



# GUAM DEPARTMENT OF EDUCATION

**JUAN P. FLORES  
SUPERINTENDENT OF EDUCATION**

## **ANNUAL STATE OF PUBLIC EDUCATION REPORT SY 2003-2004**

Respectfully Submitted To  
**The Guam Education Policy Board**

**And**

**The People of Guam**



**February 1, 2005**

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## I. INTRODUCTION

The report addresses the reporting requirements of *Public Law 26-26* and the provisions of *No Child Left Behind (NCLB)* as described in the Department of Education's Board-adopted *District Action Plan (DAP)*.

Public Law 26-26, § 3106 (a) states that "*No later than thirty (30) days following the end of each fiscal year, the Superintendent shall issue a School Performance Report card on the state of the public schools and progress toward achieving their goals and mission.*" The law specifically requires Guam Department of Education (DOE) to include the following information in the Annual State of Public Education Report:

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

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

DOE initiated the collection and reporting of student, staff and administrative data in 1996 when the first Annual District and School Report Cards were developed and disseminated. Reporting the characteristics of our schools and performance of our students does not only provide a means for identifying our strengths and weaknesses, but also facilitates our efforts to bring to life our mission/vision statement: *Our educational community*

*Prepares all students for life*

*Promotes excellence and*

*Provides support.*

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## SUPERINTENDENT'S MESSAGE

It is an honor and a privilege to present the 2003-2004 Annual State of Education Report on behalf of over 4,000 Guam Department of Education employees and the 30,000 children and young adults we serve in our 37 elementary, middle and high schools. The report includes a narrative following up on the challenges presented in last year's report, a call for action in the future, and the statistical information regarding all critical aspects of the operations and successes of the department.

This report is presented in the hopes that all stakeholders in education – students, families, government and private sector leaders, and community members will take note of the successes stemming from focused efforts on making necessary changes, challenges before the department, and expectations of what the future will bring to public education on our island. This report is also presented in the hopes that all stakeholders will do their share to support public education in meaningful and critical ways that will show the community's commitment to making a difference for future generations.

In August of 2003, the Guam Department of Education started a new school year after months of struggling with the aftermath of two major typhoons. Getting schools opened on time seemed to be a major accomplishment. At the presentation of the department's Annual School Progress Report in October, I represented the department's sense of optimism that significant changes would take place and that our attention to the needs of over 30,000 students would be on our minds every single day.

At the end of the report, I raised the following questions:

- Will our kids be in a safe and healthy environment that will enhance their learning?
- Will the needs of our kids be met by qualified and dedicated faculty and staffs in all our schools?
- Will our students read at grade level during their critical first years in school?
- Will the focus of all our efforts lead to graduates being prepared for future life – whether their future lives lead to a college education or entry into the work force?
- Will the 2003-2004 school year bring about necessary and meaningful changes to make a difference for our kids?

My answer to those questions in October of 2003 was a resounding YES! This report to the island community will highlight the ways the department worked very hard during the 2003-2004 school year to address the issues presented in those questions and to project what still needs to be done in the future.

### **Will our kids be in a safe and healthy environment that will enhance their learning?**

The 2003-2004 school year saw a great deal of challenges in addressing the physical conditions of our schools. The challenges pointed towards conditions in the cafeterias, the state of disrepair of hundreds of air conditioners, conditions in middle and high school bathrooms, and other safety and health areas.

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The Department of Public Health held DOE accountable for conditions in the cafeterias unmatched in previous years. While Public Health recognized that conditions were ignored for many years, they expected conditions to be addressed and maintained throughout the year. Most of the schools received mediocre or failing ratings at the beginning of the school year. By mid-year, all schools received and maintained outstanding ratings due to the attention to structural repairs, attention to cleaning standards, and the repair and/or the removal of faulty equipment.

The Facilities and Maintenance Division embarked on an aggressive campaign to address years of deferred maintenance projects. They addressed the repair or replacement of hundreds of air conditioners. They repaired and replaced bathroom fixtures to bring facilities up to acceptable standards, especially at the middle and high school campuses. They repaired damaged water lines at numerous schools and oversaw the direct sewer line connection at Untalan Middle School. Projects that could not and were not addressed in the past for financial and other reasons showed up on lists of projects and were completed one by one.

The Facilities and Maintenance Division staff members were assisted towards the end of the summer vacation by skilled personnel and weekend volunteers from various government agencies. The adoption of the schools by the government agencies and business establishments helped ensure that the opening of the 2004-2005 school year welcomed students to brightly painted campuses and improved areas in and out of the classrooms. Lighting, plumbing, painting, and even landscaping projects were supported by government employees eager to do their part to support the opening of the school year. The Governor's School Readiness Task Force helped to manage the activities and generate support from large and small agencies.

At the school level, principals and their staffs worked to maximize the efficient and effective efforts of custodians and school aides to make sure that school campuses were clean and that the activities of the schools took place in an orderly and safe manner. While school communities continued to address deferred maintenance issues that required significant increases in financial resources, they responded to safety and health issues using the limited resources available for personnel and supplies.

### **Will the needs of our kids be met by qualified and dedicated faculty and staffs in all our schools?**

There is no doubt that the department maintains a strong commitment to providing qualified and dedicated professionals who provide direct and indirect services to students in and out of the classrooms. The hiring and processing of school personnel, the attention to professional development activities, and the evaluation of and constructive actions regarding teachers and their assistants in the schools all contribute to supporting effective teaching and learning in the DOE schools.

The Personnel Division responded to inquiries received from all over the United States and also began working with off-island recruiting firms to identify, determine the qualifications of, hire, and process the appointment of certificated professionals. These professionals included regular classroom teachers and specialists whose expertise is needed to meet the special needs of some of the students.

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The department continues to face the challenge of filling positions in high needs areas, such as mathematics, science, and special education. Towards the end of the 2003-2004 school year, the Guam Education Policy Board (GEPB) adopted the district's Bonus, Rewards, and Incentives Program (BRIP) aimed at recruiting and retaining professionals in the hard-to-fill areas and at recognizing the efforts of teachers and administrators who are directly responsible for making increasing student achievement.

Teachers, school aides, school administrators, and school health counselors participated in professional development activities that focused on improving practices leading to increased student achievement. The expectation that all school staff members would respond to the needs of students, have the knowledge and skills to implement best practices, and use assessment and other data to direct activities in the classrooms was supported by training sessions that lasted from several hours to two full weeks. The sessions were facilitated by contracted facilitators from off-island as well as local practitioners who shared what they knew and were able to do. Some of the professional development activities were available to all staff members throughout the district while others were part of school-initiated activities federally funded by the individual School Action Plans.

The 2003-2004 school year saw the initiation of the Reading Mastery Program in all the elementary schools. The accountability system for the program called for using data to determine individual student placement in classes at various level, the fidelity of the implementation of the program at the classroom and school level, and the requirements for materials and special activities aimed at meeting the needs of individual students. The implementation of the Reading Mastery Program also called for the placement of trained reading coordinators in each of the elementary schools. The coordinators supported the efforts of teachers, provided necessary materials, and collected and reviewed the student achievement data that guided the initial implementation of the program.

### **Will our students read at grade level during their critical first years in school?**

The Guam Department of Education follows the lead of the US Department of Education and the *No Child Left Behind* initiative in ensuring that all children are reading at grade level by the third grade. The Reading Mastery Program from the National Institute for Direct Instruction (NIFDI) was implemented to achieve that goal. The high expectation to make significant changes in student achievement within a few years is backed up by opportunities for professional development, the availability of necessary materials, and on-going support at the school and district level.

Results from the SAT-9 testing from the 2003-2004 school year showed improvements in all schools in reading at the first grade level. Almost all schools showed average scores above the national norm in reading in the first grade. While the time for implementing the Reading Mastery Program during the school day compromised the time spent on other subjects, the standardized test results did not show significant declines in those areas.

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**Will the focus of all our efforts lead to graduates being prepared for future life – whether their future lives lead to a college education or entry into the work force?**

Several activities supported the focus on providing students with opportunities to graduate and to graduate with the knowledge and skills needed for post-high school education opportunities or entry into the work force. The after school program for high school students, *Eskuelan Puengi*, the high school seniors survey, discussions and activities regarding vocational education, and the initiation of discussions regarding high school reform all led the way for more discussions and more attention to the final years of a Guam DOE school experience and the measure of the successes of that Guam DOE education.

The activities and discussions during the previous year led to the collection of data regarding students' experiences, the presentation of options regarding overcrowding conditions in the high schools, the focus on how effective a Guam DOE education is in preparing for activities beyond the high school campuses, and teachers' and administrators' efforts to explore options for redesigning the high school experience to meet the needs of all students.

**Will the 2003-2004 school year bring about necessary and meaningful changes to make a difference for our kids?**

The commitment to making a difference for all public school students was very strong at the Guam DOE during the last school year. Maintenance workers wanted to repair facilities so that they would be acceptable for their own children as well as other children. Teachers and administrators made sacrifices to see through the implementation of programs designed to make a difference in student achievement. The GEPB members addressed critical issues such as the Bonuses, Rewards, and Incentives Program so that only the best and most effective professionals address the needs of students. The Financial Affairs Division turned the department's reputation from being "inauditable" to being responsive to deadlines and effective data presentation in order to meet the Special Conditions Requirements of the US DOE, thus ensuring continued and timely funding of critical federal programs.

The Department of Education still needs to be handled with C.A.R.E. – Collaboration, Accountability, Results, and Excellence. It is critical that we take advantage of the efforts of others who are willing partners in leading to the successes of our students. We do this by continuing our participation in supporting the Yamashita Educators' Corp at the University of Guam. We also do this by actively participating in and providing support for the Governor's Education Commission that is working to develop a meaningful strategic plan for public education on our island. The partnerships with the other government agencies and local businesses proved to be highly effective in preparing our facilities for then opening days of school. Those partnerships will continue in the future.

We continue to require that all employees of the department recognize the key roles they play in making a difference for our students and will be held accountable for all their actions. Paying attention to what our employees do well and supporting them when they struggle will make a difference in classrooms, on school campuses, and in central administrative offices. We will continue to support employees who are driven by concern about the health, well-being, and

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academic successes of all our students. We will continue to address concerns regarding any careless, insensitive, or inappropriate actions that hinder student learning, create negative working conditions, and lead to less than productive atmospheres at all levels in the department.

Our bottom line continues to be student results and how all our actions work to support those results. The reading initiative at the elementary level, the implementation of the Corrective Reading program at the middle school level, and the introduction to the process of reforming our high schools all point towards student successes. Teachers and principals will be rewarded when their efforts make a difference in student achievement. Schools will use available resources when their School Action Plans target student achievement. The school and district Performance Report Cards will keep student achievement and the factors affecting student achievement in the minds of all who care about results and those who want to use the results to design improvement programs.

We will continue to strive to work at the highest levels of performance and expect that all we do meet standards worthy of the trust placed in us by the families of our students and the community at large. Attention to standards and evaluation processes for school administrators, teachers, guidance counselors, school health counselors, and other certificated professionals will continue to challenge previous practices and identify areas in which meaningful professional development activities supporting standards of performance at the highest levels.

Paying attention to C.A.R.E. will help us ***prepare all students for life, promote excellence, and provide support*** for over 30, 000 students. Paying attention to C.A.R.E. will help us use limited resources, face increasing demands, and keep abreast of best practices to work towards being the premiere education system in the Pacific.

## II. STANDARDS & ASSESSMENT

This section describes the demographic characteristics of our students, identifies the overall strengths and weaknesses of students in basic content areas, and presents the dropout and graduation rates for the entire district and by school. Exemplary programs and initiatives relative to improving student achievement are also described.

Information presented in this section can best be understood relative to the adopted Guam Department of Education District Action Plan Standards and Assessment objectives:

- The percentage of students in all grades achieving basic or proficient levels on standards based tests in reading, math, and language arts will reach at least 90% over a 10-year period, beginning with the first year the tests are administered.
- By the end of school year 2008-2009, using SAT9 2002 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.

### A. STUDENT DEMOGRAPHIC INFORMATION

The Department of Education provided free and appropriate public education to 30,605 students. Table 1 depicts the SY 2003-2004 student enrollment distribution by grade levels. Examination of Table 1 indicates that the enrollment ranged from a low of 430 (1%) in Head Start to a high of 3,815 (12%) in Grade 9.

<b>GRADE LEVEL</b>	<b>ENROLLMENT</b>	<b>% OF TOTAL DOE</b>
Head Start	430	1%
Kindergarten	2,203	7%
Grade 1	2,463	8%
Grade 2	2,362	8%
Grade 3	2,463	8%
Grade 4	2,509	8%
Grade 5	2,110	7%
Grade 6	2,439	8%
Grade 7	2,335	8%
Grade 8	2,372	8%
Grade 9	2,815	12%
Grade 10	2,587	8%
Grade 11	1,860	6%
Grade 12	1,657	5%
<b>TOTAL DOE ENROLLMENT</b>	<b>30,605</b>	<b>100%</b>

**Figure 1**  
**SY 2003-2004 DISTRIBUTION OF STUDENT ENROLLMENT BY GRADE LEVELS**

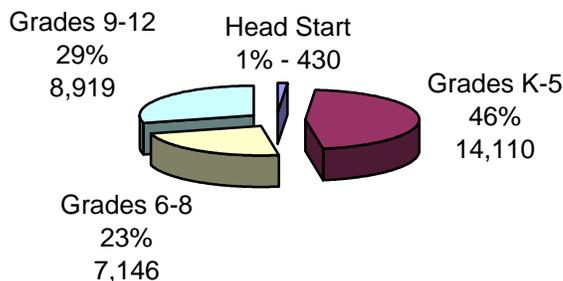


Figure 1 illustrates the distribution of students by grade levels: Elementary, Middle and High. The majority of students are enrolled in elementary grades, comprising 46% of the total population. The middle and high schools respectively made up 23% and 29% of all students enrolled as of September 30, 2003.

Table 2 shows the distribution of students by special programs. There were 20,539 students who participated in one or more special programs. Students in the Language Other Than English (LOTE) program made up 64% (13,173) of that total. Head Start with 430 students showed the lowest distribution, comprising 2% of the total special programs population.

<b>Table 2</b> <b>Guam Department of Education</b> <b>SY 2003-2004 Distribution of Students Enrolled in Special Programs</b>		
<b>SPECIAL PROGRAMS</b>	<b>NUMBER OF STUDENTS</b>	<b>PERCENT OF TOTAL</b>
Gifted and Talented Education (GATE)	1,163	6%
Special Education	2,672	13%
Language Other Than English (LOTE)	13,173	64%
DEED	1,892	6%
Head Start	430	2%
<i>Eskuelan Puengi</i>	1,209	6%
<b>TOTAL</b>	<b>20,539</b>	<b>100%</b>

Figure 2 depicts the enrollment distribution by gender for students enrolled in Head Start through 12<sup>th</sup> grade. Males comprise the majority of the student population with an enrollment of 16,011 (52%), while females make up 48% (14,594).

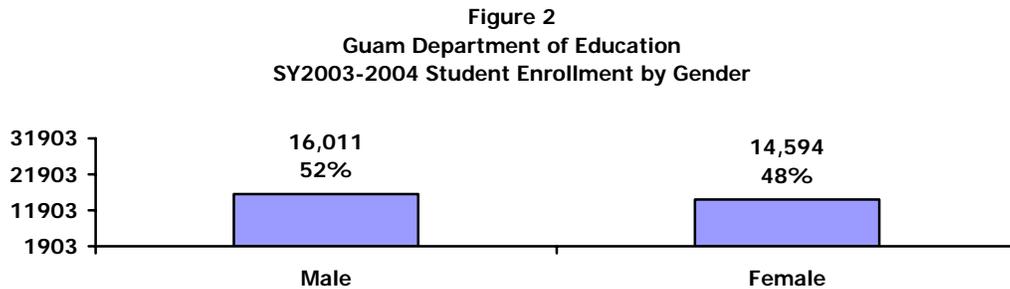
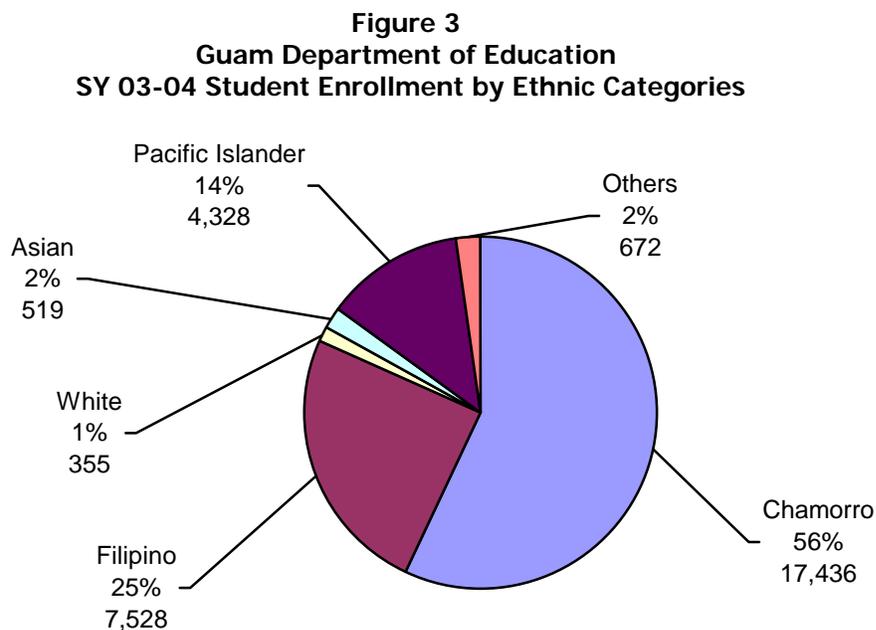


Figure 3 reflects the distribution of students by ethnic categories. Chamorro students comprise the majority of the total student population with an enrollment of 17,436 (56%), while White Non-Hispanic and Asian students respectively show the lowest proportions, respectively comprising 1% and 2% of the total population. Filipinos make up the second highest proportion (25%) with 7,528 students.



The Chamorro category includes frequency distribution of students under Rota, Saipan and Tinian categories. Asian is comprised of Japanese, Chinese, Korean, Indonesian and Vietnamese ethnic categories. Pacific Islander includes Hawaiian, Samoan, Kosrean, Pohnpeian, Chuukese, Yapese, Marshallese, Palauan and Other Pacific Islander. Other is made up of Black, Hispanic, American Indian-Native Alaskan, Unknown and Mixed ethnic categories.

**FIGURE 4**  
**Guam Department of Education**  
**Distribution of Students by Citizenship**

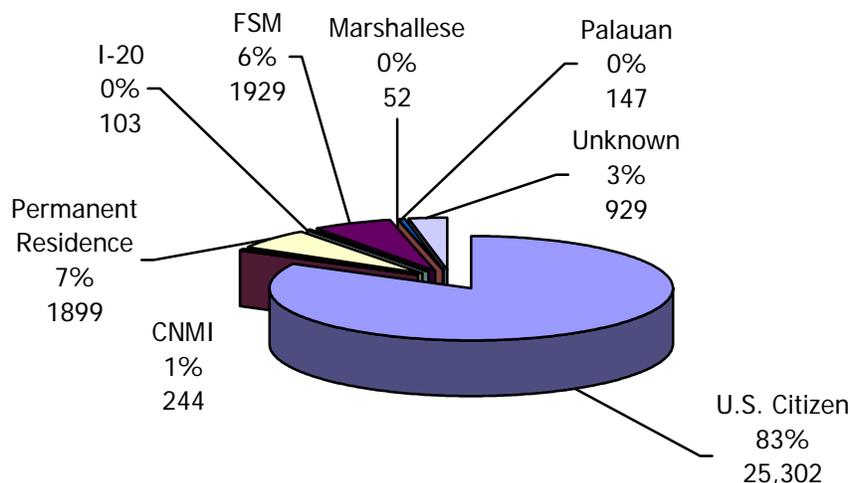


Figure 4 shows the distribution of students by citizenship. As expected, most of the student population is U.S. citizens, with an enrollment of 25,302 (83%) of the total population. The second highest category is the permanent resident, green card holders with 1,899 (7%) students. The Marshallese, I-20 Foreign Students and Palauan each make up less than 1% of the total population.

**Table 3**  
**Guam Department of Education**  
**SY 2003-2004 Student Distribution of Free or Reduced Lunch Participation**

	FREE	REDUCED	TOTAL	PERCENT
ELEMENTARY SCHOOLS	8,185	1,252	9,437	68%
MIDDLE SCHOOL	2,772	424	3,196	23%
HIGH SCHOOL	1,041	150	1,191	9%
<b>TOTAL</b>	<b>11,998</b>	<b>1,826</b>	<b>13,824</b>	<b>100%</b>
<b>PERCENT OF TOTAL (13,824)</b>	87%	13%	100%	

Analysis of Table 3 indicates that a total of 13,824 participated in the free and reduced lunch program. Given the total enrollment of 30,605, 45% of our students participated in the program. Of the total participants, 87% are in the free lunch program, while 13% are in the reduced program.

### Attendance Rates

The attendance rates of students provide contextual information, which is critical in understanding their achievement and performance levels. Table 4 depicts the average daily membership, average daily attendance and attendance rates by elementary, middle school, high school and total DOE. The average daily membership indicates the average number of students enrolled in any given school day. The average daily attendance indicates the average number of students that are actually present in school at any given day.

<b>Table 4</b> <b>Guam Department of Education</b> <b>SY 2003-2004 Average Daily Membership, Average Daily Attendance and Attendance Rates</b>			
	<b>Average Daily Membership</b>	<b>Average Daily Attendance</b>	<b>Attendance Rate</b>
Elementary Schools	14,406	13,659	94.8%
Middle Schools	7,141	6,722	94.1%
High Schools	8,640	7,920	91.7%
<b>DOE</b>	<b>30,187</b>	<b>28,301</b>	<b>93.8%</b>

Analysis of Table 4 reveals that on the average, 30,187 students were enrolled in school. Of the average daily membership, 94% (28,301) were present in school. This also means that on the average 1,886 students were absent on any given day. Further examination shows that the elementary schools had the highest an average daily attendance (95%), compared to the middle (94%) and high schools (92%).

## B. STUDENT ACHIEVEMENT

The Guam Department of Education administers an annual district-wide testing program using the Stanford Achievement Test, *ninth edition* (SAT9) 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.

The Guam DOE administered the SAT9 to students since 1996. 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 SAT9 multiple-choice format is administered to students in grades 1, 3, 5, 7, 9, 10 and 11 in April & May of each school year.

### Who participated in SAT9 testing?

Table 5 shows the SY 03-04 number of students tested with SAT9. The percentages indicate the participation rates by grade level in comparison to the total number of students tested.

Grade Levels	Number of Students Tested	Percent of Total Tested
Grade 1	2,414	16%
Grade 3	2,436	16%
Grade 5	2,081	14%
Grade 7	2,246	15%
Grade 9	2,609	17%
Grade 10	2,101	14%
Grade 11	1,295	9%
<b>TOTAL</b>	<b>15,182</b>	<b>100%</b>

Analysis of Table 5 indicates that grades 1, 3, 7, and 9 had the highest proportion of students participating in SAT9. The lowest proportion was in grade 11 with only 9% (n =1,295) tested. High school administrators attribute the high proportion of 9<sup>th</sup> graders to the number of students who did not have sufficient credits for 10<sup>th</sup> grade.

<b>Table 6</b> <b>Guam Department of Education</b> <b>SY 2003-2004 SAT9 Comparison of Students Tested &amp; Enrollment by Grade Levels</b>			
<b>Grade Levels</b>	<b>Number of Students Tested</b>	<b>Number of Students Enrolled as of September 2003</b>	<b>Participation Rate</b>
Grade 1	2,414	2,463	98.0%
Grade 3	2,436	2,463	98.9%
Grade 5	2,081	2,110	96.6%
Grade 7	2,246	2,335	96.2%
Grade 9	2,609	2,815	92.7%
Grade 10	2,101	2,587	81.2%
Grade 11	1,295	1,860	69.6%
<b>TOTAL DOE</b>	<b>15,182</b>	<b>16,633</b>	<b>91.3%</b>

Table 6 shows that approximately 91% of all students enrolled in grades that are tested participated in the SY 03-04 SAT9 testing. The 1st and 3rd graders had the two highest participation rates, respectively showing 98% and 99% of total students enrolled. In contrast, the tenth and eleventh grade students only had a participation rate of 81% and 70% respectively, the lowest among the grades tested with the SAT9.

### **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 DOE's annual SAT9 assessment? 2. Of the total number of students tested in SY 03-04, what proportion was comprised of a given subgroup? There are generally methods used to compute the participation rates: 1. By dividing the total number of students

tested of a given subgroup by the subgroup's total number enrolled, and 2. By dividing the subgroup's total number tested by DOE's total number tested.

Over the past two years, the department has made a concerted effort to include as many students as possible in the annual SAT9 testing. Students with special needs, such as those receiving special education services and those who are in the Language Other Than English (LOTE) program were provided accommodations when it was deemed necessary by teachers. The following section presents the participation rates of students by education program, free or reduced lunch program, ethnic categories and gender.

### Participation Rates by Education Program

Figure 5 depicts the SAT9 SY 03-04 distribution of students tested by education program.

Analysis of the chart below indicates that 27% (4,117) of the total number of students (15,182) who participated in SAT9 were either receiving special education services or enrolled in the Language Other Than English (LOTE) program. Students who did not indicate participation in special education, LOTE or GATE were classified under the regular education category. Figure 5 shows that 69% (10,519) of the total participating in the SY 03-04 SAT9 testing were in the general education program, while 4% (546) were in the GATE program.

**Figure 5**  
**Guam Department of Education**  
**SY 2003-2004 SAT9 DISTRIBUTION OF STUDENTS TESTED**  
**BY EDUCATION PROGRAM**

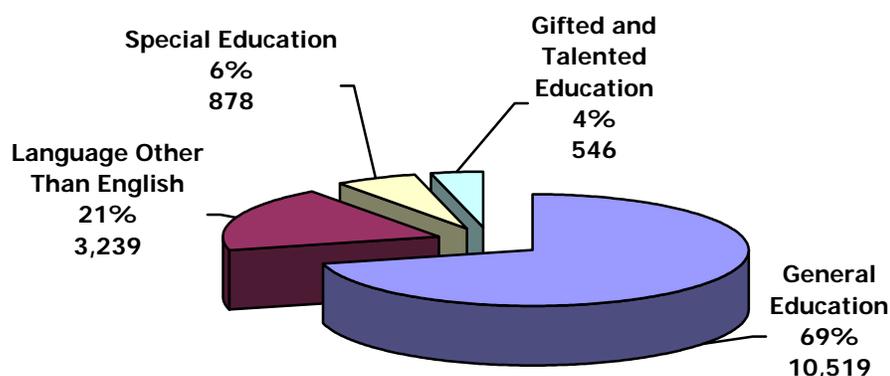


Table 7 addresses the following question: Of the total number of students enrolled in a given program, what proportion participated in the SY 2003-2004 SAT9 testing? The table shows the participation rates in SAT9 testing by students in special programs. Analysis of Table 7 indicates that 66% of students receiving special education services were tested, while 96% of the gifted and talented students were tested. This may be attributed to a higher number of students identified as GATE during the SAT9 testing. Students in the LOTE program showed the lowest participation rate (52%) compared to the rates noted for Special Education and GATE. Overall, 58% of students in the special services program were tested.

Program	Number of Students Tested	Number of Students Enrolled in Program	Participation Rate (Based on Total Number Tested)
LOTE	3,239	6,201	52%
Special Education	878	1,338	66%
GATE	542	566	96%
<b>TOTAL</b>	<b>4,663</b>	<b>8,105</b>	<b>58%</b>

### Participation Rates by Gender

Figure 6 shows the SAT9 SY 03-04 distribution of students tested by gender categories. Analysis of Figure 6 indicates that 50% (7,533) of the total number of students (15,182) who participated in SAT9 were male, while 46% (7,007) were female. There were 642 (4%) SAT9 demographic sheets that lacked the student gender identity.

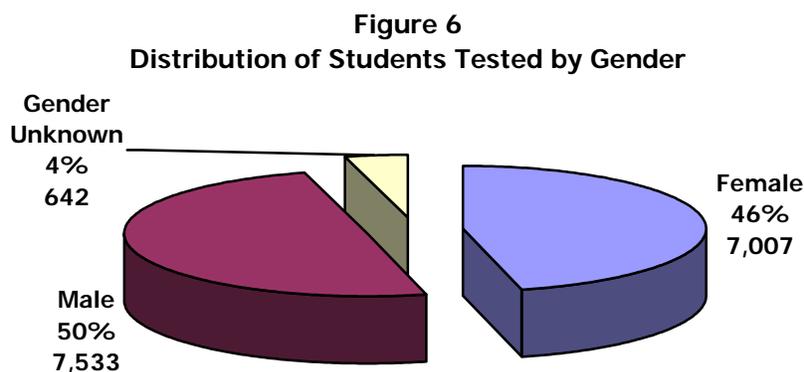


Table 8 addresses the following question: Of the total number of students enrolled in each gender category, what proportion participated in the SY 03-04 SAT9 testing? The table shows the participation rates in SAT9 testing by gender categories. Analysis of Table 8 indicates that 89% of students enrolled as females participated in testing, while only 86% of the total (8,781) males enrolled took the test.

Table 8 Guam Department of Education SY 2003-2004 SAT9 Participation Rates by Gender Based on Total DOE Enrollment			
Gender	Number of Students Tested	Number of Students Enrolled	Participation Rate (Based on Total Number Tested)
Female	7,007	7,852	89%
Male	7,533	8,781	86%
Unknown	642	0	n/a
<b>TOTAL</b>	<b>15,182</b>	<b>16,633</b>	<b>91%</b>

### Participation Rates by Ethnic Categories

Figure 7 shows the SAT9 SY 03-04 distribution of students tested by ethnic categories.

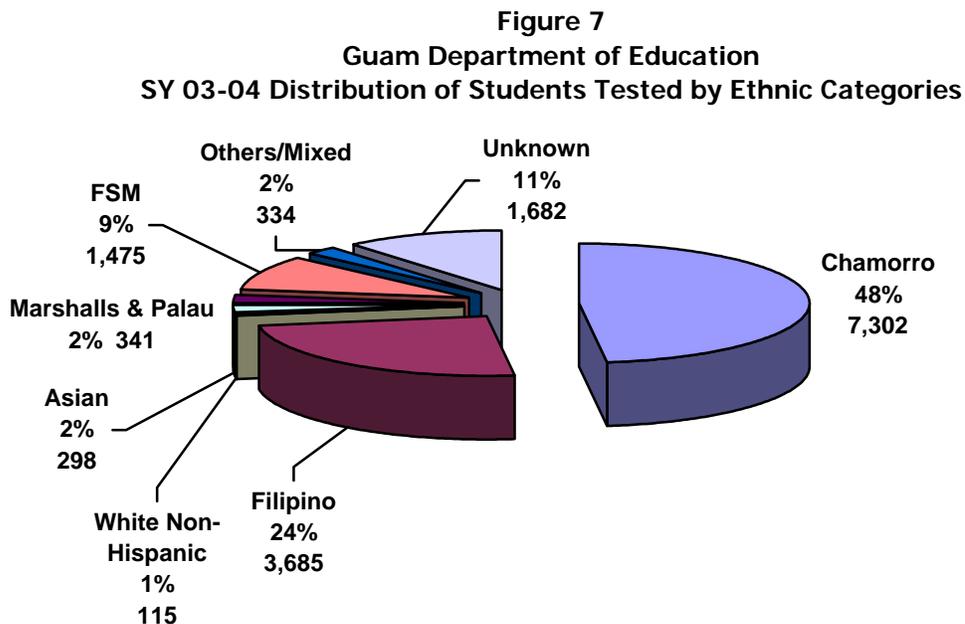


Figure 7 shows that while Chamorro students made up 48%, in contrast White Non-Hispanic students only made up 1% of the total number of students tested. Filipino students were the second highest group of students tested, with a total of 3,685 (24%).

Table 9 addresses the following question: Of the total number of students enrolled in each ethnic category, what proportion participated in the SY 03-04 SAT9 testing? The table shows the participation rates in SAT9 testing by ethnic categories.

Analysis of Table 9 indicates that the Filipino category had the highest participation rate (88%) based on the total number of Filipino students enrolled in grades tested (3,685). The White non-Hispanic showed the lowest rate of 59%.

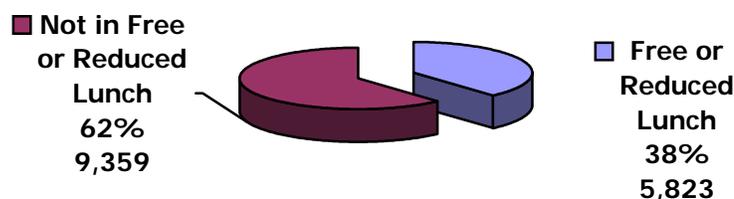
<b>Table 9</b>			
<b>Guam Department of Education</b>			
<b>SY 2003-2004 SAT9 Participation Rates by Ethnic</b>			
<b>Based on Total DOE Enrollment</b>			
	<b>Number of Students Tested</b>	<b>Number of Students Enrolled</b>	<b>Participation Rate (Based on Total Number Tested)</b>
<b>Chamorro</b>	7,302	9,294	79%
<b>Filipino</b>	3,685	4,183	88%
<b>White (Non-Hispanic)</b>	115	196	59%
<b>Asian</b>	298	347	86%
<b>Marshalls &amp; Palau</b>	341	428	80%
<b>FSM</b>	1,425	1,750	81%
<b>Other &amp; Mixed</b>	334	435	77%
<b>Unknown</b>	1,682	0	n/a
<b>TOTAL</b>	<b>15,182</b>	<b>16,633</b>	<b>91%*</b>

\*91% includes students that did not complete ethnic category in the SAT9 demographic sheet

### FREE & REDUCED 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 income. Figure 8 shows that 38% (5,823) of students who participated in SAT9 testing were in the free and reduced lunch program.

**Figure 8**  
Guam Department of Education  
Distribution of Students in Free or Reduced Lunch Program Who Participated in SY 2003-2004 SAT9 Testing



## SAT9 RESULTS BY PERFORMANCE LEVELS

As noted earlier, the department's objective for improving student achievement is to have at least 75% of our students performing at the basic or proficient levels over a 10-year period, beginning with the first year the test is administered. Because the department currently does not have a standards based test, the SAT9 performance standards are used to monitor student progress with SY 01-02 as the baseline year.

The SAT9 *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. These expert judgments yielded four categories or levels of student performance.

**Level 1:** indicates **little or no mastery** of fundamental knowledge and skills.

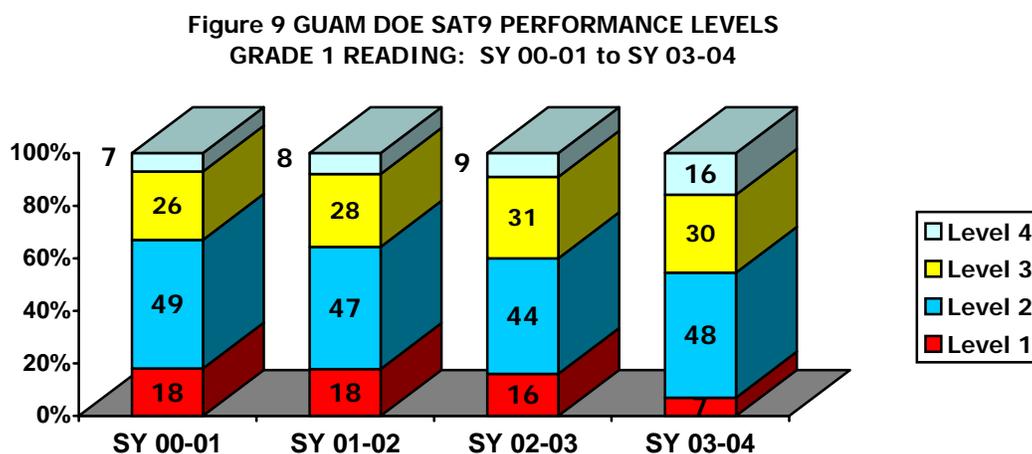
**Level 2:** indicates **partial mastery** of the knowledge and skills that are fundamental for satisfactory work. At the **high school level**, this is higher than minimum competency skills.

**Level 3:** represents **solid academic performance**, indicating that students are prepared for the next grade.

**Level 4:** signifies **superior performance**, beyond grade-level mastery.

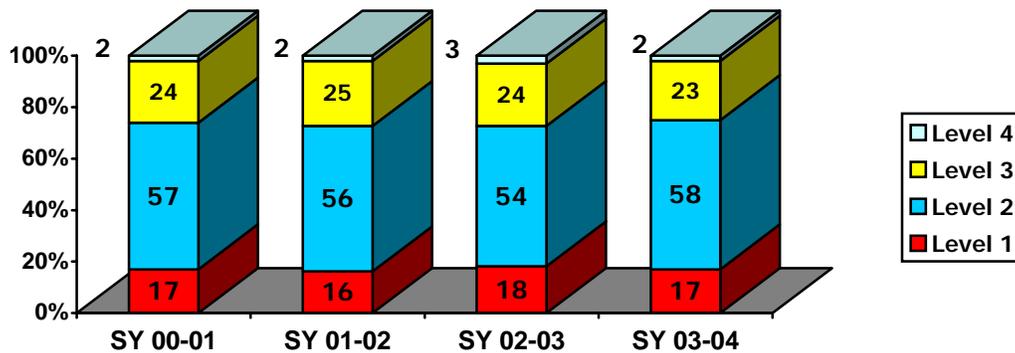
Figures 9-29 in the following pages illustrate the SAT9 performance standards results for reading, mathematics and language arts by grade levels.

Figure 9 shows the SAT9 Grade 1 Performance Levels from SY 2000-2001 to SY 2003-2004.



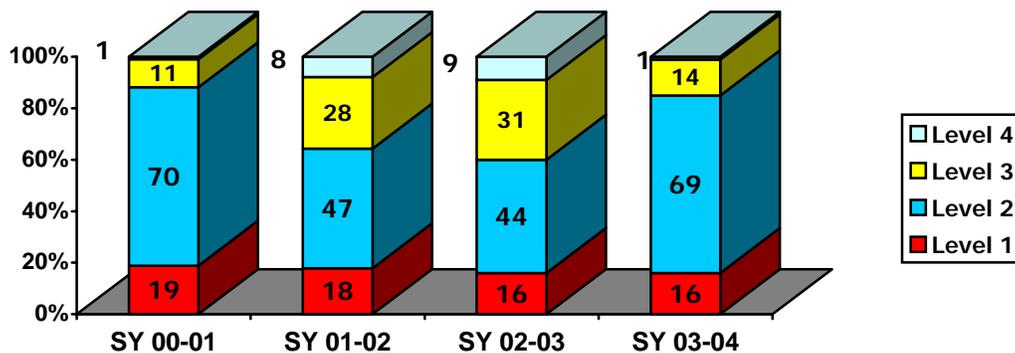
A review of Figure 9 reveals that in SY 03-04, the percentage of students at level 3, which indicates solid academic performance, increased by 2 percentage points compared to the percentage of grade 1 students at levels 3 in SY 01-02. The percentage of students at level 1 decreased by 11 percentage points. Level 1 indicates little or no mastery of the fundamental knowledge and skills expected for grade 1 reading.

Figure 10 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 1 Math: SY 00-01 to SY 03-04



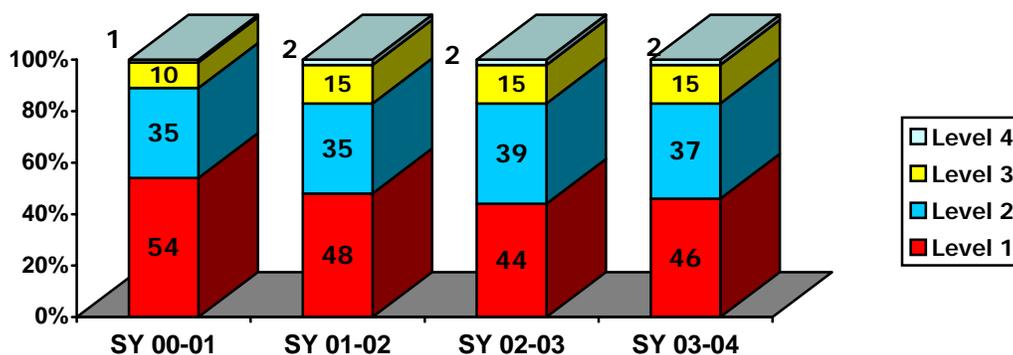
Analysis of Figure 10 reveals that the total percentage of grade 1 students at levels 1 and 2 for SY 03-04 was 75, while the total percentage for those two performance levels in SY 01-02 was 72. This shows that the proportion of grade 1 students that did not have solid academic performance in mathematics decreased by 2 percentage points in SY 03-04. A comparative analysis of the proportion of students at levels 3 and 4 showed relatively lower proportions in SY 01-02 (27) and SY 03-04 (25) compared to SY 01-02 (27).

Figure 11 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 1 Language: SY 00-01 to SY 03-04



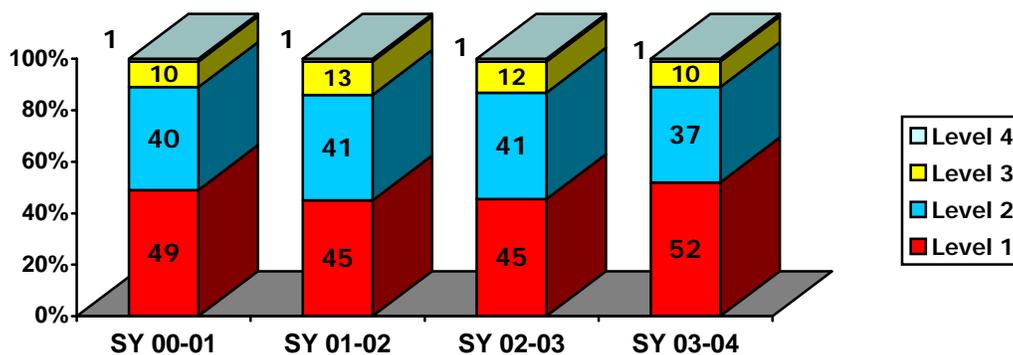
Analysis of Figure 11 reveals that the total percentage of grade 1 students at levels 1 and 2 for SY 03-04 was 85, while the total percentage for those two performance levels in SY 01-02 was as low as 65. This shows that the proportion of grade 1 students that did not have solid academic performance in language decreased by 20 percentage points. A comparative analysis of the proportion of students at levels 3 and 4 in SY 03-04 (15) showed a significant decrease compared to the proportion of students at those levels in SY 01-02, with 36 percent of our students performing in those levels.

Figure 12 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 3 Reading: SY 00-01 to SY 03-04



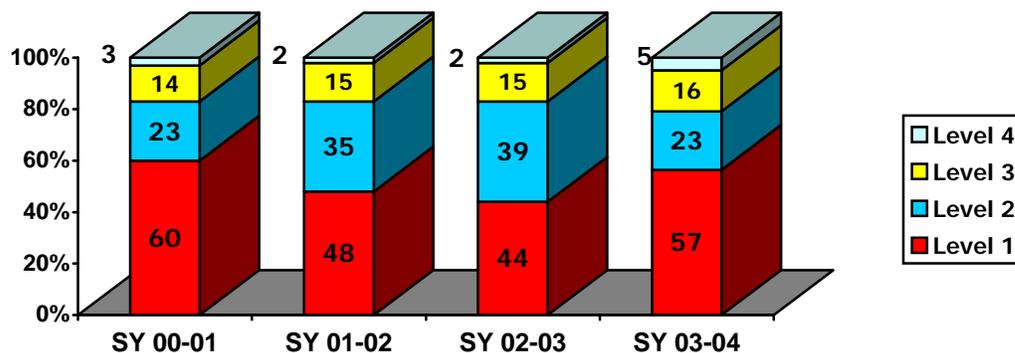
Analysis of Figure 12 reveals that the total percentage of grade 3 students at levels 1 and 2 for SY 03-04 was 85 and for SY 01-02 was 83. The chart shows that the proportion of grade 3 students that did not demonstrate academic performance in reading increased by 2 percentage points in SY 03-04 compared to SY 01-02. A comparative analysis of the proportion of students at levels 3 and 4 shows a decrease by 2 percentage points between those two years.

Figure 13 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 3 Mathematics: SY 00-01 to SY 03-04



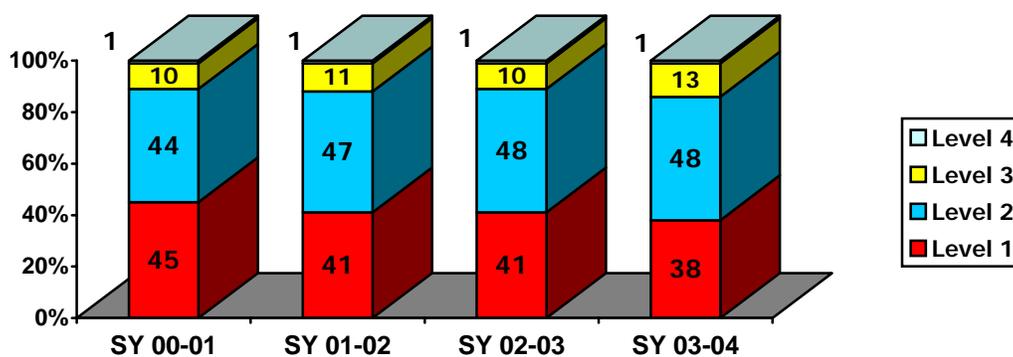
Analysis of Figure 13 reveals that the total percentage of grade 3 students at levels 1 and 2 for SY 03-04 was 89, while the total percentage for those two levels in SY 01-02 was 86, an increase of 3 percentage points among students who were at the lower performance levels. A comparative analysis of the proportion of students at levels 3 and 4 shows a decrease of 3 percentage points for those years among students at the higher performance levels.

Figure 14 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 3 Language: SY 00-01 to SY 03-04



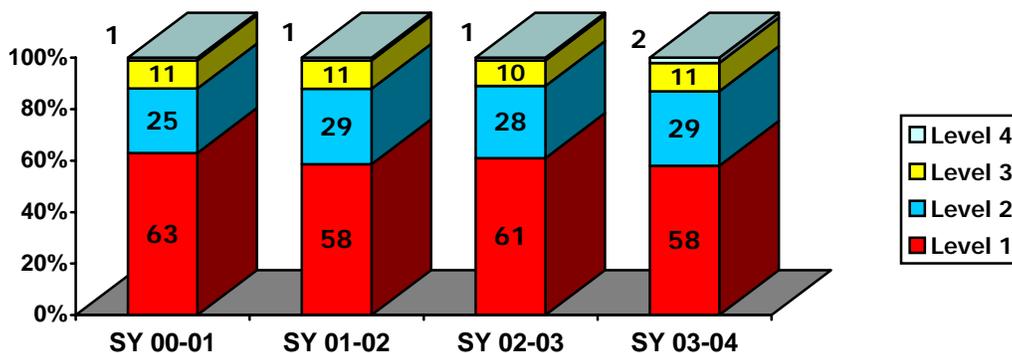
Analysis of Figure 14 reveals that the total percentage of grade 3 students at levels 1 and 2 for SY 03-04 was 80, while the total percentage for those two levels in SY 01-02 was 83. This shows that the proportion of grade 3 students that did not demonstrate solid academic performance in language decreased by 3 percentage points. A comparative analysis of the proportion of students at levels 3 and 4 shows an increase of 4 percentage points of our students performing at those higher levels by SY 03-04.

Figure 15 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 5 Reading: SY 00-01 to SY 03-04



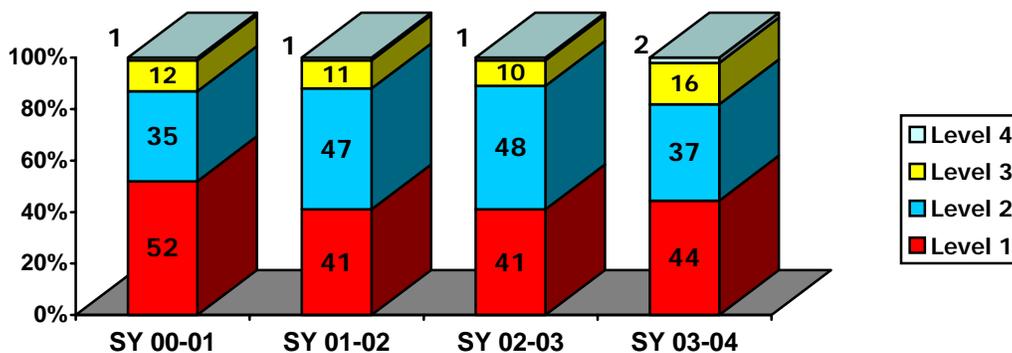
Analysis of Figure 15 reveals that the total percentage of grade 5 students at levels 1 and 2 for SY 03-04 was 86, while the total percentage for those two levels in SY 01-02 was 88. This shows that the proportion of grade 5 students that did not have solid academic performance in reading decreased by 2 percentage points. A comparative analysis of the proportion of students at levels 3 and 4 shows an increase of 2 percentage points in SY 03-04 compared to the base year.

Figure 16 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 5 Mathematics: SY 00-01 to SY 03-04



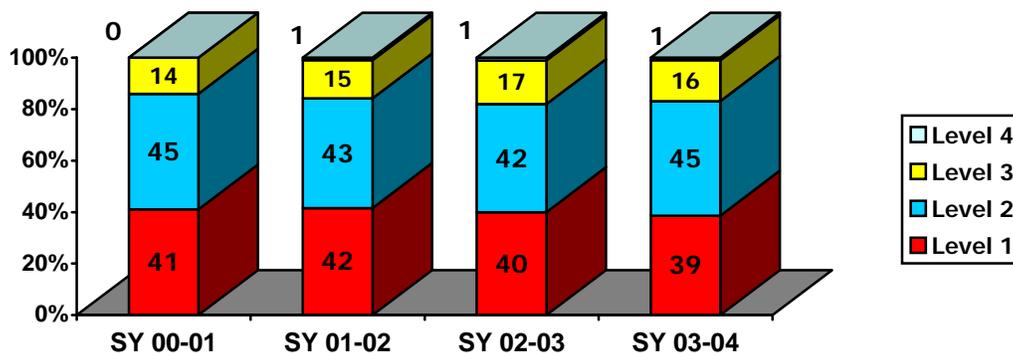
Analysis of Figure 16 reveals that the total percentage of grade 5 students at levels 1 and 2 for SY 03-04 was 87, remaining the same as in SY 01-02. A comparative analysis of the proportion of students at levels 3 and 4 shows an increase of 1 percentage point from SY 01-02 to SY 03-04 of students who had solid academic achievement in 5<sup>th</sup> grade mathematics.

Figure 17 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 5 Language: SY 00-01 to SY 03-04



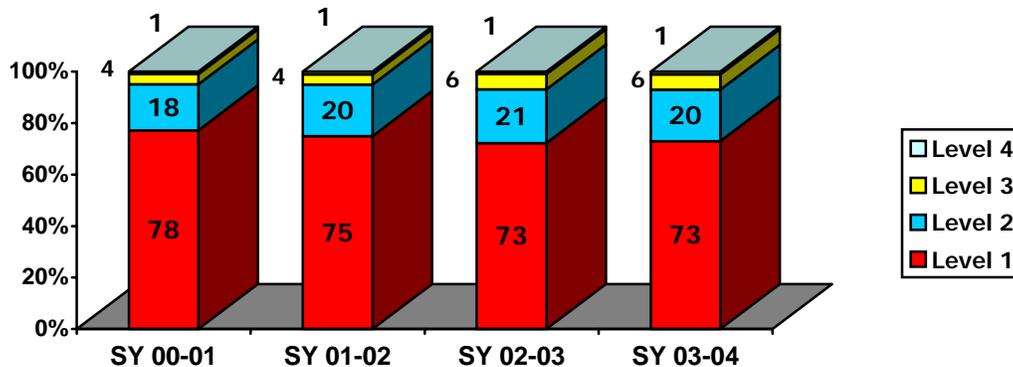
Analysis of Figure 17 reveals that the total percentage of grade 5 students at levels 1 and 2 for SY 03-04 was 81, while the total percentage for those two levels in SY 01-02 was 88. This shows that the proportion of grade 5 students that did not have solid academic performance in language decreased by 5%. A comparative analysis of the proportion of students at levels 3 and 4 shows an increase of 6 percentage points from SY 01-02 (12) to SY 03-04 (18) of students who had solid academic achievement in 5<sup>th</sup> grade language.

Figure 18 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 7 Reading: SY 00-01 to SY 03-04



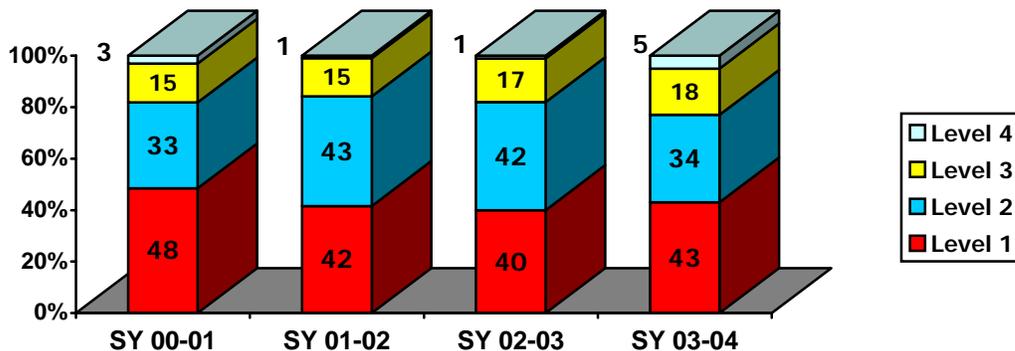
Analysis of Figure 18 reveals that the total percentage of grade 7 students at levels 1 and 2 for SY 03-04 was 84, while the total percentage for those two levels in SY 01-02 was 85. This means that the proportion of grade 7 students that did not demonstrate solid academic performance in reading decreased by 1 percentage point in SY 03-04. A comparative analysis of the proportion of students at levels 3 and 4 shows an increase of 1 percentage point in SY 03-04 compared to the proportion in SY 01-02.

Figure 19 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 7 Mathematics: SY 00-01 to SY 03-04



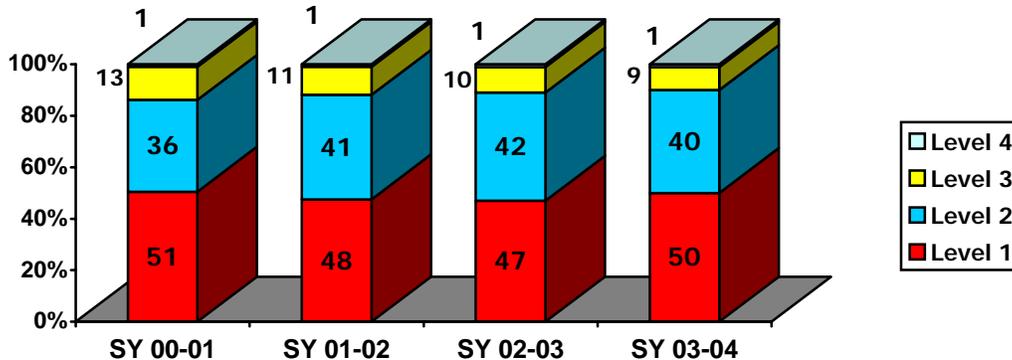
Analysis of Figure 19 reveals that the total percentage of grade 7 students at levels 1 and 2 for SY 03-04 was 93%, while the total percentage for those two levels in SY 01-02 was 95%. This means that the proportion of grade 7 students that did not demonstrate solid academic performance in mathematics decreased by 2 percentage points. A comparative analysis of the proportion of students at levels 3 and 4 shows 7% in SY 03-04 and 5% in SY 01-02, a net increase of 2% of students showing solid academic performance.

Figure 20 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 7 Language: SY 00-01 to SY 03-04



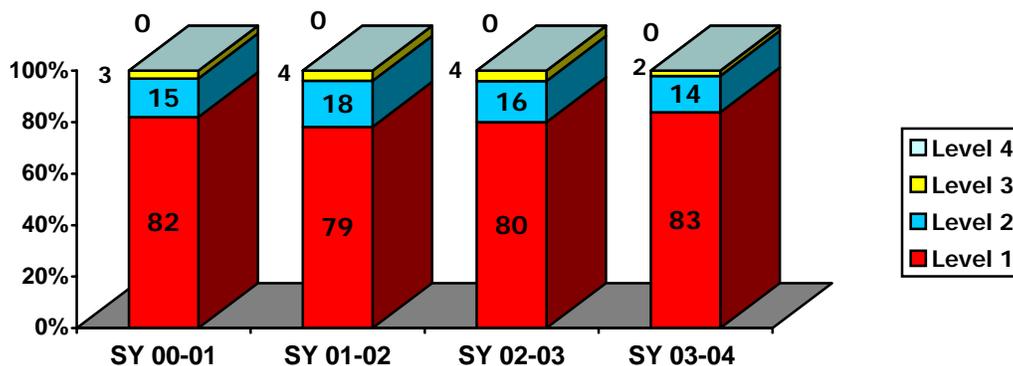
Analysis of Figure 20 reveals that the total percentage of grade 7 students at levels 1 and 2 for SY 03-04 was 77%, which is 8 percentage points less than SY 01-02 (85). A comparative analysis of the proportion of students at levels 3 and 4 shows 23% for SY 03-04 and only 16% in SY 01-02.

Figure 21 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 9 Reading: SY 00-01 to SY 03-04



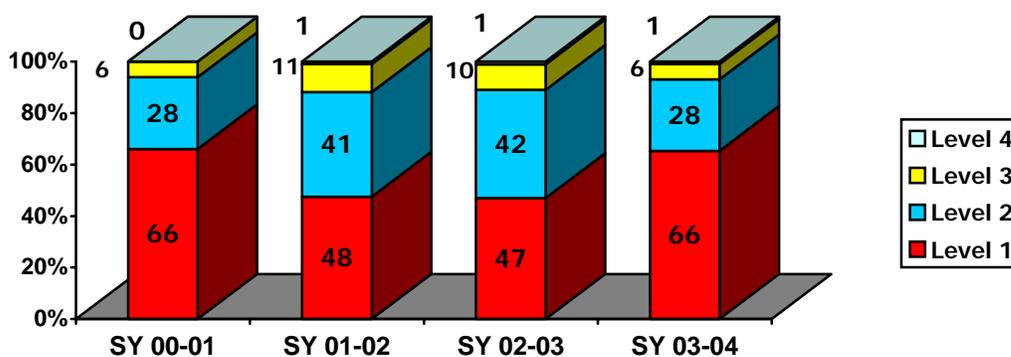
Analysis of Figure 21 reveals that the total percentage of grade 9 students at levels 1 and 2 for SY 03-04 was 90%, which is 1 percentage point higher than in SY 01-02 (89%). A comparative analysis of the proportion of students at levels 3 and 4 shows a decrease of 2 percentage points for SY 03-04 (10%) compared to SY 01-02 (12%).

Figure 22 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 9 Mathematics: SY 00-01 to SY 03-04



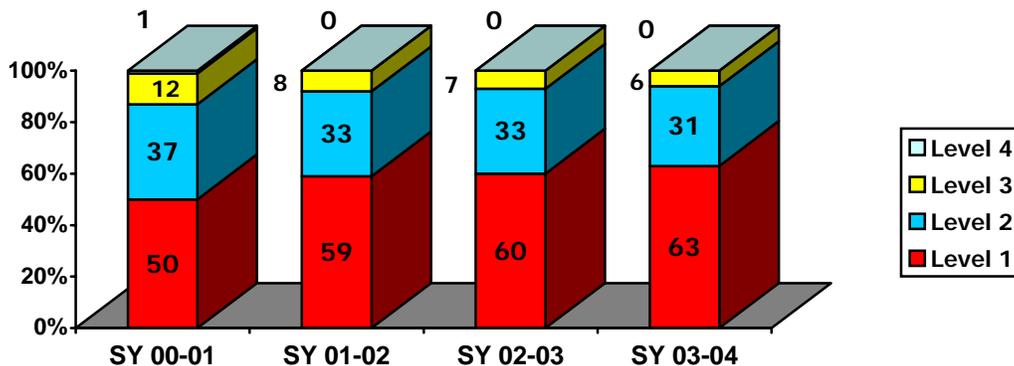
Analysis of Figure 22 reveals that the total percentage of grade 9 students at levels 1 and 2 for SY 03-04 was 97%, the same as the total percentage for those two levels in SY 01-02. A comparative analysis of the proportion of students at levels 3 and 4 shows 2 percentage points less in those levels in SY 03-04.

Figure 23 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 9 Language: SY 00-01 to SY 03-04



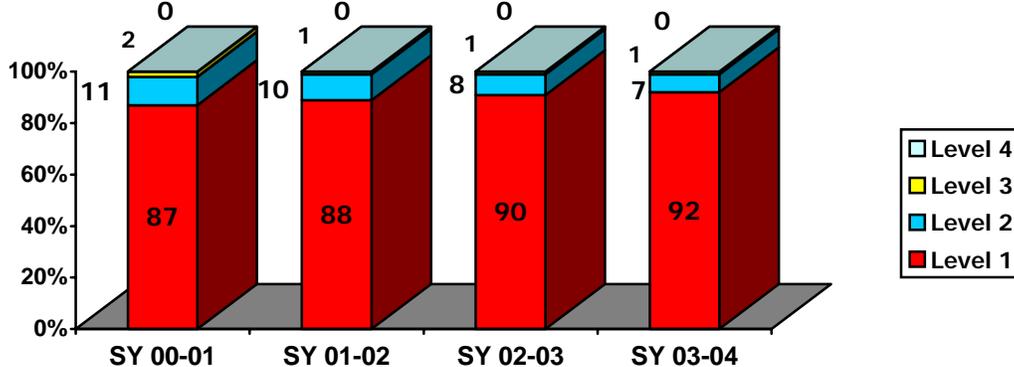
Analysis of Figure 23 reveals that the total percentage of grade 9 students at levels 1 and 2 for SY 03-04 was 94% and in SY 01-02 it was 89%, showing an increase of students who have little or no mastery of 9<sup>th</sup> grade language by 5 percentage points. A comparative analysis of the proportion of students at levels 3 and 4 also shows that students performing at those levels decreased by 5 percentage points in SY 03-04 (7%) compared to SY 01-02 (12%).

**Figure 24 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 10 Reading: SY 00-01 to SY 03-04**



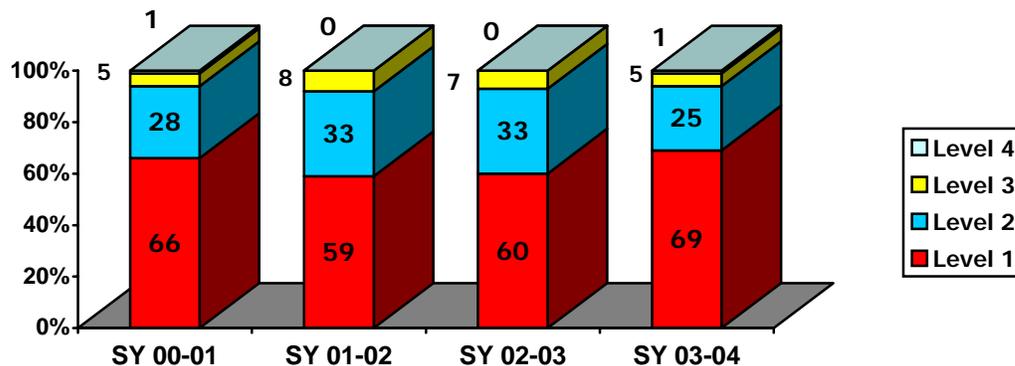
Analysis of Figure 24 reveals that the total percentage of grade 10 students performing at reading levels 1 and 2 for SY 03-04 (94%) increased by 2 percentage points compared to the total in SY 01-02 (92%). A comparative analysis of the proportion of students at levels 3 and 4 shows a net decrease of 2% of students showing solid academic performance during those school years.

**Figure 25 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 10 Mathematics: SY 00-01 to SY 03-04**



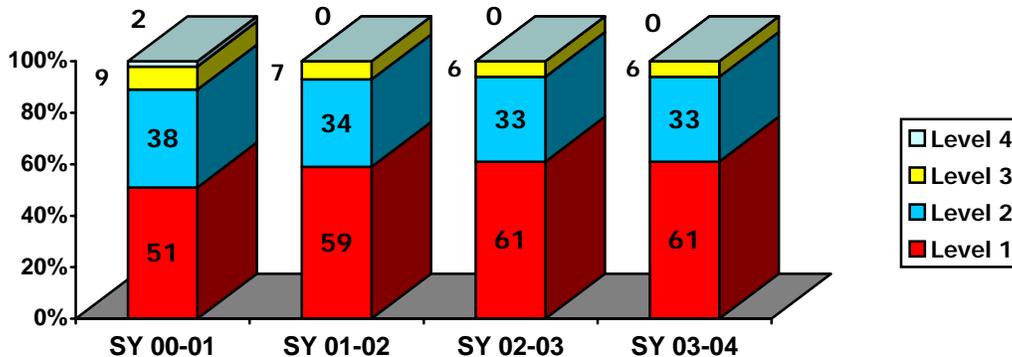
Analysis of Figure 25 reveals that the total percentage of grade 10 students performing at math levels 1 and 2 in SY 03-04 (99%), an increase of 1% compared to SY 01-02 (98%). A comparative analysis of the proportion of students at levels 3 and 4 shows a decrease by 3 percentage points of students showing solid academic performance in 10<sup>th</sup> grade mathematics from SY 01-02 to SY 03-04.

Figure 26 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 10 Language: SY 00-01 to SY 03-04

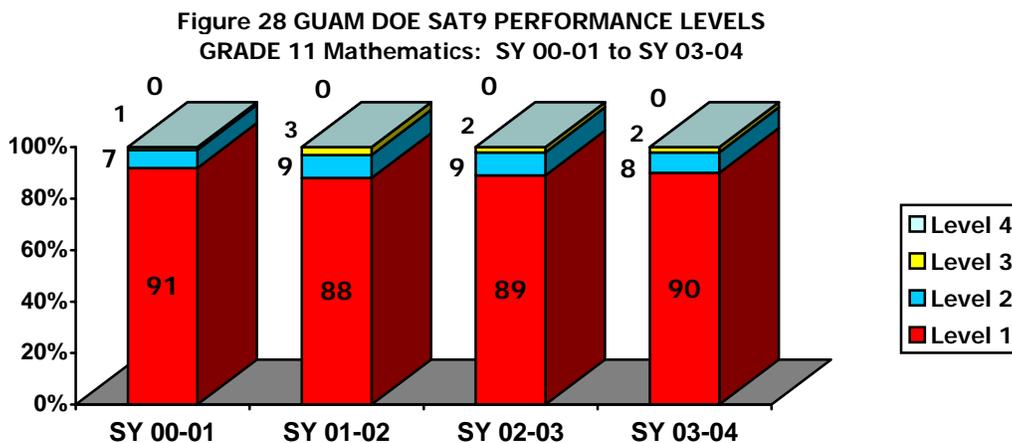


Analysis of Figure 26 reveals that the total percentage of grade 10 students performing at language levels 1 and 2 for SY 03-04 was 94%. This is 2 percentage points more than SY 01-02 (92%). A comparative analysis of the proportion of students at levels 3 and 4 shows a decrease by 2 percentage points in SY 03-04 compared to SY 01-02.

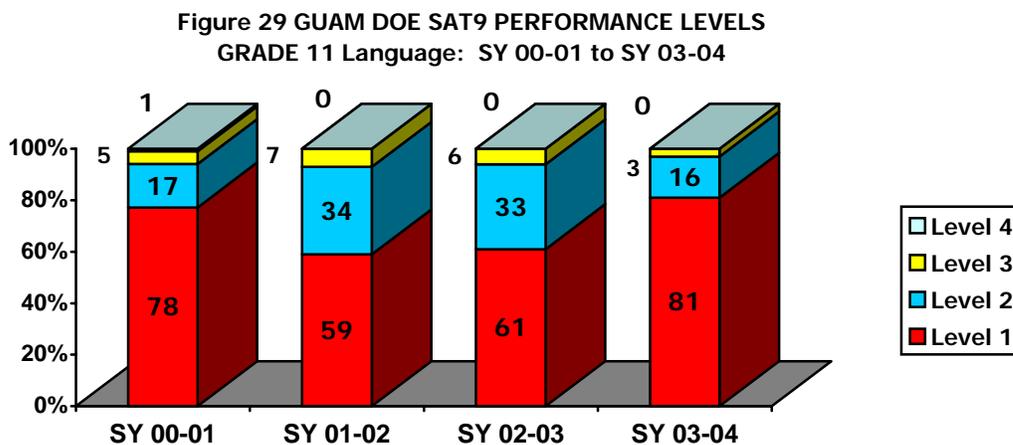
Figure 27 GUAM DOE SAT9 PERFORMANCE LEVELS  
GRADE 11 Reading: SY 00-01 to SY 03-04



Analysis of Figure 27 reveals that the total percentage of grade 11 students performing at reading levels 1 and 2 for SY 03-04 was 94%, while the total percentage for those two levels in SY 01-02 was 93, showing a net increase of 1 percentage point of students at these low achievement levels. A comparative analysis of the proportion of students at levels 3 and 4 shows 6% for SY 03-04 and 7% for SY 01-02, showing a net decrease of 1% of students performing at higher achievement levels.



Analysis of Figure 28 reveals that 98% of students in 11<sup>th</sup> grade performing at levels 1 and 2 in math for SY 03-04, compared to 97% in SY 01-02. The proportion of students at levels 3 and 4, i.e. at upper levels of achievement, showed a decrease of 1% during those two school years.



Analysis of Figure 29 reveals that the total percentage of grade 11 students performing at language levels 1 and 2 for SY 03-04 was 97%, while the total percentage for those two levels in SY 01-02 was 93%, showing an increase of 4 percentage points at those low achievement levels. A comparative analysis of the proportion of students at levels 3 and 4 shows 3% for SY 03-04 and 7% for SY 01-02, showing a decrease of 4 percentage points of students performing at higher achievement levels.

## 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 the same group of students as they progress from one grade to another?

Table 10 presents the SAT9 **Reading** performance of cohort groups: Grade 1 to Grade 5.

<b>Table 10</b>			
<b>Guam DOE SAT9 READING PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 1 &amp; Grade 5</b>			
	<b>Grade 1 SY 2000</b>	<b>Grade 5 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	9	38	<b>+29</b>
<b>Level 2</b> partial mastery	45	48	<b>+3</b>
<b>Level 3</b> proficient	33	13	<b>-20</b>
<b>Level 4</b> advanced	12	1	<b>-11</b>

Table 10 shows that in 2000 there were only 9% of students in Grade 1 who were at level 1 in reading. The same group of students taking the SAT9 reading as 5th graders in 2004 increased their proportion performing at level 1 by 29 percentage points. Conversely, the percentage of those students performing at levels 3 and 4 decreased by 31 percentage points in 2004 as fifth graders, compared to their proportion in those higher levels as first graders.

Table 11 presents the SAT9 **Math** performance levels of cohort groups: Grade 1 to Grade 5.

<b>Table 11</b>			
<b>Guam DOE SAT9 MATH PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 1 &amp; Grade 5</b>			
	<b>Grade 1 SY 2000</b>	<b>Grade 5 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	12	58	<b>+46</b>
<b>Level 2</b> partial mastery	49	29	<b>-20</b>
<b>Level 3</b> proficient	31	11	<b>-20</b>
<b>Level 4</b> advanced	7	2	<b>-5</b>

Table 11 shows that in 2000 there were only 12% of students in Grade 1 whose performance reflected little or no mastery (level 1) in math. The same group of students tested in math as 5<sup>th</sup> graders in 2004 increased their proportion performing at level 1 by 46 percentage points. Moreover, the proportion of students performing at levels 3 and 4 decreased by 25 percentage points in 2004 as fifth graders compared to their proportion performing at those higher levels as first graders in 2000.

Table 12 presents the SAT9 **Language** performance levels of cohort groups: Grade 1 to Grade 5.

<b>Table 12</b>			
<b>Guam DOE SAT9 LANGUAGE PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 1 &amp; Grade 5</b>			
	<b>Grade 1 SY 2000</b>	<b>Grade 5 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	10	44	<b>+34</b>
<b>Level 2</b> partial mastery	65	37	<b>-28</b>
<b>Level 3</b> proficient	21	16	<b>-5</b>
<b>Level 4</b> advanced	5	2	<b>-3</b>

Table 12 shows that in 2000 there were only 10% of students in Grade 1 whose performance reflected little or no mastery (level 1) in language. The same group of students tested in language as 5<sup>th</sup> graders in 2004 reveal that 44% performed at level 1, which increased their proportion performing at that level by 34 percentage points. Moreover, the proportion of students performing at higher levels 3 and 4 decreased by 8 percentage points in 2004 as fifth graders (18%) compared to their proportion performing at those higher levels as first graders in 1999 (26%).

Table 13 presents the SAT9 **Reading** performance levels of cohort groups: Grade 1 to Grade 3.

<b>Table 13</b>			
<b>Guam DOE SAT9 READING PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 1 &amp; Grade 3</b>			
	<b>Grade 1 SY 2002</b>	<b>Grade 3 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	18	46	<b>+28</b>
<b>Level 2</b> partial mastery	47	37	<b>-10</b>
<b>Level 3</b> proficient	28	15	<b>-7</b>
<b>Level 4</b> advanced	8	2	<b>-6</b>

Table 13 shows that 18% of 1st graders in 2002 performed at level 1 (little or no mastery). The same group of students assessed in reading as 3<sup>rd</sup> graders in 2004 increased their proportion performing at level 1 by 28 percentage points. The proportion of students performing at higher levels 3 and 4 decreased by 13 percentage points in 2004 as third graders compared to their proportion performing at those higher levels as first graders in 2002.

Table 14 presents the SAT9 **Math** performance levels of cohort groups: Grade 1 to Grade 3.

<b>Table 14</b>			
<b>Guam DOE SAT9 MATHEMATICS PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 1 &amp; Grade 3</b>			
	<b>Grade 1 SY 2002</b>	<b>Grade 3 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	16	52	<b>+36</b>
<b>Level 2</b> partial mastery	56	37	<b>-19</b>
<b>Level 3</b> proficient	25	10	<b>-15</b>
<b>Level 4</b> advanced	2	1	<b>-1</b>

Table 14 shows that in 2002 there were only 16% of students in Grade 1 whose performance reflected little or no mastery (level 1) in math. The same group of students tested in math as 3rd graders in 2004 increased their proportion performing at level 1 by 36 percentage points. Moreover, the proportion of students performing at levels 3 and 4 decreased by 16 percentage points in 2004 as fifth graders compared to their proportion performing at those higher levels as first graders in 2002.

Table 15 presents the SAT9 **Language** performance levels of cohort groups: Grade 1 to Grade 3.

<b>Table 15</b>			
<b>Guam DOE SAT9 LANGUAGE PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 1 &amp; Grade 3</b>			
	<b>Grade 1 SY 2002</b>	<b>Grade 3 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	21	57	<b>+36</b>
<b>Level 2</b> partial mastery	66	23	<b>-43</b>
<b>Level 3</b> proficient	12	16	<b>+4</b>
<b>Level 4</b> advanced	2	5	<b>+3</b>

Table 15 shows that in 2002 there were only 21% of students in Grade 1 whose performance reflected little or no mastery (level 1) in language. The same group of students tested in language as 3rd graders in 2004 reveal that 57% performed at level 1, which increased their proportion performing at that level by 36 percentage points. However, the proportion of students performing at higher levels 3 and 4 increased by 7 percentage points in 2004 as third graders (21%) compared to their proportion performing at those higher levels as first graders in 2002 (14%).

Table 16 presents the SAT9 **Reading** performance levels of cohort groups: Grade 5 to Grade 9.

<b>Table 16</b>			
<b>Guam DOE SAT9 READING PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 5 &amp; Grade 9</b>			
	<b>Grade 5 SY 2000</b>	<b>Grade 9 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	40	50	<b>+10</b>
<b>Level 2</b> partial mastery	46	40	<b>-6</b>
<b>Level 3</b> proficient	13	9	<b>-4</b>
<b>Level 4</b> advanced	1	1	<b>0</b>

Table 16 shows that in 2000, 40% of grade 5 students performed at level 1 (little or no mastery). The same group of students assessed in reading as 9th graders in 2004 increased their proportion performing at level 1 by 10 percentage points. The proportion of students performing at higher levels 3 and 4 decreased by 4 percentage points in 2004 as ninth graders compared to their proportion performing at those higher levels as fifth graders in 2000.

Table 17 presents the SAT9 **Math** performance levels of cohort groups: Grade 5 to Grade 9.

<b>Table 17</b>			
<b>Guam DOE SAT9 MATHEMATICS PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 5 &amp; Grade 9</b>			
	<b>Grade 5 SY 2000</b>	<b>Grade 9 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	62	83	<b>+21</b>
<b>Level 2</b> partial mastery	28	14	<b>-14</b>
<b>Level 3</b> proficient	10	2	<b>-8</b>
<b>Level 4</b> advanced	1	0	<b>-1</b>

Table 17 shows that in 2000, 62% of students in Grade 5 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. The same group of students tested in math five years later as 9th graders in 2004 increased their proportion (83%) performing at level 1 by 21 percentage points. Moreover, the proportion of students performing at levels 3 and 4 decreased by 9 percentage points in 2004 as ninth graders compared to their proportion performing at those higher levels as first graders in 2000.

Table 18 presents the SAT9 **Language** performance levels of cohort groups: Grade 5 to Grade 9.

<b>Table 18</b>			
<b>Guam DOE SAT9 LANGUAGE PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 5 &amp; Grade 9</b>			
	<b>Grade 5 SY 2000</b>	<b>Grade 9 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	48	64	<b>+16</b>
<b>Level 2</b> partial mastery	36	28	<b>-8</b>
<b>Level 3</b> proficient	13	6	<b>-7</b>
<b>Level 4</b> advanced	3	1	<b>-2</b>

Table 18 shows that in 2000 48% of students in Grade 5 tested in language performed at level 1, which indicates little or no mastery of fundamental knowledge and skills. The same group of students tested in language as 9th graders in 2004 reveal that 64 percent performed at level 1, thereby increasing their proportion performing at that level by 16 percentage points. Moreover, the proportion of students performing at higher levels 3 and 4 decreased by 9 percentage points in 2004 as ninth graders (7%) compared to their proportion performing at those higher levels as fifth graders in 2000 (16%).

Table 19 presents the SAT9 **Reading** performance levels of cohort groups: Grade 5 to Grade 7.

<b>Table 19</b>			
<b>Guam DOE SAT9 READING PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 5 &amp; Grade 7</b>			
	<b>Grade 5 SY 2002</b>	<b>Grade 7 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	41	39	<b>-5</b>
<b>Level 2</b> partial mastery	47	45	<b>-2</b>
<b>Level 3</b> proficient	11	16	<b>+5</b>
<b>Level 4</b> advanced	1	1	<b>0</b>

Table 19 shows that in 2002 41% of grade 5 students performed at level 1, indicating little or no mastery of fundamental knowledge and skills in reading. The same group of students assessed in reading as 7th graders in 2004 decreased their proportion performing at level 1 by 5 percentage points. More importantly, the combined proportion of students performing at higher levels 3 (proficient) and 4 (advanced) increased by 5 percentage points in 2004 (17%) as seventh graders compared to their proportion performing at those higher levels as fifth graders in 2000 (12%).

Table 20 presents the SAT9 **Math** performance levels of cohort groups: Grade 5 to Grade 7.

<b>Table 20</b> <b>Guam DOE SAT9 MATHEMATICS PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 5 &amp; Grade 7</b>			
	<b>Grade 5 SY 2002</b>	<b>Grade 7 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	58	73	<b>+15</b>
<b>Level 2</b> partial mastery	29	20	<b>-9</b>
<b>Level 3</b> proficient	11	6	<b>-5</b>
<b>Level 4</b> advanced	1	1	<b>0</b>

Table 20 shows that in 2002 58% of students in Grade 5 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. The same group of students tested in math two years later as 7th graders in 2004 increased their proportion (73%) performing at level 1 by 15 percentage points. Moreover, the proportion of students performing at levels 3 and 4 decreased by 5 percentage points in 2004 as seventh graders compared to their proportion performing at those higher levels as fifth graders in 2002.

Table 21 presents the SAT9 **Language** performance levels of cohort groups: Grade 5 to Grade 7.

<b>Table 21</b> <b>Guam DOE SAT9 LANGUAGE PERFORMANCE LEVELS</b> <b>Cohort Groups: Grade 5 &amp; Grade 7</b>			
	<b>Grade 5 SY 2002</b>	<b>Grade 7 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	47	43	<b>-4</b>
<b>Level 2</b> partial mastery	38	34	<b>-4</b>
<b>Level 3</b> proficient	14	18	<b>+4</b>
<b>Level 4</b> advanced	1	5	<b>+4</b>

Table 21 shows that in 2002 47% of students in Grade 5 tested in language performed at level 1, which indicates little or no mastery of fundamental knowledge and skills. The same group of students tested in language as 7th graders in 2004 reveals that 43 percent performed at level 1, thereby decreasing their proportion performing at that level by 4 percentage points. Moreover, the proportion of students performing at higher levels 3 (proficient) and 4 (advanced) increased by 8 percentage points in 2004 as seventh graders (23%) compared to their proportion performing at those higher levels as fifth graders in 2002 (15%).

Table 22 presents the SAT9 **Reading** performance levels of cohort groups: Grade 7 to Grade 9.

<b>Table 22</b>			
<b>Guam DOE SAT9 READING PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 7 &amp; Grade 9</b>			
	<b>Grade 7 SY 2002</b>	<b>Grade 9 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	42	50	<b>+8</b>
<b>Level 2</b> partial mastery	43	40	<b>-3</b>
<b>Level 3</b> proficient	15	9	<b>-6</b>
<b>Level 4</b> advanced	1	1	<b>0</b>

Table 22 shows that in SY 2002 42% of grade 7 students performed at level 1, indicating little or no mastery of fundamental knowledge and skills in reading. The same group of students assessed in reading as 9th graders in 2004 increased their proportion performing at level 1 by 8 percentage points. Moreover, the combined proportion of students performing at higher levels 3 (proficient) and 4 (advanced) decreased by 6 percentage points in 2004 (10%) as 9th graders compared to their proportion performing at those higher levels as 7th graders in 2002 (16%).

Table 23 presents the SAT9 **Math** performance levels of cohort groups: Grade 7 to Grade 9.

<b>Table 23</b>			
<b>Guam DOE SAT9 MATHEMATICS PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 7 &amp; Grade 9</b>			
	<b>Grade 7 SY 2002</b>	<b>Grade 9 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	75	83	<b>+8</b>
<b>Level 2</b> partial mastery	20	14	<b>-6</b>
<b>Level 3</b> proficient	4	2	<b>-2</b>
<b>Level 4</b> advanced	1	0	<b>-1</b>

Table 23 shows that in 2002 75% of students in Grade 7 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. The same group of students tested in math two years later as 9th graders in 2004 increased their proportion to 83% performing at level 1, which is a difference of 8 percentage points. Moreover, the proportion of students performing at levels 3 and 4 decreased by 3 percentage points in 2004 as ninth graders compared to their proportion (5%) performing at those higher levels as seventh graders in 2002.

Table 24 presents the SAT9 **Language** performance levels of cohort groups: Grade 7 to Grade 9.

<b>Table 24</b>			
<b>Guam DOE SAT9 LANGUAGE PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 7 &amp; Grade 9</b>			
	<b>Grade 7 SY 2002</b>	<b>Grade 9 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	44	66	<b>+22</b>
<b>Level 2</b> partial mastery	34	28	<b>-6</b>
<b>Level 3</b> proficient	16	7	<b>-9</b>
<b>Level 4</b> advanced	5	1	<b>-4</b>

Table 24 shows that in 2002 44% of students in Grade 7 tested in language performed at level 1, which indicates little or no mastery of fundamental knowledge and skills. The same group of students tested in language as 9th graders in 2004 reveals that 66 percent performed at level 1, thereby increasing their proportion performing at that level by 22 percentage points. Moreover, the proportion of students performing at higher levels 3 (proficient) and 4 (advanced) decreased by 13 percentage points in 2004 as ninth graders (8%) compared to their proportion performing at those higher levels as seventh graders in 2002 (21%).

Table 25 presents the SAT9 **Reading** performance levels of cohort groups: Grade 9 to Grade 11.

<b>Table 25</b>			
<b>Guam DOE SAT9 READING PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 9 &amp; Grade 11</b>			
	<b>Grade 9 SY 2002</b>	<b>Grade 11 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	48	61	<b>+13</b>
<b>Level 2</b> partial mastery	41	33	<b>-8</b>
<b>Level 3</b> proficient	11	6	<b>-5</b>
<b>Level 4</b> advanced	1	0	<b>-1</b>

Table 25 shows that in 2002 48% of grade 9 students performed at level 1, indicating little or no mastery of fundamental knowledge and skills in reading. The same group of students assessed in reading as 11th graders in 2004 increased their proportion performing at level 1 by 13 percentage points. Moreover, the combined proportion of students performing at higher levels 3 (proficient) and 4 (advanced) decreased by 6 percentage points in 2004 (6%) as eleventh graders compared to their proportion performing at those higher levels as ninth graders in 2002 (12%).

Table 26 presents the SAT9 **Math** performance levels of cohort groups: Grade 9 to Grade 11.

<b>Table 26</b>			
<b>Guam DOE SAT9 MATHEMATICS PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 9 &amp; Grade 11</b>			
	<b>Grade 9 SY 2002</b>	<b>Grade 11 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	79	90	<b>+11</b>
<b>Level 2</b> partial mastery	18	8	<b>-10</b>
<b>Level 3</b> proficient	4	2	<b>-2</b>
<b>Level 4</b> advanced	0	0	<b>0</b>

Table 26 shows that in 2002 79% of students in Grade 9 performed at level 1, indicating little or no mastery of fundamental knowledge and skills in math. The same group of students tested in math two years later as 11th graders in 2004 increased their proportion to 90% performing at level 1, which is a difference of 11 percentage points. Moreover, the proportion of students performing at levels 3 decreased by 2 percentage points in 2004 as eleventh graders compared to their proportion (2%) performing at the proficient level as ninth graders in 2004.

Table 27 presents the SAT9 **Language** performance levels of cohort groups: Grade 9 to Grade 11.

<b>Table 27</b>			
<b>Guam DOE SAT9 LANGUAGE PERFORMANCE LEVELS</b>			
<b>Cohort Groups: Grade 9 &amp; Grade 11</b>			
	<b>Grade 9 SY 2002</b>	<b>Grade 11 SY 2004</b>	<b>DIFFERENCE</b>
<b>Level 1</b> little or no mastery	65	81	<b>+16</b>
<b>Level 2</b> partial mastery	27	16	<b>-11</b>
<b>Level 3</b> proficient	7	3	<b>-4</b>
<b>Level 4</b> advanced	1	0	<b>-1</b>

Table 27 shows that in 2002 65% of students in Grade 9 who were tested in language performed at level 1, which indicates little or no mastery of fundamental knowledge and skills. The same group of students tested in language as 11th graders in 2004 reveals that 81 percent performed at level 1, thereby increasing their proportion performing at that level by 16 percentage points. Moreover, the proportion of students performing at levels 3 and 4 (proficient) decreased by 5 percentage points in 2004 as eleventh graders (3%) compared to their proportion performing at levels 3 and 4 as ninth graders in 2001 (8%).

## 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.

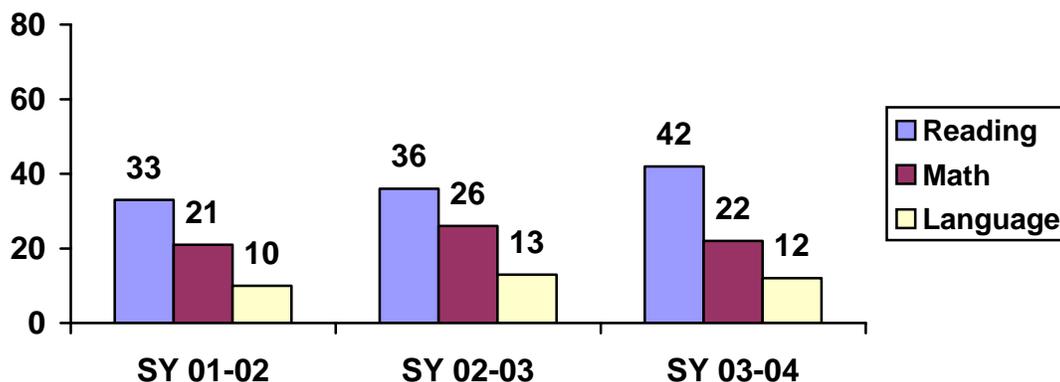
The analysis of disaggregated scores addresses two major questions:

1. What are the proportions of students with special conditions performing at levels 3 and 4 of the Stanford Achievement Test, ninth edition (SAT9)?
2. Is there a gap between the proportions of students with special conditions performing at levels 3 and 4 and the proportions of students in the general education program?

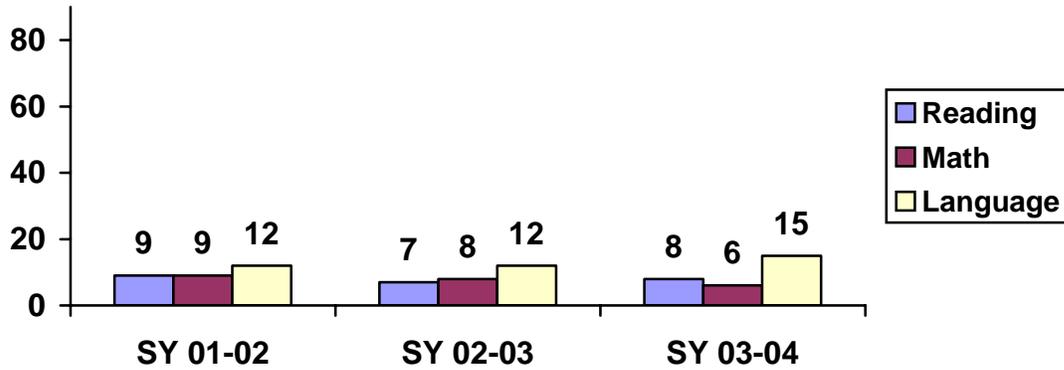
Figures 30 to 50 depict the percentage of LOTE students performing at SAT9 Levels 3 & 4 by Grade and Content Areas (Reading, Language and Math) for students in the LOTE Program, Special Education and Free And Reduced Lunch Program.

Examination of Figures 30 to 50 reveals the largest proportions of LOTE, Special Education and Free/Reduced lunch program participants performing at levels 3 and 4 are enrolled in grade 1. As much as 42% of the grade 1 LOTE students are performing at levels 3 and 4. The proportions consistently decrease in higher grade levels in that there are as few as 5 to 0 percent performing at those levels.

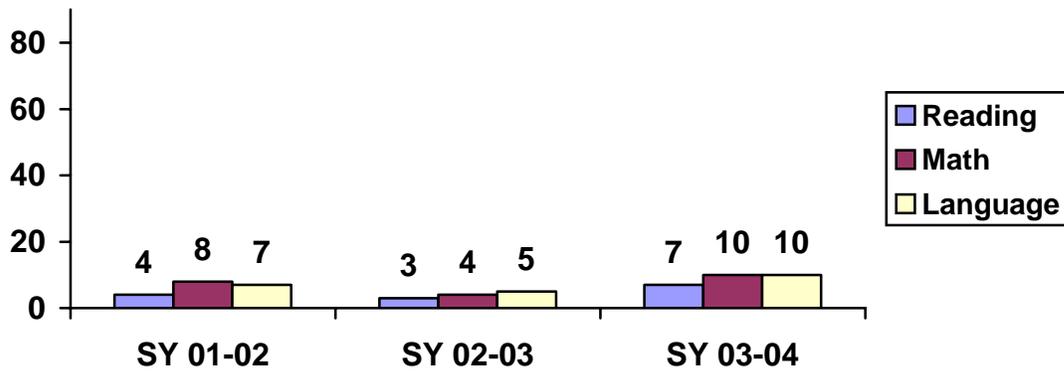
**Figure 30**  
**Percentage of Grade 1 LOTE Students Performing at SAT9**  
**Levels 3 & 4 by Content: SY 01-02 to SY 03-04**



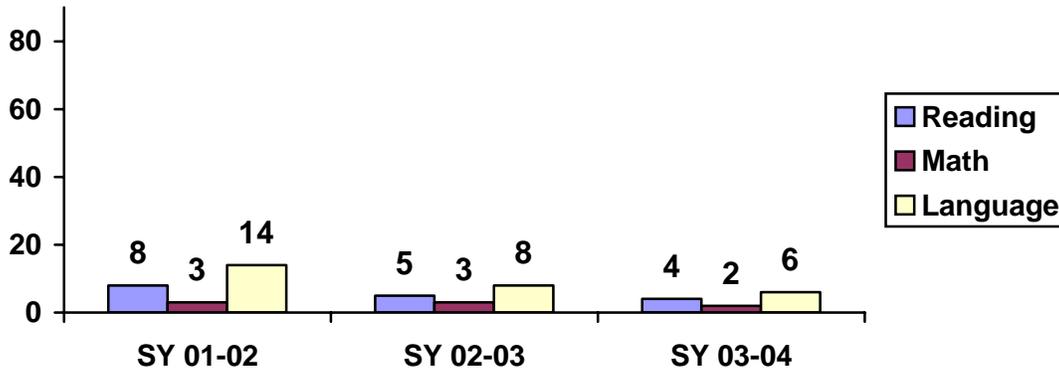
**Figure 31**  
**Percentage of Grade 3 LOTE Students Performing at SAT9**  
**Levels 3 & 4 by Content: SY 01-02 to SY 03-04**



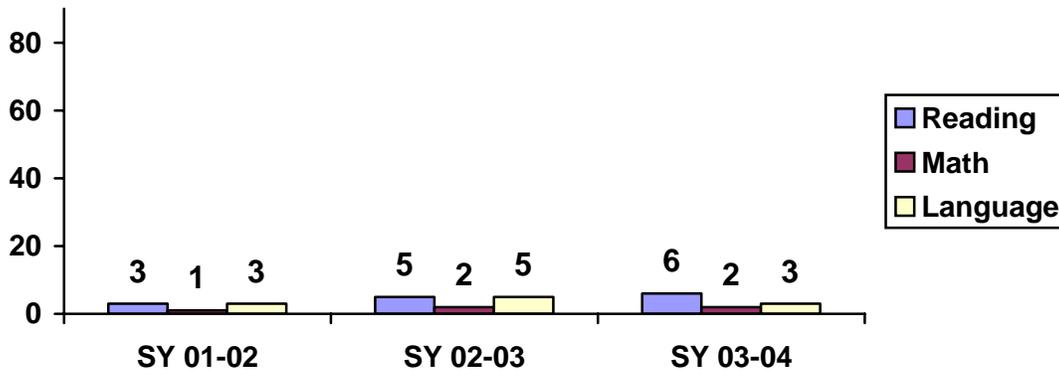
**Figure 32**  
**Percentage of Grade 5 LOTE Students Performing at SAT9**  
**Levels 3 & 4 by Content: SY 01-02 to SY 03-04**



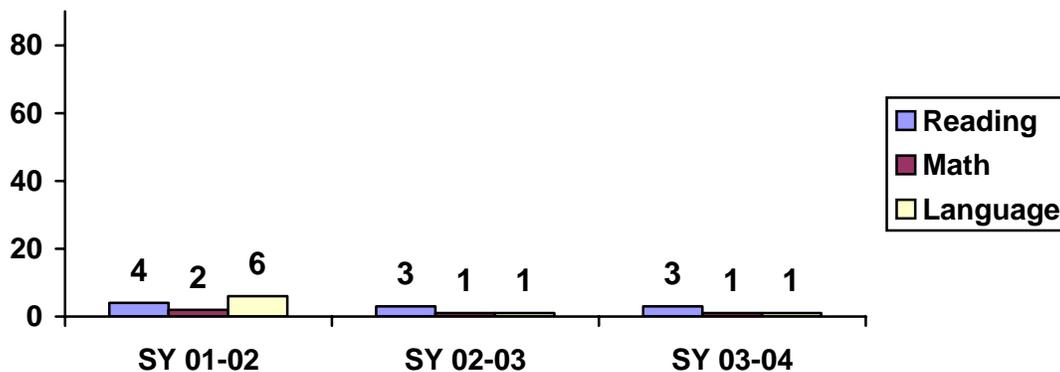
**Figure 33**  
**Percentage of Grade 7 LOTE Students Performing at SAT9**  
**Levels 3 & 4 by Content: SY 01-02 to SY 03-04**



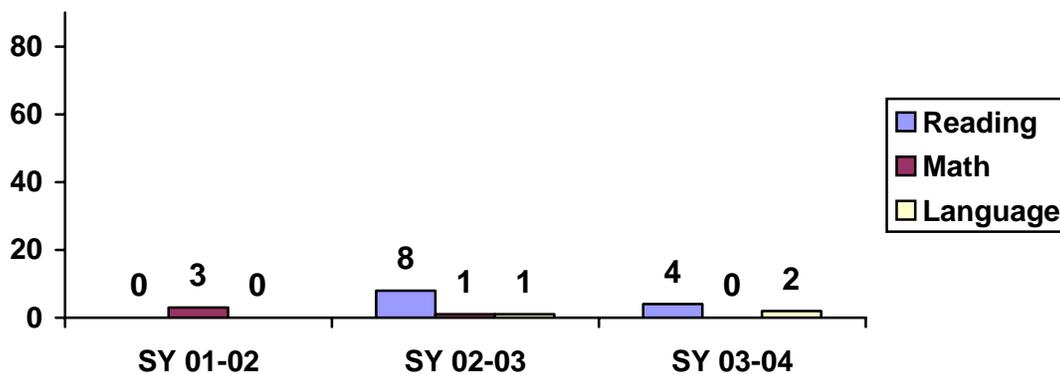
**Figure 34**  
**Percentage of Grade 9 LOTE Students Performing at SAT9**  
**Levels 3 & 4 by Content: SY 01-02 to SY 03-04**



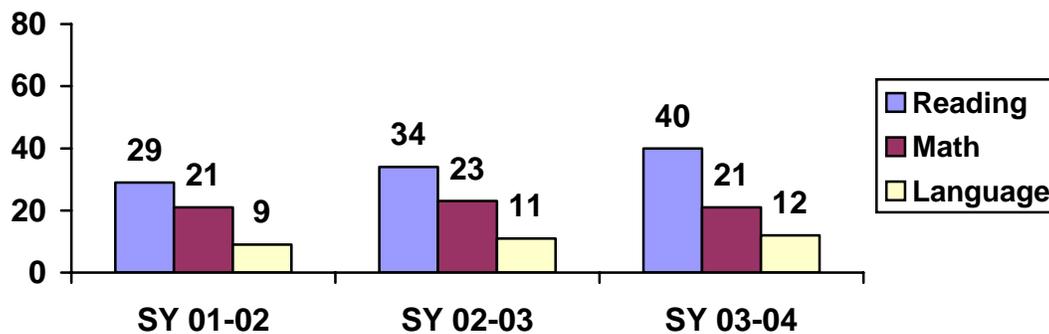
**Figure 35**  
**Percentage of Grade 10 LOTE Students Performing at SAT9**  
**Levels 3 & 4 by Content: SY 01-02 to SY 03-04**



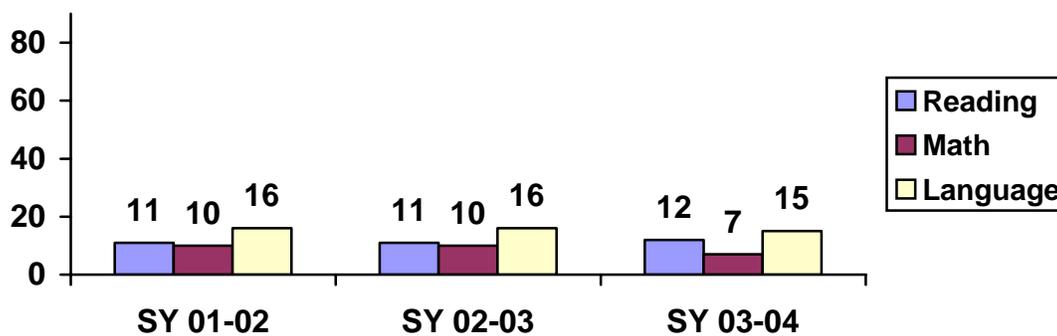
**Figure 36**  
**Percentage of Grade 11 LOTE Students Performing at SAT9**  
**Levels 3 & 4 by Content: SY 01-02 to SY 03-04**



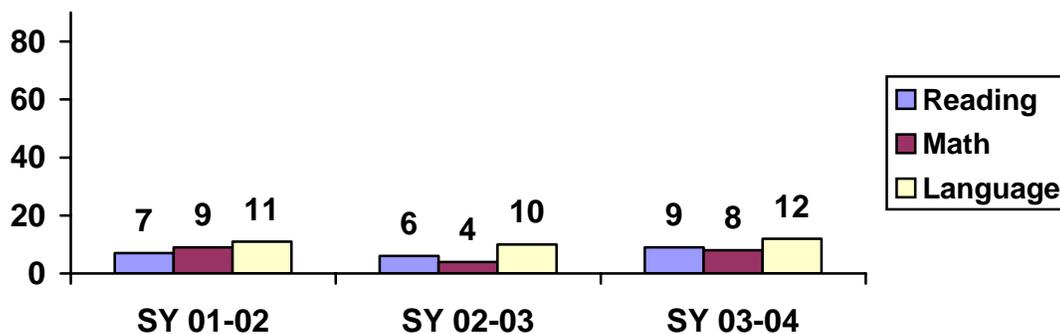
**Figure 37**  
**Percentage of Grade 1 Free/Reduced Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



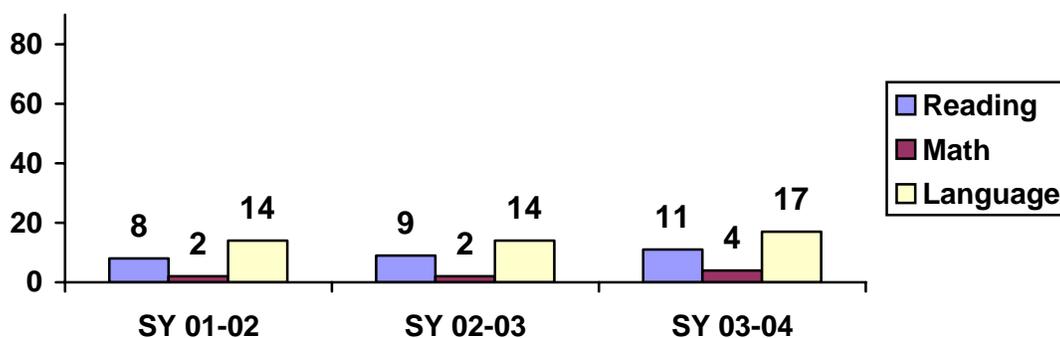
**Figure 38**  
**Percentage of Grade 3 Free/Reduced Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



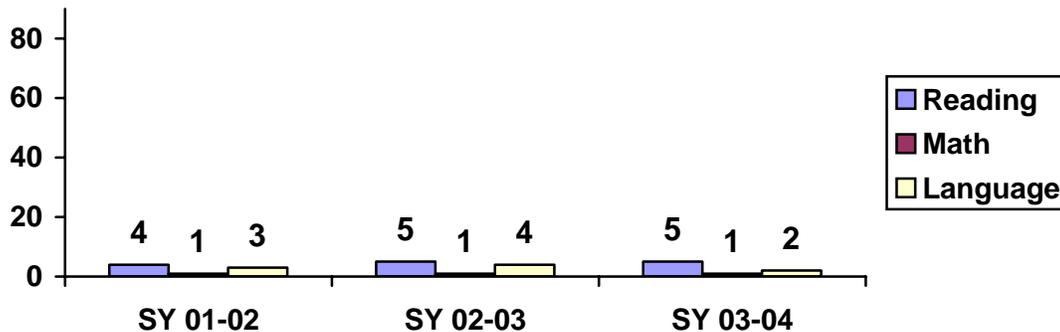
**Figure 39**  
**Percentage of Grade 5 Free/Reduced Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



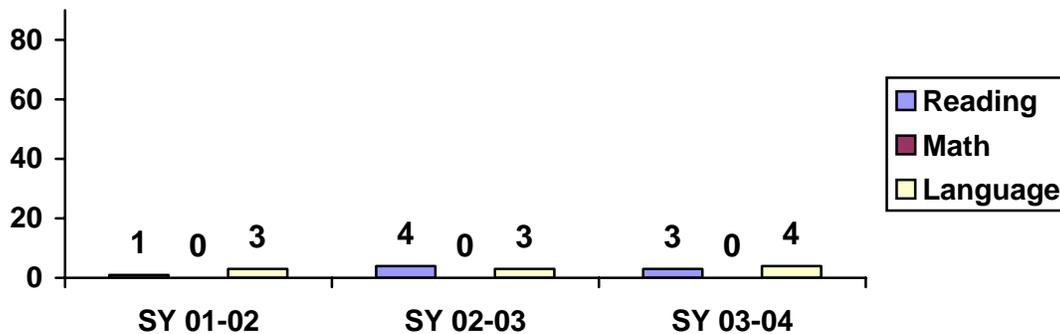
**Figure 40**  
**Percentage of Grade 7 Free/Reduced Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



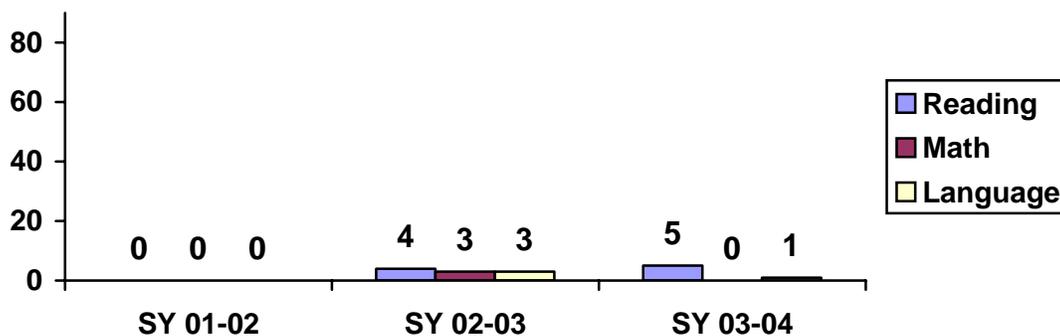
**Figure 41**  
**Percentage of Grade 9 Free/Reduced Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



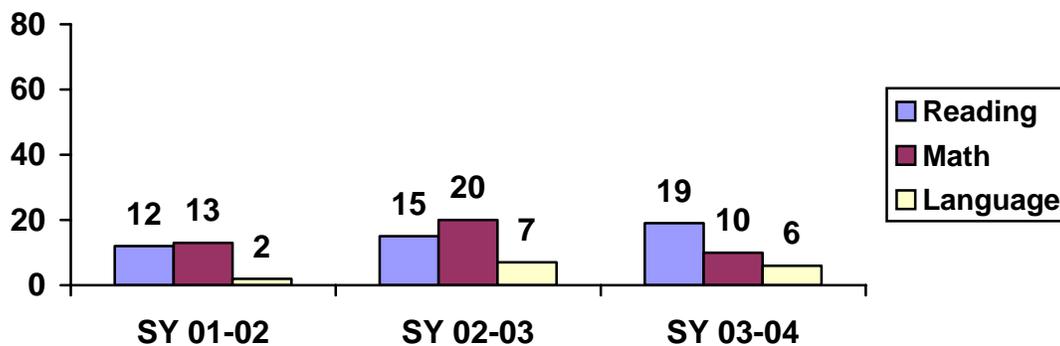
**Figure 42**  
**Percentage of Grade 10 Free/Reduced Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



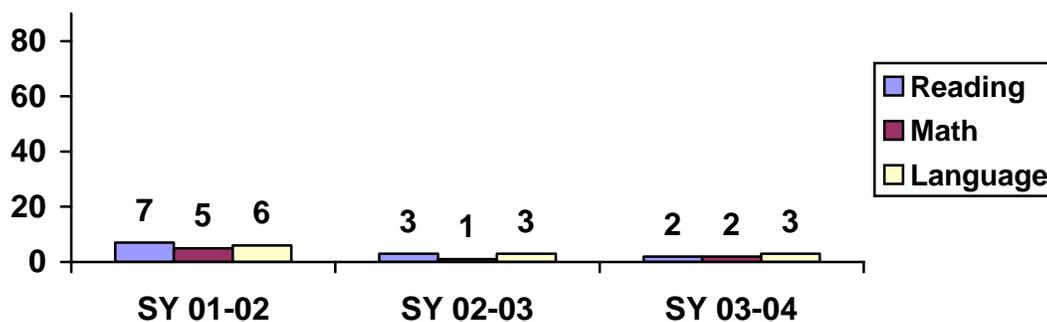
**Figure 43**  
**Percentage of Grade 11 Free/Reduced Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



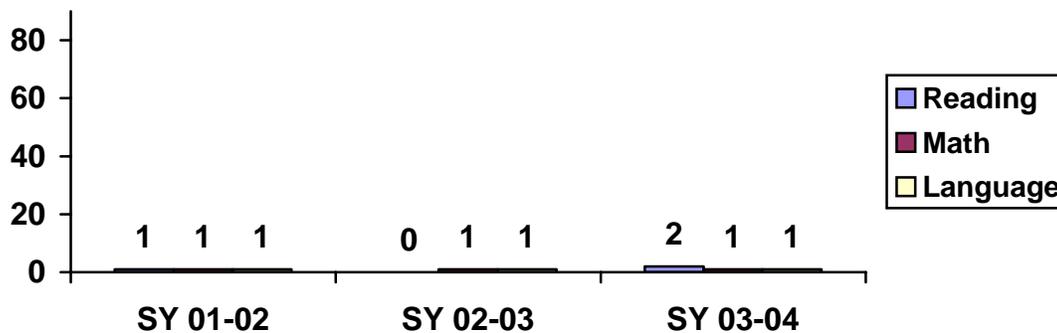
**Figure 44**  
**Percentage of Grade 1 Special Education Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



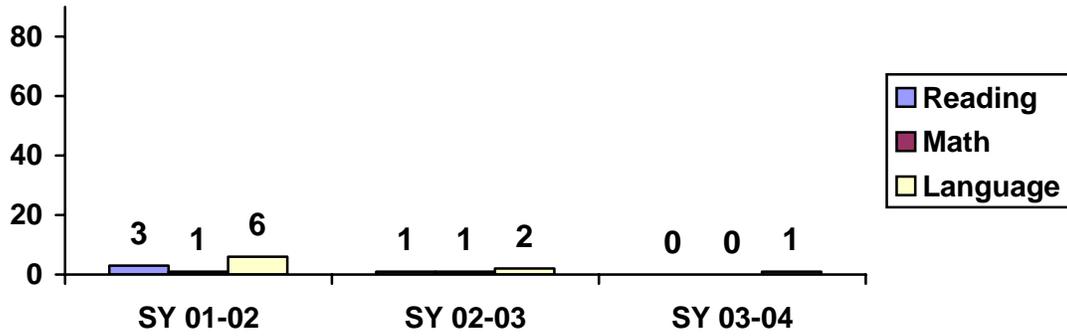
**Figure 45**  
**Percentage of Grade 3 Special Education Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



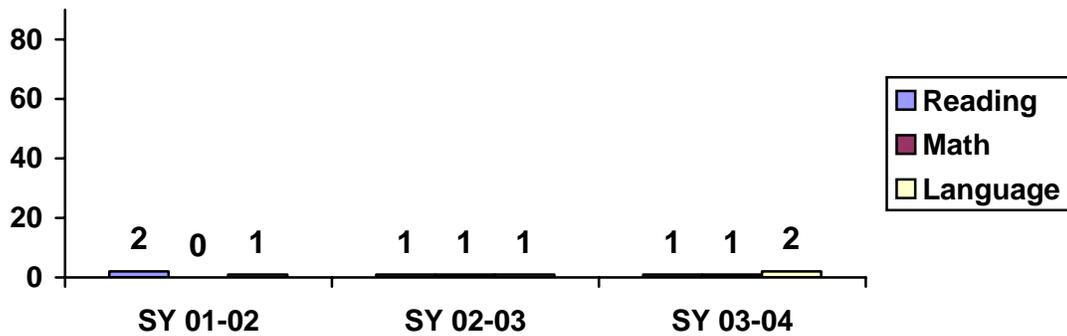
**Figure 46**  
**Percentage of Grade 5 Special Education Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



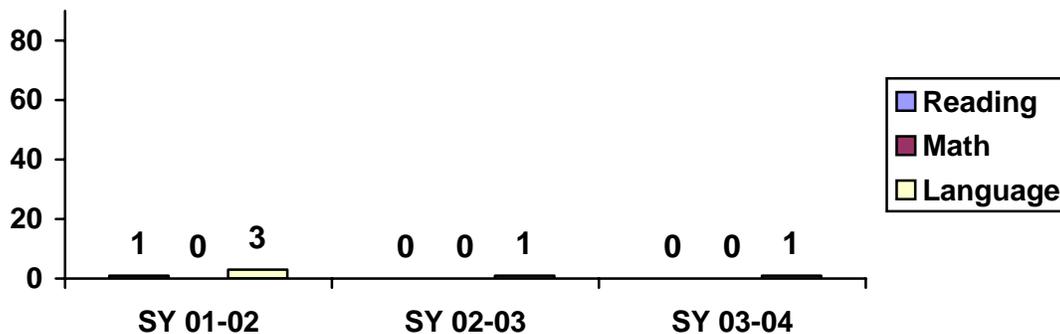
**Figure 47**  
**Percentage of Grade 7 Special Education Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



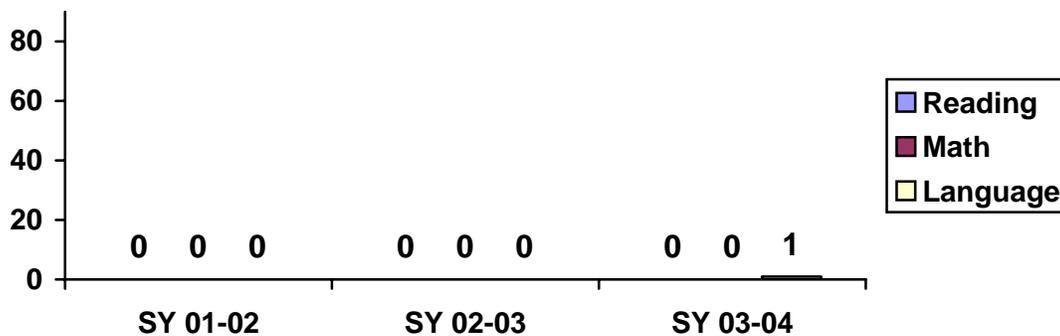
**Figure 48**  
**Percentage of Grade 9 Special Education Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



**Figure 49**  
**Percentage of Grade 10 Special Education Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



**Figure 50**  
**Percentage of Grade 11 Special Education Program Students**  
**Performing at SAT9 Levels 3 & 4 by Content:**  
**SY 01-02 to SY 03-04**



<b>Table 28</b>			
<b>Comparative Proportions of Free/Reduced Lunch Students &amp; General Education Students at Performance Levels 3 &amp; 4: Reading by Grade Levels</b>			
<b>Grade 1</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	34	40	45
Free/Reduced	29	34	40
<b>Difference (Gap)</b>	<b>-5</b>	<b>-6</b>	<b>-5</b>
<b>Grade 3</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	14	15	15
Free/Reduced	11	11	12
<b>Difference (Gap)</b>	<b>-3</b>	<b>-4</b>	<b>-3</b>
<b>Grade 5</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	10	9	12
Free/Reduced	7	6	9
<b>Difference (Gap)</b>	<b>-3</b>	<b>-3</b>	<b>-3</b>
<b>Grade 7</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	17	20	19
Free/Reduced	8	9	11
<b>Difference (Gap)</b>	<b>-9</b>	<b>-11</b>	<b>-8</b>
<b>Grade 9</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	13	12	11
Free/Reduced	4	5	5
<b>Difference (Gap)</b>	<b>-9</b>	<b>-7</b>	<b>-6</b>
<b>Grade 10</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	9	8	7
Free/Reduced	1	4	3
<b>Difference (Gap)</b>	<b>-8</b>	<b>-4</b>	<b>-4</b>
<b>Grade 11</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	7	6	6
Free/Reduced	0	4	5
<b>Difference (Gap)</b>	<b>-7</b>	<b>-2</b>	<b>-1</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared to for the next grade			
<b>Level 4:</b> signifies superior performance, beyond grade level mastery			

Table 28 depicts comparative proportions between students enrolled in the Free and Reduced lunch program and General Education students at levels 3 & 4 in Reading from SY 01-02 to SY 03-04. Examination of Table 28 reveals that the largest gap (-11) between free and reduced lunch students and general education students was found in seventh grade for School Years 2002 and 2003. Analysis of the three school years by grade indicate that the most consistently narrowest gaps are found among fifth graders. The smallest single year gap is evident in the eleventh grade students during SY 2003-2004.

<b>Grade 1</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	28	25	22
Free/Reduced	21	23	21
<b>Difference (Gap)</b>	<b>-7</b>	<b>-2</b>	<b>-1</b>
<b>Grade 3</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	12	11	8
Free/Reduced	10	10	7
<b>Difference (Gap)</b>	<b>-2</b>	<b>-1</b>	<b>-1</b>
<b>Grade 5</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	10	10	10
Free/Reduced	9	4	8
<b>Difference (Gap)</b>	<b>-1</b>	<b>-6</b>	<b>-2</b>
<b>Grade 7</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	4	7	7
Free/Reduced	2	2	4
<b>Difference (Gap)</b>	<b>-2</b>	<b>-5</b>	<b>-3</b>
<b>Grade 9</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	4	4	3
Free/Reduced	1	1	1
<b>Difference (Gap)</b>	<b>-3</b>	<b>-3</b>	<b>-2</b>
<b>Grade 10</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	1	1	1
Free/Reduced	0	0	0
<b>Difference (Gap)</b>	<b>-1</b>	<b>-1</b>	<b>-1</b>
<b>Grade 11</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	3	3	2
Free/Reduced	0	3	0
<b>Difference (Gap)</b>	<b>-3</b>	<b>0</b>	<b>-2</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared to for the next grade			
<b>Level 4:</b> signifies superior performance, beyond grade level mastery			

Table 29 depicts comparative proportions between students enrolled in the Free and Reduced lunch program and General Education students at levels 3 & 4 in Mathematics from SY 01-02 to SY 03-04. Examination of Table 29 reveals that the largest gap (-7) between free and reduced lunch students and general education students was found in first grade for School Year 2001 and 2002. Analysis of the three school years by grade indicate that the most consistently narrowest gaps are found among tenth graders. The smallest single year gap exists in the eleventh grade for SY 2002-2003.

<b>Table 30</b>			
<b>Comparative Proportions of Free/Reduced Lunch Students &amp; General Education Students at Performance Levels 3 &amp; 4: Language by Grade Levels</b>			
<b>Grade 1</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	13	14	12
Free/Reduced	9	11	12
<b>Difference (Gap)</b>	<b>-4</b>	<b>-3</b>	<b>0</b>
<b>Grade 3</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	20	19	18
Free/Reduced	16	16	15
<b>Difference (Gap)</b>	<b>-4</b>	<b>-3</b>	<b>-3</b>
<b>Grade 5</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	14	14	17
Free/Reduced	11	10	12
<b>Difference (Gap)</b>	<b>-3</b>	<b>-4</b>	<b>-5</b>
<b>Grade 7</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	23	26	27
Free/Reduced	14	14	17
<b>Difference (Gap)</b>	<b>-9</b>	<b>-12</b>	<b>-10</b>
<b>Grade 9</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	8	9	8
Free/Reduced	3	4	2
<b>Difference (Gap)</b>	<b>-5</b>	<b>-5</b>	<b>-6</b>
<b>Grade 10</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	6	7	7
Free/Reduced	3	3	4
<b>Difference (Gap)</b>	<b>-3</b>	<b>-4</b>	<b>-3</b>
<b>Grade 11</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	3	3	3
Free/Reduced	0	3	1
<b>Difference (Gap)</b>	<b>-3</b>	<b>0</b>	<b>-2</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared to for the next grade			
<b>Level 4:</b> signifies superior performance, beyond grade level mastery			

Table 30 depicts comparative proportions between students enrolled in the Free and Reduced lunch program and General Education students at levels 3 & 4 in Language from SY 01-02 to SY 03-04. Examination of Table 30 reveals that the largest gap (-12) between Free and Reduced students and general education students was found in seventh grade for SY 2002 - 2003. Additionally, the seventh graders have the largest gaps across the three years. Analysis of the three school years by grade indicate that the narrowest gaps are found among eleventh graders.

<b>Table 31</b>			
<b>Comparative Proportions of LOTE &amp; General Education Students at Performance Levels 3 &amp; 4: Reading by Grade Levels</b>			
<b>Grade 1</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	34	40	45
LOTE	33	36	42
<b>Difference (Gap)</b>	<b>-1</b>	<b>-4</b>	<b>-3</b>
<b>Grade 3</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	14	15	15
LOTE	9	7	8
<b>Difference (Gap)</b>	<b>-5</b>	<b>-8</b>	<b>-7</b>
<b>Grade 5</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	10	9	12
LOTE	4	3	7
<b>Difference (Gap)</b>	<b>-6</b>	<b>-6</b>	<b>-5</b>
<b>Grade 7</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	17	20	19
LOTE	8	5	4
<b>Difference (Gap)</b>	<b>-9</b>	<b>-15</b>	<b>-15</b>
<b>Grade 9</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	13	12	11
LOTE	3	5	6
<b>Difference (Gap)</b>	<b>-10</b>	<b>-7</b>	<b>-5</b>
<b>Grade 10</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	9	8	7
LOTE	4	3	3
<b>Difference (Gap)</b>	<b>-5</b>	<b>-5</b>	<b>-4</b>
<b>Grade 11</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	7	6	6
LOTE	0	8	4
<b>Difference (Gap)</b>	<b>-7</b>	<b>+2</b>	<b>-2</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared to for the next grade			
<b>Level 4:</b> signifies superior performance, beyond grade level mastery			

Table 31 depicts comparative proportions between LOTE and General Education students at levels 3 & 4 in Reading from SY 01-02 to SY 03-04. Examination of Table 31 reveals that the largest gap (-15) between LOTE and general education students was found in seventh grade for School Years 2003 and 2004. In contrast, there was a larger proportion of eleventh grade LOTE students (+2) at levels 3 & 4 compared to those in general education. Analysis of the three school years by grade indicate that the narrowest gaps are found among first graders.

<b>Table 32</b>			
<b>Comparative Proportions of LOTE Students &amp; General Education Students at Performance Levels 3 &amp; 4: Mathematics by Grade Levels</b>			
<b>Grade 1</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	28	25	22
LOTE	21	26	22
<b>Difference (Gap)</b>	<b>-7</b>	<b>+1</b>	<b>0</b>
<b>Grade 3</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	12	11	8
LOTE	9	8	6
<b>Difference (Gap)</b>	<b>-3</b>	<b>-3</b>	<b>-2</b>
<b>Grade 5</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	10	10	10
LOTE	8	4	10
<b>Difference (Gap)</b>	<b>-2</b>	<b>-6</b>	<b>0</b>
<b>Grade 7</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	4	7	7
LOTE	3	3	2
<b>Difference (Gap)</b>	<b>-1</b>	<b>-4</b>	<b>-5</b>
<b>Grade 9</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	4	4	3
LOTE	1	2	2
<b>Difference (Gap)</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>
<b>Grade 10</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	1	1	1
LOTE	2	1	1
<b>Difference (Gap)</b>	<b>+1</b>	<b>0</b>	<b>0</b>
<b>Grade 11</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	3	3	2
LOTE	3	1	0
<b>Difference (Gap)</b>	<b>0</b>	<b>-2</b>	<b>-2</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared to for the next grade			
<b>Level 4:</b> signifies superior performance, beyond grade level mastery			

Table 32 depicts comparative proportions between LOTE students and General Education students at levels 3 & 4 in Mathematics from SY 01-02 to SY 03-04. Examination of Table 32 reveals that the largest gap (-7) between LOTE students and general education students was found in first grade for School Year 2001 and 2002. Conversely, there were more LOTE students (+1) performing at levels 3 and 4 in first grade (SY2002-2003) and in tenth grade (SY 2001-2002). Analysis of the three school years by grade indicate that the most consistently narrowest gaps are found among tenth graders. The number of LOTE students in levels 3 and 4 in tenth grade were either equal to or greater than the number of general education students in levels 3 and 4 for all three years.

<b>Table 33</b>			
<b>Comparative Proportions of LOTE Students &amp; General Education Students at Performance Levels 3 &amp; 4: Language by Grade Levels</b>			
<b>Grade 1</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	13	14	12
LOTE	10	13	12
<b>Difference (Gap)</b>	<b>-3</b>	<b>-1</b>	<b>0</b>
<b>Grade 3</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	20	19	18
LOTE	12	12	15
<b>Difference (Gap)</b>	<b>-8</b>	<b>-7</b>	<b>-3</b>
<b>Grade 5</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	14	14	17
LOTE	7	5	10
<b>Difference (Gap)</b>	<b>-7</b>	<b>-9</b>	<b>-7</b>
<b>Grade 7</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	23	26	27
LOTE	14	8	6
<b>Difference (Gap)</b>	<b>-9</b>	<b>-18</b>	<b>-21</b>
<b>Grade 9</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	8	9	8
LOTE	3	5	3
<b>Difference (Gap)</b>	<b>-5</b>	<b>-4</b>	<b>-5</b>
<b>Grade 10</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	6	7	7
LOTE	6	1	1
<b>Difference (Gap)</b>	<b>0</b>	<b>-6</b>	<b>-6</b>
<b>Grade 11</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	3	3	3
LOTE	0	1	2
<b>Difference (Gap)</b>	<b>-3</b>	<b>-2</b>	<b>-1</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared to for the next grade			
<b>Level 4:</b> signifies superior performance, beyond grade level mastery			

Table 33 depicts comparative proportions between LOTE students and General Education students at levels 3 & 4 in Language from SY 01-02 to SY 03-04. Examination of Table 33 reveals that the largest gap (-21) between LOTE students and general education students was found in seventh grade for SY 2003 - 2004. Analysis of the three school years by grade indicate that the narrowest gaps are found among first graders.

<b>Grade 1</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	34	40	45
Special Education	12	15	19
<b>Difference (Gap)</b>	<b>-22</b>	<b>-25</b>	<b>-26</b>
<b>Grade 3</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	14	15	15
Special Education	7	3	2
<b>Difference (Gap)</b>	<b>-7</b>	<b>-12</b>	<b>-13</b>
<b>Grade 5</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	10	9	12
Special Education	1	0	2
<b>Difference (Gap)</b>	<b>-9</b>	<b>-9</b>	<b>-10</b>
<b>Grade 7</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	17	20	19
Special Education	3	1	0
<b>Difference (Gap)</b>	<b>-14</b>	<b>-19</b>	<b>-19</b>
<b>Grade 9</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	13	12	11
Special Education	2	1	1
<b>Difference (Gap)</b>	<b>-11</b>	<b>-11</b>	<b>-10</b>
<b>Grade 10</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	9	8	7
Special Education	1	0	0
<b>Difference (Gap)</b>	<b>-8</b>	<b>-8</b>	<b>-7</b>
<b>Grade 11</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	7	6	6
Special Education	0	0	0
<b>Difference (Gap)</b>	<b>-7</b>	<b>-6</b>	<b>-6</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared to for the next grade			
<b>Level 4:</b> signifies superior performance, beyond grade level mastery			

Table 34 depicts comparative proportions between Special Education and General Education students at levels 3 & 4 in Reading from SY 01-02 to SY 03-04. Examination of Table 34 reveals that the largest gap (-26) between special education students and general education students was found in first grade for School Years 2003 and 2004. Analysis of the three school years by grade indicate that the most consistently narrowest gaps are found among eleventh graders. The smallest single year gap is evident in the eleventh grade students during SY's 2002 – 2003 and 2003-2004.

<b>Grade 1</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	28	25	22
Special Education	12	20	10
<b>Difference (Gap)</b>	<b>-16</b>	<b>-5</b>	<b>-12</b>
<b>Grade 3</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	12	11	8
Special Education	5	1	2
<b>Difference (Gap)</b>	<b>-7</b>	<b>-10</b>	<b>-6</b>
<b>Grade 5</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	10	10	10
Special Education	1	1	1
<b>Difference (Gap)</b>	<b>-9</b>	<b>-9</b>	<b>-9</b>
<b>Grade 7</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	4	7	7
Special Education	1	1	0
<b>Difference (Gap)</b>	<b>-3</b>	<b>-6</b>	<b>-7</b>
<b>Grade 9</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	4	4	3
Special Education	0	1	1
<b>Difference (Gap)</b>	<b>-4</b>	<b>-3</b>	<b>-2</b>
<b>Grade 10</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	1	1	1
Special Education	0	0	0
<b>Difference (Gap)</b>	<b>-1</b>	<b>-1</b>	<b>-1</b>
<b>Grade 11</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	3	3	2
Special Education	0	0	0
<b>Difference (Gap)</b>	<b>-3</b>	<b>-3</b>	<b>-2</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared to for the next grade			
<b>Level 4:</b> signifies superior performance, beyond grade level mastery			

Table 35 depicts comparative proportions between Special Education and General Education students at levels 3 & 4 in Reading from SY 01-02 to SY 03-04. Examination of Table 35 reveals that the largest gap (-16) between special education students and general education students was found in first grade for School Years 2001 and 2002. Analysis of the three school years by grade indicate that the most consistently narrowest gaps are found among tenth graders.

<b>Grade 1</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	13	14	12
Special Education	2	7	6
<b>Difference (Gap)</b>	<b>-11</b>	<b>-7</b>	<b>-6</b>
<b>Grade 3</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	20	19	18
Special Education	6	3	3
<b>Difference (Gap)</b>	<b>-14</b>	<b>-16</b>	<b>-15</b>
<b>Grade 5</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	14	14	17
Special Education	1	1	1
<b>Difference (Gap)</b>	<b>-13</b>	<b>-13</b>	<b>-16</b>
<b>Grade 7</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	23	26	27
Special Education	6	2	1
<b>Difference (Gap)</b>	<b>-17</b>	<b>-24</b>	<b>-26</b>
<b>Grade 9</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	8	9	8
Special Education	1	1	1
<b>Difference (Gap)</b>	<b>-7</b>	<b>-8</b>	<b>-7</b>
<b>Grade 10</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	6	7	7
Special Education	3	1	1
<b>Difference (Gap)</b>	<b>3</b>	<b>-6</b>	<b>-6</b>
<b>Grade 11</b>	<b>SY 01-02</b>	<b>SY 02-03</b>	<b>SY 03-04</b>
General Education	3	3	3
Special Education	0	0	1
<b>Difference (Gap)</b>	<b>-3</b>	<b>-3</b>	<b>-2</b>
<b>Level 3:</b> represents solid academic performance, indicating students are prepared to for the next grade			
<b>Level 4:</b> signifies superior performance, beyond grade level mastery			

Table 36 depicts comparative proportions between Special Education students and General Education students at levels 3 & 4 in Language from SY 01-02 to SY 03-04. Examination of Table 36 reveals that the largest gap (-26) between Special Education students and general education students was found in seventh grade for SY 2003 - 2004. Analysis of the three school years by grade indicate that the narrowest gaps are found among eleventh graders.

## **SPECIAL EDUCATION ALTERNATE ASSESSMENT**

Federal and local law requires that all students with disabilities should be included in general statewide and district-wide assessment programs with appropriate accommodations, if necessary. Students with more significant disabilities who cannot participate in general large-scale assessment programs even with accommodations must receive an alternate assessment. Section 612(a)(17) of IDEA '97 states:

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

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

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

(a) Students Eligible under IDEA and Section 504.

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

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

Additionally, states and districts must:

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

While all state and district-wide assessment programs are expected to be as inclusive as possible of students with disabilities, the alternate assessment requirement of IDEA '97 applies particularly to Guam’s SAT-9, because the SAT-9 is Guam’s primary accountability mechanism.

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

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

### **Assessment Accommodations and Alternate Assessment**

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

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

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

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

Guam fully implemented its newly developed "**Guide for the Participation of Students with Disabilities in Guam's District-Wide Assessment**" in SY 03-04, which resulted in a substantial increase in the "documented" participation of students with disabilities through an alternate assessment. By grades, students with disabilities who participated through an alternate assessment for SY 03-04 included:

<b>Table 37</b>					
<b>Special Education Alternate Assessment Participation Rates</b>					
<b>School Year</b>	<b>Grade</b>	<b>Age</b>	<b>Number Assessed</b>	<b>Number of Eligible Students by Grade Level</b>	<b>Participation Rate</b>
<b>SY 02-03</b>	<b>1</b>	<b>6 Yrs</b>	<b>15</b>	<b>23</b>	<b>65%</b>
<b>SY 03-04</b>		<b>6 Yrs</b>	<b>18</b>	<b>18</b>	<b>100%</b>
<b>SY 02-03</b>	<b>3</b>	<b>8 Yrs</b>	<b>13</b>	<b>21</b>	<b>62%</b>
<b>SY 03-04</b>		<b>8 Yrs</b>	<b>19</b>	<b>21</b>	<b>90%</b>
<b>SY 02-03</b>	<b>5</b>	<b>10 Yrs</b>	<b>25</b>	<b>32</b>	<b>78%</b>
<b>SY 03-04</b>		<b>10 Yrs</b>	<b>13</b>	<b>13</b>	<b>100%</b>
<b>SY 02-03</b>	<b>7</b>	<b>12 Yrs</b>	<b>30</b>	<b>40</b>	<b>75%</b>
<b>SY 03-04</b>		<b>12 Yrs</b>	<b>34</b>	<b>44</b>	<b>77%</b>
<b>SY 02-03</b>	<b>9</b>	<b>14 Yrs</b>	<b>33</b>	<b>36</b>	<b>92%</b>
<b>SY 03-04</b>		<b>14 Yrs</b>	<b>30</b>	<b>39</b>	<b>77%</b>
<b>SY 02-03</b>	<b>10</b>	<b>15 Yrs</b>	<b>22</b>	<b>27</b>	<b>81%</b>
<b>SY 03-04</b>		<b>15 Yrs</b>	<b>19</b>	<b>26</b>	<b>73%</b>
<b>SY 02-03</b>	<b>11</b>	<b>16 Yrs</b>	<b>17</b>	<b>23</b>	<b>74%</b>
<b>SY 03-04</b>		<b>16 Yrs</b>	<b>3</b>	<b>15</b>	<b>20%</b>
<b>SY 02-03</b>	<b>Total</b>	<b>--</b>	<b>155</b>	<b>202</b>	<b>77%</b>
<b>SY 03-04</b>	<b>Total</b>	<b>--</b>	<b>136</b>	<b>176</b>	<b>77%</b>

Table 37 depicts the participation rates of special education students who qualified for alternate assessment SY 02-03 and SY 03-04. A total of 136 students participated through an alternate assessment in SY 03-04, representing 77% of the 176 students whose IEP teams determined were to participate in the island-wide assessment through an alternate assessment. The participation rates for grades 1, 3, 5 and 7 increased, while the participation rates in grades 9, 10 and 11 decreased by at least 15 percentage points (ninth grade).

The following tables 38-43 reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment for SY 2003-2004. All alternate assessments were linked to the content standards used in the regular assessment with the addition of the content standard "Other" used to collect assessment data on goals students were working on that were not reasonably described by the established content areas.

School	Grade Level	Age	Percent of Students Tested with Measurable Results	Percent of Students at Each Performance Level			
				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
SY 02-03	1	6 Yrs	43% (10)	20 (2)	40 (4)	30 (3)	10 (1)
SY 03-04	1	6 Yrs	72% (13)	31 (4)	15 (2)	46 (6)	8 (1)
SY 02-03	3	8 Yrs	62% (13)	23 (3)	46 (6)	23 (3)	8 (1)
SY 03-04	3	8 Yrs	57% (12)	8 (1)	25 (3)	50 (6)	17 (2)
SY 02-03	5	10 Yrs	47% (15)	13 (2)	40 (6)	47 (7)	0 (0)
SY 03-04	5	10 Yrs	92% (12)	17 (2)	41 (5)	25 (3)	17 (2)
SY 02-03	7	12 Yrs	58% (23)	39 (9)	30 (7)	26 (6)	4 (1)
SY 03-04	7	12 Yrs	61% (27)	4 (1)	48 (13)	44 (12)	4 (1)
SY 02-03	9	14 Yrs	42% (15)	0 (0)	33 (5)	40 (6)	27 (4)
SY 03-04	9	14 Yrs	23% (9)	0 (0)	22 (2)	45 (4)	33 (3)
SY 02-03	10	15 Yrs	30% (8)	13 (1)	13 (1)	63 (5)	13 (1)
SY 03-04	10	15 Yrs	35% (9)	0 (0)	45 (4)	45 (4)	11 (1)
SY 02-03	11	16 Yrs	35% (8)	13 (1)	50 (4)	25 (2)	13 (1)
SY 03-04	11	16 Yrs	9% (1)	0 (0)	0 (0)	0 (0)	100 (1)

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

Table 38 shows the participation rate and distribution of alternate assessment performance levels results for reading by grade and age groups. Examination of Table 38 reveals participation rates ranging from a low of 9% for grade 11 to a high of 92% for students in grade 5. The table also shows that students in grade 5 have the highest proportion performing at levels 3 and 4 with a combined percentage of 58% of the total (12) that were tested.

School Year	Grade Level	Age	Percent of Students Tested with Measurable Results	Percent of Students at Each Performance Level			
				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
SY 02-03	1	6 Yrs	9 % (2)	0 (0)	100 (2)	0 (0)	0 (0)
SY 03-04	1	6 Yrs	72% (13)	31 (4)	15 (2)	46 (6)	8 (1)
SY 02-03	3	8 Yrs	43% (9)	0 (0)	56 (5)	44 (4)	0 (0)
SY 03-04	3	8 Yrs	52% (11)	9 (1)	9 (1)	64 (7)	18 (2)
SY 02-03	5	10 Yrs	56% (18)	0 (0)	67 (12)	33 (6)	0 (0)
SY 03-04	5	10 Yrs	92% (12)	17 (2)	50 (6)	33 (4)	0 (0)
SY 02-03	7	12 Yrs	35% (14)	0 (0)	36 (5)	50 (7)	14 (2)
SY 03-04	7	12 Yrs	61% (27)	6 (2)	56 (15)	37 (10)	0 (0)
SY 02-03	9	14 Yrs	44% (16)	0 (0)	31 (5)	50 (8)	19 (3)
SY 03-04	9	14 Yrs	36% (14)	0 (0)	0 (0)	79 (11)	21 (3)
SY 02-03	10	15 Yrs	30% (8)	0 (0)	25 (2)	75 (6)	0 (0)
SY 03-04	10	15 Yrs	30% (7)	0 (0)	29 (2)	71 (5)	0 (0)
SY 02-03	11	16 Yrs	26% (6)	0% (0)	17% (1)	83% (5)	0% (0)
SY 03-04	11	16 Yrs	13% (2)	0% (0)	0% (0)	0% (0)	100% (2)

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

Table 39 shows the participation rate and distribution of alternate assessment performance levels results for math by grade and age groups. Examination of Table 39 reveals participation rates ranging from a low of 13% for grade 11 to a high of 92% for students in grade 5. The table also shows that students in grade 5 have the highest proportion performing at levels 3 and 4 with a combined percentage of 67%.

School Year	Grade Level	Age	Percent of Students Tested with Measurable Results	Percent of Students at Each Performance Level			
				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
SY 02-03	1	6 Yrs	48% (11)	18 (2)	55 (6)	27 (3)	0 (0)
SY 03-04	1	6 Yrs	72% (13)	15 (2)	15 (2)	62 (8)	8 (1)
SY 02-03	3	8 Yrs	57% (12)	8 (1)	33 (4)	50 (6)	8 (1)
SY 03-04	3	8 Yrs	52% (11)	9 (1)	9 (1)	55 (6)	27 (3)
SY 02-03	5	10 Yrs	72% (23)	17 (4)	43 (10)	39 (9)	0 (0)
SY 03-04	5	10 Yrs	100% (13)	8 (1)	46 (6)	38 (5)	8 (1)
SY 02-03	7	12 Yrs	65% (26)	27 (7)	35 (9)	38 (10)	0 (0)
SY 03-04	7	12 Yrs	59% (26)	0 (0)	58 (15)	42 (11)	0 (0)
SY 02-03	9	14 Yrs	36% (13)	8 (1)	38 (5)	46 (6)	8 (1)
SY 03-04	9	14 Yrs	26% (10)	0 (0)	10 (1)	70 (7)	20 (2)
SY 02-03	10	15 Yrs	48% (13)	0 (0)	31 (4)	69 (9)	0 (0)
SY 03-04	10	15 Yrs	23% (6)	0 (0)	33 (2)	50 (3)	17 (1)
SY 02-03	11	16 Yrs	22% (5)	0 (0)	20 (1)	80 (4)	0 (0)
SY 03-04	11	16 Yrs	13% (2)	0 (0)	0 (0)	0 (0)	100 (2)

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

Table 40 shows the participation rate and distribution of alternate assessment performance levels results for language by grade and age groups. Examination of Table 40 reveals participation rates ranging from a low of 13% for grade 11 to a high of 100% for students in grade 5. The table also shows that students in grade 7 have the highest proportion performing at levels 3 and 4 with a combined percentage of 58%.

<b>Table 41</b> <b>Guam DOE SY 02-03 Distribution of Performance Levels in LISTENING</b> <b>Using IEP ALTERNATE ASSESSMENT By Grade and By Age</b>							
School Year	Grade	Age	Percent of Students Tested with Measurable Results	Percent of Students at Each Performance Level			
				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
SY 02-03	1	6 Yrs	9% (2)	0 (0)	0 (0)	50 (1)	50 (1)
SY 03-04	1		11% (2)	0 (0)	0 (0)	50 (1)	50 (1)
SY 02-03	3	8 Yrs	10% (2)	0 (0)	50 (1)	50 (1)	0 (0)
SY 03-04	3		14% (3)	0 (0)	33 (1)	67 (2)	0 (0)
SY 02-03	5	10 Yrs	9% (3)	67 (2)	0 (0)	33 (1)	0 (0)
SY 03-04	5		15% (2)	0 (0)	0 (0)	100 (2)	0 (0)
SY 02-03	7	12 Yrs	0% (0)	0 (0)	0 (0)	0 (0)	0 (0)
SY 03-04	7		2% (1)	0 (0)	100 (1)	0 (0)	0 (0)
SY 02-03	9	14 Yrs	0% (0)	0 (0)	0 (0)	0 (0)	0 (0)
SY 03-04	9		22% (2)	0 (0)	0 (0)	50 (1)	50 (1)
SY 02-03	10	15 Yrs	4% (1)	0 (0)	100 (1)	0 (0)	0 (0)
SY 03-04	10		0% (0)	0 (0)	0 (0)	0 (0)	0 (0)
SY 02-03	11	16 Yrs	4% (1)	0 (0)	100 (1)	0 (0)	0 (0)
SY 03-04	11		0% (0)	0 (0)	0 (0)	0 (0)	0 (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 assessment in each grade level.

Table 41 shows the participation rate and distribution of alternate assessment performance levels results for listening by grade and age groups. Examination of Table 41 reveals participation rates ranging from a low of 0% for grade 11 to a high of 22% for students in grade 9.

School Year	Grade Level	Age	Percent of Students Tested with Measurable Results	Percent of Students at Each Performance Level			
				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
SY 02-03	1	6 Yrs	4% (1)	0 (0)	100 (1)	0 (0)	0 (0)
SY 03-04	1		67% (4)	100 (1)	0 (0)	0 (0)	0 (0)
SY 02-03	3	8 Yrs	14% (3)	0 (0)	100 (3)	0 (0)	0 (0)
SY 03-04	3		14% (3)	0 (0)	0 (0)	0 (0)	100 (1)
SY 02-03	5	10 Yrs	6% (2)	0 (0)	100 (2)	0 (0)	0 (0)
SY 03-04	5		8% (1)	0 (0)	0 (0)	100 (1)	0 (0)
SY 02-03	7	12 Yrs	15% (6)	0 (0)	33 (2)	67 (4)	0 (0)
SY 03-04	7		16% (7)	14 (1)	14 (1)	72 (5)	0 (0)
SY 02-03	9	14 Yrs	36% (13)	0 (0)	31 (4)	69 (9)	0 (0)
SY 03-04	9		10% (4)	0 (0)	0 (0)	100 (4)	0 (0)
SY 02-03	10	15 Yrs	19% (5)	0 (0)	0 (0)	100 (5)	0 (0)
SY 03-04	10		4% (1)	0 (0)	0 (0)	100 (1)	0 (0)
SY 02-03	11	16 Yrs	26% (6)	0 (0)	33 (2)	50 (3)	17 (1)
SY 03-04	11		7% (1)	0 (0)	0 (0)	100 (1)	0 (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 assessment in each grade level.

Table 42 shows the participation rate and distribution of alternate assessment performance levels results for complete battery by grade and age groups. Examination of Table 42 reveals participation rates ranging from a low of 4% for grade 10 to a high of 67% for students in grade 1. The table also shows that 100% in grade 1 performed at level 3, indicating solid academic performance.

School Year	Grade Level	Age	Percent of Students Tested with Measurable Results	Percent of Students at Each Performance Level			
				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
SY 02-03	1	6 Yrs	22% (5)	0 (0)	40 (2)	60 (3)	0 (0)
SY 03-04	1		50% (9)	11 (1)	33 (3)	56 (5)	0 (0)
SY 02-03	3	8 Yrs	19% (4)	0 (0)	0 (0)	100 (4)	0 (0)
SY 03-04	3		57% (12)	0 (0)	50 (6)	33 (4)	17 (2)
SY 02-03	5	10 Yrs	31% (10)	0 (0)	80 (8)	20 (2)	0 (0)
SY 03-04	5		31% (4)	50 (2)	0 (0)	50 (2)	0 (0)
SY 02-03	7	12 Yrs	20% (8)	0 (0)	63 (5)	25 (2)	13 (1)
SY 03-04	7		20% (9)	22 (2)	33 (3)	45 (4)	0 (0)
SY 02-03	9	14 Yrs	14% (5)	0 (0)	0 (0)	100 (5)	0 (0)
SY 03-04	9		15% (6)	0 (0)	33 (2)	67 (4)	0 (0)
SY 02-03	10	15 Yrs	11% (3)	0 (0)	0 (0)	100 (3)	0 (0)
SY 03-04	10		19% (5)	0 (0)	60 (3)	40 (2)	0 (0)
SY 02-03	11	16 Yrs	26% (6)	0 (0)	0 (0)	100 (6)	0 (0)
SY 03-04	11		6% (1)	0 (0)	100 (1)	0 (0)	0 (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 assessment in each grade level.

Table 43 shows the participation rate and distribution of alternate assessment performance levels results for other by grade and age groups. Examination of Table 43 reveals participation rates ranging from a low of 6% for grade 11 to a high of 67% for students in grade 3. The table also shows that 100% of grade 11 performed at level 3, indicating solid academic performance.

## PERCENTILE SCORES

Guam DOE SAT9 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 44 represents the SAT9 *percentile scores* by grade level and content areas for School Year 2003-2004.

<b>CONTENT AREA</b>	<b>Grade 1</b>	<b>Grade 3</b>	<b>Grade 5</b>	<b>Grade 7</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>
<b>Reading</b>	44	21	25	24	21	18	24
<b>Math</b>	24	16	26	26	17	24	29
<b>Language</b>	21	24	23	31	14	17	22
<b>Environment/Science</b>	18	25	26	33	21	27	34
<b>Social Science</b>	-	21	25	29	22	24	38
<b>Complete Battery</b>	31	21	24	28	19	23	30

Examination of Table 44 reveals that the percentile scores achieved by students ranged from a low of 14 in ninth grade language to a high of 44 for grade 1 reading.

The complete battery score represents the weighted percentile average of all content areas. Analysis of the complete battery scores reveals that grades 11 and 1 with respective percentile scores of 30 and 31 achieved the highest percentile rankings. In contrast given the respective percentile scores of grades 9 (19) and 3 (21) both grade levels achieved the lowest percentile rankings.

## GRADUATION RATES

Table 45 depicts the total number of students who graduated by School and Total District over a period of three years: SY 01-02 to SY 03-04. Analysis of Table 45 indicates that the number of graduates in SY 03-04 decreased by 46 students compared to SY 02-03.

	<b>SY 2001-2002</b>	<b>SY 2002-2003</b>	<b>SY 2003-2004</b>
<b>High School</b>	<b>Number of Graduates</b>	<b>Number of Graduates</b>	<b>Number of Graduates</b>
George Washington	424	410	452
John F. Kennedy	329	370	351
Simon Sanchez	371	369	361
Southern High	322	353	292
<b>TOTAL DOE</b>	<b>1,446</b>	<b>1,502</b>	<b>1456</b>

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

<b>SY 2000-2001</b>	<b>SY 2001-2002</b>	<b>SY 2002-2003</b>	<b>SY 2003-2004</b>
<b>50.7%</b>	<b>56.9%</b>	<b>59.0%</b>	<b>61.9%</b>

Analysis of Tables 45 and 46 reveals that, although SY 02-03 produced the highest number of graduates (1,502) the cohort graduation rate increased to nearly 62% in SY 03-04.

## 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 possible; or
- graduated from high school, or completed an alternative high school program recognized by the Department, within six (6) years of the first day of enrollment in ninth grade;
- expelled; or
- removed by law enforcement authorities and confined, thereby prohibiting the continuation of schooling.

Table 47 depicts the dropout rates by school from SY 2001-2002 to SY 2003-2004. The dropout number includes students in grades 9 to 12.

	SY 01-02	SY 01-02	SY 02-03	SY 02-03	SY 03-04	SY 03-04
<b>HIGH SCHOOL</b>	Dropout	Dropout	Dropout	Dropout	Dropout	Dropout
	<i>Number</i>	<b>Rate</b>	<i>Number</i>	<b>Rate</b>	<i>Number</i>	<b>Rate</b>
George Washington	277	8.4%	234	7.2%	250	7.7%
John F. Kennedy	396	12.2%	155	4.8%	214	6.4%
Simon Sanchez	165	6.0%	191	6.7%	121	4.4%
Southern	112	5.2%	176	7.7%	240	10.9%
<b>TOTAL DOE</b>	<b>950</b>	<b>8.3%</b>	<b>756</b>	<b>6.5%</b>	<b>825</b>	<b>7.1%</b>

Analysis of Table 47 reveals that the number of students who dropped out (825) of school in SY 03-04 was less than the total number SY 01-02. The annual dropout rate SY 03-04 increased by 0.6 percentage points compared to the prior year. comparatively lower than the rates for the two prior school years.

### III. PERSONNEL QUALITY AND ACCOUNTABILITY

Guam Department of Education District 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 4,131 full and part-time employees who provided instructional and support services to more than 30,000 students. Figure 51 compares the proportion of employees at school sites to those at central office and support division sites.

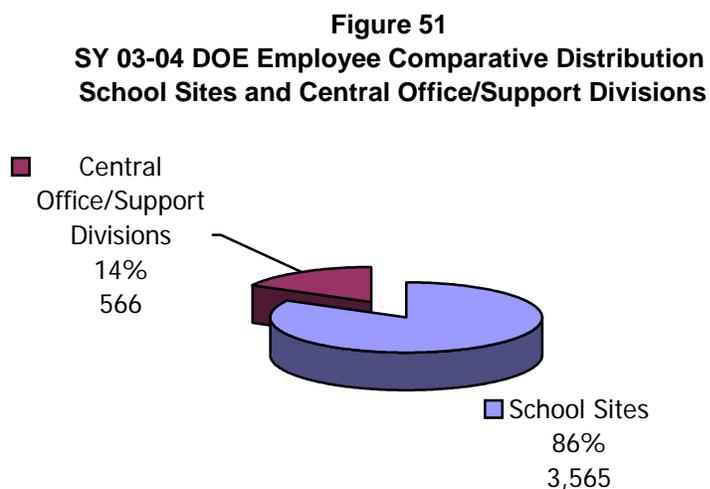


Table 48 illustrates the distribution of employees by position category from the various schools and central office/support division sites.

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
Principals and Assistants	53	1.3%
Central Administrators	13	0.3%
Teachers	2,442*	59.1%
Professional/Ancillary	140	3.4%
Health Counselors	25	0.6%
Central School Support	339	8.2%
Cafeteria	128	3.1%
Custodian/Maintenance	231	5.6%
School Aides	760	18.4%
<b>TOTAL DOE EMPLOYEES</b>	<b>4,131</b>	<b>100.0%</b>

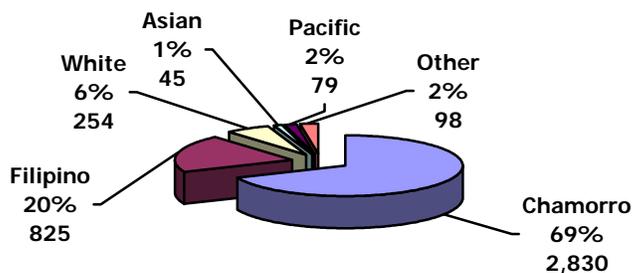
\*Includes Substitute teachers, as well as Guidance Counselors and Librarians who are categorized as Teachers

Analysis of Table 48 reveals that teachers make up 59% of the total employee population. In contrast central office administrators and health counselors make up less than 1% of the total population.

Further examination of Table 48 also shows that teachers make up approximately 59% (2,442) of the total DOE employee population. School aides comprise the second highest proportion with a total of 18% (760). Other support staff at central office is primarily made up of employees at the maintenance division and bus drivers for students with disabilities.

Figure 52 describes the employee distribution by ethnic categories.

**Figure 52  
SY 03-04 DOE Employee Distribution by Ethnic Categories**



Employees under the Chamorro ethnic category make up 69% (2,830) of the total employee population (4,131). Employees identified as "Asian" had the lowest frequency distribution with a total of 1. As with the student population, the Filipino ethnic category ranked second highest with 762 employees.

Figure 53 depicts the employee distribution by gender. Figure 53 clearly illustrates that female employees, who comprise 70% of the total population, far outnumber male employees.

**Figure 53**  
**SY 03-04 Employee Distribution by Gender**

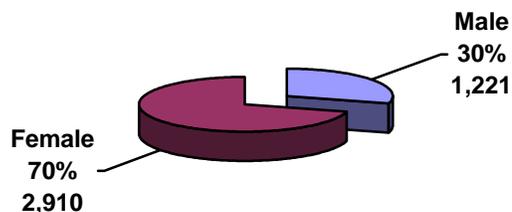


Table 49 below shows that the majority (79%) of the employees of the Department belong to the 25-54 year old categories. Close to 13% of the employees are 55 years old and over. Only 8.5% are 24 years old and younger. This information is critical to developing long-range recruitment plan.

<b>AGE GROUP</b>	<b>NUMBER OF EMPLOYEES</b>	<b>PERCENT OF TOTAL POPULATION</b>
<b>18-24</b>	<b>353</b>	<b>8.5%</b>
<b>25-34</b>	<b>1,171</b>	<b>28.3%</b>
<b>35-44</b>	<b>1,059</b>	<b>25.6%</b>
<b>45-54</b>	<b>995</b>	<b>24.0%</b>
<b>55-64</b>	<b>463</b>	<b>11.2%</b>
<b>65-70</b>	<b>61</b>	<b>1.5%</b>
<b>71+</b>	<b>29</b>	<b>0.7%</b>
<i>Total employees</i>	<b>4,131</b>	<b>100.0%</b>

### **EMPLOYEE ATTENDANCE RATES**

Just as the attendance rates of students are important to understanding their achievement levels, so are the attendance rates of employees during school days indicative of the degree of support students are provided while they are in school. The attendance rate of DOE employees, given their positions as role models to students, can send a strong message about the significance of education. If we want students to learn we would expect them to be at school. Likewise if employees are to teach and provide support, their presence in school during instructional days is essential.

**Table 50**  
**SY 03-04 Distribution of DOE Employee Leave of Absence**

<b>Employee Category</b> <i>by Location</i>	<b>Reason for Leave (Days)</b>							
	<b>Total</b>	<b>Annual</b>	<b>Sick</b>	<b>Personal</b>	<b>Admin</b>	<b>Military</b>	<b>LWOP</b>	<b>Other</b>
<i>CENTRAL OFFICE</i>								
<b>Professionals</b>	4,731	1,092	1,593	197	343	260	850	395
<b>Support</b>	10,133	4,655	3,256	22	234	255	416	1,298
<b>Central Administrators</b>	388	170	130	0	82	0	0	5
<b>Overall Central</b>	<b>15,252</b>	<b>5,917</b>	<b>4,979</b>	<b>219</b>	<b>659</b>	<b>515</b>	<b>1,266</b>	<b>1,698</b>
Percent of Column		<b>39%</b>	<b>33%</b>	<b>1%</b>	<b>4%</b>	<b>3%</b>	<b>8%</b>	<b>11%</b>
<i>ELEMENTARY</i>								
<b>Principals/Assistants</b>	608	274	277	1	41	0	0	14
<b>Professional/Ancillary</b>	732	157	372	50	63	0	15	122
<b>Support</b>	14,381	6,786	5,612	0	142	23	168	1,671
<b>Teachers</b>	12,651	12	7,939	1,687	387	242	206	2,178
<b>Overall Elementary</b>	<b>28,371</b>	<b>7,229</b>	<b>14,200</b>	<b>1,738</b>	<b>633</b>	<b>265</b>	<b>388</b>	<b>3,984</b>
Percent of Column		<b>25%</b>	<b>50%</b>	<b>6%</b>	<b>2%</b>	<b>1%</b>	<b>1%</b>	<b>14%</b>
<i>MIDDLE SCHOOLS</i>								
<b>Principals/Assistants</b>	318	140	117	0	44	3	0	14
<b>Professional/Ancillary</b>	518	49	209	40	21	74	45	80
<b>Support</b>	6,837	3,141	2,418	0	66	93	169	950
<b>Teachers</b>	6,557	23	3,479	791	336	268	353	1,308
<b>Overall Middle</b>	<b>14,230</b>	<b>3,351</b>	<b>6,223</b>	<b>831</b>	<b>467</b>	<b>438</b>	<b>567</b>	<b>2,351</b>
Percent of Column		<b>24%</b>	<b>44%</b>	<b>6%</b>	<b>3%</b>	<b>3%</b>	<b>4%</b>	<b>17%</b>
<i>HIGH SCHOOLS</i>								
<b>Principals/Assistants</b>	420	138	160	0	99	0	9	14
<b>Professional/Ancillary</b>	359	24	244	36	13	0	2	40
<b>Support</b>	5,067	2,037	1,679	0	67	55	119	1,110
<b>Teachers</b>	5,275	56	2,638	606	449	264	317	945
<b>Overall High Schools</b>	<b>11,122</b>	<b>2,254</b>	<b>4,722</b>	<b>642</b>	<b>628</b>	<b>319</b>	<b>448</b>	<b>2,109</b>
Percent of Column		<b>20%</b>	<b>42%</b>	<b>6%</b>	<b>6%</b>	<b>3%</b>	<b>4%</b>	<b>19%</b>
<i>ALL SCHOOLS</i>								
<b>Principals/Assistants</b>	1,346	552	555	1	184	3	9	42
<b>Professional/Ancillary</b>	1,609	229	825	126	97	74	62	241
<b>Support</b>	26,284	11,964	9,709	0	275	171	455	3,731
<b>Teachers</b>	24,483	90	14,056	3,084	1,172	774	877	4,431
<b>Overall ALL Schools</b>	<b>53,722</b>	<b>12,835</b>	<b>25,145</b>	<b>3,211</b>	<b>1,728</b>	<b>1,022</b>	<b>1,403</b>	<b>8,445</b>
Percent of Column		<b>24%</b>	<b>47%</b>	<b>6%</b>	<b>3%</b>	<b>2%</b>	<b>3%</b>	<b>16%</b>
<i>TOTAL DOE</i>								
<b>Principals/Central Adm</b>	1,734	722	685	1	266	3	9	47
<b>Professional/Ancillary</b>	6,340	1,321	2,418	323	440	334	912	636
<b>Support</b>	36,417	16,619	12,965	22	509	426	871	5,029
<b>Teachers</b>	24,483	90	14,056	3,084	1,172	774	877	4,431
<b>Overall DOE</b>	<b>68,974</b>	<b>18,752</b>	<b>31,124</b>	<b>3,430</b>	<b>2387</b>	<b>1537</b>	<b>2,669</b>	<b>10,143</b>
Percent of Column		<b>27%</b>	<b>5%</b>	<b>5%</b>	<b>3%</b>	<b>2%</b>	<b>4%</b>	<b>15%</b>

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

Table 50 depicts the types of leave taken by groups of employees at central office, schools on traditional calendar and school on year round calendar. Analysis of Table 62 shows that the largest percentage of leave taken by central office employees are found in annual and other categories, which each respectively showing 35% and 33%.

Table 51 depicts the comparative attendance rates of DOE school and central office employees.

<b>Table 51</b>		
<b>SY 2003-2004 DOE Employees Attendance Rates</b>		
<b>CENTRAL OFFICE</b>	<b>Attendance Rate</b>	<b>Absentee Rate</b>
Support Staff	84.0%	16.0%
Professional Staff	87.0%	13.0%
Administrators	86.0%	14.0%
<b>Overall Central Office</b>	<b>85.0%</b>	<b>15.0%</b>
<b>SCHOOLS</b>		
	<b>Attendance Rate</b>	<b>Absentee Rate</b>
Principals	90.0%	10.0%
Support Staff	93.0%	7.0%
Professional/Ancillary	87.0%	13.0%
Teachers	84.0%	16.0%
<b>Overall School</b>	<b>89.0%</b>	<b>11.0%</b>
<b>OVERALL DOE AVERAGE</b>		
	<b>90.0%</b>	<b>10.0%</b>

Examination of Table 51 reveals that the overall central office/support divisions' employee attendance rate of 85% is lower compared to the attendance rates of employees at school sites. Further analysis reveal that the attendance rates among groups of employees range from a low of 84% for teachers and central office support staff. School support staff have the highest attendance rate (93%) compared to other employee groups. It is important to note that the absentee rates of teachers, principals, and central office administrators include administrative leave, which is provided by the department when employees attend training or conferences.

### **TEACHER CERTIFICATION & DEGREES**

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

Table 52 depicts the distribution of teacher certification for SY 03-04. Examination of Table 52 indicates 94% of DOE teachers possess either a Professional I or II certification. Three percent possess an emergency certificate, while 2.6% has less than Bachelor's degree certification.

<b>TYPE OF CERTIFICATION</b>	<b>NUMBER OF TEACHERS</b>	<b>PERCENT OF TOTAL POPULATION</b>
Professional I	1,165	54.6%
Professional II	852	39.9%
Emergency	64	3.0%
Less than Bachelor	56	2.6%
<b>TOTAL</b>	<b>2,137</b>	<b>100%</b>

Table 53 depicts the distribution of teachers by types of degrees. Teachers that possess only a bachelor's degree comprise 34% (736) of the total population, while those with bachelors plus 18-36 units make up 30% (650). Those who have earned a master's degree or doctor of philosophy make up 32% (695) of the teaching population. Only 3% do not have a bachelor's degree. Most of those teachers are in the Chamorro and Head Start programs.

<b>TYPE OF DEGREE</b>	<b>NUMBER OF EMPLOYEES</b>	<b>PERCENT OF TOTAL POPULATION</b>
Bachelor	736	34.4%
Bachelor + 18 units	223	10.4%
Bachelor + 36 units	427	20.0%
Master's	578	27.0%
Master's + 30 units	110	5.0%
Doctor of Philosophy	7	0.3%
Less than Bachelor (Chamorro/HStrt)	56	3.0%
<b>Total School Site Employees</b>	<b>2,137</b>	<b>100.0%</b>

## Budget Information

Due to the island's economic condition, DOE also had to operate with reduced financial resources. The approved funding level for DOE in FY 1999 was \$150,000,000. In contrast, the funding level for FY 2003 was \$138.8 million, which is \$11.2 million less than the FY 1999 budget. Moreover, while every effort was made to maintain school facilities that were safe and conducive to learning, all schools were in dire need of repairs due to two typhoons that devastated the island last year.

Guam's public school students were provided educational services with decreased financial resources. Figure 54 describes the department's comparative appropriations and expenditures from FY 1999 to FY 2003.

**Figure 54**  
**DOE Comparative Appropriations & Expenditures FY 00 to FY 04**  
*Based on Local Funds*

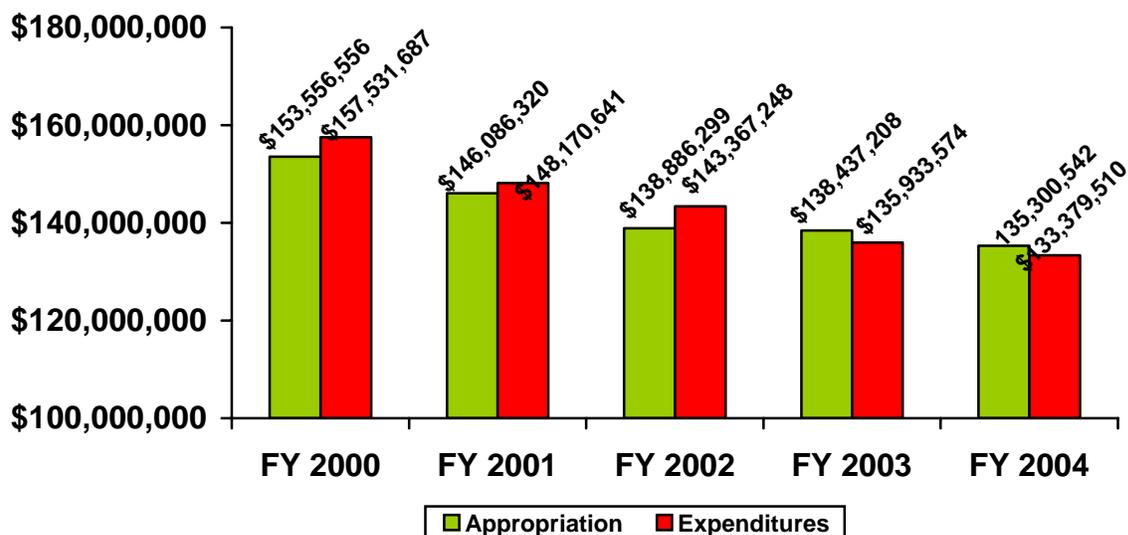


Figure 54 compares the department's appropriations and expenditures over a five-year period. Analysis of Figure 54 reveals that the Department of Education overspent the approved appropriations for Fiscal Years 2000 thru 2002. The Department of Education's expenditures decreased by approximately \$24.1 million in FY 2004 (\$133.4) compared to FY 2000 (\$157.5).

Table 54 depicts DOE's approved appropriations by object category over the past five fiscal years.

<b>CATEGORIES</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>
Salaries and Benefits	\$134,466,665	\$130,000,000	\$133,320,640	\$133,922,812	119,750,000
Travel and Transportation	28,180	28,180	0	0	0
Contractual	5,082,491	4,549,491	0	0	4,000,000
Office Space Rental	139,159	139,159	0	0	0
Supplies and Materials	6,505,726	5,605,154	0	0	3,045,056
Equipment	1,188,768	1,069,891	0	0	5,486
Miscellaneous	741,530	667,377	0	0	0
Utilities	5,363,409	4,027,068	5,565,659	4,514,396	6,000,000
Capital Outlay	40,628	0	0	0	2,500,000
<b>Total Appropriations</b>	<b>\$153,556,556</b>	<b>\$146,086,320</b>	<b>\$138,886,299</b>	<b>\$138,437,208</b>	<b>135,300,542</b>

Examination of Table 54 shows that for FY 2004 89% of the approved appropriation was allotted for personnel, while the second highest category (utilities) only made up 4% of the total appropriation. The table also reveals that the approved appropriation for FY 2002 and FY 2003 were limited to personnel and utilities budget categories.

<b>CATEGORIES</b>	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>
Salaries and Benefits	\$137,511,370	\$135,582,241	\$134,706,733	\$129,775,940	119,832,369
Travel and Transportation	7,314	11,097	0	0	7,060
Contractual	4,682,949	4,006,068	0	0	2,465,607
Office Space Rental	127,200	0	0	0	0
Supplies and Materials	6,417,035	4,111,387	4,573	0	1,169,221
Equipment	371,071	600,199	0	0	4,110
Miscellaneous	507,522	583,515	69,993	35,326	14,550
Utilities	7,786,204	3,276,135	8,585,949	6,122,309	9,870,626
Capital Outlay	121,022	0	0	0	15,964
<b>Total Expenditures</b>	<b>\$157,531,686</b>	<b>\$148,170,641</b>	<b>\$143,367,248</b>	<b>\$135,933,574</b>	<b>133,379,509</b>

Table 55 shows the comparative expenditures by budget categories from FY 2000 to FY 2004. Ninety percent of expenditures for FY 2004 were in salaries and benefits. This proportion was slightly higher compared to the prior year in which 95% of the budget was spent for personnel.

The per pupil cost is depicted in Table 56. Per pupil cost is calculated by dividing the total amount of expenditures per year by the average daily membership (ADM). Table 56 shows that the per pupil cost for SY 03-04 was less compared to what was spent for each student in SY 00-01 and SY 01-02.

<b>Table 56</b>					
<b>Guam Department of Education</b>					
<b>DOE Per Pupil Cost Based On Expenditures of Local Funds</b>					
	<b>FY 2000</b>	<b>FY 2001</b>	<b>FY 2002</b>	<b>FY 2003</b>	<b>FY 2004</b>
Expenditures	\$157,531,686	\$148,170,641	\$143,367,248	\$135,933,574	\$133,379,509
Average Daily Membership	31,677	30,681	31,802	31,107	30,175
<b>Per Pupil</b>	<b>\$4,973</b>	<b>\$4,829</b>	<b>\$4,508</b>	<b>\$4,370</b>	<b>\$4,420</b>

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

## SCHOOL-WIDE INDICATOR SYSTEM

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

The Annual School Progress Report Committee developed a list of education indicators, which was presented to principals and division heads for input. These performance classifications were derived from a number of education indicators including student performance in the district SAT9 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. The performance grade that a school obtained in SY 2003-2004 was a weighted average of these numerical equivalents using a combination of the above-mentioned indicators appropriate for each level.

The Guam Education Policy Board adopted the list of education indicators and criteria for grading school performance in October 2004. Please refer to Appendix 1 for the adopted education indicators and criteria for grading school performance.

SY 03-04 School Report Cards have been completed and posted on the DOE 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 57 shows the distribution of elementary, middle, and high schools according to the school performance grade classifications stipulated in P.L. 26-26.

<b>Level</b>	<b>Unacceptable</b>	<b>Low</b>	<b>Satisfactory</b>	<b>Strong</b>	<b>Exceptional</b>
Elementary	0	12 (33%)	13 (36%)	0	0
Middle	0	7 (19%)	0 (0%)	0	0
High	0	4 (11%)	0 (0%)	0	0
ALL Schools	0	23 (64%)	13 (36%)	0	0

Table 57 shows that thirteen schools (36%) of Guam public schools fall under the category 'Satisfactory' performance, while the remaining twenty-three schools (64%) fall under the category 'Low' performance. None of the schools obtained an overall performance grade of 'Unacceptable', 'Strong', or 'Exceptional'.

A District Annual Report Card for SY 03-04 was also developed using the adopted education indicators and grading criteria. Table 58 presents the SY 2003-2004 District Performance Report:

<b>Table 58</b>		
<b>SY 2003-2004 DISTRICT PERFORMANCE CARD</b>		
<b>Performance Indicator</b>	<b>District Data</b>	<b>P.L. 26-26 Grade Classification</b>
<b>Percent at SAT9 Levels 3 &amp; 4</b>		
Grade 1 Reading	46%	Low
Grade 1 Math	25%	Low
Grade 3 Reading	17%	Low
Grade 3 Math	11%	Low
Grade 5 Reading	14%	Low
Grade 5 Math	13%	Low
Grade 7 Reading	17%	Low
Grade 7 Math	7%	Unacceptable
Grade 9 Reading	10%	Low
Grade 9 Math	2%	Unacceptable
Grade 10 Reading	6%	Unacceptable
Grade 10 Math	1%	Unacceptable
Grade 11 Reading	6%	Unacceptable
Grade 11 Math	2%	Unacceptable
<b>District Passing Rate</b>	81%	Low
<b>Cohort Graduation Rate</b>	62%	Low
<b>Annual Dropout Rate</b>	7%	Satisfactory
<b>Student Discipline Rate</b>	35%	Unacceptable
<b>Student Attendance Rate</b>	94%	Satisfactory
<b>Employee Attendance Rate</b>	90%	Satisfactory
<b>Composite Score/Grade</b>	38%	Low

While the composite score/grade for the District is "Low", the Annual Dropout Rate, Student Attendance Rate and Employee Attendance Rate each received "satisfactory" grades. Low ratings were given to the District Passing Rate, Cohort Graduation Rate, percentage of students at SAT9 performance levels for Grades 7 and 9 as well as Grades 1, 3 and 5 Reading and Math.

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## SY 03-04 EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

The following section highlights exemplary programs, proven practices, programs designed to reduce costs or other innovations in education reported by schools.

### I. High Schools

- A. Eskuelan Puengi (Night School) continued to impact the graduation rates since initial implementation of the program. The cohort graduation rate for SY 03-04 is 62% while the graduation rate in SY 1997-1998 was only 49%.
- B. School Community Partnerships with the Guam International Country Club and King's in raising funds for air conditioning repair;
- C. Partnership with Japan Airlines for students' participation in the 8th World Children's Haiku
- D. Collaboration with military and government agencies yielded assistance in maintenance, school repair and preparations for school opening

### II. Middle Schools

- A. Implementation of Counseling Program Model comprised of lessons for students on three domains: educational, personal and social. Each month, starting with September focused on specific topics related to those areas
- B. Computer Lab & Science Program was established through assistance of teachers, staff, administrators and the e-rate program in spite of the lack of funds.
- C. Partnerships with the Mayors of Ordot Chalan Pago and Yigo resulted in assistance with grass cutting.
- D. Collaboration with the PTO and businesses resulted in successful fund-raising efforts and donations made up of computers, a copy machine, school supplies, paint and cleaning supplies

### III. Elementary Schools

- A. Implementation of DIRECT INSTRUCTION yielded significant increases in SAT9 Grade 1 reading performance levels and percentile scores in most of the elementary schools.
- B. School-wide Internet Access and establishment of computer lab at FQ Sanchez.
- C. Partnerships with Parent Teacher Organizations, the military, village mayors and community volunteers resulted in our schools' capacity to purchase Homework Planners, playground equipment, school supplies, materials, equipment (TVs VCRs, CDs, computers, etc.) as well as assistance with school beautification, grounds and facilities maintenance and repair.
- D. Water Plan was developed and implemented to assist schools that were frequently without water.
- E. Partnership with military resulted in \$100,000 worth of playground equipment repair and replacement.

GUAM EDUCATION POLICY BOARD  
School Performance Report Criteria

**GRADING CRITERIA FOR HIGH SCHOOLS**

Performance Indicator	Indicator Weight	Exceptional (1.0)	Strong (0.8)	Satisfactory (0.6)	Low (0.4)	Unacceptable (0.2)
Reading % of Grade 9 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Reading % of Grade 10 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Reading % of Grade 11 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Math % of Grade 9 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
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Math % of Grade 11 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Passing Rate	0.05	98% or more	91-97%	85-90%	80-84%	Less than 80%
Student Discipline(suspended, expelled, etc)	0.05	10% or less	11-13%	14-15%	15-25%	More than 25%
Annual Dropout Rate	0.10	3% or less	4-5%	6-9%	10-15%	More than 15%
Cohort Graduation Rate	0.10	90% or more	80-89%	70-79%	60-69%	Less than 60%
Student Average Daily Attendance Rate	0.05	98-100%	96-97%	90-95%	80-89%	Less than 80%
Employee Attendance Rate	0.05	98% or more	96-97%	90-95%	80-89%	Less than 80%

GUAM EDUCATION POLICY BOARD  
School Performance Report Criteria

**GRADING CRITERIA FOR MIDDLE SCHOOLS**

Performance Indicator	Indicator Weight	Exceptional (1.0)	Strong (0.8)	Satisfactory (0.6)	Low (0.4)	Unacceptable (0.2)
Reading % of Grade 7 at Levels 3 & 4	0.30	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Math % of Grade 7 at Levels 3 & 4	0.30	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Passing Rate	0.10	98% or more	91-97%	85-90%	80-84%	Less than 80%
Student Discipline(suspended, expelled, etc)	0.10	10% or less	11-13%	14-15%	15-25%	More than 25%
Student Average Daily Attendance Rate	0.10	98-100%	96-97%	90-95%	80-89%	Less than 80%
Employee Attendance Rate	0.10	98% or more	96-97%	90-95%	80-89%	Less than 80%

GUAM EDUCATION POLICY BOARD  
School Performance Report Criteria

**GRADING CRITERIA FOR ELEMENTARY SCHOOLS**

Performance Indicator	Indicator Weight	Exceptional (1.0)	Strong (0.8)	Satisfactory (0.6)	Low (0.4)	Unacceptable (0.2)
Reading % of Grade 1 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Reading % of Grade 3 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Reading % of Grade 5 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Math % of Grade 1 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Math % of Grade 3 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Math % of Grade 5 at Levels 3 & 4	0.10	90% or more	70-89% <b>or</b> has increased % in levels 3 & 4 by at least 50% more than what is expected	50-69% <b>or</b> has increased % in levels 3 & 4 based on expected adequate yearly progress	10-49% <b>or</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress	Less than 10% <b>and</b> has not increased % in levels 3 & 4 based on adequate expected yearly progress
Passing Rate	0.10	98% or more	91-97%	85-90%	80-84%	Less than 80%
Student Average Daily Attendance Rate	0.15	98-100%	96-97%	90-95%	80-89%	Less than 80%
Employee Attendance Rate	0.15	98% or more	96-97%	90-95%	80-89%	Less than 80%

Guam DOE SY 02-04 SAT9 Disaggregated Performance Levels						
Grade 1: READING						
Student Group	School Year	Percent of Students Tested	Percent of Students at Each Performance Level			
			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
All students	SY 2001-02	(2,524) 100	8	28	47	18
	SY 2002-03	(2,358) 100	9	31	44	16
	SY 2003-04	(2,414) 100	16	30	48	7
Chamorro	SY 2001-02	55	8	26	48	18
	SY 2002-03	53	9	30	44	17
	SY 2003-04	52	15	29	50	6
Filipino	SY 2001-02	23	9	39	42	10
	SY 2002-03	21	12	41	38	8
	SY 2003-04	21	24	37	35	4
White Non-Hispanic	SY 2001-02	1	18	32	50	0
	SY 2002-03	1	4	44	44	6
	SY 2003-04	0	9	27	45	18
Asian	SY 2001-02	2	9	35	49	7
	SY 2002-03	2	17	39	35	9
	SY 2003-04	2	19	26	45	10
Other Pacific Islander	SY 2001-02	1	10	40	40	10
	SY 2002-03	0	20	60	0	20
	SY 2003-04	0	13	38	38	13
Palau & Marshallese	SY 2001-02	2	8	41	37	14
	SY 2002-03	2	8	23	52	17
	SY 2003-04	2	16	25	49	10
FSM	SY 2001-02	11	2	13	50	35
	SY 2002-03	10	2	13	54	30
	SY 2003-04	11	4	21	60	15
Other & Mixed	SY 2001-02	3	13	29	51	7
	SY 2002-03	3	15	31	49	5
	SY 2003-04	3	24	30	39	8
General Education	SY 2001-02	57	6	28	50	16
	SY 2002-03	58	7	33	45	17
	SY 2003-04	55	14	31	50	5
Students w/ Disabilities	SY 2001-02	2	0	12	49	39
	SY 2002-03	2	2	13	60	25
	SY 2003-04	2	2	17	50	30
Limited English Proficient	SY 2001-02	38	6	27	46	21
	SY 2002-03	33	8	28	46	18
	SY 2003-04	31	13	29	49	9
GATE	SY 2001-02	6	47	45	7	1
	SY 2002-03	6	54	43	3	0
	SY 2003-04	5	69	26	5	0
Free/Reduced Lunch	SY 2001-02	59	5	24	51	21
	SY 2002-03	52	6	28	46	19
	SY 2003-04	55	13	27	51	9
Male	SY 2001-02	50	6	23	49	23
	SY 2002-03	46	6	27	47	21
	SY 2003-04	50	12	27	51	9
Female	SY 2001-02	50	9	33	45	12
	SY 2002-03	47	13	36	41	11
	SY 2003-04	42	20	32	43	4

Guam DOE SY 02 to 04 SAT9 Disaggregated Performance Levels						
Grade 3: LANGUAGE						
Student Group	School Year	Percent of Students Tested	Percent of Students at Each Performance Level			
			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
All students	SY 2001-02	(2,136) 100	6	16	26	52
	SY 2002-03	(2,517) 100	4	16	28	52
	SY 2003-04	(2,436) 100	5	16	23	57
Chamorro	SY 2001-02	56	5	14	27	54
	SY 2002-03	54	4	14	28	54
	SY 2003-04	54	4	13	24	59
Filipino	SY 2001-02	23	9	24	29	38
	SY 2002-03	23	7	23	32	39
	SY 2003-04	23	7	26	23	44
White Non-Hispanic	SY 2001-02	1	7	24	24	45
	SY 2002-03	1	15	19	22	44
	SY 2003-04	1	11	11	50	28
Asian	SY 2001-02	3	7	11	50	32
	SY 2002-03	2	9	20	29	42
	SY 2003-04	2	2	19	25	55
Other Pacific Islander	SY 2001-02	1	0	18	45	36
	SY 2002-03	1	8	23	31	38
	SY 2003-04	1	12	29	24	35
Palau & Marshallese	SY 2001-02	2	7	11	29	53
	SY 2002-03	2	2	13	22	64
	SY 2003-04	2	2	17	25	56
FSM	SY 2001-02	9	0	3	13	84
	SY 2002-03	11	1	7	21	71
	SY 2003-04	12	1	6	15	78
Other & Mixed	SY 2001-02	3	10	12	35	43
	SY 2002-03	3	5	19	27	49
	SY 2003-04	3	5	12	32	51
General Education	SY 2001-02	60	4	16	30	51
	SY 2002-03	59	2	17	32	48
	SY 2003-04	51	2	16	28	54
Students w/ Disabilities	SY 2001-02	3	2	4	11	84
	SY 2002-03	5	0	3	6	91
	SY 2003-04	5	1	2	6	91
Limited English Proficient	SY 2001-02	32	4	8	24	64
	SY 2002-03	30	3	9	23	65
	SY 2003-04	37	2	13	19	66
GATE	SY 2001-02	10	34	46	16	5
	SY 2002-03	7	31	43	19	6
	SY 2003-04	8	39	38	16	8
Free/Reduced Lunch	SY 2001-02	56	4	12	24	60
	SY 2002-03	58	3	13	27	57
	SY 2003-04	59	3	12	21	64
Male	SY 2001-02	50	3	12	25	59
	SY 2002-03	51	3	13	24	60
	SY 2003-04	50	3	11	20	65
Female	SY 2001-02	48	9	19	28	44
	SY 2002-03	46	5	20	32	43
	SY 2003-04	48	6	20	26	48

Participation rate is based on the total number of students tested in each subgroup divided by the total number of students tested for the given grade level and content area.

Guam DOE SY 02-04 SAT9 Disaggregated Performance Levels						
Grade 5: READING						
Student Group	School Year	Percent of Students Tested	Percent of Students at Each Performance Level			
			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
All students	SY 2001-02	(2,449) 100	1	11	47	41
	SY 2002-03	(2,517) 100	1	10	48	41
	SY 2003-04	(2,081) 100	1	13	48	38
Chamorro	SY 2001-02	53	1	10	50	39
	SY 2002-03	54	0	10	48	42
	SY 2003-04	55	1	12	50	37
Filipino	SY 2001-02	25	1	13	50	36
	SY 2002-03	22	1	13	53	34
	SY 2003-04	23	1	17	53	29
White Non-Hispanic	SY 2001-02	2	0	27	51	22
	SY 2002-03	1	11	11	43	36
	SY 2003-04	1	0	29	67	5
Asian	SY 2001-02	2	2	26	38	34
	SY 2002-03	2	0	9	59	32
	SY 2003-04	2	4	2	47	47
Other Pacific Islander	SY 2001-02	1	0	20	13	67
	SY 2002-03	0	0	11	44	44
	SY 2003-04	1	0	42	42	17
Palau & Marshallese	SY 2001-02	2	2	2	55	41
	SY 2002-03	2	0	2	56	42
	SY 2003-04	2	4	2	47	47
FSM	SY 2001-02	9	0	2	26	72
	SY 2002-03	9	0	3	30	67
	SY 2003-04	10	0	1	24	75
Other & Mixed	SY 2001-02	4	3	20	47	30
	SY 2002-03	3	2	20	58	20
	SY 2003-04	3	5	11	52	33
General Education	SY 2001-02	58	0	10	57	32
	SY 2002-03	62	0	9	56	34
	SY 2003-04	53	1	11	57	31
Students w/ Disabilities	SY 2001-02	6	0	1	9	90
	SY 2002-03	5	0	0	11	89
	SY 2003-04	6	0	2	17	82
Limited English Proficient	SY 2001-02	32	0	4	36	60
	SY 2002-03	26	0	3	36	61
	SY 2003-04	33	0	7	39	54
GATE	SY 2001-02	8	8	53	38	2
	SY 2002-03	8	5	52	43	1
	SY 2003-04	9	8	57	34	1
Free/Reduced Lunch	SY 2001-02	58	0	7	44	49
	SY 2002-03	51	0	6	44	49
	SY 2003-04	58	1	8	46	46
Male	SY 2001-02	51	0	9	43	47
	SY 2002-03	51	0	9	43	48
	SY 2003-04	51	1	9	45	45
Female	SY 2001-02	48	1	12	52	35
	SY 2002-03	47	1	12	54	33
	SY 2003-04	47	1	16	51	32

Guam DOE SY 02-04 SAT9 Disaggregated Performance Levels						
Grade 7: READING						
Student Group	School Year	Percent of Students Tested	Percent of Students at Each Performance Level			
			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
All students	SY 2001-02	(2,136) 100	1	15	43	42
	SY 2002-03	(2,517) 100	1	17	42	40
	SY 2003-04	(2,246) 100	1	16	45	39
Chamorro	SY 2001-02	47	1	12	41	46
	SY 2002-03	48	1	14	42	42
	SY 2003-04	47	0	14	44	41
Filipino	SY 2001-02	26	1	18	51	30
	SY 2002-03	25	1	22	47	30
	SY 2003-04	25	1	21	50	28
White Non-Hispanic	SY 2001-02	1	5	42	26	26
	SY 2002-03	1	6	28	39	28
	SY 2003-04	1	0	18	59	24
Asian	SY 2001-02	2	0	39	45	16
	SY 2002-03	1	8	28	24	40
	SY 2003-04	2	5	19	49	28
Other Pacific Islander	SY 2001-02	1	8	25	25	42
	SY 2002-03	1	0	15	38	46
	SY 2003-04	0	0	67	33	0
Palau & Marshallese	SY 2001-02	1	0	9	34	56
	SY 2002-03	3	2	8	38	52
	SY 2003-04	2	4	17	46	33
FSM	SY 2001-02	8	0	5	25	70
	SY 2002-03	7	0	2	33	65
	SY 2003-04	8	0	2	23	75
Other & Mixed	SY 2001-02	12	0	18	45	37
	SY 2002-03	10	2	23	41	34
	SY 2003-04	13	1	21	49	29
General Education	SY 2001-02	77	1	16	48	35
	SY 2002-03	79	1	19	48	32
	SY 2003-04	79	1	18	50	32
Students w/ Disabilities	SY 2001-02	9	0	3	16	81
	SY 2002-03	7	0	1	8	91
	SY 2003-04	7	0	0	10	90
Limited English Proficient	SY 2001-02	15	1	7	32	61
	SY 2002-03	11	0	5	26	69
	SY 2003-04	10	0	4	32	64
GATE	SY 2001-02	4	5	51	31	13
	SY 2002-03	2	13	53	18	16
	SY 2003-04	2	20	54	20	7
Free/Reduced Lunch	SY 2001-02	38	0	8	37	54
	SY 2002-03	34	0	9	38	53
	SY 2003-04	41	1	10	40	49
Male	SY 2001-02	50	1	12	38	49
	SY 2002-03	46	1	14	40	46
	SY 2003-04	50	1	12	42	45
Female	SY 2001-02	48	1	17	48	35
	SY 2002-03	49	2	19	45	34
	SY 2002-04	47	1	20	48	31

Guam DOE SY 02-04 SAT9 Disaggregated Performance Levels						
Grade 9: READING						
Student Group	School Year	Percent of Students Tested	Percent of Students at Each Performance Level			
			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
All students	SY 2001-02	(2,575) 100	1	11	41	48
	SY 2002-03	(2,565) 100	1	10	42	47
	SY 2003-04	(2,609) 100	1	9	40	50
Chamorro	SY 2001-02	49	0	9	42	49
	SY 2002-03	44	0	8	42	50
	SY 2003-04	43	0	8	38	54
Filipino	SY 2001-02	23	1	13	46	40
	SY 2002-03	25	1	14	48	37
	SY 2003-04	25	1	11	50	37
White Non-Hispanic	SY 2001-02	1	5	42	21	32
	SY 2002-03	1	0	29	24	47
	SY 2003-04	1	11	16	68	5
Asian	SY 2001-02	1	3	16	35	46
	SY 2002-03	2	4	16	49	31
	SY 2003-04	2	0	6	42	52
Other Pacific Islander	SY 2001-02	1	0	11	47	42
	SY 2002-03	1	0	21	29	50
	SY 2003-04	1	0	0	44	56
Palau & Marshallese	SY 2001-02	2	2	6	20	73
	SY 2002-03	2	0	2	41	57
	SY 2003-04	2	0	5	36	59
FSM	SY 2001-02	8	0	1	21	78
	SY 2002-03	6	0	1	25	74
	SY 2003-04	9	0	1	18	81
Other & Mixed	SY 2001-02	11	2	17	50	31
	SY 2002-03	8	1	17	42	40
	SY 2003-04	10	0	17	43	39
General Education	SY 2001-02	86	1	12	44	43
	SY 2002-03	80	1	11	46	42
	SY 2003-04	75	1	10	45	44
Students w/ Disabilities	SY 2001-02	4	0	2	10	89
	SY 2002-03	8	0	1	9	90
	SY 2003-04	8	0	1	11	88
Limited English Proficient	SY 2001-02	10	0	3	25	71
	SY 2002-03	8	0	5	26	69
	SY 2003-04	12	0	6	23	71
Free/Reduced Lunch	SY 2001-02	19	0	4	32	64
	SY 2002-03	16	0	5	34	61
	SY 2003-04	18	0	5	28	67
Male	SY 2001-02	52	1	9	37	53
	SY 2002-03	49	1	9	39	52
	SY 2003-04	50	1	7	37	55
Female	SY 2001-02	44	1	12	46	41
	SY 2002-03	44	0	11	45	43
	SY 2003-04	44	1	11	43	45

Guam DOE SY 02-04 SAT9 Disaggregated Performance Levels						
Grade 10: LANGUAGE						
Student Group	School Year	Percent of Students Tested	Percent of Students at Each Performance Level			
			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
All students	SY 2001-02	(1,867) 100	1	5	29	65
	SY 2002-03	(2,011) 100	1	5	30	64
	SY 2003-04	(2,101) 100	1	5	25	69
Chamorro	SY 2001-02	43	0	4	26	70
	SY 2002-03	42	0	3	29	67
	SY 2003-04	44	0	4	20	76
Filipino	SY 2001-02	30	1	8	35	56
	SY 2002-03	25	1	8	35	56
	SY 2003-04	26	1	7	33	59
White Non-Hispanic	SY 2001-02	1	5	5	55	35
	SY 2002-03	1	0	13	56	31
	SY 2003-04	1	0	29	24	48
Asian	SY 2001-02	2	0	12	47	41
	SY 2002-03	2	6	10	45	39
	SY 2003-04	2	0	2	24	73
Other Pacific Islander	SY 2001-02	1	0	6	24	71
	SY 2002-03	1	7	0	20	73
	SY 2003-04	1	0	8	8	83
Palau & Marshallese	SY 2001-02	2	3	3	17	77
	SY 2002-03	2	0	2	21	77
	SY 2003-04	2	0	2	22	76
FSM	SY 2001-02	7	0	1	7	92
	SY 2002-03	8	0	1	11	88
	SY 2003-04	9	1	1	11	88
Other & Mixed	SY 2001-02	12	3	5	34	58
	SY 2002-03	12	0	9	31	59
	SY 2003-04	10	1	7	36	55
General Education	SY 2001-02	84	1	5	32	62
	SY 2002-03	82	1	6	33	60
	SY 2003-04	79	1	6	28	65
Students w/ Disabilities	SY 2001-02	7	0	3	9	88
	SY 2002-03	6	0	1	3	96
	SY 2003-04	7	0	1	3	96
Limited English Proficient	SY 2001-02	10	0	6	14	81
	SY 2002-03	7	1	0	11	88
	SY 2003-04	11	0	1	12	87
Free/Reduced Lunch	SY 2001-02	11	0	3	11	85
	SY 2002-03	15	0	3	19	78
	SY 2003-04	16	0	4	18	78
Male	SY 2001-02	50	0	4	21	75
	SY 2002-03	48	1	3	22	74
	SY 2003-04	49	1	4	18	77
Female	SY 2001-02	48	2	6	37	55
	SY 2002-03	46	1	7	37	55
	SY 2003-04	47	1	6	32	61

Participation rate is based on the total number of students tested in each subgroup divided by the total number of students tested for the given grade level and content area.

Guam DOE SY 02-04 SAT9 Disaggregated Performance Levels						
Grade 11: LANGUAGE						
Student Group	School Year	Percent of Students Tested	Percent of Students at Each Performance Level			
			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
All students	SY 2001-02	(1,156) 100	0	3	17	80
	SY 2002-03	(1,354) 100	0	3	17	80
	SY2003-04	(1,295) 100	0	3	16	81
Chamorro	SY 2001-02	41	0	2	13	86
	SY 2002-03	43	0	1	14	85
	SY2003-04	40	0	1	13	85
Filipino	SY 2001-02	34	0	2	24	73
	SY 2002-03	31	0	5	23	72
	SY2003-04	30	0	4	19	77
White Non-Hispanic	SY 2001-02	1	0	8	15	77
	SY 2002-03	1	0	6	35	59
	SY2003-04	1	0	13	25	63
Asian	SY 2001-02	3	3	6	26	65
	SY 2002-03	2	0	0	31	69
	SY2003-04	2	0	5	15	80
Other Pacific Islander	SY 2001-02	0	0	0	0	100
	SY 2002-03	1	0	0	0	100
	SY2003-04	0	0	0	25	75
Palau & Marshallese	SY 2001-02	1	0	0	15	85
	SY 2002-03	2	0	7	17	76
	SY2003-04	2	0	4	11	86
FSM	SY 2001-02	4	0	2	0	98
	SY 2002-03	5	0	0	0	100
	SY2003-04	6	0	0	4	96
Other & Mixed	SY 2001-02	13	0	6	19	75
	SY 2002-03	9	1	3	16	80
	SY2003-04	12	0	9	20	71
General Education	SY 2001-02	90	0	3	19	78
	SY 2002-03	83	0	3	18	79
	SY2003-04	80	0	3	17	80
Students w/ Disabilities	SY 2001-02	4	0	0	0	100
	SY 2002-03	5	0	0	1	99
	SY2003-04	6	0	1	0	99
Limited English Proficient	SY 2001-02	6	0	0	4	96
	SY 2002-03	7	0	1	10	89
	SY2003-04	10	0	2	11	87
Free/Reduced Lunch	SY 2001-02	10	0	0	6	94
	SY 2002-03	10	0	3	9	88
	SY2003-04	13	0	1	12	87
Male	SY 2001-02	47	0	2	13	85
	SY 2002-03	47	0	2	12	86
	SY2003-04	46	0	2	11	87
Female	SY 2001-02	52	0	4	21	75
	SY 2002-03	48	0	3	22	75
	SY2003-04	49	0	4	20	76

\* Participation rate is based on the total number of students tested in each category divided by the total number of students tested for the given grade level and content area.