

SY 08-09 Annual State of Public Education Report

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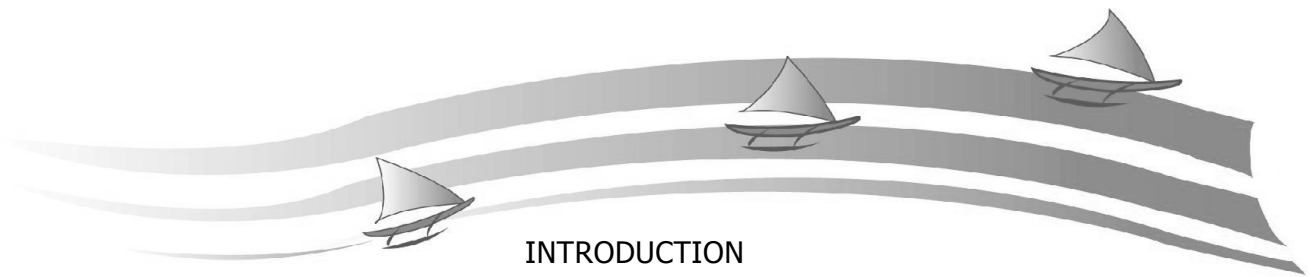
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INTRODUCTION

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

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

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

GDOE initiated the collection and reporting of student, staff and administrative data in 1996 when the first Annual District and School Report Cards were developed and disseminated. Reporting the characteristics of schools and performance of students does not only provide a means for identifying strengths and weaknesses, but also facilitates efforts to bring to life the Guam Department of Education 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 students: by gender, grade, special program, ethnicity and social economic status. Information presented in this section can best be understood relative to the adopted Guam Department of Education District Action Plan Standards and Assessment objectives and Public Law 28-45:

- The percentage of students in all grades achieving **proficient level** 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 2004 scores as the baseline data, at least 50% of students in the grades tested will reach the 50th percentile in reading, math and language arts.
- 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 Department of Education provided free and appropriate public education to 30,194 students. Table 1 depicts SY 2008-2009 (ending May 28, 2009) student enrollment distribution by grade levels. Examination of Table 1 indicates that the enrollment ranged from a low of 494 (2%) in Head Start to a high of 3,188 (11%) in Grade 9.

GRADE LEVEL	ENROLLMENT	% OF TOTAL GDOE
Head Start	494	2%
Kindergarten	2,180	7%
Grade 1	2,223	7%
Grade 2	2,310	8%
Grade 3	2,372	8%
Grade 4	2,511	8%
Grade 5	2,405	8%
Grade 6	2,328	8%
Grade 7	2,151	7%
Grade 8	2,303	8%
Grade 9	3,188	11%
Grade 10	2,218	7%
Grade 11	1,763	6%
Grade 12	1,748	6%
TOTAL GDOE ENROLLMENT	30,194	100%

Figure 1 - Student Enrollment by Grade Levels

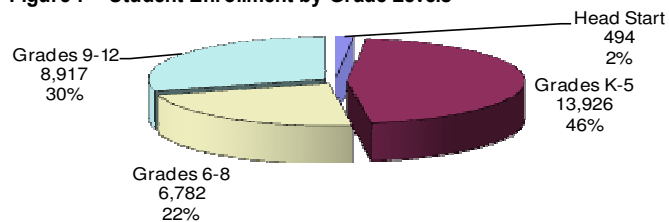


Figure 1: The majority of students are enrolled in elementary grades K-5, comprising 45% of the total population. The middle school grades, 6-8 comprises 23% and the and high schools grades 9-12, make up 30% of all students enrolled as of May 28, 2009.

Note that HeadStart and Kindergarten students do not participate in the SAT.

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

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

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

Figure 2 - Student Enrollment by Gender



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

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

Table 3: Of 30,194 students enrolled in GDOE, at least 21 ethnic groups are represented. The CNMI category includes students from Rota, Saipan and Tinian. Asians are comprised of Japanese, Chinese, Korean, Indonesian and Vietnamese ethnic categories. Pacific Islander includes Hawaiian, Samoan, Kosraean, Phonpeian, Chuukese, Yapese, Marshallese, Palauan, and Other Pacific Islander (Fijian). Other is made up of Black, Hispanic, American Indian-Native Alaskan, Unknown and Mixed ethnic categories.

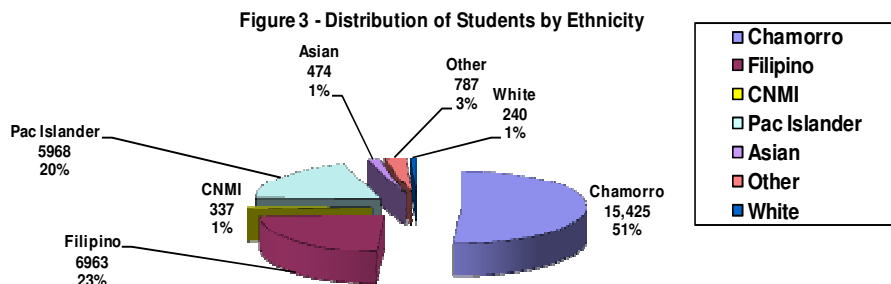


Figure 3: Chamorro students comprise the majority of the total student population with an enrollment of 15,425 (50%), while White Non-Hispanic and CNMI students show the lowest proportions, respectively comprising 1% of the total population. Filipinos make up the second

highest proportion (23%) with 6,963 students. (percentage calculations may contain small differences due to rounding of decimal places.)

	Average Daily Membership	Average Daily Attendance	Attendance Rate
Elementary Schools	14,036	13,235	94%
Middle Schools	6,816	6,298	92%
High Schools	9,303	8,988	97%
GDOE	30,155	28,521	95%

Table 4: An average of 30,155 students was enrolled in SY 08-09. Of the average daily membership, 95% (28,521) were present in school. This also means that on the average 1,634 students were absent on any given day. Further examination shows that the high schools had the highest average daily attendance (97%), compared to the middle (92%) and elementary schools (94%).

B. STUDENT ACHIEVEMENT

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

- Guam Public Law 13-101 GCS § 11220-11223, regarding Basic Education, requires appropriate evaluation procedures to assess student performance.
- Testing provides technically sound information about how students perform relative to Guam content standards and to national norms, which helps gauge the success of our schools.
- Testing serves as one of the indicators in the Guam educational accountability system.

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



Who participated in SAT10 testing?

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

Grade Levels	Number of Students Tested	Percent of Total Tested
Grade 1	2,115	8%
Grade 2	2,244	8%
Grade 3	2,345	9%
Grade 4	2,492	9%
Grade 5	2,367	9%
Grade 6	2,267	9%
Grade 7	2,120	8%
Grade 8	2,264	9%
Grade 9	3,005	11%
Grade 10	2,091	8%
Grade 11	1,687	6%
Grade 12	1,423	5%
Total	26,430	100%

Table 5: Indicates that grade 9, which makes up 11% (3,005) of the total tested, had the highest proportions of students who took the SAT10 test. The lowest proportion was in grade 12 with only 56% (1,423) 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.

Grade Levels	Average Daily Membership	Number of Students Tested	Percent of Total Tested
Grade 1	2,188	2,115	97%
Grade 2	2,319	2,244	97%
Grade 3	2,375	2,320	99%
Grade 4	2,519	2,492	99%
Grade 5	2,442	2,367	97%
Grade 6	2,356	2,267	96%
Grade 7	2,159	2,120	98%
Grade 8	2,302	2,264	98%
Grade 9	3,077	2,996	98%
Grade 10	2,403	2,076	87%
Grade 11	2,006	1,740	84%
Grade 12	1,719	1,423	83%
Total	27,865	26,724	96%

Table 6: Shows that 94% of all students enrolled in grades 1-12 participated in the SY 08-09 SAT10 testing. The 3rd, 4th graders had the highest participation rates (99%) of total students enrolled. In contrast, the 12th grade students only had a participation rate of 83%, in which 1,423 students were tested.

Participation Rates of Subgroups

The Guam Department of Education, in compliance with Individuals with Disabilities Education Act (IDEA) and provisions of the No Child Left Behind Act, monitors the participation rates of students with special needs and other subgroups that school districts throughout the nation have historically excluded from testing. Participation rates are generally designed to address two major questions: 1) What proportion of the total number of a given subgroup (e.g. special education) participated in the GDOE annual SAT10 assessment? and, 2) Of the total number of students tested in SY 08-09, what proportion was comprised of a given subgroup?

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

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

Participation by Education Program

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

Program	Number of Students Tested	Number of Students Enrolled in Program	Participation Rate (Based on Program Total Enrollment)
ESL	11,503	13,818	83%
Special Education	1818	2173	84%
GATE (1-5)	1034	1194	87%
TOTAL	14,355	17,185	84%

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

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

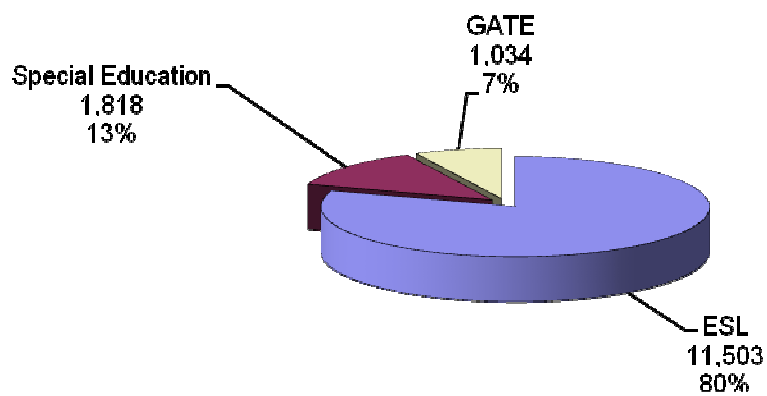


Figure 4: Approximately 14,355 (84%) of students enrolled in education programs were tested. 17,185 students were enrolled in the Special Education, English As A Second Language (ESL) program and/or Gifted and Talented (GATE) programs.

Participation Rates by Gender

Gender	Number of Students Tested	Number of Students Enrolled (HeadStart-12)	Participation Rate (Based on Total Number Enrolled)
Female	12,575	14,344	88%
Male	14,566	15,850	92%
TOTAL	26,724	30,194	90%

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

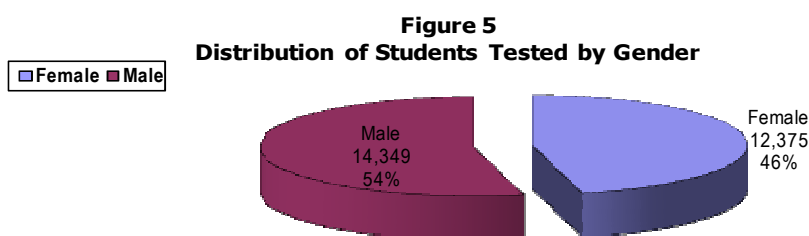


Figure 5 : Indicates that 54% (14,349) of the total number of students (26,724) who participated in SAT10 were males, while 46% (12,375) were females.

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

	# Students Enrolled	# Students in Free/Reduced Program Tested	Percentage of Students Tested
Elementary School (1-5)	11,821	8,553	72%
Middle School	6,782	4,184	62%
High School	8,917	2,861	32%
Total (1-12)	27,520	15,598	57%

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

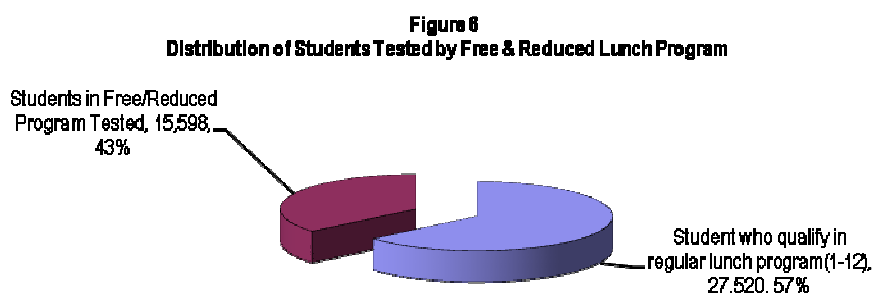


Figure 6: Shows that 15,598 (57%) of students in grades 1-12, tested with SAT 10 participated in the free and reduced lunch program while 43% of students did not participate in the program.



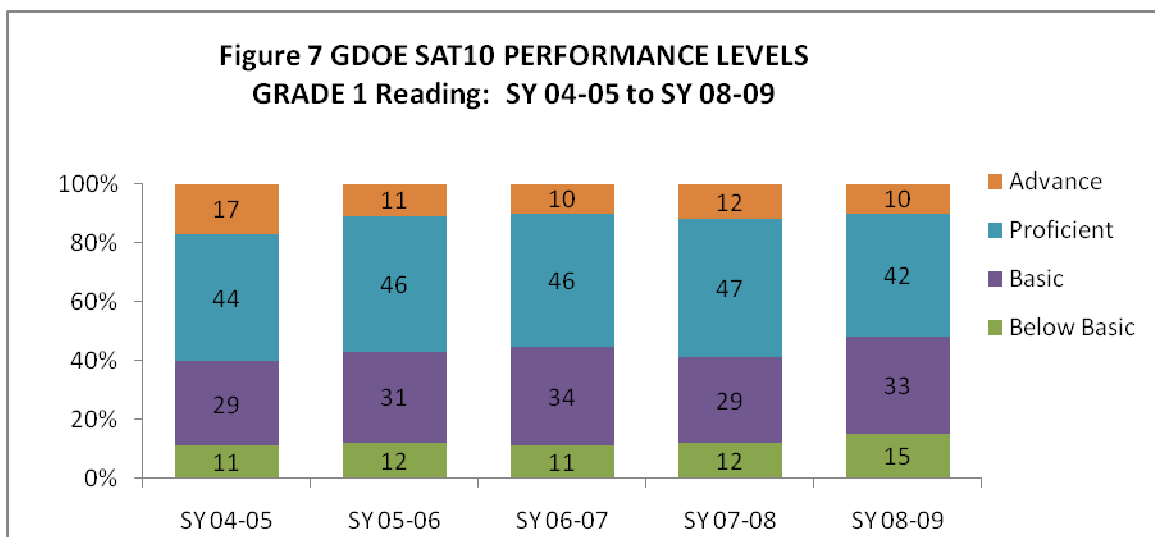
SAT10 RESULTS BY PERFORMANCE LEVELS

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 GDOE currently does not have a standards based test, the SAT10 performance standards are used to monitor student progress with SY 02-03 as the baseline year.

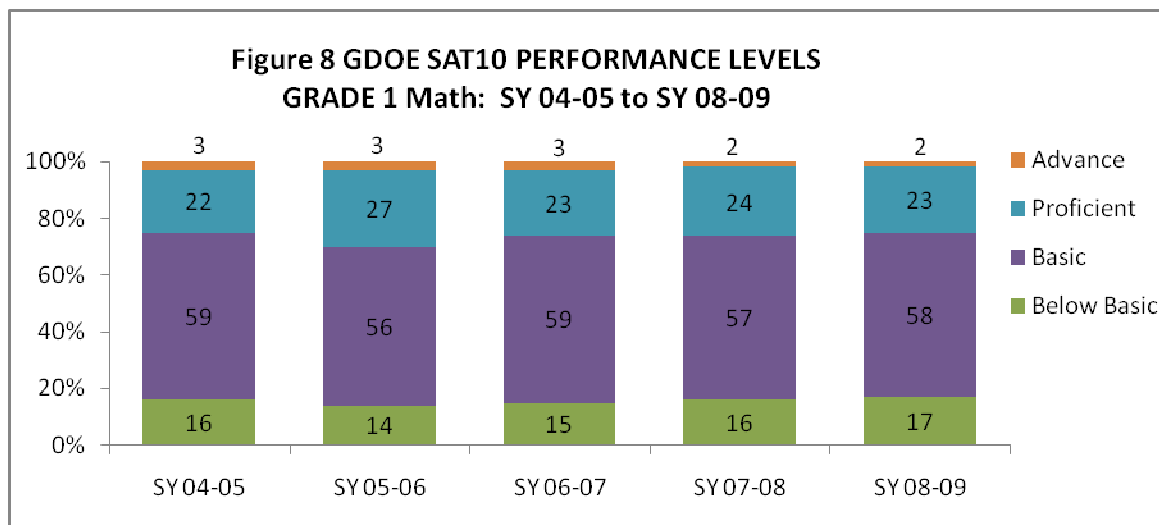
The SAT10 *performance standards are content-referenced scores that reflect what students know and should be able to do in given subject areas.* Expert panels of educators, who judged each test question on the basis of how students at different levels of achievement should perform, determined the Stanford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

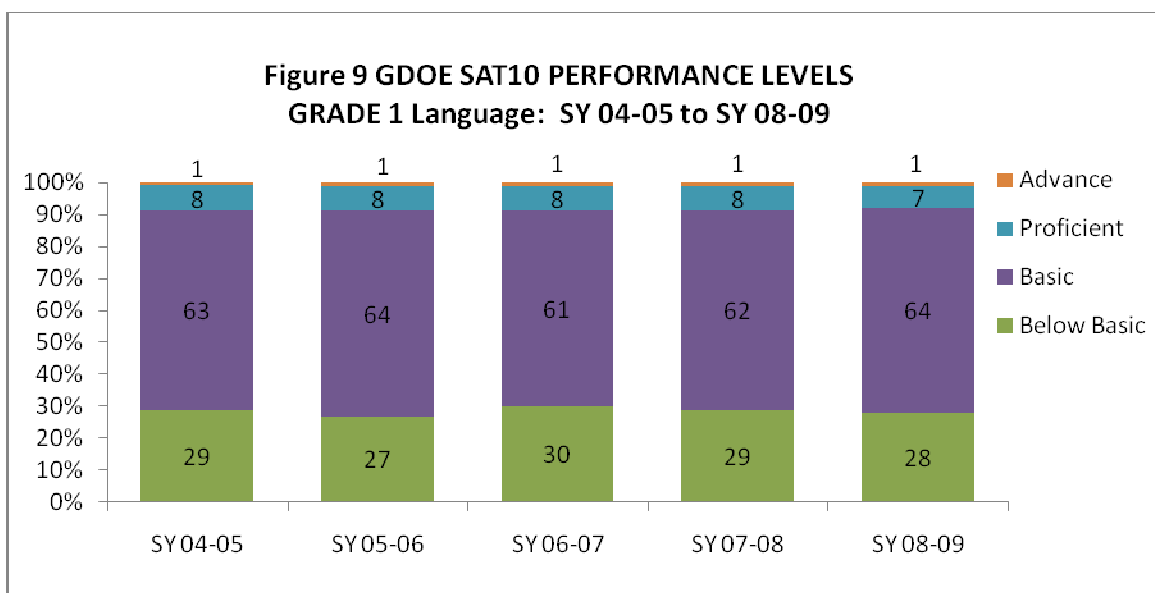
Figures 7-42 on the following pages illustrate the SAT10 performance standards results for reading, mathematics and language arts by grade levels over the last five years.



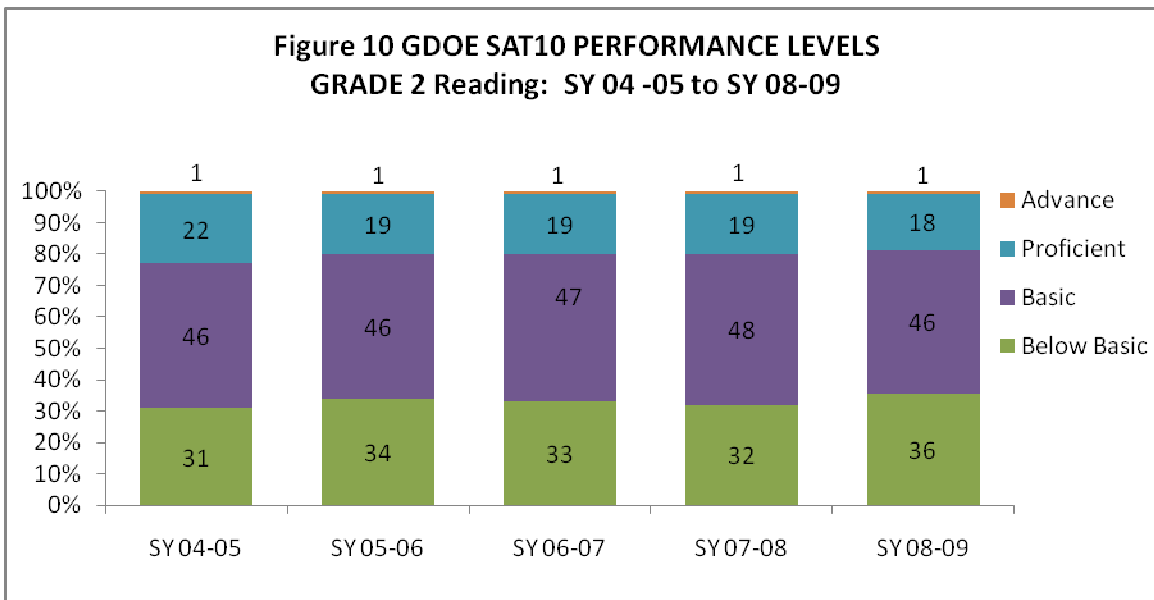
- **Figure 7** shows that in SY 07-08, 59% of 1st graders performed at the **Proficient and Advanced levels** in reading as compared to 52% who performed at the same levels in SY 08-09, a **decrease** of 7 percentage points.
- In SY 07-08, 41% of students performed at the **Basic and Below Basic levels** as compared to 48% in SY 08-09, an **increase** of 7 percentage points.



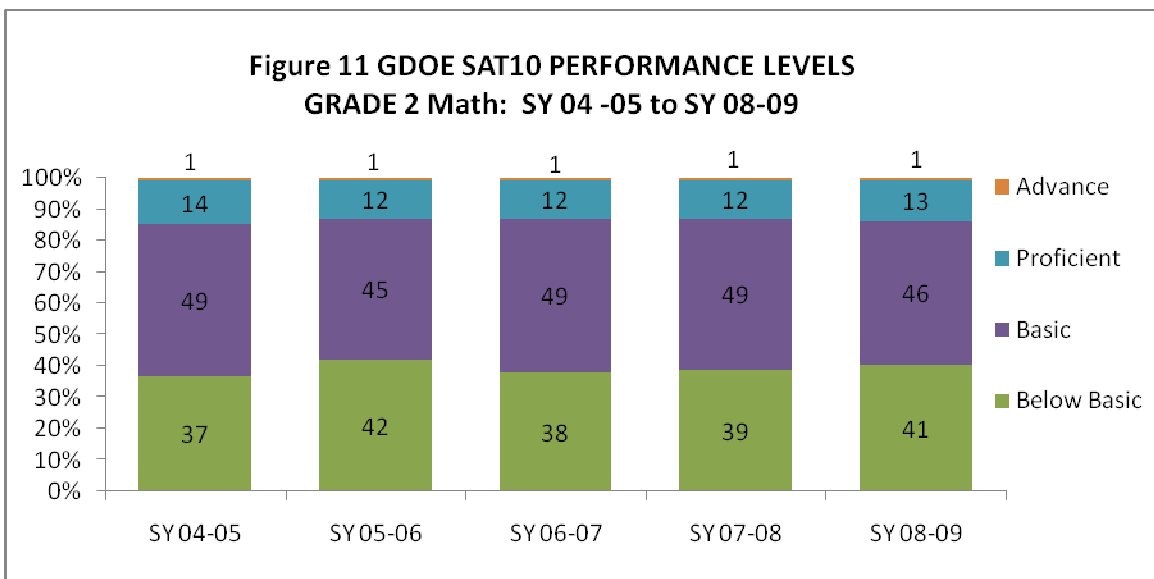
- **Figure 8** shows that in SY 07-08, 26% of 1st graders performed at the **Proficient and Advanced levels** in math as compared to 25% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.
- In SY 07-08, 73% of students performed at the **Basic and Below Basic levels** as compared to 75% in SY 08-09, an **increase** of 2 percentage points.



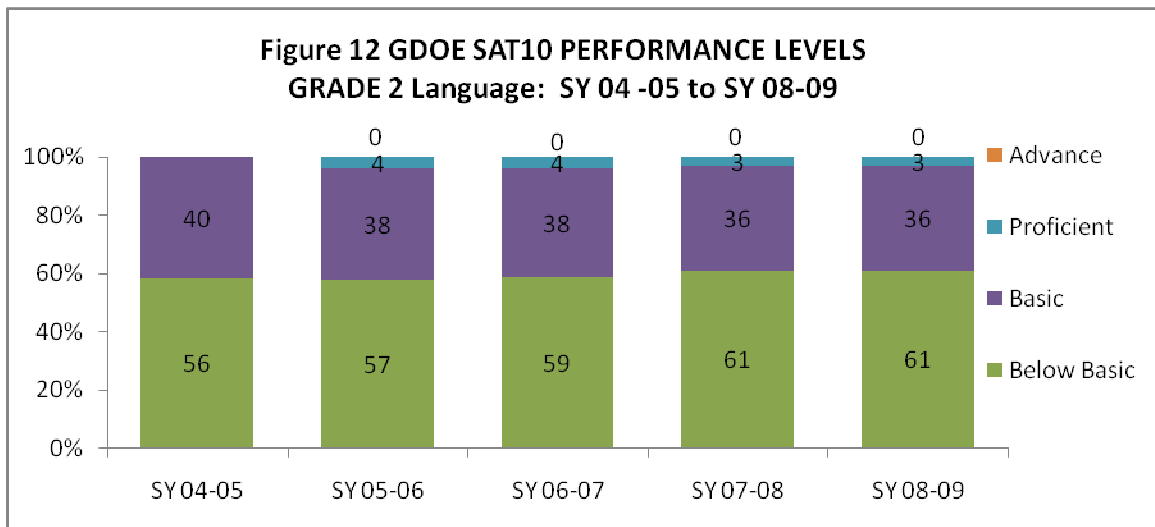
- **Figure 9** shows that in SY 07-08, 9% of 1st graders performed at the **Proficient and Advanced levels** in language as compared to 8% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.
- In SY 07-08, 91% of students performed at the **Basic and Below Basic levels** as compared to 92% in SY 08-09, an **increase** of 1 percentage point.



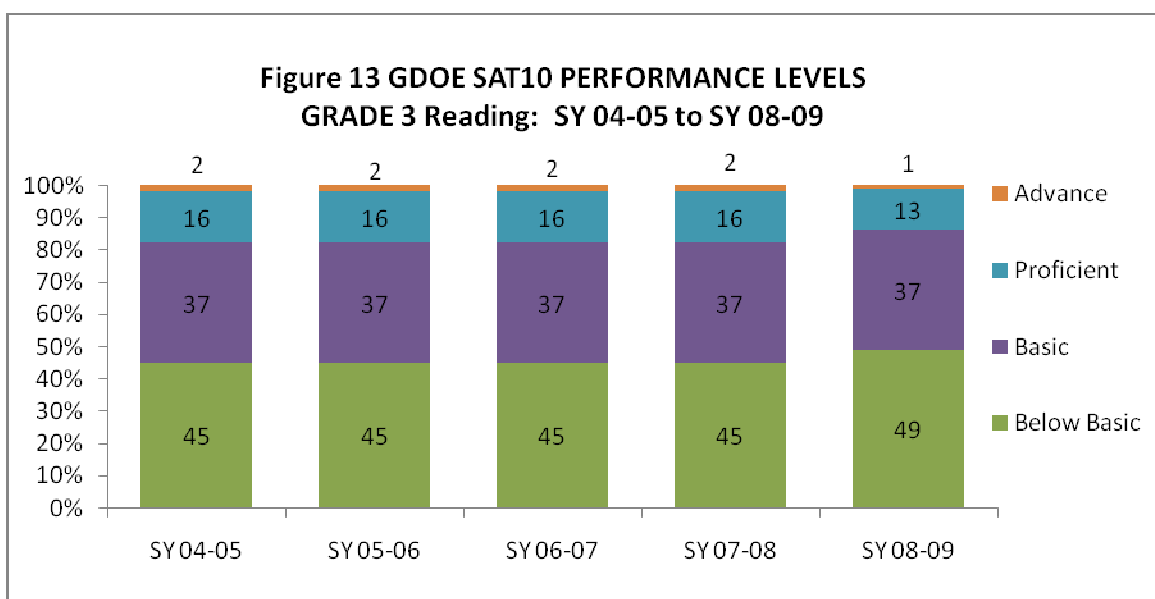
- **Figure 10** shows that in SY 07-08, 20% of 2nd graders performed at the **Proficient and Advanced levels** in reading as compared to 19% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.
- In SY 07-08, 80% of students performed at the **Basic and Below Basic levels** as compared to 82% in SY 08-09, an **increase** of 2 percentage points.



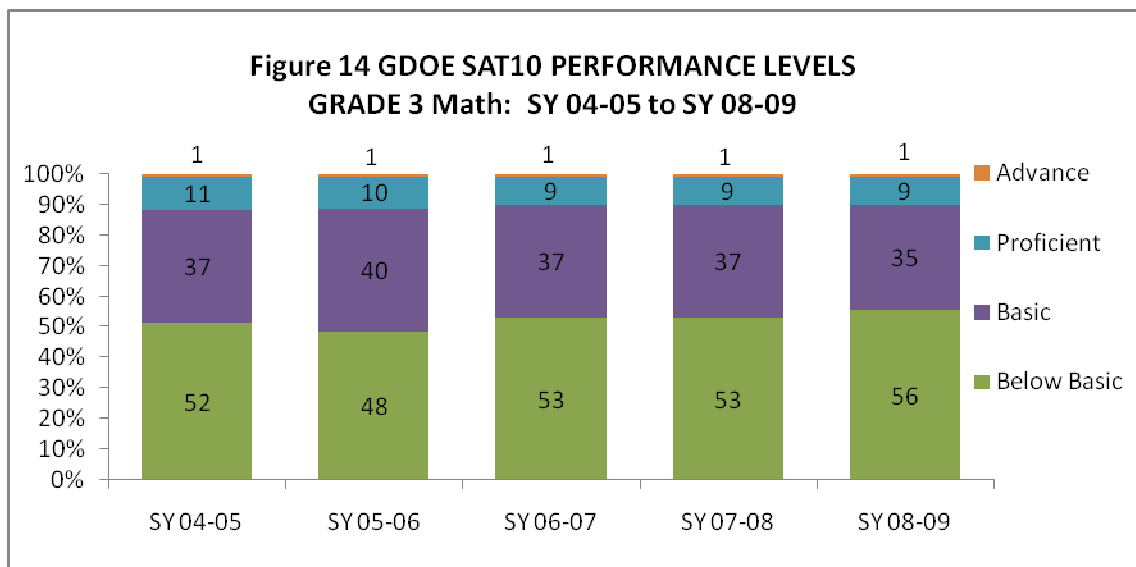
- **Figure 11** shows that in SY 07-08, 13% of 2nd graders performed at the **Proficient and Advanced levels** in math as compared to 14% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.
- In SY 07-08, 88% of students performed at the **Basic and Below Basic levels** as compared to 87% in SY 08-09, a **decrease** of 1 percentage point.



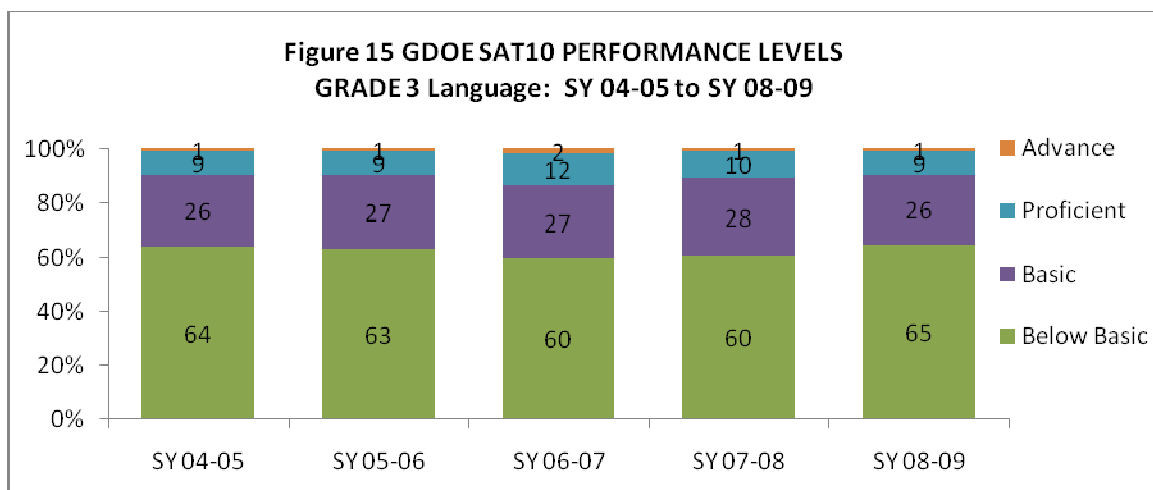
- **Figure 12** shows that in both SY 07-08 and SY 08-09, 3% of 2nd graders performed at the **Proficient and Advanced levels** in language.
- In both SY 07-08 and SY 08-09, 97% of students performed at the **Basic and Below Basic levels**.



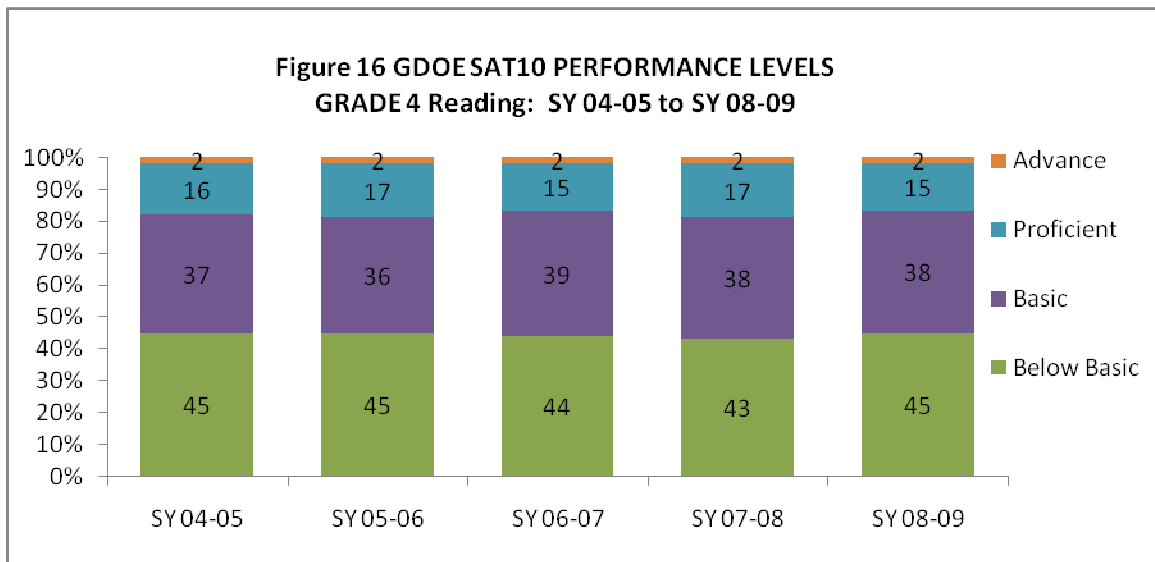
- **Figure 13** shows that in SY 07-08, 18% of 3rd graders performed at the **Proficient and Advanced levels** in reading as compared to 14% who performed at the same levels in SY 08-09, a **decrease** of 4 percentage points.
- In SY 07-08, 82% of students performed at the **Basic and Below Basic levels** as compared to 86% in SY 08-09, an **increase** of 4 percentage points.



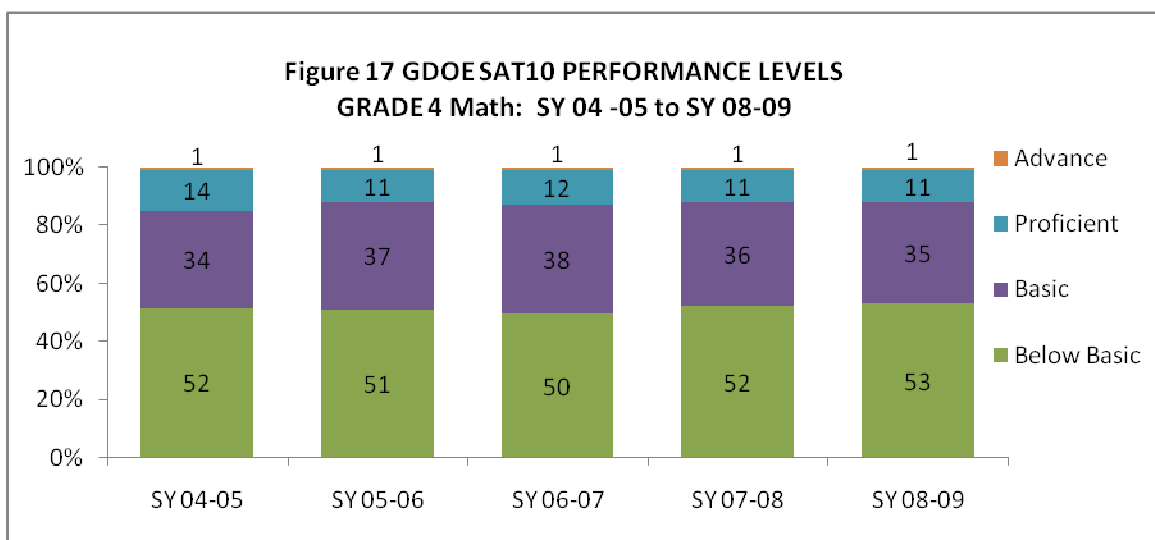
- **Figure 14** shows that in both SY 07-08 and SY 08-09, 10% of 3rd graders performed at the **Proficient and Advanced levels** in math.
- In SY 07-08, 90% of students performed at the **Basic and Below Basic levels** as compared to 91% in SY 08-09, an **increase** of 1 percentage point.



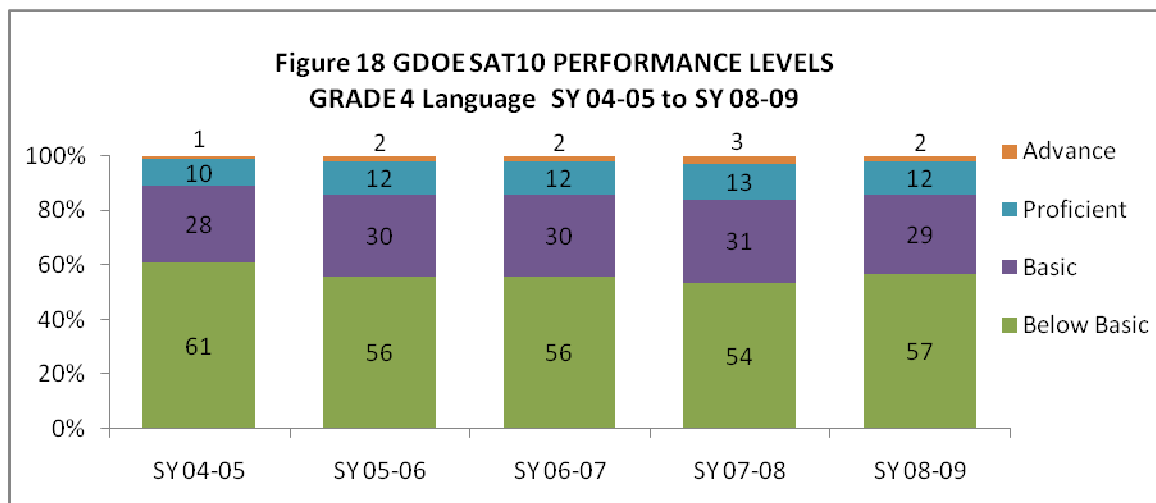
- **Figure 15** shows that in SY 07-08, 11% of 3rd graders performed at the **Proficient and Advanced levels** in language as compared to 10% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.
- In SY 07-08, 88% of students performed at the **Basic and Below Basic levels** as compared to 91% in SY 08-09, an **increase** of 3 percentage points.



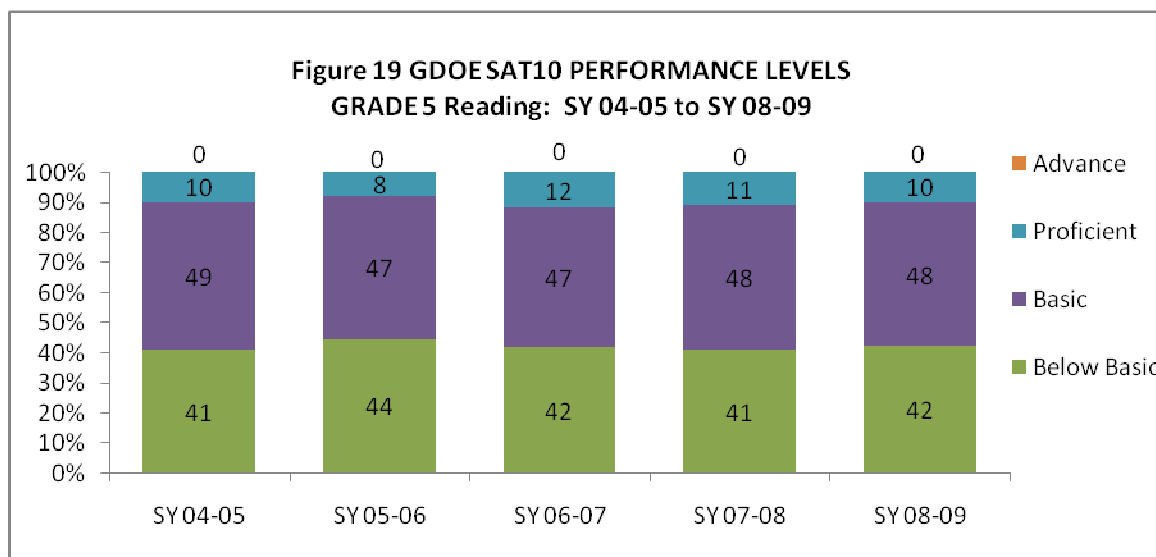
- **Figure 16** shows that in SY 07-08, 19% of 4th graders performed at the **Proficient and Advanced levels** in reading as compared to 17% who performed at the same levels in SY 08-09, a **decrease** of 2 percentage points.
- In SY 07-08, 81% of students performed at the **Basic and Below Basic levels** as compared to 83% in SY 08-09, an **increase** of 2 percentage points.



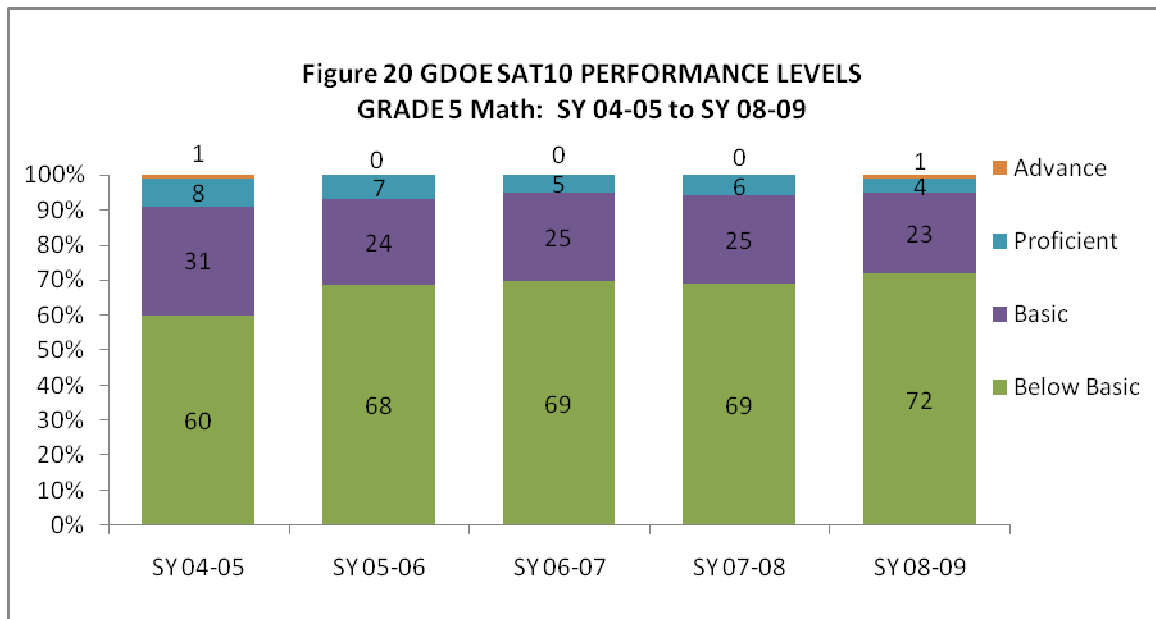
- **Figure 17** shows that in both SY 07-08 and SY 08-09, 12% of 4th graders performed at the **Proficient and Advanced levels** math.
- In SY 07-08 and SY 08-09, 88% of students performed at the **Basic and Below Basic levels**.



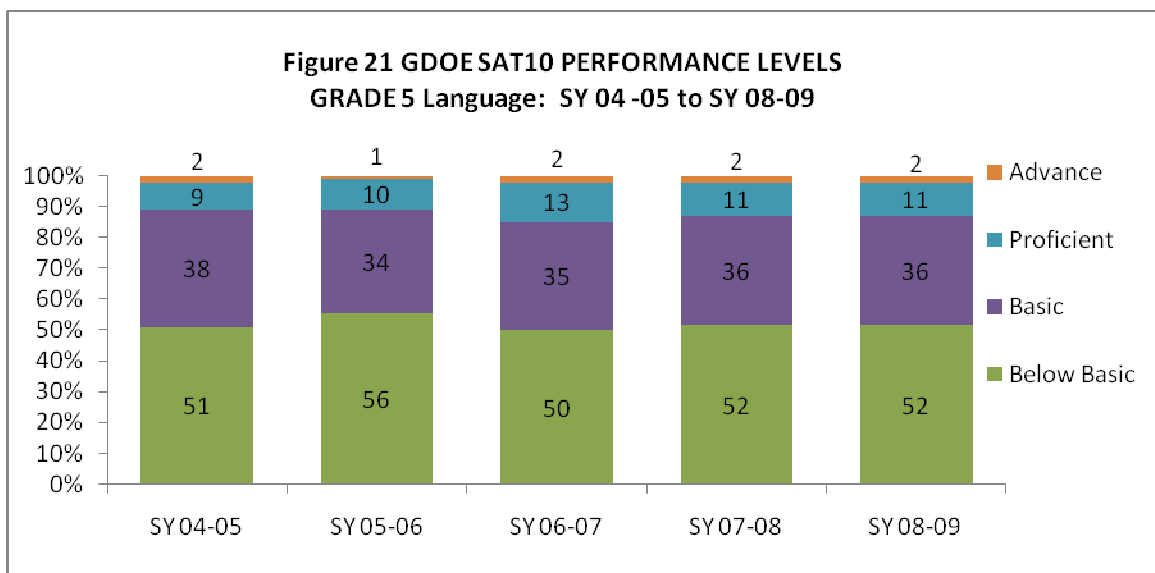
- **Figure 18** shows that in SY 07-08, 16% of 4th graders performed at the **Proficient and Advanced levels** in language as compared to 14% who performed at the same levels in SY 08-09, a **decrease** of 2 percentage points.
- In SY 07-08, 85% of students performed at the **Basic and Below Basic levels** as compared to 86% in SY 08-09, an **increase** of 1 percentage point.



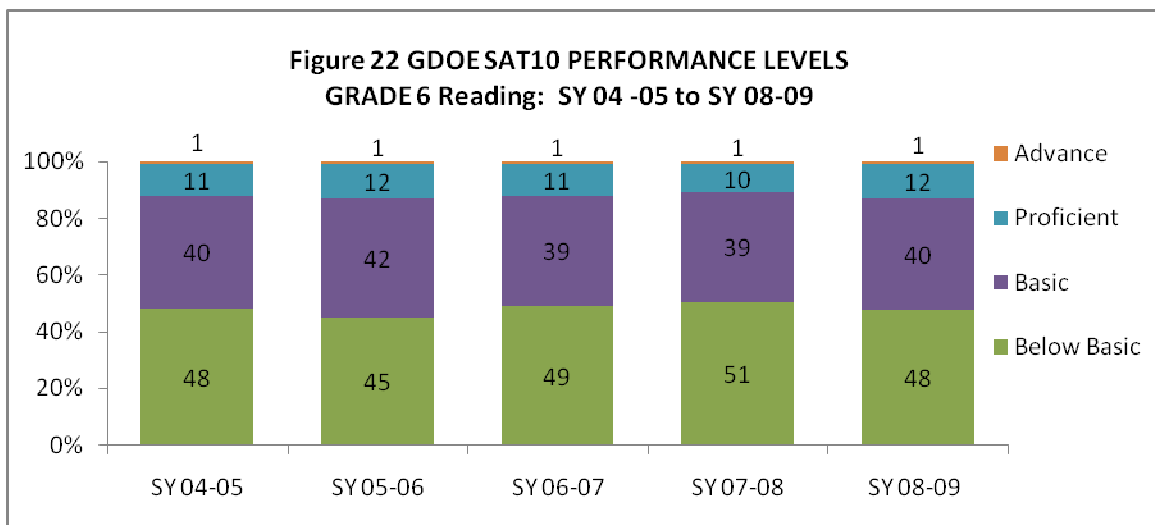
- **Figure 19** shows that in SY 07-08, 11% of 5th graders performed at the **Proficient and Advanced levels** in reading as compared to 10% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.
- In SY 07-08, 89% of students performed at the **Basic and Below Basic levels** as compared to 90% in SY 08-09, an **increase** of 1 percentage point.



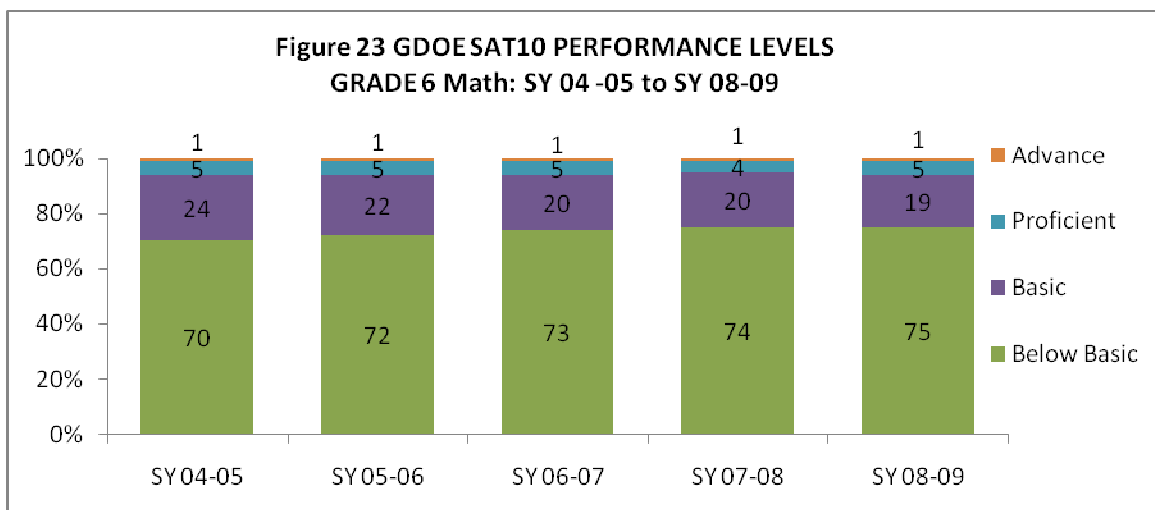
- **Figure 20** shows that in SY 07-08, 6% of 5th graders performed at the ***Proficient and Advanced levels*** in math as compared to 5% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.
- In SY 07-08, 94% of students performed at the ***Basic and Below Basic levels*** as compared to 95% in SY 08-09, an **increase** of 1 percentage point.



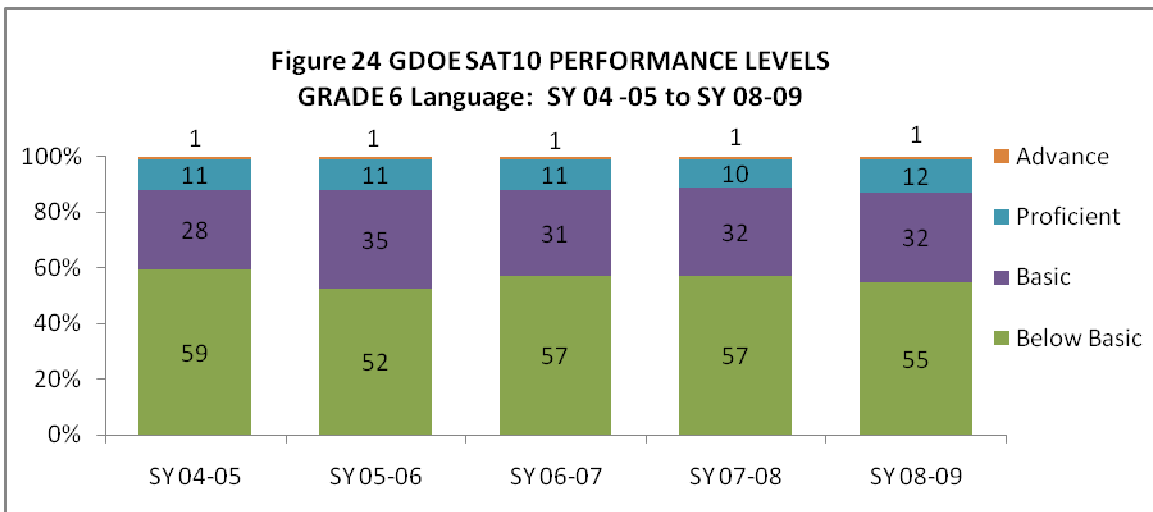
- **Figure 21** shows that in both SY 07-08 and SY 08-09, 13% of 5th graders performed at the ***Proficient and Advanced levels*** in language
- In both SY 07-08 and SY 08-09, 88% of students performed at the ***Basic and Below Basic levels***.



- **Figure 22** shows that in SY 07-08, 11% of 6th graders performed at the **Proficient and Advanced levels** in reading as compared to 13% who performed at the same levels in SY 08-09, an **increase** of 2 percentage points.
- In SY 07-08, 90% of students performed at the **Basic and Below Basic levels** as compared to 88% in SY 08-09, a **decrease** of 2 percentage points.



- **Figure 23** shows that in SY 07-08, 5% of 6th graders performed at the **Proficient and Advanced levels** in math as compared to 6% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.
- In both SY 07-08 and SY 08-09, 94% of students performed at the **Basic and Below Basic levels**.



- **Figure 24** shows that in SY 07-08, 11% of 6th graders performed at the **Proficient and Advanced levels** in language as compared to 13% who performed at the same levels in SY 08-09, an **increase** of 2 percentage points.
- In SY 07-08, 89% of students performed at the **Basic and Below Basic levels** as compared to 87% in SY 08-09, a **decrease** of 2 percentage points.

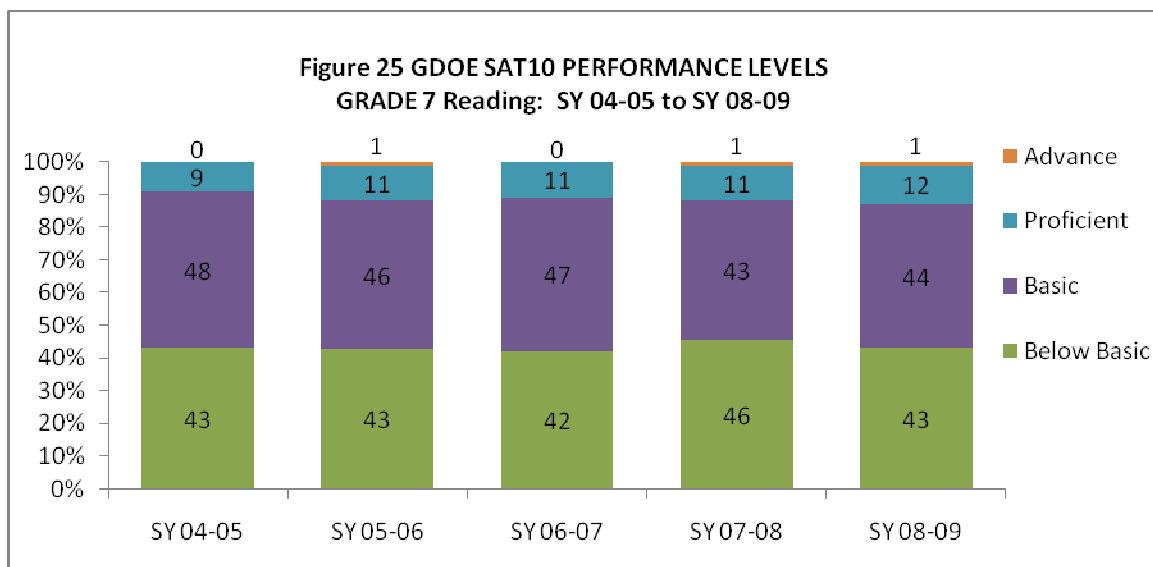
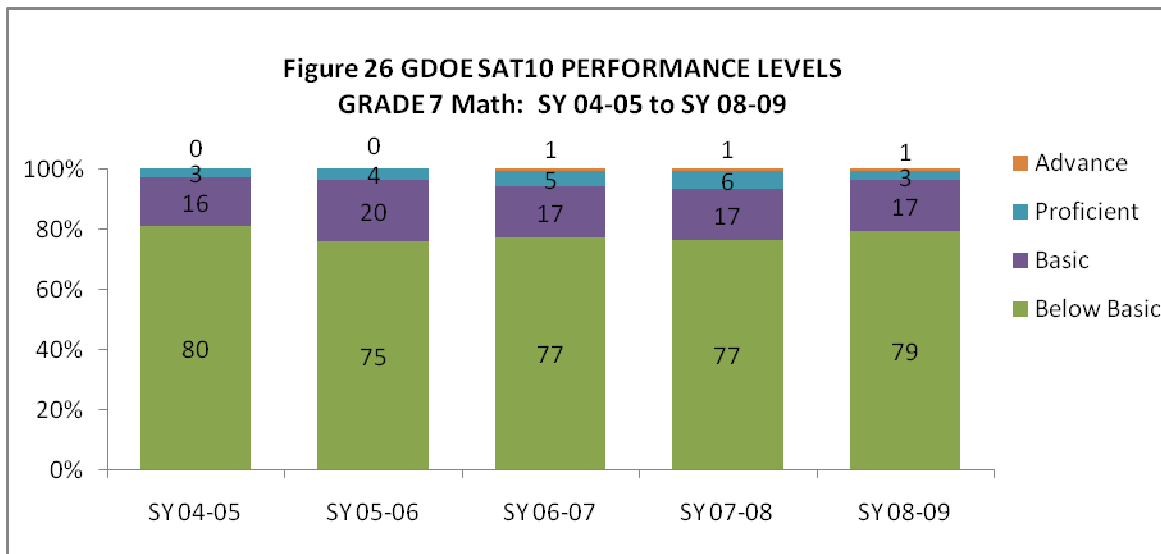
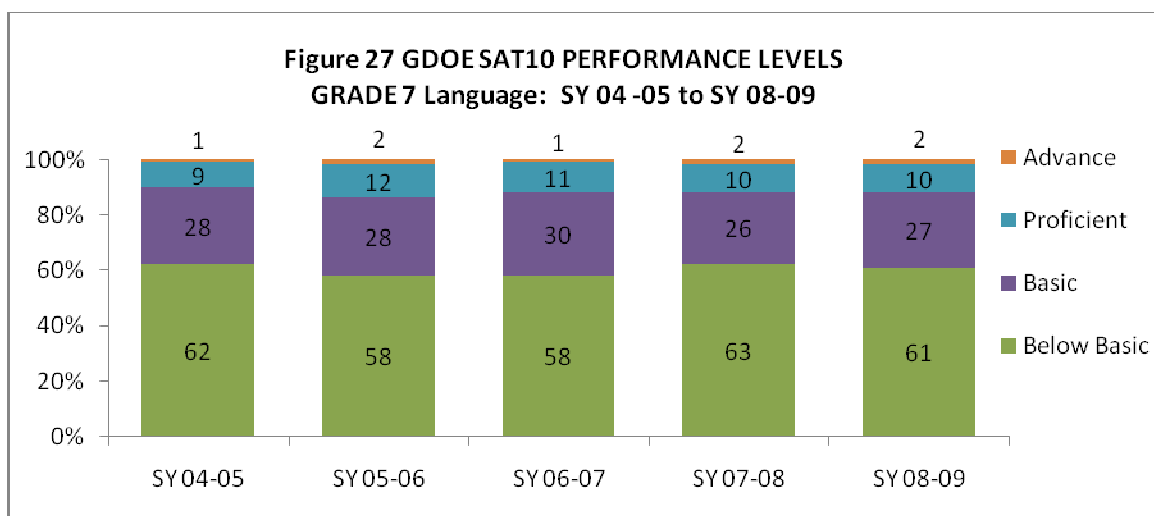


Figure 25 shows that in SY 07-08, 12% of 7th graders performed at the **Proficient and Advanced levels** in reading as compared to 13% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.

- In SY 07-08, 89% of students performed at the **Basic and Below Basic levels** as compared to 87% in SY 08-09, a **decrease** of 2 percentage points.

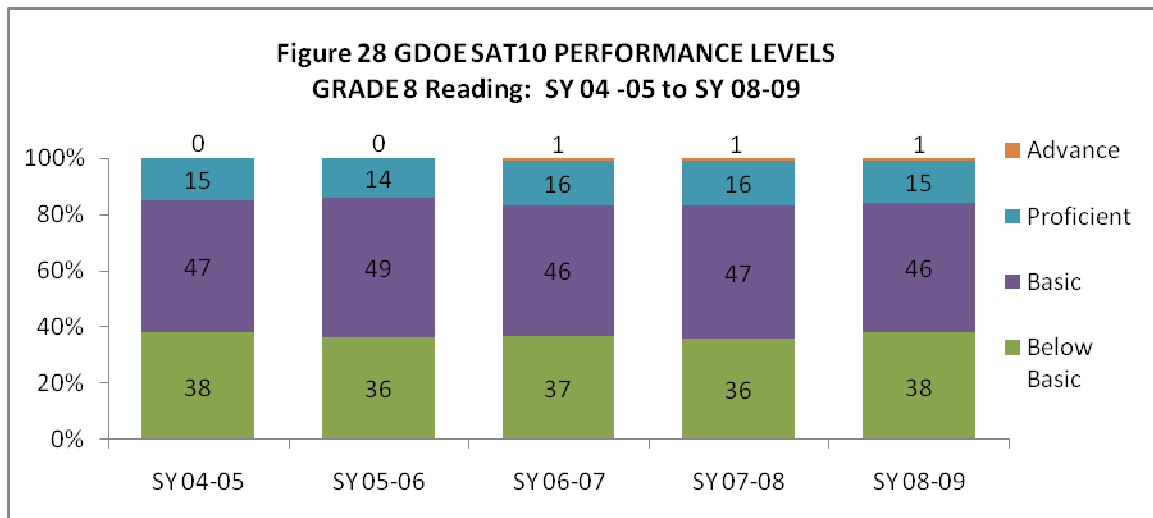


- **Figure 26** shows that in SY 07-08, 7% of 7th graders performed at the **Proficient and Advanced levels** in math as compared to 4% who performed at the same levels in SY 08-09, a **decrease** of 3 percentage points.
- In SY 07-08, 94% of students performed at the **Basic and Below Basic levels** as compared to 96% in SY 08-09, an **increase** of 2 percentage points.

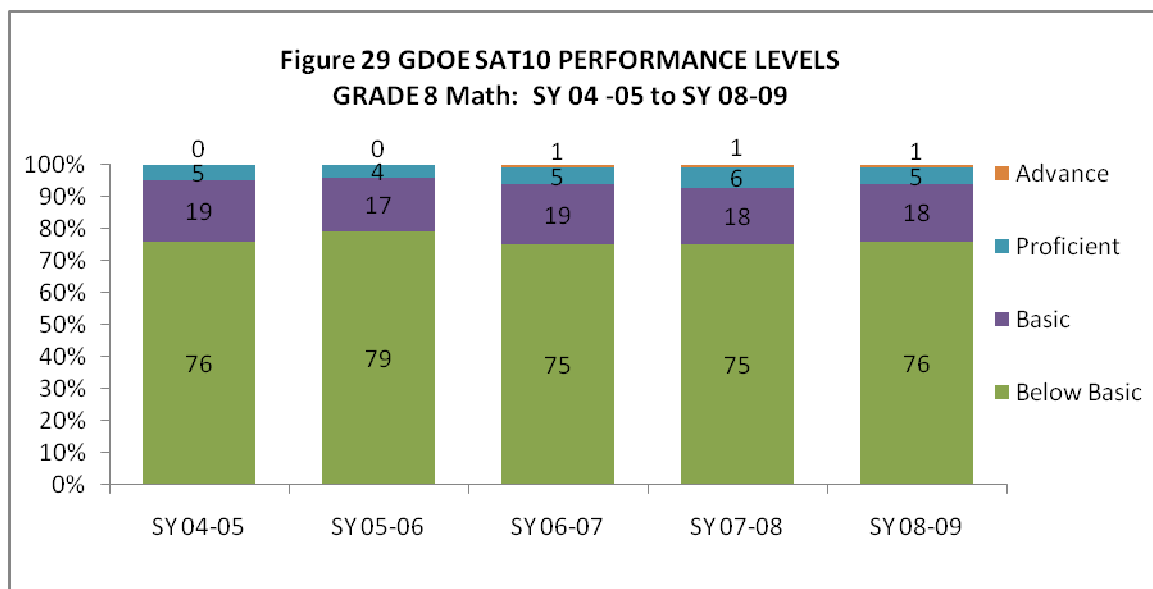


- **Figure 27** shows that in both SY 07-08 and SY 08-09, 12% of 7th graders performed at the **Proficient and Advanced levels** in language.

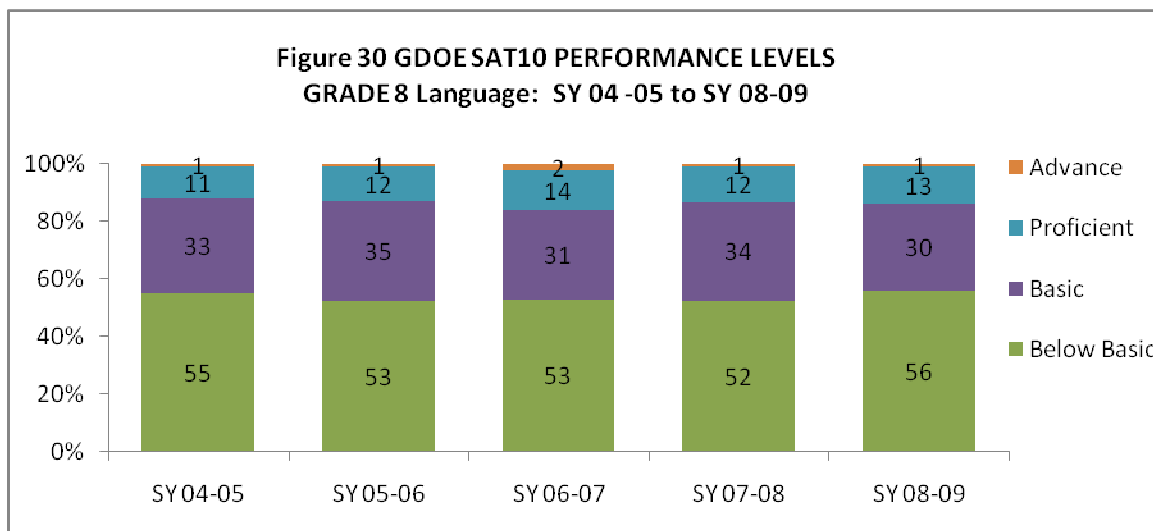
In SY 07-08, 89% of students performed at the **Basic and Below Basic levels** as compared to 88% in SY 08-09, a **decrease** of 1 percentage point.



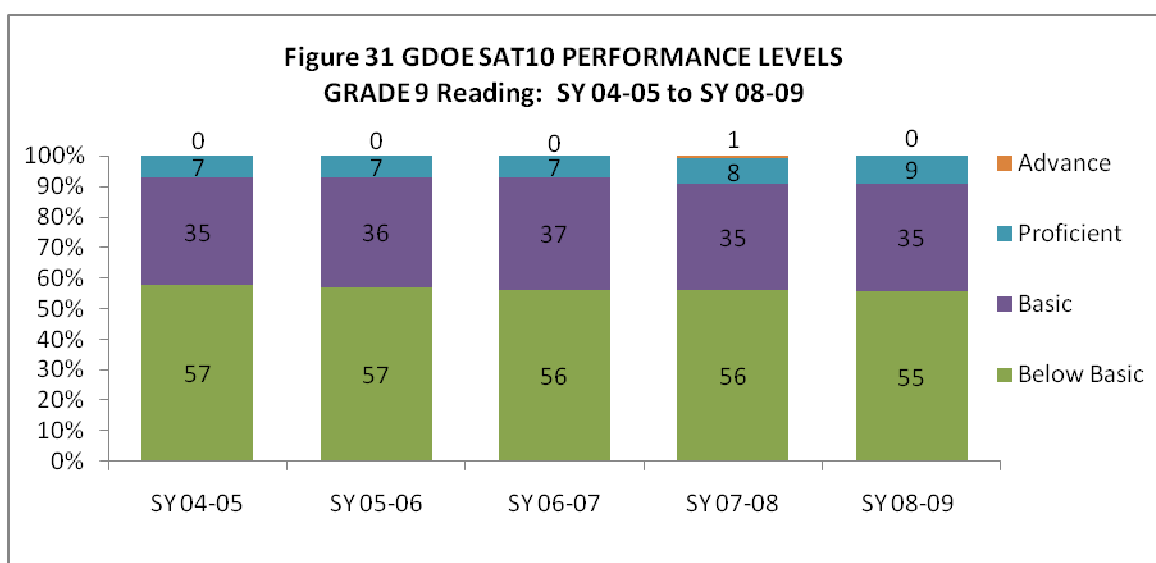
- **Figure 28** shows that in SY 07-08, 17% of 8th graders performed at the ***Proficient and Advanced levels*** in reading as compared to 16% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.
- In SY 07-08, 83% of students performed at the ***Basic and Below Basic levels*** as compared to 84% in SY 08-09, an **increase** of 1 percentage point.



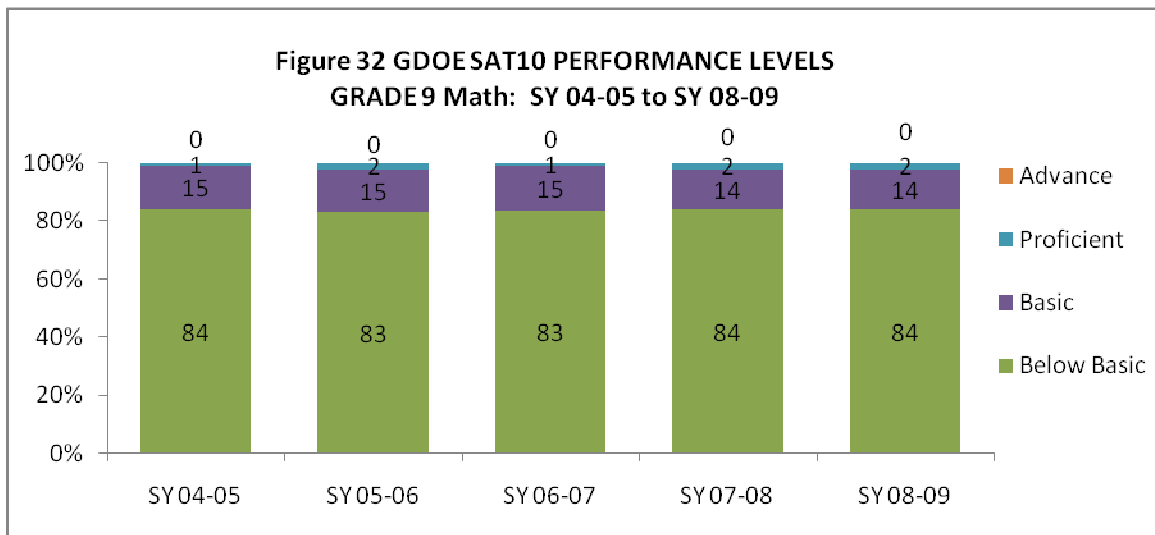
- **Figure 29** shows that in SY 07-08, 7% of 8th graders performed at the ***Proficient and Advanced levels*** in math as compared to 6% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.
- In SY 07-08, 93% of students performed at the ***Basic and Below Basic levels*** as compared to 94% in SY 08-09, an **increase** of 1 percentage point.



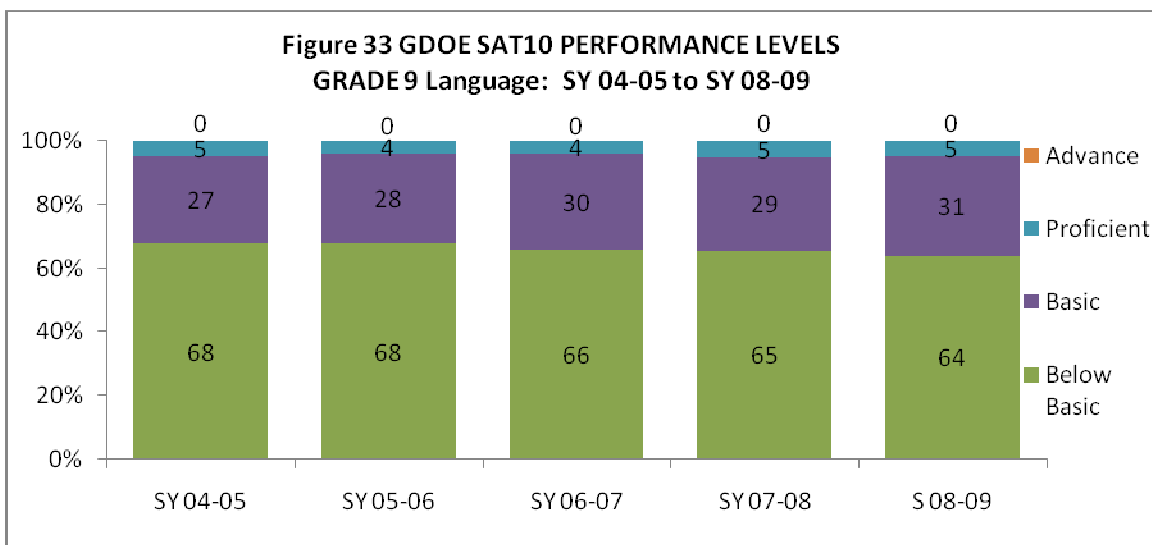
- **Figure 30** shows that in SY 07-08, 13% of 8th graders performed at the ***Proficient and Advanced levels*** in language as compared to 14% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.
- In both SY 07-08 and SY 08-09, 86% of students performed at the ***Basic and Below Basic levels***.



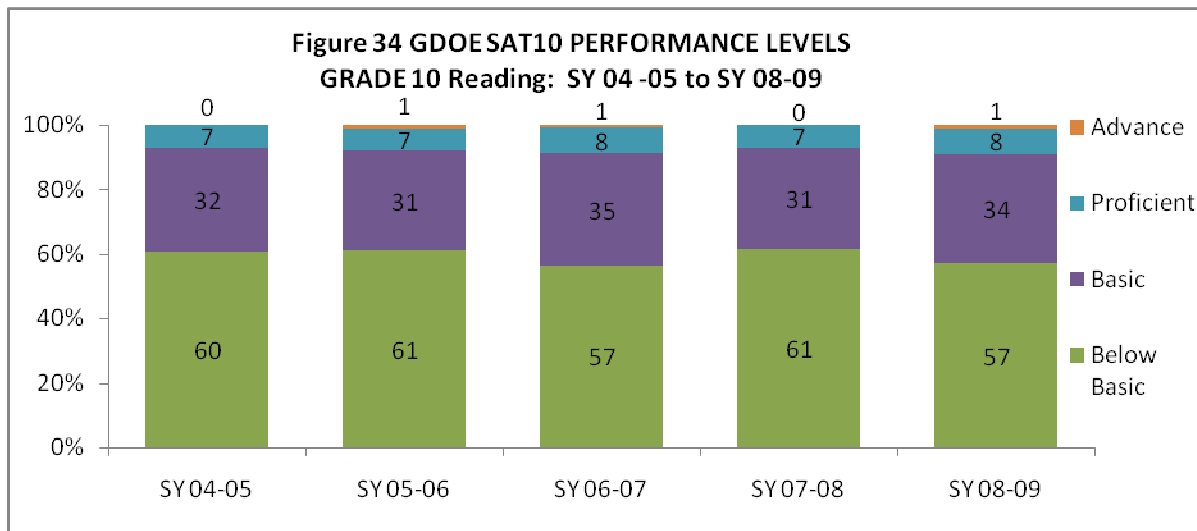
- **Figure 31** shows that in both SY 07-08 and SY 08-09, 9% of 9th graders performed at the ***Proficient and Advanced levels*** in reading.
- In SY 07-08, 91% of students performed at the ***Basic and Below Basic levels*** as compared to 90% in SY 08-09, a **decrease** of 1 percentage points.



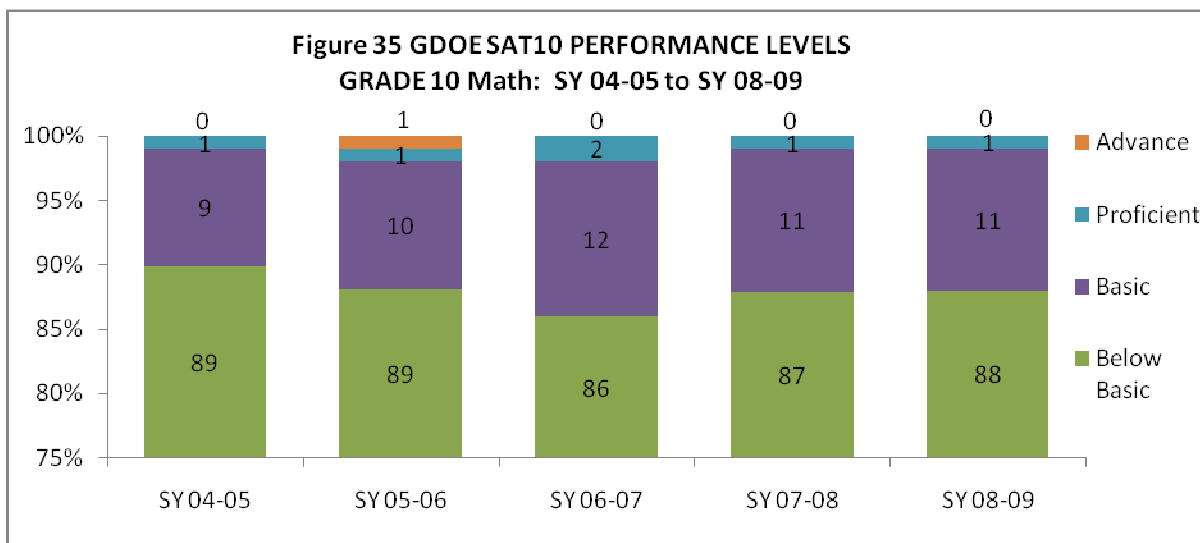
- **Figure 32** shows that in both SY 07-08 and SY 08-09, 2% of 9th graders performed at the **Proficient and Advanced levels** in math.
- In both SY 07-08 and SY 08-09, 98% of students performed at the **Basic and Below Basic levels**.



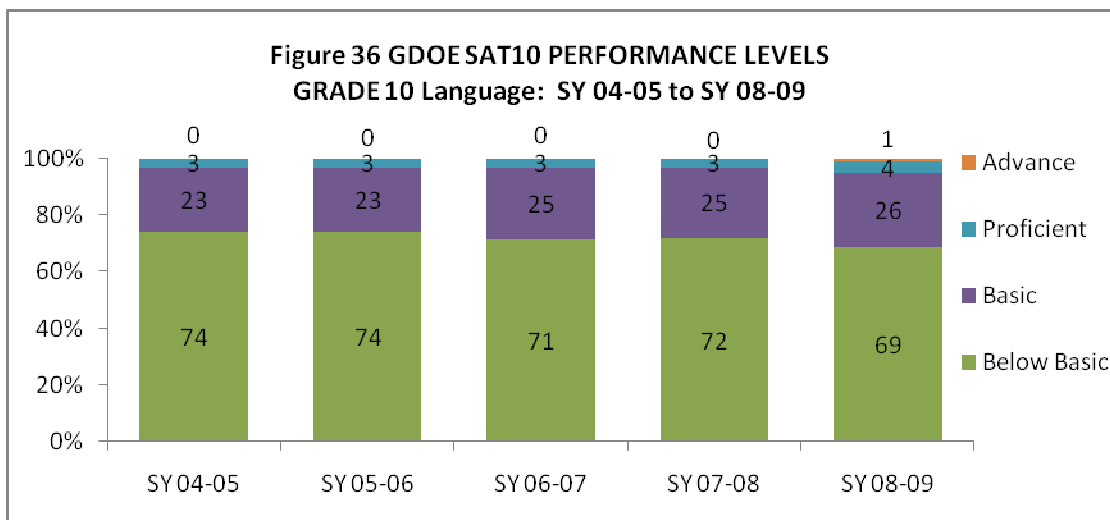
- **Figure 33** shows that in both SY 07-08 and SY 08-09, 5% of 9th graders performed at the **Proficient and Advanced levels** in language.
- In SY 07-08, 94% of students performed at the **Basic and Below Basic levels** as compared to 95% in SY 08-09, an **increase** of 1 percentage point.



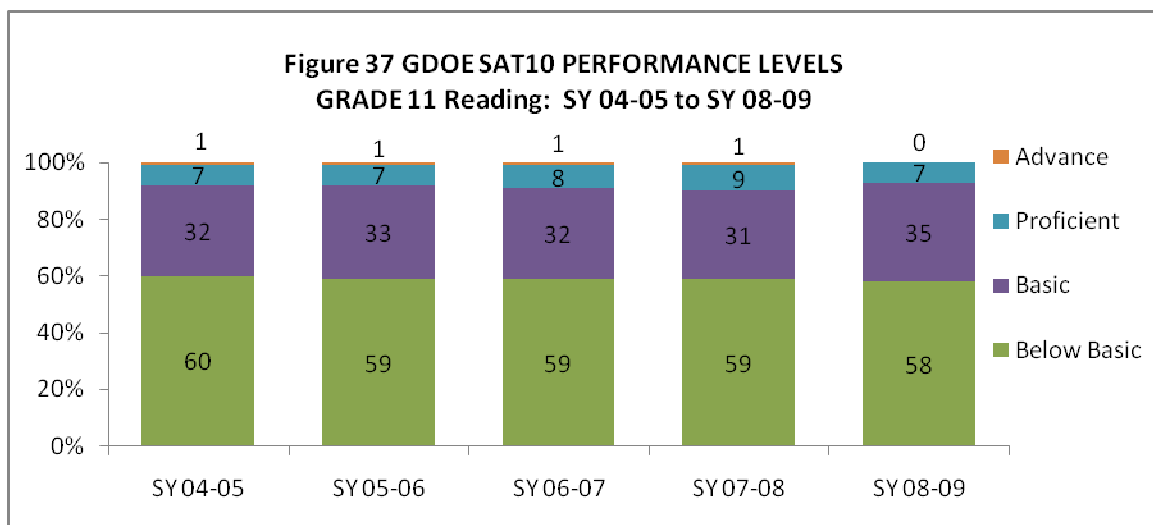
- **Figure 34** shows that in SY 07-08, 8% of 10th graders performed at the **Proficient and Advanced levels** in reading as compared to 9% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.
- In SY 07-08, 92% of students performed at the **Basic and Below Basic levels** as compared to 91% in SY 08-09, a **decrease** of 1 percentage point.



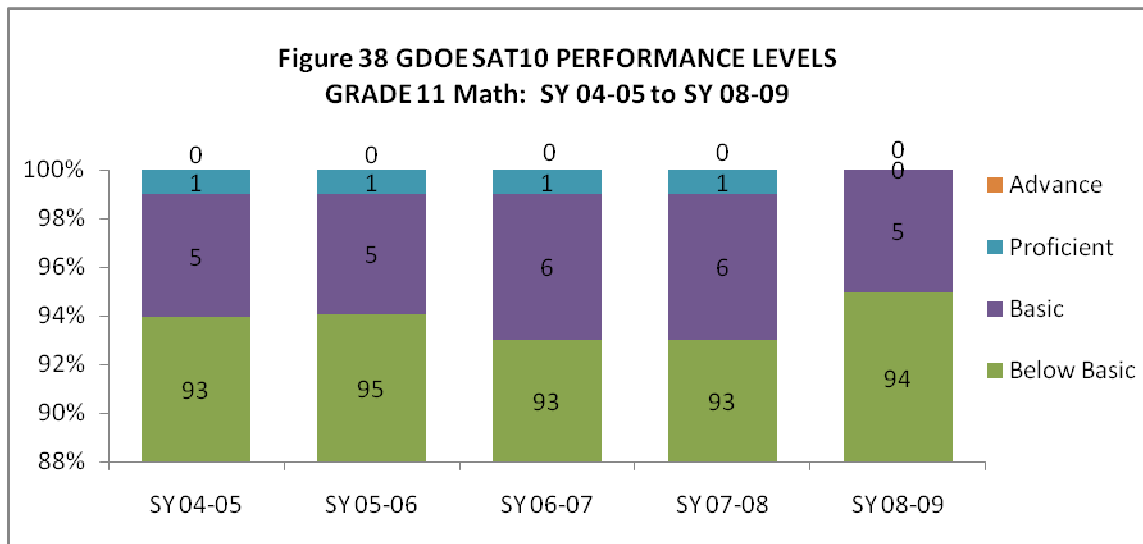
- **Figure 35** shows that in both SY 07-08 and SY 08-09 1% of 10th graders performed at the **Proficient and Advanced levels** in math.
- In SY 07-08, 98% of students performed at the **Basic and Below Basic levels** as compared to 99% in SY 08-09, an **increase** of 1 percentage point.



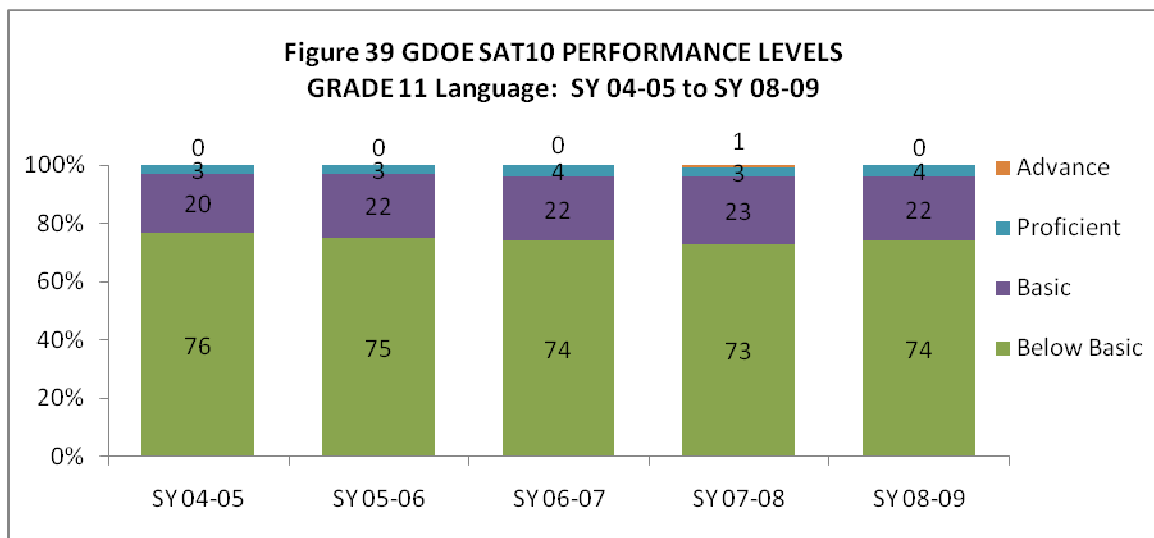
- **Figure 36** shows that in SY 07-08, 3% of 10th graders performed at the ***Proficient and Advanced levels*** in language as compared to 5% who performed at the same levels in SY 08-09, an **increase** of 2 percentage points.
- In SY 07-08, 97% of students performed at the ***Basic and Below Basic levels*** as compared to 95% in SY 08-09, a **decrease** of 2 percentage points.



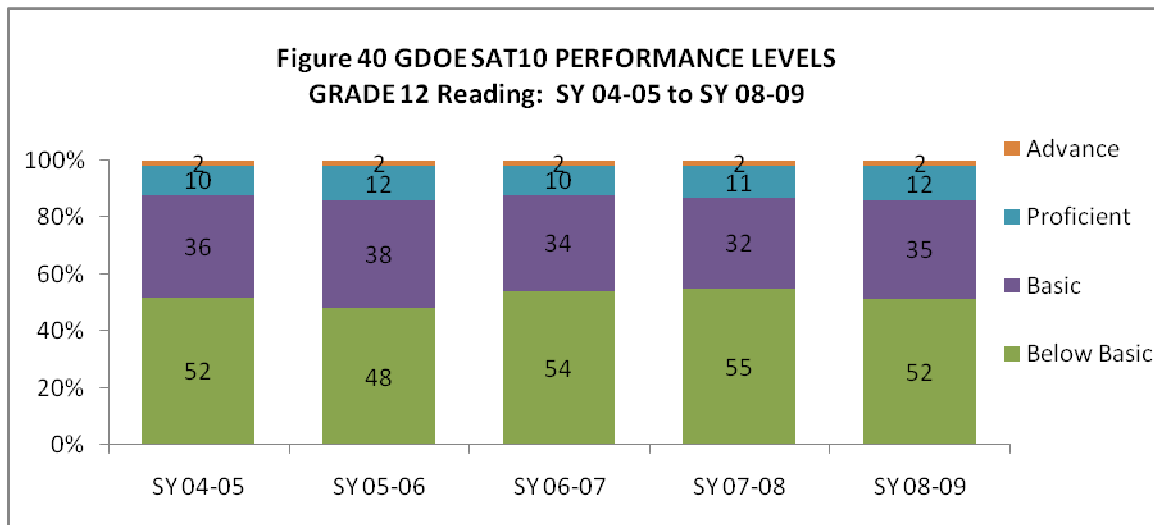
- **Figure 37** shows that in SY 07-08, 10% of 11th graders performed at the ***Proficient and Advanced levels*** in reading as compared to 7% who performed at the same levels in SY 08-09, a **decrease** of 3 percentage points.
- In SY 07-08, 90% of students performed at the ***Basic and Below Basic levels*** as compared to 93% in SY 08-09, an **increase** of 3 percentage points.



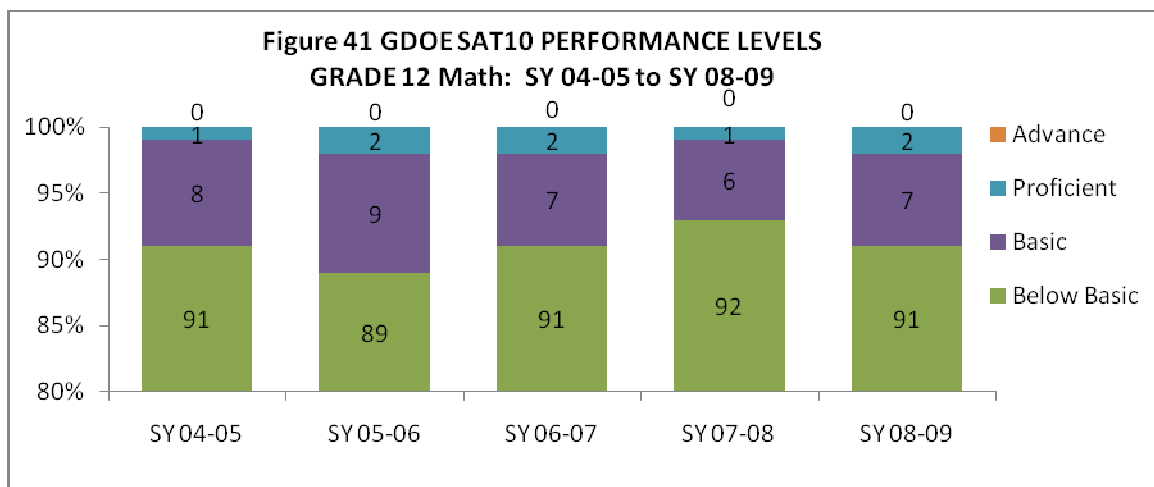
- **Figure 38** shows that in SY 07-08, 1% of 11th graders performed at the ***Proficient and Advanced levels*** in math as compared to 0% who performed at the same levels in SY 08-09, a **decrease** of 1 percentage point.
- In both SY 07-08 and SY 08-09, 99% of students performed at the ***Basic and Below Basic levels***.



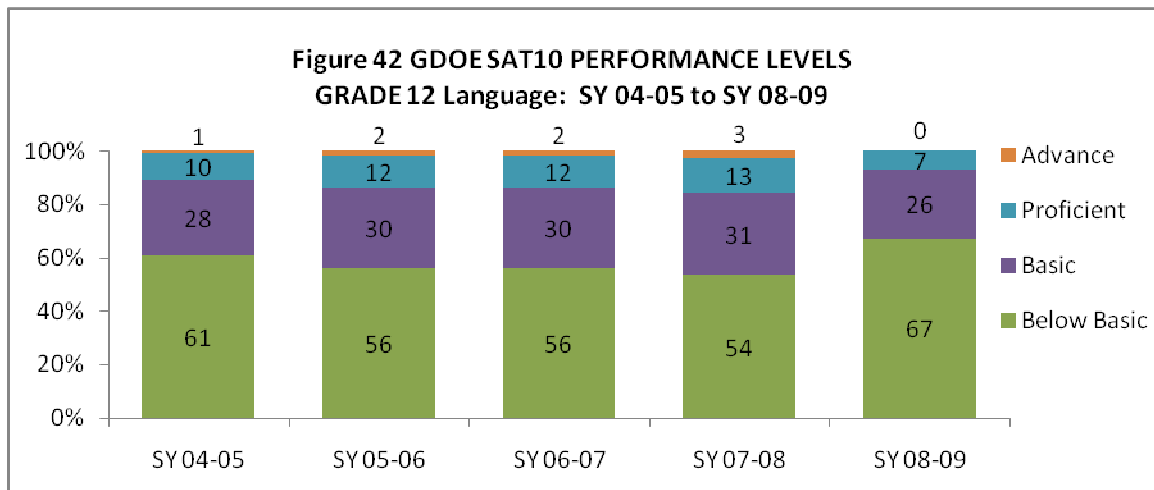
- **Figure 39** shows that in both SY 07-08 and SY 08-09, 4% of 11th graders performed at the ***Proficient and Advanced levels*** in language.
- In both SY 07-08 and SY 08-09, 96% of students performed at the ***Basic and Below Basic levels***.



- **Figure 40** shows that in SY 07-08, 13% of 12th graders performed at the **Proficient and Advanced levels** in reading as compared to 14% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.
- In both SY 07-08 and SY 08-09, 87% of students performed at the **Basic and Below Basic levels**.



- **Figure 41** shows that in SY 07-08, 1% of 12th graders performed at the **Proficient and Advanced levels** in math as compared to 2% who performed at the same levels in SY 08-09, an **increase** of 1 percentage point.
- In both SY 07-08 and SY 08-09, 98% of students performed at the **Basic and Below Basic levels**.



- **Figure 42** shows that in SY 07-08, 16% of 12th graders performed at the ***Proficient and Advanced levels*** in language as compared to 7% who performed at the same levels in SY 08-09, a **decrease** of 9 percentage points.
- In SY 07-08, 85% of students performed at the ***Basic and Below Basic levels*** as compared to 93% in SY 08-09, an **increase** of 8 percentage points.



IV. SAT 10 RESULTS BY COHORT GROUPS

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



Table 10: Cohort Groups: Grade 1 to Grade 2

Table 10			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 1 (2007) to Grade 2 (2008)			
	Grade 1 SY 2007-2008	Grade 2 SY 2008-2009	DIFFERENCE
Level 4 advanced	12%	1%	-11
Level 3 proficient	47%	18%	-29
Level 2 basic	29%	46%	+17
Level 1 below basic	12%	36%	+24

Table 10 shows that:

- In 2007 41% of students in Grade 1 performed at the ***basic and below basic levels*** in reading while as 2nd graders in 2008, 82%, of students performed at the same levels, an increase of 41 percentage points.
- In 2007, 49% of students in Grade 1 performed at the ***proficient and advanced levels*** in reading while as 2nd graders in 2008, 19% of students performed at the same levels, a decrease of 30 percentage points.

Table 11: Cohort Groups: Grade 1 to Grade 2

Table 11			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 1 (2007) to Grade 2 (2008)			
	Grade 1 SY 2007-2008	Grade 2 SY 2008-2009	DIFFERENCE
Level 4 Advanced	2%	1%	+1%
Level 3 proficient	24%	13%	-11%
Level 2 basic	57%	46%	-11%
Level 1 below basic	16%	41%	+25%

Table 11 shows that:

- In 2007 73% of students in Grade 1 performed at the ***basic and below basic levels*** in math while as 2nd graders in 2008, 87% of students performed at the same levels, an increase of 14 percentage points.
- In 2007, 26% of students in Grade 1 performed at the ***proficient and advanced levels*** in math while as 2nd graders in 2008, 14% of students performed at the same levels, a decrease of 12 percentage points.

Table 12: Cohort Groups: Grade 1 to Grade 2

Table 12			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 1 (2007) to Grade 2 (2008)			
	Grade 1 SY 2007-2008	Grade 2 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	0%	-1%
Level 3 proficient	8%	3%	-5%
Level 2 basic	62%	36%	-26%
Level 1 below basic	29%	61%	+32%

Table 12 shows that:

- In 2007 91% of students in Grade 1 performed at the ***basic and below basic levels*** in language while as 2nd graders in 2008, 97% of students performed at that same level.
- In 2007, 9% of students in Grade 1 performed at the ***proficient and advanced levels*** in language while as 2nd graders in 2008 3% performed at the same levels, a decrease of 1 percentage point.

Table 13: Cohort Groups: Grade 2 to Grade 3

Table 13			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 2 (2007) to Grade 3 (2008)			
	Grade 2 SY 2007-2008	Grade 3 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	1%	0%
Level 3 proficient	19%	13%	-6%
Level 2 basic	48%	37%	-11%
Level 1 below basic	32%	49%	+17%

Table 13 shows that:

- In 2007 80% of students in Grade 2 performed at the *basic and below basic levels* in reading while as 3rd graders in 2008, 86% of students performed at the same levels, an increase of 6 percentage points.
- In 2007, 20% of students in Grade 2 performed at the *proficient and advanced levels* in reading while as 3rd graders in 2008, 14% of students performed at the same levels, a decrease of 6 percentage points.

Table 14: Cohort Groups: Grade 2 to Grade 3

Table 14			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 2 (2007) to Grade 3 (2008)			
	Grade 2 SY 2007-2008	Grade 3 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	1%	0%
Level 3 proficient	12%	9%	-3%
Level 2 basic	48%	35%	-13%
Level 1 below basic	39%	56%	+17%

Table 14 shows that:

- In 2007 87% of students in Grade 2 performed at the *basic and below basic levels* in math while as 3rd graders in 2008, 91% of students performed at the same levels, an increase of 4 percentage points.
- In 2007, 13% of students in Grade 2 performed at the *proficient and advanced levels* in math while as 3rd graders in 2008, 10% of students performed at the same levels, a decrease of 3 percentage points.

Table 15: Cohort Groups: Grade 2 to Grade 3

Table 15			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 2 (2007) to Grade 3 (2008)			
	Grade 2 SY 2007-2008	Grade 3 SY 2008-2009	DIFFERENCE
Level 4 advanced	0%	1%	+1%
Level 3 proficient	3%	9%	+6%
Level 2 basic	36%	26%	-10%
Level 1 below basic	61%	65%	+4%

Table 15 shows that:

- In 2007 97% of students in Grade 2 performed at the ***basic and below basic levels*** in language while as 3rd graders in 2008, 91% of students performed at the same levels, a decrease of 6 percentage points.
- In 2007, 3% of students in Grade 2 performed at the ***proficient and advanced levels*** in language while as 3rd graders in 2008, 10% of students performed at the same levels, an increase of 7 percentage points.

Table 16: Cohort Groups: Grade 3 to Grade 4

Table 16			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 3 (2007) to Grade 4 (2008)			
	Grade 3 SY 2007-2008	Grade 4 SY 2008-2009	DIFFERENCE
Level 4 advanced	2%	2%	0%
Level 3 proficient	16%	15%	-1%
Level 2 basic	37%	38%	+1%
Level 1 below basic	45%	45%	+0%

Table 16 shows that:

- In 2007 82% of students in Grade 3 performed at the ***basic and below basic levels*** in reading while as 4th graders in 2008, 83% of students performed at the same levels, an increase of 1 percentage point.
- In 2007, 18% of students in Grade 3 performed at the ***proficient and advanced levels*** in reading while as 4th graders in 2008, 17% of students performed at the same levels, a decrease of 1 percentage point.

Table 17: Cohort Groups: Grade 3 to Grade 4.

Table 17			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 3 (2007) to Grade 4 (2008)			
	Grade 3 SY 2007-2008	Grade 4 SY 2008-2009	DIFFERENCE
Level 4 Advanced	1%	1%	0%
Level 3 proficient	9%	11%	+2%
Level 2 basic	37%	35%	-2%
Level 1 below basic	53%	53%	+0%

Table 17 shows that:

- In 2007 90% of students in Grade 3 performed at the *basic and below basic levels* in math while as 4th graders in 2008, 88% of students performed at the same levels, a decrease of 2 percentage points.
- In 2007, 10% of students in Grade 3 performed at the *proficient and advanced levels* in math while as 4th graders in 2008, 12% of students performed at the same levels, an increase 2 percentage points.

Table 18: Cohort Groups: Grade 3 to Grade 4.

Table 18			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 3 (2007) to Grade 4 (2008)			
	Grade 3 SY 2007-2008	Grade 4 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	3%	+2%
Level 3 proficient	10%	12%	+2%
Level 2 basic	28%	29%	-1%
Level 1 below basic	60%	57%	+3%

Table 18 shows that:

- In 2007 88% of students in Grade 3 performed at the *basic and below basic levels* in language while as 4th graders in 2008, 86% of students performed at the same levels, a decrease of 2 percentage points.
- In 2007, 11% of students in Grade 3 performed at the *proficient and advanced levels* in language while as 4th graders in 2008, the 15% performed at the same levels, an increase of 4 percentage points.

Table 19: Cohort Groups: Grade 4 to Grade 5.

Table 19			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 4 (2007) to Grade 5 (2008)			
	Grade 4 SY 2007-2008	Grade 5 SY 2008-2009	DIFFERENCE
Level 4 advanced	2%	0%	-2%
Level 3 proficient	17%	10%	-7%
Level 2 basic	38%	48%	+10%
Level 1 below basic	43%	42%	+1%

Table 19 shows that:

- In 2007 81% of students in Grade 4 performed at the *basic and below basic levels* in reading while as 5th graders in 2008, 90% of students performed at the same levels, an increase of 9 percentage point.
- In 2007, 19% of students in Grade 4 performed at the *proficient and advanced levels* in reading while as 5th graders in 2008, 10% of students performed at the same levels, a decrease of 9 percentage points.

Table 20: Cohort Groups: Grade 4 to Grade 5.

Table 20			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 4 (2007) to Grade 5 (2008)			
	Grade 4 SY 2007-2008	Grade 5 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	1%	+0%
Level 3 proficient	11%	4%	-7%
Level 2 basic	36%	23%	-13%
Level 1 below basic	52%	72%	+20%

Table 20 shows that:

- In 2007 88% of students in Grade 4 performed at the *basic and below basic levels* in math while as 5th graders in 2008, 95% of students performed at the same levels, an increase of 7 percentage points.
- In 2007, 12% of students in Grade 4 performed at the *proficient and advanced levels* in math while as 5th graders in 2008, 5% of students performed at the same levels, a decrease of 7 percentage points.

Table 21: Cohort Groups: Grade 4 to Grade 5.

Table 21			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 4 (2007) to Grade 5 (2008)			
	Grade 4 SY 2007-2008	Grade 5 SY 2008-2009	DIFFERENCE
Level 4 advanced	3%	2%	-1%
Level 3 proficient	13%	11%	-2%
Level 2 basic	31%	36%	+5%
Level 1 below basic	54%	52%	-2%

Table 21 shows that:

- In 2007 85% of students in Grade 4 performed at the ***basic and below basic levels*** in language while as 5th graders in 2008, 88% of students performed at the same levels, an increase of 3 percentage points.
- In 2007, 16% of students in Grade 4 performed at the ***proficient and advanced levels*** in language while as 5th graders in 2008, 13% of students performed at the same levels, a decrease of 3 percentage points.

Table 22: Cohort Groups: Grade 5 to Grade 6.

Table 22			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 5 (2007) to Grade 6 (2008)			
	Grade 5 SY 2007-2008	Grade 6 SY 2008-2009	DIFFERENCE
Level 4 advanced	0%	1%	+1%
Level 3 proficient	11%	12%	+1%
Level 2 basic	48%	40%	-8%
Level 1 below basic	41%	48%	+7%

Table 22 shows that:

- In 2007 89% of students in Grade 5 performed at the ***basic and below basic levels*** in reading while as 6th graders in 2008, 88% of students performed at the same levels, a decrease of 1percentage point.
- In 2007, 11% of students in Grade 5 performed at the ***proficient and advanced levels*** in reading while as 6th graders in 2008, 13% of students performed at the same levels, an increase of 2 percentage points.

Table 23: Cohort Groups: Grade 5 to Grade 6.

Table 23			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 5 (2007) to Grade 6 (2008)			
	Grade 5 SY 2007-2008	Grade 6 SY 2008-2009	DIFFERENCE
Level 4 advanced	0%	1%	0%
Level 3 proficient	6%	5%	+1%
Level 2 basic	25%	19%	-1%
Level 1 below basic	68%	75%	+1%

Table 23 shows that:

- In 2007 94% of students in Grade 5 performed at the ***basic and below basic levels*** in math while as 6th graders in 2008, 94% of students performed at the same levels,
- In 2007, 6% of students in Grade 5 performed at the ***proficient and advanced levels*** in math while as 6th graders in 2008, 6% of students performed at the same levels.

Table 24: Cohort Groups: Grade 5 to Grade 6.

Table 24			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 5 (2007) to Grade 6 (2008)			
	Grade 5 SY 2007-2008	Grade 6 SY 2008-2009	DIFFERENCE
Level 4 advanced	2%	1%	0%
Level 3 proficient	11%	12%	+2%
Level 2 basic	36%	32%	0%
Level 1 below basic	52%	55%	-2%

Table 24 shows that:

- In 2007 88% of students in Grade 5 performed at the ***basic and below basic levels*** in language while as 6th graders in 2008, 87% of students performed at the same levels, a decrease of 1 percentage point.
- In 2007, 13% of students in Grade 5 performed at the ***proficient and advanced levels*** in language while as 6th graders in 2008, 13% of students performed at the same levels.

Table 25: Cohort Groups: Grade 6 to Grade 7.

Table 25			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 6 (2007) to Grade 7 (2008)			
	Grade 6 SY 2007-2008	Grade 7 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	1%	0%
Level 3 proficient	10%	12%	+2%
Level 2 basic	39%	44%	+5%
Level 1 below basic	51%	43%	-8%

Table 25 shows that:

- In 2007 90% of students in Grade 6 performed at the *basic and below basic levels* in reading while as 7th graders in 2008, 87% of students performed at the same levels, a decrease of 3 percentage points.
- In 2007, 11% of students in Grade 6 performed at the *proficient and advanced levels* in reading while as 7th graders in 2008, 13% of students performed at the same levels, an increase of 2 percentage points.

Table 26: Cohort Groups: Grade 5 to Grade 6.

Table 26			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 6 (2007) to Grade 7 (2008)			
	Grade 6 SY 2007-2008	Grade 7 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	1%	0%
Level 3 proficient	4%	3%	-1%
Level 2 basic	20%	17%	-3%
Level 1 below basic	74%	79%	+5%

Table 26 shows that:

- In 2007 94% of students in Grade 6 performed at the *basic and below basic levels* in math while as 7th graders in 2008, 96% of students performed at the same levels, an increase of 2 percentage points.
- In 2007, 5% of students in Grade 6 performed at the *proficient and advanced levels* in math while as 7th graders in 2008, 4% of students performed at the same levels, a decrease of 1 percentage point.

Table 27: Cohort Groups: Grade 6 to Grade 7.

Table 27			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 6 (2007) to Grade 7 (2008)			
	Grade 6 SY 2007-2008	Grade 7 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	2%	+1%
Level 3 proficient	10%	10%	0%
Level 2 basic	32%	27%	-5%
Level 1 below basic	57%	61%	+4%

Table 27 shows that:

- In 2007 89% of students in Grade 6 performed at the *basic and below basic levels* in language while as 7th graders in 2008, 88% of students performed at the same levels, a decrease of 1 percentage point.
- In 2007, 11% of students in Grade 6 performed at the *proficient and advanced levels* in language while as 7th graders in 2008, 12% of students performed at the same levels, an increase of 1 percentage point.

Table 28: Cohort Groups: Grade 7 to Grade 8.

Table 28			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 7 (2007) to Grade 8 (2008)			
	Grade 7 SY 2007-2008	Grade 8 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	1%	0%
Level 3 proficient	11%	15%	+4%
Level 2 basic	43%	46%	+3%
Level 1 below basic	46%	38%	-8%

Table 28 shows that:

- In 2007 89% of students in Grade 7 performed at the *basic and below basic levels* in reading while as 8th graders in 2008, 84% of students performed at the same levels, a decrease of 5 percentage points.
- In 2007, 12% of students in Grade 7 performed at the *proficient and advanced levels* in reading while as 8th graders in 2008, 16% of students performed at the same levels, an increase of 4 percentage points.

Table 29: Cohort Groups: Grade 7 to Grade 8.

Table 29			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 7 (2007) to Grade 8 (2008)			
	Grade 7 SY 2007-2008	Grade 8 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	1%	0%
Level 3 proficient	6%	5%	-1%
Level 2 basic	17%	18%	+1%
Level 1 below basic	77%	76%	-1%

Table 29 shows that:

- In 2007 94% of students in Grade 7 performed at the ***basic and below basic levels*** in math while as 8th graders in 2008, 94% of students performed at the same levels, no gains.
- In 2007, 7% of students in Grade 7 performed at the ***proficient and advanced levels*** in math while as 8th graders in 2008, 6% of students performed at the same levels, a decrease of 1 percentage point.

Table 30: Cohort Groups: Grade 7 to Grade 8.

Table 30			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 7 (2007) to Grade 8 (2008)			
	Grade 7 SY 2007-2008	Grade 8 SY 2007-2008	DIFFERENCE
Level 4 advanced	2%	1%	-1%
Level 3 proficient	10%	13%	+3%
Level 2 basic	26%	30%	+4%
Level 1 below basic	63%	56%	-7%

Table 30 shows that:

- In 2007 89% of students in Grade 7 performed at the ***basic and below basic levels*** in language while as 8th graders in 2008, 86% of students performed at the same levels, a decrease of 3 percentage points.
- In 2007, 12% of students in Grade 7 performed at the ***proficient and advanced levels*** in language while as 8th graders in 2008, 14% of students performed at the same levels, an increase of 2 percentage points.

Table 31: Cohort Groups: Grade 8 to Grade 9.

Table 31			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 8 (2007) to Grade 9 (2008)			
	Grade 8 SY 2007-2008	Grade 9 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	0%	-1%
Level 3 proficient	16%	9%	-7%
Level 2 basic	47%	35%	-12%
Level 1 below basic	36%	55%	+19%

Table 31 shows that:

- In 2007 83% of students in Grade 8 performed at the ***basic and below basic levels*** in reading while as 9th graders in 2008, 90% of students performed at the same levels, a increase of 7 percentage points.
- In 2007, 17% of students in Grade 8 performed at the ***proficient and advanced levels*** in reading while as 9th graders in 2008, 9% of students performed at the same levels, a decrease of 8 percentage points.

Table 32 Cohort Groups: Grade 8 to Grade 9.

Table 32			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 8 (2007) to Grade 9 (2008)			
	Grade 8 SY 2007-2008	Grade 9 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	0%	-1%
Level 3 proficient	6%	2%	-4%
Level 2 basic	18%	14%	-4%
Level 1 below basic	75%	84%	+9%

Table 32 shows that:

- In 2007 93% of students in Grade 8 performed at the ***basic and below basic levels*** in math while as 9th graders in 2008, 98% of students performed at the same levels, an increase of 5 percentage points.
- In 2007, 7% of students in Grade 8 performed at the ***proficient and advanced levels*** in math while as 9th graders in 2008, 2% of students performed at the same levels, a decrease of 5 percentage points.

Table 33: Cohort Groups: Grade 8 to Grade 9.

Table 33			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 8 (2007) to Grade 9 (2008)			
	Grade 8 SY 2007-2008	Grade 9 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	0%	-1%
Level 3 proficient	12%	5%	-7%
Level 2 basic	34%	31%	-3%
Level 1 below basic	52%	64%	+12%

Table 33 shows that:

- In 2007 86% of students in Grade 8 performed at the ***basic and below basic levels*** in language while as 9th graders in 2008, 95% of students performed at the same levels, an increase of 9 percentage points.
- In 2007, 13% of students in Grade 8 performed at the ***proficient and advanced levels*** in language while as 9th in 2008, 5% of students performed at the same levels, a decrease of 8 percentage points.

Table 34 Cohort Groups: Grade 9 to Grade 10.

Table 34			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 9 (2007) to Grade 10 (2008)			
	Grade 9 SY 2007-2008	Grade 10 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	1%	0%
Level 3 proficient	8%	8%	0%
Level 2 basic	35%	34%	-1%
Level 1 below basic	56%	57%	+1%

Table 34 shows that:

- In 2007 91% of students in Grade 9 performed at the ***basic and below basic levels*** in reading while as 10th graders in 2008, 91% of students performed at the same levels.
- In 2007, 9% of students in Grade 9 performed at the ***proficient and advanced levels*** in reading while as 10th graders in 2008, 9% of students performed at the same levels.

Table 35 Cohort Groups: Grade 9 to Grade 10.

Table 35			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 9 (2007) to Grade 10 (2008)			
	Grade 9 SY 2007-2008	Grade 10 SY 2008-2009	DIFFERENCE
Level 4 advanced	0%	0%	0%
Level 3 proficient	2%	1%	-1%
Level 2 basic	14%	11%	-3%
Level 1 below basic	84%	88%	+4%

Table 35 shows that:

- In 2007 98% of students in Grade 9 performed at the *basic and below basic levels* in math while as 10th graders in 2008, 99% of students performed at the same levels, an increase of 1 percentage point.
- In 2007, 2% of students in Grade 9 performed at the *proficient and advanced levels* in math while as 10th graders in 2008, 1% of students performed at the same levels, a decrease of 1 percentage point.

Table 36 Cohort Groups: Grade 9 to Grade 10.

Table 36			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 9 (2007) to Grade 10 (2008)			
	Grade 9 SY 2007-2008	Grade 10 SY 2008-2009	DIFFERENCE
Level 4 advanced	0%	1%	+1%
Level 3 proficient	5%	4%	-1%
Level 2 basic	29%	26%	-3%
Level 1 below basic	65%	69%	+4%

Table 36 shows that:

- In 2007 94% of students in Grade 9 performed at the *basic and below basic levels* in language while as 10th graders in 2008, 95% of students performed at the same levels, an increase of 1 percentage point.
- In 2007, 5% of students in Grade 9 performed at the *proficient and advanced levels* in language while as 10th in 2008, 5% of students performed at the same levels.

Table 37 Cohort Groups: Grade 10 to Grade 11.

Table 37			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 10 (2007) to Grade 11 (2008)			
	Grade 10 SY 2007-2008	Grade 11 SY 2008-2009	DIFFERENCE
Level 4 advanced	0%	0%	0%
Level 3 proficient	7%	7%	0%
Level 2 basic	31%	35%	+4%
Level 1 below basic	61%	58%	-3%

Table 37 shows that:

- In 2007 92% of students in Grade 10 performed at the *basic and below basic levels* in reading while as 11th graders in 2008, 93% of students performed at the same levels, an increase of 1 percentage point.
- In 2007, 7% of students in Grade 10 performed at the *proficient and advanced levels* in reading while as 11th graders in 2008, 7% of students performed at the same levels.

Table 38 Cohort Groups: Grade 10 to Grade 11.

Table 38			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 10 (2007) to Grade 11 (2008)			
	Grade 10 SY 2007-2008	Grade 11 SY 2008-2009	DIFFERENCE
Level 4 advanced	0%	0%	0%
Level 3 proficient	1%	1%	0%
Level 2 basic	11%	5%	-4%
Level 1 below basic	87%	94%	+7%

Table 38 shows that:

- In 2007 98% of students in Grade 10 performed at the *basic and below basic levels* in math while as 11th graders in 2008, 99% of students performed at the same levels an increase of 1 percentage point.
- In 2007, 1% of students in Grade 10 performed at the *proficient and advanced levels* in math while as 11th graders in 2008, 1% of students performed at the same levels.

Table 39 Cohort Groups: Grade 10 to Grade 11.

Table 39			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 10 (2007) to Grade 11 (2008)			
	Grade 10 SY 2007-2008	Grade 11 SY 2008-2009	DIFFERENCE
Level 4 advanced	10%	0%	-10%
Level 3 proficient	3%	4%	+1%
Level 2 basic	25%	22%	-3%
Level 1 below basic	72%	74%	+2%

Table 39 shows that:

- In 2007 97% of students in Grade 10 performed at the ***basic and below basic levels*** in language while as 11th graders in 2008, 96% of students performed at the same levels, a decrease of 1 percentage point.
- In 2007, 13% of students in Grade 10 performed at the ***proficient and advanced levels*** in language while as 11th graders in 2008, 4% of students performed at the same level, decrease of 9 percentage points.

Table 40 Cohort Groups: Grade 11 to Grade 12.

Table 40			
GDOE SAT10 READING PERFORMANCE LEVELS			
Cohort Groups: Grade 11 (2007) to Grade 12 (2008)			
	Grade 11 SY 2007-2008	Grade 12 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	2%	+1%
Level 3 proficient	9%	12%	+3%
Level 2 basic	31%	35%	+4%
Level 1 below basic	59%	52%	-7%

Table 40 shows that:

- In 2007 90% of students in Grade 11 performed at the ***basic and below basic levels*** in reading while as 12th graders in 2008, 87% of students performed at the same levels, a decrease of 3 percentage points.
- In 2007, 10% of students in Grade 11 performed at the ***proficient and advanced levels*** in reading while as 12th graders in 2008, 14% of students performed at the same levels, an increase of 4 percentage points.

Table 41 Cohort Groups: Grade 11 to Grade 12.

Table 41			
GDOE SAT10 MATH PERFORMANCE LEVELS			
Cohort Groups: Grade 11 (2007) to Grade 12 (2008)			
	Grade 11 SY 2007-2008	Grade 12 SY 2008-2009	DIFFERENCE
Level 4 advanced	0%	0%	0%
Level 3 proficient	0%	2%	+2%
Level 2 basic	6%	7%	+1%
Level 1 below basic	93%	91%	-2%

Table 41 shows that:

- In 2007 99% of students in Grade 11 performed at the ***basic and below basic levels*** in math while as 12th graders in 2008, 98% of students performed at the same level, a decrease of 1 percentage point
- In 2007, 0% of students in Grade 11 performed at the ***proficient and advanced levels*** in math while as 12th graders in 2008, 2% of students performed at the same levels, an increase of 2 percentage points.

Table 42 Cohort Groups: Grade 11 to Grade 12.

Table 42			
GDOE SAT10 LANGUAGE PERFORMANCE LEVELS			
Cohort Groups: Grade 11 (2007) to Grade 12 (2008)			
	Grade 11 SY 2007-2008	Grade 12 SY 2008-2009	DIFFERENCE
Level 4 advanced	1%	0%	+1%
Level 3 proficient	3%	7%	+4%
Level 2 basic	23%	26%	+3%
Level 1 below basic	73%	67%	-6%

Table 42 shows that:

- In 2007 96% of students in Grade 11 performed at the ***basic and below basic levels*** in language while as 12th graders in 2008, 93% of students performed at the same levels, a decrease of 3 percentage points.
- In 2007, 4% of students in Grade 11 performed at the ***proficient and advanced levels*** in language while as 12th graders in 2008, 7% of students performed at the same levels, an increase of 3 percentage points.



DISAGGREGATED PERFORMANCE LEVELS BY SUBGROUPS

The *No Child Left Behind Act* requires states to report student test results by total population and subgroups. The reports are intended to fulfill federal mandates, which require all students to have equal opportunity to learn, irrespective of ethnicity, special needs, socio-economic background and gender.

The analysis of disaggregated scores addresses two major questions:

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

Figures 44 to 64 depict the percentage of students performing at Levels 3 & 4 (SAT9) and proficient and advanced levels (SAT10) by Grade and Content Areas (Reading, Math, and

Language) for students in the ESL program, Special Education and Free And Reduced Lunch Program.

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

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

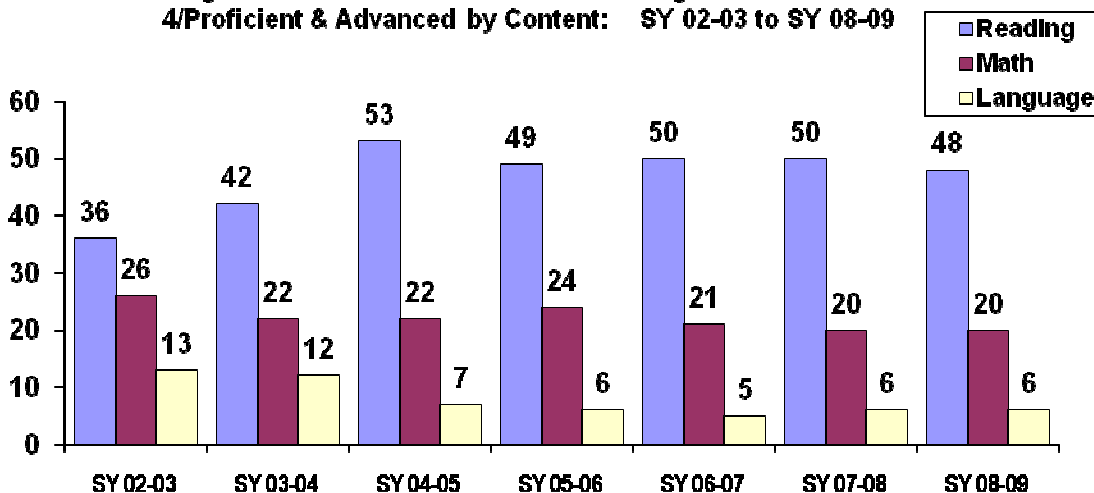


Figure 44
Percentage of Grade 3 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09

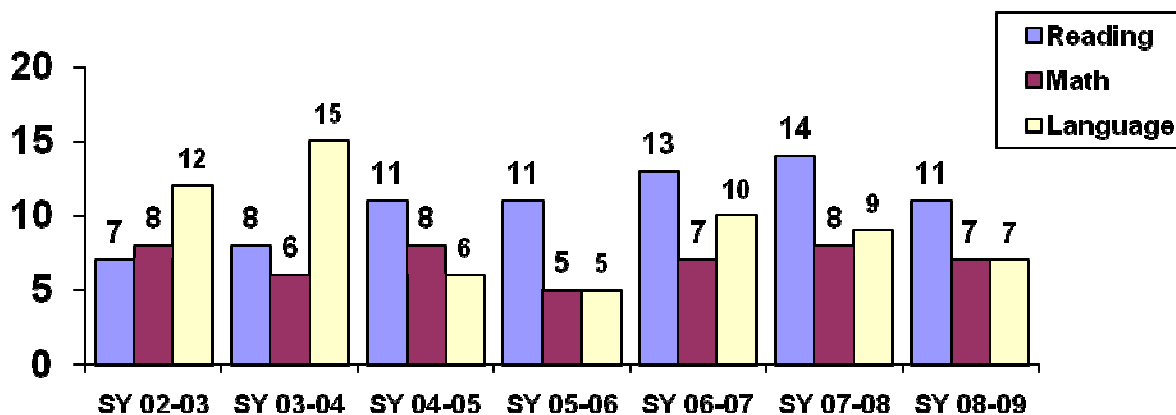


Figure 45
Percentage of Grade 5 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09

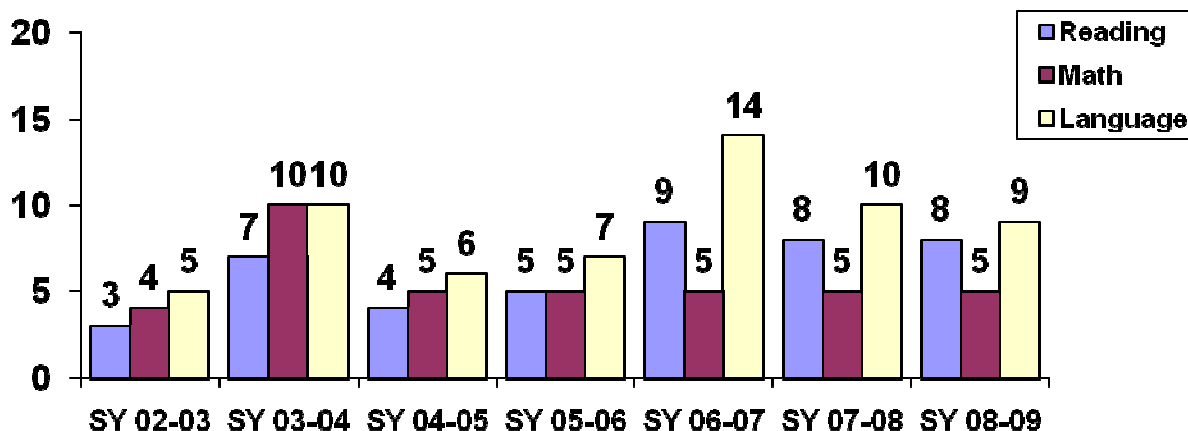


Figure 46
Percentage of Grade 7 ESL Students Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09

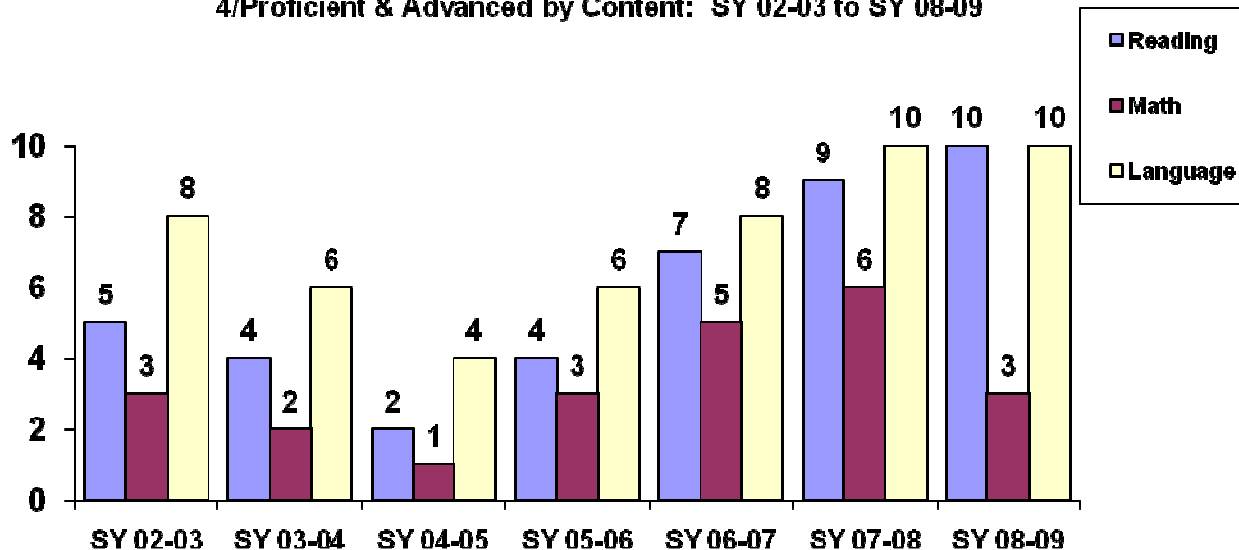


Figure 47
Percentage of Grade 9 ESL Students Performing at SAT9/10
Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to
SY 08-09

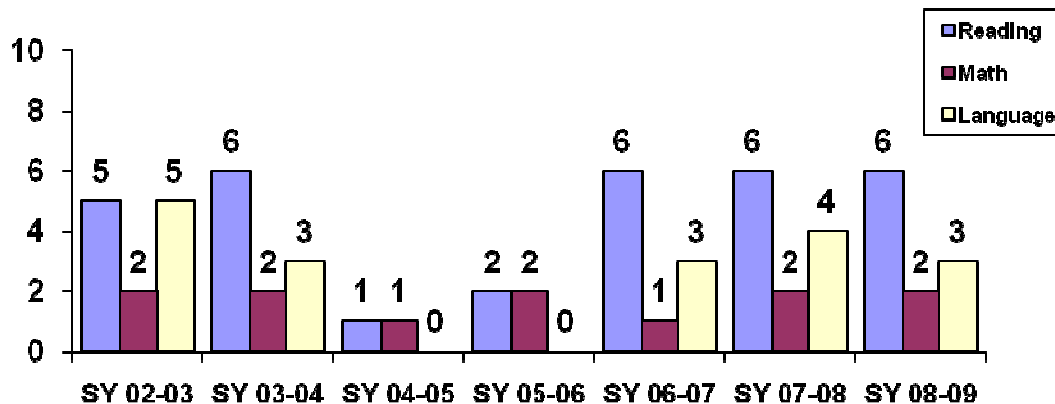


Figure 48
Percentage of Grade 10 ESL Students Performing at SAT9/10 Levels 3
& 4/Proficient & Advanced by Content: SY 02-03 to SY 08-09

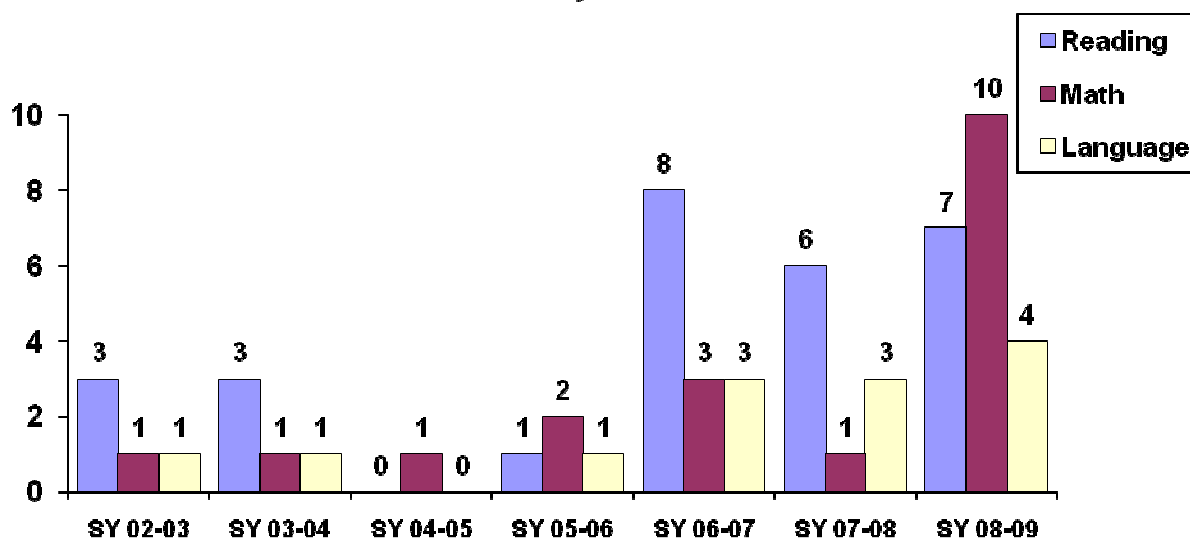


Figure 49
Percentage of Grade 11 ESL Students Performing at SAT9/10
Levels 3 & 4/Proficient & Advanced by Content: SY 02-03 to
SY 08-09

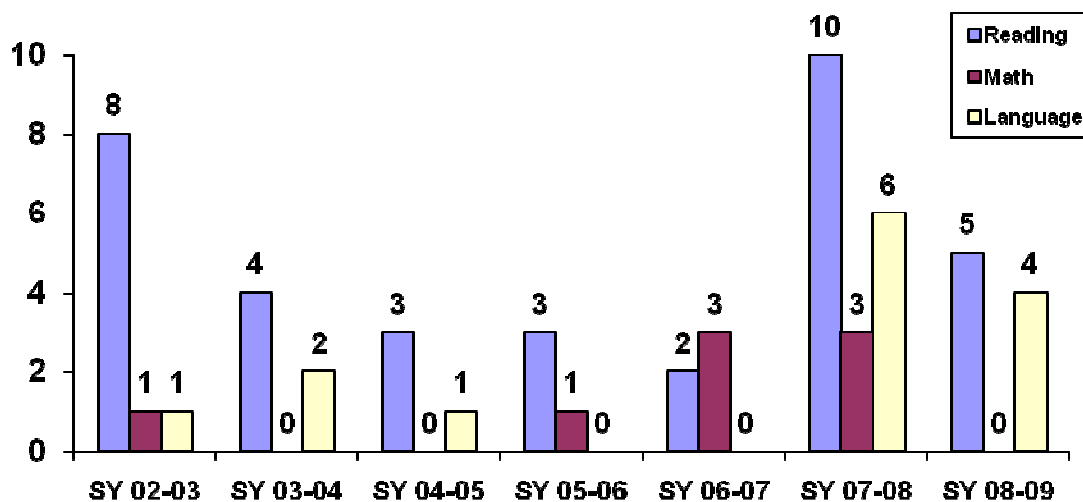


Figure 50
Percentage of Grade 1 Free/Reduced Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

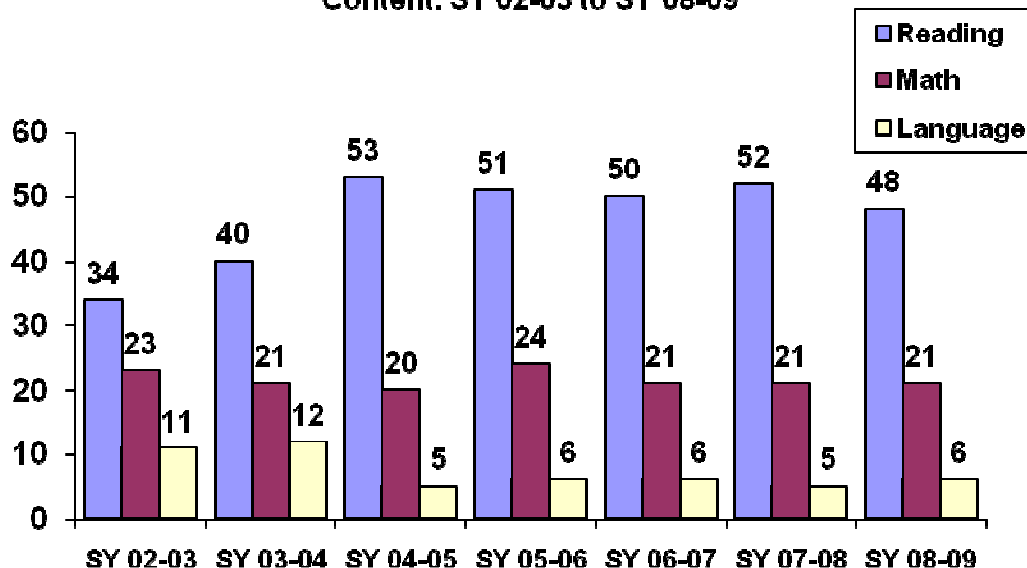


Figure 51
Percentage of Grade 3 Free/Reduced Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content:
SY 02-03 to SY 08-09

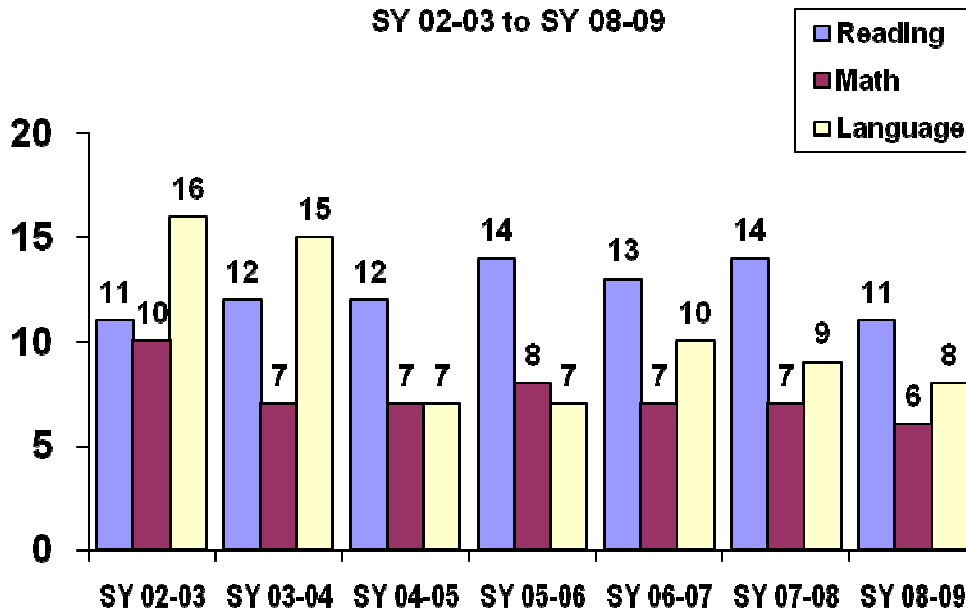


Figure 52
Percentage of Grade 5 Free/Reduced Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

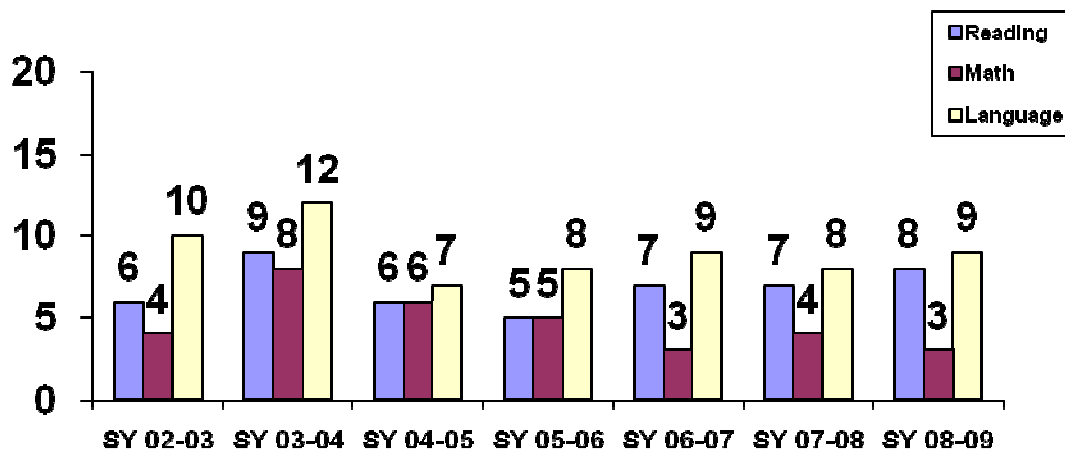


Figure 53
Percentage of Grade 7 Free/Reduced Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

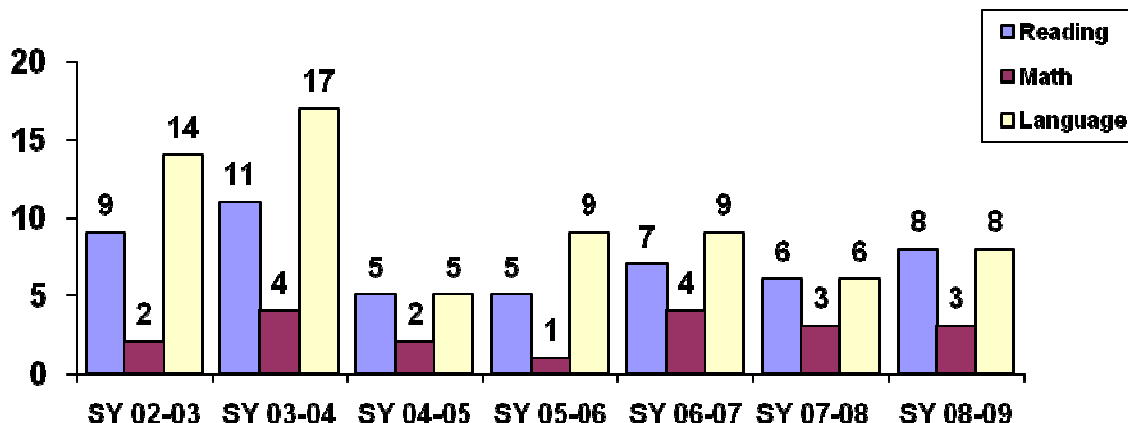


Figure 54
Percentage of Grade 9 Free/Reduced Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

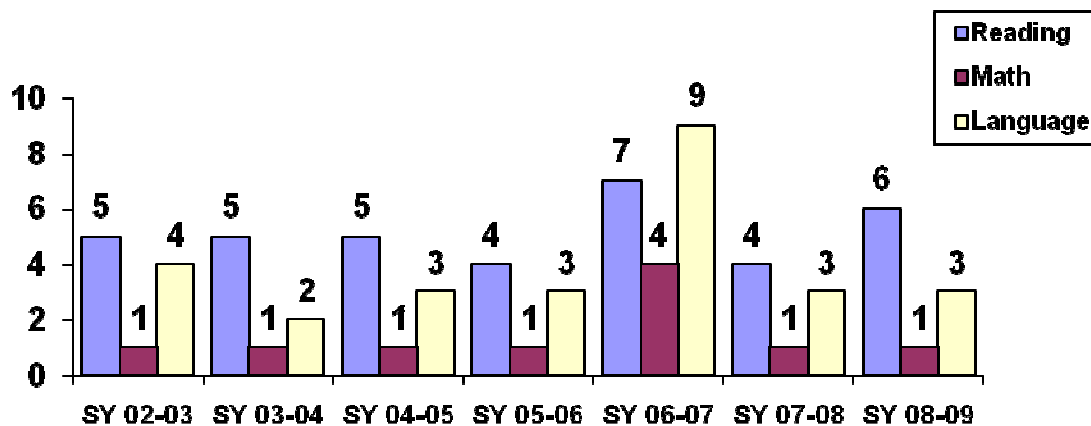


Figure 55
Percentage of Grade 10 Free/Reduced Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

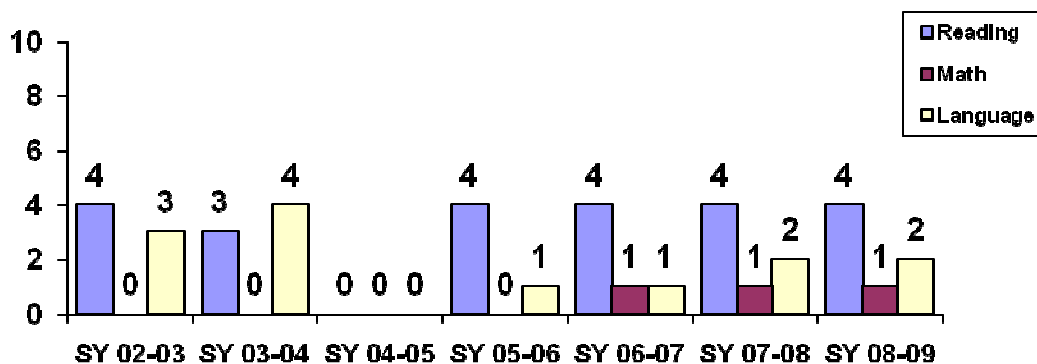


Figure 56
Percentage of Grade 11 Free/Reduced Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

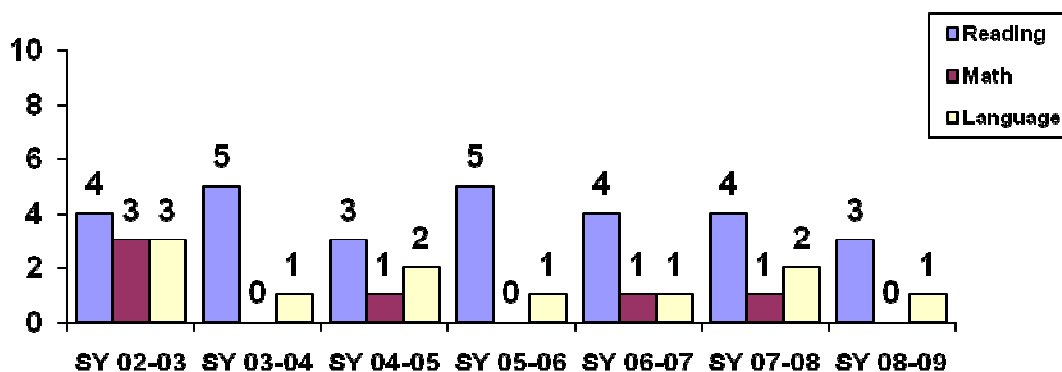


Figure 57
Percentage of Grade 1 Special Education Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

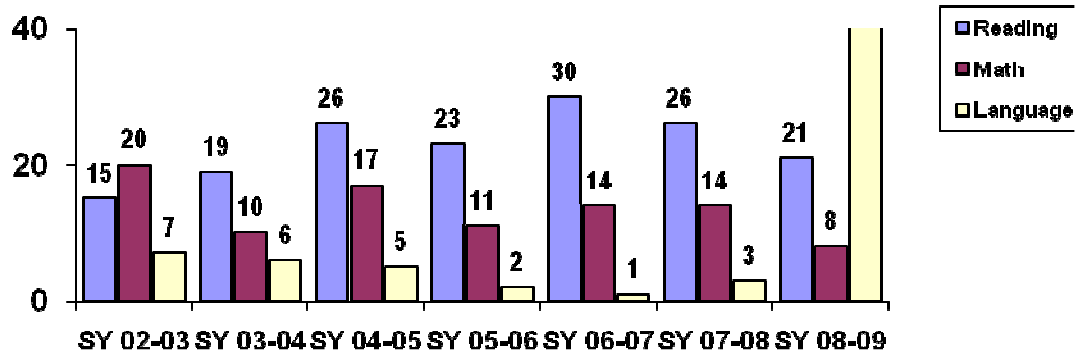


Figure 58
Percentage of Grade 3 Special Education Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

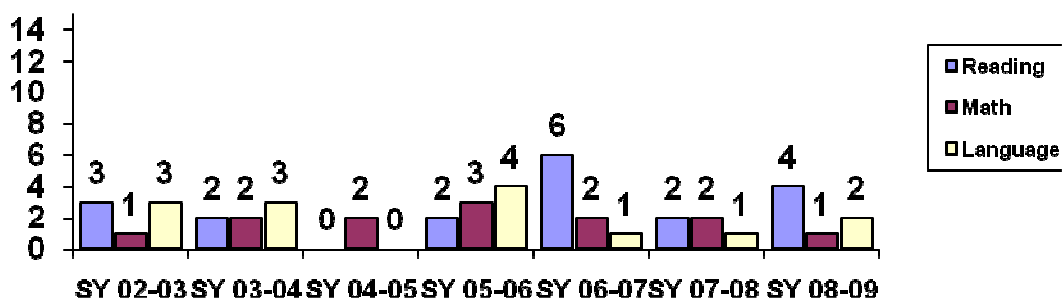


Figure 59
Percentage of Grade 5 Special Education Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

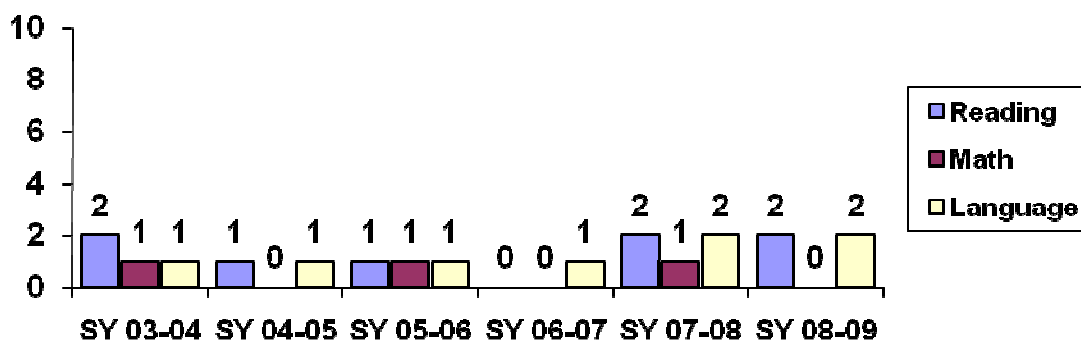


Figure 60
Percentage of Grade 7 Special Education Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

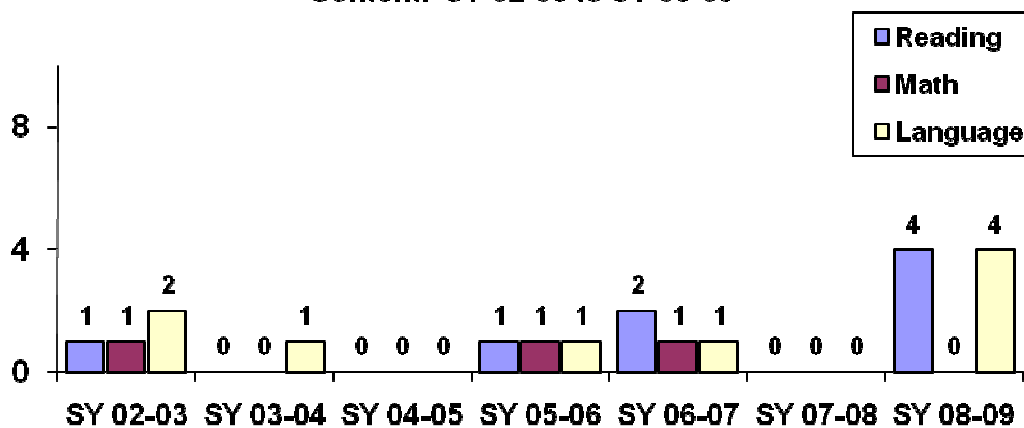


Figure 61
Percentage of Grade 9 Special Education Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

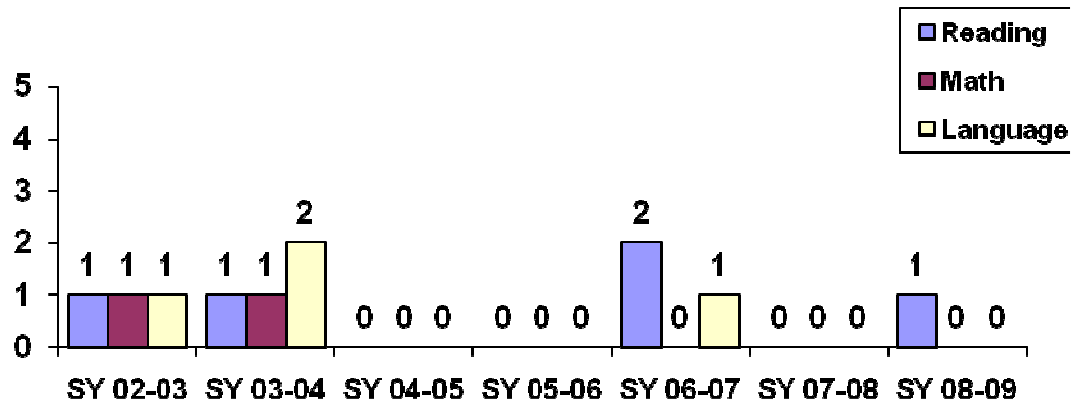


Figure 62
Percentage of Grade 10 Special Education Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09

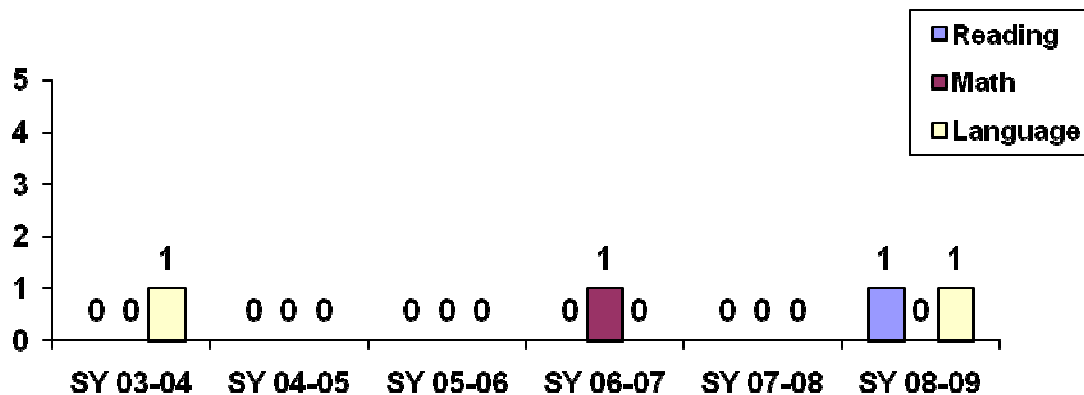
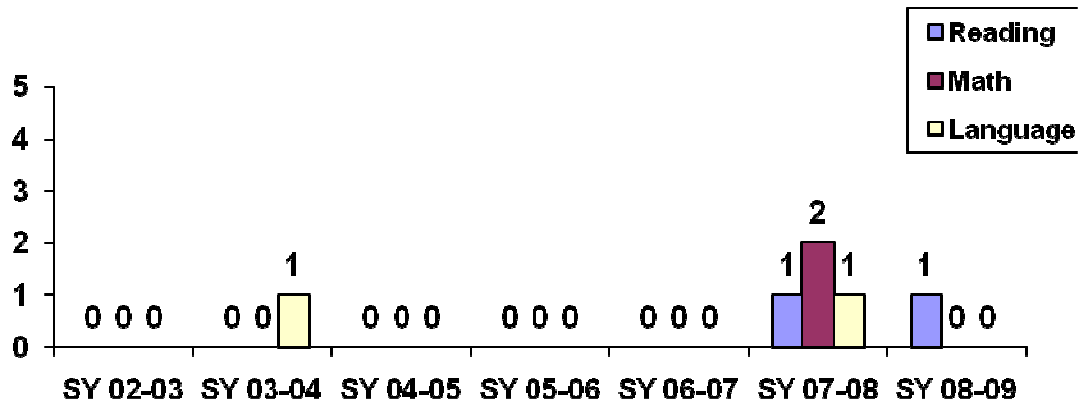


Figure 63
Percentage of Grade 11 Special Education Program Students
Performing at SAT9/10 Levels 3 & 4/Proficient & Advanced by
Content: SY 02-03 to SY 08-09



Grade 1	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	73	63	59	62	63
Free/Reduced	53	51	52	52	48
Difference (Gap)	-20	-12	-7	-10	-15
Grade 3	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	29	23	21	16	26
Free/Reduced	12	14	14	14	11
Difference (Gap)	-17	-9	-7	-2	-15
Grade 5	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	14	11	13	13	15
Free/Reduced	6	5	7	7	8
Difference (Gap)	-8	-6	-6	-6	-7
Grade 7	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	14	14	12	14	21
Free/Reduced	5	5	6	6	8
Difference (Gap)	-9	-9	-6	-8	-13
Grade 9	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	9	8	8	11	12
Free/Reduced	5	4	4	4	6
Difference (Gap)	-4	-4	-4	-7	-6
Grade 10	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	8	9	9	9	11
Free/Reduced	4	4	4	4	4
Difference (Gap)	-4	-5	-5	-5	-7
Grade 11	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	10	9	10	11	10
Free/Reduced	3	5	4	4	3
Difference (Gap)	-7	-4	-6	-7	-7
Level 3: represents solid academic performance, indicating students are prepared for the next grade					
Level 4: signifies superior performance, beyond grade level mastery					

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

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

Grade	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
Grade 1					
General Education	30	34	29	26	33
Free/Reduced	20	24	21	21	21
Difference (Gap)	-10	-10	-8	-5	-12
Grade 3					
General Education	15	16	12	7	19
Free/Reduced	7	8	7	7	6
Difference (Gap)	-8	-8	-5	0	-13
Grade 5					
General Education	11	9	7	9	9
Free/Reduced	6	5	4	4	3
Difference (Gap)	-6	-4	-3	-5	-6
Grade 7					
General Education	5	6	6	8	6
Free/Reduced	2	1	3	3	3
Difference (Gap)	-3	-5	-3	-5	-3
Grade 9					
General Education	1	2	2	2	3
Free/Reduced	1	1	1	1	1
Difference (Gap)	0	-1	-1	-1	-2
Grade 10					
General Education	1	1	2	1	2
Free/Reduced	0	0	1	1	1
Difference (Gap)	-1	-1	-1	0	-1
Grade 11					
General Education	2	0	1	1	1
Free/Reduced	1	0	1	1	0
Difference (Gap)	-1	0	0	0	-1
Level 3: represents solid academic performance, indicating students are prepared for the next grade					
Level 4: signifies superior performance, beyond grade level mastery					

Table 44 depicts comparative proportions between students enrolled in the Free and Reduced lunch program and General Education students at levels 3 & 4 in Mathematics from SY 04-05 to SY 08-09.

- Examination of Table 44 reveals that the largest gap (-13) between free and reduced lunch students and general education students were found in third grade for School Year 08-09.
- Analysis of the five school years by grade indicates that the narrowest gaps are found among eleventh graders.

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

Grade 1	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	10	10	10	8	13
Free/Reduced	5	6	5	5	6
Difference (Gap)	-5	-4	-5	-3	-7
Grade 3	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	12	13	16	10	16
Free/Reduced	7	7	9	9	8
Difference (Gap)	-5	-6	-7	-1	-8
Grade 5	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	11	14	14	15	22
Free/Reduced	7	8	8	8	9
Difference (Gap)	-4	-6	-6	-7	-13
Grade 7	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	15	16	14	13	19
Free/Reduced	5	9	6	6	8
Difference (Gap)	-10	-7	-8	-7	-11
Grade 9	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	6	5	5	6	6
Free/Reduced	3	3	3	3	3
Difference (Gap)	-3	-2	-2	-3	-3
Grade 10	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	3	3	4	3	6
Free/Reduced	2	1	2	2	2
Difference (Gap)	-1	-2	-2	-1	-4
Grade 11	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
General Education	4	3	4	5	5
Free/Reduced	2	1	2	2	1
Difference (Gap)	-2	-2	-2	-3	-4
Level 3: represents solid academic performance, indicating students are prepared for the next grade					
Level 4: signifies superior performance, beyond grade level mastery					

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

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

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

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

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

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

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

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

Grade	SY 04-05	SY 05-06	SY 06-07	SY 07-08	SY 08-09
Grade 1					
General Education	10	10	10	8	10
ESL	7	6	5	6	6
Difference (Gap)	-3	-4	-5	-2	-4
Grade 3					
General Education	12	13	16	10	12
ESL	6	5	10	9	7
Difference (Gap)	-5	-8	-6	-1	-5
Grade 5					
General Education	11	14	14	15	15
ESL	6	7	14	10	9
Difference (Gap)	-5	-7	0	-5	-6
Grade 7					
General Education	15	16	14	13	12
ESL	4	6	8	10	11
Difference (Gap)	-11	-10	-6	-3	-1
Grade 9					
General Education	6	5	5	6	6
ESL	0	0	0	4	3
Difference (Gap)	-6	-5	-5	-2	-3
Grade 10					
General Education	3	3	4	3	6
ESL	0	1	2	3	4
Difference (Gap)	-3	-2	-2	0	-2
Grade 11					
General Education	4	3	4	5	
ESL	1	0	0	6	4
Difference (Gap)	-3	-3	-4	1	4
Level 3: represents solid academic performance, indicating students are prepared for the next0 grade					
Level 4: signifies superior performance, beyond grade level mastery					

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

DISTRICT WIDE ASSESSMENT RESULTS FOR STUDENTS WITH DISABILITIES

Federal and local law requires that all students with disabilities be included in the general state wide and/or district-wide assessment with appropriate accommodations. If students with disabilities are unable to participate in the district-wide assessment, even with appropriate accommodations, these students will participate in the district-wide assessment through an alternate assessment. Guam Department of Education public school students are assessed using the SAT10; thus students with disabilities enrolled in the GDOE public schools whose IEP teams determine they should participate in the SAT10, with or without accommodations, are reported here. The following tables are a description of how GDOE's population of students with disabilities enrolled in the public schools for grades 1st through 12th grade participated in the SAT10 in the subject areas of Reading, Math, and Language for SY2008-2009.

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

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

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

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

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

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

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

Grade	#Eligible Students with IEPs	# of Students with IEPs tested with Measurable Results	# of Students with IEPs who Performed in Each Respective Level			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	64	32	14	16	1	1
2	81	63	54	8	1	0
3	96	72	63	7	2	0
4	127	82	72	10	0	0
5	106	82	78	4	0	0
6	125	103	94	9	0	0
7	126	101	99	2	0	0
8	132	93	83	9	1	0
9	190	143	137	6	0	0
10	210	97	96	1	0	0
11	197	113	111	2	0	0
12	178	71	71	0	0	0

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

Grade	#Eligible Students with IEPs	# of Students with IEPs tested with Measurable Results	# of Students with IEPs who Performed in Each Respective Level			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	64	40	21	19	0	0
2	81	61	52	8	1	0
3	96	66	57	9	0	0
4	127	83	78	5	0	0
5	106	78	77	1	0	0
6	125	108	104	4	0	0
7	126	107	107	0	0	0
8	132	97	97	0	0	0
9	190	143	143	0	0	0
10	210	104	104	0	0	0
11	197	115	114	1	0	0
12	178	72	72	0	0	0

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

Grade	#Eligible Students with IEPs	# of Students with IEPs tested with Measurable Results	# of Students with IEPs who Performed in Each Respective Level			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	64	34	20	15	0	0
2	81	62	52	10	0	0
3	96	69	61	8	0	0
4	127	82	77	5	0	0
5	106	78	73	5	0	0
6	125	100	96	4	0	0
7	126	102	100	2	0	0
8	132	96	94	2	0	0
9	190	141	136	4	0	0
10	210	96	94	2	0	0
11	197	109	108	1	0	0
12	178	69	69	0	0	0

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

Grade	#Eligible Students with IEPs	# of Students with IEPs tested with Measurable Results	# of Students with IEPs who Performed in Each Respective Level			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	64	20	7	6	6	1
2	81	26	12	10	3	1
3	96	22	18	3	1	0
4	127	18	11	5	2	0
5	106	22	17	5	0	0
6	125	13	8	4	1	0
7	126	17	9	8	0	0
8	132	27	17	8	2	0
9	190	43	37	6	0	0
10	210	45	40	4	1	0
11	197	38	35	2	1	0
12	178	77	76	1	0	0

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

Grade	#Eligible Students with IEPs	# of Students with IEPs tested with Measurable Results	# of Students with IEPs who Performed in Each Respective Level			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	64	21	6	10	5	0
2	81	27	12	14	1	0
3	96	22	17	4	1	0
4	127	18	13	3	2	0
5	106	21	18	3	0	0
6	125	13	12	1	0	0
7	126	17	14	3	0	0
8	132	25	23	2	0	0
9	190	43	35	8	0	0
10	210	46	45	1	0	0
11	197	39	39	0	0	0
12	178	79	79	0	0	0

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

Grade	#Eligible Students with IEPs	# of Students with IEPs tested with Measurable Results	# of Students with IEPs who Performed in Each Respective Level			
			Below Basic Level 1: Little or No Mastery	Basic Level 2: Partial Mastery	Proficient Level 3: Solid Academic Performance	Advanced Level 4: Beyond Grade Level Mastery
1	64	20	9	9	2	0
2	81	26	17	8	1	0
3	96	20	17	3	0	0
4	127	17	11	3	3	0
5	106	22	17	5	0	0
6	125	13	8	5	0	0
7	126	17	13	4	1	0
8	132	28	20	7	1	0
9	190	43	38	5	0	0
10	210	44	41	2	1	0
11	197	39	39	0	0	0
12	178	76	76	0	0	0

SPECIAL EDUCATION ALTERNATE ASSESSMENTS

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

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

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

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

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

(a) Students Eligible under IDEA and Section 504.

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

and...

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

Additionally, states and districts must:

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

While all state and district-wide assessment programs are expected to be as inclusive as possible of students with disabilities, the alternate assessment requirement of IDEA '97 applies particularly to Guam's SAT-10, because the SAT-10 is Guam's primary accountability mechanism.

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

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



ASSESSMENT ACCOMMODATIONS AND ALTERNATE ASSESSMENT

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

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

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

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

Guam fully implemented its newly developed "**Guide for the Participation of Students with Disabilities in Guam's District-Wide Assessment**" in SY 2004-2005, which resulted in a substantial increase in the "documented" participation of students with disabilities through an alternate assessment. By grades, students with disabilities who participated through an alternate assessment for SY 2008-2009 included:

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

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

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

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

The percent of students tested is based on the number of students tested with measurable results divided by the total number of students who were eligible for alternate assessment in each grade level. Table 59 shows the participation rate and distribution of alternate assessment performance levels results for reading by grade. Examination of Table 59 reveals participation rates ranging from a low of 20% for grade 11 to a high of 81% for students in grade 6.

Table 60
 GDOE SY2008-2009 Distribution of Performance Levels in **MATHEMATICS**
 Using **ALTERNATE ASSESSMENT BASED ON ALTERNATE ACADEMIC ACHIEVEMENT**
STANDARDS
 By Grade

Grade Level	# of Students Eligible	Percent of Students Tested with Measurable Results	Advanced Level 4: Beyond Grade Level Mastery	Proficient Level 3: Solid Academic Performance	Basic Level 2: Partial Mastery	<Basic Level 1: Little or No Mastery	Other
1 st	15	73% (11)	0% (0)	18% (2)	73% (8)	9% (1)	4
2 nd	14	64% (9)	0% (0)	11% (1)	67% (6)	22% (2)	5
3 rd	20	55% (11)	0% (0)	0% (0)	55% (6)	45% (5)	9
4 th	20	60% (12)	0% (0)	9% (1)	58% (7)	33% (4)	8
5 th	22	59% (13)	0% (0)	8% (1)	62% (8)	30% (4)	9
6 th	21	67% (14)	0% (0)	57% (8)	29% (4)	14% (2)	7
7 th	9	67% (6)	0% (0)	17% (1)	66% (4)	17% (1)	3
8 th	16	81% (13)	0% (0)	38% (5)	62% (8)	0% (0)	3
9 th	11	57% (4)	0% (0)	50% (2)	25% (1)	25% (1)	7
10 th	9	38% (3)	0% (0)	75% (2)	0% (0)	25% (1)	6
11 th	15	33% (5)	0% (0)	0% (0)	80% (4)	20% (1)	10
12 th	22	27% (6)	0% (0)	50% (3)	50% (3)	0% (0)	16

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

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

VIII. PERCENTILE SCORES

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

Table 61 represents the SAT10 *percentile scores* by grade level and content areas for SY 08-09.

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

- Examination of **Table 61** reveals that the percentile scores ranged from a low of 16 achieved by 3rd graders in language, to a high of 51 for grade 1 spelling.
- The complete battery score represents the weighted percentile average of all content areas.
- Analysis of the complete battery scores reveals that grades 1, 11, and 12 with respective percentile scores of 36, 37, and 39, respectively, achieved the highest percentile rankings. In contrast students in 2nd, 3rd and 6th grade achieved the lowest complete battery percentile scores, given respective scores of 26, 23 and 29.
- One of the major goals stated in the District Action Plan is: "By the end of school year 2008-2009, using 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 62 depicts the percentage of students at or above the 50th national percentile rank by grade and content areas for SY 02-03 to SY 08-09. Analysis of **Table 62** shows that grade 1 students in SY 04-05 came the closest to meeting that goal with 49% at or above the 50th national percentile rank in reading.

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

GRADUATION RATES



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

	SY 05-06	SY 06-07	SY 07-08	SY 08-09
High School	Number of Graduates	Number of Graduates	Number of Graduates	Number of Graduates
George Washington	384	450	498	460
John F. Kennedy	255	359	442	363
Simon Sanchez	385	414	434	348
Southern High	284	292	312	271
Okkodu	Not Applicable			205
TOTAL GDOE	1308	1515	1686	1,647

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

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

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

DROPOUT RATES

Monitoring the proportion of students that drop out of school every year is also essential to gauging the success of educational programs. A "dropout" as defined by Board Policy 375 is a student who was enrolled in a GDOE high school sometime during a given school year; and after enrollment, stopped attending school without having been:

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

Table 65 depicts the dropout rates by school from SY 04-05 to SY 08-09. The dropout number includes students in grades 9 to 12.

TABLE 65 GUAM DEPARTMENT OF EDUCATION COMPARATIVE HIGH SCHOOL DROPOUT RATE SY 2004-2005 TO SY 08-09										
HIGH SCHOOL	SY 04-05	SY 04-05	SY 05-06	SY 05-06	SY -06-07	SY 06-07	SY 07-08	SY 07-08	SY 08-09	SY 08-09
	Dropout Number	Dropout Rate	Dropout Number	Dropout Rate	Dropout Number	Dropout Rate	Dropout Number	Dropout Rate	Dropout Number	Dropout Rate
George Washington	208	8.0%	180	5.3%	174	5.5%	170	7.0%	176	6.1%
John F. Kennedy	248	9.5%	241	7.1%	282	11.3%	179	7.3%	120	4.2%
Simon Sanchez	116	5.1%	64	2.8%	184	5.9%	164	6.9%	119	5.8%
Okkudu	Not Applicable								146	8.3%
Southern	153	9.3%	284	9.5%	111	7.8%	94	8.0%	212	12.1%
TOTAL GDOE	725	7.9%	769	6.4%	751	7.4%	607	7.2%	773	6.8%

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

XI. PERSONNEL QUALITY AND ACCOUNTABILITY

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

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

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

Demographic Characteristics of GDOE Employees

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

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

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
Principals and Assistants	75	2%
Central Administrators	22	1%
Teachers ¹	2453	62%
Professional/Ancillary	175	4%
Health Counselors ²	44	1%
Central School Support	227	6%
Cafeteria	72	2%
Custodian/Maintenance	188	5%
School Aides	659	17%
Unknown ³	47	2%
TOTAL GDOE EMPLOYEES	3962	100%

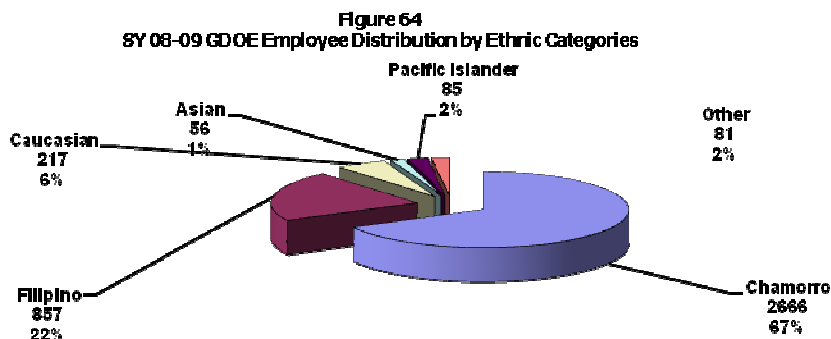
¹Includes Substitute teachers, as well as Guidance Counselors and Librarians who are categorized as Teachers

²Includes LPNs

³Employee code not specified due exiting the department during the school year

- Analysis of **Table 66** reveals that teachers make up 62% of the total employee population.
- In contrast central office administrators and health counselors make up less than 1% of the total population.
- School aides comprise the second highest proportion with a total of 659. The support staff at central office includes employees at the maintenance division and bus drivers for students with disabilities.

Figure 64 describes the employee distribution by ethnic categories.



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

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

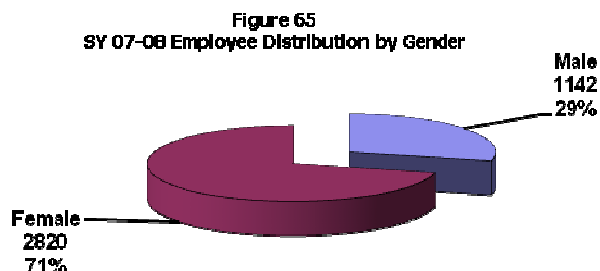


Table 67 below shows that the majority (30%) of the employees of the Department fall within the 35-44 year old categories. Fifteen percent (592) of the employees are 55 years old and over while 5% (206) are 24 years old and younger. This information is critical to developing a long-range recruitment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

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

Employee Attendance Rates

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

Table 68 shows the types of leave taken by groups of employees at central office, schools on traditional calendar and school on year round calendar. The largest percentage (45%) of leave taken by all GDOE employees is found in *sick leave* followed by *other leave* at 21% of the total leave days (62,326.21).

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

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

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

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

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

XII. 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 70 depicts the distribution of professional school administrator certification for SY 08-09.

TYPE OF CERTIFICATION	Elementary	Secondary	Dual ¹	Other	Total
Professional	31	28	12	0	71
Emergency	1	0	0	0	1
Other Area	0	0	0	3	3
Total	34	28	12	3	75

Dual¹ indicates certification in both Elementary and Secondary levels.

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

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

TYPE OF CERTIFICATION	Elementary	Secondary	Dual	Other	Total
Initial Educator*	21	37	3	0	61
Professional Educator*	91	60	21	0	172
Master Educator*	56	53	37	0	146
Professional I	265	228	86	0	570
Professional II	396	274	213	0	883
Temporary ²	54	87	108	0	249
Standard	19	9	4	0	32
Other	0	0	0	38	38
Total	893	748	472	38	2151

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

Temporary² Certification indicates new class of certification as per change in policy (GEC rule 29-73.10000.21, adopted 02/17/09)

Inclusive of emergency, provisional, and conditional certification.

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

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

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

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

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

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

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

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

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

XIII. BUDGET AND EXPENDITURES*

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

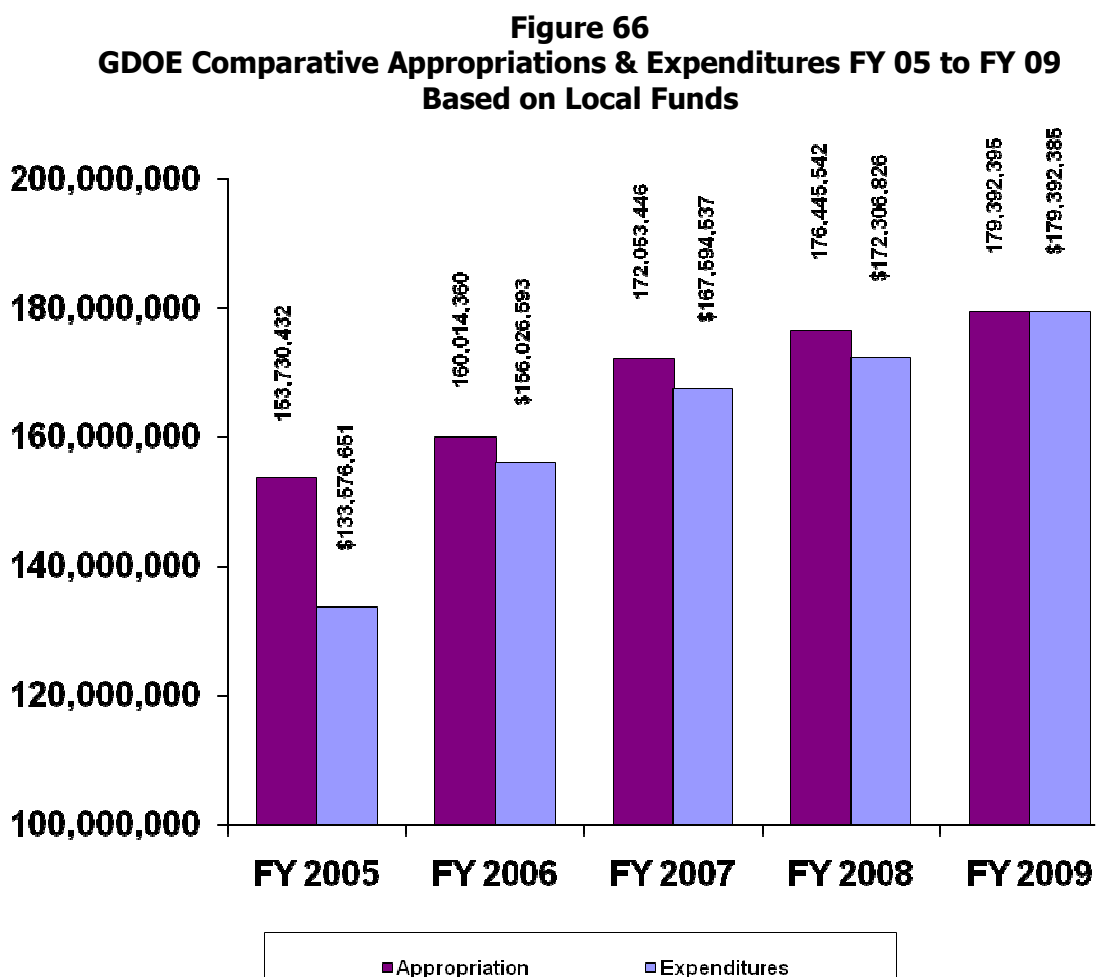


Figure 66 compares the department's appropriations and expenditures over a five-year period. Analysis of Figure 66 reveals that the Guam Department of Education has stayed within its appropriation levels for FY's 2005-2009.

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

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

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

Examination of **Table 76** shows that for FY 2009, \$157,159,861 (88%) of the approved appropriation was allotted for personnel (salaries and benefits), while the utilities, \$15,289,790 (8.5%) comprise the second highest category of the total appropriation.

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

CATEGORIES	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Salaries and Benefits	\$115,929,936	\$133,390,844	\$149,304,083.00	\$152,807,434.92	\$158,308,068
Travel and Transportation	14,500	11,407	3,932	5,342.49	0
Contractual	5,393,504	7,156,493	4,305,119	4,746,441.51	5,956,071
Office Space Rental	0	0	0	0	0
Supplies and Materials	2,525,167	2,048,320	33,847	455,817.20	544,006
Equipment	389,775	344,711	5,603	23,473.71	13,963
Miscellaneous	292,291	319,066	637,688	83,944.62	327,910
Utilities	7,802,863	12,202,542	13,300,898	14,184,371.02	15,229,877
Capital Outlay	1,228,615	553,210	3,367	0	12,500
Total Expenditures	\$133,576,651	\$156,026,593	\$167,594,537	\$172,306,826	\$179,392,385

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

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

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

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

SCHOOL-WIDE INDICATOR SYSTEM

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

The Annual School Progress Report Committee developed a list of education indicators, which was presented to principals and division heads for input. These performance classifications were derived from a number of education indicators including student performance in the district SAT9/10 testing program, school passing rate, cohort graduation rate, annual dropout rate, student discipline rate, student attendance rate, and employee attendance rate. Rubrics were developed for each indicator and numerical equivalents were assigned to each performance level specified in P.L. 26-26 and P.L. 28-45. The overall performance grade that a school obtained in SY 2008-2009 was a weighted average of these numerical equivalents using a combination of the above-mentioned indicators appropriate for each level. Extra credit was given to schools that increased the percentage of students performing at the proficient and advanced levels by at least five percentage points compared to the previous school year.

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

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

GRADE LEVEL	Unacceptable	Low	Satisfactory	Strong	Exceptional	Row Total
Elementary	0	5 (19%)	21 (81%)	0	0	26 (100%)
Middle	0	1 (12%)	7 (88%)	0	0	8 (100%)
High	0	2 (40%)	3 (60%)	0	0	5 (100%)
ALL Schools	0	4 (11%)	32 (89%)	0	0	36 (100%)

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

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

School Year	Unacceptable	Low	Satisfactory	Strong	Exceptional	ROW TOTAL
Elementary						
SY 06-07	0	3 (12%)	22 (88%)	0	0	25 (100%)
SY 07-08	0	1 (4%)	24 (96%)	0	0	25 (100%)
SY 08-09	0	5(19%)	21(81%)	0	0	26(100%)
Middle						
SY 06-07	0	0 (0%)	7 (100%)	0	0	7 (100%)
SY 07-08	0	3 (34%)	4 (57%)	0	0	7 (100%)
SY 08-09	0	1(12%)	7(88%)	0	0	8(100%)
High						
SY 06-07	0	2 (50%)	2 (50%)	0	0	4 (100%)
SY 07-08	0	0 (0%)	4 (100%)	0	0	4 (100%)
SY 08-09	0	2(40%)	3(60%)	0	0	5 (100%)
All Schools						
SY 06-07	0	5 (14%)	31 (86%)	0	0	36 (100%)
SY 07-08	0	4 (11%)	32 (89%)	0	0	36 (100%)
SY 08-09	0	8 21%)(31 (79%)	0	0	39 (100%)

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

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

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

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

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

Grade 10 Reading	9%	Unacceptable
Grade 10 Math	1%	Unacceptable
Grade 10 Language	5%	Unacceptable
Grade 11 Reading	7%	Unacceptable
Grade 11 Math	0%	Unacceptable
Grade 11 Language	4%	Unacceptable
Grade 12 Reading	14%	Low
Grade 12 Math	2%	Unacceptable
Grade 12 Language	7%	Unacceptable
Elementary Passing Rate	100%	Exceptional
Middle/High School Passing Rate	84%	Strong
5th Grade Promotion Rate	100%	Exceptional
8th Grade Promotion Rate	99%	Exceptional
Cohort Graduation Rate	68%	Low
Annual Dropout Rate	7%	Satisfactory
Student Attendance Rate	95%	Exceptional
Student Discipline Rate	22%	Low
Employee Attendance Rate	94%	Satisfactory
School Improvement Plan	100%	Exceptional
Total Grade	42%	LOW

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



SY 08-09 EXEMPLARY PROGRAMS & ACCOMPLISHMENTS

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

High School Programs and Activities

1. "Look at Me, I'm Drug Free" Poster Contest
2. 2008 Profiles in Courage Essay Contest
3. 9th Grade Academy
4. Academic Challenge Bowl
5. Adopt-A-Wing School Clean-up
6. Adopt-Our Street Clean-up
7. Advance Placement
8. Ambassadors Club
9. Amnesty International
10. Annual Guam DECA Competition
11. Annual Leadership Day
12. Annual Quiz Bowl
13. Annual Simon Sanchez High School Day at the Mall
14. Band Club
15. Bank of Guam Calendar Contest
16. Basketball Club
17. Bible Club
18. Bowling Club
19. Boy's JV Basketball Senior Class 5K Run
20. Boys' Soccer
21. Cake Decorating Contest
22. Caribous on Vacation Essay
23. Chamorro Club
24. Chamorro Cultural and Language Program (PL 21-34 mandate)
25. Chamorro Language Competition / Gupot Chamorro Activities

26. Chamorro Month Poster Contest
27. Chamorro Program (PL 21-34) Mandate)
28. Cheerleading Squad
29. Choir Club
30. Class of 2010
31. Close Up
32. Community Based Education Program (School-to-Work)
33. Community Service with Mayor's Offices (alternative to out of school suspension)
34. Department of Aquatics and Wildlife Resources
35. Earth Week
36. Educational Talent Search (UOG and GCC)
37. English As A Second Language
38. Environmental Club
39. Eskuelan Puengi
40. European Studies Club
41. Families and Schools Together Conference
42. Future Educators of America (FEA)
43. GATE Theatre
44. GCC Island-wide Competition of Lodging Management Program
45. GCC Tourism Marketing Academy
46. Girls JV Basketball
47. Girls JV Volleyball
48. Girls' Softball Team
49. Girls' Volleyball Club
50. Guam History/National History Day Competition
51. Guam Teacher of the Year
52. Halu'um Ohana Canoe Club
53. HATSA Project – Mentoring Program
54. ILAAG sports events
55. Inafa' Maolek Training – Peer Mediation
56. Interscholastic Boys' Baseball
57. Interscholastic Boys' Basketball
58. Interscholastic Boys' Paddling
59. Interscholastic Boys' Rugby
60. Interscholastic Boys' Track and Field
61. Interscholastic Boys' Tennis
62. Interscholastic Boys' Volleyball
63. Interscholastic Cross Country
64. Interscholastic Football
65. Interscholastic Girls Volleyball
66. Interscholastic Girls' Basketball
67. Interscholastic Girls' Paddling
68. Interscholastic Girls' Rugby
69. Interscholastic Girls' Softball
70. Interscholastic Girls' Tennis
71. Interscholastic Girls' Track and Field
72. Interscholastic Mixed Paddling
73. Interscholastic Sports
74. Island-wide Pro-Start Competition
75. Japanese Club
76. JROTC
77. Law Day Essay Contest Winner
78. Lunchtime Peer-Tutoring

79. Marine Mania
80. Micro-Biz Club
81. Micronesian Student Association (MSA)
82. Mock Trial
83. National Honor Society (NHS)
84. New Career Counseling Center through GCC
85. Parent Booster Club
86. Parent/Family/Community Outreach program
87. Partnership with business and the Department of the Air Force
88. Partnerships with Community and Government Agencies
89. Passport to Careers
90. Personal Adult Advocate Program for high school reform
91. Presidential Scholar Nominee
92. Principal's Leadership Society (PLS)
93. Quality Control Committee on School Safety
94. ROTC
95. Running Club
96. Sea Turtle Nest Site Monitoring with Department of Agriculture and Department of Aquatics and Wildlife
97. Resources
98. Shakespeare
99. Skills USA
100. Soroptomist International
101. Special Education
102. Student Body Association
103. Summer School
104. Teacher Mentoring Program
105. Tourism Club
106. Tri-M Music Honor Society
107. Upward Bound
108. Veteran's Day Ceremony for Faculty and Staff
109. Vocational Band Club
110. Volleyball Club
111. WAVE Club
112. World Studies
113. Yearbook Club

Middle School Programs and Activities

1. 4-H Club
2. A and B Honor Roll
3. Academic Challenge Bowl
4. Admin Reward Program
5. Adopt-a-School Partner
6. Advisor – Advisee Program
7. Arbor Day (Forestry Division)
8. Athletic Club
9. Band Club
10. Big Brother/Big Sister
11. Box Tops for Education
12. Boys A Volleyball
13. Boys B Cross Country
14. Boys B Team Basketball
15. Boys B Team Volleyball
16. Boys Basketball GIF
17. Boys' Cross Country

18. Boys' Soccer
19. Boys' Track & Field
20. Breaking the Ranks II Training (Empowers Middle School Reform)
21. Career Day/ Week/ Month
22. Chamorro Basket Weaving Competition/Kadon Pika Competition/Fino Chamorru Kompetasion
23. Chamorro Club
24. Chamorro Cultural and Language Program (PL 21-34 mandate)
25. Character Education Program (Project Menhalom)
26. Close Up
27. Coca Cola Poster Contest
28. Corrective Reading – Direct Instruction
29. Corrective Reading Program – Success For All (SFA)
30. Cultural Arts/Cultural Dance Program
31. Daily energy conservation efforts
32. Earth Week
33. Educational Talent Searches (UOG)
34. Energy Essay Contest
35. Energy Office Essay Contest
36. English as a Second Language (ESL) Program
37. Famagu'on Natibu
38. Filipino Student Association
39. Future Educators of America
40. GCC Career Choices Program
41. Geography Bee Competition
42. Girls A Volleyball
43. Girls B Team Basketball
44. Girls B Team Soccer
45. Girls' Track & Field
46. Girls' Volleyball
47. Great Carabao Adventure Essay Contest
48. HATSA Mini-Grant
49. Home School Connection – “Academic Carnival” Workshop PD
50. Homework Help/Hotline: Students receive homework assistance from certificated personnel Mondays to Thursdays
51. Honor Band & Choir
52. Honor Band & Honor Choir
53. Honor Roll Principals List
54. Hosted F.B.L.G. Day at Micronesia Mall/Family Walk/Run
55. Hosted the Japanese Student Exchange Program
56. Howard Scripps National Spelling Bee
57. Inafa' maolek Partnership
58. International Friendship Club
59. International Marketing
60. Interscholastic Sports
61. IRA Read-A-Thon
62. Isla Art-A-Thon
63. Island-wide Spelling Bee Competition
64. Just Raising My Scores Day (Academic Improvement)
65. Math Count
66. Math Olympiad
67. Micronesian Student Association
68. Monthly Newsletter
69. Natibu Cultural Dancers

70. National Earth Science Week Essay Contest
71. National Junior Honor Society
72. Parent Academic Carnival
73. Parent/Family/Community (Outreach Program)
74. Partnerships with community/business/military/government agencies
75. PBIS (Positive Behavior Interventions & Supports)
76. Peer Mediation
77. Perfect Attendance Awards for Teachers
78. Performing Arts Curriculum
79. Project Citizen Showcase
80. Quarterly Awards Ceremony
81. Reading Association Read-A-Thon
82. Recycle Essay Contest "Why Recycling is Important"
83. Recycle Program
84. Red Ribbon Week (Say NO to Drugs)
85. SAT 10
86. Saturday Scholars
87. School Representation in the Children at Risk: The Juvenile System Video
88. School Website (www.aijms.net)/ www.freewebs.com/jrmsvoyagers
89. Science Fair
90. Science Olympics
91. Second Step Training and Curriculum Implementation
92. Service Awards for Teachers
93. SKIP Jump Program
94. Special Education Program
95. Special Olympics
96. Spelling Bee
97. Student Body Association
98. Student Clubs
99. Student Council
100. Student Exchange Program – Shimojo-Mura Jr. High, Japan
101. Student Incentive/Rewards Program
102. Student Tutorial Programs (NJHS)
103. Summer School
104. SWIS School-wide Information System
105. Teacher Mentoring Program
106. Team Building
107. Thanksgiving Invitational Tournament (Take Care)
108. Tutorial Programs
109. VBMS Showcase – Micronesia Mall
110. WAVE – We All Value Education
111. Youth Crime Watch
112. Youth Risk Behavior Incentive Program Recipient
113. Youth Risk Behavior Survey
114. Youth Year (DYA)

Elementary School Program and Activities

1. 1 to 1 tutoring assistance from teachers
2. 4-H Club
3. 5th Grade Fun Day
4. 5th Grade Graduation
5. 5th Grade Promotional
6. 5th Grade Student Council
7. 90% Club

8. 911 Memorial Service
9. A/B Honor Roll
10. Academic Awards
11. Accelerated Reader and Accelerated Math Programs
12. Accreditation in Motion
13. Adopt-A-School Program
14. Adventures Yellow Pages Monetary Donation
15. After School Math Tutorial
16. After School Music and Art Program
17. Alcohol and Tobacco Prevention
18. Angel of the Month
19. Art-A-Thon
20. As Tumbo Parent Newsletter and Website
21. Asian Pacific Children's Convention
22. Autism Training
23. Back to School Open House
24. Bank of Guam Art Contest
25. Bank of Guam Student Workshops
26. Big Bird
27. Big Brother/Sister Program
28. Binder System
29. Box Tops for Education
30. Bully Prevention Training for Staff
31. Bullying Awareness Sessions
32. C.H.A.I.N. Club
33. Celebrity Readers Visits
34. Chamorro Chant Group
35. Chamorro Choir Group
36. Chamorro Cooking Competition
37. Chamorro Cultural and Language Program (PL 21-34 mandate)
38. Chamorro Month Celebration/ Mes Chamorro Weaving Competition
39. Chamorro Month Guest Speakers – arts and crafts
40. Character Education Program
41. Christmas Cards to Troops in Iraq
42. Christmas Food Drive
43. Christmas Program
44. Citibank Student Workshops
45. Citizenship Awards
46. Community Helpers Day
47. Community Involvement (military, government, private agencies)
48. Constitution Day
49. CPR Training
50. Cultural Dance Troupe – “Katon I Tano”
51. Cultural Exchange with Japanese Student Teachers and Students
52. Cultural Pride Parade
53. DARE
54. DEED Program
55. DEED Showcase
56. Department of Agriculture Garden Project
57. Department of Youth Affairs – SCORE Presentations
58. Dictionaries for Students
59. Dinana Minagof Cultural Dance Competition
60. Direct Instruction – Reading, Language, Math

61. Direct Instruction Peer Coaching
62. Discrete Trial Training
63. District 204 Lions Club and the Dededo Mayor's Office
64. Drug Free Poster Contest
65. Dynamic Dolphin Award
66. Eagles Academy – school's teacher training program
67. Earth Day
68. Earth Week Essay Contest
69. Earth Week Island-wide Essay Contest
70. Easter Egg Hunt
71. End of the Year Awards/Ceremony
72. Energy Poster and Essay Contest
73. Energy Saving Club
74. English as a Second Language (ESL) Program
75. Environment Awareness Workshops
76. Environmental/Recycling club
77. ESL Newsletter
78. F. Q. Sanchez Day
79. F.A.S.T. Workshops
80. Faculty Development (monthly)
81. Faculty's Common Planning Time
82. Family and Character Monthly Projects
83. Family Fun Day/Family Fun Fair
84. Family Labor Day with Guam Customs and Quarantine
85. Family Literacy Night
86. FATE Program
87. Fish and Wildlife Presentation
88. Fitness Program
89. Food Drive
90. Fun Club
91. Fund Raising - Cookie Sales, American Lemonade Stand/Avon
92. Future Educators of Guam/America
93. GATE Choir
94. GATE Day
95. GATE Display (Micronesia Mall)
96. GATE Newsletter
97. GATE Visual & Performing Arts
98. GED-Community Based Program for Parents
99. Gef Pa'go Dance Competition Northern Cultural Arts Program
100. Geography Bee
101. Geography Club
102. Gingerbread Contest
103. Giving Tree
104. Glee Club
105. GPD Crime Stoppers
106. Grade Level Planning for Instruction
107. Guam Fire Department Presentation
108. Guam Symphony Presentation
109. Guard-a-Kid
110. Guitar Club
111. Harvest Carnival/Harvest Fair
112. Head Start program
113. Holiday Showcase and Celebration

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- 114.Home-School Connection (Pizza Night, McTeacher Night, Chamorro Village Program)
 - 115.Honor Choir
 - 116.Honoring our Heroes (911)
 - 117.Hula Hoop and Jump Rope Program
 - 118.I Am Loveable and Capable Day
 - 119.I Recycle Program
 - 120.Implementation of Positive Behavior Support System
 - 121.Implementation of PTEP
 - 122.Implementation of the Renaissance Responders System
 - 123.In-House Training for Staff
 - 124.In-Service Training
 - 125.International Day
 - 126.International Peace Day
 - 127.International Reading Association
 - 128.Intramural Games
 - 129.IRA Guest Author Presentation
 - 130.IRA Spirit Week Activities
 - 131.IRA/ESL conference
 - 132.Isla Art-A-Thon
 - 133.Japanese Cultural Exchange – 3rd grade
 - 134.Jump Rope for Heart
 - 135.Junior Police cadets
 - 136.Kidspiration In the Classroom Training
 - 137.Kindergarten Promotional
 - 138.King and Queen F.Q. Sanchez Coronation
 - 139.Law Day Island wide Art Contest
 - 140.Leaders and Educators Academy
 - 141.Library Grant
 - 142.Literary Fresh Produce Contest
 - 143.M. U. Lujan Memorial Day
 - 144.Math Club
 - 145.Math Olympiad
 - 146.Math Problem Solving Using Renaissance Responders
 - 147.Merit Awards for Academic Achievement
 - 148.MOMAU Student of the Month
 - 149.MOMAU Supply Donation
 - 150.MOMAU Weekly Reading
 - 151.Monthly Beautification Projects
 - 152.Monthly Faculty Bulletin, via email
 - 153.Monthly Helping Hands (campus-side clean up)
 - 154.Monthly Intervention and Prevention Strategies by guidance Counselor
 - 155.Monthly Newsletter
 - 156.Monthly PE Activities
 - 157.Morning Exercises
 - 158.Mount Carmel School Scholarship Program
 - 159.Moving on Up Incentive Program
 - 160.National Children’s Book Week
 - 161.National Staff Development Council
 - 162.National Teach Student to Save Day
 - 163.Outstanding Citizenship
 - 164.Pa’a Taotao Tano
 - 165.Parade of Nations
 - 166.Parent Fair

167. Parent Homework Leaders
168. Parent Mini Workshops
169. Parent Orientation/Open House
170. Parent Teacher Advisory Council
171. Parent Teacher Organization
172. PDN Newspapers in Education
173. Peace Rally
174. Peer Mediation Program (conflict resolution)
175. Perfect & Outstanding Attendance
176. Perfect Attendance: Faculty & Staff
177. Physical Education Grant K-5
178. Pickled Papaya
179. Portfolio Showcase
180. Presidential Award
181. Principal's Award
182. Professional Development – Better Teaching Practices
183. Professional Development – Technology
184. Project HATSA Content Standards Alignment
185. Project HATSA Math Classes
186. Project HATSA Mentor Program
187. Project HATSA Mini-Grants 1 & 2, Physical Education Grant
188. Project HATSA Teacher Mentoring Program
189. Project HATSA Technology Grant
190. PTO Equipment Donation
191. Public Health Art Contest
192. Quarterly Honor Roll
193. Quarterly In-Service Training
194. Rai / Raina
195. Rainbows for all Children
196. Read Across America Celebrity Reader
197. Read-A-thon
198. Reading is Fun
199. Reading Rainbow Young Writers & Illustrators
200. Recycling Committee
201. Red Ribbon Activities
202. SAFE Training
203. Safety Patrol
204. SAT 10
205. SAT 10 Award Ceremony
206. Satellite Perfect Attendance Monitoring Program (SPAM)
207. Saturday Scholars Program with UOG Student Teachers
208. SBA Supply Donation
209. School Carnival
210. School Partnership with community, business, military and government agencies
211. School Website: www.carbullido-kokos.com
212. School wide Behavior Expectation (3B's) Program
213. School Wide End of Year Fieldtrip
214. Science Club
215. Science Fair
216. Script Howard Bee Competition
217. Second Step
218. Service Learning
219. Service Learning Club

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- 220.Sister-School Proclamation Signing and Presentation by Saitama Municipal Kamiko
 - 221.Skills Tutor Program
 - 222.Special Education – Autism Awareness
 - 223.Special Education – Emotional Disability Program
 - 224.Special Education – GATE
 - 225.Special Education – Hard of Hearing
 - 226.Special Education – Pre- School Autistic and Medically Fragile Program
 - 227.Special Education – Pre-Gate
 - 228.Special Olympics
 - 229.Special Story Time with guest readers
 - 230.Speech
 - 231.Spelling Bee
 - 232.Spelling Club
 - 233.Spelling Day
 - 234.Spirit Days
 - 235.Spirit Squad
 - 236.Spring Carnival
 - 237.Spring Mini-Play Production
 - 238.Staff Development Workshops
 - 239.Star of the Month
 - 240.Star Reading and Math Programs
 - 241.Star Students
 - 242.Student Assemblies (Safety, Self-Esteem)
 - 243.Student Council
 - 244.Student Council
 - 245.Student Crime Watchers
 - 246.Student Government
 - 247.Student of the Month/Quarter
 - 248.Success For All (SFA)
 - 249.Summer School Program
 - 250.Super Reader Program
 - 251.Talent Show
 - 252.Teacher Collegial Exchange
 - 253.Teacher Mentoring Council
 - 254.Teacher Mentoring Program
 - 255.Teachers subscribe to www.teachersgradebook.com
 - 256.Thanksgiving Can Food Drive
 - 257.Thanksgiving Celebration at the Mayor’s Office
 - 258.Thanksgiving Food Drive - “Price Lending a Hand” –
 - 259.Thanksgiving Luncheon
 - 260.The Art of Healing Art Show
 - 261.Toys for Tots
 - 262.Tutorial Program
 - 263.Ukelele Club
 - 264.UNICEF Drive
 - 265.United Nations Classroom Display
 - 266.United Nations Day
 - 267.United Nations Parade
 - 268.Valentine’s Dance
 - 269.Veterans’ Day
 - 270.Virtues Program (Character Education)
 - 271.Visual Tech and other strategies
 - 272.Wacky Wednesday

273. Water Safety Presentations
274. Wave Club
275. Wednesdays and Trivia (Spirit Day)
276. Western Association of Schools Accreditation
277. Word of the Month
278. Yamashita Corp. Supply Donation
279. Youth Crime Watch