



CNMI PUBLIC SCHOOL SYSTEM CITIZEN CENTRIC REPORT FISCAL YEAR 2025



OUR VISION

The Commonwealth of the Northern Mariana Islands Public School System is a provider of quality education, empowering all individuals to be innovative thinkers and learners.

OUR MISSION

Educating lifelong learners to become productive citizens of a global society.

OUR VALUES

- Leadership & Learning
- Engagement
- Accountability
- Diversity
- Efficacy
- Relationships



OUR STRATEGIC PRIORITIES

- Student Success
- Accountable High Performing Systems
- High Performing Personnel
- Effective & Efficient Operations
- Safe & Caring Schools
- Communications & Community Relations

The CNMI Public School System

(CNMI PSS) was created pursuant to Article 15 of the CNMI Constitution, effective January 11, 1988, and 1CMC Section 2251 et.seq. of 1988. The CNMI PSS is the state education agency for pre-school, elementary, & secondary education programs including special programs in early interventions from birth to three years old & children ages three to four in Head Start.

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INSTITUTIONAL AND ACADEMIC PERFORMANCE

Enrollment	
Early Head Start	48
Head Start	358
Elementary School	3392
Middle School	1966
High School	3187
Total Enrollment	8951

Enrollment K-12 By Ethnicity	
African American	10
Bangladeshi	218
Bengali	26
Carolinian	851
Caucasian	55
Chamorro	3524
Chinese	374
Chuukese	477
Filipino	2228
Japanese	38
Korean	119
Kosraean	11
Marshallese	16
Palauan	187
Pohnpeian	102
Thai	15
Yapese	103
Not Stated	75
Other*	116
Total Enrollment	8545

* (American Samoan, Cambodian, Canadian, Fijian, German, Hispanic, Indian, Kiribatian, Mortlockese, Nepalese, Pakistani, Pinglape, Russian, Vietnamese)

ENROLLMENT FOR SPECIAL EDUCATION

The Special Education Program served **1122** students from birth to 21 years old, in early learning intervention programs to K-12.

Our Schools & Centers	
Early Intervention	1
Early Head Start / Head start	16
Elementary (K-5)	8
Elementary (K-6)	1
Middle Schools	6
Jr. Sr. High Schools	1
High Schools (9-12)	5

EARLY INTERVENTION, HEAD START / EARLY HEAD START, & KINDERGARTEN

Kindergarten is offered at all elementary schools. The CNMI Public School System is a sub-grantor of the Head Start Program through the US Department of Health & Human Services.

The CNMI Public School System also provides services to infants & toddlers (0-3) through its Early Intervention Program, funded under Part C of the Individuals with Disabilities Education Act (IDEA).

Distance Education Enrollment			
Public/Private Schools	Fall 2024	Spring 2025	Summer 2025
CNMI Public Schools	929	874	742
Participating Private Schools	36	54	60

Information shown on this page has been extracted from SY2024-2025 Facts & Figures. For additional information, please contact the Office of Accountability, Research, & Evaluation or visit: www.cnmipss.org

Graduation Rate	
SY 20-21 Year 1 - Cohort 2024	798
SY 2023-2024 Total Number of Graduates	675
Percentage of Students from Cohort 2020 who graduated within 4 years* in 2024	85%

*Percentage does not include early graduates.

Senior Exit Survey: Class of 2025		
Question	Yes	No
Did you apply to a two year or four year college/tech/trade school?	29%	70%
Was money a factor in your decision not to apply?	35%	31%
Was your GPA a factor in your decision?	13%	50%
If you plan to move to the United States or another country after high school, do you plan to return to the CNMI?	75%	8%
Have you taken a career path inventory in high school?	51%	49%
Has your desired/chosen pathway changed since you were a freshman?	67%	33%
Did your high school help you plan for college or a career after graduation?	80%	20%
Do you feel enough extracurricular opportunities were available to you?	76%	24%

*PSS saw a total of (728) graduates, but only (588) completed the survey.
*Source: Senior Exit Survey Reports by LifeTrack Services, Inc.

CERTIFIED & NON-CERTIFIED EMPLOYMENT EDUCATION & DEGREE

During the SY 2024-2025, the CNMI PSS employed a total of 1,192 employees. Of the total, 604 are instructional staff (e.g., teachers, counselors, librarians), and 588 are non-instructional staff (e.g., teacher aides, administrators, support staff).

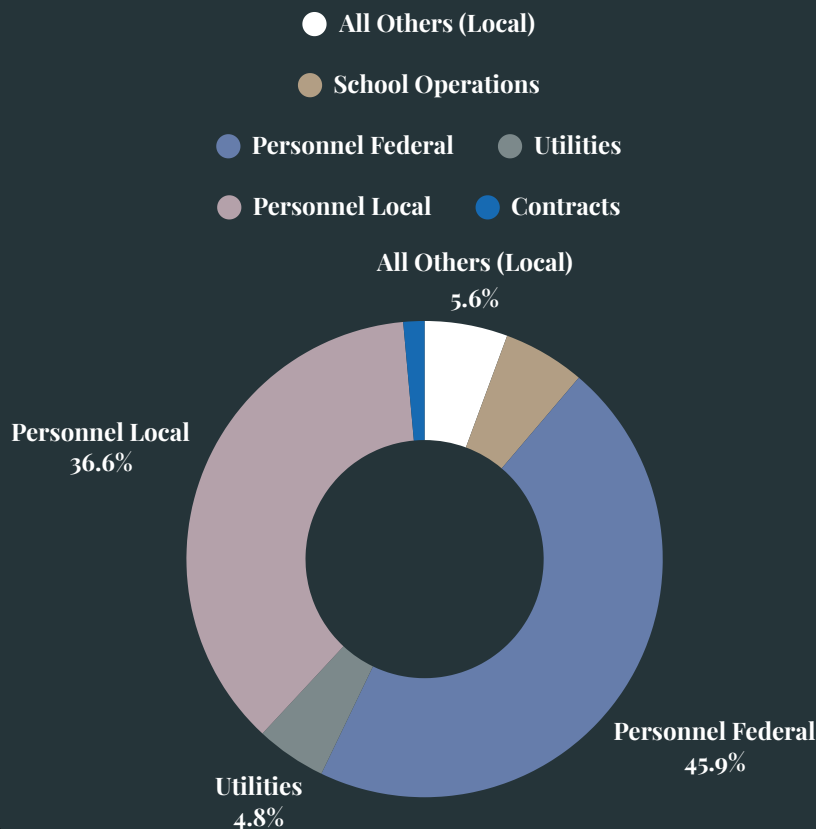
PSS Employee Highest Level of Education	
Level	Total
High School Diploma	284
Associate Arts/Associate of Science Degree	121
Bachelor of Arts/Bachelor of Science Degree	407
Master of Arts/Master of Science Degree	296
Doctorate Degree, Ed.D, J.D., Ph.D	24
Other Trades or Specialized Certification	52



FINANCIAL PERFORMANCE

The Federal Programs Office (FPO) and Finance Department form the backbone of the CNMI Public School System's financial and grants management infrastructure, working in tandem to ensure fiscal responsibility, compliance, and sustained educational support. The FPO serves as the centralized grants management hub, overseeing more than 20 federal grants and managing the entire lifecycle of federal funding: from identification, development, and application to compliance, monitoring, and reporting. It also coordinates relationships with federal agencies, non-governmental organizations, and other partners, while conducting indirect cost negotiations that sustain district operations. Meanwhile, the Finance Department provides rigorous fiscal oversight across all funding sources, leading key processes such as the annual Single Audit to verify that federal expenditures are properly documented, compliant, and auditable. Thereby strengthening the district's reputation for financial stewardship. Together, these offices safeguard over \$26 million in federal funds annually, support equitable learning opportunities across 34 schools, and uphold the financial stability necessary for the effective operation of the entire system. However, both face significant fiscal challenges due to ongoing shortfalls in CNMI government appropriations and the broader economic recession. Declining local revenues have placed increased strain on the system's ability to sustain core operations, especially as certain federal programs sunset. Potential austerity measures could further constrain classroom instruction, staffing, and operational support, forcing difficult decisions in program delivery. Sustaining compliance with federal grant requirements amid these financial constraints remains one of the CNMI PSS's most pressing and enduring challenges.

Total Funds Allocated Fiscal Year 2024 - 2025



Other Major Federal Grants:

- Nutrition Assistance Grant
- The Emergency Food Assistance Program (TEFAP)
- USDA Meal Supplemental Program
- Special Education Programs
- Head Start / Early Head Start Program
- Project Haligi
- Americorp
- SASI
- Statewide Longitudinal Data System
- State PREP grant
- Abstinence Education SRAE
- AmeriCorps
- MAP grant
- Striving Readers
- Stronger Connections
- MHS CTE
- Project Higai

OUTLOOK FOR THE FUTURE

2024-2025 State Level "Of the Years"

CNMI PSS State
Teacher of the Year

Yeji Lee

William S. Reyes Elementary School

CNMI PSS State
Counselor of the Year

**Yvonnalynn Leonie S.
Taimañao**

Saipan Southern High School

CNMI PSS State
Teacher Aid of the Year

Alvin Arcega

Marianas High School

CNMI PSS State
Administrative Staff of the Year

Demy Andrew R. Catubay

Sinapalo Elementary School

CNMI PSS State
Instructor of the Year

Gloria Rasiang

Francisco M. Sablan Middle School

CNMI PSS State
Librarian of the Year

Maria Ornes

Kagman High School

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Please contact the Office of the
Commissioner of Education for more
information regarding the PSS FY2025

Citizen Centric Report at
(670) 237-3061

Prepared By:
Office of Accountability, Research, &
Evaluation



HIGHLIGHTS

- This school year, *all students* from kindergarten through 12th grade *met or exceeded* the district's proficiency goal of 58% in Reading, based on STAR Assessment results. In Mathematics, more than half of all students in grades 1 through 12 met or exceeded the same district proficiency goal. These results reflect the continued progress of our students and the district's commitment to improving literacy and numeracy across all grade levels.
- Career & Technical Education (CTE) Program expanded with certifications in healthcare, IT, business, maritime trades, and education. CNA pass rate reached 75.6%, IT certifications had a 91% overall pass rate, and Tinian HS/Da'ok Academy had 100% pass rates in entrepreneurship, personal finance, and network security
- The new Garapan Elementary School cafeteria opened in January 2025, improving the school environment
- Sinapalo Elementary (Rota) achieved 100% parent participation in engagement goals and launched the Lu'ao Wings Mentorship Program, where each staff member mentors 4-6 students
- Summer Tech 2025 (with NMTech) trained 24 students across Saipan, Rota, and Tinian in Carpentry and HVAC career pathways
- Hopwood Middle School (despite campus damage from typhoons) maintained 96% attendance, 59% reading proficiency, and won multiple cultural competitions (Chamorro/Carolinian oratory, music, dance, digital learning)
- All high school teachers earned Lab Safety Certification; a Marine Debris curriculum was piloted with NOAA/MINA, and CNMI teams advanced to the VEX Robotics World Championships
- Koblerville Elementary School represented CNMI at the Guam Micronesia Island Fair and hosted anti-bullying & cultural programs
- STEP-UP community-based research initiative gave high schoolers authentic research experiences tied to local environmental and cultural issues
- Chamorro & Carolinian Program expansion - 11 new teachers hired (total: 62) for Chamorro & Carolinian instruction; includes 6 new Carolinian teachers (16 total) and 5 new Chamorro teachers (46 total)

CHALLENGES

- Garapan Elementary School continues to struggle with low parent engagement, which the school acknowledges as critical to sustained student success
- San Vicente Elementary saw a spike in discipline issues in including new concerns like vaping, requiring stronger behavioral strategies
- High schools, like other campuses, are affected by counselor-to-student ratio gaps. The system still does not meet the recommended 1:250 ASCA standard, leaving many students underserved
- At Chacha Oceanview Middle School (COVMS), the student-to-teacher ratio was 24:1, higher than optimal for individualized learning.
- Middle schools reported ongoing challenges with chronic absenteeism and discipline referrals, which required increased use of the Early Warning System and MTSS interventions

