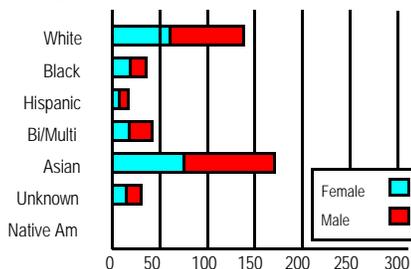




**Department of Defense Education Activity
Guam High School (9-12)
1999/00 School Profile
Maria Rubio, Principal**

School Characteristics

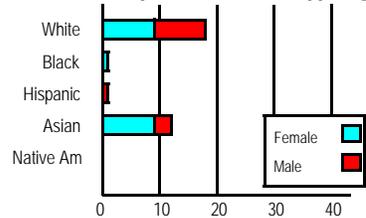
Student Enrollment - 424



Grade	#
9	142
10	126
11	95
12	61
Total	424

Sponsor Affiliation	
Marine	<.5%
Army	9%
Navy	45%
Air Force	35%
Coast Guard	1%
Non-US Military	4%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	25	6%
K-8	TAG	N/A	N/A
K-12	ESL	21	5%
AP Courses Offered		3	
Students Taking AP Courses		34	22%

Teacher Experience	
Years	Teachers
New	1
1 - 2	4
3 - 9	16
10 - 20	5
> 20	6

Mobility Rate 25% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	1
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	50 %
MA/MS	44 %
Doctorate	6 %

Principal's Highlights

A paradigm shift from an emphasis on math skills to reading skills was the hallmark of our School Improvement Plan. Several math skills were integrated into all facets of the curriculum. Specific math skills were identified and all staff members were taught strategies to add to their repertoires to teach these skills. A marked increase in math achievement was demonstrated by students on a unique pre and post test which required them to explain their reasoning to a panel of teachers.

There was an overall increase in enrollment in AP courses. The number of students taking The PSAT, SAT, and ACT went up. There was a rise in the percentage of seniors accepted into college.

Parent participation continued to be an emphasis with increased Email communication between teachers and parents. An expanded use of an electronic grading system allowed teachers to provide detailed progress reports on a regular basis. Service learning has been successfully incorporated into the ninth and tenth grade curriculums.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 99/00 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.....
The integration of benchmarks 3.1, 3.10 and 7.1 was demonstrated by teacher use of a six-step writing process throughout all content areas. An electronic portfolio, data saved on disk, was completed in all language arts classes to promote increased student writing proficiency as noted on a pre/post school-wide assessment.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.....
Mathematical communication was identified as the focus area after disaggregation of TerraNova Standardized Achievement Test data. Students demonstrated mathematical concepts through quarterly writing and oral presentations. School-wide assessments were conducted through pre and post writing assessments and oral presentations.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.....
Benchmark 7.1 has been addressed in three areas; 3.1 writing, 4.3 math achievement, and 8.1 home-school-community partnership. High school teacher participation in conferences and teachers teaching teachers (TTT) has provided the framework for development in problem solving, writing process, and technology.

Goal 10: Organizational Development

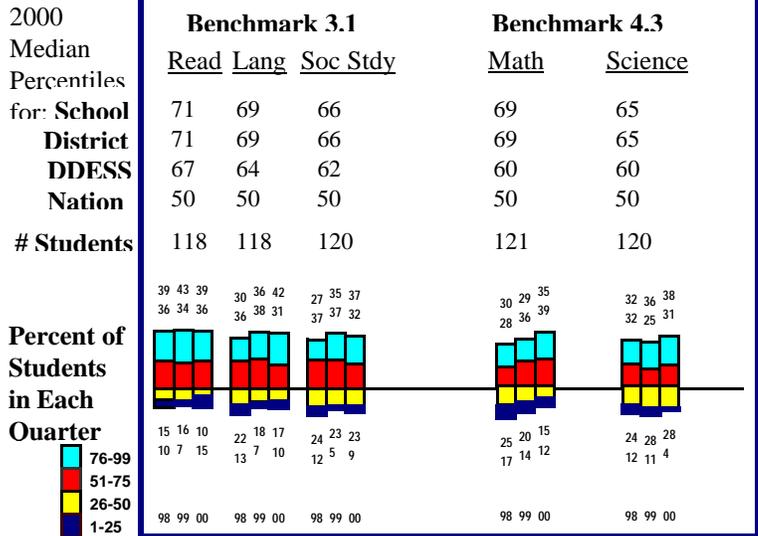
Benchmark 10.8: Establish technology for teachers and administrators.....
We have successfully transitioned to the use of electronic grading and the addition of electronic portfolios. We have continued the inclusion of technology across subject areas. Teachers used electronic mail and the school web page as a communication tool for students, parents, community members, and all other stakeholders.

Customer Satisfaction Survey-Parent Results			
Major Category	School	District	DDESS
Computer Technology	8.1	6.9	7.8
Communications/ Involvement	6.1	7.1	7.5
Child's Teacher(s)	6.5	7.8	8.1
Curriculum/Training	7.4	6.5	7.3
Overall Satisfaction	6.9	7.1	7.8
Rating Scale: 10 (A); 7 (B); 4 (C); 1 (D); 0 (F)			

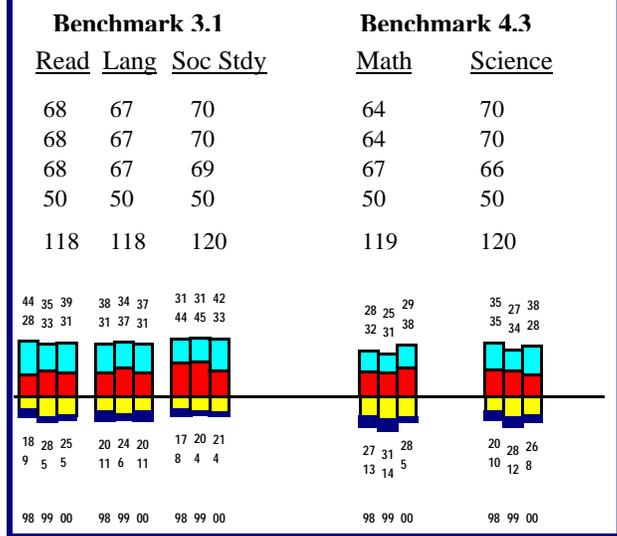
Goal 8: Parental Participation
Benchmark 8.1: Involve/Evaluate Multi-Tiered School-Home Partnership.....
 The co-communication tier continues to be developed through the use of teacher-parent email logs, increased frequency of student progress reports, and phone calls. In addition to student progress and behavior, rubrics and school events were communicated through emails, phone calls, and handouts.

Standardized Test Results

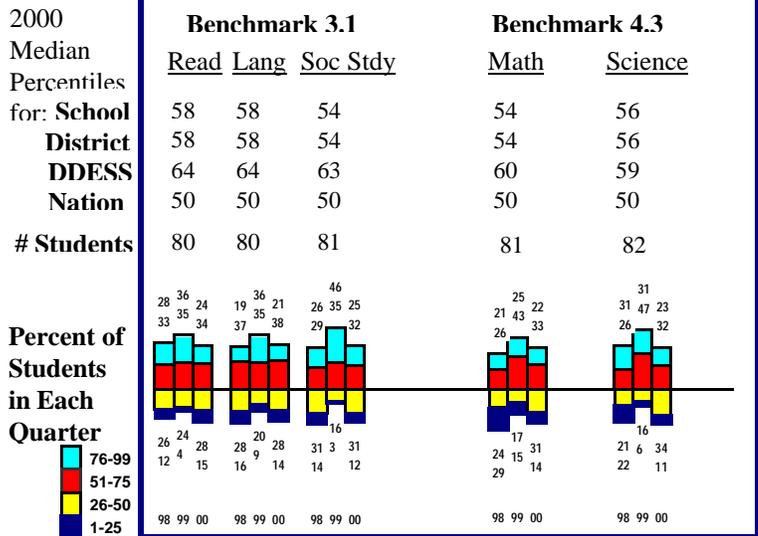
Grade 9



Grade 10



Grade 11



SAT Results					
	School	District	DDESS	Nation	
% Participating	99	30%	30%	34%	43%
	00	16%	16%	35%	44%
Math Avg Score	99	468	468	474	511
	00	504	504	493	514
Verbal Avg Score	99	507	507	483	505
	00	527	527	496	505

Notes

Customer Satisfaction Survey: The Parent Satisfaction Ratings above are only a part of the full report available for each school, district, area, and system. This report provides indepth information on topics such as technology, curriculum, parent involvement/communication, school buses and other topics.

Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

College Testing Results: 61% of DDESS Grade 12 students participate in either SAT or ACT College Testing Programs.

Guam High School
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 FPO AP 96540-1192

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 Commercial Phone:
 671-339-2606

DoDEA Writing Assessment								
Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	00	99	Met	61%	34%	3%	2%	0%
10	99	92	Met	40%	50%	10%	0%	0%