DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT

www.gdoe.net
P.O. Box D.E., Hagatña, Guam 96932
Telephone: (671)475-0457 or 300-1547/1536•Fax: (671)472-5003
Email: nbunderwood@gdoe.net

Nerissa Bretania Underwood, Ph.D.
Superintendent of Education

October 29, 2010

2010 NOV -4 AM 10:03

Honorable Judith T. Won Pat, Ed.D.
Speaker, 30th Guam Legislature
155 Hesler Place
Hagatna, Guam 96910

RE: Annual State of Public Education Report

Dear Speaker,

It is with great pleasure that I submit to you a copy of the Annual State of Public Education Report for School Year 2009-10. It contains all of the required information as identified in Public Law 26-26.

If you have any questions or concerns, please feel free to contact me at your convenience at 475-0457 or 300-1547.

Thank you very much for your time and attention to this and for your leadership of the People of Guam.

Sincerely,

NERISSA BRETANIA UNDERWOOD, Ph.D.

30-10-0917

Office of the Speaker
Judith T. Won Pat, Ed. D.
Date 10/29/10
Time 4:45
Received by

2437

Guam Department of Education

ANNUAL STATE OF PUBLIC EDUCATION REPORT

SY 2009-2010

NERISSA BRETANIA UNDERWOOD, Ph.D.

SUPERINTENDENT OF EDUCATION

October 31, 2010

SY 09-10 Annual State of Public Education Report

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STATE OF PUBLIC EDUCATION ADDRESS
"Commitment to Excellence in Guam Public Schools" October 22, 2010

Hafa Adai yan Buenas Noches todus hamyo! Hello and Good Evening Everyone! It is wonderful to once again see all of our educators and stakeholders together on this annual occasion. As with other State of Education Reports I provided in the past, this report was very difficult to write because of the strong progress we have made as a school district and many individual examples of excellence that our educators and students have achieved over this past year. And ladies and gentlemen we have accomplished much, especially in the context of one of the most challenging years of the Department of Education. We faced the challenges and while we may have had setbacks in a number of areas, we succeeded where it counted the most. Our children made educational progress.

Tonight's report is simple. It is not about dramatic change or claims that we have reached the educational pinnacle. It is more than just adding together individual success stories. Instead, it is about steady, systemic positive change and the path towards sustaining that change with our commitment to excellence.

To fully appreciate what our students and educators were able to do, we should re-visit some of the challenges we encountered as we carried out our mission in the past school year

- DOE started out the school year in 2009 with having to shut down 33 schools for two days due to a procurement protest and subsequent disapproval of the contract for food services.
- On September 29th, 2009 we received a "show cause" notice from USDOE, which later resulted in additional special conditions imposed on DOE and specific requirement to have a third party fiduciary agent manage the federal funds. More than $24 million were withheld pending the hiring and full operational status of the third party fiduciary agent.
- DOE's Fiscal Year 2010 local budget was passed with stringent restrictions placed on salaries and benefits and without the requested funds to pay for the GPA note for prior year debt. DOE was only able to fund "warm bodies" and was not authorized to pay the $2.4 million note that DOE agreed to pay.

These conditions resulted in a number of situations that threatened the continuous provision of services to students. **Six elementary schools did not have funding for a reform program due to the special conditions.** And because of the delayed response to our request for approval to use carryover FY 2008 consolidated grant, I had to meet with 500 federally funded employees on February 15th, 2010 to inform them that DOE was no longer able to pay for their salaries. Although USDOE came through shortly after that meeting, it created unnecessary stress for a group of hard working federally funded educators and support staff.

Because we were not authorized to pay for prior year obligation to GPA, we were threatened with power disconnections and we had to return to the Legislature to secure approval to use current funds just to keep the lights on. The restrictions placed on our local budget also resulted in being forced to cross-level employees to ensure that schools were provided adequate support. Central office employees were assigned to schools, leaving central support divisions practically gutted out and compromising the timely delivery of much needed services to schools. Moreover given the special conditions that were imposed on federal funds, summer school almost did not happen. After repeated meetings with government leaders, the suspension of summer school was averted and 132 additional students were able to graduate in August. And how can we forget the possible shutdown last month?

In spite of the many issues, I am grateful to the Governor, his team and the Legislature for their support when it was most needed.

I am just amazed with what our educators and students were able to accomplish in spite of all those difficulties! You brought to life the old proverb, "success and rest don't sleep together." Through your hard work and tireless efforts, you helped turn these mountains into speed bumps. You kept the schools opened, you prepared the materials, you counseled the students, re-assured parents, and I, with gratitude and pride, stand before you in awe of your success in spite of all the challenges! I am proud to take this path towards success with you.

As with previous Annual State of Education reports, DOE's progress can best be measured and understood in terms of the education goals that the Guam Education Board adopted. The first goal is "All students will graduate prepared to enroll in post secondary on or off island or be gainfully employed".

In SY 09-10 we had the most students graduating from high school in the history of the Department of Education and the highest cohort graduation rate. This past year there was a total of 1,835 students who graduated. This is 200 more students compared to the prior year and at least 500 more graduates compared to the total that graduated five years ago. Of the 1,835 students that graduated, 357 are enrolled at the University of Guam and 200 are enrolled at GCC. In 2005 the cohort graduation rate was 56% - in 2010 the cohort graduation rate increased to 77%. This is the single most important achievement of the Department in the past five years because hundreds more of our young people are better prepared to engage life.

And as we increased our graduation rate, our annual dropout rate has dropped to an all time low of 6%, almost half of what it was 10 years ago when more than 1300 students dropped out in a single year. **How did we increase graduation rates and decreased the dropout rates?**

We continued programs that focused on preparing students for the world of work and post secondary education. Those include the Ninth Grade Academy, Eskuelan Puengi, Summer School, Passport to Careers, Junior ROTC, GCC courses for technical careers and dual enrollment. We expanded our Junior ROTC to include the Marine Corp at Okkodo.

The Dual Enrollment Project with UOG and GCC allows High school juniors and seniors who pass the placement tests and meet GPA requirements to take college level courses and receive college credit and high school credit simultaneously. Two years ago, only 10 students participated in this program. However, this past year, over thirty students from the 5 public high schools successfully completed courses in Freshmen Composition, Fundamentals of College English, Finite Mathematics and Introductory Statistics. And do you know that 11 students (nearly 1/3) came from Southern High. They participated in the Dual Enrollment program at the University of Guam for SY 09-10. Each of those students that took placement tests in English or Math were proficient enough to be placed at the entry level English or math class. In other words, they were ready to go to college and they proved it.

We are currently working with institutional researchers at UOG and GCC to collect data that would measure the readiness of our students to enroll in post secondary courses. The three Boards of Education,-- DOE's Guam Education Board, UOG Regents and GCC Trustees all agree and recently passed a resolution for UOG, GCC and GDOE to explore new processes to encourage postsecondary enrollment while we improve our readiness for college. We want to ensure that our students would not have to attend developmental classes.

We also don't ignore our responsibility to educate all students, especially those who have historically been unsuccessful. At JP Torres Alternative School, we continue to help our students succeed beyond high school. As Principal Meeks clearly stated, "failure is not an option"!
We are proud to report that five students have passed the ASVAB and are now in the armed forces and others are interning at the Superior Court and the Fire Department.

The second goal is "All students will successfully progress from grade to grade and one level of schooling to another to maximize opportunities to successfully graduate from high school."

The much improved graduation rate of our high schools is the end product of a long process. In order for us to ensure that students graduate and are prepared for life, we have to aim at every student successfully progressing from grade to grade and from one level to the next. There are two measures for determining whether students are successfully progressing. The first and most obvious measure is the passing rate, which depicts the percentage of students that passed language arts and math courses. In SY 09-10, elementary schools all achieved 100% passing rates. In the middle schools 85% of the students passed cores subjects, with Astumbo Middle School achieving the highest passing rate with 95%. Our high schools are also making noteworthy progress with Okkodo reporting a passing rate of 80%, the highest amongst our five high schools.

In our testing efforts, we naturally want to make all our students winners. We know that not all of our students will reach advanced levels, but we do expect each child to have a measure of growth. Different schools are reporting different success rates, but we shouldn't look at this as a scholastic sporting event in which there are winners and losers. We want to celebrate high levels of achievement, but most of all we want all children to be successful and proficient communicators, writers, readers

and problem solvers. This commitment is reflected in the successful transition of our students from one level to the next. This commitment is also manifested in the steady progress we are making in test scores.

Systemic Improvement was clearly reflected in the SAT10 results for SY 09-10. Just as we have vital signs that measure our overall well being - our health - a combination of measurements are used to measure growth with the SAT10. The first measure addresses the commonly asked question, did our students improve?

Through the cohort analysis using scaled scores, which measured the students' progress from grade to grade, all schools showed improvement in one content or another. This is indicative of system-wide improvement. For example, In examining the Metgot schools - those without a reform program, the growth rate ranged from a low of 5 points to a high of 61 points in math, which was achieved by PC Lujan's cohort group of 1st - 2nd grader this past year. At the middle school, the 6th - 7th cohort group growth rate for math was 14 points, which was higher than the national growth rate of 8 points. As such, all middle schools showed significant growth rates. The same positive trend was found among high schools with an increase ranging from 12 points to a high of 20 points, achieved by JFK for the 10-11 cohort group in reading.

Improvements were noted for all schools, by content and grade level, even for those schools that ranked lower in comparison to other schools. We recognize that we are still below the national average and that not enough of our students are reaching the proficient and advanced levels. But the cohort analysis shows that students have made progress in one content area or another. This is systemic, positive change.
But the subsequent question is, how do the improvements compare to that of the national norm?

The following schools showed note worthy improvement because they equaled or exceeded the national measure of improvement from grade level to the next in spite of all of the challenges that our department has faced this past year. In short, their rates of improvement equaled or exceeded the national rate of improvement.

AT THE ELEMENTARY LEVEL Those schools include: DL Perez Elementary, PC Lujan, MA Ulloa, MU Lujan, Talofofo, HB Price, Astumbo, Merizo, Finegayan, Marcial Sablan, Liguan.

FOURTH GRADE READING - National norm group did not show much improvement but 25 of our schools exceeded that rate with Price and Astumbo Elementary improving the most.

AT THE MIDDLE SCHOOL LEVEL - The difference between the mean scaled score of 6th grader and 7th grade is 8 points at the national norm. For GDOE it was 14 points. In math, the growth rate was 9 points while GDOE's was 18, Language arts 10 points for the national norm -- GDOE was only 5 but it is important to note that Untalan Middle School and Astumbo Middle School equaled the national growth rate of 10 points.

AMONG THE HIGH SCHOOLS - while Ken Chargualaf was quoted by the Pacific Daily News stating "GW and JFK are like peacocks showing off their colors" -- with pride! But the other high schools are not without colorful feathers either. All high schools, Okkodo, Simon Sanchez, JFK, GW and Southern, surpassed the national rate of improvement with JFK and Southern showing most improvement for Grade 11 reading and math.

Again, although we recognize that we are still below the national average and although we recognize that not enough of our students are reaching the proficient and advanced levels, this data clearly shows that we are making steady progress in the entire school system.

There were a number of schools that performed at or above the national average in various content areas and grade levels. Those schools were FQ Sanchez, Inarajan Elementary ,Carbullido, CL Taitano, Agana Heights, Jose Rios Middle School, LP Untalan Middle School, George Washington High School and JFK High School. This positive change is clearly reflected in the school progress report cards in which each school is graded annually on a set of Board approved indicators including SAT10 results, student discipline, employee attendance, student attendance, passing rates, cohort graduation rates, dropout rates, and more. For elementary schools, 70% of the report card is based on SAT10 results. For secondary schools, 60% is based on SAT10 results. Based on the SY 09-10 School Report Card composite scores, the number of schools achieving satisfactory ratings increased compared to the previous year.

4. Budget Committee
   - School Principal representatives developed specific guidelines to ensure school level needs are included and to streamline the budget process

We have a stronger partnership with the University of Guam than ever. I don't know why, but it has resulted in benefits for DOE's professional improvement. Even the coursework sponsored by the Guam Federation of Teachers has assisted us. These are teacher courses conducted by practicing teachers- offering the most relevant path to professional improvement.

But the staff development was not limited to teachers and principals, this past summer hundreds of school support staff, comprised of school aides, office staff, cafeteria workers, maintenance and custodial staff were provided training in various areas pertaining to customer service, encouraging parent involvement, safe disciplinary practices, using technology and more. Finally, hundreds of substitute teachers were provided training before notice of assignments were given. Principals and assistant principals coordinated training before school started.

Goal 4 states that all DOE school facilities will meet high standards for health and safety and provide optimal conditions for learning.

The Maintenance Division did not have Standard Operating Procedures (SOP) for work orders and citations prior to July 2008. The Excel workbook was used to log work orders, however this was ineffective in tracking what has been completed and what had yet to be addressed. The Maintenance Division keeps a data base of all outstanding work requests and citations by school. Although the Maintenance Division has to work daily with limited staff and resources, it has been able to improve the inspection record of DOE.

1. The combined implementation of the SOP and Maintenance database resulted in improved school facilities ratings in SY 2009-2010 compared to SY 2008-2009. As of June 28, 2010, DOE received for its buildings 31 "A"s in SY09-10 as compared to only 14 "A"s in SY08-09 and for its cafeterias, 39 "A"s in SY09-10 as compared to 33 "A"s in SY08-09. Although Finegayan was closed down for one day, DOE was able to open the school with no citations.

2. The Suruhanu's work continues to keep up us on our toes. But with the leadership of Billy Cruz at the maintenance division in combination with our school principals' commitment, we have facilities that are far more conducive to learning than three years ago when the attorney general inspected schools.

The Guam DOE is often seen as the primary institution to solve issues beyond academic achievement and we are happy to partner when it makes educational sense. We worked with the Department of Public Health and Social Services in dealing with the mumps outbreak, TB testing and a massive school-based immunization effort to guard against the H1N1 virus. Because of the concerns over bussing, child obesity, family violence and every conceivable social problem, activities in K-12 are often the focus of problem-solving for issues that impact but are not directly related to educational achievement. It is tempting to use the school system to solve all of these issues. We are happy to assist in coordinating, but I have to remind policy makers than new mandates should be accompanied by new resources.

Goal 5 All DOE operational activities will maximize the critical use of limited resources and meet high standards of accountability

This goal is difficult to implement and I admit painful to deal with .We recognize that maximizing limited resources is not unique to DOE, but if we don't do this, every household in Guam will feel the effects of our failures immediately. Meeting high standards of accountability in the midst of shortfalls makes us feel like we are over-regulated and underfunded. But we have met our base responsibility to open schools with certified teachers and facilities that meet minimum standards and are conducive to learning.

This year, we had the smoothest opening of our schools in several years due to advanced planning by our personnel specialists, financial managers, maintenance crews and individual school teams. We opened schools on time with the fewest teacher vacancies in our memory and with the best facility ratings.

Accountability for scarce resources requires continuous effort by central office staff that we frequently criticize but fail to recognize. We have dedicated individuals who work with the FEMA Recovery Office to obtain significant increases in FEMA appeals and re-instatements of funds that were thought to be lost from previous disasters. This has resulted in successfully obtaining $3.98 million in funds to continue work on CIP projects. We continue to work with other agencies to ensure that our schools get the products we deserve and we have worked with them to put contractors and public employees on notice that this is no longer business as usual.

We have the DOE Internal Audit Office that has embarked on and embraced a system that ensures adherence to the law and GDOE Standard Operating Procedures. Guidance and training are provided, as needed, on the proper accounting for funds, from receipts and disbursements, the correct recording of transactions, in general and subsidiary ledgers, the preparation of monthly and annual financial reports, use of accounting forms, and the preparation of general journal adjustments, when needed. We acknowledge that there have been some violations of our procedures and we immediately took steps to assist in the proper prosecution of those involved.

DOE works with an outdated financial management system. We have struggled along with procedures and a system that is frustrating and that moves at the speed of sound when everyone else is now at twice or three times the speed of sound. Deputy Taitano recognizes this and we are working hard to use AARA funds to replace the entire financial integrated management system with a system that will make our record keeping, human resource and procurement processes with a system that is more than just transparent. It will be accessible to all who need to use it and to track spending, purchase orders, contracts, personnel and maintenance requests. This will bring the Department's record keeping into the 21st century.

Over the past five years DOE's questioned costs related to federal grants have significantly been reduced from a high of $1.2 million for FY 2005 to under $5000 for the past consecutive fiscal years FY 2009 and FY 2008. This means that we are avoiding common problems with the accounting of our expenditures. This is great news, but we need to do more than just be accountable for expending our federal funds. We must spend every dollar we are eligible for efficiently so that services are delivered on a timely basis. It is these difficulties, which has led to the third party fiduciary agent.

The major change in our accountability processes has been the introduction of the Third Party to assist us with the management of our federal funds. Initially, we thought this to be an unwarranted intrusion in our operations and that their introduction to our system would limit our authority, and create some resentment by our central office and school personnel. After the long process of negotiating the contract and working with Alvarez and Marsal for these past few weeks, I am not only more positive about the value of their presence, I now see opportunities to improve our financial management system and decision making processes. This is not a receivership. It is an effort to improve accountability for our federal funds and to put in place systems so that we can spend funds quickly as well as for the intended purposes. We now see the added value of our management partners.

We have been transparent with our financial condition, sometimes painfully so. We do not disguise the realities of our financial condition and we asked for needed funding as we exhausted our accounts. The Guam DOE needs to have full allocations since our costs are fixed and we have no other source of revenue. While there may have been times when some thought I was too public with my concerns about financial shortfalls, my office is responsible for keeping the schools open and ensuring that paychecks are fully funded.

The public response to our transparency has frequently been negative. The underlying assumption is that by asking for full allotments, we are unwilling to share the burden of shrinking government revenues or that we continue to squander the resources that we do get. In the distant past, this may have been the case. But in recent years, we have made every effort to live within the appropriation we have been granted.

We have actually lived within the appropriation for the past two years, but we have had difficulty receiving full allotments on a timely basis. The transparency is not meant to embarrass or point fingers. It always had the intent of keeping the schools open and our services to students continuous.

While we have been able to move forward in spite of these financial difficulties, we cannot sustain any progress or maintain our existing operations in the middle of financial turmoil. Media accounts of financial difficulties are not enjoyable and take us away from focusing on student achievement. Adequately funding our schools system is essential to our success as a system. It is always tempting to say that DOE is using the bulk of Government of Guam resources as if it could be some other way. Given the fact of our responsibilities and the fact that we necessarily are the largest Government of Guam agency, we naturally take up the largest share of resources. But we must also be mindful of the scale of our expenditures on education and our expectations.

We all want our students to achieve at the national average and our teachers expect to be paid at the national average. But we are below the national average when it comes to funding our schools. In a report by the National Education Association, the national average for per pupil expenditure is $10,190. The highest state is Rhode Island at $17,289 and the lowest is Utah's at $5,912. Guam's is $6,236. The national average for teacher salaries is $54,319 with the highest being New York at $69,118 and South Dakota the lowest at $35,070. **Guam DOE teachers' average salary is $44,989.**

Of course, financial support does not guarantee that success will naturally follow. We have all heard the statement that you just can't throw money at a problem and expect it to be resolved. But when you get pennies thrown at you, it can sometimes hurt. And it would be tempting to say that DOE didn't need the money because they still made progress in spite of being shortchanged financially and being subjected to new regulatory processes and bureaucratic procedures. But it is just as easy to say, think of the progress that could have been made had we been focused on headlines about scholastic achievement instead of impending shortfalls.

Financial support does stand for something. The Bible says, **"For where your treasure is, there your heart will be also."** In relative terms, education should be where our heart is. In practical terms, if we want to make real progress, the prudent increase and use of financial resources is a necessity. Otherwise, we will not be able to sustain the progress we have outlined this evening.

SUMMARY

Cumulative success is reflected in summative data. But a commitment to excellence is reflected in the countless individual stories that occur on a daily basis in our schools. Whether it is support staff at the school level who stay beyond working hours cheerfully and without complaint to assist in PTO activities or the success story of a special needs child who comes from a troubled home, worked with a one to one aide and then found a way through joint effort, personal commitment to eventually walk or be wheeled across the stage to receive a high school diploma, DOE staff, professionals and students make a personal as well as systemic commitment to progress and excellence.

But the whole must always be greater than the sum of its parts. The difference between dramatic change and steady change is sustainable progress. As an educational system that is under constant scrutiny, it is easy to let critics affect your day. We are often tempted to reject all criticisms as illegitimate, even when the criticisms are accurate and fair.

It is also easy to latch on to silver bullet solutions that are supposed to lead to dramatic progress. Whether it is a single instructional approach, a reform program, a technological innovation or a new and improved financial management system, there are many individuals out there who think that anyone of these will lead to dramatic educational change.

In fact with more than $133 million of approved federal funds this past year, we can easily convince ourselves that by investing millions of dollars in technology, professional development, capital improvement projects, innovative curricular programs, and criterion referenced assessment, we would not have to work as hard as we did last year.

But none of those planned investments will be the silver bullet. There is no dramatic turning around of a system as large as the Guam Department of Education in a year. It is nearly ten times the size of an average school district in the U.S. DOE has been chronically underfunded and, to be honest, it has suffered through years of mismanagement. We acknowledge our shortcomings, but in spite of all our weaknesses, we have made real progress.

The Department of Education has a District Action Plan that provides the road map for meeting the five education goals. The DAP was developed and adopted by the Board in 2008. We are almost at the mid-way point of the five year plan. While many may have left that plan on the shelf, we must not forget that plans are just that – plans until the prescribed action steps are executed.

We have a responsibility for making decisions that will ensure that (1) All students graduate from high school prepared for post secondary and the world of work; (2) All students progress successfully from one grade to another and from one level of schooling to the next; (3) All employees perform to high standards of performance and are provided professional development; (4) All facilities meet standards for health and safety and (5) We are all accountable for the limited resources.

It is appropriate at this point to recognize the work of my deputy superintendents in creating the climate for real progress. Deputy Arlene Unpingco nurtures the process for school leadership and solves problems on-site as they occur. Deputy Eva San Nicolas manages multiple contracts on educational reform and professional development in order to ensure that curricular innovation and creativity carries the day. Deputy Taling Taitano facilitates their work through on-time logistics, and minimal paperwork in identifying and releasing resources.

The leadership of the Guam Education Board is important in this process. They set the goals and we carry them out. They provide the basis for community management of the process. As we grapple with management issues, we also deal with governance matters and we need to revisit those over time. But this evening, I want to thank the deputies and the outgoing Board members who have devoted their time, thoughts and ideas in the name of the people of Guam. I want to thank Mary Gutierrez, Anita Manibusan, Tessie Pereda, Vangie Cepeda and Dr. Meadows. Their hand is at work in this progress and commitment to excellence.

But progress is not due to single individuals or a single change or a single program; it was due to administrative teams at the school level who were focused on educational progress and teachers who responded to the challenges. It was the supportive community and networks of families that we rarely hear about. It was that lone school aide struggling to supervise 200+ students in a crowded playground.

It was our support staff at central office who came in the weekends and worked through the night to meet deadlines for reporting, grant applications and sometimes just to support the Superintendent during a board meeting.

Ladies and gentlemen, we have made real progress. Next year may be better and, frankly, we could fall also back from the progress. But the only way we can move forward is to have sustainable progress. This progress must be based on a children-focused school system that is accountable for its finances and performance, a school system that makes continual professional improvement the basis for student achievement and a system that receives regular, predictable and, yes, sustainable resources.

President Barack Obama has told us, "If you're walking down the right path and you're willing to keep walking, eventually you'll make progress." We are walking with a little more bounce in our step, and we are willing to keep walking down this path to excellence. We will clear the way for the next generation, we will ask our government leaders to help us clear the path and provide a few more resources to make the path a little easier so we can go faster.

But, it is up to the teacher, the administrator, the school aide, the office personnel, the cafeteria worker, the maintenance man, and central office support employee to keep walking. Walk with me and I will walk with you. We will all walk together.

Biba DOE!

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 leaning

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!

I. DISTRICT PROFILE

A. Student Demographic Information

During School Year (SY) 2009-10, there were 41 public schools in operation providing educational services for 30,769 students. Twenty seven (27) elementary schools served 13,633 students. Eight (8) middle schools serviced 6,884 students and five (5) high schools served 9,671students.

Table 1
GDOE Comparative Student Enrollment Distribution by Grade for SY 08-09 & 09-10

GRADE LEVEL	SY 08-09 ENROLLMENT	SY 09-10 ENROLLMENT	COMPARITIVE DIFFERENCE
Head Start	494	497	3
Kindergarten	2,057	2,028	-29
Grade 1	2,171	2,187	16
Grade 2	2,326	2,222	-104
Grade 3	2,368	2,312	-56
Grade 4	2,522	2,404	-118
Grade 5	2,407	2,480	73
Grade 6	2,385	2,360	-25
Grade 7	2,160	2,363	203
Grade 8	2,300	2,161	-139
Grade 9	3,120	2,951	-169
Grade 10	2,562	2,711	149
Grade 11	2,119	2,130	11
Grade 12	1,832	1,879	47
Alternative	**Not Reported**	**84**	**n/a**
TOTAL GDOE ENROLLMENT	**30,823**	**30,769**	**-54**

Table 1: Over the last two years, the student population has remained relatively constant. Table 1 provides an enrollment comparison between school years 2008-09 and 2009-10. The data shows a modest decrease of 54 students across the district. Within grade levels, there were noticeable variances in enrollment, specifically in grades 2,4, 8 and 9 which showed decreases by over 100 while grade 7 showed an increase of over 200 and grade 10 showed an increase of 149. These differences may be attributed to the date range used when calculating the official enrollment both school years. Nonetheless, a longitudinal study of enrollment data over the last ten years may help in determining whether these variations are consistent from year to year or whether it is unique to just this reporting period. *(Note: Students enrolled in the federally funded Head Start program are included in the total student population, however, participation is limited to income eligible families.)*

Figure 1 - Student Enrollment by Grade Levels

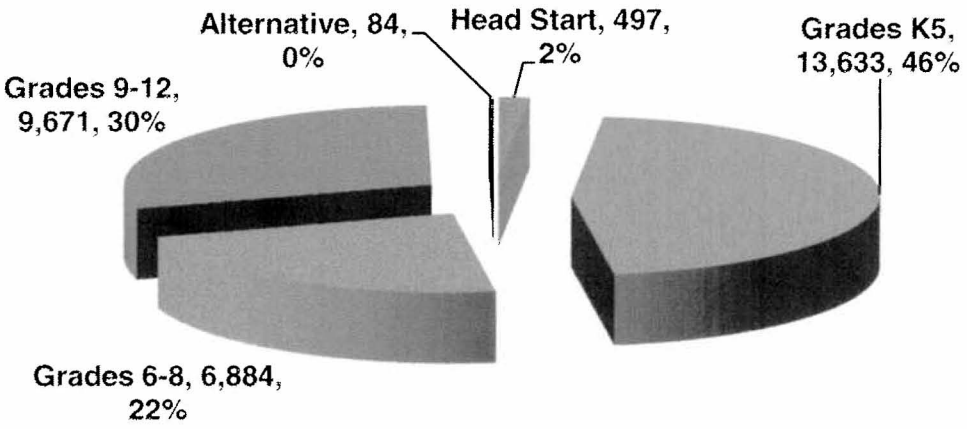


Figure 1: Shows the student population distribution all forty one schools by level. Forty six (46)% of all students enrolled were elementary level students. Twenty two (22)% of the students enrolled were middle school students followed by High School students comprise most of the students enrolled (46%). Middle grades 6-8 comprised 22% and high schools grades 9-12 made up 30% of all students enrolled during SY 09-10.

Figure 2 - Student Enrollment by Gender

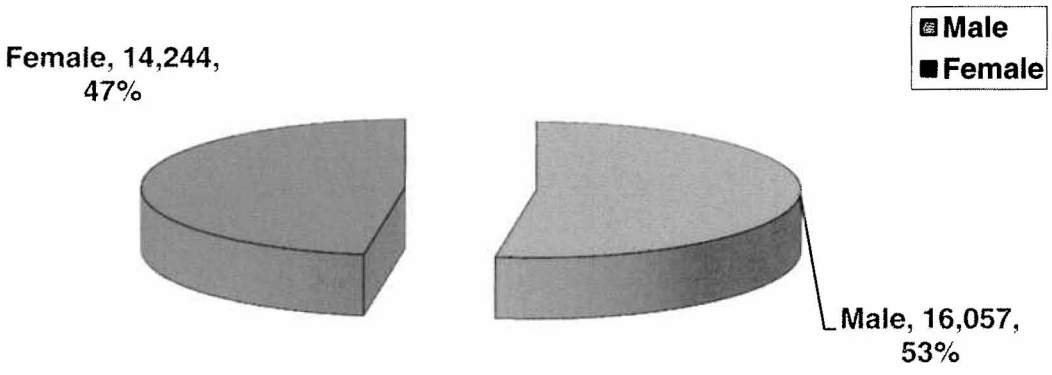


Figure 2: Inclusive of the Head Start and K-12 enrollment, male students comprised of 53% of the total student population with an enrollment of 16,057, while the female student population comprised of 47% with an enrollment of 14,244.

Table 2 SY 09-10 Distribution of Students Enrolled in Special Programs *(Data Source: PowerSchool)*		
SPECIAL PROGRAMS	**NUMBER OF STUDENTS**	**PERCENT OF TOTAL**
Pre Gate/Gifted and Talented Education (K-5)	1,340	6%
Special Education	2,006	10%
English As A Second Language (ESL)	14,342	69%
DEED	966	5%
Head Start	497	2%
Eskuelan Puengi	1,664	8%
TOTAL SPECIAL PROGRAMS	**20,815**	**100%**

Table 2: There were 20,815 students who participated in one or more special programs. Students in the English as a Second Language (ESL) Program made up 69% (14,342) of that total. Head Start with 497 students showed the lowest distribution, comprising 2% of the total special programs population.
(***Note: Categories are not mutually exclusive and thus, numbers may reflect students enrolled in more than one special program.***)

Table 3 SY 09-10 Distribution of Students by Ethnicity (*Data Source: PowerSchool*)		
ETHNICITY	**NUMBER OF STUDENTS**	**PERCENT OF TOTAL**
Chamorro	15,317	50%
Filipino	6,735	22%
Pacific Islander	5,963	19%
Asian	431	1%
CNMI	295	1%
White Non- Hispanic	225	1%
Other	1,803	6%

Table 3: Of the 30,769 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 African American, Hispanic, American Indian-Native Alaskan, Unknown and Unclassified categories.

Figure 3 - Distribution of Students by Ethnicity

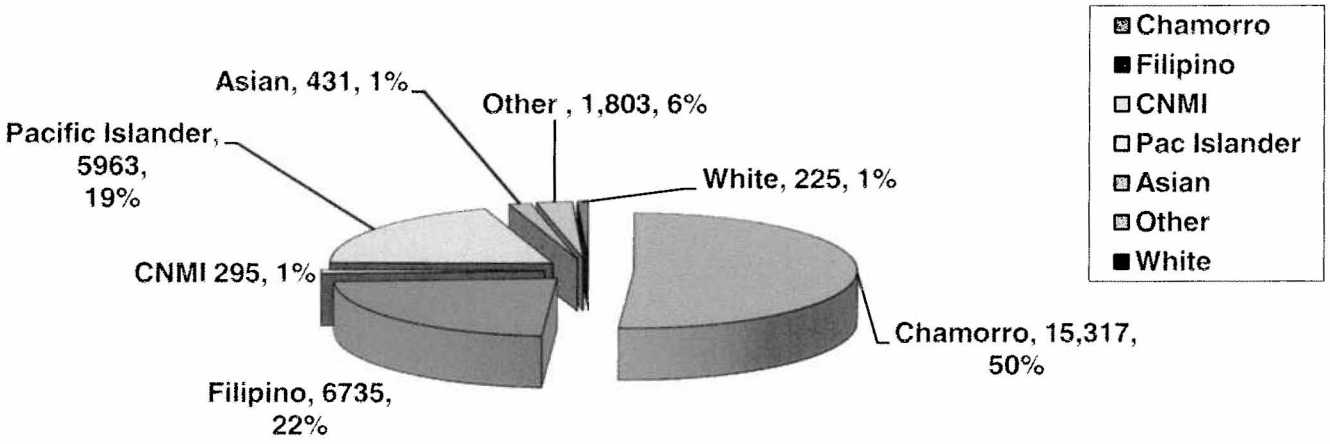


Figure 3: Chamorro students comprise the majority of the total student population with an enrollment of 15,371 (50%), while White Non-Hispanic and CNMI students show the lowest proportions, respectively comprising 1% of the total population. Filipinos make up the second highest proportion (22%) with 6,735 students. (Note: Percent calculations may contain small differences due to rounding of decimal places.

Table 4: MEMBERSHIP AND ATTENDANCE

School Level	Average Daily Membership	Average Daily Attendance	Attendance Rate
Elementary Schools	14,075	12,520	89%
Middle Schools	6,825	6,482	95%
High Schools	9,406	9073	96%
GDOE	**30,306**	**28,075**	**93%**

Table 4: The attendance rate for the district is determined by dividing the average daily attendance by the average daily membership. Further examination shows that the high schools had the highest average daily attendance (96%), compared to the middle (95%) and elementary schools (89%).

III. STANDARDS AND ASSESSMENT

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

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

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

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

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

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

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. 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 09-10 number of students tested with SAT10. The percentages indicate the participation rates by grade level in comparison to the total number of students tested.

Table 5
SY 09-10 SAT10 Distribution of Students Tested by Grade Levels

Grade Levels	Number of Students Tested	Percent of Total Tested
Grade 1	2,176	8%
Grade 2	2,223	8%
Grade 3	2,315	8%
Grade 4	2,380	9%
Grade 5	2,514	9%
Grade 6	2,259	9%
Grade 7	2,326	10%
Grade 8	2,164	8%
Grade 9	2,757	10%
Grade 10	2,228	8%
Grade 11	1,675	6%
Grade 12	1,798	7%
Total	**26,815**	**100%**

Table 5: Indicates that grades seven and nine had the highest number of students who took the SAT10 test. The lowest number tested were grades 11 and 12 with only six and seven percent respectively.

Table 6 SAT10 Comparison of Students Tested & Average Membership By Grade			
Grade Levels	**Official Enrollment September 30, 2009**	**Number of Students Tested**	**Percent of Total Tested**
Grade 1	2,187	2,176	99%
Grade 2	2,222	2,223	>100%
Grade 3	2,312	2,315	>100%
Grade 4	2,404	2,380	99%
Grade 5	2,480	2,514	>100%
Grade 6	2,360	2,259	96%
Grade 7	2,363	2,326	98%
Grade 8	2,161	2,164	.>100%
Grade 9	2,951	2,757	93%
Grade 10	2,711	2,228	82%
Grade 11	2,130	1,675	79%
Grade 12	1,879	1,798	96%
Total	**30,769**	**26,815**	**87%**

Table 6 shows that 87% of all students enrolled in grades 1-12 participated in the SAT10 test for SY 09-10; down 8% from the previous year. Grades 1-5 had the highest participation rates and in grades 2, 3, 5, and 8, the numbers who participated were greater than students enrolled. There are two possible reasons for this. First, it could be that there were still students who were not entered in time at various schools before the September 30th deadline and were thus, added later in the year. A second possibility is that because student enrollment fluctuates throughout the year, the enrollment increased at certain grades after the official enrollment date of September 30, thus adding to the number of students taking the test. *(Note: 84 students enrolled at Alternative Education students are not factored into the official enrollment for middle and high but are factored in the number of students who took the test in April 2010.)*

A. 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.

C. Participation Rates by Education Program:

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

Table 7
SAT10 Participation Rates by Education Program *(Data Source: Pearson Inform)*

Program	Number of Students Tested	Number of Students Enrolled in Program	Participation Rate (Based on Total Program Enrollment)
ELL	10,494	14,342	73%
Special Education	1,347	1,770	76%
GATE	1,199	1,186	99%
TOTAL	13,040	17,298	75%

Table 7: Indicates a total of 13,040 students across ELL, Special Education, and GATE programs who participated in State-wide Assessments. Compared to total enrollment in each program, 75% of students in these subgroups participated in the SAT10 during SY 09-10. Of this number, 73% were ELL students, 76% were Special Education students, and 99% were GATE students.

Figure 4:
Distribution of Students Testesd by Educational Program

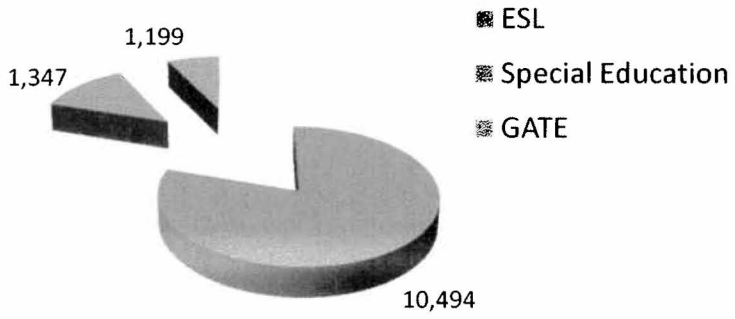


Figure 4: Indicates that ELL students comprise most of the students tested in these sub-groups at 80%. The next largest population is Special Education at 10% followed by GATE at 9%.

Participation Rates by Gender:

Table 8 SY 09-10 SAT10 Participation Rates by Gender Based on Total GDOE Enrollment			
Gender	**Number of Students Tested**	**Number of Students Enrolled (Grades 1-12)** ***(Not Official Enrollment)***	**Participation Rate (Based on Total Number Enrolled)**
Female	11,857	14,244	83%
Male	12,925	16,057	80%
TOTAL	**24,782**	**30,301**	**82%**

Table 8: Shows the participation rates in SAT10 testing by gender. Of the 14,244 females enrolled, 12,575 (83%) were tested and of the 16,057 males enrolled, 12,925 (80%) were tested.

Figure 5:
Distribution of Students Tested by Gender

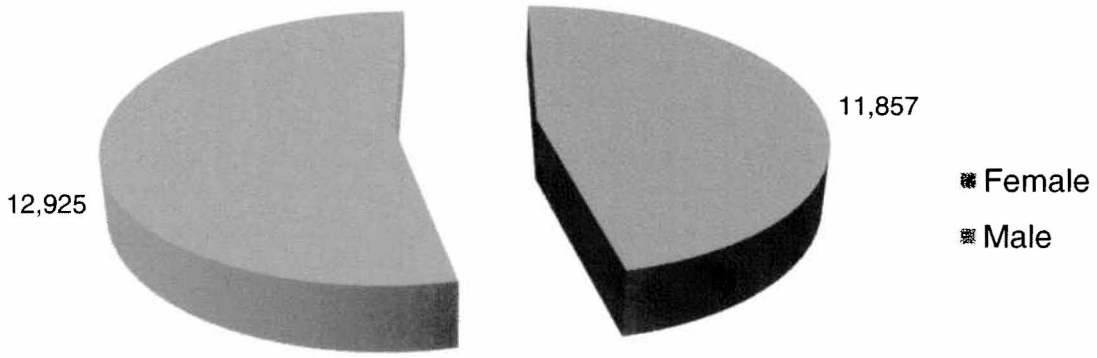


Figure 5: Indicates that 52% (12,925) of the total number of students tested were males, while 48% (11,857) were females.

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.

Table 9
SY 09-10 Student Distribution of Free or Reduced Lunch Participation

	# Students Enrolled	# Students in F/R Program Tested	Percentage of Students Tested
Elementary School (1-5)	9,801	8,093	83%
Middle School	3,800	3,840	>100%
High School	1,867	2,446	>100%
Total (1-12)	**15,468**	**14,379**	**93%**

Table 9: A total of 14,379 (93%) Free/Reduced students in grades 1-12 participated in the SAT10. The numbers for Middle and High School participation is greater than enrollment. Again, this may be attributed to the number of students who were not entered in the Student Information System (*PowerSchool*) when official enrollment was run September 30, 2010.

Figure 6:
Distribution of Free/Reduced Lunch Participants by Level

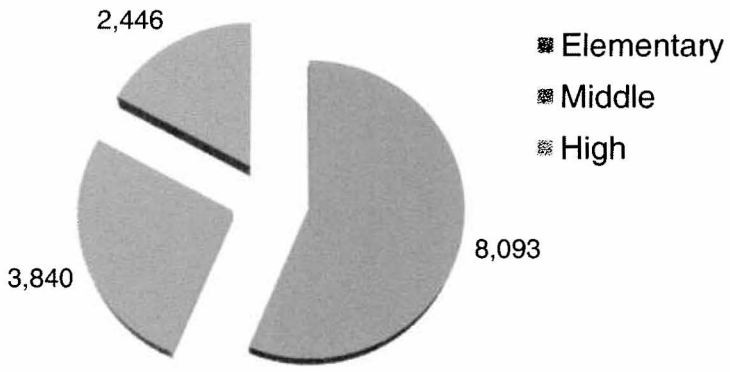


Figure 6: Shows the distribution of Free/Reduced Lunch students who participated in the SAT10 by Elementary, Middle, and High Schools.

C. SAT10 RESULTS BY PERFORMANCE LEVELS

The SAT10 *performance standards are content-referenced scores that reflect what students know and should be able to do in given subject areas.* Expert panels of educators, 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- illustrate the SAT10 performance standards results for reading, mathematics and language arts by grade levels over the last five years. Percentage may not add up to 100% due to rounding.

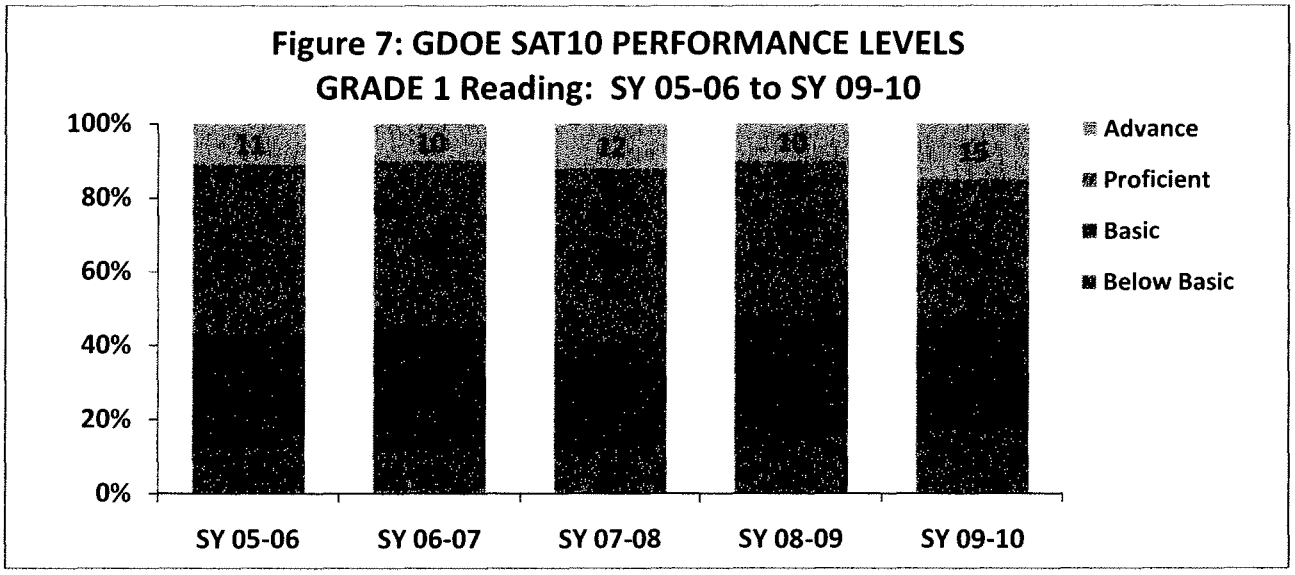


Figure 7 shows that in SY 08-09, 52% of 1st graders performed at the ***Proficient and Advanced levels*** in reading compared to 53% who performed at the same levels in SY09-10, an increase of 1 percentage point.

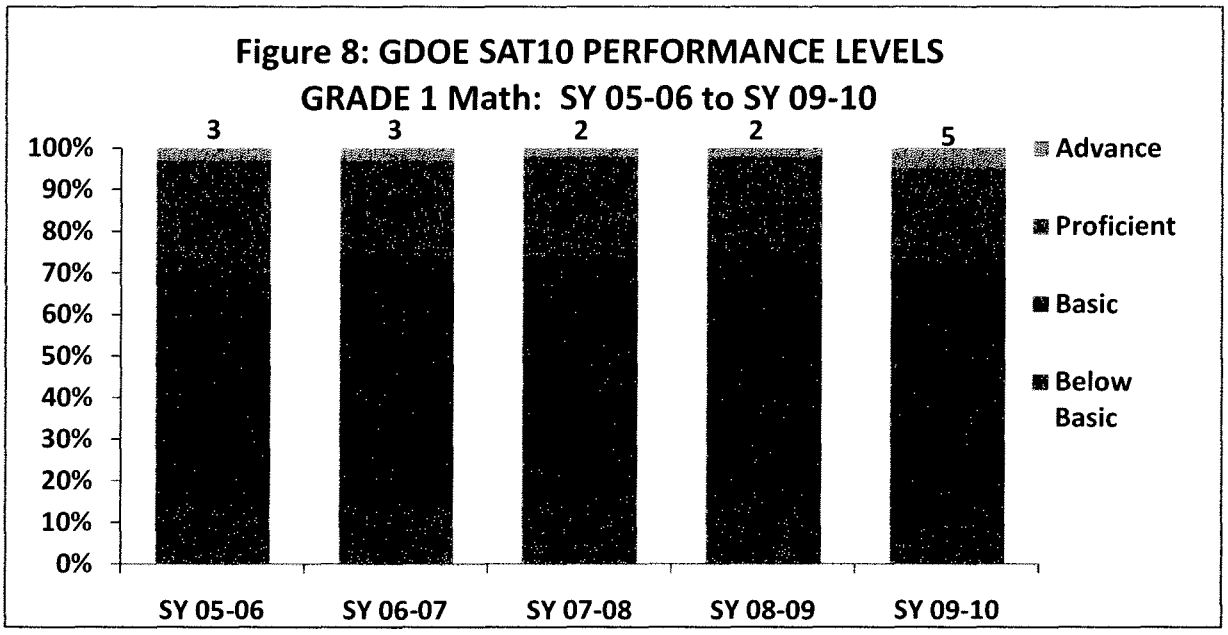


Figure 8 shows that in SY 08-09, 25% of 1st graders performed at the ***Proficient and Advanced levels*** in math compared to 28% who performed at the same levels in SY 09-10, an increase of 3 percentage points.

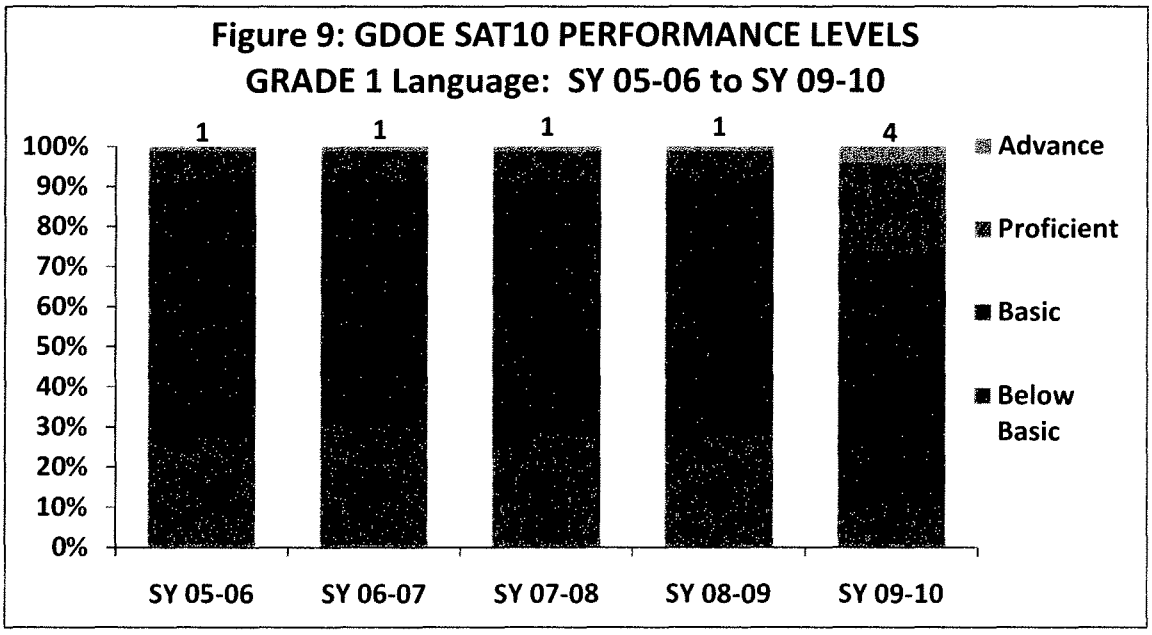


Figure 9 shows that in SY 08-09, 8% of 1st graders performed at the ***Proficient and Advanced levels*** **in** language compared to 27% who performed at the same levels in SY 09-10, an increase of 19 percentage points.

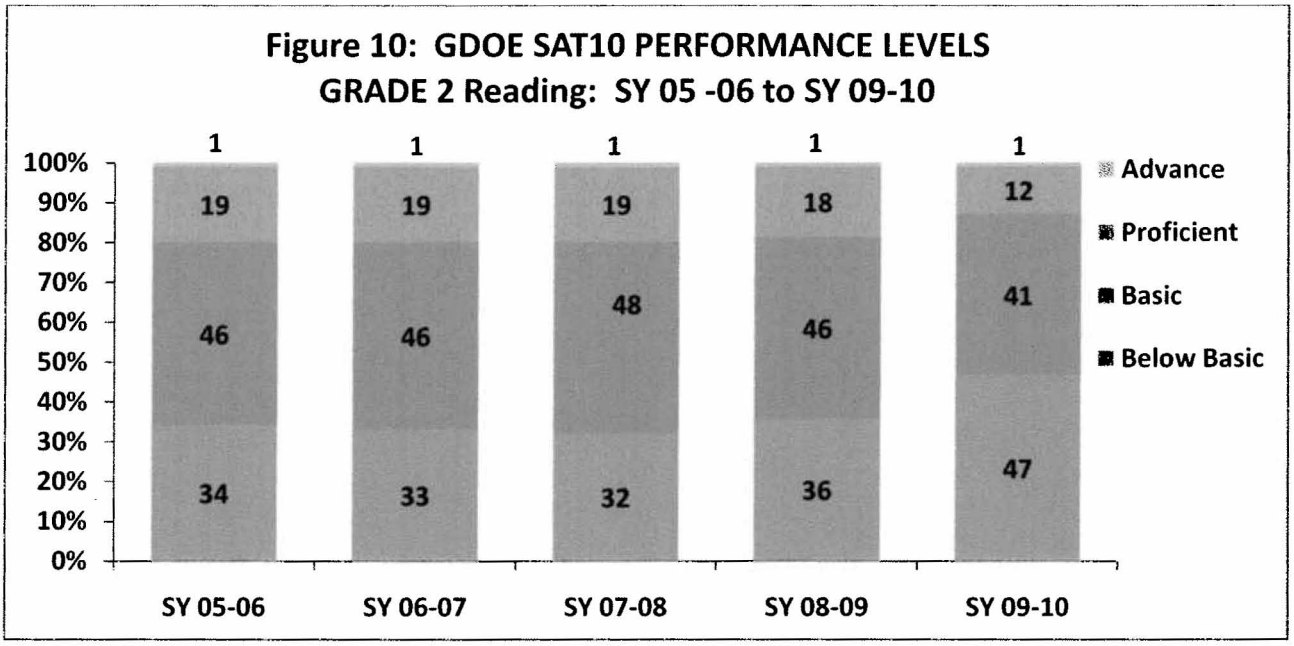


Figure 10 shows that in SY 08-09, 19% of 2nd graders performed at the ***Proficient and Advanced levels*** in reading compared to 13% who performed at the same levels in SY 09-10, a decrease of 6 percentage points.

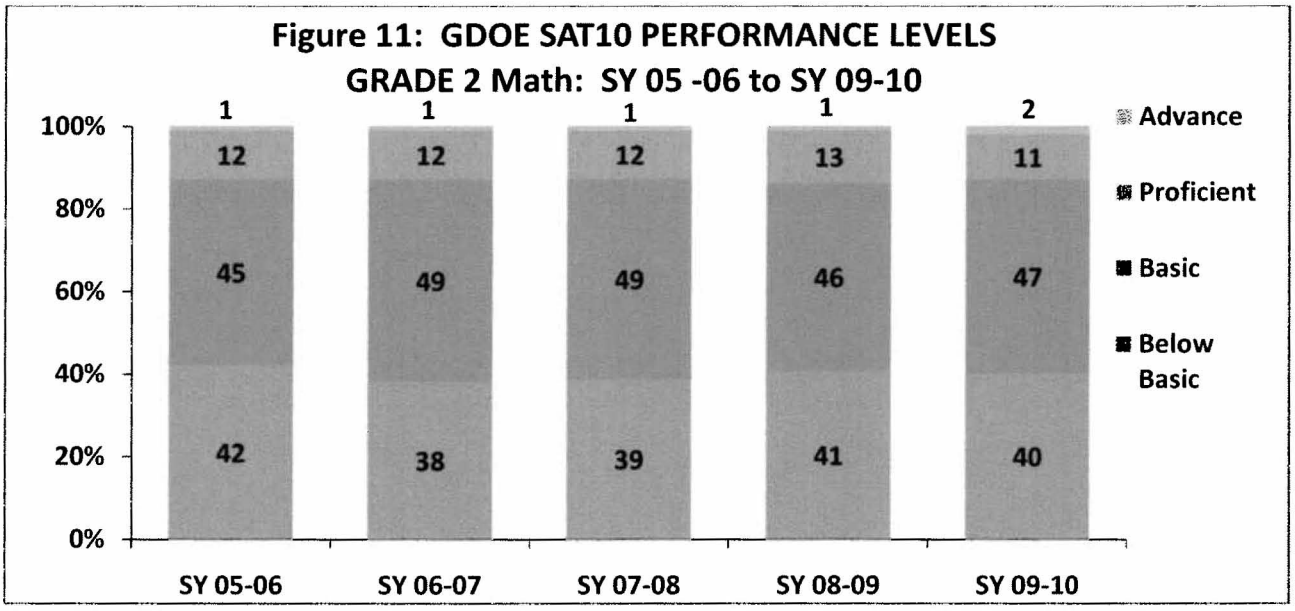


Figure 11 shows that in SY 08-09, 14% of 2nd graders performed at the ***Proficient and Advanced levels*** in math compared to 13% who performed at the same levels in SY 09-10, a decrease of 1 percentage point.

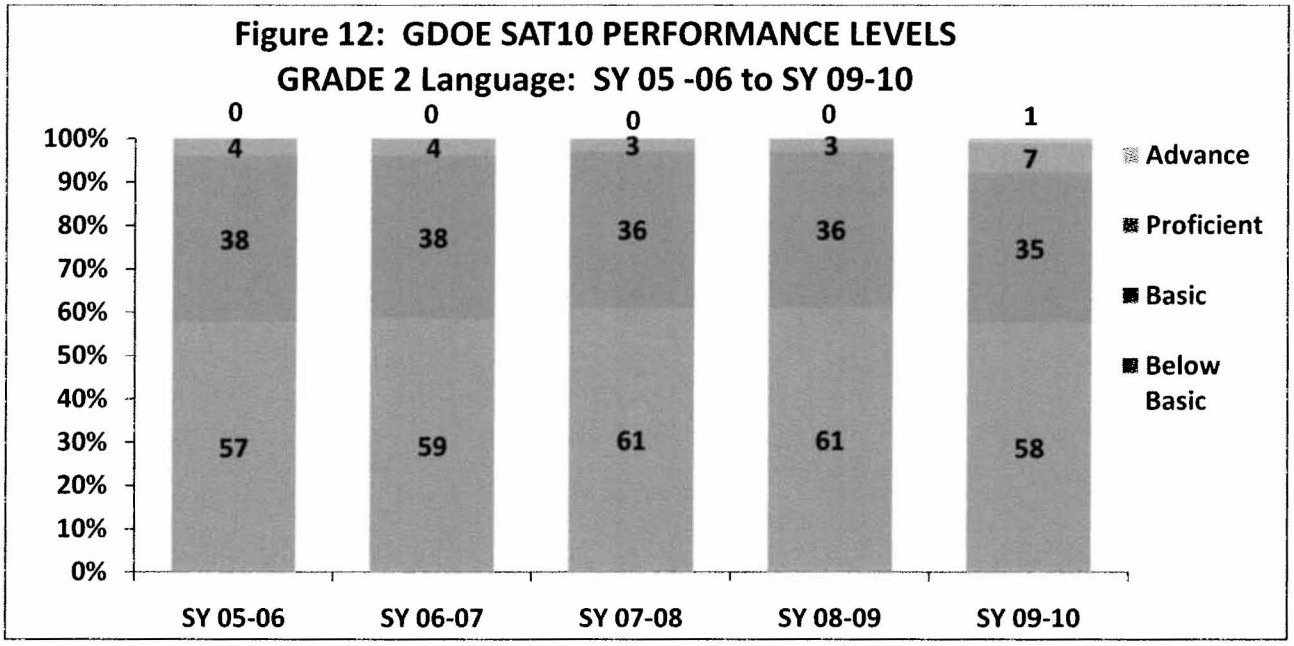


Figure 12 shows that in SY 08-09, 3% of 2nd graders performed only at the ***Proficient Level*** in language compared to 8% who performed at the ***Proficient and Advanced levels*** in SY 09-10, an increase of 5 percentage points.

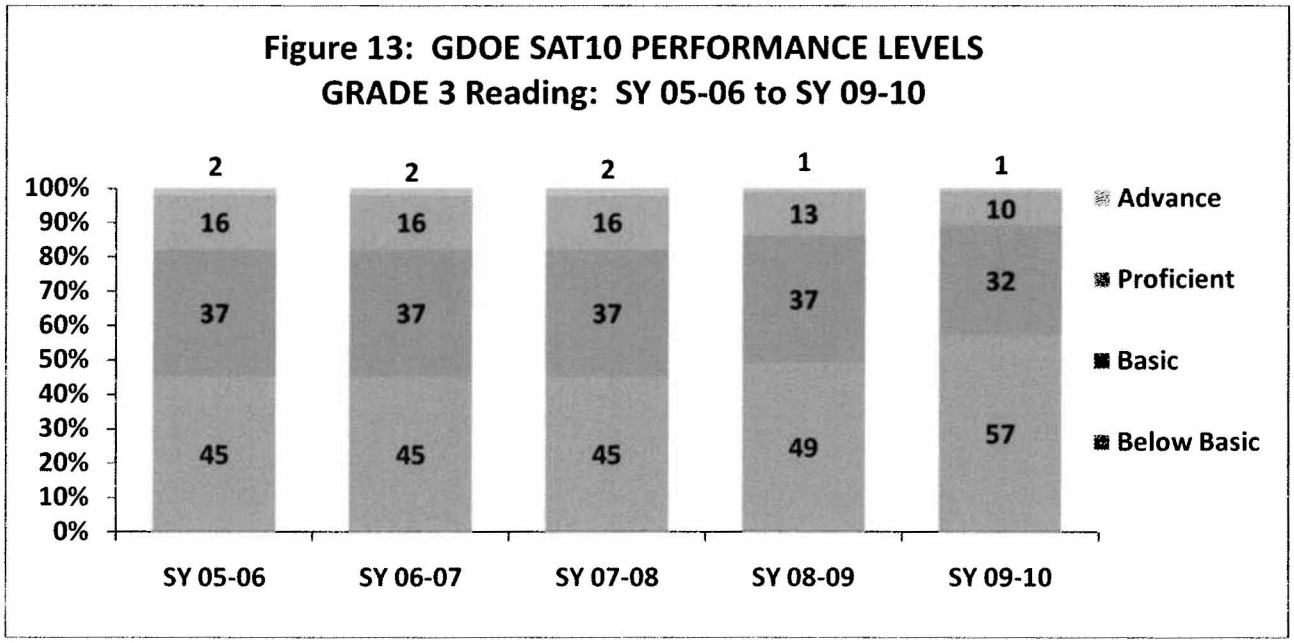


Figure 13 shows that in SY 08-09, 14% of 3rd graders performed at the ***Proficient and Advanced levels*** in reading compared to 11% who performed at the same levels in SY 09-10, a decrease of 3 percentage points.

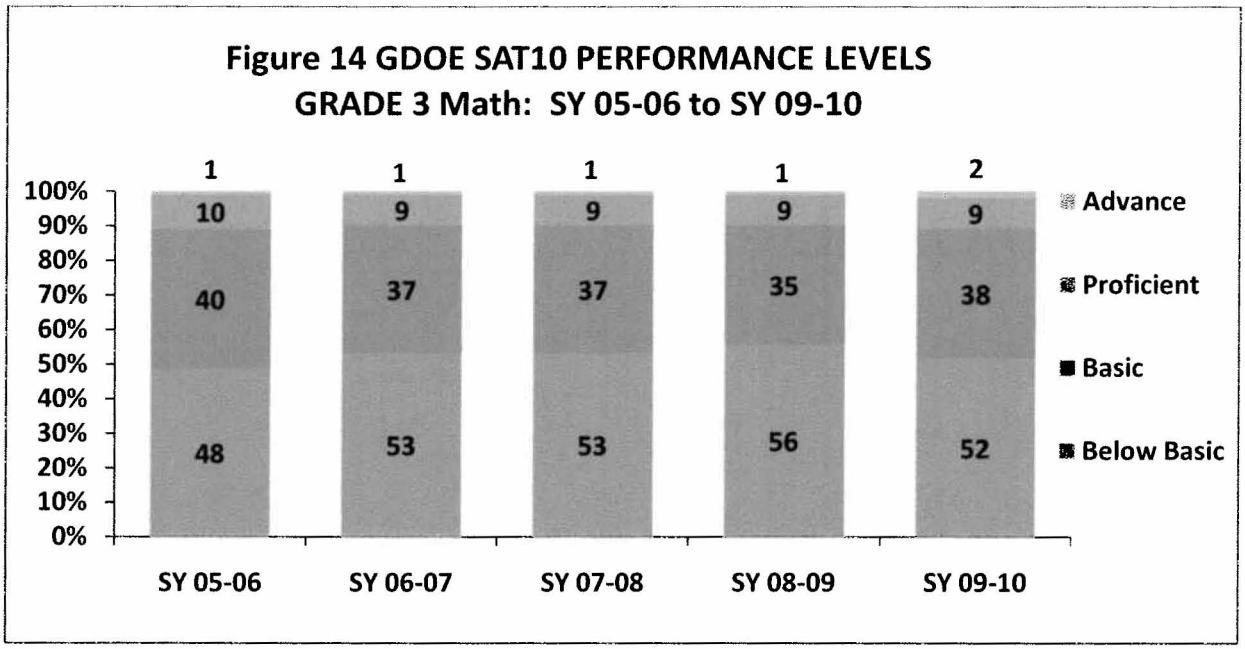


Figure 14 shows that in SY 08-09, 10% 3rd graders performed at the ***Proficient and Advanced levels*** in math as compared to 11% who performed at the same levels in SY 09-10, an increase of 1 percentage point.

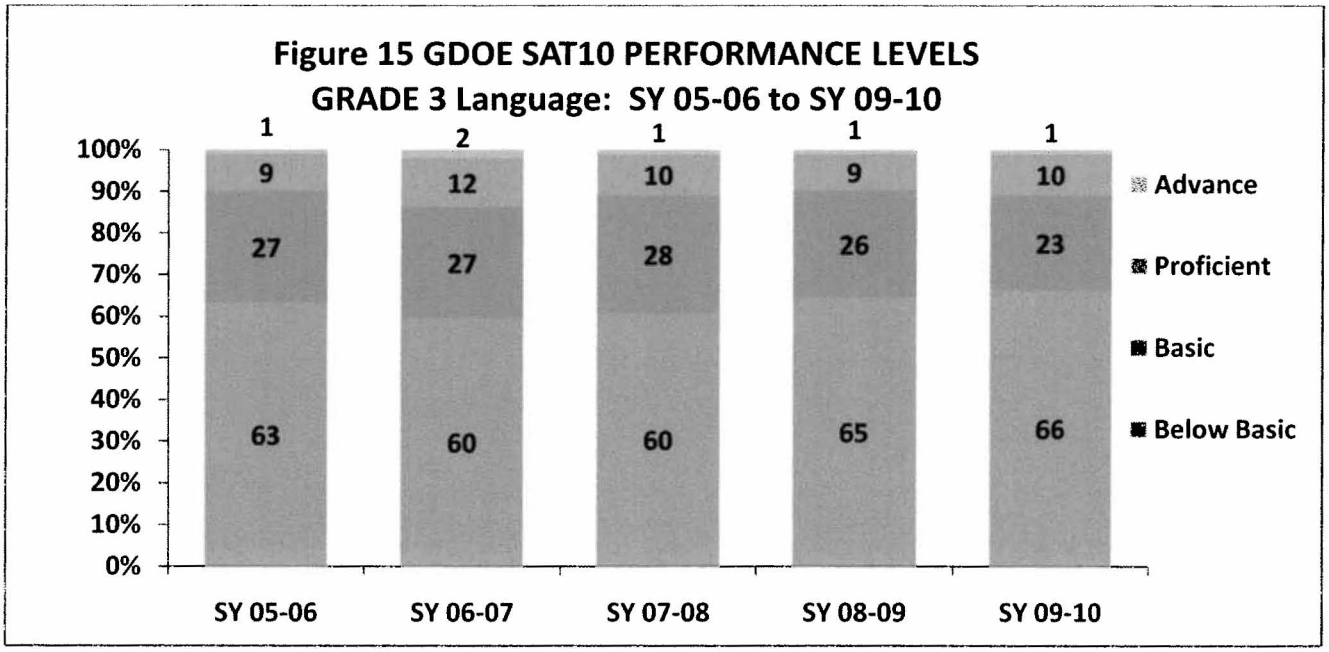


Figure 15 shows that in SY 08-09, 10% of 3rd graders performed at the ***Proficient and Advanced levels*** in language compared to 11% who performed at the same levels in SY 09-10, an increase of 1 percentage point.

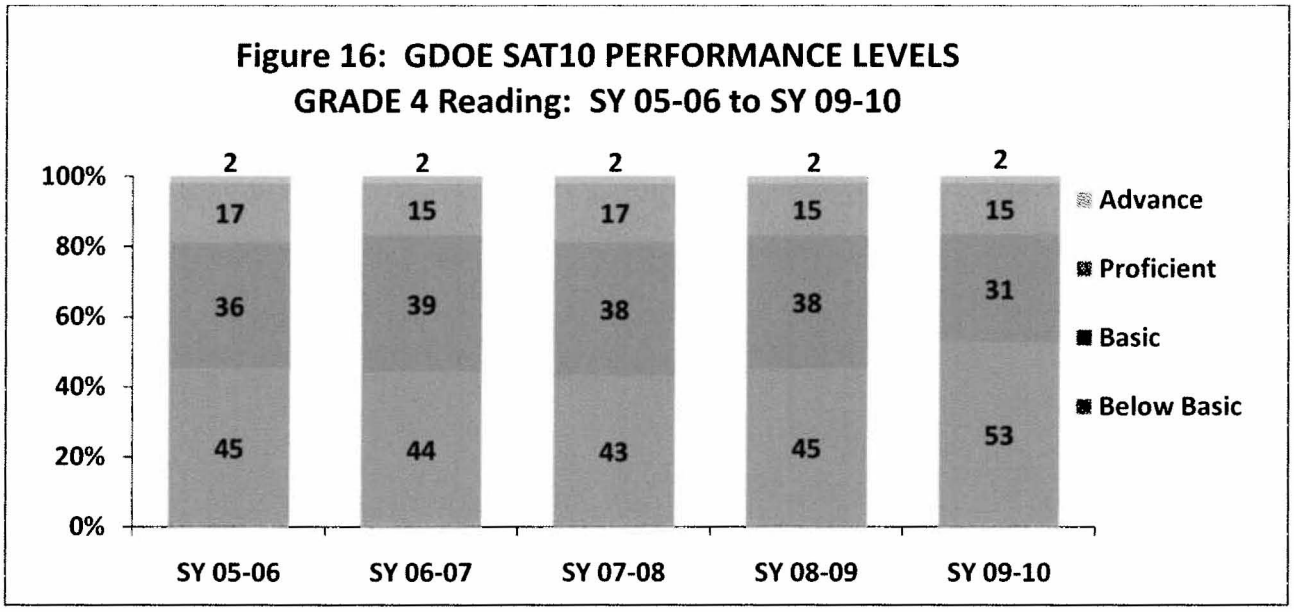


Figure 16 shows that in SY 08-09 and SY 09-10, 17% of 4th graders performed at the ***Proficient and Advanced levels*** in reading.

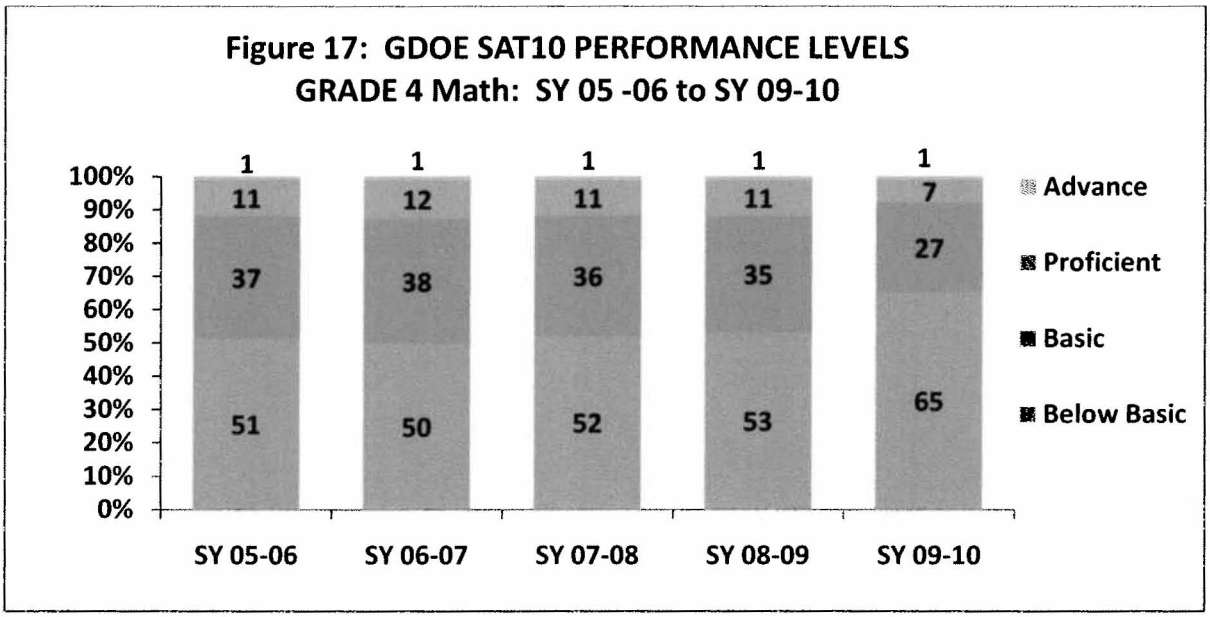


Figure 17 shows that in SY 08-09, 12% of 4th graders performed at the ***Proficient and Advanced levels*** in math compared to 8% who performed at the same levels in SY 09-10, a decrease of 4 percentage points.

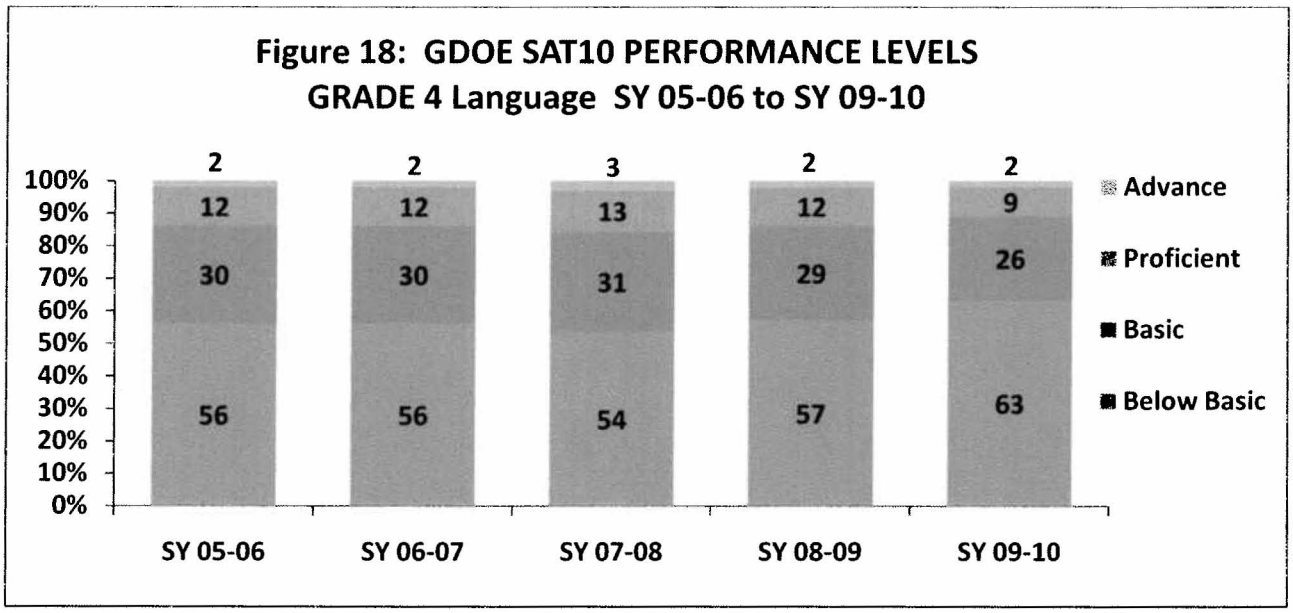


Figure 18 shows that in SY 08-09, 14% of 4th graders performed at the ***Proficient and Advanced levels*** in language compared to 11% who performed at the same levels in SY 09-10, a decrease of 3 percentage points.

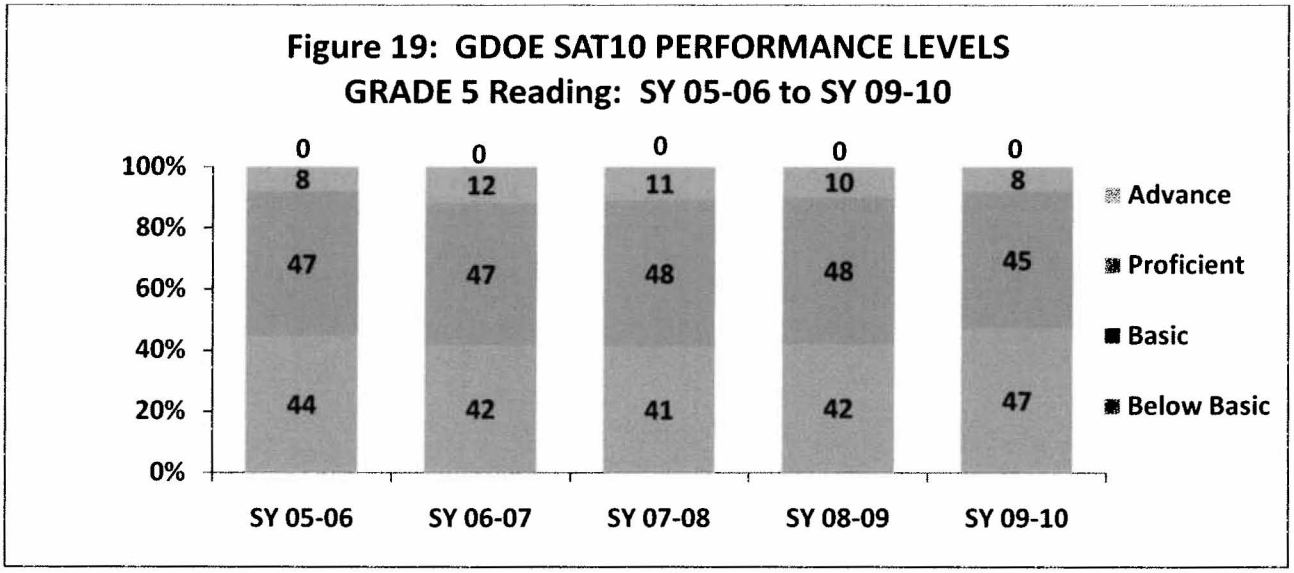


Figure 19 shows that in SY 08-09, 10% of 5th graders performed only at the ***Proficient level*** in reading compared to 7% who performed at the same level in SY 09-10, a decrease of 3 percentage points.

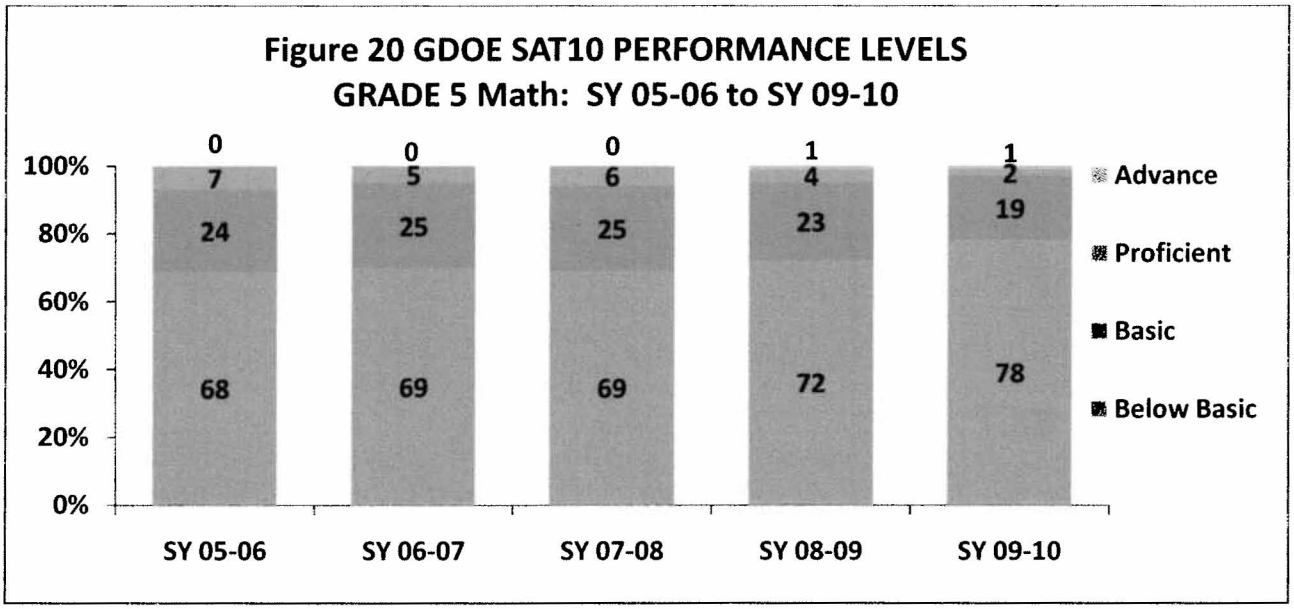


Figure 20 shows that in SY 08-09, 5% of 5th graders performed at the ***Proficient and Advanced levels*** in math compared to 3% who performed at the same levels in SY 09-10, a decrease of 2 percentage points.

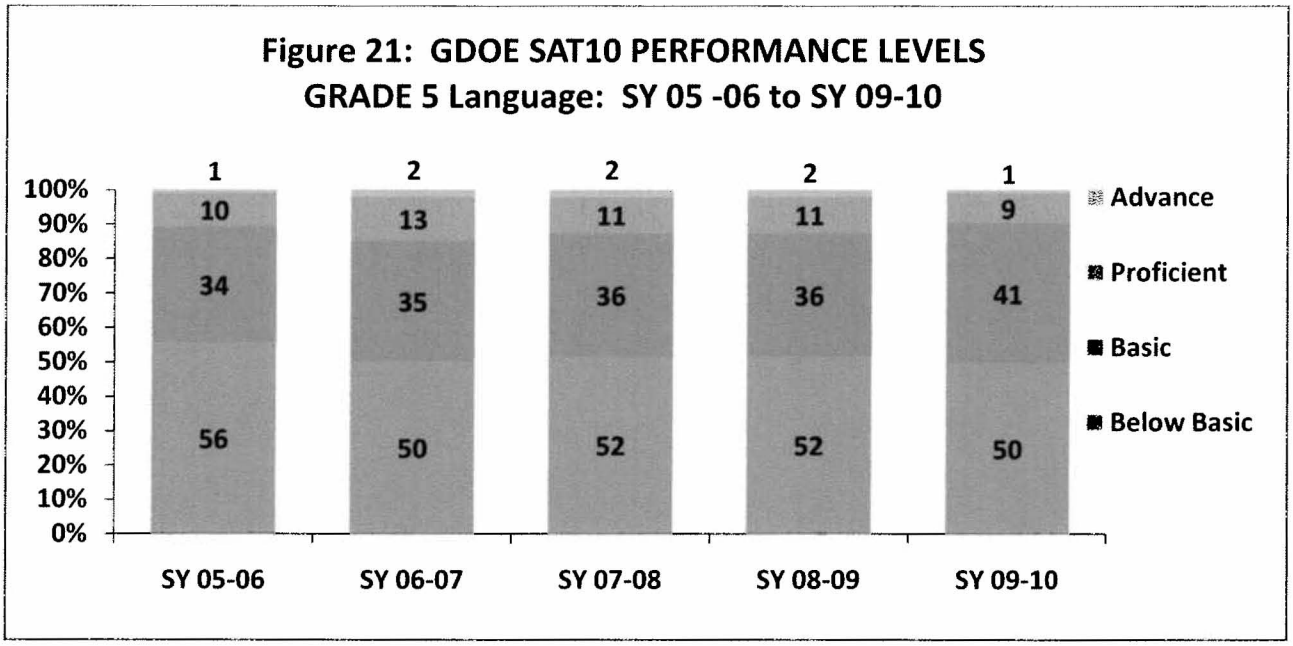


Figure 21 shows that in SY 08-09, 13% of 5th graders performed at the ***Proficient and Advanced levels*** in language, compared to 10% who performed as the same levels in SY 09-10, a decrease of 3 percentage points.

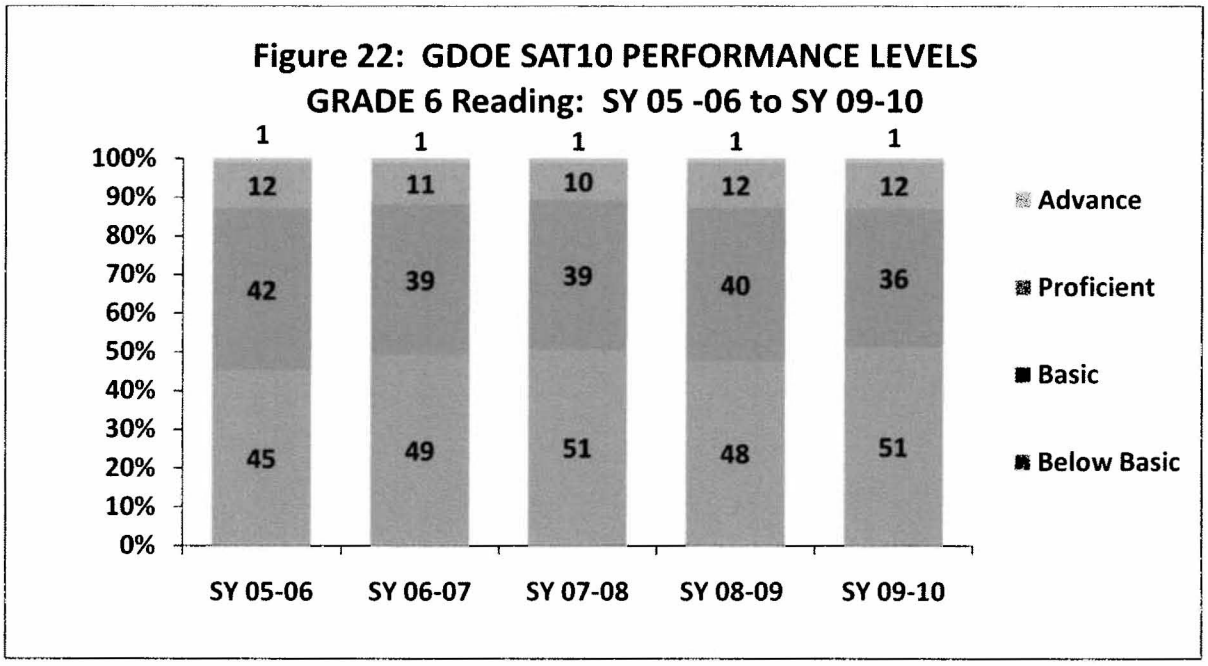


Figure 22 shows that in both SY 08-09 and SY 09-10, 13% of 6th graders performed at the ***Proficient and Advanced levels*** in reading.

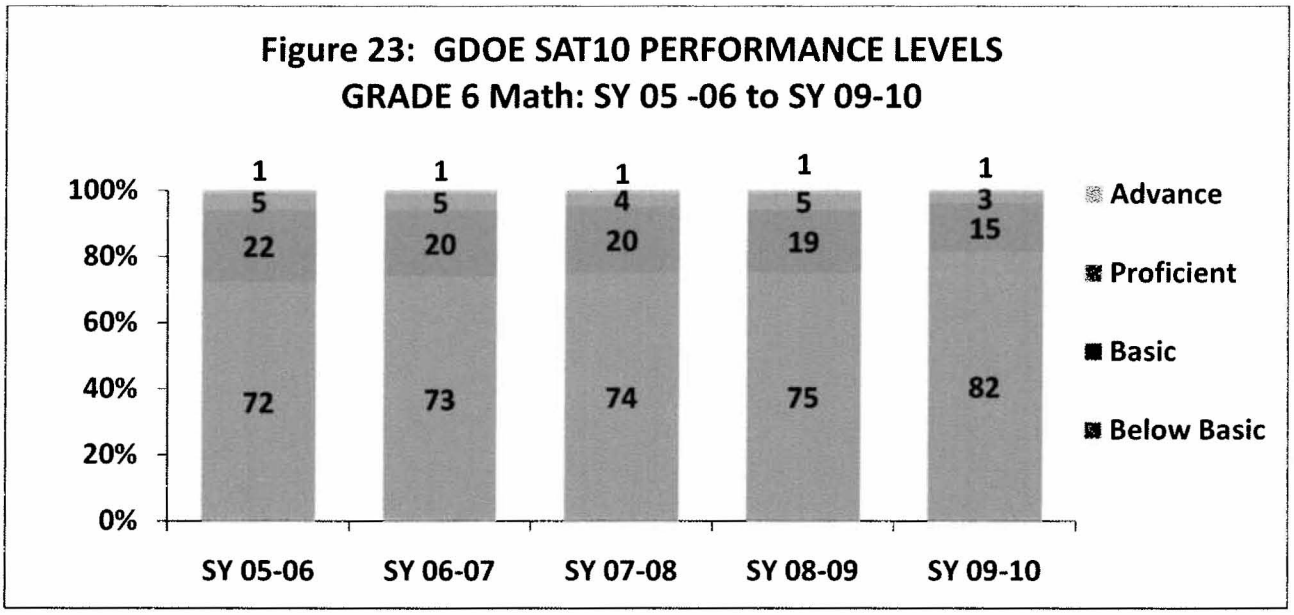


Figure 23 shows that in SY 08-09, 6% of 6th graders performed at the ***Proficient and Advanced levels*** in math compared to 4% who performed at the same levels in SY 09-10, a decrease of 2 percentage points.

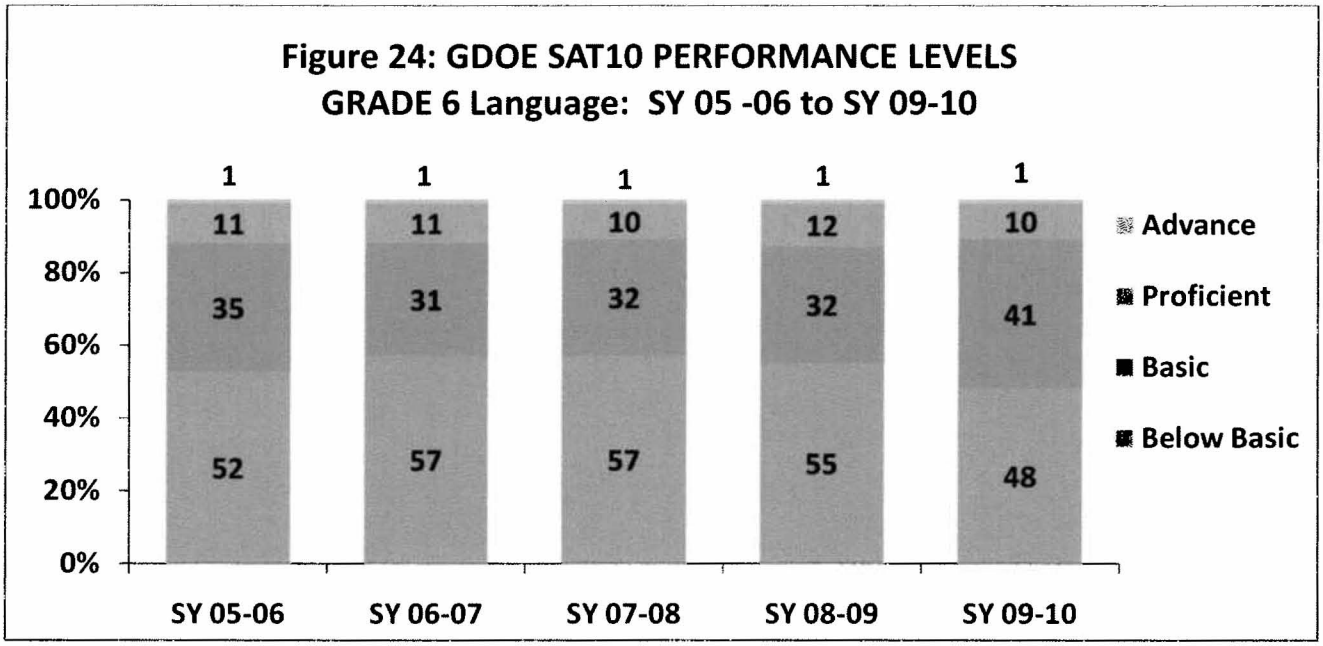


Figure 24 shows that in SY 08-09, 13% of 6th graders performed at the ***Proficient and Advanced levels*** in language compared to 11% who performed at the same levels in SY 09-10, a decrease of 2 percentage points.

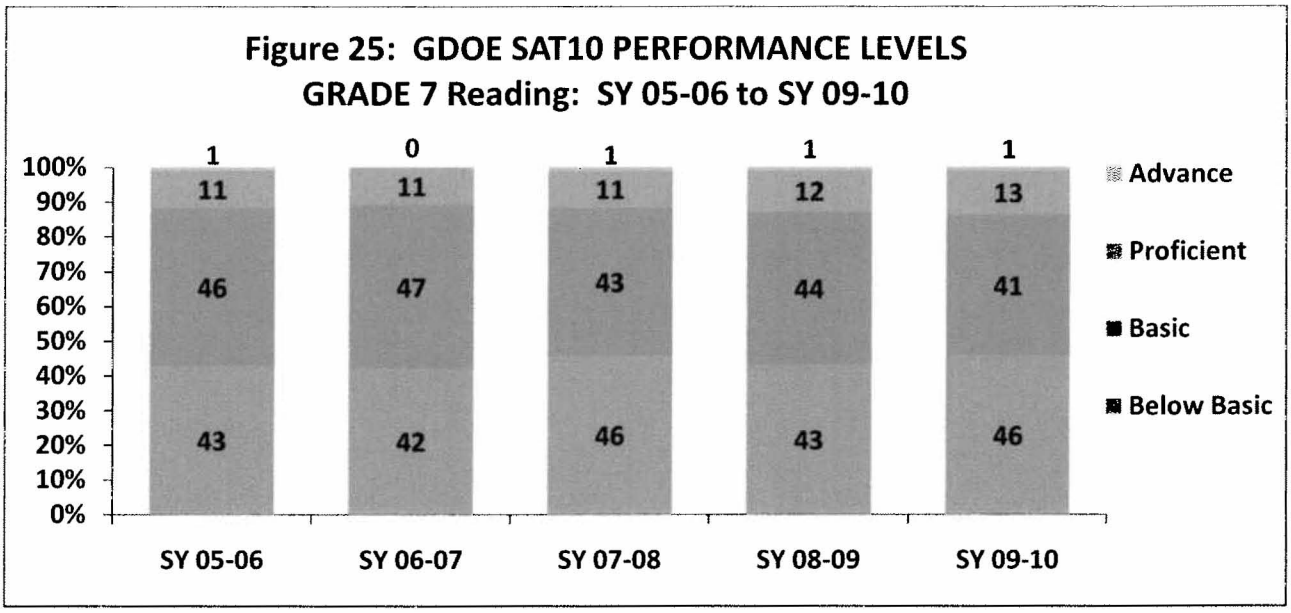


Figure 25 shows that in SY 08-09, 13% of 7th graders performed at the ***Proficient and Advanced levels*** in reading compared to 14% who performed at the same levels in SY 09-10, an increase of 1 percentage point.

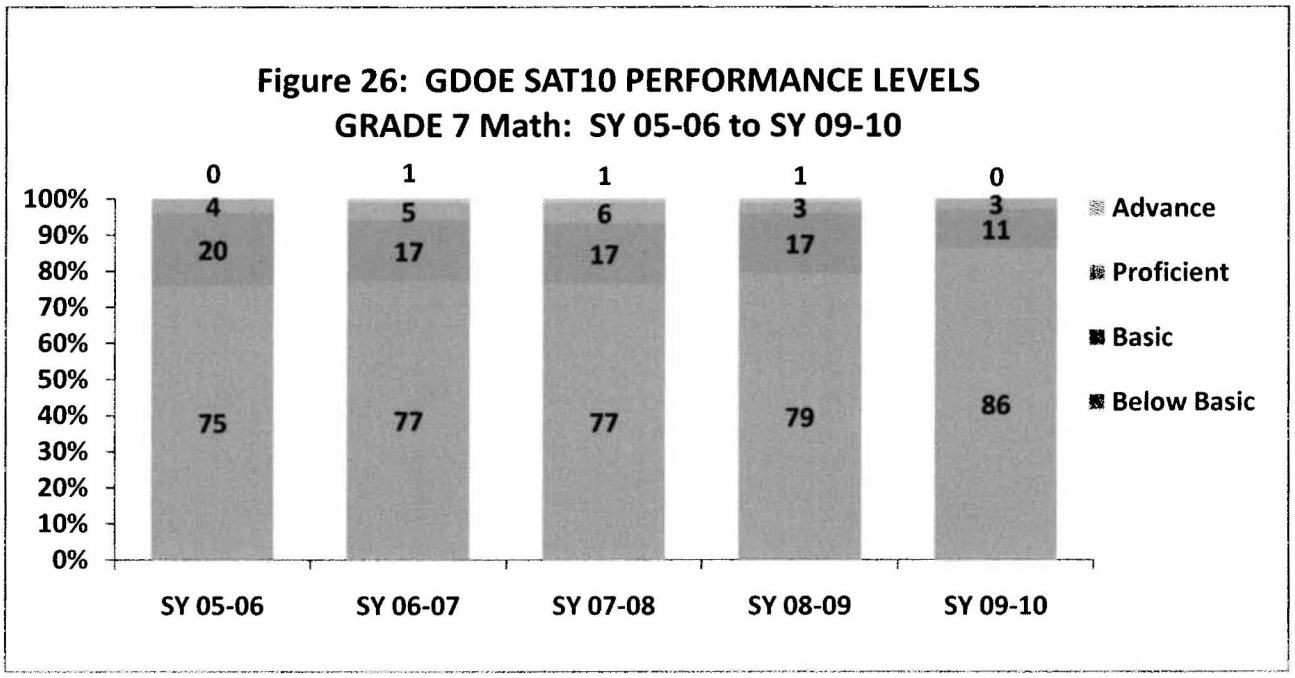


Figure 26 shows that in both SY 08-09 4% of 7th graders performed at the ***Proficient and Advanced levels*** in math compared, to 3% who performed only at the Proficient level, a decrease of 1 percentage point.

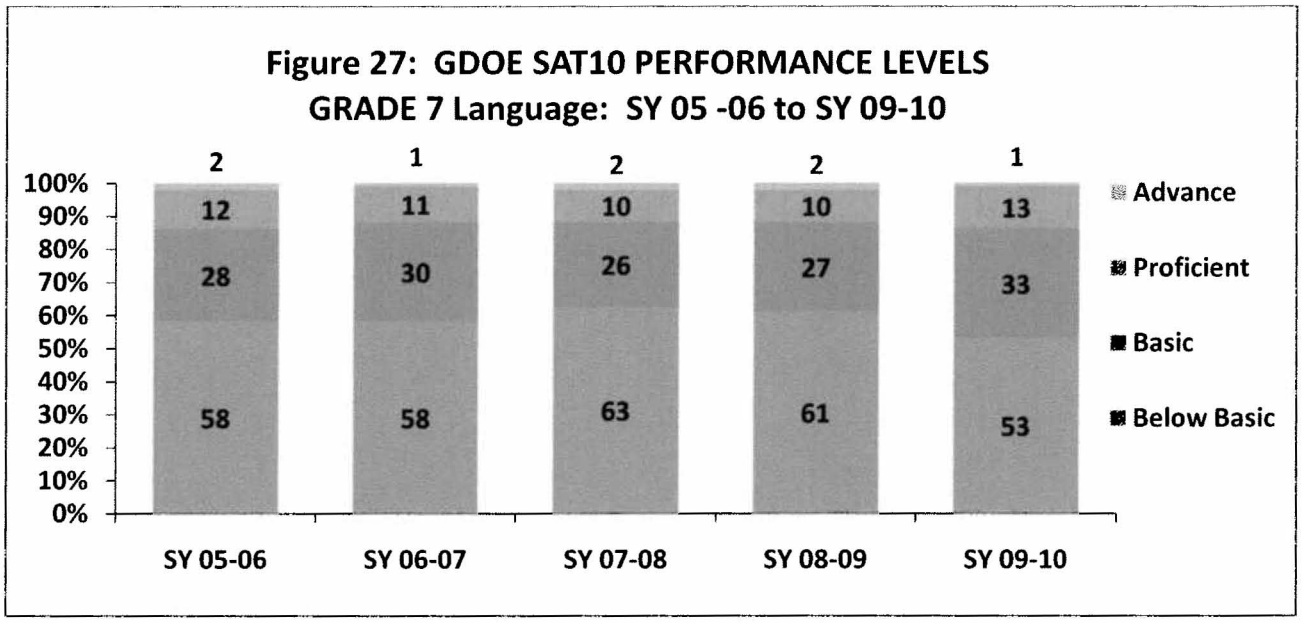


Figure 27 shows that in SY 08-09, 12% of 7th graders performed at the ***Proficient and Advanced levels*** in language compared to 14% who performed at the same levels in SY 09-10, an increase of 2 percentage points.

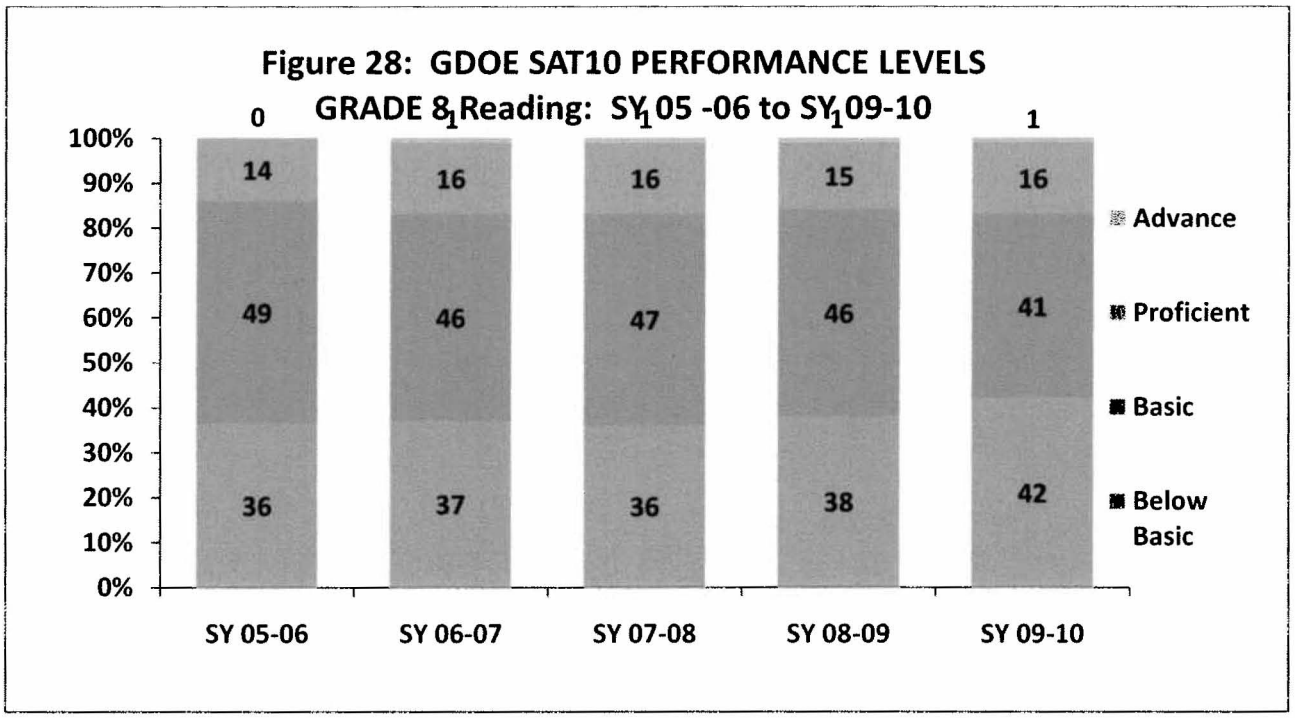


Figure 28 shows that in SY 08-09, 16% of 8th graders performed at the ***Proficient and Advanced levels*** in reading compared to 17% who performed at the same levels in SY 09-10, an increase of 1 percentage point.

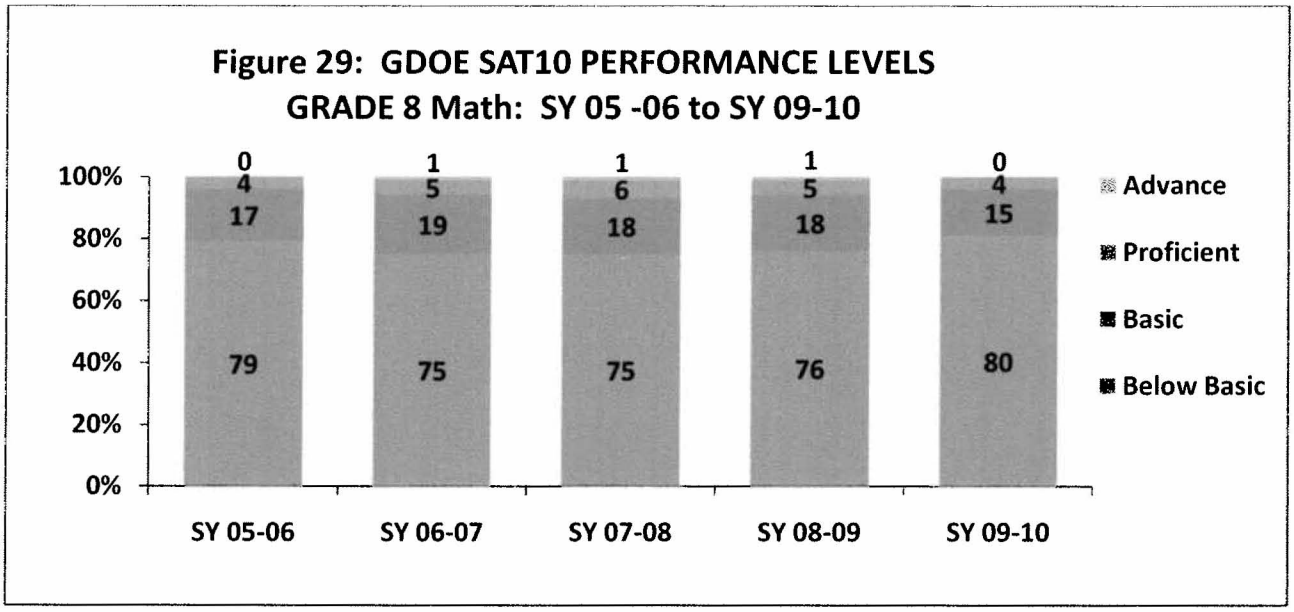


Figure 29 shows that in SY 08-09, 6% of 8th graders performed at the ***Proficient and Advanced levels*** in math compared to 4% who performed only at the ***Proficient level*** in SY 09-10, a decrease of 1 percentage point.

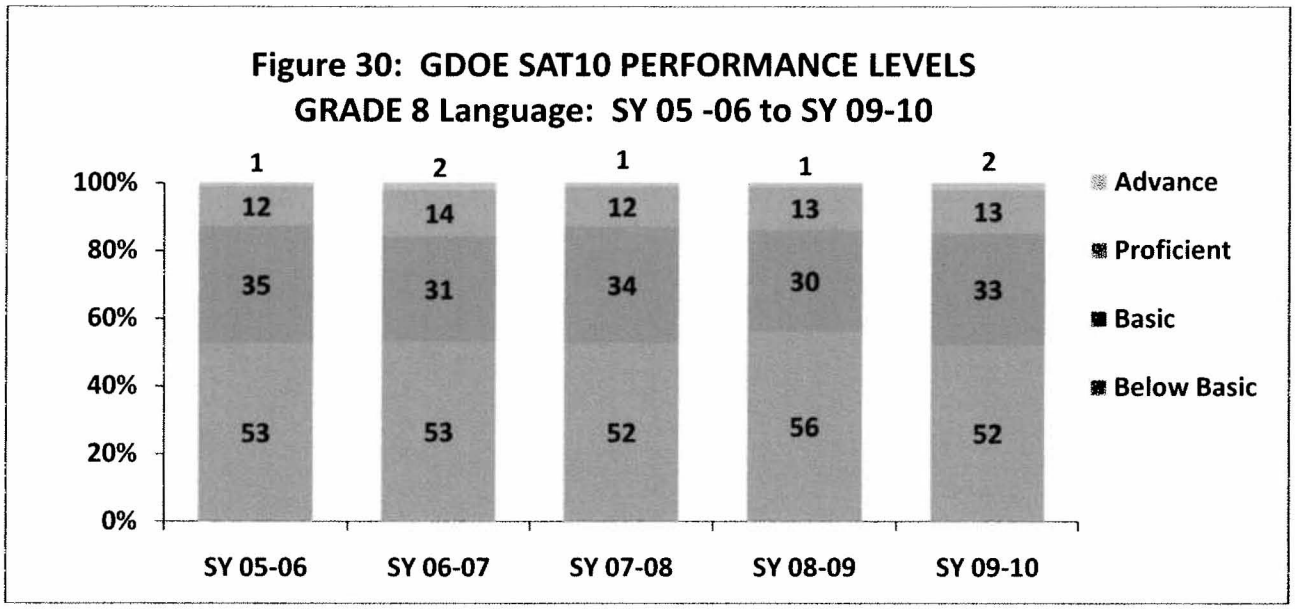


Figure 30 shows that in SY 08-09, 14% of 8th graders performed at the ***Proficient and Advanced levels*** in language compared to 15% who performed at the ***Proficient and Advance levels*** in SY 09-10, an increase of 1 percentage point.

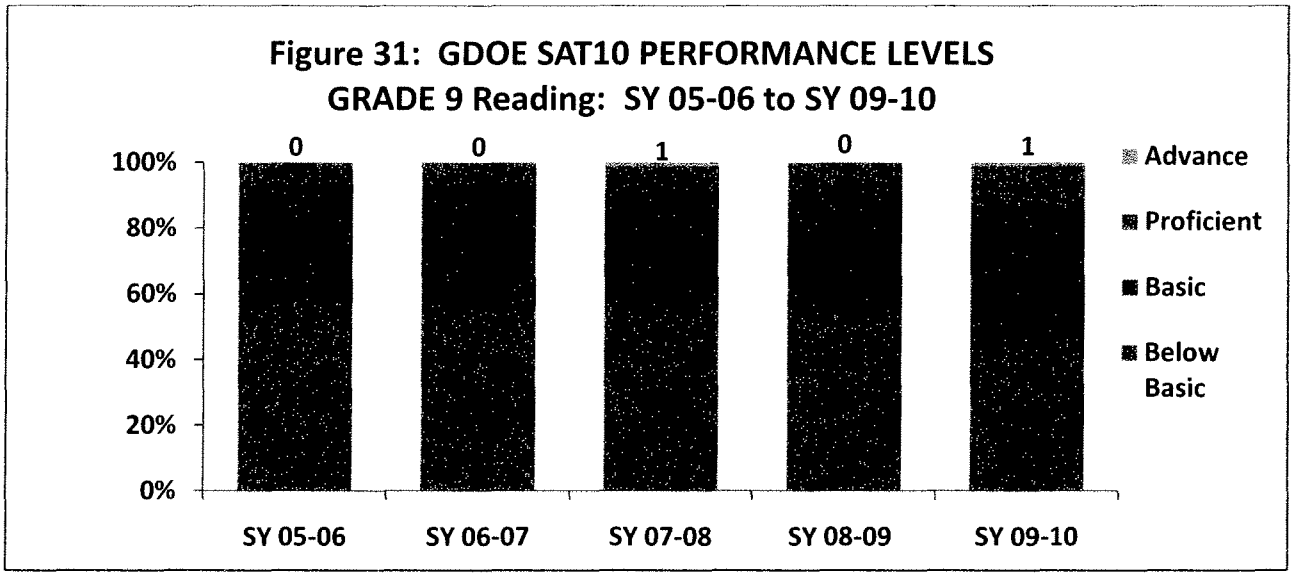


Figure 31 shows that in SY 08-09, 9% of 9th graders performed only at the ***Proficient level*** in reading compared to 14% of 9th graders who performed at the ***Proficient and Advance levels***, an increase of 5 percentage points.

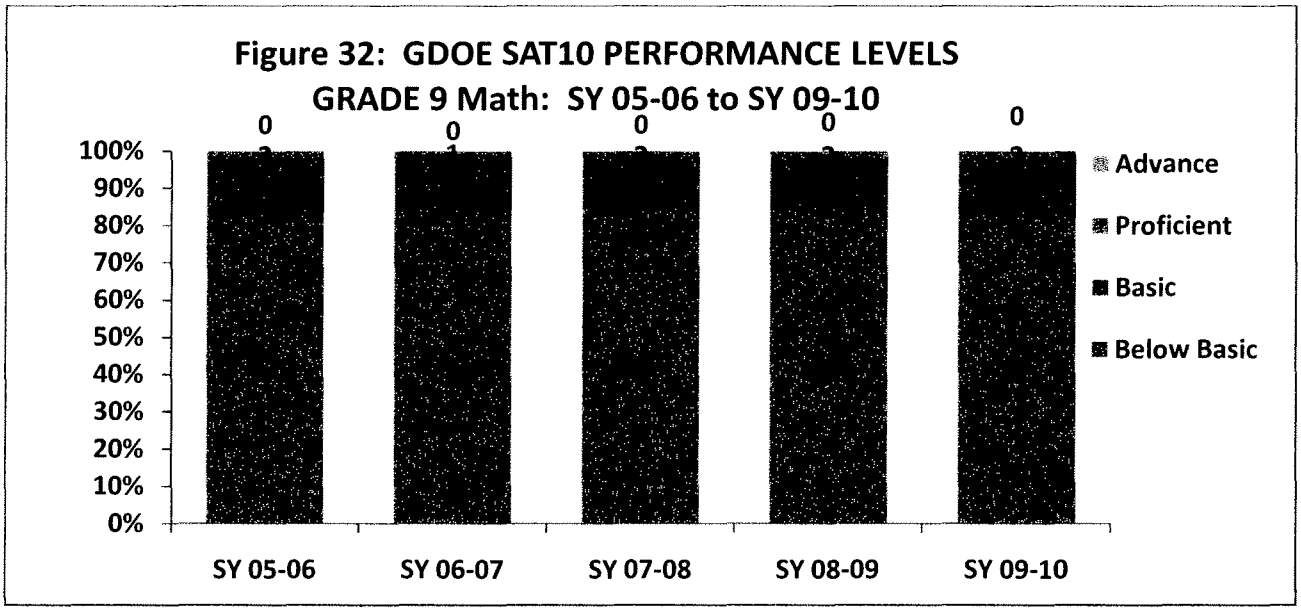


Figure 32 shows that in both SY 08-09 and SY 09-10, only 2% of 9th graders performed at the ***Proficient level*** in math.

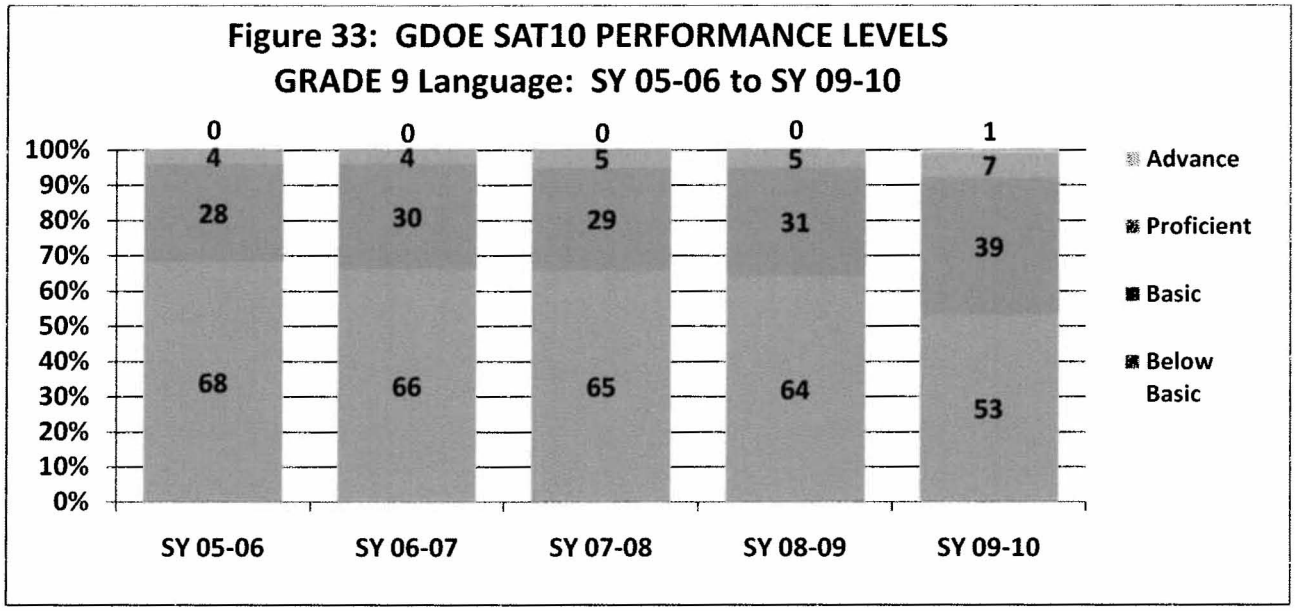


Figure 33 shows that in SY 08-09, 5% of 9th graders performed at the ***Proficient level*** in language, compared to 7% who performed at the **Proficient *and Advanced*** levels in SY 90-10, an increase of 2 percentage points.

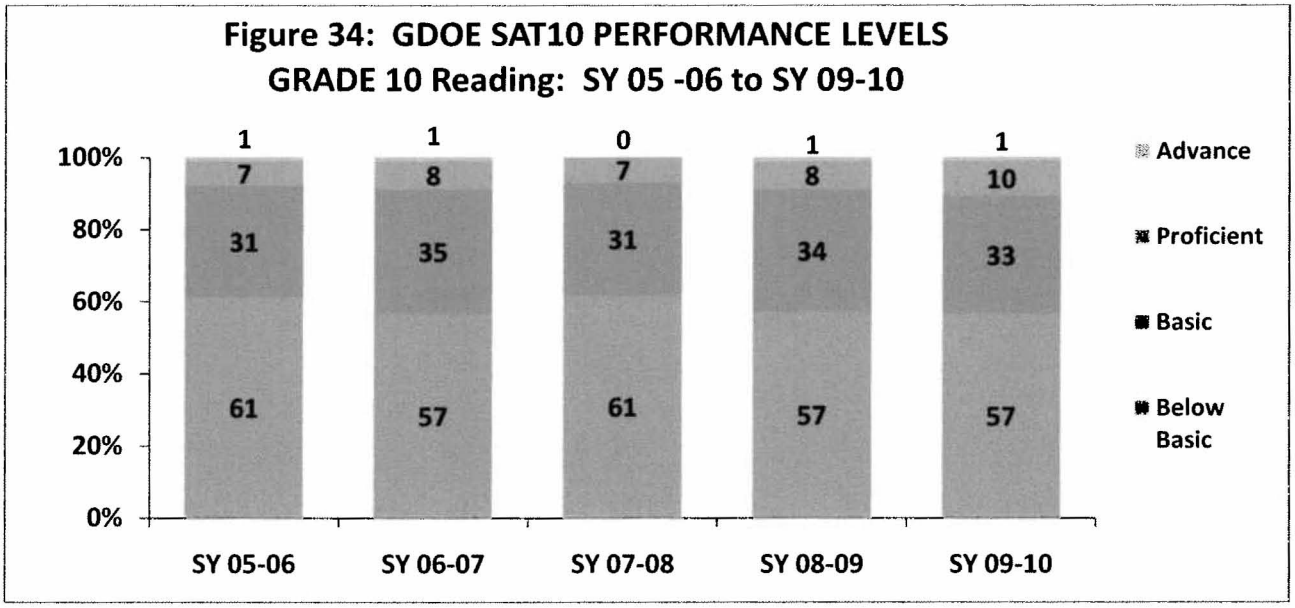


Figure 34 shows that in SY 08-09, 9% of 10th graders performed at the ***Proficient and Advanced levels*** in reading compared to 11% who performed at ***Proficient and Advanced levels*** in SY 09-10, an increase of 2 percentage points.

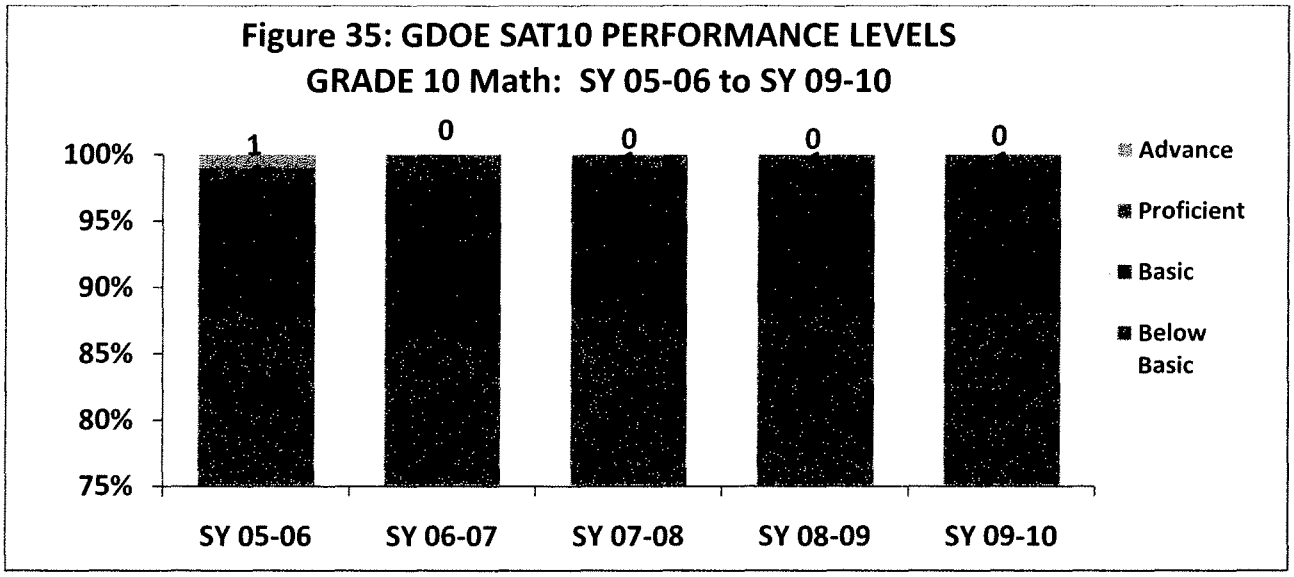


Figure 35 shows that in both SY 08-09 and SY 09-10, 1% of 10th graders performed only at the ***Proficient level*** in math.

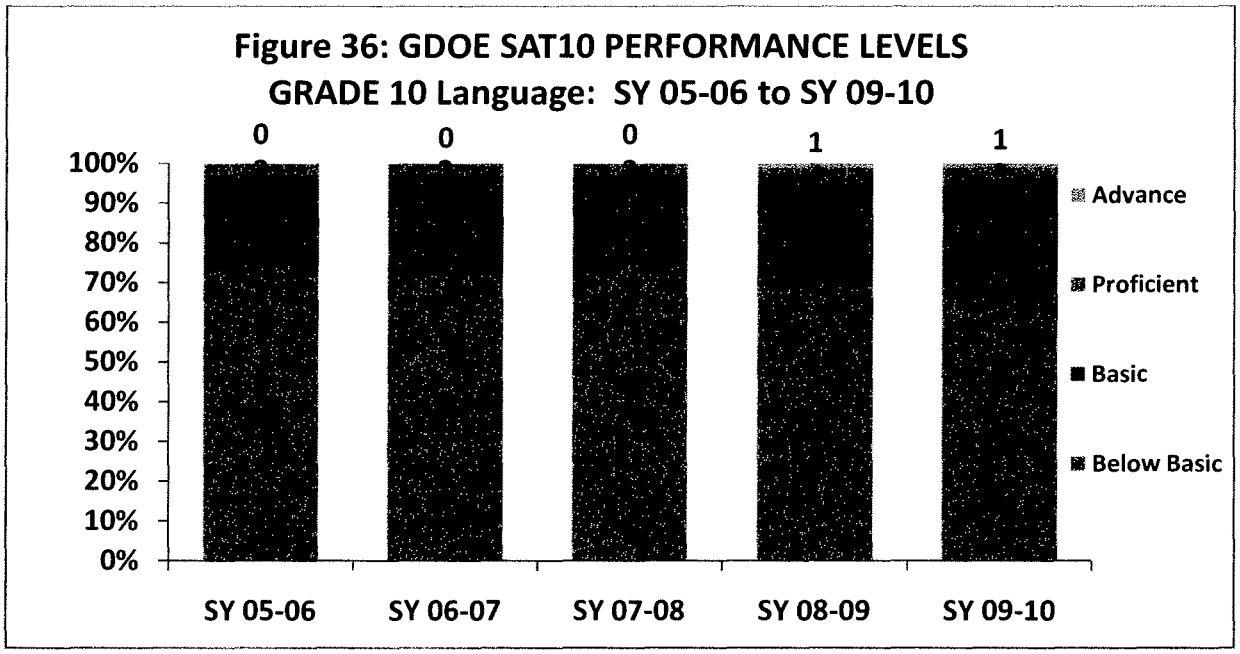


Figure 36 shows that in SY 08-09, 5% of 10th graders performed at the ***Proficient and Advanced levels*** in language compared to 4% who performed at the ***Proficient and Advanced levels*** in SY 09-10, a decrease of 1 percentage point.

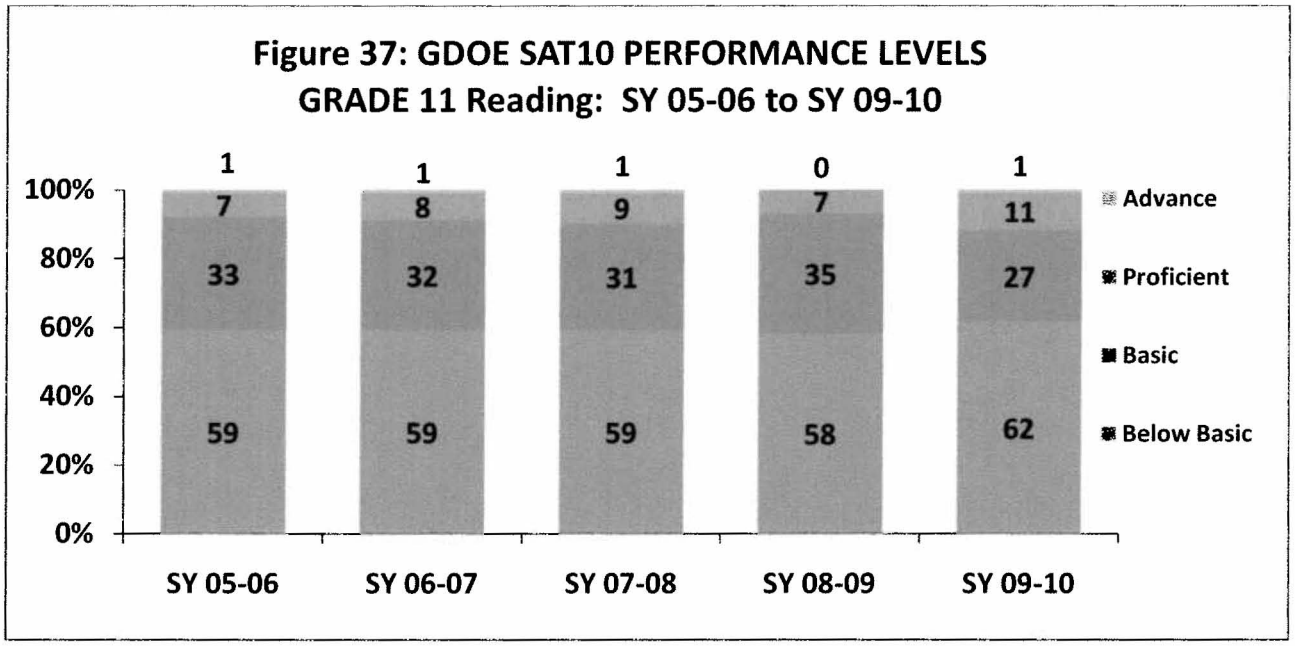


Figure 37 shows that in SY 08-09, 7% of 11th graders performed only at the ***Proficient level*** in reading compared to 12% who performed at the ***Proficient and Advanced levels*** in SY 09-10, an overall increase of 5 percentage points

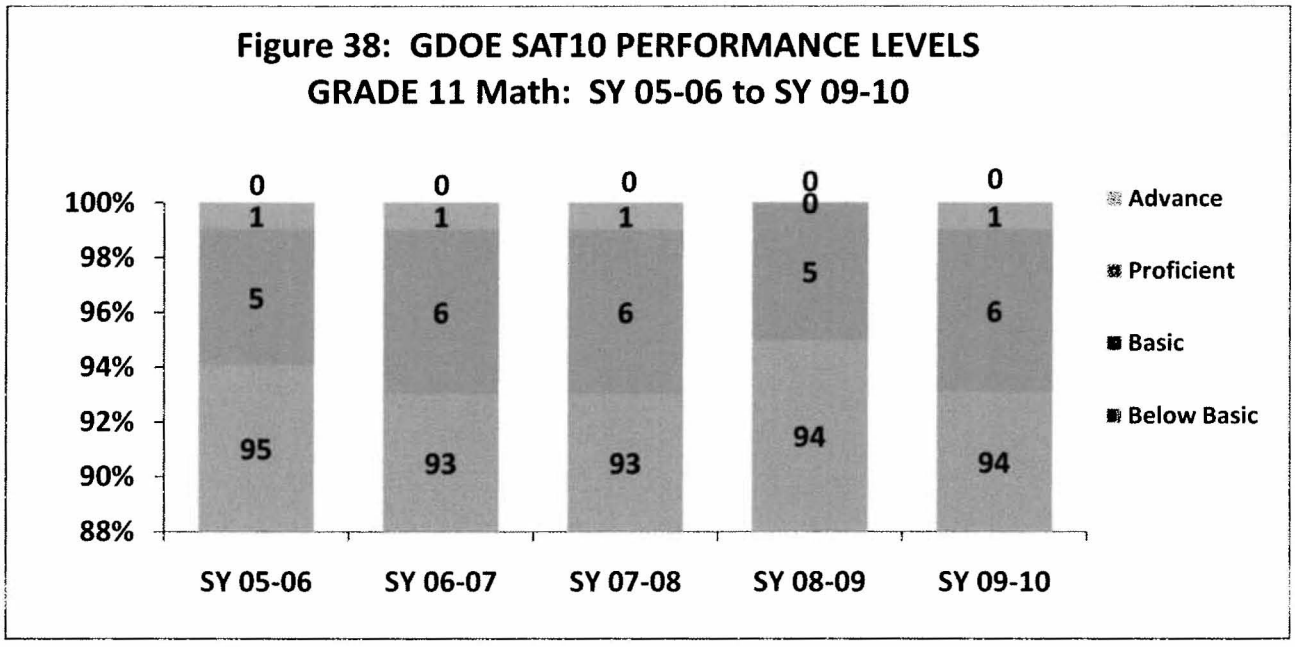


Figure 38 shows that in SY 08-09, 0% of 11th graders performed at the ***Proficient and Advanced levels*** in math compared to 1% who performed only at the ***Proficient level*** in SY 09-10, an increase of 1 percentage point.

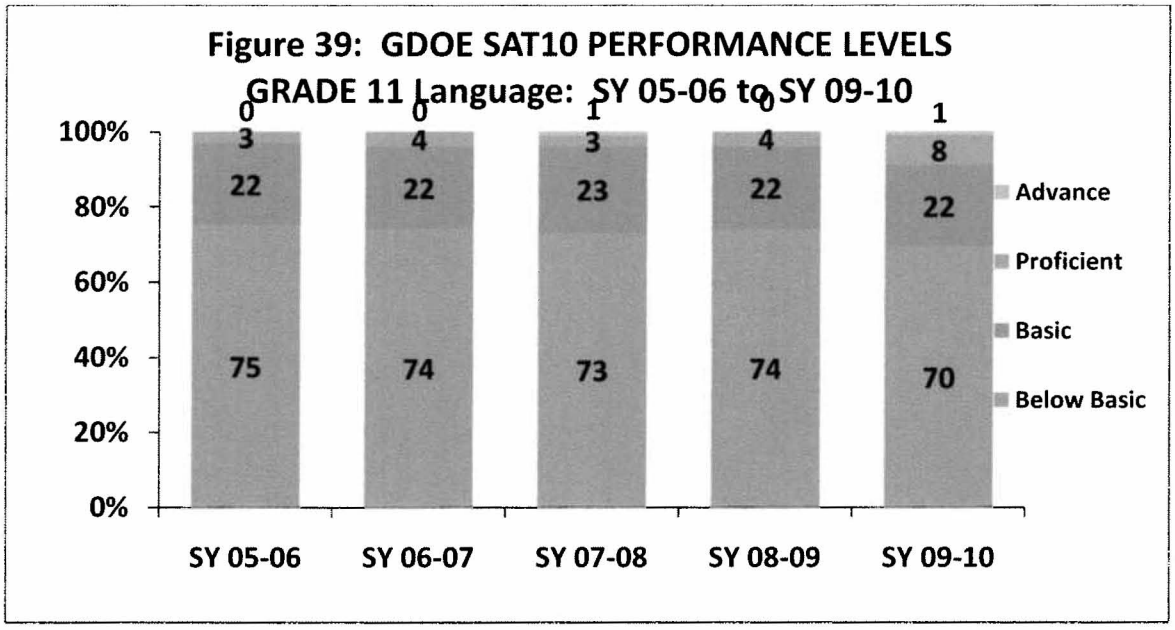


Figure 39 shows that in SY 08-09, 4% of 11th graders performed only at the ***Proficient level*** in language compared to 9% of 11th graders who performed at the ***Proficient and Advanced levels*** in SY 09-10, an increase of 5 percentage points.

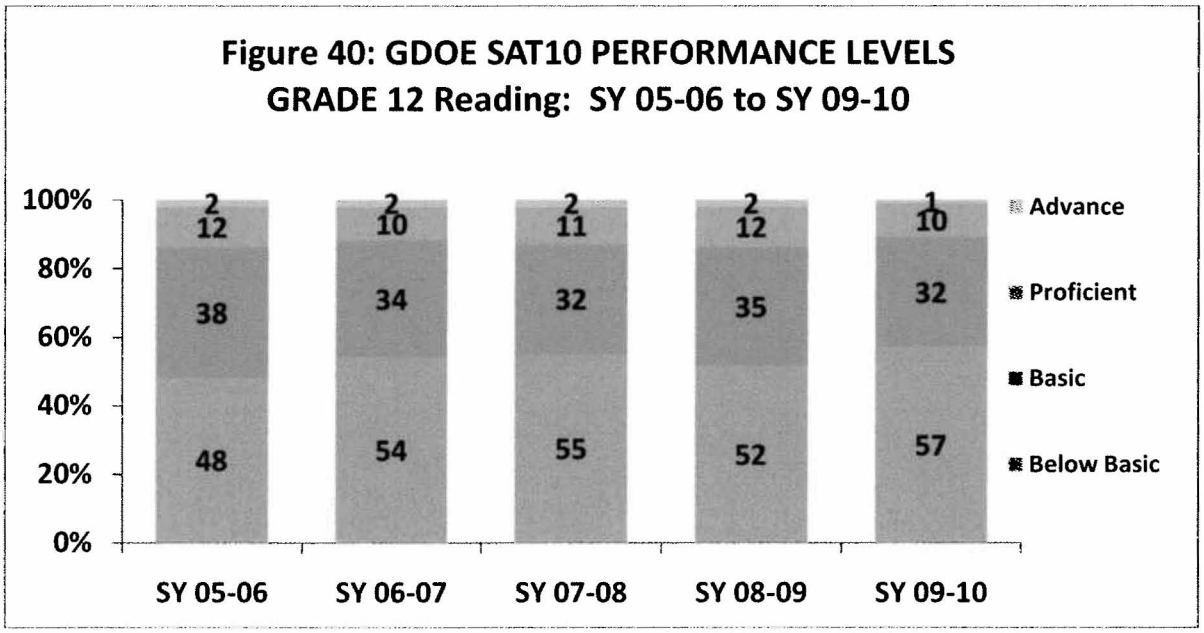


Figure 40 shows that in SY 08-09, 14% of 12th graders performed at the ***Proficient and Advanced levels*** in reading as compared to 11% who performed at the same levels in SY 09-10, a decrease of 3 percentage points.

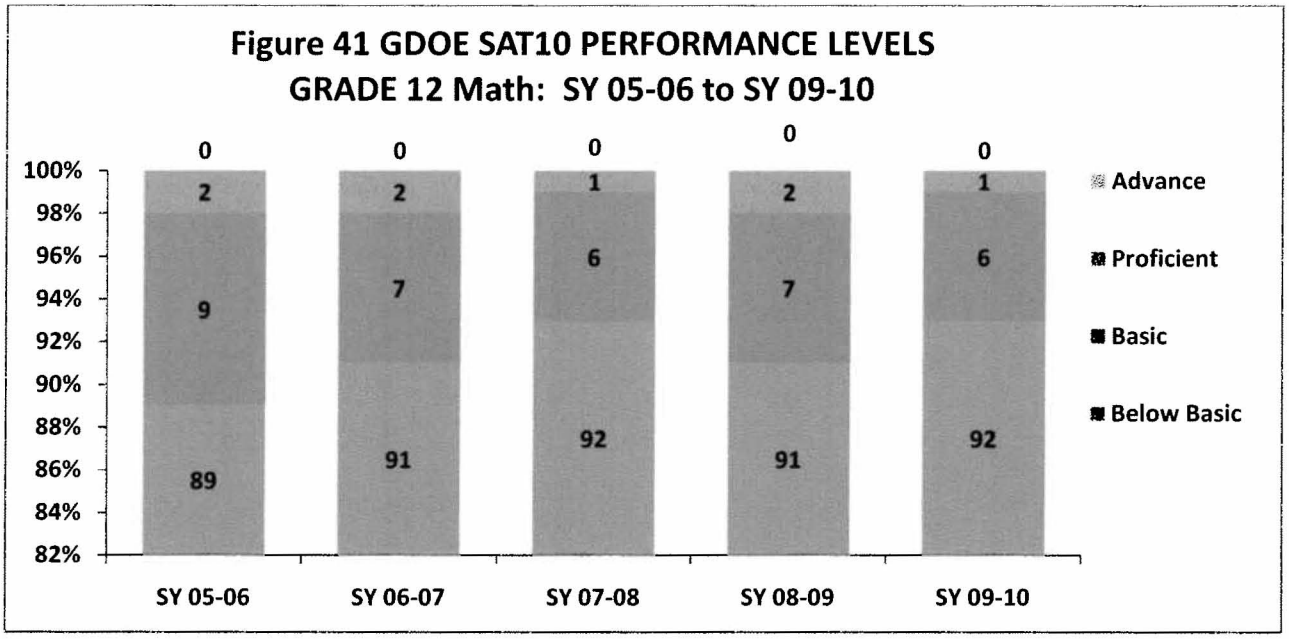


Figure 41 shows that in SY 08-09, 2% of 12th graders performed only at the ***Proficient level*** in math compared to 1% who performed at the same level in SY 09-10, a decrease of 1 percentage point.

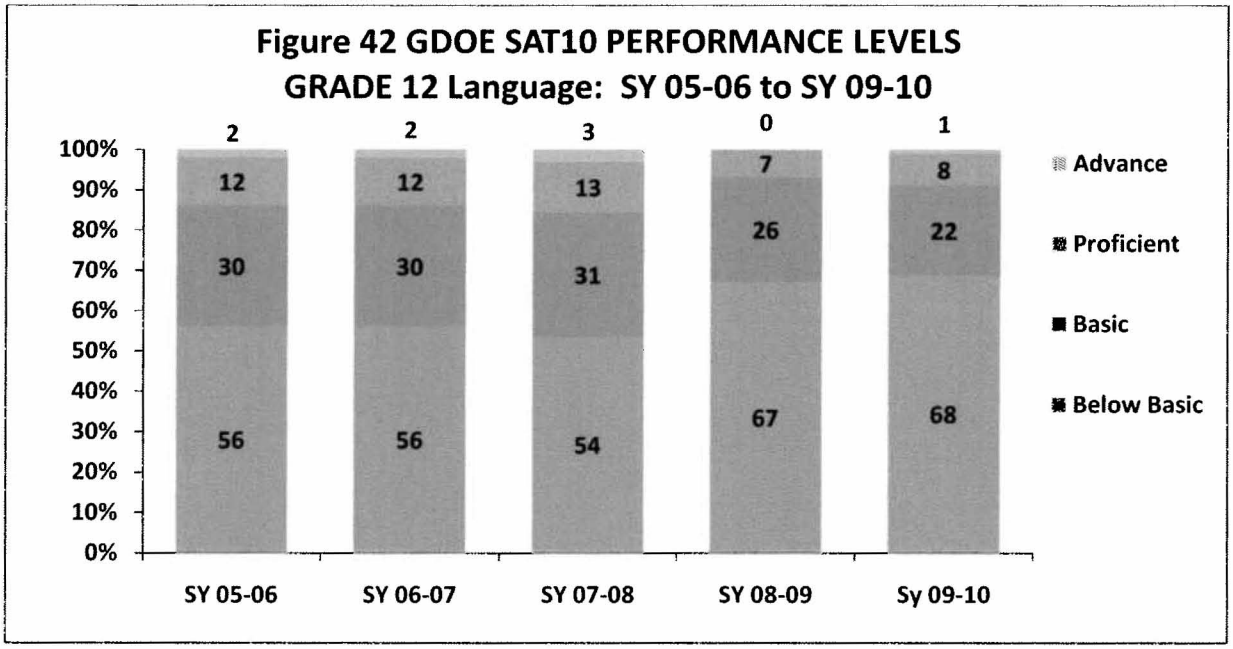


Figure 42 shows that in SY 08-09, 7% of 12th graders performed only at the ***Proficient Level*** in language compared to 9% who performed at the ***Proficient and Advanced Levels*** in SY 09-10, an increase of 2 percentage points.

D. SAT 10 RESULTS BY COHORT GROUPS

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

Table 10
GDOE SAT10 READING PERFORMANCE LEVELS
Cohort Groups: Grade 1 (2009) to Grade 2 (2010)

LEVEL	Grade 1 SY 2008-2009	Grade 2 SY 2009-2010	DIFFERENCE
Level 4 advanced	1%	1%	**-0-**
Level 3 proficient	18%	11%	**-7**
Level 2 basic	46%	41%	**-5**
Level 1 below basic	36%	47%	**+11**

Table 10: In 2009, 19% of students in Grade 1 performed at the ***proficient and advanced levels*** in reading while as 2nd graders in 2010, 12% of students performed at the same levels, a decrease of 7 percent.

Table 11
GDOE SAT10 MATH PERFORMANCE LEVELS
Cohort Groups: Grade 1 (2009) to Grade 2 (2010)

LEVEL	Grade 1 SY 2008-2009	Grade 2 SY 2009-2010	DIFFERENCE
Level 4 Advanced	1%	2%	**+1%**
Level 3 proficient	13%	11%	**-2%**
Level 2 basic	46%	47%	**+1%**
Level 1 below basic	41%	40%	**-1%**

Table 11: In 2009, 14% of students in Grade 1 performed at the ***proficient and advanced levels*** in math while as 2nd graders in 2010, 13% of students performed at the same levels, a decrease of 1 percentage point.

Table 12 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 1 (200) to Grade 2 (2010)			
LEVEL	**Grade 1 SY 2008-2009**	**Grade 2 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	0%	0%	**0%**
Level 3 proficient	3%	7%	**+4%**
Level 2 basic	36%	35%	**-1%**
Level 1 below basic	61%	58%	**-3%**

Table 12: In 2009, 3% of students in Grade 1 performed only at the ***proficient level*** in language while as 2nd graders in 2010, 7% performed at the same level, an increase of 4 percentage points. No students performed at the ***advanced level*** in 2009 and 2010.

Table 13 GDOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 2 (2009) to Grade 3 (2010)			
LEVEL	**Grade 2 SY 2008-2009**	**Grade 3 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	1%	1%	**0%**
Level 3 proficient	13%	10%	**-3%**
Level 2 basic	37%	32%	**-5%**
Level 1 below basic	49%	57%	**+8%**

Table 13: In 2009, 14% of students in Grade 2 performed at the ***proficient and advanced levels*** in reading while as 3rd graders in 2010, 11% of students performed at the same levels, a decrease of 3 percentage points.

Table 14 GDOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 2 (2009) to Grade 3 (2010)			
LEVEL	**Grade 2 SY 2008-2009**	**Grade 3 SY 2008-2009**	**DIFFERENCE**
Level 4 advanced	1%	2%	**0%**
Level 3 proficient	9%	8%	**-1%**
Level 2 basic	35%	38%	**+3%**
Level 1 below basic	56%	52%	**-4%**

Table 14: In 2009, 10% of students in Grade 2 performed at the ***proficient and advanced levels*** in math while as 3rd graders in 2010, 10% of students performed at the same levels.

Table 15 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 2 (2009) to Grade 3 (2010)			
LEVEL	**Grade 2 SY 2008-2009**	**Grade 3 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	1%	1%	**0%**
Level 3 proficient	9%	10%	**+1%**
Level 2 basic	26%	23%	**-3%**
Level 1 below basic	65%	66%	**+1%**

Table 15: In 2009, 10% of students in Grade 2 performed at the ***proficient and advanced levels*** in language while as 3rd graders in 2010, 11% of students performed at the same levels, an increase of 1 percentage point.

Table 16 GDOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 3 (2009) to Grade 4 (2010)			
LEVEL	**Grade 3 SY 2008-2009**	**Grade 4 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	2%	1%	**-1%**
Level 3 proficient	15%	15%	**0%**
Level 2 basic	38%	31%	**-7%**
Level 1 below basic	45%	53%	**+8%**

Table 16: In 2009, 17% of students in Grade 3 performed at the ***proficient and advanced levels*** in reading while as 4th graders in 2010, 16% of students performed at the same levels, a decrease of 1 percentage point.

Table 17 GDOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 3 (2009) to Grade 4 (2010)			
LEVEL	**Grade 3 SY 2008-2009**	**Grade 4 SY 2009-2010**	**DIFFERENCE**
Level 4 Advanced	1%	1%	**0%**
Level 3 proficient	11%	7%	**-4%**
Level 2 basic	35%	27%	**-8%**
Level 1 below basic	53%	65%	**+12%**

Table 17: In 2009, 12% of students in Grade 3 performed at the ***proficient and advanced levels*** in math while as 4th graders in 2010, 8% of students performed at the same levels, a decrease 4 percentage points.

Table 18 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 3 (2009) to Grade 4 (2010)			
LEVEL	Grade 3 SY 2008-2009	Grade 4 SY 2009-2010	DIFFERENCE
Level 4 advanced	3%	2%	**-1%**
Level 3 proficient	12%	9%	**-3%**
Level 2 basic	29%	26%	**-3%**
Level 1 below basic	57%	63%	**+6%**

Table 18: In 2009, 15% of students in Grade 3 performed at the ***proficient and advanced levels*** in language while as 4th graders in 2010, the 11% performed at the same levels, a decrease of 4 percentage points.

Table 19 GDOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 4 (2009) to Grade 5 (2010)			
LEVEL	Grade 4 SY 2008-2009	Grade 5 SY 2008-2009	DIFFERENCE
Level 4 advanced	0%	0%	**0%**
Level 3 proficient	10%	8%	**-2%**
Level 2 basic	48%	45%	**-3%**
Level 1 below basic	42%	47%	**+5%**

Table 19: In 2009, 10% of students in Grade 4 performed only at the ***proficient level*** in reading while as 5th graders in 2010, 8% of students performed at the same levels, a decrease of 2 percentage points. No students performed at the ***advanced level*** in 2009 and 2010.

Table 20 GDOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 4 (2009) to Grade 5 (2010)			
LEVEL	Grade 4 SY 2008-2009	Grade 5 SY 2009-2010	DIFFERENCE
Level 4 advanced	1%	1%	**0%**
Level 3 proficient	4%	2%	**-2%**
Level 2 basic	23%	19%	**-4%**
Level 1 below basic	72%	78%	**+6%**

Table 20: In 2009, 5% of students in Grade 4 performed only at the ***proficient and advanced levels*** in math while as 5th graders in 2010, 3% of students performed at the same levels, a decrease of 2 percentage points.

Table 21 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 4 (2009) to Grade 5 (2010)			
LEVEL	**Grade 4 SY 2008-2009**	**Grade 5 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	2%	1%	**-1%**
Level 3 proficient	11%	9%	**-2%**
Level 2 basic	36%	40%	**+4%**
Level 1 below basic	52%	50%	**-2%**

Table 21: In 2009, 13% of students in Grade 4 performed at the ***proficient and advanced levels*** in language while as 5th graders in 2010, 10% 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 (2009) to Grade 6 (2010)			
LEVEL	**Grade 5 SY 2008-2009**	**Grade 6 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	1%	1%	**0%**
Level 3 proficient	12%	12%	**0%**
Level 2 basic	40%	36%	**-4%**
Level 1 below basic	48%	51%	**+3%**

Table 22: In 2009 as 5th graders and in 2010 as 6th graders, 13% of students in Grade 5 performed at the ***proficient and advanced levels*** in reading.

Table 23 GDOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 5 (2009) to Grade 6 (2010)			
LEVEL	**Grade 5 SY 2008-2009**	**Grade 6 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	1%	0%	**-1%**
Level 3 proficient	5%	3%	**-2%**
Level 2 basic	19%	15%	**-4%**
Level 1 below basic	75%	82%	**+7%**

Table 23: In 2009, 6% of students in Grade 5 performed at the ***proficient and advanced levels*** in math while as 6th graders in 2010, 3% of students performed only at the ***proficient level,*** , a decrease of 3 percentage points.

Table 24 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 5 (2009) to Grade 6 (2010)			
LEVEL	Grade 5 SY 2008-2009	Grade 6 SY 2009-2010	DIFFERENCE
Level 4 advanced	**1%**	**1%**	**0%**
Level 3 proficient	**12%**	**10%**	**-2%**
Level 2 basic	**32%**	**41%**	**-9%**
Level 1 below basic	**55%**	**48%**	**-7%**

Table 24: In 2009, 13% of students in Grade 5 performed at the ***proficient and advanced levels*** in language while as 6th graders in 2010, 11% of students performed at the ***same levels,***, a decrease of 2 percentage points.

Table 25 GDOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 6 (2009) to Grade 7 (2010)			
LEVEL	Grade 6 SY 2008-2009	Grade 7 SY 2009-2010	DIFFERENCE
Level 4 advanced	1%	1%	**0%**
Level 3 proficient	12%	13%	**+1%**
Level 2 basic	44%	40%	**-4%**
Level 1 below basic	43%	46%	**3%**

Table 25: In 2009, 13% of students in Grade 6 performed at the ***proficient and advanced levels*** in reading while as 7th graders in 2010, 14% of students performed at the same levels, an increase of 1 percentage points.

Table 26 GDOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 6 (2009) to Grade 7 (2010)			
LEVEL	Grade 6 SY 2008-2009	Grade 7 SY 2009-2010	DIFFERENCE
Level 4 advanced	1%	1%	**0%**
Level 3 proficient	3%	3%	**0%**
Level 2 basic	17%	10%	-7%
Level 1 below basic	79%	86%	**+7%**

Table 26: In 2009 as 6th graders and in 2010 as 7th graders, 4% of students performed at the ***proficient and advanced levels*** in math.

Table 27 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 6 (2009) to Grade 7 (2010)			
LEVEL	**Grade 6 SY 2008-2009**	**Grade 7 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	2%	1%	**+1%**
Level 3 proficient	10%	13%	**+3%**
Level 2 basic	27%	33%	**+6%**
Level 1 below basic	61%	53%	**-8%**

Table 27: In 2009, 12% of students in Grade 6 performed at the ***proficient and advanced levels*** in language while as 7th graders in 2010, 14% of students performed at the same levels, an increase of 2 percentage points.

Table 28 GDOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 7 (2009) to Grade 8 (2010)			
LEVEL	**Grade 7 SY 2008-2009**	**Grade 8 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	1%	1%	0%
Level 3 proficient	15%	16%	+1%
Level 2 basic	46%	41%	-5%
Level 1 below basic	38%	42%	+4%

Table 28: In 2009, 16% of students in Grade 7 performed at the ***proficient and advanced levels*** in reading while as 8th graders in 2010, 17% of students performed at the same levels, an increase of 1 percentage point.

Table 29 GDOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 7 (2009) to Grade 8 (2010)			
LEVEL	**Grade 7 SY 2008-2009**	**Grade 8 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	1%	1%	**0%**
Level 3 proficient	5%	4%	**-1%**
Level 2 basic	18%	15%	**-3%**
Level 1 below basic	76%	80%	**+4%**

Table 29: In 2009, 6% of students in Grade 7 performed at the ***proficient and advanced levels*** in math while as 8th graders in 2010, 5% of students performed at the same levels, an overall decrease of 1 percentage point.

Table 30 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 7 (2009) to Grade 8 (2010)			
LEVEL	**Grade 7 SY 2008-2009**	**Grade 8 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	1%	2%	**+1%**
Level 3 proficient	13%	13%	**0%**
Level 2 basic	30%	33%	**+3%**
Level 1 below basic	56%	52%	**-4%**

Table 30: In 2009, 14% of students in Grade 7 performed at the ***proficient and advanced levels*** in language while as 8th graders in 2010, 15% of students performed at the same levels, an overall increase of 1 percentage point.

Table 31 GDOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 8 (2009) to Grade 9 (2010)			
LEVEL	**Grade 8 SY 2008-2009**	**Grade 9 SY 2008-2009**	**DIFFERENCE**
Level 4 advanced	0%	1%	**+1%**
Level 3 proficient	9%	13%	**+4%**
Level 2 basic	35%	40%	**+5%**
Level 1 below basic	55%	46%	**-9%**

Table 31: In 2009, 9% of students in Grade 8 performed at the ***proficient and advanced levels*** in reading while as 9th graders in 2010, 14% of students performed at the ***same levels***, an overall increase of 5 percentage points.

Table 32 GDOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 8 (2009) to Grade 9 (2010)			
LEVEL	**Grade 8 SY 2008-2009**	**Grade 9 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	0%	0%	**0%**
Level 3 proficient	2%	2%	**0%**
Level 2 basic	14%	16%	**+2%**
Level 1 below basic	84%	82%	**-2%**

Table 32: In 2009 as 8th graders and in 2010 as 9th graders, 2% of students performed only at the ***proficient level*** in math.

Table 33 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 8 (2009) to Grade 9 (2010)			
LEVEL	**Grade 8 SY 2008-2009**	**Grade 9 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	0%	1%	**+1%**
Level 3 proficient	5%	7%	**+2%**
Level 2 basic	31%	39%	**+8%**
Level 1 below basic	64%	53%	**-11%**

Table 33: In 2009, 5% of students in Grade 8 performed only at the ***proficient level*** in language while as 9th in 2010, 8% of students performed at the ***proficient and advanced levels***, an overall increase of 3 percentage points.

Table 34 GDOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 9 (2009) to Grade 10 (2010)			
LEVEL	**Grade 9 SY 2008-2009**	**Grade 10 SY 2008-2009**	**DIFFERENCE**
Level 4 advanced	1%	0%	**-1%**
Level 3 proficient	8%	10%	**+2%**
Level 2 basic	34%	33%	**-1%**
Level 1 below basic	57%	57%	**0%**

Table 34: In 2009, 9% of students in Grade 9 performed at the ***proficient and advanced levels*** in reading while as 10th graders in 2010, 10% of students performed only at the ***proficient*** level, an overall increase of 1 percentage point.

Table 35 GDOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 9 (2009) to Grade 10 (2010)			
LEVEL	**Grade 9 SY 2008-2009**	**Grade 10 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	0%	0%	**0%**
Level 3 proficient	1%	1%	**0%**
Level 2 basic	11%	11%	**0%**
Level 1 below basic	88%	88%	**0%**

Table 35: In 2009 as 9th graders and in 2010 as 10th graders,, 1% of students performed only at the ***proficient level*** in math.

Table 36 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 9 (2009) to Grade 10 (2010)			
LEVEL	**Grade 9 SY 2008-2009**	**Grade 10 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	1%	1%	**0%**
Level 3 proficient	4%	3%	**-1%**
Level 2 basic	26%	30%	**+4%**
Level 1 below basic	69%	66%	**-3%**

Table 36: In 2009, 5% of students in Grade 9 performed at the ***proficient and advanced levels*** in language while as 10th graders in 2010, 4% of students performed at the ***proficient and advanced levels,*** an overall decrease of 1 percentage point.

Table 37 GDOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 10 (2009) to Grade 11 (2010)			
LEVEL	**Grade 10 SY 2008-2009**	**Grade 11 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	0%	1%	**+1%**
Level 3 proficient	7%	10%	**+3%**
Level 2 basic	35%	27%	**-8%**
Level 1 below basic	58%	62%	**+4%**

Table 37: In 2009, 7% of students in Grade 10 performed only at the ***proficient level*** in reading while as 11th graders in 2010, 11% of students performed at the ***proficient and advanced levels,*** an overall increase of 4 percentage points.

Table 38 GDOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 10 (2009) to Grade 11 (2010)			
LEVEL	**Grade 10 SY 2008-2009**	**Grade 11 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	0%	0%	**0%**
Level 3 proficient	1%	1%	**0%**
Level 2 basic	5%	6%	**+1%**
Level 1 below basic	94%	93%	**-1%**

Table 38: In 2009 as 10th graders and in 2010 as 11th graders, 1% of students performed only at the ***proficient level*** in math.

Table 39 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 10 (2009) to Grade 11 (2010)			
LEVEL	**Grade 10 SY 2008-2009**	**Grade 11 SY 2008-2009**	**DIFFERENCE**
Level 4 advanced	0%	1%	**+1%**
Level 3 proficient	4%	8%	**+4%**
Level 2 basic	22%	22%	**0%**
Level 1 below basic	74%	70%	**-4%**

Table 39: In 2009, 4% of students in Grade 10 performed only at the ***proficient level*** in language while as 11th graders in 2010, 9% of students performed at the ***proficient and advanced levels***, an overall increase of 5 percentage points.

Table 40 GDOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 11 (2009) to Grade 12 (2010)			
LEVEL	**Grade 11 SY 2008-2009**	**Grade 12 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	2%	1%	**-1%**
Level 3 proficient	12%	10%	**-2%**
Level 2 basic	35%	32%	**-3%**
Level 1 below basic	52%	57%	**+5%**

Table 40: In 2009, 14% of students in Grade 11 performed at the ***proficient and advanced levels*** in reading while as 12th graders in 2010, 11% of students performed at the same levels, an overall decrease of 3 percentage points for both levels.

Table 41 GDOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 11 (2009) to Grade 12 (2010)			
LEVEL	**Grade 11 SY 2008-2009**	**Grade 12 SY 2009-2010**	**DIFFERENCE**
Level 4 advanced	0%	0%	**0%**
Level 3 proficient	2%	1%	**-1%**
Level 2 basic	7%	6%	**-1%**
Level 1 below basic	91%	93%	**+2%**

Table 41: In 2009, 2% of students in Grade 11 performed only at the ***proficient level*** and in math while as 12th graders in 2010, 1% of students performed only at the ***proficient level***, a decrease of 1 percentage point.

Table 42 GDOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 11 (2009) to Grade 12 (2010)			
LEVEL	**Grade 11 SY 2008-2009**	**Grade 12 SY 2008-2009**	**DIFFERENCE**
Level 4 advanced	0%	1%	**+1%**
Level 3 proficient	7%	8%	**+1%**
Level 2 basic	26%	22%	**-4%**
Level 1 below basic	67%	69%	**+2%**

Table 42: In 2009, 7% of students in Grade 11 performed only at the ***proficient level*** in language while as 12th graders in 2010, 9% of students performed at the ***proficient and advanced levels***, an increase of 2 percentage points.

E. 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:

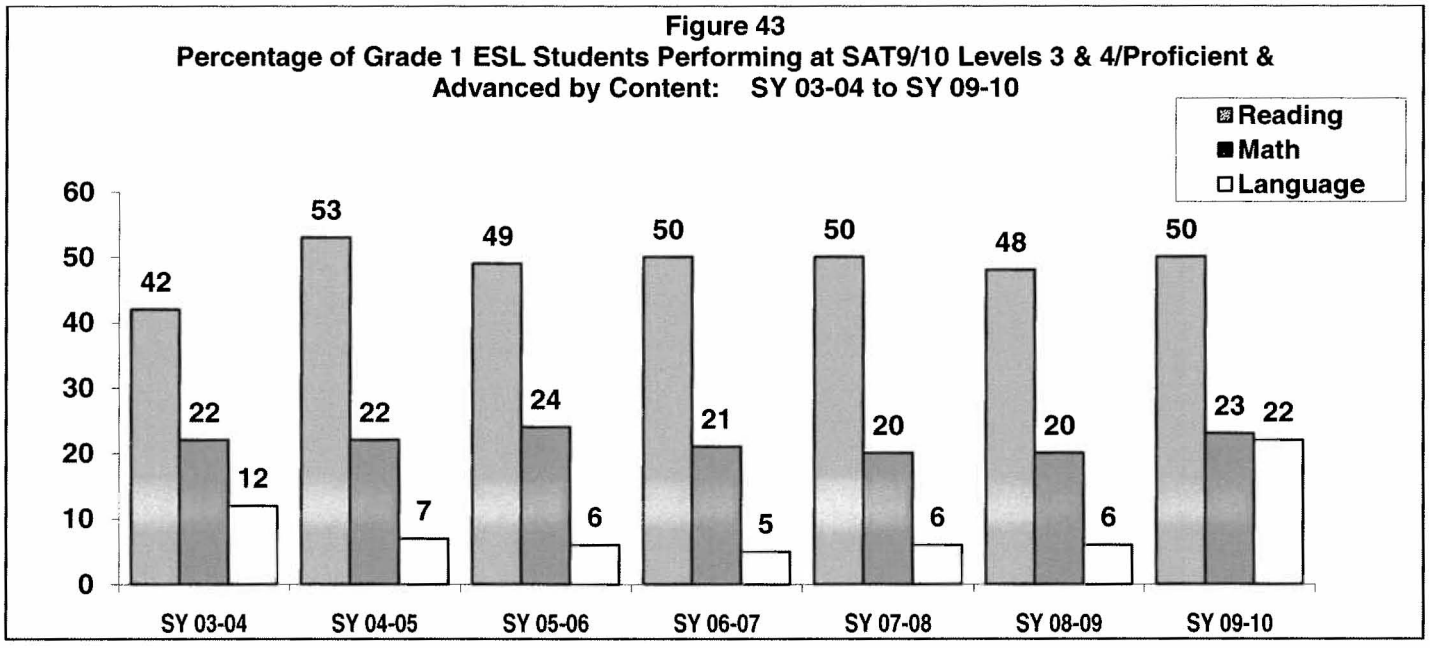
1. What are the proportions of students with special conditions performing at proficient (level 3) and advanced (level 4) on the Stanford Achievement Test, tenth edition (SAT10)?

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 during SY04-05. 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 03-04 to SY 09-10



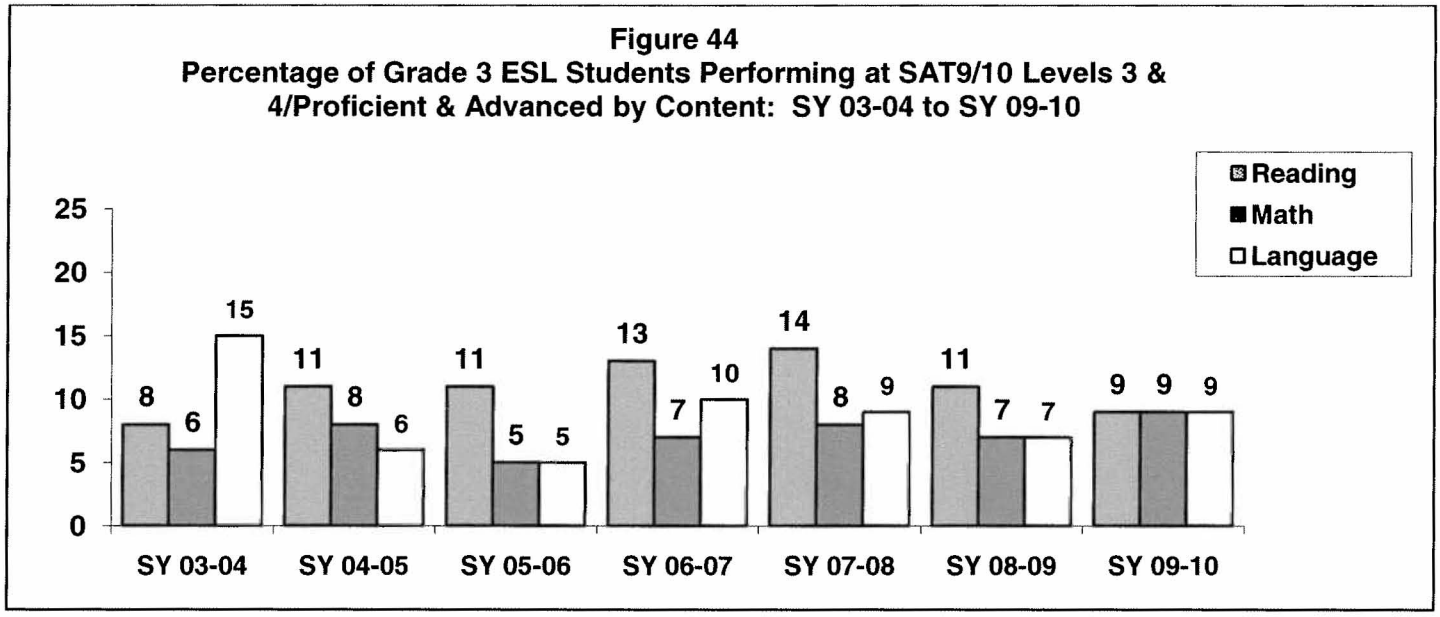


Figure 44: As noted earlier, the percentage of ESL students performing at Levels 3&4 drops in third grade, a drop that is consistent with their non-ESL counterparts.

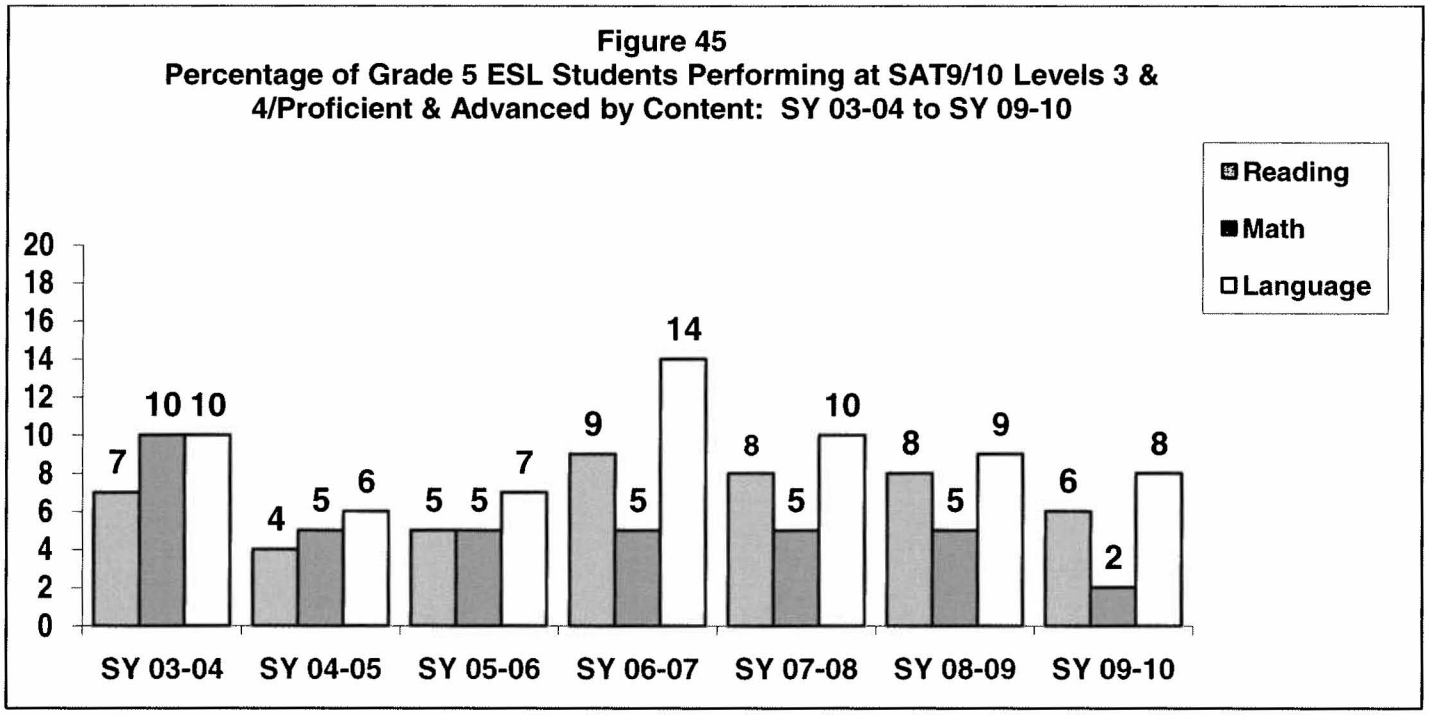


Figure 45: The largest percentage of ESL students performing at Levels 3&4 remains to be in Language during SY06-07. During SY09-10, 6% performed at levels 3&4 in Reading, 2% in math and 8% in Language.

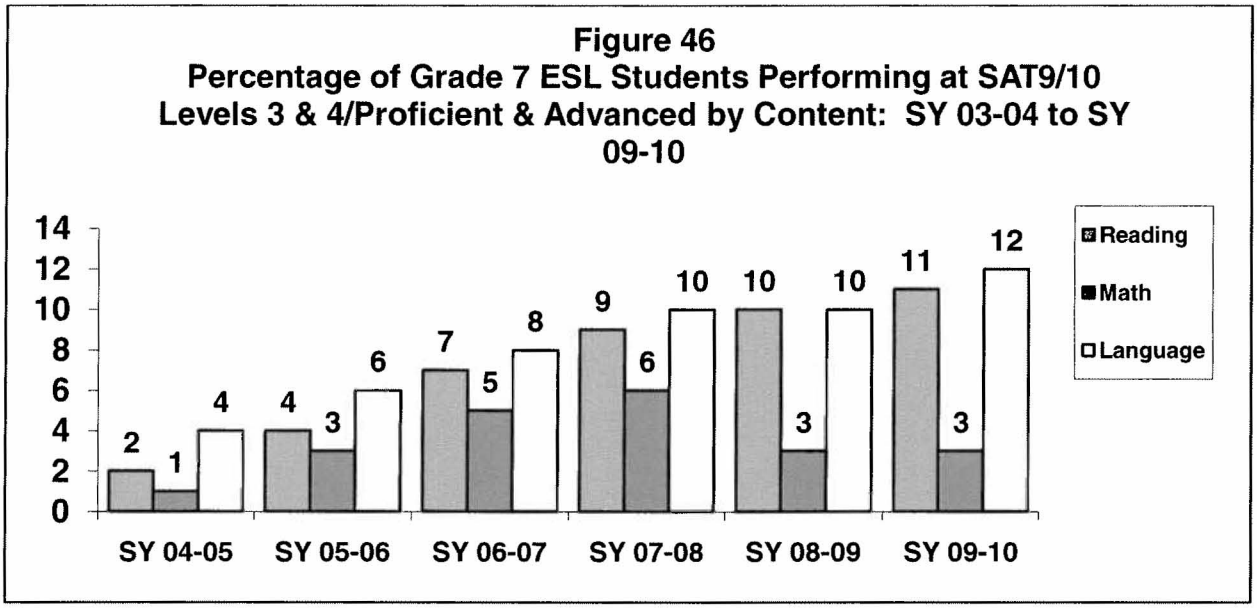


Figure 46 Shows a promising trend and the percentage of ESL students performing at Levels 3&4 continues to rise. Five years ago during SY04-05, only 2,1, and 4% of ESL students performed at levels 3&4 in Reading, Math and Language, respectively. This past SY09-10, 11, 3 and 12% of ESL students are now at proficient and advanced.

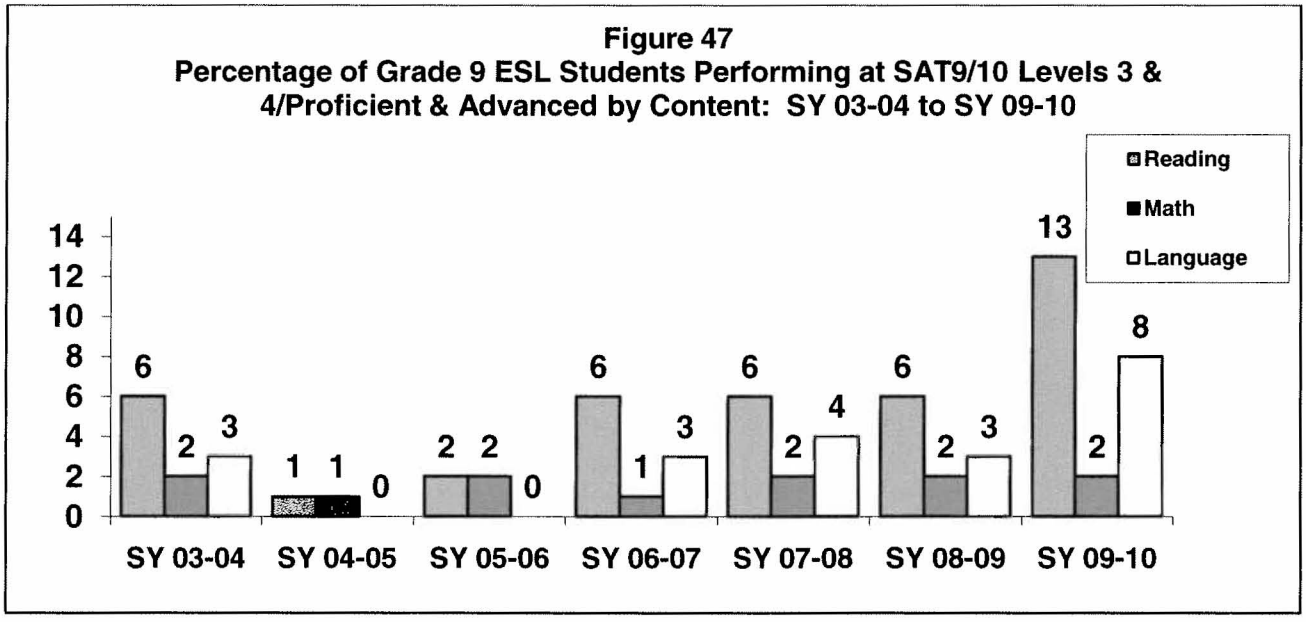


Figure 47 shows a similar trend as the percentage of student scoring in levels 3&4 more than double in Reading and Language in SY09-10 as compared to the previous school year.

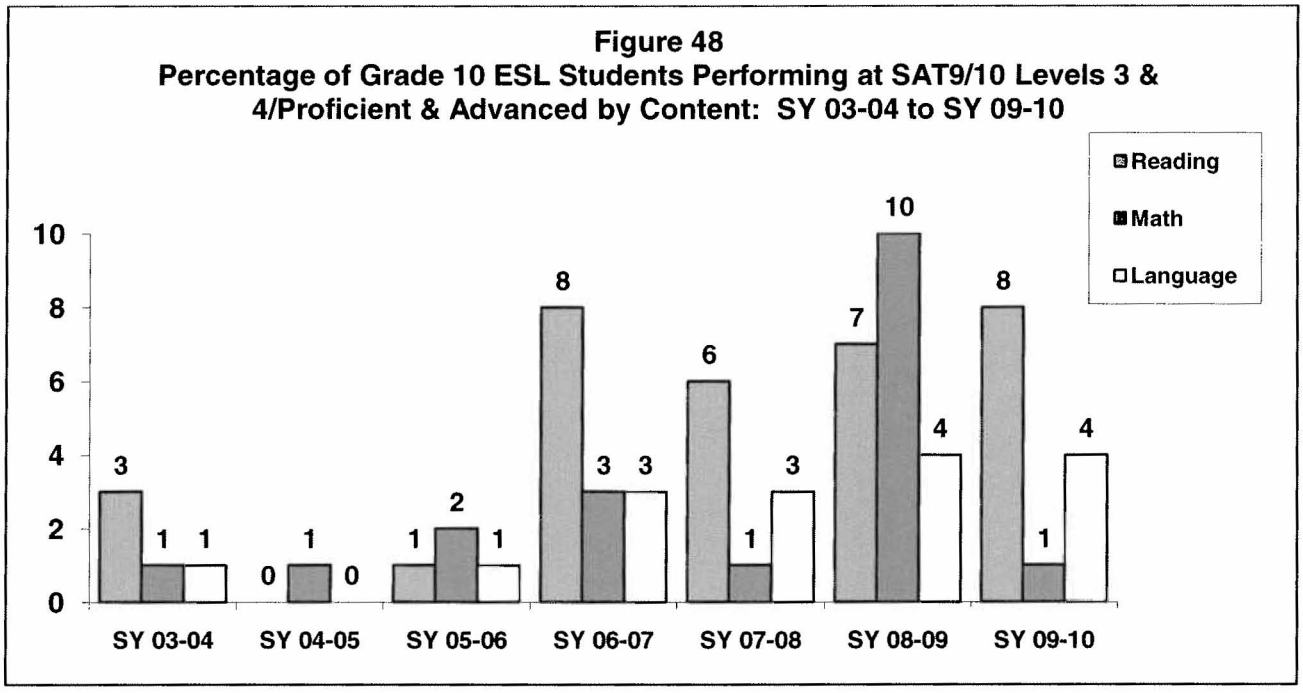


Figure 48 shows that over the past four school years, in the 10th grade, Reading seemed to remain consistently around 7 to 8% while Math had a peak of 10% in SY08-09 and then took a sharp drop to 1% in SY09-10. Langauge in the past four years remained around 3 and 4%.

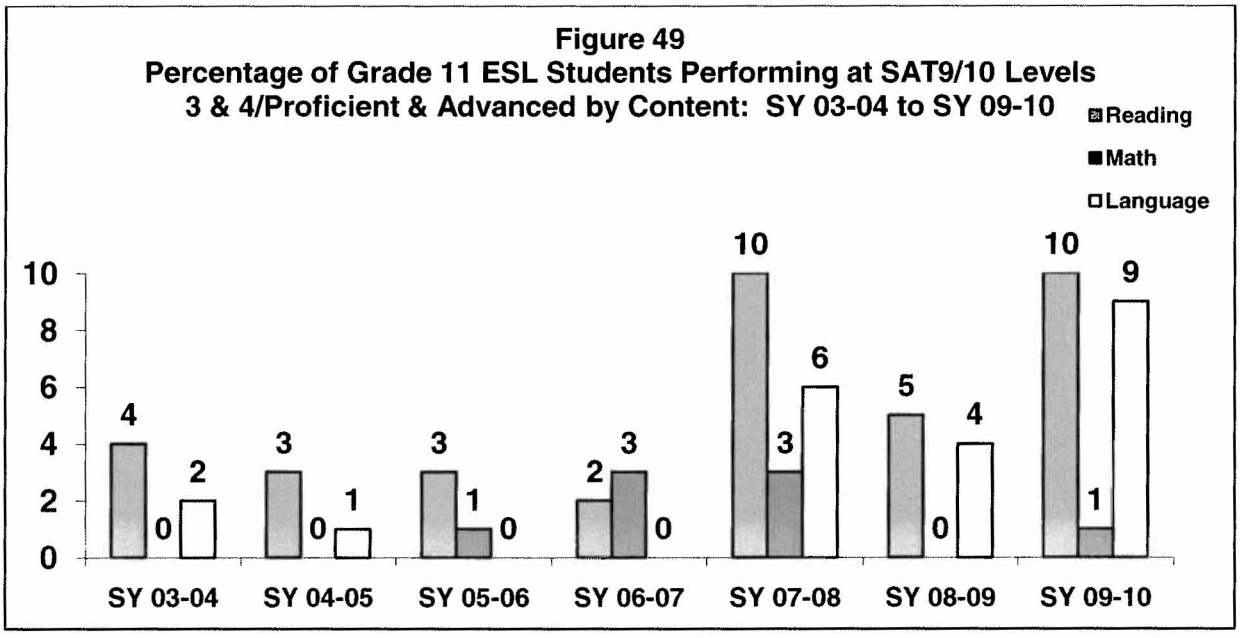


Figure 49: In the 11th grade, SY07-08 and SY09-10 showed highs in reading at 10% and SY09-10 showed a high in 9%. ESL student performance in math remains to be an area in need of improvement.

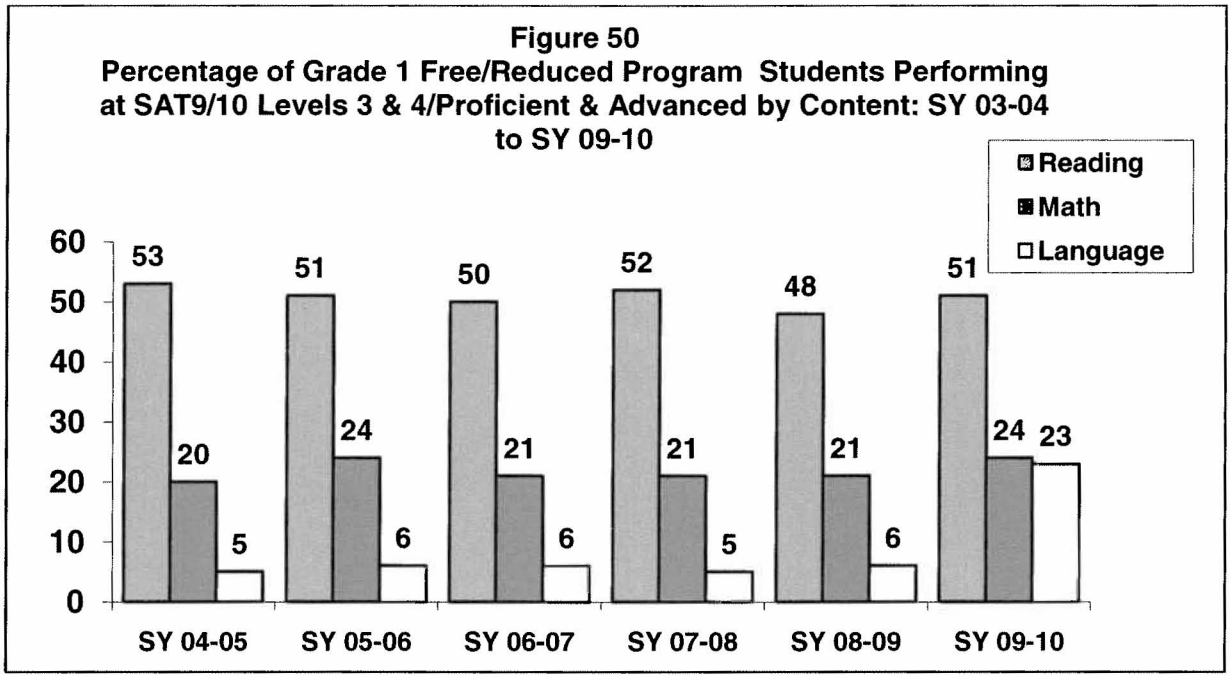


Figure 50 shows that approximately 50% of students in the Free/Reduced lunch program consistently perform in the proficient and advanced levels in the 1st grade, a showing consistent with their 1st grade counterparts.

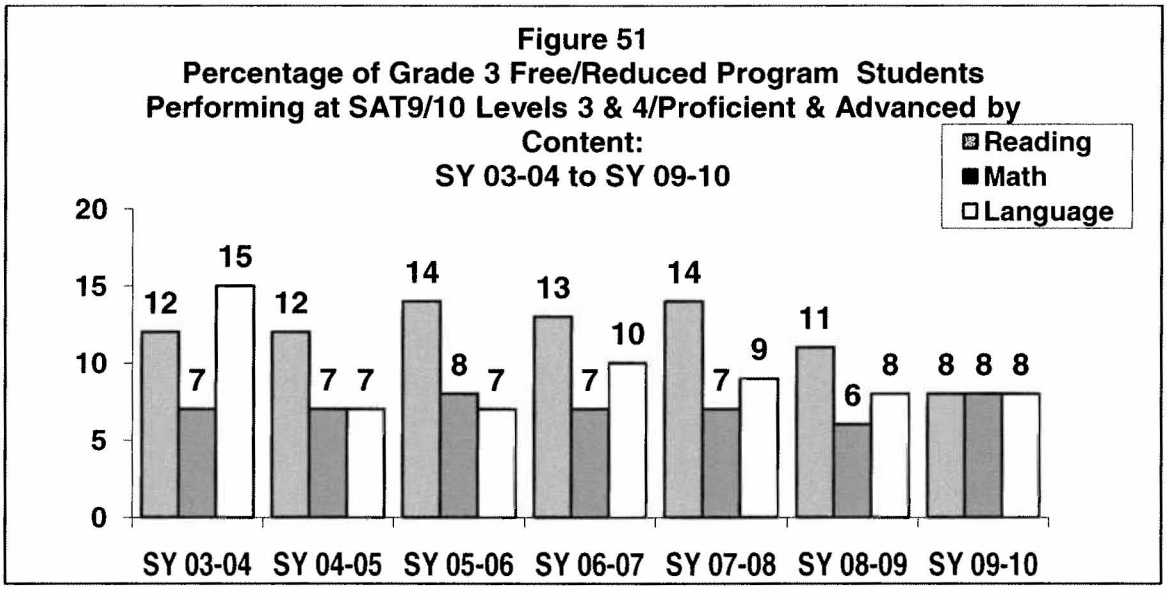


Figure 51 shows, however, that they also consistently follow their non-program counterparts in experiencing the drop in the percentage of students at the proficient and advanced levels during 3rd grade with a high of only 14% in reading during school years 05-06 and 07-08. In SY09-10 only 8 percent of students were proficient and advanced in reading, math and language.

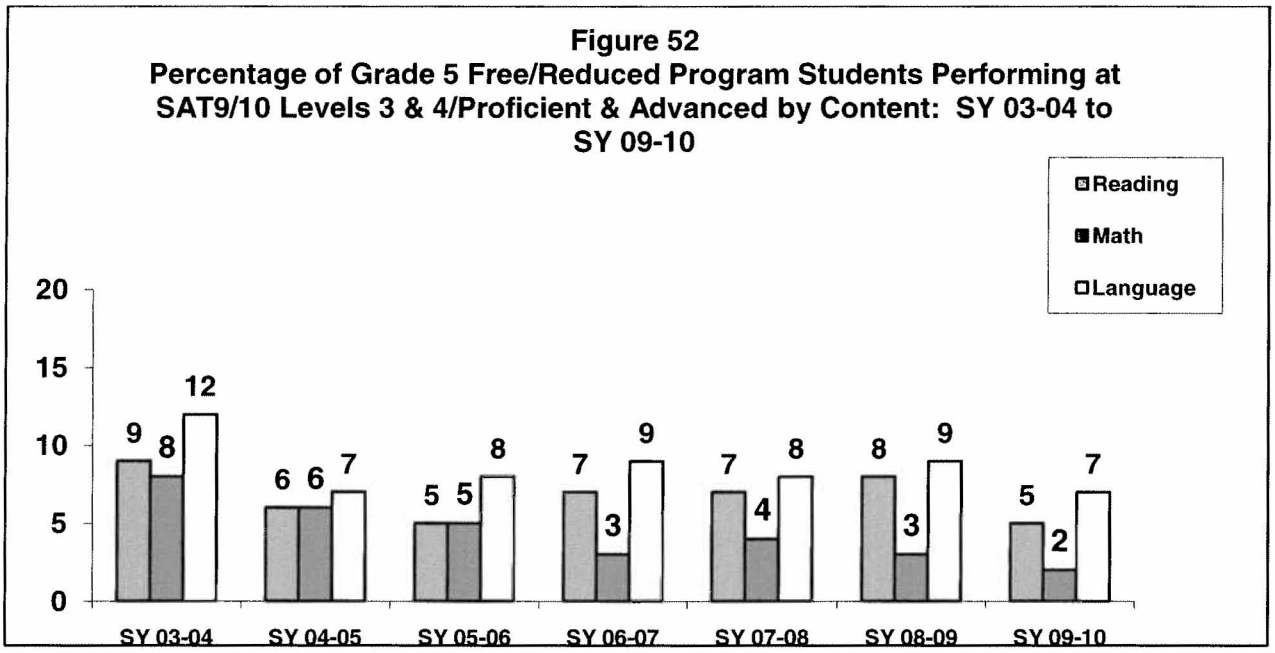


Figure 52 shows that in 5th grade, the percentage of students in the proficient and advanced levels reaming consistent through the years in Reading, Math and Language.

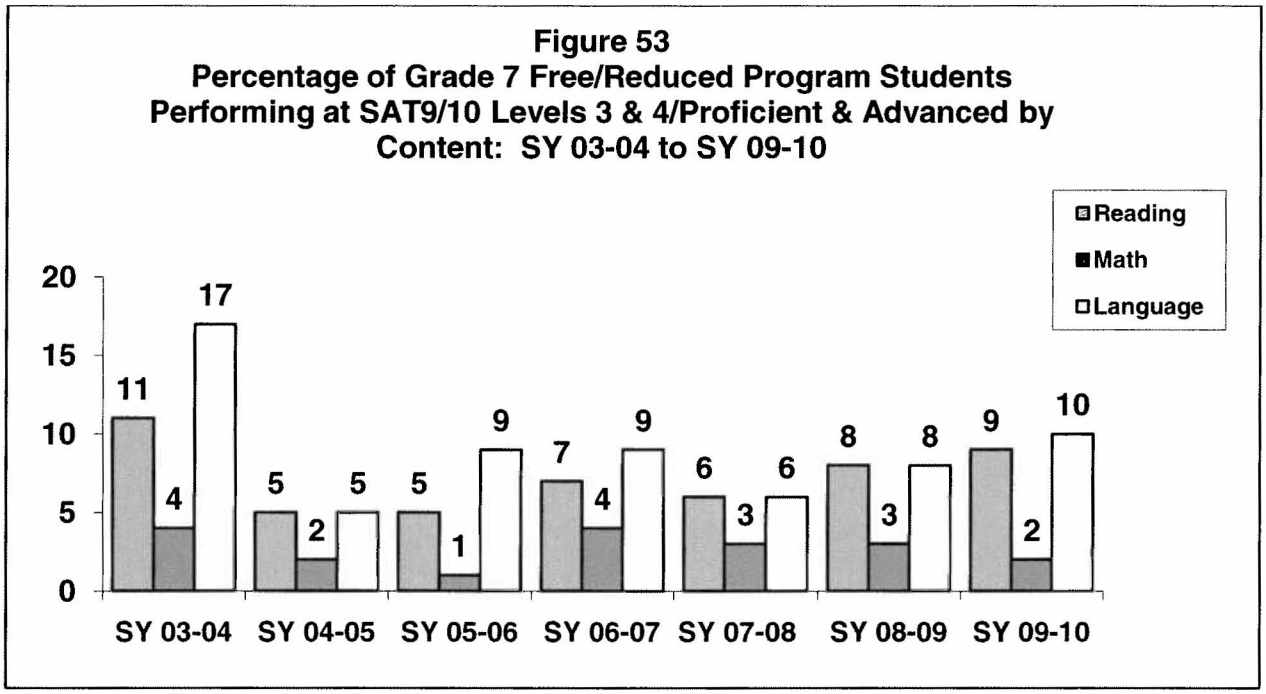


Figure 53 shows that in Reading and Language, F/R students remain consistent at 9% and 10% in School Years 08-09 and 09-10. SY03-04 remains to be the highest at 11% and 17% in Reading and Language, respectively. Math continues to remain a problem.

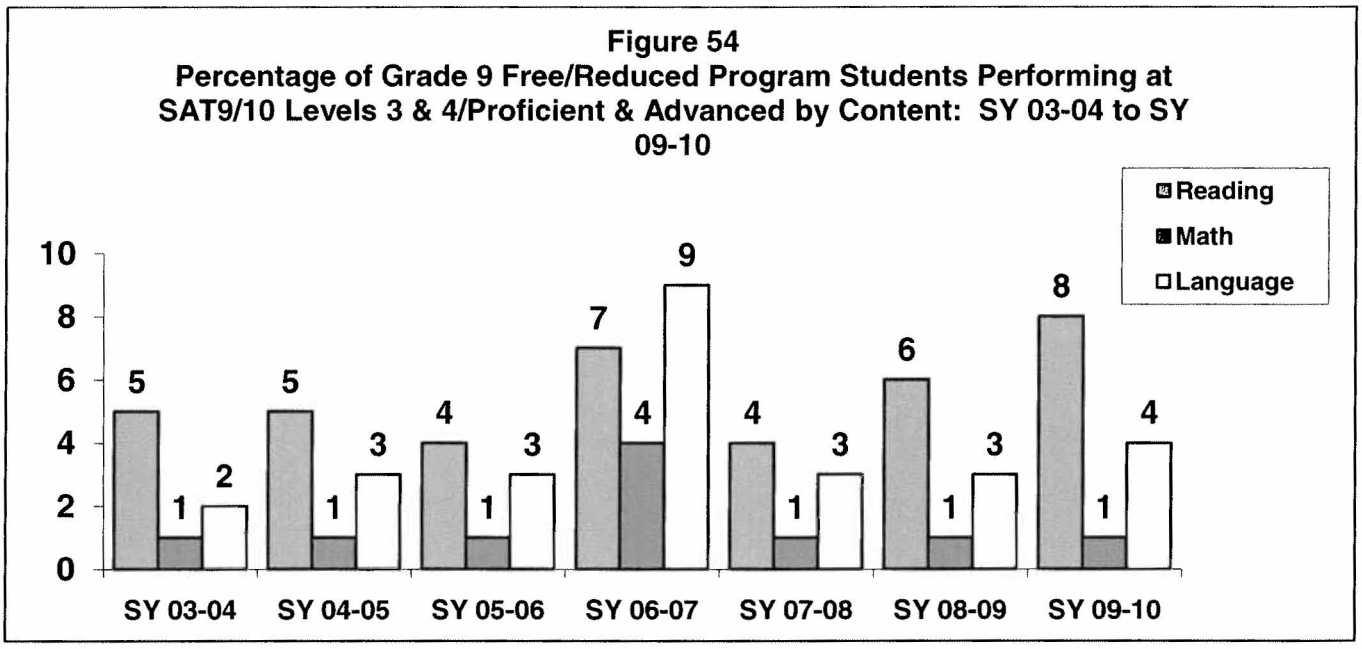


Figure 54 shows that in SY09-10 Reading for F/R students hit a high of 8% with Language at4% and math at a consistent low of 1%.

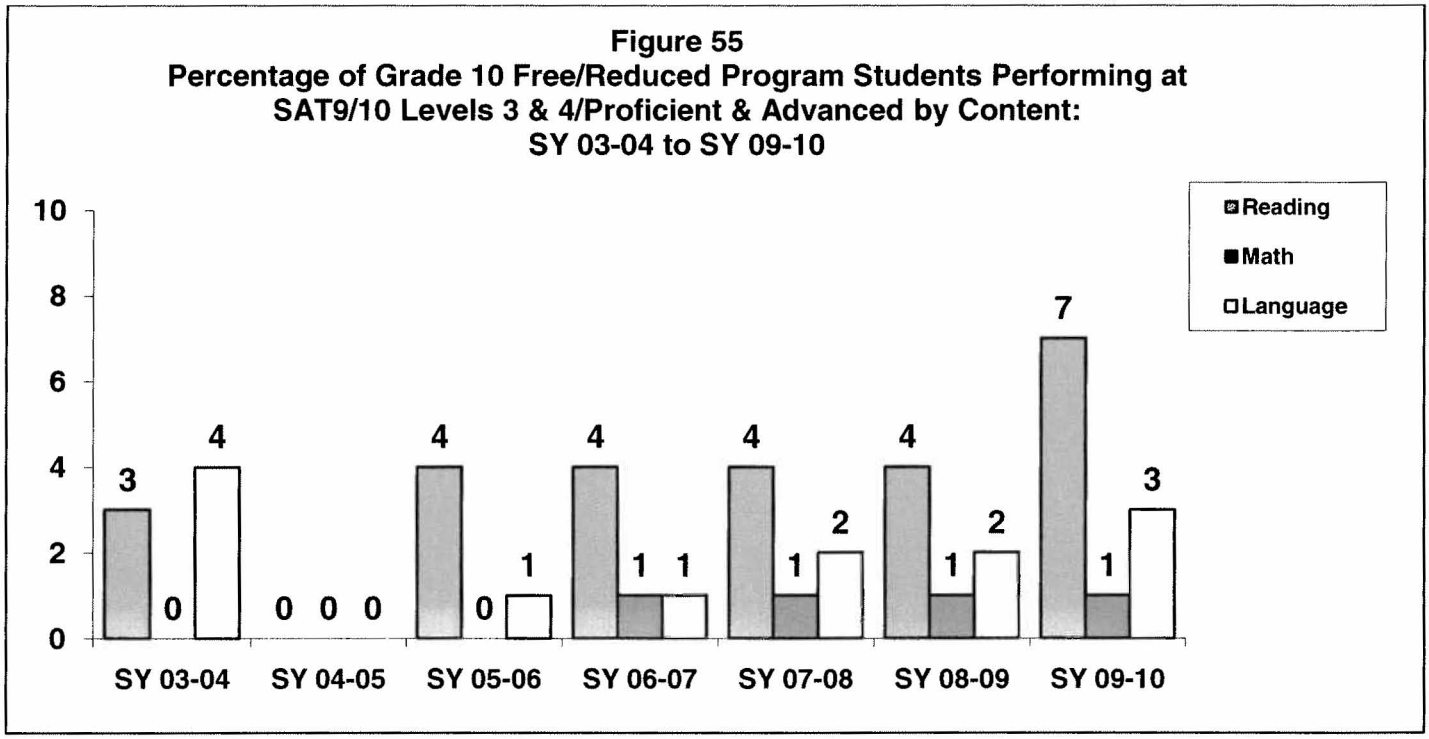


Figure 55 shows that in SY09-10 Reading for F/R student hit a high again with 7% of student scoring at Proficient or Advanced with Language Arts hitting a high of 3% and Math staying at 1%.

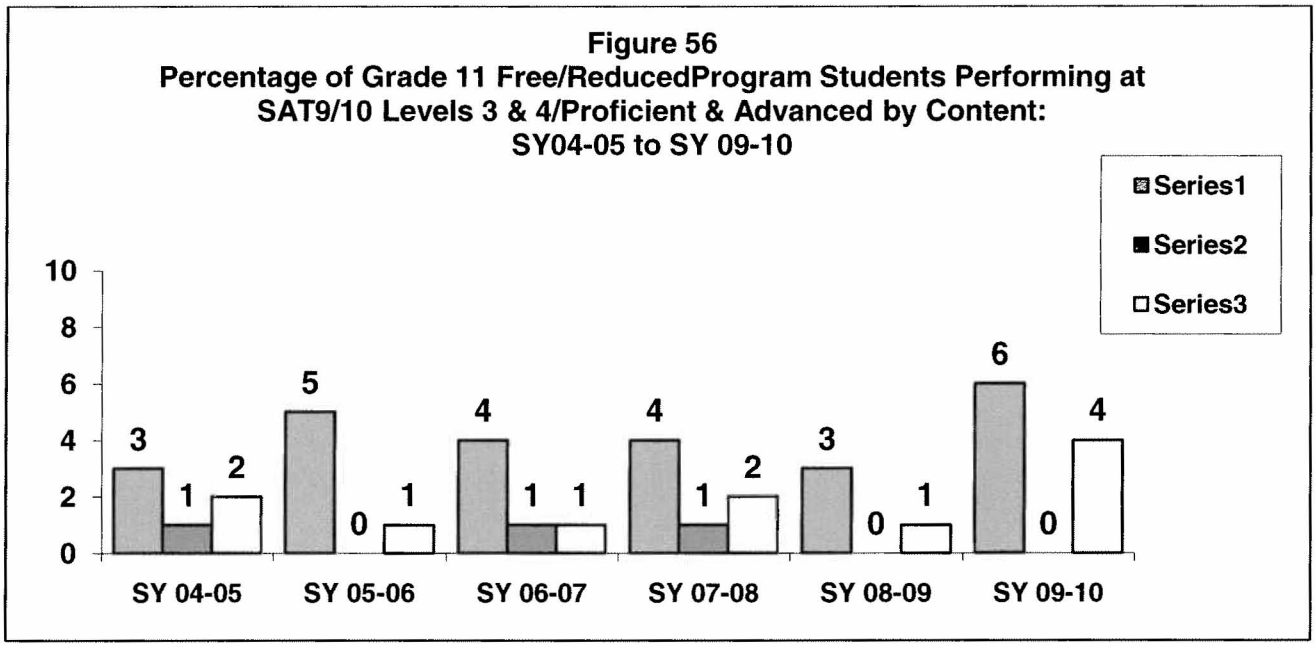


Figure 56 Shows that in the 11th grade, the percentage of students in the F/R program who scored in the proficient and advanced levels ranged from a low of 3% to a high of 6%.

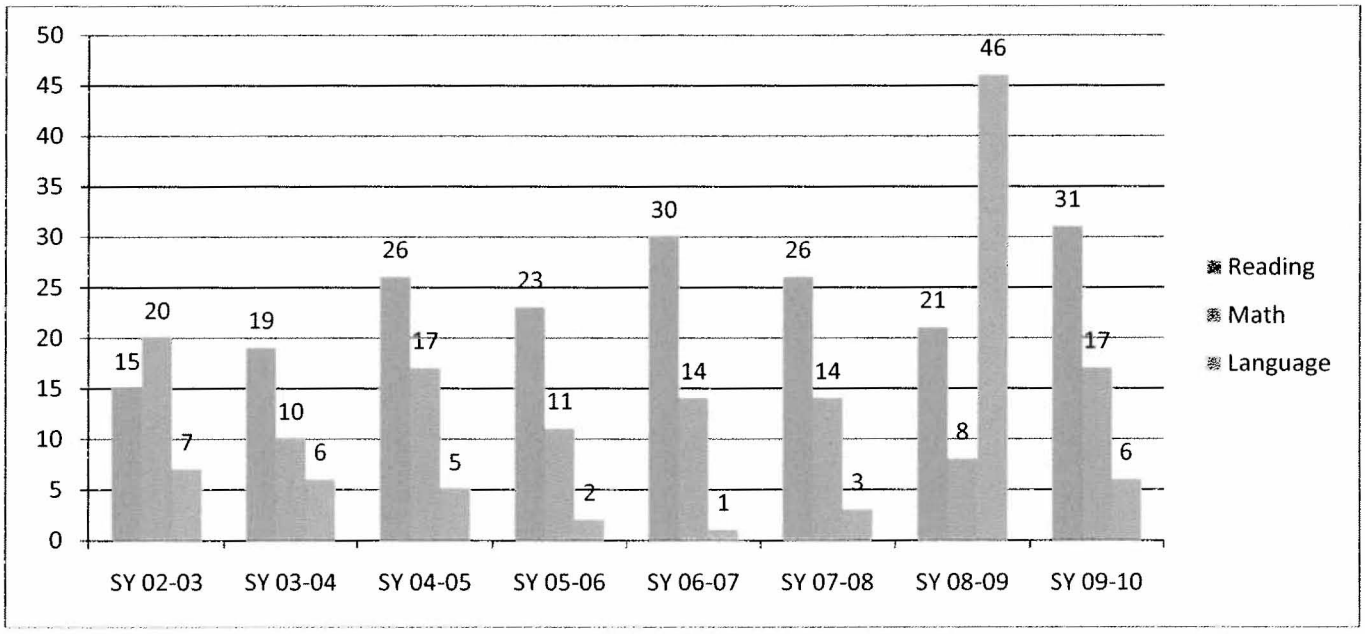


Figure 57 Percentage of Grade 1 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 09-10. This figure shows that in SY08-09, the percentage of 1st Grade SPED students scoring at Proficient and Advanced reach a high of 46% in Language.

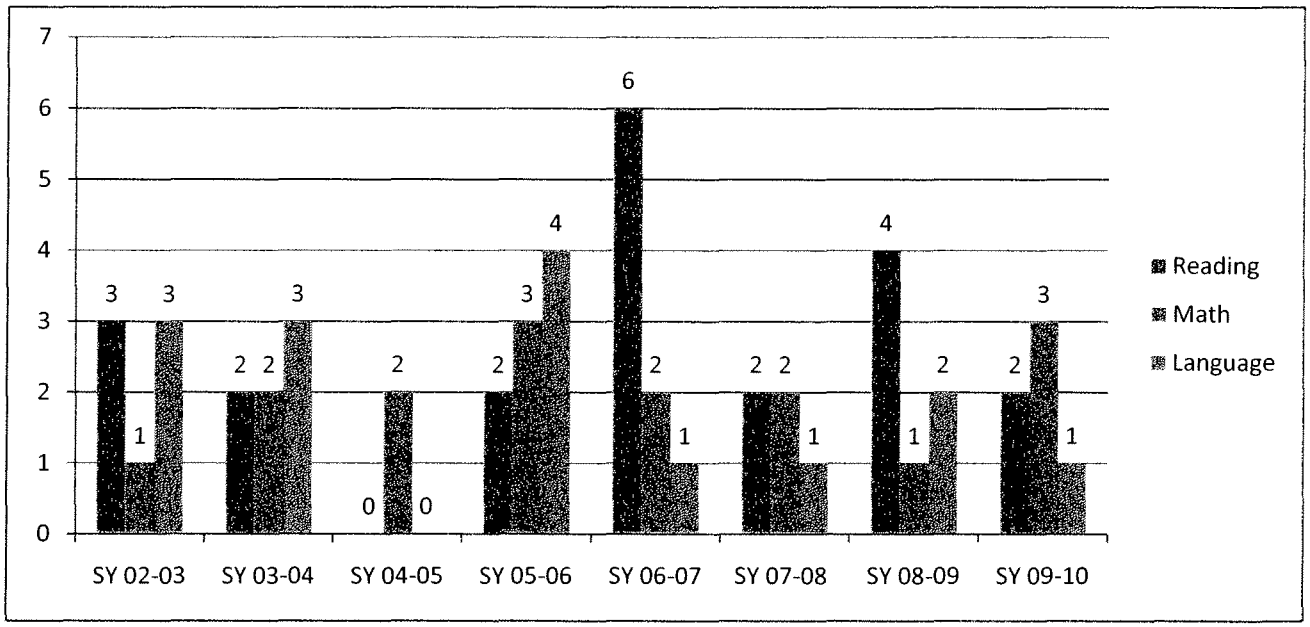


Figure 58: Percentage of Grade 3 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 09-10. This figure shows that in SY06-07, the percentage of 3st Grade SPED students scoring at Proficient and Advanced reach a high of 6% in Reading.

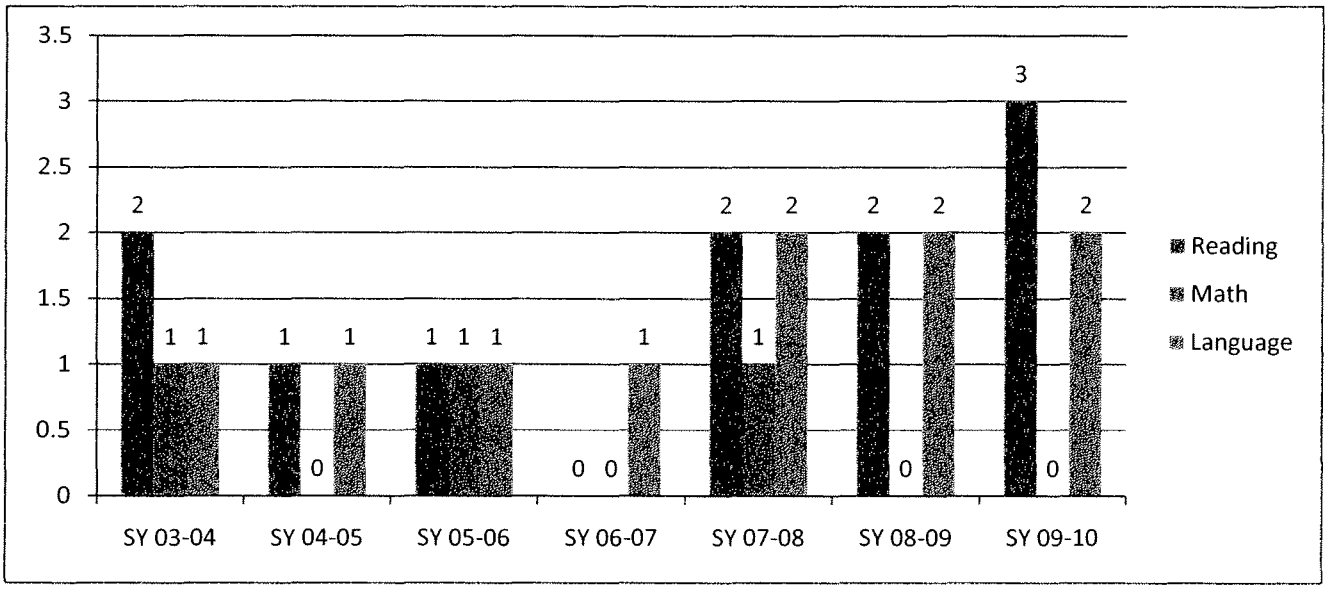


Figure 59: Percentage of Grade 5 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 03-04 to SY 09-10. This figure shows that in SY09-10, the percentage of 5th Grade SPED students scoring at Proficient and Advanced reach a high of 3% in Reading.

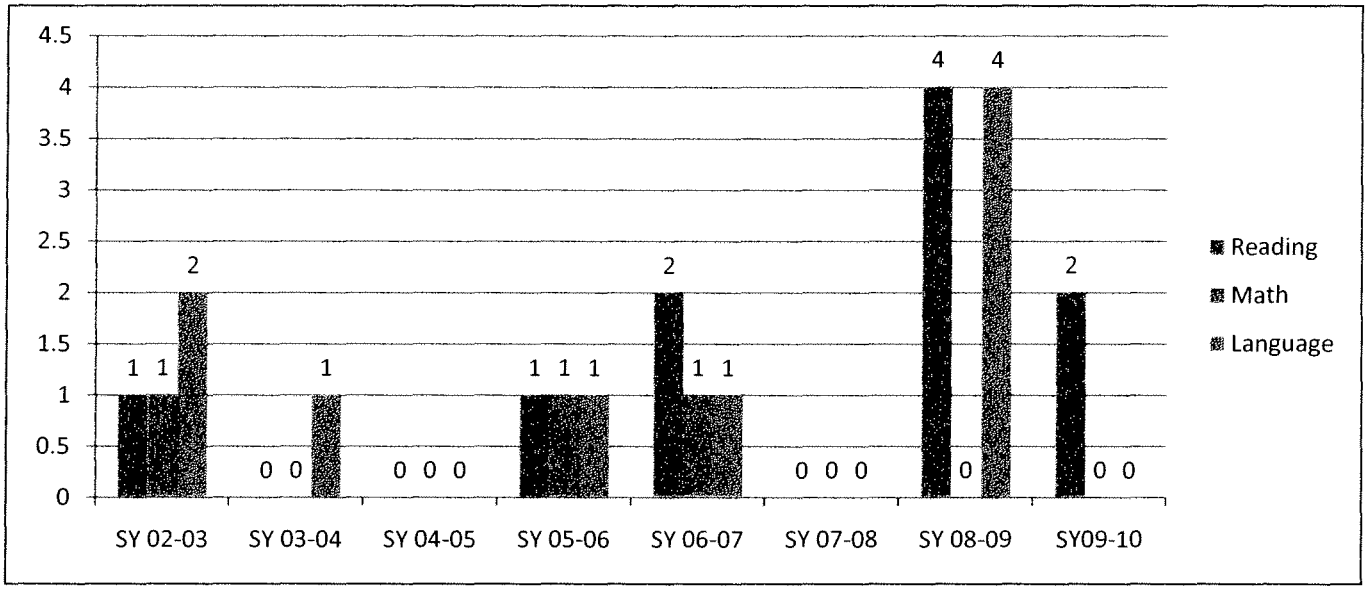


Figure 60: Percentage of Grade 7 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY09-10. This figure shows that in SY08-09, the percentage of 7th Grade SPED students scoring at Proficient and Advanced reach a high of 4% in both Language and Reading.

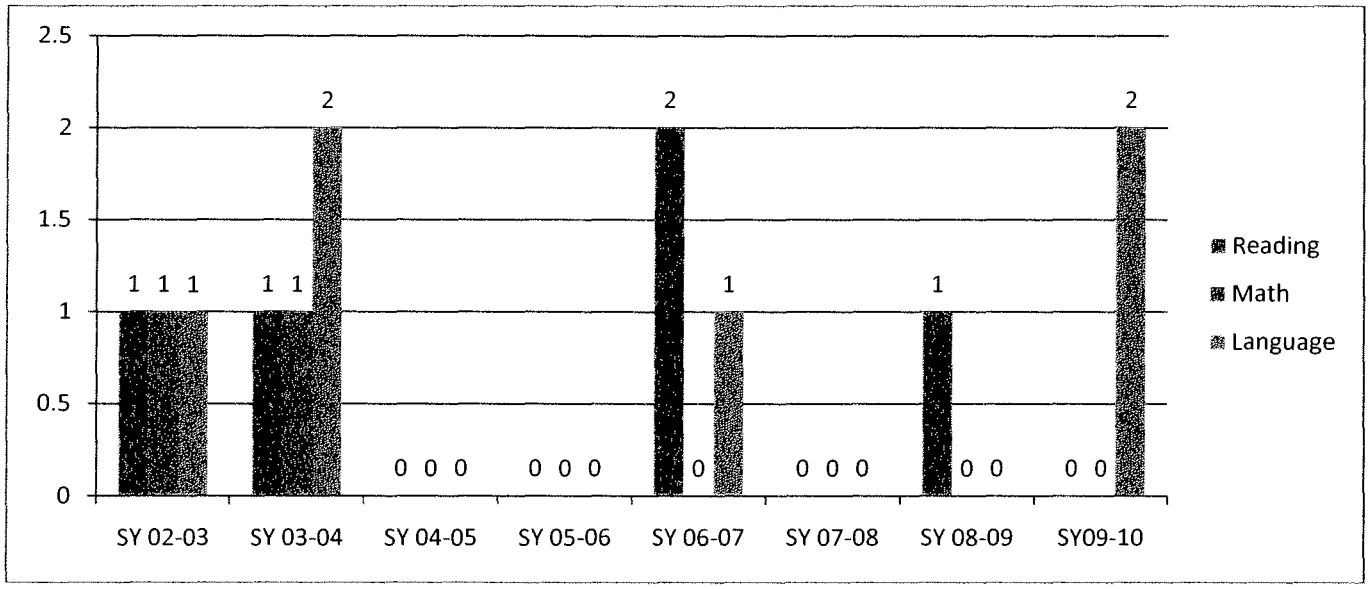


Figure 61: Percentage of Grade 9 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 09-10. This figure shows during SY02-03 to SY09-10, the highest percentage of SPED students in the 9th grade was 2% in Language during SY03-04 and SY09-10 and then in Reading in SY06-07.

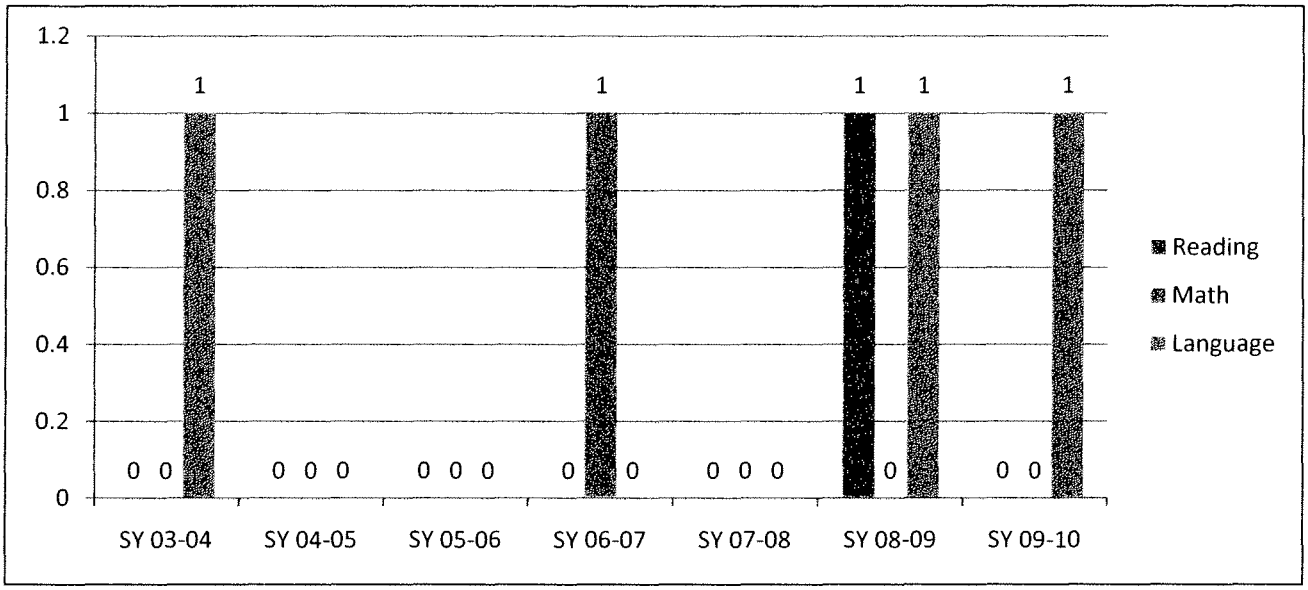


Figure 62: Percentage of Grade 10 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 03-04 to SY 09-10**.** This figure shows that in SY03-04, 08-09 and 09-10, only 1% of 10th Grade SPED students scores in the Proficient and Advanced Levels.

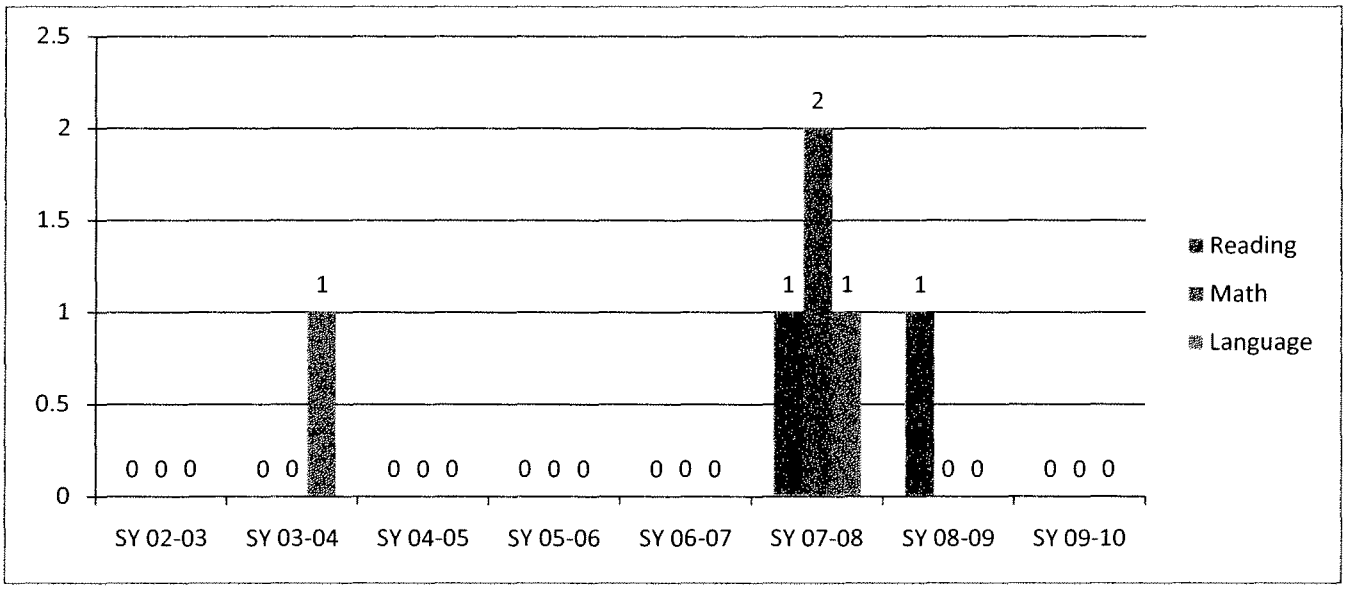


Figure 63: Percentage of Grade 11 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 09-10. This figure shows that in SY07-08, 2% of 11th grade student scored in the Proficient and Advanced levels for Math.

Table 43
Comparative Proportions of Free/Reduced Lunch Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Reading by Grade Levels

Grade 1	SY 05-06	SY 06-07	SY 07-08	SY 08-09	SY 09-10
General Education	63	59	62	63	53
Free/Reduced	51	52	52	48	51
Difference (Gap)	-12	-7	-10	-15	-2
Grade 3	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	23	21	16	26	11
Free/Reduced	14	14	14	11	8
Difference (Gap)	-9	-7	-2	-15	-3
Grade 5	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	11	13	13	15	8
Free/Reduced	5	7	7	8	5
Difference (Gap)	-6	-6	-6	-7	-3
Grade 7	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	14	12	14	21	14
Free/Reduced	5	6	6	8	9
Difference (Gap)	-9	-6	-8	-13	-5
Grade 9	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	8	8	11	12	14
Free/Reduced	4	4	4	6	8
Difference (Gap)	-4	-4	-7	-6	-6
Grade 10	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	9	9	9	11	11
Free/Reduced	4	4	4	4	7
Difference (Gap)	-5	-5	-5	-7	-4
Grade 11	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	9	10	11	10	12
Free/Reduced	5	4	4	3	6
Difference (Gap)	-4	-6	-7	-7	-6

Level 3: represents solid academic performance, indicating students are prepared for the next grade
Level 4: signifies superior performance, beyond grade level mastery

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 05-06 to SY09-10.

- Examination of Table 43 reveals that the largest gap (-15) between free and reduced lunch students and general education students was found in first grade and third grade for School Year 08-09. However, by SY09-10 those gaps decreased to 2% and 3% in 1st and 3rd grade respectively.

Table 44
Comparative Proportions of Free/Reduced Lunch Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Mathematics by Grade Levels

Grade 1	SY 05-06	SY 06-07	SY 07-08	SY 08-09	SY 09-10
General Education	34	29	26	33	28
Free/Reduced	24	21	21	21	24
Difference (Gap)	-10	-8	-5	-12	-4
Grade 3	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	16	12	7	19	11
Free/Reduced	8	7	7	6	8
Difference (Gap)	-8	-5	-0	-13	-3
Grade 5	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	9	7	9	9	3
Free/Reduced	5	4	4	3	2
Difference (Gap)	-4	-3	-5	-6	-1
Grade 7	**SY 05-04**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	6	6	8	6	3
Free/Reduced	1	3	3	3	2
Difference (Gap)	-5	-3	-5	-3	-1
Grade 9	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	2	2	2	3	2
Free/Reduced	1	1	1	1	1
Difference (Gap)	-1	-1	-1	-2	-1
Grade 10	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	1	2	1	2	1
Free/Reduced	0	1	1	1	1
Difference (Gap)	-1	-1	-0	-1	0
Grade 11	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	0	1	1	1	1
Free/Reduced	0	1	1	0	0
Difference (Gap)	0	0	0	-1	-1

Level 3: represents solid academic performance, indicating students are prepared for the next grade
Level 4: signifies superior performance, beyond grade level mastery

Table 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 05-06 to SY 09-10.

- 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. This gap decreased to -3 in SY09-10.

- 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 05-06 to SY 09-10.

Table 45
Comparative Proportions of Free/Reduced Lunch Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Language by Grade Levels

Grade 1	SY 05-06	SY 06-07	SY 07-08	SY 08-09	SY 09-10
General Education	10	10	8	13	27
Free/Reduced	6	5	5	6	23
Difference (Gap)	-4	-5	-3	-7	-4
Grade 3	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	13	16	10	16	11
Free/Reduced	7	9	9	8	8
Difference (Gap)	-6	-7	-1	-8	-3
Grade 5	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	14	14	15	22	10
Free/Reduced	8	8	8	9	7
Difference (Gap)	-6	-6	-7	-13	-3
Grade 7	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	16	14	13	19	14
Free/Reduced	9	6	6	8	10
Difference (Gap)	-7	-8	-7	-11	-4
Grade 9	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	5	5	6	6	8
Free/Reduced	3	3	3	3	4
Difference (Gap)	-2	-2	-3	-3	-4
Grade 10	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	3	4	3	6	4
Free/Reduced	1	2	2	2	3
Difference (Gap)	-2	-2	-1	-4	-1
Grade 11	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	3	4	5	5	9
Free/Reduced	1	2	2	1	4
Difference (Gap)	-2	-2	-3	-4	-5

Level 3: represents solid academic performance, indicating students are prepared for the next grade
Level 4: signifies superior performance, beyond grade level mastery

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. This gap was decreased to -3 by SY09-10.

Table 46 depicts comparative proportions between ESL and General Education students at levels 3 & 4 in Reading from SY 05-06 to SY 09-10.

Table 46
Comparative Proportions of ESL & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Reading by Grade Levels

Grade 1	SY 05-06	SY 06-07	SY 07-08	SY 08-09	SY 09-10
General Education	63	59	62	56	53
ESL	49	50	50	48	50
Difference (Gap)	-14	-9	-12	-8	-3
Grade 3	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	23	21	16	18	11
ESL	11	12	14	11	9
Difference (Gap)	-12	-9	-2	-7	-2
Grade 5	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	11	13	13	11	8
ESL	5	9	8	8	6
Difference (Gap)	-6	-4	-5	-3	-2
Grade 7	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	14	12	14	15	14
ESL	4	7	9	10	11
Difference (Gap)	-10	-5	-5	-5	-3
Grade 9	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	8	8	11	11	14
ESL	2	1	6	6	13
Difference (Gap)	-6	-7	-5	-5	-1
Grade 10	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	9	9	9	10	11
ESL	1	3	6	7	8
Difference (Gap)	-8	-6	-3	-3	-3

Grade 11	SY 05-06	SY 06-07	SY 07-08	SY 08-09	SY 09-10
General Education	9	10	11	8	12
ESL	3	1	10	5	10
Difference (Gap)	-6	-9	-1	-3	-2

- Examination of Table 46 reveals that the largest gap (-14) between ESL and general education students was found in first grade for SY 05-06.

- 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 05-06 to SY 09-10.

Table 47
Comparative Proportions of ESL Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Mathematics by Grade Levels

Grade 1	SY 05-06	SY 06-07	SY 07-08	SY 08-09	SY 09-10
General Education	34	29	26	28	28
ESL	24	21	20	20	23
Difference (Gap)	-10	-8	-6	-8	-5
Grade 3	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	16	12	7	11	11
ESL	5	7	8	7	9
Difference (Gap)	-11	-5	1	-4	-2
Grade 5	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	9	7	9	5	3
ESL	5	5	5	5	2
Difference (Gap)	-4	-2	-4	0	-1
Grade 7	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	6	6	8	5	3
ESL	3	5	6	3	3
Difference (Gap)	-3	-1	-2	-2	0
Grade 9	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	2	2	2	3	2
ESL	2	1	2	2	2
Difference (Gap)	0	-1	0	-1	0
Grade 10	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	1	2	1	1	1
ESL	2	1	1	1	1
Difference (Gap)	+1	-1	0	0	0
Grade 11	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	0	1	1	0	1
ESL	1	2	3	0	1
Difference (Gap)	+1	1	2	0	0

Level 3: represents solid academic performance, indicates students are prepared for the next grade
Level 4: signifies superior performance, beyond grade level mastery

- 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 09-10.

Table 48 depicts comparative proportions between ESL students and General Education students at levels 3 & 4 in Language from SY 05-06 to SY 90-10

Table 48
Comparative Proportions of ESL Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced: Language by Grade Levels

Grade 1	SY 05-06	SY 06-07	SY 07-08	SY 08-09	SY 09-10
General Education	10	10	8	10	27
ESL	6	5	6	6	22
Difference (Gap)	-4	-5	-2	-4	-5
Grade 3	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	13	16	10	12	11
ESL	5	10	9	7	9
Difference (Gap)	-8	-6	-1	-5	-2
Grade 5	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	14	14	15	15	10
ESL	7	14	10	9	8
Difference (Gap)	-7	0	-5	-6	-2
Grade 7	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	16	14	13	12	14
ESL	6	8	10	11	12
Difference (Gap)	-10	-6	-3	-1	-2
Grade 9	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY -09-10**
General Education	5	5	6	6	8
ESL	0	0	4	3	8
Difference (Gap)	-5	-5	-2	-3	0
Grade 10	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	3	4	3	6	4
ESL	1	2	3	4	4
Difference (Gap)	-2	-2	0	-2	0
Grade 11	**SY 05-06**	**SY 06-07**	**SY 07-08**	**SY 08-09**	**SY 09-10**
General Education	3	4	5		9
ESL	0	0	6	4	9
Difference (Gap)	-3	-4	1	4	0

Level 3: represents solid academic performance, indicating students are prepared for the next0 grade
Level 4: signifies superior performance, beyond grade level mastery

- Examination of Table 48 reveals that the largest gap (-10 between ESL students and general education students was found in seventh grade for SY 05-06
- Analysis of the five school years by grade indicates that the narrowest gaps are found among tenth graders during SY 05-06 to SY 09-10.

F. DISTRICT WIDE ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Federal and local law requires that all students with disabilities be included in the general state wide and/or district-wide assessment with appropriate accommodations. If students with disabilities are unable to participate in the district-wide assessment, even with appropriate accommodations, these students will participate in the district-wide assessment through an alternate assessment. All Guam Department of Education public school students are assessed using the SAT10; thus students with disabilities enrolled in the GDOE public schools whose Individualized Education Program (IEP) teams determined they should participate in the same district-wide assessment with or without accommodations are assessed using the SAT10. Tables 49 through 51 describe the participation results of GDOE's population of students with disabilities in grades 1 through 12 in the SAT10 for the subject areas of Reading, Math, and Language during SY2009-2010.

Table 49
SAT10 Participation Results for Students with Disabilities in READING
(With and Without Accommodations)

Grade	# of Eligible Students whose IEPs state Participation in SAT10	# Students with IEPs participating in **SAT10 WITH accommodations**	# Students with IEPs participating in **SAT10 WITHOUT accommodations**	TOTAL # of Students with IEPs per Grade that Participated in the SAT10
1	**79**	**35**	**26**	**61**
2	**82**	**46**	**16**	**62**
3	**118**	**73**	**16**	**89**
4	**148**	**107**	**21**	**128**
5	**124**	**92**	**15**	**107**
6	**140**	**100**	**14**	**114**
7	**149**	**80**	**9**	**89**
8	**146**	**90**	**16**	**106**
9	**208**	**93**	**36**	**129**
10	**191**	**65**	**32**	**97**
11	**151**	**73**	**18**	**91**
12	**164**	**65**	**40**	**105**
TOTAL	**1770**	**919**	**259**	**1178**

Table 50
SAT10 Participation Results for Students with Disabilities in MATH
(With and Without Accommodations)

Grade	# of Eligible Students whose IEPs state Participation in SAT10	# Students with IEPs participating in **SAT10 WITH accommodations**	# Students with IEPs participating in **SAT10 WITHOUT accommodations**	TOTAL # of Students with IEPs per Grade that Participated in the SAT10
1	**79**	**38**	**25**	**63**
2	**82**	**46**	**16**	**62**
3	**118**	**84**	**15**	**99**
4	**148**	**110**	**22**	**132**
5	**124**	**95**	**15**	**110**
6	**140**	**100**	**16**	**116**
7	**149**	**109**	**9**	**118**
8	**146**	**98**	**15**	**113**
9	**208**	**136**	**42**	**178**
10	**191**	**82**	**38**	**120**
11	**151**	**80**	**21**	**101**
12	**164**	**69**	**39**	**108**
TOTAL	**1770**	**1047**	**273**	**1320**

Table 51
SAT10 Participation Results for Students with Disabilities in LANGUAGE
(With and Without Accommodations)

Grade	# of Eligible Students whose IEPs state Participation in SAT10	# Students with IEPs participating in **SAT10 WITH accommodations**	# Students with IEPs participating in **SAT10 WITHOUT accommodations**	TOTAL # of Students with IEPs per Grade that Participated in the SAT10
1	**79**	**39**	**19**	**58**
2	**82**	**48**	**16**	**64**
3	**118**	**84**	**17**	**101**
4	**148**	**109**	**22**	**131**
5	**124**	**94**	**15**	**109**
6	**140**	**99**	**15**	**114**
7	**149**	**108**	**9**	**117**
8	**146**	**104**	**14**	**118**
9	**208**	**131**	**42**	**173**
10	**191**	**68**	**37**	**105**
11	**151**	**72**	**21**	**93**
12	**164**	**70**	**37**	**107**
TOTAL	**1770**	**1026**	**264**	**1290**

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

Table 52
SAT10 Performance of Students with Disabilities In READING WITH ACCOMMODATIONS

Grade	# of Eligible Students whose IEPs state Participation in SAT10 WITH ACCOMMODATIONS	# of Students with IEPs tested with Measurable Results	Performance Level for # of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	39	37	6	20	7	4
2	48	46	43	3	0	0
3	84	84	81	2	1	0
4	109	105	96	9	0	0
5	94	94	86	6	1	0
6	99	98	93	5	0	0
7	108	108	103	5	0	0
8	104	98	95	3	0	0
9	131	128	116	12	0	0
10	68	68	68	0	0	0
11	72	71	70	1	0	0
12	70	67	66	1	0	0

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

Grade	# of Eligible Students whose IEPs state Participation in SAT10 WITH ACCOMMODATIONS	# of Students with IEPs tested with Measurable Results	Performance Level for # of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	39	37	8	24	1	4
2	48	47	40	6	1	0
3	84	84	73	10	1	0
4	109	103	94	8	1	0
5	94	93	89	4	0	0
6	99	99	98	1	0	0
7	108	108	108	0	0	0
8	104	96	95	1	0	0
9	131	130	129	1	0	0
10	68	66	66	0	0	0
11	72	61	60	1	0	0
12	70	69	68	1	0	0

Table 54 SAT10 Performance of Students with Disabilities In LANGUAGE WITH ACCOMMODATIONS						
Grade	# of Eligible Students whose IEPs state Participation in SAT10 WITH ACCOMMODATIONS	# of Students with IEPs tested with Measurable Results	Performance Level for # of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	39	38	8	25	5	0
2	48	48	44	4	0	0
3	84	84	78	6	0	0
4	109	109	105	3	1	0
5	94	94	86	7	1	0
6	99	98	92	6	0	0
7	108	108	102	6	0	0
8	104	104	101	3	0	0
9	131	131	125	6	0	0
10	68	67	66	1	0	0
11	72	72	70	1	0	0
12	70	68	64	4	0	0

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

Grade	# of Eligible Students whose IEPs state Participation in SAT10 WITHOUT ACCOMMODATIONS	# of Students with IEPs tested with Measurable Results	Performance Level for # of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	19	19	5	11	2	1
2	16	16	13	2	1	0
3	17	16	11	4	1	0
4	22	21	17	3	1	0
5	15	15	6	7	2	0
6	15	14	8	5	1	0
7	9	9	8	1	0	0
8	14	14	10	2	1	1
9	42	38	28	10	0	0
10	37	34	29	5	0	0
11	21	19	19	0	0	0
12	37	37	32	5	0	0

Table 56 SAT10 Performance of Students with Disabilities In MATH WITHOUT ACCOMMODATIONS						
Grade	# of Eligible Students whose IEPs state Participation in SAT10 WITHOUT ACCOMMODATIONS	# of Students with IEPs tested with Measurable Results	Performance Level for # of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	19	17	1	12	4	0
2	16	16	8	6	2	0
3	17	15	8	6	1	0
4	22	21	18	2	1	0
5	15	15	13	2	0	0
6	15	14	13	1	0	0
7	9	9	8	1	0	0
8	14	14	14	0	0	0
9	42	42	40	2	0	0
10	37	36	36	0	0	0
11	21	21	21	0	0	0
12	37	37	36	1	0	0

Table 57 SAT10 Performance of Students with Disabilities In LANGUAGE WITHOUT ACCOMMODATIONS						
Grade	# of Eligible Students whose IEPs state Participation in SAT10 WITHOUT ACCOMMODATIONS	# of Students with IEPs tested with Measurable Results	Performance Level for # of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	**Basic Level 2:** Partial Mastery	**Proficient Level 3:** Solid Academic Performance	**Advanced Level 4:** Beyond Grade Level Mastery
1	19	19	1	18	0	0
2	16	16	12	3	1	0
3	17	16	11	5	0	0
4	22	22	18	3	1	0
5	15	15	9	4	1	1
6	15	15	11	4	0	0
7	9	9	7	2	0	0
8	14	14	8	4	2	0
9	42	40	34	5	1	0
10	37	37	32	4	1	0
11	21	21	21	0	0	0
12	37	37	36	0	1	0

G. SPECIAL EDUCATION ALTERNATE ASSESSMENTS

Federal and local law requires that all students with disabilities be included in general statewide and district-wide assessment programs with appropriate accommodations, if necessary. Students with more significant cognitive disabilities who cannot participate in general large-scale assessment programs even with accommodations 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 SAT10, because the SAT10 is Guam's primary accountability mechanism.

H. Assessment Accommodations and Alternate Assessments

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

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

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

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

Guam fully implemented its newly developed "**Guide for the Participation of Students with Disabilities in Guam's District-Wide Assessment**" in SY2004-2005, which resulted in a substantial increase in the "documented" participation of students with disabilities through an alternate assessment. By grades, students with disabilities who participated through an alternate assessment based on alternate academic achievement standards (AA-AAAS) during SY 2009-2010 are described in Table 58.

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

GRADE	# STUDENTS WHOSE IEPS DETERMINE PARTICIPATION THROUGH AA-AAAS	# PARTICIPATED IN MATH	# PARTICIPATED IN READING
1	19	19	19
2	17	17	17
3	15	15	15
4	16	16	16
5	21	20	20
6	22	22	22
7	17	16	16
8	11	11	11
9	12	12	12
10	12	12	12
11	8	7	7
12	14	14	14
TOTAL	**184**	**98%** (181/184)	**98%** (181/184)

Table 58 depicts the participation rates of students with disabilities who participated in the district-wide assessment through an alternate assessment based on alternate academic achievement standards in Reading and Math during SY2009-2010. In SY2009-2010, a total of 181 students participated in the alternate assessment for Reading and 181 students participated in the alternate assessment for Math representing 98% of the 184 students, whose IEP teams determined were eligible to participate in the district-wide assessment through an alternate assessment based on alternate academic achievement standards. This is the fifth school year that students with disabilities in all grade levels (1^{st} – 12^{th}) participated in the alternate assessment.

Tables 59 through 60 reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment based on alternate academic achievement standards for SY2009-2010. All alternate assessments were based on alternate academic achievement standards in Reading and Mathematics.

Table 59
GDOE SY2009-2010 Distribution of Performance Levels in READING
Using ALTERNATE ASSESSMENTS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS
By Grade

Grade Level	# of Students Eligible	Percent of Students Tested with Measurable Results	Advanced Level 4: Beyond Grade Level Mastery	Proficient Level 3: Solid Academic Performance	Basic Level 2: Partial Mastery	<Basic Level 1: Little or No Mastery	Other
1st	19	100% (19)	2	3	6	5	3
2nd	17	100% (17)	0	3	5	4	5
3rd	15	100% (15)	0	0	7	4	4
4th	16	100% (16)	1	2	9	3	1
5th	21	95% (20)	0	4	2	11	3
6th	22	100% (22)	0	0	13	2	7
7th	17	94% (16)	0	2	8	2	4
8th	11	100% (11)	0	0	2	2	7
9th	12	100% (12)	0	1	3	2	6
10th	12	100% (12)	0	0	3	1	8
11th	8	88% (7)	0	1	0	2	4

Table 59
GDOE SY2009-2010 Distribution of Performance Levels in READING
Using ALTERNATE ASSESSMENTS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS
By Grade

Grade Level	# of Students Eligible	Percent of Students Tested with Measurable Results	Advanced Level 4: Beyond Grade Level Mastery	Proficient Level 3: Solid Academic Performance	Basic Level 2: Partial Mastery	<Basic Level 1: Little or No Mastery	Other
12th	14	100% (14)	0	2	4	1	7

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

Table 60
GDOE SY2009-2010 Distribution of Performance Levels in MATH
Using ALTERNATE ASSESSMENTS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS
By Grade

Grade Level	# of Students Eligible	Percent of Students Tested with Measurable Results	Advanced Level 4: Beyond Grade Level Mastery	Proficient Level 3: Solid Academic Performance	Basic Level 2: Partial Mastery	<Basic Level 1: Little or No Mastery	Other
1st	19	100% (19)	1	3	8	4	3
2nd	17	100% (17)	0	5	6	2	4
3rd	15	100% (15)	0	6	2	4	3
4th	16	100% (16)	0	3	6	7	0
5th	21	95% (20)	0	3	4	9	4
6th	22	100% (22)	0	2	8	6	6

Table 60 GDOE SY2009-2010 Distribution of Performance Levels in MATH Using ALTERNATE ASSESSMENTS BASED ON ALTERNATE ACADEMIC ACHIEVEMENT STANDARDS By Grade							
Grade Level	# of Students Eligible	Percent of Students Tested with Measurable Results	Advanced Level 4: Beyond Grade Level Mastery	Proficient Level 3: Solid Academic Performance	Basic Level 2: Partial Mastery	<Basic Level 1: Little or No Mastery	Other
7th	17	94% (16)	0	2	8	5	1
8th	11	100% (11)	0	0	1	7	3
9th	12	100% (12)	0	1	4	0	7
10th	12	100% (12)	0	2	3	0	7
11th	8	88% (7)	0	1	0	1	5
12th	14	100% (14)	0	3	2	1	8
The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessments in each grade level.							

I. PERCENTILE SCORES

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.

Table 61
SY 09-10 Guam Department of Education
SAT10 Percentile Scores: Grade by Content Areas

CONTENT AREA	GRADE LEVELS											
	1	2	3	4	5	6	7	8	9	10	11	12
Reading	36	28	19	27	24	22	28	29	27	24	33	41
Math	30	20	16	26	20	19	28	26	36	28	32	31
Language	27	18	22	24	32	38	33	31	26	27	31	30
Spelling	48	43	44	47	45	49	45	47	47	38	49	51
Environment /Science	24	24	27	33	35	35	35	35	37	29	42	41
Social Science	Not tested in Grades 1 and 2		18	36	30	29	35	35	40	33	39	37
Complete Battery	35	26	22	31	29	29	33	32	35	30	38	38

- 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 2nd, 3rd and 6th 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 SY09-10. 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.

Table 62: Percentage of Students At or Above 50th National Percentile Rank SY 02-03 to SY 08-09

READING	SY02-03	SY03-04	SY04-05	SY05-06	SY06-07	SY07-08	SY08-09	SY09-10
Grade 1	37	43	49	44	44	47	40	38
Grade 2	*Grade Note Tested*		31	29	28	27	26	25
Grade 3	18	18	21	19	20	21	17	19
Grade 4	*Grade Not Tested*		25	27	26	26	25	24
Grade 5	20	24	22	19	23	23	21	21
Grade 6	*Grade Not Tested*		20	20	21	19	20	22
Grade 7	24	23	18	22	21	19	22	23
Grade 8	*Grade Not Tested*		23	21	26	25	24	25
Grade 9	21	19	20	20	20	21	22	24
Grade 10	16	15	18	17	10	18	19	20
Grade 11	20	19	28	30	33	30	30	31
Grade 12	*Grade Not Tested*		35	36	33	33	34	31
MATH	**SY 02-03**	**SY 03-04**	**SY04-05**	**SY05-06**	**SY06-07**	**SY07-08**	**SY08-09**	**SY09-10**
Grade 1	22	22	30	36	30	31	30	28
Grade 2	*Grade Not Tested*		20	16	20	18	18	20
Grade 3	18	16	15	15	13	13	12	14
Grade 4	*Grade Not Tested*		24	21	24	22	22	21
Grade 5	21	23	23	18	17	18	14	15
Grade 6	*Grade Not Tested*		14	14	15	13	12	12
Grade 7	20	21	19	24	21	22	19	20
Grade 8	*Grade Not Tested*		19	16	20	20	19	18
Grade 9	15	12	27	24	28	28	27	29
Grade 10	16	15	18	16	22	21	21	21
Grade 11	23	22	30	26	28	28	28	29
Grade 12	*Grade Not Tested*		31	33	28	27	27	26
LANGUAGE	**SY 02-03**	**SY 03-04**	**SY04-05**	**SY05-06**	**SY06-07**	**SY07-08**	**SY08-09**	**SY09-10**
Grade 1	20	18	17	18	18	18	16	18
Grade 2	*Grade Not Tested*		14	15	13	13	12	13
Grade 3	25	24	22	21	24	24	20	20
Grade 4	*Grade Not Tested*		17	22	22	23	22	20
Grade 5	20	24	30	25	32	32	31	30
Grade 6	*Grade Not Tested*		31	37	33	31	35	36
Grade 7	32	33	29	34	32	29	29	31
Grade 8	*Grade Not Tested*		28	27	32	31	29	30
Grade 9	16	14	22	23	24	26	26	25
Grade 10	19	17	23	20	26	25	28	27
Grade 11	23	22	28	28	30	30	30	32
Grade 12	*Grade Not Tested*		32	37	35	34	37	33

J. GRADUATION RATES

Table 63 depicts the total number of students who graduated by School and Total District over a period of four years: SY 06-07 to SY 09-10. Based on the September 30, 2009 Official Student Enrollment, out of 1,879 12th graders 1,838 or 98% of them graduated from the Guam Department of Education.

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

High School	SY 06-07	SY 07-08	SY 08-09	SY 09-10
	Number of Graduates	Number of Graduates	Number of Graduates	Number of Graduates
George Washington	450	498	460	472
John F. Kennedy	359	442	363	419
Simon Sanchez	414	434	348	374
Southern High	292	312	271	299
Okkodu	Not Applicable		205	274
TOTAL GDOE	**1515**	**1686**	**1647**	**1838**

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.

Table 64
GDOE Comparative Cohort Graduation Rates
SY05-06 to SY09-10

SY 2005-2006	SY 2006-2007	SY 2007-2008	SY 2008-2009	SY 2009-2010
64.2%	68.4%	64.8%	67.6%	76.7%

Analysis of **Tables 64** reveals that this past year SY09-10 produced the highest percentage of graduates (76.7%), with the lowest cohort graduation rate of 64.25 in SY 05-06.

K. 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 05-06 to SY 09-10. The dropout number includes students in grades 9 to 12.

TABLE 65
GUAM DEPARTMENT OF EDUCATION COMPARATIVE HIGH SCHOOL DROPOUT RATE
SY05-06 TO SY 09-10

HIGH SCHOOL	SY 05-06	SY 05-06	SY 06-07	SY 06-07	SY 07-08	SY 07-08	SY 08-09	SY 07-08	SY 09-10	SY 09-10
	Dropout Number	Dropout Rate	Dropout Number	Dropout Rate	Dropout Number	Dropout Rate	Dropout Number	Dropout Rate	Dropout Number	Dropout Rate
GWHS	180	5.3%	174	5.5%	170	7.0%	176	6.1%	180	6.4

JFKHS	241	7.1%	282	11.3%	179	7.3%	120	4.2%	141	6.3
SSHS	64	2.8%	184	5.9%	164	6.9%	119	5.8%	107	5.6
Okkodo	Not Applicable						146	8.3%	46	3.2
SHS	284	9.5%	111	7.8%	94	8.0%	212	12.1%	135	8.3
TOTAL GDOE	769	6.4%	751	7.4%	607	7.2%	773	6.8%	609	6.1

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).

II. 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 3892 full and part-time employees who provided instructional and support services to more than 30,000 students during SY 09-10 as of May 27, 2010.

TABLE 66 ILLUSTRATES THE DISTRIBUTION OF EMPLOYEES BY POSITION CATEGORY FROM THE VARIOUS SCHOOLS AND CENTRAL OFFICE/SUPPORT DIVISION SITES.

TABLE 66
DEPARTMENT OF EDUCATION
SY 2009-2010 Employee Distribution by Position

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
Principals and Assistants	88	2%
Central Administrators	20	1%
Teachers[1]	2465	63%
Professional/Ancillary	180	5%
Health Counselors[2]	46	1%
Central School Support	251	6%
Cafeteria	64	2%

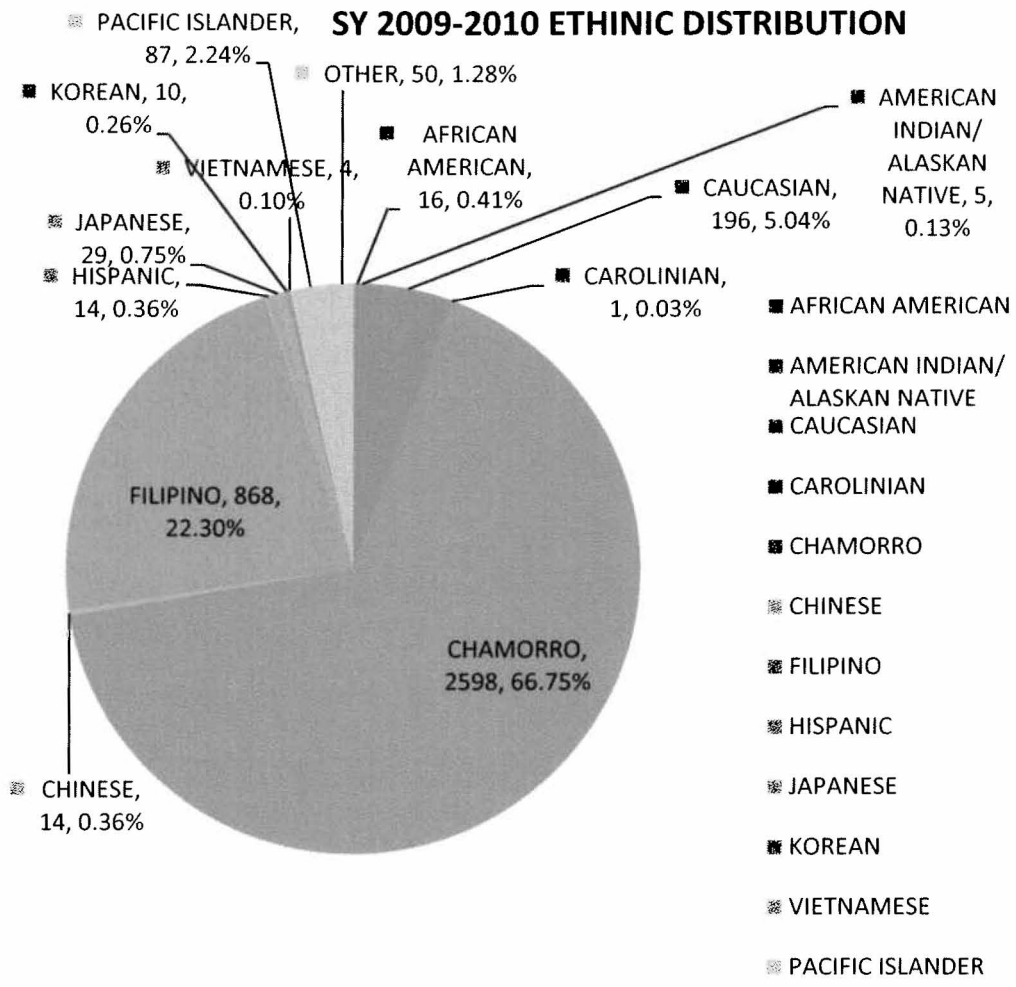
Custodian/Maintenance	158	4%
School Aides	616	16%
TOTAL DOE EMPLOYEES	**3892**	**100%**

[1]Includes Substitute teachers, as well as Guidance Counselors and Librarians who are categorized as Teachers

[2] Includes LPNs

Analysis of Table 66 reveals that teachers make up 63% of the total employee population. In contrast central office administrators and health counselors make up about 1% of the total population. School aides comprise the second highest population with a total of 616 (16%). 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.



Employees under the Chamorro ethnic category make up 66.75% (2,598) of the total employee population (3,892). Employees identified as Carolinian and Vietnamese had the lowest frequency distribution with a total of 0.13%. The Filipino ethnic category ranked second highest with 868 (22.30%) employees.

Figure 65 depicts the employee distribution by gender.

SY 2009-2010 EMPLOYEE DISTRIBUTION BY GENDER

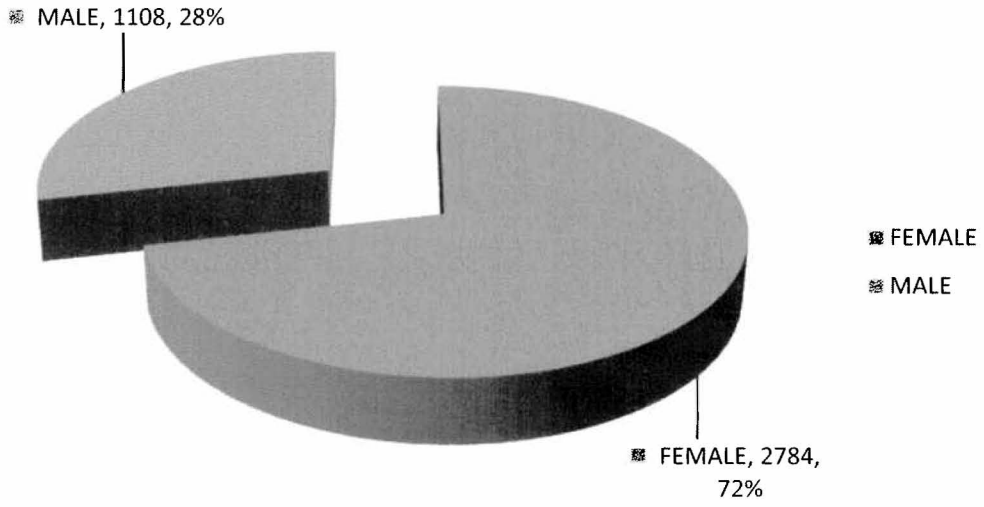


Figure 65 clearly illustrates that female employees, who comprise 72% (2784) of the total population, far outnumber the male employees 28% (1108).

Table 67 below shows that the highest population of age group (30%) of the employees of the Department fall within the 35-44 year old categories. 18.5% (720) of the employees are 55 years old and over. Only 5.16% (201) are 24 years old and younger. This information is critical to developing a long-range recruitment plan.

TABLE 67
Department of Education

SY 2009-2010 Employee Distribution By Age Group

AGE GROUP	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
18-24	201	5.16%

25-34	839	21.56%
35-44	1178	30.27%
45-54	954	24.51%
55-64	577	14.83%
65-70	109	2.8%
71+	34	0.87%
TOTAL EMPLOYEES	**3892**	**100%**

A. EMPLOYEE ATTENDANCE RATES by CATEGORY

The attendance rates of employees during the school days are indicative of the degree of support students are provided while they are in school, sending a strong message about the significance of education.

Table 68 below shows the types of leave taken by groups of employees within the Department of Education. The largest of the types of leave taken is sick leave (28, 700) followed by other leave (13, 282).

Table68

SY 09-10 DISTRIBUTION OF EMPLOYEE LEAVE OF ABSENCE BY CATEGORY AS OF MAY 27, 2010								
EMPLOYEE CATEGORY	**ANNUAL LEAVE**	**SICK LEAVE**	**PERSONAL LEAVE**	**ADMIN LEAVE**	**MILITARY LEAVE**	**LEAVE WITHOUT PAY**	**OTHER***	**TOTAL EMPLOYEES**
CENTRAL OFFICES								
ADMINISTRATORS	184.9	333.9	0.0	59.1	30.0	1.0	8.5	20.0
BUS DRIVERS	206.3	90.2	0.0	0.2	13.0	50.0	14.6	20.0
CUSTODIAL/ MAINTENANCE	1148.8	571.6	0.0	12.8	26.0	6.0	99.6	75.0
FOOD SERVICES	10.8	13.0	0.0	0.0	0.0	0.0	0.0	1.0
HEALTH COUNSELORS	0.0	7.9	1.0	7.3	0.0	5.0	9.0	2.0
PROFESSIONAL/ ANCILLARY	1131.4	965.0	14.3	134.8	19.0	49.1	399.1	115.0
SUPPORT STAFF	2523.4	1769.0	0.0	76.3	65.8	128.3	1678.9	257.0
TEACH	49.6	1201.4	216.4	51.5	50.5	55.8	380.4	138.0
CENTRAL OFFICES TOTAL	**4550.22**	**4498.66**	**231.69**	**324.69**	**199.25**	**269.25**	**1995.50**	**547.00**
ELEMENTARY SCHOOLS								
SCHOOL PRINCIPALS/ ASSISTANT PRINCIPALS	323.125	282.0	0.0	4.1875	20.0	3.0	38.3125	43.0
CUSTODIAL/ MAINTENANCE	668.314	497.871	0.0	2.06725	0.0	48.6875	421.754	51.0
FOOD SERVICES	404.9375	351.375	0.0	1.0	0.0	0.0	81.8125	51.0
HEALTH COUNSELORS	0	232.75	52.25	11.3125	0.0	0.0	36.6875	27.0
PROFESSIONAL/ ANCILLARY	15.0	21.5	0.0	0.0	0.0	0.0	0.0	2.0
SUPPORT STAFF	3046.437	2884.4375	0.0	97.0	82.0	124.9375	1692.8125	617.0

TEACH	29.25	8669.747	1574.3125	518.125	482.0	401.875	3208.003	985.0
ELEMENTARY SCHOOL TOTALS	**4487.0635**	**12939.681**	**1626.5625**	**633.6875**	**584.0**	**578.5**	**5479.382**	**1776.0**
MIDDLE SCHOOLS								
SCHOOL PRINCIPALS/ ASSISTANT PRINCIPALS	199.25	105.0	0.375	57.0	65.0	15.0	102.0	27.0
CUSTODIAL/ MAINTENANCE	243.125	208.75	0.0	4.6875	0.0	21.625	72.9375	26.0
HEALTH COUNSELORS	0.0	43.25	17.9375	3.75	0.0	0.0	9.0	8.0
PROFESSIONAL/ ANCILLARY	10.875	10.9375	0.0	2.5	0.0	0.0	2.25	1.0
SUPPORT STAFF	1501.0	1223.8125	3.375	57.3125	90.0	134.0625	557.75	190.0
TEACH	72.125	3777.7485	717.625	365.5625	253.0	417.3125	1965.7515	517.0
MIDDLE SCHOOL TOTALS	**2026.375**	**5369.4985**	**739.3125**	**490.8125**	**408.0**	**588.0**	**2709.689**	**769.0**
HIGH SCHOOLS								
SCHOOL PRINCIPALS/ ASSISTANT PRINCIPALS	58.5	64.5	1.125	76.0	17.0	0.0	20.0	18.0
CUSTODIAL/ MAINTENANCE	57.0	53.625	0.0	0.25	0.0	0.0	19.75	7.0
FOOD SERVICES	114.8125	174.0	0.0	0.0	0.0	13.5	93.3125	13.0
HEALTH COUNSELORS	0.0	25.125	7.0	0.5	0.0	0.0	0.0	5.0
PROFESSIONAL/ ANCILLARY	2.0	105.0	0.0	0.0	0.0	0.0	0.0	1.0
SUPPORT STAFF	1857.7527	1698.873	0.0	54.0	85.5625	64.125	1425.4395	252.0
TEACH	78.1875	3771.3125	604.75	482.75	354.5	444.4375	1539.75	504.0
HIGH SCHOOL TOTALS	**2168.252**	**5892.4355**	**612.875**	**613.5**	**457.0625**	**522.0625**	**3098.252**	**800.0**
TOTAL DOE	**13231.91**	**28700.27**	**3210.44**	**2062.69**	**1648.31**	**1957.81**	**13282.82**	**3892.00**

***OTHER – includes jury leave, maternity leave, paternity leave, sabbatical leave, and absent without official leave (AWOL)**

Note: The category of employees as reported in the School Report Card (SRC) is a consolidation of some categories defined in this table (e.g, in the SRC, Health Counselors are consolidated with Professional/Ancillary, and Custodial Maintenance and Food Services are consolidated with Support Staff).

B. EMPLOYEE ATTENDANCE RATES by SCHOOL DISTRICT

Table 69 below shows the employee attendance rates by school district. The Lagu and Luchan School Districts show strong attendance rates, both garnering attendance rates at 92% followed by the Kattan school district at 91% and the Haya school district at 90%.

Table 69:
ATTENDANCE RATES BY SCHOOL DISTRICT
AS OF MAY 27, 2010

HAYA DISTRICT						
SCHOOL/DIVISION LISTING	Sum of Tot Lve	Sum of TOTAL EMP	Sum of TOTAL DAYS	Sum of TOTAL POSSIBLE DAYS	Sum of ABSENTEE RATE	Sum of ATTENDANCE RATE
F.Q. SANCHEZ ELEM	238.125	15	2700	2700	9%	91%
H.S. TRUMAN ELEM	1229.125	55	9900	9900	12%	88%
INARAJAN ELEM	667.875	37	6660	6660	10%	90%
MARCIAL SABLAN ELEM	907.375	56	10080	10080	9%	91%
MERIZO ELEM	486.6265	35	6300	6300	8%	92%
M.U. LUJAN ELEM	1155.313	79	14220	14220	8%	92%
TALOFOFO ELEM	535	41	7380	7380	7%	93%
INARAJAN MIDDLE	1128.875	77	13860	13860	8%	92%
OCEANVIEW MIDDLE	1176	66	11880	11880	10%	90%
J.P. TORRES ALTERNATIVE	714.5625	29	5220	5220	14%	86%

SOUTHERN HIGH SCHOOL	3071.44	148	26640	26640	12%	88%
HAYA TOTAL 9	**11310.32**	**638**	**114840**	**114840**	**10%**	**90%**

KATTAN DISTRICT						
SCHOOL/DIVISION LISTING	**Sum of Tot Lve**	**Sum of TOTAL EMP**	**Sum of TOTAL DAYS**	**Sum of TOTAL POSSIBLE DAYS**	**Sum of ABSENTEE RATE**	**Sum of ATTENDANCE RATE**
ADACAO ELEM	845.5	58	10440	10440	8%	92%
B.P. CARBUILLIDO ELEM	760.25	54	9720	9720	8%	92%
ORDOT CHALAN PAGO ELEM	931.1875	77	13860	13860	7%	93%
PC LUJAN ELEM	1046.188	73	13140	13140	8%	92%
H.B. PRICE ELEM	1543.188	71	12780	12780	12%	88%
J.Q. SAN MIGUEL ELEM	1255.5	81	14580	14580	9%	91%
AGUEDA JOHNSTON MIDDLE	1919.125	108	19440	19440	10%	90%
L.P UNTALAN MIDDLE	2039.125	121	21780	21780	9%	91%
GEORGE WASHINGTON HIGH SCHOOL	3410.25	198	35640	35640	10%	90%
KATTAN TOTAL 5	**13750.31**	**841**	**151380**	**151380**	**9%**	**91%**

LAGU DISTRICT						
SCHOOL/DIVISION LISTING	**Sum of Tot Lve**	**Sum of TOTAL EMP**	**Sum of TOTAL DAYS**	**Sum of TOTAL POSSIBLE DAYS**	**Sum of ABSENTEE RATE**	**Sum of ATTENDANCE RATE**
ASTUMBO ELEM	1442	86	15480	15480	9%	91%
D.L. PEREZ ELEM	1338.063	98	17640	17640	8%	92%
FINEGAYAN ELEM	1618.5	91	16380	16380	10%	90%
J.M. GUERRERO ELEM	1156.563	82	14760	14760	8%	92%
LIGUAN ELEM	725.5	71	12780	12780	6%	94%

M.A. ULLOA ELEM	1092.313	78	14040	14040	8%	92%
MACHANANAO ELEM	647.4375	47	8460	8460	8%	92%
UPI ELEM	1152.25	95	17100	17100	7%	93%
WETTENGEL ELEM	1620.313	93	16740	16740	10%	90%
ASTUMBO MIDDLE	903.0625	66	11880	11880	8%	92%
F.B. LEON GUERRERO MIDDLE	1862.625	119	21420	21420	9%	91%
V.S.A. BENAVENTE MIDDLE	1541.063	118	21240	21240	7%	93%
OKKODO HIGH SCHOOL	1852.375	119	21420	21420	9%	91%
SIMON SANCHEZ HIGH SCHOOL	1885.313	145	26100	26100	7%	93%
LAGU TOTAL 14	**18837.38**	**1308**	**235440**	**235440**	**8%**	**92%**

LUCHAN DISTRICT						
SCHOOL/DIVISION LISTING	**Sum of Tot Lve**	**Sum of TOTAL EMP**	**Sum of TOTAL DAYS**	**Sum of TOTAL POSSIBLE DAYS**	**Sum of ABSENTEE RATE**	**Sum of ATTENDANCE RATE**
AGANA HEIGHTS ELEM	1172.375	63	11340	11340	10%	90%
CHIEF BRODIE ELEM	582.75	48	8640	8640	7%	93%
C.L. TAITANO ELEM	564.75	68	12240	12240	5%	95%
L.B. JOHNSON ELEM	621.3125	58	10440	10440	6%	94%
TAMUNING ELEM	993.5	66	11880	11880	8%	92%
J.L.G. RIOS MIDDLE	1761.813	98	17640	17640	10%	90%
JOHN F. KENNEDY HIGH SCHOOL	2939.75	190	34200	34200	9%	91%
LUCHAN TOTAL 7	**8636.25**	**591**	**106380**	**106380**	**8%**	**92%**

CENTRAL OFFICES						
SCHOOL/DIVISION LISTING	Sum of Tot Lve	Sum of TOTAL EMP	Sum of TOTAL DAYS	Sum of TOTAL POSSIBLE DAYS	Sum of ABSENTEE RATE	Sum of ATTENDANCE RATE
CURRICULUM & INSTRUCTION	450	16	2880	2880	16%	84%
CHAMORRO STUDIES	142.75	5	900	900	16%	84%
FACILITIES & MAINTENANCE	1905.188	73	13140	13140	14%	86%
FEDERAL PROGRAMS	569	17	3060	3060	19%	81%
FINANCIAL AFFAIRS	456.8125	19	3420	3420	13%	87%
FOOD SERVICS	129.75	10	1800	1800	7%	93%
FSAIS	142.375	5	900	900	16%	84%
HEADSTART	1311.063	70	12600	12600	10%	90%
LEARNING RESOURCE CENTER	46.8125	3	540	540	9%	91%
PAYROLL	333.7525	10	1800	1800	19%	81%
PERSONNEL SERVICES DIVISION	457.75	20	3600	3600	13%	87%
PROCUREMENT & SUPPLY MANAGEMENT	316.1875	16	2880	2880	11%	89%
RESEARCH PLANNING & EVALUATION	180.5	3	540	540	33%	67%

EDUCATIONAL SUPPORT & COMMUNITY LEARNING	151.6875	5	900	900	17%	83%
SPECIAL EDUCATION	4247.063	202	36360	36360	12%	88%
STUDENT SUPPORT SERVICES	333.5625	20	3600	3600	9%	91%
SUPERINTENDENT'S OFFICE	385.75	20	3600	3600	11%	89%
CENTRAL TOTAL 19	**11560**	**514**	**91620**	**91620**	**13%**	**87%**
Grand Total	**64094.26**	**3892**	**699660**	**699660**	**9%**	**91%**

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 2009-2010 Examination of Table 70 indicates 100% of DOE school administrators in the possess Professional Certification.

TABLE 70
DEPARTMENT OF EDUCATION
SY 2009-2010 PROFESSIONAL SCHOOL ADMINISTRATORS CERTIFICATION

TYPE OF CERTIFICATION	Elementary	Secondary	Dual[1]	Other[2]	TOTAL
Professional I	3	0	10	11	**24 (27%)**
Professional II	8	15	15	20	**58 (65%)**
Professional III	0	2	0	4	**6 (7%)**
TOTAL	**11**	**17**	**25**	**35**	**88 100%)**

1: Dual Column in tables indicate certification in both elementary & secondary levels.

2: Other Column in tables indicate that the Level of Certification is unknown.

Table 71 depicts the distribution of teachers by types of certification for SY 2009-2010. Teachers that possess professional certification comprise 75% (1,537), while those that have either Standard or Temporary certification comprise 13% (260) of the total population and 10% (195) have initial educator certificates.

TABLE 71
DEPARTMENT OF EDUCATION
SY 2009-2010 CLASSROOM TEACHER CERTIFICATION

TYPE OF CERTIFICATION	Elementary	Secondary	Dual	Other	TOTAL
Initial Educator	71	93	21	10	**195 (10%)**
Master Educator	175	118	31	6	**330 (16%)**
Professional I	38	73	31	48	**190 (9%)**
Professional II	273	175	45	54	**547 (27%)**
Professional Educator	219	179	41	31	**470 (23%)**
Standard	12	5	3	2	**22(1%)**

Headstart	29	0	0	0	**29 (1%)**
Temporary [3]	58	65	78	37	**238 (12%)**
JROTC [4]	0	0	0	12	**12 (1%)**
TOTAL	**875**	**708**	**250**	**200**	**20330%)**

3: Temporary 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, & Conditional Certification.

4: JROTC Instructors: Maintain Teacher Status but do not require Guam Certification, however they are required to maintain JROTC Instructor Certification pursuant to Department of Defense Standards.

Table 72 depicts the distribution of school librarian certification in SY 2009-2010. A total of 90.6% (29) of school librarians held Professional certification, while 9.4% (3) held Emergency and other certifications.

TABLE 72
DEPARTMENT OF EDUCATION
SY 2009-2010 SCHOOL LIBRARIANS CERTIFICATION

TYPE OF CERTIFICATION	Elementary	Secondary	Dual	Other	TOTAL
Emergency	0	0	2	0	**2 (6.3%)**
Professional I	1	0	14	4	**19 (59.4%)**
Professional II	0	0	3	6	**9 (28.1%)**
Professional Educator	0	0	0	1	**1 (3.1%)**
Standard	0	0	0	1	**1 (3.1%)**
TOTAL	**1**	**0**	**19**	**12**	**32 (100%)**

Table 73 depicts the distribution of school health counselor certification in SY 2009-2010. A total of 40 (95%) of the school health counselors in the Department of Education held Professional certification.

TABLE 73
Department of Education
SY 2009-2010 SCHOOL HEALTH COUNSELORS CERTIFICATION

TYPE OF CERTIFICATION	Elementary	Secondary	*DUAL*	*OTHER*	*TOTAL*
Professional I	0	1	13	7	**21 (50%)**
Professional II	1	0	4	14	**19(45%)**
Temporary	0	0	2	0	**2 (5%)**
TOTAL	**1**	**1**	**19**	**21**	**42 (100%)**

Table 74 depicts the distribution of school guidance counselor certification in SY 2009-2010. 63.64% (49) of all school guidance counselors held Professional certification, while 20.78% (16) certified in other areas.

TABLE 74
DEPARTMENT OF EDUCATION
SY 2009-2010 SCHOOL GUIDANCE COUNSELORS CERTIFICATION

TYPE OF CERTIFICATION	Elementary	Secondary	*DUAL*	*OTHER*	*TOTAL*
Initial	0	0	1	0	**1(1.3%)**
Master Educator	0	0	0	2	**2(2.6%)**
Professional Educator	0	0	2	0	**2(2.6%)**
Professional I	1	1	19	15	**36 (46.75%)**
Professional II	0	0	3	6	**9 (11.69%)**
Temporary	0	0	15	0	**15 (19.48%)**
Other [5]	0	0	0	12	**12(15.58%)**
TOTAL	**1**	**1**	**40**	**35**	**77 (100%)**

5: Other: As per information obtained from the schools, this number represents those in which schools have assigned as Guidance Counselors, who do not possess certification in Guidance/Counseling, but may possess valid certificates in other content areas.

Table 75 depicts the distribution of school allied professional certification in SY 2009-2010. The majority of school allied health professionals require a Guam Board License. Guam Professional Certification is applicable only to School Psychologists and Speech/Language Clinicians.

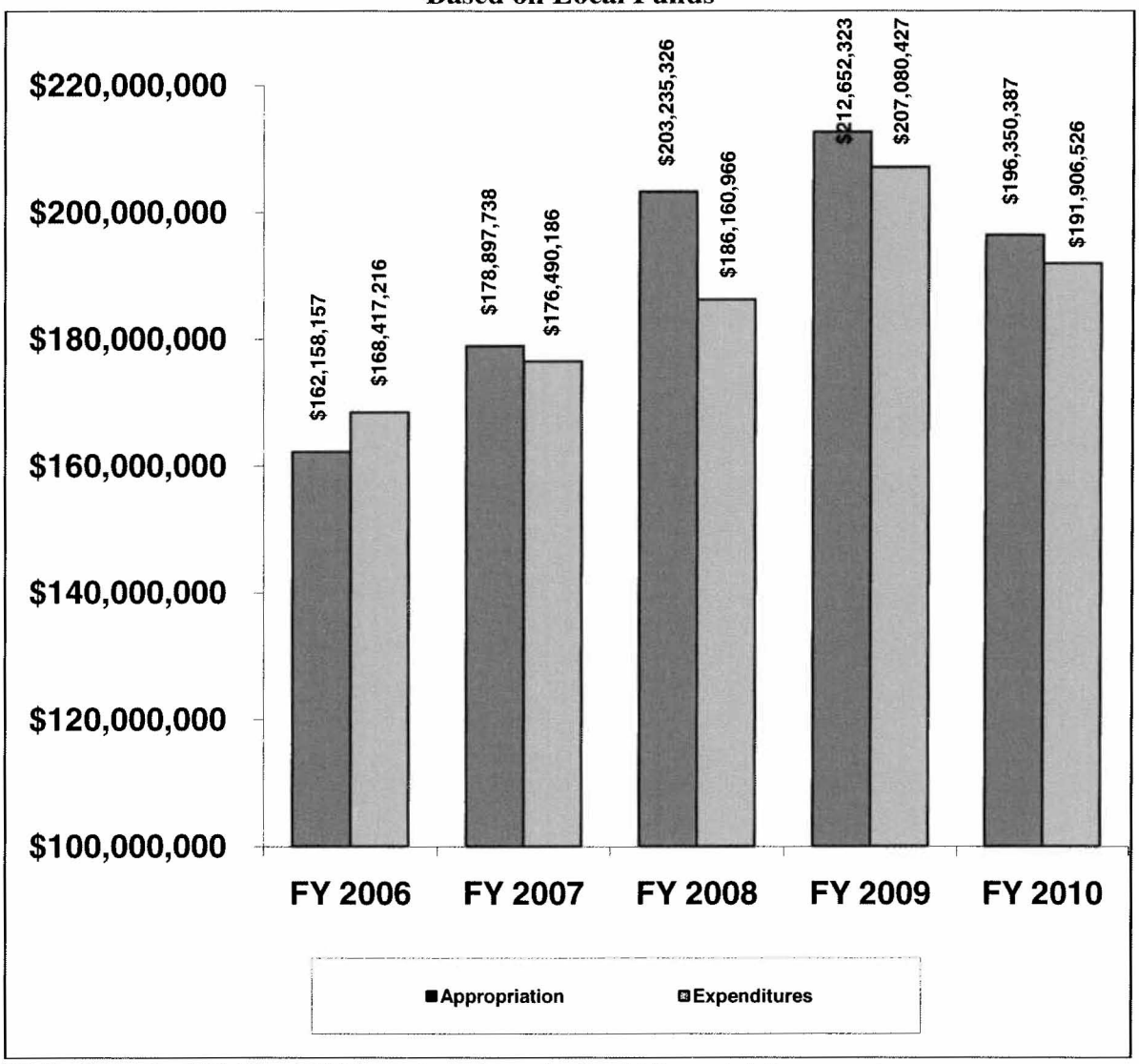
TABLE 75
DEPARTMENT OF EDUCATION
SY 2009-2010 SCHOOL ALLIED PROFESSIONAL CERTIFICATION

TYPE OF CERTIFICATION	Professional	Guam Board Licensed	*TOTAL*
Psychologist	Do not issue Certificates in this category		**2**
Occupational Therapist II	Do not issue Certificates in this category		**1**
Speech/Language Clinician	9	N/A	**9**
Speech/Language Pathologist	Do not issue Certificates in this category		**4**
Physical Therapist II	Do not issue Certificates in this category		**3**
Audiologist	Do not issue Certificates in this category		**1**
Total Count Allied Health Prof.			**20**

V. BUDGET AND EXPENDITURES*

The approved funding level for the GDOE in FY 2009 was $212,652,323. This funding level was the highest 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 years ago, the reoccurring vandalism, damages due to termite infestation, lack of adequate funding to perform preventative maintenance and building deterioration due to age. **Figure 66** describes the department's comparative appropriations and expenditures from FY 2006 to FY 2010.

Figure 66
GDOE Comparative Appropriations & Expenditures FY 06 to FY 10
Based on Local Funds



FOOTNOTE: Data for FY 06 – FY09 are based on Audited Financial Statements. Data for FY10 are un-audited figures (Figure 66 and Tables 76-78)

Table 76 depicts GDOE approved appropriations by object category over the past five fiscal years. Appropriations consist of General Fund, Special Funds and Other financing sources; such as capital lease acquisition and GOG bond proceeds.

Table 76
Guam Department of Education
Comparative Appropriations by Categories: FY 2006 to FY 2010

CATEGORIES	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Salaries and Benefits	$128,025,489	$150,350,146	$157,289,162	$157,159,861	$162,398,383
Travel and Transportation	12,692	3,932	5,342	0	0
Contractual	3,748,887	6,300,485	7,373,507	5,976,901	6,109,688
Office Space Rental	0	0	0	0	0
Supplies and Materials	1,284,365	97,471	3,586,203	610,897	1,609,998
Equipment	850,198	7,987	2,080,353	14,537	0
Miscellaneous	321,096	663,735	86,993	327,910	247,200
Utilities	12,203,682	14,542,021	14,184,371	15,289,790	14,031,713
Capital Outlay	757,416	87,668	0	12,500	0
Total Operations	**147,203,826**	**172,053,445**	**184,605,932**	**179,392,395**	**184,396,982**
Total Special Funds	14,055,046	4,067,690	8,737,721	6,908,658	11,091,754
Total Additional Appropriations	899,285	2,776,333	9,891,673	26,351,270	861,651
Total Appropriations	**$162,158,157**	**$178,897,738**	**$203,235,326**	**$212,652,323**	**$196,350,387**

Examination of **Table 76** shows that for FY 2010, $162,398,383 (83%) of the approved appropriation was allotted for personnel (salaries and benefits), while $15,289,790 (7%) was spent on utilities, the second highest category of the total appropriation for operations.

Table 77 shows the comparative expenditures by budget categories from FY 2006 to FY 2010. Eighty-eight percent (80%) of expenditures, $165,433,478, for FY 2009 were in salaries and benefits. Expenditures were funded from the General Fund, Special Funds and Other financing; such as capital lease acquisition.

- Per pupil cost is depicted in **Table 78.**

Table 77
Guam Department of Education
Comparative Expenditures* by Categories: FY 2006 to FY 2010

CATEGORIES	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Salaries and Benefits	$133,398,187	$149,809,263	$155,112,777	$165,433,478	$160,348,270
Travel and Transportation	260,947	261,312	354,574	162,252	0
Contractual	12,463,371	8,176,351	5,594,816	10,652,955	13,850,573
Lease	0	0	0	748,876	0
Supplies and Materials	3,764,852	943,128	3,857,433	2,202,294	1,070,705
Equipment	630,656	670,075	804,861	5,143,979	0
Textbooks, Library Books	3,345,910	583,466	988,860	6,797,227	1,208,136
Miscellaneous (interest, Penalties, Stipends and other)	859,019	1,001,084	2,158,541	533,711	713,740
Utilities	12,202,650	14,736,886	13,361,400	13,505,184	14,715,102
Capital Outlay	1,491,624	308,621	3,927,704	1,900,471	0
Total Expenditures	$168,417,216	$176,490,186	$186,160,966	$207,080,427	$191,906,526

Table 78
Guam Department of Education
Per Pupil Cost Based On Expenditures of Local Funds

CATEGORIES	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Expenditures	$168,417,216	$176,490,186	$186,160,966	$207,080,427	$191,906,526
Official Student Enrollment	31,344	31,066	30,893	30,769	31,095
Per Pupil	$5,373	$5,681	$6,026	$6,730	$6,172

Per pupil cost is calculated by dividing the total amount of expenditures for the Fiscal Year by the official student enrollment. NOTE: The figures above do not include costs for transportation provided by the Department of Public Works.

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 2009-10 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. SY09-10 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.

Table 79
SY09-10 Distribution of School Performance Classification by Grade Levels

GRADE LEVEL	Unacceptable	Low	Satisfactory	Strong	Exceptional	Row Total
Elementary	0	5 (19%)	21(78%)	1(3%)	0	27 (100%)
Middle	0	0	8 (100%)	0	0	8
High	0	1 (20%)	4 (80%)	0	0	5
Total	0	6 (15%)	33 (83%)	1 (3%)	0	40 (100%)

Table 79 shows that 4 high schools (80%), all 8 (100%) of the middle schools and 21 (78%) elementary schools achieved a satisfactory rating.

Table 80 shows the comparative distribution of performance classifications by grade level for SY07-08 to SY 08-09.

Table 80 Comparative Distribution of Performance Classification by Grade Level: SY07-08 to SY09-10						
School Year	**Unacceptable**	**Low**	**Satisfactory**	**Strong**	**Exceptional**	**ROW TOTAL**
Elementary						
SY 07-08	0	1 (4%)	24 (96%)	0	0	25 (100%)
SY 08-09	0	5(19%)	21(81%)	0	0	26 (100%)
SY 09-10	0	5 (19%)	21(78%)	1(3%)	0	27 (100%)
Middle						
SY 07-08	0	3 (34%)	4 (57%)	0	0	7 (100%)
SY 08-09	0	1(12%)	7(88%)	0	0	8 (100%)
SY 09-10	0	0	8 (100%)	0	0	8 (100%)
High						
SY 07-08	0	0 (0%)	4 (100%)	0	0	4 (100%)
SY 08-09	0	2(40%)	3(60%)	0	0	5 (100%
SY 09-10	0	1 (20%)	4 (80%)	0	0	5 (100%)
All Schools						
SY 07-08	0	4 (11%)	32 (89%)	0	0	36 (100%)
SY 08-09	0	8 21%)	31 (79%)	0	0	39 (100%)
SY 09-10	0	6 (15%)	33 (83%)	1 (3%)	0	40 (100%)

Examination of **Table 80** reveals that 83% of all public schools achieved a "satisfactory" rating in SY09-10. In the elementary schools, the number of schools that achieved a "satisfactory" rating increased by one with the addition of Adacao Elementary and one Elementary School achieved a classification of strong. All 8 middle schools achieved Satisfactory ratings, an increase of 1 from SY08-09. Of 5 high schools, 4 received a satisfactory rating, an increase of 1 from SY 08-09.

Table 81 shows the comparison of overall school performance for SY08-09 and SY09-10. Examination of Table 81 reveals that, one high school increased their composite score by 10 points; one middle school increased their score by 6 points; and three elementary school increased their composite scores by at least 10 points.

P.L. 26-26 Comparative S chool Composite Report Card Scores: SY08-09 to SY09-10

Table 81

ELEMENTARY	SY08-09 Score	SY08-09 Rating	SY09-10 Score	SY09-10 Rating	Diff. SY08-09 to SY09-10
Adacao			44	Low	
Agana Heights	53	Satisfactory	62	Satisfactory	9
As Tumbo	42	Low	47	Low	5
B.P. Carbullido	51	Satisfactory	62	Satisfactory	11
Chief Brodie	47	Low	47	Low	0
C.L. Taitano	47	Low	56	Satisfactory	9
D.L. Perez	47	Low	56	Satisfactory	9
Finegayan	46	Low	50	Satisfactory	4
FQ Sanchez	47	Low	60	Satisfactory	13
HB Price	43	Low	52	Satisfactory	9
HS Truman	49	Low	54	Satisfactory	5
Inarajan	52	Satisfactory	55	Satisfactory	3
JM Guerrero	47	Low	57	Satisfactory	10
JQ San Miguel	47	Low	48	Low	1
LB Johnson	64	Satisfactory	73	Strong	9
Liguan	49	Low	54	Satisfactory	5
MA Sablan	51	Satisfactory	54	Satisfactory	3
MA Ulloa	48	Low	57	Satisfactory	9
Machananao	44	Low	48	Low	4
Merizo Martyrs	52	Satisfactory	52	Satisfactory	0
MU Lujan	46	Low	51	Satisfactory	5
Ordot Chalan Pago	50	Satisfactory	58	Satisfactory	8
PC Lujan	50	Low	52	Satisfactory	2
Talofofo	46	Low	53	Satisfactory	7
Tamuning	52	Satisfactory	51	Satisfactory	-1
Upi	49	Low	50	Satisfactory	1
Wettengel	52	Satisfactory	51	Satisfactory	-1
MIDDLE	**SY08-09**	**Rating**	**SY09-10**	**Rating**	
Agueda Johnston	52	Satisfactory	53	Satisfactory	1
As Tumbo	49	Low	53	Satisfactory	4
FB Leon Guerrero	52	Satisfactory	52	Satisfactory	0
Inarajan	48	Low	54	Satisfactory	6

Jose Rios	52	Satisfactory	54	Satisfactory	2
Oceanview	49	Low	50	Satisfactory	1
LP Untalan	53	Satisfactory	53	Satisfactory	0
Vicente Benavente	50	Satisfactory	51	Satisfactory	1
HIGH	**SY08-09**	**Rating**	**SY09-10**	**Rating**	
George Washington	48	Low	54	Satisfactory	6
John F. Kennedy	49	Low	57	Satisfactory	8
Southern	41	Low	51	Satisfactory	10
Simon Sanchez	50	Satisfactory	58	Satisfactory	8
Okkodo	43	Low	48	Low	5

A District Annual Report Card for SY09-10 was also developed using the adopted education indicators and grading criteria. **Table 82** presents the SY09-10 District Performance Report.

Table 82
SY 09-10 DISTRICT PERFORMANCE CARD

Student Performance (70%)	**District Data**	**PL 26-26 Classification**
Proficient & Advanced Levels		
Grade 1 Reading	**56%**	**Satisfactory**
Grade 1 Math	**28%**	**Low**
Grade 1 Language	**27%**	**Low**
Grade 2 Reading	**13%**	**Low**
Grade 2 Math	**13%**	**Low**
Grade 2 Language	**7%**	**Unacceptable**
Grade 3 Reading	**11%**	**Low**
Grade 3 Math	**10%**	**Low**
Grade 3 Language	**11%**	**Low**
Grade 4 Reading	**17%**	**Low**
Grade 4 Math	**8%**	**Unacceptable**
Grade 4 Language	**11%**	**Low**
Grade 5 Reading	**8%**	**Unacceptable**
Grade 5 Math	**3%**	**Unacceptable**
Grade 5 Language	**10%**	**Low**
Grade 6 Reading	**13%**	**Low**
Grade 6 Math	**3%**	**Unacceptable**
Grade 6 Language	**11%**	**Low**
Grade 7 Reading	**14%**	**Low**
Grade 7 Math	**4%**	**Unacceptable**
Grade 7 Language	**15%**	**Low**
Grade 8 Reading	**18%**	**Low**
Grade 8 Math	**5%**	**Unacceptable**
Grade 8 Language	**15%**	**Low**

Grade 9 Reading	**15%**	**Low**
Grade 9 Math	**2%**	**Unacceptable**
Grade 9 Language	**8%**	**Unacceptable**
Grade 10 Reading	**11%**	**Low**
Grade 10 Math	**2%**	**Unacceptable**
Grade 10 Language	**4%**	**Unacceptable**
Grade 11 Reading	**12%**	**Low**
Grade 11 Math	**1%**	**Unacceptable**
Grade 11 Language	**9%**	**Unacceptable**
Grade 12 Reading	**12%**	**Low**
Grade 12 Math	**1%**	**Unacceptable**
Grade 12 Language	**10%**	**Low**
Elementary Passing Rate	**100%**	**Exceptional**
Middle School Passing Rate	**85%**	**Satisfactory**
High School Passing Rate	**75%**	**Unacceptable**
5th Grade Promotion Rate	**100%**	**Exceptional**
8th Grade Promotion Rate	**100%**	**Exceptional**
Cohort Graduation Rate	**76.7%**	**Satisfactory**
Annual Dropout Rate	**6.1%**	**Satisfactory**
Student Attendance Rate	**93%**	**Exceptional**
Student Discipline Rate	**16%**	**Low**
Employee Attendance Rate	**91%**	**Satisfactory**
School Improvement Plan	**100%**	**Exceptional**
Certification Status of Teachers**		
Experience of Teachers**		
Teacher Assignment**		
Total Grade	42%	**Low**

Examination of **Table 82** shows that while the composite score/grade for the District is "Low" (41%), exceptional ratings were given for School Improvement Plan, Student Attendance Rate, 5th and 8th grade promotion rates, and Elementary School Passing Rate. Satisfactory ratings were achieved for first grade students in reading, Cohort Graduation Rate, Annual Dropout Rate and Employee Attendance. It is also important to note that 76% for Cohort Graduation Rate is an all-time high for the Department of Education. 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.

ELEMENTARY SCHOOLS EXEMPLARY ACCOMPLISHMENTS

Adacao Elementary

- **Saturday Scholars**
  "Saturday Scholars" is a program through partnership with the UOG, School of Ed. providing students expanded knowledge and skills in Science and Social Studies. Classes were presented every Saturday for 7 weeks which resulted in an increase of participation in our Science Fair.
- **Gualo Hilitai Mini-Organic Garden**
  In partnership with Dept. of Agriculture, Mangilao Mayor's Office and GDOE Chamorro Stud. Div., students in our intermediate grades participated in the Gualo Hilitai Mini-Organic Garden. Students were presented with Resolution 287-30 from the 30th Guam Legislature.
- **Hilitai of the Month**
  The program honors students with exemplary behavior and that display elevated character development. These students are presented prizes, recognition and certificates during a school-wide assemble each month.

Agana Heights Elementary

- 77% of 1st grade students performed in Proficient /Advanced in the SAT10 Reading
- 53% of 1st grade students performed in the Proficient/Advanced in the SAT10 Language
- Increased number of students performing in Proficient/Advanced in the following:
  - 1st Grade—Reading, Math, Environment, Listening, Spelling,
  - 2nd Grade—Language
  - 3rd Grade—Reading, Math, Language, Social Studies, Science, Listening, and Spelling,
  - 4th Grade—Math, Social Studies, Science, Listening, Spelling,
  - 5th Grade—Reading, Language, Social Studies, Listening, Spelling
- AHES students at grade level increased to 61.39% at grade level in reading mastery.
- 1st place IRA Read-A-Thon for elementary division
- 4th place, Overall island-wide Math Olympiad, 2nd place GPSS
- 2 students featured at CAHA Art Gallery
- 3rd place Island-wide Box Tops Collections

AstumboElementary

- **HATSA Mini Grant**—AES was able to obtain $25,000.00 in grant funding to purchase and obtain Neo 2. This portable handheld computer device was used during our summer program for 2nd and 3rd grades for reading and language arts. In twenty days, second grade students were able to improve their pre and post reading scores at an average by 10% from 55% to 65%. The third grade students were able to improve their pre and post reading scores at an average by 9% from 59% to 68% and language arts by 5% from 45% to 50%.

C.L. Taitano Elementary

- **Success for All Reform Program**—The Success for All Reform Program (SFA) was initially implemented during school year 2009-2010. The expected reading goal set for the first year was 45%. By the end of the school year, the expected reading goal had surpassed the initial goal by almost 2% to46.96%. CLTES had consistently scored above the identified quarterly reading goal every quarter throughout the year. In addition, every grade level had shown an increase in the reading mastery percentage. Included in SFA, is a tutoring program which students needing assistance have shown an increase in reading mastery and are seeing success in the SFA program. There is a system called "Solution Network" in place to address academic concerns and challenges that are encountered within the school year. Finally, with SFA, teachers and students are more excited about learning and teaching.
- **Summer School 2009-2010**—"Math Counts II" - The Summer School program held at CLTES was a success. The skills taught focused on the subject of Math, which is an area of weakness consistently shown on SAT10 test results. The GDOE Math Content Standards for skills identified in grades 1st thru 4th were taught. Pre and Post tests were administered at the beginning and at the end of the program. Post test scores showed an increase in every grade level varying from 15% to 30% to indicate our student s showed growth. Student attendance was consistently good, teachers were supported by parents and worked cohesively as a team to achieve success throughout the summer school program at CLTES.

Carbullido Elementary

- Direct Instruction Reading Program 71% of K-5 students are at or above DI Benchmarks in Reading.
- Direct Instruction Language Program 55% of K-5 students are at or above bench mark in Language.
- Over all in the Homework Planner System, 76% of students completed home work, 74 % completed the Home Reading supported by 74% of parent participation.
- 4th Grade student placed 3rd in Island Wide Math Olympiad Contest

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Chief Brodie Elementary

- **HATSA PROFESSIONAL DEVELOPMENT AND TECHNOLOGY GRANT**-The school leadership team wrote and used a HATSA grant to provide professional training for teachers and technology for classrooms. All teachers participated in math instruction professional development. Math problem solving strategies and methods were learned and implemented into lesson instruction. One third of students in grades 3-5 were observed to proficiently use the RIPS Check strategy to solve math problems. SY 10-11 all students in grades 3-5 will adopt the RIPS Check strategy as part of a school

wide implementation. Technology (Renaissance responders, media projectors and computers) provided through the grant were used 2-3 times a week as a means of formative assessment to monitor student performance.

DL Perez Elementary

- **Direct Instruction Reading**: For School Year 2009-2010, Daniel L. Perez showed an increase in students reading at or above benchmark from 38% to 45% and an increase in students reading at or above their respective grade levels from 70% to 72%.
- **Direct Instruction Language**: Daniel L. Perez showed a significant increase in kindergarten students at or above benchmarks in Language from 46% to 98%.
- **Direct Instruction Math**: Daniel L. Perez showed an increase in kindergarten students at or above benchmark from 72% to 82% in Math. Students at or above their respective grade levels in Math increased in 3rd grade from 33% to 83% and in 5th grade from 6% to 13%.
- **Learning Communities**: Learning Communities were established to analyze SAT 10 results from previous years. Key skills to emphasize instruction in Language & Math were identified and Learning Communities prepared and implemented 40 minute mini-lessons prior to the SAT 10
- **OLWEUS Bullying Prevention Program**: The School Guidance Counselor provided in-classroom presentations for both students and faculty regarding Bullying Awareness and Prevention. Training was also provided to all support staff and office personnel during the February 15th Staff Development Day.

F.Q. Sanchez Elementary

- SAT10 scores met and exceeded the National Percentile Ranking In the different content areas within the grade levels.

Finegayan Elementary

- **Go Green Program:** FES had cut the power consumption for FY09 to FY10 by $34,399.47and 106,38 ilowatts based on GPA's printout provided to the school. The reassignment of attendance areas and cost-
  cutting measures by the faculty, staff, and students resulted in the savings. FES had an active i-recycle program with 8 bins and 528 lbs. of aluminum cans recycled. FES also won $500 in the phone book recycling contest. These recycling programs earned $1182.35 for activities at the school.
- **Accredited by WASC**: FES was extended one year accreditation to June 30, 2011 by the Western Association of Schools and Colleges during the school's revisit in March 2010
- **Families and Schools Together (FAST)**
  FES participated in and presented at the FAST workshop sponsored by PIRC (Parent Information Resource Center)

HS Truman Elementary

- Saturday Scholars
- Home Opportunities Literacy

- International Reading Association

Inarajan Elementary

- Accredited by Western Association of Schools & Colleges 6 Year Term 2005-2011
- DI Reading: 68% of students At/Above Benchmark; up 4% from SY 08-09
- DI Language: 50% of students At/Above Benchmark; up 45% from SY 08-09
- DI Math: 45% of students At/Above Benchmark; up 20% from SY 08-09
- GATE population increased from 10% to 12% 259 instances where students achieved Proficient or Advanced levels on the SAT 10 assessment

J.M. Guerrero Elementary

- Direct Instruction Reading Program
  Percent of students at grade level
  Kinder: 100%
  1st: 95%
  2nd : 81%
  3rd : 70%
  4th : 87%
  5th: 67%

J.Q. San Miguel Elementary

- Direct Instruction Program– 50% increase from 1st through 4th quarter in number of benchmark goals for Reading, Math, and Language Arts
- Chuukese Focus Group– Parental involvement increased as a result of the implementation of the Chuukese Focus Group
- SAT 10 Superstars– 7% increased on number of students who scored Proficient/Advanced in SAT-10

L.B. Johnson Elementary

- **Character Education** - Implemented "Word of the Month" based on character virtues. The 1st of every month a character word was introduced during morning assemblies and through mini-lessons, activities, and projects facilitated by the school guidance counselor. Our school encouraged students to attain the highest level of character and academic excellence. Therefore, LBJES strived, formally and informally, in stressing character qualities that maintained a safe and an orderly learning environment, and that will ultimately equip students to be model citizens. The school's student discipline rate was always "Exceptional" throughout the school years.
- **Direct Instruction Reading** - At the beginning of the school year, 41% of Kindergarten Students were at benchmark, at the end of the school year 83% were at benchmark. 28% of 1st Graders were at benchmark at the beginning of the school year, 75% were at benchmark at the end of the school year.
- **Families And Schools Together (FAST)** - Workshops presented by teachers on strategies that parents

can use to get involve in their child's educational journey. Parents who got involved and participated most in their child's education from their class received a "Very Important Parent" (V.I.P.) Award. About 55% of our parents attended our workshops throughout the school year and 66% of our parents received a "VIP" Award.

Liguan Elementary

- ***PROGRAM***: Based on ending SY 2009-10 data, DI Benchmark Report shows the following achievements from each grade level. Percentage reflects students Reading on /above benchmark.
  Kindergarten - Out of 112 students, 72% reading on/above benchmark
  1st Grade - Out of 106 students, 49% reading on /above benchmark
  2nd Grade - Out of 104 students, 53% reading on/above benchmark
  3rd Grade - Out of 113 students, 44% reading on/above benchmark
  4th Grade - Out of 105 students, 70% reading on/above benchmark
  5th Grade - Out of 116 students, 60% reading on/above benchmark
- ***SIHEK SUMMER LEARNING ADVENTURE:*** Below are the average gains of our summer school students based on the Pre-Post tests of the skills taught:

M.A. Ulloa Elementary

- Readers Club designed to assist students to be at grade reading level. Baseline data 40.28% MAUES students at grade level increased to 63.2% at grade level reading mastery.
- Read and Respond for students completing at least 20 minutes of nightly reading to which school wide data reveals return rate is 40%.

MU Lujan Elementary

- Implemented the Direct Instruction Program in Reading, Language Arts, and Mathematics to ensure students meet benchmarks in content areas.
- Facilitated various school programs such as ESL, SPED, DEED, GATE, Pre-GATE, Chamorro, Head Start, Summer School, and HATSA to support the school level goals and objectives.
- Supported community partnerships with various businesses, the military, community stakeholders and government officials to promote the department's vision and school mission.

Machananao Elementary

- **Reaching for the Stars:** Recognition program of the 254 occurrences in which students reached level 3 or 4 on the SAT 10.
- **Dynamic Indicators of Basic Early Literacy Skills:** Implementation of reading assessment for accountability that resulted in a school-wide average gain of 20 points.
- **Gifted and Talented Education:** Program participation increased from 5% to 11% during SY 09/10.

Marcial Sablan Elementary

- DEED-After school tutorial program to help students in Reading, Math and Language

- Summer School– A 20 day program to help at-risk students
- Success for All -Reform Program for Reading , Math, & Language

Merizo Elementary

- SAT 10 scores indicate 3rd, 4th, and 5th grade students excelled in the areas of L.A. , Reading, Math, and Science
- Aftter School Tutorial Program was implemented to improve student reading levels in grades First and Second.

Ordot/Chalan Pago Elementary

- SAT10: Scored at or above the 50th National Percentile Ranking:
  Rank: Grade 1—Reading & Spelling; Grade 3 –Spelling; Grade 4—Word Study Skills & Spelling; Grade 5 - Spelling
- Teacher's Submission of Daily Lesson Plans: Teachers utilize the Essential Elements of Effective Instruction by providing daily lessons plans with Expected School Learning Results, Skills Taught/Concepts, Anticipatory Set, Instructional Objective, Instructional Strategy, Methods of Assessment, Models/Examples, Checking for Understanding, Guided Practice and Closure. The objective of the daily lesson plan submission is to ensure that students are provided effect instruction and quality learning is taking place.

P.C. Lujan Elementary

- SAT 10 Recognition—To award the students that scored at the 90 percentile and above. The percentage of students who scored at the 90 percentile and above totaled 11% of the student population.
- Student of the Month—Recognizes students who put forth good effort in school, shows respect to others, follows directions, is a positive role model and displays good behavior. This monthly recognition has lowered the school's discipline rate, motivated students to work on their character, and has increased parental involvement.

Price Elementary

- Price Elementary School implemented several programs to support positive behavior and encourage good character. The programs implemented were the Terrific Lanchero program and Youth Crime Watch. As a result of the implementation of these two programs, student discipline referrals to the office decreased by over 50%.
- This was the first year implementation of the recognition and distribution of quarterly academic awards. All students were eligible to receive awards such as Principal's List, Perfect Attendance, A Honor Roll, B Honor Roll, and Most Improved. At the First Quarter Awards Ceremony, students were also recognized for ranking at the 80th percentile or higher both nationally and locally on the SAT-10. The number of students receiving awards for this school year will be the baseline data to be compared with future data.

Talofofo Elementary

- Gifted and Talented Education: Program participation increased from 5% to 9% during SY09-10.
- Success For All Reform Program: Students at Grade Level gains from Initial to End of Year went from 26.67% to 40.40%.
- DEED Program: Students had taken a pre and post test in Reading, Math, and Language Arts and had shown improvements. In Reading 10 out of 18 students tested higher in their post, while 5 of the 10 scored 80% or higher. In Math 11 out of 18 students tested higher in their post, while 6 of the 11 scored 80% or higher. In Language Arts 6 out of 18 tested higher in their post and also scored 80% or higher.

Tamuning Elementary

- **Character Education** - Implemented "Word of the Month" based on character virtues. The 1st of every month a character word was introduced during morning assemblies and through mini-lessons, activities, and projects facilitated by the school guidance counselor. Our school encouraged students to attain the highest level of character and academic excellence. Therefore, TAMES strived, formally and informally, in stressing character qualities that maintained a safe and an orderly learning environment, and that will ultimately equip students to be model citizens. The school's student discipline rate was "Exceptional" compared to the previous years.
- **Success For All (SFA)** - SFA off-island support team visited TAMES on a monthly basis. From their visit they were able to assist the school by providing immediate feedback and trainings in the different areas of the program. 29.62% of our students were on grade level, at the end of the school year 39.25% were on grade level.
- **SAT 10 Recognition-** Tamuning Elementary School recognizes students who score in the 90th to 99th percentile in the academic areas. There are three awards given: National Award of Honor (1-2 academic areas) National Distinguished Award, (3-4 academic areas) and National Award of Excellence (5 or more academic areas). Each year over a hundred students are awarded for this exemplary accomplishment.

Upi Elementary

- Direct Instruction Reading Program
  51% of kindergartens are reading at beginning 2nd grade
  35% of 1st grade are reading at beginning 3rd grade
  51% of 2nd grade are reading at beginning 4th grade
  57% of 3rd grade are reading at beginning 5th grade
  53% of 4th grade are reading at beginning 6th grade
  51% of fifth grade completed 6th grade reading and placed in a middle school literature-based reading program

Wettengel Elementary

- Direct Instructions Program
- Rainbows for All Children

MIDDLE SCHOOLS EXEMPLARY ACCOMPLISHMENTS

Agueda Middle School

- Cultural arts dance students demonstrated remarkable talent and creativity; and are able to communicate historical events via dance. Students were able to connect, apply, and transform the skills and arts learned from cultural arts dance class into the viable careers. Over 100 students participate and become Ambassadors for Guam.

- Seven benches were conceptualized, designed and built in a student directed project in Industrial Arts class. The students made effective use of positive imagery and used a strong spirit of inquiry to create seating for rest and recreation for over 900 students and teachers.

- The UOG AmeriCorp Satellite service center provided highly needed tutoring and mentoring services to students in various subject areas. A 99% rating was given by students on their tutoring experience. Out of two hundred students who took advantage of the AmeriCorp tutoring/mentoring services, 93% achieved better grades during the assessment period. The AmeriCorp Agueda Satellite Success Center became a helpful resource center for students who needed enrichment or mentoring services.

Astumbo Middle

- Implementation of Curriculum Guides taught to include priority skills and assessments during the School Year to improve SAT10 scores in the areas of Language Arts Reading, and Math.
- Implementation of PBIS; Positive Behavior Intervention System. Strategy introduced school-wide to effectively decrease student discipline.

FBLG Middle School

- teachers worked in professional learning communities to address SMART goals
- increased electronic documentation and use of email for intra-organizational communication
- implementation of 'Go Green' action plan
- faculty meetings focused on professional development

Inarajan Middle School

- Schoolwide Thematic Lessons: Each content area class incorporated the theme of "How the Layon Landfill Will Affect My Life." Hence, a Reading class may have collected and presented on research articles or newspaper articles on the Layon Landfill; a Language Arts class may have worked on a *persuasive essay* writing assignment on the theme; a Math class may have researched the area involved with the landfill and so on.
- Content Area Culminating Events: Along with the thematic lessons, each content area sponsored a culminating event where the whole school participated in activities, presentations, performances, and

lessons centered on celebrating that specific content area. Hence, the whole school celebrated learning *Reading and Language Arts* with a Literary Extravaganza. All students participated in performing, presenting, or enjoying the different genres of Literature. For *Math*, all students participated in the "24" game tournament. As for *Science*, all students participated in a trash collection and data analysis project just for the school grounds itself. Finally, for *Social Studies*, all students celebrated the United Nations Charter Day with a Parade and Tour of Nations whereby each team represented a chartered member nation of the United Nations and presented to different groups on a "tour" about their country.

Jose Rios Middle School

- SAT 10 Simulation allowed students to practice taking standardized tests before the actual SAT 10 test period. The exercise familiarized students with test taking strategies, demographic formats, as well as correct and acceptable means of filling out answer documents. Practice sessions allowed students to know what to expect for the district wide assessment. Homebase periods on Fridays were designated as Just Raising My Scores Days (JRMS), which helped students to master essential skills in preparation for the SAT10.
- Saturday Scholars/Tutoring provided students with additional assistance in all subject areas. The Saturday Scholars Program is a service provided by volunteer sailors from the USS Frank Cable and is available during the 2nd and 4th quarters for 4-5 Saturdays each quarter.
- Initial Accreditation granted by the Western Association of Schools and Colleges for a term of three years.

L.P. Untalan Middle School

- 6 Year Accreditation granted by Western Association of Schools and Colleges (WASC) until 2014..
- An active member of the Learning School Alliance sponsored by National Staff Development Council.
- National History Day Award: Outstanding Entry for Middle Schools
- Social Studies Teacher of the Year (PREL): Rodney Pama
- SAT10: Ranked 1st in the percentile rank in GDOE in the following subjects: 6th grade math, 8th grade Science, 7th grade Language Arts, and 8th grade Social Science
- Band Class won Gold in Tumon Bay Festival
- Academic Challenge Bowl Team place Highest in all GPSS Middle Schools
- Trained all Teacher Leaders in the Breaking Ranks in the Middle (BRIM) concept
- Use of SWIS data to engage in Professional Learning Communities
- Use of Skills Assessment and Learning Quality and Accountability to assess and monitor students

Oceanview Middle School

- Oceanview Middle School is "Fully Accredited by the Schools Commission of the Western Association of Accredited Schools" for school years 2007-2008 through June 30, 2011.
- Project Menhalom Grant: Positive Behavior Intervention & Support (PBIS) & School Wide Information System (SWIS). All 470 OMS students participated in this project that focused on character education, student behavior, and incentive programs. OMS continues to strive to decrease the discipline rate of 7% and increase student academic achievement.
- Play By the Rules (PBR) sponsored by The Judiciary of Guam: OMS 7th & 8th grade students participated in this curriculum that focuses on federal laws, local laws, and student rights. Through the PBR Pre & Post Tests, 95% of the students in the Street Law elective classes showed an increase in their scores.
- Teacher Quality Education (TQE) Grant: To incorporate technology in the classroom, OMS was awarded this grant and purchased NEO2 laptops for student use in all subject areas.

Vicente Benavente Middle School

- Project Menhalom (Character Education) - decrease student Infractions using components of Positive Behavior Interventions Supports.
- Strengthening the Home –School-Community Connection to improve student achievement and behavior with partners such as NCTMS, Mayor's Office, Big Brothers Big Sisters, Island Girl Power, etc..
- Won several sports awards: 1st Place/ Boys Volleyball, 1st Place/ Boys Soccer, and 1st. Place /Boys Basketball

HIGH SCHOOLS EXEMPLARY ACCOMPLISHMENTS

George Washington High School

- *Smaller Learning Communities* (Academies: Freshmen & Tourism): The Freshmen Academy has increased student transition to the 10th grade by using the team concept and providing academic interventions and support throughout the 9th grade. The Tourism Academy follows students throughout their career development in core academics, vocational courses, and cooperative experiences.
- *Celebrations of Student Success* occurs each semester to recognize students who placed in the 90th percentile in the SAT-10 subtests, winners of various contests, academic and behavioral improvement, co-curricular accomplishments, and citizenship.
- *Interdisciplinary Team Teaching* across the content areas has engaged students and teachers in special projects such as Art/Sewing/Chamoru classes working together to design and sew dresses for a fashion show highlighting traditional Chamoru fashion, Art/Language Arts classes creating stories with illustrations to share with feeder elementary schools.

JFK High School

- Literacy Project: Focuses on providing all teachers with strategies and lessons designed to strengthen prewriting and language skills. This program addresses student deficiencies identified by SAT 10 scores

in the areas of Composing, Prewriting, and Language. As part of the ongoing implementation of the Literacy Project, supporting evidence was collected in the form of teacher lessons and student work. The evidence showed that 69% of the faculty used one or more of the 15 ideas presented during the Literacy Project Sessions and that Formative Assessment was used the most with a total of 67% of the faculty using this strategy as part of their instructional planning followed by 57% of the faculty using graphic organizers as part of their lesson planning.

- AmeriCorp Tutoring Program: During the SY 09 - 10, a total of 456 students (averaging 41 students per month) used the tutoring services of the AmeriCorp tutors. Of that total, 118 students utilized the tutoring services during the month of June for assistance with preparation for exams and end-of-the-year projects. Subjects students were assisted with included assistance with preparation of science projects, research papers, math and English assignments, and social studies projects and worksheets.

Okkodo HighSchool

- OHS Career Day
- Tourism Academy
- Eskuelan Puengi
- Service Learning Projects
- Freshman Academy
- Special Olympics hosted by OHS

Simon Sanchez High School

- Leave Your Mark Project: Students planned and executed a plan of action for career presentations for the entire student population. A project for the English 12 teacher, students demonstrated their knowledge and skills of the Expected School-wide Learning Results (ESLRs).
- Implementation of the Dual Enrollment Program
- Pacific Islander/Alaskan Native Summer Internship Program: A program at the Federal Government Level (NIH/NDDK) in which students had to apply online and go through a rigorous panel review/interview before selection is made by NIDDK officials. These students will conduct research projects with a mentor at the University of Guam for a period of 8 weeks. They will travel to Bethesda, Maryland to attend the symposium and share their research project with other high schools from across the nation.

Southern High School

- **Americorps Success Center**: This tutoring program tutors students in the core academic subject areas during lunch and during class times at the request of the teachers and students. Approximately 190 students used this service and passed their classes.
- **ROTC**: This program builds leadership skills in students who are enrolled in the program. Increases in academics and team building exercises builds student character. The Rile Color Guard placed 1st in the Island Wide JROTC Competition. As a result of placing 1st in the Rifle Color Guard Competition, these students attended the Golden Bear National Competition in California.
- **3 year WASC Accreditation**: The school received a 3 year accreditation based on the visiting committees recommendation that evidence provided by the school was sufficient to validate that teaching and learning are school priorities. This is significant because 3 of the last 4 years the visiting

committee came to Southern High to evaluate their academic programs.