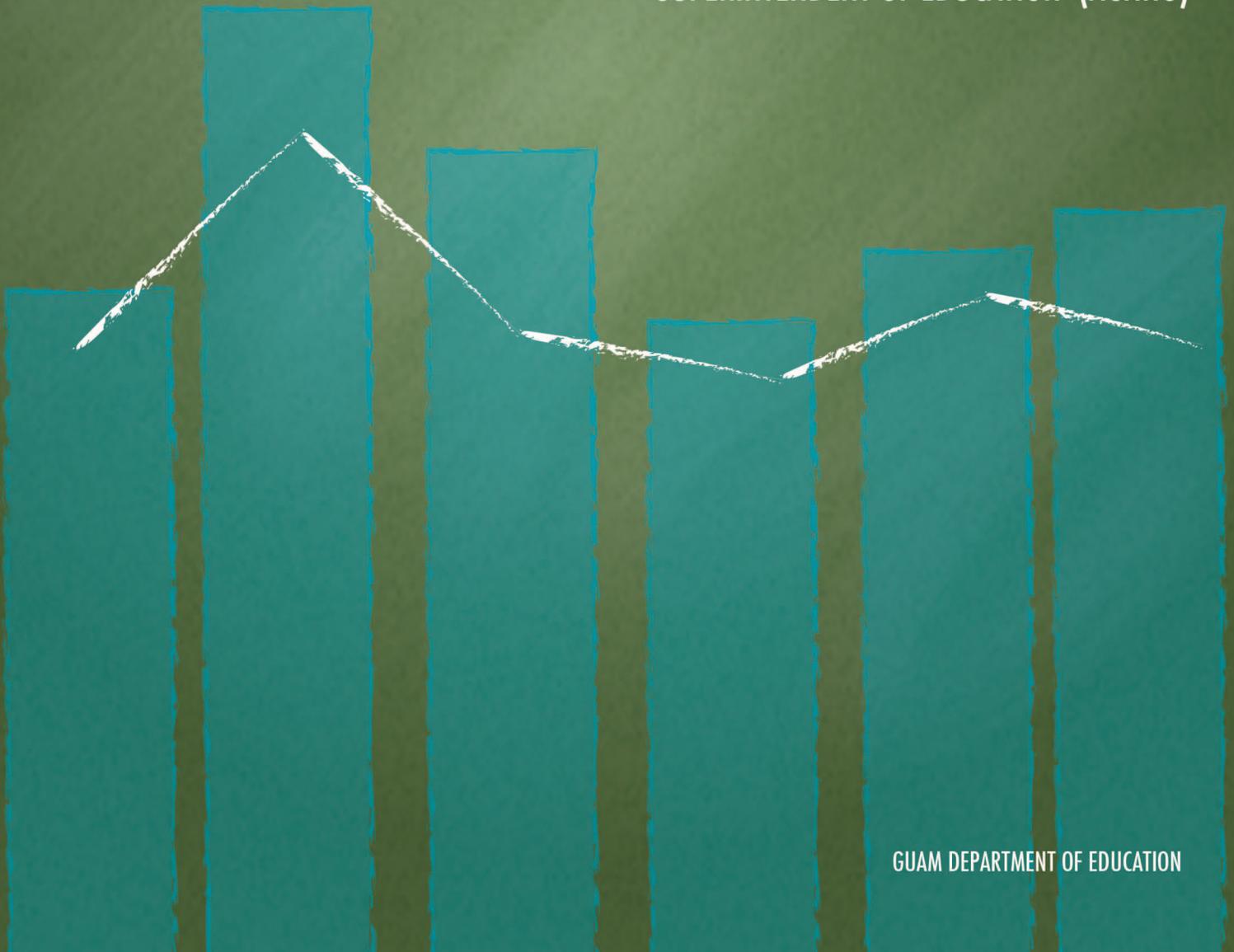


RESPECTFUL. RESPONSIBLE. READY FOR LIFE.



RIPOTTEN SÁKKAN I ESTÁO IDUKASION PUBBLEKO
**ANNUAL STATE OF
PUBLIC EDUCATION REPORT**
SY 2015 - 2016

JOSEPH L.M. SANCHEZ
SUPERINTENDENT OF EDUCATION (ACTING)



GUAM DEPARTMENT OF EDUCATION

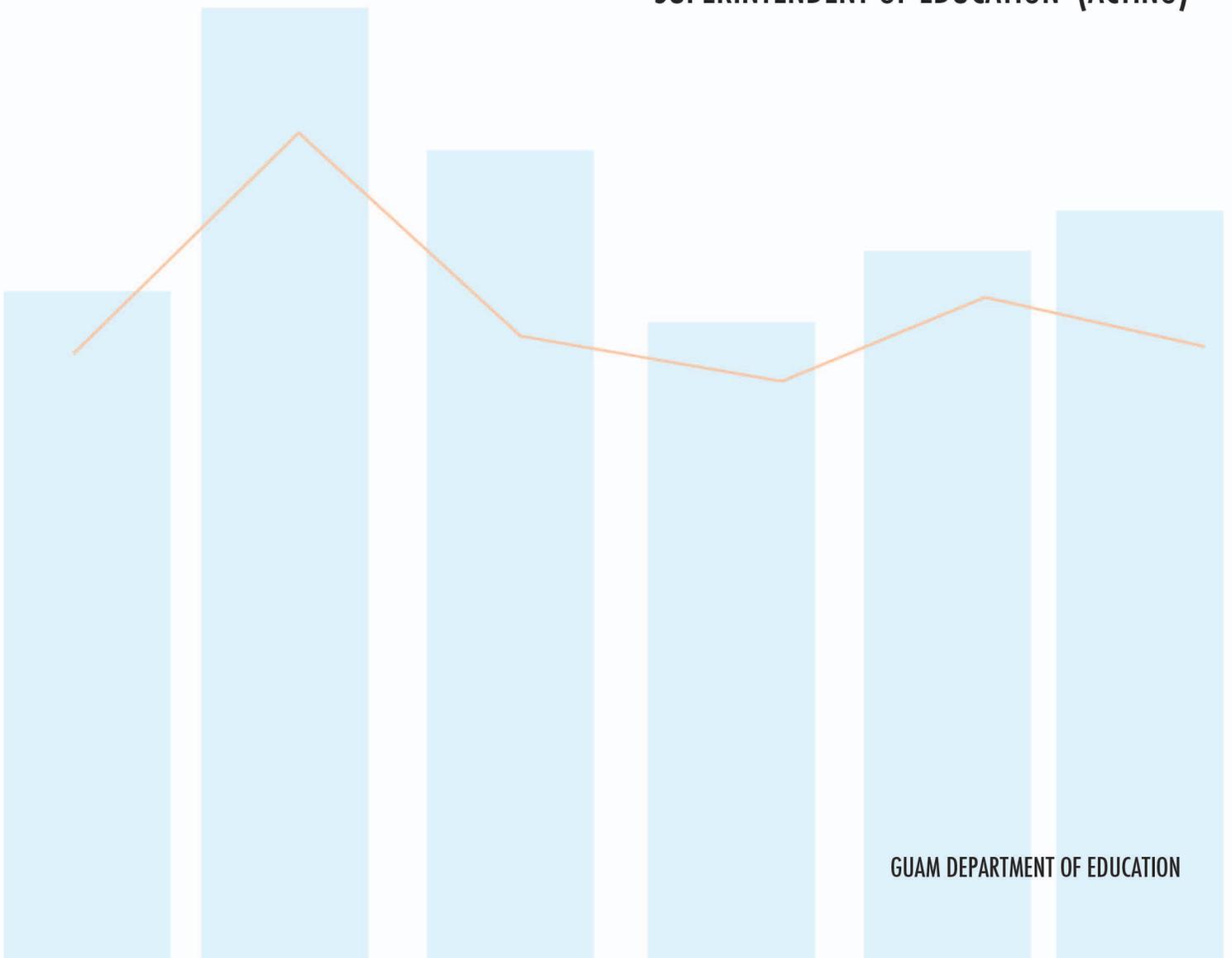
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SY 2015-2016

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Jon J. P. Fernandez
DOE Superintendent



Message from the **SUPERINTENDENT**

Hafa adai!

The Department is moving forward with exciting positive improvements in student achievement and outcomes. First, the students performed significantly better overall in the districtwide summative year-end assessment (ACT Aspire). The percent of students performing at the 'READY' level, meaning students are ready to tackle the more rigorous standards of the next higher grade, increased in SY15-16 compared to the percent at this level in SY14-15. Second, the annual graduation rate increased from 76% to 79% while the dropout rate decreased from 4.7% to 2.8% during the last two schoolyears. We believe that these outcomes are a positive sign that our public school students do have the capability when the curriculum, instruction, assessment, and intervention are aligned with each other.

With the implementation of the Common Core of State Standards at the beginning of the school year and the administration of the districtwide summative standards-based assessments, plus numerous continuing professional development of our teaching force, the fruit of our labor are coming forth as indicated by the metrics that measure student achievement.

The diligence of management and teaching staff and with the keen guidance of the Guam Education Board, the Department is posed to ensure that our public school students have the skills and knowledge, and are ready for college or career when they graduate in high school.

JOSEPH L. M. SANCHEZ

Superintendent of Education, Acting

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Annual State of Public Education Report **SY15-16**

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***T**he 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

ENROLLMENT

Student Demographic Information

During School Year (“SY”) 2015-2016, there were forty-one (41) public schools that provided educational services for 30,307 students. Further breakdown by levels showed twenty-six (26) elementary schools totaling 13,576 students in Grades K-5 and 514 students in Head Start, eight (8) middle schools totaling 6,675 students in Grades 6-8 and six (6) high schools totaling 10,017 students in Grades 9-12 and one Alternative School.

Table 1. represents the student enrollment comparison between School Years (“SY”) 2014-2015 and 2015-2016. Over the last two school years, the student population decreased by 323. Within grade levels, there were noticeable variances in enrollment, with increases in Grades 2, 3, 6, 9 and 12 while all the other grades showed decreases in enrollment.

Table 1.
DOE Comparative Student Enrollment Distribution by Grade
for SY 14-15 & SY15-16

	SY 14-15	SY 15-16	COMPARATIVE DIFFERENCE
Head Start	524	514	-10
Pre-School	0	0	0
Kindergarten	2,082	2,055	-27
Grade 1	2,424	2,272	-152
Grade 2	2,370	2,378	8
Grade 3	2,326	2,350	24
Grade 4	2,282	2,261	-21
Grade 5	2,348	2,260	-88
Grade 6	2,215	2,252	37
Grade 7	2,215	2,185	-30
Grade 8	2,292	2,238	-54
Grade 9	3,058	3,309	251
Grade 10	2,984	2,690	-294
Grade 11	2,369	2,350	-19
Grade 12	1,572	1,668	96
Alternative	83	39	-44
TOTAL ENROLLMENT <i>with Headstart + Pre-school</i>	31,144	30,821	-323
TOTAL ENROLLMENT <i>w/o HeadStart & Pre-School</i>	30,620	30,307	-313

(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 PROGRAMS	SY 14-15	SY 15-16	+/-
GATE	1,675	1,379	-
SPED	1,997	1,941	-
ELL	14,840	14,549	-
HeadStart	524	514	-
Eskuelan Puengi	631	915	+
TOTAL	19,667	19,298	-

**Source: Special Ed Division, GATE Program; 2015-2016 ESL Program; Official SpEd Enrollment as of Oct. 1, 2015; ASPIRE Report from Project Director; Official Student Enrollment SY2015-2016; Eskuelan Puengi Report from Project Director (Note: Numbers reflect students enrolled in more than one special program.)*

Table 2. The slight decrease in the enrollment of students with disabilities eligible for services (-56 students) may be attributed to several factors: students and families relocating off-island and/or eligibility meetings that have not been conducted for students who have the potential to receive special education and related services. Additionally, the official Child Count reported to the Office of Special Education Programs (OSEP) and to USDOE through the EDFacts Reporting System is on December 1 of each school year, which may differ from the number reflected in the above table which takes into account the number of children with disabilities eligible for special education and related services on October 1st for SY2015-2016.

The enrollment for Eskuelan Puengi increased because in SY 15-16 the program was opened to all students. Prior to that, the program focused on Juniors and Seniors needing credit to graduate or be seniors the following school year.

Figure 1.

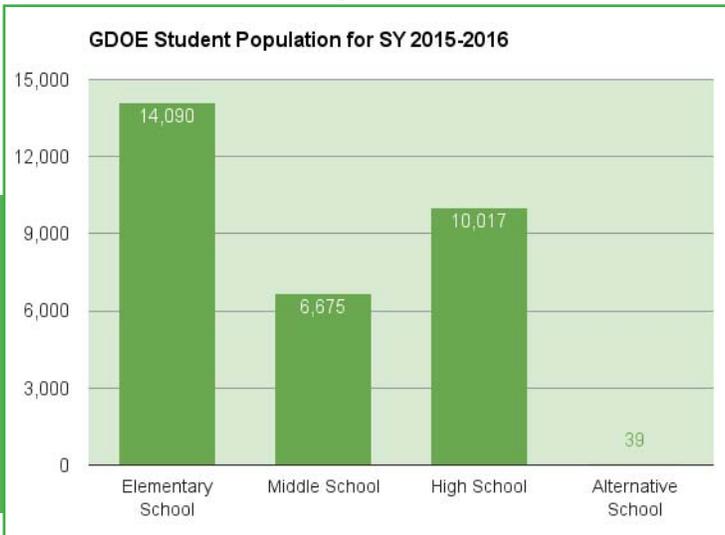


Figure 1. represents the student population distribution of all forty-one (41) schools by grade level. Elementary level students comprised the highest percentage 45% of all students enrolled. Middle school students represented 22% of the total student enrollment and high school students made up 33%.

Figure 2.

SY 15-16 Student Enrollment by Gender

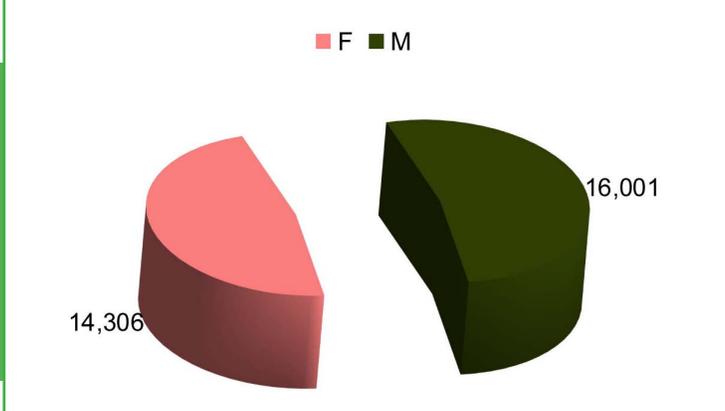


Figure 2. represents the student enrollment by gender, K-12 enrollment, exclusive of the Head Start enrollment. Male students comprise 53% of the total student population with an enrollment of 16,001 while female students comprise 47% of the population with an enrollment of 14,306.

Table 3
SY 15-16 Distribution of Students by Ethnicity (Aligned with ED Facts Categories)

Ethnicity	Female	Male	Total	%
American Indian Alaskan Native	3	12	15	0.0%
Asian - Chinese	57	63	120	0.4%
Asian - Filipino	3,098	3,525	6,623	21.9%
Asian - Indonesian	1	7	8	0.0%
Asian - Japanese	60	68	128	0.4%
Asian - Korean	53	89	142	0.5%
Asian - Vietnamese	12	15	27	0.1%
African American	25	20	45	0.1%
Hispanic	18	29	47	0.2%
White, Non-Hispanic	89	95	184	0.6%
NHPI - Chamorro	6,777	7,704	14,481	47.8%
NHPI- Chuukese	2,603	2,785	5,388	17.8%
NHPI- Hawaiian	23	17	40	0.1%
NHPI - Kosraean	99	96	195	0.6%
NHPI - Marshallese	58	59	117	0.4%
NHPI - Palauan	303	319	622	2.1%
NHPI - Pohnpeian	507	505	1012	3.3%
NHPI - Samoan	11	12	23	0.1%
NHPI - Yapese	206	252	458	1.5%
Other Ethnicity, Mixed	303	329	632	2.1%
TOTAL	14,306	16,001	30,307	100%

*Native Hawaiian/Pacific Islander (NHPI)

Table 3. represents the distribution of students by ethnicity. In SY15-16, there were 30,307 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
SY 15-16 Student Average Daily Membership/Attendance/Rate

SCHOOL LEVEL	AVERAGE DAILY MEMBERSHIP	AVERAGE DAILY ATTENDANCE	ATTENDANCE RATE
Elementary Schools	13,495	12,619	93.5%
Middle Schools	6,608	5,953	90.1%
High Schools	9,795	8,023	81.9%
TOTAL	29,922	26,102	87.2%

Table 4. represents the attendance rate for the district which is determined by dividing the average daily attendance by the average daily membership. Further examination shows that the elementary schools had the highest average daily attendance rate at 93.5% when compared to the middle schools, at 90.1%, and high schools, at 81.9%.

Assessments and Outcomes

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.

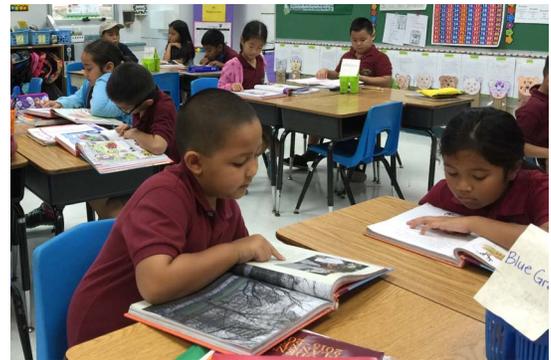
The adoption of the Common Core, the State Strategic Plan, and the Comprehensive Assessment System comprise the district’s attempt at aligning curriculum, instruction, intervention, and student assessment. These curricular changes required the adoption of standards-based assessment that aligns with the 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 15-16.



ACT Aspire Participants

Table 5. depict the number of students in SY 15-16 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.
SY 15-16 Distribution of Students Tested in ACT Aspire (English, Reading, and Math) by Grade

GRADE LEVELS	NUMBER OF STUDENTS TESTED	NUMBER OF STUDENTS ENROLLED	PERCENT OF TOTAL TESTED
Grade 3	2,264	2,350	96%
Grade 4	2,218	2,261	98%
Grade 5	2,307	2,260	102%
Grade 6	2,127	2,252	94%
Grade 7	2,193	2,185	100%
Grade 8	2,262	2,238	101%
Grade 9	2,998	2,209	91%
Grade 10	2,2351	2,690	87%

**Some percentages are more than 100% because the denominator used as the Official Enrollment as of September 2015.*

RESULTS

ACT Aspire

Elementary School Level

The test results in ACT Aspire transmuted into scores and categorized according to the following proficiency levels.

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



Figure 3. ACT Aspire Assessment Results 3rd Grade ENGLISH

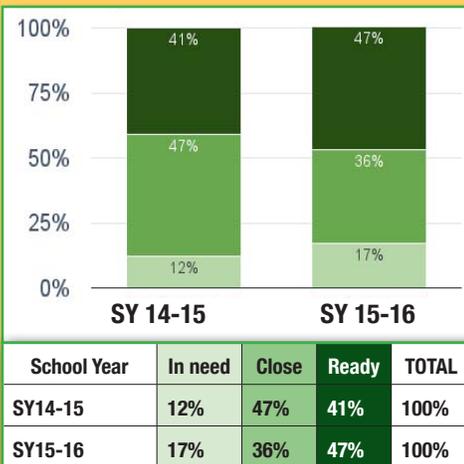


Figure 3. shows that in SY 15-16, Forty seven percent (47%) of 3rd graders are at a READY level of proficiency in ENGLISH, six percent (6%) higher than the previous year. However, IN NEED OF SUPPORT level was up five percent (5%) from twelve percent (12%) SY 14-15 to seventeen percent (17 %) SY 15-16.

Figure 4. ACT Aspire Assessment Results 3rd Grade READING

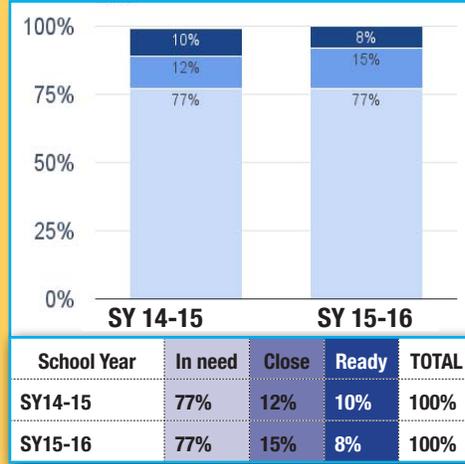
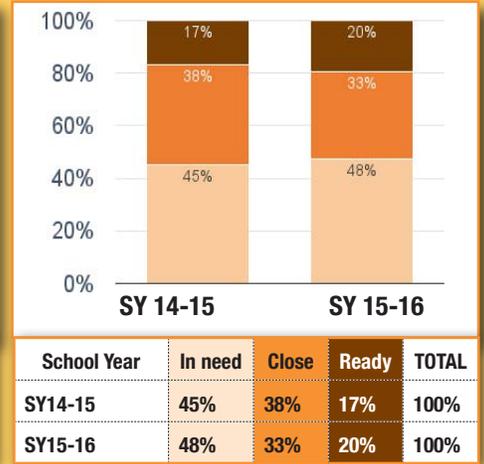


Figure 4. for SY 15-16, Seventy-seven percent (77%) of 3rd grade students are IN NEED OF SUPPORT based on the ACT Aspire Assessment Results in READING, and only eight percent (8%) are at a READY level.

Figure 5. ACT Aspire Assessment Results 3rd Grade MATH



The ACT Aspire assessment result for MATH, as shown in Figure 5. shows twenty percent (20%) of 3rd graders are at a READY level, while forty-eight (48%) percent are still IN NEED OF SUPPORT.

RESULTS

ACT Aspire

Elementary School Level

Figure 6. ACT Aspire Assessment Results 4th Grade ENGLISH

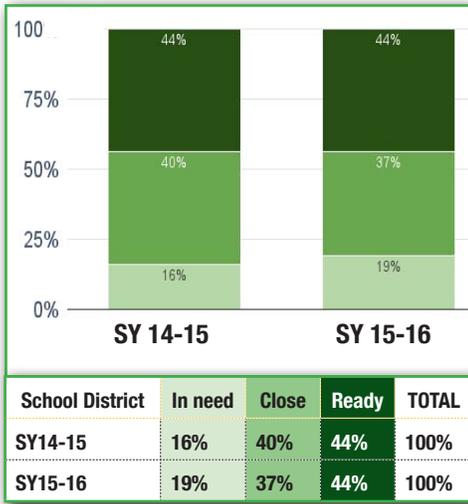
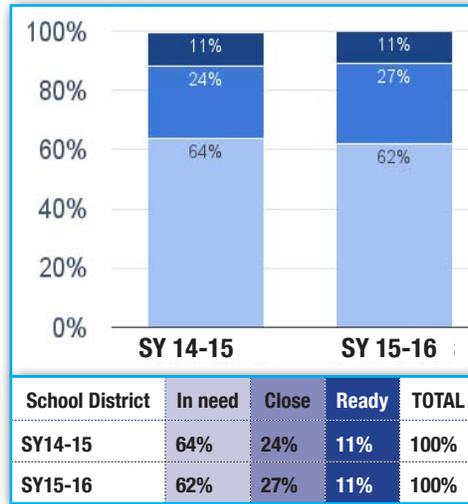


Figure 6. represents the 4th grade ACT Aspire Assessment Result for **ENGLISH**. It shows that forty-four percent (44%) are at **READY** level, and only nineteen percent (19%) are **IN NEED OF SUPPORT**.

Figure 7. ACT Aspire Assessment Results 4th Grade READING



As shown on Figure 7. SY 15-16, only 11% are assessed as **READY** in the **READING**. 27% are **CLOSE** to the readiness benchmark, and sixty-two percent (62%), which means nearly 6 out of 10 students of 4th grade students, are **IN NEED OF SUPPORT**.

Figure 8. ACT Aspire Assessment Results 4th Grade MATH

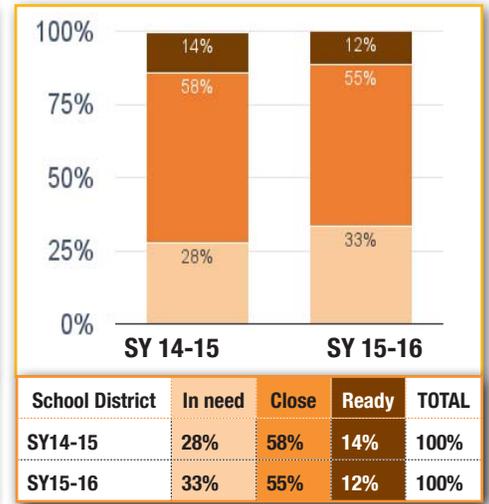


Figure 8. shows more than half (55%) of 4th grade students are **CLOSE** to the readiness benchmark in **MATH**. However, there was a five percent (5%) increase for SY 16-15 (33%) on the **IN NEED** of **SUPPORT** level compared to SY 14-15 (28%).

Figure 9. ACT Aspire Assessment Results 5th Grade ENGLISH

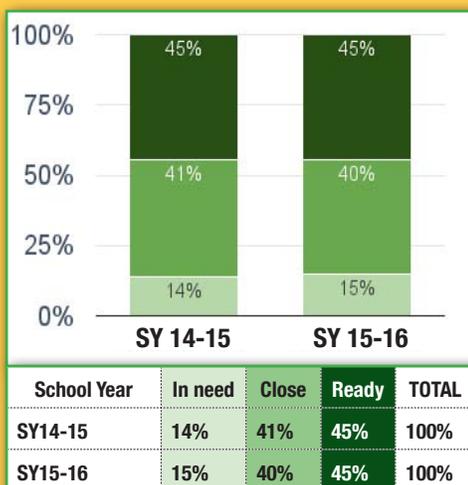


Figure 9. Forty-five percent (45%) of fifth (5th) graders are at a **READY** Level for **ENGLISH**. Only fifteen percent (15%) are **IN NEED** of **SUPPORT**. Four (4) out of ten (10) students, (40%) are **CLOSE** to the readiness level benchmark.

Figure 10. ACT Aspire Assessment Results 5th Grade READING

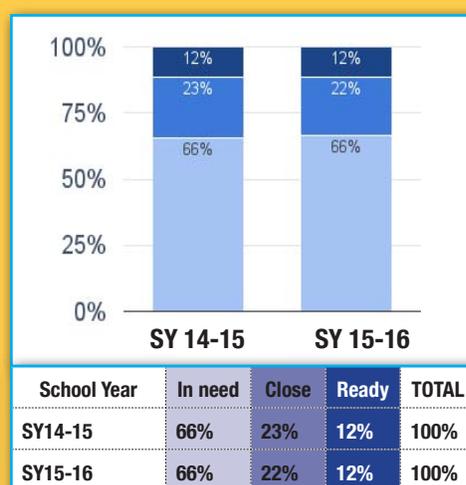
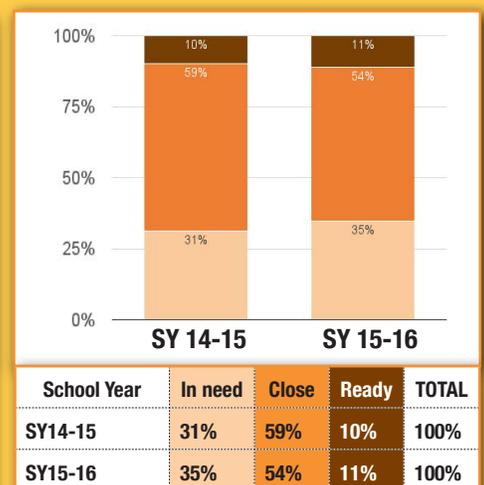


Figure 10. shows that 5th grade **READING** ACT Aspire results from SY 14-15 and SY 15-16 are the same. There is only a one percent (1%) decrease in the **CLOSE** to readiness benchmark from SY 14-15 (23%) and SY 15-16 (22%).

Figure 11. ACT Aspire Assessment Results 5th Grade MATH



In Figure 11. 5th grade **MATH** results shows that 1 out of 10 (11%) students in SY 15-16 demonstrated **READY** level in ACT Aspire. While more than half at fifty-four (54%) of 5th grade students were **CLOSE** to being ready.

ACT Aspire

Middle School Level

Figure 12. ACT Aspire Assessment Results 6th Grade ENGLISH

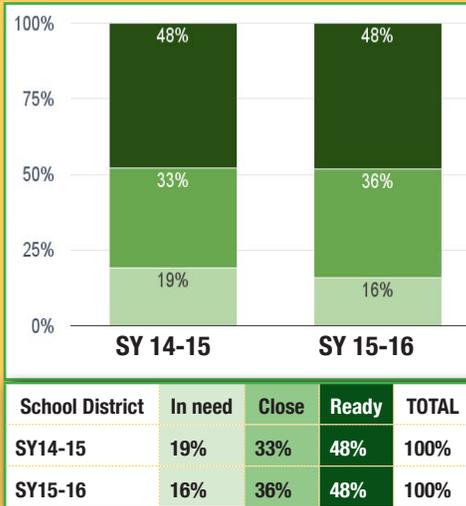
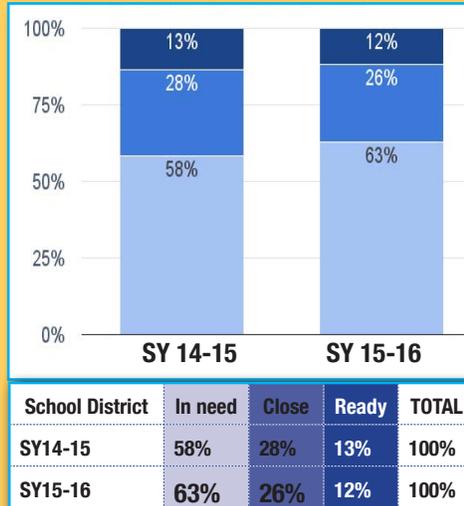


Figure 12. shows forty-eight percent (48%) of 6th grade students are in the READY level in ACT Aspire ENGLISH. A comparison between SY 14-15 and SY 15-16 shows a three percent (3%) decrease the IN NEED of SUPPORT level.

Figure 13. ACT Aspire Assessment Results 6th Grade READING



For the 6th grade READING, as shown on Figure 13., sixty-three percent (63%) of students are at IN NEED of SUPPORT levels. Only twelve percent (12%) are at READY Level.

Figure 14. ACT Aspire Assessment Results 6th Grade MATH

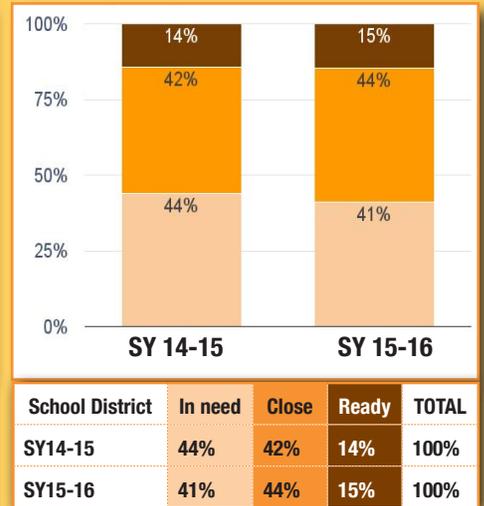
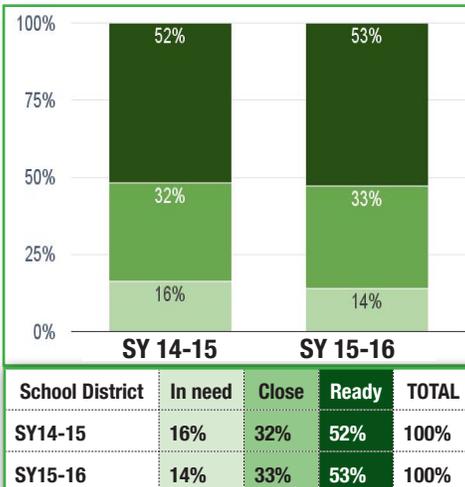


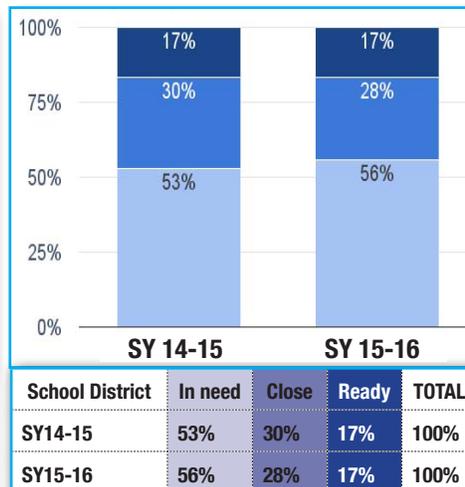
Figure 14. shows that fifteen percent (15%) of 6th graders demonstrated READY level in ACT Aspire MATH, and forty-four percent (44%) are CLOSE to readiness.

Figure 15. ACT Aspire Assessment Results 7th Grade ENGLISH



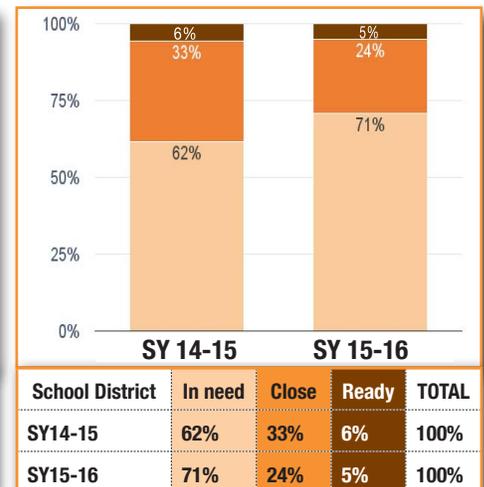
In Figure 15., more than half (53%) of the 7th Grade students are at READY Level in ACT Aspire ENGLISH. A comparison between SY 14-15 and SY 15-16 shows a two percent (2%) decrease the IN NEED of SUPPORT level.

Figure 16. ACT Aspire Assessment Results 7th Grade READING



As shown in Figure 16., fifty-six percent (56%) of 7th grade students scored substantially below the ACT Readiness benchmark. Only seventeen percent (17%) are in READY level for 7th Grade READING.

Figure 17. ACT Aspire Assessment Results 7th Grade MATH



For Figure 17., the 7th grade, only 5% are at READY level in ACT Aspire MATH. Meanwhile, there was a nine percent (9%) increase as reflected on the results that are below the ACT Readiness benchmark (SY14-15, 62% to SY 15-16, 71%).

RESULTS

ACT Aspire

Middle School Level

Figure 18. ACT Aspire Assessment Results 8th Grade ENGLISH

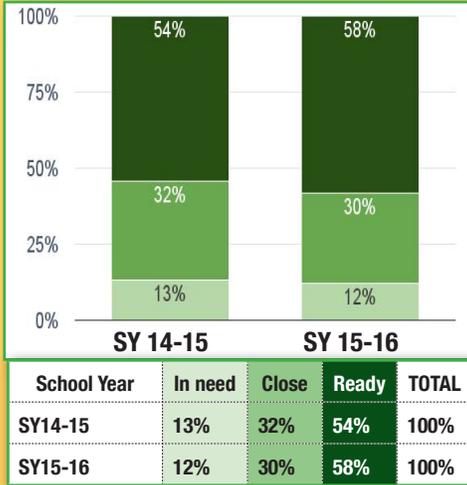
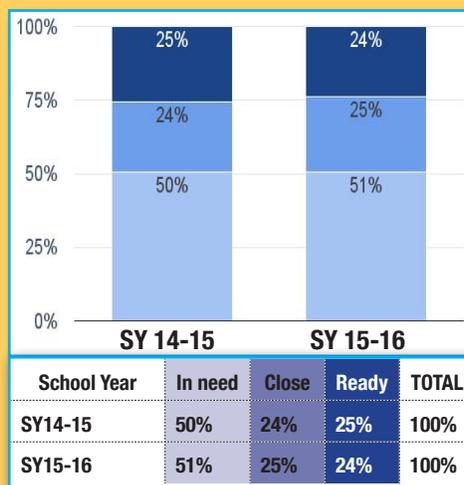


Figure 18. Fifty-four percent (54%) of 8th graders are at a READY Level for ACT Aspire ENGLISH and only twelve percent (12%) are IN NEED of SUPPORT. Three (3) out of ten (10) students, (30%) are CLOSE to the readiness level benchmark.

Figure 19. ACT Aspire Assessment Results 8th Grade READING



As shown in **Figure 19**, about 5 out of 10 (51%) GDOE 8th graders in SY 15-16 performed below average- IN NEED OF SUPPORT- level in ACT Aspire READING. Twenty-four percent (24%) of GDOE 8th graders are at READY Level.

Figure 20. ACT Aspire Assessment Results 8th Grade MATH

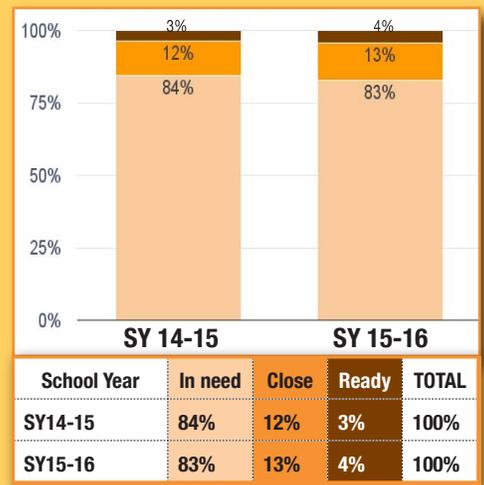
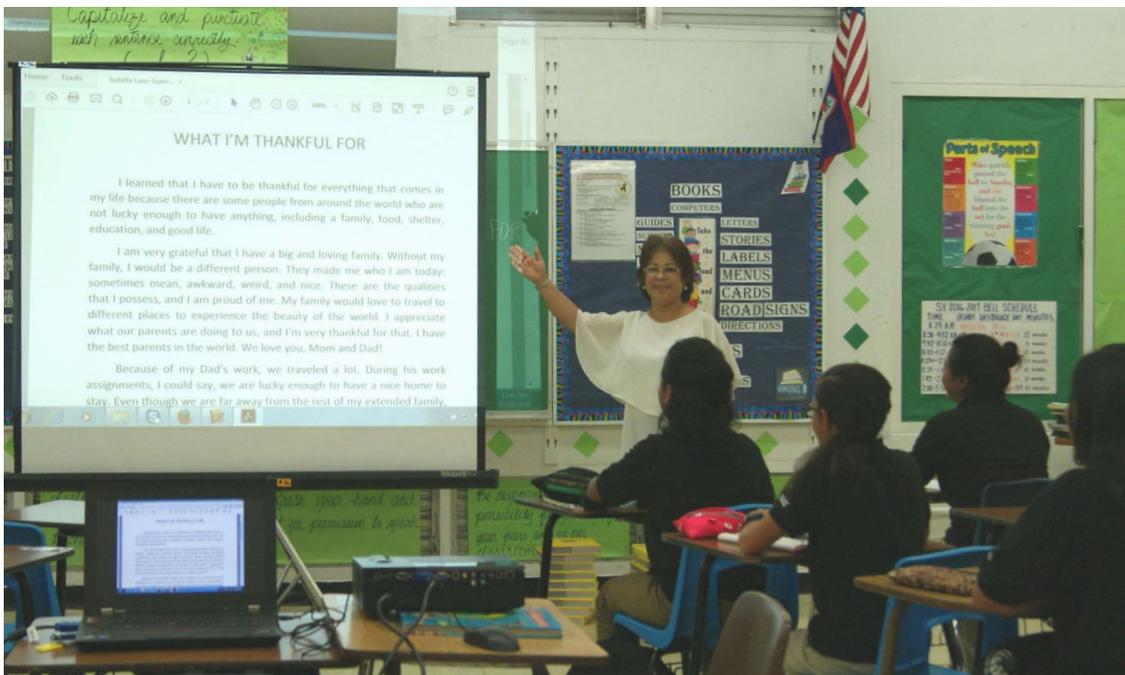


Figure 20 shows that three percent (3%) of GDOE 8th graders in SY 15-16 performed at the Ready level in MATH. Eight (8) out of ten (10) students (83%) are below average or IN NEED OF SUPPORT Level.



ACT Aspire

High School Level

Figure 21. ACT Aspire Assessment Results 9th Grade ENGLISH

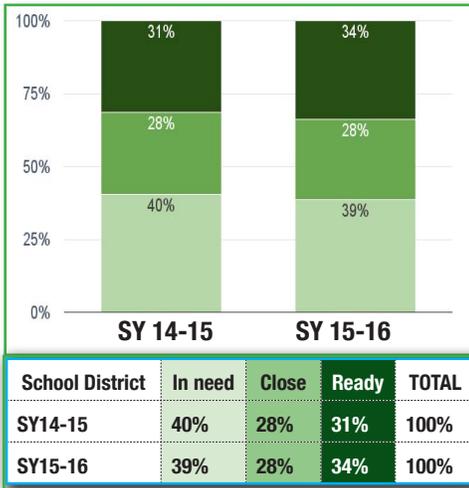


Figure 21., represents the assessment results for SY 15-16 9th Grade ENGLISH. It indicates 34% of student in the 9th graders are at READY Level.

Figure 22. ACT Aspire Assessment Results 9th Grade READING

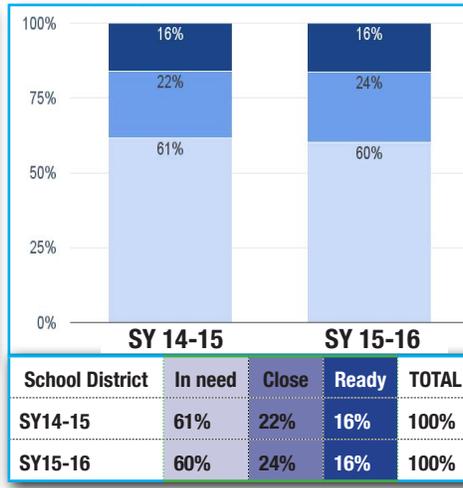


Figure 22. Assessment results for 9th Grade READING indicates six out of ten students (60%) are IN NEED OF SUPPORT. Sixteen percent (16%) are at READY level.

Figure 23. ACT Aspire Assessment Results 9th Grade MATH

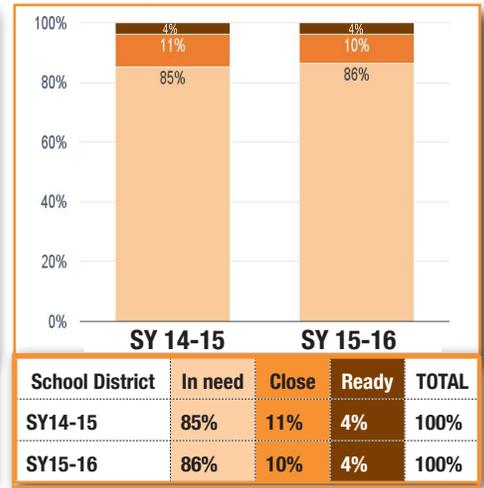


Figure 23. Assessment results for 9th Grade MATH indicates eighty-six percent 86% are IN NEED OF SUPPORT, while only four percent (4%) are at READY level.

Figure 24. ACT Aspire Assessment Results 10th Grade ENGLISH

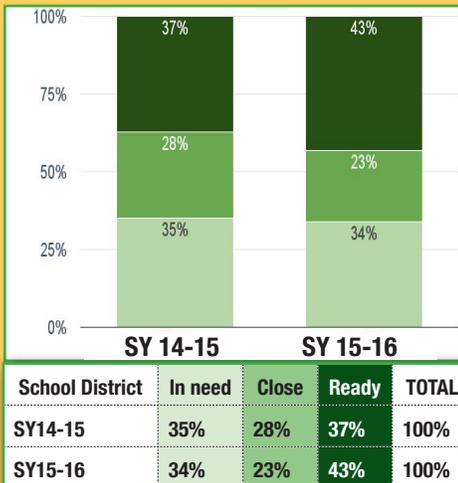


Figure 24. The 10th Grade ACT Aspire ENGLISH indicates forty-three percent (43%) are at READY Level. twenty-three percent 23% of student are at CLOSE Level.

Figure 25. ACT Aspire Assessment Results 10th Grade READING

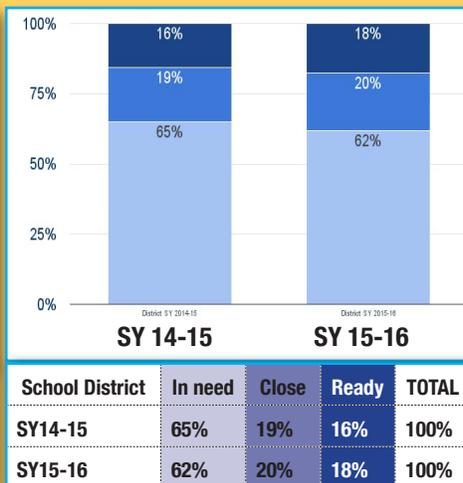


Figure 25. Assessment results for 10th Grade READING indicates six out of ten students (62%) are IN NEED OF SUPPORT. Sixteen percent (18%) are at READY level.

Figure 26. ACT Aspire Assessment Results 10th Grade MATH

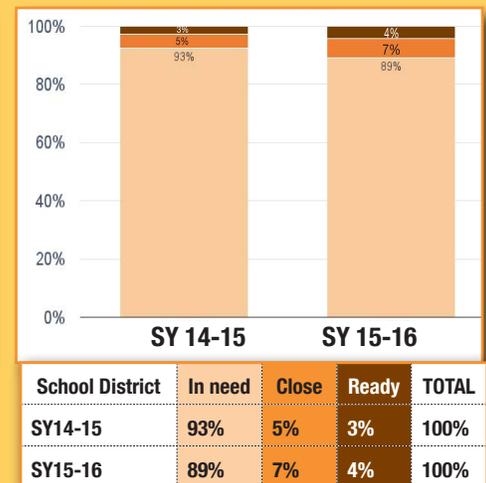


Figure 26. Assessment results for SY15-16 10th Grade ACT Aspire MATH as indicated on Figure 26., shows only 3% are at READY Level and 89% are IN NEED OF SUPPORT.

ACT Aspire Test Results Cohort SY2014-15 and SY2015-16

The following tables depict the cohort comparison for SY14-15 to SY15-16 of the percentage of students at 'READY' level for the GUAM District and schools that registered at least 5 percentage points GAIN in English, Reading, and Math ACT Aspire assessment results.

In TABLE 7A, for example, the percentage of students at 'READY' level in English in SY14-15 Grade 3 for GUAM was 41% and in SY15-16 the percentage of this cohort of students at 'READY' level in English for GUAM was 44%. Hence the increase (or GAIN) was +3%.

The tables are presented by cohort groups.

Grade 3 (SY14-15) to Grade 4 (SY15-16) COHORT

Tables 6A, 6B, and 6C list the elementary schools that gained at least 5 percentage points for the cohort of Gr.3 (SY14-15) to Gr.4 (SY15-16) at 'READY' level in English, Reading, and Math, respectively.

TABLE 6A: ENGLISH

GUAM	SY 14-15 Gr 3	SY 15-16 Gr 4	Gain
GDOE- District	41%	44%	+3%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 3	SY 15-16 Gr 4	Gain
Inarajan	36%	51%	16%
Upi	26%	41%	15%
Adacao	41%	50%	9%
Liguan	36%	44%	8%
Machananao	36%	42%	6%
D.L. Perez	32%	38%	6%
Ordot-Chalan Pago	50%	55%	5%
C.L. Taitano	49%	54%	5%

TABLE 6A: READING

GUAM	SY 14-15 Gr 3	SY 15-16 Gr 4	Gain
GDOE- District	10%	11%	1%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 3	SY 15-16 Gr 4	Gain
Ordot-Chalan Pago	10%	16%	6%
Liguan	9%	14%	5%

TABLE 6A: MATH

GUAM	SY 14-15 Gr 3	SY 15-16 Gr 4	Gain/ Loss
GDOE- District	17%	12%	-5%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 3	SY 15-16 Gr 4	Gain
Merizo Martyrs	8%	13%	5%

Grade 4 (SY14-15) to Grade 5 (SY15-16) COHORT

Tables 7A, 7B, and 7C list the elementary schools that gained at least 5 percentage points among students at READY level for the Gr.4 (SY14-15) to Gr.5 (SY15-16) cohort, in English, Reading, and Math, respectively.

TABLE 7A: ENGLISH

GUAM	SY 14-15 Gr 4	SY 15-16 Gr 5	Gain
GDOE District	44%	45%	1%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 4	SY 15-16 Gr 5	Gain
Tamuning	40%	51%	11%
Marcial A. Sablan	35%	43%	7%
Chief Brodie	45%	51%	6%
D.L. Perez	47%	52%	5%

TABLE 7B: READING

GUAM	SY 14-15 Gr 4	SY 15-16 Gr 5	Gain
GDOE District	11%	12%	1%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 4	SY 15-16 Gr 5	Gain
D.L.Perez	12%	19%	7%
Ma. Ulloa	7%	14%	7%

TABLE 7C: MATH

GUAM	SY 14-15 Gr 4	SY 15-16 Gr 5	Gain/ Loss
GDOE District	14%	11%	-3%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 4	SY 15-16 Gr 5	Gain
Ordot Chalan Pago	15%	23%	8%
Adacao	13%	18%	5%

Grade 6 (SY14-15) to Grade 7 (SY15-16) COHORT

Tables 8A and 8B show middle schools that gained at least 5 percentage points in ENGLISH and READING for the Gr.6 (SY14-15) to Gr.7 (SY15-16) cohort.

TABLE 8A: ENGLISH

GUAM	SY 14-15 Gr 6	SY 15-16 Gr 7	Gain
GDOE- District	48%	53%	+5%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 6	SY 15-16 Gr 7	Gain
Astumbo Middle	45%	53%	8%
V. Benavente	52%	60%	8%
Agueda Johnston	45%	51%	6%
FB Leon Guerrero	42%	47%	5%

TABLE 8B: READING

GUAM	SY 14-15 Gr 6	SY 15-16 Gr 7	Gain
GDOE- District	13%	17%	+4%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 6	SY 15-16 Gr 7	Gain
Astumbo Middle	9%	20%	11%
V. Benavente	13%	21%	8%
Oceanview Middle	12%	17%	5%

TABLE 8C: MATH

GUAM	SY 14-15 Gr 6	SY 15-16 Gr 7	Gain/ Loss
GDOE-District	14%	5%	-9%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 3	SY 15-16 Gr 4	Gain
None	-	-	-

Grade 7 (SY14-15) to Grade 8 (SY15-16) COHORT

Tables 9A and 9B show middle schools that gained at least 5 percentage points in ENGLISH and READING for the Gr.7 (SY14-15) to Gr.8 (SY15-16) cohort.

TABLE 9A: ENGLISH

GUAM	SY 14-15 Gr 7	SY 15-16 Gr 8	Gain
GDOE- District	52%	58%	+6%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 7	SY 15-16 Gr 8	Gain
Oceanview Middle	49%	66%	+17%
FB Leon Guerrero	43%	52%	+9%
Agueda Johnston	48%	56%	+8%
LP Untalan	58%	65%	+7%
Jose Rios Middle	49%	54%	+5%
Astumbo Middle	46%	51%	+5%

TABLE 9B: READING

GUAM	SY 14-15 Gr 7	SY 15-16 Gr 8	Gain
GDOE- District	17%	24%	+7%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 7	SY 15-16 Gr 8	Gain
Oceanview Middle	20%	32%	+12%
V. Benavente	20%	31%	+11%
Astumbo Middle	11%	22%	+11%
Agueda Johnston	14%	23%	+9%
LP Untalan	18%	26%	+8%
Jose Rios Middle	15%	20%	+5%

TABLE 9C: MATH

GUAM	SY 14-15 Gr 7	SY 15-16 Gr 8	Gain/ Loss
GDOE-District	6%	4%	-2%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 7	SY 15-16 Gr 8	Gain
None	-	-	-

Grade 9 (SY14-15) to Grade 10 (SY15-16) COHORT

Tables 10A, 10B, and 10C depict the high schools that gained at least 5 percentage points, Grade 9 (SY14-15) to Gr.10 (SY15-16, in English, Reading, and Math, respectively).

TABLE 10A: ENGLISH

GUAM	SY 14-15 Gr 7	SY 15-16 Gr 8	Gain
GDOE- District	52%	58%	+6%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 7	SY 15-16 Gr 8	Gain
JF Kennedy	49%	66%	+17%
Simon Sanchez	43%	52%	+9%
G. Washington	48%	56%	+8%
Okkodo	58%	65%	+7%
Tiyan High	49%	54%	+5%

TABLE 10B: READING

GUAM	SY 14-15 Gr 9	SY 15-16 Gr 10	Gain
GDOE- District	16%	18%	+ 2%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 9	SY 15-16 Gr 10	Gain
JF Kennedy	14%	24%	+10%
Simon Sanchez	16%	23%	+7%

TABLE 10C: MATH

GUAM	SY 14-15 Gr 9	SY 15-16 Gr 10	Gain
GDOE-District	4%	4%	0%
SCHOOLS (with at least 5% gain)	SY 14-15 Gr 9	SY 15-16 Gr 10	Gain
JF Kennedy	5%	10%	+5%

RESULTS

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.

The ASPER 2016 will be updated when the SBA 2016 test scores become available.

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 11 through 13 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.

Table 11.
SY 2015-2016 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 IEPs 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	73	63	9	72
4	114	104	9	113
5	110	105	5	110
6	125	109	12	121
7	160	138	16	154
8	122	113	7	120
9	221	172	32	204
10	109	85	18	103
TOTAL	1034	889	108	997

Table 12.
SY 2015-2016 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 IEPs 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	73	64	8	72
4	114	105	9	114
5	110	105	4	109
6	125	110	11	121
7	160	141	16	157
8	122	107	7	114
9	221	174	31	205
10	109	79	19	98
TOTAL	1034	885	105	990

Table 13.
SY 2015-2016 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 IEPs 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	73	61	8	69
4	114	104	9	113
5	110	104	5	109
6	125	112	11	123
7	160	139	15	154
8	122	109	7	116
9	221	177	30	207
10	109	80	18	98
TOTAL	1034	886	103	989

On the next page, *Tables 14 through 19* 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 14. SY 2015-2016 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	63	102	3	27	33
4	104	105	3	40	59
5	105	109	9	37	59
6	109	138	2	45	62
7	138	112	9	70	59
8	113	172	5	49	58
9	172	84	3	22	147
10	85	885	0	3	81
TOTAL	889	904	34	293	558

Table 15. SY 2015-2016 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	105	105	0	1	63
4	105	105	1	6	98
5	110	110	1	4	100
6	141	141	0	2	108
7	107	107	0	5	136
8	174	174	3	1	103
9	79	79	2	9	163
10	885	885	1	0	78
TOTAL	968	912	8	28	849

Table 16. SY 2015-2016 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	61	61	2	8	51
4	104	104	1	22	81
5	104	104	1	33	70
6	112	112	0	21	91
7	139	139	0	11	128
8	109	109	0	0	109
9	177	177	0	1	176
10	80	80	0	0	80
TOTAL	886	886	4	96	786

Table 17. SY 2015-2016 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	9	7	2	3	2
4	5	8	3	5	0
5	12	4	2	1	1
6	16	11	2	4	5
7	7	15	4	7	4
8	32	7	1	5	1
9	18	32	4	7	21
10	108	17	0	2	15
TOTAL	116	101	18	34	49

Table 18. SY 2015-2016 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	8	8	1	0	7
4	9	9	0	2	7
5	4	4	0	0	4
6	11	11	0	1	10
7	16	16	2	1	13
8	7	7	0	1	6
9	31	31	1	6	24
10	19	18	0	1	17
TOTAL	105	104	4	12	88

Table 19. SY 2015-2016 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	8	7	0	2	5
4	9	9	3	4	2
5	5	5	0	1	4
6	11	11	3	2	7
7	15	15	0	3	12
8	7	7	0	0	7
9	30	30	0	2	28
10	18	18	0	1	17
TOTAL	103	102	5	15	82

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.

Students Eligible under IDEA and Section 504.

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.

While all state and district-wide assessment programs are expected to be as inclusive as possible of students with disabilities, the alternate assessment requirement of IDEA '97 applies particularly to Guam’s SAT10, because the SAT10 is Guam’s primary accountability mechanism.

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.

Table 20. Participation Rate of Students with Disabilities Who Were Tested in the District-Wide Assessment through AA-AAS

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	11	7	4	7	4
2	22	18	4	18	4
3	22	20	2	20	2
4	12	11	1	10	2
5	18	17	1	17	1
6	22	22	0	22	0
7	25	24	1	25	0
8	18	18	0	18	0
9	14	9	5	9	5
10	24	20	4	20	4
11	7	6	1	6	1
12	15	10	5	10	5

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 20. 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 SY2015-2016.

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 58. 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 21
SY 2015-2016 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	11	7	0	4	1	2	4	0
2	22	18	0	4	0	9	9	0
3	22	20	0	2	7	8	5	0
4	12	10	0	2	5	2	3	0
5	18	17	1	1	4	9	3	1
6	22	22	0	0	17	5	0	0
7	25	25	0	0	17	5	1	2
8	18	18	0	0	7	5	0	6
9	14	9	0	5	4	3	2	0
10	24	20	0	4	10	10	0	0
11	7	6	0	1	2	1	3	0
12	15	10	0	5	6	2	2	0

Table 22.
SY 2015-2016 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	11	7	0	4	1	0	6	0
2	22	18	0	4	0	8	10	0
3	22	20	0	2	10	3	5	2
4	12	10	0	1	5	6	0	0
5	18	17	0	1	4	8	5	0
6	22	22	0	0	7	9	6	0
7	25	25	0	1	3	16	5	0
8	18	18	0	0	6	7	3	2
9	14	9	0	5	6	1	2	0
10	24	20	0	4	3	10	7	0
11	7	6	0	1	0	2	2	2
12	15	10	0	5	6	1	3	0

Tables 21 and 22. 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 SY2015-2016.

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

HIGH SCHOOL	SY11-12 Number of Graduates	SY12-13 Number of Graduates	SY13-14 Number of Graduates	SY14-15 Number of Graduates	SY15-16 Number of Graduates
GWHS	497	482	451	377	355
JFKHS	372	396	481	484	365
SSHS	356	338	376	353	352
OHS	269	308	300	304	346
SHS	274	246	257	302	346
TIYAN	n/a	n/a	n/a	144	181
TOTAL	1768	1770	1873	1964	1945

Table 24. DOE Comparative High School Completion Rates SY10-12 to SY14-15

SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16
69%	68%	73%	76%	79%

Table 24. represents the high school completion rates from SY11-12 to SY15-16. The table shows that SY15-16 completion rate increased from last school year (SY14-15) by 3 percentage points.

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 25 . SY11-12 to SY15-16 DOE Comparative High School Dropout Numbers (DN)/Dropout Rate (DR)

HIGH SCHOOL	SY 11-12		SY 12-13		SY 13-14		SY 14-15		SY 15-16	
	DN	DR								
GWHS	80	3.1%	128	4.8%	149	5.6%	79	4.1%	56	3.1%
JFKHS	105	4.5%	93	3.5%	122	4.6%	124	6.0%	29	1.5%
SSHS	102	5.4%	53	2.7%	89	4.6%	83	4.2%	59	3.3%
OHS	105	7.7%	45	3.0%	67	4.4%	61	3.4%	33	1.7%
SHS	130	8.4%	51	3.3%	93	6.0%	81	5.2%	45	2.9%
TIYAN	n/a	n/a	n/a	n/a	n/a	n/a	53	4.1%	61	4.7%
Total	522	5.3%	370	3.8%	520	5.3%	481	4.7%	283	2.8%

Table 25. represents the dropout rates by school from SY 11-12 to SY 15-16. The dropout number and rate includes students in grades 9 to 12. The table shows that JFK High School had the greatest decrease in the dropout rate from SY 14-15 to SY 15-16 (6.0% to 1.5%).

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.

EMPLOYEE DEMOGRAPHICS

As of SY 15-16, there were four thousand and twenty (4, 020) full and part-time employees who provided instructional and support services during the aforementioned schoolyear.

Table 26. represents the distribution of employees by position category from the various schools and central office/support division sites. Analysis of Table 27 reveals that the largest category of employees within the Department of Education are teachers who comprise 59% of the total employee population. Instructional Aides comprise the second highest population totaling 644 or 15.5%. Principals and Assitant Principals 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 ED Facts categories as defined in NCES N501 File Specification. This is to ensure that local and federal reports align.

TABLE 26.
SY 15-16 Employee Distribution by Position (Aligned with ED Facts)

POSITIONS	NUMBER OF EMPLOYEES	PERCENT OF TOTAL POPULATION
School Administrators	96	2.4%
Teachers	2366	59%
Health Counselors	46	1.1%
Guidance Counselors	85	2.1%
Library Staff	47	1.1%
Professional/Ancillary*	219	5.4%
Instructional Aides	624	15.5%
Other Student Support**	81	2%
School Admin Support	169	4.2%
Custodial/Maintenance/ Cafeteria	174	4.3%
LEA Administrators***	49	1.2%
LEA Support	93	2.3%
TOTAL DOE EMPLOYEES	4,019	100%

*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 27.
SY 15-16 DOE Ethnic Distribution of Employees

ENTHIC CATEGORIES		# of EES
1	M - Marshallese	2
2	C - Chamorro	2601
3	F- Filipino	914
4	K - Korean	9
5	P -Pohnpeian	8
6	I - American Indian/Alaskan Native	7
7	D - Chinese	7
8	H - Hispanic	12
9	O - Other	47
10	V - Vietnamese	5
11	W - Caucasian	154
12	T - Chuukese	32
13	J - Japanese	23
14	G - Palauan	23
15	A - Asian/Pacific Islander Not List	174
16	S - Carolinian	2
GRAND TOTAL:		4020

Figure 27. shows that employees under the Chamorro ethnic category total 2,601 of the total employee population (N= 4,020). Filipinos ranked second highest totaling 914 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 28.
SY 15-16 DOE Gender Distribution of Employees

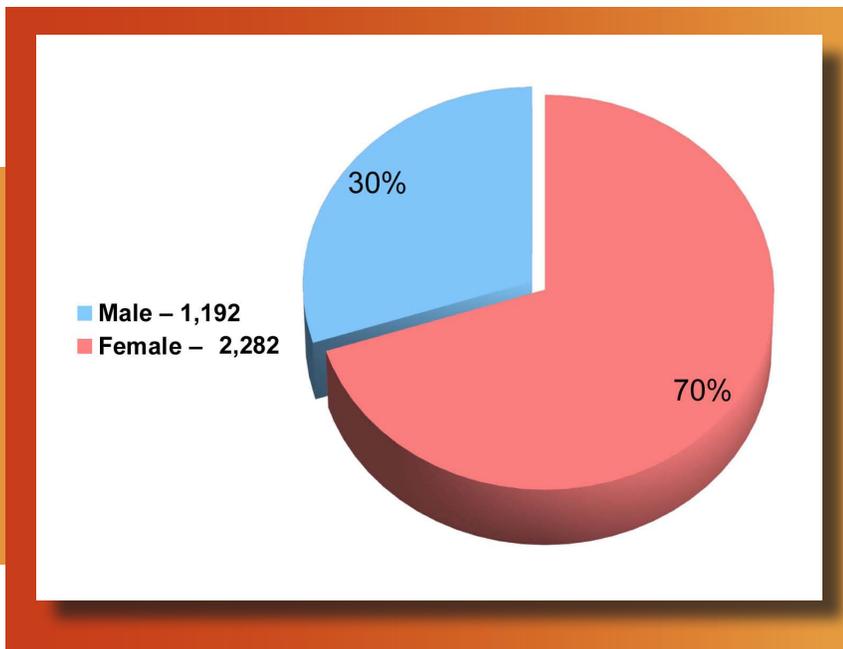


Figure 28. shows that female employees, who comprise 70% (2,828) of the total population, far outnumber the male employees at 30% (1,192).

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 29.
SY15-16 Employee Distribution By Age Group

AGE GROUP	NUMBER OF EMPLOYEES	SY 15-16 PERCENT OF TOTAL N = 4,020	SY 14-15 PERCENT OF TOTAL N = 3,938
18-24	235	6.0%	6.0%
25-34	884	22.0%	21.0%
35-44	1,053	26.0%	28.0%
45-54	1,037	26.0%	25.0%
55-64	611	15.0%	15.0%
65-70	144	4.0%	4.0%
71+	56	1.0%	1.0%
Total Employees	4,020	100%	100%

Table 29. represents the employee distribution by age group. In SY 15-16, the highest number of the employee population (1,053) are between the ages of 35-44 years old. Employees who are aged 55 or over comprise 15.0% of the population, while 6.0% of employees are below the age of 25.



**TABLE 30
SY 15-16 PROFESSIONAL SCHOOL ADMINISTRATORS CERTIFICATION**

Table 30. represents the distribution of professional school administrator certification for SY15-16.

Table 30 indicates 100% of DOE school administrators possessed full Professional Certification.

TYPE OF CERTIFICATION	SY 15-16 Certification				SY 14-15
	Elementary	Secondary	Expired*	TOTAL	TOTAL
Professional I	0	2	0	2	7
Professional II	6	5	0	11	14
Professional III	0	1	0	1	0
Initial Administrator	5	4	0	9	9
Master Educator	0	0	0	0	1
Master Administrator	22	22	0	44	41
Professional Administrator	9	20	0	29	24
TOTAL	42	54	0	96	96

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

Table 31. below depicts the distribution of instructional teachers by types of certification for SY 2015-2016.

Category of Positions not included in Table 28 below are JROTC positions (total 12) who maintain certification by the Department of Defense, and Teacher's Assistants and On-Call Substitutes whose positions do not require certification (total 441) as well as a total of (83) are On-Call Substitute Selective Factor Teachers (degree holder). Teachers who are categorized as Guidance Counselors or School Librarians are reported separately.

Teachers that possessed master or professional certification comprised about 1,482 while those that had either Standard or Temporary certification comprised about 128 teachers. There were 321 teachers who had Basic or Initial Certification

TABLE 31. SY 15-16 CLASSROOM TEACHER CERTIFICATION

TYPE OF CERTIFICATION	Elementary	Secondary	Divisions	Expired***	SY 15-16 TOTAL	SY 14-15 TOTAL
Basic Educator	46	19	24	1	90	97
Initial Educator	89	139	3	0	231	227
Master Educator	299	276	45	0	620	618
Master Equivalency	69	70	3	0	142	156
Reading Specialist	0	0	0	0	0	1
Professional I	0	0	0	0	0	0
Professional II	1	0	0	1	2	2
Professional Educator	316	379	23	0	718	741
Level 1A,1B, 1C, 2 & 3	0	0	0	0	0	0
Standard	0	3	0	0	3	0
Temporary**	45	80	0	0	125	92
TOTAL	865	966	98	2	1,931	1,934

**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 32. SY 15-16 School Librarians Certification

TYPE OF CERTIFICATION	Elementary	Secondary	SY 15-16 TOTAL	SY 14-15 TOTAL
Master Educator	8	9	17	14
Master Equivalency	5	1	6	7
Professional Educator	11	3	14	11
Professional I	0	0	0	0
Professional II	1	0	1	2
Temporary	0	0	0	2
TOTAL	25	13	38	36

Table 32. represents the distribution of School Librarian certification in SY 2015-2016. A total of 38 School Librarians held full Professional School Librarian certification.

Table 33. SY 15-16 School Health Counselor Certification

TYPE OF CERTIFICATION	Elementary	Secondary	Division	SY 15-16 TOTAL	SY 14-15 TOTAL
Registered Nurses	26	15	3	44	43
Licensed Practical	2	1	0	3	4
TOTAL	28	16	3	47	47

Table 33. Represents the distribution of school health counselor certification in SY 2015-2016. A total of 47 (100%) of the School Health Counselors in the Department of Education held License to Practice on Guam as Registered (43), Practical Nurses (3), and Community Health and Nursing Services Administrator – DOE Chief Nurse (1).

TABLE 34. SY 15-16 Guidance Counselor Certification

TYPE OF CERTIFICATION	Elementary	Secondary	SY 15-16 TOTAL	SY 14-15 TOTAL
Initial Counselor	6	8	14	13
Master Counselor	9	17	26	15
Professional Counselor	12	29	41	50
Professional I	0	0	0	0
Professional II	0	0	0	0
Temporary	0	2	2	17
TOTAL	27	56	83	95

Table 34. depicts the distribution of School Guidance Counselor certification in SY 2015-2016. A total 81 School Guidance Counselors held full Professional Certification, while the 2 (LTFT) holds a Temporary School Counselor Certification.

TABLE 35. SY 14-15 ALLIED HEALTH PROFESSIONALS

ALLIED HEALTH PROFESSION	TYPE OF CERTIFICATION/ LICENSURE	SY 15-16 TOTAL	SY 14-15 TOTAL
Audiologist	Allied Health License	1	1
Hospital Occupational Therapist Assistant	Allied Health License	1	1
Occupational Therapist	Allied Health License	2	2
Physical Therapist	Allied Health License	0	0
Psychologist	Allied Health License	3	3
Speech/Language Clinician	Allied Health License	8	8
Speech/Language Pathologist	Allied Health License	6	5
TOTAL		21	20

Table 35. represents the distribution of school allied professional certification in SY 2015-2016. The majority of allied health professionals require professional licenses issued by the Allied Health Board.

Budget and Expenditures

Effective October 1, 2014, GDOE implemented GASB Statement N. 68, Accounting and Financial Reporting for Pensions and GASB Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date – and amendment of GASB Statement No. 68. The implementation of these statements has no impact on GDOE’s governmental fund financial statements, which continue to report expenditures in the amount statutorily required. However, implementation has resulted in the restatement of GDOE’s fiscal year 2014 government-wide financial statements to reflect the reporting of net pension liability for its qualified pension plan and the recognition of pension expense in accordance with the provisions of GASB Statement No. 68. Refer Note 5 for more information regarding GDOE’s pensions.

Pursuant to Public Law (PL) 32-181, 32-219, and 33-029, GDOE appropriations in FY15 totaled \$236,693,667, an overall increase of \$7M in comparison to FY14 appropriation levels.

The \$7M increase in authorized spending included the following:

1. \$2,436,500 in appropriations for the Guahan Academy (\$467.5K) and I’Learn (\$1.969M) charter schools, from \$2,832,500 in FY14 to \$5,269,000 in FY15;
2. \$982,592 in new start-up funding for GDOE’s Early Childhood Education (ECE) pilot program in four GDOE elementary schools;
3. an additional \$43,106 in funding for school libraries under the Public Library System Fund, from \$796,323 in FY14 to \$839,429 in FY15; and 4. \$3.5M to cover organic growth in the cost of GDOE personnel and operations expenditures.

Deloitte and Touche .2016. Guam Department Of Education Basic Financial Statements, Additional Information And Independent Auditors’ Report Year Ended September 30, 2015, Management’s Discussion and Analysis Year Ended September 30, 2015, p.5

Figure 29.
Department Comparative Appropriations and Expenditures form 2011 -2016

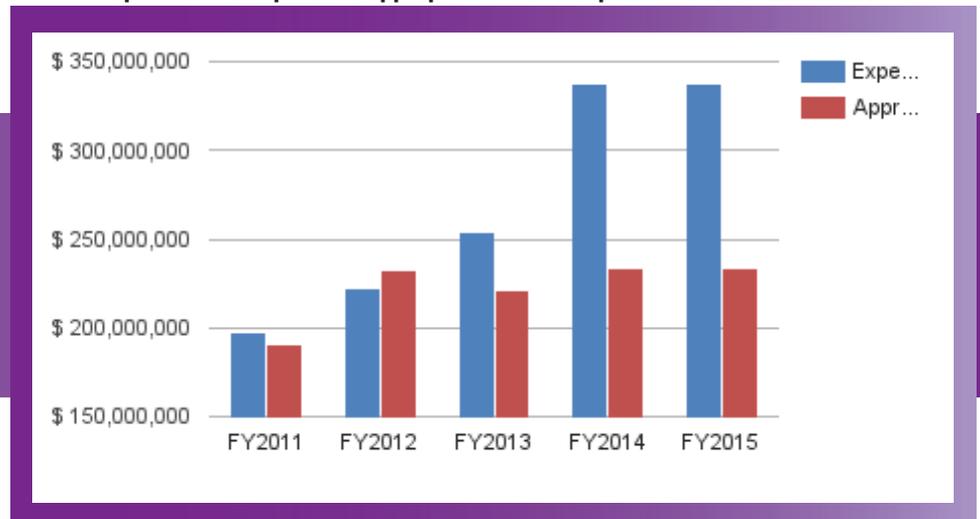


Figure 29. shows the department's comparative appropriations and expenditures from FY 20011 to FY 2015.

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 36. Appropriations from Various Categories for FY11 to FY15

CATEGORIES	FY2012	FY2013	FY2014	FY2015
Local Appropriations	230,458,401	226,373,210	239,776,988	257,260,165
Federal Contribution *	564,041	62,100,353	54,629,762	58,052,789
Cafeteria Sales	676,874	553,763	396,398	231,703
Fees and Other Program Receipts	1,041,474	1,380,266	835,928	1,040,777
Total Revenues	232,740,790	290,407,592	295,639,076	316,585,434

Table 36. below depicts DOE appropriations by source category for FY12 thru FY15. Appropriations consist of General Fund, Special Funds and Other financing sources; such as cafeteria sales, fees and other program receipts. The federal contribution is a special fund to support the schools directly for JROTC program.

**This amount is only for the JROTC program and does include Consolidated Grants & Special Education grants*

Table 37. Comparative Expenditures and Per Pupil Cost from SY13-14 to SY15-16

	SY13-14	SY14-15	SY15-16
General Fund	\$253,334,609	\$ 257,213,485	\$ 257,260,165
Federal Grants	\$69,191,975	\$ 61,508,817	\$ 64,901,461
TOTAL Expenditure	\$322,526,584	\$ 318,722,302	\$ 322,161,626
Student ADM	30,507	29,022	29,922
PPC (General Fund only)	\$8,304	\$ 8,863	\$ 8,598
PPC (TOTAL Expenditure)	\$10,572	\$ 10,982	\$ 10,767

Table 37. depicts comparative expenditures by budget categories for FY13, FY 14 and FY15 from the Audited Financials (Deloitte and Touche)

Figure 30.
Combined Statements of Revenue, Expenditures by Account and Changes in Fund Balances

GUAM DEPARTMENT OF EDUCATION						
Combined Statements of Revenues, Expenditures By Account and Changes in Fund Balances (Deficit)						
Governmental Funds						
Year Ended September 30, 2015						
(With Comparative Totals for the Year Ended September 30, 2014)						
	2015			2014		
	General	Federal Grants Assistance	Total	General	Federal Grants Assistance	Total
Revenues:						
Local appropriations	\$ 250,160,165	\$ 7,100,000	\$ 257,260,165	\$ 232,676,988	\$ 7,100,000	\$ 239,776,988
Federal grants and contributions	554,293	57,498,496	58,052,789	556,232	54,073,530	54,629,762
Cafeteria sales	231,703	-	231,703	396,398	-	396,398
Fees and other program receipts	737,812	302,965	1,040,777	500,641	335,287	835,928
Total revenues	251,683,973	64,901,461	316,585,434	234,130,259	61,508,817	295,639,076
Expenditures:						
Salaries and wages	131,651,314	24,916,493	156,567,807	131,049,527	24,425,606	155,475,133
Benefits	48,668,658	9,752,984	58,421,642	45,150,549	8,537,115	53,687,664
Contractual	12,906,493	5,818,169	18,724,662	14,193,172	6,071,209	20,264,381
Capital lease	17,725,162	7,100,000	24,825,162	12,232,098	7,100,000	19,332,098
Food management contract	4,338,028	11,261,867	15,599,895	3,866,776	8,977,122	12,843,898
Power	12,386,102	-	12,386,102	14,272,247	-	14,272,247
Retiree healthcare benefits	11,182,542	-	11,182,542	8,267,264	-	8,267,264
Capital outlay	1,155,133	108,235	1,263,368	18,622,292	265,555	18,887,847
Equipment	922,478	2,581,393	3,503,871	901,856	2,758,683	3,660,539
Guahan Academy Charter School	3,335,910	-	3,335,910	2,832,500	-	2,832,500
Water	2,807,902	-	2,807,902	2,342,728	-	2,342,728
Supplies	1,012,054	1,245,485	2,257,539	1,575,899	2,484,760	4,060,659
iLearn Academy Charter School	1,459,638	-	1,459,638	-	-	-
Travel	566,135	689,037	1,255,172	500,562	705,816	1,206,378
Textbooks	163,242	695,047	858,289	186,718	-	186,718
Indirect costs	-	732,733	732,733	-	182,897	182,897
Phone	385,560	-	385,560	322,788	-	322,788
Interest and penalties	247,042	-	247,042	63,073	-	63,073
Fuel	186,458	-	186,458	266,503	-	266,503
Library books and equipment	138,303	-	138,303	121,587	-	121,587
Capital lease acquisition	-	-	-	78,024,200	-	78,024,200
Tiyan Operating Lease	-	-	-	3,744,380	-	3,744,380
Recovery of liabilities (Bad debts)	-	-	-	(712,046)	-	(712,046)
Miscellaneous	113,661	18	113,679	245,512	54	245,566
Total expenditures	251,351,815	64,901,461	316,253,276	338,070,185	61,508,817	399,579,002
Excess (deficiency) of revenues over (under) expenditures	332,158	-	332,158	(103,939,926)	-	(103,939,926)
Other financing sources:						
Capital lease	-	-	-	78,024,200	-	78,024,200
Net change in fund balances (deficit)	332,158	-	332,158	(25,915,726)	-	(25,915,726)
Fund balances (deficit), beginning of year	(14,211,928)	-	(14,211,928)	11,703,798	-	11,703,798
Fund balances (deficit), end of year	\$ (13,879,770)	\$ -	\$ (13,879,770)	\$ (14,211,928)	\$ -	\$ (14,211,928)

See Accompanying Independent Auditors' Report.

Figure 30. 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.

On 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

ELEMENTARY



Adacao Elementary School

Special/Exemplary Programs: K-5th Grade Writer's Window, 5th grade students utilized the Full Option Science System (FOSS) Program, National Elementary Honor Society (NEHS), Adacao's Unified Courts of Guam: Mock Trial Program.

Accomplishments:

- We conducted our Student Body Association (SBA) elections to officiate our SBA for SY2015-2016 in which our intermediate students develop citizenship, leadership, and character. Our student organization provides a democratic forum to address school-related issues that affect their lives; leadership training for students in the duties and responsibilities of good citizenship, using the school environment as the primary training ground; offers a year-long program of social functions and community involvement projects for students.
- We completed K-5 th AIMS testing that provides student, parents and teachers a universal academic screening for reading and math three times a year. These assessments measures overall performance of key foundational skills at each gradelevel and the information is utilized to assists teachers in identifying the strengths and the needs of each student and the entire class.
- The K Brigance Early Childhood Screen for kindergarten students was conducted to assists teachers initiate referrals for further evaluation or special services; monitor and report progress over time by administering the age-appropriate screen mid-year or end- of-year as a post-test; guide individualized, group instruction, track, report individual and group progress.
- We piloted Common Formative Assessments (CFA) for language, reading and math. Our CFAs were administered to all students several times during a quarter. The assessed items were collaboratively designed by teachers and the results analyzed to change or continue instructional practices.



Agana Heights Elementary School

Special/Exemplary Programs: Star Student Award, Positive Behavioral Interventions and Supports (PBIS), Mimasaka University Cultural and Learning Exchange, Jump Rope for Heart / Sports Week, Success in Reading

Accomplishments:

- Teachers and staff trained in the SPARK Program in order to increase physical activities in students and reduce child obesity.
- AHES PTO continues their strong support of the environment through the i-Recycle Program.
- In SY15-16, AHES was the first elementary school to train Fifth grade students and teachers how to perform Hands-Only Adult CPR through the American Heart Association (AHA) video-based training program.
- AHES supports Box Top for Education which allows for the purchase of school resources for our students and teachers.
- PBIS Spirit Week and PBIS Student of the Month to celebrate positive behavior at AHES.
- AHES participated in Red Ribbon Week which is a nationwide campaign that promotes drug awareness and prevention by encouraging the school community to participate in various drug-free activities and discussions.
- Chamoru Month activities of guest speakers, cultural dancers, and fieldtrips to historical sites foster knowledge and respect for the island and our culture.
- GATE Students participated in the AHES and Island-wide Science Fair to promote STEM.
- Fifth grade students participated in the Judiciary of Guam Annual Mock Trial where they learn about court proceedings and their Miranda Rights.
- Career Week held for 5th graders who were exposed to various careers in the community and visited by such companies and organizations as Guam Power Authority, Jamaican Grill, Pacific Islands, and Department of Youth Affairs.



Astumbo Elementary School

Special/Exemplary Programs: After School Program for Instructional Remediation & Enrichment (ASPIRE), International Math Kangaroo, National Association for Women in Construction (NAWIC) Block Kids Competition, Scripps National Spelling Bee Competition, Science Fair, Island-wide Math Olympiad

Accomplishments:

- Canned Food Drive Donated to Salvation Army
- Coin Drive donated to Guam Cancer
- Reading is Fundamental Program (RIF) Sponsored By: Macy's
- Placed 1st in the Gerran Kaddon Pika Competition
- Placed 1st in all grades in the Island-wide Weaving completion for elementary
- Placed 1st in the Inacha'ikak Yininga' (Theme Poster) Contest
- Placed 2nd and 3rd in local Math Kangaroo Competition in grades 1st and 2nd.
- Placed 1st in 3rd grade division in the NAWIC Block Kids Competition
- Maintenance of School Website and Monthly Newsletter
- First Grade Scoring highest scores in the district all subtests of the SBA.



B.P. Carbullido Elementary School

Special/Exemplary Programs: Guarantee & 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 Intervention Support (Pbis) Program

Accomplishments:

- 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 Remedio & Enrichment (ASPIRE), Academic Tutoring, School Summer Program, STAR Reading & Math Program, & BPCES Promotes Literacy Program.
- Implemented student clubs such as: 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, SBA, ACT Aspire, 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 Program (SFA) - Reading Program, Student Behavior – The CLTES “Deer Awards” (Doing Everything Expected Right), G.A.T.E. Program, SPARK – Sports Physical Activity Recreation (DPHSS)

Accomplishments:

- School Accreditation Process – This school year 2015-2016, ALL faculty, staff, parents & student representative are members of one of the Focus Teams and meet at least once a month. The Chairperson and Co-Chairpersons of each Focus group meet as needed. SUCCESSFULLY RECEIVING ACCREDITATION FOR THE NEXT 3 YEARS.
- Spelling Bee - The top two spellers from each 3rd-5th grade classroom are selected to participate in the school-wide spelling competition. The champion speller and alternate will compete in the island-wide Spelling Competition and possibly the regional competition.
- Math Olympiad - Students participate in a series of five monthly contests of five problems each, from November to March, and weekly practice sessions under the supervision of the coach. The top four students are selected by the coach to compete in the island- wide competition.

- Science Fair - The science fair promotes reading comprehension skills, self-directed learning and problem solving skills. It also allows students to present their findings to others and constructively critique each other using scientific communication skills. The top two students from kindergarten through 5th grade are chosen to participate in the school-wide competition. The first, second, and third place winners receive trophies. Every participant receives a certificate of participation.
- Drill Team - Students participate in marching drills of various patterns and formations. This team allows for students to learn cooperation, expectations, rhythm, and following directions in a synchronized fashion. The students are recommended by their teachers and must maintain a B average and have no behavior referrals.
- Mes Chamorro - Students participate in this annual event held in March that is hosted by the Chamorro Language and Studies Programs and the Chamorro Language and Culture Teachers, to promote the indigenous language and culture of Guam. Mes Chamorro is an island-wide event that is hosted by various agencies and businesses to showcase performances, displays, and competitions. These events provide opportunities for students to compete and practice the use of Chamorro Language to enhance their knowledge of the Chamorro culture and promote school pride.
- Special Olympics - The Special Olympics is an island-wide event in which Special Education athletes compete in numerous sporting competitions. The rationale for Special Olympics is to improve the quality of life for Special Olympic athletes through healthy behaviors and lifestyles, to foster teamwork and healthy competition, to promote friendships, to build community awareness and involvement, and to have fun.
- Kids For The Cure - Students in grades 3-5 participate in a special program in partnership with Guam Cancer Care to educate the students on healthy living and cancer awareness and prevention.
- Holiday Program - Students in grades Kindergarten-5th participate in an annual holiday program to showcase their musical talents. This event promotes family, community school relations, and fosters school spirit.
- Public Broadcasting System (PBS) Family Read-A-Thon - Students participate in an annual event that encourages students to read daily. Elementary school students raise funds for public television by gathering pledges. The pledges are submitted to PBS Guam to be eligible for prizes.
- Pacific Daily News (PDN) - The Newspapers in Education Program is a partnership between the PDN, local businesses and schools. A sponsor's donation provides teachers and students the PDN, curriculum guidelines and lesson plans. The PDN helps teachers introduce students to lifelong reading habits while encouraging more meaningful, hands on learning about issues that affect them locally and globally.
- Water Safety – The water safety presentation is conducted by volunteer certified lifeguards to prepare 5th grade students in lifelong learning skills pertaining to swimming.



Chief Brodie Elementary School

Special/Exemplary Programs: Buddy Bench; Make a Difference Campaign (anti-Special/Exemplary Programs: State Systemic Improvement Plan (SSIP), Response to Intervention (RTI) Math, Buddy Bench, ASPIRE, Standards Based Grading,

Accomplishments:

- Achieve 3000 (Reading)/Moby Max (Math) computer programs set up and implemented.
- GATE students painted and created five Habitat Murals with GATE Visual Art Specialist, Gisela Guile.
- Special Olympics
- Students wrote and published hardcover books with Studenttreasures Book Publishing.
- End of the Year Awards (\$3000 raised and spent on awards)
- Student of the Quarter
- Mock Trial
- ESL Book Fair
- Spring Carnival
- Read from the Heart



D.L. Perez Elementary School

Special/Exemplary Programs: Positive Behavioral Interventions And Supports, Student Council (Stuco), Gifted And Talented Education (G.A.T.E.) Program, Famagu'on I Lalai (Children Of The Chant), Math Olympiad

Accomplishments:

- Western Association of Schools and Colleges Accreditation
- FestPac Activities: United Pacific Nations Parade, Christmas Ornament Decoration Contest
- Community Projects: Sugar Plum Tree, Saipan Coin Drive, Canned Food Drive, and community presentations
- Career Day
- Read for the Record
- Christmas Program
- Newsletters
- Famagu'on I Lalai (Children of Chant) - won first place in every category of the elementary school division at the "Bailan Taotao Tano" event held at Gef Pago in Inarajan on April 9, 2016
- MES Chamorro: Lunar Calendar Activities, Chamorro Spelling Bee, First Annual Maga'haga and Maga'lahi
- School-wide and Island-wide Science Fair



Finegayan Elementary School

Special/Exemplary Programs: PBIS (Positive Behavior Intervention & Support), ASPIRE (After-School Program for Instructional Remediation and Enrichment), Families and Schools Together (FAST), Prekindergarten Program Initiative

Accomplishments:

- ASPIRE-After School Program for Instructional Remediation and Support; provided tutoring opportunities to students in need of additional instructional support.
- NEHS-National Elementary Honor Society; provides an outstanding means to prepare and shape students for their middle level and high school experiences. The four pillars of membership are Scholarship, Responsibility, Leadership and Service.
- PBIS-Positive Behavior Intervention and Support; provided the guidance to improve overall school climate, specifically; 1. to reduce and eliminate disruptive behaviors.
- Maintain a safe and positive learning environment for all students. 3. Promote communication.
- SOM-Student of the Month (student recognition for outstanding character development)
- Scripps Spelling Bee; not only to encourage children to perfect the art of spelling, but also to help enlarge their vocabularies and widen their knowledge of the English language.
- Math Olympiad; goals were focused To stimulate enthusiasm and a love for Mathematics
 - To introduce important Mathematical concepts
 - To teach major strategies for problem solving
 - To develop Mathematical flexibility in solving problems
 - To strengthen Mathematical intuition
 - To foster Mathematical creativity and ingenuity
 - To provide for the satisfaction, joy, and thrill of meeting challenges



H.S. Truman Elementary School

Special/Exemplary Programs: Kids For The Cure – K4C!, Mock Trial, Fitness Fridays & Mile Run Activity,

Accomplishments:

- GATE Robotics program for grades Third, Fourth, and Fifth.
- GATE STEM Projects
- Island Wide Spelling Bee Participation
- Island Wide Math Olympiad Competition Participation
- IRA Read-A-Thon Participation
- 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; Chief Patrol, Stock Market Game, International Reading Association

Accomplishments:

- WASC Accreditation 2005-2017
- PBIS
- International Reading Association
- IES Special Education Program
- IRecycle Program
- Career Day
- IES Science Fair
- Chamorro Program Activities
- IES GATE Program
- IES ESL Program



J.M. Guerrero Elementary School

Special/Exemplary Programs: Striving Readers; State Systemic Improvement Plan (SSIP), High School Partnership – Simon Sanchez Biology Students (Guardian of the Reef), G.A.T.E. Program, I-Code, W.A.V.E. Club

Accomplishments:

- 3rd place Island-wind Song Festival Competition (Elementary Division) on November 28, 2015 held at Agana Shopping Center. 4th grade honor choir
- Juan M. Gue Honor Choir, won Silver (Elementary Division) in the Tumon Bay Music Festival Island-wide Competition held on March 4, 2016 at Kahida Ballroom, Guam Plaza Hotel.
- 1st place islandwide competition “Top Performing School”- International Reading Art- a-thon.
- Juan M. Guerrero Elementary School placed 2nd as one of the top schools that were entered in Sylvan’s 2015 My Favorite Teacher contest during the November A-Club event. The following teachers, Rose Blas, Leesue Kalgren, Sheila Morales-Meno, Tiaralene Pocaigue, Sirena Cruz, Heide Cameron, Kasaundra Penaflor, Franchesca Sison, and Jan Rudolph received Sylvan’s 2015 My Favorite Teacher Recognition Awards.



J. Q. San Miguel Elementary School

Special/Exemplary Programs: Reading Is Fundamental Program (Rif), Positive Behavior Intervention And Support (Pbis), Parent Outreach Program, Easy Tech Computer Curriculum

Accomplishments:

- Bullying Prevention Program
- Reading is Fundamental (RIF), a Free Book Program

- Manaotao Agila, Cultural Performing Group
- Girl's Scouts Troop
- WAVE Club
- Parent Workshops/Family Engagement Leadership Team
- Career Day
- On-going Professional Development in Curriculum and Behavior Management
- PBIS



L.B. Johnson Elementary School

Special/Exemplary Programs: LBJ & Tamuning Elementary Schools' Balanced Leadership Approach, LBJ Elementary School's "Angel Raffle" Student Recognition Program, LBJ & Tamuning Elementary School Vertical Teams,

Accomplishments:

- LBJ and Tamuning Elementary Schools' Unified Leadership Team: SY15-16 was the onset of merging the leadership teams from both LBJ and Tamuning Elementary Schools. Rather than functioning from two separate leadership teams, there was only one leadership team which comprised of teacher leaders from both schools. This strengthened the schools' efforts towards operating as one elementary school to better serve all students as they progress from grade to grade.
- Continued implementation of the Balanced Leadership Approach and Restructuring of Committees: SY15-16 was the onset of merging committees from both LBJ and Tamuning Elementary Schools. Rather than planning and coordinating activities or events as two separate schools, members from both schools and from each grade level or support program participated in one of five committees. The five committees were Student Awareness Committee, Student Achievement Committee, Student Activities Committee, Student Recognition Committee, and the Positive Behavior Interventions and Supports (PBIS) Committee. Currently, the schools are reviewing respective data and summative reports to determine if any revisions regarding committees, committee frameworks or structures, and/or coordinated activities are needed.
- Publication of a Unified Monthly Newsletter: SY15-16 was the initial school year for LBJ and Tamuning Elementary Schools to collaboratively coordinate and publish a unified newsletter ensuring pertinent information was relayed to parents on a monthly basis. The Student Awareness Committee coordinated this important task of building the connection between home and school. In addition to articles written by the administration, support programs, and grade levels, committees also shared information regarding events, accomplishments, or recognition of students.
- Quarterly Honor Wall Student Recognition: This was the first year both LBJ and Tamuning Elementary Schools recognized students for meeting "A Honor Roll" or "B Honor Roll" criteria by publicizing names on identified bulletin boards in both schools. The Student Recognition Committee focused the year on streamlining how students' academic achievements were acknowledged.
- Reading is the Key to Success: SY15-16 was the first both LBJ and Tamuning Elementary Schools implemented this recognition program for students to read. The Librarians from both LBJ & Tamuning Elementary Schools coordinated this project with the Student Achievement Committee. Students' reading logs were collected each semester and those who met identified criteria were recognized for their accomplishment during PBIS assemblies.

- PBIS Student Store: SY15-16 was LBJ and Tamuning Elementary Schools' first time to implement a student store. Students were able to purchase various prizes and supplies using Whale Tickets they have earned during the school year.
- Monthly Grade Level Productions: During this school year, in lieu of a Chamorro Program, each grade level was featured during a specific month to showcase a production for students to exhibit what they have learned in regards to character development or from PBIS lessons through songs, dances, and/or skits. The following were the themes of LBJ's grade level production:
 - Kindergarten, GATE Pre-School, and Pilot Pre-School's Disney Production, "Courage to Dream", April 28, 2016. The youngest students in the school performed songs and dances showcasing the possibilities of setting goals and dreaming big, as these can become a reality if they set their mind(s) to doing it; and not just to do it – but to do their best at it! Be an achiever.
 - 1st Grade Production, "Fest-Pac/Cultural Festivities", March 31, 2016. The 1st grade students performed Chamorro songs and dances showcasing the values of our culture, language, pride and richness of our island and its peoples. Our students gave their expressions of respect for all things through art, song and dance. It also taught the meaning of family and cohesiveness.
- 8 Grade Levels' Season of Giving Service Learning Projects: During this school year, in lieu of a Christmas Program, students learned about being generous and other service learning components by engaging in a Season of Giving Service Learning Project with culminating activities occurring in December and January.



Liguan Elementary School

Special/Exemplary Programs: Improving Student Learning & Achievement (ISLA) AYUDANTE Summer School Program, Positive Behavior Intervention Supports (PBIS), Super Sihex Reader Program, Science Fair, After School Program for Instructional Remediation and Enrichment (ASPIRE)

Accomplishments:

- Ms. Camela Mendiola GATE Instructor Coordinator for the Isla Art-a-Thon won a computer for being one of the top schools to raise most funds for being the Isla Art-a-Thon Advisor
- Participated in the GDOE Mes Chamorro Kadon Pika Competition
- Students participated in the Healing Hearts Presentation – Good Touch vs. Bad Touch
- Participated in the annual PBS and IRA Read a Thon
- Participated and won categories in the Annual Japan Airlines JAL Haiku poetry contest
- Participation and won categories in the Annual ISLA Art a Thon
- Participated in the annual Kids Athletics 2016
- Participated in the School Wide Science Fair
- Teachers participated in the Lani-Kate Task Force Presentation
- Participated in the Guam Energy Office Alternative Energy Consumption and Development



M.A. Ulloa Elementary School

Special/Exemplary Programs: ASPIRE (After School Program for Instructional Remediation and Enrichment), Health Fair, PBIS (Positive Behavior Intervention Supports Program) Spotlights & Shout-Outs, “Principal’s Café & Luncheon” , Carabuck Program,

Accomplishments:

- PBIS (Positive Behavioral Intervention Supports) MAUES Major Office Discipline referrals decreased from 193 referrals in SY 14-15 to 4 referrals in SY 15-16 due to the practice of proactive discipline.
- Health and Wellness Fair and Flu shot clinic for MAUES families and students to promote health and wellness to our families and students
- Thanksgiving Food drive – MAUES faculty, staff and students collected canned goods for our local community
- Thanksgiving Feast for Guma San Jose that was provided by our faculty /staff to promote unity in education
- Rigaluyi I Famagu'on-ta (Gift Giving of our children) MAUES students randomly selected to receive Christmas gifts from faculty and staff to promote service and leadership to our students
- Continue the use of Live binder as Evidence Portfolios
- Science Fair to stimulate interest for MAUES students in science, to provide students with opportunities for research and active inquiry
- Renovation of the school outdoor stage by PTO officers SY 2015-2016
- Kids Athletics to promote MAUES students the opportunity to explore and express themselves through athletic competition and to contribute the development of school spirit.
- Read Across America Day to promote reading and continue to motivate students to read.
- Career Week to support MAUES goals to promote students for college career readiness
- Teach Children to Save day shines the spotlight on students learning elementary level financial education on how to earn, save, spend their money wisely.
- Grade level monthly exhibit – to promote school pride and class spirit and to showcase the learning in the classrooms
- Computer Café – A program held every month offering basic computer training for MAUES parents/Guardians on how to use a computer and to increase our parental involvement.



M.U. Lujan Elementary School

Special/Exemplary Programs: College and Career Awareness Presentations, Parent Education Workshop, Professional Learning Activities (Haya Moving Forward, Professional Development Days, Weekly PLCs & CLTs, Vertical Team Meetings), Healthy Hearts Fair, PBIS

Accomplishments:

- Full implementation of CCSS - Consensus maps were regularly reviewed and updated as learning progression of students were closely monitored.
- HAYA Moving Forward – Planned and hosted professional development with Haya schools
- Weekly CLTs & PLCs – Faculty and staff were committed to ongoing professional learning on identified topics.
- Collaborated with SPED Division on SSIP – focusing on reading proficiency by 3rd grade.
- 100% of our faculty participated in the new PTEP.
- Peer Mediation – Students participated in training activities on how to support their peers in various situations.
- Junior Police Cadets – students act as safety monitors to ensure order and are advocates of our school expectations.
- Purplicious – To promote cancer awareness, month long activities and presentations were held.
- CFA Pilot School – Teachers worked hard to develop proficiency scales in the areas of Reading, Math and Language Arts in order to better gauge student proficiency of standards.



Machananao Elementary School

Special/Exemplary Programs: Response to Intervention (RtI), Professional Learning Communities (PLC), Professional Developments, After School Program for Instructional Remediation & Enrichment (ASPIRE),

Accomplishments:

- School Improvement Plan - Action Steps were completed and accomplished
- ACT Aspire & Standards-Based Assessment (Reading, Language, Math) – School ranked satisfactorily in comparison with the other schools district-wide.
- Positive Behavioral Interventions & Supports (PBIS) – Decrease in major discipline incidents
- Monthly Virtues “Marvelous Marlins” – Students were awarded for practicing and displaying Character Education.
- Structured Learning Computer Education – Computer Education K-5th Curriculum were provided as a resource to implement GDOE Computer Education Standards.
- National Elementary Honor Society (NEHS) – A total of 6 students were inducted to NEHS
- Professional Development – Teachers attended/received trainings on Accreditation, CITW, Guaranteed Viable & Curriculum, Balanced Leadership, STEM, Marzano Formative Assessment, Standard Based Grading/Proficiency Scales, SIOP, etc..
- After School Program for Instructional Remediation & Enrichment (ASPIRE)

- As a school, in Reading, there was an increase of 12% of students performing at grade level or above. In Math, there was an increase of 28% of students performing at grade level or above.
- Science Fair – The school had over 20 participants and 4th grade student Angelique Garcia took 1st place in the Island-wide Science Fair.
- Response to Intervention - As a school, in Reading, there was an increase of 12% of students performing at grade level or above. In Math, there was an increase of 28% of students performing at grade level or above.



M. A. Sablan Elementary School

Special/Exemplary Programs: Get Fit Tuesdays, PBIS, Educational Outdoor Activities, Star of the Month,

Accomplishments:

- Marcial A. Sablan Elementary School focused on healthy activities and lifestyles by developing Get Fit Tuesdays, participating in the Relay Recess, Kids for the Cure, International Kids Yoga Day, supporting the Mighty Moves initiative, promoting after school physical activities such as afterschool basketball and working with the mayor in supporting the Agat Stars Baseball community leagues, and increasing Physical Education/Health minutes. Through these efforts students increase their physical activities and increase knowledge of the effects of healthy lifestyles.
- Marcial A. Sablan Elementary School focused on improving the availability of technology school wide. The library was able to obtain at the end of the school year 6 N-Computers, Promethean Activ Panel Touch, Promethean Board and Projector, etc. This created the library as a media center for teachers and students.
- Marcial A. Sablan Elementary School focused on improving the reporting and data collection for students with behavior and attendance challenge to better improve the interventions the students need at all Tier levels.

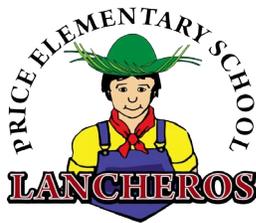


Merizo Elementary School

Special/Exemplary Programs: Fun Fit Fridays, I Recycle/Youth Crime Watch Student Clubs, PBIS Dynamic Dolphin/ Dolphin Dollar Store and Fun Room, HAYA Moving Forward PD, Relay Recess

Accomplishments:

- Special Olympics
- Island-wide Science Fair
- Box Tops for Education
- 2016 Career Week
- 3rd place Foundation for Public Education 5K
- Law Day Art Contest
- Literacy Harvest Festival
- 9/11 Tribute to Everyday Heros
- Scripts Spelling Bee

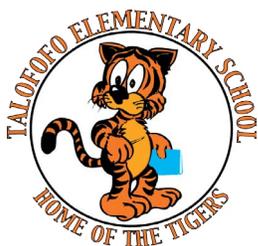


H.B. Price Elementary School

Special/Exemplary Programs: STAR Program, STEM Program, Big Brothers Big Sisters, Positive Behavior Intervention & Supports, Girl Scouts,

Accomplishments:

- Received initial accreditation status from WASC
- 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
- Students participated in the GATE Honor Choir
- Students participated in the Mock Trial at Guam Superior Court
- Hosted GCC Math Carnival



Talofofu Elementary School

Special/Exemplary Programs: MOCK TRIAL, MATH OLYMPIAD, Good Morning Fitness Program, GATE ART PROGRAM, GATE ART PROGRAM

Accomplishments:

- Imagine Guam Participants: The principal and participated in the Imagine Guam convention.
- Kid's Athletics 2nd Place: Talofofu's athletic team placed second in the island-wide competition at GWHW field.
- FestPac Delegates and Participants: Three students were selected as 2016 Festival of the Pacific delegates, and third – fifth grade students participated in the opening and closing ceremonies.
- Special Olympics Participants: Twelve students practiced and participated in the Guam Special Olympics games.
- Math Olympiad Team 7th Place: Math team competed at the island-wide competition finishing in 7th place.



Tamuning Elementary School

Special/Exemplary Programs: Tamuning & LBJ Elementary Schools' Balanced Leadership Approach, Tamuning Elementary School's "Making A Splash" Student Recognition Program, Tamuning & LBJ Elementary School Vertical Teams

Accomplishments:

- Tamuning and LBJ Elementary Schools' Unified Leadership Team: SY15-16 was the onset of merging the leadership teams from both Tamuning and LBJ Elementary Schools. Rather than functioning from two separate leadership teams, there was only one leadership team which comprised of teacher leaders from both schools. This strengthened the schools' efforts towards operating as one elementary school to better serve all students as they progress from grade to grade.

- Continued implementation of the Balanced Leadership Approach and Restructuring of Committees: SY15-16 was the onset of merging committees from both Tamuning and LBJ Elementary Schools. Rather than planning and coordinating activities or events as two separate schools, members from both schools and from each grade level or support program participated in one of five committees. The five committees were Student Awareness Committee, Student Achievement Committee, Student Activities Committee, Student Recognition Committee, and the Positive Behavior Interventions and Supports (PBIS) Committee. Currently, the schools are reviewing respective data and summative reports to determine if any revisions regarding committees, committee frameworks or structures, and/or coordinated activities are needed.
- Publication of a Unified Monthly Newsletter: SY15-16 was the initial school year for Tamuning and LBJ Elementary Schools to collaboratively coordinate and publish a unified newsletter ensuring pertinent information was relayed to parents on a monthly basis. The Student Awareness Committee coordinated this important task of building the connection between home and school. In addition to articles written by the administration, support programs, and grade levels, committees also shared information regarding events, accomplishments, or recognition of students.
- Quarterly Honor Wall Student Recognition: This was the first year both Tamuning and LBJ Elementary Schools recognized students for meeting “A Honor Roll” or “B Honor Roll” by publicizing names on identified bulletin boards in both schools. The Student Recognition Committee focused the year on streamlining how students’ academic achievements were acknowledged.
- Reading is the Key to Success: SY15-16 was the first year Tamuning Elementary School implemented a recognition program for students to read. The Librarians from both Tamuning & LBJ Elementary Schools coordinated this project with the Student Achievement Committee. Students’ reading logs were collected each semester and those who met identified criteria were recognized for their accomplishment during PBIS assemblies.
- PBIS Student Store: SY15-16 was Tamuning & LBJ Elementary Schools’ first time to implement a student store. Students were able to purchase various prizes and supplies using Whale Tickets they have earned during the school year.
- Monthly Grade Level Productions: During this school year, in lieu of a Chamorro Program, each grade level was featured during a specific month to showcase a production for students to exhibit what they have learned in regards to character development or from PBIS lessons through songs, dances, and/or skits. The following were the themes of each grade level’s production:
 - Fifth Grade Production, “Making a Difference”, October 29, 2015. Students in 5th grade showcasing the value of having good character and gives awareness of life’s daily struggles; also in that, they have people to support and encourage them throughout their journey. They have friends to lean on, parents who will hold their hand, and their personal perseverance to fight for what they believe.
 - Fourth Grade Production, “We are the Dream”, November 25, 2015. Students in 4th grade showcasing their efforts to make a difference in school or in their community. They’ve learned to appreciate their freedoms and now are able to see that no matter how bad life gets for them, they can make a difference in the lives of others just as Dr. Martin Luther King, Jr. has done for America.
 - Third Grade Production, “Peseverance”, February 17, 2016. Students in 3rd grade showcasing persistence and perseverance leading to limitless possibilities thus encouraging our students to keep striving for success no matter what obstacles they may face in their lives. To “never” give up on gtheir goals and dreams to becoming the best “person” that “they” can be.

- Second Grade Production, “Peace, Love, and Harmony”, February 29, 2016. This showcases unity then and now, past and present. How we’ve changed in the way we live, in how we treat others and the wars that have yielded negativity in the world. This showed the way we’re viewing our world now and how we can change these views to make it a better world. This showed the way we’re viewing our world now and how we can change these views to make it a better world, and to make a difference in others thus prompting Peace, Love, and Harmony.
- Grade Levels’ Season of Giving Service Learning Projects: During this school year, in lieu of a Christmas Program, students learned about being generous and other service learning components by engaging in a Season of Giving Service Learning Project with culminating activities occurring in December and January.



Upi Elementary School

Special/Exemplary Programs: Positive Behavior Incentive Support (PBIS) , Direct Instruction Reading Program, Parent Teacher Organization

Accomplishments:

- Upi Elementary School 3rd grade teacher, Mrs. Gracelle Canar was declared as the 2016 Guam Department of Education Teacher of the Year on April 28, 2016.
- Completion of the new car riders’ area and a newly built awning donated by PTO
- Upi Elementary School Kinder teacher Mr. Billy Navarette participated in the Ninja Warrior Season 8.
- Upi Elementary students participated in the Kids Athletics at the GWHS Track and Field on May 7, 2016.
- Christmas Gift giving for every student in partnership with Upi PTO.
- FestPac parade of nations by each grade level.
- Author visit: Dr. Sylvia Vardell sponsored by IRA.
- First Lady’s Purplicious Challenge, to unify, support and build awareness of cancer.



Wettengel Elementary School

Special/Exemplary Programs: WETTENGEL ELEMENTARY HONOR SOCIETY, RAINBOWS FOR CHILDREN PROGRAM, ASPIRE PROGRAM, CARANADU SUMMER SCHOOL PROGRAM – MAUES & WES, SCHOOL CLIMATE CADRE

Accomplishments:

- National Elementary Honor Society – WES was accepted into the National Elementary Honor Society for the first time this school year. Thirty-one students were inducted into the program who exemplified academic and social excellence as well as being involved in civic and community programs or activities.
- Chamorro Spelling Bee Competition – Promoted the Chamorro language through an island wide competition held at UOG. WES student Dylan Babauta won 2nd place in the Intermediate Competition.
- WES Career Day provided an opportunity for the island community to be partners in education. Presenters from various federal, military, government, business and local leaders shared their roles in the island community.
- On-Going Professional Development - Teachers & staff participated in on-going training by the Curriculum Leadership Team on proficiency scales & standards-based grading.

- WES Annual Family Health Fair 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. Guest speakers presented on topics such as food safety, nutrition, Whole Child, and child services. Several government and private groups participated and created table top displays and demonstrations to participants. Participants were able to taste a variety of healthy drinks during the fair.
- Jump Rope for Heart Event was held for the fifth year. Students learned how to take care of their hearts by staying healthy through exercise, eating healthy, and living tobacco free.
- During the event, students used jump ropes to exercise for 30-45 minutes and raised funds from pledges for the American Heart Association.
- Kids for Cure – WES intermediate grades (3rd, 4th & 5th) were trained in weekly fitness activities in preparation for a grade level competitions. Students endured fitness exercises to build stamina, endurance and body strength to compete in a culminating event where they won medals and certificates. The program was sponsored by the American Cancer Society to promote fitness and healthy living.
- Festival of Pacific Participation – Selected students in the intermediate grades participated in the opening ceremony for FESTPAC on May 22nd. Students practiced weekly during school hours then as a whole group with other island-wide FESTPAC participants. Sinora Jowinalyn Mendiola led the group in the months leading to the opening ceremony held at the Paseo. Sinora Mendiola was also a performer during the opening ceremony.
- CPR Training – Seventy-five 5th grade students participate in a hands-on CPR Course held by the school nurse.
- Annual Science Fair – WES Science Fair had over 30 student participants to promote exploration of the world of science in a variety projects they created and were judged on. Winners go on to compete in the Island-wide competition.

MIDDLE SCHOOL



Agueda I. Johnston Middle School

Special/Exemplary Programs: Tutorial Programs to Support Academic Achievement, School Climate Cadre (SCC) to support Social Success, Sustain Silent Reading (SSR) every Friday, Mock Trial/Journalism Class, Interscholastic Program Participation, Kulu Natibu

Accomplishments:

- Awarded Six Year Accreditation from WASC
- Celebrated and Recognized FestPac as a culmination to the school's Chamorro Month Activities
- Completed 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. School was ready to open on time with the support of their volunteer's assistance.
- Completed the Annual Script Howard Spelling Bee and placed in the top 15 schools
- Participated in various community outreach programs through the collection of monetary, canned goods, household and clothing goods.

- Completed a successful Health Fair for students and their families
- PTO Monthly Meetings and Activities –SWAP MEET, Movie Night, School Clean-up
- Completed the Project Isa-ta program for both female and males
- Completed 2 successful Cultural Exchange programs with two tour companies. Host approximately 700 students from different areas of Japan.



Astumbo Middle School

Special/Exemplary Programs: Positive Behavioral Interventions and Support (PBIS), Academic Interventions, Student Body Association (SBA), National Junior Honor Society (NJHS)

Accomplishments:

- Six-Year Accreditation Status achieved
- College, Career, and Service Learning Awareness Event
- Sports: Boys' Volleyball A-Team awarded 2nd place; Boys' Volleyball B-Team awarded 1st place (undefeated) Champions; Girls' Volleyball A-Team awarded 3rd place; Boys' Volleyball B-team awarded 2nd place; Boys' Soccer awarded 1st place Champions; Boys' Basketball B-Team awarded 1st place Champions; Girls' Basketball A-Team awarded 1st place Co-Champions with BMS; and Girls' B-Team awarded 2nd place.
- 100% Compliance in Special Education
- Student participation at Special Olympics, Spelling Bee, and Academic Challenge Bowl
- Cultural Student Exchange with students from JRMS and OMS



F.B. Leon Guerrero Middle School

Special/Exemplary Programs: Positive Behavior Interventions And Supports Cadre, Robotics Class, 4H Club, .B. Leon Guerrero Fine Arts Program, F.B. Leon Guerrero Fine Arts Program

Accomplishments:

- School-wide Science Fair; Our annual School-wide Science fair challenges our students to deliver science projects from categories such as Chemistry, Biology, Physical Science, & Earth Science. Additionally, FBLG's Science teachers work collaboratively with community partners to take part of the Science Fair as Judges.
- eCyber Mission; Our Robotics students lead by Aileen Canos, have competed nationally and garnered 1st & 2nd place in the Middle School Division.
- Band; Our Honor Band & Jazz band lead by Mrs. Carroll Flores, throughout the SY have been invited to perform in numerous community events. Additionally, took 1st place in the Island Music Festival.
- Choir; Our Honor Choir lead by Mrs. Irene Cabral, throughout the SY have been invited to perform in numerous community events. Additionally, took 2nd place in the Island Music Festival.
- Collaborative Learning Team; Piloted School for Standards Based Grading (Marzano).



Inarajan Middle School

Special/Exemplary Programs: GATE Robotics, Hurao Agricultural Project, Peer Mediation, Warriors In Need, (WIN)

Accomplishments:

- Condensing WrAP;
- Building in regularly occurring Collaborative Learning Teams (CLTs) with systemic practices to drive Professional Learning and improve student learning;
- Nurturing regularly occurring Professional Learning Teams (PLCs) to focus energies on actual and current student needs and affect improvement on learning outcomes;
- Reinforcing school wide levels-of-implementation of CCSS;
- Integrating Literacy across the curriculum through Consensus Maps, Snapshots, CFAs, PLCs, PDs, and CLTs;
- Develop Tiered Intervention systems and strategies.



Jose Rios Middle School

Special/Exemplary Programs: S.O.A.R.- Behavior Intervention Program, Response to Intervention- Reading,

Accomplishments:

- Response to Intervention- Reading
- Student-led Conferences/Portfolios
- Career Awareness Fieldtrips in partnership with U.S. Military, Government Agencies, and Private Businesses
- Chamorro Month Spring Concert
- War in the Pacific National Park- Fully Funded Field Trip in partnership with the Ticket to Ride grant, which funded transportation.
- Island-wide Basketball Champions (Boys)



L.P. Untalan Middle School

Special/Exemplary Programs: Science, Technology, Engineering, & Mathematics (Stem) Program, Striving Readers Comprehensive Literacy Program, 10 Steps To The Head Of The Class

Accomplishments:

- WASC recognition of the school's progress in addressing goals
- School-wide implementation of the Winning Formula-10 Steps to the Head of the Class
- Foundation Grant Approval
- Special Education Compliance Requirement of Offsite Data Review
- Professional Development Training for administrators and teachers in the following areas; STEM, Standard Based Grading, Aquaponics, Striving Readers, Lani Kate Curriculum, Effective Teacher Observation, Balanced Leadership, PRE AP

- Professional Development Training for Support Staff in the following areas; Search and Seizure, Fire Watch, Aid Certification, EEO Rights,
- Partnership with Americorps to providing tutoring services
- Partnership with Junior Achievement and Docomo in offering a financial literacy curriculum
- Annual STEM EXPO Striving Readers Training



Oceanview Middle School

Special/Exemplary Programs: Pre-Advanced Placement Program , Positive Behavior Interventions and Supports (PBIS), Oceanview Middle School Performing Arts,

Accomplishments:

- The Consolidated Grant FY 2015 application has been approved by the United States Education Department allowing for the John Hopkins Talent Development Program to continue until SY 2016-2017.
- A Special Commendation from the 33rd Guam Legislature was given to Mrs. Silvina Taumoma for her 54 years of service as an educator. Mrs. Taumoma taught 7th grade Language Arts at OMS for 19 years in addition to her many years of teaching public and private school.
- The 2016 Pacific Islands Bilingual Bicultural Association Teacher for Guam is Siñot Joseph Leon Guerrero. Siñot Leon Guerrero teaches Chamorro language to 6th grade students.
- Oceanview Middle School Chamorro Language students participated and won third place for the Lâlai/Chant Competition during the annual UOG Chamorro Studies Program Inacha'igen
- Fino' Chamorro or Chamorro Language Competition held on March 8 and 9, 2016.
- Participation in the Community Eligibility Program (CEP) provides 100% Free Meal Program to all students.
- OMS Cultural Dancers participated in and won first place in the Bailan Taotao Tâno' Chamorro Dance Competition held at Gef Pâgo Inarâjan, held on April 10, 2016.
- Louise Genovana, 7th grade, place 4th in the 2016 Scripps Island-wide Spelling Bee.
- Jeffrey Edubalad, 7th grade, broke the island wide middle school record in the 100 meter dash in the 2016 Track & Field Events.



V.B. Benavente Middle School

Special/Exemplary Programs: Learning School Alliance Alumni member, Positive Behavior Intervention Supports, Personalization and Inter-disciplinary teams,

Accomplishments:

- BMS can ensure there is a guaranteed and viable curriculum.
- All grade level content teams develop 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.
- Over 85% of teachers are proficient in setting objectives & providing feedback as measured in the walkthroughs.
- WASC reaffirmed 3 years of Accreditation during mid term visit.

HIGH SCHOOL



George Washington High School

Special/Exemplary Programs: Achieve3000, S.T.E.M., Freshman Academy, Guam Trades Academy, Positive Behavioral Interventions & Supports (P.B.I.S.)

Accomplishments:

- 121 National Career Readiness Certificates (13 Gold, 62 Silver, 46 Bronze)
- 39 Certificates of Mastery for the GCC-Articulated Programs
- JROTC Golden Bear National West Coast Competition: 1st Place Overall
- Foundation for Public Education Grant Recipient of \$3,333.33 for eScience 3000
- “Make the Break Winter” Holiday Contest Achieve 3000 Winner for Guam (Arianna Balagtas, 12th Grade)
- 1st Place in the 2016 Fishbowl Competition
- Chamorro Contest winners in Poetry, etc.
- Six students were selected to participate in the Close Up Trip to Washington, D.C.
- GW JROTC hosted the 100th Year Anniversary 5K in Tiyan baseball field.
- Most Spirited & Energetic School 2016 Sorensen Media Group LipDub Competition



John F. Kennedy High School

Special/Exemplary Programs: Literacy Project; Science, Technology, Engineering and Mathematics (STEM) Program, Air Force Junior Reserves Officer Training Corps (AFJROTC), WorkKeys Assessment and National Career Readiness Certificates, Career and Technical Education (CTE) Programs,

Accomplishments:

- GDOE 2015 Fixed Asset Inventory Report - JFK recognized as top performing high school.
- JFK Counselors update our College & Career Planning Guide that serves as a tool in the classroom to keep our students on track with their goals upon completion of high school.
- Students Under Care Can Experience Successful Schooling (SUCCESS) intervention program allows for the counselors to meet with students based on PULSE data that reflects top infractions and the consistency thereof for our students. Counselors pull out students during non-instructional time to present information that helps student academically, socially, and emotionally.
- The 4th Annual Islander Pride Day was held on March 19, 2016 at the Guam Premier Outlets (GPO).
- JFK Class of 2016 produces 349 graduates!

- Twenty-one graduates receive their GCC Certificates of Mastery in their respective programs.
- Two hundred thirty-four graduates receive National Career Readiness Certificates (NCRC) with the breakdown as follows: 85 bronze, 121 silver, and 28 gold.
- Class of 2016 Valedictorian is Sandra Nicole Lavina with a GPA of 105.5. She will attend the University of Guam in Fall 2016 and is a recipient of the Merit Scholarship.
- Class of Salutatorian is Chadler Jarred Iriarte with a GPA of 104.9375. He will attend the University of Portland in Fall 2016 and is a recipient of the Univ. of Portland's Presidential Scholarship.
- Seven graduates of the Class of 2016 receive the UOG Merit Scholarship.



Okkodo High School

Special/Exemplary Programs: Okkodo High GCC Marketing Career Technical Education Program, GCC Work Experience Program, Pro Start Program, Lodging Management Program (LMP), Freshman Academy

Accomplishments:

- Freshman Academy
- OHS Electives Fair
- Special Olympics
- Work Keys- Key Train
- Science Fair
- Upward Bound
- School To Work Program
- Career Day
- College Fair/Military Fair
- Pre-Engineering Class (Pilot)

Simon Sanchez High School



Special/Exemplary Programs: SSHA JROTC Program “Shark Battalion”, SHS Fine Arts Program, GCC Vocational-Technical Education Programs,

Accomplishments:

- Pre-Calculus students and Mr. Ryan Flores for competing in the UOG Math Quiz Day on April 30. 2 teams made it to the final round and the team with Giordan Kho, Gabriel Reyes, and Jemuel Carlos won 2nd place for Category 2 Advanced Math.
- Japanese Exchange Programs (spearheaded by Japanese language teachers Mrs. M. Delfin and Mrs. T. Shibasaki) allowed SSHA students the opportunity to interact with students from another country through language activities, song, dance, and overall goodwill.
- GCC Certificates of Mastery: 73 2016 graduates received GCC Certificates of Mastery in their respective disciplines of ProStart, Lodging Management, Marketing, Automotive, Carpentry, and Health Careers & Secondary Science.
- National Career Readiness Certificate: 137 out of 313 2016 graduates obtained a gold, silver, or bronze NCRC level upon taking the WorkKeys/KeyTrain Assessments.



Southern High School

Special/Exemplary Programs: John Hopkins Talented Development 9th Grade Academy, Interscholastic Program, Safe School Ambassadors Program, GCC Programs, JROTC Program,

Accomplishments:

- Physical Science, Human Anatomy and Physiology, and Guam History in the SBA Proficient/Advanced category we are the highest amongst the island's schools.
- Overall 9th grade academy ranked top place in the ACT Aspire District Wide Assessment.
- The Gates Millennium Merit scholarship is awarded to Michael Topasna.
- Alyssandra T. Cruz and Sabrina Zamora received the GCC/UOG MODA GINO's scholarship.
- Southern High Graduated 327 seniors and received 7 Merit Scholarships.
- 119 seniors received the National Career Readiness Certificate: 69 Bronze, 47 Silver and 3 Gold.
- Southern High School received 22 GCC Certificate of Mastery: Automotive Service Technology (1), Automotive-Collision Repair and Refinishing Technology (1), Electronics/Computer Networking (1), Marketing (12), and Health Careers & Science (7).
- Students winning Art Work Competitions.
- Cultural Performing Arts students winning 3rd Place World Wide and Band students winning 1st place in the CNMI Islands band competition winning \$3000.00.
- The Academy Challenge Bowl and Mock Trial Teams started this School Year.



Tiyah High School

Special/Exemplary Programs: THS Career Academies, PBIS, School to Work

Accomplishments:

- THS Career Academies
- THS School Marquee Ribbon Cutting
- THS T-Factor
- THS FestPac
- THS Mes Chamorro
- THS Throne Ribbon Cutting
- THS Interscholastic Sports
- Power 98 Senior Lip Dub Challenge Small Schools 1st Place Winner
- PBIS Implementation
- Japanese Student Exchange

Appendices

- *District Summative Assessment SY14-15 & SY15-16
ACT Aspire “Ready” Level Cohort Comparison*
- *ACT Aspire Results: Percent at ‘READY’ Level*
- *ACT Aspire Results: Scale Scores and Benchmarks*

District Summative Assessment SY14-15 & SY15-16 ACT Aspire 'READY' Level Cohort Comparison



100% Federally Funded, U.S. Department of Education

'READY' Level Cohort Comparison

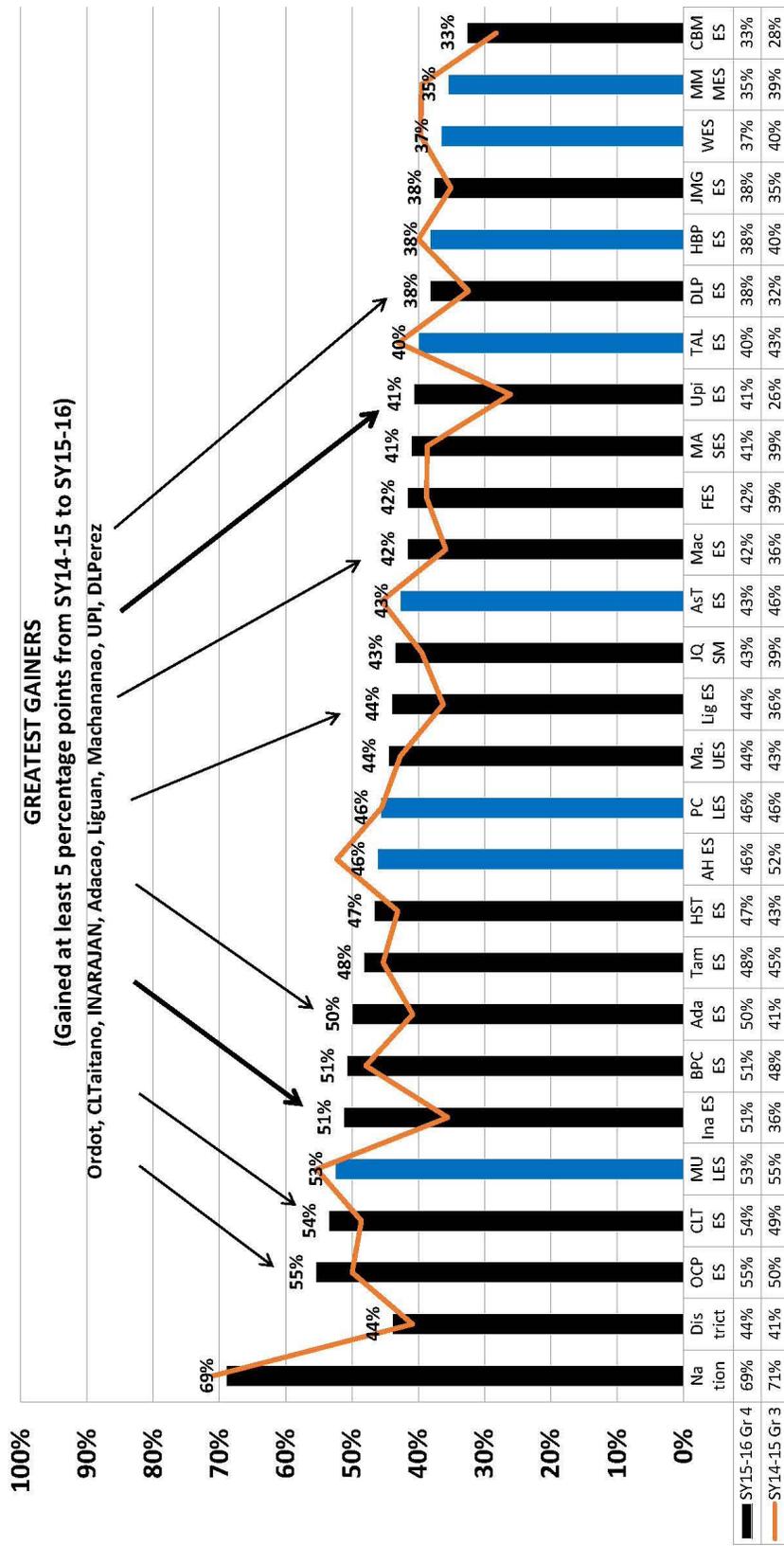
ACT Aspire is designed to measure students' progress toward college and career readiness over the course of time, specifically from grades 3 through 10.

In these set of graphs, the progress of students is tracked by following the cohort of students that took the ACT Aspire tests in English, Reading, and Math in SY14-15 and in SY15-16, when they were one grade higher.

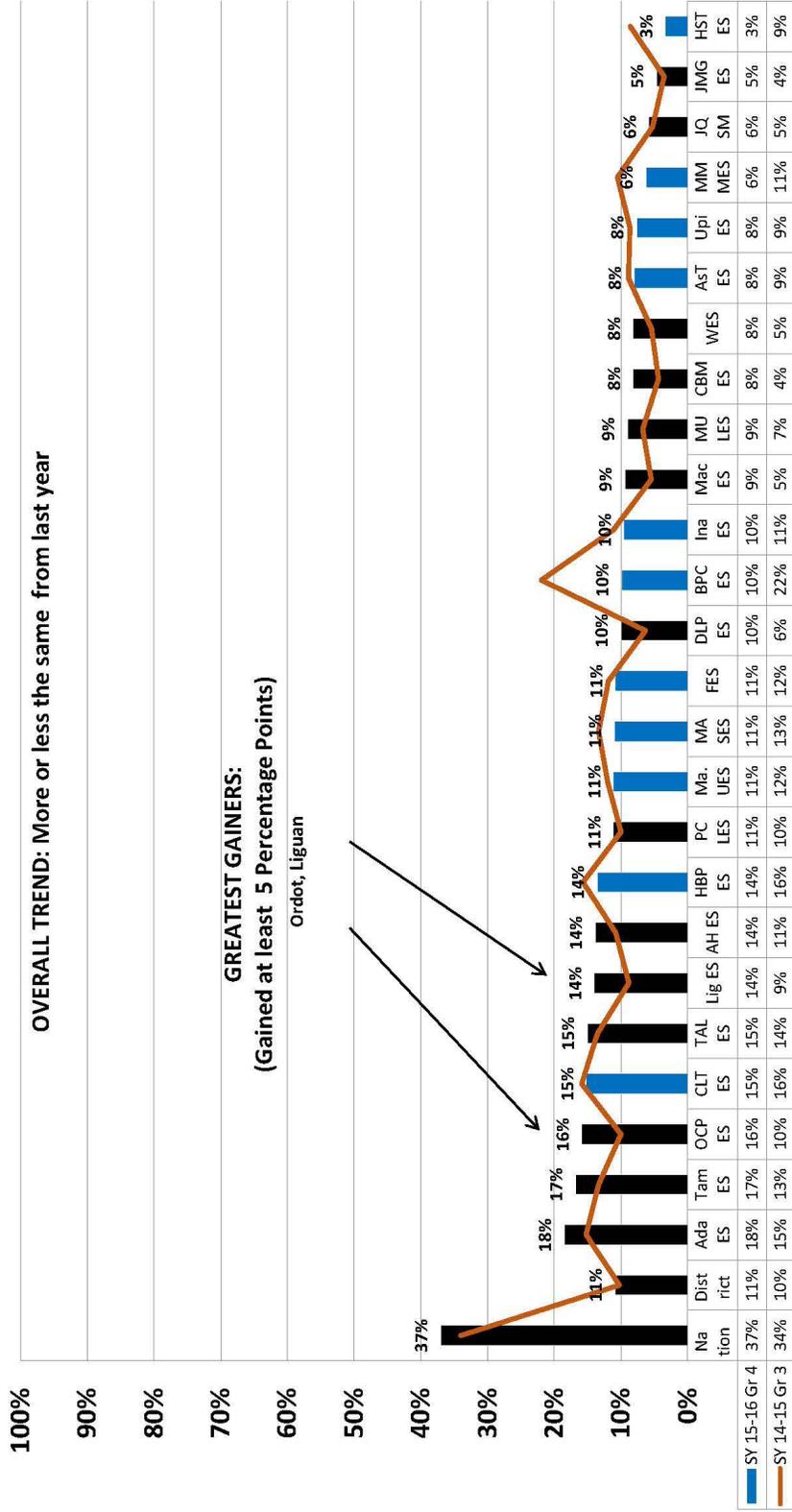
"READY" - means the students met the ACT Readiness Benchmark and on target for 50% or higher likelihood of college course success by Grade 11

NOTE: For more information about the ACT Aspire results and benchmarks, please contact the GDOE Research, Planning, & Evaluation Division at znnatividad@gdoe.net.

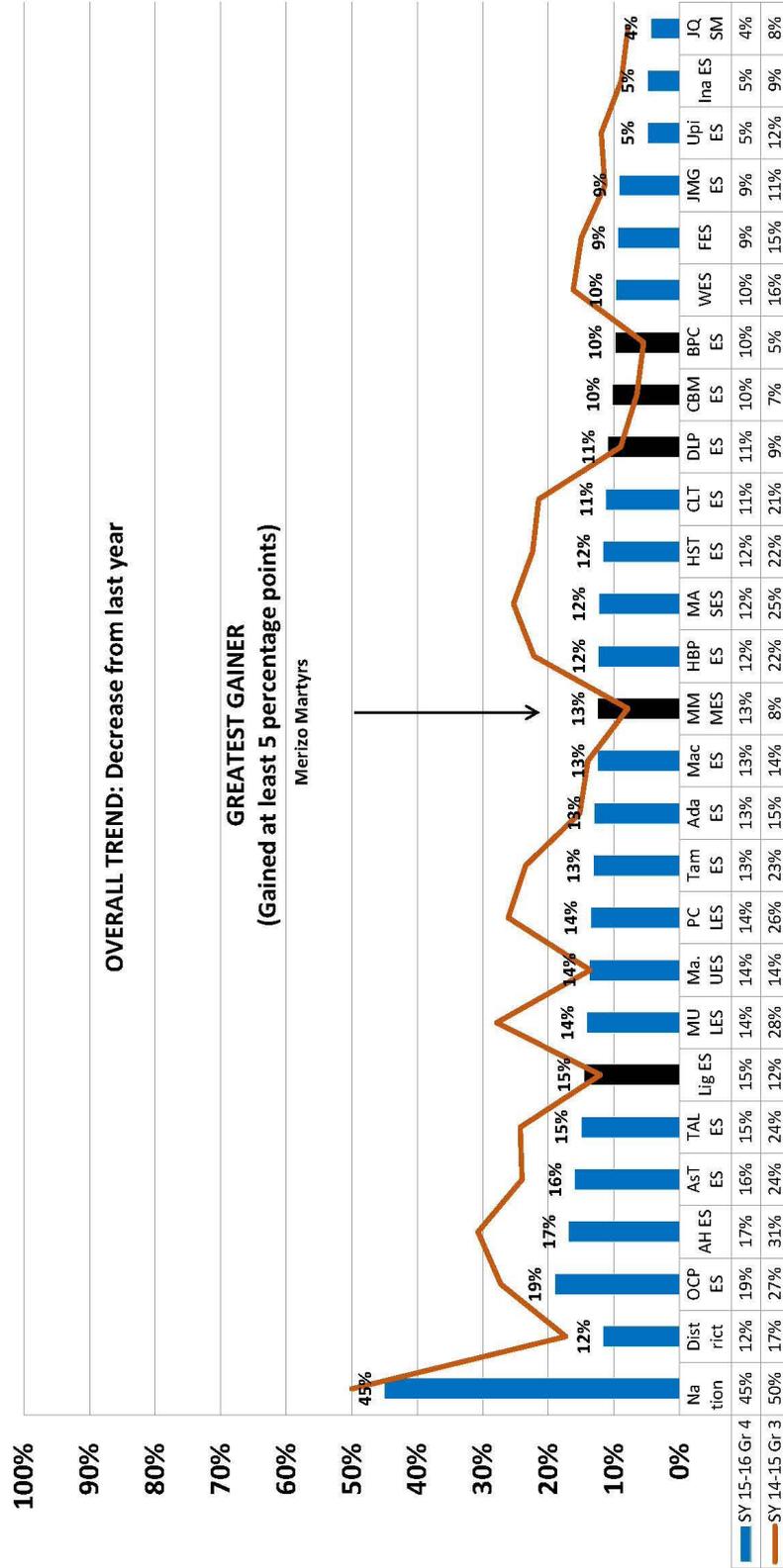
ACT Aspire PROFICIENT AT 'READY' LEVEL COHORT Grade 3 (SY14-15) to Grade 4 (SY15-16): ENGLISH



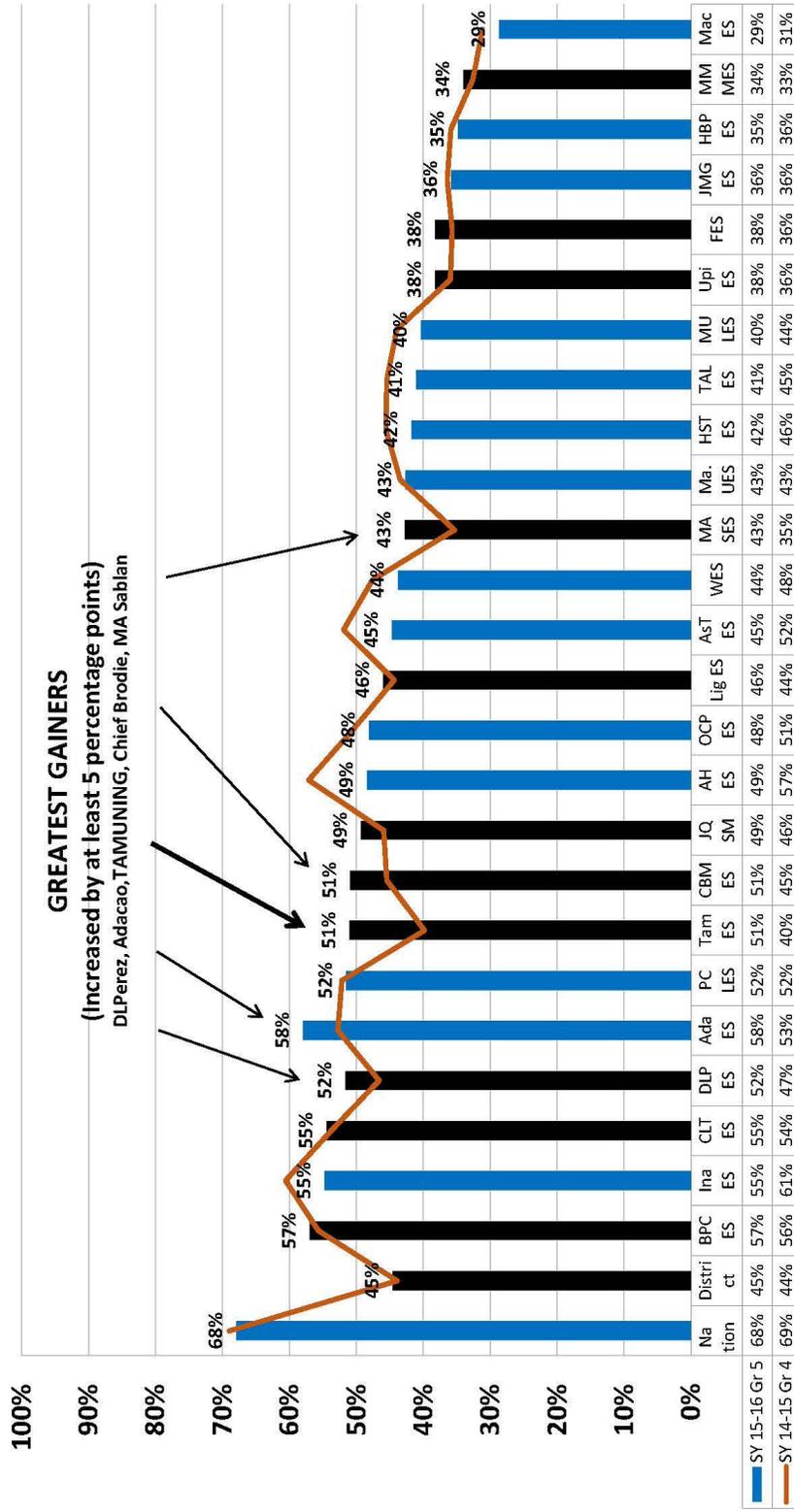
ACT Aspire PROFICIENT AT 'READY' LEVEL COHORT Grade 3 (SY14-15) to Grade 4 (SY15-16): READING



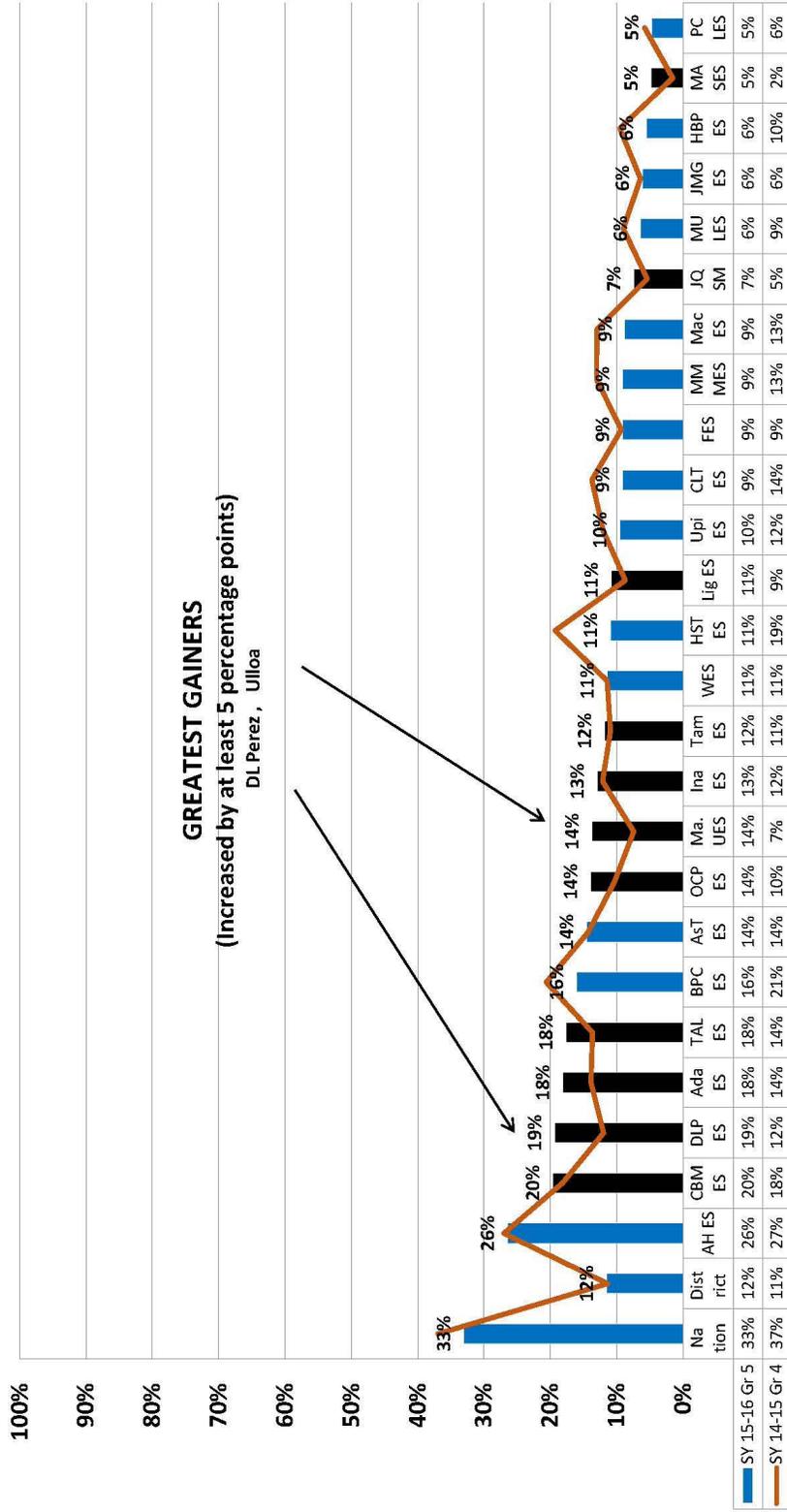
**ACT Aspire PROFICIENT AT 'READY' LEVEL
COHORT Grade 3 (SY14-15) to Grade 4 (SY15-16): MATH**



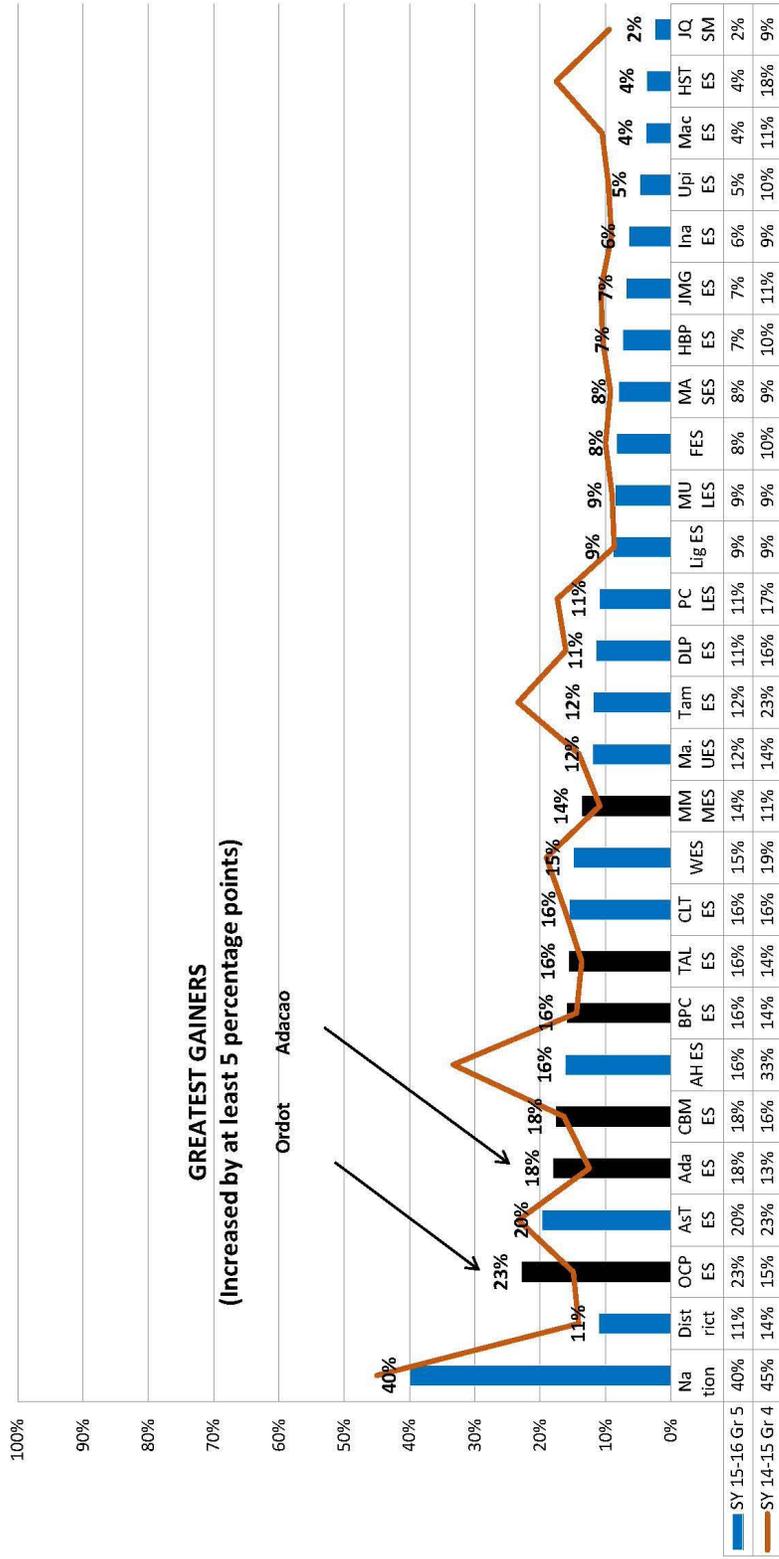
ACT Aspire PROFICIENT AT 'READY' LEVEL COHORT Grade 4 (SY14-15) to Grade 5 (SY15-16): ENGLISH



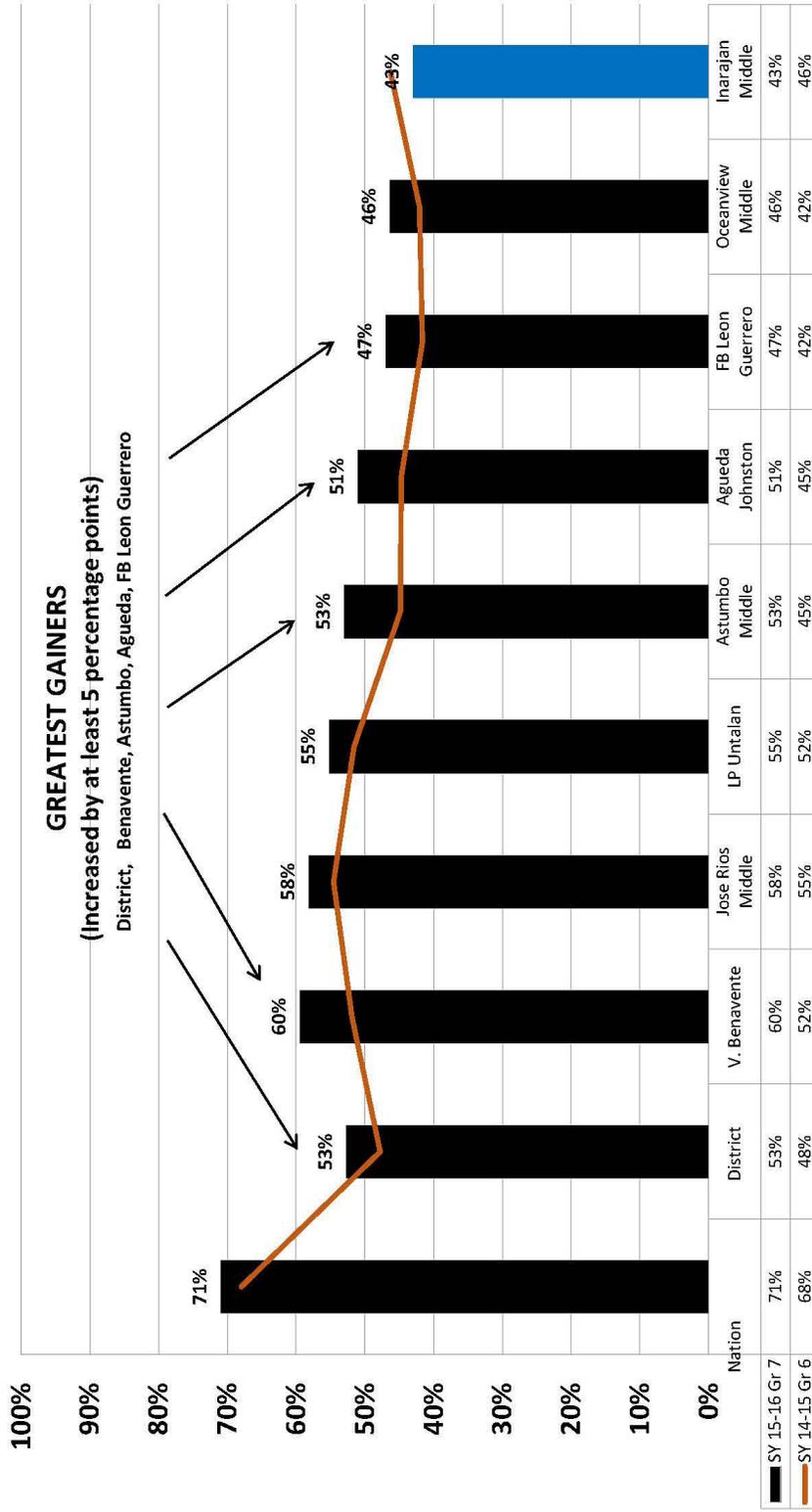
ACT Aspire PROFICIENT AT 'READY' LEVEL COHORT Grade 4 (SY14-15) to Grade 5 (SY15-16): READING



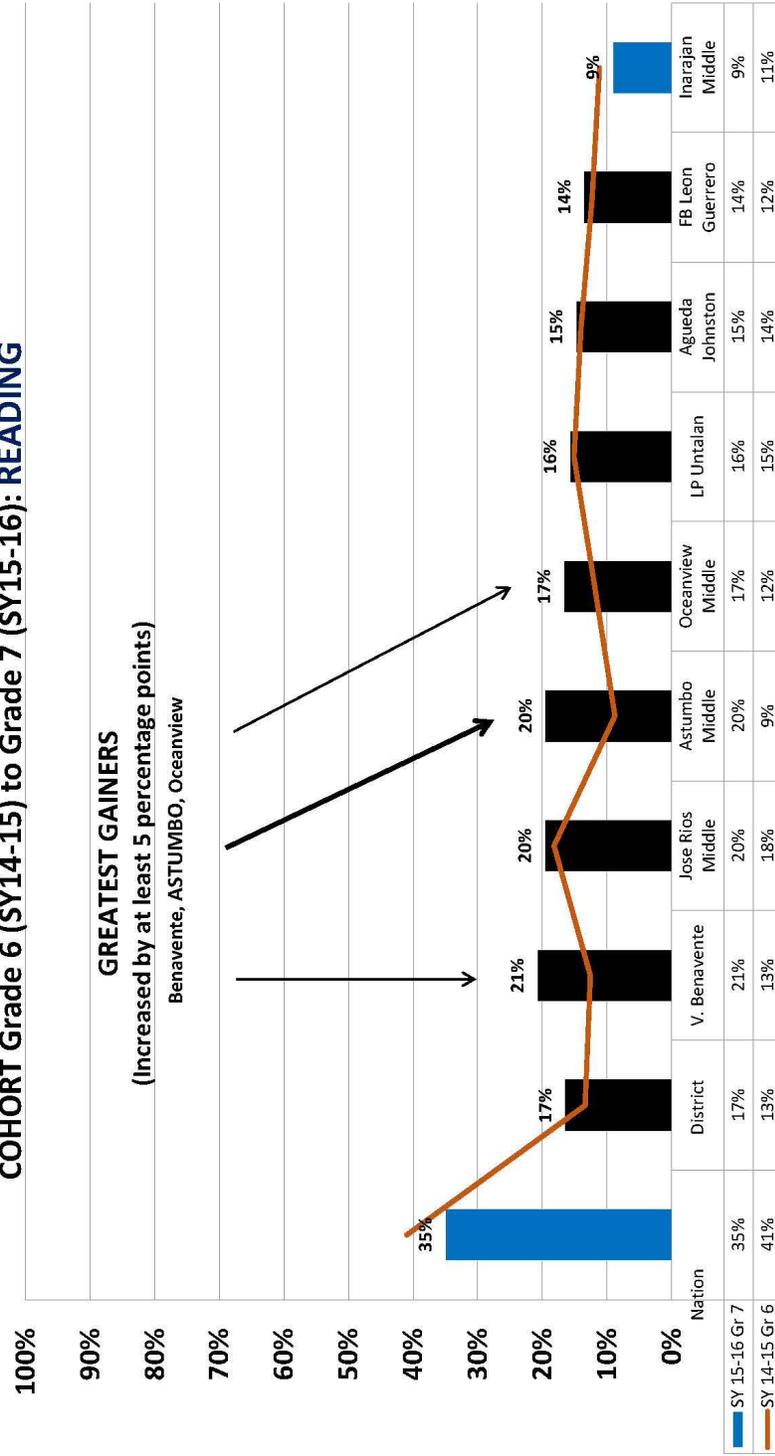
**ACT Aspire PROFICIENT AT 'READY' LEVEL
COHORT Grade 4 (SY14-15) to Grade 5 (SY15-16): MATH**



**ACT Aspire PROFICIENT AT 'READY' LEVEL
COHORT Grade 6 (SY14-15) to Grade 7 (SY15-16): ENGLISH**



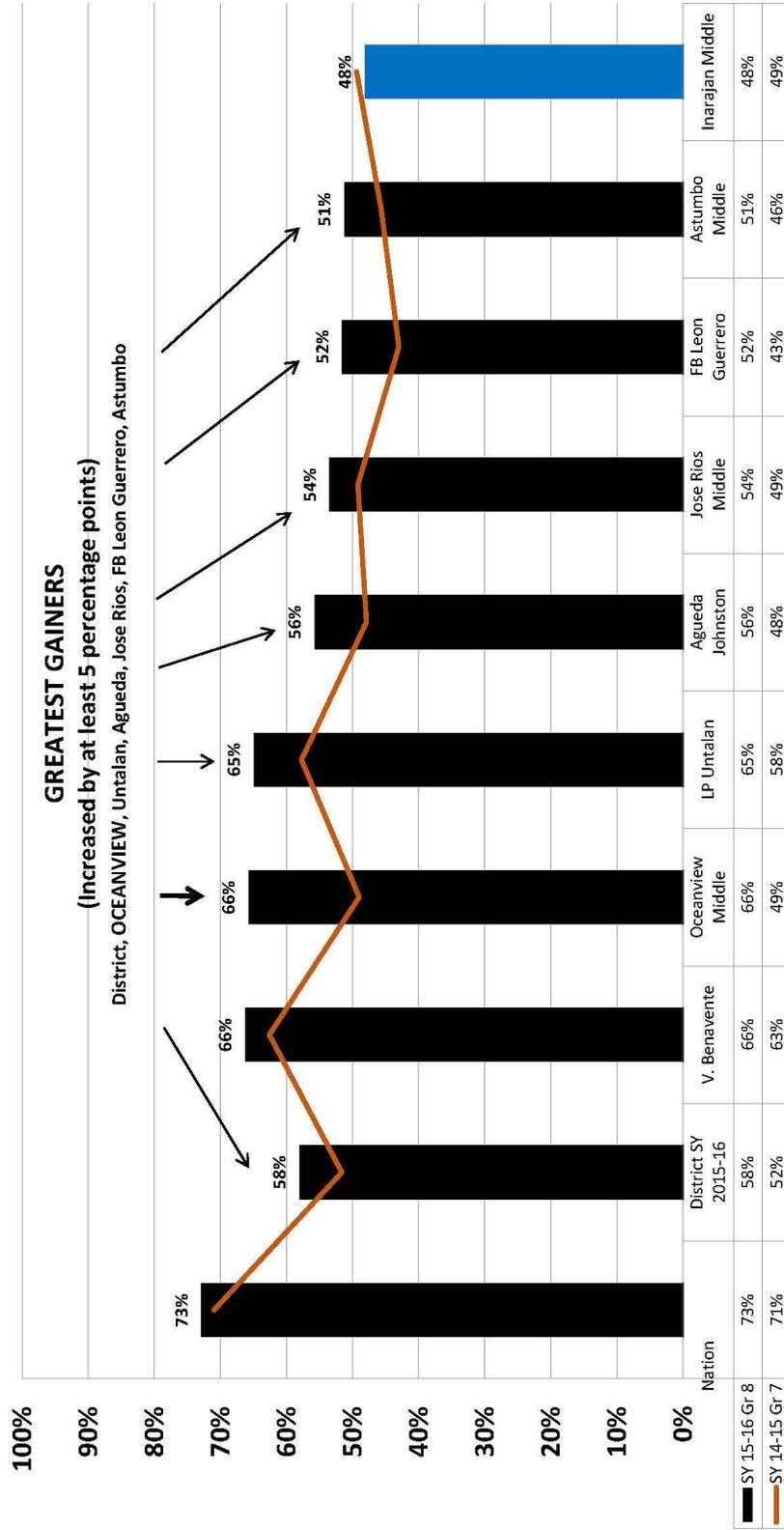
ACT Aspire PROFICIENT AT 'READY' LEVEL COHORT Grade 6 (SY14-15) to Grade 7 (SY15-16): READING



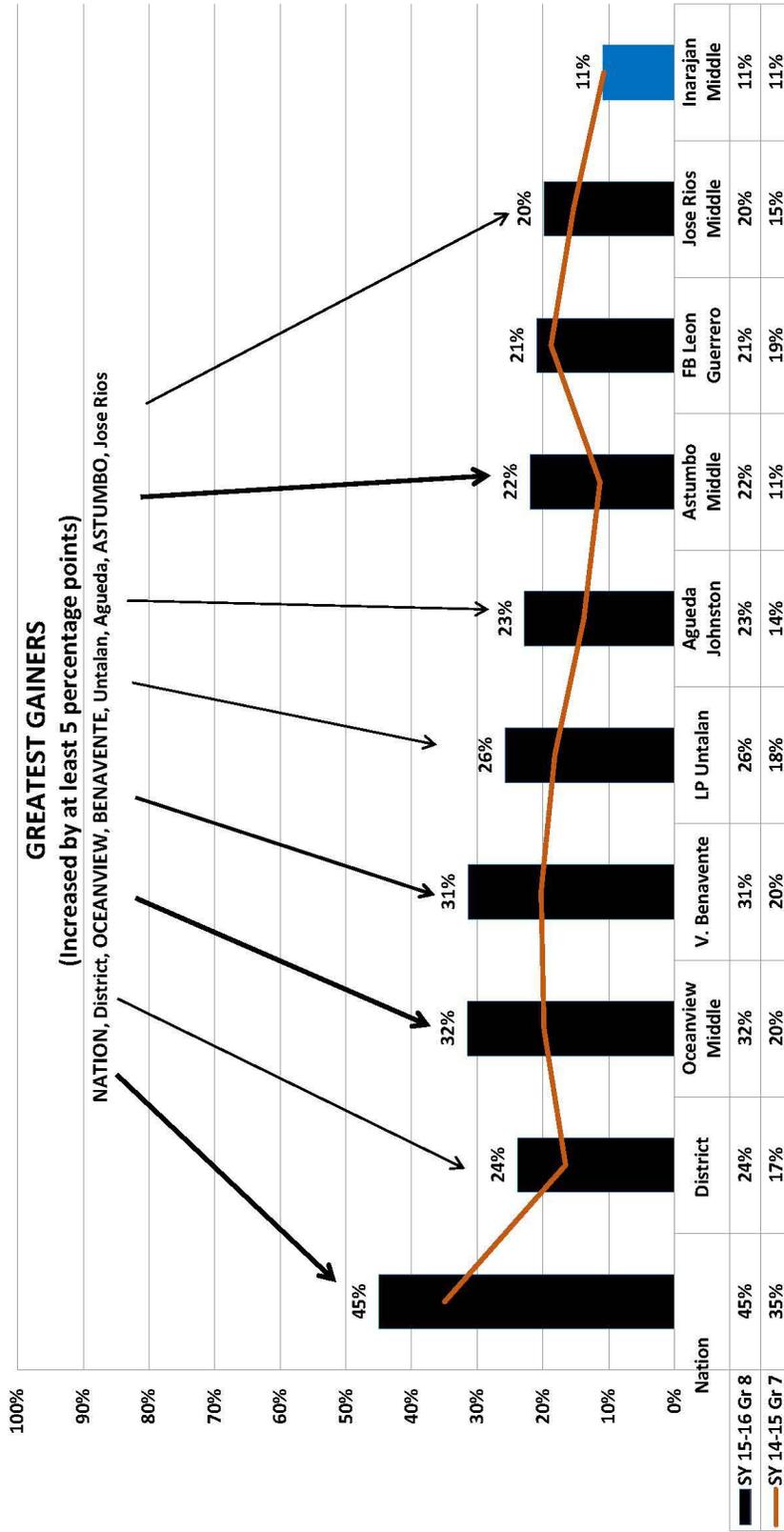
**ACT Aspire PROFICIENT AT 'READY' LEVEL
COHORT Grade 6 (SY14-15) to Grade 7 (SY15-16): MATH**



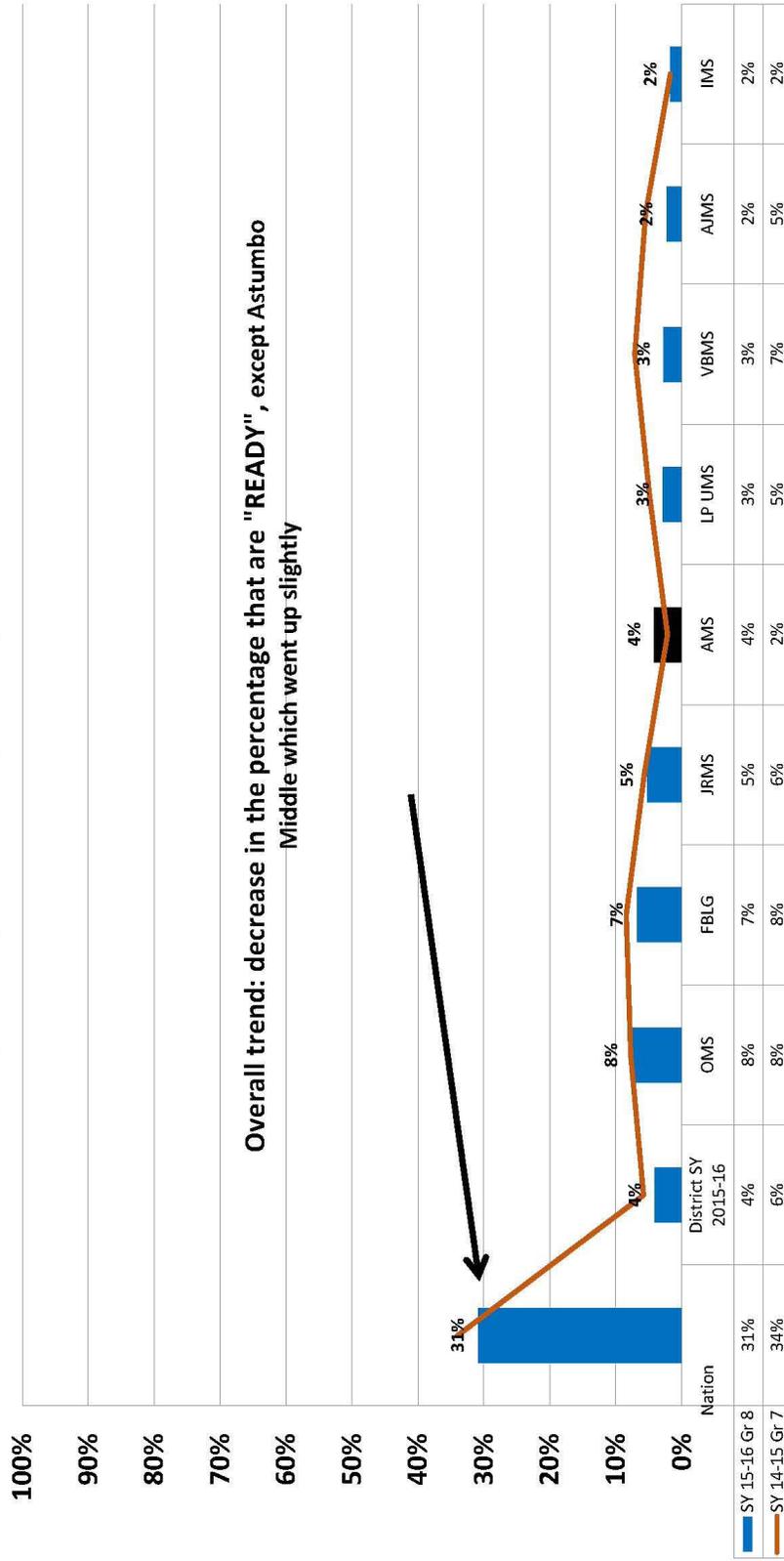
**ACT Aspire PROFICIENT AT 'READY' LEVEL
COHORT Grade 7 (SY14-15) to Grade 8 (SY15-16): ENGLISH**



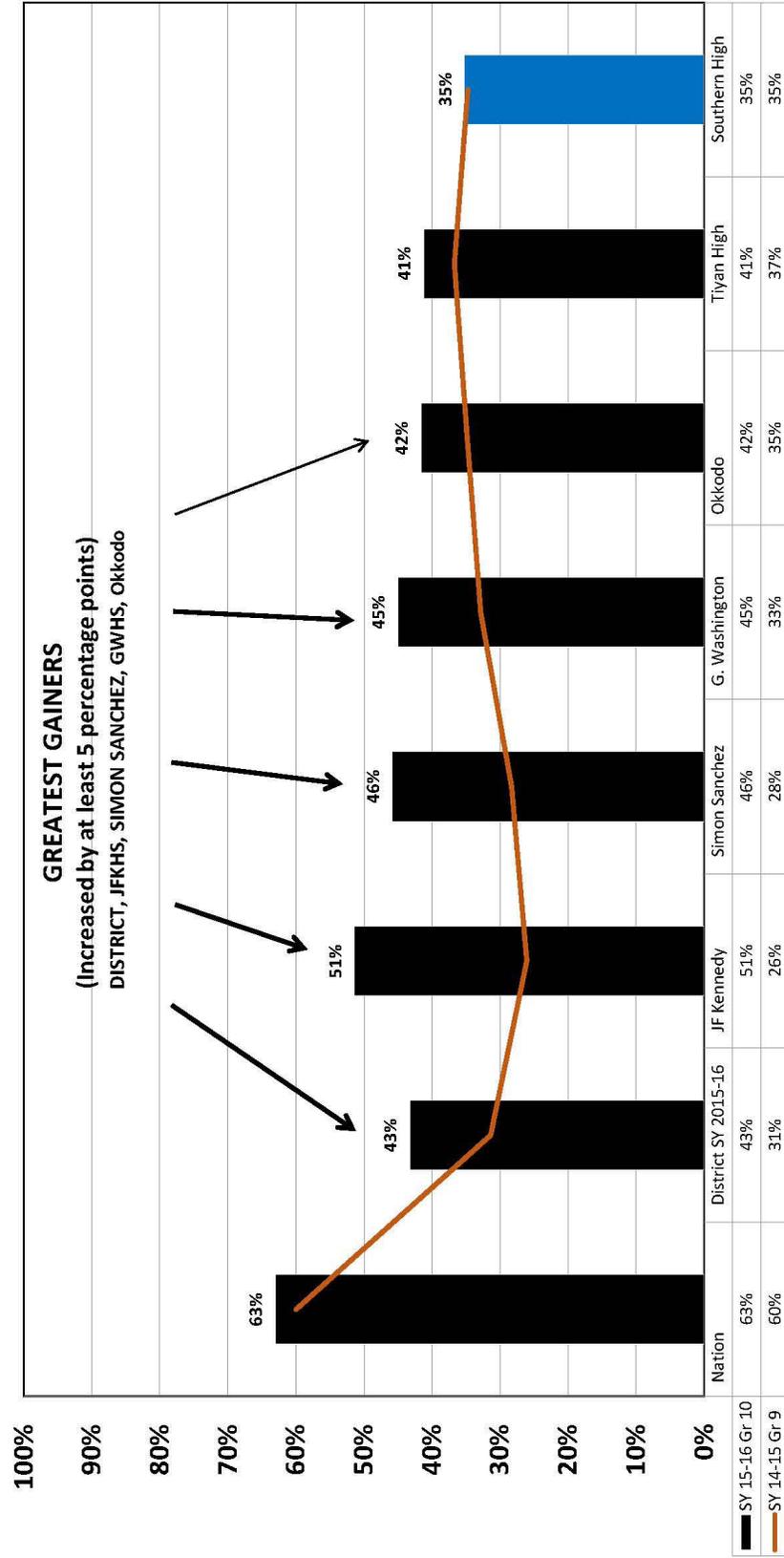
ACT Aspire PROFICIENT AT 'READY' LEVEL
 COHORT Grade 7 (SY14-15) to Grade 8 (SY15-16): READING



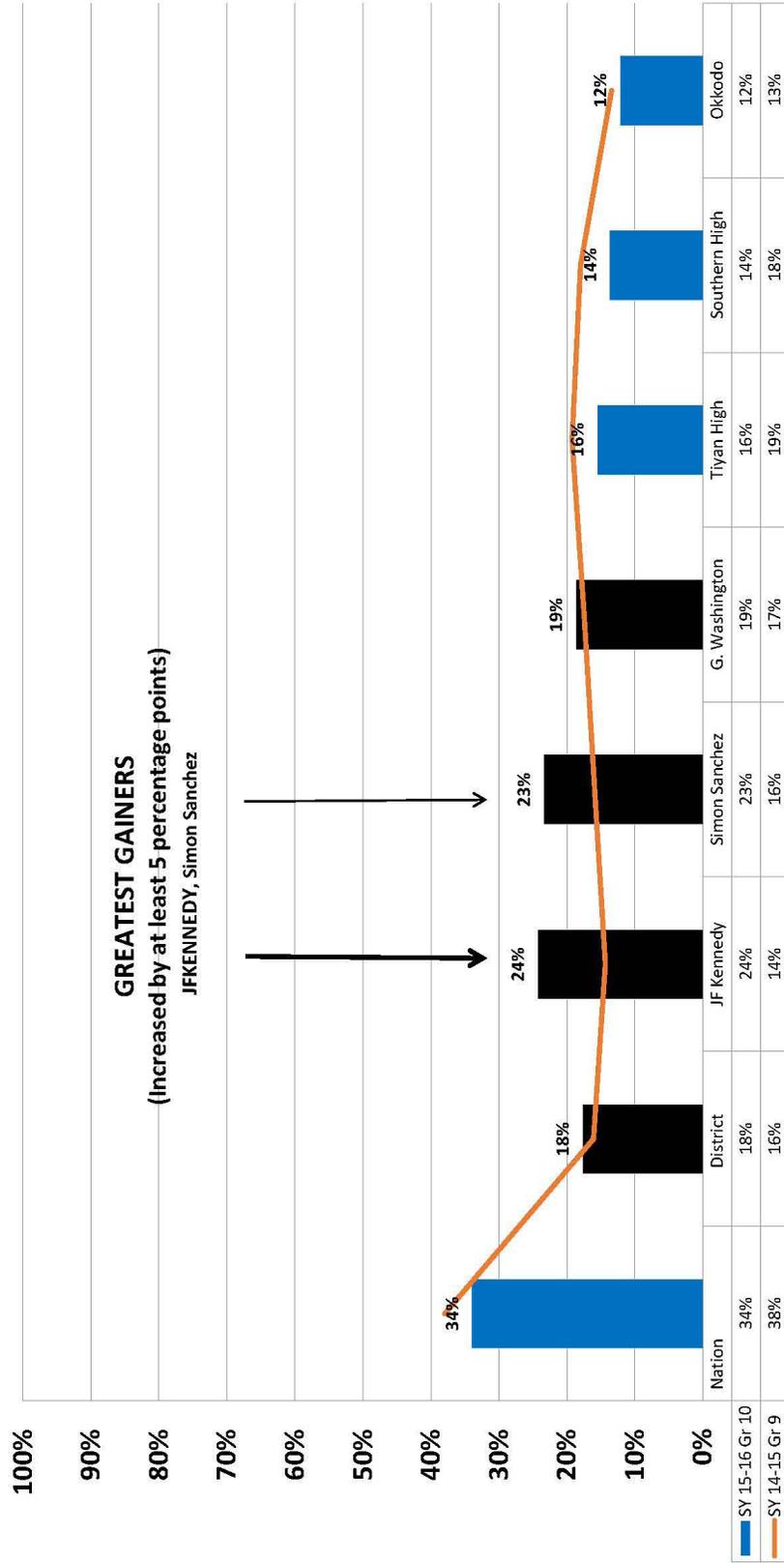
**ACT Aspire PROFICIENT AT 'READY' LEVEL
COHORT Grade 7 (SY14-15) to Grade 8 (SY15-16): MATH**



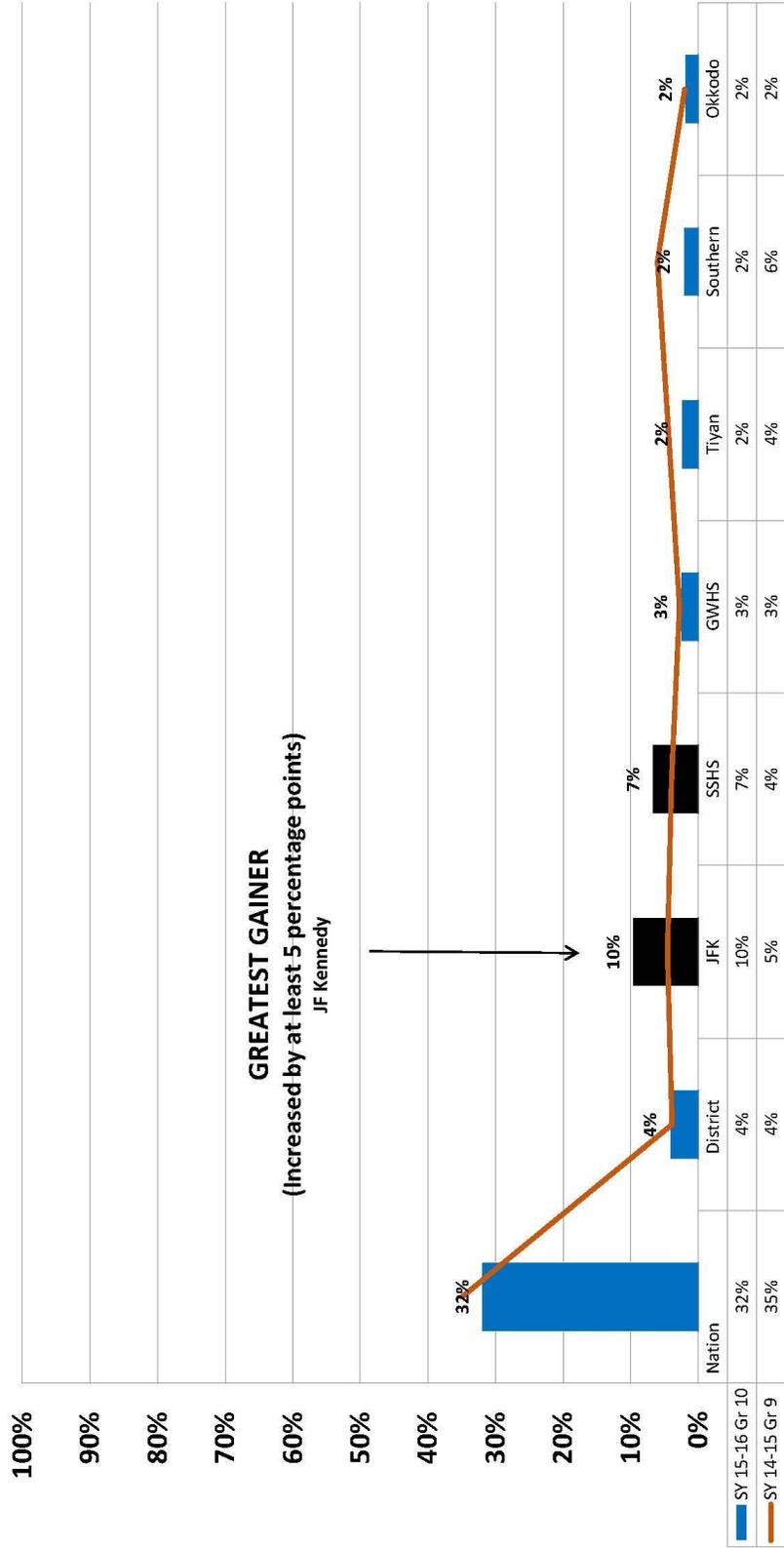
**ACT Aspire PROFICIENT AT 'READY' LEVEL
COHORT Grade 9 (SY14-15) to Grade 10 (SY15-16): ENGLISH**



**ACT Aspire PROFICIENT AT 'READY' LEVEL
COHORT Grade 9 (SY14-15) to Grade 10 (SY15-16): READING**



**ACT Aspire PROFICIENT AT 'READY' LEVEL
COHORT Grade 9 (SY14-15) to Grade 10 (SY15-16): MATH**





GUAM DEPARTMENT OF EDUCATION

Comprehensive Student Assessment System

ACT Aspire Results: Percent at 'READY' level

The GDOE Comprehensive Student Assessment System (CSAS)

The Guam Education Board (GEB) approved the Comprehensive Student Assessment System (CSAS) in September 2014, allowing the GDOE to administer criterion-referenced tests, such as the ACT Aspire. Up until 2014, the Department used the norm-referenced SAT10 test. The adoption of the CSAS aimed to align student assessment with the Board's adoption of the Common Core State Standards. *'Test what we teach'* is the underlying principle behind the adoption and the administration of the criterion-referenced ACT Aspire test.

The ACT Aspire: A Vertically-scaled and Benchmarked Assessment System

The ACT Aspire, based off the Common Core State Standards, is a vertically-scaled and benchmarked standards-based assessment that can be used to track progress towards the ACT College Readiness Standards. A vertically-scaled test allows the comparison of student proficiency across the grades along the same anchor standards. This is accomplished through the use of progressively difficult and more rigorous test items from grade to grade.

Scores in ACT Aspire are expressed as percentile scores and scale scores. Raw test scores are transmuted into three-digit scale score that provides a metric for comparing student progress from grade to grade. Scale scores are organized into ranges based on the grade level and subject tested, and classified according to the following proficiency levels:

- **READY** – Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood for college course success by Grade 11
- **CLOSE** – Scored below but near the ACT Readiness Benchmark
- **IN NEED OF SUPPORT**- scored substantially below the ACT Readiness Benchmark

Tables 1 to 5 depict (a) a cohort comparison for SY14-15 to SY15-16 of the percentage of students at 'READY' level for the Nation and the District, as in TABLE 1, where the percentage of

the cohort of Gr.3 to Gr.4 students at READY level in English increased by 3% for both the Nation and the District and (b) the simple difference of the percentage of students at 'READY' level in SY15-16 for the Nation versus the District, as in TABLE 1 showing 30% difference in the English test.

TABLE 1. Grade 3 (SY14-15) to Grade 4 (SY15-16)

	ENGLISH	READING	MATH
SAME GRADE	SY14-15 Gr 3	SY14-15 Gr 3	SY14-15 Gr 3
Nation	71%	34%	50%
District	41%	10%	17%
Nation minus District	30%	24%	33%
SAME GRADE	SY15-16 Gr 4	SY15-16 Gr 4	SY15-16 Gr 4
Nation	69%	37%	45%
District	44%	11%	12%
Nation minus District	25%	26%	33%
COHORT	Gr.3 to Gr. 4	Gr.3 to Gr. 4	Gr.3 to Gr. 4
SY14-15 - SY15-16 (N)	-2%	3%	-5%
SY14-15 - SY15-16 (D)	3%	1%	-5%

Tables 1A, 1B, and 1C list the elementary schools that gained at least 5 percentage points for the cohort of Gr.3 (SY14-15) to Gr.4 (SY15-16) at 'READY' level:

Table 1A: ENGLISH

School	SY 14-15 Gr 3	SY 15-16 Gr 4	Gain
Inarajan	36%	51%	15%
Upi	26%	41%	15%
Adacao	41%	50%	9%
Liguan	36%	44%	8%
Machananao	36%	42%	6%
D.L. Perez	32%	38%	6%
Ordot-Chalan Pago	50%	55%	5%
C.L. Taitano	49%	54%	5%

Table 1B: READING:

School	SY 14-15 Gr 3	SY 15-16 Gr 4	Gain
Ordot-Chalan Pago	10%	16%	6%
Liguan	9%	14%	5%

Table 1C: MATH

School	SY 14-15 Gr 3	SY 15-16 Gr 4	Gain
Merizo Martyrs	8%	13%	5%

TABLE 2. Grade 4 (SY14-15) to Grade 5 (SY15-16)

	ENGLISH	READING	MATH
	SY14-15 Gr 4	SY14-15 Gr 4	SY14-15 Gr 4
SAME GRADE	4	4	4
Nation	69%	37%	45%
District	44%	11%	14%
Nation minus District	25%	26%	31%
	SY15-16 Gr 5	SY15-16 Gr 5	SY15-16 Gr 5
SAME GRADE	5	5	5
Nation	68%	33%	40%
District	45%	12%	11%
Nation minus District	23%	21%	29%
	Gr.4 to Gr. 5	Gr.4 to Gr. 5	Gr.4 to Gr. 5
COHORT	5	5	5
SY14-15 - SY15-16 (N)	-1%	-4%	-5%
SY14-15 - SY15-16 (D)	1%	1%	-3%

Tables 2A and 2B list the elementary schools that gained at least 5 percentage points among students at READY level for the Gr.4 (SY14-15) to Gr.5 (SY15-16) cohort:

Table 2A: ENGLISH

School	SY 14-15 Gr 4	SY 15-16 Gr 5	Gain
Tamuning	40%	51%	11%
Marcial A. Sablan	35%	43%	8%
Chief Brodie	45%	51%	6%
D.L. Perez	47%	52%	5%

Table 2B: READING

School	SY 14-15 Gr 4	SY 15-16 Gr 5	Gain
D.L.Perez	12%	19%	7%
Ma. Ulloa	7%	14%	7%

Table 2C: MATH

School	SY 14-15 Gr 4	SY 15-16 Gr 5	Gain
Ordot Chalan Pago	15%	23%	8%
Adacao	13%	18%	5%

TABLE 3. Grade 6 (SY14-15) to Grade 7 (SY15-16)

	ENGLISH	READING	MATH
	SY14-15 Gr 6	SY14-15 Gr 6	SY14-15 Gr 6
SAME GRADE	6	6	6
Nation	68%	41%	43%
District	48%	13%	14%
Nation minus District	20%	28%	29%
	SY15-16 Gr 7	SY15-16 Gr 7	SY15-16 Gr 7
SAME GRADE	7	7	7
Nation	71%	35%	34%
District	53%	17%	5%
Nation minus District	18%	18%	29%
	Gr.6 to Gr. 7	Gr.6 to Gr. 7	Gr.6 to Gr. 7
COHORT	7	7	7
SY14-15 - SY15-16 (N)	3%	-6%	-9%
SY14-15 - SY15-16 (D)	5%	4%	-9%

Tables 3A and 3B show middle schools that gained at least 5 percentage points, Gr.6 (SY14-15) to Gr.7 (SY15-16) cohort.

Table 3A: ENGLISH

School	SY 14-15 Gr 6	SY 15-16 Gr 7	Gain
Astumbo Middle	45%	53%	8%
V. Benavente	52%	60%	8%
Agueda Johnston	45%	51%	6%
FB Leon Guerrero	42%	47%	5%

Table 3B: READING

School	SY 14-15 Gr 6	SY 15-16 Gr 7	Gain
Astumbo Middle	9%	20%	11%
V. Benavente	13%	21%	8%
Oceanview Middle	12%	17%	5%

TABLE 4. Grade 7 (SY14-15) to Grade 8 (SY15-16)

	ENGLISH	READING	MATH
	SY14-15 Gr 7	SY14-15 Gr 7	SY14-15 Gr 7
SAME GRADE	7	7	7
Nation	71%	35%	34%
District	52%	17%	6%
Nation minus District	19%	18%	28%
	SY15-16 Gr 8	SY15-16 Gr 8	SY15-16 Gr 8
SAME GRADE	8	8	8
Nation	73%	45%	31%
District	58%	24%	4%
Nation minus District	15%	21%	27%
	Gr.7 to Gr. 8	Gr.7 to Gr.8	Gr.7 to Gr. 8
COHORT	8	8	8
SY14-15 - SY15-16 (N)	2%	10%	-3%
SY14-15 - SY15-16 (D)	6%	7%	-2%

Tables 4A and 4B depict the middle schools that gained at least 5 percentage points, Gr7 (SY14-15) to Gr.8 (SY15-16):

Table 4A: ENGLISH

School	SY 14-15 Gr 7	SY 15-16 Gr 8	Gain
Oceanview Middle	49%	66%	17%
FB Leon Guerrero	45%	52%	7%
Agueda Johnston	48%	56%	8%
LP Untalan	58%	65%	7%
Jose Rios Middle	49%	54%	5%
Astumbo Middle	46%	51%	5%

Table 4B: READING

School	SY 14-15 Gr 7	SY 15-16 Gr 8	Gain
Oceanview Middle	20%	32%	12%
V. Benavente	20%	31%	11%
Astumbo Middle	11%	22%	11%
Agueda Johnston	14%	23%	9%
LP Untalan	18%	26%	8%
Jose Rios Middle	15%	20%	5%

TABLE 5. Grade 9 (SY14-15) to Grade 10 (SY15-16)

	ENGLISH	READING	MATH
SAME GRADE	SY14-15 Gr 9	SY14-15 Gr 9	SY14-15 Gr 9
Nation	60%	38%	35%
District	31%	16%	4%
Nation minus District	29%	22%	31%
SAME GRADE	SY15-16 Gr10	SY15-16 Gr10	SY15-16 Gr10
Nation	63%	34%	32%
District	43%	18%	4%
Nation minus District	20%	16%	28%
COHORT	Gr.9 to Gr10	Gr.9 to Gr10	Gr.9 to Gr.10
SY15-16 - SY14-15 (N)	3%	-4%	-3%
SY15-16 - SY14-15 (D)	12%	2%	0%

Tables 5A, 5B, and 5C depict the high schools that gained at least 5 percentage points, Gr9 (SY14-15) to Gr.10 (SY15-16).

Table 5A: ENGLISH

School	SY 14-15 Gr 9	SY 15-16 Gr 10	Gain
JF Kennedy	26%	51%	25%
Simon Sanchez	28%	46%	18%
G. Washington	33%	45%	12%
Okkodo	35%	42%	7%
Tiyan High	37%	41%	4%

Table 5B: READING

School	SY 14-15 Gr 9	SY 15-16 Gr 10	Gain
JF Kennedy	14%	24%	10%
Simon Sanchez	16%	23%	7%

Table 5C: MATH

School	SY 14-15 Gr 9	SY 15-16 Gr 10	Gain
JF Kennedy	5%	10%	5%

FACTSHEET prepared by: *Dr. Zenaida Napa Natividad, RP&E Administrator (for the GEB Work Session on 9/23/2016)*



ACT Aspire Results: Scale Scores and Benchmarks



The GDOE Comprehensive Student Assessment System (CSAS)

The Guam Education Board (GEB) adopted the use of the ACT Aspire as the district-wide assessment system to align the assessment of students with the curriculum standards. **'Test what we teach'** is the underlying principle behind the administration of the ACT Aspire, now in its second year as GDOE's district wide summative test.

Number & Percent of Students Tested in SY15-16

Table 1 shows the number of students tested in SY15-16.

Grade Level	Number Tested	Number Enrolled	Percent Tested
Grade 3	2,264	2,350	96%
Grade 4	2,218	2,261	98%
Grade 5	2,308	2,260	102%
Grade 6	2,127	2,252	94%
Grade 7	2,193	2,185	100%
Grade 8	2,262	2,238	101%
Grade 9	2,998	3,309	91%
Grade 10	2,351	2,690	87%

*Some percentages are above 100% because the denominator is the official enrollment as of Sept 30, 2015

The ACT Aspire Scale Score and Benchmarks: A Measure of College and Career Readiness

The ACT Aspire, based off the Common Core State Standards, is a vertically-scaled and benchmarked standards-

based assessment that can be used to track progress towards the ACT College Readiness Standards. ACT Aspire raw student test scores are transmuted into three-digit scale score that provide a metric for comparing student progress from grade to grade.

Table 2 shows the percent of schools that are above, at, and within 5 points of the scale score benchmark for each grade level and subject tested in SY15-16.

	Percent of schools at or above and within 5 points of Benchmark					
	at or above	w/in 5 pts	at or above	w/in 5 pts	at or above	w/in 5 pts
	ENGLISH	ENGLISH	READING	READING	MATH	MATH
3 rd	36%	64%	0%	4%	0%	100%
4 th	28%	72%	0%	12%	0%	100%
5 th	32%	68%	0%	4%	0%	80%
6 th	63%	38%	0%	0%	0%	75%
7 th	75%	25%	0%	0%	0%	0%
8 th	88%	13%	0%	63%	0%	0%
9 th	0%	100%	0%	0%	0%	0%
10 th	17%	83%	0%	0%	0%	0%

Table 3 depicts cohort performance of schools at each grade level, such as for example, the performance in English of 4th graders in SY15-16 who were 3rd graders in SY14-15.

	% Increased	Significant?	% Increased	Significant?	% Increased	Significant?
	Percent of Schools Whose Cohorts Increased Scale Scores from SY14-15 to SY15-16					
3 rd to 4 th	100%	Y	100%	Y	100%	Y
4 th to 5 th	96%	Y	100%	Y	72%	Y
6 th to 7 th	100%	Y	88%	Y	0%	N
7 th to 8 th	100%	Y	100%	Y	88%	Y
9 th to 10 th	100%	Y	67%	Y	67%	Y

For more information, please contact the GDOE Research, Planning, & Evaluation Division at (671) 300-1241/1244 or at znnatividad@qdoe.net.

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Other staff members that helped significantly in the ASPER 2016 production were not available when this photo was taken.

