

Department of Education



ANNUAL STATE OF PUBLIC EDUCATION REPORT

SY 2011-2012



JON J. P. FERNANDEZ,

SUPERINTENDENT OF EDUCATION

October 30, 2012



DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT

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JON J. P. FERNANDEZ
Superintendent of Education

Hafa Adai Partners in Education!

I am pleased to release to you our SY2011-12 Annual State of Public Education Report (ASPER) as required by Public Law 26-26. It contains the data for SY2011-12 inclusive of student achievement scores in Reading, Language Arts and Math as measured by the Stanford Achievement Test-10th Edition, Student Drop-out and Graduation Rates, Employee Demographic and Attendance Rates, and a compilation of the School Performance Report Cards.

As our department moves forward with our efforts to improve our system to better meet the needs of all our students and ensuring that they are college and career ready when they graduate from high school, we recognize the importance of data to help inform our decisions and chart our progress. Therefore, it is an ongoing goal that in the years to come, we are able to improve our data collection and reporting abilities, particularly in the areas of its timeliness and accuracy.

We encourage you to share the report with your school personnel, families and community stakeholders and hope that it can be used to better inform the work that you do and the decisions that you make regarding education.

Thank you again for your efforts to ensure that our educational community prepares ALL students for life, promotes excellence and provides support!


JON J.P. FERNANDEZ
Superintendent of Education

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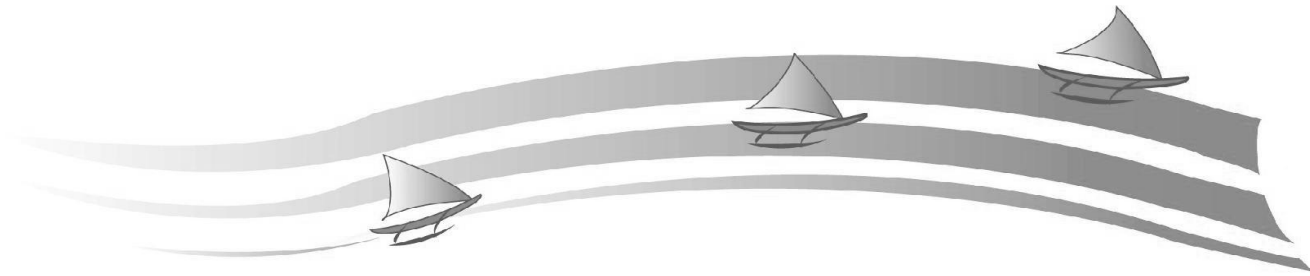
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I. INTRODUCTION

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

Public Law 26-26 § 3106 also addresses this report and specifically requires DOE to include the following information in the Annual State of Public Education Report (ASPER):

- (i) Demographic information on public school children in the community;
- (ii) Information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Board;
- (iii) Information pertaining to special program offerings;
- (iv) Information pertaining to the characteristics of the schools and schools’ staff, including certification and assignment of teachers and staff experience;
- (v) Budget information, including source and disposition of school operating funds and salary data;
- (vi) Examples of exemplary programs, proven practices, programs designed to reduce costs or other innovations in education being developed by the schools that show improved student learning

In summary, the purpose of the ASPER 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 of programs and activities that affect the quality of educational services and its impact on student achievement.

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

The Department will focus on making a difference in the lives of all students. It is imperative that addressing the challenges within our schools, collaborating with our partners, and maintaining the focus on learning will result in positive outcomes for our schools.

The vision statement of DOE holds firm to its goal, that is, to prepare ALL students for life, promote excellence, and provide support!



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II. DISTRICT PROFILE

A. Student Demographic Information

During School Year (SY) 2011-2012, there were forty (40) public schools which provided educational services for 31,095 students. Further breakdown by levels showed twenty-six (26) elementary schools (grades K-5 and Head Start) totaling 14,347 students, eight (8) middle schools (grades 6-8) totaling 7,252 students and five (5) high schools (grades 9-12) totaling 9,762 students.

Table 1 represents the student enrollment comparison between school years 2010-2011 and 2011-2012. Over the last two school years, the student population increased by 389. Within grade levels, there were noticeable variances in enrollment, specifically in grades 10 and 11 which showed an increase by over one hundred (100) students while grades 4 and 9 showed decreases by eighty (80) and ninety-four (94) students, respectively. These differences may be attributed to the date range used when calculating the official enrollment for 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.

Table 1 DOE Comparative Student Enrollment Distribution by Grade for SY 10-11 & 11-12			
GRADE LEVEL	SY 10-11 ENROLLMENT	SY 11-12 ENROLLMENT	COMPARITIVE DIFFERENCE
Head Start	536	528	-8
Kindergarten	2,066	2,106	+40
Grade 1	2,275	2,263	-12
Grade 2	2,292	2,387	+95
Grade 3	2,286	2,303	+17
Grade 4	2,410	2,330	-80
Grade 5	2,445	2,430	-15
Grade 6	2,472	2,412	-60
Grade 7	2,380	2,443	+63
Grade 8	2,379	2,397	+18
Grade 9	3,193	3,099	-94
Grade 10	2,611	2,757	+146
Grade 11	1,932	2,125	+193
Grade 12	1,695	1,781	+86
Alternative	123*	102*	n/a
TOTAL DOE ENROLLMENT	30,972	31,361	+389

(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.)

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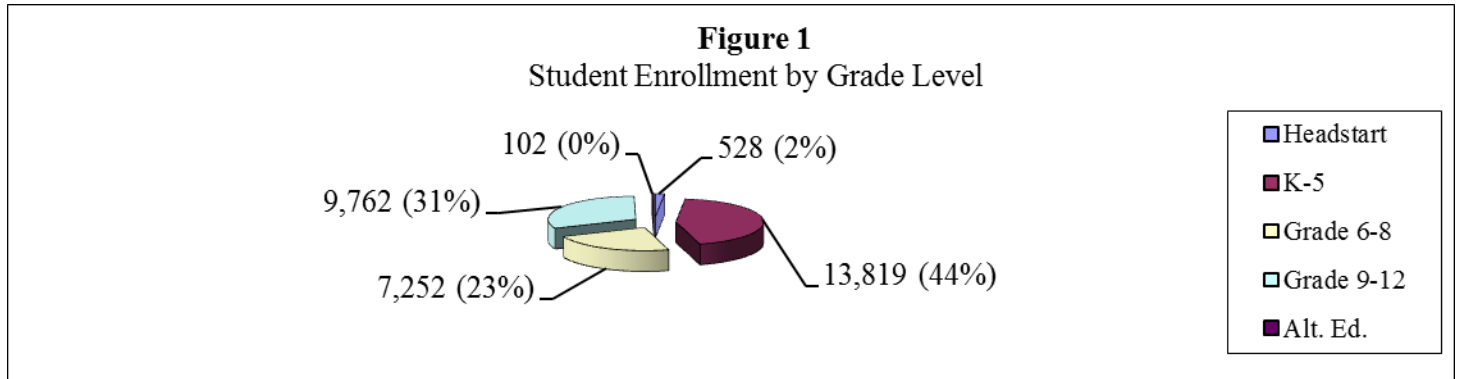


Figure 1 represents the student population distribution of all forty schools by grade level. Elementary level students comprise the highest percentage (44%) of all students enrolled. Middle school students present 23% of the total student enrollment and high school students comprise 31%.

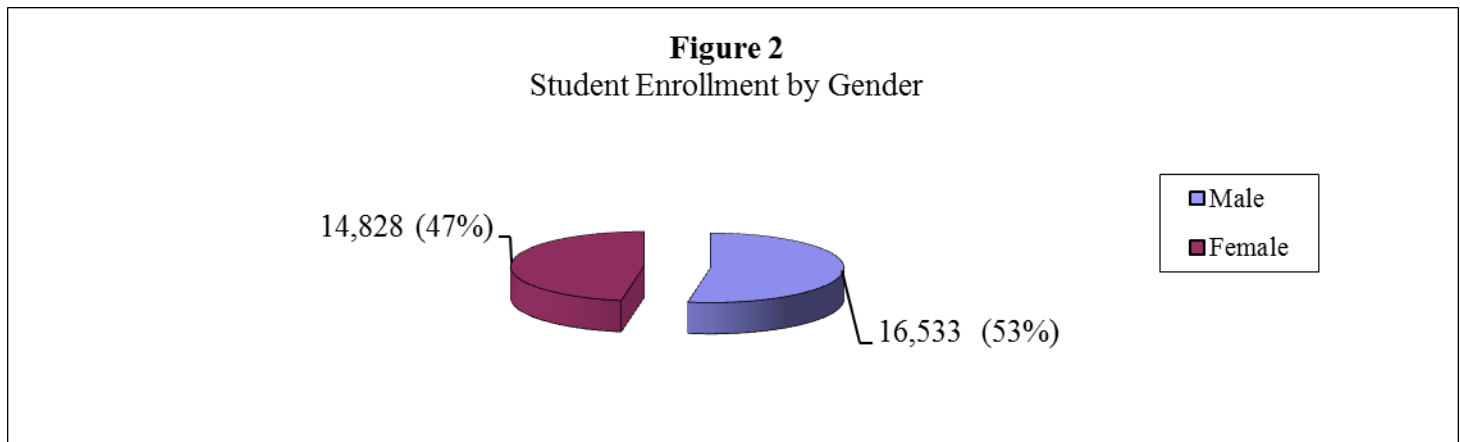


Figure 2 represents the student enrollment by gender inclusive of the Head Start and K-12 enrollment. Male students comprise 53% of the total student population with an enrollment of 16,533, while female students comprise 47% of the population with an enrollment of 14,828.

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

SPECIAL PROGRAMS	NUMBER OF STUDENTS
Pre Gate/Gifted and Talented Education (K-5)	1320
Special Education	2001
English Learners (ELs)	14,370
DEED	1034
Head Start	528
<i>Eskuelan Puengi</i>	1231
TOTAL	20484

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

Table 3 represents the distribution of students by ethnicity. In SY11-12, there were 31,361 students enrolled in DOE, representing at least 21 ethnic groups. The Commonwealth of the Northern Mariana Islands (CNMI) includes students from Rota, Saipan and Tinian. Asians include the Japanese, Chinese, Korean, Indonesian and Vietnamese ethnic groups. Pacific Islander includes Hawaiian, Samoan, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, Palauan, and Fijian. “Other” is comprised of African American, Hispanic, American Indian-Native Alaskan, Unknown and Unclassified categories. Unaccounted represents students who did not officially report their ethnicity information.

Table 3		
SY 11-12 Distribution of Students by Ethnicity <i>(Data Source: PowerSchool)</i>		
ETHNICITY	NUMBER OF STUDENTS	PERCENT OF TOTAL
Chamorro	15,313	41%
Filipino	6,625	25%
Pacific Islander	7,244	26%
Asian	486	2%
CNMI	434	1%
White Non- Hispanic	196	1%
Other	715	3%
Unaccounted	348	1%
TOTAL	31,361	100%

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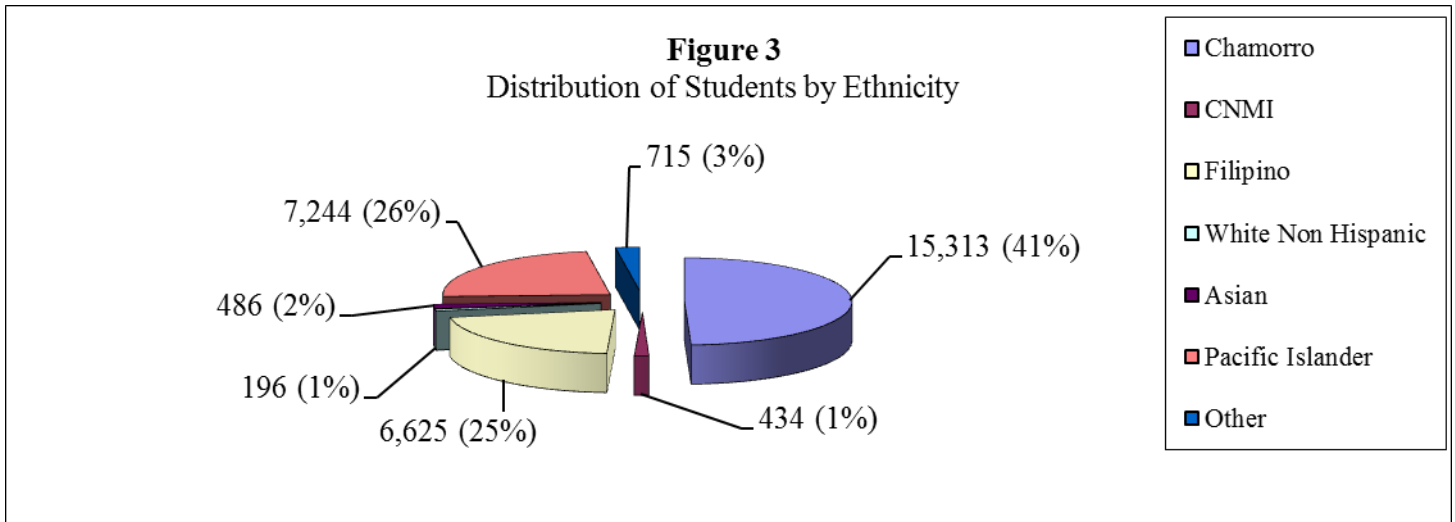


Figure3: Shows Chamorro students comprise the majority of the total student population with an enrollment of 15,313 (41%), while White Non-Hispanic and CNMI students show the lowest proportions, respectively comprising 2% of the total population. Pacific Islanders make up the second highest proportion with 7,244 (26%) students.

Table 4 represents the attendance rate for the district which is determined by dividing the average daily attendance by the average daily membership. Further examination shows that the elementary schools had the highest average daily attendance 12,848 compared to the middle 6,786 and high schools 9102.

Table 4 SY 11-12 Student Average Daily Membership/Attendance/Rate			
SCHOOL LEVEL	AVERAGE DAILY MEMBERSHIP	AVERAGE DAILY ATTENDANCE	ATTENDANCE RATE
Elementary Schools	13,463.69	12,847.76	95%
Middle Schools	7,237.37	6,785.73	94%
High Schools	9532.15	9101.56	95%
TOTAL	30,233.21	31,735.05	95%

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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 Department of Education (DOE) 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 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.

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DOE 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 DOE 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 DOE administers a district-wide assessment for all students using the Stanford Achievement Test, Tenth Edition.

Tables 5-8 depict the SY 11-12 number of students tested with SAT10. The percentages indicate the participation rates by grade level in comparison to the total number of students tested. (*Note: Percent totals may not add to 100% due to rounding of grade level percentages.*)

Table 5 represents the distribution of students who took the SAT10 Test. The table shows that grade nine had the highest number of students who took the test. The lowest number tested were grades 11 and 12 at six percent.

Table 5		
SY 11-12 SAT10 Distribution of Students Tested by Grade Levels		
GRADE LEVELS	NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL TESTED
Grade 1	2159	7.92%
Grade 2	2340	8.59%
Grade 3	2262	8.30%
Grade 4	2281	8.37%
Grade 5	2384	8.75%
Grade 6	2318	8.51%
Grade 7	2383	8.74%
Grade 8	2356	8.64%
Grade 9	3167	11.62%
Grade 10	2234	8.20%
Grade 11	1657	6.08%
Grade 12	1712	6.28%
TOTAL	27253	100.00%

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Table 6 represents the percent of students tested by grade level. Ninety-five percent (95%) of all students enrolled in grades 1-12 participated in the SY 11-12 SAT10 test, an increase of 1% from the previous year.

Table 6 SAT10 Comparison of Students Tested & Average Membership By Grade			
GRADE LEVELS	SEPT. 30, 2011 OFFICIAL ENROLLMENT	NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL TESTED
Grade 1	2263	2159	95%
Grade 2	2387	2340	98%
Grade 3	2303	2262	98%
Grade 4	2330	2281	98%
Grade 5	2430	2384	98%
Grade 6	2412	2318	96%
Grade 7	2443	2383	98%
Grade 8	2397	2356	98%
Grade 9	3099	3167	102%
Grade 10	2757	2234	81%
Grade 11	2125	1657	78%
Grade 12	1781	1712	96%
TOTAL	28727	27253	95%

B. Participation Rates of Subgroups

The 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 DOE annual SAT10 assessment? And, 2) Of the total number of students tested in SY 11-12, what proportion was comprised of a given subgroup?

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

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

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Participation Rates by Education Program:

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

Table 7 represents the SAT10 participation rate by program. A total of 14258 students across ELs, Special Education, and GATE programs participated in the State-wide Assessment. Of this number, 83 % were ELs, 65% were Special Education students, and 88% were GATE students.

Table 7 SAT10 Participation Rates by Education Program			
Program	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS ENROLLED IN PROGRAM	PARTICIPATION RATE (BASED ON TOTAL PROGRAM ENROLLMENT)
ELs	11908	14370	83%
Special Education	1294	2001	65%
GATE	1156	1320	88%
TOTAL	14358	17691	81%

(Note: Participation data was derived from Pearson Inform using an average across the Language, Reading, and Math sub-tests. The number of students enrolled in each program was provided by staff from the different programs and based on current enrollment on/around May 2011).

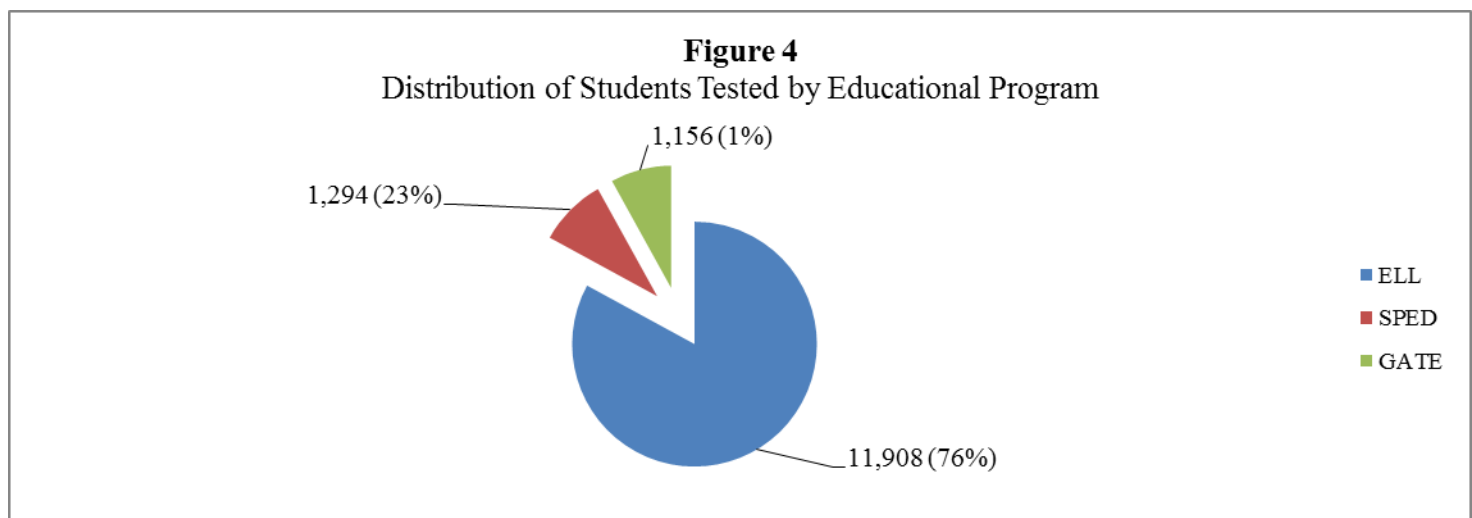


Figure 4: Shows ELs were comprised of most of the students who tested in these sub-groups.

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Participation Rates by Gender:

Table 8 represents the participation rates in SAT10 tested by gender. Of the 13570 females enrolled, 101% were tested and of the 15157 males enrolled, 90% were tested.

Table 8 SY 11-12 SAT10 Participation Rates by Gender Based on Total DOE Enrollment			
GENDER	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS ENROLLED (1 st -12 th)	PARTICIPATION RATE BASED ON TOTAL NUMBER ENROLLED
Female	13651	13570	101%
Male	13602	15157	90%
TOTAL	27253	28727	95%

(Note: Data used in this section is not based on the published official enrollment of September 30, 2011 as it excludes the HeadStart and Kindergarten population.)

Figure 5
Distribution of Students Tested by Gender

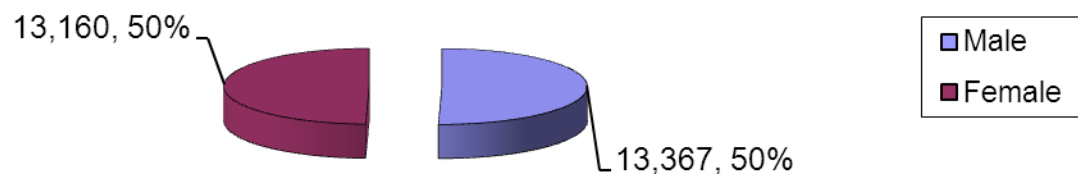


Figure 5: Shows that 13,367 (50%) of the total number of students tested were males, while 13,160 (50%) were females.

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

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

Table 9 represents the distribution of free/reduced lunch participation. A total of 13,519 (47%) Free/Reduced students in grades 1-12 participated in the SAT10.

Table 9 SY 11-12 Student Distribution of Free or Reduced Lunch Participation			
SCHOOL LEVEL	NO. OF STUDENTS ENROLLED	NO. OF STUDENTS ELIGIBLE F/R Program TESTED	PERCENTAGE OF STUDENTS TESTED
Elementary School (1 st – 5 th)	11713	7318	62%
Middle School (6 th – 8 th)	7252	3462	48%
High School (9 th – 12 th)	9762	2739	28%
Total (1-12)	28727	13519	47%

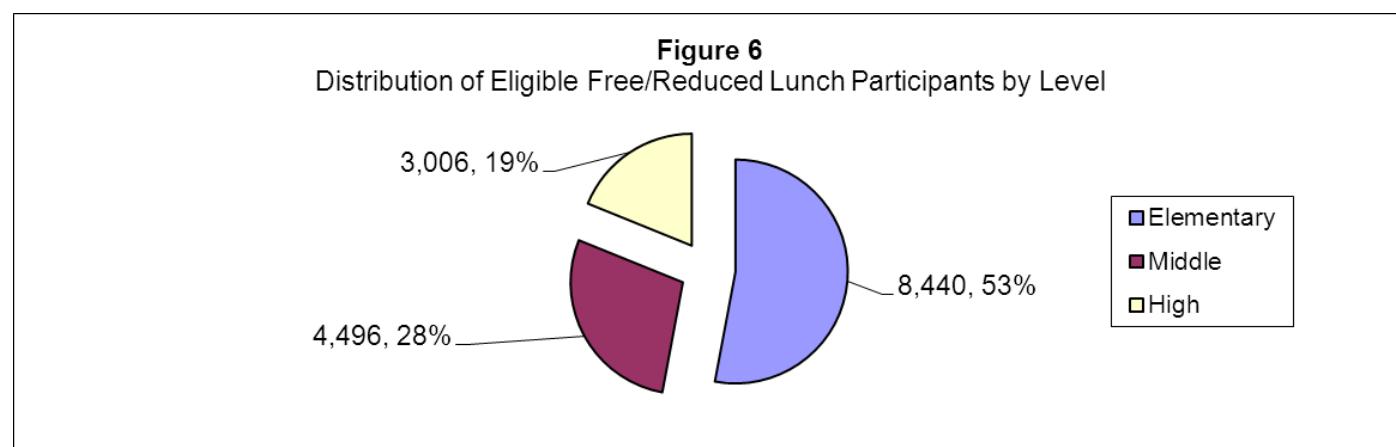


Figure 6: Shows the distribution of Free/Reduced Lunch students who participated in the SAT10 by Elementary, Middle, and High Schools.

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

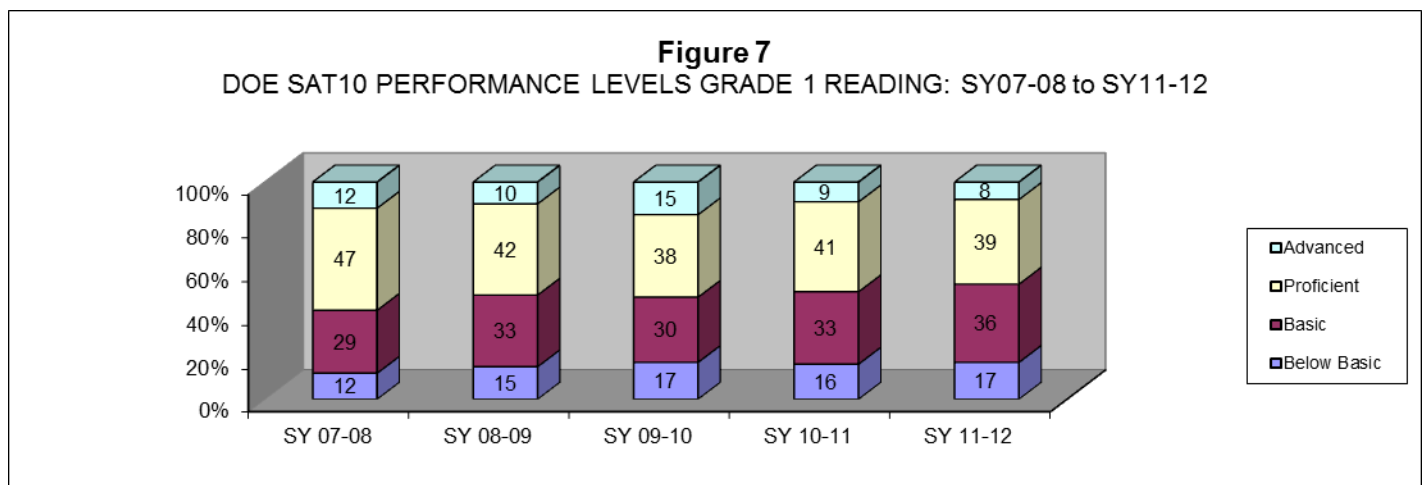


Figure 7: Shows that in SY 10-11, 50% of 1st graders performed at the **Proficient and Advanced levels** in reading as compared to 47% in SY 11-12, a decrease of 3 percentage points.

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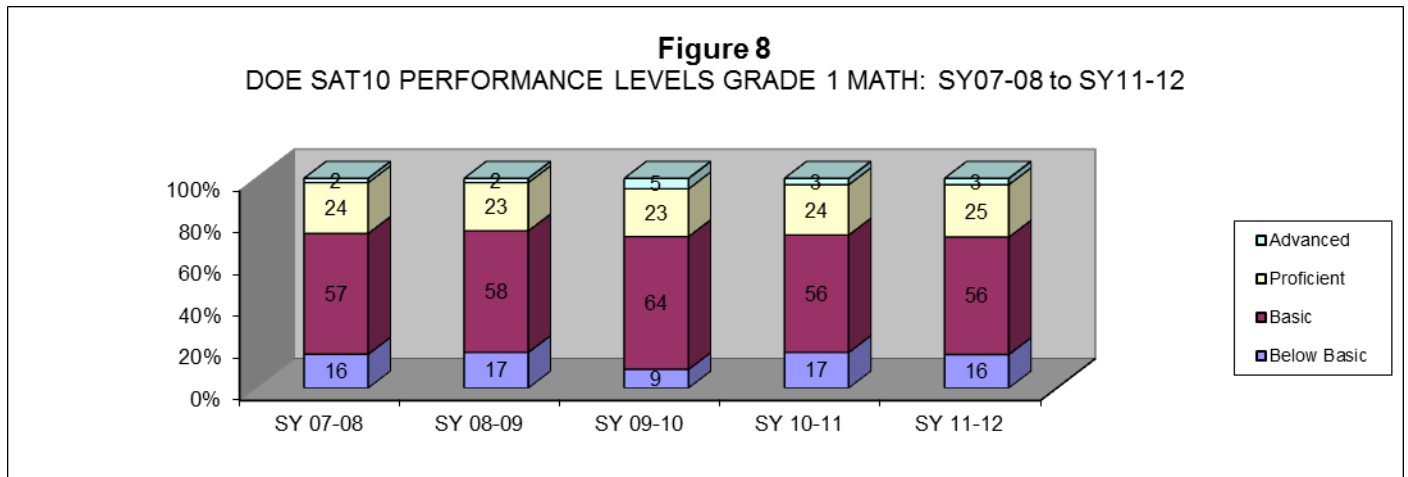


Figure 8: Shows that in SY 10-11, 27% of 1st graders performed at the *Proficient and Advanced levels* in math as compared to 28% in SY 11-12, an increase of 1 percentage point.

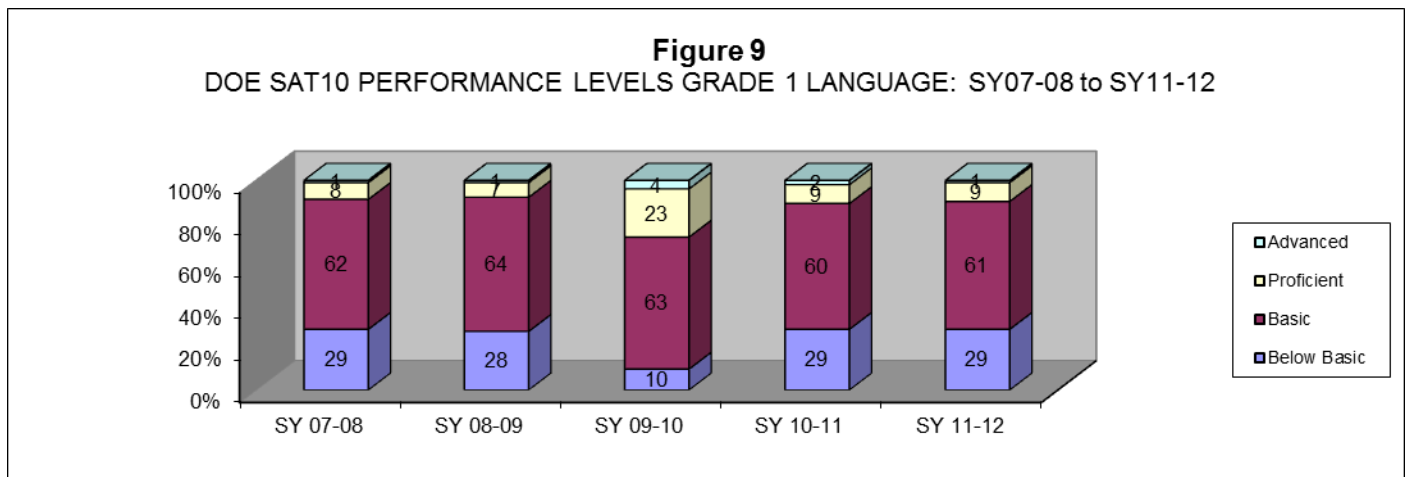


Figure 9: Shows that in SY 10-11, 11% of 1st graders performed at the *Proficient and Advanced levels* in language as compared to 10% in SY 11-12, a decrease of 1 percentage point.

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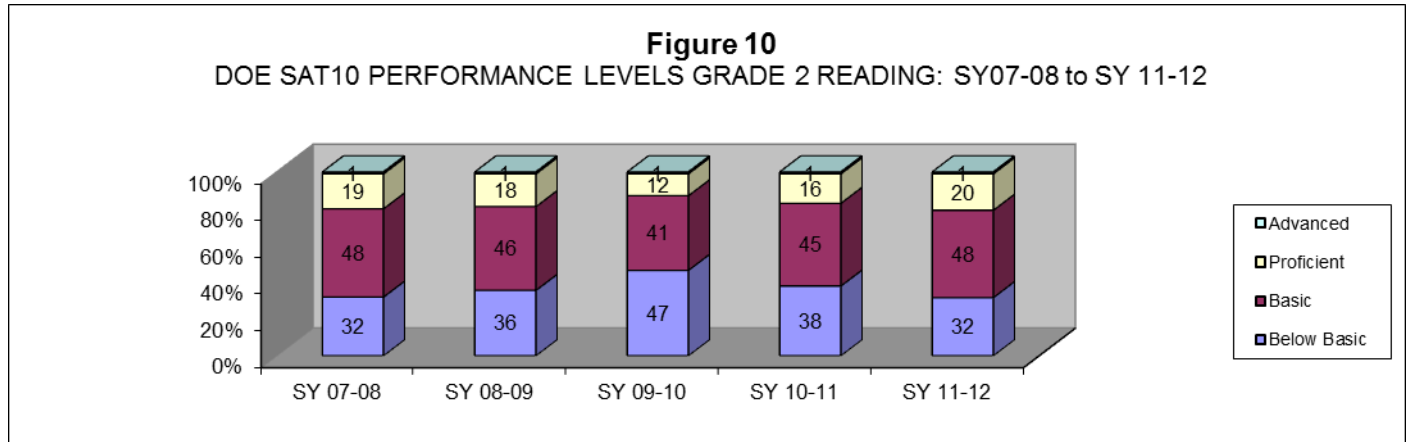


Figure 10: Shows that in SY 10-11, 17% of 2nd graders performed at the *Proficient and Advanced levels* in reading as compared to 21% in SY 10-11, an increase of 4 percentage points.

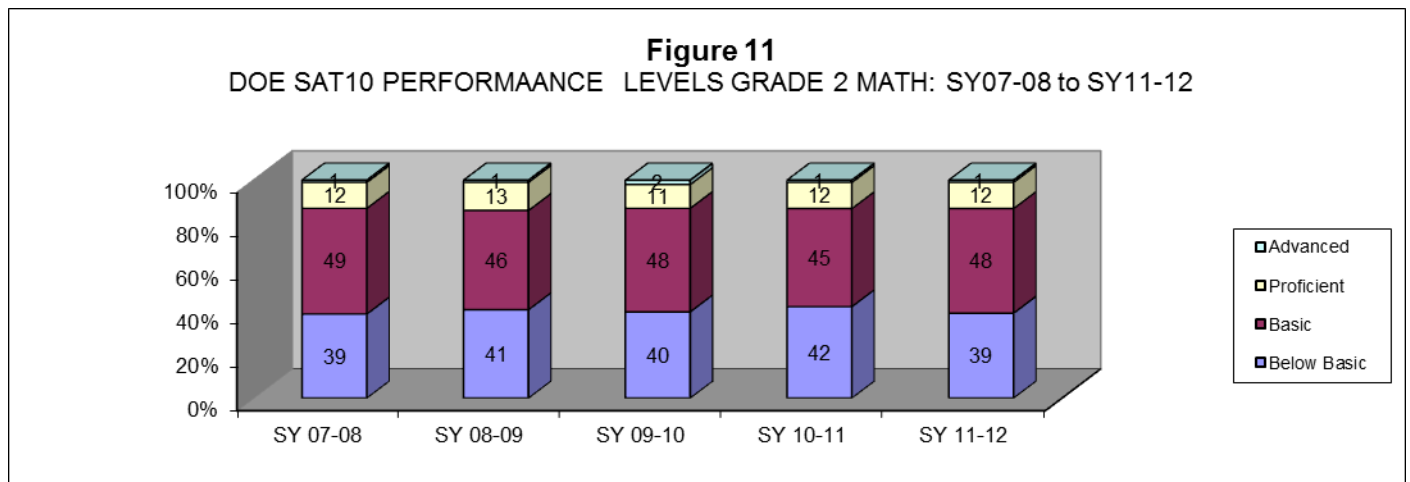


Figure 11: Shows that in SY 10-11, 13% of 2nd graders performed at the *Proficient and Advanced levels* in math equally compared to the same 13% in SY 10-11.

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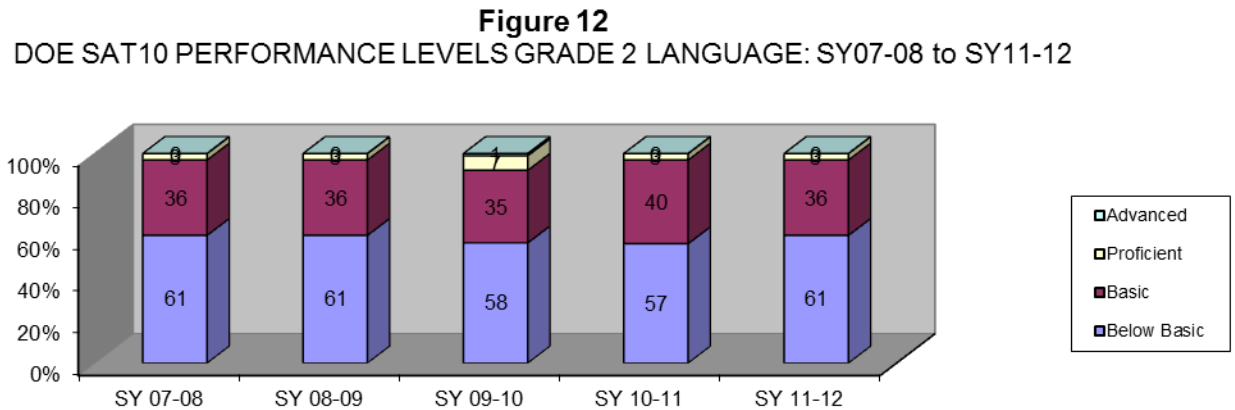


Figure 12: Shows that in SY 10-11, 3% of 2nd graders performed at the *Proficient and Advanced Levels* in language equally compared to 3% to the same in SY 11-12 .

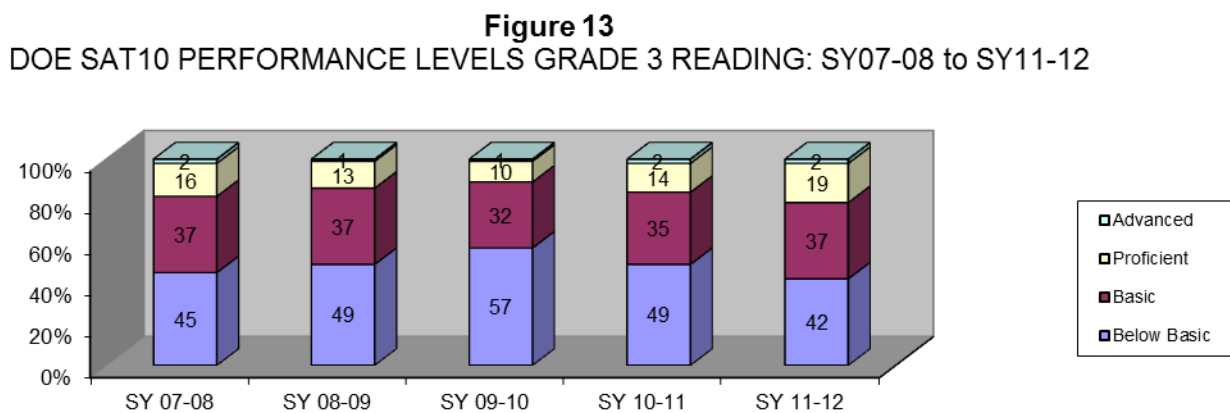


Figure 13: Shows that in SY 10-11, 16% of 3rd graders performed at the *Proficient and Advanced levels* in reading as compared to 21% in SY 11-12, an increase of 5 percentage points.

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Figure 14
DOE SAT10 PERFORMANCE LEVELS GRADE 3 MATH SY07-08 to SY11-12

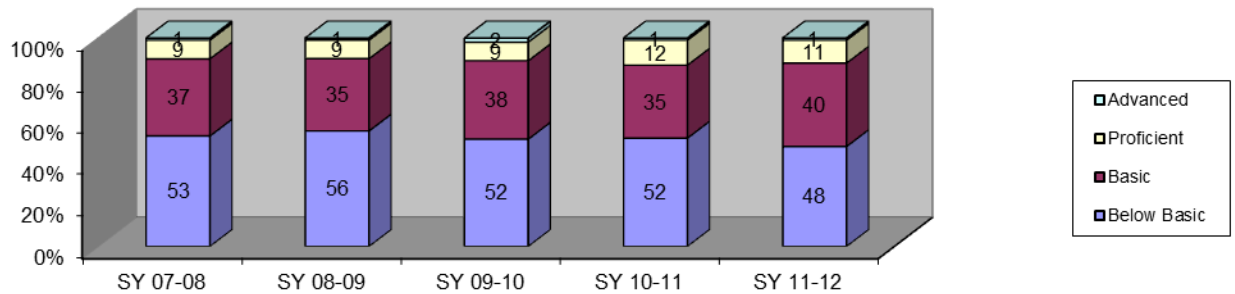


Figure 14: Shows that in SY 10-11, 13% of 3rd graders performed at the *Proficient and Advanced levels* in math as compared to 12% in SY 11-12, a decrease of 1 percentage point.

Figure 15
DOE SAT10 PERFORMANCE LEVELS GRADE 3 LANGUAGE: SY07-08 to SY11-12

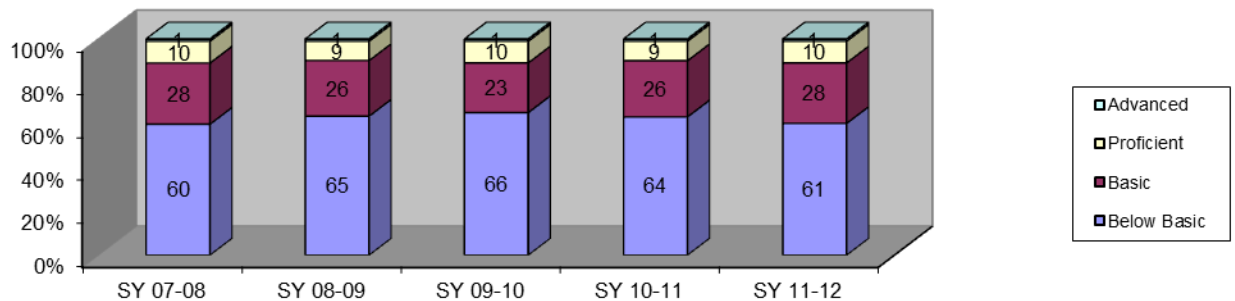


Figure 15: Shows that in SY 10-11, 10% of 3rd graders performed at the *Proficient and Advanced levels* in language as compared to 11% in SY 11-12, a decrease of 1 percentage point.

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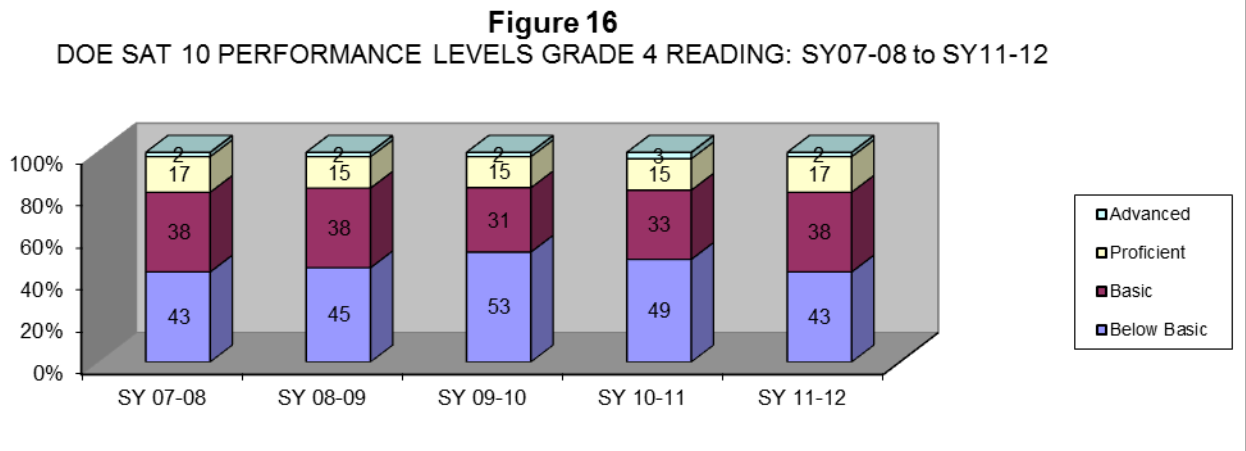


Figure 16: Shows that in SY 10-11, 18% of 4th graders performed at the *Proficient and Advanced levels* in reading as compared to 19% in SY 11-12, an increase of 1 percentage point.

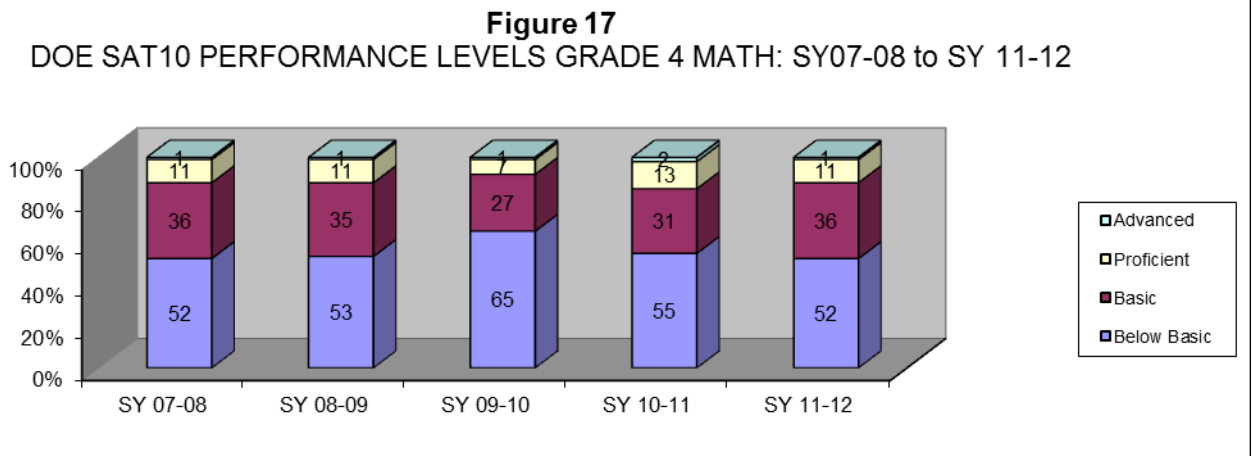


Figure 17: Shows that in SY 10-11, 15% of 4th graders performed at the *Proficient and Advanced levels* in math as compared to 12% in SY 11-12, a decrease of 3 percentage points.

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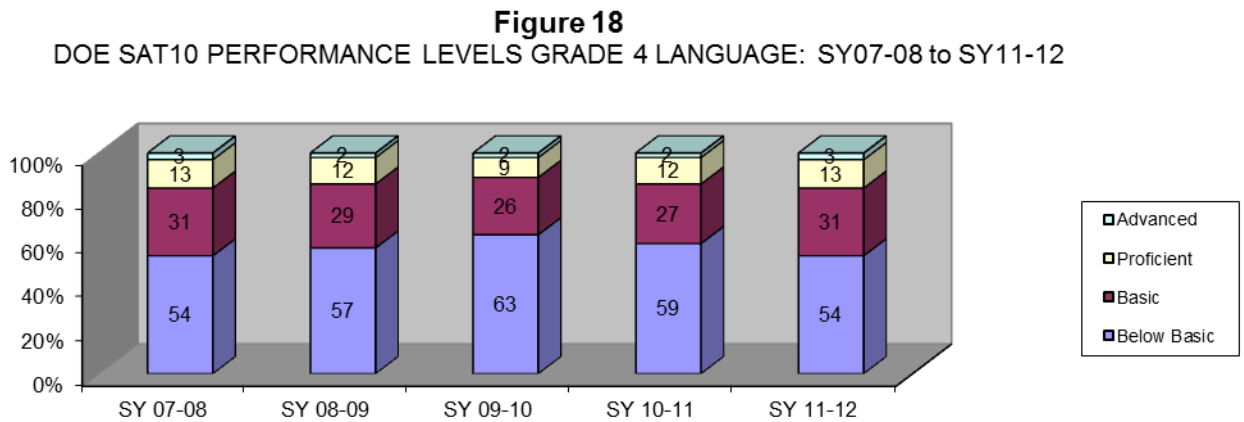


Figure 18: Shows that in SY 10-11, 14% of 4th graders performed at the *Proficient and Advanced levels* in language as compared to 16% in SY 11-12, an increase of 2 percentage points.

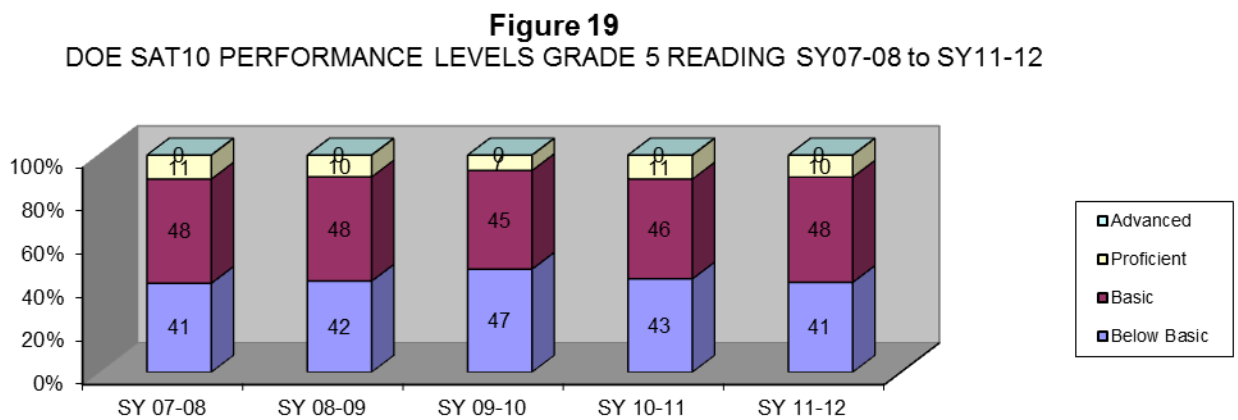


Figure 19: Shows that in SY 10-11, 11% of 5th graders performed only at the *Proficient level* in reading as compared to in SY 11-12, a decrease of 1 percentage point.

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Figure 20
DOE SAT10 PERFORMANCE LEVELS GRADE 5 MATH: SY07-08 to SY11-12

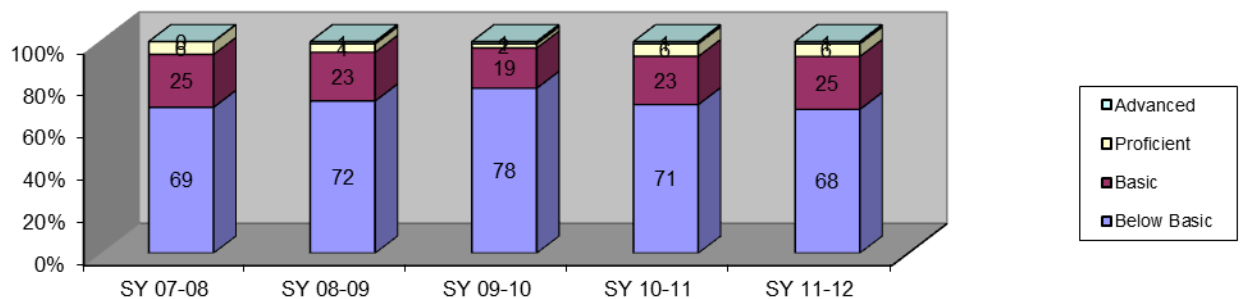


Figure 20: Shows that in SY 10-11, 7% of 5th graders performed at the *Proficient and Advanced levels* in math equally compared to 7% to the same in SY 11-12.

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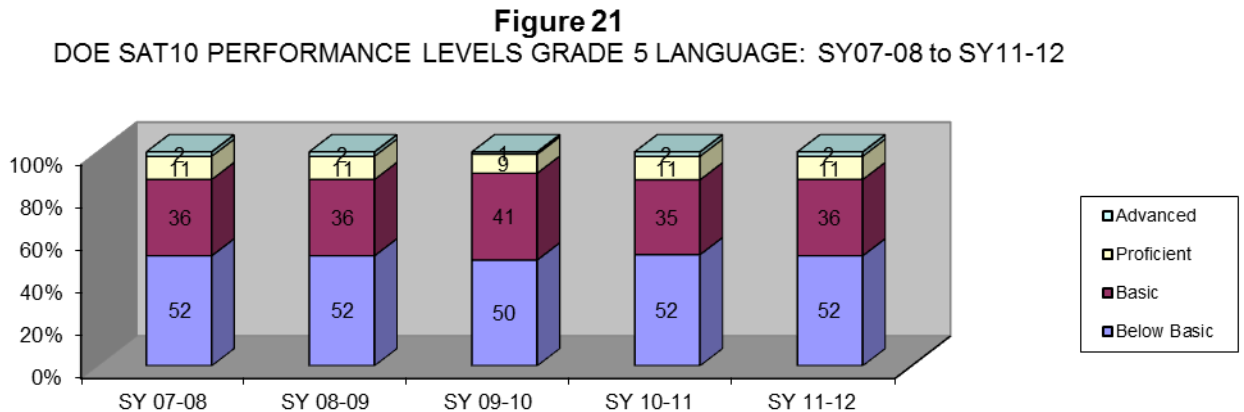


Figure 21: Shows that in SY 10-11, 13% of 5th graders performed at the *Proficient and Advanced levels* in language equally compared to 13% to the same as SY 11-12.

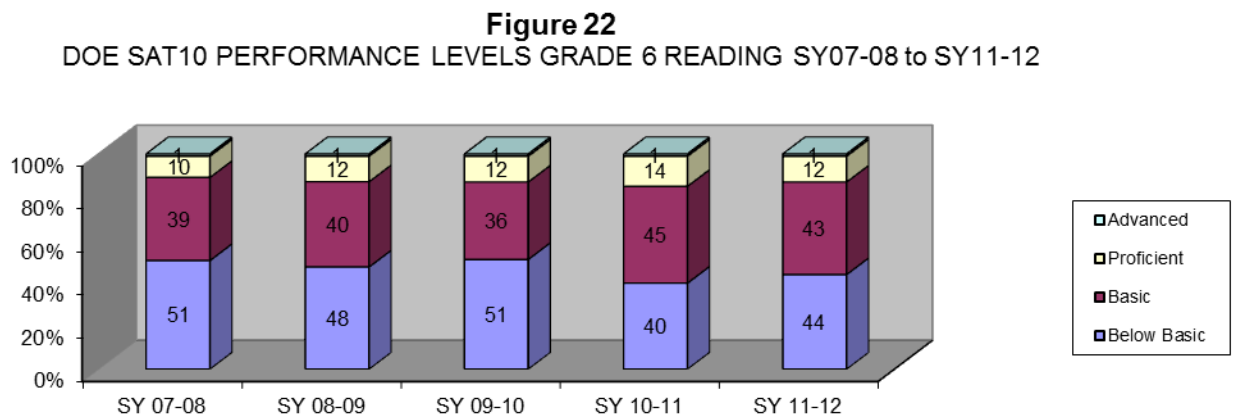


Figure 22: Shows that in SY 10-11, 15% of 6th graders performed at the *Proficient and Advanced levels* in reading as compared to 13% in SY 11-12, a decrease of 2 percentage points.

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Figure 23
DOE SAT10 PERFORMANCE LEVELS GRADE 6 MATH: SY07-08 to SY11-12

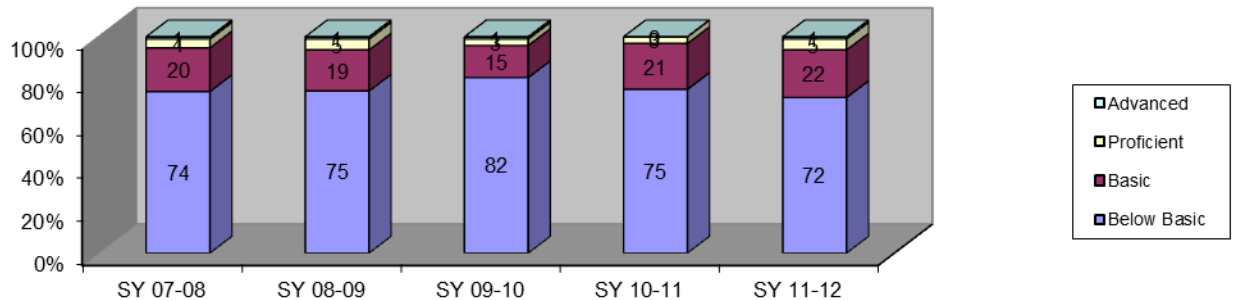


Figure 23: Shows that in SY 10-11, 3% of 6th graders performed at the *Proficient and Advanced levels* in math as compared to 6% in SY 11-12, an increase of 3% percentage points.

Figure 24
DOE SAT10 PERFORMANCE LEVELS GRADE 6 LANGUAGE: SY07-08 to SY11-12

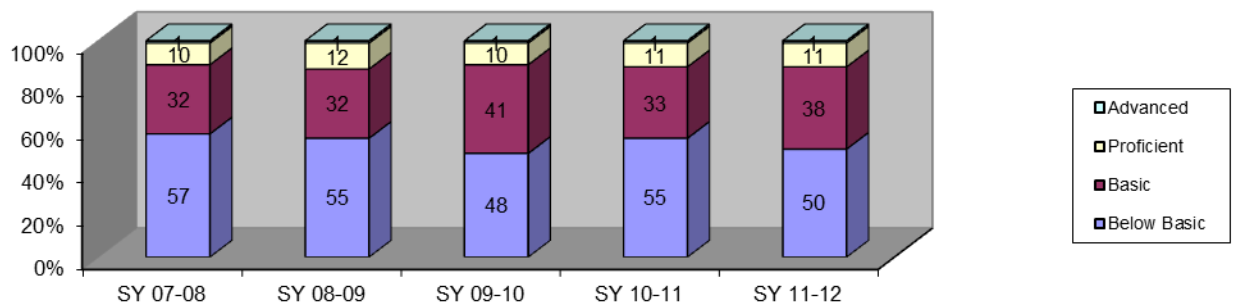


Figure 24: Shows that in SY 10-11, 12% of 6th graders performed at the *Proficient and Advanced levels* in language equally compared to 12% to the same as SY 11-12.

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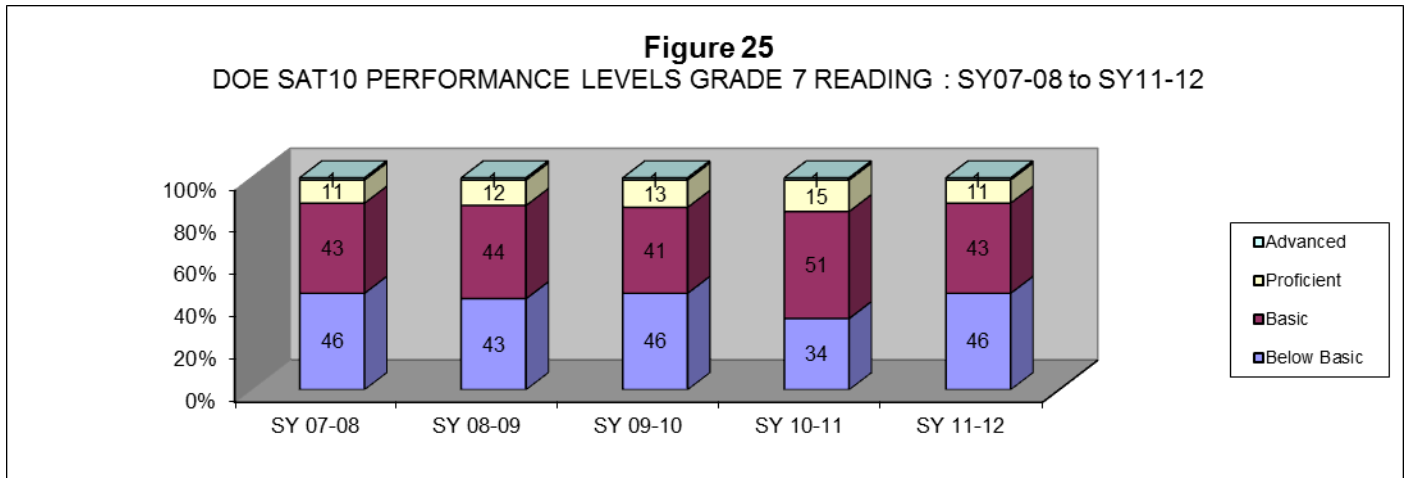


Figure 25: Shows that in SY 10-11, 16% of 7th graders performed at the *Proficient and Advanced levels* in reading as compared to 12% in SY 11-12, showing a decrease of 4 percentage points.

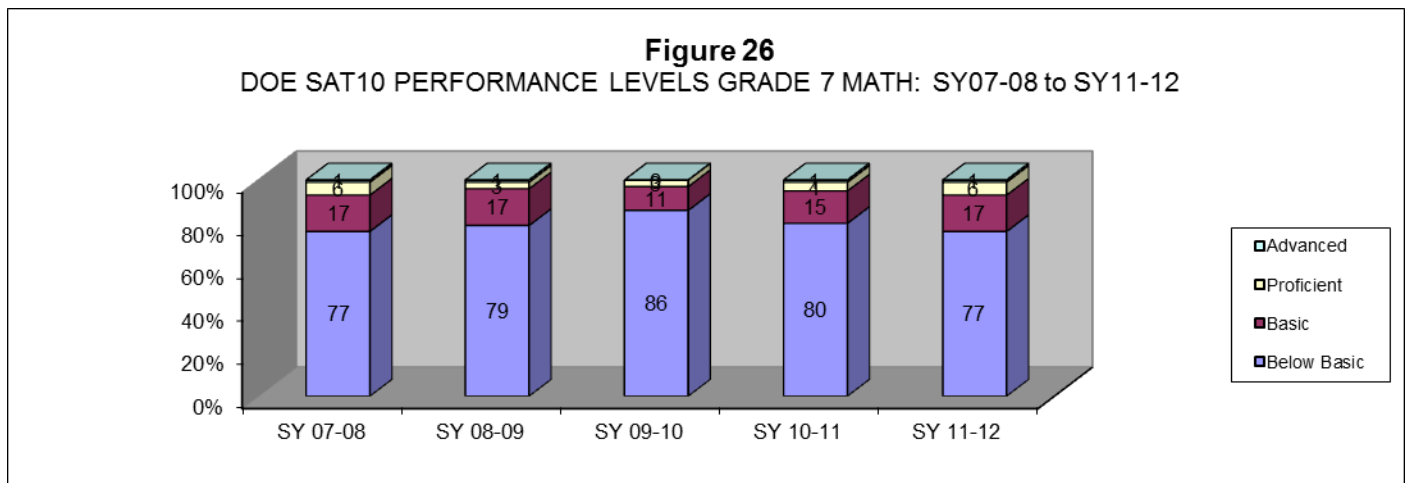


Figure 26: Shows that in SY 10-11 4% of 7th graders performed only at the *Proficient and Advanced levels* in math as compared to 7% at the Proficient and Advanced Levels in SY 11-12, an increase of 3 percentage points.

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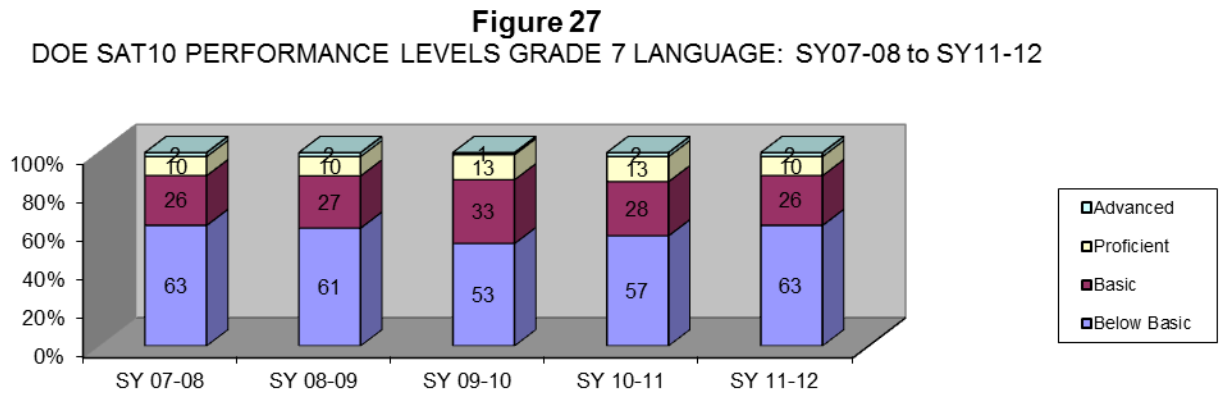


Figure 27: Shows that in SY 10-11, 15% of 7th graders performed at the *Proficient and Advanced levels* in language as compared to 12% in SY 11-12, a decrease of 3 percentage points.

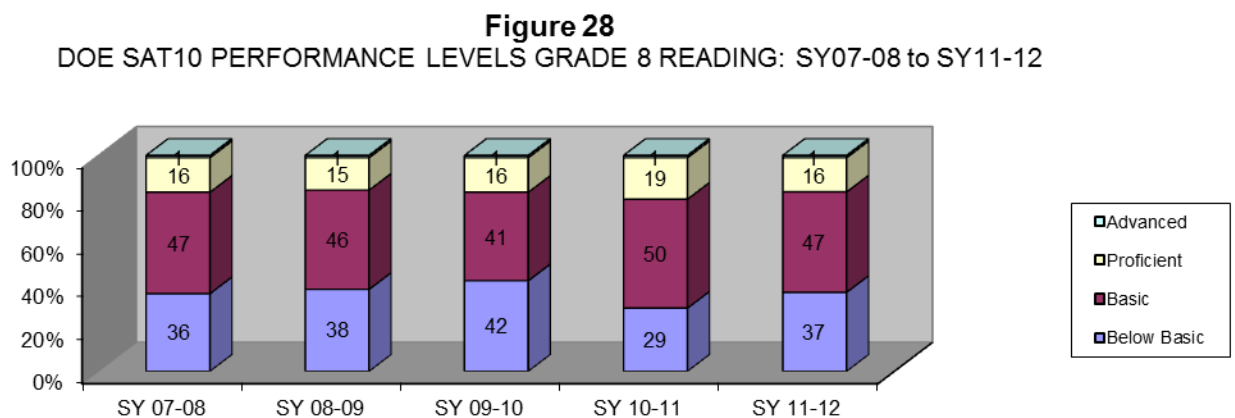


Figure 28: Shows that in SY 10-11, 20% of 8th graders performed at the *Proficient and Advanced levels* in reading as compared to 17% in SY 11-12, an increase of 3 percentage points.

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Figure 29
DOE SAT10 PERFORMANCE LEVELS GRADE 8 MATH: SY07-08 to SY11-12

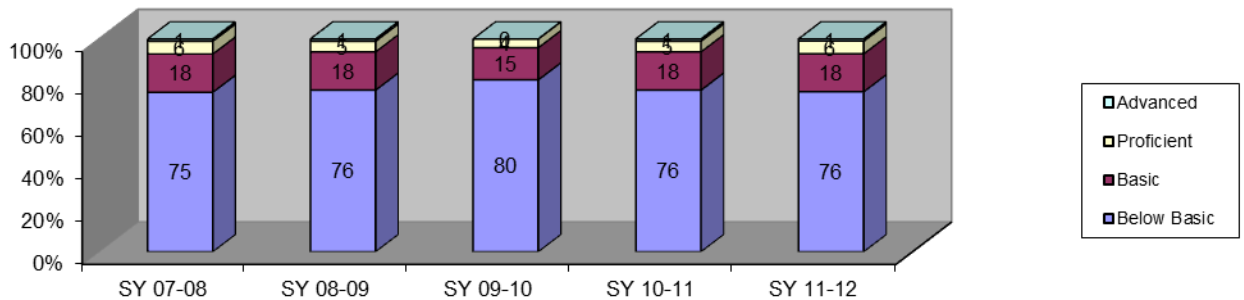


Figure 29: Shows that in SY 10-11, 6% of 8th graders performed at the *Proficient and Advanced levels* in math as compared to 7% and at the same levels in SY 11-12, a decrease of 1 percentage point.

Figure 30
DOE SAT10 PERFORMANCE LEVELS GRADE 8 LANGUAGE: SY07-08 to SY11-12

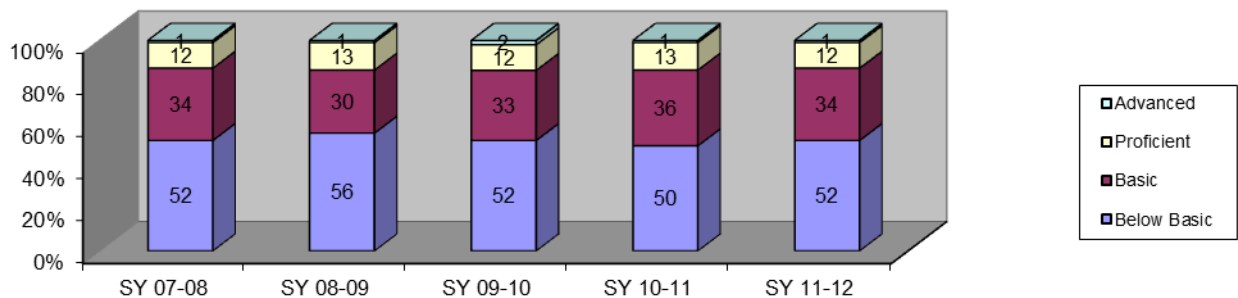


Figure 30: Shows that in SY 10-11, 14% of 8th graders performed at the *Proficient and Advanced levels* in language compared to 13% in SY 11-12 a decrease of 1 percentage point.

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Figure 31
DOE SAT10 PERFORMANCE LEVELS GRADE 9 READING: SY07-08 to SY11-12

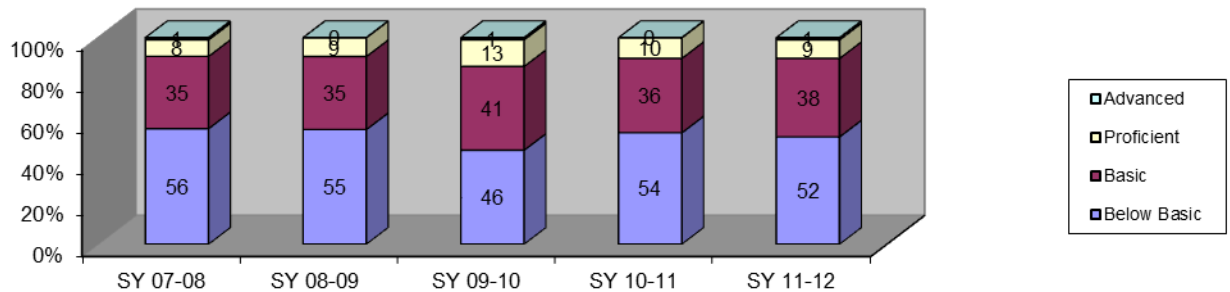


Figure 31: Shows that in SY 10-11, 10% of 9th graders performed only at **Proficient level** in reading and the same percentage of students performed in the **Proficient and Advanced levels** in SY11-12.

Figure 32
DOE SAT10 PERFORMANCE LEVELS GRADE 9 MATH: SY07-08 to SY11-12

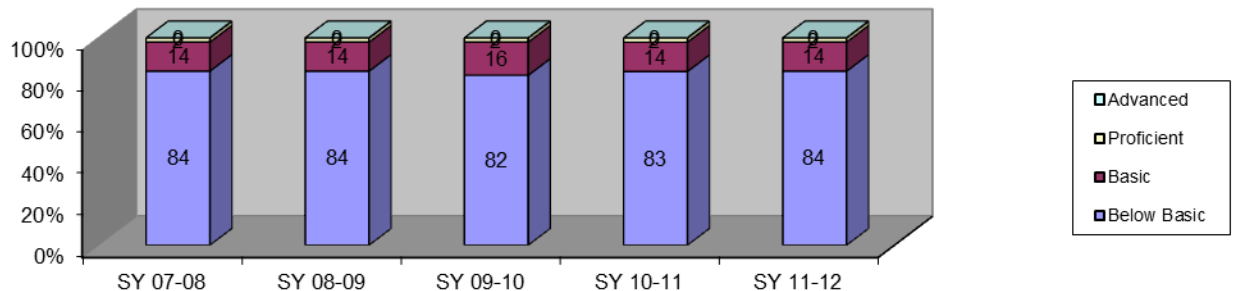


Figure 32: Shows that in SY 10-11, 2% of 9th graders performed only at the **Proficient level** in math equally compared to the same 2% in SY 11-12.

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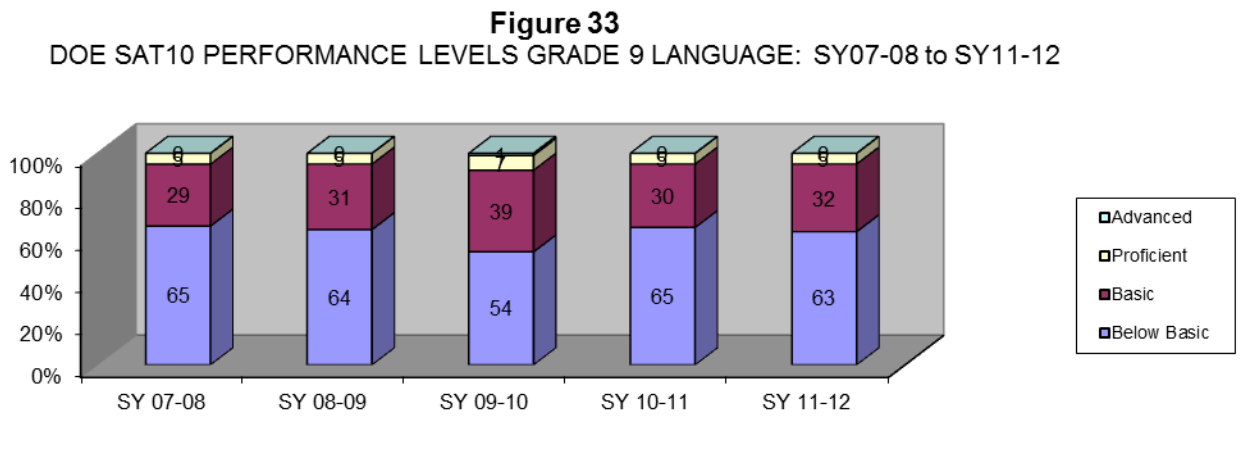


Figure 33: Shows that in SY 10-11, 5% of 9th graders performed only at the **Proficient level** in language as equally compared to the same 5% in SY 11-12.

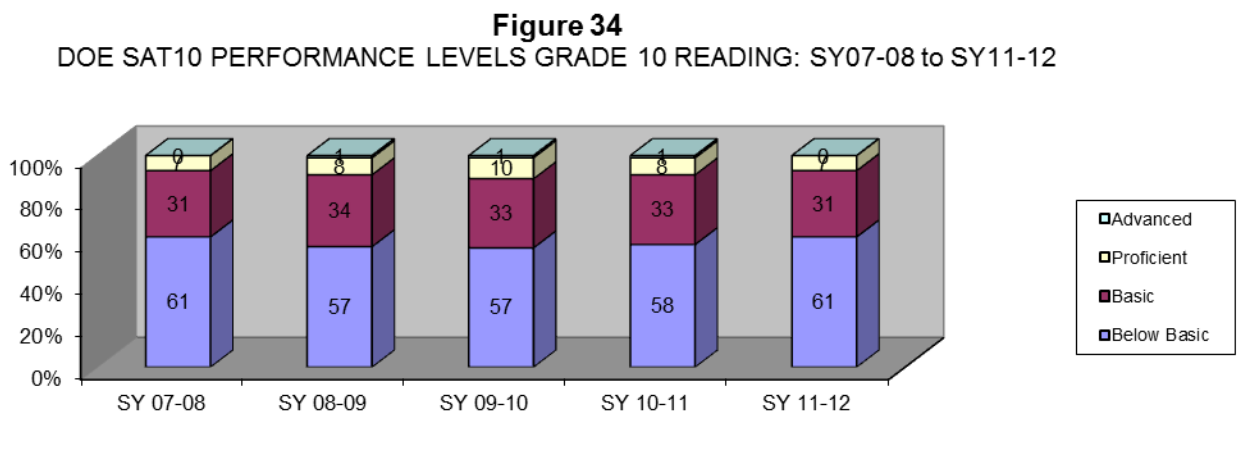


Figure 34: Shows that in SY 10-11, 9% of 10th graders performed at the **Proficient and Advanced levels** in reading as compared to 7% at Proficient level only in SY 11-12, a decrease of 1 percentage point.

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Figure 35
DOE SAT10 PERFORMANCE LEVELS GRADE 10 MATH: SY07-08 to SY11-12

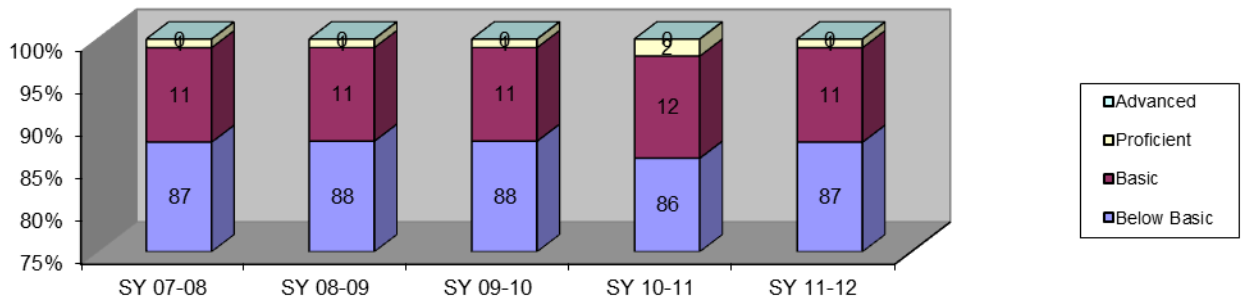


Figure 35: Shows that in SY 10-11, 2% of 10th graders performed only at the **Proficient level** in math as compared to 1% in SY 11-12, a decrease of 1 percentage point.

Figure 36
DOE SAT10 PERFORMANCE LEVELS GRADE 10 LANGUAGE: SY07-08 to SY11-12

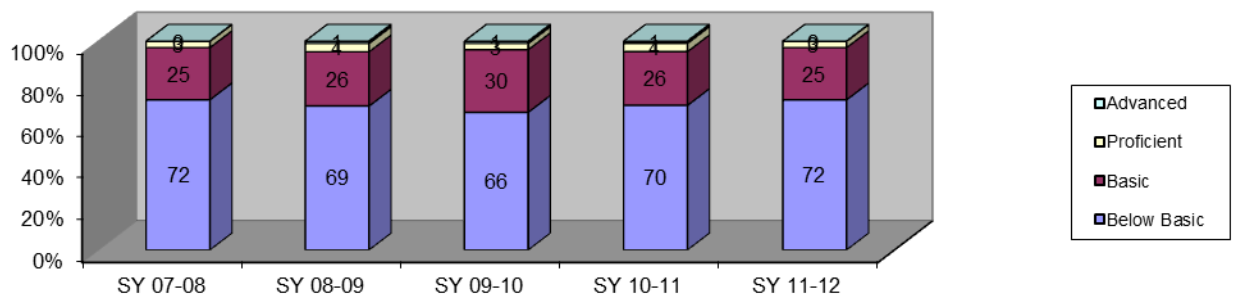


Figure 36: Shows that in SY 10-11, 5% of 10th graders performed at the **Proficient and Advanced levels** in language as compared to 3% at Proficient level only in SY 11-12, a decrease of 2 percentage points.

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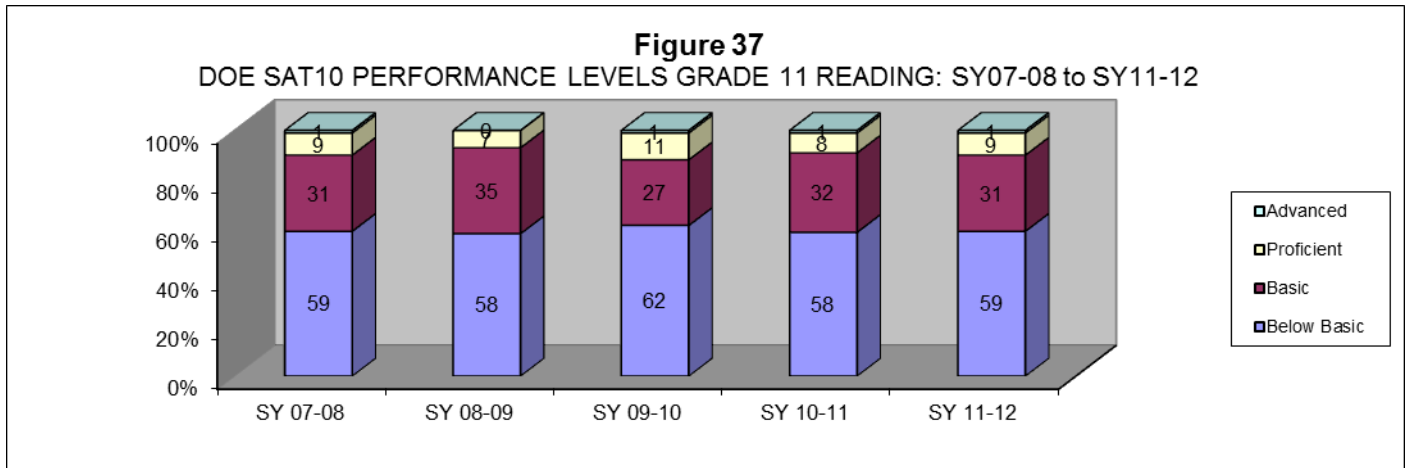


Figure 37: Shows that in SY 10-11, 9% of 11th graders performed at the **Proficient and Advanced levels** in reading as compared to 10% in SY 11-12, an increase of 1 percentage point.

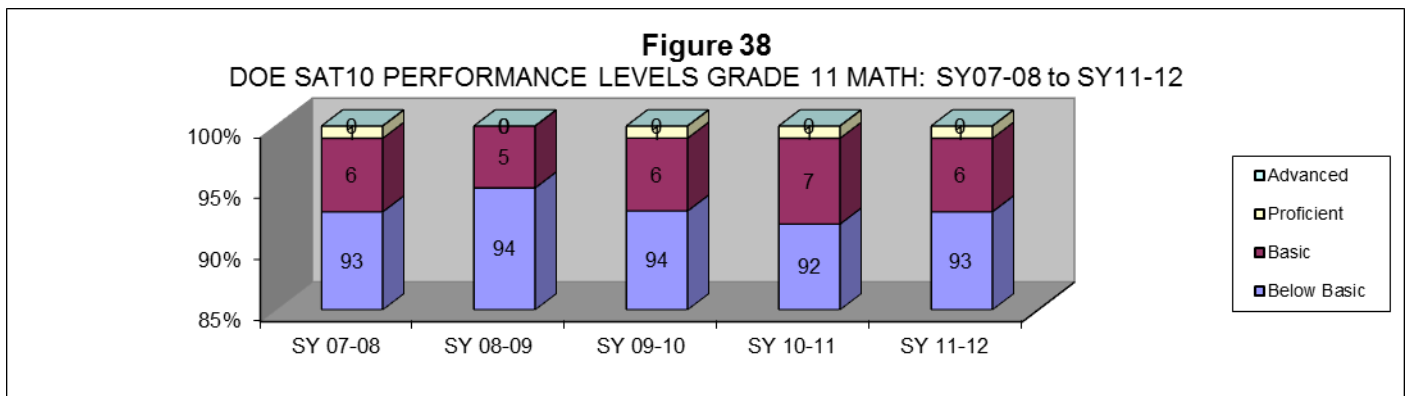


Figure 38: Shows that in SY 10-11, 1% of 11th graders performed only at the **Proficient level** in math as equally compared to the 1% in SY 11-12.

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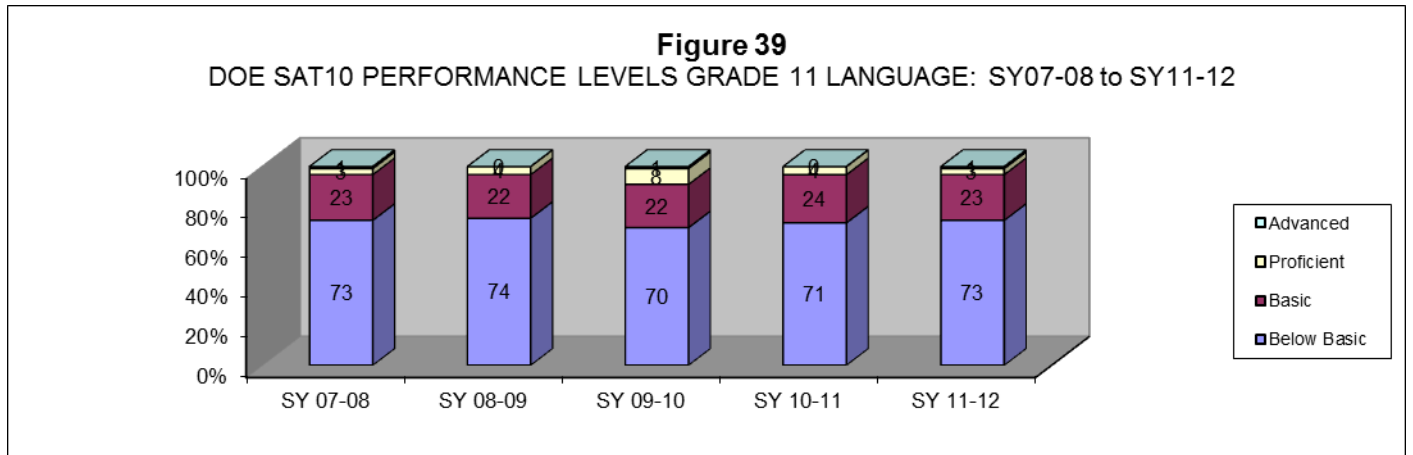


Figure 39: Shows that in SY 10-11, 4% of 11th graders performed at the *Proficient level* in language as compared to 4% in the Proficient and Advanced levels in SY 11-12.

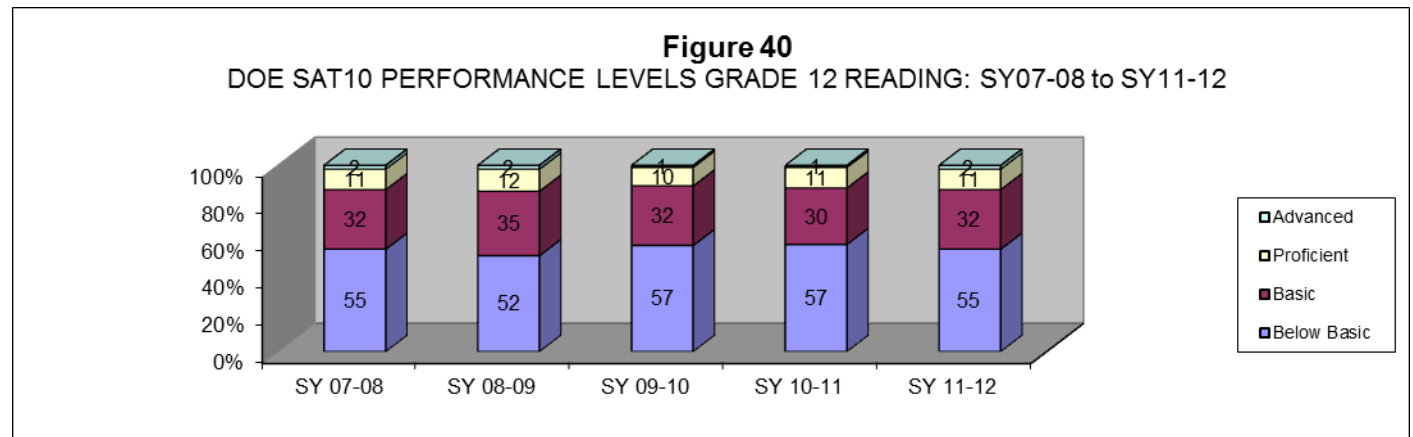


Figure 40: Shows that in SY 10-11, 12% of 12th graders performed at the *Proficient and Advanced levels* in reading as compared to 13% in SY 11-12, an increase of 1 percentage point.

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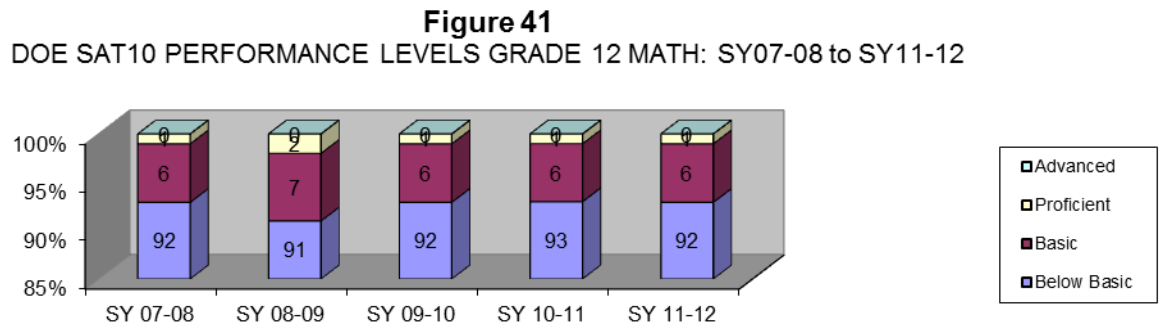


Figure 41: Shows that in SY 10-11, 1% of 12th graders performed only at the *Proficient level* in math as equally compared to the same 1% in SY 11-12.

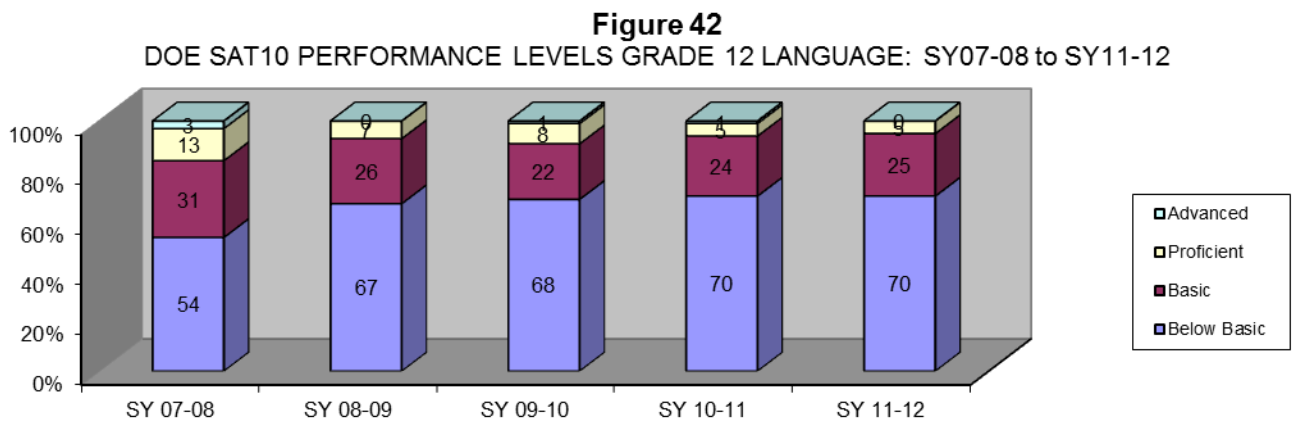


Figure 42: Shows that in SY 10-11, 6% of 12th graders performed at the *Proficient and Advanced Levels* in language as compared to 5% in Proficient level only in SY 11-12, a decrease of 1 percentage point.

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D. SAT 10 RESULTS BY COHORT GROUPS

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

Table 10 represents the **reading** performance levels of the Grade 1 to Grade 2 cohort group. In 2011, 50% of students in Grade 1 performed at the **proficient and advanced levels** in reading while as 2nd graders in 2012, 21% of students performed at the same levels, a decrease of 29 percentage points.

Table 10 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 1 (2011) to Grade 2 (2012)			
LEVEL	Grade 1 SY 2010-2011	Grade 2 SY 2011-2012	DIFFERENCE
Level 4 Advanced	9%	1%	-8%
Level 3 Proficient	41%	20%	-21%
Level 2 Basic	33%	48%	15%
Level 1 Below Basic	16%	32%	16%

Table 11 represents the **math** performance levels of the Grade 1 to Grade 2 cohort group. In 2011, 27% of students in Grade 1 performed at the **proficient and advanced levels** in math while as 2nd graders in 2012, 13% of students performed at the same levels, a decrease of 14 percentage points.

Table 11 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 1 (2011) to Grade 2 (2012)			
LEVEL	GRADE 1 SY 2010-2011	GRADE 2 SY 2011-2012	DIFFERENCE
Level 4 Advanced	3%	1%	-2%
Level 3 Proficient	24%	12%	-12%
Level 2 Basic	56%	48%	-8%
Level 1 Below Basic	17%	39%	22%

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Table 12 represents the **language** performance levels of the Grade 1 to Grade 2 cohort group. In 2011, 11% of students in Grade 1 performed only at the **proficient and advanced level** in language while as 2nd graders in 2012, 3% performed only at the proficient level, a decrease of 8 percentage points.

Table 12 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 1 (2011) to Grade 2 (2012)			
LEVEL	GRADE 1 SY 2010-2011	GRADE 2 SY 2011-2012	DIFFERENCE
Level 4 Advanced	2%	0%	-2%
Level 3 Proficient	9%	3%	-6%
Level 2 Basic	60%	36%	-24%
Level 1 Below Basic	29%	61%	32%

Table 13 represents the **reading** performance levels of the Grade 2 to Grade 3 cohort group. In 2011, 17% of students in Grade 2 performed at the **proficient and advanced levels** in reading while as 3rd graders in 2012, 21% of students performed at the same levels, an increase of 4 percentage points.

Table 13 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 2 (2011) to Grade 3 (2012)			
LEVEL	GRADE 2 SY 2010-2011	GRADE 3 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	2%	1%
Level 3 Proficient	16%	19%	3%
Level 2 Basic	45%	37%	-8%
Level 1 Below Basic	38%	42%	4%

Table 14 represents the **math** performance levels of the Grade 2 to Grade 3 cohort group. In 2011, 13% of students in Grade 2 performed at the **proficient and advanced levels** in math while as 3rd graders in 2012, 12% of students performed at the same levels, a decrease of 1 percentage point.

Table 14 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 2 (2011) to Grade 3 (2012)			
LEVEL	GRADE 2 SY 2010-2011	Grade 3 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	12%	11%	-1%
Level 2 Basic	45%	40%	-5%
Level 1 Below Basic	42%	48%	6%

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Table 15 represents the **language** performance levels of the Grade 2 to Grade 3 cohort group. In 2011, 3% of students in Grade 2 performed at the **proficient and advanced levels** in language while as 3rd graders in 2012, 11% of students performed at the same levels, an increase of 8 percentage points.

Table 15 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 2 (2011) to Grade 3 (2012)			
LEVEL	GRADE 2 SY 2010-2011	GRADE 3 SY 2011-2012	DIFFERENCE
Level 4 Advanced	0%	1%	1%
Level 3 Proficient	3%	10%	7%
Level 2 Basic	40%	28%	-12%
Level 1 Below Basic	57%	61%	4%

Table 16 represents the **reading** performance levels of the Grade 3 to Grade 4 cohort group. In 2011, 16% of students in Grade 3 performed at the **proficient and advanced levels** in reading while as 4th graders in 2012, 19% of students performed at the same levels, an increase of 3 percentage points.

Table 16 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 3 (2011) to Grade 4 (2012)			
LEVEL	GRADE 3 SY 2010-2011	GRADE 4 SY 2011-2012	DIFFERENCE
Level 4 Advanced	2%	2%	0%
Level 3 Proficient	14%	17%	3%
Level 2 Basic	35%	38%	3%
Level 1 Below Basic	49%	43%	-6%

Table 17 represents the **math** performance levels of the Grade 3 to Grade 4 cohort group. In 2011, 13% of students in Grade 3 performed at the **proficient and advanced levels** in math while as 4th graders in 2012, 12% of students performed at the same levels, a decrease of 1 percentage point.

Table 17 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 3 (2011) to Grade 4 (2012)			
LEVEL	GRADE 3 SY 2010-2011	GRADE 4 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	12%	11%	-1
Level 2 Basic	35%	36%	1%
Level 1 Below Basic	52%	52%	0%

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Table 18 represents the **language** performance levels of the Grade 3 to Grade 4 cohort group. In 2011, 10% of students in Grade 3 performed at the **proficient and advanced levels** in language while as 4th graders in 2012, 16% performed at the same levels, an increase of 6 percentage points.

Table 18 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 3 (2011) to Grade 4 (2012)			
LEVEL	GRADE 3 SY 2010-2011	GRADE 4 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	3%	2%
Level 3 Proficient	9%	13%	4%
Level 2 Basic	26%	31%	5%
Level 1 Below Basic	64%	54%	-10%

Table 19 represents the **reading** performance levels of the Grade 4 to Grade 5 cohort group. In 2011, 18% of students in Grade 4 performed at the **proficient and advanced levels** in reading while as 5th graders in 2012, 10% of students performed on at the proficient levels, a decrease of 8 percentage points.

Table 19 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 4 (2011) to Grade 5 (2012)			
LEVEL	GRADE 4 SY 2010-2011	GRADE 5 SY 2011-2012	DIFFERENCE
Level 4 Advanced	3%	0%	-3%
Level 3 Proficient	15%	10%	-5%
Level 2 Basic	33%	48%	16%
Level 1 Below Basic	49%	41%	-8%

Table 20 represents the **math** performance levels of the Grade 4 to Grade 5 cohort group. In 2011, 15% of students in Grade 4 performed at the **proficient and advanced levels** in math while as 5th graders in 2012, 7% of students performed at the same levels, a decrease of 8 percentage points.

Table 20 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 4 (2011) to Grade 5 (2012)			
LEVEL	GRADE 4 SY 2010-2011	GRADE 5 SY 2011-2012	DIFFERENCE
Level 4 Advanced	2%	1%	-1%
Level 3 Proficient	13%	6%	-7%
Level 2 Basic	31%	25%	-6%
Level 1 Below Basic	55%	68%	13%

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Table 21 represents the **language** performance levels of the Grade 4 to Grade 5 cohort group. In 2011, 13% of students in Grade 4 performed at the **proficient and advanced levels** in language while as 5th graders in 2012, 13% of students performed at the same levels, a decrease of 1 percentage point.

Table 21 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 4 (2011) to Grade 5 (2012)			
LEVEL	GRADE 4 SY 2010-2011	GRADE 5 SY 2011-2012	DIFFERENCE
Level 4 Advanced	2%	2%	0%
Level 3 Proficient	12%	11%	-1%
Level 2 Basic	27%	36%	9%
Level 1 Below Basic	59%	52%	-7%

Table 22 represents the **reading** performance levels of the Grade 5 to Grade 6 cohort group. In 2011, 11% of students in grade 5 performed at the **proficient level** only in reading while as 6th graders in 2012, 13% of students performed at the proficient and advanced levels, an increase of 2 percentage points.

Table 22 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 5 (2011) to Grade 6 (2012)			
LEVEL	GRADE 5 SY 2010-2011	GRADE 6 SY 2011-2012	DIFFERENCE
Level 4 Advanced	0%	1%	1%
Level 3 Proficient	11%	12%	1%
Level 2 Basic	46%	43%	-3%
Level 1 Below Basic	43%	44%	1%

Table 23 represents the **math** performance levels of the Grade 5 to Grade 6 cohort group. In 2011, 7% of students in Grade 5 performed at the **proficient and advanced levels** in math while as 6th graders in 2012, 6% of students performed at the same levels, a decrease of 1 percentage point.

Table 23 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 5 (2011) to Grade 6 (2012)			
LEVEL	GRADE 5 SY 2010-2011	GRADE 6 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	6%	5%	-1%
Level 2 Basic	23%	22%	-1%
Level 1 Below Basic	71%	72%	1%

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Table 24 represents the **language** performance levels of the Grade 5 to Grade 6 cohort group. In 2011, 13% of students in Grade 5 performed at the **proficient and advanced levels** in language while as 6th graders in 2012, 12% of students performed at the same levels, a decrease of 1 percentage point.

Table 24 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 5 (2011) to Grade 6 (2012)			
LEVEL	GRADE 5 SY 2010-2011	GRADE 6 SY 2011-2012	DIFFERENCE
Level 4 Advanced	2%	1%	-1%
Level 3 Proficient	11%	11%	0%
Level 2 Basic	35%	38%	3%
Level 1 Below Basic	52%	50%	-2%

Table 25 represents the **reading** performance levels of the Grade 6 to Grade 7 cohort group. In 2011, 15% of students in Grade 6 performed at the **proficient and advanced levels** in reading while as 7th graders in 2012, 12% of students performed at the same levels, a decrease of 3 percentage points.

Table 25 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 6 (2011) to Grade 7 (2012)			
LEVEL	GRADE 6 SY 2010-2011	Grade 7 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	14%	11%	-3%
Level 2 Basic	45%	43%	-2%
Level 1 Below Basic	40%	46%	6%

Table 26 represents the **math** performance levels of the Grade 6 to Grade 7 cohort group. In 2011, 3% of students in grade 6 performed at the **proficient level** in math while as 7th graders in 2012, 7% of students performed at the proficient and advanced levels, an increase of 4 percentage points.

Table 26 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 6 (2011) to Grade 7 (2012)			
LEVEL	GRADE 6 SY 2010-2011	GRADE 7 SY 2011-2012	DIFFERENCE
Level 4 Advanced	0%	1%	1%
Level 3 Proficient	3%	6%	3%
Level 2 Basic	21%	17%	4%
Level 1 Below Basic	75%	77%	2%

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Table 27 represents the **language** performance levels of the Grade 6 to Grade 7 cohort group. In 2011, 12% of students in Grade 6 performed at the **proficient and advanced levels** in language while as 7th graders in 2012, the same percentage of students (12%) performed at the same levels.

Table 27 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 6 (2011) to Grade 7 (2012)			
LEVEL	GRADE 6 SY 2010-2011	GRADE 7 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	2%	1%
Level 3 Proficient	11%	10%	-1%
Level 2 Basic	33%	26%	-7%
Level 1 Below Basic	55%	63%	8%

Table 28 represents the **reading** performance levels of the Grade 6 to Grade 7 cohort group. In 2011, 16% of students in Grade 7 performed at the **proficient and advanced levels** in reading while as 8th graders in 2012, 17% of students performed at the same levels, an increase of 1 percentage point.

Table 28 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 7 (2011) to Grade 8 (2012)			
LEVEL	GRADE 7 SY 2010-2011	GRADE 8 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	15%	16%	1%
Level 2 Basic	51%	47%	-4%
Level 1 Below Basic	34%	37%	3%

Table 29 represents the **math** performance levels of the Grade 7 to Grade 8 cohort group. In 2011 5% of students in Grade 7 performed at the **proficient and advanced levels** in math while as 8th graders in 2012, 7% of students performed at the same levels, an increase of 2 percentage points.

Table 29 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 7 (2011) to Grade 8 (2012)			
LEVEL	GRADE 7 SY 2010-2011	GRADE 8 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	4%	6%	2%
Level 2 Basic	15%	18%	3%
Level 1 Below Basic	80%	76%	-4%

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Table 30 represents the **language** performance levels of the Grade 7 to Grade 8 cohort group. In 2011, 15% of students in Grade 7 performed at the **proficient and advanced levels** in language while as 8th graders in 2012, 13% of students performed at the same levels, a decrease of 2 percentage points.

Table 30 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 7 (2011) to Grade 8 (2012)			
LEVEL	GRADE 7 SY 2010-2011	GRADE 8 SY 2011-2012	DIFFERENCE
Level 4 Advanced	2%	1%	-1%
Level 3 Proficient	13%	12%	-1%
Level 2 Basic	28%	34%	6%
Level 1 Below Basic	57%	52%	-5%

Table 31 represents the **reading** performance levels of the Grade 8 to Grade 9 cohort group. In 2011, 20% of students in Grade 8 performed at the **proficient and advanced levels** in reading while as 9th graders in 2012, 10% of students performed at the **same levels**, a decrease of 10 percentage points.

Table 31 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 8 (2011) to Grade 9 (2012)			
LEVEL	GRADE 8 SY 2010-2011	GRADE 9 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	19%	9%	-10%
Level 2 Basic	50%	38%	-12%
Level 1 Below Basic	29%	52%	23%

Table 32 represents the **math** performance levels of the Grade 8 to Grade 9 cohort group. In 2011, 6% of students in Grade 8 performed at the **proficient and advanced levels** in math while as 9th graders in 2012, 2% of students performed only at the proficient level, a decrease of 4 percentage points.

Table 32 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 8 (2011) to Grade 9 (2012)			
LEVEL	GRADE 8 SY 2010-2011	GRADE 9 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	0%	-1%
Level 3 Proficient	5%	2%	-3%
Level 2 Basic	18%	14%	-4%
Level 1 Below Basic	76%	84%	8%

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Table 33 represents the **language** performance levels of the Grade 8 to Grade 9 cohort group. In 2011, 14% of students in Grade 8 performed at the **proficient and advanced levels** in language while as 9th graders in 2012, 5% of students performed only at the proficient levels, a decrease of 9 percentage points.

Table 33 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 8 (2011) to Grade 9 (2012)			
LEVEL	GRADE 8 SY 2010-2011	GRADE 9 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	0%	-1%
Level 3 Proficient	13%	5%	-8%
Level 2 Basic	36%	32%	-4%
Level 1 Below Basic	50%	63%	13%

Table 34 represents the **reading** performance levels of the Grade 9 to Grade 10 cohort group. In 2011, 10% of students in Grade 9 performed only at the **proficient level** in reading while as 10th graders in 2012, 7% of students performed at the same levels, a decrease of 3 percentage points.

Table 34 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 9 (2011) to Grade 10 (2012)			
LEVEL	GRADE 9 SY 2010-2011	GRADE 10 SY 2011-2012	DIFFERENCE
Level 4 Advanced	0%	0%	0%
Level 3 Proficient	10%	7%	-3%
Level 2 Basic	36%	31%	-5%
Level 1 Below Basic	54%	61%	7%

Table 35 represents the **math** performance levels of the Grade 9 to Grade 10 cohort group. In 2011, 2% of students in Grade 9 performed only at the **proficient level** in math while as 10th graders in 2012, 1% of students performed at only the proficient level.

Table 35 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 9 (2011) to Grade 10 (2012)			
LEVEL	GRADE 9 SY 2010-2011	GRADE 10 SY 2011-2012	DIFFERENCE
Level 4 Advanced	0%	0%	0%
Level 3 Proficient	2%	1%	-1%
Level 2 Basic	14%	11%	-3%
Level 1 Below Basic	83%	87%	4%

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Table 36 represents the **language** performance levels of the Grade 9 to Grade 10 cohort group. In 2011, 5% of students in Grade 9 performed only at the **proficient level** in language while as 10th graders in 2012, 3% of students performed only at the **proficient level**, a decrease of 2 percentage points.

Table 36 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 9 (2011) to Grade 10 (2012)			
LEVEL	GRADE 9 SY 2010-2011	GRADE 10 SY 2011-2012	DIFFERENCE
Level 4 Advanced	0%	0%	0%
Level 3 Proficient	5%	3%	-2%
Level 2 Basic	30%	25%	-5%
Level 1 Below Basic	65%	72%	7%

Table 37 represents the **reading** performance levels of the Grade 10 to Grade 11 cohort group. In 2011, 9% of students in Grade 10 performed at the **proficient and advanced levels** in reading while as 11th graders in 2012, 10% of students performed at the **same levels**, an overall increase of 1 percentage point.

Table 37 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 10 (2011) to Grade 11 (2012)			
LEVEL	GRADE 10 SY 2010-2011	GRADE 11 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	8%	9%	1%
Level 2 Basic	33%	31%	-2%
Level 1 Below Basic	58%	59%	1%

Table 38 represents the **math** performance levels of the Grade 10 to Grade 11 cohort group. In 2011, 2% of students in grade 10 performed only at the proficient level in language while as 11th graders in 2012, 1% of students performed only at the **proficient level**, a decrease of 1 percentage point.

Table 38 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 10 (2011) to Grade 11 (2012)			
LEVEL	GRADE 10 SY 2010-2011	GRADE 11 SY 2011-2012	DIFFERENCE
Level 4 Advanced	0%	0%	0%
Level 3 Proficient	2%	1%	-1%
Level 2 Basic	12%	6%	-6%
Level 1 Below Basic	86%	93%	7%

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Table 39 represents the **language** performance levels of the Grade 10 to Grade 11 cohort group. In 2011, 5% of students in Grade 10 performed at the **proficient and advanced levels** in language while as 11th graders in 2012, 4% of students performed only at the **same levels**, a decrease of 1 percentage point.

Table 39 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 10 (2011) to Grade 11 (2012)			
LEVEL	GRADE 10 SY 2010-2011	GRADE 11 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 Proficient	4%	3%	-1%
Level 2 Basic	26%	23%	-3%
Level 1 Below Basic	70%	73%	3%

Table 40 represents the **reading** performance levels of the Grade 11 to Grade 12 cohort group. In 2011, 9% of students in Grade 11 performed at the **proficient and advanced levels** in reading while as 12th graders in 2012, 13% of students performed at the same levels, an increase of 4 percentage points.

Table 40 DOE SAT10 READING PERFORMANCE LEVELS Cohort Groups: Grade 11 (2011) to Grade 12 (2012)			
LEVEL	GRADE 11 SY 2010-2011	GRADE 12 SY 2011-2012	DIFFERENCE
Level 4 Advanced	1%	2%	1%
Level 3 Proficient	8%	11%	3%
Level 2 Basic	32%	32%	0%
Level 1 Below Basic	58%	55%	-3%

Table 41 represents the **math** performance levels of the Grade 11 to Grade 12 cohort group. In 2011, 1% of students in Grade 11 performed only at the **proficient level** in math while as 12th graders in 2012, 2% of students performed only at the **proficient level**, an increase of 1 percentage point.

Table 41 DOE SAT10 MATH PERFORMANCE LEVELS Cohort Groups: Grade 11 (2011) to Grade 12 (2012)			
LEVEL	GRADE 11 SY 2010-2011	GRADE 12 SY 2011-2012	DIFFERENCE
Level 4 Advance	0%	0%	0%
Level 3 Proficient	1%	2%	1%
Level 2 Basic	7%	6%	-1%
Level 1 Below Basic	92%	92%	0%

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Table 42 represents the **language** performance levels of the Grade 11 to Grade 12 cohort group. In 2011, 4% of students in Grade 11 performed only at the ***proficient level*** in language while as 12th graders in 2012, 5% of students performed at the same level, an increase of 1 percentage point.

Table 42 DOE SAT10 LANGUAGE PERFORMANCE LEVELS Cohort Groups: Grade 11 (2011) to Grade 12 (2012)			
LEVEL	GRADE 11 SY 2010-2011	GRADE 12 SY 2011-2012	DIFFERENCE
Level 4 Advanced	0%	0%	0%
Level 3 Proficient	4%	5%	1%
Level 2 Basic	24%	25%	1%
Level 1 Below Basic	71%	70%	-1%



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:

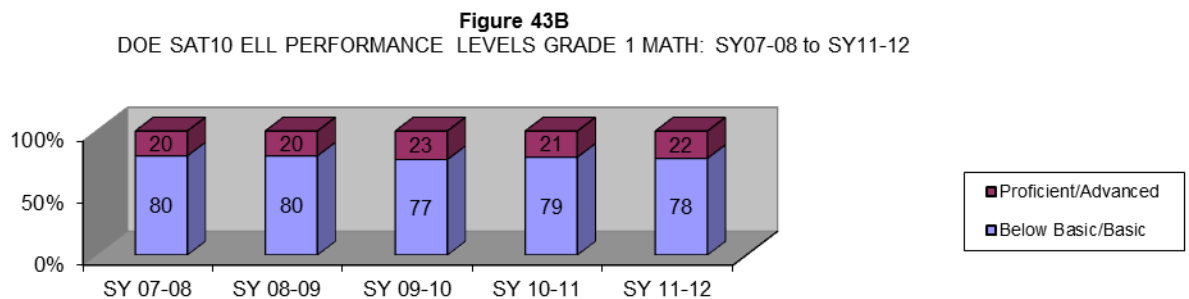
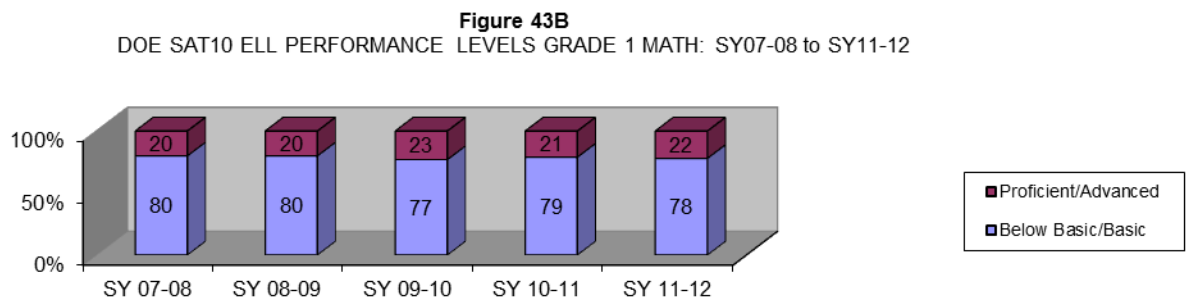
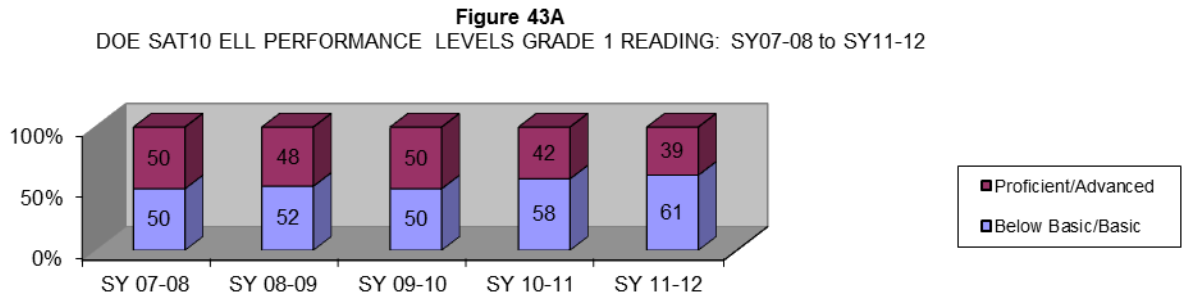
1. What are the proportions of students with special conditions performing at proficient (level 3) and advanced (level 4) on the Stanford Achievement Test, tenth edition (SAT10)?
2. Is there a gap between the proportions of students with special conditions performing at the proficient and advanced levels and the proportions of students in the general education program?

Figures 43 to 63 show 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 English as a Second Language (ESL), Eligible Free/Reduced Lunch (FRL) and Special Education (SPED) Programs.

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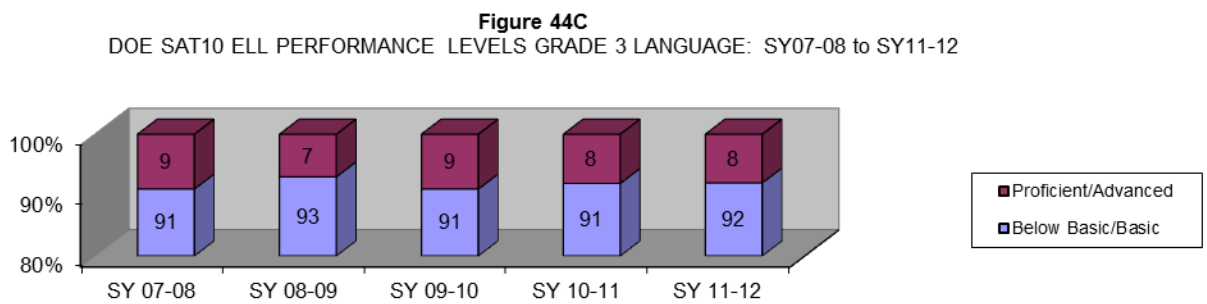
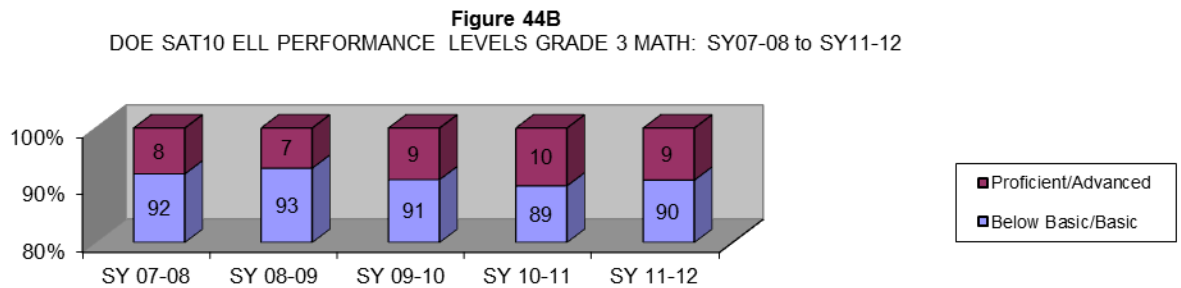
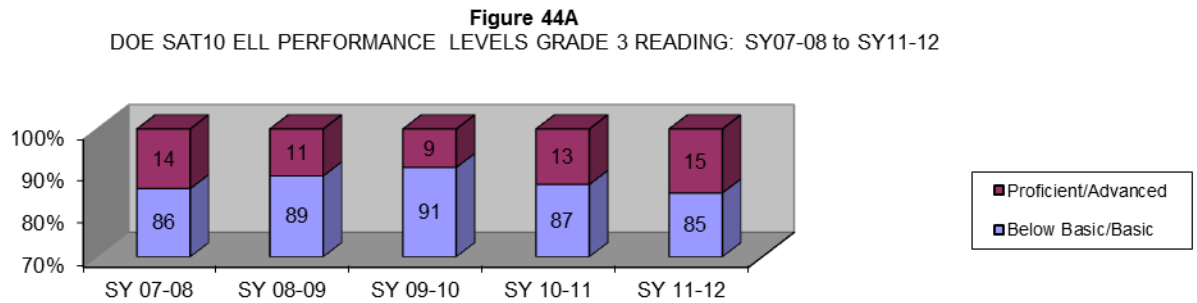
Examination of Figures 43 to 63 reveal that the largest proportions of ESL, SPED and FRL program participants performing at levels 3 and 4 are enrolled in grade 1. The proportions consistently decrease in higher grade levels in that there are as few as 0 to and as much as 5 percent performing at those levels.

The following SAT 10 Performance Levels (Figures 43 through 49) depict ESL Students



Figures 43A through 43C: Shows that as much as 42% percent of grade 1 ELL students are performing at levels 3 and 4 in Reading, 21% in Math, and 6% in Language.

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Figures 44A through 44C: Shows that the percentage of ELL students performing at Levels 3 and 4 drops in the third grade, a drop that is consistent with their non-ELL program counterparts (FRL and SPED).

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Figure 45A
DOE SAT10 ELL PERFORMANCE LEVELS GRADE 5 READING: SY07-08 to SY11-12

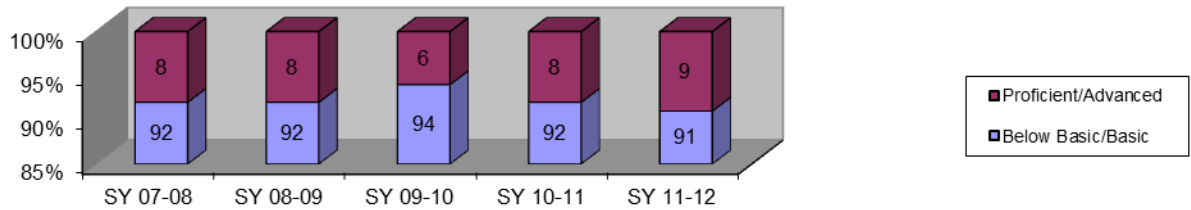


Figure 45B
DOE SAT10 ELL PERFORMANCE LEVELS GRADE 5 MATH: SY07-08 to SY11-12

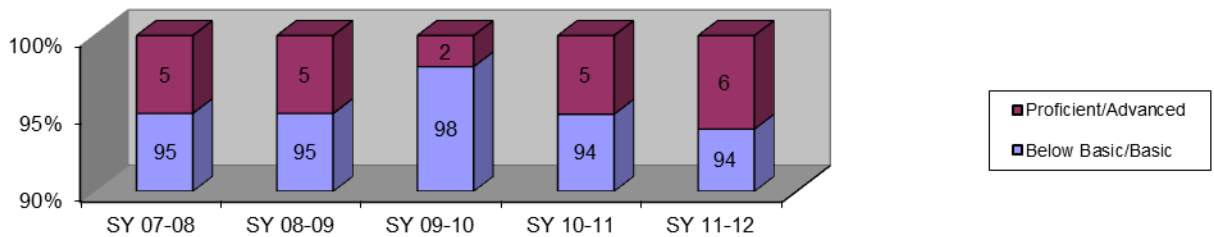
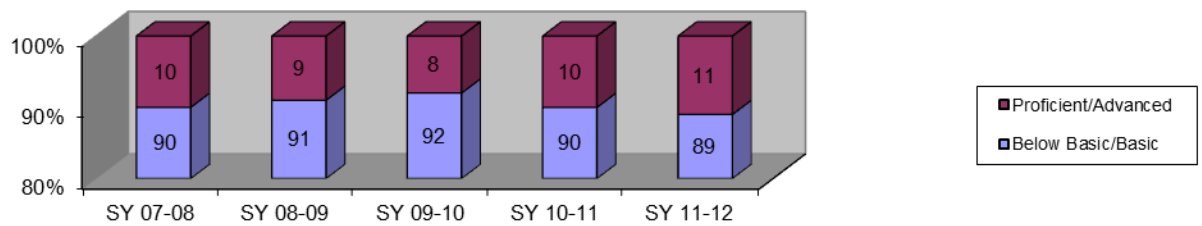
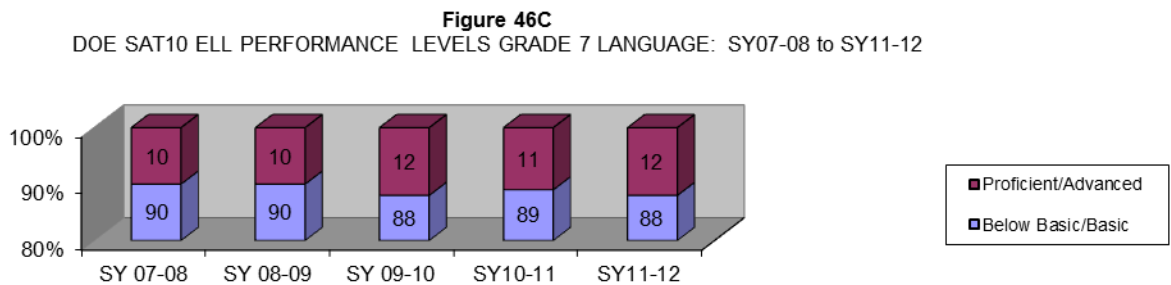
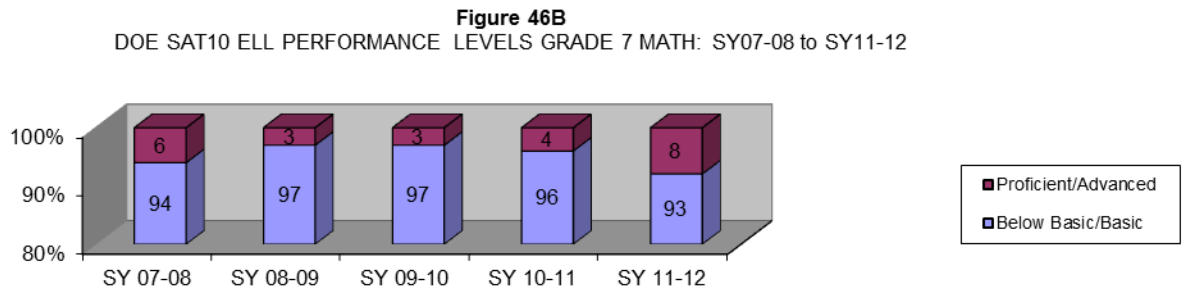
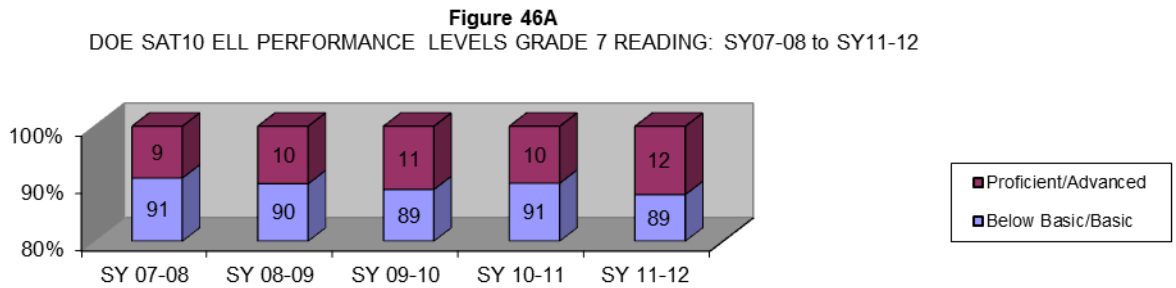


Figure 45C
DOE SAT10 ELL PERFORMANCE LEVELS GRADE 5 LANGUAGE: SY07-08 to SY11-12



Figures 45A through 45C: Shows that in SY06-07 the largest percentage of Grade 5 ELL students performing at Level 3 and 4 were in Language. During SY10-11, the performance dropped for Levels 3 and 4 to 8% in Reading and 10% in Language, however, the performance of Grade 5 ELL students performing at levels 3 and 4 remained consistent with SY06-07 scores in math at 5%.

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Figures 46A through 46C: Shows a promising upward trend in the performance percentages at levels 3 and 4 for ELL students in grade 7. Five (5) years ago during SY 06-07, only 7, 5 and 8 percent of students performed at levels 3 and 4 in Reading, Math and language respectfully with the past SY10-11 being at 10, 4 and 11 percent for ELL students performing at Proficient and Advanced levels.

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Figure 47A
DOE SAT10 ELL PERFORMANCE LEVELS GRADE 9 READING: SY07-08 to SY11-12

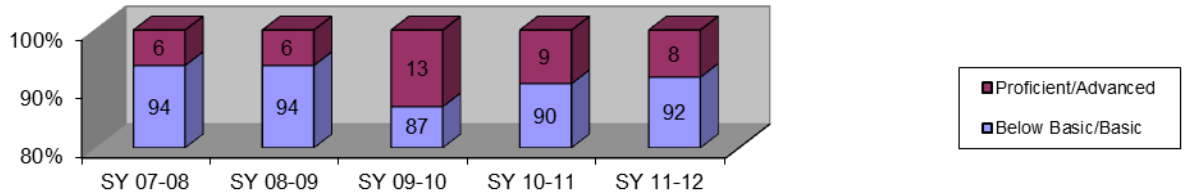


Figure 47B
DOE SAT10 ELL PERFORMANCE LEVELS GRADE 9 MATH: SY07-08 to SY11-12

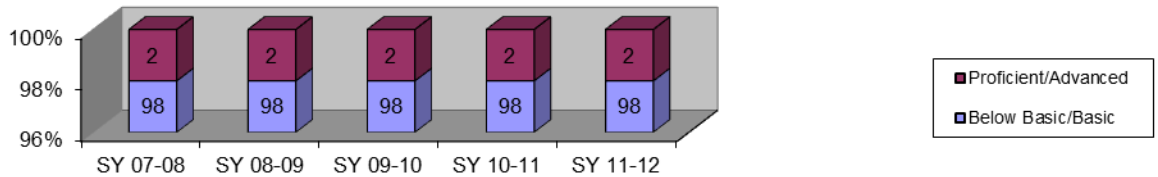
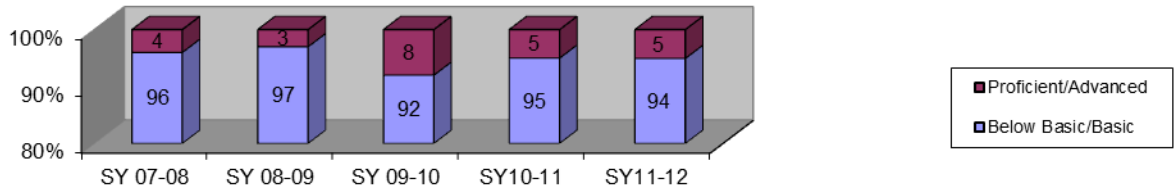
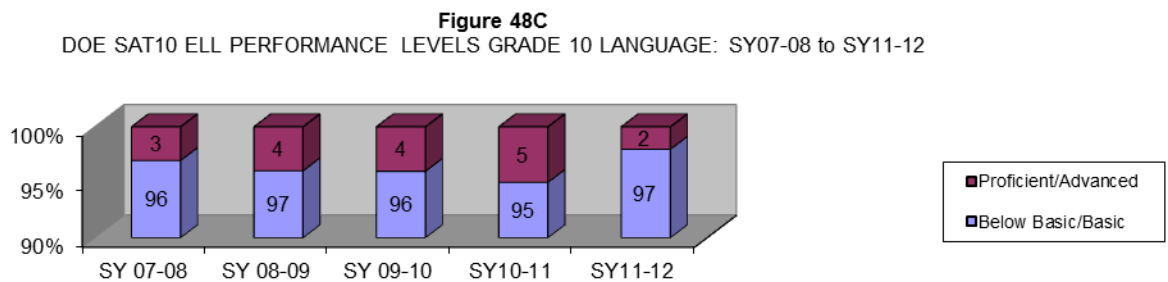
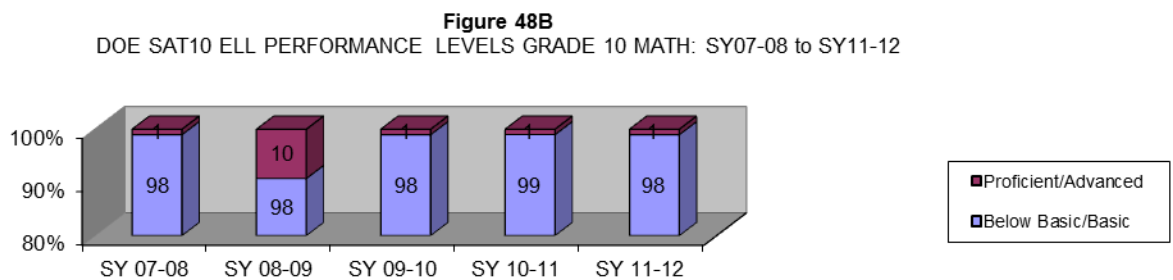
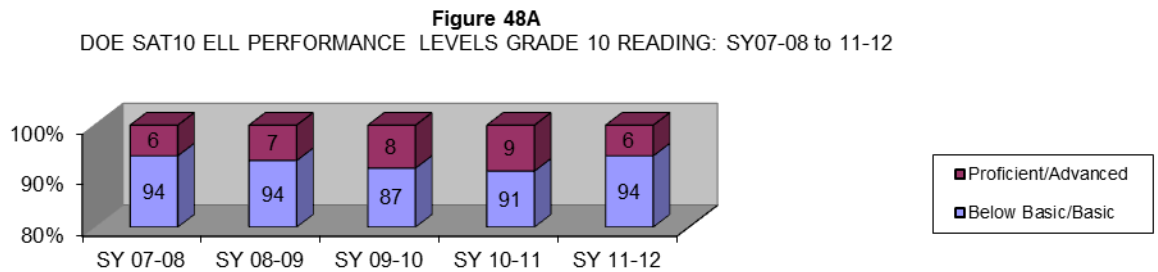


Figure 47C
DOE SAT10 ELL PERFORMANCE LEVELS GRADE 9 LANGUAGE: SY07-08 to SY11-12



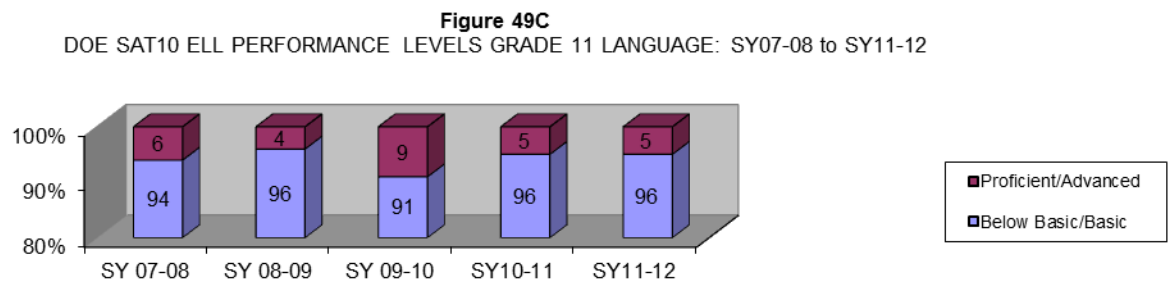
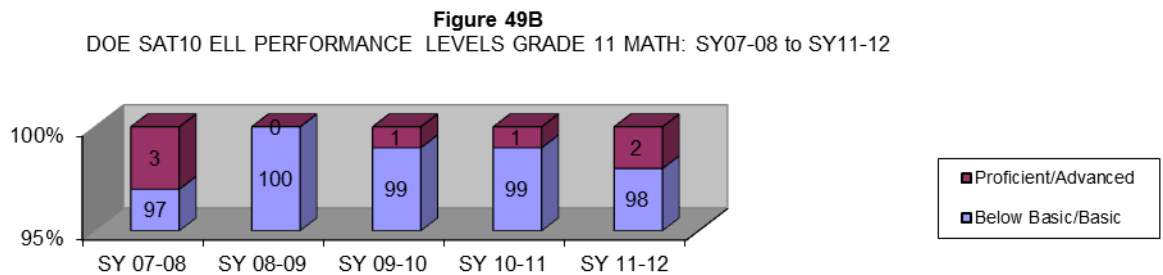
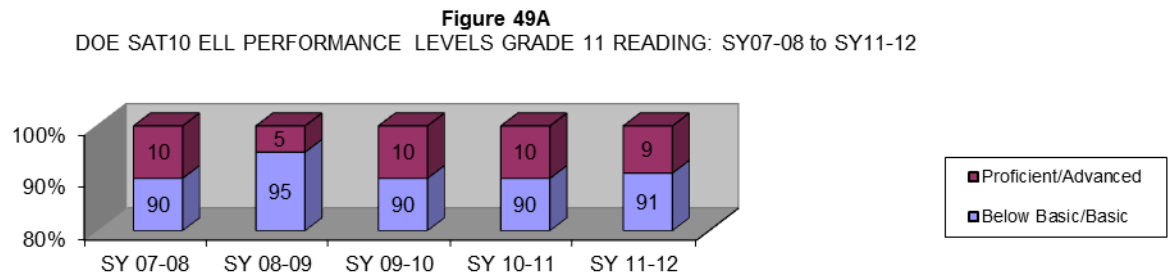
Figures 47A through 47C: Shows the percentage of grade 9 students scoring at levels 3 and 4 dropped in Reading and Language in SY10-11 to 9% and 5% as compared to the previous school year and the percentage in Math stayed the same at 2%.

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Figures 48A through 48C: Shows that over the past five school years (SY06-07 through SY10-11) in the tenth grade, Reading shows a promising upward trend from 6% to 9% together with Language from 3% to 5% and then experienced a sharp drop and remained at 1% in SY10-11.

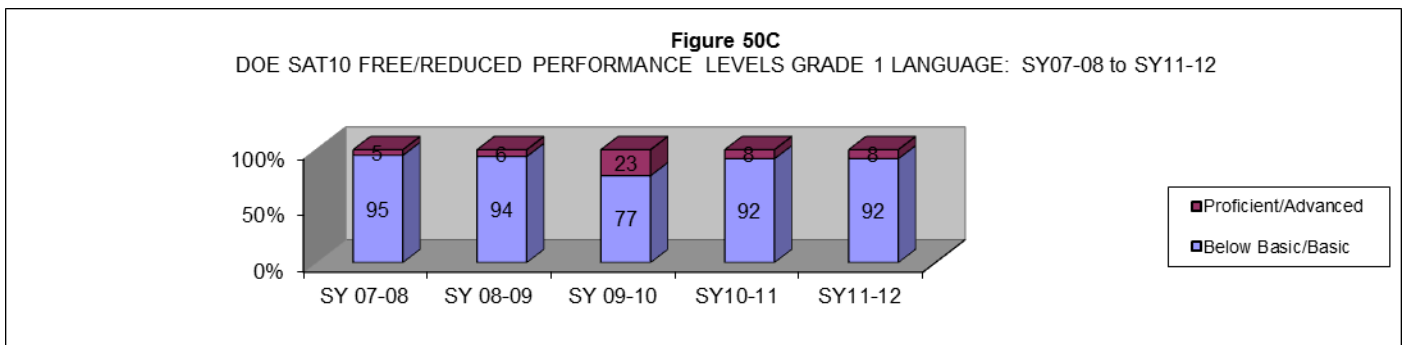
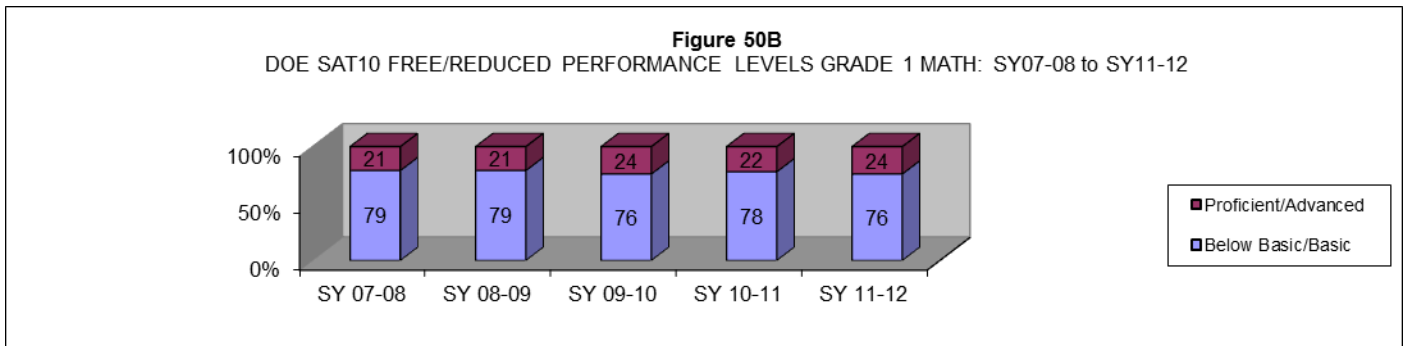
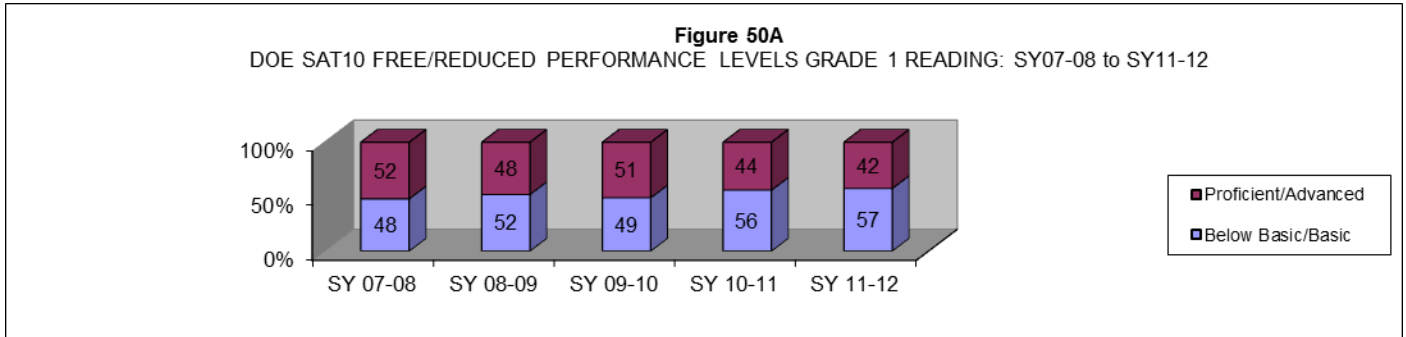
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Figures 49A through 49C: Shows that in SY 09-10 and SY10-11, 11th grade students showed a high in Reading at 10%. ELL students Math performance levels remain to be an area in need of improvement.

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The following SAT 10 Performance Levels (Figures 50 through 56) depict the Free and Reduced Lunch (FRL) Program Students



Figures 50A through 50C: Shows that no less than 44% of the students in the Free and Reduced lunch program consistently perform at the Proficient and Advance levels in Reading while in the 1st grade; a showing consistent with their 1st grade counterparts (ESL and SPED).

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Figure 51A
DOE SAT10 FREE/REDUCED PERFORMANCE LEVELS GRADE 3 READING: SY07-08 to SY11-12

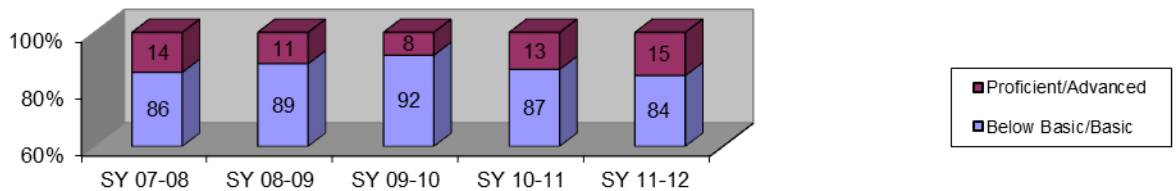


Figure 51B
DOE SAT10 FREE/REDUCED PERFORMANCE LEVELS GRADE 3 MATH: SY07-08 to SY11-12

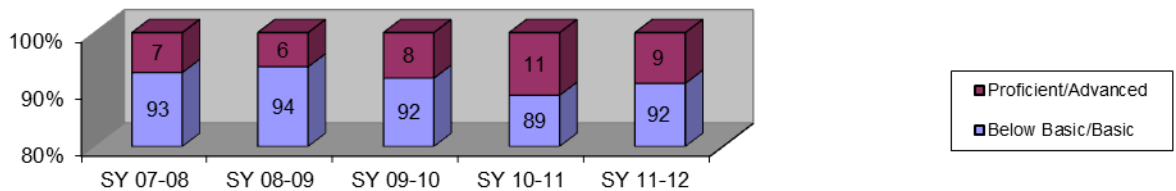
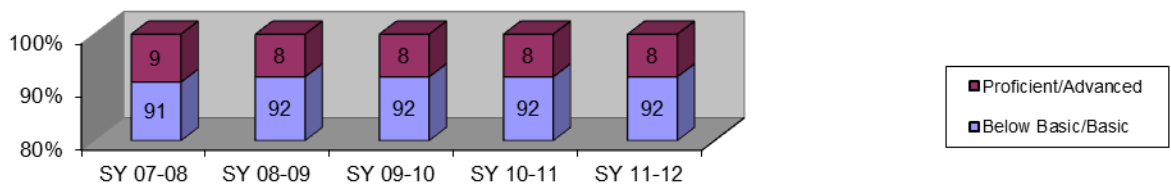
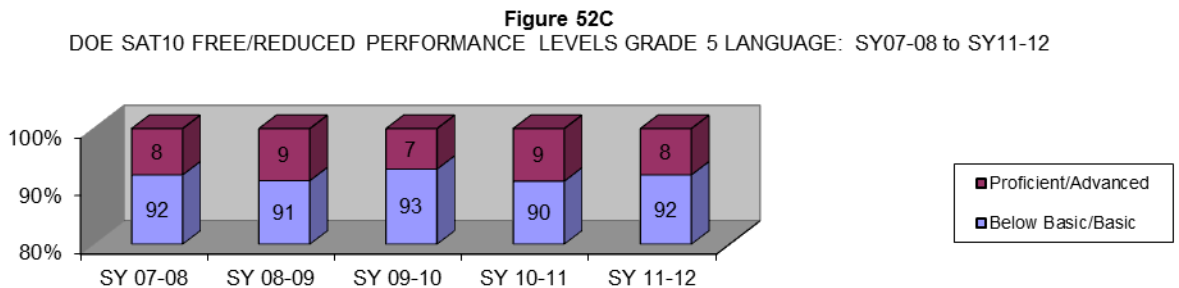
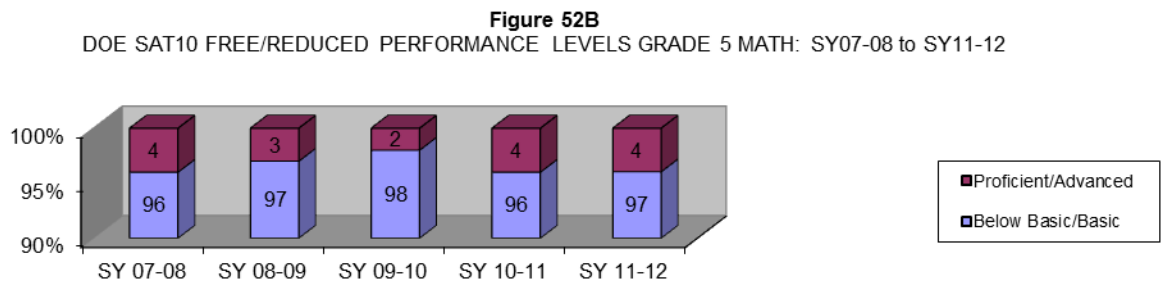
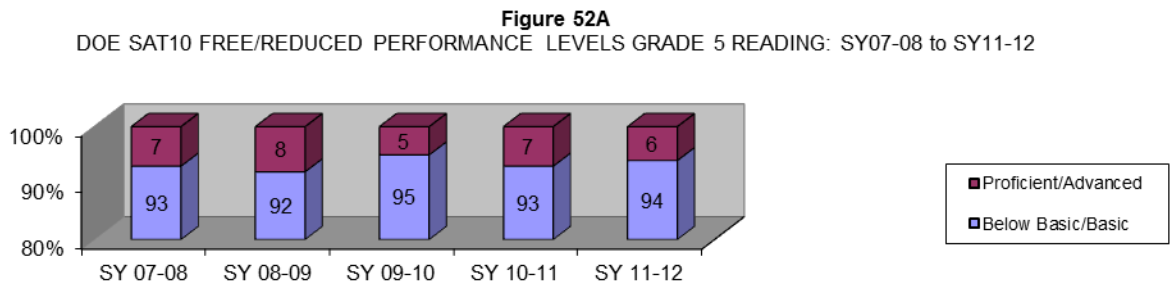


Figure 51C
DOE SAT10 FREE/REDUCED PERFORMANCE LEVELS GRADE 3 LANGUAGE: SY07-08 to SY11-12



Figures 51A through 51C: Shows that the percentages of 3rd grade students follow their non-program counterparts in experiencing a drop from 1st grade in the percentage of students at the Proficient and Advance levels with a high of only 13% in reading during SY10-11. In SY10-11, 13, 11, and 8 percentage points across the board were achieved in Reading, Math and Language.

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Figures 52A through 52C: Shows that in the 5th grade, the percentage of students in the Proficient and Advance levels remain constant in Reading, Math and Language through the school years.

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Figure 53A
DOE SAT10 FREE/REDUCED PERFORMANCE LEVELS GRADE 7 READING: SY07-08 to SY11-12

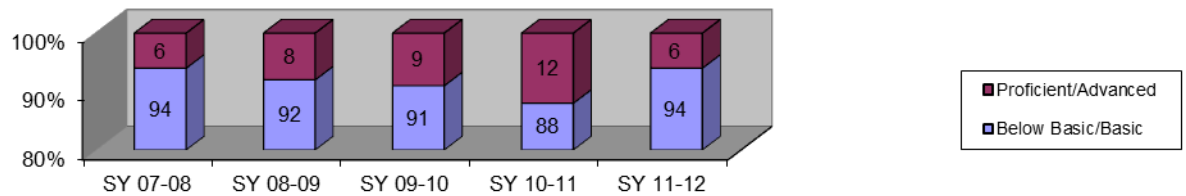


Figure 53B
DOE SAT10 FREE/REDUCED PERFORMANCE LEVELS GRADE 7 MATH: SY07-08 to SY11-12

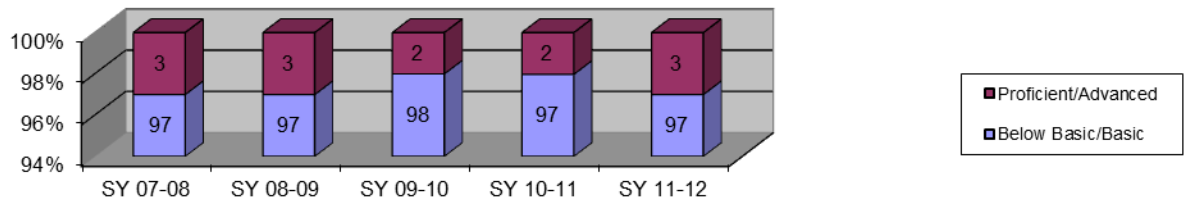
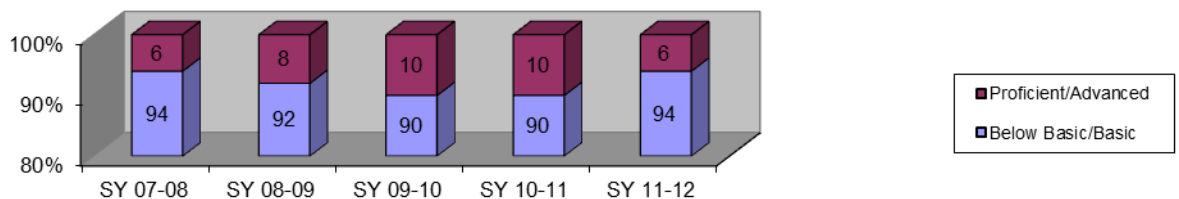
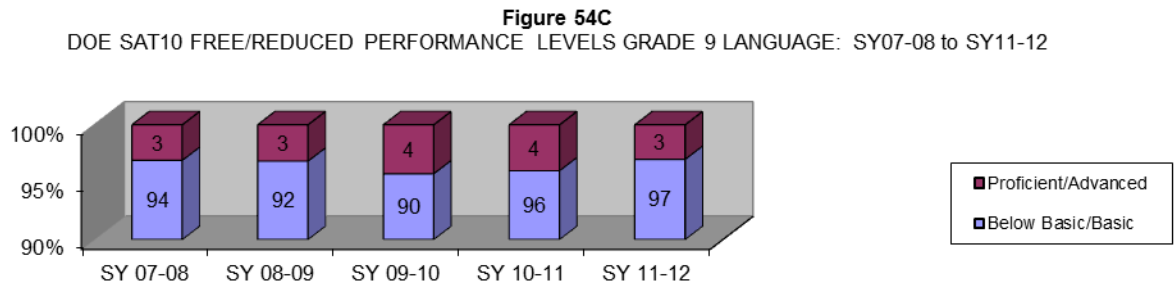
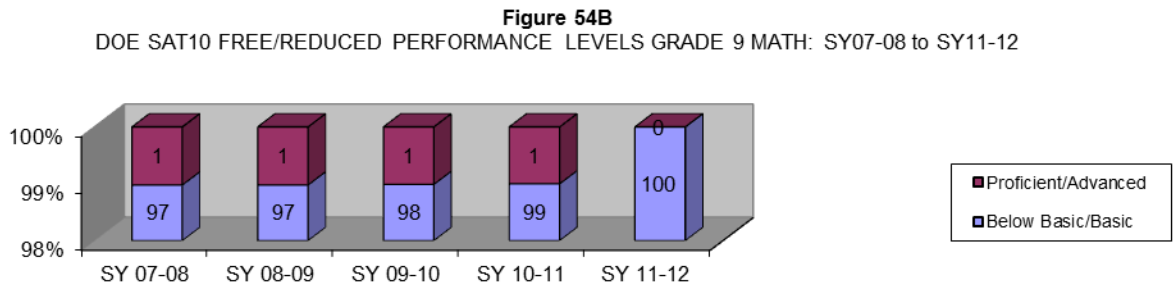
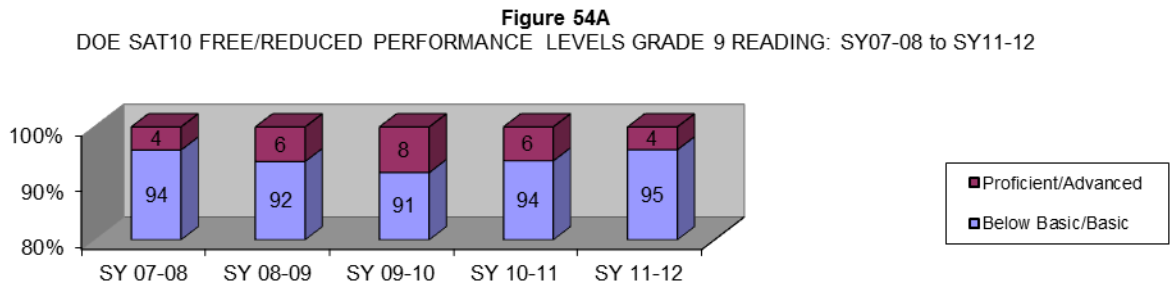


Figure 53C
DOE SAT10 FREE/REDUCED PERFORMANCE LEVELS GRADE 7 LANGUAGE: SY07-08 to SY11-12



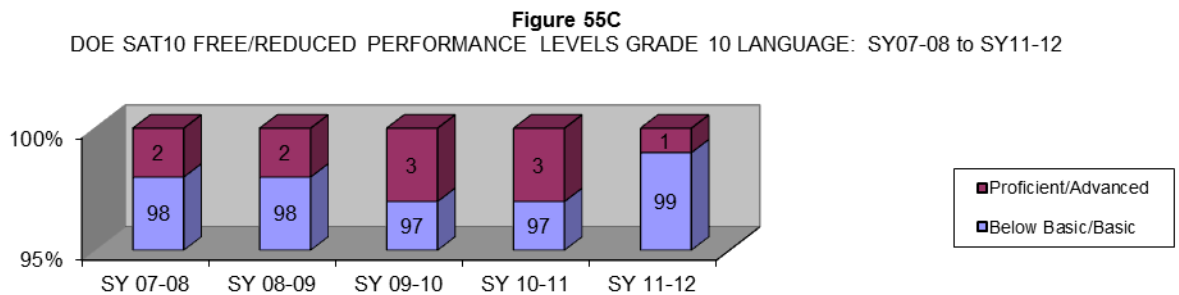
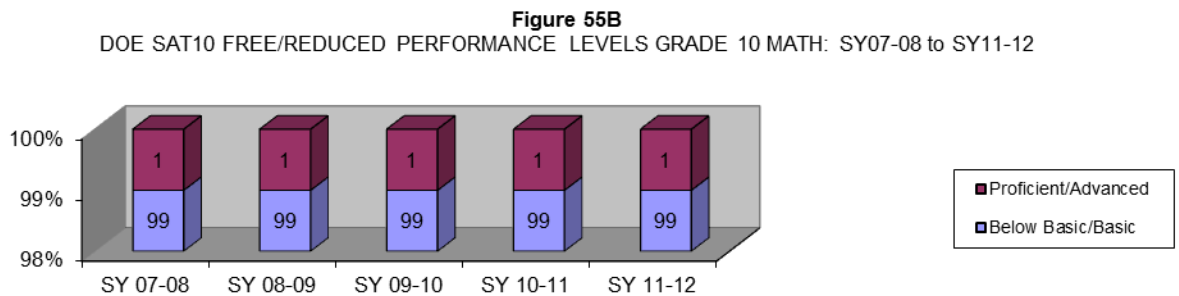
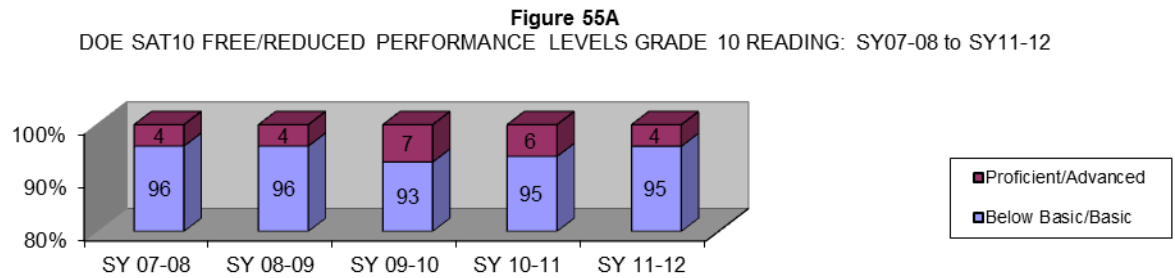
Figures 53A through 53C: Shows that the percentage levels in Reading, Math and Language for the Free and Reduced Program students were slightly consistent in school years 06-07 through 10-11, but Math continues to be a content area of concern.

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Figures 54A through 54C: Shows that in SY10-11 Reading for the Free and Reduced program students declined to 6% with Language at 4% and Math at a consistent low of 1%.

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Figures 55A through 55C: Shows that in SY10-11 Reading for the Free and Reduced program students declined to 6% for students scoring at Proficient and Advance levels with Language at 3% and Math remaining at 1%.

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Figure 56A
DOE SAT10 FREE/REDUCED PERFORMANCE LEVELS GRADE 11 READING: SY07-08 to SY11-12

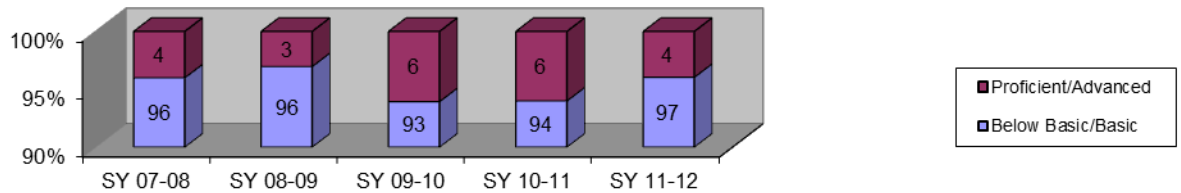


Figure 56B
DOE SAT10 FREE/REDUCED PERFORMANCE LEVELS GRADE 11 MATH: SY07-08 to SY11-12

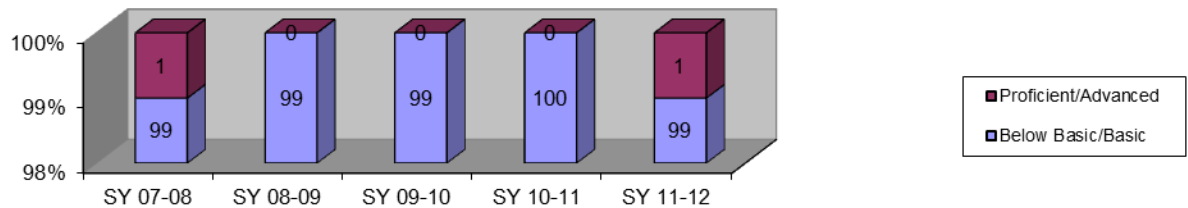
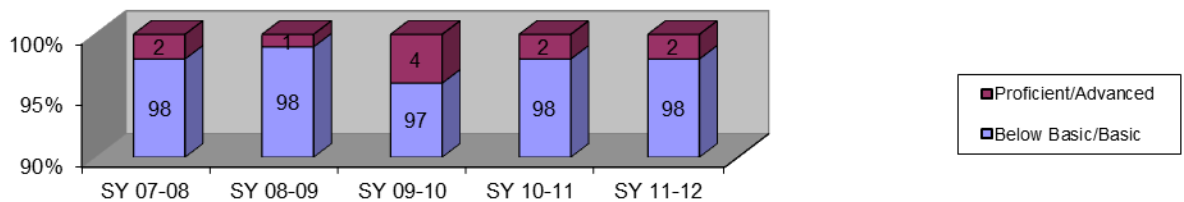


Figure 56C
DOE SAT10 FREE/REDUCED PERFORMANCE LEVELS GRADE 11 LANGUAGE: SY07-08 to SY11-12



Figures 56A through 56C: Shows that in the 11th grade the percentage of students in the Free and Reduced program who scored in the Proficient and Advanced levels ranged from a low of 0%, to a high of 6%.

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

Figure 57A
DOE SAT10 SPED PERFORMANCE LEVELS GRADE 1 READING: SY07-08 to SY11-12

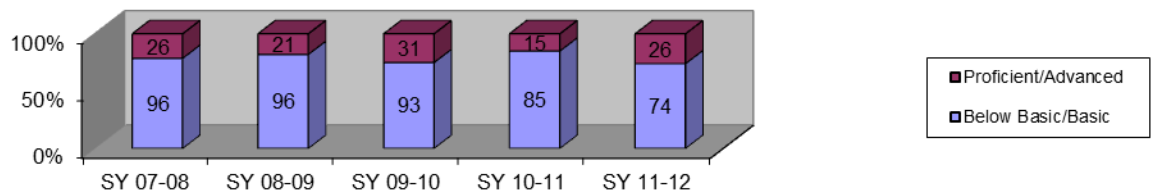


Figure 57B
DOE SAT10 SPED PERFORMANCE LEVELS GRADE 1 MATH: SY07-08 to SY11-12

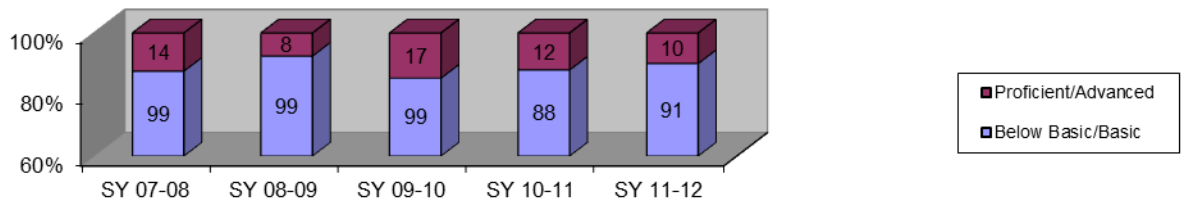
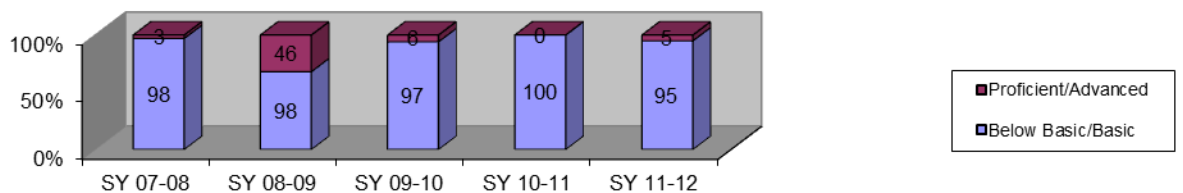
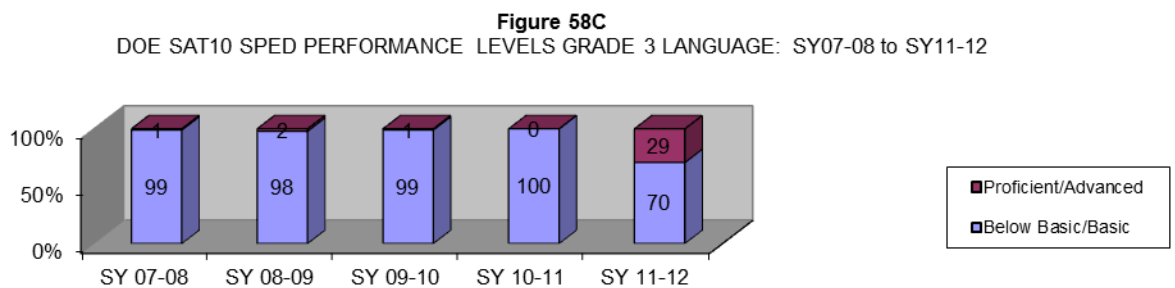
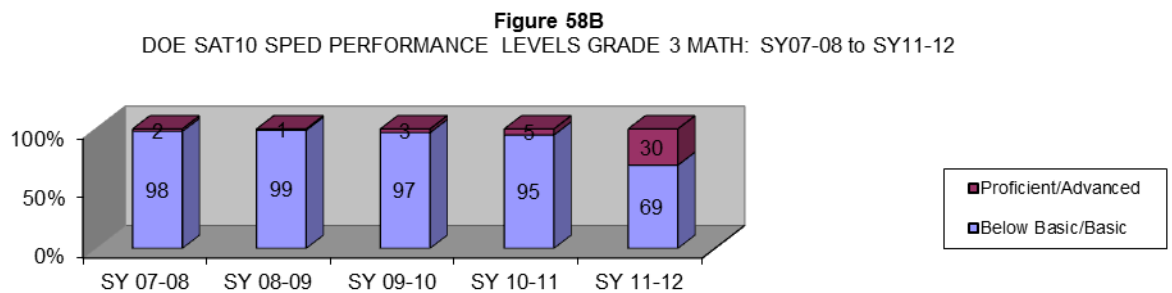
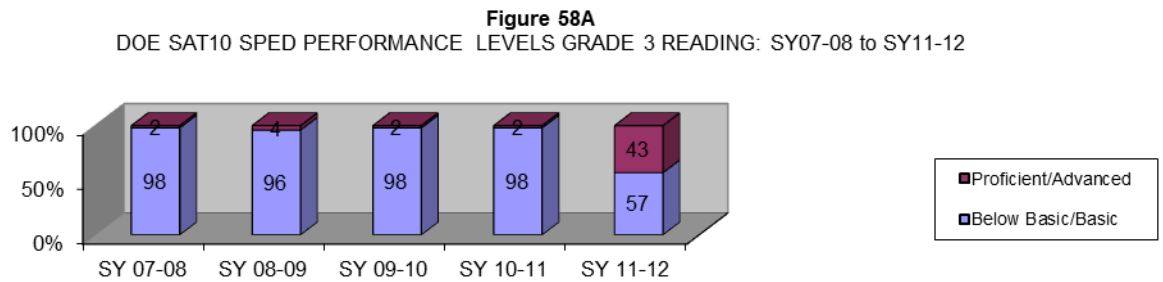


Figure 57C
DOE SAT10 SPED PERFORMANCE LEVELS GRADE 1 LANGUAGE: SY07-08 to SY11-12



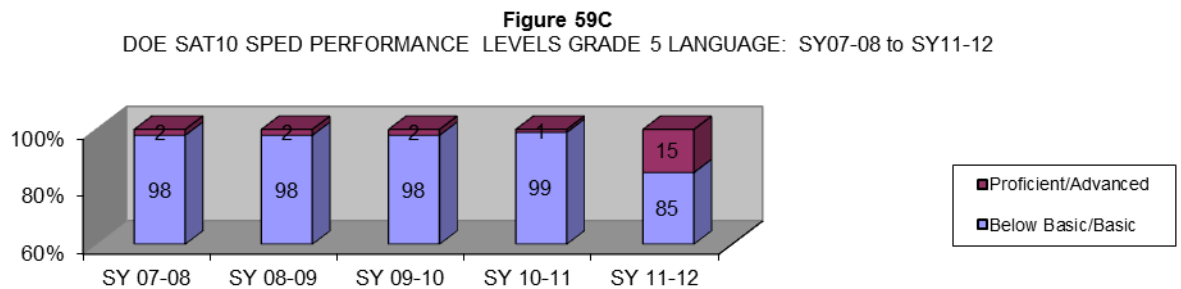
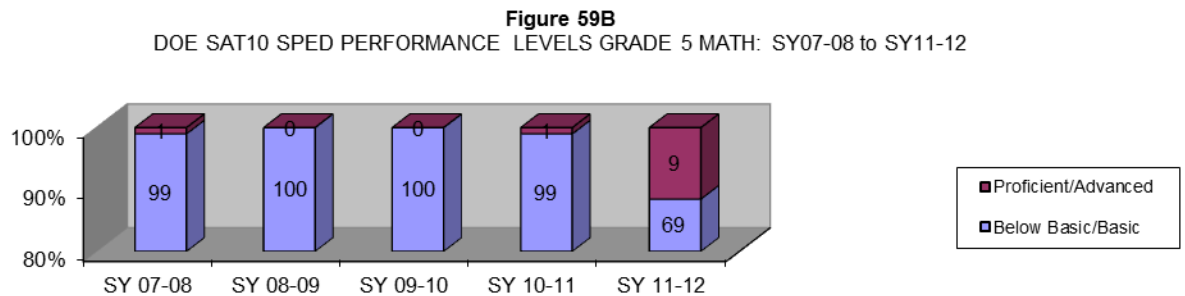
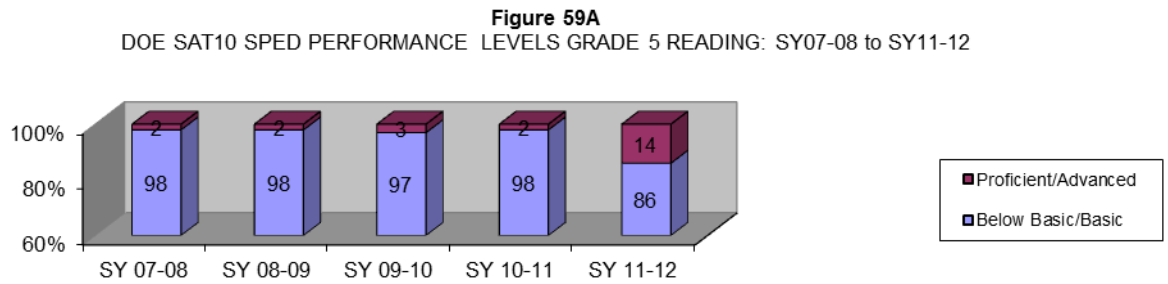
Figures 57A through 57C: Shows that in SY10-11, the percentage of 1st grade SPED students scoring at Proficient and Advanced levels declined to 0% in Language with Reading and Math at 15% and 12% respectively.

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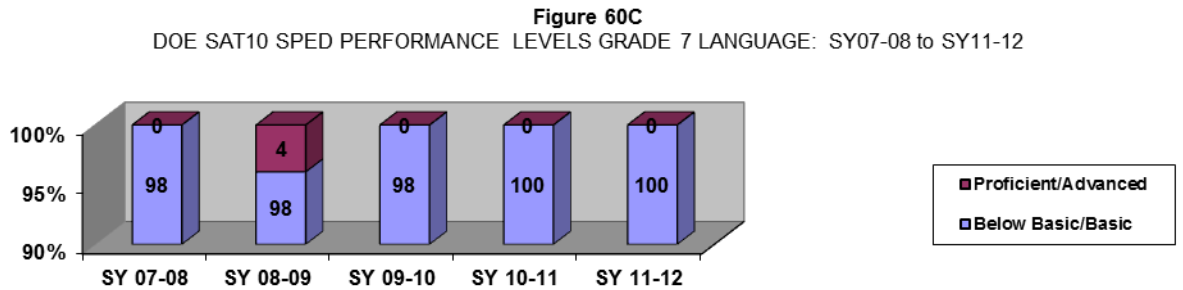
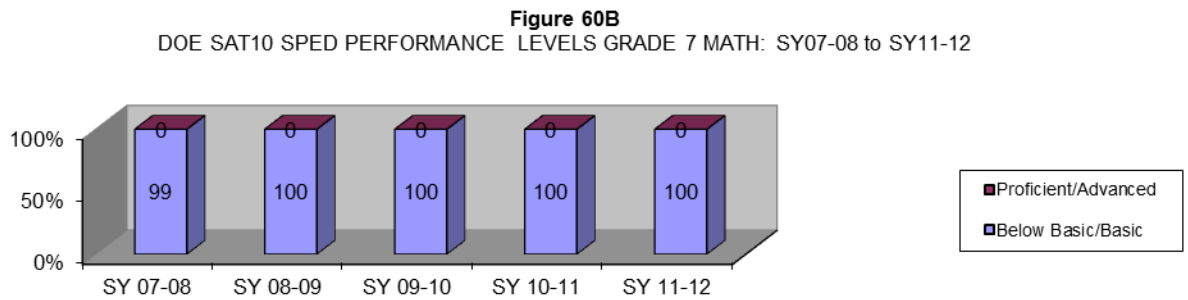
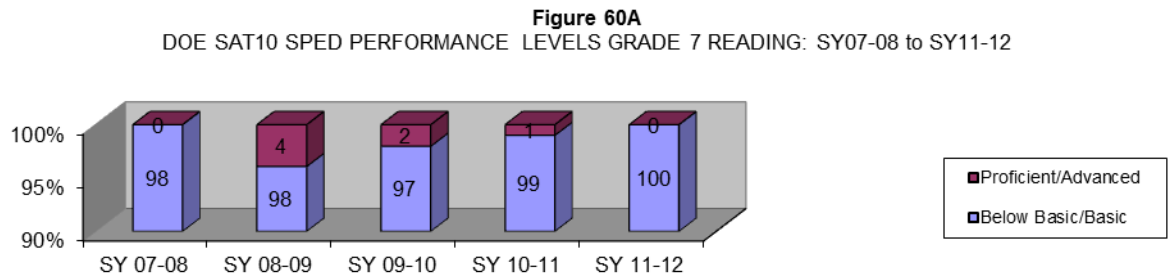
Figures 58A through 58C: Shows that in SY06-07, the percentage of 3rd grade SPED students scoring at Proficient and Advanced levels remained at 2% in Reading with Math and Language at 5% and 0% respectively.

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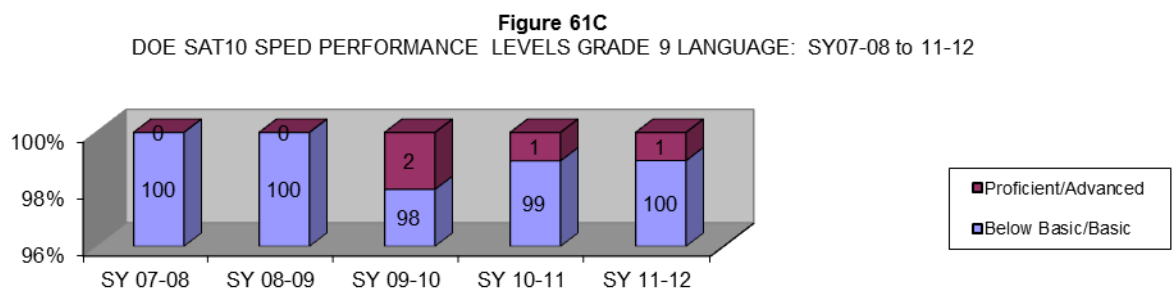
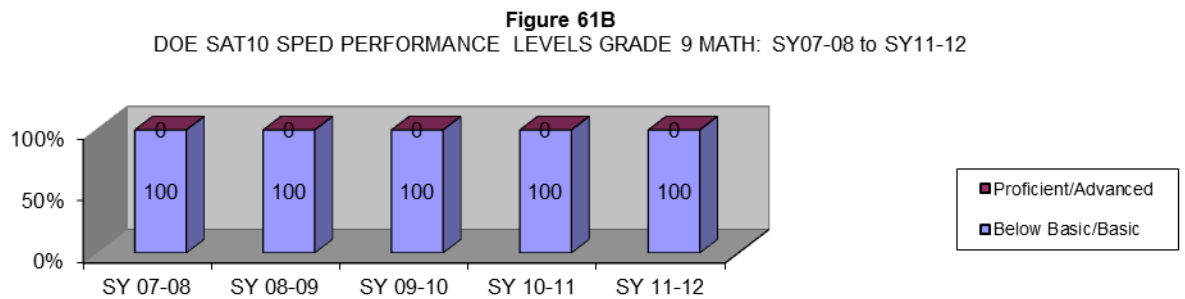
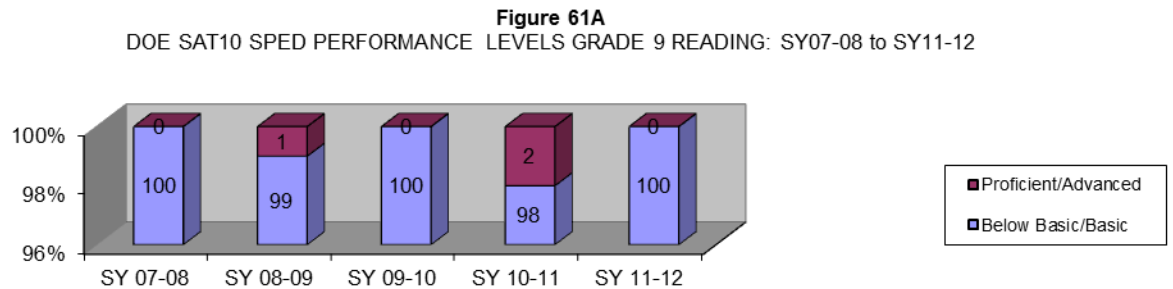
Figures 59A through 59C: Shows that in SY10-11, the percentage of 5th grade SPED students scoring at Proficient and Advanced levels declined to 2% in Reading with both Math and Language at 1% respectively.

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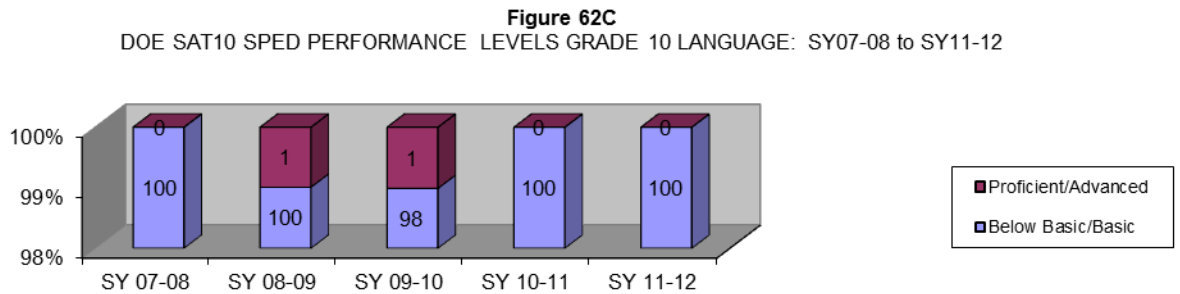
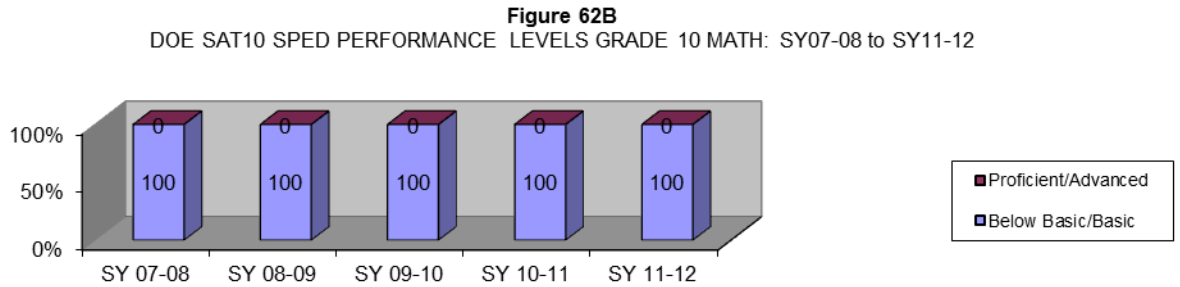
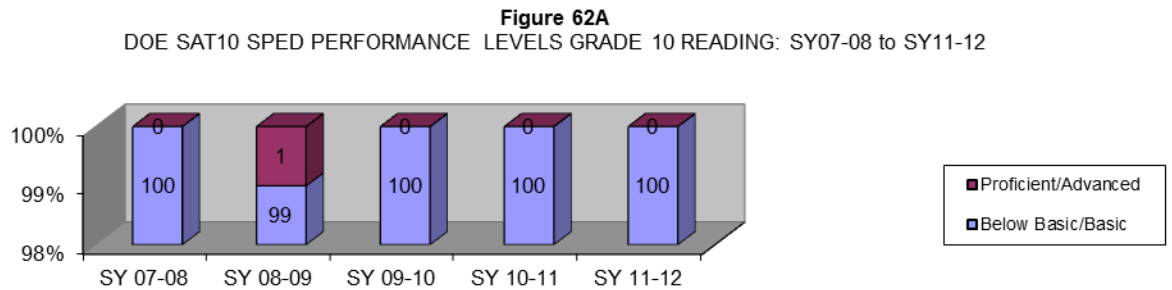
Figures 60A through 60C: Shows that in SY10-11, the percentage of 7th grade SPED students scoring at Proficient and Advanced levels declined to 1% in Reading and both Language and Math remained at the low of 0%.

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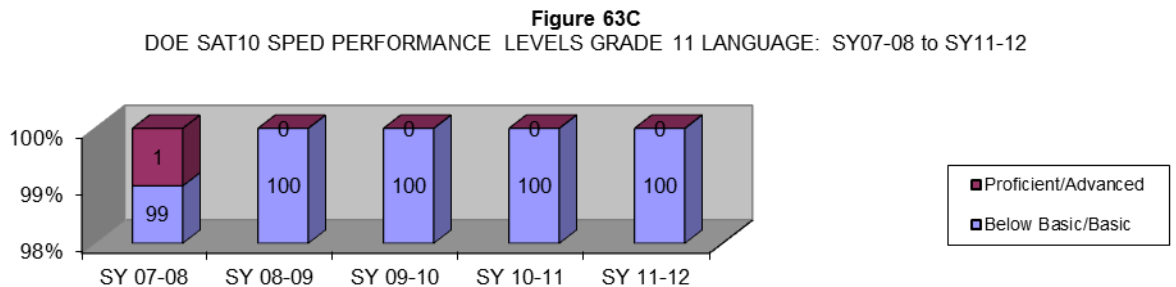
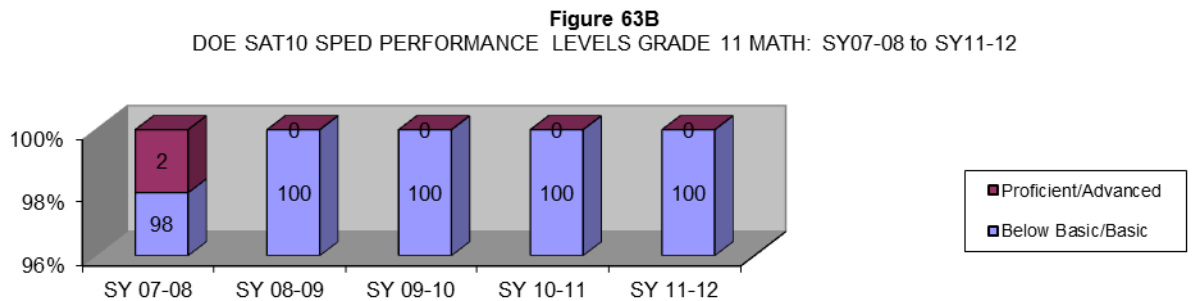
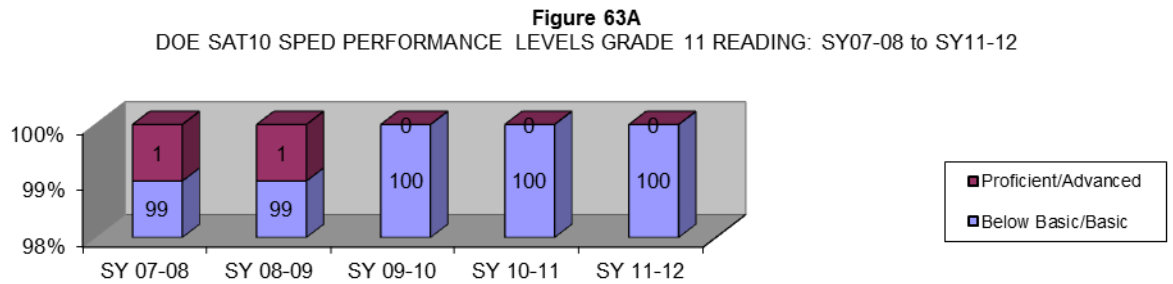
Figures 61A through 61C: Shows that in SY06-07 to SY10-11, the highest percentage of SPED student's levels in the 9th grade were 2% in Reading, 1% in Language, and Math at 0%.

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Figures 62A through 62C: Shows that in SY10-11, 0% of 10th grade SPED students scored in the Proficient and Advanced levels.

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Figures 63A through 63C: Shows that in SY10-11, 0% of 11th grade students scored in the Proficient and Advanced levels for all content areas.

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Table 43 represents comparative proportions between eligible Free and Reduced Lunch Program (FRLP) and General Education (GE) students at Performance Levels 3 (Proficient) & 4 (Advance) in Reading from SY07-08 to SY11-12.

Table 43					
Comparative Proportions Between Eligible Free and Reduced Lunch Program (FRLP) & General Education (GE) Program Students in Reading by Grade Levels					
Grade 1	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	52	48	51	44	42
General Education	62	63	53	50	47
Difference (Gap)	-10	-15	-2	-6	-5
Grade 3	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	14	11	8	13	15
General Education	16	26	11	16	21
Difference (Gap)	-2	-15	-3	-3	-6
Grade 5	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	7	8	5	7	6
General Education	13	15	8	11	11
Difference (Gap)	-6	-7	-3	-4	-5
Grade 7	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	6	8	9	12	6
General Education	14	21	14	16	12
Difference (Gap)	-8	-13	-5	-4	-6
Grade 9	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	4	6	8	6	4
General Education	11	12	14	10	10
Difference (Gap)	-7	-6	-6	-4	-6
Grade 10	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	4	4	7	6	4
General Education	9	11	11	9	8
Difference (Gap)	-5	-7	-4	-3	-4
Grade 11	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	4	3	6	6	4
General Education	11	10	12	9	10
Difference (Gap)	-7	-7	-6	-3	-6
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 43 reveals that the largest gap (-15) between eligible FRLP and GE education students was found in grades 1 and 3 in SY 08-09. However, by SY 11-12 the gap decreased to -5 for grade 1 and -6 for Grade 3.

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Table 44 represents comparative proportions between eligible Free and Reduced Lunch Program (FRLP) and General Education (GE) students at Performance Levels 3 (Proficient) & 4 (Advance) in Mathematics from SY07-08 to SY11-12.

Table 44					
Comparative Proportions Between Eligible Free and Reduced Lunch Program (FRLP) & General Education (GE) Program Students in Mathematics by Grade Levels					
Grade 1	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	21	21	24	22	24
General Education	26	33	28	27	28
Difference (Gap)	-5	-12	-4	-5	-4
Grade 3	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	7	6	8	11	9
General Education	7	19	11	13	12
Difference (Gap)	-0	-13	-3	-2	-3
Grade 5	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	4	3	2	4	4
General Education	9	9	3	7	7
Difference (Gap)	-5	-6	-1	-3	-3
Grade 7	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	3	3	2	2	3
General Education	8	6	3	5	7
Difference (Gap)	-5	-3	-1	-3	-4
Grade 9	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	1	1	1	1	0
General Education	2	3	2	2	2
Difference (Gap)	-1	-2	-1	-1	-2
Grade 10	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	1	1	1	1	1
General Education	1	2	1	2	2
Difference (Gap)	0	-1	0	-1	-1
Grade 11	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	1	0	0	0	1
General Education	1	1	1	1	1
Difference (Gap)	0	-1	-1	-1	0
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 44 reveals that the largest gap -13 between eligible FRLP and GE education students was found in grade 1 in SY08-09. However, by SY 11-12 the gap decreased to -3.

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

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Table 45 represents comparative proportions between eligible Free and Reduced Lunch Program (FRLP) and General Education (GE) students at Performance Levels 3 (Proficient) & 4 (Advance) in Language from SY07-08 to SY11-12.

Table 45					
Comparative Proportions Between Eligible Free and Reduced Lunch Program (FRLP) & General Education (GE) Program Students in Language by Grade Levels					
Grade 1	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	5	6	23	8	8
General Education	8	13	27	11	10
Difference (Gap)	-3	-7	-4	-3	-2
Grade 3	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	9	8	8	8	8
General Education	10	16	11	10	11
Difference (Gap)	-1	-8	-3	-2	-3
Grade 5	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	8	9	7	9	8
General Education	150	22	10	13	13
Difference (Gap)	-7	-13	-3	-4	-5
Grade 7	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	6	8	10	10	6
General Education	13	19	14	15	12
Difference (Gap)	-7	-11	-4	-5	-6
Grade 9	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	3	3	4	4	3
General Education	6	6	8	5	5
Difference (Gap)	-3	-3	-4	-1	-2
Grade 10	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	2	2	3	3	1
General Education	3	6	4	5	3
Difference (Gap)	-1	-4	-1	-2	-2
Grade 11	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
Eligible Free/Reduced	2	1	4	4	2
General Education	5	5	9	4	4
Difference (Gap)	-3	-4	-5	0	-2
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 eligible FRLP and GE education students was found grade 5 in SY 08-09. However, by SY11-12, the gap decreased to -5.
- Analysis of the five school years by grade indicates that the narrowest gaps are found amongst the tenth graders.

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Table 46 represents comparative proportions between English Learners (ELs) and General Education (GE) students at Performance Levels 3 (Proficient) and 4 (Advance) in Reading from SY07-08 to SY11-12.

Table 46					
Comparative Proportions Between English Learners (ELs) & General Education (GE) Program Students in Reading by Grade Levels					
Grade 1	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	50	48	50	42	39
General Education	62	56	53	50	47
Difference (Gap)	-12	-8	-3	-8	-8
Grade 3	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	14	11	9	13	15
General Education	16	18	11	16	21
Difference (Gap)	-2	-7	-2	-3	-6
Grade 5	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	8	8	6	8	9
General Education	13	11	8	11	11
Difference (Gap)	-5	-3	-2	-2	-2
Grade 7	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	9	10	11	10	12
General Education	14	15	14	16	12
Difference (Gap)	-5	-5	-3	-6	0
Grade 9	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	6	6	13	9	8
General Education	11	11	14	10	10
Difference (Gap)	-5	-5	-1	-1	-2
Grade 10	SY 07-08	SY 08-09	SY 09-10	S9Y 10-11	SY 11-12
English Learners	6	7	8	9	6
General Education	9	10	11	9	8
Difference (Gap)	-2	0	0	0	-2
Grade 11	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	10	5	10	10	9
General Education	11	8	12	9	10
Difference (Gap)	-1	-3	-2	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.					

- Examination of Table 46 reveals that the largest negative gap (-12) between ELs and GE students was found in the first grade for SY07-08. By SY11-12, the gap decreased to -8.
- Analysis of the five school years indicates the EL students' narrowest gap was found amongst tenth graders.

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Table 47 represents comparative proportions between English Learners (ELs) and General Education (GE) students at Performance Levels 3 (Proficient) and 4 (Advance) in Mathematics from SY07-08 to SY11-12.

Table 47					
Comparative Proportions Between English Learners (ELs) & General Education (GE) Program Students in Mathematics by Grade Levels					
Grade 1	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	20	20	23	21	22
General Education	26	28	28	27	28
Difference (Gap)	-6	-8	-5	-6	-6
Grade 3	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	8	7	9	10	9
General Education	7	11	11	13	12
Difference (Gap)	-1	-4	-2	-3	-3
Grade 5	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	5	5	2	5	6
General Education	9	5	3	7	7
Difference (Gap)	-4	0	-1	-2	-1
Grade 7	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	6	3	3	4	8
General Education	8	5	3	5	7
Difference (Gap)	-2	-2	0	-1	-1
Grade 9	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	2	2	2	2	2
General Education	2	3	2	2	2
Difference (Gap)	0	-1	0	0	0
Grade 10	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	1	1	1	1	1
General Education	1	1	1	2	2
Difference (Gap)	0	0	0	-1	-1
Grade 11	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	3	0	1	1	2
General Education	1	0	1	1	1
Difference (Gap)	2	0	0	0	1
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 47 reveals that the largest negative gap (-8) between ELs and GE students was in the first grade for SY08-09. By SY11-12, the gap decreased to -6.
- Analysis of the five school years by grade indicates that the ELs and GE students were equal in Grade 9.

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Table 48 represents comparative proportions between English Learners (ELs) and General Education (GE) students at Performance Levels 3 (Proficient) and 4 (Advance) in Language from SY07-08 to SY11-12.

Table 48					
Comparative Proportions Between English Learners (ELs) & General Education (GE) Program Students in Language by Grade Levels					
Grade 1	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	6	6	22	6	7
General Education	8	10	27	11	10
Difference (Gap)	-2	-4	-5	-4	-3
Grade 3	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	9	7	9	8	8
General Education	10	12	11	10	11
Difference (Gap)	-1	-5	-2	-2	-3
Grade 5	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	10	9	8	10	11
General Education	15	15	10	13	13
Difference (Gap)	-5	-6	-2	-3	-2
Grade 7	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	10	11	12	11	12
General Education	13	12	14	15	12
Difference (Gap)	-3	-1	-2	-4	0
Grade 9	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	4	3	8	5	5
General Education	6	6	8	5	5
Difference (Gap)	-2	-3	0	0	0
Grade 10	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	3	4	4	5	2
General Education	3	6	4	5	3
Difference (Gap)	0	-2	0	0	-1
Grade 11	SY 07-08	SY 08-09	SY 09-10	SY 10-11	SY 11-12
English Learners	6	4	9	5	5
General Education	5		9	4	4
Difference (Gap)	1	4	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.					

- Examination of Table 48 reveals that the largest gap (-6) between ELs and GE students was found in the fifth grade for SY 08-09. By SY11-12, the gap decreased to -2.
- Analysis of the five school years by grade indicates that the narrowest gaps between ELs and GE students were amongst the ninth and tenth graders.

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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 with and without accommodations in grades 1 through 12 in the SAT10 for the subject areas of **Reading, Math, and Language** during SY2010-2011.

Table 49 SY 2011-2012 SAT 10 Participation Results for Students with Disabilities in READING (With and Without Accommodations)				
Grade	Number of Eligible Students whose IEPs state Participation in SAT 10	Number of with IEPs participating in SAT 10 WITH accommodations	Number of with IEPs participating in SAT 10 WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the SAT 10
1	67	31	17	48
2	85	51	15	66
3	116	85	7	92
4	115	76	14	90
5	162	127	17	144
6	169	142	11	153
7	147	119	9	128
8	161	136	13	149
9	191	154	17	171
10	159	107	21	128
11	126	72	11	83
12	126	69	22	91
Total	1624	1169	174	1343

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Table 50 SY 2011-2012 SAT 10 Participation Results for Students with Disabilities in MATH (With and Without Accommodations)				
Grade	Number of Eligible Students whose IEPs state Participation in SAT 10	Number of students with IEPs participating in SAT 10 WITH accommodations	Number of students with IEPs participating in SAT 10 WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the SAT 10
1	67	32	17	49
2	85	51	15	66
3	116	79	7	86
4	115	76	14	90
5	162	127	17	144
6	169	142	9	151
7	147	124	10	134
8	161	134	13	147
9	191	155	18	173
10	159	105	22	127
11	126	72	12	84
12	126	66	25	91
Total	1624	1163	179	1342

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Table 51 SY 2010-2011 SAT 10 Participation Results for Students with Disabilities in LANGUAGE (With and Without Accommodations)				
Grade	Number of Eligible Students whose IEPs state Participation in SAT 10	Number of Students with IEPs participating in SAT 10 WITH accommodations	Number of Students with IEPs participating in SAT 10 WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the SAT 10
1	67	32	16	48
2	85	51	15	66
3	116	84	6	90
4	115	76	14	90
5	162	126	17	143
6	169	142	9	151
7	147	124	10	134
8	161	134	13	147
9	191	155	21	176
10	159	100	25	125
11	126	69	14	83
12	126	65	25	90
Total	1624	1158	185	1343

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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 SY 2011-2012 SAT10 Performance of Students with Disabilities In READING (WITH ACCOMMODATIONS)						
Grade	Number of Eligible Students whose IEPs state Participation in SAT10 WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	31	27	13	11	3	0
2	51	47	41	6	0	0
3	85	82	76	4	2	0
4	76	74	69	5	0	0
5	127	126	117	9	0	0
6	142	139	121	16	2	0
7	119	115	105	10	0	0
8	136	131	116	14	1	0
9	154	131	125	6	0	0
10	107	92	88	3	1	0
11	72	64	62	2	0	0
12	69	61	61	0	0	0
Total	1169	1089	994	86	9	0

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Table 53
SY 2011-2012 SAT10 Performance of Students with Disabilities In **MATH**
WITH ACCOMMODATIONS

Grade	Number of Eligible Students whose IEPs state Participation in SAT10 WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	32	30	12	16	2	0
2	51	51	42	9	0	0
3	79	78	73	4	0	1
4	76	76	73	1	1	1
5	127	126	122	4	0	0
6	142	137	134	3	0	0
7	124	117	116	1	0	0
8	134	128	122	6	0	0
9	155	146	146	0	0	0
10	105	95	95	0	0	0
11	72	67	67	0	0	0
12	66	64	64	0	0	0
Total	1163	1115	1066	48	3	2

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Table 54 SY 2011-2012 SAT10 Performance of Students with Disabilities In LANGUAGE WITH ACCOMMODATIONS						
Grade	Number of Eligible Students whose IEPs state Participation in SAT10 WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	32	31	19	12	0	0
2	51	49	44	5	0	0
3	84	82	78	3	0	1
4	76	76	74	2	0	0
5	126	122	114	8	0	0
6	142	140	125	14	1	0
7	124	119	118	0	1	0
8	134	130	128	0	0	0
9	155	155	155	0	0	0
10	100	96	96	0	0	0
11	69	68	68	0	0	0
12	65	63	63	0	0	0
Total	1158	1131	1082	44	2	1

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Table 55
SY 2011-2012 SAT10 Performance of Students with Disabilities in **READING**
WITHOUT ACCOMMODATIONS

Grade	Number of Eligible Students whose IEPs state Participation in SAT10WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	17	17	7	7	2	1
2	15	13	5	5	3	0
3	7	6	2	3	1	0
4	14	14	12	1	1	0
5	17	17	8	6	3	0
6	11	11	10	1	0	0
7	9	9	5	4	0	0
8	13	13	7	5	1	0
9	17	16	12	4	0	0
10	21	20	17	3	0	0
11	11	11	9	1	1	0
12	22	21	18	2	1	0
Total	174	168	112	42	13	1

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Table 56
SY 2011-2012 SAT10 Performance of Students with Disabilities in **MATH**
WITHOUT ACCOMMODATIONS

Grade	Number of Eligible Students whose IEPs state Participation in SAT10 WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	17	17	4	12	1	0
2	15	14	7	3	4	0
3	7	7	4	3	0	0
4	14	14	11	2	0	1
5	17	17	12	4	0	1
6	9	9	8	1	0	0
7	10	10	9	1	0	0
8	13	13	10	3	0	0
9	18	18	18	0	0	0
10	22	22	20	2	0	0
11	12	12	12	0	0	0
12	25	25	25	0	0	0
Total	179	179	140	31	5	2

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Table 57
SY 2011-2012 SAT10 Performance of Students with Disabilities In **LANGUAGE**
WITHOUT ACCOMMODATIONS

Grade	Number of Eligible Students whose IEPs state Participation in SAT10 WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in SAT10			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	16	16	4	11	1	0
2	15	14	9	5	0	0
3	6	6	3	2	1	0
4	14	14	11	2	0	0
5	17	17	12	4	0	1
6	9	9	8	1	0	0
7	10	10	8	1	1	0
8	13	13	10	2	1	0
9	21	18	14	4	0	0
10	25	24	22	1	1	0
11	14	14	14	0	0	0
12	25	25	24	0	1	0
Total	185	180	139	33	6	1

G. SPECIAL EDUCATION ALTERNATE ASSESSMENTS

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

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

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

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

“A state’s academic assessment system required under §200.2 must provide for the participation of all students in the grades assessed.

(a) Students Eligible under IDEA and Section 504.

(1) A State’s academic system must provide – (i) For each student with disabilities, as defined under section 602(3) of the IDEA, appropriate accommodations that each student’s IEP team determines are necessary to measure the academic achievement of the student relative to the State’s academic content and achievement standards for the grade in which the student is enrolled, consistent with §200.1(b)(2), (b)(3), and (c);

and...

(2) Alternate Assessment. (i) The State’s academic assessment system must provide for one or more alternate assessments for a child with a disability as defined under section 602(3) of the IDEA whom the child’s IEP (Individualized Education Program) team determines cannot participate in all or part of the State assessments under paragraph (a)(1) of this section, even with appropriate accommodations. (ii) Alternate assessments must yield results for the grade in which the student is enrolled in at least reading/language arts, mathematics, and, beginning in the 2007-2008 school year, science.

Additionally, states and districts must:

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

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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 2011-2012 are described in Table 58.

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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 SY2011-2012. In SY2011-2012, a total of 180 students participated in the alternate assessment for Reading and 180 students participated in the alternate assessment for Math representing 99% of the 182 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 seventh school year that students with disabilities in all grade levels (1st – 12th) participated in the alternate assessment.

Table 58 Participation Rate of Students with Disabilities Who Participated in the District-Wide Assessment through AA-AAAS			
GRADE	# STUDENTS WHOSE IEPs DETERMINE PARTICIPATION THROUGH AA-AAAS	# PARTICIPATED IN MATH	# PARTICIPATED IN READING
1	15	15	15
2	15	15	15
3	18	18	18
4	14	14	14
5	10	10	10
6	17	17	17
7	14	14	14
8	24	24	24
9	18	17	17
10	15	15	15
11	8	7	7
12	14	14	14
TOTAL	182	99% (180/182)	99% (180/182)

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Tables 59 and 60 reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment based on alternate academic achievement standards in Reading and Math, respectively, for SY2011-2012.

Table 59 DOE SY2011-2012 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	Below Basic Level 1: Little or No Mastery	Other
1 st	15	100% (15)	0	2	12	1	0
2 nd	15	100% (15)	0	4	9	2	0
3 rd	18	100% (18)	0	1	10	7	0
4 th	14	100% (14)	1	4	8	2	0
5 th	10	100% (10)	0	3	4	3	0
6 th	17	100% (17)	0	2	11	4	0
7 th	14	100% (14)	0	2	10	4	0
8 th	24	100% (24)	0	1	16	7	0
9 th	18	94% (17)	0	0	6	11	1
10 th	15	100% (15)	0	0	4	11	0
11 th	8	88% (7)	0	0	1	6	1
12 th	14	100% (14)	0	0	3	11	0
The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessments in each grade level.							

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Table 60 DOE SY2011-2012 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	Below Basic Level 1: Little or No Mastery	Other
1 st	15	100% (15)	0	2	11	2	0
2 nd	15	100% (15)	0	0	14	1	0
3 rd	18	100% (18)	0	1	10	7	0
4 th	14	100% (14)	0	3	8	3	0
5 th	10	100% (10)	0	3	4	3	0
6 th	17	100% (17)	0	4	7	6	0
7 th	14	100% (14)	0	1	8	5	0
8 th	24	100% (24)	0	3	6	15	0
9 th	18	94% (17)	0	0	9	8	0
10 th	15	100% (15)	0	1	4	10	0
11 th	8	88% (7)	0	1	2	4	1
12 th	14	100% (14)	0	0	2	12	0
The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessments in each grade level.							

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I. PERCENTILE SCORES

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

Table 61 represents the SAT10 *percentile scores* by grade level and content areas for SY 11-12.

Table 61 SY 11-12 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	19	14	11	17	13	16	17	22	20	22	30	30
Math	25	18	11	21	14	14	15	18	25	26	31	30
Language	19	11	13	15	20	29	24	26	17	20	25	26
Spelling	27	28	33	37	37	41	36	41	41	37	50	52
Environment /Science	17	19	11	16	16	22	22	30	34	28	42	42
Social Science	n/a	n/a	9	20	15	18	26	27	29	29	37	36
Complete Battery	21	18	15	21	19	23	23	27	28	27	36	36

- The complete battery score represents the weighted percentile average of all content areas.
- Analysis of the complete battery scores reveals that grades 9, 11, and 12 with respective percentile scores of 28, 36, and 36, respectively, achieved the highest percentile rankings. In contrast students in 2nd, 3rd and 5th grade achieved the lowest complete battery percentile scores, given respective scores of 18, 15 and 19.

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Table 62 represents the students percentile rank by grade and content area(s) for SY 07-08 to SY 11-12. Analysis of the SY11-12 data shows that 11th and 12th grade students were closest to meeting the 50th percentile rank for reading (30, 30) and math (31, 30). The sixth grade students ranked highest (29) among all grades in Language.

Table 62					
SY 07-08 to SY 11-12 Percentile Rank of Students By Grade					
READING	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12
Grade 1	47	40	38	22	19
Grade 2	27	26	25	12	14
Grade 3	21	17	19	11	11
Grade 4	26	25	24	16	17
Grade 5	23	21	21	12	13
Grade 6	19	20	22	17	16
Grade 7	19	22	23	18	17
Grade 8	25	24	25	22	22
Grade 9	21	22	24	19	20
Grade 10	18	19	20	20	22
Grade 11	30	30	31	28	30
Grade 12	33	34	31	25	30
MATH	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12
Grade 1	31	30	28	20	25
Grade 2	18	18	20	12	18
Grade 3	13	12	14	11	11
Grade 4	22	22	21	16	21
Grade 5	18	14	15	8	14
Grade 6	13	12	12	6	14
Grade 7	22	19	20	10	15
Grade 8	20	19	18	13	18
Grade 9	28	27	29	19	25
Grade 10	21	21	21	19	26
Grade 11	28	28	29	25	31
Grade 12	27	27	26	24	30
LANGUAGE	SY07-08	SY08-09	SY09-10	SY10-11	SY11-12
Grade 1	18	16	18	11	19
Grade 2	13	12	13	5	11
Grade 3	24	20	20	12	13
Grade 4	23	22	20	12	15
Grade 5	32	31	30	17	20
Grade 6	31	35	36	25	29
Grade 7	29	29	31	23	24
Grade 8	31	29	30	23	26
Grade 9	26	26	25	18	17
Grade 10	25	28	27	22	20
Grade 11	30	30	32	25	25
Grade 12	34	37	33	27	26

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J. GRADUATION RATES



Table 63 represents the total number of students who graduated by School and Total District over a period of five (5) years: SY 07-08 to SY 11-12. Based on the September 30, 2011 Official Student Enrollment, out of 1,695 12th graders, 1,641 or 97% of them graduated from the Guam Department of Education.

Table 63					
DOE High School Graduation Rate Distribution by School and Total District					
HIGH SCHOOL	SY 07-08	SY 08-09	SY 09-10	SY10-11	SY11-12
	Number of Graduates	Number of Graduates	Number of Graduates	Number of Graduates	Number of Graduates
George Washington	498	460	472	424	497
John F. Kennedy	442	363	419	333	372
Simon Sanchez	434	348	374	315	356
Southern High	312	271	299	296	269
Okkoddu	NOT APPLICABLE	205	274	273	274
TOTAL	1,686	1,647	1,838	1,641	1768

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

Table 64 represents the cohort graduation rates from SY07-08 to SY11-12. The table shows that SY11-12 graduation rate remained the same from last school year (SY10-11). SY 09-10 reported the highest percentage of graduates (76.7%) in the last five (5) years.

Table 64 DOE Comparative Cohort Graduation Rates SY07-08 to SY11-12				
SY 2007-2008	SY 2008-2009	SY 2009-2010	SY 2010-2011	SY 2011-2012
64.8%	67.6%	76.7%	68.9%	69%

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 DOE high school sometime during a given school year; and after enrollment, stopped attending school without having been:

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

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Table 65 represents the dropout rates by school from SY 07-08 to SY 11-12. The dropout number and rate includes students in grades 9 to 12. The table shows that Southern High School had the greatest decrease in the dropout rate from SY10-11 (14% to 8.4%).

Table 65										
SY 07-08 to SY 11-12 DOE Comparative High School Dropout Numbers (DN)/Dropout Rate (DR)										
HIGH SCHOOL	SY 07-08		SY 08-09		SY 09-10		SY 10-11		SY 11-12	
	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR
GWHS	170	7.0%	176	6.1%	180	6.4%	85	3.2%	80	3.1%
JFKHS	179	7.3%	120	4.2%	141	6.3%	126	6%	105	4.5%
SSHS	164	6.9%	119	5.8%	107	5.6%	92	5%	102	5.4%
OHS	NOT APPLICABLE		146	8.3%	46	3.2%	127	9.1%	105	7.7%
SHS	94	8.0%	212	12.1%	135	8.3%	211	14%	130	8.4%
Total	607	7.2%	773	6.8%	609	6.1%	641	6.8%	522	5.3%

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IV. PERSONNEL QUALITY AND ACCOUNTABILITY

Guam Department of Education Action Plan addresses the following objectives relative to Personnel Quality and Accountability:

- 1) To increase the number of fully certified teachers
- 2) To implement recruitment and retention initiatives
- 3) To provide continuing high quality professional development to teachers and administrators

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

A. DEMOGRAPHIC CHARACTERISTICS OF DOE EMPLOYEES

There were 3895 full and part-time employees who provided instructional and support services to more than 30,000 students during SY 2011-2012 as of May 24, 2012.

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Table 66 represents the distribution of employees by position category from the various schools and central office/support division sites. Analysis of Table 66 reveals that the largest category of employees within the Department of Education are, Teachers, comprising 63.70% of the total employee population. Instructional Aides comprise the second highest population totaling 638 or 16.40%. Administrators at the Department of Education account for 2.80% of the employee population while the remaining population who provide various support and programmatic services make up 17.1% of the population.

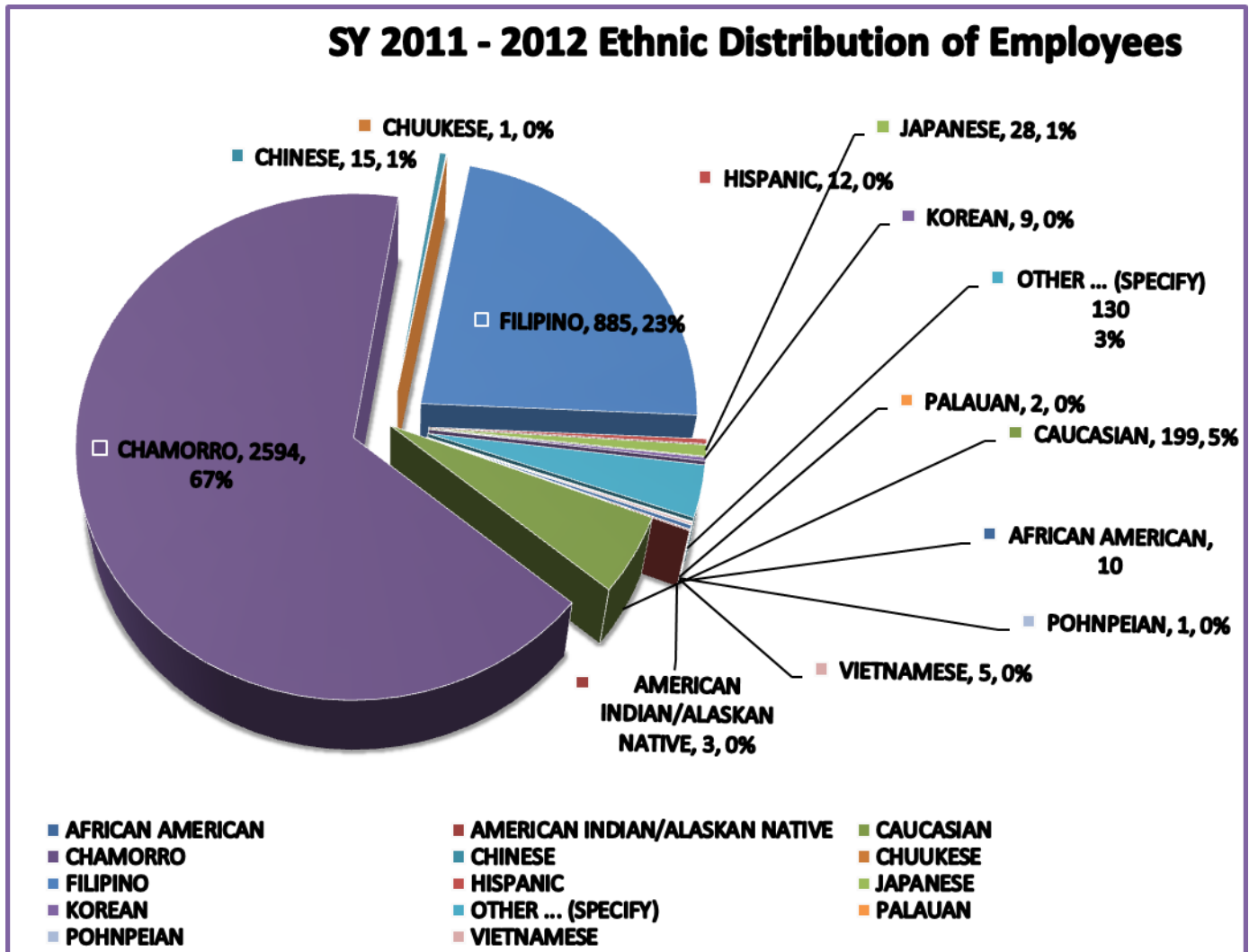
TABLE 66 DEPARTMENT OF EDUCATION SY 2011-2012 Employee Distribution by Position		
POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
Principals and Assistants	95	2.40%
Central Administrators	17	0.40%
Teachers ¹	2482	63.70%
Professional/Ancillary	179	4.60%
Health Counselors ²	46	1.30%
Central School Support	259	6.60%
Cafeteria	53	1.40%
Custodian/Maintenance	126	3.20%
Instructional Aides ³	638	16.40%
TOTAL DOE EMPLOYEES	3895	100%

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

²Includes LPNs

³Includes School Aides, Head Start Aides and other special program aides.

Figure 64 shows the employee distribution by ethnic categories.



Employees under the Chamorro ethnic category total 2,594 of the total employee population (3,895). Employees identified as Chuukese and Pohnpeian had the lowest frequency distribution. The Filipino ethnic category ranked second highest totaling 885 employees.

Figure 65 shows the employee distribution by gender.

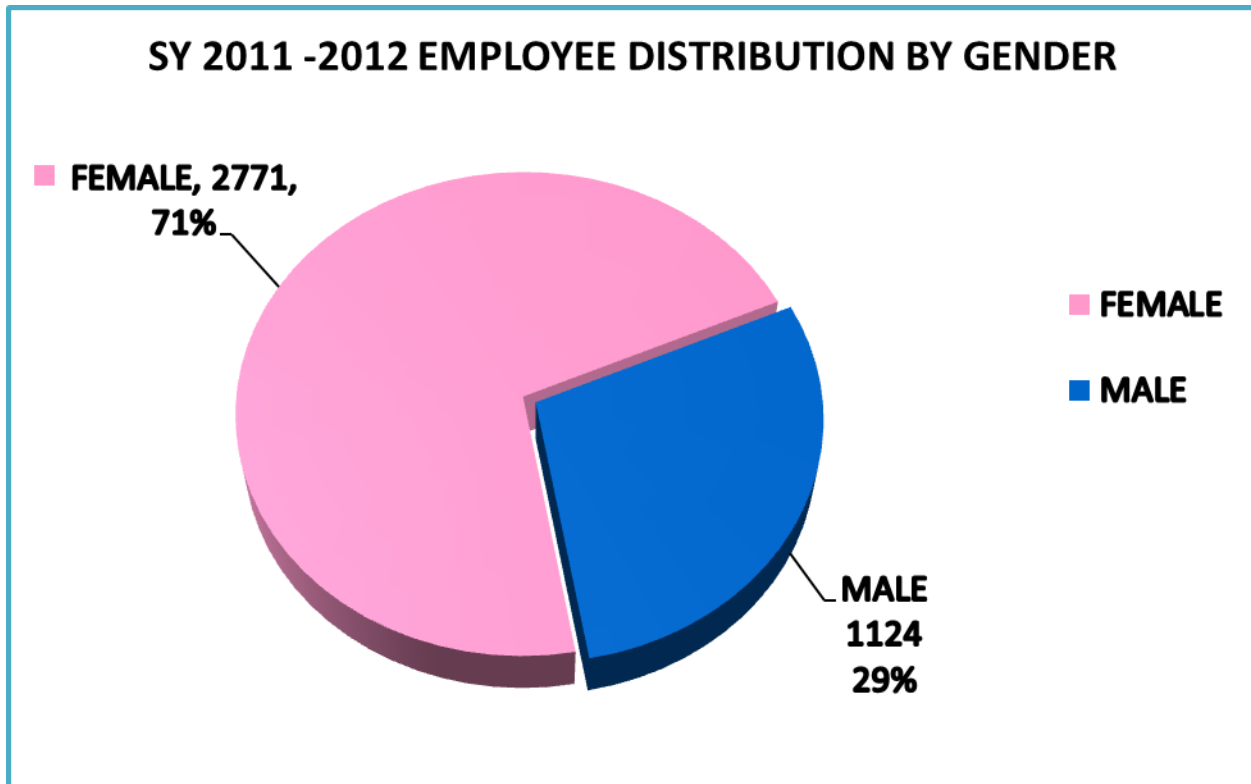


Figure 65 represents that female employees who comprise 71% (2,771) of the total population, far outnumber the male employees at 29% (1,124).

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Table 67 represents the employee distribution by age group. In SY 11-12, the highest percent of the employee population (30.5%) are between the ages of 35-44 years old. Employees who are age 55 or over comprise 18.6% of the population, while 6.7% of employees are below the age of 25.

TABLE 67 Department of Education SY 2011-2012 Employee Distribution By Age Group		
AGE GROUP	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
18-24	260	6.7%
25-34	782	20.1%
35-44	1189	30.5%
45-54	937	24.1%
55-64	581	14.9%
65-70	110	2.8%
71+	36	0.9%
TOTAL EMPLOYEES	3895	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 represents 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 at **25,950** followed by annual leave at **12,129**.

Table 68 SY 11-12 DISTRIBUTION OF EMPLOYEE LEAVE OF ABSENCE AS OF JUNE 6, 2012									
Employee Category	Annual Leave	Sick Leave	Personal Leave	Admin Leave	Military Leave	Leave without Pay	Other	Mat. Leave	Total Leave
CENTRAL OFFICES									
Administrators	367	89	0	215	24	58	20	0	775
Bus Drivers	162	148	0	0	38	35	206	0	589
Custodial/Maintenance	876	924	0	3	36	42	393	0	2271
Food Services	6	0	0	0	0	0	0	0	6
Health Counselors	3	25	4	8	0	0	34	0	74
Professional/Ancillary	1221	811	10	180	75	130	408	39	2875
Support Staff	1586	1072	0	218	59	84	765	40	3825
Teach	53	837	154	46	39	36	172	8	1345
Central Offices Total	4274	3906	168	670	271	385	1998	87	11760

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Table 68
SY11-12 DISTRIBUTION OF EMPLOYEE LEAVE OF ABSENCE
AS OF JUNE 6, 2012

Employee Category	Annual Leave	Sick Leave	Personal Leave	Admin Leave	Military Leave	Leave without Pay	Other	Mat. Leave	Total Leave
ELEMENTARY SCHOOLS									
School Principals/ Assistant Principals	354	147	0	62	8	5	54	0	630
Custodial/Maintenance	338	286	0	7	0	26	253	0	1010
Food Services	224	209	0	0	0	5	119	0	557
Health Counselors	0	213	33	53	0	7	33	0	339
Professional/Ancillary	0	0	0	0	0	0	0	0	0
Support Staff	2759	2094	5	109	109	149	1230	96	6551
Teachers	25	8047	1396	970	535	348	2397	478	14196
ELEMENTARY SCHOOL TOTALS	3700	10996	1434	1201	652	540	4086	574	23283
MIDDLE SCHOOLS									
School Principals/ Assistant Principals	190	139	2	26	36	0	35	36	464
Custodial/Maintenance	332	250	0	1	0	19	216	0	818
Food Services	0	0	0	0	0	0	0	0	0
Health Counselors	0	72	17	14	0	27	16	0	146
Professional/Ancillary	0	0	0	0	0	0	0	0	0
Support Staff	1489	1306	13	47	72	46	545	40	3557
Teachers	22	3850	688	606	289	322	1382	149	7309
MIDDLE SCHOOL TOTALS	2033	5617	720	694	397	414	2194	225	12294

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Table 68 SY 11-12 DISTRIBUTION OF EMPLOYEE LEAVE OF ABSENCE AS OF JUNE 6, 2012									
Employee Category	Annual Leave	Sick Leave	Personal Leave	Admin Leave	Military Leave	Leave without Pay	Other	Mat. Leave	Total Leave
HIGH SCHOOLS									
School Principals/ Assistant Principals	113	129	0	70	5	0	55	0	372
Custodial/Maintenance	18	25	0	1	0	0	6	0	50
Food Services	92	128	0	0	0	5	34	0	259
Health Counselors	0	18	10	12	5	0	0	20	65
Professional/Ancillary	7	17	0	5	0	0	0	0	29
Support Staff	1798	1294	0	94	48	76	834	0	4144
Teachers	94	3820	655	511	445	526	1164	272	7487
HIGH SCHOOL TOTALS	2132	5431	665	693	503	607	2093	292	12406
TOTAL DOE	12129	25950	2987	3258	1823	1946	10371	1178	59743

OTHER - includes Jury Leave, Paternity Leave, Sabbatical Leave, and Absent Without Official Leave (AWOL)

Note: The Category of employees as reported in the School Report Cards (SRC) is a consolidation some categories defined in this table.

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B. EMPLOYEE ATTENDANCE RATES by SCHOOL DISTRICT

Table 69 represents the employee attendance rates by district. Luchan district show strong attendance rates of 93%.

Table 69 DEPARTMENT OF EDUCATION ATTENDANCE RATES BY SCHOOL DISTRICT AS OF JUNE 6, 2012.					
SCHOOL/DIVISION	TOTAL LEAVE	TOTAL EMP	TOTAL POSSIBLE DAYS	ABSENTEE RATE	ATTENDANCE RATE
HAYA DISTRICT					
F.Q. Sanchez Elem	n/a	n/a	n/a	n/a	n/a
H.S. Truman Elem.	1058	59	10620	10%	90%
Inarajan Elem.	410	86	6480	6%	94%
Marcial Sablan Elem.	632	60	10800	6%	94%
Merizo Elem.	384	34	6120	6%	94%
M.U. Lujan Elem.	963	76	13680	7%	93%
Talofofo Elem.	565	42	7560	7%	93%
Inarajan Middle	1202	75	13500	9%	91%
Oceanview Middle	1027	69	12420	8%	92%
J.P. Torres Alternative	938	40	7200	13%	87%
Southern High School	2016	120	23400	9%	91%
HAYA REGION TOTAL	9195	621	111780	8%	92%
KATTAN DISTRICT					
Adacao Elem.	610	59	10620	6%	94%
B.P. Carbullido Elem.	891	57	10260	9%	91%
Ordot Chalan Pago Elem.	1597	85	15300	10%	90%
PC Lujan Elem.	1160	68	12240	9%	91%
HB Price Elem.	1479	69	12420	12%	88%
JQ San Miguel Elem.	584	67	12060	7%	93%
Agueda Johnston Middle	1688	115	20700	8%	92%
LP Untalan Middle	1711	117	21060	8%	92%
George Washington High	2781	200	36000	8%	92%
KATTAN REGION TOTAL	12771	837	150660	8%	92%
LAGU DISTRICT					
Astumbo Elem.	1055	72	13140	8%	92%
DL Perez Elem.	1392	98	17640	8%	92%
Finegayan Elem.	1350	89	16020	8%	92%
JM Guerrero Elem.	1106	82	14760	7%	93%

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Table 69
DEPARTMENT OF EDUCATION ATTENDANCE RATES BY SCHOOL DISTRICT
AS OF JUNE 6, 2012.

SCHOOL/DIVISION	TOTAL LEAVE	TOTAL EMP	TOTAL POSSIBLE DAYS	ABSENTEE RATE	ATTENDANCE RATE
LAGU DISTRICT					
Liguan Elem.	723	71	12780	6%	94%
MA Ulloa Elem.	956	77	13860	7%	93%
Machananao Elem.	607	42	7560	8%	92%
Upi Elem.	1016	88	15840	6%	94%
Wettengel Elem.	1375	98	17640	8%	92%
Astumbo Middle	1237	73	13140	9%	91%
FB Leon Guerrero Middle	1833	123	22140	8%	92%
VSA Benavente Middle	1880	134	22320	8%	92%
Okkodo High School	1643	119	21420	8%	92%
Simon Sanchez High School	2491	151	27810	9%	91%
LAGU REGION TOTAL	18664	1308	235440	8%	92%
LUCHAN DISTRICT					
Agana Heights Elem.	890	62	11160	8%	92%
Chief Brodie Elem.	403	39	7020	6%	94%
CL Taitano Elem.	459	63	11340	4%	96%
LB Johnson Elem.	459	50	9000	5%	95%
Tamuning Elem.	886	81	14580	6%	94%
Jose Rios Middle School	1716	93	16740	10%	90%
John F. Kennedy High School	2537	190	34200	7%	93%
LUCHAN REGION TOTAL	7350	578	104040	7%	93%
CENTRAL OFFICES					
Curriculum & Instruction	409	16	2880	14%	86%
Chamorro Studies	121	6	1080	11%	89%
Facilities & Maintenance	2552	69	12420	18%	82%
Federal Programs	591	18	3240	18%	82%
Financial Affairs	346	21	3780	9%	91%
Food Services	141	8	1440	10%	90%
FSAIS	190	8	1440	13%	87%
HeadStart	1269	76	13680	9%	91%
Learning Resource Center	29	2	360	8%	92%
Payroll	259	9	1620	16%	84%
Personnel Services Div.	393	22	3960	10%	90%
Procurement & Supply Management	403	17	3060	13%	87%

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Table 69 DEPARTMENT OF EDUCATION ATTENDANCE RATES BY SCHOOL DISTRICT AS OF JUNE 6, 2012.					
SCHOOL/DIVISION	TOTAL LEAVE	TOTAL EMP	TOTAL POSSIBLE DAYS	ABSENTEE RATE	ATTENDANCE RATE
CENTRAL OFFICES					
Research, Planning & Evaluation	97	4	720	13%	87%
Education Support & Community Learning	122	6	1080	11%	89%
Special Education	3926	194	34920	11%	89%
Student Support Services	777	61	10980	7%	93%
Superintendent's Office	425	19	3420	12%	88%
CENTRAL OFFICE TOTAL	11760	556	100080	12%	88%
TOTAL DOE	59740	3900	702000	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 represents the distribution of professional school administrator certification for SY 2011-2012

TABLE 70 DEPARTMENT OF EDUCATION SY 2011-2012 PROFESSIONAL SCHOOL ADMINISTRATORS CERTIFICATION			
TYPE OF CERTIFICATION	Elementary	Secondary	TOTAL
Professional I	6	6	12
Professional II	24	26	50
Professional III	3	3	5
Initial Administrator	2	11	13
Master Administrator	6	3	9
Professional Administrator	1	4	5
TOTAL	42	53	95

Examination of Table 70 indicates 100% of DOE school administrators possessed full Professional Certification.

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Table 71 represents the distribution of teachers by types of certification for SY 2011-2012. Teachers that possessed professional certification comprised of about 75% (1536), while those that had either Standard, Temporary, or Levels 1A,1B,1C, 2, & 3 certification comprised of about 8% (171) of the total population and of about 17% (345) had initial and basic educator certificates.

TABLE 71 DEPARTMENT OF EDUCATION SY 2011-2012 CLASSROOM TEACHER CERTIFICATION					
TYPE OF CERTIFICATION	Elementary	Secondary	Divisions	Expired⁵	TOTAL
Basic Educator	43	16	6	0	65
Initial Educator	127	136	10	7	280
Master Educator	212	245	61	0	518
Master Equivalency	50	52	8	0	110
Professional I	1	2	7	4	14
Professional II	119	102	24	4	249
Professional Educator	279	316	50	0	645
Level 1A,1B, 1C, 2 & 3	2	1	22	0	25
Standard	3	4	0	1	8
Temporary⁴	28	88	0	22	138
TOTAL	864	962	188	38	2052

4: 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.

5: Expired represents teachers who once held valid Teacher Certification and whose certificates are expired.

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Table 72 represents the distribution of school librarian certification in SY 2011-2012. A total of 37 school librarians held full Professional certification, while 2 held Temporary certificates.

TABLE 72 DEPARTMENT OF EDUCATION SY 2011-2012 SCHOOL LIBRARIANS CERTIFICATION			
TYPE OF CERTIFICATION	Elementary	Secondary	TOTAL
Master Educator	5	3	8
Master Equivalency	3	3	6
Professional Educator	3	3	6
Professional I	7	4	11
Professional II	5	1	6
Temporary	1	1	2
TOTAL	24	15	39

Table 73 represents the distribution of school health counselor certification in SY 2011-2012. A total of 41(100%) of the School Health Counselors in the Department of Education held Professional certification. In addition to this, School Health Counselors also held Registered Nurse (RN) licenses.

TABLE 73 Department of Education SY 2011-2012 SCHOOL HEALTH COUNSELORS CERTIFICATION				
TYPE OF CERTIFICATION	Elementary	Secondary	<i>DIVISION</i>	<i>TOTAL</i>
Professional I	9	7	1	17
Professional II	18	4	2	24
TOTAL	27	11	3	41

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Table 74 represents the distribution of school guidance counselor certification in SY 2011-2012. Seventy five (75) School Guidance Counselors held full Professional Certification, while 6 held temporary certificates.

TABLE 74 DEPARTMENT OF EDUCATION SY 2011-2012 SCHOOL GUIDANCE COUNSELORS CERTIFICATION			
TYPE OF CERTIFICATION	Elementary	Secondary	TOTAL
Initial	3	9	12
Master Counselor/Educator	7	8	15
Professional Counselor/Educator	18	28	46
Professional I	0	0	0
Professional II	2	0	2
Temporary	1	5	6
TOTAL	31	50	81

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Table 75 represents the distribution of school allied professional certification in SY 2011-2012. The majority of allied health professionals require professional licenses issued by the Allied Health Board. Professional Teaching Certificates were only applicable to Speech/Language Clinicians.

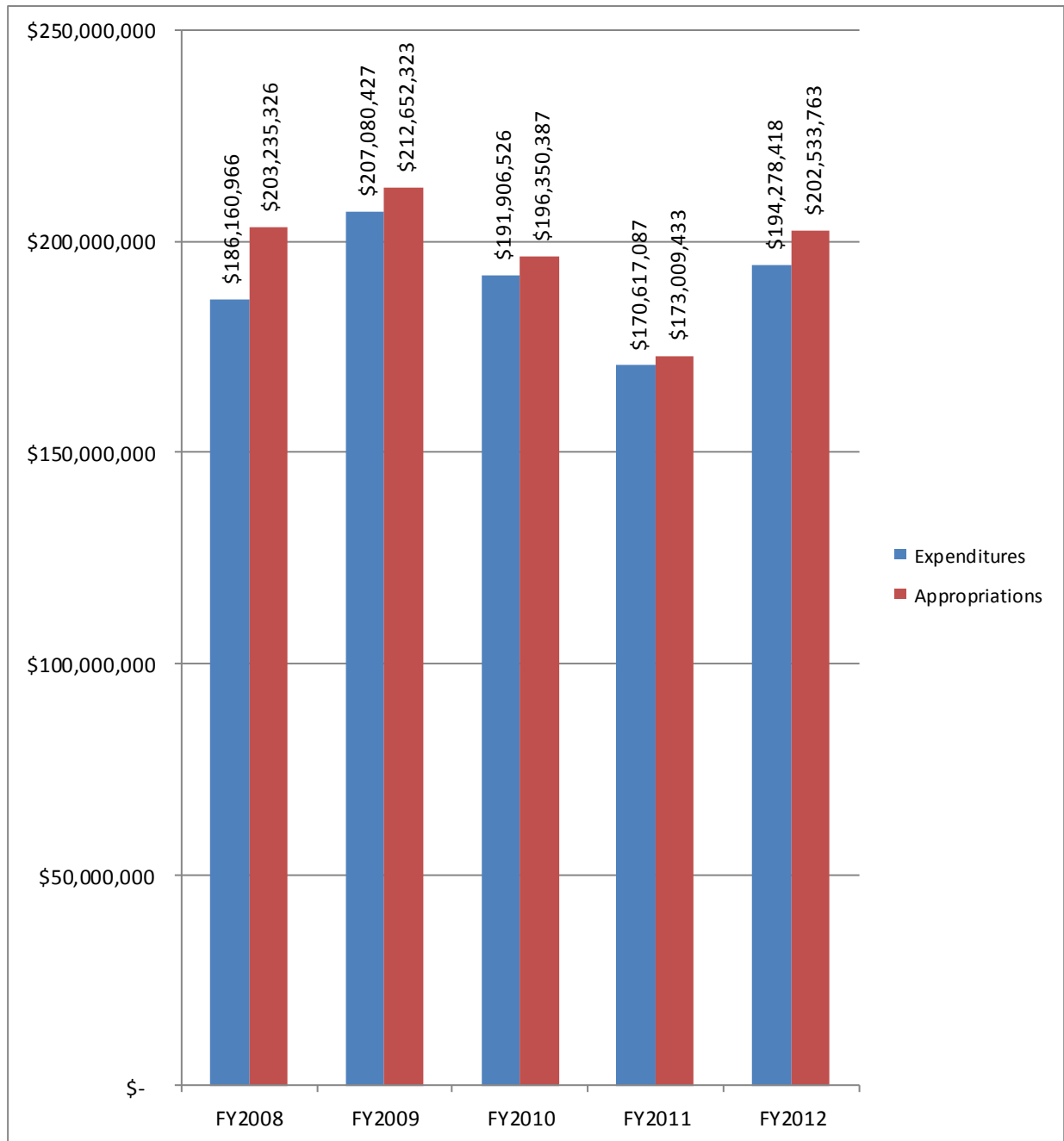
TABLE 75 DEPARTMENT OF EDUCATION SY 2011-2012 ALLIED HEALTH PROFESSIONALS		
ALLIED HEALTH PROFESSION	TYPE OF CERTIFICATION/LICENSURE	TOTAL
Speech/Language Clinician	Professional Teaching Certificates	6
Audiologist	Allied Health License	1
Audiometerist	Allied Health License	3
Occupational Therapist II	Allied Health License	1
Physical Therapist II	Allied Health License	2
Psychologist	Allied Health License	2
Speech/Language Pathologist	Allied Health License	5
TOTAL COUNT ALLIED HEALTH		20

V. BUDGET AND EXPENDITURES*

The approved funding level for the DOE in FY 2012 was \$202,533,763. This funding level was \$29,524,330 (15%) less than the FY 2011 funding level. However, while every effort was made over the years to maintain school facilities that were safe and conducive to learning, schools were in dire need of repairs due to reoccurring vandalism, damages due to termite infestation, lack of adequate funding to perform preventative maintenance and building deterioration due to age. Figure 66 shows the department's comparative appropriations and expenditures from FY 2008 to FY 2012. Data for FY 2012 are un-audited.

The above approved funding level included appropriations from Public Law 30-224 for DOE operations, appropriation from Public Law 31-74 for reduction in DOE employee retirement and retiree medical/dental health insurance and appropriations from Public Law 31-75 for the efficient opening of all schools.

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FOOTNOTE: Data for FY08 to FY10 are based on Audited Financial Statements. Data for FY11 and FY12 are un-audited figures (Figure 66 and Tables 76-78)

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Table 76 represents DOE approved appropriations by object category over the past five (5) fiscal years. Appropriations consist of General Fund, Miscellaneous and Special Funds. In FY12, \$166,806,249 (82%) of the approved appropriation was allotted for personnel (salaries and benefits), while \$16,526,624 (8%) was spent on utilities, the second highest category of the total appropriations.

Table 76 Department of Education Comparative Appropriations by Categories: FY 2008 to FY 2012					
CATEGORIES	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Salaries and Benefits	\$157,289,162	\$157,159,861	\$162,398,383	\$139,003,439	\$166,806,249
Travel and Transportation	5,342	-0-	-0-	-0-	-0-
Contractual	7,373,507	5,976,901	6,109,688	1,566,837	1,1045,253
Office Space Rental	-0-	-0-	-0-	-0-	-0-
Supplies and Materials	3,586,203	610,897	1,609,998	1,628,674	1,856,655
Equipment	2,080,353	14,537	-0-	12,128	1,162,733
Miscellaneous	86,993	327,910	247,200	1,542,398	335,935
Utilities	14,184,371	15,289,790	14,031,713	13,452,946	16,526,624
Capital Outlay	-0-	12,500	-0-	227,324	-0-
Total Operations	184,605,932	179,392,395	184,396,982	157,433,862	197,733,449
Total Special Funds	8,737,721	6,908,658	11,091,754	13,763,797	4,275,314
Total Miscellaneous Appropriations	9,891,673	26,351,270	861,651	1,811,890	525,000
Total Appropriations	\$203,235,326	\$212,652,323	\$196,350,387	\$173,009,549	\$202,533,763

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Table 77 represents the comparative expenditures by budget categories from FY08 to FY12, eighty-six percent (86%) were in salaries and benefits. Expenditures were funded by appropriations from the General Fund and Special and Miscellaneous Appropriations.

Table 77 Department of Education Comparative Expenditures by Categories: FY 2008 – FY 2012					
CATEGORIES	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Salaries and Benefits	\$155,112,777	\$165,433,478	\$160,348,270	\$147,022,094	\$167,008,832
Travel and Transportation	354,574	162,252	0	0	0
Contractual	5,594,816	10,652,955	13,850,573	7,138,036	7,697,987
Lease/Office Space Rental	0	748,876	0	0	0
Supplies and Materials	3,857,433	2,202,294	1,070,705	1,188,128	1,445,740
Equipment	804,861	5,143,979	0	504,616	1,288,607
Textbooks, Library Books	988,860	6,797,227	1,208,136	119,317	1,598,763
Miscellaneous (Interest, Penalties, Stipends and Other)	2,158,541	533,711	713,740	110,035	35,698
Utilities	13,361,400	13,505,184	14,715,102	14,175,551	15,202,791
Capital Outlay	3,927,704	1,900,471	0	359,310	0
Total Expenditures	\$186,160,966	\$207,080,427	\$191,906,526	\$170,617,087	\$194,278,418

Table 78 represents per pupil cost based on expenditures of local funds. Per pupil cost is calculated by dividing the total amount of expenditures for the Fiscal Year by the Official Student Enrollment.

Table 78 Department of Education Per Pupil Cost Based On Expenditures of Local Funds					
CATEGORIES	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Expenditures	\$186,160,966	\$207,080,427	\$191,906,526	\$170,617,087	\$194,278,418
Official Student Enrollment	30,893	30,769	30,769	31,095	31,361
Per Pupil	\$6,026	\$6,237	\$6,237	\$5,487	\$6,195

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

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VI. SCHOOL-WIDE INDICATOR SYSTEM

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

The Annual School Progress Report Committee developed a list of education indicators, which was presented to principals and division heads for input. These performance classifications were derived from a number of education indicators including student performance in the district SAT9/10 testing program, school passing rate, cohort graduation rate, annual dropout rate, student discipline rate, student attendance rate, and employee attendance rate. Rubrics were developed for each indicator and numerical equivalents were assigned to each performance level specified in P.L. 26-26 and P.L. 28-45. The overall performance grade that a school obtained in SY 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. SY10-11 School Report Cards have been completed and will be 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 represents the school performance by classification for the elementary, middle, and high schools as stipulated in P.L. 26-26. Four (4) high schools (75%), five (5) (63%) of the middle schools and 18 (69%) elementary schools achieved a satisfactory rating.

Table 79						
SY11-12 Distribution of School Performance Classification by Grade Levels						
GRADE LEVEL	Unacceptable	Low	Satisfactory	Strong	Exceptional	Row Total
Elementary	0	8	18	0	0	26
Middle	0	3	5	0	0	8
High	0	2	3	0	0	5
Total	0	4	36	0	0	40

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Table 80 represents the comparative distribution of performance classifications by grade level for SY 09-10 to SY 11-12 and reveals that 90% of all public schools achieved a “satisfactory” rating in SY11-12. In the elementary schools, the number of schools that achieved a “satisfactory” rating decreased by three (3). Of 8 middle schools, five (5) achieved Satisfactory ratings, an decrease of 3 from SY09-10. Of five (5) high schools, 4 received a satisfactory rating, an increase of 1 from SY 10-11.

Table 80 Comparative Distribution of Performance Classification by Grade Level: SY09-10 to SY11-12						
School Year	Unacceptable	Low	Satisfactory	Strong	Exceptional	ROW TOTAL
Elementary						
SY 09-10	0	5 (19%)	21(78%)	1(3%)	0	27 (100%)
SY 10-11	0	2 (7%)	25 (93%)	0	0	27 (100%)
SY 11-12	0	8 (31%)	18 (69%)	0	0	26 (100%)
Middle						
SY 09-10	0	0	8 (100%)	0	0	8 (100%)
SY 10-11	0	0	8 (100%)	0	0	8 (100%)
SY 11-12	0	3 (38%)	5 (62%)	0	0	8 (100%)
High						
SY 09-10	0	1 (20%)	4 (80%)	0	0	5 (100%)
SY 10-11	0	2 (40%)	3 (60%)	0	0	5 (100%)
SY 11-12	0	1(25%)	4 (75%)	0	0	5 (100%)
All Schools						
SY 09-10	0	6 (15%)	33 (83%)	1 (3%)	0	40 (100%)
SY 10-11	0	4 (10%)	36 (90%)	0	0	40 (100%)
SY 11-12	0	12 (31%)	27 (69%)	0	0	39 (100%)

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Table 81 represents the comparison of overall school performance for SY10-11 and SY11-12. Examination of the table reveals that, five elementary schools increased their composite scores; one middle school increased its composite scores; and 4 high schools increased their composite scores.

Table 81					
Comparative SY 10-11 to SY 11-12 School Composite Report Card Scores in accordance with P.L. 26-26					
ELEMENTARY	SY10-11 Score	SY10-11 Rating	SY 11-12 Score	SY 11-12 Rating	Difference
Adacao	61	Satisfactory	54	Satisfactory	-7
Agana Heights	58	Satisfactory	61	Satisfactory	3
As Tumbo	53	Satisfactory	47	Low	-6
B.P. Carbullido	66	Satisfactory	55	Satisfactory	-10
Chief Brodie	59	Satisfactory	47	Low	-12
C.L. Taitano	58	Satisfactory	56	Satisfactory	-2
D.L. Perez	58	Satisfactory	49	Satisfactory	-9
Finegayan	52	Satisfactory	48	Low	-4
FQ Sanchez	46	Low	n/a	n/a	n/a
HB Price	52	Satisfactory	54	Satisfactory	2
HS Truman	54	Satisfactory	57	Satisfactory	3
Inarajan	61	Satisfactory	60	Satisfactory	-1
JM Guerrero	63	Satisfactory	49	Low	-14
JQ San Miguel	53	Satisfactory	47	Low	-6
LB Johnson	52	Satisfactory	44	Low	-8
Liguan	61	Satisfactory	55	Satisfactory	-6
MA Sablan	54	Satisfactory	48	Low	-6
MA Ulloa	54	Satisfactory	50	Satisfactory	-4
Machananao	49	Low	48	Low	-1
Merizo Martyrs	55	Satisfactory	52	Satisfactory	-3
MU Lujan	54	Satisfactory	49	Satisfactory	-5
Ordot Chalan Pago	59	Satisfactory	56	Satisfactory	-3
PC Lujan	55	Satisfactory	56	Satisfactory	1
Talofofo	58	Satisfactory	54	Satisfactory	-4
Tamuning	54	Satisfactory	56	Satisfactory	2
Upi	53	Satisfactory	54	Satisfactory	1
Wettengel	55	Satisfactory	51	Satisfactory	-4
MIDDLE					
Agueda Johnston	54	Satisfactory	49	Low	-5
As Tumbo	52	Satisfactory	47	Low	-5
FB Leon Guerrero	53	Satisfactory	56	Satisfactory	3
Inarajan	55	Satisfactory	54	Satisfactory	-1
Jose Rios	60	Satisfactory	52	Satisfactory	-8

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Table 81 Comparative SY 10-11 to SY 11-12 School Composite Report Card Scores in accordance with P.L. 26-26					
MIDDLE	SY10-11 Score	SY10-11 Rating	SY11-12 Score	SY11-12 Rating	Difference
Oceanview	58	Satisfactory	46	Low	-12
LP Untalan	53	Satisfactory	53	Satisfactory	0
Vicente Benavente	56	Satisfactory	53	Satisfactory	-3
HIGH					
George Washington	50	Satisfactory	54	Satisfactory	4
John F. Kennedy	50	Satisfactory	56	Satisfactory	6
Southern	52	Satisfactory	47	Low	-5
Simon Sanchez	49	Low	54	Satisfactory	5
Okkodo	43	Low	54	Satisfactory	11

Table 82: Depicts the SY11-12 District Performance Report. A District Annual Report Card for SY11-12 was developed using the adopted education indicators and grading criteria. The information in the table depicts that while the composite score/grade for the District is “Low” (44%), exceptional ratings were given for Elementary Passing Rate, Fifth and Eighth Grade Promotion Rate and School Improvement Plan. Satisfactory ratings were achieved for Middle School Passing and Annual Dropout Rate. All other categories received low or unacceptable ratings.

Table 82 SY11-12 District Performance Card		
Student Performance	District Data	PL 26-26 Classification
Proficient & Advanced Levels		
Grade 1 Reading	47%	Low
Grade 1 Math	28%	Low
Grade 1 Language	10%	Low
Grade 2 Reading	21%	Low
Grade 2 Math	13%	Low
Grade 2 Language	3%	Unacceptable
Grade 3 Reading	21%	Low
Grade 3 Math	12%	Low
Grade 3 Language	11%	Low
Grade 4 Reading	19%	Low
Grade 4 Math	12%	Low
Grade 4 Language	16%	Low

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Table 82 SY 11-12 DISTRICT PERFORMANCE CARD		
Student Performance	District Data	PL 26-26 Classification
Grade 5 Reading	11%	Low
Grade 5 Math	7%	Unacceptable
Grade 5 Language	13%	Low
Grade 6 Reading	13%	Low
Grade 6 Math	6%	Unacceptable
Grade 6 Language	12%	Low
Grade 7 Reading	12%	Low
Grade 7 Math	7%	Unacceptable
Grade 7 Language	12%	Low
Grade 8 Reading	17%	Low
Grade 8 Math	7%	Unacceptable
Grade 8 Language	13%	Low
Grade 9 Reading	10%	Low
Grade 9 Math	2%	Unacceptable
Grade 9 Language	5%	Unacceptable
Grade 10 Reading	7%	Unacceptable
Grade 10 Math	2%	Unacceptable
Grade 10 Language	3%	Unacceptable
Grade 11 Reading	10%	Unacceptable
Grade 11 Math	1%	Unacceptable
Grade 11 Language	4%	Unacceptable
Grade 12 Reading	13%	Low
Grade 12 Math	2%	Unacceptable
Grade 12 Language	5%	Unacceptable

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Table 82 SY 11-12 DISTRICT PERFORMANCE CARD		
Student Performance	District Data	PL 26-26 Classification
Elementary Passing Rate	100%	Exceptional
Middle School Passing Rate	86%	Satisfactory
High School Passing Rate	77%	Unacceptable
5th Grade Promotion Rate	100%	Exceptional
8th Grade Promotion Rate	100%	Exceptional
Cohort Graduation Rate	69%	Low
Annual Dropout Rate	5.3%	Strong
Student Attendance Rate	95%	Strong
Student Discipline Rate (Suspensions only)	23%	Low
Employee Attendance Rate	91%	Satisfactory
School Improvement Plan	100 %	Exceptional
Total Grade	44%	Low

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VII. SY 10-11 EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

P.L. 26-26 Section 3106 (vi) Requires DOE 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.

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PART VII-A ELEMENTARY SCHOOL EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

Adacao Elementary

Special programs: Student Awards for SAT10 Results SY2010-2011; Hilitai of the Month; Positive Behavior Intervention System Training & School wide Implementation; 4th Grade Tutorial Sessions on SAT10; SAT10 Enrichment Program for 3rd graders; I Recycle Program

Accomplishments:

- Positive Behavior Intervention System (PBIS) - Sixty-seven (67) students participated in our character building program. 8 lessons were taught by the 12 teachers who volunteered to teach the lessons during their lunch time. We observed a decrease in our discipline referrals and incidences reported.
- Saturday Science & Social Studies Program for 1st-5th Grade Students - 85 students participated and 10 teachers taught the classes. The students showed a growth of 75% or greater in mastery of science and social studies skills as indicated in their progress reports.
- After School Tutorial – The afterschool tutorial program aimed to provide intervention to avoid any regrouping of students to a lower level. At the end of the year findings, it was reported that the 8 students remained in their group placements for reading, language and math and showed significant progress.

Agana Heights Elementary

Special programs: SAT 10 Awards Ceremony; Quarterly Awards Ceremony; Spelling Bee; Big Bird Read-A-thon; SFA Parent and Family Involvement – Quarterly 2nd Cup of Coffee; Isla Art-A-thon; Rainbows for All Children; DEED; After School Tutorial

Accomplishments:

- 70% of Reading Wings Students met expected growth, 47% of Reading Roots Students met expected growth, 97% of Kinder Students met expected growth
- 83% of 1st Grade students are reading at or above grade level, 67% of 2nd grade student reading at or above grade level, 77% of 3rd grade students reading at or above grade level, 59% of 4th grade students reading at or above grade level, 74% of 5th grade students reading at or above grade level
- Baseline data collected at the beginning of the school year showed 66.89% of our students were reading at or above grade level as reported on the SFA Grade Summary Form. By the end of the school year 72.47% of students were reading at or above grade level as reported on the SFA Grade Summary Form. That is an increase of 5.58%
- Baseline data collected at the beginning of the school year showed 72% of our students were mastering writing as reported on the SFA Writing Mastery Database. By the end of the school year 80% of students were mastering writing as reported on the SFA Writing Mastery Database. That is an increase of 8%

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Astumbo Elementary

Special programs: SAT10 Awards, Student of the Month, End of Year Awards, Read-a-Thon, Art-a-Thon, Math Olympiad Math Kangaroo, GATE Geography Bee, Spelling Bee, Science Fair, Law Week/Mock Trial, Jump Rope for Heart, Career Week, Chamorro Month Program, Christmas Program, Munga' Ma'Kasi: Bullying Prevention, Response to Intervention for Math

Accomplishments:

- Students won all elementary categories in the Chamorro Month poster contest for SY11-12.
- Increase in reading levels from 46.62% to 48.13% at the end of the school year.

C.L. Taitano Elementary

Special programs: SFA Component Programs: “Tutorial Program”, “Solutions Network Program” and the “Safety Calls”; Student Behavior – The CLTES “DEER Awards” (Doing Everything Expected Responsibly); SAT10 Recognition Award; Island wide Spelling Bee; Saturday Parent Workshop

Accomplishments:

- Since the implementation of the Success for All Reform Program (SFA), 3 years ago, the school year assessment results showed that 66% of our students scored at or above grade level, consistently showing gains in reaching Reading goals with the SFA Reform Program. After school tutoring also occurred and was beneficial in increasing Math and Writing skills for student in grades Kindergarten - 5th.
- The Special Needs students at CLTES participated in sports competition during the 2011-2012 Special Olympics Activities. Each of our Olympians who participated had won a Gold, Silver or Bronze Medal in the sport they competed in. Their smiling faces during the events were Priceless!
- CLTES currently has 41 teachers; Eight (8) teachers are “Highly Qualified Teachers” and all Forty-one (41) teachers are Certified in Education. In addition, the principal and assistant principal are also certified in both Administration and Supervision and Teaching, and all support staff are SAFE (Crisis Prevention) Certified.

Carbullido Elementary

Special programs: After-School Tutorial Program; Positive Behavior Intervention Support (PBIS) Program; Home Opportunities Literacy Development (HOLD) Program; Striving Readers Literacy Program;

Accomplishments:

- Direct Instruction Program - 2nd grade student cohort improved in SAT 10 Reading by 17 points; 3rd grade student cohort improved in SAT 10 Reading by 15 points; 4th grade student cohort improved in SAT 10 Reading by 15 points; 5th grade student cohort improved in SAT 10 Reading by 13 points; 2nd grade student cohort improved in SAT 10 Math by 23 points; 3rd grade student cohort improved in SAT 10 Math by 118 points; 4th grade student cohort improved in SAT 10 Math by 35 points; 5th grade

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student cohort improved in SAT 10 Math by 25 points; 2nd grade student cohort improved in SAT 10 Language by 17 points; 3rd grade student cohort improved in SAT 10 Language by 8 points; 4th grade student cohort improved in SAT 10 Language by 13 points; 5th grade student cohort improved in SAT 10 Language by 13 points.

- Home-School Connection Program - The homework monitoring system is an accountability plan for teachers to observe weekly progress for student participation from grades Kindergarten through 5th. The school's cumulative average for Kindergarten-fifth grade students is 83%.
- PBS Read-a-thon & Essay Writing - The school raised the most money island-wide and was recognized for being the "Top School", "Top Class", and "Top Student". In addition, two students won first and third place in the PBS Essay Writing contest island-wide.
- IRA Read-a-thon - The school raised the most money island-wide and was recognized for being the "Top School", "Top Class", and "Top Student".
- Box Tops Island-wide Winner - The school received a check of \$3,300 for being the "Top school" in collecting the most Box Tops and "Top Per Capita".
- Parent Teacher Organization (PTO) - The school's PTO successful raised about \$14,000 to purchase student planners, school supplies, and other student related incentives.

Chief Brodie Elementary

Special programs: Positive Behavioral Interventions & Supports (PBIS); Professional Learning Communities; Response To Intervention Math; Christmas In November; Santa's Workshop; Literacy Night; Adopt A School; Student Of The Quarter; Read For The Record; Rocket Launching

Accomplishments:

- Geography Bee - Britney Sison, the school winner, took the National Geographic written test which was submitted to Washington D.C.
- Teacher Professional Development
- Science Fair - Angelina Villacrusis, a fourth grader at CBMES won as overall winner for Division 2 at the Island-wide Science Fair. Her project was titled, "Young Fresh Coconut Yields Natural Dye". Angelina won first place in the Plant/Animal category then went on to win Division 2 overall. There were only four overall winners among hundreds of participants.

DL Perez Elementary

Special programs: School Bullying Program; Saturday Institute; Computer Lab

Accomplishments:

- WASC Accreditation - D. L. Perez received its extension to complete a six year accreditation by the Western Association of Schools and Colleges.

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Finegayan Elementary

Special programs: ASCD's Whole Child Network of Schools; Energy and Water Conservation Program

Accomplishments:

- ASCD's Whole Child Network of Schools Awardee- FES received a \$10,000 grant along with sending 5 members to ASCD's WCN Conference in Alexandria, Virginia in July 2012. The school received educational materials, ASCD memberships and Online Support.
- Consolidated Commission on Utilities Award - The school community continued to cut power and water consumption and reduce government spending. FES was awarded with a plaque. FES also received grant funding from the Guam Energy Office to help conserve power consumption.

HS Truman Elementary

- Special programs: Response To Intervention; Solutions Network; Robotics Program

Accomplishments:

- Since the implementation of the Success For All Program, we were able to improve the number of students placed at grade level or better for reading, from 42% to 77%.
- Peer Assisted Learning Support - 7 teachers from across the grade-levels participated in a Collaborative Action Research to field test the use of this evidence-based intervention to help improve math fluency. The team completed the research with positive results and is able to train and support their grade levels.

Inarajan Elementary

Special programs: Direct Instruction Programs (K-5); Career Day; Home Opportunities for Literacy (HOLD) Program

Accomplishments:

- In 2011, 89% of students were on or above bench Mark. There was also a 5% increase from 83% to 88% of students on or above bench mark in Language Arts. Reading was affected by time taken away to the Math program and continues to show 93% of students on or above bench mark for Reading.
- In August 2011, IES was granted another six years accreditation expiring 2017.
- The IES School Health Counselor conducts 3-5 Immunization Clinics every school year. To Date, a total of 9 clinics have been conducted. In addition, a total of 75 students and 9 adults have participated in the program receiving 176 vaccines. As a result, Inarajan Elementary is in 100% compliance with GDOE Immunization requirements.

J.M. Guerrero Elementary

Special programs: JMGES 2012 Summer School Program: “Getting Fit For Math”; Response to Intervention (RTI); Owelus Bullying Prevention Program; School Climate Cadre (SCC)

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Accomplishments:

- Positive Behavior Interventions and Supports (PBIS) – Office Discipline Referrals decreased by 60% since the inception of PBIS.

J.Q. San Miguel Elementary

Special programs: Parent Outreach Program; Direct Instruction Program; Girl Scouts; Stop, Walk and Talk Bully Prevention Program; Manoatao Agila Cultural Performing Group; Military Partnerships

Accomplishments:

- Positive Behavior Intervention and Support (PBIS) - As a result of the implementation of PBIS, JQSM students are able to define the behavioral expectations when asked. JQSM was also able to reduce discipline infractions during transition times by 85%.
- Reading Is Fundamental (RIF) – J.Q. San Miguel participated in the Reading is Fundamental Free Book Program for the fourth year. This school year students received free books twice in the first semester and once in May. Additionally, we received \$2406 from RIF National Registry and \$3000 from SHARE.

L.B. Johnson Elementary

Special programs: Character Education “Word of the Month”; Direct Instruction Reform Program; School-wide Discipline (PBIS – Positive Behavior Intervention Supports); Families And Schools Together (FAST); Scoring High

Accomplishments:

- Direct Instruction Reform Program - 72% of Kindergarten students scored on benchmark for Reading, 79% scored on benchmark for Language, and 94% scored on benchmark for Math. In addition, 47% of First Grade students were on benchmark for Reading, 56% were on benchmark for Language, and 65% were on benchmark for Math. Grade Level report for LBJ’s Kindergarten students from 1st to 4th quarter showed an overall 100% of students who were placed on grade level and First grade report showed an overall 98% of students that were placed on grade level.
- After School Tutoring - 100% of the students who participated in the after-school tutoring were either on grade level or reached benchmark by the end of the school year; hence, evidence that the after-school tutoring program helped all 22 students in their math abilities and levels.
- Accreditation- The Western Association of Schools and Colleges (WASC) granted LBJ Elementary School a six-year term with a midterm visit expiring on June 30, 2014.
- Very Important Parent (VIP) - “Very Important Parent” is an incentive program that awards parents for actively getting involved in their child’s education. For SY 2011-2012 77% of our parents were awarded.
- Stanford Achievement Test (SAT) 10 - LBJES students ranked 1st in Math, Environment, and Complete Battery; 2nd place in Reading and Language Arts.

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Liguan Elementary

Special programs: Direct Instruction (K-5); "DI Works! After-school Tutorial Program"; "Summer WORLD Learning Adventure 2012"; Super Sihek Reader Program; Science Fair; Spelling Bee ; International Reading Association (IRA) Read A Thon; Guam Public Broadcasting Station (PBS) Family Read A Thon

Accomplishments:

- Positive Behavior Interventions Supports (PBIS)- Grade level teams comprising of teachers, the special education teacher, administrator, and support staff developed a plan for reducing problem behaviors in the school and classrooms and implemented the plan in school year 2011 – 2012. The PBIS team met monthly and developed a set of school rules, lesson plans for teachers to conduct in their classrooms. As a result of the PBIS program, discipline has decreased and more focus in the classroom is evident.
- Isla Art A Thon - Three students showcased their artwork in the Art Gallery located at the Two Lovers Point Cultural Center.

M.A. Ulloa Elementary

- Special programs: Solutions Network; Professional Learning Communities; Books and Breakfast; Family Math Night

Accomplishments:

- Reading achievement improved by 7.58%, whereas 5% improvement is the expected level of achievement among SFA schools nationally. Other SFA components such as PowerTeaching Math, Writing Wings, and Tutoring continued to be implemented.
- During the island-wide Math Olympiad Competition, MAUES ranked 4th among public schools.

MU Lujan Elementary

Special programs: Dragon Reading Program; Celebrate Mom – Art Project; M.U. Lujan After School Tutoring; I-Recycle/I-Care Dragons; GATE Honor Choir; Cultural Dance Group; M.U. Lujan Junior Police Cadets; Math Kangaroo

Accomplishments:

- SAT10 data reveal that MULES continues to show on-going progress in all areas and increased progress in reading.

Machananao Elementary

Special programs: Pre-School GATE Program; Department of Education Extended Day (DEED) Program; Summer School Program; National Elementary Honor Society; Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment; Math -Response to Intervention Framework; Parent Teacher Student Association; Faculty Team Building Meetings; K-5th grade End of the year Award Ceremony; LIVE DATA WALL

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Accomplishments:

- Twenty six (26) 4th and 5th grade students were inducted into the National Elementary Honor Society (NEHS) after its first year of implementation

Marcial Sablan Elementary

Special programs: Success for All Solutions Network; Professional Learning Communities (PLC); M.A.L.A.C. STARS (Math And Language Arts Curriculum) Summer School; Open House/ Family Literacy Night; Star of the Month; Tutorial Programs; Home HOLD and Striving Readers Comprehensive Literacy(SRCL)

Accomplishments:

- 1st Place Red Ribbon Gate and Wall Decorating

Merizo Elementary

Special programs: Alphie's Book Club (Afterschool Tutoring); D.E.E.D; I Recycle Program; Science Fair; Math Olympiad; Green Heart Gardening Club; Spelling Bee

Accomplishments:

- First School to hold a relay recess event on island. Students learned healthy habits to reduce the risk of cancer
- Chamorro Month Activities: Our school placed first in the *Kadon Pika* contest at Cost-U-Less. At UOG our school placed 1st, 2nd & 3rd in Drawing for Intermediate Level ; 1st place for Primary Level Spelling: 3rd place (both intermediate and primary grades) ; Children's Choir: 3rd place; Story telling: 2nd place

Ordot/Chalan Pago Elementary

Special programs: Behavior Committee Program; Attendance Committee Program; Read and Respond Program (Parent and Family Involvement Committee);

Accomplishments:

- 143 students in grades 1 through 5, who took the SAT10 in May 2011, were recognized for achieving in the proficient and advanced levels. This number equates to 27% of the student population at OCPES.
- As a result of the collaborative work of the staff through Professional Learning Communities, OCPES has once again been identified as performing at Benchmark for implementing all components of the SFA program effectively with the potential to become a Strategic school.
- The alignment of the Language Arts CCSS component with the GDOE Content Standards and SAT10 skills were completed by June 2011 for all grade levels. Grade levels collaborated further during the Summer 2012 to complete the alignment of the CCSS Math Component with the GDOE Content Standards and SAT10 skills to utilize for their Curriculum Mapping and daily lesson planning for SY 2012-2013.

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- Teachers submit Daily Lesson Plans, providing weekly concrete evidences of students' expected learning outcomes.

P.C. Lujan Elementary

Special programs: SAT 10 Awards Ceremony; PBIS Framework; Math Common Formative Award Ceremony; Student of the Month

Accomplishments:

- The Accrediting Commission for Schools of the Western Association of Schools and Colleges has granted Pedro C. Lujan Elementary School initial accreditation for a term of three years, June 30, 2015.
- Special Education Compliance Monitoring - Pedro C. Lujan has successfully met all the requirements as per the Compliance Monitoring Office's report of the school.

H. B. Price Elementary

Special programs: Quarterly Awards Program; Terrific Lancheros Program; Safety First Program; Response to Intervention for Math;

Accomplishments:

- The fourth grade students performed more than the expected growth in Reading, Math, and Language, based on SAT10 results.

Talofoto Elementary

Special programs: Success for All Solutions Networking; Mini Staff Developments were held on a monthly basis, Professional Learning Communities; SFA Tutorial Programs; 3rd Annual Spring Production; Health & Nutritional School Program; School Wide Annual Mile Run Activity; Raising Readers & 2nd Cup of Coffee

Accomplishments

- Professional Staff Development held for all teachers and staff of the HAYA Region Schools
- HAYA Family Conference 2011 was held on 9-3-11 for all the parents of students in the HAYA District with mini-workshops and presentations.
- Monthly/ Quarterly/ End-of-Year Recognition for Students with good citizenship and high student achievement

Tamuning Elementary

Special programs: Professional Learning Communities (PLC); Character Education; School-wide Discipline; Families and Schools Together (FAST); SAT10 Prep

Accomplishments:

- Success for All (SFA Program) □ Baseline – 43% on grade level; □ 1st Assessment – 59% on grade level; □ 2nd Assessment – 54% on grade level; □ 3rd Assessment – 74% on grade level; □ 4th Assessment – 62% on grade level

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- The Western Association of Schools and Colleges (WASC) extended the term of accreditation for Tamuning Elementary School for three additional years to June 30, 2015.

Upi Elementary

Special programs: Positive Behavior Incentive Support (PBIS); Parent Newcomer's Center; Direct Instruction Program; HSC25 Squadron (Navy Helicopter Sea Combat Pilots) Partners; TRUST Program

Accomplishments:

- Direct Instruction Reading Program at the end of SY 11-12:
 - 79% of kindergartens are reading at beginning 2nd grade
 - 58% of 1st grade are reading at beginning 3rd grade
 - 55% of 2nd grade are reading at beginning 4th grade
 - 56% of 3rd grade are reading at beginning 5th grade
 - 44% of 4th grade are reading at beginning 6th grade
 - 69% of fifth grade completed 6th grade reading and placed in a middle school literature-based reading program
- A Parent Teacher Community Conference initiated by the ESL teachers (English as a Second Language), in collaboration with the Guam Police Department, Parks and Recreation, Yigo Mayor's Office, Parent Community Outreach and the stakeholders of Upi's school community, was conducted to increase parental involvement and communication with parents.
- T.O.P.S. Program - The *Totots* Zeroing in Positive Students program was initiated by the faculty and support staff due to increasing disciplinary referrals. Since its inception, student discipline referrals decreased by 58% compared to last school year.

Wettengel Elementary

Special programs: Gifted and Talented Education; After-school Tutorial Program; Go Green Recycling Initiative Program

Accomplishments:

- Math Olympiad: 2nd place in the Team division category; 1st and 2nd place in the 4th grade Individual winner's category; 3rd and 4th place in the 5th grade Individual winner's category.
- Arts Program: Most Creative Award
- Geography Bee: 1st place
- Math Meet: 3rd place
- *Go Green* Recycling Initiative Program - The school's goal is to teach the school community about the benefits of going green and recycling. Wettengel Elementary placed 7th place overall for School Year 2011-2012 in the GTA Phonebook Competition. Wettengel continues to place in the top ten in this competition. The school has collected over \$1500.00 through various recycling programs such as the GTA Phonebook Competition, I-Recycle Program and the Box Tops for Education Program.
- Regional Scripps National Spelling Bee Competition - Wettengel Elementary School's representative

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placed 16th out of 74 participants.

PART VII-B MIDDLE SCHOOL EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

Agueda Middle School

Special programs: Tutorial Programs; English Learners (ELs) Parent Orientation; International Reading Assn. Author's Visit; Close Up; Stay On Track Programs; Positive Behavior Intervention System Monthly Assemblies

Accomplishments:

- First Place In Read-A-Thon -- AJMS won First Place among all schools in Read-A-Thon 2012 for the "School with the Most Hours in Read". Because of that, our Pirate family is guaranteed to host yet another International Reading Assn. author.
- Interscholastic Championships – AJMS captured league championships in Boys' Volleyball, Girl's "B" volleyball, Girl's Cross-Country and Girl's Track & Field. Boys' Soccer also took runner-up honors.
- AJMS Journalism Class -- The journalism class has been the only public middle school to participate in the Guam Judiciary's Mock Trials for the last five years. They've twice participated in the culminating video conference with Saipan school.
- Kulu Natibu Dance Squad -- The Kulu Natibu Dance Squad has become our exemplary cultural change agents. They average 40 performances a year.

Astumbo Middle

Special programs: The National Junior Honor Society (NJHS); Positive Behavioral Interventions and Supports (PBIS); Positive Action; Employee Of The Month; Celebrate Learning Awards: Excellent Citizen, Honor Roll, Student of the Month

Accomplishments:

- Accreditation Report Submitted -- The school submitted its report to WASC for its Initial Accreditation visit that will be held Fall 2012.
- Parent Portal – Astumbo Middle School continues to nurture family/school partnerships by implementing the Parental Portal portion of the student records/information management system known as Power School. Parents were trained on how to use Power School's Parental Portal during one workshop

FBLG Middle School

Special programs: Rainbows For All Children; PBIS/Positive Character Education;

Accomplishments:

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- Three-Year Wasc Accreditation -- In the Spring of 2011, the Western Association of Schools and Colleges awarded FBLG a full three-year accreditation term.
- PBIS/Positive Character Education –The school launched full implementation of the PBIS initiative in SY2011-2012. Supporting activities promoted a positive school culture. Data shows 20% decrease in suspension rates from SY10-11 to SY 11-12. The SCC continues to support students and teachers with incentives, activities, and lessons to further promote and instill positive behavior characteristics.
- 2012 IRA Read-A-Thon -- FBLG students raised highest amount of money. The school received \$1,000.00 and a Kindle Fire for the endeavor.
- Chamorro Essay, Drawing Contests – 1st Place
- 2012 Isla Art-A-Thon –1st Place & 3rd Place
- Agana Shopping Center Guam Mom Essay contest – 1st Place
- Islandwide Science Fair – 3rd Place in Human/Medical Category
- 2012 Scripps Spelling Bee, PDN – 6th Place
- Leo Club Peace Poster Contest -- 3rd Place
- “Me, On Guam, December 8, 1941” Essay Contest (Governor’s Office) – 1st Place
- JAL Haiku Competition -- 4 students in the 7th grade (7C Team) placed in the Top 10 of the JAL Haiku Competition.

Inarajan Middle School

Special programs: After School Tutorial Program; Career Month; Student Exchange Program; Special Education Program; ESL Program; Character Education Program; Saturday Math Scholars; Cultural Arts Program; Peer Mediation Program; Positive Behavioral Intervention Supports (PBIS); Subject Areas Culminating Events

Accomplishments:

- Common Assessments -- Teachers at IMS have developed content area Pre- and Post- Quarterly tests, which are aligned with prioritized SAT-10 skills. They’ve also created summative practice tests for their respective content areas, which are also aligned with their prioritized SAT-10 skills. The 6th grade teachers created a common test instrument that was administered to all 5th graders in each of the feeder elementary schools, which assisted the respective teachers in determining whether or not students acquired necessary pre-requisite skills for the 6th grade. Aside from the school-wide instrument, the STAR Reading and Math tests, these teacher-made tests assist teachers in identifying specific student performance and skill levels. In doing so, teachers have been able to more closely record and monitor student learning and progress.
- Satisfactory Rating on School Report Card
- Accredited by the Western Association of Schools and Colleges (WASC)
- 1st Place Boys Volleyball
- 1st Place Girls Volleyball
- 1st Place Girls Basketball A and B Team
- 3rd Place Girls Soccer

Jose Rios Middle School

Special programs: Saturday Scholars; Math Scholars; Response to Intervention (RtI); Positive Behavior Interventions And Supports (PBIS); Implementation Of Positive Action Curriculum; Intramural Sports Program

Accomplishments:

- Six-Year Accreditation – The Western Assn. of Schools & Colleges granted JRMS six-year accreditation. WASC

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noted these strengths: Professional Learning Communities allow for collaboration to share best practices, establishment of school climate committee, “school within a school” format, implementation of curriculum documents, such as curriculum guides and maps, SMART goals, and common assessments, a variety of parent involvement activities, community involvement, and utilization of data to identify the needs of and resources to implement the School Improvement

- Participation In I-Recycle Program -- JRMS is an active participant in the I-Recycle Program and continues to receive money for their recycling efforts. Administrators, teachers, students, parents, and community members are welcome to bring their aluminum cans to the school site.
- Participation In The Islandwide Spelling Bee -- JRMS sent an 8th grade representative and a 6th grade Alternate to the Islandwide Spelling Bee.
- 2nd Place, Chamoru Language Competition, Oratorical -- JRMS students participated in the Chamoru Language Competition held at the University of Guam. Sara Sahagon, Grade 6, won 2nd place in the Oratorical Contest for middle school.

L.P. Untalan Middle School

Special programs: Science Technology Engineering Mathematics (STEM); Advanced Math; Professional Learning Committees (PLC) & Assessments; English As A Second Language; Wildcats Team Pride; School Climate Cadre; Wildcat Connection; School-wide Information System (SWIS); Special Education

Accomplishments:

- 6-Year Accreditation -- UMS received a 6-year accreditation from the Western Association of Schools and Colleges for the period of 2009 -2014.
- SAT 10 – UMS students demonstrated substantial growth in the Cohort SAT-10 mean scaled scores in all content areas.
- 1st -place Academic Challenge Bowl (ACB) Middle School category.
- 1st-place Boys’ and Girl’s’ Track and Field .
- 1st-place Gupot Chamorro Weaving competition middle school category.
- UMS Band won the Gold Award at the 2012 Annual Tumon Bay Music Festival.
- UMS Advanced Combo Choir won the Silver Award at the 2012 Annual Tumon Bay Music Festival.
- Three UMS Art students chosen island-wide to display their artwork at Isla Art-A-Thon.

Oceanview Middle School

Special programs: Johns Hopkins Talent Development Program; and Positive Behavior Interventions and Supports; Advisor-Advisee Program

Accomplishments:

- School Accreditation Awarded For 2011-2014 -- Oceanview Middle School is “Fully Accredited by the Schools Commission of the Western Association of Accredited Schools” for school years 2011 through June 2014.
- Positive Behavior Incentive And Supports (PBIS) Game Room -- A Positive Behavior Incentive and Supports (PBIS) grant totaling \$ 12,000 dollars was awarded to the school to help fund a game room used to reward students who showed exemplary behavior to their teachers. The students were awarded raffle tickets which they placed in the boxes found in then counseling office. The privilege to play in the game room was awarded to students who turned in their raffle tickets during weekly drawings.
- \$30,000 Grant Awarded To Neo2 Laptop Computers -- OMS was awarded a Teacher Quality Education (TQE)

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Grant to incorporate technology in the classroom and purchased NEO2 laptops for student use in all subject areas.

Vicente Benavente Middle School

Special programs: Positive Behavioral Intervention Supports (PBIS); Breaking Ranks Model; Learning Forward's Learning School Alliance Member; Trio Program; The Annual Peace March; Community Partnership With Pto And Local Businesses

Accomplishments:

- Uog Island Wide Science Fair -- BMS placed 2nd place in Energy Inventions, placed 2nd in Human Biology, and 3rd in Physical Science at the University of Guam Island-wide Science Fair Competition
- Math Counts Competition -- As a group BMS scored 3rd overall in Math Counts competition. We were the highest among public middle schools and placed only behind Harvest and St. Johns.
- Basketball Champions -- 2012 Interscholastic Boys Basketball Champions
- Cohort Scores Increase From Sy11-12 In All Grades - This year, all subject areas made progress as measured by the SAT10 scores. 7th grade Science and 8th grade Math, the Cohort growth compared to the norm group was greater than one year's worth. This includes Social Studies.
- SAT10 Scores Highest Since 2004 In Several Grades - In SAT 10 testing, BMS also produced the highest scores in several grades since 2004. Specifically, 6th and 7th Grade Language Arts historical scaled scores were the highest since 2004, with a continued upward trend. Additionally 6th, 7th, and 8th grade Social Science historical scaled scores were the highest since 2004 with a continued upward trend as well. All other subjects show upward trends in scaled scores since 2008, although they're not historically the highest in the school's history.

J.P. Torres Alternative School

Special Programs: Community Involvement; Student and Stakeholders Connectedness

Accomplishments:

- Community Involvement - 15 students attended the Science and Magic Show; 18 female/53 male high and 8 female/2 male middle school students participated in the Department of Correction (DOC) site visit; 5 (4 middle/1 high) students received certificates for their Drug Free poetry contest and 1 middle school student presented at the Micronesia Mall; 22 middle/44 high school students participated in the Red Ribbon Week program sponsored by the National Guard; 36 middle/40 high school students participated in Team Building by the National; 15 GCC students provided tutorial service for Math and Language Arts; 47 students attended GCC Access Challenge Grant – Life Skills Workshop; 44 high school students participated in the Get Smart Credit Day sponsored by Bank of Guam; 48 middle/44 high school students participated in the VARO's Gang Violence & Gun Safety; 25 students attended the BASTA; All students participated in the UOG 4H Club Service Learning Activity: Fishery Program, Health Rocks (Drugs and Alcohol), and Science-Engineering-Technology (SET); CAHA Fish Art Projects; Chamorro Week and Christmas Activity with the Santa Rita Senior Citizens and Mayor – 25 students joined the Santa Rita Senior Citizens for performance, cultural exchange and build positive relationship and social skills with the elders; 36 high school students participated in the GCC Nursing Program, 30 nurse students and the instructions visited our school and providing training with our students; 44 high school students participated in the GCC Criminal Justice Program
- Increased Student Support And Services – The Student Attendance Rate for School Year 2011-2012 is 71%, an increase of 1% from 70% last School Year 2010-2011.
- Decreased Recidivism Rate - Recidivism Rate decreased from 16% to 14%, a difference of 2%. Serviced 381 students, a total of 54 (40 middle/14 high) students, returned back to the program

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- Support Students Who Have Been Suspended Or Expelled From Their Regular School Setting And Assist Students To Reenter The Regular School Setting - Twenty-Six (26) Students graduated in 2012. Social Workers visited, monitored and evaluated 385 middle school students at their regular school site and data showed that 93% (354) of the students displayed positive behavior at their school site. There were 501 high school students visited, monitored and evaluated at their regular school site and data showed that 99% (495) of the students displayed positive behavior at their school site.
- Increased Parental Involvement - 127 Parent Survey Results received for J. P. Torres Alternative School states that over 90% of the parents “Strongly Agree or Agreed” that JPTAS is safe and well cared for, promotes worthwhile values and attitudes, encourages parents to play an active role in school life, inform of their child’s strengths and development needs, communicates effectively with parents, demonstrates mutual respect between the school staff and children at the school, is well led and managed and school is keep in good order. In addition, 100% of the parents “Strongly Agreed and Agreed” that their child is encouraged to work to the best of his/her ability, pleased with their child’s personal development, feel welcome in the school, and the school is good at recognizing and rewarding their child’s achievement.
- 100% of the students released back to their regular school setting, 276 (160 middle/116 high) students totaled, received a cumulative passing grade of 60% or better.

PART VII-C HIGH SCHOOL EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

George Washington High School

Special programs: STEM Program, KGW Radio Station, Intramurals Program, Service Learning Program, Freshman Academy, Eskuelan Puengi Program, GWii, Summer School

Accomplishments:

- GWHS was granted another 6-year maximum accreditation term from the Western Association of Schools and Colleges for 2012-2018.
- Championships (1st Place): Football, Girls Cross Country, Girls Wrestling, Girls Tackle Rugby, Boys Junior Varsity Rugby, Boys Varsity Basketball, Boys Junior Varsity Paddling, Boys Junior Varsity Volleyball, Boys Varsity Volleyball
- 2nd Place: Baseball, Boys Varsity Rugby, Girls Junior Varsity Paddling, Girls Varsity Paddling, Boys Varsity Paddling, Mixed Varsity Paddling, Girls Track and Field, Cheerleading Silver Medal Singapore Competition
- 3rd Place: Girls Varsity Volleyball, Boys Cross Country, Boys Wrestling, Girls Tennis, Boys Soccer, Girls Flag Rugby, Girls Soccer.
- 2012 Golden Bear National Champions
- ROTC - 1st place in the Armed Exhibition, Armed Commander's Trophy, 4-Person Armed (Team 1), Unarmed Exhibition, 2-Person Unarmed, 4-Person Unarmed (Team 1); 2nd Place In Armed Sweepstake, Armed Regulation, 2-Person Armed; 3rd Place in 4-Person (Team 2), Unarmed Sweepstake; 5th Place in Armed Tap Out; 6th Place at Unarmed Tap Out; 8th Place at Unarmed Inspection; 9th Place at Unarmed Regulation and 4-Person Unarmed (Team 2); 10 medals in armed and 7 medals in unarmed

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- 2012 Multiple School Unit Guam Overall Champions - 1st Place Winners: Eric Delfin, Bremity LakJohn, Kent Espinosa, Daryle Lee, Jonathan Rios, Jefferson, Kachuo (students); John Zillian (GCC Instructor)
- Erica Respicio won 3rd place in the AGA Essay contest “What do I as a student think about government transparency and accountability.”
- Special Olympics: 2 silver, 10 gold, 2 bronze, and 1 Olympian got 3 gold
- 1st Place Kadun Pika Contest (Chamorro Teacher Molly Diaz)
- 1st Place Ballroom Dancing Competition
- 5 out of 6 Top Places at Grand Poetry Slam Competition
- 8th Annual Bank of Guam 2012 Photography Contest “Our Island, Our Home” winners: Alana Chargualaf, Jamaica Legaspi, Marrahia Muna, Kazzandra Ruaro
- Art-a-Thon Winners: 1st Place (Brilyn Aguilar and Kamaka Aquino); 2nd Place (Jeannellyn Beltran)
- 1st Place Tropical Productions STOMP Video Challenge (Teacher Kisha Borja-Quichocho)
- • 1st Place 2012 Phone Book Round-Up

JFK High School

Special programs: Real World Design Challenge, WorkKeys (National Career Readiness Certification), Literacy Project, Summer School Program, Eskuelan Puengi Program

Accomplishments:

- AP Calculus students Hao Chen and Emil Penafiel placed 2nd in the Math Quiz Competition
- JFK students were recognized by Governor Calvo for their hard work in the prestigious Real World Design Challenge competition (science, technology, engineering, and mathematics)
- Students Lizzie Bell Tuazon, Rodney Teria, and Victor Urbano took 1st place in the Japanese 3rd year category in the Japanese Challenge Bowl.
- Student Josiah Orlando won third place in the UOG Chemistry Titration Competition: Best Individual category.
- Upon completing the WorkKeys Assessment, the following students received these top awards: Stephanie Bergeron – silver, Shadanice James – silver, Urika Ann Simon – Bronze, and Ma. Veronica Suva – Bronze.
- Real World Challenge Design – 2nd & 4th Place
- 2012 Isla Art-a-thon – 1st & 2nd Place
- ARJROTC Drill Team – 1st Place Color guard M1903 Rifles Competition and 3rd in the Unarmed Regulation and Exhibition Drill at the MSUG Competition
- JFK wins 2nd place at All-Island ProStart Culinary Competition
- Vivace, JFK’s Honor Choir, receives GOLD award in the High School Choral Division

Okkodo HighSchool

Special programs: Annual Career Day, Eskuelan Puengi Program, ESL After-School Program,

Accomplishments:

- 1st Place in the Hospitality Project and 2nd Place in the Hotel Operations at the 9th Annual American Hotel and Lodging Educational Institute
- 3rd Place in Exhibition at the National High School Drill Team Championships
- 2nd Place at the All-Island Tumon Bay Festival

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Simon Sanchez High School

Special programs: Literacy Project, JROTC, Leave Your Mark Project, Pro-Start, Real World Design Challenge Team Plane and Simple, AFCEA National Education Foundation

Accomplishments:

- 1st Place Winners at the ProStart Island-wide Competition

Southern High School

Special programs: JROTC Program; Eskuelan Puengi Program; Summer School Program; Freshman Academy; Tutoring; Honors courses

Accomplishments:

- Rico Castro received a scholarship from the Bank of Guam