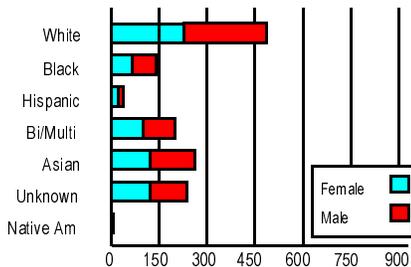




**Department of Defense Education Activity
Guam North Elementary/Middle School (K-8)
1997/98 School Profile
Joe Caruselle, Principal**

School Characteristics

Student Enrollment - 1,401



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	67	5%
K-8	TAG	138	10%
K-12	ESL	56	4%
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

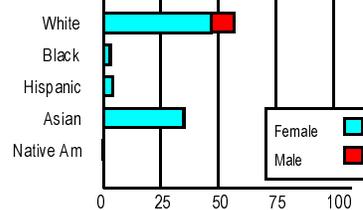
Grade	#
K	194
1	223
2	191
3	175
4	157
5	125
6	126
7	106
8	104
Total	1401

Sponsor Affiliation	
Marine	<.5%
Army	5%
Navy	33%
Air Force	56%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	3
1-3	8
4-6	25
7-10	17
> 10	40

**Mobility Rate
44% Per Year**

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	87
Special Education	4
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	65 %
MA/MS	34 %
Doctorate	1 %

Principal's Highlights

Guam North E/MS opened its doors to students for the first time on 29 September 1997. It has been a magnificent growing experience for students, faculty, and administrators.

Our school meets the needs of a multi-cultural population. The instructional program is strongly enhanced by technology designed to carry our students into the 21st century. A balanced scholastic program has been implemented in grades K -8. Baseline data is being collected through various assessments across the curriculum. The faculty and staff are maintaining high expectations for student performance, and expect encouraging results in the coming years.

Writing across the curriculum is a highlight of our SIP. Assessment rubrics have been established by faculty. Emphasis is being placed on curriculum integration. The Guam North E/MS program is providing for the academic, social and emotional and safety needs of students.

**DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities**

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

Students used computers to write across the curriculum. Student portfolios include writings developed on KidPix, Mathland software, Microsoft Word, PowerPoint, Excel, and Hyperstudio. Students also used digital cameras and other support software to enhance reading and writing in curricular areas.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

Students in grades K-6 were tested three times this year using CARP. Pre/Post data were used to evaluate gender gaps. 1st and 4th qtr grades for 6-8 were used to establish baseline data at the middle level. All students worked in cooperative groups in Mathland and Integrated Math. Writing objectives were included in plans for each classroom throughout the year.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

Professional development was provided for staff throughout the year. Training included writing across the content areas, rubric scoring, Terra Nova, Mathland, Literacy Place, DoDEA Writing Assessment, CARP, Integrated Math, technology, cooperative learning, Deployment Issues, Bay Area Writing Project and School Improvement Planning.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

Teachers were trained to use cc-mail, Microsoft Word, PowerPoint, Printshop Hyperstudio, Integrate, digital cameras and curriculum-related software. Teachers use computers to create parent newsletters and communicate electronically with parents and other professionals.

Average Ratings of SHP Progress			
Tier	School	District	DDESS
Co-Communicators	3.6	3.8	4.2
Co-Supporters	3.1	3.2	3.8
Co-Learners	2.7	3.0	3.4
Co-Teachers	3.0	3.2	3.8
Co-Advisors	2.5	3.0	3.5

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

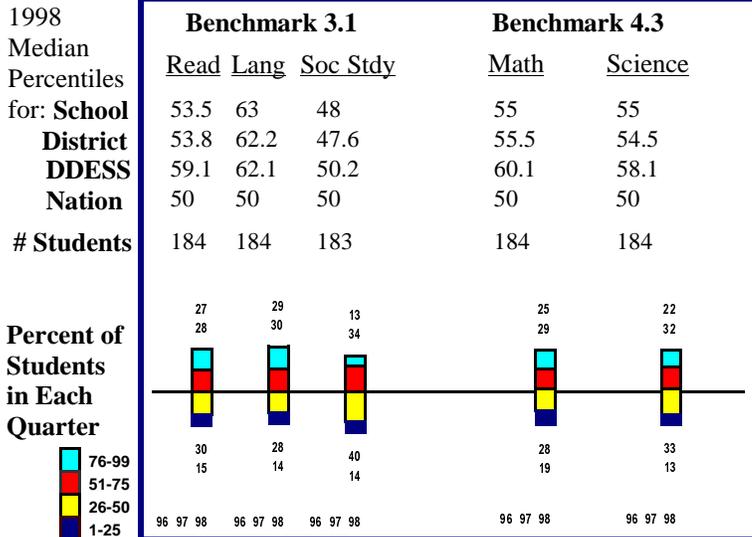
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

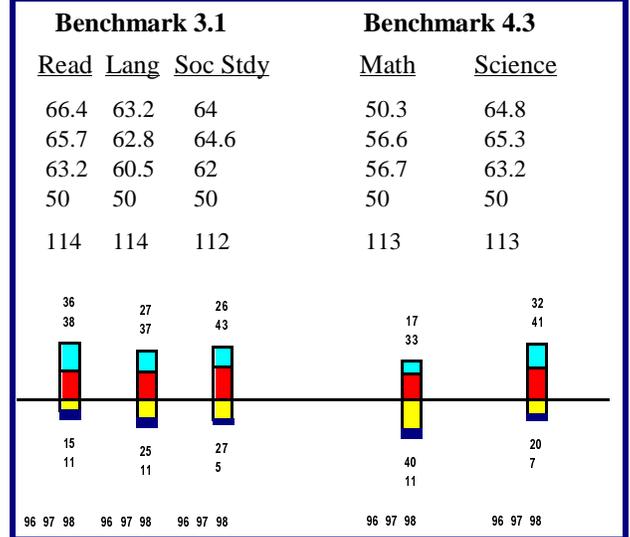
Co-communication tools were implemented school-wide. They included Daily Homework Agendas, Progress Reports, homework folders, weekly parent bulletins, volunteer logs, and Adopt-A-Grade support. We organized an active PTO and supported curriculum Family Nights. Many parents served on program development committees. A web-site is under construction.

Standardized Test Results

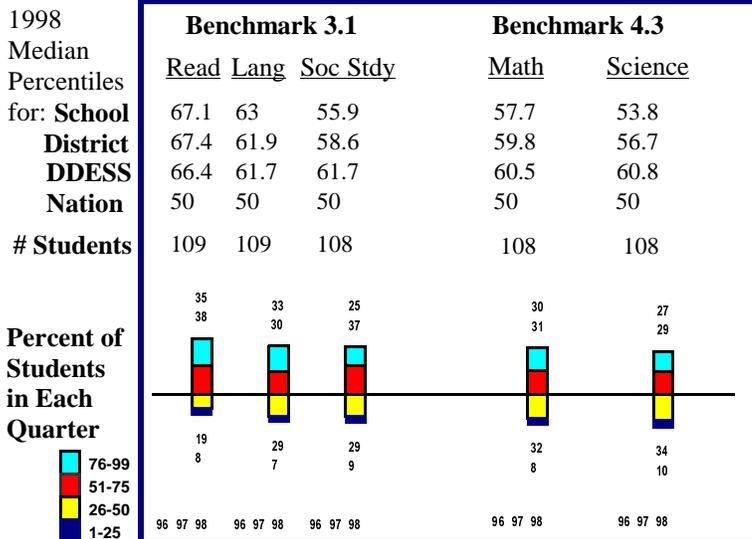
Grade 3



Grade 5



Grade 7



SAT Results

	School	District	DDESS	Nation
% Participating	97	NA	NA	41%
	98	NA	NA	43%
Math Avg Score	97	NA	NA	481
	98	NA	NA	481
Verbal Avg Score	97	NA	NA	495
	98	NA	NA	483

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

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.

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DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	109	Met	15.6%	75.2%	8.3%	0%	1%
8	98	84	Not Met	21.4%	29.8%	40.5%	8.3%	0%