

GUAM PUBLIC SCHOOL SYSTEM



ANNUAL STATE OF PUBLIC EDUCATION REPORT SY 2006-2007



LUIS S.N. REYES
SUPERINTENDENT OF EDUCATION

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SUPERINTENDENT'S MESSAGE

Buenas yan Hafa Adai!

I humbly present the State of Public Education Report for School Year 2006-2007 to the people of Guam. It is my distinct privilege to share this report which reflects the efforts of all stakeholders during my first year as superintendent.

This is an annual report on our progress towards increasing student achievement with the ultimate aim of *Preparing Students for Life, Promoting Excellence* and to *Provide Support*. My intent is to provide a clear picture of our strengths and weaknesses so together we can evaluate the effectiveness of current programs and practices for future planning.

Among the noteworthy achievements include an increased cohort graduation rate of 68.4%, the highest recorded rate in the past ten years, and twenty-two of twenty-five elementary schools achieved a satisfactory rating in comparison to seventeen of twenty-five elementary schools in School Year 2004-2005, a twenty-percent increase. In addition, for the second consecutive year all seven middle schools and two high schools showed a satisfactory rating. Notwithstanding the challenges imposed by a modified bell schedule because of air conditioning woes, Southern High School reported a significant increase in its composite score by four points—a major accomplishment since 2002.

Overall, the district report card reflects a seven percentage point increase to 48% compared to the prior year of 41%. This is underscored by noteworthy grade classifications of 'exceptional' in the areas of Student Discipline Rate, Student Attendance Rate, and Employee Attendance Rate. The District Passing Rate of 93% is classified as 'strong.' A multiple school unit of GPSS attained national recognition by earning Most Outstanding Unit from a pool of fifty-eight high school competitors and achieving the First (1st) Place honors Overall at the Seventh (7th) Annual Golden Bear National Drill Meet in Torrance, California held in April of 2007.

Additional details highlighting student achievement for School Year 2006-2007 will be examined through data, test results, and grade classification for educational indicators. Such areas as the SAT 10 district-wide testing, graduation rates, drop out rates, student and employee attendance, per pupil expenditures, and professional certification status will aid in the decision process.

Specifically we will review student performance levels, national percentile ranks, progress of cohort groups, socio-economic status, and special populations relative to general education. In addition to student outcomes and measures, teacher quality and employee characteristics will be considered.

Together we must continue to examine what works and what doesn't work if the best practices for our local district are to emerge. With this in mind I shall continue to look at all aspects of our educational system and strive to implement the very best for the students of Guam.

In order to maintain our momentum as a district, I have acted on several initiatives that were shared in my Annual State of Education Address in August of this year. The following initiatives are designed to propel us towards greater heights as a district:

- a)** the establishment of a *Foundation for Public Education* for which a legislative hearing was recently held which shall serve as an alternate source of funding to support public education; and,
- b)** the pursuit of an *ambitious technology agenda* aimed at improving communications, operations as well as teaching and learning in the classroom. A Request-For-Proposal (RFP) had been advertised and for which we shall award a contract commencing a comprehensive technology audit in November of 2007; and,
- c)** improved operations for greater productivity through a classification study launched in collaboration with the Department of Administration in addition to pursuing a management audit as supported through public law. Such management studies are intended to recommend a plan that will result in the establishment of a *more efficient, streamlined and performance-based driven organization*; and,
- d)** the establishment of an *Excellence in Education agenda* aimed at improving employee morale through an employees' incentive program as well as encouraging innovation, best practice and improved school and division operations through a Blue Ribbon Program launching in the Fall of this year as well, to name a few.

We in the Guam Public School System, ranging from the members of the Guam Education Policy Board, parents, students, teachers, administrators and staff look ahead with optimism especially with the infusion of approximately \$26 million for much needed capital improvement projects. Our sincere gratitude is extended to Governor Felix P. Camacho and to the honorable members of the Guam Legislature for, without their support, we would have not realized some of the achievements of School Year 2006-2007, and, with the promise of more to be realized in School Year 2007-2008.

Senseramente,

LUIS S. N. REYES
Superintendent of Education

I. INTRODUCTION

The report addresses the reporting requirements of **Public Law 26-26** and the programs and activities that affect student achievement as described in the Guam Public School System'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 Public School System (GPSS) 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 Public School System 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.

GPSS 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.

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 Public School System District Action Plan Standards and Assessment objectives and Public Law 28-45:

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

A. STUDENT DEMOGRAPHIC INFORMATION

The Guam Public School System provided free and appropriate public education to 31,269 students. Table 1 depicts SY 2006-2007 student enrollment distribution by grade levels. Examination of Table 1 indicates that the enrollment ranged from a low of 494 (1.6%) in Head Start to a high of 3,366 (10.8%) in Grade 9. High school administrators attribute the high proportion of 9th graders to the number of students who did not have sufficient credits to be classified as 10th grade.

Table 1 – Enrollment Distribution by Grade

Grade Level	Enrollment	Percent of Total GPSS
Head Start	494	1.6%
Kindergarten	2,173	6.9%
Grade 1	2,425	7.8%
Grade 2	2,534	8.1%
Grade 3	2,497	8.0%
Grade 4	2,496	8.0%
Grade 5	2,369	7.6%
Grade 6	2,350	7.5%
Grade 7	2,369	7.6%
Grade 8	2,011	6.4%
Grade 9	3,366	10.8%
Grade 10	2,349	7.5%
Grade 11	2,186	7.0%
Grade 12	1,650	5.3%
Total GPSS Enrollment	31,269	100.0%

Figure 1 – Distribution of Student Enrollment by Grade Levels

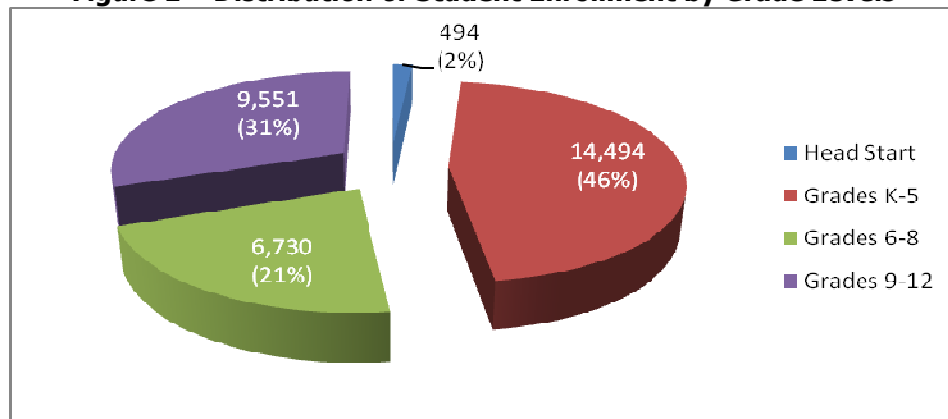


Figure 1 illustrates the distribution of students by grade levels: Head Start, Elementary, Middle, and High. The majority of students are enrolled in elementary grades, comprising 46% of the total population. The middle and high schools respectively made up 21% and 31% of all students enrolled as of September 30, 2006.

Table 2 shows the distribution of students by special programs. There were 21,704 students who participated in one or more special programs. Students in the ESL Program made up 36% (11,337) of that total. Head Start with 494 students showed the lowest distribution, comprising 2% of the total special programs population.

Table 2 – Distribution of Students Enrolled in Special Programs

Special Programs	Number of Students	Percent of Total
Gifted and Talented Education (GATE)	1,034	3%
Special Education	2,242	7%
ESL Program	11,337	36%
DEED	1,715	5%
Head Start	494	2%
<i>Eskuelan Puengi</i>	1,354	4%
Total Special Programs	18,176	58%
GPSS Total Enrollment	31,269	100%

***It is important to note that students may be enrolled in more than one special program.**

Figure 2 depicts the enrollment distribution by gender for students enrolled in Head Start through 12th grade. Males comprise the majority of the student population with an enrollment of 16,379 (52%), while females make up 48% (14,890).

Figure 2 – Student Enrollment by Gender

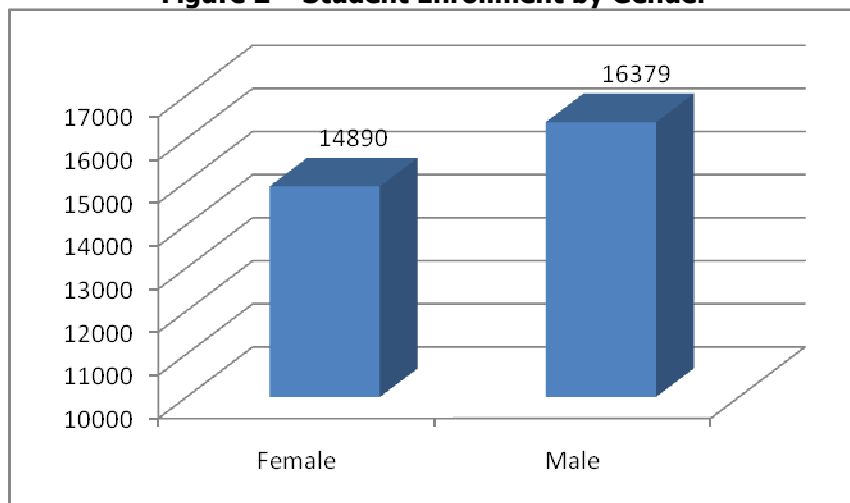
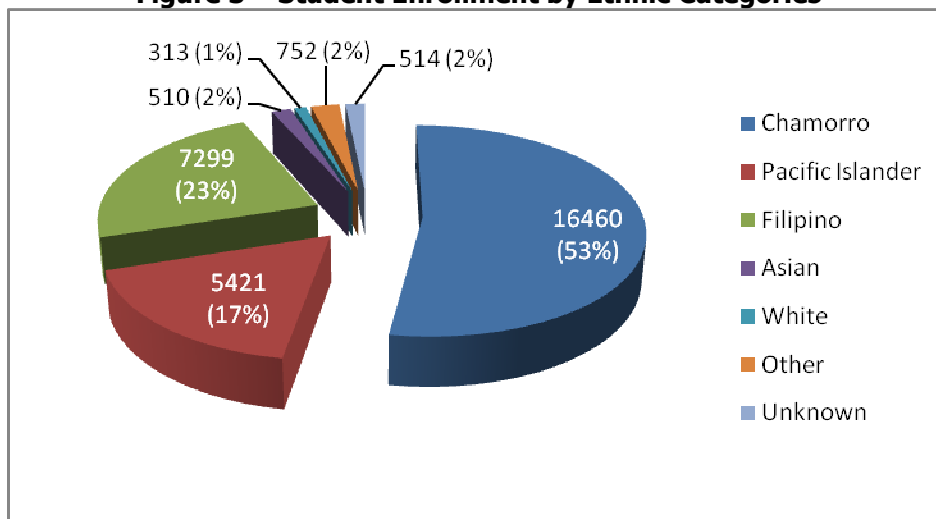


Figure 3 reflects the distribution of students by ethnic categories. Chamorro students comprise the majority of the total student population with an enrollment of 53%, while White Non-Hispanic and Asian students respectively show the lowest proportions, respectively comprising 1% and 2% of the total population. Filipinos make up the second highest proportion with 24%.

Figure 3 – Student Enrollment by Ethnic Categories

The Chamorro category includes the 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, Ponpeian, Chuukese, Yapese, Marshallese, Palauan, and Other Pacific Islander. Other is made up of Black, Hispanic, American Indian-Native Alaskan, Unknown and Mixed ethnic categories.

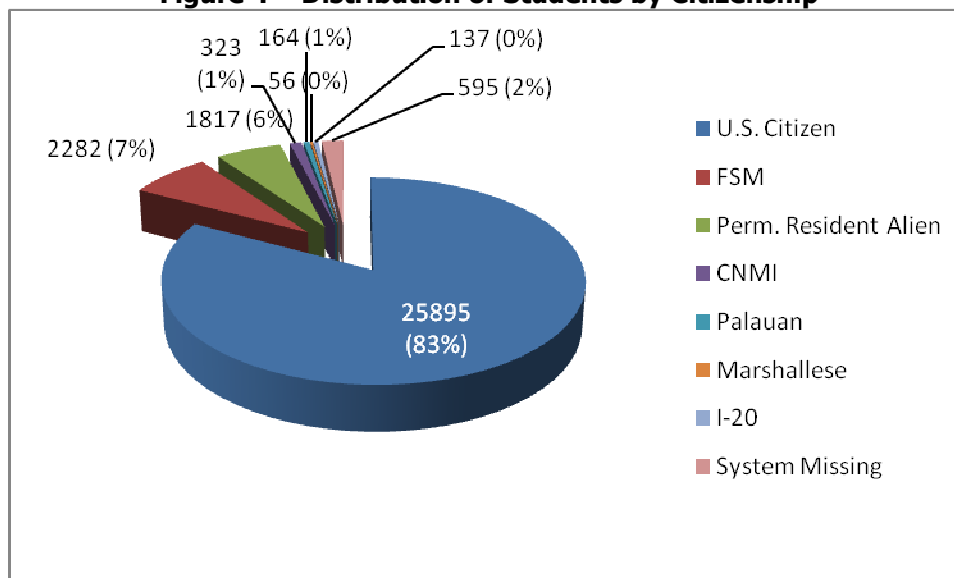
Figure 4 – Distribution of Students by Citizenship

Figure 4 shows the distribution of students by citizenship. As expected, most students are U.S. citizens, with an enrollment of 83% of the total population. The second highest category is the FSM students with 7% of the total population. The Marshallese and I-20 Foreign Students each make up less than 1% of the total population.

Table 3 – Student Distribution of Free or Reduced Lunch Participation

	Free	Reduced	Total	Percent
Elementary Schools	8,677	1,140	9,817	62.0%
Middle Schools	2,211	298	2,509	15.8%
High Schools	3,025	481	3,506	22.1%
Total	13,913	1,919	15,832	100.0%
Percent of Total (15832)	87.9%	12.1%	100.0%	

Analysis of Table 3 indicates that a total of 15,832 participated in the free and reduced lunch program. Given the total enrollment of 31,269, (51%) of our students participated in the free/reduced lunch program. Of the total number of participants, 88% were in the free lunch program, while 12% were 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 GPSS. 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.

Table 4 – Student Average Daily Membership, Average Daily Attendance and Attendance Rates

Type	Average Daily Membership	Average Daily Attendance	Attendance Rate
Elementary Schools	14,466	13,633	94.2%
Middle Schools	6,708	6,180	92.1%
High Schools	10,550	9,702	92.0%
Total	31,724	29,515	93.0%

Analysis of Table 4 reveals that on the average, 31,724 students were enrolled in school. Of the average daily membership, 93% (29,515) were present in school. This also means that on the average 2,209 students were absent on any given day. Further examination shows that the elementary schools had the highest average daily attendance (94%), compared to the middle (92%) and high schools (92%).

B. STUDENT ACHIEVEMENT

The Guam Public School System administers an annual district-wide testing program using the Stanford Achievement Test, *tenth edition* (SAT10) for the following reasons:

- Guam Public Law 13-101 GCS § 11220-11223, regarding Basic Education, requires appropriate evaluation procedures to assess student performance.
- Testing provides technically sound information of 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.

GPSS administered the SAT9 to students from SY 1995-1996 to SY 2003-2004, and began testing students with the SAT10 in SY 2004-2005. As a norm-referenced test, student scores are compared to the performance of a norm group, comprised of a national sample. Student scores indicate the proportion of students in the norm group that the student out-scored. The SAT10 multiple-choice format is administered to students in grades 1-12 in May.

Who participated in SAT10 testing?

Table 5 shows the SY 06-07 number of students tested with SAT10. The percentages indicate the participation rates by grade level in comparison to the total number of students tested.

Table 5 – SAT10 Distribution of Students Tested by Grade Levels

Grade Levels	Number of Students Tested	Percent of Total Tested
Grade 1	2391	9%
Grade 2	2487	9%
Grade 3	2440	9%
Grade 4	2432	9%
Grade 5	2337	9%
Grade 6	2282	8%
Grade 7	2327	9%
Grade 8	1947	7%
Grade 9	3010	11%
Grade 10	2024	8%
Grade 11	1832	7%
Grade 12	1366	5%
Total	26875	100%

Analysis of Table 5 indicates that grade 9, which makes up 11% of the total tested, had the highest proportions of students who took the SAT10 test. The lowest proportion was in grade 12 with only 5% (1,366) tested. High school administrators attribute the high proportion of 9th graders to the number of students who did not have sufficient credits for 10th grade.

Table 6 – SAT10 Comparison of Students Tested & Enrollment by Grade

Grade Levels	Enrollment (Grades 1-12)	Number of Students Tested	Percent of Total Tested
Grade 1	2425	2391	99%
Grade 2	2534	2487	98%
Grade 3	2497	2440	98%
Grade 4	2496	2432	97%
Grade 5	2369	2337	99%
Grade 6	2350	2282	97%
Grade 7	2369	2327	98%
Grade 8	2011	1947	97%
Grade 9	3366	3010	89%
Grade 10	2349	2024	86%
Grade 11	2186	1832	84%
Grade 12	1650	1366	83%
Total	28602	26875	94%

Table 6 shows that 94% of all students enrolled in grades 1-12 participated in the SY 05-06 SAT10 testing. The 1st and 5th graders had the highest participation rates (99%) of total students enrolled. In contrast, the 12th grade students only had a participation rate of 83%.

Participation Rates of Subgroups

The Guam Public School System, 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 that historically have been excluded from testing. Participation rates are generally designed to address two major questions: 1) What proportion of the total number of a given subgroup (e.g. special education) participated in the GPSS annual SAT10 assessment? 2) Of the total number of students tested in SY 06-07, what proportion was comprised of a given subgroup?

There are generally two 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 GPSS total number tested.

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

Participation Rates by Education Program

Figure 5 depicts the SAT10 SY 06-07 distribution of students tested by education program. Approximately 36% of the total number of students (26,875) who participated in SAT10 was enrolled in the Special Education, ESL, and/or Gifted and Talented (GATE) programs. Students who did not indicate participation in special education, ESL or GATE were classified under the general education category. Figure 5 shows that 64% of the total participating in the SY 06-07 SAT10 testing was in the general education program.

Figure 5 – Distribution of Students Tested by Education Program

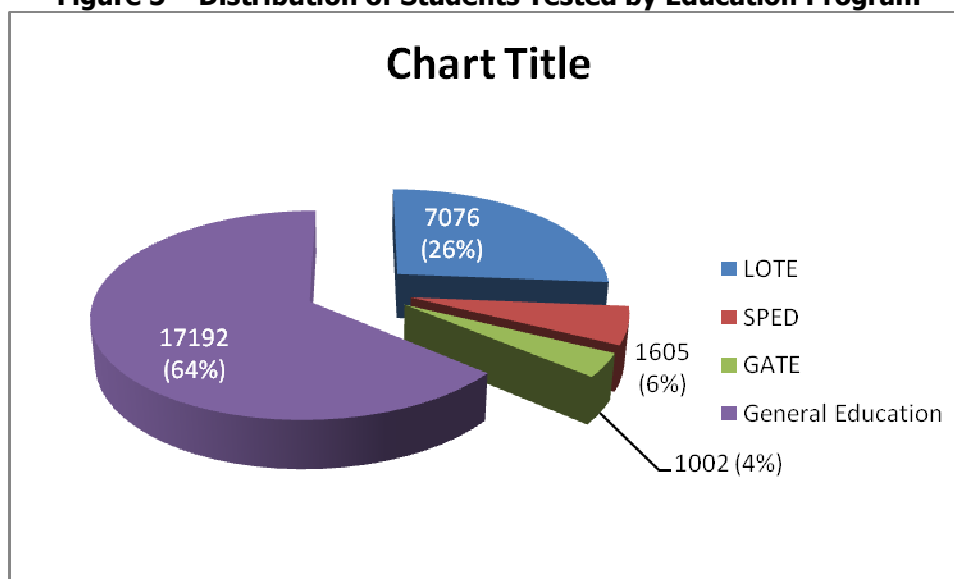


Table 7 – Participation Rates by Education Program

Program	Number of Students Tested	Number of Students Enrolled in Program	Participation Rate (Based on Program Enrollment)
ESL	7076	11337	62.4%
Special Education	1605	2242	71.6%
GATE	1002	1034	96.9%
Total	9683	14613	66.3%

Table 7 addresses the following question: Of the total number of students enrolled in a given program, what proportion participated in the SY 06-07 SAT10 testing? Analysis of Table 7 indicates that 58% of students receiving special education services were tested. In contrast, 97% of the gifted and talented students were tested. This may be attributed to a higher number of students identified as GATE during the SAT10 testing. Students in the ESL Program showed the lowest participation rate (58%). Participation of this special population in the district-wide testing program may be attributed to daily attendance issues. Overall, 63% of students in the special services program were tested.

Participation Rates by Gender

Figure 6 shows the SAT10 SY 06-07 distribution of students tested by gender categories. Analysis of Figure 6 indicates that 52% (13,760) of the total number of students (26,602) who participated in SAT10 were males, while 47% (12,668) were females. There were 174 (1%) SAT10 student demographic sheets that lacked the student gender identity.

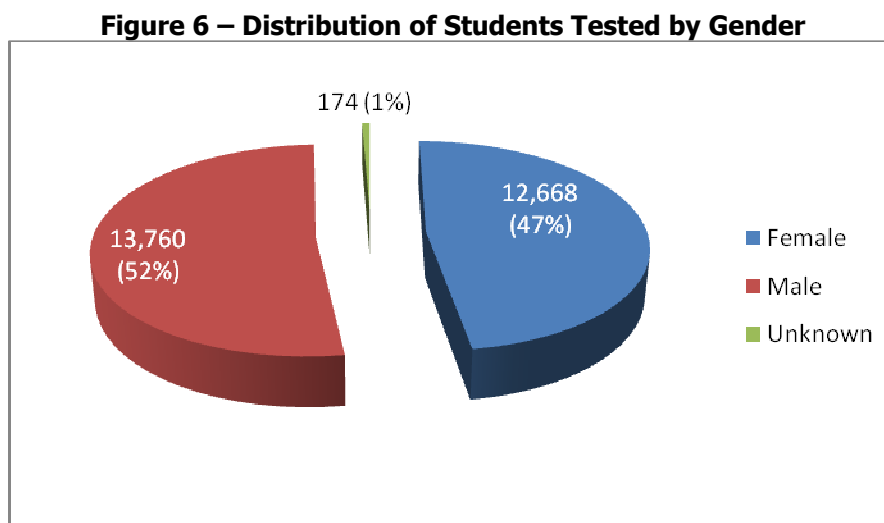


Table 8 – SAT10 Participation Rates by Gender
Based on Total GPSS Enrollment

Gender	Number of Students Tested	Number of Students Enrolled (Grade 1-12)	Participation Rate (Based on Total Number Enrolled)
Female	12,668	13,578	93.3%
Male	13,760	15,024	91.6%
Unknown	174	0	N/A
Total	26,602	28,602	93.0%

Table 8 addresses the following question: Of the total number of students enrolled in each gender category, what proportion participated in the SY 06-07 SAT10 testing? The table shows the participation rates in SAT10 testing by gender categories. Analysis of Table 8 indicates that 93% of students enrolled as females participated in testing, while only 92% of the total males enrolled took the test. The overall participation rate was 93%, with 174 students who did not complete the gender category and whose gender was unknown.

Participation Rates by Ethnic Categories

Figure 7 – Distribution of Students Tested by Ethnic Categories

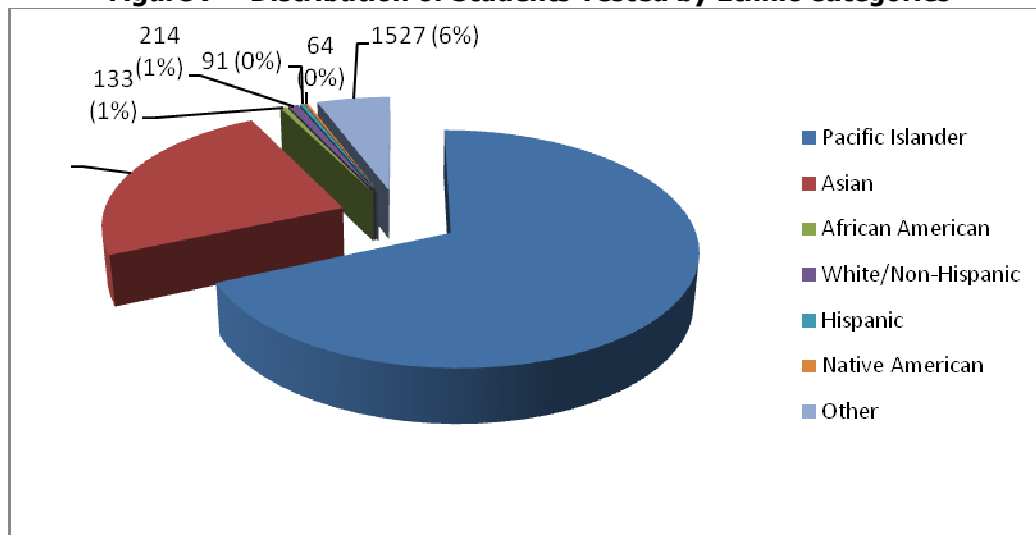


Figure 7 shows the SAT10 SY 06-07 distribution of students tested by ethnic categories. While Pacific Islander students made up 68%, students in the African American and Hispanic and American Indian/Alaskan categories made up less than 1% of the total number of students tested.

Table 9 – SAT10 Participation Rates by Ethnicity

	Number of Students Tested	Number of Students Enrolled	Participation Rate (Based on Total Number Enrolled)
Pacific Islander	18,362	21,881	83.9%
Asian	6,465	7,809	82.8%
African American	133	86	*
Hispanic	91	48	*
Native American	64	17	*
White/Non-Hispanic	214	313	68.4%
Other	1,527	621	*
Unknown	19	-	
Total	26,875	30,775	87.3%

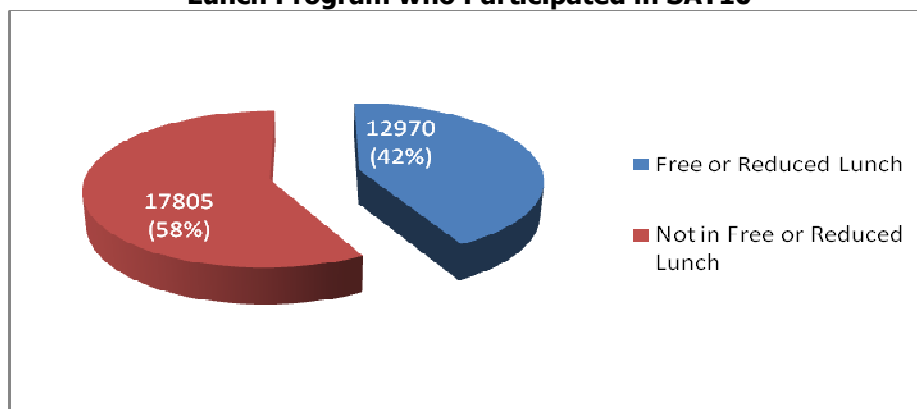
Analysis of Table 9 indicates that the Pacific Islander category had the highest participation rate (84%) based on the total number of Pacific Islander students in the general population. The White non-Hispanic showed the lowest rate of 68%.

*Caution should be applied in interpreting data in Table 9 given the revealed discrepancy in how student ethnicity was coded for SAT10 and the Student Information System. Students and teachers identified the ethnic categories for SAT10. The ethnic frequency distribution for the total population was derived from the Columbia School Information System.

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 household income. Figure 8 shows that 42% (12,970) of students who participated in SAT10 testing were in the free and reduced lunch program.

Figure 8 – Distribution of Students in Free or Reduced Lunch Program who Participated in SAT10



SAT10 RESULTS BY PERFORMANCE LEVELS

As noted earlier, the department's objective for improving student achievement is to have at least 90% of our students performing at the proficient level over a 10-year period, beginning with the first year the test is administered. Because the GPSS currently does not have a standards based test, the SAT10 performance standards are used to monitor student progress with SY 01-02 as the baseline year.

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

- Below Basic:*** Indicates **little or no mastery** of fundamental knowledge and skills.
- Basic:*** Indicates **partial mastery** of the knowledge and skills that are fundamental for satisfactory work.
- Proficient:*** Represents **solid academic performance**, indicating that students are prepared for the next grade.
- Advanced:*** Signifies **superior performance**, beyond grade-level mastery.

Figures 9-44 on the following pages illustrate the SAT9 and SAT10 performance standards results for reading, mathematics, and language arts by grade levels.

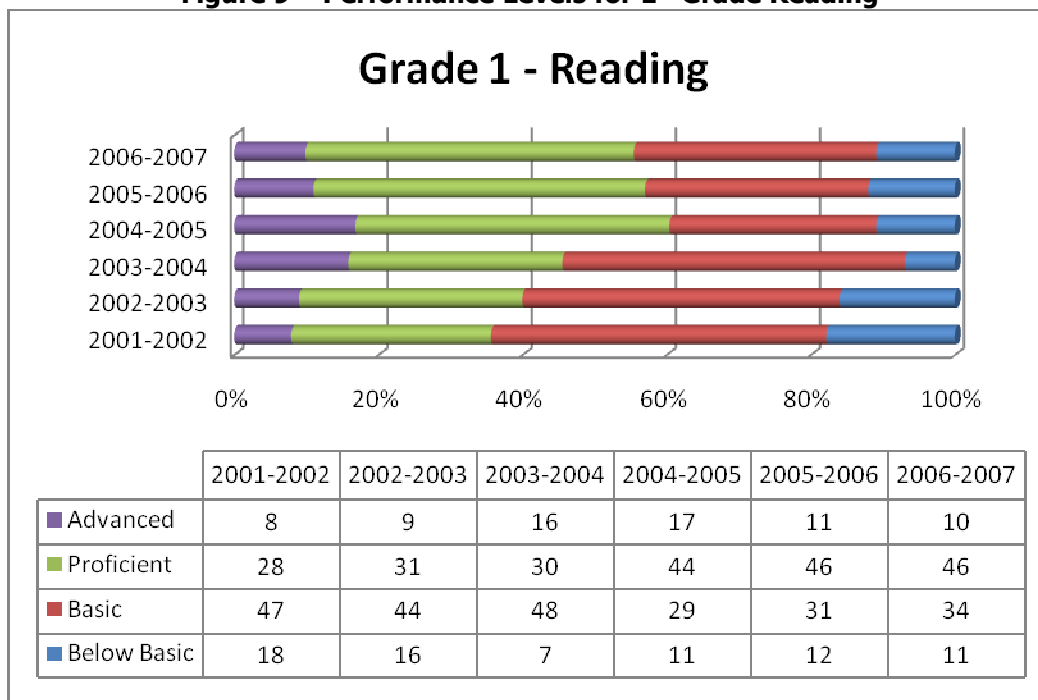
Figure 9 – Performance Levels for 1st Grade Reading

Figure 9 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **46**. The percentage of students performing at *Proficient* level is 18 percentage points higher than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels increased by 2% from the previous school year and decreased 15% from baseline (2002).

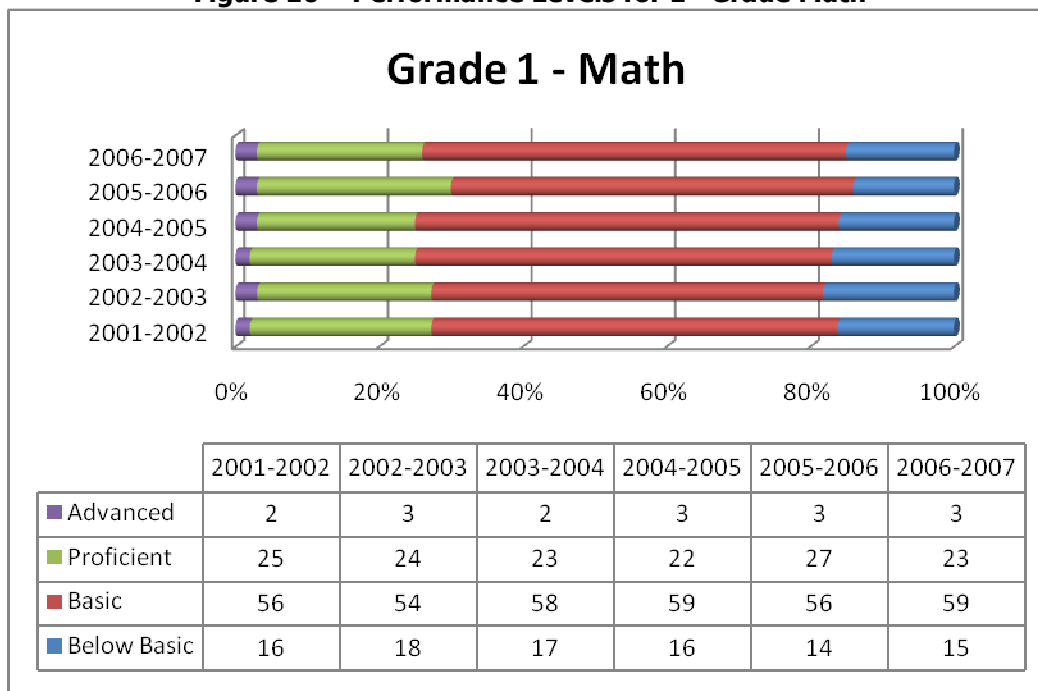
Figure 10 – Performance Levels for 1st Grade Math

Figure 10 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **23**. The percentage of students performing at *Proficient* level is 2 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels increased by 4% from the previous school year and decreased 2% from baseline (2002).

Figure 11 – Performance Levels for 1st Grade Language

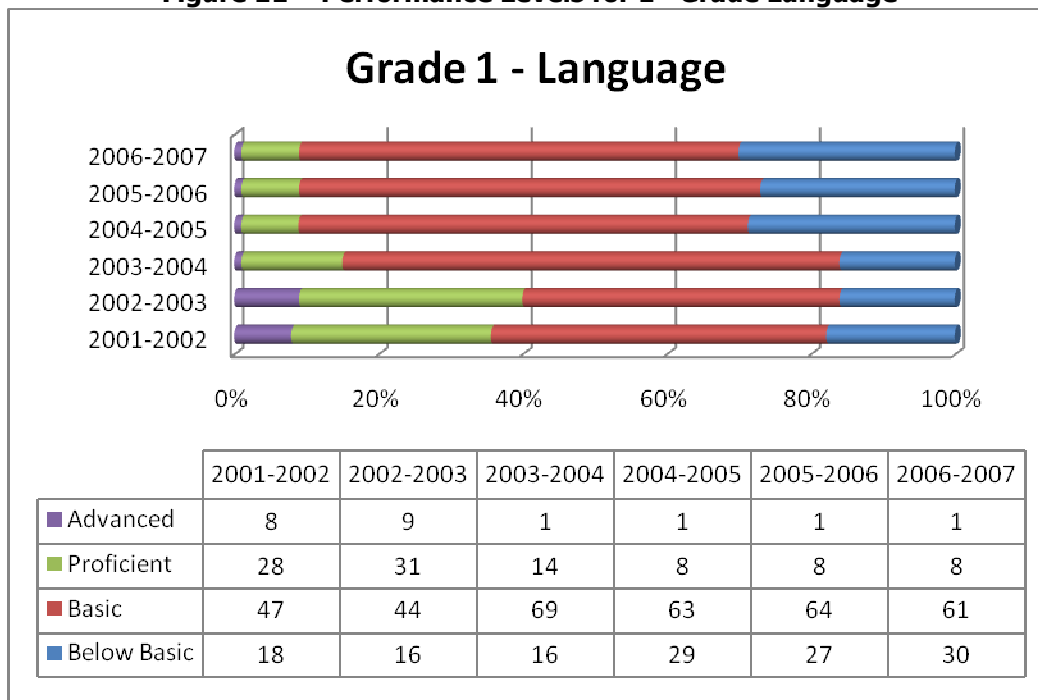


Figure 11 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **8**. The percentage of students performing at *Proficient* level is 20 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and increased 26% from baseline (2002).

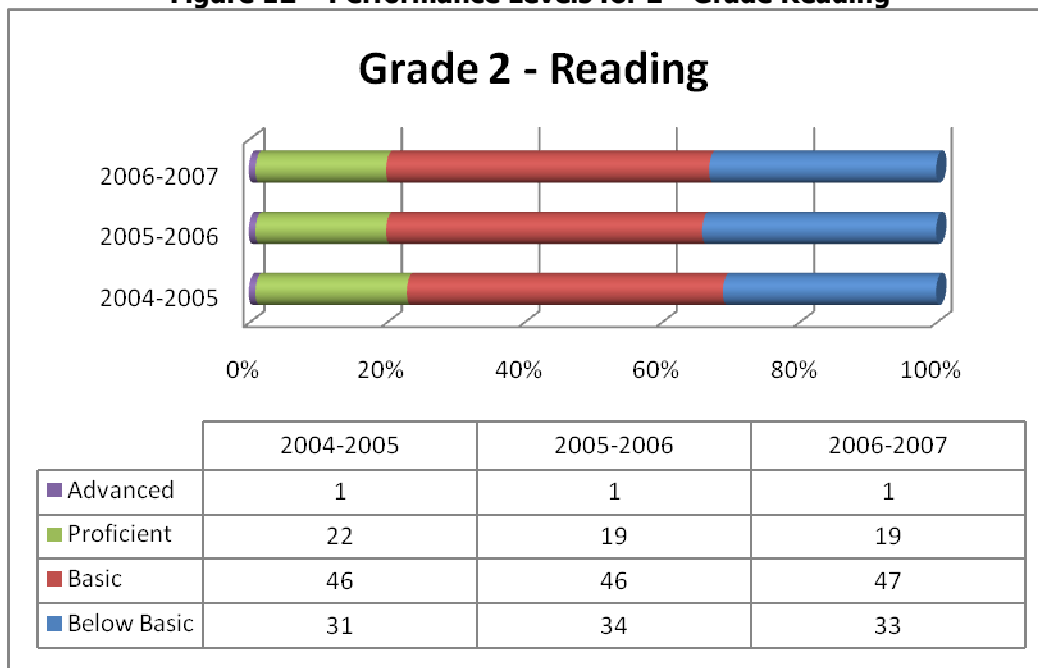
Figure 12 – Performance Levels for 2nd Grade Reading

Figure 12 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **19**. The percentage of students performing at *Proficient* level is 3 percentage points lower than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and increased 3% from baseline (2005).

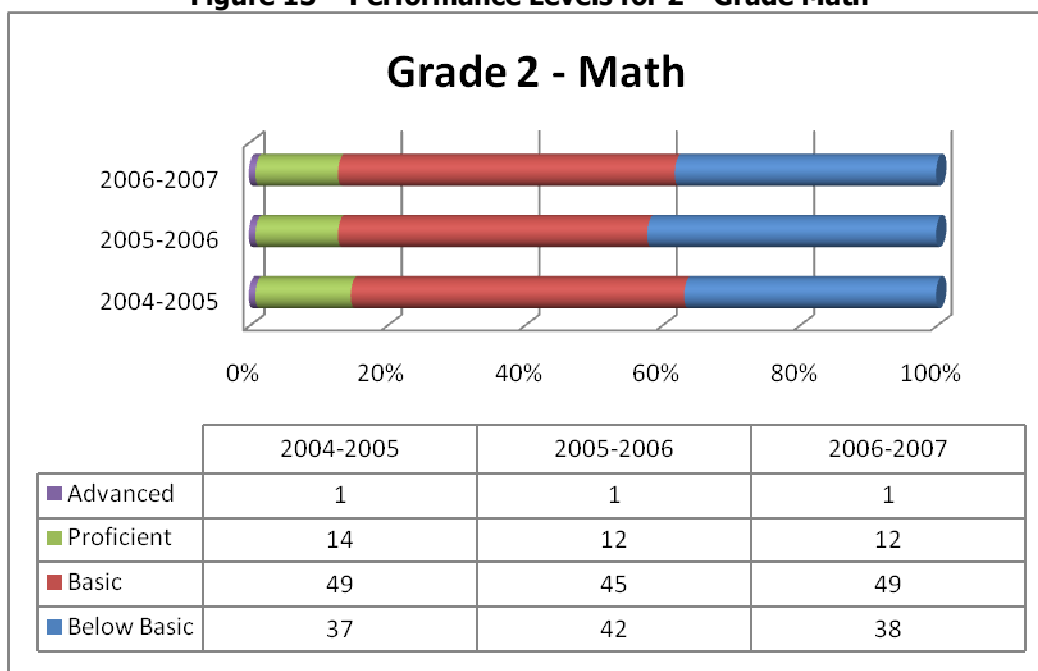
Figure 13 – Performance Levels for 2nd Grade Math

Figure 13 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 12**. The percentage of students performing at *Proficient* level is 2 percentage points lower than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and increased 1% from baseline (2005).

Figure 14 – Performance Levels for 2nd Grade Language

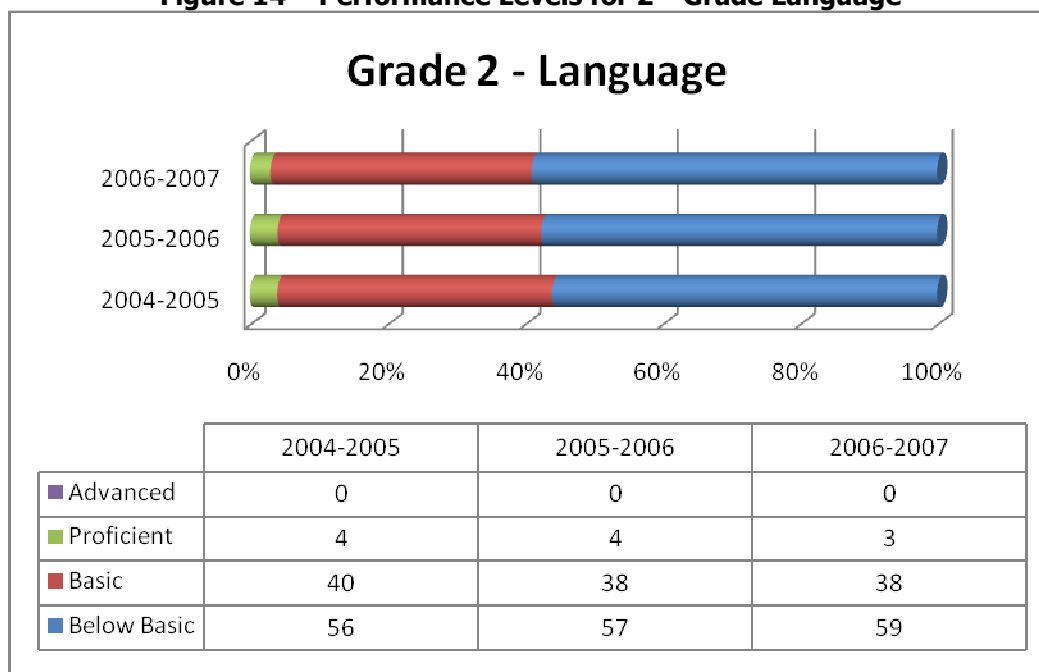


Figure 14 shows the SAT10 Grade 2 Performance Levels in Language for SY 04-05 to SY 06-07. Data reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 3**. The percentage of students performing at *Proficient* level is 1 percentage point lower than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels increased by 1% from the previous school year and increased 1% from baseline (2005).

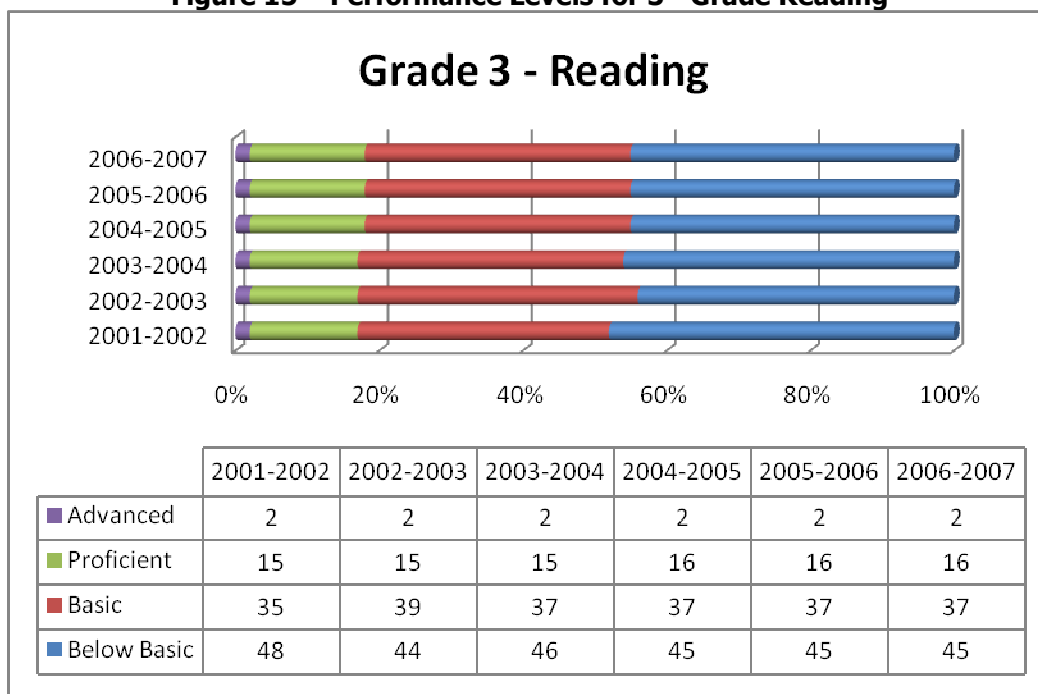
Figure 15 – Performance Levels for 3rd Grade Reading

Figure 15 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **16**. The percentage of students performing at *Proficient* level is 1 percentage point higher than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and decreased 1% from baseline (2002).

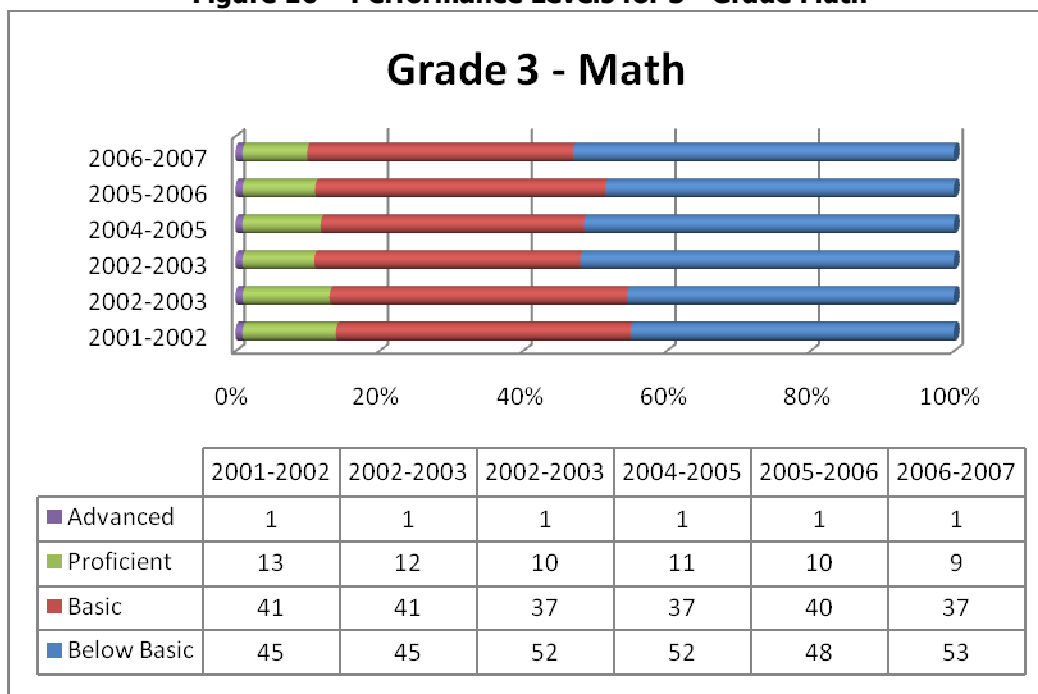
Figure 16 – Performance Levels for 3rd Grade Math

Figure 16 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 9**. The percentage of students performing at *Proficient* level is 4 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels increased by 2% from the previous school year and increased 4% from baseline (2002).

Figure 17 – Performance Levels for 3rd Grade Language

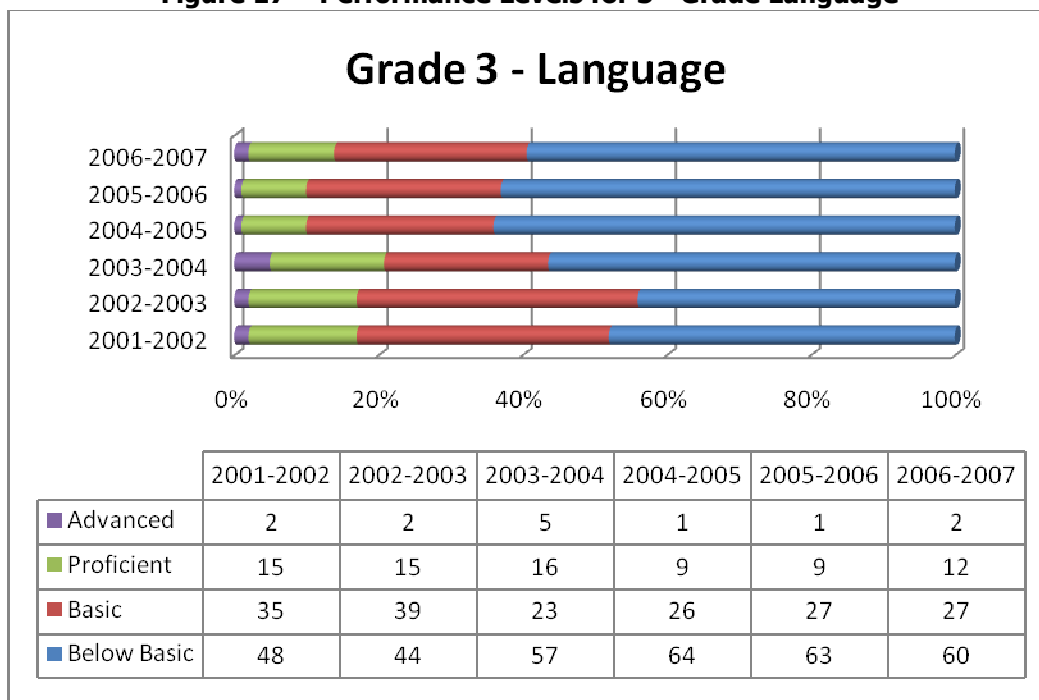


Figure 17 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 12**. The percentage of students performing at *Proficient* level is 18 percentage points higher than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 3% from the previous school year and increased 4% from baseline (2002).

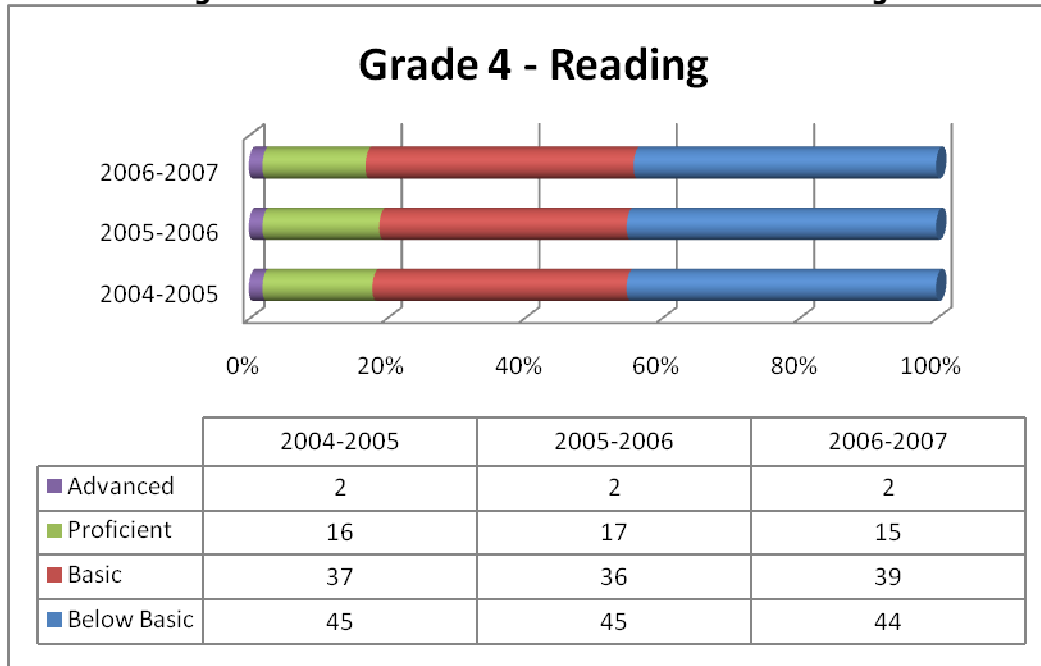
Figure 18 – Performance Levels for 4th Grade Reading

Figure 18 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **15**. The percentage of students performing at *Proficient* level is 1 percentage point lower than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels increased by 2% from the previous school year and increased 1% from baseline (2005).

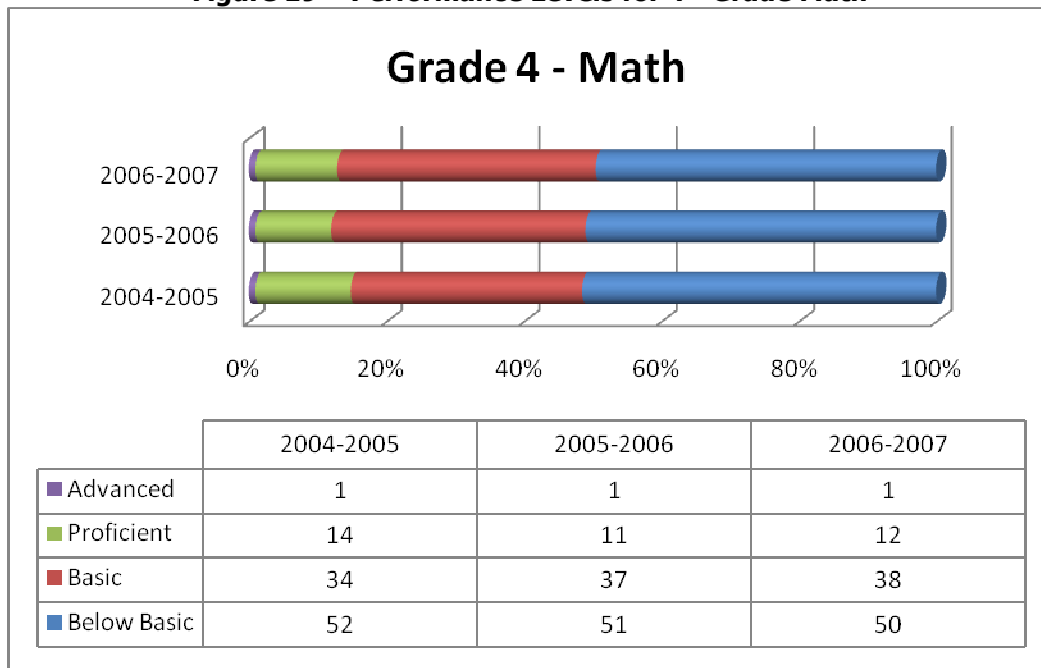
Figure 19 – Performance Levels for 4th Grade Math

Figure 19 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **12**. The percentage of students performing at *Proficient* level is 2 percentage points lower than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and increased 2% from baseline (2005).

Figure 20 – Performance Levels for 4th Grade Language

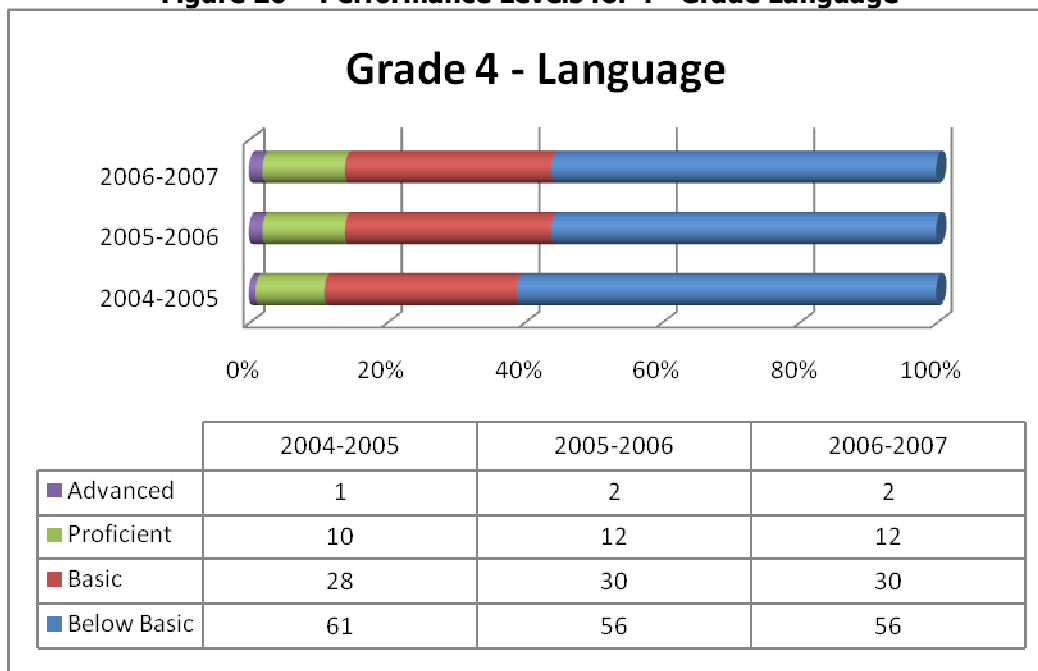


Figure 20 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **12**. The percentage of students performing at *Proficient* level is 2 percentage points higher than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and decreased 3% from baseline (2005).

Figure 21 – Performance Levels for 5th Grade Reading

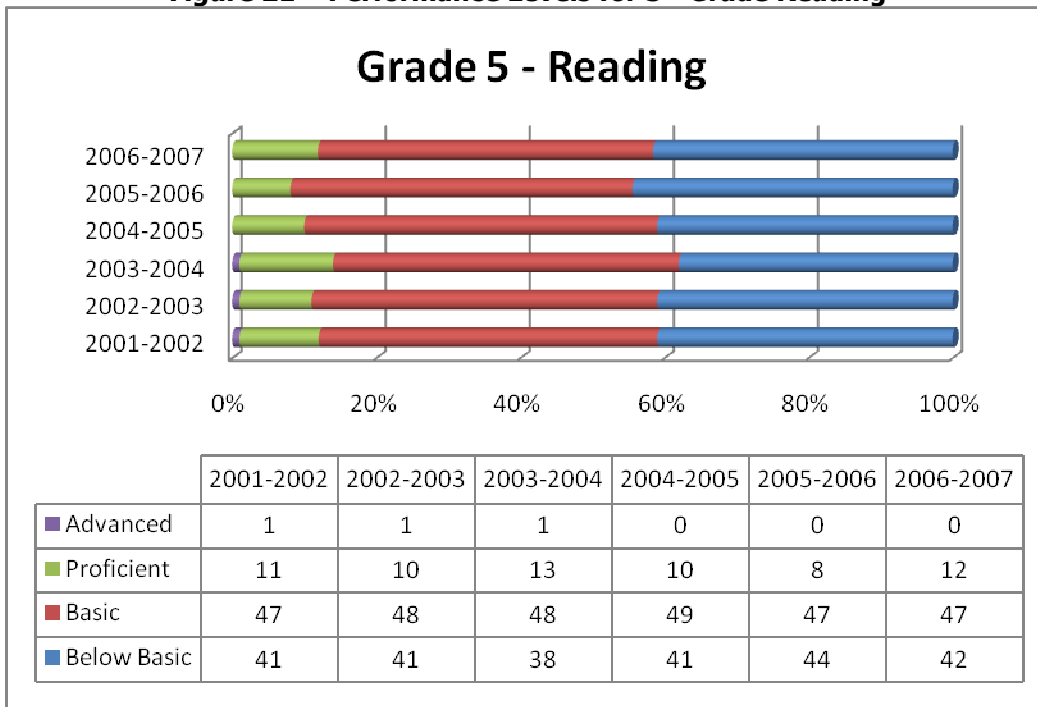


Figure 21 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 12**. The percentage of students performing at *Proficient* level is 1 percentage point higher than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 2% from the previous school year and increased 1% from baseline (2002).

Figure 22 – Performance Levels for 5th Grade Math

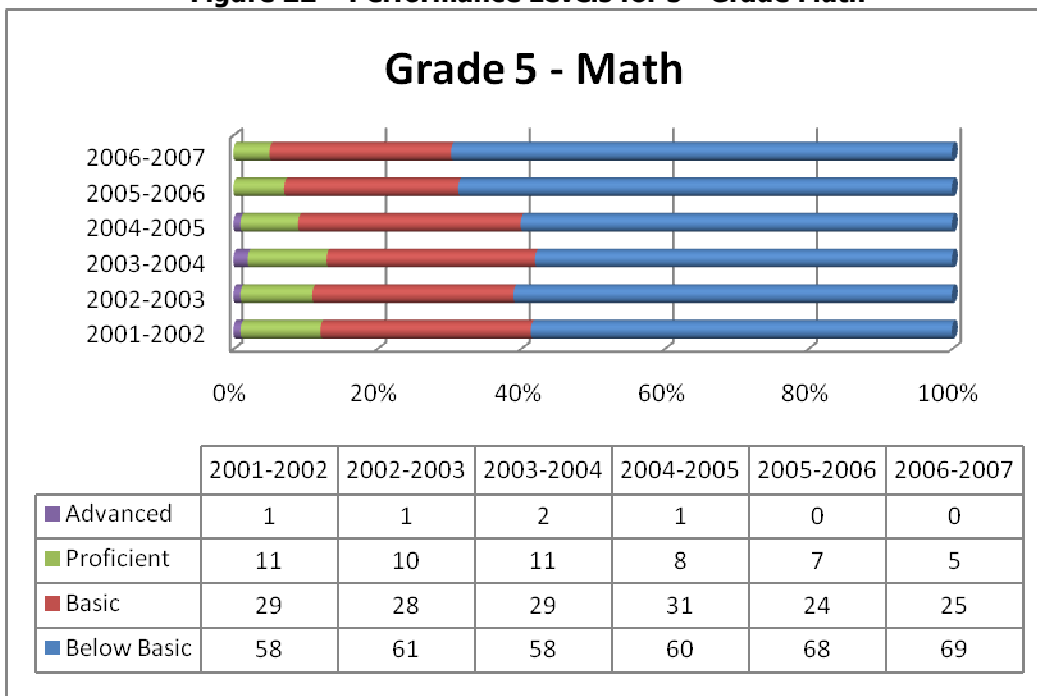


Figure 22 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 5**. The percentage of students performing at *Proficient* level is 6 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels increased by 2% from the previous school year and increased 7% from baseline (2002).

Figure 23 – Performance Levels for 5th Grade Language

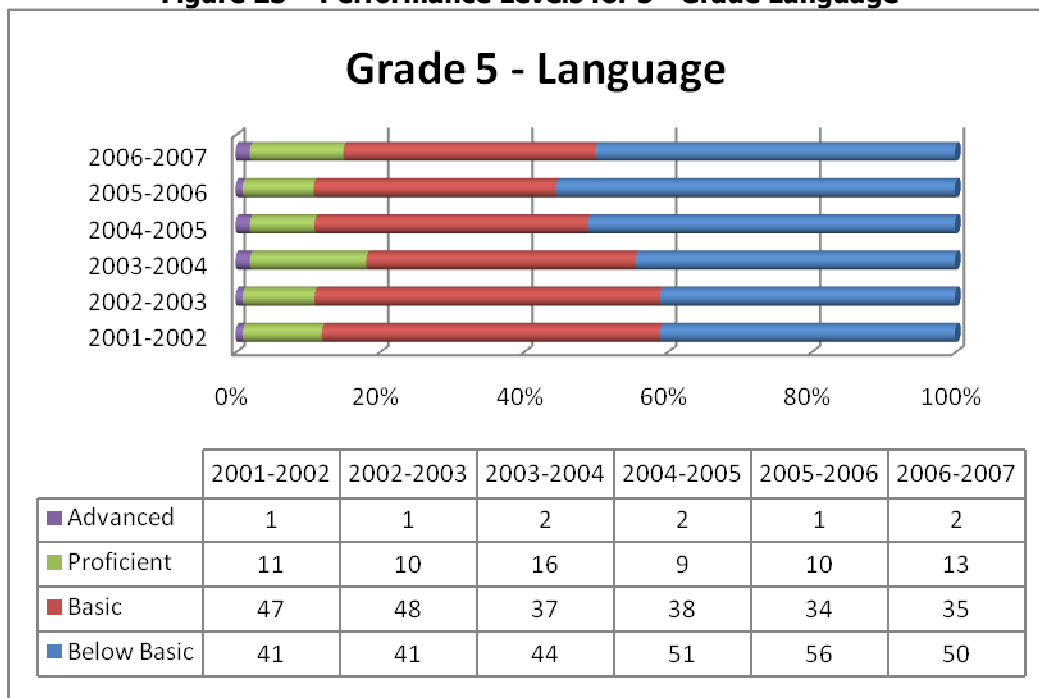


Figure 23 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 13**. The percentage of students performing at *Proficient* level is 2 percentage points higher than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 5% from the previous school year and decreased 3% from baseline (2002).

Figure 24 – Performance Levels for 6th Grade Reading

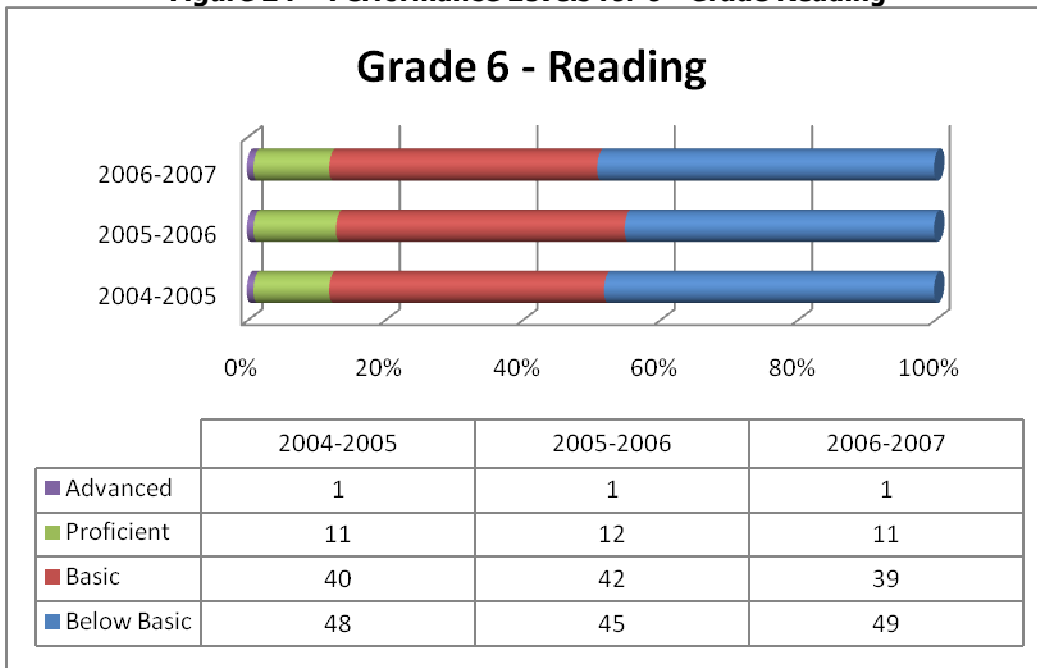


Figure 24 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 11**. The percentage of students performing at *Proficient* level did not change from the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels increased by 1% from the previous school year and did not change from baseline (2005).

Figure 25 – Performance Levels for 6th Grade Math

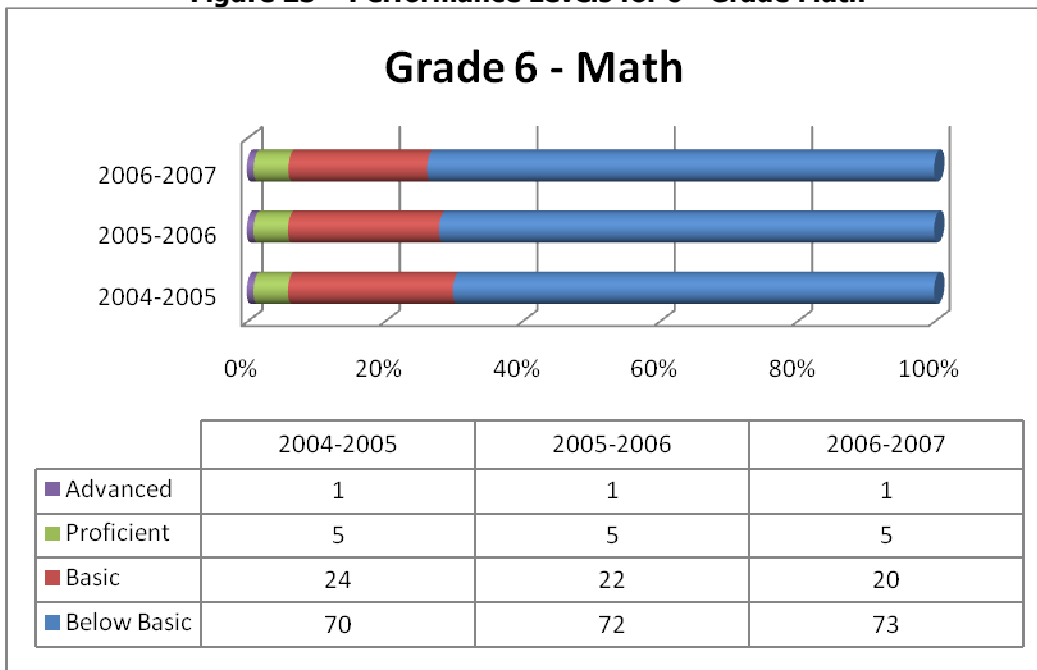


Figure 25 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **5**. The percentage of students performing at *Proficient* level did not change from the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 1% from the previous school year and decreased 1% from baseline (2005).

Figure 26 – Performance Levels for 6th Grade Language

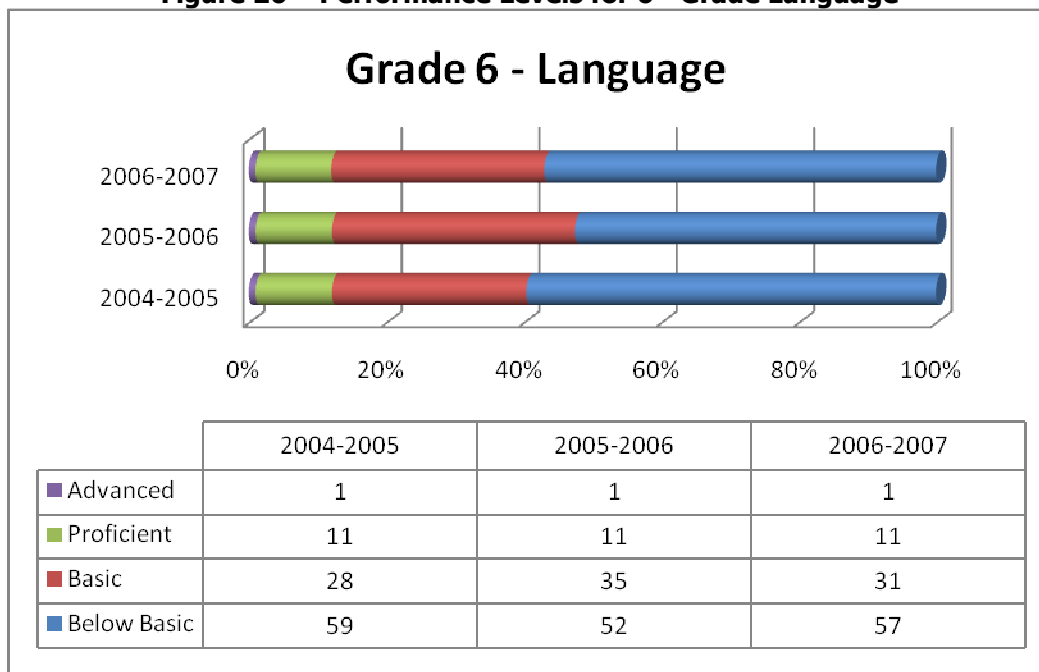


Figure 26 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **11**. The percentage of students performing at *Proficient* level did not change from the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels increased by 1% from the previous school year and increased 1% from baseline (2005).

Figure 27 – Performance Levels for 7th Grade Reading

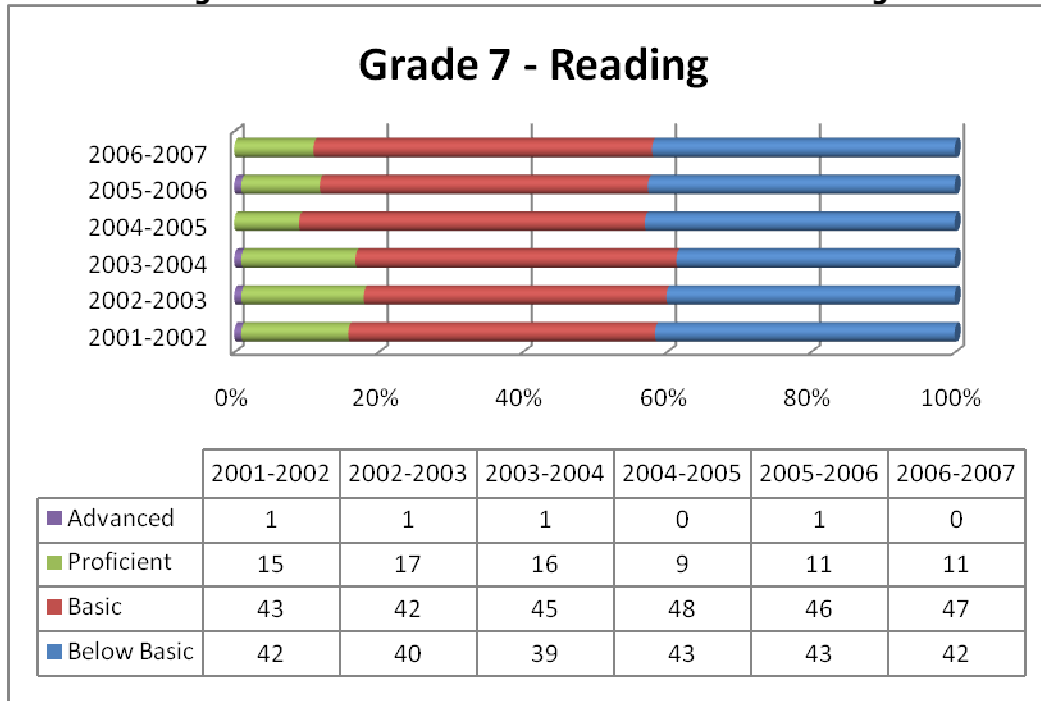


Figure 27 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 11**. The percentage of students performing at *Proficient* level is 4 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and increased 4% from baseline (2002).

Figure 28 – Performance Levels for 7th Grade Math

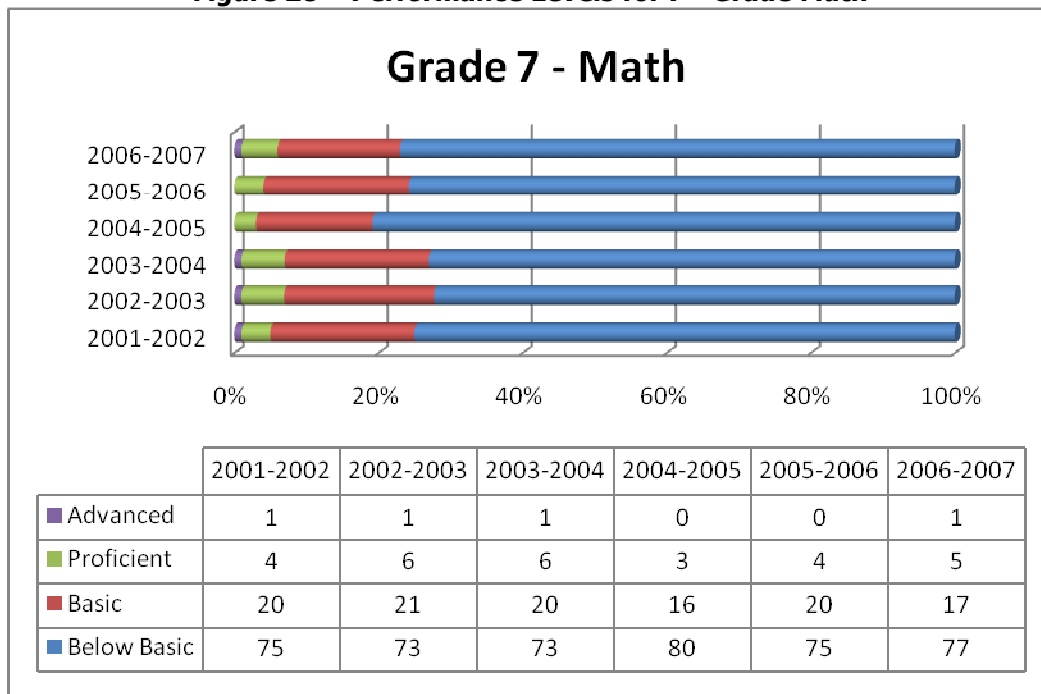


Figure 28 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 5**. The percentage of students performing at *Proficient* level is 1 percentage point higher than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels increased by 9% from the previous school year and decreased 1% from baseline (2002).

Figure 29 – Performance Levels for 7th Grade Language

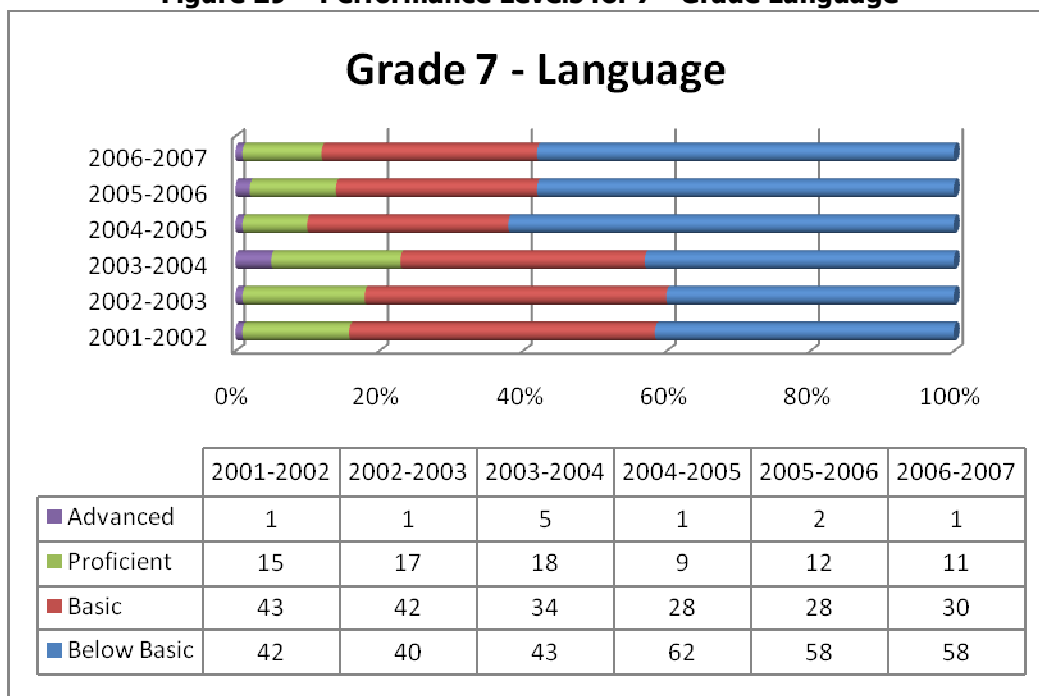


Figure 29 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 11**. The percentage of students performing at *Proficient* level is 4 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels increased by 2% from the previous school year and increased 3% from baseline (2002).

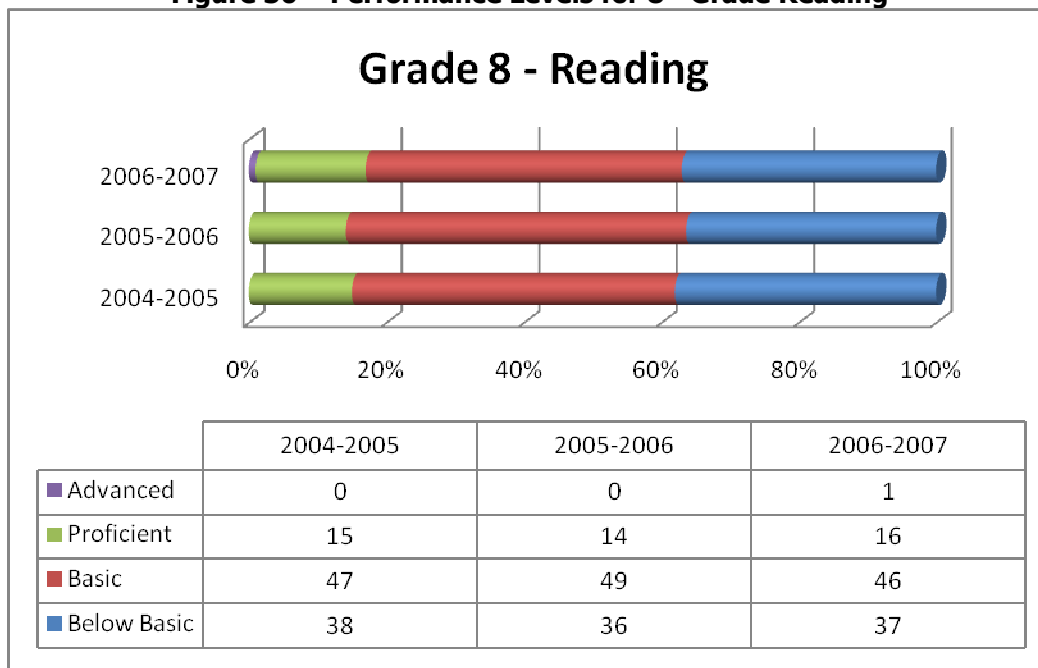
Figure 30 – Performance Levels for 8th Grade Reading

Figure 30 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **16**. The percentage of students performing at *Proficient* level is 1 percentage point higher than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 2% from the previous school year and decreased 2% from baseline (2005).

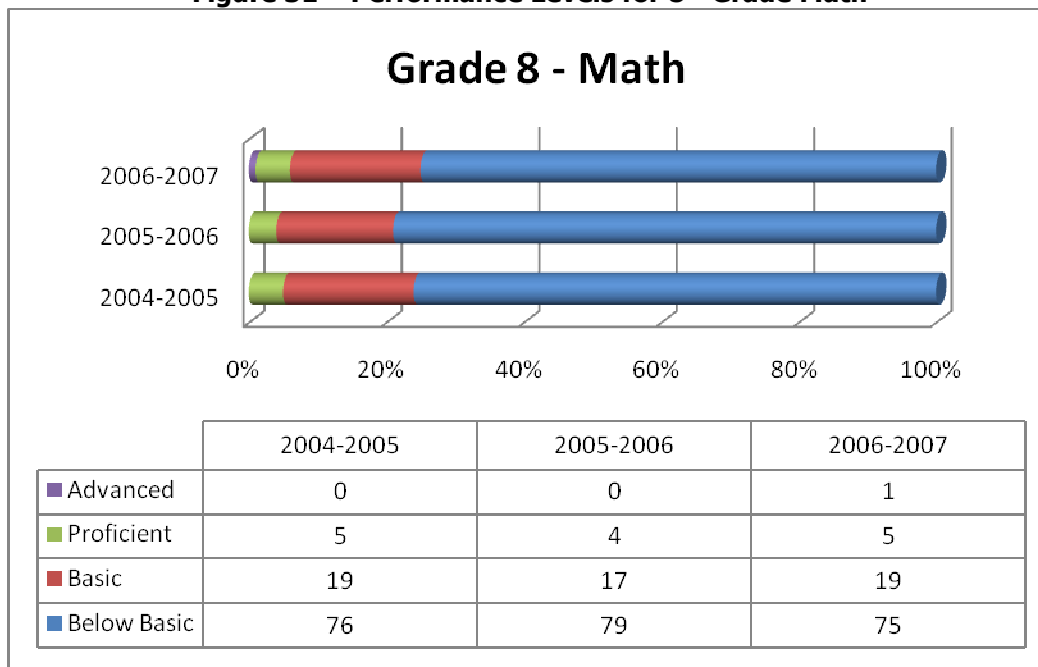
Figure 31 – Performance Levels for 8th Grade Math

Figure 31 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **5**. The percentage of students performing at *Proficient* level did not change from the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 2% from the previous school year and decreased 1% from baseline (2005).

Figure 32 – Performance Levels for 8th Grade Language

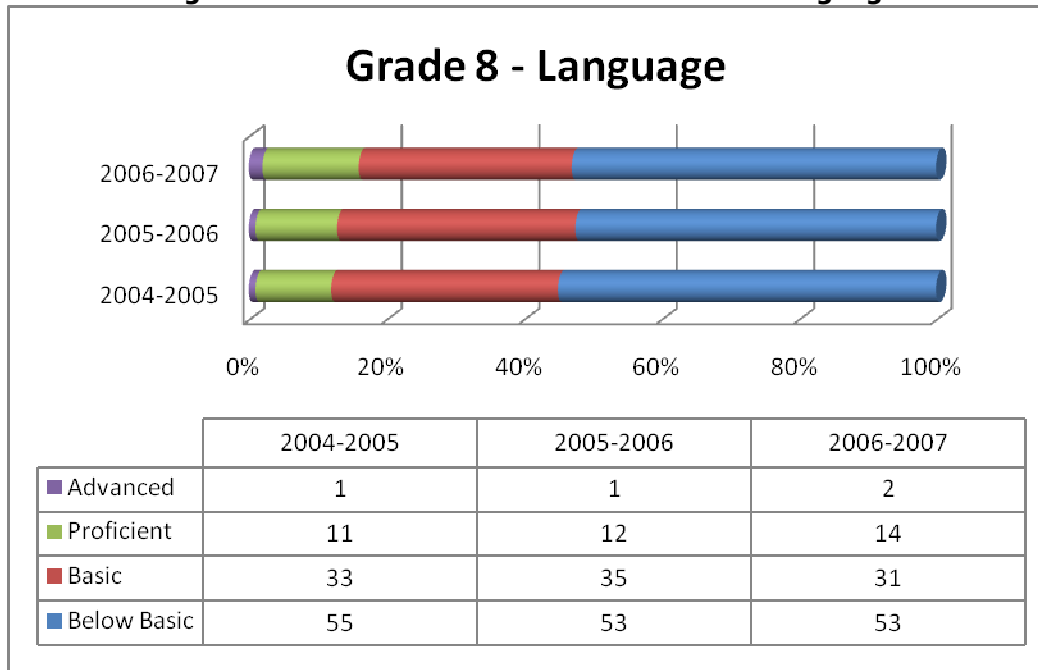


Figure 32 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **14**. The percentage of students performing at *Proficient* level is 3 percentage points higher than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 4% from the previous school year and decreased 4% from baseline (2005).

Figure 33 – Performance Levels for 9th Grade Reading

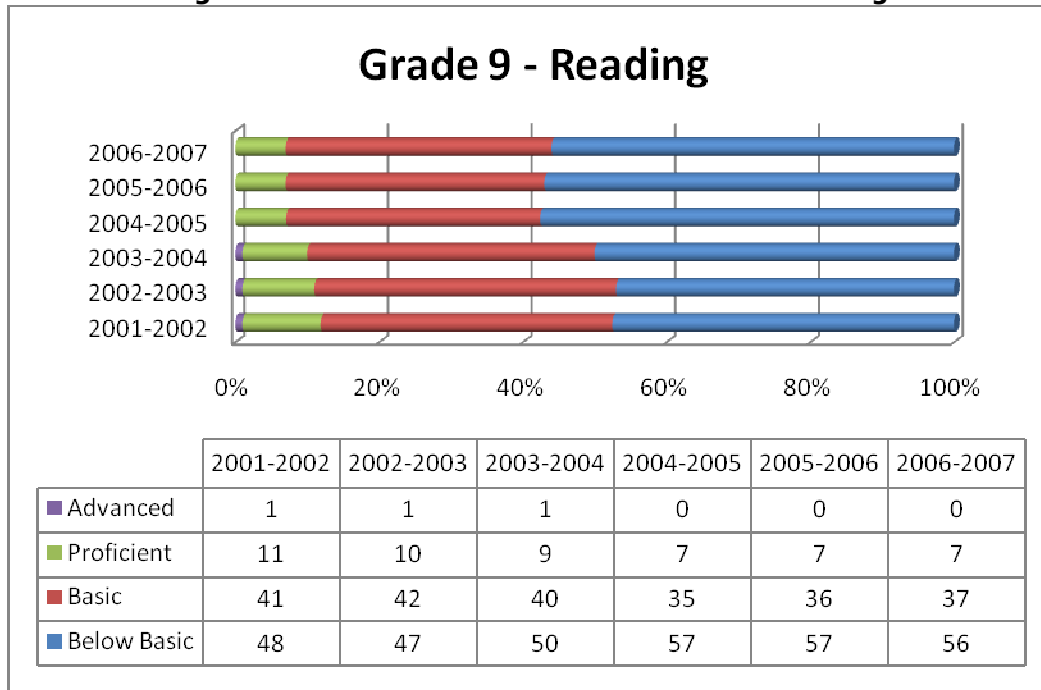


Figure 33 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 7**. The percentage of students performing at *Proficient* level is 4 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and increased 4% from baseline (2002).

Figure 34 – Performance Levels for 9th Grade Math

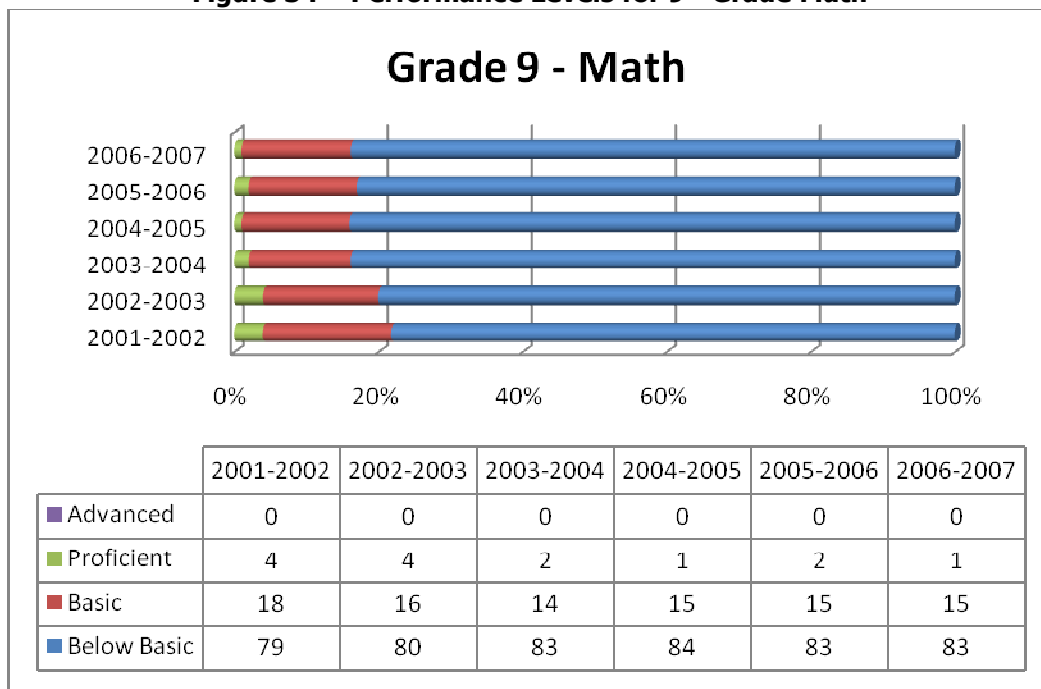


Figure 34 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 1**. The percentage of students performing at *Proficient* level is 3 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and increased 1% from baseline (2002).

Figure 35 – Performance Levels for 9th Grade Language

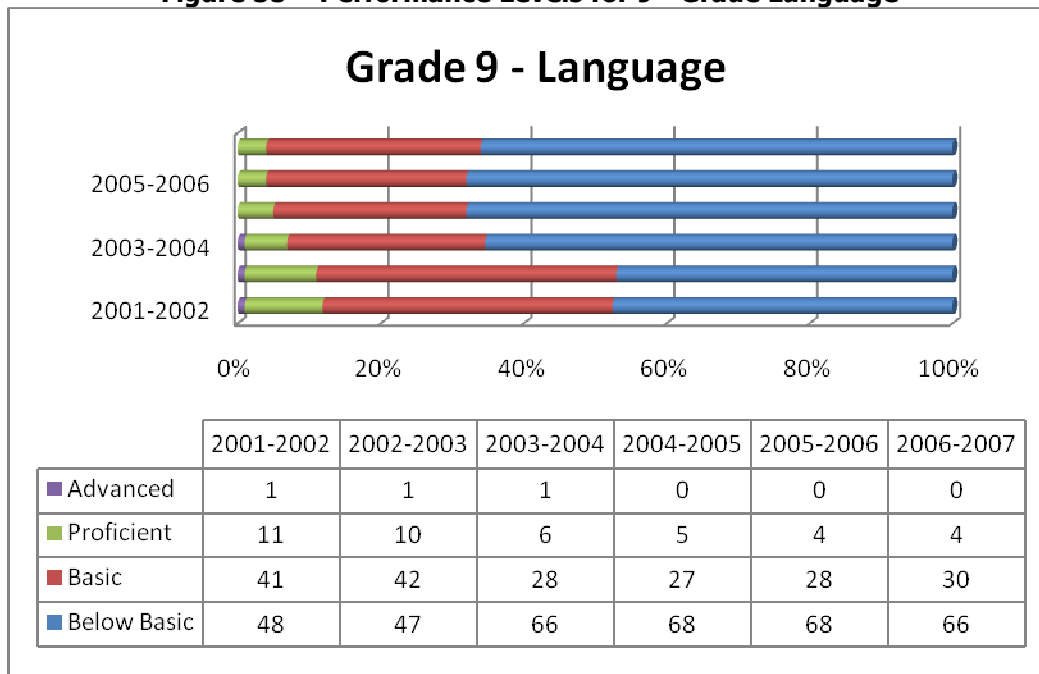


Figure 35 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 4**. The percentage of students performing at *Proficient* level is 7 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and increased 7% from baseline (2002).

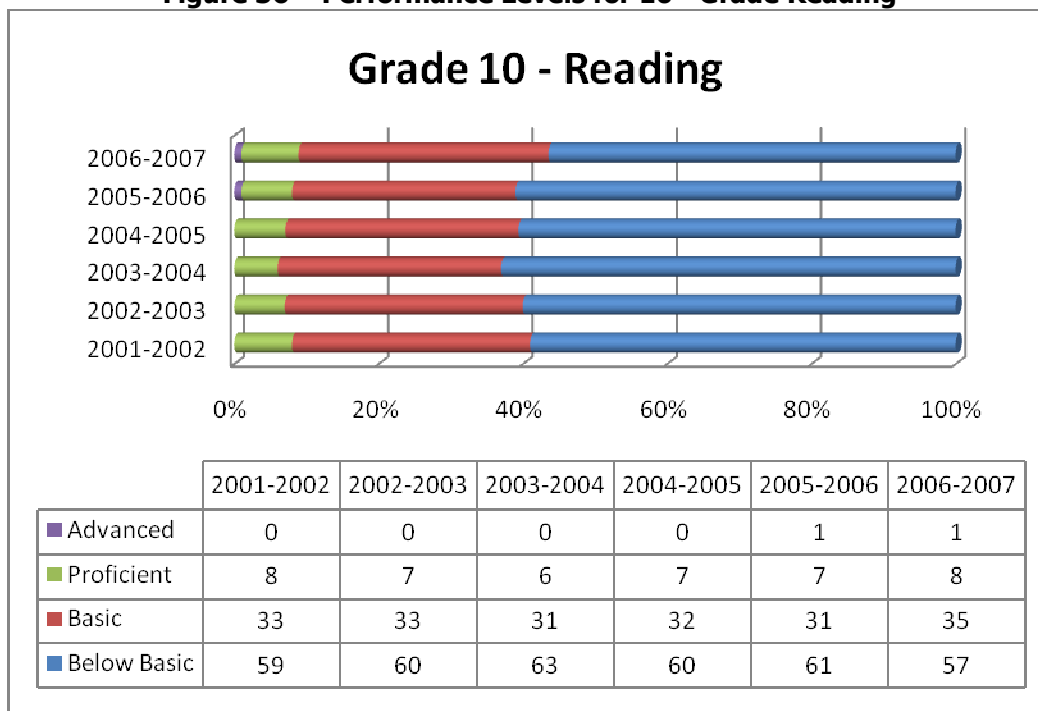
Figure 36 – Performance Levels for 10th Grade Reading

Figure 36 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **8**. The percentage of students performing at *Proficient* level did not change from the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and did not change from baseline (2002).

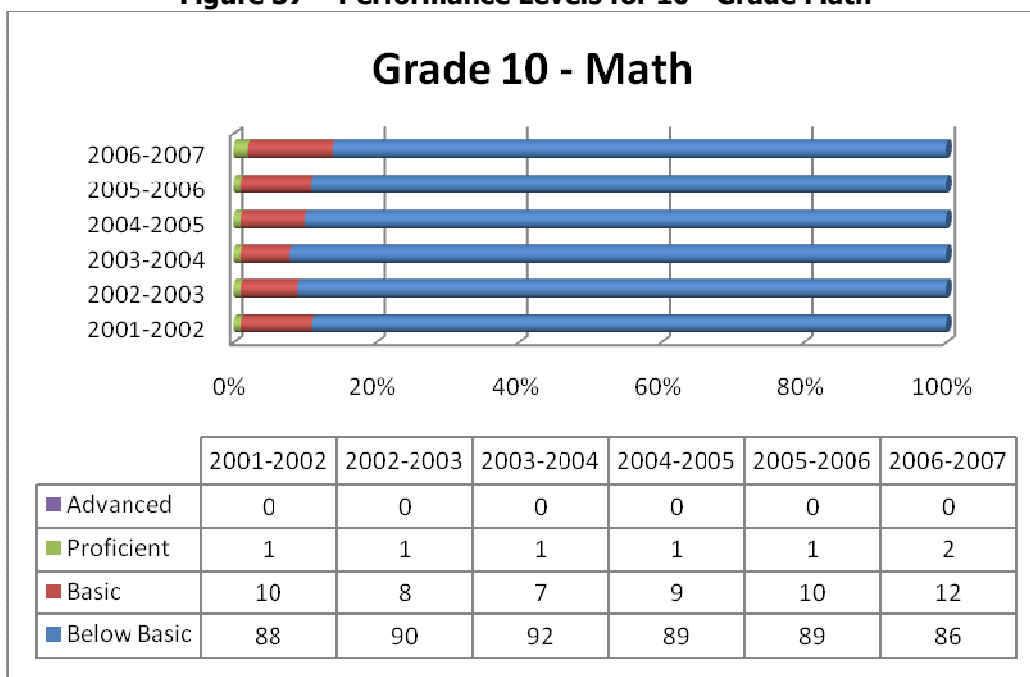
Figure 37 – Performance Levels for 10th Grade Math

Figure 37 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 2**. The percentage of students performing at *Proficient* level is 1 percentage point higher than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 1% from the previous school year and did not change from baseline (2002).

Figure 38 – Performance Levels for 10th Grade Language

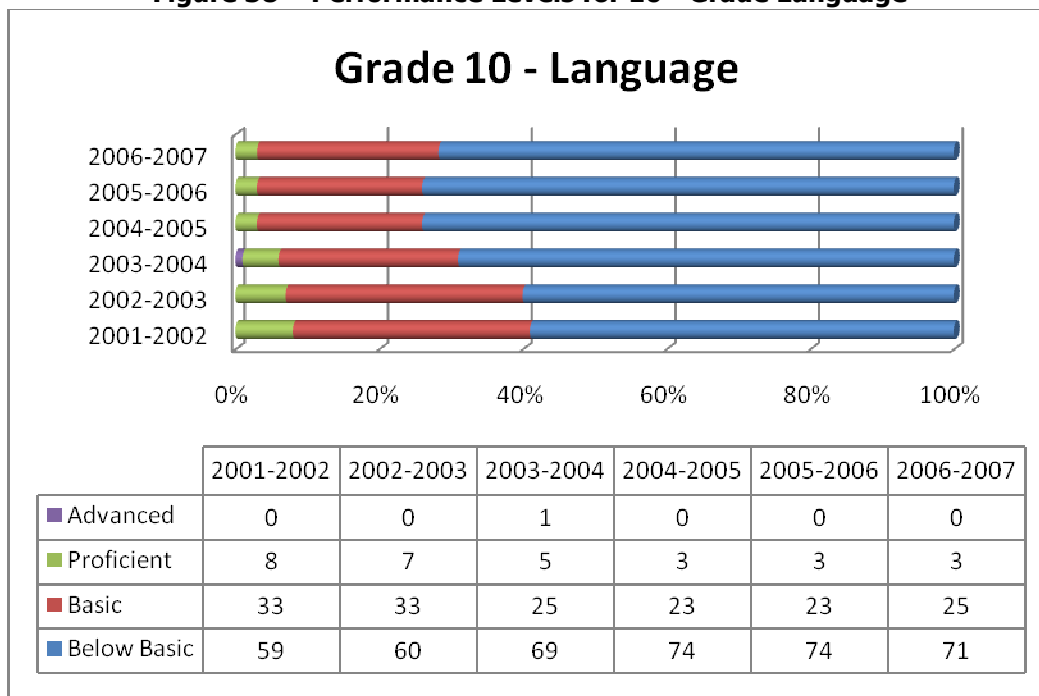


Figure 38 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 3**. The percentage of students performing at *Proficient* level is 5 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 1% from the previous school year and increased 4% from baseline (2002).

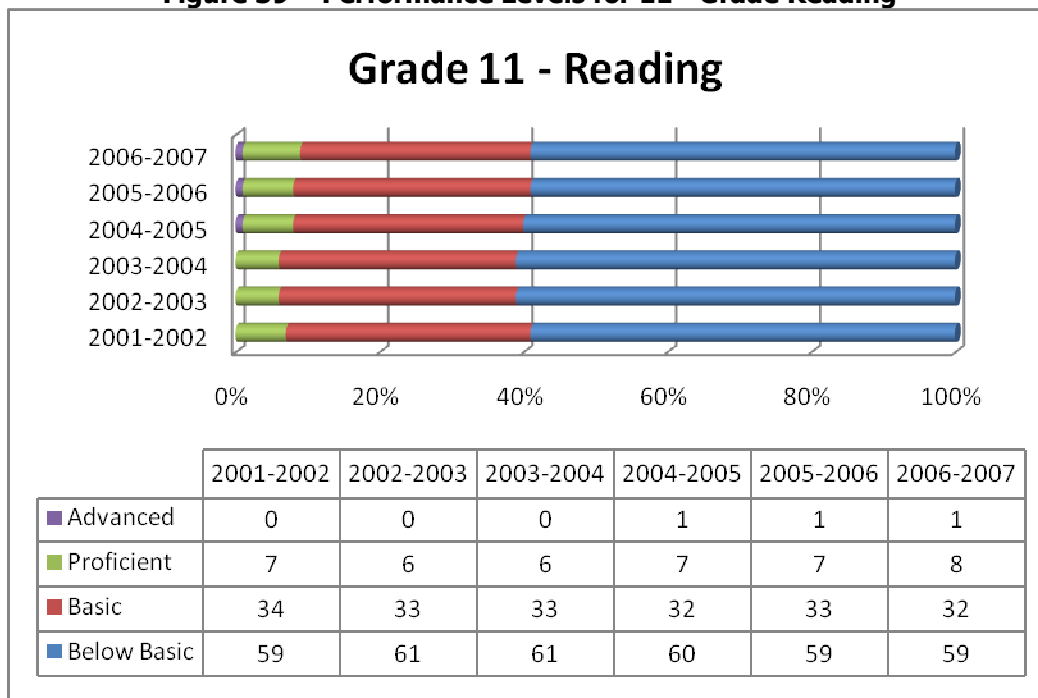
Figure 39 – Performance Levels for 11th Grade Reading

Figure 39 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **8**. The percentage of students performing at *Proficient* level is 1 percentage point higher than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 1% from the previous school year and decreased 2% from baseline (2002).

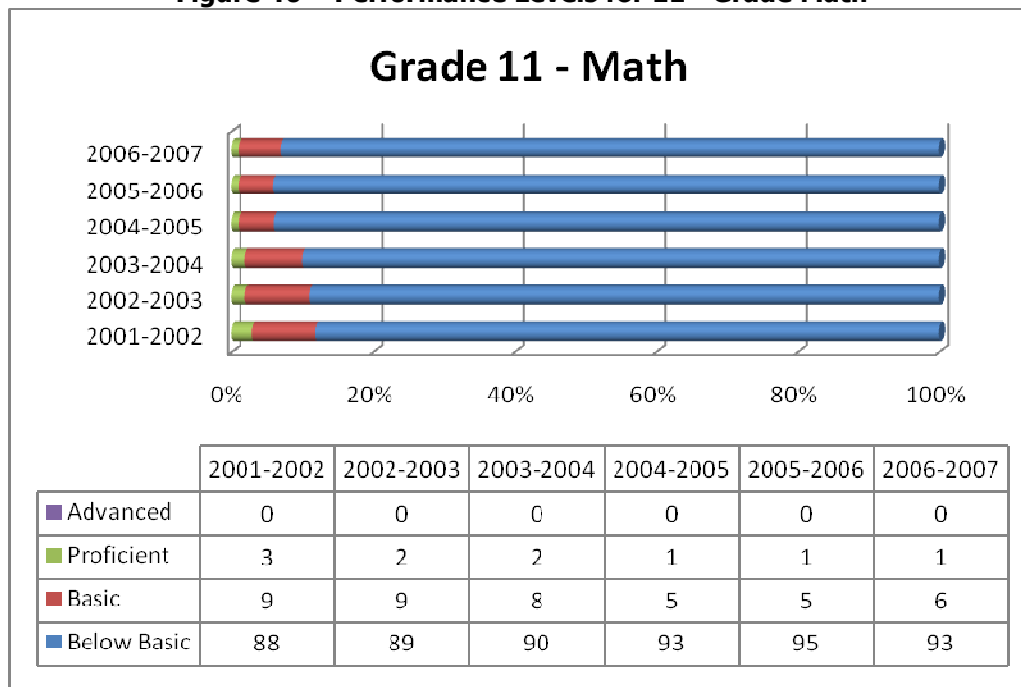
Figure 40 – Performance Levels for 11th Grade Math

Figure 40 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 1**. The percentage of students performing at *Proficient* level is 2 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and increased 2% from baseline (2002).

Figure 41 – Performance Levels for 11th Grade Language

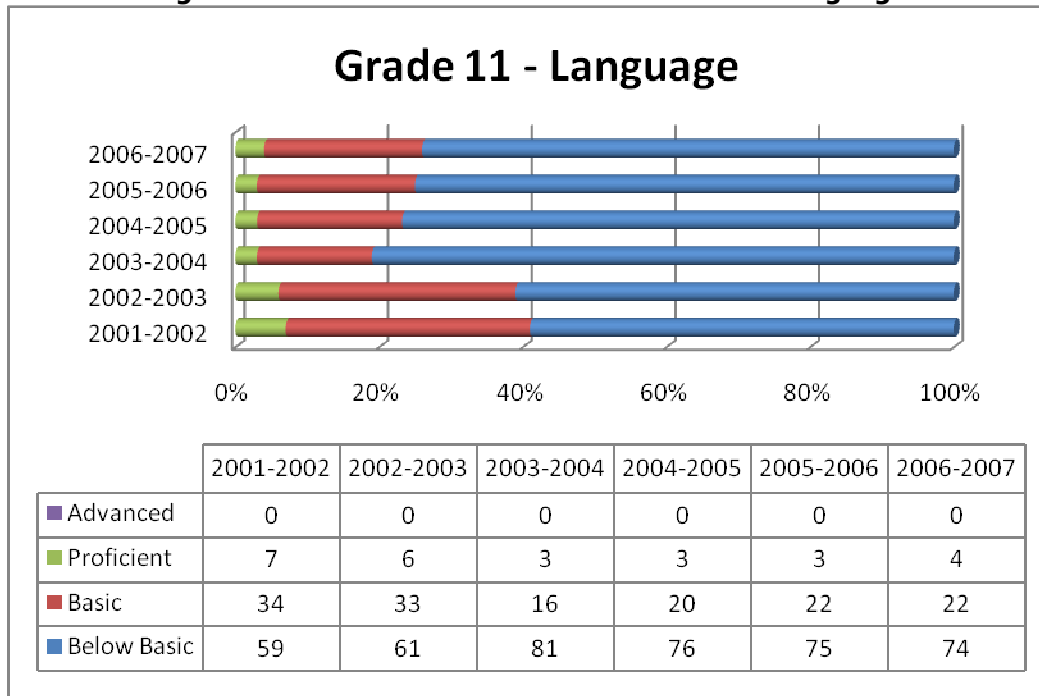


Figure 41 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 4**. The percentage of students performing at *Proficient* level is 3 percentage points lower than the baseline (2002). The combined proportions of students at *Basic* and *Below Basic* levels decreased by 1% from the previous school year and increased 3% from baseline (2002).

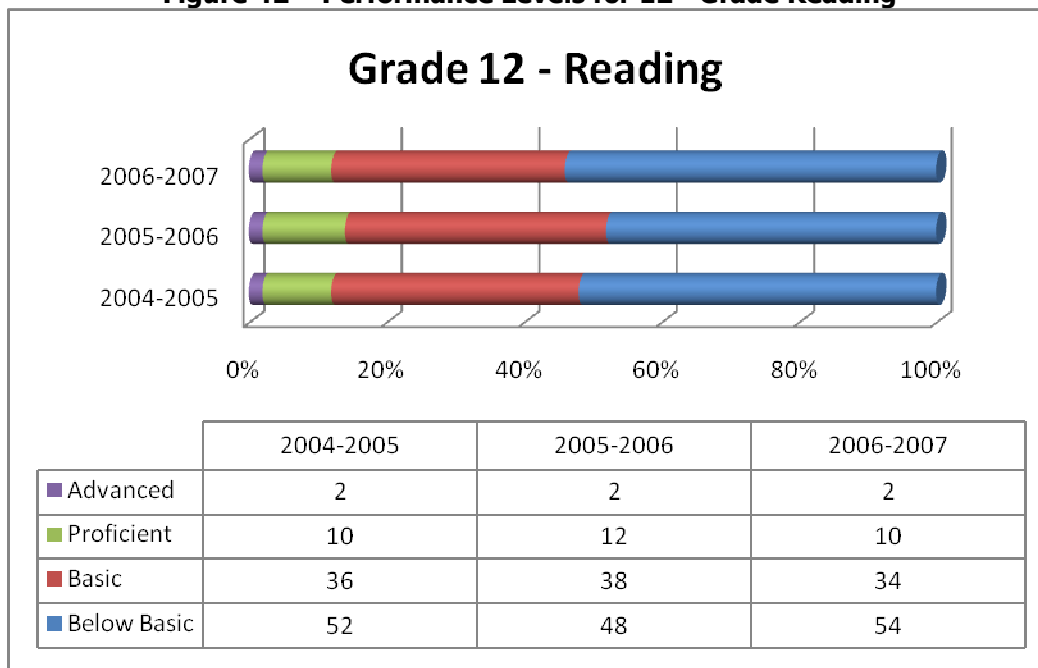
Figure 42 – Performance Levels for 12th Grade Reading

Figure 42 reveals that in SY 06-07, the percentage of students performing at the ***Proficient*** level was **10**. The percentage of students performing at *Proficient* level did not change from the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels increased by 12% from the previous school year and increased 10% from baseline (2005).

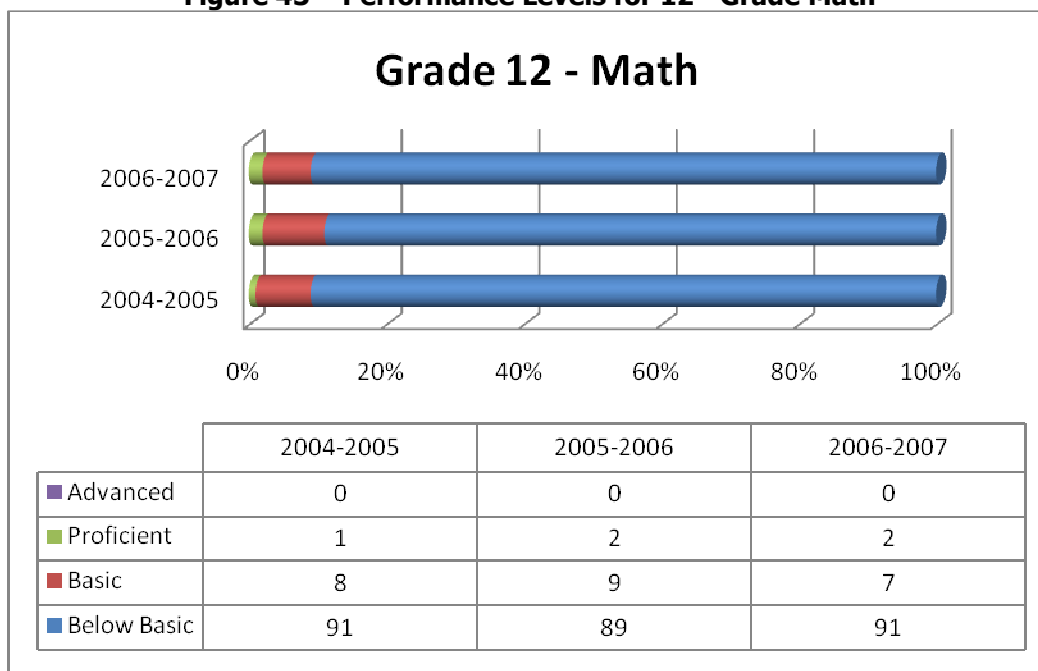
Figure 43 – Performance Levels for 12th Grade Math

Figure 43 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 2**. The percentage of students performing at *Proficient* level is 1 percentage point higher than the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and decreased 1% from baseline (2005).

Figure 44 – Performance Levels for 12th Grade Language

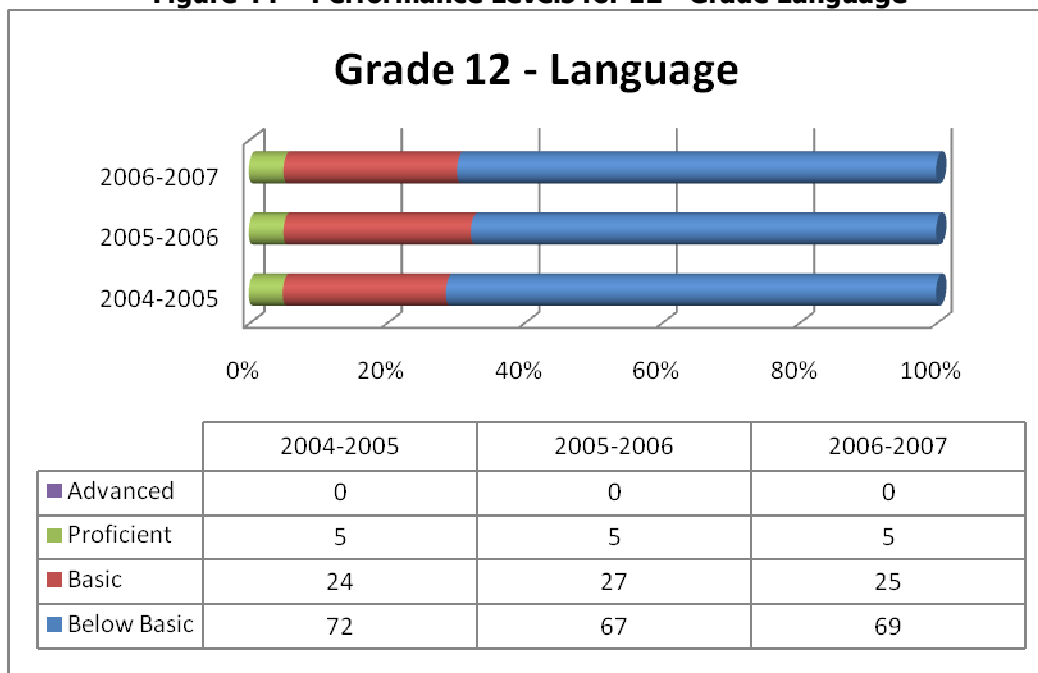


Figure 44 reveals that in SY 06-07, the percentage of students performing at the **Proficient level was 5**. The percentage of students performing at *Proficient* level did not change from the baseline (2005). The combined proportions of students at *Basic* and *Below Basic* levels did not change from the previous school year and decreased 2% from baseline (2005).

COHORT GROUPS

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

When evaluating the Cohort Group progress, focus is on Reading, Math, and Language content areas for the district goal of:

...to effectuate an increase in the percentage of the students at Level 3, which demonstrates solid academic performance as measured by SAT 10, by at least five percent (5%) each grade level per year until the Guam Education Policy Board's adopted goal of ninety percent (90%) at Level 3 in ten (10) years is reached."

- ▶ Increases in the Proficient & Advanced levels indicate positive progress toward district goals.
- ▶ Increases in the Below Basic level are not in line with positive progress for district goals.

Tables 10-42 show the Cohort Group progress by SAT10 Performance Levels for grades 1-12. Data in Tables 10-42 show the percentage of students in each grade performing at that particular level. Differences are percentage points.

Table 10 – Reading Performance Levels for Cohort Groups Grade 1 to Grade 2

Reading	2005-2006	2006-2007	Difference in Percentage Points
	1st Grade	2nd Grade	
Level 4 (Advanced)	11	1	-10
Level 3 (Proficient)	46	19	-27
Level 2 (Basic)	31	47	16
Level 1 (Below Basic)	12	33	21

Table 11 – Math Performance Levels for Cohort Groups Grade 1 to Grade 2

Math	2005-2006	2006-2007	Difference in Percentage Points
	1st Grade	2nd Grade	
Level 4 (Advanced)	3	1	-2
Level 3 (Proficient)	27	12	-15
Level 2 (Basic)	56	49	-7
Level 1 (Below Basic)	14	38	24

Table 12 – Language Performance Levels for Cohort Groups Grade 1 to Grade 2

Language	2005-2006	2006-2007	Difference in Percentage Points
	1st Grade	2nd Grade	
Level 4 (Advanced)	1	0	-1
Level 3 (Proficient)	8	3	-5
Level 2 (Basic)	64	38	-26
Level 1 (Below Basic)	27	59	32

Table 13 – Reading Performance Levels for Cohort Groups Grade 2 to Grade 3

Reading	2005-2006	2006-2007	Difference in Percentage Points
	2nd Grade	3rd Grade	
Level 4 (Advanced)	1	2	1
Level 3 (Proficient)	19	16	-3
Level 2 (Basic)	46	37	-9
Level 1 (Below Basic)	34	45	11

Table 14 – Math Performance Levels for Cohort Groups Grade 2 to Grade 3

Math	2005-2006	2006-2007	Difference in Percentage Points
	2nd Grade	3rd Grade	
Level 4 (Advanced)	1	1	0
Level 3 (Proficient)	12	9	-3
Level 2 (Basic)	45	37	-8
Level 1 (Below Basic)	42	53	11

Table 15 – Language Performance Levels for Cohort Groups Grade 2 to Grade 3

Language	2005-2006	2006-2007	Difference in Percentage Points
	2nd Grade	3rd Grade	
Level 4 (Advanced)	0	2	2
Level 3 (Proficient)	4	12	8
Level 2 (Basic)	38	27	-11
Level 1 (Below Basic)	57	60	3

Table 16 – Reading Performance Levels for Cohort Groups Grade 3 to Grade 4

Reading	2005-2006	2006-2007	Difference in Percentage Points
	3rd Grade	4th Grade	
Level 4 (Advanced)	2	2	0
Level 3 (Proficient)	16	15	-1
Level 2 (Basic)	37	39	2
Level 1 (Below Basic)	45	44	-1

Table 17 – Math Performance Levels for Cohort Groups Grade 3 to Grade 4

Math	2005-2006	2006-2007	Difference in Percentage Points
	3rd Grade	4th Grade	
Level 4 (Advanced)	1	1	0
Level 3 (Proficient)	10	12	2
Level 2 (Basic)	40	38	-2
Level 1 (Below Basic)	48	50	2

Table 18 – Language Performance Levels for Cohort Groups Grade 3 to Grade 4

Language	2005-2006	2006-2007	Difference in Percentage Points
	3rd Grade	4th Grade	
Level 4 (Advanced)	1	2	1
Level 3 (Proficient)	9	12	3
Level 2 (Basic)	27	30	3
Level 1 (Below Basic)	63	56	-7

Table 19 – Reading Performance Levels for Cohort Groups Grade 4 to Grade 5

Reading	2005-2006	2006-2007	Difference in Percentage Points
	4th Grade	5th Grade	
Level 4 (Advanced)	2	0	-2
Level 3 (Proficient)	17	12	-5
Level 2 (Basic)	36	47	11
Level 1 (Below Basic)	45	42	-3

Table 20 – Math Performance Levels for Cohort Groups Grade 4 to Grade 5

Math	2005-2006	2006-2007	Difference in Percentage Points
	4th Grade	5th Grade	
Level 4 (Advanced)	1	0	-1
Level 3 (Proficient)	11	5	-6
Level 2 (Basic)	37	25	-12
Level 1 (Below Basic)	51	69	18

Table 21 – Language Performance Levels for Cohort Groups Grade 4 to Grade 5

Language	2005-2006	2006-2007	Difference in Percentage Points
	4th Grade	5th Grade	
Level 4 (Advanced)	2	2	0
Level 3 (Proficient)	12	13	1
Level 2 (Basic)	30	35	5
Level 1 (Below Basic)	56	50	-6

Table 22 – Reading Performance Levels for Cohort Groups Grade 5 to Grade 6

Reading	2005-2006	2006-2007	Difference in Percentage Points
	5th Grade	6th Grade	
Level 4 (Advanced)	0	1	1
Level 3 (Proficient)	8	11	3
Level 2 (Basic)	47	39	-8
Level 1 (Below Basic)	44	49	5

Table 23 – Math Performance Levels for Cohort Groups Grade 5 to Grade 6

Math	2005-2006	2006-2007	Difference in Percentage Points
	5th Grade	6th Grade	
Level 4 (Advanced)	0	1	1
Level 3 (Proficient)	7	5	-2
Level 2 (Basic)	24	20	-4
Level 1 (Below Basic)	68	73	5

Table 24 – Language Performance Levels for Cohort Groups Grade 5 to Grade 6

Language	2005-2006	2006-2007	Difference in Percentage Points
	5th Grade	6th Grade	
Level 4 (Advanced)	1	1	0
Level 3 (Proficient)	10	11	1
Level 2 (Basic)	34	31	-3
Level 1 (Below Basic)	56	57	1

Table 25 – Reading Performance Levels for Cohort Groups Grade 6 to Grade 7

Reading	2005-2006	2006-2007	Difference in Percentage Points
	6th Grade	7th Grade	
Level 4 (Advanced)	1	0	-1
Level 3 (Proficient)	12	11	-1
Level 2 (Basic)	42	47	5
Level 1 (Below Basic)	45	42	-3

Table 26 – Math Performance Levels for Cohort Groups Grade 6 to Grade 7

Math	2005-2006	2006-2007	Difference in Percentage Points
	6th Grade	7th Grade	
Level 4 (Advanced)	1	1	0
Level 3 (Proficient)	5	5	0
Level 2 (Basic)	22	17	-5
Level 1 (Below Basic)	72	77	5

Table 27 – Language Performance Levels for Cohort Groups Grade 6 to Grade 7

Language	2005-2006	2006-2007	Difference in Percentage Points
	6th Grade	7th Grade	
Level 4 (Advanced)	1	1	0
Level 3 (Proficient)	11	11	0
Level 2 (Basic)	35	30	-5
Level 1 (Below Basic)	52	58	6

Table 28 – Reading Performance Levels for Cohort Groups Grade 7 to Grade 8

Reading	2005-2006	2006-2007	Difference in Percentage Points
	7th Grade	8th Grade	
Level 4 (Advanced)	1	1	0
Level 3 (Proficient)	11	16	5
Level 2 (Basic)	46	46	0
Level 1 (Below Basic)	43	37	-6

Table 29 – Math Performance Levels for Cohort Groups Grade 7 to Grade 8

Math	2005-2006	2006-2007	Difference in Percentage Points
	7th Grade	8th Grade	
Level 4 (Advanced)	0	1	1
Level 3 (Proficient)	4	5	1
Level 2 (Basic)	20	19	-1
Level 1 (Below Basic)	75	75	0

Table 30 – Language Performance Levels for Cohort Groups Grade 7 to Grade 8

Language	2005-2006	2006-2007	Difference in Percentage Points
	7th Grade	8th Grade	
Level 4 (Advanced)	2	2	0
Level 3 (Proficient)	12	14	2
Level 2 (Basic)	28	31	3
Level 1 (Below Basic)	58	53	-5

Table 31 – Reading Performance Levels for Cohort Groups Grade 8 to Grade 9

Reading	2005-2006	2006-2007	Difference in Percentage Points
	8th Grade	9th Grade	
Level 4 (Advanced)	0	0	0
Level 3 (Proficient)	14	7	-7
Level 2 (Basic)	49	37	-12
Level 1 (Below Basic)	36	56	20

Table 32 – Math Performance Levels for Cohort Groups Grade 8 to Grade 9

Math	2005-2006	2006-2007	Difference in Percentage Points
	8th Grade	9th Grade	
Level 4 (Advanced)	0	0	0
Level 3 (Proficient)	4	1	-3
Level 2 (Basic)	17	15	-2
Level 1 (Below Basic)	79	83	4

Table 33 – Language Performance Levels for Cohort Groups Grade 8 to Grade 9

Language	2005-2006	2006-2007	Difference in Percentage Points
	8th Grade	9th Grade	
Level 4 (Advanced)	1	0	-1
Level 3 (Proficient)	12	4	-8
Level 2 (Basic)	35	30	-5
Level 1 (Below Basic)	53	66	13

Table 34 – Reading Performance Levels for Cohort Groups Grade 9 to Grade 10

Reading	2005-2006	2006-2007	Difference in Percentage Points
	9th Grade	10th Grade	
Level 4 (Advanced)	0	1	1
Level 3 (Proficient)	7	8	1
Level 2 (Basic)	36	35	-1
Level 1 (Below Basic)	57	57	0

Table 35 – Math Performance Levels for Cohort Groups Grade 9 to Grade 10

Math	2005-2006	2006-2007	Difference in Percentage Points
	9th Grade	10th Grade	
Level 4 (Advanced)	0	0	0
Level 3 (Proficient)	2	2	0
Level 2 (Basic)	15	12	-3
Level 1 (Below Basic)	83	86	3

Table 36 – Language Performance Levels for Cohort Groups Grade 9 to Grade 10

Language	2005-2006	2006-2007	Difference in Percentage Points
	9th Grade	10th Grade	
Level 4 (Advanced)	0	0	0
Level 3 (Proficient)	4	3	-1
Level 2 (Basic)	28	25	-3
Level 1 (Below Basic)	68	71	3

Table 37 – Reading Performance Levels for Cohort Groups Grade 10 to Grade 11

Reading	2005-2006	2006-2007	Difference in Percentage Points
	10th Grade	11th Grade	
Level 4 (Advanced)	1	1	0
Level 3 (Proficient)	7	8	1
Level 2 (Basic)	31	32	1
Level 1 (Below Basic)	61	59	-2

Table 38 – Math Performance Levels for Cohort Groups Grade 10 to Grade 11

Math	2005-2006	2006-2007	Difference in Percentage Points
	10th Grade	11th Grade	
Level 4 (Advanced)	0	0	0
Level 3 (Proficient)	1	1	0
Level 2 (Basic)	10	6	-4
Level 1 (Below Basic)	89	93	4

Table 39 – Language Performance Levels for Cohort Groups Grade 10 to Grade 11

Language	2005-2006	2006-2007	Difference in Percentage Points
	10th Grade	11th Grade	
Level 4 (Advanced)	0	0	0
Level 3 (Proficient)	3	4	1
Level 2 (Basic)	23	22	-1
Level 1 (Below Basic)	74	74	0

Table 40 – Reading Performance Levels for Cohort Groups Grade 11 to Grade 12

Reading	2005-2006	2006-2007	Difference in Percentage Points
	11th Grade	12th Grade	
Level 4 (Advanced)	1	2	1
Level 3 (Proficient)	7	10	3
Level 2 (Basic)	33	34	1
Level 1 (Below Basic)	59	54	-5

Table 41 – Math Performance Levels for Cohort Groups Grade 11 to Grade 12

Math	2005-2006	2006-2007	Difference in Percentage Points
	11th Grade	12th Grade	
Level 4 (Advanced)	0	0	0
Level 3 (Proficient)	1	2	1
Level 2 (Basic)	5	7	2
Level 1 (Below Basic)	95	91	-4

Table 42 – Language Performance Levels for Cohort Groups Grade 11 to Grade 12

Language	2005-2006	2006-2007	Difference in Percentage Points
	11th Grade	12th Grade	
Level 4 (Advanced)	0	0	0
Level 3 (Proficient)	3	5	2
Level 2 (Basic)	22	25	3
Level 1 (Below Basic)	75	69	-6

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

Figures 45-70 depict the percentage of students performing at Levels 3 & 4 (SAT9) and *Proficient* and *Advanced* levels (SAT10) by Grade and Content Area (Reading, Math, and Language) for students in the ESL Program, Special Education, and Free and Reduced Lunch Program.

Examination of data contained in Figures 45 to 65 reveal that the largest proportions of ESL, Special Education and Free/Reduced lunch program participants performing at levels 3 and 4 are enrolled in grade 1. As much as 50% of the grade 1 ESL students are performing at levels 3 and 4. The lowest proportions of special population students performing at levels 3 and 4 are students in special education.

The percentage of special population students performing at levels 3 and 4 ranges from 0 to 50. The proportions consistently decrease as students move to higher grade levels.

Elementary ranges from 0%-50%; Middle ranges 1%-8%; High ranges 0%-4%

Figure 45 – Percentage of Grade 1 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

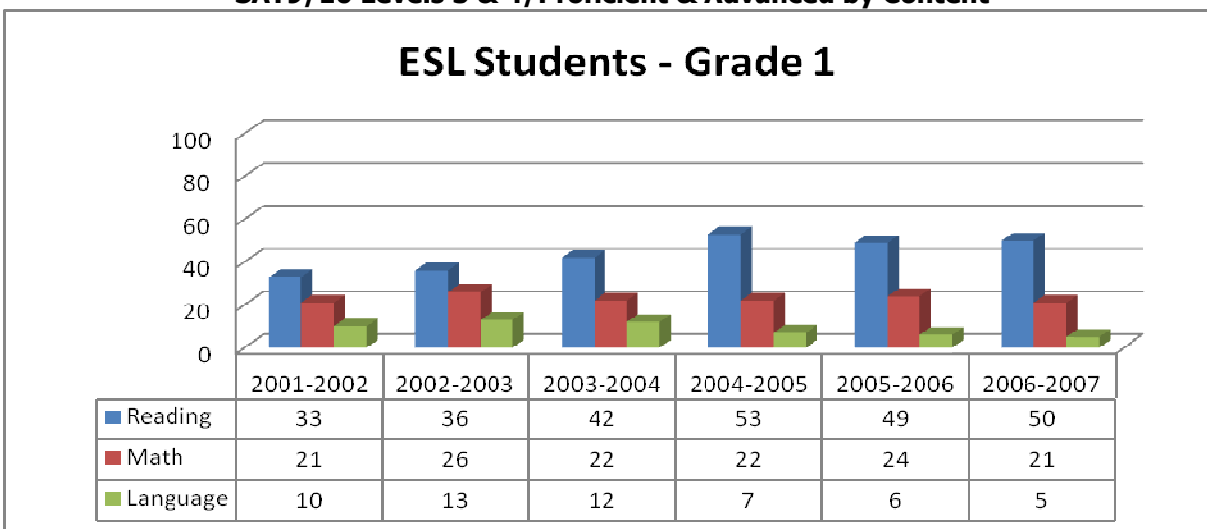


Figure 46 – Percentage of Grade 3 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

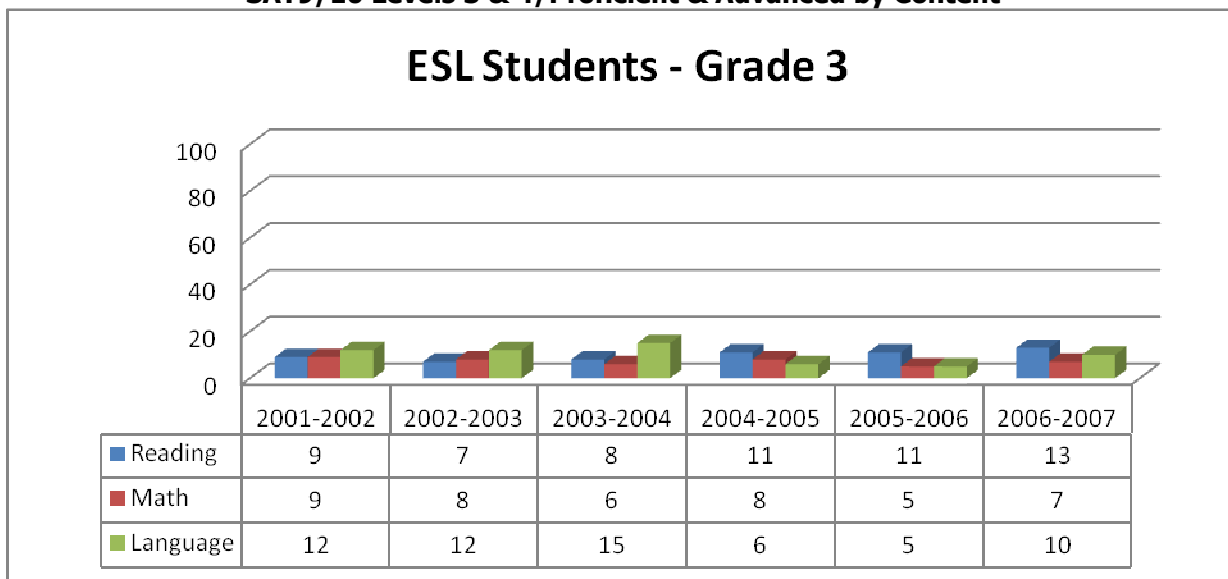


Figure 47 – Percentage of Grade 5 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

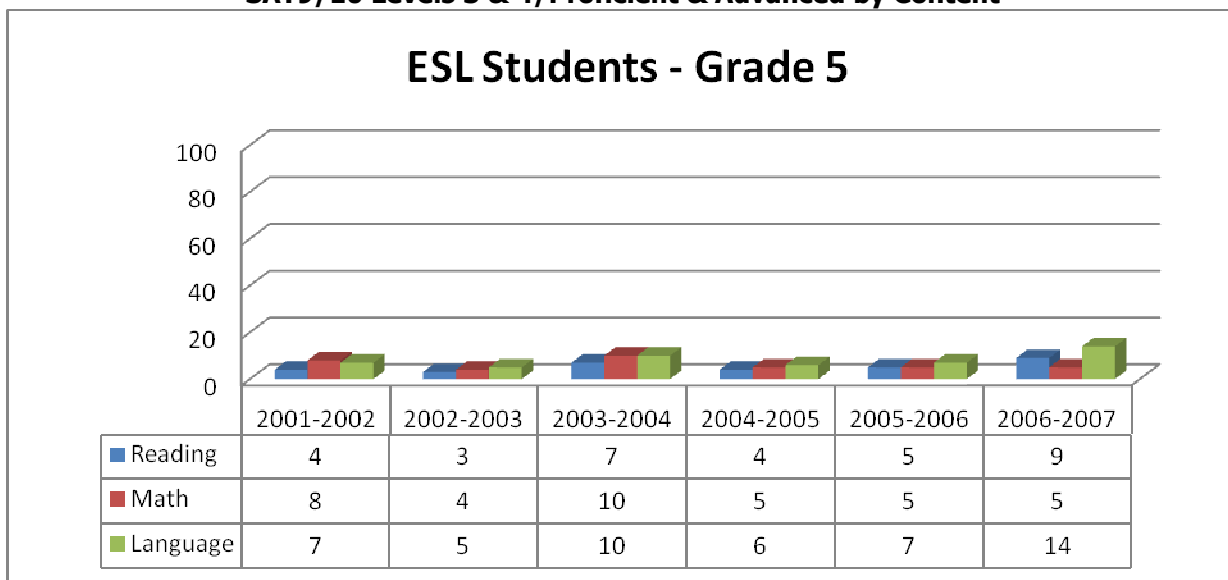


Figure 48 – Percentage of Grade 7 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

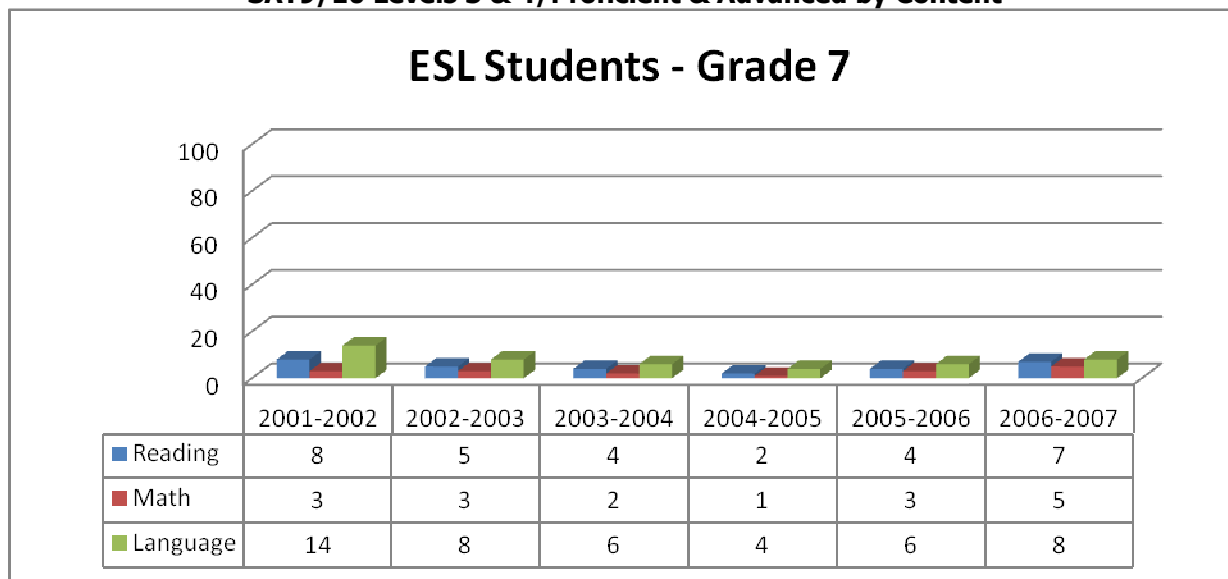


Figure 49 – Percentage of Grade 9 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

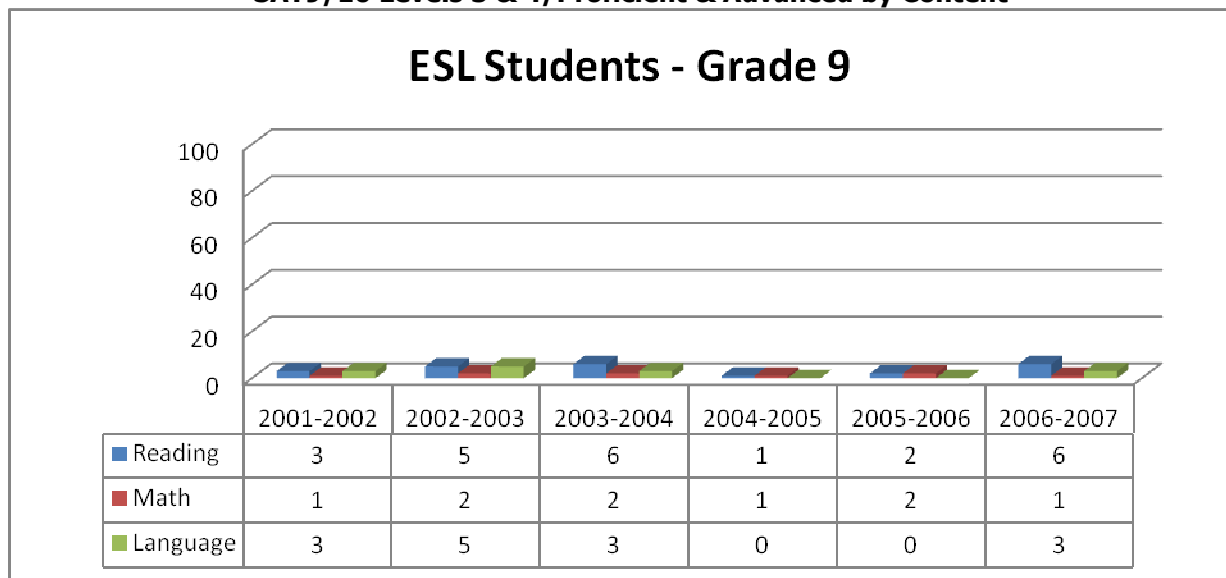


Figure 50 – Percentage of Grade 10 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

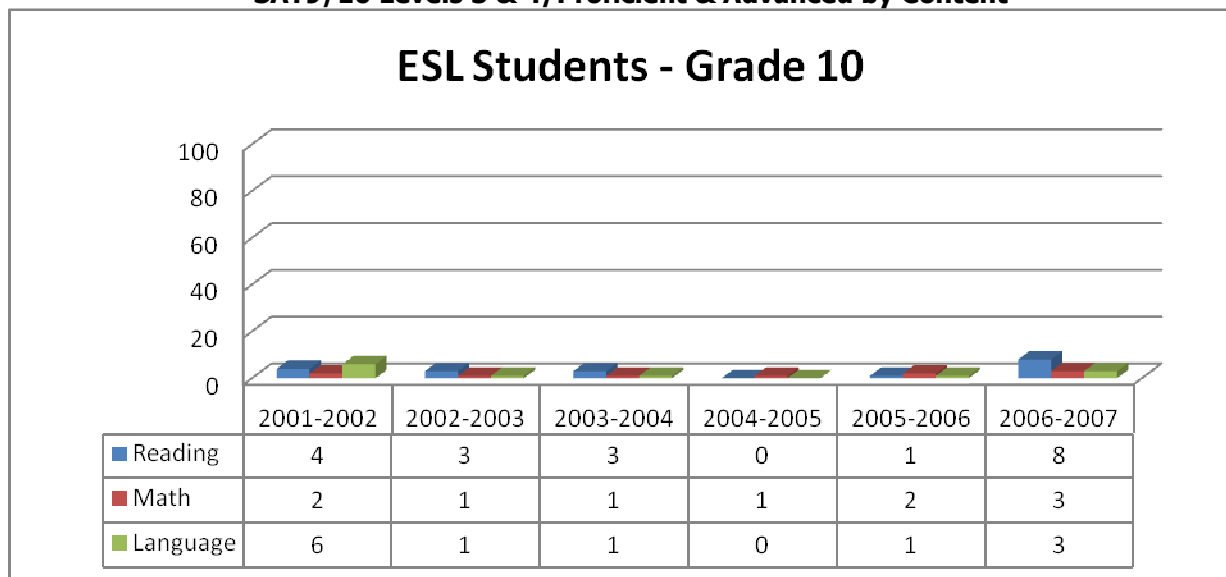


Figure 51 – Percentage of Grade 11 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

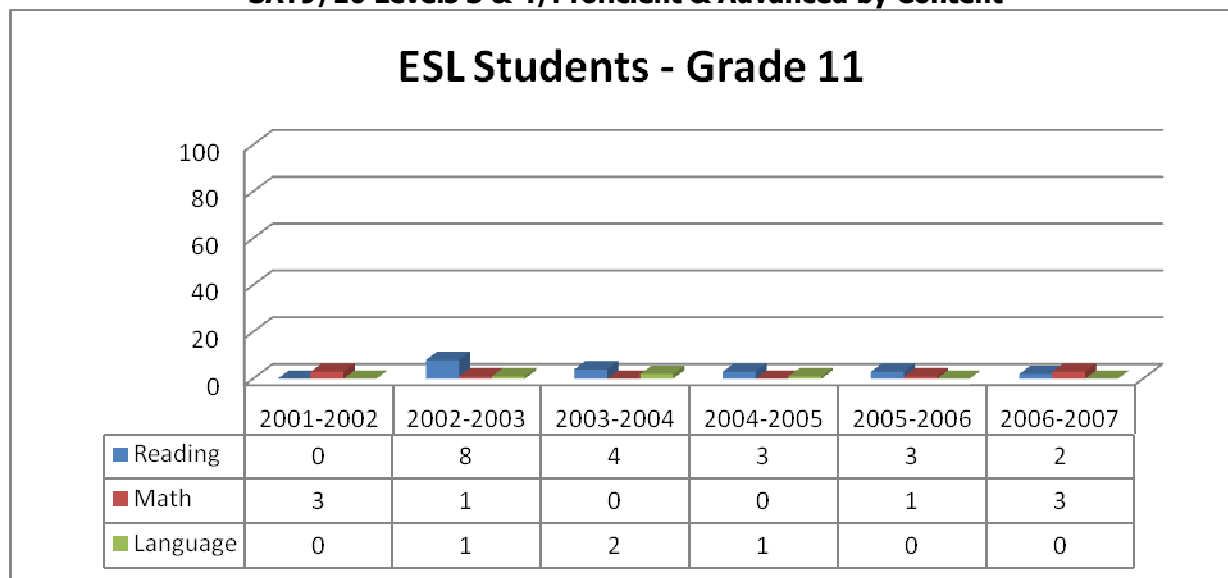


Figure 52 – Percentage of Grade 1 Free/Reduced Lunch Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

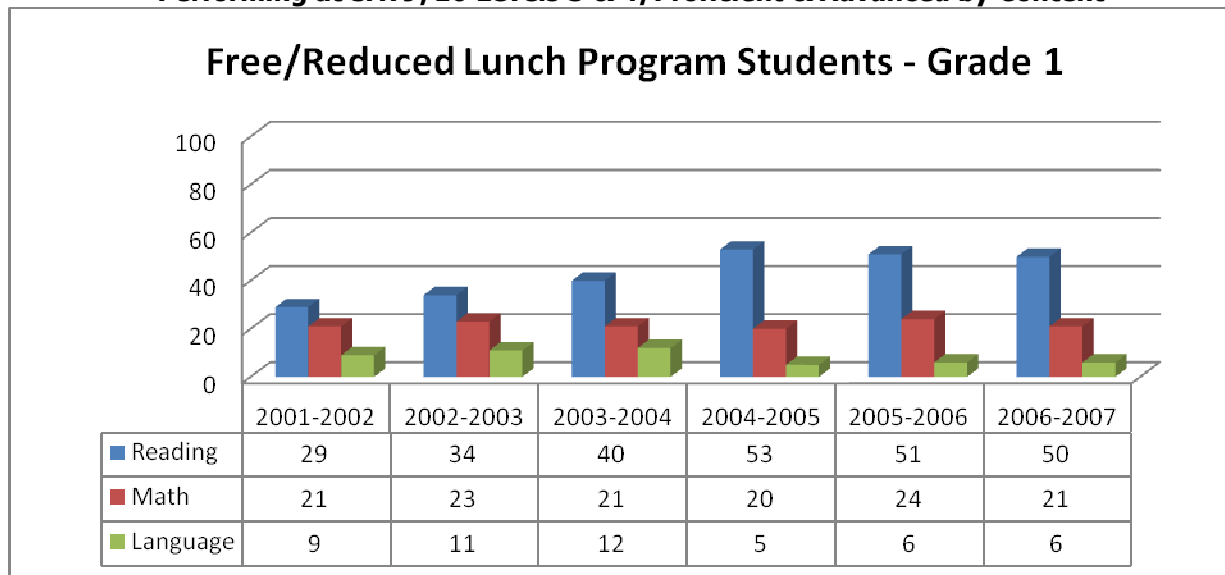


Figure 53 – Percentage of Grade 3 Free/Reduced Lunch Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

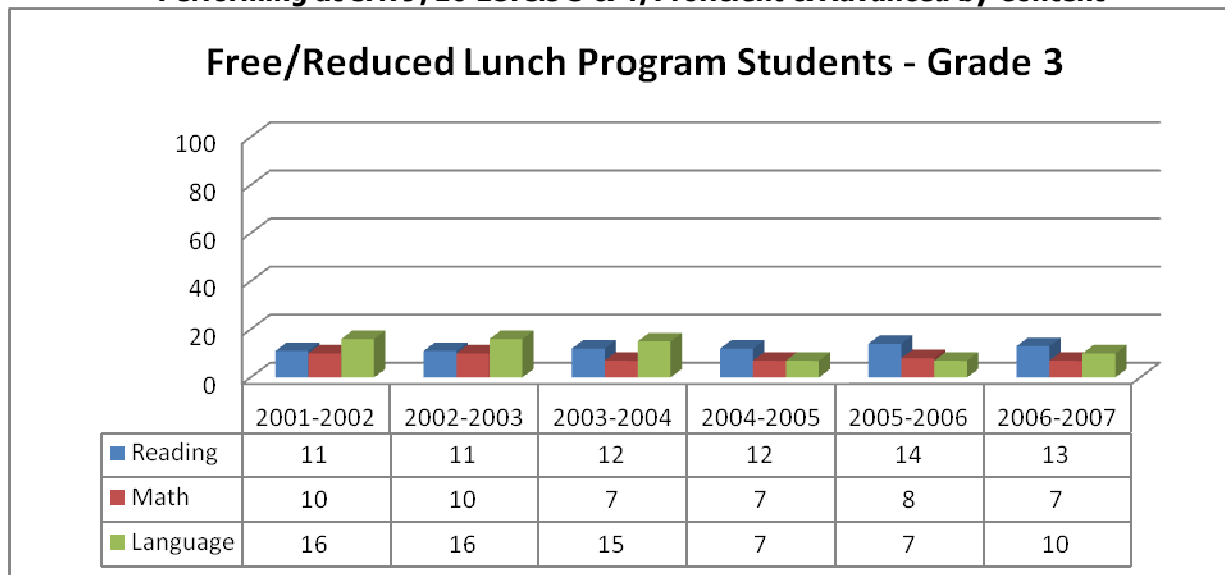


Figure 54 – Percentage of Grade 5 Free/Reduced Lunch Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

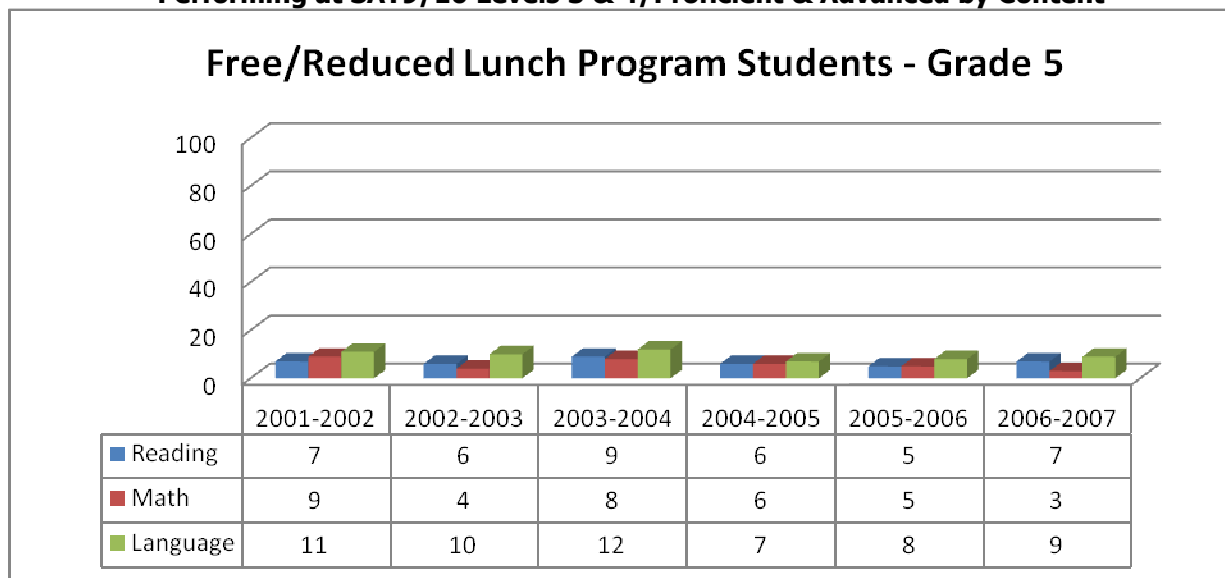


Figure 55 – Percentage of Grade 7 Free/Reduced Lunch Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

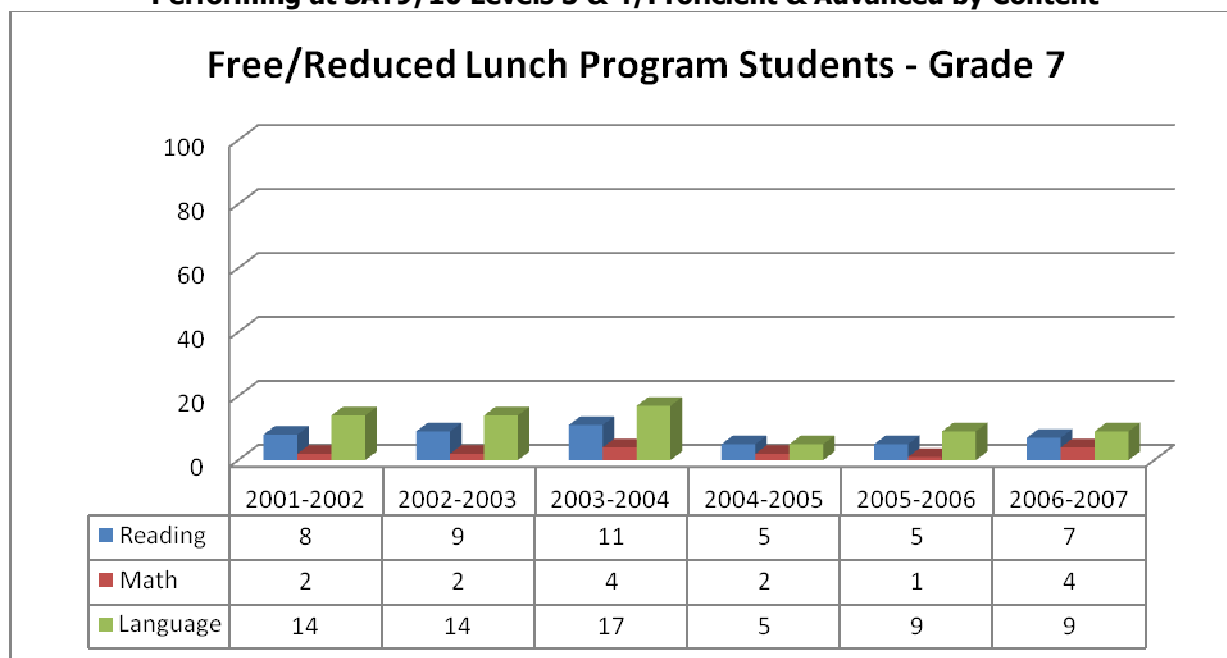


Figure 56 – Percentage of Grade 9 Free/Reduced Lunch Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

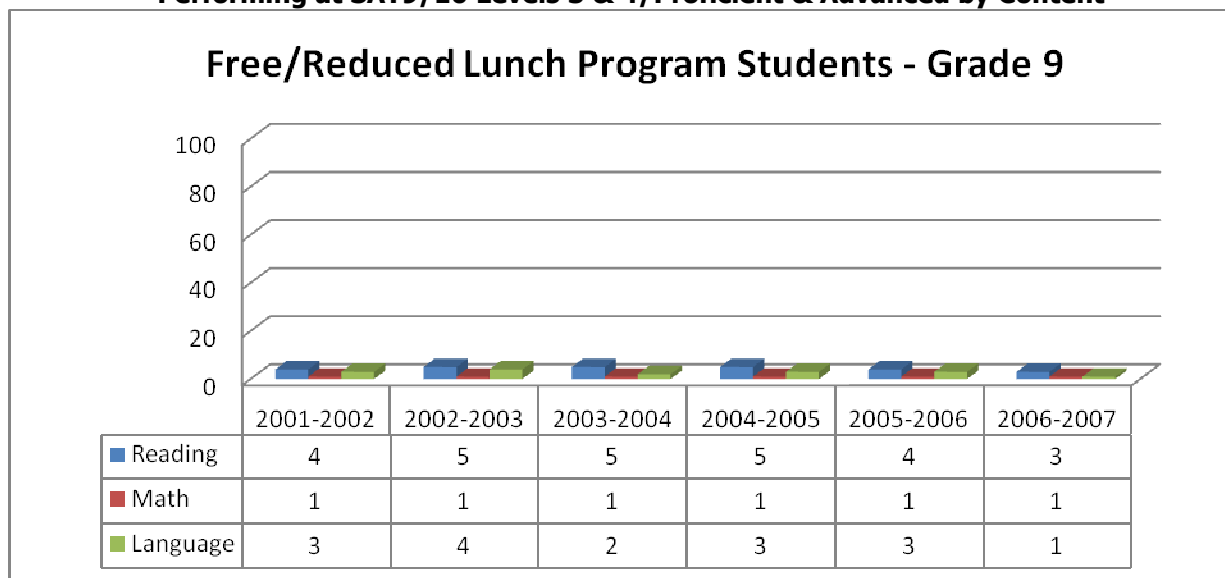


Figure 57 – Percentage of Grade 10 Free/Reduced Lunch Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

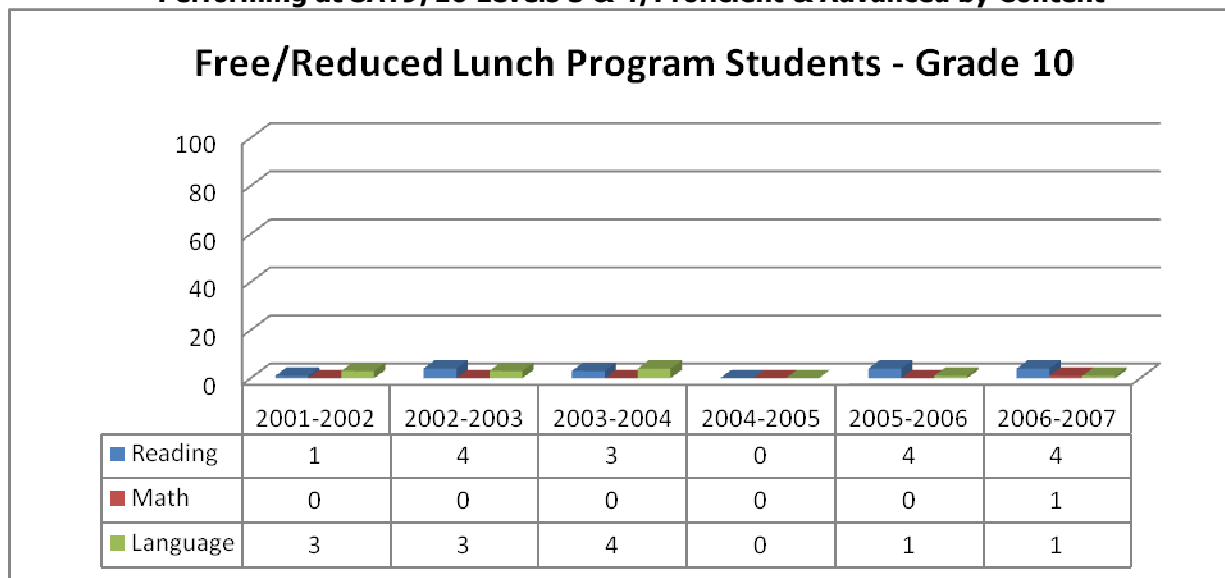


Figure 58 – Percentage of Grade 11 Free/Reduced Lunch Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

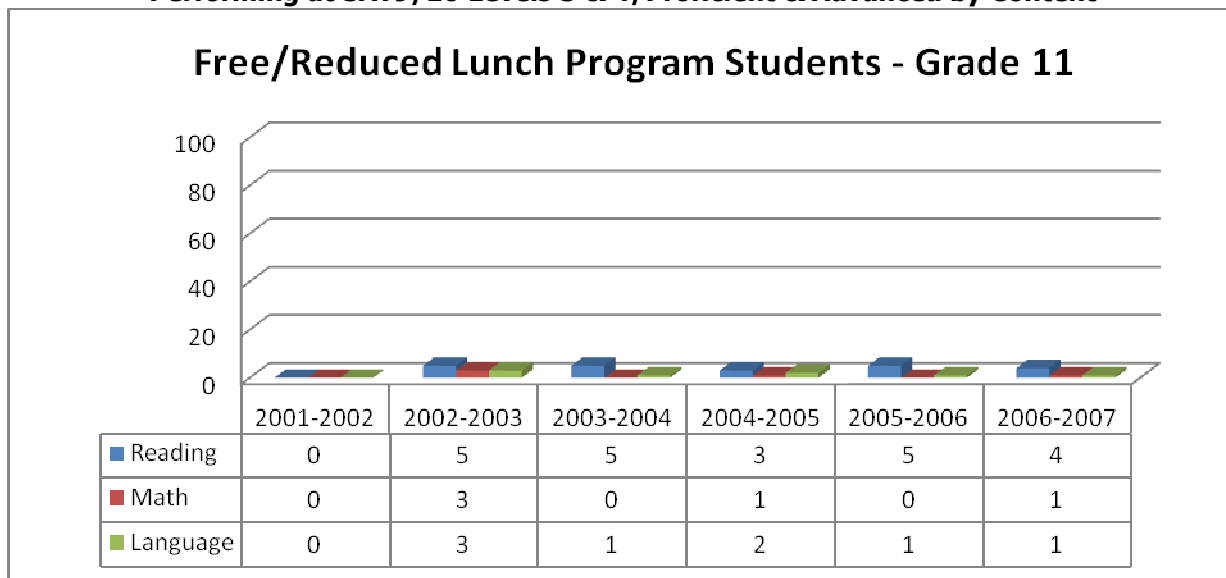


Figure 59 – Percentage of Grade 1 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

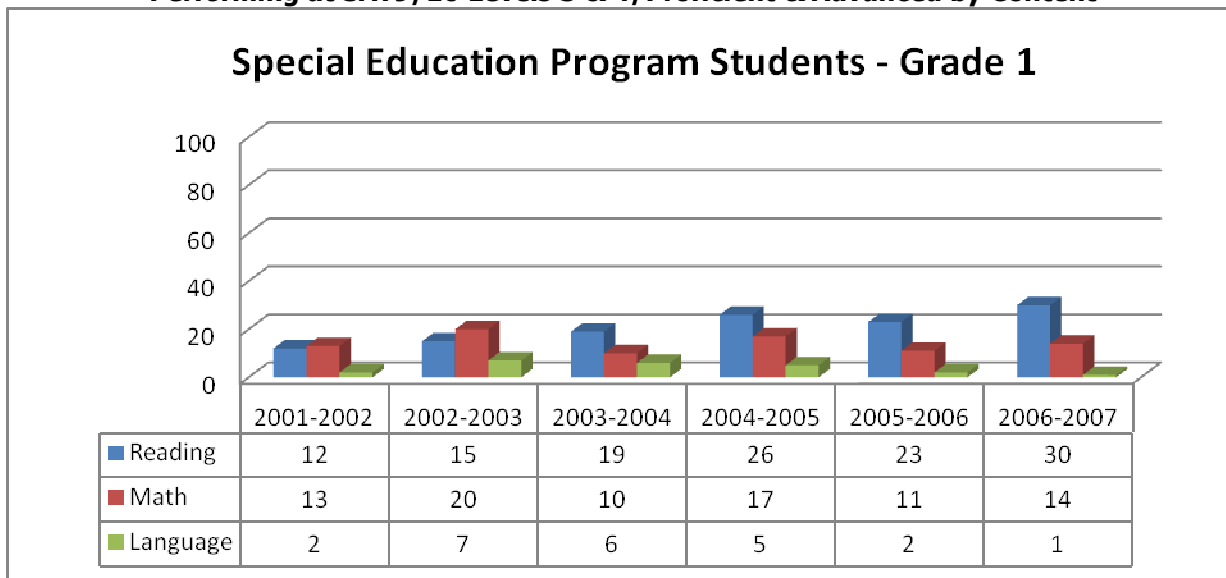


Figure 60 – Percentage of Grade 2 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

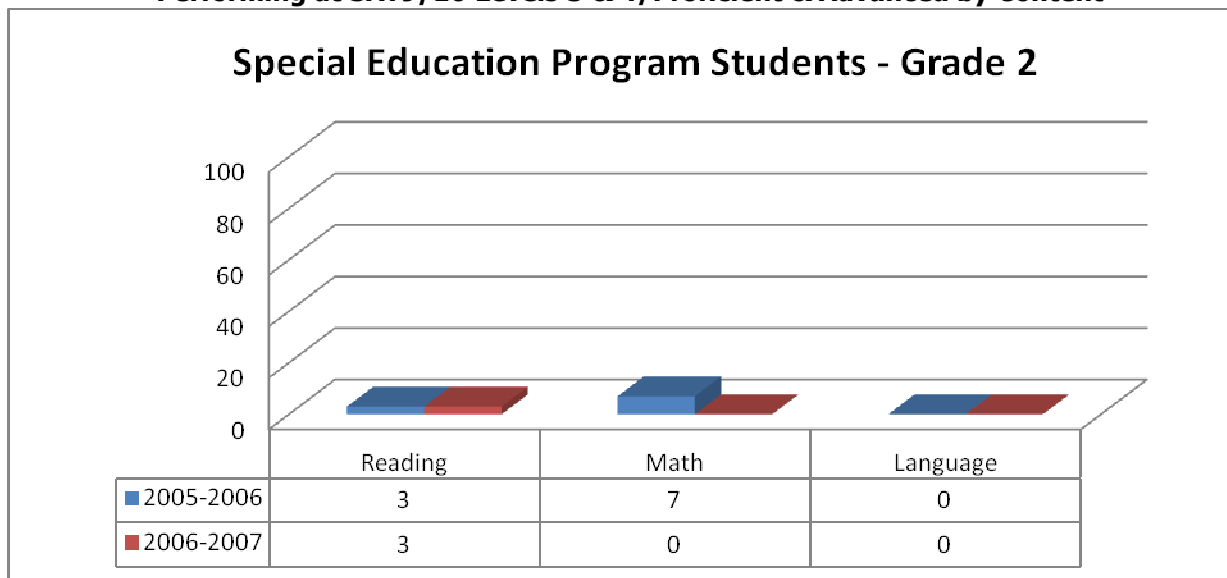


Figure 61 – Percentage of Grade 3 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

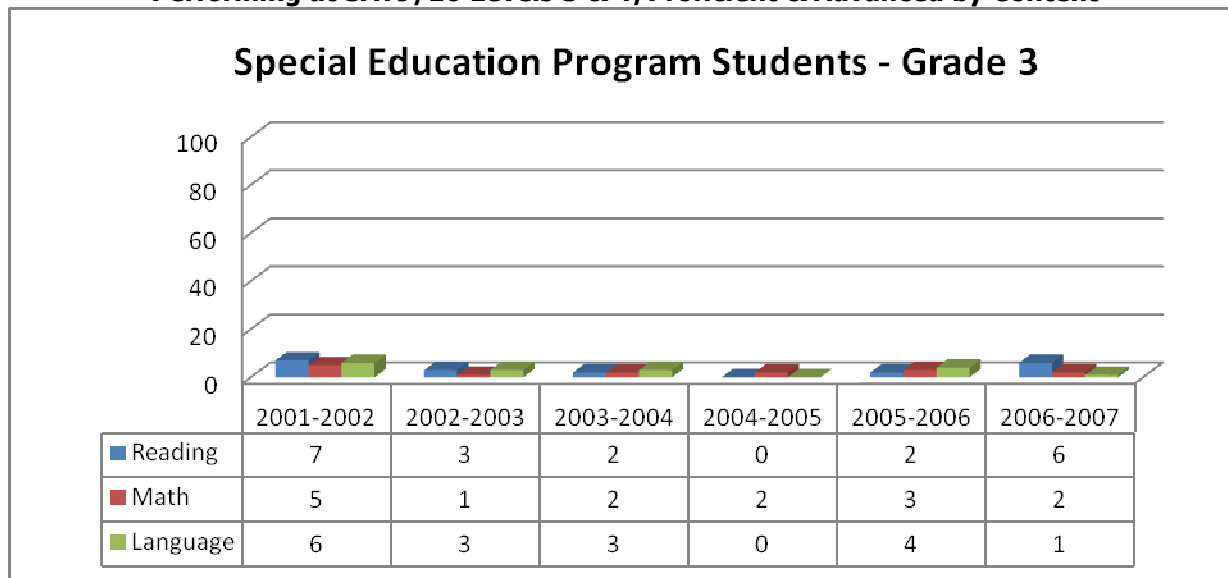


Figure 62 – Percentage of Grade 4 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

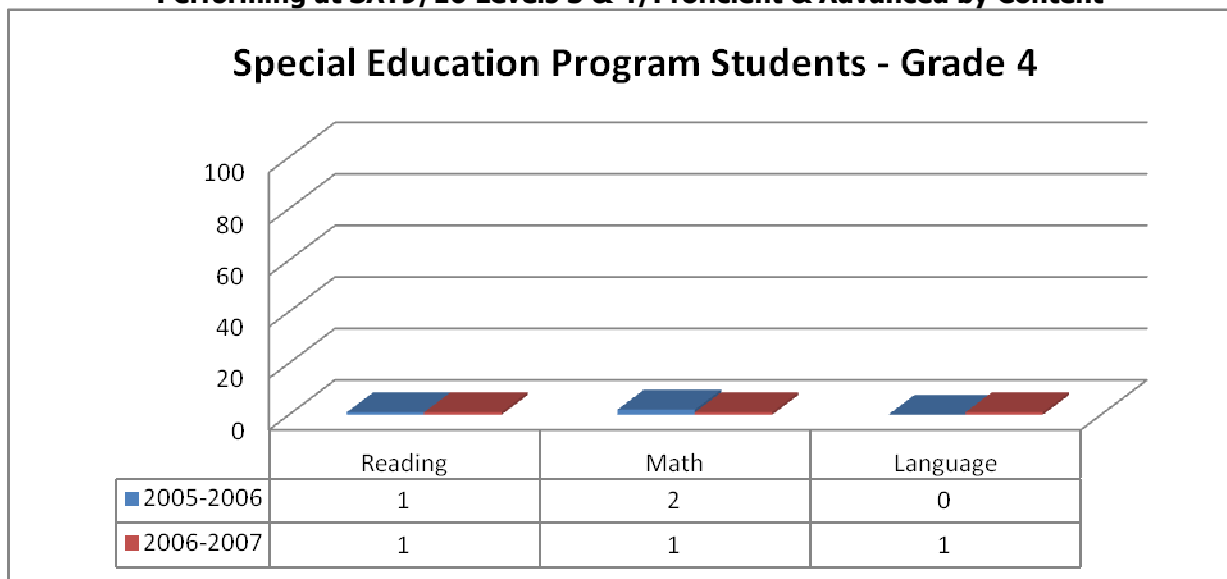


Figure 63 – Percentage of Grade 5 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

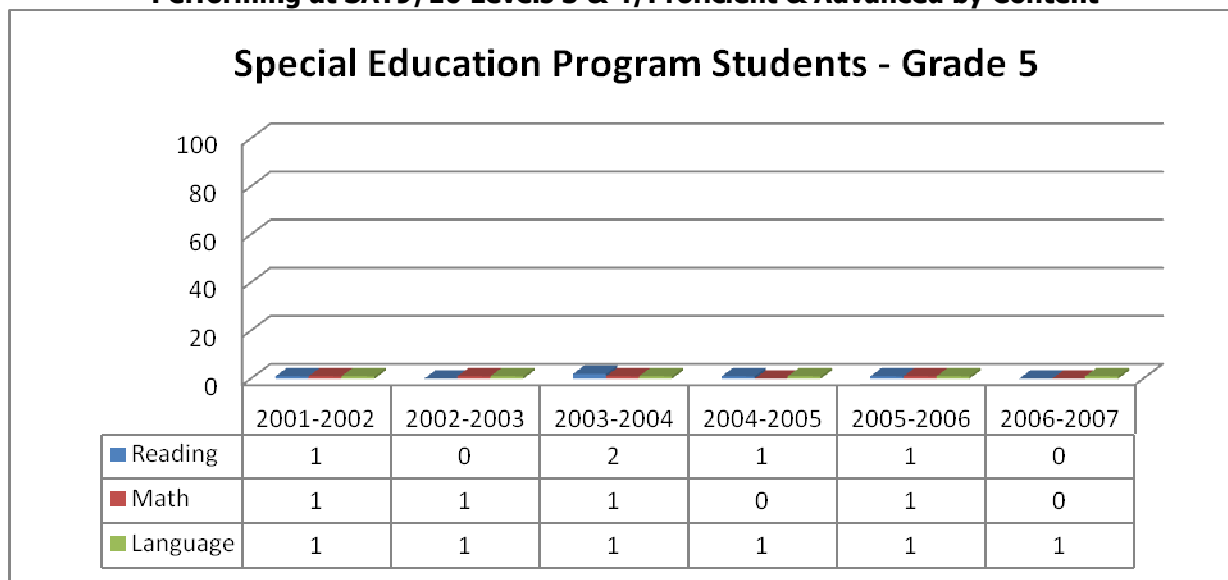


Figure 64 – Percentage of Grade 6 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

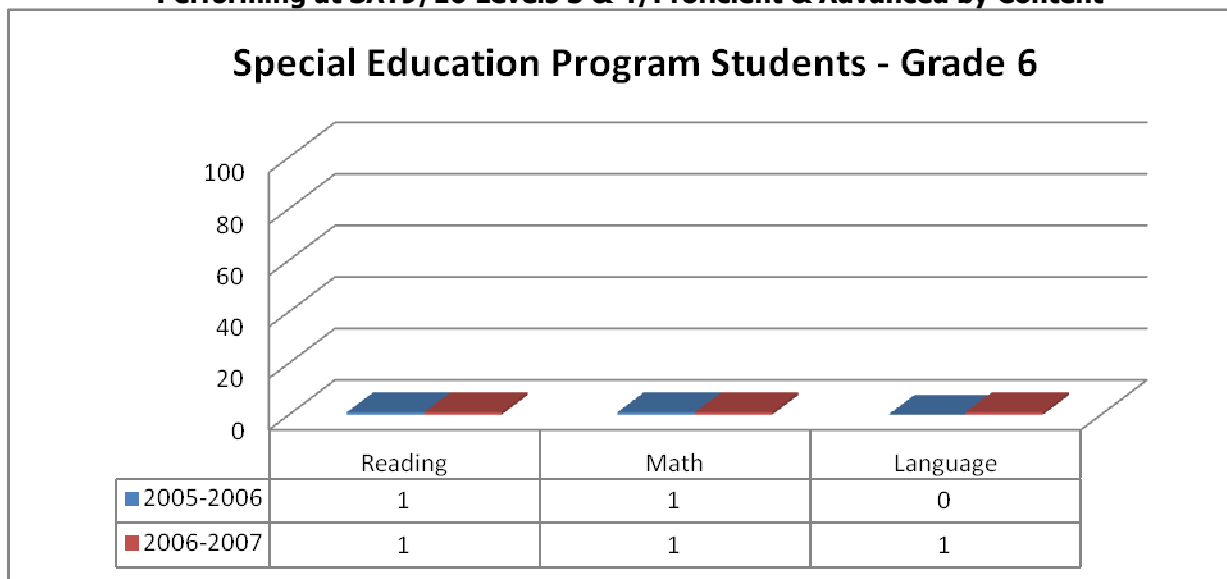


Figure 65 – Percentage of Grade 7 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

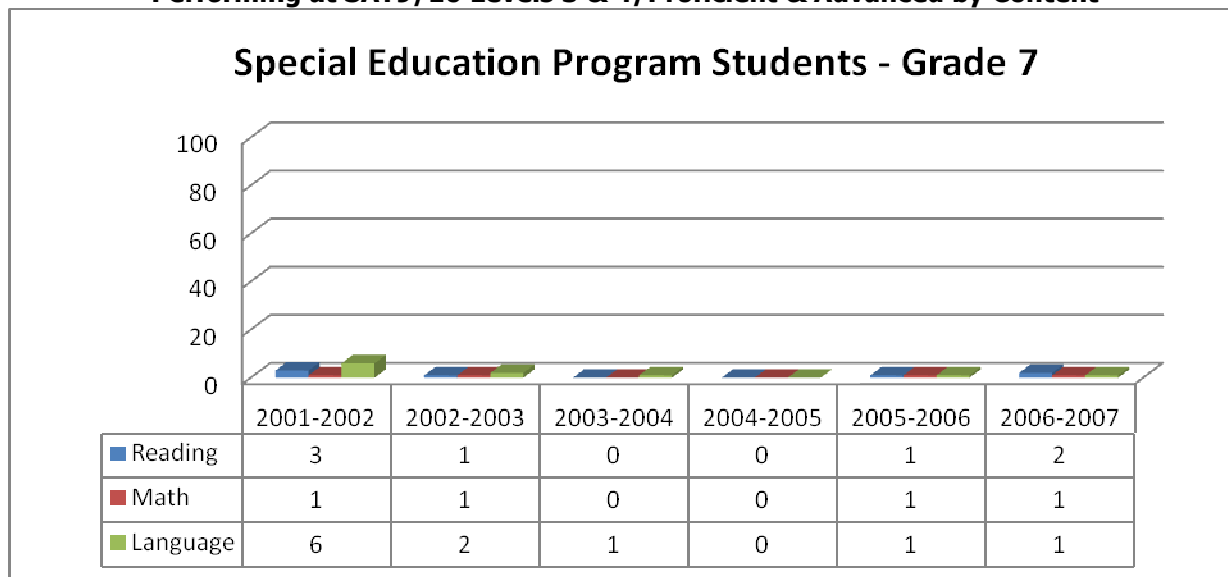


Figure 66 – Percentage of Grade 8 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

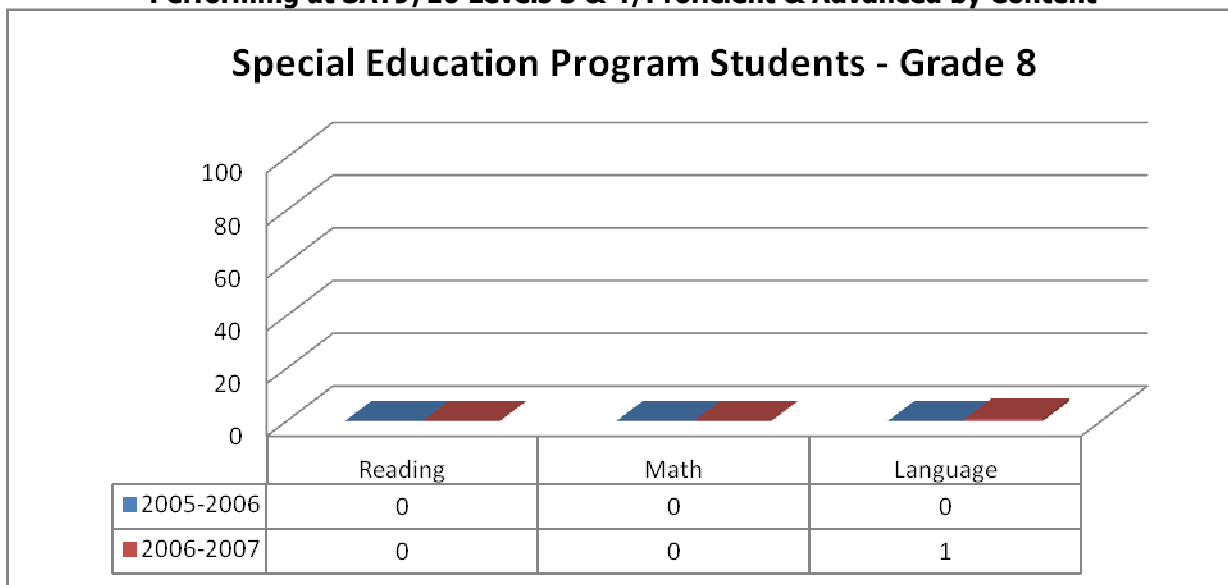


Figure 67 – Percentage of Grade 9 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

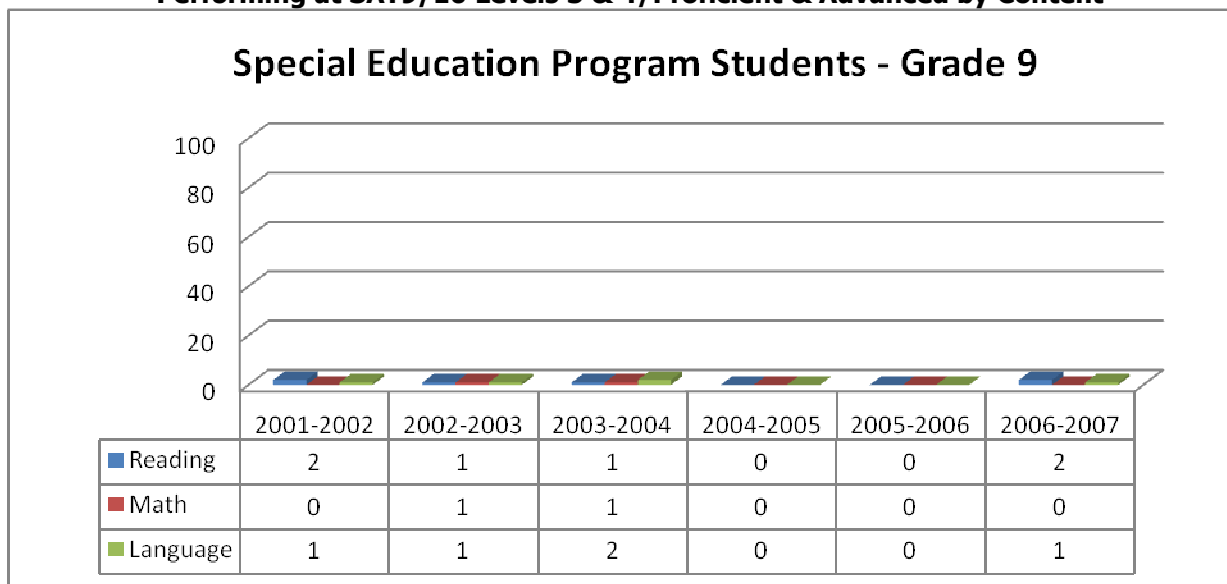


Figure 68 – Percentage of Grade 10 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

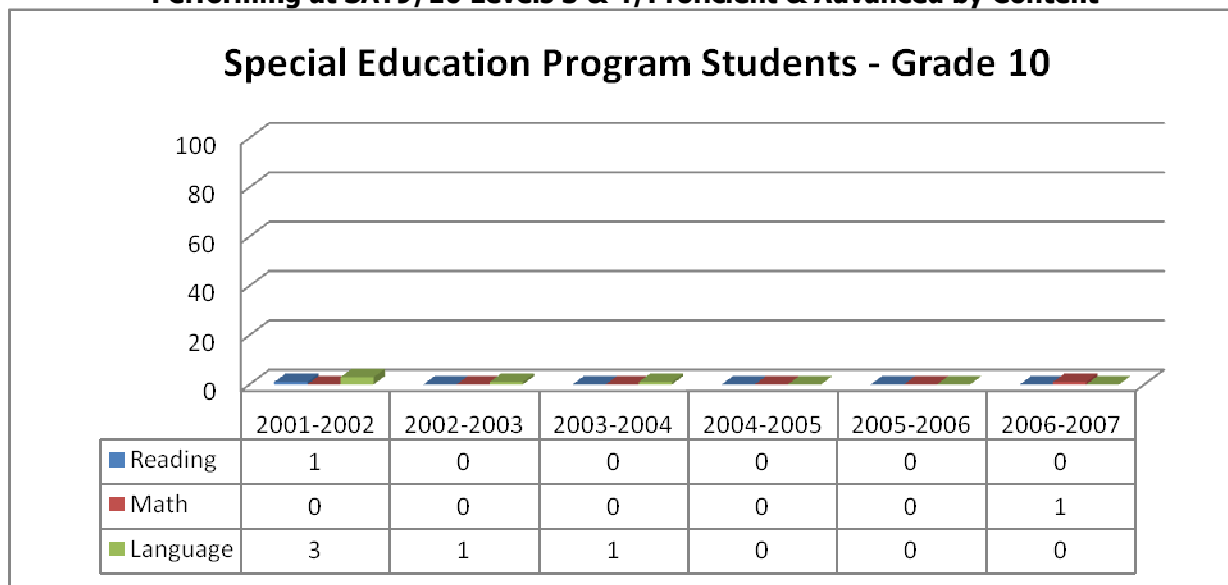


Figure 69 – Percentage of Grade 11 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content

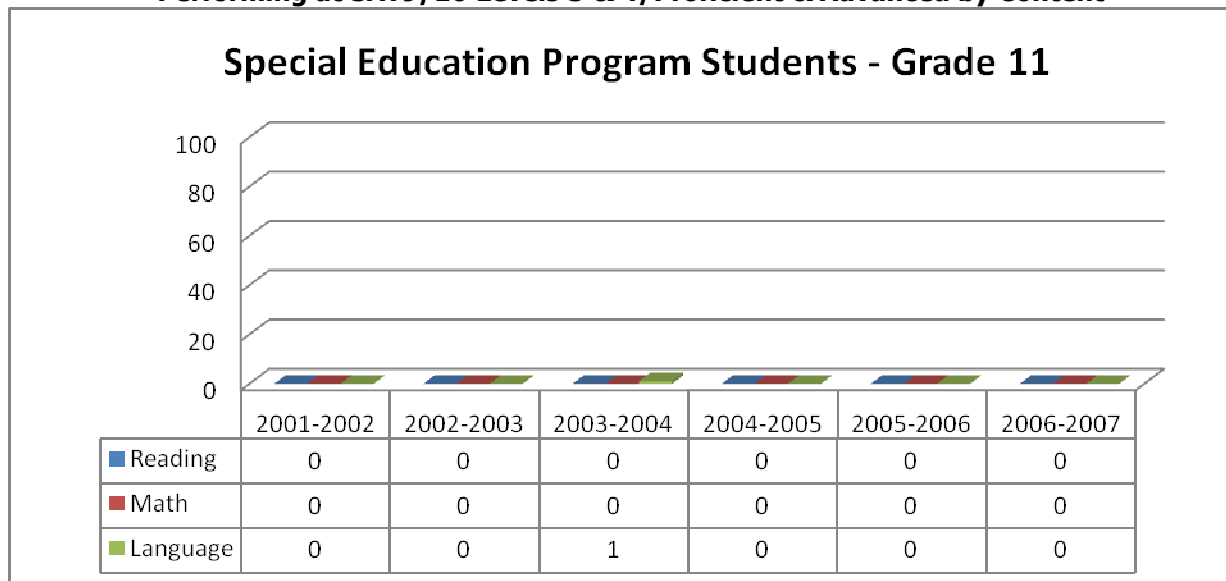
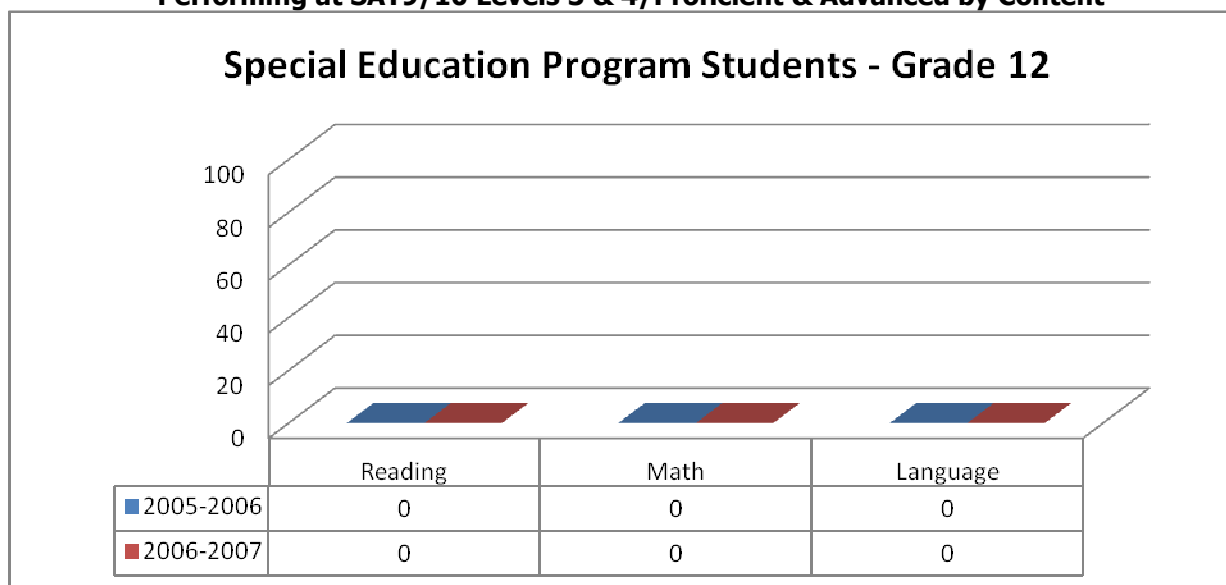


Figure 70 – Percentage of Grade 12 Special Education Program Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content



Tables 43-51 on the following pages show the gap between general education and special population students performing at *Proficient* and *Advanced* levels (3 and 4) in reading, math, and language. Data examines Free & Reduced Lunch, ESL, and Special Education Programs.

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

Grade	1	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			40	45	73	63	40
Free Reduced			34	40	53	51	50
Difference (Gap)			-6	-5	-20	-12	10
Grade	3	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			15	15	29	23	60
Free Reduced			11	12	12	14	13
Difference (Gap)			-4	-3	-17	-9	-47
Grade	5	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			9	12	14	11	67
Free Reduced			6	9	6	5	7
Difference (Gap)			-3	-3	-8	-6	-60
Grade	7	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			20	19	14	14	0
Free Reduced			9	11	5	5	7
Difference (Gap)			-11	-8	-9	-9	7

Grade	9	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			12	11	9	8	10
Free Reduced			5	5	5	4	3
Difference (Gap)			-7	-6	-4	-4	-7
Grade	10	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			8	7	8	9	0
Free Reduced			4	3	4	4	4
Difference (Gap)			-4	-4	-4	-5	4
Grade	11	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			6	6	10	9	0
Free Reduced			4	5	3	5	4
Difference (Gap)			-2	-1	-7	-4	4

Table 43 reveals that the largest gap (-60) between free and reduced lunch students and general education students in reading was found in grade 5 for School Year 06-07. Analysis of the gaps by grade indicates that students in grades 3 and 5 are performing well below the general population in this content area. All other grades show a minimal gap with the special population performing at a higher percentage for levels 3 and 4 in grades 1, 7, 10, 11.

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

Grade	1	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			25	22	30	34	20
Free Reduced			23	21	20	24	21
Difference (Gap)			-2	-1	-10	-10	1
Grade	3	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			11	8	15	16	40
Free Reduced			10	7	7	8	7
Difference (Gap)			-1	-1	-8	-8	-33
Grade	5	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			10	10	11	9	33
Free Reduced			4	8	6	5	3
Difference (Gap)			-6	-2	-5	-4	-30
Grade	7	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			7	7	5	6	0
Free Reduced			2	4	2	1	4
Difference (Gap)			-5	-3	-3	-5	4

Grade 9 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	4	3	1	2	0
Free Reduced	1	1	1	1	1
Difference (Gap)	-3	-2	0	-1	1

Grade 10 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	1	1	1	1	0
Free Reduced	0	0	0	0	1
Difference (Gap)	-1	-1	-1	-1	1

Grade 11 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	3	2	2	0	0
Free Reduced	3	0	1	0	1
Difference (Gap)	0	-2	-1	0	1

Table 44 reveals that the largest gap (-33) between free and reduced lunch students and general education students in math was found in grade 3 for School Year 06-07. Analysis of the gaps by grade indicates that students in grades 3 and 5 are performing well below the general population in this content area. All other grades show a minimal gap with the special population performing at a higher percentage for levels 3 and 4 in grades 1, 7, 9, 10, 11.

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

Grade 1 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	14	12	10	10	20
Free Reduced	11	12	5	6	6
Difference (Gap)	-3	0	-5	-4	-14

Grade 3 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	19	18	12	13	40
Free Reduced	16	15	7	7	10
Difference (Gap)	-3	-3	-5	-6	-30

Grade 5 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	14	17	11	14	100
Free Reduced	10	12	7	8	9
Difference (Gap)	-4	-5	-4	-6	-91

Grade 7 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	26	27	15	16	0
Free Reduced	14	17	5	9	9

Difference (Gap)		-12	-10	-10	-7	9
Grade 9 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	
General Education	9	8	6	5	0	
Free Reduced	4	2	3	3	1	
Difference (Gap)	-5	-6	-3	-2	1	
Grade 10 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	
General Education	7	7	3	3	0	
Free Reduced	3	4	2	1	1	
Difference (Gap)	-4	-3	-1	-2	1	
Grade 11 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	
General Education	3	3	4	3	0	
Free Reduced	3	1	2	1	1	
Difference (Gap)	0	-2	-2	-2	1	

Table 45 reveals that the largest gap (-91) between free and reduced lunch students and general education students in language was found in grade 5 for School Year 06-07. Analysis of the gaps by grade indicates that students in grades 1, 3, 5 are performing well below the general population in this content area. All other grades show a minimal gap with the special population performing at a higher percentage for levels 3 and 4 in grades 7, 10, 11.

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

Grade 1 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	40	45	73	63	59
ESL	36	42	53	49	50
Difference (Gap)	-4	-3	-20	-14	-9
Grade 3 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	15	15	29	23	21
ESL	7	8	11	11	12
Difference (Gap)	-8	-7	-18	-12	-9
Grade 5 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	9	12	14	11	13
ESL	3	7	4	5	9
Difference (Gap)	-6	-5	-10	-6	-4
Grade 7 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	20	19	14	14	12
ESL	5	4	2	4	7

Difference (Gap)	-15	-15	-12	-10	-5
Grade 9 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	12	11	9	8	8
ESL	5	6	1	2	1
Difference (Gap)	-7	-5	-8	-6	-7
Grade 10 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	8	7	8	9	9
ESL	3	3	6	1	3
Difference (Gap)	-5	-4	-2	-8	-6
Grade 11 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	6	6	10	9	10
ESL	8	4	3	3	1
Difference (Gap)	2	-2	-7	-6	-9

Table 46 reveals that the largest gap (-9) between ESL students and general education students in reading was found in grades 1, 3, 11 for School Year 06-07. Analysis by grade shows a minimal gap; however, the special population is performing at a lower percentage for levels 3 and 4 in this content area.

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

Grade 1 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	25	22	30	34	29
ESL	26	22	22	24	21
Difference (Gap)	1	0	-8	-10	-8
Grade 3 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	11	8	15	16	12
ESL	8	6	8	5	7
Difference (Gap)	-3	-2	-7	-11	-5
Grade 5 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	10	10	11	9	7
ESL	4	10	5	5	5
Difference (Gap)	-6	0	-6	-4	-2
Grade 7 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	7	7	5	6	6
ESL	3	2	1	3	5
Difference (Gap)	-4	-5	-4	-3	-1

Grade 9 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	4	3	1	2	2
ESL	2	2	1	2	1
Difference (Gap)	-2	-1	0	0	-1

Grade 10 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	1	1	1	1	2
ESL	1	1	1	2	1
Difference (Gap)	0	0	0	1	-1

Grade 11 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	3	2	2	0	1
ESL	1	0	0	1	2
Difference (Gap)	-2	-2	-2	1	1

Table 47 reveals that the largest gap (-8) between ESL students and general education students in math was found in grade 1 for School Year 06-07. Analysis by grade shows a minimal gap; however, the special population is performing at a lower percentage for levels 3 and 4 in this content area except for grade 11. The trend for gaps to narrow as the grade level gets higher continues for this special population.

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

Grade 1 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	14	12	10	10	10
ESL	13	12	7	6	5
Difference (Gap)	-1	0	-3	-4	-5

Grade 3 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	19	18	12	13	16
ESL	12	15	6	5	10
Difference (Gap)	-7	-3	-6	-8	-6

Grade 5 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	14	17	11	14	14
ESL	5	10	6	7	14
Difference (Gap)	-9	-7	-5	-7	0

Grade 7 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	26	27	15	16	14
ESL	8	6	4	6	8
Difference (Gap)	-18	-21	-11	-10	-6

Grade 9 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	9	8	6	5	5
ESL	5	3	0	0	0
Difference (Gap)	-4	-5	-6	-5	-5

Grade 10 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	7	7	3	3	4
ESL	1	1	0	1	2
Difference (Gap)	-6	-6	-3	-2	-2

Grade 11 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	3	3	4	3	4
ESL	1	2	1	0	0
Difference (Gap)	-2	-1	-3	-3	-4

Table 48 reveals that the largest gap (-6) between ESL students and general education students in language was found in grades 3 and 7 for School Year 06-07. Analysis by grade shows a minimal gap in this content area; however, the special population is performing at a lower percentage for levels 3 and 4. Grade 5 is the exception with no gap indicated between the ESL students and the general education students.

Table 49 – Comparative Proportions of Special Education Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced for Reading by Grade Levels

Grade 1 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	40	45	73	63	56
Special Education	15	19	26	23	30
Difference (Gap)	-25	-26	-47	-40	-26

Grade 2 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	-	-	-	20	20
Special Education	-	-	-	3	3
Difference (Gap)	-	-	-	-17	-17

Grade 3 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	15	15	29	23	19
Special Education	3	2	0	2	6
Difference (Gap)	-12	-13	-29	-21	-13

Grade 4 Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	-	-	-	21	18
Special Education	-	-	-	1	1
Difference (Gap)	-	-	-	-20	-17

Grade	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Grade 5	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education		9	12	14	11	12
Special Education		0	2	1	1	0
Difference (Gap)		-9	-10	-13	-10	-12
Grade 6	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education		-	-	-	14	13
Special Education		-	-	-	1	1
Difference (Gap)		-	-	-	-13	-12
Grade 7	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education		20	19	14	14	12
Special Education		1	0	0	1	2
Difference (Gap)		-19	-19	-14	-13	-10
Grade 8	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education		-	-	-	15	18
Special Education		-	-	-	0	0
Difference (Gap)		-	-	-	-15	-18
Grade 9	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education		12	11	9	8	7
Special Education		1	1	0	0	2
Difference (Gap)		-11	-10	-9	-8	-5
Grade 10	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education		8	7	8	9	9
Special Education		0	0	0	0	0
Difference (Gap)		-8	-7	-8	-9	-9
Grade 11	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education		6	6	10	9	10
Special Education		0	0	0	0	0
Difference (Gap)		-6	-6	-10	-9	-10
Grade 12	Reading	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education		-	-	-	15	11
Special Education		-	-	-	0	0
Difference (Gap)		-	-	-	-15	-11

Table 49 reveals that the largest gap (-26) between special education students and general education students in reading was found in grade 1 for School Year 06-07. Analysis of the gaps by grade indicates that students in all grades are performing below the general population in this content area.

Table 50 – Comparative Proportions of Special Education Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced for Math by Grade Levels

Grade	1	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			25	22	30	34	25
Special Education			20	10	17	11	14
Difference (Gap)			-5	-12	-13	-23	-11
Grade	2	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			-	-	-	13	13
Special Education			-	-	-	7	0
Difference (Gap)			-	-	-	-6	-13
Grade	3	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			11	8	15	16	10
Special Education			1	2	2	3	2
Difference (Gap)			-10	-6	-13	-13	-8
Grade	4	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			-	-	-	12	14
Special Education			-	-	-	2	1
Difference (Gap)			-	-	-	-10	-13
Grade	5	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			10	10	11	9	6
Special Education			1	1	0	1	0
Difference (Gap)			-9	-9	-11	-8	-6
Grade	6	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			-	-	-	6	7
Special Education			-	-	-	1	1
Difference (Gap)			-	-	-	-5	-6
Grade	7	Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education			7	7	5	6	6
Special Education			1	0	0	1	1
Difference (Gap)			-6	-7	-5	-5	-5

Grade 8 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	-	-	-	4	7
Special Education	-	-	-	0	0
Difference (Gap)	-	-	-	-4	-7
Grade 9 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	4	3	1	2	2
Special Education	1	1	0	0	0
Difference (Gap)	-3	-2	-1	-2	-2
Grade 10 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	1	1	1	1	2
Special Education	0	0	0	0	1
Difference (Gap)	-1	-1	-1	-1	-1
Grade 11 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	3	2	2	0	1
Special Education	0	0	0	0	0
Difference (Gap)	-3	-2	-2	0	-1
Grade 12 Math	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	-	-	-	2	2
Special Education	-	-	-	0	0
Difference (Gap)	-	-	-	-2	-2

Table 50 reveals that the largest gap (-11) between special education students and general education students in math was found in grade 1 for School Year 06-07. Analysis of the gaps by grade indicates that students in all grades are performing below the general population in this content area. The trend for gaps to narrow as the grade level gets higher continues for this special population.

Table 51 – Comparative Proportions of Special Education Students & General Education Students at Performance Levels 3 & 4/Proficient & Advanced for language by Grade Levels

Grade 1 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	14	12	10	10	9
Special Education	7	6	5	2	1
Difference (Gap)	-7	-6	-5	-8	-8
Grade 2 Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	-	-	-	5	3
Special Education	-	-	-	0	0
Difference (Gap)	-	-	-	-5	-3

Grade	Language	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Grade 3	Language					
General Education		19	18	12	13	15
Special Education		3	3	0	4	1
Difference (Gap)		-16	-15	-12	-9	-14
Grade 4	Language					
General Education		-	-	-	16	15
Special Education		-	-	-	0	1
Difference (Gap)		-	-	-	-16	-14
Grade 5	Language					
General Education		14	17	11	14	15
Special Education		1	1	1	1	1
Difference (Gap)		-13	-16	-10	-13	-14
Grade 6	Language					
General Education		-	-	-	13	13
Special Education		-	-	-	0	1
Difference (Gap)		-	-	-	-13	-12
Grade 7	Language					
General Education		26	27	15	16	14
Special Education		2	1	0	1	1
Difference (Gap)		-24	-26	-15	-15	-13
Grade 8	Language					
General Education		-	-	-	14	18
Special Education		-	-	-	0	1
Difference (Gap)		-	-	-	-14	-17
Grade 9	Language					
General Education		9	8	6	5	5
Special Education		1	1	0	0	1
Difference (Gap)		-8	-7	-6	-5	-4
Grade 10	Language					
General Education		7	7	3	3	4
Special Education		1	1	0	0	0
Difference (Gap)		-6	-6	-3	-3	-4
Grade 11	Language					

General Education	3	3	4	3	4
Special Education	0	1	0	0	0
Difference (Gap)	-3	-2	-4	-3	-4
Grade 12 Language					
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
General Education	-	-	-	5	6
Special Education	-	-	-	0	0
Difference (Gap)	-	-	-	-5	-6

Table 51 reveals that the largest gap (-14) between special education students and general education students in language was found in grades 3 and 5 for School Year 06-07. Analysis of the gaps by grade indicates that students in all grades are performing below the general population in this content area. The trend for gaps to narrow as the grade level gets higher continues for this special population.

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

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

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

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 04-05, 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 06-07 included:

Table 52 – Special Education Alternate Assessment Participation Rates for Reading

Grade	Number of Eligible Students By Grade Level	Number Assessed	Participation Rate (#Assessed/#Eligible x 100)
1	15	12	80%
2	16	11	69%
3	19	12	63%
4	20	18	90%
5	7	4	57%
6	21	19	90%
7	11	11	100%
8	16	15	94%
9	30	15	50%
10	17	5	29%
11	18	7	39%
12	25	11	44%
TOTAL	215	140	65%

Table 52 depicts the participation rates of eligible special education students who participated in the island-wide assessment using an alternate assessment in Reading. For School Year 2006-2007, a total of 140 students participated, which represents 65% of the 215 students whose IEP teams determined were to participate in the island-wide assessment through an alternate assessment.

Table 53 – Special Education Alternate Assessment Participation Rates for Math

Grade	Number of Eligible Students By Grade Level	Number Assessed	Participation Rate (#Assessed/#Eligible x 100)
1	15	12	80%
2	16	11	69%
3	19	12	63%
4	20	17	85%
5	7	3	43%
6	21	18	86%
7	11	11	100%
8	16	15	94%
9	30	14	47%
10	17	4	24%
11	18	6	33%
12	25	12	48%
TOTAL	215	135	63%

Table 53 depicts the participation rates of eligible special education students who participated in the island-wide assessment using an alternate assessment in Math. For School Year 2006-2007, a total of 135 students participated, which represents 63% of the 215 students whose IEP teams determined were to participate in the island-wide assessment through an alternate assessment.

Tables 54 and 55 reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment based on alternate achievement standards in Reading and Math, respectively.

Table 54 – Distribution of Performance Levels in Reading
Using Alternate Assessment – Alternate Achievement Standards by Grade

Grade Level	Number of Students Eligible	Percent of Students Tested with Measurable Results	Advanced Level 4: Beyond Grade Level Mastery	Proficient Level 3: Solid Academic Performance	Basic Level 2: Partial Mastery	Below Basic Level 1: Little or No Mastery
1	15	80% (12)	27 (4)	6 (1)	27 (4)	20 (3)
2	16	69% (11)	44 (7)	19 (3)	6 (1)	0 (0)
3	19	63% (12)	42 (8)	5 (1)	11 (2)	5 (1)
4	20	90% (18)	20 (4)	40 (8)	30 (6)	0 (0)
5	7	57% (4)	28.5 (2)	28.5 (2)	0 (0)	0 (0)
6	21	90% (19)	24 (5)	42 (9)	24 (5)	0 (0)
7	11	100% (11)	45 (5)	10 (1)	27 (3)	18 (2)
8	16	94% (15)	44 (7)	25 (4)	12.5 (2)	12.5 (2)
9	30	50% (15)	24 (7)	3 (1)	20 (6)	3 (1)
10	17	29% (5)	12 (2)	5 (1)	12 (2)	0 (0)
11	18	39% (7)	28 (5)	5.5 (1)	5.5 (1)	0 (0)
12	25	44% (11)	28 (7)	12 (3)	0 (0)	4 (1)

The percent 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 times 100.

Table 54 shows the participation rate and distribution of alternate assessment performance levels results for reading by each respective grade level. Examination of Table 54 reveals participation rates ranging from a low of 29% for grade 10 to a high of 100% for students in grade 7.

**Table 55 – Distribution of Performance Levels in Math
Using Alternate Assessment – Alternate Achievement Standards by Grade**

Grade level	Number of Students Eligible	Percent of Students Tested with Measurable Results	Advanced Level 4: Beyond Grade Level Mastery	Proficient Level 3: Solid Academic Performance	Basic Level 2: Partial Mastery	Below Basic Level 1: Little or No Mastery
1	15	80% (12)	47 (7)	13 (2)	13 (2)	7 (1)
2	16	69% (11)	19 (3)	31 (5)	19 (3)	0 (0)
3	19	63% (12)	26 (5)	16 (3)	16 (3)	5 (1)
4	20	85% (17)	45 (9)	20 (4)	20 (4)	0 (0)
5	7	43% (3)	14.3 (1)	14.3 (1)	14.3 (1)	0 (0)
6	21	86% (18)	38 (8)	0 (0)	38 (8)	10 (2)
7	11	100% (11)	36 (4)	0 (0)	64 (7)	0 (0)
8	16	94% (15)	25 (4)	19 (3)	31 (5)	19 (3)
9	30	47% (14)	37 (11)	0 (0)	10 (3)	0 (0)
10	17	24% (4)	6 (1)	6 (1)	12 (2)	0 (0)
11	18	33% (6)	17 (3)	11 (2)	0 (0)	5 (1)
12	25	48% (12)	24 (6)	12 (3)	8 (2)	4 (1)

The percent 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 times 100.

Table 55 shows the participation rate and distribution of alternate assessment performance levels results for math by each respective grade level. Examination of Table 55 reveals participation rates ranging from a low of 24% for grade 10 to a high of 100% for students in grade 7.

PERCENTILE SCORES

Guam Public School System SAT10 scores are commonly reported in terms of *percentile scores* by grade and subject. *Percentile scores* indicate the percentage of students likely to score below a certain point on a score distribution. Such scores also reflect the ranking of students relative to students in the same grade in the norm (reference) group who took the test at a comparable time. The percentile scores are useful for comparing our students' performance in relation to other students. A percentile score of 50 denotes average performance for the grade.

Table 56 – SAT10 Percentile Scores: Grade by Content Areas

CONTENT AREA	GRADE LEVELS											
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr.10	Gr.11	Gr.12
Reading	42	30	21	29	26	21	28	29	26	24	33	36
Math	34	22	17	28	22	20	28	27	35	29	32	33
Language	26	17	25	26	34	38	35	32	25	27	30	32
Spelling	54	44	45	44	45	45	47	52	46	35	43	46
Environment/ Science	24	19	29	35	36	39	36	35	35	30	41	43
Social Science	Content Area Not Tested in Grades 1 & 2		19	36	31	33	33	37	36	30	40	41
Listening	24	17	20	28	27	17	24	26				
Complete Battery	38	27	24	32	30	29	33	34	33	29	36	39

Table 56 reveals that the percentile scores for SY 2006-2007 ranged from a low of (17) to a high of (54) for grade 1 spelling. The complete battery score represents the weighted percentile average of all content areas. Analysis of the complete battery scores reveals that grades 1 and 12 with respective percentile scores of (38) and (39) achieved the highest percentile rankings. In contrast students in grades 2 and 3 achieved the lowest complete battery percentile scores, given respective scores of (27) and (24).

One of the major goals stated in the District Action Plan is: *"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."*

**Table 57 - Percentage of Students at or Above 50th National Percentile Rank
from SY 01-02 to SY 06-07**

READING	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06	SY 06-07
Grade 1	33	37	43	49	44	44
Grade 2	<i>Grade Not Tested</i>			31	29	28
Grade 3	18	18	18	21	19	20
Grade 4	<i>Grade Not Tested</i>			25	27	26
Grade 5	21	20	24	22	19	23
Grade 6	<i>Grade Not Tested</i>			20	20	21
Grade 7	7	24	23	18	22	21
Grade 8	<i>Grade Not Tested</i>			23	21	26
Grade 9	21	21	19	20	20	20
Grade 10	18	16	15	18	17	10
Grade 11	20	20	19	28	30	30
Grade 12	<i>Grade Not Tested</i>			35	36	33
MATH	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06	SY 06-07
Grade 1	22	22	22	30	36	30
Grade 2	<i>Grade Not Tested</i>			20	16	20
Grade 3	20	18	16	15	15	13
Grade 4	<i>Grade Not Tested</i>			24	21	24
Grade 5	24	21	23	23	18	17
Grade 6	<i>Grade Not Tested</i>			14	14	15
Grade 7	19	20	21	19	24	21
Grade 8	<i>Grade Not Tested</i>			19	16	20
Grade 9	16	15	12	27	24	28
Grade 10	19	16	15	18	16	22
Grade 11	25	23	22	30	26	28
Grade 12	<i>Grade Not Tested</i>			31	33	28
LANGUAGE	SY 01-02	SY 02-03	SY 03-04	SY 04-05	SY 05-06	SY 06-07
Grade 1	16	20	18	17	18	18
Grade 2	<i>Grade Not Tested</i>			14	15	13
Grade 3	27	25	24	22	21	24
Grade 4	<i>Grade Not Tested</i>			17	22	22
Grade 5	20	20	24	30	25	32
Grade 6	<i>Grade Not Tested</i>			31	37	33
Grade 7	30	32	33	29	34	32
Grade 8	<i>Grade Not Tested</i>			28	27	32
Grade 9	15	16	14	22	23	24
Grade 10	19	19	17	23	20	26
Grade 11	20	23	22	28	28	30
Grade 12	<i>Grade Not Tested</i>			32	37	35

Table 57 depicts the percentage of students at or above the 50th national percentile rank by grade and content areas for SY 01-02 to SY 06-07. Analysis shows that grade 1 students from SY 04-05 were the closest to meeting that goal with 49% of the students scoring at or above the 50th National Percentile Rank in reading. For SY 2006-2007, grade 1 students were again the closest to achieving the district goal (44). Grade 12 was the next closest with a percentile rank of (35) in language. The trend for grade 1 reading as the closest to meeting the district goal is evident when looking at the baseline data to present.

GRADUATION RATES

Table 58 depicts the total number of students who graduated by School and Total District over a period of four years: School Year 2003-2004 to School Year 2006-2007. Analysis indicates that the number of graduates in SY 06-07 increased by 207 students compared to SY 05-06.

Table 58 – High School Number of Graduates by School

High School	2004	2005	2006	2007
George Washington High	452	384	384	450
John F. Kennedy High	351	289	255	359
Simon Sanchez High	361	337	385	414
Southern High	292	307	284	292
Total GPSS	1456	1317	1308	1515
Special Education Only	-	-	-	174

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

Table 59 – Comparative Cohort Graduation Rates from SY 2002-2003 to SY 2006-2007

District SY 2003-2004	District SY 2004-2005	District SY 2005-2006	District SY 2006-2007	Special Education SY 2006-2007
61.9%	55.2%	64.2%	68.4%	78.0%

Analysis of Tables 58 and 59 reveals that SY 05-06 produced the lowest number of graduates (1,308), but SY 04-05 had the lowest cohort graduation rate of 55.2%. SY 06-07 showed a (4.2%) increase from the previous school year.

DROPOUT RATES

Monitoring the proportion of students that dropout 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 GPSS 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 60 – Comparative High School Dropout Rate from SY 2003-2005 to SY 2006-2007

	2003-2004		2004-2005		2005-2006		2006-2007	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate
George Washington	250	7.7%	208	8.0%	180	5.3%	174	5.5%
John F. Kennedy	214	6.4%	248	9.5%	241	7.1%	282	11.3%
Simon Sanchez	121	4.4%	116	5.1%	64	2.8%	184	5.9%
Southern	240	10.9%	153	9.3%	284	9.5%	111	7.8%
Total GPSS	825	7.1%	725	7.9%	769	6.4%	751	7.4%
Special Education Only	-	-	-	-	-	-	30	2.9%

Analysis of Table 60 reveals that the number of students who dropped out (751) of school in SY 06-07 was lower than the total number in SY 05-06. However, the annual dropout rate for SY 06-07 increased by (1%) compared to the prior year.

III. PERSONNEL QUALITY AND ACCOUNTABILITY

Guam Public School System 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 GPSS EMPLOYEES

There were 3,937 full and part-time employees who provided instructional and support services to more than 30,000 students during SY 2006-2007. This was (47) less than the previous school year.

Figure 71 compares the proportion of employees at school sites to those at central office and support division sites.

Figure 71 – Employee Comparative Distribution by Work Location

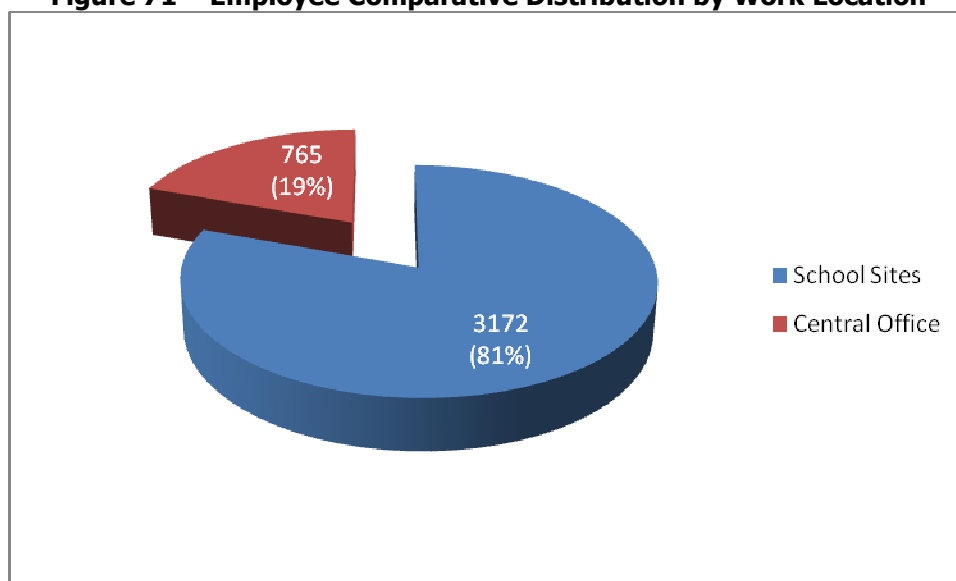


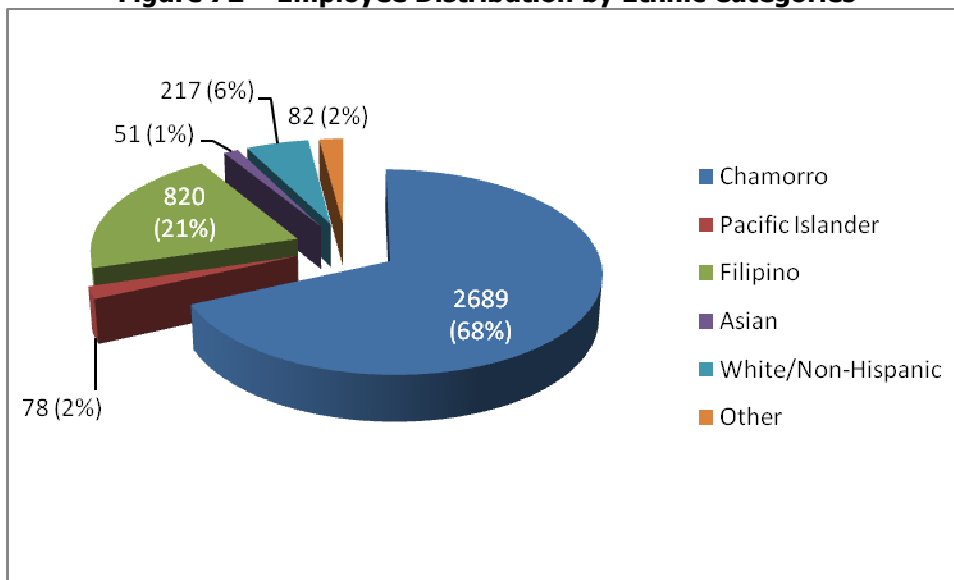
Table 61 – Employee Distribution by Position

Employee Distribution by Position	Number of Employees	Percent of Total GPSS Employees
Principals and Assistants	47	1.2%
Central Administrators	13	0.3%
Teachers ¹	2499	63.5%
Professional/Ancillary	55	1.4%
Health Counselors ²	41	1.0%
Central School Support	444	11.3%
Cafeteria	87	2.2%
Custodian/Maintenance	169	4.3%
School Aides	563	14.3%
Unknown ³	19	0.5%
Total GPSS Employees	3937	100.0%

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

²⁾ Includes LPN's; ³⁾ Employee Code not specified due exiting the department during the school year.

Analysis of Table 61 reveals that teachers make up 63.5% of the total employee population. In contrast central office administrators make up less than (<1%) of the total population. School aides comprise the second highest proportion with a total of 563. The support staff at central office includes employees from the different divisions and bus drivers for students with disabilities.

Figure 72 – Employee Distribution by Ethnic Categories

Employees under the Chamorro ethnic category make up 68% (2,689) of the total employee population (3,937). 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 820 (21%) employees.

Figure 73 depicts the employee distribution by gender. Data illustrates that female employees, who comprise 71% (2,811) of the total population, far outnumber the male employees (1,126).

Figure 73 – Employee Distribution by Gender

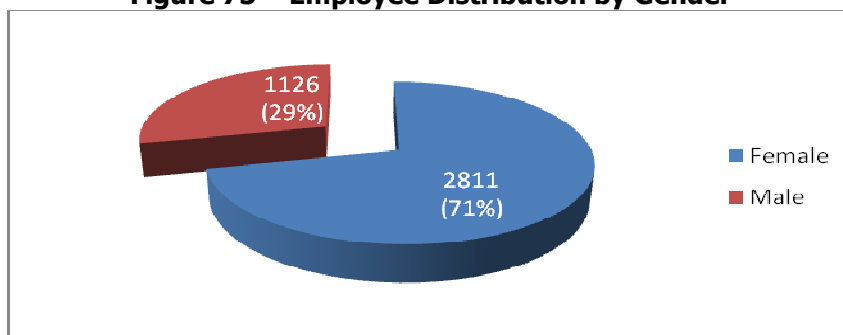


Table 62 below shows that the majority (77.2%) of the employees fall within the 25-54 year old categories. Seventeen percent (676) of the employees are 55 years old and over. Only 5.6% (222) are 24 years old and younger. This information is critical to a long-range planning.

Table 62 – Employee Distribution by Age Group

Age Group	Number of Employees	Percent of Total Employees
18-24	222	5.6%
25-34	978	24.8%
35-44	1133	28.8%
45-54	928	23.6%
55-64	571	14.5%
65-70	80	2.0%
71+	25	0.6%
Total Employees	3937	100.0%

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 GPSS 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 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 63 – Distribution of Employee Leave of Absence

Employee Category by Location	Reason for Leave (Days)							
Central Office	Total	Annual	Sick	Personal	Admin	Military	LWOP	Other*
<i>Professionals</i>	1,014.32	344.26	507.57	24.37	82.38	0.00	10.00	45.74
<i>Support</i>	7,085.30	3,158.79	2,455.41	3.00	465.98	162.00	266.22	573.90
<i>Central Administrators</i>	315.74	133.62	59.00	0.00	116.62	0.00	0.00	6.50
Overall Central	8,415.36	3,636.67	3,021.98	27.37	664.98	162.00	276.22	626.14
% of Central Office	100%	43%	36%	0%	8%	2%	3%	7%
Elementary	Total	Annual	Sick	Personal	Admin	Military	LWOP	Other*
<i>Principals/Assistants</i>	283.10	155.74	83.74	0.00	6.62	18.00	2.00	17.00
<i>Professional/Ancillary</i>	542.85	124.79	245.67	58.04	43.05	0.00	21.00	50.30
<i>Support</i>	12,705.64	5,095.35	5,328.16	0.00	130.85	58.00	140.59	1,952.69
<i>Teachers</i>	15,570.42	376.48	8,370.62	1,864.89	461.36	496.00	1,112.11	2,888.96
Overall Elementary	29,102.01	5,752.36	14,028.19	1,922.93	641.88	572.00	1,275.70	4,908.95
% of Elementary	100%	20%	48%	7%	2%	2%	4%	17%
Middle Schools	Total	Annual	Sick	Personal	Admin	Military	LWOP	Other*
<i>Principals/Assistants</i>	235.49	127.56	51.43	0.00	44.50	12.00	0.00	0.00
<i>Professional/Ancillary</i>	253.60	57.43	61.62	13.18	8.25	15.00	90.00	8.12
<i>Support</i>	4,316.69	1,867.96	1,621.51	0.00	63.60	37.00	293.00	433.62
<i>Teachers</i>	6,990.63	259.35	3,406.18	802.53	409.06	263.00	549.74	1,300.77
Overall Middle	11,796.41	2,312.30	5,140.74	815.71	525.41	327.00	932.74	1,742.51
% of Middle	100%	20%	44%	7%	4%	3%	8%	15%
High Schools	Total	Annual	Sick	Personal	Admin	Military	LWOP	Other*
<i>Principals/Assistants</i>	185.50	52.50	18.00	0.00	26.00	40.00	19.00	30.00
<i>Professional/Ancillary</i>	127.30	33.50	52.18	3.00	5.56	0.00	0.00	33.06
<i>Support</i>	4,260.98	1,691.02	1,686.24	0.00	60.50	15.00	110.48	697.74
<i>Teachers</i>	7,340.15	175.03	3,519.37	680.68	566.43	284.37	522.66	1,591.61
Overall High	11,913.93	1,952.05	5,275.79	683.68	658.49	339.37	652.14	2,352.41
% of High	100%	16%	44%	6%	6%	3%	5%	20%
All Schools	Total	Annual	Sick	Personal	Admin	Military	LWOP	Other*
<i>Principals/Assistants</i>	704.09	335.80	153.17	0.00	77.12	70.00	21.00	47.00
<i>Professional/Ancillary</i>	923.75	215.72	359.47	74.22	56.86	15.00	111.00	91.48
<i>Support</i>	21,283.31	8,654.33	8,635.91	0.00	254.95	110.00	544.07	3,084.05
<i>Teachers</i>	29,901.20	810.86	15,296.17	3,348.10	1,436.85	1,043.37	2,184.51	5,781.34
Overall All Schools	52,812.35	10,016.71	24,444.72	3,422.32	1,825.78	1,238.37	2,860.58	9,003.87
% of All Schools	100%	19%	46%	6%	3%	2%	5%	17%

Total GPSS	Total	Annual	Sick	Personal	Admin	Military	LWOP	Other ¹
<i>Principals/Central Adm</i>	1,019.83	469.42	212.17	0.00	193.74	70.00	21.00	53.50
<i>Professional/Ancillary</i>	1,938.07	559.98	867.04	98.59	139.24	15.00	121.00	137.22
<i>Support</i>	28,368.61	11,813.12	11,091.32	3.00	720.93	272.00	810.29	3,657.95
<i>Teachers</i>	29,901.20	810.86	15,296.17	3,348.10	1,436.85	1,043.37	2,184.51	5,781.34
Overall GPSS	61,227.71	13,653.38	27,466.70	3,449.69	2,490.76	1,400.37	3,136.80	9,630.01
% of GPSS	100%	22%	45%	6%	4%	2%	5%	16%

¹) Other – includes Jury Leave, Maternity Leave, Paternity Leave, Sabbatical Leave and Absent Without Official Leave (AWOL)

Table 63 depicts the types of leave taken by groups of employees at central office, schools on traditional calendar. Analysis of Table 63 shows that the largest percentages of leave taken by all GPSS employees are found in sick and annual categories, which each respectively showing 45% and 22% of the total leave days (41,120).

Table 64 – Employee Attendance Rates

Central Office	Attendance Rate	Absentee Rate
Support Staff	90.4%	9.6%
Professional Staff	92.4%	7.6%
Administrators	91.9%	8.1%
Overall Central Office	91.6%	8.4%
Schools	Attendance Rate	Absentee Rate
Principals	93.85%	6.2%
Support Staff	90.39%	9.6%
Professional/Ancillary	92.30%	7.7%
Teachers	94.75%	5.3%
Overall School	92.5%	7.5%
Overall GPSS Average	92.0%	8.0%

Examination of Table 64 reveals that the overall central office/support divisions' employee attendance rate of (92%) is lower compared to the attendance rate (93%) of employees at school sites. Further analysis reveals that the attendance rates among groups of employees range from a low of 90% for support staff. Teachers have the highest attendance rate (95%) compared to other employee groups. The overall GPSS attendance rate improved by (2.3%) from the previous year.

SCHOOL ADMINISTRATION & STAFF CERTIFICATION

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

Table 65 depicts the distribution of professional school administrator certification for SY 06-07. Examination of Table 69 indicates 97% of GPSS school administrators possess Professional certification. 100% of secondary level administrators possess Professional certification.

Table 65 – Professional School Administrators Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Total
Professional	23	21	44
Emergency	1	0	1
Other Area	1	0	1
Total	25	21	46

Table 66 depicts the distribution of teachers by types of certification for SY 2006-2007. Teachers that possess professional certification comprise 90% (1,645), while those that have either Emergency or Provisional certification comprise 10% (177) of the total population.

Table 66 – Classroom Teacher Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Total
Professional I	384	407	791
Professional II	401	407	808
Emergency	39	56	95
Provisional	70	12	82
Standard	27	19	46
Total	921	901	1822

Table 67 depicts the distribution of school librarian certification in SY 06-07. A total of 74% (14) of school librarians held Professional certification, while 26% (5) held Emergency and Other certifications.

Table 67 – School Librarians Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Total
Professional I	5	1	6
Professional II	7	1	8
Emergency	1	0	1
Provisional	0	0	0
Other Certification Area	3	1	4
Total	16	3	19

Table 68 depicts the distribution of school health counselor certification in SY 06-07. A total of 33 (100%) of the school health counselors in the Guam Public School held Professional certification.

Table 68 – School Health Counselors Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Total
Professional I	10	5	15
Professional II	14	4	18
Emergency	0	0	0
Provisional	0	0	0
Total	24	9	33

Table 69 depicts the distribution of school guidance counselor certification in SY 06-07. Fifty-four percent (54%) of all school guidance counselors held Professional certification, while 30% were emergency-certified.

Table 69 – School Guidance Counselors Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Total
Professional I	6	15	21
Professional II	6	0	6
Emergency	2	13	15
Provisional	0	0	0
Certified in Other Area	0	8	8
Total	14	36	50

Table 70 depicts the distribution of school allied professional certification in SY 06-07. The majority of school allied health professionals require a Guam Board License. GPSS Professional Certification is applicable only to School Psychologists and Speech/Language Clinicians.

Table 70 – School Allied Professionals Certification/License

TYPE OF CERTIFICATION	Professional	Guam Board Licensed	Total
Psychologist	2	N/A	2
Occupational Therapist I	N/A	0	0
Occupational Therapist II	N/A	2	2
Speech/Language Clinician	14	0	14
Speech/Language Pathologist	N/A	2	2
Physical Therapist I	N/A	1	1
Physical Therapist II	N/A	2	2
Audiologist	N/A	1	1
Total Count Allied Health Prof.	16	8	24

Budget and Expenditure

The approved funding level for the GPSS in FY 2006 was \$172,053,446 million. This funding level was the highest so far in the last five years. However, while every effort was made over the years to maintain school facilities that were safe and conducive to learning, all schools were in dire need of repairs, especially classroom air conditioners. Additionally, some schools are really old and require higher maintenance.

Figure 74 describes the Guam Public School System's comparative appropriations and expenditures from FY 2003 to FY 2007.

**Figure 74 – Comparative Appropriations & Expenditures from FY 2002 to FY 2007
Based on Local Funds**

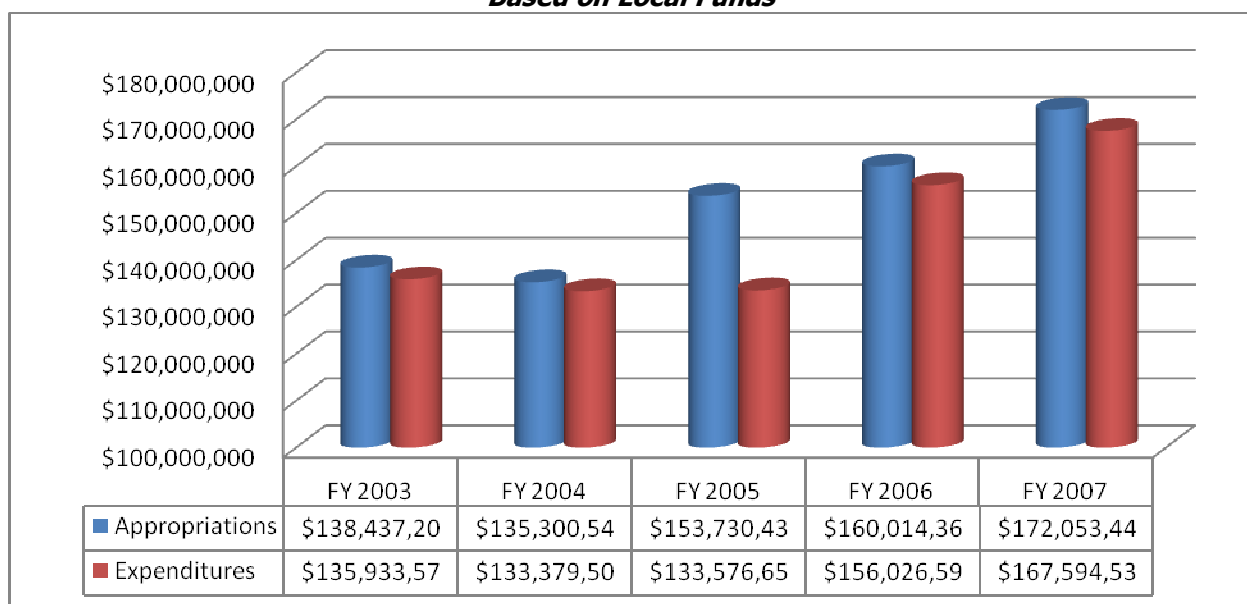


Figure 74 compares the department's appropriations and expenditures over a five-year period. At first glance it appears that the Guam Public School System is not spending the approved appropriations for Fiscal-Year 2003 through 2007, but in fact is not receiving the full appropriation each fiscal year. The data shows that appropriated funding for the Guam Public School System has steadily increased over the last three years.

Table 71 depicts the Guam Public School System's approved appropriations by object category over the past five fiscal years.

Table 71 – Comparative Appropriations by Categories from FY 2003 to FY 2007

Categories	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Salaries and Benefits	\$ 133,922,812	\$ 119,750,000	\$ 134,115,528	\$ 133,391,025	\$ 150,350,146
Travel and Transportation	\$ -	\$ -	\$ 19,202	\$ 12,692	\$ 3,932
Contractual	\$ -	\$ 4,000,000	\$ 4,730,886	\$ 8,748,887	\$ 6,300,485
Office Space Rental	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	\$ -	\$ 3,045,056	\$ 3,734,232	\$ 2,729,365	\$ 97,471
Equipment	\$ -	\$ 5,486	\$ 883,630	\$ 1,850,198	\$ 7,987
Miscellaneous	\$ -	\$ -	\$ 110,000	\$ 321,096	\$ 663,735
Utilities	\$ 4,514,396	\$ 6,000,000	\$ 8,000,000	\$ 12,203,682	\$ 14,542,021
Capital Outlay	\$ -	\$ 2,500,000	\$ 2,136,954	\$ 757,416	\$ 87,668
Total Appropriations	\$ 138,437,208	\$ 135,300,542	\$ 153,730,432	\$ 160,014,361	\$ 172,053,446

Examination of Table 71 shows that for FY 2007 \$150,350,146 (87%) of the approved appropriation was allotted for personnel (salaries and benefits), while the utilities comprise the second highest category (8%) of the total appropriation.

Table 72 – Comparative Expenditures by Categories from FY 2003 to FY 2007

Categories	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Salaries and Benefits	\$129,775,940	\$119,832,369	\$115,929,936	\$133,390,844	\$149,304,083
Travel and Transportation	\$ -	\$ 7,060	\$ 14,500	\$ 11,407	\$ 3,932
Contractual	\$ -	\$ 2,465,607	\$ 5,393,504	\$ 7,156,493	\$ 4,305,119
Office Space Rental	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	\$ -	\$ 1,169,221	\$ 2,525,167	\$ 2,048,320	\$ 33,847
Equipment	\$ -	\$ 4,110	\$ 389,775	\$ 344,711	\$ 5,603
Miscellaneous	\$ 35,326	\$ 14,550	\$ 292,291	\$ 319,066	\$ 637,688
Utilities	\$ 6,122,309	\$ 9,870,626	\$ 7,802,863	\$ 12,202,542	\$ 13,300,898
Capital Outlay	\$ -	\$ 15,964	\$ 1,228,615	\$ 553,210	\$ 3,367
Total Expenditures	\$135,933,575	\$133,379,507	\$133,576,651	\$156,026,593	\$167,594,537

Table 72 shows the comparative expenditures by budget categories from FY 2003 to FY 2007. Eighty-nine percent (89%) of expenditures for FY 2007 were in salaries and benefits. This reflects an increase of \$16,959,121 over the previous year expenditure for personnel of (83%).

The per pupil cost is depicted in Table 73. Per pupil cost is calculated by dividing the total amount of expenditures for the Fiscal Year by the average student daily membership (ADM). Table 77 shows that the per pupil cost for SY 06-07 has steadily increased over the past five years.

Table 73 – Per Pupil Cost Based on Expenditure of Local Funds

	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Expenditures	\$135,933,575	\$133,379,507	\$133,576,651	\$156,026,593	\$167,594,537
Average Daily Membership	31107	30175	30327	30461	31724
Per Pupil	\$ 4,370	\$ 4,420	\$ 4,405	\$ 5,122	\$ 5,283

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

IV. SCHOOL-WIDE INDICATOR SYSTEM

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

The Annual School Progress Report Committee developed a list of education indicators, which was presented to principals and division heads for input. These performance classifications were derived from a number of education indicators including student performance in the district SAT9/10 testing program, school passing rate, cohort graduation rate, annual dropout rate, student discipline rate, student attendance rate, and employee attendance rate. Rubrics were developed for each indicator and numerical equivalents were assigned to each performance level specified in P.L. 26-26 and P.L. 28-45. The overall performance grade that a school obtained in SY 2006-2007 was a weighted average of these numerical equivalents using a combination of the above-mentioned indicators appropriate for each level. Extra credit was given to schools that increased the percentage of students performing at the proficient and advanced levels by at least five percentage points compared to the previous school year.

The Guam Education Policy Board adopted the list of education indicators and criteria for grading school performance. The adopted education indicators and criteria for grading school performance are shown in Appendix I. *Individual School Annual Report Cards* highlight demographics, student achievement, attendance rates, human resource, school expenditures, and grades based on the requirements of P.L. 26-26. *Individual School Annual Report Cards* are posted on the Guam Public School System website.

Table 74 shows the distribution of the overall performance grade classification for elementary, middle, and high schools according to the performance grade classifications stipulated in P.L. 26-26.

Table 74 – Distribution of School Performance Classification by Grade Levels

GRADE LEVEL	Unacceptable	Low	Satisfactory	Strong	Exceptional	Row Total
Elementary	0	3 (12%)	22 (88%)	0	0	25 (100%)
Middle	0	0	7 (100%)	0	0	7 (100%)
High	0	2 (50%)	2 (50%)	0	0	4 (100%)
ALL Schools	0	5 (14%)	31 (86%)	0	0	36 (100%)

Table 74 shows that all 7 (100%) of the middle schools and 22 (88%) elementary schools achieved a satisfactory rating. Two (50%) high schools and 3 (12%) elementary schools achieved a low rating.

Table 75 shows the comparative distribution of performance grade classifications by grade level for SY 04-05 through SY 06-07.

Table 75 – Comparative Distribution of Performance Classification by Grade Level from SY 2004-2005 to 2006-2007

School Year	Unacceptable	Low	Satisfactory	Strong	Exceptional	ROW TOTAL
Elementary						
SY 04-05	0	8 (32%)	17 (68%)	0	0	25 (100%)
SY 05-06	0	7 (28%)	18 (72%)	0	0	25 (100%)
SY 06-07	0	3 (12%)	22 (88%)	0	0	25 (100%)
Middle						
SY 04-05	0	5 (71%)	2 (29%)	0	0	7 (100%)
SY 05-06	0	0	7 (100%)	0	0	7 (100%)
SY 06-07	0	0	7 (100%)	0	0	7 (100%)
High						
SY 04-05	0	4 (100%)	0	0	0	4 (100%)
SY 05-06	0	2 (50%)	2 (50%)	0	0	4 (100%)
SY 06-07	0	2 (50%)	2 (50%)	0	0	4 (100%)
All Schools						
SY 04-05	0	17 (47%)	19 (53%)	0	0	36 (100%)
SY 05-06	0	9 (25%)	27 (75%)	0	0	36 (100%)
SY 06-07	0	25 (69%)	11 (31%)	0	0	36 (100%)

Examination of Table 75 reveals that 86% of all public schools achieved a "satisfactory" rating in SY 06-07. Overall, this represents a significant increase over the previous school years. Two high schools achieved "low" ratings showing a (50%) decrease from the previous year. In the elementary schools, there was a (16%) increase in the "satisfactory" rating from the previous year.

As noted earlier, performance classifications were derived from a number of education indicators including student performance in the district SAT10 testing program, school passing rate, cohort graduation rate, annual dropout rate, student discipline rate, student attendance rate, and employee attendance rate. Rubrics were developed for each indicator and numerical equivalents were assigned to each performance level specified in P.L. 26-26 & P.L. 28-45. The overall performance grade that a school obtained in SY 2006-2007 was a weighted average of the numerical equivalents using a combination of the above-mentioned indicators appropriate for each level.



Table 76 shows the comparison of each school's overall performance for SY 2005-2006 and SY 2006-2007. Examination of Table 80 reveals that of (22) schools increased their scores. FQ Sanchez Elementary had the largest increase (8) in composite score. The largest decline in composite score was (4).

**Table 76 – P.L. 26-26 Comparative School Composite Report Card Scores
from SY 05-06 & SY 06-07**

SCHOOL	SY 05-06 REPORT CARD COMPOSITE SCORE	SY 06-07 REPORT CARD COMPOSITE SCORE	DIFFERENCE BETWEEN SY 05-06 & SY 06-07
George Washington HS	47	49	2
JF Kennedy HS	50	50	0
Simon Sanchez HS	50	52	2
Southern HS	45	49	4
Agueda Johnston MS	54	57	3
FB Leon Guerrero MS	58	54	-4
Inarajan MS	52	53	1
Jose Rios MS	57	57	0
LP Untalan MS	55	56	1
Oceanview MS	53	53	0
Vicente Benavente MS	52	53	1
Agana Heights ES	63	60	-3
As Tumbo ES	49	49	0
BP Carbullido ES	56	58	2
Chief Brodie Memorial	51	54	3
CL Taitano ES	54	57	3
Daniel L. Perez ES	51	49	-2
Finegayan ES	48	52	4
FQ Sanchez ES	48	56	8
Harry S. Truman ES	56	56	0
HB Price ES	49	49	0
Inarajan ES	59	56	-3
JM Guerrero ES	49	55	6
JQ San Miguel ES	55	54	-1
Lyndon B. Johnson ES	66	68	2
MA Ulloa ES	54	54	0
Machananao ES	47	50	3
Marcial Sablan ES	50	51	1
Merizo ES	53	56	3
MU Lujan ES	55	55	0
Ordot Chalan Pago ES	56	59	3
PC Lujan ES	56	58	2
Talofof ES	55	52	-3
Tamuning ES	54	54	0
Upi ES	50	56	6
Wettengel ES	49	52	3

Table 77 presents the SY 06-07 District Performance Report. Data shows that while the composite score/grade for the District is "Low" (48%), it did increase over the previous school year (7%). The student attendance rate and employee attendance rate was "exceptional". A "strong" rating was achieved in student discipline and passing rate. "Satisfactory" ratings were achieved by the first grade students in reading and in the high school dropout rate. Most of the SAT10 results were given "low" or "unacceptable" ratings. Notable improvements were in passing rate and employee attendance.

Table 77 – District Performance Card

Performance Indicator	District	P.L. 26-26
SAT10 Proficient and Advanced Levels	Data	Grade Classification
Grade 1 Reading	56%	Satisfactory
Grade 1 Math	26%	Low
Grade 1 Language	8%	Unacceptable
Grade 2 Reading	20%	Low
Grade 2 Math	13%	Low
Grade 2 Language	3%	Unacceptable
Grade 3 Reading	18%	Low
Grade 3 Math	10%	Low
Grade 3 Language	12%	Low
Grade 4 Reading	17%	Low
Grade 4 Math	13%	Low
Grade 4 Language	12%	Low
Grade 5 Reading	12%	Low
Grade 5 Math	5%	Unacceptable
Grade 5 Language	13%	Low
Grade 6 Reading	12%	Low
Grade 6 Math	6%	Unacceptable
Grade 6 Language	11%	Low
Grade 7 Reading	11%	Low
Grade 7 Math	6%	Unacceptable
Grade 7 Language	11%	Low
Grade 8 Reading	17%	Low
Grade 8 Math	6%	Unacceptable
Grade 8 Language	14%	Low
Grade 9 Reading	7%	Unacceptable
Grade 9 Math	1%	Unacceptable
Grade 9 Language	4%	Unacceptable
Grade 10 Reading	9%	Unacceptable
Grade 10 Math	2%	Unacceptable
Grade 10 Language	3%	Unacceptable
Grade 11 Reading	9%	Unacceptable
Grade 11 Math	1%	Unacceptable
Grade 11 Language	4%	Unacceptable
Grade 12 Reading	12%	Low
Grade 12 Math	2%	Unacceptable
Grade 12 Language	5%	Unacceptable
District Passing Rate	93%	Strong
Cohort Graduation Rate	68%	Low
Annual Dropout Rate	7%	Satisfactory
Student Discipline Rate	12%	Strong
Student Attendance Rate	93%	Exceptional
Employee Attendance Rate	92%	Exceptional
Composite Score/Grade	48%	Low

V. SY 06-07 EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

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

Elementary Schools	
Agana Heights Elementary School	<ul style="list-style-type: none"> • Adopt-A-School Program Partners Department of Corrections, Guam Judiciary Center and the Navy. • SFA Grant (Success For All Reading Program), HATSA Grant • Rainbows for all Children, Jump Rope for Heart
As Tumbo Elementary School	<ul style="list-style-type: none"> • Adopt-A-School Program Partners GEDCA and Guam Housing Corporation • 4-H Club, Peer Mediation, Youth Crime Watch • Military Sister Village & Local Businesses donated PE equipment to the school. • Fourth Grade Teacher selected to attend on off-island IRA/ESL conference.
B.P. Carbullido Elementary School	<ul style="list-style-type: none"> • Home-School Connection: Pizza Hut Night, McTeacher Night, Chamorro Village Program, Box Tops Collection, and Cookie Sales • Youth Crime Watch, WAVE Club, Big Brother/Big Sister, Service Learning Club • Adopt-a-School Program: The Barrigada Mayor's Office maintains the school grounds. Guam Environment Agency assisted in the clean-up and preparation of school grounds and facilities in preparation of the opening of school. • Continued STAR and Accelerated Reader and Math Programs • E-rate internet connections are maintained • Created and up-dated the school web-site: "www.carbullido-kokos.com" • Teachers subscribed with "www.gradebook.com" where teachers can post their students grades periodically and parents can log on with a password to access their child's grades for class. • PTO purchased Homework Planners for all students and teachers • PTO funded the End-of -the Year Awards (certificated, medals, and trophies) • PTO funded and erected the Jungle-Gym Playground • Utilized Box Tops for Education Prize money to purchase Computer printers for 24 classrooms • Ruth Mendiola (Chamorro teacher) – 2006-07 Guam Teacher of the Year

Elementary Schools	
Chief Brodie Memorial Elementary School	<ul style="list-style-type: none"> • Approved Hatsa Grant, funded Professional Development and Technology • Youth for Youth Conference • Adopt-A-School Partners PTA, Seabees, Department of Mental Health, DISID, Tamuning Mayor's Office, Triple J and other businesses. • Roland Tanayan: Governor's MagHope Award: Silent One of the Year 2006, Ryan Paulino: Governor's MagHope Award Winner: Inspiration and Encouragement 2006, Melinda Burke: School Website Development, Gerald Valencia: Geography Bee Winner, Bin Zhang: Literary Finalist in Nationwide Learning Book Challenge, First School to receive and unveil the first newspaper produced by the Guam Energy Office • Cost cutting measures to improve school campus facility in conjunction with PTA and volunteers from Seabees, businesses and other community partners
C.L. Taitano Elementary School	<ul style="list-style-type: none"> • Project Hatsa Mini-Grants • Hulu Hoop and Jump Rope Program • Family Fun Fair • Power conservation efforts being enforced on campus
Daniel L. Perez Elementary School	<ul style="list-style-type: none"> • Energy conservation practices such as, exterior lights are turned off at nights and A/C units turned off after instructional hours
Finegayan Elementary School	<ul style="list-style-type: none"> • HATSA Training: Developing Professional Training Plans • Principal currently a Yamashita Educator Corp Council member • Math Olympiad, Student Government, Future Educators of Guam/America • School building maintenance and beautification by administration, staff, parents, students, teachers, and Dededo Mayor's Office • School Maintenance staff did minor repairs for plumbing, electrical, and carpentry.
FQ Sanchez Elementary School	<ul style="list-style-type: none"> • HATSA Grant: Renaissance Responders • Home-School Connection – an after school computer use in the library in the area of math • Summer School 2007
Harry Truman Elementary School	<ul style="list-style-type: none"> • "Eagles Academy" – school's teacher training program • Second Step, Youth Crime Watch and Big Brothers & Sisters Program • Adopt-A-School Program Partner Naval SeaBees • HATSA Mini Grant • Merit Awards for academic achievement, 1st place in the Art-A-Thon, International Reading Association, 4th grade students "The Thrilling Life of Pirates" PowerPoint.

Elementary Schools

<p>Inarajan Elementary School</p>	<ul style="list-style-type: none"> • Adopt-a-School Partner Inarajan Mayor's Office cuts the grass monthly. • Junior Achievement Program (UOG), Technology Program (Citigroup Foundation with Citibank), Banking and Saving (Bank Association c/o BOG), Accelerated Reader Program, Health Program (GFD & Army National Guard), and Sports Program (John Hattig and IT&E) • HATSA Grant • Quarterly After-School tutorial session, Christmas Break Tutorial Program, and Dollar and Sense After School Computer Program sessions for 3rd, 4th, & 5th graders. • Computer Lab is 110% functional for students and teachers to use. 100% funding was made possible by Business partners for the community. • 5 exiting 5th graders received scholarships for 3 years to attend Mt. Carmel School. • Students participated in various community competitions received special awards or certificates.
<p>Juan M. Guerrero Elementary School</p>	<ul style="list-style-type: none"> • Adopt-A-School Program Partners: Guam Airport Authority and Guam Military Affairs • HATSA Mini Grant • Isla Art-a-Thon Award for Top Coordinator to Ms. Maria Renee Reyes, Director's Choice Ryker Garcia and Top Fundraiser to Mr. Jesse Perez. • Honor Choir received a Command Performance Award in the Island wide Tumon Bay Music Festival
<p>JQ San Miguel Elementary School</p>	<ul style="list-style-type: none"> • After school Multi-Culture dance group and a cheerleading squad. • Adopt-A-School Partners: DOA, Rev. & Tax, GFD and Lujan's Junk Yard • PTA solicited from community paint and supplies • MTM Mayor's Office provided grass cutting services • HATSA Mini Grand Award
<p>Lyndon B. Johnson Elementary School</p>	<ul style="list-style-type: none"> • Implementation of the Island-Wide educational activities (IRA, Read Across America, Jump Rope for Heart, Youth Crime Watch) • F.A.S.T. workshops (strategies shared with parents) • HATSA Mini Grant Workshops • SPED – Safe Crises Management Training • The human resources at LBJ was maximized each work day so that the need to tap into the limited district resource was minimal

Elementary Schools	
Maria Ulloa Elementary School	<ul style="list-style-type: none"> • "Reading is Fun", students are able to purchase books to enhance their reading interest. • Home-School Connection: Pizza Hut Night, McTeacher Night, Chamoru Village Program, Box Tops Collection, Avon Fund Raising, Cookie Sales, American Lemonade Stand, and Family Literacy Night. • Youth Crime Watch, WAVE Club, Intramural Games, Big Brother/Big Sister Program, Service Learning Club, Christmas Food Drive, Cultural Exchange Program, MAUES Glee Club, and Energy Saving Club • Adopt-a-School Partner Homeland Security, Civil Defense and GPA. The Dededo Mayor's Office has been instrumental in maintaining and providing support towards the needs of the school community. • E-Rate internet connections are maintained. • Teachers have subscribed to "www.gradebook.com", where teachers can post student grades periodically and parents can log on with a password to access their child's grads for the class. • PTO/Volunteers helped clean the school • Faculty (grade levels) fund raiser for trophies and certificate • Honorable mentioned for the "Christmas Highlights" 07, Gef Pa'go Dance Competition Northern Cultural Arts Program, students work were featured in "Papaya".
Machananao Elementary School	<ul style="list-style-type: none"> • Adopt-a-School Partner GTA • GPD Crime Stoppers Program, Jump for Life Program • Department of Agriculture Planting Project, GFD for 911 & Safety, DYA (Student Bulling), Peer Mediation
Marcial Sablan Elementary School	<ul style="list-style-type: none"> • Mother-read/Father-read Program, Big Brother/Big Sister, Spring Carnival, Jump for Heart, Kadon Pika and weaving competition, and IRA Author Visit (Curious George) • Project Hatsa Grant Recipient • Adopt-A-School Partner Chamorro Land Trust Commission and Ancestral Lands and Commission on De-colonization assisted in the cleaning and preparation of the opening of school.
Merizo Martyrs Elementary School	<ul style="list-style-type: none"> • Recycling Program • Courtney Buenbicho won the island-wide first place Read-a-Thon prize. The school presentation by author, Ralph Masiello, sponsored by IRA. • Adopt-a-School Partner Department of Land Management worked at the school to help prepare it for the 07-08 school year.
M.U. Lujan Elementary School	<ul style="list-style-type: none"> • HATSA Mini Grant: Computer Training • Family Carnival, Family Labor Days • Saturday Scholars: Science and Social Studies Classes • Service Learning Club • Cultural Exchange with Japanese Student Teachers • Adopt-A-School Partner Guam Customs and Quarantine assisted in school readiness and donated cookies to the students during Christmas.

Elementary Schools	
Ordot/Chalan Pago Elementary School	<ul style="list-style-type: none"> • Visited by 2 renown children's authors sponsored by IRA • HATSA Grant Award • Staff Development: Designing Powerful Professional Development and Individuals with Disabilities Education Improvement Act Training • Ina fa Mauleg: Peer mediation • Adopt-A-School Partners: Bureau of Planning and Statistics, GFD, Air Force Reserve, Naval Hospital Sister Squadron, Mayors Office and DOC Parole Office • Playground equipment funded by USDA and PTO • Enforcement of energy conservation measures • Home School Connection grant • Used school aides to substitute for absent teachers
Pedro C. Lujan Elementary School	<ul style="list-style-type: none"> • Parent Fair through the efforts of the Salvation Army, Catholic Social Service, SPED and various non-profit organizations • Literary Fresh Produce Contest, Golden After-School Music and Art Programs, Battle of the Books, Peer Mediation, Celebration of Cultures Parade, Celebrity Readers Visits, Moving On Up Incentive Program, Parent Fair & Learning Sessions • Hatsa Grant Approval (for the Computer Training & Educational software)
H. B. Price Elementary	<ul style="list-style-type: none"> • Big Brother/Big Sisters of Guam, National Teach Children to Save Day • Fifth grade student qualified for the regional level competition for the National Geography Bee. He was one out of five students from Guam and the CNMI to qualify.
Talofof Elementary School	<ul style="list-style-type: none"> • Adopt-a-School Partners: Governor's & Lt. Governor's Office, MOMAU 8, First Lady's Office, Veteran's Affairs, and the Talofof Mayor's Office • Cultural Dance Troupe, PTA Sponsored King & Queen of Hearts • 3 Students scholarships to Mt. Carmel Catholic School, Dinana Minagof Cultural Dance Competition – 1st Place Contemporary Division, 1st Place Overall Winner, Special Olympics Participants and Recycling Project • Power conservation efforts by turning off air conditioners and lights at the end of each day
Tamuning Elementary School	<ul style="list-style-type: none"> • Peer Mediation, Youth Crime Watch, Big Brother/Big Sister of Guam, Rainbows For All Children, Reach Out Now, Mental Health and Substance Abuse Presentation and National Teach Children to Save Day • Adopt-a-School Partners Guam Memorial Hospital and Civil Service Commission. Guam Greyhound and Alpha Insurers helped in our efforts to get the air condition system repaired. The first lady also assisted the school with meeting the school's needs. • Project "MARS" (Math and Reading Success) Summer Program

Elementary Schools	
Upi Elementary School	<ul style="list-style-type: none"> • Accreditation was awarded for one year option. We are now preparing for a revisit for the three or six year term. • FAST (Family and Schools Together Workshop), SAFE training, Focus group meetings for accreditation, Autism Training • Department of Correction inmates as well as parents, teachers and staff volunteers assisted in supporting the school. • HATSA Grant
Wettengel Elementary School	<ul style="list-style-type: none"> • Rainbows For All Children, Youth Crime Watch, Ina'fa Maolek/Peer Mediation, Project ELAMDI, Wettengel Fun Club, • Adopt-A-School Program Partner: Guam Police Department. • Awarded the P.E. Grant, Project HATSA Grant, Proposed Technology plan. • Inafa Maolek "Peace" Award, Big Bird Award (raised the highest amount of money within the district)
Middle Schools	
Agueda Johnston Middle School	<ul style="list-style-type: none"> • Adopt-a-School Partner Guam Water Works and Naval Hospital Employees helped with the campus clean-up and maintenance. • Close Up, Youth Crime Watch, Natibu Cultural Dancers, National Junior Honor Society, Filipino Student Association, Micronesian Student Association, Parent Family Outreach Community Program, Red Ribbon Week (Just Say NO to Drugs), "Team Building" by military personnel . • School Website – provides information to parents regarding Reading, Language Arts and Math classes. • HATSA Grant, Educational Talent Search, Breaking the Ranks II training, SWIS (School wide Information System), PBIS (Positive Behavior Incentive System) • 2 students were selected to represent Guam in the National Soccer Team, MathCounts competition, one student placed in the top ten, "Island Wide Spelling Bee, a student placed 7th out of 250 students, a student won 2nd place and became the Lt. Governor for the day. One student was given a full scholarship to play basketball at St. Pauls. • The Ordot-Chalan Pago Mayor's Office, parents, and employees provided AJMS with support in grass cutting services in the absence of a grounds maintenance contract. Teachers and staff cooperated in ensuring that all air-conditioning units and other power supplied equipment were shut off at the end of the day. AJMS was able to reduce power consumption by 10%.

Middle Schools	
Vicente S. Benavente Middle School	<ul style="list-style-type: none"> • Six years accreditation from the Western Association of Schools and Colleges (WASC). • HATSA Grant • Provided Saturday Scholars Tutorial Program • BMS athletic program boasts many championships for SY 06-07 to include Girls Volleyball, Boys "B" Team Basketball, Boys Cross Country, Boys Soccer, and Boys Track and Field. • Jump Rope Program, Self-Defense Program, Hip Hop dance program and 20 different club and organizations. • Academic Challenge Bowl Team placed 3rd overall, the only public school to place with the top five teams. Placed 3rd in the team competition for MathCounts. • Community Partnerships w/NCTAMS and mayor's office to improve facility
F. B. Leon Guerrero Middle School	<ul style="list-style-type: none"> • Saturday Scholars, GCC Career Choices Program, • Adopt-a-School Partner HSC-25 sister-squadron along with the school's support staff cleaned the campus grounds and painted buildings and walkways for the schools opening. • Awarded Professional Development Mini-grant and the Technology Grant • Art classes had an art exhibit at CAHA Gallery in conjunction with SSHS to showcase our students' art projects. Undefeated Girls Soccer Team.
Inarajan Middle School	<ul style="list-style-type: none"> • 100% of 8th grade students promoted to high school • HATSA Grant – Project Takkilo' and Project Gef Fe'na • Saturday Scholars Math tutorial program, Cultural Club Dance Program, 4-H Club, MathCounts, and Academic Challenge Bowl. • Dance Club Awards – Best Ancient Dance, Televised recognition for Saturday Scholars Tutorial Program, Certificate of Appreciation 2007 Youth Risk Behavior Survey. • Second Step Training, • Adopt-a-School Partners - The Navy, GFD, ABC (Adopt Because we Care) program, the parent group, and a variety of local business willing to contribute to our success culminated in a smooth school. • Teachers, staff, and administration purchased supplies and contributed to operations because there was no funding provided. • School enforces energy conservation efforts daily by powering down all equipment, etc.
Jose Rios Middle School	<ul style="list-style-type: none"> • "Just Raising My Scores" Day, Educational Talent Search, PBIS (Positive Behavior Intervention System), Project "Men'halom", • Awarded "Service Learning" Grant, P.E. Grant • Home-School Connection - "Academic Carnival" workshop, School Website, • Adopt-a-School Partner Department of Administration & Department of Corrections has been instrumental in assisting during summer preparation. USS Frank Cable offered assistance throughout the school year for school improvement projects. Connected with our Mayor's Office for maintenance and facilities support. • Matched national score in 6th grade science on SAT-10, exceeded national score in 7th grade spelling on SAT-10, Isla-Art-A-Thon student winner, island wide from team Oceania, Placed Top 3 in Girls' Volleyball, won "Skip Jump" competition, sent International Friendship Club to Palau Islands, participated in the Superintendent's initiative for energy conservation

Middle Schools	
Oceanview Middle School	<ul style="list-style-type: none"> • Project "Men'halom (Positive Behavior Intervention System) • HATSA Grant – Technology (PDI – handheld computers) • Adopt-a-School Partner the Guam Fire Department and the USS Frank Cable continue to support our school with yard maintenance, tutoring, facilities and classroom instruction. • Close Up, International Marketing, Athletic Club, Woodshop, Future Educators of America, Youth Crime Watch, Famagu'on Natibu • Boys Basketball Champions, 1st Place Katdon Pika, 1st Place Weaving Competition, 2nd Place Dinana Minagof Dance Competition, 2nd Place Oratorical Chamoru Language Competition
Untalan Middle School	<ul style="list-style-type: none"> • HATSA Grant – Professional Staff Development & Technology • Educational Talent Search, Career Day Fair, CATS (Creating Awesome Test Scores), Project Men'halom, Youth Crime Watch, Peer Mediation, Academic Challenge Bowl, Battle of the Books, Big Brother/Big Sister, Famaguon Oro Cultural Club, Close-Up • SAFE Techniques, PBIS (Positive Behavior Incentive System) • Champions in Girls Basketball, Boy's Beacon Basketball Tournament, 2nd place in the Tumon Bay Band Festival, Cultural Arts: Champions in Middle School Category, Social Studies teacher selected to attend the National Social Studies Convention.
High Schools	
George Washington High School	<ul style="list-style-type: none"> • Adopt-a-School Partnership Department of Corrections assisted in cutting the grass areas, Department of Parks and Recreation assisted with the cleanup of the school campus for the opening of the school year. • GWHS online website (www.gdoe.net/gwhs, www.yourhomework.com, gwhsguam@yahoo.com) • ROTC National Award, ROTC Legislative Resolution, Top 3 Placement in 22 of 23 IIAAG sports events, • Recipient of National Merit Scholarship Award – Christian Santiago • Recipient of ROTC General's Gold Coin Award – Dominic Chargualaf and Josette Eclavea • Recipient of Female Scholar Athlete of the Year – Amy Atkinson • Eskuelan Puengi & Summer School
John F. Kennedy High School	<ul style="list-style-type: none"> • Annual Career Day in conjunction with the Business Community • Student Support Services, Tutoring, Eskuelan Puengi, and Summer School were offered. • Su-Sheih Scholar Athlete – Matthew Sasai • Island wide Science Fair overall winner – Shruti Nagarajan • SAT-10 Accomplishments: Scored at or above the 50th percentile in the following content areas: Social Science-12th Grade, Spelling-12th Grade, Science-12th Grade, Math-12th Grade

High Schools	
Simon Sanchez High School	<ul style="list-style-type: none"> • Summer School Program, Tutoring by students for students during lunch time, Alternative out-of-school-suspension, community service through Yigo and Dededo Mayor's Offices • JROTC Island-Wide Drill Competitions, JROTC Off-island Golden Bear National Drill Competition • Mock Trial, Junior Statesmen, Academic Challenge Bowl • Celebrations of Scholars • Partnerships with private businesses allow for funding to print school planners • Outsourcing of the cafeteria • Outsourcing of grass cutting services, Outsourcing of foot patrol has cut down on vandalism/graffiti.
Southern High School	<ul style="list-style-type: none"> • Teachers conducting class during their prep period • Lunchtime Peer Tutoring, Summer School • Education Talent Search, Advance Placement, Upward Bound, Passport to Careers, Skills USA • JROTC Marksman, JROTC Drill Team, WAVE Club, Parent Booster Club, Future Educators of America • Monthly cleanup from volunteers • Community and business partners are invited to support the school • Support staff and assistance from the village major and the community volunteer to clean and paint the school

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	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 1 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 1 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 2 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 2 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 2 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 3 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 3 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 3 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 4 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 4 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 4 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 5 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 5 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 5 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Passing Rate	5.0%	98% or more	91-97%	85-90%	80-84%	Less than 80%
5th Grade Promotion Rate	5.0%	98% or more	91-97%	85-90%	80-84%	Less than 80%
Student Discipline	7.5%	10% or less	11-13%	14-15%	15-25%	More than 25%
Student Average Daily Attendance Rate	7.5%	90% or more	80-89%	70-79%	60-69%	Less than 60%
Employee Attendance Rate	7.5%	98% or more	96-97%	90-95%	80-89%	Less than 80%
School Improvement Plan	7.5%	98% or more	96-97%	90-95%	80-89%	Less than 80%

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 6 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 6 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 6 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 7 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 7 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 7 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 8 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 8 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 8 at Levels 3 & 4	5.5%	90% or more	70-89%	50-69%	10-49%	Less than 10%
8th Grade Promotion Rate	10.0%	98% or more	91-97%	85-90%	80-84%	Less than 80%
Passing Rate	10.5%	98% or more	91-97%	85-90%	80-84%	Less than 80%
Student Discipline (suspended, expelled, etc)	7.5%	10% or less	11-13%	14-15%	15-25%	More than 25%
Student Average Daily Attendance Rate	7.5%	90% or more	80-89%	70-79%	60-69%	Less than 60%
Employee Attendance Rate	7.5%	98% or more	96-97%	90-95%	80-89%	Less than 80%

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	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 9 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 9 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 10 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 10 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 10 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 11 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 11 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 11 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Reading % of Grade 12 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Math % of Grade 12 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Language % of Grade 12 at Levels 3 & 4	4.0%	90% or more	70-89%	50-69%	10-49%	Less than 10%
Annual Dropout Rate	7.0%	3% or less	4-5%	6-9%	10-15%	More than 15%
Passing Rate	8.0%	98% or more	91-97%	85-90%	80-84%	Less than 80%
Cohort Graduation Rate	7.0%	90% or more	80-89%	70-79%	60-69%	Less than 60%
Student Discipline (suspended, expelled, etc)	7.5%	10% or less	11-13%	14-15%	15-25%	More than 25%
Student Average Daily Attendance Rate	7.5%	90% or more	80-89%	70-79%	60-69%	Less than 60%
Employee Attendance Rate	7.5%	98% or more	96-97%	90-95%	80-89%	Less than 80%