

# STUDENTS FIRST

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

## PUBLIC SCHOOL SYSTEM

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### Establishing the CNMI Public School System

The Commonwealth of the Northern Mariana Islands Public School System (CNMI PSS) was created pursuant to Article 15 of the CNMI Constitution, effective January 11, 1988, and TCMC SECTION 2251 et.seq. of 1988. The CNMI PSS is the state education agency for pre-school, elementary, and secondary education programs for students ages six to sixteen, including special programs in early interventions for birth to three years old and children ages three to four in Head Start.

Prior to 1988 the CNMI PSS known as the Department of Education was under the Executive Branch of the central government. The first principal and superintendent of Education was William S. Reyes, followed by Jesus Concepcion, Issac Calvo, Loran Kaprowski, and Henry I. Sablan. Beginning in 1989, the tenure of the Commissioner of Education began with Dr. Elizabeth D. Rechebei, William S. Torres, Dr. Rita Hocog Inos, Dr. David Borja, and Dr. Rita Aldan Sablan, Cynthia I. Deleon Guerrero, M.Ed., & currently Glenn P. Muña, M.Ed.

### OUR VISION

*Students will graduate college and career ready to be productive in an independent global society.*

### OUR MISSION

- To offer equal educational opportunity for all students by providing optimum curriculum, instruction, community service, and work experience in academic and career – technical education so that they become productive and contributing members of the Commonwealth and the global world,
- To guarantee challenging, engaging, and intentional instruction to ensure curricular pathways to success by providing whole-child student support through the creation of high performance school cultures and data driven “high-reliability” systems,
- To provide certified, qualified, and effective personnel,
- To plan, build, and maintain school facilities conducive to learning, safe, orderly, and accessible to all,
- To establish effective communication and collaboration of all stakeholders for meaningful and productive partnership, and
- To allocate financial and technical resources to meet the educational needs of all students.

### Strategic Priorities Plus

- High Student Performance
- Highly Qualified and Effective Personnel
- Effective and Efficient Operations
- Safe and Orderly Schools
- Parental Engagement and Community Partnership
- High Performing and High Reliability Systems



\*All CNMI Public Schools are accredited by the North Central Association Commission on Accreditation and School Improvement, an accreditation division of AdvancED.\*

CELEBRATING  
**31**  
YEARS OF  
PUBLIC EDUCATION



# OUR SCHOOL SYSTEM AT-A-GLANCE

Information below has been extracted from **SY 2018-2019 Facts & Figures**. For additional information or a digital copy, please email our Data & Records Management Program Manager Ms. Ruth Calvo from the Office of Accountability, Research & Evaluation at [ruth.calvo@cnmipss.org](mailto:ruth.calvo@cnmipss.org) or visit <https://www.cnmipss.org>.

A comprehensive report is available in our **SY 2018-2019 Annual Report** or visit <https://www.cnmipss.org>.

The information on this page reflects **School Year (SY) 2018-2019**. **Facts & Figures** compilation releases during the month November.

## Our Schools & Centers

Our Schools & Centers	
Early Intervention	1 center
Early Head Start	5 centers
Elementary (K-5)	7 schools
Elementary (K-6)	2 schools
Middle Schools	5 schools
Jr. Sr. High Schools	2 schools
High Schools	5 schools

Enrollment	
Early Head Start	441
Pre-K	
Elementary	4,272
Middle School	2,122
High School	3,217
<b>Total Enrollment</b>	<b>10,052</b>

## Enrollment K-12 By Ethnicity

Ethnic Group	2018-2019
Bangladeshi	117
Carolinian	836
Caucasian	54
Chamorro	3,461
Chinese	462
Chuukese	562
Filipino	3,200
Japanese	100
Korean	116
Kosraean	15
Marshallese	23
Palauan	288
Pohnpeian	170
Russian	11
Thai	55
Yapese	108
Two or more Races	346
Other	128
<b>Total</b>	<b>10,052</b>

## Enrollment for Special Education

**131** Early Learning Intervention Program; **361** or **8%** total for Elementary; **183** or **9%** for Middle & Jr. High School; and about **305** or **9%** enrolled for High School.

## Early Intervention, Head Start/Early Head Start, & Kindergarten

**Kindergarten** is offered at all elementary schools. The CNMI Public School System is sub-grantor of the **Head Start Program** through the US Department of Health and Human Services. There are **fourteen (14) Head Start/Early Head Start Centers** total; twelve (12) on Saipan, one (1) on Rota, and one (1) on Tinian that serves children ages three to five.

The CNMI Public School System also provides services to infants and toddlers (0-3) through its **Early Intervention Program** under Part C of the Special Education Program.

## Certified and Non-Certified Education and Degree

During the SY 2018-2019, the CNMI Public School System employed a total of **1,065 employees**. Of this figure, **605** are **instructional staff** (e.g. Teachers, Counselors, Librarian, Instructors) and **460** are **non-instructional staff** (Teacher Aides, School Administrators, Support Staff).

Personal Education	Highest Level of Education
High School Diploma	336
Associate of Arts/ Associate of Science Degree	62
Bachelor of Arts/ Bachelor of Science Degree	383
Master of Arts/ Master of Science Degree	268
Doctorate Degree, Ed.D., J.D., Ph.D.	16
<b>Total</b>	<b>1,065</b>

## Senior Exit Survey Class of 2018

**Graduation** information for the Class of 2019 releases this November 2019. The responses below reflects the graduating Class of 2018.

"Immediately after graduation, I plan to pursue..."*	
College	365
Vocational/ Tech/ Trade School	24
Work	220
Apprenticeship	8
Military	97
Other	47
<b>Total</b>	<b>761</b>

\*Student allowed more than one choice.

## Graduation Rate

Class of 2018	Overall
SY 14-15 Year 1 - Cohort 2018	<b>962</b>
SY 17-18 Total Number of Graduates	<b>742</b>
<b>% of Students from Cohort 2018 who graduated within 4 years*</b>	<b>77%</b>

**Graduation & Drop-Out Definition** can be found in our SY 2018-2019 Facts & Figures at <https://www.cnmipss.org>.

Source of CNMI Graduate Definition was formerly Policy 620 "Dropout Definition" from the Title 60: Board of Education Chapter 60-20 Public School System Rules & Regulations. Policy 620 had been repealed without specific replacement.

Questions	Yes	No
1. Did you apply to a 2-year or 4-Year College or vocational/tech/trade/school?	196	259
2. Was money a factor in your decision not to apply?	119	144
3. Was your grade point average (GPA) a factor in your decision not to apply?	25	117
4. If you plan to move to the U.S. or another country after high school, do you plan to return to the CNMI?	347	31
5. Have you taken a career pathway inventory during high school?	215	240
6. Has your desired/chosen career path changed since you were a freshman?	150	66
7. Did your high school help you to plan for college or a career after graduation?	347	108
8. Do you feel enough extracurricular opportunities were available to you?	288	167

Compiled: June 2018  
Source: Senior Exit Survey Reports by LifeTrack Services, Inc.





**!** A comprehensive report is available in our **SY 2018-2019 Annual Report** or visit <https://www.cnmipsssoare.org>.

The independent audit was performed by **Burger • Comer • Magliari** – Year Ended September 30, 2018. For a comprehensive report see our **SY 2018-2019 Annual Report** or visit <https://www.cnmipsssoare.org>.

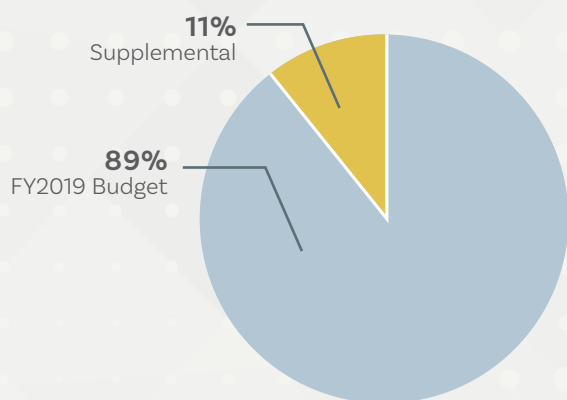
## Revenue Breakdown for Fiscal Year (FY) 2019

### Budget Allocation for Fiscal Year 2019

State Board of Education and Public School System

#### Local

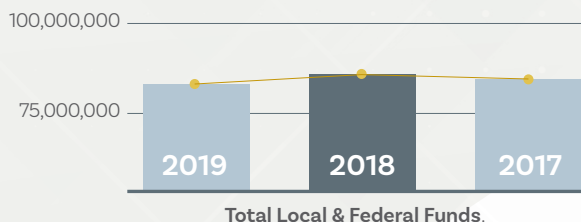
FY 2019 Budget	Supplemental	Total
\$ 37,500,797	\$ 4,614,264	\$ 42,115,061



## Fiscal Statement Trend

Total budget allocation includes **Local & Federal Funds**.

Statements of Net Position		
2019	2018	2017
\$ 84,935,367	\$ 87,031,828	\$ 87,461,603



## Federal Budget 100% Supplemental

The **19 federal program grants** received by the Public School System (PSS) spent in aggregate **\$42,820,306** in FY19.

Please note that each federal grant has very specific purposes and can only be used for the purposes as established by federal law and the federal grant agreements PSS signs with each grantor agency.

### A listing of the major grants and brief highlights are as follows:

- The **Consolidated Grant** in the amount of **\$16,862,340** provides supplemental funds to support a series of projects at our schools that includes \$4.3 million allocated to our schools for each school's Schoolwide Program (SWP). \$2.3 million for laptops and iPads that across a three year period will provide each school with either a laptop in every classroom for student use, 1.8 million for class size reduction teachers, \$814,579 for Distance Education courses for 1,800 students, \$646,497 for State Assessments, \$1.2 million for reading tutorial teachers, \$640,651 for Co-Op Education Programs that link students to the world of work and enable students to earn an income while attending school and lead to full time employment after graduation from high school, \$1.4 million for professional development for teachers and school leaders, \$190,294 for Wellness Programs that provide students with 60 minutes of moderate to vigorous PE every school day primarily through after school programs, \$718,024 for copiers at our schools, \$425,807 for a network health assessment survey and system upgrades, \$450,850 for student competitions that enable our students to compete at the national level, \$2.2 million for supplemental education programs for our children attending private schools.
- The **Nutrition Assistance Grant** in the amount of **\$15,435,883** which provides nutritious school breakfasts and lunches at our twenty public schools, our 10 Head Start and Early Head Start center, our 12 private schools and 14 Day Care Centers, the Nutrition Assistance grant also provided \$2.1 million for the construction of the 90,000 square foot MHS new Cafeteria.
- The **Special Education Grant** in the amount of **\$4,893,486** to provide direct education and related services to 931 special children attending our schools. The Sped Program employs 136 staff (32 teachers, 74 teacher aides, 26 related services staff and 4 administrative staff.
- The **Head Start Grant** in the amount of **\$2,528,429** provides comprehensive services to 393 children and their families. The Head Start grant enables the Public School System to employ 32 staff.
- The **Early Head Start Grant** in the amount of **\$993,700** is a comprehensive infants and toddlers program pre-school program that provides full day education, health and social services to 82 preschoolers and their families. The program employs 20 staff.
- The **Project Serve Grant** in the amount of **\$1,262,778** is a new disaster recovery grant that pays for substitute teachers, the overtime for our bus drivers for our bus drivers serving our seven Saipan schools on double session, pays for the fuel and service for buses making their second school run for the double sessions, and also pays the salaries of our mental health specialists who provide grief and trauma counseling to students and staff who lost their homes in Super Typhoon Yutu.
- The **Project Restart Grant**, in the initial amount of **\$4,000,000**, another of the disaster recovery grants, helps our schools recover from Super Typhoon Yutu through paying retention bonus to our teachers and school leaders, purchases replacement school buses, pays for utilities, provides funding for minor repairs, such as replacement doors, windows, air cons, ceiling and floor tiles, pays for replacement smoke alarms and fire alarms, financial system upgrades, and replacement instructional materials.
- Several **small grants** under **\$400,000** each



# OUR OUTLOOK

## INNOVATIONS

### Instructional Technology & Distance Education

The Instructional Technology and Distance Education celebrated a successful year of providing access to quality online educational experiences to support digital learners across the CNMI.

The program continued to focus on enhancing the accessibility and innovative uses of high-quality digital tools and resources, using technology in creative ways to enhance learning.

Its **Student Portal**, which offers high school coursework to both public and private school students across the island, served **1,333 students** this year with a notable **78% passing rate**. Its **Professional Portal** arm provided certification coursework and learning opportunities to **331 professionals** seeking certification. Its **Education Technology (Ed-Tech)** branch, educational technology training program, saw an enrollment of **86 participants** and celebrated an **85% completion** rate with 225 hours of professional learning accrued. Lastly, the **Aspiring Leaders Program**, designed to build instructional leadership capacity, began its two-year development program with a cohort of **30 educators**. In addition, the program also celebrated a successful year of providing professional development for a range of stakeholders.

- **Celebrating 31 Years of Public Education**
- **Access to Mental Health** to support our schools & community
- **Approval** for a **multi-year grant** for Head Start/Early Head Start
- **90,000 Sq ft Newly Built Cafeteria** for Marianas High School
- **Paved Parking** for Joaquina M. Rabauliman (JMR) Head Start building
- **Free Breakfast & Lunch** at all public schools
- **iPads** for every K-8 student (Technology in Classroom Everyday)
- Two-Thirds of students **performing at ready & exceeding level** for English Language Arts (ELA)
- Partnered with the **International Center for Leadership in Education** to support leadership development in making rigor, relevance, and engagement a reality in every classroom. Through the **Collaborative Instructional Review Process** we help transform every principal into a powerful instructional leader, capable of unlocking the instructional power of every teacher and, in turn, the learning potential of every student.
- **Professional Development** – for our Teachers, Instructional Staff & Administrators
  - Coaching Support
  - Rigor, Relevance, and Relationship
  - Literacy Across Content

## HIGHLIGHTS

- **Clean Audit** (for 10 years since SY 2009-2010)
- **Awarded** the AdvancED Global Commission granted PSS another **five year accreditation** status valid through June 30, 2024 through the North Central Association on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

## CHALLENGES

- **Overall mental health and well being**
- **Typhoons** – CNMI was about set to recover from **Super Typhoon Soudelor (2015)**, then **Super Typhoon Yutu (2018)** about three years later the CNMI Public School System suffered from massive destruction - almost 80 to 90 percent of school facilities incurred heavy damages; a year later campuses are still in need of maintenance and repair; the road to recovery takes time
- **Economy**



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Please contact the office of the Commissioner of Education for more information regarding our **2019 Citizen-Centric Report** at (670) 237-3061.

Prepared by  
Communications Media of the Office of Administrative Services



A comprehensive report is available in our  
**SY 2018-2019 Annual Report**  
or visit <https://www.cnmipsoare.org>.

