

Department of Defense Dependents Schools Pacific Director's Office



SCHOOL YEAR 2005 - 2006

# Annual Report





# Department of Defense Dependents Schools, Pacific

## 2005-2006 Annual Report

**DODDS-PACIFIC/  
DDESS-GUAM  
DIRECTOR'S OFFICE**

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**2005-2006  
ANNUAL REPORT**

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

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## Message from the Director



**I**t is my pleasure to share with you the many accomplishments that took place in DoDDS-Pacific/DDESS-Guam this past school year. Our students continue to receive accolades for high scores on standardized tests. As a result of our dedicated and well trained teachers, and strong leadership from principals, our schools are exciting, positive places for learning.

This year I would like to acknowledge the role parents play in the overall success of our students' education. All of our schools have active parent organizations that work hand in hand with teachers, administrators and students. These organizations provide opportunities for parents to stay abreast of their children's learning through school sponsored events. Parents are also invited to serve on a variety of committees. Parent volunteer programs are in place in all schools and encourage parents to spend time working with students, and sharing special talents and interests.

Our schools have established a strong working relationship with their local military commands. Through a program called "Adopt a School," the expertise and talents of our active duty personnel are channeled to help students in tutoring and mentoring programs. During the last year military service members were recognized with awards for their extensive school involvement.

Our students consistently score well on standardized tests. The 2006 TerraNova test results show that DoDEA students' average scores remain substantially higher than the national average (50th percentile) in all subject areas, at all grade levels tested (3-11). This is something to be proud of, and serves as a benchmark for measuring future growth.

As you read the pages of this annual report, I know you will be filled with the same sense of respect and pride for the accomplishments of

our students that I am. Much of the credit needs to be given to our senior leadership, Dr. Joseph Tafoya, the Director for DoDEA and his team. His support, encouragement, and strength as a leader continues to be our guiding light as we enter into our 60th year.

The quality education our students receive each day in the schools is supported behind the scenes by individuals who work at the Director's Office. Just as we have educational initiatives in our schools, these divisions are also challenged to hone and refine their efforts to provide our students with world class equipment, facilities, technology and services.

The schools in DoDDS-Pacific/DDESS-Guam continue to be responsive to the ever changing needs and structure of the military. This school year was the last year Pusan American School was open. Nevertheless, we are anticipating growth in some of our other locations in Korea, and we are actively planning for a shift in student population.

These are exciting times as we begin to celebrate our 60th Anniversary and embrace a revised Community Strategic Plan. In DoDDS-Pacific/DDESS-Guam we pride ourselves on providing a quality education and strive to continually improve learning for all of our students.

Sincerely,

A handwritten signature in black ink that reads "Nancy C. Bresell".

Nancy C. Bresell  
Director

### OUR VISION

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

### OUR MISSION

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



## Pacific Profile

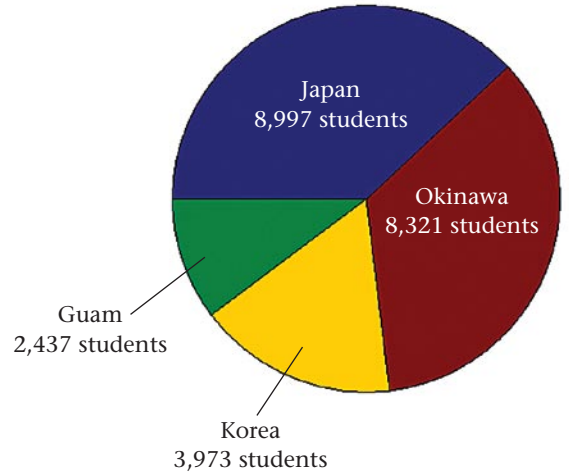
**D**ependents of military and civilian personnel working and living overseas comprise the population found in DoDDS-Pacific/DDESS-Guam schools. Although our students have much in common with their stateside counterparts in public schools, they do face unique challenges in their daily lives. These children are highly mobile and frequently change schools. Ensuring a smooth transition as they move to new schools is a priority. Due to current world events, many of our students face the uncertainty of having a minimum of one family member who may be deployed and in harm's way during the school year.

Living overseas provides the students with opportunities to participate in cultural experiences found in their host countries. Their expanded view of diverse cultures helps to prepare them to be successful in a global society. The schools in the Pacific provide a safe environment that fosters learning. Issues like substance abuse and crime are extremely low among school-age dependents. Although there is a range of family income, all students and their families are provided adequate housing and have access to state-of-the-art medical treatment facilities.

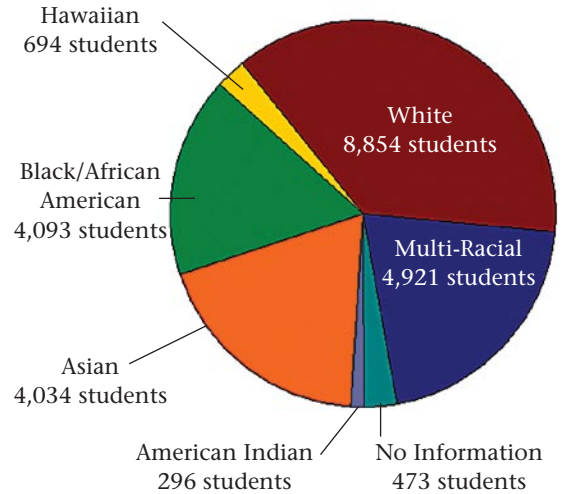
In the Pacific, we enroll approximately 25,000 students in grades pre-kindergarten through 12. The DoDDS-Pacific/DDESS-Guam Director oversees the operation of 45 schools which are organized into four districts - Guam, Japan, Korea, and Okinawa. The schools span an area that covers over 10,000 square miles. Supportive base communities, dedicated teachers, and close cultural ties within the host nation countries afford our students both a high quality education as well as a one-of-a-kind cultural experience.



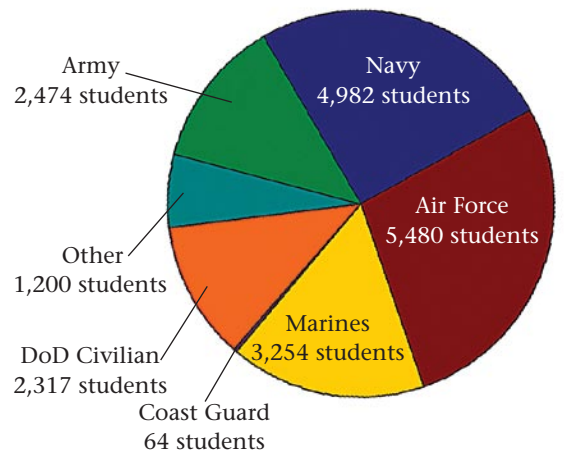
**Fig 1.1: Enrollments by District**



**Fig 1.2: Enrollments by Race\***



**Fig 1.3: Enrollments by Sponsor**



\*Approximately 10.3% of all DoDDS-Pacific/DDESS-Guam students reported Hispanic or Latino ethnicity.





Goal 1 – Highest Student Achievement

Goal 2 – Performance Driven Management Systems

Goal 3 – Motivated, High-Performing Work Force

Goal 4 – Network of Partnerships Promoting Achievement

**D**oDDS-Pacific/DDESS-Guam is proud of the many educational initiatives undertaken during SY 2005-2006 to support the Community Strategic Plan. These initiatives included:

- Continuation of the Pacific Literacy Project, a three-tiered program of reading support for all elementary schools. School visits were conducted to collect data on the implementation of the project.
- Completed Leading Learning school site visits to help administrators define, assess, and increase academic rigor. Leading Learning school site visits are now conducted annually.
- Implemented the DoDEA Foreign Language Initiative to increase students' proficiency in multiple languages that are needed for our Nation to participate fully and competently in a global society. Forty-eight teachers and principals were trained for the Foreign Language in the Elementary School (FLES) program, and we began planning for introducing a Chinese Language program.
- Continued to train our students using i-SAFE, a program designed to ensure our students learn safe ways to use the Internet.
- Provided two days of area-wide staff development at all schools before the first day of school for students. The training focused on assessment for learning and technology. The Curriculum Implementation Facilitator and the Educational Technologist at the school conducted the training.
- Implemented the National Education Technology Standards (NETS). Third grade students learned keyboarding to meet the standard of 15 wpm by the end of the year.
- Trained 32 elementary teachers to serve as part of a Math Cadre responsible for math pre-implementation training at the elementary schools.
- Produced a six minute video on "Student Transition" that was shared with senior ranking military commanders and the Deputy Under Secretary of Defense for Military Community and Family Policy.
- Conducted four Far East Technology Conferences for elementary and secondary teachers and education technologists on the infusion of technology into instruction.
- Offered a four-week, half-day summer school academic enrichment program for students in kindergarten through eighth grade, and an on-line high school program.
- Continued to support post secondary planning and student transition from high school to post secondary education as well as into established careers in the global community.





## 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, standards-based educational programs.

#### Sure Start and Pre-School Provide a “Sure Start” in School

Sure Start, an early intervention program modeled after Head Start, is offered to preschool children in Japan, Okinawa, and South 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 emphasis on standards-based instruction in all subjects, with special emphasis on problem solving, inquiry, language development, social skills, and literacy.

#### Reduced Class Size

DoDDS-Pacific is committed to maintaining a pupil-to-teacher ratio (PTR) in grades one through three of 18 pupils to 1 teacher. Research validates that reduced class size, combined with the use of effective instructional techniques and structures, results in positive achievement for early learners.

#### Multiage Classrooms

DoDDS-Pacific supports the multiage philosophy, which is defined as a classroom

composed of children from 2 or 3 consecutive grade levels, having diverse ability levels, intentionally grouped in a single classroom, and remaining with the same teacher for more than one year. In most schools, multiage classes are implemented voluntarily except in those locations where, due to enrollment, it is a necessity.

### LITERACY AND READING

#### Pacific Literacy Project

The Pacific Literacy Project is a three-tiered program of reading support for all children. A review of student performance data provides evidence of the success of the program as a result of the services and support provided for struggling readers.

Literacy Support Specialists, who work with small groups of struggling readers, and Literacy Facilitators, who provide on-site training and assistance to classroom teachers, support the Pacific Literacy Project in each school. Professional development opportunities, focused on best practices in literacy instruction, provide ongoing support to all K-6 teachers.

#### READ 180

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.

#### Scholastic RED

In partnership with Scholastic and DoDEA, DoDDS-Pacific/DDESS-Guam offered Scholastic RED on-line courses. This on-line, professional development program allowed 570 teachers





in grades K-12 to increase their knowledge of research-based reading instruction.

## **MATH AND SCIENCE**

### **Science Implementation**

School Year 2005-06 was the implementation year for new K-12 science curriculum and materials. Elementary and secondary teachers integrated new DoDEA science standards, newly adopted science materials, inquiry-based instruction, and teaching and assessing for scientific understanding into their instruction.

### **Elementary Math Pre-Implementation**

School year 2005-06 was the pre-implementation year for new PreK-12 mathematics curriculum materials. A cadre of elementary teachers was established to provide training to their colleagues in best mathematics teaching practices, algebraic thinking, mathematics assessment matched to standards, and linking mathematics and literature.

### **Secondary Math Pre-implementation**

All middle and high school mathematics teachers were trained in best practices in mathematics instruction, algebraic thinking, mathematics assessment matched to standards, and linking mathematics to literature. Their training also provided an introduction to the new mathematics textbooks and other newly adopted materials, to include software.

### **Algebra Coaching**

This was the second year of the Algebra Coaching Program as part of the DoDEA High School Initiative. Algebra coaches provided on-site and embedded professional development through the use of new technology, peer observations, and training specific to the curriculum for algebra teachers in high schools in the Pacific.

## **SUPPORT PROGRAMS**

### **Advancement Via Individual Determination (AVID) Teaches Academic "Survival Skills"**

All DoDDS-Pacific/DDESS-Guam middle and high schools offer an elective course called AVID, a program designed to prepare students for success in college. Students are provided support and skills to be successful in academically rigorous work in core classes as well as in honors and Advanced Placement (AP) courses. AVID provides students the opportunity and skills to meet the challenges of this post secondary option.

### **Special Education Initiates a Comprehensive Staff Development Plan**

The DoDDS-Pacific/DDESS-Guam special education teachers participated in disability-specific training with a focus on instructional techniques to enhance literacy instruction for



all students with an Individualized Education Program (IEP). In addition, training of parents by Specialized Training of Military Parents (STOMP) was conducted in five locations.

### **Summer School Program**

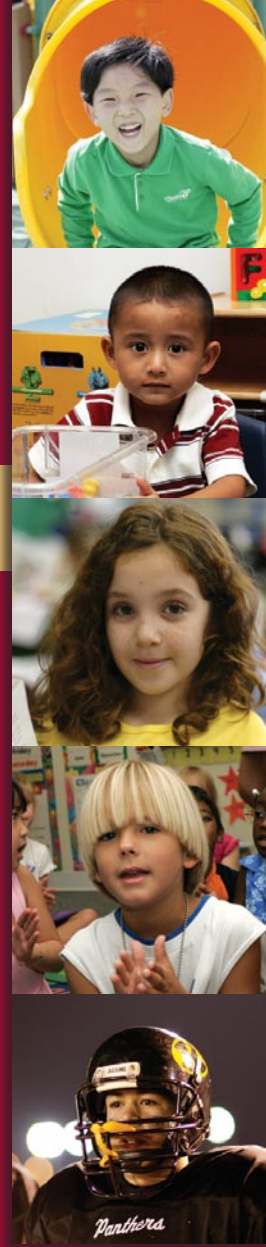
DoDDS-Pacific/DDESS-Guam students in kindergarten through eighth grade were able to participate in a four-week, half-day summer enrichment program that featured integrated math and language arts activities in a web-based environment. On-line courses were available for high school students in grades 9-12 who needed credits in science, math, English, and social studies to meet graduation requirements.

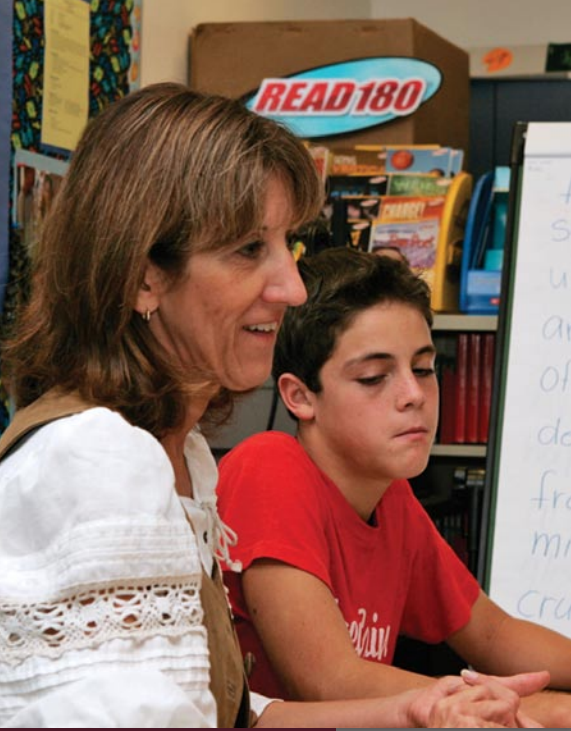
### **Drug Abuse Resistance Education (DARE)**

To provide students with coping skills to resist drugs, alcohol, tobacco, and violence, twenty four DARE Officer candidates from the Pacific Area attended two weeks of rigorous training to become certified to deliver the DARE curriculum in our elementary and middle schools. The new 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.

### **On-Line Resources**

Students in DoDDS-Pacific/DDESS-Guam schools conduct research using a wide array of twenty-first century technological resources. During SY 2005-2006, students had access to three on-line subscription services--EBSCO, Newsbank, and SIRS.





**STAFF DEVELOPMENT AND TEACHER SUPPORT**

**Curriculum Implementation Facilitators and New Teacher Mentors**

Each school has a teacher who serves as a Curriculum Implementation Facilitator (CIF) to support their colleagues in practicing new skills in standards-based instruction and assessment. The CIF facilitates professional development activities, provides support to new teachers, and collaborates with teacher mentors and school improvement teams.

The Teacher Mentor Program provides opportunities for incoming teachers to be more successful in research-based teaching practices. Teachers who volunteer to support

incoming teachers are provided resources and training in successful mentoring practices.

**Leading Learning**

Leading Learning is a DoDDS-Pacific/DDESS-Guam leadership development program designed to assist administrators in becoming instructional leaders. In School Year 05-06 administrators engaged in professional development activities to strengthen instructional leadership skills and to ensure relevant and rigorous instruction and high student performance, especially in mathematics and science.

**Far East Technology Conferences (FETC)**

To support classroom teachers in using technology as an instructional tool, DoDDS-Pacific/DDESS-Guam continues to promote collaboration between teachers, school Educational

Technologists (ETs) and Information Specialists (ISs) through the FETC. In addition, the FETC invited school teams consisting of the school ET, IS, classroom teachers, and an administrator to focus on collaboration with teachers to infuse technology into a standards-based curriculum.

**Internet Safety**

During SY 2005-2006, DoDDS-Pacific/DDESS-Guam schools continued their participation in the i-SAFE Internet safety program. The i-SAFE program prepares students to make knowledgeable, informed, and safe Internet decisions. Students in grades K-12 participated in i-SAFE lessons.

**School Safety**

The health and safety of our students and teachers remains our top priority. Our schools have a long safety record of no incidents related to firearms, and a low incidence of drug and gang-related violence. A "zero tolerance" policy for weapons in schools is strictly enforced.

In SY 2005-06, we continued our work towards completing the multi-year process of upgrading school intercom systems. We have also instituted background checks for all personnel including volunteers who have access to our students. We routinely coordinate with installation commanders and force protection officers to continually assess our safety and security procedures, making improvements throughout all our school campuses.



**SY 2005-2006**

**Far East Activities**

- 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 and 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



**H**elping students transition from high school to a post secondary school is a top priority for DoDDS-Pacific/DDESS-Guam. Counselors work directly with students and parents to help them understand the many academic opportunities available and to develop an Individualized Education and Career Plan. Students are encouraged to enroll in rigorous academic and professional technical courses and career pathways which 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. DoDEA pays for all 10th and 11th grade students to take the PSAT and to participate in the College Board SAT Readiness program at their school.

### Student Achievements and Opportunities

**Far East Activities** - Over 2,200 DoDDS-Pacific/DDESS-Guam students participated in 22 Far East events during School Year 2005-2006. Far East activities provide an opportunity for students to display their talents in an equal number of athletic and non-athletic events. These events are similar to those offered at state-side schools and provide an exceptional educational experience outside of the classroom.

Each year, DoDEA selects three students to participate in the Research Science Institute (RSI) sponsored by the Center for Excellence in Education. This year two students were selected from the Pacific. Selection was based on the students' outstanding standardized test scores, written essay responses, teacher recommendations,

### 2006 Graduates' Post Secondary Plans

Description	Percent	Students
4-Year College/University	70	628
2-Year College	12	108
Enlist in Military	6	53
Employment	6	50
Other	4	38
Vocational School	1	11
On-the-Job Training	1	3

### Scholarships Awarded to the Class of 2006

Description	Amount
ROTC Scholarships	\$3,948,000
Military Academy	2,067,000
State or Institutional	1,099,587
Local Scholarships	318,175
National Merit	72,400
Grants	1,608,934
Special Scholarships	267,560
Vocational Program	10,000
Other	485,923
<b>Total</b>	<b>\$9,877,579</b>



and their potential for leadership in science and mathematics. The RSI took place from June 26 to August 5, 2006, at the Massachusetts Institute of Technology.

Students from Edgren High School, Guam High School and Yokota High School joined teachers, administrators, and government officials from across the United States in a leadership symposium held in Hawaii. The weeklong training, sponsored by Johns Hopkins University and the University of Hawaii, focused on student leadership techniques and strategies to help transitioning students build greater connectivity with their new schools and communities.

This year many transitioning students are now experiencing the benefits of being helped by the Student 2 Student program, commonly referred to as S2S. This unique program is sponsored by The Military Child Education Coalition.

**2006 Graduates** - Eleven of our students received appointments to the Army (West Point), Air Force, Coast Guard, and Naval academies earning close to \$2.2 million in scholarships. In total, students across the Pacific received close to \$10 million in financial support.

**Additional Student Accolades** - Approximately 112 students from the Department of Defense Schools across the Pacific participated in the 25th year of the Junior Science and Humanities Symposium at Tsukuba City March 26 - March 30, 2006. The symposium helps expose students to academic, industrial, and governmental opportunities. The main thrust of the symposium is to give students in the Pacific a forum to present their research through poster and oral presentations, with the top high school oral presenters advancing to the national symposium. The first, second, and third place winners traveled to the National Symposium in New Mexico where they presented their research projects.



## Post Secondary Planning



## Teachers and Staff



**D**oDDS-Pacific/DDESS-Guam administrators and educators are exceptionally well-trained, dedicated, and motivated professionals. Throughout the school year, teachers receive ongoing professional development that focuses on the very latest educational initiatives and trends in the United States. More than 2,800 area, district, and school personnel comprise the workforce. Of this number, nearly 2,100 or 75 percent, work as classroom teachers or specialists and have daily contact with students.

Every year, DoDEA recruits top quality educators representative of our diverse communities. Recruiters from DoDDS-Pacific/DDESS-Guam Director's Office, districts, and schools participated in job fairs and campus and local area interviews throughout the United States. One of the responsibilities of the Human Resources Division is local recruitment of educators and school support personnel. Throughout the year, the Human Resources Division recruits and refers locally available candidates (primarily family members of SOFA personnel) and works with principals to effect selections prior to contacting the DoDEA Personnel Center for stateside applicants. During SY 2005-06, we hired 237 educators locally and through stateside recruitment.

### Teacher Statistics

Education	Percent
Bachelors Degree	36
Masters Degree	61
Doctorate	3

Gender	Percent
Female	67
Male	33

Experience	Percent
1 - 3 years	7
4 - 10 years	40
11 - 16 years	30
17 or more	24

Ethnicity	Percent
American Native	1
Asian Pacific	5
African American	11
Hispanic	4
White/Non-Hispanic	78

The majority of DoDDS-Pacific/DDESS-Guam teachers are both highly educated and highly experienced. Our teachers are likely to represent the diverse community in which they teach. They are selected from applicants throughout the United States and must meet rigorous certification requirements.

Teachers who desire employment with DoDDS-Pacific/DDESS-Guam are required to possess a current state teaching certificate or meet DoDEA minimum academic qualifications standards of the position for which hired. By accepting teaching certificates issued by any state in the United States, we ensure that military dependent spouses are able to find employment in their chosen profession. Teachers must renew their license every six years by completing six semester hours of appropriate course work.

Teacher mentoring programs are in place in each school to assist new teachers. In DoDDS-Pacific/DDESS-Guam, we understand the impact a diverse and well-trained work force can have on the lives of our students. We believe that a dedicated, exceptional teaching staff is the best way to guarantee a world-class education for our students.

### Staff Highlights

Our teachers and staff remain the cornerstone of success for our students.

Bechtel Elementary School, Okinawa - Mike McClain was recognized as the DoDEA Assistant Principal of the Year for Elementary Schools. This award honors administrators who have a commitment to excellence in designing academic and social programs for students and establishing firm community ties with parents and the military community.

Teachers of the Year were: Guam District - Eric Eisaman for Guam HS; Korea District - Jennifer Smith for Taegu AS; Japan District - Bonnie Seeley for Yokota HS; and Okinawa District - Timothy Black for Kadena HS.

With their selection as the DoDDS-District Teacher of the Year, each candidate is eligible to compete for DoDEA Teacher of the Year honors. The purpose of the DoDEA Teacher of the Year program is to recognize and promote excellence in education. A panel assembled at DoDEA Headquarters selects the DoDEA Teacher of the Year who goes on to compete for the title of the National Teacher of the Year.



Our students have unique challenges and opportunities as they move from one location to another. Approximately 30 percent of our students move on an annual basis, and in the Korea District the majority of our students will move every two years. As educators we serve a critical role by assuring that the children of our service members receive a quality education. Often when family members are preparing to move, it is our schools and our teachers who provide the consistency and stability for the children as they begin their transition process. Although our students and families are better prepared than in CONUS schools, we remain responsive to their needs.

Last February and during this summer we sent student and teacher representatives from the Pacific to attend special programs on student transition. The program entitled Student to Student (S2S) is sponsored by the Military Child Education Coalition (MCEC). The second

program, Making Connections, was sponsored by the Pacific Air Force. The feedback we received from our teachers and students was outstanding, and clearly demonstrates that we must remain proactive to the needs of our students, parents and service members, who face many challenges as they transition to new schools and communities.

The Department of Defense also produced a Web site designed to assist families as they transition. The Web site features information and links about scholarships, parent resources, and other information about transition issues. A recently produced video entitled, "Talk, Listen, and Connect" can be downloaded from the site. It is a sweet story about young kids (ages three to school age) and the deployment of mothers and fathers. The video features some of our military families as well as Elmo's dad, who is deployed. We encourage parents, principals, counselors and service members to visit the Web site at [www.militarystudents.org](http://www.militarystudents.org).



## Student Transitions

**"Our experience with the quality of instruction, and the high caliber of the teachers... has been phenomenal."**

My daughter, Madison Harter, graduated from Kadena High School in June of 2006. She is currently attending Florida State University (FSU). I wanted to take this opportunity to express my appreciation to the teachers, counselors, and administrators of Kadena High School for Madison's exceptional experience as a student. Our experience with the quality of instruction, and the high caliber of the teachers at Kadena High School, has been phenomenal. Madison was limited in her ability to take a large number of AP classes because of her interest and participation in Kadena's Music and Choir programs. The AP classes she did take enabled her to earn 16 semester hours of college credit at FSU. FSU has classified her as a second year student after completion of just one semester of college work.

Classes in Literature and Language were exceptional in their content and were instrumental in developing Madison's ability to write quickly, effectively, and with substantial impact. Additionally, I believe the instruction helped Madison develop skills in her ability to



communicate and express herself. Madison received an unusual early appointment to the U.S. Naval Academy because of the strength of her admission essay and her interview.

Madison took an AP music class for only one semester, and was able to earn three college credits. I believe that Madison's four years of band contributed to her ability to do well on the music AP exam.

Finally, Madison's counselor was able to track the myriad of details that went along with Madison's course load as well as the stunning amount of requirements for academy appointments, ROTC, and other scholarships. Madison earned appointments to both the Navy and Air Force, obtaining ROTC scholarships from the Navy and Army. She also earned a Florida Bright Futures Scholarship. Her counselor's guidance

allowed us to navigate through the complex applications meeting requirements and deadlines.

Signed by Ed Harter, Parent - Kadena High School. Reprinted with permission.





## Systemwide Assessments

**A**ccountability for measuring student achievement is taken seriously by 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 standardized systemwide internal and external assessments as well as end-of-course examinations for high school students. Assessments administered included the TerraNova, the TerraNova Performance Assessment: Communication Arts (TNPACA), the US History End-of-Course Assessment, Algebra 1, and the Developmental Reading Assessment.

### TerraNova Results

DoDDS-Pacific/DDESS-Guam administers the TerraNova in grades 3-11 every year. During SY 2005-06, our students once again scored substantially higher than the national average in all subjects at all grades. Test results showed that in some grades and subject areas, DoDDS-Pacific students had met the high student achievement goals established by DoDEA Community Strategic Plan. One DoDEA goal for 2006 states that 75 percent of all students will perform in the top half of students nationwide. In all four districts across the Pacific our students are very close to meeting

**Fig 2.1: 2006 Pacific TerraNova Results (Median Percentile Scores) by District and Grade**

Guam	3	4	5	6	7	8	9	10	11
Math	61	58	71	68	66	65	63	68	57
Reading	59	63	67	64	63	68	70	69	70
Science	74	64	66	68	65	62	66	68	63
Soc Studies	68	67	67	64	67	63	67	64	64

Japan	3	4	5	6	7	8	9	10	11
Math	66	67	65	68	70	72	70	74	71
Reading	58	63	69	67	64	69	72	73	76
Science	65	61	61	65	62	65	67	69	71
Soc Studies	64	68	66	63	65	65	67	63	69

Korea	3	4	5	6	7	8	9	10	11
Math	67	69	74	73	69	72	75	82	78
Reading	62	64	73	64	64	69	76	76	80
Science	66	66	68	70	65	65	72	71	70
Soc Studies	60	66	66	65	68	65	71	73	70

Okinawa	3	4	5	6	7	8	9	10	11
Math	65	67	63	69	67	68	70	73	64
Reading	58	65	66	64	63	66	74	71	72
Science	66	62	59	64	64	65	68	64	63
Soc Studies	61	69	63	63	62	64	67	62	61

that goal and in some areas have already exceeded that benchmark.

### 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. The most recent assessments were given in reading and math in 2005.

Achievement and rankings in the area of reading showed eighth-grade students in DoDEA earned the second highest reading score in the nation while fourth-grade students ranked third. African American and Hispanic students in DoDEA continued to score the highest in the nation in reading when compared with their stateside public school counterparts at both grade levels. In the area of mathematics eighth-grade students in DoDEA earned the sixth highest math score in the nation and fourth-grade students scored the eighth highest score in the nation.

### Preliminary SAT

Helping students plan and prepare for post secondary education is important. DoDDS-Pacific/DDESS-Guam has offered the Preliminary SAT to all 10th graders at no cost to parents, since 2001.





Taking the test during the sophomore year gives students an additional year to plan and prepare for further skill development prior to taking the PSAT/NMSQT (National Merit Scholarship Qualifying Test) their junior year. Direct feedback on academic skills allows students to assess their strengths and weaknesses and plan future course work to improve specific areas needed in college.

**SAT Results**

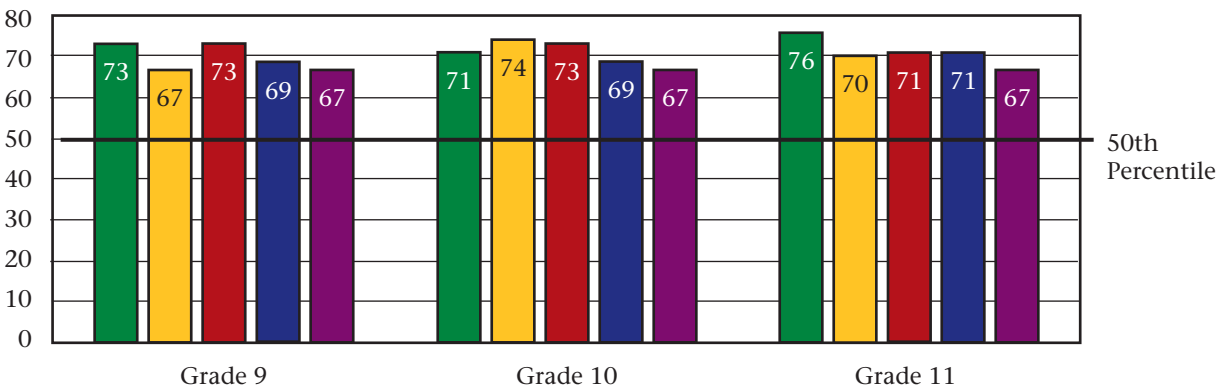
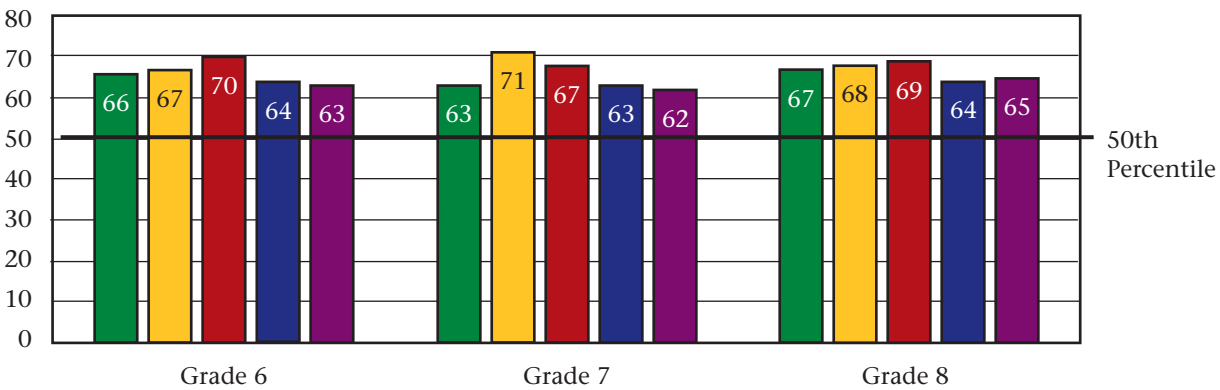
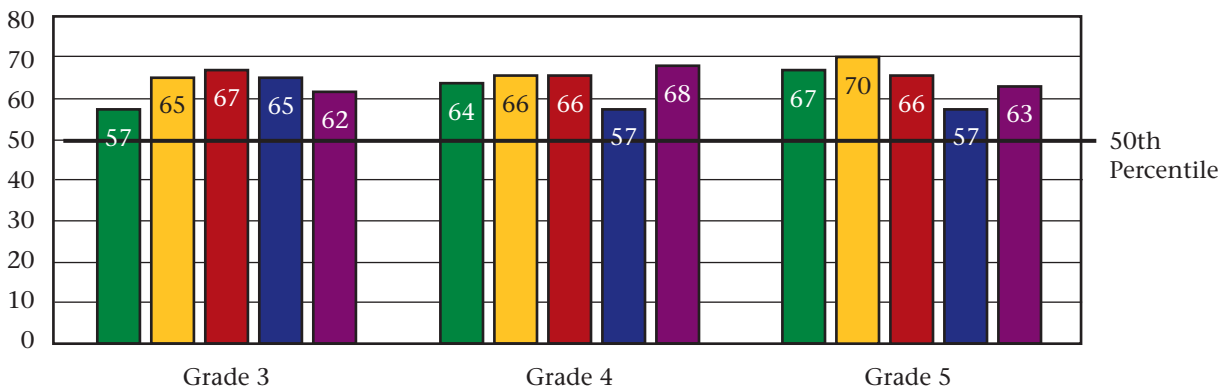
The SAT is the most widely taken college entrance exam in America. According to the College

Board, the SAT is a measure of developed verbal and mathematical abilities important for success in college. The DoDEA 2006 SAT results for the system show strong gains on both the math and critical reading portions of the test. This is the first year of the SAT writing test; DoDEA students scored above the nation's average.

Level	Number Tested	Verbal	Math	Writing
Nation	1,465,744	503	518	497
DoDEA	2,115	515	512	502
DoDDS-P/DDESS-G	646	508	518	494

**Fig 2.2: 2006 Pacific TerraNova Results (Median Percentile Scores)**

■ Reading ■ Language ■ Math ■ Science ■ Social Studies





## Resource Management

**D**oDDS-Pacific/DDESS-Guam's continuous review and monitoring of resource allocations ensured equitable student access to programs and services to support optimum student achievement. We draw upon the leadership of our staff's professional experience in fiscal management, information technology, procurement, transportation, and logistics.

This is the second full fiscal year that Guam has been managed by the Pacific Director's Office. The Fiscal Division successfully executed \$337.4 million of program and payroll funds in FY 2005. Education is labor intensive and \$260.8 million or approximately 77 percent of the budget was devoted to payroll expenses, including the increasing overseas living quarters and post allowances. Additional funding was allocated for facilities, technology improvements, and increased safety and security measures at our schools and on our buses.

### Fiscal Division

The Fiscal Division continued to focus on business documentation as a key component of financial operation.

- Monthly budget reviews with district budget officers were instituted to ensure close coordination of changing conditions and needs.
- We established the FY 2006 "Payroll Watch" project team to improve financial management by utilizing improved database automation tools to produce more meaningful data and trend analysis of the overseas entitlements.
- Annual visitation and evaluations of approximately 50% of area schools was accomplished with the combined efforts of the Fiscal/Logistics and District resource management employees.

### Procurement Division

The Procurement Division proactively sought new and innovative ways in which to provide contracting support.

- The Government Purchase Card (GPC) program continues to be a valuable tool in the Pacific. For FY 2006 just over \$10.5 M was expended on supplies, equipment and services using the GPC program. This is an increase of about \$2M over the previous year.

- Long term contracts for computer purchases, as well as the necessary printers and software, were put into place.

- A contract for custodial services at schools on Okinawa was awarded by the Procurement Division. Historically, one contract had been written by the Air Force and a separate contract by the Marines. By taking this work in-house and awarding one contract, not only did the Okinawa District realize a cost savings, but the overall management of the contract and the services has greatly improved.

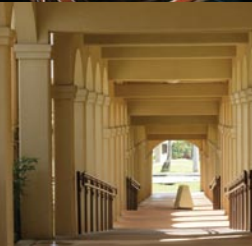
### Logistics Division

The Logistics Division continued to provide facilities engineering, supply, and transportation support to all of our 45 schools. This year the pathway to success involved these key strategies:

- We provided technical oversight, design reviews, and funding for over \$7.3 million worth of restoration and modernization projects for schools in mainland Japan, Okinawa, and South Korea and monitored the work to ensure quality adherence to educational specifications.

- The Supply Branch focused its efforts to support educational materials; curriculum/non-curriculum contracts; system operation and support; and Pacific supply ordering, delivery, and warehousing.

- The Transportation Branch continued to safely and efficiently transport students to and from school. With four geographically separated districts, there are 11,312 registered riders traveling over 1.6 million miles to and from school. DoDDS-Pacific also effectively manages the transportation of students with special needs as well as students traveling to and from curricular and extra-curricular activities.





**Information Technology Division (IT)**

The IT Division continues to pave the way for technology to be an integral part of our educational programs.

- Purchased 5,500 new desktops and 600 notebook computers as part of our technology refresh plan. In addition, approximately 900 new laser printers were purchased and distributed to schools. The student-to-computer ratio is 1.77:1 students for each computer compared to the national average of 4.4:1.
- Established an IT Intern Program that places second year Cisco Networking Academy students with IT personnel under the Career Practicum Program. Students receive credit toward their capstone project. Through this program students are provided with opportunity to apply classroom knowledge in a real world setting. This program will continue to be expanded throughout all secondary schools within DoDDS-Pacific/DDESS-Guam.
- Made vast strides in infusing technology into our curriculum. Our schools have embraced the

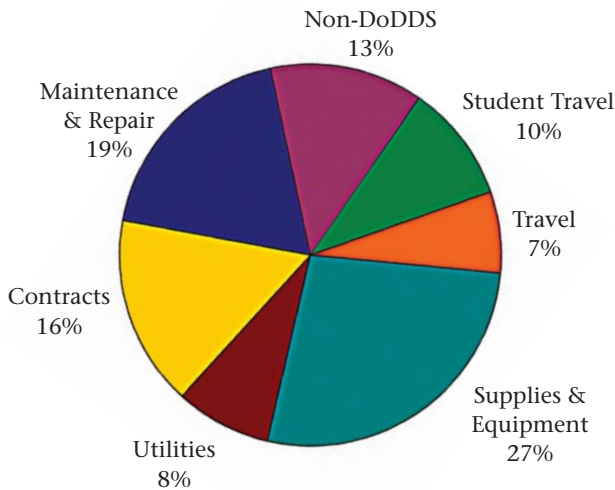


National Education Technology Standards and as a result, our students are learning keyboarding skills with the expectation for proficiency as early as Grade 3.

- Through a number of on-line databases, our students are able to research and find information in our ever changing world. Computer labs and information centers have high speed access to the internet.



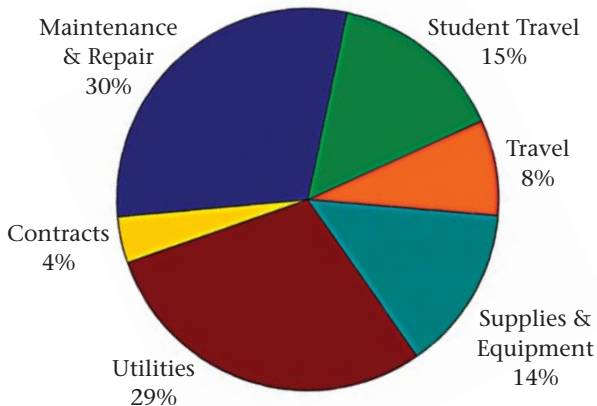
**Fig 3.1: FY06 DoDDS-Pacific Expenditures by Category**



Student Travel	7,057,466
Travel	4,570,468
Supplies & Equipment	18,779,882
Utilities	5,745,401
Contracts	11,017,660
Maintenance & Repair	13,610,840
Non-DoDDS	9,161,384
<b>Total</b>	<b>\$69,743,102</b>

Payroll \$236,220,595

**Fig 3.2: FY06 DDESS-Guam Expenditures by Category**



Student Travel	989,218
Travel	566,607
Supplies & Equipment	932,435
Utilities	1,986,934
Contracts	279,127
Maintenance & Repair	2,052,032
<b>Total</b>	<b>\$7,806,353</b>

Payroll \$24,586,498



## Advisory Councils

**T**he 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 general or flag officer representing the commanders of unified combatant commands, major service commands and the military services, and the Director of DoDEA. 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 (SAC).

### **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 SAC, a parent and professional school employee.





# 2005-2006 Advisory Council Members

## DoDDS Pacific

Dr. Nancy Bresell, Director  
 Dr. Steven Bloom, Deputy Director  
 Dr. Peggy Bullion, Education Division  
 Mr. Ed Banka, Human Resources  
 Dr. Rita Williams, Principal

## Military Representatives

Lt Col Kenneth Sersun, USPACOM/J1  
 Ms. Terina Clark, USAF  
 Ms. Mae Ooka, USMC  
 Ms. Linda Boswell, USN  
 Dr. Karen Spurgeon, USA  
 Mr. Charles Kelker, USFJ-J1  
 COL Mark Vlahos, USFK-J1

## Student Representative

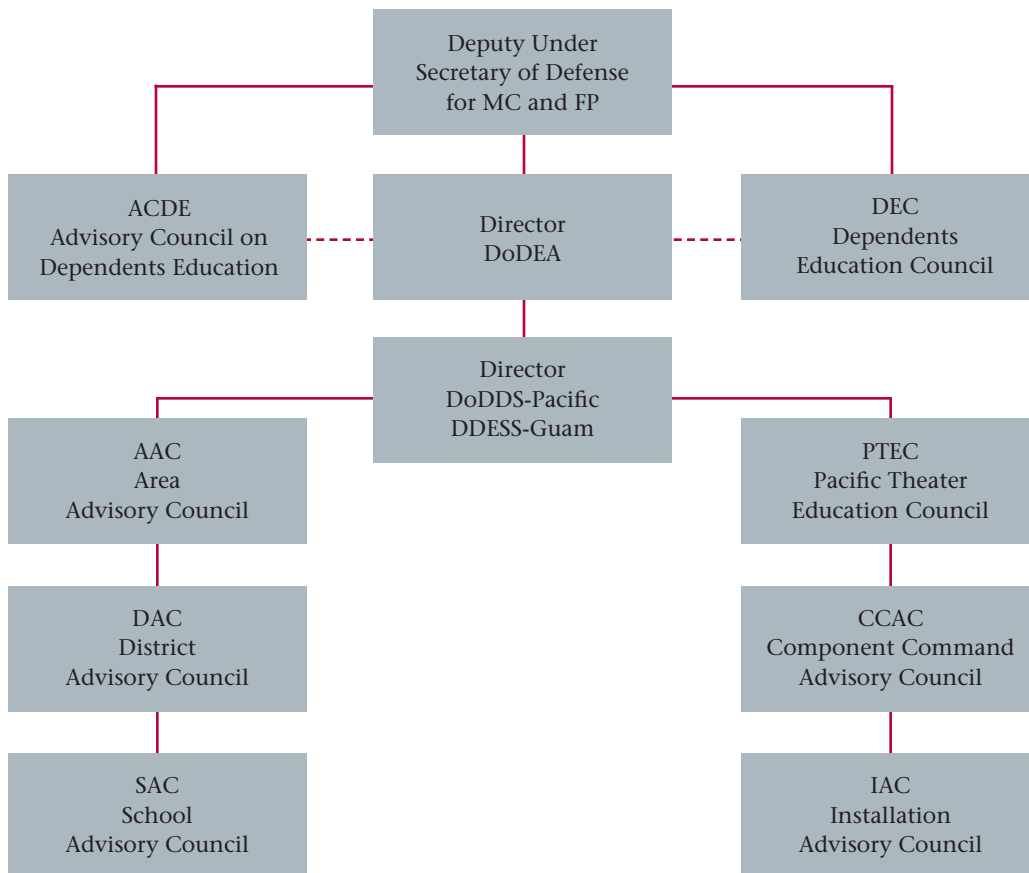
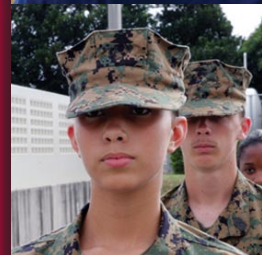
Ms. Latreicia Allen, Korea

## Parent Representatives

Ms. Antoinette Webb, Korea  
 Ms. Kyung Kim, Japan  
 CDR Thomas Petrilak, Okinawa  
 Ms. Tonya Charlton, Guam

## Association Representatives

Ms. Jan Amend, Federal Education Assn.  
 Pacific Area Director  
 Ms. Terry Arvidson,  
 Union Representative, Guam





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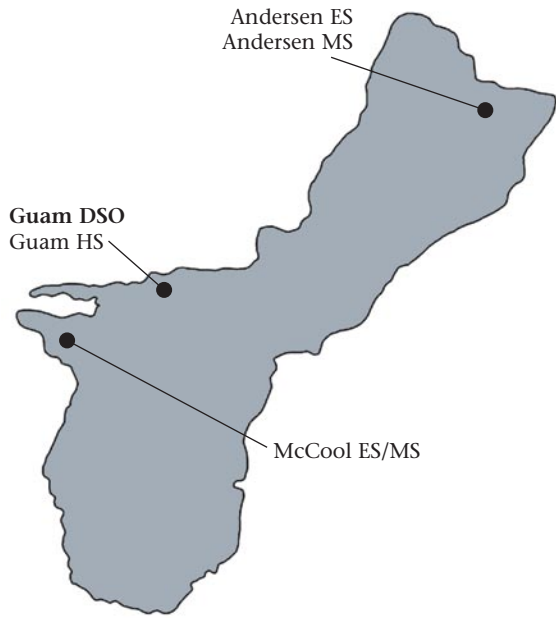
Lester Middle School  
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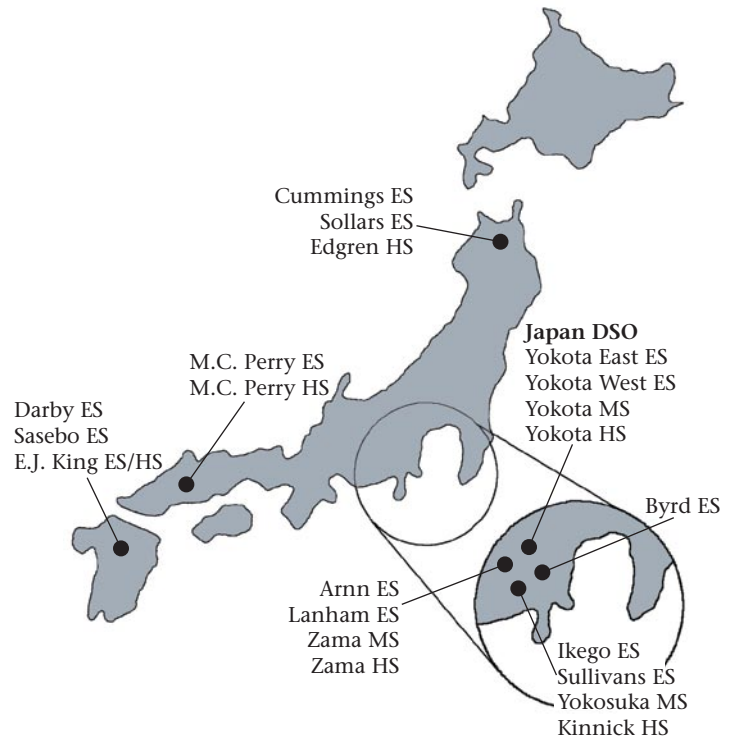
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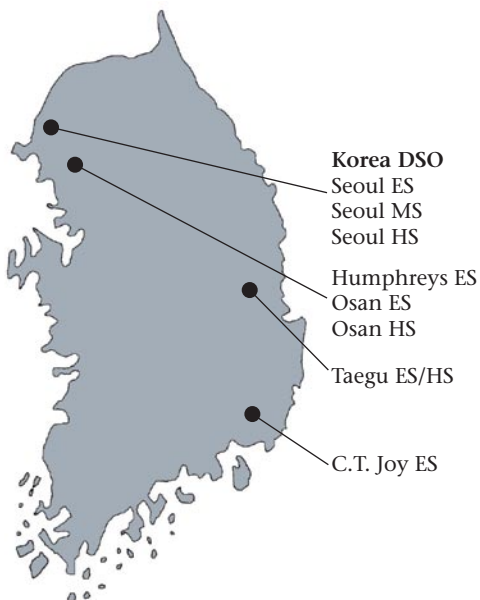
## Guam



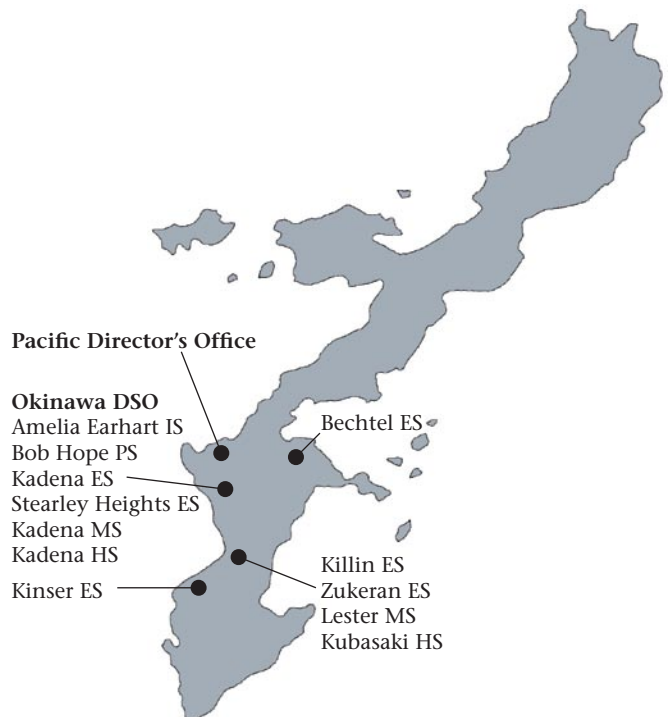
## Japan



## South Korea



## Okinawa





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