95	535	732.7	741.1	14%	56%	17%	12%	1%
5	96	421	730.6	741.9	27%	52%	18%	2%	1%
5	97	452	731.9	734.5	29%	57%	8%	6%	1%
8	95	387	768.5	767.6	32%	19%	32%	17%	0%
8	96	331	765.8	770	18%	40%	33%	8%	1%
8	97	347	692	689	30%	49%	13%	7%	2%
10	95	178	795.5	792.8	26%	40%	21%	11%	1%
10	96	234	794.6	798.9	29%	43%	20%	7%	1%
10	97	218	692.4	711.6	36%	34%	21%	6%	2%

**Department of Defense Education Activity
Italy District
1996/97 Profile
Candace Ransing, Superintendent**

District Characteristics

Student Enrollment - 5,506



Grade Offered	Program	#	%
PK-12	Special Education	407	7%
K-8	TAG	365	8%
K-12	ESL	171	3%
1	Reading Recovery	12	2%
7-12	AVID	49	
Students Taking AP Courses		97	26%

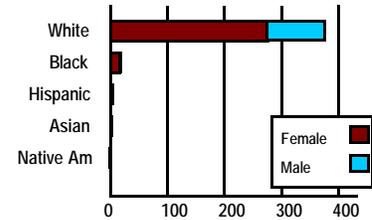
Grade	#
PreK	160
K	507
1	626
2	603
3	536
4	493
5	476
6	470
7	410
8	326
9	307
10	225
11	202
12	165
Total	5506

Sponsor Affiliation	
Marine	1%
Army	21%
Navy	31%
Air Force	39%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	3
1-3	14
4-6	24
7-10	29
> 10	314

Mobility Rate
37% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	21
Classroom Teachers	288
Special Education	29
Other Professionals	62

Teacher Education	
Degree	% Teachers
BA/BS	30%
MA/MS	62%
Doctorate	1%

Superintendent's Highlights

SY 1996/97 the Italy District supported the continued development of teaching strategies in Developmentally Appropriate Practices, Teacher Expectations/Student Outcomes, and Technology Workshops for Teachers.

The District Improvement Leadership Team (DILT) served as a model for the five tiered approach to School-Community Partnership as it took on a decision making role this year. The members advised the Superintendent on the disposition of \$350,000 in discretionary funds which were used to support the purchase of additional technology hardware for the schools after the selected facilities projects were funded by the Area Service Center. The DILT commended the re-distribution of savings from the operating budget to the support of student learning activities. Parents as members of the NCA visiting team was piloted at four sites.

The Second Language Festival and Solo & Ensemble Festival were hosted by the district.

Ms. Barbara Parker of Sigonella ES/HS was selected as the first DoDEA Assistant Principal of the Year.

The newly completed Naples Elementary School and Naples High School will open in August 1997. These facilities will provide state of the art learning environments for the students.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
The district purchased additional Literacy Place materials to support the newly adopted curriculum (\$46,000). Teacher-led training was funded for writing across the curriculum, portfolio development, and writing assessment. An interdisciplinary, supplemental social studies/science program was piloted. An authors program was initiated; authors worked with students and teachers.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Evidence indicates a narrowing of the gap in selected schools within the district. Staff development for teachers to gain the understanding and ability to ensure all students succeed included TESA (7 schools), AVID (3 schools) a pilot program entitled Minorities in Science (2 schools), and continued training in the mathematics and science standards.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
District liaisons provided program brochures for technology prep, integrated technology, reading, science standards, school-home partnership, and school improvement to stakeholders. E-mail connectivity with community members increased. More than \$4,000 was allocated for school based public affairs positions. There was an increase in DSO participation in community meetings.

Benchmark 10.8: Establish Technology for teachers and administrators.....
The DSO purchased 220 multimedia computers for teachers, specialists, and administrators. INTERNET connectivity was tripled. Summer technology training for educators was supported by 290 "mandays". Intensive computer training has been provided to school payroll clerks, secretaries, and DSO personnel.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.48	3.70
Co-Supporters	3.16	3.31
Co-Learners	2.83	3.00
Co-Teachers	3.02	3.31
Co-Advisors	3.04	3.17

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

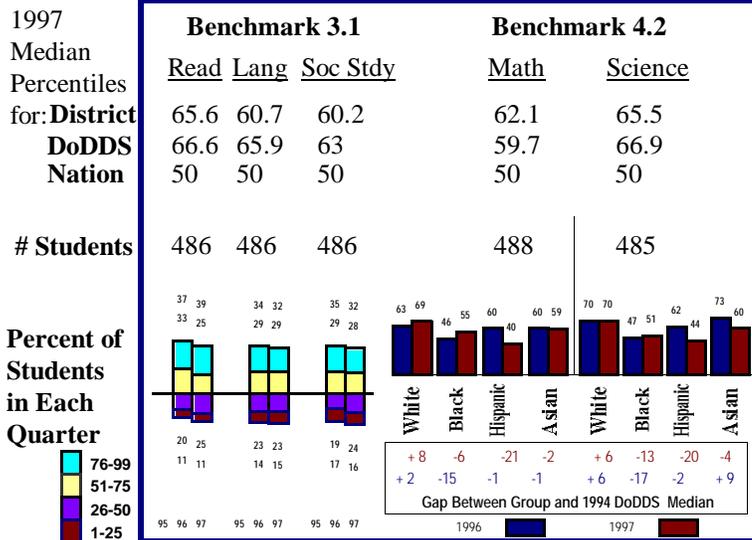
Goal 8: Parental Participation

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

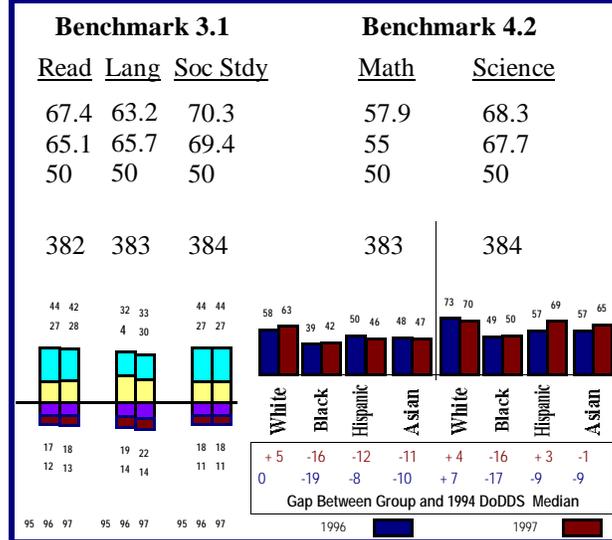
The Italy District became a member of Partnership 2000 Schools. Key Communicator training included 26 parents, 13 administrators, and military representatives. Parents are co-decision makers and co-advisors on school and district committees which determine educational priorities and processes for implementation, identify expected student outcomes, and select administrators.

Standardized Test Results

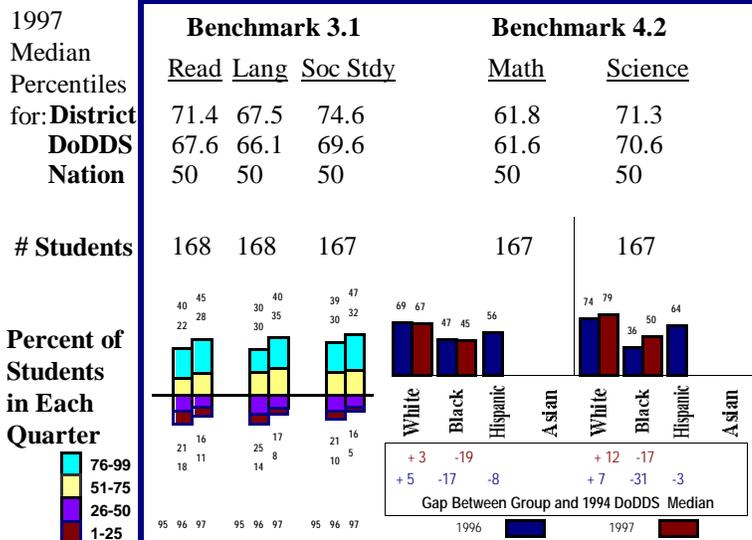
Grade 3



Grade 7



Grade 11



	SAT Results		
	District	DoDDS	Nation
% Participating	96	63%	62%
	97	71%	63%
Math Avg Score	96	493	506
	97	496	505
Verbal Avg Score	96	497	518
	97	509	515

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.

DoDDS-Italy District
Attn: Candace Ransing
Unit 31401, Box 11
APO AE 09630-0005

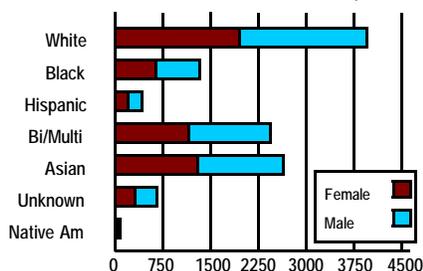
DSN Phone: 634-8460
Fax Number: 39-444-302-541
Commercial Phone:
39-444-518-460

DoDEA Writing Assessment									
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	96	447	727.1	741.9	26%	55%	16%	3%	1%
5	97	412	721.3	734.5	28%	61%	5%	3%	3%
8	96	325	770.4	770	19%	38%	36%	6%	1%
8	97	314	686.4	689	31%	45%	16%	6%	2%
10	96	212	805.7	798.9	26%	52%	19%	3%	0%
10	97	214	706.6	711.6	42%	37%	15%	3%	2%

**Department of Defense Education Activity
Japan District
1996/97 Profile
Margaret Rach, Superintendent**

District Characteristics

Student Enrollment - 11,341



Grade Offered	Program	#	%
PK-12	Special Education	872	8%
K-8	TAG	2438	26%
K-12	ESL	685	6%
1	Reading Recovery	0	0%
7-12	AVID	150	
Students Taking AP Courses		200	28%

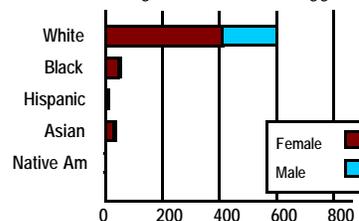
Grade	#
PreK	295
K	1199
1	1230
2	1205
3	1114
4	1079
5	925
6	867
7	824
8	717
9	654
10	512
11	390
12	330
Total	11341

Sponsor Affiliation	%
Marine	10%
Army	7%
Navy	36%
Air Force	31%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	28
1-3	49
4-6	53
7-10	122
> 10	533

Mobility Rate
29% Per Year

Professional Staffing



Category	FTE
Administrators	34
Classroom Teachers	608.5
Special Education	59.5
Other Professionals	129

Degree	% Teachers
BA/BS	40 %
MA/MS	58 %
Doctorate	2 %

Superintendent's Highlights

The Japan District serves a diverse population in 16 elementary and secondary schools throughout mainland Japan. The district fosters high expectations, instructional leadership, and excellence in teaching to ensure achievement for all students. Our focus this year was on "Kaizen," the Japanese word meaning change leads to improvement, as the driving force for implementing the Strategic Plan. Kaizen is also found in our new communication plan, emphasizing two-way communication, and our emphasis on use of technology in education.

The district is making strides in identifying developmentally appropriate practices for early childhood programs and piloted the Work Sampling assessment, which will be expanded in SY 97-98. There have been many initiatives in math and science, with programs such as AVID (Advancement via Individual Determination) expanding to all high schools, and addressing equity via the caring competencies model. CTBS results, SY 96-97, indicate an improvement in math computation scores for 3rd and 5th grades.

Throughout the year, professional development efforts centered on what was identified by schools in their SIP, to include such areas as equity, caring competencies, assessment strategies, cooperative learning, and competency based guidance.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
The major emphasis in Reading, Language Arts and Social Studies has been a year of staff development pertaining to the application and usage of curricular standards in the design and delivery of every learning episode. Inclusionary practices, as well as cross curricular integration has been emphasized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Increasing educators' understanding of the standards and appropriate teaching strategies in science and math has been our major focus. In addition, developing an awareness of and identifying causal relationships for ethnic, racial and gender gaps in mathematics and science has been emphasized.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
The Japan District made several inroads in effective communications. In addition to a focus on developing the leadership team, consisting of school administrators and DSO staff, we published a district calendar and a brochure on the district and its schools, produced a pilot video for parents, and developed a parent newsletter and questionnaire to provide us with feedback.

Benchmark 10.8: Establish Technology for teachers and administrators.....
The focus has been on staff training in Computer Level 1 and II; complex computer coordinators' training on the Internet and Windows NT; information specialists were trained on Columbia Library System; and teachers using technology as an instructional tool. Perry schools were selected as pilots for the President's initiative in technology.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.80	3.70
Co-Supporters	3.42	3.31
Co-Learners	3.01	3.00
Co-Teachers	3.34	3.31
Co-Advisors	3.17	3.17

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 SHP team, with representatives from all groups, was established. The district SHP Action Plan included: a Fall/Spring training for two Key Communicators from each school; training for all school SHP committees; administering a Pre-Post SHP Survey, indicating tremendous growth in our efforts; and employing the SHP team as valuable resource members.

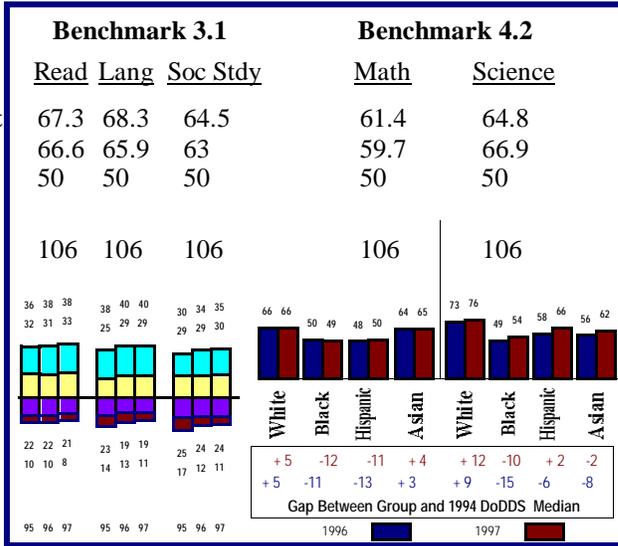
Standardized Test Results

Grade 3

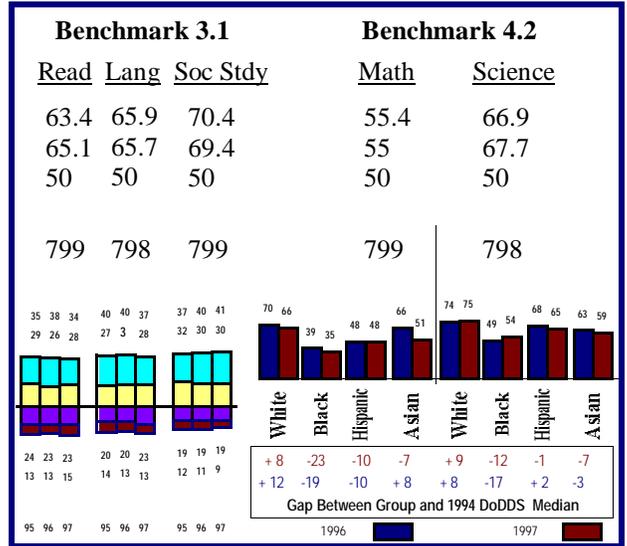
1997
Median
Percentiles
for: District
DoDDS
Nation

Students

Percent of
Students
in Each
Quarter



Grade 7

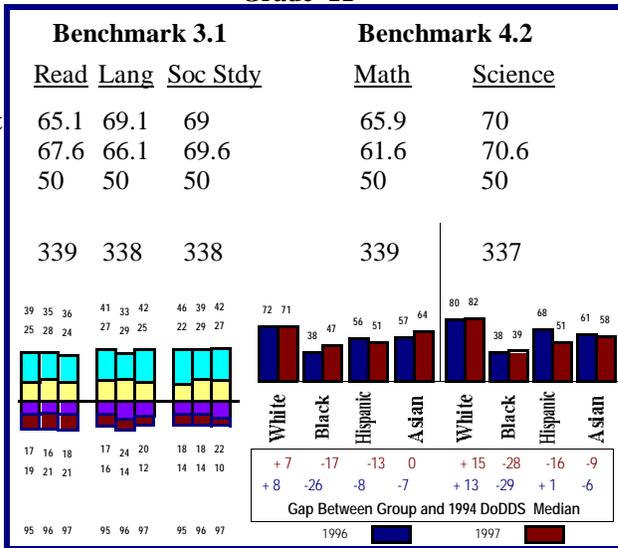


Grade 11

1997
Median
Percentiles
for: District
DoDDS
Nation

Students

Percent of
Students
in Each
Quarter



SAT Results

	District	DoDDS	Nation
% Participating	96	59%	62%
	97	66%	63%
Math Avg Score	96	515	506
	97	494	505
Verbal Avg Score	96	523	518
	97	499	515

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.

DoDDS-Pacific

Attn: Margaret Rach

Unit 5072

APO AP 96328-5072

DSN Phone: 225-3940

Fax Number: 81-425-30-1402

Commercial Phone:

81-425-52-2511-3940

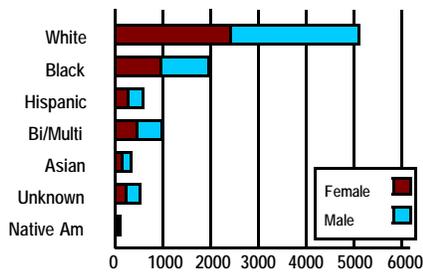
DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	909	756.4	741.1	22%	58%	14%	6%	0%
5	96	881	746.0	741.9	37%	50%	10%	2%	1%
5	97	857	729.8	734.5	33%	53%	7%	4%	2%
8	95	621	741.8	767.6	32%	14%	32%	19%	3%
8	96	657	768.0	770	19%	38%	34%	9%	1%
8	97	636	681.9	689	29%	43%	19%	7%	2%
10	95	430	794.4	792.8	27%	38%	21%	13%	1%
10	96	442	791.4	798.9	24%	44%	26%	6%	0%
10	97	369	713.8	711.6	39%	42%	16%	2%	1%

**Department of Defense Education Activity
Kaiserslautern District
1996/97 Profile
Terrence Kacik, Superintendent**

District Characteristics

Student Enrollment - 9,557



Grade Offered	Program	#	%
PK-12	Special Education	1125	12%
K-8	TAG	2377	31%
K-12	ESL	266	3%
1	Reading Recovery	113	11%
7-12	AVID	183	
Students Taking AP Courses		319	43%

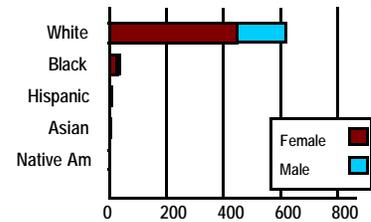
Grade	#
PreK	223
K	918
1	1058
2	1009
3	907
4	855
5	793
6	764
7	675
8	577
9	584
10	459
11	391
12	344
Total	9557

Sponsor Affiliation	%
Marine	<.5%
Army	56%
Navy	<.5%
Air Force	34%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	5
1-3	28
4-6	30
7-10	75
> 10	518

Mobility Rate
37% Per Year

Professional Staffing



Category	FTE
Administrators	34
Classroom Teachers	477
Special Education	74.5
Other Professionals	123

Degree	% Teachers
BA/BS	26 %
MA/MS	67 %
Doctorate	1 %

Superintendent's Highlights

Improved student achievement through enhanced instruction was the focus in the District's eighteen schools. Continued emphasis on writing was evidenced by significant gains in the number of students rated "proficient" or higher on the DODDS Writing Assessment. Special educators were included in the LA/RS Lead Teacher Cadre. A CBAM LA/RS Configuration Map was developed by District teams.

All surveyed stakeholders rated the DSO's staff development, standards and SIP implementation support "above average" for the second year. NCA and other consultants substantiated these findings. A variety of staff development models were used during and outside the duty day. School Home Partnership activities were enhanced. The ECE Net was produced for the ninth year.

Nine school LAN servers were upgraded and funding was received for SY 97/8 project completion. Upgraded administrative computers will be installed next year. Assistive technology was integrated in pre-school programs.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
LAR Lead Teachers have been trained in Levels I & II for the new curriculum implementation. All K-6 teachers have received Level I training. Improvement of student writing skills has been ongoing, with notable gains. Student activities and assessment reflect continued emphasis on standards-based instruction. Integration of the social studies standards has been a focus.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Level II and III training was provided for teachers in math. Training was conducted on site in order to maximize collegiality and minimize class disruption. Topics included assessment, technology, and parent partnership. Science training focused on awareness of the standards. Methods classes for elementary teachers were held in both disciplines.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
The District Improvement Team met monthly to discuss school support needs and adapt interventions. Surveys of SILTs, administrators and the DSO indicated increasing recognition of, and satisfaction with, the supports provided through the District Improvement Plan. All stakeholders acknowledged that communication and staff development efforts have been enhanced.

Benchmark 10.8: Establish Technology for teachers and administrators.....
The DoDEA Technology Plan continued to increase the availability and use of technology at the schools. Six schools received new computer labs and several media centers were scheduled for upgrades. Schoolwide technology inservices for educators were conducted to support integration of technology into key curricular areas. The DSO Home Page was frequently updated.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.49	3.70
Co-Supporters	3.14	3.31
Co-Learners	2.90	3.00
Co-Teachers	3.22	3.31
Co-Advisors	3.10	3.17

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

Goal 8: Parental Participation

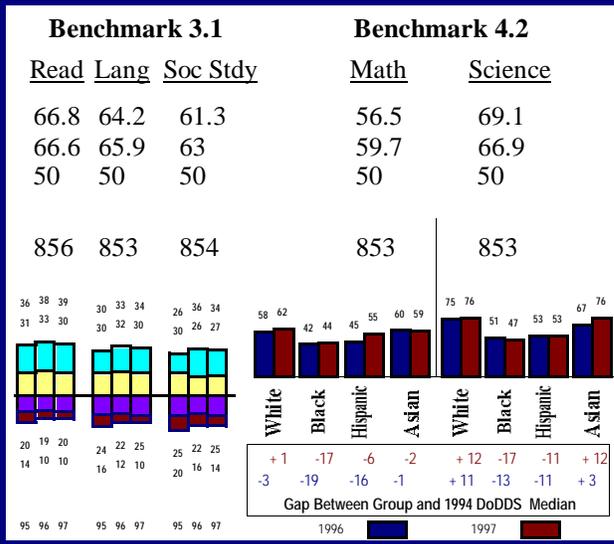
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Increasing parental involvement in schools throughout the district has been a primary focus. Parents/teachers/admin participated in three days of inservice on the SHP program. Increased parental involvement at all tiers of SHP is shown by site-based evaluations. Action plans, which support SHP, were developed, integrated, updated and implemented at all schools.

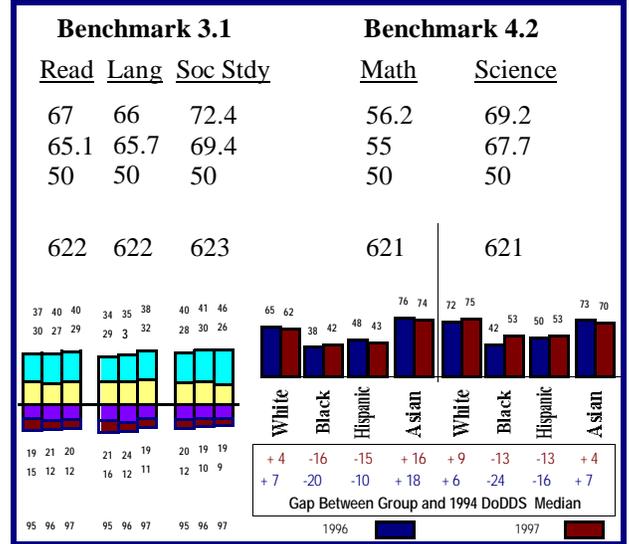
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: District
DoDDS
Nation

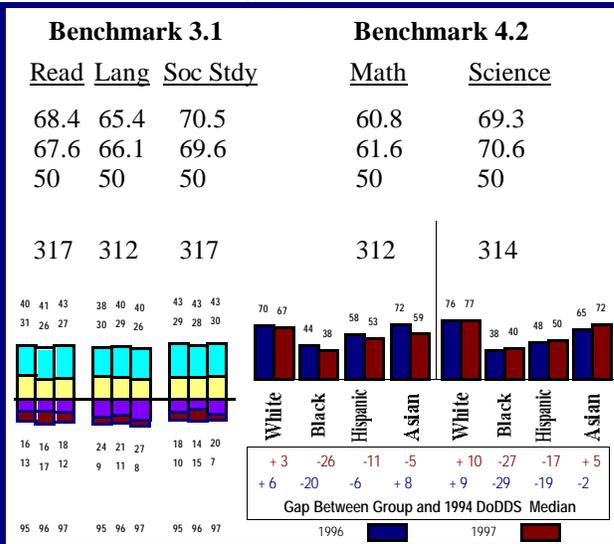


Grade 7



Grade 11

1997
Median
Percentiles
for: District
DoDDS
Nation



SAT Results

	District	DoDDS	Nation
	% Participating	96: 60%, 97: 58%	62%, 63%
Math Avg Score	96: 507, 97: 514	506, 505	508, 511
Verbal Avg Score	96: 524, 97: 519	518, 515	505, 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.

DoDDS-Kaiserslautern District

Attn: Terrence Kacik
Unit 3405
APO AE 09094

DSN Phone: 489-6339
Fax Number: 49-631-98762
Commercial Phone:
49-631-351370

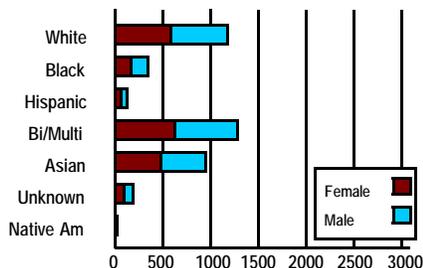
DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	803	733.7	741.1	15%	57%	15%	11%	1%
5	96	748	741.8	741.9	32%	52%	13%	2%	1%
5	97	704	732.7	734.5	31%	56%	6%	5%	2%
8	95	615	764.2	767.6	43%	16%	28%	9%	4%
8	96	544	786.7	770	26%	41%	28%	5%	0%
8	97	335	692.5	689	30%	46%	16%	7%	1%
10	95	481	799.1	792.8	28%	36%	26%	10%	1%
10	96	424	807.1	798.9	31%	42%	22%	4%	0%
10	97	410	725.4	711.6	49%	35%	14%	1%	1%

Department of Defense Education Activity
Korea District
1996/97 Profile
Douglas Kelsey, Superintendent

District Characteristics

Student Enrollment - 4,045



Grade Offered	Program	#	%
PK-12	Special Education	159	4%
K-8	TAG	357	12%
K-12	ESL	295	7%
1	Reading Recovery	0	0%
7-12	AVID	23	
Students Taking AP Courses		142	37%

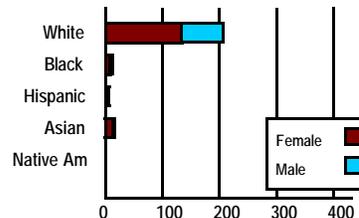
Grade	#
PreK	86
K	321
1	373
2	358
3	348
4	312
5	321
6	350
7	303
8	313
9	311
10	266
11	209
12	174
Total	4045

Sponsor Affiliation	
Marine	1%
Army	31%
Navy	9%
Air Force	17%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	42%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	21
1-3	34
4-6	34
7-10	32
> 10	173

Mobility Rate
24% Per Year

Professional Staffing



Category	FTE
Administrators	14
Classroom Teachers	236
Special Education	23
Other Professionals	46

Degree	% Teachers
BA/BS	38%
MA/MS	59%
Doctorate	3%

Superintendent's Highlights

The annual School Improvement Status Reports show significant growth in the implementation of the school improvement process for the seven DoDDS schools on the Korean Peninsula. The training and assistance provided to the schools by the district staff reflected the benchmarks of the DoDEA Community Strategic Plan and were tailored to support the strategies and action plans of the schools.

In the initial efforts to implement local assessments, results indicated increased student outcomes in many areas and a need to modify strategies in other areas. Increased sophistication with assessment strategies next year will enhance the SIP process.

The district made significant progress in implementing technology and is working diligently on recruiting and retaining quality teachers for Korea. A staff turnover of more than fifty percent in two years has required the district to modify and sculpture staff development initiatives to a transient population of teachers. Benchmark 7.1 will be formally addressed next year to reflect this need. In spite of the high staff turnover, the progress the schools and the district have made this year is remarkable.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
 Writing Across the Curriculum and cooperative learning were the primary initiatives used to increase writing proficiency, as well as to increase understanding in the content areas. Schools have used the Daily Oral Language program as the medium to enhance usage, spelling, and mechanics. In Social Studies, the focus has been on standards training.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
 The major focus has been to increase knowledge of the science and math standards and provide training for staff. Cooperative learning, TESA, and AVID programs were used to promote effective strategies that emphasize equity. The Minorities in Science pilot program was initiated at three schools. Computer software was introduced to enhance the mathematics program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
 The district has established a communication officer in the DSO and a communication liaison in each school to improve communication with local media. Each school publishes a newsletter to send home to parents. Our Superintendent's Newsletter and The Korean Connection, both published quarterly, are sent to schools, parents, and community members.

Benchmark 10.8: Establish Technology for teachers and administrators.....
 Integrating technology into instruction was a major focus for our district. Curriculum liaisons have integrated technology into their training and assistance programs. Two schools were selected to participate in the Presidential Technology Initiative. Teachers' technology skills were assessed and training was tailored to meet their needs.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.78	3.70
Co-Supporters	3.60	3.31
Co-Learners	3.00	3.00
Co-Teachers	3.47	3.31
Co-Advisors	3.27	3.17

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

Goal 8: Parental Participation

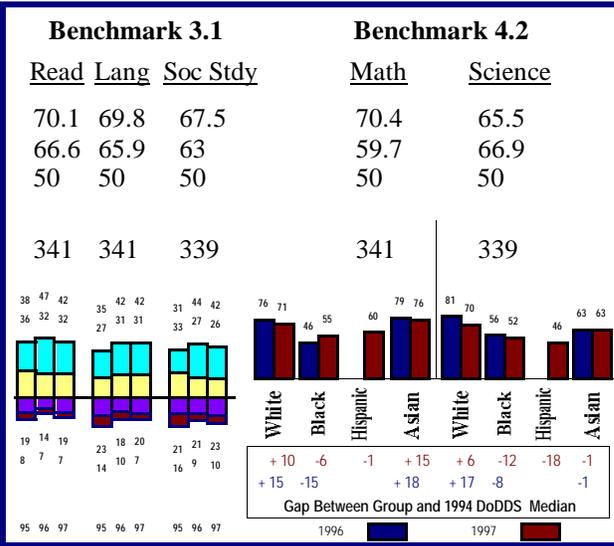
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

All school administrators were trained in the DoDEA School-Home Partnership model. Current practices were identified and categorized by tier. The major focus has been to ensure a balance of activities in each of the five tiers. Superintendent Forums were established at each school to encourage two-way communication between home and school.

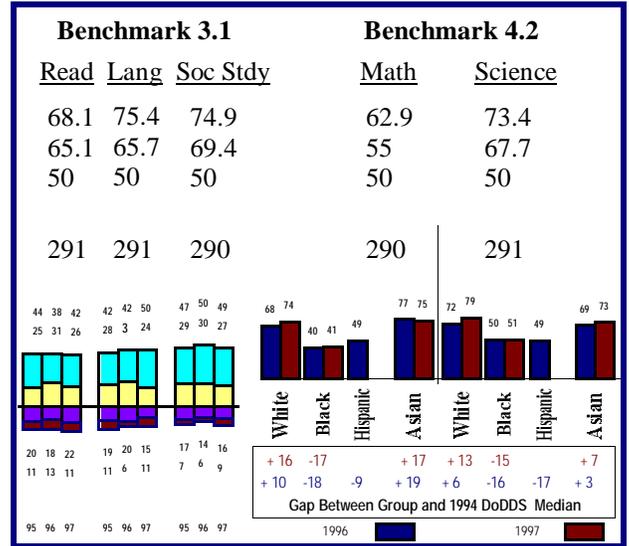
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: District
DoDDS
Nation

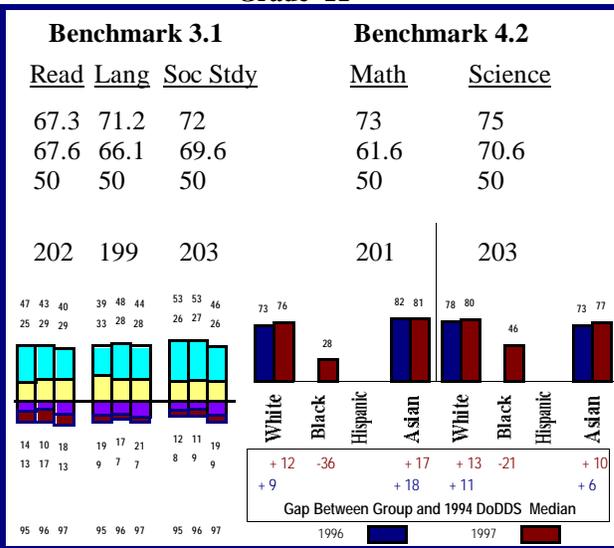


Grade 7



Grade 11

1997
Median
Percentiles
for: District
DoDDS
Nation



SAT Results

	District		DoDDS	Nation
	96	97		
% Participating	96	74%	62%	41%
Math Avg Score	96	526	506	508
Verbal Avg Score	96	507	518	505
	97	517	515	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.

DoD Dependents Schools - Pacific

Attn: Douglas Kelsey

Unit 15549

APO AP 96205-0005

DSN Phone: 738-5922

Fax Number: 82-2791-8-4280

Commercial Phone:

82-2791-8-5922

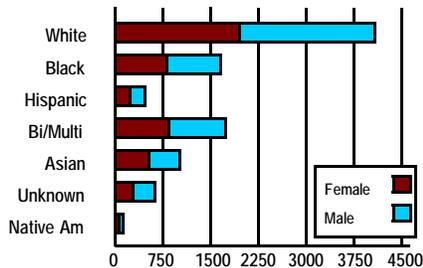
DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	308	749.5	741.1	19%	59%	13%	9%	1%
5	96	332	776.1	741.9	51%	43%	6%	0%	1%
5	97	308	757.9	734.5	40%	54%	3%	1%	1%
8	95	251	792.4	767.6	44%	22%	26%	7%	1%
8	96	279	782.6	770	20%	50%	24%	4%	1%
8	97	282	688.6	689	29%	54%	11%	4%	2%
10	95	183	816.5	792.8	33%	45%	16%	4%	1%
10	96	209	793.9	798.9	30%	41%	21%	7%	1%
10	97	225	711.7	711.6	38%	40%	17%	4%	0%

**Department of Defense Education Activity
Okinawa District
1996/97 Profile
Steve Bloom, Superintendent**

District Characteristics

Student Enrollment - 9,698



Grade Offered	Program	#	%
PK-12	Special Education	666	7%
K-8	TAG	927	12%
K-12	ESL	360	4%
1	Reading Recovery	208	19%
7-12	AVID	48	
Students Taking AP Courses		206	32%

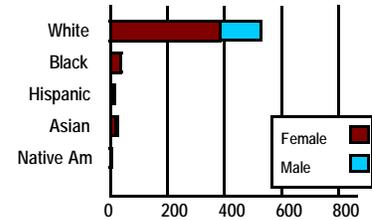
Grade	#
PreK	180
K	994
1	1072
2	1021
3	977
4	917
5	768
6	742
7	705
8	644
9	587
10	454
11	350
12	287
Total	9698

Sponsor Affiliation	
Marine	38%
Army	4%
Navy	9%
Air Force	40%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	18
1-3	36
4-6	60
7-10	61
> 10	465

Mobility Rate
29% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	31
Classroom Teachers	498
Special Education	56.5
Other Professionals	121.5

Teacher Education	
Degree	% Teachers
BA/BS	33%
MA/MS	64%
Doctorate	3%

Superintendent's Highlights

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

Four priorities were established at the beginning of the year: 1) Institute 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; 4) Maximize school home partnerships throughout the district.

The primary purposes of a 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 our 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. Plans have been made to establish a District Improvement Leadership Council for next year. In addition, comprehensive training in school improvement will be provided.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
The district provided staff development in process writing and social studies standards to support school improvement initiatives. Training was provided in the new reading/language arts curriculum materials and leadership teams for the curriculum implementation were established at each school. The leadership teams are planning and providing staff development at each school.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
The district provided grade level training that focused on math content and instructional practices in teaching a standards based mathematics program. New teachers were provided with an orientation to the math curriculum. The district and 7 schools established Cultural Diversity Support Teams to support staff development in Culturally Responsive Teaching methods.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
Two retreats were held for district educational staff which included training in school improvement assessment practices, as well as the integration of school improvement, curriculum, and staff development initiatives. The curriculum and instruction personnel moved into new offices which helped to facilitate communication, co-planning and integration of initiatives.

Benchmark 10.8: Establish Technology for teachers and administrators.....
Funding is established for accelerating the LAN installation to include all schools by June 1997. All schools now have Internet access. Staff development has been offered or planned for all schools to ensure effective utilization of computer labs and LAN applications. Plans have been made for a district training facility to include LAN work stations and multimedia equipment.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.92	3.70
Co-Supporters	3.60	3.31
Co-Learners	3.36	3.00
Co-Teachers	3.60	3.31
Co-Advisors	3.29	3.17

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

Goal 8: Parental Participation

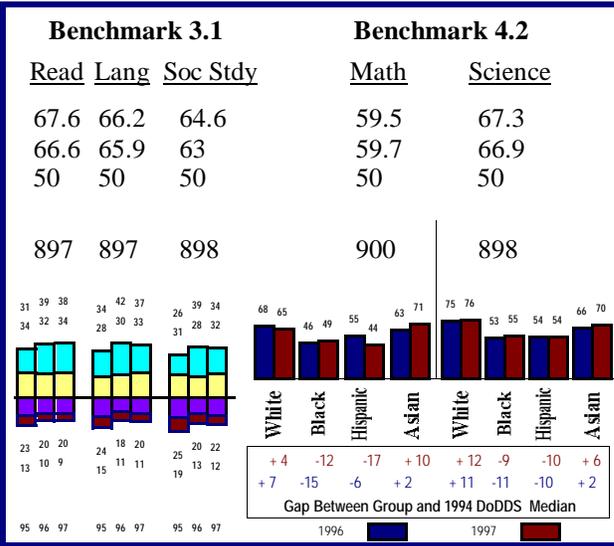
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A Cultural Diversity Leadership Team has been established with involvement from community, schools and parents. A District Parent Center has been established. District school home partnership district trainers offered three workshops to provide 12 school teams with training on the School Home Partnership framework, materials, best practices, and evaluation.

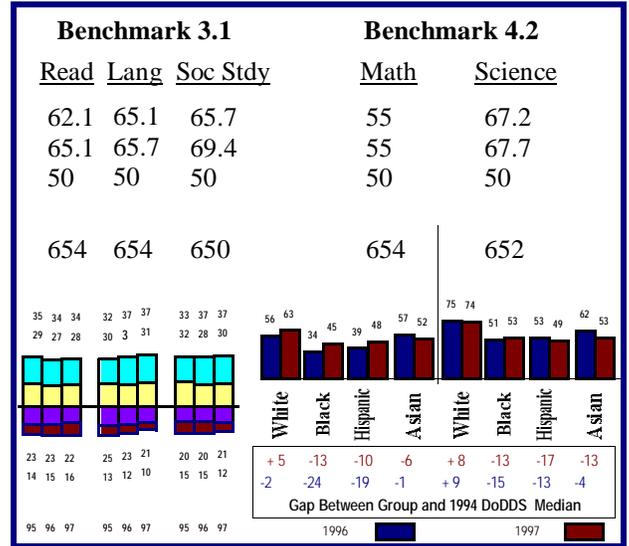
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: District
DoDDS
Nation

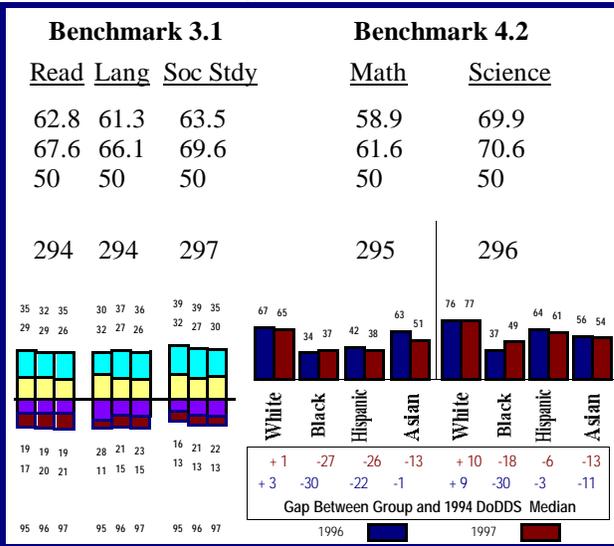


Grade 7



Grade 11

1997
Median
Percentiles
for: District
DoDDS
Nation



SAT Results

	District			DoDDS	Nation	
	96	97	96	97	96	97
% Participating	47%	49%	62%	63%	41%	41%
Math Avg Score	497	502	506	505	508	511
Verbal Avg Score	513	512	518	515	505	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.

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

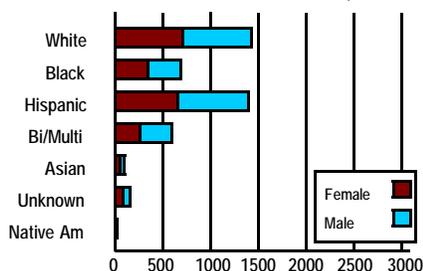
DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	798	741.3	741.1	20%	56%	15%	7%	2%
5	96	768	751.5	741.9	37%	50%	10%	2%	1%
5	97	692	724.7	734.5	28%	56%	9%	5%	2%
8	95	561	759.5	767.6	32%	18%	35%	14%	2%
8	96	616	764.0	770	22%	40%	31%	6%	2%
8	97	591	677.6	689	29%	43%	18%	8%	3%
10	95	386	783.0	792.8	25%	40%	22%	10%	3%
10	96	381	804.4	798.9	32%	45%	18%	5%	1%
10	97	360	705.4	711.6	46%	37%	12%	2%	3%

**Department of Defense Education Activity
Panama District
1996/97 Profile
Ruth Russell, Superintendent**

District Characteristics

Student Enrollment - 4,395



Grade Offered	Program	#	%
PK-12	Special Education	326	7%
K-8	TAG	296	8%
K-12	ESL	317	7%
1	Reading Recovery	0	0%
7-12	AVID	35	
Students Taking AP Courses		105	22%

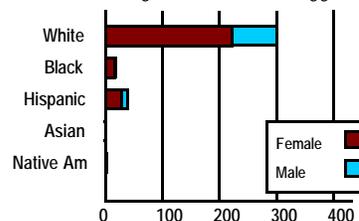
Grade	#
PreK	45
K	380
1	448
2	385
3	380
4	329
5	346
6	362
7	347
8	302
9	295
10	299
11	237
12	240
Total	4395

Sponsor Affiliation	
Marine	2%
Army	33%
Navy	18%
Air Force	21%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	25%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	6
1-3	17
4-6	31
7-10	26
> 10	193

Mobility Rate
31% Per Year

Professional Staffing



Category	FTE
Administrators	37
Classroom Teachers	280
Special Education	25.5
Other Professionals	50.5

Degree	% Teachers
BA/BS	37%
MA/MS	51%
Doctorate	12%

Superintendent's Highlights

DODDS Panama/Cuba District continues its focus on working through the School Improvement Process to focus on the benchmarks targeted. One of the highlights of SY 96-97 was developing capacity at school level through 61 inservice training courses offered at school and District levels.

School-based management practices continued to strengthen communication links with parents. In addition to the increased opportunities for sharing with parents, we entered into a partnership with Ft. Clayton Morale, Welfare, and Recreational Activities in support of the sports program for Middle School youngsters.

A record number of students had the opportunity to interface with students outside of Panama/Cuba to broaden their experiential background and develop leadership qualities. Fourteen students traveled to Lakenheath, England to participate in the JASON VIII telepresence.

All elementary schools in the District provided interactive Science and Math opportunities for students and parents throughout the school year. These opportunities were held in the evenings or on Saturdays to encourage wide participation.

The entire District team remained focused throughout the year on achieving benchmarks through the SIP process.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
Standards based instruction in Social Studies and Language Arts, CIRC in the Content Areas, and increasing the use of developmentally appropriate practices (DAP) were the district's main areas of focus where numerous staff development opportunities were offered. Student leadership training was conducted at all schools having student councils.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
The district established curriculum councils to analyze district data, address current issues, disseminate information, and serve as a communication link between schools and the DSO. Grade levels met to share best practices and discuss common concerns. Extensive staff development opportunities addressed equity, standard based inquiry methods and technology integration.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
The district has worked extensively at broadening the communication system to teachers, administrators, students, parents and community through the use of the cmail, parent forums, curriculum newsletters, television & newspaper stories, and weekly DSO staff meetings. The continuation of School Base Management has kept all constituencies informed of school issues.

Benchmark 10.8: Establish Technology for teachers and administrators.....
The INTERNET connection has facilitated numerous courses, trainings, workshops, and school projects such as JASON VIII which allowed teachers and administrators access to the information highway. Most of the training or courses offered promoted the use of INTERNET. Our school sites had a seamless transfer of our INTERNET connection to DISA.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.78	3.70
Co-Supporters	3.54	3.31
Co-Learners	3.20	3.00
Co-Teachers	3.28	3.31
Co-Advisors	3.71	3.17

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

Goal 8: Parental Participation

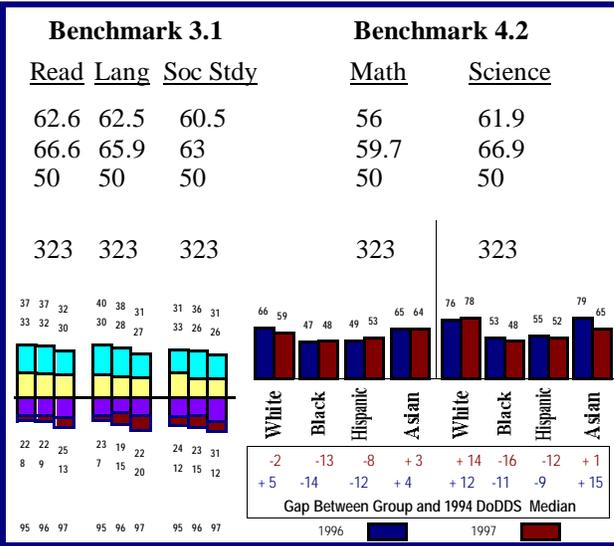
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

To further enhance the partnership between the school and parents, the School Based Management Councils along with the the School Home Partnership program were supported. The district office hosted several meeting and conferences to afford teams opportunities to share successes, gain ideas and fine tune practices.

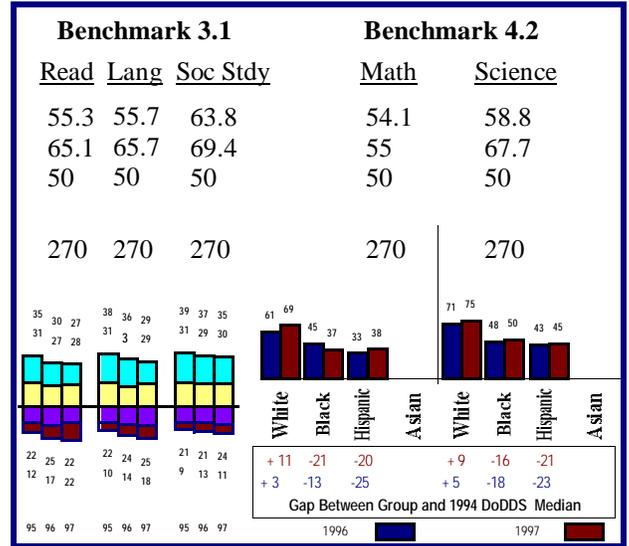
Standardized Test Results

Grade 3

1997
Median
Percentiles
for: District
DoDDS
Nation

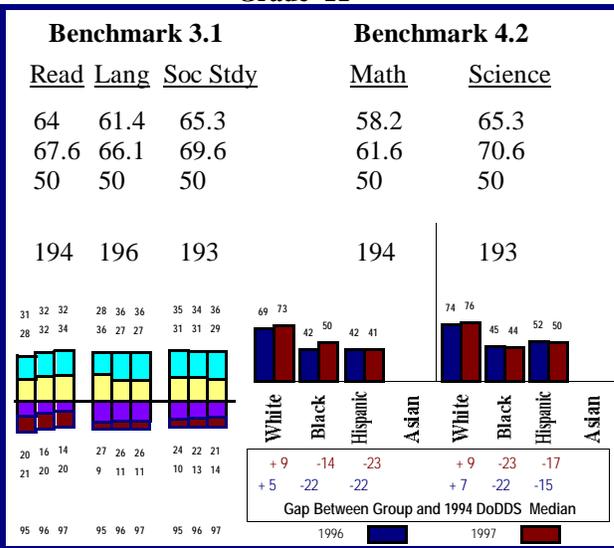


Grade 7



Grade 11

1997
Median
Percentiles
for: District
DoDDS
Nation



SAT Results

	District				DoDDS				Nation			
	96	97	96	97	96	97	96	97	96	97	96	97
% Participating	96	60%	53%	62%	62%	63%	41%	41%	41%	41%	41%	41%
Math Avg Score	96	497	481	506	508	511	508	511	508	511	508	511
Verbal Avg Score	96	510	498	518	505	505	518	505	505	505	518	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.

DoD Dependents Schools

Attn: Ruth Russell

Unit 0925

APO AA 34002

DSN Phone: 285-4035

Fax Number: 507-285-6652

Commercial Phone:

507-285-4035

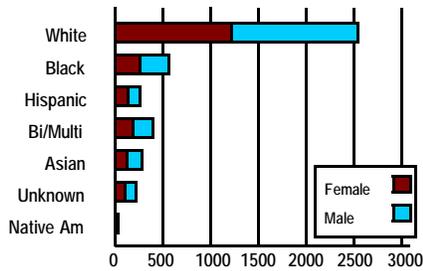
DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	388	742.4	741.1	15%	61%	15%	8%	1%
5	96	340	723.7	741.9	26%	52%	19%	2%	2%
5	97	343	727.8	734.5	27%	57%	9%	5%	2%
8	95	303	780.2	767.6	39%	18%	31%	11%	1%
8	96	273	731.8	770	28%	32%	24%	8%	6%
8	97	280	688.9	689	33%	43%	17%	5%	2%
10	95	301	786.1	792.8	19%	41%	31%	8%	1%
10	96	247	814.6	798.9	36%	45%	14%	5%	0%
10	97	268	716	711.6	44%	34%	17%	4%	1%

Department of Defense Education Activity
Turkey District
1996/97 Profile
Thomas Ellinger, Superintendent

District Characteristics

Student Enrollment - 4,286



Grade Offered	Program	#	%
PK-12	Special Education	302	7%
K-8	TAG	80	2%
K-12	ESL	191	5%
1	Reading Recovery	33	8%
7-12	AVID	19	
Students Taking AP Courses		101	23%

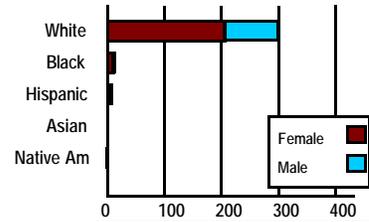
Grade	#
PreK	122
K	365
1	429
2	410
3	378
4	361
5	386
6	302
7	299
8	259
9	272
10	266
11	219
12	218
Total	4286

Sponsor Affiliation	
Marine	1%
Army	4%
Navy	19%
Air Force	52%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	11%

Teacher Experience	
Years	Teachers
New	3
1-3	8
4-6	15
7-10	39
> 10	266

Mobility Rate
32% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	18
Classroom Teachers	250
Special Education	22
Other Professionals	51.2

Teacher Education	
Degree	% Teachers
BA/BS	35%
MA/MS	63%
Doctorate	2%

Superintendent's Highlights

In the Turkey, Spain, and Islands District this year there has been a great amount of attention given to six major areas which support school improvement efforts in our schools. The six areas include: assessment and evaluation, school-home partnership, staff development, communication, technology, and the acquisition of resources and materials.

Assessment and evaluation have taken a higher degree of importance as we continue with SIP. Therefore, we have decided to develop a district-wide initiative for next year which will focus on integrating curriculum, instruction, and assessment.

Staff Development training has been provided for in all major curricular areas, with special emphasis given to language arts and reading, and the development of the lead teacher concept. District teachers learned about concepts and programs, while simultaneously learning how to assume the role of the staff developer at the school level.

District Parent Advisory Council meetings have opened an avenue for communication between the schools and the district office.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
 Nine of the 10 schools in our district selected writing or speaking as their major strategy for Benchmark 3.1. Staff development training has been provided in the following areas: language arts and reading, social studies, and arts and humanities. Special emphasis is being placed on the standards and expectations of the curricula, as well as the program materials utilized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
 Curriculum standards, programs and materials were also the focus during staff development in the areas of math and science. Schools selected strategies that were broad enough to reach all subgroups. The district provided assistance with instructional techniques that would reach all students, with special emphasis on the lowest achieving students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
 District newsletters were distributed on a quarterly basis to schools and community members. A series of brochures were published which describe various aspects of our district and schools, and the SIP process. Computer bulletin boards were established for all major curricular areas.

Benchmark 10.8: Establish Technology for teachers and administrators.....
 Technology support to schools has increased as a result of the creation of district "educational technologist" positions. This enables teachers to receive training that meets their needs through a variety of options including after school and weekend courses. Curriculum bulletin boards have been established so that teachers can communicate more easily with colleagues.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.44	3.70
Co-Supporters	3.21	3.31
Co-Learners	2.92	3.00
Co-Teachers	3.20	3.31
Co-Advisors	3.03	3.17

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

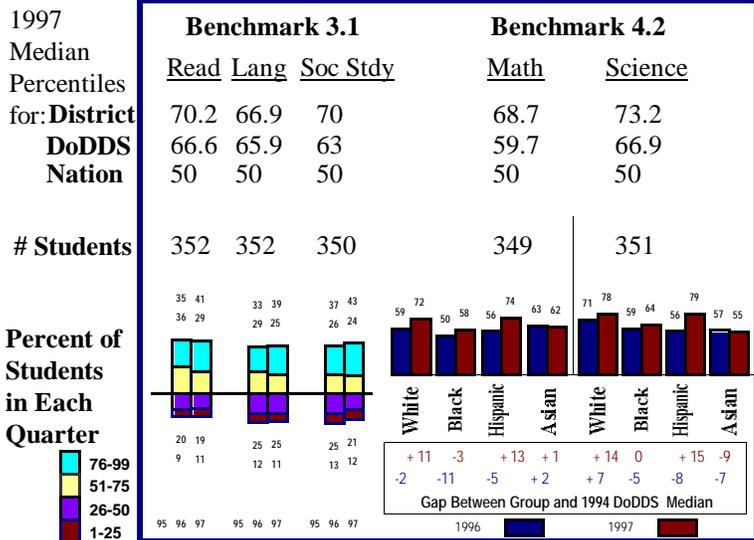
Goal 8: Parental Participation

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

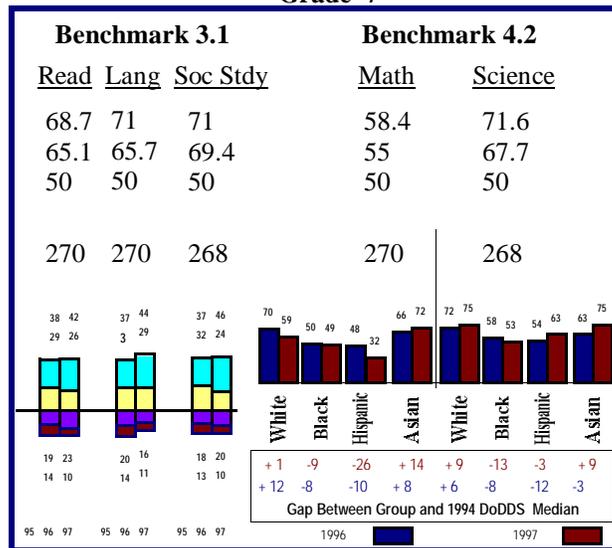
SHP activities were focused primarily at the school level with many parents and educators attending systemwide training. In addition, district office staff met with the District Parent Advisory Council, improving communication across the district. A "key communicator" position was established at each school.

Standardized Test Results

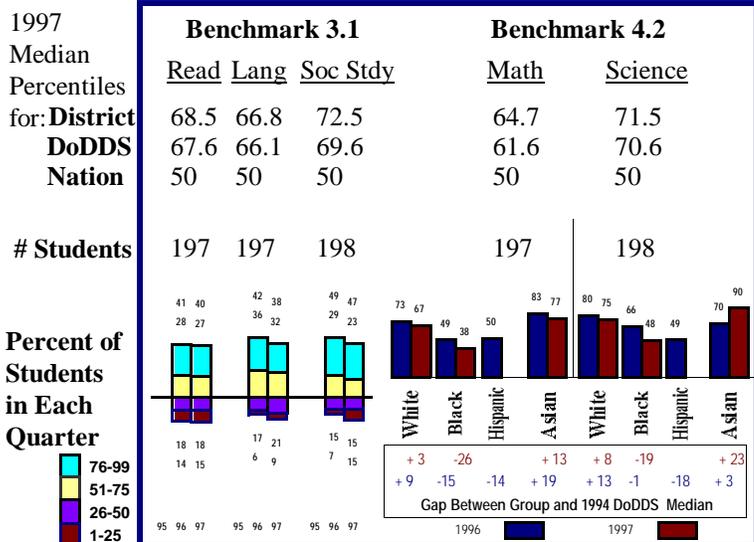
Grade 3



Grade 7



Grade 11



	SAT Results		
	District	DoDDS	Nation
% Participating	96	84%	62%
	97	79%	63%
Math Avg Score	96	513	506
	97	535	505
Verbal Avg Score	96	518	505
	97	513	515

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.

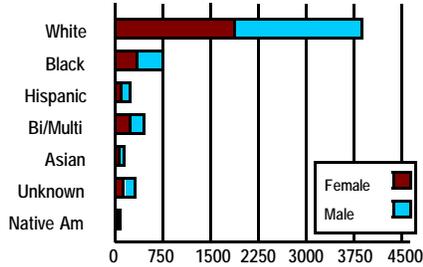
DoDDS-Turkey District
Attn: Thomas Ellinger
39 Combat Support Squadron
APO AE 09824-0005
DSN Phone: 676-6114
Fax Number: 90-322-346-1939
Commercial Phone:
90-322-316-6114

DoDEA Writing Assessment									
Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	96	318	733.9	741.9	30%	54%	10%	4%	2%
5	97	355	745.3	734.5	33%	57%	6%	3%	0%
8	96	257	788.5	770	28%	39%	31%	2%	1%
8	97	260	714.9	689	45%	38%	12%	5%	1%
10	96	255	811.8	798.9	35%	47%	15%	2%	1%
10	97	245	737.3	711.6	52%	41%	5%	1%	1%

**Department of Defense Education Activity
United Kingdom District
1996/97 Profile
Andrew Zacharias, Superintendent**

District Characteristics

Student Enrollment - 5,850



Grade Offered	Program	#	%
PK-12	Special Education	574	10%
K-8	TAG	376	8%
K-12	ESL	320	6%
1	Reading Recovery	44	8%
7-12	AVID	154	
Students Taking AP Courses		175	37%

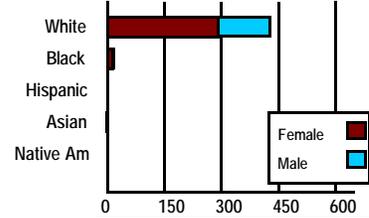
Grade	#
PreK	116
K	429
1	569
2	611
3	549
4	593
5	535
6	481
7	450
8	399
9	352
10	297
11	255
12	214
Total	5850

Sponsor Affiliation	
Marine	2%
Army	6%
Navy	26%
Air Force	54%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	12
4-6	25
7-10	43
> 10	362

Mobility Rate
32% Per Year

Professional Staffing



Category	FTE
Administrators	25.5
Classroom Teachers	298.5
Special Education	46.5
Other Professionals	71

Degree	% Teachers
BA/BS	34 %
MA/MS	57 %
Doctorate	3 %

Superintendent's Highlights

To ensure successful delivery of the curriculum, the UK DSO provided instruction for all teachers regarding the concept and reading of curriculum. Distribution of binders containing current curricula areas for every teacher in the district took place during the curriculum training.

School Improvement Leadership Teams were trained in conducting effective and efficient meetings which greatly enhanced the quality of implementation of the school improvement process in each school. School Improvement Chairpersons and administrators received training in understanding assessment and the purpose of assessment as it relates to improved instruction.

All schools have school-wide local writing assessment in place to monitor progress at the school level. Our students continue to demonstrate improvement in writing as shown by the DoDDS Writing Assessment scores. A math assessment was developed by the DSO and adapted by many schools in grades K-8 to assess the Computation/Estimation Standard. Two years after adoption of new instructional materials, our math scores show improvement. Parents are much more aware of the strategic plan and their school's improvement plan.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
All schools were trained in holistic scoring and collected local data on student writing. Middle and HS teachers were trained in writing across the curriculum and integrating technology and writing. Some parents, the District Parent Advisory, and district teachers were introduced to new Language Arts/Reading Standards. All K-6 teachers were trained to use new curriculum materials.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
A Computation/Estimation focus was added with inservice training provided to assist teachers in increasing student achievement using standards-based instruction found in adopted texts, with a consonant assessment tool. Pre/post-testing from schools showed achievement gains. Parent education continued. Grades 7/8 teachers received graphing calculators and training.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
Improved communication continues as a focus, including the ability to keep in contact with all schools regardless of DSO personnel's location. Within the district, communication has been enhanced through technology to include cc:Mail (local and remote) and teleconferencing. Through scheduling "face to face" time, communication within the DSO has greatly improved.

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

The district has developed a plan for LAN/WAN and equipment upgrade/replacement in addition to a plan to support the DoDEA Tech. Plan. 12 of 13 schools implemented the JASON Project. A training model to use technology supporting curriculum for teachers & admin. was implemented. All 7th/8th grade teachers received classroom sets of calculators and training.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.50	3.70
Co-Supporters	3.03	3.31
Co-Learners	2.84	3.00
Co-Teachers	3.09	3.31
Co-Advisors	3.00	3.17

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

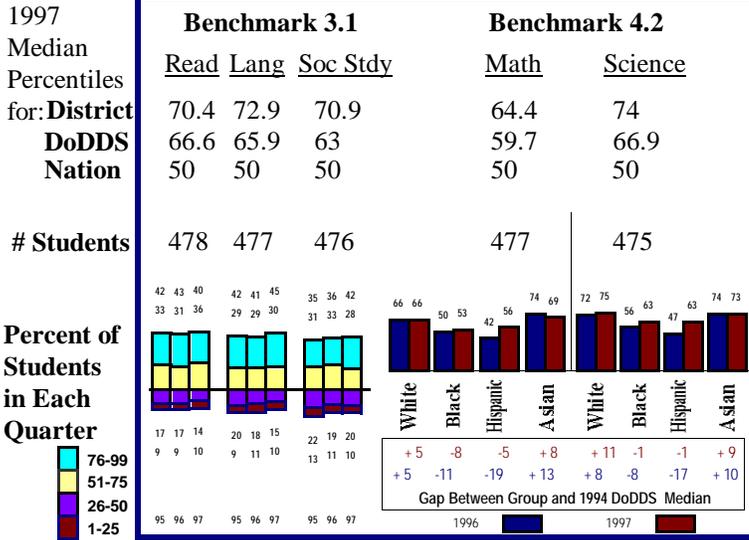
Goal 8: Parental Participation

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

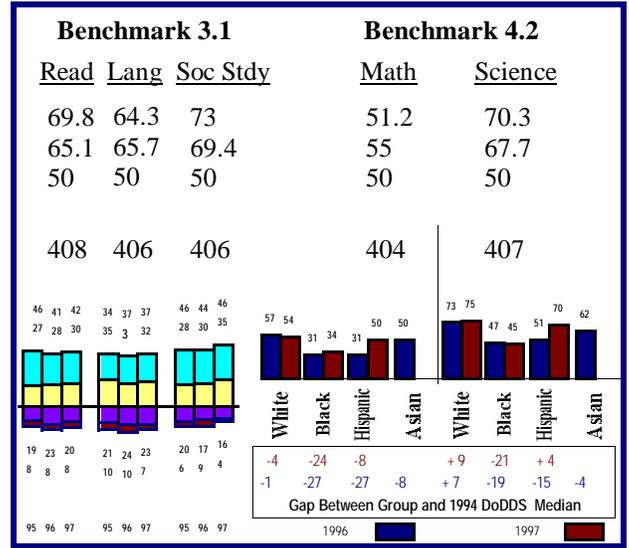
All schools' Key Communicators received four days of formal training in the model and two-way communication was the District's focus. SHP was discussed at all Principals' meetings. The UK Parent Advisory Committee met three times. Focus groups discussed HS graduation requirements, dorm reductions, and Student Rights and Responsibilities.

Standardized Test Results

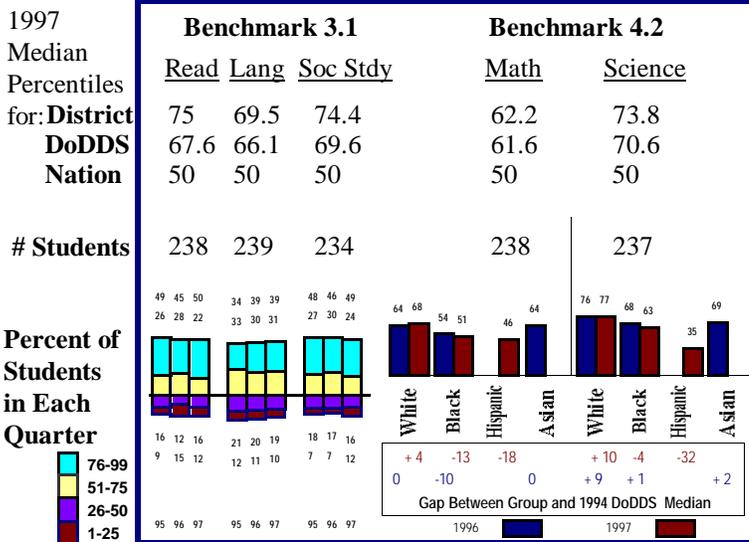
Grade 3



Grade 7



Grade 11



SAT Results

	District			DoDDS	Nation
	96	97	96	97	96
% Participating	62%	71%	62%	63%	41%
Math Avg Score	501	503	506	505	508
Verbal Avg Score	525	533	518	515	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.

DoDDS-UK District

Andrew Zacharias

Unit 5185, Box 470

APO AE 09461-5470

DSN Phone: 226-7234

Fax Number: 44-1638-527243

Commercial Phone:

44-1638-527234

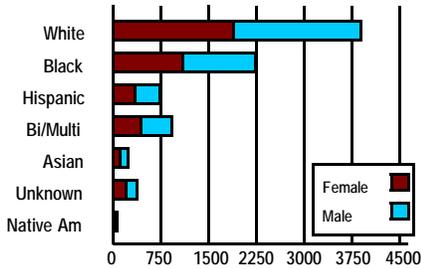
DoDEA Writing Assessment

Grade	Yr	Number Tested	Percent at Each Performance Level						
			Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	580	723.9	741.1	12%	59%	18%	9%	2%
5	96	460	740.1	741.9	32%	51%	14%	2%	0%
5	97	428	733.7	734.5	31%	56%	8%	4%	2%
8	95	392	765.9	767.6	35%	22%	27%	15%	2%
8	96	333	774.8	770	22%	42%	28%	6%	1%
8	97	349	699.3	689	33%	45%	16%	6%	1%
10	95	334	794.5	792.8	23%	41%	27%	8%	1%
10	96	272	773.2	798.9	18%	48%	25%	7%	2%
10	97	278	710.4	711.6	40%	41%	17%	1%	2%

**Department of Defense Education Activity
Wuerzburg District
1996/97 Profile
Richard Osner, Superintendent**

District Characteristics

Student Enrollment - 8,431



Grade Offered	Program	#	%
PK-12	Special Education	700	8%
K-8	TAG	806	11%
K-12	ESL	431	5%
1	Reading Recovery	65	6%
7-12	AVID	170	
Students Taking AP Courses		203	42%

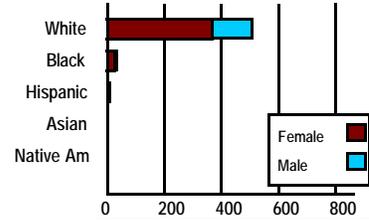
Grade	#
PreK	167
K	958
1	1037
2	978
3	854
4	776
5	704
6	616
7	563
8	483
9	434
10	377
11	265
12	219
Total	8431

Sponsor Affiliation	%
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	10
1-3	27
4-6	14
7-10	39
> 10	484

Mobility Rate
38% Per Year

Professional Staffing



Category	FTE
Administrators	30
Classroom Teachers	412
Special Education	42.5
Other Professionals	99.5

Degree	% Teachers
BA/BS	34 %
MA/MS	64 %
Doctorate	2 %

Superintendent's Highlights

The Wuerzburg District serves a diverse population across a wide geographical area at 19 elementary, middle and high schools. Guided by the DoDEA Strategic Plan, the District continues to foster high expectations, instructional leadership and excellence in teaching to realize our primary mission of helping all students achieve in a caring environment.

As the implementation of the District Improvement Plan proceeds; our emphasis on the interrelationship of curriculum, instruction, and assessment, as the infrastructure for student success, continues to guide our efforts as a District Team. Highlights of this school year include Curriculum Day, an emphasis on instructionally-oriented assessment, the development of a District Technology Training Plan, and a variety of District-sponsored student activities such as Model UN, Foreign Language Festival and the Language Arts Festival.

As a District, we will continue to coordinate efforts aimed at the successful attainment of the DoDEA Strategic Plan in order to build a world of learning and achievement for ALL students.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.....
The District continues to provide support to schools through ongoing training and assistance in the implementation of the new standards and expectancies and holistic assessment of student writing. A District Assessment Pilot Project involves the use of scoring rubrics to assess student writing. Students' assessment results are then used to guide instructional decisions.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.....
Routine use of constructivist methodologies narrow the racial/ethnic/gender gap in math and science. Workshops designed to integrate math and science (K-12) were provided for teachers to investigate and apply constructivist techniques to further student achievement in math and science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
Effective communication among all DoDEA constituencies is imperative for the successful delivery of services to the stakeholders of our educational system. To this end, the District's primary focus has been on exploring and implementing ever more efficient ways of communicating. One method has been to consolidate and streamline communications from the District office.

Benchmark 10.8: Establish Technology for teachers and administrators.....
The District provided training for teachers in educational technology at all four levels of our technology continuum. Over 500 teachers took advantage of classes to enhance their computer skills. The district also took the initiative to upgrade and expand computer hardware capabilities for students in the classroom and for teacher, and administrative use.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.67	3.70
Co-Supporters	3.18	3.31
Co-Learners	2.83	3.00
Co-Teachers	3.22	3.31
Co-Advisors	3.09	3.17

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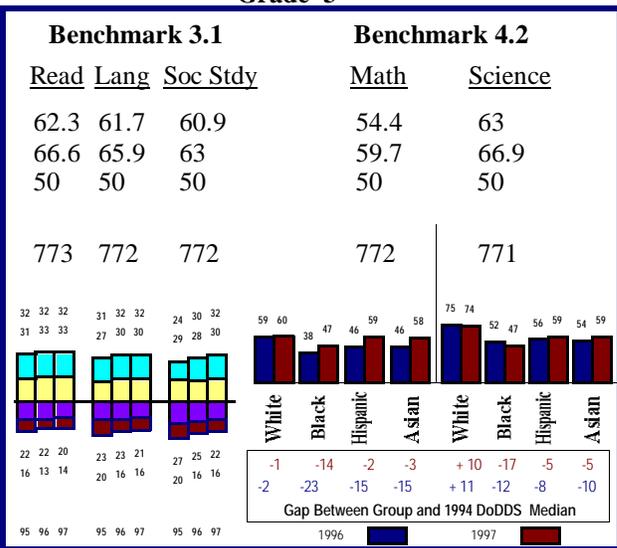
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
School/Home/Community Partnership is a dynamic initiative in enhancing learning for students. All dimensions of the multi-tiered model are evident in all our schools. School Complex Key Communicator Training is in progress. A District SHP newsletter is being published. Increasing involvement in the School/Home Partnership as it relates to all students' success is a priority.

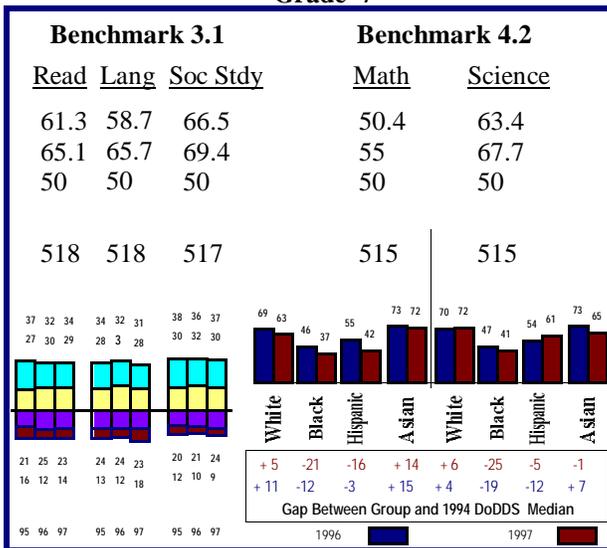
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Grade 3

1997
Median
Percentiles
for: District
DoDDS
Nation

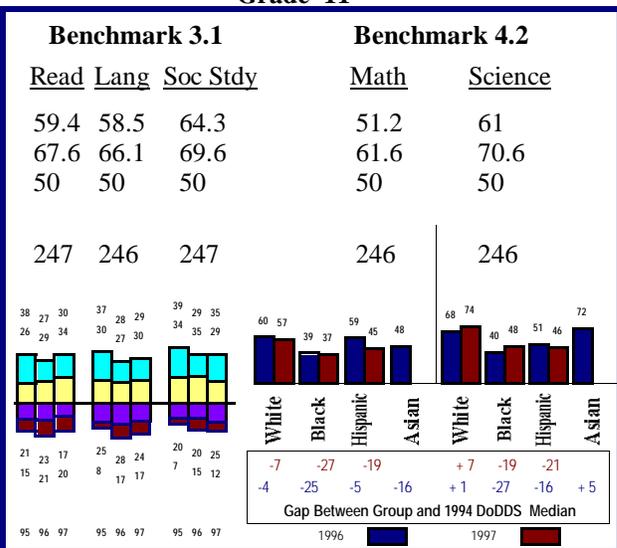


Grade 7



Grade 11

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DoDDS
Nation



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DoDDS-Wuerzburg District

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Commercial Phone:
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8	96	413	768.5	770	20%	44%	29%	6%	1%
8	97	416	691.6	689	27%	49%	16%	8%	1%
10	95	263	772.0	792.8	15%	38%	31%	15%	1%
10	96	245	790.9	798.9	22%	48%	24%	5%	0%
10	97	321	711.8	711.6	35%	40%	19%	5%	0%