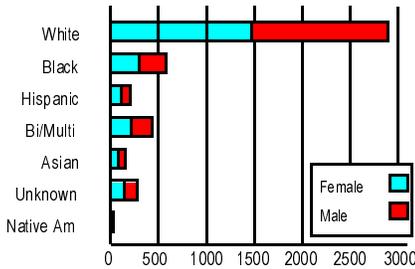


**Department of Defense Education Activity  
Brussels District (PK-12)  
1997/98 District Profile  
Lorraine Shanoski, Superintendent**

**District Characteristics**

**Student Enrollment - 4,569**



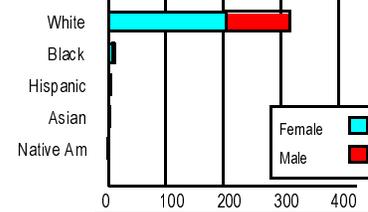
| Grade | #    |
|-------|------|
| PreK  | 100  |
| K     | 466  |
| 1     | 408  |
| 2     | 430  |
| 3     | 391  |
| 4     | 392  |
| 5     | 371  |
| 6     | 358  |
| 7     | 357  |
| 8     | 316  |
| 9     | 294  |
| 10    | 274  |
| 11    | 226  |
| 12    | 186  |
| Total | 4569 |

| Sponsor Affiliation |      |
|---------------------|------|
| Marine              | <.5% |
| Army                | 21%  |
| Navy                | 2%   |
| Air Force           | 61%  |
| Coast Guard         | <.5% |
| Non-US Military     | 1%   |
| US Civilians        | 7%   |
| Non-US Civilians    | 7%   |

| Teacher Experience |          |
|--------------------|----------|
| Years              | Teachers |
| New                | 4        |
| 1-3                | 12       |
| 4-6                | 18       |
| 7-10               | 31       |
| > 10               | 271      |

**Mobility Rate  
26% Per Year**

**Professional Staffing**



| School Staff        |      |
|---------------------|------|
| Category            | FTE  |
| Administrators      | 23   |
| Classroom Teachers  | 259  |
| Special Education   | 29.5 |
| Other Professionals | 49   |

| Teacher Education |            |
|-------------------|------------|
| Degree            | % Teachers |
| BA/BS             | 30 %       |
| MA/MS             | 68 %       |
| Doctorate         | 2 %        |

| Special Programs           |                   |     |     |
|----------------------------|-------------------|-----|-----|
| Grade Offered              | Program           | #   | %   |
| PK-12                      | Special Education | 426 | 9%  |
| K-8                        | TAG               | 277 | 8%  |
| K-12                       | ESL               | 149 | 3%  |
| 1                          | Reading Recovery  | 8   | 2%  |
| 7-12                       | AVID              | 130 |     |
| AP Courses Offered         |                   | 29  |     |
| Students Taking AP Courses |                   | 143 | 35% |

**Superintendent's Highlights**

Curriculum delivery plays a major role in our belief that all students will be guaranteed a quality education. This year we implemented a program of administrative curriculum leadership which included the creation of quality indicators for administrators to use during classroom observations. District staff continue to hone their skills in curricular areas as well.

Professional development opportunities offered to district educators to improve instruction included: Instructional Analysis, Principles of Learning, Mentoring the Mentor, Active Participation, Inclusive Practices, and Autism Training. Improving school culture was the aim of course work in community building and Habits of the Heart.

As this has been the year to "Show me the evidence!", our district has placed a high emphasis on the development of local assessment tools designed to measure the degree of success of school improvement efforts. District staff continued to study the area of assessment and actively helped schools create assessment tools and scoring instruments that would guide instruction.

**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.....**

An assessment which uses a rubric to guide instruction and contains teaching suggestions was created and field tested. Training in using rubrics to score was provided as well as training in how to more effectively use pretest results to guide instruction. Training in leadership skills, Service Learning, and instructional strategies for social studies continues.

**Goal 4: Math And Science Achievement**

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

Performance-based assessment tools and scoring instruments continue to be developed and fine tuned. Training in use of these tools is ongoing. Science STAR (Student Teachers as Resources) provides ways for lower performing students to acquire and refine specific skills and then use those skills to teach others. Instruction in technology in the classroom was a focus this year.

**Goal 10: Organizational Development**

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

Local area networks have been established insuring that all teachers and administrators at each site have the capability to communicate and share information electronically. A web server has been installed which allows schools and district personnel to publish on the district website. Instruction has been given to all district staff and school administrators.

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

An addition of an educational technician will facilitate the speed with which the use of technology is successfully implemented in our district. Professional development opportunities were provided to district, administrative, and school staff in the area of technology competencies.

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

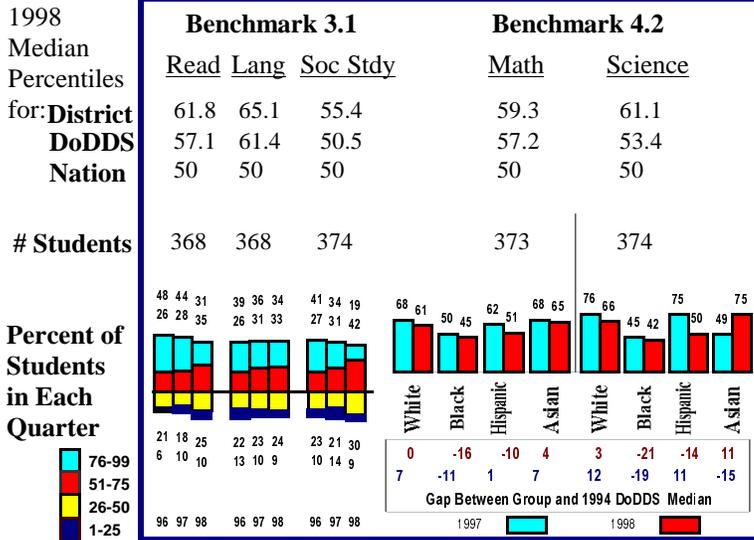
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

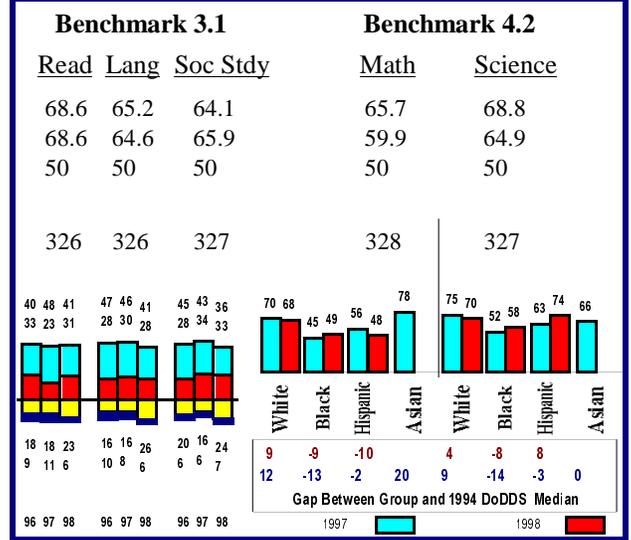
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

School-Home-Community Partnerships (SHCP) continue to be a major thrust in the district as Key Communicators attended training sessions focusing on enhancing "Best Practices" in the five tiers. Action Research was used to study ways of strengthening SHCP. An additional study focused on the effective use of the Site-Based Self-Evaluation tool.

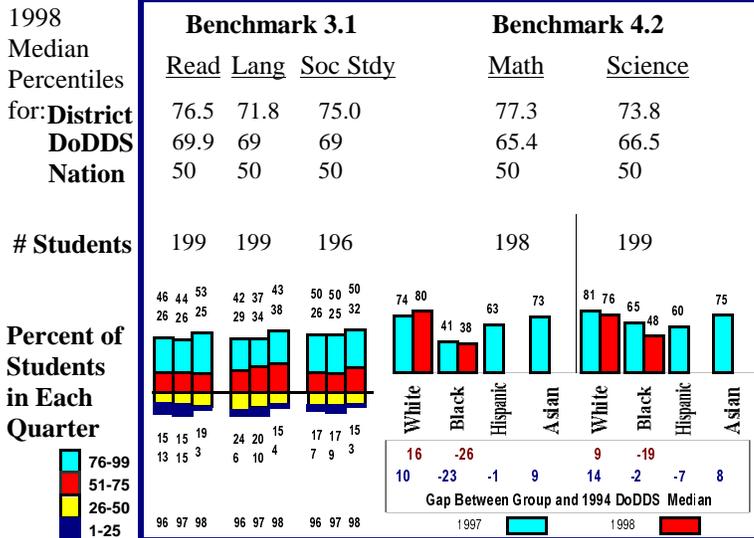
### Grade 3



### Grade 7



### Grade 11



### SAT Results

|                  | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating  | 97       | 63%   | 41%    |
|                  | 98       | 72%   | 43%    |
| Math Avg Score   | 97       | 536   | 511    |
|                  | 98       | 530   | 512    |
| Verbal Avg Score | 97       | 529   | 505    |
|                  | 98       | 520   | 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: Lorraine Shanoski  
NSA PSC 79, Box 3  
APO AE 09724

DSN Phone: 365-9431  
Fax Number: 322-721-2822  
Commercial Phone:  
322-720-7105

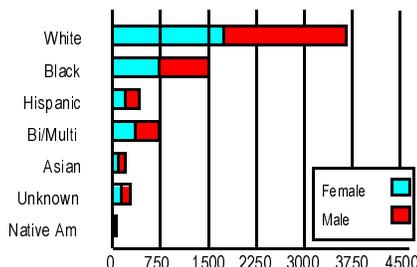
### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |               |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|---------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not Scoreable |
| 5     | 96 | 378           | Met                                     | 37%                               | 52%        | 10%        | 1%                     | 1%            |
| 5     | 97 | 387           | Met                                     | 39%                               | 52%        | 5%         | 2%                     | 1%            |
| 5     | 98 | 364           | Met                                     | 18%                               | 74%        | 7%         | 0%                     | 0%            |
| 8     | 96 | 321           | Not Met                                 | 30%                               | 37%        | 26%        | 6%                     | 1%            |
| 8     | 97 | 303           | Met                                     | 42%                               | 42%        | 10%        | 4%                     | 3%            |
| 8     | 98 | 295           | Met                                     | 34%                               | 47%        | 15%        | 3%                     | 1%            |
| 10    | 96 | 256           | Met                                     | 32%                               | 48%        | 16%        | 4%                     | 0%            |
| 10    | 97 | 274           | Met                                     | 42%                               | 36%        | 16%        | 2%                     | 4%            |
| 10    | 98 | 228           | Met                                     | 50%                               | 32%        | 13%        | 4%                     | 1%            |

**Department of Defense Education Activity  
Heidelberg District (PK-12)  
1997/98 District Profile  
Joan Wilcox, Superintendent**

**District Characteristics**

**Student Enrollment - 6,779**



| <b>Special Programs</b>    |                   |     |     |
|----------------------------|-------------------|-----|-----|
| Grade Offered              | Program           | #   | %   |
| PK-12                      | Special Education | 647 | 10% |
| K-8                        | TAG               | 250 | 5%  |
| K-12                       | ESL               | 75  | 1%  |
| 1                          | Reading Recovery  | 31  | 5%  |
| 7-12                       | AVID              | 216 |     |
| AP Courses Offered         |                   | 35  |     |
| Students Taking AP Courses |                   | 237 | 37% |

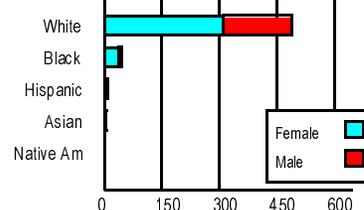
| Grade | #    |
|-------|------|
| PreK  | 93   |
| K     | 607  |
| 1     | 647  |
| 2     | 644  |
| 3     | 614  |
| 4     | 592  |
| 5     | 553  |
| 6     | 538  |
| 7     | 506  |
| 8     | 484  |
| 9     | 479  |
| 10    | 385  |
| 11    | 371  |
| 12    | 266  |
| Total | 6779 |

| <b>Sponsor Affiliation</b> |      |
|----------------------------|------|
| Marine                     | 1%   |
| Army                       | 70%  |
| Navy                       | 2%   |
| Air Force                  | 8%   |
| Coast Guard                | <.5% |
| Non-US Military            | <.5% |
| US Civilians               | 19%  |
| Non-US Civilians           | <.5% |

| <b>Teacher Experience</b> |          |
|---------------------------|----------|
| Years                     | Teachers |
| New                       | 6        |
| 1-3                       | 14       |
| 4-6                       | 17       |
| 7-10                      | 60       |
| > 10                      | 425      |

**Mobility Rate  
29% Per Year**

**Professional Staffing**



| <b>School Staff</b> |     |
|---------------------|-----|
| Category            | FTE |
| Administrators      | 27  |
| Classroom Teachers  | 383 |
| Special Education   | 48  |
| Other Professionals | 87  |

| <b>Teacher Education</b> |            |
|--------------------------|------------|
| Degree                   | % Teachers |
| BA/BS                    | 24 %       |
| MA/MS                    | 74 %       |
| Doctorate                | 2 %        |

**Superintendent's Highlights**

Heidelberg District continues to focus on student achievement, equity and narrowing the gap through a variety of programs and initiatives.

The mentoring program is established throughout the district. Schools use mentors to assist students who need additional academic support, especially in the areas of math and science.

Another area in which the district continues to focus is student achievement related to grades and grading. A task force was formed to develop a proposed grading policy that accurately reports and summarizes student knowledge and performance. The first draft of the proposed policy has been created and reviewed by all stakeholders in the district.

Three schools serving as pilot schools began studying issues related to cultural diversity and motivation. The school structures supporting change and school reform were examined and modified with the creation of Diversity Support Teams. Fall 1998 the educators will design and implement action research projects based on the academic strengths and needs of the 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.....**

The focus on language arts throughout the district was directed toward creating capacity for change in the elementary and middle schools as pre-implementation for Literacy Place. Lead teachers from each school worked together to assist their colleagues in using the new language arts/ reading materials based on the balanced approach to language and reading instruction.

**Goal 4: Math And Science Achievement**

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

We continue to emphasize "hands-on" science and math. Awareness level training of the standards, especially the inquiry approach, has been a pre-implementation goal. Follow-up on standards has been in the form of modeling lessons in classrooms throughout the district using the inquiry approach. New strategies were introduced to high school math teachers.

**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. All schools except one have internet access and home pages. A program testing an automatic answering computer for school-home communication is being piloted at two locations.

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

Technology training was provided throughout the school year at all complexes. The district offered eight summer technology workshops. In addition four NT labs were installed in four high schools to support business computer programs. Four schools received teacher workstations for every teacher in the school and all schools have multi-media labs.

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

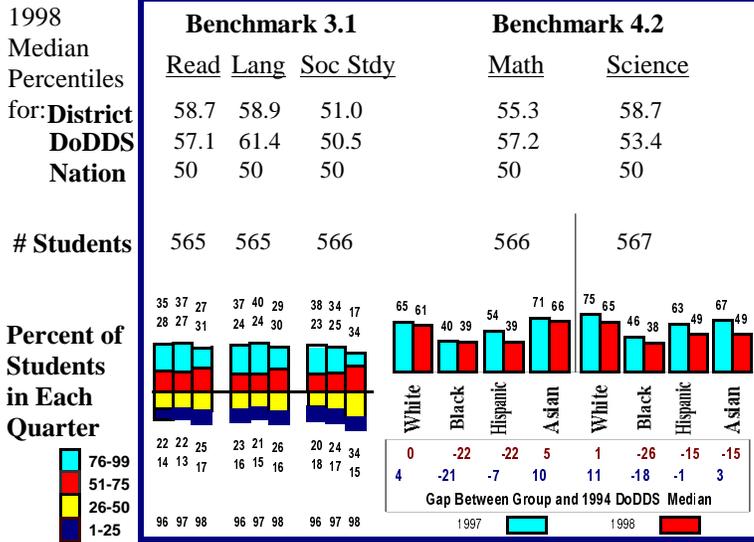
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

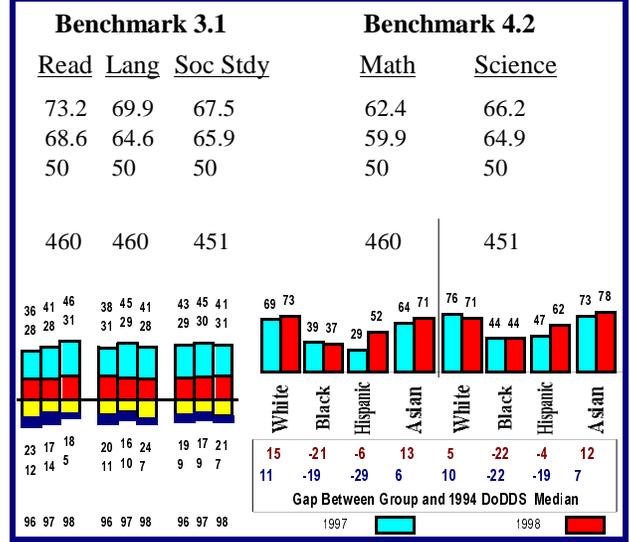
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A district-wide mentoring program involving all schools and communities has been established. Each school continues to seek ways to strengthen its school home partnership. Several schools created parent centers. The ways in which parents participated in schools has been enhanced by these efforts.

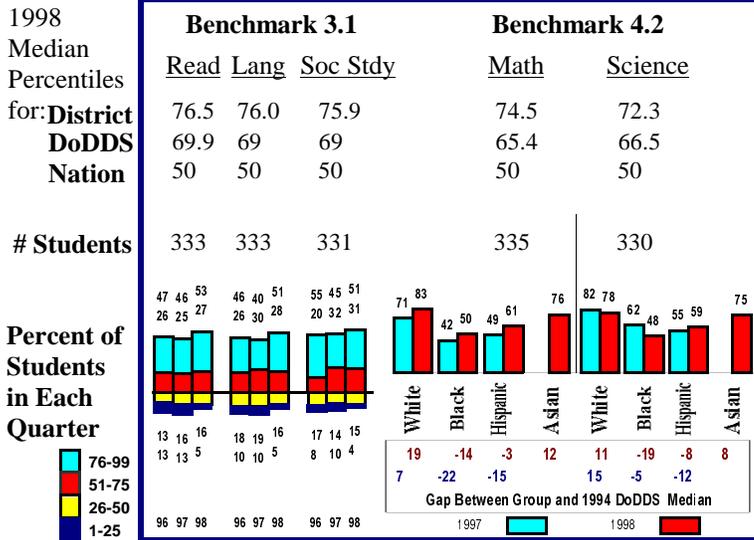
### Grade 3



### Grade 7



### Grade 11



### SAT Results

|                  | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating  | 97       | 70%   | 63%    |
|                  | 98       | 73%   | 62%    |
| Math Avg Score   | 97       | 513   | 505    |
|                  | 98       | 505   | 505    |
| Verbal Avg Score | 97       | 534   | 515    |
|                  | 98       | 522   | 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.

### 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

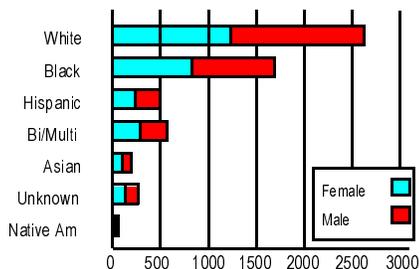
### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |               |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|---------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not Scoreable |
| 5     | 96 | 564           | Met                                     | 31%                               | 56%        | 12%        | 1%                     | 0%            |
| 5     | 97 | 572           | Met                                     | 31%                               | 59%        | 7%         | 3%                     | 0%            |
| 5     | 98 | 511           | Met                                     | 22%                               | 74%        | 3%         | 0%                     | 0%            |
| 8     | 96 | 444           | Not Met                                 | 18%                               | 39%        | 34%        | 7%                     | 2%            |
| 8     | 97 | 487           | Met                                     | 36%                               | 40%        | 15%        | 4%                     | 4%            |
| 8     | 98 | 411           | Met                                     | 31%                               | 50%        | 17%        | 2%                     | 0%            |
| 10    | 96 | 318           | Not Met                                 | 25%                               | 40%        | 26%        | 9%                     | 0%            |
| 10    | 97 | 393           | Met                                     | 42%                               | 36%        | 14%        | 6%                     | 1%            |
| 10    | 98 | 344           | Met                                     | 33%                               | 45%        | 14%        | 6%                     | 3%            |

**Department of Defense Education Activity  
Hessen District (PK-12)  
1997/98 District Profile  
Elizabeth Walker, Superintendent**

**District Characteristics**

**Student Enrollment - 5,871**



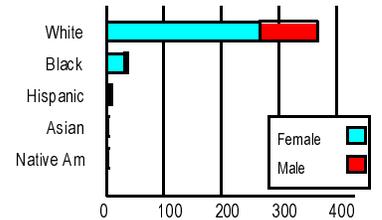
| Grade | #    |
|-------|------|
| PreK  | 93   |
| K     | 674  |
| 1     | 650  |
| 2     | 622  |
| 3     | 584  |
| 4     | 502  |
| 5     | 470  |
| 6     | 469  |
| 7     | 397  |
| 8     | 387  |
| 9     | 342  |
| 10    | 289  |
| 11    | 204  |
| 12    | 188  |
| Total | 5871 |

| Sponsor Affiliation |      |
|---------------------|------|
| Marine              | <.5% |
| Army                | 82%  |
| Navy                | <.5% |
| Air Force           | 6%   |
| Coast Guard         | <.5% |
| Non-US Military     | <.5% |
| US Civilians        | 10%  |
| Non-US Civilians    | <.5% |

| Teacher Experience |          |
|--------------------|----------|
| Years              | Teachers |
| New                | 5        |
| 1-3                | 17       |
| 4-6                | 29       |
| 7-10               | 34       |
| > 10               | 352      |

**Mobility Rate  
43% Per Year**

**Professional Staffing**



| School Staff        |       |
|---------------------|-------|
| Category            | FTE   |
| Administrators      | 24    |
| Classroom Teachers  | 307.5 |
| Special Education   | 52    |
| Other Professionals | 81.2  |

| Teacher Education |            |
|-------------------|------------|
| Degree            | % Teachers |
| BA/BS             | 23 %       |
| MA/MS             | 75 %       |
| Doctorate         | 3 %        |

| Special Programs           |                   |     |     |
|----------------------------|-------------------|-----|-----|
| Grade Offered              | Program           | #   | %   |
| PK-12                      | Special Education | 751 | 13% |
| K-8                        | TAG               | 378 | 8%  |
| K-12                       | ESL               | 168 | 3%  |
| 1                          | Reading Recovery  | 84  | 13% |
| 7-12                       | AVID              | 142 |     |
| AP Courses Offered         |                   | 21  |     |
| Students Taking AP Courses |                   | 141 | 36% |

**Superintendent's Highlights**

The Hessen District Mission Statement "to educate all students...through excellence in teaching and learning" was emphasized this year through various activities organized at the district level.

A research study of the mathematics program implementation was continued into the third year (CBAM). A team from the district was asked to present the research from this study at AERA in April.

Culturally Responsive Teaching (CRT) was a new initiative for the district this year under the guidance of Margery Ginsberg. Diversity Support Teams were established at four of the schools in the district to begin the training. CRT will be expanded to more schools in the district next year.

Thirteen of the seventeen schools chose to alter their daily schedules this year in order to provide more time for School based Staff Development. Literacy Place, Technology, Math, Writing and Teacher Study Groups were the most frequently addressed topics. The Model Schools Program continues into the third year in the Hanau Area.

**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.**  
Literacy Place training for Lead Teachers and K-6 teachers was the focus for reading and language arts this year. A class in reading strategies was offered for teachers at the DSO. A Young Authors' Festival and Middle School Writing Symposium were organized at the district to support school based writing initiatives.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.**  
Student achievement data from the GOALS assessment was correlated with data on the quality of implementation from the CBAM research project. The data clearly indicated that a higher quality of implementation resulted in more student learning. It was also clear that staff development and support for teachers was crucial to a high quality implementation.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.**  
Electronic mail continues to be the backbone of our communication system. As schools become connected to the internet, e:mail addresses are being collected from parents as a means of communicating. Monthly meetings of the DSO staff and the Administrators are scheduled. School web pages are available for some schools and under construction in others.

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

The focus for technology this year has been to integrate the use of technology into the curriculum by using production software, presentation software, simulation software and word processing. Multimedia labs have been established in all the schools. Training has been organized for parents, military personnel, teachers and students.

| Average Ratings of SHP Progress |          |       |
|---------------------------------|----------|-------|
| Tier                            | District | DoDDS |
| Co-Communicators                | 3.7      | 3.9   |
| Co-Supporters                   | 3.3      | 3.5   |
| Co-Learners                     | 3.1      | 3.1   |
| Co-Teachers                     | 3.4      | 3.5   |
| Co-Advisors                     | 3.2      | 3.3   |

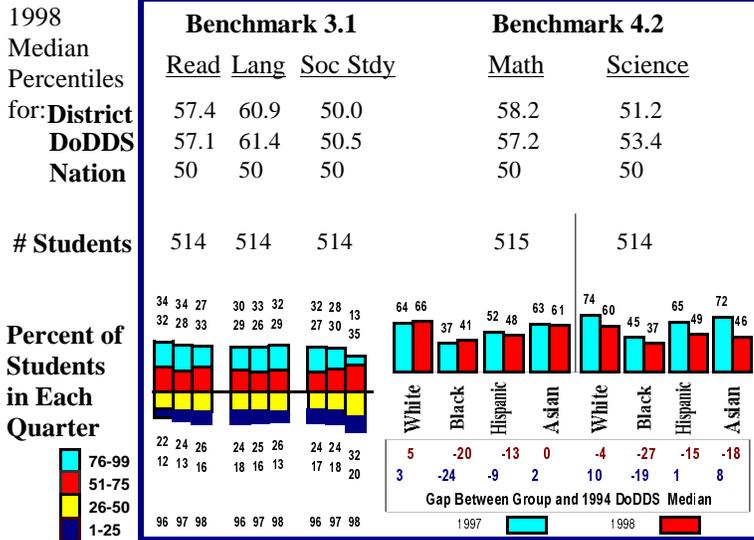
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

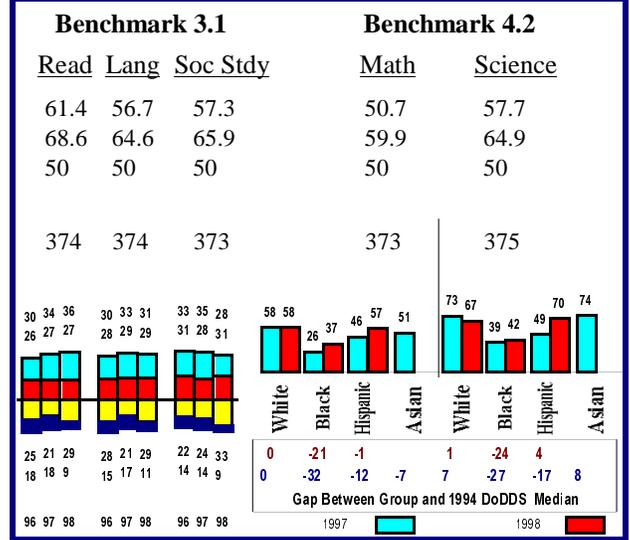
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Workshops for parents, students and teachers were held throughout the district this year. These workshops helped to clarify the five tiers in the SHP framework. Each school was able to begin building an Action Plan appropriate for their school based on this model.

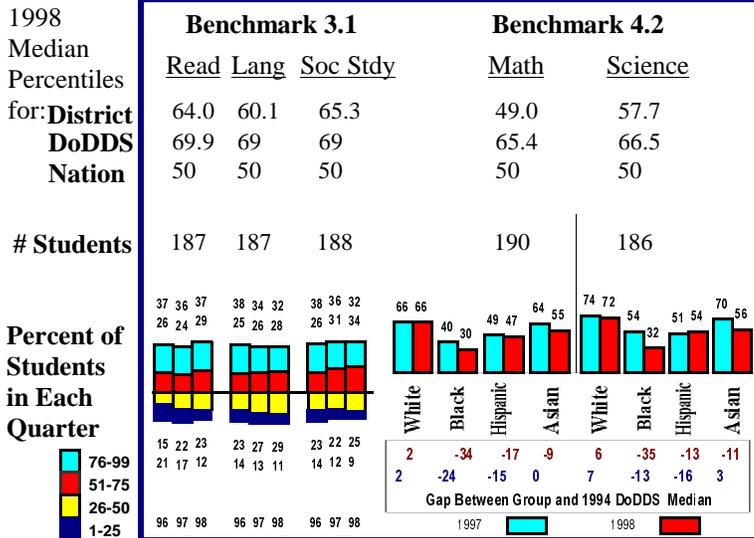
### Grade 3



### Grade 7



### Grade 11



### SAT Results

|                  | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating  | 97       | 59%   | 63%    |
|                  | 98       | 53%   | 62%    |
| Math Avg Score   | 97       | 483   | 505    |
|                  | 98       | 466   | 505    |
| Verbal Avg Score | 97       | 510   | 515    |
|                  | 98       | 494   | 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.

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

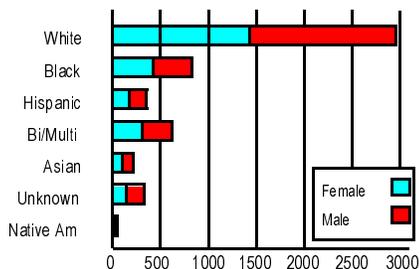
### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |               |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|---------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not Scoreable |
| 5     | 96 | 421           | Met                                     | 27%                               | 52%        | 18%        | 2%                     | 1%            |
| 5     | 97 | 452           | Met                                     | 29%                               | 57%        | 8%         | 6%                     | 1%            |
| 5     | 98 | 408           | Met                                     | 14%                               | 81%        | 5%         | 0%                     | 0%            |
| 8     | 96 | 331           | Not Met                                 | 18%                               | 40%        | 33%        | 8%                     | 1%            |
| 8     | 97 | 347           | Met                                     | 30%                               | 49%        | 13%        | 7%                     | 2%            |
| 8     | 98 | 334           | Not Met                                 | 22%                               | 47%        | 24%        | 6%                     | 2%            |
| 10    | 96 | 234           | Not Met                                 | 29%                               | 43%        | 20%        | 7%                     | 1%            |
| 10    | 97 | 218           | Not Met                                 | 36%                               | 34%        | 21%        | 6%                     | 2%            |
| 10    | 98 | 228           | Met                                     | 41%                               | 41%        | 13%        | 4%                     | 1%            |

**Department of Defense Education Activity  
Italy District (PK-12)  
1997/98 District Profile  
Candace Ransing, Superintendent**

**District Characteristics**

**Student Enrollment - 5,290**



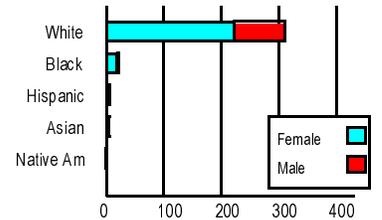
| Grade | #    |
|-------|------|
| PreK  | 58   |
| K     | 554  |
| 1     | 564  |
| 2     | 584  |
| 3     | 557  |
| 4     | 476  |
| 5     | 444  |
| 6     | 425  |
| 7     | 414  |
| 8     | 330  |
| 9     | 285  |
| 10    | 251  |
| 11    | 188  |
| 12    | 160  |
| Total | 5290 |

| Sponsor Affiliation |      |
|---------------------|------|
| Marine              | <.5% |
| Army                | 18%  |
| Navy                | 42%  |
| Air Force           | 32%  |
| Coast Guard         | <.5% |
| Non-US Military     | <.5% |
| US Civilians        | 7%   |
| Non-US Civilians    | <.5% |

| Teacher Experience |          |
|--------------------|----------|
| Years              | Teachers |
| New                | 14       |
| 1-3                | 22       |
| 4-6                | 30       |
| 7-10               | 36       |
| > 10               | 288      |

**Mobility Rate  
39% Per Year**

**Professional Staffing**



| School Staff        |       |
|---------------------|-------|
| Category            | FTE   |
| Administrators      | 21.5  |
| Classroom Teachers  | 299.5 |
| Special Education   | 30.5  |
| Other Professionals | 65    |

| Teacher Education |            |
|-------------------|------------|
| Degree            | % Teachers |
| BA/BS             | 28 %       |
| MA/MS             | 68 %       |
| Doctorate         | 3 %        |

| Special Programs           |                   |     |     |
|----------------------------|-------------------|-----|-----|
| Grade Offered              | Program           | #   | %   |
| PK-12                      | Special Education | 493 | 9%  |
| K-8                        | TAG               | 229 | 5%  |
| K-12                       | ESL               | 123 | 2%  |
| 1                          | Reading Recovery  | 20  | 4%  |
| 7-12                       | AVID              | 72  |     |
| AP Courses Offered         |                   | 22  |     |
| Students Taking AP Courses |                   | 101 | 29% |

**Superintendent's Highlights**

School year 97/98 data revealed that district students exceeded the 3.1 Benchmark goal for the DoDEA Writing Assessment.

The strategy of directly involving parents from Gaeta Elementary School resulted in a major reduction of the minority student achievement gap.

New Naples Elementary and High Schools were opened in August 1997. NATO funded the construction of an elementary school and a high school for the Aviano community that will open in the year 2000.

Continued district support of technology integration into the classroom for students resulted in both Aviano and Vicenza schools being selected as Presidential Technology Initiative (PTI) sites.

President Clinton recognized the DoDEA Principal of the Year, Edward Drozdowski of Naples ES.

**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.*  
 All K-6 teachers completed DoDEA Learning Levels for the Reading Language Arts Program. Lead Teachers provided staff development using over 20 different learning options. Teacher surveys indicate that more than 90% are prepared to implement Literacy Place. More than 76% of the students scored at the Proficient or Distinguished Levels of the Writing Assessment.

**Goal 4: Math And Science Achievement**  
*Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.*  
 Site-based training in math standards and adopted materials was provided for all elementary teachers new to the curriculum. Of the district's 7-12 math teachers, 85% participated in workshops on standards-based instruction and/or the integration of graphing technology. Student performance in math and science on the 1997 TerraNova showed an upward trend over 1996.

**Goal 10: Organizational Development**  
*Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.*  
 Monthly Parent Newsletters, teacher newsletter, AFN spots, and Commanders' Updates were disseminated on topics such as Literacy Place, math, school improvement, and Music In Our Schools. A district template was implemented for parent newsletters. DILT, SAC, and email provided avenues for stakeholder input. These district communications doubled.

*Benchmark 10.8: Establish technology for teachers and administrators.*  
 The district provided all administrators with new NT workstations. Administrators received training on this new systems and associated software. Over 92% of the district schools participated in Lead Teacher Training for Technology Integration. Lead teachers then conducted follow-up staff development on technology integration into the curriculum.

| Average Ratings of SHP Progress |          |       |
|---------------------------------|----------|-------|
| Tier                            | District | DoDDS |
| Co-Communicators                | 3.8      | 3.9   |
| Co-Supporters                   | 3.4      | 3.5   |
| Co-Learners                     | 3.1      | 3.1   |
| Co-Teachers                     | 3.5      | 3.5   |
| Co-Advisors                     | 3.4      | 3.3   |

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

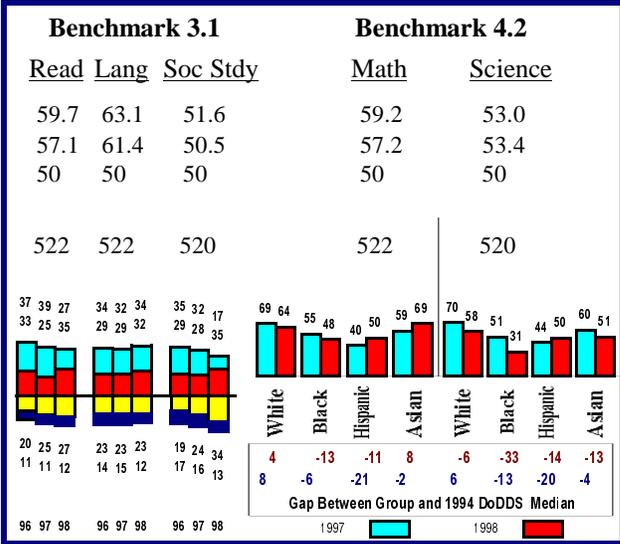
### Goal 8: Parental Participation

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

The five-tier model with a special focus on co-learning and co-teaching was fully implemented in all schools. District training centered on mentor programs and community partnerships. Gaeta, a Navy community, participated in the DoDEA SHP Community Component Pilot. The Italy District Leadership Team consisted of students, parents, active duty personnel, and teachers.

### Grade 3

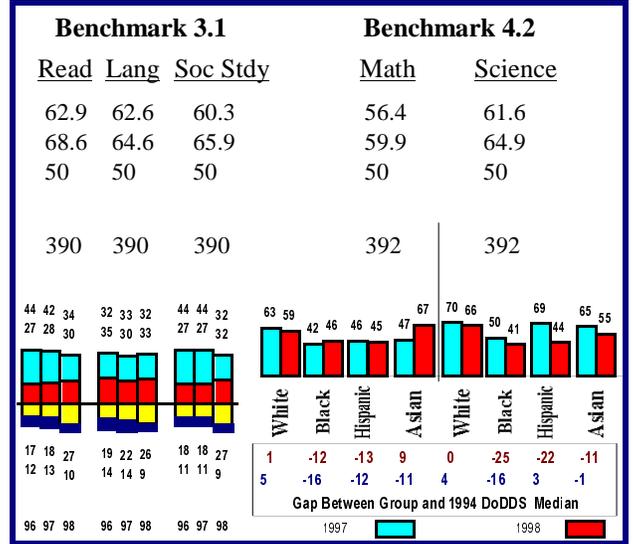
1998  
Median  
Percentiles  
for: District  
DoDDS  
Nation



### Grade 7

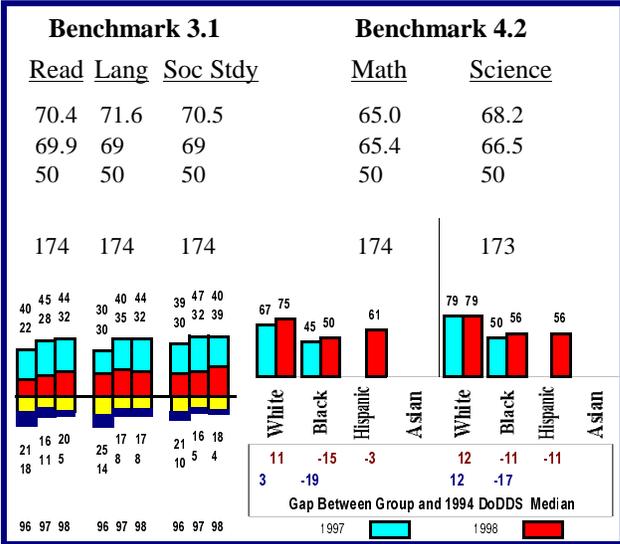
# Students

Percent of Students in Each Quarter



### Grade 11

1998  
Median  
Percentiles  
for: District  
DoDDS  
Nation



### SAT Results

|                  | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating  | 97       | 71%   | 63%    |
|                  | 98       | 64%   | 62%    |
| Math Avg Score   | 97       | 496   | 505    |
|                  | 98       | 498   | 505    |
| Verbal Avg Score | 97       | 509   | 515    |
|                  | 98       | 519   | 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.

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

DSN Phone: 634-8460  
Fax Number: 39-0444-302-541  
Commercial Phone:  
39-0444-518-460

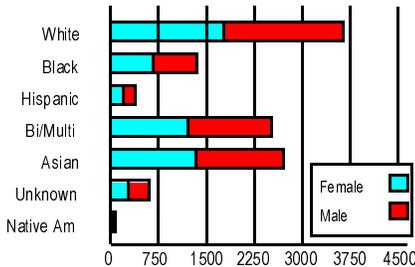
### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |               |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|---------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not Scoreable |
| 5     | 96 | 447           | Met                                     | 26%                               | 55%        | 16%        | 3%                     | 1%            |
| 5     | 97 | 412           | Met                                     | 28%                               | 61%        | 5%         | 3%                     | 3%            |
| 5     | 98 | 424           | Met                                     | 17%                               | 75%        | 7%         | 0%                     | 1%            |
| 8     | 96 | 325           | Not Met                                 | 19%                               | 38%        | 36%        | 6%                     | 1%            |
| 8     | 97 | 314           | Met                                     | 31%                               | 45%        | 16%        | 6%                     | 2%            |
| 8     | 98 | 308           | Met                                     | 33%                               | 48%        | 13%        | 6%                     | 0%            |
| 10    | 96 | 212           | Met                                     | 26%                               | 52%        | 19%        | 3%                     | 0%            |
| 10    | 97 | 214           | Met                                     | 42%                               | 37%        | 15%        | 3%                     | 2%            |
| 10    | 98 | 231           | Met                                     | 40%                               | 38%        | 15%        | 7%                     | 0%            |

**Department of Defense Education Activity  
Japan District (PK-12)  
1997/98 District Profile  
Margaret Rach, Superintendent**

**District Characteristics**

**Student Enrollment - 11,200**



| <b>Special Programs</b>    |                   |     |     |
|----------------------------|-------------------|-----|-----|
| Grade Offered              | Program           | #   | %   |
| PK-12                      | Special Education | 839 | 7%  |
| K-8                        | TAG               | 803 | 9%  |
| K-12                       | ESL               | 607 | 5%  |
| 1                          | Reading Recovery  | N/A | N/A |
| 7-12                       | AVID              | 158 |     |
| AP Courses Offered         |                   | 27  |     |
| Students Taking AP Courses |                   | 244 | 34% |

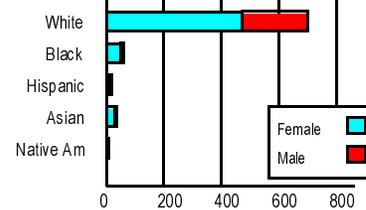
| Grade | #     |
|-------|-------|
| PreK  | 232   |
| K     | 1227  |
| 1     | 1170  |
| 2     | 1179  |
| 3     | 1117  |
| 4     | 1038  |
| 5     | 990   |
| 6     | 845   |
| 7     | 774   |
| 8     | 723   |
| 9     | 617   |
| 10    | 573   |
| 11    | 397   |
| 12    | 318   |
| Total | 11200 |

| <b>Sponsor Affiliation</b> |      |
|----------------------------|------|
| Marine                     | 5%   |
| Army                       | 6%   |
| Navy                       | 46%  |
| Air Force                  | 32%  |
| Coast Guard                | <.5% |
| Non-US Military            | <.5% |
| US Civilians               | 10%  |
| Non-US Civilians           | <.5% |

| <b>Teacher Experience</b> |          |
|---------------------------|----------|
| Years                     | Teachers |
| New                       | 33       |
| 1-3                       | 53       |
| 4-6                       | 73       |
| 7-10                      | 105      |
| > 10                      | 458      |

**Mobility Rate**  
34% Per Year

**Professional Staffing**



| <b>School Staff</b> |     |
|---------------------|-----|
| Category            | FTE |
| Administrators      | 33  |
| Classroom Teachers  | 592 |
| Special Education   | 63  |
| Other Professionals | 118 |

| <b>Teacher Education</b> |            |
|--------------------------|------------|
| Degree                   | % Teachers |
| BA/BS                    | 38%        |
| MA/MS                    | 59%        |
| Doctorate                | 3%         |

**Superintendent's Highlights**

The Japan District is comprised of 16 schools which provide educational services for 11,000 students through a teaching staff of over 800. The district mission is to apply high expectations in educating all students through the design and delivery of effective instruction. With a focus on teaching and learning, the district provides leadership and resources to assist schools as they translate the DoDEA Community Strategic Plan into action through the School Improvement Process. The district has made progress in its efforts to build capacity and expand leadership roles for teachers at the school level. Teacher leaders in mathematics, social studies, language arts, science, and cooperative learning provide support to their peers at the school level. Students and teachers have participated in and been recognized for their achievements in the areas of mathematics and science. In addition, Japan district students have excelled in UIL academic and athletic events. The district promotes the Home-School Partnership program, inclusive education, and early childhood education. The Sure Start program will expand to a total of seven sites.

**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 emphasis this year has been on pre-implementation activities related to Literacy Place. Teacher leaders provided inservice and assisted teachers in participating in many of the pre-implementation activities, including the use of curriculum standards in the design and delivery of lessons. In social studies, the district continued its focus on standards implementation.

**Goal 4: Math And Science Achievement**

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

Equity awareness training was provided across the district to increase the awareness of student achievement gaps in mathematics and science and to identify practices in narrowing the gaps. In addition to sessions conducted by authors and nationally recognized consultants on equity issues, training was provided in cooperative learning.

**Goal 10: Organizational Development**

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

The district newsletter continues to provide information on district programs, best practices, and educational trends and research. The emphasis on the use of technology as a medium to communicate with all stakeholders continues as well. The district home page is "under construction," electronic bulletin boards are operational and the use of electronic mail has been expanded.

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

Comprehensive training was provided for teachers on Levels 1, 2, and 3 of the Microsoft Office. Sessions on keyboarding for fourth grade teachers and integrating technology as an instructional tool were piloted, with plans underway to expand these offerings districtwide. The district participated in the Far East Technology Conference.

| Average Ratings of SHP Progress |          |       |
|---------------------------------|----------|-------|
| Tier                            | District | DoDDS |
| Co-Communicators                | 3.8      | 3.9   |
| Co-Supporters                   | 3.5      | 3.5   |
| Co-Learners                     | 2.9      | 3.1   |
| Co-Teachers                     | 3.5      | 3.5   |
| Co-Advisors                     | 3.1      | 3.3   |

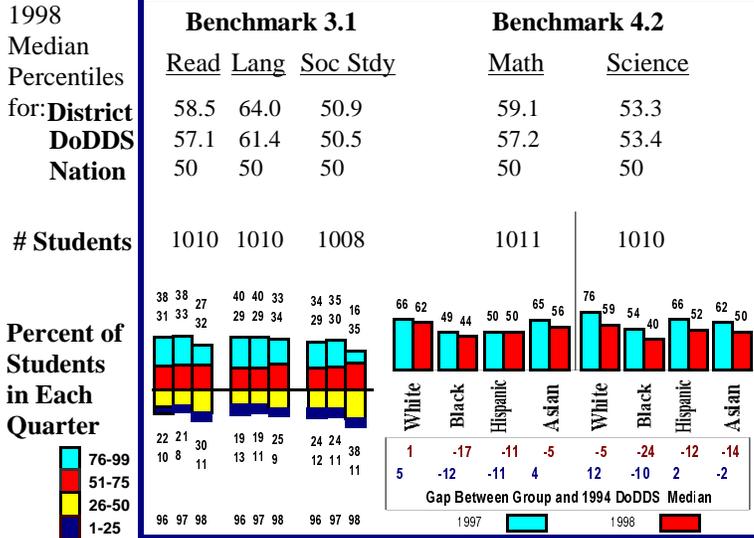
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

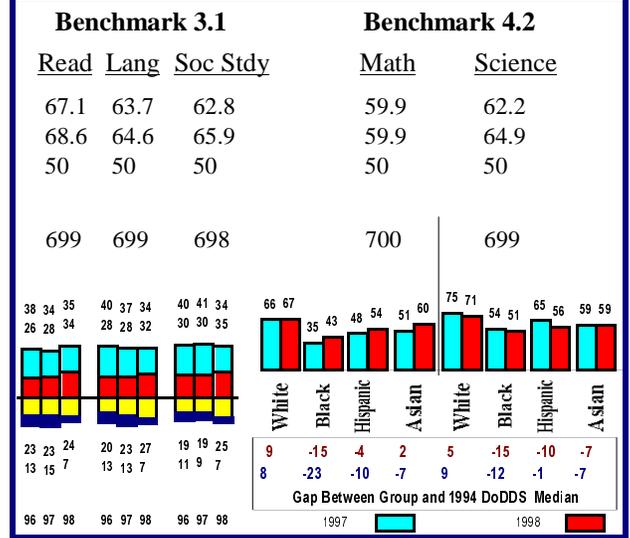
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A district action team comprised of parents and teachers was formed to identify SHP initiatives and activities. SHP teams were formed at each base installation to support each school's SHP initiatives and to identify and implement joint ventures. A "Best Practices Home-School Partnership Resource Guide" was distributed for use in planning activities.

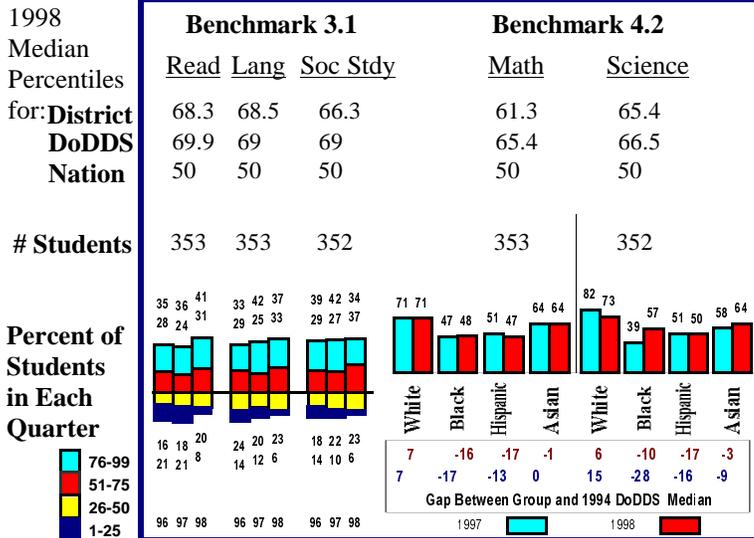
### Grade 3



### Grade 7



### Grade 11



### SAT Results

|                  | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating  | 97       | 66%   | 63%    |
|                  | 98       | 54%   | 62%    |
| Math Avg Score   | 97       | 494   | 505    |
|                  | 98       | 505   | 505    |
| Verbal Avg Score | 97       | 499   | 515    |
|                  | 98       | 499   | 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.

### 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

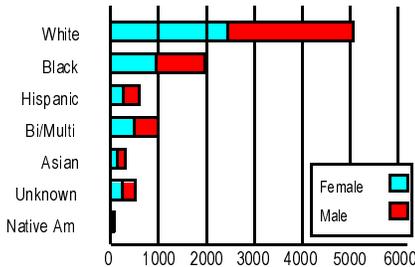
### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |               |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|---------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not Scoreable |
|       |    |               |   |                                   |            |            |                        |               |
| 5     | 96 | 881           | Met                                     | 37%                               | 50%        | 10%        | 2%                     | 1%            |
| 5     | 97 | 857           | Met                                     | 33%                               | 53%        | 7%         | 4%                     | 2%            |
| 5     | 98 | 891           | Met                                     | 25%                               | 70%        | 4%         | 0%                     | 1%            |
| 8     | 96 | 657           | Not Met                                 | 19%                               | 38%        | 34%        | 9%                     | 1%            |
| 8     | 97 | 636           | Not Met                                 | 29%                               | 43%        | 19%        | 7%                     | 2%            |
| 8     | 98 | 657           | Met                                     | 28%                               | 49%        | 19%        | 4%                     | 0%            |
| 10    | 96 | 442           | Not Met                                 | 24%                               | 44%        | 26%        | 6%                     | 0%            |
| 10    | 97 | 369           | Met                                     | 39%                               | 42%        | 16%        | 2%                     | 1%            |
| 10    | 98 | 499           | Met                                     | 38%                               | 44%        | 12%        | 6%                     | 1%            |

**Department of Defense Education Activity  
Kaiserslautern District (PK-12)  
1997/98 District Profile  
Terrence Kacik, Superintendent**

**District Characteristics**

**Student Enrollment - 9,415**



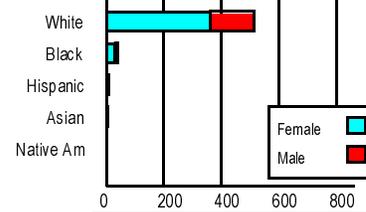
| Grade | #    |
|-------|------|
| PreK  | 138  |
| K     | 961  |
| 1     | 967  |
| 2     | 999  |
| 3     | 973  |
| 4     | 860  |
| 5     | 800  |
| 6     | 725  |
| 7     | 649  |
| 8     | 606  |
| 9     | 541  |
| 10    | 504  |
| 11    | 379  |
| 12    | 313  |
| Total | 9415 |

| Sponsor Affiliation |      |
|---------------------|------|
| Marine              | <.5% |
| Army                | 46%  |
| Navy                | <.5% |
| Air Force           | 45%  |
| Coast Guard         | <.5% |
| Non-US Military     | <.5% |
| US Civilians        | 9%   |
| Non-US Civilians    | <.5% |

| Teacher Experience |          |
|--------------------|----------|
| Years              | Teachers |
| New                | 11       |
| 1-3                | 28       |
| 4-6                | 38       |
| 7-10               | 65       |
| > 10               | 512      |

**Mobility Rate  
36% Per Year**

**Professional Staffing**



| School Staff        |       |
|---------------------|-------|
| Category            | FTE   |
| Administrators      | 34    |
| Classroom Teachers  | 475   |
| Special Education   | 73.5  |
| Other Professionals | 116.5 |

| Teacher Education |            |
|-------------------|------------|
| Degree            | % Teachers |
| BA/BS             | 27 %       |
| MA/MS             | 71 %       |
| Doctorate         | 2 %        |

| Special Programs           |                   |      |     |
|----------------------------|-------------------|------|-----|
| Grade Offered              | Program           | #    | %   |
| PK-12                      | Special Education | 1269 | 13% |
| K-8                        | TAG               | 909  | 12% |
| K-12                       | ESL               | 142  | 2%  |
| 1                          | Reading Recovery  | 134  | 14% |
| 7-12                       | AVID              | 203  |     |
| AP Courses Offered         |                   | 29   |     |
| Students Taking AP Courses |                   | 287  | 41% |

**Superintendent's Highlights**

Promoting curriculum-embedded performance assessment to enhance teaching and learning was a major district focus. Educators throughout the district participated in rubric development and used a variety of performance assessments to measure student achievement. Assessment results guided decisions to effectively meet the needs of all students.

SILTs and administrators presented pre/post student achievement data and shared best practices with peers at district meetings. Curriculum Liaisons focused on integrated staff development to support the Strategic Plan. Survey feedback from SILTs and administrators indicates 97% satisfaction with district office support of all benchmarks.

The majority of the district's schools met or exceeded DoDEA's writing goals as measured by the DODDS Writing Assessment of grades 5, 8 and 10. GOALS Test Math results showed a 15-57% increase from the pre to post test scores.

Teacher Cadres continued to promote cooperative learning at all levels across all content areas. Progress has been made in balancing cooperative team skills with increased technology use. The routine use of technology has been institutionalized while assistive technology for special needs students has increased.

**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.**  
Extensive staff development by publishers' representatives and trained Lead Teachers has prepared the district's educators for full implementation of the integrated Language Arts/Reading program. Teachers of grades 5, 8, and 10 were trained in writing assessment, and ninth grade Social Studies teachers were prepared for the initiation of the Service Learning curriculum component.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.**  
In a demonstration lab, K-8 teachers were introduced to standards-driven hands-on science activities. Nearly 200 parents taught 40 science activities to thousands of elementary/middle school students during science "Phun Days". The focus in math was on performance-based assessment, to guide instruction. A math pre- and post-testing program was instituted.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.**  
Effective communication with all members of the educational community is a top district priority. Curriculum evenings, Superintendent's Forums, and regular briefings to military commands serve to keep everyone informed of district priorities and progress. Next year, we plan to have a military point of contact from each community to co-communicate with the district.

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

In concert with the DoDEA Technology Plan, five more district elementary schools received Media Center upgrades, while six other schools received new computer labs. Ongoing staff development in the field of technology included numerous workshops, university courses, and summer training sessions. Almost all our students have access to internet and e:mail.

| Average Ratings of SHP Progress |          |       |
|---------------------------------|----------|-------|
| Tier                            | District | DoDDS |
| Co-Communicators                | 3.9      | 3.9   |
| Co-Supporters                   | 3.6      | 3.5   |
| Co-Learners                     | 3.2      | 3.1   |
| Co-Teachers                     | 3.6      | 3.5   |
| Co-Advisors                     | 3.3      | 3.3   |

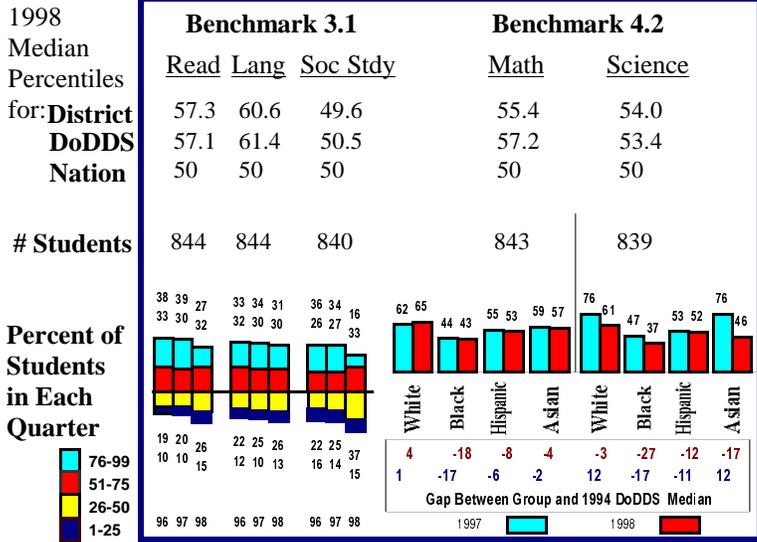
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

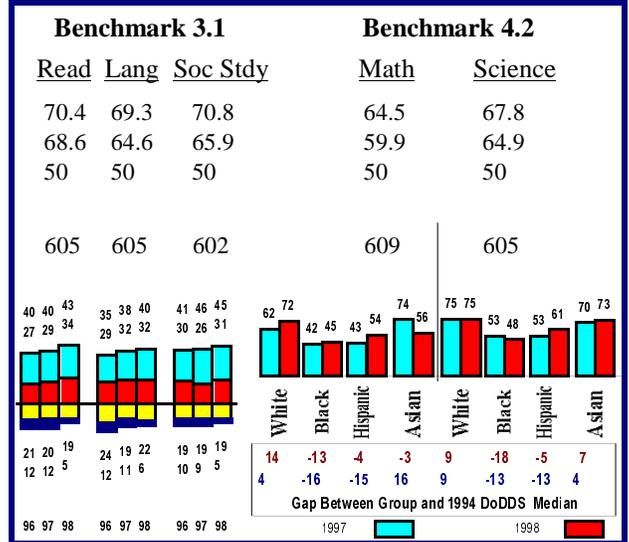
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Based on survey feedback, increased focus has been placed on two-way communication and active parental involvement as co-teachers. Parent centers have served to increase active participation in district schools. There is a high level of community and parent volunteerism at the tier-four level. Volunteers are active at all levels throughout the district.

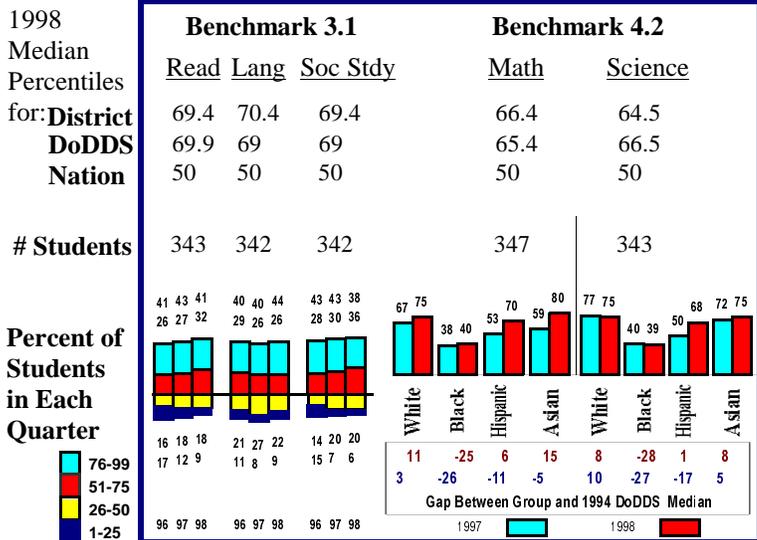
### Grade 3



### Grade 7



### Grade 11



### SAT Results

|                  | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating  | 97       | 58%   | 63%    |
|                  | 98       | 57%   | 62%    |
| Math Avg Score   | 97       | 514   | 505    |
|                  | 98       | 511   | 505    |
| Verbal Avg Score | 97       | 519   | 505    |
|                  | 98       | 532   | 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.

### DoDDS-Kaiserslautern District

Attn: Terrence Kacic  
Unit 3405  
APO AE 09094

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

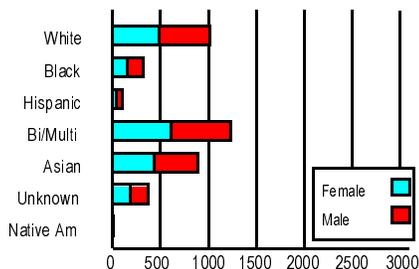
### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |               |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|---------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not Scoreable |
|       |    |               |   |                                   |            |            |                        |               |
| 5     | 96 | 748           | Met                                     | 32%                               | 52%        | 13%        | 2%                     | 1%            |
| 5     | 97 | 704           | Met                                     | 31%                               | 56%        | 6%         | 5%                     | 2%            |
| 5     | 98 | 721           | Met                                     | 21%                               | 73%        | 6%         | 1%                     | 0%            |
| 8     | 96 | 544           | Not Met                                 | 26%                               | 41%        | 28%        | 5%                     | 0%            |
| 8     | 97 | 335           | Met                                     | 30%                               | 46%        | 16%        | 7%                     | 1%            |
| 8     | 98 | 537           | Met                                     | 31%                               | 45%        | 20%        | 3%                     | 1%            |
| 10    | 96 | 424           | Not Met                                 | 31%                               | 42%        | 22%        | 4%                     | 0%            |
| 10    | 97 | 410           | Met                                     | 49%                               | 35%        | 14%        | 1%                     | 1%            |
| 10    | 98 | 447           | Met                                     | 47%                               | 39%        | 9%         | 4%                     | 1%            |

**Department of Defense Education Activity  
Korea District (PK-12)  
1997/98 District Profile  
Douglas Kelsey, Superintendent**

**District Characteristics**

**Student Enrollment - 3,904**



| <b>Special Programs</b>    |                   |     |     |
|----------------------------|-------------------|-----|-----|
| Grade Offered              | Program           | #   | %   |
| PK-12                      | Special Education | 189 | 5%  |
| K-8                        | TAG               | 360 | 12% |
| K-12                       | ESL               | 265 | 7%  |
| 1                          | Reading Recovery  | N/A | N/A |
| 7-12                       | AVID              | 36  |     |
| AP Courses Offered         |                   | 19  |     |
| Students Taking AP Courses |                   | 170 | 42% |

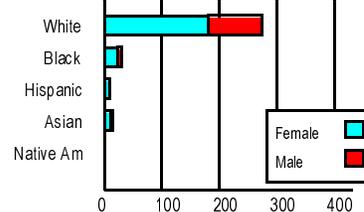
| Grade | #    |
|-------|------|
| PreK  | 18   |
| K     | 332  |
| 1     | 324  |
| 2     | 351  |
| 3     | 355  |
| 4     | 337  |
| 5     | 324  |
| 6     | 310  |
| 7     | 326  |
| 8     | 273  |
| 9     | 288  |
| 10    | 261  |
| 11    | 224  |
| 12    | 181  |
| Total | 3904 |

| <b>Sponsor Affiliation</b> |      |
|----------------------------|------|
| Marine                     | 1%   |
| Army                       | 43%  |
| Navy                       | 3%   |
| Air Force                  | 14%  |
| Coast Guard                | <.5% |
| Non-US Military            | <.5% |
| US Civilians               | 37%  |
| Non-US Civilians           | 2%   |

| <b>Teacher Experience</b> |          |
|---------------------------|----------|
| Years                     | Teachers |
| New                       | 8        |
| 1-3                       | 39       |
| 4-6                       | 44       |
| 7-10                      | 26       |
| > 10                      | 167      |

**Mobility Rate  
33% Per Year**

**Professional Staffing**



| <b>School Staff</b> |      |
|---------------------|------|
| Category            | FTE  |
| Administrators      | 14   |
| Classroom Teachers  | 238  |
| Special Education   | 18.5 |
| Other Professionals | 39.5 |

| <b>Teacher Education</b> |            |
|--------------------------|------------|
| Degree                   | % Teachers |
| BA/BS                    | 40 %       |
| MA/MS                    | 56 %       |
| Doctorate                | 4 %        |

**Superintendent's Highlights**

The active involvement of all stakeholders in the decision-making process throughout the district increased significantly during SY 97-98. District task groups and School Improvement Leadership Teams (SILT) were particularly successful in considering many points of view and making decisions that benefited all students.

School improvement status reports submitted by the district schools demonstrated additional sophistication with respect to the School Improvement Process (SIP). With the large turnover in school improvement leadership at the schools each year, the SIP Liaison has implemented thorough training for SIP chairs, principals, and SILT members.

Professional development initiatives focused on the significant population of new teachers, the Literacy Place implementation, technology training, and cooperative learning. Teachers new to DoDEA (33% over the past two years) and new to Korea (over 50%) were provided an August orientation and intensive curricular assistance during the first month of school.

Emphasis was placed on the transition of the Media Centers to Information Centers. Significant progress was made in establishing the Information Centers as the hub of the school for students accessing information on the Internet.

**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 continues to provide comprehensive support at each school site for LAR lead teachers who have been providing staff development in the new reading series, Literacy Place. District training is ongoing in support of the use of cooperative learning. In the areas of language arts/reading/social studies, emphasis has been placed on teaching to the standards.

**Goal 4: Math And Science Achievement**

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

An elementary science leadership team was created to plan and arrange future training and workshops. MathLand and Interactive Math training was provided to new teachers. Training in the use of math manipulatives was provided to high school teachers. Educational equity was supported with initiatives such as AVID, TESA strategies, and cooperative learning.

**Goal 10: Organizational Development**

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

Superintendent Forums were held at each school to encourage two-way communication between school, home, and community. Dialogue at these meetings was the genesis of many improvements within the district. The district completed a homepage in addition to communicating with parents/community electronically throughout the school year.

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

Schools' business and computer labs were upgraded to Windows NT and NT training was provided to teachers and district staff. Applications training was provided to over 50% of the district teachers and administrators. All Korea District schools now have Internet access and by July all schools will have their LAN cabling completed. Technology training has been a district priority.

| Average Ratings of SHP Progress |          |       |
|---------------------------------|----------|-------|
| Tier                            | District | DoDDS |
| Co-Communicators                | 3.7      | 3.9   |
| Co-Supporters                   | 3.3      | 3.5   |
| Co-Learners                     | 2.8      | 3.1   |
| Co-Teachers                     | 3.4      | 3.5   |
| Co-Advisors                     | 3.1      | 3.3   |

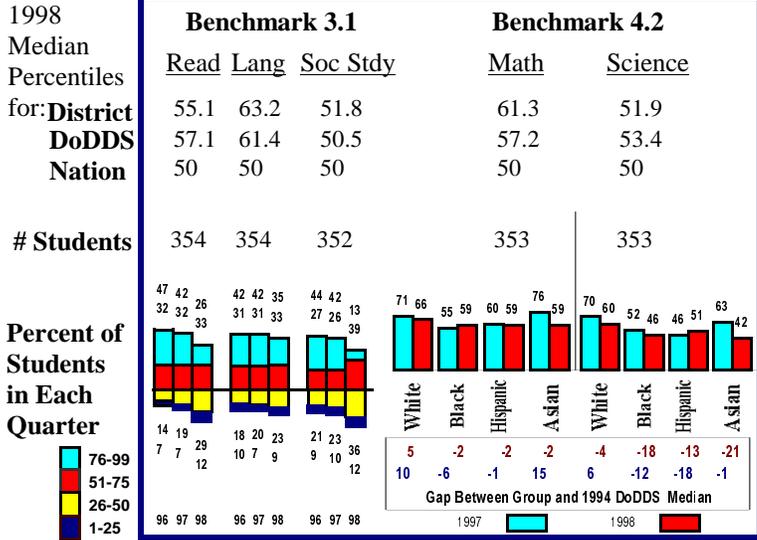
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

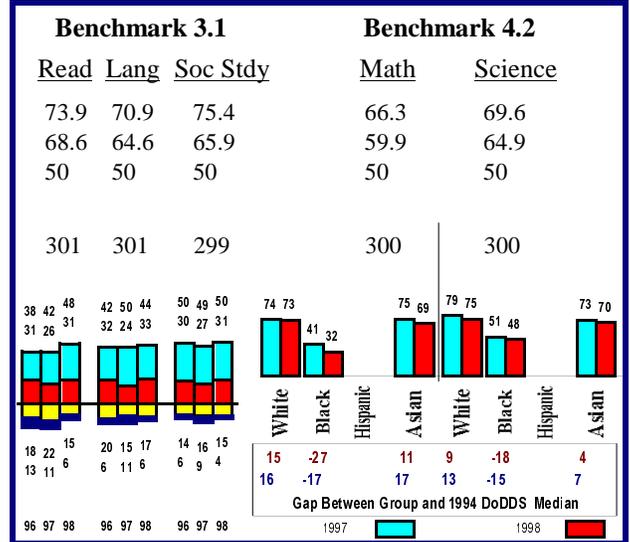
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A district key communicator was appointed and trained. Key communicators were named at each school and district training was launched with the major focus on ensuring that schools' initiatives addressed all five tiers of the School-Home Partnership Model. Each school developed and implemented action plans to support a balance of activities throughout the tiers.

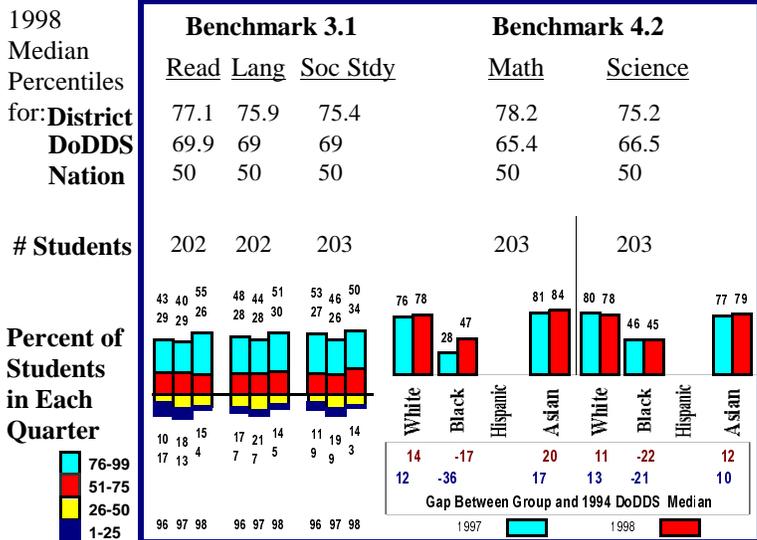
### Grade 3



### Grade 7



### Grade 11



### SAT Results

|                  | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating  | 97       | 61%   | 63%    |
|                  | 98       | 69%   | 62%    |
| Math Avg Score   | 97       | 536   | 505    |
|                  | 98       | 532   | 505    |
| Verbal Avg Score | 97       | 517   | 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: Douglas Kelsey  
Unit 15549  
APO AP 96205-0005

DSN Phone: 738-5922  
Fax Number: 82-2791-8-4280  
Commercial Phone:  
82-2791-8-5922

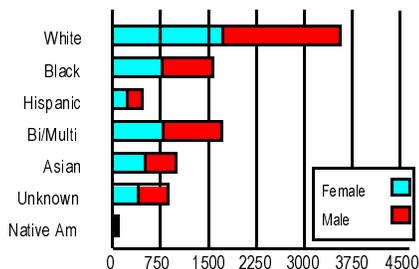
### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |                  |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|------------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not<br>Scoreable |
|       |    |               |   |                                   |            |            |                        |                  |
| 5     | 96 | 332           | Met                                     | 51%                               | 43%        | 6%         | 0%                     | 1%               |
| 5     | 97 | 308           | Met                                     | 40%                               | 54%        | 3%         | 1%                     | 1%               |
| 5     | 98 | 309           | Met                                     | 21%                               | 74%        | 4%         | 0%                     | 1%               |
| 8     | 96 | 279           | Not Met                                 | 20%                               | 50%        | 24%        | 4%                     | 1%               |
| 8     | 97 | 282           | Met                                     | 29%                               | 54%        | 11%        | 4%                     | 2%               |
| 8     | 98 | 253           | Met                                     | 31%                               | 53%        | 14%        | 2%                     | 1%               |
| 10    | 96 | 209           | Not Met                                 | 30%                               | 41%        | 21%        | 7%                     | 1%               |
| 10    | 97 | 225           | Met                                     | 38%                               | 40%        | 17%        | 4%                     | 0%               |
| 10    | 98 | 222           | Met                                     | 33%                               | 47%        | 15%        | 4%                     | 0%               |

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

**District Characteristics**

**Student Enrollment - 9,189**



| <b>Special Programs</b>    |                   |      |     |
|----------------------------|-------------------|------|-----|
| 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% |

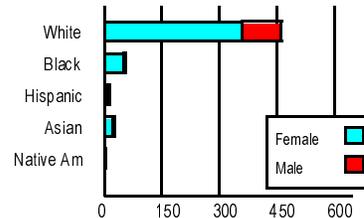
| Grade | #    |
|-------|------|
| PreK  | 103  |
| K     | 931  |
| 1     | 1011 |
| 2     | 995  |
| 3     | 935  |
| 4     | 897  |
| 5     | 828  |
| 6     | 646  |
| 7     | 666  |
| 8     | 608  |
| 9     | 539  |
| 10    | 432  |
| 11    | 314  |
| 12    | 284  |
| Total | 9189 |

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

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

**Mobility Rate  
31% Per Year**

**Professional Staffing**



| <b>School Staff</b> |     |
|---------------------|-----|
| Category            | FTE |
| Administrators      | 30  |
| Classroom Teachers  | 478 |
| Special Education   | 55  |
| Other Professionals | 111 |

| <b>Teacher Education</b> |            |
|--------------------------|------------|
| 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   |

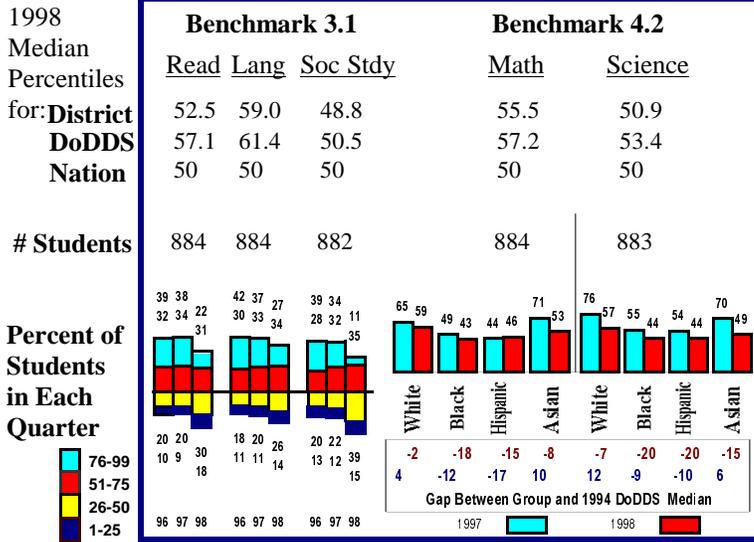
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

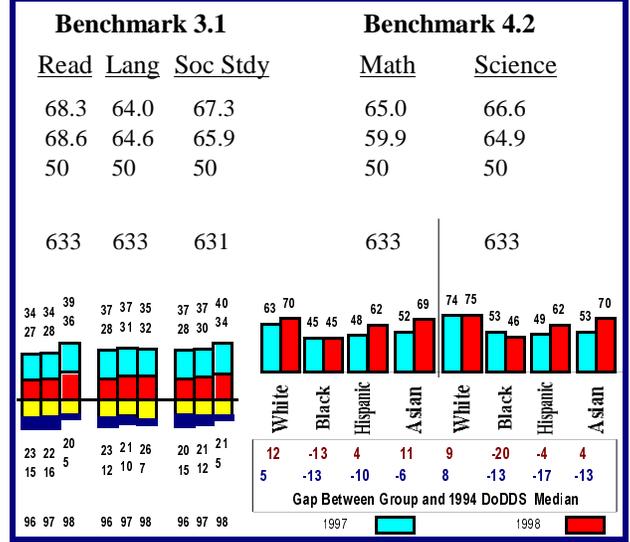
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

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.

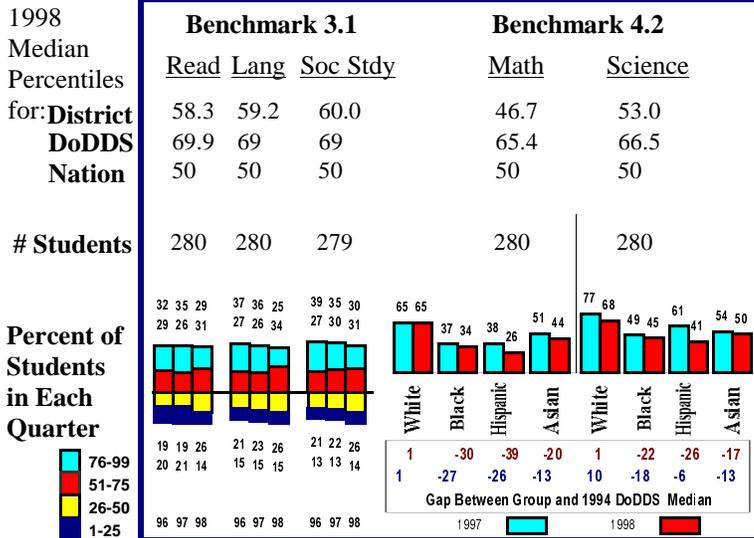
### Grade 3



### 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

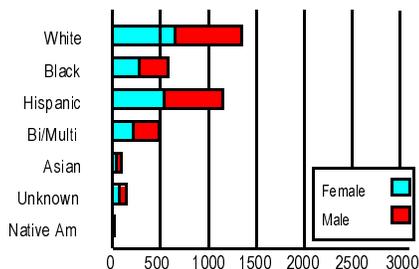
### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |                  |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|------------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not<br>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  
Panama District (PK-12)  
1997/98 District Profile  
Ruth Russell, Superintendent**

**District Characteristics**

**Student Enrollment - 3,821**



| <b>Special Programs</b>    |                   |     |     |
|----------------------------|-------------------|-----|-----|
| Grade Offered              | Program           | #   | %   |
| PK-12                      | Special Education | 347 | 9%  |
| K-8                        | TAG               | 371 | 13% |
| K-12                       | ESL               | 243 | 6%  |
| 1                          | Reading Recovery  | 21  | 6%  |
| 7-12                       | AVID              | 56  |     |
| AP Courses Offered         |                   | 9   |     |
| Students Taking AP Courses |                   | 116 | 28% |

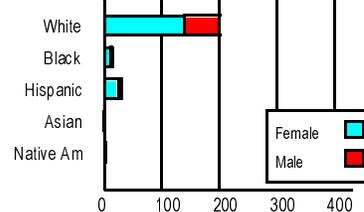
| Grade | #    |
|-------|------|
| PreK  | 35   |
| K     | 335  |
| 1     | 374  |
| 2     | 420  |
| 3     | 337  |
| 4     | 320  |
| 5     | 284  |
| 6     | 309  |
| 7     | 271  |
| 8     | 276  |
| 9     | 233  |
| 10    | 212  |
| 11    | 227  |
| 12    | 188  |
| Total | 3821 |

| <b>Sponsor Affiliation</b> |      |
|----------------------------|------|
| Marine                     | 2%   |
| Army                       | 33%  |
| Navy                       | 12%  |
| Air Force                  | 22%  |
| Coast Guard                | <.5% |
| Non-US Military            | <.5% |
| US Civilians               | 29%  |
| Non-US Civilians           | 1%   |

| <b>Teacher Experience</b> |          |
|---------------------------|----------|
| Years                     | Teachers |
| New                       | 3        |
| 1-3                       | 17       |
| 4-6                       | 24       |
| 7-10                      | 34       |
| > 10                      | 234      |

**Mobility Rate  
36% Per Year**

**Professional Staffing**



| <b>School Staff</b> |       |
|---------------------|-------|
| Category            | FTE   |
| Administrators      | 13    |
| Classroom Teachers  | 203.5 |
| Special Education   | 24.5  |
| Other Professionals | 40    |

| <b>Teacher Education</b> |            |
|--------------------------|------------|
| Degree                   | % Teachers |
| BA/BS                    | 41 %       |
| MA/MS                    | 55 %       |
| Doctorate                | 4 %        |

**Superintendent's Highlights**

The Panama Cuba Area has had an exciting year with the continued support of the parents, teachers, administrators and community members as partners in the education of all students.

The major emphasis for the area has been on the improvement and action plans of the DoDEA Community Strategic Plan focusing on enhancing strategy implementation, monitoring progress, and providing more opportunities for parental involvement to increase student achievement.

As an outgrowth of The Strategic Plan, The Framework for School Improvement Support was developed to provide assistance and specialized resources to increase student performance and enhance the teaching and learning process in selected schools.

On a final note, despite the many continued changes due to the treaty, we are committed to ensuring the primary focus of our schools be on the teaching and learning so that all students may receive the best education they so deserve.

**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.....**

With the pre-implementation of the new integrated Language Arts/Reading program for K-6, Headquarters provided numerous staff development opportunities for teachers to gain understanding and practice in the program. In an effort to increase student achievement in writing, training was provided on the DODEA writing rubrics.

**Goal 4: Math And Science Achievement**

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

In our efforts to enhance the learning of all students, a major emphasis has been on the integration of curriculum standards throughout DODEA. The Headquarters office provided training in the integration of technology to support the district's initiative of utilizing technology as a tool for learning.

**Goal 10: Organizational Development**

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

The Area has continued the partnership between parents and the school through the School-Home Partnership initiatives. Parents from The Framework for School Improvement Support schools met with DODEA and school leaders to forge an understanding of the process, and assist in the planning for increased student improvement for next year.

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

The Area Superintendent continued to support the installation of the Internet throughout all schools. Training opportunities were provided from Headquarters in the areas of: connectivity, software usage, Internet, and others to support hardware and curriculum installation and usage.

| Average Ratings of SHP Progress |          |       |
|---------------------------------|----------|-------|
| Tier                            | District | DoDDS |
| Co-Communicators                | 3.9      | 3.9   |
| Co-Supporters                   | 3.6      | 3.5   |
| Co-Learners                     | 3.2      | 3.1   |
| Co-Teachers                     | 3.5      | 3.5   |
| Co-Advisors                     | 3.8      | 3.3   |

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

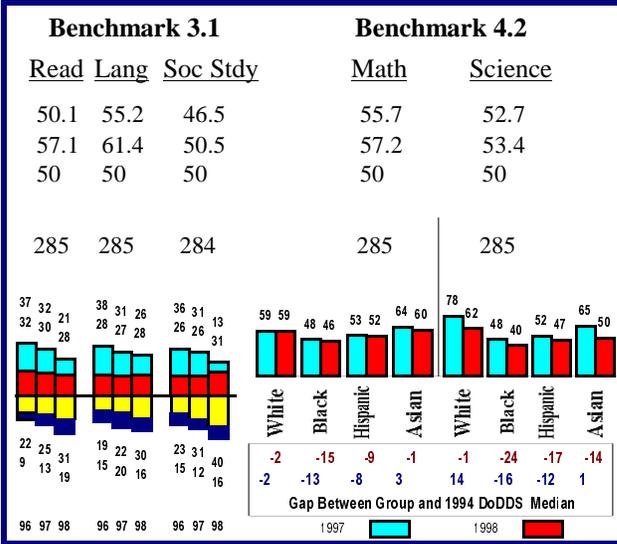
### Goal 8: Parental Participation

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

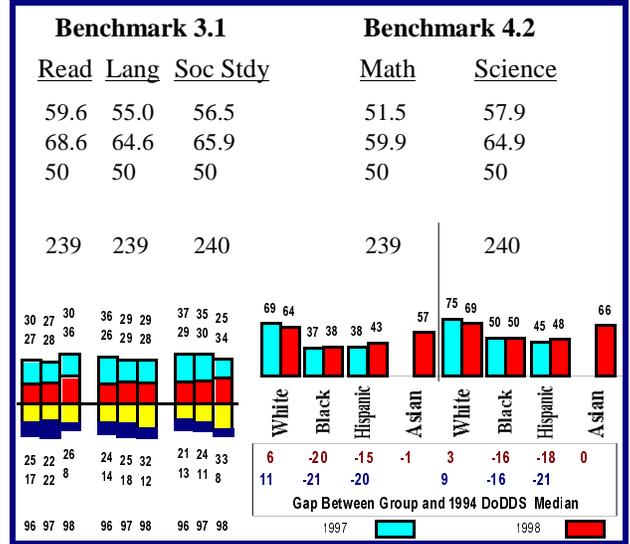
Communication throughout the Area continued to be enhanced by the School Based Management process. Parents, community members and the school continued to share in the decision making process. The Area supported the purchasing of communication systems for allowing the schools to share information with parents.

### Grade 3

1998  
Median  
Percentiles  
for: District  
DoDDS  
Nation

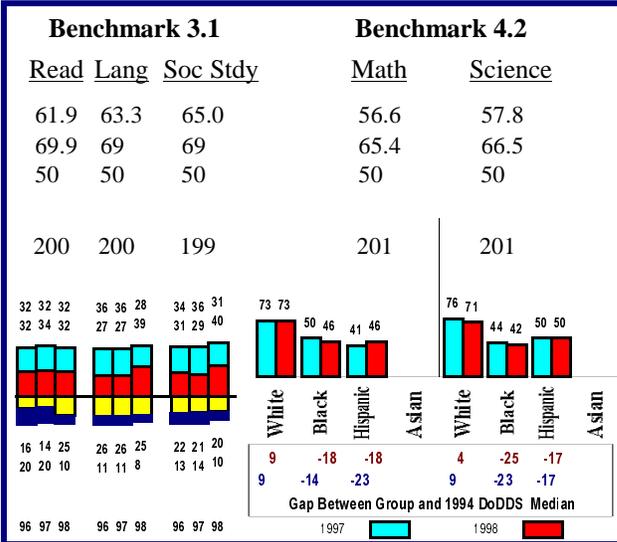


### Grade 7



### Grade 11

1998  
Median  
Percentiles  
for: District  
DoDDS  
Nation



Percent of Students in Each Quarter

76-99  
51-75  
26-50  
1-25

| SAT Results      |          |       |        |     |
|------------------|----------|-------|--------|-----|
|                  | District | DoDDS | Nation |     |
| % Participating  | 97       | 60%   | 63%    | 41% |
|                  | 98       | 52%   | 62%    | 43% |
| Math Avg Score   | 97       | 481   | 505    | 511 |
|                  | 98       | 496   | 505    | 512 |
| Verbal Avg Score | 97       | 498   | 515    | 505 |
|                  | 98       | 501   | 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.

### DoD Dependents Schools

Attn: Ruth Russell  
Unit 0925  
APO AA 34002

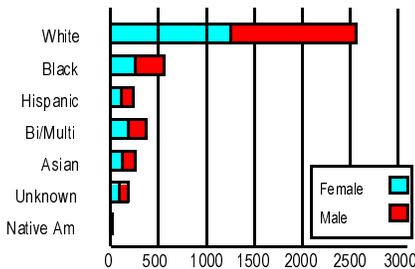
DSN Phone: 285-4035  
Fax Number: 507-285-6652  
Commercial Phone:  
507-285-4035

| DoDEA Writing Assessment |    |               |   |                                   |            |            |                        |               |
|--------------------------|----|---------------|---|-----------------------------------|------------|------------|------------------------|---------------|
| Grade                    | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |               |
|                          |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not Scoreable |
| 5                        | 96 | 340           | Met                                     | 26%                               | 52%        | 19%        | 2%                     | 2%            |
| 5                        | 97 | 343           | Met                                     | 27%                               | 57%        | 9%         | 5%                     | 2%            |
| 5                        | 98 | 258           | Met                                     | 16%                               | 79%        | 4%         | 1%                     | 0%            |
| 8                        | 96 | 273           | Not Met                                 | 28%                               | 32%        | 24%        | 8%                     | 6%            |
| 8                        | 97 | 280           | Met                                     | 33%                               | 43%        | 17%        | 5%                     | 2%            |
| 8                        | 98 | 229           | Met                                     | 32%                               | 50%        | 13%        | 4%                     | 1%            |
| 10                       | 96 | 247           | Met                                     | 36%                               | 45%        | 14%        | 5%                     | 0%            |
| 10                       | 97 | 268           | Met                                     | 44%                               | 34%        | 17%        | 4%                     | 1%            |
| 10                       | 98 | 205           | Met                                     | 46%                               | 42%        | 7%         | 4%                     | 0%            |

**Department of Defense Education Activity  
Turkey District (PK-12)  
1997/98 District Profile  
Thomas Ellinger, Superintendent**

**District Characteristics**

**Student Enrollment - 4,116**



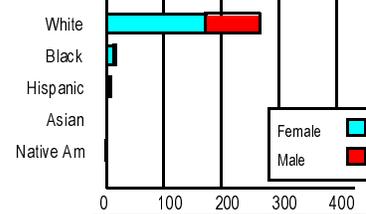
| Grade | #    |
|-------|------|
| PreK  | 24   |
| K     | 391  |
| 1     | 386  |
| 2     | 392  |
| 3     | 353  |
| 4     | 334  |
| 5     | 337  |
| 6     | 341  |
| 7     | 282  |
| 8     | 274  |
| 9     | 255  |
| 10    | 302  |
| 11    | 236  |
| 12    | 209  |
| Total | 4116 |

| Sponsor Affiliation |      |
|---------------------|------|
| Marine              | <.5% |
| Army                | 3%   |
| Navy                | 28%  |
| Air Force           | 40%  |
| Coast Guard         | <.5% |
| Non-US Military     | <.5% |
| US Civilians        | 12%  |
| Non-US Civilians    | 15%  |

| Teacher Experience |          |
|--------------------|----------|
| Years              | Teachers |
| New                | 1        |
| 1-3                | 9        |
| 4-6                | 12       |
| 7-10               | 32       |
| > 10               | 252      |

**Mobility Rate  
34% Per Year**

**Professional Staffing**



| School Staff        |       |
|---------------------|-------|
| Category            | FTE   |
| Administrators      | 18.5  |
| Classroom Teachers  | 249.5 |
| Special Education   | 22    |
| Other Professionals | 47.5  |

| Teacher Education |            |
|-------------------|------------|
| Degree            | % Teachers |
| BA/BS             | 32 %       |
| MA/MS             | 65 %       |
| Doctorate         | 3 %        |

| Special Programs           |                   |     |     |
|----------------------------|-------------------|-----|-----|
| Grade Offered              | Program           | #   | %   |
| PK-12                      | Special Education | 303 | 7%  |
| K-8                        | TAG               | 66  | 2%  |
| K-12                       | ESL               | 103 | 3%  |
| 1                          | Reading Recovery  | 25  | 6%  |
| 7-12                       | AVID              | 40  |     |
| AP Courses Offered         |                   | 17  |     |
| Students Taking AP Courses |                   | 75  | 17% |

**Superintendent's Highlights**

Special attention to systematically linking curriculum, instruction, and evaluation has been a priority this year in the TSI District. This initiative has combined the talents of selected teachers (K-12) representative of each school in the district combined with the expertise of the curriculum liaisons, assistant superintendent and the superintendent, as well as HQ coordinators. "Best Practices" were identified in each curricular area and they were mapped out in the form of configuration maps for the purpose of teachers' self-evaluation to determine the degree of implementation of these key strategies. Year one of the SLICE initiative is complete and will continue as a long-range project for the district. Staff Development training is on-going in all of the major curricular areas, with special emphasis given to LAR K-6 and the development of the Lead Teacher Concept. LAR/LT for 7-12 comes next. District Parent Advisory Council meetings have also focused on training in each of the curricular areas.

**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.....**

Strategy: Integrating curriculum, instruction, and assessment in the core curricular areas. LAR Lead Teacher Training was completed this year for gr.K-6. Lead teachers were trained in the new integrated reading/language arts curriculum, but also in the new program and selected materials. The SS liaison continued on-going training in the curriculum, with a focus on current events.

**Goal 4: Math And Science Achievement**

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

Strategy: Provide staff development training in curriculum, technology, and SIP. Math & Science Curriculum Liaisons provided combined staff development training sessions during numerous school visits. All liaisons shared extensive assessment analysis of CTBS results with each school for the purpose of identifying areas of need. The superintendent promoted 'At Risk' students' project.

**Goal 10: Organizational Development**

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

Regularly scheduled meetings were held with the DSO and administrators. This exchange of information was helpful in keeping communication open between the schools and with the district office. Additionally, a quarterly newsletter was prepared and disseminated by the DSO to all schools. This communication device informed schools and military command about activities across the district.

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

Due to the variety of challenges encountered in each of the countries in our district, the ET liaison has had quite a task. Linking the DSO and all of the schools to Internet has been a priority, as well as the continual process of upgrading computers in the schools. The ET was also instrumental in providing extensive computer training at SIP Leadership Conferences and in the schools.

| Average Ratings of SHP Progress |          |       |
|---------------------------------|----------|-------|
| Tier                            | District | DoDDS |
| Co-Communicators                | 3.8      | 3.9   |
| Co-Supporters                   | 3.5      | 3.5   |
| Co-Learners                     | 3.1      | 3.1   |
| Co-Teachers                     | 3.5      | 3.5   |
| Co-Advisors                     | 3.3      | 3.3   |

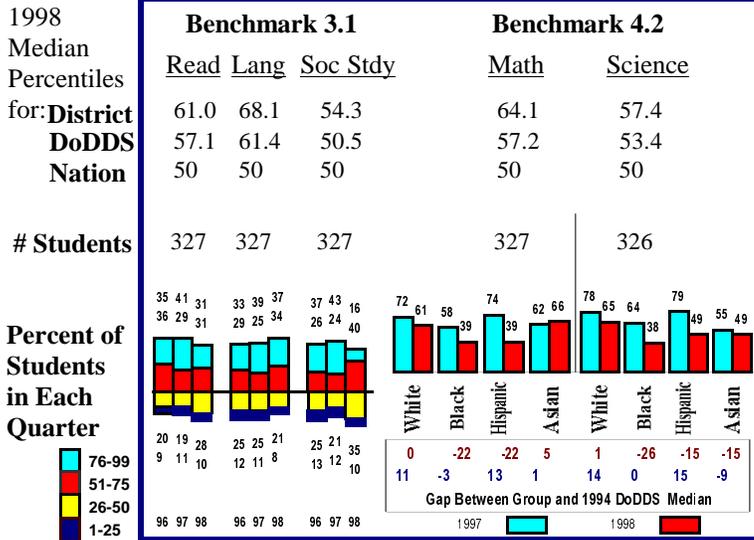
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

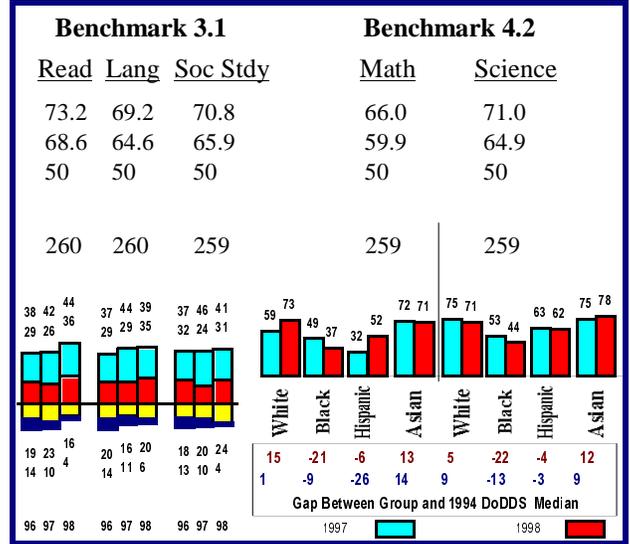
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The assistant superintendent led DPAC meetings, which focused on deepening the understanding of DoDDS curriculums. Training and hands-on exploration of material was provided by each of the liaisons. The SHP liaison held on-site training with selected schools with the goal of revisiting the 5 tiers of the program and examining the variety of activities going on at the school level.

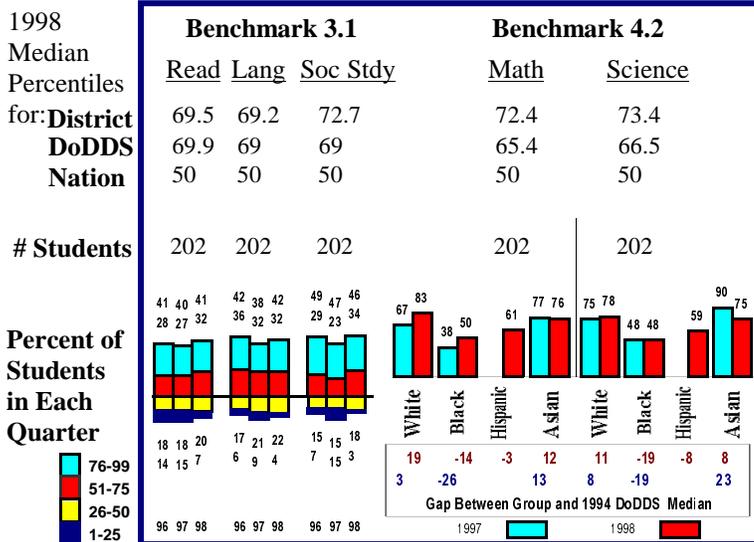
### Grade 3



### Grade 7



### Grade 11



### SAT Results

|                  | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating  | 97       | 79%   | 63%    |
|                  | 98       | 80%   | 62%    |
| Math Avg Score   | 97       | 535   | 505    |
|                  | 98       | 524   | 505    |
| Verbal Avg Score | 97       | 513   | 505    |
|                  | 98       | 500   | 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.

DoDDS-Turkey District  
Attn: Thomas Ellinger  
39 Combat Support Sq  
APO AE 09824-0005

DSN Phone: 676-6114  
Fax Number: 90-322-346-1939  
Commercial Phone:  
90-322-316-6114

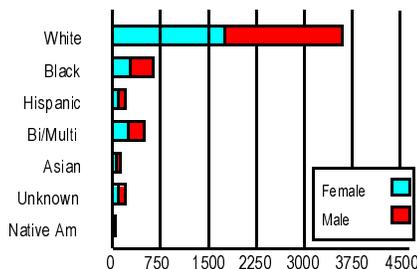
### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |                  |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|------------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not<br>Scoreable |
|       |    |               |   |                                   |            |            |                        |                  |
| 5     | 96 | 318           | Met                                     | 30%                               | 54%        | 10%        | 4%                     | 2%               |
| 5     | 97 | 355           | Met                                     | 33%                               | 57%        | 6%         | 3%                     | 0%               |
| 5     | 98 | 290           | Met                                     | 17%                               | 79%        | 4%         | 0%                     | 0%               |
| 8     | 96 | 257           | Not Met                                 | 28%                               | 39%        | 31%        | 2%                     | 1%               |
| 8     | 97 | 260           | Met                                     | 45%                               | 38%        | 12%        | 5%                     | 1%               |
| 8     | 98 | 239           | Met                                     | 31%                               | 54%        | 13%        | 1%                     | 0%               |
| 10    | 96 | 255           | Met                                     | 35%                               | 47%        | 15%        | 2%                     | 1%               |
| 10    | 97 | 245           | Met                                     | 52%                               | 41%        | 5%         | 1%                     | 1%               |
| 10    | 98 | 268           | Met                                     | 51%                               | 39%        | 8%         | 2%                     | 0%               |

**Department of Defense Education Activity  
United Kingdom District (PK-12)  
1997/98 District Profile  
Andrew Zacharias, Superintendent**

**District Characteristics**

**Student Enrollment - 5,212**



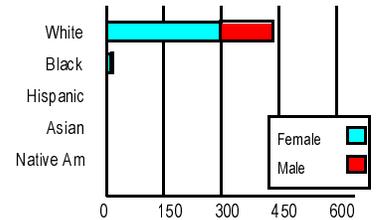
| Grade | #    |
|-------|------|
| PreK  | 46   |
| K     | 347  |
| 1     | 456  |
| 2     | 516  |
| 3     | 520  |
| 4     | 477  |
| 5     | 501  |
| 6     | 433  |
| 7     | 437  |
| 8     | 382  |
| 9     | 366  |
| 10    | 279  |
| 11    | 244  |
| 12    | 208  |
| Total | 5212 |

| Sponsor Affiliation |      |
|---------------------|------|
| Marine              | <.5% |
| Army                | 3%   |
| Navy                | 15%  |
| Air Force           | 73%  |
| Coast Guard         | <.5% |
| Non-US Military     | <.5% |
| US Civilians        | 8%   |
| Non-US Civilians    | <.5% |

| Teacher Experience |          |
|--------------------|----------|
| Years              | Teachers |
| New                | 4        |
| 1-3                | 6        |
| 4-6                | 23       |
| 7-10               | 48       |
| > 10               | 304      |

**Mobility Rate  
39% Per Year**

**Professional Staffing**



| School Staff        |       |
|---------------------|-------|
| Category            | FTE   |
| Administrators      | 24    |
| Classroom Teachers  | 300.5 |
| Special Education   | 44    |
| Other Professionals | 66.5  |

| Teacher Education |            |
|-------------------|------------|
| Degree            | % Teachers |
| BA/BS             | 29 %       |
| MA/MS             | 68 %       |
| Doctorate         | 3 %        |

| Special Programs           |                   |     |      |
|----------------------------|-------------------|-----|------|
| Grade Offered              | Program           | #   | %    |
| PK-12                      | Special Education | 602 | 12%  |
| K-8                        | TAG               | 540 | 13%  |
| K-12                       | ESL               | 18  | <.5% |
| 1                          | Reading Recovery  | 113 | 25%  |
| 7-12                       | AVID              | 145 |      |
| AP Courses Offered         |                   | 22  |      |
| Students Taking AP Courses |                   | 160 | 35%  |

**Superintendent's Highlights**

In the UK District, school personnel worked to put "action in the action plans," thus increasing the impact of school improvement on student achievement. The district continued to emphasize equity for students. The district used an adapted school improvement plan form to decrease the paperwork, giving schools more time to implement strategies. Each school established Benchmark Captains so that more teachers would have responsibility and ownership for school improvement activities. Training for SILT's and Benchmark Captains included local assessments which are used to measure student success.

In support of the NCA process, the district implemented "Internal Visits," one-day visits to schools in their "pre-" or "post-" NCA year to provide extra support. The district lang. arts liaison directed a highly successful pre-implementation of the K-6 Literacy Place program, and the math liaison provided two additional days of training for K-6 teachers to continue implementation support of the Mathland program. The District Parent Committee decided to focus its efforts mainly on school-home partnership.

**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.**  
All UK schools continued their focus on improved student writing, and each school administered a pre- and -post writing assessment to measure results. Across the district, students are showing proficiency in using the writing process to respond to an autobiographical prompt. Schools are encouraged to focus on different types of writing, especially writing in content areas.

**Goal 4: Math And Science Achievement**

**Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.**  
Using CTBS and local data, each school chose a focus area from the field of mathematics. Local assessments were devised and administered, and schools learned how to disaggregate the data to get "gap scores." To continue this progress, schools are encouraged to focus on areas that can be applied across the curriculum and to focus on students who need extra support.

**Goal 10: Organizational Development**

**Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.**  
Several UK schools chose to concentrate on positive public relations activities and looked at ways to give people positive impressions. Other schools took a recommendation of visiting NCA teams and for SY 98-99, will use their work on communication to support their goals in other benchmark areas, such as language arts, math/science, and school-home partnership.

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

The UK District continued in its efforts to make teachers and administrators competent and comfortable in their use of technology. To meet the needs of individual educators, most schools offered a variety of training opportunities, with educators choosing those which would be of greatest benefit in their grade level or curricular area.

| Average Ratings of SHP Progress |          |       |
|---------------------------------|----------|-------|
| Tier                            | District | DoDDS |
| Co-Communicators                | 3.7      | 3.9   |
| Co-Supporters                   | 3.4      | 3.5   |
| Co-Learners                     | 3.0      | 3.1   |
| Co-Teachers                     | 3.3      | 3.5   |
| Co-Advisors                     | 3.1      | 3.3   |

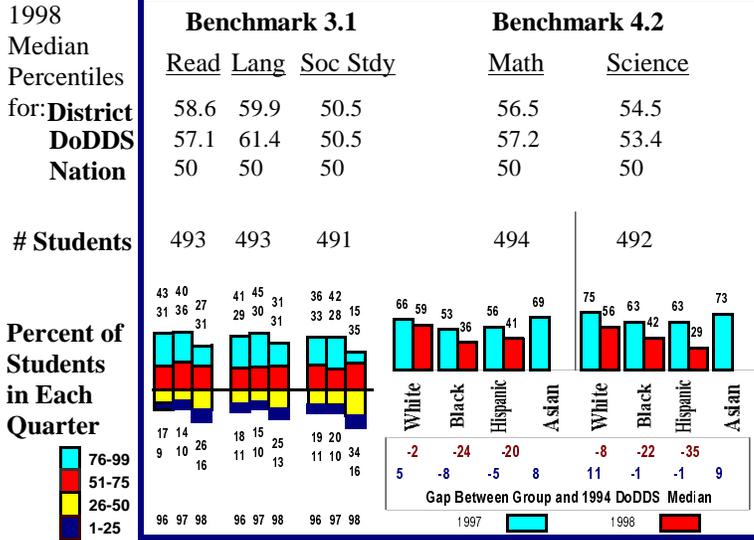
1=traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

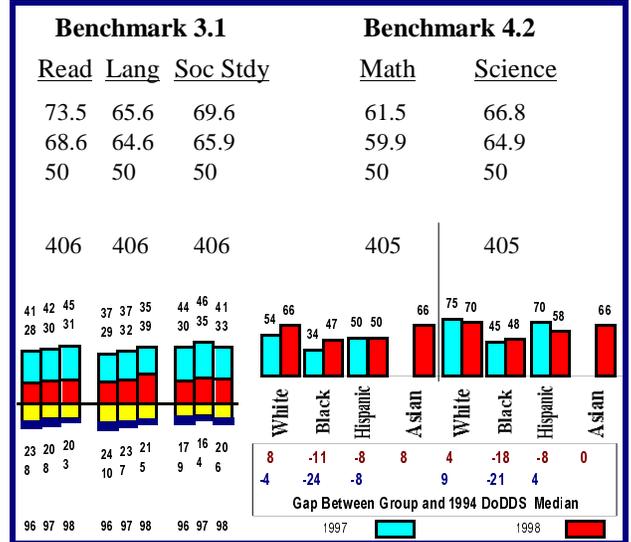
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Many schools worked to expand home-to-school communication while others increased parent involvement in supporting student learning through tutoring and volunteer programs. Each school received grant money to use toward establishing or enhancing a Parent Center. The district provided training for teams of teachers and parents in the School-Home Partnership concept.

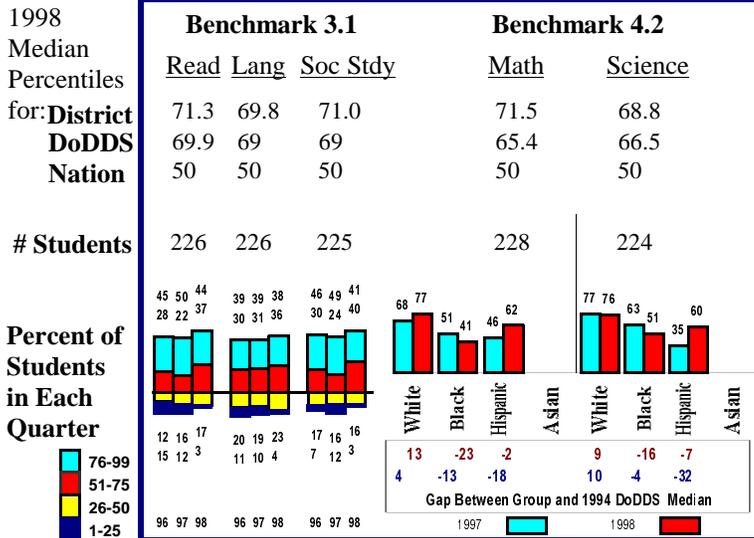
### Grade 3



### Grade 7



### Grade 11



### SAT Results

|                  | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating  | 97       | 71%   | 63%    |
|                  | 98       | 66%   | 62%    |
| Math Avg Score   | 97       | 503   | 505    |
|                  | 98       | 528   | 505    |
| Verbal Avg Score | 97       | 533   | 515    |
|                  | 98       | 541   | 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.

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

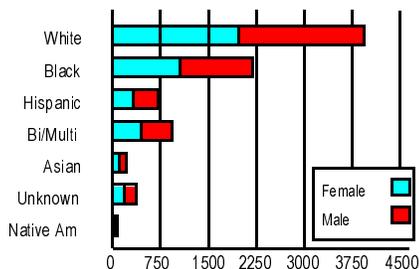
### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |                  |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|------------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not<br>Scoreable |
|       |    |               |   |                                   |            |            |                        |                  |
| 5     | 96 | 460           | Met                                     | 32%                               | 51%        | 14%        | 2%                     | 0%               |
| 5     | 97 | 428           | Met                                     | 31%                               | 56%        | 8%         | 4%                     | 2%               |
| 5     | 98 | 481           | Met                                     | 15%                               | 77%        | 6%         | 0%                     | 1%               |
| 8     | 96 | 333           | Not Met                                 | 22%                               | 42%        | 28%        | 6%                     | 1%               |
| 8     | 97 | 349           | Met                                     | 33%                               | 45%        | 16%        | 6%                     | 1%               |
| 8     | 98 | 359           | Met                                     | 34%                               | 51%        | 13%        | 1%                     | 0%               |
| 10    | 96 | 272           | Not Met                                 | 18%                               | 48%        | 25%        | 7%                     | 2%               |
| 10    | 97 | 278           | Met                                     | 40%                               | 41%        | 17%        | 1%                     | 2%               |
| 10    | 98 | 248           | Met                                     | 47%                               | 38%        | 9%         | 5%                     | 1%               |

**Department of Defense Education Activity  
Wuerzburg District (PK-12)  
1997/98 District Profile  
Richard Osner, Superintendent**

**District Characteristics**

**Student Enrollment - 8,275**



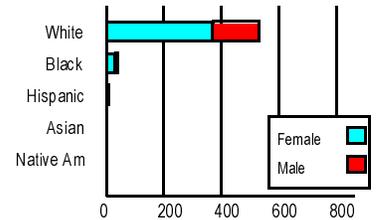
| Grade | #    |
|-------|------|
| PreK  | 107  |
| K     | 1009 |
| 1     | 998  |
| 2     | 899  |
| 3     | 857  |
| 4     | 746  |
| 5     | 694  |
| 6     | 626  |
| 7     | 546  |
| 8     | 481  |
| 9     | 444  |
| 10    | 350  |
| 11    | 291  |
| 12    | 227  |
| Total | 8275 |

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

| Teacher Experience |          |
|--------------------|----------|
| Years              | Teachers |
| New                | 8        |
| 1-3                | 23       |
| 4-6                | 23       |
| 7-10               | 53       |
| > 10               | 475      |

**Mobility Rate  
39% Per Year**

**Professional Staffing**



| School Staff        |       |
|---------------------|-------|
| Category            | FTE   |
| Administrators      | 29    |
| Classroom Teachers  | 443.5 |
| Special Education   | 46    |
| Other Professionals | 91    |

| Teacher Education |            |
|-------------------|------------|
| Degree            | % Teachers |
| BA/BS             | 34 %       |
| MA/MS             | 63 %       |
| Doctorate         | 2 %        |

| Special Programs           |                   |     |     |
|----------------------------|-------------------|-----|-----|
| Grade Offered              | Program           | #   | %   |
| PK-12                      | Special Education | 893 | 11% |
| K-8                        | TAG               | 587 | 8%  |
| K-12                       | ESL               | 350 | 4%  |
| 1                          | Reading Recovery  | 52  | 5%  |
| 7-12                       | AVID              | 158 |     |
| AP Courses Offered         |                   | 26  |     |
| Students Taking AP Courses |                   | 181 | 35% |

**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 and safe 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. During this school year we have given specific attention to the changing role of assessment in education. We have worked to expand the knowledge base of teachers and administrators in the development of their skills in the area of instructionally oriented assessment.

Looking ahead, the Wuerzburg District will continue to focus on assessment with specific attention to be given to the related instructional implications in order to effectively meet the needs of all 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.....**

The district provided continued support to schools through the training of Reading/Language Arts Lead Teachers in preparation of full implementation SY 98-99. The training has focused on such issues as balanced reading, the basic tenets of the developmental approach to Language and Literacy, alternative assessment options and the instructional implications.

**Goal 4: Math And Science Achievement**

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

Continual training was provided for mathematics and science teachers. The training focused on the new science standards and their similarities to mathematics. Additionally, math and science instruction-based assessments were piloted by teachers. Pre- and post-assessment results indicated significant gains in achievement regardless of race, ethnicity, or gender.

**Goal 10: Organizational Development**

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

Effective communication among all DoDEA constituencies is important for the successful delivery of services to the stakeholders of our educational system. To this end, the District's focus has been on exploring and implementing more efficient ways of communicating. For example a consolidated District calendar of educational activities was developed.

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

Over 600 new computers and 9 new networked labs were installed this year. Additionally, 8 LMCs were upgraded and progress continues on the installation of campus networks. All schools in the district have some form of Internet access. New administrative servers will have been installed in all schools by the end of the summer.

| Average Ratings of SHP Progress |          |       |
|---------------------------------|----------|-------|
| Tier                            | District | DoDDS |
| Co-Communicators                | 3.8      | 3.9   |
| Co-Supporters                   | 3.5      | 3.5   |
| Co-Learners                     | 3.2      | 3.1   |
| Co-Teachers                     | 3.5      | 3.5   |
| Co-Advisors                     | 3.2      | 3.3   |

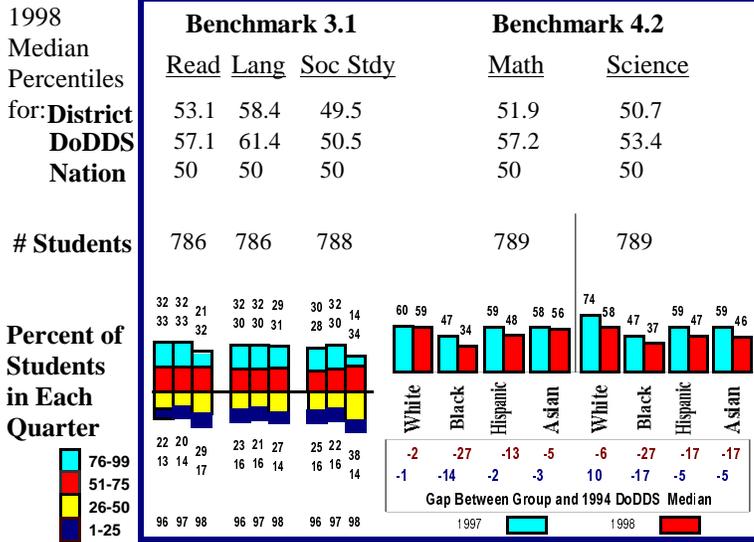
1= traditional 2=little progress 3=visible progress  
4=much progress 5=full implementation

### Goal 8: Parental Participation

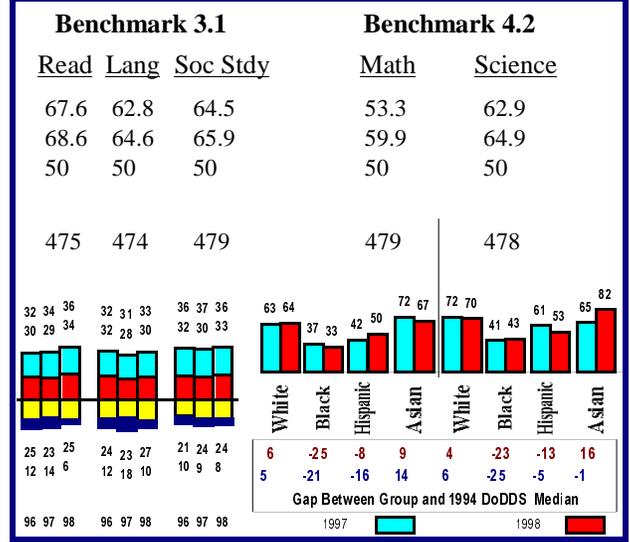
#### Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

District wide interaction with stakeholders in the implementation of six tiered SCHP initiative; training for Key Communicators; Implementation mentoring; SCHP Action Teams; Adopt-A-School; Incorporation of AFTB in Service Learning Curriculum; Parent centers; Parent training; Home Visit; Assessment Instrument; School liaison; Steering Committee; Grant Preparation.

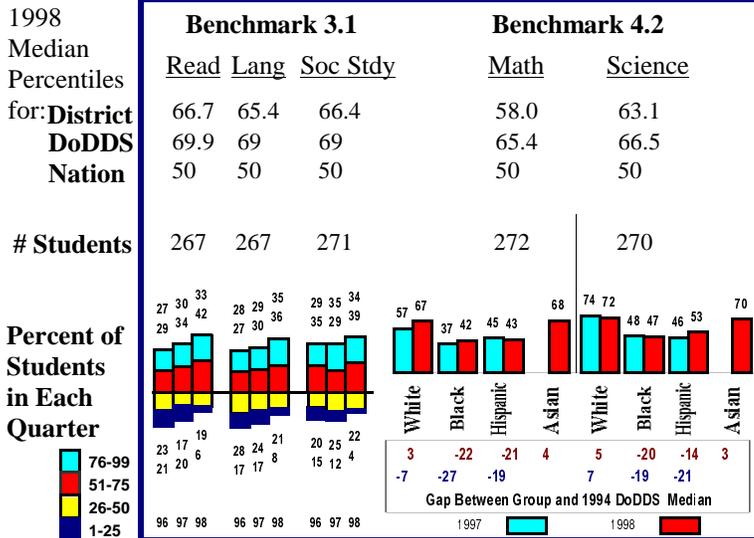
### Grade 3



### Grade 7



### Grade 11



### SAT Results

|                  | District | DoDDS | Nation |
|------------------|----------|-------|--------|
| % Participating  | 97       | 52%   | 63%    |
|                  | 98       | 58%   | 62%    |
| Math Avg Score   | 97       | 460   | 505    |
|                  | 98       | 462   | 505    |
| Verbal Avg Score | 97       | 500   | 515    |
|                  | 98       | 492   | 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.

DoDDS-Wuerzburg District  
Attn: Richard Osner  
417th BSB, Unit 2612  
APO AE 09031

DSN Phone: 355-8761  
Fax Number: 49-9321-37815  
Commercial Phone:  
49-9321-37914

### DoDEA Writing Assessment

| Grade | Yr | Number Tested | Benchmark Criteria<br>75% => Proficient | Percent at Each Performance Level |            |            |                        |               |
|-------|----|---------------|---|-----------------------------------|------------|------------|------------------------|---------------|
|       |    |               |   | Distinguished                     | Proficient | Apprentice | Novice/<br>Undeveloped | Not Scoreable |
| 5     | 96 | 581           | Met                                     | 30%                               | 50%        | 16%        | 3%                     | 2%            |
| 5     | 97 | 633           | Met                                     | 29%                               | 60%        | 7%         | 4%                     | 1%            |
| 5     | 98 | 595           | Met                                     | 20%                               | 75%        | 5%         | 1%                     | 0%            |
| 8     | 96 | 413           | Not Met                                 | 20%                               | 44%        | 29%        | 6%                     | 1%            |
| 8     | 97 | 416           | Met                                     | 27%                               | 49%        | 16%        | 8%                     | 1%            |
| 8     | 98 | 443           | Met                                     | 26%                               | 51%        | 18%        | 4%                     | 1%            |
| 10    | 96 | 245           | Not Met                                 | 22%                               | 48%        | 24%        | 5%                     | 0%            |
| 10    | 97 | 321           | Met                                     | 35%                               | 40%        | 19%        | 5%                     | 0%            |
| 10    | 98 | 276           | Not Met                                 | 33%                               | 41%        | 14%        | 9%                     | 2%            |