



ANNUAL report

school year 2007-2008

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY PACIFIC DIRECTOR'S OFFICE



2007-2008 Annual Report

DoDEA

Director Dr. Shirley A. Miles

DoDDS-Pacific/DDESS-Guam

Director Dr. Nancy C. Bresell

Deputy Director Dr. Steven Bloom

Chief of Staff Mr. Charles Kelker

Education Chief Dr. Peggy Bullion

Human Resources Chief Ms. Kimberlee McLaughlin

Information Technology Chief Mr. Dan McCrae

Logistics Chief Mr. Jack Martin

Procurement Chief Ms. Mary Harding

Resource Management Chief Mr. Walter Smiley

Annual Report 2007-2008

Editor Mr. Chip Steitz
Public Affairs Officer

Art Director Ms. Melanie Collins
Visual Information Specialist

Photographers Mr. Henry Meyer
Mr. Chip Steitz

Technical Support Mr. Marco Roethling

Special thanks to all contributing teachers and administrators for their time in highlighting the success of our students.

Table of Contents

1	Director's Message
2	Pacific Profile
3	Community Strategic Plan
4	District Profiles
6	Program Highlights
10	Post Secondary Planning
12	Student Achievements
14	Teachers and Staff
16	Systemwide Assessments
18	Resource Management
20	Pacific Area Schools



Graduate Scholarships



School Advisory Councils

11

15

Message from the Director



“WE ACTIVELY ASSIST STUDENTS WITH TRANSITION BETWEEN SCHOOLS”

Our commitment to highest student achievement remains the focus in DoDDS-Pacific/DDESS-Guam. I take pride in our continued implementation of standards-based education, aligned assessments, and varied programs to meet our diverse student population. Our schools continue to offer a variety of services and programs to ensure student success as teachers create consistent and vigorous learning opportunities for their students. Aside from having a strong core curriculum, we continued to provide access and opportunities for all students in a variety of support services such as special education, literacy, gifted education, Student Success Teams, and full AVID programs in middle and high schools.

DoDEA schools remain safe and positive places for students to learn and become successful. Upgraded school intercom systems, improved lighting, and additional security attendants on bus routes keep students safe and secure. To continue to

support military families and communities, we actively assist students with transitions between schools as well as maintain consistency and support for those students whose parents may be deployed or in harm's way. Capitalizing on the strengths of counselors and knowledge of educators, along with partnerships within the community, we continue to build a strong basis for academic achievement.

Our schools are places where students learn more than academics. Through many co-curricular programs and relationships with host nation families and colleagues, students benefit from cultural experiences that are unique to living overseas. Whether students are learning the customs and language of their host country or competing in one of our many athletic tournaments or collegiate symposia, these experiences have a profound and lasting impact on their lives forever.

As you read more about the many programs found in DoDEA schools and those unique to DoDDS-Pacific, it is important to recognize and pay tribute to the hundreds

of dedicated and experienced teachers, administrators, and support personnel who reach out everyday and practice exemplary instruction to carry forth our goal of “Highest Student Achievement.” Through their efforts, along with the support and guidance from Dr. Shirley Miles, Director, DoDEA, and her staff, DoDDS-Pacific/DDESS-Guam continues to be a place where educational excellence is not the exception, but the standard mode of operation.

Sincerely,

Nancy C. Bresell
Director



TerraNova
Results

17

Pacific
Expenditures

19



School
Locations

21

Vision

Our vision, “Communities Investing in Success for All Students,” exemplifies our collective responsibility for the academic growth of each student.

Mission

Our mission is to provide “exemplary educational programs that inspire and prepare all students for success in a global environment.”

Pacific Profile

Fig 1.1 Student Enrollments by District*

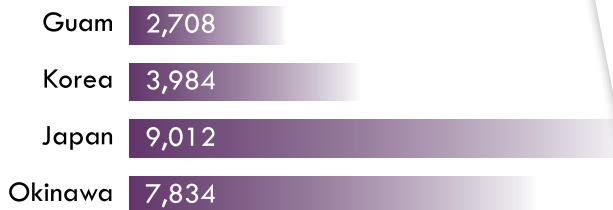


Fig 1.2 Student Enrollments by Race**

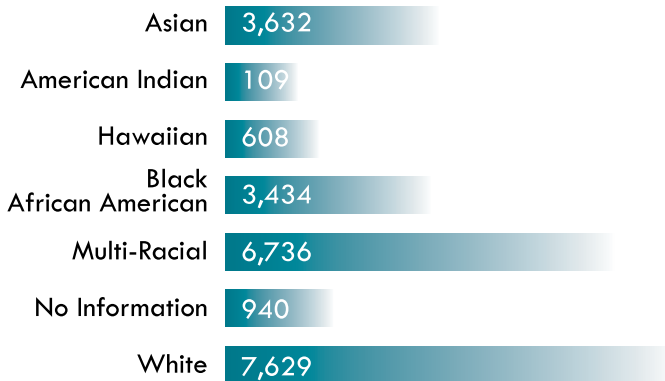
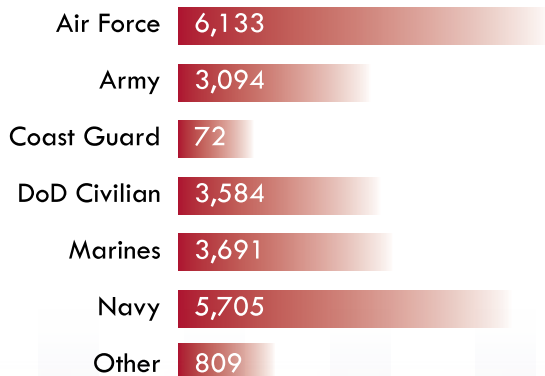


Fig 1.3 Student Enrollments by Sponsor



* Enrollment numbers current as of September 28, 2008.

** Approximately 9.2% of all DoDDS-Pacific/DDESS-Guam students reported Hispanic or Latino ethnicity.



DoDDS-Pacific/DDESS-Guam is comprised of 46 schools which are organized into four districts – Guam, Japan, Korea, and Okinawa. Approximately 23,000 students are enrolled in grades K-12. In terms of geographic size, our schools span an area that covers over 1.2 million miles which is equal to the size of Alaska, Texas, California, and Montana combined. This provides both challenges and opportunities for our students. While we maintain a strong focus on education, students benefit from the unique cultural experiences that are inherent to living outside the continental United States.

The student population is comprised of dependents of military and civilian personnel working and living overseas. The student body is ethnically diverse ranging from American Indian/Alaskan Native (1.0%), Multi-Racial (24.5%), Hawaiian (2%), Asian (17.2%), Black/African Americans (15%), and white Caucasian (37.5%). Student diversity brings multiple opportunities for growth and cultural awareness in real-world curricular applications. The strong relationship between military commands and our schools ensures that schools remain the corner-stone for family and community involvement.

Results from standardized testing from multiple sources demonstrates that students remain extremely competitive with stateside public schools. As students return to the continental United States it is vital they can easily transition both academically and socially. Pacific schools are fully accredited by U.S. agencies. Our administrators and teaching staff are hired locally and from throughout the United States and must be U.S. citizens. They are experienced and well trained with the majority having master's degree.

In April 2008, a committee composed of representatives from DoDEA Headquarters, teachers, and personnel from the district and area offices met to review the 2006-2011 Community Strategic Plan (CSP). Their charge was to ensure congruency and alignment with goals, outcomes, measures, and milestones. The result was the 2008 CSP Alignment, which supplies direction for improving DoDEA's continuous efforts to provide the highest quality education for all students and ensure their success inside and outside the classroom.

The CSP is a compass for keeping DoDEA at the forefront of the Department of Defense's agenda for education, and as a leader in the nation for raising student performance and achievement. The document better clarifies the connection among the strategies, actions, and measures used to achieve our goals and objectives. It also provides clear and specific objectives, and defines measures to match objectives better.

Goal 1: Focuses on standards-based student learning.

Objective 1 Emphasis:

- Academic growth during the school year
- Clearly defined content standards
- Provision of standardized, disaggregated, user-friendly data to schools
- Training in use of data and evaluation
- Annual program evaluations
- Use of data to inform instruction & determine student academic needs for teachers
- Decreasing the percent of students in the bottom performance categories
- Increasing the percent of students scoring in the top performance categories
- Students annually demonstrate one year's academic growth

Objective 2 Emphasis:

- Integrating technology and information literacy
- Differentiated instruction
- Student support
- Virtual school development

Goal 2: Focuses on efficiency and equity, all schools having resources to support student achievement and continuous improvement in a safe, secure environment.

Objective 1 Emphasis:

- Budget work
- Prioritized resource plans

Objective 2 Emphasis:

- One data information system for financial, business, and resources

Objective 3 Emphasis:

- All-hazards Plan
- Safe Schools Program

Goal 3: Continues the focus on a diverse, high performing workforce.

Objective 1 Emphasis:

- Diversified and culturally responsible recruitment
- Computerized certification tracking system
- Supported, evaluated, rewarded employees

Objective 2 Emphasis:

- On-going, aligned professional development that targets change in practice
- Leadership development

Goal 4: Continues the focus on partnership development and communication.

Objective 1 Emphasis:

- Partnerships to address the needs of the whole child, not just those to support student academics
- Establish partnerships in non-DoDEA communities
- Provide professional development, training, tools and resources for parents, service providers, service representatives, and educators in impacted schools
- Implement alternative/expanded educational opportunities for non-DOD students
- Facilitate interal and external agency agreements

Objective 2 Emphasis:

- Consistent communication planning and approaches across the system
- All plans aligned with DoDEA communication policies
- Training for effective implementation of plans

Objective 3 Emphasis:

- Meaningful public engagement
- Parent and partner-friendly communication
- Approach to suggestions & concerns of customers
- School Profiles reinstated
- Purposeful planning to engage stakeholders -- creation of best practices resource for parent engagement
- Web presence to inform stakeholders of programs and performance

The plan is posted at <http://www.dodea.edu/pubs/csp2008.cfm> and a PDF copy is available for download.



District Profiles

Guam District Guam celebrated its 10-year anniversary in September 2007 with the opening of a new high school. In August 2008 the district added an additional new facility for McCool Elementary/Middle School. The four Guam District schools educate approximately 2,700 U.S. Navy and Air Force dependents in grades Pre-K through 12. Operated by DoDDS-

Pacific, the Guam District resides within a United States territory and is, therefore, a component of DDESS schools. Guam District schools blend the best of both systems to provide a quality education for their students. The Guam District leadership continues to work closely with the Guam School Board and school liaison officers to address ongoing school transition issues.

GUAM



JOSEPH MANCUSO



KOREA

Korea District The eight schools in the Korea District provide a full range of educational and after school services to approximately 4,000 students spread across the South Korea Peninsula. The majority of service members stationed in Korea serve in the U.S. Army and Air Force. The District Superintendent's Office (DSO) is located in Seoul. Highlights for SY 07-08 included a focus on improving math and literacy instruction, improving transitions for students, and the Korea Administrators' Initiative, the cornerstone of which is the study of instructional best practices. The district also continued to focus on early numeracy skills through the math initiative for grades 2-5. The district enjoys a strong continuous school improvement (CSI) program where all schools use student

assessment data to focus on instructional interventions. CSI co-chairs lead their schools and communities in the development and implementation of school mission statements and rigorous improvement plans. At the national Military Child Education Coalition (MCEC) conference in summer 2008 the Korea District highlighted their partnership with the U.S. Forces Korea Command to ensure a seamless student transition to and from Korea schools. Korea high school students presented highlights of their individual school "Student 2 Student" programs. All schools in the district have developed action plans that document partnership efforts in support of student transitions.

Japan District The Japan District is comprised of 21 schools located as far north as Misawa Air Base, and as far south as Sasebo Naval Station. The District Superintendent's Office (DSO) is located at Yokota Air Base, about an hour drive from downtown Tokyo. The district serves approximately 9,000 students representing all the military services stationed throughout Japan. Highlights from SY 07-08 include the expansion of the Foreign Language in Elementary Schools (FLES) program, the successful completion of accreditation visits from AdvancED for five of our schools, the first Chinese Foreign Language Program (implemented at E.J. King High School in Sasebo), and continued growth in the use of technology by students at all grade levels.

As a result of the geographic spread, students experience a unique blend of the local Japanese customs and traditions. Schools host many Japanese cultural events and activities on an annual basis. The Nihon Matsuri Japanese Cultural Day at Yokota West Elementary School, The JaPandAsia (Japan-Panda-Asia) at Mendel Elementary School, and the Japan Day at Edgren High School are three examples of how faculty members, service members, and members of the Japanese community work together to offer a myriad of cultural activities. These are the type of experiences that students remember for a lifetime.



Okinawa District Geographically, the Okinawa District is the smallest in the DoDDS-Pacific family and provides educational services for approximately 7,800 dependents of service members from all branches of the military. Okinawa District schools are all within a few miles of each other. This unique setting lends itself to collaboration and sharing among educators, students, and the community. Several district wide events including National History Day, Science Exhibition, Performing Arts Festival, and the Foreign Language Competition and Festival give teachers an opportunity to share and collaborate more closely. The district boasts a strong

partnership with the local Okinawan community. District schools frequently invite guest speakers, artists, and performers from the local community to share their culture and talents with our students. In exchange, many visit our schools for sporting events and district wide competitions and exhibitions. In school year 2007-08 the district hosted more than 4000 student visitors. School year 2008-2009 will begin in the Okinawa District with the opening of Ryukyu Middle School. The addition of Ryukyu Middle School has increased the number of schools to 13 – eight elementary schools, three middle schools, and two high schools.

Program Highlights

early childhood education

DoDDS-Pacific/DDESS-Guam early childhood education programs serve children from preschool through grade three and are dedicated to providing quality, developmentally appropriate, and standards-based educational programs. Early childhood classrooms prepare an environment in which children develop physically, socially, emotionally, and cognitively through supportive teacher-child relationships and active, meaningful, and connected learning experiences.

Sure Start and Pre-School

Sure Start, an early intervention program modeled after Head Start, is offered to preschool children in Japan, Okinawa, and Korea, and is dedicated to providing extended services in the areas of education, health, social services, and family involvement. Priority placement is given to children with a sponsor rank of E1-E4/GS1-4/NAF1-NAF2. In Guam, a universal preschool program is provided for four-year-olds.

Full-Day Kindergarten

DoDDS-Pacific/DDESS-Guam schools provide a full-day kindergarten program. The full-day schedule allows for additional standards-based instruction in all subject areas, with special emphasis on problem solving, inquiry, language development, social skills, and literacy.

K-12 Curriculum

Every DoDDS-Pacific/DDESS-Guam school is committed to providing quality and equitable curriculum programs for all students K-12. A wide range of curriculum and support programs is available to provide a rigorous learning environment and a meaningful educational experience.

math science

Elementary Mathematics

DoDEA K-12 mathematics curriculum standards were fully implemented this year. Teachers use many resources to group DoDEA math standards into teaching units which incorporate mathematics content knowledge, guiding questions, essential understandings, assessment options, literature connections, instructional ideas, and on-line resources. With the addition this year of the DoDEA revised science standards, teachers will have a greater capability of integrating math and science standards. The Pacific Elementary Mathematics Cadre, classroom teachers volunteering to provide training and support for their colleagues, focused this year on promoting research-based instructional math strategies to deepen student conceptual understanding, thereby increasing student achievement. The online course *Developing Mathematical Ideas (DMI): Building a System of Tens* was offered to teachers in the spring and summer.

Secondary Math

Secondary math standards and resource materials were also fully adopted into classroom instruction. Through collaborative efforts with teachers, research and standards based instructional strategies were developed to provide additional support to students. Partnerships with several schools throughout the Pacific supported the implementation of Assessment for Learning techniques, best practices, and the effective integration of technology to provide increased student achievement measured on local and standardized assessments. In these partnerships, math teachers used student test data to design and implement specific strategies tailored to meet the instructional needs of their students.

Science

In SY 07-08, teachers were introduced to revised DoDEA science standards and resource materials. These materials provide focused, concept-based units that convey clear and specific DoDEA Science Content Standards. They are designed to help teachers and administrators align curriculum with standards, identify the essential understandings in science, track and implement educational goals, highlight best practices, facilitate assessment planning and testing, and evaluate test results as they relate to the curriculum plans. Science instruction promotes the philosophy that science is best experienced through open-ended, hands-on inquiry, which encourages student-generated questions and results in children thinking and acting like scientists.

Elementary and secondary teachers integrate DoDEA science standards, adopted science materials, inquiry-based instruction, and teaching and assessing for scientific understanding into their instruction. Partnerships with several programs help students to





apply science concepts. One example of this is the JASON Project for grade 6, which provides an integrated online curriculum in actual scientific situations, such as disappearing wetlands or explorations of the planet Mars. Another example is the outstanding Pacific Junior Science and Humanities Symposium (JSHS) held annually in Tsukuba City, Japan, where students present their scientific studies and results to a panel of scientists for judging. The top winners advance to the national JSHS conference.

literacyreading

Literacy

The Pacific Literacy Project is a three-tiered program of reading and writing support for all children. The model supports implementation of a strong, literature based core curriculum for all readers, scientifically based interventions and services for struggling readers, and intensive long-term support and services for below-level readers. The components of Balanced Literacy provide the framework for literacy instruction in our schools by providing a continuum of learning activities from teacher modeling through interactive and guided practice to independent student reading and writing. Student progress is monitored using multiple data points. A review of these various data points, to include the Developmental Reading Assessment, the Scholastic Reading Inventory (Lexile Scores) and TerraNova scores, provides evidence of steady and consistent growth of the percentage of students reading at or above grade level. Significant shifts in the use of differentiated best practices in literacy instruction have been evident this year, and student performance results in reading and language arts continue to increase. The literacy program is collaboratively planned and implemented at each school by classroom teachers, administrators, Literacy Support Specialists who work with small groups of struggling readers, and Literacy Facilitators who provide on-site training and assistance to classroom teachers.

READ 180 is a comprehensive reading intervention program designed to meet the needs of struggling readers in grades 3-12. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading.

Multiage Classrooms

DoDDS-Pacific/DDESS-Guam supports the multiage philosophy, which is defined as a classroom composed of children from two or three consecutive grade levels, having diverse ability levels, intentionally grouped in a single classroom, and remaining with the same teacher for more than one year. This allows teachers to

better know their students and to be able to use this information over a two- or three-year period of time as they work with students along the learning continuum. In most schools, multiage classes are implemented voluntarily except in those locations where, due to enrollment, it is a necessity. Multiage classrooms range from grades K-6 throughout the Pacific.

Foreign Language

Pacific students have ample opportunities to study many different cultures and languages. All K-12 schools provide outstanding Host Nation programs. Language immersion programs in Japanese and Foreign Language Elementary School (FLES) in Spanish are offered in many schools to assist students in early language acquisition and fluency. Secondary schools provide a rich variety as well, to include French, Spanish, German, Korean, Japanese, and Mandarin Chinese.

supportprograms

Advancement Via Individual Determination (AVID)

AVID teaches academic "survival skills" to prepare students for success in college. All middle and high schools offer this elective course. Students who qualify for the program are provided support and skills needed to be successful in academically rigorous course work which is college preparatory. Curricula of this type include core classes, honors courses, and Advanced Placement (AP) courses. The methodologies used include Reading and Writing as tools of learning, the inquiry method, and collaborative-subject-specific learning groups. This school year two Pacific AVID schools received "Model/Demonstration" school status. This recognition is the highest level and means that all AVID program requirements have been met at an exemplary level.

Advanced Placement

Pacific high schools continue to provide students with opportunities to earn college credit by enrolling in Advanced Placement (AP) courses and successfully taking the respective AP exams offered by College Board. In addition to providing teachers with additional support in differentiated instruction, increasing rigor, and effective classroom assessment, this year schools focused on communicating the value of the AP program to students and parents, recruiting students, and providing support to enhance the success of enrolled students.

FAR EAST ACTIVITIES SY 2007-08

Basketball, Girls' Small School
Basketball, Boys' Small School
Basketball, Girls' Large School
Basketball, Boys' Large School
Cheerleading Clinic
Cross Country
Football, Small Schools' Championship
Football, Large Schools' Championship
Journalism Conference
JROTC Competition
Junior Science & Humanities Symposium
Model United Nations
Music Festival
Soccer, Girls' Small School
Soccer, Boys' Small School
Soccer, Girls' Large School
Soccer, Boys' Large School
Speech/Arts Festival
Tennis
Wrestling
Volleyball, Girls' Small School
Volleyball, Girls' Large School

Program Highlights

Drug Abuse Resistance Education (DARE)

Twenty-eight DARE officer candidates from the DoDDS-Pacific/DDESS-Guam Area attended two weeks of comprehensive training in the spring. After successful completion of the course the candidates became certified to teach the DARE curriculum to 5th grade students. The DARE curriculum is directly correlated to the National Health Standards, as well as the DoDEA Health Standards, and is based on principles of effective prevention programs. This program provides students with coping skills to resist drugs, alcohol, tobacco, and violence. This annual training prepares the DARE officer candidates, most of whom are security forces personnel, to teach ten DARE lessons during the following school year.

Professional Technical Studies (PTS)

The goal of DoDEA's Professional Technical Studies program is to provide students the knowledge and skills they need to thrive in a twenty-first century workplace. High school faculty and staff have the tools to assist students with identifying their individual interests and personality traits, and from that, to develop a list of occupational possibilities and associated coursework that best incorporate those interests. The DoDEA PTS courses have been structured to prepare all students with the necessary skills for success in college, technical schools, apprenticeships and careers. Students enrolled in select PTS courses have an opportunity to earn industry-recognized certifications such as Cisco CCNA, CompTia A+, Microsoft Office Specialist (MOS) and Adobe Certified Expert (ACE). During school year 2007-08, DoDDS-Pacific students successfully passed 280 MOS certification exams and 17 CompTia A+ exams. Several schools offer unique programs such as Culinary Arts, Lodging Management, and Pre-engineering.

Information Literacy

Information literacy standards include accessing, evaluating, and using

information accurately and creatively. Multiple mediums of literacy including digital, visual, textual, and technological are utilized. Some information literacy standards provide the opportunity to share the acquired information with other students and/or adults through various technology media and through face-to-face information delivery. To assist students with locating credible information for research in grades K-12, access is granted to a variety of powerful databases such as Thomson Gale, Proquest, and Newsbank.

Integration of Technology

Teachers continue to acquire tools that will help them develop and design effective learning environments and experiences to maximize student achievement. Training on how to create technology-enhanced learning environments, integrating technology and information literacy skills into instruction, and exploring inquiry-based instruction was conducted SY 2007-08 by school site educational technologists and information specialists.

Summer Enrichment Programs and Secondary Summer School

Students in grades K-8 were given the opportunity to participate in a four-week, half-day summer enrichment program that featured integrated math and language arts activities in a web-based environment. Online courses were available for high school students in grades 9-12 who needed credits in order to meet graduation requirements. Online courses offered through the Richard Milburn High School WISE (Worldwide Internet Secondary Education) program were available in Algebra 1, Geometry, Biology, Earth Science, English 9-12, U.S. History, and World History. Additionally, students in grades 1-8 were offered extended learning opportunities through cultural exchange initiatives within our school complexes in Japan, Okinawa, and Korea as part of the Host Nation summer program.





staff development

Special Education Initiative

Special educators providing services in programs for preschool children and elementary and secondary students with learning impairments participated in staff development that emphasized effective strategies for vocabulary, comprehension, and fluency development. In addition, teachers analyzed student data using assessment tools to identify gaps and roadblocks that could inhibit development of student specific intervention plans. Special Education assessors honed their skills in assessment planning, test selection, interpretation, and the reporting of assessment results.

Leadership Development

Leading Learning is a DoDDS-Pacific/DDESS-Guam leadership development program designed to assist administrators in becoming stronger instructional leaders. Area and district conferences for administrators highlighted skills essential for leading schools in the twenty-first century. Additionally, Curriculum Implementation Facilitators, who are volunteer teachers or specialists in each school, share a leadership role by providing training and support to their colleagues in standards-based curriculum, assessment, and instruction.

New Teacher Mentors

Teacher mentors in each school provide support for incoming teachers to achieve success. Teacher mentors voluntarily collaborate with colleagues to share resources and experiences in standards-based assessment and instruction.

Algebra Coaching

Completing the final year of the Algebra Coaching Program, coaches continued their support of teachers through cognitive coaching, lesson study, and collaboration. The coaches collaborated with teachers to intertwine procedural and conceptual learning in the classroom through the development, execution, and compilation of technology-rich lessons. Coaches also provided training in support of the quarterly algebra assessments resulting in increased student achievement.

Online Literacy Training

In coordination with Scholastic and DoDEA, approximately 515 DoDDS-Pacific/DDESS-Guam teachers and administrators participated in Scholastic RED online courses. This online professional development program increases knowledge and use of research-based reading instruction, is teacher focused and highly practical, has hundreds of resources in each course, and is aligned to DoDEA standards and reading programs. Courses for elementary and secondary teachers, administrators, and literacy specialists were offered in a variety of literacy topics.



Internet Safety

Pacific schools continue to monitor student internet usage and remain safe harbors for conducting research and working on the world-wide web. Our schools prepare students to make informed and safe internet choices when they access the web. Topics include Intellectual Property, Personal Safety, Identity Theft, Strangers/Predators, and CyberBullying.

School Safety And Security

Historically, DoDDS-Pacific/DDESS-Guam schools have a record with no incidents of violence related to firearms and an extremely low incidence of drug and gang-related violence. A “zero tolerance” policy for weapons in schools is strictly enforced, and the number of serious incident reports remains low.

Our districts work closely with base force protection and law enforcement agencies. All Pacific schools have current emergency response procedures in place that address a total of 20 emergency situations ranging from lockdowns to emergency evacuations. Scenarios for lockdowns include the presence of a hostile intruder or visitor, terrorists, hostage takers, or a civil disturbance occurring around the school. Scenarios for emergency evacuations include drills for bomb threats, short or long term school closure, fire/explosion, earthquake, tsunami, and chemical spills, to name a few. School administrators brief their students and staff on emergency procedures at the beginning of the school year, and follow up with practice drills periodically throughout the year. Installation officials validate the school’s emergency procedures and include our schools in installation exercises that occur, at a minimum, annually.

Presently, we are completing a multi-year process of upgrading school intercom systems which will allow mass notification in the event of a critical incident in the vicinity of a school. The initial phase of the new security lighting systems has been completed. We have also initiated measures to ensure visitors cannot enter the schools without office personnel being aware of their presence and, where needed, we are installing additional security cameras with video recorders. We also recently initiated measures to assign Bus Security Attendants on all off-installation routes, to include activity buses. These new systems and measures greatly enhance our procedures for emergency lockdown or evacuation of schools, and ensure that our students have a safe and positive learning environment.

School guidance programs regularly provide students with both education and counseling in dealing with issues such as cyber-bullying, at-risk social behaviors, and crisis management.



Post Secondary Planning

Transition

Over 30 percent of DoDDS-Pacific/DDESS-Guam students will move from one location to another during any given academic year. As educators we are sensitive to the dynamics associated with moving and our teachers and schools provide an important safety net for transitioning students and families. Numerous online resources that provide information about individual schools and military communities throughout the world are available via the DoDDS-Pacific/DDESS-Guam homepage and individual school websites. In addition, support organizations such as the Military Child Education Coalition (MCEC) provide a great deal of information



total dollar amounts offered in DoDDS-Europe which had 515 seniors seeking financial support. Overall, within

DoDEA, of the 3,035 students enrolled in the twelfth grade in April 2008, 77 students were reported as not graduating, resulting in a graduation rate of 97.5 percent. In DoDEA, 2,763 students had a valid documented post secondary plan, equal to 93 percent. The majority of seniors (82 percent) planned to continue their education after high school, including 60 percent at a four year college or university and 19 percent at a junior/community college.

“ PROVIDING STUDENTS WITH THE NECESSARY SKILLS TO TRANSITION FROM HIGH SCHOOL TO A POST SECONDARY SCHOOL REMAINS A TOP PRIORITY THROUGHOUT OUR SYSTEM.”

and support for transitioning military families. At the national Military Child Education Coalition conference in the summer of 2008, the Korea District highlighted their partnership with the United States Forces Korea Commanders to ensure a seamless student transition to and from Korea schools. Many transitioning students also experience the benefits of the “Student 2 Student” program, commonly referred to as S2S.

Post Secondary Planning

Providing students with the necessary skills to transition from high school to a post secondary school remains a top priority throughout our system. Counselors work with students and parents to assist in understanding the various academic opportunities available and develop a practical post secondary education and career plan. We also guide our students to enroll in rigorous academic courses and professional technical studies which provide career pathways that can lead to industry-recognized certifications. In preparation for the college admissions process, all students are provided “MyRoad” accounts, a College Board web-based career and college exploration program. In addition all 10th and 11th grade students take the PSAT and participate in the College Board SAT Readiness program at no cost.

In the Pacific, 899 seniors were planning to continue their education with 314 who were offered at least one scholarship. Compared to the previous year, our students accepted \$15,256,304 in financial assistance representing an increase of over \$3 million. Our students in the Pacific almost matched the

student opportunities

After School Activities

DoDDS-Pacific/DDESS-Guam schools offer an array of after school activities that challenge and engage students on a variety of different levels. In addition to the various Host Nation related language and cultural activities offered during the school day our younger population can join clubs, participate in student government, hone their technology skills, and engage in school and community service projects during the year. These activities include sports clubs, cooking clubs, student council, technology clubs, yearbook, safety patrol, and many others unique to each school.

Far East Activities

Approximately 2,200 DoDDS-Pacific/DDESS-Guam high school students participated in twenty-two Far East events during SY 2007-2008. Participation in co-curricular activities is tied directly to Goal 1 of the DODEA Community Strategic Plan and provides an opportunity for our students to display their abilities in athletic and academic events. These events include athletic competition in basketball, soccer, volleyball, tennis, and cross country as well as the Honors Music Festival, Journalism Festival, and Model United Nations to name a few. Far East events are comparable to state-wide events that students in the U.S. participate in.

Junior Science and Humanities Symposium

Celebrating 27 years of success, the symposium hosted over 100 middle and high school students from the Department of Defense

Schools across the Pacific at Tsukuba City, Japan, in March of 2008. The symposium gives Pacific students a forum to present the results of their scientific research through poster and oral presentations, with the top high school oral presenters advancing to the national symposium. Top performers earn scholarships in the amount of \$1,500 for first place, \$1,000 for second place, and \$500 for third place. The symposium also exposes students to the academic, industrial, and governmental career opportunities within the field of science. Last year two students went on to compete at the National Symposium for scholarships ranging from \$2,000 to \$16,000.



Fig 2.1: DoDEA 2008 Graduates' Postsecondary Plans by Area*

Description	DDESS	Europe	Pacific
Number of Students	381	1483	899
4-year College/University	64%	60%	59%
Junior Community College	13%	20%	19%
Technical School	7%	2%	2%
Employment	6%	9%	8%
Enlist in Military	9%	7%	9%
Other	1%	2%	3%

Fig 2.2: DoDEA Scholarship Monies Offered and Accepted by Area*

	DDESS (n=146)		Europe (n=515)		Pacific (n=314)	
	Offered	Accepted	Offered	Accepted	Offered	Accepted
Local	\$83,190	\$83,190	\$751,162	\$730,627	\$429,585	\$426,385
Military Academy	1,152,466	1,002,466	3,457,000	3,207,000	6,980,400	4,940,400
National Merit	17,000	17,000	19,500	9,500	30,000	30,000
Other	229,444	229,444	378,700	355,900	322,750	321,250
ROTC	2,603,530	1,756,314	8,482,200	7,371,400	6,752,054	5,060,530
Scholarship Grants, Financial Aid	488,896	363,196	2,374,158	1,478,898	847,562	682,562
Scholarship-State or Institution	1,580,231	809,342	4,872,244	3,697,110	838,150	836,900
Special	1,000	1,000	258,455	215,455	3,932,777	2,952,277
Vocational			80,000	80,000		
Total	\$6,155,757	\$4,261,952	\$20,673,419	\$17,145,890	\$20,133,278	\$15,250,304

* Data provided by DoDEA Seniors' Postsecondary Plans and Scholarships 2008 - DoDEA Research and Evaluation

Note: N represents the number of students who were offered at least one scholarship; totals include scholarship monies with no category designation and therefore may be higher than the sum of each column.



Student Achievements

student accolades

Osan American High School student, Ms. Deborah Smith, received notice of her acceptance into prestigious Yale University. Deborah attended the 2008 summer session at the main campus in Hartford, Connecticut. With her major in Political Science and her minor in Spanish, she took Introductory International Relations and Elementary Spanish II.

Kubasaki High School student, Ms. Sarah Brubaker, will be attending Duke University in Durham, North Carolina. Sarah was the Class of 2008 Valedictorian and will major in Medicine at Duke with aspirations of becoming a doctor. She was also named an AP Scholar during her senior year. In addition to her acceptance to Duke University, Sarah was also the recipient of an Army ROTC scholarship that will cover all of her tuition and expenses.

Mr. Vicente Sanchez, Kubasaki High School, will be attending the prestigious Columbia University in New York City. Vicente will major in International Relations with an emphasis in Italian and plans to one day work for the United States Foreign Service. Vicente was named a National Hispanic Scholar during his senior year. In addition to his acceptance at Columbia, Vicente was awarded a \$20,000 grant from the university.

Yokota High School graduate Jonathan Robert Saffold has been awarded a \$25,000 Undergraduate Science Research Award from the United Negro College Fund/Merck Science Initiative. Jonathan is one of 15 undergraduates nationwide chosen for the award. Jonathan entered Massachusetts Institute of Technology and then transferred to Creighton University.

Five Department of Defense Education Activity (DoDEA) students were named as National Merit Scholarship Semifinalists by the National Merit Scholarship Corporation (NMSC), three of which were from the Pacific.

The DoDEA National Merit Semifinalists are:
Christine Ashton, Wiesbaden HS, Wiesbaden, Germany
Lauren Wolfe, Kadena HS, Okinawa, Japan
Bruce Pittman, Nile C. Kinnick HS, Yokosuka, Japan
Michael Newman, Osan American HS, Osan, South Korea
Christopher Wilson, George C. Marshall School, Ankara, Turkey

The students, who are high school seniors, have an opportunity to continue in the competition for some 8,200 National Merit Scholarships worth more than \$35 million that will be offered in Spring 2009. The DoDEA students were part of approximately 16,000 semifinalists selected for the National Merit Scholarship Program, now in its 54th year.





parentletter

Before the days when celebrity adoption was the “in” thing to do, we found our first born son in Tokyo. He was only two months old, of Japanese origin, and cute as a button!

From the beginning, however, we knew something was not right with our second child. His body was tormented by eczema, he seemed to be allergic to any food that he consumed, and our little guy didn’t meet any of the developmental milestones listed in those baby books everyone buys.

Eventually, we found a series of wonderful medical professionals who helped us. It took a few more years to get past the dream that all parents have for their child. DJ wasn’t like many of the other children around him. He often was much slower at learning the things that his peers seem to effortlessly know. We eventually learned an important lesson. Maybe we were the slow ones in actuality! You see, DJ had his own path to follow and his own gifts to share with the world.

DJ’s first word was “ball”, and it is balls that he has loved ever since. Throughout his childhood and burgeoning adulthood, we have taken on the attitude of playing up to his strengths. DJ is a very sociable young man who also loves athletics. He started out as a preschooler with T-ball and eventually has moved on to basketball, ice hockey, roller blading, and now, bowling.

Last November, four of the Okinawa-based bowlers were invited to go to the Special Olympics Nationals in Kumamoto, Japan, including our son. DJ surpassed any of our expectations when he bowled better than all 300 athletes there. We had a long wait to see if DJ would be invited to participate in the international games. Many people advocated for DJ, and he became the first American ever to participate on a Japanese team. Eight bowlers from Japan represented their country at the International games in Shanghai, China in October. What an honor...an experience of a life time for our son...a true return to his roots and he won the silver medal.

Talented, dedicated educators in the Department of Defense Dependents schools have given DJ the opportunity to succeed. With modifications and assistance, he has often been serviced under the inclusion model whenever possible. Throughout, DJ has forged ahead and has succeeded in his own way, on his own time line.

We no longer think about the “cannots” for our son but the “can dos”. Some-times life gives you a lesson and you have to look at it in a different way! DJ taught us that.

Daymond & Diane La Marr



“TALENTED, DEDICATED EDUCATORS IN THE DEPARTMENT OF DEFENSE DEPENDENTS SCHOOL HAVE GIVEN DJ THE OPPORTUNITY TO SUCCEED.”

SUN Thirty Four

A Journal of Self-Expression by Pacific students and staff

Excerpt artwork by Akki Brathwaite, Kinnick HS, Grade 12, Watercolor & Pencil Wash, “Peace”



Teachers and Staff



staff highlights

Our teachers and staff are often recognized for their outstanding successes. Here are just a few examples:

Teachers of the Year for school year 2008-2009: Ms. Jan Goldhorn who teaches music at McCool Elementary/Middle School (Guam District). Mr. Chad Casciani who joined DoDDS in August of 2000 and teaches Kindergarten at Daegu School (Korea District). Mr. Casciani is also the Literacy Facilitator at Daegu. Ms. Deirdre McAlpin teaches fifth grade math, science, and health at The Sullivans Elementary School in Yokosuka, Japan (Japan District). Ms. McAlpin is a former DoDDS student and the parent of high school students. Representing the Okinawa district is Ms. Kathleen Smith, a second grade teacher at Kadena Elementary School. With their selection as the District Teacher of the Year, each candidate is eligible to compete for DoDEA Teacher of the Year honors. A DoDEA Headquarters panel selects the DoDEA Teacher of the Year who then competes for the title of the National Teacher of the Year.

Middle school science education is alive and well at C. T. Joy Elementary/Middle School in Chinhae, South Korea with Chris Hanson at the helm. Hanson, who is retired from the Air Force and a six year veteran of DoDDS teaching, regularly engages his students in hands-on laboratory and field science activities. He also mentors them as they conduct Junior Science & Humanities Symposium research projects. Chris was recently selected as a National Science Teachers Association Fellow for the 2008-2009 school year. As a Fellow, Chris receives a fully paid trip to the annual National Science Teachers Association conference to be held in New Orleans during the spring of 2009.

Ms. Jonalyn Yu, a nurse at Darby Elementary School, was selected as the Overseas School Nurses Association, (OSHNA) Nurse of the Year for 2008-2009. Nurses from DoDDS worldwide were nominated. OSHNA School Nurse of the Year is an honor awarded in conjunction with the National Association of School Nurses. It is achieved only by school nurses who go above and beyond the standards expected of all school nurses. Jonalyn will be entered with nurses from the 50 states for the honor of National School Nurse of the Year. In addition OSHNA will present her with an award at their annual conference.

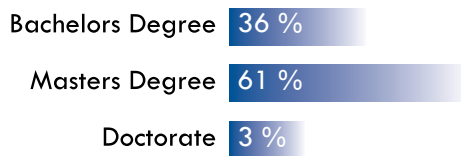
Every year DoDDS-Pacific/DDESS-Guam recruits top quality teachers from around our nation and from local sources as well. Overseas recruiters from the Director's Office, district offices, and schools participate in job fairs throughout the United States. Applicants are interviewed and carefully screened for appropriate placement in overseas schools. Additionally, local applicants in the form of military spouses and retired military members make up a significant portion of our teacher population.

Teachers seeking employment with our schools are required to hold a current state teaching certificate or meet DoDEA qualifications standards. Teachers must renew their license every six years. By accepting teaching certificates issued by any state in the United States we ensure that qualified military spouses are also given an opportunity to work within our schools. During SY 2007-08 we hired 228 educators locally and through stateside recruitment as well as teachers transferring from other locations.

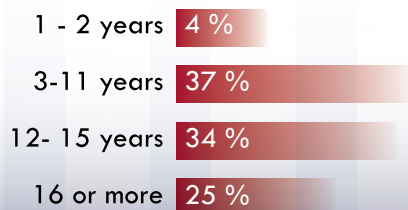
Although our teachers come to us with an extraordinary depth of experience and training, they receive ongoing professional development that focuses on highest student achievement and reflects the best instructional practices available to our profession. In addition, teacher mentoring programs are in place within each school to assist new teachers. As a system we understand the impact a diverse and well-trained work force can have on the lives of our students and believe that a dedicated, exceptional teaching staff is the best way to guarantee a world-class education.

Teacher Statistics for SY 2007-08

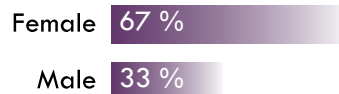
Education



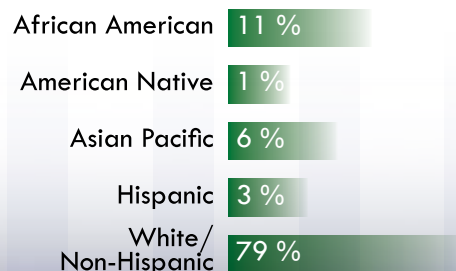
Experience



Gender

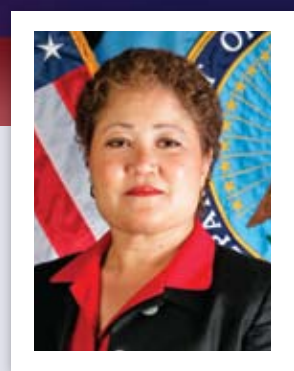


Ethnicity





Dr. Shirley A. Miles, Director, DoDEA



from Fountain-Ft. Carson High School in Ft. Carson, Colorado. Her father retired from the U.S. Army as a Sergeant Major, and members of her family have served continuously in the Armed Forces since 1947. Two of her brothers graduated from the U.S. Military Academy at West Point. Dr. Miles' dedication, commitment to excellence and visionary leadership combined with her passion for improving academic achievement will ensure the very best in educational opportunities for our students.

In July 2008, Dr. Shirley A. Miles was selected as the Director of the Department of Defense Education Activity (DoDEA). Dr. Miles served as DoDEA's Associate Director for Education and Principal Deputy Director since joining the organization in June 2007. She becomes the sixth Director. Dr. Miles has over 30 years of experience in education and in the private sector. Dr. Miles was born in Panama where her father was in the U.S. Army. As a youth, she grew accustomed to the regular movement of families and became familiar with the transition issues associated with military family reassignments, moving seven times throughout her elementary, middle and high school years. She graduated

advisory councils

The responsibility to support schools is shared among parents, teachers, sponsors, students, administrators and military leaders. This collective participation in advisory councils not only enhances educational programs and services, but improves the overall quality of life shared by all military community members.

Advisory Council on Dependents Education (ACDE)

The ACDE recommends programs and practices that ensure a quality educational system to the Secretary of Defense and DoDEA Director. Members include representatives of education institutions and agencies, professional employee organizations, parents, and one DoDDS student.

Dependents Education Council (DEC)

The DEC reports to the Assistant Secretary of Defense for Force Management Policy. Members include the Director of DoDEA and the general or

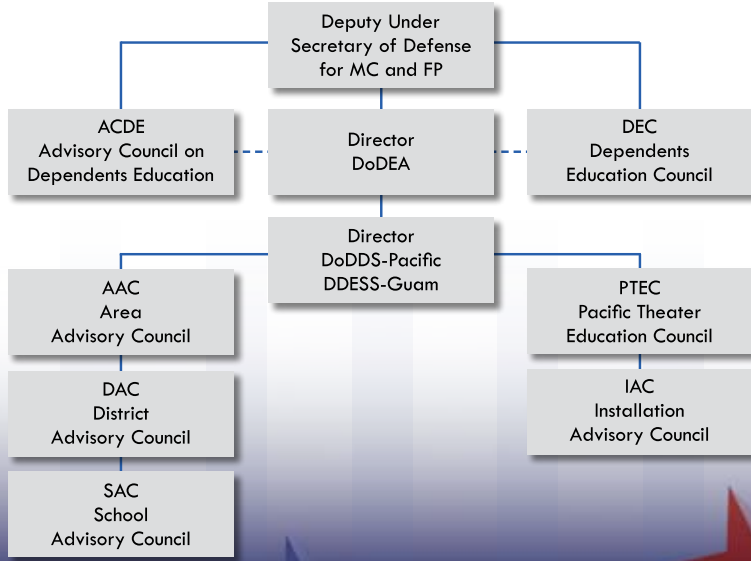
flag officer representing the commanders of unified combatant commands and military services. Council members make recommendations on a wide variety of critical policy matters.

Pacific Theater Education Council (PTEC) The PTEC is comprised of Pacific Command, Army, Air Force, Marine Corps, and Navy representatives. PTEC members work with subordinate command representatives to develop programs for improving dependents' education and recommend helpful initiatives to the DoDDS-Pacific Director.

Area Advisory Council (AAC) The AAC advises the DoDDS-Pacific Director on educational and logistical issues affecting dependents' education in the Pacific. These matters may consist of issues elevated from the District Advisory Council or School Advisory Committee.

District Advisory Council (DAC) The DAC advises the district superintendent on matters of concern to the district. These matters may include issues elevated from the local level through the School Advisory Council.

School Advisory Council (SAC) and Installation Advisory Council (IAC) The SAC is composed of an equal number of locally elected parents and full-time professional school educators and may include a senior high school student enrolled in the school. The SAC advises its school principal on all local school-related matters. Issues not able to be resolved at the SAC level may be elevated to the DAC. The IAC advises the installation commander on educational matters, including support within the jurisdiction of the commander. Membership on the IAC is comprised of two representatives from each SAC, a parent and professional school employee.



Systemwide Assessments

Accountability for measuring student achievement serves as our compass at DoDDS-Pacific/DDESS-Guam. Like our stateside counterparts, we administer a number of systemwide assessments annually to determine the effectiveness of instructional programs and to identify areas for improvement. Guided by the Community Strategic Plan, DoDEA remains in the forefront of school systems giving systemwide internal and external assessments, as well as end-of-course examinations for high school students. Assessments administered include the Developmental Reading Assessment, the National Assessment of Educational Progress (NAEP) in Reading, Science and Math, Scholastic Reading Inventory (SRI), and TerraNova Multiple Assessments, 2nd Edition.

TerraNova Results

DoDEA administers the TerraNova Multiple Assessments in grades 3-11 every year. During SY 2007-08, our students scored substantially higher than the national average in all subjects at all grades. Test results showed that in some grades and subject areas, students had met the high student achievement goals established by the DoDEA Community Strategic Plan. One goal for the CSP states that 75 percent of all students will perform "At the Standard" or higher (the top two quarters) on a systemwide, norm-referenced assessment. In all four districts our students are very close to meeting that goal and in some areas have already exceeded that benchmark. As a result of the CSP realignment new benchmark and goals have been set beginning in SY08-09.

NAEP Results

When comparing DoDDS students to their stateside counterparts, the most appropriate measure of how DoDDS students perform is the National Assessment of Educational Progress (NAEP), also referred to as the "Nation's Report Card." This assessment is designed to measure what students know and can do in a variety of subjects at grades four and eight. Results are reported at the national, state, and district level at grade 8 and at the national level only at grade 12. The most recent assessments were given in writing from late January to early March 2007. Eighth grade DoDEA students scored fourth in the nation, surpassed only by their public school counterparts in New Jersey, Connecticut, and

satresults

Level	Number Tested	Critical Reading	Math	Writing
Nation	1,518,859	502	515	494
DoDEA	1982	509	499	492
DoDDS-Pacific/DDESS-G	666	504	502	487

*SAT is a registered trademark of the College Board

Massachusetts. DoDEA's score of 165 represents systemwide participation from its schools domestically and overseas and ranks 11 points higher than the national average of 154. The NAEP 2007 writing assessment presents a comprehensive view of what students in the United States know and can do in the area of writing. In 2007, public school students in 45 states and the DoDEA schools participated in the writing assessment at grade 8. Writing assessments were administered previously in 1998 and 2002. In 2002, DoDEA students placed 4th in the nation in writing, and second in 1998.

naepresults

DoDEA NAEP Ranking in Writing

All Students	Grade 8		
	1998	2002	2007
DoDEA	2nd	4th	4th

College Board SAT*

The Pacific has long had an expectation that schools provide multiple activities to assist in college readiness, to include SAT preparation. Last year, schools that needed to show the most growth in SAT scores were required to submit an action plan. All of these included SAT preparation sessions, either on Saturdays or in seminars. We looked at the SAT scores for 2008 and compared with 2007 scores. Of the six schools required to submit their SAT/ACT action plans, three schools had increased scores from 2007 to 2008. To improve these results for SY 08-09 we made the decision to provide all 9-12 grade students with access to an online course. The purpose of providing this course to our high school students is to have them look beyond the scores, review their answers, and develop a personal study plan. The course assists students in understanding the content of the SAT, question types, directions, and practice for the writing section. The auto essay scoring gives students immediate feedback on their writing. These practice opportunities will also boost confidence in college readiness exams. This online course complements the personal feedback provided to students on their PSAT Score Report Plus.

SAT Results

The SAT is the most widely taken college entrance exam in America. According to the College Board, the SAT is a measure of developed verbal and mathematical abilities important for success in college. As a nation there was a slight decline in all subject areas in 2007 which was also observed in DoDEA. In 2008, the scores remained stable across the United States. DODDS-P overall performance in Reading and Math remained unchanged. A two-point increase was noted in the writing scores.

terranovalresults

Fig 3.1: 2008 Pacific TerraNova Results
(Median Percentile Scores by District and Grade)

Guam District

Grade	Language	Math	Reading	Science	Social Studies
3	68	62	60	76	63
4	64	68	64	67	67
5	73	69	71	70	69
6	62	60	61	69	63
7	70	65	64	70	70
8	68	68	67	69	61
9	65	68	71	74	68
10	75	74	73	70	68
11	62	65	66	70	55

Japan District

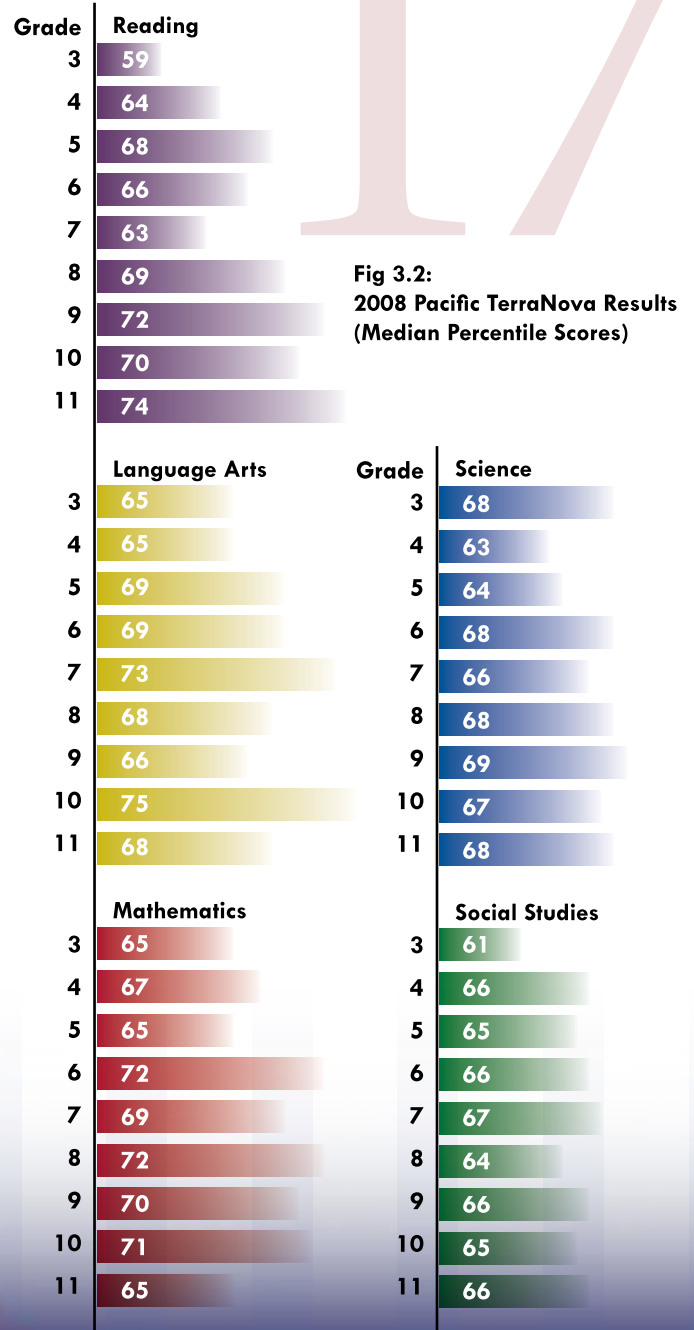
Grade	Language	Math	Reading	Science	Social Studies
3	62	61	57	65	60
4	61	64	61	59	62
5	66	64	67	63	66
6	68	69	64	65	66
7	74	68	64	65	68
8	65	72	68	66	63
9	67	70	73	68	65
10	75	71	70	67	66
11	68	65	73	69	67

Korea District

Grade	Language	Math	Reading	Science	Social Studies
3	68	75	60	70	64
4	72	74	71	66	70
5	72	69	69	70	67
6	74	81	70	74	71
7	74	71	63	66	66
8	73	75	74	71	68
9	67	73	74	71	66
10	79	79	73	71	66
11	69	68	74	68	66

Okinawa District

Grade	Language	Math	Reading	Science	Social Studies
3	66	66	59	67	61
4	64	65	66	65	69
5	67	64	65	61	61
6	68	74	66	68	64
7	73	69	63	65	65
8	67	70	69	67	63
9	64	68	70	68	66
10	71	67	70	65	62
11	68	63	75	68	67



resource management

The Resource Management Division executed an annual budget of \$361 million with approximately 79 percent or \$283.7 million of the budget devoted to payroll expenses, including the overseas living quarters and post allowances. Costs for facilities, technology improvements, school supplies, curriculum book replacement, and increased safety and security allocations were equal to approximately \$77 million. The Non-DoD Schools Program serviced 711 students in 23 countries located throughout the Pacific at an annual cost of \$10.1 million.

In order to successfully execute the FY 2008 budget the division conducted monthly reviews with the district budget officers to identify changes in budget requirements. With a focus on customer service, the division published information and created training initiatives to help district resource employees foster greater awareness of Internal Management Control (IMC) procedures. The staff conducted 39 School Efficiency Resource Visits (SERV) across the Pacific to evaluate critical areas essential for mission performance. The appropriate and effective administration of the Student Activity Funds (SAF) remained the focus in secondary and high schools.

logistics division

The Logistics Division provides logistical support services for the four Pacific districts. These support services include:

- **Facilities Program Management** - Oversees facilities sustainment restoration and modernization (S/RM) programs for over 270 buildings totaling more than 4.5 million square feet. The Logistics Division also manages the engineering evaluation and consultation services to our internal customers. In addition they ensure regulatory compliance with industry and host nation building standards, laws, and regulations, and adhere to DoDEA specifications that focus on a safe learning environment for students and teachers.
- **Supply and Property Management** - This support service provides program oversight, training support, and annual monitoring via on-site visits to ensure regulatory compliance with applicable DoD and DoDEA regulations. Additional responsibilities include receiving and issuing educational materials, curriculum and non-curriculum contract purchases, and the procurement of supplies. Other services include tracking deliveries, warehousing, property accountability, and supporting the facilities program with equipment and materials.

- **Student Transportation** - The Transportation Branch continues to safely and efficiently transport students to and from school. Operating in four geographically separated districts, there are over 11,300 registered riders traveling over 1.6 million miles utilizing 312 buses. Approximately 95 special needs students are provided dedicated transportation services on a daily basis. In addition to daily student commute responsibilities, the Transportation Branch provides services for students traveling to and from curricular and co-curricular activities, after school activities/clubs, sports practices and events, and other special events. Contracted Security Attendants are provided for each bus route traveling off base, and in April 2008 this service will expand to include all after school activity buses.

information technology

The DoDDS-Pacific/DDESS-Guam IT Division provides comprehensive technology services and management in support of 23,000 students and 3,000 staff and faculty at 46 schools, four district offices, and the Pacific Area Director's Office. The IT Division provides desktop computer systems in our schools which incorporate some of the latest technology and provide students, staff, and faculty with a powerful, multimedia platform in support of the educational process. Additionally, student and teacher computers provide access to specialized software in support of specific curriculum areas. The current student-to-computer ratio in DoDDS-Pacific/DDESS-Guam schools is 1.6:1. Last year, a Far East Technology Conference sponsored training for educators and technology support personnel. The IT Division has increased Internet bandwidth at several large school complexes and they continue to sponsor the IT Intern Program to further develop a core of specialists.

procurement division

The Procurement Division was instrumental in supporting four important initiatives across the Pacific: the opening of Ryukyu Middle School in the Okinawa District, the construction and relocation of McCool Elementary/Middle School in the Guam District, the awarding of a Full Service Student Transportation contract in support of Guam schools, and the anticipated increase of student enrollment in the Korea District. This resulted in \$1.6 million in obligations and 106 contract actions in direct support of such extensive build-up during a three-month period in fiscal year 2008. Overall, the division executed over 550 contract actions during the school year ensuring our students, teachers, and schools have the necessary tools to achieve success.



Fig 4.1 FY08 DoDDS-Pacific Expenditures by Category (excluding Payroll*)

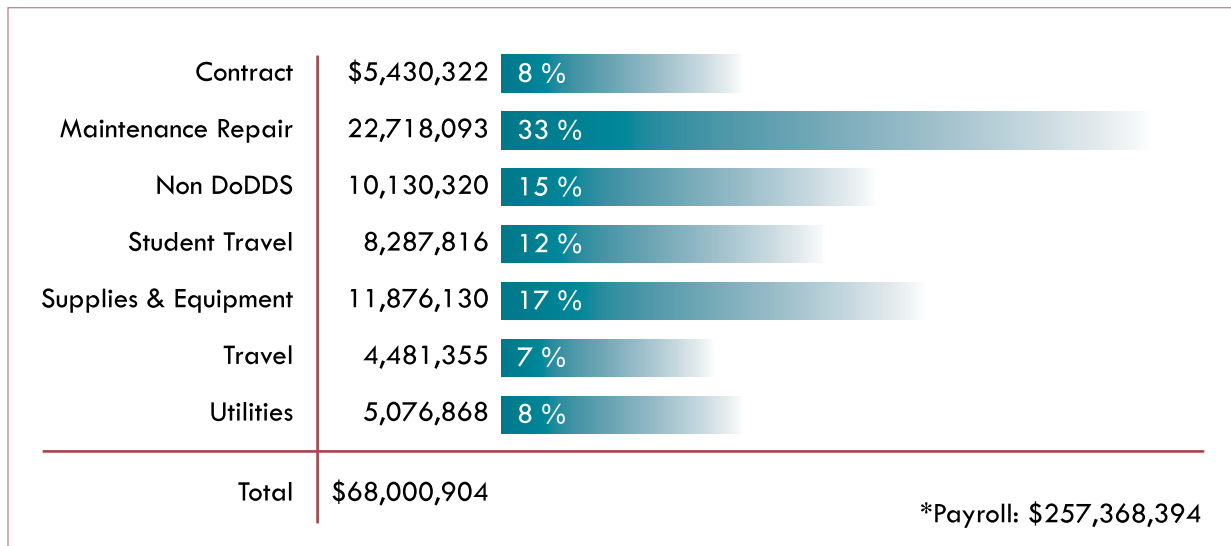
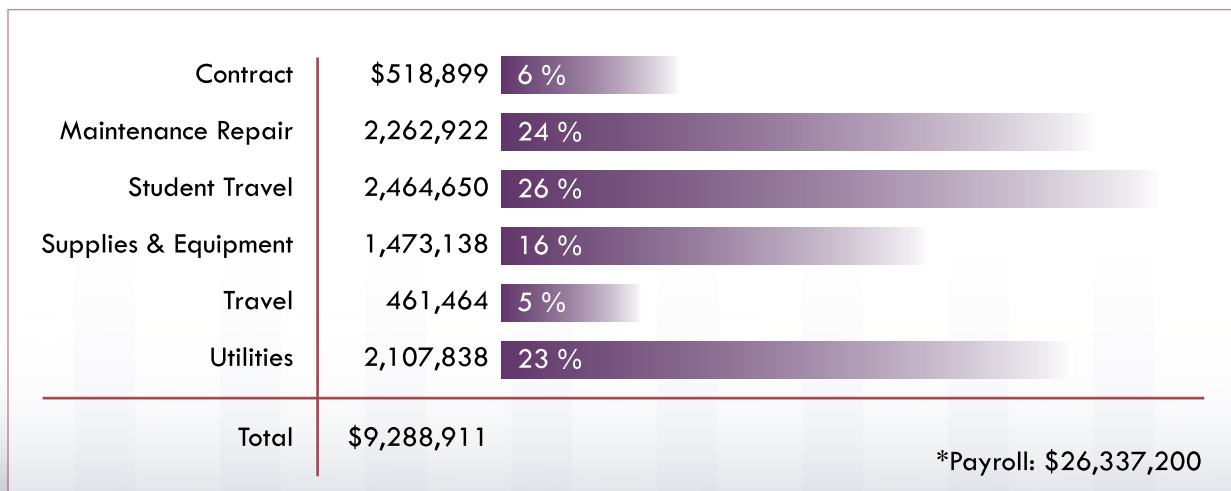


Fig 4.2 FY08 DDESS-Guam Expenditures by Category (excluding Payroll*)



PACIFIC DIRECTOR'S OFFICE

Dr. Nancy C. Bresell, Director
 Torii Station, Okinawa, Japan
 Email: director_doddspace@pac.dodea.edu
 Web Site: <http://www.pac.dodea.edu>

GUAM DISTRICT SUPERINTENDENT'S OFFICE

Dr. Gayle Vaughn-Wiles, Superintendent
 Agana Heights
 Email: GuamSupt.DSO@pac.dodea.edu
 Web Site: <http://www.guam.pac.dodea.edu/>

Andersen Elementary School
 Andersen Air Force Base
 Email: PrincipalAndersenES@pac.dodea.edu
 Web Site: <http://www.guam.pac.dodea.edu/>

Andersen Middle School
 Andersen Air Force Base
 Email: Principal.AndersenMiddleSchool@pac.dodea.edu
 Web Site: <http://www.guam.pac.dodea.edu/>

Guam High School
 Naval Hospital
 Email: Principal_Guam_HS@pac.dodea.edu
 Web Site: <http://www.guam.pac.dodea.edu/>

McCool Elementary/Middle School
 Apra Heights
 Email: PrincipalMcCoolES@pac.dodea.edu
 Web Site: <http://www.guam.pac.dodea.edu/>

JAPAN DISTRICT SUPERINTENDENT'S OFFICE

Mr. Bruce Derr, Superintendent
 Yokota Air Base
 Email: japan_supt_dso@pac.dodea.edu
 Web Site: <http://www.japan.pac.dodea.edu>

Arnn Elementary School
 Camp Zama
 Email: principal_*arnn@pac.dodea.edu
 Web Site: <http://www.arnn-es.pac.dodea.edu>

Byrd Elementary School
 Commander Fleet Activities Yokosuka
 Email: principal_*byrdes@pac.dodea.edu
 Web Site: <http://www.byrd-es.pac.dodea.edu>

Cummings Elementary School
 Misawa Air Base
 Email: pcumming@pac.dodea.edu
 Web Site: <http://www.cummings-es.pac.dodea.edu>

Darby Elementary School
 Commander Fleet Activities Sasebo
 Email: darby_es@pac.dodea.edu
 Web Site: <http://www.darby-es.pac.dodea.edu>

Edgren High School
 Misawa Air Base
 Email: principal_*edgren_hs@pac.dodea.edu
 Web Site: <http://www.edgren-hs.pac.dodea.edu>

E. J. King Elementary/High School
 Commander Fleet Activities Sasebo
 Email: king_hs@pac.dodea.edu
 Web Site: <http://www.king-hs.pac.dodea.edu>

Ikego Elementary School
 Commander Fleet Activities Yokosuka
 Email: principal_ikegoes@pac.dodea.edu
 Web Site: <http://www.ikego-es.pac.dodea.edu>

Kinnick High School
 Commander Fleet Activities Yokosuka
 Email: kinnick.principal@pac.dodea.edu
 Web Site: <http://www.kinnick-hs.pac.dodea.edu>

Lanham Elementary School
 Naval Air Facility, Atsugi
 Email: principal.lanhames@pac.dodea.edu
 Web Site: <http://www.lanham-es.pac.dodea.edu>

M. C. Perry Elementary School
 Marine Corps Air Station, Iwakuni
 Email: principal.perryes@pac.dodea.edu
 Web Site: <http://www.perry-es.pac.dodea.edu>

M. C. Perry High School
 Marine Corps Air Station, Iwakuni
 Email: principal.perryhs@pac.dodea.edu
 Web Site: <http://www.perry.hs.pac.dodea.edu>

Mendel Elementary School
 Yokota Air Base
 Email: principal.east@pac.dodea.edu
 Web Site: <http://www.mendel-es.pac.dodea.edu>

Sasebo Elementary School
 Commander Fleet Activities Sasebo
 Email: sasebo_es@pac.dodea.edu
 Web Site: <http://www.sasebo-es.pac.dodea.edu>

Sollars Elementary School
 Misawa Air Base
 Email: sres.principal@pac.dodea.edu
 Web Site: <http://www.sollars-es.pac.dodea.edu>

Sullivans Elementary School
 Commander Fleet Activities Yokosuka
 Email: principal_*sullivan_es@pac.dodea.edu
 Web Site: <http://www.sullivans-es.pac.dodea.edu>

Yokosuka Middle School
 Commander Fleet Activities Yokosuka
 Email: principal_*yokosukams@pac.dodea.edu
 Web Site: <http://www.yokosuka-ms.pac.dodea.edu>

Yokota High School
 Yokota Air Base
 Email: principal_*yokotahs@pac.dodea.edu
 Web Site: <http://www.yokota-hs.pac.dodea.edu>

Yokota Middle School
 Yokota Air Base
 Email: ymiddlep@pac.dodea.edu
 Web Site: <http://www.yokota-ms.pac.dodea.edu>

Yokota West Elementary School
 Yokota Air Base
 Email: principal_*yokota_west_es@pac.dodea.edu
 Web Site: <http://www.ywes.pac.dodea.edu>

Zama High School
 Camp Zama
 Email: zamaprincipal@pac.dodea.edu
 Web Site: <http://www.zama-hs.pac.dodea.edu>

Zama Middle School
 Camp Zama
 Email: principal_zama@pac.dodea.edu
 Web Site: <http://www.zama-ms.pac.dodea.edu>

KOREA DISTRICT SUPERINTENDENT'S OFFICE

Mr. Sam Menniti, Superintendent
 U.S. Eighth Army Garrison, Yongsan
 Email: koreasupt_dso@pac.dodea.edu
 Web Site: <http://www.korea.pac.dodea.edu>

C. T. Joy Elementary School
 Commander Fleet Activities Chinhae
 Email: principal_*joyes2@pac.dodea.edu
 Web Site: <http://www.ctjoy-es.pac.dodea.edu>

Daegu Elementary/High School
 Camp George
 Email: principal_taegeuhs@pac.dodea.edu
 Web Site: <http://www.taegu-un.pac.dodea.edu>

Humphreys Elementary School
 Camp Humphreys
 Email: principal_*humphreyes@pac.dodea.edu
 Web Site: <http://www.humphrey-es.pac.dodea.edu>

Osan Elementary School
 Osan Air Base
 Email: principal.osanes@pac.dodea.edu
 Web Site: <http://www.osan-es.pac.dodea.edu>

Osan High School
 Osan Air Base
 Email: principal.osanhs@pac.dodea.edu
 Web Site: <http://www.osan-hs.pac.dodea.edu>

Seoul Elementary School
 U.S. Eighth Army Garrison, Yongsan
 Email: principal_*seoul_es@pac.dodea.edu
 Web Site: <http://www.seoul-es.pac.dodea.edu>

Seoul High School
 U.S. Eighth Army Garrison, Yongsan
 Email: principal_seoulhs@pac.dodea.edu
 Web Site: <http://www.seoul-hs.pac.dodea.edu>

Seoul Middle School
 U.S. Eighth Army Garrison, Yongsan
 Email: principal_seoulms@pac.dodea.edu
 Web Site: <http://www.seoul-ms.pac.dodea.edu>

OKINAWA DISTRICT SUPERINTENDENT'S OFFICE

Ms. Martha Brown, Superintendent
 Kadena Air Base
 Email: okinawasupt_dso@pac.dodea.edu
 Web Site: <http://www.okinawa.pac.dodea.edu>

Amelia Earhart Intermediate School
 Kadena Air Base
 Email: principal_*ameliearheartis@pac.dodea.edu
 Web Site: <http://www.earhart-is.pac.dodea.edu>

Bechtel Elementary School
 Camp McTureous
 Email: principal_*bechteles@pac.dodea.edu
 Web Site: <http://www.bechtel-es.pac.dodea.edu>

Bob Hope Primary School
 Kadena Air Base
 Email: principal_*bob_hope_ps@pac.dodea.edu
 Web Site: <http://www.bob-hope-ps.pac.dodea.edu>

Kadena Elementary School
 Kadena Air Base
 Email: principal_*kadenaes@pac.dodea.edu
 Web Site: <http://www.kadena-es.pac.dodea.edu>

Kadena High School
 Kadena Air Base
 Email: principal_*kadena_hs@pac.dodea.edu
 Web Site: <http://www.kadena-hs.pac.dodea.edu>

Kadena Middle School
 Kadena Air Base
 Email: kdms.okinawa@pac.dodea.edu
 Web Site: <http://www.kadena-ms.pac.dodea.edu>

Killin Elementary School
 Camp Foster
 Email: principal_*killines@pac.dodea.edu
 Web Site: <http://www.killin-es.pac.dodea.edu>

Kinser Elementary School
 Camp Kinser
 Email: principal_*kinseres@pac.dodea.edu
 Web Site: <http://www.kinser-es.pac.dodea.edu>

Kubasaki High School
 MCB Camp S.D. Butler
 Email: principal_*kubasakihs@pac.dodea.edu
 Web Site: <http://www.kubasaki-hs.pac.dodea.edu>

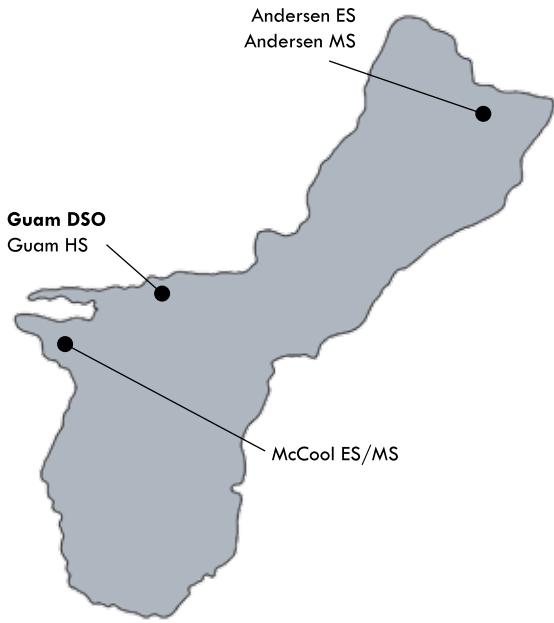
Lester Middle School
 Camp Lester
 Email: principal_*lesterms@pac.dodea.edu
 Web Site: <http://www.lester-ms.pac.dodea.edu>

Ryukyū Middle School
 Kadena Air Base
 Email: principal_*ryukyums@pac.dodea.edu
 Web Site: <http://ryms.pac.dodea.edu>

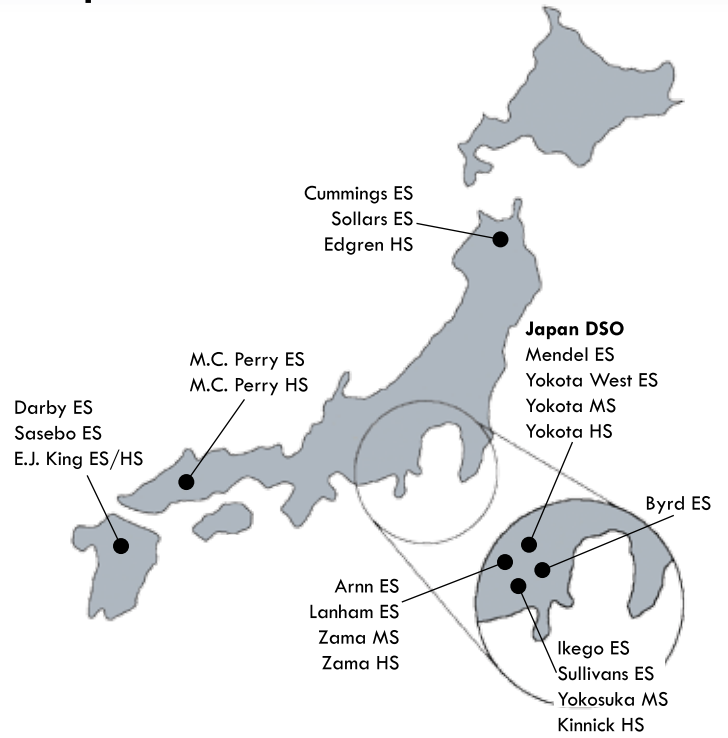
Stearley Heights Elementary School
 Kadena Air Base
 Email: stearley.heights@pac.dodea.edu
 Web Site: <http://www.stearley-es.pac.dodea.edu>

Zukeran Elementary School
 MCB Camp S.D. Butler
 Email: zukeran.principal@pac.dodea.edu
 Web Site: <http://www.zukeran-es.pac.dodea.edu>

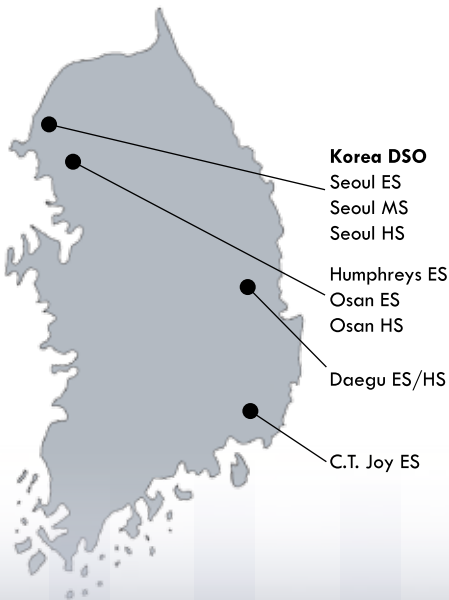
Guam



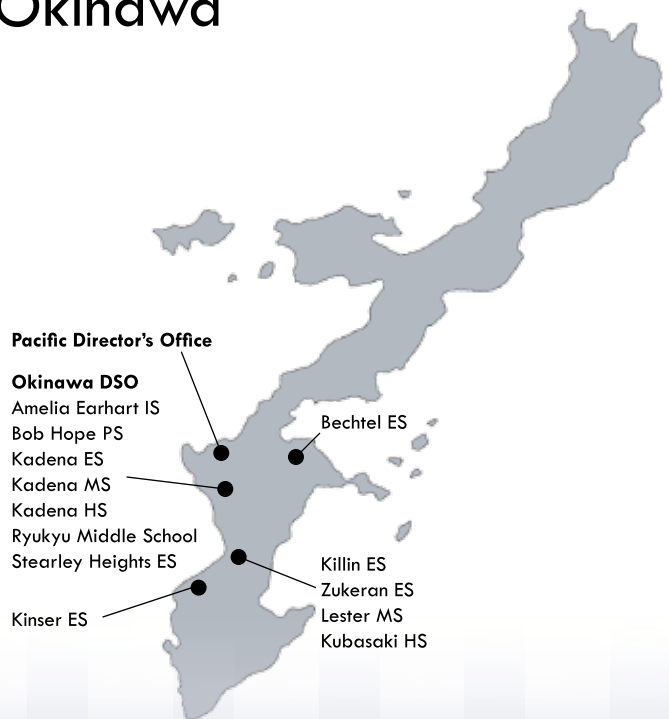
Japan



South Korea



Okinawa



guam

korea



FREE
DoDDS-Pacific/DDESS-Guam
Director's Office
Unit 35007
APO AP 96376-5007
www.pac.dodea.edu

japan

okinawa