

Annual State of Public Education Report

SY2014-15

RIPOTTEN SÁKKAN I ESTÃO IDUKASION PUPBLEKO

JON J.P. FERNANDEZ
Superintendent of Education
Etmás Ge'helo' Eskuela Siha



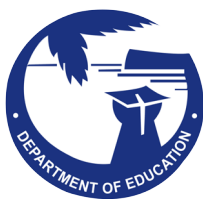
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October 2015



*Message from the
Guam Education Board
Chairman*

Buenas yan Hafa adai!

The Guam Board of Education is pleased to acknowledge the Department's School Year 2014-2015 Annual State of Public Education Report ("ASPER"). The ASPER contains information on student demographics, districtwide assessment results, and other student outcomes. The report also contains information on staff demographics and certifications as well as budget and expenditures as they pertain to how resources are utilized to achieve desired student outcomes.

The Board played a critical role in the many curricular and student assessment advancements that the Department has been pursuing over the past few years. In 2012, the Board adopted the Common Core of State Standards (CCSS) and witnessed how the Department progressively prepared the school administrators, teachers, and school staff for the districtwide implementation of the CCSS. In September 2014, the Board again supported the Department by adopting the Comprehensive Student Assessment System ("CSAS") that aligns the testing of students with the CCSS curricular standards.

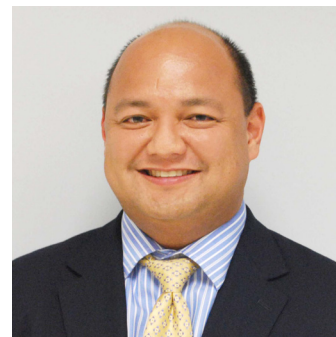
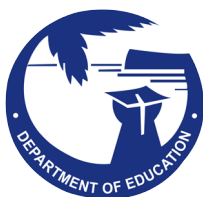
This year's ASPER reports the initial data on the new standards-based assessments based on the results of the new tests administered among all public school students in grades 1-12 at the end of the school year. The Board looks forward to assisting the Department by way of policy in how to utilize the test results and other important data in this ASPER to make significant positive changes in our students.

Dângkolo na Si Yu'os Ma'åse'!

Senseramente,

PETER ALECXIS F. ADA





Message from the Superintendent of Education

Buenas yan Hafa adai!

The School Year 2014-2015 ushered two important changes in the Department: (1) the district-wide implementation of the Common Core of State Standards at the beginning of the school year and (2) the administration of the districtwide summative standards-based assessments. After more than a decade of administering the Stanford Achievement Test version 10, commonly known as SAT10, public school students took the nationally-referenced ACT Aspire and the locally-developed Guam Standards-based Assessments (SBA) for the first time in Spring 2015.

These very important advancements were adopted by the Guam Education Board and implemented by the Department to ensure that our public school students have the skills and knowledge needed to be ready for college or career opportunities when they graduate in high school. For example, with the ACT Aspire test, educators, students and parents will have yearly reports that can be used to track progress towards the Common Core State Standards and the ACT College Readiness Standards.

This year's Annual State of Public Education Report ("ASPER") presents the first report on the results of the standards-based assessments. With these results, we look forward to giving our students and families the support that is needed to ensure that all students learn and that all students have the opportunity to succeed.

Thank you to all of the administrators, teachers, parents and staff who helped make this transition a smooth one. Most of all, thank you to the students who participated and who remain the central focus of all our improvement efforts.

Senseramente,



JON J.P. FERNANDEZ



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The mission statement of the Guam Department of Education holds firm to its goal, that is, **to prepare ALL students for life, promote excellence, and provide support.** The vision statement is to educate **ALL** students to be **responsible, respectful, and ready for life.**

INTRODUCTION

The Guam Department of Education (“GDOE”) presents this report in compliance with Guam Public Law 26-26 that specifically requires the Department to report on the following information in the Annual State of Public Education Report (“ASPER”):

- A. Demographic information on public school children in the community;
- B. Information pertaining to student achievement, including Guam-wide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Board;
- C. Information pertaining to special program offerings;
- D. Information pertaining to the characteristics of the schools and schools’ staff, including certification and assignment of teachers and staff experience;
- E. Budget information, including source and disposition of school operating funds and salary data;
- F. 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

Additionally, 17 GCA Section 3106 that states that “No later than thirty (30) days following the end of each fiscal year, the Superintendent shall issue a School Performance Report Card (SPRC) on the state of the public schools and the progress towards achieving their goals and mission.”

GDOE first initiated the collection and reporting of student, staff, and administrative data in 1996 when the first Annual District and School Report Cards were developed and disseminated. In providing information on the characteristics of schools and performance of students, reports of this nature have served as a means for identifying strengths and challenges of the district, while highlighting the collaborative efforts to bring the vision that all GDOE students will be respectful, responsible and ready for life. Toward this end, the Department stands firm to its mission to prepare ALL students for life, promote excellence, and provide support!

DISTRICT PROFILE

Table 1
DOE Comparative Student Enrollment Distribution by Grade
for SY 13-14 & SY14-15

Enrollment	SY 13-14	SY 14-15	COMPARATIVE DIFFERENCE
Head Start	512	524	12
Pre-School	126	0	-126
Kindergarten	2,285	2,082	-203
Grade 1	2,371	2,424	53
Grade 2	2,304	2,370	66
Grade 3	2,291	2,326	35
Grade 4	2,380	2,282	-98
Grade 5	2,283	2,348	65
Grade 6	2,251	2,215	-36
Grade 7	2,315	2,215	-100
Grade 8	2,364	2,292	-72
Grade 9	3,302	3,058	-244
Grade 10	3,043	2,984	-59
Grade 11	2,000	2,369	369
Grade 12	1,766	1,572	-194
Alternative	145	83	-62
TOTAL ENROLLMENT <i>with Headstart + Pre-school</i>	31,593	31,144	-449
TOTAL ENROLLMENT <i>w/o HeadStart & Pre-School</i>	30,955	30,620	-335

Student Demographic Information

During School Year (“SY”) 2014-2015, there were forty (40) public schools that provided educational services for 31,144 students. Further breakdown by levels showed twenty-six (26) elementary schools totaling 13,832 students in Grades K-5 and 524 students in Head Start, eight (8) middle schools totaling 6,722 students in Grades 6-8 and five (6) high schools totaling 9,983 students in Grades 9-12.

Table 1. represents the student enrollment comparison between School Years (“SY”) 2013-2014 and 2014-2015. Over the last two school years, the student population decreased by 449. Within grade levels, there were noticeable variances in enrollment, with increases in Grades 1, 2, 3, 5, and 11 while all the other grades showed decreases in enrollment.

(Note: Students enrolled in the federally funded Head Start program are included in the total student population. However, participation in this program is limited to income-eligible families.)

Table 2
Student Enrollment in Special Programs

SPECIAL PROG.	SY 13-14	SY 14-15	+/-
GATE	1,246	1,675	+
SpEd	1,768	1,997	+
ELL	15,033	14,840	-
Head Start	512	524	+
Eskuelan Puengi	1,320	631	-
TOTAL	19,879	19,667	-

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

**Source: Special Ed Division, GATE Program; 2014-2015 ESL Program; Official SpEd Enrollment as of Oct. 1, 2014; ASPIRE Report from Project Director; Official Student Enrollment SY2014-2015; Eskuelan Puengi Report from Project Director (Note: Numbers reflect students enrolled in more than one special program.)*

Figure 1
Student Enrollment By Grade Level SY 14-15

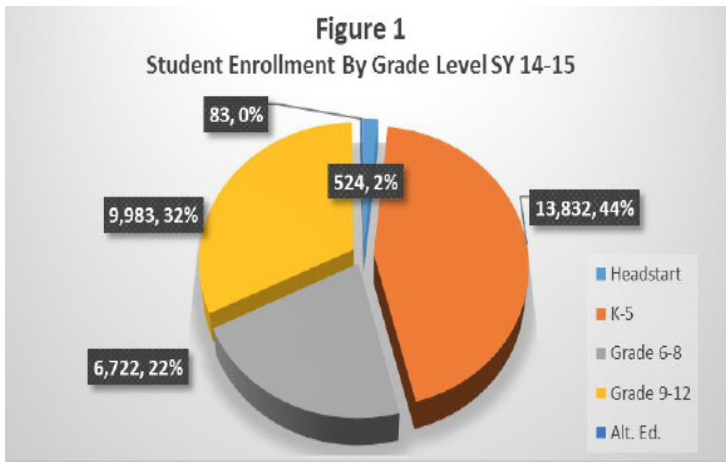


Figure 1. represents the student population distribution of all forty-one (41) schools by grade level. Elementary level students comprised the highest percentage (44%) of all students enrolled. Middle school students represented 22% of the total student enrollment and high school students made up 32%.

Figure 2
SY 14-15 Student Enrollment by Gender

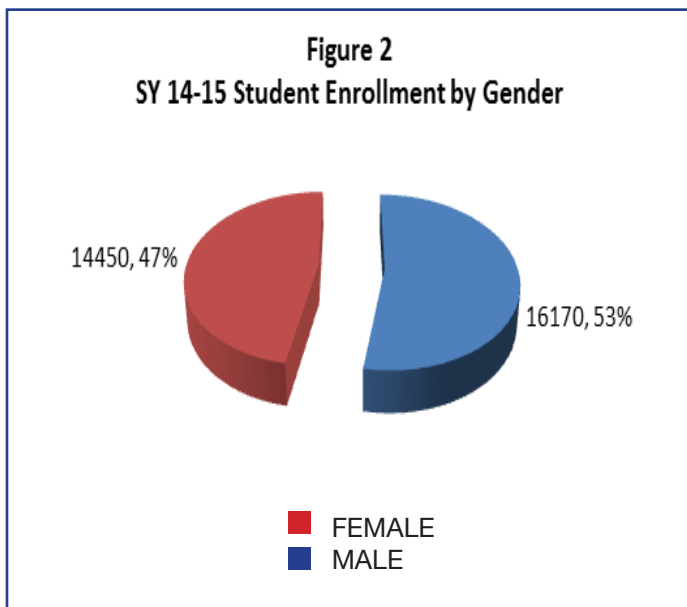


Figure 2. represents the student enrollment by gender, K-12 enrollment, exclusive of the Head Start enrollment. Male students comprise 53% of the total student population with an enrollment of 16,170 while female students comprise 47% of the population with an enrollment of 14,450.

Table 3
SY 14-15 Distribution of Students by Ethnicity (Aligned with ED Facts Categories)

Ethnicity	Female	Male	Total	% of Total
American Indian Alaskan Native	3	11	14	0.0%
Asian - Chinese	52	76	128	0.4%
Asian - Filipino	3123	3598	6721	21.9%
Asian - Indonesian	1	6	7	0.0%
Asian - Japanese	58	66	124	0.4%
Asian - Korean	59	102	161	0.5%
Asian - Vietnamese	15	16	31	0.1%
African American	28	30	58	0.2%
Hispanic/Latino	14	36	50	0.2%
White, Non-Hispanic	92	100	192	0.6%
NHPI - Chamorro	6970	7908	14878	48.6%
NHPI- Chuukese	2484	2616	5100	16.7%
NHPI- Hawaiian	13	20	33	0.1%
NHPI - Kosraean	95	102	197	0.6%
NHPI - Marshallese	65	61	126	0.4%
NHPI - Palauan	313	313	626	2.0%
NHPI- Pohnpeian	508	500	1008	3.3%
NHPI - Samoan	10	17	27	0.1%
NHPI - Yapese	206	236	442	1.4%
Other Ethnicity, Mixed	341	356	697	2.3%
TOTAL	14450	16170	30620	100.0%

*Native Hawaiian/Pacific Islander (NHPI)

Table 4
SY 14-15 Student Average Daily Membership/Attendance/Rate

SCHOOL LEVEL	AVERAGE DAILY MEMBERSHIP	AVERAGE DAILY ATTENDANCE	ATTENDANCE RATE
Elementary Schools	497.4	461.3	92.7%
Middle Schools	811.5	722.9	88.8%
High Schools	1599.5	1352.9	84.2%
TOTAL	676.7	603.5	89.2%

Table 3. represents the distribution of students by ethnicity. In SY14-15, there were 30,620 locally funded students enrolled in GDOE, representing at least 21 ethnic groups. The Native Hawaiian or Other Pacific Islander include the Hawaiian, Chamorro, Filipino, Freely Associated States (FAS) and Other Pacific students. Asians include the Japanese, Chinese, Korean, Indonesian and Vietnamese ethnic groups. Pacific Islander includes Samoan, Kosraean, Pohnpeian, Chuukese, Yapese, Marshallese, Palauan, and Fijian. "Other" is comprised of Unknown and Unclassified categories.

Table 4 below represents the attendance rate for the district which is determined by dividing the average daily attendance by the average daily membership. Further examination shows that the elementary schools had the highest average daily attendance rate at 92.7% when compared to the middle schools, at 88.8%, and high schools, at 84.2%.

STANDARDS AND ASSESSMENTS

In February 2012, the Guam Education Board (“GEB”) adopted the Common Core State Standards (CCSS). The CCSS is a set of high quality academic standards that ensure all students are ready for success after high school through clear, consistent guidelines for what every student should know and be able to do in math and English language arts from kindergarten through 12th grade. With the district-wide implementation of the Common Core in August 2014, the need to adopt an assessment system that measures progress against these goals and help teachers and parents track how students are doing and where they need additional support became very apparent.

In September 2014, the Board adopted the State Strategic Plan (SSP) and the Comprehensive Student Assessment System (CSAS). The Strategic Plan outlines the Department’s vision, mission, goals and objectives through 2020. The Plan focuses on helping all students to be ready for college or career by ensuring that all GDOE staff adheres to high standards of service delivery, that the learning environment for all students is safe, positive and supportive, and that resources are utilized to the maximum while meeting high standards of accountability.

The adoption of the Common Core, the State Strategic Plan, and the Comprehensive Assessment System comprise the district’s attempt at aligning curriculum, instruction, intervention, and student assessment. These curricular changes required the adoption of standards-based assessment that aligns with the Common Core and the Plan. The CSAS is a combination of standards-based formative assessments administered throughout the school year and district wide summative assessments administered toward the end of the school year. This section comprises the results of the two summative assessments administered for the first time in spring 2015: the ACT Aspire and the locally developed Standards-Based Assessment tests.

The ACT Aspire is vertically-scaled and benchmarked system of standards-based assessment that can be used to track progress towards the Common Core State Standards and the ACT College Readiness Standards. It is vertically scaled and designed to measure students’ progress in English, reading math, science, and writing from grades 3 through 10 toward readiness for college and career, allowing comparisons of one grade level to another and of one cohort to another. The student’s raw score is transmuted into a three-digit scale score that provides a common language for discussing student achievement over time. The

ACT Aspire report shows not only the longitudinal growth of the student but also vertically linked to college and career data with a predicted score range on the ACT college entrance examination. Scale scores that are above, below, or significantly below the ACT readiness benchmark are respectively categorized as “Ready”, “Close”, or “In need of support” following a range of scale scores for each subject and grade level that are used to determine a student’s proficiency level.

The Standards-Based Assessment (SBA) tests were developed by Guam teachers for grade levels 1, 2, 11, and 12 not tested in ACT Aspire in subjects areas such as Science and Social Science not covered in ACT Aspire. The raw scores are also transmuted into scale scores and described according to the following performance levels: Advanced, Proficient, Basic, and Below Basic.

GDOE administered the SAT9 to students from SY 95-96 to SY 03-04, and began testing students with the SAT10 in SY 04-05 until SY 13-14. However, as noted earlier, with the adoption of the Common Core and the CSAS, GDOE administered the ACT Aspire and the SBA on SY 14-15.



A. ACT Aspire and Standards Based Assessment (SBA) Participants

Tables 5-8 depict the number of students in SY 14-15 that took the ACT Aspire test. The percentages indicate the participation rates by grade level in comparison to the total number of students tested.

Table 5 represents the distribution of students who took the ACT Aspire test.

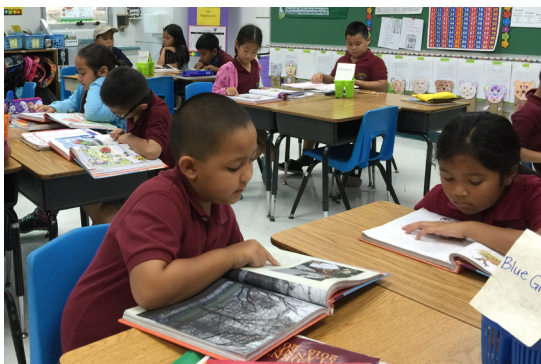


Table 5.
SY 14-15 Distribution of Students Tested in ACT Aspire (English, Reading, and Math) by Grade

GRADE LEVELS	NUMBER OF STUDENTS TESTED	PERCENT OF TOTAL TESTED
Grade 3	2,253	12%
Grade 4	2,210	12%
Grade 5	2,302	13%
Grade 6	2,099	11%
Grade 7	2,148	12%
Grade 8	2,203	12%
Grade 9	2,879	16%
Grade 10	2,268	12%
TOTAL	18,362	100%
Grade 11	1791	7.00%
Grade 12	1793	7.00%
TOTAL	27396	100.00%

Table 6
SY 14-15 Distribution of Students Tested in
SBA by Grade Levels

GRADE LEVELS/ SUBJECT AREA	NUMBER OF STUDENTS TESTED	PARTICIPATION RATE
Grade 1 (n=2424)		
Reading	2315	95.5%
Math	2314	95.5%
Science	2300	94.9%
Social Studies	2308	95.2%
Grade 2 (n= 2370)		
Reading	2307	97.3%
Math	2302	97.1%
Science	2293	96.8%
Social Studies	2291	96.7%
Grade 3 (n= 2326)		
Science	2255	96.9%
Social Studies	2258	97.1%
Grade 4 (n=2282)		
Science	2290	100.4%
Social Studies	2073	90.8%
Grade 5 (n= 2348)		
Science	2254	96.0%
Social Studies	2233	95.1%
Grade 6 (n=2215)		
Science	1791	80.9%
Social Studies	2079	93.9%
Grade 7 (n=2215)		
Science	1961	88.5%
Social Studies	2152	97.2%
Grade 8 (n=2292)		
Science	2202	96.1%
Social Studies	2193	95.7%
Grade 11 (n=2369)		
Reading	1813	76.5%
Grade 12 (n=1572)		
Reading	1615	102.7%

Tables 6 shows the number of students in SY 14-15 that took the Standards Based Assessment test. The percentages indicate the participation rates by grade level in comparison to the official enrollment for that grade level. (Note: Percent totals may not add to 100% due to rounding of grade level percentages.)



B. RESULTS ACT ASPIRE AND STANDARDS-BASED ASSESSMENT

The test results in ACT Aspire and Standards-based Assessment are transmuted into scores and categorized according to the following proficiency levels (ACT Aspire) and Performance Levels (Standards-based Assessments)

Proficiency Levels in ACT Aspire:

Ready:

Indicates student met the ACT Readiness Benchmark and on target for 50% or higher likelihood of college course success by Grade 11

Close:

Indicates student scored below but near the ACT Readiness Benchmark

In need of support:

Scored substantially below the ACT Readiness Benchmark

Performance Levels in Standards-Based Assessment (SBA):

Advanced:

Signifies superior performance, beyond grade-level mastery.

Proficient:

Represents solid academic performance, indicating that students are prepared for the next grade.

Basic:

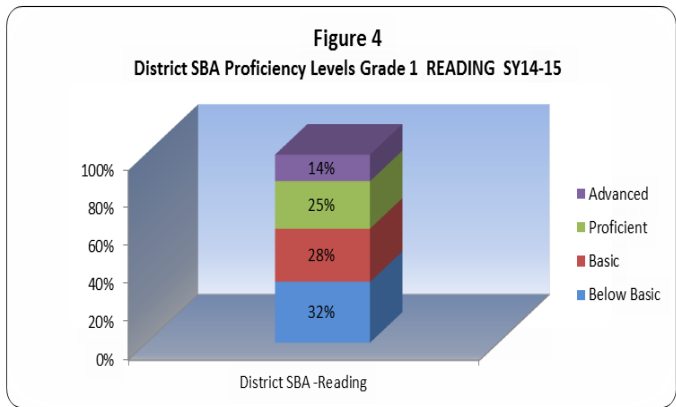
Indicates partial mastery of the knowledge and skills that are fundamental for satisfactory work.

Below Basic:

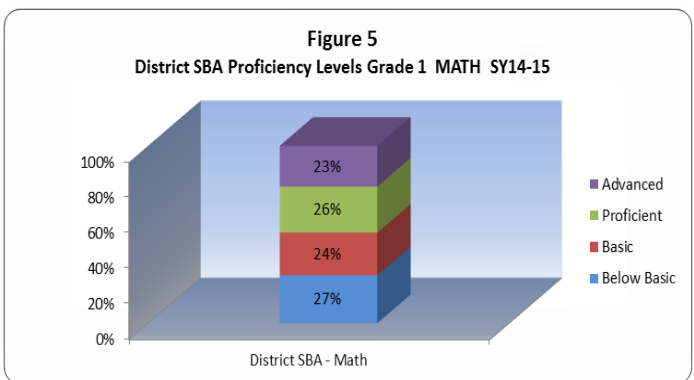
Indicates little or no mastery of fundamental knowledge and skills.



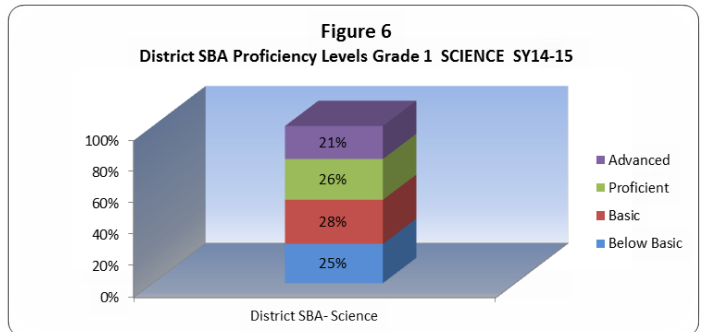
Figure 4 shows that in SY 14-15, about 4 out of 10 (39%) 1st graders performed either at the Advanced level (14%) or Proficient level (25%) in SBA Reading while almost 3 out of 10 (28%) demonstrated Basic proficiency in reading. Three out of 10 (32%) performed at Below Basic proficiency.



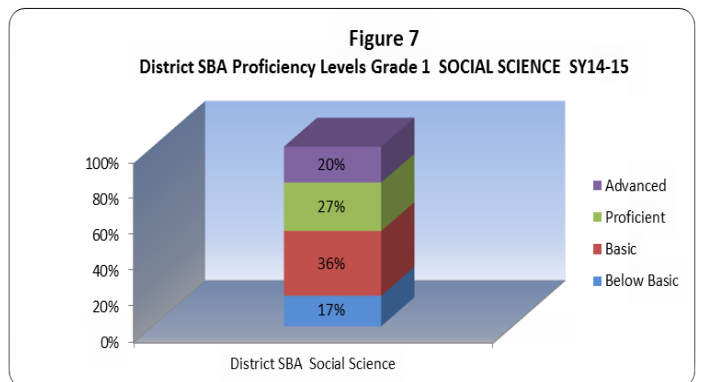
Almost 2 out of 4 1st graders (49%) scored at either the Advanced level (23%) or Proficient level (26%) in SBA Math. Greater than half (51%) 1st graders performed at Basic and Below Basic level.

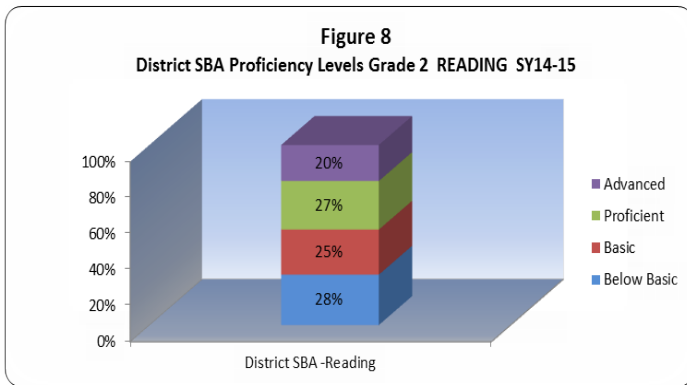


Similar to the outcome in math, almost two in four 1st graders (47%) in SY 14-15 performed at either the Advanced level (21%), Proficient level (26%) in SBA science. Forty seven percent (47%) of 1st graders performed at Advanced level (20%) or Proficient level (27%). Greater than half were at less than at expected grade level performance.

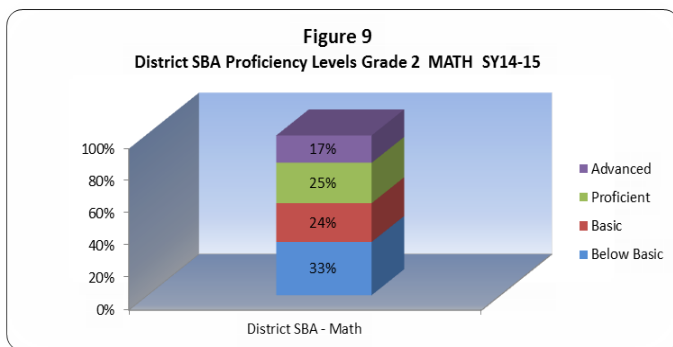


Among 2nd graders in SY 14-15, 47% performed at the Advanced level (20%) or Proficient level (27%) in SBA reading. More than 2 out of 4 (53%) 2nd graders demonstrated Basic or Below Basic level of proficiency in this subject.

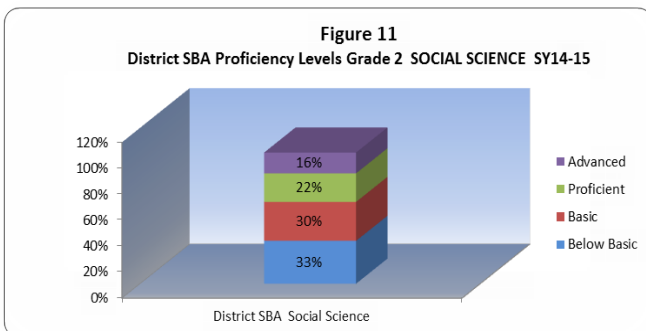
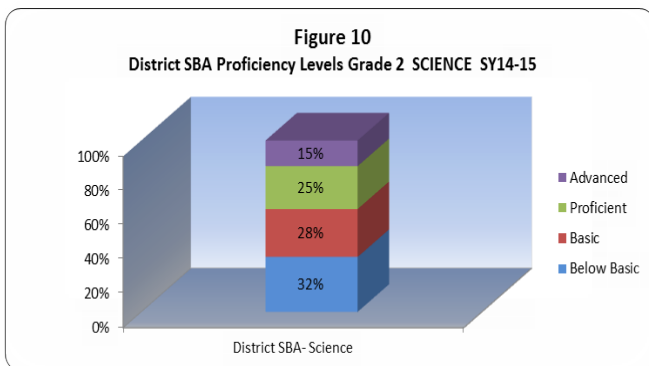




Forty-two percent (42%) of 2nd graders in SY 14-15 demonstrated either Advanced (17%), Proficient (25%) of proficiency in math while the rest performed at Basic or Below Basic proficiency level.

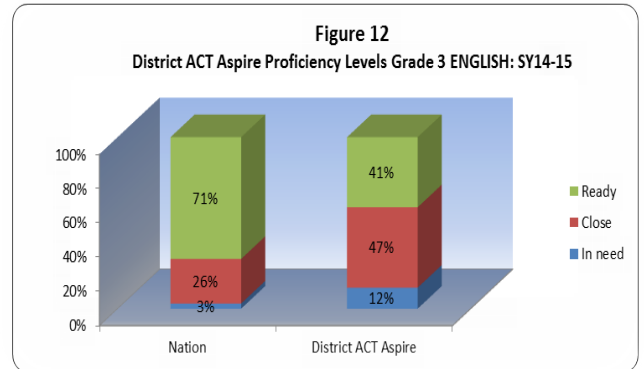


The SY 14-15 results for 2nd graders in SBA math and science mirror those of 1st graders. **Figure 9 and Figure 10** show similar percentages of 2nd graders reaching benchmark. The percentage of 2nd graders performing at Below Basic level is slightly higher among 2nd graders (3 out of 10 for both math and science) compared to 1st graders (about 2 out of 10 for both math and science).

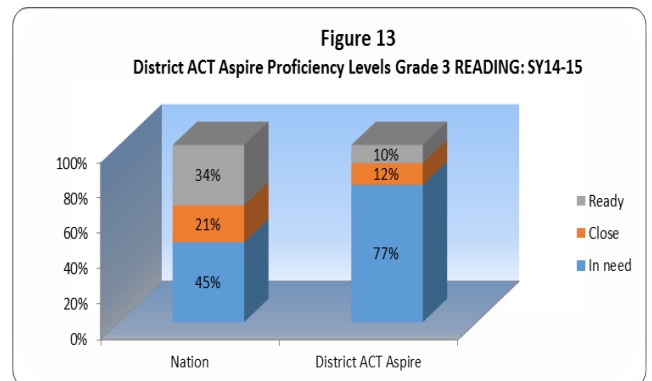


Proficiency levels among 2nd graders in SY 14-15 were even across the three subjects of math, science, and social science – almost 4 out of 10 students reached benchmark and beyond while 6 out of 10 students performed at Basic or Below Basic level of proficiency in each of these three subject areas.

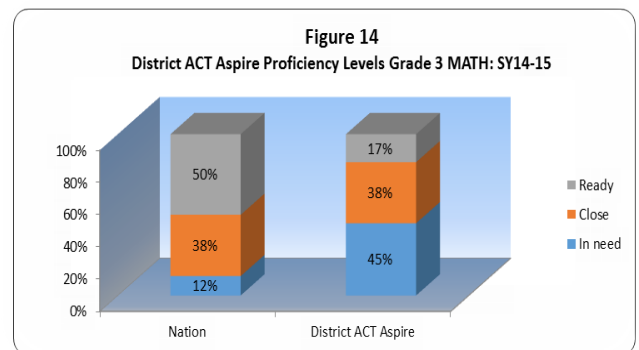
Figure 12 shows that 4 out of 10 (41%) GDOE 3rd graders in SY 14-15 performed at the Ready level in English ACT Aspire as compared to the national reference group with 7 out of 10 (71%) 3rd graders that performed at this level nationally. Meanwhile, a total of 59% of GDOE 3rd graders were either Close to reaching benchmark (47%) or needing support (12%) in order to reach benchmark.



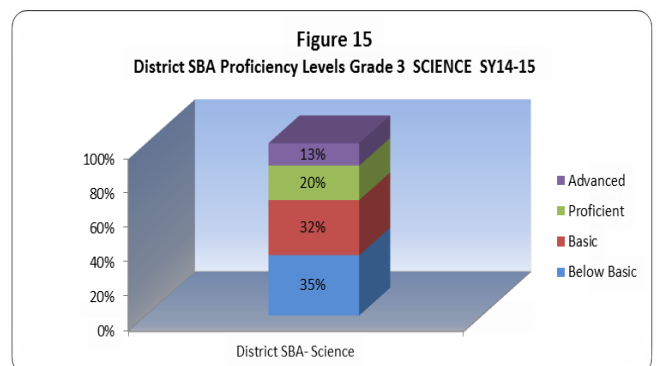
In Reading, 1 out of 10 (10%) 3rd graders in SY 14-15 demonstrated Ready level in ACT Aspire in comparison to 3 out of 10 (34%) of the national group of 3rd graders who took this test, while also 1 out of 10 (12%) 3rd grade students were Close to being ready. **Figure 13** also reveals that at least 3 out of 4 (77%) 3rd graders exhibited a need for support in this area.

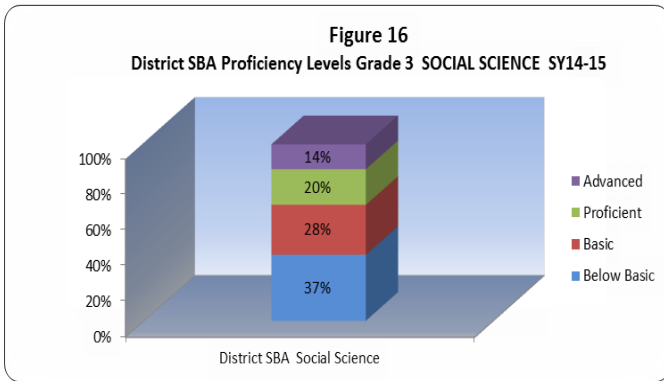


As shown by **Figure 14**, almost 2 out of 10 (17%) 3rd graders in SY 14-15 performed at the Ready level in math compared with 5 out of 10 (50%) at the national level. Both groups had about 4 out of 10 (38%) of 3rd graders Close to being ready in math. Almost half of 3rd graders (45%) showed a need for support in math, while the national group had 12% that performed at this level.



In SBA science, about 1 out of 3 (33%) 3rd graders reached benchmark and beyond – with 13% demonstrating Advanced proficiency, 20% scoring at the Proficient level. Meanwhile, at least 1 out of 3 (35%) 3rd graders registered at Below Basic level in science for SY 14-15.





Proficiency levels in SBA science and social science among 3rd graders in SY 14-15 are comparable. Close to 1 in 3 (33% in science and 34% in social science) 3rd graders reached benchmark or beyond – with 14% at Advanced level, 20% at Proficient level as in **Figure 16**. Likewise, similar percentages of below benchmark or Below Basic performance were registered among 3rd graders in SY 14-15 (35% in science and 37% in social science).

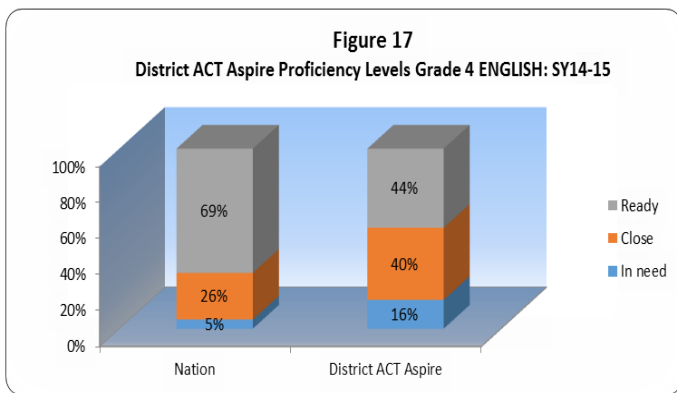


Figure 17 shows that about 4 out of 10 (44%) GDOE 4th graders in SY 14-15 demonstrated Ready level in ACT Aspire English, compared to nearly 7 out of 10 (69%) among the national comparison group. Four out of 10 (40%) GDOE 4th graders were Close to being ready, while almost 2 out of 10 (16%) were In Need of Support.

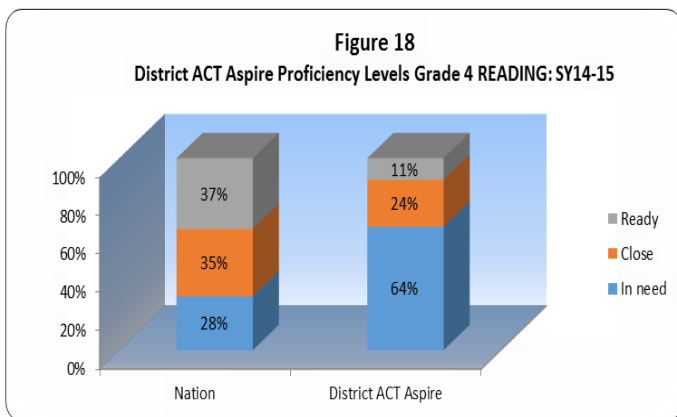
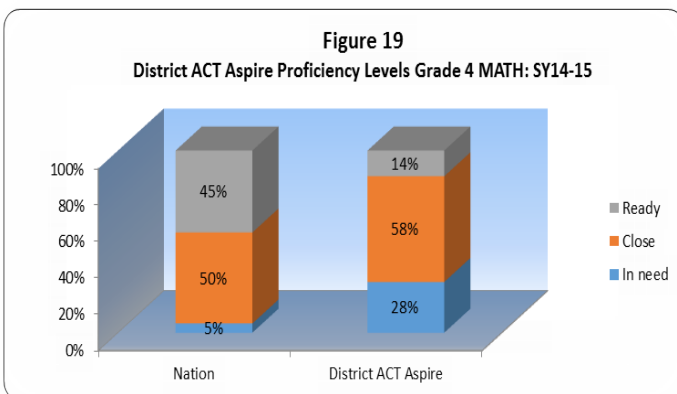


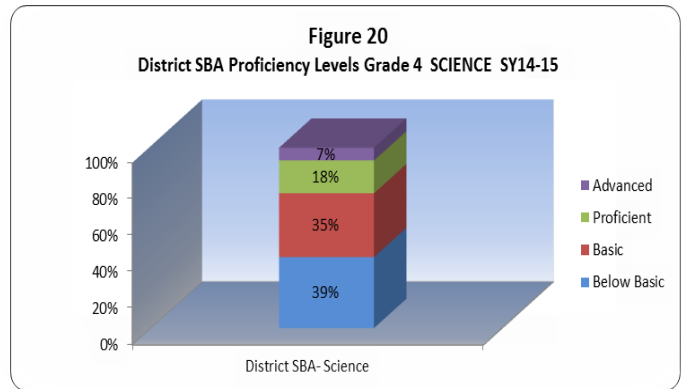
Figure 18 shows lower percentages of 4th graders performing at the Ready and Close to Ready levels in SBA Reading compared to the national group. About 1 out of 10 (11%) GDOE 4th graders in SY 14-15 demonstrated Ready level in Reading compared to about 1 out of 3 (37%) of the national group. Close to 1 out of 4 (24%) GDOE 4th graders were Close to being ready compared to 1 out of 3 (35%) of the national group.

On the other hand, there were more GDOE 4th graders In need of support to reach benchmark in reading compared to the national group. More than 6 out of 10 (64%) GDOE 4th graders performed at the Needing Support level compared to almost 3 out of 10 (28%) of the national group.

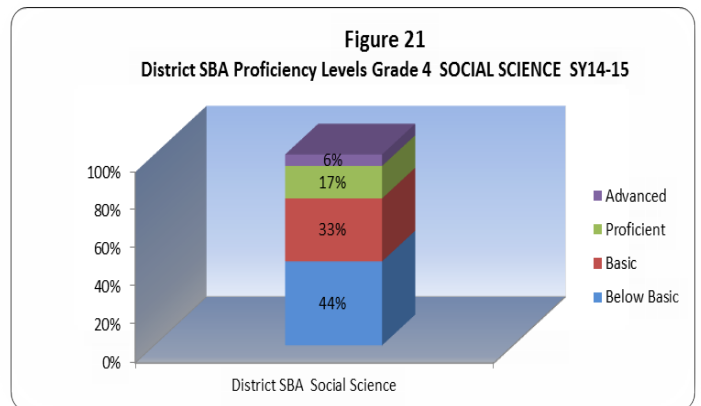


In math, 14% of GDOE 4th graders in SY 14-15 scored at the Ready level in ACT Aspire Math compared to 45% at the national level, while 58% of GDOE 4th graders were Close to being ready compared to 50% of the national group. About 3 out of 10 (28%) of GDOE 4th graders demonstrated a Need for Support in math as compared with 5% at the national level.

As shown in **Figure 20** nearly 6 out of 10 GDOE 4th graders in SY 14-15 reached benchmark or beyond in SBA science, with 7% scoring at the Advanced level, 18% at the Proficient level, and 35% at the Basic level. In Meanwhile, close to 4 out of 10 (39%) 4th graders performed at Below Basic proficiency in SBA science.



As in science, similar results for social science can be seen in **Figure 21**. Almost 2 out of 5 (13%) GDOE 4th graders in SY 14-15 attained benchmark or beyond in SBA social science, with 6% scoring at the Advanced level and 17% at the Proficient level. Similarly, 4 out of 10 (44%) 4th graders scored at Below Basic proficiency in social science.



As shown in **Figure 22**, about 4 out of 10 (45%) GDOE 5th graders in SY 14-15 performed at the Ready level in ACT Aspire English compared with almost 7 out of 10 (68%) at the national level. Four out of 10 (41%) of GDOE 5th graders compared to 3 out of 10 (31%) of the national group who performed at Close level in English. More than 1 out of 10 (14%) of GDOE 5th graders showed a need for support in English, while the national group had 3% that performed at this level.

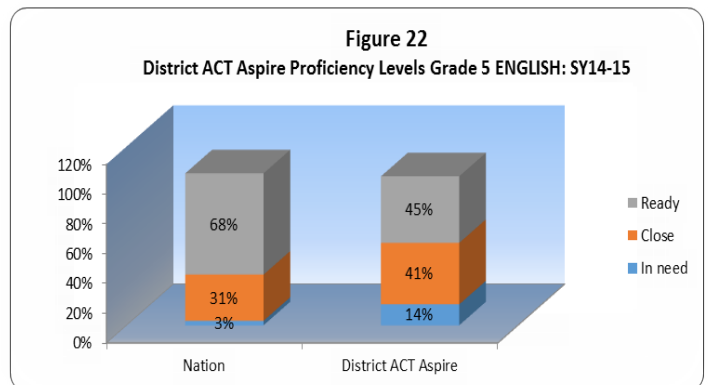
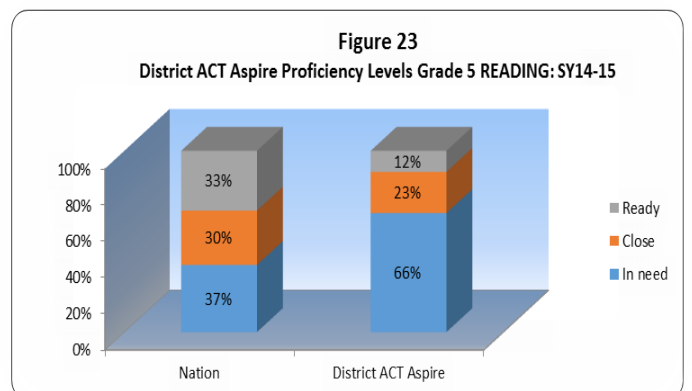
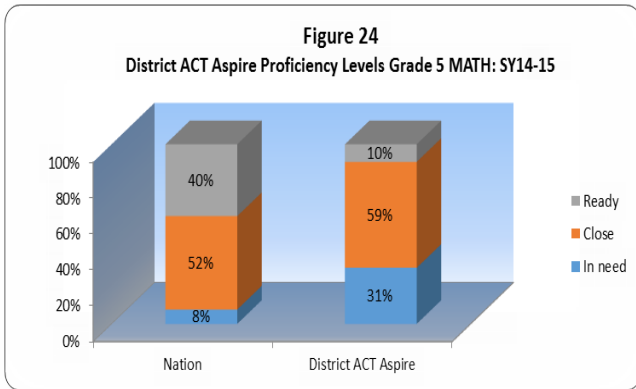
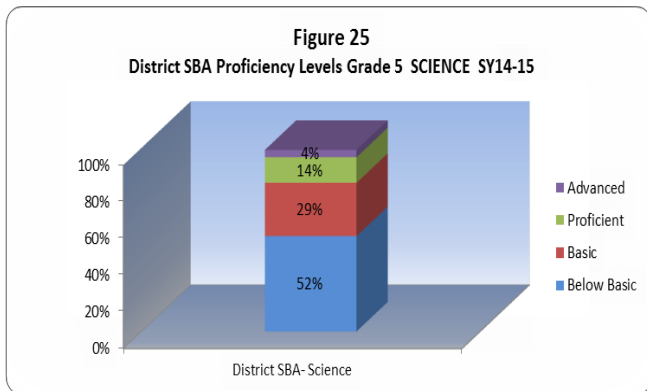


Figure 23 shows that 1 out of 10 (12%) GDOE 5th graders in SY 14-15 performed at the Ready level in reading as compared to the national comparison group with 3 out of 10 (33%) 5th graders that performed at this level. Meanwhile, a total of 89% of GDOE 5th graders were either Close to reaching benchmark (23%) or Needing support in order to reach benchmark (66%).

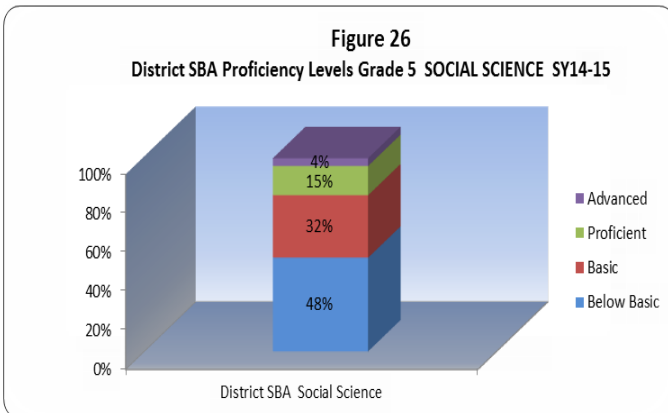




In math, 10% of GDOE 5th graders in SY 14-15 scored at the Ready level compared to 40% at the national level, while 59% of GDOE 4th graders were Close to being ready compared to 52% of the national group. Shown in **Figure 24** three out of 10 (31%) of GDOE 5th graders demonstrated a Need for Support in math as compared with 8% at the national level.



Among 5th graders in SY 14-15, only 14% achieved benchmark or beyond in SBA Science, with 4% scoring at the Advanced level, 14% at the Proficient level. The other half (52%) of 5th graders demonstrated Below Basic level of proficiency in science as depicted in **Figure 25**



As in science, **Figure 26** depicts similar results in SBA social science for 5th graders in SY 14-15. Two in five 5th graders (52%) reached benchmark or beyond, with 4% performing at the Advanced level, 15% at the Proficient level, and 32%. Close to half (48%) of the 5th graders scored Below Basic proficiency level in social science.

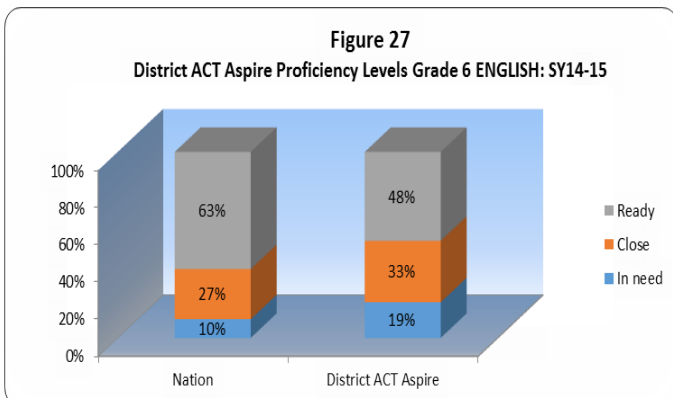
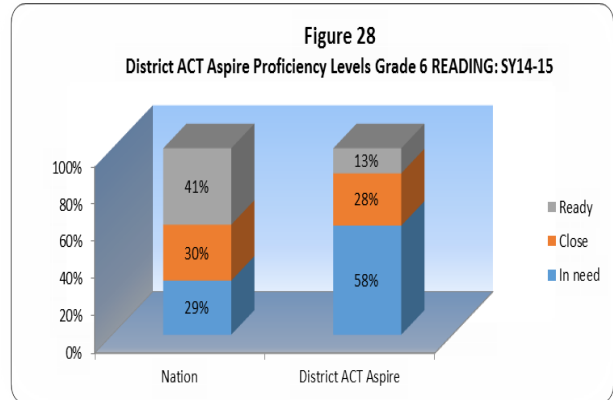


Figure 27 shows that nearly 5 out of 10 (48%) GDOE 6th graders in SY 14-15 demonstrated Readiness in ACT Aspire English, compared to at least 6 out of 10 (63%) among the national comparison group. Almost 1 out of 3 (33%) GDOE 6th graders were Close to being ready, while almost 2 out of 10 (19%) were In Need of Support in English.

Figure 28 shows that 1 out of 10 (13%) GDOE 6th graders in SY 14-15 performed at the Ready level in ACT Aspire Reading as compared to the national comparison group with 4 out of 10 (41%) 6th graders that performed at this level. Meanwhile, a total of 86% of GDOE 6th graders were either Close to reaching benchmark (28%) or Needing support in order to reach benchmark (58%).



As shown by **Figure 29**, at least 1 out of 10 (14%) 6th graders in SY 14-15 performed at the Ready level in ACT Aspire Math compared with at least 1 out of 3 (33%) at the national level. Four out of 10 (42%) of 6th graders were Close to being ready in math compared with 1 out of 3 (35%) at the national level. About 4 out of 10 GDOE 6th graders (44%) showed a Need for support in math, while the national group had 3 out of 10 (30%) that performed at this level.

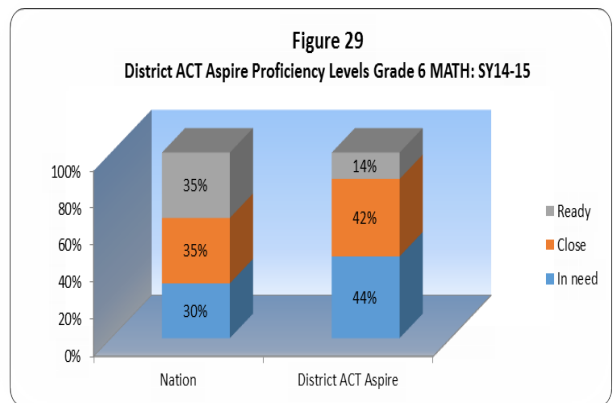
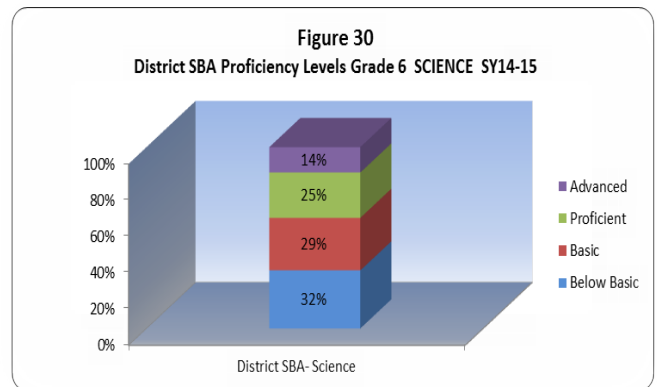
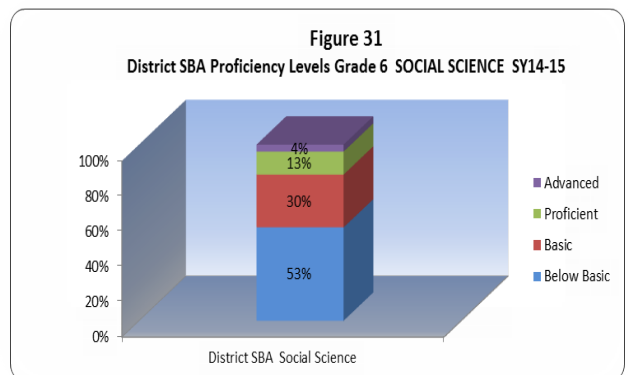
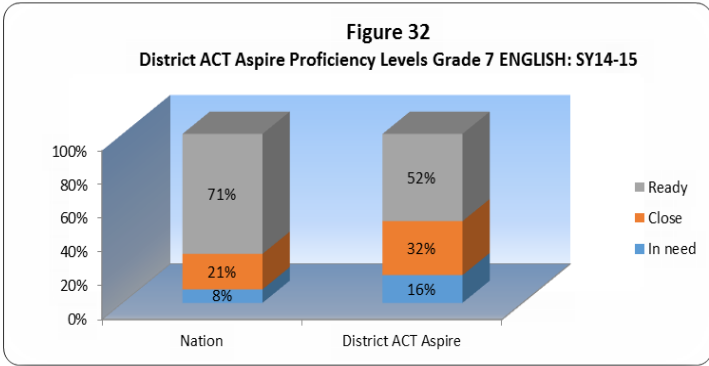


Figure 30 shows that in SY 14-15, nearly 4 out of 10 (39%) 6th graders performed either at the Advanced level (14%) or Proficient level (25%), Three out of ten (32%) performed at Below Basic level.



Close to 2 out of 10 (17%) 6th graders in SY 14-15 demonstrated either Advanced (4%), Proficient (13%) level in SBA social science while at least 5 out of 10 (53%) scored at Below Basic proficiency, as depicted in **Figure 31**.





Proficiency levels for GDOE 7th graders in ACT Aspire English for SY 14-15 are not so far behind the national group levels. In **Figure 32** five out of 10 (52%) of GDOE 7th graders demonstrated Readiness in English compared to 7 out of 10 (71%) of the national group; 3 out of 10 (32%) of GDOE 7th graders scored Close to being ready compared to 2 out of 10 (21%) of the national group; and 1 out of 10 (16%) GDOE 7th graders were In Need of Support compared to 8% at the national level.

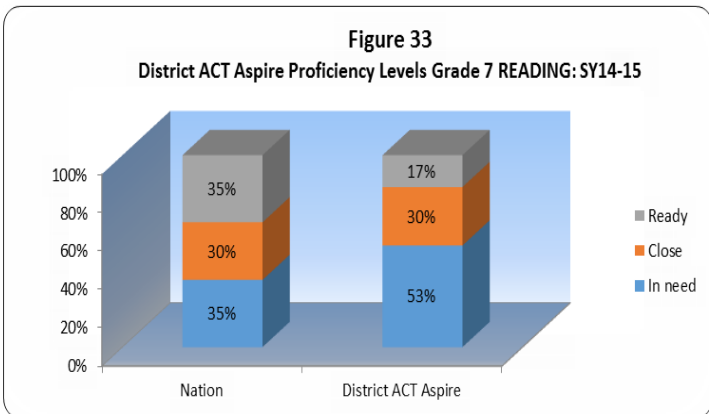


Figure 33 shows that almost 2 out 10 (17%) GDOE 7th graders in SY 14-15 demonstrated Ready level in ACT Aspire Reading, compared to at least 1 out of 3 (35%) among the national comparison group. Three out of 10 (30%) GDOE 7th graders were Close to being ready, while 5 out of 10 (53%) were In Need of Support.

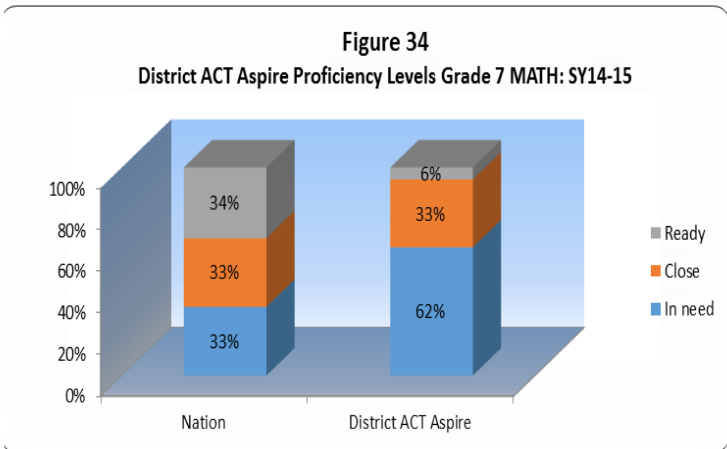
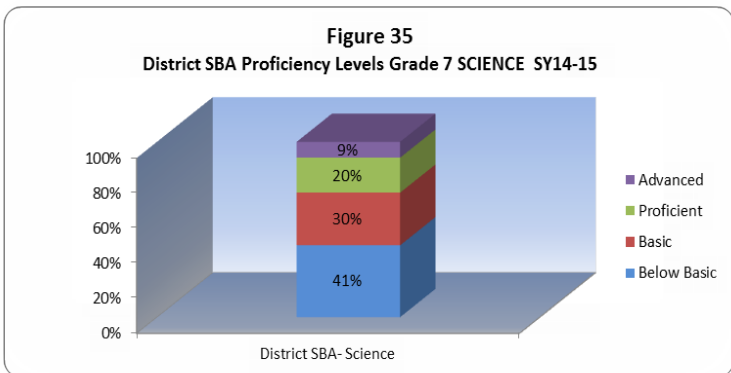
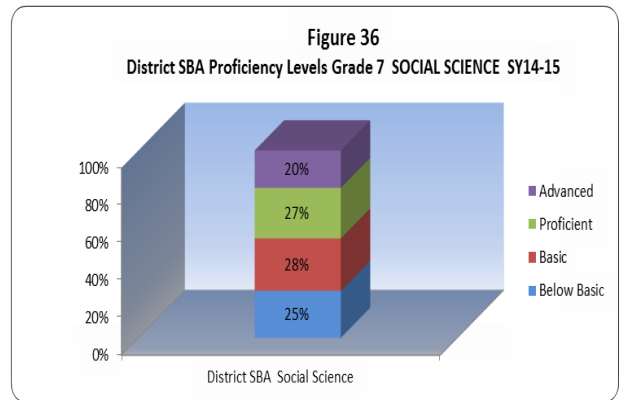


Figure 34 shows that 6% of GDOE 7th graders in SY 14-15 performed at the Ready level in ACT Aspire Math as compared to the national comparison group with 3 out of 10 (34%) 7th graders that performed at this level. Meanwhile, a total of 95% of GDOE 7th graders were either Close to reaching benchmark (33%) or in Need of support in order to reach benchmark (62%).

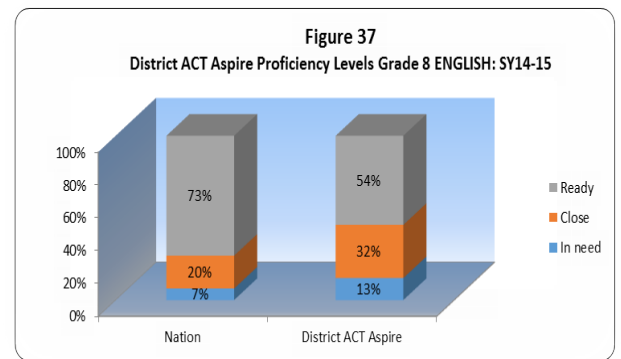


In SBA science, almost 3 out of 10 (29%) 7th graders scored at either the Advanced level (9%) or Proficient level (20%). About 4 out of 10 (41%) 7th graders performed at Below Basic level as shown in **Figure 35**

Figure 36 shows that in SBA social science, 2 out of 4 (47%) 7th graders scored at either the Advanced level (20%), Proficient level for SY 14-15. About 1 out of 4 (25%) 7th graders performed at Below Basic level.



As shown by **Figure 37**, 5 out of 10 (54%) GDOE 8th graders in SY 14-15 performed at the Ready level in ACT Aspire English compared with at least 7 out of 10 (73%) at the national level. Three out of ten (32%) of GDOE 8th graders compared to 2 out of 10 (20%) of the national group demonstrated Close to being ready in English. More than 1 out of 10 (13%) of GDOE 8th graders showed a need for support in English, while the national group had 7% that performed at this level.



In **Figure 38** in 8th Grade ACT Aspire Reading, 1 out of 4 (25%) GDOE 8th graders in SY 14-15 demonstrated Ready level in comparison to 7 out of 10 (73%) of the national group of 8th graders who took this test. About 1 out of 4 (24%) GDOE 8th graders were Close to being ready for the next grade compared to 2 out of 10 (20%) at the national level. Figure 38 also reveals that half (50%) of 3rd graders exhibited a need for support in this area while only 7% demonstrated such a need at the national level.

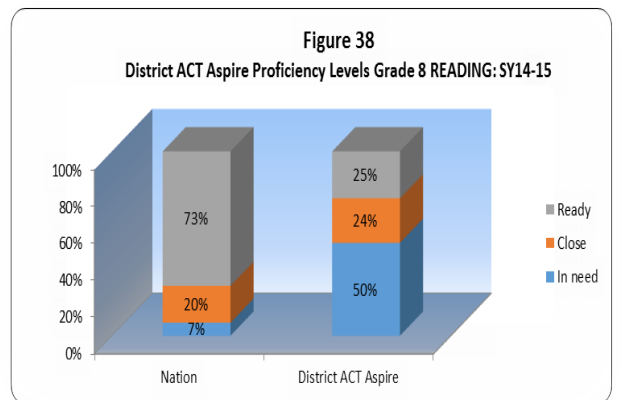
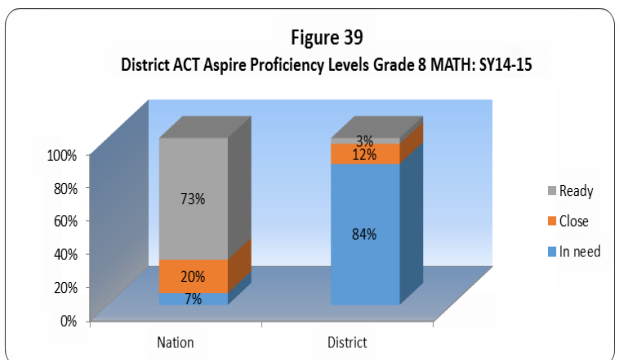
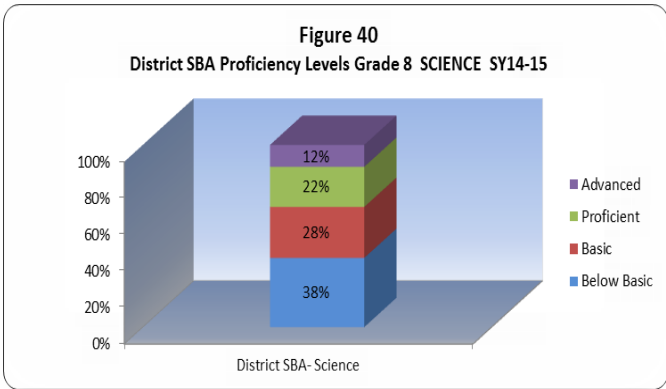


Figure 39 shows a stark contrast in math proficiency levels between GDOE 8th graders and the national group of 8th graders. While 3% of GDOE 8th graders in SY 14-15 performed at the Ready level in math, 73% of 8th graders among the national group performed at this level. Likewise, 84% of GDOE 8th graders showed a Need for support in order to reach benchmark, compared to 7% at the national level.





In 8th grade SBA science, nearly 1 in 3 (34%) 8th graders reached benchmark and beyond – with 12% demonstrating Advanced proficiency, 22% scoring at the Proficient level. Meanwhile, almost 4 out of 10 (38%) 8th graders scored Below Basic level in science for SY 14-15 as depicted in **Figure 40**.

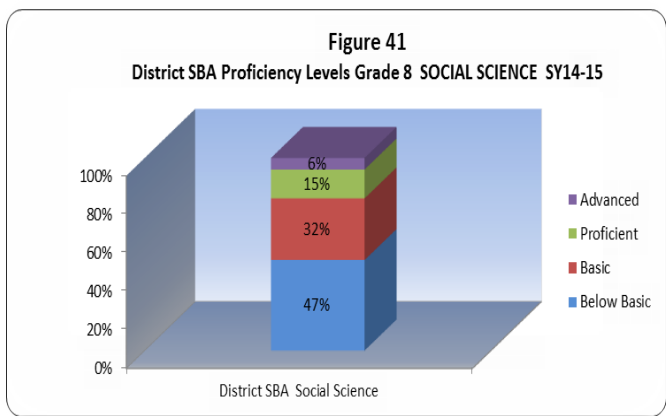


Figure 41 shows that in SY 14-15, 2 out of 10 (21%) 8th graders performed either at the Advanced level (6%) or Proficient level (15%) in SBA Reading.. Almost half (47%) performed at Below Basic proficiency.

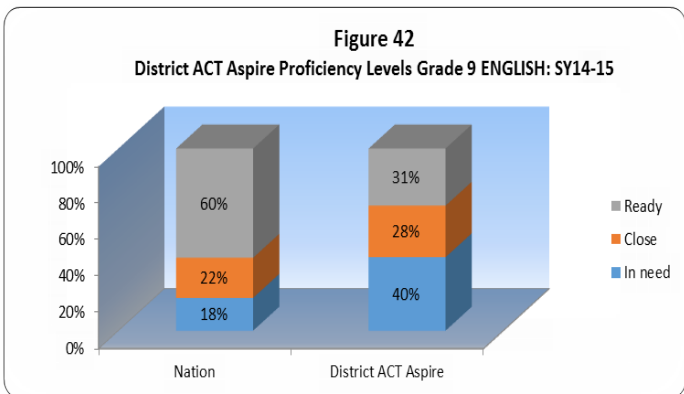
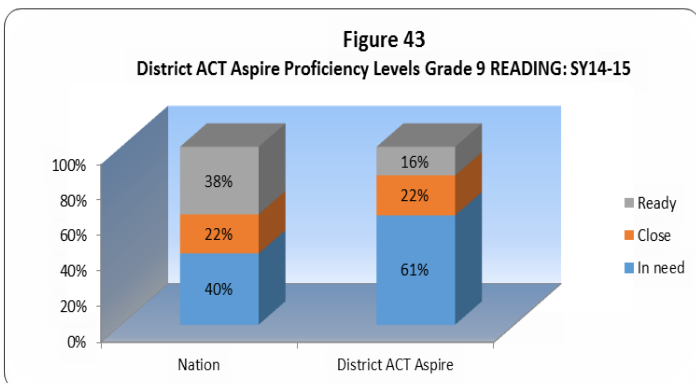


Figure 42 depicts GDOE 9th graders performance in ACT Aspire English and the national group of 8th graders for SY 14-15. While 3 out of 10 (31%) GDOE 9th graders performed at the Ready level in English, 6 out of 10 (60%) 8th graders in the national group performed at this level. Likewise, 4 out of 10 (40%) GDOE 9th graders showed a Need for support in order to reach benchmark, compared to 18% at the national level.



As shown in **Figure 43** sixteen percent (16%) GDOE 9th graders in SY 14-15 demonstrated Ready level in ACT Aspire Reading, compared to nearly 4 out of 10 (38%) among the national comparison group. Two out of 10 (22%) GDOE 9th graders were Close to being ready, while 6 out of 10 (61%) were In Need of Support.

In 9th Grade ACT Aspire Math, **Figure 44** shows that 4% of GDOE 9th graders in SY 14-15 scored at the Ready level compared to 35% at the national level, while 11% of GDOE 9th graders were Close to being ready compared to 25% of the national group. Eight out of 10 (85%) of GDOE 9th graders demonstrated a Need for Support in math as compared with 4 out of 10 (40%) at the national level.

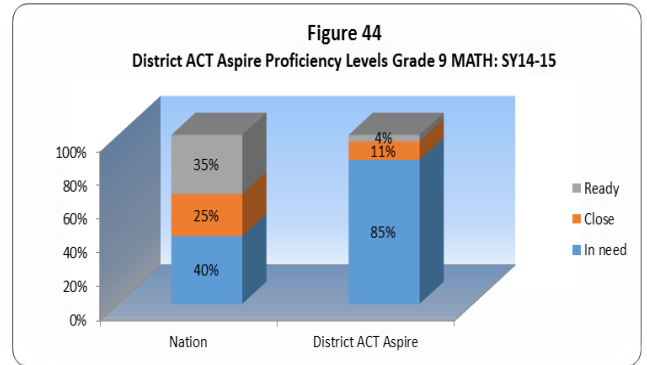
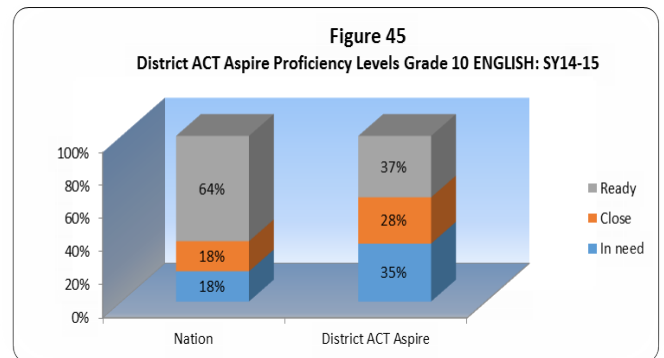
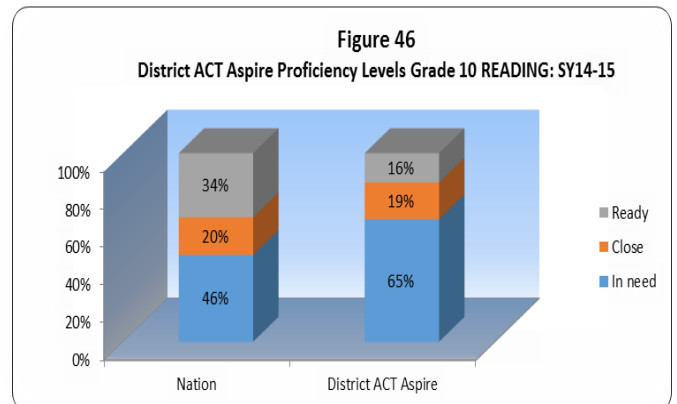


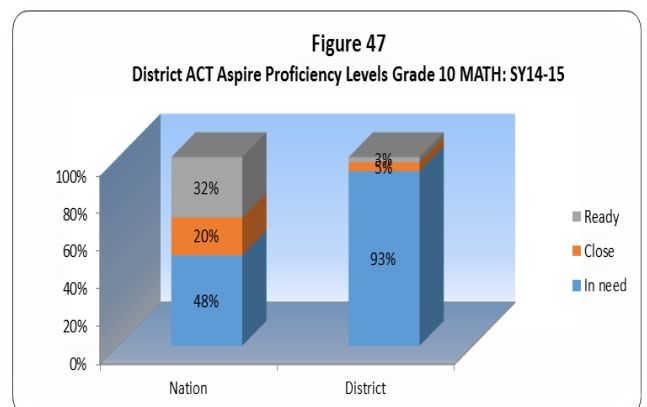
Figure 45 shows that almost 4 out of 10 (37%) GDOE students in SY 14-15 performed at the Ready level in 10th Grade ACT Aspire English as compared to the national comparison group with 6 out of 10 (64%) 10th graders that performed at this level. Meanwhile, a total of 63% of GDOE 10th graders were either Close to reaching benchmark (28%) or needing support in order to reach benchmark (35%).



As shown by **Figure 46**, at least 1 out of 10 (16%) 10th graders in SY 14-15 performed at the Ready level in reading compared with at least 3 out of 10 (34%) at the national level. Both groups had about 2 out of 10 (19% for GDOE and 20% for national group) 3rd graders Close to being ready in reading. At least 6 out of 10 10th graders (65%) showed a need for support in math, while the national group had at least 4 out of 10 (46%) that performed at this level.



Only 3% of GDOE 10th graders in SY 14-15 demonstrated Ready level in math compared with 3 out of 10 (32%) at the national level, while 5% of GDOE 10th graders compared to 20% of the national group were Close to being ready. Figure 47 also reveals that at least 9 out of 10 (93%) GDOE 10th graders compared to almost 5 out of 10 (48%) of the national group need support in math as depicted in **Figure 47**.



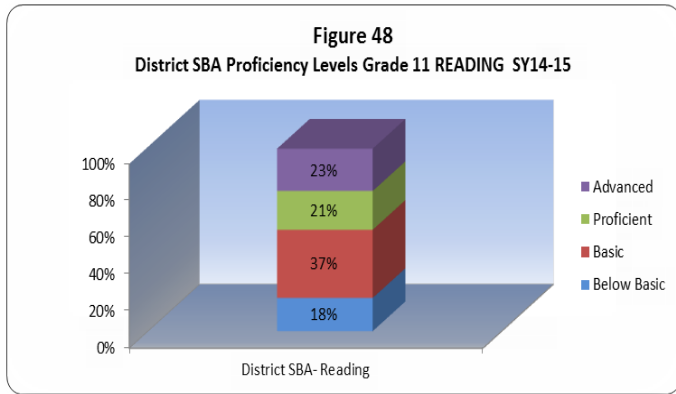
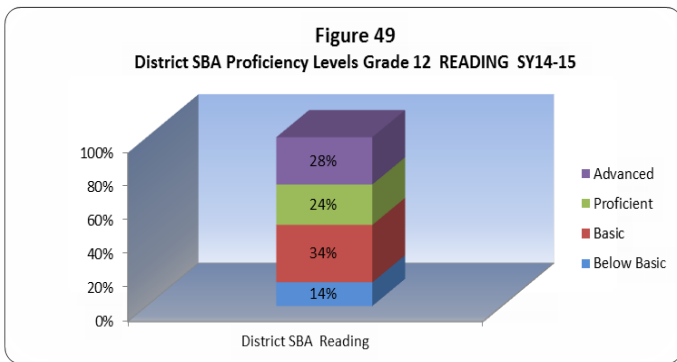
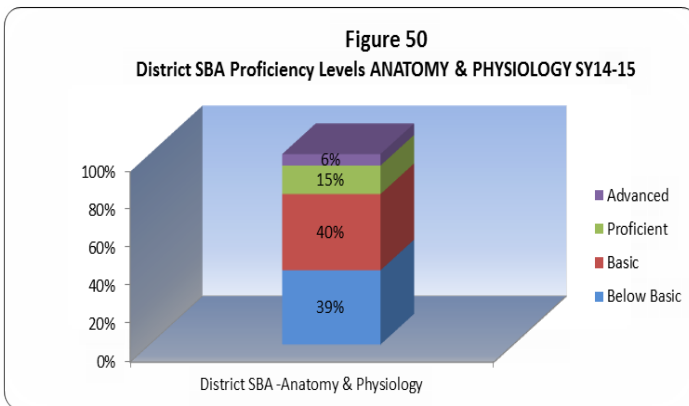


Figure 48 shows that in SY 14-15, at least 4 out of 10 (44%) 11th graders performed either at the Advanced level (23%) or Proficient level (21%), while almost 4 out of 10 (37%) demonstrated Basic proficiency in 10th Grade SBA Reading. Nearly 2 out of 10 (18%) performed at Below Basic proficiency.



As shown in **Figure 49**, among 12th graders in SY 14-15, 5 out of 10 (52%) reached benchmark or beyond, with 28% scoring at the Advanced level, 24% performing at the Proficient level in SBA Reading. More than 1 out of 10 (14%) 12th graders demonstrated Below Basic level of proficiency in this subject.



Two out of ten (21%) GDOE 9th -12th graders in SY 14-15 reached benchmark or beyond in SBA Anatomy and Physiology, with 6% scoring at the Advanced level and 15% at the Proficient level. Close to 4 out of 10 (39%) 9th-12th graders performed at Below Basic proficiency in anatomy and physiology, as revealed in **Figure 50**.

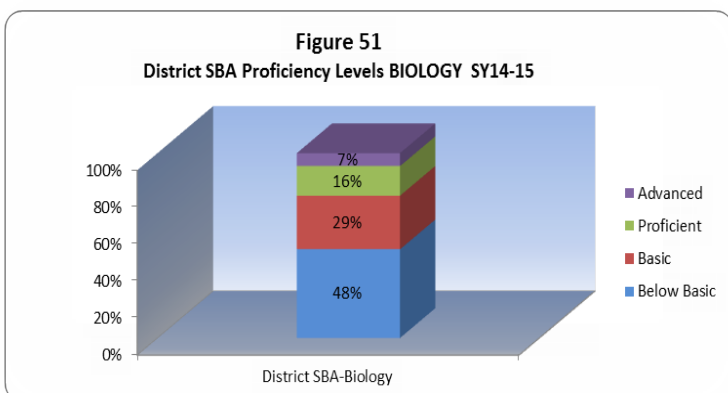
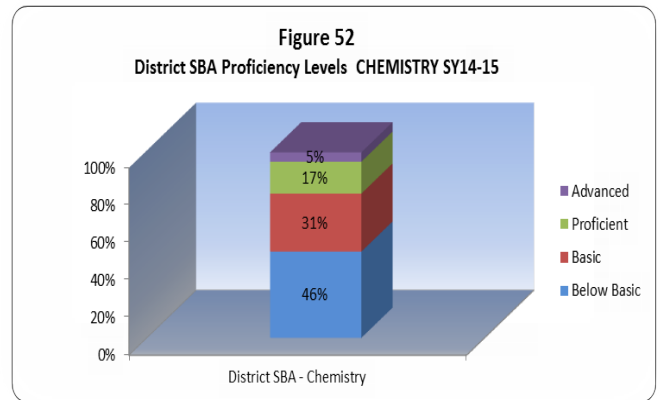


Figure 51 shows that in SBA Biology, 23% of 9th-12th graders reached benchmark and beyond – with 7% demonstrating Advanced proficiency, and 16% scoring at the Proficient level.. Meanwhile, almost 5 out of 10 (48%) 9th-12th graders scored at Below Basic level in biology for SY 14-15.

Figure 52 shows that in SY 14-15, 2 in 10 (22%) of 9th-12th graders performed either at the Advanced level (5%) or Proficient level (17%), while 3 out of 10 (31%) demonstrated Basic proficiency in SBA Chemistry. Nearly half (46%) of 9th-12th graders performed at Below Basic proficiency.



One in four (24%) of 9th-12th graders performed either at the Advanced level (6%) or Proficient level (18%), while nearly 3 out of 10 (29%) demonstrated Basic proficiency. Nearly half (47%) of 9th-12th graders performed at Below Basic proficiency as shown in **Figure 53**.

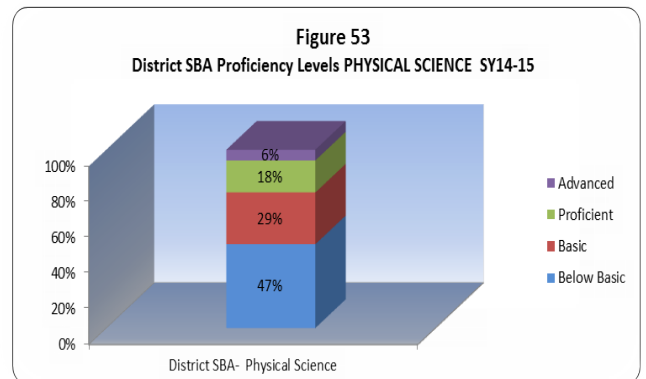
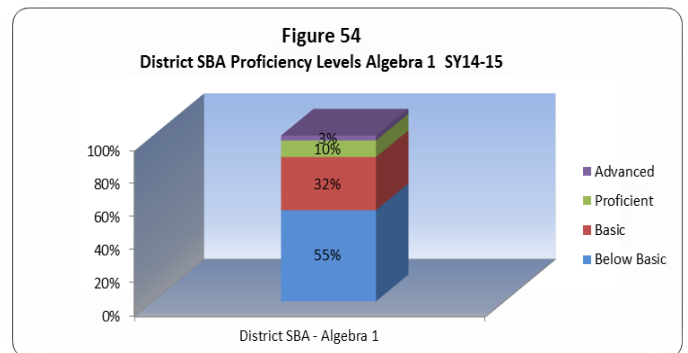
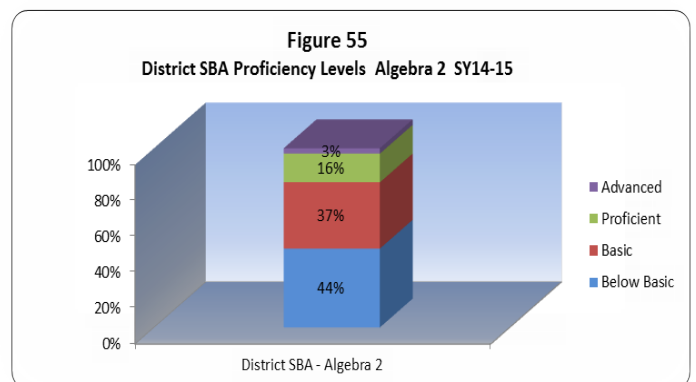


Figure 54 shows that in SY 14-15, only 1 out of 10 (13%) 9th-12th graders performed either at the Advanced level (3%) or Proficient level (10%), while at least 3 out of 10 (32%) demonstrated Basic proficiency in Algebra 1. More than 5 out of 10 (55%) performed at Below Basic proficiency.



In **Figure 55**, for SBA Algebra 2, almost 1 in 4 (23%) of 9th-12th graders reached benchmark and beyond – with 3% demonstrating Advanced proficiency, 16% scoring at the Proficient level. Four out of ten (44%) 9th-12th graders scored at Below Basic level in SBA Algebra 2 for SY 14-15.



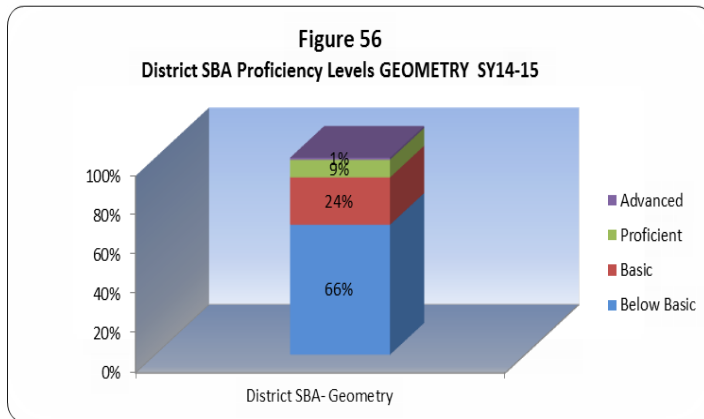
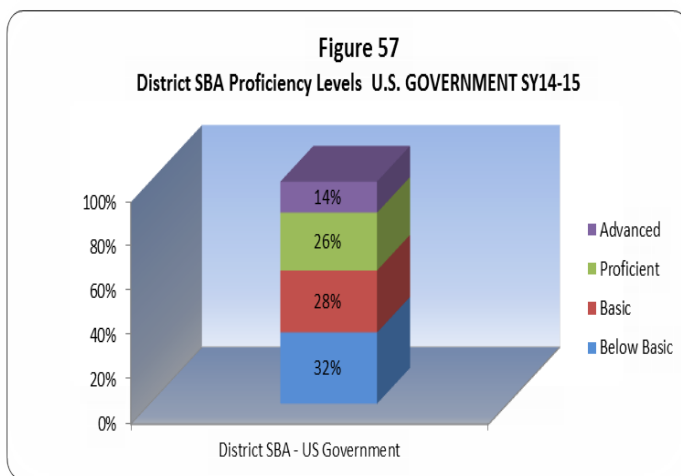


Figure 56 shows that least 1 out of 10 (10%) GDOE 9th -12th graders in SY 14-15 reached benchmark or beyond in SBA Geometry, with 1% scoring at the Advanced level, 9% at the Proficient level. Six in ten (66%) 9th-12th graders performed at Below Basic proficiency in SBA Geometry.



Four out of ten (40%) GDOE 9th -12th graders in SY 14-15 reached benchmark or beyond in SBA US Government, with 14% scoring at the Advanced level and 26% at the Proficient level. Meanwhile, 3 out of 10 (32%) 9th-12th graders performed at Below Basic proficiency in this subject, as seen in **Figure 57**.

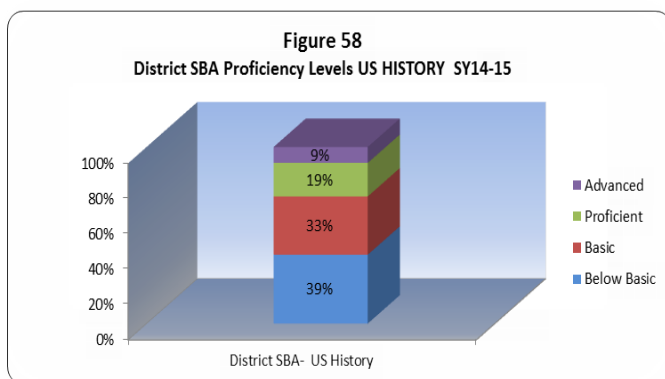


Figure 58 shows that in SY 14-15, almost 3 out of 10 (28%) 9th -12th graders performed either at the Advanced level (9%) or Proficient level (19%), while close to 1 out of 3 (33%) demonstrated Basic proficiency in SBA US History. Nearly 4 out of 10 (39%) performed at Below Basic proficiency.

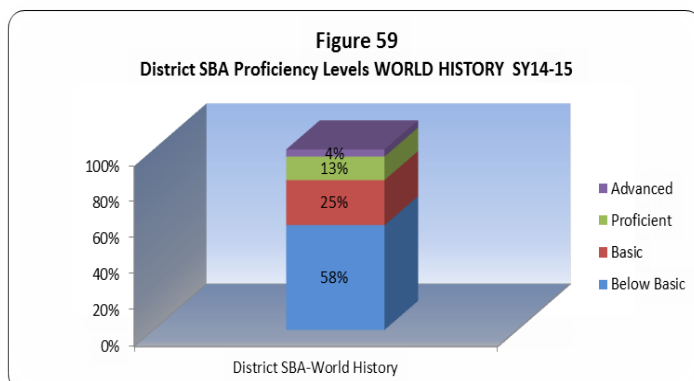


Figure 59 depicts that in SBA World History, nearly 2 out of 10 (17%) of 9th-12th graders reached benchmark and beyond – with 4% demonstrating Advanced proficiency and 13% scoring at the Proficient level. Meanwhile, almost 6 out of 10 (58%) 9th-12th graders scored at Below Basic level in World History for SY 14-15.

More than 4 out of 10 (43%) 9th-12th graders in SY 14-15 demonstrated either Advanced (16%), Proficient (27%) level of proficiency in SBA Guam History. Almost 3 out of 10 (28%) scored at Below Basic proficiency as shown in **Figure 60**.

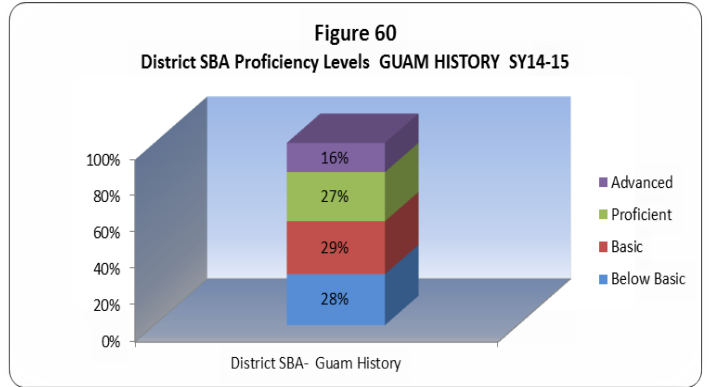


Figure 61 shows that in SY 14-15, nearly 1 out of 3 (33%) 9th -12th graders performed either at the Advanced level (12%) or Proficient level (21%), while close to 1 out of 3 (32%) demonstrated Basic proficiency in SBA Geography. Almost 1 out of 3 (35%) scored at Below Basic proficiency.

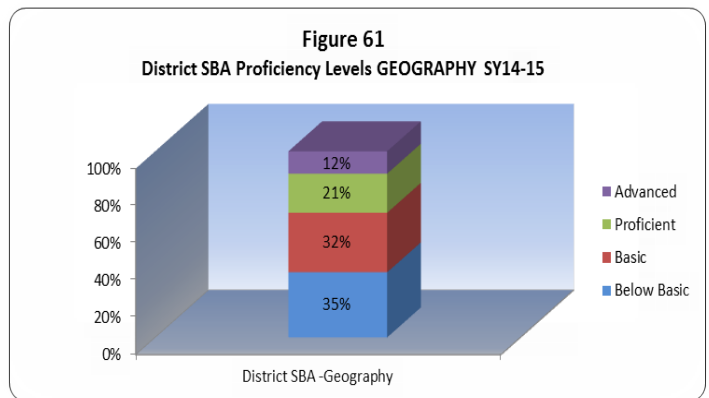


Table 7
Proficiency Levels by grade and content area(s) for SAT10 SY 13-14 and ACT Aspire SY 14-15 and SBA results

Grade Level	ENGLISH			READING			MATH		
	SAT10 "Adv. & Prof."	ACT Aspire "Ready"	+/-	SAT10 "Adv. & Prof."	SBA "Adv. & Prof." ACT Aspire "Ready"	+/-	SAT10 "Adv. & Prof."	SBA "Adv. & Prof." ACT Aspire "Ready"	+/-
1	11	n/a	n/a	42	39	-	28	49	+
2	4	n/a	n/a	16	47	+	15	42	+
3	10	41	+	15	10	-	12	17	+
4	14	44	+	17	11	-	16	14	-
5	12	45	+	10	12	+	9	10	+
6	11	48	+	13	13	=	6	14	+
7	13	52	+	14	17	+	5	6	+
8	15	54	+	19	25	+	5	3	-
9	6	31	+	12	16	+	1	4	+
10	4	37	+	9	16	+	1	3	+
11	4	n/a	n/a	12	44	+	1	Multiple Subject	+
12	6	n/a	n/a	14	52	+	1	Multiple Subject	+

Table 7 shows rough comparison of SY 13-14 SAT10 results and SY14-15 ACT Aspire result.

C. 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. GDOE public school students in Grades 3 through 10 are assessed using the ACT Aspire; thus students with disabilities enrolled in the GDOE public schools whose Individualized Education Program (“IEP”) teams determined they should participate in the same district-wide assessment with or without accommodations are assessed using the ACT Aspire.

Tables 8 through 10 describe the participation results of GDOE’s population of students with disabilities with and without accommodations in grades 3 through 10 in the ACT Aspire for the subject areas of English, Reading, and Math during SY2014-2015.

**Table 8 SY 2014-2015 ACT Aspire
Participation Results for Students with Disabilities in ENGLISH WITH AND WITHOUT ACCOMMODATIONS**

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire	Number of Students with IEP participating in ACT Aspire WITH accommodations	Number of Students with IEPs participating in ACT Aspire WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the ACT Aspire
3	100	90	10	100
4	108	95	4	99
5	127	111	8	119
6	159	133	8	141
7	144	109	6	115
8	192	146	20	166
9	238	179	31	210
10	176	93	29	122
TOTAL	1244	956	116	1072

Table 9. SY 2014-2015 ACT Aspire
Participation Results for Students with Disabilities in READING WITH AND WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire	Number of Students with IEP participating in ACT Aspire WITH accommodations	Number of Students with IEPs participating in ACT Aspire WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the ACT Aspire
3	100	90	10	100
4	108	96	4	100
5	127	108	8	116
6	159	131	8	139
7	144	111	6	117
8	192	147	20	167
9	238	187	33	220
10	176	98	30	128
TOTAL	1244	968	119	1087

Table 10 SY 2014-2015 ACT Aspire
Participation Results for Students with Disabilities in MATH WITH AND WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire	Number of Students with IEP participating in ACT Aspire WITH accommodations	Number of Students with IEPs participating in ACT Aspire WITHOUT accommodations	TOTAL Number of Students with IEPs per Grade that Participated in the ACT Aspire
3	100	90	10	100
4	108	95	4	99
5	127	110	7	117
6	159	128	8	136
7	144	109	6	115
8	192	147	20	167
9	238	177	33	210
10	176	93	30	123
TOTAL	1244	949	118	1067

Tables 11 through 16 describe the performance levels of students with disabilities as they participated in the ACT Aspire, with or without accommodations, as determined by their IEPs in the subject areas of English, Reading, and Math. The data displayed is for eligible students with disabilities in grades 3rd through 10th grade. The table also describes the number of eligible students with IEPs who performed at ACT Proficiency Levels: Ready, Close, In Need of Support.

Table 11 SY 2014-2015 ACT Aspire Proficiency Levels of Students with Disabilities In ENGLISH WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire		
			Ready	Close	In Need of Support
3	90	90	3	54	33
4	95	94	5	47	42
5	111	110	2	47	61
6	133	123	7	37	79
7	109	102	8	28	66
8	146	138	6	54	78
9	179	164	5	28	131
10	93	83	1	7	75
TOTAL	956	904	37	302	565

Table 12 SY 2014-2015 ACT Aspire Proficiency Levels of Students with Disabilities In READING WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire		
			Ready	Close	In Need of Support
3	90	90	1	3	86
4	96	95	1	3	91
5	108	108	0	0	108
6	131	121	1	3	117
7	111	103	1	5	97
8	147	138	3	7	128
9	187	170	2	3	165
10	98	87	1	1	85
TOTAL	968	912	10	25	877

Table 13 SY 2014-2015 ACT Aspire Proficiency Levels of Students with Disabilities In MATH WITH ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITH ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire		
			Ready	Close	In Need of Support
3	90	90	1	14	75
4	95	95	0	30	65
5	110	110	0	26	84
6	128	128	1	30	97
7	109	109	1	18	90
8	147	147	0	2	145
9	177	175	0	2	173
10	93	93	0	0	93
TOTAL	949	947	3	122	822

Table 14 SY 2014-2015 ACT Aspire Proficiency Levels of Students with Disabilities In ENGLISH WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire		
			Ready	Close	In Need of Support
3	10	10	3	4	3
4	4	4	1	2	1
5	8	7	2	3	2
6	8	8	2	3	3
7	6	6	0	4	2
8	20	19	2	9	8
9	31	29	3	5	21
10	29	28	1	7	20
TOTAL	116	111	14	37	60

Table 15 SY 2014-2015 ACT Aspire Proficiency Levels of Students with Disabilities In READING WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire		
			Ready	Close	In Need of Support
3	10	10	1	0	9
4	4	4	0	1	3
5	8	7	1	1	5
6	8	8	0	1	7
7	6	6	0	1	5
8	20	20	2	5	13
9	33	31	0	3	28
10	30	28	1	2	25
TOTAL	119	114	5	14	95

Table 16 SY 2014-2015 ACT Aspire Proficiency Levels of Students with Disabilities In MATH WITHOUT ACCOMMODATIONS

GRADE	Number of Eligible Students whose IEPs state Participation in ACT Aspire WITHOUT ACCOMMODATIONS	Number of Students with IEPs tested with Measurable Results	Performance Level for Number of Students with IEPs who Participated in ACT Aspire		
			Ready	Close	In Need of Support
3	10	10	1	4	5
4	4	4	0	3	1
5	7	7	2	0	5
6	8	8	0	1	7
7	6	6	0	1	5
8	20	20	0	0	20
9	33	33	0	0	33
10	30	30	1	0	29
TOTAL	118	118	4	9	105

D. SPECIAL EDUCATION ALTERNATE ASSESSMENT

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

Section 612(a)(17) of IDEA '97 states: "As appropriate, the State or local educational agency – (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district-wide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments."

§200.6 Inclusion of all Students of the No Child Left Behind Act (NCLB Title I) further states that: "A state's academic assessment system required under §200.2 must provide for the participation of all students in the grades assessed.

(a) Students Eligible under IDEA and Section 504.

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

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

Additionally, states and districts must:

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

E. ASSESSMENT ACCOMMODATIONS AND ALTERNATE ASSESSMENTS

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

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

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

Alternate assessment is best understood as a means of including all students in Guam’s district-wide assessment and accountability program. The National Center for Educational Outcomes (Thurlow, Elliot, and Ysseldyke, 1998) refers to alternate assessment as the “ultimate accommodation” because it allows for all students to be counted in the accountability system. Guam fully implemented its newly developed “Guide for the Participation of Students with Disabilities in Guam’s District-Wide Assessment” in SY2004-2005, which resulted in a substantial increase in the “documented” participation of students with disabilities through an alternate assessment. By grades, students with disabilities who participated through an alternate assessment based on alternate achievement standards (AA-AAS) during SY 2014-2015 are described in Table 17. It should be noted that for SY 2014-2015, students with disabilities participating in the alternate assessment based on alternate achievement standards in grades 3-8 and 11 were administered the online assessment through the NCSC Assessment System. Students in grades 1, 2, 9 and 10 were administered the Guam DOE Alternate Assessment based on Alternate Achievement Standards.

Table 17
Participation Rate of Students with Disabilities Who Were Tested in the District-Wide Assessment through AA-AAS

Table 17 depicts the number of students with disabilities who were tested in the district-wide assessment through an alternate assessment based on alternate achievement standards (“AA-AAS”) in Math and English Language Arts during SY2014-2015.

GRADE	# STUDENTS WHOSE IEPS DETERMINE PARTICIPATION THROUGH AA-AAS	# TESTED IN MATH	# TESTED INVALID OR DID NOT TEST IN MATH	# TESTED IN ENGLISH LANGUAGE ARTS	# TESTED INVALID OR DID NOT TEST IN ENGLISH LANGUAGE ARTS
1	15	15	0	15	0
2	17	16	1	16	1
3	11	10	1	9	2
4	16	16	0	16	0
5	19	17	2	17	2
6	18	18	0	18	0
7	18	18	0	18	0
8	11	11	0	11	0
9	17	16	1	16	1
10	15	14	1	14	1
11	17	14	3	13	4
12	17	13	4	13	4

NOTE: Reasons for students not participating include the following: Absent during testing period or repeating seniors. Repeating seniors do not participate as they have been previously assessed. The focus for these seniors would be the activities described in their IEP Transition Plans. These repeating seniors have not been included in the total count of students participating in the AA-AAS.

Table 18
SY 2014-2015 ENGLISH LANGUAGE ARTS Summary Report for
Alternate Assessment based on Alternate Achievement Standards

Grade	Eligible Students	Tested	Invalid	Not Tested	Performance Level			
					Level 1	Level 2	Level 3	Level 4
1	15	15	0	0	1	2	12	0
2	17	16	0	1	1	5	10	0
3	11	10	0	2	6	3	0	0
4	16	16	0	0	13	1	2	0
5	19	17	1	1	9	6	2	0
6	18	18	0	0	10	5	0	3
7	18	18	0	0	8	4	3	3
8	11	11	0	0	7	3	1	0
9	17	16	0	1	7	7	2	0
10	15	14	0	1	7	3	4	0
11	17	14	0	3	6	2	3	2
12	17	13	0	4	9	4	0	0

Tables 18 and 19 reflect the performance of students with disabilities participating in the island-wide assessment through an alternate assessment based on alternate achievement standards in English Language Arts and Math, respectively, for SY2014-2015.

Table 19
SY 2014-2015 MATH Summary Report for
Alternate Assessment based on Alternate Achievement Standards

Grade	Eligible Students	Tested	Invalid	Not Tested	Performance Level			
					Level 1	Level 2	Level 3	Level 4
1	15	15	0	0	3	3	9	0
2	17	16	0	1	1	6	8	1
3	11	10	0	1	5	2	3	0
4	16	16	0	0	10	3	1	2
5	19	17	1	1	4	10	3	0
6	18	18	0	0	11	5	2	0
7	18	18	0	0	3	11	4	0
8	11	11	0	0	3	5	2	1
9	17	16	0	1	9	0	6	1
10	15	14	0	1	6	3	5	0
11	17	14	0	3	5	3	4	2
12	17	13	0	4	10	0	1	2

F. PERCENTILE SCORES

The Guam Department of Education ACT Aspire scores are also 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 20 SY 14-15 ACT Aspire Percentile Scores: Grade by Content Areas

SUBJECT AREA	GRADE LEVEL							
	3	4	5	6	7	8	9	10
English	29	31	32	32	33	31	30	30
Reading	23	25	26	29	31	27	28	25
Math	22	23	21	22	25	17	14	15

Table 20 represents the ACT Aspire percentile scores by grade level and content areas for SY 14-15.

Table 21

SY 14-15 ACT Aspire Percentile Scores: Grade by Content Areas

Grade Level	ENGLISH			READING			MATH		
	SAT10	ACT Aspire	+/_	SAT10	ACT Aspire	+/_	SAT10	ACT Aspire	+/_
3	13	29	+	11	23	+	12	22	+
4	15	31	+	17	25	+	21	23	+
5	20	32	+	14	26	+	15	21	+
6	28	32	+	16	29	+	15	22	+
7	23	33	+	16	31	+	15	25	+
8	25	31	+	23	27	+	18	17	-
9	20	30	+	22	28	+	26	14	-
10	20	30	+	21	25	+	24	15	-

Table 21 represents the comparison percentile scores by grade and content area(s) for SAT10 SY 13-14 and ACT Aspire SY 14-15 results.

* ACT Aspire covers only grades 3 to 10.

Table 22

DOE High School Number of High School Completers by School and Total District

HIGH SCHOOL	SY10-11	SY11-12	SY12-13	SY13-14	SY14-15
	Number of Graduates	Number of Graduates	Number of Graduates	Number of Graduates	Number of Graduates
George Washington	424	497	482	451	377
John F. Kennedy	333	372	396	481	484
Simon Sanchez	315	356	338	376	353
Southern High	296	269	308	300	304
Okkodo	273	274	246	257	302
Tiyan	n/a	n/a	n/a	n/a	144
TOTAL	1641	1768	1770	1873	1964

G. GRADUATION RATES

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

Table 23
DOE Comparative High School Completion Rates
SY10-12 to SY14-15

SY 10-11	SY 11-12	SY 12-13	SY 13-14	SY 14-15
69%	69%	68%	73%	76%

Table 23 represents the high school completion rates from SY10-11 to SY14-15. The table shows that SY14-15 completion rate increased from last school year (SY13-14) by 3 percentage points.

H. DROPOUT RATES

A “dropout” as defined by Board Policy 375 is a student who was enrolled in a DOE high school sometime during a given school year; and after enrollment, stopped attending school without having been:

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

Table 24
SY10-11 to SY14-15 DOE Comparative High School Dropout Numbers (DN)/Dropout Rate (DR)

HIGH SCHOOL	SY 10-11		SY 11-12		SY 12-13		SY 13-14		SY 14-15	
	DN	DR	DN	DR	DN	DR	DN	DR	DN	DR
GWHS	85	3.2%	80	3.1%	128	4.8%	149	5.6%	79	4.1%
JFKHS	126	6%	105	4.5%	93	3.5%	122	4.6%	124	6.0%
SSHS	92	5%	102	5.4%	53	2.7%	89	4.6%	83	4.2%
OHS	127	9.1%	105	7.7%	45	3.0%	67	4.4%	61	3.4%
SHS	211	14%	130	8.4%	51	3.3%	93	6.0%	81	5.2%
TIYAN	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	53	4.1%
Total	641	6.8%	522	5.3%	370	3.8%	520	5.3%	481	4.7%

Table 24 represents the dropout rates by school from SY 10-11 to SY 14-15. The dropout number and rate includes students in grades 9 to 12. The table shows that Southern High School had the greatest decrease in the dropout rate from SY 12-13 to SY 13-14 (8.0% to 3.3%).

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, and statistics that describe teacher qualifications based on certification levels and degrees completed.

A. DEMOGRAPHIC CHARACTERISTICS OF DOE EMPLOYEES

As of June, 2015, there were three thousand nine hundred thirty-eight (3,938) full and part-time employees who provided instructional and support services during SY 14-15.

TABLE 25

SY 14-15 Employee Distribution by Position (Aligned with EDFacts)

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
School Administrators	96	2.4%
Teachers	2286	58%
Health Counselors	47	1.2%
Guidance Counselors	92	2.4%
Library Staff	45	1.1%
Professional/Ancillary*	218	5.5%
Instructional Aides	605	15.4%
Other Student Support**	73	1.9%
School Admin Support	169	4.3%
Custodial/Maintenance/ Cafeteria	124	3.1%
LEA ADministrators***	44	1.1%
LEA Support	139	3.5%
TOTAL DOE EMPLOYEES	3938	100%

Table 25 represents the distribution of employees by position category from the various schools and central office/support division sites. Analysis of Table 25 reveals that the largest category of employees within the Department of Education are teachers who comprise 58% of the total employee population. Instructional Aides comprise the second highest population totaling 605 or 15.4%. Administrators at the Department of Education account for 2.4% of the employee population, while the remaining population who provide various support and programmatic services make up the rest of the population.

The employee categorization beginning this year follows the EDFacts categories as defined in NCES N501 File Specification. This is to ensure that local and federal reports align.

*Includes Instructional Coordinators and Supervisors, School Program Consultants, and Program Coordinators

**Includes Attendance Officers, Social Workers, Speech Language Pathologists/Clinicians, Therapists, Community Program Aides, etc.

***Includes GDOE Board Members

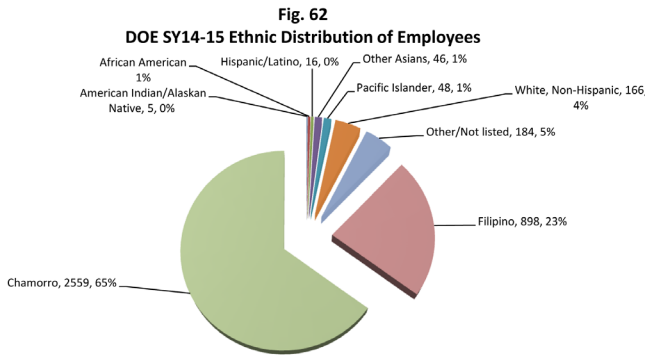


Figure 62 shows that employees under the Chamorro ethnic category total 2,559 and make up 65% of the total employee population (N= 3,938). Filipinos ranked second highest totaling 898 (23% of total) employees. Employees identified as African American, American Indian/Alaskan Native, Hispanic/Latino, Pacific Islander, and other Asian had the lowest number of employees in those ethnic categories.

Figure 63
SY 14-15 EMPLOYEE DISTRIBUTION BY GENDER

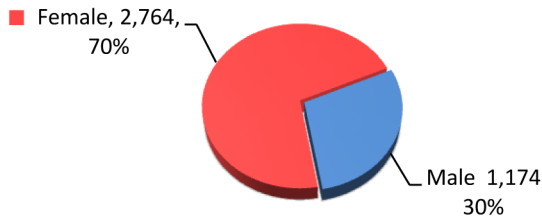


Figure 63 shows that female employees, who comprise 70% (2,764) of the total population, far outnumber the male employees at 30% (1,174).

TABLE 26
SY14-15 Employee Distribution By Age Group

AGE GROUP	NUMBER OF EMPLOYEES N = 3,938	SY 14-15 PERCENT OF TOTAL N = 3,938	SY 13-14 PERCENT OF TOTAL N = 3,908
18-24	226	6.0%	6.0%
25-34	815	21.0%	20%
35-44	1,112	28.0%	29%
45-54	990	25.0%	25%
55-64	603	15.0%	15%
65-70	149	4.0%	4.0%
71+	43	1.0%	1.0%

Table 26 represents the employee distribution by age group. In SY 14-15, the highest percent of the employee population (28.0%) are between the ages of 35-44 years old. Employees who are age 55 or over comprise 20.0% of the population, while 6.0% of employees are below the age of 25.

B. SCHOOL ADMINISTRATION AND STAFF CERTIFICATION

In compliance with P.L.30-08, otherwise known as the Adequate Education Act, the Department strives every year to recruit and maintain the number of fully certified school staff by implementing recruitment and retention initiatives and providing high quality professional development to teachers and administrators. This report monitors data pertaining to certification obtained by teachers, administrators, and other school professional staff.

TABLE 27 SY 14-15 PROFESSIONAL SCHOOL ADMINISTRATORS CERTIFICATION

Table 27 represents the distribution of professional school administrator certification for SY14-15.

Examination of Table 27 indicates 99% of DOE school administrators possessed full Professional Certification.

TYPE OF CERTIFICATION	SY 14-15 Certification				SY 13-14
	Elementary	Secondary	Expired*	TOTAL	TOTAL
Professional I	4	3	0	7	8
Professional II	5	8	1	14	18
Professional III	0	0	0	0	1
Initial Administrator	4	5	0	9	6
Master Educator	0	1	0	1	0
Master Administrator	20	21	0	41	40
Professional Administrator	6	18	0	24	19
TOTAL	39	56	1	96	92

*Expired, represents employees who once held valid Certificates and whose certificates expired in SY 2014-2015

TABLE 28. SY 14-15 CLASSROOM TEACHER CERTIFICATION

Table 28 depicts the distribution of instructional teachers by types of certification for SY 14-15. Category of Positions not included in Table 28 are JROTC positions who maintain certification by the Department of Defense, and Teacher's Assistants and On-Call Substitutes whose positions do not require certification. Teachers who are categorized as Guidance Counselors or School Librarians are reported separately.

Teachers that possessed professional certification comprised about 1,503, while those that had either Standard or Temporary certification comprised about 92 of the total population and about 324 held initial educator or basic educator certification. Teachers whose certificates expired comprise about 15 of the total teacher population in SY14-15.

TYPE OF CERTIFICATION	Elementary	Secondary	Divisions	Expired ²	SY 14-15 TOTAL	SY 13-14 TOTAL
Basic Educator	41	22	25	9	97	83
Initial Educator	90	132	5	0	227	200
Master Educator	297	274	47	0	618	624
Master Equivalency	73	75	8	0	156	157
Reading Specialist	0	1	0	0	1	0
Professional I	0	0	0	0	0	1
Professional II	0	1	0	1	2	8
Professional Educator	326	380	32	3	741	711
Level 1A,1B, 1C, 2 & 3	0	0	0	0	0	27
Standard	0	0	0	0	0	9
Temporary 1	24	65	1	2	92	151
TOTAL	851	950	118	15	1,934	1,971

**Temporary Certification indicates new class of certification as per change in policy (GEC Rule 29-73.10000.21, Adopted 02/17/09) inclusive of Emergency, Provisional, & Conditional Certification.

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

TABLE 29. SY 14-15 School Librarians Certification

Table 29 represents the distribution of school librarian certification in SY 2014-2015. A total of 34 school librarians held full Professional certification, while 2 held a Temporary certificate.

TYPE OF CERTIFICATION	Elementary	Secondary	SY 14-15 TOTAL	SY 13-14 TOTAL
Master Educator	7	7	14	12
Master Equivalency	5	2	7	7
Professional Educator	8	3	11	8
Professional I	0	0	0	3
Professional II	2	0	2	3
Temporary	1	1	2	2
TOTAL	23	13	36	35

Table 30 SY 14-15 School Health Counselor Certification

Table 30 represents the distribution of school health counselor certification in SY 14-2015. All forty seven (or 100%) of the School Health Counselors in the Department of Education held License to Practice on Guam as Registered (43) or Practical Nurses (4). The Department also has one Chief Nurse who also serves as the Community Health and Nursing Services Administrator within the Office of the Deputy Superintendent for Education Support and Community Learning.

TYPE OF CERTIFICATION	Elementary	Secondary	Division	SY 14-15 TOTAL	SY 13-14 TOTAL
RegisteredNurses	26	15	2	43	43
Licensed Practical	2	1	1	4	3
TOTAL	28	16	3	47	46

TABLE 31 SY 14-15 Guidance Counselor Certification

Table 31 depicts the distribution of school guidance counselor certification in SY 2014-2015. A total 95 School Guidance Counselors held full Professional Certification.

TYPE OF CERTIFICATION	Elementary	Secondary	SY 14-15 TOTAL	SY 13-14 TOTAL
Initial Counselor	4	9	13	13
Master Counselor	6	9	15	15
Professional Counselor	13	37	50	50
Professional I	0	0	0	0
Professional II	0	0	0	0
Temporary	8	9	17	17
TOTAL	31	64	95	95

TABLE 32 SY 14-15 ALLIED HEALTH PROFESSIONALS

Table 32 represents the distribution of school allied professional certification in SY 2014-2015. The majority of allied health professionals require professional licenses issued by the Allied Health Board.

ALLIED HEALTH PROFESSION	TYPE OF CERTIFICATION/ LICENSURE	SY 14-15 TOTAL	SY 13-14 TOTAL
Audiologist	Allied Health License	1	0
Hospital Occupational Therapist Assistant	Allied Health License	1	0
Occupational Therapist	Allied Health License	2	1
Physical Therapist	Allied Health License	0	1
Psychologist	Allied Health License	3	1
Speech/Language Clinician	Allied Health License	8	0
Speech/Language Pathologist	Allied Health License	5	10
TOTAL		20	13

BUDGET AND EXPENDITURES

Pursuant to Public Law (PL) 39-009, 32-63, 32-68, GDOE Appropriations in FY 14 totaled \$222,609,805, an overall increase of \$17.7 million (M) in comparison to FY13 appropriation levels. Of the \$17.7 increase, \$9.64M was for new spending authorization; \$2.29M was for incremental increases for reoccurring expenditures and existing program; and \$657 thousand (K) in organic growth increases in the cost of personnel benefits and employee benefits

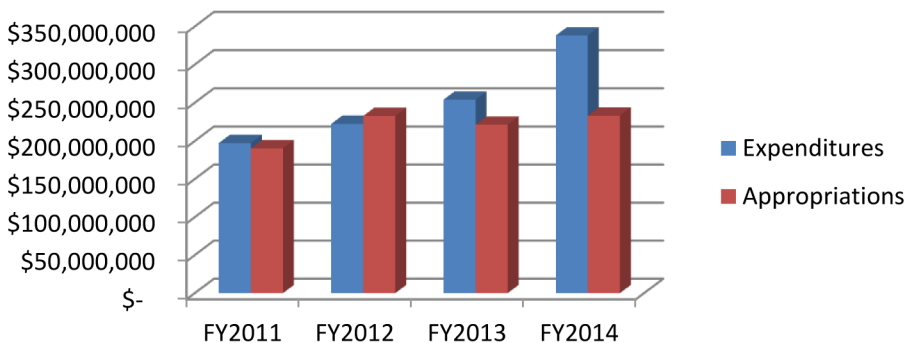
The \$9.64M in new authorized spending included the following:

1. \$5.95M in capital outlay on \$1.70M for additional rent and annual maintenance for the completed Okkodo High School (OHS) Expansion, \$3.1M in anticipated bond proceeds for Simon Sanchez High School (SSHS) repair or replacement, \$800K for school security, and \$350K for the repair of George Washington High School Track (note that the SSHS repair/replacement and school security projects and related expenditures did not materialize in (FY14).
2. \$ 2.61M to implement the GovGuam Competitive Wage Act; and
3. \$1.08M in funding under the Y Kuenan Salappe Prinsepåt (Principals Fund) under §10102 of Chapter 10,17 of the Guam Code Annotated (GCA

In FY14, \$5.1M was appropriated for the JFK lease from the debt service appropriation.

Audited Financial (Deloitte and Touche)

Figure 64
Comparative Figures on GDOE Expenditures and Appropriations SY FY 11 thru FY 2014



The balance for non-teaching increases will be paid upon identification of funds. The department received the majority of its FY2014 General Fund and Special Fund appropriations, however due to a shortfall in TEFF collections GDOE did not receive \$5 million in TEFF appropriations.

Figure 64 shows the department's comparative appropriations and expenditures from FY 2009 to FY 2014.

Appropriations and Expenditures data extracted from the Audited Financials by Deloitte and Touche. Please note the appropriation in the table does not include the CNP reimbursement and the Additional Rent, Maintenance & Insurance for JFK & Okkodo High Schools.. JFK, Okkodo and GACS are payments made through the Department of Administration. (TEFF: Territorial Education Facilities Fund)

Table 33
Appropriations from Various Categories for FY11 to FY14

Table 33 below depicts DOE appropriations by source category for FY11 thru FY14. Appropriations consist of General Fund, Special Funds and Other financing sources; such as cafeteria sales, fees and other program receipts. FY 2014 figures are unaudited. The federal contribution is a special fund to support the schools directly for JROTC program.

CATEGORIES	FY2011	FY2012	FY2013	FY2014
Local Appropriations	189,039,116	230,458,401	219,273,210	232,676,988
Federal Contribution *	563,700	564,041	563,658	556,232
Cafeteria Sales	793,281	676,874	553,763	396,398
Fees and Other Program Receipts	72,587	1,041,474	939,436	500,641
Total Revenues	190,468,684	232,740,790	221,330,067	234,130,259

*This amount is only for the JROTC program and does not include Consolidated Grants & Special Education grants

Table 34
Combined Statements of Revenue, Expenditures by Account and Changes in Fund Balances

Table 34 depicts comparative expenditures by budget categories for FY13 and FY14 from the Audited Financials (Deloitte and Touche)

GUAM DEPARTMENT OF EDUCATION						
Combined Statements of Revenues, Expenditures By Account and Changes in Fund Balances						
Governmental Funds						
Year Ended September 30, 2014						
(With Comparative Totals for the Year Ended September 30, 2013)						
	2014			2013		
	General	Federal Grants Assistance	Total	General	Federal Grants Assistance	Total
Revenues:						
Local appropriations	\$ 232,676,988	\$ 7,100,000	\$ 239,776,988	\$ 219,273,210	\$ 7,100,000	\$ 226,373,210
Federal grants and contributions	556,232	54,073,530	54,629,762	563,658	61,536,695	62,100,353
Cafeteria sales	396,398	-	396,398	553,763	-	553,763
Fees and other program receipts	500,641	335,287	835,928	939,436	440,830	1,380,266
Total revenues	234,130,259	61,508,817	295,639,076	221,330,067	69,077,525	290,407,592
Expenditures:						
Salaries and wages	131,049,527	24,425,606	155,475,133	120,185,423	24,324,980	144,510,403
Capital lease acquisition	78,024,200	-	78,024,200	-	-	-
Benefits	45,150,549	8,537,115	53,687,664	46,282,059	7,216,890	53,498,949
Contractual	14,193,172	6,071,209	20,264,381	11,176,748	10,154,294	21,331,042
Capital lease	12,232,098	7,100,000	19,332,098	6,967,935	7,100,000	14,067,935
Capital outlay	18,622,292	265,555	18,887,847	28,837,807	301,169	29,138,976
Power	14,272,247	-	14,272,247	14,290,764	-	14,290,764
Food management contract	3,866,776	8,977,122	12,843,898	4,466,168	8,389,655	12,855,823
Retiree healthcare benefits	8,267,264	-	8,267,264	8,077,260	-	8,077,260
Supplies	1,575,899	2,484,760	4,060,659	1,035,963	2,360,668	3,396,631
Tiyan Operating Lease	3,744,380	-	3,744,380	4,493,256	-	4,493,256
Equipment	901,856	2,758,683	3,660,539	1,517,952	7,969,677	9,487,629
Guahan Academy Charter School	2,832,500	-	2,832,500	687,500	-	687,500
Water	2,342,728	-	2,342,728	1,994,569	-	1,994,569
Travel	500,562	705,816	1,206,378	332,855	1,083,714	1,416,569
Phone	322,788	-	322,788	322,125	-	322,125
Fuel	266,503	-	266,503	282,019	-	282,019
Textbooks	186,718	-	186,718	2,258,859	100,131	2,358,990
Indirect costs	-	182,897	182,897	-	177,226	177,226
Library books and equipment	121,587	-	121,587	291,108	13,398	304,506
Interest and penalties	63,073	-	63,073	70,863	-	70,863
Recovery of liabilities (Bad debts)	(712,046)	-	(712,046)	423,557	-	423,557
Miscellaneous	245,512	54	245,566	27,319	173	27,492
Total expenditures	338,070,185	61,508,817	399,579,002	254,022,109	69,191,975	323,214,084
Deficiency of revenues under expenditures	(103,939,926)	-	(103,939,926)	(32,692,042)	(114,450)	(32,806,492)
Other financing sources (uses):						
Transfer in	-	-	-	-	114,450	114,450
Transfer out	-	-	-	(114,450)	-	(114,450)
Capital lease	78,024,200	-	78,024,200	-	-	-
Total other financing sources (uses), net	78,024,200	-	78,024,200	(114,450)	114,450	-
Net change in fund balances	(25,915,726)	-	(25,915,726)	(32,806,492)	-	(32,806,492)
Fund balances, beginning of year	11,703,798	-	11,703,798	44,510,290	-	44,510,290
Fund balances, end of year	\$ (14,211,928)	\$ -	\$ (14,211,928)	\$ 11,703,798	\$ -	\$ 11,703,798

Table 35
Comparative Expenditures and Per Pupil Cost
for SY13-14 and SY14-15

Table 35 represents per pupil cost based on audited expenditures of local funds. Per pupil cost is calculated by dividing the total amount of expenditures for the Fiscal Year by the official student enrollment. The figures above do not include costs for transportation provided by Department of Public Works.

	SY13-14	SY14-15	+/-
General Fund	\$253,334,609	\$257,213,485	+
Federal Grants	\$69,191,975	\$61,508,817	-
TOTAL Expenditure	\$322,526,584	\$318,722,302	-
Student ADM	30,507	29,022	-
PPC (General Fund only)	\$8,304	\$8,863	+
PPC (TOTAL Expenditure)	\$10,572	\$10,982	+

Beginning this report and onward, the Department will not report an official per pupil cost until the audited financial reports are available. The department has been historically reporting an official per pupil cost based on the immediately preceding fiscal year data which are not yet complete as of data download and certainly not yet audited. The result was that the per pupil cost has been significantly lower than if official complete audited financial data were utilized.



SCHOOL EXEMPLARY PROGRAMS AND ACHIEVEMENTS

A. ELEMENTARY

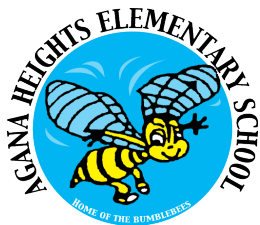
Adacao Elementary School



Special/Exemplary Programs: Adacao's First Lego League Team: STEM Robotics Program; Adacao's Unified Courts of Guam: Mock Trial Program; 5th grade students utilized the Full Option Science System (FOSS) Program; Positive Behavior Interventions and Supports (PBIS); National Elementary Honor Society (NEHS)

Accomplishments:

- First Lego League Team: ASEP's STEM Robotics Program was recognized for participating in the island-wide exhibition held on May 30, 2015 at the Micronesia Mall
- First Mock Trial Team participated in 2015 Unified Courts of Guam: Mock Trial: People vs. Dorothy Gayle (The Wizard of Oz) on April 30, 2015
- Adacao Elementary School teachers Mr. Ceferino Duarosan & Mrs. Tillie Blas were nominated for 2015 GDOE Teacher of the Year
- Adacao awarded Johniel Abat and Christel Valerio the President's Award of Educational Excellence & Achievement on May 29, 2015
- Adacao recognized our K-5th grade students who scored at the proficient or advanced level in writing on our weekly Writer's Window Exhibition for SY2014-2015
- Adacao recognized the students who scored at stanine 7, 8 & 9 on the SAT10 during a Student Awards Ceremony
- Hilitai of the Month: A school-wide student recognition program for students who have demonstrated outstanding or increased efforts in character. Students were recognized during a monthly assembly with a certificate and lei.
- Adacao inducted new members into the school's National Elementary Honor Society (NEHS) for SY2014-2015.



Agana Heights Elementary School

Special/Exemplary Programs: SAT 10 Awards Ceremony; Success For All (SFA) Reform Program - (Reading); Positive Behavioral Interventions and Supports (PBIS); Common Core State Standards (CCSS)

Accomplishments:

- AHES students participated in the PBS Read-athon and IRA Read-athon.
- Kindergarten and 4th grade students participated in the 16th Annual Art of Healing Art Display at the Agana Shopping Center in April 2015
- Twenty-one students from grades 1-5 participated in the Math Kangaroo Competition in March 2015
- Four 4th and 5th grade students participated in the Guam Math Olympiad in April 2015
- GATE students participated in a school-wide Science Fair in May 2015
- Various classroom/grade level presentations from outside agencies: Guardians of the Reef, Bank Pacific, Bank of Guam, Department of Agriculture, Department of Public Health
- Twenty-two 4th and 5th grade students participated in the Judiciary of Guam Mock Trial during the last week of April
- Student of the Month Program implemented this school year for students displaying the three school-wide expectations
- Two 5th grade students participated in a cultural visit to Japan through the Mimasaka University Friendship Club in conjunction with Innoshu Elementary during June 2015



Astumbo Elementary School

Special/Exemplary Programs: Island-wide Math Olympiad; International Math Kangaroo; Science Fair; First Lego League (Lego Robotics); Scripps National Spelling Bee; National Association for Women in Construction (NAWIC) Block Kids Competition

Accomplishments:

- School Beautification
- Canned Food Drive donation to Guma San Jose I & II
- Participation in Reading is Fundamental Program (RIF) Sponsored by Macy's
- 2nd place in the island-wide Science Fair competition in grades 2nd and 4th
- 3rd place in the Gerran Kaddon Pika Competition
- 1st place in all grades in the weaving competition for elementary
- 2nd place and 3rd place in local Math Kangaroo Competition in grades 1st and 4th.
- 1st place in 1st grade division in the NAWIC Block Kids Competition
- 6th place overall in the Island-wide Math Olympiad Competition
- Participation in the Coin Drive to benefit The American Cancer Society



B.P. Carbullido Elementary School

Special/Exemplary Programs: Guaranteed & Viable Curriculum; Home-School Connection Program; After-School Tutorial Program/ASPIRE; Curriculum Binder for Common Core State Standards (CCSS) Alignment in Social Studies, Health, & Science; Positive Behavior Interventions and Supports (PBIS) Program

Accomplishments:

- Fully accredited by the Western Association of Schools & Colleges (WASC) for grades Kindergarten thru 5th
- Implemented school programs such as: Special Education, English As a Second Language, Chamoru Language Program, Gifted & Talented Education (GATE) K-5, Gifted & Talented Education (GATE) Preschool, Chamoru Language, After School Program for Instructional Remediation & Enrichment (ASPIRE), Academic Tutoring, School Summer Program, STAR Reading & Math Program, & BPCES Promotes Literacy Program
- Implemented student clubs such as; The Journalism Club, The Ko'Ko' Choir, The Ko'Ko' Art Club, Student Council, Service Learning, PBIS Sing & Dance Club, and Library Aides
- School activities: Monthly Spirit Week, Sports Day, Christmas Program, PBS Read-a-thon, IRA Read-a-thon, ISLA art-a-thon, Science Fair, I-Recycle, Chamoru Program, Easter Basket Contest, Ko'Ko' Gazette Contest, Math Olympiad, & Spelling Bee
- Provided parent workshops & information avenues; Parent Portal Training, SAT 10, school website, Education Update, & Ko'Ko' Gazette
- Provided professional development days for faculty and staff
- Implemented Professional Learning Communities

C.L. Taitano Elementary School

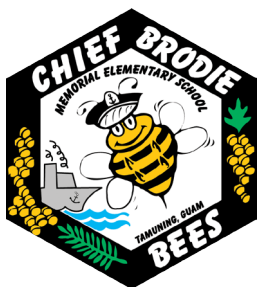


Special/Exemplary Programs: Success for All (SFA) Program; Student Behavior – The CLTES DEER (Doing Everything Expected Right) Awards; Student Attendance; Lego Robotics

Accomplishments:

- SAT 10 Awards
- Success For All (SAF) Reform Program (Reading)
- Positive Behavioral Interventions and Supports (PBIS)
- Common Core States Standards (CCSS)
- Student Behavior- The CLTES "DEER Awards" (Doing Everything Expected Right)
- Crime Stoppers Program
- Spelling Bee
- Gate Choir
- Math Olympiad
- Lego Robotics

Chief Brodie Elementary School



Special/Exemplary Programs: Buddy Bench; Make a Difference Campaign (anti-bullying, recycle project); Response to Intervention (RTI) Math; After-School Program for Instructional Remediation & Enrichment (ASPIRE); Common Formative Assessments Development

Accomplishments:

- End of the Year Awards (\$3500 raised for student trophies/medals)
- Student of the Quarter
- Disney Medley Talent Show
- Read for the Record
- ESL Book Fair
- Service Learning Partnership with JFK High School students and teachers
- School-wide Professional Learning Communities (PLCs)
- Partnership with NMCB11
- Read From the Heart
- Students wrote, illustrated and published hardcover books with Student Treasures Book Publishing

D.L. Perez Elementary School



Special/Exemplary Programs: D.L. Perez GATE Honor Choir; Saturday Scholars; Fantastic Fanihis; Gifted and Talented Education (GATE) program; Student Council (STUCO)

Accomplishments:

- Western Association of Schools and Colleges (WASC) Accreditation
- Fantastic Fanihis
- Student Council
- PBIS Read-a-Thon
- ISLA Art-a-Thon
- IRA Read-a-Thon
- Newsletters
- MES Chamoru Program
- Spelling BEE
- Science Fair
- Math Olympiad
- Red Ribbon
- Read for the Record
- Saturday Scholars



Finegayan Elementary School

Special/Exemplary Programs: Positive Behavior Interventions & Supports (PBIS); ASCD Whole Child Network of Schools; After School Program for Instructional Remediation and Enrichment (ASPIRE);

Accomplishments:

- After-School Program for Instructional Remediation and Enrichment (ASPIRE)
- National Elementary Honor Society (NEHS)
- Positive Behavior Interventions and Supports (PBIS)
- Student of the Month (SOM) - student recognition for outstanding character development
- Scripps Spelling Bee
- Math Olympiad

H.S. Truman Elementary School

Special/Exemplary Programs: Common Core State Standards (CCSS); Healthy Snacks & Fitness Fridays; Response to Intervention (RtI); Cooperative Culture (Co-Mingling of GAT & PBIS); Common Formative Assessments (CFA)

Accomplishments:

- GATE Robotics program for grades 3rd, 4th, and 5th
- Island-Wide Spelling Bee Participation
- Island-Wide Math Olympiad Competition Participation
- Isla Art-A-Thon Participation
- IRA Read-A-Thon Participation
- All Teachers implemented the Common Formative Assessments in Mathematics
- Students participated in "The King and I" GATE Productions
- Implemented the Aims Webb Assessments
- School-Wide Exercise and Healthy Program throughout the year on a weekly basis
- Participated in the Special Olympics



Inarajan Elementary School

Special/Exemplary Programs: Accreditation by the Western Association of Schools Colleges (WASC); iRecycle Program; Visual Arts Program; Chief Patrol; Chief of the Month

Accomplishments:

- Accreditation by the Western Association of Schools Colleges (2005-2017)
- New Elected PTO Officers
- Awards and Promotional Ceremonies
- Career Day
- Spirit Week
- After-School Program for Instructional Remediation and Enrichment (ASPIRE)
- iRecycle Program
- Visual Arts Program
- Canned Food Drive
- Special School Events: Trunk or Treat Parade/Christmas Program



J.M. Guerrero Elementary School



Special/Exemplary Programs: Striving Readers; After School Program for Instructional Remediation and Enrichment (ASPIRE); High School Partnership – Simon Sanchez Biology Students (Guardian of the Reef); GATE Music Grant Program: Musika Para I Mas Manhoben; WAVE Club

Accomplishments:

- Teacher of the Year (TOY) Finalist Bobbie Babauta
- 3 Teachers chosen from Juan M. Guerrero as semi-finalist for Teacher of the Year
- Promethean Board granted to Bobbie Babauta
- Awarded a 3rd mobile cart for the I- Safety
- WAVE Club
- 2015 Inacha'igen Fino Chamorro Spelling Bee 1st place island wide winner – Brana Sakate
- Tumon Bay Festival Performance – Bronze Award, 4th grade class
- Music class grant
- National Association for Women in Construction (NAWIC) Block Kids
- Lego Robotics Kit - GATE classes

J. Q. San Miguel Elementary School



Special/Exemplary Programs: Positive Behavior Interventions and Supports (PBIS); Parent Outreach Program; Reading is Fundamental Program; Easy Tech Computer Curriculum; Harvest Christian Academy Tutoring/Soccer Partnership

Accomplishments:

- Peer Mediation Club
- Bullying Prevention Program
- Reading is Fundamental (RIF), a Free Book Program
- Manaotao Agila, a Cultural Performing Group
- Girl Scouts Troop
- WAVE Club
- Parent workshops/Family Engagement Leadership Team
- Career Day
- On-going Professional Development in Curriculum and Behavior Management
- Positive Behavior Interventions and Supports (PBIS)

L.B. Johnson Elementary School



Special/Exemplary Programs: Tamuning & LBJES Vertical Teams; LBJES's Angel Recognition Program; LBJES' "Reading is the Key" Recognition Program; "GO ANGELS" Class Perfect Attendance Incentive; LBJES' "Very Important Parent" (VIP) Recognition Program

Accomplishments:

- Six Year Accreditation Status granted by WASC in June 2014
- LBJ Elementary School's Office Discipline Referrals (ODRs) decreased from 99 ODRs in School Year 2013-2014 to 19 ODRs in School Year 2014-2015, for an overall decrease of 81%, due to the strengthening of its implementation of LBJ's Angel Recognition Program

- Mrs. Michelle Masnayan (1st Grade Teacher), - 2015 Teacher of the Year Nominee
- Barbara Cayanan and Vanessa Leon Guerrero (GATE Pre-Kindergarten Teachers), featured in the 2015 Early Childhood Education (ECE) Video Presentation
- School-wide Movie Fieldtrip: “Big Hero 6”; Classes displayed projects throughout the campus regarding what they’ve learned from the movie
- Over 200 LBJ Elementary School Parents received the “Very Important Parent (VIP) Award”, for actively participating in their child’s education throughout School Year 2014-2015
- Artworks of Maya Kim (Kindergarten), Annika Lee (1st grade), and Kaydon Santos (1st grade) were selected for display at the Isla Art Gallery
- Maya Babauta (Kindergarten) - 12th Annual Dinanna Pa’a Taotao Tano’ Chamorro Dance Competition & Festival Participant
- All teachers and students provided access to Brain Pop, Jr.
- Peer Observations of teachers – All teachers engaged in peer observations

Liguan Elementary School



Special/Exemplary Programs: After-School Program for Instructional Remediation and Enrichment (ASPIRE); Positive Behavior Interventions and Supports (PBIS); Super Sihek Reader Programs; Science Fair; Program for Extended Teaching and Learning (PETAL) Summer School Program

Accomplishments:

- Participated and won categories in the annual Japan Airlines JAL Haiku poetry contest including 7 students who had their work published in the World Haiku Children’s book
- Participated and won categories in the annual ISLA Art-a-Thon
- Held school-wide Spelling Bee and participated in Island-wide Spelling Bee
- Participated and won Divisions I and II categories in Science Fair
- Participated in DPHS “Food Safety” Poster contest
- Participated in Red Ribbon Poster Contest and activities
- Held Spring Concert (Uke and Choir Club)
- Participated in PBS and IRA Read-a-Thon
- Participated in Kids Athletics 2015
- Participated in WAVE Youth Summit (WAVE Club)

M.A. Ulloa Elementary School



Special/Exemplary Programs: Carabucks; Robotics Program; Cultural Exchange Program; Spotlight and Shout Outs

Accomplishments:

- Received Initial Accreditation from the Western Association of Schools and Colleges (Accredited through June 30, 2018)
- Piloted the revised Professional Teacher Evaluation Program (PTEP)
- Implemented Live Binder for evidence portfolios
- Continued to implement Success For All (SFA) with fidelity
- Implemented common lesson planning using Marzano’s framework

- Supported community efforts (typhoon relief, Relay for Life, food drives, etc.)
- Implemented Classroom Instruction That Works (CITW)
- Continued to expand the use of technology resources in the classroom
- Continued to implement Aimsweb
- Continued to implement PLC's after school

M.U. Lujan Elementary School

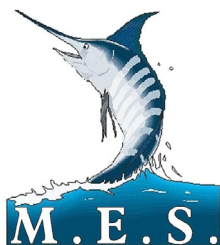


Special/Exemplary Programs: Saturday Scholars; Junior Police Cadet (JPC); Peace Path/Peer Mediation; Healthy Heart Fair; Parent Education Fair

Accomplishments:

- Full implementation of Common Core State Standards (CCSS)
- HAYA Moving Forward – Planned and hosted professional development with Haya schools
- Weekly Collaborative Learning Teams (CLTs) & Professional Learning Communities (PLCs)
- Collaborated with SPED Division on SSIP
- 100% of our faculty participated in the new PTEP

Machananao Elementary School



Special/Exemplary Programs: Professional Learning Communities (PLCs); Response to Interventions (RtI); After-School Program for Instructional Remediation and Enrichment (ASPIRE); Positive Behavioral Interventions and Supports (PBIS); Families and School Together (FAST)

Accomplishments:

- Positive Behavioral Interventions and Supports (PBIS)
- Families and Schools Together (FAST)
- Monthly Virtues “Marvelous Marlins” – Character Education
- National Elementary Honor Society (NEHS)
- Science Fair
- Professional Development (AIMSWeb, CITW, Guaranteed & Viable Curriculum, Balanced Leadership, STEM, Marzano Formative Assessment, Standard Based Grading/Proficiency Scales, SIOP, etc.)
- After-School Program for Instructional Remediation and Enrichment (ASPIRE)
- SMART Goals
- School Improvement Plan

M. A. Sablan Elementary School



Special/Exemplary Programs: STAR of the Month; Rising Stars; Positive Behavioral & Intervention Supports; Striving Readers Program

Accomplishments:

- Participated in the Jump Rope for Heart which is part of the American Heart Association. Our school raised \$1,269.54 that would help benefit research or individuals suffering from Heart Disease, stroke, etc.
- Formed a Cheer Squad for SY 2014-2015 under the supervision of: teachers Maria

Arevalo, Marlene Baletto, and Stephane Lujan; teacher assistant, Coleen Agustin; and alumni volunteer, Gayle Arevalo (choreographer). They performed during many school events throughout the year.

- Held our 1st Relay Recess on June 3, 2015 as part of the Relay for Life event. During the days leading up to the event, students learned about various cancers and prevention. The students, faculty, and staff raised \$1130.32 and presented the check to American Cancer Society followed by the Pinwheel Parade to remember those who have passed away from cancer and in support of those who are fighting cancer. Afterwards, students participated in various physical activities.
- Received a high rating in the accountability of fixed assets and was commended for the efforts for the 2nd year in a row.
- Students and teachers collected recycled items for the island wide school I-Recycle program.

Merizo Elementary School

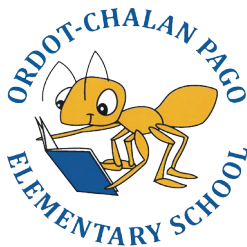


Special/Exemplary Programs: SAT 10 Superstars; Child Study Team; Tutoring; Youth Crime Watch; Japanese sister School Cultural Exchange

Accomplishments:

- Implementation of Common Core State Standards
- Monthly Professional Development
- Collaborative Learning Team (CLT) Implementation
- Christmas and Chamorro Programs
- American Cancer Society Relay Recess
- Academic Intervention Programs
- Positive Behavior Interventions and Supports (PBIS)
- Gang Resistance Education and Training Program
- 1st place, Island-wide Chamorro Art Competition (3rd-5th)
- 3rd place, Island-wide Weaving Competition (K-1st grade)
- 3rd place, Island-wide Weaving Competition (2nd-3rd grade)
- 2nd place, Island-wide Kadon Pika Competition
- 2nd place, Island-wide Science Fair

Ordot Chalan Pago Elementary School



Special/Exemplary Programs: Success for All Attendance Solutions Network; Success for All Program for Reading, Language, Math; Parent Teacher Organization

Accomplishments:

- OCPES Granted WASC Initial Accreditation
- Home of the Ants SAT10 Awards
- Geran Kaddon Pika 1st Place winners for Elementary Division- Silebrasion Gupot Chamoru 2015
- Geran Kaddon Pika People's Choice Award - Silebrasion Gupot Chamoru 2015
- Rianna Duenas, 3rd grade - Math Kangaroo Competition, Ranked 2nd overall in Guam; Ranked 40th Nationwide
- Kylee Duenas, 4th grade - Math Kangaroo Competition, Ranked 2nd overall in Guam; Ranked 33rd Nationwide

- Mykaila Charfauros, 5th grade - won Island-wide Haiku Competition, Haiku poem printed in the Haiku By World Children Vol. 13 sponsored by JAL Foundation
- Professional Learning Communities (PLCs)
- Teachers' Submission of Daily Lesson Plans

P.C. Lujan Elementary School

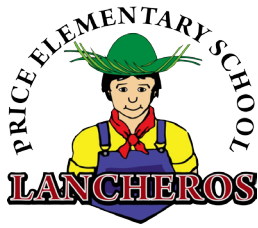


Special/Exemplary Programs: Gang Resistance Education and Training (GREAT); After-School Program for Instructional Remediation and Enrichment (ASPIRE); Kid Watching; Kids for the Cure

Accomplishments:

- WASC granted PC Lujan Elementary School a six-year accreditation term. PC Lujan earned high marks and positive comments in our efforts to be a school with great potential for student learning. The School Improvement Plan (SIP) guided the school's direction toward meeting the critical areas of follow-up and processes. Leadership meetings identified the action steps in the SIP that were the goals for the Focus Groups to accomplish student achievement support.
- WASC noted that PCLES is the most impressive inclusive school community for hosting the SPED Regional Programs: Emotionally Disturbed (ED), Deaf and Hard of Hearing (DHH), and Pre-School Special Education. Students learn sign language and use it during performances as part of DHH program inclusion efforts.
- As a result of the Positive Behavior Interventions and Supports (PBIS) strategies, PC Lujan experienced 0% suspension rate, and a decrease of 24% of student referrals from SY 2012-2013 to 2013-2014, majority of which was recorded in the physical aggression category. Our PBIS program gained high remarks from the WASC visiting team based on the collaborative efforts of our faculty and staff in ensuring our school has a safe and positive environment for our students. The PBIS Satellite Store, PBIS Game Room, and Good News Referrals, are major strengths in the WASC accreditation report for effective implementation of PBIS program.
- For the SBA District Wide Assessment -P.C. Lujan primary students are placing either at or above the district average percentile in various subject areas. First Grade students surpassed the district percentile average in ALL subject areas. PCLES was also the 3rd top school in Science for First Grade.
- For the ACT District Wide Assessment -P.C. Lujan intermediate students are placing either at or above the district average percentile in various subject areas.
- For the ACT District Wide Assessment – P.C. Lujan place first in Math for Third and second in English for Fourth Grade students among the other elementary schools. They surpassed the district percentile average.
- PC Lujan students received GATE Art Awards for participating in an art show and creating a mural for the Superintendent.
- PC Lujan 3rd – 5th grade students participated in Kids for Cure focusing on physical fitness and healthy lifestyles.
- PCLES staff received CPR training, making our school environment one of the safest campuses on island.
- PCLES was able to fully implement Math and Reading's Response to Intervention for all grade levels.

H.B. Price Elementary School



Special/Exemplary Programs: Science, Technology, Engineering, Math (STEM); After School Program for Instructional Remediation and Enrichment (ASPIRE); Kids for the Cure; Big Brother Big Sister

Accomplishments:

- Revised school mission after 20 years
- Developed student learning outcomes
- Began the accreditation work
- Students participated in Math Olympiad
- Students participated in Howard Scripps Spelling Bee
- Students participated in National Geographic Society's Geography Bee
- Students participated in Math Kangaroo
- Ukelele Club performed for various school events
- Students participated in Guam Council of IRA annual fundraiser
- Students were trained and implemented strategies learned from Inafa'maolek

Talofof Elementary School



Special/Exemplary Programs: Mock Trial; Math Olympiad; Science, Technology, Engineering, Math (STEM); National Association for Women in Construction (NAWIC); Gardening Project

Accomplishments:

- Success For All (SFA) - 5th year implementation
- Island-wide Spelling Bee
- Library
- Chamorro Program
- After-School Program for Instructional Remediation and Enrichment (ASPIRE)
- Solutions Network

Tamuning Elementary School



Special/Exemplary Programs: Balanced Leadership Approach; "Making A Splash" Student Recognition Program; "Be A Super Example Student" (BASES) Program; 5th Grade High-Five Project; Tamuning & LBJ Elementary Schools' Vertical Teams

Accomplishments:

- Went through its third full self-study during SY2014-2015 and was granted a six year accreditation status with a one day mid-term visit.
- Office Discipline Referrals (ODRs) decreased from 170 ODRs in SY2013-2014 to 19 ODRs in SY 2014-2015, for an overall decrease of 89%, due to the strengthening of its implementation of PBIS "Making A Splash"
- Had the highest percentage of students per capita participate in the Isla-Art-A-Thon

- Parent Teacher Organization (PTO) Sponsored School Halloween and Spring Carnivals
- Top “Race Bib” Sales Award for GDOE’s “Be Healthy, Be Smart” 5K/2K Run-Walk
- One hundred two (102) 2nd through 5th grade students participated in the 15th Annual Art of Healing’s Making Friends Poster Contest displayed at the Agana Shopping Center
- School-wide Movie Fieldtrip: “Big Hero 6”; Classes displayed projects throughout the campus regarding what they’ve learned from the movie
- Elijah Santos, 5th grade, Spelling Bee School Representative - Elijah went all the way through the 8th Round and was the last elementary student eliminated; Stefan Azucena, 2nd grade, Spelling Bee Alternate
- Mrs. Kathleen Aguon (4th grade teacher), and Mrs. Carol Calma (5th grade teacher), - 2015 Teacher of the Year Nominees
- 12th Annual Dinanna Pa’a Taotao Tano’ Chamorro Dance Competition & Festival Participant

Upi Elementary School



Special/Exemplary Programs: Positive Behavior Interventions and Supports (PBIS); Health Fair; Piloted McREL’s Parent Toolkit

Accomplishments:

- Upi Choir placed 2nd in the Chamber of Commerce Festival
- Guam Alliance for Family & Community Engagement at Family Engagement, Parent panel discussion at Liguán Elementary on May 7, 2015
- Monthly Fitness & School Pride Day
- All school stakeholders (Student, Teachers, Staff) are engaged in physical fitness activities, to promote health and wellness school pride
- Totot’s Gift Giving to the students
- Kido Santiago, 3rd grade student - was the overall PBS Big Bird Read-A-Thon winner
- Nathan Peter – 2nd place winner overall for the island-wide poster contest for Chamorro Month

Wettengel Elementary School



Special/Exemplary Programs: After-School Program for Instructional Remediation and Enrichment (ASPIRE); Rainbows for Children; Caranadu Summer School Program – MAUES & WES; Peer Mediation Program; School Climate Cadre

Accomplishments:

- Chamorro Spelling Bee Competition – led by Sinot Gabriel Cruz, two students from WES place.
- in the annual Chamorro Spelling Bee: 1st place Michael Villeza, 2nd grade; 2nd place Natruelle Flores, 5th grade
- Career Day was held on May 21, 2015 and provided an opportunity for the island community to be partners in education
- Teacher cadre teams were established to address curriculum, instruction & assessments issues that have an effect on classroom instruction and student learning.

- On-going professional development were provided to teachers and staff
- A variety of workshops were provided to parents at the end of the school day while they waited for their children -- workshops such as How to Read the Office Discipline Referral Forms, How to Use Technology (PowerSchool) to view grades and navigate through the DOE Website, Review SWIS Data on Student Behavior Concerns, and How to Prevent Truancy. Presentations were made by the School Guidance Counselor, School Attendance Officer and Administration. Refreshments and door prizes were given to parents who attended the workshops.
- WES GATE Honor Choir performed at The GATE Choir Festival on May 26, 2015 that was held at Upi Elementary School in Yigo. The festival was coordinated by Marc Laplante, GATE Choir Director, and hosted several DOE GATE Honor Choir Groups. The event culminated songs that were performed by the students throughout the school year.
- WES held a Family Health Fair that was coordinated by the School Health Counselor, Alma Rabena. The goal of the fair was to provide community awareness on services that are available to families.
- Jump Rope for Heart Event was held for the fourth year. Students learned how to take care of their hearts by staying healthy through exercise, eating healthy and living tobacco free.
- WES Parent-Teacher Organization (PTO) Officers – Melanie Escobar, Ellie Sandlin, Catherine Flores, Buzz Escobar, Margaret Ranoco, and Janet McDermott provided exemplary support in numerous events that occurred during the school year. Throughout their partnership in addressing the school's goals, they advocated for teacher and student participation in their monthly meetings through fundraising opportunities to help fund field trips or purchase needed classroom supplies.
- Five teachers were selected to lead teachers in piloting the development of formative assessments and standards-based assessments. The selected teachers presented at a variety of Professional Development Trainings, as well as Professional Learning Community Meetings, to assist teachers in formulating pre & post assessments. In the weekly and monthly trainings, teachers were also trained in instructional practices and curriculum matters that supported student achievement.

B. MIDDLE SCHOOL

Agueda I. Johnston Middle School



Special/Exemplary Programs: Tutorial Programs; School Climate Cadre (SCC); Kulu Natibu; Mock Trial/Journalism Class; Interscholastic Program Participation

Accomplishments:

- Completed the school's annual Parent/Youth Town Hall meeting for our ESL students and families.
- 4th Annual School Readiness Partnership with Guam Fire Department (GFD) and Ordot-Chalan Pago Mayor's Office
- Completed the Annual Script Howard Spelling Bee, placing 11th place
- Participated in various community outreach programs through the collection of monetary, canned goods, household and clothing goods for students and families in need within our community
- Successful Red Ribbon Week: Drug Awareness and Anti-Bullying Awareness Participation
- Completed the Project Isla-ta program for both Girls and Boys

- Completed 2 successful Cultural Exchange programs with two tour companies. hosted approximately 700 students from different areas of Japan.

Astumbo Middle School



Special/Exemplary Programs: National Junior Honor Society (NJHS); Positive Behavior Interventions and Support (PBIS) & Positive Action Character Education Curriculum; Celebrate Learning Awards – Excellent Citizen, Honor Roll, Student of the Month, Caught Doing Good Ticket, Dragons of the Month, Homeroom of the Month; Parent-Family-Community Outreach Program, English as a Second Language (ESL) Program; Special Education (SpEd) services; Cultural Dance After-school Program; Student Body Association (SBA)

Accomplishments:

- Career Day
- AMS 8th grader Jule Paragas won 2nd place island-wide for the 2014 Lion's Club Peace Poster Contest
- Sports: Girls' Volley Ball A Team awarded 2nd place, Girls' Volleyball B Team awarded 3rd place, Girl's Volley Ball A Team awarded 2nd place in the All-Island Volleyball Competition, AMS Cross Country Team awarded 2nd place overall (5 of the Top 10 Runners were AMS Runners), Boys' Soccer Team awarded 3rd place, Girls' Basketball A Team awarded 2nd place, Girls' and Boys' Rugby awarded 2nd place
- AMS awarded Ticket To Ride Grant by the National Park Service for SY2014-15
- 100% Compliance in Special Education
- Student participation at Fine Arts Festival (e.g. Cultural Dance and Art), Special Olympics, Spelling Bee, and Academic Challenge Bowl
- Student artwork displayed at I Famagu'onta and Icareguam's 15th Annual Art of Healing Exhibit
- Cultural Student Exchange with students from JRMS and OMS

F.B. Leon Guerrero Middle School



Special/Exemplary Programs: Robotics Class; Positive Behavior Interventions and Supports (PBIS); Fine Arts Program; 4H Club; Japanese Student Exchange

Accomplishments:

- FBLG Middle School students received 1st place and 2nd place in the eCybermission Competition sponsored by U.S. Army Educational Outreach.
- Completion of the Hawks Heritage Project, school-wide project lead by the Student Body Association for school improvement of cafeteria restrooms; ribbon cutting ceremony took place on January 30, 2015.
- FBLG Middle School placed 8th in the IT&E Yellow Pages phone book contest.
- 3rd place winner for the Guam America Essay Contest
- Showcased student talents in Art, Music, and Chamorro demonstrations
- Two teachers were semi-finalists in the Guam Teacher of the Year Program with one awarded Middle School Teacher of the Year
- Angelica Blas, Librarian awarded \$500.00 grant from IRA
- Interscholastic sports winners

- School sponsored activities to promote Healthy Hearts
- The SBA completed another Hawks Heritage Project by providing cooling fans and picnic tables for the school

Inarajan Middle School

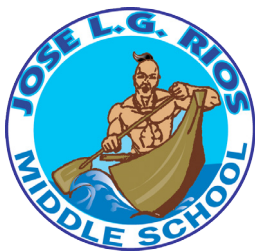


Special/Exemplary Programs: Robotics; Mini-Courses

Accomplishments:

- Completed Curriculum Consensus Maps
- Teachers participated in high quality district trainings to improving school capacity for improved teacher quality
- Teachers began a school-wide professional development via 21st century technology. All teachers were trained to utilize Edviation as a personalized extension to improve teacher quality
- Re-introduced exploratory courses for all students to experience supplementary career opportunities
- Focus school action plan to reflect deliberate alignment with the district's State Strategic Plan
- Teachers developed a school-wide SMART Goal to focus all improvement activities
- Began inclusion process for Special Education (SpEd) students to succeed in the same learning environment as their non-disabled peers
- Participated in a student exchange program with counterparts from Japan
- Implemented Peer Mediation program for students to assist in mitigating conflicts and developing viable solutions

Jose Rios Middle School



Special/Exemplary Programs: In-Step; Student-Led Conferences; National Association of State Board of Education (NASBE) Grant Stipend; Robotics; Chamorro Month Spring Program

Accomplishments:

- In-Step Program with Invitation to Participate in 2015 PEC Conference in Majuro
- Student-led Conferences/Portfolios
- Marianas Yacht Club Donations
- National Association of State Boards of Education (NASBE) Grant Stipend
- Robotics
- Chamorro Month Spring Concert
- Beneficiaries for Ticket to Ride Grant
- Island-wide Soccer Champions (Boys)
- Teacher of the Year Finalist- Mrs. Dee Ann Norberg



L.P. Untalan Middle School

Special/Exemplary Programs: Science, Technology, Engineering, and Mathematics (STEM); Advance Math; Striving Readers Program; Professional Development

Accomplishments:

- Striving Readers Training
- Marzano Assessment Training
- Science, Technology, Engineering, and Math (STEM) Training
- Pre-Advanced Placement (AP) Training
- Middle School Professional Development Collaboration
- Search and Seizure Training
- Fire Watch Training
- SAFE Training

Oceanview Middle School

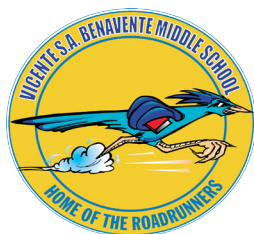


Special/Exemplary Programs: Positive Behavior Interventions and Supports (PBIS); Johns Hopkins Talent Development Program; Advisor-Advisee Program; Pre-Advanced Placement (Pre-AP) Program

Accomplishments:

- Open House
- Parent-Teacher Conference
- Winter Concert
- Oceanview Middle School Idol
- 1st Semester Awards Ceremony
- Special Olympics
- Gupot Chamorro
- Spring Concert
- International Marketing Trip to Thailand
- Close-Up Program Trip

V.B. Benavente Middle School



Special/Exemplary Programs: Learning School Alliance Alumni member; Positive Behavior Interventions and Supports (PBIS); Personalization and Inter-disciplinary teams

Accomplishments:

- VBMS can ensure there is a guaranteed and viable curriculum
- All grade level content teams have developed Common Formative Assessments with great success
- Several teams have piloted Pyramid of Interventions with mixed success
- The majority of walkthroughs (over 80%) indicate higher levels of Blooms taxonomy targeted in the classroom
- Most interdisciplinary teams had a decline in their referrals, some by over 50%
- School culture, as measured in the Standards Assessment Inventory, showed an increase in the following standards: Leadership, Resources, Data, Learning Design, Outcomes, and Implementation

C. HIGH SCHOOL

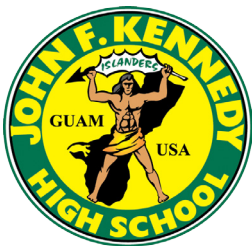


George Washington High School

Special/Exemplary Programs: Achieve 3000; Eskuelan Puengi and Tiempon Somnak; Outstanding Service Learning Projects; Stem Garden; Positive Behavior Interventions and Supports (PBIS)

Accomplishments:

- Payless Bag Your School Winner - \$5,000.00
- Chamorro Poetry Recitation 1st place winner: Maria Bansil
- Achieve 3000 Pilot Implementation
- Achieve 3000 National Winner for Most Activities and High Score: Amanda Dedicatoria
- 1st place Gold Medalist in Wrestling: Justin Pangelinan
- Peace Wave March
- JORTC 1st place Regulation, Exhibition, Sweepstakes Armed Drill Team Gecko Day
- JORTC place Marksmanship Team
- DECA Competition 1st place winner: Hanna Mendiola
- Isla Art-a-Thon Participants: Madeleine Blechel, Destiny Estrellado, Ahnika Ililau



John F. Kennedy High School

Special/Exemplary Programs: Literacy Project; Robotics; Air Force JROTC; National Career Readiness Certificates

Accomplishments:

- FKHS were IIAAG Champions in eight sports: Girls' cross country team- champions three years in a row; Boys' soccer; Boys' basketball; Girls' softball; Boys' paddling; Mixed paddling; and Girls' track and field – three years in a row
- Nine graduates of the Class of 2015 received the University of Guam Merit Scholarship
- JFKHS iRecycle Club received \$1,000 from ITE for the phonebook roundup project
- JFKHS Open House was held on Sept. 26, 2014
- Close-up Club from JFK garnered the highest number of slots to travel to Washington, D.C.
- The Third Annual Islander Pride Day was held on April 18, 2015 at the Micronesia Mall center court
- The JFKHS Class of 2015 produced 442 graduates!
- The Division of Special Education recognized JFKHS for compliance in conducting IEPs on time
- JFKHS had the most number of students participate in the Brief Tobacco Intervention (BTI) program
- JFKHS held its school-wide Gupot Chamorro festivities in March 27, 2015

Okkodo High School



Special/Exemplary Programs: Marketing- DECA International Career Development Conference in Orlando, Florida, April 25-28, 2015 (Okkodo High GCC Marketing Career Technical Education program DECA members were sent to Orlando, Florida to attend and compete); Lodging and Management Program. April 22-27, 2015 (OHS LMP/TAG students were sent to Orlando, Florida to compete in International Lodging Management Program Competition)

Accomplishments:

- Tourism Academy
- Freshman Academy
- OHS Electives Fair
- Special Olympics
- Work Keys- Key Train
- Mes Chamoru
- Upward Bound
- School to Work Program

Simon Sanchez High School



Special/Exemplary Programs: English 12/Legacy; GCC Vocational Programs - ProStart (Culinary Arts) and Lodging and Management Program (LMP); Junior Reserve Officers Training Corps; Robotics; Performing Arts

Accomplishments:

- JROTC Guam Islandwide Champions – Unarmed Drill Team, Armed Color Guard
- Macy's Grant Recipients - \$13,000 to Mr. Ryan Napalan (SSHS Robotics)
- Island-wide Mock Trial Competition – 3rd place
- Island-wide Pro-Start Competition Champions
- National Pro-Start Competition – 5th place National Restaurant Association, April 2015
- IIAAG Sports Awards: Boys' and Girls' Wrestling Champions, Girls Softball- 3rd place, Girls' Soccer Champions
- DECA Competition Winners: a. Marika Tanoue – 1st place Retail Merchandizi b. Kamerin Cruz – 2nd place Business Services c. Jeannie Nguyen – 2nd place Apparel Accessories d. Ebb Toves – 3rd place Food Marketing e. Kristel Quinto – 3rd place Apparel Accessories
- Multiple awards at the JROTC Golden Bear National Drill Competition in Carson, CA
- JROTC Golden Bear National Drill Competition – 1st place Overall (Multi-School Unit Guam)
- Tumon Bay Music Festival: Gold Medal (La Voce, Percussion Ensemble) and Silver Medal (Freshman/Sophomore Band, Jazz Band)

Southern High School



Special/Exemplary Programs: John Hopkins Talented Development (9th Grade Academy); Interscholastic Program; Safe School Ambassadors Program; Key Train Program and WorkKeys Assessment; Guam Community College Courses; JROTC Program

Accomplishments:

- Our Fine Arts have excelled: students winning Art Work Competitions, 7 awards for their leading roles in GATE, our Band and Cultural Performing Arts students have gone from Guam to the Saipan, Palau and to Europe for cultural exchange arts and performance. The Cultural Performing Arts directed by Vince Reyes hosted SHS's first "Southern's Got Talent" Show for Anti-Bullying Initiative, having students focus on positive activities by highlighting student talents. In addition, SHS was active out in the community. The Band Class directed by Lawrence Franquez hosted a Drum Clinic for free at SHS, and performed at numerous special events around the island
- Southern High won 2nd place for the 1st time in ProStart Team
- DECA Marketing competition 2nd place
- The 2015 Graduating Class introduced the Anti-Violence Wave, 5K and Concert. In addition, SHS hosted a benefit concert for local charities and non-profit agencies donating over \$4,000 and over 100 garden bags of cloths
- Southern High competed in the 2014 Mag Pro Awards. Mrs. Rose Castro, Business Teacher and Mr. Vince Reyes, Cultural Dance Teacher brought the 2014 Mag Pro award to our Dolphin Home. In addition, Mr. Vince Reyes took 2014 Mag Pro Teacher of Year
- UOG Charter Day winners: Jared Barcinas, 1st place for Oratorical; and Ariana Sayama, 2nd place for Poem
- Bonita Dydasco – Congressional Nomination to the Air Force Academy and West Point
- Damian Quintanilla – was accepted to attend the NIDDK Summer Internship
- Jenna Taitague and Jovan Chiguina – received the CORE TECH Scholarship of \$2,500.00
- Striving Readers Literacy Technology
- Offered Advance Placement Math and 12 Honors Courses (English, Science, Social Studies, Japanese, and Math)

Tiyan High School



Special/Exemplary Programs: Key Train Program; School to Work Program; Automotive Service Program; Armed Services Vocational Aptitude Battery (ASVAB)

Accomplishments:

- National Career Readiness Certificate (WorkKeys): 43 out of 59 who took the test received certificates with the following levels: Gold-1, Silver-24 and Bronze-18
- Winner of Senior Class Lip Dub (Small School Category)
- 2nd place Girls Wrestling
- 2nd place Chamorro Oral Language Competition
- Established School Identity: Colors, Mission, Mascot, Uniform, SLOs and Behavior Expectations

ACKNOWLEDGMENTS:

The SY 2014-2015 Annual State of Public Education Report (“ASPER”) and the School Performance Report Cards were developed and produced by the Guam Department of Education Research, Planning and Evaluation Division in collaboration with the various Divisions that provided key information for the preparation of this report.

ASPER Project Lead:	Dr. Zenaida Napa Natividad, Administrator, Research, Planning & Evaluation Chairperson, District Data Team
SPRC Project Lead:	Ana O. Aguon, PCIV, Research, Planning & Evaluation
ASPER & SPRC Design:	Mariam Kristina Alam Graphic Artist Tech III, Chamorro Studies and Special Projects Division
ASPER & SPRC Data:	Alice F. Bonto, FSAIS Division Tish Sahagon, FSAIS Division Margaret Artero, Financial Affairs Division Dolores Faisao, Personnel Services Division Terese Crisostomo, Special Education Division John Quinata, Education Support and Learning Josh Blas, Curriculum and Instruction Division Michelle Camacho, Curriculum and Instruction Division Vera dela Cruz, Curriculum and Instruction Division Kelly Escuadra, Curriculum and Instruction Division Anthony Sean Monforte, Student Services Support Division Emily Salas, Student Services Support Division Ann Manibusan, Student Services Support Division Christie Chargualaf, Office of the Deputy Superintendent Maria Roberto, Office of the Superintendent
Special acknowledgment to:	Christopher Anderson Deputy Superintendent, Assessment and Accountability (Acting) Joseph L.M. Sanchez Deputy Superintendent, Curriculum and Instructional Improvement Erika F. Cruz Deputy Superintendent, Education Support and Community Learning Taling Taitano Deputy Superintendent, Financial and Administrative Services Rufina Mendiola Administrator, Chamorro Studies and Special Projects Division (Acting)

The following GDOE administrators and staff are members of the District Data Team organized by the Superintendent of Education. The named individuals confer and collaborate throughout the year in identifying data and information that are useful and relevant for decision-making, policy, and practice and in improving the quality of data in the Department’s student information system.



**DEPARTMENT OF EDUCATION
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JON J. P. FERNANDEZ
Superintendent of Education

March 5, 2015

MEMORANDUM

TO: All Division Heads and Principals
FROM: Superintendent of Education
SUBJECT: **District Data Team**

As the Department embarks on initiatives such as the Common Core State Standards, the State Strategic Plan, the Comprehensive Student Assessment System, and in progress, the districtwide accreditation, a significant amount of data, in addition to grant-required and legally mandated reporting requirements, need to be collected to inform key stakeholders. These are exciting times for the Department to ask questions such as “*What are the needs?*”, or “*What data support this decision?*”, or “*Did we make a difference?*” and to collect data scientifically and systematically to answer such questions.

In light of these new programs and at the initiative of the RP&E Administrator, I hereby organize the District Data Team that will have the following specific tasks:

1. Review the district’s major data needs in light of the State Strategic Plan, the Comprehensive Student Assessment System, the Common Core State Standards implementation, the district accreditation and all legally mandated reporting requirements with the goal of identifying common data elements that can be collected and monitored regularly for quality and can be used for a variety of programs;
2. Review the Department’s major data collection activities and capabilities with the goal of rationalizing and streamlining these activities to reduce the data burden while meeting the data needs of the district, schools, and units;
3. Recommend revisions to the ASPER and SPRC with the goal of turning these documents into usable and user-friendly reports that meet the requirements of the law while also serving the needs for data-driven decisions;
4. Promote the establishment of a culture of inquiry and quality data use not only at the district and school level but more importantly at the classroom level, by teachers and by students to monitor student learning through line graphs, charts, and other data display devices. Research has shown that student progress monitoring improves instruction and learning (ASCD) as students watch “the line go up”.

Appointment of District Data Team
Page 2 of 2

5. Provide training and professional development to support district departments, principals, school data teams, and classroom teachers to use data;
6. Monitor the school-level use of data, the use of the revised SPRC, as well as the school-level action plans to identify trends and patterns and continue to provide guidance and improvement;
7. Draft a Board Policy/Policies on establishing a culture of inquiry and quality data use at the district and school levels

To accomplish the above-listed tasks, I am appointing the following to the District Data Team:

Team Leader and Data Framework Developer:

Dr. Zenaida Napa Natividad, RP&E Administrator

Team Members (alphabetical order)

1. Chris Anderson, SSSD Administrator
2. Erika Cruz, Deputy Superintendent ESCL
3. Freda Arie, Tiyon High School Assistant Principal
4. Therese Crisostomo, Special Education Division Data Manager
5. Dexter Fullo, Benavente Middle School Principal
6. Agnes Guerrero, Carbullido Elementary School Principal
7. Rebecca Perez, Ordof Chalan Pago Elementary School Principal
8. Jim Reyes, Untalan Middle School Principal
9. Eloise Sanchez, Deputy Superintendent C&I
10. Kelly Sukola – Simon Sanchez High School Assistant Principal

Team Technical Support (alphabetical order)

1. Ana Aguon, RP&E PCIV
2. Joshua Blas, C&I PVIV
3. Alice Bonto, FSAIS Computer Systems Analyst
4. Jacquelyn Mesa, Budget Section Management Analyst IV
5. Louticia Sahagon, FSAIS Computer Systems Analyst

Dr. Natividad and the above-listed individuals may contact you or your office regarding pertinent data or information to accomplish the tasks. Please give them your utmost cooperation and support as I seek to rationalize, streamline, and collect more meaningful and useful data.

Si Yu'os Ma'ase!



JON J.P. FERNANDEZ

cc: All Deputy Superintendents
All staff appointed to the District Data Team