



School Year 2006-2007

ANNUAL REPORT



Guam
Japan
Korea
Okinawa



Community Strategic Plan

District Profiles



Pacific Profile

Post Secondary Planning

Program Highlights

Staff Highlights

Student Achievements

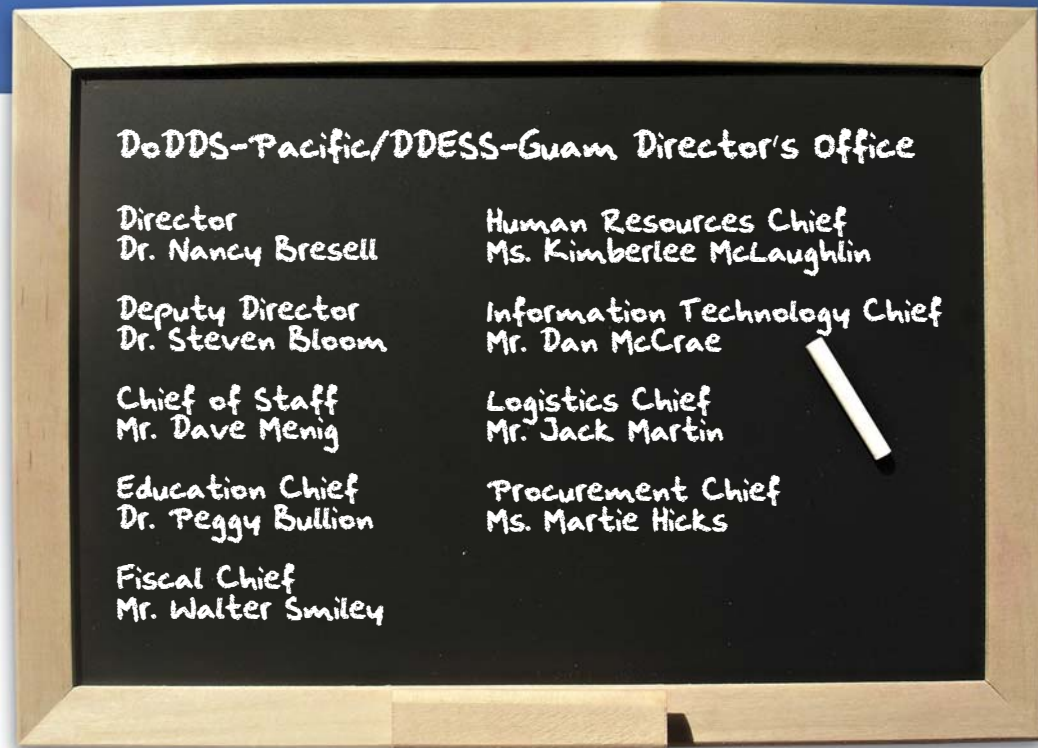


Department of Defense Education Activity, Pacific Director's Office

2006-2007 ANNUAL REPORT

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2006-2007 ANNUAL REPORT

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





DoDDS-Pacific/DDESS-Guam continues to be an exciting place for students and staff. Reflecting on this past year I would like to highlight our many accomplishments. As a result of our dedicated and well trained teachers, and strong leadership from our district superintendents and principals, our schools remain stimulating, positive places for learning.

Throughout DoDEA, the focus of this school year was on the use of data to make educational decisions about students and schools. Realizing that our leaders must first embrace an initiative, we made the theme at our Principal's Conference in November 2006 "Leadership Tools for Data Analysis: Why Schools Must Assess for Success." As we look to maximize the use of our resources and continue to plan for programs that reach our diverse student body, using data in this way makes good business sense.

Over the years we have relied on standardized test scores from such instruments as the TerraNova Multiple Assessments to help us gauge how our students' performance compares to students attending schools in the United States. Past history shows that DoDEA students do very

well and receive recognition for high scores on standardized tests compared to their counterparts in the United States. We want to continue to enhance our programs by using assessment data to inform educational leaders and teachers about decisions that closely impact learning. At the local school level, School Improvement Teams use data generated from local assessments to determine school improvement goals and interventions for their individual School Improvement Plans (SIP). A number of our educational programs use data to help determine which students would most benefit from participation in a particular program. The Pacific Literacy Project, for example, uses data to identify and target struggling readers who would benefit from reading support. The project also collects and reviews student data to document student progress, fine tune the delivery model, and determine staff development needs for teachers.

In DoDDS-Pacific/DDESS-Guam we are focusing our energy on professional development for teachers to help them differentiate between assessment of and for learning. Our Curriculum Implementation Facilitators play an influential role in

promoting discussions within their schools about the appropriate use of assessment information for feedback to students and for planning instruction.

Behind all the successes and achievements that take place in our schools each day I cannot forget the countless hours the teachers and administrators spend planning instruction and assessment practices that support highest student achievement. We are incredibly grateful for the tremendous support we receive from our families and military commands as well as the inspirational leadership and encouragement from Dr. Joseph Tafoya and his staff at DoDEA headquarters. I'm very proud of the quality of our classroom instruction and customer service throughout the Pacific as we embark on our 61st year of professional excellence.

Sincerely,

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."

PROFILE

Fig 1.1: Enrollments by District*

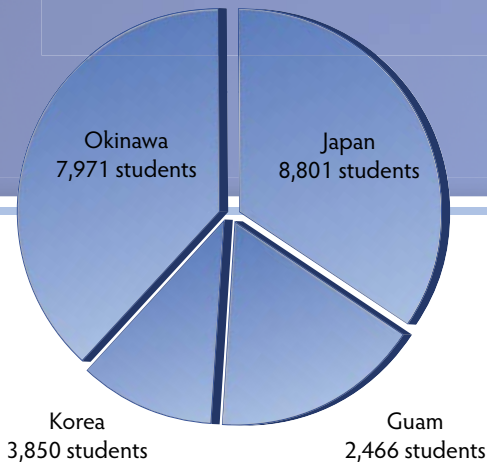


Fig 1.2: Enrollments by Race**

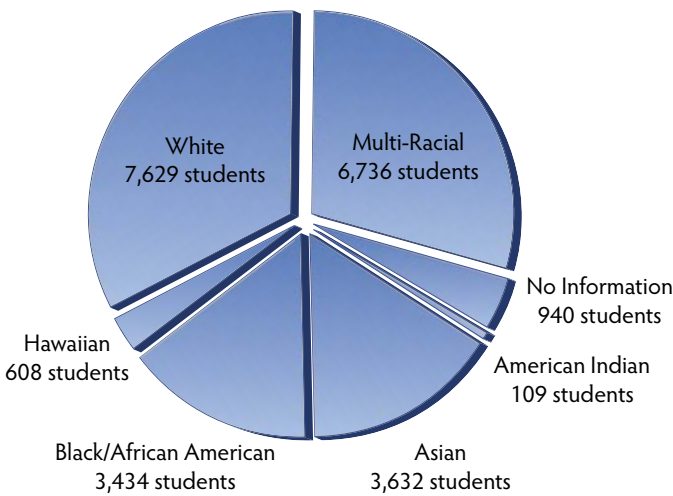
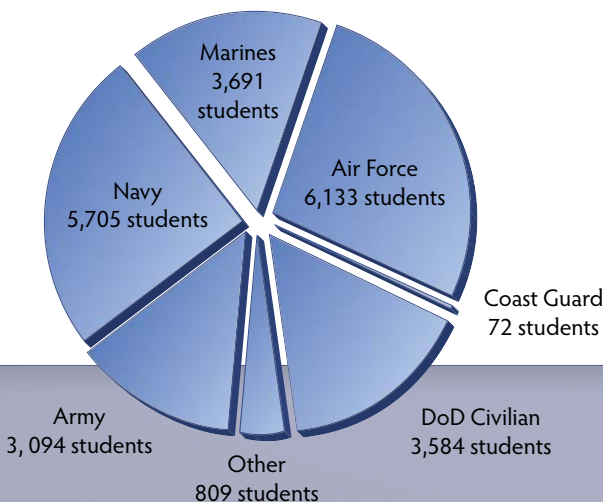


Fig 1.3: Enrollments by Sponsor



DoDEA is truly a global organization operating close to 200 schools in 14 districts located in 12 foreign countries, seven states, Guam, and Puerto Rico. All schools within DoDEA are fully accredited by U.S. accreditation agencies. Approximately 8,700 educators serve more than 85,000 DoDEA students.

In the Pacific, we enroll approximately 24,000 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 1.2 million square miles which presents both challenges as well as diverse cultural opportunities for our students.

Our student body is comprised of dependents of military and civilian personnel working and living overseas. Our students have much in common with their stateside counterparts in public school; however, they do face unique challenges in their daily lives. The biggest challenge is a high mobility rate which results in frequent changes in schools. Ensuring a smooth transition as they move to a new school is a priority. Another challenge many of our students face is the uncertainty of having a minimum of one family member who may be deployed and in harm's way during the school year. Schools provide students with a sense of security and constant support when family members are deployed.

Living overseas provides children 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.

Supportive base communities, dedicated teachers, and close cultural ties within the host nation afford DoDEA students both a high quality education and a one-of-a-kind cultural experience.



*Enrollment numbers current as of September 28, 2007.

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



The Community Strategic Plan (CSP) is the navigational tool for setting the course for the Department of Defense Education Activity (DoDEA) for the years 2006-2011. This plan provides the strategic direction for all DoDEA components, yet provides the flexibility to concentrate on unique issues and challenges that each program and each community must address. The process used to develop this 5-year plan, along with the vision, mission, guiding principles, goals, and outcomes, included representation from all DoDEA constituencies. The plan provides a road map for keeping DoDEA in the forefront in advancing the Department of Defense's agenda for education, and as a leader in the Nation for improving student performance and achievement. The CSP provides for a constant and consistent focus – attaining highest student achievement for all students. Area Directors and Deputies, Superintendents, Principals, Division Chiefs, and other key personnel are responsible for translating this policy framework into action and for communicating within their areas of responsibility. The following indicates some of the things DoDDS-Pacific/DDESS-Guam did to support this important tool over the past year.

GOAL 1: Highest Student Achievement

All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship.

Outcome A: Student Performance and Assessment

All students will achieve or exceed proficiency levels aligned to clearly defined program and curricular performance standards. Individual student progress will be continually measured using multiple local and systemwide performance-based assessments.

- As part of the school improvement process individual schools closely monitor student assessment data and identify growth targets for their students. New reporting formats from Student Information System (SIS) were developed allowing schools better access to the TerraNova, Scholastic Reading Inventory (SRI), and Developmental Reading Assessment (DRA) student achievement data.
- High schools implemented plans to improve student

performance in mathematics and elementary schools implemented action plans to improve reading.

Outcome B: Opportunities to Learn and Citizenship

All students will have access to varied and challenging learning opportunities and appropriate interventions and/or modifications to meet the standards and foster lifelong learning and productive citizenship.

Student access to challenging curriculum and learning opportunities were enhanced through:

- Increased rigor in student assignments to meet DoDEA standards in all curricular areas;
- Implemented Pacific Area Advanced Placement (AP) action plans to ensure rigor and relevance in all AP courses;
- Infused technology (e.g. Blackboard, Kurzweil, Smartboards) and online learning opportunities for teachers and students;
- Established research-based interventions for struggling students through the Student Support Teams (SST);
- Certified and endorsed student completion in Professional Technical Studies;
- Promoted rigorous learning opportunities through Junior Science and Humanities Symposium, The Research Science Institute, Soroban Contests, National History Day, Foreign Language Festivals, U.S. Senate Youth Program, and the Jason Project;
- Established clear guidance and expectations to promote student participation in extracurricular activities; and
- Continued specific programs in the schools (i.e., special education, gifted education, AVID, ESL) to embrace diverse learners.

STRATEGIC PLAN



GOAL 2: Performance-Driven, Efficient Management Systems

DoDEA will use performance-driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest operational level; and facilitate a safe environment conducive to optimum student achievement.

Outcome A: Efficient Management System of Facilities, Equipment, and Materials

All levels will participate in the development and implementation of an equitable plan to identify and schedule maintenance, life-cycle replacement, and upgrades to facilities, equipment, technology, and materials that support an environment conducive to learning.

- The Director's Program Budget Advisory Committee ensured the highest priority school level requirements were funded in all schools;
- The Procurement Division, in coordination with the Area Office Divisions and District Superintendents Offices, developed contractual processes to procure standardized equipment, supplies, and furniture;
- The Pacific Facilities Branch collaborated with base-level leadership, PACOM, schools, and District Superintendents Offices, to jointly develop the Pacific Five Year Maintenance Plan;
- School Based Replenishment Model (SBRM) quantified replacement recommendations for curriculum textbooks, extra curricular activities, equipment purchases under \$1,000, and specialized program needs; and
- The Procurement Division instituted numerous improvements such as audits of Government Purchase Cards.

Outcome B: Resource Allocation/Academic and Student Support Services

An annual budget plan will be designed and implemented at all levels in direct support of the CSP. All appropriate operational levels will have the resources, authority, and accountability to ensure equitable student access to programs and support services necessary to meet academic standards.

- Collected data during area and district educational program review visits at schools to plan future professional development, program improvements, and resource allocations;
- Increased use of a standardized system for all employees to request and track IT service requests; and
- Worked closely with HQ Resource Management Division to develop a consistent strategy for approaching the DoDEA wide budget shortfall.

Outcome C: Secure and Safe Environment

All DoDEA levels will have a safe, secure, and well-managed environment conducive to learning.

- Trained new administrators in crisis management and response;
- Addressed immunization compliance with Military Treatment Facilities based on new DoDEA guidelines;
- Promoted appropriate and safe internet usage across the K-12 curriculum; and
- Conducted staff assistance visits to assess programs, provide training, and enhance accountability and review of transportation safety, maintenance and service.

Goal 3: Motivated, High Performing, Diverse Workforce

The DoDEA workforce will be motivated, diverse, and committed to





continuous professional growth and development resulting in exemplary performance and optimum student achievement.

Outcome A: Personnel Management Practices

In support of student achievement, administrators at all levels will continually recruit, hire, support, evaluate, and recognize personnel in order to retain a highly diverse, motivated, and committed workforce.

- During SY 06-07, 164 professional teaching vacancies were filled with locally available candidates. Of these new hires, 46 (28%) were minorities.
- An active teacher mentor program remains in place to support and retain quality employees.

Outcome B: Continuous Professional Development and Training

Personnel at all levels will participate in ongoing professional development and training to support standards that enhance job performance.

- Implemented year five of the Pacific Five Year Professional Development Plans for educators that used the CSP as the foundation for the goals, the DoDEA Quality Indicator Map to determine the training components, and the curriculum renewal cycle to sequence the training modules;
- Ensured annual training for staff in Equal Employment Opportunity (EEO), Pandemic response, Anti-Terrorism, ethics, and blood-borne pathogens;
- Executed year five Leading Learning training for school leaders;
- Performed Leading Learning Program Review audits to assess program effectiveness and gather data to develop a new Professional Development program for school leadership;
- Sustained the goals of the Pacific Literacy Project through on-going training, site visits, data collection, and program review;
- Began training for the Foreign Language in the Elementary Schools (FLES) Initiative; and
- Promoted technology infusion in the curriculum through collaboration between classroom teachers and school based Educational Technologists.

Goal 4: Promoting Student Development through Partnerships and Communication

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.

Outcome A: Partnerships

All levels of the organization will develop, promote, and maintain partnerships to enhance social, emotional, and academic growth.

- Developed and distributed a DVD on "student transitions" in the Pacific. Area and districts partnered with commands and community organizations to share resources and provide services for transitioning families. All districts and schools provide orientation and counseling for placement and other issues as students and parents transition to next grade levels;
- All secondary schools provided student-driven transition activities; and
- Selected schools piloted the "Student-to-Student" (S2S) program developed by the Military Child Education Coalition which trains students to welcome and ease the transition of new students into a school and community environment.

Outcome B: Communication

All schools, districts, areas, and headquarters will effectively communicate using a planned, systematic approach.

- Established multiple methods for parent and community communications to include Gaggle Accounts, School/Teacher Newsletters, and school and classroom websites;
- Developed consistent plans and tools for specific audiences within the Pacific to include students, teachers, administrators, and commanders; and
- Instituted a systematic tracking program to monitor school communication within each district. The program is designed to obtain data on photo and text submissions and the number of articles published. Coordinated with installation PAO's on issues including educational initiatives.

KOREA GUAM

Korea District

The Korea District is comprised of eight schools - four elementary, one middle, two high schools and one unit school - and educates about 3,800 students spread across the South Korea Peninsula. The majority of service members stationed in Korea represent the Army and Air Force. The District Superintendent's Office (DSO), located in Seoul, provides direct oversight for the schools and interfaces with the military commands. Highlights for SY 06-07 included a focus on improving math and literacy instruction, improving transitions for students, and studying best instructional practices. During the year the Korea District developed and implemented an aggressive anti-bullying program that involved both faculty and parent groups. The Korea District also piloted a Grade 2-5 math initiative and used a staff development protocol that highlights the use of best practices in each curricular area. At the national Military Child Education Coalition (MCEC) conference in summer 2007 the Korea District highlighted their partnership with the USFK Command to ensure a seamless student transition to and from Korea schools. All schools in the district have developed action plans that document partnership efforts in support of student transitions.



Guam District

Guam celebrates its 10 year anniversary with the opening of a new high school building in September 2007. The four schools - two elementary, one K-8 unit, and one high school - educate approximately 2,500 students. Both Navy and Air Force military service members are stationed on island. Although managed by DoDDS-Pacific they are still considered part of the DDESS schools. The Guam schools blend the best of both systems to provide quality education to their students. The Guam District worked in close coordination with the Guam School Board and school liaison officers to address school transition issues. Last summer a team of educators and students from Guam High School participated in the PACAF transition seminar "Creating Connections."

Okinawa District

The Okinawa District is made up of 12 schools – eight elementary, two middle and two high schools. The district, geographically the smallest district in the Pacific, instructs some 8,400 students. All branches of the military service are stationed on Okinawa. The unique situation of the Okinawa District schools located so close to one another lends itself to collaboration and sharing among educators. Principals meet monthly with the District Superintendent to ensure continuity and consistency within the schools. Each month the principals receive technology training in the various technology applications such as online testing, new software and Student Information System. During SY 06-07, the Okinawa District took the lead in pandemic planning with the Marine Corps command as the executive agent. Their efforts resulted in a pandemic response plan that will be expanded to other districts in SY 07-08. Preliminary planning has resulted in training nurses through Skype presentations, as well as training faculties in the Okinawa and Korea Districts.



HISASHI A



Japan District

The Japan District, the largest district in the Pacific, is comprised of 21 schools - 12 elementary, three middle, and six high schools - covering a vast geographic area. Representatives from all the military services are stationed throughout Japan. The distance between the schools may provide a challenge, yet the many diverse communities represent a unique blend of the local Japanese customs and traditions. These schools incorporate many Japanese cultural events in the activities for approximately 9,500 students. The Nihon Matsuri Japanese Cultural Day at Yokota West Elementary School, The JaPandAsia (Japan-Panda-Asia) at Yokota East 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 types of lessons that children remember for a lifetime; lessons that cannot be duplicated in schools in the United States. In addition, Japanese Culture Classes are offered in all of our elementary schools while Japanese Language Classes are offered in all of the middle and high schools.

JAPAN OKINAWA



PROGRAM



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 standards-based instruction in all subject areas, with special emphasis on problem solving, inquiry, language development, social skills, and literacy.

Multiage Classrooms

DoDDS-Pacific 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 the students. In most schools, multiage classes are implemented voluntarily except in those locations where, due to enrollment, it is a necessity.

LITERACY AND READING

Online Training

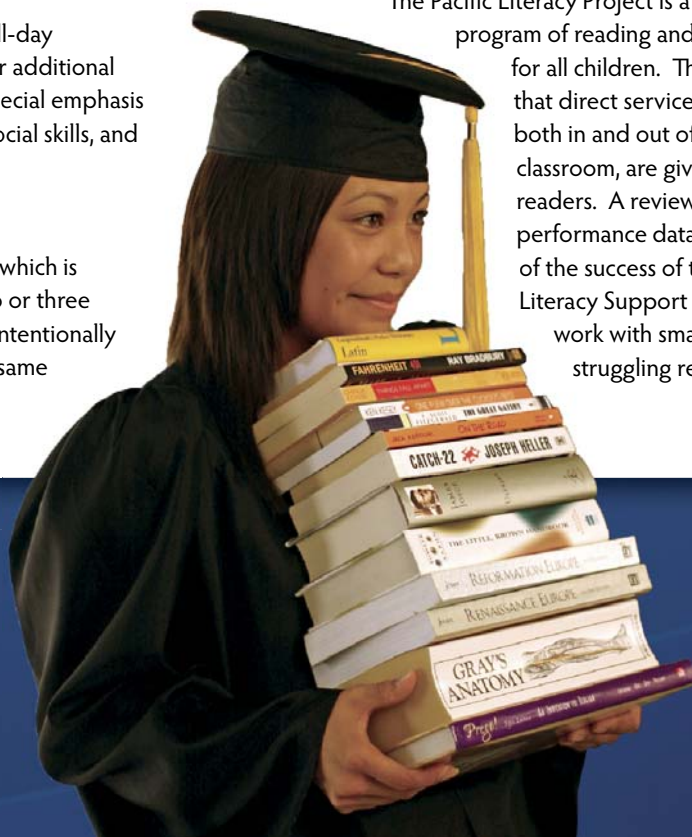
In coordination with Scholastic and DoDEA, approximately 635 DoDDS-Pacific/DDESS-Guam teachers and administrators participated in Scholastic RED online courses. This online professional development program increases knowledge and use of research-based reading instruction. New courses included "Engaging Secondary Teachers in Literacy Instruction", "Leading Literacy Focused Schools", and "Strategies for Teaching Striving Readers".

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.

Pacific Literacy Project

The Pacific Literacy Project is a three-tiered program of reading and writing support for all children. The program ensures that direct services and support, both in and out of the grade-level classroom, are given to struggling readers. A review of student performance data provides evidence of the success of the program. Literacy Support Specialists, who work with small groups of struggling readers, and Literacy





HIGHLIGHTS

Facilitators, who provide on-site training and assistance to classroom teachers, work with their administrators providing leadership for enhancing literacy instruction in each school. Professional development continues

to focus on best practices in reading and writing that provide differentiated instruction to K-6 students.

MATH AND SCIENCE

Elementary Math

Newly-adopted mathematics curriculum materials were implemented during the school year. It was also the pre-implementation year for the DoDEA Mathematics Curriculum Guides. The Curriculum Guides are online allowing teachers to access them from any computer. They offer a suggested pacing guide for instruction at each grade level, guiding questions, examples of quality assessments, literature connections, instructional activities, and online resources to assist teacher lesson planning. The Pacific Elementary Mathematics Cadre are volunteer teachers in each school who continue to give valuable training and support to their colleagues in the development of conceptual and procedural mathematics knowledge and the effective utilization of curriculum materials.

Secondary Math

Secondary math classrooms also benefited from the adoption of new textbooks. In support of this implementation, all middle and high school mathematics teachers learned to navigate the online curriculum guides for their own courses and connect their course curriculum with other secondary course offerings. Their training emphasized best practices in mathematics instruction, algebraic thinking, and mathematics assessment matched to standards.

Algebra Coaching

Supporting our DoDEA theme that "Math Matters," the Algebra Coaching Initiative completed its third year. Algebra coaches worked alongside teachers in the high schools while providing additional support to middle school teachers. The coaches assisted teachers in use of the curriculum guide, infusion of technology in mathematics instruction, and collaboration with colleagues to select the most appropriate resources and strategies for promoting highest student achievement.

Science

Elementary and secondary teachers integrated 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.



SUPPORT PROGRAMS

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 to be successful in academically rigorous work in a college





PROGRAM

preparatory curriculum to include core classes as well as honors and Advanced Placement (AP) courses. The methodologies learned are Reading and Writing as tools of learning, the inquiry method and collaborative, subject-specific learning groups. This school year two Pacific AVID schools received "Distinction" status. Certified with Distinction is the highest level and means that all AVID essentials rated at level 2 or higher plus additional data requirements have been met.

Drug Abuse Resistance Education (DARE)

Twenty-three DARE officer candidates from the Pacific Area attended two weeks of comprehensive training to become certified to teach the DARE curriculum to elementary (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 subsequent school year.

Professional Technical Studies (PTS)

Young people cannot be expected to know what occupation they will eventually enter after high school. Therefore, our goal is to assist students with identifying their individual interests and personality traits and from that, develop a list of occupational possibilities that best incorporates those interests. Our counseling staffs at both

the middle and high schools provide career counseling and have the tools to survey student 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. Examples of PTS courses are Culinary Arts, Cisco Networking, Spreadsheet Software Applications, and Engineering and Design. During the school year, five high school students took the CompTIA A+ certification examination.

Special Education Continues a Comprehensive Staff Development Plan

Speech and language pathologists and secondary teachers of learning impaired students participated in disability specific training. The training provided each group with a variety of instructional techniques that support enhanced literacy instruction. In addition, nationally recognized consultants visited several schools with programs for students with moderate/severe disabilities to offer on-site technical assistance to augment the overall programming for those students.

Summer Enrichment Programs and Secondary Summer School

DoDDS-Pacific/DDESS-Guam students in kindergarten through eighth grade 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.



SY 2006-2007 Far East Activities

- Basketball, Girls' Small School
- Basketball, Boys' Small School
- Basketball, Girls' Large School
- Basketball, Boys' Large School
- Cheerleading Clinic
- Cross Country



HIGHLIGHTS



History, and World History. Additionally, students in grades 1-8 who demonstrated interest in Host Nation programs were given extended learning opportunities through cultural exchange initiatives within our school complexes in Japan, Okinawa, and Korea.

Information Literacy

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.

Creativity Software

Developing a student's creative talents and bringing those talents to light are facilitated when teachers and students have on-demand access to the right technology tools. During SY 2006-2007 staff, students, and faculty were granted access to an array of leading software programs to inspire and communicate creative ideas. Those varied technology resources, collectively referred to as Creativity Software, are tools used by students to facilitate critical thinking and to communicate ideas effectively and efficiently using sight and sound.

STAFF DEVELOPMENT AND TEACHER SUPPORT

Leadership Development

Leading Learning is a DoDDS-Pacific/DDESS-Guam leadership development program designed to assist administrators in becoming instructional leaders. Annually, administrators are engaged in professional development activities to strengthen instructional leadership skills in pursuit of our goal of highest student achievement. In each school, volunteer teachers or specialists provide training and support to their colleagues in standards-based curriculum, assessment, and instruction by serving as Curriculum Implementation Facilitators.

New Teacher Mentors

The Teacher Mentor Program provides opportunities for incoming teachers to be more successful. Teacher mentors who

volunteer to support new colleagues are given resources and training in mentoring and using research based best practices.

Internet Safety

Our schools continue to monitor student internet usage and remain safe harbors for conducting research and working on the world-wide web. The i-Safe Internet Safety Program is still being used within our schools. The program prepares students to make informed and safe internet choices when they access the web.

School Safety

Historically, DoDDS-Pacific schools have a safe schools 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 remain 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 chemical spills. Scenarios for lockdowns include the presence of a hostile intruder or visitor, terrorists, hostage takers, or a civil disturbance occurring around the school. 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 least 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 a school. We are also upgrading some of our schools with new security lighting systems, and where needed, we are installing additional security cameras with video recorders. These new systems greatly enhance our procedures for emergency lockdown or evacuation of school classrooms.

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



STUDENT



Helping students transition from high school to a post secondary school remains a top priority throughout our system. Counselors work with students and parents to assist them in understanding the many academic opportunities available and in developing an Individualized Education and Career Plan. We also encourage all our students to enroll in rigorous academic and professional technical courses and 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. All 10th and 11th grade students can take the PSAT and participate in the College Board SAT Readiness program at no cost.

Overall, of the 3,248 students enrolled in the twelfth grade in April 2007, nine students were reported as not graduating, resulting in a graduating rate of 99 percent. In DoDEA, 2,999 students had a valid documented postsecondary plan, equal to 93 percent. The majority of seniors, 82 percent, reported that they planned to continue their education after school, including 63 percent at a four year college or university.

In the Pacific, 882 seniors were planning

to continue their education with 272 who were offered at least one scholarship. While the largest source of money for DDESS and Europe seniors was state or institution scholarships, the largest source of funding for seniors in the Pacific was ROTC. Compared to the previous year, our students accepted \$11,971,046 in financial assistance representing an increase of over \$2 million.

STUDENT ACHIEVEMENTS AND OPPORTUNITIES

Far East Activities

Approximately 2,200 DoDDS-Pacific/ DDESS-Guam students participated in twenty-two Far East events during SY 2006-2007. Participation in co-curricular activities is tied directly to Goal 1 of our Community Strategic Plan and provides an opportunity for our students to display their abilities in athletic and academic events. These events are comparable to state-wide events and competitions that students in the U.S. can participate in. They allow our students to showcase their talents, some acquired in the classroom, and some from the athletic arena.

Junior Science and Humanities Symposium (JSHS) Celebrating 26 years of success, the JSHS hosted approximately 100 students

from the Department of Defense Schools across the Pacific at Tsukuba City between March 26-30, 2007. The symposium

exposes students to academic, industrial, and governmental educational opportunities. The main thrust of the symposium is to give 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. The first, second, and third place winners received scholarships and traveled to the National Symposium, where they presented their research projects.

Transition

Over 30 percent of our students will experience moving from one location to another during the year. As educators we need to be sensitive to the dynamics associated in moving. Often it is our schools and our teachers who provide the stability during this tumultuous period of time. 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. During the past year students in both the Okinawa and Korea Districts along with counselors received training in this important initiative.

Scholarships Awarded to the Class of 2007

Description	Amount
Local Scholarships	\$431,610
Military Academy	1,100,000
National Merit	60,000
ROTC Scholarships	7,254,000
Scholarship Grants	1,063,849
State or Institutional	1,937,317
Special	14,650
Vocational Education	4,000
Other	105,620
Total	\$ 11,971,046

2007 Graduates' Post Secondary Plans

Description	Percent	Students
4-Year College/University	63	556
2-Year College	20	176
Employment	5	44
Enlist in Military	7	62
Vocational School	2	18
Other	3	26

ACHIEVEMENTS

ADDITIONAL STUDENT ACCOLADES

Two students from Kubasaki and Yokota High Schools were selected to attend the 2007 Research Science Institute (RSI) at the Massachusetts Institute of Technology during the summer. The students participated in the residential six week, all expense paid program from June 23 to August 4. The program is designed to sharpen skills for hands-on research at nearby corporations, universities or research organizations.

Selection was based on the students' outstanding standardized test scores, written essay responses, teacher recommendations and their potential for leadership in science and mathematics. This represents the second time over the past two years that students

My daughter, Latreicia Allen, graduated from Taegu American School (TAS) in June of 2007. She is currently a freshman attending the University of North Carolina at Chapel Hill.

I wanted to express my sincere gratitude and appreciation to the administrators, counselors, staff, and students of Taegu American School for Latreicia's educational experience.

Latreicia's education at TAS has been excellent and prepared



were selected from the Pacific and clearly demonstrates the success of our students and teachers.

Five cadets from Yokota High School were selected as candidates for the Army JROTC Academic Challenge. The competition began in January when the cadets participated in an academic challenge sponsored by the U.S. Army Cadet Command. The competition was a three part examination: Cadet Command curriculum knowledge, academic (SAT/ACT, math, English and science) knowledge, and current events knowledge. The cadets made both cuts and became one of the 12 schools out of the more than 100 from across the United States that started the challenge, to make the final round. Yokota was the only school outside the continental United States that became a finalist.

her for her future endeavors. The strong caliber of dedication and commitment ensured Latreicia and her fellow students were given support in their academic endeavors, as well as offering additional assignments and tutoring to those who desired them. Their goals are to ensure the students leave their classes with better knowledge of new materials and ideas. They continue to encourage students to be the best and to always strive for excellence.

Latreicia excelled in academics by taking honors courses, as well as several AP courses. She was a member of the National Honor Society, on the Principal's Honor Roll for three years, participated in the Far East Music Festival and served as the student representative for the School Advisory Council, the District Advisory Council, the Area Advisory Council, and the only student representative on the Advisory Council on Dependent's Education (ACDE). As a student representative to the ACDE, Latreicia became a voice for all DoDEA students world-wide. She visited DoDDS schools in England and Germany, as well as visiting DoDEA headquarters in Arlington, Virginia. These experiences played a vital role in Latreicia's life and have made her adaptable to this culturally diverse world.

The experiences left her with a sense of understanding, a knowledge that can be only make her continue to strive for excellence, and a strong desire to further her educational goals.

Signed by Mrs. Lena Allen - Parent. Reprinted with permission.

SUN₃₃

A Journal of Self-Expression by Pacific students and staff

Excerpt artwork by Seung Min Lee, Grade 11
Seoul American HS, Korea
Mixed Media, "The Butterfly Effect"



TEACHERS

AND

DoDDS-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 2006-07, we hired 334 educators locally and through stateside recruitment.

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.



Japan - established Operation Bed Project to ensure all children at Sunrise Children's Orphanage in Siem Riep, Cambodia had a bed of their

own. This was accomplished through fund raisers over a three year period totaling \$10,000 and involved both on and off base communities in Misawa and Okinawa. A total of eight DoDDS teachers have visited the orphanage and helped out in some way. All monies were held and wire transferred by the schools' PTO.

Habitat for Humanity - Kathy and Lance Posey, teachers at Yokota, Japan, organized Habitat for Humanity teams for the past two summers. During the summer of 2006, DoDDS teachers Amy Barr, Ann Marie Daniele, and Bonnie Seeley, along with three DoDDS high school students joined the Posey team and traveled to Erdenet, Mongolia. In Mongolia, the team joined a vast group of home builders in constructing 12 homes outside the city.

In June of 2007, the Poseys again led Yokota teams comprised of DoDDS teachers Ann Marie Daniele, Bonnie Seeley, Dawn Williams, and Patrick McDonald, along with several students and family members. This time the team headed to Chiang Mai, Thailand where they helped to build two family homes.

Promoting America's History and Values - A sixth-grade teacher at Osan Air

STAFF HIGHLIGHTS

Our teachers and staff remain the cornerstone of success for our students. Excellence in teaching is not the exception, but the standard throughout our 45 schools. In addition to offering a quality educational experience, teachers' involvement outside of the classroom exemplifies their commitment to helping others. Here are just a few examples:

Operation Bed Project – Mike Tate, Bob Hope Primary School - Okinawa,

Teacher Statistics for SY 2006-07

Education	Percent
Bachelors Degree	36
Masters Degree	61
Doctorate	3

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

Gender	Percent
Female	67
Male	33

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



School Advisory Councils

STAFF

Base was named the Pacific region's Veterans of Foreign Wars' Elementary School Teacher of the Year. James Clark joined DoDEA nine years ago. The retired Marine also taught at Pusan American School and at Butzbach, Germany. James faced stiff competition in the Pacific in the VFW's National Citizenship Education Teachers' Award. Teachers from Japan, South Korea, Okinawa, Taiwan, Thailand, Guam, Cambodia, Saipan and the Philippines compete each year. Both DODDS and private school teachers vie for the recognition. The award is given to educators that regularly promote America's history and traditions.

Teachers of the Year for SY 06-07

were: Guam District – Eric Eisaman from Guam High School; Korea District – Jennifer Smith from Taegu High School; Japan District – Bonnie Seeley from Yokota High School; and Okinawa District – Timothy Black from Kadena High School.

Teachers of the Year for 07-08 are:

Guam District - Mary Williams from Andersen Middle School; Korea District – Aimee Guignon from Seoul American Elementary School; Japan District – Stephanie Richardson from Kinnick High School; and Okinawa District - Veronica Finney from Bechtel Elementary School.

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.



Dr. Joseph Tafoya, Director, DoDEA

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.

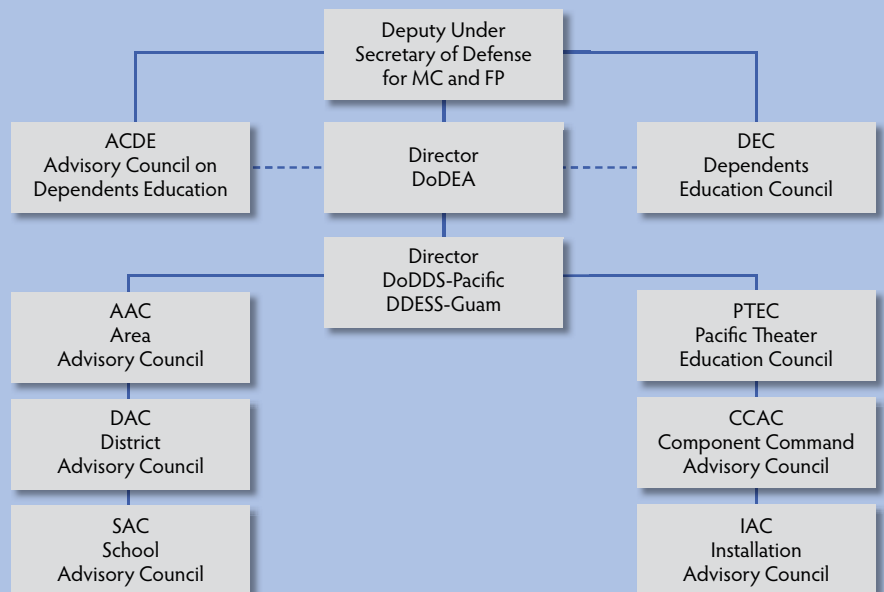
Dependents Education Council (DEC) The DEC reports to the Assistant Secretary of Defense for Force Management Policy. Members include the general or flag officer representing the commanders of unified combatant commands, the military services, and the Director of DoDEA. Council members make recommendations 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.

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.



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 standardized systemwide internal and external assessments, as well as end-of-course examinations for high school students. Assessments administered include the Developmental Reading Assessment, TerraNova Multiple Assessments, Communication Arts (TNPACA), Biology End-of-Course Assessment, U.S. History End-of-Course Assessment, Algebra 1 End-of-Course Assessment, and the Science Criterion-Referenced Assessment.

TerraNova Results

DoDDS-Pacific/DDESS-Guam administers the TerraNova in grades 3-11 every year. During SY 2006-07, 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 the DoDEA Community Strategic Plan. One goal for DoDEA 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 the four Pacific districts our students are very close to meeting



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 2007.

Achievement and rankings in the area of reading showed eighth-grade students in DoDEA earned the highest score in the nation while fourth-grade students ranked third. African American and Hispanic students scored well above their Black and Hispanic counterparts nationwide in both reading and math by ranking first among the states in reading at grades four and eight and in math at grade eight. In mathematics, nationally, DoDEA students ranked 26th at the fourth grade and 18th at the eighth grade out of 52 jurisdictions.

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 helps school counselors plan and guide students toward future course work relevant to achieving their post-secondary goals for 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. As a nation there was a slight decline in all subject areas which was also observed in DoDEA for 2007.

SAT Results

Level	Number Tested	Critical Reading	Math	Writing
Nation	1,494,531	502	515	494
DoDEA	2,111	512	501	495
DoDDS-Pacific/DDESS-G	653	504	502	485

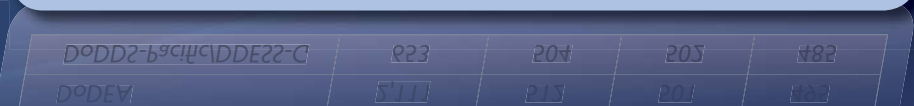


Fig 2.1: 2007 Pacific TerraNova Results (Median Percentile Scores by District and Grade)

Guam District

Grade	Language	Math	Reading	Science	Social Studies
3	64	61	57	70	64
4	63	66	64	66	68
5	64	65	67	67	68
6	65	65	65	73	73
7	67	63	58	60	61
8	67	73	70	72	67
9	62	65	69	64	59
10	72	66	69	66	60
11	65	63	73	62	65

Japan District

Grade	Language	Math	Reading	Science	Social Studies
3	66	65	58	66	60
4	66	67	64	61	65
5	67	67	66	64	64
6	67	73	66	66	66
7	69	66	61	63	61
8	69	72	68	66	65
9	66	74	73	71	65
10	74	72	71	68	66
11	70	74	73	72	66

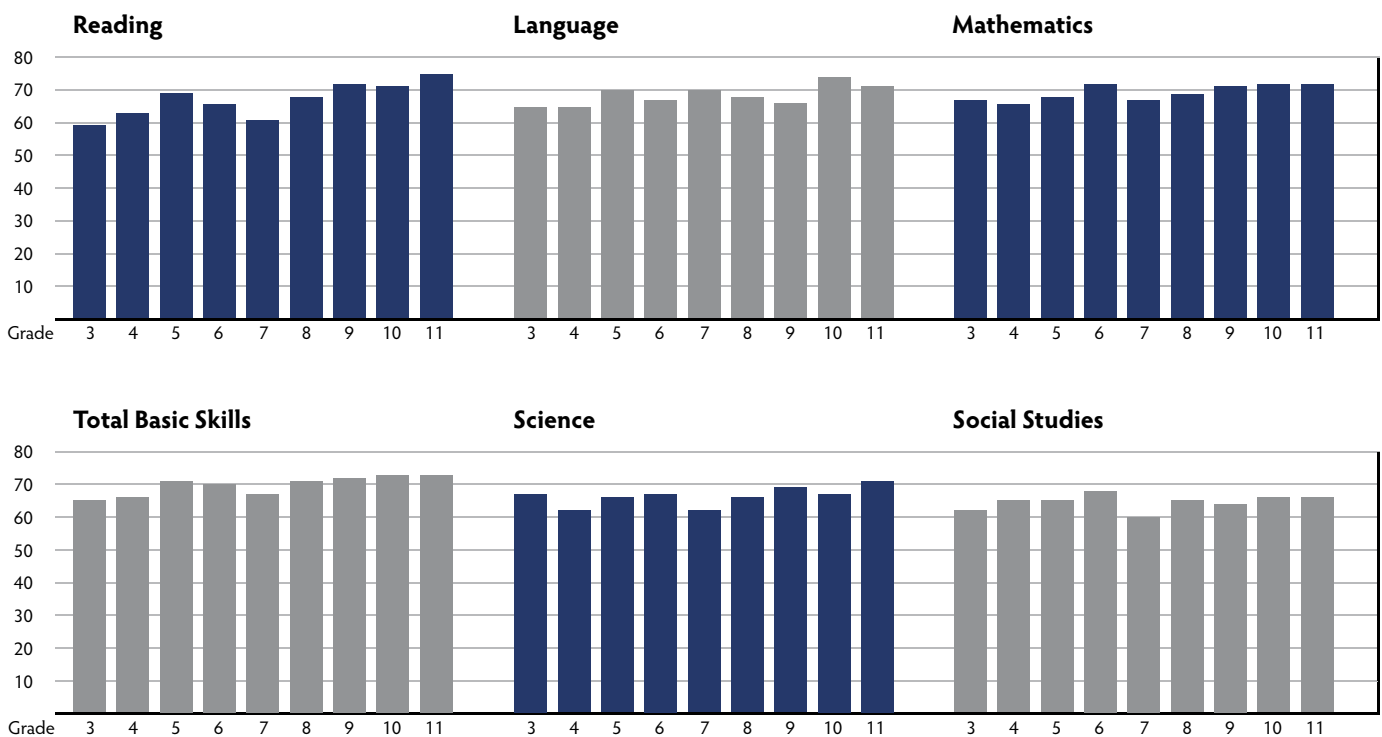
Korea District

Grade	Language	Math	Reading	Science	Social Studies
3	70	71	64	68	64
4	68	70	64	65	69
5	74	73	71	73	65
6	71	75	67	71	71
7	73	71	60	63	61
8	67	70	70	67	65
9	69	73	75	71	64
10	75	77	73	69	67
11	74	78	80	72	69

Okinawa District

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

Fig 2.2: 2007 Pacific TerraNova Results (Median Percentile Scores)



PROCUREMENT LOG

Fiscal

The Fiscal Division successfully executed \$336.9 million of program and payroll funds. Education is labor intensive and \$268.2 million or approximately 80 percent of the budget was devoted to payroll expenses, including the overseas living quarters and post allowances. Additional funding was allocated for facilities, technology improvements, school supplies, curriculum book replacement, and increased safety and security measures at our schools and on our buses.

The FY 2007 budget was very constrained and required payroll expenses to be closely monitored, analyzed, and accurately projected. This involved close coordination with HQ DoDEA and monthly world-wide reconciliation of foreign currency expenditures

for housing and overseas pay differentials. Monthly budget reviews with district budget officers ensured changing conditions and requirements were considered.

We published new information and training initiatives to help district resource employees foster greater

awareness of Internal Management Control (IMC) procedures. Across the Pacific, the administration of the Student Activity Funds (SAF) in our secondary schools remained a focus.

Procurement

The Procurement Division proactively sought new and innovative ways in which to provide contracting support, which resulted in the award of three "virtual catalogue" contracts. These contracts, one for art supplies, one for school furniture, and one for office furniture, require the vendors to maintain online catalogues so that the customer can place orders directly online. This allows the schools greater flexibility when ordering these much needed commodities.

The Government Purchase Card (GPC) program continues to be a valuable tool in the Pacific. For FY 2007 just over \$5.3 M was expended on supplies, equipment and services using the GPC program. While this is a significant decrease in dollars spent compared with previous years, it is still a substantial amount in these days of tight defense dollars. Additionally, the Office of the Inspector General performed audits at all Pacific locations and did not find any discrepancies in the program.

Information Technology (IT)

Our IT Division manages comprehensive technology services in support of 24,000 students and 3,000 staff and faculty at 45 schools, four district offices, and the Pacific Area Director's Office. During the year IT increased the internet bandwidth at several large complexes

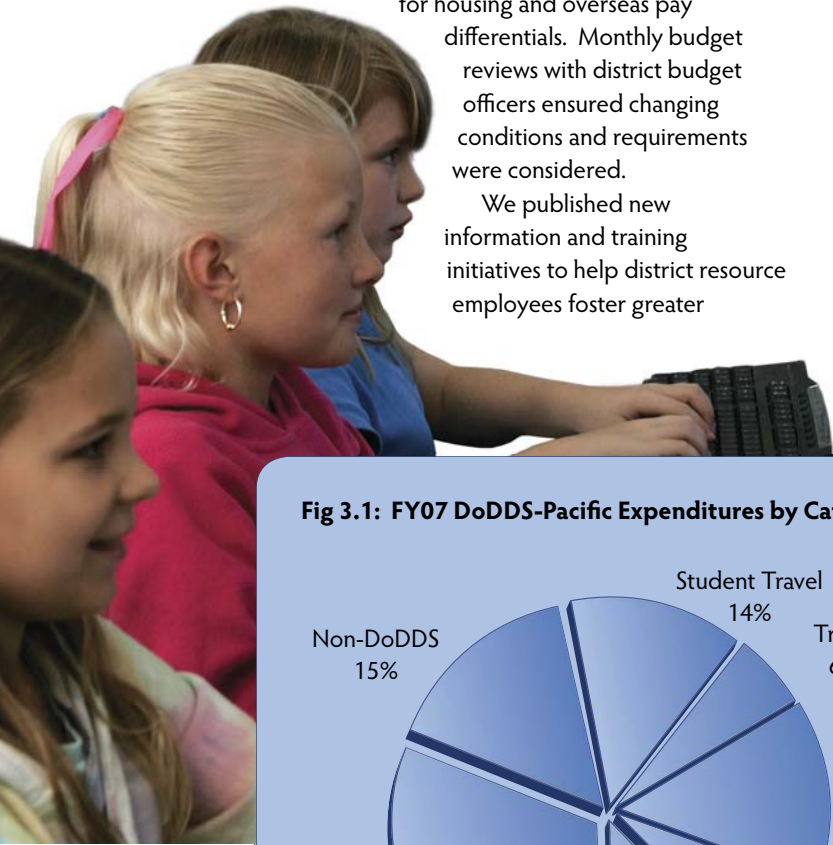
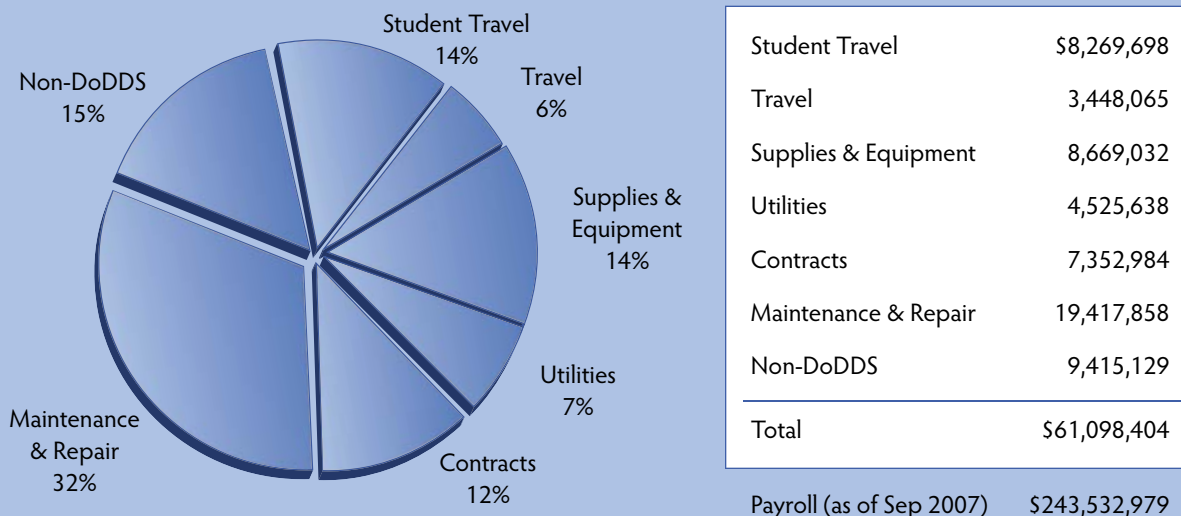


Fig 3.1: FY07 DoDDS-Pacific Expenditures by Category (excluding Payroll)



FISCAL IT



and continued the IT internship program, resulting in six program graduates. The Cisco Networking Academy Program provides skills students need to work in IT fields. The program offers web-based content, online assessment, hands-on labs, instructor training, and preparation for industry certifications. All of our desktop computer systems 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 have access to specialized software in support of specific curriculum areas. The current student-to-computer ratio is 1.6:1 compared to a stateside ratio of 3.8:1. All Pacific schools employ the latest web content filtering software to ensure our students enjoy a safe and productive web experience.

Logistics

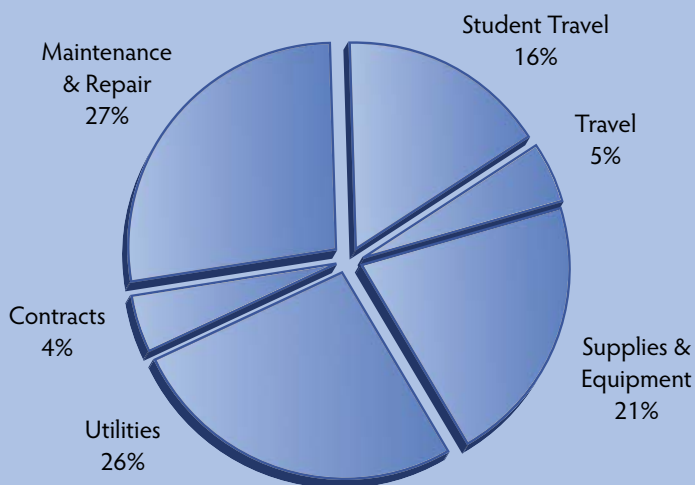
The Logistics Division operates support services for the four Pacific districts. These programs consist of:

- Facilities Program Management - Oversees facilities sustainment and modernization programs for over 270 buildings totaling more than 4.5 million square feet. Another component is the engineering evaluations and consultation services to our internal customers: pre-construction technical oversight, design development, project in-process reviews, and final inspections. Finally, regulatory compliance with industry, and host nation building standards, laws, and regulations, and agency education specifications to ensure the safety of our students and teachers remains paramount.

- Supply and Property Management – This program involves oversight, training support, and annual monitoring site visits to ensure regulatory compliance with applicable DoD and DoDEA regulations. Additional responsibilities consist of receipt and issue of educational materials; curriculum and non-curriculum contract purchases; and procurement of supplies. Other duties include tracking deliveries, warehousing, property accountability, and supporting the facilities program with equipment and materials.

- Student Transportation - The Transportation Branch continued 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 equally important to the overall educational experience of students living in a foreign/isolated environment.

Fig 3.2: FY07 DDESS-Guam Expenditures by Category (excluding Payroll)



Student Travel	\$1,223,594
Travel	369,023
Supplies & Equipment	1,592,015
Utilities	1,989,415
Contracts	331,010
Maintenance & Repair	2,052,868
Total	\$7,557,925

Payroll (as of Sep 2007) \$24,761,706

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Kadena High School
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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>

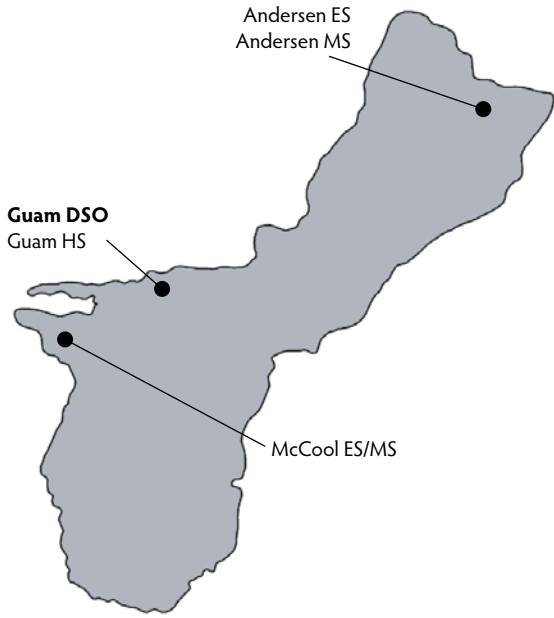
Kubasaki High School
MCB Camp S.D. Butler
Email: principal_*kubasakihs@pac.dodea.edu
Web Site: <http://www.kubasaki-hs.pac.dodea.edu>

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

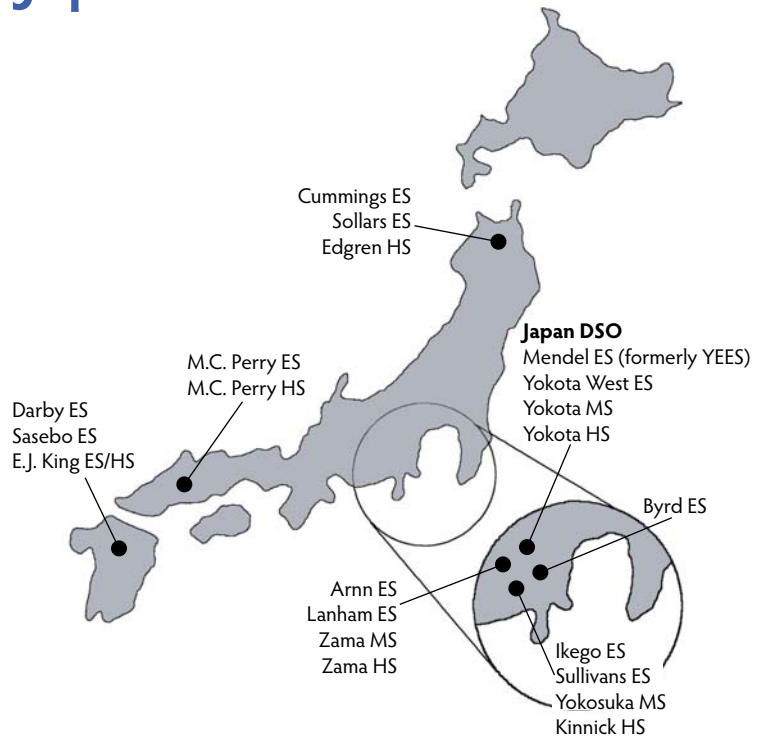
Stearley Heights Elementary School
Kadena Air Base
Email: stearleyheights@pac.dodea.edu
Web Site: <http://www.stearley-es.pac.dodea.edu>

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

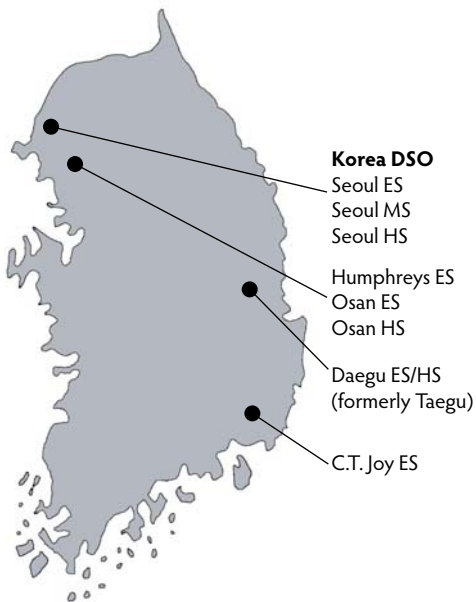
Guam



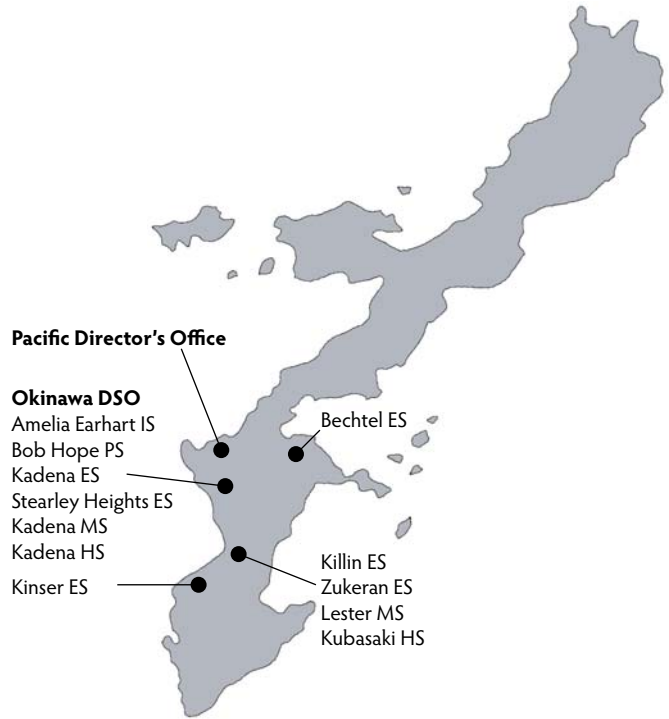
Japan



South Korea



Okinawa





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