

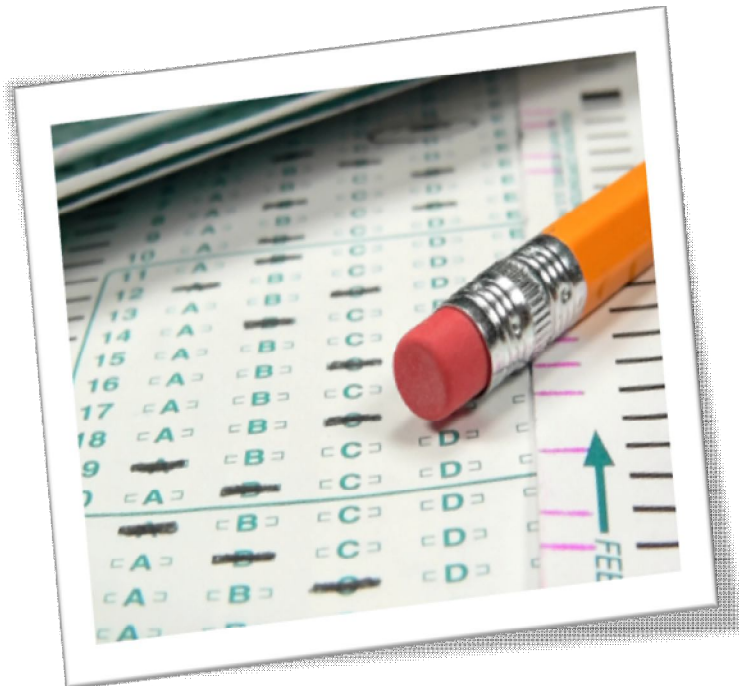


FSM National Minimum Competency Standard-Based Test (NMCT) 2012

Reading and Mathematics Test

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Executive Summary

The National Minimum Competency Test (NMCT) by state reports in Reading and Mathematics 2012 covers performance by states for all grades tested.

There are four minimum competency levels which include **competent, minimum competency, approaching minimum competency, and well-below minimum competency**. Competent means that the student has mastered the minimum competency for the benchmark. Minimum competency means that the student has achieved minimum competency for the benchmark. Approaching minimum competency means that the student has some knowledge or skill regarding the benchmark, but needs improvement to reach the minimum competency. Well-below minimum competency means that the student has no or limited knowledge or skill regarding the benchmark.

Acknowledgement

With much effort and completion of the National Minimum Competency Test Development Project, it is highly wise to recognize the so many contributions for which they would not have been possible without the kind support and help of many individuals and organizations. I would like to extend my sincere thanks to all of them. I am highly indebted to Pacific Regional Education Laboratory (PREL) for their guidance and constant consultation as well as for providing necessary information regarding the project & also for their continuous support in completing the project. I would like to express my sincere gratitude towards colleagues of the National Department of Education and states departments of education for their kind co-operation and encouragement which help me in completion of this project. I would also like to express my special gratitude and thanks to Mr. Burnis Danis for giving me such attention and time. My thanks and appreciations also go to Mr. David Syne for having ample time to edit the draft write up of the project and many more individuals who have willingly helped me out with their abilities on the development and completion of the project.

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Definition of Terms

Grade level performance expectation refers to the level of performance a student is expected to perform at a particular grade.

Competency refers to the level of performance exceeding grade level performance expectation with mastery skills.

Minimum competency means a level of performance at grade level performance expectation with minimum mastery skills.

Approaching minimum competency means a level of performance slightly below grade level performance expectation with least skill.

Well below minimum competency means a level of performance well below grade level with no skills.

Student Learning Outcome (SLO) refers to the specific skills derived from benchmarks for specific student learning objectives for teacher lesson plans.

Indicator refers to the specific skills for each benchmark.

I. FSM National Curriculum Standards and Benchmarks in Reading.

Generally, two standards and seven benchmarks were divided into 10 indicators and used in the design of the six grade reading assessment tool.

Table NO. 1 indicates the number system that is used to guide readers by grade, standard, benchmark, and description. The arrangement of numbers is clearly depicted on each graph, correspondingly for which Student Learning Outcomes are derived (refer to Student Learning Outcome Document).

Table No. 1. Six Grade Reading Standards and Benchmarks

Grade	Standard	Benchmark	Description
6	2	1	Identify and use a variety of word strategies to build meaning (e.g., context clues, root words, prefixes/suffixes)
6	2	2	Apply a variety of strategies to build comprehension (activating prior knowledge and experiences, summarizing, visualizing, comparing and contrasting)
6	2	3	Use reference materials to gather information (classroom resources, school library, Internet)
6	2	4	Locate and use features of textbooks such as chapter titles, sub-headings, chapter summaries, to summarize, compare/contrast, and draw conclusions.
6	2	5	Read a variety of grade appropriate texts (textbooks, maps, charts, graphs, etc) for a variety of purposes (e.g., gain new knowledge, solving problems, following directions).

Table No. 2: Six Grade Literature Standard and Benchmarks

Grade	Standard	Benchmark	Description
6	4	1	Compare and contrast different forms of literature (e.g., book review).
6	4	2	Demonstrate understanding of character's behaviors and attitudes (e.g., actions, motives, and traits of different characters; interactions among main and minor characters, the importance between the characters to plot or theme).

The literature component tests two (2) benchmarks, indicated in table No. 2. The skills ranges from abilities to compare and contrast different forms of literature to demonstrating understanding of characters, specifically traits, interactions, motives, and its relationship with the plot and theme of the story.

Table No. 3: Eight Grade Reading Standards and Benchmarks

Grade	Standard	Benchmark	Description
8	2	1	Identify and use a variety of strategies to extend word meaning. (For example, students will be able to correctly apply prefixes and suffixes in order to adapt words for different purposes.)
8	2	2	Build comprehension of texts. (For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and draw logical conclusions.)
8	2	3	Read a variety of printed and media materials for different purposes and discuss opinion of what was read.

Table No. 3 indicates the second standard and benchmarks used in the design of the 8th Grade Reading Test, which generally covers three (3) benchmarks ranging from identifying word strategies to reading different printed materials for different purposes.

Table NO. 4: Eight Grade Literature Standards and Benchmarks

Grade	Standard	Benchmark	Description
8	4	1	Listen to, read or view and respond to a narrative or poem. (For example, students will be able to make a written or oral review of a reading or theatre performance.)
8	4	2	Recognize and identify the complex elements of plot. (For example, students will be able to recognize and identify foreshadowing (the writer's use of hints or clues about what will happen next) inciting forces (the event that triggers conflict) conflict, crisis, climax and resolution.)
8	4	3	Dramatize record and write about the effects of culture and historical periods on literature and vice-versa.
8	4	5	Apply knowledge of literal and figurative meanings to build vocabulary. (For example, students will be able to interpret metaphor and allegory to enhance their written vocabulary.)

Table No. 4 indicates the second standard and benchmarks used in the design of the 8th Grade Reading Test, which generally covers four (4) benchmarks ranging from listening to and responding to narrative or poems and review them to dramatizing and applying knowledge of figurative meanings to build vocabulary

Table No. 5: Tenth Grade Reading Standards and Benchmarks

Grade	Standard	Benchmark	Indicator	Description
10	2	1	1	Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study.
10	2	1	2	Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study.
10	2	2	1	Read to acquire knowledge and skills to function appropriately in daily life.
10	2	4	1	Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.
10	2	4	2	Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.
10	2	5	1	Demonstrate understanding those factors that commonly affect the use of language (gender, social class, family relationship, ethnic groups).
10	2	5	2	Demonstrate understanding those factors that commonly affect the use of language (gender, social class, family relationship, ethnic groups).
10	2	6	1	Compare history, form (e.g. discourse, word order, grammar) function (e.g. purpose, text type, genre), and value of the vernacular language and that of English language, depending upon state's policies.
10	2	6	2	Compare history, form (e.g. discourse, word order, grammar) function (e.g. purpose, text type, genre), and value of the vernacular language and that of English language, depending upon state's policies.
10	2	10	1	Ask questions as a way to broaden and enrich learning (e.g. why, how, what if, if.....then).

Table No. 5 indicates standards and benchmarks used in the design of the 10th Grade Reading Test, which covers one (1) standard, ten (10) benchmarks, and ten (10) indicators.

II. FSM National Curriculum Standards and Benchmarks in mathematics.

Generally, there are four standards used in the design of the National Minimum Competency Standard-Based Test Mathematics Component which is divided by different number of specific benchmarks for each grade for which Student Learning Outcomes is developed.

Table No. 6: Fourth Grade Mathematics Standards and Benchmarks

Grade	Standard	Benchmark	Indicator	Description
4	1	1	1	Understand base ten by identifying the place value of whole numbers up to 1,000 and decimal numbers down to 100ths.
4	1	2	1	Demonstrate the ability to read, write, and compare simple fractions and decimals in English and the local counting system.
4	1	3	1	Represent whole numbers, fractions, and decimals and operations involving them, in a variety of ways using physical models, diagrams, and number expressions.
4	1	4	1	Perform the basic operations to add, subtract, multiply, and divide whole numbers and decimals and add and subtract fractions with like denominators
4	1	5	1	Use a variety of methods and ways to round and estimate whole numbers, decimals and fractions.
4	1	6	1	Use a variety of strategies including the understanding of decimals and fractions to solve problems and explain the reasoning used to reach each solution.
4	2	1	1	Identify and classify two and three dimensional shapes.
4	2	2	1	Describe similarities and differences between one, two, and three dimensional geometric figures.
4	2	3	1	Demonstrate understanding of common units in the English and metric systems by choosing appropriate units to measure common objects and quantities.
4	2	4	1	Use standard and non-standard units to determine length, volume, and weight, and describe characteristics of each type of measure.
4	2	5	1	Use the understanding of geometry, measurement, and transformation to solve problems and explain reasoning used to reach the solution.
4	3	1	1	Use patterns and functions to represent and solve real world situations and explain the reasoning used to reach the solution.
4	4	1	1	Collect, organize, display, and describe data systematically.
4	4	2	1	Read and interpret data using pictographs, tables, or charts.

Table No. 6 indicates the standards and benchmarks used in the design of the 4th Grade Mathematics Test, which covers four (4) standards and fourteen (14) benchmarks ranges from identifying place value to reading and interpreting data from tables or graphs.

Table No. 7: Sixth Grade Mathematics Standards and Benchmarks

Grade	Standard	Benchmark	Indicator	Description
6	1	1	1	Compare, order, round, and group rational numbers.
6	1	2	1	Demonstrate fluency in the basic operations to add, subtract, multiply, and divide whole numbers, fractions, and decimals.
6	1	3	1	Identify the characteristics of prime and composite numbers, and decompose composite numbers into factor pairs and prime factors using exponents.
6	1	4	1	Use models and pictures to represent ratio and proportions and solve problems.
6	2	1	1	Add and subtract customary units of length, mass, liquid, and time measures.
6	2	2	1	Perform slides, flips, turns, and rotations and indicate the motion, position, and direction applied.
6	2	3	1	Use formulas to compute perimeter and area of polygons.
6	2	4	1	Describe, compare, and classify geometrical figures using mathematical terminology (number of edges and faces, number and size of angles, and number of vertices).
6	3	1	1	Represent patterns in a variety of ways (numeric, algebraic, pictorial, oral, and graphic).
6	3	2	1	Model and solve real world problems using various representations such as graphs and tables.
6	3	3	1	Locate whole numbers, fractions, and decimals on a number line.
6	3	4	1	Use the guess and check method to solve simple algebraic expressions.
6	4	1	1	Analyze and interpret data, including range, median, mode, mean, and frequency and present information to an audience.
6	4	2	1	Make predictions that are based on (experimental or theoretical probabilities) and determine their reasonableness.
6	4	3	1	Formulate and solve problems that involve collecting and analyzing data to reach conclusions and make generalizations.

Table No. 7 shows that there are four (4) standards and fifteen (15) benchmarks used in design of the 6th Grade Mathematics Test, covering general skills from understanding rational numbers to formulating generalizations from analysis of collected data.

Table No. 8: Eighth Grade Mathematics Standards and Benchmarks

Grade	Standard	Benchmark	Indicator	Description
8	1	1		Represent, compare, order and use numbers in a variety of forms (integer, fraction, decimal, percent, and exponents) in mathematical problem-solving situations.
8	1	2		Demonstrate fluency in computing with rational numbers (fractions, decimals, percents, and integers).
8	1	3		Square whole, rational, and integers and find square roots of perfect squares (e.g. 1, 4, 9, 16, etc).
8	1	4		Use ration, proportion, and percents in problem solving.
8	2	1		Use a compass, protractor, and straight edge to draw two-dimensional figures and do constructions (e.g. Bisecting an angle or line segment, creating a right angle, drawing a circle).
8	2	2		Identify similar and congruent figures and including lines of symmetry and diagonals.
8	2	3		Use formulas to find areas of quadrilaterals, triangles, and circles, and the surface area and volume of cylinders as prisms, including appropriate units of measure.
8	2	4		Use the Pythagorean Theorem to find lengths of sides of right triangles.
8	2	5		Solve simple problems involving rates and derived measure (e.g. Miles per hour, cost per yard)
8	2	6		Use proportional reasoning and indirect measurements to draw inferences, such as measuring the thickness of a book to estimate the thickness of one page.
8	3	1		Write and solve two-step linear equations and one-step inequalities.
8	3	2		Graph linear functions in two variables using a table of ordered pairs.
8	3	3		Use symbolic algebra and additional techniques, such as tables, guess and check, and diagrams, to represent situations and to solve problems, especially those that involve linear relationships.
8	3	4		Model and solve real-world problems using various representations, such as graphs and tables, to understand the purpose and utility of each representation.
8	4	1		Find, describe, and interpret mean, median, mode, and range and determine which measure is best to use in a particular situation.
8	4	2		Read and interpret tables, charts, and graphs, and make inferences based on the data.
8	4	3		Use sampling and other data collection tools to gather and analyze data, and make conclusions and predictions.
8	4	4		Compute simple probabilities using appropriate methods such as lists, tree diagrams, or through experimental or simulation activities.

Table No. 8 shows the standards and benchmarks used in the design of the 8th Grade Mathematics Test, which covers four (4) standards and eighteen (18) benchmarks, starting with a skill such as using numbers in various forms to using Pythagorean Theory to find length and computing probabilities using, for instance, tree diagram or experimental activities.

Table No. 9: Tenth Grade Mathematics Standards and Benchmarks

Grade	Standard	Benchmark	Description
10	1	1	Demonstrate the inverse relationship between square numbers and square roots.
10	1	2	Compare and order rational numbers and square roots using a number line.
10	1	3	Solve problems with squares and square roots, limited to square roots of square numbers.
10	1	4	Represent numbers in a variety of forms including factors, multiples, exponents, primes, composites, fractions, decimals, and percentages and change from one form to another.
10	2	1	Apply an understanding of the English and metric systems of measurement to solve problems.
10	2	2	Use formulas, including approximate units of measure, to determine the surface area and volume for selected prisms, cylinders, and pyramids.
10	2	3	Apply the Pythagorean Theorem to solve problems involving right triangles.
10	2	4	Perform transformations including reflection, rotation, and translation and describe the size, position, and orientation of the resulting shapes.
10	3	1	Represent a variety of patterns, including recursive patterns, with tables, graphs, words, and symbols.
10	3	2	Represent mathematical situations as algebraic expressions and equations and describe algebraic expressions using words.
10	3	3	Solve Single-variable equations and inequalities using rational numbers.

Table No. 9 shows that there are four (4) standards and eleven (11) benchmarks used in the design of the 10th Grade Mathematics Test, covering skills such as abilities to demonstrate inverse relationships between square numbers and square roots to solving single-variable equations.

III. Administration and Participation

All schools are required to participate in the NMCT administration. However, there are a mixture of factors affected the administration of tests during 2011-2012 window of administration, which impacted number of students that actually participated in the NMCT 2012 Test. For instance, the routing of the only FSM Vessel did cover all the islands; therefore, some schools, especially for Chuuk and Yap State, were left out of the administration.

Table No. 10: National and States administration participation

NMCT 2012 Reading Test						
Grades	Six Grade		Eight Grade		Tenth Grade	
States	Reg	Spec.	Reg	Spec.	Reg	Spec.
Chuuk	764	42	737	39	401	18
Kosrae	193	0	168	6	148	1
Pohnpei	812	29	725	0	0	0
Yap	247	0	229	0	217	0
National	2016	71	1859	54	766	19

Table No. 10 indicates number of students participated in the NMCT 2012 reading for grade 6, 8, and 10 for both regular education and special education programs, respectively. Although, a very small portion of the actual Special Education Program enrollee participated in the NMCT 2012, a sample representation is evident.

Nevertheless, the numbers indicated for each Special Education column only show subjects identified by school codes during administration. For instance, Special Education column for six grade Chuuk state, only 42 special education students were identified, therefore reported.

Table No. 11: National and States administration participation

NMCT 2012 Mathematics Test								
Grades	Fourth Grade		Six Grade		Eight Grade		Tenth Grade	
States	Reg	Spec.	Reg	Spec.	Reg	Spec.	Reg	Spec.
Chuuk	0	0	752	37	696	45	403	3
Kosrae	166	9	193	20	168	7	148	0
Pohnpei	700	3	726	19	646	19	0	0
Yap	229	12	212	22	218	1	169	3
National	1098	24	1883	98	1728	72	720	0

Table No. 11 indicates number of both regular and special education students who actually participated in the NMCT 2012 mathematics. Evidently, Chuuk and Pohnpei states, for some reason, were not able to administer the 4th and 10th grades mathematic portion of the NMCT; therefore, the columns for Chuuk 4th grade and Pohnpei 10th grade were both given zeros (0) .

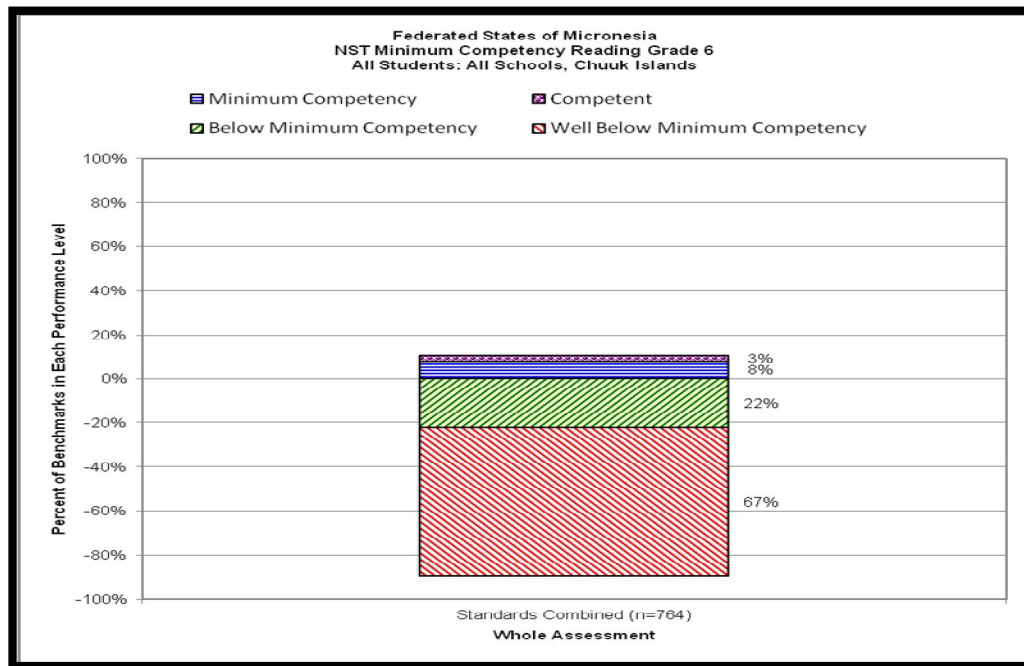
Table No. 12: National and States administration participation vs. enrollment

NMCT 2012 Mathematics Test									
States	Fourth Grade		Six Grade		Eight Grade		Tenth Grade		
Status	Part. vs. Enrol.								
Chuuk	0	1229	752	1098	696	1098	403	788	
Kosrae	166	167	193	194	148	169	168	199	
Pohnpei	700	875	726	933	646	856	0	663	
Yap	229	109	212	108	218	120	169	135	
National	1095	2380	1883	2333	1708	2243	740	1785	

Table No. 12 shows number of students actually participated in math portion of the NMCT 2012 out of the total enrollment. For instance, out of the total enrollment of 167 Kosrae fourth (4) graders, a very high percentage of 99% of the students participated in the NMCT 2012 and a similar percentage is evident for six (6) graders and for eight (8) graders. A similar interpretation can be made for the rest of the states for the same table. Evidently, Kosrae had performed the best according to ensuring student participation amongst the four states across the federation. Undoubtedly, Chuuk State continues to perform the least in ensuring compliancy in terms of NMCT 2012 administration and participation.

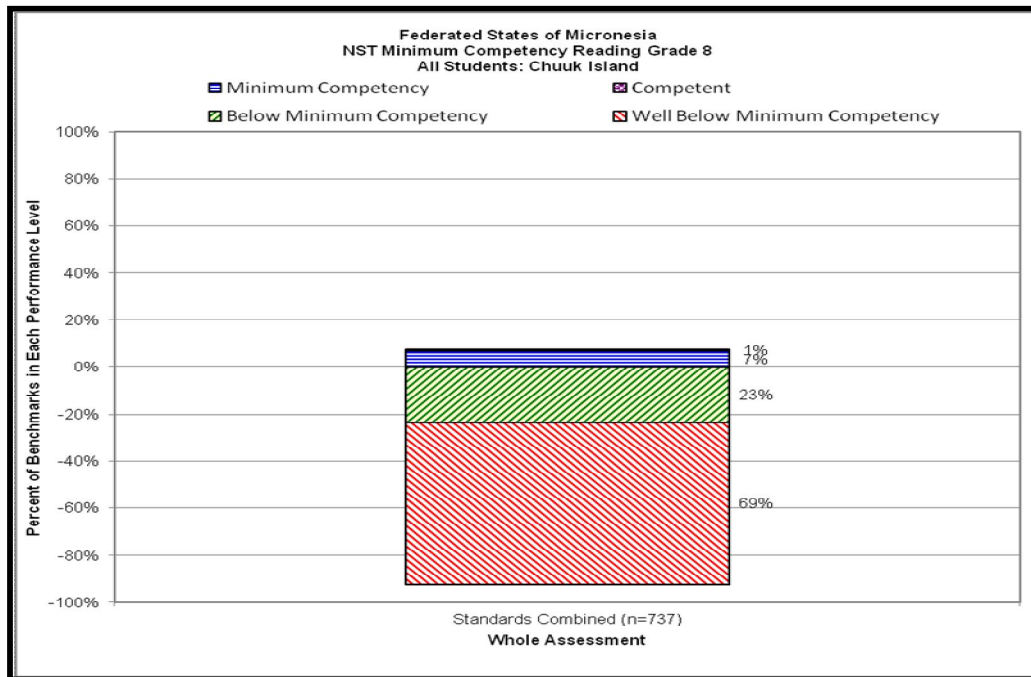
IV. STUDENT PERFORMANCE: By State Report 2012

Graph No. 1: Six Grade Reading: Chuuk State



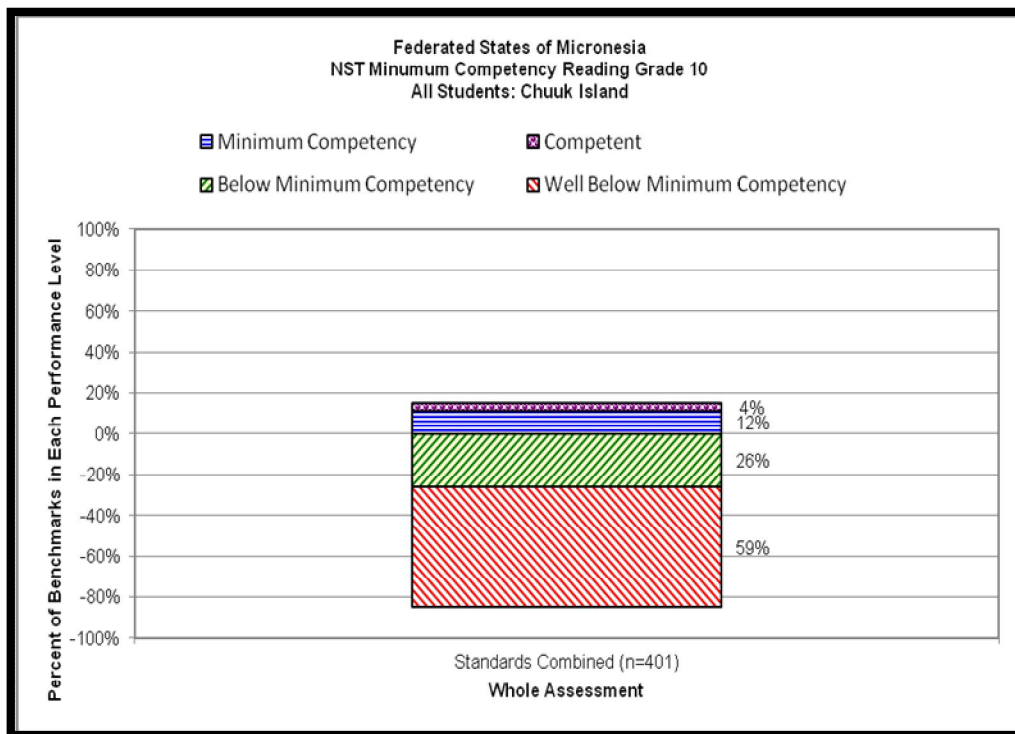
Graph No. 1 indicates that there were about 764 Chuuk 6th grade students participated in the NMCT 2012 reading test and out of that number, only 3% perform at competent performance level, 8% falls at minimum competency, and the rest falls below expected performance level.

Graph No. 2: Eight Grade Reading: Chuuk State



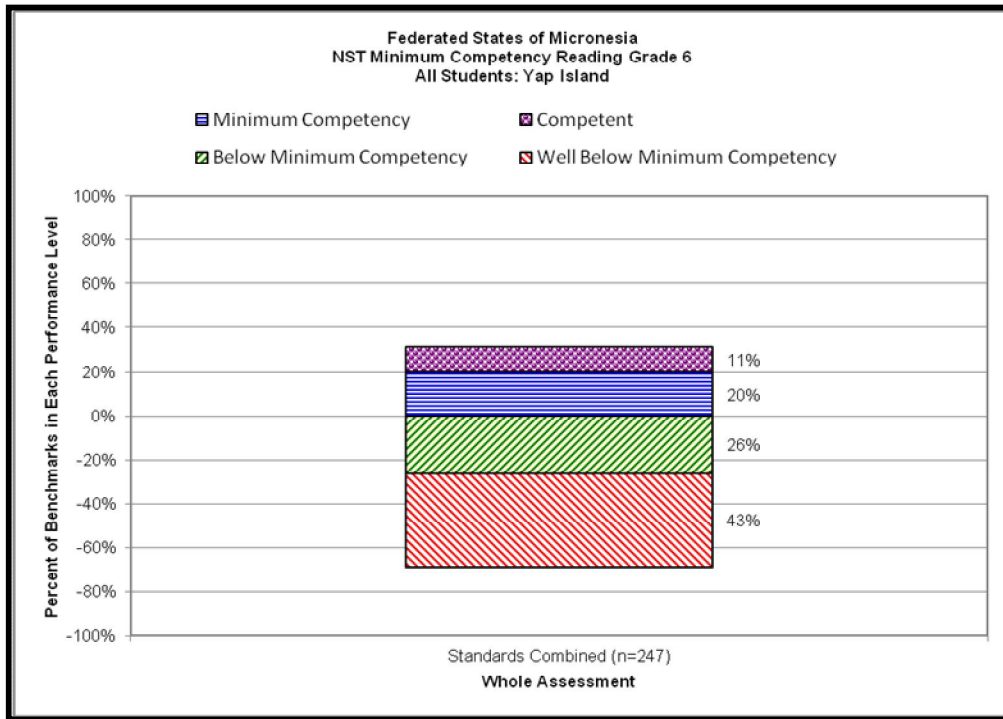
Graph No. 2 indicates performance level of Chuuk 8th grade students in reading. It shows that 4% of the total number of students who took the NMCT 2012 reading, only 4% fall in the competent performance level, while 7% fall in the minimum competencies, and the rest fall below performance level expectation. The 4% indicates the percent of Chuuk 8th grade students who have good knowledge on the standards and benchmarks used in measuring student performance on the reading test.

Graph No. 3: Tenth Grade Reading: Chuuk State



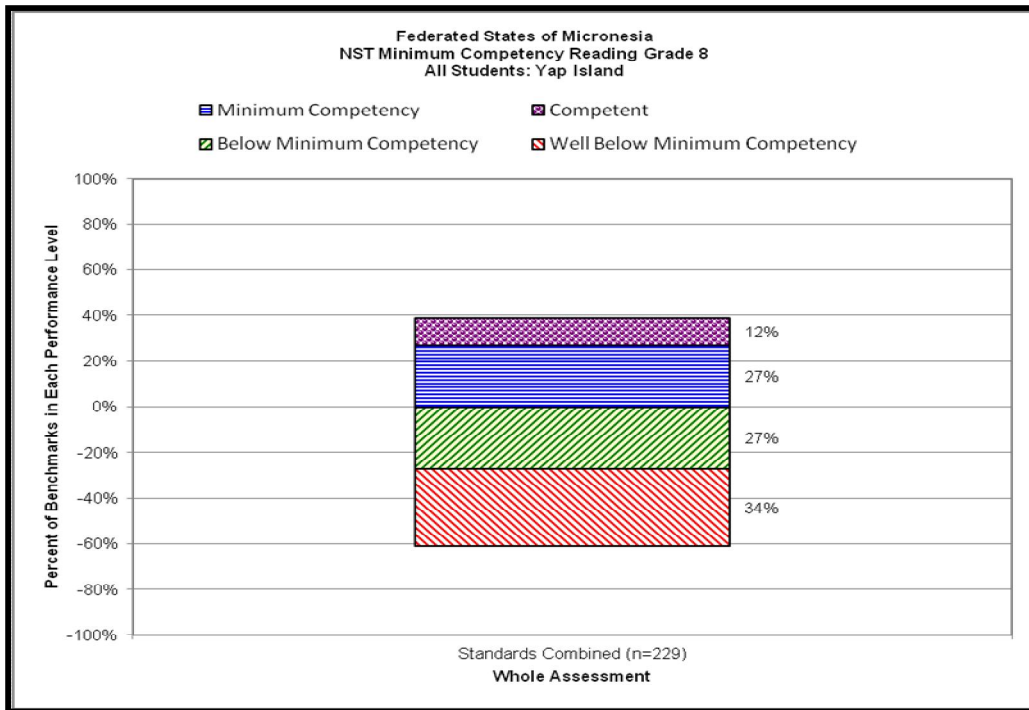
Graph No. 3 indicates the performance level of the Chuuk 10th grade students in reading. It shows that about an average of 4% of the total population of 401 Chuuk 8th grade students who took the NMCT 2012 reading, fall in the competent performance level, 12% fall in the minimum competencies, and the rest of 84% of that population perform below grade level performance expectation.

Graph No. 4: Six Grade Reading: Yap State



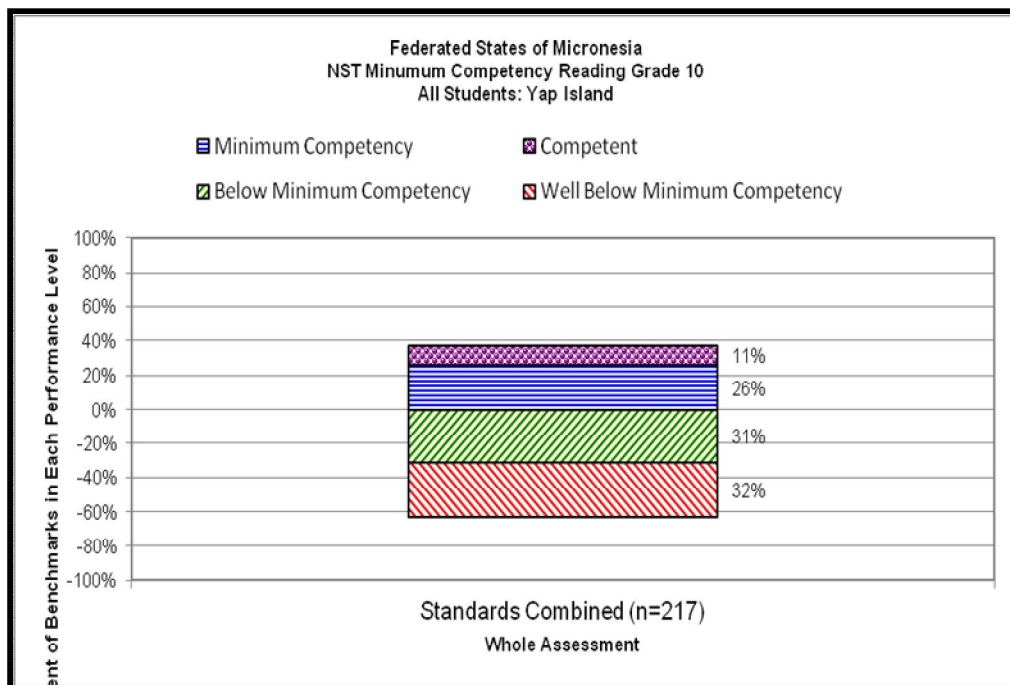
Graph No. 4 shows the performance level of Yap 6th grade students in reading. It generally shows that total averages of 31% perform at and above grade level performance expectation, and leaves about an average of 69% below grade level performance expectation.

Graph No. 5: Eight Grade Reading: Yap State



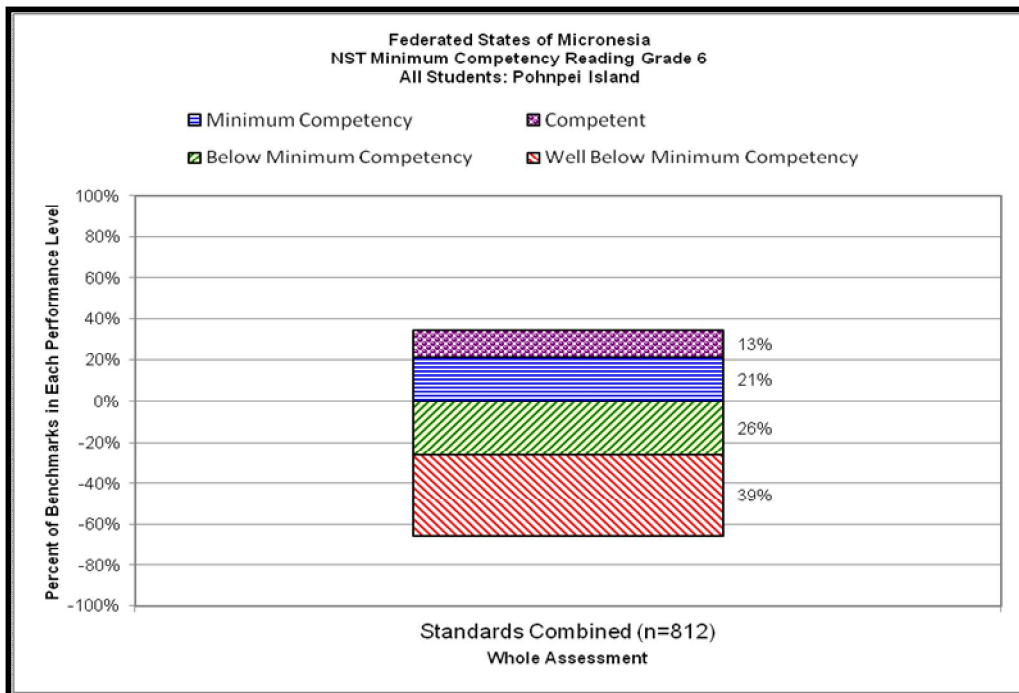
Graph No. 5 indicates that an average of 39% of the Yap 8th grade students' scores fall at and above performance level expectation. The majority of their scores fall below grade level performance expectation.

Graph No. 6: Tenth Grade Reading: Yap State



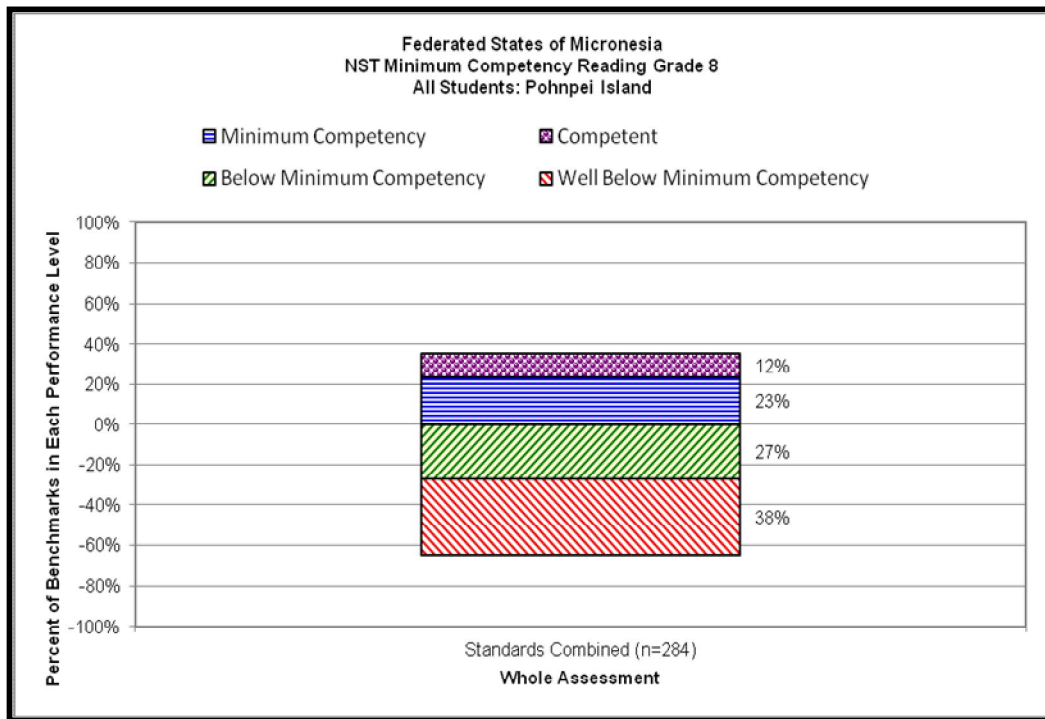
Graph No. 6 shows the performance level of Yap 10th grade students in reading. It clearly shows that an average of 37% perform at and above grade level performance expectation. The 37% is a combination of the performance in competent performance level of an average of 11% and minimum competency performance level of 26%, respectively.

Graph No. 7: Sixth Grade Reading: Pohnpei State



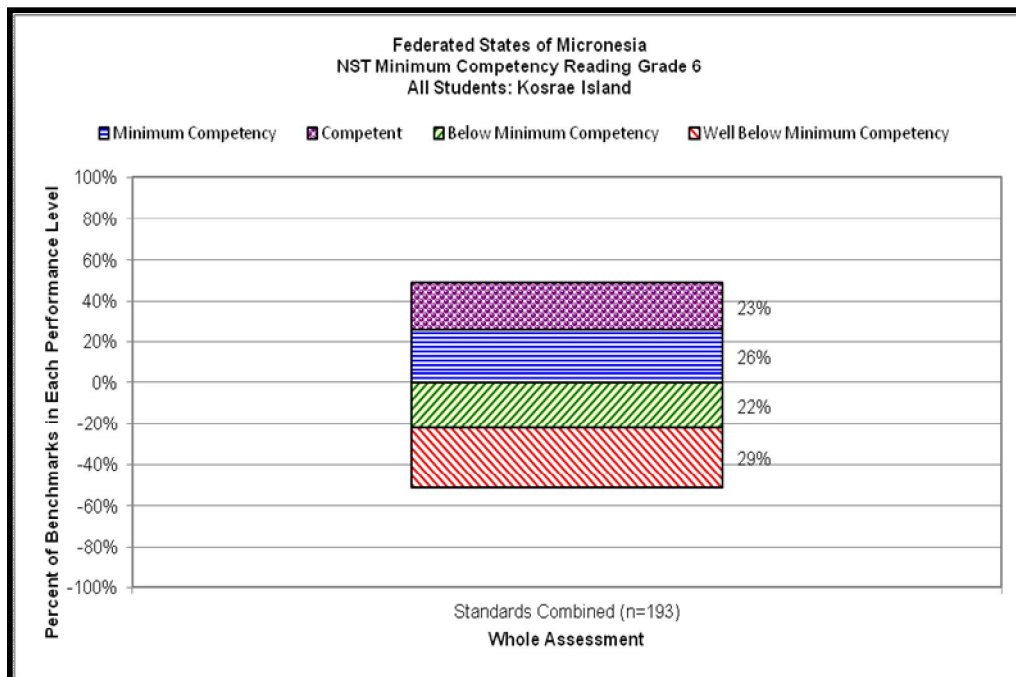
Graph No. 7 signify a performance level of Pohnpei 6th grade students in the reading test of NMCT 2012. It clearly indicates that an average of 13% of the total population of Pohnpeian 6th grade students who took the reading test perform at competent level, while 21% fall at minimum competency, and 66% fall below grade level performance expectation.

Graph No. 8: Eight Grade Reading: Pohnpei State



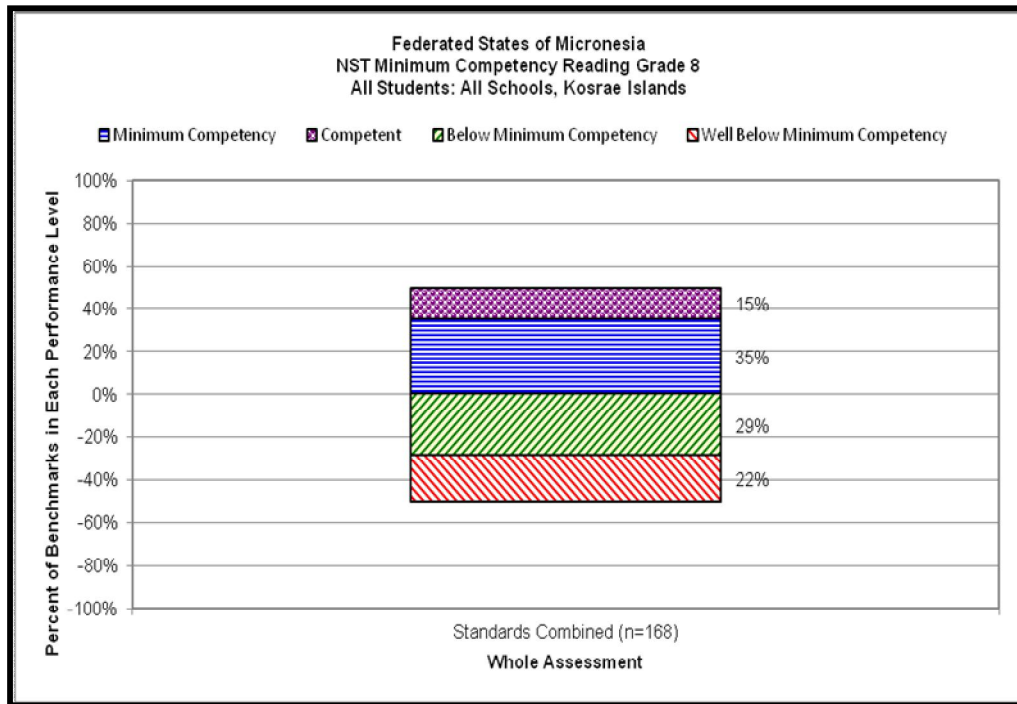
Graph No. 8 shows the performance level of Pohnpei 8th grade students in the reading test of the NMCT 2012. It shows that an average of 33% perform at and above grade level performance expectation. A majority of about 65% of the population who took the test perform below grade level performance expectation.

Graph No. 9: Sixth Grade Reading: Kosrae State



Graph No. 9 shows the performance level of Kosrae 6th grade students in the reading test of the NMCT 2012. It clearly shows that about an average 23% perform at competent level, 26% at minimum competency, and 51% perform below grade level performance expectation. Kosrae 6th grade students who participated in the NMCT 2012 reading show a remarkable improvement by an average of 5% increase.

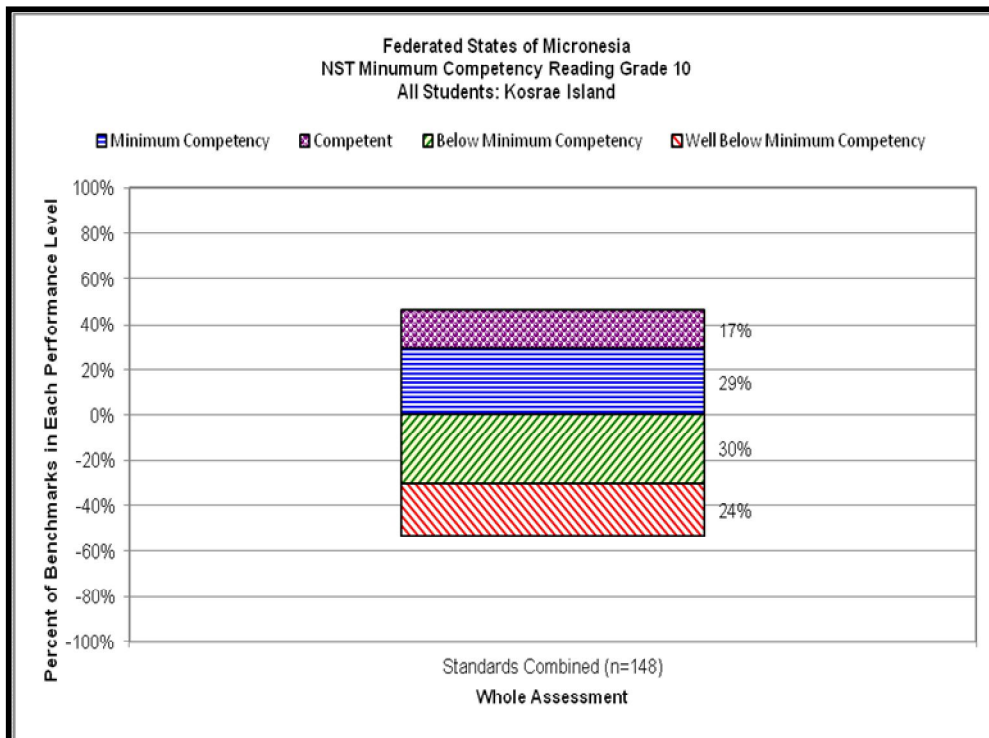
Graph No. 10: Eight Grade Reading: Kosrae State



Graph No. 10 indicates the performance level of Kosrae 8th grade students in reading of the NMCT 2012.

It shows that an average of 50% of Kosrae 8th grade students who took the reading test; perform at and above grade level performance expectation and the other 50% perform below grade level performance expectation. The 50% shows an increase of 1% from 2011 to 2012.

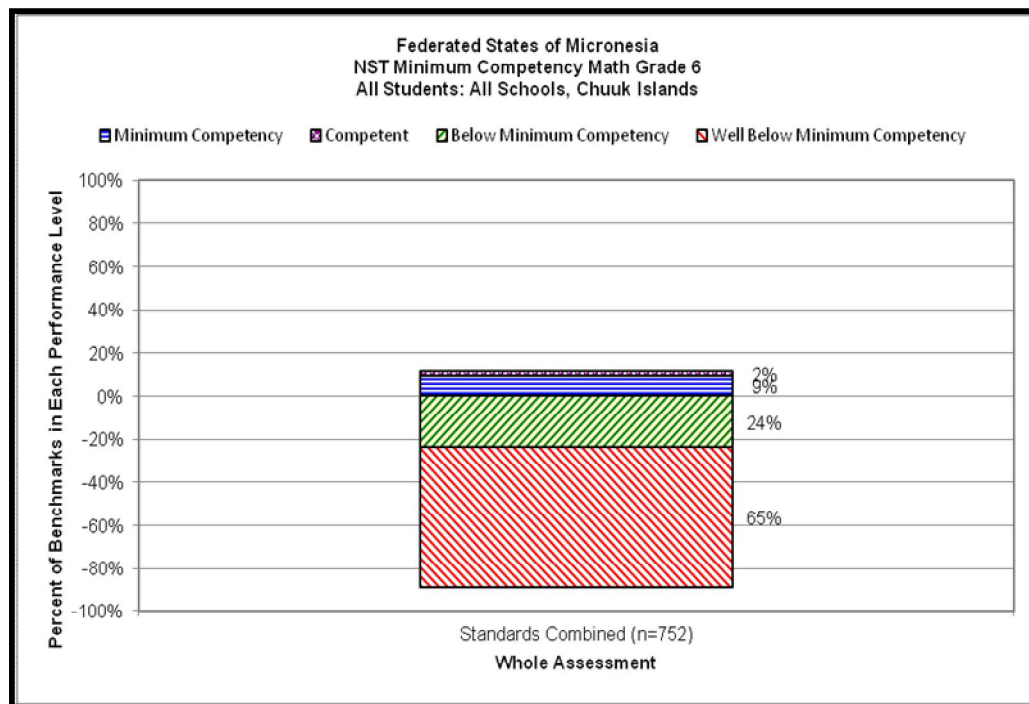
Graph No. 11: Tenth Grade Reading: Kosrae State



Graph No. 11 shows the performance level of Kosrae 10th grade students in reading. It clearly shows that an average of 17% perform at competent level. There is an increase of 1% from 2011 in the competent performance level for Kosrae 8th graders in reading.

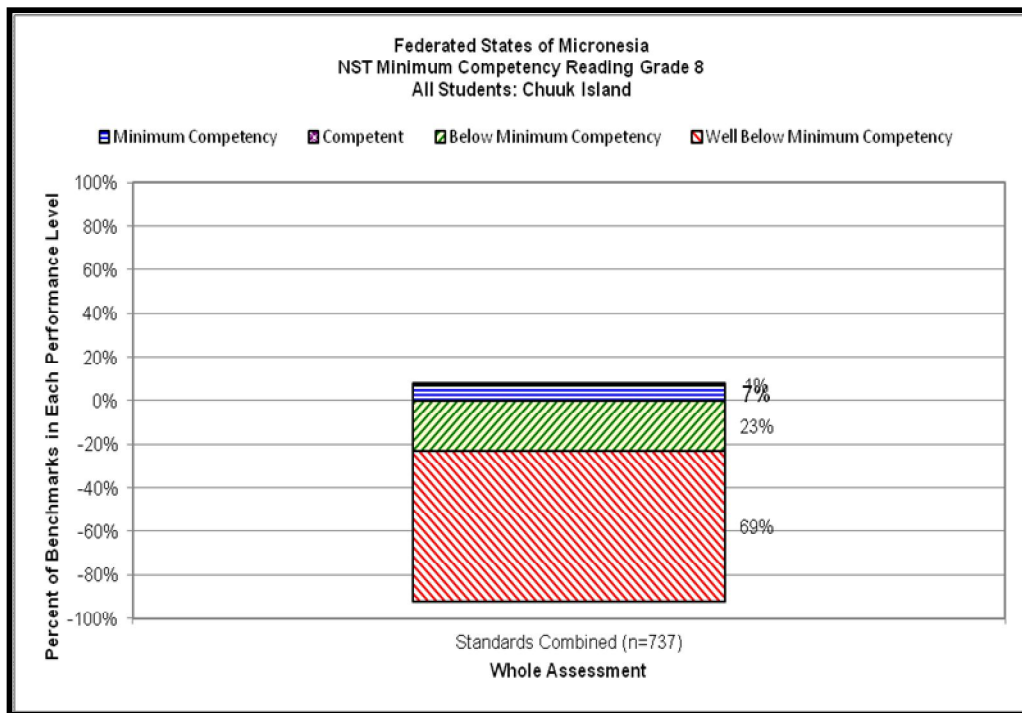
Generally, Kosrae students perform much better than the rest of the students from the other three states in reading by showing at least an average of 1% increase in reading for both 8th and 10th graders; nevertheless, Pohnpei 10th grade students did not participate in the 2012 administration, therefore were not reported.

Graph No. 12: Sixth Grade Mathematics: Chuuk State



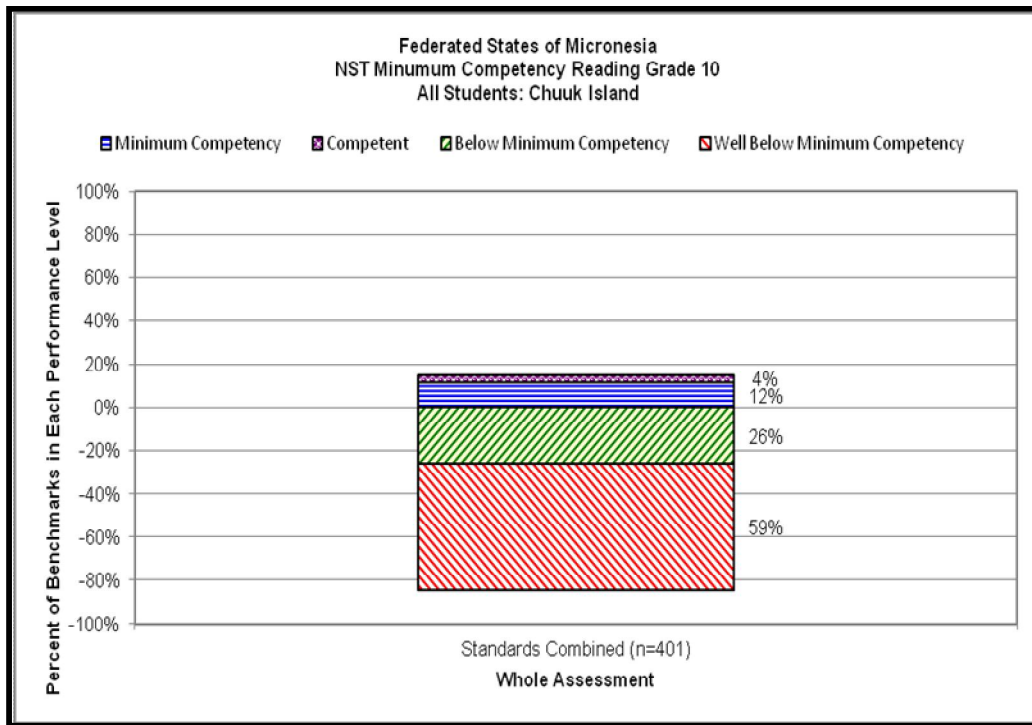
Graph No. 12 shows the performance level of Chuuk 6 grade students in mathematics. It indicates that an average of 11% of their scores fall at and above grade level performance expectation. Majority of the Chuuk 6th graders are performing below grade level performance expectation. Performance achievement level for Chuuk 6th grade students in math is a baseline data.

Graph No. 13: Eight Grade Mathematics: Chuuk State



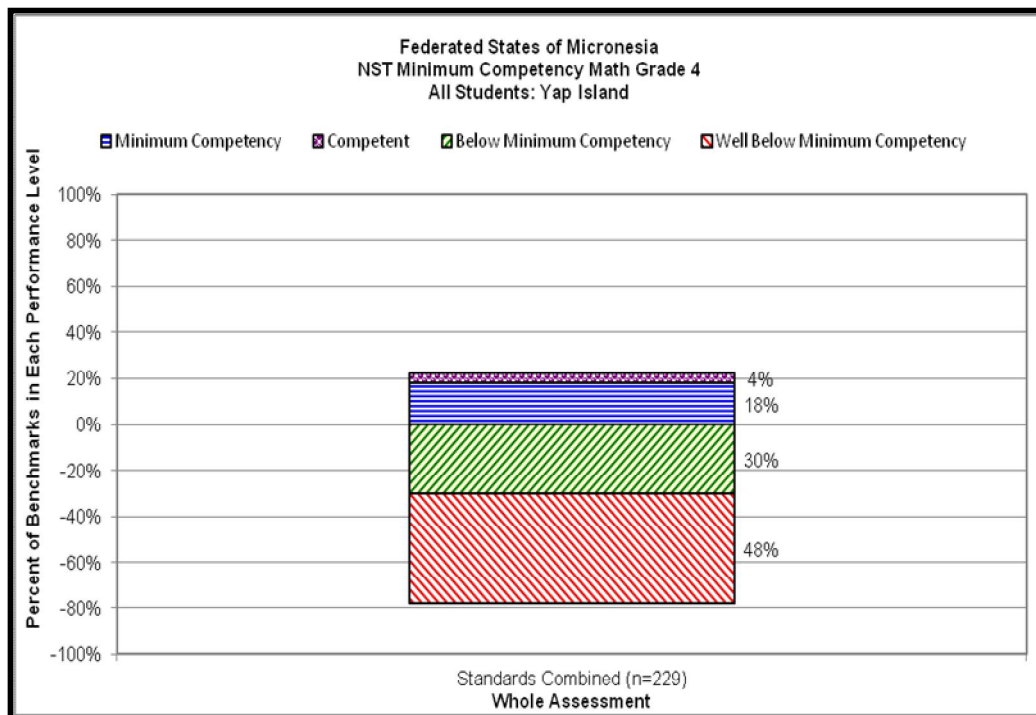
Graph No. 13 shows the performance level of Chuuk 8th graders in mathematics. It clearly indicates that an average of 1% of their scores fall at competent level, 7% at minimum competency and the rest of the 82% perform below grade level performance expectation. Since, 2012 administration marks as Chuuk's first year to be given the mathematics portion of the NMCT, its performance achievement level in math will be marked as baseline data.

Graph No. 14: Tenth Grade Mathematics: Chuuk State



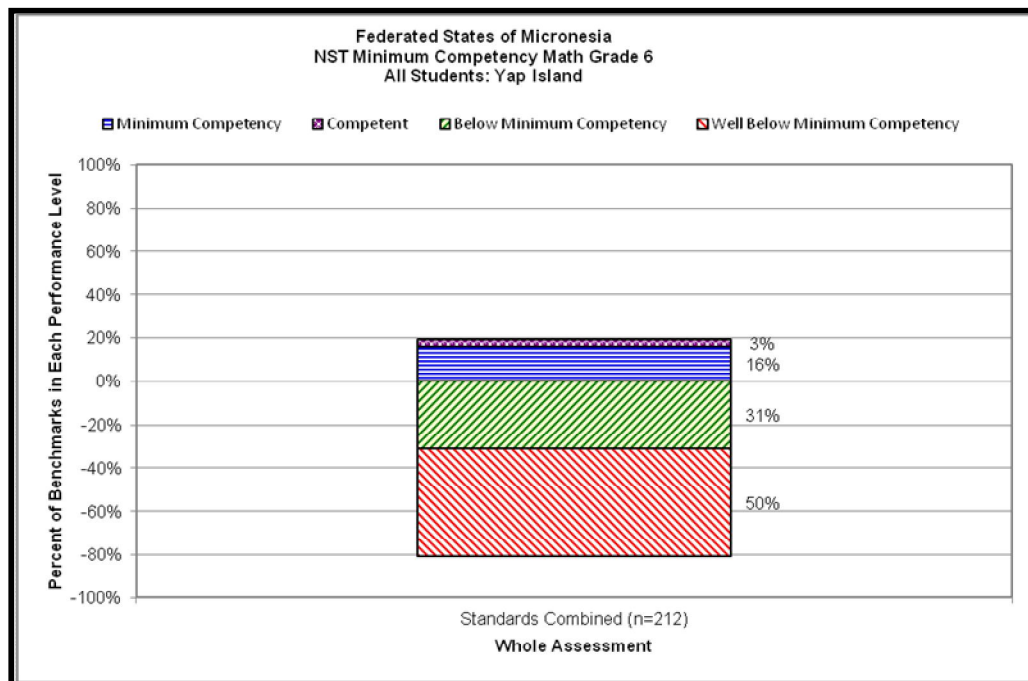
Graph No. 14 indicates a performance level of Chuuk 10th grade students in mathematics portion of the NMCT 2012. Although 2012 marked as first year for Chuuk to participate in the NMCT math, 10th grade student perform at an average of 4% at competent and 12% at minimum competency, while majority perform below grade level performance expectation.

Graph No. 15: Fourth Grade Mathematics: Yap State



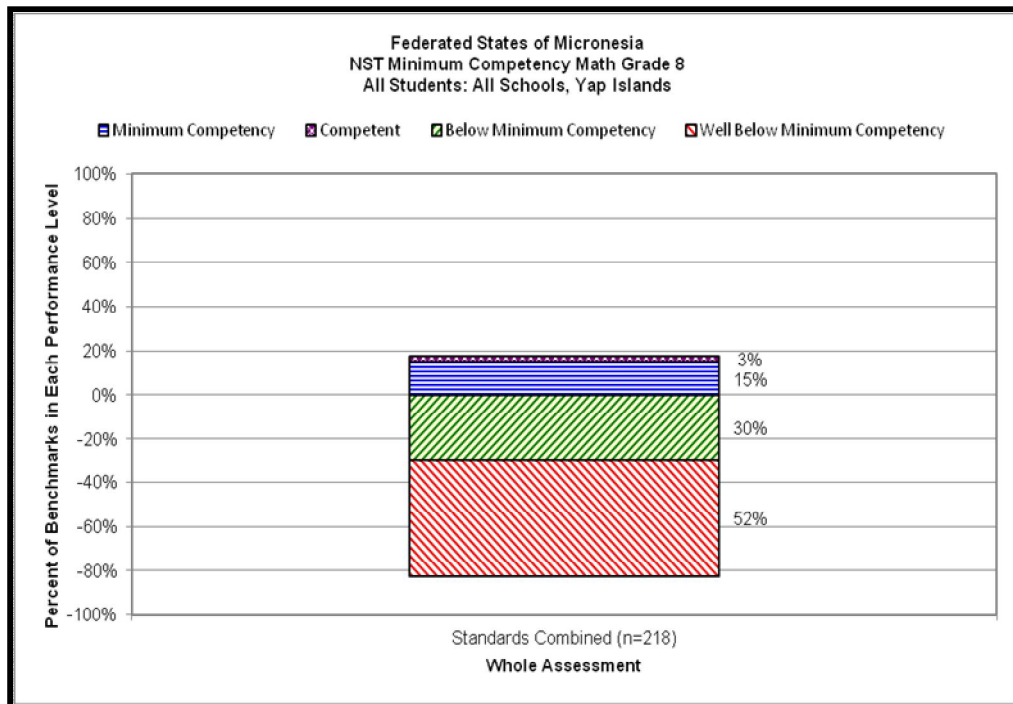
Graph No. 15 shows the performance level of Yap 4th grade students who took the math test of the NMCT 2012. It clearly shows that an average of 22% of the Yap 4th grade students' scores fall at and above grade level performance expectation and 78% fall below grade level. There is a drop of an average of 1% of their scores from 2011 at competent level and 3% at minimum competency, respectively.

Graph No. 16: Sixth Grade Mathematics: Yap State



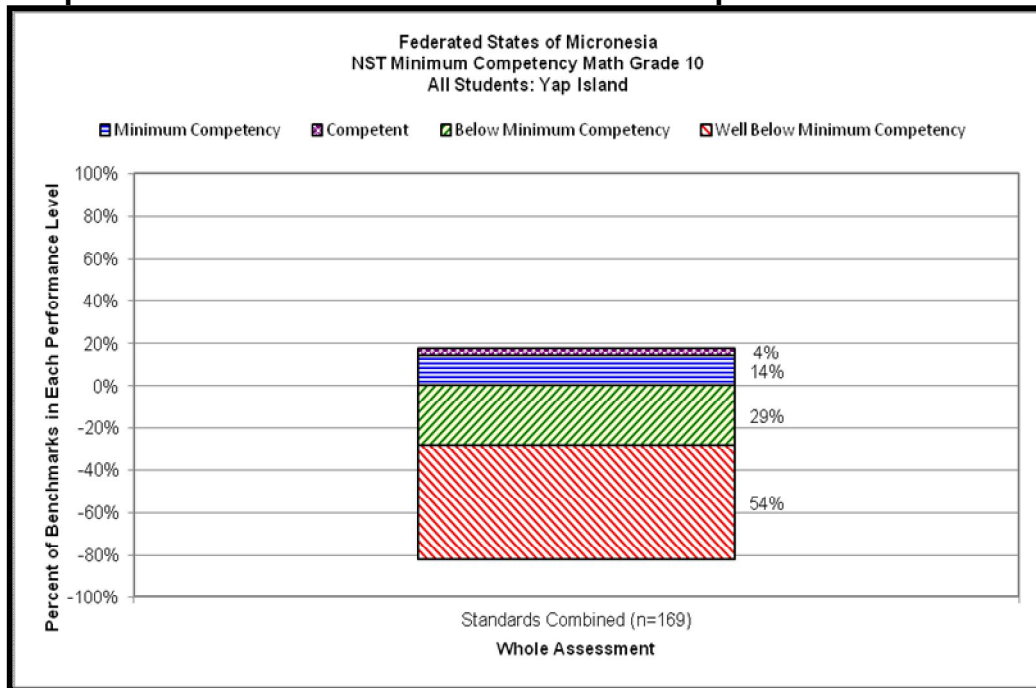
Graph No. 16 shows the performance level of Yap 6th grade students in mathematics section of the NMCT 2012. It indicates that an average of 3% of their scores fall at competent level, 16% at minimum competency, and 81% below grade level performance expectation. There is huge drop of at least 2% for each performance level at and above grade level performance expectation.

Graph No. 17: Eight Grade Mathematics: Yap State



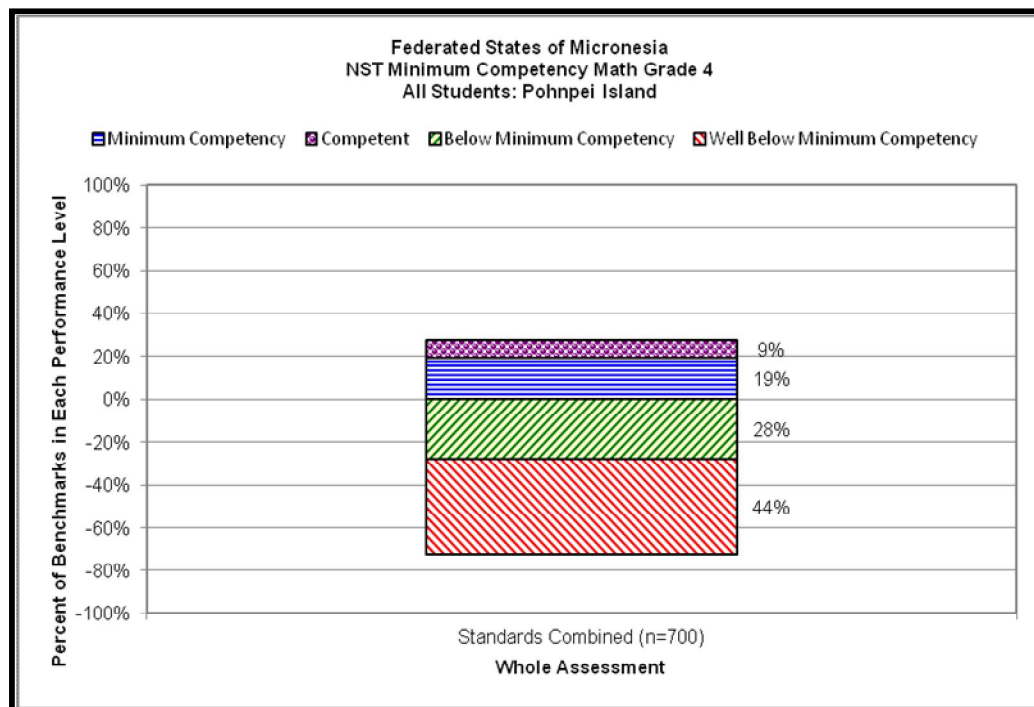
Graph No. 17 indicates the performance level of Yap 8th grade students in math. It clearly shows that an average of 3% of their scores fall at competent performance level, 15% of their scores fall at minimum competency, while the rest fall below grade level performance expectation. The average scores for Yap 8th grade students in math remain constant at competent level, while dropped of 1% at minimum competency from 2011.

Graph No. 18: Tenth Grade Mathematics: Yap State



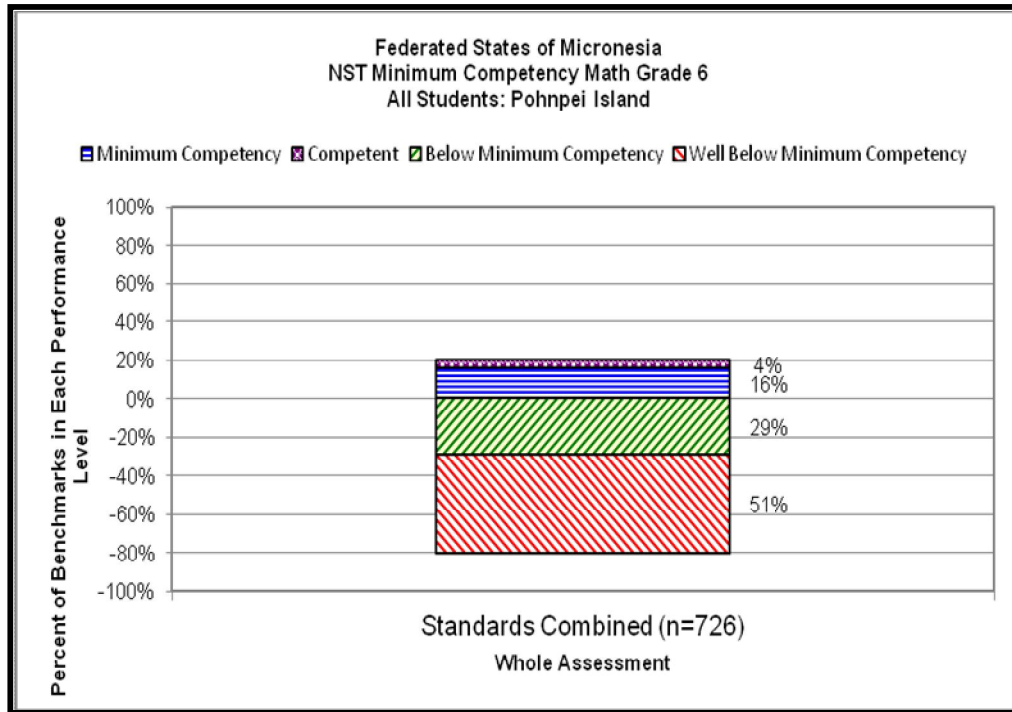
Graph No. 18 indicates the Yap 10th graders performance in mathematics on the NMCT 2012. It clearly shows that an average of 18% of their scores fall in the competent and minimum competency performance level. The rest of the scores of about 82% fall below grade level performance expectation.

Graph No. 19: Fourth Grade Mathematics: Pohnpei State



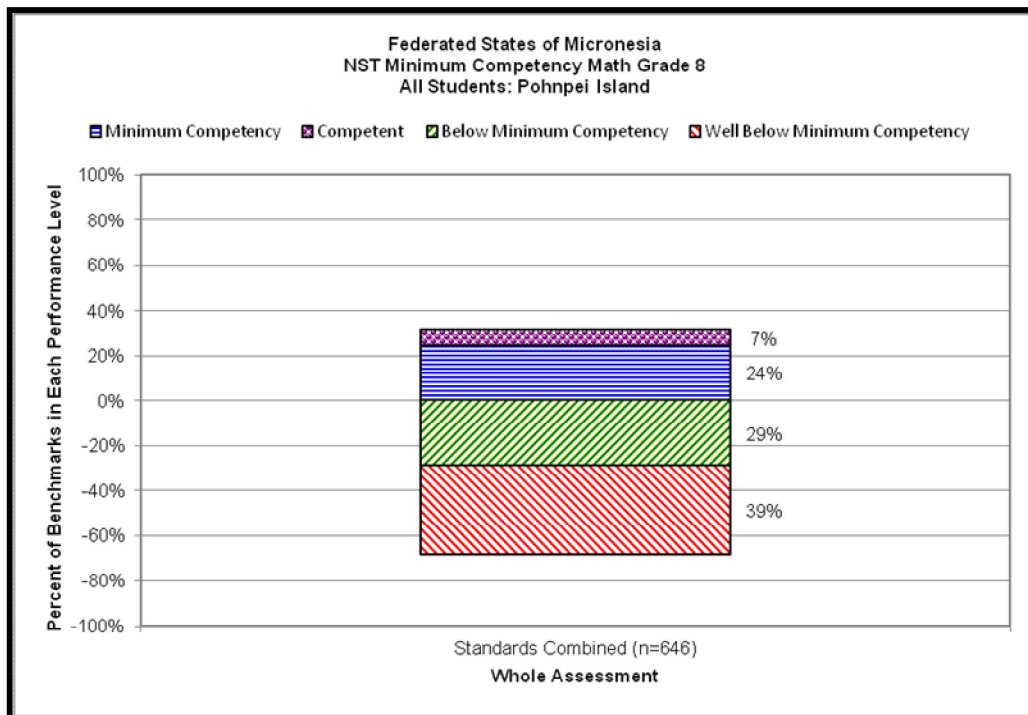
Graph No. 19 shows the performance level of Pohnpei 4th grade students in math. It clearly shows that an average of 28% of their scores fall at and above grade level performance expectation, while majority of their scores fall below grade level performance expectation. Although majority of the Pohnpei 4th graders still perform below grade level performance expectation, there is an increase of an average scores of 5% at the competent performance level and another 5% at minimum competency from 2011.

Graph No. 20: Sixth Grade Mathematics: Pohnpei State



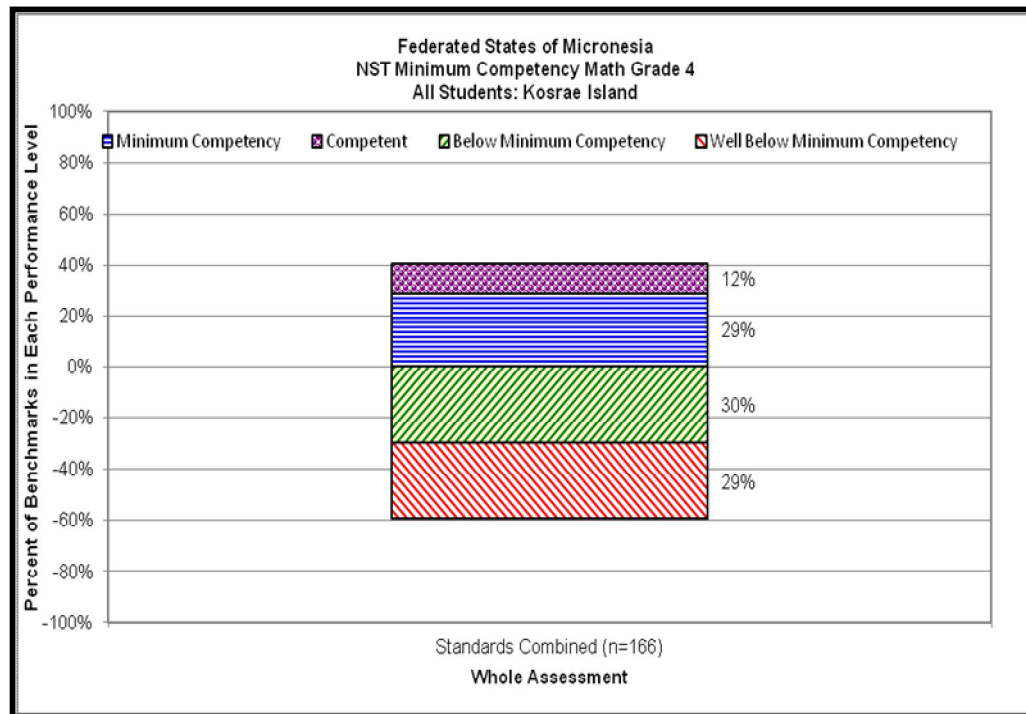
Graph No. 20 shows the performance level of Pohnpei 6th graders in math. It clearly indicates that an average of 20% of their scores fall at and above grade level performance expectation. There is an increase of 1% at competent performance level and 3% increase at minimum competency.

Graph No. 21: Eight Grade Mathematics: Pohnpei State



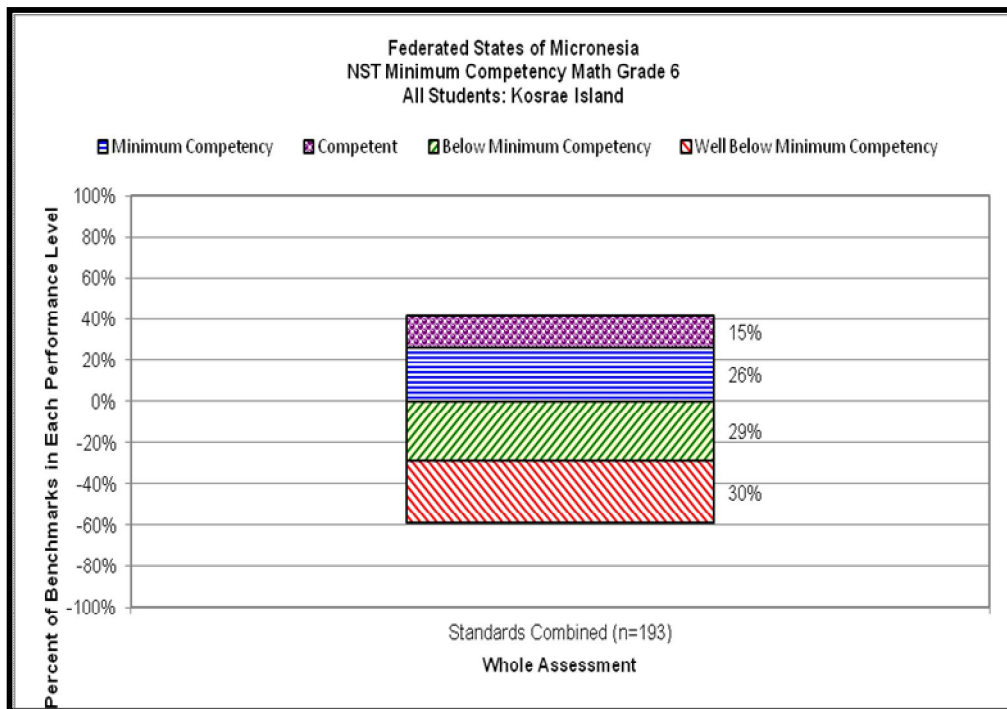
Graph No. 21 indicates the performance level of Pohnpei 8th grade students in math. It shows that an average of 31% of their scores fall at and above grade level performance expectation. There is an increase of 3% of their scores at competent level and 7% at minimum competency with total average increase scores of 10% at and above grade level performance expectation from 2011.

Graph No. 22: Fourth Grade Mathematics: Kosrae State



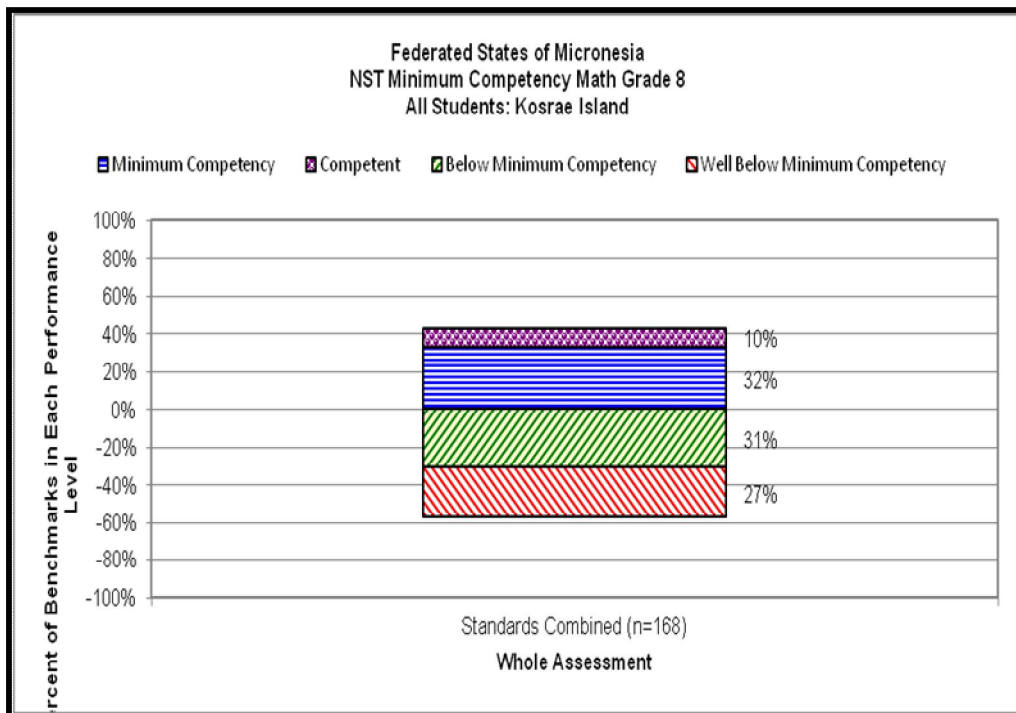
Graph No. 22 indicates the performance level of Kosrae 4th graders in math. It shows that an average of 12% of their scores fall above grade level performance expectation, 29% fall at grade level performance expectation, and the rest of the 59% fall below grade level. Although less than 50% perform at and above grade level performance expectation, there is an enormous increase of an average score of 12% at both competent and minimum competency, respectively.

Graph No. 23: Sixth Grade Mathematics: Kosrae State



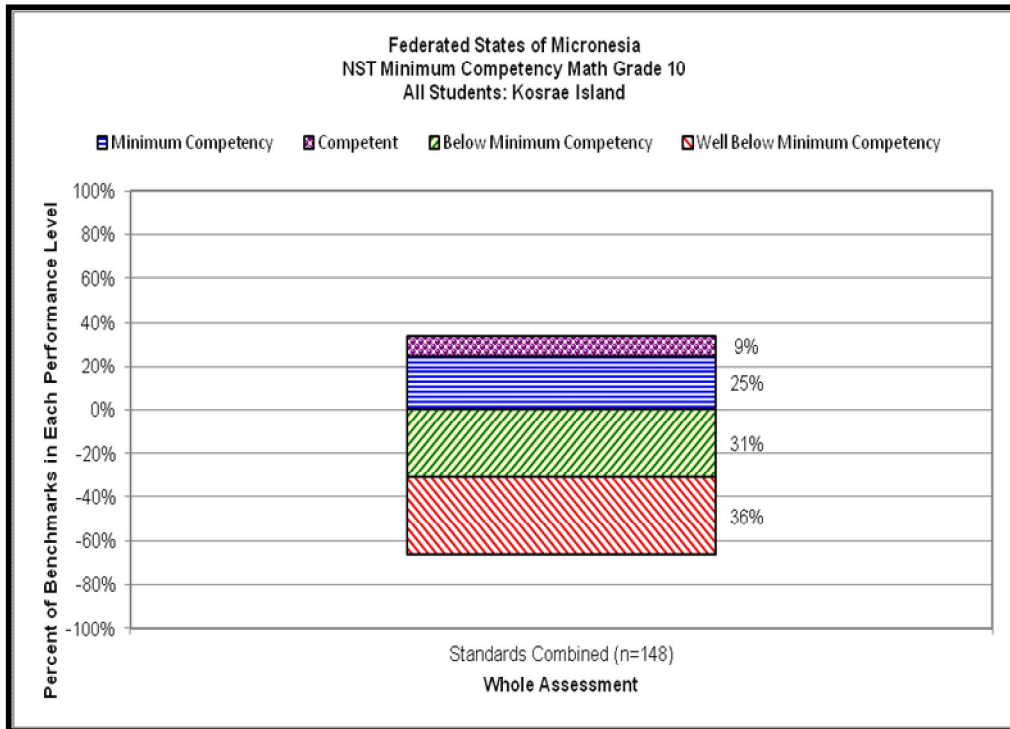
Graph No. 23 indicates the performance level of Kosrae 6th grade students in math. There is an average of 41% of their scores fall at and above grade level performance expectation with an increase of 1% at competent and a decrease of 4% at minimum competency from 2011.

Graph No. 24: Eight Grade Mathematics: Kosrae State



Graph No. 24 indicates the performance level of Kosrae 8th grade students in math. It shows that an average of 42% of their scores fall at and above grade level performance expectation with an average increase of scores of 2.5% for both competent and minimum competency.

Graph No. 25: Tenth Grade Mathematics: Kosrae State



Graph No. 25 shows the performance level of Kosrae 10th grade students in math. It clearly indicates that an average of 34% of their scores fall at and above grade level performance expectation.

Summary

Although there are still rooms for improvement on student's performance across the nation on the NMCT 2012, there are clear indications of performance by state, especially for Yap, Pohnpei and Kosrae. Students' scores on NMCT is slowly recovering, both for Kosrae, Pohnpei, and Yap State; however, many still need to be improved. The most consistent gains were in math. This is the second year students are been tested on the math test of the NMCT for most of the states with the exception of Chuuk. Hence, there is a clear indication of the students been taught on the specific standards and benchmarks.

Attachments

Adequate Yearly Progress

NMCT Math Grade 4

Kosrae	2010-2011	2011-2012	Change
Lelu Elementary	36%	59%	23.40%
Malem Elementary	28%	30%	2.60%
Sansrik Elementary	27%	40%	12.60%
SDA, Kosrae		29%	
Tafunsak Elementary	24%	33%	8.50%
Utwe Elementary	56%	56%	0.00%
Walung Elementary	34%	42%	8.30%

Pohnpei

Awak Elementary	22%	15%	-7.00%
Enpein Elementary	20%	9%	-10.70%
ESDM Elementary	18%	22%	3.20%
Kapingamarangi Elementary		13%	
Kolonia Elementary	15%	39%	24.60%
Lewetik Elementary	10%	6%	-4.00%
Lukop Elementary	16%	26%	9.50%
Mwoakilloa Elementary	38%	60%	22.00%
Nanpei Memorial School	22%	32%	10.20%
Nett Elementary	19%	24%	4.80%
Nukuoro Elementary		11%	
Ohmine Elementary	20%	20%	0.70%
Pakein Elementary		20%	
Palikir Elementary	13%	51%	37.10%
Parem (Pohnpei) Elementary	23%	29%	5.60%
Pehleng Elementary		13%	
Pingelap Elementary	21%	68%	46.30%
Rohi Elementary	20%	29%	8.60%
RSP Elementary	10%	20%	10.00%
Saladak Elementary	33%	34%	1.30%
Salapwuk Elementary	10%	18%	7.50%
Sapwalap Elementary	22%	47%	25.00%
Sapwuahfik Elementary		25%	
Sapwuahfik Elementary (SDA)		30%	
Seinwar Elementary	28%	25%	-3.00%
Sekere Elementary		12%	
Sokehs Powe Elementary	15%	47%	31.40%
Temwen Elementary	32%	68%	36.50%

Wapar Elementary	8%	14%	6.20%
Wone Elementary	17%	29%	11.30%

Yap

Asor Elementary		26%	
Bael Elementary	25%	27%	2.10%
Dalipebinaw Elementary	38%	27%	-10.80%
Elato Elementary	8%	8%	0.30%
FAIS Elementary		18%	
Falalis Elementary		18%	
Falalop FWCS		17%	
Fechailap Elementary	20%		
FUES Elementary		26%	
Ganelay Elementary	25%	28%	3.60%
Gagil Elementary	29%	15%	-13.80%
Gilman Elementary	40%	21%	-18.90%
Ifalik Elementary	17%	14%	-2.90%
Kanifay Elementary	10%		
Lamotrek Elementary	21%	20%	-1.30%
Maap Elementary	14%	0%	-14.40%
Mogmog Elementary		20%	
North Fanif Elementary	25%	35%	10.00%
Piig Elementary		10%	
R. Fanif Elementary	13%	5%	-7.50%
Satawal Elementary	12%	8%	-3.50%
SDA, Yap	36%	29%	-7.80%
Seliap Elementary		7%	
St. Mary's	28%	29%	1.00%
Tamilang Elementary	35%	24%	-10.30%
Tegailap Elementary		15%	
Wottegai Elementary		13%	

Adequate Yearly Progress

NMCT Math Grade 6

Chuuk	2010-2011	2011-2012	Change
Amwachang Elementary		6%	
Berea Christian Elementary		20%	
Central/West Wonip Elem		6%	
Chukuram/Winikka Elementary		13%	
East Wonip Elementary		25%	
Eot Elementary		23%	
Epin Elementary		8%	
Ettal Elementary		8%	
Fanapanges Elementary		30%	
Faro/Winifei Elementary		27%	
Fason Elementary		15%	
Fonoton Elementary		7%	
Foup Elementary		20%	
Houk Elementary		7%	
Inaka Elementary		7%	
Iras Demo School		9%	
Kuchu Elementary		9%	
Kuchuwa Elementary		10%	
Kukku Elementary		15%	
Kuttu Elementary		8%	
Lekinioch Elementary		14%	
Losap Elementary		11%	
Manaio Elementary		0%	
Mechitiw Elementary		14%	
Messa Elementary		0%	
Moch Elementary		46%	
Mokur Elementary		0%	
Munien/Nechocho Elementary		20%	
Mwan Elementary		10%	
Namoluk Elementary		83%	
Neauo Elementary		4%	
Nechap Elem/Annex		8%	
Nema Elementary		15%	
Nukaf Elementary		5%	
Nukuno Elementary		6%	
Oneop Elementary		9%	
Onoun Elementary		4%	
P&P Elementary		3%	

Panitiw Elementary	4%
Parem Elementary	4%
Piherarh Elementary	13%
Piis Paneu Elementary	6%
Piisemwar Elementary	19%
Pollap Elementary	2%
Polowat Elementary	22%
Pwene Elementary	6%
Romanum Elementary	8%
Sapore Elem/Jr High	9%
Sapota Elementary (F)	47%
Sapota Elementary (SN)	6%
Sapou Elementary	12%
Sapuk Elementary	5%
Satowan Elementary	28%
SDA, CHUUK	26%
Siis Elementary	8%
Sino Memorial Elementary	9%
St. Cecilia School	19%
Ta Elementary	6%
Tamatam Elementary	3%
Teruo Bokuku Memorial Elem (Penieta)	2%
Udot Elem/Annex	5%
UFO Elementary	6%
Unanu Elementary	5%
West Fefen Elementary	5%
Wichukuno/Chukien Elementary	13%

Kosrae

Lelu Elementary	53%	58%	4.90%
Malem Elementary	34%	28%	-5.80%
Sansrik Elementary	41%	61%	19.80%
SDA, Kosrae	49%	57%	8.10%
Tafunsak Elementary	33%	38%	4.50%
Utwe Elementary	60%	30%	-30.00%
Walung Elementary	60%	51%	-8.60%

Pohnpei

Awak Elementary	22%	21%	-1.20%
Enpein Elementary	23%	23%	0.70%
ESDM Elementary	9%	19%	9.80%
Kapingamarangi Elementary		5%	

Kolonia Elementary	17%	22%	5.80%
Lewetik Elementary	17%	10%	-6.70%
Lukop Elementary	27%	29%	1.50%
Mwoakilloa Elementary	0%	18%	17.50%
Nanpei Memorial	26%	8%	-18.10%
Nett Elementary	19%	17%	-1.80%
Nukuoro Elementary		12%	
Ohmine Elementary	15%		
Pakein Elementary		25%	
Palikir Elementary	10%	28%	18.50%
Parem (Pohnpei) Elementary	9%	10%	1.40%
Pehleleng Elementary		30%	
Pingelap Elementary	15%	13%	-2.50%
Pohnlangas Elementary		22%	
Rohi Elementary	15%	21%	5.80%
RSP Elementary	10%	16%	6.00%
Saladak Elementary	23%	31%	7.90%
Salapwuk Elementary	24%	8%	-15.40%
Sapwalap Elementary	9%	20%	10.40%
Sapwuahfik Elementary		21%	
Seinwar Elementary	38%	39%	1.50%
Sekere Elementary		6%	
Sokehs Powe Elementary	25%	21%	-3.20%
Wone Elementary	24%	13%	-11.20%

Yap

Asor Elementary		33%	
Bael Elementary	14%	28%	13.50%
CMS Elementary	30%	22%	-8.30%
Dalipebinaw Elementary	26%	26%	0.00%
Eauripik Elementary	28%		
Elato Elementary	5%	9%	3.80%
Fadaraii Elementary		5%	
Fais Elementary		13%	
Falalis Elementary		15%	
Falalop, Ulithi Elementary		18%	
Falalop, Woleai Elementary		17%	
Faraulap Elementary	7%	18%	10.80%
Gagil Elementary	14%	36%	21.70%
Gilman Elementary	26%	44%	18.70%
Ifalik Elementary	13%	13%	-0.20%
Kanifay Elementary	5%	0%	-5.00%

Lamotrek Elementary	19%	11%	-7.10%
Maap Elementary	20%	22%	2.00%
Mogmog Elementary		22%	
North Fanif Elementary		20%	
Piig Elementary		0%	
R. Fanif Elementary	23%	24%	1.40%
Satawal Elementary	12%	12%	-0.10%
SDA,Yap	53%	37%	-16.70%
Seliap Elementary		20%	
St. Mary's	24%		
Tegailap Elementary		10%	
Tomilang Elementary	25%	29%	3.90%
Wottegai Elementary		14%	

Adequate Yearly Progress

NMCT Math Grade 8

Chuuk	2010-2011	2011-2012	Change
Amwachang Elementary		10%	
Central/West Wonip Elem		8%	
Chukuram/Winikka Elementary		4%	
East Wonip Elementary		5%	
Eot Elementary		9%	
Epin Elementary		2%	
Ettal Elementary		15%	
Fanapanges Elementary		4%	
Faro/Winifei Elementary		6%	
Fason Elementary		4%	
Fonoton Elementary		2%	
Foup Elementary		5%	
Foupo Elementary		4%	
Houk Elementary		2%	
Inaka Center		20%	
Inaka Elementary		14%	
Iras Demo School		9%	
Kuchu Elementary		4%	
Kuchuwa Elementary		5%	
Kukku Elementary		6%	
Kuttu Elementary		15%	
Lekinioch Elementary		8%	
Losap Elementary		10%	
Manaio Elementary		3%	
Mechitiw Elementary		4%	
Messa Elementary		8%	
Moch Elementary		11%	
Mokur Elementary		7%	
Munien/Nechocho Elementary		6%	
Mwan Elementary		6%	
Namoluk Elementary		6%	
Neauo Elementary		8%	
Nema Elementary		14%	
Nukaf Elementary		5%	
Nukuno Elementary		6%	
Oneop Elementary		5%	
Onou Elementary		5%	
Onoun Elementary		5%	

P&P Elementary	4%
Parem Elementary	3%
Piisemwar Elementary	8%
Pollap Elementary	6%
Polowat Elementary	3%
Pwene Elementary	6%
Romanum Elementary	6%
Sapore Elem/Jr High	6%
Sapota Elementary (F)	23%
Sapota Elementary (SN)	3%
Sapou Elementary	7%
Sapuk Elementary	8%
Satowan Elementary	6%
Siis Elementary	8%
Sino Memorial Elementary	4%
St. Cecilia School	8%
Ta Elementary	10%
Tamatam Elementary	3%
Teruo Bokuku Memorial Elem (Penieta)	4%
Udot Elem/Annex	5%
UFO Elementary	4%
Unanu Elementary	6%
West Fefen Elementary	7%
Wichukuno/Chukienu Elementary	1%

Kosrae

Lelu Elementary	44%	50%	6.20%
Malem Elementary	47%	39%	-7.80%
Sansrik Elementary	42%	46%	3.90%
SDA, Kosrae	42%	33%	-8.70%
Tafunsak Elementary	20%	30%	9.70%
Utwe Elementary	32%	49%	17.10%
Walung Elementary	37%	35%	-2.10%

Pohnpei

Awak Elementary	22%	37%	14.20%
Enpein Elementary	29%	32%	3.70%
ESDM Elementary	17%	27%	10.60%
Kapingamarangi Elementary		28%	
Kolonia Elementary	24%	22%	-2.20%
Lewetik Elementary	12%	16%	4.00%
Lukop Elementary	39%	42%	2.90%

Mwoakilloa Elementary	32%	15%	-16.70%
Nanpei Memorial	29%	11%	-17.60%
Nett Elementary	21%	24%	3.30%
Nukuoro Elementary		20%	
Ohmine Elementary	16%		
Pakein Elementary	25%		
Palikir Elementary	20%	26%	5.20%
Parem (Pohnpei) Elementary	14%	50%	36.00%
Pehleng Elementary		51%	
Pingelap Elementary	14%	30%	16.00%
Pohnlangas Elementary		34%	
Rohi Elementary	18%	19%	1.50%
RSP Elementary		26%	
Saladak Elementary	26%	40%	13.40%
Salapwuk Elementary	30%	27%	-3.30%
Sapwalap Elementary	15%	32%	17.20%
Sapwuahfik Elementary		23%	
SDA, Sapwuahfik Elementary		35%	
Seinwar Elementary	53%	50%	-2.80%
Sekere Elementary		12%	
Sokehs Powe Elementary	20%	22%	1.70%
Wone Elementary	24%	53%	28.60%

Yap

Bael Elementary	38%	23%	-14.20%
CMS Elementary	20%	13%	-7.00%
Dalipebinaw Elementary	9%	18%	9.80%
Eauripik Elementary	24%		
Elato Elementary		10%	
Falalop, Ulithi Elementary		13%	
Falalop, Woleai Elementary		12%	
Faraulap Elementary	28%	10%	-18.00%
Gagil Elementary	20%	35%	14.60%
Gilman Elementary	20%		
Ifalik Elementary	14%	11%	-3.70%
Kanifay Elementary	23%	10%	-12.50%
Lamotrek Elementary		15%	
Maap Elementary	8%	16%	7.70%
Mogmog Elementary		22%	
North Fanif Elementary	0%	17%	17.10%
R. Fanif Elementary	33%	13%	-20.80%
Satawal Elementary	15%	17%	2.30%

SDA,Yap	20%	22%	1.80%
Seliap Elementary		7%	
St. Mary's	15%	15%	0.00%
Tegailap Elementary		20%	
Tomilang Elementary	28%	41%	12.30%

Adequate Yearly Progress

NMCT Math Grade 10

Chuuk	2010-2011	2011-2012	Change
Chuuk High School		8%	
Faichuk Jr. High School		6%	
Mizpah Christian High School		18%	
Moch Jr. High		18%	
Mortlock High		30%	
Nema Jr. High		11%	
Nomusofo Jr. High School		7%	
Nomwonemu Jr. High		4%	
Pattiw Jr. High School		7%	
Pentecostal Light House Acedamy		15%	
Pollap & Tamatam Jr. High		9%	
PPO Jr. High School		5%	
Saramen Chuuk Academy		17%	
SDA High School		14%	
SNHS Fefen		10%	
Southern Namoneas Jr. High		11%	
Weipat High		7%	
Weno High School		17%	
Kosrae			
Kosrae High School	54%	44%	-9.40%
Pohnpei			
Madolenihmw High School	38%		
Yap			
OIHS		19%	
St. Mary's	36%		
Yap High School	27%	25%	-2.10%
YCHS		55%	

Adequate Yearly Progress**NMCT Reading Grade 6**

Chuuk	2009-2010	2010-2011	2011-2012	Change
Amwachang Elementary			9%	
Berea Christian School	30%	36%	15%	-20.70%
Central/West Wonip Elem		42%	11%	-30.20%
Chukuram/Winikka Elementary			6%	
East Wonip Elementary		36%	20%	-16.00%
Eot Elementary	19%	56%	3%	-52.90%
Epin Elementary		23%	10%	-13.30%
Ettal Elementary	18%	8%	3%	-5.80%
Fananu Elementary		7%		
Fanapanges Elementary	8%	42%	29%	-13.00%
Faro/Winifei Elementary			14%	
Fason Elementary		14%	16%	1.60%
Fonoton Elementary	12%	16%	58%	41.30%
Foup Elementary			26%	
Houk Elementary	24%	11%	6%	-4.60%
Inaka Elementary	12%	30%	4%	-26.00%
Iras Demo School	13%	40%	9%	-31.10%
Kuchu Elementary		11%	7%	-3.70%
Kuchuwa Elementary	6%	38%	2%	-35.30%
Kukku Elementary		6%	5%	-1.50%
Kuttu Elementary	14%	26%	6%	-20.20%
Lekinioch Elementary	15%	9%	5%	-3.90%
Losap Elementary	1%	42%	4%	-38.30%
Manaio Elementary	5%		3%	
Mechitiw Elementary	66%	13%	8%	-5.80%
Messa Elementary		25%	13%	-12.10%
Moch Elementary		37%	8%	-29.10%
Mokur Elementary		8%	0%	-8.00%
Munien/Nechocho Elementary		10%	11%	0.60%
Murilo Elementary	3%	5%		
Mwan Elementary	27%	23%	6%	-17.40%
Namoluk Elementary	1%	27%	13%	-14.60%
Neauo Elementary		25%	8%	-16.70%
Nechap Elem/Annex	8%	29%	3%	-25.20%
Nechocho Elementary		20%		
Nema Elementary	3%	43%	8%	-34.10%
Nomwin Elementary	6%	27%		
Nukaf Elementary		40%	5%	-35.00%

Nukuno Elementary	10%	6%	6%	0.00%
Oneop Elementary	10%	13%	7%	-6.10%
Onou Elementary		25%	6%	-19.00%
Onoun Elementary	2%	8%	6%	-2.30%
P&P Elementary	10%	3%	10%	7.00%
Panitiw Elementary	59%	18%	6%	-12.10%
Parem Elementary		16%	10%	-5.70%
Piherarh Elementary		23%	3%	-20.00%
Piis Paneu Elementary	91%	2%	59%	56.90%
Piisemwar Elementary	1%	35%	10%	-25.30%
Pollap Elementary	55%	9%		
Polowat Elementary	20%	10%	30%	20.00%
Pwene Elementary			11%	
Romanum Elementary	6%	55%	8%	-47.40%
Ruo Elementary	6%	8%		
Sapore Elem/Jr High	5%	28%	15%	-13.00%
Sapota Elementary (F)		32%	3%	-28.30%
Sapota Elementary (SN)	63%	15%	1%	-13.90%
Sapou Elementary	8%	8%	2%	-5.50%
Sapuk Annex (Nukanap)	20%			
Sapuk Elementary	4%	11%	9%	-1.90%
Satowan Elementary	3%	29%	16%	-12.40%
SDA Elementary	67%			
SDA, Chuuk		39%	11%	-27.90%
Siis Elementary	5%	8%	13%	4.70%
Sino Memorial Elementary	8%	14%	12%	-2.50%
St. Cecilia School		10%	7%	-2.20%
Ta Elementary	20%	6%	2%	-3.70%
Tamatam Elementary	30%	8%	10%	2.00%
Teruo Bokuku Memorial Elem (Penieta)		39%	30%	-8.90%
Udot Elem/Annex		5%	3%	-2.50%
UFO Elementary	5%	29%	15%	-13.80%
Unanu Elementary		10%	8%	-1.70%
West Fefen Elementary	5%	43%	5%	-38.00%
Wichukuno/Chukienu Elementary		16%	13%	-3.20%

Kosrae

Lelu Elementary	39%	34%	45%	11.40%
Malem Elementary	50%	51%	54%	2.60%
Sansrik Elementary	39%	52%	55%	3.20%
SDA, Kosrae		60%	70%	10.00%
Tafunsak Elementary	43%	55%	51%	-3.40%

Utwe Elementary	38%	40%	36%	-3.60%
Walung Elementary	44%	51%	51%	0.20%

Pohnpei

Awak Elementary	32%	38%	24%	-13.60%
Calvary Christian Academy	78%			
Enpein Elementary	9%	21%	34%	12.80%
ESDM Elementary	24%	15%	21%	5.80%
Kapingamarangi Elementary	20%		13%	
Kolonia Elementary	23%	43%	33%	-9.30%
Lewetik Elementary	26%	10%	13%	2.50%
Lukop Elementary	70%	14%	29%	14.30%
Mwoakilloa Elementary	30%	40%	16%	-23.80%
Nanpei Memorial	36%			
Nanpei Memorial School		32%	27%	-4.20%
Nett Elementary	35%	28%	16%	-12.00%
Nukuoro Elementary	27%		19%	
Ohmine Elementary	39%	28%	44%	15.90%
Pakein Elementary	1%	30%	32%	1.70%
Palikir Elementary	22%	18%	41%	23.10%
Parem (Pohnpei) Elementary	30%	10%	14%	4.00%
Pehleing Elementary	39%		39%	
Pingelap Elementary	17%	7%		
Pohnlangas Elementary	31%	28%	29%	0.90%
Pohnpei Catholic	75%			
Rohi Elementary	23%	24%	37%	13.10%
RSP Elementary	21%	15%	15%	0.00%
Saladak Elementary	28%	24%	42%	18.40%
Salapwuk Elementary	37%	24%	44%	20.50%
Sapwalap Elementary	3%	11%	66%	54.30%
Sapwuahfik Elementary	17%		18%	
SDA, Pohnpei	65%			
Seinwar Elementary	30%	74%	85%	11.00%
Sekere Elementary	29%	28%	17%	-11.00%
Sokehs Powe Elementary	32%	44%	30%	-13.30%
Wone Elementary	30%	20%	15%	-5.20%

Yap

Asor Elementary	3%		20%	
Bael Elementary	46%	42%	28%	-14.50%
CMS Elementary	38%	37%	43%	6.30%
Dalipebinaw Elementary	33%	34%	44%	10.00%

Eauripick Elementary		26%		
Elato Elementary		23%	4%	-18.80%
Fadaraii Elementary			20%	
Fais Elementary	10%		3%	
Falalis Elementary	70%		25%	
Falalop, Ulithi Elementary			25%	
Falalop, Woleai Elementary	16%			
Falalop, Woleai Elementary (FWCS)			21%	
Faraulap Elementary	37%		30%	
Gagil Elementary	46%	19%	48%	29.30%
Gilman Elementary		46%		
Ifalik Elementary	18%	31%	19%	-12.80%
Kanifay Elementary	22%	20%		
Lamotrek Elementary			13%	
Maap Elementary	33%	29%	32%	3.30%
Mogmog Elementary	28%		25%	
North Fanif Elementary	55%		43%	
Piig Elementary	20%			
R. Fanif Elementary	50%	23%	7%	-15.70%
Satawal Elementary		10%	8%	-2.50%
SDA,Yap	72%	69%	62%	-7.50%
Seliap Elementary	9%		22%	
St. Mary's	65%	60%	53%	-6.80%
Tegailap Elementary	19%		0%	
Tomilang Elementary	25%		33%	
Wottegai Elementary	13%		20%	

Adequate Yearly Progress**NMCT Reading Grade 8**

Chuuk	2009-2010	2010-2011	2011-2012	Change
Amwachang Elementary			2%	
Berea Christian Elementary	43%	38%		
Central/West Wonip Elem		17%	13%	-4.00%
Chukuram/Winikka Elementary			5%	
East Wonip Elementary		21%	12%	-9.00%
Eot Elementary	10%	59%	13%	-45.90%
Epin Elementary		38%	2%	-35.50%
Ettal Elementary	13%	50%	6%	-44.00%
Fananu Elementary		6%		
Fanapanges Elementary	18%	17%	9%	-8.10%
Faro/Winifei Elementary			2%	
Fason Elementary		10%	7%	-3.30%
Fonoton Elementary		16%	5%	-11.00%
Foup Elementary			5%	
Houk Elementary	63%	14%	2%	-11.80%
Inaka Elementary	15%	23%	12%	-10.50%
Iras Demo School	44%	10%	4%	-6.20%
Kuchu Elementary		10%	5%	-5.00%
Kuchuwa Elementary	3%		2%	
Kukku Elementary		9%	5%	-3.80%
Kuttu Elementary	13%	35%	8%	-27.50%
Lekinioch Elementary	25%	17%	6%	-11.40%
Losap Elementary	4%	30%	3%	-26.70%
Manaio Elementary		10%	10%	0.00%
Mechitiw Elementary	41%	13%	10%	-3.40%
Messa Elementary	22%	21%	10%	-11.40%
Moch Elementary	88%	45%		
Mokur Elementary	60%	16%	10%	-6.00%
Munien/Nechocho Elementary		8%	0%	-7.80%
Murilo Elementary	7%	9%		
Mwan Elementary	14%	26%	8%	-17.50%
Namoluk Elementary	10%	2%	11%	9.30%
Neauo Elementary		19%	17%	-1.70%
Nechap Elem/Annex	9%	10%	0%	-10.00%
Nema Elementary	61%	24%	13%	-11.10%
Nomwin Elementary	7%	13%		
Nukaf Elementary		34%	13%	-21.50%
Nukuno Elementary	14%	14%	6%	-8.00%

Oneop Elementary	74%	20%	9%	-11.60%
Onou Elementary		10%	20%	10.00%
Onoun Elementary	8%	24%	6%	-18.00%
P&P Elementary	9%	22%	9%	-13.20%
Panitiw Elementary	7%		15%	
Parem Elementary		42%	6%	-36.40%
Pattiw Jr. High		13%		
Piherarh Elementary	81%	22%	2%	-20.10%
Piis Paneu Elementary	77%	28%		
Piisemwar Elementary	45%	24%	0%	-23.50%
Pollap Elementary	9%	9%	11%	2.20%
Polowat Elementary	61%	24%	10%	-14.40%
Pwene Elementary			19%	
Romanum Elementary	13%	25%	3%	-22.50%
Ruo Elementary	2%	39%		
Sapore Elem/Jr High	7%	23%	4%	-19.30%
Sapota Elementary (F)		25%	30%	5.00%
Sapota Elementary (SN)	4%	8%	7%	-1.30%
Sapou Elementary	8%	60%	2%	-58.30%
Sapuk Elementary	5%	16%	12%	-3.80%
Satowan Elementary	27%	18%	8%	-10.20%
SDA Elementary	39%	31%		
SDA, Chuuk			8%	
Siis Elementary	9%	5%	28%	23.00%
Sino Memorial Elementary	15%	21%	6%	-15.20%
St. Cecilia		12%	7%	-4.20%
Ta Elementary	10%	20%	2%	-17.60%
Tamatam Elementary	61%	8%	3%	-4.40%
Teruo Bokuku Memorial Elem (Penieta)		14%	6%	-7.60%
Udot Elem/Annex	12%	12%	3%	-9.10%
UFO Elementary	4%	26%	6%	-19.30%
Unanu Elementary		3%	4%	0.40%
West Fefen Elementary	12%	12%	7%	-5.80%
Wichukuno/Chukienu Elementary		25%	9%	-16.10%

Kosrae

Lelu Elementary	36%	35%	30%	-5.30%
Malem Elementary	47%	49%	34%	-14.30%
Sansrik Elementary	57%	52%	50%	-1.90%
SDA, Kosrae	85%	58%	60%	2.00%
SMD, Kosrae			40%	
Tafunsak Elementary	41%	23%	48%	25.70%

Utwe Elementary	55%	64%	58%	-6.20%
Walung Elementary	24%	41%	40%	-1.40%

Pohnpei

Awak Elementary	39%	90%	41%	-48.30%
Calvary Christian Academy	78%			
Enpein Elementary	36%	28%	34%	6.00%
ESDM Elementary	35%	24%	48%	23.60%
Kapingamarangi Elementary	24%		19%	
Kolonia Elementary	40%	44%	29%	-15.10%
Lewetik Elementary	38%	23%	21%	-1.90%
Lukop Elementary	51%	37%	47%	10.00%
Mwoakilloa Elementary	37%	58%	15%	-43.30%
Nanpei Memorial	45%	31%	28%	-3.20%
Nett Elementary	43%	43%	37%	-6.50%
Nukuoro Elementary	47%		21%	
Ohmine Elementary	45%	35%	40%	5.00%
Pakein Elementary		33%		
Palikir Elementary	27%	23%	27%	4.40%
Parem (Pohnpei) Elementary	22%	14%	10%	-4.00%
Pehleng Elementary	41%		36%	
Pingelap Elementary	34%	20%	10%	-10.00%
Pohnlangas Elementary	31%	33%	38%	5.30%
Pohnpei Catholic School	82%			
Rohi Elementary	34%	23%	33%	9.60%
RSP Elementary	28%		52%	
Saladak Elementary	48%	33%	33%	0.00%
Salapwuk Elementary	32%	29%	43%	14.80%
Sapwalap Elementary	3%	22%	58%	35.90%
Sapwuahfik Elementary	26%		30%	
SDA, Pohnpei	71%			
Seinwar Elementary	37%	45%	44%	-1.50%
Sekere Elementary	37%	28%	21%	-7.60%
Sokehs Powe Elementary	45%	34%	46%	11.80%
Wone Elementary	43%	41%	63%	22.10%

Yap

Asor Elementary	28%		30%	
Bael Elementary	38%	30%	40%	10.00%
CMS Elementary	38%	33%	40%	7.80%
Dalipebinaw Elementary	47%	44%	43%	-0.70%
Eauripik Elementary		29%		

Elato Elementary			20%	
Fadaraii Elementary	45%			
Fais Elementary	9%			
Falalis Elementary	15%		25%	
Falalop, Ulithi Elementary			16%	
Falalop, Woleai Elementary	35%		19%	
Faraulap Elementary	70%	54%	70%	16.00%
Gagil Elementary	45%	40%	41%	0.90%
Gilman Elementary	3%	19%	70%	51.30%
Ifalik Elementary	14%	41%	12%	-28.50%
Kanifay Elementary	23%	46%	23%	-22.90%
Lamotrek Elementary			26%	
Maap Elementary	39%	19%	46%	26.50%
Mogmog Elementary	45%		36%	
North Fanif Elementary	40%	15%	61%	46.40%
Piig Elementary			15%	
R. Fanif Elementary		30%	23%	-7.50%
Rumung Elementary	36%			
Satawal Elementary		28%	22%	-6.90%
SDA,Yap	69%	61%	65%	4.80%
Seliap Elementary	30%		16%	
St. Mary's	62%	45%	73%	28.20%
Tegailap Elementary	18%		25%	
Tomilang Elementary	39%	21%	36%	14.90%
Wottegai Elementary			10%	

Adequate Yearly Progress

NMCT Reading Grade 10

Chuuk	2009-2010	2010-2011	2011-2012	Change
Berea Christian High School	40%	18%		
Chuuk High School	17%	8%		
Faichuk Jr. High School	5%	7%	4%	-2.70%
Halls Jr. High School		5%		
Lukeisel Jr. High School	3%	9%	12%	2.50%
Mizpah Christian High School		12%	23%	11.10%
Moch High School	55%	16%	21%	5.50%
Mortlock High School		16%	13%	-2.60%
Nomusofo Jr. High School		13%	12%	-0.80%
Nomwonemu Jr. High			10%	
Pattiw Jr. High School	47%	37%	11%	-26.30%
Pentecostal Light House Acedamy	31%	15%		
Pollap/Tamatam Jr. High School	22%	8%	13%	5.70%
PPO Jr. High School	5%	8%	8%	-0.50%
Sapore Elem/Jr High	12%	7%		
Saramen Chuuk Academy	40%	19%	27%	8.20%
SDA High School	38%	44%	21%	-23.50%
Southern Namoneas High School (Fefen)			12%	
Southern Namoneas High School(Toloas)	14%	9%	9%	0.00%
Weipat High School	10%	9%	8%	-0.70%
Weno High School	13%	11%	13%	2.40%

Kosare

Kosrae High School	39%	41%	40%	-0.40%
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Pohnpei

Calvary Christian Academy	71%			
Madolenihmw High School	39%	33%		
Nanpei Memorial High School	42%			
Pohnpei Island Central School	40%			
SDA, Pohnpei	52%			

Yap

Ifalik Elementary	21%			
NIHS High School	27%		29%	
OIHS (High)			25%	
SDA,Yap	62%	51%		
Yap Catholic High School			52%	
Yap High School	42%	36%	37%	0.70%