

Annual Report

Department of Defense Dependents Schools Pacific Director's Office

SY 2003-2004

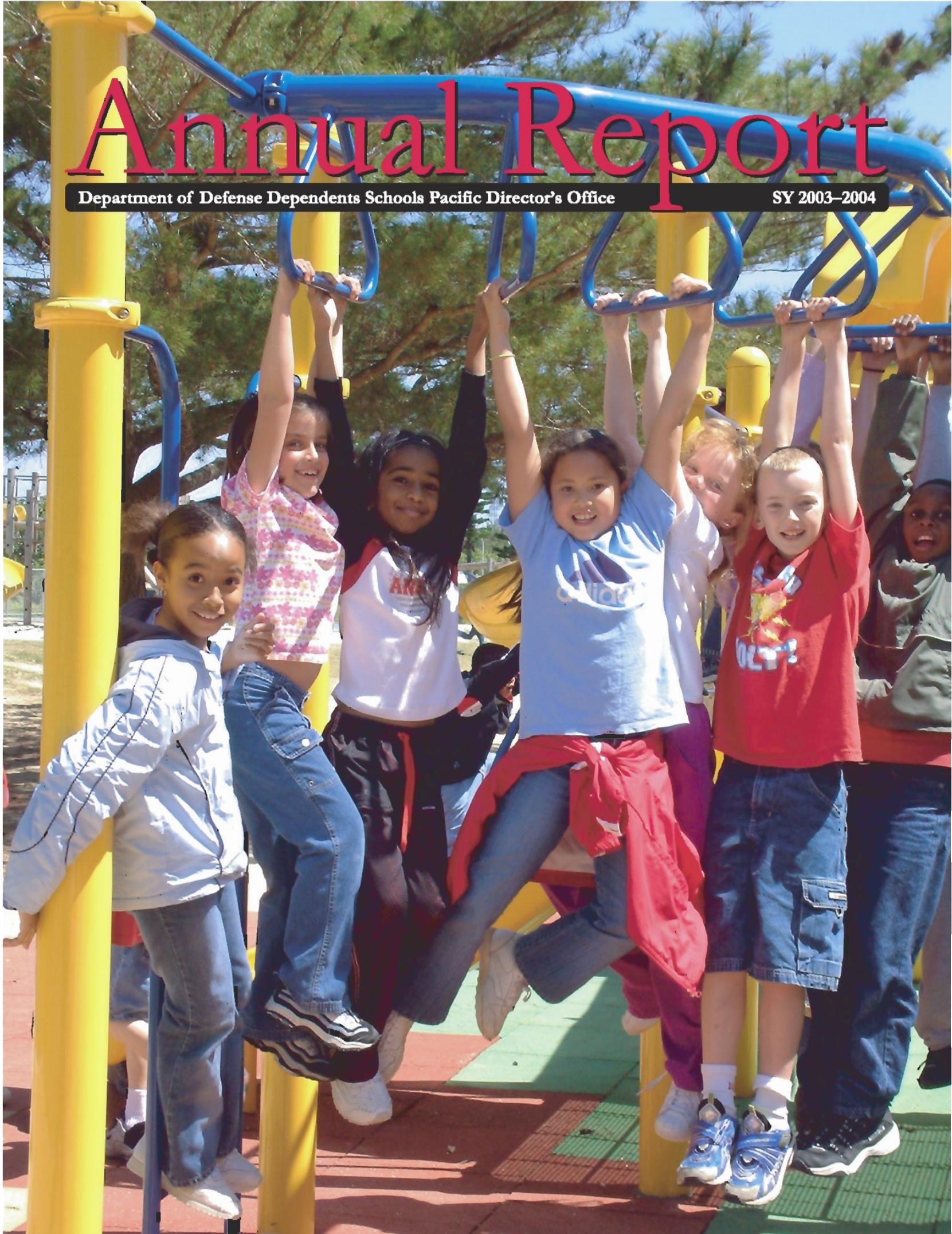


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PACIFIC/
DDESS-GUAM
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OFFICE**

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**2003-2004
ANNUAL
REPORT**

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Remaining focused on the Department of Defense Education Activity (DoDEA) Community Strategic Plan during School Year 2003-2004 provided a common vision for everyone associated with the Department of Defense Dependents Schools (DoDDS) in the Pacific. The overarching goal of highest student achievement served as the road map for our continued commitment to the students and families we serve. Efficient use of resources and quality services to support our students continues to be our charge.

Our continued focus on highest student achievement and standards based instruction has shifted to the school level and has incorporated what we know about high achieving schools. In DoDDS Pacific, Curriculum Implementation Facilitators (CIF) serve as teacher leaders in their schools. CIFs assist principals with the implementation of standards-based instruction through professional development opportunities that build learning communities and a culture of collaboration among teachers, such as peer coaching, looking at student work, and after school study groups.

Highest student achievement for all students continues to be exemplified in the implementation of the Read 180 program and the on-going support of the Reading and Algebra Lab classes at the secondary level. The evolution of the Pacific Literacy Project holds promise for struggling readers in the elementary schools.

The results of standardized testing for SY 2003-2004 continue to showcase the achievements of DoDDS Pacific students. Our standardized test results show once again that DoDDS Pacific students surpassed the national average on the *TerraNova*, and that we are well on our way to meeting the DoDEA Goal for 2006. Our students were equally strong on the National Assessment of Educational Progress (NAEP).

We are proud of our students' academic performance and the success of our graduates. Our schools are positive places for student learning

as the result of direct leadership of talented administrators and the commitment of a well trained and dedicated teaching staff. The picture would not be complete without our families and military community members, who continue to provide support in our schools through volunteering and taking a vested interest in our youth.

Beginning July 1, 2004, the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) on Guam will start their school year under new leadership, reporting to DoDDS Pacific on Okinawa instead of the DDESS Headquarters located in Peachtree, Georgia. Geography played a part in the administrative transfer. It makes more sense for DoDDS Pacific officials to support Guam's military schools.

Our success is the direct result of a clear vision provided by the Community Strategic Plan, coupled with the dedication and commitment of our administrators, teachers, parents, students, and members of the military community who work hand in hand to ensure our schools remain vital and responsive to student learning. I thank all of you for your continued interest and involvement in the education of our DoDDS Pacific children.

Sincerely,

Nancy C. Bresell

Nancy C. Bresell
Director



Our **vision**, "Communities Investing in Success for ALL Students," exemplifies our collective responsibility for building the academic success of each student.

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



School-age military and civilian dependents living overseas have many challenges and opportunities. Our students are highly mobile and culturally diverse. They have a minimum of one family member who is employed, yet more than half of our students qualify for free or reduced lunch. More than three-fourths have parents who did not go to college. Substance abuse and crime are low among school-age dependents. All of our families have adequate housing and access to medical care.

DoDDS Pacific has an enrollment of more than 23,000 students in grades pre-kindergarten through 12. All DoDDS Pacific schools are fully accredited by the North Central Association on Accreditation and School

Improvement (NCA CASI). The DoDDS Pacific Director oversees the operation of 41 schools in three districts. These three districts, Korea, Japan, and Okinawa, are among Department of Defense Dependents Schools (DoDDS) because they are located in foreign countries.

Fig. 1.2

Am-American Indian or Alaskan Native; **A**-Asian; **B**-Black/African American; **H**-Hawaiian or Pacific Islander; **W**-White; **M**-Multi-Racial; **N**-No Information

Fig. 1.3

A-Army; **N**-Navy; **AF**-Air Force; **M**-Marines; **C**-Coast Guard; **D**-DoD Civilian; **O**-Other

Fig. 1.1: Enrollments by District

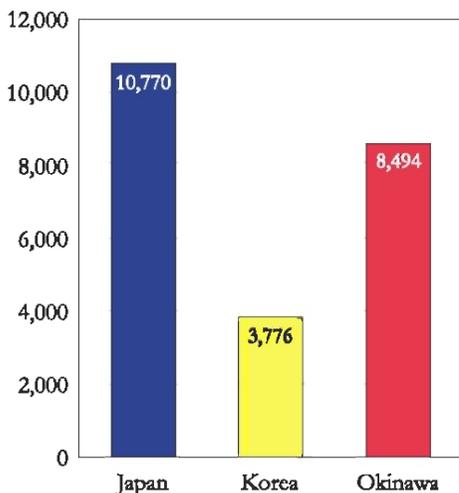


Fig. 1.2: Enrollments by Race

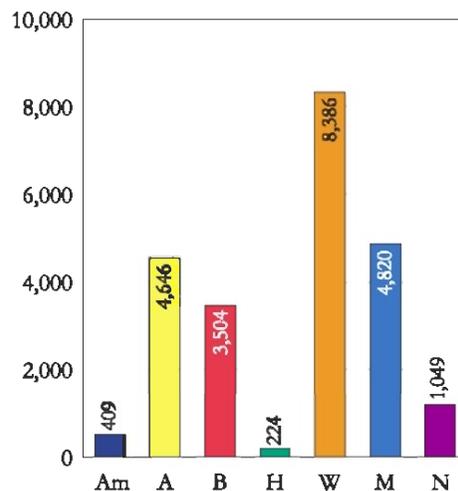
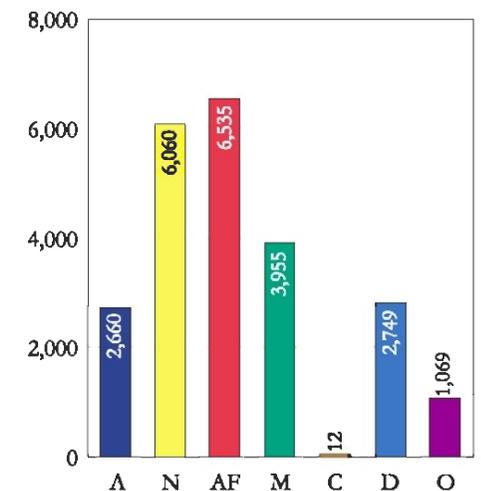


Fig. 1.3: Enrollments by Sponsor Affiliation



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

The goals of the Community Strategic plan for the Department of Defense Education Activity (DoDEA) are for providing high academic standards and a challenging curriculum for the students it serves. During School Year 2003-2004, the efforts of the Education Division's many initiatives continued to ensure that DoDDS Pacific remained committed to highest student achievement. These initiatives include:

- ❖ Established Curriculum Implementation Facilitators at each school to assist with the implementation of standards-based instruction.
- ❖ Provided all elementary classroom teachers with pre-implementation training in Guided Reading as a strategy used within a balanced literacy framework.
- ❖ Provided follow-up support and monitoring of high school Algebra and Geometry Lab classes.
- ❖ Designed a data base—Pacific Area Training Scheduler (PATS)—to document teachers' involvement in staff development.
- ❖ Created the Pacific Literacy Project, a three-tiered framework for providing literacy instruction to struggling readers. Provided additional staffing for Literacy Facilitators and re-aligned current staffing to ensure equitable distribution of Literacy Support Specialists in each elementary school for the roll out of the project in SY 2004-05.
- ❖ Implemented the Scholastic Read 180 program at the middle schools to meet the needs of identified struggling readers, and monitored the program already implemented in all high schools.
- ❖ Piloted an on-line assessment program, Creative Curriculum Net, in Sure Start and Pre-Kindergarten programs as a way for teachers to assess students and plan instruction based on individual student needs.
- ❖ Provided assessment training to all teachers grades 1-3 in the use of the Developmental Reading Assessment (DRA) as a tool to guide instruction based upon individual student needs.
- ❖ Improved special education services through the addition of personnel designated as assessors, and provided resources to enhance programs for students with moderate to severe disabilities.
- ❖ Conducted four Far East Technology Conferences for elementary and secondary teachers and education technologists on the infusion of technology into instruction.
- ❖ Provided on-going training to administrators in their role as instructional leaders in their schools through the Leading Learning Initiative
- ❖ Offered training to middle and high school science teachers on the GAVRT Project (Goldstone Apple Valley Radio Telescope), which gives students a unique opportunity to command a 34-meter telescope via the Internet.





Early Childhood Education

DoDDS Pacific is committed to providing developmentally appropriate education for children from preschool through grade three. A number of programs and initiatives have been in place to help our youngest learners establish a strong foundation to achieve academic success.

Sure Start Ensures a “Sure Start” in School

Sure Start, an early intervention program modeled after Head Start, is offered to preschool children identified as “high-risk” and is dedicated to providing extended services in the areas of education, health, social services, and family involvement.

Full Day Kindergarten Initiative Completed

In SY 2003-2004 DoDDS Pacific achieved full day kindergarten implementation in 100 percent of schools offering kindergarten programs.

Pupil to Teacher Ratio Reduction Continues

DoDDS Pacific is committed to reducing the pupil to teacher ratio (PTR) in grades one through three from 23:1 to 18:1. Twenty-three out of 26 elementary schools within the Pacific have achieved the goal. Implementation is based on availability of facilities.

Ground Work Laid for Pacific Literacy Project

During SY 2003-2004, in response to the DoDEA Community Strategic Plan milestone that all students will be proficient readers by Grade 3, DoDDS Pacific laid the ground work for the Pacific Literacy Project. The Literacy Project Advisory Committee (LPAC), comprised of administrators and educators representing DoDDS Pacific schools, was formed to provide the Director, DoDDS Pacific, recommendations for this project. Key features of the Pacific Literacy Project, which will roll out in the schools during SY 2004-2005, include:

- ❖ A three-tiered model for reading instruction based on current research and best practices to ensure implementation of a strong, literature based core curriculum for all readers; implementing scientifically based interventions for struggling readers with supplemental support; and providing identified readers with intensive support;
- ❖ Continued professional development in literacy instruction for all classroom teachers;
- ❖ School Literacy Facilitator at each complex to provide on site support to classroom teachers in implementing research-based literacy instruction;

- ◆ School Literacy Support Specialists to work with small groups of struggling readers to provide supplemental and/or intensive services;
- ◆ Professional development for school Literacy Facilitators and school Literacy Support Specialists to develop interventions for work with students who need supplemental support.

Implementation of the READ 180 in Middle and High Schools

To meet the needs of struggling readers in DoDDS Pacific secondary schools, the Read 180 program was extended to middle schools during SY 2003-2004. Read 180 is a comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program delivers individualized, adjusted reading instruction to move students through each grade at their own pace. Students in Read 180 receive instruction in all areas of literacy, to include phonological awareness, fluency, vocabulary, comprehension, spelling, and writing. Students are eligible to enroll based on reading scores on the *TerraNova* standardized test and teacher recommendations.

Curriculum Implementation Facilitators—A New Staff Development Initiative

During School Year 2003-2004, schools in DoDDS Pacific selected teachers to serve in the role of Curriculum Implementation Facilitator (CIF) as part of a new staff development initiative. The CIF's primary role is to support colleagues in implementing standards-based curriculum and instruction through the facilitation of professional development activities, such as collaboratively looking at student work or participating in after-school study groups. Each CIF, with the guidance of their administration, implements school action plans that support standards-based instruction, the DoDEA Community Strategic Plan goal, "Highest Student Achievement," and the development of a learning community where teachers strive for high student achievement and work collaboratively to improve instruction.

AVID Teaches Academic "Survival Skills"

Advancement Via Individual Determination

(AVID) is offered in all DoDDS Pacific middle and high schools. AVID is designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. AVID teaches students how to study, read for content, take notes, and manage time. The mission of AVID is to ensure that all students, particularly those not achieving at their potential:

- ◆ will succeed in rigorous curriculum,
- ◆ will enter mainstream activities of the school,
- ◆ will increase their enrollment in four-year colleges, and
- ◆ will become educated and responsible participants and leaders in a democratic society.

Special Education Program Enhanced

Through the Special Education Initiative (SEI) DoDDS Pacific continues to focus efforts on improving the quality of special education services for students with disabilities. During SY 2003-2004 new positions for Special Education Assessors

assisted the special education teachers with assessment responsibilities. As a result, special education teachers have more time to provide direct instruction to students. An extended work schedule for the paraeducators increased collaboration time with teachers. Teachers who service preschool children with disabilities received additional training,

Far East Activities Offer Athletic and Educational Experiences

Twenty Far East Activities were scheduled for DoDDS Pacific in SY 2003-2004 to include the addition of the cross country and tennis tournaments as annual events. The Far East Activities program provides students an opportunity to participate in several different athletic and educational experiences which mirror the opportunities found in stateside schools. Participation in the Far East Activities Program provides students the opportunity to interact and compete with other DoDDS and host nation schools. While living overseas, the Far East Activities program enhances the students' athletic, academic, and cultural lives.



SY 2003-2004 Far East Activities Schedule

Journalism FestivalOct. 13-15
 TennisOct. 30-Nov. 1
 Girls' Small School Volleyball.....Nov. 10-14
 Cheerleading Clinic.....Nov. 10-14
 Girls' Large School VolleyballNov. 10-15

Model UN.....Jan. 26-28
 JROTC.....Feb. 2-4
 Wrestling.....Feb. 12-14
 Girls' Small School BasketballFeb. 16-20
 Girls' Large School Basketball.....Feb. 16-21
 Boys' Small School BasketballFeb. 16-21
 Boys' Large School Basketball.....Feb. 16-21

Speech Arts FestivalFeb. 24-27
 Jr. Science & Humanities Symposium .Mar. 15-19
 Music Festival.....Apr. 19-23
 Boys' Large School SoccerApr. 27-May 1
 Girls' Large School SoccerApr. 27-May 1
 Boys' Small School Soccer.....Apr. 29-May 1
 Girls' Small School Soccer.....Apr. 29-May 1

Historically, DoDDS administrators and teachers are exceptionally well-trained and dedicated professionals. DoDDS educators receive ongoing professional development that focuses on the very latest educational trends in the United States.

more than 2,800 area, district, and school personnel comprise the DoDDS 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 military communities. Recruiters from DoDDS Pacific Director's Office, districts, and schools participated in job fairs, campus, and local area interviews throughout the United States. Sites included Phoenix, AZ; Chicago, IL; Arlington, VA; Waterloo, IA; and San Diego, CA.

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 strongly supported local hire prospects through its continuous employment program and provided local hire referral lists prior to contacting the DoDEA Personnel Center for stateside applicants. During School Year 2003-2004, we hired 322 educators locally and through stateside recruitment.

The majority of DoDDS Pacific teachers are both highly educated and highly experienced. They are selected from applicants throughout the United

States and must meet rigorous certification requirements.

Teachers who desire employment with DoDDS Pacific are required to meet DoDEA minimum academic qualification standards. They must have a valid state teaching certificate and meet

Teacher Statistics

Education	Percent
Bachelors	41
Masters	57
Doctorate	2

Gender	Percent
Female	70
Male	30

Experience	Percent
1-3 years	8
4-10 years	42
11-16 years	25
17 or more	25

Ethnicity	Percent
Asian Pacific	5
Black/Non-Asian	11
White/Non-Hispanic	80
Hispanic	4





competency testing requirements. A professional license is issued once all requirements are satisfied, including two years in a DoDEA educator position. Teachers must renew their license every six years by completing six semester hours of appropriate course work.

Staff Highlights

- ◆ Linda Connelly, Principal of E.J. King MS/HS, was selected as the National Association of Secondary School Principals (NASSP) 2004 DoDEA Principal of the Year. Established in 1993, the NASSP Principal of the Year Program recognizes outstanding middle and high school principals.
- ◆ Stanley Hays, Principal of Bechtel Elementary School, was selected as the DoDDS 2004 National Distinguished Principal of the Year for both elementary and middle schools.
- ◆ Educators, Dawn Peterson, Zama High School, and Julian Spain, Kubasaki High School, were selected to participate at the Research Science

Institute (RSI) sponsored by the Center for Excellence in Education. Held at MIT, the institute is a six week residential summer program in which participants work under the mentorship of renowned scientists and researchers.

- ◆ Jonathan Beyer, attorney for DoDDS Pacific, completed three marathons and placed in the top ten percent in the Boston Marathon held in April.
- ◆ LtCol David Leighninger, Osan High School instructor, received the 2003-2004 Air Force Junior Reserve Officer Training Corps Outstanding Instructor Award.
- ◆ Scientists from NASA's Jet Propulsion Laboratory and the Australia Telescope National Facility participated in the GAVRT (Goldstone Apple Valley Radio Telescope) training of DoDDS Pacific middle school teachers. The project offers students the opportunity to command the 34-meter radio telescope.

DoDDS Pacific remains in the forefront of school systems giving national and standardized assessments. The Community Strategic Plan calls for continuing our expanded testing program to include internal and external assessments as well as end-of-course examinations for high school students.

assessments administered in SY 2003-2004 included the *TerraNova*, the *Balanced Assessment in Mathematics (BAM)*, the *TerraNova Performance Assessment: Communication Arts (TNPACA)*, the *Algebra 1 End-of-Course Assessment*, and the *U.S. History End-of-Course Assessment*.

Examination of the scores in all 45 subject areas revealed that the goal has already been achieved or exceeded in over 20 percent of the cases. In grades nine through eleven, the goal has been met in almost 75 percent of the comparisons.

SY 2003-2004 Scheduled Assessments

Grade	Mar	Apr/May	May
3	TN		
4	TN	B/C	
5	TN		
6	TN		
7	TN		A
8	TN	B/C	A
9	TN		A
10	TN	C	A
11	TN		A/H
12			A

TN=*TerraNova* B=*BAM* C=*TNPACA* A=*Algebra 1*
H=*U.S. History*

NAEP Results

The most appropriate measure of how DoDDS students perform compared to their stateside counterparts 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 2003 NAEP reading and math assessments included 53 states and other jurisdictions. At the eighth grade level, no state scored higher than DoDDS in reading, and only Minnesota scored higher in mathematics. African American and Hispanic students far outscored their counterparts at both grade levels tested.

***TerraNova* Results**

For many years, DoDDS Pacific has administered the *TerraNova* in grades three through eleven. During SY 2003-2004, DoDDS Pacific students once again surpassed the national average on the DoDEA *TerraNova* (see Fig. 2). Test results showed that in some grades and subject areas DoDDS Pacific students had already met the high student achievement goals established by DoDEA Community Strategic Plan. One DoDEA goal for 2006 states that 75 percent of all DoDEA students will perform in the top half of students nationwide.

Preliminary SAT

Since the fall of 2001, DoDDS Pacific has offered the Preliminary SAT to all tenth graders at no cost to parents. 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. The direct feedback on academic skills allows students to assess their strengths and weaknesses and plan future course work to improve specific skill areas needed in college.



SAT Results

The DoDEA SAT participation rate remained very high at 65 percent compared to the national participation rate of 48 percent. Generally, scores decline with increased participation. The average SAT verbal score for DoDDS Pacific students dropped by four points, and the average math score rose by eight points. Score changes of this size are normal and are not educationally significant.

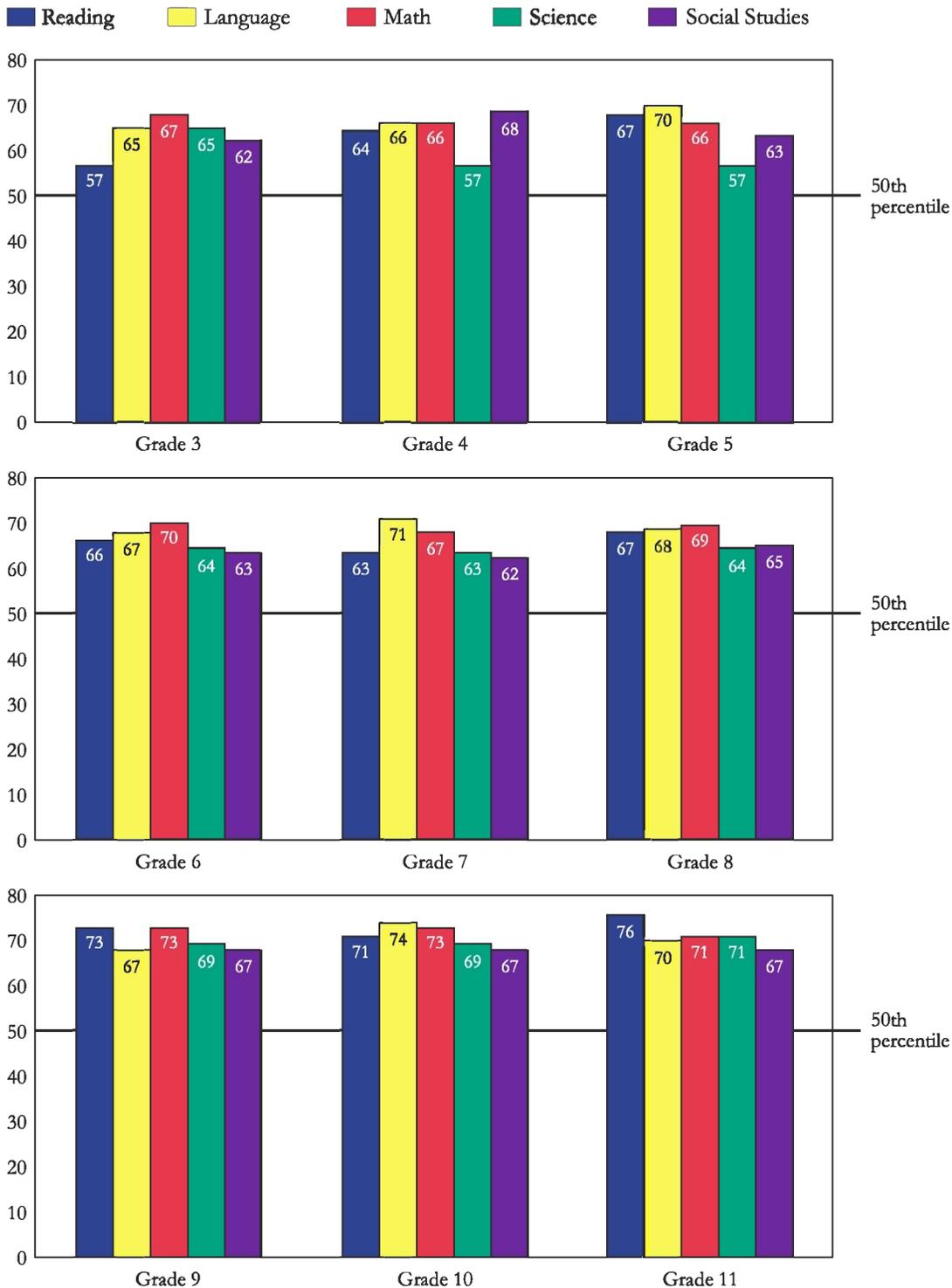
Level	Tested	Verbal	Math
Nation	1,419,007	508	518
DoDEA	2,176	506	503
DoDDS P	609	497	509

SAT 1 scores range from 200 (lowest) to 800 (highest). The SAT 1 is intended to supplement the secondary school record and other information about the student in assessing readiness for college-level work. SAT scores are required by about 80 percent of four-year colleges and universities that have admission requirements.

SAT 1

The SAT 1 is a three hour test that measures verbal and mathematical reasoning abilities related to successful performance in the first year of college.

Fig 2: 2004 Pacific TerraNova Results



DoDDS Pacific is committed to preparing all students for future success. The goals of the DoDEA Community Strategic Plan outline that students will meet or exceed challenging standards academically, as well as prepare for lifelong learning and productive citizenship.

In addition to providing students with rigorous academic programs, DoDDS Pacific recognizes the many transitions military families face, to include transition from high school to college and then into a professional career. School counselors assist parents with this transition in proactive planning about their child's future.

Working with families to plan for successful transition from school to college or the beginning of a professional career has enabled many students to optimize academic programs and post-secondary opportunities. The perspective embraced by DoDDS Pacific is, "Every student will graduate from high school having developed a post-secondary plan that has a high probability of success."

Post-secondary planning is a process that encompasses working directly with students and parents in middle through high school. In the middle school, counselors strive to help students understand academic opportunities and choices. The DoDEA Six-Year Education/Career Plan assists both parents and students with formalizing a plan that directs the student's education. Therefore, the appropriate classes are taken and the relevant

experiences are provided to fulfill high school graduation requirements and meet future college and career goals. The plan begins in grade seven and continues through grade twelve. Each year students are introduced to new elements pertaining to college and careers.

In high school, post-secondary planning becomes critical as students pursue academic experiences and programs and make decisions regarding their future. During the first two years of high school, students are encouraged to enroll in rigorous academic courses, take the Preliminary SAT to utilize results in developing and revising their academic programs, develop essays and recommendations and explore various careers.

The Strong Interest Inventory provides every high school student with a measure of a student's

Scholarships Awarded to the Class of 2004

Description	Amount
ROTC Scholarships	\$2,467,500
Military Academy	2,500,000
State or Institutional	3,038,488
Local Scholarships	304,235
Total	\$8,310,223

Student Achievements and Opportunities

- ❖ Jonathan Safford (Yokota HS); Courtnie Paschall (Kadena HS); Peter Keaney (E.J. King HS); and Elizabeth White, Karen Curtis and Joshua Redmond (Seoul HS) were recognized by the College Board as National Merit Scholars in the Commended Category for their exceptional academic promise.
- ❖ Senior Cathleen Joy Cauquairan, at M.C. Perry HS, was selected as a delegate to the 42nd United States Senate Youth Program in

Washington, D.C. Cathleen is a member of the National Honor Society, yearbook staff, and a delegate to the Model United Nations.

- ❖ Christopher Palmer from Kubasaki HS was selected as one of three DoDEA students to attend the 2004 Research Science Institute (RSI) held June 20-July 31, 2004, on the campus of Massachusetts Institute of Technology.
- ❖ Eighth grade student Matthew Duncan from Yokosuka MS was selected as the "state" winner in the 2004 National Geographic Bee contest.

The contest is designed to encourage teachers to include geography in their classrooms, spark student interest in the subject, and increase public awareness about geography.

- ❖ 2004 DoDDS Pacific high school graduates will be attending Princeton University, Yale University, Northwestern University, the U.S. Naval Academy, West Point, and the U.S. Air Force Academy, as well as many other colleges and universities.



interest in a broad range of occupations, work and leisure activities, and school courses. This inventory assists students in developing their career paths by matching interests to careers and educational opportunities. During high school, students are assisted in actively pursuing their post-secondary options, researching college and scholarship information, developing admission portfolios—which includes applications, recommendations, and essays—and taking college admissions tests.

“The Admission Game,” an interactive case study presentation about the college admission process, was presented at all DoDDS Pacific High

Schools. This program prepared students to be competitive and knowledgeable about the college admission process. Post-secondary options also include assisting students with applying for military service and employment.

Consistent with the national effort to improve education of military children, DoDDS Pacific continues to partner with the Military Child Education Coalition (MCEC). All DoDEA middle and high school students received, “Planning for Your Future....Now,” an informational packet to assist with transition issues such as choosing school classes, taking tests, and applying to college.

2004 Graduates' Post-Secondary Plans

Description	Percent	Students
4-Year College/University	64	529
2-Year College	18	153
Enlisted Military	7	62
Employment	6	48
Undecided	3	21
Other	1	10
Vocational School	1	8

The Department of Defense Education Activity (DoDEA) receives its funding from Congress through the Office of the Secretary of Defense (OSD), Comptroller. These funds are subsequently allocated to support DoDDS overseas schools and DDESS stateside school operations. In SY 2003-2004, the average cost of education for one student was \$15,000 per year.

doDDS Pacific has a commitment to fostering success for children and schools by helping resolve the most critical problems confronting education and human resources. In fulfilling this commitment, we draw upon the leadership of our support staff's professional experience in fiscal management, information technology, procurement, transportation, and logistics.

The Fiscal Division successfully executed \$307.7 million of program and payroll funds in FY 2004. Education is labor intensive and \$225 million or approximately 73 percent of the budget was devoted to payroll expenses, including overseas living quarters and post allowances. Additional funding was targeted for facilities, technology improvements and increased safety and security measures at our schools and on our buses.

During the year, our Information Technology Division installed 1,473 new Pentium desktop systems and 361 network printers in DoDDS Pacific schools. The student to computer ratio in DoDDS Pacific dropped to 2.4:1, which is notably lower than the national stateside average of 4.8:1

The Procurement Division aggressively awarded a yearly average of 1,453 contracts with a total value of \$29 million in support of educational

requirements for our schools. Over the SY 2003-2004 they negotiated service contracts for bus and transportation support, consultants, facilities maintenance, food preparation, and information technology. Supply contracts were awarded for furniture, playground equipment, and textbooks. In addition, they increased the purchasing power of the government purchase card, delegating greater purchasing authority to the school districts. The Transportation Division continued to safely and efficiently transport students to and from

Fig 3.1: FY04 Pacific Expenditures by Category
(\$82,871,180 excluding payroll)

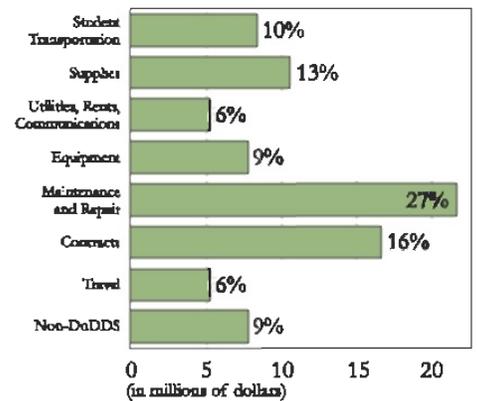


Fig 3.2: FY04 Japan District Expenditures by Category

(\$11,691,753 excluding payroll)

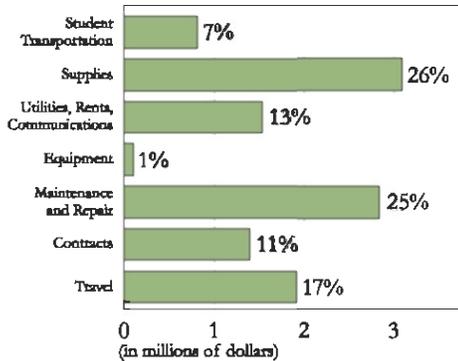


Fig 3.3: FY04 Okinawa District Expenditures by Category

(\$9,340,894 excluding payroll)

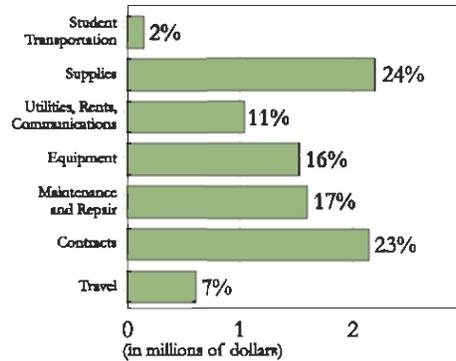
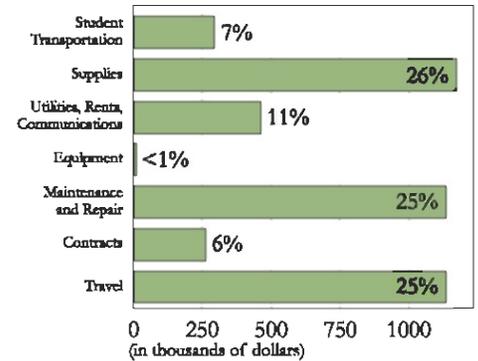


Fig 3.4: FY04 Korea District Expenditures by Category

(\$4,292,298 excluding payroll)



school traveling over 1.5 million miles. The division also manages the transportation of students to and from curricular and extra-curricular activities. During the year the division's innovative acquisition strategy resulted in the procurement of the necessary number of buses to carry out their mission, while saving the government \$3 million. The division successfully installed a state of the art digital video surveillance system and has strategically deployed trained security attendants on its buses.

Initiatives within the Logistics Division included the Personnel Emergency Alerting Systems (PEAS), school security cameras/recorders, and school outdoor lighting projects. During the school year the Engineering Branch was instrumental in providing technical oversight, design, and funding for approximately \$14 million of maintenance, repair, and replacement of essential school facilities systems.

Efficient use of resources and quality services to support our students continues to be our charge. Through the efforts of our staff we continued to maintain accountability and efficiency within our schools, using the management practice of School Efficiency and Resource Visitations (SERV). The continuing business focus is on achieving maximum program effectiveness at the lowest possible cost.

These are all examples of how DoDDS Pacific has worked to meet Goal 2 of the Community Strategic Plan which outlines the use of performance-driven, efficient management systems that operate in a timely, efficient, and equitable manner. DoDDS Pacific prides itself in placing resource allocation and decision-making at the lowest operational level; and facilitates a safe environment conducive to optimum student achievement.

Advisory councils within the Department of Defense are guided by Department of Defense Instruction 1342.15. Advisory councils and committees provide an opportunity for school and community members to participate in school affairs and resolve issues at the lowest practical level.

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.

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 DoDBA. Council members make recommendations on policy matters relating to facilities, logistics, and administrative support provided to DoDDS by the military services.

Advisory Council on Dependents Education (ACDE)

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

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. The PTEC chairperson also represents the Pacific Command on the ACDE.



2003-2004 Advisory Council Members

DoDDS Pacific

Dr. Nancy Bresell, Director
Dr. Steven Bloom, Deputy Director
Mr. Ed Banka, Personnel Chief

Ms. Karen Spurgeon, USA
COL David J. Scarchilli, USFJ-J1
COL Linda Cunningham, USFK-J1

MSgt. Joaquin Maza, Okinawa

Military Representatives

COL Edward G. Patrick, USPACOM/J11
Ms. Teri Clark, USAF
Ms. Linda Boswell, USN
Ms. Jean Grice, USMC

Student Representative

Marita Andrade, Okinawa

Parent Representatives

Ms. Antoinette Webb, Korea
Mrs. Anna Minogue, Japan

Association Representatives

Ms. Jan Amend, Federal Education Assn.
Pacific Area Director
CDR Sandra Okatan-Mitchell, Hispanic
American Assn.
Ms. Mirian Punsalan, Filipino American Assn.
MSgt Michael Foster, NAACP



Area Advisory Council (AAC)

The AAC meets twice yearly and consists of military command, parent, education, and civic organization representatives from Korea, Japan, and Okinawa. The ACC 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.

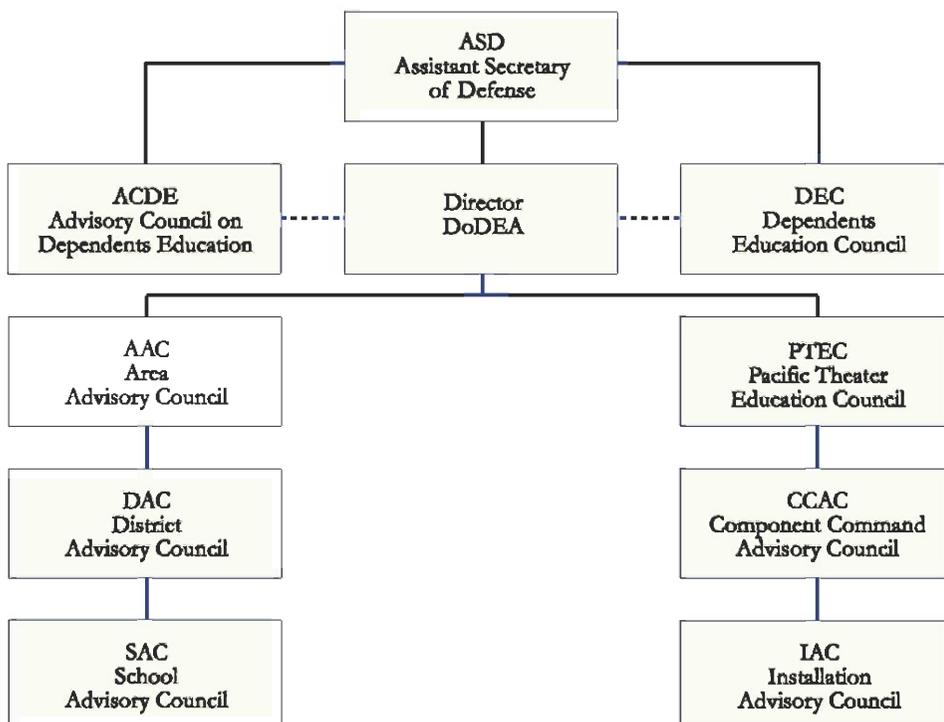
District Advisory Council (DAC)

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 Committee (SAC).

School Advisory Committee (SAC)

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, including educational programs, resources, services, and policies. Issues not able to be resolved at the SAC may be elevated to the DAC.



pacific area schools

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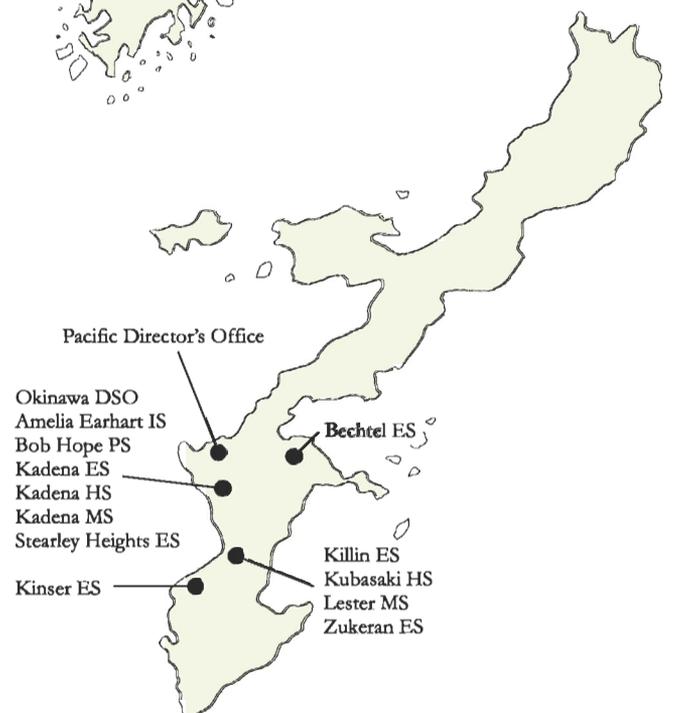
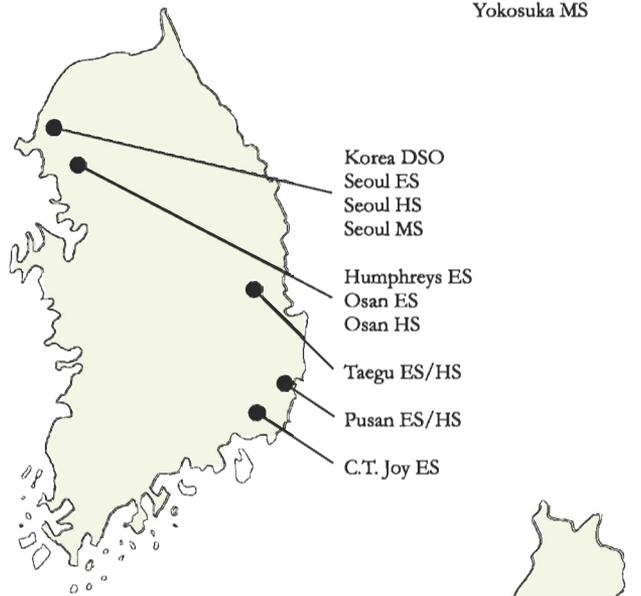
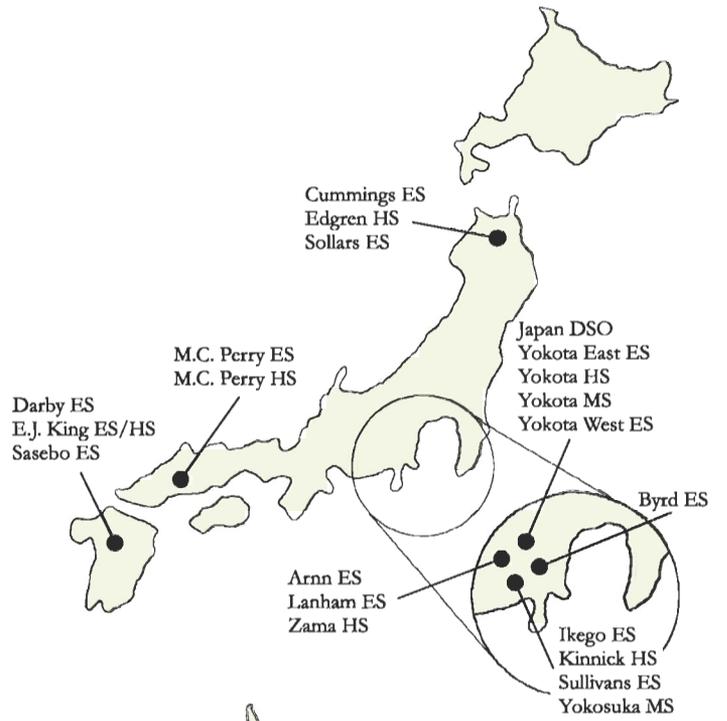
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