CNMI PUBLIC SCHOOL SYSTEM
CITIZEN CENTRIC REPORT
FISCAL YEAR 2026

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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Communications & Media Program Manager

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INSTITUTIONAL AND ACADEMIC PERFORMANCE

Enrollment	
Early Head Start	56
Head Start	358
Elementary School	3120
Middle School	1966
High School	3128
Total Enrollment	**8628**

ENROLLMENT FOR SPECIAL EDUCATION

The Special Education Program served **1,122** students from birth to 21 years old, in early learning intervention programs to K-12.

Graduation Rate	
SY 2021-2022 is Year 1 of Cohort 2025	716
SY 2024-2025 Total Number of Graduates	617
Percentage of Students from Cohort 2021-2022 who graduated within 4 years* in 2025	86%

**The percentage does not include early graduates.

Senior Exit Survey: Class of 2026		
Question	**Yes**	**No**
Did you apply to a two year of four year college/tech/trade school?	25%	75%
Was money a factor in your decision not to apply?	34%	33%
Was your GPA a factor in your decision?	11%	56%
If you plan to move to the United States or another country after high school, do you plan to return to the CNMI?	69%	15%
Have you taken a career path inventory in high school?	54%	46%
Has your desired/chosen pathway changed since you were a freshman?	70%	30%
Did your high school help you plan for college or a career after graduation?	84%	15%
Do you feel enough extracurricular opportunities were available to you?	81%	18%

*Source: Senior Exit Survey Reports collected with Infinite Campus

Enrollment K-12 By Ethnicity	
Bangladeshi	231
Bengali	23
Carolinian	785
Caucasian	28
Chamorro	3180
Chinese	327
Chuukese	443
Filipino	1784
Japanese	43
Korean	82
Kosraean	11
Marshallese	17
Palauan	165
Pohnpeian	89
Thai	14
Yapese	96
Not Stated	20
Other*	107
Total Enrollment	**7445**

(African American, American Samoan, Cambodian, Canadian, Fijian, German, Hawaiian, Hispanic, Indian, Kiribatian, Mortlockese, Nepalese, Pakistani, Pinglapese, Russian, Vietnamese)

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).

CERTIFIED & NON-CERTIFIED EMPLOYMENT EDUCATION & DEGREE

During the SY 2025-2026, the CNMI PSS employed a total of **1,220** employees. Of the total, 619 are instructional staff (e.g., teachers, counselors, librarians), and 601 are non-instructional staff (e.g., teacher aides, administrators, support staff).

PSS Employee Highest Level of Education	
Level	**Total**
High School Diploma	241
Associate Arts/Associate of Science Degree	96
Bachelor of Arts/Bachelor of Science Degree	360
Master of Arts/Master of Science Degree	281
Doctorate Degree, Ed.D, J.D., Ph.D	23
Other Trades or Specialized Certification	44

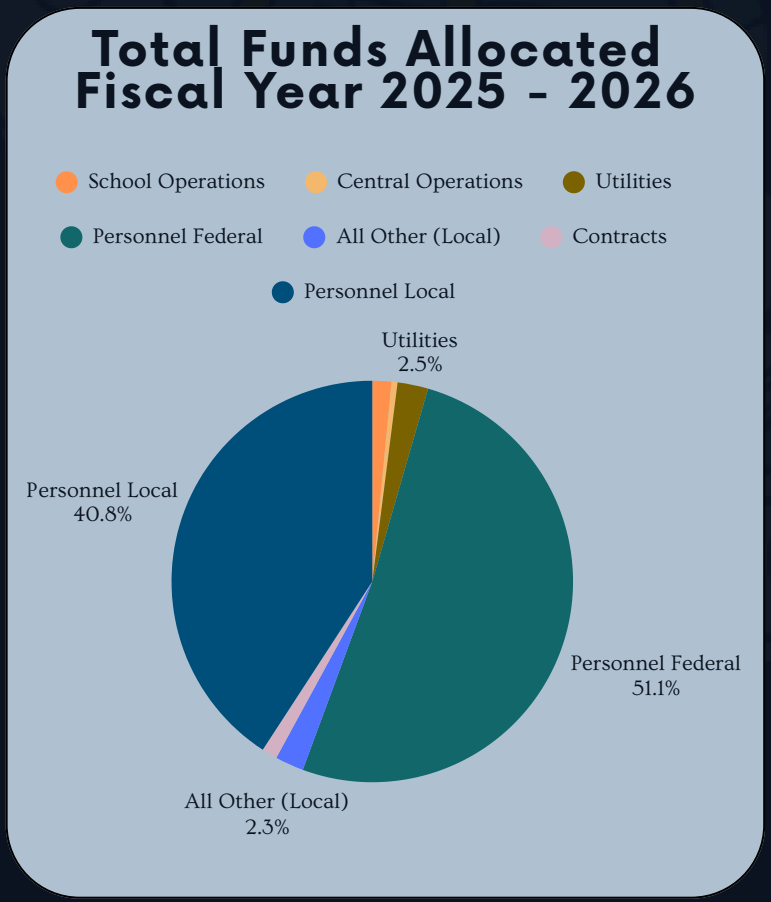
Distance Education Enrollment			
Public/Private Schools	**Fall 2025**	**Spring 2026**	**Summer 2026**
CNMI Public Schools	871	818	694
Participating Private Schools	63	13	21

Information shown on this page has been extracted from **SY2025-2026 Facts & Figures**. For additional information, please contact the Office of Accountability, Research, & Evaluation or visit: **www.cnmipss.org**

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FINANCIAL PERFORMANCE

The Federal Programs Office (FPO) and Finance Department play a critical role in maintaining the CNMI Public School System's financial stability, fiscal accountability, and compliance with federal and local funding requirements. The FPO oversees more than 20 federal grants, managing grant development, implementation, monitoring, compliance, and reporting while coordinating with federal agencies and external partners to sustain essential educational programs. Complementing these efforts, the Finance Department provides fiscal oversight, budget management, and financial reporting, including coordination of the annual Single Audit to ensure transparency and accountability. During Fiscal Year 2026, PSS faced significant financial challenges following an initial appropriation of $31.78 million under Public Law 24-14, substantially below its requested $49.29 million operating budget. This shortfall prompted districtwide austerity measures, including salary adjustment freezes, travel suspensions, energy conservation initiatives, and a reduction in employee work hours from 80 to 64 hours biweekly, resulting in the loss of one instructional day per week. Subsequent appropriations, including Public Law 24-20, increased the operating budget to $34.58 million, while additional supplemental funding enabled PSS to restore a 72-hour biweekly work schedule beginning January 2026, allowing additional instructional time for students. Despite these financial constraints, both offices remained committed to safeguarding federal resources, prioritizing essential expenditures, maintaining regulatory compliance, and supporting uninterrupted educational services across the district's 20 schools and 10 Head Start Centers. As the CNMI continues to experience economic uncertainty and declining local revenues, sustaining fiscal stability while protecting instructional quality, staffing, and essential student services remains a critical priority for PSS.



Other Major Federal Grants:

- USDA Meal Supplemental Program
- Special Education Programs
- Head Start / Early Head Start Program
- AmeriCorps
- Project Higai
- FNS
- Special Education Department
- IDC Cumulative
- JROTC Cumulative
- Schoolwide Improvement Plans
- Class size reduction teachers
- College, Career & Readiness
- Title 1 - Reading & Math
- Stronger Connections
- Project Minegot
- eMPowered* CNMI
- K-5 Literacy & Numeracy
- Athletics

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OUTLOOK FOR THE FUTURE

2025-2026 State Level "Of the Years"

CNMI PSS State Teacher of the Year
Dr. Marifi Doculan
Marianas High School

CNMI PSS State Counselor of the Year
Gabrielle Race
Marianas High School

CNMI PSS State Teacher Aid of the Year
Michael Suazo
Francisco M. Sablan Middle School

CNMI PSS State Administrative Staff of the Year
Angelica Atalig
Gregorio T. Camacho Elementary School

CNMI PSS State Instructor of the Year
John Pineda
Kagman High School

CNMI PSS State Librarian of the Year
Catherine Borja-Flores
Dandan Middle School

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Please contact the Office of the Commissioner of Education for more information regarding the PSS **FY2026 Citizen Centric Report** at (670) 237-3061

Prepared By:
Office of Accountability, Research, & Evaluation







HIGHLIGHTS

- Districtwide reading performance reached 61%, exceeding the previous goal of 58%, as reported in the Board Chairperson's message.
- The Cooperative Education Program served 840 students, exceeding its enrollment target for the fifth consecutive year.
- Approximately 85% of participating employers rated student performance as good.
- Schools strengthened career exploration, community partnerships, and experiential learning opportunities.
- Instructional technology initiatives delivered 40 workshops involving 1,045 participants.
- Digital skills presentations reached at least 2,373 students.
- A cumulative 1,424 educators completed the Educational Technology Training Program.
- Schools strengthened parent participation through PTAs, family conferences, community outreach, and schoolwide events.
- Community partnerships continued supporting student enrichment, academic intervention, and school improvement.
- Schools continued strengthening family outreach, attendance monitoring, and EWS interventions to address absenteeism.
- Students participated in spelling bees, MathCourt, STEM competitions, academic challenges, sports, and cultural activities.
- Counseling, mentoring, and student wellness initiatives strengthened support for students' academic and social-emotional needs.

CHALLENGES

- Super Typhoons Sinlaku and Bavi caused widespread school closures, infrastructure damage, and interruptions to learning.
- The Board of Education approved waiving 38 instructional days from April 13 through June 10, 2026.
- PSS initially received approximately $31.78 million against a requested $49.29 million operational budget.
- Budget constraints resulted in salary adjustment freezes, suspended travel, reduced work hours, and fewer instructional days.
- Although supplemental funding enabled partial restoration of employee hours, fiscal sustainability remained a major challenge.
- The shortened school year prevented several schools from completing their third STAR assessment screener, limiting end-of-year achievement evaluations.
- The Certification and Licensure Office reported a 38% decrease in educator certificates issued, from 221 to 136.
- Increasing educator resignations and staff turnover remained concerns.







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