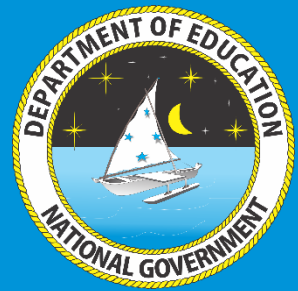**NATIONAL DEPARTMENT OF EDUCATION**
Government of the
Federated States of Micronesia

report

NATIONAL MINIMUM COMPETENCY TEST

2023-2024

Contents

List of Figures

List of Tables

FOREWORD

On behalf of the FSM Department of Education, it is with great pride and honor that I present the FSM NMCT Annual Report for SY2023-24. As we progress, our commitment to supporting the State Departments of Education in enhancing student performance remains unwavering. We are dedicated to expanding our efforts and ensuring that our reports accurately reflect the outcomes of the NMCT results.

As we all understand, during previous school years, particularly in 2019 and 2021, our schools experienced a shortage of instructional hours due to COVID-19 restrictions. This significantly impacted students' performance outcomes.

The analysis clearly indicates that our students require further improvement in both mathematics and reading skills. However, we are highly optimistic about addressing these gaps. Our steadfast commitment is focused on creating an environment that not only fosters learning but also encourages substantial growth.

I extend my sincere gratitude to all those involved in this important work, particularly my dedicated NDOE Assessment team and the four State Department of Education teams, for their essential contributions in ensuring the successful completion of the School Year 2023-24 NMCT administration.

Best wishes,

Gardenia Aisek
Secretary
FSM Department of Education

National Minimum Competency Test

BACKGROUND

The FSM National Minimum Competency Test (NMCT) is a nationwide, standards-based student assessment administered annually by the FSM National Department of Education in collaboration with all FSM State Departments of Education. The NMCT measures students' competency in Reading and Mathematics, specifically in grades 4, 6, 8, and 10. It is designed for all students who can use paper/pencil tests.

The overarching objective of the FSM Department of Education is to expand the coverage of this assessment to encompass 100 percent of schools throughout the nation. In the 2023-2024 school year, the NMCT was administered in most schools, including 135 primary schools and 31 secondary schools out of a total of 166 participating schools nationwide. Unfortunately, not all schools in the outer islands of Pohnpei were able to participate in this statewide assessment due to the unavailability of transportation.

The purpose of this report is to share how FSM's students performed on the NMCT by conducting a detailed examination of their results. This evaluation takes into account a variety of factors that may have influenced student achievement during the reporting year. Furthermore, the report delves into the dataset, aiming to identify and understand the specific factors that have influenced student performance outcomes. This includes an exploration of potential influences, challenges, and areas of strength within the education system. Additionally, the report goes beyond assessment and analysis; it provides a set of recommendations drawn from its findings to assist curriculum

specialists, teachers, and school leadership in their educational practices, addressing challenges, and capitalizing on strengths. These recommendations serve as a roadmap for enhancing student performance in future assessments. Ultimately, by presenting both its findings and recommendations, the report aims to furnish valuable insights for strategic planning and decision-making within the education system, offering guidance to educators and policymakers to develop precise strategies for advancing educational outcomes.

It is important to note that the NMCT results should not be used to compare the performance of schools. Instead, the NMCT should be used to assist teachers and school leadership in identifying areas where improvement is needed in instructional practices. It is also used to reallocate resources for educational purposes that will benefit the nation, especially its students.

Color Coding	Mastery Levels	Definition
	Competent	Means able, proficient, skilled or adept. Competent students understand the concepts and can perform the skills described in the benchmarks. (The students are able to answer all four questions that measure a benchmark)
	Minimum Competency	Means the students have almost, but not quite mastered the skills and concepts described in the benchmarks. (The students can only answer three questions out of four that measure a benchmark.)
	Approaching Minimum Competency	Means the students have not yet sufficiently understood the content and could not satisfactorily demonstrate the skills described in the benchmarks. They make frequent errors or do not understand important ideas and concepts. (The students can only answer two questions out of four that measure the same benchmark.)
	Well Below Minimum Competency	Means that students have failed to understand or master the skills and concepts described in the benchmark. They make frequent and major errors or have a poor understanding of important ideas and concepts. (The students can only answer one question or none out of the four that measure the same benchmark.)

EXAMS RESULTS FOR NATION-WIDE PERFORMANCE BY BENCHMARKS

This subsection provides an analysis of the national performance on the NMCT, specifically focusing on how students across the country perform on various math and reading benchmarks. The data presented in Table 1 and 2 display the percentage of

benchmarks meeting or exceeding, specifically by the students on different grade levels: 4th, 6th, 8th, and 10th.

Key findings:

As shown in *Table 1*, the data shows the extent to which students have achieved expected learning outcomes on the mastery levels for various benchmarks. The table presents these figures as percentages, with each benchmark assessed through sets of four questions. We only noted the following benchmarks where more students have met or exceeded the minimum competency level on. SY23-24 results show that students' abilities across the tested grade levels are not significantly far from SY22-23 results. The same strengths on the benchmarks for the last school year are still the same as the current year.

- *Grade 4.1.1: Understand base-ten by identifying the place value of whole numbers up to 1,00 and decimal numbers down to 100ths.*
- *Grade 6.2.1: Add and subtract customary units of length, mass, capacity and time.*
- *Grade 8.2.2: Identify similar and congruent figures including lines of symmetry and diagonals.*
- *Grade 10.1.1: Demonstrate the inverse relationship between square numbers and square roots.*

4th Math		6th Math		8th Math		10th Math	
Benchmark #	% Meeting or Exceeding n=1323	Benchmark #	% Meeting or Exceeding n=1423	Benchmark #	% Meeting or Exceeding n=1419	Benchmark #	% Meeting or Exceeding n=1045
M411	37%	M611	34%	M811	39%	M1011	51%
M412	22%	M612	27%	M812	22%	M1012	44%
M413	29%	M613	12%	M813	31%	M1013	36%
M414	28%	M614	24%	M814	23%	M1014	33%
M415	26%	M621	42%	M821	30%	M1021	8%
M416	10%	M622	29%	M822	49%	M1022	11%
M421	32%	M623	31%	M823	15%	M1023	20%
M422	36%	M624	28%	M824	17%	M1024	31%
M423	27%	M631	25%	M825	12%	M1031	20%
M424	14%	M632	39%	M826	19%	M1032	26%
M425	22%	M633	31%	M831	20%	M1033	11%
M431	30%	M634	38%	M832	15%	M1034	15%
M441	19%	M641	21%	M833	36%	M1035	10%
M442	32%	M642	22%	M834	23%	M1041	17%
		M643	14%	M841	19%	M1042	11%
				M842	24%	M1043	11%
				M843	18%	M1044	17%

Table 1: All Math benchmarks – meeting or exceeding

*Refer to Annex A for the benchmark coding

The Table 2 shows that the students demonstrated most mastery in the following reading benchmarks for each grade level:

- *Grade 6.2.4: Locate and use features of textbooks such as chapter titles, sub-headings and chapter summaries, to summarize, compare, and contrast and draw conclusions.*
  Grade 8.2.1: Identify and use a variety of strategies to extend word meaning.
  Grade 10.2.4: Use Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.

6th Reading		8th Reading		10th Reading	
Benchmark #	% Meeting or Exceeding n= 1432	Benchmark #	% Meeting or Exceeding n= 1418	Benchmark #	% Meeting or Exceeding n= 1042
R621	43%	R821	43%	R1021	50%
R622	30%	R822	18%	R10210	29%
R623	28%	R823	27%	R1022	62%
R624	57%	R841	33%	R1024	54%
R625	30%	R842	41%	R1045	41%
R641	31%	R843	25%	R1046	49%
R642	27%	R845	26%		

Table 2: All Reading benchmarks – meeting or exceeding

Recommendations

- **Collaboration with Curriculum Specialists and PD Offices**: SDOE Curriculum Specialists and PD Specialists are strongly encouraged to collaborate closely with their teachers to review and enhance the integration of interrelated components of math and reading instruction. This collaboration should focus on aligning curriculum standards with effective teaching practices to ensure comprehensive coverage of both subjects.
- **Targeted Professional Development Support**: SDOEs are strongly encouraged to identify and prioritize teachers who require additional support in math and reading. By providing targeted, ongoing PD opportunities tailored to the specific needs of these teachers, SDOEs specialists can help improve instructional effectiveness and student outcomes in these critical areas.

- **Focused Training on Identified Weaknesses**: SDOEs are encouraged to allocate more resources towards providing specialized training in areas where students demonstrate weaknesses. This approach should include the development of targeted PD programs that address specific content gaps and instructional challenges identified in the data.
- **Comprehensive Review of Standards Coverage**: SDOEs are encouraged to conduct thorough studies to ensure that all academic standards, particularly in math and reading, are being consistently taught across all grade levels. This review process can include regular monitoring and evaluation to verify that curriculum implementation is both complete and effective.
- **Consistency in Teaching Math Standards**: SDOEs are encouraged to ensure that teachers consistently adhere to the math standards and benchmarks across all grade levels. This could be achieved by implementing regular checks and providing ongoing support to teachers to maintain a high level of instructional fidelity.
- **Incorporation of Low-Performing Benchmarks in Lesson Planning**: SDOEs are encouraged to assist teachers on how to integrate low-performing benchmarks into their lesson plans, accompanied by intervention activities specifically designed to address the weaknesses. This approach aims to directly tackle the areas of student underperformance and promote continuous improvement in student learning outcomes.

Exam Results for current school year by Standards

This subsection's analysis shows the performance of our nation during the school year 2023-2024 in all the tested standards of the NMCT exams.

All the Math Standards in the FSM Curriculum Standards and Benchmark are tested and they are (1) Number, Operations and Computation, (2) Geometry, Measurement and Transformation, (3) Patterns and Algebra, and (4) Statistics and Probability.

The analysis of Mathematics performance across all tested grade levels reveals a consistent struggle among students to reach competency in certain standards and benchmarks. Geometry, Measurement and Transformation, along with Statistics and Probability, stand out as particularly challenging areas. While there has been some improvement in other benchmarks, these gains remain modest and do not sufficiently address the existing proficiency gaps.

To improve overall math outcomes, it is essential to focus on these challenging areas and provide targeted support. Regular monitoring of student progress as they move through

grade levels is also important to ensure they are continuously building on their foundational math skills.

The analysis further indicates a strong correlation between these content areas and lower student performance. Moreover, the data shows a negative correlation between grade level and performance, suggesting that gaps in learning these key areas have a more significant impact on student achievement than the influence of grade level alone. This underscores the need for early and consistent intervention in math education.

Statistics and Probability consistently appear as challenging areas across all grade levels. This is evident in *Figure 1, 2, and 3*, where it can be seen that a significant number of students in 4th, 6th, 8th, and 10th grades face difficulties with the tested standards and benchmarks. Even as students' progress to the next tested grade level, satisfactory results are still not achieved.

For English Language Arts, we tested only two standards: Reading and Literature. Across all grade levels, it is evident that reading results are considerably better than math results. The data reveal that reading proficiency improves as students transition into the upper grade levels. This steady progression suggests that students are developing stronger reading skills as they advance in their education. However, it is important to note that these improvements, while positive, are relatively modest. To achieve the target goal of a 2% annual increment, teachers need to intensify their efforts to enhance these results.

Based on the results as shown on *Figure 1*, 4th grade students who took the NMCT show strong difficulty with the following skills:

- *Demonstrate the ability to <u>read</u>, write, and <u>compare simple fractions and decimals in English</u> and local counting systems.*
- *Use a <u>variety of strategies including the understanding of decimals and fractions to solve problems</u> and explain the reasoning used to reach each solution;*
- *Use <u>standard and non-standard units to determine length, volume, and weight</u>, and describe characteristics of each type of measure; and*
- *Collect, organize, display, and <u>describe data systematically</u>.*

Compared to the 2022-2023 school year results, this year's report shows a downward trend in 4th-grade student performance, particularly in the first standard. However, the Patterns and Algebra standard saw an improvement, increasing from 26% last school year to 30% this year. Meanwhile, Standards 2 (Geometry, Measurement, and Transformation) and 4 (Statistics and Probability) maintained the same percentage in performance. Despite the progress in one standard, it is advisable for State Departments

of Education to conduct a deeper analysis to identify and address significant weaknesses in their student performance.

Among the four standards, Standard 2 (Geometry, Measurement and Transformation) and Standard 4 (Statistics and Probability) display the most significant weaknesses in their benchmarks. Teachers are encouraged to put more weight on addressing these weaknesses in their instruction.
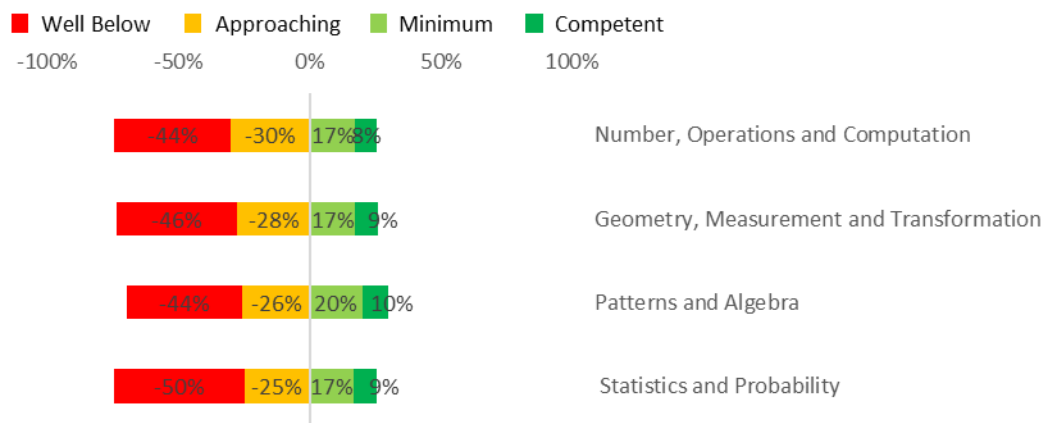
Figure 1: Grade 4 Math Standard – meeting or exceeding

Following are the skills the 6th grade teachers need to put more efforts on the following weaknesses. (*Figure 2*):

- *identify the characteristics of prime and composite numbers, and decompose composite numbers into factor pairs and prime factors using exponents;*
- *Use models and pictures to represent ratio and proportions and solve problems;*
- *Represent patterns in a variety of ways (numeric, algebraic, pictorial, oral, and graphics);*
- *Analyze and interpret data, including range, median, mode, mean, and frequency and present information to an audience;*
- *make predictions that are based on (experimental or theoretical probabilities) and determine their reasonableness; and*
- *formulate and solve problems that involve collecting and analyzing data to reach conclusions and make generalizations.*

These are the same standards where students demonstrated low performance during the 2022-2023 school year. This persistent trend underscores the ongoing challenges students face in mastering these standards relative to other benchmarks within their grade levels. Interestingly, the highest scores were observed in two sets of standards: Geometry, Measurement, and Transformation, as well as Patterns and Algebra. Conversely, the lowest scores were in Number, Operations, and Computation. Standard 4 (Statistics and Probability) showed a level of consistency with last year's results.

However, in Standard 1 (Number, Operations, and Computation), there was a slight decline in student performance compared to the previous year.
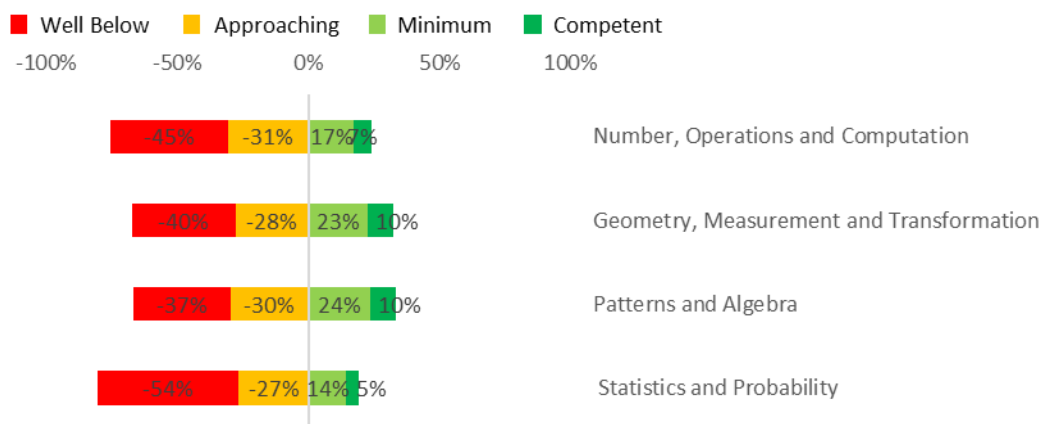
Figure 2: Grade 6 Math Standard – meeting or exceeding

For 8th grade math, the results shows that the students are still having problems with the following standards:

- *Demonstrate fluency in computing with rational numbers (integer, fraction, decimal, percent, and exponents;*
- *Use ration, proportion, and percents in problem solving;*
- *Use formulas to find areas of quadrilaterals, triangles, and circles, and the surface area and volume of cylinders as prisms, including appropriate units of measurements;*
- *Solve simple problems involving rates and derived measure (e.g., Miles per hour, cost per yard);*
- *Graph linear functions in two variables using a table of ordered pairs;*
- *Model and solve real-world problems using various representations, such as graphs and tables and understand the purpose and utility of each representation;*
- *Find, describe, and interpret tables, charts and graphs and make inference based on the data; and*
- *Use sampling and other data collection tools to gather and analyze data and make conclusions and predictions.*

These are the skills in which eighth-grade students typically show the most significant weaknesses when taking the NMCT math (Figure 3). Overall, this year's results have remained consistent with last school year's results. The only improvement noted is in Standard 1 (Number, Operations, and Computation), which has increased by 2%
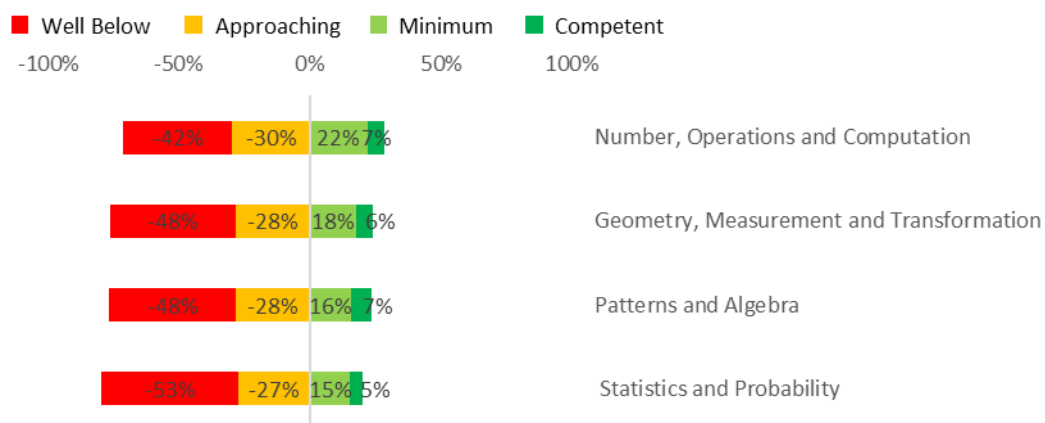
Figure 3: Grade 8 Math Standard – meeting or exceeding

Following are the skills that students have problems understanding on the 10th grade test (*Figure 4*):

- *Apply an understanding of the English and metric systems of measurement to solve problems;*
- *Use formulas, including approximate units of measure, to determine the surface area and volume of selected prisms, cylinders, a pyramid;*
- *Solve single-variable equations and inequalities using rational numbers;*
- *Justify the steps used in simplifying expressions and solve equation and inequalities with variables and solve problem;*
- *Design a study, collect data, and select the appropriate representation to make conclusions and generalization; and*
- *Judge the validity of reported data, conclusions and generalizations.*

Overall, the data indicates that our 10th-grade students require further support in mastering skills related to geometry, measurement, transformations, patterns, algebra, statistics, and probability. It is recommended that teachers dedicate more time to reinforcing math terminology and related concepts, enabling students to deepen their mathematical understanding.

This year's results show a slight decline in performance for Standard 1 and Standard 3 compared to the previous school year, while Standards 2 and 4 have displayed some improvement. Despite the decreases in Standards 1 and 3, these standards continue to perform at a higher level than Standards 2 and 4. This trend suggests that while progress has been made in certain areas, consistent effort is needed across all standards to ensure balanced development in students' mathematical competencies.

| Well Below | Approaching | Minimum | Competent |

| | -100% | -50% | 0% | 50% | 100% |

Number, Operations and Computation: -30% -29% 31% 10%

Geometry, Measurement and Transformation: -56% -26% 13% 5%

Patterns and Algebra: -71% -34% 16% 4%

Statistics and Probability: -56% -27% 12% 2%

Figure 4: Grade 10 Math Standard – meeting or exceeding

Following are the skills that students have problems understanding on the 6th grade Reading test (*Figure 5*):

- *apply a variety of strategies to build comprehension (activating prior knowledge and experience, summarizing, visualizing, comparing and contrasting);*
- *use reference materials to gather information (classroom resources, school library, internet);*
- *read a variety of grade appropriate texts (textbooks, maps, charts, graphs, etc.) for a variety of purposes;*
- *compare and contrast different forms of literature (e.g., book review); and demonstrate understanding of character's behaviors and attitudes (e.g., actions, motives, and traits of different characters; and*
- *Demonstrate understanding of character's behaviors and attitudes (e.g., actions, motives, and traits of different characters).*

This is the overall performance of 6th graders on each standard. The weaknesses identified in previous years remain evident in this year's results. However, there is a notable improvement in the standards met by students this year. Specifically, Standard 1 (Reading) and Standard 2 (Literature) both have shown a 2% increase. Despite these gains, several skills measured against the standards still fall below the expected performance level. It is recommended that teachers ensure all students have access to a diverse range of grade-appropriate reading materials.
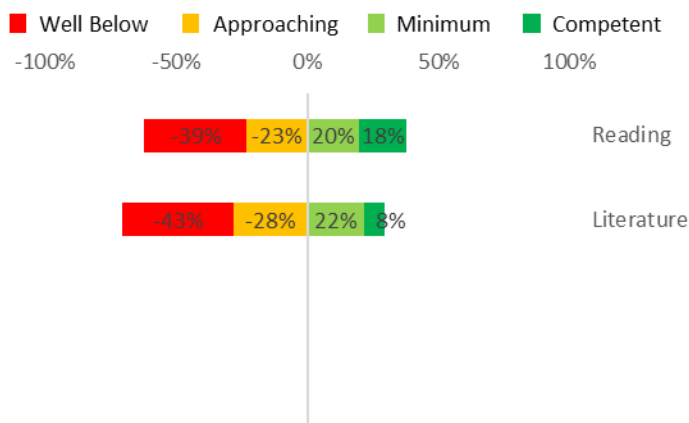
Figure 5: Grade 6 Reading Standard – meeting or exceeding

Following are the skills that students have problems understanding on the 8th grade Reading test (*Figure 6*):

● *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.);*
● *read a variety of printed and media materials for different purposes and discuss opinion of what was read;*
● *dramatize record and write about the effects of culture and historical periods on literature and vice-versa; and*
● *apply knowledge of literal and figurative meanings to build vocabulary (e.g., students will be able to interpret metaphor and allegory to enhance their written vocabulary.)*

The results remain consistent from last year's results. There has been a minimal decrease in standard 2, but slightly by 1%. Teachers are encouraged to place greater emphasis on developing students' comprehension skills.
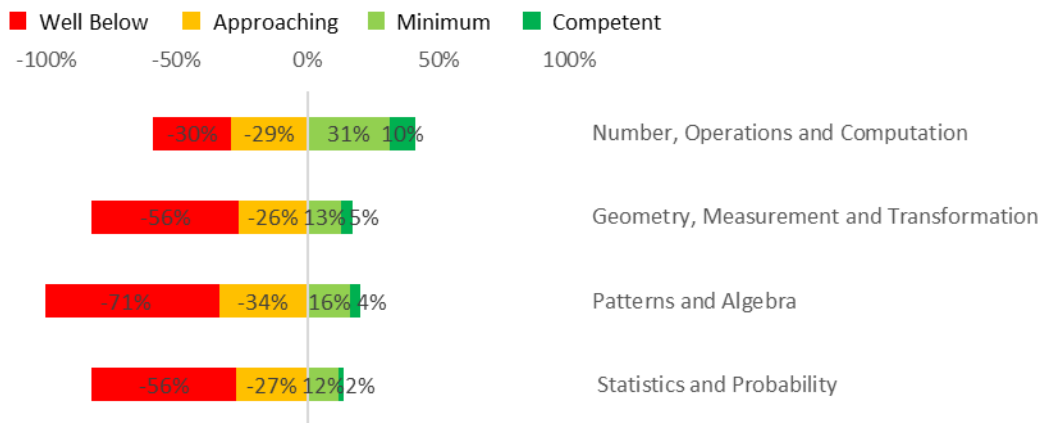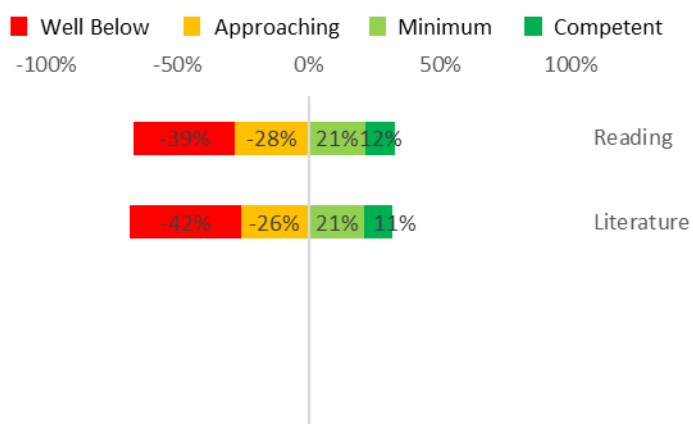

Figure 6:

Grade 8 Reading Standard – meeting or exceeding

Following are the skills that students have problems understanding on the 10ʰ grade Reading test (*Figure 7*):

- *Ask questions as a way to broaden and enrich learning (e.g. why, how, what if, and if....then);*
- *demonstrate understanding of those factors that commonly affect the use of language (gender, social class, family relationship, ethnic groups); and*
- *compare history, form (e.g., discourse, word order, and 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 weakness among the tested standards is Reading benchmark 10.2.10. Students are expected to demonstrate a full understanding and independent use of advanced word-level and text-level reading strategies, including using prior knowledge. However, the results for the 10th grade remain consistent with a slight 1% increase in Standard 2. *Figure 7* displays that the proportion of not meeting and meeting performance level is somewhat close.
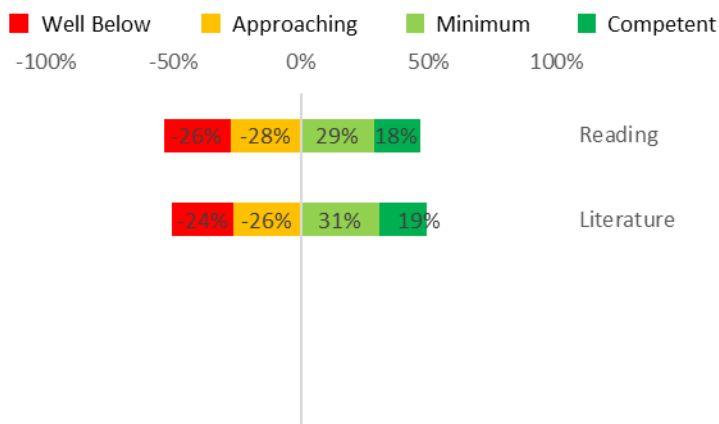
Figure 7: Grade 10 Reading Standard – meeting or exceeding

Exams Results Comparing States

This subsection analyzes the performance of all states in relation to the tested standards of the NMCT exams. Based on the results for mathematics, as shown in Figure 8, 6th-grade students from Kosrae are performing significantly better than their peers in other states this year. In contrast, Chuuk's results remain consistent, with 4th-grade students performing better than those in other grade levels. Pohnpei's results show an

improvement in the lower grades, while the 10th grade experienced a slight decrease of 1% this year.

When comparing the overall results in both tested subjects, students are performing better in reading than in math (Figure 9). As reported in the NMCT 2020-2021 Annual Report, only the 8th graders struggled to attain most of the skills tested in both reading and math. Since last school year, 8th-grade results have shown significant improvement and have remained consistent this year. When comparing the results for each state, it is crucial to approach such comparisons with care to ensure that they are fair and contextually appropriate.
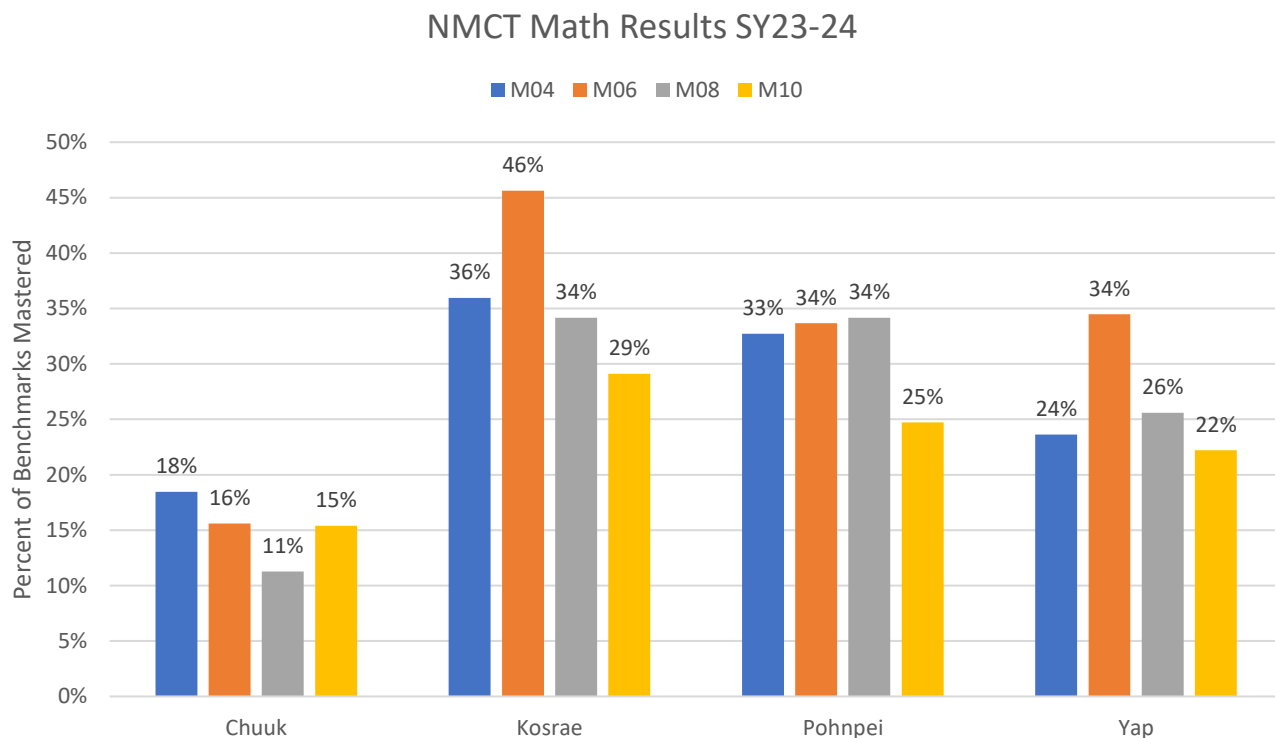
Figure 8: NMCT Math Results SY22-23

NMCT Reading Results SY23-24
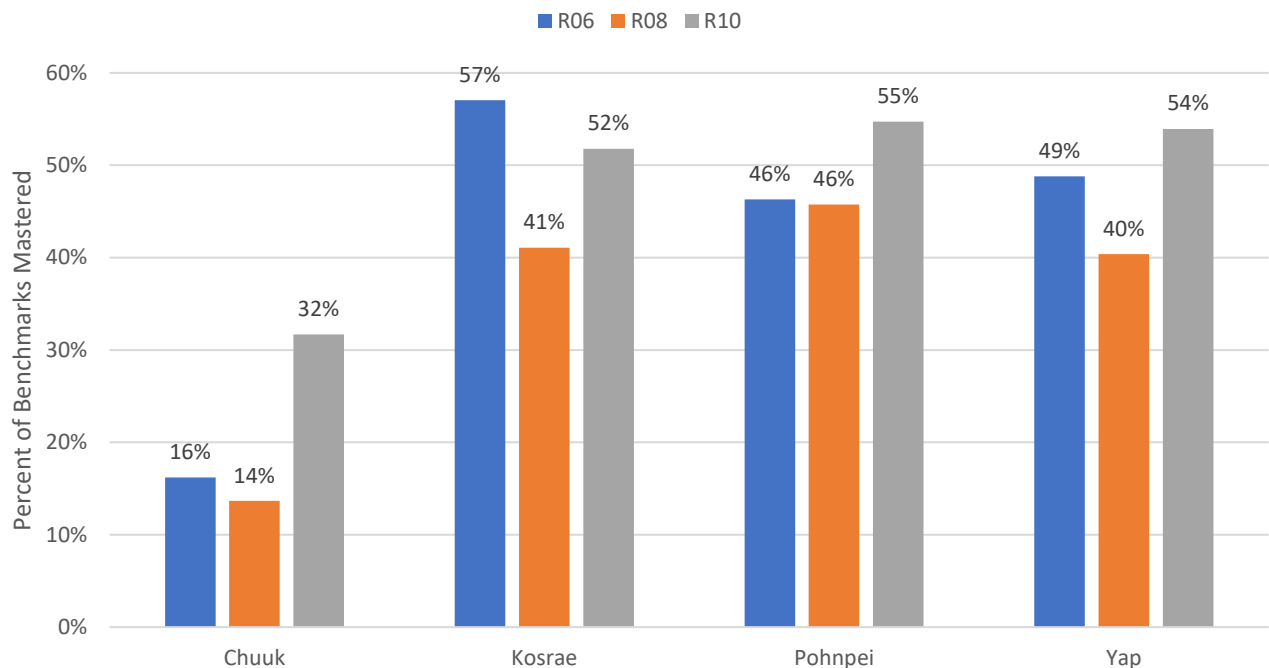
Figure 9: NMCT Reading Results SY22-23

NMCT Overall Performance Trend

The reporting of the NMCT results will be analyzed based on an increase of 2 percent target for each year against the set baseline data, which SY2018-19 used for this report, to determine whether students are improving at the expected level. The overall performance trend analysis indicates that there are variations in performance across subjects and grade levels, with notable improvements in 6th grade performance and strengths in reading skills (*Annex A: Assessment Performance – Proficient & Above*). Understanding these trends can inform targeted interventions and instructional strategies to further enhance students' outcomes.

Sixth Grade Reading Results

Figure 10 results from 2018-19 to 2023-24 displays the student performance against established targets. In the 2018-19 school year, the performance of students aligned precisely with the set target, achieving a 35% pass rate. This alignment indicated a stable start, meeting expectations without any disparity.

However, the subsequent years revealed challenges in maintaining and improving upon this baseline. In 2020-21, the pass rate slightly declined to 34%. It remained the same in the school year 2021-22, but fell short of the 39% target by 5%. This dip, though minimal, marked the beginning of a trend where the actual performance lagged behind the escalating targets.

In 2022-23, there was a modest recovery with the pass rate increasing to 35%. Despite this improvement, the target had again risen to 41%, resulting in a continued gap of 6% between actual performance and expectations. This school year, 2023-24, displayed the pass rate stabilized at 36%. Yet, the gap widened further as the target increased to 43%, leaving a 7% shortfall.

Over the span of these years, the targets consistently moved upward, reflecting an ongoing push for higher achievement. However, the actual results, while showing minor improvements, did not keep pace with these heightened expected targets. The increasing gap between actual performance and targets (3%, 5%, 6%, and finally 7% in 2023-2024) suggests a need for additional strategies and interventions to support students in meeting these rising targets for R06.
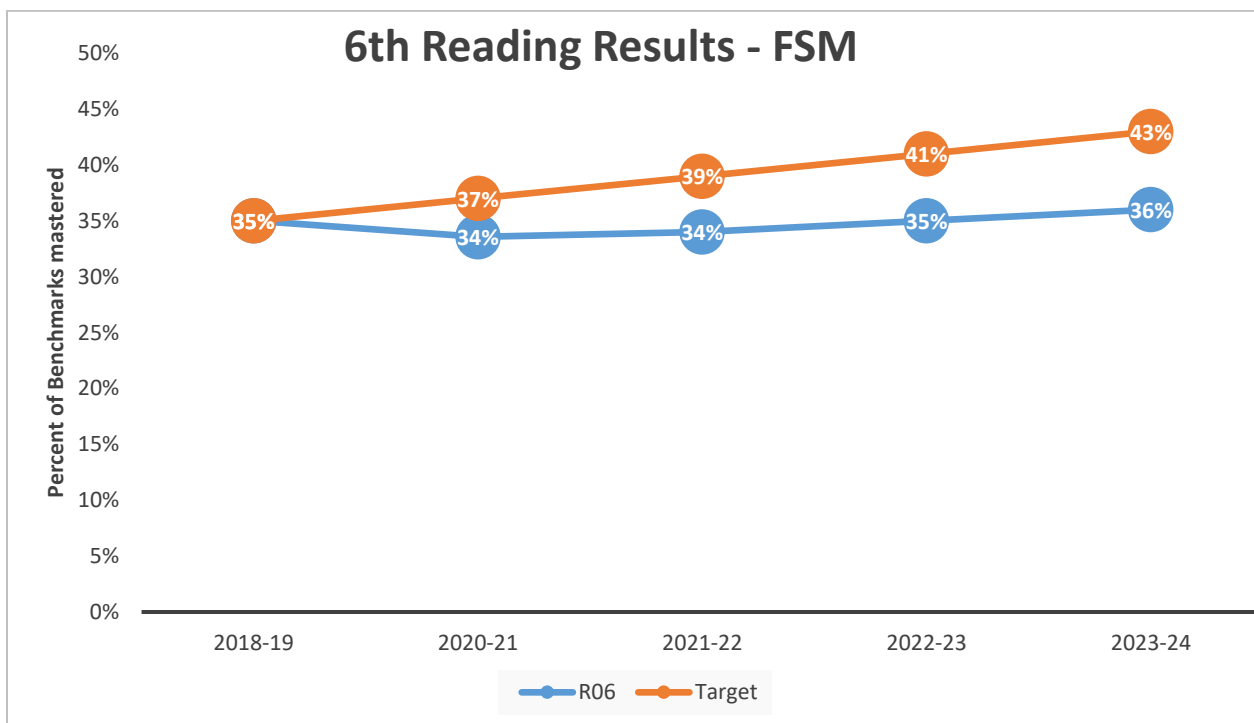
Note: NMCT was not administered in SY2019-2020.

Figure 10: Grade 6 Reading Benchmarks – meeting or exceeding

Eighth Grade Reading Results

The performance data for 8th Reading (*Figure 11*) over the period from 2018-19 to 2023-24 shows an ongoing challenge in meeting the increasing targets set for each year. In 2018-19, the performance percentage of 31% aligned with the target for that year. However, as targets have risen progressively, from 31% in 2018-19 to 39% in 2023-24, the actual performance increased slightly in the last three years and decreased by 1% in this reporting year compared to SY 2022-2023. It should be noted, however, that actual performances on R08 targets were short by 4%, 5%, 4%, and finally 7% in this reporting year.

Throughout the subsequent years, the performance percentage for 8th Reading has consistently lagged behind the targets. In 2020-21, it was 4% below the target, in 2021-22 it fell short by 5%, and in 2022-23, it was 4% under the target. The most recent data from 2023-24 indicates a performance percentage of 32%, which is 7% below the target for that year.

Despite a slight improvement from 31% in 2018-19 to 32% in 2023-24, the performance remains consistently below the ambitious targets. This persistent gap underscores a need for a reassessment of current strategies and interventions designed to enhance performance.
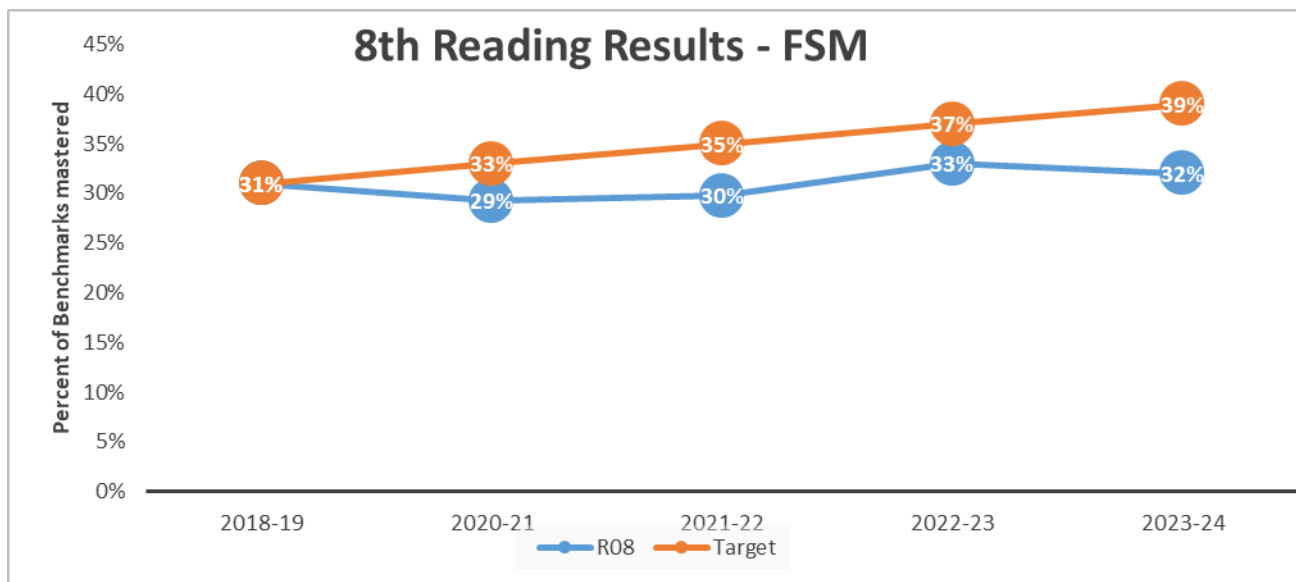
Figure 11: Grade 8 – Reading Benchmarks – meeting or exceeding

Tenth Grade Reading Results

The data (*Figure 12*) presented reflects the performance trends of 10th Reading over the five academic years from 2018-19 to 2023-24. This analysis aims to assess how well the performance of 10th Reading aligns with the established targets over these years.

In 2018-19, 10th Reading achieved a performance rate of 44%, which this report used as the baseline target year. However, a slight decline was observed in the following year, 2019-20, where the performance rate dropped to 43%. Despite this decrease, the performance improved in 2020-21, reaching 47%. This upward trend continued into 2021-22, with the performance rate rising to 48%.

The subsequent year, 2022-23, displayed a marginal increase to 48%, maintaining the previous year's level but still falling short of the target of 50%. In the most recent year, 2023-24, the performance rate slightly decreased to 47%, which is below the target of 52%.

Overall, while 10th Reading has shown some positive movement over the years, particularly in 2020-21 and 2021-22, the performance has not consistently met or exceeded the annual targets set for the latter part of the period. The data indicates a need for targeted interventions to address the recent shortfall and to devise strategies aimed at achieving and surpassing future targets.
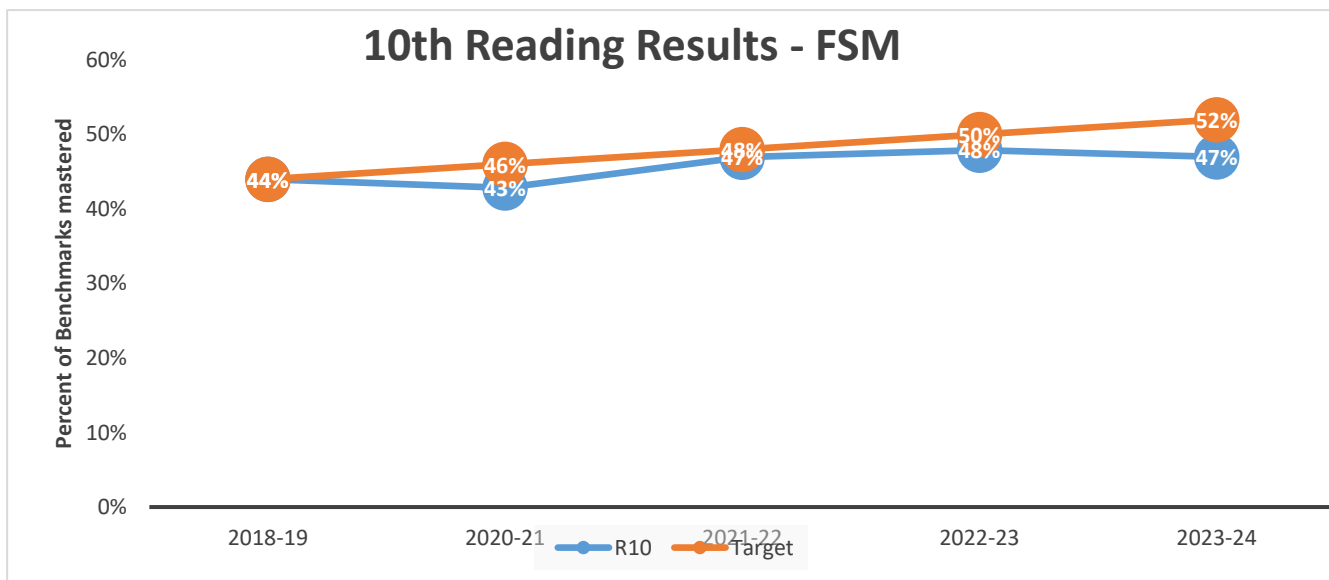
Figure 12: Grade 10 -Reading Benchmarks – meeting or exceeding

Fourth Grade Math Results

The data for fourth-grade math performance in SY2018-19 through 2023-24 reveals a notable fluctuation with minimal overall change (see *Figure 13*). The performance percentage has floated around 26-28%, consistently falling short of the increasing target percentages by 2% each year, with the baseline target set at 28% in 2018-19 to 36% in 2023-24.

The test was revised in the 2017-18 academic year and implemented starting in 2018-19. Despite this revision, the data indicates that the performance of fourth-grade students has not shown significant improvement relative to the set targets.

To address this issue, it is recommended that educators at both the third and fourth grade levels collaborate more closely. This collaboration should focus on aligning expectations and preparing students for the transition from lower to tested grade levels. By enhancing communication and coordination between teachers, it will be easier to ensure that students are adequately prepared and meet the expected standards and benchmarks. Implementing such practices could help lessen the difficulties encountered by fourth-grade teachers and improve overall student performance.

4th Math Results - FSM
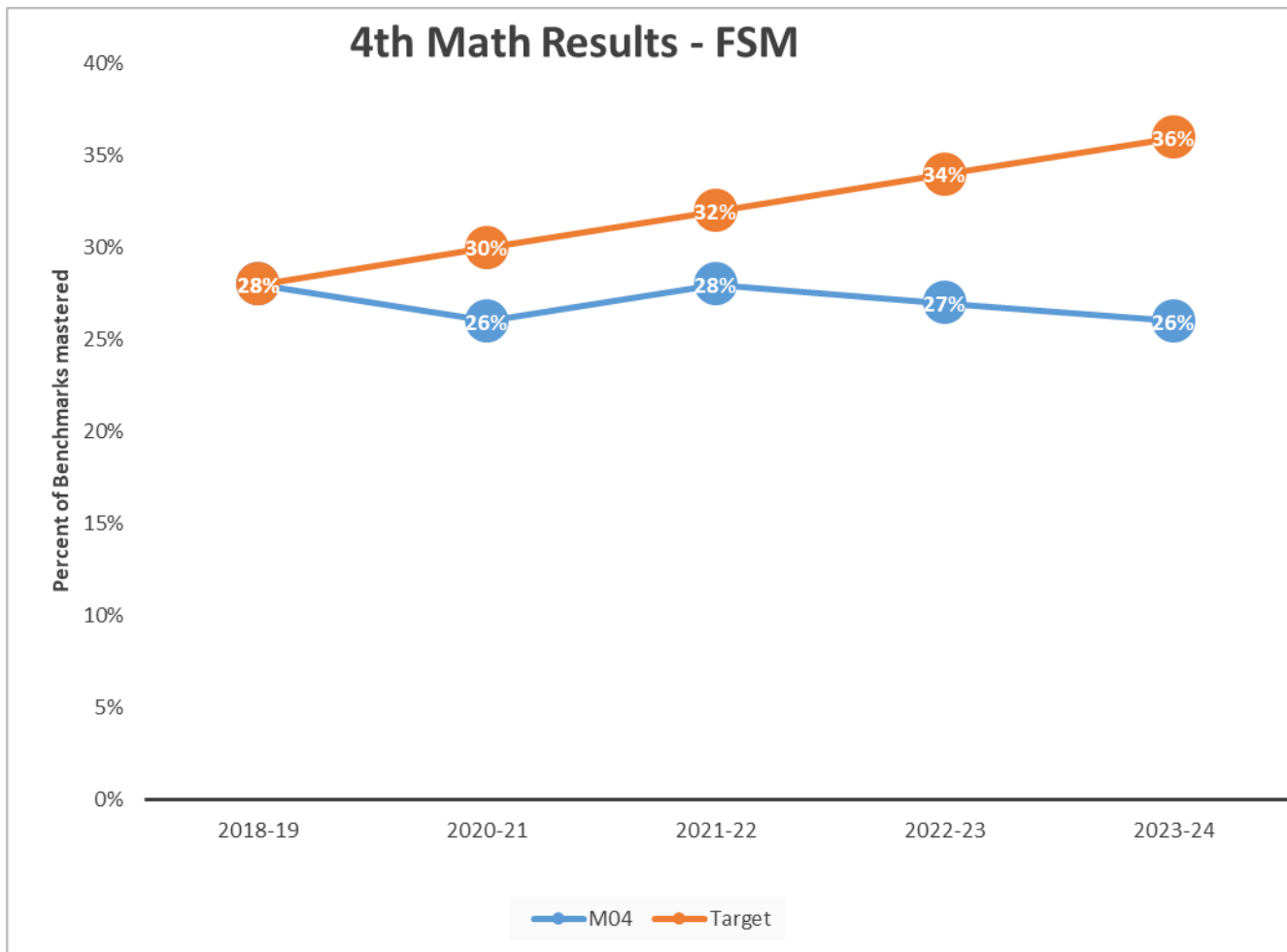
Figure 13: Grade 4 Math benchmarks – meeting or exceeding

Sixth Grade Math Results

Figure 14 presents the percentage of students meeting the benchmark for Grade 6 Math from the school years 2018-19 to 2023-24. The percentages remain relatively constant, remaining around 28% throughout the years. This constancy, despite a progressive increase in target percentages, suggests that students continue to face challenges in understanding key concepts such as prime and composite numbers and data analysis.

SY2021-22 results remained at 26%, a 2% decrease from the previous year. It then rose by 2% in the following year, reaching 28% again, and stabilized at this level in SY2023-24. The persistent difficulty in meeting the target percentage over the years underscores the need for targeted interventions.
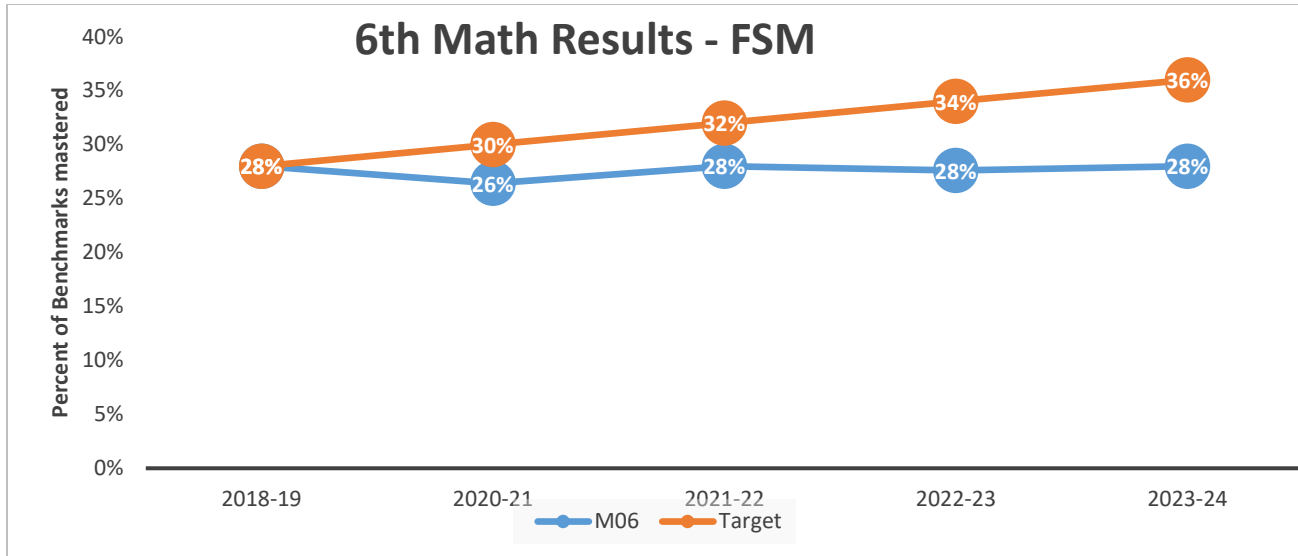
Figure 14: Grade 6 Math Benchmarks – meeting or exceeding

Eighth Grade Math Results

Starting in the 2018-19 academic year (*see Figure 15*), the students' performance in 8th Math was set at 26% as baseline. In the following year 2020-21, there was a decline in performance, with the percentage dropping to 23%, which was 5 percentage points below the target of 28%. This gap indicates that the expected improvements did not materialize, and instead, performance regressed.

In the 2021-22 academic year, there was a slight improvement, with performance increasing to 24%. Nevertheless, this still fell short of the target of 30%, indicating ongoing challenges in meeting the set benchmarks. The performance remained consistent at 24% in the subsequent years (2022-23 and 2023-24), even though the targets continued to rise, reaching 32% and 34%, respectively.

Overall, the data suggests that while there has been a minor recovery from the lowest performance point in 2020-21, the students' performance in M08 has consistently lagged behind the targets. This gap between actual performance and targets has widened over time, signaling a potential need for intervention or a reassessment of the strategies being employed to meet the educational goals.
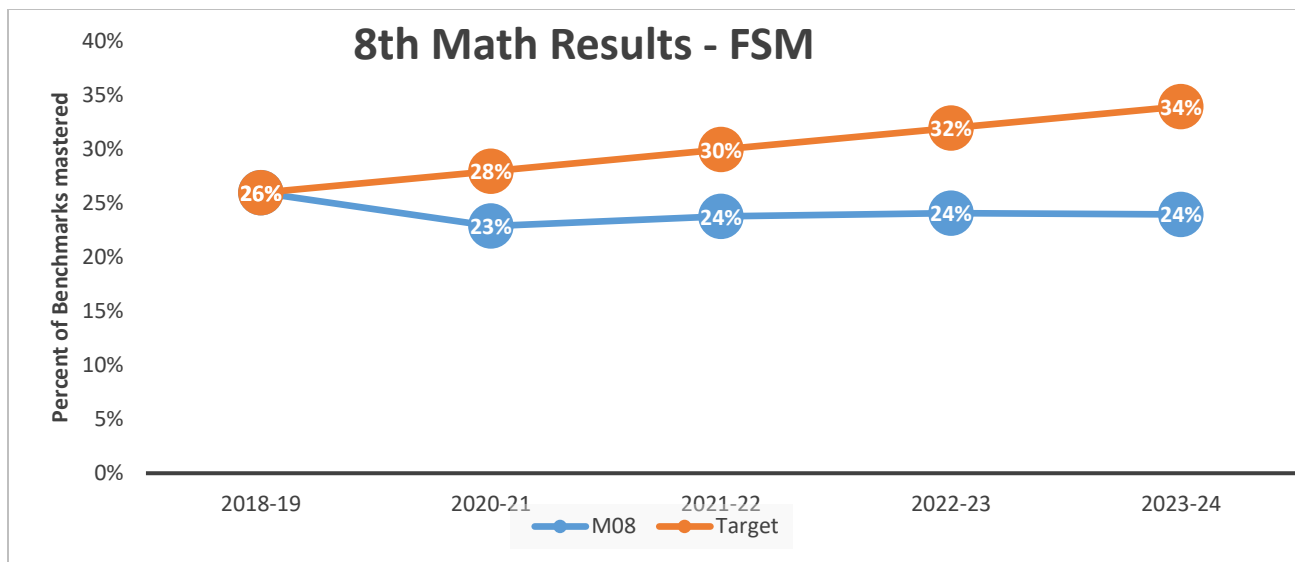
Figure 15: Grade 8 Math Benchmarks – meeting or exceeding

Tenth Grade Math Results

The 10th Math results present a comparative analysis of student performance five academic years, from 2018-19 to 2023-24, alongside the corresponding performance targets set for each year.

Using the 2018-19 academic year as a baseline, where both the actual performance and the target were at 27%, we observe a concerning trend in student performance over the subsequent years. In the 2020-21 academic year, there is a noticeable decline in performance, dropping to 22%, a 5% decrease from the baseline. Despite the target increasing to 29%, the gap between actual performance and the target widened significantly. The following year, 2021-22, revealed a slight improvement with performance rising to 23%, yet this was still 4% below the baseline and significantly behind the 31% target set for that year.

The 2022-23 academic year shows a down trend in performance at 23%, with no improvement from the previous year, while the target increased to 33%. By 2023-24, performance decreased further to 22%, marking the lowest point since the baseline year, and falling 13% short of the 35% target.

Overall, the data reveals that not only has there been a failure to meet the progressively higher targets, but there has also been an overall decline in performance from the baseline established in 2018-19. This suggests that the interventions or strategies

implemented since the baseline year may not be effectively addressing the challenges faced by students in achieving the desired level of proficiency in mathematics.

10th Math Results - FSM
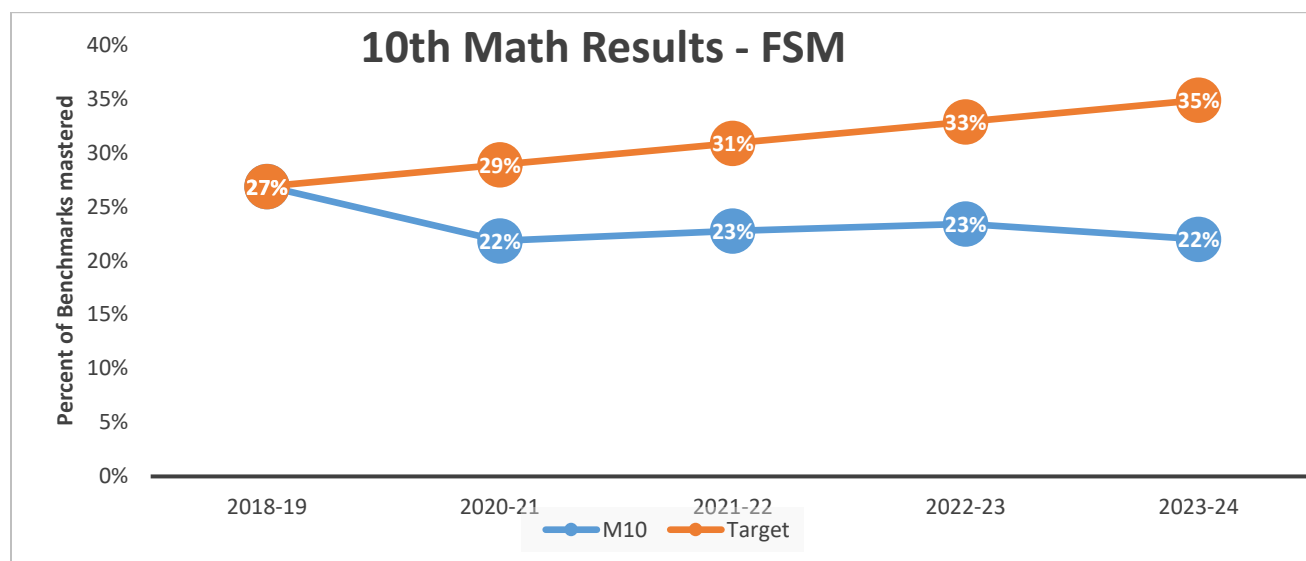
Figure 16: Grade 10 Math Benchmarks – meeting or exceeding

Summary of the Results

Across all benchmarks, there is a noticeable trend of stagnant or slightly declining performance in recent years, with students generally falling short of the progressively increasing targets. The discrepancy between the actual performance and the target goals suggests a need for intervention strategies to address the gaps and ensure that students meet or exceed the set benchmarks in future assessments.

The analysis of math competency trends across all tested grade levels highlights a consistent need for additional support in basic math skills. Interestingly, this stands in contrast to the performance trends observed in reading skills, where students tend to excel as they progress through higher grades.

Several factors may contribute to the disparity between low math performance and high reading performance in higher grades. One potential explanation is that students develop advanced reading habits and skills as they advance through the grades. This progress is raised by increased exposure to a wide range of media and technology, not only within schools but also within the broader community, encouraging frequent reading and interaction. This suggests a possible correlation between weaknesses in reading and math skills.

Table 3: Percent of Benchmark meet or exceed the expected outcome – Grade 4 Math

Row Labels	2018-19	2020-21	2021-22	2022-23	2023-24
Chuuk	**27%**	**22%**	**23%**	**24%**	**18%**
Akoyikoyi School	33%	47%	54%	34%	38%
Amwachang Elementary School	23%	50%	25%	12%	14%
Berea Christian School	35%	22%	20%	19%	22%
Central & East Wonip Elementary School	92%	50%	73%	63%	12%
Chukuram Elementary School	21%	28%	9%	6%	5%
Chuuk Seventh Days Adventist School	37%	30%	24%	28%	23%
Eot Elementary School	58%	38%	16%	11%	74%
Epin/Nukaf Elementary School	61%	29%	26%	37%	21%
Ettal Elementary School	45%	30%	25%	36%	36%
Etten Elementary School	30%	31%	27%	100%	77%
Faichuk High School/Fason Elementary School	20%	9%	10%	7%	16%
Fananu Elementary School	18%	5%	16%	11%	6%
Fanapanges Elementary School	14%	21%	7%	9%	4%
Faro/Winifei Elementary School	50%	0%	12%		4%
Fonoton Elementary School	14%	10%	12%	17%	7%
Foup Elementary School		37%		11%	
Houk Elementary School	21%	10%	10%	18%	16%
Inaka Elementary School	24%	10%	21%	20%	45%
Iras Demo Elementary School	27%	18%	40%	15%	18%
Kuchu Elementary School	45%	69%	60%	91%	87%
Kukku Elementary School	19%		14%	10%	23%
Kuttu Elementary School	51%	64%	38%	40%	86%
Losap Elementary School	21%	8%	36%	11%	14%
Lukeisel Jr. High School/Nema Elementary School	46%	48%	47%	26%	11%
Makur Elementary School	11%	13%	19%	21%	4%
Manaio Elementary School	37%	26%	10%	11%	19%
Mechitiw Elementary School	25%	20%	31%	20%	20%
Messa Elementary School	15%	14%	11%	7%	11%
Moch High School/Moch Elementary School	62%	29%	43%	60%	24%
Munien/Nechocho Elementary School	18%	21%	13%	13%	24%
Murilo Elementary School	11%	8%	11%	20%	12%
Mwan Elementary School	18%	22%	28%	28%	19%
Namoluk Elementary School	50%	52%	60%	40%	17%
Neauo Annex (Wichap)	11%	13%	15%	9%	14%
Neauo Elementary School	9%	18%	22%	15%	21%
Nechap Elementary School	36%	7%	16%	11%	8%
Nomusofo JHS/Udot Elementary School	33%	25%	11%	9%	4%
Nomwenemu Jr. High/Lekinioch Elementary School	26%	21%	28%	26%	17%
Nomwin Elementary School	51%	45%	27%	76%	31%
Nukuno Elementary School	42%	23%	20%	38%	23%
Oneop Elementary School	43%	20%	21%	37%	7%
Onou Elementary School	38%	21%	13%	93%	32%

School					
Paata Polle Onei Junior High/Sapou Elementary School	40%	18%	7%		10%
Panitiw Elementary School	15%	15%	17%	7%	12%
Parem Elementary School Chuuk	6%	7%	14%	21%	11%
Pattiw Jr. High School/Polowat Elementary School	27%	10%	21%	61%	8%
Penia and Peniesene Elementary School	43%	9%	21%	9%	5%
Piherarh Elementary School	36%	18%	22%	30%	9%
Piis Paneu Elementary School	68%	26%	40%	27%	19%
Piisemwar Elementary School	17%	7%	16%	12%	2%
Pollap & Tamatam Jr. High/Pollap Elementary School	24%	18%	10%	20%	14%
Pwene Elementary School	39%	30%	22%	9%	26%
Romanum Elementary School	13%	17%	11%	31%	11%
Ruo Elementary School	22%	14%	12%	19%	9%
Saint Cecilia School	22%	33%	19%	20%	13%
Sapota Uman Elementary School	13%	14%	21%	27%	16%
Sapuk Elementary School	40%	20%	24%	35%	25%
Satowan Elementary School	36%	32%	24%	29%	17%
Siis Elementary School	6%	11%	24%	23%	18%
Sino Memorial Elementary School	19%	21%	13%	21%	13%
Southern Namoneas High/Sapore Elementary School	15%	10%	10%	12%	21%
Ta Elementary School	27%	7%	17%	21%	3%
Tamatam Elementary School	29%	10%	16%	26%	9%
Teruo Bokuku Elementary School	34%	9%	8%	5%	17%
Unanu Elementary School	32%	13%	18%	8%	13%
Ununo Fongen Onongoch Elementary School	33%	37%	25%	25%	29%
Weipat High School/Onoun Elementary School	18%	6%	8%	10%	16%
West Fefen Elementary School	18%	21%	15%	43%	21%
West Wonip Annex	11%				13%
Wichukuno Elementary School	9%	14%	5%	7%	9%
Kosrae	**38%**	**37%**	**39%**	**38%**	**36%**
Kosrae Seventh Day Adventist School	48%	27%	39%		
Lelu Elementary School	55%	47%	54%	47%	28%
Malem Elementary School	31%	24%	26%	23%	23%
Sansrik Elementary School	49%	61%	31%	58%	36%
Tafunsak Elementary School	17%	26%	48%	29%	53%
Utwe Elementary School	44%	30%	25%	31%	37%
Walung Elementary School	30%	35%	24%	16%	11%
Pohnpei	**28%**	**27%**	**33%**	**29%**	**33%**
Awak Elementary School	30%	26%	46%	25%	40%
Calvary Christian Academy	53%	48%	45%	60%	64%
Enipein Elementary School	42%	40%	60%	49%	63%
ESDM Elementary School	26%	24%	49%	27%	43%
Kapingamarangi Elementary School	40%	5%	14%	18%	
Kolonia Elementary School	26%	15%	27%	17%	15%
Lewetik Elementary School	18%		14%	13%	4%
Lukop Elementary School	21%	19%	15%	15%	20%

School					
Mand Elementary School	8%	10%	19%	11%	12%
Mwoakilloa Elementary School	7%		0%	21%	
Nanpei Memorial School	36%	30%	54%	38%	93%
Nett Elementary School	23%	17%	19%	19%	21%
Nukuoro Elementary School	23%	30%	23%	17%	
Ohmine Elementary School	19%	20%	21%	20%	
Pakein Elementary School	21%	14%	7%	7%	
Palikir Elementary School	24%	15%	16%	20%	23%
Parem Elementary School Pohnpei	43%	16%	12%	25%	19%
Pehleng Elementary School	18%	18%	18%	15%	19%
Pingelap Elementary School	11%	26%	14%	21%	
Pohnpei Catholic School	24%	40%	30%	35%	32%
Pohnpei Seventh Day Adventist School	26%	35%	31%	40%	59%
Pohnpei St. Paul Christian School		14%	21%	17%	34%
Rohi Elementary School	64%	79%	62%	71%	79%
RSP Elementary School	22%	40%	38%	20%	13%
Saladak Elementary School	64%	63%	52%	60%	39%
Salapwuk Elementary School	31%	25%	14%	50%	17%
Sapwalap Elementary School	32%	45%	83%	68%	89%
Sapwuafik Elementary School	21%	7%	15%	12%	
Seinwar Elementary School	27%	18%	16%	23%	18%
Sekere Elementary School	16%	30%	33%	12%	15%
Sokehs Powe Elementary School	19%	20%	27%	20%	30%
Temwen Elementary School	52%	48%	50%	55%	61%
Wapar Elementary School	29%	9%	27%	29%	10%
Wone Elementary School	18%	54%	59%	42%	49%
Yap	**24%**	**25%**	**22%**	**23%**	**24%**
Asor Elementary School	14%	29%	34%	57%	43%
Bael Elementary School	32%	12%	14%	7%	18%
Dalipebinaw Elementary School	31%	27%	37%	17%	18%
Eauripik Elementary School	19%	9%		13%	
Elato Elementary School	4%	7%	4%	11%	5%
Fadraii Elementary School	14%	14%		46%	29%
Fais Elementary School	25%	11%	10%	5%	13%
Faith Christian Academy	15%	15%	21%	20%	22%
Falalis Elementary School	0%	45%	7%	18%	14%
Falalop Ulithi Elementary School	23%	22%	12%	20%	19%
Fanif Elementary School	18%	10%	29%	11%	26%
Faraulap Elementary School	7%	21%	33%		21%
Gaanelay Elementary School	35%	36%	26%	16%	28%
Gagil Elementary School	46%	22%	13%	44%	52%
Gilman Elementary School	32%	51%	28%	26%	36%
Ifalik Elementary School	6%	7%	15%	11%	7%
Lamotrek Elementary School	18%	24%	9%	5%	17%
Maap Elementary School	7%	26%	21%	23%	21%

Row Labels	2018-19	2020-21	2021-22	2022-23	2023-24
Mogmog Elementary School	19%	27%	7%	48%	29%
North Fanif Elementary School	16%	29%		54%	27%
Piig Elementary School	4%	2%		7%	13%
Satawal Elementary School	17%	10%	10%	10%	11%
Seliap Elementary School			7%		18%
St. Mary's School	28%	26%	24%	37%	34%
Tamilang Elementary School	43%	39%	39%	26%	40%
Tegailap Elementary School	16%	4%		16%	
Woleai Elementary School	13%	26%	27%	30%	19%
Wottegai Elementary School	21%	39%		23%	
Yap International Christian School		36%	40%	14%	29%
Yap Seventh Day Adventist School	35%	34%	24%	43%	34%

Note: If the score is blank, it means that there are no students tested for the grade level.

Table 4: Percent of Benchmarks meet or exceed the expected outcome – Grade 6 Math

Row Labels	2018-19	2020-21	2021-22	2022-23	2023-24
Chuuk	**17%**	**15%**	**16%**	**15%**	**16%**
Akoyikoyi School	68%	32%	57%	48%	59%
Amwachang Elementary School	12%	10%	7%	7%	26%
Berea Christian School		20%	12%	30%	25%
Central & East Wonip Elementary School	17%	15%	13%	0%	3%
Chukuram Elementary School	9%	10%	12%	8%	2%
Chuuk Seventh Days Adventist School	31%	49%	24%	39%	21%
Eot Elementary School	19%	20%	13%	11%	8%
Epin/Nukaf Elementary School	13%	9%	8%	8%	7%
Ettal Elementary School	21%	7%	29%	3%	0%
Faichuk High School/Fason Elementary School	11%	6%	7%	8%	6%
Fananu Elementary School	15%	13%	10%	7%	10%
Fanapanges Elementary School	5%	4%	7%	4%	7%
Fonoton Elementary School	9%	5%	6%	7%	11%
Foup Elementary School		4%		7%	
Houk Elementary School	4%	9%	5%	9%	4%
Inaka Elementary School	7%	7%	9%	9%	19%
Iras Demo Elementary School	20%	16%	23%	15%	15%
Kuchu Elementary School	12%	32%	41%	14%	53%
Kukku Elementary School	10%		8%	3%	13%
Kuttu Elementary School	37%	54%	36%	37%	60%
Losap Elementary School	18%	15%	7%	5%	7%
Lukeisel Jr. High School/Nema Elementary School	22%	29%	19%	17%	28%
Makur Elementary School	11%	10%	23%	13%	7%
Manaio Elementary School	11%	7%	13%	8%	5%

Mechitiw Elementary School	8%	11%	9%	47%	30%
Messa Elementary School	15%	4%	11%	3%	4%
Moch High School/Moch Elementary School	31%	13%	26%	23%	19%
Munien/Nechocho Elementary School	7%	2%	16%	7%	20%
Murilo Elementary School	5%	10%	5%	9%	10%
Mwan Elementary School	21%	14%	22%	17%	23%
Namoluk Elementary School	49%	45%	68%	44%	28%
Neauo Annex (Wichap)	7%	7%	8%	8%	11%
Neauo Elementary School	13%	10%	15%	12%	8%
Nechap Elementary School	17%	7%	11%	8%	6%
Nomusofo JHS/Udot Elementary School	15%	16%	10%	9%	9%
Nomwenemu Jr. High/Lekinioch Elementary School	27%	16%	9%	8%	15%
Nomwin Elementary School	31%	33%	15%	20%	19%
Nukuno Elementary School	36%	15%	41%	14%	10%
Oneop Elementary School	17%	15%	21%	23%	23%
Onou Elementary School	27%	13%	4%	0%	5%
Paata Polle Onei Junior High/Sapou Elementary School	11%	13%	7%	7%	11%
Panitiw Elementary School	11%	7%	4%	8%	4%
Parem Elementary School Chuuk	5%	5%	0%	9%	4%
Pattiw Jr. High/Polowat Elementary School	20%	8%	7%	7%	9%
Penia and Peniesene Elementary School	14%	12%	19%	10%	12%
Piherarh Elementary School	57%	13%	7%	13%	10%
Piis Paneu Elementary School	24%	19%	16%	32%	22%
Piisemwar Elementary School	6%	6%	15%	8%	11%
Pollap & Tamatam Jr. High/Pollap Elementary School	7%	12%	20%	10%	6%
Pwene Elementary School	9%	17%	10%	15%	13%
Romanum Elementary School	7%	7%	8%	7%	9%
Ruo Elementary School	10%	8%	7%	8%	7%
Saint Cecilia School	16%	16%	13%	25%	23%
Sapota Uman Elementary School	7%	17%	16%	19%	13%
Sapuk Elementary School	18%	16%	19%	10%	20%
Satowan Elementary School	29%	17%	19%	16%	28%
Siis Elementary School	13%	12%	19%	4%	13%
Sino Memorial Elementary School	12%	12%	11%	9%	10%
Southern Namoneas High/Sapore Elementary School	7%	5%	10%	3%	17%
Ta Elementary School	13%	15%	12%	8%	12%
Tamatam Elementary School	17%	8%	5%	4%	10%
Teruo Bokuku Elementary School	6%	7%	7%	3%	8%
Unanu Elementary School	8%	7%	13%	3%	3%
Ununo Fongen Onongoch Elementary School	12%	12%	21%	10%	13%
Weipat High/Onoun Elementary School	13%	6%	11%	9%	4%
West Fefen Elementary School	17%	12%	10%	9%	13%
Wichukuno Elementary School	4%	11%	0%	0%	7%
Kosrae	**54%**	**42%**	**47%**	**44%**	**46%**
Kosrae Seventh Day Adventist School	63%	56%	25%	49%	37%

Lelu Elementary School	69%	60%	60%	53%	59%
Malem Elementary School	46%	46%	50%	36%	41%
Sansrik Elementary School	66%	57%	66%	63%	53%
SMD	47%				
Tafunsak Elementary School	38%	30%	40%	37%	37%
Utwe Elementary School	53%	23%	32%	38%	43%
Walung Elementary School		42%	35%	38%	28%
Pohnpei	**33%**	**32%**	**35%**	**32%**	**34%**
Awak Elementary School	46%	37%	19%	24%	42%
Calvary Christian Academy	64%	67%	53%	55%	62%
Enipein Elementary School	49%	54%	58%	45%	64%
ESDM Elementary School	37%	56%	44%	48%	38%
Kapingamarangi Elementary School	16%	42%	21%	19%	
Kolonia Elementary School	21%	17%	19%	30%	31%
Lewetik Elementary School	3%	10%	29%	12%	18%
Lukop Elementary School	30%	32%	27%	32%	23%
Mwoakilloa Elementary School	13%		13%		
Nanpei Memorial School	31%	27%	41%	22%	42%
Nett Elementary School	26%	26%	23%	18%	24%
Nukuoro Elementary School	15%	7%	23%	30%	
Ohmine Elementary School	37%	37%	36%	28%	26%
Pakein Elementary School	7%	12%		11%	
Palikir Elementary School	40%	25%	20%	22%	21%
Parem Elementary School Pohnpei	64%	45%	38%	30%	20%
Pehleng Elementary School	54%	27%	56%	27%	27%
Pingelap Elementary School	30%	16%	20%	24%	
Pohnlangas Elementary School	28%	39%	37%	47%	54%
Pohnpei Catholic School	42%	41%	47%	44%	41%
Pohnpei Seventh Day Adventist School	46%	35%	40%	35%	38%
Pohnpei St. Paul Christian School	50%	42%	10%	19%	42%
Rohi Elementary School	65%	66%	49%	63%	61%
RSP Elementary School	35%	29%	19%	16%	32%
Saladak Elementary School	51%	39%	71%	77%	33%
Salapwuk Elementary School	25%	31%	40%	37%	36%
Sapwalap Elementary School	25%	23%	35%	25%	38%
Sapwuafik Elementary School	20%	17%	10%	13%	
Seinwar Elementary School	35%	38%	50%	35%	28%
Sekere Elementary School	20%	17%	14%	25%	24%
Sokehs Powe Elementary School	30%	32%	32%	26%	37%
Wone Elementary School	18%	23%	2%	34%	31%
Yap	**30%**	**34%**	**33%**	**33%**	**34%**
Asor Elementary School		11%	10%	20%	23%
Bael Elementary School	20%	7%	46%	29%	30%
Colonia Middle School	40%	39%	41%	29%	33%
Dalipebinaw Elementary School	21%	26%	36%	35%	41%

Eauripik Elementary School	10%	30%	0%	12%	27%
Elato Elementary School	17%	0%		7%	20%
Fadraii Elementary School	17%	33%	44%	56%	40%
Fais Elementary School	13%	29%	28%	29%	6%
Faith Christian Academy	29%	20%	25%	27%	34%
Falalis Elementary School	17%	42%	20%	36%	33%
Falalop Ulithi Elementary School	60%	29%	23%	36%	15%
Fanif Elementary School	21%	27%	35%	13%	23%
Faraulap Elementary School	33%	0%	18%		40%
Gagil Elementary School	33%	33%	64%	46%	45%
Gilman Elementary School	30%	43%	48%	51%	44%
Ifalik Elementary School	15%	11%	8%	8%	
Kanifay Elementary School		20%			
Lamotrek Elementary School	13%	35%	22%	19%	13%
Maap Elementary School	27%	7%	50%	37%	17%
Mogmog Elementary School	35%	31%	26%	37%	17%
North Fanif Elementary School	27%	53%	27%	47%	60%
Piig Elementary School	7%			18%	33%
Satawal Elementary School	37%	27%	18%	21%	17%
Seliap Elementary School	47%		10%	20%	17%
St. Mary's School	49%	61%	48%	48%	56%
Tamilang Elementary School	30%	50%	32%	51%	43%
Tegailap Elementary School	30%	29%		10%	
Woleai Elementary School	13%	13%	22%	31%	35%
Wottegai Elementary School	35%	41%		51%	
Yap International Christian School		46%	60%	63%	43%
Yap Seventh Day Adventist School	36%	43%	25%	50%	45%

Note: If the score is blank, it means that there are no students for the grade level

Table 5: Percent of Benchmark meet or exceed the expected outcome – Grade 8 Math

Row Labels	2018-19	2020-21	2021-22	2022-23	2023-24
Chuuk	**13%**	**12%**	**14%**	**12%**	**11%**
Akoyikoyi School		39%	32%	31%	33%
Amwachang Elementary School	8%	7%	9%	2%	11%
Berea Christian School	18%	9%	14%	16%	8%
Central & East Wonip Elementary School	20%	9%	11%	5%	6%
Chukuram Elementary School	8%	7%	0%	15%	13%
Chuuk Seventh Days Adventist School	29%	41%	34%	31%	18%
Eot Elementary School	20%	11%	14%	16%	7%

Epin/Nukaf Elementary School	4%	10%	11%	12%	10%
Ettal Elementary School	6%	10%	12%	14%	32%
Faichuk High/Fason Elementary School	7%	7%	6%	3%	2%
Fananu Elementary School	9%	10%	11%	9%	10%
Fanapanges Elementary School	6%	8%	5%	6%	6%
Faro/Winifei Elementary School	10%				
Fonoton Elementary School	4%	7%	12%	4%	4%
Foup Elementary School		12%		6%	
Houk Elementary School	5%	5%	4%	6%	7%
Inaka Elementary School	15%	10%	5%	8%	8%
Iras Demo Elementary School	17%	16%	18%	12%	10%
Kuchu Elementary School	25%	26%	54%	81%	17%
Kukku Elementary School	7%			9%	13%
Kuttu Elementary School	15%	6%	14%	22%	27%
Losap Elementary School	4%	9%	10%	6%	6%
Lukeisel Jr. High/Nema Elementary School	27%	12%	15%	16%	7%
Makur Elementary School		3%	6%	4%	9%
Manaio Elementary School	21%	5%	6%	4%	9%
Mechitiw Elementary School	7%	13%	12%	12%	11%
Messa Elementary School	3%	5%	8%	5%	7%
Moch High/Moch Elementary School	27%	16%	30%	5%	20%
Munien/Nechocho Elementary School	7%		7%	6%	12%
Murilo Elementary School	9%	6%	13%	9%	11%
Mwan Elementary School	17%	13%	19%	11%	12%
Namoluk Elementary School	42%	56%	57%	31%	26%
Neauo Annex (Wichap)	9%				
Neauo Elementary School	9%	12%	8%	9%	6%
Nechap Elementary School	11%	7%	6%	7%	7%
Nomusofo JHS/Udot Elementary School	11%	6%	13%	15%	15%
Nomwenemu Jr. High/Lekinioch Elementary School	8%	14%	19%	9%	11%
Nomwin Elementary School	22%	20%	20%	21%	16%
Nukuno Christian High School	24%				
Nukuno Elementary School		10%	17%	18%	9%
Oneop Elementary School	17%	12%	24%	16%	18%
Onou Elementary School	21%	18%	3%	3%	8%
Paata Polle Onei Junior High/Sapou Elementary School	10%	7%	5%	0%	4%
Panitiw Elementary School	11%	6%	8%	7%	8%
Parem Elementary School Chuuk	0%	9%	12%	6%	3%
Pattiw Jr. High/Polowat Elementary School	6%	7%	10%	6%	8%
Penia and Peniesene Elementary School	9%	8%	15%	9%	13%
Piherarh Elementary School	15%	6%	12%	7%	9%
Piis Paneu Elementary School	5%	10%	15%	12%	17%
Piisemwar Elementary School	8%	10%	6%	7%	11%
Pollap & Tamatam Jr. High/Pollap Elementary School	7%	3%	14%	6%	14%
Pwene Elementary School	8%	16%	4%	15%	13%

School					
Romanum Elementary School	9%	7%	11%	4%	10%
Ruo Elementary School	11%	7%	7%	9%	6%
Saint Cecilia School	20%	12%	11%	14%	20%
Sapota Uman Elementary School	13%	7%	12%	5%	10%
Sapuk Elementary School	13%	12%	13%	16%	13%
Satowan Elementary School	19%	26%	16%	10%	6%
Siis Elementary School	8%	10%	16%	6%	13%
Sino Memorial Elementary School	15%	13%	17%	11%	10%
Southern Namoneas High/Sapore Elementary School	9%	7%	8%	18%	10%
Ta Elementary School	7%	5%	13%	6%	5%
Tamatam Elementary School	9%	8%	15%	7%	21%
Teruo Bokuku Elementary School	25%	7%	6%	4%	3%
Unanu Elementary School		4%	6%	7%	9%
Ununo Fongen Onongoch Elementary School	9%	9%	21%	11%	10%
Weipat High/Onoun Elementary School	6%	10%	6%	5%	5%
West Fefen Elementary School	19%	13%	10%	8%	11%
Wichukuno Elementary School	5%	12%	3%	6%	6%
Kosrae	**52%**	**37%**	**35%**	**37%**	**34%**
Kosrae Seventh Day Adventist School	29%	47%	24%	22%	31%
Lelu Elementary School	70%	31%	42%	32%	35%
Malem Elementary School	69%	25%	28%	41%	31%
Sansrik Elementary School	63%	72%	50%	53%	54%
Tafunsak Elementary School	30%	31%	24%	28%	25%
Utwe Elementary School	50%	50%	38%	46%	38%
Walung Elementary School	33%	35%	37%	43%	21%
Pohnpei	**34%**	**30%**	**30%**	**31%**	**34%**
Awak Elementary School	35%	16%	19%	26%	35%
Calvary Christian Academy	51%	43%	37%	57%	44%
Enipein Elementary School	29%	30%	21%	36%	31%
ESDM Elementary School	40%	31%	25%	44%	29%
Kapingamarangi Elementary School	22%	18%	30%	31%	
Kolonia Elementary School	30%	17%	20%	20%	16%
Lewetik Elementary School	15%	12%	9%	22%	22%
Lukop Elementary School	32%	22%	46%	39%	22%
Mwoakilloa Elementary School	24%	12%	53%	14%	
Nanpei Memorial School	31%	21%	26%	25%	44%
Nett Elementary School	34%	31%	28%	29%	29%
Nukuoro Elementary School	18%	16%		24%	
Ohmine Elementary School	31%	30%	18%	18%	27%
Pakein Elementary School		10%		8%	
Palikir Elementary School	16%	21%	25%	16%	19%
Parem Elementary School Pohnpei	24%	44%	45%	29%	16%
Pehleng Elementary School	44%	51%	25%	34%	55%
Pingelap Elementary School	59%	39%	9%	22%	
Pohnlangas Elementary School	51%	34%	30%	33%	36%

School					
Pohnpei Catholic School	37%	35%	42%	34%	35%
Pohnpei Seventh Day Adventist School	23%	34%	24%	24%	32%
Pohnpei St. Paul Christian School		35%	29%	29%	26%
Rohi Elementary School	43%	51%	60%	69%	60%
RSP Elementary School	21%	24%	4%	27%	17%
Saladak Elementary School	94%	39%	73%	29%	62%
Salapwuk Elementary School	32%	16%	41%	28%	82%
Sapwalap Elementary School	45%	60%	37%	61%	63%
Sapwuafik Elementary School	26%	18%	12%	12%	
Seinwar Elementary School	37%	39%	36%	53%	46%
Sekere Elementary School	13%	15%	36%	38%	38%
Sokehs Powe Elementary School	22%	26%	27%	33%	28%
Wone Elementary School	24%	18%	29%	30%	31%
Yap	**25%**	**21%**	**23%**	**25%**	**26%**
Asor Elementary School			24%	18%	18%
Bael Elementary School	28%	24%	25%	12%	38%
Colonia Middle School	33%	25%	32%	27%	24%
Dalipebinaw Elementary School	24%	15%	24%	24%	28%
Eauripik Elementary School	19%	12%		13%	6%
Elato Elementary School	6%	8%	6%		
Fadraii Elementary School	47%		29%		
Fais Elementary School	31%	11%	13%	23%	13%
Faith Christian Academy	21%	13%	28%	11%	22%
Falalis Elementary School		13%	25%	14%	19%
Falalop Ulithi Elementary School	22%	35%	11%	25%	22%
Fanif Elementary School	24%	14%	22%	12%	31%
Faraulap Elementary School	21%	24%	0%		24%
Gagil Elementary School	29%	41%	49%	34%	39%
Gilman Elementary School	30%	25%	38%	27%	31%
Ifalik Elementary School	11%	11%	14%	10%	11%
Lamotrek Elementary School	27%	28%	22%	27%	17%
Maap Elementary School	22%			39%	
Mogmog Elementary School	33%	23%	26%	24%	24%
North Fanif Elementary School	29%		35%	32%	
Piig Elementary School	12%	7%	12%	15%	
Satawal Elementary School	24%	16%	13%	16%	18%
Seliap Elementary School			17%	29%	
St. Mary's School	29%	31%	26%	36%	35%
Tamilang Elementary School	26%	31%	26%	46%	35%
Tegailap Elementary School		12%		16%	
Woleai Elementary School	18%	15%	11%	15%	19%
Wottegai Elementary School		19%	35%	29%	
Yap International Christian School		6%	18%	42%	47%
Yap Seventh Day Adventist School	24%	27%	20%	25%	16%

Note: If the score is blank, it means there are no students tested for the grade level.

Table 6: Percent of Benchmarks meet or exceed the expected outcome – Grade 10 Math

Row Labels	2018-19	2020-21	2021-22	2022-23	2023-24
Chuuk	**20%**	**13%**	**14%**	**14%**	**15%**
Berea Christian School	20%	14%	14%	11%	9%
Chuuk High School	11%	11%	13%	12%	9%
Chuuk Seventh Days Adventist School		41%	12%		
Faichuk High/Fason Elementary School	8%	4%	8%	8%	6%
Lukeisel Jr. High/Nema Elementary School	18%	24%	18%	15%	9%
Moch High/Moch Elementary School	20%	19%	30%	15%	16%
Mortlocks High School	19%	14%	14%	16%	24%
Nomusofo JHS/Udot Elementary School	9%	7%	6%	10%	6%
Nomwenemu Jr. High/Lekinioch Elementary School	6%	4%	11%	6%	13%
Nukuno Elementary School	18%				
Paata Polle Onei Junior High/Sapou Elementary School		4%	6%		
Pattiw Jr. High/Polowat Elementary School	12%	5%	7%		4%
Pollap & Tamatam Jr. High/Pollap Elementary School	9%	6%	5%	9%	13%
Saramen Chuuk Academy	18%	14%	13%	9%	16%
Southern Namoneas High School	13%	14%	9%	11%	10%
Southern Namoneas High/Sapore Elementary School	9%	8%	5%	10%	10%
Weipat High/Onoun Elementary School	9%	5%	7%	9%	6%
Xavier High School	65%	48%	49%	40%	49%
Kosrae	**38%**	**39%**	**33%**	**27%**	**29%**
Kosrae High School	38%	39%	33%	26%	29%
Kosrae Seventh Day Adventist School				42%	24%
Pohnpei	**28%**	**24%**	**25%**	**26%**	**25%**
Calvary Christian Academy		39%	32%	39%	29%
Madolenihmw High School	23%	23%	24%	24%	23%
Nanpei Memorial High School	30%	21%	22%	23%	26%
Ohwa Christian School	34%	11%			
Our Lady of Mercy Catholic High School	52%	47%	43%	46%	45%
PICS High School	24%	19%	24%	24%	20%
Pohnpei Catholic School	30%	26%	21%	25%	29%
Pohnpei Seventh Day Adventist School	43%	28%	29%	33%	31%
Yap	**32%**	**24%**	**25%**	**30%**	**22%**
Faith Christian Academy	35%	19%	15%	26%	19%

	2018-19	2020-21	2021-22	2022-23	2023-24
Ulithi High School	24%	11%	21%	33%	17%
Woleai High School	32%	17%	19%		15%
Yap Catholic High School	54%	42%	45%	40%	41%
Yap High School	28%	25%	24%	27%	20%
Yap International Christian School					31%
Yap Seventh Day Adventist School	25%				38%

Note: If the score is blank, it means there are no students for the grade level

Table 7: Percent of Benchmarks meet or exceed – Grade 6 Reading

Row Labels	2018-19	2020-21	2021-22	2022-23	2023-24
Chuuk	**16%**	**15%**	**15%**	**16%**	**16%**
Akoyikoyi School	50%	50%	72%	57%	58%
Amwachang Elementary School	4%	5%	0%	5%	2%
Berea Christian School	42%	39%	28%	40%	34%
Central & East Wonip Elementary School	11%	0%	7%	8%	15%
Chukuram Elementary School	10%	10%	8%	13%	3%
Chuuk Seventh Days Adventist School	65%	76%	51%	60%	33%
Eot Elementary School	48%	7%	3%	17%	8%
Epin/Nukaf Elementary School	8%	7%	9%	13%	9%
Ettal Elementary School	14%	40%	32%	8%	0%
Faichuk High/Fason Elementary School	8%	15%	10%	4%	10%
Fananu Elementary School	15%	6%	7%	10%	9%
Fanapanges Elementary School	5%	6%	10%	6%	5%
Fonoton Elementary School	16%	6%	8%	10%	0%
Foup Elementary School		13%		0%	
Houk Elementary School	21%	9%	14%	7%	6%
Inaka Elementary School	6%	7%	7%	7%	20%
Iras Demo Elementary School	22%	15%	23%	12%	14%
Kuchu Elementary School	8%	10%	9%	14%	23%
Kukku Elementary School	13%		3%	10%	14%
Kuttu Elementary School	15%	25%	18%	13%	40%
Losap Elementary School	10%	10%	3%	8%	5%
Lukeisel Jr. High/Nema Elementary School	25%	20%	16%	12%	4%
Makur Elementary School	33%	10%	2%	0%	10%
Manaio Elementary School	13%	8%	5%	3%	8%
Mechitiw Elementary School	8%	9%	5%	48%	35%
Messa Elementary School	27%	8%	14%	8%	3%
Moch High/Moch Elementary School	7%	12%	39%	15%	16%
Munien/Nechocho Elementary School	10%	7%	3%	0%	5%
Murilo Elementary School	8%	5%	3%	5%	6%
Mwan Elementary School	15%	9%	11%	14%	31%
Namoluk Elementary School	26%	30%	62%	47%	22%
Neauo Annex (Wichap)	25%	11%	9%	20%	3%
Neauo Elementary School	18%	17%	11%	12%	12%

School					
Nechap Elementary School	10%	1%	6%	8%	9%
Nomusofo JHS/Udot Elementary School	13%	9%	19%	6%	12%
Nomwenemu Jr. High/Lekinioch Elementary School	9%	6%	13%	15%	4%
Nomwin Elementary School	12%	20%	25%	18%	8%
Nukuno Elementary School	19%	21%	52%	24%	10%
Oneop Elementary School	6%	10%	20%	0%	8%
Onou Elementary School	25%	5%	8%	10%	8%
Paata Polle Onei Junior High/Sapou Elementary School	4%	0%	1%	7%	6%
Panitiw Elementary School	4%	1%	15%	22%	1%
Parem Elementary School Chuuk	10%	3%	10%	20%	10%
Pattiw Jr. High/Polowat Elementary School	15%	4%	10%	7%	10%
Penia and Peniesene Elementary School	19%	20%	8%	3%	18%
Piherarh Elementary School	45%	3%	8%	9%	5%
Piis Paneu Elementary School	4%	4%	10%	9%	8%
Piisemwar Elementary School	6%	3%	8%	5%	20%
Pollap & Tamatam Jr. High/Pollap Elementary School	13%	8%	13%	0%	8%
Pwene Elementary School	11%	18%	7%	8%	11%
Romanum Elementary School	7%	10%	6%	7%	9%
Ruo Elementary School	1%	3%	16%	13%	3%
Saint Cecilia School	26%	39%	20%	49%	42%
Sapota Uman Elementary School	6%	10%	5%	4%	1%
Sapuk Elementary School	13%	19%	13%	12%	19%
Satowan Elementary School	14%	9%	7%	7%	0%
Siis Elementary School	11%	16%	12%	7%	18%
Sino Memorial Elementary School	13%	11%	16%	17%	19%
Southern Namoneas High/Sapore Elementary School	9%	8%	7%	18%	10%
Ta Elementary School	12%	4%	6%	5%	10%
Tamatam Elementary School	27%	10%	3%	3%	17%
Teruo Bokuku Elementary School	1%	15%	7%	25%	8%
Unanu Elementary School	10%	12%	0%	10%	10%
Ununo Fongen Onongoch Elementary School	9%	8%	4%	6%	8%
Weipat High School/Onoun Elementary School	11%	11%	7%	5%	8%
West Fefen Elementary School	11%	6%	13%	13%	14%
Wichukuno Elementary School	10%	3%	10%	20%	10%
Kosrae	**63%**	**53%**	**53%**	**54%**	**57%**
Kosrae Seventh Day Adventist School	3%	80%	44%	72%	75%
Lelu Elementary School	62%	51%	55%	42%	54%
Malem Elementary School	56%	49%	64%	45%	52%
Sansrik Elementary School	73%	50%	63%	65%	67%
Tafunsak Elementary School	71%	55%	57%	65%	63%
Utwe Elementary School	62%	49%	37%	54%	48%
Walung Elementary School	48%	60%	37%	40%	23%
Pohnpei	**47%**	**44%**	**45%**	**43%**	**46%**
Awak Elementary School	71%	56%	48%	45%	45%

School					
Calvary Christian Academy	84%	93%	77%	80%	85%
Enipein Elementary School	37%	43%	40%	30%	48%
ESDM Elementary School	29%	42%	31%	57%	45%
Kapingamarangi Elementary School	14%	53%	20%	17%	
Kolonia Elementary School	39%	34%	31%	37%	43%
Lewetik Elementary School	65%	25%	40%	25%	7%
Lukop Elementary School	37%	43%	28%	38%	36%
Mwoakilloa Elementary School	20%		50%		
Nanpei Memorial School	66%	46%	50%	38%	49%
Nett Elementary School	39%	47%	40%	33%	39%
Nukuoro Elementary School	10%	20%	20%	21%	
Ohmine Elementary School	50%	45%	48%	40%	39%
Pakein Elementary School	17%	30%		8%	
Palikir Elementary School	75%	31%	38%	34%	38%
Parem Elementary School Pohnpei	40%	36%	40%	28%	25%
Pehleng Elementary School	47%	27%	71%	24%	31%
Pingelap Elementary School	43%	7%	40%	30%	
Pohnlangas Elementary School	39%	61%	62%	66%	80%
Pohnpei Catholic School	81%	76%	69%	70%	56%
Pohnpei Seventh Day Adventist School	67%	71%	67%	62%	74%
Pohnpei St. Paul Christian School	68%	73%	37%	44%	63%
Rohi Elementary School	63%	46%	47%	51%	53%
RSP Elementary School	44%	35%	53%	43%	57%
Saladak Elementary School	56%	44%	39%	64%	40%
Salapwuk Elementary School	33%	28%	35%	53%	32%
Sapwalap Elementary School	47%	42%	55%	44%	59%
Sapwuafik Elementary School	14%	17%	15%	23%	
Seinwar Elementary School	28%	34%	47%	37%	35%
Sekere Elementary School	28%	28%	29%	42%	30%
Sokehs Powe Elementary School	57%	46%	48%	52%	49%
Wone Elementary School	27%	38%	8%	40%	52%
Yap	**45%**	**44%**	**47%**	**45%**	**49%**
Asor Elementary School		13%	10%	43%	30%
Bael Elementary School	30%	10%	56%	37%	47%
Colonia Middle School	53%	58%	51%	38%	54%
Dalipebinaw Elementary School	46%	41%	48%	46%	61%
Eauripik Elementary School	30%	28%	0%	8%	30%
Elato Elementary School	25%	0%		5%	0%
Fadraii Elementary School	15%	90%	67%	57%	65%
Fais Elementary School	30%	29%	26%	38%	18%
Faith Christian Academy	53%	53%	51%	59%	65%
Falalis Elementary School	5%	33%	37%	36%	20%
Falalop Ulithi Elementary School	67%	53%	35%	74%	38%
Fanif Elementary School	35%	30%	42%	15%	32%
Faraulap Elementary School	20%	30%	23%		45%

Gagil Elementary School	30%	45%	62%	43%	35%
Gilman Elementary School	58%	47%	70%	53%	41%
Ifalik Elementary School	15%	5%	13%	5%	9%
Lamotrek Elementary School	10%	38%	34%	14%	21%
Maap Elementary School	10%	20%	60%	35%	60%
Mogmog Elementary School	67%	42%	47%	60%	25%
North Fanif Elementary School	25%	35%	50%	30%	30%
Piig Elementary School	10%			13%	50%
Satawal Elementary School	31%	21%	24%	28%	14%
Seliap Elementary School	35%		15%	25%	16%
St. Mary's School	79%	76%	78%	73%	84%
Tamilang Elementary School	48%	72%	52%	80%	73%
Tegailap Elementary School	45%	26%		3%	
Woleai Elementary School	32%	15%	36%	53%	40%
Wottegai Elementary School	45%	25%		50%	
Yap International Christian School		54%	77%	90%	85%
Yap Seventh Day Adventist School	79%	70%	52%	60%	88%

Note: If the score is blank, it means there are no students tested for the grade level

Table 8: Percent of Benchmarks meet or exceed – Grade 8 Reading

Row Labels	2018-19	2020-21	2021-22	2022-23	2023-24
Chuuk	**14%**	**13%**	**14%**	**14%**	**14%**
Akoyikoyi School		36%	32%	41%	40%
Amwachang Elementary School	8%	8%	8%	9%	6%
Berea Christian School	34%	27%	38%	36%	29%
Central & East Wonip Elementary School	10%	8%	8%	7%	6%
Chukuram Elementary School	10%	4%	20%	10%	3%
Chuuk Seventh Days Adventist School	47%	56%	57%	50%	39%
Eot Elementary School	24%	6%	7%	4%	3%
Epin/Nukaf Elementary School	5%	13%	10%	10%	9%
Ettal Elementary School	10%	23%	5%	10%	30%
Faichuk High/Fason Elementary School	6%	11%	4%	7%	14%
Fananu Elementary School	8%	23%	4%	0%	12%
Fanapanges Elementary School	15%	10%	3%	13%	0%
Faro/Winifei Elementary School	23%				
Fonoton Elementary School	7%	8%	15%	10%	7%
Foup Elementary School		5%		0%	
Houk Elementary School	9%	12%	5%	3%	20%
Inaka Elementary School	4%	3%	3%	8%	10%
Iras Demo Elementary School	23%	13%	14%	13%	12%
Kuchu Elementary School	14%	10%	17%	20%	10%
Kukku Elementary School	2%			10%	5%
Kuttu Elementary School	10%	7%	10%	12%	16%

School					
Losap Elementary School	3%	10%	20%	3%	0%
Lukeisel Jr. High/Nema Elementary School	12%	12%	11%	17%	7%
Makur Elementary School		5%	15%	13%	10%
Manaio Elementary School	13%	10%	10%	10%	4%
Mechitiw Elementary School	13%	13%	14%	8%	10%
Messa Elementary School	8%	13%	3%	3%	8%
Moch High/Moch Elementary School	23%	13%	36%	8%	12%
Munien/Nechocho Elementary School	0%		5%	4%	10%
Murilo Elementary School	4%	8%	9%	8%	7%
Mwan Elementary School	19%	19%	13%	18%	16%
Namoluk Elementary School	13%	44%	38%	23%	28%
Neauo Annex (Wichap)	10%				
Neauo Elementary School	16%	18%	8%	14%	8%
Nechap Elementary School	22%	8%	6%	5%	8%
Nomusofo JHS/Udot Elementary School	11%	9%	7%	8%	13%
Nomwenemu Jr. High/Lekinioch Elementary School	9%	12%	11%	6%	9%
Nomwin Elementary School	13%	16%	18%	14%	24%
Nukuno Elementary School	14%	7%	18%	18%	16%
Oneop Elementary School	11%	10%	23%	20%	25%
Onou Elementary School		10%	8%	10%	3%
Paata Polle Onei Junior High/Sapou Elementary School	4%	8%	4%	3%	7%
Panitiw Elementary School	10%	13%	9%	6%	12%
Parem Elementary School Chuuk	5%	3%	3%	0%	15%
Pattiw Jr. High/Polowat Elementary School	3%	12%	5%	3%	4%
Penia and Peniesene Elementary School	20%	14%	15%	5%	10%
Piherarh Elementary School	14%	0%	0%	3%	8%
Piis Paneu Elementary School	7%	7%	8%	15%	7%
Piisemwar Elementary School	7%	1%	0%	3%	14%
Pollap & Tamatam Jr. High/Pollap Elementary School	13%	5%	17%	13%	26%
Pwene Elementary School	9%	15%	10%	9%	12%
Romanum Elementary School	4%	6%	11%	8%	3%
Ruo Elementary School	6%	2%	7%	7%	6%
Saint Cecilia School	32%	19%	24%	33%	43%
Sapota Uman Elementary School	9%	2%	8%	2%	9%
Sapuk Elementary School	13%	11%	10%	12%	13%
Satowan Elementary School	9%	5%	6%	9%	21%
Siis Elementary School	17%	7%	20%	6%	18%
Sino Memorial Elementary School	14%	13%	18%	10%	13%
Southern Namoneas High/Sapore Elementary School	13%	5%	2%	20%	15%
Ta Elementary School	7%	6%	2%	5%	8%
Tamatam Elementary School	10%	8%	5%	8%	5%
Teruo Bokuku Elementary School	20%	7%	7%	8%	10%
Unanu Elementary School	15%	3%	20%	10%	5%
Ununo Fongen Onongoch Elementary School	8%	0%	17%	9%	11%

School					
Weipat High School/Onoun Elementary School	8%	5%	6%	5%	6%
West Fefen Elementary School	15%	18%	13%	10%	6%
Wichukuno Elementary School	3%	3%	3%	5%	8%
Kosrae	**49%**	**44%**	**42%**	**41%**	**41%**
Kosrae Seventh Day Adventist School	30%	40%	53%	50%	48%
Lelu Elementary School	57%	47%	54%	44%	45%
Malem Elementary School	55%	35%	38%	44%	38%
Sansrik Elementary School	68%	60%	47%	48%	59%
Tafunsak Elementary School	35%	35%	25%	31%	34%
Utwe Elementary School	43%	60%	48%	42%	34%
Walung Elementary School	40%	28%	40%	47%	33%
Pohnpei	**41%**	**39%**	**40%**	**46%**	**46%**
Awak Elementary School	41%	43%	42%	51%	49%
Calvary Christian Academy	59%	54%	58%	70%	61%
Enipein Elementary School	35%	38%	38%	50%	41%
ESDM Elementary School	28%	35%	22%	70%	37%
Kapingamarangi Elementary School	14%	24%	31%	30%	
Kolonia Elementary School	39%	32%	37%	37%	36%
Lewetik Elementary School	28%	40%	18%	43%	30%
Lukop Elementary School	30%	24%	53%	37%	59%
Mwoakilloa Elementary School	10%	15%	30%	20%	
Nanpei Memorial School	41%	40%	43%	44%	56%
Nett Elementary School	42%	41%	30%	45%	47%
Nukuoro Elementary School	22%	10%		20%	
Ohmine Elementary School	46%	36%	33%	41%	43%
Pakein Elementary School		18%		23%	
Palikir Elementary School	29%	32%	35%	29%	33%
Parem Elementary School Pohnpei	27%	50%	48%	24%	14%
Pehleng Elementary School	32%	55%	48%	33%	61%
Pingelap Elementary School	55%	36%	15%	16%	
Pohnlangas Elementary School	43%	55%	37%	50%	48%
Pohnpei Catholic School	62%	61%	63%	63%	61%
Pohnpei Seventh Day Adventist School	51%	56%	56%	45%	58%
Pohnpei St. Paul Christian School		55%	50%	50%	34%
Rohi Elementary School	13%	27%	24%	46%	37%
RSP Elementary School	27%	41%	6%	46%	31%
Saladak Elementary School	88%	45%	56%	44%	47%
Salapwuk Elementary School	18%	27%	35%	53%	
Sapwalap Elementary School	54%	36%	36%	70%	74%
Sapwuafik Elementary School	26%	25%	19%	21%	
Seinwar Elementary School	35%	28%	37%	63%	45%
Sekere Elementary School	15%	21%	30%	39%	28%
Sokehs Powe Elementary School	40%	51%	36%	57%	48%
Wone Elementary School	36%	40%	82%	48%	35%
Yap	**39%**	**36%**	**37%**	**39%**	**40%**

	2018-19	2020-21	2021-22	2022-23	2023-24
Asor Elementary School			20%	23%	40%
Bael Elementary School	60%	20%	52%	25%	47%
Colonia Middle School	37%	44%	45%	54%	44%
Dalipebinaw Elementary School	42%	36%	53%	38%	61%
Eauripik Elementary School	23%	15%		23%	10%
Elato Elementary School	13%	7%	3%		
Fadraii Elementary School	50%		40%		
Fais Elementary School	50%	13%	15%	15%	28%
Faith Christian Academy	40%	40%	59%	39%	35%
Falalis Elementary School		12%	26%	13%	22%
Falalop Ulithi Elementary School	30%	44%	33%	34%	30%
Fanif Elementary School	43%	31%	24%	30%	57%
Faraulap Elementary School	15%	20%	10%		30%
Gagil Elementary School	45%	45%	46%	45%	45%
Gilman Elementary School	49%	45%	65%	37%	44%
Ifalik Elementary School	19%	5%	17%	7%	7%
Lamotrek Elementary School	30%	30%	20%	27%	17%
Maap Elementary School	20%			37%	
Mogmog Elementary School	40%	38%	22%	30%	38%
North Fanif Elementary School	20%		23%	40%	
Piig Elementary School	20%	5%	0%	25%	
Satawal Elementary School	24%	19%	20%	21%	22%
Seliap Elementary School			20%	15%	
St. Mary's School	59%	68%	67%	68%	66%
Tamilang Elementary School	31%	43%	30%	50%	46%
Tegailap Elementary School		45%		13%	
Woleai Elementary School	23%	19%	16%	18%	20%
Wottegai Elementary School		20%	26%	27%	
Yap International Christian School		0%	50%	68%	80%
Yap Seventh Day Adventist School	71%	66%	38%	52%	41%

Note: If the score is blank, it means there are no students tested for the grade level

Table 9: Percent of Benchmarks meet or exceed – Grade 10 Reading

Row Labels	2018-19	2020-21	2021-22	2022-23	2023-24
Chuuk	**30%**	**26%**	**27%**	**31%**	**32%**
Berea Christian School	39%	33%	36%	22%	35%
Chuuk High School	23%	23%	25%	27%	24%
Chuuk Seventh Days Adventist School		43%	40%		
Faichuk High School/Fason Elementary School	7%	7%	2%	10%	0%
Lukeisel Jr. High/Nema Elementary School	16%	28%	18%	17%	10%
Moch High School/Moch Elementary School	23%	23%	25%	19%	34%
Mortlocks High School	11%	23%	25%	24%	17%
Nomusofo JHS/Udot Elementary School	12%	18%	16%	10%	15%

School					
Nomwenemu Jr. High/Lekinioch Elementary School	12%	6%	9%	10%	30%
Nukuno Elementary School	30%				
Paata Polle Onei Junior High/Sapou Elementary School		5%	10%		
Pattiw Jr. High/Polowat Elementary School	19%	10%	7%		6%
Pollap & Tamatam Jr. High/Pollap Elementary School	14%	16%	14%	25%	23%
Saramen Chuuk Academy	39%	38%	38%	32%	38%
Southern Namoneas High School	27%	35%	22%	35%	19%
Southern Namoneas High/Sapore Elementary School	15%	12%	9%	14%	19%
Weipat High/Onoun Elementary School	12%	11%	13%	9%	13%
Xavier High School	83%	77%	84%	78%	83%
Kosrae	**53%**	**54%**	**60%**	**51%**	**52%**
Kosrae High School	53%	54%	59%	49%	52%
Kosrae Seventh Day Adventist School			77%	68%	42%
Pohnpei	**49%**	**50%**	**54%**	**55%**	**55%**
Calvary Christian Academy	80%	77%	76%	79%	65%
Madolenihmw High School	42%	49%	45%	57%	47%
Nanpei Memorial High School	37%	41%	44%	52%	51%
Ohwa Christian School	29%	38%			
Our Lady of Mercy Catholic High School	82%	80%	79%	83%	87%
PICS High School	48%	43%	55%	47%	49%
Pohnpei Catholic School	59%	60%	65%	65%	66%
Pohnpei Seventh Day Adventist School	69%	72%	50%	65%	75%
Yap	**54%**	**50%**	**57%**	**58%**	**54%**
Faith Christian Academy	62%	50%	50%	60%	63%
Ulithi High School	56%	32%	48%	51%	39%
Woleai High School	42%	39%	39%		40%
Yap Catholic High School	78%	78%	87%	83%	81%
Yap High School	50%	50%	56%	50%	52%
Yap International Christian School					70%
Yap Seventh Day Adventist School	58%				70%

Note: If the score is blank, it means there are no students for the grade level

ANNEX

Benchmarks Codes

Reading Benchmarks			
Indicator	**Items in Indicator**	**Benchmark Coding**	**Description**
R.6.2.1.1	/1/2/3/4	R6211	Identify and use a variety of word strategies to build meaning (e.g., context clues)
R.6.2.1.2	/17/18/19/20	R6212	Identify and use a variety of word strategies to build meaning (e.g., root words)
R.6.2.1.3	/33/34/35/36	R6213	Identify and use a variety of word strategies to build meaning (e.g., prefixes/suffixes)
R.6.2.2.0	/5/6/7/8	R6221	Apply a variety of strategies to build comprehension (activating prior knowledge and experiences, summarizing, visualizing, comparing and contrasting)
R.6.2.3.0	/9/10/11/12	R6231	Use reference materials to gather information (classroom resources, school library, Internet)
R.6.2.4.0	/13/14/15/16	R6241	Locate and use features of textbooks such as chapter titles, sub-headings, chapter summaries, to summarize, compare/contrast, and draw conclusions.
R.6.2.5.1	/21/22/23/24	R6251	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).
R.6.2.5.2	/37/38/39/40	R6252	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).
R.6.4.1.0	/25/26/27/28	R6411	Compare and contrast different forms of literature (e.g., book review).
R.6.4.2.0	/29/30/31/32	R6412	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).
Indicator	**Items in Indicator**		
R.8.2.1.0	/1/2/3/4	R8210	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.)
R.8.2.2.1	/5/6/7/8	R8221	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.)

Indicator	Items in Indicator		Description
R.8.2.2.2	/9/10/11/12	R8222	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.)
R.8.2.3.0	/13/14/15/16	R8230	Read a variety of printed and media materials for different purposes and discuss opinion of what was read.
R.8.4.1.0	/17/18/19/20	R8410	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.)
R.8.4.2.1	/21/22/23/24	R8421	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.)
R.8.4.2.2	/25/26/27/28	R8422	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.)
R.8.4.3.1	/29/30/31/32	R8431	Dramatize record and write about the effects of culture and historical periods on literature and vice-versa.
R.8.4.3.2	/33/34/35/36	R8432	Dramatize record and write about the effects of culture and historical periods on literature and vice-versa.
R.8.4.5.0	/37/38/39/40	R8450	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.)
Indicator	**Items in Indicator**		
R.10.2.1.1	/5/6/7/8	R10211	Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study.
R.10.2.10.0	/25/26/27/28	R102101	Ask questions as a way to broaden and enrich learning (e.g., why, how, what if, if……then).
R.10.2.2.0	/9/10/11/12	R10221	Read to acquire knowledge and skills to function appropriately in daily life.
R.10.2.4.1	/13/14/15/16	R10241	Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.
R.10.2.4.2	/1/2/3/4	R10242	Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.
R.10.4.5.1	/17/18/19/20	R10251	Demonstrate understanding those factors that commonly affect the use of language (gender, social class, family relationship, ethnic groups).
R.10.4.5.3	/29/30/31/32	R10253	Demonstrate understanding those factors that commonly affect the use of language (gender, social class, family relationship, ethnic groups).

R.10.4.5.2	/33/34/35/36	R10252	Demonstrate understanding those factors that commonly affect the use of language (gender, social class, family relationship, ethnic groups).
R.10.4.6.1	/21/22/23/24	R10261	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.
R.10.4.6.2	/37/38/39/40	R10262	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.

Math Benchmark

Indicator	Items in Indicator	Benchmark Coding	Description
M.4.1.1.1	/1/2/3/4	M4111	Understand base ten by identifying the place value of whole numbers up to 1,000 and decimal numbers down to 100ths.
M.4.1.2.1	/5/6/7/8	M4121	Demonstrate the ability to read, write, and compare simple fractions and decimals in English and the local counting system.
M.4.1.3.1	/9/10/11/12	M4131	Represent whole numbers, fractions, and decimals and operations involving them, in a variety of ways using physical models, diagrams, and number expressions.
M.4.1.4.1	/13/14/15/16	M4141	Perform the basic operations to add, subtract, multiply, and divide whole numbers and decimals and add and subtract fractions with like denominators
M.4.1.5.1	/17/18/19/20	M4151	Use a variety of methods and ways to round and estimate whole numbers, decimals and fractions.
M.4.1.6.1	/21/22/23/24	M4161	Use a variety of strategies including the understanding of decimals and fractions to solve problems and explain the reasoning used to reach each solution.
M.4.2.1.1	/25/26/27/28	M4211	Identify and classify two- and three-dimensional shapes.
M.4.2.2.1	/29/30/31/32	M4221	Describe similarities and differences between one-, two-, and three-dimensional geometric figures.
M.4.2.3.1	/33/34/35/36	M4231	Demonstrate understanding of common units in the English and metric systems by choosing appropriate units to measure common objects and quantities.
M.4.2.4.1	/37/38/39/40	M4241	Use standard and non-standard units to determine length, volume, and weight, and describe characteristics of each type of measure.
M.4.2.5.1	/41/42/43/44	M4251	Use the understanding of geometry, measurement, and transformation to solve problems and explain reasoning used to each solution.
M.4.3.1.1	/45/46/47/48	M4311	Use patterns and functions to represent and solve real world situations and explain the reasoning used to reach the solution.
M.4.4.1.1	/49/50/51/52	M4411	Collect, organize, display, and describe data systematically.
M.4.4.2.1	/53/54/55/56	M4421	Read and interpret data using pictographs, tables, or charts.

Indicator	Items in Indicator		
M.6.1.1.1	/1/2/3/4	M6111	Compare, order, round, and group rational numbers.
M.6.1.2.1	/5/6/7/8	M6121	Demonstrate fluency in the basic operations to add, subtract, multiply, and divide whole numbers, fractions, and decimals.
M.6.1.3.1	/9/10/11/12	M6131	Identify the characteristics of prime and composite numbers, and decompose composite numbers into factor pairs and prime factors using exponents.
M.6.1.4.1	/13/14/15/16	M6141	Use models and pictures to represent ratio and proportions and solve problems.
M.6.2.1.1	/17/18/19/20	M6211	Add and subtract customary units of length, mass, liquid, and time measures.
M.6.2.2.1	/21/22/23/24	M6221	Perform slides, flips, turns, and rotations and indicate the motion, position, and direction applied.
M.6.2.3.1	/25/26/27/28	M6231	Use formulas to compute perimeter and area of polygons.
M.6.2.4.1	/29/30/31/32	M6241	Describe, compare, and classify geometrical figures using mathematical terminology (number of edges and faces, number and size of angles, and number of vertices).
M.6.3.1.1	/33/34/35/36	M6311	Represent patterns in a variety of ways (numeric, algebraic, pictorial, oral, and graphic).
M.6.3.2.1	/37/38/39/40	M6321	Model and solve real world problems using various representations such as graphs and tables.
M.6.3.3.1	/41/42/43/44	M6331	Locate whole numbers, fractions, and decimals on a number line.
M.6.3.4.1	/45/46/47/48	M6341	Use the guess and check method to solve simple algebraic expressions.
M.6.4.1.1	/49/50/51/52	M6411	Analyze and interpret data, including range, median, mode, mean, and frequency and present information to an audience.
M.6.4.2.1	/53/54/55/56	M6421	Make predictions that are based on (experimental or theoretical probabilities) and determine their reasonableness.
M.6.4.3.1	/57/58/59/60	M6431	Formulate and solve problems that involve collecting and analyzing data to reach conclusions and make generalizations.
Indicator	Items in Indicator		

M.8.1.1.1	/1/2/3/4	M8111	Represent, compare, order and use numbers in a variety of forms (integer, fraction, decimal, percent, and exponents) in mathematical problem-solving situations.
M.8.1.2.1	/5/6/7/8	M8121	Demonstrate fluency in computing with rational numbers (fractions, decimals, percent, and integers).
M.8.1.3.1	/9/10/11/12	M8131	Square whole, rational, and integers and find square roots of perfect squares (e.g. 1, 4, 9, 16, etc.).
M.8.1.4.1	/13/14/15/16	M8141	Use ration, proportion, and percent in problem solving.
M.8.2.1.1	/17/18/19/20	M8211	Use a compass, protractor, and straightedge to draw two- dimensional figures and do constructions (e.g. Bisecting an angle or line segment, creating a right angle, drawing a circle).
M.8.2.2.1	/21/22/23/24	M8221	Identify similar and congruent figures and including lines of symmetry and diagonals.
M.8.2.3.1	/25/26/27/28	M8231	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.
M.8.2.4.1	/29/30/31/32	M8241	Use the Pythagorean Theorem to find lengths of sides of right triangles.
M.8.2.5.1	/33/34/35/36	M8251	Solve simple problems involving rates and derived measure (e.g. Miles per hour, cost per yard)
M.8.2.6.1	/37/38/39/40	M8261	Use proportional reasoning and indirect measurements to draw inferences, such as measuring the thickness of a book to estimate the thickness of one page.
M.8.3.1.1	/41/42/43/44	M8311	Write and solve two-step linear equations and one-step inequalities.
M.8.3.2.1	/45/46/47/48	M8321	Graph linear functions in two variables using a table of ordered pairs.
M.8.3.3.1	/49/50/51/52	M8331	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.
M.8.3.4.1	/53/54/55/56	M8341	Model and solve real-world problems using various representations, such as graphs and tables, to understand the purpose and utility of each representation.
M.8.4.1.1	/57/58/59/60	M8411	Find, describe, and interpret mean, median, mode, and range and determine which measure is best to use in a particular situation.
M.8.4.2.1	/61/62/63/64	M8421	Read and interpret tables, charts, and graphs, and make inferences based on the data.
M.8.4.3.1	/65/66/67/68	M8431	Use sampling and other data collection tools to gather and analyze data, and make conclusions and predictions.

M.8.4.4.1	/69/70/71/72	M8441	Compute simple probabilities using appropriate methods such as lists, tree diagrams, or through experimental or simulation activities.
Indicator	Items in Indicator		
M.10.1.1.1	/1/2/3/4	M10111	Demonstrate the inverse relationship between square numbers and square roots.
M.10.1.2.1	/5/6/7/8	M10121	Compare and order rational numbers and square roots using a number line.
M.10.1.3.1	/9/10/11/12	M10131	Solve problems with squares and square roots, limited to square roots of square numbers.
M.10.1.4.1	/13/14/15/16	M10141	Represent numbers in a variety of forms including factors, multiples, exponents, primes, composites, fractions, decimals, and percentages and change from one form to another.
M.10.2.1.1	/17/18/19/20	M10211	Apply an understanding of the English and metric systems of measurement to solve problems.
M.10.2.2.1	/21/22/23/24	M10221	Use formulas, including approximate units of measure, to determine the surface area and volume of selected prisms, cylinders, and pyramids.
M.10.2.3.1	/25/26/27/28	M10231	Apply the Pythagorean Theorem to solve problems involving right triangles.
M.10.2.4.1	/29/30/31/32	M10241	Perform transformations including reflection, rotation, and translation and describe the size, position, and orientation of the resulting shapes.
M.10.3.1.1	/33/34/35/36	M10311	Represent a variety of patterns, including recursive patterns, with tables, graphs, words, and symbols.
M.10.3.2.1	/37/38/39/40	M10321	Represent mathematical situations as algebraic expressions and equations and describe algebraic expressions using words.
M.10.3.3.1	/41/42/43/44	M10331	Solve Single-variable equations and inequalities using rational numbers.
M.10.3.4.1	/45/46/47/48	M10341	Use tables and graphs to present linear equalities and inequalities with two variables and solve problems.
M.10.3.5.1	/49/50/51/52	M10351	Justify the steps used in simplifying expressions and solve equations and inequalities.
M.10.4.1.1	/53/54/55/56	M10411	Analyze and interpret data using mean, median, mode, range and frequency.
M.10.4.2.1	/57/58/59/60	M10421	Design a study, collect data, and select the appropriate representations to make conclusions and generalizations.

M.10.4.3.1	/61/62/63/64	M10431	Judge the validity of reported data, conclusions and generalizations.
M.10.4.4.1	/65/66/67/68	M10441	Calculate probabilities for simple events under different relationships, including independent, dependent, with replacement and without replacement.

Students Assessment Participation Rate

Exam		National		Chuuk		Kosrae		Pohnpei		Yap	
		2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
4th Math	Gen. Ed	67% (1403/2081)	70% (1331/18889)	53% (510/1045)	55% (549/974)	87% (95/109)	100% (124/124)	79% (576/727)	81% (496/611)	92% (183/200)	98% (176/180)
	IEP		46.21% (61/132)		37.11% (36/97)		100% (9/9)		56.25% (9/16)		70% (7/10)
6th Math	Gen. Ed	69% (1507/2172)	72% (1423/19882)	50% (510/1024)	58% (549/952)	98% (138/141)	93% (127/137)	83% (645/778)	85% (574/674)	93% (214/229)	91% (173/191)
	IEP		51.88% (69/133)		41.18% (35/85)		100% (8/8)		64.52% (20/31)		66.67% (6/9)

		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
8th Math	Gen. Ed	76% (1464/1919)	75% (1419/1889)	59% (545/919)	58% (549/952)	97% (126/130)	102% (130/127)	89% (600/672)	91% (563/617)	97% (193/198)	92% (177/193)
	IEP		67.24% (78/116)		50% (29/58)		100% (12/12)		75.68% (28/37)		100% (9/9)
10th Math	Gen. Ed	65% (925/1417)	67% (1045/1564)	50% (270/543)	49% (323/661)	81% (84/104)	91% (116/127)	78% (454/581)	77% (454/591)	62% (117/189)	82% (152/185)
	IEP		67.09% (53/79)		25% (6/24)		100% (8/8)		77.14% (27/35)		100% (12/12)
6th Reading	Gen. Ed	69% (1501/2172)	72% (1432/1982)	50% (510/1024)	56% (548/980)	96% (136/141)	94% (129/137)	83% (642/778)	85% (574/674)	93% (213/229)	95% (181/191)
	IEP		52.63% (70/133)		41.18% (35/85)		100% (8/8)		64.52% (20/31)		77.78% (7/9)

		National 2022-23	National 2023-24	Chuuk 2022-23	Chuuk 2023-24	Kosrae 2022-23	Kosrae 2023-24	Pohnpei 2022-23	Pohnpei 2023-24	Yap 2022-23	Yap 2023-24
8th Reading	Gen. Ed	76% (1456/1919)	75% (1418/1889)	59% (545/919)	57% (547/952)	98% (127/130)	103% (131/127)	88% (591/672)	91 (563/617)	97% (193/198)	92% (177/193)
	IEP		67.24% (78/116)		50% (29/58)		100% (12/12)		75.68% (28/37)		100% (9/9)
10th Reading	Gen. Ed	63% (899/1417)	67% (1042/1564)	50% (269/543)	49% (323/661)	80% (83/104)	88% (112/127)	74% (430/581)	77% (454/591)	62% (117/189)	83% (153/185)
	IEP		67.09% (53/79)		25% (6/24)		100% (8/8)		77.14% (27/35)		100% (12/12)

ASSESSMENT: PERFORMANCE – PROFICIENT & ABOVE

Test		National		Chuuk		Kosrae		Pohnpei		Yap	
		2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
4th Math	Gen. Ed	27%	26%	24%	18%	38%	36%	29%	33%	23%	24%

		Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9	Col10
	IEP		8.62%		5.56%		0%		37.50%		0%
6th Math	Gen. Ed	27%	28%	15%	16%	44%	46%	32%	34%	33%	34%
	IEP		1.61%		0%		0%		5.88%		0%
8th Math	Gen. Ed	24%	24%	12%	11%	37%	34%	31%	34%	25%	26%
	IEP		0%		0%		0%		0%		0%
10th Math	Gen. Ed	23%	22%	14%	15%	27%	29%	26%	25%	30%	22%
	IEP		0%		0%		0%		0%		0%
6th Reading	Gen. Ed	35%	36%	16%	16%	54%	57%	43%	46%	45%	49%
	IEP		3.17%		0%		0%		5.88%		14.29%
8th Reading	Gen. Ed	33%	32%	14%	14%	41%	41%	46%	46%	39%	40%

	IEP		1.30%		0%		0%		3.57%		0%
10th Reading	Gen. Ed	48%	47%	31%	32%	51%	55%	55%	55%	58%	54%
	IEP		0%		0%		0%		0%		0%