

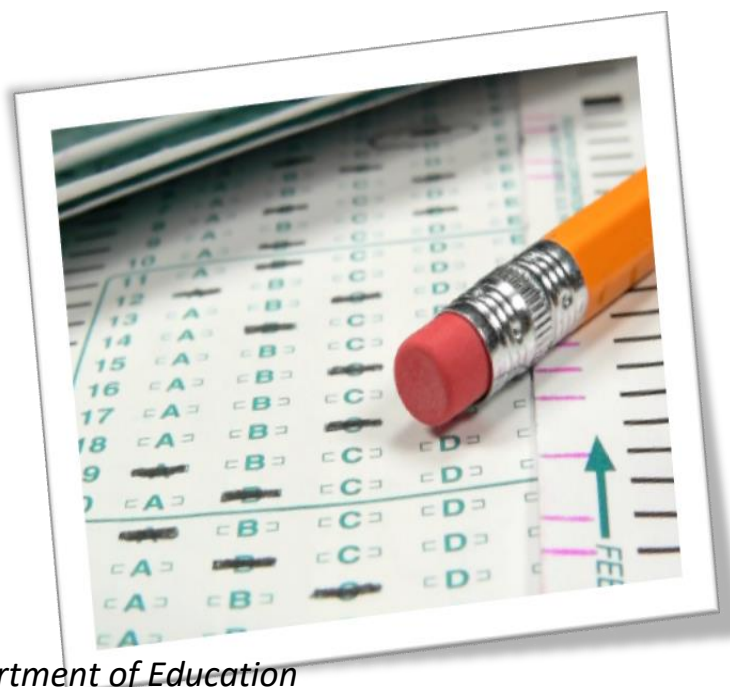


# *FSM National Minimum Competency Standard-Based Test (NMCT) 2017*

*Reading and Mathematics Test*

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## Executive Summary

The National Minimum Competency Test (NMCT) by state reports in Reading and Mathematics 2017 covers performance by the Nation as well as for States in grades 4, 6, 8 and 10.

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. It is evident that there is increase as well as decrease in the performance in all benchmarks during school year 2016-2017.

In the Reading NMCT, the performance is as follows. In Sixth Grade, during School Year 2016-2017, 32% of the benchmarks in 6<sup>th</sup> Grade Reading Standards meet or exceed minimum competency expectation which is an increase of 1%. For Eight Grade, there is a 1% decrease in which 28% of the benchmarks in the 8<sup>th</sup> Grade Reading Standards meet or exceed minimum competency expectations during last school year. In our High Schools, especially in 10<sup>th</sup> Grade, there is also an increase of 1% from School Year 2015-2016, in which 44% of the benchmarks in 10<sup>th</sup> Grade Reading Standards meet or exceed minimum competency expectation.

In the Mathematics NMCT, in Fourth Grade, there is a decrease of 1% during school year 2016-2017, which is showing that 30% of the benchmarks in 4<sup>th</sup> Grade Mathematics Standards meet or exceed minimum competency expectation. For Sixth Graders, during School Year 2016-2017, 26% of the benchmarks in 6<sup>th</sup> Grade Mathematics Standards meet or exceed minimum competency expectation and this is showing an increase of 2%. In Eight Grade, there is no increase nor decrease School Year 2016-2017, in which 22% of the benchmarks in 8<sup>th</sup> Grade Mathematics Standards meet or exceed minimum competency expectation. Lastly, for our 10<sup>th</sup> Graders in the FSM, during School Year 2016-2017, 29% of the benchmarks in 10<sup>th</sup> Grade Mathematics Standards meet or exceed minimum competency expectation and this showed an increase of 3%.

## **Acknowledgement**

With much effort into the completion of the National Minimum Competency Test Development Project, it is highly appropriate to recognize the many contributions of certain individuals, groups, agencies, departments of education in the four FSM States for which it would not have been possible to successfully complete this body of work as with their kind support and selfless collaboration. I would like to extend my sincere thanks to each and every one of them including those I may remiss mentioning. I am highly indebted to Pacific Regional Education Laboratory (PREL) for their diligent guidance and constant consultation as well as for providing necessary information and technical expertise regarding the project in addition to their continuous support in completing the project. In the same vein, I would like to express my outmost gratitude towards colleagues of the National Department of Education and States' Departments of Education for their kind co-operation and encouragement, which tremendously help me in completion of this project. My thanks and appreciations go to all NDOE Staff 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.

**Benchmark** means a standard by which something is evaluated or measured.

## I. FSM National Curriculum Standards and Benchmarks in Reading.

**Table No. 1. English Language Arts Standards**

Standard Number	Standard	Description
1	<b>Listening and Speaking</b>	Students will become competent speakers, listeners, and viewers, constructing literal and interpretive meaning from what they hear and view, and communicating effectively for a variety of purposes and to a variety of audiences.
2	<b>Reading</b>	Students will demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, academic, and career-related purposes.
3	<b>Writing</b>	Students will demonstrate competence in writing, applying general skills and strategies and using the writing process to communicate effectively for a variety of purposes and to a variety of audiences.
4	<b>Literature</b>	Students will study literature (oral and written) from their own culture as well as selected literary works from other cultures. They will develop the ability to understand other cultures and gain insights into their own, relate to others and recognize universal and unique qualities in others.

**Table NO.1** indicates the Standard Number, the Standard and the description of each of the FSM National Curriculum Standards 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. 2** 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. 2. 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. 3: 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. 3**. 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. 4: 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. 4** indicates the second standard and benchmarks used in the design of the 8<sup>th</sup> Grade Reading Test, which generally covers three (3) benchmarks ranging from identifying word strategies to reading different printed materials for different purposes.

**Table NO. 5: 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. 5** indicates the second standard and benchmarks used in the design of the 8<sup>th</sup> 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. 6: 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	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. 6** indicates standards and benchmarks used in the design of the 10<sup>th</sup> Grade Reading Test, which covers one (1) standard, ten (6) benchmarks, and ten (9) indicators.

## II: FSM National Curriculum Standards and Benchmarks in mathematics.

**Table No. 7. Mathematic Standards**

Standard Number	Standard	Description
1	<b>Number, Operations and Computation</b>	Students understand the number system, the meaning of operations and how they relate to each other and are able to use computational tools and strategies effectively.
2	<b>Geometry, Measurement and Transformation</b>	Students understand geometry, measurement and spatial relationships including units and systems of measurement and develop and use techniques, tools, and formulas for measuring the properties of objects and relationships among the properties and use transformations and symmetry to analyze mathematical situations.
3	<b>Patterns and Algebra</b>	Students understand various types of patterns and functional relationships, use symbolic forms to represent, model, and analyze mathematical situations and collect, organize, and represent data to answer questions.
4	<b>Statistics and Probability</b>	Students understand how to interpret data using methods of exploratory data analysis, develop and evaluate inferences, predictions and arguments that are based on data and understand and apply basic notions of chance and probability.

**Table NO.7.** indicates the Standard Number, the Standard and the description of each of the FSM National Curriculum Standards 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.

<b>Table No. 8: Fourth Grade Mathematics Standards and Benchmarks</b>				
<b>Grade</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Indicator</b>	<b>Description</b>
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 each 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. 8** indicates the standards and benchmarks used in the design of the 4<sup>th</sup> 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. 9: 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. 9** shows that there are four (4) standards and fifteen (15) benchmarks used in design of the 6<sup>th</sup> Grade Mathematics Test, covering general skills from understanding rational numbers to formulating generalizations from analysis of collected data.

**Table No. 10: 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. 10** shows the standards and benchmarks used in the design of the 8<sup>th</sup> 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.

<b>Table No. 11: Tenth Grade Mathematics Standards and Benchmarks</b>			
<b>Grade</b>	<b>Standard</b>	<b>Benchmark</b>	<b>Description</b>
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 of 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.
10	3	4	Use tables and graphs to present linear equalities and inequalities with two variables and solve problems.

10	3	5	Justify the steps used in simplifying expressions and solve equations and inequalities.
10	4	1	Analyze and interpret data using mean, median, mode, range and frequency.
10	4	2	Design a study, collect data, and select the appropriate representations to make conclusions and generalizations.
10	4	3	Judge the validity of reported data, conclusions and generalizations.
10	4	4	Calculate probabilities for simple events under different relationships, including independent, dependent, with replacement and without replacement.

**Table No. 11** shows that there are four (4) standards and eleven (17) benchmarks used in the design of the 10<sup>th</sup> 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 2016-2017 window of administration, which impacted number of students that actually participated in the NMCT 2017 Test. In all, I'm happy to say that the administration of the NMCT covered all the schools within the Federated States of Micronesia both public and private schools.

<b>Table No. 11: National and States administration participation</b>							
<b>NMCT 2017 Reading Test</b>							
<b>Grades</b>	<b>Six Grade</b>		<b>Eight Grade</b>		<b>Tenth Grade</b>		
<b>States</b>	<b>Reg</b>	<b>Spec.</b>	<b>Reg</b>	<b>Spec.</b>	<b>Reg</b>	<b>Spec.</b>	
<b>Chuuk</b>	676	31	643	17	465	2	
<b>Kosrae</b>	130	17	152	7	118	10	
<b>Pohnpei</b>	715	46	767	2	545	13	
<b>Yap</b>	167	10	217	11	167	11	
<b>National</b>	1688	104	1779	37	1295	36	

Table No. 11 indicates number of students participated in the NMCT 2017 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 2017, 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 31 special education students were identified, therefore reported.

<b>Table No. 12: National and States administration participation</b>											
<b>NMCT 2017 Mathematics Test</b>											
<b>Grades</b>	<b>Fourth Grade</b>			<b>Six Grade</b>			<b>Eight Grade</b>			<b>Tenth Grade</b>	
<b>States</b>	<b>Reg</b>		<b>Spec.</b>	<b>Reg</b>		<b>Spec.</b>	<b>Reg</b>		<b>Spec.</b>	<b>Reg</b>	<b>Spec.</b>
Chuuk	737		42	671		36	638		16	465	2
Kosrae	122		6	133		17	149		9	117	10
Pohnpei	707		40	717		44	707		34	534	17
Yap	183		5	170		10	213		11	129	7
National	1750		94	1691		107	1732		72	1245	36

Table No. 12 indicates number of both regular and special education students who actually participated in the NMCT 2017 mathematics.

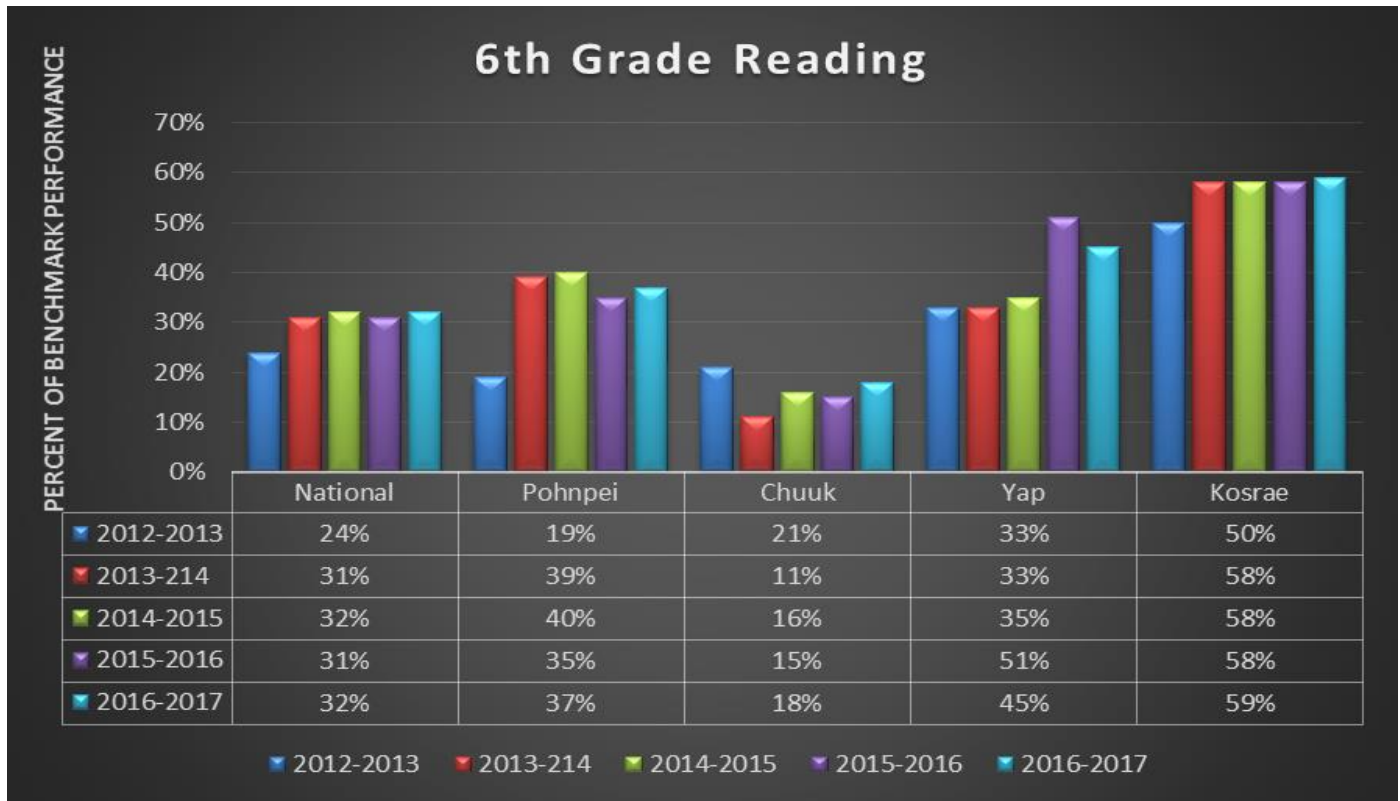
<b>Table No. 13: National and States administration participation vs. enrollment</b>											
<b>NMCT 2017 Math Administration</b>											
<b>States</b>	<b>Fourth Grade</b>			<b>Six Grade</b>			<b>Eight Grade</b>			<b>Tenth Grade</b>	
<b>Status</b>	<b>Part.</b>		<b>Enrollment</b>	<b>Part.</b>	<b>Enrol.</b>	<b>Part.</b>	<b>Enrol.</b>	<b>Part.</b>	<b>Enrol.</b>	<b>Part.</b>	<b>Enrol.</b>
<b>Chuuk</b>	780		1130	707	973	654	811	467		601	
<b>Kosrae</b>	128		132	150	157	158	161	127		161	
<b>Pohnpei</b>	747		789	761	773	741	805	551		634	
<b>Yap</b>	188		198	180	190	167	223	136		209	
<b>National</b>	1844		2249	1798	2093	1804	2000	1281		1605	

<b>Table No. 14: National and States administration participation vs. enrollment</b>											
<b>NMCT 2017 Reading Administration</b>											
<b>States</b>	<b>Sixth Grade</b>			<b>Eight Grade</b>			<b>Tenth Grade</b>				
<b>Status</b>	<b>Part.</b>		<b>Enrollment</b>	<b>Part.</b>	<b>Enrol.</b>	<b>Part.</b>	<b>Enrol.</b>	<b>Part.</b>	<b>Enrol.</b>	<b>Part.</b>	<b>Enrol.</b>
<b>Chuuk</b>	707		973	660	811	467		601			

<b>Kosrae</b>	147	157	159	161	128	161
<b>Pohnpei</b>	761	773	769	805	558	634
<b>Yap</b>	177	190	228	223	178	209
<b>National</b>	1792	2093	1816	2000	1331	1605

Table No. 13 shows number of students actually participated in math portion of the NMCT 2017 out of the total enrollment. For instance, out of the total enrollment of 132 Kosrae fourth (4) graders, a very high percentage of 97% of the students participated in the NMCT 2017 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 2017 administration and participation.

**IV. Whole Assessment Performance:**  
**Graph No. 1: Sixth Grade Reading**



**Graph No. 1** is looking at how much of the 6<sup>th</sup> Grade Language Arts Standards (*Reading and Literature*) that each cohort of students learned (*meet or exceed minimum competency expectation*) throughout school years 2012-2013, 2013-2014, 2014-2015, 2015-2016 and 2016-2017 at the National Level and also at each of the four States in the Federation. During school year, 2012-2013, as a Nation 24% of the benchmarks in 6<sup>th</sup> Grade Reading Standards meet or exceed minimum competency expectation. During school year 2013-2014, 31% of the benchmarks meet or exceed minimum competency expectation. During School year 2014-2015, 32% of the benchmarks meet or exceed minimum competency expectation and during school year 2015-2016 31% of the benchmarks meet or exceed minimum competency expectation. Last school year, which is school year 2016-2017, 32% of the benchmarks meet or exceed minimum competency expectation. The same explanation can be used for each of the States.

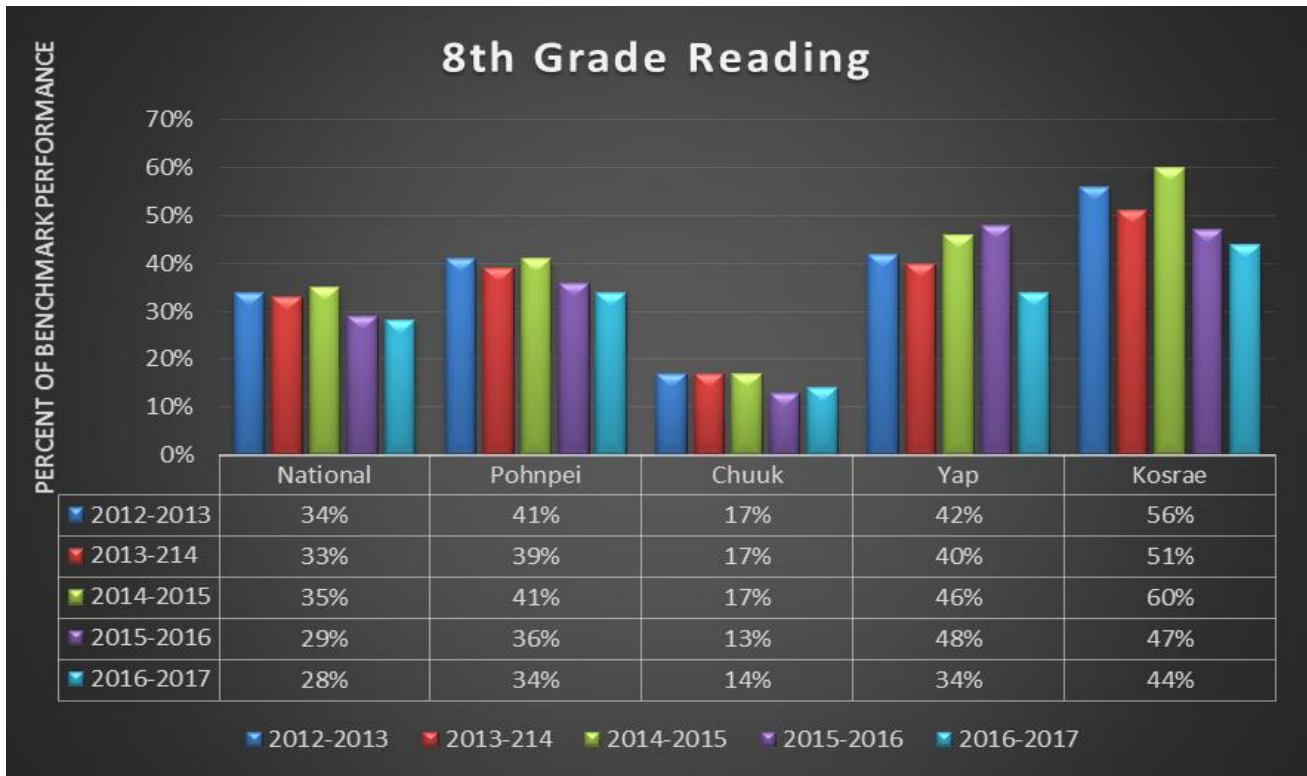
**Pohnpei**: School Year 12-13: 19% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 39% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 40% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016 35% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 37% of the benchmarks meet or exceed minimum competency expectation.

**Chuuk**: School Year 12-13: 21% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 11% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 16% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016 15% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 18% of the benchmarks meet or exceed minimum competency expectation.

**Yap**: School Year 12-13: 33% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 33% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 35% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016 51% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 45% of the benchmarks meet or exceed minimum competency expectation.

**Kosrae**: School Year 12-13: 50% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 58% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 58% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016 58% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 59% of the benchmarks meet or exceed minimum competency expectation.

**Graph No. 2: Eighth Grade Reading:**



**Graph No. 2** is looking at how much of the 8<sup>th</sup> Grade Language Arts Standards (*Reading and Literature*) that each cohort of students learned (*meet or exceed minimum competency expectation*) throughout school years 2012-2013, 2013-2014, and 2014-2015 at the National Level and also at each of the four States in the Federation. During school year 2012-2013, as a Nation 34% of the benchmarks in 8<sup>th</sup> Grade Reading Standards meet or exceed minimum competency expectation. During school year 2013-2014, 33% of the benchmarks meet or exceed minimum competency expectation. During School year 2014-2015, 35% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 29% of the benchmarks meet or exceed minimum competency expectation. . Last school year, which is school year 2016-2017, 28% of the benchmarks meet or exceed minimum competency expectation. The same explanation can be used for each of the States.

**Pohnpei:** School Year 12-13: 41% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 39% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 41% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016 36% of the

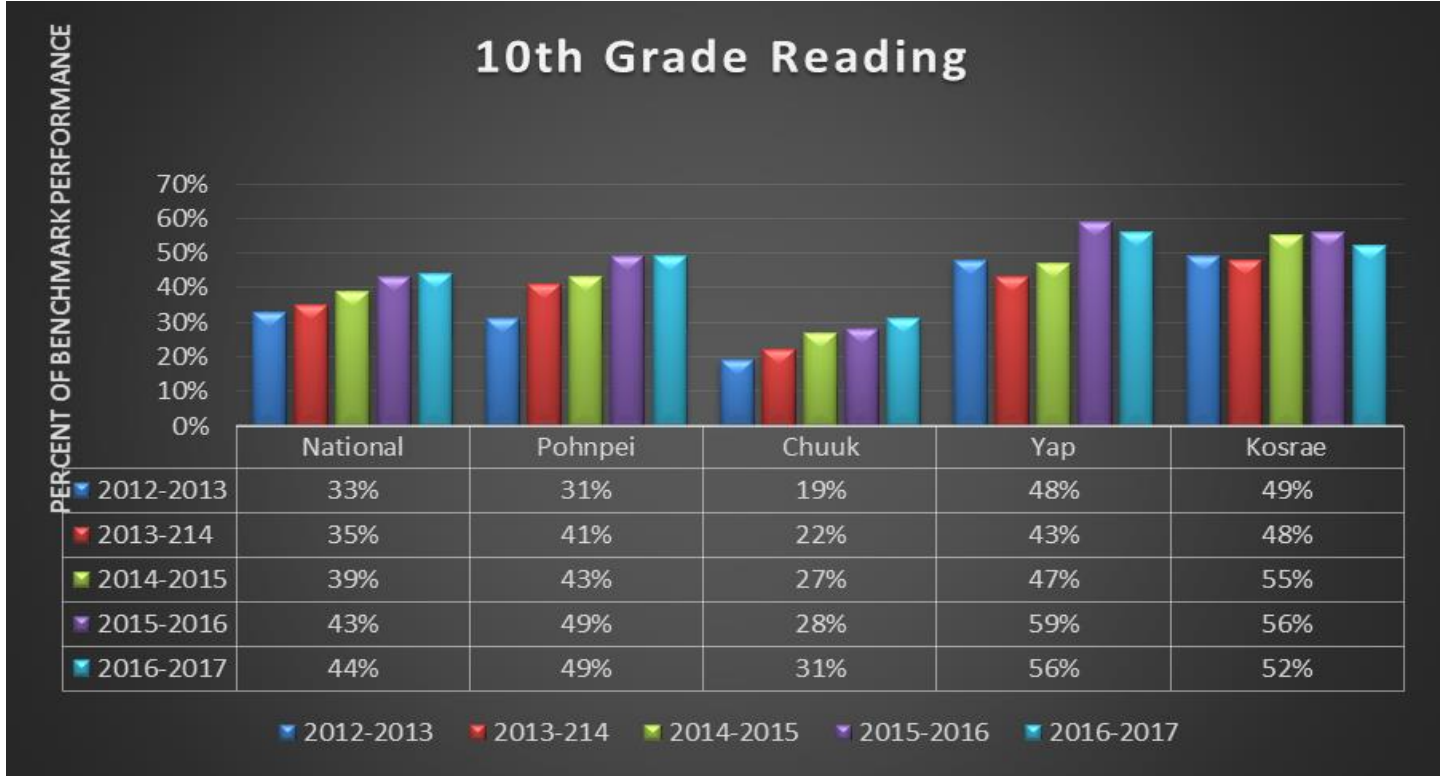
benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 34% of the benchmarks meet or exceed minimum competency expectation.

**Chuuk**: School Year 12-13: 17% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 17% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 17% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016 13% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 14% of the benchmarks meet or exceed minimum competency expectation.

**Yap**: School Year 12-13: 42% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 40% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 46% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016 48% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 34% of the benchmarks meet or exceed minimum competency expectation.

**Kosrae**: School Year 12-13: 56% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 51% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 60% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016 47% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 44% of the benchmarks meet or exceed minimum competency expectation.

**Graph No. 3: Tenth Grade Reading:**



**Graph No. 3** is looking at how much of the 10<sup>th</sup> Grade Language Arts Standards (*Reading and Literature*) that each cohort of students learned (*meet or exceed minimum competency expectation*) throughout school years 2012-2013, 2013-2014, and 2014-2015 at the National Level and also at each of the four States in the Federation. During school year 2012-2013, as a Nation 33% of the benchmarks in 10<sup>th</sup> Grade Reading Standards meet or exceed minimum competency expectation. During school year 2013-2014, 35% of the benchmarks meet or exceed minimum competency expectation. During School year 2014-2015, 39% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016 43% of the benchmarks meet or exceed minimum competency expectation. Last school year, which is school year 2016-2017, 44% of the benchmarks meet or exceed minimum competency expectation. The same explanation can be used for each of the States.

**Pohnpei:** School Year 12-13: 31% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 41% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 43% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016 49% of the

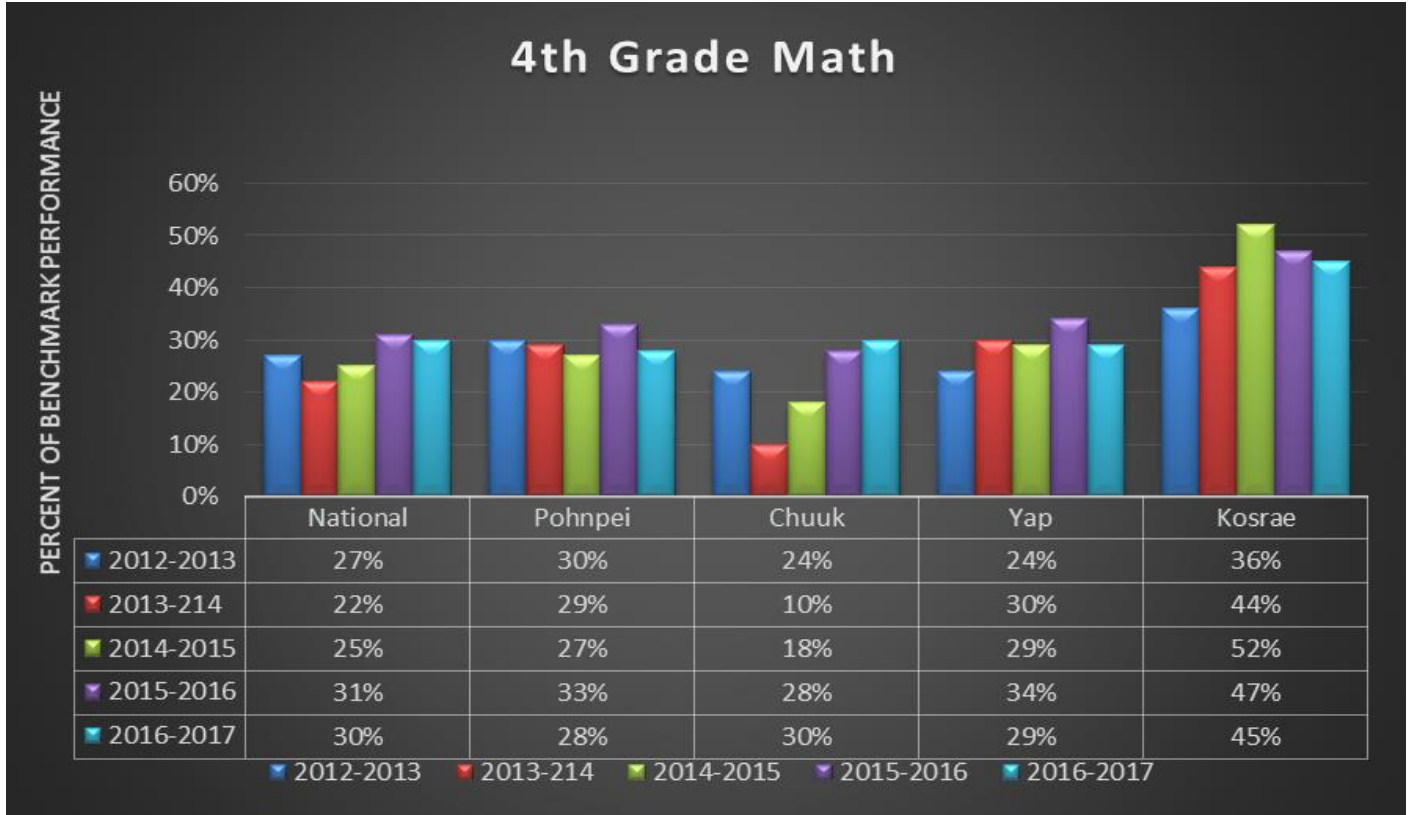
benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 49% of the benchmarks meet or exceed minimum competency expectation.

**Chuuk**: School Year 12-13: 19% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 22% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 27% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 28% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 56% of the benchmarks meet or exceed minimum competency expectation.

**Yap**: School Year 12-13: 48% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 43% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 47% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 59% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 44% of the benchmarks meet or exceed minimum competency expectation.

**Kosrae**: School Year 12-13: 49% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 48% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 55% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 56% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 52% of the benchmarks meet or exceed minimum competency expectation.

**Graph No. 4: Fourth Grade Math:**



**Graph No. 4** is looking at how much of the 4<sup>th</sup> Grade Mathematics Standards (*Number(Operation & Computation), Geometry(Measurement & Transformation), Pattern & Algebra, and Statistics & Probability*) that each cohort of students learned (*meet or exceed minimum competency expectation*) throughout school years 2012-2013, 2013-2014, and 2014-2015 at the National Level and also at each of the four States in the Federation. During school year 2012-2013, as a Nation 27% of the benchmarks in 4<sup>th</sup> Grade Math Standards meet or exceed minimum competency expectation. During school year 2013-2014, 22% of the benchmarks meet or exceed minimum competency expectation. During School year 2014-2015, 25% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 31% of the benchmarks meet or exceed minimum competency expectation. Last school year, which is school year 2016-2017, 30% of the benchmarks meet or exceed minimum competency expectation. The same explanation can be used for each of the States.

**Pohnpei:** School Year 12-13: 30% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 29% of the benchmarks meet or exceed

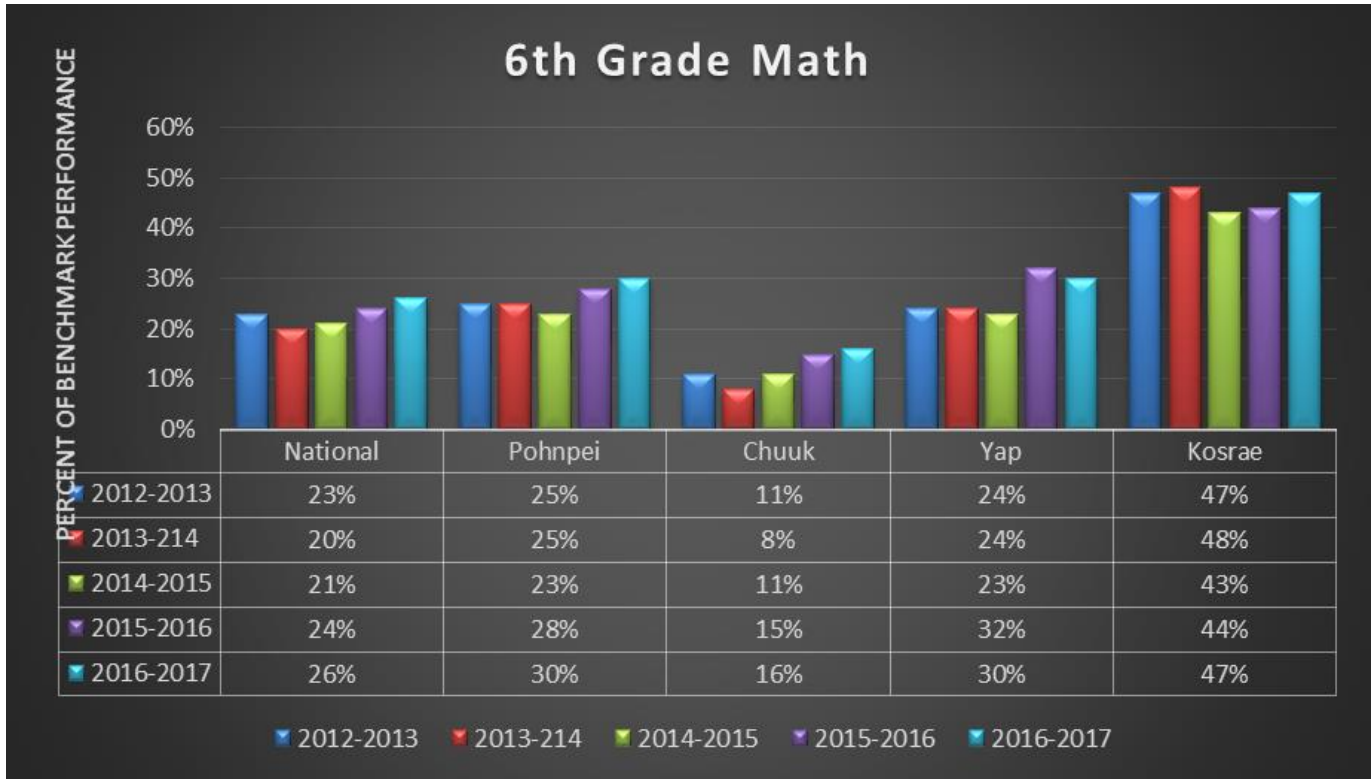
minimum competency expectation: School Year 14-15: 27% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 33% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 28% of the benchmarks meet or exceed minimum competency expectation.

**Chuuk**: School Year 12-13: 24% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 10% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 18% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 28% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 30% of the benchmarks meet or exceed minimum competency expectation.

**Yap**: School Year 12-13: 24% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 30% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 29% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 34% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 29% of the benchmarks meet or exceed minimum competency expectation.

**Kosrae**: School Year 12-13: 36% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 44% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 52% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 47% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 45% of the benchmarks meet or exceed minimum competency expectation.

**Graph No. 5: Sixth Grade Math:**



**Graph No. 5** is looking at how much of the 6<sup>th</sup> Grade Mathematics Standards (*Number(Operation & Computation), Geometry(Measurement & Transformation), Pattern & Algebra, and Statistics & Probability*) that each cohort of students learned (*meet or exceed minimum competency expectation*) throughout school years 2012-2013, 2013-2014, and 2014-2015 at the National Level and also at each of the four States in the Federation. During school year 2012-2013, as a Nation 23% of the benchmarks in 6<sup>th</sup> Grade Math Standards meet or exceed minimum competency expectation. During school year 2013-2014, 20% of the benchmarks meet or exceed minimum competency expectation. During School year 2014-2015, 21% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 24% of the benchmarks meet or exceed minimum competency expectation. Last school year, which is school year 2016-2017, 26% of the benchmarks meet or exceed minimum competency expectation. The same explanation can be used for each of the States.

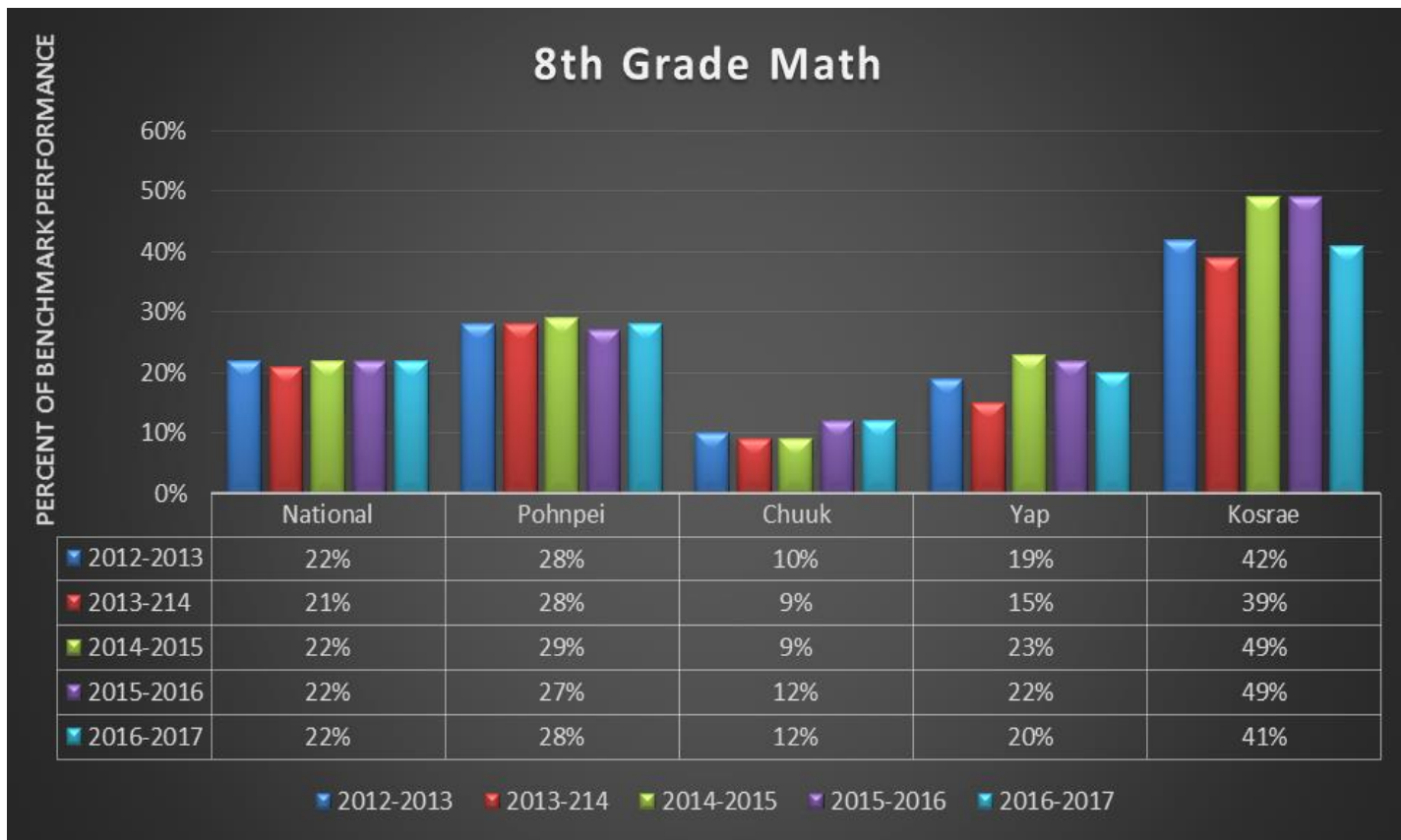
**Pohnpei**: School Year 12-13: 25% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 25% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 23% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 28% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 30% of the benchmarks meet or exceed minimum competency expectation.

**Chuuk**: School Year 12-13: 11% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 08% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 11% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 15% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 16% of the benchmarks meet or exceed minimum competency expectation.

**Yap**: School Year 12-13: 24% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 24% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 23% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 32% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 30% of the benchmarks meet or exceed minimum competency expectation.

**Kosrae**: School Year 12-13: 47% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 48% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 43% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 44% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 47% of the benchmarks meet or exceed minimum competency expectation.

**Graph No. 6: Eight Grade Math:**



**Graph No. 6** is looking at how much of the 8<sup>th</sup> Grade Mathematics Standards (*Number(Operation & Computation), Geometry(Measurement & Transformation), Pattern & Algebra, and Statistics & Probability*) that each cohort of students learned (*meet or exceed minimum competency expectation*) throughout school years 2012-2013, 2013-2014, and 2014-2015 at the National Level and also at each of the four States in the Federation. During school year 2012-2013, as a Nation 22% of the benchmarks in 8<sup>th</sup> Grade Math Standards meet or exceed minimum competency expectation. During school year 2013-2014, 21% of the benchmarks meet or exceed minimum competency expectation. During School year 2014-2015, 22% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 22% of the benchmarks meet or exceed minimum competency expectation. Last school year, which is school year 2016-2017, 22% of the benchmarks meet or exceed minimum competency expectation. The same explanation can be used for each of the States.

**Pohnpei:** School Year 12-13: 28% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 28% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 29% of the benchmarks meet or

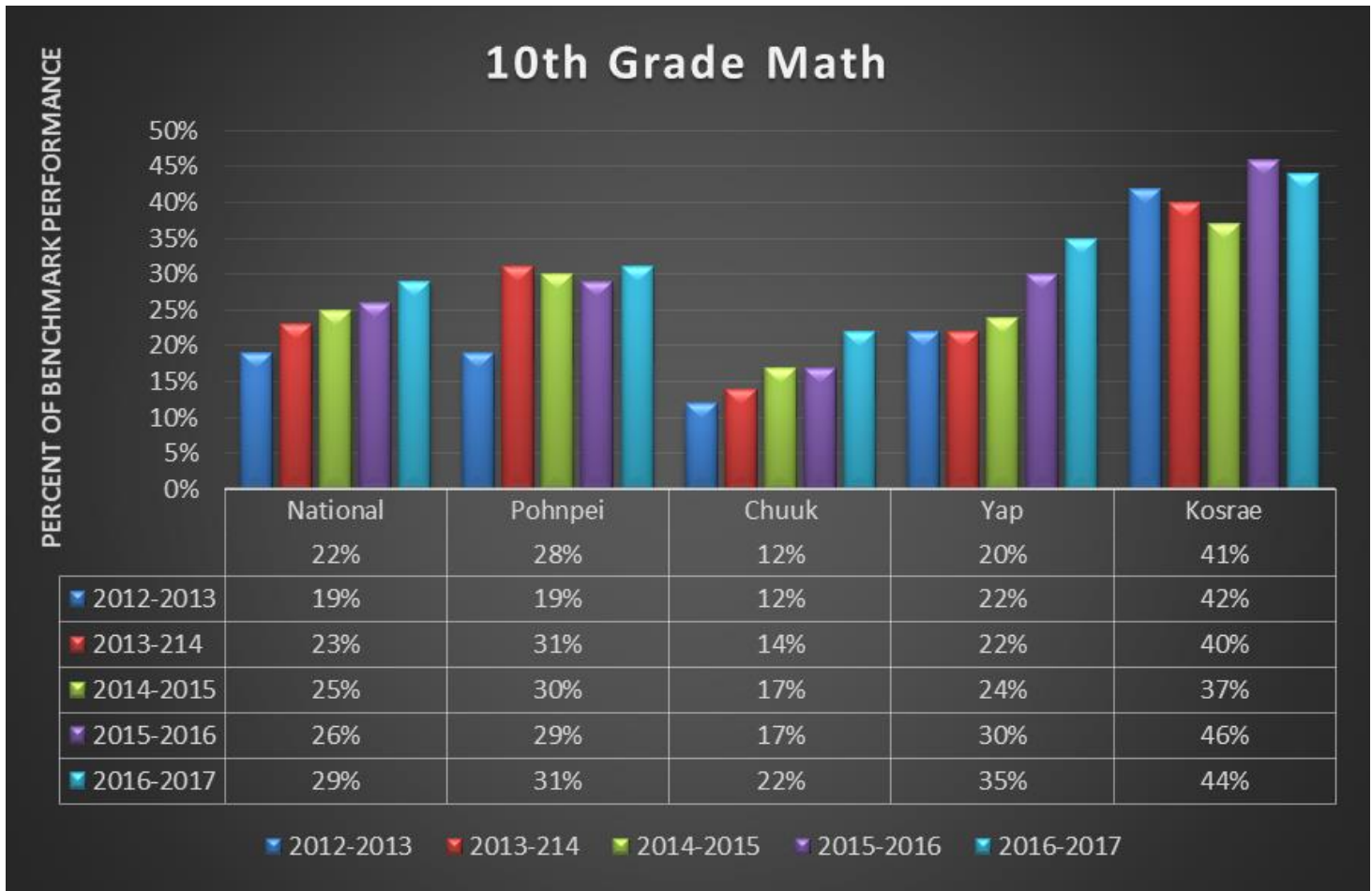
exceed minimum competency expectation, and during school year 2015-2016, 27% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 28% of the benchmarks meet or exceed minimum competency expectation.

**Chuuk**: School Year 12-13: 10% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 09% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 09% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 12% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 12% of the benchmarks meet or exceed minimum competency expectation.

**Yap**: School Year 12-13: 19% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 15% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 23% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 22% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 20% of the benchmarks meet or exceed minimum competency expectation.

**Kosrae**: School Year 12-13: 42% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 39% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 49% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 49% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 41% of the benchmarks meet or exceed minimum competency expectation.

**Graph No. 7: Tenth Grade Math:**



**Graph No. 7** is looking at how much of the 10<sup>th</sup> Grade Mathematics Standards (*Number(Operation & Computation), Geometry(Measurement & Transformation), Pattern & Algebra, and Statistics & Probability*) that each cohort of students learned (*meet or exceed minimum competency expectation*) throughout school years 2012-2013, 2013-2014, and 2014-2015 at the National Level and also at each of the four States in the Federation. During school year 2012-2013, as a Nation 19% of the benchmarks in 10<sup>th</sup> Grade Math Standards meet or exceed minimum competency expectation. During school year 2013-2014, 23% of the benchmarks meet or exceed minimum competency expectation. During School year 2014-2015, 25% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 26% of the benchmarks meet or exceed minimum competency expectation. Last school year, which is school year 2016-2017, 29% of the benchmarks meet or exceed minimum competency expectation. The same explanation can be used for each of the States.

**Pohnpei**: School Year 12-13: 19% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 31% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 30% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 29% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 31% of the benchmarks meet or exceed minimum competency expectation.

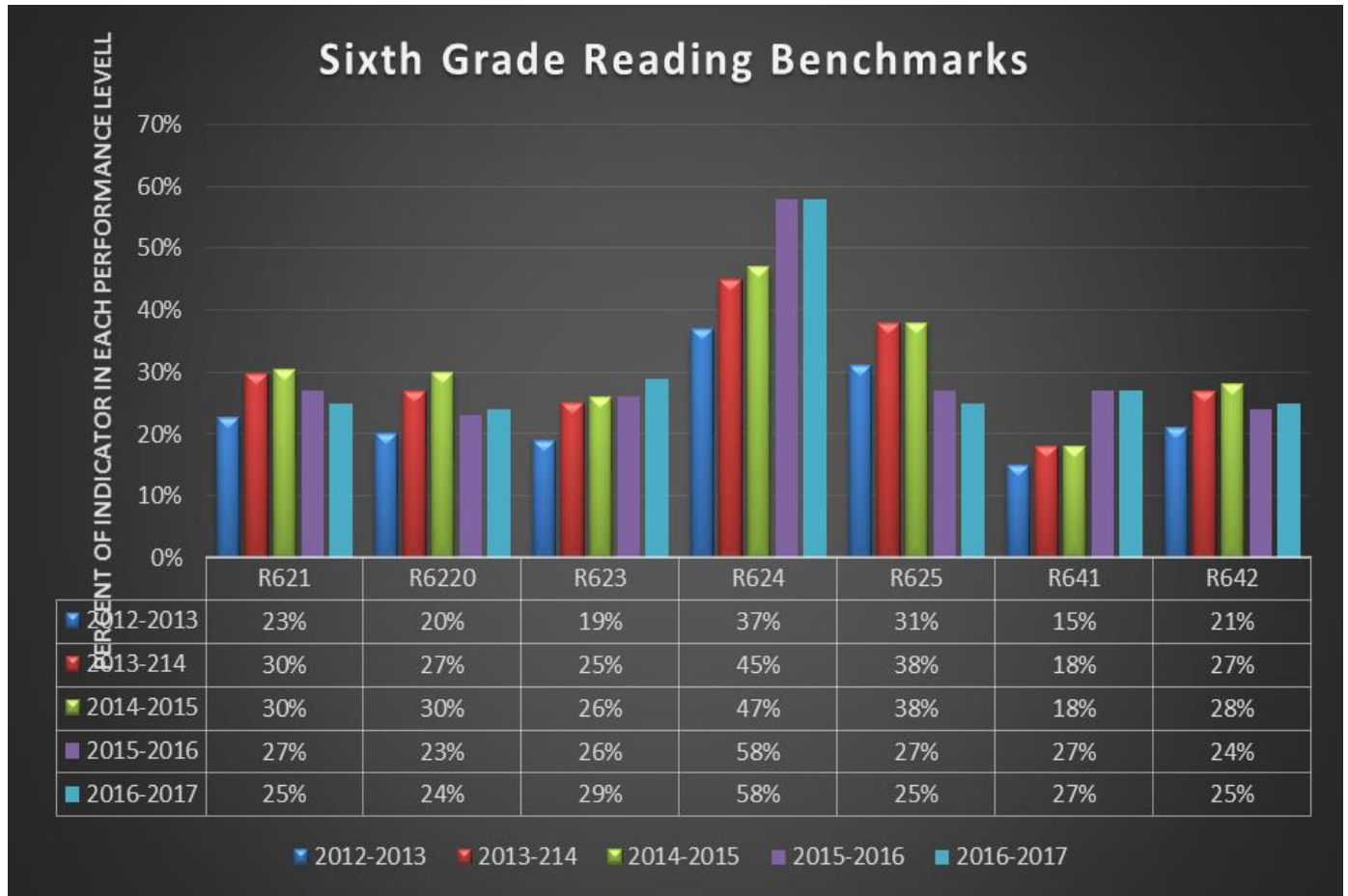
**Chuuk**: School Year 12-13: 12% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 14% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 17% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 17% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 22% of the benchmarks meet or exceed minimum competency expectation.

**Yap**: School Year 12-13: 22% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 22% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 24% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 30% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 35% of the benchmarks meet or exceed minimum competency expectation.

**Kosrae**: School Year 12-13: 42% of the benchmarks meet or exceed minimum competency expectation: School Year 13-14: 40% of the benchmarks meet or exceed minimum competency expectation: School Year 14-15: 37% of the benchmarks meet or exceed minimum competency expectation, and during school year 2015-2016, 46% of the benchmarks meet or exceed minimum competency expectation. School year 2016-2017, 44% of the benchmarks meet or exceed minimum competency expectation.

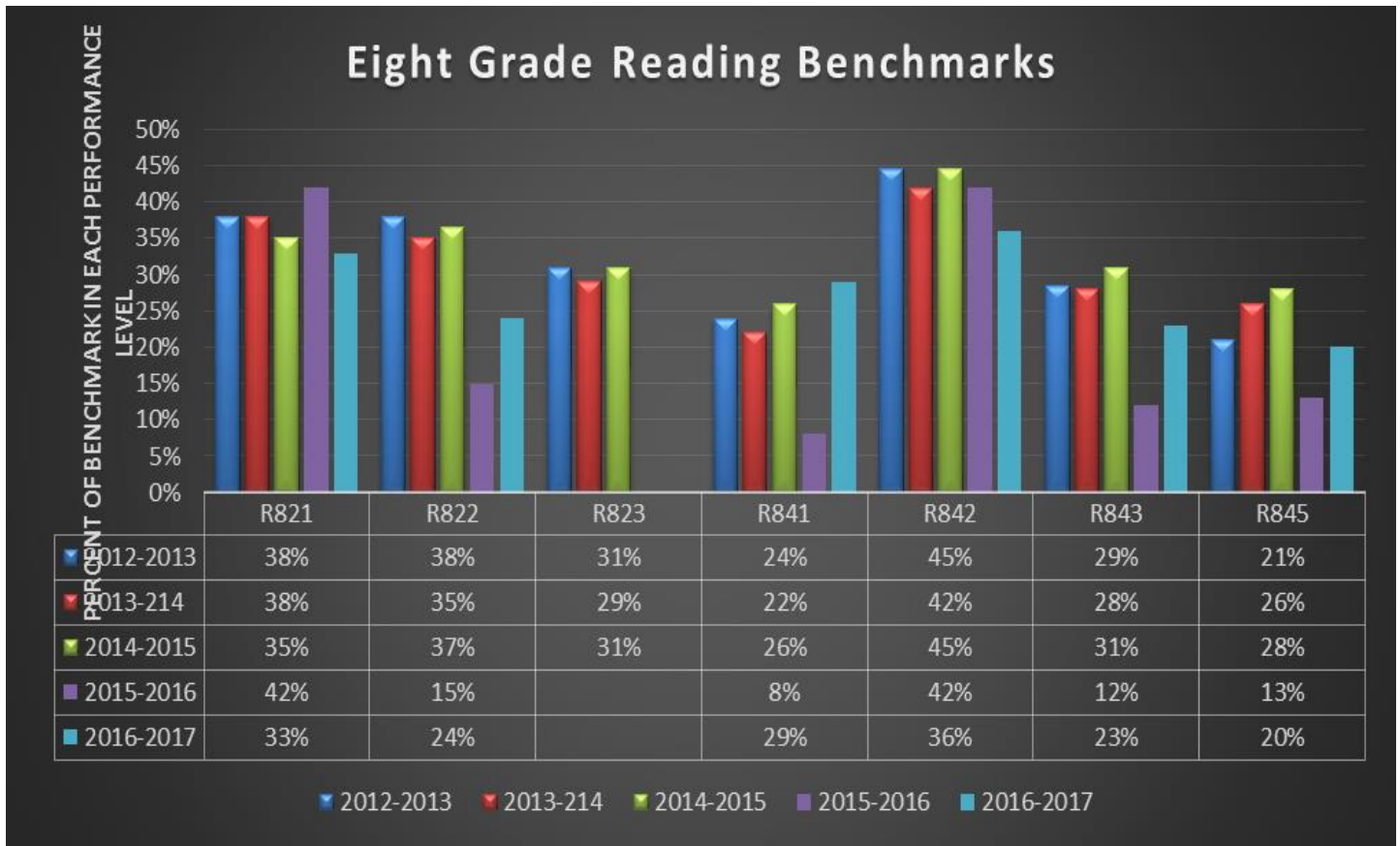
**IV. Benchmark Performance:**

**Graph No. 8: Sixth Grade Reading Benchmark Performance**



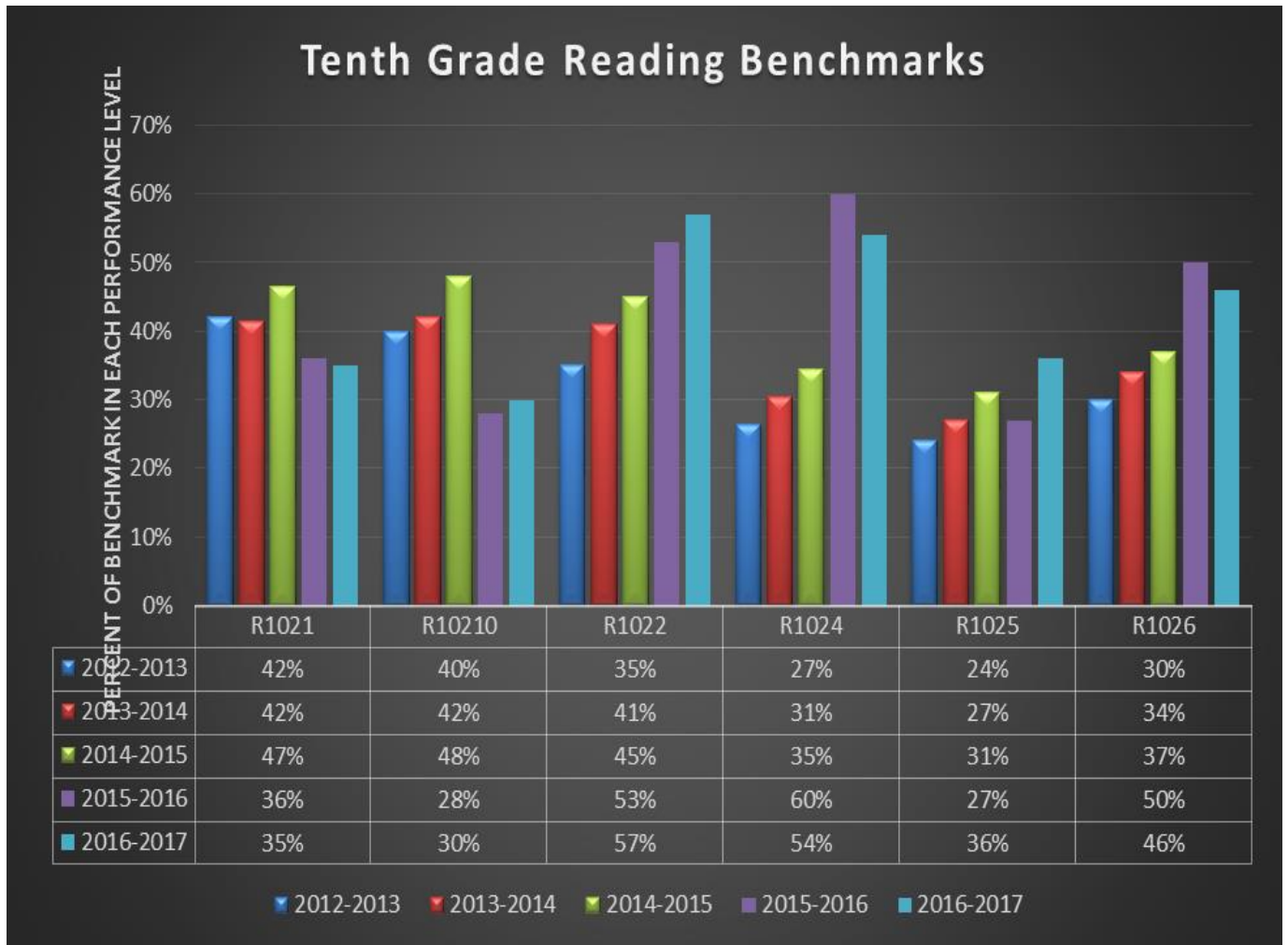
Graph No. 8 shows the performance level (*meet or exceed minimum competency expectation*) for each of the benchmarks that are tested in the 6<sup>th</sup> Grade Reading NMCT. The data shows that sixth grade students in the FSM struggle with benchmark R.6.2.5 (Read a variety of grade appropriate texts (textbooks, maps, charts, graphs, etc) for a variety of purposes (e.g., gain new knowledge, solving problems, following directions) and benchmark R.6.2.1 (Identify and use a variety of word strategies to build meaning (e.g., context clues, root words, prefixes/suffixes)) the most during SY 16-17 and they understand benchmark R.6.2.4 (*Locate and use features of textbooks such as chapter titles, sub-headings and chapter summaries, to summarize, compare, contrast and draw conclusions.*) more than any of the other benchmarks.

**Graph No. 9: Eight Grade Reading Benchmark Performance**



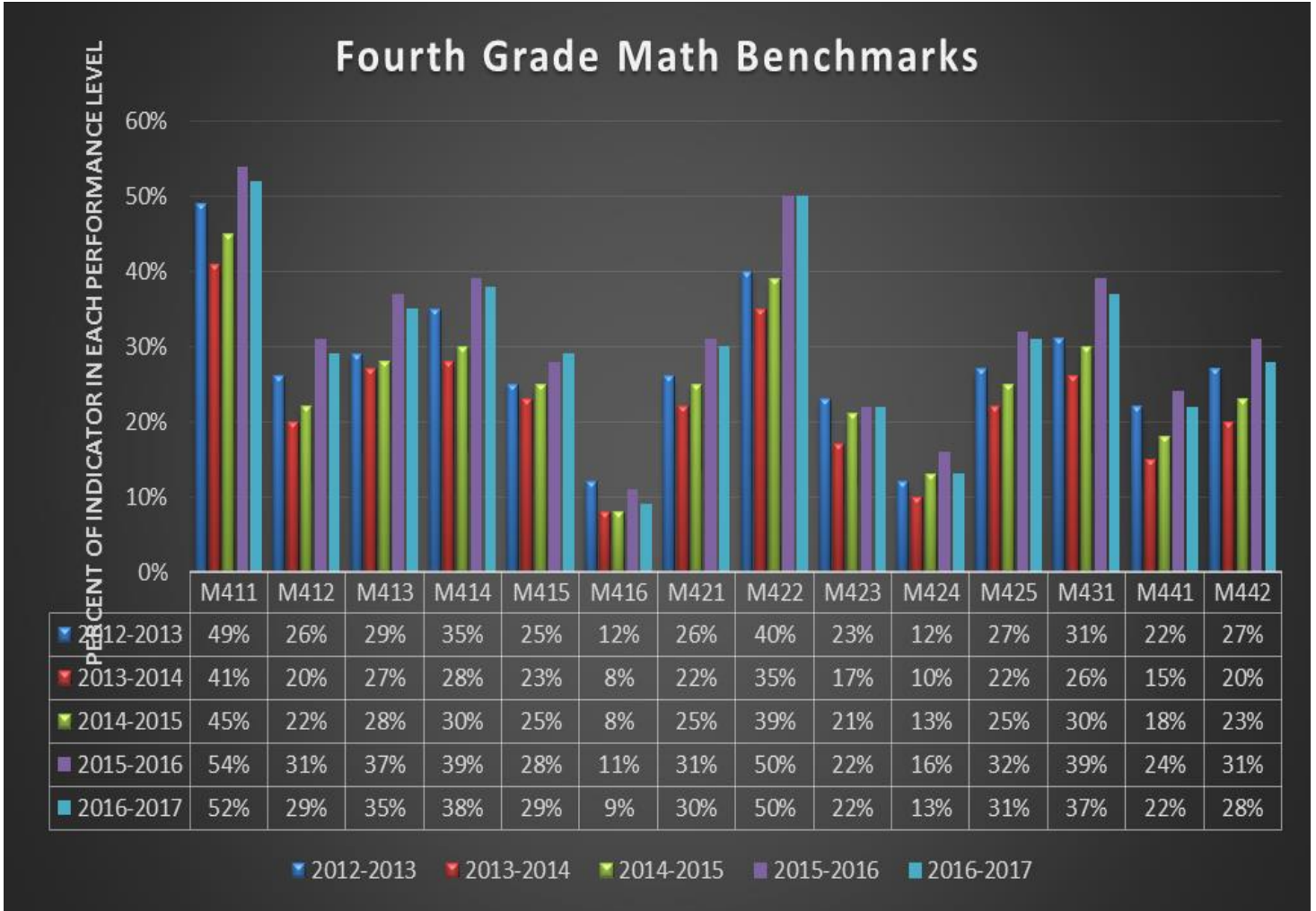
**Graph No. 9** shows the performance level (*meet or exceed minimum competency expectation*) for each of the benchmarks that are tested in the 8<sup>th</sup> Grade Reading NMCT. The data shows that during SY 16-17 there is a very recognizable drop in most of the students understanding or mastery level in most of benchmarks R.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.)*) and R.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.)*). But it also shows that during SY 16 -17, there is a very significant change in students understanding or mastery regarding the rest of the 8<sup>th</sup> grade benchmarks.

**Graph No. 10: Tenth Grade Reading Benchmark Performance**



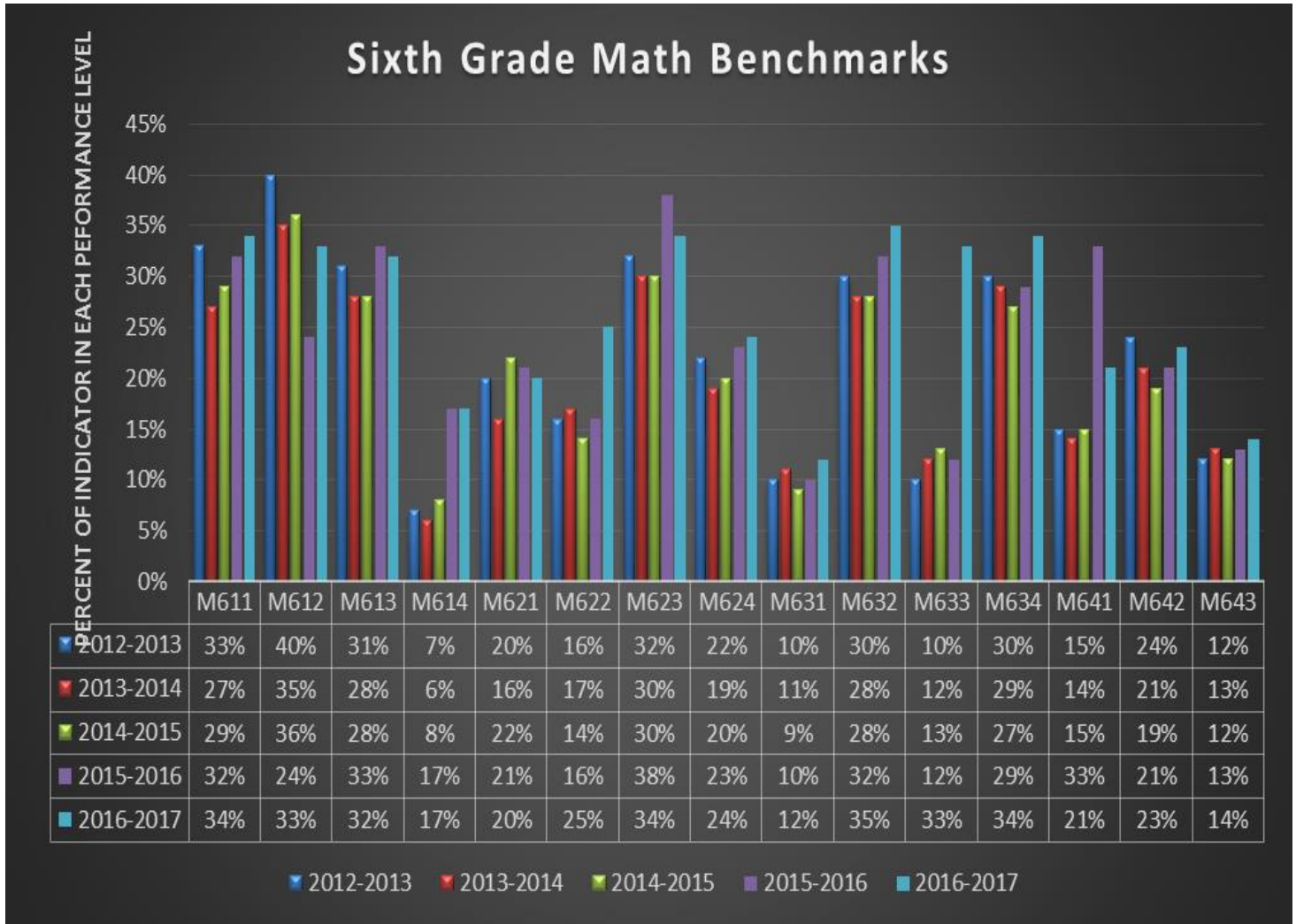
**Graph No. 10** shows the performance level (*meet or exceed minimum competency expectation*) for each of the benchmarks that are tested in the 8<sup>th</sup> Grade Reading NMCT. The data shows that last year, tenth grade students in the FSM struggle with benchmark R.10.2.4 (Analyze and evaluate context to see how the author’s message was influenced by real-life situations in society and culture.), and benchmark R.10.2.6. (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.) the most.

**Graph No. 11: Fourth Grade Mathematics Benchmark Performance**



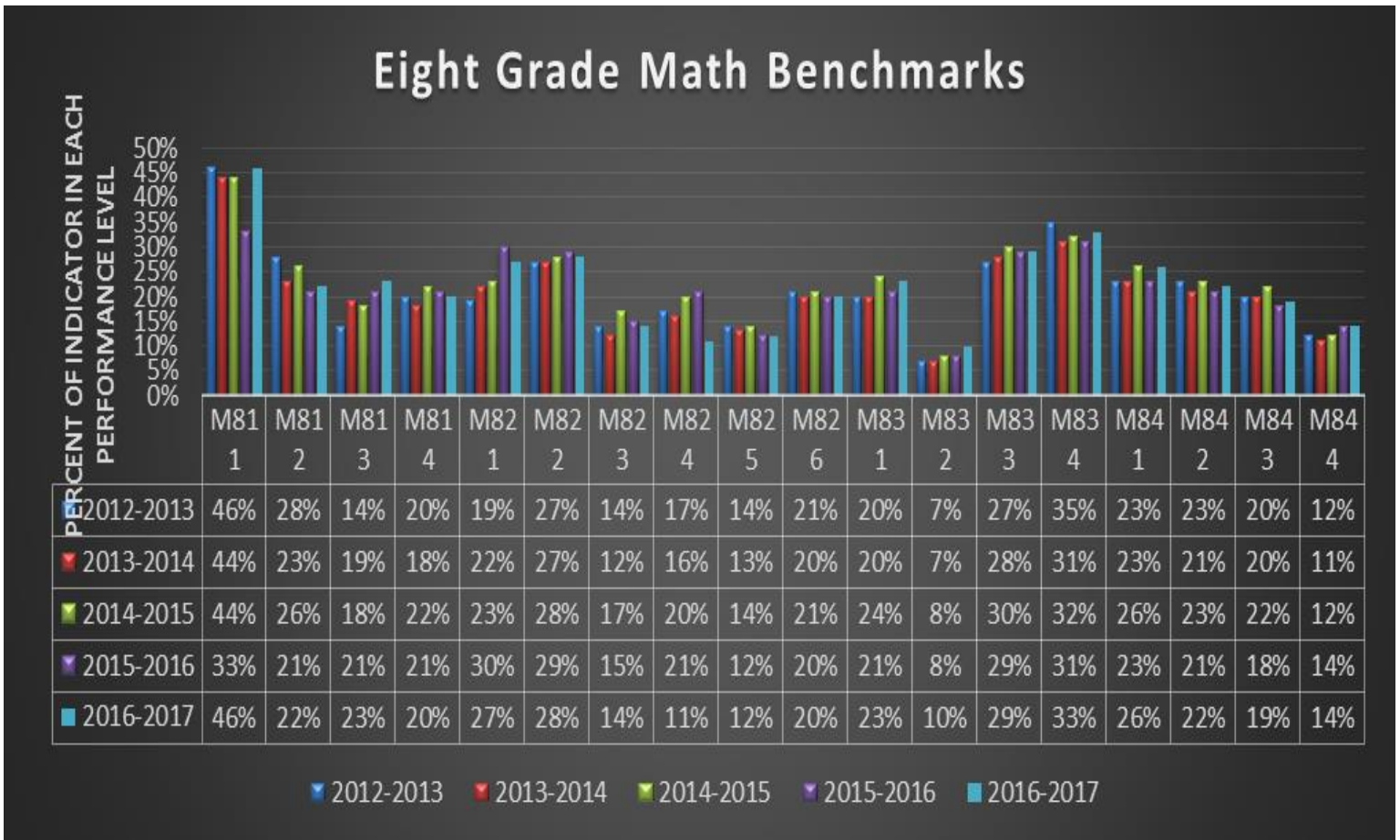
**Graph No. 11** shows the performance level (*meet or exceed minimum competency expectation*) for each of the benchmarks that are tested in the 4<sup>th</sup> Grade Math NMCT. The data shows that within the years, fourth grade students in the FSM struggle with benchmark M.4.1.6 (*Use a variety of strategies including the understanding of decimals and fractions to solve problems and explain the reasoning used to reach each solution.*) and benchmark M.4.2.4(*Use standard and non-standard units to determine length, volume, and weight, and describe characteristics of each type of measure.*) the most and they understand benchmark M.4.1.1(*Understand base ten by identifying the place value of whole numbers up to 1,000 and decimal numbers down to 100ths*) and benchmark M.4.2.2 (*Describe similarities and differences between one, two, and three dimensional geometric figures.*) more than any of the other benchmarks.

**Graph No. 12: Sixth Grade Mathematics Benchmark Performance**



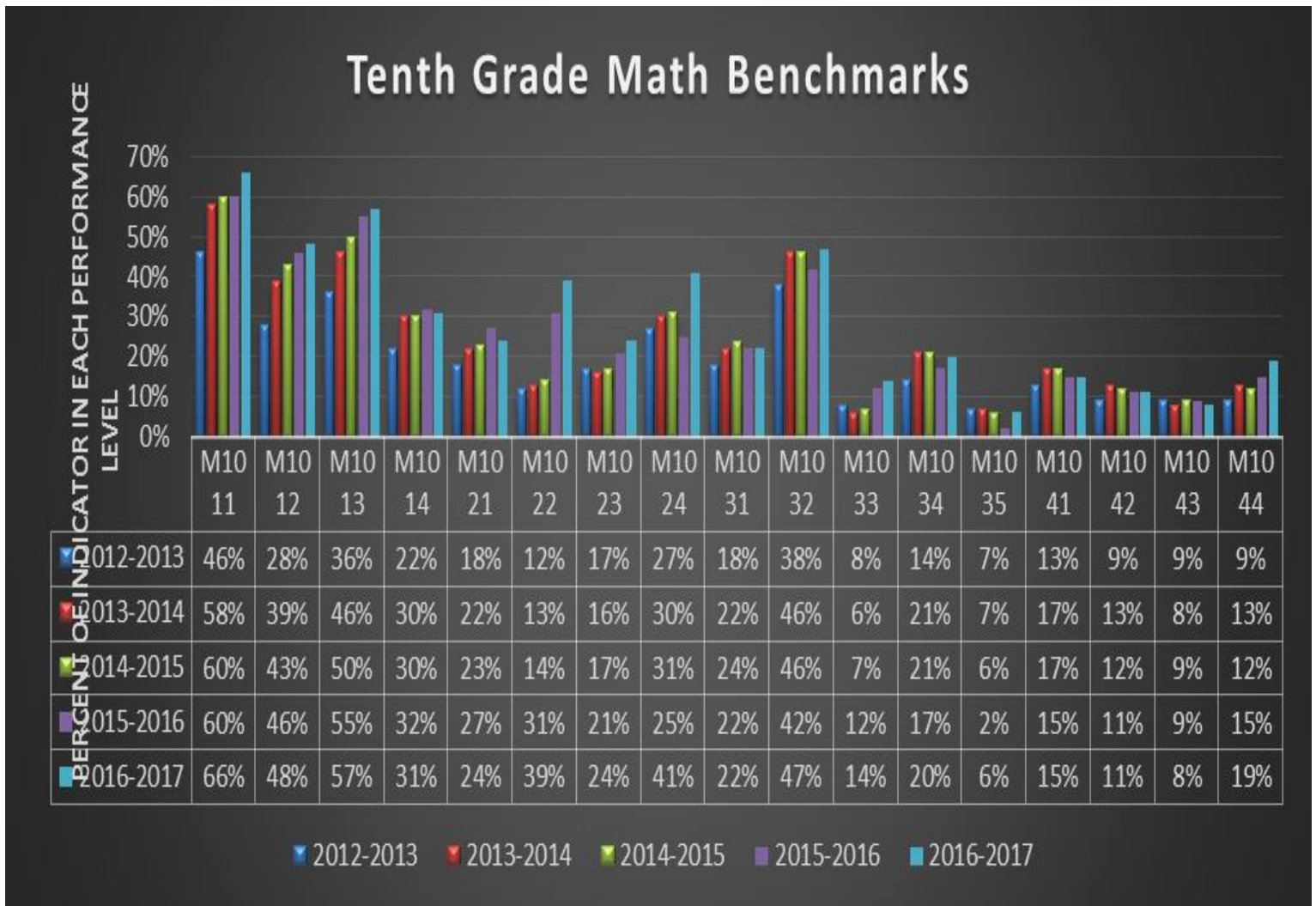
**Graph No. 12** shows the performance level (*meet or exceed minimum competency expectation*) for each of the benchmarks that are tested in the 6<sup>th</sup> Grade Math NMCT. The data shows that SY 16-17, sixth grade students in the FSM struggle with benchmark M.6.3.1 (*Represent patterns in a variety of ways (numeric, algebraic, pictorial, oral, and graphic.)*) and benchmark M6.4.1 (*Analyze and interpret data, including range, median, mode, mean, and frequency and present information to an audience.*) the most.

**Graph No. 13: Eight Grade Mathematics Benchmark Performance**



**Graph No. 13** shows the performance level (*meet or exceed minimum competency expectation*) for each of the benchmarks that are tested in the 8<sup>th</sup> Grade Math NMCT. The data shows that last year, eight grade students in the FSM struggle with benchmark M.8.3.2 (*Graph linear functions in two variables using a table of ordered pairs*) and benchmark M.8.2.4 (Use the Pythagorean Theorem to find lengths of sides of right triangles) the most and they understand benchmark M.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) more than any of the other benchmarks.

**Graph No. 14: Tenth Grade Mathematics Benchmark Performance**



**Graph No. 14** shows the performance level (*meet or exceed minimum competency expectation*) for each of the benchmarks that are tested in the 10<sup>th</sup> Grade Math NMCT. The data shows that even though students are still struggling with the 10<sup>th</sup> grade benchmarks, there is a very significant change in their understanding and mastery level. The benchmarks that students are struggling with are benchmark M.10.3.5 (Justify the steps used in simplifying expressions and solve equations and inequalities.) and benchmark M.10.4.3 (Judge the validity of reported data, conclusions and generalizations.)

## **Summary**

Although there are still rooms for improvement on performance across the nation on the NMCT 2017, there are clear indications of improved performance by all the States within the Federation. Performance on the NMCT is slowly recovering for all of the States; however, many still need to be improved. We hope that by adding the Benchmark Performance Graphs the States can utilize them in the improvement of Learning.

## Attachments

# NMCT Adequate Yearly Progress

Test Name: **M04 - NMCT Minimum Competency Math Grade 4**

SchoolName	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>Amwachang Elem/Amwachang Annex School</i>	14%	4%	19%	4%	39%
<i>Berea Chritian School</i>	28%	21%	24%	33%	17%
<i>Central Wonip Elementary School</i>	93%	12%	30%	37%	46%
<i>Chukuram/Nethon Elementary School</i>	52%	1%	36%	7%	11%
<i>East Wonip Elementary School</i>	98%				
<i>Eot Elementary School</i>	69%	5%	24%	31%	59%
<i>Epin Elem/Epin Annex School</i>	63%	4%	10%	25%	29%
<i>Ettal Elementary School</i>	7%	4%	17%	46%	69%
<i>Etten Elementary School</i>		5%	9%	33%	21%
<i>Fananu Elementary School</i>	37%	8%	2%	17%	13%
<i>Fanapanges Elementary School</i>	38%	0%	9%	31%	36%
<i>Faro Elementary School</i>		1%	13%	11%	12%
<i>Fason Elementary School</i>		8%	13%	4%	13%
<i>Fonoton Elementary School</i>	26%	7%	7%	20%	14%
<i>Foup Elementary School</i>	13%		4%	14%	18%
<i>Houk Elementary School</i>	9%	13%		13%	8%
<i>Inaka Elementary School</i>	30%	3%	24%	24%	30%
<i>Iras Demo School</i>	14%	16%	34%	20%	53%
<i>Kuchu Elementary School</i>	24%	19%	37%	97%	99%
<i>Kuchuwa Elementary School</i>	7%				
<i>Kukku Elementary School</i>	10%		7%	21%	16%
<i>Kuttu Elementary School</i>	18%	5%	2%	39%	45%
<i>Lekinioch Elementary School</i>	5%	8%	4%	28%	38%
<i>Losap Elementary School</i>	5%	7%		26%	7%
<i>Makur Elementary School</i>	8%		71%	14%	13%
<i>Manaio Elementary School</i>	7%	7%	0%	24%	10%
<i>Mechitiw Elementary School</i>	13%	3%	18%	30%	27%
<i>Messa Elementary School</i>			8%	18%	14%
<i>Messa/Pwene Elementary School</i>	9%				
<i>Moch Elementary School</i>	55%	31%	26%	5%	23%
<i>Munien Elementary School</i>	46%	1%	14%	14%	20%
<i>Murilo Elementary School</i>	13%	7%	8%	12%	7%
<i>Mwan Elementary School</i>	21%	5%	19%	35%	50%
<i>Namoluk Elementary School</i>	33%	10%	9%	6%	48%

<i>Neaue Annex</i>			12%	15%	13%
<i>Neauo Elementary School</i>	11%	7%	27%	12%	23%
<i>Nechap Elementary School</i>	11%	12%	6%	34%	35%
<i>Neirenom Elementary School</i>	79%	4%	7%	25%	14%
<i>Nema Elementary School</i>	11%	3%		25%	15%
<i>Nomusofo Jr. High/Udot Elementary School</i>	27%				
<i>Nomwin Elementary School</i>	40%	9%	23%		51%
<i>Nukaf/Sapota Elementary School</i>	33%				
<i>Nukuno Elementary School</i>	7%	5%	13%	20%	40%
<i>Oneop Elementary School</i>	41%	6%	9%	29%	29%
<i>Onou Elementary School</i>	23%	7%	34%	23%	48%
<i>Onoun Elementary School</i>		6%	12%	19%	10%
<i>Panitiw Elementary School</i>	26%	4%	18%	26%	32%
<i>Parem Elementary School, Chuuk</i>	9%	1%	2%	10%	20%
<i>Penia &amp; Peniesene Elementary School</i>	34%	9%	45%	17%	32%
<i>Piherarh Elementary School</i>	9%	5%	17%	21%	36%
<i>Piis Paneu Elementary School</i>	11%	10%	2%	7%	18%
<i>Piisemwar Elementary School</i>	5%	11%		38%	31%
<i>Pollap Elementary School</i>	18%	9%		47%	7%
<i>Polowat Elementary School</i>	30%	15%		45%	10%
<i>PPO Jr. High/Sapou Elementary School</i>	86%				
<i>Pwene Elementary School</i>		4%	12%	9%	28%
<i>Romanum Elementary School</i>	23%	5%	8%	14%	7%
<i>Ruo Elementary School</i>	8%	14%	6%	31%	12%
<i>Saint Cecilia Elementary School</i>	16%	17%	35%	54%	36%
<i>Sapore Elementary School</i>	29%	4%	5%	5%	23%
<i>Sapota Elementary School, Paata</i>		9%	5%	13%	9%
<i>Sapota Elementary School, Uman</i>	5%	2%	12%	36%	22%
<i>Sapou Elementary School</i>		11%	8%	10%	10%
<i>Sapuk Elementary School</i>	33%	5%	27%	43%	49%
<i>Satowan Elementary School</i>	31%	8%	14%	5%	27%
<i>SDA School, Chuuk</i>	48%	34%	55%	48%	33%
<i>Siis Elementary School</i>	18%		9%	14%	56%
<i>Sino Memorial School</i>	7%	17%	5%	51%	31%
<i>Ta Elementary School</i>	8%	1%	8%	24%	21%
<i>Tamatam Elementary School</i>		2%			16%
<i>Teruo Bokuku Elementary School</i>	10%	3%	20%	26%	20%
<i>Tonokas Elementary School</i>		7%	4%		
<i>Udot Elementary School</i>		3%	10%	35%	23%
<i>UFO Elementary School</i>	95%	35%	64%	54%	45%
<i>Unanu Elementary School</i>	48%	56%	43%	43%	16%

<i>West Fefan Elementary School</i>	9%	13%	17%	18%	34%
<i>West Wonip Elementary School</i>			18%	33%	5%
<i>Wichukuno Elementary School</i>		3%	7%	8%	26%
<i>Akoyikoy Elementary</i>				69%	84%
<i>Lelu Elementary School</i>	56%	51%	66%	67%	52%
<i>Malem Elementary School</i>	31%	39%	59%	45%	40%
<i>Sansrik Elementary School</i>	31%	53%	47%	55%	67%
<i>SDA School, Kosrae</i>	40%	54%	40%	52%	61%
<i>Tafunsak Elementary School</i>	26%	34%	28%	25%	29%
<i>Utwe Elementary School</i>	51%	49%	62%	57%	59%
<i>Walung Elementary School</i>	13%	19%	54%	61%	32%
<i>Awak Elementary School</i>	49%	39%	36%	61%	33%
<i>Calvary Christian Academy</i>	67%	54%	53%	50%	45%
<i>Enipein Elementary School</i>	15%	19%	18%	12%	16%
<i>ESDM Elementary School</i>	16%	24%	31%	16%	36%
<i>Kapingamarangi Elementary School</i>	16%	25%	4%		13%
<i>Kolonia Elementary School</i>	21%	26%	23%	27%	26%
<i>Lewetik Elementary School</i>	20%	14%	7%	10%	5%
<i>Lukop Elementary School</i>	26%	26%	17%	16%	35%
<i>Mand Elementary School</i>	12%	11%	11%	11%	17%
<i>Mwoakilloa Elementary School</i>		45%	0%		21%
<i>Nanpei Memorial School</i>	62%	33%	32%	78%	44%
<i>Nett Elementary School</i>	40%	29%	38%	34%	29%
<i>Nukuoro Elementary School</i>	19%	11%	12%		14%
<i>Ohmine Elementary School</i>	19%	35%	31%	27%	20%
<i>Pakein Elementary School</i>	10%		0%		
<i>Palikir Elementary School</i>	32%	16%	9%	27%	16%
<i>Parem Elementary School, Pohnpei</i>	16%	38%	9%	20%	26%
<i>Pehleng Elementary School</i>	23%	27%	26%	19%	29%
<i>Pingelap Elementary School</i>	50%	17%	26%	14%	24%
<i>Pohnpei Catholic School</i>	33%	48%	35%	32%	30%
<i>Rohi Elementary School</i>	64%	57%	45%	85%	67%
<i>RSP Elementary School</i>	31%	27%	25%	31%	41%
<i>Saladak Elementary School</i>	22%	23%	27%	16%	39%
<i>Salapwuk Elementary School</i>	10%	14%	26%	13%	24%
<i>Sapwalap Elementary School</i>	36%	32%	15%	31%	36%
<i>Sapwuahfik Elementary School</i>	14%	12%	30%	16%	24%
<i>SDA School, Pohnpei</i>	48%	30%	32%	43%	41%
<i>SDA School, Sapwuahfik</i>					
<i>Seinwar Elementary School</i>	46%	49%	17%	71%	17%
<i>Sekere Elementary School</i>	15%	18%	25%	20%	15%

<i>Sokehs Powe Elementary School</i>	26%	27%	11%	23%	40%
<i>St. Paul School</i>		37%	39%	52%	54%
<i>Temwen Elementary School</i>	26%	32%	56%	65%	47%
<i>Wapar Elementary School</i>	24%	25%	18%	38%	25%
<i>Wone Elementary School</i>	28%	22%	15%	37%	29%
<i>Asor Community School</i>	14%	7%		16%	
<i>Bael Community School</i>		18%	25%	26%	36%
<i>Dalipebinaw Community School</i>	21%	36%	22%	11%	14%
<i>Eauripik Community School</i>	13%		17%		13%
<i>Elato Community School</i>	10%		18%		7%
<i>Fadrai Community School</i>	21%			43%	
<i>Fais Community School</i>	11%	2%		6%	11%
<i>Falalis Community School</i>	24%	17%	17%	29%	9%
<i>Falalop Ulithi Community School</i>		27%			59%
<i>Falalop Woleai Community School</i>	9%	11%	10%		10%
<i>Fechailap Community School</i>		8%			21%
<i>Ganelay Community School</i>	19%	28%	33%	30%	32%
<i>Gagil Community School</i>	26%	54%	29%	38%	19%
<i>Gilman Community School</i>	29%	20%	29%	34%	45%
<i>Ifalik Community School</i>	15%	11%	9%		12%
<i>Kanifay Community School</i>	7%	30%	24%	7%	18%
<i>Lamotrek Community School</i>	28%	26%	20%		27%
<i>Maap Community School</i>	29%	43%	20%	30%	5%
<i>Mogmog Community School</i>	37%	2%		16%	36%
<i>North Fanif Community School</i>	14%	12%	20%	33%	25%
<i>Piig Community School</i>	19%	7%	9%		7%
<i>Rumuu Fanif Community School</i>	21%	17%		14%	29%
<i>Satawal Community School</i>	9%	6%	9%		27%
<i>SDA School, Yap</i>	23%		37%	24%	35%
<i>Seliap Community School</i>		26%	33%		
<i>St. Mary's School</i>	36%	44%	46%	59%	44%
<i>Tamilang Community School</i>	60%	59%	47%	35%	34%
<i>Tegailap Community School</i>					0%
<i>Wottegai Community School</i>	7%		14%		23%
<i>Faith Christian Academy</i>					30%

Test Name: **M06 - NMCT Minimum Competency Math Grade 6**

<b>IslandName</b>	<b>SchoolName</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Chuuk	Amwachang Elementary School	10%	8%	57%	21%	10%
Chuuk	Berea Christian School	20%	19%	22%	20%	23%
Chuuk	Central Wonip Elementary School		5%	36%	22%	19%
Chuuk	Central/East Wonip Elem School	23%				
Chuuk	Chukienu Elementary School	15%				
Chuuk	Chukuram Elementary School	10%	8%	9%	12%	2%
Chuuk	East Wonip Elementary School	28%				
Chuuk	Eot Elementary School	40%	24%	14%	7%	28%
Chuuk	Epin Elementary School	15%	9%	4%	5%	11%
Chuuk	Ettal Elementary School	16%	5%	5%	13%	8%
Chuuk	Etten Elementary School		3%	2%	18%	10%
Chuuk	Fananu Elementary School	11%	2%	9%	9%	4%
Chuuk	Fanapanges Elementary School	0%	0%	4%	5%	11%
Chuuk	Faro Elementary School		2%	7%	10%	13%
Chuuk	Fason Elementary School		1%	10%	6%	12%
Chuuk	Fonoton Elementary School	10%	7%	8%	6%	8%
Chuuk	Foup Elementary School	19%		13%	9%	3%
Chuuk	Houk Elementary School	2%	4%		16%	7%
Chuuk	Inaka Elementary School	4%	7%	4%	22%	29%
Chuuk	Iras Demo School	9%	5%	12%	10%	19%
Chuuk	Kuchu Elementary School	9%	7%	9%	16%	22%
Chuuk	Kuchuwa Elementary School	11%				
Chuuk	Kukku Elementary School	15%		4%	24%	20%
Chuuk	Kuttu Elementary School	13%	12%	13%	32%	29%
Chuuk	Lekinioch Elementary School	7%	4%	7%	4%	23%
Chuuk	Losap Elementary School	3%	2%		3%	5%
Chuuk	Makur Elementary School	7%	7%	3%	9%	7%
Chuuk	Manaio Elementary School	12%	0%	8%	16%	9%
Chuuk	Mechitiw Elementary School	21%	10%	12%	14%	29%
Chuuk	Messa Elementary School	4%		6%	16%	17%
Chuuk	Moch Elementary School	8%	7%	19%	23%	17%
Chuuk	Munien Elementary School	29%	12%	29%	13%	8%
Chuuk	Murilo Elementary School	5%	9%	8%	8%	4%
Chuuk	Mwan Elementary School	9%	8%	22%	14%	16%
Chuuk	Namoluk Elementary School	7%	11%	14%	41%	38%
Chuuk	Neauo Elementary School	15%		7%	12%	17%
Chuuk	Nechap Elementary School	22%	7%	13%	14%	9%

Chuuk	Neirenom Elementary School			5%	13%	13%
Chuuk	Nema Elementary School	6%	6%		7%	16%
Chuuk	Nomwin Elementary School	6%	7%	17%	7%	33%
Chuuk	Nukaf Elementary School	17%				
Chuuk	Nukuno Elementary School	8%	7%	7%	17%	36%
Chuuk	Oneop Elementary School	18%	5%	7%	23%	41%
Chuuk	Onou Elementary School	7%	7%	36%	27%	16%
Chuuk	Onoun Elementary School	6%	8%	9%	6%	10%
Chuuk	Panitiw Elementary School	11%	4%	7%	14%	8%
Chuuk	Parem Elementary School, Chuuk	2%	12%	8%	10%	9%
Chuuk	Penia & Peniesene Elementary School	6%	19%	2%	13%	17%
Chuuk	Piherarh Elementary School	5%	2%	4%	17%	20%
Chuuk	Piis Panew Elementary School	5%	3%	26%		13%
Chuuk	Piisemwar Elementary School	7%	7%		12%	10%
Chuuk	Pollap Elementary School	5%	3%		16%	8%
Chuuk	Polowat Elementary School	4%	5%		9%	9%
Chuuk	Pwene Elementary School	6%	7%	16%	20%	17%
Chuuk	Romanum Elementary School	13%	4%	7%	6%	4%
Chuuk	Ruo Elementary School	2%	8%	4%	9%	4%
Chuuk	Saint Cecilia School	22%	21%	20%	21%	23%
Chuuk	Sapore Elementary School	9%	0%	9%	13%	7%
Chuuk	Sapota Elementary School, Patta	7%	4%	15%	13%	8%
Chuuk	Sapota Elementary School, Uman	26%	5%	3%	6%	5%
Chuuk	Sapou Elementary School, Polle	33%	0%	5%	5%	3%
Chuuk	Sapuk Elementary School	10%	8%	9%	10%	15%
Chuuk	Satowan Elementary School	19%	10%	8%	8%	31%
Chuuk	SDA School, Chuuk	19%	37%	40%	47%	54%
Chuuk	Siis Elementary School	7%	8%	4%	42%	30%
Chuuk	Sino Memorial School	8%	11%	9%	16%	10%
Chuuk	Ta Elementary School	9%	10%	7%	18%	13%
Chuuk	Tamatam Elementary School	10%	7%		4%	17%
Chuuk	Teruo Bokuku Elementary School	9%	3%	7%	18%	26%
Chuuk	Udot Elementary School	7%	2%	8%	12%	10%
Chuuk	UFO Elementary School	12%	6%	10%	12%	31%
Chuuk	Unanu Elementary School	8%	5%	4%	13%	23%
Chuuk	West Fefen Elementary School	7%	2%	8%	11%	16%
Chuuk	Wichukuno Elementary School		6%	5%	6%	7%
Kosrae	Lelu Elementary School	56%	66%	64%	60%	71%
Kosrae	Malem Elementary School	39%	32%	42%	33%	38%
Kosrae	Sansrik Elementary School	62%	53%	50%	59%	55%
Kosrae	SDA School, Kosrae	34%	50%	58%	59%	31%

Kosrae	Tafunsak Elementary School	37%	31%	28%	30%	35%
Kosrae	Utwe Elementary School	49%	65%	48%	46%	44%
Kosrae	Walung Elementary School	44%	53%	24%	22%	48%
Pohnpei	Awak Elementary School	18%	32%	23%	17%	26%
Pohnpei	Calvary Christian Academy	50%	52%	55%	49%	54%
Pohnpei	Enipein Elementary School	29%	26%	16%	52%	36%
Pohnpei	ESDM Elementary School	42%	45%	14%	33%	39%
Pohnpei	Kapingamarangi Elementary School	11%	14%	10%		8%
Pohnpei	Kolonia Elementary School	21%	17%	18%	20%	21%
Pohnpei	Lewetik Elementary School	4%	1%	16%	13%	7%
Pohnpei	Lukop Elementary School	34%	32%	38%	40%	36%
Pohnpei	Mwoakilloa Elementary School	20%	27%	60%	23%	13%
Pohnpei	Nanpei Memorial School	22%	24%	20%	21%	21%
Pohnpei	Nett Elementary School	23%	23%	24%	22%	31%
Pohnpei	Nukuoro Elementary School	8%	8%	15%		17%
Pohnpei	Ohmine Elementary School	21%	32%	23%	25%	25%
Pohnpei	Pakein Elementary School	20%	13%	7%		
Pohnpei	Palikir Elementary School	17%	13%	11%	16%	12%
Pohnpei	Parem Elementary School, Pohnpei	17%	58%	18%	20%	13%
Pohnpei	Pehleing Elementary School	34%	16%	28%	43%	34%
Pohnpei	Pingelap Elementary School	22%	8%	25%	24%	40%
Pohnpei	Pohnlangas Elementary School	28%	24%	19%	25%	28%
Pohnpei	Pohnpei Catholic School	48%	27%	39%	31%	40%
Pohnpei	Pohnpei St. Paul Christian School		41%	29%	22%	27%
Pohnpei	Rohi Elementary School	28%	46%	46%	43%	35%
Pohnpei	RSP Elementary School	23%	12%	17%	20%	16%
Pohnpei	Saladak Elementary School	39%	25%	26%	18%	84%
Pohnpei	Salapwuk Elementary School	13%	27%	19%	13%	22%
Pohnpei	Sapwalap Elementary School	20%	20%	18%	13%	17%
Pohnpei	Sapwuafik Elementary School	27%	19%	13%	14%	13%
Pohnpei	SDA School, Pohnpei	28%	32%	51%	25%	31%
Pohnpei	Seinwar Elementary School	25%	34%	37%	57%	30%
Pohnpei	Sekere Elementary School	15%	12%	15%	14%	13%
Pohnpei	Sokehs Powe Elementary School	22%	12%	18%	24%	23%
Pohnpei	Wone Elementary School	15%	20%	38%	10%	19%
Yap	Asor Community Elementary School	3%	12%			
Yap	Bael Community School	12%	17%	20%	24%	42%
Yap	Colonia Middle School	27%	23%	11%	23%	39%
Yap	Dalipebinaw Community School	49%	58%	19%	44%	14%
Yap	Eauripik Community School	18%		13%		7%
Yap	Elato Community School	7%	13%	31%		10%

Yap	Fadraii Community School	25%			0%	60%
Yap	Fais Community School	7%	9%		8%	29%
Yap	Falalis Community School	23%		24%		13%
Yap	Falalop Ulithi Community School	14%	20%		33%	20%
Yap	Falalop Woleai Community School	15%	16%	14%		19%
Yap	Fanif Community School			40%		
Yap	Faraulap Community School					40%
Yap	Fechailap Community School		43%			
Yap	Gagil Community School	31%	23%	20%	48%	40%
Yap	Gilman Community School	43%	45%	33%	32%	37%
Yap	Ifalik Community School	13%	18%	10%		9%
Yap	Kanifay Community School		22%	20%	13%	27%
Yap	Lamotrek Community School	32%	14%	30%		40%
Yap	Maap Community School	22%	9%	29%	49%	37%
Yap	Mogmog Community School	16%	29%		10%	33%
Yap	North Fanif Community School	17%	33%	20%	27%	28%
Yap	Piig Community School	11%		13%		13%
Yap	Rumuu Fanif Community School	21%	32%		8%	20%
Yap	Satawal Community School	17%	16%	13%		32%
Yap	SDA School, Yap	42%	40%	21%	20%	30%
Yap	Seliap Community School	9%	15%			
Yap	St. Mary's School	27%	30%	34%	40%	44%
Yap	Tamilang Community School	30%	33%	53%	49%	32%
Yap	Tegailap Community School	18%	29%			10%
Yap	Wottegai Community School	27%	40%	27%		27%
Yap	Faith Christian Academy					20%

Test Name: **M08 - NMCT Minimum Competency Math Grade 8**

<b>IslandName</b>	<b>SchoolName</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Chuuk	Amwachang Elementary School	4%	7%	4%	8%	10%
Chuuk	Berea Christian School	10%	13%	13%	19%	16%
Chuuk	Central Wonip Elementary School	21%	12%	6%	9%	15%
Chuuk	Chukuram Elementary School	28%	0%	3%	6%	5%
Chuuk	East Wonip Elementary School	18%				
Chuuk	Eot Elementary School	30%	6%	12%	13%	14%
Chuuk	Epin Elementary School	5%	7%	5%	7%	17%
Chuuk	Ettal Elementary School	4%	0%	13%	28%	7%
Chuuk	Fananu Elementary School	7%	6%		6%	3%
Chuuk	Fanapanges Elementary School	0%	5%	2%	3%	9%
Chuuk	Faro Elementary School		5%	5%	5%	4%
Chuuk	Fason Elementary School	51%		3%	11%	15%
Chuuk	Fonoton Elementary School	5%	4%	6%	10%	11%
Chuuk	Foup Elementary School	4%	11%	11%	6%	6%
Chuuk	Foupo Elementary School					
Chuuk	Houk Elementary School	7%	8%		1%	6%
Chuuk	Inaka Elementary School	0%	13%	6%	7%	5%
Chuuk	Iras Demo School	9%	12%	11%	12%	12%
Chuuk	Kuchu Elementary School	9%	7%	12%	23%	26%
Chuuk	Kuchuwa Elementary School	2%				
Chuuk	Kukku Elementary School	9%		7%	7%	7%
Chuuk	Kuttu Elementary School	10%	7%	9%	36%	37%
Chuuk	Lekinioch Elementary School	5%	8%	7%	10%	16%
Chuuk	Inaka Elementary School	6%				
Chuuk	Losap Elementary School	3%	13%		3%	11%
Chuuk	Makur Elementary School	1%	3%	3%	8%	8%
Chuuk	Manaio Elementary School		15%	7%		10%
Chuuk	Mechitiw Elementary School	7%	8%	7%	10%	15%
Chuuk	Messa Elementary School			7%	14%	7%
Chuuk	Moch Elementary School	15%	3%	12%	9%	16%
Chuuk	Munien Elementary School	25%	10%	4%	8%	9%
Chuuk	Murilo Elementary School	7%	4%	6%	3%	4%
Chuuk	Mwan Elementary School	9%	9%	10%	18%	15%
Chuuk	Namoluk Elementary School	15%	6%	9%	29%	32%
Chuuk	Neauo Elementary School	6%		6%	8%	8%
Chuuk	Nechap Elementary School	6%	7%	6%	10%	9%
Chuuk	Neirenom Elementary School			4%	5%	6%

Chuuk	Nema Elementary School	9%	12%		8%	6%
Chuuk	Nomwin Elementary School	10%	12%	12%	15%	22%
Chuuk	Nukaf Elem/Sapota Paata Elementary School	4%				
Chuuk	Nukuno Elementary School	8%	12%	13%	8%	22%
Chuuk	Oneop Elementary School	12%	3%	14%	20%	22%
Chuuk	Onou Elementary School	3%	5%	10%	9%	7%
Chuuk	Onoun Elementary School	3%	5%	3%	4%	8%
Chuuk	Panitiw Elementary School	6%	7%	9%	9%	9%
Chuuk	Parem Elementary School, Chuuk	6%	5%	11%	8%	7%
Chuuk	Penia & Peniesene Elementary School	3%	7%	5%	9%	10%
Chuuk	Piherarh Elementary School	4%	0%	2%	7%	8%
Chuuk	Piis Paneu Elementary School		8%	4%	7%	7%
Chuuk	Piisemwar Elementary School	4%	2%		13%	3%
Chuuk	Pollap Elementary School	10%	4%		10%	7%
Chuuk	Polowat Elementary School	8%	8%		14%	12%
Chuuk	Pwene Elementary School	6%	15%	6%	19%	19%
Chuuk	Romonum Elementary School	22%	6%	13%	8%	5%
Chuuk	Ruo Elementary School	4%	8%	5%	5%	6%
Chuuk	Saint Cecilia School	9%	10%	19%	24%	34%
Chuuk	Sapore Elementary School	6%	5%	6%	3%	6%
Chuuk	Sapota Elementary School, Paata	13%	2%	13%	14%	6%
Chuuk	Sapota Elementary School, Uman	4%	7%	3%	7%	11%
Chuuk	Sapou Elementary School	14%	10%	3%	0%	6%
Chuuk	Sapuk Elementary School	18%	19%	7%	7%	7%
Chuuk	Satowan Elementary School	6%	24%	13%	22%	11%
Chuuk	SDA School, Chuuk	23%	9%	29%	29%	40%
Chuuk	Siis Elementary School	6%	17%	2%	13%	5%
Chuuk	Sino Memorial School	6%	12%	11%	14%	12%
Chuuk	Ta Elementary School	7%	7%	6%	13%	5%
Chuuk	Tamatam Elementary School	6%	10%		15%	25%
Chuuk	Teruo Bokuku Elementary School	3%	8%	1%	20%	12%
Chuuk	Udot Elementary School	19%	6%	6%	8%	6%
Chuuk	UFO Elementary School	8%	2%	11%	13%	20%
Chuuk	Unanu Elementary School		6%	6%	6%	6%
Chuuk	West Fefan Elementary School	5%	5%	20%	21%	13%
Chuuk	Wichukuno Elementary School	10%	1%	6%	7%	5%
Kosrae	Lelu Elementary School	66%	51%	63%	63%	55%
Kosrae	Malem Elementary School	42%	48%	80%	56%	63%
Kosrae	Sansrik Elementary School	52%	42%	46%	62%	54%
Kosrae	SDA School, Kosrae	25%	28%	36%	50%	69%

Kosrae	Tafunsak Elementary School	25%	25%	26%	27%	23%
Kosrae	Utwe Elementary School	37%	34%	45%	48%	41%
Kosrae	Walung Elementary School	33%	51%	65%	36%	6%
Pohnpei	Awak Elementary School	28%	27%	17%	18%	24%
Pohnpei	Calvary Christian Academy	38%	37%	42%	40%	49%
Pohnpei	Enipein Elementary School	37%	24%	33%	22%	23%
Pohnpei	ESDM Elementary School	29%	26%	31%	20%	24%
Pohnpei	Kapingamarangi Elementary School	16%	17%	12%		11%
Pohnpei	Kolonia Elementary School	25%	25%	23%	25%	19%
Pohnpei	Lewetik Elementary School	13%	43%	32%	11%	7%
Pohnpei	Lukop Elementary School	41%	34%	39%	40%	48%
Pohnpei	Mwoakilloa Elementary School		21%	22%	33%	19%
Pohnpei	Nanpei Memorial School	31%	28%	31%	26%	27%
Pohnpei	Nett Elementary School	27%	27%	37%	32%	26%
Pohnpei	Nukuoro Elementary School	21%	21%	10%		21%
Pohnpei	Ohmine Elementary School	20%	23%	32%	21%	20%
Pohnpei	Pakein Elementary School	16%	20%	9%		
Pohnpei	Palikir Elementary School	31%	36%	21%	20%	18%
Pohnpei	Parem Elementary School			24%		
Pohnpei	Parem Elementary School, Pohnpei	17%	21%		31%	13%
Pohnpei	Pehleing Elementary School	43%	37%	39%	27%	42%
Pohnpei	Pingelap Elementary School	35%	18%	28%	22%	35%
Pohnpei	Pohnlangas Elementary School	37%	28%	36%	31%	25%
Pohnpei	Pohnpei Catholic School	39%	41%	29%	25%	28%
Pohnpei	Rohi Elementary School	21%	41%	54%	48%	45%
Pohnpei	RSP Elementary School	21%	11%	16%	17%	13%
Pohnpei	Saladak Elementary School	44%	44%	30%	45%	69%
Pohnpei	Salapwuk Elementary School	22%	31%	11%	24%	15%
Pohnpei	Sapwalap Elementary School	18%	17%	21%	21%	19%
Pohnpei	Sapwuaifik Elementary School	17%	27%		29%	11%
Pohnpei	Sapwuaifik Elementary School			50%		
Pohnpei	SDA School, Pohnpei	26%	31%	12%	23%	45%
Pohnpei	SDA School, Sapwuaifik					
Pohnpei	Seinwar Elementary School	39%	38%	43%	39%	47%
Pohnpei	Sekere Elementary School	15%	13%	12%	20%	15%
Pohnpei	Sokehs Powe Elementary School	29%	19%	25%	11%	20%
Pohnpei	Wone Elementary School		26%	34%	27%	27%
Pohnpei	St.Paul Elementary				40%	29%
Yap	Asor Community Elementary School	11%	9%		17%	

Yap	Bael Community School	19%	21%	30%	26%	21%
Yap	Colonia Middle School	19%	14%	18%	23%	22%
Yap	Dalipebinaw Community School	24%	16%	19%	43%	19%
Yap	Eauripik Community School	13%		31%		18%
Yap	Elato Community School	6%	9%			15%
Yap	Fadrai Community School	11%	14%	31%	33%	24%
Yap	Fais Community School	11%	16%		11%	11%
Yap	Falalis Community School	11%	17%	17%		32%
Yap	Falalop Ulithi Elementary School		11%		15%	24%
Yap	Falalop Woleai Community School	19%	18%	25%		18%
Yap	Fanif Community School		16%			
Yap	Fechailap Community School	0%	15%			
Yap	Gagil Community School	13%	18%	34%	30%	14%
Yap	Gilman Community School	42%	15%	51%	16%	18%
Yap	Ifalik Community School	8%	14%	14%		6%
Yap	Kanifay Community School	22%			31%	22%
Yap	Lamotrek Community School	29%	16%	20%		28%
Yap	Maap Community School	17%	14%	14%	12%	20%
Yap	Mogmog Community School	19%	17%	11%	18%	24%
Yap	North Fanif Community School			11%	14%	
Yap	Piig Community School	17%	9%	7%		15%
Yap	Rumuu Fanif Community School	18%		24%	10%	26%
Yap	Satawal Community School	11%	15%	23%		19%
Yap	SDA School, Yap	30%	16%	19%	25%	10%
Yap	Seliap Community School	6%	14%	17%		
Yap	St. Mary's School	20%	15%	24%	21%	21%
Yap	Tamilang Community School	36%	11%	31%	22%	42%
Yap	Tegailap Community School	8%	14%	15%		26%
Yap	Wottegai Community School		24%			
Yap	Faith Christian Academy					22%

Test Name: **M10 - NMCT Minimum Competency Math Grade 10**

<b>IslandName</b>	<b>SchoolName</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
Chuuk	Berea Christian High School	18%	13%	15%	18%	11%
Chuuk	Chuuk High School/Weno High School	9%	8%	12%	11%	17%
Chuuk	Faichuk High School	40%	9%	4%	22%	15%
Chuuk	Halls Junior High School	8%	9%	4%	7%	6%
Chuuk	Lukeisel Junior High School	3%	10%		9%	10%
Chuuk	Mizpah Christian High School	10%	8%	20%		
Chuuk	Moch High School	15%	11%	18%	13%	33%
Chuuk	Mortlock High School	7%	7%	19%	19%	24%
Chuuk	Nema Jr. High School					
Chuuk	Nomenemu Jr. High School			9%		
Chuuk	Nomusofo Junior High School	14%	8%	10%	8%	5%
Chuuk	Nomwenemu Junior High School	12%	9%		9%	13%
Chuuk	Nukuno Christian High School			14%		21%
Chuuk	Pattiw Junior High School	0%	15%		15%	8%
Chuuk	Pentecostal Light House Academy	5%	8%	10%	6%	
Chuuk	Pollap/Tamatam Junior High School	7%	8%		13%	9%
Chuuk	PPO Jr. High School	30%	18%	8%	3%	6%
Chuuk	Sapore Elementary/Southern Namoneas High School	7%			9%	10%
Chuuk	Saramen Chuuk Academy	24%	13%	14%	18%	21%
Chuuk	SDA High School, Chuuk	13%	13%	32%		14%
Chuuk	Southern Namoneas High School, Fefen		14%	7%		47%
Chuuk	Southern Namoneas High School, Tonoas	3%	13%	12%	7%	47%
Chuuk	Weipat High School	7%	22%	9%	8%	9%
Chuuk	Weno High School					
Chuuk	Xavier High School		45%	64%	59%	65%
Kosrae	Kosrae High School	42%	40%	37%	46%	44%
Pohnpei	Calvary Christian Academy	40%	44%	43%	34%	37%
Pohnpei	Madolenihmw High School	18%	23%	29%	25%	26%
Pohnpei	Nahnpei Memorial High School	28%	34%	29%	32%	33%
Pohnpei	Ohwa Christian High School (OICA)	5%	33%	33%	25%	24%
Pohnpei	Our Lady Of Mercy Catholic High School	21%	39%	43%	51%	44%
Pohnpei	Pohnpei Island Central School	15%	30%	25%	21%	28%
Pohnpei	SDA High School, Pohnpei	9%	34%	39%	40%	27%

Yap	Neighboring Islands Community High School	25%	20%	23%		
Yap	Outer Island High School	16%	14%		11%	13%
Yap	SDA High School, Yap	32%	32%	23%	36%	28%
Yap	St. Mary's School					
Yap	Yap Catholic High School	35%	49%	53%	50%	54%
Yap	Yap High School	19%	20%	20%	31%	36%
Yap	Faith Christian Academy					23%

Test Name: **R06 - NMCT Minimum Competency Reading Grade 6**

<b>IslandName</b>	<b>SchoolName</b>	<b>2015-2016</b>	<b>2016-2017</b>
Chuuk	Amwachang Elementary	21%	5%
Chuuk	Berea Christian	50%	44%
Chuuk	Central-West Wonip Elementary	22%	16%
Chuuk	Chukuram-Winikka Elementary	12%	3%
Chuuk	Eot Elementary	7%	24%
Chuuk	Epin Elementary	5%	4%
Chuuk	Ettal Elementary	33%	8%
Chuuk	Etten Elementary	10%	5%
Chuuk	Fananu Elementary	9%	6%
Chuuk	Fanapanges Elementary	5%	10%
Chuuk	Faro-Winifei Elementary	10%	4%
Chuuk	Fason Elementary	6%	15%
Chuuk	Fonoton Elementary	16%	1%
Chuuk	Foup Elementary	9%	8%
Chuuk	Houk Elementary	28%	1%
Chuuk	Inaka Elementary	16%	10%
Chuuk	Iras Demo	13%	25%
Chuuk	Kuchu Elementary	56%	56%
Chuuk	Kukku Elementary	23%	5%
Chuuk	Kuttu Elementary	11%	13%
Chuuk	Lekinioch Elementary	4%	13%
Chuuk	Losap Elementary	5%	8%
Chuuk	Manaio Elementary	16%	5%
Chuuk	Mechitiw Elementary	20%	24%
Chuuk	Messa Elementary	6%	10%
Chuuk	Moch Elementary	25%	15%

Chuuk	Mokur Elementary	7%	15%
Chuuk	Munien Elementary	13%	18%
Chuuk	Murilo Elementary	3%	8%
Chuuk	Mwan Elementary	3%	18%
Chuuk	Namoluk Elementary	42%	9%
Chuuk	Neauo Elementary	21%	15%
Chuuk	Nechap Elementary Annex	14%	6%
Chuuk	Neirenomw Elementary	13%	0%
Chuuk	Nema Elementary	14%	11%
Chuuk	Nomwin Elementary	13%	30%
Chuuk	Nukuno Elem	15%	19%
Chuuk	Oneop Elementary	10%	27%
Chuuk	Onou Elementary	25%	13%
Chuuk	Onoun Elem	3%	1%
Chuuk	P&P Elementary	15%	20%
Chuuk	Panitiw Elementary	13%	42%
Chuuk	Parem Elementary	10%	6%
Chuuk	Piherarh Elementary	11%	12%
Chuuk	Piis Paneu Elementary		8%
Chuuk	Piisemwar Elementary	6%	4%
Chuuk	Pollap Elem	10%	10%
Chuuk	Polowat Elementary	20%	12%
Chuuk	Pwene Elementary	13%	15%
Chuuk	Romanum Elementary	6%	8%
Chuuk	Ruo Elementary	6%	5%
Chuuk	Sapore Elementary Jr High	7%	9%
Chuuk	Sapota Elementary (SN)	8%	9%
Chuuk	Sapota Paata Elementary	13%	12%
Chuuk	Sapou Elementary	5%	8%
Chuuk	Sapuk Elementary	25%	10%
Chuuk	Satowan Elementary	7%	27%
Chuuk	SDA Elementary	69%	84%
Chuuk	Siis Elementary	30%	30%
Chuuk	Sino Memorial Elementary	23%	17%
Chuuk	St. Cecilia	52%	42%
Chuuk	Ta Elementary	25%	8%
Chuuk	Tamatam Elementary	23%	13%
Chuuk	Teruo Bokuku Memorial Elem (Penieta)	18%	27%
Chuuk	Udot Elementary Annex	12%	15%
Chuuk	UFO Elementary	19%	17%
Chuuk	Unanu Elementary	23%	20%

Chuuk	West Fefen Elementary	9%	8%
Chuuk	Wichap Annex	14%	15%
Chuuk	Wichukuno-Chukienu Elementary	6%	10%
Kosrae	Lelu Elementary	57%	65%
Kosrae	Malem Elementary	58%	72%
Kosrae	Sansrik Elementary	79%	77%
Kosrae	SDA, Kosrae	80%	44%
Kosrae	Tafunsak Elementary	45%	45%
Kosrae	Utwe Elementary	54%	46%
Kosrae	Walung Elementary	30%	57%
Pohnpei	Awak Elementary	36%	43%
Pohnpei	Calvary Christian Academy	75%	74%
Pohnpei	Enpein Elementary	24%	25%
Pohnpei	ESDM Elementary	33%	35%
Pohnpei	Kapingamarangi Elementary		9%
Pohnpei	Kolonia Elementary	33%	36%
Pohnpei	Lewetik Elementary	29%	26%
Pohnpei	Lukop Elementary	38%	30%
Pohnpei	Mwoakilloa Elementary	33%	10%
Pohnpei	Nanpei Memorial	28%	31%
Pohnpei	Nett Elementary	36%	40%
Pohnpei	Nukuoro Elementary		15%
Pohnpei	Ohmine Elementary	43%	41%
Pohnpei	Palikir Elementary	18%	18%
Pohnpei	Parem (Pohnpei) Elementary	14%	13%
Pohnpei	Pehleing Elementary	36%	30%
Pohnpei	Pingelap Elementary	27%	50%
Pohnpei	Pohnlangas Elementary	37%	31%
Pohnpei	Pohnpei Catholic	73%	75%
Pohnpei	Rohi Elementary	47%	27%
Pohnpei	RSP Elementary	36%	38%
Pohnpei	Saladak Elementary	40%	42%
Pohnpei	Salapwuk Elementary	17%	20%
Pohnpei	Sapwalap Elementary	13%	19%
Pohnpei	Sapwuahfik Elementary	23%	17%
Pohnpei	SDA, Pohnpei	66%	66%
Pohnpei	Seinwar Elementary	29%	25%
Pohnpei	Sekere Elementary	24%	22%
Pohnpei	Sokehs Powe Elementary	44%	39%
Pohnpei	St.Paul Elementary	27%	15%
Pohnpei	Wone Elementary	26%	33%

Yap	Bael Elementary	27%	64%
Yap	CMS Elementary	45%	54%
Yap	Dalipebinaw Elementary	66%	44%
Yap	Eauripik Elementary		16%
Yap	Elato Elementary		30%
Yap	Fadaraii Elementary	30%	85%
Yap	Fais Elementary	11%	30%
Yap	Faith Christian Academy		50%
Yap	Falalis Elementary		25%
Yap	Falalop, Ulithi Elementary	36%	24%
Yap	Falalop, Woleai Elementary		23%
Yap	Faraulap Elementary		50%
Yap	Gagil Elementary	58%	42%
Yap	Gilman Elementary	64%	59%
Yap	Ifalik Elementary		14%
Yap	Kanifay Elementary	23%	25%
Yap	Lamotrek Elementary		50%
Yap	Maap Elementary	60%	38%
Yap	Mogmog Elementary	15%	46%
Yap	North Fanif Elementary	30%	48%
Yap	Piig Elementary		20%
Yap	R. Fanif Elementary	29%	70%
Yap	Satawal Elementary		29%
Yap	SDA, Yap	53%	70%
Yap	St. Mary's	75%	66%
Yap	Tamilang Elementary	64%	45%
Yap	Wottegai Elementary		10%

Test Name: **R08 - NMCT Minimum Competency Reading Grade 8**

<b>IslandName</b>	<b>SchoolName</b>	<b>2015-2016</b>	<b>2016-2017</b>
Chuuk	Amwachang Elementary	4%	5%
Chuuk	Berea Christian	28%	35%
Chuuk	Central-West Wonip Elementary	9%	15%
Chuuk	Chukuram-Winikka Elementary	8%	8%
Chuuk	Eot Elementary	6%	4%
Chuuk	Epin Elementary	0%	20%
Chuuk	Ettal Elementary	40%	10%

Chuuk	Fananu Elementary	7%	0%
Chuuk	Fanapanges Elementary	5%	10%
Chuuk	Faro-Winifei Elementary	4%	0%
Chuuk	Fason Elementary	7%	9%
Chuuk	Fonoton Elementary	9%	17%
Chuuk	Foup Elementary	4%	14%
Chuuk	Houk Elementary	2%	9%
Chuuk	Inaka Elementary	9%	7%
Chuuk	Iras Demo	12%	20%
Chuuk	Kuchu Elementary	8%	11%
Chuuk	Kukku Elementary	8%	11%
Chuuk	Kuttu Elementary	8%	30%
Chuuk	Lekinioch Elementary	9%	13%
Chuuk	Losap Elementary	20%	10%
Chuuk	Manaio Elementary		12%
Chuuk	Mechitiw Elementary	14%	20%
Chuuk	Messa Elementary	10%	8%
Chuuk	Moch Elementary	6%	34%
Chuuk	Mokur Elementary	10%	5%
Chuuk	Munien Elementary	10%	6%
Chuuk	Murilo Elementary	11%	6%
Chuuk	Mwan Elementary	3%	15%
Chuuk	Namoluk Elementary	15%	20%
Chuuk	Neauo Elementary	7%	14%
Chuuk	Nechap Elementary Annex	13%	13%
Chuuk	Neirenomw Elementary	5%	8%
Chuuk	Nema Elementary	8%	6%
Chuuk	Nomwin Elementary	5%	13%
Chuuk	Nukuno Elem	11%	18%
Chuuk	Oneop Elementary	18%	11%
Chuuk	Onou Elementary	10%	5%
Chuuk	Onoun Elem	9%	3%
Chuuk	P&P Elementary	16%	13%
Chuuk	Panitiw Elementary	7%	16%
Chuuk	Parem Elementary	7%	6%
Chuuk	Piherarh Elementary	10%	8%
Chuuk	Piis Paneu Elementary	6%	12%
Chuuk	Piisemwar Elementary	15%	6%
Chuuk	Pollap Elem	8%	10%
Chuuk	Polowat Elementary	8%	13%
Chuuk	Pwene Elementary	16%	14%

Chuuk	Romanum Elementary	10%	4%
Chuuk	Ruo Elementary	4%	5%
Chuuk	Sapore Elementary Jr High	5%	12%
Chuuk	Sapota Elementary (SN)	13%	18%
Chuuk	Sapota Paata Elementary	0%	14%
Chuuk	Sapou Elementary	0%	10%
Chuuk	Sapuk Elementary	13%	13%
Chuuk	Satowan Center	13%	13%
Chuuk	SDA Elementary	32%	64%
Chuuk	Siis Elementary	22%	3%
Chuuk	Sino Memorial Elementary	11%	18%
Chuuk	St. Cecilia	29%	28%
Chuuk	Ta Elementary	18%	9%
Chuuk	Tamatam Elementary	6%	15%
Chuuk	Teruo Bokuku Memorial Elem (Penieta)	6%	10%
Chuuk	Udot Elementary Annex	10%	14%
Chuuk	UFO Elementary	13%	28%
Chuuk	Unanu Elementary	3%	6%
Chuuk	West Fefen Elementary	10%	3%
Chuuk	Wichukuno-Chukienu Elementary	9%	6%
Kosrae	Lelu Elementary	45%	48%
Kosrae	Malem Elementary	45%	55%
Kosrae	Sansrik Elementary	66%	62%
Kosrae	SDA, Kosrae	65%	65%
Kosrae	Tafunsak Elementary	30%	35%
Kosrae	Utwe Elementary	42%	37%
Kosrae	Walung Elementary	30%	12%
Pohnpei	Awak Elementary	30%	36%
Pohnpei	Calvary Christian Academy	53%	72%
Pohnpei	Enpein Elementary	30%	30%
Pohnpei	ESDM Elementary	18%	26%
Pohnpei	Kapingamarangi Elementary		15%
Pohnpei	Kolonia Elementary	29%	32%
Pohnpei	Lewetik Elementary	12%	25%
Pohnpei	Lukop Elementary	31%	42%
Pohnpei	Mwoakilloa Elementary	20%	25%
Pohnpei	Nanpei Memorial	35%	36%
Pohnpei	Nett Elementary	35%	38%
Pohnpei	Nukuoro Elementary		24%
Pohnpei	Ohmine Elementary	35%	36%
Pohnpei	Palikir Elementary	24%	19%

Pohnpei	Parem (Pohnpei) Elementary	23%	18%
Pohnpei	Pehleng Elementary	22%	26%
Pohnpei	Pingelap Elementary	26%	34%
Pohnpei	Pohnlangas Elementary	26%	32%
Pohnpei	Pohnpei Catholic	51%	61%
Pohnpei	Rohi Elementary	29%	28%
Pohnpei	RSP Elementary	34%	24%
Pohnpei	Saladak Elementary	51%	48%
Pohnpei	Salapwuk Elementary	20%	20%
Pohnpei	Sapwalap Elementary	19%	27%
Pohnpei	Sapwuahfik Elementary	15%	12%
Pohnpei	SDA, Pohnpei	44%	60%
Pohnpei	Seinwar Elementary	35%	46%
Pohnpei	Sekere Elementary	28%	25%
Pohnpei	Sokehs Powe Elementary	30%	37%
Pohnpei	St.Paul Elementary	46%	48%
Pohnpei	Wone Elementary	24%	27%
Yap	Asor Elementary	35%	
Yap	Bael Elementary	28%	47%
Yap	CMS Elementary	36%	39%
Yap	Dalipebinaw Elementary	68%	30%
Yap	Eauripik Elementary		26%
Yap	Elato Elementary		23%
Yap	Fadaraii Elementary		36%
Yap	Fais Elementary	14%	15%
Yap	Faith Christian Academy		29%
Yap	Falalis Elementary		38%
Yap	Falalop, Ulithi Elementary	25%	23%
Yap	Falalop, Woleai Elementary		24%
Yap	Gagil Elementary	43%	24%
Yap	Gilman Elementary	48%	53%
Yap	Ifalik Elementary		14%
Yap	Kanifay Elementary	38%	20%
Yap	Lamotrek Elementary		38%
Yap	Maap Elementary	29%	44%
Yap	Mogmog Elementary	31%	30%
Yap	North Fanif Elementary	50%	
Yap	Piig Elementary		13%
Yap	R. Fanif Elementary	34%	33%
Yap	Satawal Elementary		18%
Yap	SDA Yap	48%	35%

Yap	Seliap Elementary		30%
Yap	St. Mary's	61%	57%
Yap	Tamilang Elementary	39%	60%
Yap	Tegailap Elementary		15%
Yap	Wottegai Elementary		45%

Test Name: **R10 - NMCT Minimum Competency Reading Grade 10**

<b>IslandName</b>	<b>SchoolName</b>	<b>2015-2016</b>	<b>2016-2017</b>
Chuuk	Berea Christian High	48%	41%
Chuuk	Chuuk High	21%	28%
Chuuk	Faichuk Jr. High	19%	16%
Chuuk	Halls Jr. High	18%	12%
Chuuk	Lukeisel Jr. High	25%	19%
Chuuk	Moch High	20%	40%
Chuuk	Mortlocks High	20%	26%
Chuuk	Nomusofo Jr. High	19%	20%
Chuuk	Nomwonemu Jr. High	12%	11%
Chuuk	Pattiw Jr. High	16%	15%
Chuuk	Pentecostal Light House Acedamy	33%	
Chuuk	Pollap&Tamatam Jr. High	24%	10%
Chuuk	PPO Jr. High	11%	7%
Chuuk	Sapore Elementary Jr High	15%	21%
Chuuk	SDA High	25%	44%
Chuuk	Southern Namoneas Jr. High	16%	19%
Chuuk	Weipat High	11%	14%
Chuuk	Xavier High	84%	85%
Chuuk	Nukuno Christian High		17%
Chuuk	Saramen Chuuk Academy		51%
Kosrae	Kosrae High	53%	53%
Pohnpei	Calvary Christian Academy	59%	72%
Pohnpei	Madolenihmw High	42%	47%
Pohnpei	Nahnpei memorial High	44%	39%
Pohnpei	Ohwa Christian High	40%	33%
Pohnpei	Our Lady of Mercy	73%	74%
Pohnpei	Pohnpei Island Central	41%	48%
Pohnpei	SDA, Pohnpei	73%	55%
Yap	Outer Island High	34%	28%
Yap	SDA Yap	69%	73%
Yap	Yap Catholic High	91%	90%

Yap	Yap High	57%	56%
Yap	Faith Christian Academy		56%
Yap	NIHS High		44%