RIPOTTEN SÅKKAN I ESTÅO IDUKASION PUPBLEKO

ANNUAL STATE OF PUBLIC EDUCATION REPORT 2013 - 2014

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SUPERINTENDENT OF EDUCATION
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JON J. P. FERNANDEZ
Superintendent of Education

Buenas yan Hafa Adai Partners in Education!

It is with pleasure that I release to you the SY2013-14 Annual State of Public Education Report (ASPER) as required by Public Law 26-26. The ASPER includes data on student demographics, attendance rates, participation in special programs, achievement scores in the Stanford Achievement Test -10th edition, cohort graduation rates and annual dropout rates, employee demographics and attendance rates, and education budget and expenditures. This report also contains a compilation of the Composite Scores of each school based on several criteria leading to a yearly performance grade ranging from Unacceptable to Exceptional.

The Department recognizes that data on students, staff, and finances are important and can help inform policy, practices, and procedures. These data also enable us to chart our progress towards achieving the goals set forth in the adopted District Action Plan. As we endeavor to make a difference in the lives of students by providing quality education, timely and accurate data on all aspects of the education system are valuable in providing guidance on how we proceed with moving forward to reach those goals.

Please share the report with your school personnel, families, community stakeholders, even the students and their parents so that they will not only understand the decisions that are made and the policies that are enforced, but also help inform you better on the great task of educating our public school students.

Thank you for your efforts in helping all of us ensure that *Our Educational Community Prepares ALL Students for Life, Promotes Excellence, and Provides Support!*

JON J. P. FERNANDEZ
Superintendent of Education

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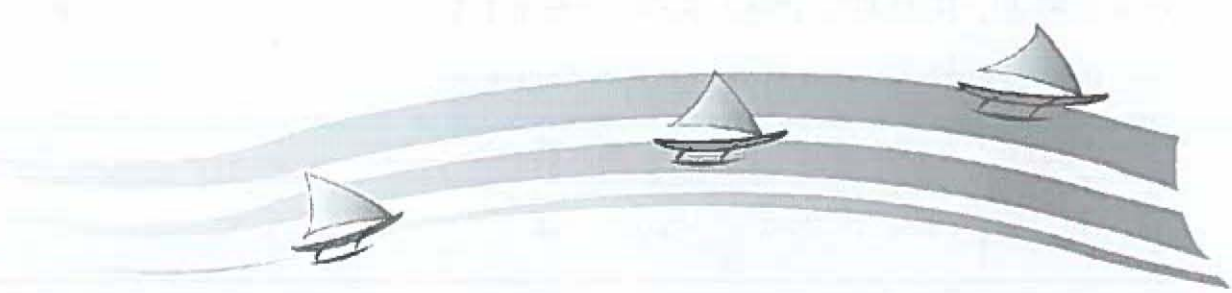


I. INTRODUCTION

The Guam Department of Education ("GDOE") presents this report in compliance with ***Public Law 26-26*** § 3106 that specifically requires GDOE to include the following information in the Annual State of Public Education Report ("ASPER"):

A. Demographic information on public school children in the community;

B. Information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Board;

C. Information pertaining to special program offerings;

D. Information pertaining to the characteristics of the schools and schools' staff, including certification and assignment of teachers and staff experience;

E. Budget information, including source and disposition of school operating funds and salary data;

F. Examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved student learning

Additionally, as part of the requirements under the provisions of the ***No Child Left Behind*** ("NCLB") ***Act***, 2001, and described in the adopted ***District Action Plan*** *("DAP")*, stating that, "*No later than* thirty (30) days following the end of each fiscal year, the Superintendent shall issue a School Performance Report Card (SPRC) on the state of the public schools and the progress towards achieving their goals and mission."

In summary, the purpose of the ASPER is twofold: (1) to share information about the progress of GDOE towards meeting education goals which are embodied in the adopted DAP, and, (2) to inform educators and the community-at-large of programs and activities that affect the quality of educational services and its impact on student achievement.

GDOE first initiated the collection and reporting of student, staff and administrative data in 1996 when the first Annual District and School Report Cards were developed and disseminated. In providing information on the characteristics of schools and performance of students, reports of this nature have served as a means for identifying strengths and challenges of the district, while highlighting the collaborative efforts to bring GDOE's mission and vision statement to life.

The Department continues to focus on making a difference in the lives of all students. It is imperative that addressing the challenges within our schools, collaborating with our partners, and maintaining the focus on learning will result in positive outcomes for our schools. The vision statement of GDOE holds firm to its goal, that is, to prepare ALL students for life, promote excellence, and provide support!

II. DISTRICT PROFILE

A. Student Demographic Information

During School Year ("SY") 2013-2014, there were thirty-nine (39) public schools that provided educational services for 31,593 students. Further breakdown by levels showed twenty-six (26) elementary schools totaling 14,040 students in Grades K-5 and 512 students in Head Start, eight (8) middle schools totaling 6,930 students in Grades 6-8 and five (5) high schools totaling 10,111 students in Grades 9-12.

Table 1 represents the student enrollment comparison between School Years ("SY") 2012-2013 and 2013-2014. Over the last two school years, the student population decreased by 105. Within grade levels, there were noticeable variances in enrollment, with increases in Kindergarten and Grades 1, 9 and 12 while all the other grades showed decreases in enrollment. Additionally, this school year saw enrollments in pre-school, totaling 126 children in the following elementary schools: AsTumbo, B.P. Carbullido, Finegayan, Lyndon B. Johnson, M.U. Lujan, Machananao and H.B. Price.

Table 1
DOE Comparative Student Enrollment Distribution by Grade for SY 12-13 & SY13-14

GRADE LEVEL	SY 12-13 ENROLLMENT	SY 13-14 ENROLLMENT	COMPARATIVE DIFFERENCE
Head Start	525	512	-13
Pre-School	0	126	+126
Kindergarten	2,207	2,285	+78
Grade 1	2,329	2,371	+42
Grade 2	2,317	2,304	-13
Grade 3	2,408	2,291	-117
Grade 4	2,325	2,380	+55
Grade 5	2,348	2,283	-65
Grade 6	2,364	2,251	-113
Grade 7	2,383	2,315	-68
Grade 8	2,472	2,364	-108
Grade 9	3,101	3,302	+201
Grade 10	3,269	3,043	-226
Grade 11	2,089	2,000	-89
Grade 12	1,561	1,766	+205
Alternative	104*	148*	+44*
TOTAL ENROLLMENT with Headstart + Pre-school	**31,698**	**31,593**	**-105**
TOTAL ENROLLMENT without HeadStart & Pre-School	**31,173**	**30,955**	**-218**

(Note: Students enrolled in the federally funded Head Start program are included in the total student population. However, participation in this program is limited to income- eligible families.)

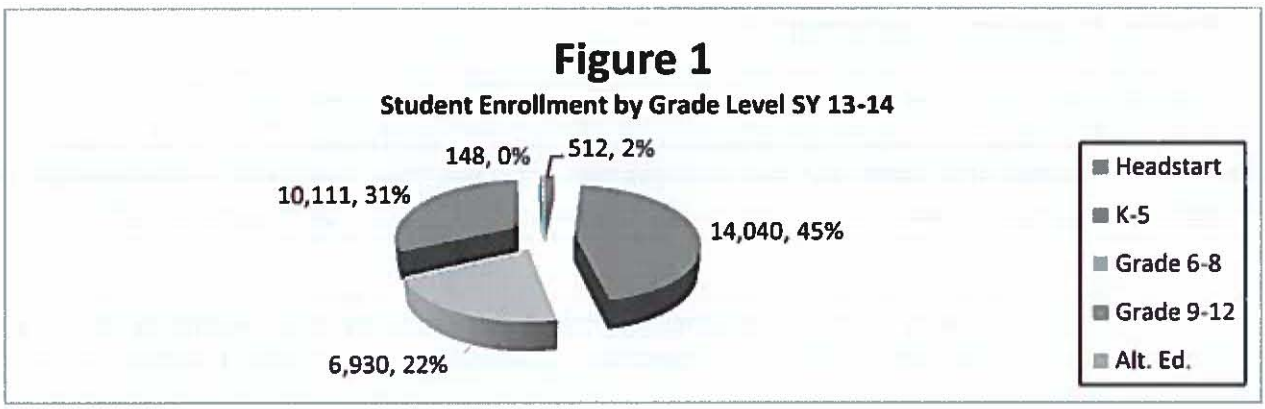


Figure 1 represents the student population distribution of all thirty-nine schools by grade level. Elementary level students comprised the highest percentage (45%) of all students enrolled. Middle school students represented 22% of the total student enrollment and high school students comprised 31%.

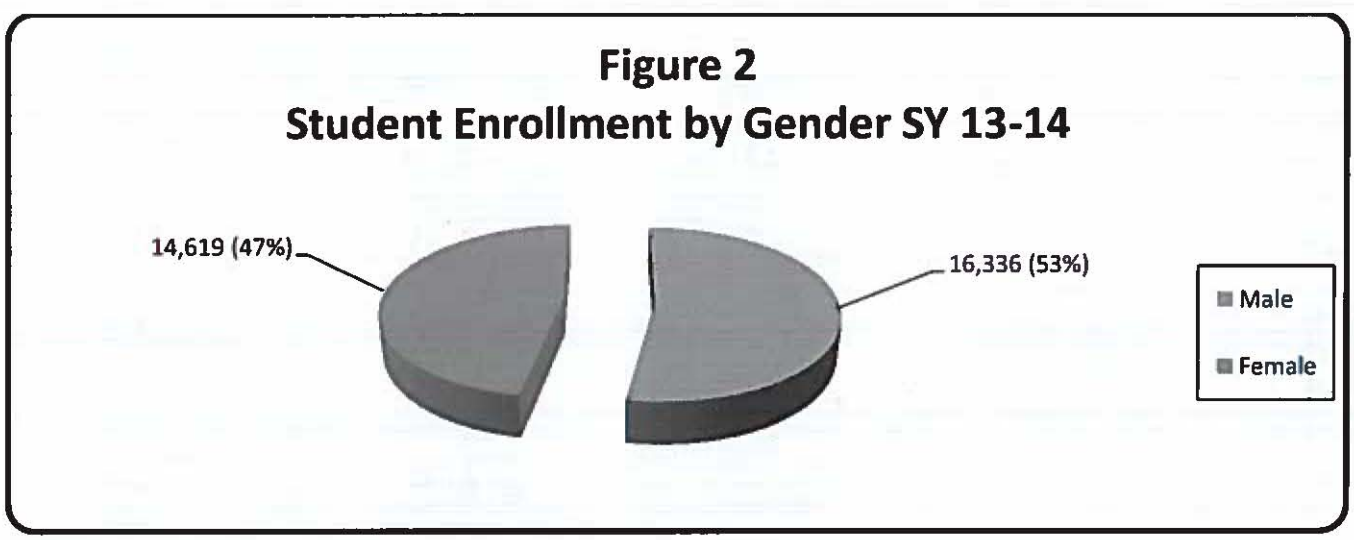


Figure 2 represents the student enrollment by gender, K-12 enrollment, exclusive of the Head Start enrollment. Male students comprise 53% of the total student population with an enrollment of 16,336 while female students comprise 47% of the population with an enrollment of 14,619.

Table 2 represents the distribution of students enrolled in Special Programs.

SPECIAL PROGRAMS	NUMBER OF STUDENTS SY 13-14*
Gifted and Talented Education (K-5)	1,246
Special Education	1,768
English Language Learners (ELL)	15,033
After School Program for Instructional Remediation and Enrichment (ASPIRE)	1,266
Head Start	512
Eskuelan Puengi (Night School)	1,320
TOTAL	**21,145**

*Source: Special Ed Division, GATE Program; 2013-2014 ESL Program; Official SpEd Enrollment as of Oct. 1, 2013; ASPIRE Report from Project Director; Official Student Enrollment SY2013-2014; Eskuelan Puengi Report from Project Director (***Note: Numbers reflect students enrolled in more than one special program.***)

Table 3 represents the distribution of students by ethnicity. In SY13-14, there were 30,955 locally funded students enrolled in GDOE, representing at least 21 ethnic groups. The Commonwealth of the Northern Mariana Islands ("CNMI") includes students from Rota, Saipan and Tinian. Asians include the Japanese, Chinese, Korean, Indonesian and Vietnamese ethnic groups. Pacific Islander includes Hawaiian, Samoan, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, Palauan, and Fijian. "Other" is comprised of African American, Hispanic, American Indian-Native Alaskan, Unknown and Unclassified categories.

Table 3
SY 13-14 Distribution of Students by Ethnicity (*Data Source: PowerSchool*)

ETHNICITY	NUMBER OF STUDENTS	PERCENT OF TOTAL
Chamorro	14,720	48%
Filipino	6,678	22%
Pacific Islander	7,449	24%
Asian	469	1%
CNMI	461	1%
White Non- Hispanic	194	1%
Other	784	3%
TOTAL	30,955	**100%**

Figure 3 shows Chamorro students comprise the majority of the total student population with an enrollment of 14,720 (48%), while White Non-Hispanic, Asian, and CNMI students show the lowest proportions, respectively comprising 1% of the total population. Pacific Islanders make up the second highest proportion with 7,449 (24%) students, with Filipinos ranking third highest at 22%.

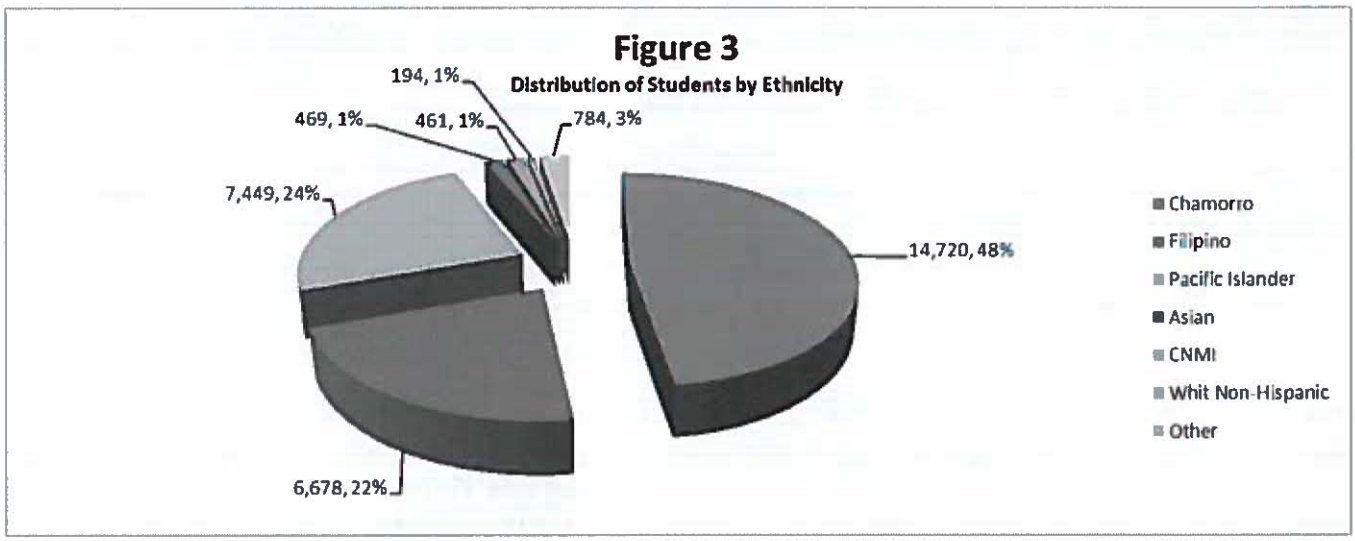


Table 4 below represents the attendance rate for the district which is determined by dividing the average daily attendance by the average daily membership. Further examination shows that the middle schools had the highest average daily attendance rate at 97% when compared to the high schools, at 95%, and elementary schools, at 94%. This is a huge improvement from last year when the middle schools recorded the lowest attendance rate at 82%.

Table 4
SY 13-14 Student Average Daily Membership/Attendance/Rate

SCHOOL LEVEL	AVERAGE DAILY MEMBERSHIP	AVERAGE DAILY ATTENDANCE	ATTENDANCE RATE
Elementary Schools	13,899.20	12,996.16	94%
Middle Schools	6,813.13	6,587.15	97%
High Schools	9,794.45	9,348.68	95%
TOTAL	**30,506.78**	**28,931.99**	**95%**

III. STANDARDS AND ASSESSMENT

This section describes the overall strengths and weaknesses of students in basic content areas, and presents the dropout and graduation rates by school and the entire district.

Information presented in this section can best be understood relative to Public Law 28-45 and the adopted GDOE District Action Plan Standards and Assessment objectives.

- Public Law 28-45 states, "Every Child is Entitled to An Adequate Education Act" Section **10.** Guam Public School System. 5 GCA §3107 is hereby *amended* to read: "§3107. Guam Public School System. There is within the Executive Branch of the government of Guam a Guam Public School System. It is the mission of the Guam Public School System and the duty of all public officials of the Executive Branch of the government of Guam to provide an adequate public educational system as required by Section 29(b) of the Organic Act, as amended, and to that end provide an adequate public education for all public school students as those terms are defined at 1 GCA §715; and *to effectuate an increase in the percentage of the students at Level 3, which demonstrates solid academic performance as measured by SAT 10, by at least five percent (5%) each grade level per year until the Guam Education Policy Board's adopted goal of ninety percent (90%) at Level 3 in ten (10) years is reached."* (Italics added).

- As stated in the DAP: "Beginning SY 2008-2009, GDOE will increase the percentage of students performing at Level III by at least 5% each grade level as measured by SAT10 or adopted norm reference test per year."

- By the end of school year 2008-2009, using SAT9 2004 scores as the baseline data, at least 50% of students in the grades tested will reach the 50th percentile in reading, math and language arts.

- All students in the GDOE will successfully progress from grade to grade and from one level to another in order to maximize opportunities to successfully graduate from high school.

GDOE administers an annual district-wide testing program using the Stanford Achievement Test, *tenth edition* ("SAT10") for the following reasons:

- Guam Public Law 13-101 GCS § 11220-11223, regarding Basic Education, requires appropriate evaluation procedures to assess student performance.
- Testing provides technically sound information about how students perform relative to Guam content standards and to national norms, which helps gauge the success of our schools.
- Testing serves as one of the indicators in the Guam educational accountability system.

GDOE administered the SAT9 to students from SY 1995-1996 to SY 2003-2004, and began testing students with the SAT10 in SY 2004-2005 to the present. As a norm-referenced test, student scores are compared to

the performance of a norm group, comprised of a national sample. Student scores indicate the proportion of students in the norm group that the student out-scored.

As noted earlier, the department's objective for improving student achievement is to have at least 90% of students performing at the Proficient or Advanced levels within a 10-year period, beginning with the first year the test is administered. Because the GDOE currently does not have a Criterion Reference Test, the SAT10 performance standards are used to monitor student progress with SY 04-05 as the baseline year.

A. SAT 10 Participants

Each school year GDOE administers a district-wide assessment for all students using the Stanford Achievement Test, Tenth Edition.

Tables 5-8 depict the SY 13-14 number of students tested with SAT10. The percentages indicate the participation rates by grade level in comparison to the total number of students tested. *(Note: Percent totals may not add to 100% due to rounding of grade level percentages.)*

Table 5 represents the distribution of students who took the SAT10 Test.

Table 5
SY 13-14 SAT10 Distribution of Students Tested by Grade Levels

GRADE LEVELS	NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL TESTED
Grade 1	2,282	8%
Grade 2	2,278	8%
Grade 3	2,249	8%
Grade 4	2,332	9%
Grade 5	2,279	8%
Grade 6	2,191	8%
Grade 7	2,273	8%
Grade 8	2,311	8%
Grade 9	2,974	11%
Grade 10	2,643	10%
Grade 11	1,791	7%
Grade 12	1,793	7%
TOTAL	**27,396**	**100%**

Table 6 represents the percent of students tested by grade level against the official enrollment as of September 30, 2013. The highest participation rate was observed among 12th and 2nd to 5th graders. The 12th graders showing 101.5% participation rate can be attributed to the different time frames when data were collected. Overall, greater than ninety-five percent (95.6%) of all students enrolled in grades 1-12 participated in the SY 13-14 SAT10 test.

Table 6
SY 13-14 SAT10 Comparison of Students Tested & Average Membership By Grade

GRADE LEVELS	SEPT. 30, 2013 OFFICIAL ENROLLMENT	NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL TESTED
Grade 1	2,371	2,282	96.2%
Grade 2	2,304	2,278	98.9%
Grade 3	2,291	2,249	98.2%
Grade 4	2,380	2,332	98.0%
Grade 5	2,283	2,279	99.8%
Grade 6	2,251	2,191	97.3%
Grade 7	2,315	2,273	98.2%
Grade 8	2,364	2,311	97.8%
Grade 9	3,302	2,974	90.1%
Grade 10	3,043	2,643	86.9%
Grade 11	2,000	1,791	89.6%
Grade 12	1,766	1,793	101.5%
TOTAL	**28,670**	**27,396**	95.6%

B. **Participation Rates of Subgroups**

GDOE, in compliance with Individuals with Disabilities Education Act ("IDEA") and provisions of the NCLB Act, monitors the participation rates of students with special needs and other subgroups that school districts throughout the nation have historically excluded from testing. Participation rates are generally designed to address two major questions:

1) What proportion of the total number of a given subgroup (e.g. special education) participated in the GDOE annual SAT10 assessment?
2) Of the total number of students tested in SY13-14, what proportion was comprised of a given subgroup?

There are generally two methods used to compute the participation rates:

- By dividing the total number of students tested of a given subgroup by the subgroup's total number enrolled; and
- By dividing the subgroup's total number tested by the DOE total number tested.

Participation Rates by Education Program:

Over the years, the school system has made a concerted effort to include as many students as possible in the annual norm-referenced testing. Students receiving Special Education services and those who are English Language Learners ("ELL") were provided accommodations when stipulated in either the Individualized Education Plan ("IEP") or by the teachers. The following data tables present the participation rates of students by educational program, gender, and lunch program.

Table 7 represents the SAT10 participation rate by program. A total of 16,459 students across ELL, Special Education, and GATE programs participated in the State-wide Assessment, distributed as follows: 84% ELL, 71% Special Education students, and 100% of all GATE students, with overall participation rate for all special programs at 91% for SY13-14.

Table 7
SY 13-14 SAT10 Participation Rates by Education Program

Program	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS ENROLLED IN PROGRAM	PARTICIPATION RATE (BASED ON TOTAL PROGRAM ENROLLMENT
ELL	12,611	15,033	84%
Special Education	1,263	1,768	71%
GATE	2,585	2,585	100%
TOTAL	**16,459**	**18,047**	**91%**

(Note: The number of students enrolled in each program was provided by staff from the different programs and based on current enrollment on/around May 2014).

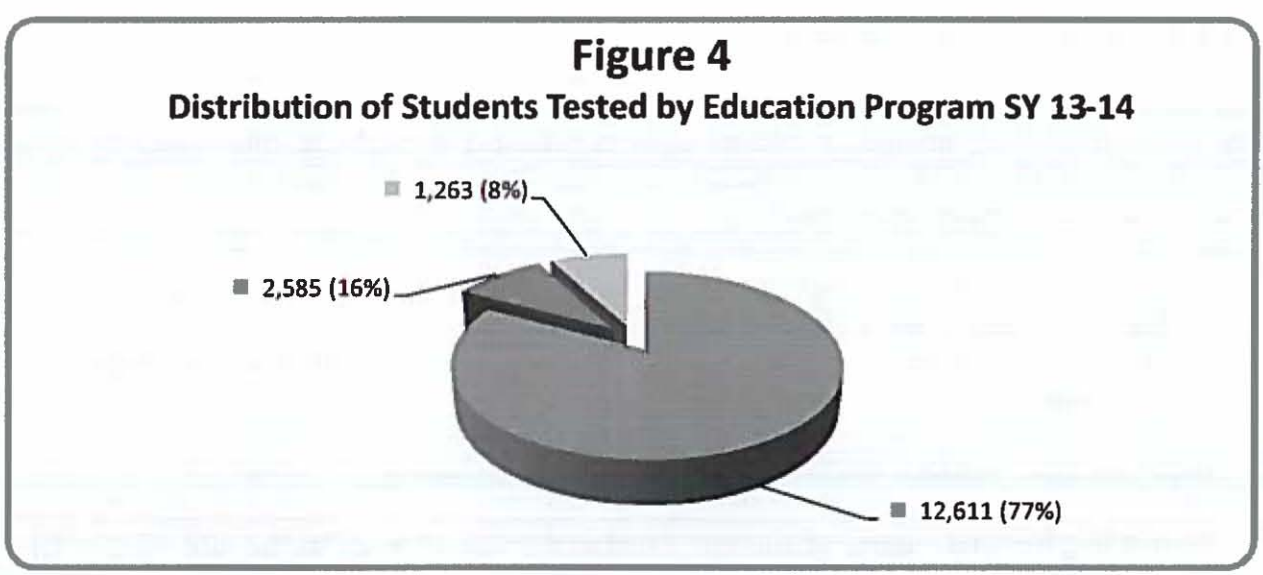


Figure 4 represents the distribution of students tested by 3 educational programs.

Participation Rates by Gender:

Table 8 represents the participation rates in SAT10 tested by gender.

Table 8 SY 13-14 SAT10 Participation Rates by Gender Based on Total DOE Enrollment			
GENDER	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS ENROLLED (1^{st}-12^{th}) (Head Start & Kinder do not take SAT10 test)	PARTICIPATION RATE BASED ON TOTAL NUMBER ENROLLED
Female	13,275	13,546	98%
Male	14,661	15,124	97%
TOTAL	**27,936**	**28,670**	**97%**

(*Note: Data used in this section is not based on the published official enrollment of September 30, 2013 as it excludes the Head Start and Kindergarten population).*

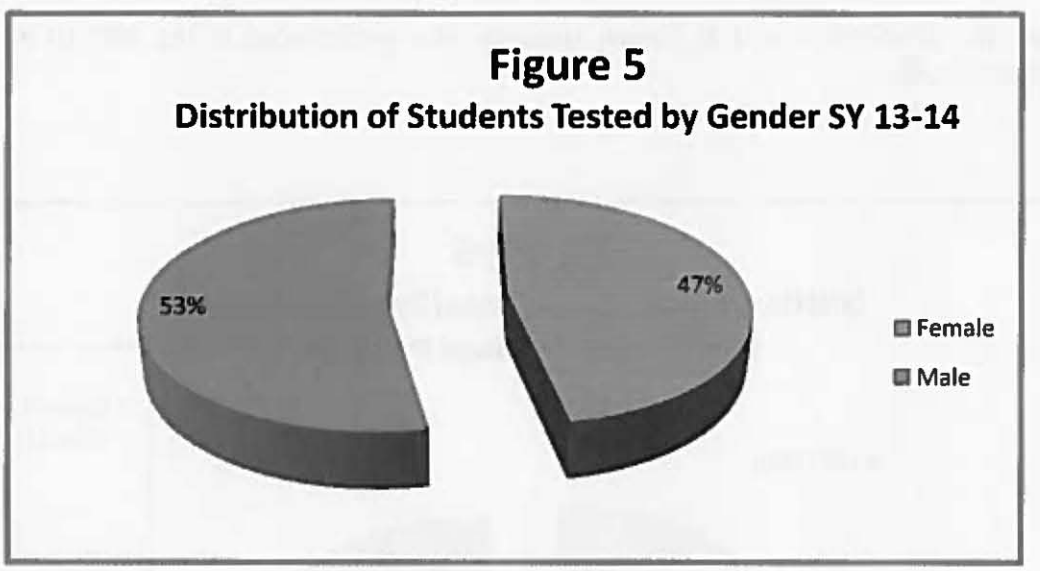


Figure 5 shows that 14,661 (53%) of the total number of students tested were males while 13,275 (47%) were females.

Participation Rates by Eligible Free & Reduced ("F/R") Lunch Program:

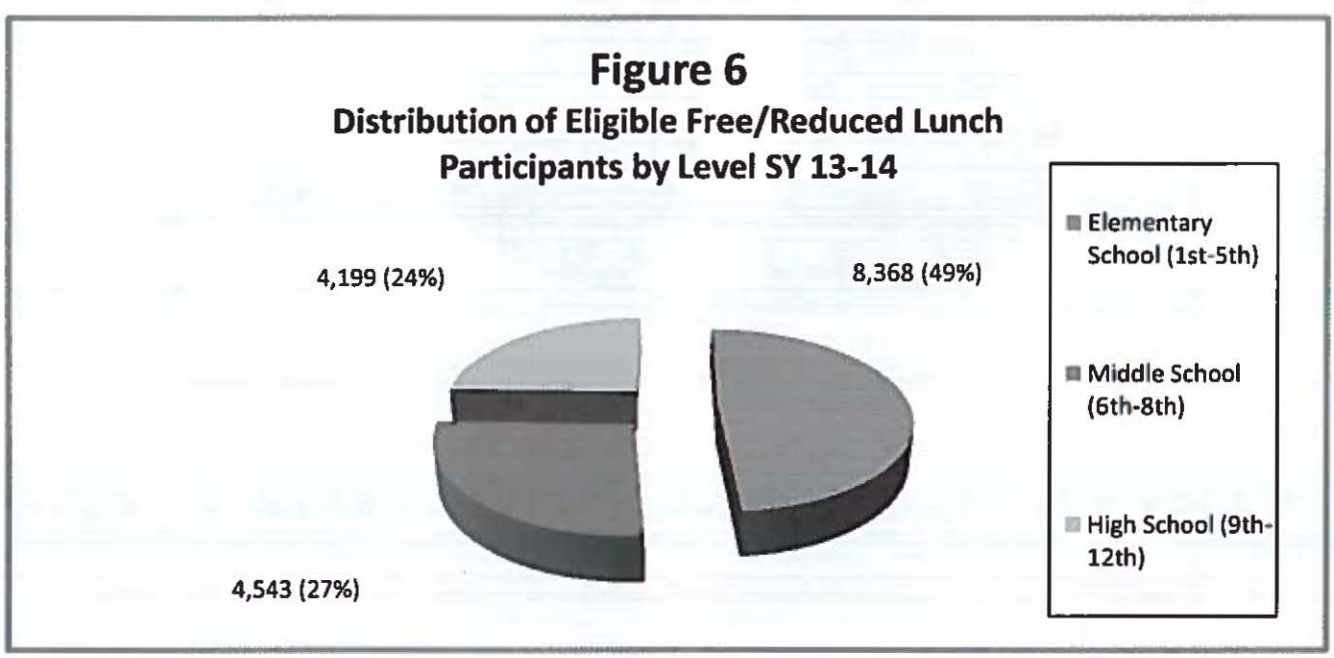
Participation in the Free or Reduced Lunch Program is an indicator of student socio-economic status. Eligibility for this program is based on the number of people in the household and the total household income.

Table 9 represents the distribution of free/reduced lunch participation. A total of 17,110 (82%) Free/Reduced students in grades 1-12 participated in the SAT10.

Table 9
SY 13-14 Student Distribution of Free or Reduced Lunch Participation

SCHOOL LEVEL	NO. OF STUDENTS ENROLLED	NO. OF STUDENTS ELIGIBLE F/R Program TESTED	PERCENTAGE OF STUDENTS TESTED
Elementary School ($1^{st} - 5^{th}$)	11,040	8,368	76%
Middle School ($6^{th} - 8^{th}$)	4,804	4,543	95%
High School ($9^{th} - 12^{th}$)	5,062	4,199	83%
Total (1-12)	**20,906**	**17,110**	**82%**

Figure 6 shows the distribution of F/R Lunch students who participated in the SAT10 by Elementary, Middle, and High Schools.



C. SAT10 RESULTS BY PERFORMANCE LEVELS

The SAT10 *performance standards are content-referenced scores that reflect what students know and should be able to do in given subject areas.* Expert panels of educators from the entire nation, who judged each test question on the basis of how students at different levels of achievement should perform, determined the Stanford Achievement Standards. The four performance standards or levels are:

Below Basic: Indicates **little or no mastery** of fundamental knowledge and skills.

Basic: Indicates **partial mastery** of the knowledge and skills that are fundamental for satisfactory work.

Proficient: Represents **solid academic performance,** indicating that students are prepared for the next grade.

Advanced: Signifies **superior performance**, beyond grade-level mastery.

Figures 7-42 on the following pages illustrate the SAT10 performance standards results for reading, mathematics and language arts by grade levels over the last five years. Percentage calculations may contain slight differences due to rounding of decimal places.

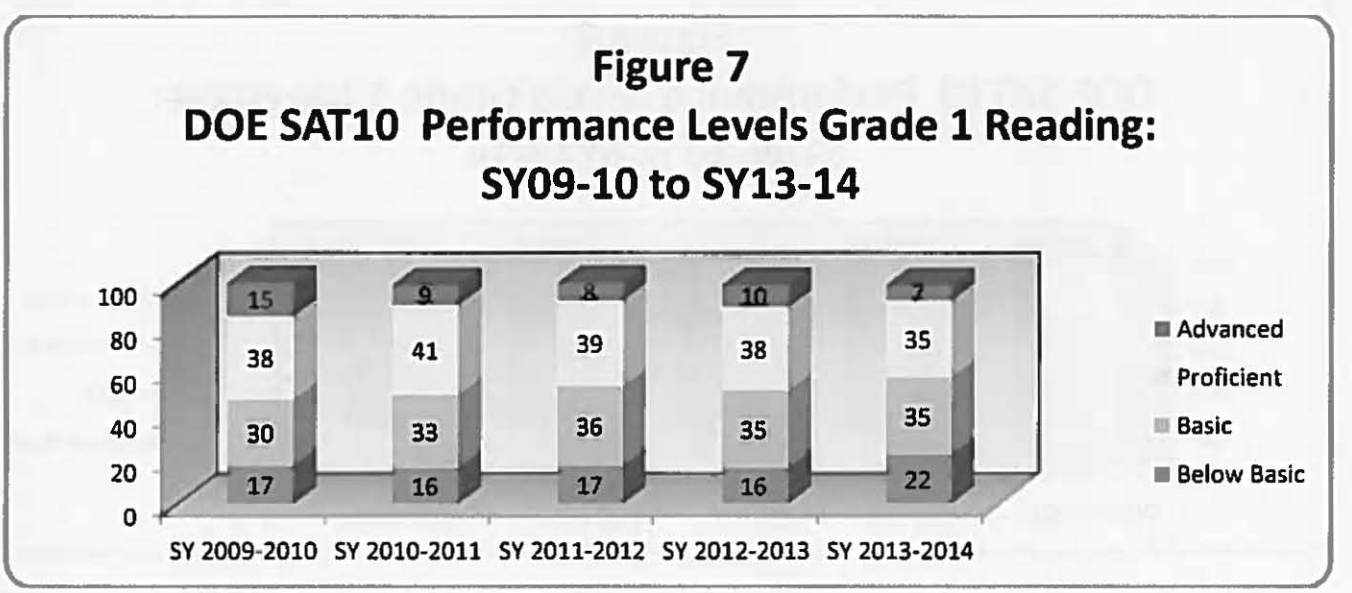


Figure 7 shows that 48% of 1st graders in SY 12-13 performed at the ***Proficient and Advanced levels*** in reading as compared to 42% in SY 13-14, a decrease of 6 percentage points. Figure 7 also shows that the proportion of these students performing at these levels decreased steadily over the five-year period.

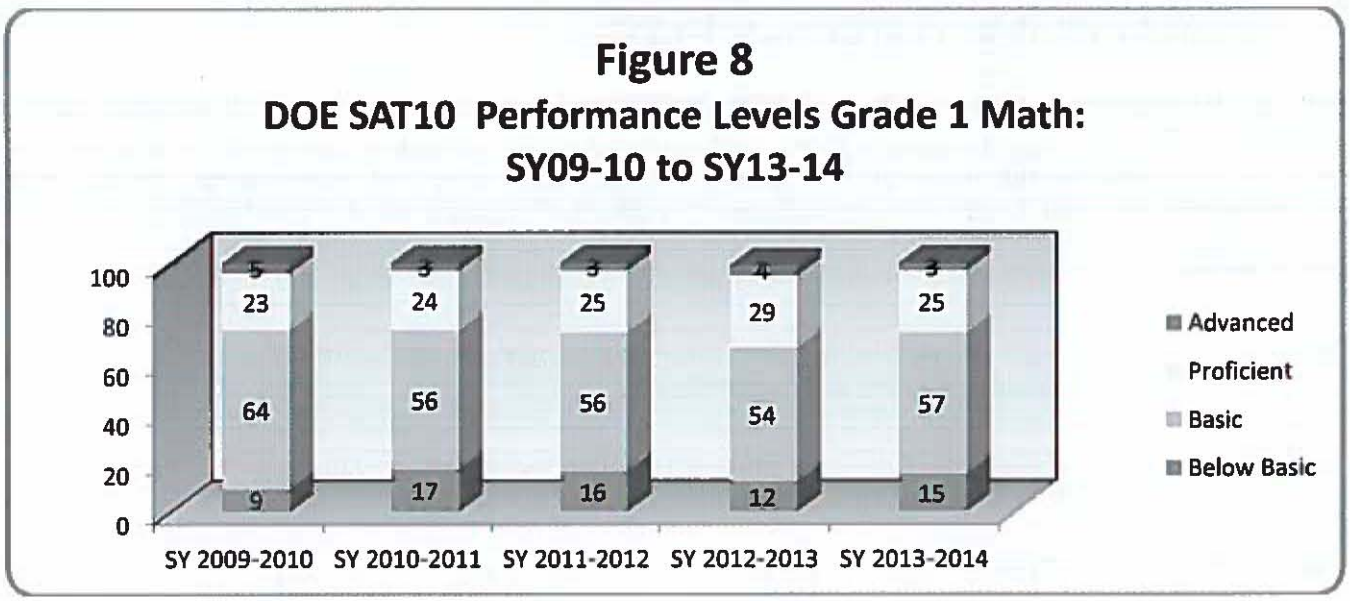


Figure 8 shows that in SY 12-13, 33% of 1st graders performed at the ***Proficient and Advanced levels*** in math as compared to 28% in SY 13-14, a decrease of 5 percentage points. Over the five year course, the proportion of students performing at these levels remained somewhat steady, with the exception of a slight increase in SY 12-13.

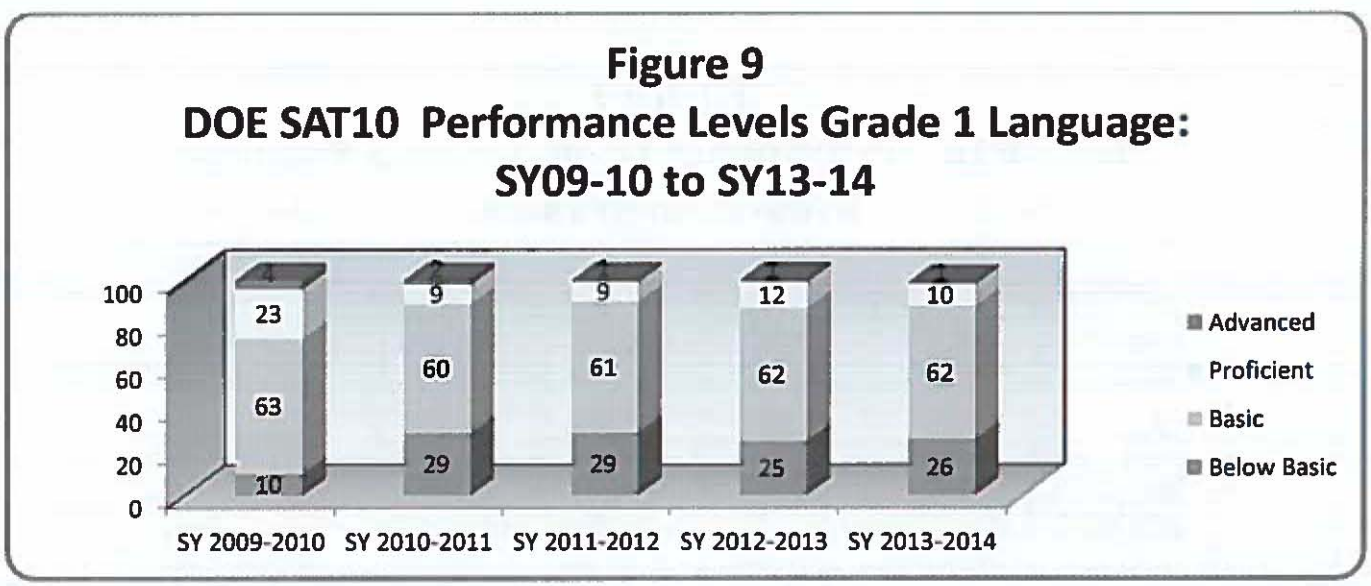


Figure 9 shows that in SY 12-13, 13% of 1st graders performed at the ***Proficient and Advanced levels*** in language as compared to 11% in SY 13-14, a decrease of 2 percentage points. Additionally, there was no significant improvement over the five year period after dropping from 27% in SY 09-10 to 11% in SY10-11.

Figure 10

DOE SAT10 Performance Levels Grade 2 Reading: SY09-10 to SY13-14

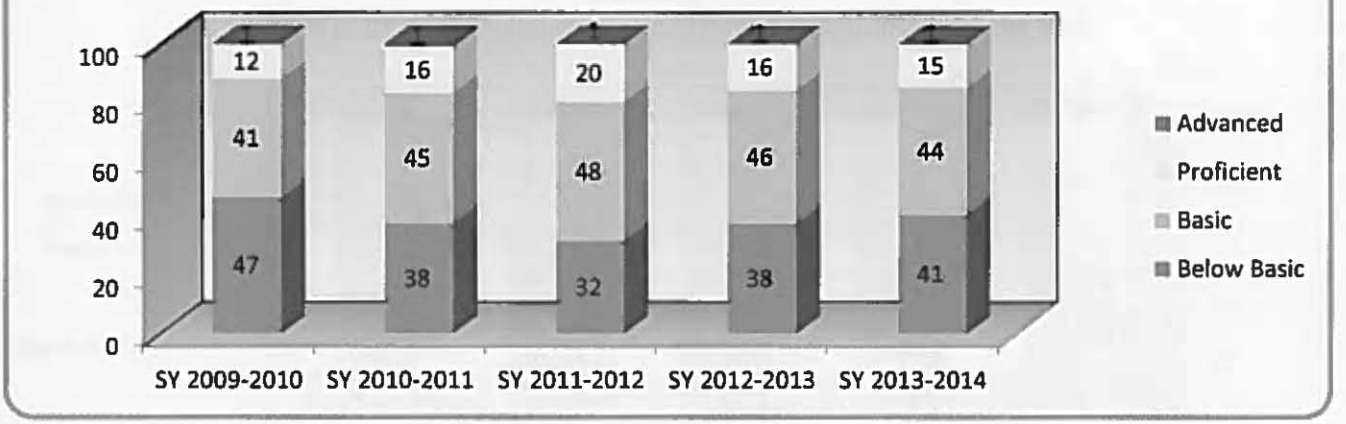


Figure 10 shows that in SY 12-13, 17% of 2nd graders performed at the ***Proficient and Advanced levels*** in reading as compared to 16% in SY 13-14, a decrease of 1 percentage point. All years showed a steady proportion of 2nd graders performing at these levels, except in SY2011-12 which showed 5% percentage points more performed well during that school year.

Figure 11

DOE SAT10 Performance Levels Grade 2 Math: SY09-10 to SY13-14

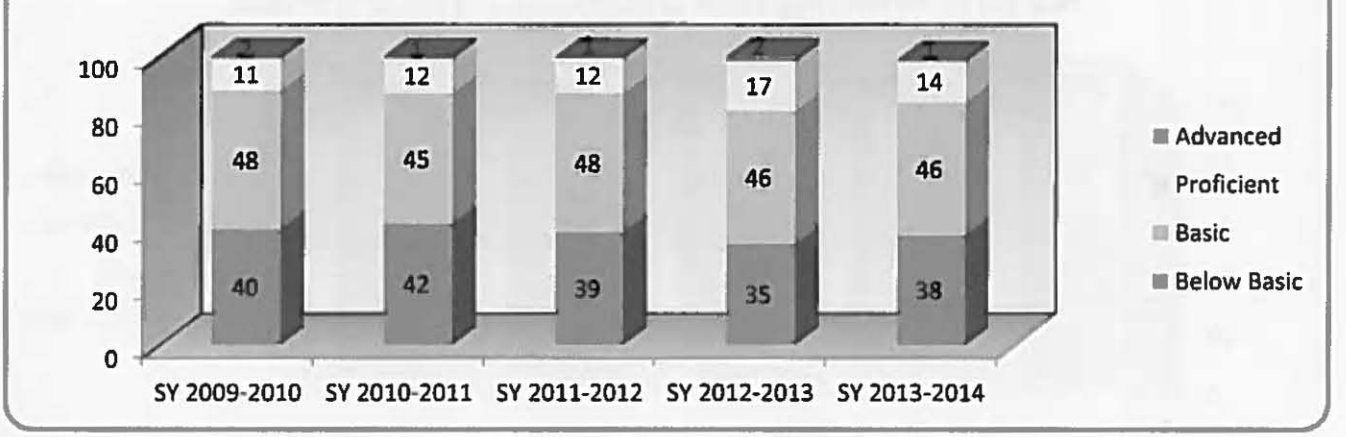


Figure 11 shows that in SY 12-13, 19% of 2nd graders performed at the ***Proficient and Advanced levels*** in math as compared to 15% in SY 13-14, a decrease of 4 percentage points. The proportion of students performing at these levels appear to be steady through the five year period as shown in Figure 11 except in SY 12-13 where more students performed well at these levels.

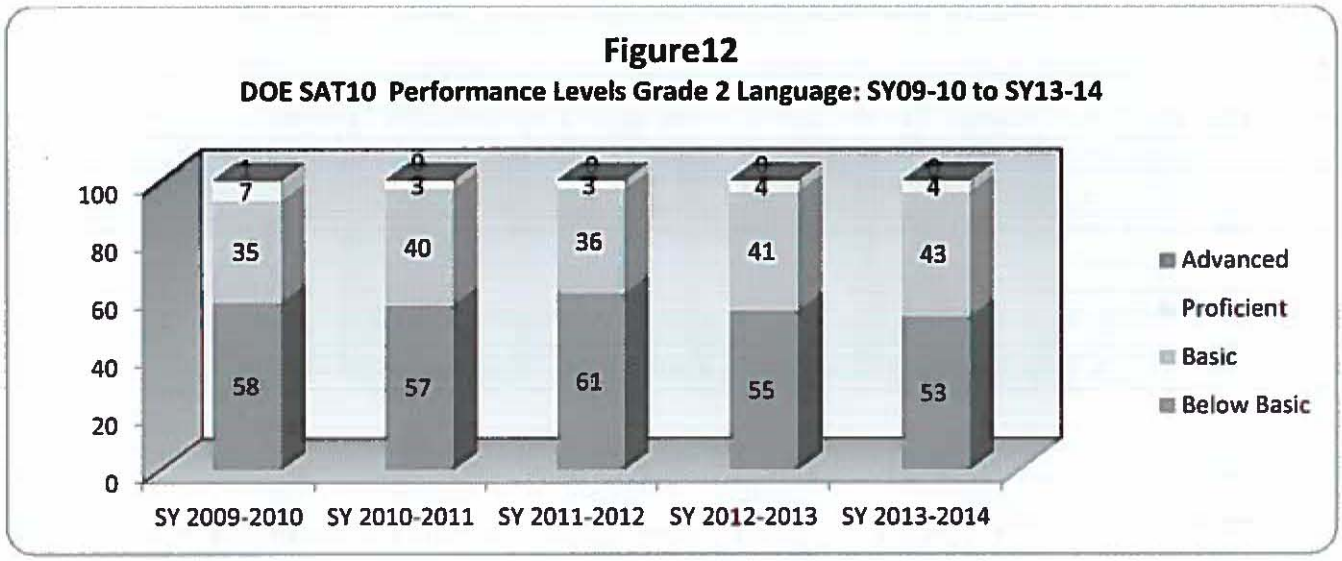


Figure 12 shows that in SY 12-13, 4% of 2nd graders performed at the ***Proficient and Advanced Levels*** in language as compared to 4% in SY 13-14, showing no change during these two school years. In fact, this poor performance is observed through the five-year period as shown in Figure 12.

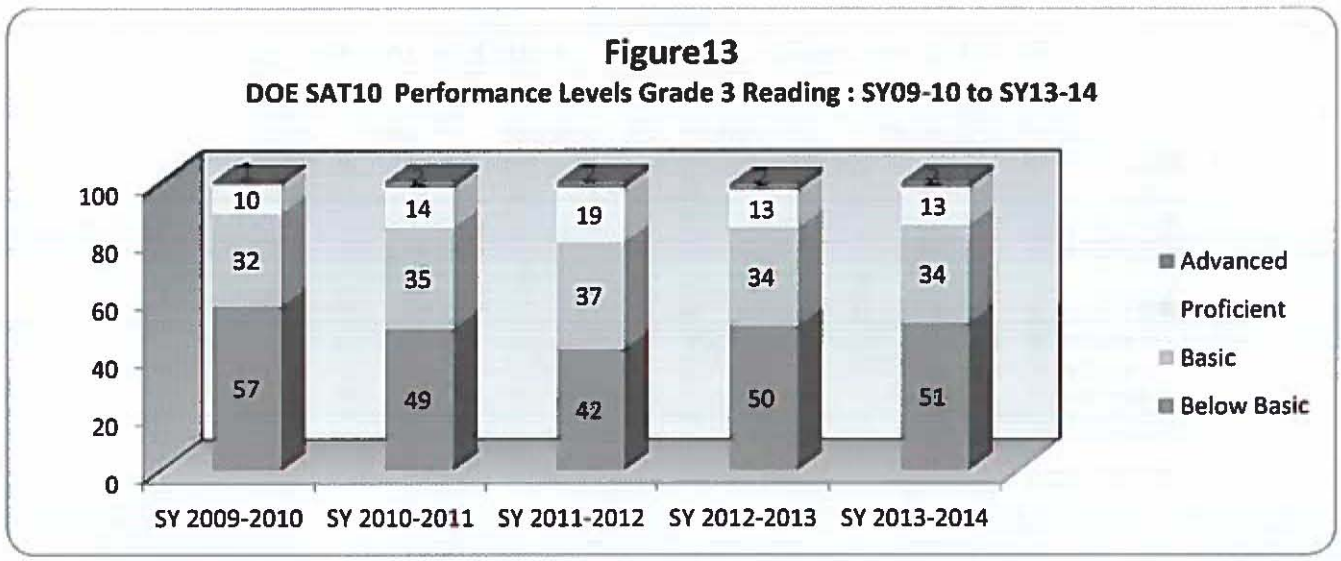


Figure 13 shows that in both SY 12-13 and SY 13-14, 15% of 3rd graders performed at the ***Proficient and Advanced levels*** in reading. Additionally, the proportion of students performing at these levels remained approximately the same, except for a spurt in SY 11-12.

Figure 14

DOE SAT10 Performance Levels Grade 3 Math : SY09-10 to SY13-14

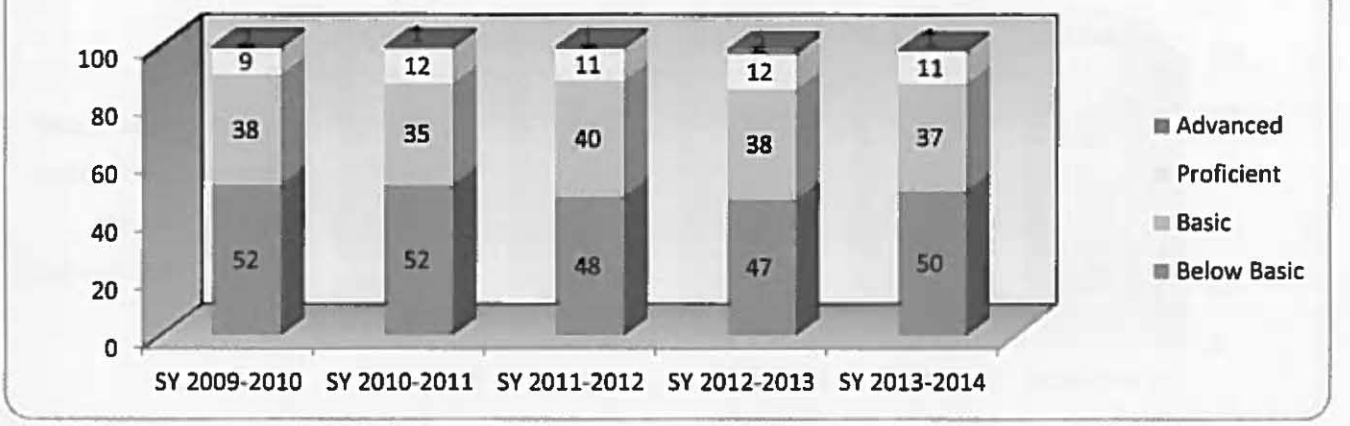


Figure 14 shows that in SY 12-13, 14% of 3rd graders performed at the ***Proficient and Advanced levels*** in math as compared to 12% in SY 13-14, a decrease of 2 percentage points. The proportion of students performing at these levels remained steady throughout the five year period shown in Figure 14.

Figure 15

DOE SAT10 Performance Levels Grade 3 Language: SY09-10 to SY13-14

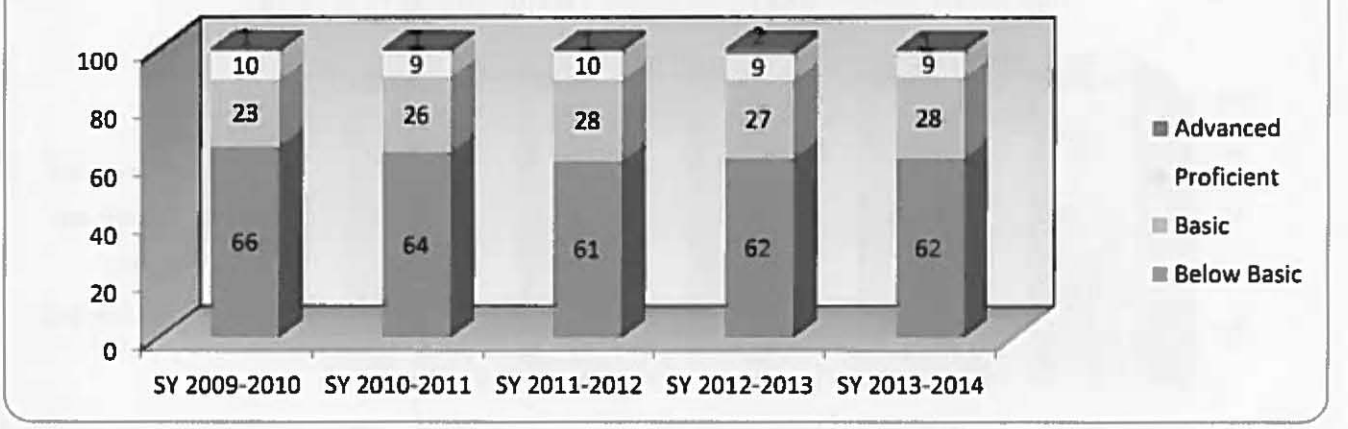


Figure 15 shows that in SY 12-13, 11% of 3rd graders performed at the ***Proficient and Advanced levels*** in language, as compared to 10% in SY 13-14, a decrease of 1 percentage point. The proportion of 3rd graders performing at these levels remained steady through the five year period shown in Figure 15.

Figure 16

DOE SAT10 Performance Levels Grade 4 Reading: SY09-10 to SY13-14

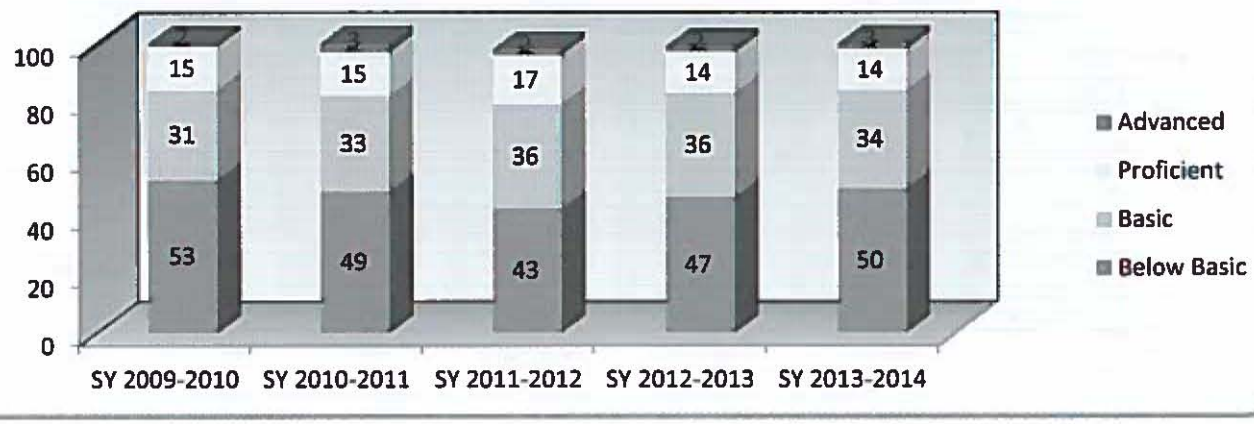


Figure 16 shows that in SY 12-13, 16% of 4th graders performed at the ***Proficient and Advanced levels*** in reading as compared to 17% in SY 13-14, an increase of 1 percentage point. Except for a small spurt in SY 11-12, the proportion of students performing at these levels remained steady through the five year period as shown in the above figure.

Figure 17

DOE SAT10 Performance Levels Grade 4 Math: SY09-10 to SY13-14

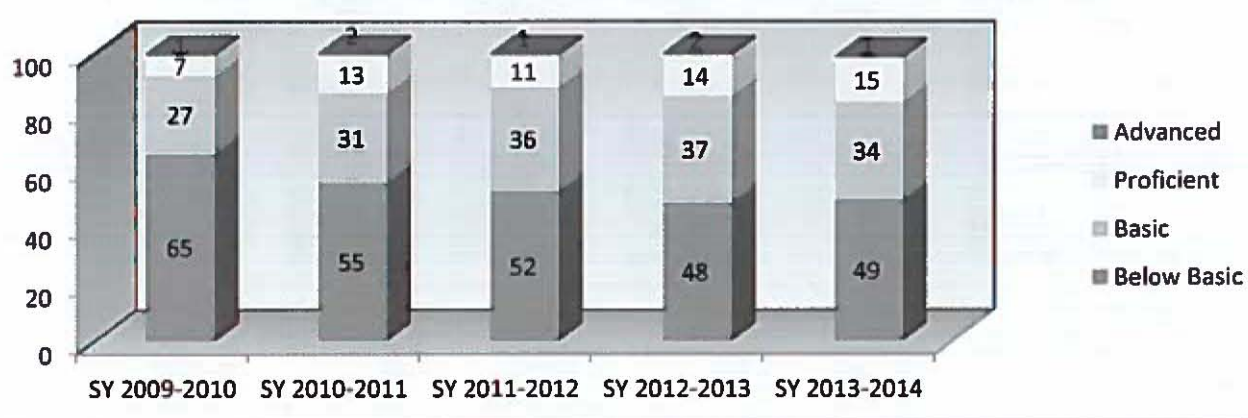


Figure 17 shows that in SY 12-13 and SY 13-14, 16% of 4th graders performed at the ***Proficient and Advanced levels*** in math. The 4th graders appear to be improving in their performance in math through the five year period as the proportions among those that perform at higher proficiency levels steadily grew during this period.

Figure 18
DOE SAT10 Performance Levels Grade 4 Language: SY09-10 to SY13-14

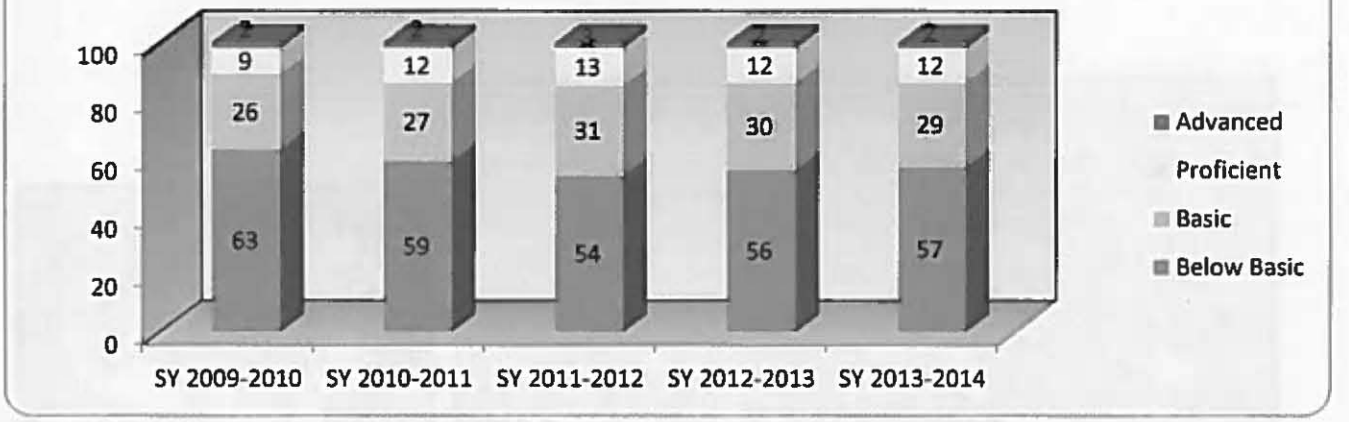


Figure 18 shows that in SY 12-13 and SY 13-14, 14% of 4th graders performed at the ***Proficient and Advanced levels*** in language. The proportion of those who performed at these levels did not change significantly through the five-year period.

Figure 19
DOE SAT10 Performance Levels Grade 5 Reading: SY09-10 to SY13-14

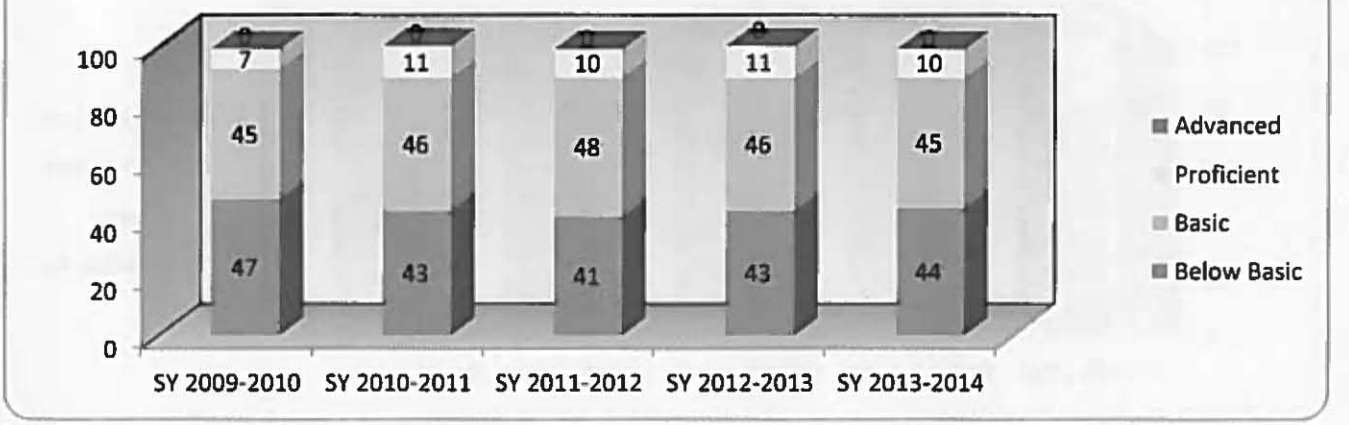
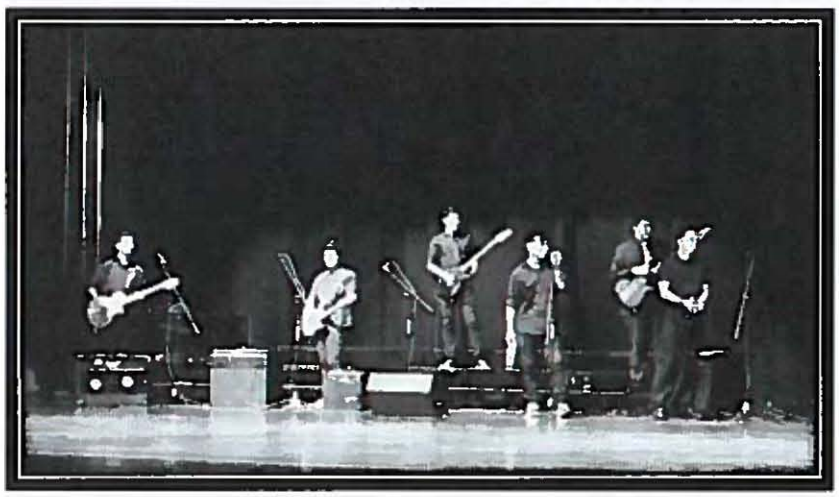


Figure 19 shows that in SY 12-13, 11% of 5th graders performed at the ***Proficient level*** in reading as compared to 10% in SY 13-14, a decrease of 1 percentage point. This level of performance in math was about the same through the five-year period.



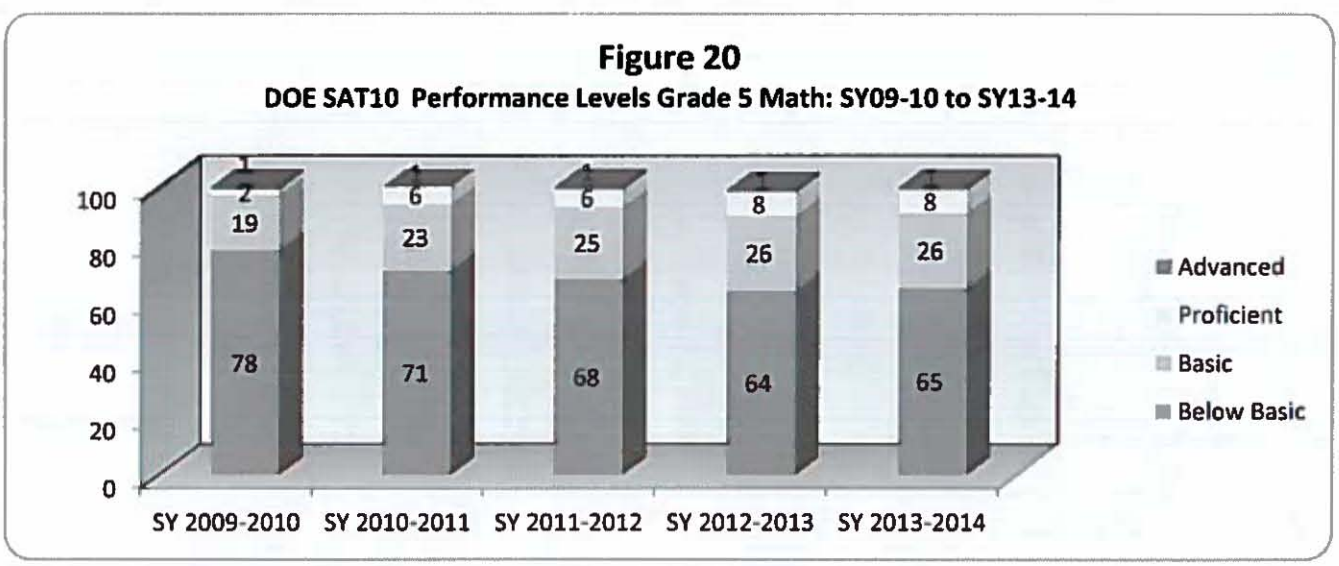


Figure 20 shows that in SY12-13 and SY13-14, 9% of 5th graders performed at the ***Proficient and Advanced levels*** in math. The performance increased slightly over the five year period as shown above.

Figure 21

DOE SAT10 Performance Levels Grade 5 Language: SY09-10 to SY13-14

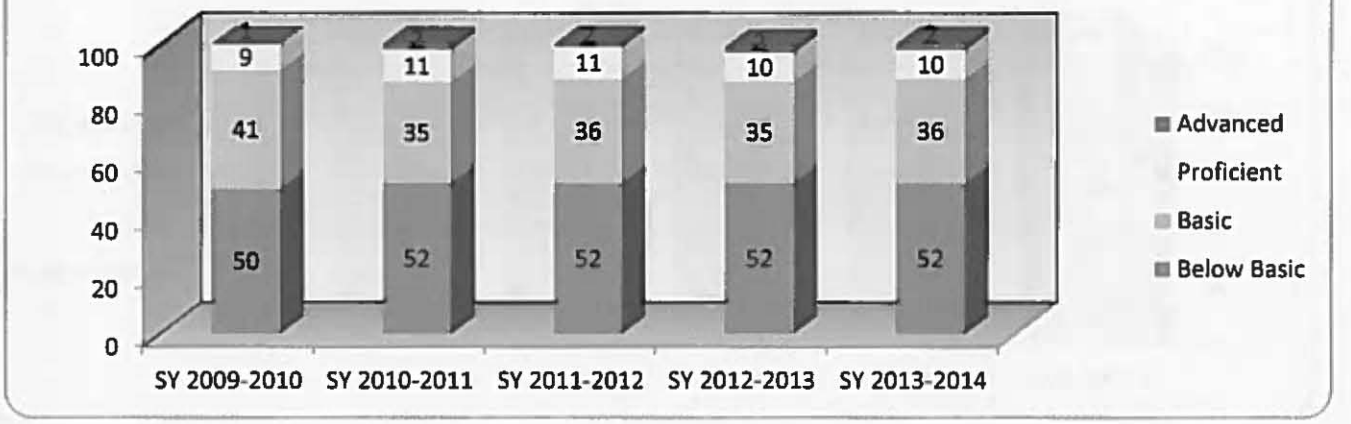


Figure 21 shows that in SY 12-13 and SY13-14, 12% of 5th graders performed at the ***Proficient and Advanced levels*** in language. Except in SY09-10, where only 10% of the students performed at these levels, Figure 21 shows a relatively stable rate of performance during the five-year period.

Figure 22

DOE SAT10 Performance Levels Grade 6 Reading: SY09-10 to SY13-14

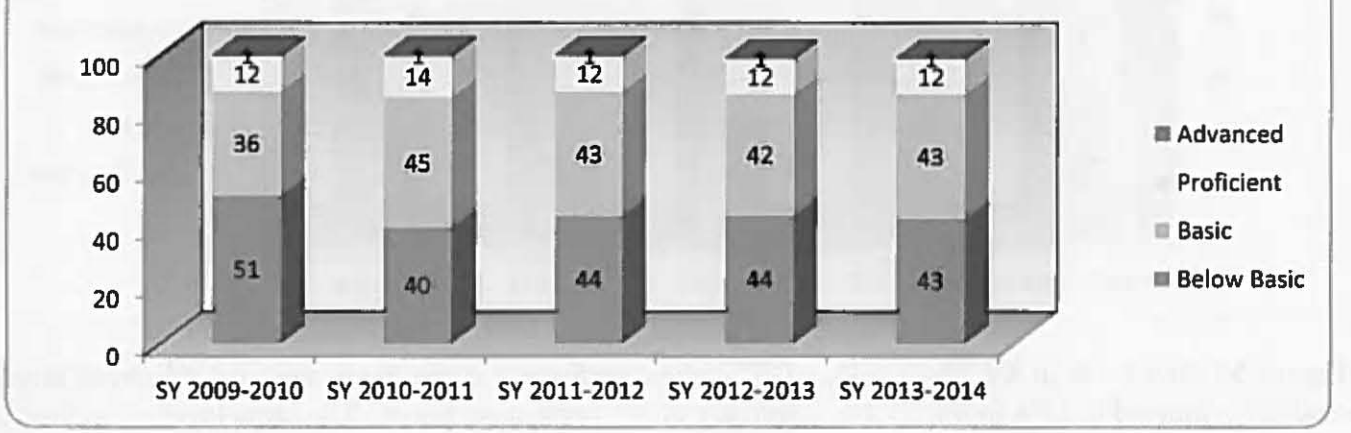


Figure 22 shows that in SY 12-13 and SY 13-14, 13% of 6th graders performed at the ***Proficient and Advanced levels*** in reading. There was no difference in performance. The same level of performance appeared to be stable through the five year period shown in Figure 22.

Figure 23

DOE SAT10 Performance Levels Grade 6 Math: SY09-10 to SY13-14

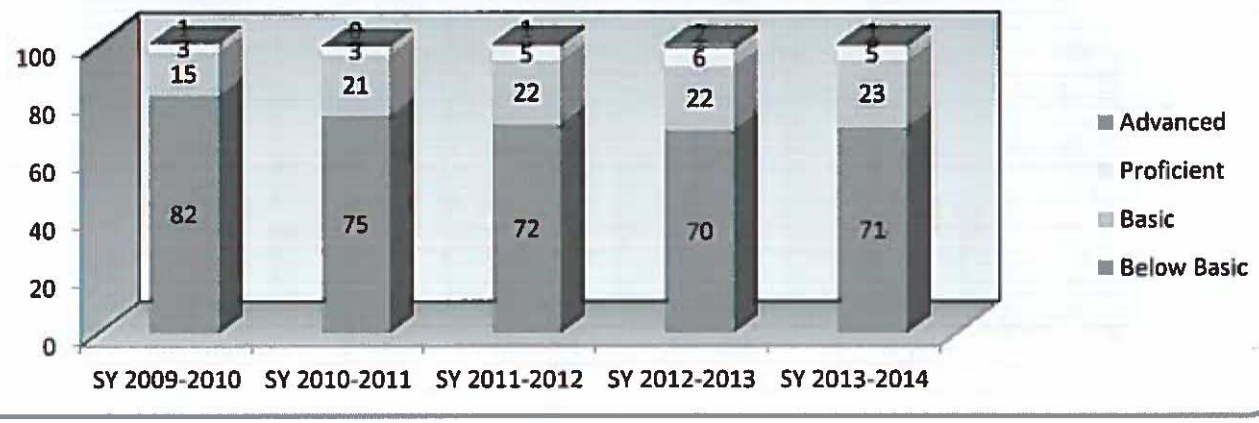


Figure 23 shows that in SY 13-14, 6% of 6th graders performed at the ***Proficient and Advanced levels*** in math as compared to 8% in SY 12-13, a decrease of 2% percentage points. Through the five year period shown in Figure 23, the level of performance remained the same.

Figure 24

DOE SAT10 Performance Levels Grade 6 Language: SY09-10 to SY13-14

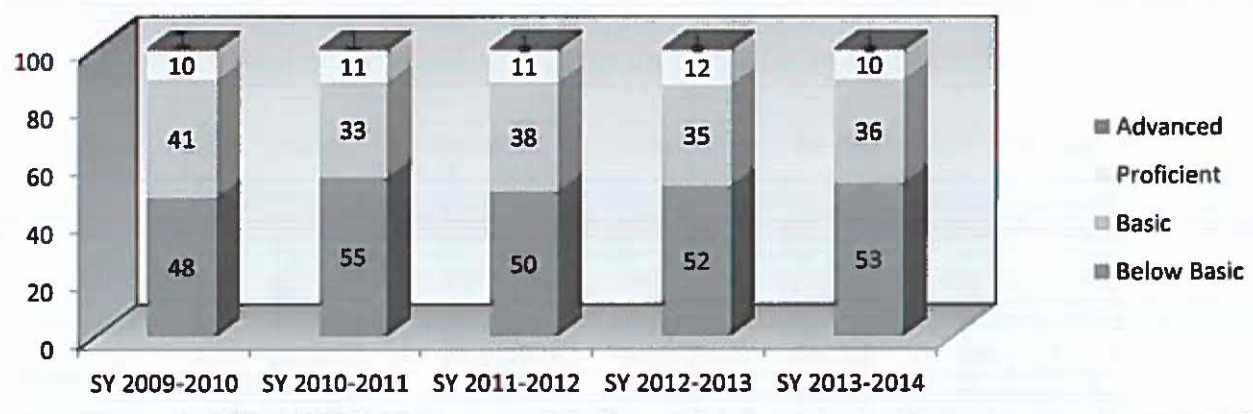


Figure 24 shows that in SY 12-13, 13% of 6th graders performed at the ***Proficient and Advanced levels*** in math as compared to 11% in SY 13-14, a decrease of 2% percentage points. The same level of performance is observed through the five year period as depicted in Figure 24.

Figure 25

DOE SAT10 Performance Levels Grade 7 Reading: SY09-10 to SY13-14

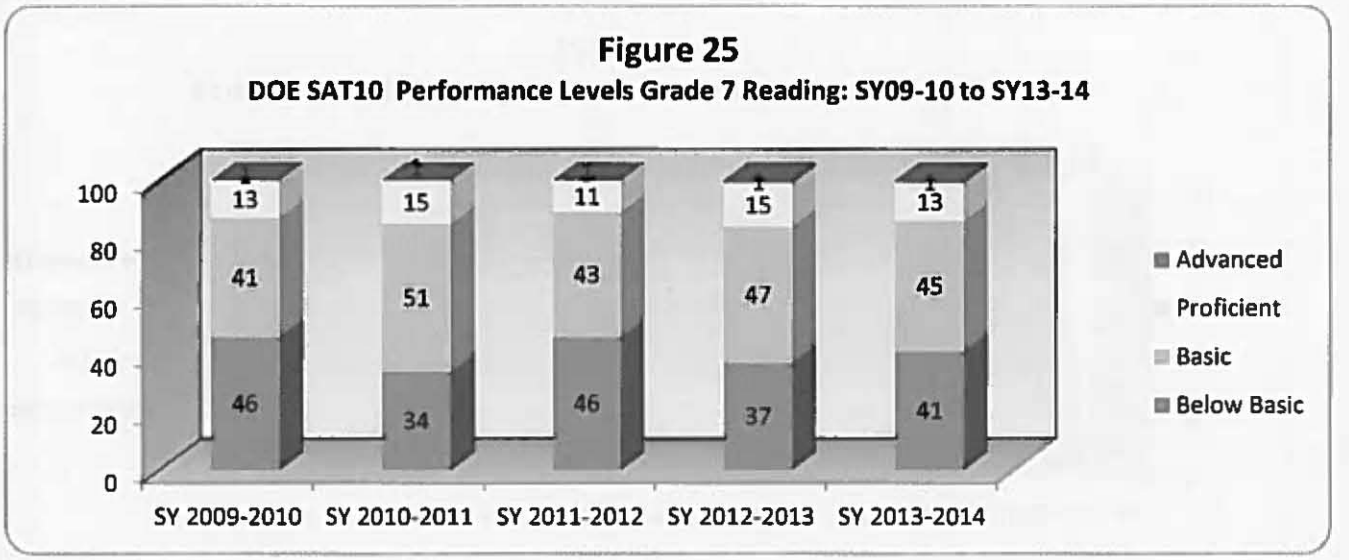


Figure 25 shows that in SY12-13, 16% of 7th graders performed at the ***Proficient and Advanced levels*** in reading as compared to 14% in SY 13-14, a decrease of 2 percentage points. Though there appears to be an up and down pattern in the performance level, the difference is not significant.

Figure 26

DOE SAT10 Performance Levels Grade 7 Math: SY09-10 to SY13-14

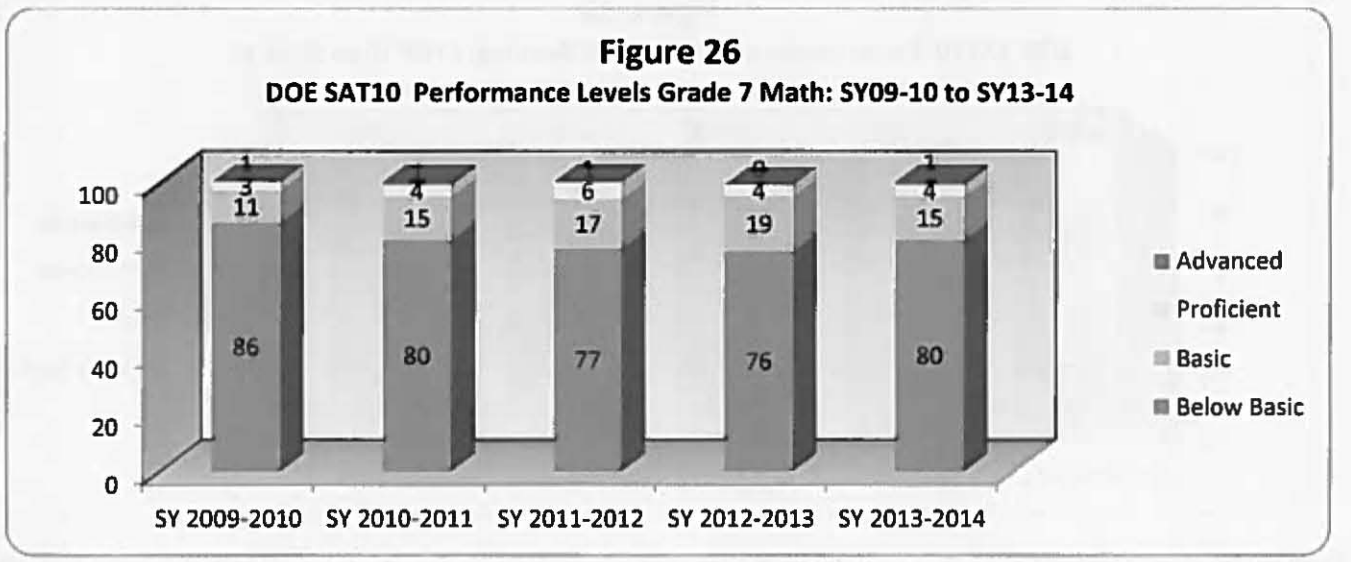


Figure 26 shows that in SY 12-13, 4% of 7th graders performed at the ***Proficient and Advanced levels*** in math as compared to 5% in SY 13-14, an increase of 1 percentage point. Though there is an up and down pattern though the five years, the difference is not significant.

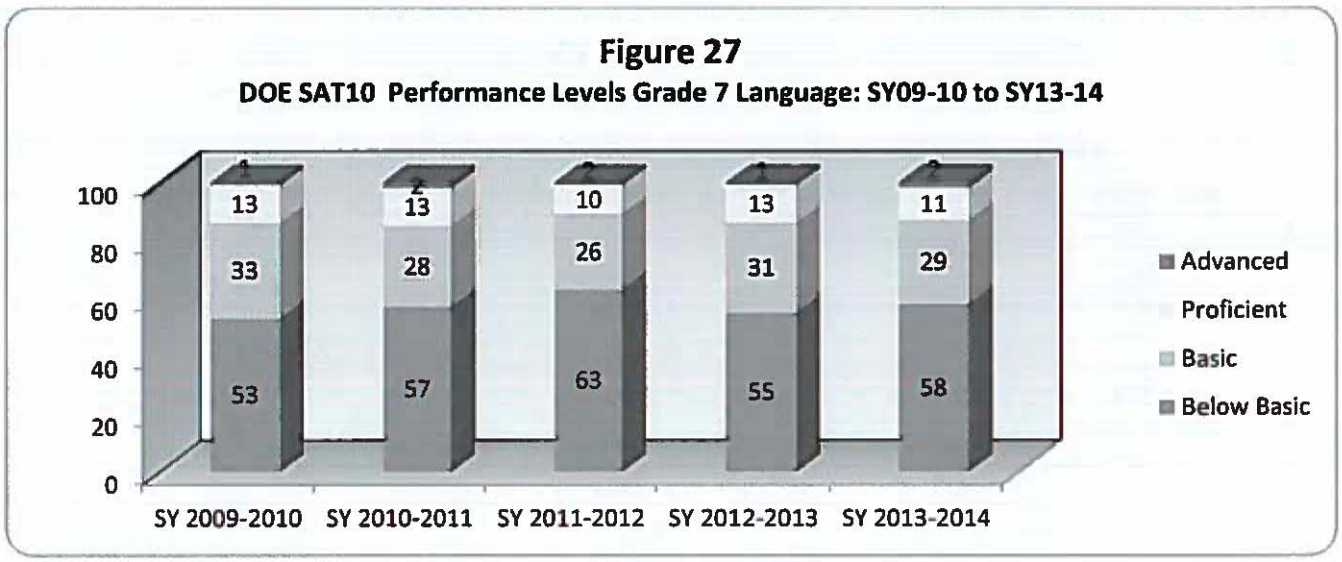


Figure 27 shows that in SY 12-13, 14% of 7th graders performed at the ***Proficient and Advanced levels*** in language as compared to 13% in SY 13-14, a decrease of 1 percentage points. There appears to be no significant difference in the level of performance through the five year period as shown in Figure 27.

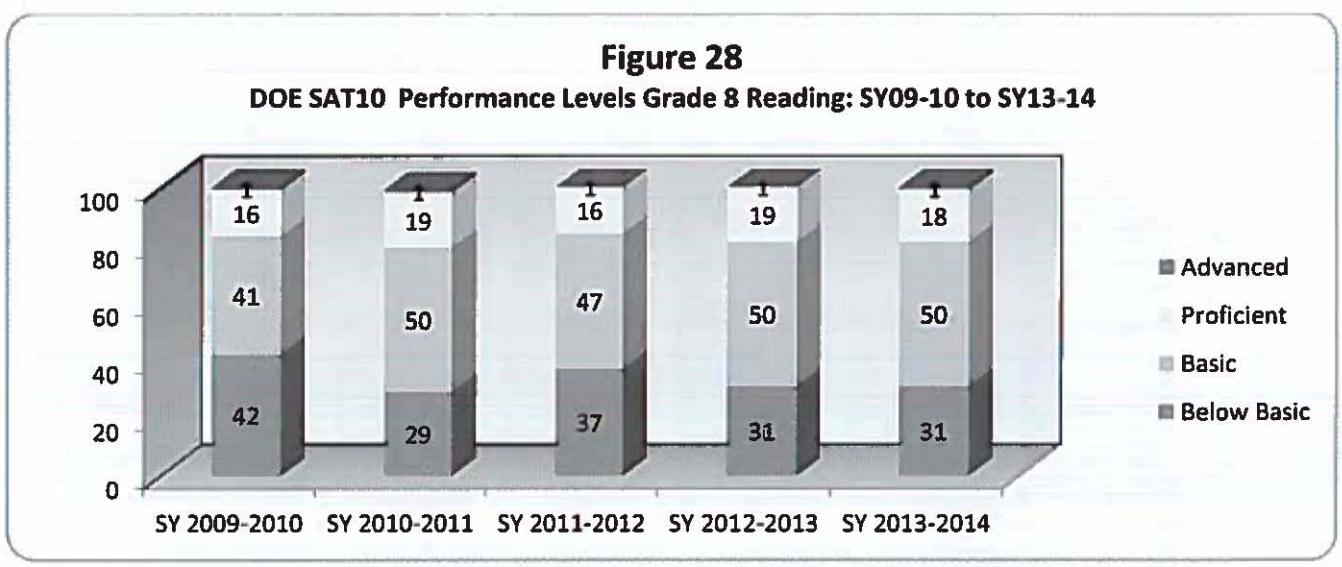


Figure 28 shows that in SY 12-13, 20% of 8th graders performed at the ***Proficient and Advanced levels*** in reading as compared to 19% in SY 13-14, a decrease of 1 percentage points. The level of performance through the five year period appears to go up and down as depicted in Figure 28. However, the difference is still not significant.

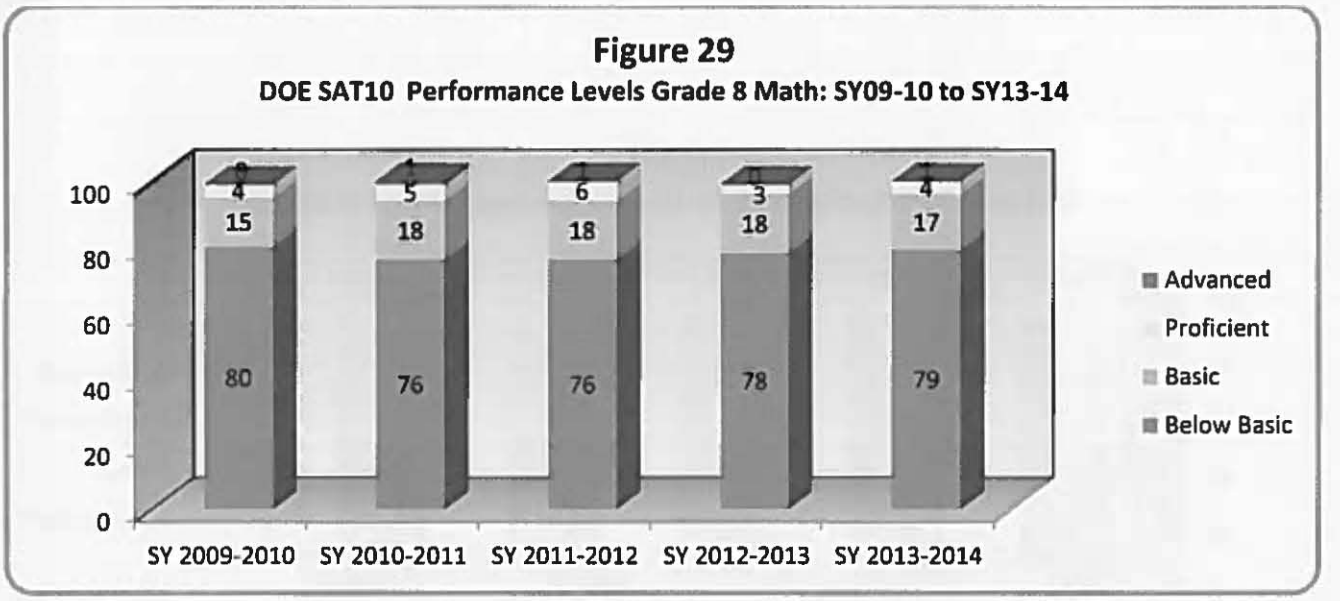


Figure 29 shows that in SY 13-14, 5% of 8th graders performed at the ***Proficient and Advanced levels*** in math as compared to 3% in SY 12-13, an increase of 2 percentage points. The performance level though has been more or less the same through the five year period as shown in Figure 29.

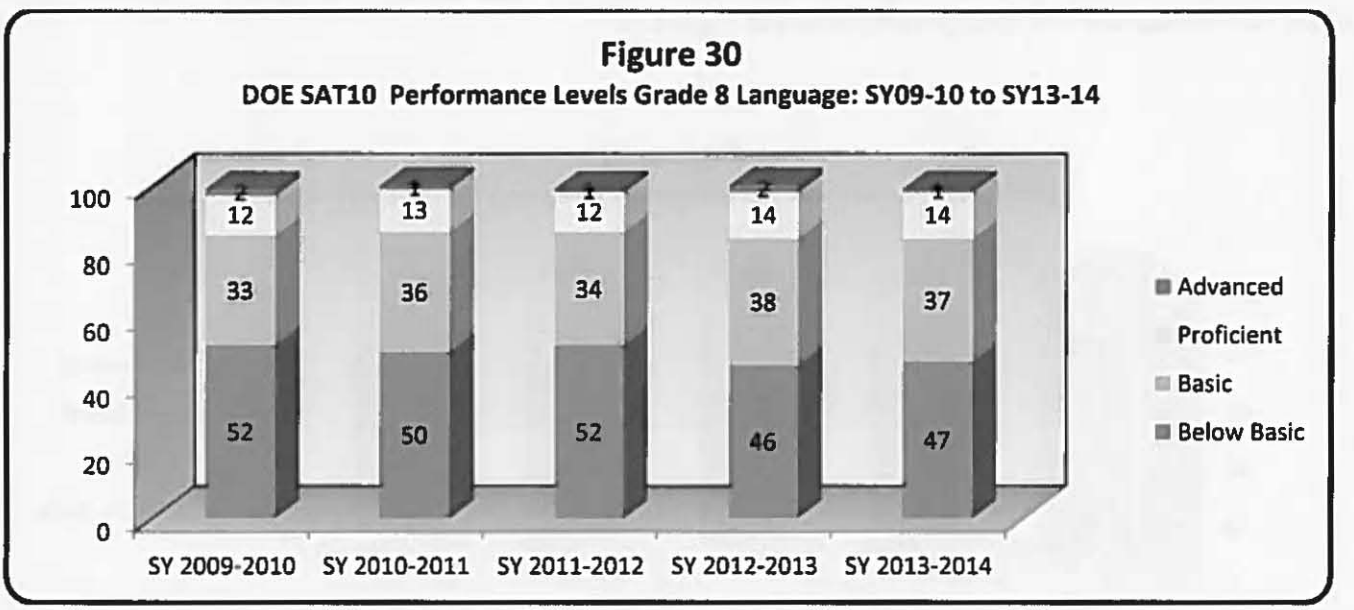


Figure 30 shows that in SY 12-13, 16% of 8th graders performed at the ***Proficient and Advanced levels*** in language compared to 15% in SY 13-14, a decrease of 1 percentage point. This same level of performance is the same through the five year period.

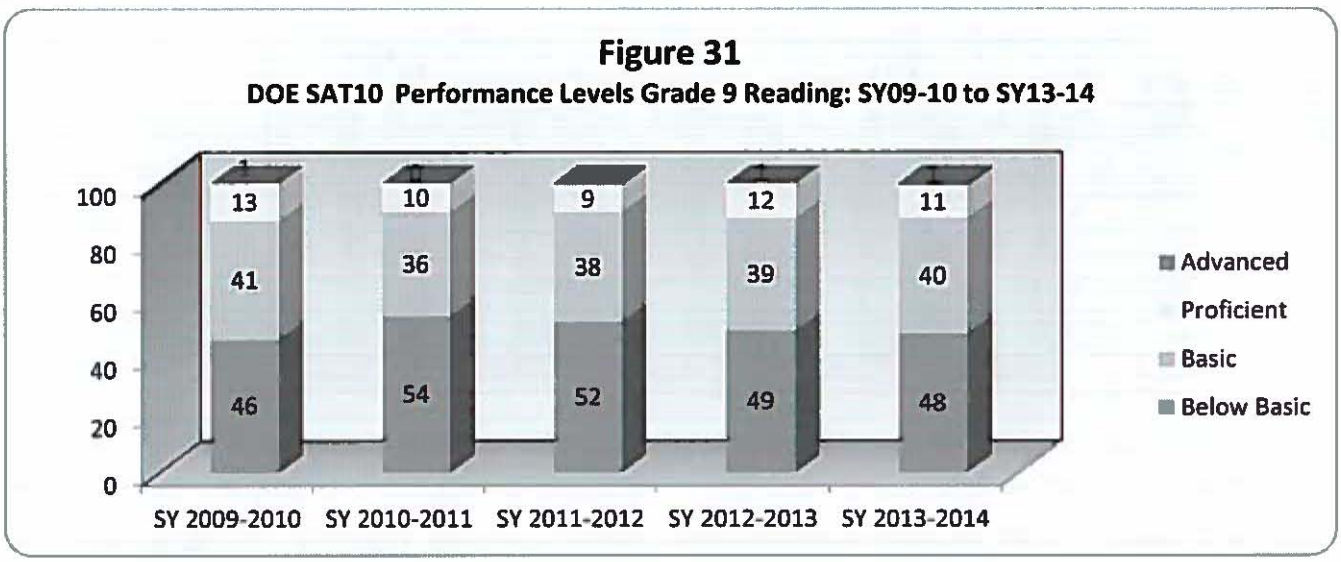


Figure 31 shows that in SY 12-13, 13% of 9th graders performed at ***Proficient and Advanced levels*** in reading in comparison to 12% in SY13-14, a decrease of 1 percentage point. Though there is an up and down pattern through the five years, the difference was not significant. The same performance level is observed through the five year period shown in Figure 31.

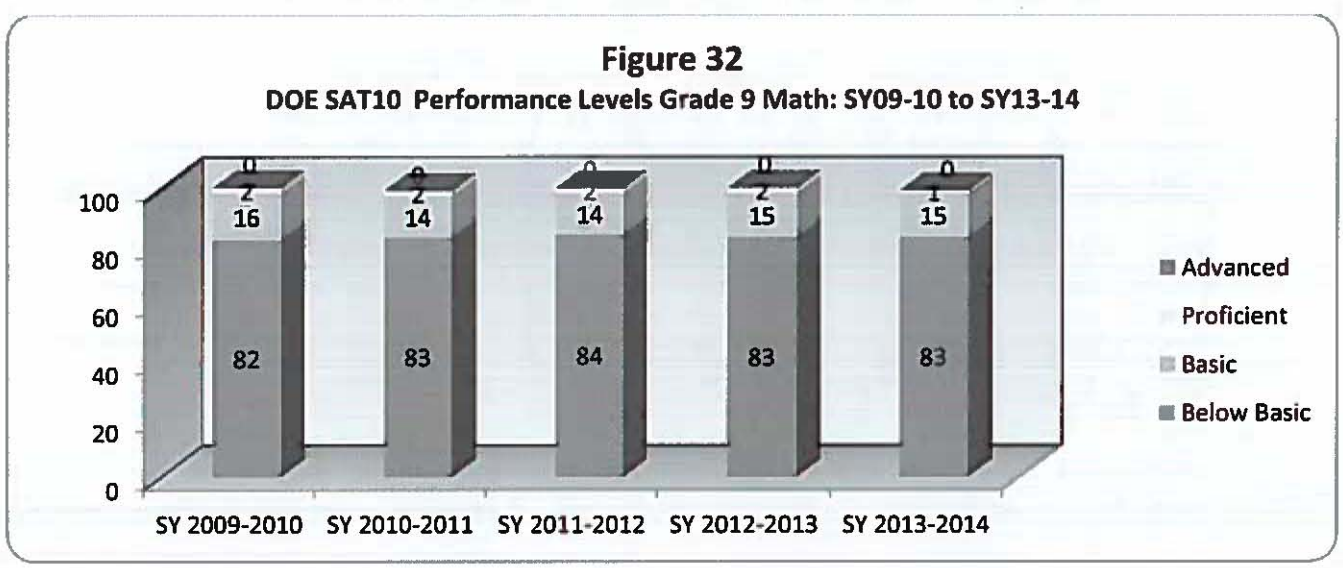


Figure 32 shows that in SY 12-13, 2% of 9th graders performed at the ***Proficient level*** in math, and none performed at the ***Advanced level***. In SY 13-14, 1% that performed at this level, a decrease of 1 percentage point from previous year. This level remained the same through the five year period.

Figure 33
DOE SAT10 Performance Levels Grade 9 Language: SY09-10 to SY13-14

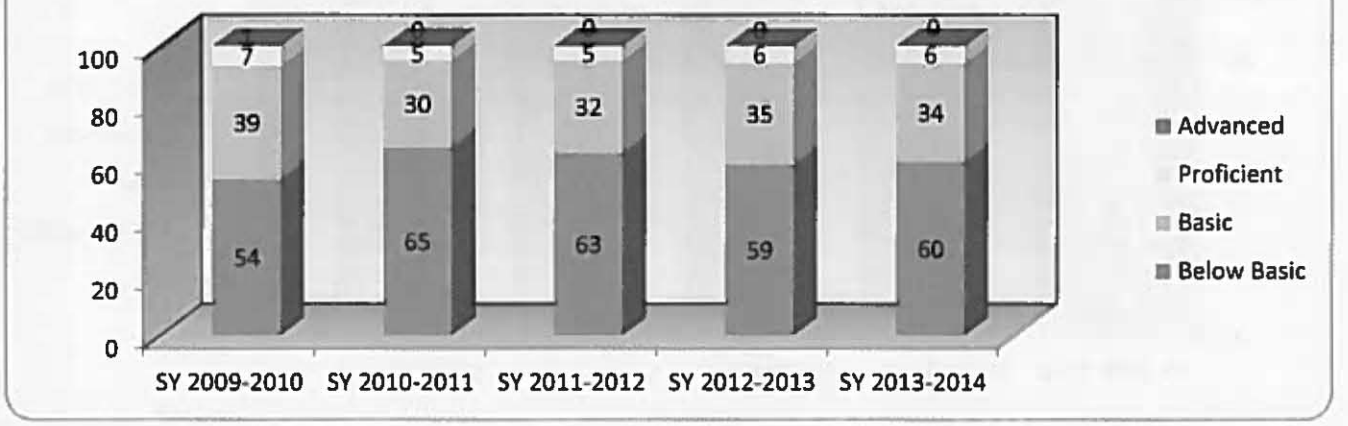


Figure 33 shows that in SY 12-13 and SY 13-14, 6% of 9th graders performed at the ***Proficient level*** in language. Though there is an up and down pattern through the five years, the difference is not significant.

Figure 34
DOE SAT10 Performance Levels Grade 10 Reading: SY09-10 to SY13-14

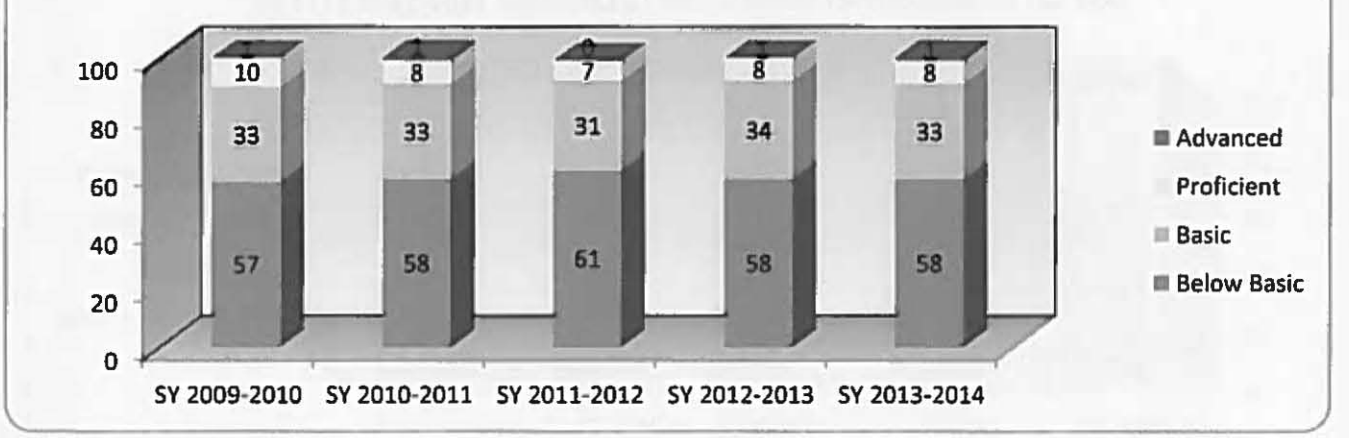


Figure 34 shows that in SY 12-13 and SY 13-14, 9% of 10th graders performed at the ***Proficient and Advanced level*** in reading. Though there is an up and down pattern through the five year period as depicted in Figure 34, the difference between years is not significant.

Figure 35

DOE SAT10 Performance Levels Grade 10 Math: SY09-10 to SY13-14

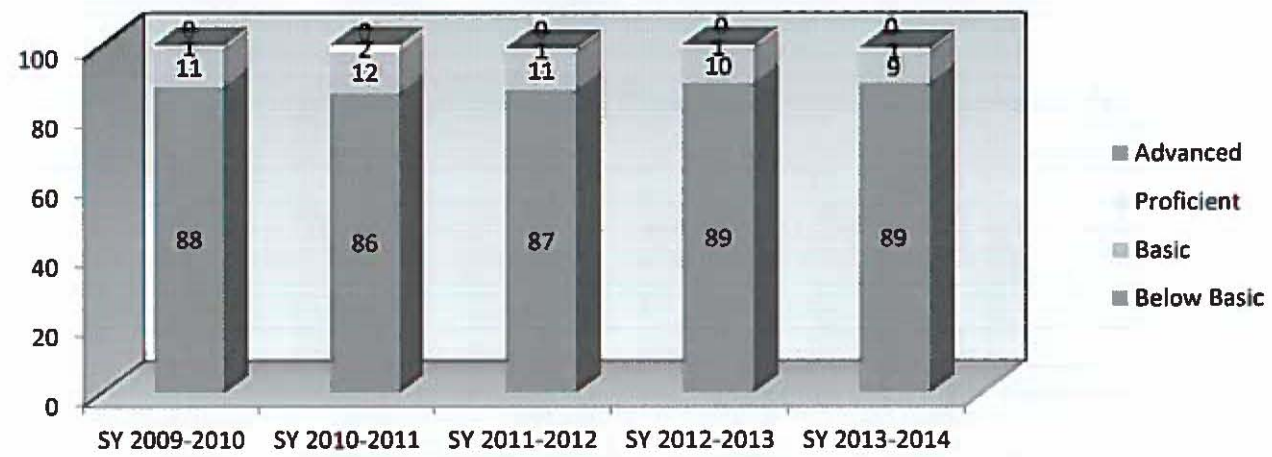


Figure 35 shows that in SY 12-13 and SY 13-14, 1% of 10th graders performed only at the ***Proficient level*** in math. This pattern of performance remained the same through the five year period as shown in Figure 35. Close to 90% of the 10th graders performed at the ***Below Basic*** level.

Figure 36

DOE SAT10 Performance Levels Grade 10 Language: SY09-10 to SY13-14

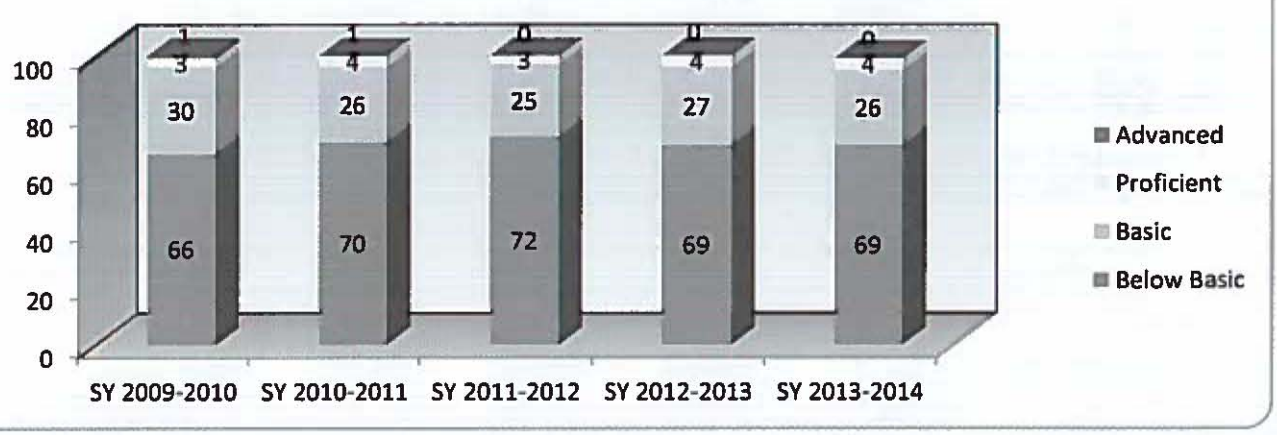


Figure 36 shows that in SY 12-13 and SY 13-14, 4% of 10th graders performed at the ***Proficient level*** in language. Through the five year period reported in Figure 36, this level of performance is the same.

Figure 37

DOE SAT10 Performance Levels Grade 11 Reading: SY09-10 to SY13-14

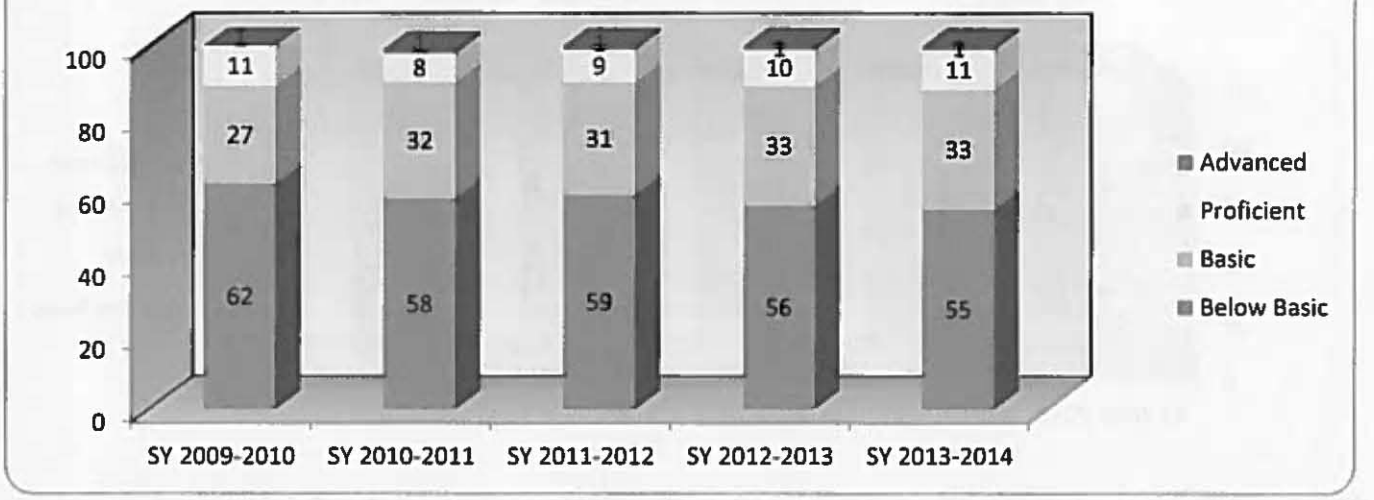


Figure 37 shows that in SY 12-13, 11% of 11th graders performed at the ***Proficient level in reading.*** In SY 13-14, 12% performed at this level, an increase of 1 percentage point from previous year. Though there appears to be an up and down pattern in performance at these levels, the difference is not significant.

Figure 38

DOE SAT10 Performance Levels Grade 11 Math: SY09-10 to SY13-14

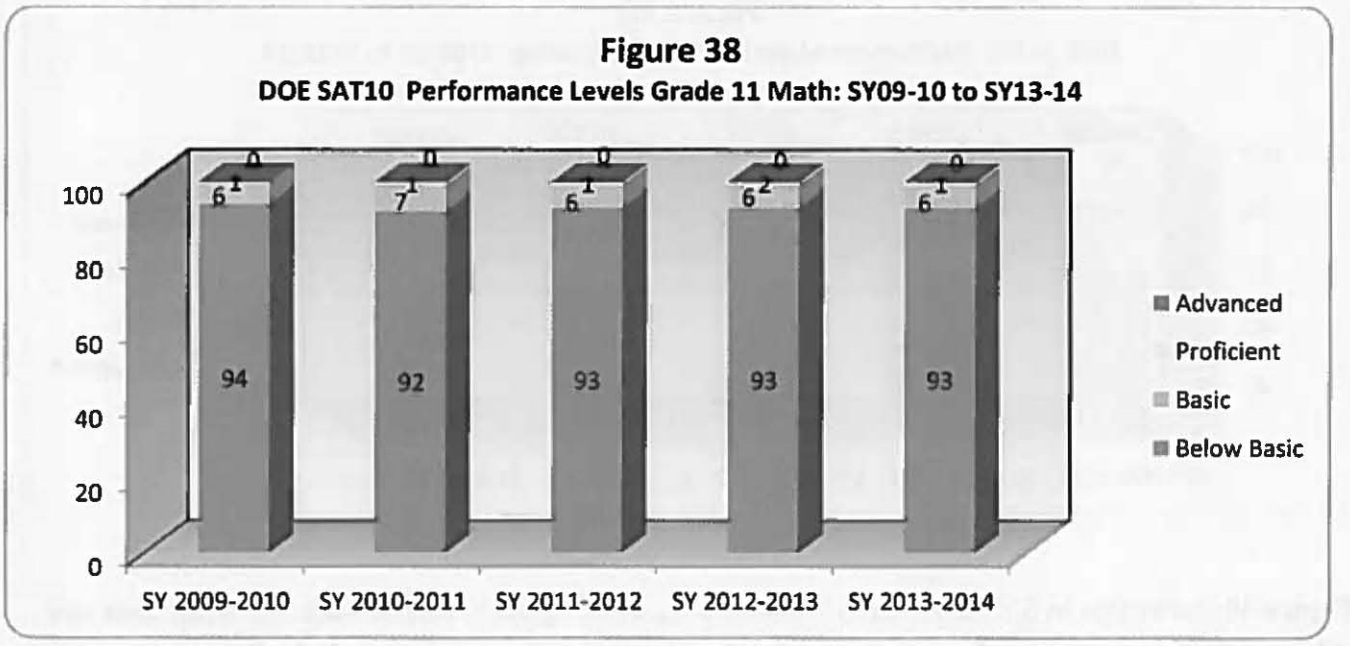


Figure 38 shows that in SY 12-13, 2% of 11th graders performed at the ***Proficient level math.*** In SY 13-14, 1% performed at this level, a decrease of 1 percentage point from previous year.

Figure 39

DOE SAT10 Performance Levels Grade 11 Language: SY09-10 to SY13-14

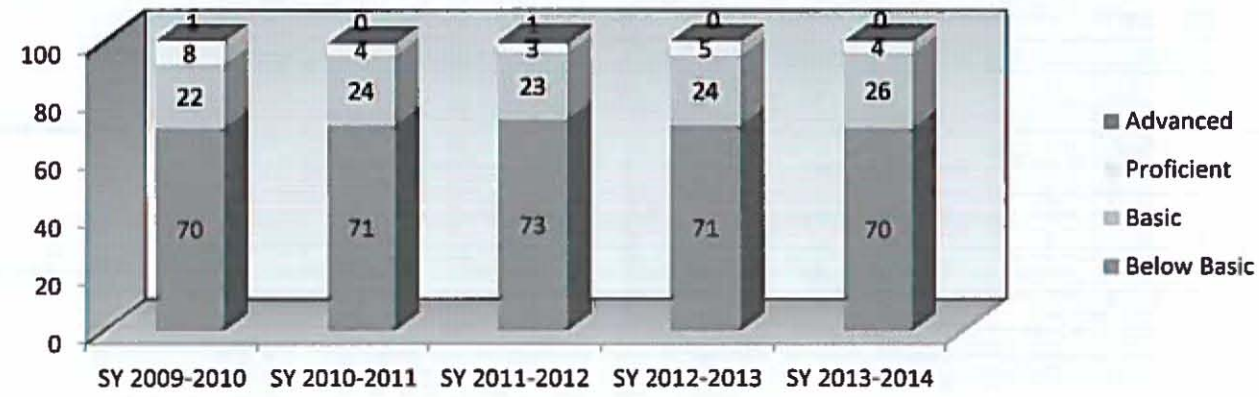


Figure 39 shows that in SY 12-13, 5% of 11th graders performed at the ***Proficient level*** in language as compared to 4% in SY 13-14, a decrease of 1 percentage point. Though a spurt was observed in SY 09-10, the distribution across all four performance levels is the same through the five year period.

Figure 40

DOE SAT10 Performance Levels Grade 12 Reading: SY09-10 to SY13-14

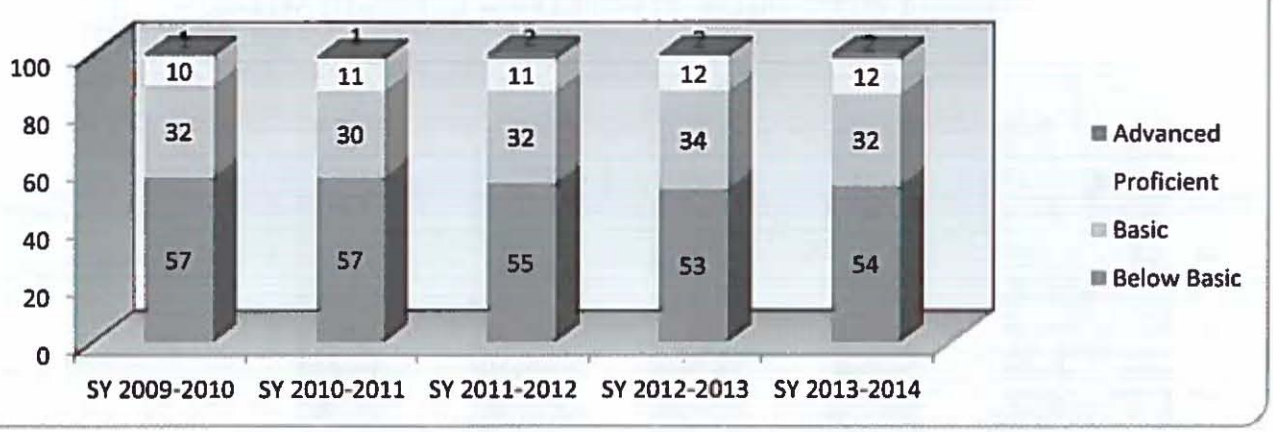


Figure 40 shows that in SY 12-13 and SY 13-14, 14% of 12th graders performed at the ***Proficient and Advanced levels*** in reading. Though there appears to be an improvement through the five year period, the change is not significant.

Figure 41

DOE SAT10 Performance Levels Grade 12 Math: SY09-10 to SY13-14

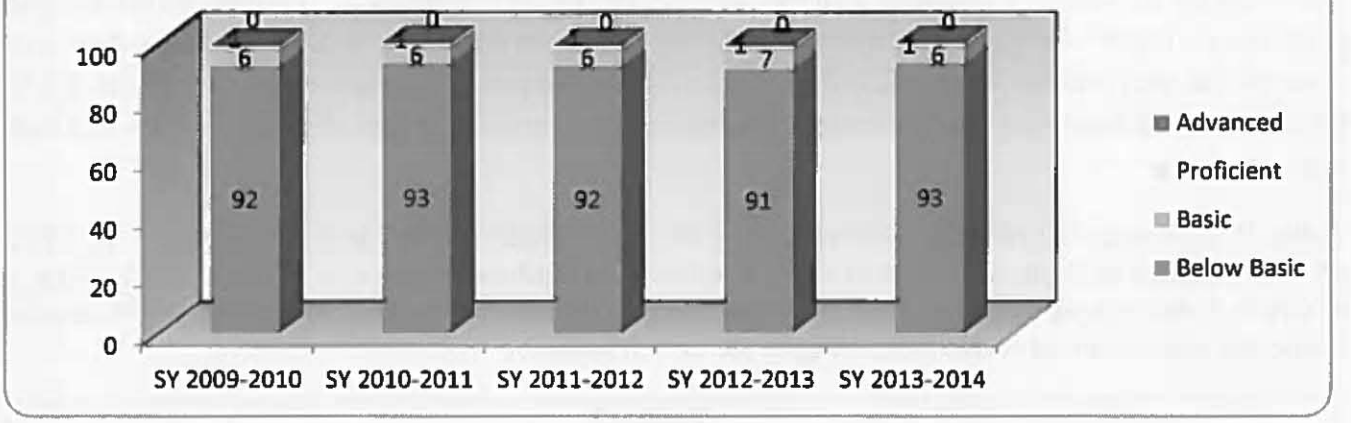


Figure 41 shows that in SY 12-13 and SY 13-14, only 1% of 12th graders performed at the ***Proficient level*** in math, while none performed at the ***Advanced level***. This appears to be a consistent pattern throughout the five year period and across all performance levels as shown in the figure above.

Figure 42

DOE SAT10 Performance Levels Grade 12 Language: SY09-10 to SY13-14

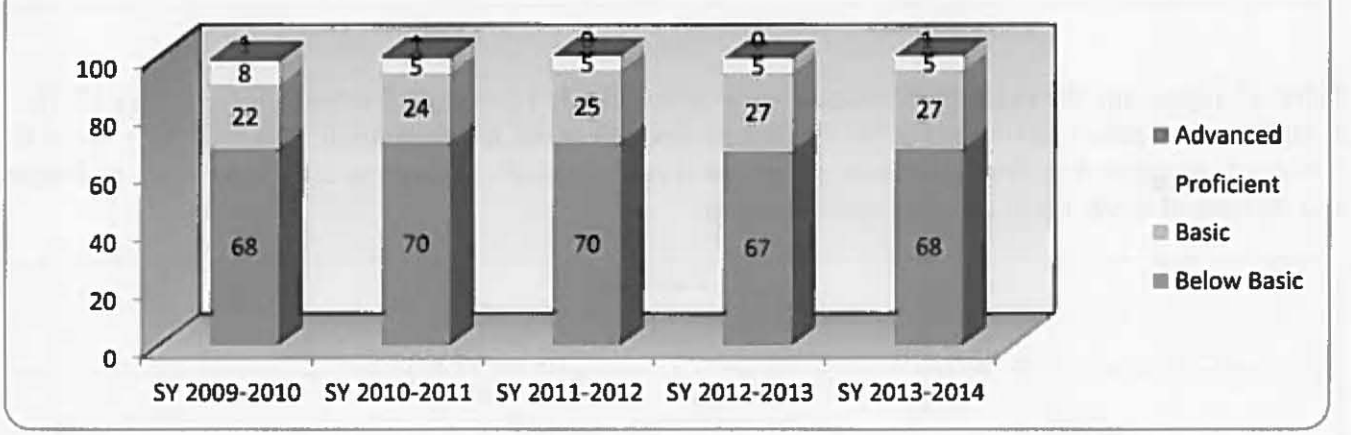


Figure 42 shows that in SY12-13, 5% of 12th graders performed at the ***Proficient and Advanced Levels*** in language, while SY13-14 shows an increase of one percentage point, with 6% performing at the ***Proficient and Advanced Levels***. This pattern is consistent across all four performance levels within the five year period, though a spurt was observed in SY 09-10.

D. SAT 10 RESULTS BY COHORT GROUPS

Another way to monitor the progress of students is to conduct a cohort analysis of the performance levels over a period of years. The cohort analysis answers the following question: Is there a difference in the performance levels of a group of students as they progress from one grade to another? The cohort analysis assumes that performance levels are reflective of most students who maintain enrollment within the Guam Department of Education given the student withdrawals and entries that typically occur within and between school years.

Table 10 represents the **reading** performance levels of the Grade 1 to Grade 2 cohort group. In SY12-13, 48 % of students in Grade 1 performed at the ***Proficient and Advanced levels*** in reading. In SY13-14, 16 % of Grade 2 students performed at ***Proficient and Advanced*** levels for reading. There was a 32% decrease in Proficient and Advanced levels for reading in this cohort group.

Table 10
DOE SAT10 **READING** PERFORMANCE LEVELS
Cohort Groups: Grade 1 (SY12-13) to Grade 2 (SY13-14)

LEVEL	Grade 1 SY2012-2013	Grade 2 SY2013-2014	DIFFERENCE
Level 4 Advanced	10%	1%	-9%
Level 3 Proficient	38%	15%	-23%
Level 2 Basic	35%	44%	9%
Level 1 Below Basic	16%	41%	25%

Table 11 represents the **math** performance levels of the Grade 1 to Grade 2 cohort group. In SY12-13, 33% of students in Grade 1 performed at the ***Proficient and Advanced levels*** in math. In SY13-14, 15% of Grade 2 students performed at ***Proficient and Advanced*** levels for math. There was a 14% decrease in ***Proficient and Advanced levels*** for math in this cohort group.

Table 11
DOE SAT10 **MATH** PERFORMANCE LEVELS
Cohort Groups: Grade 1 (SY12-13) to Grade 2 (SY13-14)

LEVEL	GRADE 1 SY 2012-2013	GRADE 2 SY 2013-2014	DIFFERENCE
Level 4 Advanced	4%	1%	-3%
Level 3 Proficient	29%	14%	-11%
Level 2 Basic	54%	46%	-8%
Level 1 Below Basic	12%	38%	26%

Table 12 represents the **language** performance levels of the Grade 1 to Grade 2 cohort group. In SY12-13, 13% of students in Grade 1 performed at the ***Proficient and Advanced levels*** in language. In SY13-14, 4% of Grade 2 students performed at ***Proficient and Advanced*** levels in language. There was a 10% IN/decrease in ***Proficient and Advanced levels*** for language in this cohort group.

Table 12
DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS
Cohort Groups: Grade 1 (SY12-13) to Grade 2 (SY13-14)

LEVEL	GRADE 1 SY 2012-2013	GRADE 2 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1	0%	-1%
Level 3 Proficient	12	4%	-9%
Level 2 Basic	62	43%	-19%
Level 1 Below Basic	25	53%	28%

Table 13 below represents the **reading** performance levels of the Grade 2 to Grade 3 cohort group. In SY12-13, 17% of students in Grade 2 performed at the ***Proficient and Advanced levels*** in reading. In SY13-14, 15% of Grade 3 students performed at ***Proficient and Advanced*** levels for reading. There was a 2% decrease in ***Proficient and Advanced levels*** for reading in this cohort group.

Table 13
DOE SAT10 **READING** PERFORMANCE LEVELS
Cohort Groups: Grade 2 (SY12-13) to Grade 3 (SY13-14)

LEVEL	GRADE 2 SY 2012-2013	GRADE 3 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1%	2%	1%
Level 3 Proficient	16%	13%	-3%
Level 2 Basic	46%	34%	-12%
Level 1 Below Basic	38%	51%	13%

Table 14 below represents the **math** performance levels of the Grade 2 to Grade 3 cohort group. In SY12-13, 19% of students in Grade 2 performed at the ***Proficient and Advanced levels*** in math. In SY13-14, 14% of Grade 3 students performed at ***Proficient and Advanced*** levels for math. There was a 7% decrease in ***Proficient and Advanced levels*** for math in this cohort group.

Table 14
DOE SAT10 **MATH** PERFORMANCE LEVELS
Cohort Groups: Grade 2 (SY12-13) to Grade 3 (SY13-14)

LEVEL	GRADE 2 SY 2012-2013	Grade 3 SY 2013-2014	DIFFERENCE
Level 4 Advanced	2%	1%	-1%
Level 3 Proficient	17%	11%	-6%
Level 2 Basic	46%	37%	-9%
Level 1 Below Basic	35%	50%	15%

Table 15 represents the **language** performance levels of the Grade 2 to Grade 3 cohort group. In SY12-13, 4% of students in Grade 2 performed at the ***Proficient and Advanced levels*** in language. In SY13-14, 10% of Grade 3 students performed at ***Proficient and Advanced*** levels for language. There was a 6% increase in ***Proficient and Advanced levels*** for language in this cohort group.

Table 15
DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS
Cohort Groups: Grade 2 (SY12-13) to Grade 3 (SY13-14)

LEVEL	GRADE 2 SY 2012-2013	GRADE 3 SY 2013-2014	DIFFERENCE
Level 4 Advanced	0%	1%	1%
Level 3 Proficient	4%	9%	5%
Level 2 Basic	41%	28%	-13%
Level 1 Below Basic	55%	62%	7%

Table 16 represents the **reading** performance levels of the Grade 3 to Grade 4 cohort group. In SY12-13, 15% of students in Grade 3 performed at the ***Proficient and Advanced levels*** in reading. In SY13-14, 17% of Grade 4 students performed at ***Proficient and Advanced*** levels for reading. There was a 2% increase in ***Proficient and Advanced levels*** for reading in this cohort group.

Table 16
DOE SAT10 **READING** PERFORMANCE LEVELS
Cohort Groups: Grade 3 (SY12-13) to Grade 4 (SY13-14)

LEVEL	GRADE 3 SY 2012-2013	GRADE 4 SY 2013-2014	DIFFERENCE
Level 4 Advanced	2%	3%	1%
Level 3 Proficient	13%	14%	1%
Level 2 Basic	34%	34%	0%
Level 1 Below Basic	50%	50%	0%

Table 17 represents the **math** performance levels of the Grade 3 to Grade 4 cohort group. In SY12-13, 14% of students in Grade 3 performed at the ***Proficient and Advanced levels*** in math. In SY12-13, 16% of Grade 3 students performed at ***Proficient and Advanced*** levels for math. There was a 2% increase in ***Proficient and Advanced levels*** for math in this cohort group.

Table 17
DOE SAT10 **MATH** PERFORMANCE LEVELS
Cohort Groups: Grade 3 (SY12-13) to Grade 4 (SY13-14)

LEVEL	Grade 3 SY 2012-2013	GRADE 4 SY 2013-2014	DIFFERENCE
Level 4 Advanced	2%	1%	-1%
Level 3 Proficient	12%	15%	3%
Level 2 Basic	38%	34%	-4%
Level 1 Below Basic	47%	49%	2%

Table 18 below represents the **language** performance levels of the Grade 3 to Grade 4 cohort group. In SY12-13, 11% of students in Grade 3 performed at the ***Proficient and Advanced levels*** in language. In SY13-14, 14% of Grade 3 students performed at ***Proficient and Advanced*** levels for language. There was a 3% increase in ***Proficient and Advanced levels*** for language in this cohort group.

Table 18
DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS
Cohort Groups: Grade 3 (SY12-13) to Grade 4 (SY13-14)

LEVEL	GRADE 3 SY 2012-2013	GRADE 4 SY 2013-2014	DIFFERENCE
Level 4 Advanced	2%	2%	0%
Level 3 Proficient	9%	12%	3%
Level 2 Basic	27%	29%	2%
Level 1 Below Basic	62%	57%	-5%

Table 19 below represents the **reading** performance levels of the Grade 4 to Grade 5 cohort group. In SY12-13, 16% of students in Grade 4 performed at the ***Proficient and Advanced levels*** in reading. In SY13-14, 10% of Grade 5 students performed at ***Proficient and Advanced*** levels for reading. There was a 6% decrease in ***Proficient and Advanced levels*** for reading in this cohort group.

Table 19
DOE SAT10 **READING** PERFORMANCE LEVELS
Cohort Groups: Grade 4 (SY12-13) to Grade 5 (SY13-14)

LEVEL	GRADE 4 SY 2012-2013	GRADE 5 SY 2013-2014	DIFFERENCE
Level 4 Advanced	2%	0%	-2%
Level 3 Proficient	14%	10%	-4%
Level 2 Basic	36%	45%	9%
Level 1 Below Basic	47%	44%	-3%

Table 20 represents the **math** performance levels of the Grade 4 to Grade 5 cohort group. In SY12-13, 16% of students in Grade 4 performed at the ***Proficient and Advanced levels*** in math. In SY13-14, 9% of Grade 5 students performed at ***Proficient and Advanced*** levels for math. There was a 7% decrease in ***Proficient and Advanced levels*** for math in this cohort group.

Table 20
DOE SAT10 **MATH** PERFORMANCE LEVELS
Cohort Groups: Grade 4 (SY12-13) to Grade 5 (SY13-14)

LEVEL	GRADE 4 SY 2012-2013	GRADE 5 SY 2013-2014	DIFFERENCE
Level 4 Advanced	2%	1%	-1%
Level 3 Proficient	14%	8%	-6%
Level 2 Basic	37%	26%	-11%
Level 1 Below Basic	48%	65%	17%

Table 21 represents the **language** performance levels of the Grade 4 to Grade 5 cohort group. In SY12-13, 14% of students in Grade 4 performed at the ***Proficient and Advanced levels*** in language. In SY13-14, 12% of Grade 3 students performed at ***Proficient and Advanced*** levels for language. There was a 2% decrease in ***Proficient and Advanced levels*** for language in this cohort group.

Table 21
DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS
Cohort Groups: Grade 4 (SY12-13) to Grade 5 (SY13-14)

LEVEL	GRADE 4 SY 2012-2013	GRADE 5 SY 2013-2014	DIFFERENCE
Level 4 Advanced	2%	2%	0%
Level 3 Proficient	12%	10%	-2%
Level 2 Basic	30%	36%	6%
Level 1 Below Basic	56%	52%	-4%

Table 22 represents the **reading** performance levels of the Grade 5 to Grade 6 cohort group. In SY12-13, 11% of students in Grade 5 performed at the ***Proficient level*** in reading. In SY13-14, 13% of Grade 6 students performed at ***Proficient and Advanced*** levels for reading. There was a 2% increase in ***Proficient and Advanced levels*** for reading in this cohort group.

Table 22
DOE SAT10 **READING** PERFORMANCE LEVELS
Cohort Groups: Grade 5 (SY12-13) to Grade 6 (SY13-14)

LEVEL	GRADE 5 SY 2012-2013	GRADE 6 SY 2013-2014	DIFFERENCE
Level 4 Advanced	0%	1%	1%
Level 3 Proficient	11%	12%	1%
Level 2 Basic	46%	43%	-3%
Level 1 Below Basic	43%	43%	0%

Table 23 represents the **math** performance levels of the Grade 5 to Grade 6 cohort group. In SY12-13, 9% of students in Grade 5 performed at the ***Proficient and Advanced levels*** in math. In SY13-14, 6% of Grade 6 students performed at ***Proficient and Advanced*** levels for math. There was a 3% decrease in ***Proficient and Advanced levels*** for math in this cohort group.

Table 23
DOE SAT10 **MATH** PERFORMANCE LEVELS
Cohort Groups: Grade 5 (SY12-13) to Grade 6 (SY13-14)

LEVEL	GRADE 5 SY 2012-2013	GRADE 6 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	8%	5%	-3%
Level 2 Basic	26%	23%	-3%
Level 1 Below Basic	64%	71%	7%

Table 24 represents the **language** performance levels of the Grade 5 to Grade 6 cohort group. In SY12-13, 12% of students in Grade 5 performed at the ***Proficient and Advanced levels*** in language. In SY13-14, 11% of Grade 6 students performed at ***Proficient and Advanced*** levels. There was a 1% decrease in performance in the ***Advanced level***, but no change at the ***Proficient level***.

Table 24
DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS
Cohort Groups: Grade 5 (SY12-13) to Grade 6 (SY13-14)

LEVEL	GRADE 5 SY 2012-2013	GRADE 6 SY 2013-2014	DIFFERENCE
Level 4 Advanced	2%	1%	-1%
Level 3 Proficient	10%	10%	0%
Level 2 Basic	35%	36%	1%
Level 1 Below Basic	52%	53%	1%

Table 25 represents the **reading** performance levels of the Grade 6 to Grade 7 cohort group. In SY12-13, 13% of students in Grade 6 performed at the ***Proficient and Advanced levels*** in reading. In SY13-14, 14% of Grade 7 students performed at ***Proficient and Advanced*** levels for reading. There was a 1% increase in the ***Proficient level*** for reading in this cohort group.

Table 25
DOE SAT10 **READING** PERFORMANCE LEVELS
Cohort Groups: Grade 6 (SY12-13) to Grade 7 (SY13-14)

LEVEL	GRADE 6 SY 2012-2013	GRADE 7 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	12%	13%	1%
Level 2 Basic	42%	45%	3%
Level 1 Below Basic	44%	41%	-3%

Table 26 represents the **math** performance levels of the Grade 6 to Grade 7 cohort group. In SY12-13, 8% of students in Grade 6 performed at the ***Proficient and Advanced levels*** in math. In SY13-14, 5% of Grade 7 students performed at the ***Proficient and Advanced level*** for math. There was a 3% decrease in the ***Proficient and Advanced levels*** for math in this cohort group.

Table 26
DOE SAT10 **MATH** PERFORMANCE LEVELS
Cohort Groups: Grade 6 (SY12-13) to Grade 7 (SY13-14)

LEVEL	GRADE 6 SY 2012-2013	GRADE 7 SY 2013-2014	DIFFERENCE
Level 4 Advanced	2%	1%	-1%
Level 3 Proficient	6%	4%	-2%
Level 2 Basic	22%	15%	-7%
Level 1 Below Basic	70%	80%	10%

Table 27 represents the **language** performance levels of the Grade 6 to Grade 7 cohort group. In SY12-13, 13% of students in Grade 6 performed at the ***Proficient and Advanced levels*** in language. In SY13-14, 13% of Grade 7 students performed at ***Proficient and Advanced*** levels. There was no change in language levels in this cohort group.

Table 27
DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS
Cohort Groups: Grade 6 (SY12-13) to Grade 7 (SY13-14)

LEVEL	GRADE 6 SY 2012-2013	GRADE 7 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1%	2%	1%
Level 3 Proficient	12%	11%	-1%
Level 2 Basic	35%	29%	-6%
Level 1 Below Basic	52%	58%	6%

Table 28 represents the **reading** performance levels of the Grade 6 to Grade 7 cohort group. In SY12-13, 14% of students in Grade 7 performed at the ***Proficient and Advanced levels*** in reading. In SY13-14, 19% of Grade 8 students performed at ***Proficient and Advanced*** levels for reading. There was an 5% increase in the ***Proficient level*** for reading in this cohort group.

Table 28
DOE SAT10 **READING** PERFORMANCE LEVELS
Cohort Groups: Grade 7 (SY12-13) to Grade 8 (SY13-14)

LEVEL	GRADE 7 SY 2012-2013	GRADE 8 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	13%	18%	5%
Level 2 Basic	31%	50%	19%
Level 1 Below Basic	55%	31%	-24%

Table 29 represents the **math** performance levels of the Grade 7 to Grade 8 cohort group. In SY12-13, 4% of students in Grade 7 performed at the ***Proficient and Advanced levels*** in math. In SY13-14, 5% of Grade 8 students performed at the ***Proficient and Advanced*** level. There was a 1% decrease in the ***Proficient and Advanced levels*** for math in this cohort group.

Table 29
DOE SAT10 **MATH** PERFORMANCE LEVELS
Cohort Groups: Grade 7 (SY12-13) to Grade 8 (SY13-14)

LEVEL	GRADE 7 SY 2012-2013	GRADE 8 SY 2013-2014	DIFFERENCE
Level 4 Advanced	0%	1%	-1%
Level 3 Proficient	4%	4%	0%
Level 2 Basic	19%	17%	-2%
Level 1 Below Basic	76%	79%	3%

Table 30 represents the **language** performance levels of the Grade 7 to Grade 8 cohort group. In SY12-13, 14% of students in Grade 7 performed at the ***Proficient and Advanced levels*** in language. In SY13-14, 15% of Grade 8 students performed at ***Proficient and Advanced*** levels for language. There was a 1% increase in the ***Proficient level*** for language in this cohort group.

Table 30
DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS
Cohort Groups: Grade 7 (SY12-13) to Grade 8 (SY13-14)

LEVEL	GRADE 7 SY 2012-2013	GRADE 8 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	13%	14%	1%
Level 2 Basic	31%	37%	6%
Level 1 Below Basic	46%	47%	1%

Table 31 represents the **reading** performance levels of the Grade 8 to Grade 9 cohort group. In SY12-13, 20% of students in Grade 8 performed at the ***Proficient and Advanced levels*** in reading. In SY13-14, 12% of Grade 9 students performed at ***Proficient and Advanced*** levels for reading. There was a 8% decrease in the ***Proficient level*** for reading in this cohort group.

Table 31
DOE SAT10 **READING** PERFORMANCE LEVELS
Cohort Groups: Grade 8 (SY12-13) to Grade 9 (SY13-14)

LEVEL	GRADE 8 SY 2012-2013	GRADE 9 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	19%	11%	-8%
Level 2 Basic	50%	40%	-10%
Level 1 Below Basic	31%	48%	17%

Table 32 represents the **math** performance levels of the Grade 8 to Grade 9 cohort group. In SY12-13, 3% of students in Grade 8 performed at the ***Proficient and Advanced levels*** in math. In SY13-14, 1% of Grade 9 students performed at ***Proficient and Advanced*** levels for math. There was a 2% decrease in the ***Proficient level*** for math in this cohort group.

Table 32
DOE SAT10 **MATH** PERFORMANCE LEVELS
Cohort Groups: Grade 8 (SY12-13) to Grade 9 (SY13-14)

LEVEL	GRADE 8 SY 2012-2013	GRADE 9 SY 2013-2014	DIFFERENCE
Level 4 Advanced	0%	0%	0%
Level 3 Proficient	3%	1%	-2%
Level 2 Basic	19%	15%	-4%
Level 1 Below Basic	78%	83%	5%

Table 33 represents the **language** performance levels of the Grade 8 to Grade 9 cohort group. In SY12-13, 16% of students in Grade 8 performed at the ***Proficient and Advanced levels*** in language. In SY13-14, 6% of Grade 9 students performed at ***Proficient and Advanced*** levels for language. There was a 10% decrease in the ***Proficient and Advanced levels*** for language in this cohort group.

Table 33
DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS
Cohort Groups: Grade 8 (SY12-13) to Grade 9 (SY13-14)

LEVEL	GRADE 8 SY 2012-2013	GRADE 9 SY 2013-2014	DIFFERENCE
Level 4 Advanced	2%	0%	-2%
Level 3 Proficient	14%	6%	-8%
Level 2 Basic	38%	34%	-4%
Level 1 Below Basic	46%	60%	14%

Table 34 represents the **reading** performance levels of the Grade 9 to Grade 10 cohort group. In SY12-13, 13% of students in Grade 9 performed at the ***Proficient and Advanced levels*** in reading. In SY13-14, 9% of Grade 10 students performed at ***Proficient and Advanced*** levels for reading. There was a 4% decrease at ***Proficient and Advanced*** levels for reading in this cohort group.

Table 34
DOE SAT10 **READING** PERFORMANCE LEVELS
Cohort Groups: Grade 9 (SY12-13) to Grade 10 (SY13-14)

LEVEL	GRADE 9 SY 2012-2013	GRADE 10 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	12%	8%	-4%
Level 2 Basic	39%	33%	-6%
Level 1 Below Basic	49%	58%	9%

Table 35 represents the **math** performance levels of the Grade 9 to Grade 10 cohort group. In SY12-13, 2% of students in Grade 9 performed at the ***Proficient and Advanced levels*** in math. In SY13-14, 1% of Grade 10 students performed at ***Proficient and Advanced*** levels for math. There was a 1% decrease in the ***Proficient level*** for math in this cohort group.

Table 35
DOE SAT10 **MATH** PERFORMANCE LEVELS
Cohort Groups: Grade 9 (SY12-13) to Grade 10 (SY13-14)

LEVEL	GRADE 9 SY 2012-2013	GRADE 10 SY 2013-2014	DIFFERENCE
Level 4 Advanced	0%	0%	0%
Level 3 Proficient	2%	1%	-1%
Level 2 Basic	15%	9%	-6%
Level 1 Below Basic	83%	89%	6%

Table 36 represents the **language** performance levels of the Grade 9 to Grade 10 cohort group. In SY12-13, 6% of students in Grade 9 performed at the ***Proficient and Advanced levels*** in language. In SY13-14, 4% of Grade 10 students performed at ***Proficient and Advanced*** levels for language. There was a 2% decrease in the ***Proficient level*** for language in this cohort group.

Table 36
DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS
Cohort Groups: Grade 9 (SY12-13) to Grade 10 (SY13-14)

LEVEL	GRADE 9 SY 2012-2013	GRADE 10 SY 2013-2014	DIFFERENCE
Level 4 Advanced	0%	0%	0%
Level 3 Proficient	6%	4%	-2%
Level 2 Basic	35%	26%	-9%
Level 1 Below Basic	59%	69%	10%

Table 37 represents the **reading** performance levels of the Grade 10 to Grade 11 cohort group. In SY12-13, 9% of students in Grade 10 performed at the ***Proficient and Advanced levels*** in reading. In SY13-14, 12% of Grade 11 students performed at ***Proficient and Advanced*** levels for reading. There was a 3% increase in the ***Proficient level*** for reading in this cohort group.

Table 37
DOE SAT10 **READING** PERFORMANCE LEVELS
Cohort Groups: Grade 10 (SY12-13) to Grade 11 (SY13-14)

LEVEL	GRADE 10 SY 2012-2013	GRADE 11 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	8%	11%	3%
Level 2 Basic	34%	33%	-1%
Level 1 Below Basic	58%	55%	-3%

Table 38 represents the **math** performance levels of the Grade 10 to Grade 11 cohort group. In SY12-13, 1% of students in Grade 10 performed at the ***Proficient level*** in math. In SY13-14, 1% of Grade 11 students performed at the ***Proficient level*** for math. There was no change in the ***Proficient level*** for math in this cohort group.

Table 38
DOE SAT10 **MATH** PERFORMANCE LEVELS
Cohort Groups: Grade 10 (SY12-13) to Grade 11 (SY13-14)

LEVEL	GRADE 10 SY 2012-2013	GRADE 11 SY 2013-2014	DIFFERENCE
Level 4 Advanced	0%	0%	0%
Level 3 Proficient	1%	1%	0%
Level 2 Basic	10%	6%	-4%
Level 1 Below Basic	89%	93%	4%

Table 39 represents the **language** performance levels of the Grade 10 to Grade 11 cohort group. In SY12-13, 4% of students in Grade 10 performed at the ***Proficient level*** in language. In SY13-14, 4% of Grade 11 students performed at ***Proficient and Advanced*** levels for language. There was no change in the ***Proficient level*** for language in this cohort group.

Table 39 DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS Cohort Groups: Grade 10 (SY12-13) to Grade 11 (SY13-14)			
LEVEL	GRADE 10 SY 2012-2013	GRADE 11 SY 2013-2014	DIFFERENCE
Level 4 Advanced	0%	0%	0%
Level 3 Proficient	4%	4%	0%
Level 2 Basic	27%	26%	-1%
Level 1 Below Basic	69%	70%	1%

Table 40 represents the **reading** performance levels of the Grade 11 to Grade 12 cohort group. In SY12-13, 11% of students in Grade 11 performed at the ***Proficient and Advanced levels*** in reading. In SY13-14, 14% of Grade 12 students performed at ***Proficient and Advanced*** levels for reading. There was a 3% increase in the ***Proficient and Advanced levels*** for reading in this cohort group.

Table 40 DOE SAT10 **READING** PERFORMANCE LEVELS Cohort Groups: Grade 11 (SY12-13) to Grade 12 (SY13-14)			
LEVEL	GRADE 11 SY 2012-2013	GRADE 12 SY 2013-2014	DIFFERENCE
Level 4 Advanced	1%	2%	1%
Level 3 Proficient	10%	12%	2%
Level 2 Basic	33%	32%	-1%
Level 1 Below Basic	56%	54%	-2%

Table 41 represents the **math** performance levels of the Grade 11 to Grade 12 cohort group. In SY12-13, 2% of students in Grade 11 performed at the ***Proficient level*** in math. In SY13-14, 1% of Grade 12 students performed at the ***Proficient level*** for math. There was a 1% decrease in the ***Proficient and Advanced levels*** for math in this cohort group.

Table 41 DOE SAT10 **MATH** PERFORMANCE LEVELS Cohort Groups: Grade 11 (SY12-13) to Grade 12 (SY13-14)			
LEVEL	GRADE 11 SY 2012-2013	GRADE 12 SY 2013-2014	DIFFERENCE
Level 4 Advance	0%	0%	0%
Level 3 Proficient	2%	1%	-1%
Level 2 Basic	6%	6%	0%
Level 1 Below Basic	93%	93%	0%

Table 42 represents the **language** performance levels of the Grade 11 to Grade 12 cohort group. In SY12-13, 5% of students in Grade 11 performed at the ***Proficient and Advanced levels*** in language. In SY13-14, 6% of Grade 12 students performed at the ***Proficient and Advanced*** level for language. There was a 1% decrease in the ***Proficient and Advanced levels*** for language in this cohort group.

Table 42
DOE SAT10 **LANGUAGE** PERFORMANCE LEVELS
Cohort Groups: Grade 11 (SY12-13) to Grade 12 (SY13-14)

LEVEL	GRADE 11 SY 2012-2013	GRADE 12 SY 2013-2014	DIFFERENCE
Level 4 Advanced	0%	1%	-1%
Level 3 Proficient	5%	5%	0%
Level 2 Basic	24%	27%	3%
Level 1 Below Basic	71%	68%	-3%

E. DISAGGREGATED PERFORMANCE LEVELS BY SUBGROUPS

The NCLB Act requires states to report student test results by total population and subgroups. The reports are intended to fulfill federal mandates, which require all students to have equal opportunity to learn, irrespective of ethnicity, special needs, socio-economic background and gender.

The analysis of disaggregated scores addresses two major questions:

1. What are the proportions of students with special conditions performing at proficient (level 3) and advanced (level 4) on the SAT10?

2. Is there a gap between the proportions of students with special conditions performing at the proficient and advanced levels and the proportions of students in the general education program?

Figures 43 to 63 show the percentage of students performing at Levels 3 & 4 proficient and advanced levels by Grade and Content Areas (Reading, Math, and Language) for students in the ELLs, Eligible Free/Reduced Lunch (FRL) and Special Education ("SPED") Programs.

Examination of Figures 43 to 63 reveal that the largest proportions of ELL, SPED and FRL program participants performing at levels 3 and 4 are enrolled in grade 1. The proportions consistently decrease in higher grade levels in that there are as few as 0 to and as much as5 percent performing at those levels.

Figures 43A through 43C below show a significant drop of as much as 13% percentage points of Grade 1 ELL students performing at levels 3 and 4 in Reading and 6% percentage points drop in Math for SY 13-14 from the previous school year. There is also a decrease of two percentage points in students performing at the Proficient and Advanced Level in Language for Grade 1 ELL students. SY09-10 registered the highest percentage of ELL students that were in the Proficient/Advanced levels.

Figure 43A
DOE SAT 10 ELL Performance Levels
Grade 1 READING: SY09-10 to SY13-14

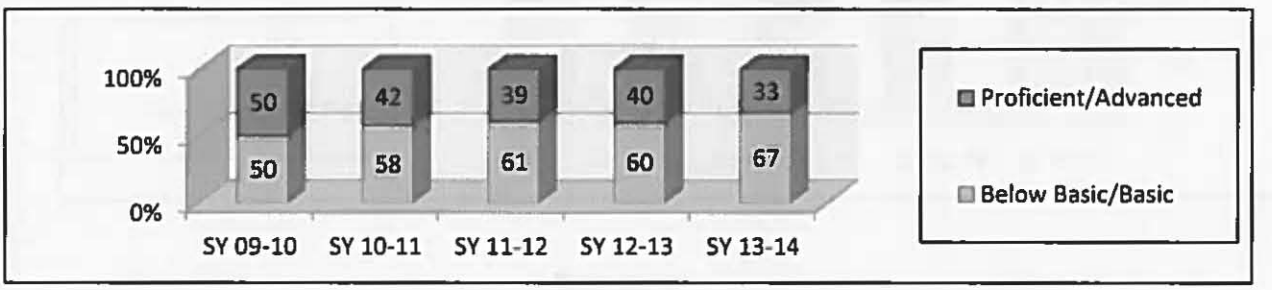


Figure 43B
DOE SAT 10 ELL Performance Levels
Grade 1 MATH: SY09-10 – SY13-14

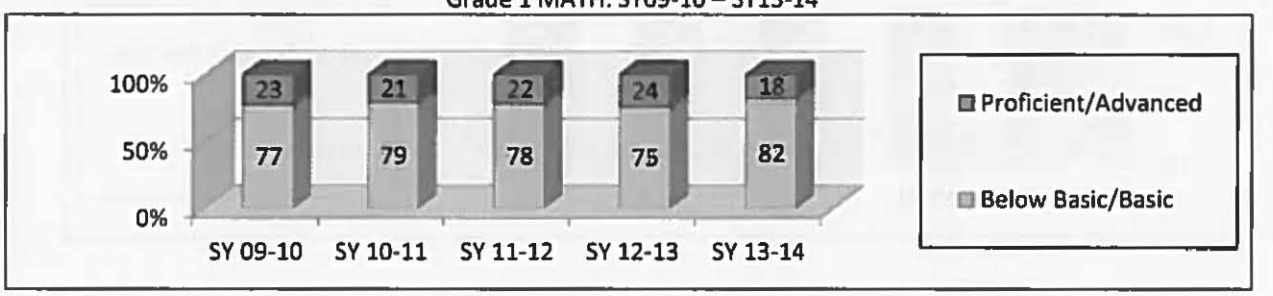
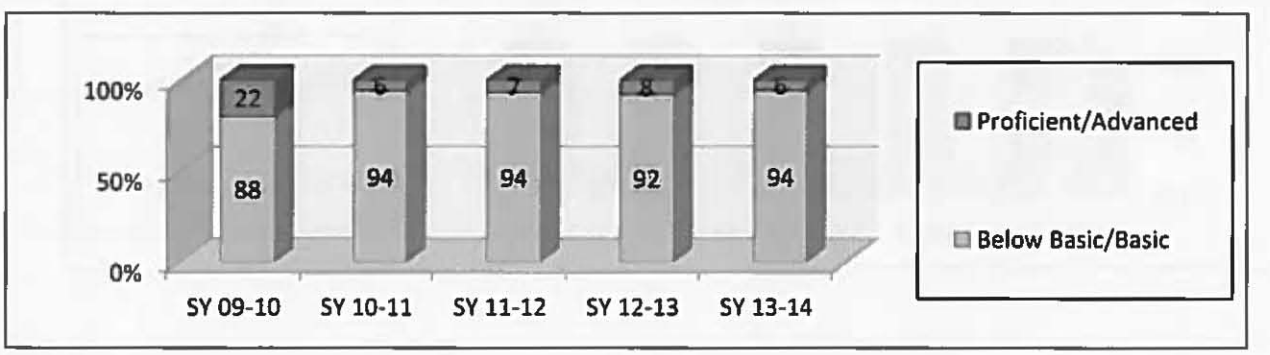


Figure 43C
DOE SAT 10 ELL Performance Levels
Grade 1 LANGUAGE: SY09-10 – SY13-14



Figures 44A through 44C below show that the percentage of Grade 3 ELL students performing at Levels 3 and 4 in SY 134-14 dropped by 1 percentage point from SY 12-13 in Reading, Math, and Language. The up and down pattern of increase/decrease through the five year period did not constitute significant change.

Figure 44A
DOE SAT 10 ELL Performance Levels
Grade 3 READING: SY09-10 – SY13-14

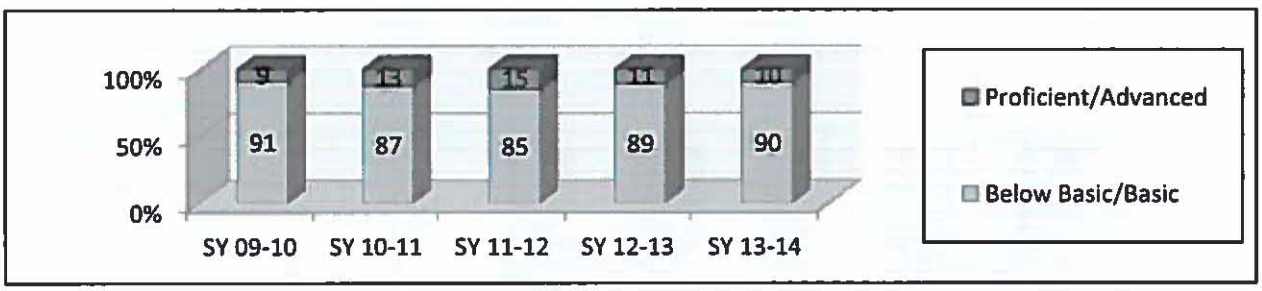


Figure 44B
DOE SAT 10 ELL Performance Levels
Grade 3 MATH: SY09-10 – SY13-14

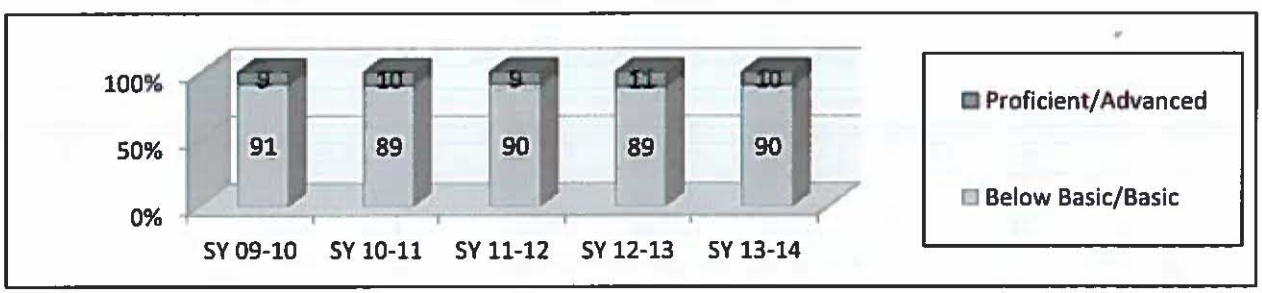
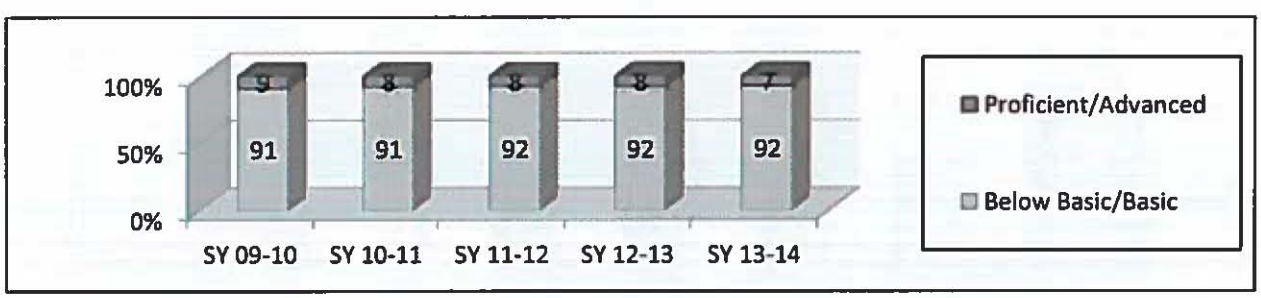


Figure 44C
DOE SAT 10 ELL Performance Levels
Grade 3 LANGUAGE: SY09-10 – SY13-14



Figures 45A through 45C show that Grade 5 ELL students performing at the Proficient or Advanced Levels in Reading and Language improved by one percentage point in SY 13-14 as compared to SY 12-13 data. However, the percentage of Grade 5 ELL students performing at the Proficient or Advanced Level in Math and Language remains consistent with student performances in SY 12-13. The increase/decrease of the proportions in these proficiency levels did not constitute significant change through the five year period.

Figure 45A
DOE SAT 10 ELL Performance Levels
Grade 5 READING: SY09-10 – SY13-14

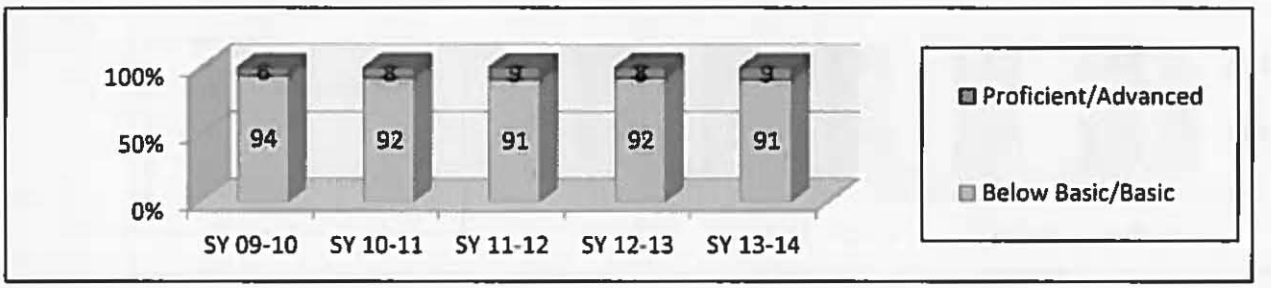


Figure 45B
DOE SAT 10 ELL Performance Levels
Grade 5 MATH: SY09-10 – SY13-14

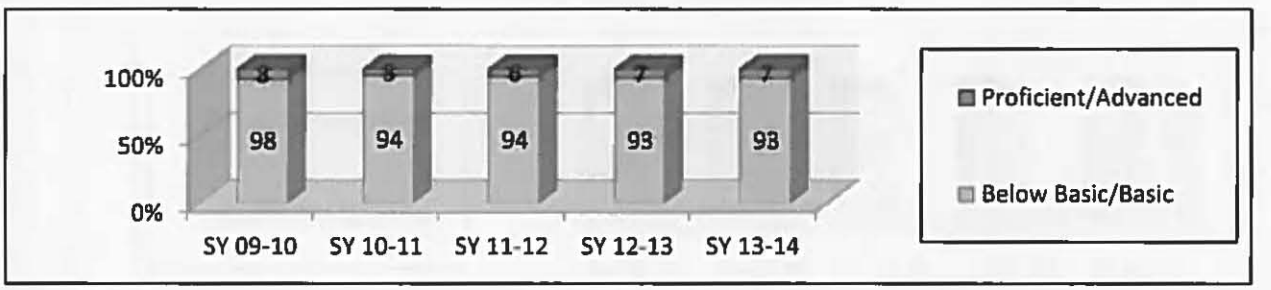
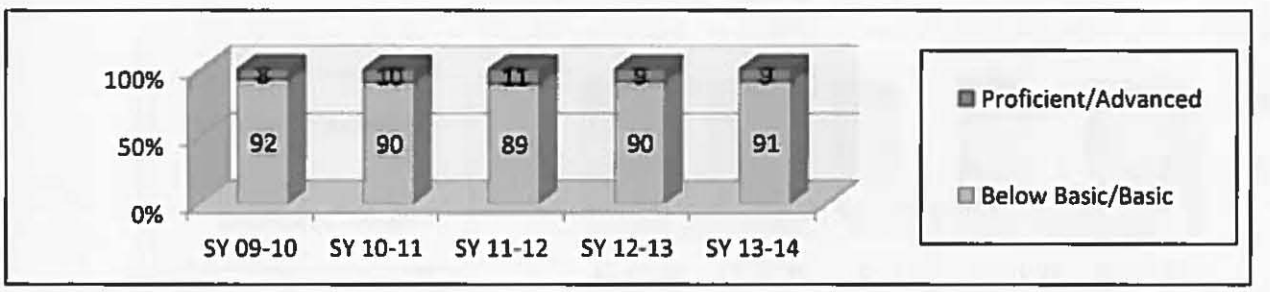


Figure 45C
DOE SAT 10 ELL Performance Levels
Grade 5 LANGUAGE: SY09-10 – SY13-14



Figures 46A through 46C below show that Grade 7 ELL students performing at Proficient and Advanced Levels dropped by 1 percentage point in SY 13-14 in Reading and Language. However, there was an increase of one percentage point in performance at the Proficient or Advanced Level in Math for SY 13-14. There were no significant increases/decreases during the five year period.

Figure 46A
DOE SAT 10 ELL Performance Levels
Grade 7 READING: SY09-10 – SY13-14

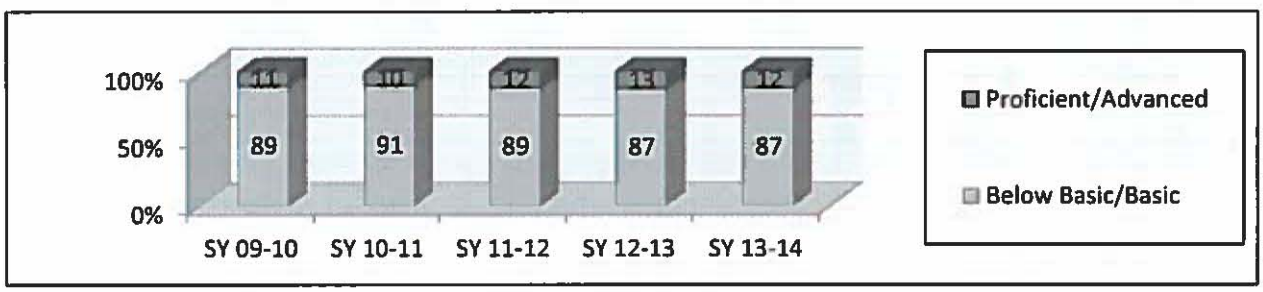


Figure 46B
DOE SAT 10 ELL Performance Levels
Grade 7 MATH: SY09-10 – SY13-14

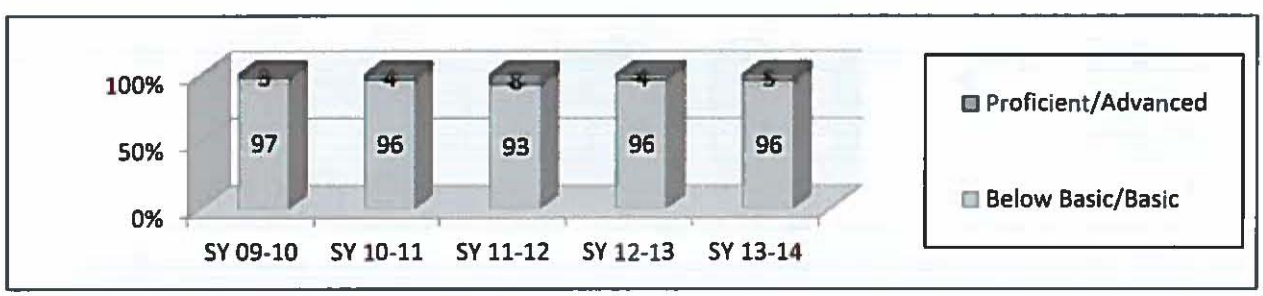
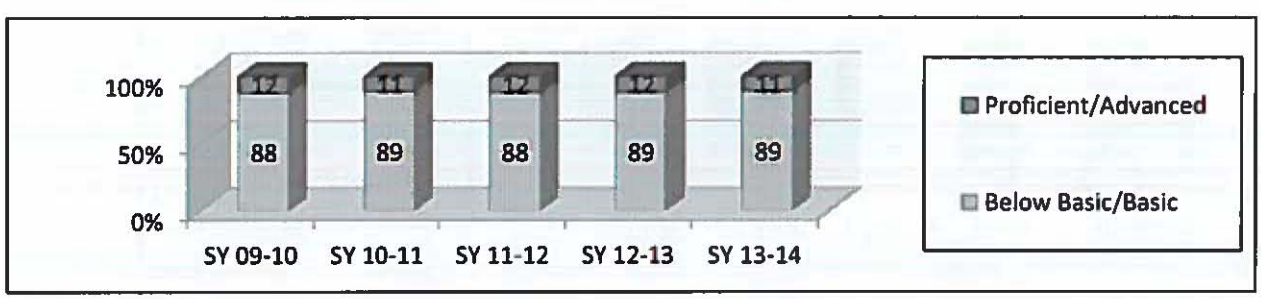


Figure 46C
DOE SAT 10 ELL Performance Levels
Grade 7 LANGUAGE: SY09-10 – SY13-14



Figures 47A through 47C below show an increase by 1 percentage point of Grade 9 ELL students at the Proficient or Advanced Level in Reading, a drop by 1 percentage point in Math, and no change in Language. There were no significant increases or decreases in all subjects through the five years.

Figure 47A
DOE SAT 10 ELL Performance Levels
Grade 9 READING: SY09-10 – SY13-14

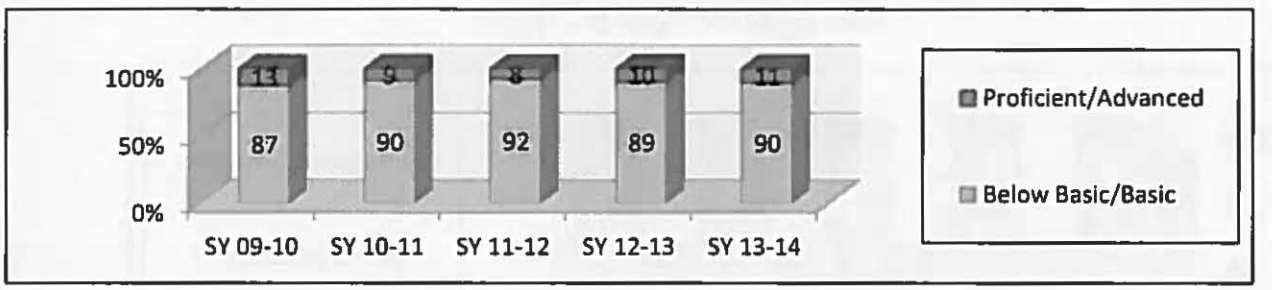


Figure 47B
DOE SAT 10 ELL Performance Levels
Grade 9 MATH: SY09-10 – SY13-14

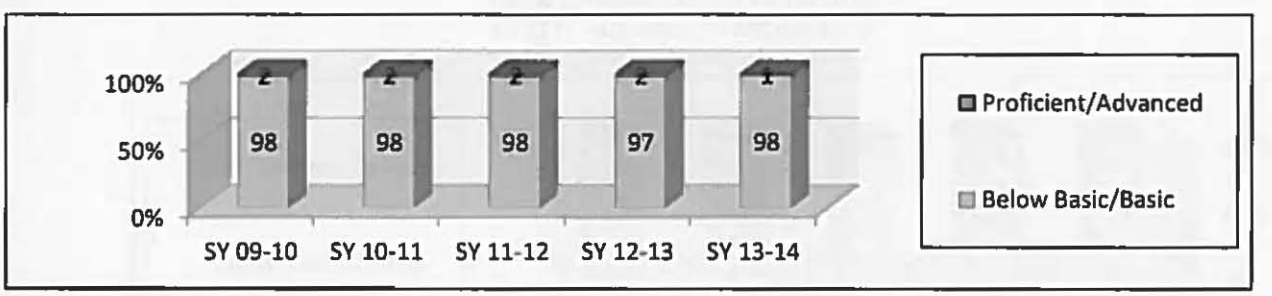
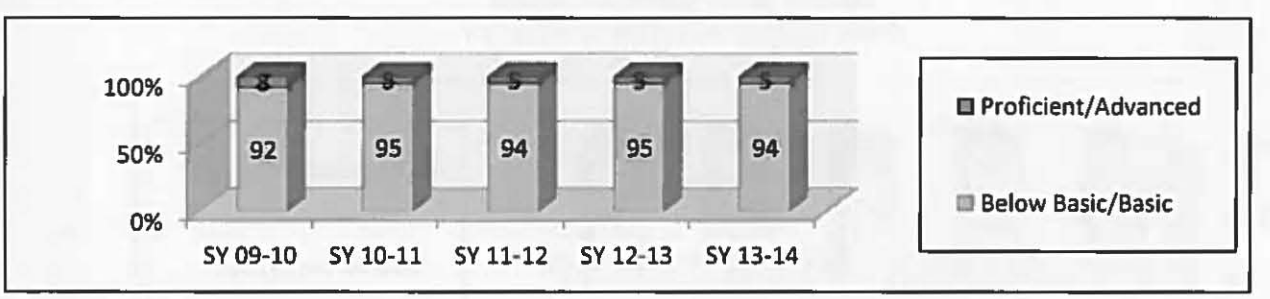


Figure 47C
DOE SAT 10 ELL Performance Levels
Grade 9 LANGUAGE: SY09-10 – SY13-14



Figures 48A through 48C below show that the percentage of Grade 10 ELL students performing at the Proficient or Advanced Level for SY12-13 and SY 13-14 in Reading and Math has remained consistent. However, there was an increase of one percentage point in SY 13-14 Grade 10 ELL students performing at the Proficient or Advanced Level for Language. The increases/decreases did not constitute significant change through the five year period.

Figure 48A
DOE SAT 10 ELL Performance Levels
Grade 10 READING: SY09-10 – SY13-14

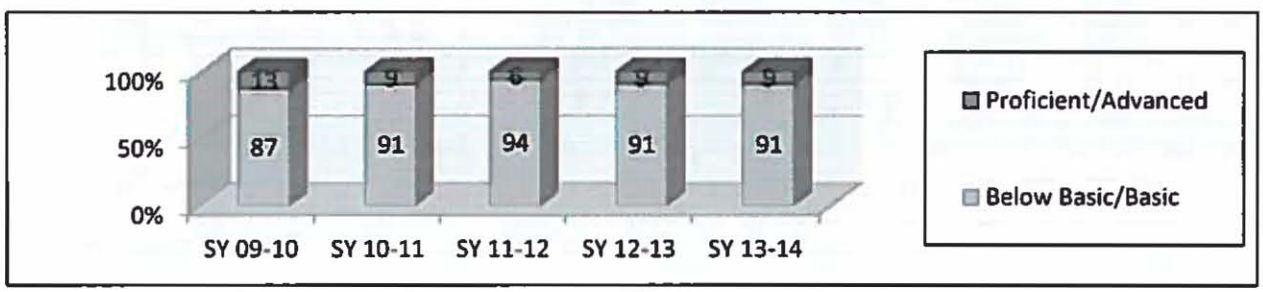


Figure 48B
DOE SAT 10 ELL Performance Levels
Grade 10 MATH: SY09-10 – SY13-14

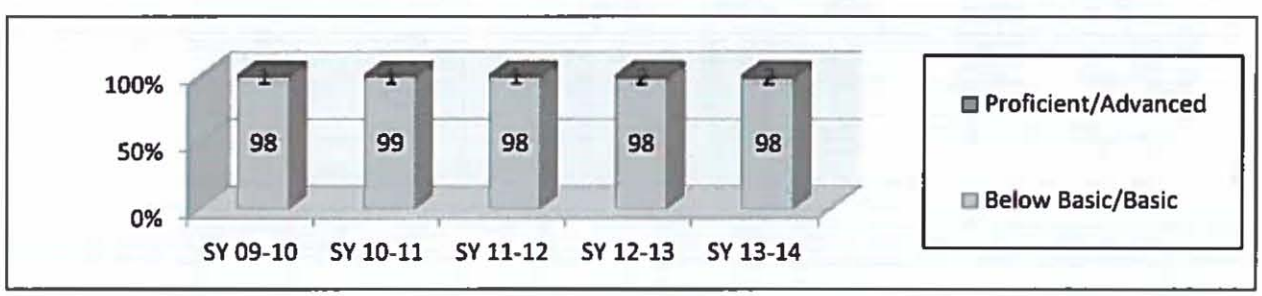
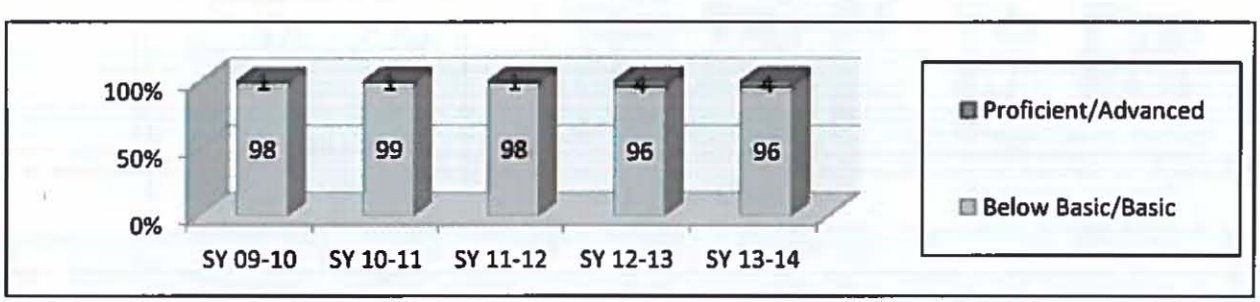


Figure 48C
DOE SAT 10 ELL Performance Levels
Grade 10 LANGUAGE: SY09-10 – SY13-14



Figures 49A through 49C show that for SY13-14, ELL Grade 11 students have shown an improvement of two percentage points in Reading, with 11% of students performing at the Proficient or Advanced Level. However, the percentage of Grade 11 ELL students performing at the Proficient or Advanced Level in Math and Language has dropped by one percentage point for SY 13-14 as compared to SY 12-13. ELL student performance levels in Math remain to be an area in need of improvement. The changes through the five year period were not significant.

Figure 49A
DOE SAT 10 ELL Performance Levels
Grade 11 READING: SY09-10 – SY13-14

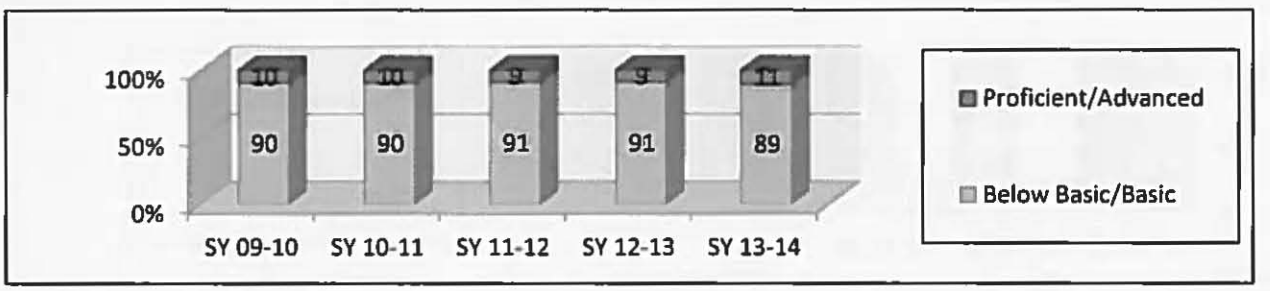


Figure 49B
DOE SAT 10 ELL Performance Levels
Grade 11 MATH: SY09-10 – SY13-14

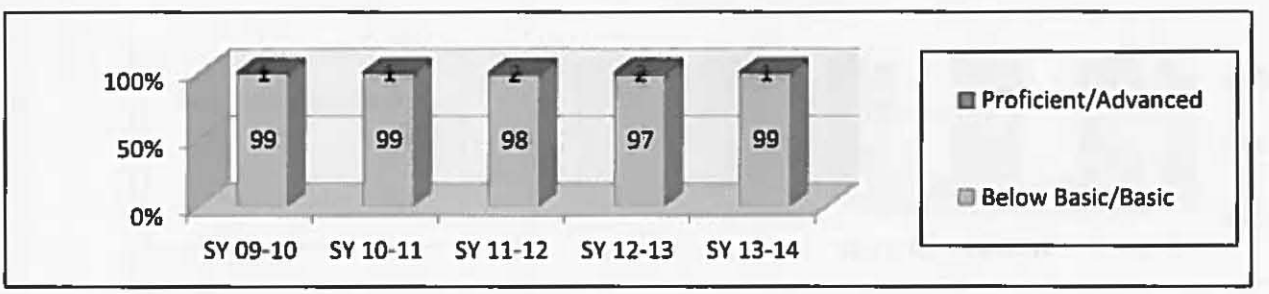
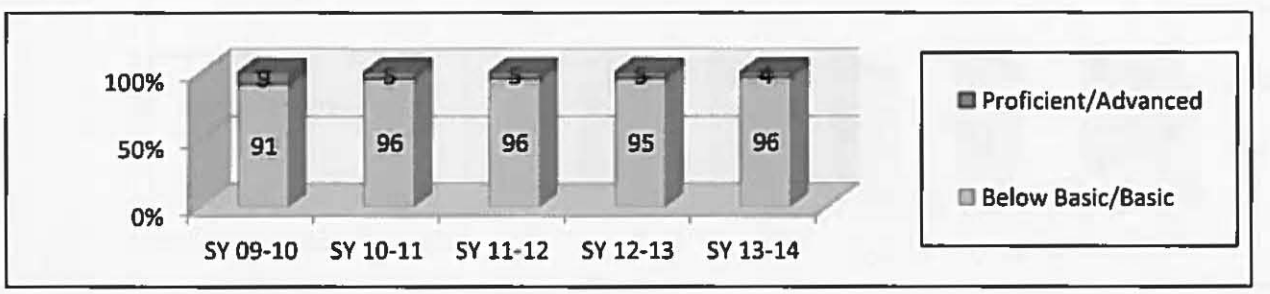


Figure 49C
DOE SAT 10 ELL Performance Levels
Grade 11 LANGUAGE: SY09-10 – SY13-14



The following SAT 10 Performance Levels (Figures 50 through 56) depict the results among FRL Program Students:

Figures 50A through 50C below show that in the last five school years, SY 08-09 through SY13-14, students participating in Free and Reduced Program showed the highest proportion of FRL students performing at the Proficient or Advanced Levels for Grade 1 Reading and Language was in SY09-10 while the highest proportion in Math was in SY12-13.

Figure 50A
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 1 READING: SY09-10 – SY13-14

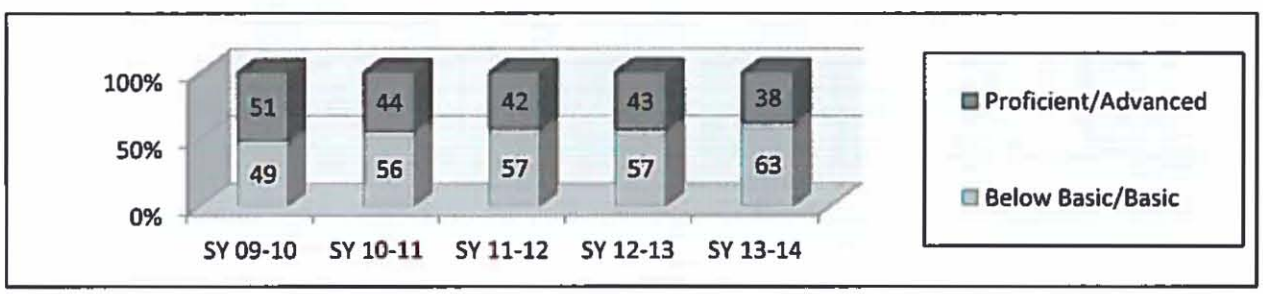


Figure 50B
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 1 MATH: SY09-10 – SY13-14

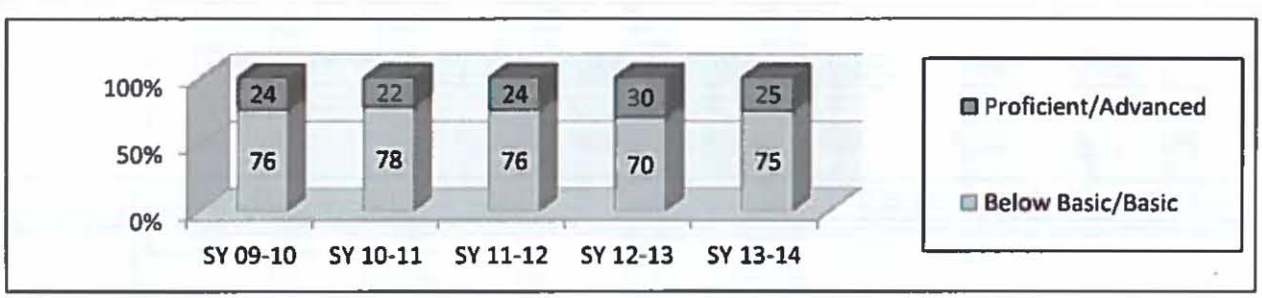
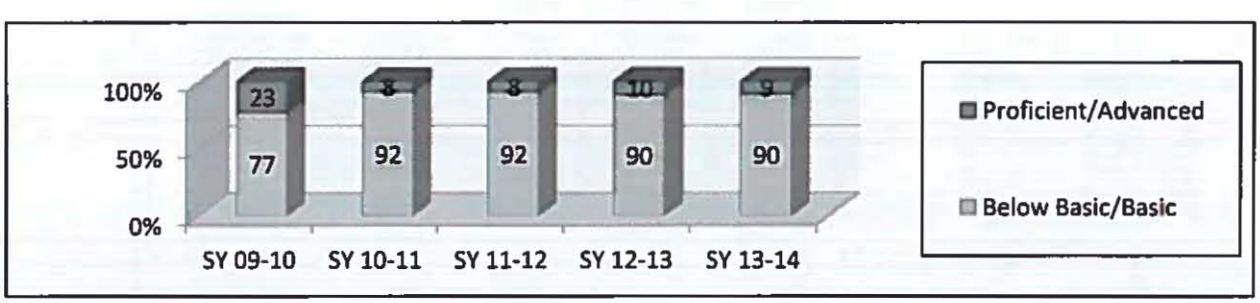


Figure 50C
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 1 LANGUAGE: SY09-10 – SY13-14



Figures 51A through 51C below show that the percentages of 3rd grade students who participated in the Free/Reduced Program have not progressed in their performance in Proficient or Advanced Levels in Math and Language. However, there was a growth of one percentage point from SY12-13 to SY 13-14 in Reading.

Figure 51A
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 3 READING: SY09-10 – SY13-14

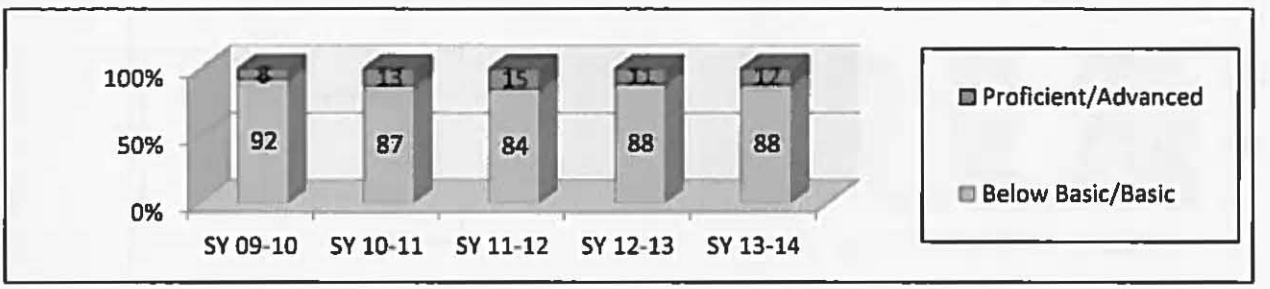


Figure 51B
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 3 MATH: SY09-10 – SY13-14

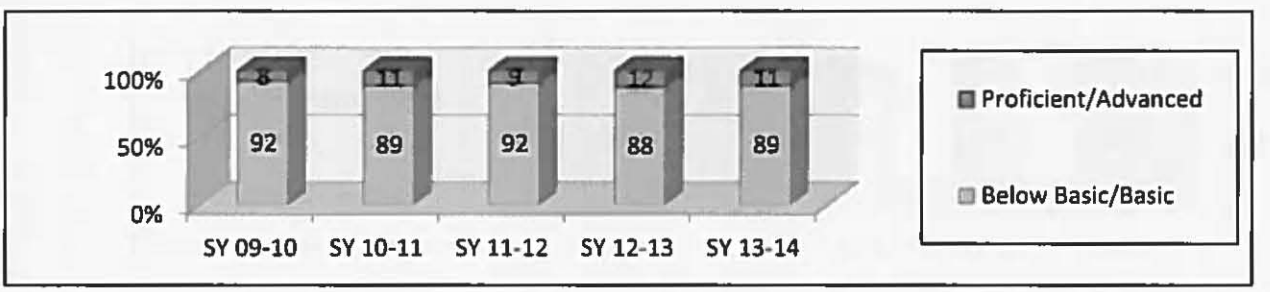
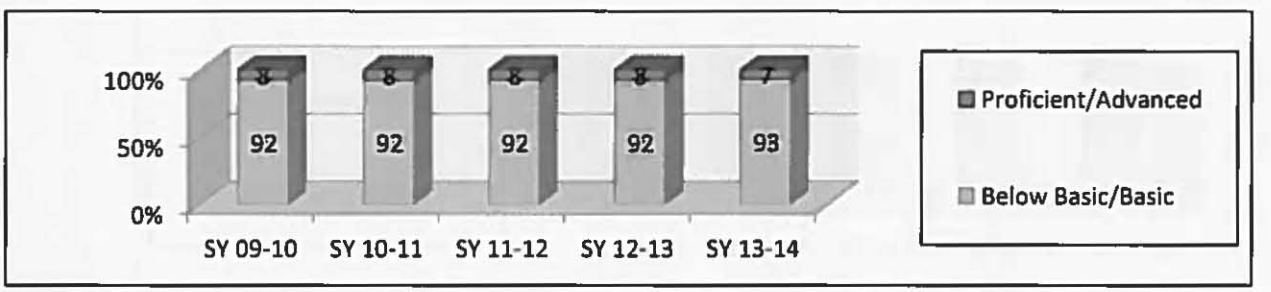


Figure 51C
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 3 LANGUAGE: SY09-10 – SY13-14



Figures 52A through 52C below how that 5th grade students participating in the Free and Reduced Program who performed at the Proficient or Advanced Level showed a decrease of one percentage point in Reading and Math, and an increase of one percentage point in Language. There were no significant changes over the past five school years.

Figure 52A
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 5 READING: SY09-10 – SY13-14

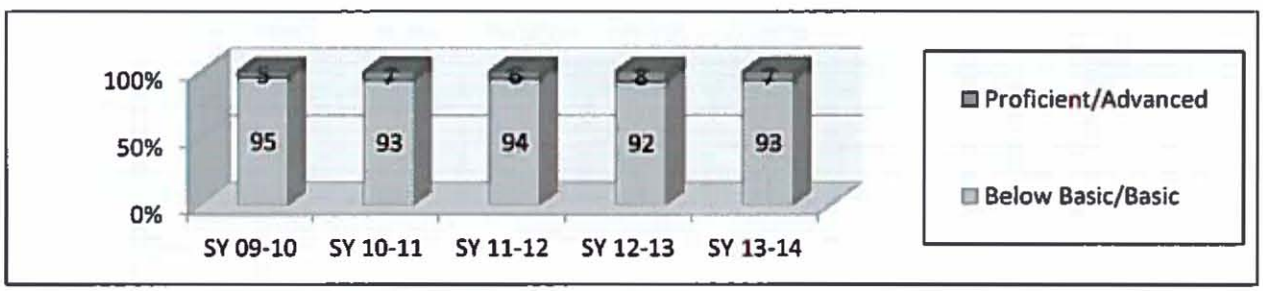


Figure 52B
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 5 MATH: SY09-10 – SY13-14

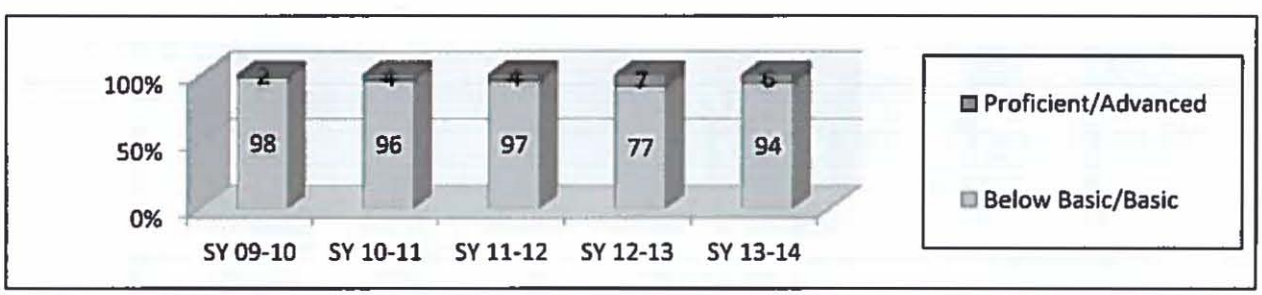
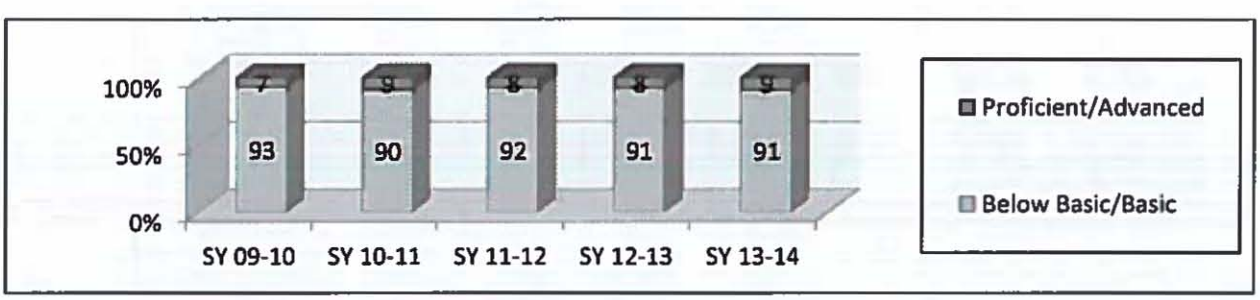


Figure 52C
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 5 LANGUAGE: SY09-10 – SY13-14



Figures 53A through 53C show a decrease from SY 12-13 with SY 13-14 among students performing at the Proficient or Advanced Level by one percentage point in Reading, Math, and Language for Grade 7 students who participated in Free/Reduced Program. There were also no significant changes through the five year period.

Figure 53A
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 7 READING: SY09-10 – SY13-14

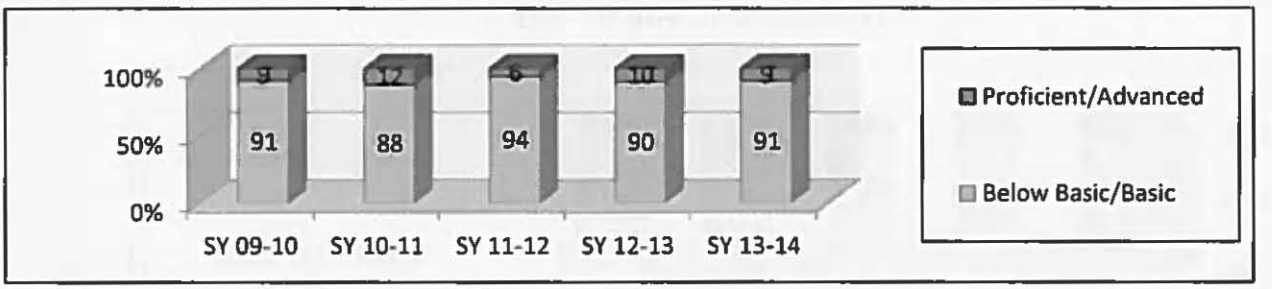


Figure 53B
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 7 MATH: SY09-10 – SY13-14

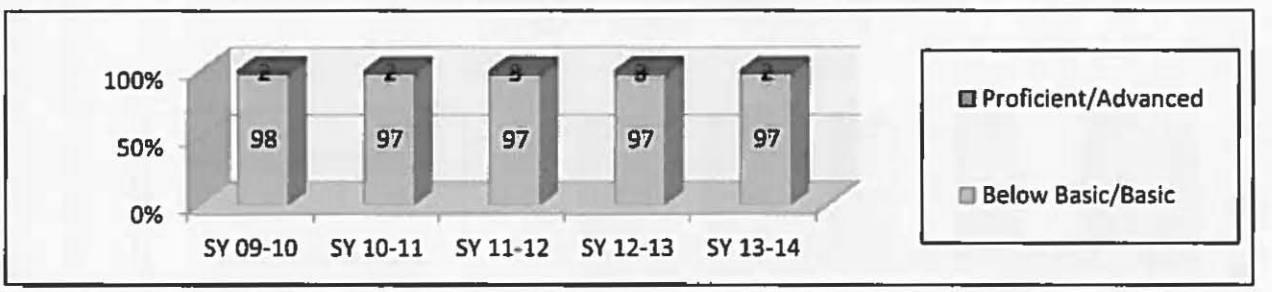
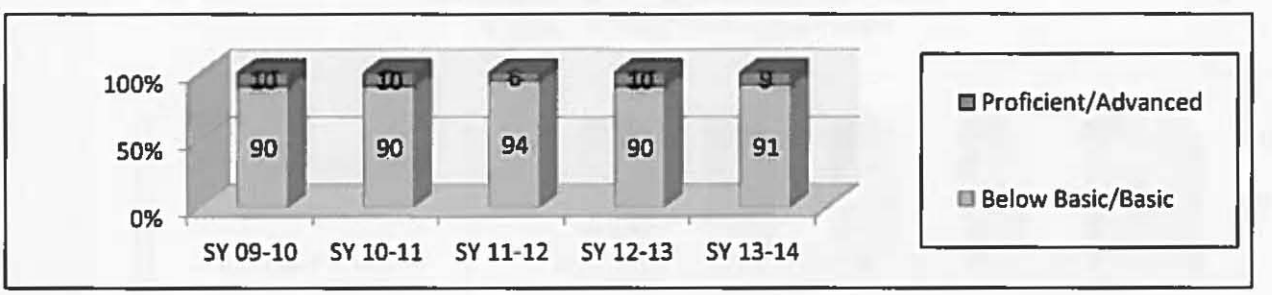


Figure 53C
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 7 LANGUAGE: SY09-10 – SY13-14



Figures 54A through 54C below show that Grade 9 students who performed at the Proficient or Advanced Levels for SY 13-14 decreased by two percentage points as compared to SY12-13 for Reading, one percentage point for Math and an increase of 1 percentage point for Language among students who participated in Free/Reduced Program. However, when comparing the data over the last five years, the increases/decreases were not significant.

Figure 54A
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 9 READING: SY09-10 – SY13-14

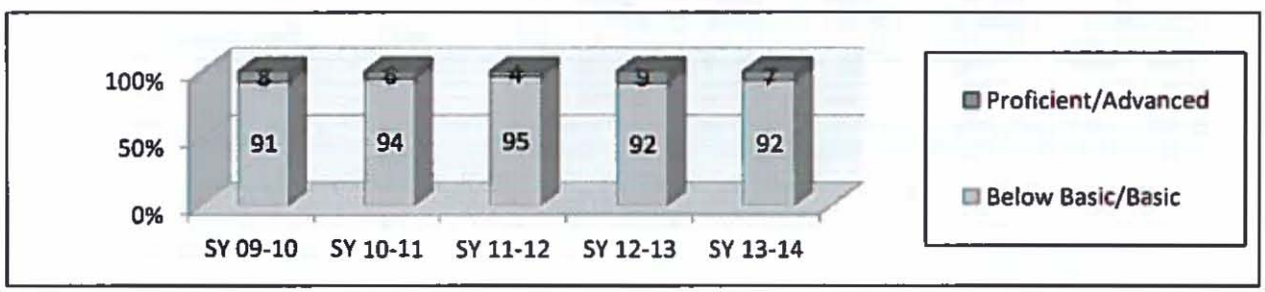


Figure 54B
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 9 MATH: SY09-10 – SY13-14

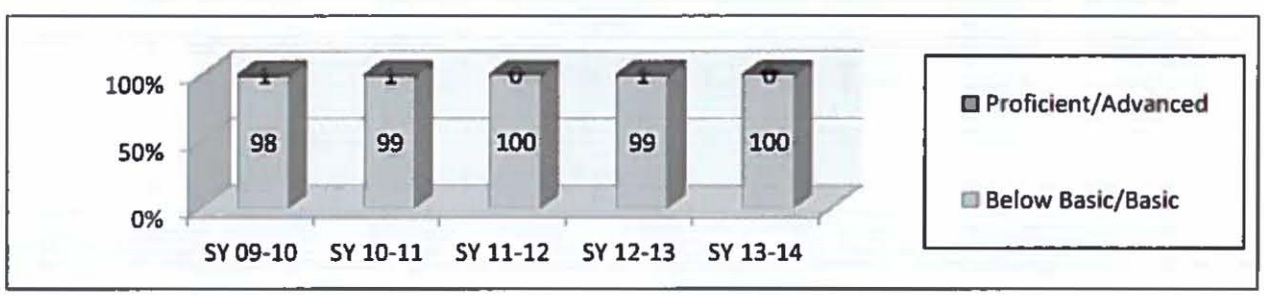
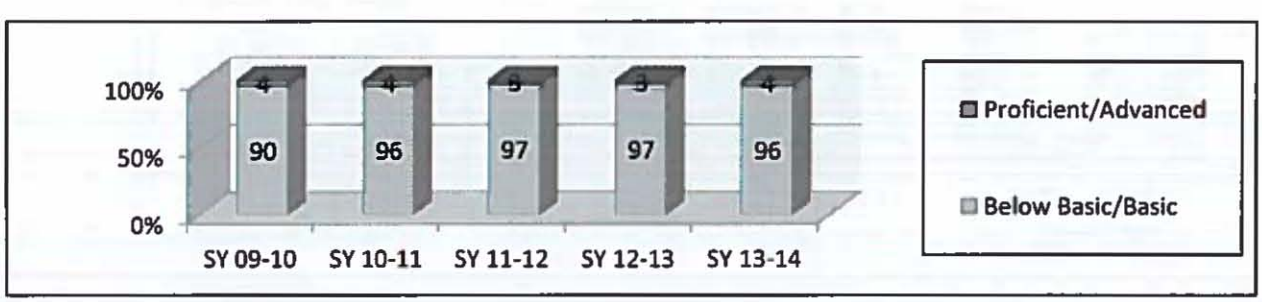


Figure 54C
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 9 LANGUAGE: SY09-10 – SY13-14



Figures 55A through 55C below show that the proportion of Grade 10 students in Free/Reduced Lunch Program who performed at the Proficient or Advanced Level in Reading, Math, and Language for SY 13-14 remained the same as in SY 12-13. There were also no significant changes through the five year period.

Figure 55A
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 10 READING: SY09-10 – SY13-14

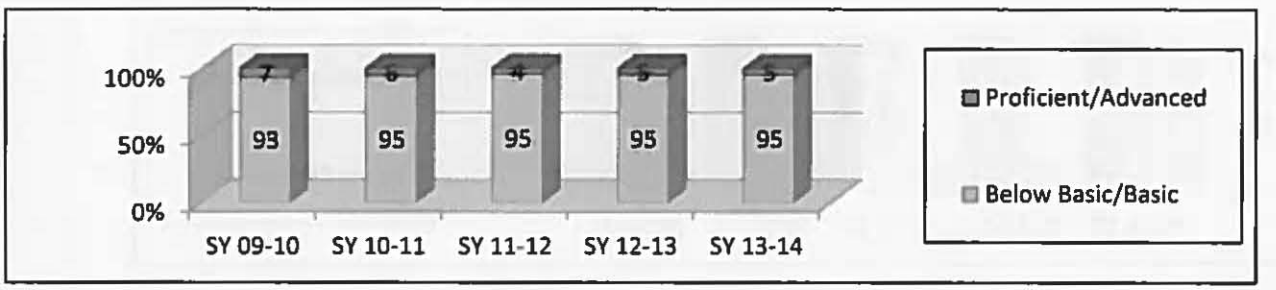


Figure 55B
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 10 MATH: SY09-10 – SY13-14

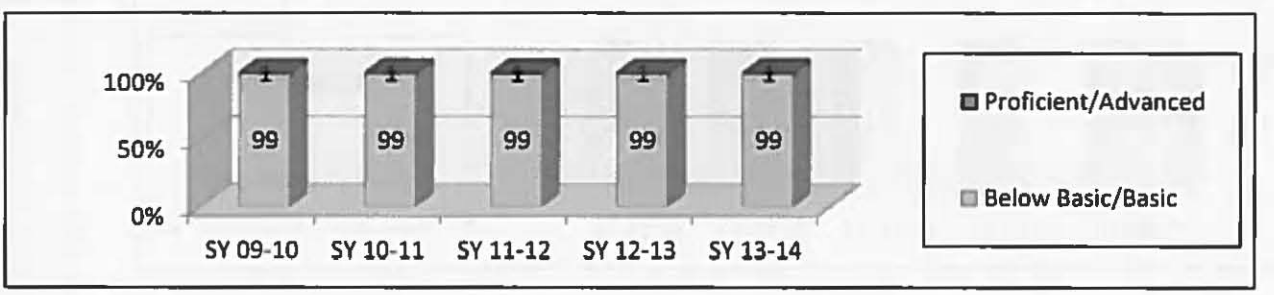
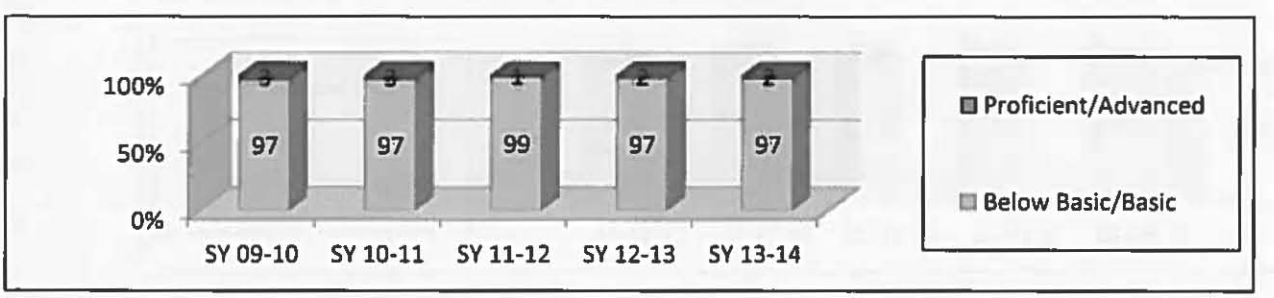


Figure 55C
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 10 LANGUAGE: SY09-10 – SY13-14



Figures 56A through 56C below show that Grade 11 students who participated in the Free and Reduced program performed at relatively the same proficiency levels through the five year period.

Figure 56A
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 11 READING: SY09-10 – SY13-14

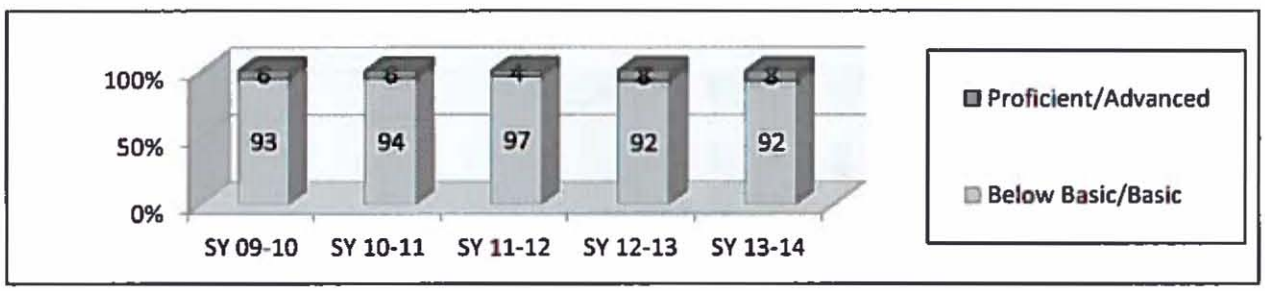


Figure 56B
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 11 MATH: SY09-10 – SY13-14

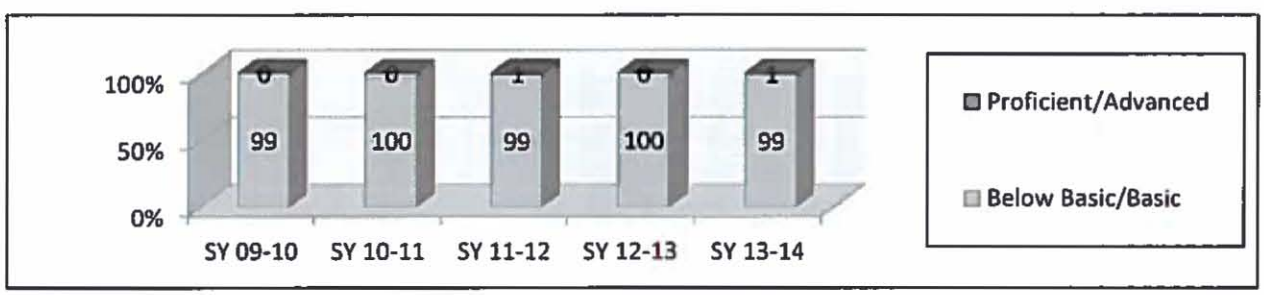
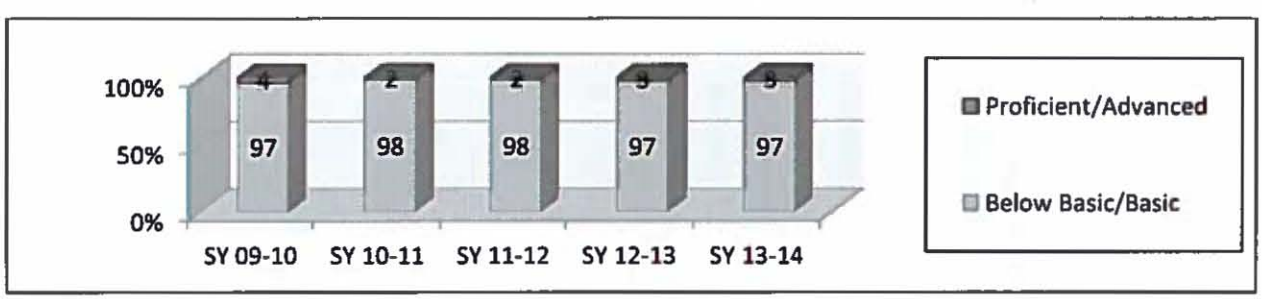


Figure 56C
DOE SAT 10 FREE/REDUCED Performance Levels
Grade 11 LANGUAGE: SY09-10 – SY13-14



The following SAT 10 Performance Levels (Figures 57 through 63) depict the Special Education (SPED) Program Students:

Figures 57A through 57C show that in SY13-14, the percentage of 1st grade SPED students scoring at the Proficient or Advanced Level decreased by 3 percentage points in Reading and 6 percentage points in Language while it increased by 3 percentage points in Math as compared with student performance in SY 12-13.

Figure 57A

DOE SAT 10 SPED Performance Levels

Grade 1 READING: SY09-10 – SY13-14

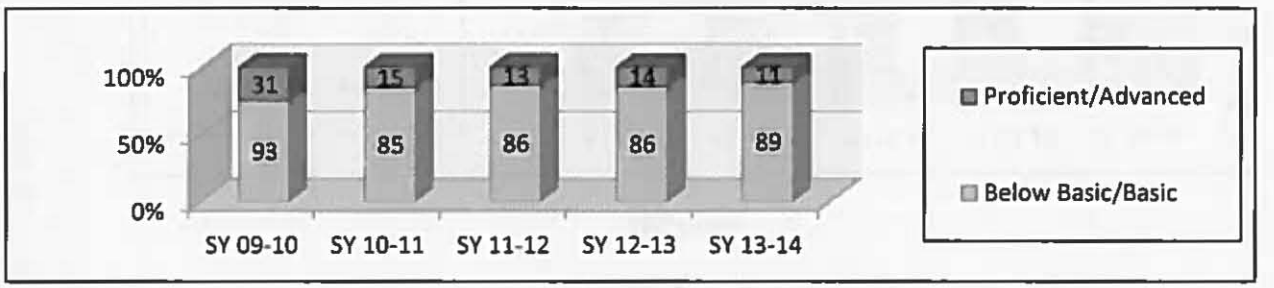


Figure 57B

DOE SAT 10 SPED Performance Levels

Grade 1 MATH: SY09-10 – SY13-14

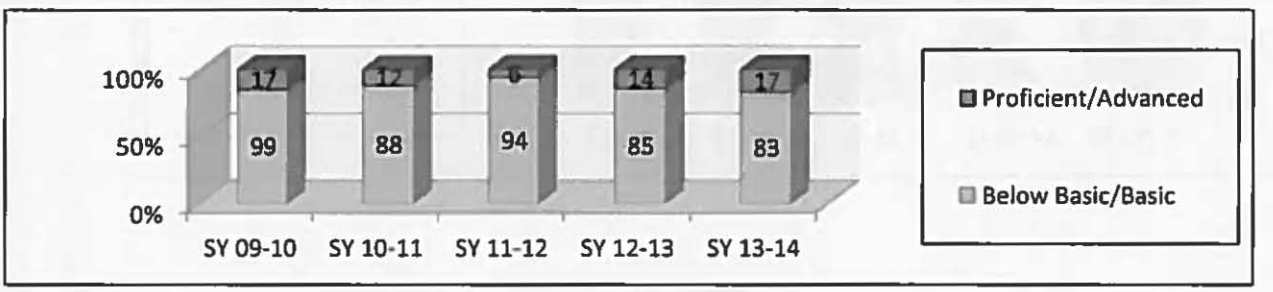
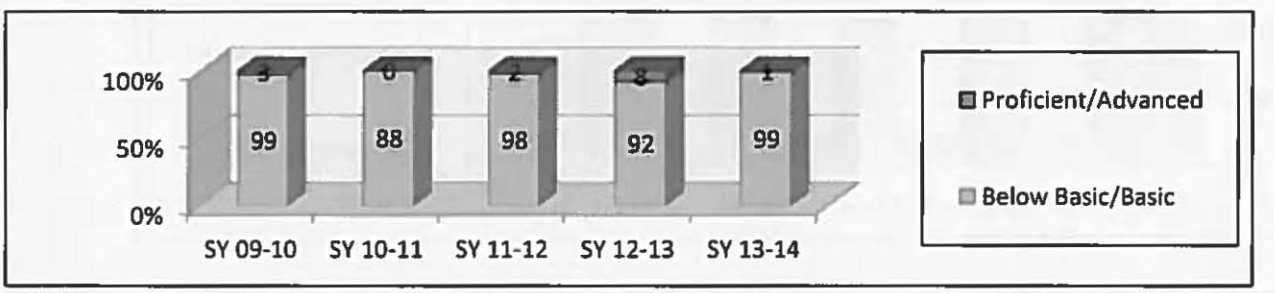


Figure 57C

DOE SAT 10 SPED Performance Levels

Grade 1 LANGUAGE: SY09-10 – SY13-14



Figures 58A through 58C show that the percentage of 3rd grade SPED students scoring at the Proficient or Advanced Level decreased by 2 percentage points in Reading, 5 percentage points in Math, and 1 percentage point in Language when comparing SY 13-14 with SY 12-13.

Figure 58A

DOE SAT 10 SPED Performance Levels

Grade 3READING: SY09-10 – SY13-14

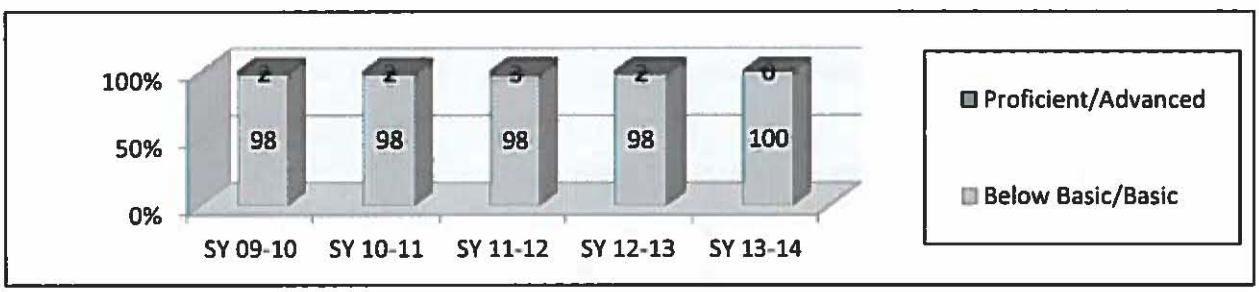


Figure 58B

DOE SAT 10 SPED Performance Levels

Grade 3MATH: SY09-10 – SY13-14

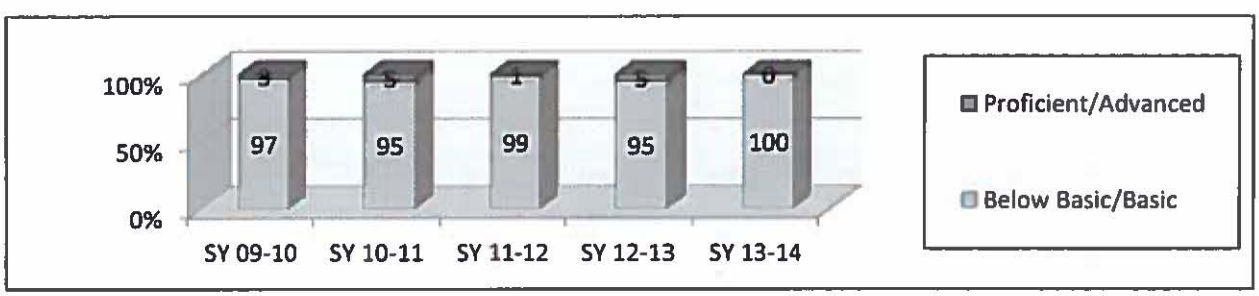
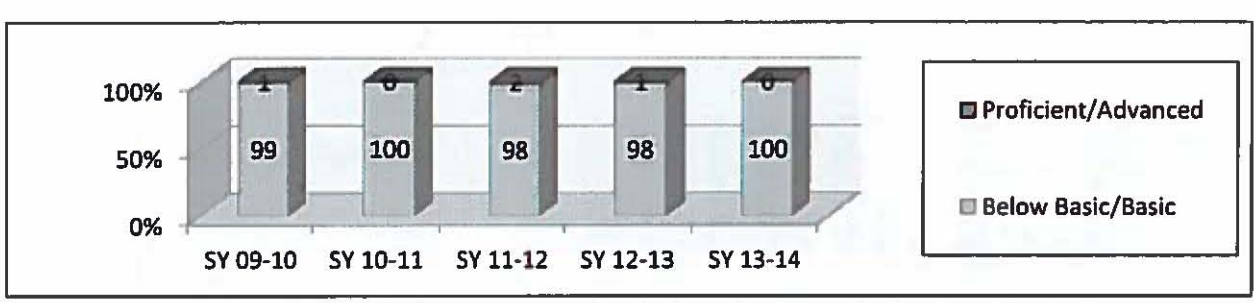


Figure 58C

DOE SAT 10 SPED Performance Levels

Grade 3LANGUAGE: SY09-10 – SY13-14



Figures 59A through 59C show that in comparing SY13-14 with SY 12-13, the percentage of 5th grade SPED students scoring at the Proficient or Advanced Level decreased by 1 percentage point in Reading, 2 percentage points in Language and no change in Math.

Figure 59A

DOE SAT 10 SPED Performance Levels

Grade 5 READING: SY09-10 – SY13-14

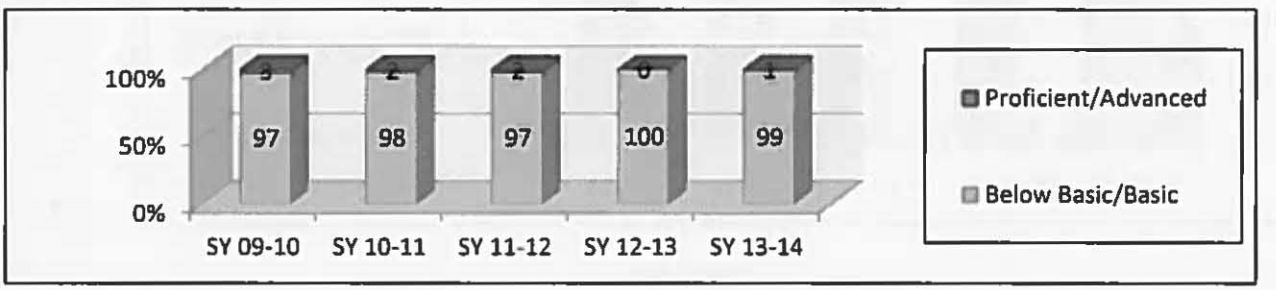


Figure 59B

DOE SAT 10 SPED Performance Levels

Grade 5 MATH: SY09-10 – SY13-14

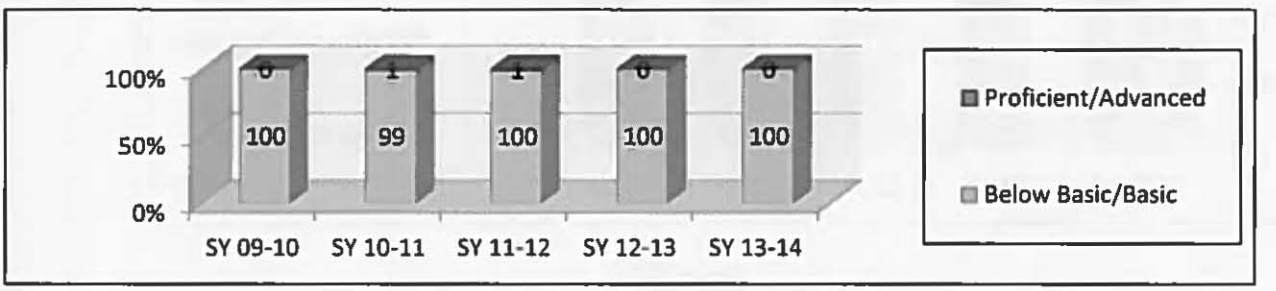
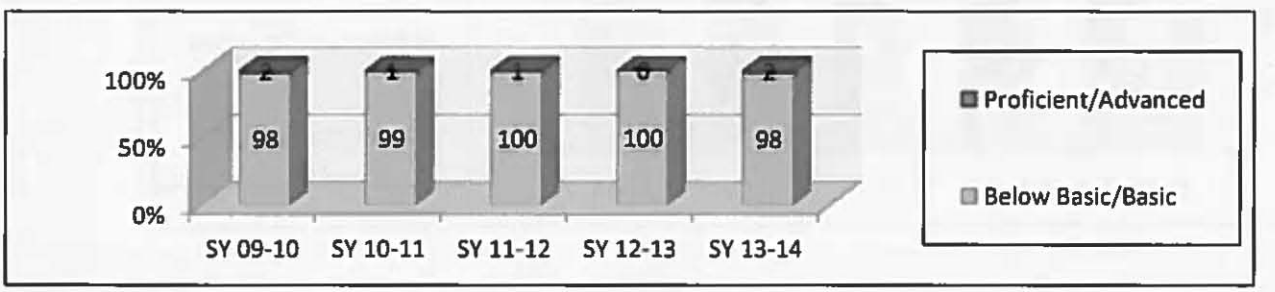


Figure 59C

DOE SAT 10 SPED Performance Levels

Grade 5 LANGUAGE: SY09-10 – SY13-14



Figures 60A through 60C show the percentage of 7th grade SPED students scoring at the Proficient or Advanced Level for SY 13-14 decreased by 1 percentage point in Language and no change in Reading and Math as compared to SY 12-13.

Figure 60A

DOE SAT 10 SPED Performance Levels

Grade 7READING: SY09-10 – SY13-14

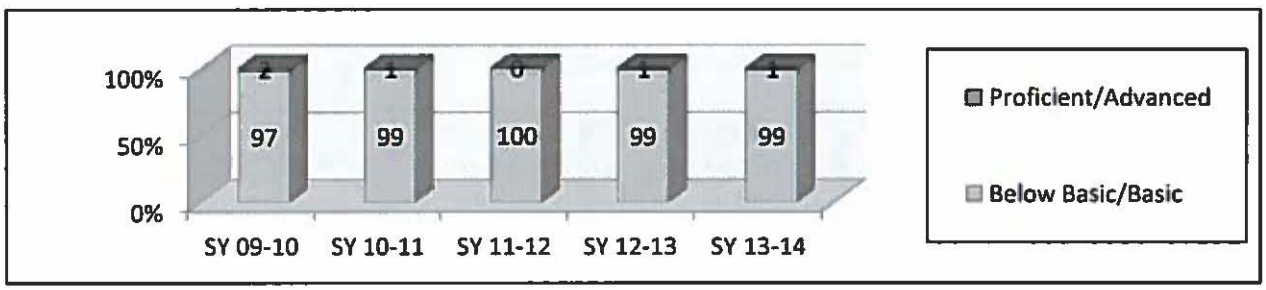


Figure 60A

DOE SAT 10 SPED Performance Levels

Grade 7 MATH: SY09-10 – SY13-14

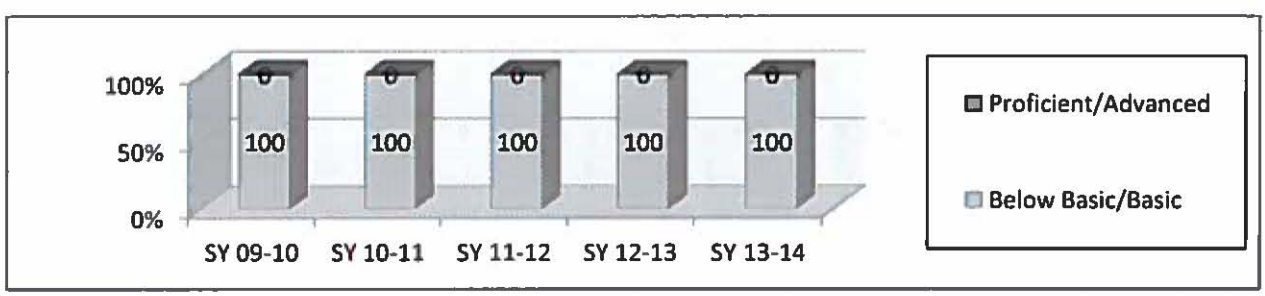
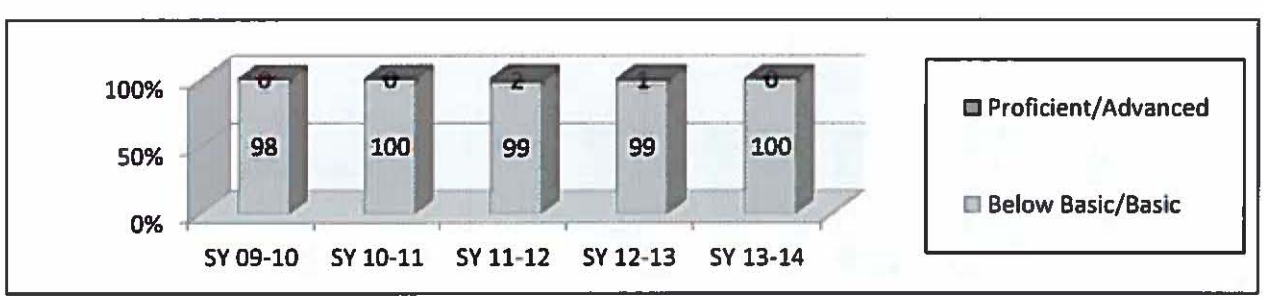


Figure 60C

DOE SAT 10 SPED Performance Levels

Grade 7LANGUAGE: SY09-10 – SY13-14



Figures 61A through 61C show that in comparing SY13-14 with SY 12-13, the percentage of 9th grade SPED students who scored at the Proficient or Advanced Level decreased by 1 percentage point in Reading and no change in Math and Language.

Figure 61A

DOE SAT 10 SPED Performance Levels

Grade 9 READING: SY09-10 – SY13-14

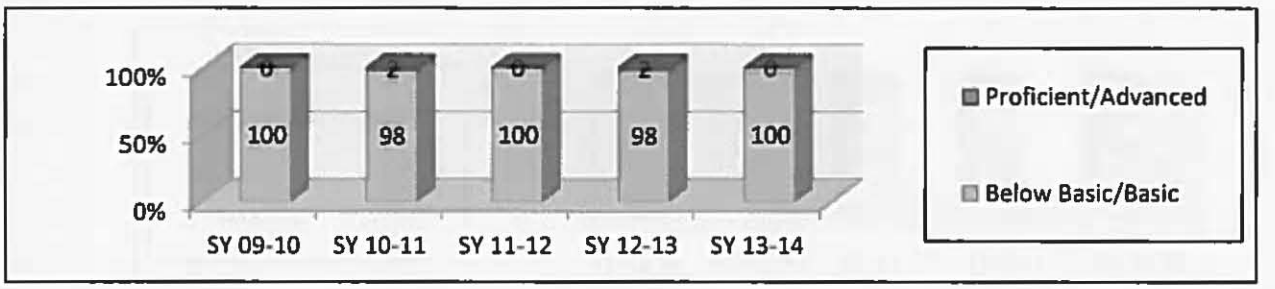


Figure 61B

DOE SAT 10 SPED Performance Levels

Grade 9 MATH: SY09-10 – SY13-14

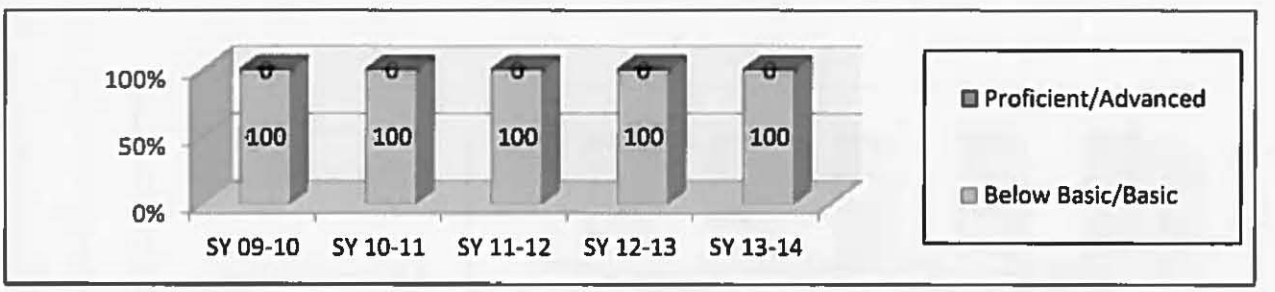
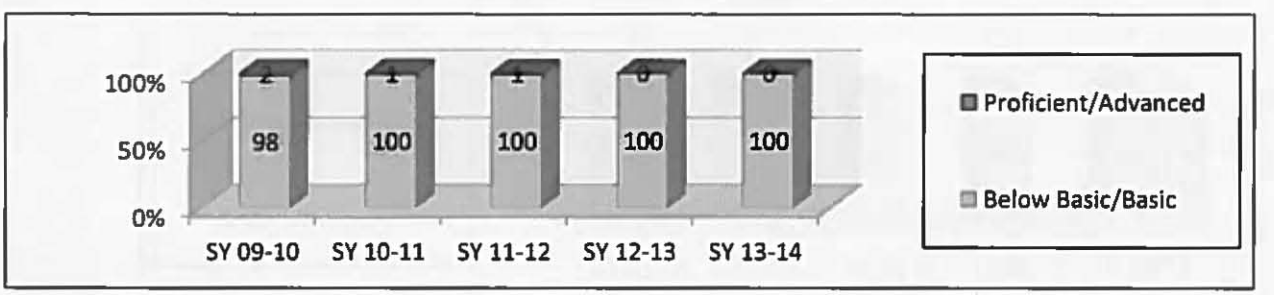


Figure 61C

DOE SAT 10 SPED Performance Levels

Grade 9LANGUAGE: SY08-09 – SY12-13



Figures 62A through 62C show that in SY13-14, there were no increases or decreases in the proportion of students at proficient or advanced levels when compared to SY12-13in Reading, Math and Language.

Figure 62A

DOE SAT 10 SPED Performance Levels

Grade 10 READING: SY09-10 – SY13-14

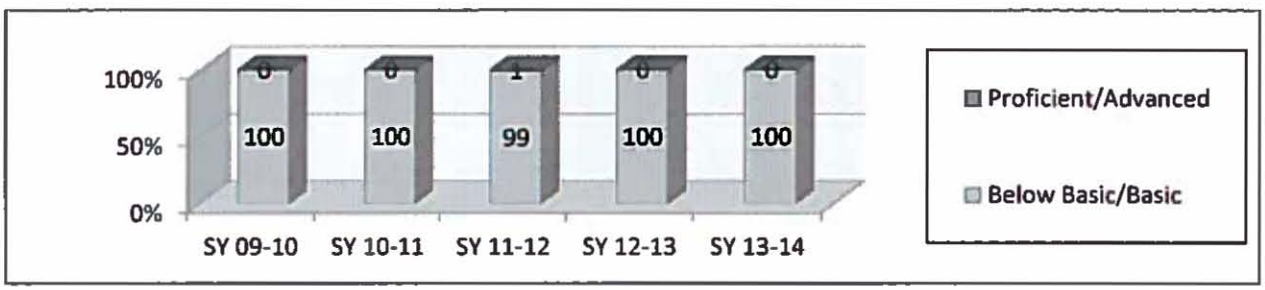


Figure 62B

DOE SAT 10 SPED Performance Levels

Grade 10 MATH: SY09-10 – SY13-14

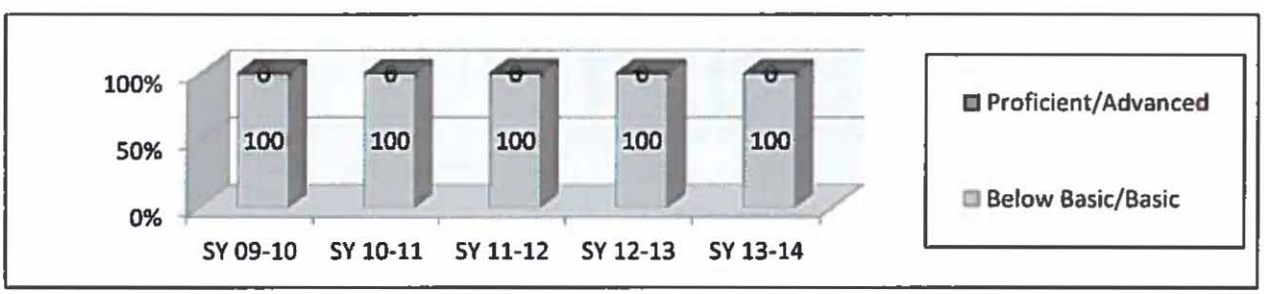
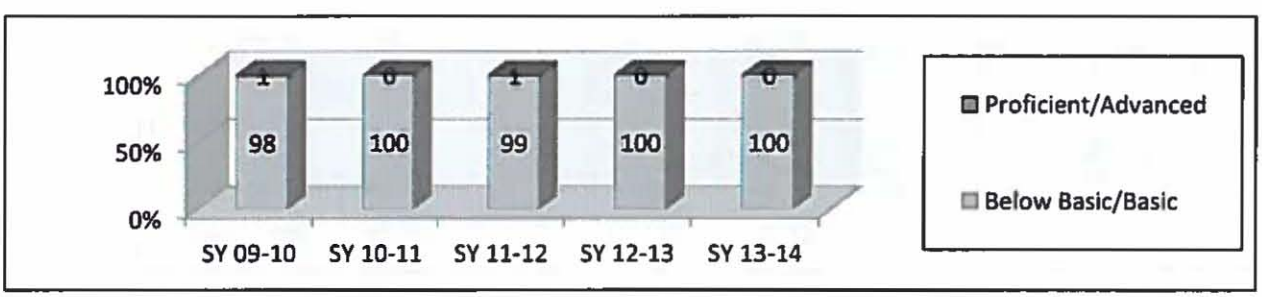


Figure 62C

DOE SAT 10 SPED Performance Levels

Grade 10LANGUAGE: SY08-09 – SY12-13



Figures 63A through 63C show that in SY13-14, the percentage of 11th grade SPED students scoring at the Proficient or Advanced Level was 0% in Reading, Math and Language.

Figure 63A

DOE SAT 10 SPED Performance Levels

Grade 11 READING: SY09-10 – SY13-14

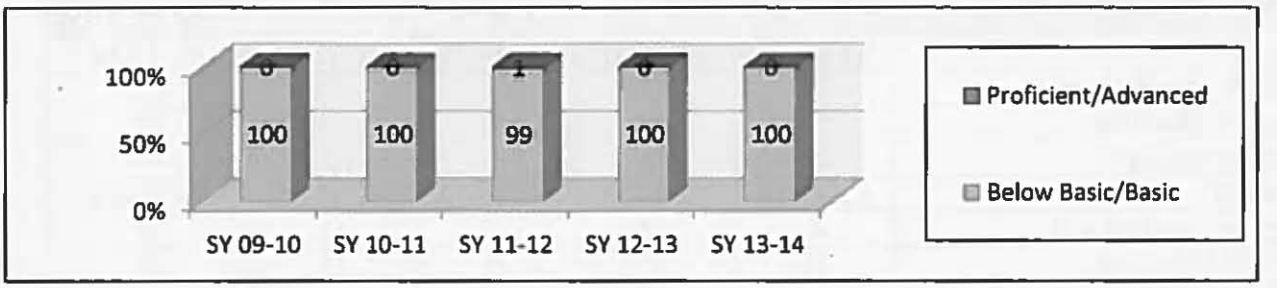


Figure 63B

DOE SAT 10 SPED Performance Levels

Grade 11 MATH: SY09-10 – SY13-14

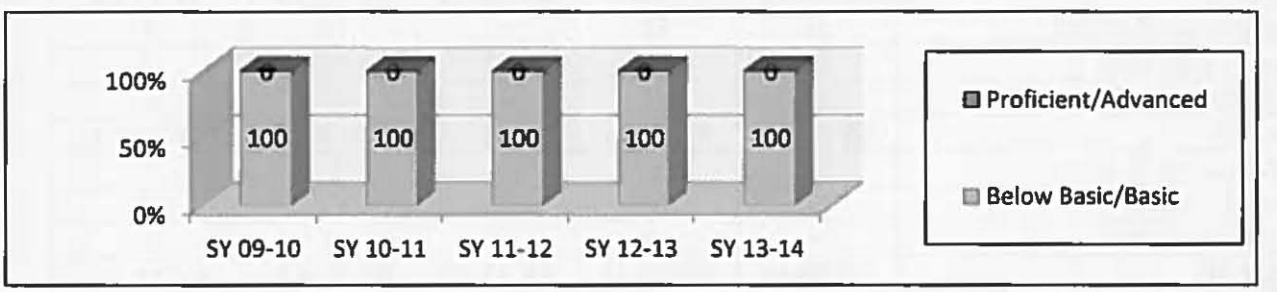


Figure 63C

DOE SAT 10 SPED Performance Levels

Grade 11LANGUAGE: SY09-10 – SY13-14

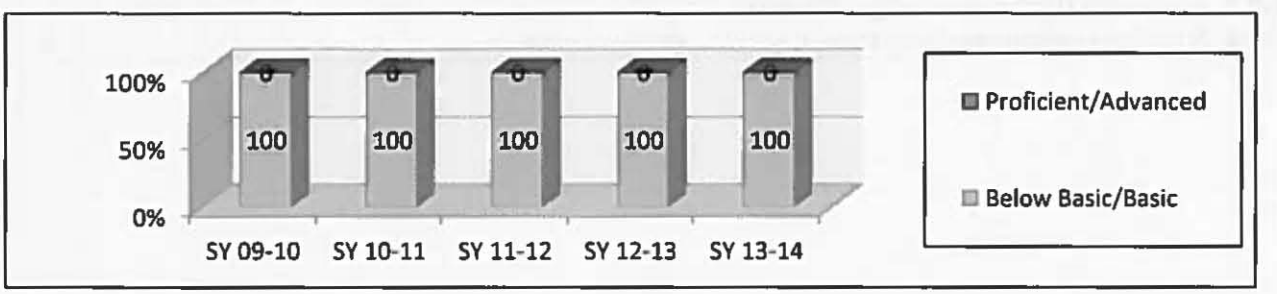


Table 43 below represents comparative proportions in SAT10 performance between eligible Free and Reduced Lunch Program (FRLP) and General Education (GE) students. Examination of Table 43 reveals that the gaps in ranged from -2 to -7 through the five year period.

Table 43
Comparative Proportions Between Eligible FRL Program & General Education ("GE") Program Students in **Reading** by Grade Levels

Grade 1	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	51	44	42	43	38
General Education	53	50	47	48	42
Difference (Gap)	-2	-6	-5	-5	-4
Grade 3	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	8	13	15	11	12
General Education	11	16	21	15	17
Difference (Gap)	-3	-3	-6	-4	-5
Grade 5	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	5	7	6	8	7
General Education	8	11	11	11	14
Difference (Gap)	-3	-4	-5	-3	-7
Grade 7	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	9	12	6	10	9
General Education	14	16	12	16	14
Difference (Gap)	-5	-4	-6	-6	-5
Grade 9	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	8	6	4	9	7
General Education	14	10	10	13	12
Difference (Gap)	-6	-4	-6	-4	-5
Grade 10	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	7	6	4	5	5
General Education	11	9	8	9	9
Difference (Gap)	-4	-3	-4	-4	-4
Grade 11	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	6	6	4	8	8
General Education	12	9	10	11	12
Difference (Gap)	-6	-3	-6	-3	-4

Level 3: Represents **solid academic performance,** indicating students are prepared for the next grade.
Level 4: Signifies **superior performance,** beyond grade level mastery.

Table 44 below represents comparative proportions between eligible FRL Program and General Education students. The data depict the percentage of students performing at Performance Levels 3 (Proficient) & 4 (Advanced) in Math from SY09-10 to SY13-14. Examination of Table 44 reveals that the largest gap, a difference of 5 percentage points, between eligible FRLP and GE students was found in grade 1 in SY10-11.

Table 44
Comparative Proportions Between Eligible Free and Reduced Lunch Program (FRLP) & General Education (GE) Program Students in **Mathematics** by Grade Levels

Grade 1	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	24	22	24	30	25
General Education	28	27	28	33	28
Difference (Gap)	-4	-5	-4	-3	-3
Grade 3	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	8	11	9	12	11
General Education	11	13	12	14	12
Difference (Gap)	-3	-2	-3	-2	-1
Grade 5	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	2	4	4	7	6
General Education	3	7	7	9	9
Difference (Gap)	-1	-3	-3	-2	-3
Grade 7	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	2	2	3	3	2
General Education	3	5	7	4	5
Difference (Gap)	-1	-3	-4	-1	-3
Grade 9	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	1	1	0	1	0
General Education	2	2	2	2	1
Difference (Gap)	-1	-1	-2	-1	-1
Grade 10	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	1	1	1	1	1
General Education	1	2	2	1	1
Difference (Gap)	0	-1	-1	0	0
Grade 11	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	0	0	1	0	1
General Education	1	1	1	2	1
Difference (Gap)	-1	-1	0	-2	0

Level 3: Represents **solid academic performance,** indicating students are prepared for the next grade.
Level 4: Signifies **superior performance,** beyond grade level mastery.

Table 45 represents comparative proportions between eligible Free and Reduced Lunch Program (FRLP) and General Education (GE) students. The data depict the percentage of students performing at Performance Levels 3 (Proficient) & 4 (Advanced) in Language from SY09-10 to SY13-14. The gaps range from 0 to -5 through the five year period.

Table 45
Comparative Proportions Between Eligible Free and Reduced Lunch Program (FRLP) & General Education (GE) Program Students in **Language** by Grade Levels

Grade 1	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	23	8	8	10	9
General Education	27	11	10	13	11
Difference (Gap)	-4	-3	-2	-3	-2
Grade 3	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	8	8	8	8	7
General Education	11	10	11	11	10
Difference (Gap)	-3	-2	-3	-2	-3
Grade 5	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	7	9	8	8	9
General Education	10	13	13	12	12
Difference (Gap)	-3	-4	-5	-4	-3
Grade 7	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	10	10	6	10	9
General Education	14	15	12	14	13
Difference (Gap)	-4	-5	-6	-4	-4
Grade 9	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	4	4	3	3	4
General Education	8	5	5	6	6
Difference (Gap)	-4	-1	-2	-3	-2
Grade 10	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	3	3	1	2	2
General Education	4	5	3	4	4
Difference (Gap)	-1	-2	-2	-2	-2
Grade 11	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
Eligible Free/Reduced	4	4	2	3	3
General Education	9	4	4	5	4
Difference (Gap)	-5	0	-2	-2	-1

Level 3: Represents **solid academic performance,** indicating students are prepared for the next grade.
Level 4: Signifies **superior performance,** beyond grade level mastery.

Table 46 represents comparative proportions between eligible English Language Learners (ELL) and General Education (GE) students. The data depict the percentage of students performing at Performance Levels 3 (Proficient) & 4 (Advanced) in reading from SY09-10 to SY13-14. The gaps ranged from 0 to -9, where the largest gaps were observed in Grade 1 through the five year period.

Table 46
Comparative Proportions Between English Language Learners (ELL) & General Education (GE) Program Students in **Reading** by Grade Levels

Grade 1	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	50	42	39	40	33
General Education	53	50	47	48	42
Difference (Gap)	-3	-8	-8	-8	-9
Grade 3	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	9	13	15	11	10
General Education	11	16	21	15	15
Difference (Gap)	-2	-3	-6	-4	-5
Grade 5	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	6	8	9	8	9
General Education	8	11	11	11	10
Difference (Gap)	-2	-2	-2	-3	-1
Grade 7	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	11	10	12	13	12
General Education	14	16	12	16	14
Difference (Gap)	-3	-6	0	-3	-2
Grade 9	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	13	9	8	10	11
General Education	14	10	10	13	12
Difference (Gap)	-1	-1	-2	-3	-1
Grade 10	**SY 09-10**	**S9Y 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	8	9	6	9	9
General Education	11	9	8	9	9
Difference (Gap)	0	0	-2	0	0
Grade 11	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	10	10	9	9	11
General Education	12	9	10	11	12
Difference (Gap)	-2	1	-1	-2	-1

Level 3: Represents **solid academic performance,** indicating students are prepared for the next grade.
Level 4: Signifies **superior performance,** beyond grade level mastery.

Table 47 represents comparative proportions between eligible English Language Learners (ELL) and General Education (GE) students. The data depict the percentage of students performing at Performance Levels 3 (Proficient) & 4 (Advanced) in Math from SY09-10 to SY13-14. Examination of Table 47 reveals that the largest gap, a difference of 10 percentage points, between ELL and GE students, was in the first grade for SY13-14. Additional analysis of the five school years indicate that by SY 12-13, the ELL and GE students have closed the performance gap for three of the seven grades analyzed. Four of the seven grades have a performance difference of 3 percentage points or less.

Table 47
Comparative Proportions Between English Language Learners(ELL) & General Education (GE) Program Students in **Mathematics** by Grade Levels

Grade 1	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	23	21	22	24	18
General Education	28	27	28	33	28
Difference (Gap)	-5	-6	-6	-9	-10
Grade 3	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	9	10	9	11	10
General Education	11	13	12	14	12
Difference (Gap)	-2	-3	-3	-3	-2
Grade 5	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	2	5	6	7	7
General Education	3	7	7	9	9
Difference (Gap)	-1	-2	-1	-2	-2
Grade 7	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	3	4	8	4	5
General Education	3	5	7	4	5
Difference (Gap)	0	-1	-1	0	0
Grade 9	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	2	2	2	2	1
General Education	2	2	2	2	1
Difference (Gap)	0	0	0	0	0
Grade 10	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	1	1	1	2	2
General Education	1	2	2	1	1
Difference (Gap)	0	-1	-1	1	1
Grade 11	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	1	1	2	2	1
General Education	1	1	1	2	1
Difference (Gap)	0	0	1	0	0

Level 3: Represents **solid academic performance,** indicating students are prepared for the next grade.
Level 4: Signifies **superior performance,** beyond grade level mastery.

Table 48 represents comparative proportions between eligible English Language Learners (ELL) and General Education (GE) students. The data depict the percentage of students performing at Performance Levels 3 (Proficient) & 4 (Advanced) in Language from SY09-10 to SY13-14.

Examination of Table 48 reveals that the largest gap, a difference of 5 percentage points, between ELL and GE students, was in the first grade for SY 12-13. Additional analysis of the five school years indicate that by SY 12-13, the ELL and GE students have a performance gap of less than five percentage points, in 6 of the 7 grades reported in Table 48.

Table 48
Comparative Proportions Between English Language Learners (ELL) & General Education (GE) Program Students in **Language** by Grade Levels

Grade 1	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	22	6	7	8	6
General Education	27	11	10	13	11
Difference (Gap)	-5	-4	-3	-5	-5
Grade 3	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	9	8	8	8	7
General Education	11	10	11	11	10
Difference (Gap)	-2	-2	-3	-3	-3
Grade 5	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	8	10	11	9	9
General Education	10	13	13	12	12
Difference (Gap)	-2	-3	-2	-3	-3
Grade 7	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	12	11	12	12	11
General Education	14	15	12	14	13
Difference (Gap)	-2	-4	0	-2	-2
Grade 9	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	8	5	5	5	5
General Education	8	5	5	6	6
Difference (Gap)	0	0	0	-1	-1
Grade 10	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	4	5	2	4	5
General Education	4	5	3	4	4
Difference (Gap)	0	0	-1	0	1
Grade 11	**SY 09-10**	**SY 10-11**	**SY 11-12**	**SY 12-13**	**SY 13-14**
English Language Learners	9	5	5	5	4
General Education	9	4	4	5	4
Difference (Gap)	0	1	1	0	0

Level 3: Represents **solid academic performance,** indicating students are prepared for the next grade.
Level 4: Signifies **superior performance,** beyond grade level mastery.

F. DISTRICT WIDE ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Federal and local law requires that all students with disabilities be included in the general state wide and/or district-wide assessment with appropriate accommodations. If students with disabilities are unable to participate in the district-wide assessment, even with appropriate accommodations, these students will participate in the district-wide assessment through an alternate assessment. All GDOE public school students are assessed using the SAT10; thus students with disabilities enrolled in the GDOE public schools whose Individualized Education Program ("IEP") teams determined they should participate in the same district-wide assessment with or without accommodations are assessed using the SAT10.

Tables 49 through 51 describe the participation results of GDOE's population of students with disabilities with and without accommodations in grades 1 through 12 in the SAT10 for the subject areas of **Reading, Math,** and **Language** during SY2013-2014.

Table 49
SY 2013-2014 SAT 10 Participation Results for Students with Disabilities in READING WITH AND WITHOUT ACCOMMODATIONS

Grade	Number of Eligible Students whose IEPs state Participation in SAT 10	Number of Students with IEPs participating in SAT 10 **WITH** accommodations	Number of Students with IEPs participating in SAT 10 **WITHOUT** accommodations	**TOTAL** Number of Students with IEPs per Grade that Participated in the SAT 10
1	66	45	12	57
2	70	55	55	67
3	72	61	7	68
4	105	92	4	96
5	131	114	11	125
6	122	108	7	115
7	174	153	17	170
8	191	165	20	185
9	165	128	25	153
10	167	124	31	155
11	152	97	30	127
12	100	50	28	78
Total	**1515**	**1192**	**204**	**1396**

Table 50
SY 2013-2014 SAT 10 Participation Results for Students with Disabilities in **MATH**
WITH AND WITHOUT ACCOMMODATIONS

Grade	Number of Eligible Students whose IEPs state Participation in SAT 10	Number of students with IEPs participating in SAT 10 **WITH** accommodations	Number of students with IEPs participating in SAT 10 **WITHOUT** accommodations	**TOTAL** Number of Students with IEPs per Grade that Participated in the SAT 10
1	66	45	12	57
2	70	55	12	67
3	71	61	7	68
4	105	92	4	96
5	131	114	11	125
6	122	108	7	115
7	174	153	17	170
8	191	165	20	185
9	165	128	25	153
10	167	124	31	155
11	152	97	30	127
12	100	50	28	78
Total	**1515**	**1192**	**204**	**1396**

Table 51
SY 2013-2014 SAT 10 Participation Results for Students with Disabilities in **LANGUAGE**
WITH AND WITHOUT ACCOMMODATIONS

Grade	Number of Eligible Students whose IEPs state Participation in SAT 10	Number of Students with IEPs participating in SAT 10 **WITH** accommodations	Number of Students with IEPs participating in SAT 10 **WITHOUT** accommodations	**TOTAL** Number of Students with IEPs per Grade that Participated in the SAT 10
1	66	45	12	57
2	70	55	12	67
3	72	61	7	68
4	105	92	4	96
5	131	114	11	125
6	122	109	7	116
7	174	153	17	170
8	191	165	20	185
9	165	128	25	153
10	167	124	31	155
11	152	97	30	127
12	100	50	28	78
Total	**1515**	**1193**	**204**	**1397**

Tables 52 through 57 describe the performance levels of students with disabilities as they participated in the SAT10, with or without accommodations, as determined by their IEPs in the subject areas of Reading, Math, and Language. The data displayed is for eligible students with disabilities in grades 1st through 12th grade. The table also describes the number of eligible students with IEPs who performed at the Below Basic, Basic, Proficient, and Advanced Levels of the SAT10.

Table 52
SY 2013-2014 SAT10 Performance of Students with Disabilities In **READING WITH ACCOMMODATIONS**

Grade	Number of Eligible Students whose IEPs state Participation in SAT10 WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	45	37	19	14	4	0
2	55	49	47	2	0	0
3	61	60	55	5	0	0
4	92	91	90	1	0	0
5	114	114	105	8	1	0
6	115	106	99	7	0	0
7	155	151	137	13	1	0
8	171	158	140	16	2	0
9	137	115	111	4	0	0
10	134	111	108	3	0	0
11	118	90	89	1	0	0
12	66	44	43	0	1	0
Total	**1263**	**1126**	**1043**	**74**	**9**	**0**

Table 53 SY 2013-2014 SAT10 Performance of Students with Disabilities In MATH WITH ACCOMMODATIONS						
Grade	Number of Eligible Students whose IEPs state Participation in **SAT10 WITH ACCOMMODATIONS**	Number of Students with IEPs tested **with Measurable Results**	Performance Level for Number of Students with IEPs who Participated in **SAT10**			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	45	42	21	14	6	1
2	55	54	39	15	0	0
3	61	59	55	4	0	0
4	92	90	88	2	0	0
5	114	114	104	10	0	0
6	115	109	107	2	0	0
7	155	148	148	0	0	0
8	171	160	156	4	0	0
9	137	122	122	0	0	0
10	134	116	116	0	0	0
11	118	94	94	0	0	0
12	66	49	49	0	0	0
Total	**1263**	**1157**	**1099**	**57**	**6**	**1**

Table 54
SY 2013-2014 SAT10 Performance of Students with Disabilities In **LANGUAGE WITH ACCOMMODATIONS**

Grade	Number of Eligible Students whose IEPs state Participation in **SAT10 WITH ACCOMMODATIONS**	Number of Students with IEPs tested **with Measurable Results**	Performance Level for Number of Students with IEPs who Participated in **SAT10**			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	45	44	30	13	1	0
2	55	52	47	5	0	0
3	61	60	56	4	0	0
4	92	90	88	2	0	0
5	114	114	106	6	2	0
6	115	108	105	3	0	0
7	155	150	144	6	0	0
8	171	163	156	7	0	0
9	137	125	125	0	0	0
10	134	122	121	1	0	0
11	118	95	95	0	0	0
12	66	50	49	1	0	0
Total	**1263**	**1173**	**1122**	**48**	**3**	**0**

Table 55
SY 2013-2014 SAT10 Performance of Students with Disabilities in **READING WITHOUT ACCOMMODATIONS**

Grade	Number of Eligible Students whose IEPs state Participation in **SAT10WITHOUT ACCOMMODATIONS**	Number of Students with IEPs tested **with Measurable Results**	Performance Level for Number of Students with IEPs who Participated in **SAT10**			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	12	10	4	3	3	0
2	12	11	8	3	0	0
3	11	7	5	2	0	0
4	4	4	2	0	2	0
5	11	11	9	2	0	0
6	7	7	4	3	0	0
7	18	16	11	3	2	0
8	20	20	13	6	1	0
9	28	24	21	2	1	0
10	33	28	20	7	1	0
11	34	28	25	3	0	0
12	34	25	25	0	0	0
Total	**220**	**191**	**147**	**34**	**10**	**0**

Table 56
SY 2013-2014 SAT10 Performance of Students with Disabilities in **MATH**
WITHOUT ACCOMMODATIONS

Grade	Number of Eligible Students whose IEPs state Participation in **SAT10 WITHOUT ACCOMMODATIONS**	Number of Students with IEPs tested with **Measurable Results**	Performance Level for Number of Students with IEPs who Participated in **SAT10**			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	12	11	2	7	2	0
2	12	12	6	6	0	0
3	7	7	5	2	0	0
4	4	4	2	2	0	0
5	11	11	11	0	0	0
6	7	7	7	0	0	0
7	18	16	15	1	0	0
8	20	20	19	1	0	0
9	28	25	23	2	0	0
10	33	31	30	1	0	0
11	34	30	29	1	0	0
12	34	28	27	1	0	0
Total	**220**	**202**	**176**	**24**	**2**	**0**

Table 57
SY 2013-2014 SAT10 Performance of Students with Disabilities In **LANGUAGE WITHOUT ACCOMMODATIONS**

Grade	Number of Eligible Students whose IEPs state Participation in **SAT10 WITHOUT ACCOMMODATIONS**	Number of Students with IEPs tested **with Measurable Results**	Performance Level for Number of Students with IEPs who Participated in **SAT10**			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	12	11	4	7	0	0
2	12	12	8	4	0	0
3	7	7	5	2	0	0
4	4	4	2	1	1	0
5	11	11	9	2	0	0
6	7	7	5	2	0	0
7	18	16	15	0	1	0
8	20	20	18	1	1	0
9	28	25	23	2	0	0
10	33	31	27	4	0	0
11	34	31	31	0	0	0
12	34	28	28	0	0	0
Total	**220**	**203**	**175**	**25**	**3**	**0**

G. SPECIAL EDUCATION ALTERNATE ASSESSMENTS

Federal and local law requires that all students with disabilities be included in general statewide and district-wide assessment programs with appropriate accommodations, if necessary. Students with more significant cognitive disabilities who cannot participate in general large-scale assessment programs, even with accommodations, participate in the district-wide assessment through an alternate assessment based on alternate achievement standards.

Section 612(a)(17) of IDEA '97 states:

> "As appropriate, the State or local educational agency – (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments."

§200.6 Inclusion of all Students of the No Child Left Behind Act (NCLB Title I) further states that:

> "A state's academic assessment system required under §200.2 must provide for the participation of all students in the grades assessed.
>
> (a) Students Eligible under IDEA and Section 504.
> (1) A State's academic system must provide – (i) For each student with disabilities, as defined under section 602(3) of the IDEA, appropriate accommodations that each student's IEP team determines are necessary to measure the academic achievement of the student relative to the State's academic content and achievement standards for the grade in which the student is enrolled, consistent with §200.1(b)(2), (b)(3), and (c);
>
> and…
>
> (2) Alternate Assessment. (i) The State's academic assessment system must provide for one or more alternate assessments for a child with a disability as defined under section 602(3) of the IDEA whom the child's IEP (Individualized Education Program) team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of this section, even with appropriate accommodations. (ii) Alternate assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in the 2007-2008 school year, science.

Additionally, states and districts must:

- Report the number of children participating in alternate assessments;
- Report the performance of children on alternate assessments after July 1, 2000, if doing so would be statistically sound and not disclose the results of individual children;
- Ensure that IEP teams determine how each student will participate in large-scale assessments, and if not participating, describe how the child will be assessed; and
- Reflect the performance of all students with disabilities in performance goals and indicators that are used to guide State Improvement Plans.

While all state and district-wide assessment programs are expected to be as inclusive as possible of students with disabilities, the alternate assessment requirement of IDEA '97 applies particularly to Guam's SAT10, because the SAT10 is Guam's primary accountability mechanism.

H. Assessment Accommodations and Alternate Assessments

Some students with disabilities need accommodations to take part in large-scale assessments. The purpose of accommodations is to minimize the influence of disabilities that are not relevant to the purpose of testing. According to the 1999 Standards for Education and Psychological Testing, "accommodation" is a general term that can refer to any departure from standard testing content, format or administration procedures.

Guam allows for accommodations that are justified and described in the IEP of a student with a disability. The test publisher has categorized accommodations as either "standard" or "non-standard," and the type of accommodations used may affect how the results are included in the reporting of school, district, and state assessment results.

A small number of students with disabilities, particularly those with more significant cognitive disabilities (estimated at 1% - 2% of the entire student population) cannot meaningfully participate in general large-scale assessments even with accommodations. Rather than being excluded from the district-wide assessment program altogether, IDEA requires the performance of these students to be tested via an alternate assessment aligned to the content standards. Including all students in the district's assessment program will create a more accurate picture of the education system's performance. It will also lead to greater accountability for the educational outcomes of all students.

Alternate assessment is best understood as a means of including all students in Guam's district-wide assessment and accountability program. The National Center for Educational Outcomes (Thurlow, Elliot, and Ysseldyke, 1998) refers to alternate assessment as the "ultimate accommodation" because it allows for all students to be counted in the accountability system.

Guam fully implemented its newly developed "**Guide for the Participation of Students with Disabilities in Guam's District-Wide Assessment**" in SY2004-2005, which resulted in a substantial increase in the "documented" participation of students with disabilities through an alternate assessment. By grades, students with disabilities who participated through an alternate assessment based on alternate achievement standards (AA-AAS) during SY 2013-2014 are described in Table 58.

Table 58 depicts the participation rates of students with disabilities who participated in the district-wide assessment through an alternate assessment based on alternate achievement standards ("AA-AAS") in Reading and Math during SY2013-2014. In SY2013-2014, a total of 182 students participated in the alternate assessment for Reading and 182 students participated in the alternate assessment for Math representing 97% of the 188 students, whose IEP teams determined, were eligible to participate in the district-wide assessment through an alternate assessment based on alternate achievement standards. This is the ninth school year that students with disabilities in all grade levels (1st – 12th) participated in the alternate assessment.

Table 58
Participation Rate of Students with Disabilities Who Participated in the District-Wide Assessment through AA-AAS

GRADE	# STUDENTS WHOSE IEPS DETERMINE PARTICIPATION THROUGH AA-AAS	# PARTICIPATED IN MATH	# PARTICIPATED IN READING
1	14	14	14
2	12	12	12
3	16	14	14
4	24	22	22
5	16	15	15
6	16	16	16
7	12	12	12
8	16	15	15
9	15	15	15
10	21	21	21
11	16	16	16
12	10	10	10
TOTAL	**188**	**97% (182/188)**	**97% (182/188)**

NOTE: Reasons for students not participating include the following: Absent during testing period or repeating seniors. Repeating seniors do not participate as they have been previously assessed. The focus for these seniors would be the activities described in their IEP Transition Plans. Theses repeating seniors have not been included in the total count of students participating in the AA-AAS.

Tables 59 and 60 reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment based on alternate achievement standards in Reading and Math, respectively, for SY2013-2014.

Table 59
GDOE SY2013-2014 Distribution of Performance Levels in READING
Using ALTERNATE ASSESSMENTS BASED ON ALTERNATE ACHIEVEMENT STANDARDS
By Grade

Grade Level	# of Students Eligible	Percent of Students Tested with Measurable Results	Advanced Level 4: Beyond Grade Level Mastery	Proficient Level 3: Solid Academic Performance	Basic Level 2: Partial Mastery	<Basic Level 1: Little or No Mastery	Other
1st	14	100% (14)	0	9	5	0	0
2nd	12	100% (12)	1	4	6	1	0
3rd	16	88% (14)	0	5	8	1	2
4th	24	92% (22)	0	12	6	4	2
5th	16	94% (15)	0	5	8	2	1
6th	16	100% (16)	0	5	8	3	0
7th	12	100% (12)	0	0	10	2	0
8th	16	94% (15)	0	3	7	5	1
9th	15	100% (15)	0	2	4	9	0
10th	21	100% (21)	0	6	4	11	0
11th	16	100% (16)	0	4	1	11	0
12th	10	100% (10)	0	2	0	8	0

The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessments in each grade level.

Table 60
GDOE SY2013-2014 Distribution of Performance Levels in MATH
Using ALTERNATE ASSESSMENTS BASED ON ALTERNATE ACHIEVEMENT STANDARDS
By Grade

Grade Level	# of Students Eligible	Percent of Students Tested with Measurable Results	Advanced Level 4: Beyond Grade Level Mastery	Proficient Level 3: Solid Academic Performance	Basic Level 2: Partial Mastery	<Basic Level 1: Little or No Mastery	Other
1st	14	100% (14)	0	2	10	2	0
2nd	12	100% (12)	0	8	2	2	0
3rd	16	88% (14)	0	6	7	1	2
4th	24	92% (22)	0	7	14	1	2
5th	16	94% (15)	0	2	12	1	1
6th	16	100% (16)	0	2	8	6	0
7th	12	100% (12)	0	3	7	2	0
8th	16	94% (15)	0	0	11	4	1
9th	16	100% (16)	0	6	1	8	1
10th	21	100% (21)	0	3	7	11	0
11th	16	100% (16)	0	2	4	10	0
12th	10	100% (10)	0	2	2	6	0

The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessments in each grade level.

I. PERCENTILE SCORES

The Guam Department of Education SAT10 scores are commonly reported in terms of *percentile scores* by grade and subject. *Percentile scores* indicate the percentage of students likely to score below a certain point on a score distribution. Such scores also reflect the ranking of students relative to students in the same grade in the norm (reference) group who took the test at a comparable time. The percentile scores are useful for comparing our students' performance in relation to other students. A percentile score of 50 reflects the national average and indicates that students achieving such a score did better than 50% of the norm.

Table 61 represents the SAT10 *percentile scores* by grade level and content areas for SY 13-14.

Table 61
SY 13-14 Department of Education
SAT10 Percentile Scores: Grade by Content Areas

CONTENT AREA	GRADE LEVELS											
	1	2	3	4	5	6	7	8	9	10	11	12
Reading	17	13	11	17	14	16	16	23	22	21	32	29
Math	25	17	12	21	15	15	15	18	26	24	30	28
Language	19	11	13	15	20	28	23	25	20	20	26	25
Spelling	22	27	33	37	38	40	36	39	43	38	50	51
Environment /Science	19	19	18	16	16	21	21	30	33	28	43	41
Social Science	N/A	N/A	10	20	16	18	24	26	30	31	39	37
Complete Battery	22	18	15	20	18	20	21	24	28	27	36	35

Table 62 represents the percentile rank by grade and content area(s) for SY 09-10 to SY 13-14. Analysis of the SY13-14 data shows that 11th and 12th grade students were closest to meeting the 50th percentile rank for reading (32, 29) and math (30, 28). The sixth grade students ranked highest (28) among all grades in Language, though the 11th and 12th graders did not lag far behind (26, 25) the 6th graders.

Table 62
SY 09-10 to SY 13-14 Percentile Rank of Students By Grade

READING	SY09-10	SY10-11	SY11-12	SY12-13	SY 13-14
Grade 1	38	22	19	21	17
Grade 2	25	12	14	15	13
Grade 3	19	11	11	12	11
Grade 4	24	16	17	17	17
Grade 5	21	12	13	14	14
Grade 6	22	17	16	16	16
Grade 7	23	18	17	18	16
Grade 8	25	22	22	22	23
Grade 9	24	19	20	23	22
Grade 10	20	20	22	21	21
Grade 11	31	28	30	30	***32***
Grade 12	31	25	30	30	***29***
MATH	SY09-10	SY10-11	SY11-12	SY12-13	SY 13-14
Grade 1	28	20	25	28	25
Grade 2	20	12	18	13	17
Grade 3	14	11	11	13	12
Grade 4	21	16	21	21	21
Grade 5	15	8	14	15	15
Grade 6	12	6	14	15	15
Grade 7	20	10	15	17	15
Grade 8	18	13	18	18	18
Grade 9	29	19	25	27	26
Grade 10	21	19	26	24	24
Grade 11	29	25	31	30	***30***
Grade 12	26	24	30	29	***28***
LANGUAGE	SY09-10	SY10-11	SY11-12	SY12-13	SY 13-14
Grade 1	18	11	19	20	19
Grade 2	13	5	11	11	11
Grade 3	20	12	13	14	13
Grade 4	20	12	15	15	15
Grade 5	30	17	20	20	20
Grade 6	36	25	29	29	***28***
Grade 7	31	23	24	24	23
Grade 8	30	23	26	26	25
Grade 9	25	18	17	19	20
Grade 10	27	22	20	20	20
Grade 11	32	25	25	24	***26***
Grade 12	33	27	26	26	***25***

J. GRADUATION RATES

Table 63 depicts the total number of students who graduated by School and Total District over a period of five (5) years: SY 09-10 to SY 13-14.

Table 63
DOE High School Graduation Rate Distribution by School and Total District

HIGH SCHOOL	SY 09-10	SY10-11	SY11-12	SY 12-13	SY 13-14
	Number of Graduates	Number of Graduates	Number of Graduates	Number of Graduates	Number of Graduates
George Washington	472	424	497	482	451
John F. Kennedy	419	333	372	396	481
Simon Sanchez	374	315	356	338	376
Southern High	299	296	269	308	300
Okkodo	274	273	274	246	257
TOTAL	**1,838**	**1,641**	**1768**	**1770**	**1873**

Of specific interest to educators are the cohort rates because it gives an indication of the proportion of ninth grade students that leave school as graduates. The National Center for Education Statistics ("NCES") graduation cohort rate answers the question: What proportion of those who leave school leave as graduates? The formula uses data pertaining to graduates and dropouts over four years.

Table 64 represents the cohort graduation rates from SY09-10 to SY13-14. The table shows that SY13-14 graduation rate increased from last school year (SY12-13) by 5 percentage points.

Table 64
DOE Comparative Cohort Graduation Rates
SY09-10 to SY13-14

SY 2009-2010	SY 2010-2011	SY 2011-2012	SY 2012-2013	SY 2013-2014
76.7%	68.9%	69%	68%	73%

J. DROPOUT RATES

Monitoring the proportion of students that drop out of school every year is also essential to gauging the success of educational programs. A "dropout" as defined by Board Policy 375 is a student who was enrolled in a DOE high school sometime during a given school year; and after enrollment, stopped attending school without having been:

- transferred to another school or to a high school equivalency educational program recognized by the Department; or
- incapacitated to the extent that enrollment in school or participation in an alternative high school program was not possible; or
- graduated from high school, or completed an alternative high school program recognized by the Department, within six (6) years of the first day of enrollment in ninth grade;
- expelled; or removed by law enforcement authorities and confined, thereby prohibiting the continuation of schooling.

Table 65 represents the dropout rates by school from SY 09-10 to SY 13-14. The dropout number and rate includes students in grades 9 to 12. The table shows that Southern High School had the greatest decrease in the dropout rate from SY 12-13 to SY 13-14 (8.0% to 3.3%).

Table 65
SY 09-10 to SY 13-14 DOE Comparative High School Dropout Numbers (DN)/Dropout Rate (DR)

HIGH SCHOOL	SY 09-10		SY 10-11		SY 11-12		SY 12-13		SY 13-14	
	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR
GWHS	180	6.4%	85	3.2%	80	3.1%	52	3%	128	4.8%
JFKHS	141	6.3%	126	6%	105	4.5%	54	4%	93	3.5%
SSHS	107	5.6%	92	5%	102	5.4%	42	3%	53	2.7%
OHS	46	3.2%	127	9.1%	105	7.7%	35	4%	45	3.0%
SHS	135	8.3%	211	14%	130	8.4%	90	8%	51	3.3%
Total	**609**	**6.1%**	**641**	**6.8%**	**522**	**5.3%**	**273**	**4%**	**370**	**3.8%**

IV. PERSONNEL QUALITY AND ACCOUNTABILITY

Guam Department of Education Action Plan addresses the following objectives relative to Personnel Quality and Accountability:
1) To increase the number of fully certified teachers
2) To implement recruitment and retention initiatives
3) To provide continuing high quality professional development to teachers and administrators

The following section reports statistics regarding employee demographic characteristics, frequency employee attendance rates, and statistics that describe teacher qualifications based on certification levels and degrees completed.

A. DEMOGRAPHIC CHARACTERISTICS OF DOE EMPLOYEES

There were 3908 full and part-time employees who provided instructional and support services to more than 30,000 students during SY 2013-2014 as of June 2014.

Table 66 (on the next page) represents the distribution of employees by position category from the various schools and central office/support division sites. Analysis of Table 66 reveals that the largest category of employees within the Department of Education are, Teachers, comprising 65.4% of the total employee population. Instructional Aides comprise the second highest population totaling 596 or 15.2%. Administrators at the Department of Education account for 3.1% of the employee population while the remaining population who provide various support and programmatic services make up16.3% of the population.

TABLE 66
DEPARTMENT OF EDUCATION
SY 2013-2014 Employee Distribution by Position

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
Principals and Assistants	92	2.4%
Central Administrators	29	0.7%
Teachers[1]	2,558	65.4%
Professional/Ancillary	253	6.5%
Health Counselors[2]	42	1.1%
Central School Support	140	3.6%
Cafeteria	47	1.2%
Custodian/Maintenance	151	3.9%
Instructional Aides[3]	596	15.3%
TOTAL DOE EMPLOYEES	3,908	100 %

[1] Includes Substitute teachers, as well as Guidance Counselors and Librarians who are categorized as Teachers
[2] Includes LPNs
[3] Includes School Aides, Head Start Aides and other special program aides.

Figure 64 shows the employee distribution by ethnic categories.

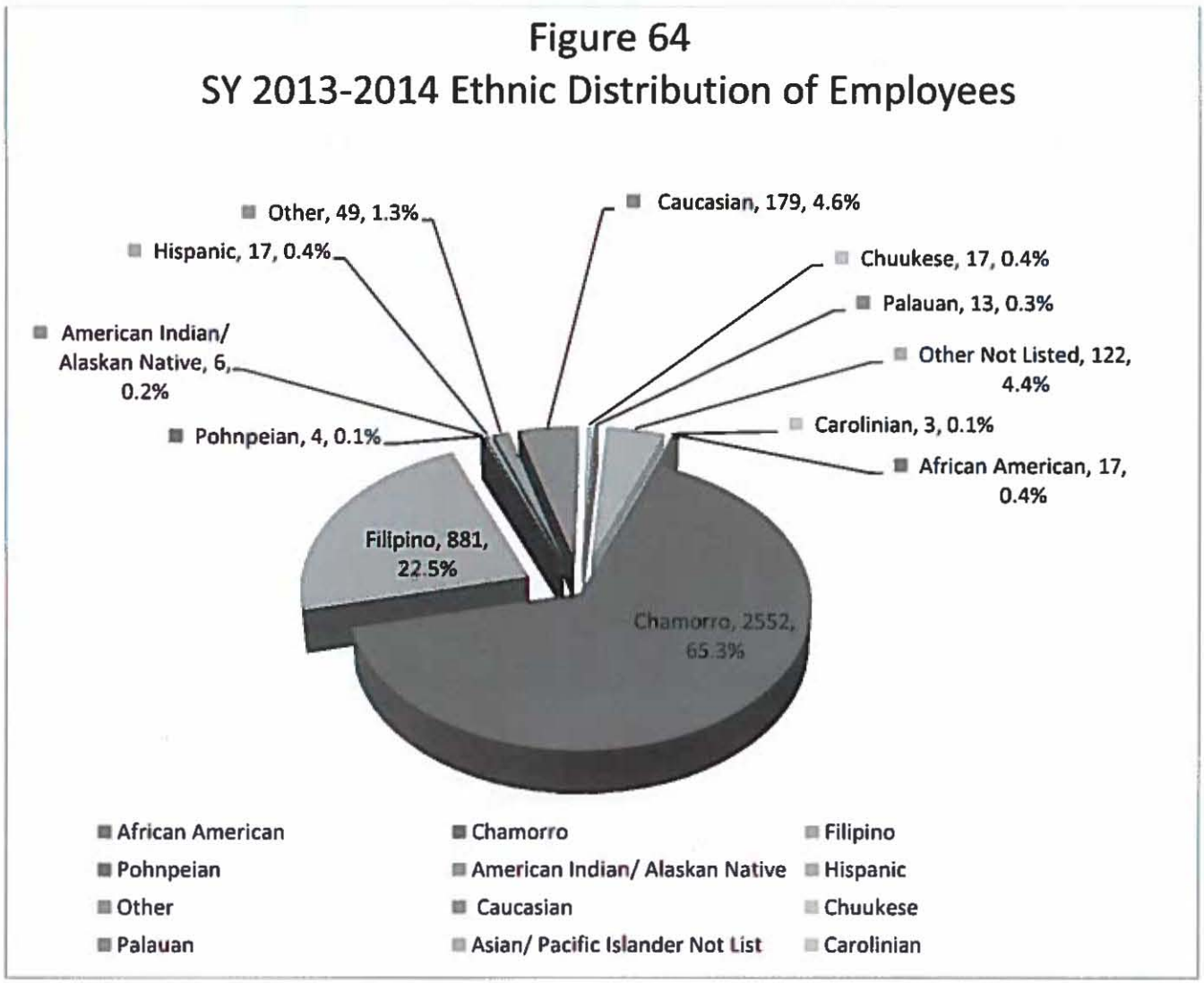


Figure 64 shows that employees under the Chamorro ethnic category total 2,552 and make up 65.3% of the total employee population (3,908). Employees identified as African American, Pohnpeian, American Indian/Alaskan Native, Hispanic, Chuukese, Palauan and Carolinian had the lowest frequency distribution. The Filipino ethnic category ranked second highest totaling 881 employees.

Figure 65 shows the employee distribution by gender.

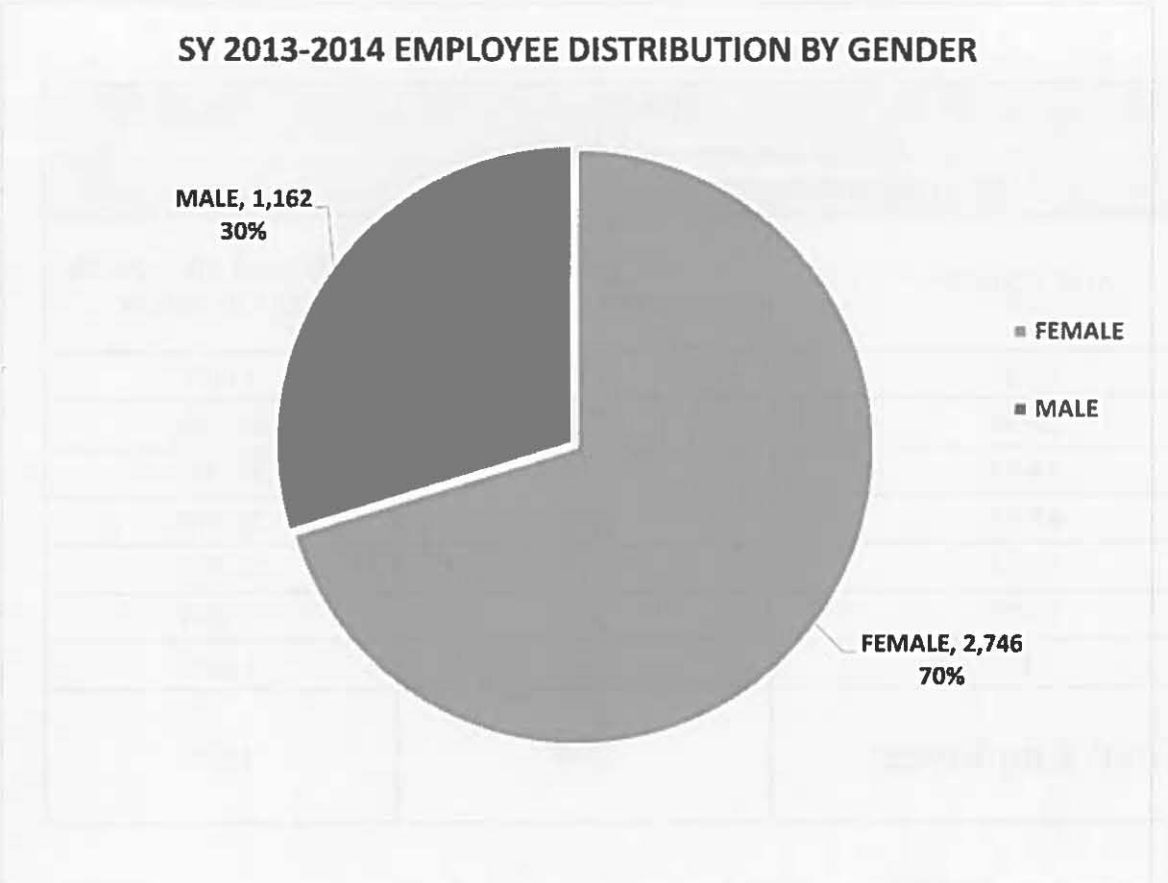


Figure 65 shows that female employees, who comprise 70% (2,746) of the total population, far outnumber the male employees at 30% (1,162).

Table 67 represents the employee distribution by age group. In SY 13-14, the highest percent of the employee population (29%) are between the ages of 35-44 years old. Employees who are age 55 or over comprise 15.0% of the population, while 6% of employees are below the age of 25.

Table 67 Department of Education SY 2013-2014 Employee Distribution By Age Group		
AGE GROUP	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
19-24	237	6.00%
25-34	777	20.00%
35-44	1,146	29.00%
45-54	966	25.00%
55-64	601	15.00%
65-70	141	4.00%
71+	40	1.00%
Total Employees	3,908	100%

A. EMPLOYEE ATTENDANCE RATES BY CATEGORY

The attendance rates of employees during the school days are indicative of the degree of support students are provided while they are in school, sending a strong message about the significance of education. **Table 68** below represents the types of leave taken by groups of employees within GDOE. The largest of the types of leave taken is sick leave at 28,356 followed by annual leave at 13,608.

Table 68
SY 13-14 DISTRIBUTION OF EMPLOYEE LEAVE OF ABSENCE
AS OF SEPTEMBER, 2014

Employee Category	Annual Leave	Sick Leave	Personal Leave	Administra-tive Leave	Military Leave	LWOP	Other Leave	Paternity Leave	Maternity Leave	Total Leave
CENTRAL OFFICE										
Administrators	193	91	0	0	0	0	7	0	0	291
Custodial/Maintenance	963	644	0	0	5	41	122	20	0	1795
Instructional Aides	1734	1248	0	0	60	15	414	108	0	3578
Health Counselors	25	58	3	0	0	5	0	0	0	90
Professional/Ancillary	1823	1496	7	0	107	110	94	0	41	3678
Support Staff	1649	1062	0	0	5	141	194	34	0	3085
Teachers	72	839	147	0	41	70	33	20	33	1254
Central Office Totals	**6458**	**5438**	**157**	**0**	**218**	**382**	**863**	**182**	**74**	**13771**
ELEMENTARY SCHOOLS										
Administrators	282	193	0	0	144/8	0	2	0	0	478
Instructional Aides	1479	1150	0	0	53	340	104	30	0	3156
Custodial/Maintenance	504	479	0	0	0	50	13	0	0	1046
Food Service	0	0	0	0	0	0	0	0	0	0
Health Counselors	61	401	30	0	0	14	4	0	0	510
Professional/Ancillary	30	3	0	0	0	0	0	0	0	33
Support Staff	782	708	0	0	0	37	21	0	2	1551
Teachers	39	8099	1192	0	280	938	399	58	517	11522
Elementary School Totals	**3177**	**11034**	**1222**	**0**	**333**	**1379**	**543**	**88**	**519**	**18295**

Table 68 - continuation
SY 13-14 DISTRIBUTION OF EMPLOYEE LEAVE OF ABSENCE
AS OF SEPTEMBER, 2014

Employee Category	Annual Leave	Sick Leave	Personal Leave	Administra-tive Leave	Military Leave	LWOP	Other Leave	Paternity Leave	Maternity Leave	Total Leave
MIDDLE SCHOOLS										
Instructional Aides	736	638	0	0	20	267	68	0	0	1729
Custodial/Maintenance	332	331	0	0	0	27	7	0	0	696
Food Service	0	0	0	0	0	0	0	0	0	0
Health Counselors	0	56	13	0	0	3	5	20	0	97
Professional/Ancillary	0	2	0	0	0	0	0	0	0	2
Support Staff	562	372	0	0	12	42	14	0	20	1022
Teachers	45	4371	540	0	307	948	460	131	247	7050
Middle School Totals	**1835**	**5937**	**554**	**0**	**374**	**1287**	**568**	**151**	**267**	**10972**
HIGH SCHOOLS										
Administrators	211	70	0	0	11	5	15	0	0	312
Instructional Aides	1003	915	0	0	30	260	109	22	20	2359
Custodial/Maintenance	274	289	0	0	0	12	5	0	0	580
Food Service	0	0	0	0	0	0	0	0	0	0
Health Counselors	0	58	8	0	1	4	2	0	0	73
Professional/Ancillary	79	30	0	0	0	5	0	0	0	114
Support Staff	472	491	0	0	0	22	30	0	0	1014
Teachers	100	4094	589	0	195	629	236	98	152	6093
High School Totals	**2138**	**5947**	**598**	**0**	**237**	**937**	**397**	**120**	**172**	**10545**
TOTAL DOE	**13608**	**28356**	**2530**	**0**	**1162**	**3985**	**2370**	**541**	**1032**	**53583**

B. EMPLOYEE ATTENDANCE RATES by SCHOOL REGIONS

Table 69 represents the employee attendance rates by region. All three districts Haya, Lagu, and Luchan districts recorded strong attendance rates of 93%, with Kattan district leading at 94%.

Table 69
DEPARTMENT OF EDUCATION ATTENDANCE RATES BY SCHOOL REGION
AS OF SEPTEMBER 2014

SCHOOL/DIVISION	TOTAL LEAVE	TOTAL EMP.	TOTAL POSSIBLE DAYS	ABSENTEE RATE	ATTENDANCE RATE
HAYA REGION					
H.S. Truman Elem.	802	51	9180	9%	91%
Inarajan Elem.	542	39	7020	8%	92%
Marcial Sablan Elem.	650	54	9720	7%	93%
Merizo Elem.	354	35	6300	6%	94%
M.U. Lujan Elem.	954	76	13680	7%	93%
Talofofo Elem.	226	38	6840	3%	97%
Inarajan Middle	842	69	12420	7%	93%
Oceanview Middle	960	68	12240	8%	92%
J.P. Torres Alternative	1127	43	7740	15%	85%
Southern High School	1414	129	23220	6%	94%
HAYA REGION TOTAL	**7872**	**602**	**108360**	**7%**	**93%**
KATTAN REGION					
Adacao Elem.	659	60	10800	6%	94%
B.P. Carbullido Elem.	653	58	10440	6%	94%
Ordot Chalan Pago Elem.	880	74	13320	7%	93%
J.Q. San Miguel Elem.	648	69	12420	5%	95%
P.C. Lujan Elem.	567	55	9900	6%	94%
H.B. Price Elem.	1227	73	13140	9%	91%
Agueda Johnston Middle	1229	89	16020	8%	92%
L.P. Untalan Middle	1739	119	21420	8%	92%
George Washington High	2711	186	33480	8%	92%
KATTAN REGION TOTAL	**10313**	**783**	**140940**	**7%**	**93%**

LAGU REGION					
Astumbo Elem.	683	65	11700	6%	94%
D.L. Perez Elem.	1145	86	15480	7%	93%
Finegayan Elem.	1296	98	17640	7%	93%
J.M. Guerrero Elem.	1081	83	14940	7%	93%
Liguan Elem.	623	70	12600	5%	95%
M.A. Ulloa Elem.	902	76	13680	7%	93%
Machananao Elem.	556	50	9000	6%	94%
Upi Elem.	772	85	15300	5%	95%
Wettengel Elem.	675	84	15120	4%	96%
Astumbo Middle	1170	70	12600	9%	91%
F.B. Leon Guerrero Middle	1426	108	19440	7%	93%
V.SA. Benavente Middle	2099	118	21240	10%	90%
Okkodo High	1695	117	21060	8%	92%
Simon Sanchez High	1840	146	26280	7%	93%
LAGU REGION TOTAL	**15961**	**1256**	**226080**	**7%**	**93%**
LUCHAN REGION					
Agana Heights Elem.	608	61	10980	6%	94%
Chief Brodie Elem.	347	43	7740	4%	96%
C.L. Taitano Elem.	513	71	12780	4%	96%
L.B. Johnson Elem.	287	44	7920	4%	96%
Tamuning Elem.	703	72	12960	5%	95%
Jose Rios Middle	1355	93	16740	8%	92%
John F. Kennedy High	1760	158	28440	6%	94%
LUCHAN REGION TOTAL	**5574**	**542**	**97560**	**6%**	**94%**

C. SCHOOL ADMINISTRATION AND STAFF CERTIFICATION

Essential to increasing the number of fully certified school staff, implementing recruitment and retention initiatives and providing high quality professional development to teachers and administrators is the collection of data pertaining to certification obtained by teachers, administrators, and other school professional staff.

Table 70 depicts the distribution of professional school administrator certification for SY 2013-2014. Examination of Table 70 indicates approximately 98% of DOE school administrators possessed full Professional Certification.

Table 70
Department of Education
SY 2013-2014 PROFESSIONAL SCHOOL ADMINISTRATORS CERTIFICATION

TYPE OF CERTIFICATION	Elementary	Secondary	Expired[4]	TOTAL
Initial Administrator	2	4	0	6
Master Administrator	21	19	0	40
Professional Administrator	6	13	0	19
Professional I	4	4	0	8
Professional II	7	9	2	18
Professional III	0	1	0	1
TOTAL	40	50	2	92

4: Expired: represents employees who once held valid Certificates and whose certificates were expired in SY 2013-2014.

Table 71 below depicts the distribution of instructional teachers by types of certification for SY 2013-2014.

The category of Positions not included in Table 71 below are JROTC positions (total 16) who maintain certification by the Department of Defense, and Teacher's Assistants and On-Call Substitutes whose positions do not require certification (total 441). Teachers who are categorized as Guidance Counselors or School Librarians are reported separately.

Teachers that possessed professional certification comprised 711, while those that had either Standard or Temporary certification comprised 160 of the total population and 283 held initial educator or basic educator certification. Teachers whose certificates expired about 144 of the total teacher population in SY 2013-2014.

Table 71 Department of Education SY 2013-2014 TEACHER CERTIFICATION					
TYPE OF CERTIFICATION	**Elementary**	**Secondary**	**Divisions**	**Expired**	**TOTAL**
Basic Educator	38	20	22	3	83
Initial Educator	74	120	5	1	200
Master Educator	299	266	59	0	624
Master Equivalency	77	73	7	0	157
Professional I	0	1	0	0	1
Professional II	2	1	0	5	8
Professional Educator	311	348	27	25	711
Level 1A,1B, 1C, 2 & 3	4	0	7	16	27
Standard	3	1	0	5	9
Temporary [5]	20	39	3	89	151
TOTAL	828	869	130	144	1971

5: Temporary Certification indicates new class of certification as per change in policy (GEC Rule 29-73, Adopted 02/17/09)

Table 72 below depicts the distribution of school librarian certification in SY 2013-2014. A total of 35 School Librarians held full Professional certification, while 2 held Temporary Certification.

Table 72 Department of Education SY 2013-2014 SCHOOL LIBRARIANS CERTIFICATION			
TYPE OF CERTIFICATION	Elementary	Secondary	TOTAL
Master Educator	7	5	12
Master Equivalency	4	3	7
Professional Educator	5	3	8
Professional I	3	0	3
Professional II	3	0	3
Temporary	1	1	2
TOTAL	23	12	35

Table 73 below represents the distribution of school health counselor certification in SY 2013-2014. All the School Health Counselors in the Department of Education held License to Practice on Guam as Registered Nurses (43) or Practical Nurses (4). There was also one Community Health and Nursing Services Administrator , who was the DOE Chief Nurse. The Division Nurses include SPED, Head start and J.P. Torres AS.

Table 73 Department of Education SY 2013-2014 SCHOOL HEALTH COUNSELORS CERTIFICATION				
TYPE OF CERTIFICATION	Elementary	Secondary	*Division*	*TOTAL*
Registered Nurses	26	14	3	43
Licensed Practical	2	0	1	3
TOTAL	28	14	4	46

Table 74 depicts the distribution of school guidance counselor certification in SY 2013-2014. A total 95 School Guidance Counselors held full Professional Certification.

Table 74 Department of Education SY 2013-2014 SCHOOL GUIDANCE COUNSELORS CERTIFICATION			
TYPE OF CERTIFICATION	Elementary	Secondary	TOTAL
Initial Counselor	4	9	13
Master Counselor	6	9	15
Professional Counselor	13	37	50
Professional I	0	0	0
Professional II	0	0	0
Temporary	8	9	17
TOTAL	31	64	95

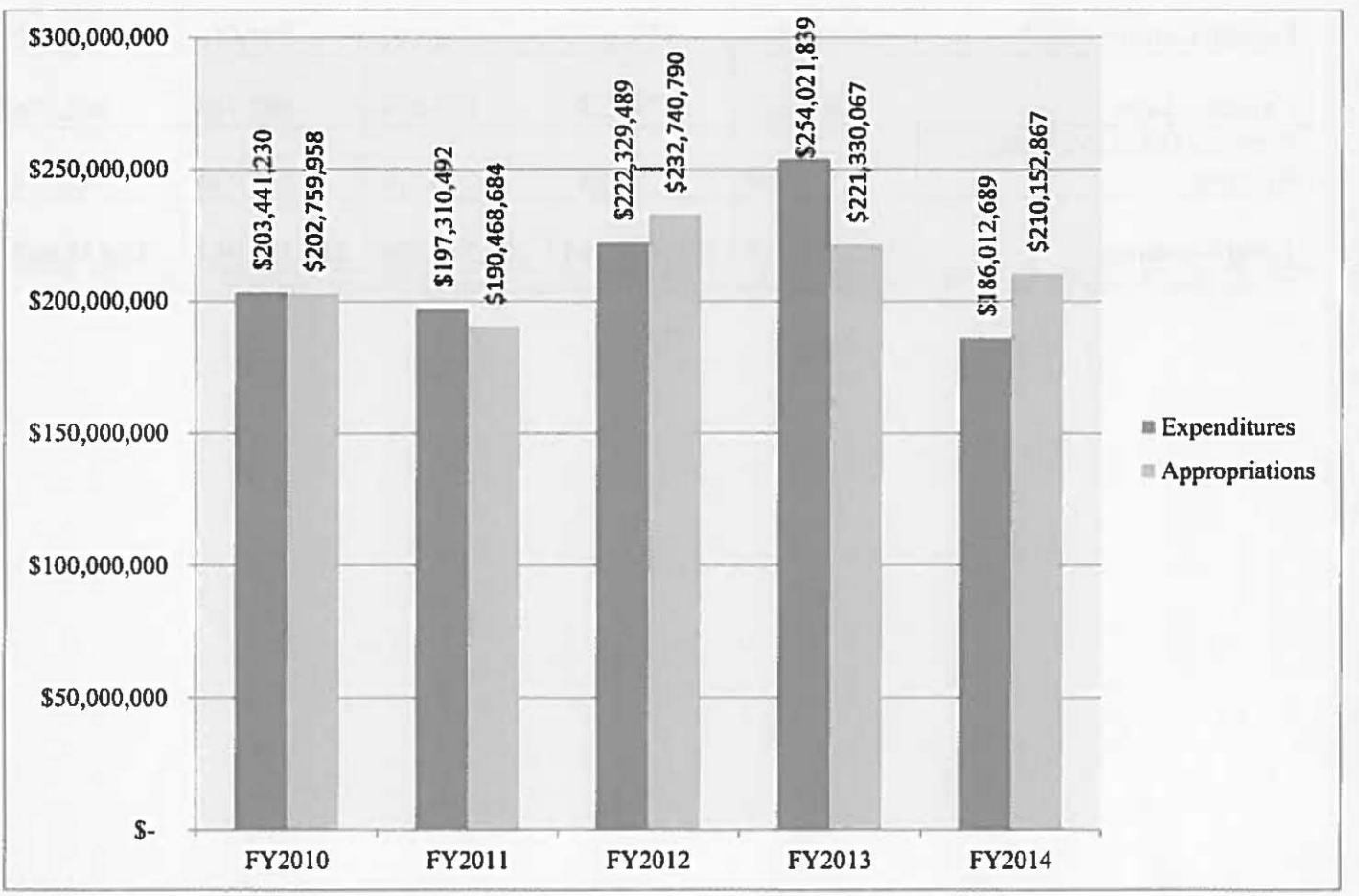
Table 75 represents the distribution of school allied professional certification in SY 2013-2014. The majority of allied health professionals require professional licenses issued by the Allied Health Board.

TABLE 75 DEPARTMENT OF EDUCATION SY 2013-2014 ALLIED HEALTH PROFESSIONALS		
ALLIED HEALTH PROFESSION	**TYPE OF CERTIFICATION/LICENSURE**	**TOTAL**
Audiologist	Allied Health License	0
Hospital Occupational Therapist Assistant	Allied Health License	0
Occupational Therapist	Allied Health License	1
Physical Therapist	Allied Health License	1
Psychologist	Allied Health License	1
Speech/Language Pathologist	Allied Health License	10
TOTAL COUNT ALLIED HEALTH		13

V. BUDGET AND EXPENDITURES*

FY14 appropriations (P.L.32-068) totaled $222.9 million and per BBMR Circular 14-01, a 10% reserve or $23,346,609 was placed on GDOE's FY14 allotments. In addition to funding for Personnel, Operations and Utilities, the FY14 Budget Act allocated $2.8M ($5,500 x 515 enrollment) from GDOE's operating budget to the Guahan Academy Charter School; $3.2M in additional rents, maintenance and insurance for JFK ($1.5M) and OHS Expansion ($1.7M). Additionally, the Government of Guam enacted the Competitive Wage Act of 2014. In February 2014, all teachers received 100% of their respective CWA increases, and non-teaching positions received 50% of their respective CWA increases.

The balance for non-teaching increases will be paid upon identification of funds. The department received the majority of its FY2014 General Fund and Special Fund appropriations, however due to a shortfall in TEFF collections GDOE did not receive $5 million in TEFF appropriations.



* Fiscal Year 2014 Appropriations and Expenditures data extracted from the FMIS are unaudited and are subject to auditor's adjustments. Please note the appropriation in the table does not include the CNP reimbursement $11.6M and the Additional Rent, Maintenance & Insurance for JFK & Okkodo High Schools $3.2M. JFK, Okkodo and GACS are payments made through the Department of Administration.
(TEFF: Territorial Education Facilities Fund)

Figure 66 shows the department's comparative appropriations and expenditures from FY 2009 to FY 2014. Data for FY 2014 are un-audited.

Table 76 below depicts DOE appropriations by source category over the past five fiscal years. Appropriations consist of General Fund, Special Funds and Other financing sources; such as cafeteria sales, fees and other program receipts. FY 2014 figures are unaudited. The federal contribution is a special fund to support the schools directly for JROTC program.

Table 76
Department of Education
Comparative Appropriations by Category

CATEGORIES	FY2010	FY2011	FY2012	FY2013	FY2014
Local Appropriations	198,487,347	189,039,116	230,458,401	219,273,210	208,745,790
Federal Contribution *	3,309,981	563,700	564,041	563,658	556,232
Cafeteria Sales	864,661	793,281	676,874	553,763	402,776
Fees and Other Program Receipts	97,969	72,587	1,041,474	939,436	448,069
Total Revenues	**202,759,958**	**190,468,684**	**232,740,790**	**221,330,067**	**210,152,867**

*This amount is only for the JROTC program and does include Consolidated Grants & Special Education grants

Table 77 depicts comparative expenditures by budget categories from FY 2010, 2011, 2012, 2013 audited financial statements to FY 2014 unaudited financial figures.

Table 77
Comparative Expenditures by Cost Categories
FY2010 to FY2014

CATEGORIES	FY2010	FY2011	FY2012	FY2013	FY2014*
Salaries & Wages	122,519,603	66,009,085	123,273,248	120,185,423	122,430,108
Capital Lease Acquisitions	-	65,735,000	-	-	-
Benefits	42,669,241	29,075,694	43,817,001	46,282,059	45,947,935
Contractual	10,822,430	10,719,493	8,173,167	15,642,189	-
Capital Outlay	280,067	-	4,843,669	28,837,807	180,643
Power	11,597,228	12,350,225	14,415,200	14,290,764	12,765,609
Capital Projects	-	1,363,986	-	-	-
Capital Lease	-	-	4,522,895	6,967,935	-
Equipment	630,921	1,116,016	2,806,428	1,517,952	151,568
Retiree Health Benefits	-	-	8,058,962	8,077,260	-
Tiyan Operating Lease	4,493,256	4,493,256	6,237,183	4,493,256	-
Supplies	2,181,917	1,494,634	1,112,876	1,035,963	966,176
Textbook	926,882	31,834	1,761,299	2,258,589	1,044,434
Water	2,230,553	1,916,633	1,950,981	1,994,569	2,052,487
Travel	247,383	313,177	331,402	332,855	-
Food Commodity	-	-	-	727	-
Transfer to Charter School	-	-	-	687,500	-
Bad Debt	-	330,603	-	423,557	-
Phone	512,285	324,110	115,847	322,125	322,788
Library Books & Equipment	320,719	307,089	433,094	291,108	130,724
Fuel	504,710	252,816	300,282	282,019	-
Indirect Costs	576,187	-	-	-	-
Interest & Penalties	322,063	1,385,264	137,042	70,863	-
Miscellaneous		91,577	38,913	27,319	20,217
Capital Asset Acquisition from Contributions	2,605,785	-	-	-	-
Total Expenditures	**203,441,230**	**197,310,492**	**222,329,489**	**254,021,839**	**186,012,689**
***FY2014 column contains unaudited data.**					
FY2010 to FY2013 Data is directly from the GDOE Audits performed by Deloitte & Touche LLP.					
(Combined Statements of Revenues, Expenditures by Account and Changes in Fund Balances - for each respective year)					

FOOTNOTE: Data for FY 2009 to FY 2013 are based on Audited Financial Statements. Data for FY 2014 are un-audited figures (Figure 66 and Tables 76-78).

Table 78 represents per pupil cost based on audited expenditures of local funds. Per pupil cost is calculated by dividing the total amount of expenditures for the Fiscal Year by the official student enrollment. The figures above do not include costs for transportation provided by Department of Public Works. **Please note that FY 2014 figures are unaudited.**

Table 78
Department of Education
Per Pupil Cost Based on Expenditures as Reported in Table 77
FY 2010 to FY 2014

CATEGORIES	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014*
Expenditures	$203,441,230	$197,310,492	$222,329,489	$254,021,839	$186,012,689
Official Student Enrollment	30,769	31,095	31,361	30,955	30,620
Official Per Pupil Cost	$6,612	$6,345	$7,089	$8,206	Not available
Past years' Per Pupil Cost	$6,237	$5,487	$6,195	$6,242	Not available

Beginning this report and onward, the Department will not report an official per pupil cost until the audited financial reports are available. The department has been historically reporting an official per pupil cost based on the immediately preceding fiscal year data which are not yet complete as of data download and certainly not yet audited. The result was that the per pupil cost has been significantly lower than if official complete audited financial data were utilized as shown in Table 78.

VI. SCHOOL-WIDE INDICATOR SYSTEM

This section describes the indicators that provide information about the progress made in achieving educational outcomes and the state of education in general. The objectives are: (1) To adopt an indicator system that provides useful information to parents, students, teachers and policy makers for decision-making purposes and (2) To produce a yearly School Performance Report Card that reflects the progress of schools and the district in achieving educational goals.

These performance classifications were derived from a number of education indicators including student performance in the district SAT10 testing program, school passing rate, cohort graduation rate, annual dropout rate, student discipline rate, student attendance rate, and employee attendance rate. Rubrics were developed for each indicator and numerical equivalents were assigned to each performance level specified in P.L. 26-26 and P.L. 28-45. The overall performance grade that a school obtained in SY 2013-14 was a weighted sum of these numerical equivalents using a combination of the above-mentioned indicators appropriate for each level. Extra credit was given to schools that increased the percentage of students performing at the proficient and advanced levels when compared to the previous school year.

The Guam Education Policy Board adopted the list of education indicators and criteria for grading school performance. SY13-14 School Performance Report Cards have been completed and are posted on the GDOE website.

Table 79 represents the school performance by classification for the elementary, middle, and high schools as stipulated in P.L. 26-26. Three (3) (60%) of the high schools, eight (8) (100%) of the middle schools and nineteen (19) (73%) elementary schools achieved a satisfactory rating.

Table 79
SY13-14 Distribution of School Performance Classification by Grade Levels

GRADE LEVEL	Unacceptable	Low	Satisfactory	Strong	Exceptional	Row Total
Elementary	0	7	19	0	o	26
Middle	0	0	8	0	0	8
High	0	2	3	0	0	5
Total	0	9	30	0	0	39

Table 80 represents the comparative distribution of performance classifications by grade level for SY 10-11 to SY 13-14 and reveals that 77% of all public schools achieved a "satisfactory" rating in SY13-14. In the elementary schools, the number of schools that achieved a "satisfactory" rating remained the same. All of the 8 middle schools received "satisfactory" ratings. Of five (5) high schools, 3 received a satisfactory rating.

Table 80 Comparative Distribution of Performance Classification by Grade Level: SY10-11 to SY13-14						
School Year	**Unacceptable**	**Low**	**Satisfactory**	**Strong**	**Exceptional**	**ROW TOTAL**
Elementary						
SY 10-11	0	2	25	0	0	27
SY 11-12	0	8	18	0	0	26
SY 12-13	0	7	19	0	0	26
SY 13-14	0	7	19	0	0	26
Middle						
SY 10-11	0	0	8	0	0	8
SY 11-12	0	3	5	0	0	8
SY 12-13	0	1	7	0	0	8
SY 13-14	0	0	8	0	0	8
High						
SY 10-11	0	2	3	0	0	5
SY 11-12	0	1	4	0	0	5
SY 12-13	0	1	4	0	0	5
SY 13-14	0	2	3	0	0	5
All Schools						
SY 10-11	0	4	36	0	0	40
SY 11-12	0	12	27	0	0	39
SY 12-13	0	9	31	0	0	39
SY 13-14	0	9	30	0	0	39

Table 81 represents the comparison of overall school performance for SY 12-13 and SY 13-14.

Table 81 Comparative SY 12-13 to SY 13-14 School Composite Report Card Scores in accordance with P.L. 26-26					
ELEMENTARY	**SY 12-13 Score**	**SY 12-13 Rating**	**SY 13-14 Score**	**SY 13-14 Rating**	**Difference**
Adacao	59	Satisfactory	44	Low	-15
Agana Heights	55	Satisfactory	60	Satisfactory	+5
As Tumbo	51	Satisfactory	55	Satisfactory	-4
B.P. Carbullido	60	Satisfactory	58	Satisfactory	-2
Chief Brodie	57	Satisfactory	58	Satisfactory	+1
C.L. Taitano	58	Satisfactory	58	Satisfactory	0
D.L. Perez	58	Satisfactory	50	Satisfactory	-8
Finegayan	53	Satisfactory	47	Low	-6
HB Price	50	Low	51	Satisfactory	+1
HS Truman	48	Low	56	Satisfactory	+8
Inarajan	56	Satisfactory	48	Low	-8
JM Guerrero	50	Satisfactory	50	Satisfactory	0
JQ San Miguel	47	Low	47	Low	0
LB Johnson	67	Satisfactory	52	Satisfactory	-15
Liguan	56	Satisfactory	52	Satisfactory	-4
MA Sablan	47	Low	50	Satisfactory	+3
MA Ulloa	57	Satisfactory	52	Satisfactory	-5
Machananao	48	Low	54	Satisfactory	-6
Merizo Martyrs	46	Low	52	Satisfactory	+6
MU Lujan	53	Satisfactory	48	Low	-5
OrdotChalan Pago	50	Satisfactory	56	Satisfactory	+6
PC Lujan	56	Satisfactory	54	Satisfactory	-2
Talofofo	46	Low	65	Satisfactory	+19
Tamuning	60	Satisfactory	51	Satisfactory	-9
Upi	54	Satisfactory	48	Low	-6
Wettengel	53	Satisfactory	49	Low	-4

Table 81 (continued)
Comparative SY 12-13 to SY 13-14 School Composite Report Card Scores in accordance with P.L. 26-26

MIDDLE	SY12-13 Score	SY12-13 Rating	SY13-14 Score	SY13-14 Rating	Difference
Agueda Johnston	52	Satisfactory	54	Satisfactory	2
As Tumbo	54	Satisfactory	51	Satisfactory	-3
FB Leon Guerrero	53	Satisfactory	53	Satisfactory	0
Inarajan	54	Satisfactory	54	Satisfactory	0
Oceanview	56	Satisfactory	55	Satisfactory	-1
LP Untalan	56	Satisfactory	54	Satisfactory	-2
Vicente Benavente	44	Low	55	Satisfactory	+11
Jose Rios	54	Satisfactory	54	Satisfactory	0
HIGH					
George Washington	54	Satisfactory	48	Low	-6
John F. Kennedy	57	Satisfactory	55	Satisfactory	-2
Southern	48	Low	48	Low	0
Simon Sanchez	53	Satisfactory	52	Satisfactory	-1
Okkodo	50	Satisfactory	50	Satisfactory	0

PART VII-A ELEMENTARY SCHOOL EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

Adacao Elementary

Special/Exemplary Programs: Positive Behavior Intervention System (PBIS);Saturday Science & Social Studies Program for 1st-5th Grade Students; SAT 10 Enrichment Program

Accomplishments:

- Adacao was tied for First place in the GDOE PBIS poster contest displaying evidence of implementation practices involving data collection during the December 2012 PBIS workshop. Adacao also placed second for People's Choice contest. Adacao's data collection evidence along with other artifacts assisted in winning the Association for Positive Behavior Support's Best Practitioner Poster for 2013.
- Adacao Elementary inducted its first National Elementary Honor Society (NEHS). The ceremony was held during 4th quarter for 50 inductees.

Agana Heights Elementary

Special/Exemplary Programs: SFA Program; Positive Behavior Interventions and Supports (PBIS) Program; Math Common Core Program; SAT 10 Awards Ceremony; Quarterly Awards Ceremony; Spelling Bee; Big Bird Read-A-thon; SFA Parent and Family Involvement – Quarterly 2nd Cup of Coffee; Isla Art-A-thon; Rainbows for All Children; SFA "Getting Along Together" Program

Accomplishments:

- 73% of our students were reading at or above grade level; this was an increase of 3% school wide.
- 62% of students were mastering mathematics; this was an increase of 5% school wide.
- 93% of students were mastering writing; this was an increase of 21% school wide.
- Implementation of PBIS to improve student discipline
- 100% of teachers were evaluated using GDOE Professional Teacher Evaluation Program
- 140 were recognized at the SAT10 Awards Ceremony for scoring proficient and advanced
- Professional Learning Communities was implemented

AstumboElementary

Special/Exemplary Programs: Success for All; DEED; Summer School, English as a Second Language, Special Education, GATE, Chamorro Language & Culture, Headstart and Pre-GATE

Accomplishments:

- SFA Solutions and PBIS
- I-HELP
- Saturday Academy
- SIP and Mini-Grant
- Math: RTI, Aims Web, WRAT IV
- Reading: 50.49% on level
- Writing: 65% on level
- Math: 61% on level

C.L. Taitano Elementary

Special/Exemplary Programs: SFA Component Programs: "Tutorial Program", "Solutions Network Program" and the "Safety Calls"; Student Behavior – The CLTES "DEER Awards" (Doing Everything Expected Responsibly); Special Olympics; Island wide Spelling Bee; Saturday Parent Workshop; PBIS Crime Stoppers Program; School Improvement Plan: SAT10 Recognition Award

Accomplishments:

- The Success for All Reform Program (SFA) was initially implemented during SY 2009-2010. By the end of school year 2009-2010, 45% of the students scored at or above grade level in Reading. The following school year 2010-2011, 56.82% of the students scored at or above grade level, showing an increase of 11.82% by the second year of implementation. Currently, after

completing the fourth year since its inception, end of the school year assessment results showed that 67% of our students scored at or above grade level, consistently showing gains in reaching Reading goals with the SFA Reform Program.

- Highly Qualified and Certified Teachers at CLTES
- Overall for SY 2012-2013, the number of referrals for major offenses and suspensions in grades Kindergarten to Fifth grade had decreased. Data will continue to be collected to determine if the number of major discipline referrals to the main office decreases from year to year.
- After school tutoring also occurred and was beneficial in increasing Math and Writing skills for student in grades Kindergarten - 5th.

Carbullido Elementary

Special/Exemplary Programs: Direct Instruction Program; Home-School Connection Program; After-School Tutorial Program

Accomplishments:

- The Direct Instruction Program has helped students improve in the following areas: 2nd grade student cohort improved in SAT 10 Reading by 29 points; 3rd grade student cohort improved in SAT 10 Reading by 19 points; 4th grade student cohort improved in SAT 10 Reading by 17 points; 5th grade student cohort improved in SAT 10 Reading by 21 points; 2nd grade student cohort improved in SAT 10 Math by 41 points; 3rd grade student cohort improved in SAT10 Math by 32 points; 4th grade student cohort improved in SAT 10 Math by 35 points; 5th grade student cohort improved in SAT 10 Math by 21 points; 2nd grade student cohort improved in SAT 10 Language by 18 points; 3rd grade student cohort improved in SAT 10 Language by 19 points; 4th grade student cohort improved in SAT 10 Language by 19 points; 5th grade student cohort improved in SAT 10 Language by 16 points.
- Home-School Connection Program - The homework monitoring system is an accountability plan for teachers to observe weekly progress for student participation from grades Kindergarten through 5th.The school's cumulative average for Kindergarten-fifth grade students is 93%.
- Teachers aligned the Common Core State Standards with the Direct Instruction & other best teaching practices for each grade level in reading, language arts, & math. Teachers were able to discover the correlations of the alignment with CCSS & Direct Instruction. In addition, strategies were incorporated based on the Professional Development to meet the CCSS.
- The Ko'Ko' Chamoru Choir compromised of students in grades 3-5 is spearheaded by a Chamoru Teacher. The choir garnered second place in the Chamoru Language Competition.
- BPCES students garnered first and second place in the primary and intermediate division of the Chamoru Language Art drawing competition.
- BP Carbullido Elementary was recognized as being the model elementary school for its website. The website is maintained by a teacher and contains a wealth of information about all aspects of the school. This is primarily for parents to be updated and involved with all school activities.

Chief Brodie Elementary

Special/Exemplary Programs:Positive Behavioral Interventions & Supports (PBIS); Professional Learning Communities; Response To Intervention Math; Teacher Professional Development; Adopt A School; Pick Up and Read; Career Week; DEED; Make A Difference; School Wide Can Food Drive; Alumni Day; GATER Beautification Day; Play By the Rules; Summer School (School is Kool) Program

Accomplishments:

- In April, GATE students each built their own model rocket. They also patched together pieces from previously launched rockets in May. GATERS launched over 71 rockets on the JFKHS field.
- GATE students in K-5 grades wrote and illustrated realistic fiction stories which were published into hard back books by Nationwide Learning in Topeka, Kansas.

DL Perez Elementary

Special programs: WASC Accreditation

Accomplishments:

- D. L. Perez received an extension from Western Association for Schools and Colleges (WASC) to complete a six-year accreditation. This will allow our team of teachers to compile and submit a detailed report that outlines the school's accomplishments and on-going interventions.
- Wyatt Chang won the island wide Isla Art-a-Thon for Kinder.

Finegayan Elementary

Special/Exemplary Programs: ASCD's Whole Child Network of Schools; Parent Education Fair

Accomplishments:

- Finegayan began the implementation of PBIS with the development and approval of the school-wide behavioral expectations. The program has had a positive effect with an overall drop in discipline referrals and creating a more positive learning climate.

HS Truman Elementary

Special/Exemplary Programs: Success For All Reform Program; Response to Intervention (RtI); Art of Healing Grant; Getting Along Together/PBIS; End of the Year Awards Day; Island Wide Spelling Bee; GATE Geography Bee; IRA – Read A Thon visiting author, Floyd Cooper; Art A Thon; Public Schools Week; Job Fair / Career Week; Response To Intervention

Accomplishments:

- Success For All was an instrumental instructional framework that has been implemented at Harry S. Truman Elementary School for the past four years to deliver core instruction for all students. Harry S. Truman Elementary School was able to improve the number of students placed at grade

level or better for Reading from the end of school year 11-12 at 42% to 76% at the end of school year 12-13.

- Harry S. Truman Elementary School utilized the Respond to Intervention (RTI) framework to improve performance in the math area. Upon the initial screening, it was determined that we had a school-wide problem with math instruction. The teachers focused on improving the delivery of instruction and added fifteen minutes to provide an evidence-based intervention called Peer Assisted Learning Support. All grades from 1st through 5th implementing the program had data at the end of the year which show that ten of the fifteen classes more than doubled their median scores.
- The GATE Class at H.S.T.E. was garnered a grant to learn how to build and program Lego robots. LEGO Mindstorm Robotics for Fifth Grade students and LEGO WeDo Robotics for Fourth Grade students.
- HSTE was one of two schools thatreceiveda grant to create a large mural to be displayed for *Healing Hearts.*
- One of our Fourth Grade studentshad placed at the Island Science Fair.
- HSTE had participated in the Island-wide Math Olympiad Competition and one of the Fourth grade representatives garnered Fourth Place in the individual Fourth grade competition.

Inarajan Elementary

Special/Exemplary Programs:Direct Instruction (Reading, Language and Math) Programs (K-5); Direct Indicators Of Basic Early Literacy Skills (DIBELS) Testing; Department of Education Extended Day (DEED) Program;

Accomplishments:

- Inarajan Elementary School was granted a 6 year accreditation from the Western Association of Schools Colleges, expiring in 2017.
- At the conclusion of SY12-13, 94% (233 students) were on grade level for reading, 80% (199 students) were on grade level for language, and 90% (225 students) were on grade level for math.
- All Gifted and Talented students at Inarajan Elementary School participated in a School-wide Science Fair, March 14, 2013. Two primary students proceeded to represent IES at the UOG Iisland-wide Science Fair. Both students placed 1st in their respective category divisions.
- Our students with special needs have been consistently participating in the Guam Special Olympic games for the past five years. Our students won various medals in different events. Their active participation had provided each student with pride and self-worth.

J.M. Guerrero Elementary

Special/Exemplary Programs: Positive Behavior Intervention and Support (PBIS); Summer Learning is Kool;

Accomplishments:

- J.M. Guerrero was recognized as the only island public school student to place 1st place. Student was recognized for that award.

- The 4th and 5th grade students within the Department of Education's Extended Day Program at Juan M. Guererro was recognized as an honorable mention during a celebratory luncheon held to recognize all those who participated in the Stock Market Game Competition, held on April 24, 2013.
- All six (6) participants in the Special Olympics received medals ranging for gold, silver, bronze for assisted walk, 25 meter run and softball throw.
- From February 12, 2013 – April 5, 2013, Juan M. Guerrero Elementary School joined IT&E, Yellow pages ink, and the I-Recycle Program in the mission "to create a sustainable future for our island" by recycling telephone books that would otherwise have occupied "limited landfill space." Juan M. Guerrero was among the top 10 participating schools and received a monetary incentive for the quantity recycled.

J.Q. San Miguel Elementary

Special/Exemplary Programs:Positive Behavior Intervention and Support (PBIS); Parent Outreach Program; Reading is Fundamental

Accomplishments:

- With its implementation of the PBIS Program, the school made outstanding progress in implementing the critical features of the program to include behavioral expectations in all settings of the school, positive reinforcement, procedures for dealing with inappropriate behavior, discipline data review to guide decision-making, function- based supports for students with chronic behavior problems and a daily check-in and check-out for "at- risk" students. Based on the results from the school safety survey and self-assessment survey 13 out of 17 risk items decreased.
- Based on the Direct Instruction Program student data, the school was able to increase the percentage of students reading at or above grade level. At least 85% of our students in grades K-5 are at or above in grade level reading.

L.B. Johnson Elementary

Special/Exemplary Programs: Scoring High Test Prep; Positive Behavior Interventions and Supports; Direct Instruction Reform Program; Summer Learning Is Kool – SLIK

Accomplishments:

- Very Important Parent (V.I.P.) system awards parents who actively participate in their child's education. (Spirit days, Character/Family Projects, Parent teacher conferences, Families and Schools Together workshops, homework assignments, field trips, etc.). Parental Involvement increased from 63% to 71% for Kindergarten and from 45% to 52% for First Grade.

- In 2008, LBJ was granted its 2nd six year term Accreditation. On April 19, 2013 a WASC Accreditation member visited LBJ and reviewed the progress our school has made and expressed that she was confident our school will have a successful visit in 2014.

Liguan Elementary

Special/Exemplary Programs: Direct Instruction (K-5); "DI Works! After-school Tutorial Program"; "Summer WORLD Learning Adventure 2013"; Super Sihek Reader Program

Accomplishments:

- Positive Behavior Interventions Supports (PBIS)- Liguan Elementary formed a team of grade level teachers, the special education teacher, administrator, and support staff. They developed a plan for reducing problem behaviors in the school and classrooms and implemented the plan in school year 2011 – 2012 and is continued in School Year 2012 – 2013. The PBIS team met monthly and developed a set of school rules, lesson plans for teachers to conduct in their classrooms. As a result of the PBIS program, discipline has decreased and more focus in the classroom is evident.
- The Isla Art A Thon Art Contest is sponsored by the Guam Cultural Arts Association. Liguan elementary school is very proud to have three students showcase their artwork in the Art Gallery located at the Two Lovers Point Cultural Center.

M.A. Ulloa Elementary

Special/Exemplary Programs:Success For All; Tutoring Program

Accomplishments:

- MAUES continued to implement the Success for All program. Faculty and staff refined the program implementation. The end of 4th quarter data for reading indicated that 70% of our students are reading at or above grade level, the highest level since the program's implementations.
- As part of the lagu region's initiative, MAUES piloted the AIMSweb student assessment system for math.
- MAUES uses the SFA program to address students' deficiencies in reading, language, and math. To better manage reading data, MAUES successfully piloted the Member Center online database.
- MAUES was one of three DOE elementary schools to pilot PowerTeacher. Teachers are now reporting grades on PowerSchool, in addition to attendance.
- MAUES continues to move forward with the district's implementation of the CCSS. Teachers collaborated during PLCs and other collaborative team settings to develop their consensus maps, create lesson plans, and analyze assessment data.

MU Lujan Elementary

Special/Exemplary Programs: Dragon Reading Program; M.U. Lujan After School Tutoring Program; I-Recycle/I-Care Dragons; M.U. Lujan Junior Police Cadets; Math Kangaroo

Accomplishments:

- The Math Kangaroo Program, in partnership with the Guam Community College, provides opportunities for students to apply their math skills. Students are tutored by parents and teachers in possible math questions and problems. This past year, MU Lujan Elementary School has increased in the number of participants.

Machananao Elementary

Special/Exemplary Programs: Machananao Elementary National Elementary Honor Society (NEHS); Parent Teacher Organization (PTO); Math Olympiad; Spelling Bee; Geography Bee; Science Fair;

Accomplishments:

- Four students participated in the Special Olympics events. Of the four students, two received gold medals.

Marcial Sablan Elementary

Special/Exemplary programs: Professional Learning Community (PLC); Response to Intervention (RTI); Solutions Network; Raising Readers; Open House/Family Literacy Night;

Accomplishments:

- During the Summer School (SLIK) Program, there was an increase in academic achievement in Math & Reading, and an increase in perfect attendance among the $1^{st} - 5^{th}$ graders.
- During the Open House/Family Literacy Night, parents were informed about the Reading, Writing, Math and Attendance components of the SFA Program. According to the parent survey, they thought it was a very informative night.

Merizo Elementary

Special/Exemplary Programs:Alphie's Book Club (Afterschool Tutoring); D.E.E.D; I Recycle Program; Science Fair; Math Olympiad; Relay for Recess; Spelling Bee; Saitama School Partnership

Accomplishments:

- Chamorro Month Activities: Students competed in the *Kadon Pika* contest and won first place at the Cost-U-Less competition. This event gave the students the opportunity to promote their culture through food.

Ordot/Chalan Pago Elementary

Special/Exemplary Programs: Success For All Attendance Solutions Network; Success For All Parent Involvement Solutions Network

Accomplishments:

- At the beginning of SY 2012-2013, our baseline data collected from SY 11-12 for student attendance was at 94%. By the end of 4th quarter in SY 2012-2013, OCPES attendance increased by 1 percentage point to 95% .
- At the beginning of SY 2012-2013, the baseline data collected from SY 11-12 for the Read and Respond Program was 92%. By the end of fourth quarter in SY 2012-2013, OCPES increased its Read and Respond data submission by 2%, with an ending data of 94%.
- During SY 2012 - 2013 OCPES was awarded the Success for All (SFA) Ambassador School. This award demonstrates our ability as a school community to excel in our endeavor to help our students succeed academically and socially.
- From the SAT10 administered in May 2012, 114 students from First through Fifth were recognized on April 2012 for achieving SAT10 scores in the proficient and advanced levels. This number equates to 23% of the student population at OCPES.
- Through the ongoing, consistent and collaborative implementation of professional learning communities, the school continues to identify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations to all stakeholders.
- With the newly developed SIP for SY 2012-2013, teachers began the school year with intentional Professional Learning Communities (PLC) to analyze student data to formulate SMART Goals for the school year. The data collected from weekly PLC meetings and the SAT-10 results proved that intervention and remediation programs are needed to meet student academic needs and to address the deficiencies in student achievement scores. Furthermore, data from our SFA Solutions Network (Attendance, Behavior, Interventions, Parental Involvement, and Community Involvement) indicate the need to continue and strengthen our Response to Interventions.

P.C. Lujan Elementary

Special/Exemplary Programs:GREAT Program (Gang Resistance Education and Training); After School PETALS Tutorial Program; Positive Behavior Intervention Support-(PBIS Framework); Math Common Formative Student Recognition; Professional Learning Communities

Accomplishments:

- **Reading:** In the past 3 years Performance Standards Data has shown 2nd grade continues to improve student performance in both the advance and proficient levels with a 6% increase. In addition, 1st and 3rd grade have been able to increase student performance in the proficient level by 24% and 9% respectively.

- **Math:** In the past 3 years Performance Standards Data has shown that 3rd and 4th grade have been able to increase student performance in the advance level by 5% and 4% respectively. Also, a majority of grades has improved student performance in the proficient level as follows: 1st grade 9%, 3rd grade 18%, 4th grade 11%, & 5th grade 4%.
- **Language:** In the past 3 years Performance Standards Data has shown that 3rd and 4th grade have been able to increase in student performance in advance by 1% and 2% respectively.
- The Accrediting Commission for Schools of the Western Association of Schools and Colleges (WASC) granted the school initial accreditation for a term of three years.

H. B. Price Elementary

Special/Exemplary Programs:Safety First; Terrific Lancheros; Quarterly Awards; Response to Intervention (RtI); Positive Behavior Interventions and Support (PBIS) Program;

Accomplishments:

- Second grade teachers implemented Response to Intervention strategies this school year in the area of Problem Solving. Second grade SAT-10 scores increase in the area of Math Problem Solving.

Talofofo Elementary

Special/Exemplary Programs:Tigers in Motion Health & Fitness Program; Success For All Reform Program; Alphie's Book Club; Department of Education Extended Day (DEED) Program; Math Olympiad; Spelling Bee; United Nations Day; Library – Homeroom Teacher Collaboration; Mock Trial; Math Meet; Invention Convention;

Accomplishments

- Talofofo Elementary School library met all the Library 14 Point Criteria which resulted in a grant approval that helped purchase undated resources and reading material for student use and teacher resources.
- The G.A.T.E. students produced two murals that expressed the various types of systems of care available on Guam. The paintings were exhibited at the Guam CAHA Gallery from 12/4/12 to 1/4/13. The students also received awards for their artwork at the G.A.T.E. Awards Ceremony on 5/23/13.
- Talofofo Elementary School took 1st Place honors in the Chamoru Language 3rd - 5th Chamoru Spelling Competition. Kindergarten – 2nd grade students also garnered 2nd place in the children's choir and the 3-5th graders also garnered 3rd place in the children's choir singing a selection of songs learned in the classroom and performed for their annual Chamoru Program.

Tamuning Elementary

Special/Exemplary Programs: Student Behavior: GO WHALES/Class Council; Success For All; Success For All – ELL

Accomplishments:

- In the Math Olympiad Island-wide Compeittion, the TAMES Team placed within the top 10, tied for 5th place and in the Individual Category, fourth grade student placed 2nd overall among 4th graders.
- One fifth grade student was one of the winners in the "Think, Support, Buy Local" Guam holiday greeting card contest. Her artwork was featured on one of 6 "Zories Only" greeting cards!
- Mrs. Marissa Peroy's 5th grade class participated in the *Ifit* Tree Essay Contest sponsored by the Hotel Nikko. One student's essay was selected as the winning essay.

Upi Elementary

Special/Exemplary Programs: Parent Share Event Program; Taking Responsibility for Upi Students Together (T.R.U.S.T.); Community Partners

Accomplishments:

- GATE Teacher Marc LaPlante initiated a Upi Choir of Fourth and Fifth Grade students who performed at school and community events.
- All grade level teachers developed a TOPS Behavior Chart and integrate Character Education Lessons and acknowledge students monthly for their positive behaviors.
- Several students from Upi Elementary received awards in the IRA Poster/Essay Contest: Three First graders took 1st, 2nd and 3rd place honors respectively. Two Second graders took 1st and 2nd place honors.
- Upi Elementary took 5th place in the PBS Island-wide Read A Thon
- Upi Elementary was runner up in the Phonebook Round up

Wettengel Elementary

Special/Exemplary Programs: Gifted and Talented Education (GATE) Academic Program

Accomplishments:

- SAT 10: 3rd Grade Complete Battery improved by 1 percentile point: 13% - stanine 3 to 14% - stanine 3
  4th Grade Complete Battery improved by 1 percentile point: 18% - stanine 3 to 19% - stanine 3
  3rd Grade Reading improved by 1 percentile point: 10% - stanine 2 to 11% - stanine 3
  4th Grade Reading improved by 2 percentile points: 15% - stanine 3 to 17% - stanine 3
  3rd Grade Math improved by 3 percentile points: 8% - stanine 2 to 11% - stanine 3
  5th Grade Math improved by 1 percentile point: 11% - stanine 3 to 12% - stanine 3

2nd Grade Spelling improved by 5 percentile points: 25% – stanine 4 to 30% – stanine 4
3rd Grade Spelling improved by 1 percentile point: 31% – stanine 4 to 32% – stanine 4
2nd Grade Science improved by 4 percentile points: 16% – stanine 3 to 20% – stanine 3
3rd Grade Science improved by 2 percentile points: 17% – stanine 3 to 19% – stanine 3
4th Grade Science improved by 6 percentile points: 14% – stanine 3 to 20% – stanine 3
5th Grade Science improved by 2 percentile points: 17% – stanine 3 to 9% – stanine 3
3rd Grade Social Science improved by 1 percentile point: 8% - stanine 2 to 9% - stanine 2
4th Grade Social Science improved by 1 percentile point: 20% - stanine 2 to 21% - stanine 3
1st Grade Listening improved by 1 percentile point: 20% - stanine 3 to 21% - stanine 3

- 1st and 2nd Place winners at the GATE Math Meet
- 1st Place winner at the GATE Academic Challenge Bowl
- Island-wide Math Olympiad winners: 5th grade Individual Category – 1st, 2nd and 4th grade winners; Team Round Category – 5th grade: 2nd place winner
- 3rd place overall in the Island-wide Scripps National Spelling Bee Competition
- 3rd place in the Island-wide Chamorro Spelling Bee Contest

PART VII-B MIDDLE SCHOOL EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

Agueda I. Johnston Middle School

Special/Exemplary Programs: English Language Learners (ELL) Parent Orientation; Project Isa-ta; International Reading Association; Community Partnership –Guam Fire Department Adopt-a-School Agency; Play By The Rules; Student Exchange Programs –Japan and Korea; Interscholastic Program Participation; National Junior Honor Society (NJHS); Student Body Association (SBA); Close-Up; Positive Behavior Interventions and Support (PBIS) Monthly Assemblies

Accomplishments:

- Completion of the development and alignment of AIJMS SMART goals with the GDOE expectations. Aligned under the SMART goals are the Curriculum maps for each content area that are aligned to the Common Core State Standards (CCSS), the GDOE Content Standards, and SAT10 Item Analysis to promote academic growth in all areas and for all student.

Astumbo Middle

Special/Exemplary Programs:Positive Behavioral Interventions and Supports (PBIS); Parent-Family-Community Outreach Program; Celebrate Learning Awards: English as a Second Language (ESL), Special Education (SPED);

Accomplishments:

- The school submitted its report to WASC for its Initial Accreditation visit during on June 2012 an initial accreditation visit was held on October of 2012 as a result of the visit the school was awarded a Certificate of Accreditation until June 30, 2016.
- All subject areas have been aligned with the SAT 10 Skills. The guides align the teacher's lesson plans and assessments to the 20 priority skills derived from the SAT 10 skills. Teachers use a common lesson plan to implement their lessons. Lessons are aligned with the school mission and ESLR's. Teacher's also unpacked the Common Core State Standards and began the alignment process with the CCSS, Curriculum and SAT-10. Teachers continuously improve their lessons throughout the school year. All information is saved electronically for these continued improvements.

F.B. Leon Guerrero Middle School

Special/Exemplary Programs:Positive Behavior Intervention Systems School Climate Cadre; Rainbows For All Children; 4-H Club; Robotics Pilot Class; FBLG Music Program; National "Make A Difference" Day; Japanese Student Exchange

Accomplishments:

- Teacher Recognition - FBLG teachers Mrs. Carroll Flores and Mrs. Patricia Anub were both featured teachers on KUAM's segments "A Touch of Class" and "Class Act". Both teachers are wonderful examples of dedication to the art and science of teaching. Mrs. Aileen Canos was invited to participate in the Siemens/Discovery Channel STEM institute held in Silver Spring, Maryland. She is also a fellow for the program. Mr. Richard Velasco and Mrs. Alpha Espina were among the math teachers who were chosen to participate in the annual National Council of Teachers of Mathematics (NCTM) conference in New Orleans, Louisiana.
- Grant Awardees - On behalf of the students of FBLG, Mr. Lali Thundiyil and Mrs. Carroll Flores both received grants to assist in the improvement and enhancement of their educational programs. For band, Mrs. Flores received a $3,000.00 grant from the "Muzak from the Heart" Foundation. Mr. Thundiyil received two grants: $1,065 from Payless Supermarkets for the best use of recyclable materials (students made more than 2,500 paper bags from newspapers) and $1,000.00 from the Armed Forces Communication Engineering Association to support STEM projects. FBLG was also awarded $400.00 from the GTA Annual Phonebook Roundup, again spearheaded by Mr. Thundiyil.
- Science Fair Winner - 7th grader won 3rd place in the 2013 Islandwide Science Fair: Plants and Animals division. Student also wrote an essay on, "Corals", which was featured in an article in the Pacific Daily News' Lifestyle section.
- Interscholastic Sports Champions - FBLG received two championships in GDOE interscholastic athletics. Our boys were crowned champions for both Cross Country and Basketball. Our boys' basketball team also claimed the championship in the All-Island Basketball league, which is an off-season league comprised of teams from all island schools.
- Student Participation in Contests and Conferences - FBLG students are highly encouraged to participate in contests which will showcase their strengths in academics and the arts. Some of

these contests include: Chamorro Month cooking, modeling, and poster-making; company and government agency sponsored essay contests; and the 2013 Special Olympics. Students are also encouraged to attend conferences that will promote the positive development of their self-esteem, such as the Youth For Youth Conference.

Inarajan Middle School

Special/Exemplary Programs:Curriculum Mapping; Vertical Alignment; Character Education & Positive Behavior Intervention Supports (PBIS); Cultural Arts Program; Cultural Exchanges; Math Counts

Accomplishments:

- To ensure a guaranteed and viable curriculum for all students, the process of updating our curriculum maps continued this SY. A review of the SAT10 item analysis was done to reprioritize skills for each grade level and content area. With the adoption of the Common Core State Standards, work began to further align the DOE Standards and SAT10 Skills with the CCSS. The administration of common assessments for each content area, which are also aligned to SAT10 skills, allowed for an even greater concentration on skills students needed to acquire. The monitoring of these skills was done through the use of our skills acquisition summaries.
- IMS showed an increase in cohort scores from May 2012 SAT10 in all grade levels and core subjects.
- SAT10 results reflected the highest scores in the 6th and 8th grade in all areas since SY08-09.
- Red Ribbon Week – 2nd Place Gate Decorating

Jose Rios Middle School

Special/Exemplary Programs: Saturday Scholars; Response to Intervention (RtI); Math Saturday Scholars;

Accomplishments:

- The Boys Soccer Team finished the season with a record of 8-2-2, and took home the GDOE Soccer Championship. The Girls Soccer Team finished the second half of the season strong and placed second at the Sugar 'n Spice All-Island Festival. The JRMS Boys Basketball Team finished as Co-Champions.
- During the Chamorro Month Activities, JRMS students placed 2nd in the Oratorical Contest, participated in the Chant/Dance, Weaving and *Kadon Pika* contests.

L.P. Untalan Middle School

Special/Exemplary Programs:Science Technology Engineering Mathematics (STEM);GATE Robotics; Literacy Project; Homebase Program; National History Day

Accomplishments:

- GDOE Middle School Boys' Volleyball Champions, November - Boys took first place in interscholastic volleyball competition.
- Guam Volleyball Federation Middle School Tournament, April 2013 - Boys took first place in the GVF Volleyball Tournament.
- GDOE Girls' Track & Field Champions, May 2013 - Girls took first place in the interscholastic track and field competition.
- Take Care Boys Middle School Basketball – 2nd Place, April 2013 - Boys took 2nd place in the Take Care basketball tournament.
- GFA Girls' Soccer Middle School Tournament – 3rd Place - Girls took 3rd place in the GFA middle school tournament.
- Academic Challenge Bowl 2012-2013 – 2nd Place - UMS took 2nd place, the highest placing public school in the Academic Challenge Bowl.
- Participation in the Island-wide Science Fair - UMS students participated in the Island-wide Science Fair.
- Guam History Day – winning entry - UMS well represented at the Guam History Day competition with winning entries.
- Law Day Essay Contest – Honorable Mention - UMS received Honorable Mention in a Law Day Essay Contest.

Oceanview Middle School

Special/ExemplaryPrograms: Positive Behavior Incentive and Supports (PBIS) Game Room;John Hopkins Talent Development Program; Advisor-Advisee Program; Remediation Program for 8th Grade

Accomplishments:

- Opening of the Oceanview Gym - The OMS gym was renovated and opened on February 1, 2013. It had been closed since 2002.
- Increase in 6th grade SAT 10 scores overall in the school district - The announcement of the SAT 10 scores showed an overall improvement in all grade levels for the last three (3) years. However, in the Fall 2012, the 6th grade made significant improvement district wide.
- School Accreditation by the WASC for 2011-2014 - Oceanview Middle School is "Fully Accredited by the Schools Commission of the Western Association of Accredited Schools" for school years 2011through June 2014. SY 2013-2014, WASC will visiting OMS for a three year term revisit.
- Funding for the Game room to promote positive behavior - Project *Menhalom* Grant totaling $12,000 was used to fund the Game room. All OMS students participated in this project that focused on character education, student discipline, and student academic achievement. Students were awarded a chance to be in the game room exhibiting positive behavior in and out of the classroom by their teachers. Students were given raffle tickets. Raffle tickets are picked on a weekly basis to award 5 students from the 6th, 7th and 8th grade for their good behavior.
- $30,000 Grant awarded to NEO2 laptop computers - Teacher Quality Education (TQE) Grant: To incorporate technology in the classroom, OMS was awarded this grant and purchased NEO2 laptops for student use in all subject areas.

- Implementation of the PBIS Curriculum - OMS students participated in the Positive Behavior Incentive and Supports curriculum that focused on increase awareness of federal laws, local laws, and student rights.

Vicente Benavente Middle School

Special/Exemplary Programs: Learning School Alliance Alumni; Implementation of the Middle School Concept; Utilization of Power Walkthroughs

Accomplishments:

- 6 Years Accreditation Process - The school just completed a full self-study and has been granted a 6 year accreditation from WASC until 2019.
- Continued increase in SAT10 scores - There has been an increase in the SAT10 in reading,LA, math, Social, and science. However, the range differs based on subject and grade level, with 7th grade showing the greatest gains in the area of LA, Science, and Social Science. Cohort Analysis reveals that all subject matter, with the exception of 8th grade science, had achieved more than a year's worth of growth compared to the relative norm group.
- Highest Public School to place in the Math Counts - BMS scored third in island wide math counts, scoring before St. Johns and Harvest. In addition, BMS was the highest public school to place in the math counts.
- Inter-Scholastic Champions in multiple sports - BMS took the championship in girls soccer and basketball last year for their "A" teams and Boys' basketball "B" team.
- Decrease in discipline referrals - Compared to last year, BMS had a decrease in discipline referrals by over 200 referrals. This was due to the implementation of PBIS and the proactive stance of the team leaders. We have worked diligently to decline the biggest infraction, which dealt with skipping classes.
- Placed in Island Wide Science Fair - BMS has several students that placed in the island wide science fair for SY12-13. We have consistently entered the island wide fair with positive results for the past 10 years.

J.P. Torres Alternative School

Special/Exemplary Programs: Positive Behavior Interventions & Support (PBIS) Program; Science Resource Associates (SRA) Program; Play by the Rules

Accomplishments:

- J.P. Torres Alternative School students participated in the following activities to promote student engagement and positive learning environments: The University of Guam 4H Club on Science, Engineering, and Technology (SET), Fishery Program, Health Rocks and Horticultural sessions - all students at JPTAS were able to participate; Guam Community College Access Challenge Grant Program (CACGP) - students who qualify for the program are provided mentoring and tutoring sessions twice a week at JPTAS - 42 high school students went on a fieldtrip to GCC under this program and 59 high school students attended a career day on Criminal Justice Career Day; VARO provided a bullying presentation to all middle and high school students; 40 high school students attended the Get Smart About Credit presented by Bank

of Hawaii; 32 middle and 41 high school students attended the Red Ribbon activity presented by the Guam National Guard; 37 middle and 48 high school students attended a presentation by Victims Advocate Reaching Out (VARO); 9 middle and 13 high school students participated in the Peer Mediation two-day training by *Inafa'maolek*; 47 middle and 63 high school students attended a presentation held by Sanctuary to learn about their services and program; the Cyber Safety Pacifika Program provided cybercrime presentations to 80 middle and 62 high school students; 44 8th graders attended a presentation by the GWHS counselors regarding transitioning to high school; 23 students attended the Youth-4-Youth Annual Conference at the Hyatt Hotel, chaperoned by 2 school counselors and 2 school aides; 64 middle and 43 high school students attended a presentation by GPD about their Crime Stoppers Program; The Guam Trades Academy presented a workshop on "careers" for 35 high school students.

- A total of 65 middle and 91 high school students participated in Anger Management classes. These classes are provided to middle and high school students who have been referred by their school site or other school personnel. Students are also encouraged to seek counseling if they feel they need support with their anger issues. The goal for anger management classes is to provide students with the skills to reduce and manage their emotions and physiological arousal caused by their anger.
- A parent survey was administered during registration to assess parents with what types of support or training they would like to gain in order to improve their parenting skills. A total number of 380 parents were surveyed at JPTAS. Results indicated that they would like learn about positive behavior support, anger management, and communication skills. As a result of the survey a parent workshop was held at JPTAS on December 17, 2012. A total of 38 parents participated in the workshop. Students, whose parents attended the workshop, were given a 3 days credit for evaluation, 1 dress down day pass and a parent initial shadow waiver.

PART VII-C HIGH SCHOOL EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

George Washington High School

Special/Exemplary Programs: STEM Program; Freshman Academy; Eco-Gecko Sustainability Program

Accomplishments:

- In June 2012, GWHS received certification that the school has accomplished another 6-year maximum accreditation term from the Western Association of Schools and Colleges for 2012-2018. This marks three consecutive maximum accreditation terms for the stakeholders at GWHS.
- Award Winning Interscholastic Athletic Program: Championships (1st Place): Girls Tackle Rugby, , Boys Junior Varsity Volleyball, Boys Varsity Volleyball; 2nd Place: Football, Baseball, Girls Softball, Girls Varsity Volleyball, Mixed Varsity Paddling, Girls Track and Field
- Award Winning JROTC Program: Multiple School Unit Guam Overall Champions: Unarmed Drill Team-1st Place, Armed Drill Team-2nd Place; Golden Bear National Champions: Unarmed Regulation-1st Place, Unarmed Exhibition-2nd Place, Unarmed Commander's Trophy-1st Place, Unarmed Sweepstakes-1st Place, Overall Unarmed Travelling Trophy, Unarmed Individual Tap

Out- 3rd Place, 2nd Place; Marksmanship: Individual Prone-1st Place, Individual Overall-3rd Place, Prone Position-1st Place, Standing-3rd Place

- Chamorro-Annual Cultural Competitions (*Inacha'igen Fino' Chamoru* 2013): Oratorical -3rd Place Bronze, Male Solo Singer – 1st Place Gold, Female Solo Singer – 1st Place Gold
- Japanese-Annual Competition (Guam *Nihongo* Challenge Bowl): 1st Place Level I, 1st Place Level 2, 3rd Place Level 3
- 2013 Green Dream Home High School Competition: GWHS students received 1st Place Viewer's Choice and 3rd Place Overall

John F. Kennedy High School

Special/Exemplary Programs: Literacy Project; Robotics; RealWorld Design Challenge; ACT WorkKeys and National Career Readiness

Accomplishments:

- Two seniors were each awarded a $2,500 scholarship to the Guam Contractors' Trades Academy
- One student won UOG's Green Home Competition. She received a $2,000 prize and attended the Island Sustainability Conference.
- One student received recognition from the 2014 National Merit Program after taking the preliminary SAT/National Merit Scholarship Qualifying Test.
- One student was selected as one of the five students island wide to participate in the Guam-Karuizawa (Japan) Student Exchange Program
- Junior student earned platinum level on the National Career Readiness Certificates (NCRC), the first of any high school student on Guam and only the fifth on island. Additional student NCRC accolades include: 22 bronze, 15 silver, and 4 gold.
- Two seniors each received the $1,500 scholarship from Gino's.
- Two seniors each received the $2,500 scholarship from CoreTech.
- The Class of 2013 sponsored the JFK Islander 5 K walk/run to promote healthy living.
- The Art Department held the JFK's 2nd Annual Student Art Show at the Infinity Gallery in Upper Tumon.
- JFK Islander Day was held at the Agana Shopping Center showcasing the programs and talents of our faculty, staff, and students.

Okkodo HighSchool

Special/Exemplary Programs: GCC CTE Hospitality & Tourism Management Program (HTMP); Marine Corps Junior ROTC Program; Distributive Education Clubs of America (DECA)

Accomplishments:

- The OHS team took top honors and, for the third time, earned the right to head to the CTE

Hospitality & Tourism Management Program national competition in Florida.

- OHS' GCC CTE Hospitality & Tourism Management Program (HTMP) won 1st place in Knowledge Bowl and 2nd place over all categories in Orlando, Florida.
- OHS Marine Corp JROTC took 1st place in armed regulation, challenge level, 2nd place commander's trophy award and 5th place on armed color guard, open level in Daytona Beach, Florida.
- OHS' DECA won the spot to represent Guam in the International Career Development Conference in Anaheim, California
- Marine Biology Honor Students competed in the Academic Science Competition and took the championship away from the undefeated GW High School.
- OHS studentwas selected to assist in the National Institute of Diabetes and Digestive and Kidney Research (NIDDK) which involves basic and clinical research in Maryland. She was also a scholarship recipient.
- OHS studentwon the Public Health Awareness Guam contest and was sent to Hawaii to participate in the National Children's Awareness Program.
- Okkodo High School won Gold during the Tumon Bay Music Festival Event.
- OHS seniors participated in the Lip Dub Challenge against all other public and private high schools on Guam. OHS seniors won 1st place in both the Doritos' advertising and Lip Dub Challenge.
- OHS JA (Junior Achievement) Banks in Action/Entrepreneur students took 2nd place in the local competition. The Business students made it to the top 3 placement in the national competition regarding entrepreneurship.
- Sports: The Boys Junior Varsity and Varsity Basketball won the championship; Mixed (Boys/Girls) Paddling- 1st place; Boys paddling- 2nd place; Track and Field- 3rd place; Boys Volleyball- 3rd place; Boys Cross Country- 3rd place; Boys Golf- 3rd place; Girls Softball- 3rd place; Football- 3rd place; and Boys Soccer- 4th Place.

Simon Sanchez High School

Special/Exemplary Programs: 9th Grade Academy; Tourism Academy; JROTC Program

Accomplishments:

- Simon Sanchez High School ProStart Team won the 2013 ProStart National Invitational held in Baltimore, MD on April 19-21, 2013. Team Sanchez placed 1st out of 42 high school teams from 50 states.
- SSHS Librarian Sudi Napalan received a $5,000 grant which will be used to purchase resources. SSHS received national coverage for this award.
- SSHS Dance Team won First Place for the Large Group Hip Hop Division, 2013 Best Student Choreography for Large Group and received the Best Technique Award against other public high schools at the Islandwide Dance Team Competition.
- Sabina Perez and Julieta Anitok, SSHS Science Teachers received $1,000 each to be used to fund hardware and software, other classroom tools, field trips, STEM-focused clubs and other activities.

- SSHS won 1st place during the first Harold Dean Gillham Pasta Bridge Design Competition.
- "Lodging Management Program" (LMP) Island-wide SSHS student was the first student to receive Gold level National Career Readiness Certificate (Work Keys administered by GCC)
- SSHS students participated in the annual DECA competition and placed in the following categories:
  1st place Apparel & Accessories; 1st place Business Services; 1st place Retail Merchandising; 2nd place Retail Merchandise. Students participated in the DECA International Career Development Conference in Anaheim, California, in April.
- A SSHS student was accepted into the Short Term Educational Program for Under-represented Persons in the (Step-Up) program.

Southern High School

Special/Exemplary Programs:Freshman Academy Using Johns Hopkins Talent Development Secondary Program; JROTC; Guam Community College High School Program; *I'netnon Gef Pago* Southern High School (Cultural Arts Program); Community Partnerships

Accomplishments:

- 6 Year Accreditation from WASC
- Southern High School JROTC took 1st place for Best Officer; 1st place for Non Commissioned Officer (NCO); 2nd place for Best First Aide in the local competitions against three other schools; 1st place for kneeling position in Marksmanship competition; and 3rd place overall in the off-island competition.
- Sports – 1st place Girls' Volleyball; 1st place Girls' Softball; 1st place Girls' Soccer; 2nd place Boys' Soccer; 2nd place Boys' Rugby; and 3rd place Girls' Basketball
- Though the hard work of the mathematics department, two teachers were approved and their syllabi were accepted by the College Board to offer Advanced Placement (AP) Calculus.
- The *Eskuelan Puengi* (After School Program) enabled 49 students to graduate in June 2013 and the Summer School Program enabled 11 students to graduate in August 2013.
- Three of our students had major roles in the GATE Theater Production of High School Musical. Two students, Lee Reoligio and Nick Wolford, received a trophy for outstanding and exemplary work.
- One student was selected to attend the Upward Bound Summer Program at the University of Hawaii, Hilo.
- Students won awards in the *Inacha'igen Fino' Chamoru* Competition: 2nd place in *Inentepeten Kotturan Egge'* and 3rd place in *Kanta Yan Baila*
- Student took 1st place honors in the Chomoru Month Poster Theme Contest
- Student took 1st place honors in *Kompetensian Mamfok*
- Southern High School won 1st place in the I *Geran Kadon Pika* Contest
- Two students were awarded scholarships from Core Tech
- One student was awarded scholarship for the University of Guam ROTC

ASPER & SPRC SY 2013-14

The following are the Committee Member Liaisons who assisted in the development and completion of the Annual State of Public Education Report (ASPER) and School Performance Report Cards (SPRC) that are essential to inform the public of the performance levels, exemplary programs and accomplishments of our Department of Education schools.

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