



GUAM DEPARTMENT OF EDUCATION

SCHOOL PERFORMANCE REPORT CARD
SY 2018-2019

TITLE 17 GCA

Guam Code Annotated Title 17 § 3106, mandates the Guam Department of Education to complete annual data collection and publication of the School Performance Report Card.

Superintendent of Education
Jon J.P. Fernandez



PEDRO C. LUJAN ELEMENTARY SCHOOL

WASC Accredited

Six-year accreditation expires June 30, 2021

MISSION

The students, parents, staff and community of Pedro C. Lujan Elementary are working partners in providing a nurturing child-friendly environment and the best education possible to ensure success for all students.

School Principal - Nancy W. Diaz

PTO OFFICERS

President: Connie Evaristo
Vice President: Kollin Dudkiewicz
Secretary: Melissa Merfalen
Treasurer: Ursula Guerrero
PIO: Floriza Sermonia
Sergeant at Arms: Cathy Tarusan
Teacher Liaison: Cecilia Villaverde

COMMUNITY PARTNERS

Mayor June Blas and Vice Mayor Jesse Bautista
Mr. Joey Quichocho
Johnny Cool
Inarajan Mayor's Office
Sinajana Mayor's Office
Department of Administration

School Demographics

ENROLLMENT DISTRIBUTION

GRADE LEVEL	SY 16-17	SY 17-18	SY 18-19
Pre-K, Head Start, Kinder	64	74	63
Grade 1	62	62	54
Grade 2	59	63	58
Grade 3	63	56	66
Grade 4	66	64	52
Grade 5	74	68	69
TOTAL	388	387	362

ETHNIC DISTRIBUTION

ETHNICITY	SY 16-17	SY 17-18	SY 18-19
Chamorro	255	255	251
Filipino	20	26	29
Chuukese	106	57	58
Other FAS	20	16	11
Other Asian	1	3	6
Other Mixed	16	10	7
Total	418	367	362

STUDENT INDICATORS

Indicator/ Rate	SY 16-17	SY 17-18	SY 18-19
Attendance	95.7%	94.7%	95.2%
% ELL	30.0%	34.1%	27.3%
% SpEd	4.7%	9.8%	10.8%
Unduplicated # Discipline	30	4	1
Unduplicated Discp. Rate	5.9%	0.2%	0.0%
Duplicated # Discipline	44	4	2
Duplicated Discp. Rate	8.7%	0.2%	1.0%

School Personnel & Finance

PERSONNEL DISTRIBUTION

Employee Category	SY 16-17	SY 17-18	SY 18-19
Sch. Admin.	1	1	1
Teachers	37	36	35
Health Counselors	1	1	1
Library Staff	2	1	1
Guidance Counselors	0	1	1
Instr. Aides	34	23	21
Admin. Support	6	4	3
Cust/Cafet./ Maintenance	2	1	1
TOTAL	83	68	64

EXPENDITURES

Expenditure	SY 16-17	SY 17-18	SY 18-19
Salaries	\$1,974,581	\$1,974,581	\$1,976,478
Benefits	\$708,234	\$708,234	\$699,513
Contractual	\$210,778	\$193,586	\$157,204
Supplies	\$4,966	\$11,729	\$3,579
Text & Library books	\$0	\$3,834	\$0
Equipment	\$3,456	\$6,985	\$0
Utilities	\$46,803	\$221,362	\$218,373
Other	\$30	\$0	\$0
TOTAL	\$2,948,847	\$3,120,310	\$3,055,146

Accomplishments

STANDARDS BASED GRADING (SBG): A cadre of teachers worked with district teams to prioritize quarterly standards. Teachers monitored student progress and posted math and reading proficiency scales on classroom walls. Students benefited by having the scales readily available to gauge their progress with specific standards. Parents gained awareness about SBG practices through parent meetings and information sheets.

CAMP ADVENTURE SUMMER PROGRAM: 100 students from five district schools attended a Camp Adventure themed program. Standards were identified according to the needs of students enrolled. The focus is on math, reading and other subjects incorporating building tents, identifying properties of water, making sun heated ovens and hosting guest presenters.

After School Program for Instructional Remediation & Enrichment (ASPIRE): The program provides additional instruction in reading, language arts and math for grades 1st through 5th. Teachers used Common Core States Standards and skills as a starting point for lesson planning and teaching. Progress was monitored using AIMSWEB assessments. The program provides opportunities to master skills through tutorial support, drill and practice, math problem solving and creative arts.

STUDENT OF THE MONTH

One student from each classroom is recognized for exemplary behavior and achievement of the Expected School Learning Results.

KICKBALL TEAM

Teacher, Richard Borja and Teacher Assistant, Maria Rosalin coached a kickball team with student members being from 3rd-5th grades. Students developed their kicking, catching, throwing skills and learned teamwork. The PCLES team competed in the Fade Away From Violence tournament and the DOE Elementary 2019 tournament.

Exemplary Programs

Faneyakan Sinipok (CHamoru Immersion):

The first CHamoru Immersion kinder class was made available to 14 selected students with CHamoru teacher, Senora Yamasta. The program provides a teaching and learning environment, consistently guided by the CHamoru core values of Inagofli'e', inafa'maolek, respetu, minamãhla, dinanña', minatatnga, and chenchule' and is rooted in CHamoru realities. The program ensures academic and linguistic excellence, so students are well prepared to contribute to society and become environmental stewards of Guãhan.

RESPONSE TO INTERVENTION (RTI): This approach is proven successful in addressing students with academic challenges. AIMSWeb provides baseline data to identify students in need of additional academic support and guides teachers in choosing meaningful interventions. AIMSWeb tools and teacher-developed common assessments are used to monitor student progress/achievement.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS):

This program aims to improve student behavior. Implementation includes a School Climate Cadre (SCC), district PBIS coach, on-going technical assistance, teacher-created lesson plans and SCC monthly meetings. There is a significant decrease in discipline referrals.

Special Awards

Isla-Art-A-Thon: Artwork from Amelia Garcia, Jorji Belle Rusko, and Alice Roman were included in the exhibit.

Spelling Bee Winners: Marlijewel Sablan, Karisma Tupaz

Newspaper in Education Contest Winner: Mason Ward

Science Fair Winners: Zoey San Nicolas - 1st place; Jett Dela Rosa - 2nd place; Elora Delgado - 2nd place; Blake Flory, 3rd place; Valerie Wong, 3rd place; Amelia Garcia, 3rd place

Special Olympics Winners: Kollin Dudkiewicz - Gold, Caleb Suzuki - Gold, Malikai Salas - Gold & Silver, Blaze Yuson - Silver, Rooke Aguon - two Silver, Marco Macias - Silver, Blaze Yuson - Bronze

ACT Aspire Performance Levels

In Need of Support

Students scored substantially below the ACT Readiness Benchmark

Close

Students scored below but near the ACT Readiness Benchmark

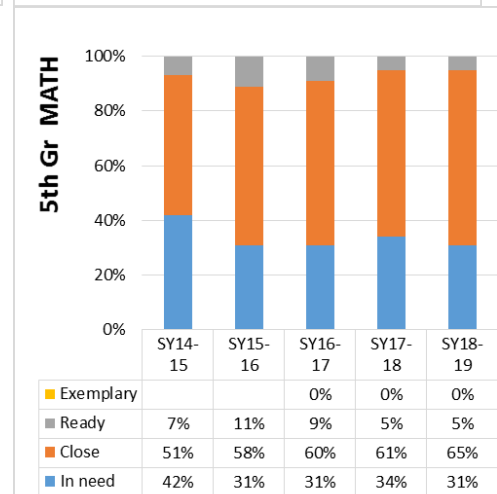
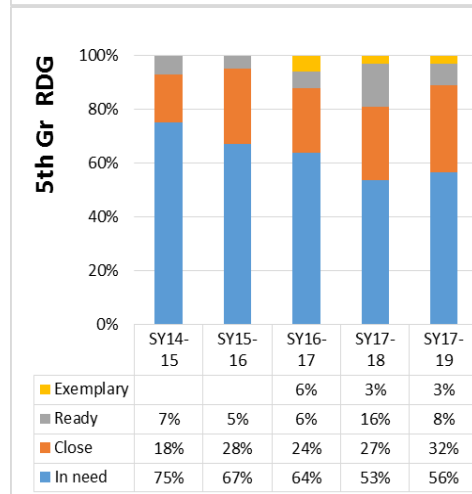
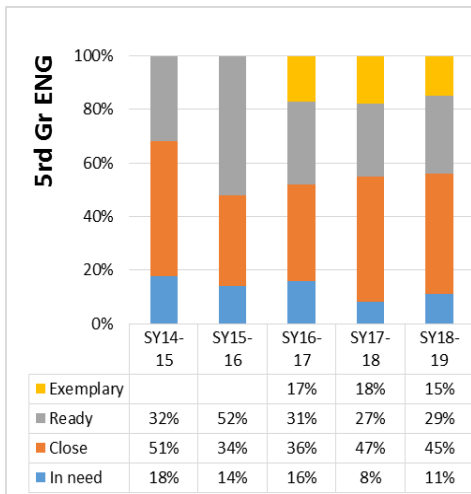
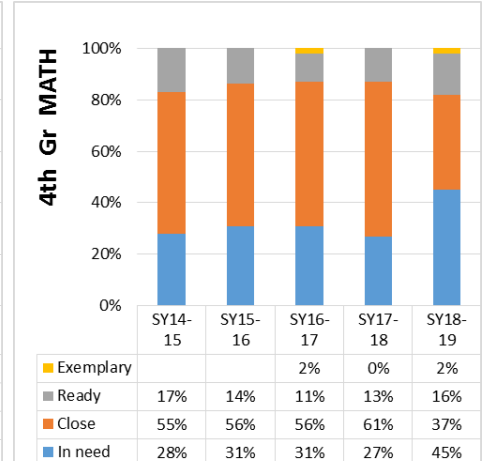
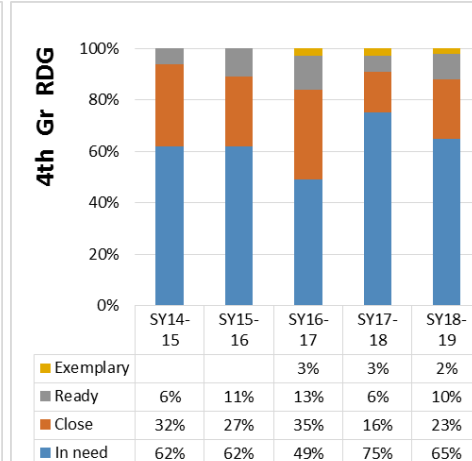
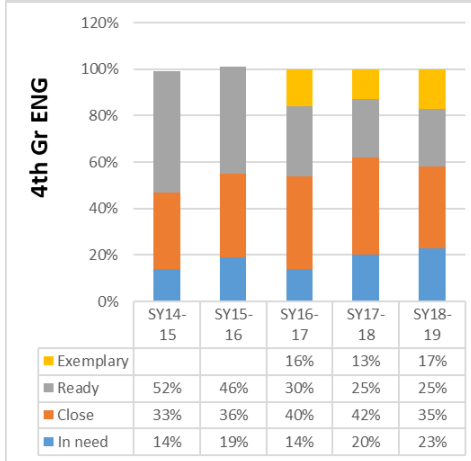
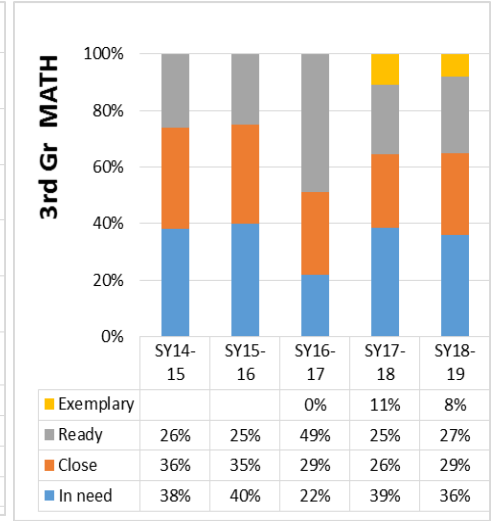
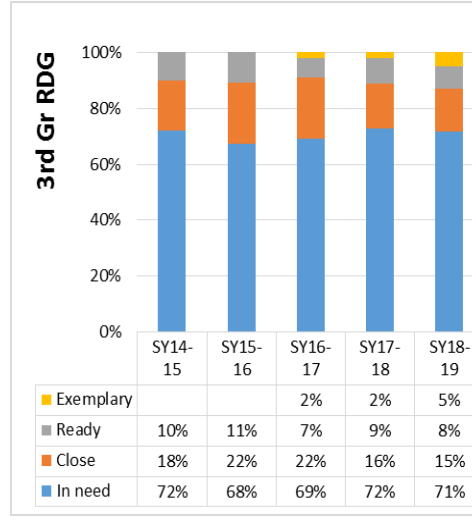
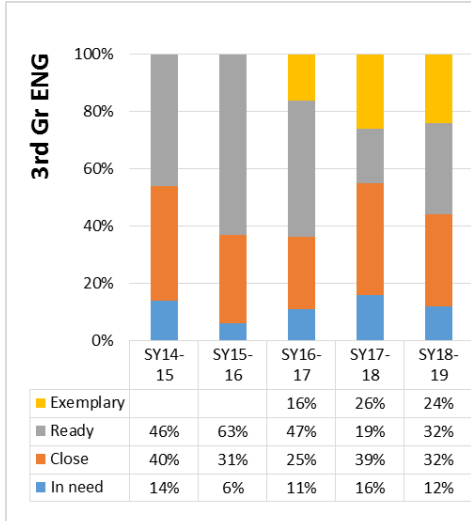
Ready

Students met the ACT Readiness Benchmark and are on target

Exemplary

for 50% or higher likelihood of college course success by Grade 11

Students performed above ACT Readiness Benchmark



Year End School 'YES' Survey

The YES survey is the largest and most comprehensive survey conducted by GDOE with the purpose of strengthening and improving school experience and climate. Through this survey, parents, students, teachers, administrators, and staff have the opportunity to express upon various aspects of school. The Likert-type items are based on Balanced Leadership^R concepts, which focus on school improvement areas such as establishing rigorous and concrete goals to ensure student learning, recognizing accomplishments, establishing systems that minimize class interruptions, open communication, unified purpose and shared vision, purposeful community, and managing change. In May 2019, the total number of respondents that completed the survey was 16,076, which include parents, school administrators, teachers, staff, and students in grades 4-12. The top ten areas of improvement & areas of strengths for this school are reported below.

Year End School 'YES' Survey

TOP FIVE AREAS OF STRENGTHS

Item No.	% Agree	% Strongly Agree	Total	Neutral
1. In this school, teachers know how to teach, how to test, and how to grade students fairly and correctly. (n=550)	34.1%	58.9%	93.0%	4.4%
5. In our school we have School Wide Learning Expectations (SLRS) and we know what they are. (n=550)	35.8%	56.7%	92.5%	4.5%
15. I believe that teachers and school staff can make a difference in students' learning. (n=550)	41.2%	51.1%	92.3%	5.1%
2. The school leadership and the teachers know how to find out what students need to succeed in school. (n=550)	43.1%	48.8%	91.9%	5.9%
6. Teachers in this school go to training to learn from off-island consultants or to learn from fellow teachers about best classroom practices.(n=550)	41.4%	49.3%	90.7%	7.6%

TOP FIVE NEEDS IMPROVEMENT

Item No.	% Disagree	% Strongly Disagree	Total	Neutral
23. The students in this school care about learning. (N=574)	13.7%	13.3%	27.0%	37.0%
8. I believe that everybody in this school follows the Standard Operating Procedures or SOPs, school routines and rules, and also classroom rules. (N=574)	13.9%	12.1%	26.0%	25.8%
7. Teachers have the materials they need to do their job. They do not need to buy materials. (N=574)	16.2%	8.5%	24.7%	28.1%
21. The students in this school are well-behaved. (N=574)	14.5%	10.2%	24.7%	32.9%
22. The students in this school are safe. (N=574)	12.1%	12.4%	24.5%	31.2%



CONTACT INFORMATION

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