

# Guam Department of Education



## ANNUAL STATE OF PUBLIC EDUCATION REPORT

SY 2008-2009



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**SUPERINTENDENT OF EDUCATION**

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# SY 08-09 Annual State of Public Education Report

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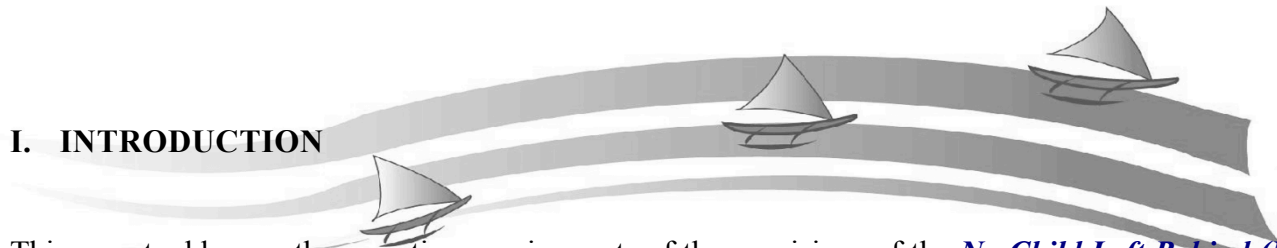
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## I. INTRODUCTION

This report addresses the reporting requirements of the provisions of the *No Child Left Behind (NCLB)* as described in the Guam Department of Education adopted *District Action Plan (DAP)*. The DAP indicates that “No later than thirty (30) days following the end of each fiscal year, the Superintendent shall issue a School Performance Report Card on the state of the public schools and progress toward achieving their goals and mission.” *Public Law 26-26* § 3106 also addresses the contents of this document and specifically requires the Guam Department of Education (GDOE) to include the following information in the Annual State of Public Education Report:

- (i) Demographic information on public school children in the community;
- (ii) 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;
- (iii) Information pertaining to special program offerings;
- (iv) Information pertaining to the characteristics of the schools and schools’ staff, including certification and assignment of teachers and staff experience;
- (v) Budget information, including source and disposition of school operating funds and salary data;
- (vi) 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

Given these specifications, the purpose of the Annual School Progress Report is twofold: (1) to share information about the progress of the Guam Department of Education towards meeting education goals, which are embodied in the District Action Plan (DAP) and (2) to inform educators and the community-at-large about programs and activities that affect the quality of educational services and student achievement.

GDOE 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. Reporting the characteristics of schools and performance of students provides a means for identifying strengths and weaknesses and facilitates efforts to bring to life the GDOE mission/vision statement:

***“Our educational community”***

**Prepares** all students for life  
**Promotes** excellence and  
**Provides** support!





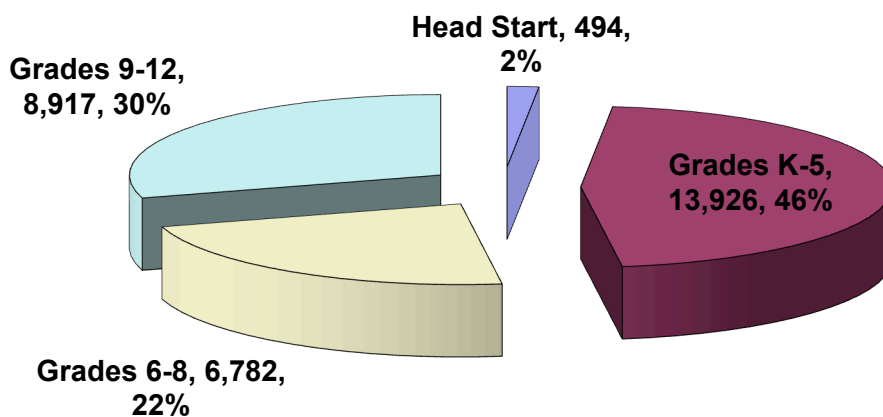
## II. DISTRICT PROFILE

### A. Student Demographic Information

The Guam Department of Education has recently provided free and appropriate public education to 30,194 students. Table 1 depicts SY 2008-2009 (ending May 28, 2009) student enrollment distribution by grade levels. Examination of Table 1 indicates that the enrollment ranged from a low of 494 (2%) in Head Start to a high of 3,188 (11%) in Grade 9. Head Start is a federally funded program available to income eligible families.

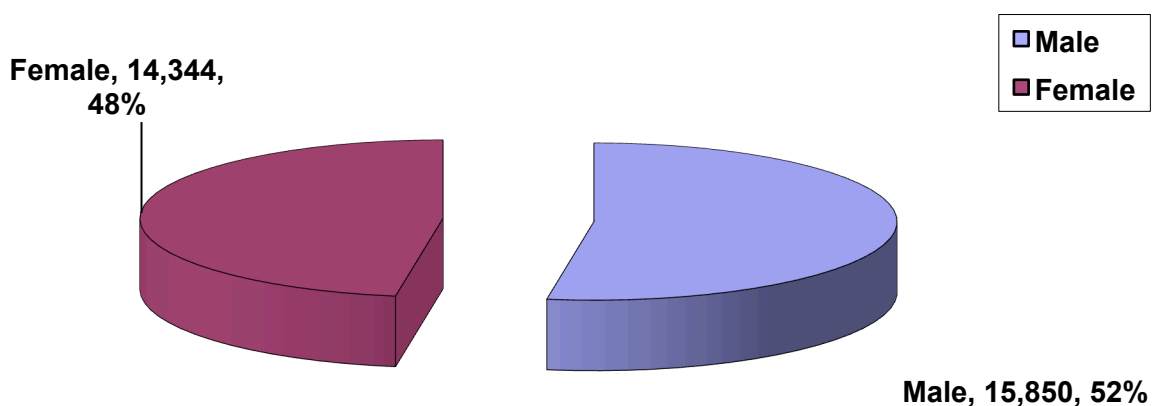
| <b>Table 1</b><br><b>SY 08-09 Total GDOE Student Enrollment Distribution by Grade</b> |                   |                        |
|---------------------------------------------------------------------------------------|-------------------|------------------------|
| <b>GRADE LEVEL</b>                                                                    | <b>ENROLLMENT</b> | <b>% OF TOTAL GDOE</b> |
| Head Start                                                                            | 494               | 2%                     |
| Kindergarten                                                                          | 2,180             | 7%                     |
| Grade 1                                                                               | 2,223             | 7%                     |
| Grade 2                                                                               | 2,310             | 8%                     |
| Grade 3                                                                               | 2,372             | 8%                     |
| Grade 4                                                                               | 2,511             | 8%                     |
| Grade 5                                                                               | 2,405             | 8%                     |
| Grade 6                                                                               | 2,328             | 8%                     |
| Grade 7                                                                               | 2,151             | 7%                     |
| Grade 8                                                                               | 2,303             | 8%                     |
| Grade 9                                                                               | 3,188             | 11%                    |
| Grade 10                                                                              | 2,218             | 7%                     |
| Grade 11                                                                              | 1,763             | 6%                     |
| Grade 12                                                                              | 1,748             | 6%                     |
| <b>TOTAL GDOE ENROLLMENT</b>                                                          | <b>30,194</b>     | <b>100%</b>            |

**Figure 1 - Student Enrollment by Grade Levels**



**Figure 1:** The majority of students are enrolled in elementary grades K-5, comprising of 46% of the total population. Middle grades 6-8 comprise of 22% and high schools grades 9-12 made up 30% of all students enrolled during SY 08-09. (*Note: Head Start and Kindergarten students do not participate in the SAT10*).

**Figure 2 - Student Enrollment by Gender**



**Figure 2:** Inclusive of the Head Start and K-12 enrollment, male students comprised of 52% of the total student population with an enrollment of 15,850, while the female student population comprised of 48% with an enrollment of 14,344.

| <b>Table 2</b><br><b>SY 08-09 Distribution of Students Enrolled in Special Programs</b> |                           |                         |
|-----------------------------------------------------------------------------------------|---------------------------|-------------------------|
| <b>SPECIAL PROGRAMS</b>                                                                 | <b>NUMBER OF STUDENTS</b> | <b>PERCENT OF TOTAL</b> |
| Pre Gate/Gifted and Talented Education (K-5)                                            | 1,320                     | 7%                      |
| Special Education                                                                       | 2,173                     | 11%                     |
| English As A Second Language (ESL)                                                      | 13,819                    | 69%                     |
| DEED                                                                                    | 1,173                     | 6%                      |
| Head Start                                                                              | 494                       | 2%                      |
| <i>Eskuelan Puengi</i>                                                                  | 910                       | 5%                      |
| <b>TOTAL SPECIAL PROGRAMS</b>                                                           | <b>19,889</b>             | <b>100%</b>             |

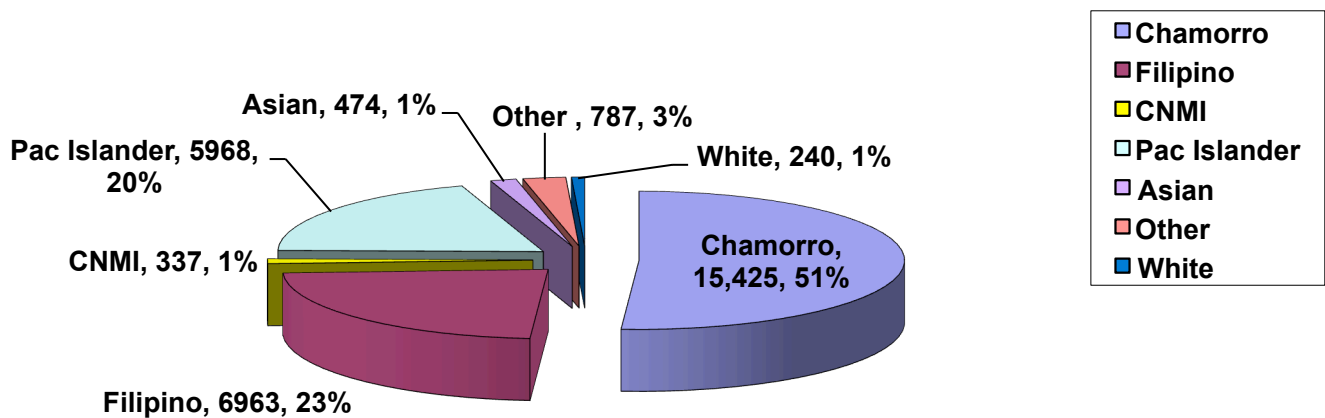
**Table 2:** There were 19,889 students who participated in one or more special programs. Students in the English as a Second Language (ESL) Program made up 69% (13,819) of that total. Head Start with 494 students showed the lowest distribution, comprising 2% of the total special programs population.

*(Note: Numbers reflect students enrolled in more than one special program.)*

| <b>Table 3</b><br><b>SY 08-09 Distribution of Students by Ethnicity</b> |                           |                         |
|-------------------------------------------------------------------------|---------------------------|-------------------------|
| <b>ETHNICITY</b>                                                        | <b>NUMBER OF STUDENTS</b> | <b>PERCENT OF TOTAL</b> |
| Chamorro                                                                | 15,425                    | 51%                     |
| Filipino                                                                | 6,963                     | 23%                     |
| Pacific Islander                                                        | 5,968                     | 20%                     |
| Asian                                                                   | 474                       | 2%                      |
| CNMI                                                                    | 337                       | 1%                      |
| White Non- Hispanic                                                     | 240                       | 1%                      |
| Other                                                                   | 787                       | 3%                      |

**Table 3:** Of the 30,194 total students enrolled in GDOE, at least 21 ethnic groups are represented. The CNMI includes students from Rota, Saipan and Tinian. Asians are comprised of 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 Black, Hispanic, American Indian-Native Alaskan, Unknown and Mixed ethnic categories.

**Figure 3 - Distribution of Students by Ethnicity**



**Figure 3:** Chamorro students comprise the majority of the total student population with an enrollment of 15,425 (51%), while White Non-Hispanic and CNMI students show the lowest proportions, respectively comprising 1% of the total population. Filipinos make up the second highest proportion (23%) with 6,963 students. (Note: Percent calculations may contain small differences due to rounding of decimal places.)

| <b>Table 4</b><br><b>SY 08-09 Student Average Daily Membership, Average Daily Attendance and Attendance Rates</b> |                                 |                                 |                        |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------|------------------------|
| <b>School Level</b>                                                                                               | <b>Average Daily Membership</b> | <b>Average Daily Attendance</b> | <b>Attendance Rate</b> |
| Elementary Schools                                                                                                | 14,036                          | 13,235                          | 94%                    |
| Middle Schools                                                                                                    | 6,816                           | 6,298                           | 92%                    |
| High Schools                                                                                                      | 9,303                           | 8,988                           | 97%                    |
| <b>GDOE</b>                                                                                                       | <b>30,155</b>                   | <b>28,521</b>                   | <b>95%</b>             |

**Table 4:** The attendance rate for the district is determined by dividing the average daily attendance by the average daily membership. An average of 30,155 of public school students attended school every day. Conversely, on average 1,634 students were absent on any given day. Further examination shows that the high schools had the highest average daily attendance (97%), compared to the middle (92%) and elementary schools (94%).

## **B. SAT 10 Participants**

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

**Tables 5-8** show the SY 08-09 number of students tested with SAT10. The percentages indicate the participation rates by grade level in comparison to the total number of students tested.

| <b>Table 5</b>                                                        |                                  |                                |
|-----------------------------------------------------------------------|----------------------------------|--------------------------------|
| <b>SY 08-09 SAT10 Distribution of Students Tested by Grade Levels</b> |                                  |                                |
| <b>Grade Levels</b>                                                   | <b>Number of Students Tested</b> | <b>Percent of Total Tested</b> |
| Grade 1                                                               | 2,115                            | 8%                             |
| Grade 2                                                               | 2,244                            | 8%                             |
| Grade 3                                                               | 2,345                            | 9%                             |
| Grade 4                                                               | 2,492                            | 9%                             |
| Grade 5                                                               | 2,367                            | 9%                             |
| Grade 6                                                               | 2,267                            | 9%                             |
| Grade 7                                                               | 2,120                            | 8%                             |
| Grade 8                                                               | 2,264                            | 9%                             |
| Grade 9                                                               | 3,005                            | 11%                            |
| Grade 10                                                              | 2,091                            | 8%                             |
| Grade 11                                                              | 1,740                            | 7%                             |
| Grade 12                                                              | 1,423                            | 5%                             |
| <b>Total</b>                                                          | <b>26,473</b>                    | <b>100.00%</b>                 |

**Table 5:** Indicates that grade 9, which makes up 11% (3,005) of the total tested, had the highest proportions of students who took the SAT10 test. The lowest proportion was in grade 12 with only 5% (1,423) tested. High school administrators attribute the high proportion of 9<sup>th</sup> graders to the number of students who did not have sufficient credits for 10<sup>th</sup> grade.

| <b>Table 6</b>                                                               |                                 |                                  |                                |
|------------------------------------------------------------------------------|---------------------------------|----------------------------------|--------------------------------|
| <b>SAT10 Comparison of Students Tested &amp; Average Membership By Grade</b> |                                 |                                  |                                |
| <b>Grade Levels</b>                                                          | <b>Average Daily Membership</b> | <b>Number of Students Tested</b> | <b>Percent of Total Tested</b> |
| Grade 1                                                                      | 2,188                           | 2,115                            | 97%                            |
| Grade 2                                                                      | 2,319                           | 2,244                            | 97%                            |
| Grade 3                                                                      | 2,375                           | 2,345                            | 99%                            |
| Grade 4                                                                      | 2,519                           | 2,492                            | 99%                            |
| Grade 5                                                                      | 2,442                           | 2,367                            | 97%                            |
| Grade 6                                                                      | 2,356                           | 2,267                            | 96%                            |
| Grade 7                                                                      | 2,159                           | 2,120                            | 98%                            |
| Grade 8                                                                      | 2,302                           | 2,264                            | 98%                            |
| Grade 9                                                                      | 3,077                           | 3,005                            | 98%                            |
| Grade 10                                                                     | 2,403                           | 2,091                            | 87%                            |
| Grade 11                                                                     | 2,006                           | 1,740                            | 87%                            |
| Grade 12                                                                     | 1,719                           | 1,423                            | 83%                            |
| <b>Total</b>                                                                 | <b>27,865</b>                   | <b>26,473</b>                    | <b>95%</b>                     |

**Table 6:** Shows that 96% of all students enrolled in grades 1-12 participated in the SY 08-09 SAT10 testing. The 3<sup>rd</sup>, 4th graders had the highest participation rates (99%) of total students enrolled. In contrast, the 12<sup>th</sup> grade students only had a participation rate of 83%, in which 1,423 students were tested.

### C. Participation Rates of Subgroups

The Guam Department of Education, in compliance with Individuals with Disabilities Education Act (IDEA) and provisions of the No Child Left Behind 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? And, 2) Of the total number of students tested in SY 08-09, 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 GDOE total number tested.

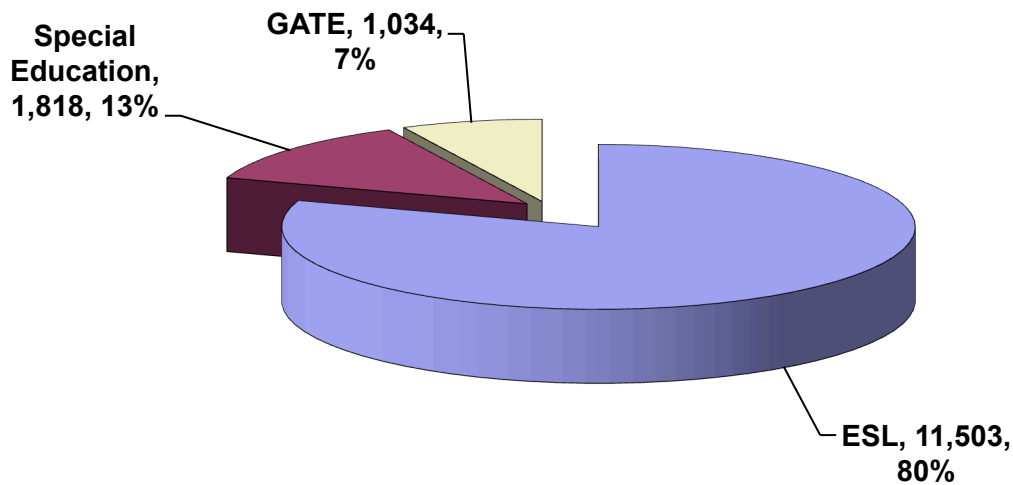
### Participation Rates by Education Program:

Over the past five years, the school system has made a concerted effort to include as many students as possible in the annual norm-referenced testing. Students with special needs, such as those receiving special education services and those who are in the English As A Second Language (ESL) program were provided accommodations when deemed necessary by teachers. The following section presents the participation rates of students by education program, gender, and free or reduced lunch program.

| <b>Table 7</b>                                        |                                  |                                               |                                                               |
|-------------------------------------------------------|----------------------------------|-----------------------------------------------|---------------------------------------------------------------|
| <b>SAT10 Participation Rates by Education Program</b> |                                  |                                               |                                                               |
| <b>Program</b>                                        | <b>Number of Students Tested</b> | <b>Number of Students Enrolled in Program</b> | <b>Participation Rate (Based on Program Total Enrollment)</b> |
| ESL                                                   | 11,503                           | 13,819                                        | 83%                                                           |
| Special Education                                     | 1818                             | 2,173                                         | 84%                                                           |
| GATE (1-5)                                            | 1034                             | 1,194                                         | 87%                                                           |
| <b>TOTAL</b>                                          | <b>14,355</b>                    | <b>17,185</b>                                 | <b>84%</b>                                                    |

**Table 7:** Indicates that 84% of students receiving special education services were tested. In contrast, 87% of the gifted and talented students in grades 1-5 were tested. This may be attributed to a higher number of students identified as GATE during the SAT10 testing. Students in the ESL program showed the lowest participation rate (83%) compared to the rates noted for Special Education and GATE. Overall, 84% of students in the special services program were tested.

**Figure 4**  
**Distribution of Students Tested by Education Program**



**Figure 4:** Approximately 14,355 (84%) of students enrolled in education programs were tested. 17,185 students were enrolled in the Special Education, English As A Second Language (ESL) program and/or Gifted and Talented (GATE) programs.

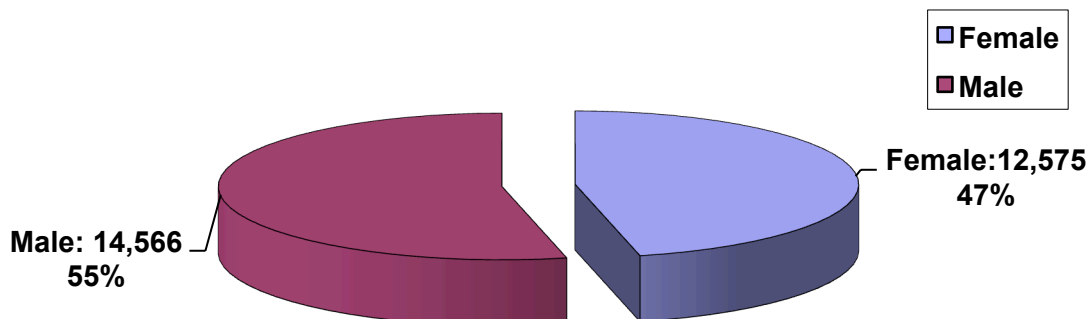
**Participation Rates by Gender:**

| <b>Table 8</b><br><b>SY 08-09 SAT10 Participation Rates by Gender Based on Total GDOE Enrollment</b> |                                  |                                                             |                                                            |
|------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------|------------------------------------------------------------|
| <b>Gender</b>                                                                                        | <b>Number of Students Tested</b> | <b>Number of Students Enrolled (Head Start to Grade 12)</b> | <b>Participation Rate (Based on Total Number Enrolled)</b> |
| Female                                                                                               | 12,575                           | 14,344                                                      | 88%                                                        |
| Male                                                                                                 | 13,898                           | 15,850                                                      | 92%                                                        |
| <b>TOTAL</b>                                                                                         | <b>26,473</b>                    | <b>30,194</b>                                               | <b>90%</b>                                                 |

**Table 8:** Shows the participation rates in SAT10 testing by gender categories. Of 14,344 females enrolled, 12,575 (88%) were tested. Of 15,850 males enrolled, 14,566 (92%) were tested.



**Figure 5:  
Distribution of Students Tested by Gender**



**Figure 5:** Indicates that 55% (14,566) of the total number of students tested (26,724) were males, while 47% (12,575) were females.

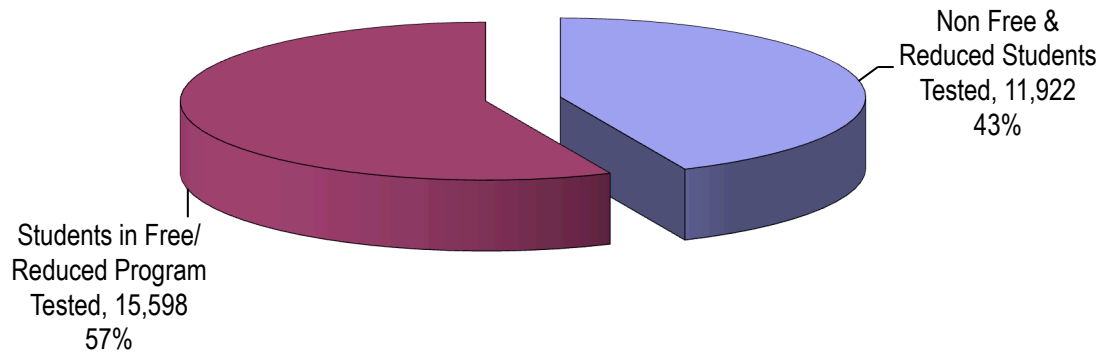
#### **Participation Rates by Free & Reduced (F/R) Lunch Program:**

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.

| <b>Table 9<br/>SY 08-09 Student Distribution of Free or Reduced Lunch Participation</b> |                            |                                         |                                      |
|-----------------------------------------------------------------------------------------|----------------------------|-----------------------------------------|--------------------------------------|
|                                                                                         | <b># Students Enrolled</b> | <b># Students in F/R Program Tested</b> | <b>Percentage of Students Tested</b> |
| Elementary School (1-5)                                                                 | 11,821                     | 8,553                                   | 72%                                  |
| Middle School                                                                           | 6,782                      | 4,184                                   | 62%                                  |
| High School                                                                             | 8,917                      | 2,861                                   | 32%                                  |
| <b>Total (1-12)</b>                                                                     | <b>27,520</b>              | <b>15,598</b>                           | <b>57%</b>                           |

**Table 9:** A total of 15,598 students in grades 1-12 tested with the SAT 10 participated in the free and reduced lunch program. This number represents 57% of the students enrolled in grades 1 to 12.

**Figure 6:**  
**Distribution of Students Tested by Free And Reduced Lunch Program**



**Figure 6:** Shows that 15,598 (57%) of students in grades 1-12, tested with SAT 10 participated in the free and reduced lunch program, while 43% of students tested did not participate in the program.



### 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 for the entire district and by school.

Information presented in this section can best be understood relative to Public Law 28-45 and the adopted Guam Department of Education 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.

The Guam Department of Education 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. 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. The SAT10 multiple-choice format is typically administered to students in grades 1-12 in May of each year.

As noted earlier, the department's objective for improving student achievement is to have at least 90% of students performing at the proficient or above 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. 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, 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:

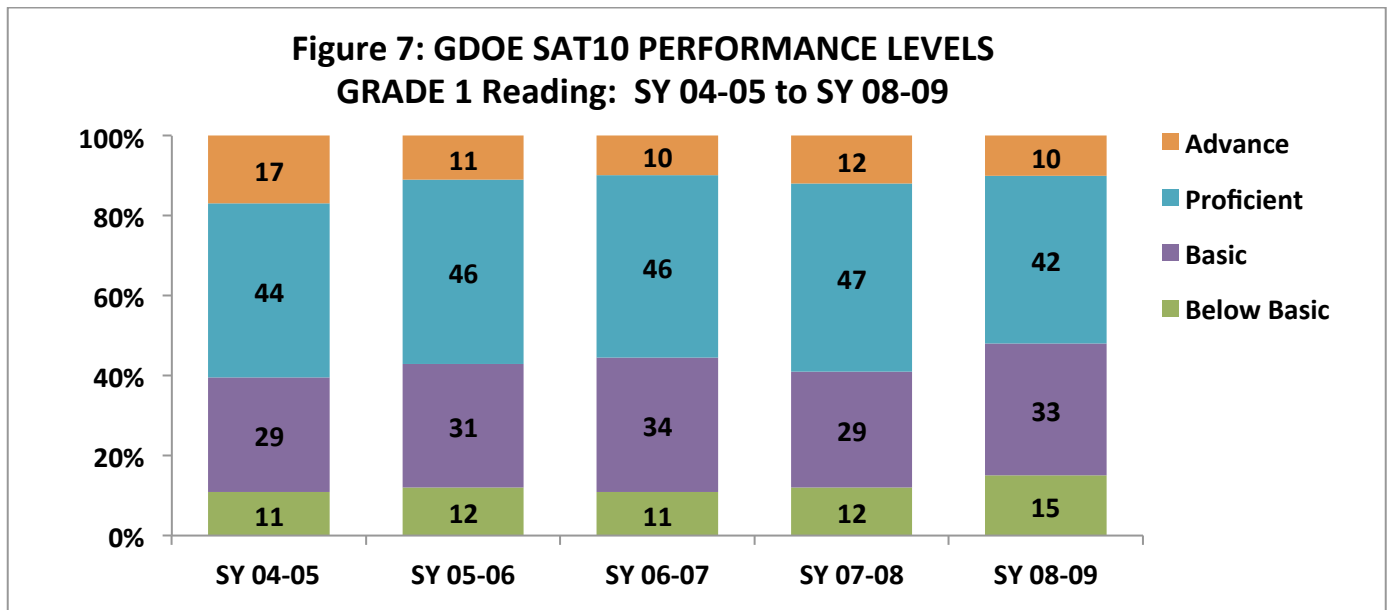
**Below Basic:** Indicates **little or no mastery** of fundamental knowledge and skills.

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

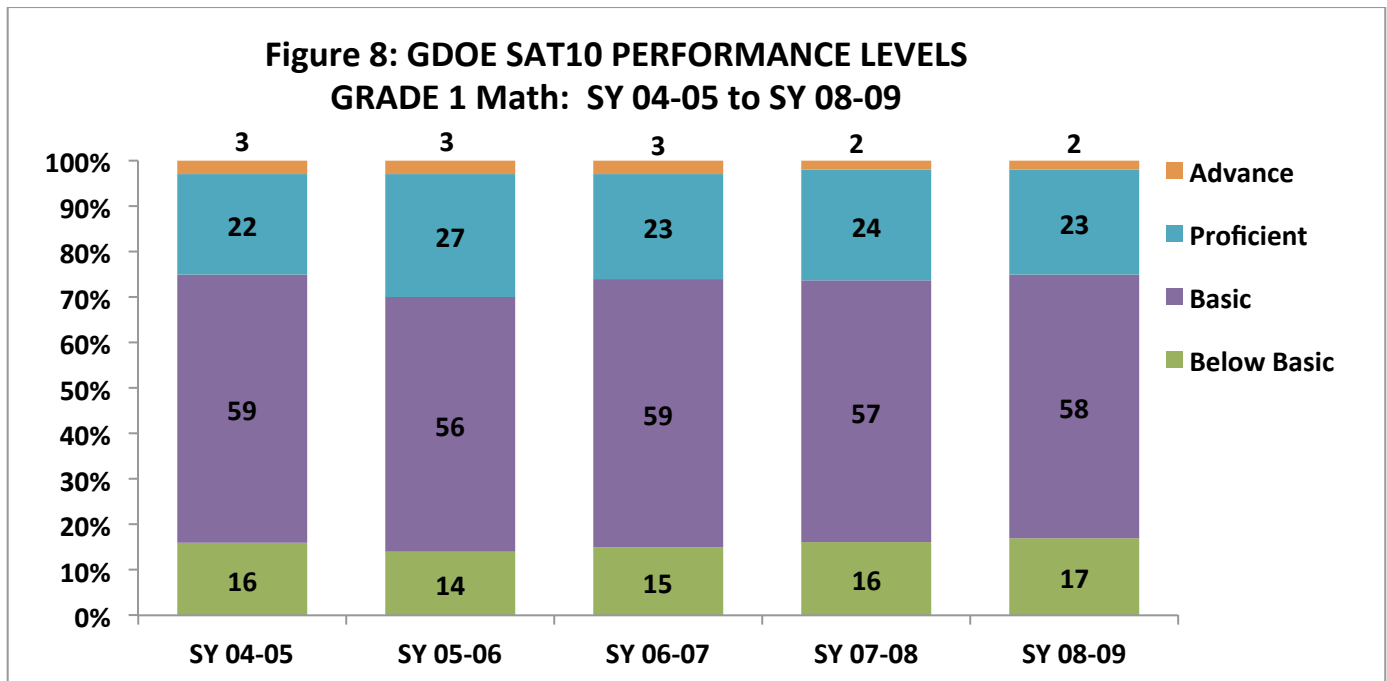
**Proficient:** Represents **solid academic performance**, indicating that students are prepared for the next grade.

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

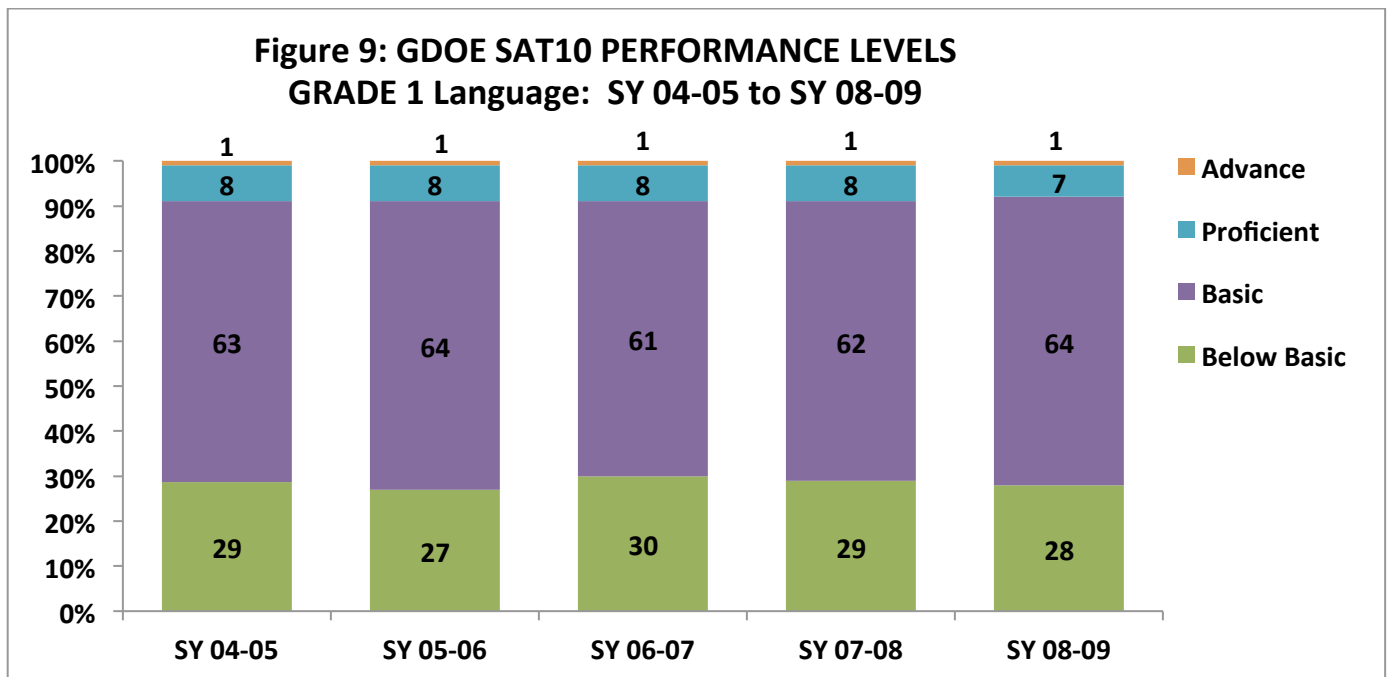
Figures 7-42 on the following pages illustrate the SAT10 performance standards results for reading, mathematics and language arts by grade levels over the last five years. Percentage calculations may contain slight differences due to rounding of decimal places.



- Figure 7 shows that in SY 07-08, 59% of 1<sup>st</sup> graders performed at the **Proficient and Advanced levels** in reading as compared to 52% who performed at the same levels in SY 08-09, a **decrease** of 7 percentage points.

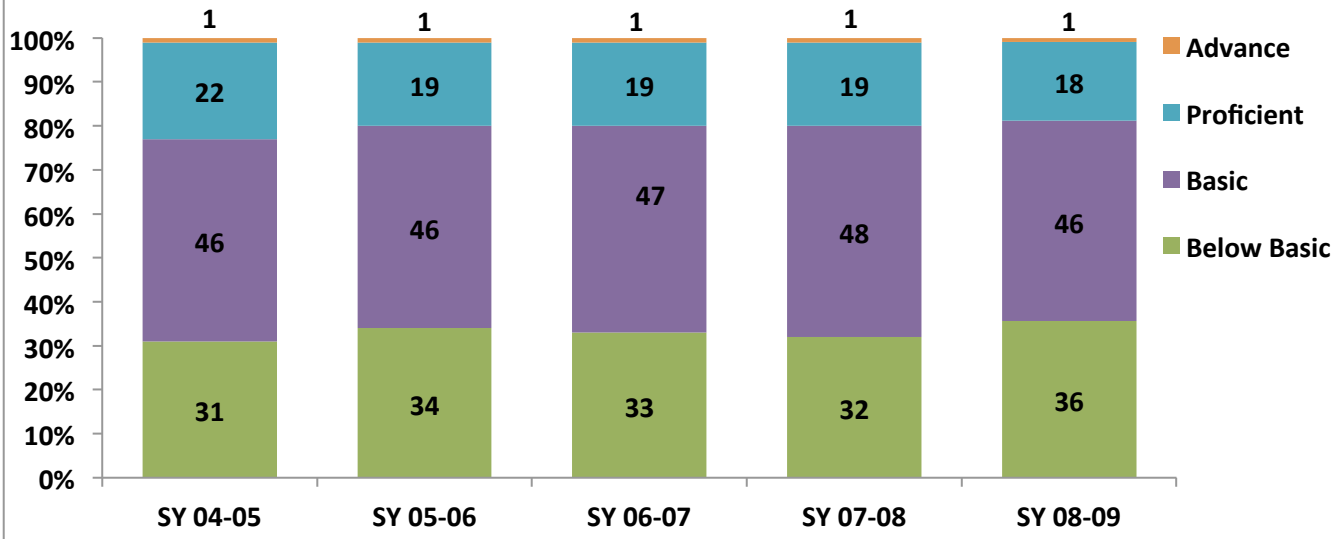


- Figure 8 shows that in SY 07-08, 26% of 1<sup>st</sup> graders performed at the *Proficient and Advanced levels* in math as compared to 25% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.



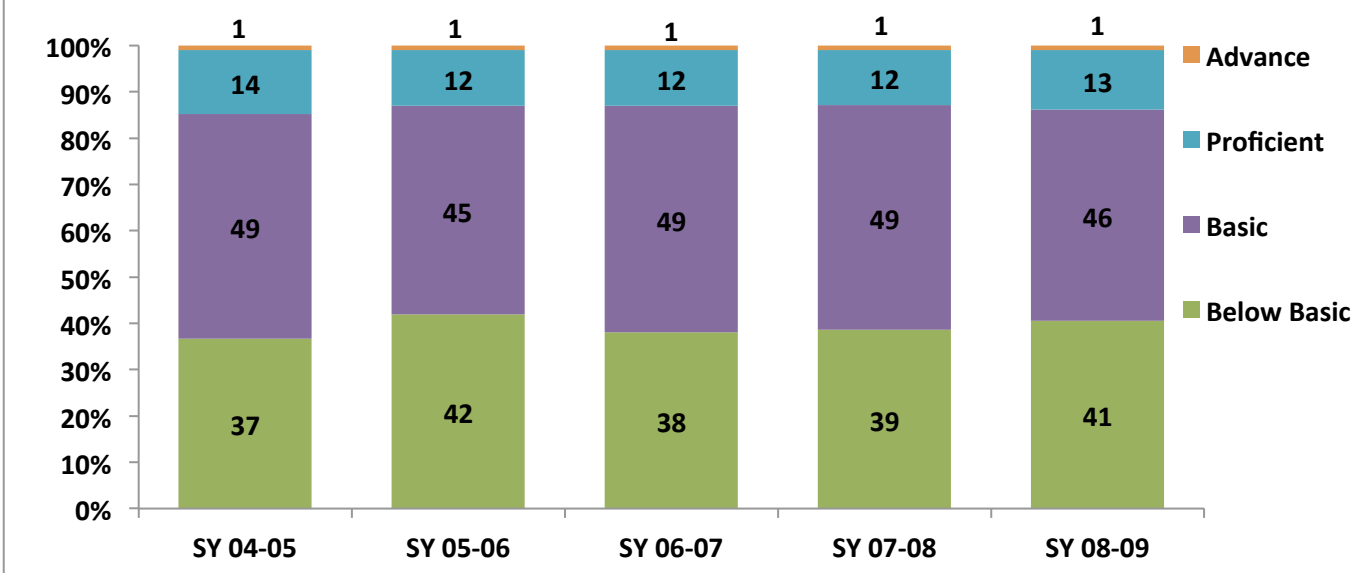
- Figure 9 shows that in SY 07-08, 9% of 1<sup>st</sup> graders performed at the *Proficient and Advanced levels* in language as compared to 8% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.

**Figure 10: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 2 Reading: SY 04 -05 to SY 08-09**

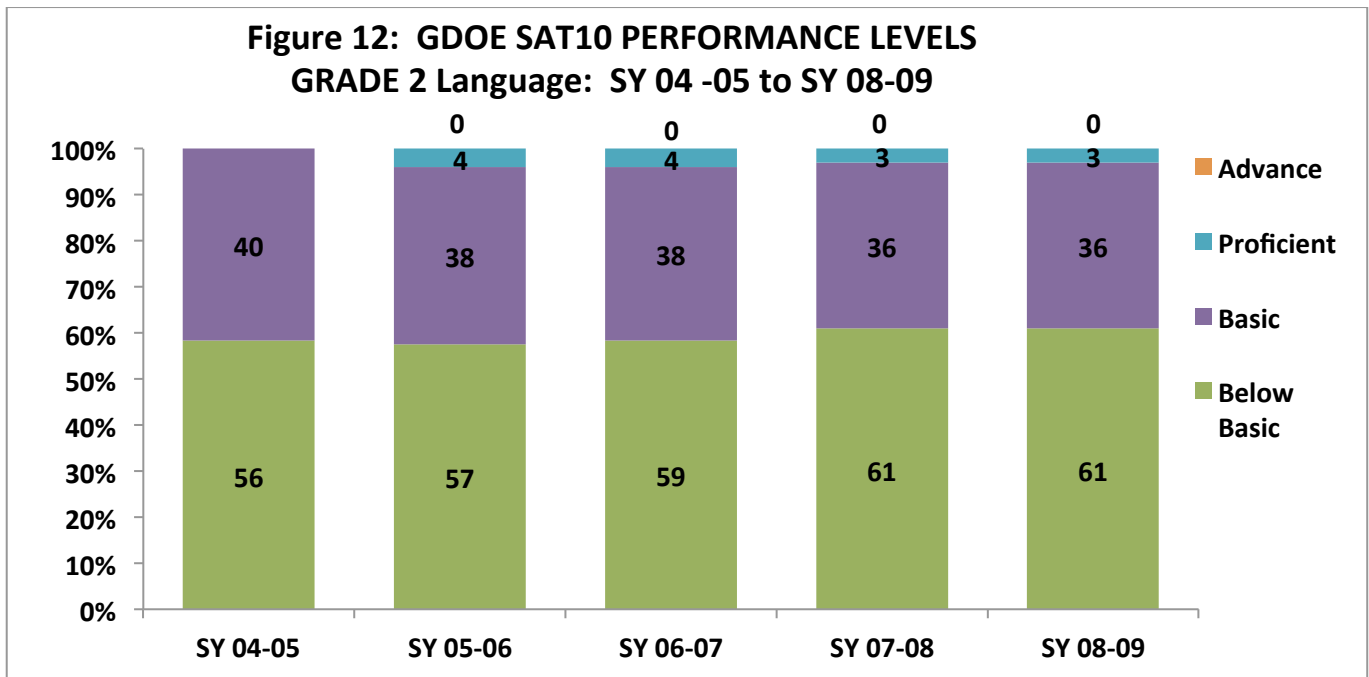


- Figure 10 shows that in SY 07-08, 20% of 2nd graders performed at the *Proficient and Advanced levels* in reading as compared to 19% who performed at the same levels in SY 08-09, a decrease of 1 percentage point.

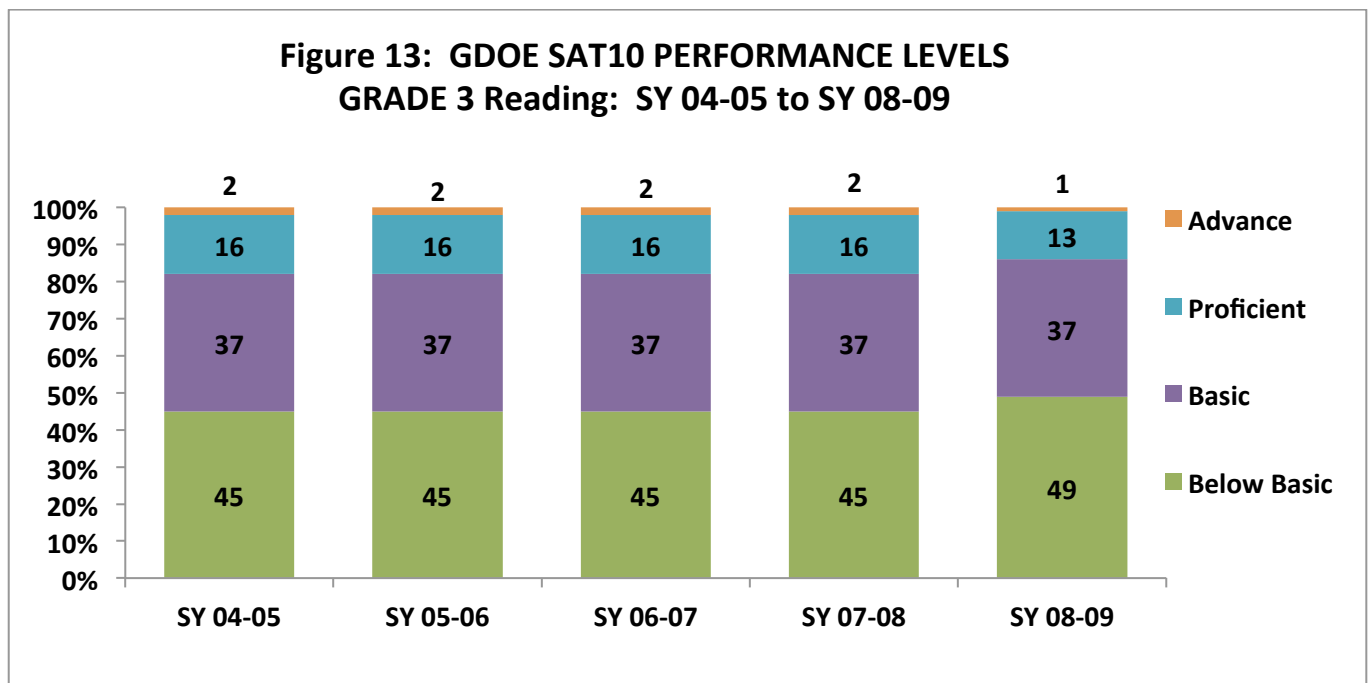
**Figure 11: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 2 Math: SY 04 -05 to SY 08-09**



- Figure 11 shows that in SY 07-08, 13% of 2nd graders performed at the *Proficient and Advanced levels* in math as compared to 14% who performed at the same levels in SY 08-09, an increase of 1 percentage point.

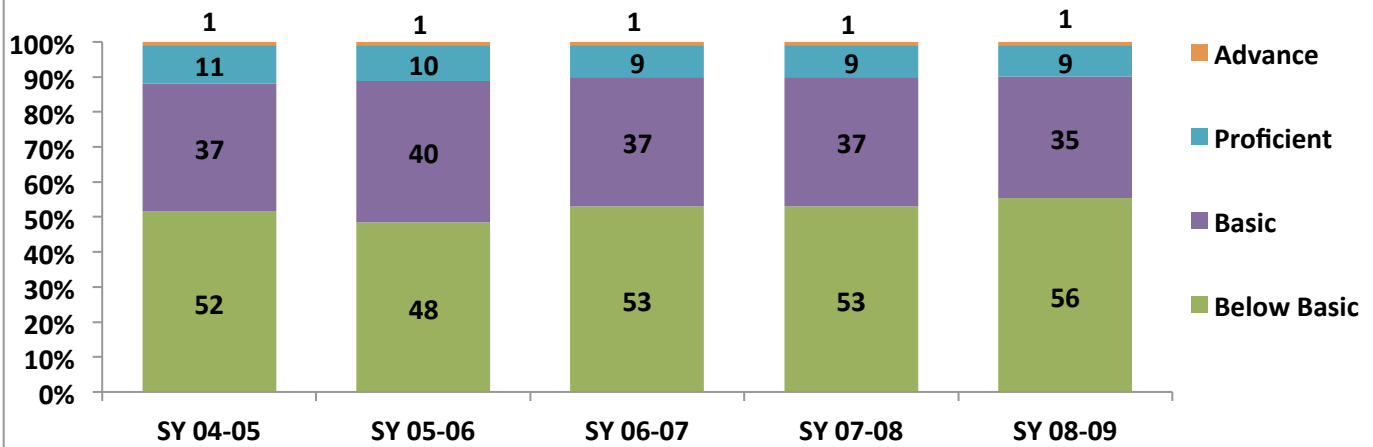


- Figure 12 shows that in both SY 07-08 and SY 08-09, 3% of 2<sup>nd</sup> graders performed at the *Proficient level* in language.



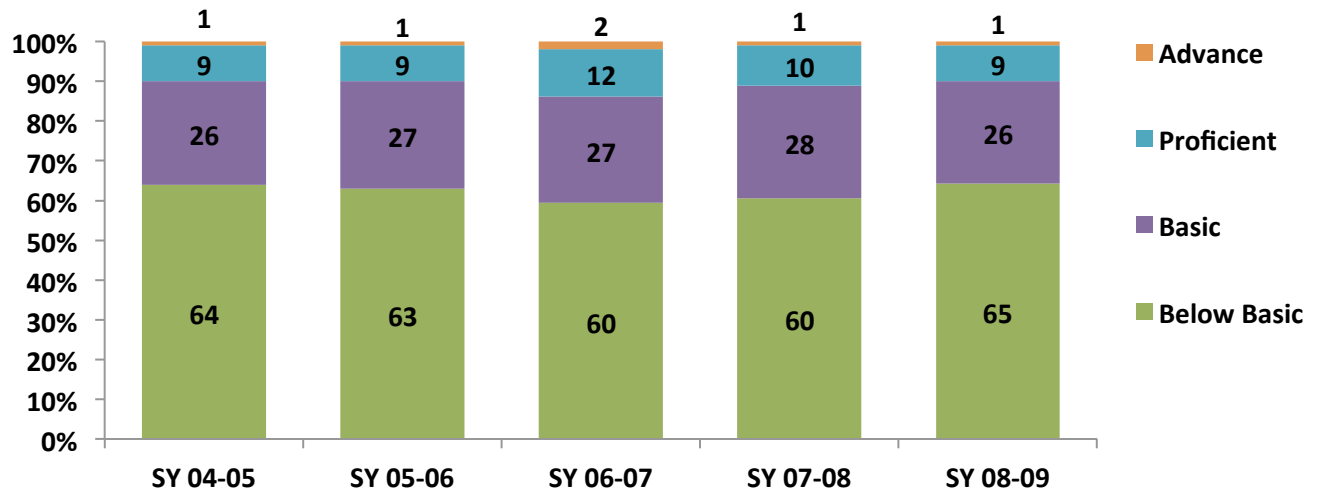
- Figure 13 shows that in SY 07-08, 18% of 3rd graders performed at the *Proficient and Advanced levels* in reading as compared to 14% who performed at the same levels in SY 08-09, a **decrease** of 4 percentage points.

**Figure 14 GDOE SAT10 PERFORMANCE LEVELS  
GRADE 3 Math: SY 04-05 to SY 08-09**



- Figure 14 shows that in both SY 07-08 and SY 08-09, 10% of 3rd graders performed at the *Proficient and Advanced levels* in math.

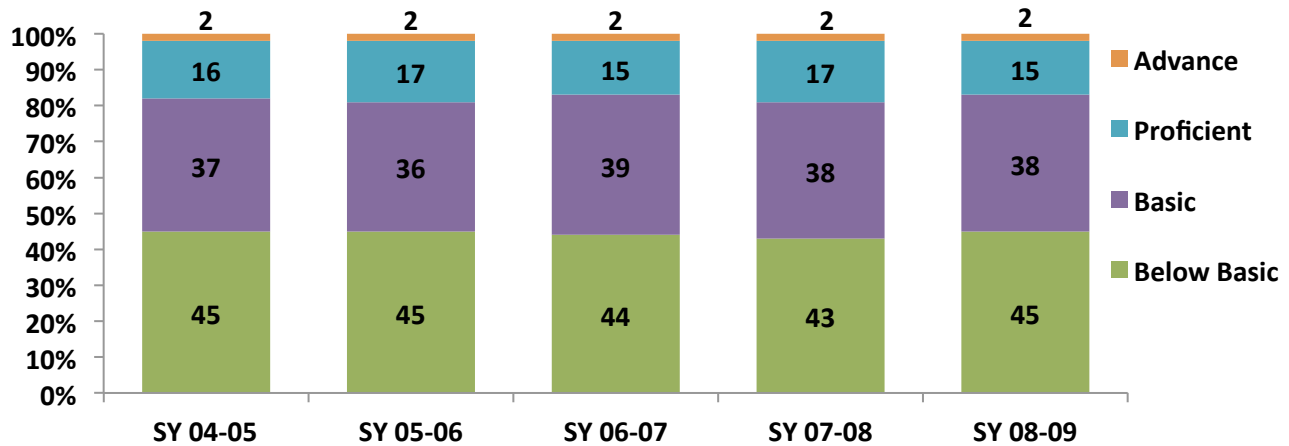
**Figure 15 GDOE SAT10 PERFORMANCE LEVELS  
GRADE 3 Language: SY 04-05 to SY 08-09**



- Figure 15 shows that in SY 07-08, 11% of 3<sup>rd</sup> graders performed at the *Proficient and Advanced levels* in language as compared to 10% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.

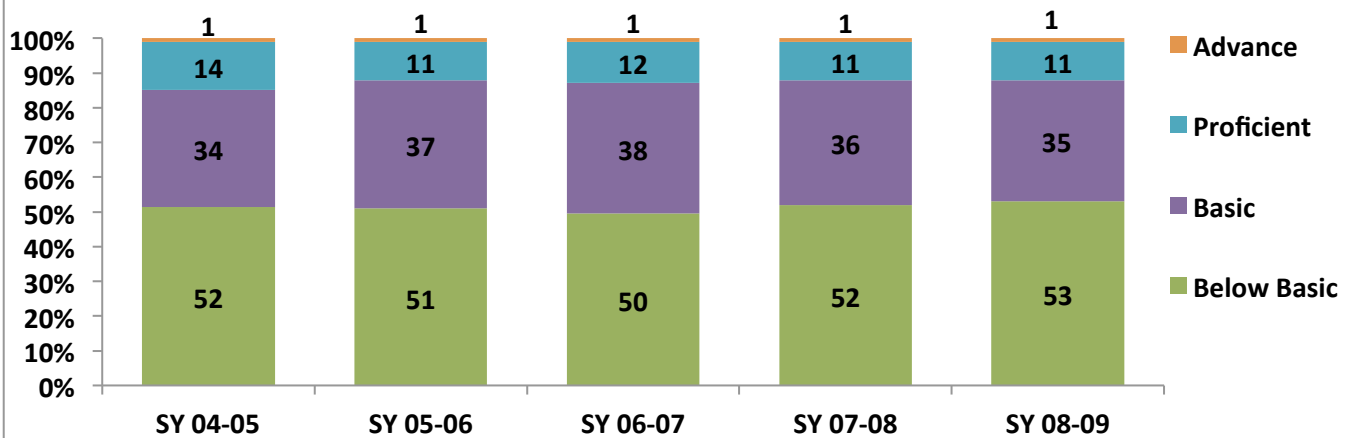


**Figure 16: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 4 Reading: SY 04-05 to SY 08-09**



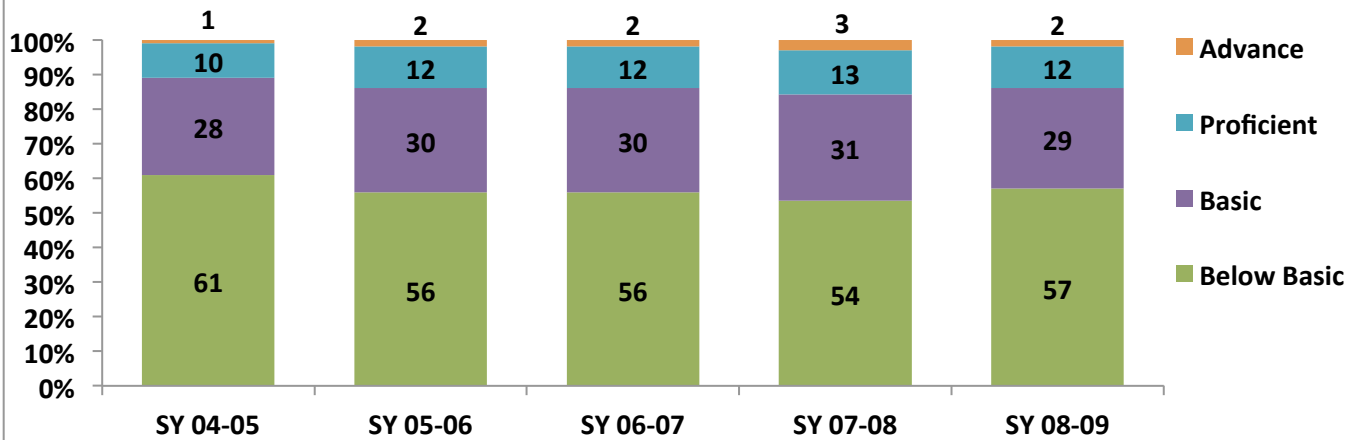
- Figure 16 shows that in SY 07-08, 19% of 4th graders performed at the *Proficient and Advanced levels* in reading as compared to 17% who performed at the same levels in SY 08-09, a **decrease** of 2 percentage points.

**Figure 17: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 4 Math: SY 04-05 to SY 08-09**



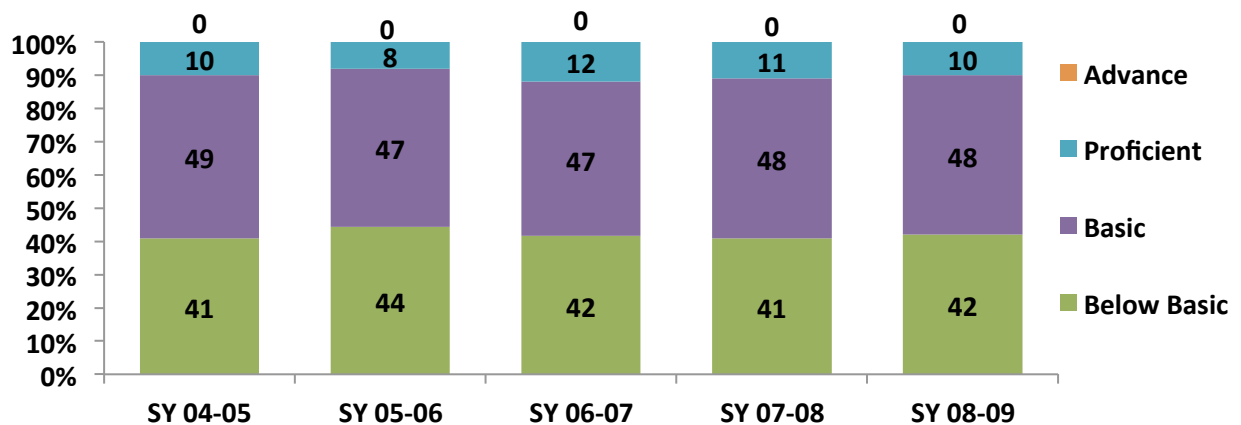
- Figure 17 shows that in both SY 07-08 and SY 08-09, 12% of 4th graders performed at the *Proficient and Advanced levels* math.

**Figure 18: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 4 Language SY 04-05 to SY 08-09**



- Figure 18 shows that in SY 07-08, 16% of 4th graders performed at the *Proficient and Advanced levels* in language as compared to 14% who performed at the same levels in SY 08-09, a **decrease** of 2 percentage points.

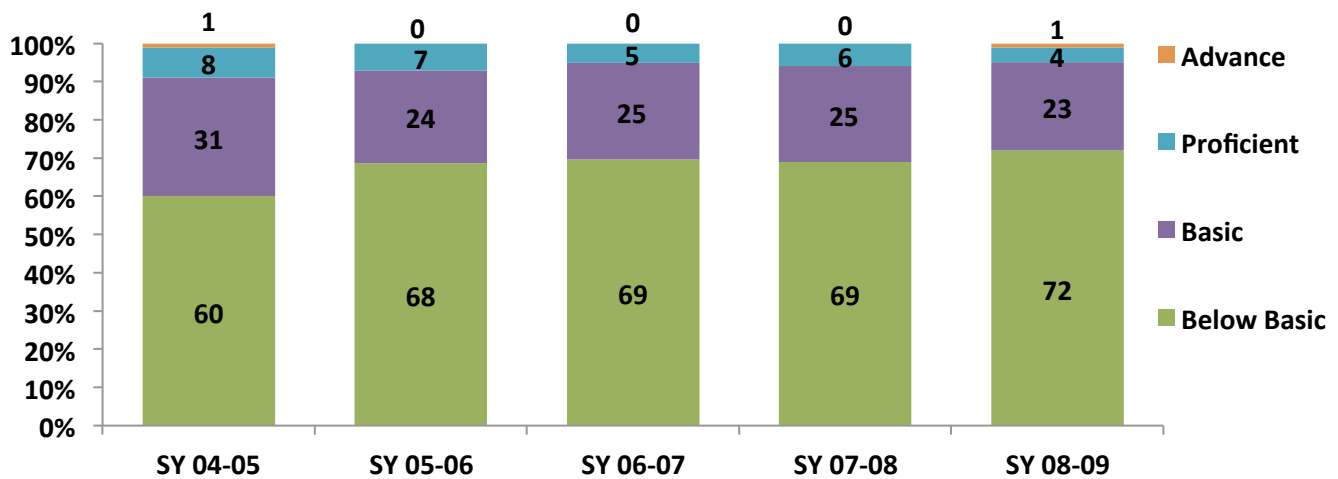
**Figure 19: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 5 Reading: SY 04-05 to SY 08-09**



- Figure 19 shows that in SY 07-08, 11% of 5<sup>th</sup> graders performed at the *Proficient only level* in reading as compared to 10% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.

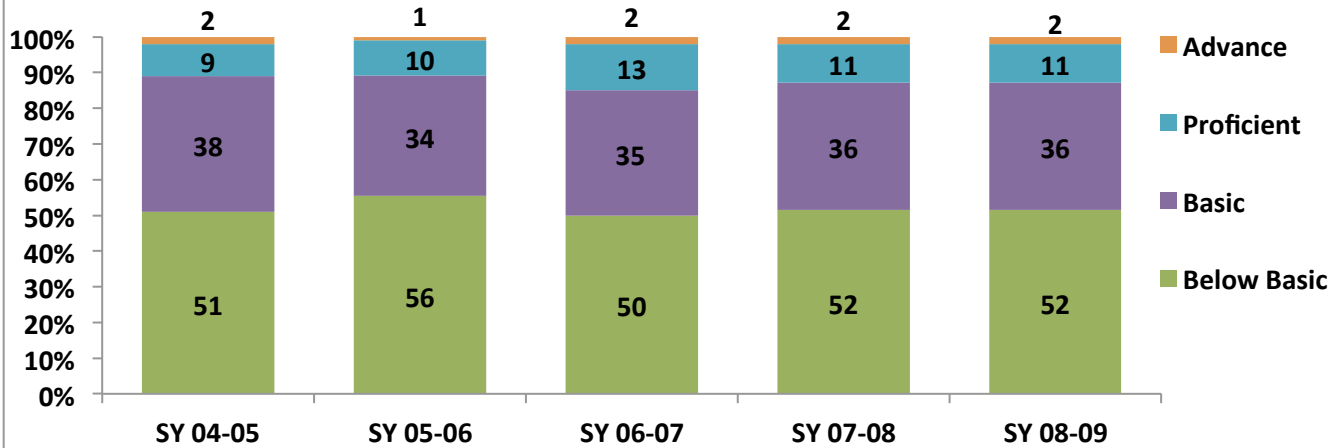


**Figure 20 GDOE SAT10 PERFORMANCE LEVELS  
GRADE 5 Math: SY 04-05 to SY 08-09**



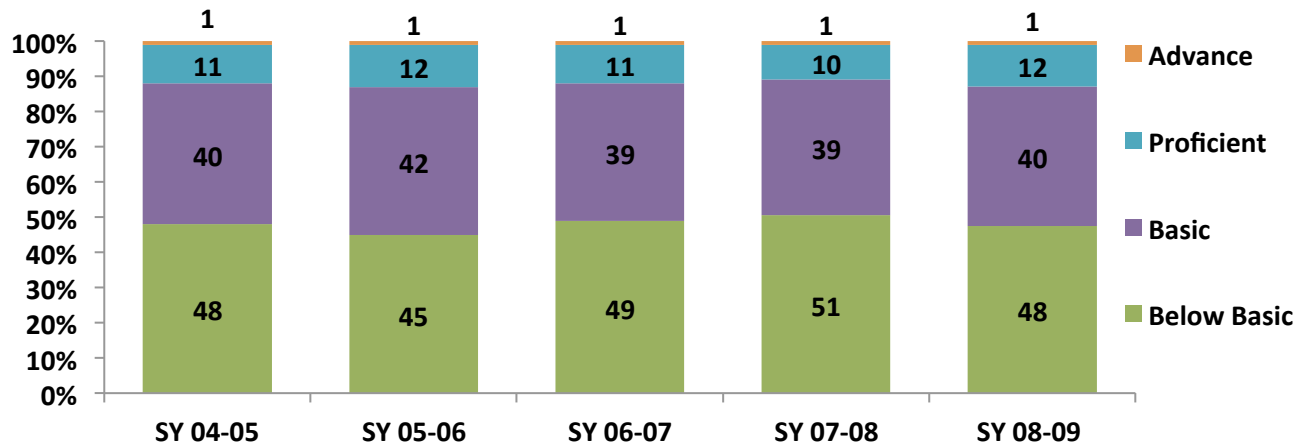
- Figure 20 shows that in SY 07-08, 6% of 5<sup>th</sup> graders performed at the *Proficient only level* in math as compared to 5% who performed at *Proficient and Advanced levels* in SY 08-09, an overall **decrease** of 1 percentage point but an advanced level **increase** of 1 percentage point.

**Figure 21: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 5 Language: SY 04 -05 to SY 08-09**



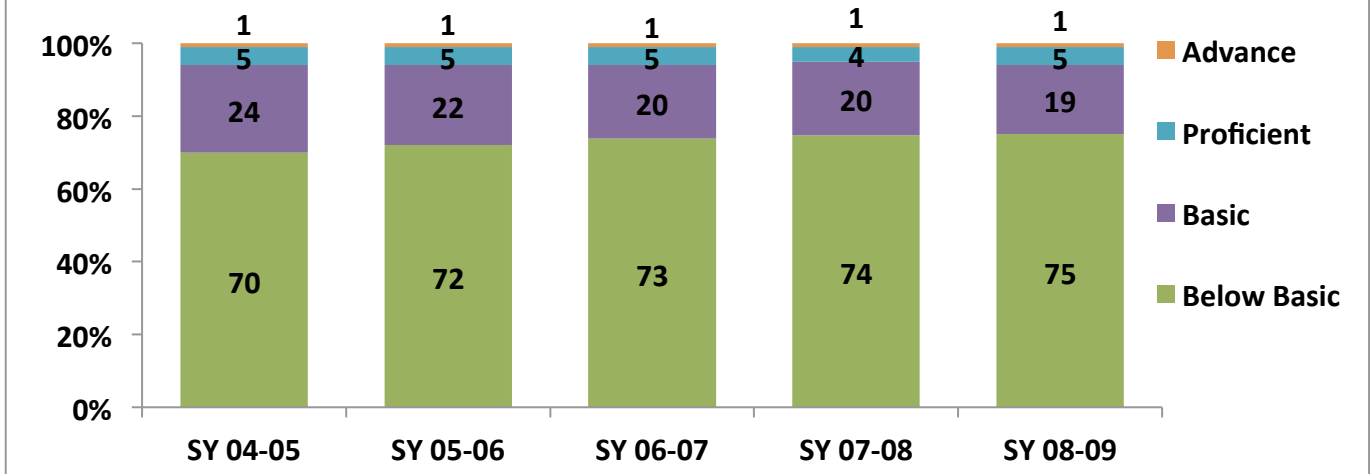
- Figure 21 shows that in both SY 07-08 and SY 08-09, 13% of 5<sup>th</sup> graders performed at the *Proficient and Advanced levels* in language, a **decrease** of 2 percentage points from SY 06-07.

**Figure 22: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 6 Reading: SY 04 -05 to SY 08-09**



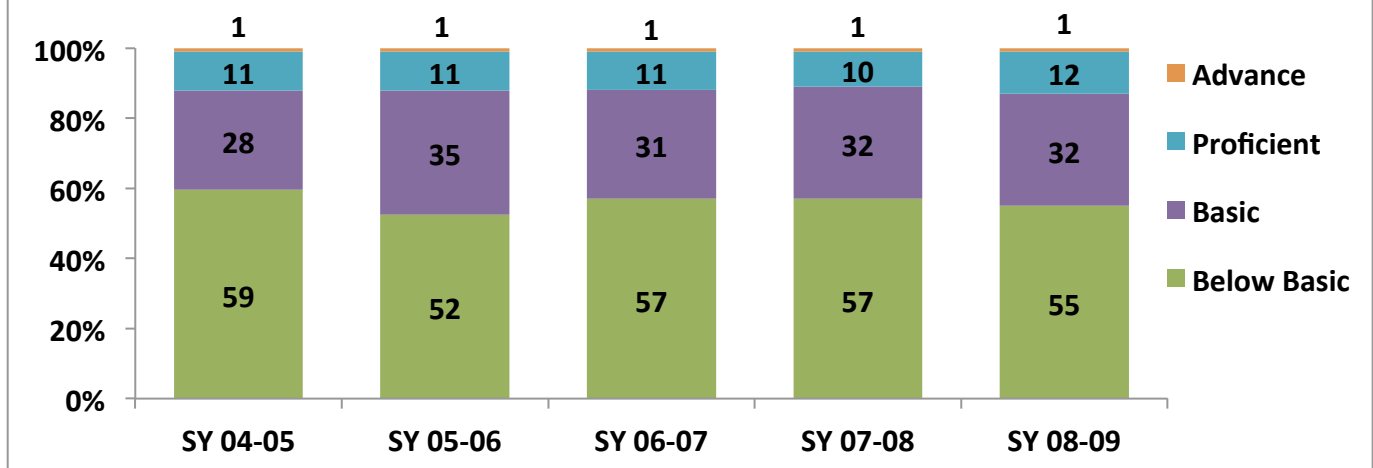
- Figure 22 shows that in SY 07-08, 11% of 6<sup>th</sup> graders performed at the *Proficient and Advanced levels* in reading as compared to 13% who performed at the same levels in SY 08-09, an **increase** of 2 percentage points.

**Figure 23: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 6 Math: SY 04 -05 to SY 08-09**

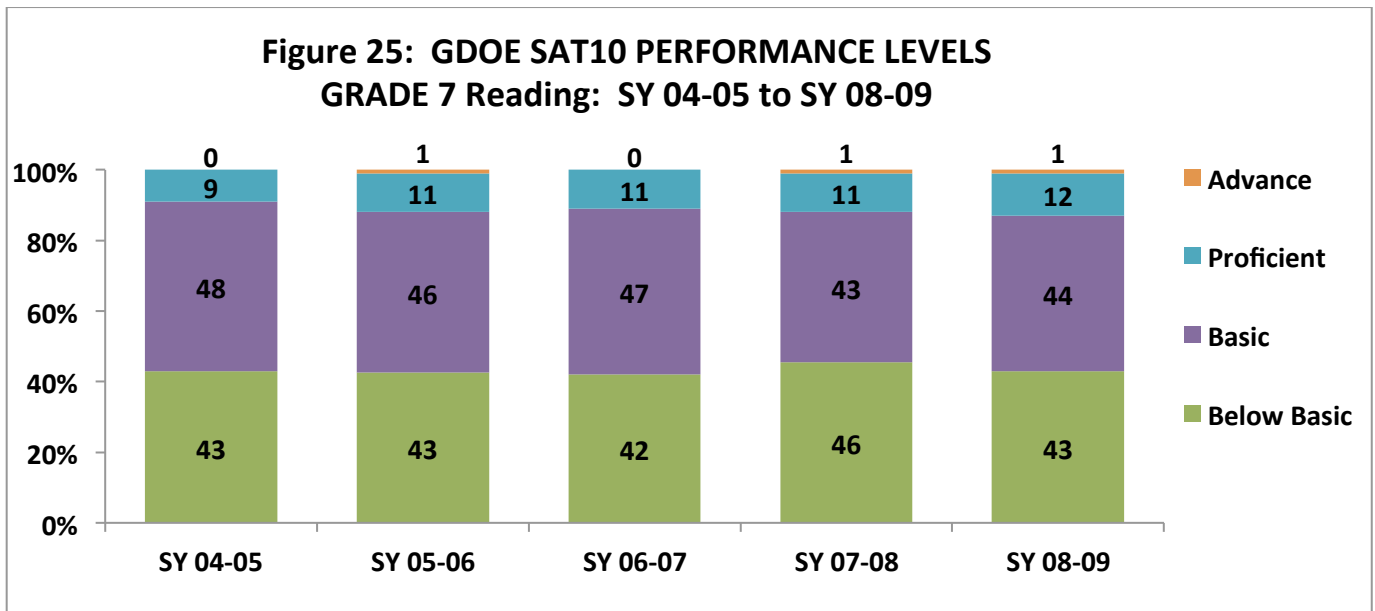


- Figure 23 shows that in SY 07-08, 5% of 6<sup>th</sup> graders performed at the *Proficient and Advanced levels* in math as compared to 6% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.

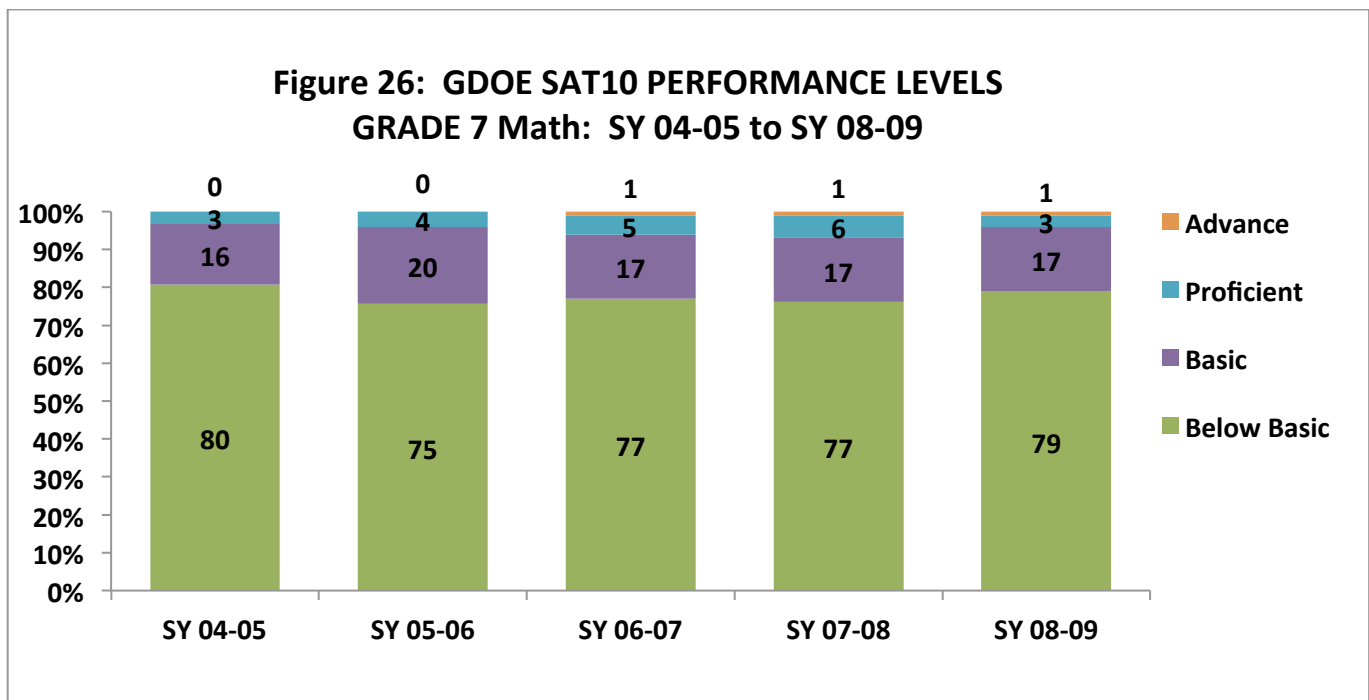
**Figure 24: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 6 Language: SY 04 -05 to SY 08-09**



- Figure 24 shows that in SY 07-08, 11% of 6<sup>th</sup> graders performed at the *Proficient and Advanced levels* in language as compared to 13% who performed at the same levels in SY 08-09, an **increase** of 2 percentage points.

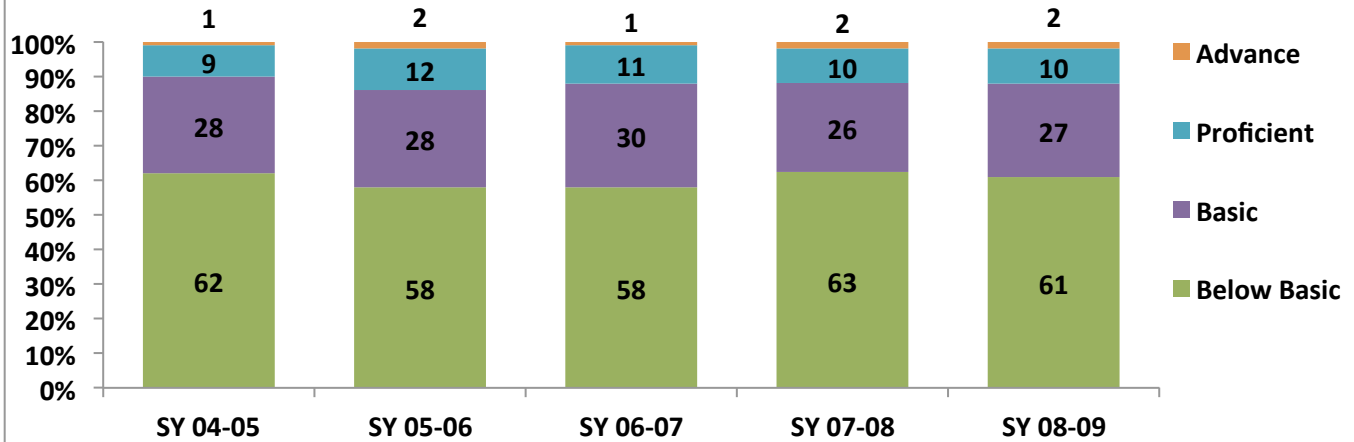


- Figure 25 shows that in SY 07-08, 12% of 7<sup>th</sup> graders performed at the *Proficient and Advanced levels* in reading as compared to 13% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.



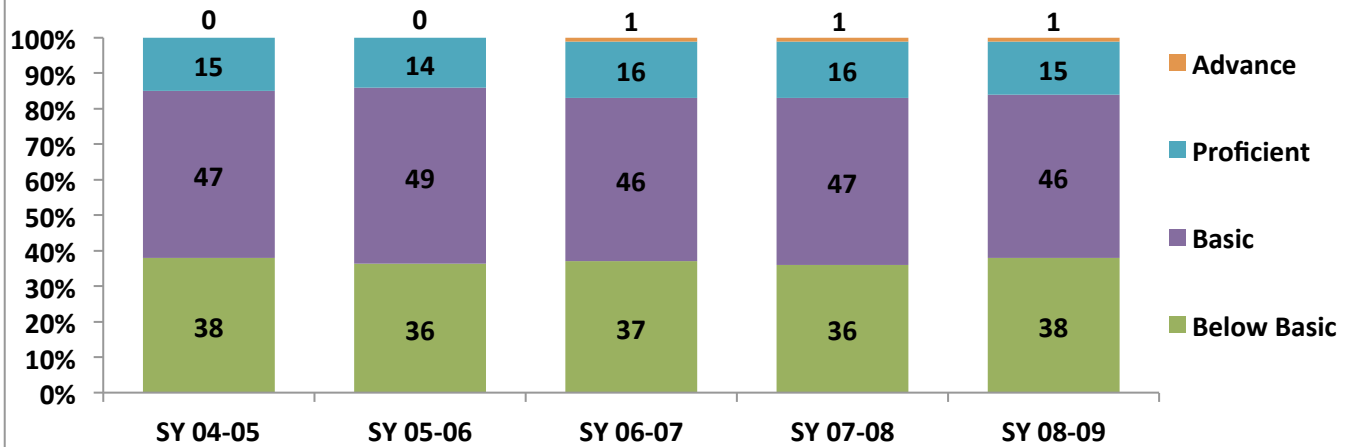
- Figure 26 shows that in SY 07-08, 7% of 7<sup>th</sup> graders performed at the *Proficient and Advanced levels* in math as compared to 4% who performed at the same levels in SY 08-09, a **decrease** of 3 percentage points.

**Figure 27: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 7 Language: SY 04 -05 to SY 08-09**

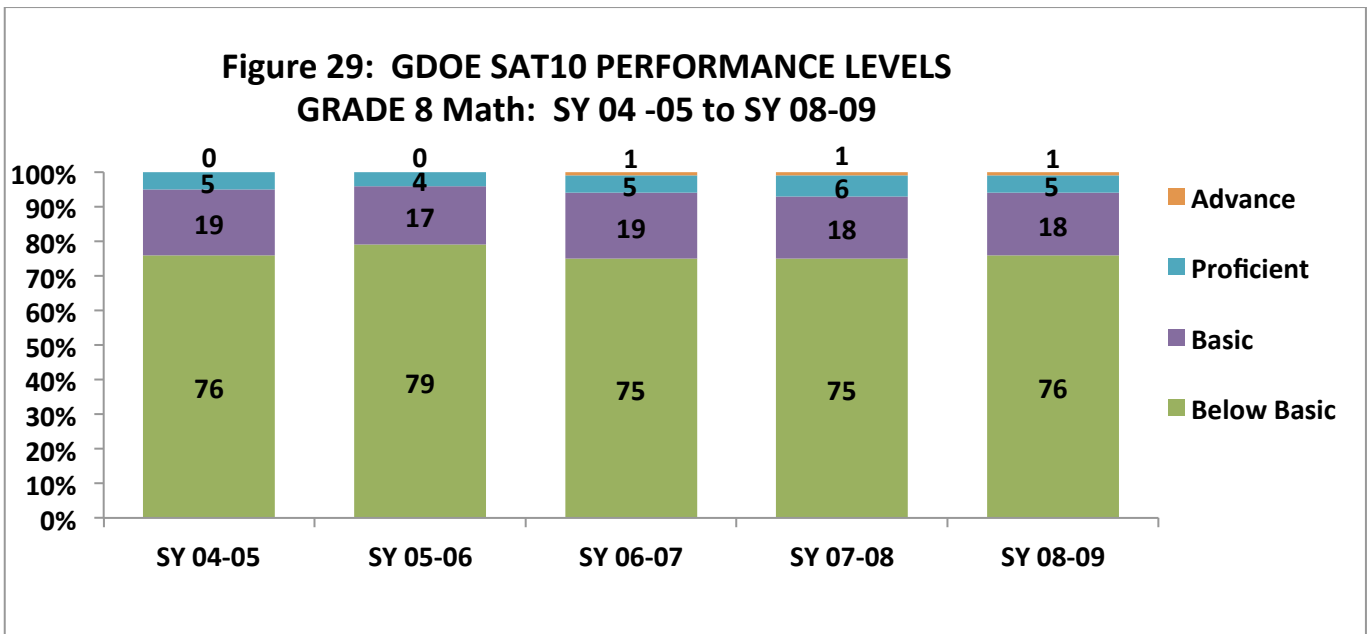


- Figure 27 shows that in both SY 07-08 and SY 08-09, 12% of 7<sup>th</sup> graders performed at the *Proficient and Advanced levels* in language.

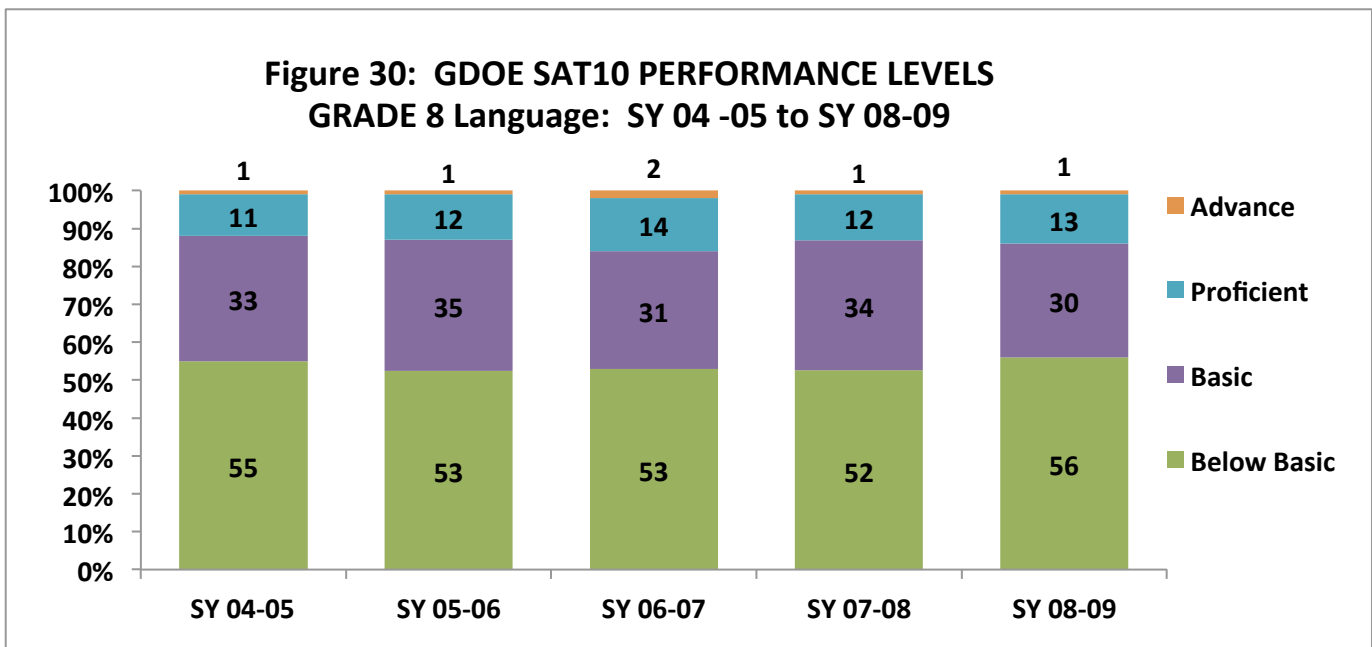
**Figure 28: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 8 Reading: SY 04 -05 to SY 08-09**



- Figure 28 shows that in SY 07-08, 17% of 8<sup>th</sup> graders performed at the *Proficient and Advanced levels* in reading as compared to 16% who performed at the same levels in SY 08-09, a decrease of 1 percentage point.

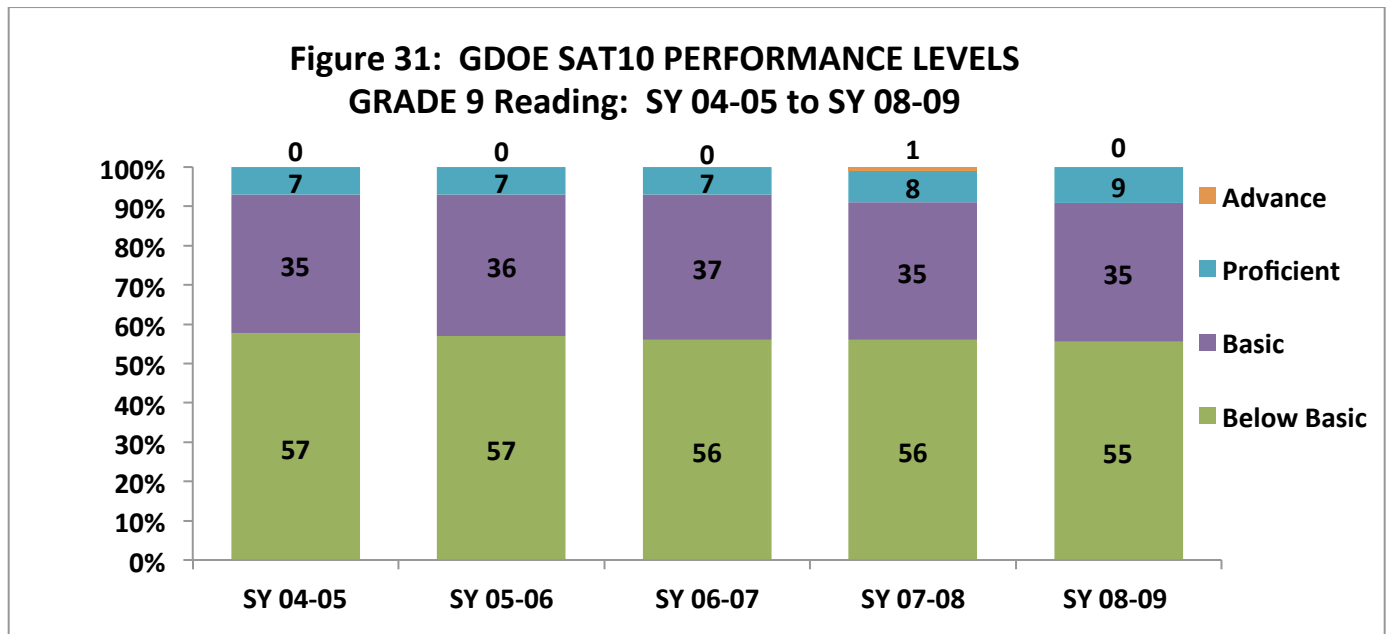


- Figure 29 shows that in SY 07-08, 7% of 8th graders performed at the *Proficient and Advanced levels* in math as compared to 6% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.

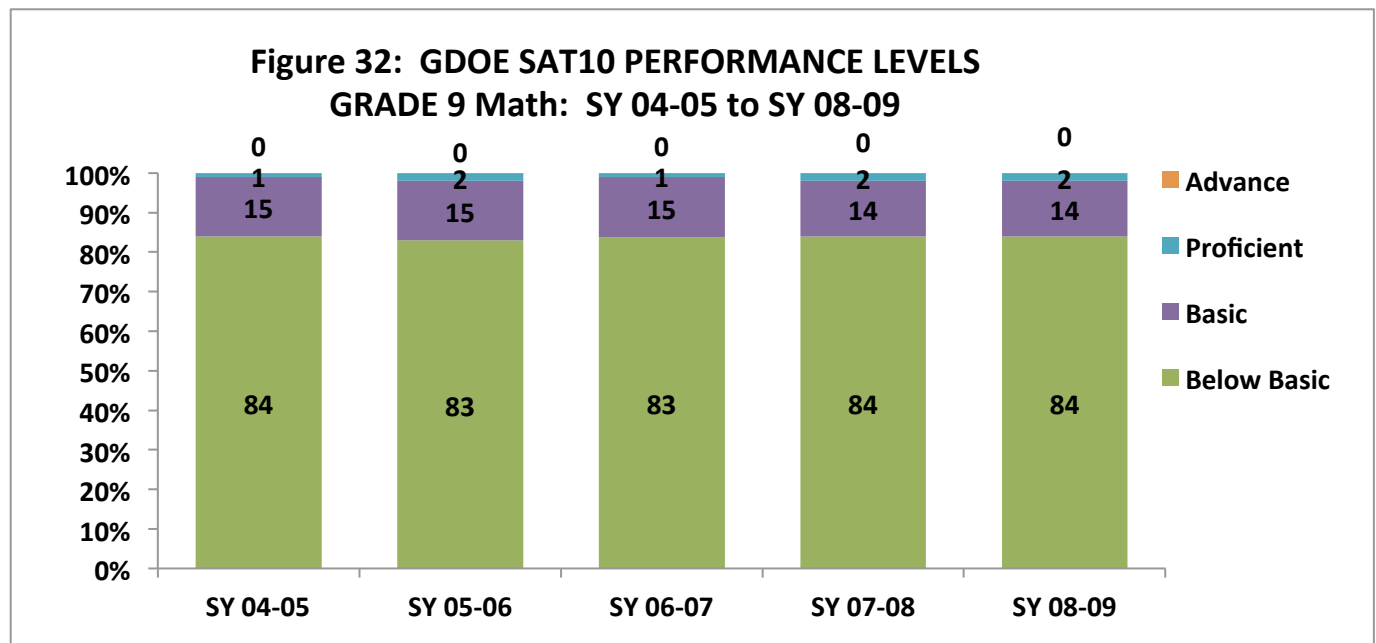


- Figure 30 shows that in SY 07-08, 13% of 8th graders performed at the *Proficient and Advanced levels* in language as compared to 14% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.



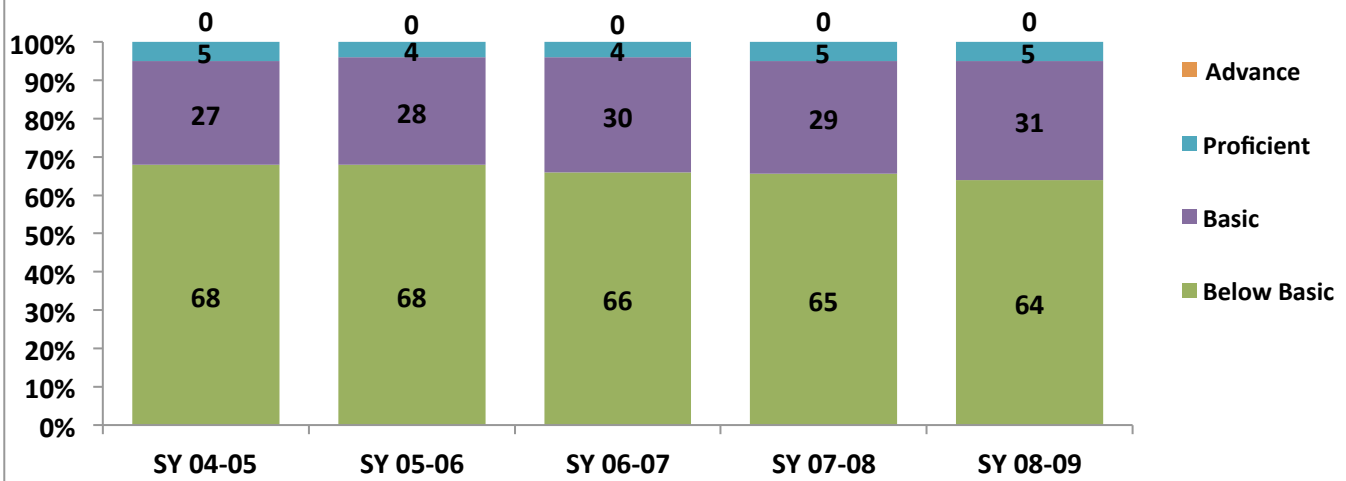


- Figure 31 shows that in SY 07-08, 9% of 9th graders performed at the *Proficient and Advanced levels* in reading whereas in SY 08-09, 9% of 9th graders performed at the *Proficient level* only in reading, overall **increases** of 2 percentage points from SY 06-07.



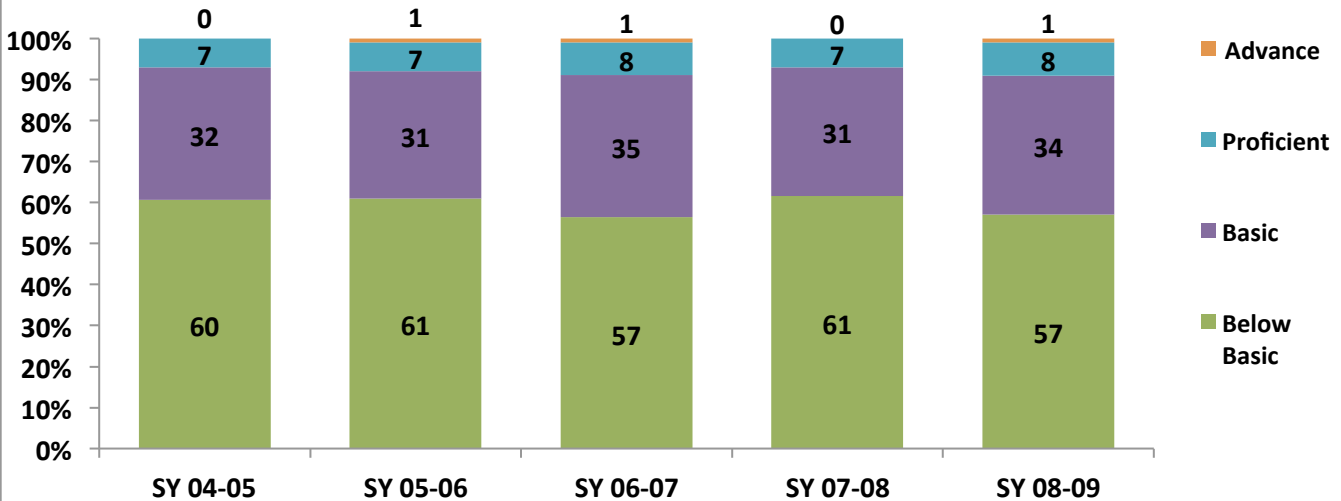
- Figure 32 shows that in both SY 07-08 and SY 08-09, 2% of 9<sup>th</sup> graders performed at the *Proficient level* in math, an **increase** of 1 percentage point from SY 06-07. No 9<sup>th</sup> graders performed at the *Advanced level* from SY 04-05 to SY 08-09.

**Figure 33: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 9 Language: SY 04-05 to SY 08-09**

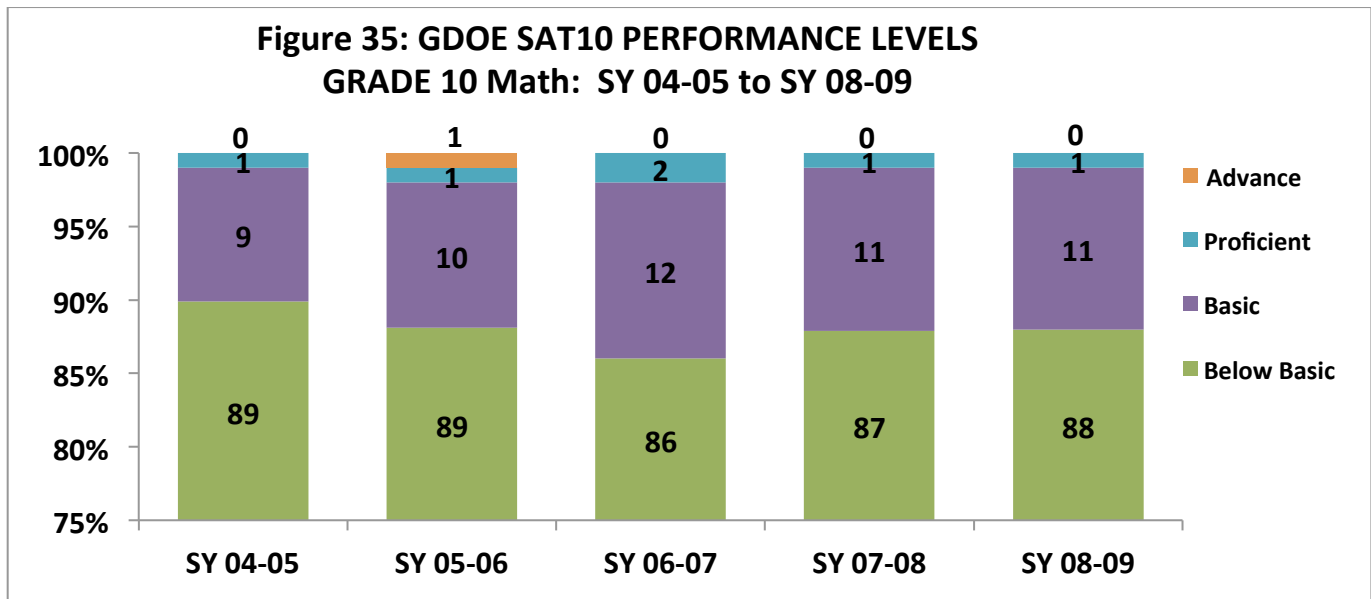


- Figure 33 shows that in both SY 07-08 and SY 08-09, 5% of 9<sup>th</sup> graders performed at the *Proficient level* in language, **increases** of 1 percentage point from SY 06-07. There was no *Advanced level* performance from SY 04-05 to SY 08-09.

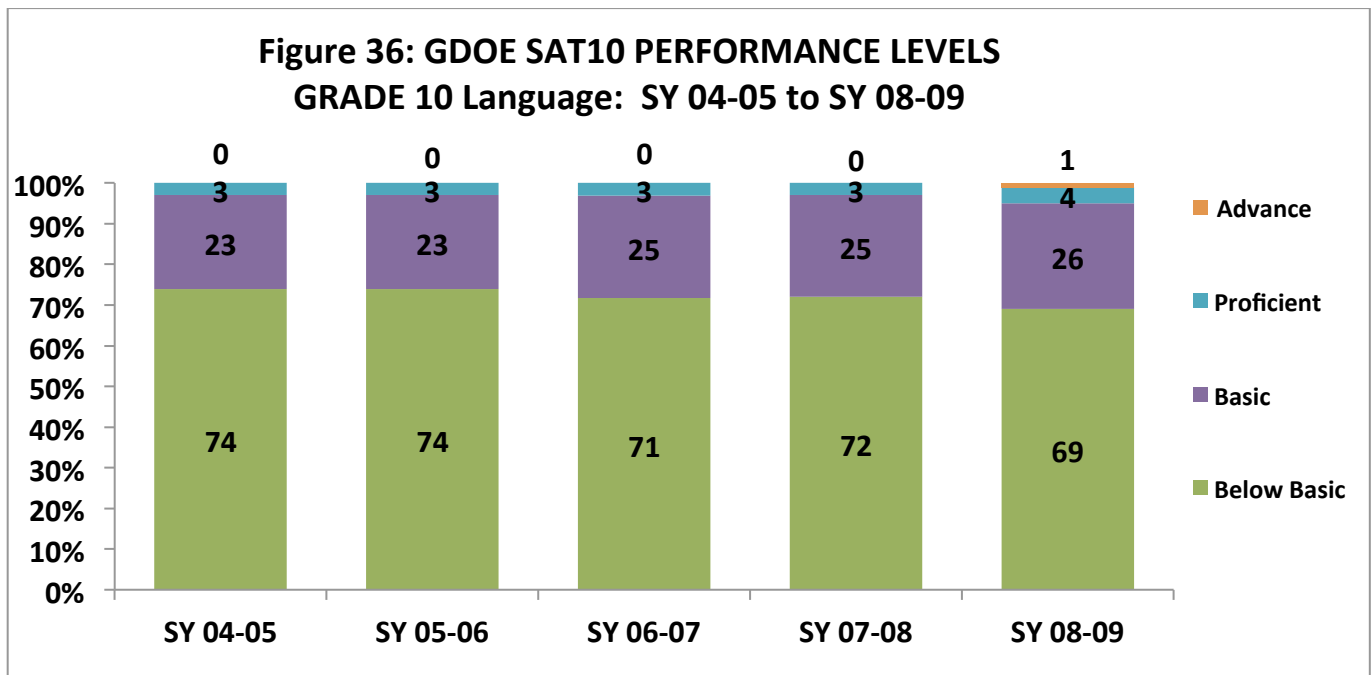
**Figure 34: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 10 Reading: SY 04 -05 to SY 08-09**



- Figure 34 shows that in SY 07-08, 7% of 10<sup>th</sup> graders performed at the *Proficient level* in reading as compared to 9% who performed at *Proficient and Advanced levels* in SY 08-09, an overall **increase** of 2 percentage points.

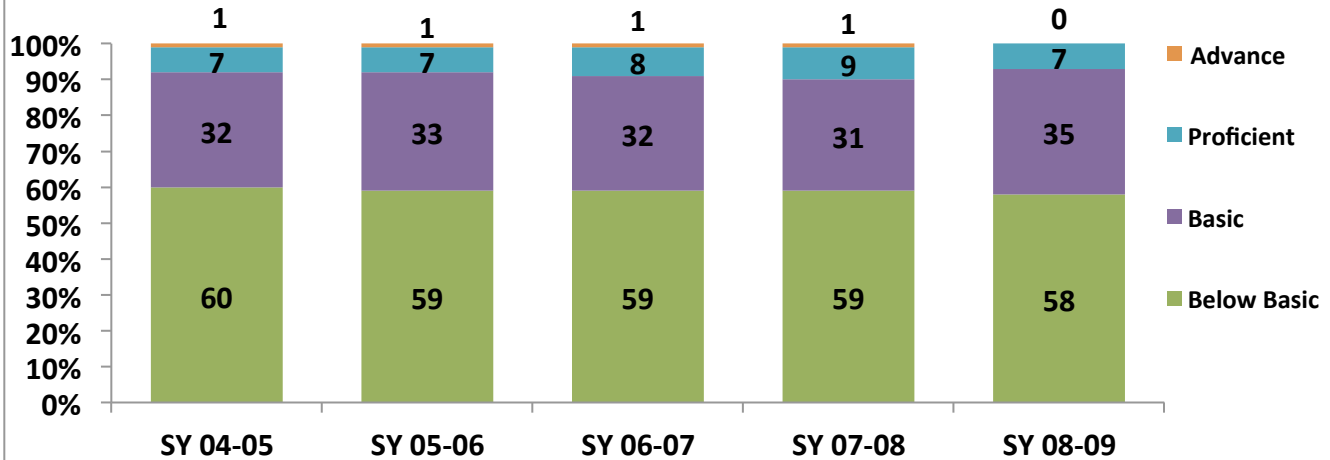


- Figure 35 shows that in both SY 07-08 and SY 08-09, 1% of 10<sup>th</sup> graders performed at the *Proficient level* in math, a decrease of 1% from SY 06-07. There was no *Advanced level* performance from SY 06-07 to SY 08-09.



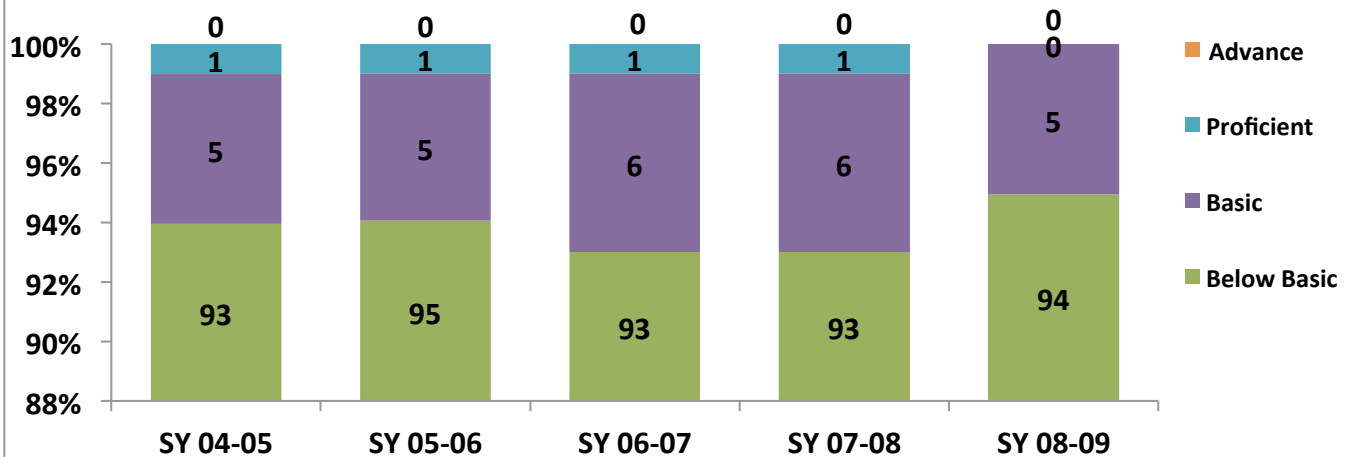
- Figure 36 shows that in SY 07-08, 3% of 10<sup>th</sup> graders performed at the *Proficient level* in language as compared to 5% who performed at the *Proficient and Advanced levels* in SY 08-09, an overall increase of 2 percentage points.

**Figure 37: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 11 Reading: SY 04-05 to SY 08-09**



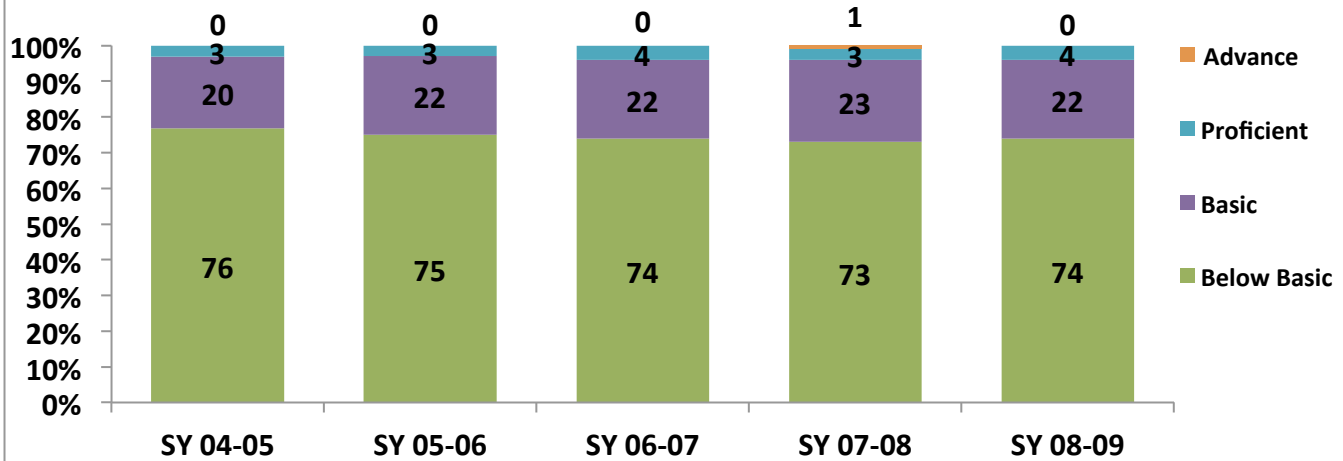
- Figure 37 shows that in SY 07-08, 10% of 11<sup>th</sup> graders performed at the *Proficient and Advanced levels* in reading as compared to 7% who performed at the *Proficient level* only in SY 08-09, an overall **decrease** of 3 percentage points.

**Figure 38: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 11 Math: SY 04-05 to SY 08-09**



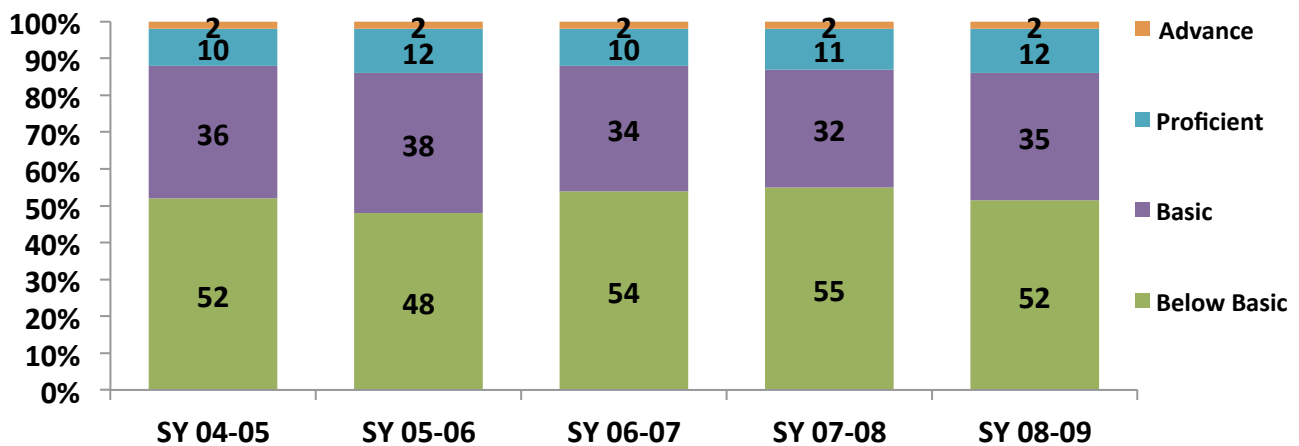
- Figure 38 shows that in SY 07-08, 1% of 11<sup>th</sup> graders performed at the *Proficient level* in math as compared to 0% who performed at the same level in SY 08-09, a **decrease** of 1 percentage point. No 11<sup>th</sup> graders performed at the *Advanced level* in math from SY 04-05 to SY 08-09.

**Figure 39: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 11 Language: SY 04-05 to SY 08-09**

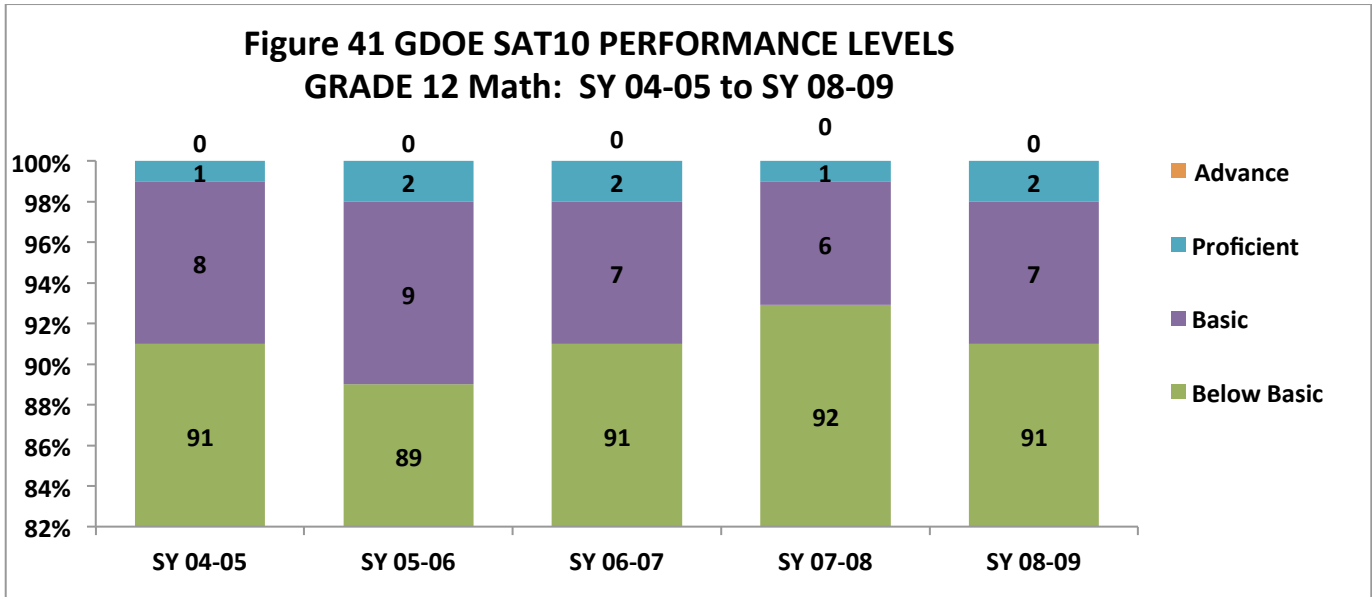


- Figure 39 shows that in SY 07-08, 4% of 11<sup>th</sup> graders performed at the *Proficient and Advanced levels* in language whereas in SY 08-09, 4% of 11<sup>th</sup> graders performed at the *Proficient level* only with no *Advanced level* performance.

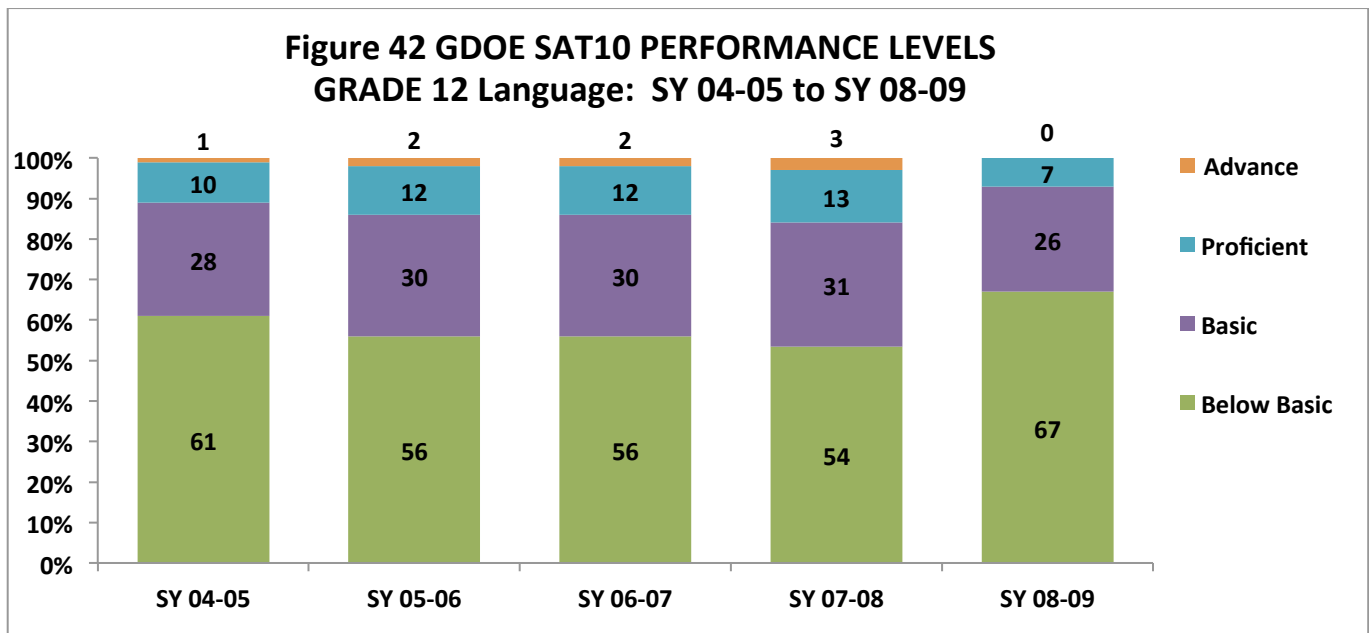
**Figure 40: GDOE SAT10 PERFORMANCE LEVELS  
GRADE 12 Reading: SY 04-05 to SY 08-09**



- Figure 40 shows that in SY 07-08, 13% of 12<sup>th</sup> graders performed at the *Proficient and Advanced levels* in reading as compared to 14% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.



- Figure 41 shows that in SY 07-08, 1% of 12th graders performed at the *Proficient level* in math as compared to 2% who performed at the same level in SY 08-09, an **increase** of 1 percentage point. No 12<sup>th</sup> graders performed at the *Advanced level* from SY 04-05 to SY 08-09.



- Figure 42 shows that in SY 07-08, 16% of 12th graders performed at the *Proficient and Advanced Levels* in language as compared to 7% who performed at the same levels in SY 08-09, a **decrease** of 9 percentage points.



## B. 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**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 1 (2007) to Grade 2 (2008)**

| LEVEL               | Grade 1<br>SY 2007-2008 | Grade 2<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 2%                      | 1%                      | -11        |
| Level 3 proficient  | 47%                     | 18%                     | -29        |
| Level 2 basic       | 29%                     | 46%                     | +17        |
| Level 1 below basic | 12%                     | 36%                     | +24        |

- In 2007, 49% of students in Grade 1 performed at the *proficient and advanced levels* in reading while as 2<sup>nd</sup> graders in 2008, 19% of students performed at the same levels, a **decrease** of 30 percentage points.

**Table 11**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 1 (2007) to Grade 2 (2008)**

| LEVEL               | Grade 1<br>SY 2007-2008 | Grade 2<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 Advanced    | 2%                      | 1%                      | -1%        |
| Level 3 proficient  | 24%                     | 13%                     | -11%       |
| Level 2 basic       | 57%                     | 46%                     | -11%       |
| Level 1 below basic | 16%                     | 41%                     | +25%       |

- In 2007, 26% of students in Grade 1 performed at the *proficient and advanced levels* in math while as 2<sup>nd</sup> graders in 2008, 14% of students performed at the same levels, a **decrease** of 12 percentage points.

**Table 12**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 1 (2007) to Grade 2 (2008)**

| LEVEL               | Grade 1<br>SY 2007-2008 | Grade 2<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 0%                      | -1%        |
| Level 3 proficient  | 8%                      | 3%                      | -5%        |
| Level 2 basic       | 62%                     | 36%                     | -26%       |
| Level 1 below basic | 29%                     | 61%                     | +32%       |

- In 2007, 9% of students in Grade 1 performed at the *proficient and advanced levels* in language while as 2<sup>nd</sup> graders in 2008 3% performed at the same levels, a **decrease** of 1 percentage point.

**Table 13**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 2 (2007) to Grade 3 (2008)**

| LEVEL               | Grade 2<br>SY 2007-2008 | Grade 3<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 1%                      | 0%         |
| Level 3 proficient  | 19%                     | 13%                     | -6%        |
| Level 2 basic       | 48%                     | 37%                     | -11%       |
| Level 1 below basic | 32%                     | 49%                     | +17%       |

- In 2007, 20% of students in Grade 2 performed at the *proficient and advanced levels* in reading while as 3<sup>rd</sup> graders in 2008, 14% of students performed at the same levels, a **decrease** of 6 percentage points.



**Table 14**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 2 (2007) to Grade 3 (2008)**

| LEVEL               | Grade 2<br>SY 2007-2008 | Grade 3<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 1%                      | 0%         |
| Level 3 proficient  | 12%                     | 9%                      | -3%        |
| Level 2 basic       | 48%                     | 35%                     | -13%       |
| Level 1 below basic | 39%                     | 56%                     | +17%       |

- In 2007, 13% of students in Grade 2 performed at the *proficient and advanced levels* in math while as 3<sup>rd</sup> graders in 2008, 10% of students performed at the same levels, a **decrease** of 3 percentage points.

**Table 15**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 2 (2007) to Grade 3 (2008)**

| LEVEL               | Grade 2<br>SY 2007-2008 | Grade 3<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 0%                      | 1%                      | +1%        |
| Level 3 proficient  | 3%                      | 9%                      | +6%        |
| Level 2 basic       | 36%                     | 26%                     | -10%       |
| Level 1 below basic | 61%                     | 65%                     | +4%        |

- In 2007, 3% of students in Grade 2 performed at the *proficient and advanced levels* in language while as 3<sup>rd</sup> graders in 2008, 10% of students performed at the same levels, an **increase** of 7 percentage points.

**Table 16**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 3 (2007) to Grade 4 (2008)**

| LEVEL               | Grade 3<br>SY 2007-2008 | Grade 4<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 2%                      | 2%                      | 0%         |
| Level 3 proficient  | 16%                     | 15%                     | -1%        |
| Level 2 basic       | 37%                     | 38%                     | +1%        |
| Level 1 below basic | 45%                     | 45%                     | +0%        |

- In 2007, 18% of students in Grade 3 performed at the *proficient and advanced levels* in reading while as 4<sup>th</sup> graders in 2008, 17% of students performed at the same levels, a **decrease** of 1 percentage point.

**Table 17**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 3 (2007) to Grade 4 (2008)**

| LEVEL               | Grade 3<br>SY 2007-2008 | Grade 4<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 Advanced    | 1%                      | 1%                      | 0%         |
| Level 3 proficient  | 9%                      | 11%                     | +2%        |
| Level 2 basic       | 37%                     | 35%                     | -2%        |
| Level 1 below basic | 53%                     | 53%                     | +0%        |

- In 2007, 10% of students in Grade 3 performed at the *proficient and advanced levels* in math while as 4<sup>th</sup> graders in 2008, 12% of students performed at the same levels, an **increase** 2 percentage points.

**Table 18**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 3 (2007) to Grade 4 (2008)**

| LEVEL               | Grade 3<br>SY 2007-2008 | Grade 4<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 3%                      | +2%        |
| Level 3 proficient  | 10%                     | 12%                     | +2%        |
| Level 2 basic       | 28%                     | 29%                     | +1%        |
| Level 1 below basic | 60%                     | 57%                     | -3%        |

- In 2007, 11% of students in Grade 3 performed at the *proficient and advanced levels* in language while as 4<sup>th</sup> graders in 2008, the 15% performed at the same levels, an **increase** of 4 percentage points.

**Table 19**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 4 (2007) to Grade 5 (2008)**

| LEVEL               | Grade 4<br>SY 2007-2008 | Grade 5<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 2%                      | 0%                      | -2%        |
| Level 3 proficient  | 17%                     | 10%                     | -7%        |
| Level 2 basic       | 38%                     | 48%                     | +10%       |
| Level 1 below basic | 43%                     | 42%                     | -1%        |

- In 2007, 19% of students in Grade 4 performed at the *proficient and advanced levels* in reading while as 5<sup>th</sup> graders in 2008, 10% of students performed at the same levels, a **decrease** of 9 percentage points.

**Table 20**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 4 (2007) to Grade 5 (2008)**

| LEVEL               | Grade 4<br>SY 2007-2008 | Grade 5<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 1%                      | +0%        |
| Level 3 proficient  | 11%                     | 4%                      | -7%        |
| Level 2 basic       | 36%                     | 23%                     | -13%       |
| Level 1 below basic | 52%                     | 72%                     | +20%       |

- In 2007, 12% of students in Grade 4 performed at the *proficient and advanced levels* in math while as 5<sup>th</sup> graders in 2008, 5% of students performed at the same levels, a **decrease** of 7 percentage points over one school year.

**Table 21**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 4 (2007) to Grade 5 (2008)**

| LEVEL               | Grade 4<br>SY 2007-2008 | Grade 5<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 3%                      | 2%                      | -1%        |
| Level 3 proficient  | 13%                     | 11%                     | -2%        |
| Level 2 basic       | 31%                     | 36%                     | +5%        |
| Level 1 below basic | 54%                     | 52%                     | -2%        |

- In 2007, 16% of students in Grade 4 performed at the *proficient and advanced levels* in language while as 5<sup>th</sup> graders in 2008, 13% of students performed at the same levels, a **decrease** of 3 percentage points over one school year.

**Table 22**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 5 (2007) to Grade 6 (2008)**

| LEVEL               | Grade 5<br>SY 2007-2008 | Grade 6<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 0%                      | 1%                      | +1%        |
| Level 3 proficient  | 11%                     | 12%                     | +1%        |
| Level 2 basic       | 48%                     | 40%                     | -8%        |
| Level 1 below basic | 41%                     | 48%                     | +7%        |

- In 2007, 11% of students in Grade 5 performed at the *proficient level* only in reading while as 6<sup>th</sup> graders in 2008, 13% of students performed at the *proficient and advanced levels*, an **increase** of 2 percentage points in one year.

**Table 23**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 5 (2007) to Grade 6 (2008)**

| LEVEL               | Grade 5<br>SY 2007-2008 | Grade 6<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 0%                      | 1%                      | +0%        |
| Level 3 proficient  | 6%                      | 5%                      | -1%        |
| Level 2 basic       | 25%                     | 19%                     | -6%        |
| Level 1 below basic | 68%                     | 75%                     | +7%        |

- In 2007, 6% of students in Grade 5 performed at the *proficient level* only in math while as 6<sup>th</sup> graders in 2008, 6% of students performed at the *proficient and advanced levels*. Overall, an increase of 1 percent at the advanced level and a decrease of 1 percent at the proficient level in one year.

**Table 24**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 5 (2007) to Grade 6 (2008)**

| LEVEL               | Grade 5<br>SY 2007-2008 | Grade 6<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 2%                      | 1%                      | -1%        |
| Level 3 proficient  | 11%                     | 12%                     | +1%        |
| Level 2 basic       | 36%                     | 32%                     | -4%        |
| Level 1 below basic | 52%                     | 55%                     | +3%        |

- In 2007, 13% of students in Grade 5 performed at the *proficient and advanced levels* in language while as 6<sup>th</sup> graders in 2008, 13% of students performed at the same levels.

**Table 25**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 6 (2007) to Grade 7 (2008)**

| LEVEL               | Grade 6<br>SY 2007-2008 | Grade 7<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 1%                      | 0%         |
| Level 3 proficient  | 10%                     | 12%                     | +2%        |
| Level 2 basic       | 39%                     | 44%                     | +5%        |
| Level 1 below basic | 51%                     | 43%                     | -8%        |

- In 2007, 11% of students in Grade 6 performed at the *proficient and advanced levels* in reading while as 7<sup>th</sup> graders in 2008, 13% of students performed at the same levels, an **increase** of 2 percentage points over one year.

**Table 26**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 6 (2007) to Grade 7 (2008)**

| LEVEL               | Grade 6<br>SY 2007-2008 | Grade 7<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 1%                      | 0%         |
| Level 3 proficient  | 4%                      | 3%                      | -1%        |
| Level 2 basic       | 20%                     | 17%                     | -3%        |
| Level 1 below basic | 74%                     | 79%                     | +5%        |

- In 2007, 5% of students in Grade 6 performed at the *proficient and advanced levels* in math while as 7<sup>th</sup> graders in 2008, 4% of students performed at the same levels, a **decrease** of 1 percentage point over one year.

**Table 27**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 6 (2007) to Grade 7 (2008)**

| LEVEL               | Grade 6<br>SY 2007-2008 | Grade 7<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 2%                      | +1%        |
| Level 3 proficient  | 10%                     | 10%                     | 0%         |
| Level 2 basic       | 32%                     | 27%                     | -5%        |
| Level 1 below basic | 57%                     | 61%                     | +4%        |

- In 2007, 11% of students in Grade 6 performed at the *proficient and advanced levels* in language while as 7<sup>th</sup> graders in 2008, 12% of students performed at the same levels, an **increase** of 1 percentage point over one year.

**Table 28**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 7 (2007) to Grade 8 (2008)**

| LEVEL               | Grade 7<br>SY 2007-2008 | Grade 8<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 1%                      | 0%         |
| Level 3 proficient  | 11%                     | 15%                     | +4%        |
| Level 2 basic       | 43%                     | 46%                     | +3%        |
| Level 1 below basic | 46%                     | 38%                     | -8%        |

- In 2007, 12% of students in Grade 7 performed at the *proficient and advanced levels* in reading while as 8<sup>th</sup> graders in 2008, 16% of students performed at the same levels, an **increase** of 4 percentage points over one year.

**Table 29**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 7 (2007) to Grade 8 (2008)**

| LEVEL               | Grade 7<br>SY 2007-2008 | Grade 8<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 1%                      | 0%         |
| Level 3 proficient  | 6%                      | 5%                      | -1%        |
| Level 2 basic       | 17%                     | 18%                     | +1%        |
| Level 1 below basic | 77%                     | 76%                     | -1%        |

- In 2007, 7% of students in Grade 7 performed at the *proficient and advanced levels* in math while as 8<sup>th</sup> graders in 2008, 6% of students performed at the same levels, an overall **decrease** of 1 percentage point in one year.

**Table 30**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 7 (2007) to Grade 8 (2008)**

| LEVEL               | Grade 7<br>SY 2007-2008 | Grade 8<br>SY 2007-2008 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 2%                      | 1%                      | -1%        |
| Level 3 proficient  | 10%                     | 13%                     | +3%        |
| Level 2 basic       | 26%                     | 30%                     | +4%        |
| Level 1 below basic | 63%                     | 56%                     | -7%        |

- In 2007, 12% of students in Grade 7 performed at the *proficient and advanced levels* in language while as 8<sup>th</sup> graders in 2008, 14% of students performed at the same levels, an overall **increase** of 2 percentage points in one year.

**Table 31**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 8 (2007) to Grade 9 (2008)**

| LEVEL               | Grade 8<br>SY 2007-2008 | Grade 9<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 0%                      | -1%        |
| Level 3 proficient  | 16%                     | 9%                      | -7%        |
| Level 2 basic       | 47%                     | 35%                     | -12%       |
| Level 1 below basic | 36%                     | 55%                     | +19%       |

- In 2007, 17% of students in Grade 8 performed at the *proficient and advanced levels* in reading while as 9<sup>th</sup> graders in 2008, 9% of students performed at the *proficient level* only, an overall **decrease** of 8 percentage points in SY 2008-2009 with no advanced performance.

**Table 32**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 8 (2007) to Grade 9 (2008)**

| LEVEL               | Grade 8<br>SY 2007-2008 | Grade 9<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 0%                      | -1%        |
| Level 3 proficient  | 6%                      | 2%                      | -4%        |
| Level 2 basic       | 18%                     | 14%                     | -4%        |
| Level 1 below basic | 75%                     | 84%                     | +9%        |

- In 2007, 7% of students in Grade 8 performed at the *proficient and advanced levels* in math while as 9<sup>th</sup> graders in 2008, 2% of students performed at the same levels, a **decrease** of 5 percentage points.

**Table 33**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 8 (2007) to Grade 9 (2008)**

| LEVEL               | Grade 8<br>SY 2007-2008 | Grade 9<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|-------------------------|------------|
| Level 4 advanced    | 1%                      | 0%                      | -1%        |
| Level 3 proficient  | 12%                     | 5%                      | -7%        |
| Level 2 basic       | 34%                     | 31%                     | -3%        |
| Level 1 below basic | 52%                     | 64%                     | +12%       |

- In 2007, 13% of students in Grade 8 performed at the *proficient and advanced levels* in language while as 9<sup>th</sup> in 2008, 5% of students performed at the *proficient level* only, an overall **decrease** of 8 percentage points in SY 2008-2009 with no advanced performance.

**Table 34**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 9 (2007) to Grade 10 (2008)**

| LEVEL               | Grade 9<br>SY 2007-2008 | Grade 10<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|--------------------------|------------|
| Level 4 advanced    | 1%                      | 1%                       | 0%         |
| Level 3 proficient  | 8%                      | 8%                       | 0%         |
| Level 2 basic       | 35%                     | 34%                      | -1%        |
| Level 1 below basic | 56%                     | 57%                      | +1%        |

- In 2007, 9% of students in Grade 9 performed at the *proficient and advanced levels* in reading while as 10<sup>th</sup> graders in 2008, 9% of students performed at the same levels.

**Table 35**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 9 (2007) to Grade 10 (2008)**

| LEVEL               | Grade 9<br>SY 2007-2008 | Grade 10<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|--------------------------|------------|
| Level 4 advanced    | 0%                      | 0%                       | 0%         |
| Level 3 proficient  | 2%                      | 1%                       | -1%        |
| Level 2 basic       | 14%                     | 11%                      | -3%        |
| Level 1 below basic | 84%                     | 88%                      | +4%        |

- In 2007, 2% of students in Grade 9 performed at the *proficient level* only in math while as 10<sup>th</sup> graders in 2008, 1% of students performed at the same level, a **decrease** of 1 percentage point with no advanced level performances in either school year.

**Table 36**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 9 (2007) to Grade 10 (2008)**

| LEVEL               | Grade 9<br>SY 2007-2008 | Grade 10<br>SY 2008-2009 | DIFFERENCE |
|---------------------|-------------------------|--------------------------|------------|
| Level 4 advanced    | 0%                      | 1%                       | +1%        |
| Level 3 proficient  | 5%                      | 4%                       | -1%        |
| Level 2 basic       | 29%                     | 26%                      | -3%        |
| Level 1 below basic | 65%                     | 69%                      | +4%        |

- In 2007, 5% of students in Grade 9 performed at the *proficient level* only in language while as 10<sup>th</sup> in 2008, 5% of students performed at the *proficient and advanced levels*, an overall increase of 1 percent in advanced performance from SY 2007-2008 to SY 2008-2009.

**Table 37**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 10 (2007) to Grade 11 (2008)**

| LEVEL               | Grade 10<br>SY 2007-2008 | Grade 11<br>SY 2008-2009 | DIFFERENCE |
|---------------------|--------------------------|--------------------------|------------|
| Level 4 advanced    | 0%                       | 0%                       | 0%         |
| Level 3 proficient  | 7%                       | 7%                       | 0%         |
| Level 2 basic       | 31%                      | 35%                      | +4%        |
| Level 1 below basic | 61%                      | 58%                      | -3%        |

- In 2007, 7% of students in Grade 10 performed at the *proficient level* in reading while as 11<sup>th</sup> graders in 2008, 7% of students performed at the same level. Advanced level performance in both school years was zero percent.



**Table 38**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 10 (2007) to Grade 11 (2008)**

| LEVEL               | Grade 10<br>SY 2007-2008 | Grade 11<br>SY 2008-2009 | DIFFERENCE |
|---------------------|--------------------------|--------------------------|------------|
| Level 4 advanced    | 0%                       | 0%                       | 0%         |
| Level 3 proficient  | 1%                       | 1%                       | 0%         |
| Level 2 basic       | 11%                      | 5%                       | -6%        |
| Level 1 below basic | 87%                      | 94%                      | +7%        |

- In 2007, 1% of students in Grade 10 performed at the *proficient level* only in math while as 11<sup>th</sup> graders in 2008, 1% of students performed at the same level.

**Table 39**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 10 (2007) to Grade 11 (2008)**

| LEVEL               | Grade 10<br>SY 2007-2008 | Grade 11<br>SY 2008-2009 | DIFFERENCE |
|---------------------|--------------------------|--------------------------|------------|
| Level 4 advanced    | 10%                      | 0%                       | -10%       |
| Level 3 proficient  | 3%                       | 4%                       | +1%        |
| Level 2 basic       | 25%                      | 22%                      | -3%        |
| Level 1 below basic | 72%                      | 74%                      | +2%        |

- In 2007, 13% of students in Grade 10 performed at the *proficient and advanced levels* in language while as 11<sup>th</sup> graders in 2008, 4% of students performed at the *proficient level* only, an overall **decrease** of 10 advanced level percentage points and an **increase** of 1 proficient level percentage point.

**Table 40**  
**GDOE SAT10 READING PERFORMANCE LEVELS**  
**Cohort Groups: Grade 11 (2007) to Grade 12 (2008)**

| LEVEL               | Grade 11<br>SY 2007-2008 | Grade 12<br>SY 2008-2009 | DIFFERENCE |
|---------------------|--------------------------|--------------------------|------------|
| Level 4 advanced    | 1%                       | 2%                       | +1%        |
| Level 3 proficient  | 9%                       | 12%                      | +3%        |
| Level 2 basic       | 31%                      | 35%                      | +4%        |
| Level 1 below basic | 59%                      | 52%                      | -7%        |

- In 2007, 10% of students in Grade 11 performed at the *proficient and advanced levels* in reading while as 12<sup>th</sup> graders in 2008, 14% of students performed at the same levels, an overall **increase** of 4 percentage points for both levels.

**Table 41**  
**GDOE SAT10 MATH PERFORMANCE LEVELS**  
**Cohort Groups: Grade 11 (2007) to Grade 12 (2008)**

| LEVEL               | Grade 11<br>SY 2007-2008 | Grade 12<br>SY 2008-2009 | DIFFERENCE |
|---------------------|--------------------------|--------------------------|------------|
| Level 4 advanced    | 0%                       | 0%                       | 0%         |
| Level 3 proficient  | 1%                       | 2%                       | +2%        |
| Level 2 basic       | 6%                       | 7%                       | +1%        |
| Level 1 below basic | 93%                      | 91%                      | -2%        |

- In 2007, 0% of students in Grade 11 performed at the *advanced level* and in math while as 12<sup>th</sup> graders in 2008, 2% of students performed at the *proficient level* only, an **increase** of 1 proficient level percentage point.

**Table 42**  
**GDOE SAT10 LANGUAGE PERFORMANCE LEVELS**  
**Cohort Groups: Grade 11 (2007) to Grade 12 (2008)**

| LEVEL               | Grade 11<br>SY 2007-2008 | Grade 12<br>SY 2008-2009 | DIFFERENCE |
|---------------------|--------------------------|--------------------------|------------|
| Level 4 advanced    | 1%                       | 0%                       | -1%        |
| Level 3 proficient  | 3%                       | 7%                       | +4%        |
| Level 2 basic       | 23%                      | 26%                      | +3%        |
| Level 1 below basic | 73%                      | 67%                      | -6%        |

- In 2007, 4% of students in Grade 11 performed at the *proficient and advanced levels* in language while as 12<sup>th</sup> graders in 2008, 7% of students performed at the *proficient level* only, an **increase** of 4 proficient level percentage points and a decrease of 1 advanced level percentage point.



### C. DISAGGREGATED PERFORMANCE LEVELS BY SUBGROUPS

The "*No Child Left Behind 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.

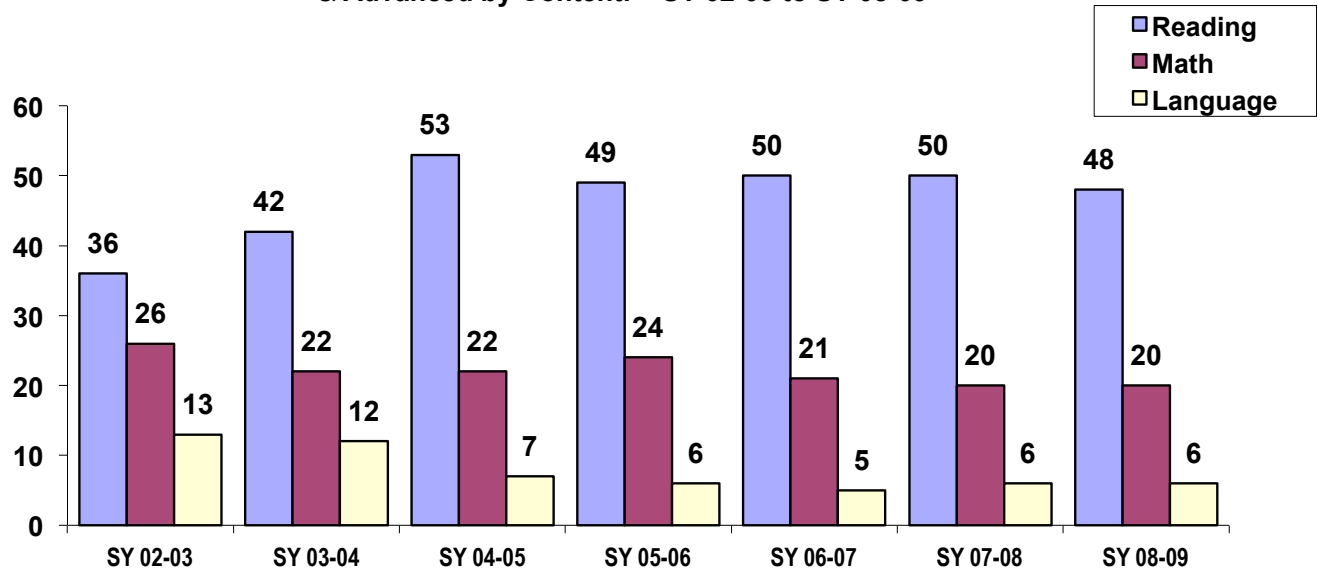
The analysis of disaggregated scores addresses two major questions:

1. What are the proportions of students with special conditions performing at proficient (level 3) and advanced (level 4) on the Stanford Achievement Test, tenth edition (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?

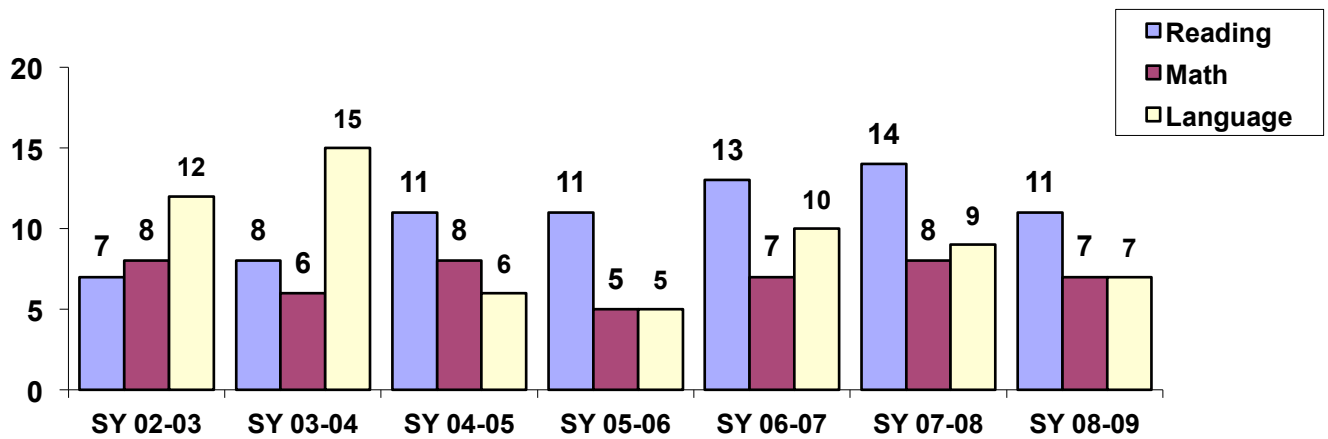
**Figures 44 to 64** depict the percentage of students performing at Levels 3 & 4 proficient and advanced levels (SAT10) by Grade and Content Areas (Reading, Math, and Language) for students in the ESL program, Special Education and Free And Reduced Lunch Program.

Examination of **Figures 43 to 63** reveal that the largest proportions of ESL, Special Education and Free/Reduced lunch program participants performing at levels 3 and 4 are enrolled in grade 1. As much as 53% of the grade 1 ESL students are performing at levels 3 and 4. The proportions consistently decrease in higher grade levels in that there are as few as 5 to 0 percent performing at those levels.

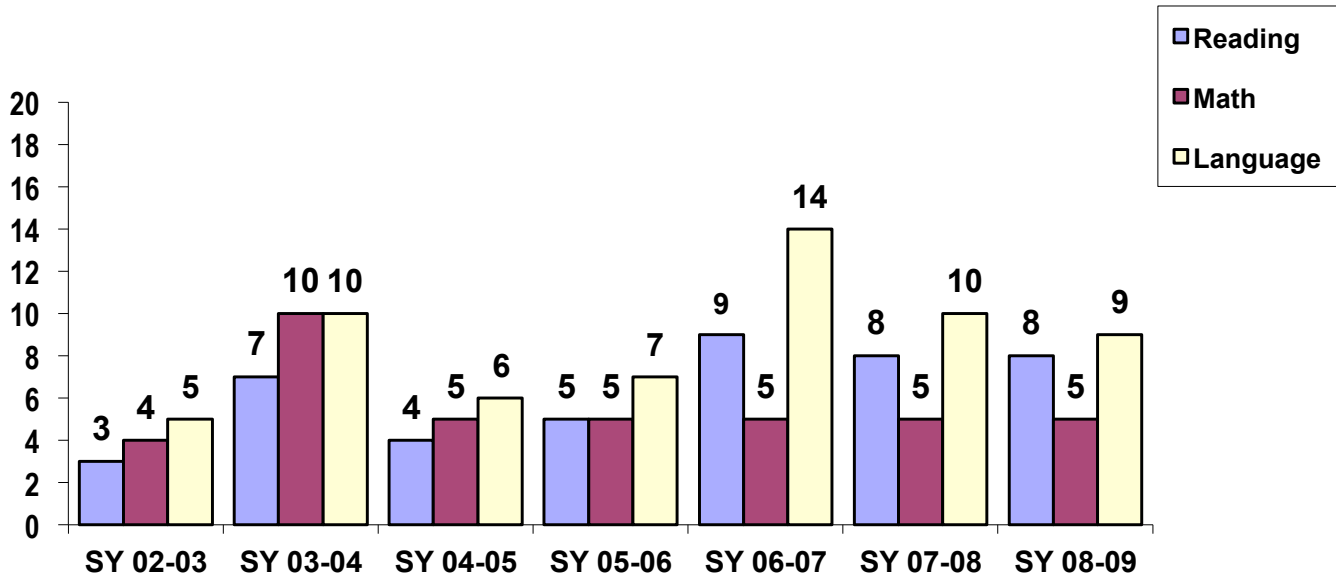
**Figure 43**  
**Percentage of Grade 1 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient**  
**& Advanced by Content: SY 02-03 to SY 08-09**



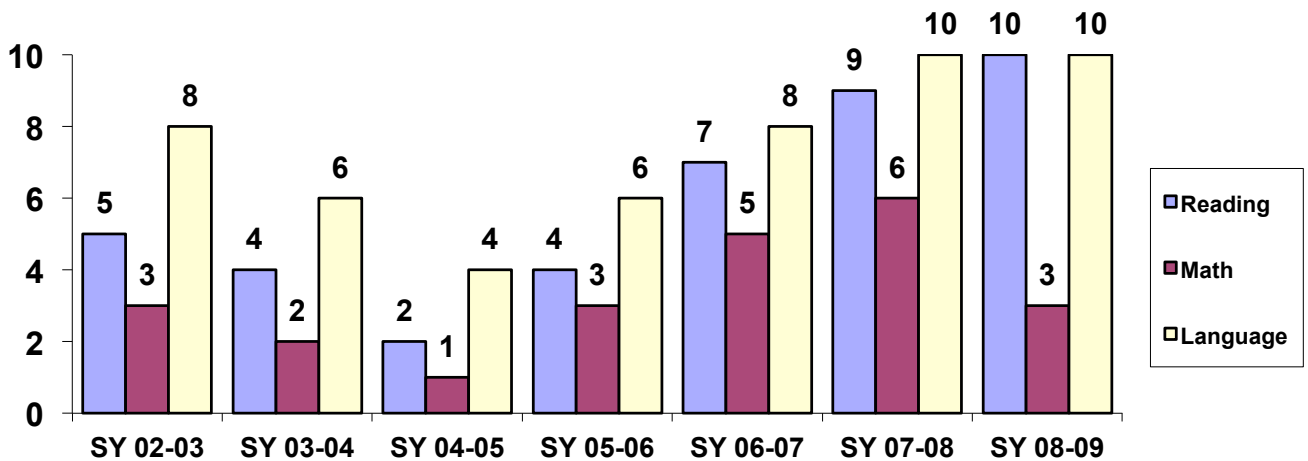
**Figure 44**  
**Percentage of Grade 3 ESL Students Performing at SAT9/10 Levels 3 & 4/**  
**Proficient & Advanced by Content: SY 02-03 to SY 08-09**



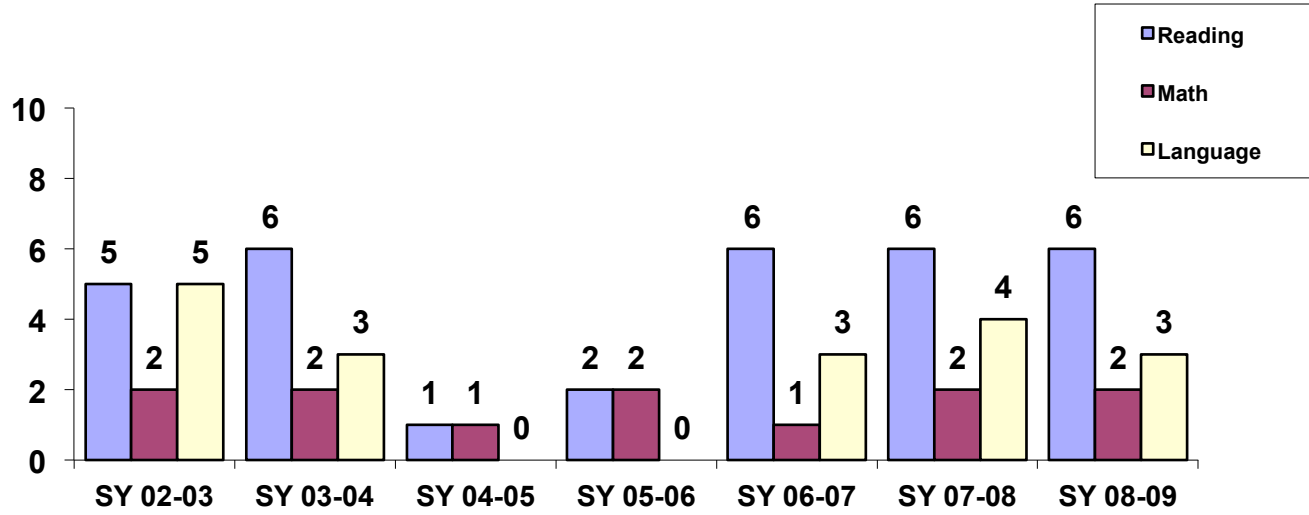
**Figure 45**  
**Percentage of Grade 5 ESL Students Performing at SAT9/10 Levels 3 & 4/  
 Proficient & Advanced by Content: SY 02-03 to SY 08-09**



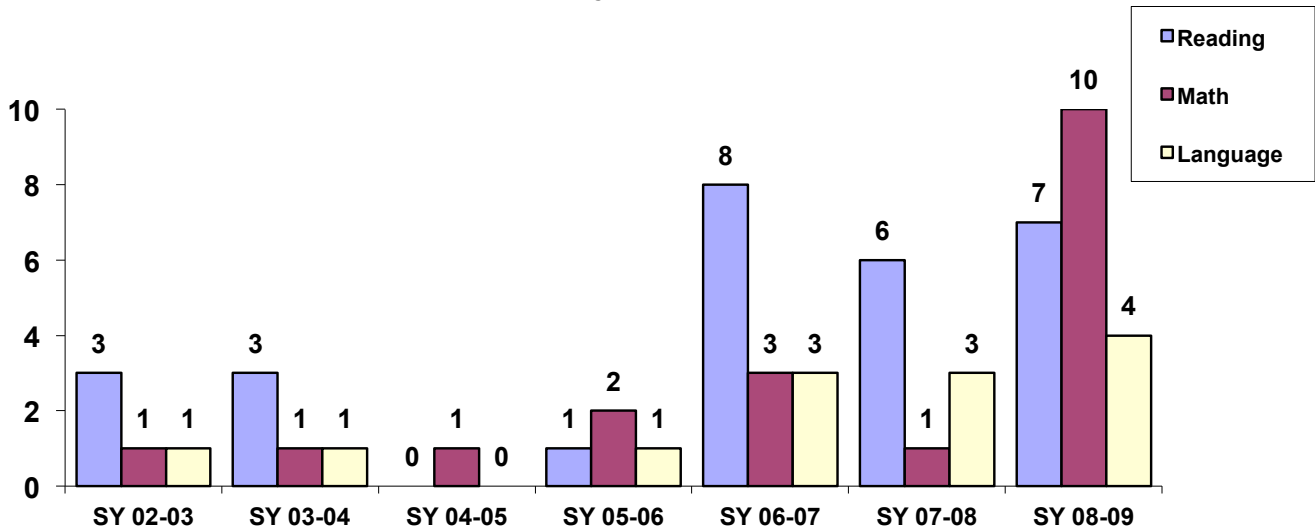
**Figure 46**  
**Percentage of Grade 7 ESL Students Performing at SAT9/10 Levels 3  
 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09**



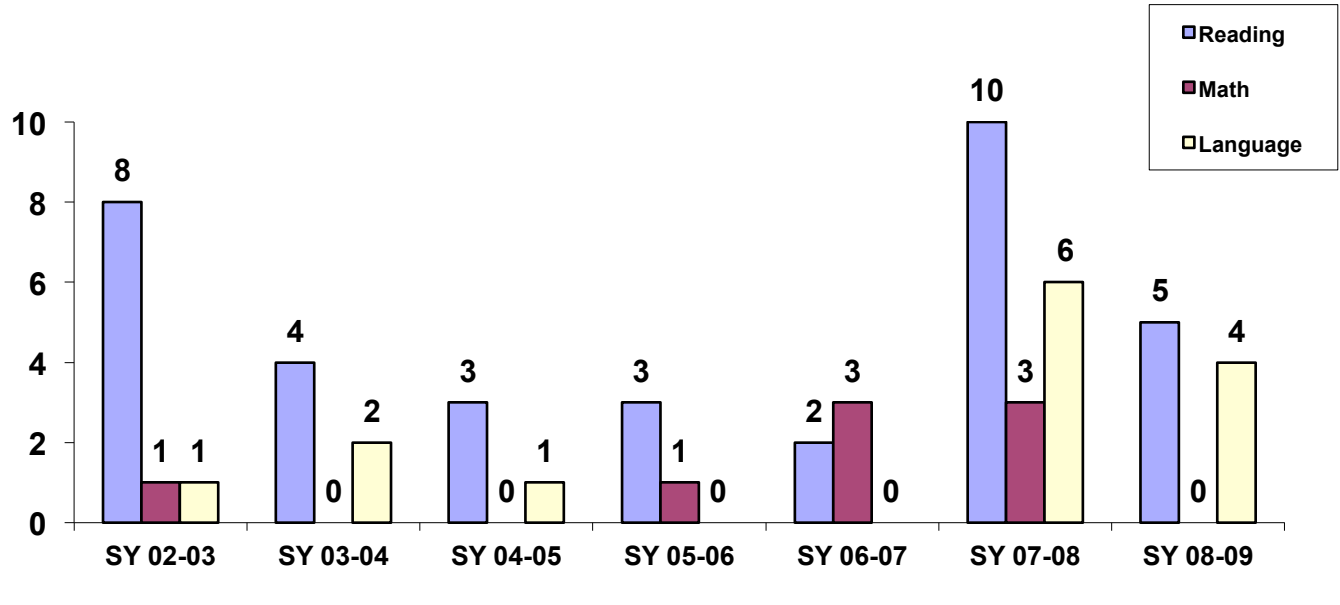
**Figure 47**  
**Percentage of Grade 9 ESL Students Performing at SAT9/10 Levels 3 & 4/  
 Proficient & Advanced by Content: SY 02-03 to SY 08-09**



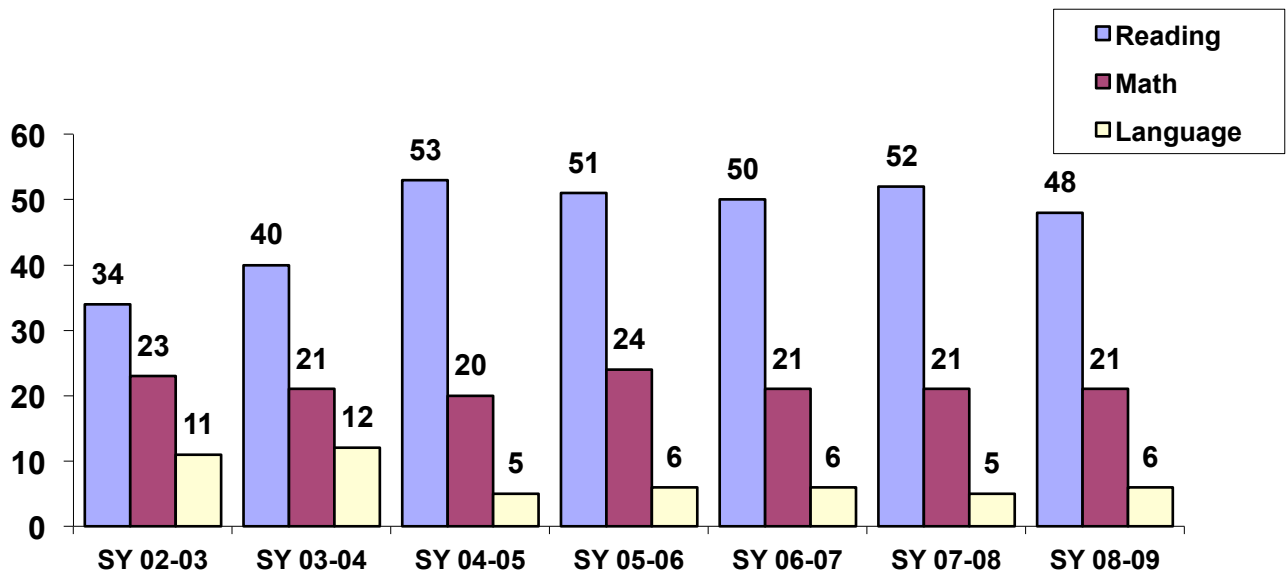
**Figure 48**  
**Percentage of Grade 10 ESL Students Performing at SAT9/10 Levels 3 & 4/  
 Proficient & Advanced by Content: SY 02-03 to SY 08-09**



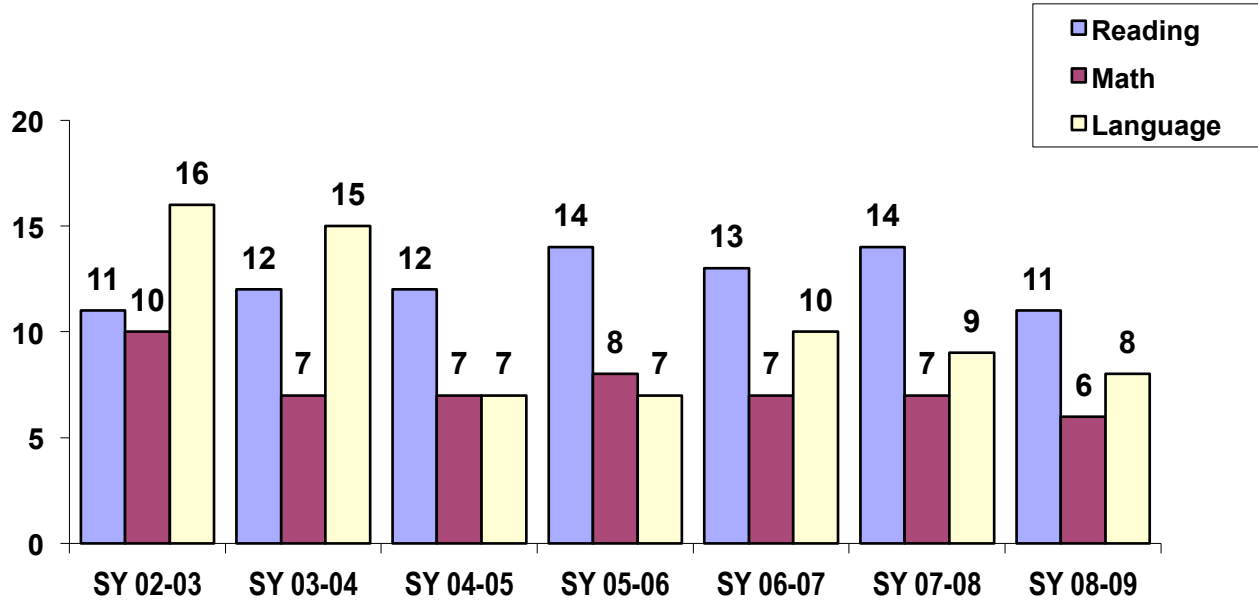
**Figure 49**  
**Percentage of Grade 11 ESL Students Performing at SAT9/10 Levels 3 & 4/  
 Proficient & Advanced by Content: SY 02-03 to SY 08-09**



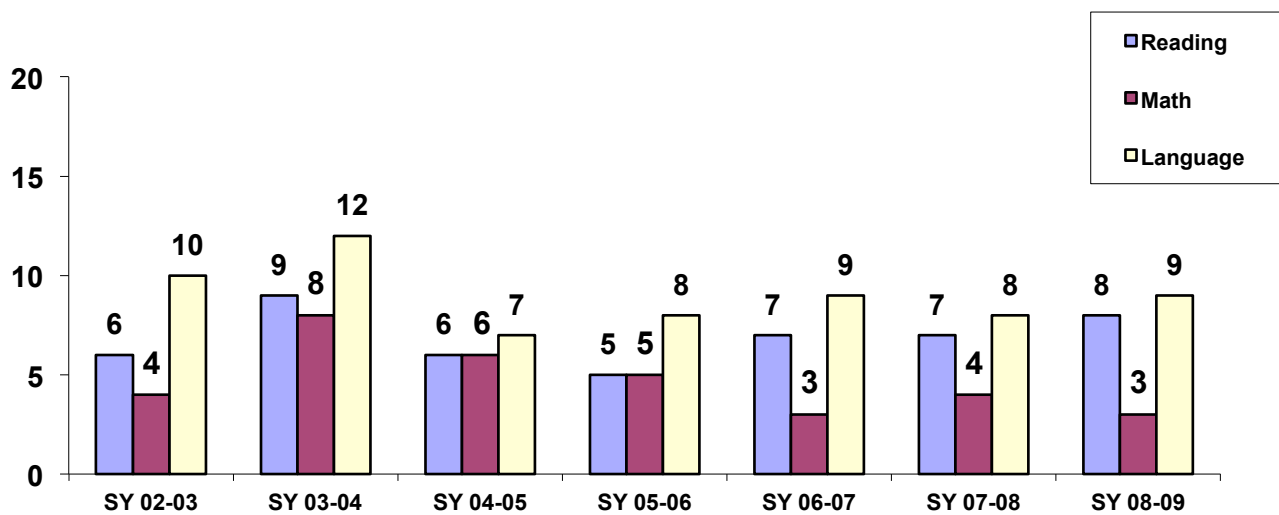
**Figure 50**  
**Percentage of Grade 1 Free/Reduced Program Students Performing at  
 SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09**



**Figure 51**  
**Percentage of Grade 3 Free/Reduced Program Students Performing at**  
**SAT9/10 Levels 3 & 4/Proficient & Advanced by Content:**  
**SY 02-03 to SY 08-09**

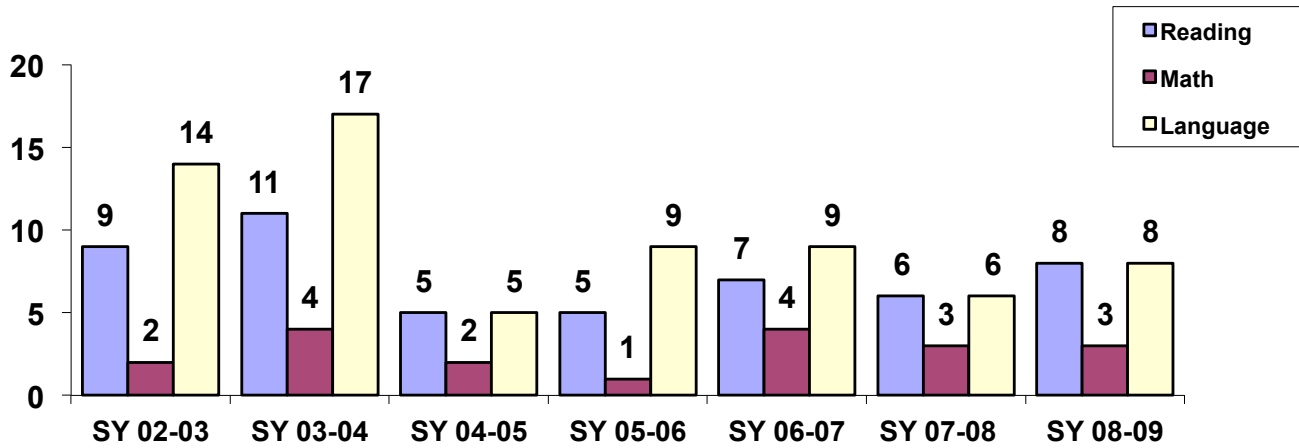


**Figure 52**  
**Percentage of Grade 5 Free/Reduced Program Students Performing at**  
**SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY**  
**08-09**

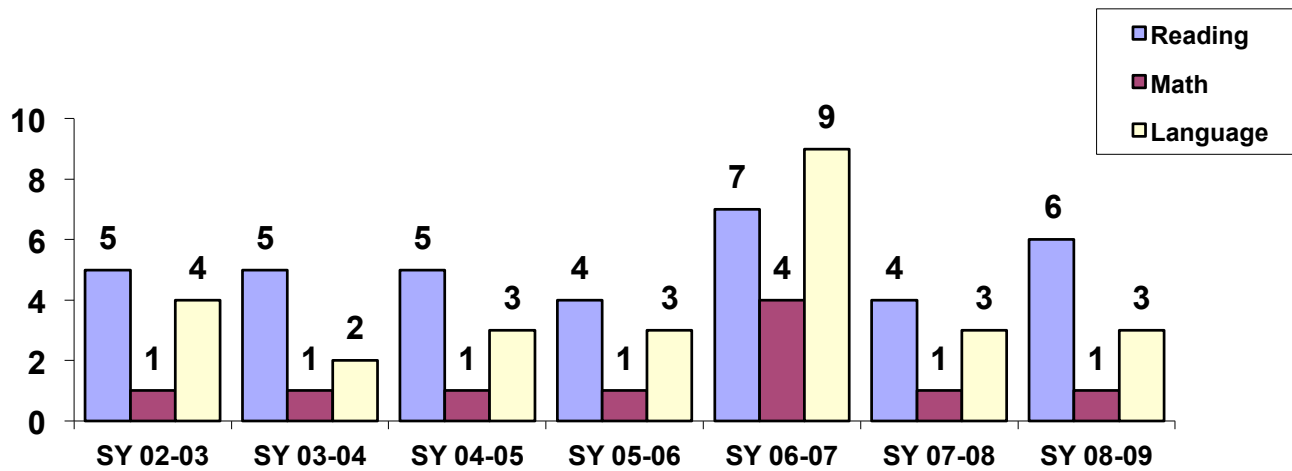




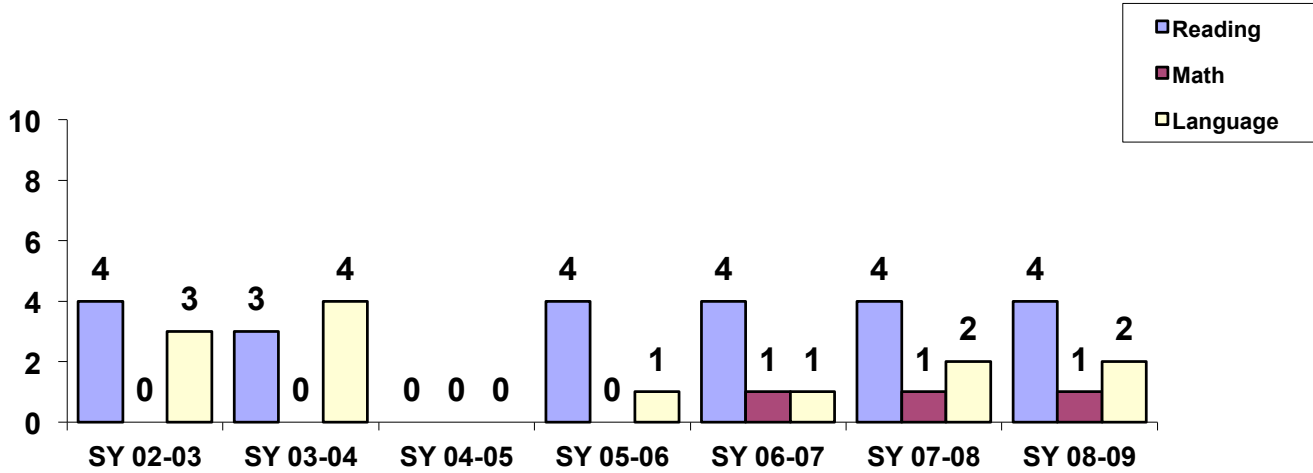
**Figure 53**  
**Percentage of Grade 7 Free/Reduced Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09**



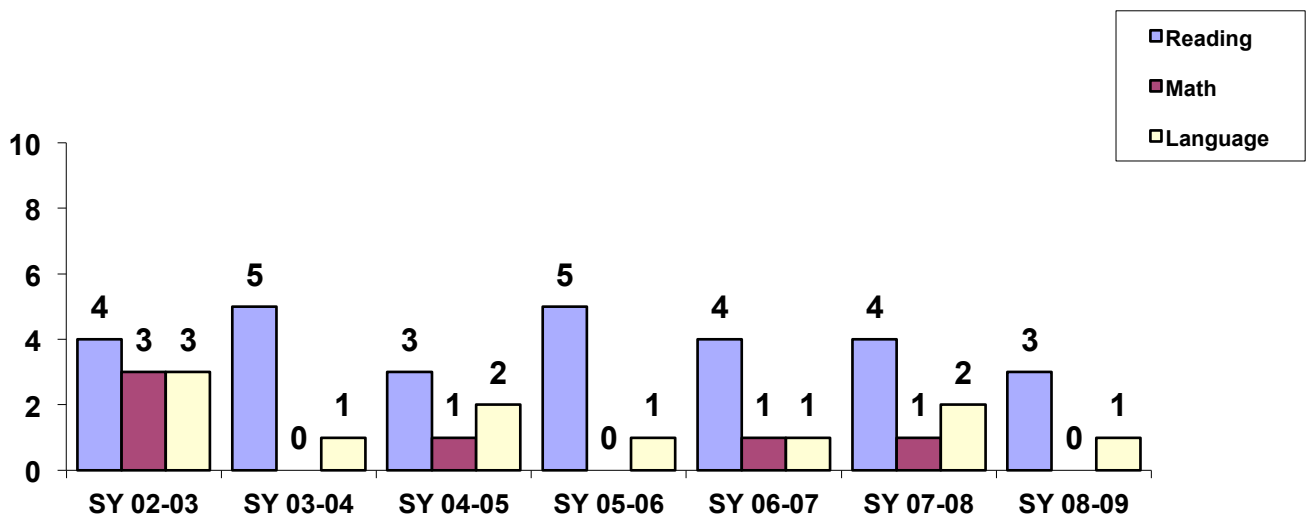
**Figure 54**  
**Percentage of Grade 9 Free/Reduced Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09**



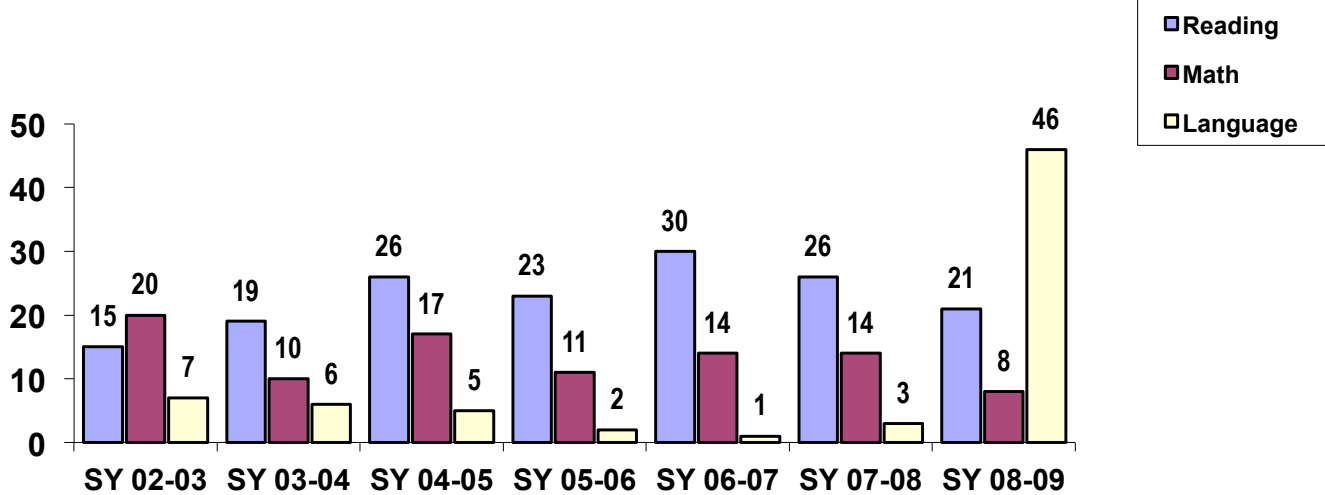
**Figure 55**  
**Percentage of Grade 10 Free/Reduced Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09**



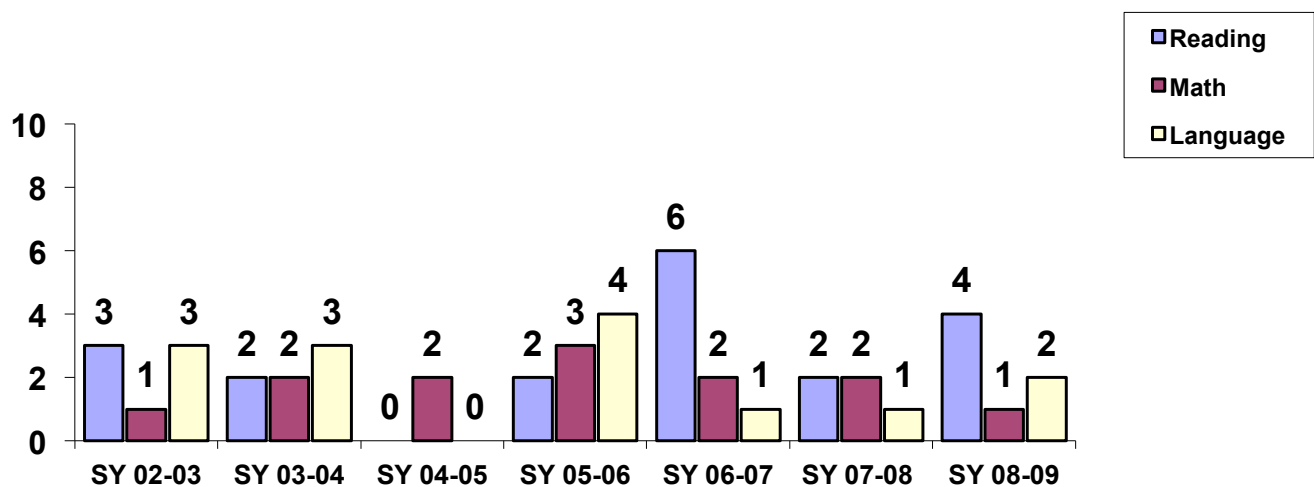
**Figure 56**  
**Percentage of Grade 11 Free/Reduced Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09**



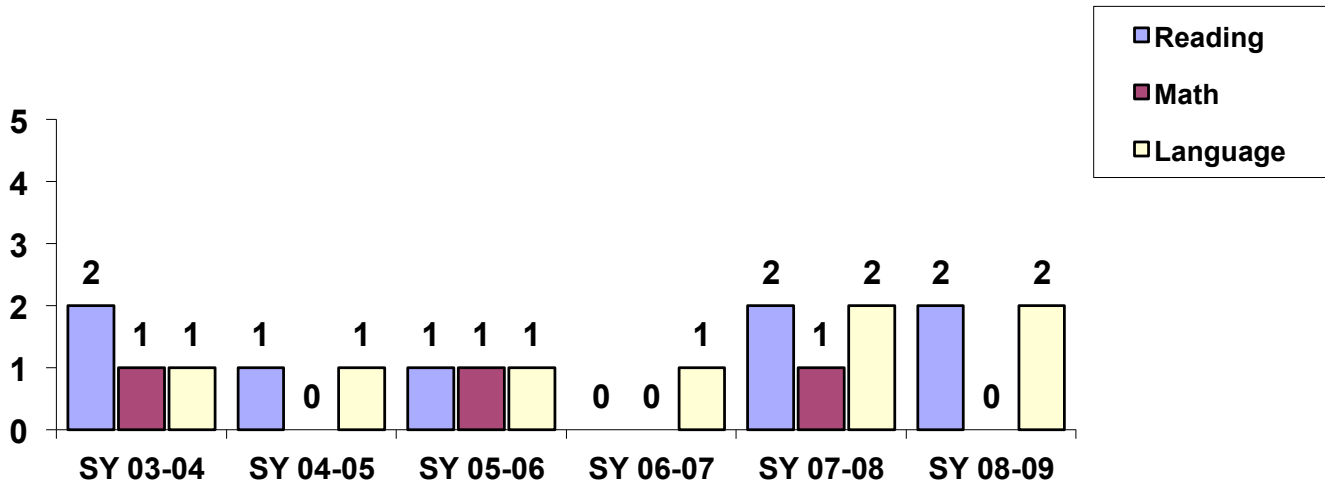
**Figure 57**  
**Percentage of Grade 1 Special Education Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 02-03 to SY 08-09**



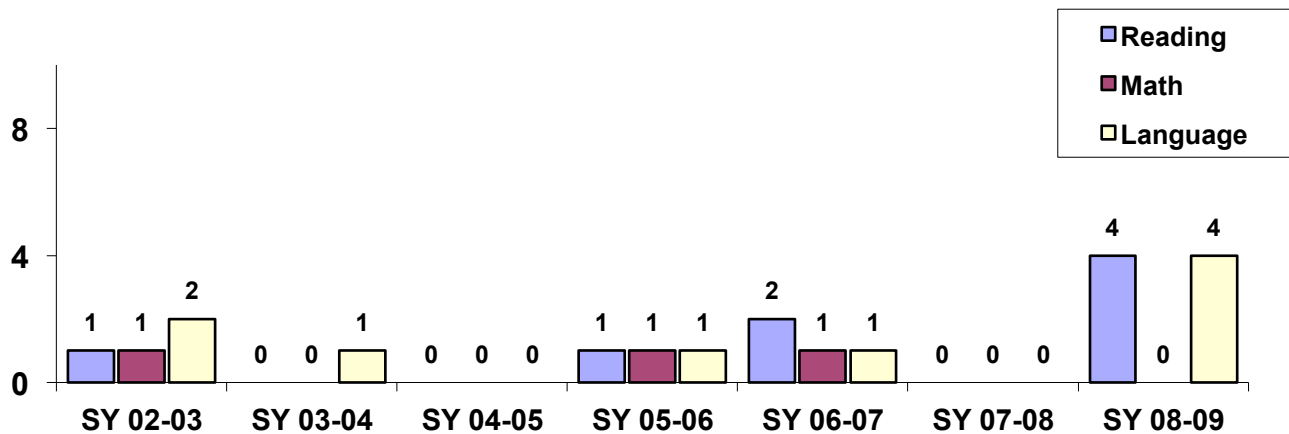
**Figure 58**  
**Percentage of Grade 3 Special Education Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by**  
**Content: SY 02-03 to SY 08-09**



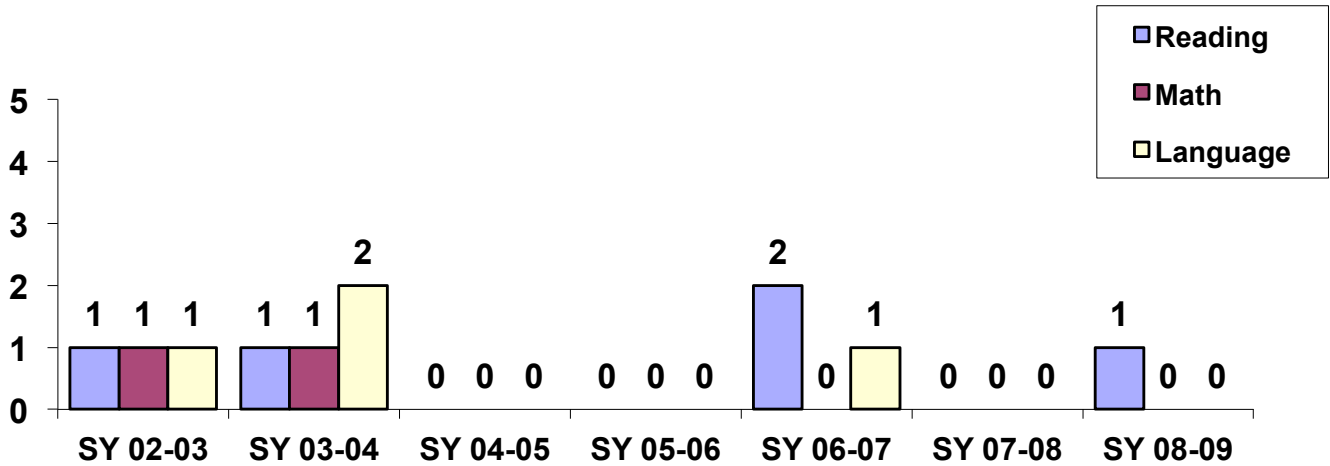
**Figure 59**  
**Percentage of Grade 5 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09**



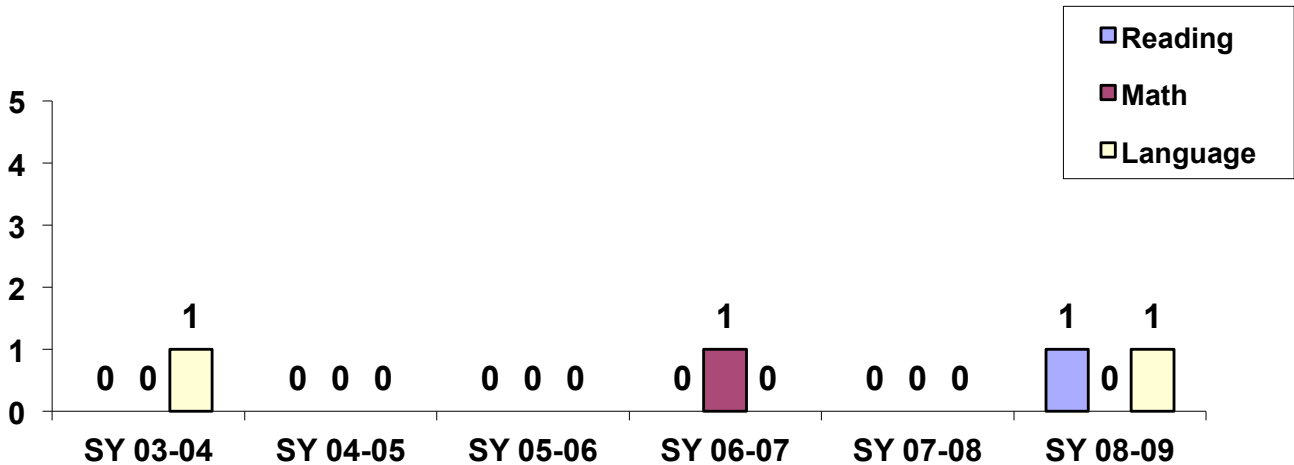
**Figure 60**  
**Percentage of Grade 7 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09**



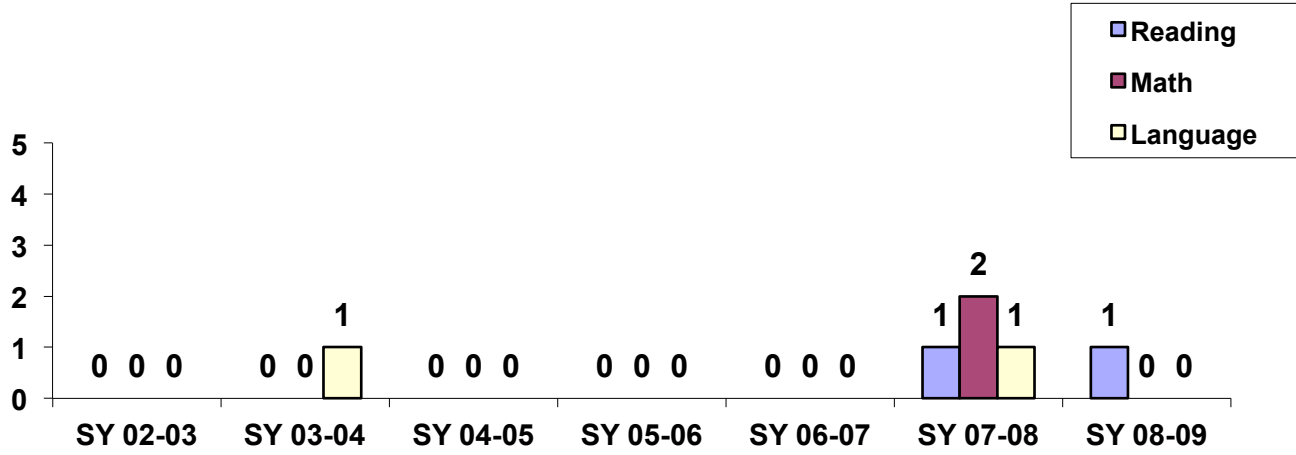
**Figure 61**  
**Percentage of Grade 9 Special Education Program Students Performing**  
**at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to**  
**SY 08-09**



**Figure 62**  
**Percentage of Grade 10 Special Education Program Students**  
**Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content:**  
**SY 02-03 to SY 08-09**



**Figure 63**  
**Percentage of Grade 11 Special Education Program Students Performing at**  
**SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY**  
**08-09**



| <b>Table 43</b><br><b>Comparative Proportions of Free/Reduced Lunch Students &amp; General Education Students at Performance Levels 3 &amp; 4/Proficient &amp; Advanced: Reading by Grade Levels</b> |                 |                 |                 |                 |                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Grade 1</b>                                                                                                                                                                                       | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                    | 73              | 63              | 59              | 62              | 63              |
| Free/Reduced                                                                                                                                                                                         | 53              | 51              | 52              | 52              | 48              |
| <b>Difference (Gap)</b>                                                                                                                                                                              | <b>-20</b>      | <b>-12</b>      | <b>-7</b>       | <b>-10</b>      | <b>-15</b>      |
| <b>Grade 3</b>                                                                                                                                                                                       | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                    | 29              | 23              | 21              | 16              | 26              |
| Free/Reduced                                                                                                                                                                                         | 12              | 14              | 14              | 14              | 11              |
| <b>Difference (Gap)</b>                                                                                                                                                                              | <b>-17</b>      | <b>-9</b>       | <b>-7</b>       | <b>-2</b>       | <b>-15</b>      |
| <b>Grade 5</b>                                                                                                                                                                                       | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                    | 14              | 11              | 13              | 13              | 15              |
| Free/Reduced                                                                                                                                                                                         | 6               | 5               | 7               | 7               | 8               |
| <b>Difference (Gap)</b>                                                                                                                                                                              | <b>-8</b>       | <b>-6</b>       | <b>-6</b>       | <b>-6</b>       | <b>-7</b>       |
| <b>Grade 7</b>                                                                                                                                                                                       | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                    | 14              | 14              | 12              | 14              | 21              |
| Free/Reduced                                                                                                                                                                                         | 5               | 5               | 6               | 6               | 8               |
| <b>Difference (Gap)</b>                                                                                                                                                                              | <b>-9</b>       | <b>-9</b>       | <b>-6</b>       | <b>-8</b>       | <b>-13</b>      |
| <b>Grade 9</b>                                                                                                                                                                                       | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                    | 9               | 8               | 8               | 11              | 12              |
| Free/Reduced                                                                                                                                                                                         | 5               | 4               | 4               | 4               | 6               |
| <b>Difference (Gap)</b>                                                                                                                                                                              | <b>-4</b>       | <b>-4</b>       | <b>-4</b>       | <b>-7</b>       | <b>-6</b>       |
| <b>Grade 10</b>                                                                                                                                                                                      | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                    | 8               | 9               | 9               | 9               | 11              |
| Free/Reduced                                                                                                                                                                                         | 4               | 4               | 4               | 4               | 4               |
| <b>Difference (Gap)</b>                                                                                                                                                                              | <b>-4</b>       | <b>-5</b>       | <b>-5</b>       | <b>-5</b>       | <b>-7</b>       |
| <b>Grade 11</b>                                                                                                                                                                                      | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                    | 10              | 9               | 10              | 11              | 10              |
| Free/Reduced                                                                                                                                                                                         | 3               | 5               | 4               | 4               | 3               |
| <b>Difference (Gap)</b>                                                                                                                                                                              | <b>-7</b>       | <b>-4</b>       | <b>-6</b>       | <b>-7</b>       | <b>-7</b>       |
| <b>Level 3: represents solid academic performance, indicating students are prepared for the next grade</b><br><b>Level 4: signifies superior performance, beyond grade level mastery</b>             |                 |                 |                 |                 |                 |

**Table 43** depicts comparative proportions between students enrolled in the Free and Reduced (F/R) lunch program and General Education students at levels 3 & 4 in Reading from SY 04-05 to SY 08-09.

- Examination of Table 43 reveals that the largest gap (-20) between free and reduced lunch students and general education students was found in first grade for School Year 04-05.
- The narrowest gaps (-4) between students enrolled in F/R lunch program and General Education students at levels 3 and 4 in Reading for SY 04-05, 05-06, and 06-07.

| <b>Table 44</b><br><b>Comparative Proportions of Free/Reduced Lunch Students &amp; General Education Students at Performance Levels 3 &amp; 4/Proficient &amp; Advanced: Mathematics by Grade Levels</b> |                 |                 |                 |                 |                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Grade 1</b>                                                                                                                                                                                           | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                        | 30              | 34              | 29              | 26              | 33              |
| Free/Reduced                                                                                                                                                                                             | 20              | 24              | 21              | 21              | 21              |
| <b>Difference (Gap)</b>                                                                                                                                                                                  | <b>-10</b>      | <b>-10</b>      | <b>-8</b>       | <b>-5</b>       | <b>-12</b>      |
| <b>Grade 3</b>                                                                                                                                                                                           | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                        | 15              | 16              | 12              | 7               | 19              |
| Free/Reduced                                                                                                                                                                                             | 7               | 8               | 7               | 7               | 6               |
| <b>Difference (Gap)</b>                                                                                                                                                                                  | <b>-8</b>       | <b>-8</b>       | <b>-5</b>       | <b>0</b>        | <b>-13</b>      |
| <b>Grade 5</b>                                                                                                                                                                                           | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                        | 11              | 9               | 7               | 9               | 9               |
| Free/Reduced                                                                                                                                                                                             | 6               | 5               | 4               | 4               | 3               |
| <b>Difference (Gap)</b>                                                                                                                                                                                  | <b>-6</b>       | <b>-4</b>       | <b>-3</b>       | <b>-5</b>       | <b>-6</b>       |
| <b>Grade 7</b>                                                                                                                                                                                           | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                        | 5               | 6               | 6               | 8               | 6               |
| Free/Reduced                                                                                                                                                                                             | 2               | 1               | 3               | 3               | 3               |
| <b>Difference (Gap)</b>                                                                                                                                                                                  | <b>-3</b>       | <b>-5</b>       | <b>-3</b>       | <b>-5</b>       | <b>-3</b>       |
| <b>Grade 9</b>                                                                                                                                                                                           | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                        | 1               | 2               | 2               | 2               | 3               |
| Free/Reduced                                                                                                                                                                                             | 1               | 1               | 1               | 1               | 1               |
| <b>Difference (Gap)</b>                                                                                                                                                                                  | <b>0</b>        | <b>-1</b>       | <b>-1</b>       | <b>-1</b>       | <b>-2</b>       |
| <b>Grade 10</b>                                                                                                                                                                                          | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                        | 1               | 1               | 2               | 1               | 2               |
| Free/Reduced                                                                                                                                                                                             | 0               | 0               | 1               | 1               | 1               |
| <b>Difference (Gap)</b>                                                                                                                                                                                  | <b>-1</b>       | <b>-1</b>       | <b>-1</b>       | <b>0</b>        | <b>-1</b>       |
| <b>Grade 11</b>                                                                                                                                                                                          | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                        | 2               | 0               | 1               | 1               | 1               |
| Free/Reduced                                                                                                                                                                                             | 1               | 0               | 1               | 1               | 0               |
| <b>Difference (Gap)</b>                                                                                                                                                                                  | <b>-1</b>       | <b>0</b>        | <b>0</b>        | <b>0</b>        | <b>-1</b>       |
| <b>Level 3: represents solid academic performance, indicating students are prepared for the next grade</b><br><b>Level 4: signifies superior performance, beyond grade level mastery</b>                 |                 |                 |                 |                 |                 |

- **Table 44** depicts comparative proportions between students enrolled in the Free and Reduced lunch program and General Education students at levels 3 & 4 in Mathematics from SY 04-05 to SY 08-09.
- Examination of Table 44 reveals that the largest gap (-13) between free and reduced lunch students and general education students were found in third grade for School Year 08-09.



- Analysis of the five school years by grade indicates that the narrowest gaps are found among eleventh graders.

**Table 45** depicts comparative proportions between Free and Reduced students and General Education students at levels 3 and 4 in reading from SY 04-05 to SY 08-09.

| <b>Table 45</b><br><b>Comparative Proportions of Free/Reduced Lunch Students &amp; General Education Students at Performance Levels 3 &amp; 4/Proficient &amp; Advanced: Language by Grade Levels</b> |                 |                 |                 |                 |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Grade 1</b>                                                                                                                                                                                        | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                     | 10              | 10              | 10              | 8               | 13              |
| Free/Reduced                                                                                                                                                                                          | 5               | 6               | 5               | 5               | 6               |
| <b>Difference (Gap)</b>                                                                                                                                                                               | <b>-5</b>       | <b>-4</b>       | <b>-5</b>       | <b>-3</b>       | <b>-7</b>       |
| <b>Grade 3</b>                                                                                                                                                                                        | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                     | 12              | 13              | 16              | 10              | 16              |
| Free/Reduced                                                                                                                                                                                          | 7               | 7               | 9               | 9               | 8               |
| <b>Difference (Gap)</b>                                                                                                                                                                               | <b>-5</b>       | <b>-6</b>       | <b>-7</b>       | <b>-1</b>       | <b>-8</b>       |
| <b>Grade 5</b>                                                                                                                                                                                        | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                     | 11              | 14              | 14              | 15              | 22              |
| Free/Reduced                                                                                                                                                                                          | 7               | 8               | 8               | 8               | 9               |
| <b>Difference (Gap)</b>                                                                                                                                                                               | <b>-4</b>       | <b>-6</b>       | <b>-6</b>       | <b>-7</b>       | <b>-13</b>      |
| <b>Grade 7</b>                                                                                                                                                                                        | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                     | 15              | 16              | 14              | 13              | 19              |
| Free/Reduced                                                                                                                                                                                          | 5               | 9               | 6               | 6               | 8               |
| <b>Difference (Gap)</b>                                                                                                                                                                               | <b>-10</b>      | <b>-7</b>       | <b>-8</b>       | <b>-7</b>       | <b>-11</b>      |
| <b>Grade 9</b>                                                                                                                                                                                        | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                     | 6               | 5               | 5               | 6               | 6               |
| Free/Reduced                                                                                                                                                                                          | 3               | 3               | 3               | 3               | 3               |
| <b>Difference (Gap)</b>                                                                                                                                                                               | <b>-3</b>       | <b>-2</b>       | <b>-2</b>       | <b>-3</b>       | <b>-3</b>       |
| <b>Grade 10</b>                                                                                                                                                                                       | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                     | 3               | 3               | 4               | 3               | 6               |
| Free/Reduced                                                                                                                                                                                          | 2               | 1               | 2               | 2               | 2               |
| <b>Difference (Gap)</b>                                                                                                                                                                               | <b>-1</b>       | <b>-2</b>       | <b>-2</b>       | <b>-1</b>       | <b>-4</b>       |
| <b>Grade 11</b>                                                                                                                                                                                       | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                     | 4               | 3               | 4               | 5               | 5               |
| Free/Reduced                                                                                                                                                                                          | 2               | 1               | 2               | 2               | 1               |
| <b>Difference (Gap)</b>                                                                                                                                                                               | <b>-2</b>       | <b>-2</b>       | <b>-2</b>       | <b>-3</b>       | <b>-4</b>       |
| <b>Level 3: represents solid academic performance, indicating students are prepared for the next grade</b><br><b>Level 4: signifies superior performance, beyond grade level mastery</b>              |                 |                 |                 |                 |                 |

- Examination of **Table 45** reveals that the largest gap (-13) between Free and Reduced students and general education students was found in fifth graders for SY 08-09.
- Analysis of the five school year span by grade indicates that the narrowest gaps are found among tenth graders.

**Table 46** depicts comparative proportions between ESL and General Education students at levels 3 & 4 in Reading from SY 04-05 to SY 08-09.

| <b>Table 46</b><br><b>Comparative Proportions of ESL &amp; General Education Students at</b><br><b>Performance Levels 3 &amp; 4/Proficient &amp; Advanced: Reading by Grade Levels</b>   |            |            |           |            |           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|-----------|------------|-----------|
| Grade 1                                                                                                                                                                                  | SY 04-05   | SY 05-06   | SY 06-07  | SY 07-08   | SY 08-09  |
| General Education                                                                                                                                                                        | 73         | 63         | 59        | 62         | 56        |
| ESL                                                                                                                                                                                      | 53         | 49         | 50        | 50         | 48        |
| <b>Difference (Gap)</b>                                                                                                                                                                  | <b>-20</b> | <b>-14</b> | <b>-9</b> | <b>-12</b> | <b>-8</b> |
| Grade 3                                                                                                                                                                                  | SY 04-05   | SY 05-06   | SY 06-07  | SY 07-08   | SY 08-09  |
| General Education                                                                                                                                                                        | 29         | 23         | 21        | 16         | 18        |
| ESL                                                                                                                                                                                      | 11         | 11         | 12        | 14         | 11        |
| <b>Difference (Gap)</b>                                                                                                                                                                  | <b>-18</b> | <b>-12</b> | <b>-9</b> | <b>-2</b>  | <b>-7</b> |
| Grade 5                                                                                                                                                                                  | SY 04-05   | SY 05-06   | SY 06-07  | SY 07-08   | SY 08-09  |
| General Education                                                                                                                                                                        | 14         | 11         | 13        | 13         | 11        |
| ESL                                                                                                                                                                                      | 4          | 5          | 9         | 8          | 8         |
| <b>Difference (Gap)</b>                                                                                                                                                                  | <b>-10</b> | <b>-6</b>  | <b>-4</b> | <b>-5</b>  | <b>-3</b> |
| Grade 7                                                                                                                                                                                  | SY 04-05   | SY 05-06   | SY 06-07  | SY 07-08   | SY 08-09  |
| General Education                                                                                                                                                                        | 14         | 14         | 12        | 14         | 15        |
| ESL                                                                                                                                                                                      | 2          | 4          | 7         | 9          | 10        |
| <b>Difference (Gap)</b>                                                                                                                                                                  | <b>-12</b> | <b>-10</b> | <b>-5</b> | <b>-5</b>  | <b>-5</b> |
| Grade 9                                                                                                                                                                                  | SY 04-05   | SY 05-06   | SY 06-07  | SY 07-08   | SY 08-09  |
| General Education                                                                                                                                                                        | 9          | 8          | 8         | 11         | 11        |
| ESL                                                                                                                                                                                      | 1          | 2          | 1         | 6          | 6         |
| <b>Difference (Gap)</b>                                                                                                                                                                  | <b>-4</b>  | <b>-6</b>  | <b>-7</b> | <b>-5</b>  | <b>-5</b> |
| Grade 10                                                                                                                                                                                 | SY 04-05   | SY 05-06   | SY 06-07  | SY 07-08   | SY 08-09  |
| General Education                                                                                                                                                                        | 8          | 9          | 9         | 9          | 10        |
| ESL                                                                                                                                                                                      | 6          | 1          | 3         | 6          | 7         |
| <b>Difference (Gap)</b>                                                                                                                                                                  | <b>-2</b>  | <b>-8</b>  | <b>-6</b> | <b>-3</b>  | <b>-3</b> |
| Grade 11                                                                                                                                                                                 | SY 04-05   | SY 05-06   | SY 06-07  | SY 07-08   | SY 08-09  |
| General Education                                                                                                                                                                        | 10         | 9          | 10        | 11         | 8         |
| ESL                                                                                                                                                                                      | 3          | 3          | 1         | 10         | 5         |
| <b>Difference (Gap)</b>                                                                                                                                                                  | <b>-7</b>  | <b>-6</b>  | <b>-9</b> | <b>-1</b>  | <b>-3</b> |
| <b>Level 3: represents solid academic performance, indicating students are prepared for the next grade</b><br><b>Level 4: signifies superior performance, beyond grade level mastery</b> |            |            |           |            |           |

- Examination of Table 46 reveals that the largest gap (-20) between ESL and general education students was found in first grade for SY 04-05.
- Analysis of the five school years, by grade, indicates that the narrowest gap was found among eleventh graders in SY 07-08.

**Table 47** depicts comparative proportions between ESL students and General Education students at levels 3 & 4 in Mathematics from SY 04-05 to SY 08-09.

| <b>Table 47</b><br><b>Comparative Proportions of ESL Students &amp; General Education Students at Performance Levels 3 &amp; 4/Proficient &amp; Advanced: Mathematics by Grade Levels</b> |           |            |           |           |           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|-----------|-----------|-----------|
| Grade 1                                                                                                                                                                                   | SY 04-05  | SY 05-06   | SY 06-07  | SY 07-08  | SY 08-09  |
| General Education                                                                                                                                                                         | 30        | 34         | 29        | 26        | 28        |
| ESL                                                                                                                                                                                       | 22        | 24         | 21        | 20        | 20        |
| <b>Difference (Gap)</b>                                                                                                                                                                   | <b>-8</b> | <b>-10</b> | <b>-8</b> | <b>-6</b> | <b>-8</b> |
| Grade 3                                                                                                                                                                                   | SY 04-05  | SY 05-06   | SY 06-07  | SY 07-08  | SY 08-09  |
| General Education                                                                                                                                                                         | 15        | 16         | 12        | 7         | 11        |
| ESL                                                                                                                                                                                       | 8         | 5          | 7         | 8         | 7         |
| <b>Difference (Gap)</b>                                                                                                                                                                   | <b>-7</b> | <b>-11</b> | <b>-5</b> | <b>1</b>  | <b>-4</b> |
| Grade 5                                                                                                                                                                                   | SY 04-05  | SY 05-06   | SY 06-07  | SY 07-08  | SY 08-09  |
| General Education                                                                                                                                                                         | 11        | 9          | 7         | 9         | 5         |
| ESL                                                                                                                                                                                       | 5         | 5          | 5         | 5         | 5         |
| <b>Difference (Gap)</b>                                                                                                                                                                   | <b>-6</b> | <b>-4</b>  | <b>-2</b> | <b>-4</b> | <b>0</b>  |
| Grade 7                                                                                                                                                                                   | SY 04-05  | SY 05-06   | SY 06-07  | SY 07-08  | SY 08-09  |
| General Education                                                                                                                                                                         | 5         | 6          | 6         | 8         | 5         |
| ESL                                                                                                                                                                                       | 1         | 3          | 5         | 6         | 3         |
| <b>Difference (Gap)</b>                                                                                                                                                                   | <b>-4</b> | <b>-3</b>  | <b>-1</b> | <b>-2</b> | <b>-2</b> |
| Grade 9                                                                                                                                                                                   | SY 04-05  | SY 05-06   | SY 06-07  | SY 07-08  | SY 08-09  |
| General Education                                                                                                                                                                         | 1         | 2          | 2         | 2         | 3         |
| ESL                                                                                                                                                                                       | 1         | 2          | 1         | 2         | 2         |
| <b>Difference (Gap)</b>                                                                                                                                                                   | <b>0</b>  | <b>0</b>   | <b>-1</b> | <b>0</b>  | <b>-1</b> |
| Grade 10                                                                                                                                                                                  | SY 04-05  | SY 05-06   | SY 06-07  | SY 07-08  | SY 08-09  |
| General Education                                                                                                                                                                         | 1         | 1          | 2         | 1         | 1         |
| ESL                                                                                                                                                                                       | 1         | 2          | 1         | 1         | 1         |
| <b>Difference (Gap)</b>                                                                                                                                                                   | <b>0</b>  | <b>+1</b>  | <b>-1</b> | <b>0</b>  | <b>0</b>  |
| Grade 11                                                                                                                                                                                  | SY 04-05  | SY 05-06   | SY 06-07  | SY 07-08  | SY 08-09  |
| General Education                                                                                                                                                                         | 2         | 0          | 1         | 1         | 0         |
| ESL                                                                                                                                                                                       | 0         | 1          | 2         | 3         | 0         |
| <b>Difference (Gap)</b>                                                                                                                                                                   | <b>-2</b> | <b>+1</b>  | <b>1</b>  | <b>2</b>  | <b>0</b>  |
| <b>Level 3: represents solid academic performance, indicates students are prepared for the next grade</b><br><b>Level 4: signifies superior performance, beyond grade level mastery</b>   |           |            |           |           |           |

- Examination of Table 47 reveals that the largest gap (-11) between ESL students and general education students was found in the third grade for SY 05-06.
- Conversely, there were more ESL students (+1) performing at levels 3 and 4 in the tenth grade (SY 05-06) and the eleventh grade (SY 05-06).
- Analysis of the five school years by grade indicates that the narrowest gaps are found among ninth and tenth graders. The number of ESL students in levels 3 and 4 in tenth grade were either equal to or greater than the number of general education students in levels 3 and 4 for four years, including SY 08-09.

**Table 48** depicts comparative proportions between ESL students and General Education students at levels 3 & 4 in Language from SY 04-05 to SY 08-09.

| <b>Table 48</b><br><b>Comparative Proportions of ESL Students &amp; General Education Students at</b><br><b>Performance Levels 3 &amp; 4/Proficient &amp; Advanced: Language by Grade Levels</b> |                 |                 |                 |                 |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>Grade 1</b>                                                                                                                                                                                   | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                | 10              | 10              | 10              | 8               | 10              |
| ESL                                                                                                                                                                                              | 7               | 6               | 5               | 6               | 6               |
| <b>Difference (Gap)</b>                                                                                                                                                                          | <b>-3</b>       | <b>-4</b>       | <b>-5</b>       | <b>-2</b>       | <b>-4</b>       |
| <b>Grade 3</b>                                                                                                                                                                                   | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                | 12              | 13              | 16              | 10              | 12              |
| ESL                                                                                                                                                                                              | 6               | 5               | 10              | 9               | 7               |
| <b>Difference (Gap)</b>                                                                                                                                                                          | <b>-5</b>       | <b>-8</b>       | <b>-6</b>       | <b>-1</b>       | <b>-5</b>       |
| <b>Grade 5</b>                                                                                                                                                                                   | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                | 11              | 14              | 14              | 15              | 15              |
| ESL                                                                                                                                                                                              | 6               | 7               | 14              | 10              | 9               |
| <b>Difference (Gap)</b>                                                                                                                                                                          | <b>-5</b>       | <b>-7</b>       | <b>0</b>        | <b>-5</b>       | <b>-6</b>       |
| <b>Grade 7</b>                                                                                                                                                                                   | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                | 15              | 16              | 14              | 13              | 12              |
| ESL                                                                                                                                                                                              | 4               | 6               | 8               | 10              | 11              |
| <b>Difference (Gap)</b>                                                                                                                                                                          | <b>-11</b>      | <b>-10</b>      | <b>-6</b>       | <b>-3</b>       | <b>-1</b>       |
| <b>Grade 9</b>                                                                                                                                                                                   | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                | 6               | 5               | 5               | 6               | 6               |
| ESL                                                                                                                                                                                              | 0               | 0               | 0               | 4               | 3               |
| <b>Difference (Gap)</b>                                                                                                                                                                          | <b>-6</b>       | <b>-5</b>       | <b>-5</b>       | <b>-2</b>       | <b>-3</b>       |
| <b>Grade 10</b>                                                                                                                                                                                  | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                | 3               | 3               | 4               | 3               | 6               |
| ESL                                                                                                                                                                                              | 0               | 1               | 2               | 3               | 4               |
| <b>Difference (Gap)</b>                                                                                                                                                                          | <b>-3</b>       | <b>-2</b>       | <b>-2</b>       | <b>0</b>        | <b>-2</b>       |
| <b>Grade 11</b>                                                                                                                                                                                  | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| General Education                                                                                                                                                                                | 4               | 3               | 4               | 5               |                 |
| ESL                                                                                                                                                                                              | 1               | 0               | 0               | 6               | 4               |
| <b>Difference (Gap)</b>                                                                                                                                                                          | <b>-3</b>       | <b>-3</b>       | <b>-4</b>       | <b>1</b>        | <b>4</b>        |
| <b>Level 3: represents solid academic performance, indicating students are prepared for the next0 grade</b><br><b>Level 4: signifies superior performance, beyond grade level mastery</b>        |                 |                 |                 |                 |                 |

- Examination of Table 48 reveals that the largest gap (-11) between ESL students and general education students was found in seventh grade for SY 04-05.
- Analysis of the five school years by grade indicates that the narrowest gaps are found among tenth graders during SY 05-06 to SY 08-09.

#### **D. 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. Guam Department of Education public school students are assessed using the SAT10; thus students with disabilities enrolled in the GDOE public schools whose IEP teams determine they should participate in the SAT10, with or without accommodations, are reported here. The following tables are a description of how GDOE's population of students with disabilities enrolled in the public schools for grades 1<sup>st</sup> through 12<sup>th</sup> grade participated in the SAT10 in the subject areas of Reading, Math, and Language for SY2008-2009.

| <b>Table 49</b><br><b>Participation results for Students with Disabilities in the SAT10</b><br><b>(With and Without Accommodations) in READING</b> |                                                                       |                                                                        |                                                                           |                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>Grade</b>                                                                                                                                       | <b># of Eligible Students whose IEPs state Participation in SAT10</b> | <b># Students with IEPs participating in SAT10 WITH accommodations</b> | <b># Students with IEPs participating in SAT10 WITHOUT accommodations</b> | <b>TOTAL # of Students with IEPs per Grade that Participated in the SAT10</b> |
| <b>1</b>                                                                                                                                           | <b>64</b>                                                             | <b>33</b>                                                              | <b>20</b>                                                                 | <b>53</b>                                                                     |
| <b>2</b>                                                                                                                                           | <b>81</b>                                                             | <b>62</b>                                                              | <b>26</b>                                                                 | <b>88</b>                                                                     |
| <b>3</b>                                                                                                                                           | <b>96</b>                                                             | <b>72</b>                                                              | <b>22</b>                                                                 | <b>94</b>                                                                     |
| <b>4</b>                                                                                                                                           | <b>127</b>                                                            | <b>82</b>                                                              | <b>18</b>                                                                 | <b>100</b>                                                                    |
| <b>5</b>                                                                                                                                           | <b>106</b>                                                            | <b>82</b>                                                              | <b>22</b>                                                                 | <b>104</b>                                                                    |
| <b>6</b>                                                                                                                                           | <b>125</b>                                                            | <b>106</b>                                                             | <b>13</b>                                                                 | <b>119</b>                                                                    |
| <b>7</b>                                                                                                                                           | <b>126</b>                                                            | <b>107</b>                                                             | <b>17</b>                                                                 | <b>124</b>                                                                    |
| <b>8</b>                                                                                                                                           | <b>132</b>                                                            | <b>99</b>                                                              | <b>28</b>                                                                 | <b>127</b>                                                                    |
| <b>9</b>                                                                                                                                           | <b>190</b>                                                            | <b>143</b>                                                             | <b>43</b>                                                                 | <b>186</b>                                                                    |
| <b>10</b>                                                                                                                                          | <b>210</b>                                                            | <b>107</b>                                                             | <b>47</b>                                                                 | <b>154</b>                                                                    |
| <b>11</b>                                                                                                                                          | <b>197</b>                                                            | <b>115</b>                                                             | <b>41</b>                                                                 | <b>156</b>                                                                    |
| <b>12</b>                                                                                                                                          | <b>178</b>                                                            | <b>77</b>                                                              | <b>84</b>                                                                 | <b>161</b>                                                                    |
| <b>TOTAL</b>                                                                                                                                       | <b>1632</b>                                                           | <b>1085</b>                                                            | <b>382</b>                                                                | <b>1466</b>                                                                   |

**Table 50**  
**Participation results for Students with Disabilities in the SAT10**  
**(with and without accommodations) in MATH**

| <b>Grade</b> | <b># of Eligible Students whose IEPs state Participation in SAT10</b> | <b># Students with IEPs participating in SAT10 WITH accommodations</b> | <b># Students with IEPs participating in SAT10 WITHOUT accommodations</b> | <b>TOTAL # of Students with IEPs per Grade that Participated in the SAT10</b> |
|--------------|-----------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>1</b>     | <b>64</b>                                                             | <b>41</b>                                                              | <b>21</b>                                                                 | <b>62</b>                                                                     |
| <b>2</b>     | <b>81</b>                                                             | <b>66</b>                                                              | <b>27</b>                                                                 | <b>93</b>                                                                     |
| <b>3</b>     | <b>96</b>                                                             | <b>66</b>                                                              | <b>22</b>                                                                 | <b>88</b>                                                                     |
| <b>4</b>     | <b>127</b>                                                            | <b>83</b>                                                              | <b>18</b>                                                                 | <b>101</b>                                                                    |
| <b>5</b>     | <b>106</b>                                                            | <b>78</b>                                                              | <b>21</b>                                                                 | <b>99</b>                                                                     |
| <b>6</b>     | <b>125</b>                                                            | <b>110</b>                                                             | <b>13</b>                                                                 | <b>123</b>                                                                    |
| <b>7</b>     | <b>126</b>                                                            | <b>107</b>                                                             | <b>17</b>                                                                 | <b>124</b>                                                                    |
| <b>8</b>     | <b>132</b>                                                            | <b>99</b>                                                              | <b>28</b>                                                                 | <b>127</b>                                                                    |
| <b>9</b>     | <b>190</b>                                                            | <b>143</b>                                                             | <b>43</b>                                                                 | <b>186</b>                                                                    |
| <b>10</b>    | <b>210</b>                                                            | <b>107</b>                                                             | <b>47</b>                                                                 | <b>154</b>                                                                    |
| <b>11</b>    | <b>197</b>                                                            | <b>115</b>                                                             | <b>40</b>                                                                 | <b>155</b>                                                                    |
| <b>12</b>    | <b>178</b>                                                            | <b>77</b>                                                              | <b>84</b>                                                                 | <b>161</b>                                                                    |
| <b>TOTAL</b> | <b>1632</b>                                                           | <b>1092</b>                                                            | <b>381</b>                                                                | <b>1473</b>                                                                   |

**Table 51**  
**Participation results for Students with Disabilities in the SAT10**  
**(with and without accommodations) in LANGUAGE**

| <b>Grade</b> | <b># of Eligible Students whose IEPs state Participation in SAT10</b> | <b># Students with IEPs participating in SAT10 WITH accommodations</b> | <b># Students with IEPs participating in SAT10 WITHOUT accommodations</b> | <b>TOTAL # of Students with IEPs per Grade that Participated in the SAT10</b> |
|--------------|-----------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>1</b>     | <b>64</b>                                                             | <b>35</b>                                                              | <b>20</b>                                                                 | <b>55</b>                                                                     |
| <b>2</b>     | <b>81</b>                                                             | <b>62</b>                                                              | <b>26</b>                                                                 | <b>88</b>                                                                     |
| <b>3</b>     | <b>96</b>                                                             | <b>69</b>                                                              | <b>22</b>                                                                 | <b>91</b>                                                                     |
| <b>4</b>     | <b>127</b>                                                            | <b>82</b>                                                              | <b>17</b>                                                                 | <b>99</b>                                                                     |
| <b>5</b>     | <b>106</b>                                                            | <b>78</b>                                                              | <b>22</b>                                                                 | <b>100</b>                                                                    |
| <b>6</b>     | <b>125</b>                                                            | <b>105</b>                                                             | <b>13</b>                                                                 | <b>118</b>                                                                    |
| <b>7</b>     | <b>126</b>                                                            | <b>106</b>                                                             | <b>17</b>                                                                 | <b>123</b>                                                                    |
| <b>8</b>     | <b>132</b>                                                            | <b>98</b>                                                              | <b>28</b>                                                                 | <b>126</b>                                                                    |
| <b>9</b>     | <b>190</b>                                                            | <b>141</b>                                                             | <b>43</b>                                                                 | <b>184</b>                                                                    |
| <b>10</b>    | <b>210</b>                                                            | <b>107</b>                                                             | <b>46</b>                                                                 | <b>153</b>                                                                    |
| <b>11</b>    | <b>197</b>                                                            | <b>115</b>                                                             | <b>40</b>                                                                 | <b>155</b>                                                                    |
| <b>12</b>    | <b>178</b>                                                            | <b>77</b>                                                              | <b>85</b>                                                                 | <b>162</b>                                                                    |
| <b>TOTAL</b> | <b>1632</b>                                                           | <b>1075</b>                                                            | <b>379</b>                                                                | <b>1454</b>                                                                   |

The following tables describe the performance levels of students with disabilities as they participated in the SAT10, with or without accommodations, as determined in their IEPs in the subject areas of Reading, Math, and Language Arts. The data displayed is for eligible students with disabilities in grades 1<sup>st</sup> through 12<sup>th</sup> grade. The table also describes the number of eligible students with IEPs who performed at the <Basic, Basic, Proficient, and Advance Levels of the SAT10.

**Table 52**  
**Performance of Students with Disabilities In Reading**  
**SAT10 WITH ACCOMMODATIONS**

| Grade | #Eligible Students with IEPs | # of Students with IEPs tested with Measurable Results | # of Students with IEPs who Performed in Each Respective Level |                                |                                                |                                              |
|-------|------------------------------|--------------------------------------------------------|----------------------------------------------------------------|--------------------------------|------------------------------------------------|----------------------------------------------|
|       |                              |                                                        | 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     | 64                           | 32                                                     | 14                                                             | 16                             | 1                                              | 1                                            |
| 2     | 81                           | 63                                                     | 54                                                             | 8                              | 1                                              | 0                                            |
| 3     | 96                           | 72                                                     | 63                                                             | 7                              | 2                                              | 0                                            |
| 4     | 127                          | 82                                                     | 72                                                             | 10                             | 0                                              | 0                                            |
| 5     | 106                          | 82                                                     | 78                                                             | 4                              | 0                                              | 0                                            |
| 6     | 125                          | 103                                                    | 94                                                             | 9                              | 0                                              | 0                                            |
| 7     | 126                          | 101                                                    | 99                                                             | 2                              | 0                                              | 0                                            |
| 8     | 132                          | 93                                                     | 83                                                             | 9                              | 1                                              | 0                                            |
| 9     | 190                          | 143                                                    | 137                                                            | 6                              | 0                                              | 0                                            |
| 10    | 210                          | 97                                                     | 96                                                             | 1                              | 0                                              | 0                                            |
| 11    | 197                          | 113                                                    | 111                                                            | 2                              | 0                                              | 0                                            |
| 12    | 178                          | 71                                                     | 71                                                             | 0                              | 0                                              | 0                                            |



**Table 53**  
**Performance of Students with Disabilities In MATH**  
**SAT10 WITH ACCOMMODATIONS**

| Grade | #Eligible Students with IEPs | # of Students with IEPs tested with Measurable Results | # of Students with IEPs who Performed in Each Respective Level |                                |                                                |                                              |
|-------|------------------------------|--------------------------------------------------------|----------------------------------------------------------------|--------------------------------|------------------------------------------------|----------------------------------------------|
|       |                              |                                                        | 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     | 64                           | 40                                                     | 21                                                             | 19                             | 0                                              | 0                                            |
| 2     | 81                           | 61                                                     | 52                                                             | 8                              | 1                                              | 0                                            |
| 3     | 96                           | 66                                                     | 57                                                             | 9                              | 0                                              | 0                                            |
| 4     | 127                          | 83                                                     | 78                                                             | 5                              | 0                                              | 0                                            |
| 5     | 106                          | 78                                                     | 77                                                             | 1                              | 0                                              | 0                                            |
| 6     | 125                          | 108                                                    | 104                                                            | 4                              | 0                                              | 0                                            |
| 7     | 126                          | 107                                                    | 107                                                            | 0                              | 0                                              | 0                                            |
| 8     | 132                          | 97                                                     | 97                                                             | 0                              | 0                                              | 0                                            |
| 9     | 190                          | 143                                                    | 143                                                            | 0                              | 0                                              | 0                                            |
| 10    | 210                          | 104                                                    | 104                                                            | 0                              | 0                                              | 0                                            |
| 11    | 197                          | 115                                                    | 114                                                            | 1                              | 0                                              | 0                                            |
| 12    | 178                          | 72                                                     | 72                                                             | 0                              | 0                                              | 0                                            |

**Table 54**  
**Performance of Students with Disabilities In LANGUAGE**  
**SAT10 WITH ACCOMMODATIONS**

| Grade | #Eligible Students with IEPs | # of Students with IEPs tested with Measurable Results | # of Students with IEPs who Performed in Each Respective Level |                                |                                                |                                              |
|-------|------------------------------|--------------------------------------------------------|----------------------------------------------------------------|--------------------------------|------------------------------------------------|----------------------------------------------|
|       |                              |                                                        | 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     | 64                           | 34                                                     | 20                                                             | 15                             | 0                                              | 0                                            |
| 2     | 81                           | 62                                                     | 52                                                             | 10                             | 0                                              | 0                                            |
| 3     | 96                           | 69                                                     | 61                                                             | 8                              | 0                                              | 0                                            |
| 4     | 127                          | 82                                                     | 77                                                             | 5                              | 0                                              | 0                                            |
| 5     | 106                          | 78                                                     | 73                                                             | 5                              | 0                                              | 0                                            |
| 6     | 125                          | 100                                                    | 96                                                             | 4                              | 0                                              | 0                                            |
| 7     | 126                          | 102                                                    | 100                                                            | 2                              | 0                                              | 0                                            |
| 8     | 132                          | 96                                                     | 94                                                             | 2                              | 0                                              | 0                                            |
| 9     | 190                          | 141                                                    | 136                                                            | 4                              | 0                                              | 0                                            |
| 10    | 210                          | 96                                                     | 94                                                             | 2                              | 0                                              | 0                                            |
| 11    | 197                          | 109                                                    | 108                                                            | 1                              | 0                                              | 0                                            |
| 12    | 178                          | 69                                                     | 69                                                             | 0                              | 0                                              | 0                                            |

**Table 55**  
**Performance of Students with Disabilities in READING**  
**SAT10 WITHOUT ACCOMMODATIONS**

| Grade | #Eligible Students with IEPs | # of Students with IEPs tested with Measurable Results | # of Students with IEPs who Performed in Each Respective Level |                                |                                                |                                              |
|-------|------------------------------|--------------------------------------------------------|----------------------------------------------------------------|--------------------------------|------------------------------------------------|----------------------------------------------|
|       |                              |                                                        | 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     | 64                           | 20                                                     | 7                                                              | 6                              | 6                                              | 1                                            |
| 2     | 81                           | 26                                                     | 12                                                             | 10                             | 3                                              | 1                                            |
| 3     | 96                           | 22                                                     | 18                                                             | 3                              | 1                                              | 0                                            |
| 4     | 127                          | 18                                                     | 11                                                             | 5                              | 2                                              | 0                                            |
| 5     | 106                          | 22                                                     | 17                                                             | 5                              | 0                                              | 0                                            |
| 6     | 125                          | 13                                                     | 8                                                              | 4                              | 1                                              | 0                                            |
| 7     | 126                          | 17                                                     | 9                                                              | 8                              | 0                                              | 0                                            |
| 8     | 132                          | 27                                                     | 17                                                             | 8                              | 2                                              | 0                                            |
| 9     | 190                          | 43                                                     | 37                                                             | 6                              | 0                                              | 0                                            |
| 10    | 210                          | 45                                                     | 40                                                             | 4                              | 1                                              | 0                                            |
| 11    | 197                          | 38                                                     | 35                                                             | 2                              | 1                                              | 0                                            |
| 12    | 178                          | 77                                                     | 76                                                             | 1                              | 0                                              | 0                                            |

**Table 56**  
**Performance of Students with Disabilities In MATH**  
**SAT10 WITHOUT ACCOMMODATIONS**

| Grade | #Eligible Students with IEPs | # of Students with IEPs tested with Measurable Results | # of Students with IEPs who Performed in Each Respective Level |                                |                                                |                                              |
|-------|------------------------------|--------------------------------------------------------|----------------------------------------------------------------|--------------------------------|------------------------------------------------|----------------------------------------------|
|       |                              |                                                        | 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     | 64                           | 21                                                     | 6                                                              | 10                             | 5                                              | 0                                            |
| 2     | 81                           | 27                                                     | 12                                                             | 14                             | 1                                              | 0                                            |
| 3     | 96                           | 22                                                     | 17                                                             | 4                              | 1                                              | 0                                            |
| 4     | 127                          | 18                                                     | 13                                                             | 3                              | 2                                              | 0                                            |
| 5     | 106                          | 21                                                     | 18                                                             | 3                              | 0                                              | 0                                            |
| 6     | 125                          | 13                                                     | 12                                                             | 1                              | 0                                              | 0                                            |
| 7     | 126                          | 17                                                     | 14                                                             | 3                              | 0                                              | 0                                            |
| 8     | 132                          | 25                                                     | 23                                                             | 2                              | 0                                              | 0                                            |
| 9     | 190                          | 43                                                     | 35                                                             | 8                              | 0                                              | 0                                            |
| 10    | 210                          | 46                                                     | 45                                                             | 1                              | 0                                              | 0                                            |
| 11    | 197                          | 39                                                     | 39                                                             | 0                              | 0                                              | 0                                            |
| 12    | 178                          | 79                                                     | 79                                                             | 0                              | 0                                              | 0                                            |

**Table 57**  
**Performance of Students with Disabilities In LANGUAGE**  
**SAT10 WITHOUT ACCOMMODATIONS**

| Grade | #Eligible Students with IEPs | # of Students with IEPs tested with Measurable Results | # of Students with IEPs who Performed in Each Respective Level |                                |                                                |                                              |
|-------|------------------------------|--------------------------------------------------------|----------------------------------------------------------------|--------------------------------|------------------------------------------------|----------------------------------------------|
|       |                              |                                                        | 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     | 64                           | 20                                                     | 9                                                              | 9                              | 2                                              | 0                                            |
| 2     | 81                           | 26                                                     | 17                                                             | 8                              | 1                                              | 0                                            |
| 3     | 96                           | 20                                                     | 17                                                             | 3                              | 0                                              | 0                                            |
| 4     | 127                          | 17                                                     | 11                                                             | 3                              | 3                                              | 0                                            |
| 5     | 106                          | 22                                                     | 17                                                             | 5                              | 0                                              | 0                                            |
| 6     | 125                          | 13                                                     | 8                                                              | 5                              | 0                                              | 0                                            |
| 7     | 126                          | 17                                                     | 13                                                             | 4                              | 1                                              | 0                                            |
| 8     | 132                          | 28                                                     | 20                                                             | 7                              | 1                                              | 0                                            |
| 9     | 190                          | 43                                                     | 38                                                             | 5                              | 0                                              | 0                                            |
| 10    | 210                          | 44                                                     | 41                                                             | 2                              | 1                                              | 0                                            |
| 11    | 197                          | 39                                                     | 39                                                             | 0                              | 0                                              | 0                                            |
| 12    | 178                          | 76                                                     | 76                                                             | 0                              | 0                                              | 0                                            |

## E. 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 disabilities who cannot participate in general large-scale assessment programs even with accommodations must receive an alternate assessment.

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 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 assessment, 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 SAT-10, because the SAT-10 is Guam's primary accountability mechanism.

Federal law requires that all students with disabilities participate in state and district-wide general assessment programs without accommodations, with accommodations or with an alternate assessment.

Students with disabilities who cannot participate in the regular assessment even with accommodations must therefore participate in Guam's alternate assessment program. A description of the student's participation in the district-wide assessment must be documented in his/her IEP.



## F. ASSESSMENT ACCOMMODATIONS AND ALTERNATE ASSESSMENT

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 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 SY 2004-2005, 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 for SY 2008-2009 included:



| <b>Table 58</b>                                                                              |                        |                                                   |                           |
|----------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------|---------------------------|
| <b>Special Education Alternate Assessment Participation Rates for Reading in SY2008-2009</b> |                        |                                                   |                           |
| <b>Grade</b>                                                                                 | <b>Number Assessed</b> | <b>Number of Eligible Students by Grade Level</b> | <b>Participation Rate</b> |
| <b>1</b>                                                                                     | <b>15</b>              | <b>15</b>                                         | <b>100%</b>               |
| <b>2</b>                                                                                     | <b>13</b>              | <b>14</b>                                         | <b>93%</b>                |
| <b>3</b>                                                                                     | <b>20</b>              | <b>20</b>                                         | <b>100%</b>               |
| <b>4</b>                                                                                     | <b>16</b>              | <b>20</b>                                         | <b>80%</b>                |
| <b>5</b>                                                                                     | <b>17</b>              | <b>22</b>                                         | <b>77%</b>                |
| <b>6</b>                                                                                     | <b>17</b>              | <b>21</b>                                         | <b>81%</b>                |
| <b>7</b>                                                                                     | <b>5</b>               | <b>9</b>                                          | <b>56%</b>                |
| <b>8</b>                                                                                     | <b>15</b>              | <b>16</b>                                         | <b>94%</b>                |
| <b>9</b>                                                                                     | <b>3</b>               | <b>11</b>                                         | <b>27%</b>                |
| <b>10</b>                                                                                    | <b>2</b>               | <b>9</b>                                          | <b>22%</b>                |
| <b>11</b>                                                                                    | <b>3</b>               | <b>15</b>                                         | <b>20%</b>                |
| <b>12</b>                                                                                    | <b>6</b>               | <b>22</b>                                         | <b>27%</b>                |
| <b>TOTAL</b>                                                                                 | <b>132</b>             | <b>194</b>                                        | <b>68%</b>                |
| <b>Special Education Alternate Assessment Participation Rates for Math in SY 2008-2009</b>   |                        |                                                   |                           |
| <b>Grade</b>                                                                                 | <b>Number Assessed</b> | <b>Number of Eligible Students by Grade Level</b> | <b>Participation Rate</b> |
| <b>1</b>                                                                                     | <b>15</b>              | <b>15</b>                                         | <b>100%</b>               |
| <b>2</b>                                                                                     | <b>13</b>              | <b>14</b>                                         | <b>93%</b>                |
| <b>3</b>                                                                                     | <b>18</b>              | <b>20</b>                                         | <b>90%</b>                |
| <b>4</b>                                                                                     | <b>16</b>              | <b>20</b>                                         | <b>80%</b>                |
| <b>5</b>                                                                                     | <b>17</b>              | <b>22</b>                                         | <b>77%</b>                |
| <b>6</b>                                                                                     | <b>19</b>              | <b>21</b>                                         | <b>95%</b>                |
| <b>7</b>                                                                                     | <b>7</b>               | <b>9</b>                                          | <b>78%</b>                |
| <b>8</b>                                                                                     | <b>15</b>              | <b>16</b>                                         | <b>94%</b>                |
| <b>9</b>                                                                                     | <b>4</b>               | <b>11</b>                                         | <b>36%</b>                |
| <b>10</b>                                                                                    | <b>3</b>               | <b>9</b>                                          | <b>33%</b>                |
| <b>11</b>                                                                                    | <b>5</b>               | <b>15</b>                                         | <b>33%</b>                |
| <b>12</b>                                                                                    | <b>6</b>               | <b>22</b>                                         | <b>27%</b>                |
| <b>TOTAL</b>                                                                                 | <b>138</b>             | <b>194</b>                                        | <b>71%</b>                |

**Table 58** depicts the participation rates of special education students who qualified for alternate assessment in reading and math during SY 2008-2009. In SY 2008-2009, a total of 132 students participated in the alternate assessment for Reading and 138 students participated in the alternate assessment for Math representing 68% and 72%, of the 193 students, respectively, whose IEP teams determined were eligible to participate in the district-wide assessment through an alternate assessment. This is the fourth school year that students with disabilities in all grade levels (1<sup>st</sup> – 12<sup>th</sup>) participated in the alternate assessment.

**Tables 59-60** reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment for SY2008-2009. All alternate assessments were based on alternate academic achievement standards in reading and mathematics.

| <b>Table 59</b><br><b>GDOE SY2008-2009 Distribution of Performance Levels in READING</b><br><b>Using ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT</b><br><b>STANDARDS</b><br><b>By Grade</b>    |                               |                                                           |                                                     |                                                       |                                       |                                                |              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|---------------------------------------|------------------------------------------------|--------------|
| <b>Grade Level</b>                                                                                                                                                                                              | <b># of Students Eligible</b> | <b>Percent of Students Tested with Measurable Results</b> | <b>Advanced Level 4: Beyond Grade Level Mastery</b> | <b>Proficient Level 3: Solid Academic Performance</b> | <b>Basic Level 2: Partial Mastery</b> | <b>&lt;Basic Level 1: Little or No Mastery</b> | <b>Other</b> |
| 1 <sup>st</sup>                                                                                                                                                                                                 | 15                            | 53% (8)                                                   | 0% (0)                                              | 50% (4)                                               | 50% (4)                               | 0% (0)                                         | 7            |
| 2 <sup>nd</sup>                                                                                                                                                                                                 | 14                            | 57% (8)                                                   | 0% (0)                                              | 50% (4)                                               | 25% (2)                               | 25% (2)                                        | 6            |
| 3 <sup>rd</sup>                                                                                                                                                                                                 | 20                            | 55% (11)                                                  | 0% (0)                                              | 9% (1)                                                | 55% (6)                               | 36% (4)                                        | 9            |
| 4 <sup>th</sup>                                                                                                                                                                                                 | 20                            | 55% (11)                                                  | 0% (0)                                              | 18% (2)                                               | 46% (5)                               | 36% (4)                                        | 9            |
| 5 <sup>th</sup>                                                                                                                                                                                                 | 22                            | 50% (11)                                                  | 0% (0)                                              | 9% (1)                                                | 64% (7)                               | 27% (3)                                        | 11           |
| 6 <sup>th</sup>                                                                                                                                                                                                 | 21                            | 81% (17)                                                  | 0% (0)                                              | 42% (7)                                               | 29% (5)                               | 29% (5)                                        | 4            |
| 7 <sup>th</sup>                                                                                                                                                                                                 | 9                             | 56% (5)                                                   | 0% (0)                                              | 20% (1)                                               | 60% (3)                               | 20% (1)                                        | 4            |
| 8 <sup>th</sup>                                                                                                                                                                                                 | 16                            | 75% (12)                                                  | 0% (0)                                              | 58% (7)                                               | 42% (5)                               | 0% (0)                                         | 4            |
| 9 <sup>th</sup>                                                                                                                                                                                                 | 11                            | 27% (3)                                                   | 0% (0)                                              | 67% (2)                                               | 33% (1)                               | 0% (0)                                         | 8            |
| 10 <sup>th</sup>                                                                                                                                                                                                | 9                             | 25% (2)                                                   | 0% (0)                                              | 100% (2)                                              | 0% (0)                                | 0% (0)                                         | 7            |
| 11 <sup>th</sup>                                                                                                                                                                                                | 15                            | 20% (3)                                                   | 0% (0)                                              | 33.3% (1)                                             | 33.3% (1)                             | 33.3% (1)                                      | 12           |
| 12 <sup>th</sup>                                                                                                                                                                                                | 22                            | 27% (6)                                                   | 0% (0)                                              | 17% (1)                                               | 66% (4)                               | 17% (1)                                        | 16           |
| <b>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 assessment in each grade level.</b> |                               |                                                           |                                                     |                                                       |                                       |                                                |              |

Table 59 shows the participation rate and distribution of alternate assessment performance levels results for reading by grade. Examination of Table 59 reveals participation rates ranging from a low of 20% for grade 11 to a high of 81% for students in grade 6.

| <b>Table 60</b><br><b>GDOE SY2008-2009 Distribution of Performance Levels in MATHEMATICS</b><br><b>Using ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT</b><br><b>STANDARDS</b><br><b>By Grade</b> |                               |                                                           |                                                     |                                                       |                                       |                                            |              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|---------------------------------------|--------------------------------------------|--------------|
| <b>Grade Level</b>                                                                                                                                                                                               | <b># of Students Eligible</b> | <b>Percent of Students Tested with Measurable Results</b> | <b>Advanced Level 4: Beyond Grade Level Mastery</b> | <b>Proficient Level 3: Solid Academic Performance</b> | <b>Basic Level 2: Partial Mastery</b> | <b>Basic Level 1: Little or No Mastery</b> | <b>Other</b> |
| 1 <sup>st</sup>                                                                                                                                                                                                  | 15                            | 73% (11)                                                  | 0% (0)                                              | 18% (2)                                               | 73% (8)                               | 9% (1)                                     | 4            |
| 2 <sup>nd</sup>                                                                                                                                                                                                  | 14                            | 64% (9)                                                   | 0% (0)                                              | 11% (1)                                               | 67% (6)                               | 22% (2)                                    | 5            |
| 3 <sup>rd</sup>                                                                                                                                                                                                  | 20                            | 55% (11)                                                  | 0% (0)                                              | 0% (0)                                                | 55% (6)                               | 45% (5)                                    | 9            |
| 4 <sup>th</sup>                                                                                                                                                                                                  | 20                            | 60% (12)                                                  | 0% (0)                                              | 9% (1)                                                | 58% (7)                               | 33% (4)                                    | 8            |
| 5 <sup>th</sup>                                                                                                                                                                                                  | 22                            | 59% (13)                                                  | 0% (0)                                              | 8% (1)                                                | 62% (8)                               | 30% (4)                                    | 9            |
| 6 <sup>th</sup>                                                                                                                                                                                                  | 21                            | 67% (14)                                                  | 0% (0)                                              | 57% (8)                                               | 29% (4)                               | 14% (2)                                    | 7            |
| 7 <sup>th</sup>                                                                                                                                                                                                  | 9                             | 67% (6)                                                   | 0% (0)                                              | 17% (1)                                               | 66% (4)                               | 17% (1)                                    | 3            |
| 8 <sup>th</sup>                                                                                                                                                                                                  | 16                            | 81% (13)                                                  | 0% (0)                                              | 38% (5)                                               | 62% (8)                               | 0% (0)                                     | 3            |
| 9 <sup>th</sup>                                                                                                                                                                                                  | 11                            | 57% (4)                                                   | 0% (0)                                              | 50% (2)                                               | 25% (1)                               | 25% (1)                                    | 7            |
| 10 <sup>th</sup>                                                                                                                                                                                                 | 9                             | 38% (3)                                                   | 0% (0)                                              | 75% (2)                                               | 0% (0)                                | 25% (1)                                    | 6            |
| 11 <sup>th</sup>                                                                                                                                                                                                 | 15                            | 33% (5)                                                   | 0% (0)                                              | 0% (0)                                                | 80% (4)                               | 20% (1)                                    | 10           |
| 12 <sup>th</sup>                                                                                                                                                                                                 | 22                            | 27% (6)                                                   | 0% (0)                                              | 50% (3)                                               | 50% (3)                               | 0% (0)                                     | 16           |
| <b>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 assessment in each grade level.</b>  |                               |                                                           |                                                     |                                                       |                                       |                                            |              |

**Table 60** shows the participation rate and distribution of alternate assessment performance levels results for math by grade. Examination of Table 60 reveals participation rates ranging from a low of 27% for grade 12 to a high of 81% for students in grade 8.

## G. PERCENTILE SCORES

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 08-09.

| <b>Table 61</b><br><b>SY 08-09 Guam Department of Education</b><br><b>SAT10 Percentile Scores: Grade by Content Areas</b> |                              |    |    |    |    |    |    |    |    |    |    |    |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------|----|----|----|----|----|----|----|----|----|----|----|
| CONTENT AREA                                                                                                              | GRADE LEVELS                 |    |    |    |    |    |    |    |    |    |    |    |
|                                                                                                                           | 1                            | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| <b>Reading</b>                                                                                                            | 39                           | 29 | 19 | 28 | 25 | 22 | 27 | 29 | 26 | 25 | 33 | 37 |
| <b>Math</b>                                                                                                               | 32                           | 20 | 16 | 26 | 20 | 20 | 28 | 26 | 35 | 28 | 32 | 33 |
| <b>Language</b>                                                                                                           | 26                           | 17 | 21 | 25 | 33 | 39 | 32 | 30 | 26 | 29 | 31 | 34 |
| <b>Spelling</b>                                                                                                           | 51                           | 43 | 45 | 46 | 45 | 48 | 43 | 47 | 47 | 39 | 49 | 49 |
| <b>Environment /Science</b>                                                                                               | 24                           | 23 | 28 | 34 | 35 | 37 | 34 | 36 | 36 | 30 | 42 | 44 |
| <b>Social Science</b>                                                                                                     | Not tested in Grades 1 and 2 |    | 18 | 37 | 31 | 29 | 33 | 36 | 36 | 33 | 38 | 39 |
| <b>Complete Battery</b>                                                                                                   | 36                           | 26 | 23 | 32 | 30 | 29 | 31 | 33 | 34 | 31 | 37 | 39 |

- Examination of **Table 61** reveals that the percentile scores ranged from a low of 21 achieved by 3<sup>rd</sup> graders in language, to a high of 51 for grade 1 spelling.
- The complete battery score represents the weighted percentile average of all content areas.
- Analysis of the complete battery scores reveals that grades 1, 11, and 12 with respective percentile scores of 36, 37, and 39, respectively, achieved the highest percentile rankings. In contrast students in 2<sup>nd</sup>, 3<sup>rd</sup> and 6<sup>th</sup> grade achieved the lowest complete battery percentile scores, given respective scores of 26, 23 and 29.
- One of the major goals stated in the District Action Plan is: "By the end of school year 2008-2009, using SY 04-05 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."

**Table 62** depicts the percentage of students at or above the 50th national percentile rank by grade and content areas for SY 02-03 to SY 08-09. Analysis of **Table 62** shows that Grade 1 students in SY 04-05 was the closest to meeting that goal with 49% at or above the 50th national percentile rank in reading.

| <b>Table 62</b><br><b>Percentage of Students At or Above 50th National Percentile Rank</b><br><b>SY 02-03 to SY 08-09</b> |                          |                 |                 |                 |                 |                 |                 |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>READING</b>                                                                                                            | <b>SY 02-03</b>          | <b>SY 03-04</b> | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| Grade 1                                                                                                                   | 37                       | 43              | 49              | 44              | 44              | 47              | 40              |
| Grade 2                                                                                                                   | <i>Grade Note Tested</i> |                 | 31              | 29              | 28              | 27              | 26              |
| Grade 3                                                                                                                   | 18                       | 18              | 21              | 19              | 20              | 21              | 17              |
| Grade 4                                                                                                                   | <i>Grade Not Tested</i>  |                 | 25              | 27              | 26              | 26              | 25              |
| Grade 5                                                                                                                   | 20                       | 24              | 22              | 19              | 23              | 23              | 21              |
| Grade 6                                                                                                                   | <i>Grade Not Tested</i>  |                 | 20              | 20              | 21              | 19              | 20              |
| Grade 7                                                                                                                   | 24                       | 23              | 18              | 22              | 21              | 19              | 22              |
| Grade 8                                                                                                                   | <i>Grade Not Tested</i>  |                 | 23              | 21              | 26              | 25              | 24              |
| Grade 9                                                                                                                   | 21                       | 19              | 20              | 20              | 20              | 21              | 22              |
| Grade 10                                                                                                                  | 16                       | 15              | 18              | 17              | 10              | 18              | 19              |
| Grade 11                                                                                                                  | 20                       | 19              | 28              | 30              | 33              | 30              | 30              |
| Grade 12                                                                                                                  | <i>Grade Not Tested</i>  |                 | 35              | 36              | 33              | 33              | 34              |
| <b>MATH</b>                                                                                                               | <b>SY 02-03</b>          | <b>SY 03-04</b> | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| Grade 1                                                                                                                   | 22                       | 22              | 30              | 36              | 30              | 31              | 30              |
| Grade 2                                                                                                                   | <i>Grade Not Tested</i>  |                 | 20              | 16              | 20              | 18              | 18              |
| Grade 3                                                                                                                   | 18                       | 16              | 15              | 15              | 13              | 13              | 12              |
| Grade 4                                                                                                                   | <i>Grade Not Tested</i>  |                 | 24              | 21              | 24              | 22              | 22              |
| Grade 5                                                                                                                   | 21                       | 23              | 23              | 18              | 17              | 18              | 14              |
| Grade 6                                                                                                                   | <i>Grade Not Tested</i>  |                 | 14              | 14              | 15              | 13              | 12              |
| Grade 7                                                                                                                   | 20                       | 21              | 19              | 24              | 21              | 22              | 19              |
| Grade 8                                                                                                                   | <i>Grade Not Tested</i>  |                 | 19              | 16              | 20              | 20              | 19              |
| Grade 9                                                                                                                   | 15                       | 12              | 27              | 24              | 28              | 28              | 27              |
| Grade 10                                                                                                                  | 16                       | 15              | 18              | 16              | 22              | 21              | 21              |
| Grade 11                                                                                                                  | 23                       | 22              | 30              | 26              | 28              | 28              | 28              |
| Grade 12                                                                                                                  | <i>Grade Not Tested</i>  |                 | 31              | 33              | 28              | 27              | 27              |
| <b>LANGUAGE</b>                                                                                                           | <b>SY 02-03</b>          | <b>SY 03-04</b> | <b>SY 04-05</b> | <b>SY 05-06</b> | <b>SY 06-07</b> | <b>SY 07-08</b> | <b>SY 08-09</b> |
| Grade 1                                                                                                                   | 20                       | 18              | 17              | 18              | 18              | 18              | 16              |
| Grade 2                                                                                                                   | <i>Grade Not Tested</i>  |                 | 14              | 15              | 13              | 13              | 12              |
| Grade 3                                                                                                                   | 25                       | 24              | 22              | 21              | 24              | 24              | 20              |
| Grade 4                                                                                                                   | <i>Grade Not Tested</i>  |                 | 17              | 22              | 22              | 23              | 22              |
| Grade 5                                                                                                                   | 20                       | 24              | 30              | 25              | 32              | 32              | 31              |
| Grade 6                                                                                                                   | <i>Grade Not Tested</i>  |                 | 31              | 37              | 33              | 31              | 35              |
| Grade 7                                                                                                                   | 32                       | 33              | 29              | 34              | 32              | 29              | 29              |
| Grade 8                                                                                                                   | <i>Grade Not Tested</i>  |                 | 28              | 27              | 32              | 31              | 29              |
| Grade 9                                                                                                                   | 16                       | 14              | 22              | 23              | 24              | 26              | 26              |
| Grade 10                                                                                                                  | 19                       | 17              | 23              | 20              | 26              | 25              | 28              |
| Grade 11                                                                                                                  | 23                       | 22              | 28              | 28              | 30              | 30              | 30              |
| Grade 12                                                                                                                  | <i>Grade Not Tested</i>  |                 | 32              | 37              | 35              | 34              | 37              |

## H. GRADUATION RATES



**Table 63** depicts the total number of students who graduated by School and Total District over a period of four years: SY 05-06 to SY 08-09. Based on a student enrollment of 1,748 at the end of SY 08-09, 1,647 or 94% of 12<sup>th</sup> graders graduated from the Guam Department of Education.

| <b>Table 63</b>                                                                   |                            |                            |                            |                            |
|-----------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>GDOE High School Graduation Rate Distribution by School and Total District</b> |                            |                            |                            |                            |
| <b>High School</b>                                                                | <b>SY 05-06</b>            | <b>SY 06-07</b>            | <b>SY 07-08</b>            | <b>SY 08-09</b>            |
|                                                                                   | <b>Number of Graduates</b> | <b>Number of Graduates</b> | <b>Number of Graduates</b> | <b>Number of Graduates</b> |
| George Washington                                                                 | 384                        | 450                        | 498                        | 460                        |
| John F. Kennedy                                                                   | 255                        | 359                        | 442                        | 363                        |
| Simon Sanchez                                                                     | 385                        | 414                        | 434                        | 348                        |
| Southern High                                                                     | 284                        | 292                        | 312                        | 271                        |
| Okkodu                                                                            | Not Applicable             |                            |                            | 205                        |
| <b>TOTAL GDOE</b>                                                                 | <b>1308</b>                | <b>1515</b>                | <b>1686</b>                | <b>1,647</b>               |

Of specific interest to educators is the cohort rate because it gives an indication of the proportion of ninth grade students that leave school as graduates. The 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.

| <b>Table 64</b><br><b>GDOE Comparative Cohort Graduation Rates</b><br><b>SY 04-05 to SY 08-09</b> |                     |                     |                     |                     |
|---------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------------|---------------------|
| <b>SY 2004-2005</b>                                                                               | <b>SY 2005-2006</b> | <b>SY 2006-2007</b> | <b>SY 2007-2008</b> | <b>SY 2008-2009</b> |
| 55.2%                                                                                             | 64.2%               | 68.4%               | 64.8%               | 67.6%               |

Analysis of **Tables 64** reveals that SY 06-07 produced the highest percentage of graduates (68.4%), with the lowest cohort graduation rate of 55.2% in SY 04-05.

## **I. 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 GDOE 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** depicts the dropout rates by school from SY 04-05 to SY 08-09. The dropout number includes students in grades 9 to 12.

| <b>TABLE 65</b><br><b>GUAM DEPARTMENT OF EDUCATION COMPARATIVE HIGH SCHOOL DROPOUT RATE</b><br><b>SY 2004-2005 TO SY 08-09</b> |                       |                     |                       |                     |                       |                     |                       |                     |                       |                     |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|-----------------------|---------------------|-----------------------|---------------------|-----------------------|---------------------|-----------------------|---------------------|
| <b>HIGH SCHOOL</b>                                                                                                             | <b>SY 04-05</b>       | <b>SY 04-05</b>     | <b>SY 05-06</b>       | <b>SY 05-06</b>     | <b>SY 06-07</b>       | <b>SY 06-07</b>     | <b>SY 07-08</b>       | <b>SY 07-08</b>     | <b>SY 08-09</b>       | <b>SY 08-09</b>     |
|                                                                                                                                | <b>Dropout Number</b> | <b>Dropout Rate</b> | <b>Dropout Number</b> | <b>Dropout Rate</b> | <b>Dropout Number</b> | <b>Dropout Rate</b> | <b>Dropout Number</b> | <b>Dropout Rate</b> | <b>Dropout Number</b> | <b>Dropout Rate</b> |
| <b>GWHS</b>                                                                                                                    | <b>208</b>            | <b>8.0%</b>         | <b>180</b>            | <b>5.3%</b>         | <b>174</b>            | <b>5.5%</b>         | <b>170</b>            | <b>7.0%</b>         | <b>176</b>            | <b>6.1%</b>         |
|                                                                                                                                | <b>248</b>            | <b>9.5%</b>         | <b>241</b>            | <b>7.1%</b>         | <b>282</b>            | <b>11.3%</b>        | <b>179</b>            | <b>7.3%</b>         | <b>120</b>            | <b>4.2%</b>         |



|            |                |      |     |      |     |      |     |      |     |       |
|------------|----------------|------|-----|------|-----|------|-----|------|-----|-------|
| JFKHS      |                |      |     |      |     |      |     |      |     |       |
| SSHS       | 116            | 5.1% | 64  | 2.8% | 184 | 5.9% | 164 | 6.9% | 119 | 5.8%  |
| Okkudu     | Not Applicable |      |     |      |     |      |     |      | 146 | 8.3%  |
| SHS        | 153            | 9.3% | 284 | 9.5% | 111 | 7.8% | 94  | 8.0% | 212 | 12.1% |
| TOTAL GDOE | 725            | 7.9% | 769 | 6.4% | 751 | 7.4% | 607 | 7.2% | 773 | 6.8%  |

Analysis of **Table 65** reveals that the number of students who dropped out of school in SY 07-08 (**607**) was lower than the total number in SY 06-07 (751).

#### 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 GDOE Employees

There were 3,962 full and part-time employees who provided instructional and support services to more than 30,000 students during SY 08-09.

**Table 66** illustrates the distribution of employees by position category from the various schools and central office/support division sites.

| Table 66<br>SY 07-08 Employee Distribution by Position |                     |                             |
|--------------------------------------------------------|---------------------|-----------------------------|
| POSITIONS                                              | NUMBER OF EMPLOYEES | PERCENT OF TOTAL POPULATION |
| Principals and Assistants                              | 75                  | 2%                          |
| Central Administrators                                 | 22                  | 1%                          |
| Teachers <sup>1</sup>                                  | 2453                | 62%                         |



|                                |             |             |
|--------------------------------|-------------|-------------|
| Professional/Ancillary         | 175         | 4%          |
| Health Counselors <sup>2</sup> | 44          | 1%          |
| Central School Support         | 227         | 6%          |
| Cafeteria                      | 72          | 2%          |
| Custodian/Maintenance          | 188         | 5%          |
| School Aides                   | 659         | 17%         |
| Unknown <sup>3</sup>           | 47          | 2%          |
| <b>TOTAL GDOE EMPLOYEES</b>    | <b>3962</b> | <b>100%</b> |

<sup>1</sup>Includes Substitute teachers, as well as Guidance Counselors and Librarians who are categorized as Teachers

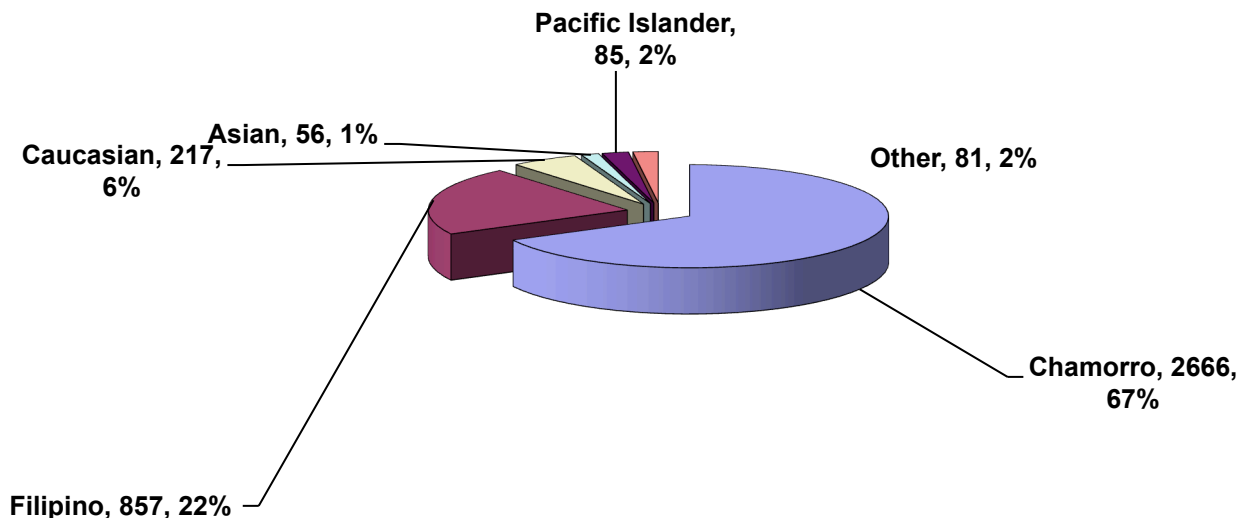
<sup>2</sup>Includes LPNs

<sup>3</sup>Employee code not specified due exiting the department during the school year

- Analysis of **Table 66** reveals that teachers make up 62% of the total employee population.
- In contrast central office administrators and health counselors make up less than 2% of the total population.
- School aides comprise the second highest proportion with a total of 659. The support staff at central office includes employees at the maintenance division and bus drivers for students with disabilities.

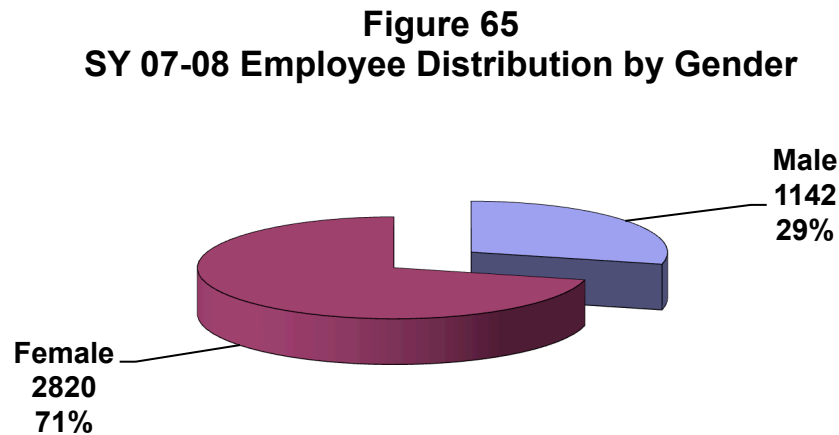
**Figure 64** describes the employee distribution by ethnic categories.

**Figure 64**  
**SY 08-09 GDOE Employee Distribution by Ethnic Categories**



Employees under the Chamorro ethnic category make up 68% (2,666) of the total employee population (3,962). Employees identified as “Asian” had the lowest frequency distribution with a total of 1%. As with the student population, the Filipino ethnic category ranked second highest with 857 (22%) employees.

**Figure 65** depicts the employee distribution by gender. Figure 65 clearly illustrates that female employees, who comprise 71% (2,820) of the total population, far outnumber the male employees 29% (1,142).



**Table 67** below shows that the majority (30%) of the employees of the Department fall within the 35-44 year old categories. Fifteen percent (592) of the employees are 55 years old and over while 5% (206) are 24 years old and younger. This information is critical to developing a long-range recruitment plan.

| <b>Table 67</b><br><b>SY 07-08 Employee Distribution By Age Group</b> |                            |                                    |
|-----------------------------------------------------------------------|----------------------------|------------------------------------|
| <b>AGE GROUP</b>                                                      | <b>NUMBER OF EMPLOYEES</b> | <b>PERCENT OF TOTAL POPULATION</b> |
| 18-24                                                                 | 206                        | 5%                                 |
| 25-34                                                                 | 914                        | 23%                                |
| 35-44                                                                 | 1173                       | 30%                                |
| 45-54                                                                 | 946                        | 24%                                |
| 55-64                                                                 | 592                        | 15%                                |
| 65-70                                                                 | 98                         | 2%                                 |
| 71+                                                                   | 33                         | 1%                                 |
| <b>Total employees</b>                                                | <b>3962</b>                | <b>100%</b>                        |

## **B. Employee Attendance Rates**

The attendance rates of employees during 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** shows the types of leave taken by groups of employees at central office, schools on traditional calendar and schools on year-round calendar. The largest percentage (45%) of leave taken by all GDOE employees is found in *sick leave* followed by *other leave* at 21% of the total leave days (62,326.21).

| <b>Table 68</b>                                                  |                                |                 |                 |                 |                |                 |                |                 |
|------------------------------------------------------------------|--------------------------------|-----------------|-----------------|-----------------|----------------|-----------------|----------------|-----------------|
| <b>SY 08 – 09 Distribution of GDOE Employee Leave of Absence</b> |                                |                 |                 |                 |                |                 |                |                 |
| <b>EMPLOYEE CATEGORY<br/>(by Location)</b>                       | <b>Reason for Leave (Days)</b> |                 |                 |                 |                |                 |                |                 |
| <b>Central<br/>Administration</b>                                | <b>Total</b>                   | <b>Annual</b>   | <b>Sick</b>     | <b>Personal</b> | <b>Admin</b>   | <b>Military</b> | <b>LWOP</b>    | <b>Other</b>    |
| Professionals                                                    | 3742.69                        | 839.81          | 1546.56         | 199.69          | 210.13         | 27              | 128.88         | 790.63          |
| Support                                                          | 5936.21                        | 2622.84         | 1814.36         | 3.00            | 78.00          | 143.00          | 183.38         | 1091.63         |
| Central Administrators                                           | 582.88                         | 270.25          | 155.75          | 0.00            | 126.00         | 0.00            | 6.00           | 24.88           |
| Overall Central                                                  | 10261.77                       | 3732.91         | 3516.68         | 202.69          | 414.13         | 170.00          | 318.25         | 1907.13         |
| Percent of Column                                                | 100%                           | 36%             | 34%             | 2%              | 4%             | 2%              | 3%             | 19%             |
| <b>ELEMENTARY<br/>SCHOOLS</b>                                    | <b>Total</b>                   | <b>Annual</b>   | <b>Sick</b>     | <b>Personal</b> | <b>Admin</b>   | <b>Military</b> | <b>LWOP</b>    | <b>Other</b>    |
| Principals / Assistants                                          | 639.50                         | 257.31          | 292.69          | 0.00            | 15.44          | 10.00           | 0.00           | 64.06           |
| Professional / Ancillary                                         | 498.38                         | 25.00           | 293.56          | 52.88           | 60.56          | 0.00            | 5.00           | 61.38           |
| Support                                                          | 11002.19                       | 3922.69         | 4279.37         | 0.00            | 81.75          | 50.00           | 374.63         | 2293.75         |
| Teachers                                                         | 13648.50                       | 83.12           | 7787.31         | 1545.88         | 356.06         | 365.00          | 492.63         | 3018.51         |
| Overall Elementary<br>Schools                                    | 25788.56                       | 4288.12         | 12652.93        | 1598.75         | 513.81         | 425.00          | 872.25         | 5437.70         |
| Percent of Column                                                | 100%                           | 17%             | 49%             | 6%              | 2%             | 2%              | 3%             | 21%             |
| <b>MIDDLE SCHOOLS</b>                                            | <b>Total</b>                   | <b>Annual</b>   | <b>Sick</b>     | <b>Personal</b> | <b>Admin</b>   | <b>Military</b> | <b>LWOP</b>    | <b>Other</b>    |
| Principals / Assistants                                          | 337.69                         | 127.75          | 92.13           | 0.00            | 19.50          | 15.00           | 0.00           | 83.31           |
| Professional / Ancillary                                         | 197.69                         | 20.38           | 117.25          | 17.38           | 24.06          | 0.00            | 1.50           | 17.13           |
| Support                                                          | 4454.13                        | 1914.81         | 1690.56         | 0.00            | 58.81          | 97.00           | 165.00         | 527.94          |
| Teachers                                                         | 8635.75                        | 57.50           | 4198.88         | 819.69          | 319.06         | 244.00          | 631.13         | 2365.50         |
| Overall Middle<br>Schools                                        | 13625.25                       | 2120.44         | 6098.81         | 837.07          | 421.44         | 356.00          | 797.63         | 2993.87         |
| Percent of Column                                                | 100%                           | 16%             | 45%             | 6%              | 3%             | 3%              | 6%             | 22%             |
| <b>HIGH SCHOOLS</b>                                              | <b>Total</b>                   | <b>Annual</b>   | <b>Sick</b>     | <b>Personal</b> | <b>Admin</b>   | <b>Military</b> | <b>LWOP</b>    | <b>Other</b>    |
| Principals / Assistants                                          | 129.63                         | 43.00           | 38.63           | 0.00            | 19.00          | 0.00            | 0.00           | 29.00           |
| Professional / Ancillary                                         | 51.44                          | 15.69           | 15.38           | 2.00            | 1.25           | 0.00            | 2.00           | 15.13           |
| Support                                                          | 5854.38                        | 2159.75         | 2145.00         | 0.00            | 44.19          | 38.44           | 80.44          | 1386.57         |
| Teachers                                                         | 6615.19                        | 60.06           | 3289.06         | 556.38          | 397.13         | 356.00          | 470.88         | 1485.69         |
| Overall High Schools                                             | 12650.63                       | 2278.50         | 5488.06         | 558.38          | 461.56         | 394.44          | 553.31         | 2916.38         |
| Percent of Column                                                | 100%                           | 18%             | 43%             | 4%              | 4%             | 3%              | 4%             | 23%             |
| <b>ALL SCHOOLS</b>                                               | <b>Total</b>                   | <b>Annual</b>   | <b>Sick</b>     | <b>Personal</b> | <b>Admin</b>   | <b>Military</b> | <b>LWOP</b>    | <b>Other</b>    |
| Principals / Assistants                                          | 1106.81                        | 428.06          | 423.44          | 0.00            | 53.94          | 25.00           | 0.00           | 176.38          |
| Professional / Ancillary                                         | 747.50                         | 61.06           | 426.19          | 72.25           | 85.88          | 0.00            | 8.50           | 93.63           |
| Support                                                          | 21310.69                       | 7997.25         | 8114.93         | 0.00            | 184.75         | 185.44          | 620.06         | 4208.26         |
| Teachers                                                         | 28899.44                       | 200.68          | 15275.24        | 2921.94         | 1072.25        | 965.00          | 1594.63        | 6869.69         |
| Overall ALL Schools                                              | 52064.44                       | 8687.06         | 24239.80        | 2994.19         | 1396.81        | 1175.44         | 2223.19        | 11347.95        |
| Percent of Column                                                | 100%                           | 17%             | 47%             | 6%              | 3%             | 2%              | 4%             | 22%             |
| <b>TOTAL GDOE</b>                                                | <b>Total</b>                   | <b>Annual</b>   | <b>Sick</b>     | <b>Personal</b> | <b>Admin</b>   | <b>Military</b> | <b>LWOP</b>    | <b>Other</b>    |
| Principals / Central<br>Admin                                    | 1689.69                        | 698.31          | 579.19          | 0.00            | 179.94         | 25.00           | 6.00           | 201.25          |
| Professional / Ancillary                                         | 4490.19                        | 900.88          | 1972.75         | 271.94          | 296.00         | 27.00           | 137.38         | 884.25          |
| Support                                                          | 27246.89                       | 10620.09        | 9929.29         | 3.00            | 262.75         | 328.44          | 803.44         | 5299.88         |
| Teachers                                                         | 28899.44                       | 200.68          | 15275.24        | 2921.94         | 1072.25        | 965.00          | 1594.63        | 6869.69         |
| <b>Overall GDOE</b>                                              | <b>62326.21</b>                | <b>12419.97</b> | <b>27756.47</b> | <b>3196.88</b>  | <b>1810.94</b> | <b>1345.44</b>  | <b>2541.44</b> | <b>13255.07</b> |
| Percent of Column                                                | 100%                           | 20%             | 45%             | 5%              | 3%             | 2%              | 4%             | 21%             |

\* Other – includes Jury Leave, Maternity Leave, Paternity Leave, Sabbatical Leave, and Absent Without Official Leave (AWOL).

**Table 69** shows the comparative attendance rates of GDOE central office and school employees.

| <b>Table 69</b><br><b>SY 08 - 09</b><br><b>GDOE Employees Attendance Rates</b> |                         |                    |                          |                    |                        |                      |
|--------------------------------------------------------------------------------|-------------------------|--------------------|--------------------------|--------------------|------------------------|----------------------|
| <i>Central Administration</i>                                                  | <i>No. of Employees</i> | <i>No. of Days</i> | <i>Total No. of Days</i> | <i>Total Leave</i> | <b>Attendance Rate</b> | <b>Absentee Rate</b> |
| Central Administrators                                                         | 25                      | 260                | 6500                     | 582.88             | <b>91%</b>             | 9%                   |
| Professionals                                                                  | 219                     | 260                | 56940                    | 3742.69            | 93%                    | 7%                   |
| Support Staff                                                                  | 352                     | 260                | 91520                    | 5936.21            | 94%                    | 6%                   |
| <b>Overall Central Administration</b>                                          | <b>596</b>              |                    | <b>154960</b>            | <b>10261.78</b>    | <b>93%</b>             | <b>7%</b>            |
|                                                                                |                         |                    |                          |                    |                        |                      |
| <b>ALL SCHOOLS</b>                                                             |                         |                    |                          |                    |                        |                      |
| Principals / Assistants                                                        | 75                      | 260                | 19500                    | 1106.81            | 94%                    | 6%                   |
| Professional / Ancillary                                                       | 46                      | 260                | 11960                    | 747.5              | 94%                    | 6%                   |
| Support                                                                        | 1157                    | 260                | 300820                   | 21310.69           | 93%                    | 7%                   |
| Teachers                                                                       | 2040                    | 260                | 530400                   | 28899.44           | <b>95%</b>             | 5%                   |
| <b>Overall Schools</b>                                                         | <b>3318</b>             |                    | <b>862680</b>            | <b>52064.44</b>    | <b>94%</b>             | <b>6%</b>            |
|                                                                                |                         |                    |                          |                    |                        |                      |
| <b>OVERALL GDOE AVERAGE</b>                                                    | <b>3914</b>             | <b>260</b>         | <b>1017640</b>           | <b>62326.22</b>    | <b>94%</b>             | <b>6%</b>            |

**Table 69** reveals that the overall central office/support division employees' attendance rate of **93%** is lower compared to the **94%** attendance rate of employees at school sites. The attendance rates among groups of employees range from a low of **91%** for central office administrators to a high of **95%** for teachers.

### 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 08-09.

| <b>Table 70</b><br><b>Guam Department of Education</b><br><b>SY 08-09 PROFESSIONAL SCHOOL ADMINISTRATORS CERTIFICATION</b> |                   |                  |                         |              |              |
|----------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|-------------------------|--------------|--------------|
| <b>TYPE OF CERTIFICATION</b>                                                                                               | <b>Elementary</b> | <b>Secondary</b> | <b>Dual<sup>1</sup></b> | <b>Other</b> | <b>Total</b> |
| Professional                                                                                                               | 31                | 28               | 12                      | 0            | 71           |
| Emergency                                                                                                                  | 1                 | 0                | 0                       | 0            | 1            |
| Other Area                                                                                                                 | 0                 | 0                | 0                       | 3            | 3            |
| <b>Total</b>                                                                                                               | <b>34</b>         | <b>28</b>        | <b>12</b>               | <b>3</b>     | <b>75</b>    |

Dual<sup>1</sup> indicates certification in both Elementary and Secondary levels.

- Examination of **Table 70** indicates 59 (95%) of GDOE school administrators in the Elementary and Secondary level possess Professional certification while 12 (16%) hold dual certification of both Elementary and Secondary levels. A total of 71 (95%) of administrators are certified.

**Table 71** depicts the distribution of teachers by types of certification for SY 08-09. Teachers that possess professional certification comprise 1,832 (85%) while those that have either Temporary, Standard or Other certification comprise 319 (15%) of the total Classroom Teacher population.

| <b>Table 71</b><br><b>Guam Department of Education</b><br><b>SY 08-09 CLASSROOM TEACHER CERTIFICATION</b> |                   |                  |             |              |              |
|-----------------------------------------------------------------------------------------------------------|-------------------|------------------|-------------|--------------|--------------|
| <b>TYPE OF CERTIFICATION</b>                                                                              | <b>Elementary</b> | <b>Secondary</b> | <b>Dual</b> | <b>Other</b> | <b>Total</b> |
| Initial Educator*                                                                                         | 21                | 37               | 3           | 0            | 61           |
| Professional Educator*                                                                                    | 91                | 60               | 21          | 0            | 172          |
| Master Educator*                                                                                          | 56                | 53               | 37          | 0            | 146          |
| Professional I                                                                                            | 265               | 228              | 86          | 0            | 570          |
| Professional II                                                                                           | 396               | 274              | 213         | 0            | 883          |
| Temporary <sup>2</sup>                                                                                    | 54                | 87               | 108         | 0            | 249          |
| Standard                                                                                                  | 19                | 9                | 4           | 0            | 32           |
| Other                                                                                                     | 0                 | 0                | 0           | 38           | 38           |
| <b>Total</b>                                                                                              | <b>893</b>        | <b>748</b>       | <b>472</b>  | <b>38</b>    | <b>2151</b>  |

\* New class of certification as per change in policy (implemented 1/01/08)

Temporary<sup>2</sup> Certification indicates new class of certification as per change in policy (GEC rule 29-73.10000.21, adopted 02/17/09)

Inclusive of emergency, provisional, and conditional certification.

**Table 72** depicts the distribution of school librarian certification in SY 08-09. A total of 29 (94%) of school librarians held Professional certification, while 2 (6%) held Temporary and Standard certifications.

| <b>TABLE 72</b><br><b>GUAM DEPARTMENT OF EDUCATION</b><br><b>SY 08-09 SCHOOL LIBRARIANS CERTIFICATION</b> |                   |                  |             |              |              |
|-----------------------------------------------------------------------------------------------------------|-------------------|------------------|-------------|--------------|--------------|
| <b>TYPE OF CERTIFICATION</b>                                                                              | <b>Elementary</b> | <b>Secondary</b> | <b>Dual</b> | <b>Other</b> | <b>Total</b> |
| Professional Educator                                                                                     | 0                 | 0                | 0           | 1            | 1            |
| Professional I                                                                                            | 1                 | 0                | 6           | 11           | 18           |
| Professional II                                                                                           | 0                 | 0                | 1           | 9            | 10           |
| Temporary                                                                                                 | 0                 | 0                | 0           | 1            | 1            |
| Standard                                                                                                  | 0                 | 0                | 0           | 1            | 1            |
| Total                                                                                                     | 1                 | 0                | 7           | 23           | 31           |

**Table 73** depicts the distribution of school health counselor certification in SY 08-09.

| <b>TABLE 73</b><br><b>GUAM DEPARTMENT OF EDUCATION</b><br><b>SY 08-09 SCHOOL HEALTH COUNSELORS CERTIFICATION</b> |                   |                  |             |              |              |
|------------------------------------------------------------------------------------------------------------------|-------------------|------------------|-------------|--------------|--------------|
| <b>TYPE OF CERTIFICATION</b>                                                                                     | <b>Elementary</b> | <b>Secondary</b> | <b>Dual</b> | <b>Other</b> | <b>Total</b> |
| Professional I                                                                                                   | 0                 | 0                | 4           | 13           | 17           |
| Professional II                                                                                                  | 1                 | 0                | 1           | 17           | 19           |
| Temporary                                                                                                        | 0                 | 0                | 1           | 0            | 1            |
| Total                                                                                                            | 1                 | 0                | 6           | 30           | 37           |

A total of 36 (97%) of the school health counselors in the Guam Department of Education certification. 1(3%) school health counselor holds a temporary certification.

**Table 74** depicts the distribution of school guidance counselor certification in SY 08-09. 61(64%) of all school guidance counselors held Professional certification, while 34 (36%) are certified in other areas.

| <b>TABLE 74</b><br><b>GUAM DEPARTMENT OF EDUCATION</b><br><b>SY 08-09 SCHOOL GUIDANCE COUNSELORS CERTIFICATION</b> |                   |                  |             |              |              |
|--------------------------------------------------------------------------------------------------------------------|-------------------|------------------|-------------|--------------|--------------|
| <b>TYPE OF CERTIFICATION</b>                                                                                       | <b>Elementary</b> | <b>Secondary</b> | <b>Dual</b> | <b>Other</b> | <b>Total</b> |
| Professional I                                                                                                     | 0                 | 0                | 11          | 39           | 50           |
| Professional II                                                                                                    | 0                 | 0                | 0           | 11           | 11           |
| Temporary                                                                                                          | 0                 | 0                | 17          | 17           | 34           |
| Total                                                                                                              | 0                 | 0                | 28          | 67           | 95           |

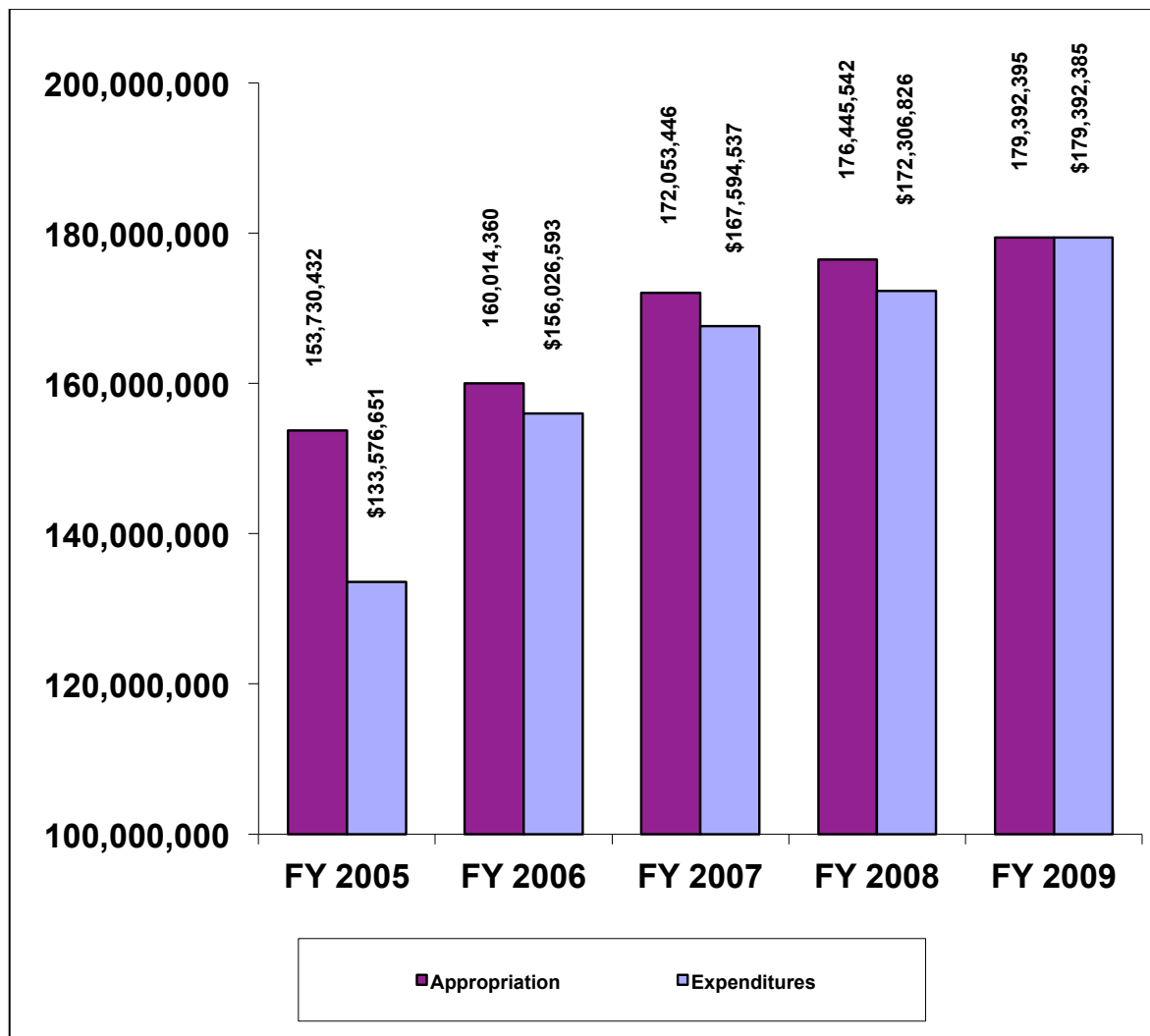
**Table 75** depicts the distribution of school allied professional certification in SY 08-09. The majority of school allied health professionals require a Guam Board License. GDOE Professional Certification is applicable only to School Psychologists and Speech/Language Clinicians.

| <b>TABLE 75</b><br><b>GUAM DEPARTMENT OF EDUCATION</b><br><b>SY 08-09 SCHOOL ALLIED PROFESSIONAL CERTIFICATION</b> |                                            |                            |              |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------|--------------|
| <b>TYPE OF CERTIFICATION</b>                                                                                       | <b>Professional</b>                        | <b>Guam Board Licensed</b> | <b>Total</b> |
| Psychologist                                                                                                       | 2                                          | N/A                        | 2            |
| Occupational Therapist I                                                                                           | Do not issue Certificates in this category |                            | 0            |
| Occupational Therapist II                                                                                          | Do not issue Certificates in this category |                            | 2            |
| Speech/Language Clinician                                                                                          | 9                                          |                            | 9            |
| Speech/Language Pathologist                                                                                        | Do not issue Certificates in this category |                            | 5            |
| Physical Therapist I                                                                                               | Do not issue Certificates in this category |                            | 2            |
| Physical Therapist II                                                                                              | Do not issue Certificates in this category |                            | 2            |
| Audiologist                                                                                                        | Do not issue Certificates in this category |                            | 2            |
| Total Count Allied Health Prof.                                                                                    | 24                                         |                            | 24           |

## V. BUDGET AND EXPENDITURES\*

The approved funding level for the GDOE in FY 2008 was \$176,445,542. This funding level was the highest so far in the last five years. However, while every effort was made over the years to maintain school facilities that were safe and conducive to learning, all schools were in dire need of repairs due to two typhoons that devastated the island a few years ago. Additionally, some schools are old and require higher maintenance. **Figure 66** describes the department's comparative appropriations and expenditures from FY 2005 to FY 2009.

**Figure 66**  
**GDOE Comparative Appropriations & Expenditures FY 05 to FY 09**  
**Based on Local Funds**





**Figure 66** compares the department's appropriations and expenditures over a five-year period. Analysis of Figure 66 reveals that the Guam Department of Education has stayed within its appropriation levels for FY's 2005-2009.

**FOOTNOTE:** Data for FY 09 are unaudited figures (Figure 66 and Tables 70-72)

**Table 76** depicts GDOE approved appropriations by object category over the past five fiscal years.

| <b>Table 76</b><br><b>Guam Department of Education</b><br><b>Comparative Appropriations by Categories: FY 2005 to FY 2009</b> |                    |                    |                    |                       |                    |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|--------------------|-----------------------|--------------------|
| <b>CATEGORIES</b>                                                                                                             | <b>FY 2005</b>     | <b>FY 2006</b>     | <b>FY 2007</b>     | <b>FY 2008</b>        | <b>SY 2009</b>     |
| Salaries and Benefits                                                                                                         | 134,115,528        | 133,391,025        | 150,350,146.00     | 152,212,817.07        | 157,159,861        |
| Travel and Transportation                                                                                                     | 19,202             | 12,692             | 3,932.00           | 5,342.49              | 0                  |
| Contractual                                                                                                                   | 4,730,886          | 8,748,887          | 6,300,485.00       | 5,317,001.84          | 5,976,901          |
| Office Space Rental                                                                                                           | 0                  | 0                  | 0                  | 0                     | 0                  |
| Supplies and Materials                                                                                                        | 3,734,232          | 2,729,365          | 97,471.00          | 615,168.70            | 610,897            |
| Equipment                                                                                                                     | 883,630            | 1,850,198          | 7,987.00           | 23,847.93             | 14,537             |
| Miscellaneous                                                                                                                 | 110,000            | 321,096            | 663,735.00         | 86,992.95             | 327,910            |
| Utilities                                                                                                                     | 8,000,000          | 12,203,682         | 14,542,021.00      | 14,184,371.02         | 15,289,790         |
| Capital Outlay                                                                                                                | 2,136,954          | 757,416            | 87,668.00          | 0                     | 12,500             |
| <b>Total Appropriations</b>                                                                                                   | <b>153,730,432</b> | <b>160,014,360</b> | <b>172,053,446</b> | <b>176,445,542.00</b> | <b>179,392,395</b> |

Examination of **Table 76** shows that for FY 2009, \$157,159.861 (88%) of the approved appropriation was allotted for personnel (salaries and benefits), while the utilities, \$15, 289,790 (8.5%) comprise the second highest category of the total appropriation.

**Table 77** shows the comparative expenditures by budget categories from FY 2005 to FY 2009. Eighty-eight percent (88%) of expenditures, \$158,073,372, for FY 2009 were in salaries and benefits.

| <b>Table 77</b><br><b>Guam Department of Education</b><br><b>Comparative Expenditures by Categories: FY 2005 to FY 2009</b> |                |                |                  |                  |                |
|-----------------------------------------------------------------------------------------------------------------------------|----------------|----------------|------------------|------------------|----------------|
| <b>CATEGORIES</b>                                                                                                           | <b>FY 2005</b> | <b>FY 2006</b> | <b>FY 2007</b>   | <b>FY 2008</b>   | <b>FY 2009</b> |
| Salaries and Benefits                                                                                                       | \$115,929,936  | \$133,390,844  | \$149,304,083.00 | \$152,807,434.92 | \$158,308,068  |
| Travel and Transportation                                                                                                   | 14,500         | 11,407         | 3,932            | 5,342.49         | 0              |
| Contractual                                                                                                                 | 5,393,504      | 7,156,493      | 4,305,119        | 4,746,441.51     | 5,956,071      |

|                               |                      |                      |                      |                      |                      |
|-------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| <b>Office Space Rental</b>    | <b>0</b>             | <b>0</b>             | <b>0</b>             | <b>0</b>             | <b>0</b>             |
| <b>Supplies and Materials</b> | <b>2,525,167</b>     | <b>2,048,320</b>     | <b>33,847</b>        | <b>455,817.20</b>    | <b>544,006</b>       |
| <b>Equipment</b>              | <b>389,775</b>       | <b>344,711</b>       | <b>5,603</b>         | <b>23,473.71</b>     | <b>13,963</b>        |
| <b>Miscellaneous</b>          | <b>292,291</b>       | <b>319,066</b>       | <b>637,688</b>       | <b>83,944.62</b>     | <b>327,910</b>       |
| <b>Utilities</b>              | <b>7,802,863</b>     | <b>12,202,542</b>    | <b>13,300,898</b>    | <b>14,184,371.02</b> | <b>15,229,877</b>    |
| <b>Capital Outlay</b>         | <b>1,228,615</b>     | <b>553,210</b>       | <b>3,367</b>         | <b>0</b>             | <b>12,500</b>        |
| <b>Total Expenditures</b>     | <b>\$133,576,651</b> | <b>\$156,026,593</b> | <b>\$167,594,537</b> | <b>\$172,306,826</b> | <b>\$179,392,385</b> |

The per pupil cost is depicted in **Table 78**.

| <b>Table 78</b><br><b>Guam Department of Education</b><br><b>Per Pupil Cost Based On Expenditure of Local Funds</b> |                |                  |                |                |                |
|---------------------------------------------------------------------------------------------------------------------|----------------|------------------|----------------|----------------|----------------|
| <b>CATEGORIES</b>                                                                                                   | <b>FY 2005</b> | <b>FY 2006</b>   | <b>FY 2007</b> | <b>FY 2008</b> | <b>FY 2009</b> |
| Expenditures                                                                                                        | \$133,576,651  | \$156,026,592.58 | \$167,594,537  | \$172,306,826  | \$179,392,385  |
| Average Daily Membership                                                                                            | 30,327         | 30,461           | 31,724         | 30,362         | 31,066         |
| <b>Per Pupil</b>                                                                                                    | <b>\$4,405</b> | <b>\$5,122</b>   | <b>\$5,283</b> | <b>\$5,675</b> | <b>\$5,774</b> |

Per pupil cost is calculated by dividing the total amount of expenditures for the Fiscal Year by the average student daily membership (ADM).

NOTE: The figures above do not include costs for transportation provided by the Department of Public Works.

## VI. SCHOOL-WIDE INDICATOR SYSTEM

This section describes the development of 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.

The Annual School Progress Report Committee developed a list of education indicators, which was presented to principals and division heads for input. These performance classifications were derived from a number of education indicators including student performance in the district SAT9/10 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 2008-2009 was a weighted average 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 by at least five percentage points compared to the previous school year.

The Guam Education Policy Board adopted the list of education indicators and criteria for grading school performance. The adopted education indicators and criteria for grading school performance are shown in Appendix I. SY 08-09 School Report Cards have been completed and posted on the GDOE website. The School Report Cards highlight demographics, student achievement, attendance rates, human resource, school expenditures and grades based on the requirements of P.L. 26-26.

**Table 79** shows the distribution of the overall performance grade classification elementary, middle, and high schools according to the performance grade classifications stipulated in P.L. 26-26.

| <b>Table 79</b>                                                                   |                     |            |                     |               |                    |                  |
|-----------------------------------------------------------------------------------|---------------------|------------|---------------------|---------------|--------------------|------------------|
| <b>SY 08-09 Distribution of School Performance Classification by Grade Levels</b> |                     |            |                     |               |                    |                  |
| <b>GRADE LEVEL</b>                                                                | <b>Unacceptable</b> | <b>Low</b> | <b>Satisfactory</b> | <b>Strong</b> | <b>Exceptional</b> | <b>Row Total</b> |
| <b>Elementary</b>                                                                 | 0                   | 5 (19%)    | 21 (81%)            | 0             | 0                  | 26 (100%)        |
| <b>Middle</b>                                                                     | 0                   | 1 (12%)    | 7 (88%)             | 0             | 0                  | 8 (100%)         |
| <b>High</b>                                                                       | 0                   | 2 (40%)    | 3 (60%)             | 0             | 0                  | 5 (100%)         |
| <b>ALL Schools</b>                                                                | 0                   | 4 (11%)    | 32 (89%)            | 0             | 0                  | 36 (100%)        |

**Table 79** shows that 3 high schools (60%), 7 (88%) of the middle schools and 21 (81%) elementary schools achieved a satisfactory rating.

**Table 80** shows the comparative distribution of performance classifications by grade level for SY 06-07 to SY 08-09.

| <b>Table 80</b>                                                               |                     |            |                     |               |                    |                  |
|-------------------------------------------------------------------------------|---------------------|------------|---------------------|---------------|--------------------|------------------|
| <b>Comparative Distribution of Performance Classification by Grade Level:</b> |                     |            |                     |               |                    |                  |
| <b>SY 06-07 to SY 08-09</b>                                                   |                     |            |                     |               |                    |                  |
| <b>School Year</b>                                                            | <b>Unacceptable</b> | <b>Low</b> | <b>Satisfactory</b> | <b>Strong</b> | <b>Exceptional</b> | <b>ROW TOTAL</b> |
| <b>Elementary</b>                                                             |                     |            |                     |               |                    |                  |
| <b>SY 06-07</b>                                                               | 0                   | 3 (12%)    | 22 (88%)            | 0             | 0                  | 25 (100%)        |
| <b>SY 07-08</b>                                                               | 0                   | 1 (4%)     | 24 (96%)            | 0             | 0                  | 25 (100%)        |
| <b>SY 08-09</b>                                                               | 0                   | 5(19%)     | 21(81%)             | 0             | 0                  | 26(100%)         |
| <b>Middle</b>                                                                 |                     |            |                     |               |                    |                  |
| <b>SY 06-07</b>                                                               | 0                   | 0 (0%)     | 7 (100%)            | 0             | 0                  | 7 (100%)         |
| <b>SY 07-08</b>                                                               | 0                   | 3 (34%)    | 4 (57%)             | 0             | 0                  | 7 (100%)         |
| <b>SY 08-09</b>                                                               | 0                   | 1(12%)     | 7(88%)              | 0             | 0                  | 8(100%)          |
| <b>High</b>                                                                   |                     |            |                     |               |                    |                  |
| <b>SY 06-07</b>                                                               | 0                   | 2 (50%)    | 2 (50%)             | 0             | 0                  | 4 (100%)         |
| <b>SY 07-08</b>                                                               | 0                   | 0 (0%)     | 4 (100%)            | 0             | 0                  | 4 (100%)         |
| <b>SY 08-09</b>                                                               | 0                   | 2(40%)     | 3(60%)              | 0             | 0                  | 5 (100%)         |
| <b>All Schools</b>                                                            |                     |            |                     |               |                    |                  |
| <b>SY 06-07</b>                                                               | 0                   | 5 (14%)    | 31 (86%)            | 0             | 0                  | 36 (100%)        |
| <b>SY 07-08</b>                                                               | 0                   | 4 (11%)    | 32 (89%)            | 0             | 0                  | 36 (100%)        |
| <b>SY 08-09</b>                                                               | 0                   | 8 21%)     | 31 (79%)            | 0             | 0                  | 39 (100%)        |

Examination of **Table 80** reveals that 79% of all public schools achieved a “satisfactory” rating in SY 08-09. In the elementary schools, the number of schools that achieved a “satisfactory” rating decreased by three. Of 7 middle schools, seven achieved Satisfactory ratings, an increase of 3 from SY 07-08. Of 3 high schools, 3 received a satisfactory rating, a decrease of 1 from SY 08-09/.

**Table 81** shows the comparison of overall school performance for SY 07-08 and SY 08-09. Examination of **Table 81** reveals that, one high school increased their composite score by three; two middle schools increased their scores by 11 and 14 points; and one elementary school increased their composite scores by at least 8 points.

| <b>Table 81</b>                                                                         |                                                     |                                                     |                                               |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------|
| <b>P.L. 26-26 Comparative School Composite Report Card Scores: SY 07-08 to SY 08-09</b> |                                                     |                                                     |                                               |
| <b>SCHOOL</b>                                                                           | <b>SY 07-08 REPORT<br/>CARD COMPOSITE<br/>SCORE</b> | <b>SY 08-09 REPORT<br/>CARD COMPOSITE<br/>SCORE</b> | <b>DIFFERENCE<br/>SY 07-08 &amp; SY 08-09</b> |
| <b>High School</b>                                                                      |                                                     |                                                     |                                               |
| George Washington HS                                                                    | 52 (S)                                              | 53(S)                                               | +1                                            |
| JF Kennedy HS                                                                           | 56 (S)                                              | 56(S)                                               | 0                                             |
| Okkodo HS                                                                               |                                                     | 43(L)                                               | 0                                             |
| Simon Sanchez HS                                                                        | 50 (S)                                              | 53(S)                                               | +3                                            |
| Southern HS                                                                             | 51(S)                                               | 46(L)                                               | -5                                            |
| <b>Middle</b>                                                                           |                                                     |                                                     |                                               |
| Agueda Johnston MS                                                                      | 55 (S)                                              | 53(S)                                               | -2                                            |
| FB Leon Guerrero MS                                                                     | 51 (S)                                              | 53(S)                                               | +2                                            |
| Astumbo MS                                                                              |                                                     | 51(S)                                               | 0                                             |
| Inarajan MS                                                                             | 49 (L)                                              | 49(L)                                               | 0                                             |
| Jose Rios MS                                                                            | 54 (S)                                              | 55(S)                                               | +1                                            |
| LP Untalan MS                                                                           | 56 (S)                                              | 55(S)                                               | -1                                            |
| Oceanview MS                                                                            | 41 (L)                                              | 55(S)                                               | +14                                           |
| Vicente Benavente MS                                                                    | 43 (L)                                              | 54(S)                                               | +11                                           |
| <b>Elementary</b>                                                                       |                                                     |                                                     |                                               |
| Agana Heights ES                                                                        | 60 (S)                                              | 56(S)                                               | -4                                            |
| Astumbo ES                                                                              | 47 (L)                                              | 46(L)                                               | -1                                            |
| BP Carbullido ES                                                                        | 56 (S)                                              | 53(S)                                               | -3                                            |
| Chief Brodie Memorial                                                                   | 51 (S)                                              | 59(S)                                               | +8                                            |
| CL Taitano ES                                                                           | 53 (S)                                              | 50(S)                                               | -3                                            |
| Daniel L. Perez ES                                                                      | 50 (S)                                              | 54(S)                                               | +4                                            |
| Finegayan ES                                                                            | 52 (S)                                              | 52(S)                                               | 0                                             |
| FQ Sanchez ES                                                                           | 51(S)                                               | 50(S)                                               | -1                                            |
| Harry S. Truman ES                                                                      | 52 (S)                                              | 56(S)                                               | +4                                            |
| HB Price ES                                                                             | 50 (S)                                              | 47(L)                                               | -3                                            |
| Inarajan ES                                                                             | 53 (S)                                              | 59(s)                                               | +6                                            |
| JM Guerrero ES                                                                          | 56 (S)                                              | 48(L)                                               | -8                                            |
| JQ San Miguel ES                                                                        | 53 (S)                                              | 51(S)                                               | -2                                            |
| Liguan ES                                                                               |                                                     | 49(L)                                               | 0                                             |
| Lyndon B. Johnson ES                                                                    | 64 (S)                                              | 64(S)                                               | 0                                             |
| MA Ulloa ES                                                                             | 51 (S)                                              | 52(S)                                               | +1                                            |
| Machananao ES                                                                           | 50 (S)                                              | 50(S)                                               | 0                                             |
| Marcial Sablan ES                                                                       | 53 (S)                                              | 51(S)                                               | -2                                            |
| Merizo ES                                                                               | 59 (S)                                              | 59(S)                                               | 0                                             |
| MU Lujan ES                                                                             | 52 (S)                                              | 47(L)                                               | -5                                            |
| Ordot Chalan Pago ES                                                                    | 58 (S)                                              | 51(S)                                               | -7                                            |
| PC Lujan ES                                                                             | 57(S)                                               | 53(S)                                               | -4                                            |
| Talofofo ES                                                                             | 51 (S)                                              | 52(s)                                               | +1                                            |
| Tamuning ES                                                                             | 52 (S)                                              | 52(S)                                               | 0                                             |
| Upi ES                                                                                  | 52 (S)                                              | 56(s)                                               | +4                                            |
| Wettengel ES                                                                            | (52 S)                                              | 58(S)                                               | +6                                            |
| <b>(U) Unacceptable (L) Low (S) Satisfactory (St) Strong (E) Exceptional</b>            |                                                     |                                                     |                                               |

A District Annual Report Card for SY 08-09 was also developed using the adopted education indicators and grading criteria. **Table 82** presents the SY 08-09 District Performance Report.

| <b>Table 82</b>                           |                      |                                |
|-------------------------------------------|----------------------|--------------------------------|
| <b>SY 08-09 DISTRICT PERFORMANCE CARD</b> |                      |                                |
| <b>Student Performance (70%)</b>          | <b>District Data</b> | <b>PL 26-26 Classification</b> |
| <b>Proficient &amp; Advanced Levels</b>   |                      |                                |
| Grade 1 Reading                           | 52%                  | Satisfactory                   |
| Grade 1 Math                              | 25%                  | Low                            |
| Grade 1 Language                          | 8%                   | Unacceptable                   |
| Grade 2 Reading                           | 19%                  | Low                            |
| Grade 2 Math                              | 14%                  | Low                            |
| Grade 2 Language                          | 3%                   | Unacceptable                   |
| Grade 3 Reading                           | 14%                  | Low                            |
| Grade 3 Math                              | 10%                  | Low                            |
| Grade 3 Language                          | 10%                  | Low                            |
| Grade 4 Reading                           | 17%                  | Low                            |
| Grade 4 Math                              | 13%                  | Low                            |
| Grade 4 Language                          | 14%                  | Low                            |
| Grade 5 Reading                           | 10%                  | Low                            |
| Grade 5 Math                              | 5%                   | Unacceptable                   |
| Grade 5 Language                          | 13%                  | Low                            |
| Grade 6 Reading                           | 13%                  | Low                            |
| Grade 6 Math                              | 6%                   | Unacceptable                   |
| Grade 6 Language                          | 13%                  | Low                            |
| Grade 7 Reading                           | 13%                  | Low                            |
| Grade 7 Math                              | 4%                   | Unacceptable                   |
| Grade 7 Language                          | 12%                  | Low                            |
| Grade 8 Reading                           | 16%                  | Low                            |
| Grade 8 Math                              | 6%                   | Unacceptable                   |
| Grade 8 Language                          | 14%                  | Low                            |
| Grade 9 Reading                           | 9%                   | Unacceptable                   |
| Grade 9 Math                              | 2%                   | Unacceptable                   |
| Grade 9 Language                          | 5%                   | Unacceptable                   |
| Grade 10 Reading                          | 9%                   | Unacceptable                   |

|                                        |             |                     |
|----------------------------------------|-------------|---------------------|
| <b>Grade 10 Math</b>                   | <b>1%</b>   | <b>Unacceptable</b> |
| <b>Grade 10 Language</b>               | <b>5%</b>   | <b>Unacceptable</b> |
| <b>Grade 11 Reading</b>                | <b>7%</b>   | <b>Unacceptable</b> |
| <b>Grade 11 Math</b>                   | <b>0%</b>   | <b>Unacceptable</b> |
| <b>Grade 11 Language</b>               | <b>4%</b>   | <b>Unacceptable</b> |
| <b>Grade 12 Reading</b>                | <b>14%</b>  | <b>Low</b>          |
| <b>Grade 12 Math</b>                   | <b>2%</b>   | <b>Unacceptable</b> |
| <b>Grade 12 Language</b>               | <b>7%</b>   | <b>Unacceptable</b> |
| <b>Elementary Passing Rate</b>         | <b>100%</b> | <b>Exceptional</b>  |
| <b>Middle/High School Passing Rate</b> | <b>84%</b>  | <b>Strong</b>       |
| <b>5th Grade Promotion Rate</b>        | <b>100%</b> | <b>Exceptional</b>  |
| <b>8th Grade Promotion Rate</b>        | <b>99%</b>  | <b>Exceptional</b>  |
| <b>Cohort Graduation Rate</b>          | <b>68%</b>  | <b>Low</b>          |
| <b>Annual Dropout Rate</b>             | <b>7%</b>   | <b>Satisfactory</b> |
| <b>Student Attendance Rate</b>         | <b>95%</b>  | <b>Exceptional</b>  |
| <b>Student Discipline Rate</b>         | <b>22%</b>  | <b>Low</b>          |
| <b>Employee Attendance Rate</b>        | <b>94%</b>  | <b>Satisfactory</b> |
| <b>School Improvement Plan</b>         | <b>100%</b> | <b>Exceptional</b>  |
| <b>Total Grade</b>                     | <b>42%</b>  | <b>LOW</b>          |

Examination of **Table 82** shows that while the composite score/grade for the District is “Low” (42%), exceptional ratings were given for School Improvement Plan, Student Attendance Rate, 5th and 8th grade promotion, and Elementary and Middle School Passing. Satisfactory ratings were achieved for first grade students in reading, Annual Dropout Rate and Employee Attendance. All other categories received low or unacceptable ratings.



## **VII. SY 08-09 EXEMPLARY PROGRAMS & ACCOMPLISHMENTS**

**P.L. 26-26 Section 3106 (vi)** Requires GDOE to cite examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved learning. The following section highlights exemplary programs, proven practices, programs designed to reduce costs or other innovations in education reported by schools. It should be noted that the submissions from schools were accepted without a formal review to validate the reports.



**Table 83**  
**High School Programs and Activities**

| <b>Academic</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Extra Curricular/Other</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Interscholastic</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <ul style="list-style-type: none"> <li>— 9<sup>th</sup> Grade Academy</li> <li>— Academic Challenge Bowl</li> <li>— Advance Placement</li> <li>— Chamorro Cultural and Language Program (PL 21-34 mandate)</li> <li>— Chamorro Program (PL 21-34) Mandate)</li> <li>— Close Up</li> <li>— Community Based Education Program (School-to-Work)</li> <li>— English As A Second Language</li> <li>— Eskuelan Puengi</li> <li>— GCC Island-wide Competition of Lodging Management Program</li> <li>— GCC Tourism Marketing Academy</li> <li>— JROTC</li> </ul> | <ul style="list-style-type: none"> <li>— “Look at Me, I’m Drug Free” Poster Contest</li> <li>— 2008 Profiles in Courage Essay Contest</li> <li>— Adopt-A-Wing School Clean-up</li> <li>— Adopt-Our Street Clean-up</li> <li>— Ambassadors Club</li> <li>— Amnesty International</li> <li>— Annual Guam DECA Competition</li> <li>— Annual Leadership Day</li> <li>— Annual Quiz Bowl</li> <li>— Annual Simon Sanchez High School Day at the Mall</li> <li>— Band Club</li> <li>— Bank of Guam Calendar Contest</li> <li>— Basketball Club</li> <li>— Bible Club</li> <li>— Bowling Club</li> <li>— Boy’s JV Basketball Senior Class 5K Run</li> <li>— Cake Decorating Contest</li> <li>— Caribous on Vacation Essay</li> <li>— Chamorro Club</li> <li>— Chamorro Language Competition / Gupot Chamorro Activities</li> <li>— Chamorro Month Poster Contest</li> <li>— Choir Club</li> <li>— Class of 2010</li> <li>— Community Service with Mayor’s Offices (alternative to out of school suspension)</li> <li>— Department of Aquatics and Wildlife Resources</li> <li>— Earth Week</li> <li>— Educational Talent Search (UOG and GCC)\</li> <li>— Environmental Club</li> <li>— European Studies Club</li> <li>— Families and Schools Together Conference</li> <li>— Future Educators of America (FEA)</li> </ul> | <ul style="list-style-type: none"> <li>— Boys’ Baseball</li> <li>— Boys’ Basketball</li> <li>— Boys’ Paddling</li> <li>— Boys’ Rugby</li> <li>— Boys’ Soccer</li> <li>— Boys’ Tennis</li> <li>— Boys’ Track and Field</li> <li>— Boys’ Volleyball</li> <li>— Cheerleading Squad</li> <li>— Cross Country</li> <li>— Football</li> <li>— Girls JV Basketball</li> <li>— Girls JV Volleyball</li> <li>— Girls Volleyball</li> <li>— Girls’ Basketball</li> <li>— Girls’ Paddling</li> <li>— Girls’ Rugby</li> <li>— Girls’ Softball</li> <li>— Girls’ Softball Team</li> <li>— Girls’ Tennis</li> <li>— Girls’ Track and Field</li> <li>— Girls’ Volleyball Club</li> <li>— ILAAG sports events</li> <li>— Mixed Paddling</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>— GATE Theater Resources</li> <li>— Guam History/National History Day Competition</li> <li>— Guam Teacher of the Year</li> <li>— Halu'um Ohana Canoe Club</li> <li>— HATSA Project – Mentoring Program</li> <li>— Inafa' maolek Training – Peer Mediation</li> <li>— Island-wide Pro-Start Competition</li> <li>— Japanese Club</li> <li>— Law Day Essay Contest Winner</li> <li>— Lunchtime Peer-Tutoring</li> <li>— Marine Mania</li> <li>— Micro-Biz Club</li> <li>— Micronesian Student Association (MSA)</li> <li>— Mock Trial</li> <li>— National Honor Society (NHS)</li> <li>— New Career Counseling Center through GCC</li> <li>— Parent Booster Club</li> <li>— Parent/Family/Community Outreach program</li> <li>— Partnership with business and the Department of the Air Force</li> <li>— Partnerships with Community and Government Agencies</li> <li>— Passport to Careers</li> <li>— Personal Adult Advocate Program for high school reform</li> <li>— Presidential Scholar Nominee</li> <li>— Principal's Leadership Society (PLS)</li> <li>— Quality Control Committee on School Safety</li> <li>— Running Club</li> <li>— Sea Turtle Nest Site Monitoring with Department of Agriculture and Department of Aquatics and Wildlife</li> <li>— Shakespeare</li> <li>— Skills USA</li> <li>— Soroptimist International</li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>— Special Education</li> <li>— Student Body Association</li> <li>— Summer School</li> <li>— Teacher Mentoring Program</li> <li>— Tourism Club</li> <li>— Tri-M Music Honor Society</li> <li>— Upward Bound</li> <li>— Veteran’s Day Ceremony for Faculty and Staff</li> <li>— Vocational Band Club</li> <li>— Volleyball Club</li> <li>— WAVE Club</li> <li>— World Studies</li> <li>— Yearbook Club</li> </ul> |  |
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**Table 84**  
**Middle School Programs and Activities**

| <b>Academic</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Extra Curricular/Other</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Interscholastic</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"> <li>— Advisor – Advisee Program</li> <li>— Career Choices Program</li> <li>— Chamorro Club</li> <li>— Chamorro Cultural and Language Program (PL 21-34 mandate)</li> <li>— Character Education Program (Project Menhalom)</li> <li>— Close Up</li> <li>— Competition/Fino Chamorru Kompetasion</li> <li>— Corrective Reading – Direct Instruction</li> <li>— Corrective Reading Program – Success For All (SFA)</li> <li>— Cultural Arts/Cultural Dance Program</li> <li>— English as a Second</li> </ul> | <ul style="list-style-type: none"> <li>— 4-H Club</li> <li>— A and B Honor Roll</li> <li>— Academic Challenge Bowl</li> <li>— Admin Reward Program</li> <li>— Adopt-a-School Partner</li> <li>— Arbor Day (Forestry Division)</li> <li>— Athletic Club</li> <li>— Band Club</li> <li>— Big Brother/Big Sister</li> <li>— Box Tops for Education</li> <li>— Breaking the Ranks II Training (Empowers Middle School Reform)</li> <li>— Career Day/ Week/ Month</li> <li>— Chamorro Basket Weaving Competition/Kadon Pika</li> <li>— Coca Cola Poster Contest</li> <li>— Daily energy conservation efforts</li> <li>— Earth Week</li> <li>— Educational Talent Searches (UOG)</li> <li>— Energy Essay Contest</li> <li>— Energy Office Essay Contest</li> <li>— Famagu’on Natibu</li> <li>— Filipino Student Association</li> <li>— Future Educators of America</li> <li>— GCC</li> </ul> | <ul style="list-style-type: none"> <li>— Boys A Volleyball</li> <li>— Boys B Cross Country</li> <li>— Boys B Team Basketball</li> <li>— Boys B Team Volleyball</li> <li>— Boys Basketball GIF</li> <li>— Boys’ Cross Country</li> <li>— Boys’ Soccer</li> <li>— Boys’ Track &amp; Field</li> <li>— Girls A Volleyball</li> <li>— Girls B Team Basketball</li> <li>— Girls B Team Soccer</li> <li>— Girls’ Track &amp; Field</li> <li>— Girls’ Volleyball</li> </ul> |

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| <p>Language (ESL) Program</p> <p>— Great Carabao Adventure Essay Contest</p> <p>— Honor Band &amp; Choir</p> <p>— Honor Band &amp; Honor Choir</p> <p>— Honor Roll</p> <p>— International Marketing</p> <p>— National Spelling Bee</p> <p>— SAT 10</p> <p>— Science Fair</p> <p>— Second Step Training and Curriculum Implementation</p> <p>— Special Education Program</p> | <p>— Geography Bee Competition</p> <p>— HATSA Mini-Grant</p> <p>— Home School Connection – “Academic Carnival” Workshop PD</p> <p>— Homework Help/Hotline: Students receive homework assistance from certificated personnel Mondays to Thursdays</p> <p>— Hosted F.B.L.G. Day at Micronesia Mall/Family Walk/Run</p> <p>— Hosted the Japanese Student Exchange Program</p> <p>— Howard Scripps Island-wide Spelling Bee Competition</p> <p>— Inafa’maolek Partnership</p> <p>— International Friendship Club</p> <p>— IRA Read-A-Thon</p> <p>— Isla Art-A-Thon</p> <p>— Just Raising My Scores Day (Academic Improvement)</p> <p>— Math Count</p> <p>— Math Olympiad</p> <p>— Micronesian Student Association</p> <p>— Monthly Newsletter</p> <p>— Natibu Cultural Dancers</p> <p>— National Earth Science Week Essay Contest</p> <p>— National Junior Honor Society</p> <p>— Parent Academic Carnival</p> <p>— Parent/Family/Community (Outreach Program)</p> <p>— Partnerships with community/business/military/government agencies</p> <p>— PBIS (Positive Behavior Interventions &amp; Supports)</p> <p>— Peer Mediation</p> <p>— Perfect Attendance Awards for Teachers</p> <p>— Performing Arts Curriculum</p> <p>— Principals List</p> <p>— Project Citizen Showcase</p> <p>— Quarterly Awards Ceremony</p> |  |
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|  | <ul style="list-style-type: none"> <li>— Reading Association Read-A-Thon</li> <li>— Recycle Essay Contest “Why Recycling is Important”</li> <li>— Recycle Program</li> <li>— Red Ribbon Week (Say NO to Drugs)</li> <li>— Saturday Scholars</li> <li>— School Representation in the Children at Risk: The Juvenile System Video</li> <li>— School Website (<a href="http://www.ajjms.net/">www.ajjms.net/</a>)/<br/><a href="http://www.freewebs.com/jrjmsvoyagers">www.freewebs.com/jrjmsvoyagers</a></li> <li>— Science Olympics</li> <li>— Service Awards for Teachers</li> <li>— SKIP Jump Program</li> <li>— Special Olympics</li> <li>— Student Body Association</li> <li>— Student Clubs</li> <li>— Student Council</li> <li>— Student Exchange Program – Shimojo-Mura Jr. High, Japan</li> <li>— Student Incentive/Rewards Program</li> <li>— Student Tutorial Programs (NJHS)</li> <li>— Summer School</li> <li>— SWIS School-wide Information System</li> <li>— Teacher Mentoring Program</li> <li>— Team Building</li> <li>— Thanksgiving Invitational Tournament (Take Care)</li> <li>— Tutorial Programs</li> <li>— VBMS Showcase – Micronesia Mall</li> <li>— WAVE – We All Value Education</li> <li>— Youth Crime Watch</li> <li>— Youth Risk Behavior Incentive Program Recipient</li> <li>— Youth Risk Behavior Survey</li> <li>— Youth Year (DYA)</li> </ul> |  |
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**Table 85**  
**Elementary School Program and Activities**

| Academic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Extra Curricular/Other                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Extra Curricular/Other<br>(Continued)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>— Accelerated Reader and Accelerated Math Programs</li> <li>— Chamorro Cultural and Language Program (PL 21-34 mandate)</li> <li>— Character Education Program</li> <li>— Direct Instruction Reading Reform Program</li> <li>— Geography Bee</li> <li>— Honor Choir</li> <li>— Implementation of the Renaissance Responders System</li> <li>— Math Problem Solving Using Renaissance Responders</li> <li>— Success For All Reading Reform Program</li> </ul> | <ul style="list-style-type: none"> <li>— 1 to 1 tutoring assistance from teachers</li> <li>— 4-H Club</li> <li>— 5<sup>th</sup> Grade Fun Day</li> <li>— 5<sup>th</sup> Grade Graduation</li> <li>— 5<sup>th</sup> Grade Promotional</li> <li>— 5<sup>th</sup> Grade Student Council</li> <li>— 90% Club</li> <li>— 911 Memorial Service</li> <li>— A/B Honor Roll</li> <li>— Accreditation in Motion</li> <li>— Big Bird</li> <li>— Big Brother/Sister Program</li> <li>— Binder System</li> <li>— Box Tops for Education</li> <li>— Bully Prevention Training for Staff</li> <li>— Bullying Awareness Sessions</li> <li>— C.H.A.I.N. Club</li> <li>— Celebrity Readers Visits</li> <li>— Chamorro Chant Group</li> <li>— Chamorro Choir Group</li> <li>— Chamorro Cooking Competition</li> <li>— Chamorro Month Celebration/ Mes Chamorro Weaving Competition</li> <li>— Chamorro Month Guest Speakers – arts and crafts</li> <li>— Christmas Cards to Troops in Iraq</li> <li>— Christmas Food Drive</li> <li>— Christmas Program</li> <li>— Citibank Student Workshops</li> <li>— Honoring our Heroes (911)</li> <li>— Hula Hoop and Jump Rope Program</li> <li>— I Am Loveable and Capable Day</li> <li>— I Recycle Program</li> <li>— Implementation of Positive Behavior Support System</li> <li>— Implementation of PTEP</li> <li>— In-House Training for Staff</li> </ul> | <ul style="list-style-type: none"> <li>— Academic Awards</li> <li>— Adopt-A-School Program</li> <li>— Adventures Yellow Pages Monetary Donation</li> <li>— After School Math Tutorial</li> <li>— After School Music and Art Program</li> <li>— Alcohol and Tobacco Prevention</li> <li>— Angel of the Month</li> <li>— Art-A-Thon</li> <li>— Asian Pacific Children's Convention</li> <li>— Astumbo Parent Newsletter and Website</li> <li>— Autism Training</li> <li>— Back to School Open House</li> <li>— Bank of Guam Art Contest</li> <li>— Bank of Guam Student Workshops</li> <li>— Citizenship Awards</li> <li>— Community Helpers Day</li> <li>— Community Involvement (military, government, private agencies)</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>— In-Service Training</li> <li>— International Day</li> <li>— International Peace Day</li> <li>— International Reading Association</li> <li>— Intramural Games</li> <li>— IRA Guest Author Presentation</li> <li>— IRA Spirit Week Activities</li> <li>— IRA/ESL conference</li> <li>— Isla Art-A-Thon</li> <li>— Japanese Cultural Exchange – 3<sup>rd</sup> grade</li> <li>— Jump Rope for Heart</li> <li>— Junior Police cadets</li> <li>— Kidspiration In the Classroom Training</li> <li>— Kindergarten Promotional</li> <li>— King and Queen F.Q. Sanchez Coronation</li> <li>— Law Day Island wide Art Contest</li> <li>— Leaders and Educators Academy</li> <li>— Library Grant</li> <li>— Literary Fresh Produce Contest</li> <li>— M. U. Lujan Memorial Day</li> <li>— Math Club</li> <li>— Math Olympiad</li> <li>— Merit Awards for Academic Achievement</li> <li>— MOMAU Student of the Month</li> <li>— MOMAU Supply Donation</li> <li>— MOMAU Weekly Reading</li> <li>— Monthly Beautification Projects</li> <li>— Monthly Faculty Bulletin, via email</li> <li>— Monthly Helping Hands (campus-side clean up)</li> <li>— Monthly Intervention and Prevention Strategies by guidance Counselor</li> <li>— Monthly Newsletter</li> <li>— Monthly PE Activities</li> <li>— Morning Exercises</li> <li>— Mount Carmel School Scholarship Program</li> <li>— Moving on Up Incentive Program</li> <li>— National Children’s Book Week</li> </ul> | <ul style="list-style-type: none"> <li>— Constitution Day</li> <li>— CPR Training</li> <li>— Cultural Dance Troupe – “Katon I Tano”</li> <li>— Geography Club</li> <li>— Gingerbread Contest</li> <li>— Giving Tree</li> <li>— Glee Club</li> <li>— GPD Crime Stoppers</li> <li>— Grade Level Planning for Instruction</li> <li>— Guam Fire Department Presentation</li> <li>— Guam Symphony Presentation</li> <li>— Guard-a-Kid</li> <li>— Guitar Club</li> <li>— Harvest Carnival/Harvest Fair</li> <li>— Head Start program</li> <li>— Holiday Showcase and Celebration</li> <li>— Home-School Connection (Pizza Night, McTeacher Night, Chamorro Village Program)</li> <li>— Read Across America Celebrity Reader</li> <li>— Read-A-thon</li> <li>— Reading is Fun</li> <li>— Reading Rainbow Young Writers &amp; Illustrators</li> <li>— Recycling Committee</li> <li>— <b>Red Ribbon Activities</b></li> <li>— SAFE Training</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>— National Staff Development Council</li> <li>— National Teach Student to Save Day</li> <li>— Outstanding Citizenship</li> <li>— Pa'a Taotao Tano</li> <li>— Parade of Nations</li> <li>— Parent Fair</li> <li>— Parent Homework Leaders</li> <li>— Parent Mini Workshops</li> <li>— Parent Orientation/Open House</li> <li>— Parent Teacher Advisory Council</li> <li>— Parent Teacher Organization</li> <li>— PDN Newspapers in Education</li> <li>— Peace Rally</li> <li>— Peer Mediation Program (conflict resolution)</li> <li>— Perfect &amp; Outstanding Attendance</li> <li>— Perfect Attendance: Faculty &amp; Staff</li> <li>— Physical Education Grant K-5</li> <li>— Pickled Papaya</li> <li>— Portfolio Showcase</li> <li>— Presidential Award</li> <li>— Principal's Award</li> <li>— Professional Development – better teaching practices</li> <li>— Professional Development – Technology</li> <li>— Project HATSA Content Standards Alignment</li> <li>— Project HATSA Math Classes</li> <li>— Project HATSA Mentor Program</li> <li>— Project HATSA Mini-Grants 1 &amp; 2, Physical Education Grant</li> <li>— Project HATSA Teacher Mentoring Program</li> <li>— Project HATSA Technology Grant</li> <li>— PTO Equipment Donation</li> <li>— Public Health Art Contest</li> <li>— Quarterly Honor Roll</li> <li>— Quarterly In-Service Training</li> <li>— Rai / Raina</li> <li>— Rainbows for all Children</li> </ul> | <ul style="list-style-type: none"> <li>— Safety Patrol</li> <li>— SAT 10</li> <li>— SAT 10 Award Ceremony</li> <li>— Satellite Perfect Attendance Monitoring Program (SPAM)</li> <li>— Saturday Scholars Program with UOG Student Teachers</li> <li>— SBA Supply Donation</li> <li>— School Carnival</li> <li>— School Partnership with community, business, military and government agencies</li> <li>— School Website: <a href="http://www.carbullido-kokos.com">www.carbullido-kokos.com</a></li> <li>— School-wide Behavior Expectation (3B's) Program</li> <li>— School Wide End-of-Year Fieldtrip</li> <li>— Science Club</li> <li>— Science Fair</li> <li>— Script Howard Bee Competition</li> <li>— Second Step</li> <li>— Service Learning</li> <li>— Service Learning Club</li> <li>— Sister-School Proclamation Signing and Presentation by Saitama Municipal Kamiko</li> <li>— Skills Tutor Program</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>— Spring Mini-Play Production</li> <li>— Staff Development Workshops</li> <li>— Star of the Month</li> <li>— Star Reading and Math Programs</li> <li>— Star Students</li> <li>— Student Assemblies (Safety, Self-Esteem)</li> <li>— Student Council</li> <li>— Student Council</li> <li>— Student Crime Watchers</li> <li>— Student Government</li> <li>— Student of the Month/Quarter</li> <li>— Success For All (SFA)</li> <li>— Summer School Program</li> <li>— Super Reader Program</li> <li>— Talent Show</li> <li>— Teacher Collegial Exchange</li> <li>— Teacher Mentoring Council</li> <li>— Teacher Mentoring Program</li> <li>— Teachers subscribe to <a href="http://www.teachersgradebook.com">www.teachersgradebook.com</a></li> <li>— Thanksgiving Can Food Drive</li> <li>— Thanksgiving Celebration at the Mayor's Office</li> <li>— Thanksgiving Food Drive - "Price Lending a Hand" –</li> <li>— Thanksgiving Luncheon</li> <li>— The Art of Healing Art Show</li> <li>— Toys for Tots</li> <li>— Tutorial Program</li> <li>— Ukelele Club</li> <li>— UNICEF Drive</li> <li>— United Nations Classroom Display</li> <li>— United Nations Day</li> <li>— United Nations Parade</li> <li>— Valentine's Dance</li> <li>— Veterans' Day</li> <li>— Virtues Program (Character Education)</li> <li>— Visual Tech and other strategies</li> <li>— Wacky Wednesday</li> <li>— Water Safety Presentations</li> <li>— Wave Club</li> <li>— Wednesdays and Trivia (Spirit Day)</li> </ul> | <ul style="list-style-type: none"> <li>— Special Education</li> <li>— -Autism Awareness</li> <li>— Special Education</li> <li>— -Emotional Disability Program</li> <li>— Special Education</li> <li>— -GATE</li> <li>— Special Education</li> <li>— Hard of Hearing</li> <li>— Special Education</li> <li>— -Pre- School</li> <li>— Autistic and</li> <li>— Medically Fragile Program</li> <li>— Special Education</li> <li>— -Pre-Gate</li> <li>— Special Olympics</li> <li>— Special Story Time with guest readers</li> <li>— Speech</li> <li>— Spelling Bee</li> <li>— Spelling Club</li> <li>— Spelling Day</li> <li>— Spirit Days</li> <li>— Spirit Squad</li> <li>— Spring Carnival</li> </ul> |
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|  | <ul style="list-style-type: none"><li>— Western Association of Schools Accreditation</li><li>— Word of the Month</li><li>— Yamashita Corp. Supply Donation</li><li>— Youth Crime Watch</li></ul> |  |
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