



## SCHOOL PERFORMANCE REPORT CARD

**SY 2015-2016**

**Machananao Elementary School**

Superintendent of Education: Jon J.P. Fernandez

Acting Principal: Geraldine D. Quejado



### SCHOOL CHARACTERISTICS

ENROLLMENT	508
Female: 273	
Male: 235	
AVERAGE DAILY ATTENDANCE	469.1
AVERAGE DAILY MEMBERSHIP	502
AVERAGE DAILY RATES	93.5%

#### STUDENT ENROLLMENT BY GRADE

KINDER	1ST	2ND	3RD	4TH	5 <sup>TH</sup>
64	82	100	85	96	81

### STUDENT DEMOGRAPHICS

STUDENT ETHNIC DISTRIBUTION*			
American Indian Alaskan Native	0	Native Hawaiian or Other Pacific Islander	
Asian		NHPI - Chamorro, Rota, Tinian, Saipan	152
Asian - Chinese	0	NHPI - Chuukese	131
Asian - Filipino	117	NHPI - Hawaiian	0
Asian - Indonesian	0	NHPI - Kosraean	20
Asian - Japanese	0	NHPI - Marshallese	2
Asian - Korean	1	NHPI - Palauan	13
Asian - Vietnamese	0	NHPI - Pohnpeian	44
African American	0	NHPI - Samoan	1
Hispanic/Latino	0	NHPI - Yapese	14
White, Non-Hispanic	1	NHPI - Other PI	1
Other Ethnic/Mixed	11	Total	508
*aligned with ED Facts ethnicity categorization			

#### ADDITIONAL DEMOGRAPHIC INFORMATION

ENGLISH LEARNERS 63%

STUDENTS ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES 3%

STUDENT SUSPENSION RATE Unduplicated 0.98% Incidents 0.98%

### RESOURCES INFORMATION

#### School Personnel Resources

POSITION	NO. OF EMPLOYEES	% OF TOTAL
ADMINISTRATORS	1	1.7%
TEACHERS	41	70.7%
HEALTH COUNSELORS	1	1.7%
GUIDANCE COUNSELORS	1	1.7%
LIBRARY STAFF	1	1.7%
PROFESSIONAL / ANCILLARY	1	1.7%
INSTRUCTIONAL AIDES	8	13.8%
OTHER STUDENT SUPPORT	0	0
ADMINISTRATIVE SUPPORT	3	5.2%
CUSTODIAL / MAINTENANCE / CAFETERIA	1	1.7%
TOTAL	58	100%

#### FROM THE PRINCIPAL

#### EXEMPLARY PROGRAMS

- ❖ **Response to Intervention (RtI)** -- RtI is a tiered instructional model that supports success for all students through prevention, intervention, and identification. RtI model multiple levels (tiers) of interventions based on children's responsiveness to student-centered instruction and assessment.

Tier 1 (at or above grade level) students are considered on grade level or at benchmark and receive the core curriculum instruction; Tier 2 (below grade level) are students who receive instruction in small groups where interventions are focused on particular skills that may need further development and reinforcement; Tier 3 (way below grade level) are students considered a high-risk for academic failure, where instruction is provided with small groups of 3-5 students, or models of one-to-one instruction is used.

#### SPECIAL AWARDS

- ❖ Student: Analiah Chargualaf, 5<sup>th</sup> grade, Back to School Poster Contest "Better Student, Better Guam" Winner on August 2015
- ❖ Student: Tyler Evangelista, 3<sup>rd</sup> grade, participated in the FIFA World Cup Russia Qualifiers as a flag bearer in the opening ceremony for Guam vs. Oman on September 8, 2015

The positive outcome of analyzing data and the proper implementation of RtI showed an increase of students performing in Tier 1 from Benchmark 1 to Benchmark 3. In Reading, there was an increase of 12% of students performing at grade level or above. In Math, there was an increase of 28% of students performing at grade level or above.

- ❖ **Professional Learning Communities (PLC)** -- The essence of PLC is that it is data-driven, focused, and committed to student learning. The use of data analysis during PLCs allow for teachers to discuss appropriate interventions, research-based instructional strategies that are targeted to specific skills, and to determine underlying factors that affect student achievement.

Teachers met twice a month and worked together to clarify exactly what each student must learn; monitor each student's learning on a timely basis; provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and enrich learning when students have already mastered the intended outcomes.

The agendas of all our PLCs engaged in collective inquiry in best practices in teaching and learning, analyzing their *AIMSWEB Benchmark*, *Progress Monitoring*, and *Quarterly Assessment* data, determining if individual students, grade level, and the school met its goals and objectives aligned with the School's Improvement Plan.

- ❖ **Professional Development** -- The Lagu Region Principals collaborated for district-wide professional development days. The participating Lagu Elementary Schools were *AsTumbo*, *D.L. Perez*, *Finegayan*, *Liguan*, *Maria Ulloa*, *Machananao*, *Upi*, and *Wettengel*.

Lagu professional development days were used to help increase teacher professional growth for Curriculum, Instruction, Assessment and Intervention. A "Needs Assessment" was used to generate topics to guide Lagu professional development. Based on Lagu professional development evaluations, teachers gained knowledge in *Marzano proficiency scales*, *Depth of Knowledge*, *STEM/STEAM*, *SIOP*, *Common Formative Assessments*, and *instructional best practices*.

- ❖ **After School Program for Instructional Remediation & Enrichment (ASPIRE)** -- The ASPIRE Program aligns with the district goals to improve academic achievement in Reading, Math, and Language Arts. ASPIRE provided enrichment to the school's curriculum through a combination of structured, interactive, and physical activities in Reading, Math, Language Arts and other supplemental instruction such as homework assistance, small group instruction, and lessons that target specific needs based on the recommendations of the teacher.

Data Collection from Interim Assessments, specifically with AIMS Reading, Math, and Language target scores were used to guide tutoring. As a school, in Reading, there was an increase of 12% of students performing at grade level or above. In Math, there was an increase of 28% of students performing at grade level or above.

- ❖ **Positive Behavioral Interventions & Supports (PBIS)** -- The development and implementation of the School-wide Discipline (PBIS) was aligned with our school's mission, School-wide Learner Outcomes (SLOs), Guam Education Board (GEB) policies and procedures on discipline, and GDOE statement of vision, mission, and philosophy. The school team used this approach as a guide in fostering health, wellness, and safety by promoting positive behavior in all areas of the school.

Implementation of PBIS assisted the school in emphasizing the use of data for informing decisions about the selection, implementation and progress monitoring of evident-based behavioral practices and organizing resources and systems to improve durable implementation and fidelity.

School personnel were able to use interventions that are effective, accurate and successful at the school level. These include a team-based leadership (School Climate Cadre – SCC), continuous monitoring of student behavior and effective on-going professional development. For SY 2015-2016, we had a total of 30 major discipline incidents, in comparison to SY 2014-2015 the school had a total of 33.

- ❖ Teacher: Kristal K. Flores, 1<sup>st</sup> grade teacher was awarded a trip to *ISTE Conference* in Philadelphia on July 2015
- ❖ MES collected and donated \$297 to the Bank of Guam Saipan relief effort "*Change for Change*" *Coin Drive* – September 2015
- ❖ MES had 84 participants and raised \$732.09 in the *GDOE Fun Run/Walk 2K/5K* held on September 26, 2015
- ❖ MES came in 4<sup>th</sup> place island-wide for the *Red-Ribbon Week 2015 Drawing and Gate/Wall Decorating Contest*
- ❖ MES 4<sup>th</sup> grade students Angelique Garcia and Resseberrie Kilafwakun participated and won Guam PDN's "*Such a Turkey*" *Art Contest* held during the month of November 2015. For the 4-9 Years, 3D Division, Angelique came in 1<sup>st</sup> place and Resseberrie came in 2<sup>nd</sup> place island-wide.
- ❖ MES students participated in T DFS Galleria's *Annual Festival of Trees* held in December 2015. Machananao Elementary School received \$200.00 for their participation.
- ❖ MES School Custodian, Mr. Philip Tenorio, was nominated for the MagPRO Awards in the category of "Behind the Scenes." Mr. Tenorio was a DOE nominee who went forward to compete government-wide in his respective category of "Behind the Scenes."
- ❖ 4<sup>th</sup> grade student Angelique Garcia took 1<sup>st</sup> place in the *Island-wide Science Fair*.

COMMUNITY PARTNERSHIPS	ACCOMPLISHMENTS
<ul style="list-style-type: none"> <li>❖ D-2 THAAD Army, AAFB</li> <li>❖ Agency for Human Resources Development</li> <li>❖ AmeriCorps</li> <li>❖ Yigo Mayor's Office</li> </ul>	<ul style="list-style-type: none"> <li>❖ School Improvement Plan - Action Steps were completed and accomplished</li> <li>❖ ACT Aspire &amp; Standards-Based Assessment (Reading, Language, Math) – School ranked satisfactorily in comparison with the other schools district-wide</li> <li>❖ Positive Behavioral Interventions &amp; Supports (PBIS) – Decrease in major discipline incidents</li> <li>❖ Monthly Virtues “<i>Marvelous Marlins</i>” – Students were awarded for practicing and displaying Character Education.</li> <li>❖ Structured Learning Computer Education – Computer Education K-5<sup>th</sup> Curriculum were provided as a resource to implement GDOE Computer Education Standards</li> <li>❖ National Elementary Honor Society (NEHS) – A total of 6 students were inducted to NEHS</li> <li>❖ Professional Development – Teachers attended/received trainings on <i>Accreditation, CITW, Guaranteed Viable &amp; Curriculum, Balanced Leadership, STEM, Marzano Formative Assessment, Standard Based Grading/Proficiency Scales, SIOP</i>, etc.</li> <li>❖ After-School Program for Instructional Remediation &amp; Enrichment (ASPIRE) - As a school, in Reading, there was an increase of 12% of students performing at grade level or above. In Math, there was an increase of 28% of students performing at grade level or above.</li> <li>❖ Science Fair – The school had over 20 participants and 4<sup>th</sup> grade student Angelique Garcia took 1<sup>st</sup> place in the <i>Island-wide Science Fair</i></li> <li>❖ Response to Intervention - As a school, in Reading, there was an increase of 12% of students performing at grade level or above. In Math, there was an increase of 28% of students performing at grade level or above.</li> </ul>

## SCHOOL-WIDE EXPENDITURES

OBJECT CATEGORY	Salaries	\$1,796,185.60
	Benefits	\$670,157.15
	Travel	0
	Contractual	\$529,688.66
	Supplies	\$13,212.63
	Text & Library Books	\$6,246.04
	Equipment	6,767.35
	Utilities	\$249,396.67
	Capital Outlay	0
	Other Expenditures	0
<b>Note:</b> Sourced from the Finance and Administrative Services (FAS) Division of the Guam Department of Education (GDOE), the above data cover a 12-month period. Due to alignment with the National Public Education Financial Survey (NPEFS), they are significantly different from the SY 14-15 SPRC expenditure figures.		

## PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?

Machananao Elementary School's curriculum is built around the guidance of the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math. Our school continues to implement the GDOE content standards for Science, Social Studies, Health, PE, Art, Music and Educational Technology. The current shift in curriculum, instruction, assessment, and intervention (CIAI) is created in the pedagogy and beliefs for all schools to meet the Guam Department of Education (GDOE) District goals and objectives under the State Strategic Plan.

Machananao continues to adjust to the major changes during school year 2014-2015 or make further progress that occurred in school year 2015-2016 in the curriculum aspect at Machananao Elementary School, few of which have been listed below:

- **AIMSweb and Response to Intervention (RtI)** - Machananao Elementary has been one of the Lagu District schools that have implemented AIMSweb Math prior to the District's requirement in 2014-2015 with having all schools take the diagnostic assessment for both Reading and Math. Since school year 2013-2014, Machananao Elementary has successfully implemented AIMSweb Math and Reading, with the proper implementation of Progress Monitoring to assist with our school's Response to Intervention (RtI).

Teachers from Kindergarten through 5<sup>th</sup> grade continued successfully utilizing the diagnostic assessment and its data to create their RtI groups: Tier 1 (at or above grade level), Tier 2 (below grade level), and Tier 3 (way below grade level). Using such data, teachers are able to create their

tiered groups using research-based or proven intervention strategies that focus on identified and specific skills that will help students to accelerate, while still receiving the core instruction. The positive outcome of analyzing data and the proper implementation of RtI, showed the following data for major skills that were assessed in Reading and Math:

#### READING:

Kindergarten assessed three major skills: *Letter Naming Fluency (LNF)*, *Letter Sound Fluency (LSF)*, and *Nonsense Word Fluency (NWF)*. During the last assessment, which was taken in April 2016, Letter Naming Fluency (LNF) started with 19% of Kindergarten students at Tier 1 to 62% at grade level by April 2016. Letter Sound Fluency (LSF) started with 5% of Kindergarten students at Tier 1 to 67% at grade level by April 2016. During school year 2015-2016, Nonsense Word Fluency (NWF) is typically tested in Kindergarten during the Spring (Benchmark 3) testing periods. By Spring testing, Kindergarten had 40 out of 64 students tested or 63% at grade level by April 2016. 1<sup>st</sup> grade tests NWF for all three testing periods. During benchmark 1, 1<sup>st</sup> grade students started the year at 51% at Tier 1 and during benchmark 3, 65% at Tier 1 (at or above grade level).

Another skill that is consistent from 1<sup>st</sup> through 5<sup>th</sup> grade is Oral Reading Fluency. During school year 2015-2016, 1<sup>st</sup> grade students were assessed with ORF during all benchmark assessment periods. During benchmark 1, 155 or 35% out of the 442 of 1<sup>st</sup> through 5<sup>th</sup> grade students scored at the Tier 1 level and during benchmark 3, 193 or 45% out of the 247 of 1<sup>st</sup> through 5<sup>th</sup> grade students scored at the Tier 1 level (at or above grade level).

Another major Reading skill is MAZE, which test on reading comprehension. This school year, MAZE was administered to 1<sup>st</sup> through 5<sup>th</sup> grade. During the April 2016 testing period (Spring/Benchmark 3), 180 or 40% out of the 447 of 1<sup>st</sup> through 5<sup>th</sup> grade students scored at the Tier 1 level. Other skills that were continued this year under AIMSweb Language included Writing and Spelling; both skills will continue to be tested.

#### MATH:

AIMSweb Math is a familiar territory for the teachers and students of Machananao Elementary. Kindergarten and 1<sup>st</sup> grade students were assessed on AIMSweb TEN skills, which include the following: *Oral Counting (OCM)*, *Number Identification (NIM)*, *Quantity Discrimination (QDM)*, and *Missing Number (MNM)*.

There is a total of 143 Kindergarten and 1<sup>st</sup> grade students enrolled at the time the Spring assessment (Benchmark 3) was administered. Overall, the data showed 99% scored at Tier 1 for OCM; 76% for NIM; 78% for MNM, and 73% for QDM. Another Math skill that is assessed is Math Computations (MCOMP). This particular skill is assessed from 1<sup>st</sup> through 5<sup>th</sup> grade. Out of the total 445 (1<sup>st</sup>-5<sup>th</sup>) students, 256 or 59% scored at Tier 1 during the last assessment administered in April 2015. There lies another major skill, Math Concepts and Applications (MCAP), a skill that is assessed only from 2<sup>nd</sup> through 5<sup>th</sup> grade. From the 366 total students in 2<sup>nd</sup> through 5<sup>th</sup>, 219 or 61% scored at the Tier 1 range during the April 2016 testing period.

- **Common Formative Assessment (CFA)** – CFA has been an ongoing process at the school. These are teacher-made tests that are aligned to the Common Core State Standards (CCSS) and GDOE content standards. Teachers continue to practice creating CFAs that align with Marzano's Standards Based Assessment. Teachers use CFAs to test students on chosen priority skills and big ideas using the *GDOE Curriculum Guide and Map* to create their assessments.

Additionally, with the recent training in the Lagu District for Standards Based Assessments (SBA), teachers received additional training to create assessments that are aligned to the SBA grading system by using the 2.0 (below grade level), 3.0 (grade level), and 4.0 (advanced). This form of assessment allows teachers to determine student level of performance for tested skills/standards. Machananao will be taking the gained knowledge in CFA's to improve our current CFA process for school year 2016-2017.

- **Professional Development** - The Lagu Region Principals collaborated for district-wide professional development days. The participating Lagu Elementary Schools were *AsTumbo*, *D.L. Perez*, *Finegayan*, *Liguan*, *Maria Ulloa*, *Machananao*, *Upi*, and *Wettengel*. The Lagu professional development days were used to help increase teacher professional growth for Curriculum, Instruction, Assessment and Intervention.

A "Needs Assessment" was used to generate topics to guide Lagu professional development. Each grade level from the participating schools met at different school locations during assigned dates. The first session of Lagu professional development days took place on September 18 (3<sup>rd</sup> – 5<sup>th</sup>) and October 6 (Kinder), 7 (1<sup>st</sup>) and 8 (2<sup>nd</sup>) for Kindergarten through 5<sup>th</sup> grade. The evaluation feedback guided the second session of Lagu professional development. The Lagu curriculum coordinators met together throughout the year to plan and organized the second session. The second session of Lagu professional development days took place on January 11 (4<sup>th</sup>), 13 (5<sup>th</sup>), 21 (3<sup>rd</sup>) and February 8 (Kinder – 2<sup>nd</sup>).

Based on Lagu professional development evaluations, teachers gained knowledge in *Marzano proficiency scales*, *Depth of Knowledge*, *STEM/STEAM*, *SIOP*, *Common Formative Assessments*, and instruction best practice. Kindergarten and 1<sup>st</sup> grade also participated in "make and take" sessions where they created instructional materials. Teachers also worked on improving our curriculum during a few of our planned half-day profession developments. Teachers created consensus maps to align with one of the five district expectations of a Guaranteed and Viable Curriculum. Consensus maps are a "road map" of skill and standards teacher will teach throughout the year. These maps will ensure all teachers in the grade level are aligned with each other. Consensus maps were created for ELA, Math, Science, Social Studies, Music, Art, Physical Education, and Health.

In closing, MES students performed in the *Department's Annual Summative Assessment (ACT Aspire)*, "Ready" – the percentage of students who met the ACT Readiness Benchmark and on target for 50% or higher likelihood of college course success by Grade 11 in comparison with SY 2014-2015; 3<sup>rd</sup> to 4<sup>th</sup> grades increased by 6% in English and 4% in Reading.

## ENVIRONMENT: IS THE SCHOOL ENVIRONMENT SUPPORTING STUDENTS, TEACHERS, & FAMILIES?

The development and implementation of:

- **MES Emergency Response Plan** – Used as a guide to help us develop and strengthen an effective *Emergency Response Plan* in cooperation with local emergency response agencies. We used this plan as a means of conducting review with the entire school team and determine any adjustments that must be made to fit the needs of our school. The school team received trainings in the areas of *Active Shooter* and participated in October 16, 2015 *Great Guam Shakeout*. *Emergency Drills* were scheduled on a monthly basis and/or as needed. The *School Safety Committee* met twice a month based on drills conducted and participant's feedback.
- **School-wide Discipline** - PBIS is aligned with our school's mission, School-wide Learner Outcomes (SLOs), Guam Education Board (GEB) policies and procedures on discipline, and GDOE statement of vision, mission, and philosophy. The school team used this approach as a guide in fostering health, wellness, and safety by promoting positive behavior in all areas of the school. The intent of School-wide Discipline is to set forth behavioral guidelines that students will be expected to follow throughout the school. At the same time, it also maintains professional courtesy, regard and respect for each teacher's individual classroom management strategies. The school's ultimate goal was to increase student achievement by teaching and enabling all students to exercise self-control, behave appropriately in their social environment, and participate in community building activities.

The PBIS framework is to create a safe, effective and positive learning environment for every child by explicitly teaching school-wide behavioral expectations. Implementation of PBIS assisted the school in emphasizing the use of data for informing decisions about the selection, implementation and progress monitoring of evidence-based behavioral practices and organizing resources and systems to improve durable implementation and fidelity. School personnel were able to use interventions that are effective, accurate and successful at the school level. These include a team-based leadership (*School Climate Cadre – SCC*), continuous monitoring of student behavior and effective on-going professional development. As incentives, the school implements "*Marvelous Marlin*" awards during the school's monthly morning assemblies to recognize students who displayed and practiced the Monthly Virtues. For SY 2015-2016, we had a total of 30 major discipline incidents, in comparison to 33 for SY 2014-2015.

## OUTCOMES: WHAT ARE STUDENTS ACCOMPLISHING?

Machananao Elementary School's mission of creating a safe, trendsetting community of lifelong learners striving for success along with **School Learner Outcomes** of motivating lifelong learners, producing effective communicators and successful individuals continues to be the focus. As a school community to raise student achievement, to also build positive student behaviors through collaboration, professional developments, professional learning communities and teamwork are other aspects that the school implements in accomplishing its goals. With the school's exemplary programs, accomplishments, awards, community partners, and progress, the school was able to achieve its goals and objectives in the **School Improvement Plan**.

Student outcomes were obvious in our **ACT Aspire** assessment results. The school would like to highlight the percentage of students performing at the 'Ready' and 'Close' proficiency level:

3<sup>rd</sup> grade - 89% in English, 20% in Reading and 48% in Math;

4<sup>th</sup> grade – 86% in English, 34% in Reading and 63% in Math; and

5<sup>th</sup> grade – 74% in English, 28% in Reading and 55% in Math.

Our school maximizes the use of data in structuring the planning for next steps to achieve our school goals. Student outcomes were also in the areas of: SMART Goals, *Marvelous Marlin* of the Month, Quarterly and School Year Perfect Attendance, Student Awards, co-curricular and extra-curricular activities (*Spelling Bee*, *Read-a-Thon*, *Science Fair*, *Geography Bee*, *Art-a-Thon*, *Newspaper in Education*, *Special Olympics*, etc.)

## ACT Aspire\* Performance Levels

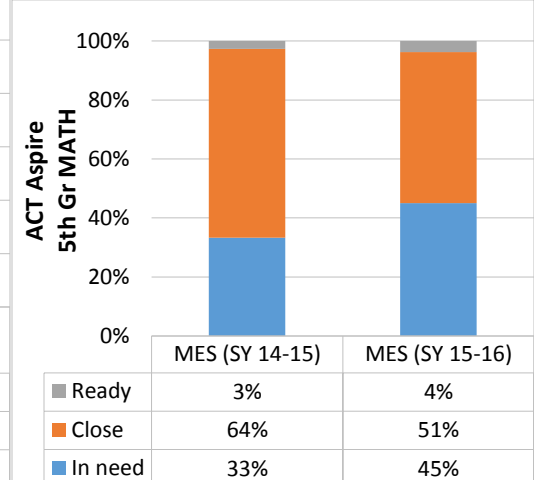
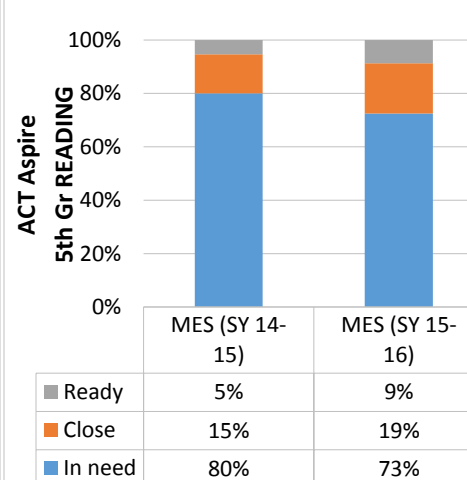
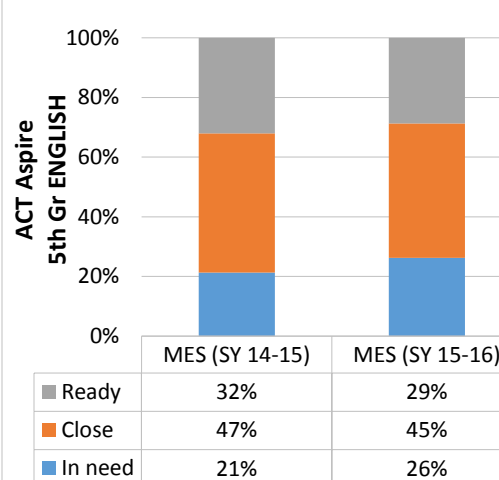
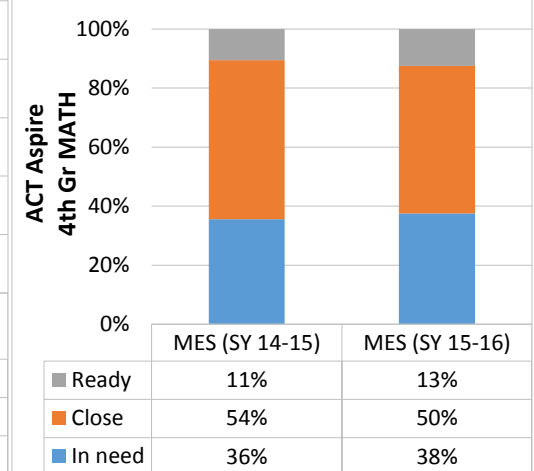
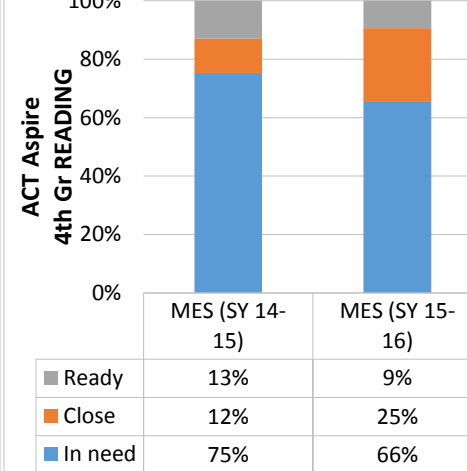
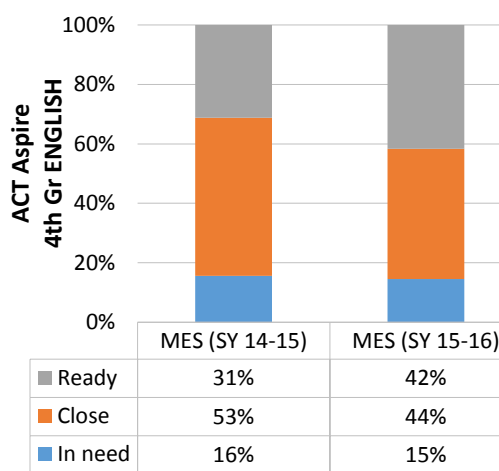
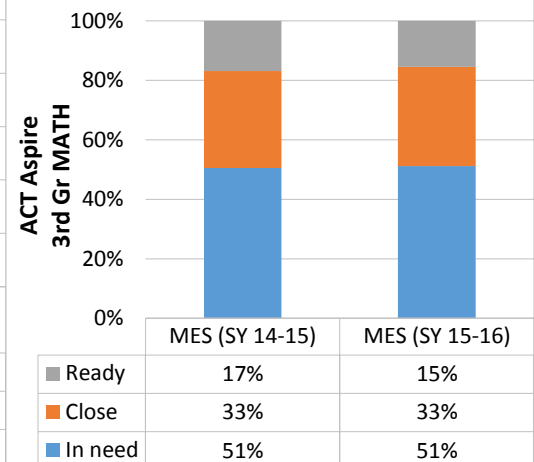
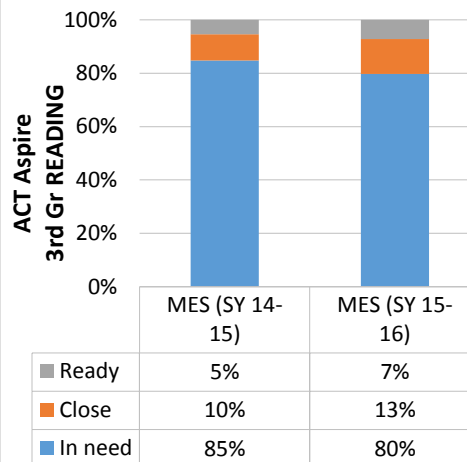
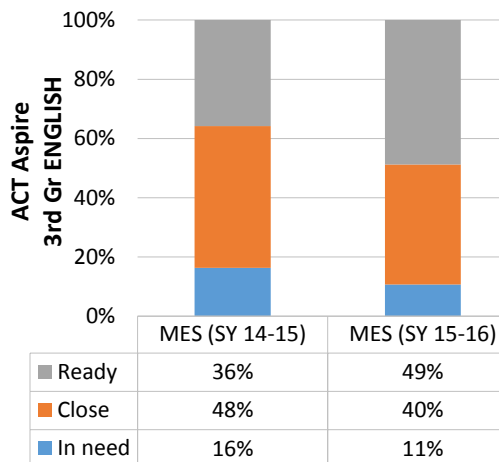
**In Need of Support** Students scored substantially below the ACT Readiness Benchmark  
**Close** Students scored below but near the ACT Readiness Benchmark  
**Ready** Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11

## Standards Based Assessment (SBA)\*\* Performance Levels

**Below Basic** Indicates little or no mastery of fundamental knowledge and skills  
**Basic** Indicates partial mastery or the knowledge and skills fundamental for satisfactory work  
**Proficient** Represents solid academic performance indicating students are prepared for the next grade  
**Advanced** Signifies superior performance beyond grade-level mastery

\*administered to Grades 3-10 only

\*\*to be provided upon availability







## School Composite Score

The Composite Score cannot be calculated at this time because of the unavailability of the test results on the Standards Based Assessment (SBA) which is currently being scored at the time of the mandated submission of this report per Guam P.L. 26-26. This School Composite Score Table will be updated when the SBA test results become available.

### ELEMENTARY SCHOOLS COMPOSITE SCORE (GROWTH MODEL)

**SY 2015-16 (Base Year: SY 2014-15)**

PERFORMANCE Indicator	Base Year	Current Year	Gain/ Loss	Performance Category	Performance Description	Indicator Weight	Indicator Score
ACT Aspire Test Results (Total weight = 45%)							
Grade 3: English, % Ready	36%	49%	13%	1.0	Exceptional	5.0%	5.0%
Grade 3: Reading, % Ready	5%	7%	2%	0.6	Satisfactory	5.0%	3.0%
Grade 3: Math, % Ready	17%	15%	-2%	0.2	Unacceptable	5.0%	1.0%
Grade 4: English, % Ready	31%	42%	11%	1.0	Exceptional	5.0%	5.0%
Grade 4: Reading, % Ready	13%	9%	-4%	0.2	Unacceptable	5.0%	1.0%
Grade 4: Math, % Ready	11%	13%	2%	0.6	Satisfactory	5.0%	3.0%
Grade 5: English, % Ready	32%	29%	-3%	0.2	Unacceptable	5.0%	1.0%
Grade 5: Reading, % Ready	5%	9%	4%	0.8	Strong	5.0%	4.0%
Grade 5: Math, % Ready	3%	4%	1%	0.4	Low	5.0%	2.0%
SBA Test Results (Total weight = 42%)							
Reading % Grade 1 Proficient or Advanced	29%			0.2		3.0%	0.6%
Math % Grade 1 Proficient or Advanced	34%			0.2		3.0%	0.6%
Social Studies % Grade 1 Prof or Advanced	32%			0.2		3.0%	0.6%
Science % Grade 1 Proficient or Advanced	36%			0.2		3.0%	0.6%
Reading % Grade 2 Proficient or Advanced	57%			0.2		3.0%	0.6%
Math % Grade 2 Proficient or Advanced	52%			0.2		3.0%	0.6%
Social Studies % Grade 2 Prof. or Advanced	41%			0.2		3.0%	0.6%
Science % Grade 2 Proficient or Advanced	53%			0.2		3.0%	0.6%
Social Studies % Grade 3 Prof. or Advanced	31%			0.2		3.0%	0.6%
Science % Grade 3 Proficient or Advanced	27%			0.2		3.0%	0.6%
Social Studies % Grade 4 Prof. or Advanced	18%			0.2		3.0%	0.6%
Science % Grade 4 Proficient or Advanced	18%			0.2		3.0%	0.6%
Social Studies % Grade 5 Prof. or Advanced	16%			0.2		3.0%	0.6%
Science % Grade 5 Proficient or Advanced	13%			0.2		3.0%	0.6%
Other school indicators (Total weight = 13%)							
Student Average Daily Attendance Rate	92.2%	93.5%		0.6	Satisfactory	6.5%	3.9%
Student Discipline (Unduplicated)	3.0%	1.0%		1.0	Exceptional	6.5%	6.5%
Credit for greater than 5% gain in any test				Composite Score			
Summative Rating Description							



Summative Rating Categories:

90% or more = EXCEPTIONAL

70% to 89.9% = STRONG

50% to 69.9% = SATISFACTORY

10% to 49.9% = LOW

Less than 10% = UNACCEPTABLE



School Administrator	
Principal	Geraldine D. Quejado

PTO Officers	
President	Matthew Laguana
Vice President	Virginia Laguana
Secretary	Angelica Salas
Treasurer	Reachell Pangelinan
Public Information Officer	Andrea Skoog

**Machananao Elementary School will create a safe, trendsetting, community of life-long learners striving for success.**

**Machananao Elementary School**  
 Route 9  
 Yigo, Guam 96929  
 Tel: (671) 635-4381 | Fax: (671) 632-0020



<b>School Colors:</b> Navy Blue & Gray	<b>Mascot:</b> Marlins
---	---------------------------