



## SCHOOL PERFORMANCE REPORT CARD

**SY 2016-2017**

**Machananao Elementary School**

Superintendent of Education: Jon J.P. Fernandez

Principal: Geraldine D. Quejado



### SCHOOL CHARACTERISTICS

ENROLLMENT

Female: 284

Male: 232

**516**

AVERAGE DAILY  
ATTENDANCE

**481.09**

AVERAGE DAILY  
MEMBERSHIP

**508.08**

AVERAGE DAILY RATES

**94.7%**

STUDENT ENROLLMENT BY GRADE

KINDER	1ST	2ND	3RD	4TH	5 <sup>TH</sup>
76	72	74	104	87	103

### STUDENT DEMOGRAPHICS

#### STUDENT ETHNIC DISTRIBUTION\*

American Indian Alaskan Native	0	Native Hawaiian or Other Pacific Islander	0
Asian		NHPI – Chamorro, Rota, Tinian, Saipan	160
Asian – Chinese	0	NHPI – <del>Chumkese</del>	130
Asian – Filipino	111	NHPI – Fijian, etc.	0
Asian – Indonesian	0	NHPI – Hawaiian	0
Asian – Japanese	0	NHPI – Kosraean	20
Asian – Korean	1	NHPI – Marshallese	0
Asian – Vietnamese	0	NHPI – Palauan	13
African American	0	NHPI – <del>Pohnesian</del>	43
Hispanic/Latino	0	NHPI – Samoan	1
White, Non-Hispanic	1	NHPI – Yapese	22
Other Ethnic/Mixed	14	Total	516

\*aligned with EDFacts ethnicity categorization

#### ADDITIONAL DEMOGRAPHIC INFORMATION

ENGLISH  
LEARNERS

**56%**

STUDENTS  
ELIGIBLE TO  
RECEIVE  
SPECIAL  
EDUCATION  
SERVICES

**13 Students  
or 2.51%**

STUDENT  
SUSPENSION  
RATE

Unduplicated  
Suspension  
Count  
7 or 1.36%  
Duplicated  
Suspension  
Count  
10 or 1.94%

### RESOURCES INFORMATION

#### School Personnel Resources

POSITIONS	NO. OF EMPLOYEES	% OF TOTAL
ADMINISTRATOR	1	2.04%
TEACHER	38	77.55%
SCHOOL HEALTH COUNSELOR	1	2.04%
LIBRARY STAFF	1	2.04%
SCHOOL GUIDANCE COUNSELOR	1	2.04%
ADMINISTRATIVE SUPPORT STAFF	3	6.12%
INSTRUCTIONAL AIDES	3	6.12%
CUSTODIAL/MAINTENANCE/CAFETERIA	1	2.04%
TOTAL	49	100.00%

### FROM THE PRINCIPAL

#### EXEMPLARY PROGRAMS

- ❖ **POSITIVE BEHAVIOR INTERVENTION and SUPPORTS (PBIS)**-- Implementation of PBIS assisted the school in emphasizing the use of data for informing decisions about the selection, implementation and progress monitoring

#### SPECIAL AWARDS

- ❖ Initial Accreditation – Granted to Machananao Elementary School expiring on June 2020.

of evident-based behavioral practices and organizing resources and systems to improve durable implementation and fidelity. The School Climate Cadre (SCC) provides a safe environment for all students by analyzing the school's PBIS data and finding solutions to any discipline incidences using the Team Initiated Problem Solving framework. The data is analyzed to determine when specific times incidences occur, which students (grade-levels) are involved, where (classroom, cafeteria, playground, etc.) the incidences occur. SCC develops a plan to address the behavioral issues and prevent them from reoccurring. Throughout the school year, there was an average of 8 discipline referrals being reported and submitted to the SCC on a monthly basis; for the month of May, there were only 2 incidences.

❖ **NATIONAL ELEMENTARY HONOR SOCIETY (NEHS)**-- NEHS recognizes students for their outstanding academic achievement and demonstrated personal responsibility, to provide meaningful service to the school and community, and to develop essential leadership skills in the students of elementary schools. In order for a 4th or 5th grade student to become a member of this prestigious organization, the student is expected to demonstrate all four pillars as required by the National NEHS, and must be highly recommended by his/her teacher. The four pillars that guide the NEHS selection process include: Scholarship, Responsibility, Service, and Leadership—all of which, our 19 new members have demonstrated extremely well in the previous and current school year, which totals to 22 NEHS members for School Year 2016-2017.

❖ **FAMILIES AND SCHOOLS TOGETHER (FAST)** -- FAST is a Home-School Connection/Partnership Workshop utilizing the FAST modules to bring families together to build supportive relationships across the domains of family, school, and the community. The workshop also teaches parents to become effective family leaders equipped to support their child's academic success. FAST Workshops create positive communication between the families and schools and provides strategies to implement in their homes through the four Modules: (1) Establish learning rituals in the home (2) Motivating your students (3) Provide learning assistance in the home and (4) Monitoring student educational progress. With a diverse student population at MES, the FAST Workshops are also designed to be culturally responsive when interacting with both students and their families. There were a total of 3 FAST workshops; October 11, 2016 – 35 parents/families attended, January 17, 2017 – 75 parents/families attended, and March 14, 2017 – 68 parents/families attended.

❖ **STRUCTURED LEARNING COMPUTER EDUCATION** -- Structured Learning Computer Education has the K-5th Curriculum that was provided as a resource to implement and aligned with GDOE Computer Education Standards. Teachers were provided a schedule of when mobile labs are available for their grade level to sign-out, therefore students were able to use the technology consistently. On these days, Structured Learning was taught.

❖ Sylvan Learning Center "My Favorite Teacher" award was given to the following teachers:

❖ Angel Bermudez, Pre-K GATE Teacher

❖ Lisa Pacheco, Kindergarten Teacher

❖ Maris Oftana, 1st Grade Teacher

❖ Haydee Ampurias, 2nd Grade Teacher

❖ Dana Pablo, 3rd Grade Teacher

❖ Maria Duque, 4th Grade Teacher

❖ Rhia Jimenez, 5th Grade Teacher

❖ Elwin Champaco Quitano, ESL Coordinator/Teacher received Doctor of Philosophy (PhD) Educational Leadership from Northcentral University, San Diego California.

❖ Sonya Perez, GATE Teacher was selected as a Testimonial Speaker of Suicide Awareness at the Micronesia Mall on September 24, 2016.

❖ Angelique Garcia, 5th Grade, Energy Poster Contest 3rd Place winner

❖ Emylaine Mendoza, 2nd grade, Read-A-Thon Poster Contest 1st Place winner

❖ 4th annual 2K/5K GDOE Fun Run awarded MES \$250.00

❖ Island-wide Kids Athletics, MES placed 4th overall

❖ Katherine Pineda 4th grade student represented MES in the GATE Math Enrichment Program Math Meet Competition.

❖ Reiven Rivera won the School-Wide Spelling Bee and represented MES in the Island-Wide Spelling Bee competition.

Individual laptops were utilized by students independently under the guidance of the classroom teacher. Focus Group D Resource Management and Development monitored the implementation of Structured Learning. Monitoring the use of technology in the classroom impacts student learning as it should be integrated in classroom instruction. Technology plays an important role as it allows students to communicate effectively.

- ❖ **MARVELOUS MARLINS of the MONTH (MMM)**  
One student from each class is recognized and awarded during the school's monthly assemblies who have met the criteria for Marvelous Marlins of the Month. The criteria are based on the virtue of the month as scheduled in the school's calendar. Students have to demonstrate the virtues in order for them to receive this award; the virtues are aligned with the school's PBIS. For example, for the month of September, the virtue was "RESPONSIBILITY"; the student should be dependable and accountable for their words and actions. This have to be demonstrated using the 3 Bs (Be Respectful – choose to have a good attitude, be dependable and reliable; Be Responsible– do your best, do work correctly and on time, takes ownership of your actions without excuses and tell the truth; Be Safe – shows self-control and uses good judgment) in PBIS. Throughout the school year, there was an average of 8 major discipline referrals being reported and submitted to the SCC on a monthly basis; for the month of May, there were only 2 incidences.

COMMUNITY PARTNERSHIPS	ACCOMPLISHMENTS
<ul style="list-style-type: none"> <li>❖ MES Parent-Teacher Organization (PTO)</li> <li>❖ Echo 3 THAAD Battery Air Defense Artillery (Military Partnership)</li> <li>❖ Yigo Mayor Rudy Mantanane and staff PBS/ KGTF</li> <li>❖ Guam Foundation for Public Education</li> <li>❖ Pacific Daily News, News Paper in Education</li> <li>❖ Kit Casin, certified Zumba Instructor</li> <li>❖ American Heart Association (Jump Rope 4 Heart)</li> <li>❖ Isla Center for the Arts</li> <li>❖ I.S.L.A. (Island Success through Learning Association)</li> <li>❖ Guam Council International Reading Association</li> </ul>	<ul style="list-style-type: none"> <li>❖ Initial Accreditation – Granted to Machananao Elementary School (MES) expiring on June 2020.</li> <li>❖ School Improvement Plan (SIP) – Action Steps were completed and accomplished.</li> <li>❖ Academic Intervention Monitoring System web (AIMSWeb) – student data was used immediately after the testing period (BM 1, 2, &amp; 3), therefore teachers were able to address student needs.</li> <li>❖ Common Formative Assessments (CFA) - Teachers used CFA's to test students on chosen priority skills and big ideas using the GDOE Curriculum Guide and Map to create their assessments.</li> <li>❖ Response to Intervention (RtI) - Analyzed AIMSWeb and CFA data, teachers created Tiered Groups using research-based or proven intervention strategies that focus on identified and specific skills that helped students to accelerate, while still receiving the core instruction.</li> <li>❖ Professional Learning Communities (PLC) – Teachers met twice a month and worked together to clarify</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>❖ Professional Development – Teachers island-wide collaborated for district-wide professional development days. Teachers continued to receive ongoing trainings on Accreditation, CITW, Guaranteed Viable &amp; Curriculum, Consensus Maps, Balanced Leadership, STEM, Marzano Formative Assessment, Standard Based Grading/Proficiency Scales, SIOP, etc..</li> <li>❖ PBIS – Thorough implementation of PBIS has decreased the number of minor and major offenses by 85%.</li> <li>❖ Science Fair – The school had over 20 participants and had the opportunity to compete in the 39th Annual Island –wide Science Fair.</li> <li>❖ The After School Program for Instructional Remediation &amp; Enrichment (ASPIRE) - is an after-school program that works to increase student academic awareness in K-5 through supplemental educational services with additional time for instruction and interventions. Although not all students moved up to tier 2 or 1, they did progress within the tier they started at.</li> </ul>
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## SCHOOL-WIDE EXPENDITURES

OBJECT CATEGORY	Salaries	\$409,288.96	
	Benefits	\$152,901.99	
	Travel	\$0.00	
	Contractual	\$289,981.35	
	Supplies	\$12,139.05	
	Text & Library Books	\$10,105.14	
	Equipment	\$18,482.53	
	Utilities	\$42,489.48	
	Capital Outlay	\$0.00	
	Other Expenditures	\$0.00	

## PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?

<ul style="list-style-type: none"> <li>❖ MES curriculum is built around the guidance of the Common Core State Standards (CCSS) for English Language Arts (ELA), Math, Science, and Social Studies. Our school continues to follow the GDOE content standards for Health, PE, Art, Music and Educational Technology. Curriculum, Instruction, Assessment, and Intervention (CIAI) was created in the pedagogy and beliefs for all schools to meet the Guam Department of Education (GDOE) District goals and objectives under the 20/20 Vision.</li> <li>❖ AIMSWeb assessments were administered at MES in September 2016 (Fall – Benchmark 1), January 2017 (Winter – Benchmark 2), and April 2017 (Spring – Benchmark 3). The positive outcome of analyzing data and the proper implementation of RtI, showed the following data for major skills that were assessed in ELA and Math: ELA – Test in Early Literacy:</li> <li>❖ This year AIMSWeb - Test in Early Literacy (TEL) in Kindergarten and First Grade assessed four major skills: Letter Naming Fluency (LNF), Letter Sound Fluency (LSF), Phoneme Segmentation Fluency (PSF), and Nonsense Word</li> </ul>
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Fluency (NWF). The following data reflects the percentage of students meeting Tier 1 for the different benchmark assessments in Kindergarten:

- ❖ LNF started with 28% during BM1, 34% during BM2, and 44% during BM3. LSF started with 20% during BM1, 39% during BM2, and 41% during BM3.
- ❖ PSF started with 30% during BM2 and 54% during BM3. NWF started with 46% during BM2 and 46% during BM3.
- ❖ The following data reflects the percentage of students meeting Tier 1 for the different benchmark assessments in First Grade:
- ❖ LNF 60% during BM1. LSF 62% during BM3.
- ❖ PSF started with 62% during BM1 and 61% during BM2.
- ❖ NWF started with 59% during BM1, 48% during BM2, and 68% during BM3.

❖ ELA – Oral Reading Fluency:

❖ A skill that is consistent from 1st through 5th Grade is Oral Reading Fluency (ORF). The following data reflects the percentage of students meeting Tier 1 for ORF benchmark assessments in 1st through 5th Grade:

- ❖ BM1, 166 or 44% out of the 379 of 2nd through 5th Grade students scored at the Tier 1 level.
- ❖ BM2, 188 or 44% out of the 427 of 1st through 5th Grade students scored at the Tier 1 level.
- ❖ BM3, 206 or 50% out of the 413 of 1st through 5th Grade students scored at the Tier 1 level.

❖ ELA – MAZE:

❖ Another major ELA skill is MAZE, which test on reading comprehension. The following data reflects the percentage of students meeting Tier 1 for ORF benchmark assessments in 1st through 5th Grade:

- ❖ BM1, 140 or 38% out of the 371 of 2nd through 5th Grade students scored at the Tier 1 level.
- ❖ BM2, 136 or 32% out of the 430 of 1st through 5th Grade students scored at the Tier 1 level.
- ❖ BM3, 181 or 43% out of the 418 of 1st through 5th Grade students scored at the Tier 1 level.

❖ ELA – Spelling:

❖ Spelling Correct Letter Sequence, which test students spelling.

- ❖ BM1, 166 or 37% out of the 444 of 1st through 5th Grade students scored at the Tier 1 level.
- ❖ BM2, 157 or 37% out of the 426 of 1st through 5th Grade students scored at the Tier 1 level.
- ❖ BM3, 205 or 49% out of the 417 of 1st through 5th Grade students scored at the Tier 1 level.

❖ ELA – Written Expression:

❖ Written expressions assess students writing in three different categories. The categories are Total Words Written (TWW), Words Spelled Correctly (WSC), and Correct Writing Sequence (CWS).

- ❖ TWW 34% BM1, 45% BM2, and 53% BM3.
- ❖ WSC 40% BM1, 52% BM2, and 56% BM3.
- ❖ CWS 38% BM1, 48% BM2, and 48% BM3.

❖ Math – Test in Early Numeracy:

❖ Kindergarten and 1st Grade students are assessed on AIMSWeb Test in Early Numeracy (TEN) skills, which include the following: Oral Counting (OCM), Number Identification (NIM), Quantity Discrimination (QDM), and Missing Number (MNM).

- ❖ OCM 56% BM1, 80% BM2, and 75% BM3.
- ❖ NIM 42% BM1, 65% BM2, and 63% BM3.
- ❖ QDM 45% BM1, 62% BM2, and 59% BM3.
- ❖ MNM 44% BM1, 56% BM2, and 63% BM3.

❖ Math – Math Computations:

❖ Another Math skill that is assessed is Math Computations (MCOMP). This particular skill is assessed from 1st through 5th Grade.

- ❖ BM1, 237 or 53% out of the 443 of 1st through 5th Grade students scored at the Tier 1 level.
- ❖ BM2, 236 or 56% out of the 423 of 1st through 5th Grade students scored at the Tier 1 level.
- ❖ BM3, 275 or 68% out of the 403 of 1st through 5th Grade students scored at the Tier 1 level.

❖ Math – Concepts and Applications:

❖ Another major skill, Math Concepts and Applications (MCAP), a skill that is assessed only from 2nd through 5th grade.

- ❖ BM1, 93 or 25% out of the 371 of 2nd through 5th Grade students scored at the Tier 1 level.
- ❖ BM2, 172 or 49% out of the 354 of 2nd through 5th Grade students scored at the Tier 1 level.

- ❖ BM3, 197 or 57% out of the 346 of 2nd through 5th Grade students scored at the Tier 1 level.
- ❖ Common Formative Assessments (CFA) has been an ongoing process at the school. 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 training in the Lagu District for Standards Based Assessments (SBA) during school year 2015-2016, 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. Teachers continue to apply gained knowledge in CFA's to improve our current CFA process for school year 2016-2017. Our Curriculum Team has begun the process of fine tuning out CFAs to meet the needs of our students and prepare for the shift to SBA. Teachers will continue to fine tune our CFA process for school year 2017-2018.
- ❖ Professional Learning Community (PLC) is an ongoing meeting with teachers and the Curriculum Coordinator that is structured and focus on four major questions: (1) What do students need to know and be able to do? (2) How will we know when they have learned it, (3) What will we when they have not learned it? and (4) What will we do when they already know it? The main focus of PLC is to focus on student learning, develop a collaborative culture, and results oriented. Additionally, PLC is a time for sharing ideas, conducting mini-trainings or workshops, and providing teacher support with available resources or tools.
- ❖ During school years 2013-2014 and 2014-2015, our teachers embarked in a very exciting conversation using the vertical alignment concept. Each grade level from Kindergarten through 5th Grade met with the next grade level teachers to discuss priority skills that should be emphasized prior to the school year ending. The outcome of our vertical alignment discussions, were both positive and results oriented where teaches were able to see the progression of the CCSS from one grade level to the next, found other skills that needed to be emphasized immediately, even if it was not a priority skill in GDOE's curriculum map, and non-mastering skills that begin as early in Kindergarten and continue to be a problem when students reach 5th Grade. Every grade level worked harder to ensure that their students and grade level provided instruction and assessments in both AIMSWeb and CFAs aligned to the suggested priority skills.
- ❖ Using the vertical alignment findings, this school year's assessment emphasis was on improving our initial CFAs. Initial CFAs are screener test that grades 1st through 5th. These test included the previous grade level's important skills and standards that are important for students when starting their new grade level. Initial CFAs are administered within the first 2 weeks of the year. These test also include, priority standards and/or skill identified during the vertical alignment discussions in previous school years. Teachers were walked through the process of using this data to drive curriculum decisions during the beginning of the year. Teacher made adjustments to their initial CFAs throughout the year to improve their created tests. MES will continue to use and improve this process next school year and use the vertical alignment concept to show previous grade level progress. MES Assessment Team had begun the discussion on ways to improve our current practice with the shift to standards-based grading.
- ❖ Professional Development - Teachers island-wide collaborated together for district wide professional development days. The instructional coaches, teacher leaders, and Principal PD leaders planned, presented and organized these professional developments. The focus this school year was to collaborate across the island to work on ELA, Math, Science, and Social Science consensus maps. Teacher discussed priority standards and when they should be addressed within the school year.
- ❖ School site and WASC Wednesday PDs focused on the initial accreditation report. Working on this report help provide self/school reflection on what we do as a school to meet student needs. This included school safety and environment, curriculum, instruction, assessment, school and community relationships, and resources. All of these areas influence student achievement either directly or indirectly. The School and WASC Wednesday PDs were time well spent to complete the initial accreditation report that was due in December 2016 and properly prepare for the accreditation visit that took place on April 3, 2017.
- ❖ ACT ASPIRE - Here are the student outcomes for school 2015-2016 ACT Aspire assessment results by percentage of students performing at the 'Ready' and 'Close' proficiency level:
  - ❖ 3rd grade - 89% in English, 20% in Reading and 48% in Math
  - ❖ 4th grade - 86% in English, 34% in Reading and 63% in Math
  - ❖ 5th grade - 74% in English, 28% in Reading and 55% in Math
- ❖ Cohort group of students currently in 5th grade, who were 3rd grade SY 14-15 to 4th grade SY 15-16 met the district goal by increasing 5% or more yearly in English. ACT Aspire English scores increased by 6%. The scores for English were: 31% 'Ready' SY 14-15 and increased to 42% 'Ready' SY 15-16.



- ❖ PBIS implementation decreased major and minor discipline incidents and Office Discipline Referrals (ODRs). There were a total of 82 major and minor offenses, compared to SY 2015-2016 which was a total of 97.
- ❖ MES continues to promote extra and co-curricular activities with the entire school community. MES communicates with all stakeholders by updating school website and distributing monthly newsletters and calendars. Although, the number of parents that attended MES FAST workshops increased from 35 attendees to 75, and then decreased at 68, MES will continue to find ways to increase parental involvement throughout the school year in the different activities/events that the school sponsors.
- ❖ As of February 16, 2017, MES updated our equipment sign-out sheet, because of this change we have been able to monitor and track which teacher has been utilizing Structured Learning in the classroom. Other than monitoring the usage of Structured Learning, teachers have been actively signing out the projectors and Elmos.

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

- ❖ MES Emergency Response Plan (ERP) is used as a guide to help the school develop and strengthen the ERP in cooperation with local emergency response agencies. The ERP is used 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.
- ❖ School-Wide Discipline Plan, 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 intent of the School-Wide Discipline is to set forth behavioral guidelines that students will be expected to follow throughout the school. The PBIS framework is to create a safe, effective and positive learning environment for every child by teaching school-wide behavioral expectations. MES completed the PBIS Assessment Surveys; namely the School Safety Survey (SSS) at 87% and the Self-Assessment Survey at 87%, which will assist the school in developing a plan that is conducive to the needs of the school environment..
- ❖ Student Council – Students from the 5th Grade Student Council assisted in collecting canned food and monetary donations for the family that lost their home in Yigo caused by fire.
- ❖ Assessment Data is used to revise instructions and to create interventions to meet student academic needs. Teachers used AIMSweb progress monitoring data to track student progress. ACT Aspire data was used to create SMART Goals, which is an action plan that also tracks and monitors student progress in relation to ACT Aspire.
- ❖ The school environment supports students, teachers, and families by being culturally sensitive. MES encourages students to participate in extra/co-curricular activities through different ways of contact: letters and notices, homework logs, email, newsletters, phone calls, and through our school's website/social media.
- ❖ The school environment supports the students, teachers and families by providing the following: Guam Cleaning Masters, ground keeping services, Yigo Mayor's office assistance, and MES custodial and school aides. The school has outsourced cleaners' available everyday and all day until 6:00pm to ensure that our school bathrooms, hallways, classrooms are clean and maintained on a daily basis. Guam Cleaning Masters is contracted with GDOE to provide cleaning services. A daily and weekly log is utilized to monitor work and ensure that services are adequately provided. MES continues to assist in the upkeep of the facilities ensuring basic housekeeping is done on a daily basis. The faculty and staff ensure that our school facility is safe and healthy for our students. MES continues to encourage a welcoming, safe, clean, healthy, and nurturing environment that reflect the school's vision and mission. Yigo Mayor's office provides ground keeping services.
- ❖ School Readiness Team - MES was inspected during a visit on August 8, 2016. The school was cited with 16 demerit points. The demerits were on replacing ceiling tiles, a leaky toilet bowl; to replace a rusted lever, and classroom roof leak. The school was given a timeline of 15 days to make all repairs. MES made all the repairs and was able to open the school as scheduled. The facilities were prepared and ready to support MES School's mission, SLO, and the other educational programs. The clearance was given by the Safety Liaison Team that inspects other neighboring schools annually. The inspections are done to ensure that the schools are in compliance with guidelines placed by Department of Public Health standards and Occupational Safety and Health Administration (OSHA).

## OUTCOMES: WHAT ARE STUDENTS ACCOMPLISHING?

Using the district summative assessments, ACT Aspire and Standards Based Assessment (SBA), MES students accomplished school goals aligned to the district goals by scoring at the “Exemplary and Ready for ACT Aspire; Advanced and Proficient for SBA” performance levels.

ACT Aspire student outcomes:

- 3rd grade: 32% in English, 2% in Reading and 28% in Math
- 4th grade - 45% in English, 5% in Reading and 14% in Math
- 5th grade - 56% in English, 14% in Reading and 9% in Math

The Cohort group of students currently in 6th grade, who were 4th grade SY 15-16 to 5th grade SY 16-17 met the district goal by increasing 5% or more yearly in English and Reading. ACT Aspire English scores increased by 14%. The scores for English were: 42% “Ready” SY 15-16 and increased to 56% “Ready” and “Exemplary” SY 16-17. ACT Aspire Reading scores increased by 5%. The scores for Reading were: 9% “Ready” SY15-16 and increased to 14% “Ready” and “Exemplary” SY 16-17.

SBA student outcomes:

- 1st grade - 13% in ELA, 39% in Math, 31% in Science and 20% in Social Studies
- 2nd grade - 30% in ELA, 22% in Math, 15% in Science and 12% in Social Studies
- 3rd grade - 9% in Science and 8% in Social Studies
- 4th grade - 8% in Science and 2% in Social Studies
- 5th grade - 2% in Science and 4% in Social Studies

The Cohort group of students currently in 3rd grade, who were 1st grade SY15-16 to 2nd grade SY16-17 met the district goal by increasing 5% or more yearly in ELA. SBA ELA scores increased by 8%. The scores for ELA were: 22% “Proficient” and “Advanced” SY 15-16 and increased to 30% “Proficient” and “Advanced” SY 16-17.



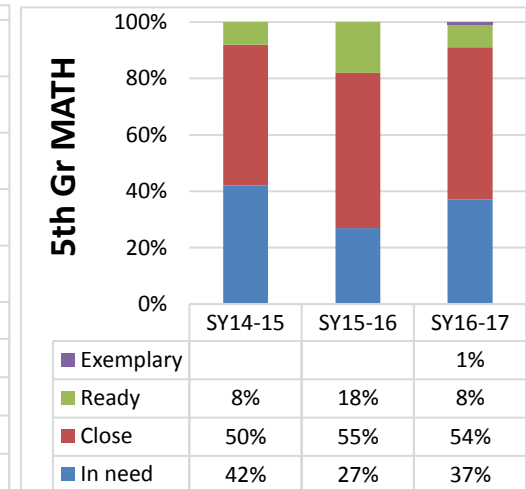
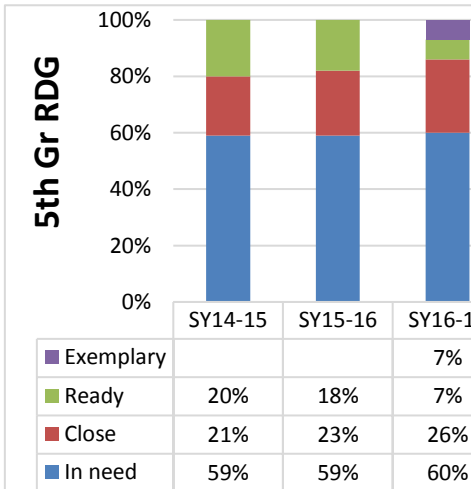
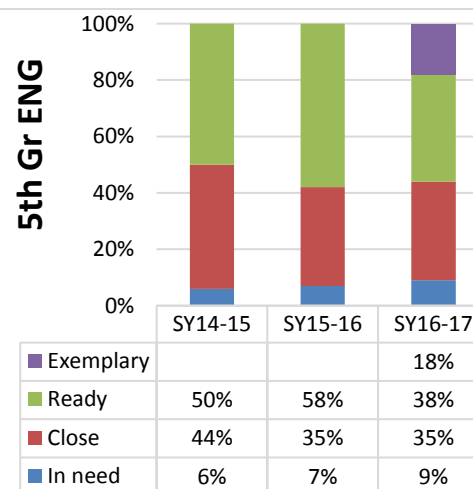
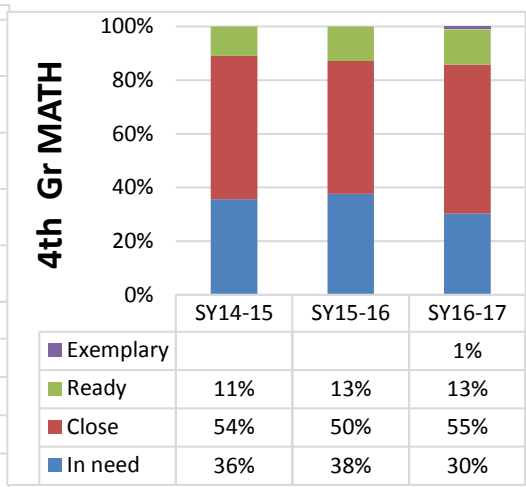
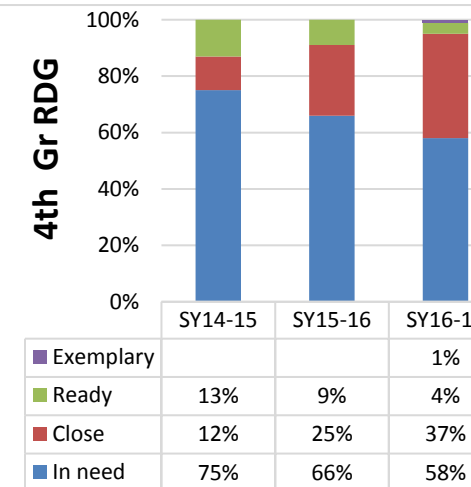
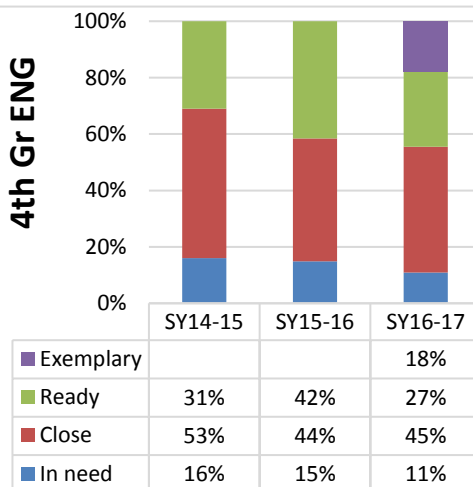
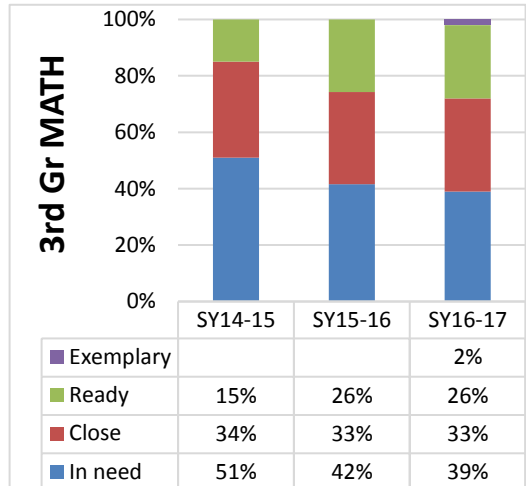
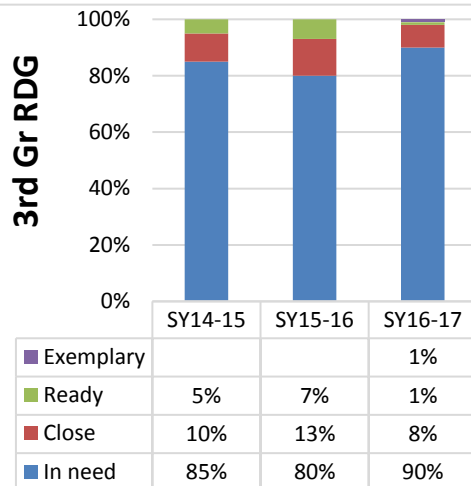
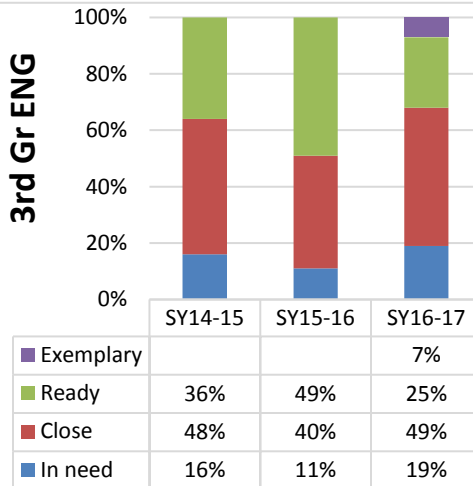
## ACT Aspire\* Performance Levels

In Need of Support  
Close  
Ready

Students scored substantially below the ACT Readiness Benchmark

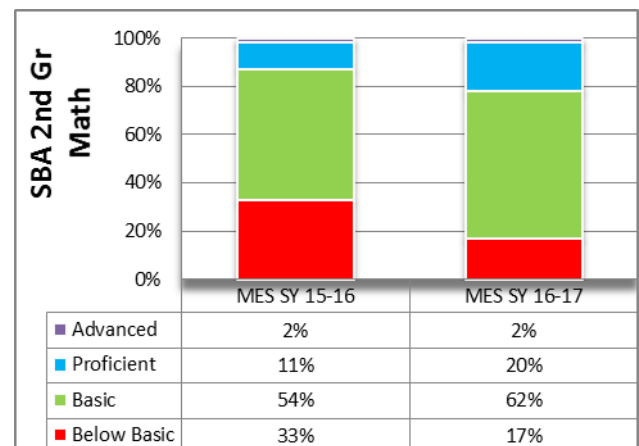
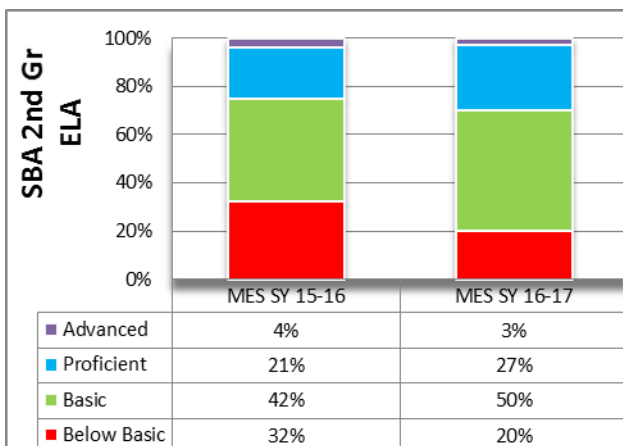
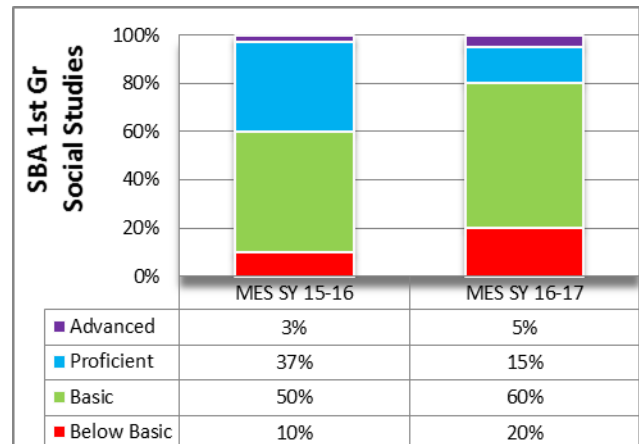
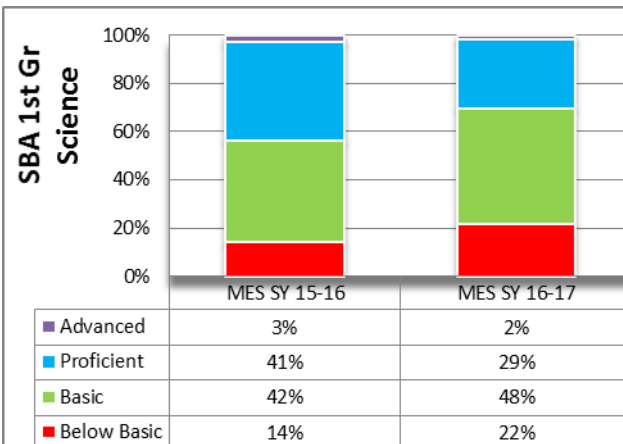
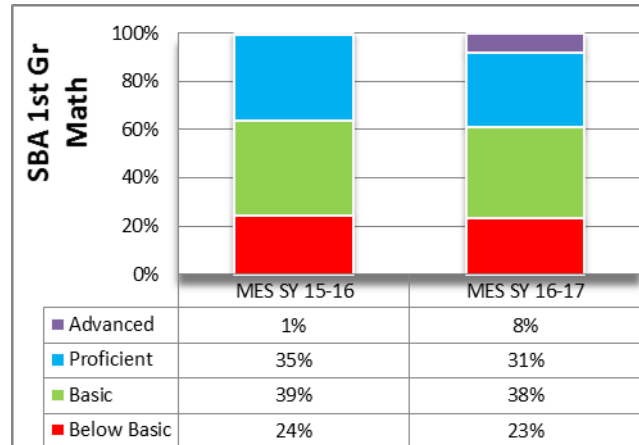
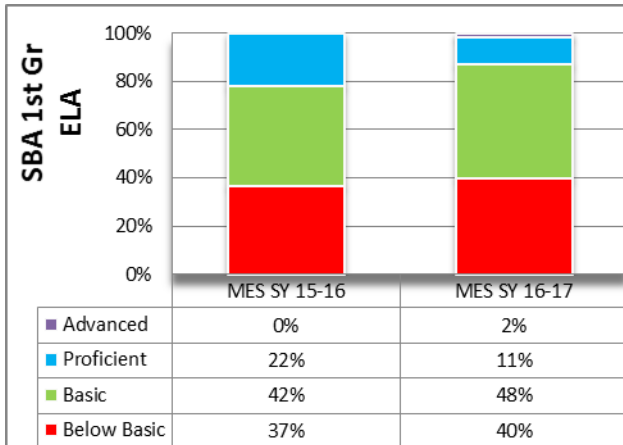
Students scored below but near the ACT Readiness Benchmark

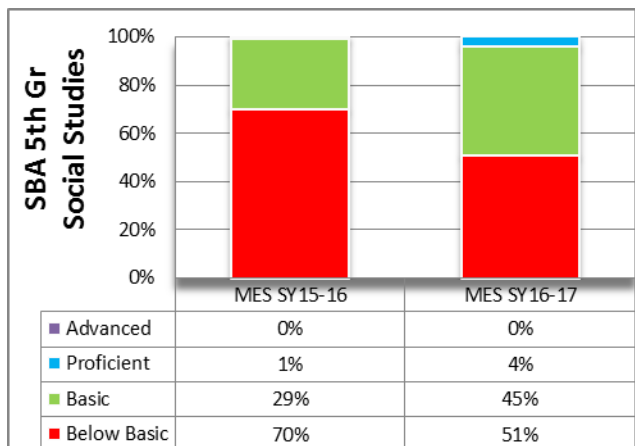
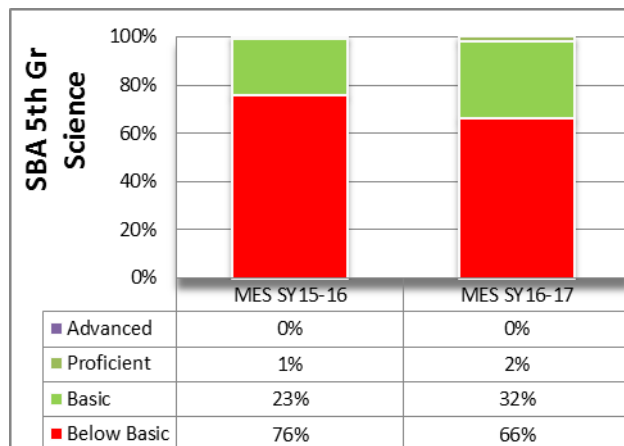
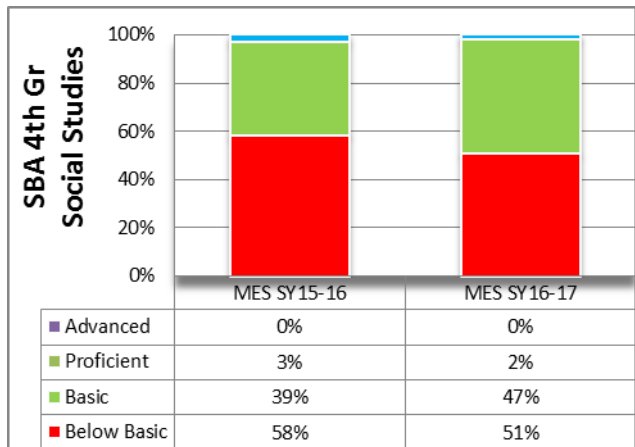
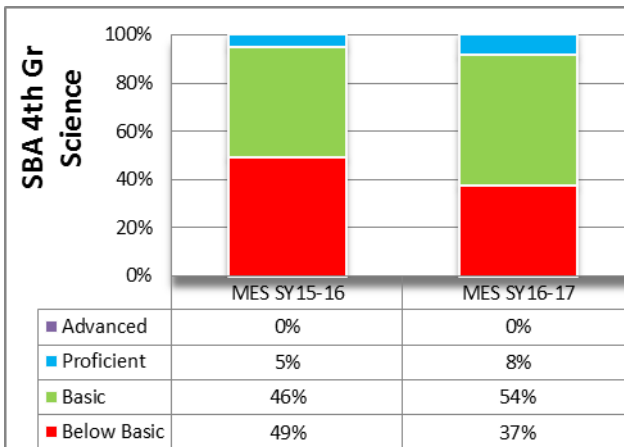
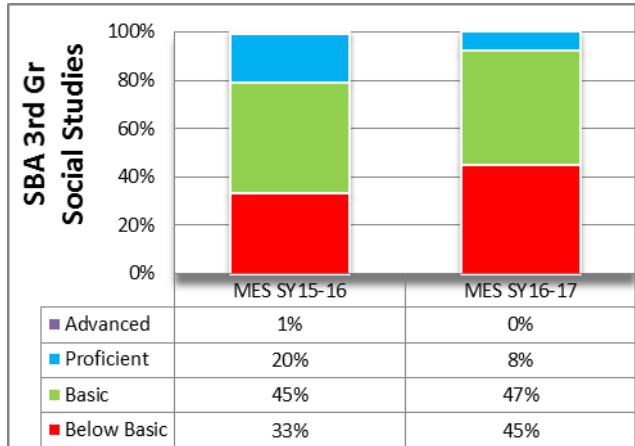
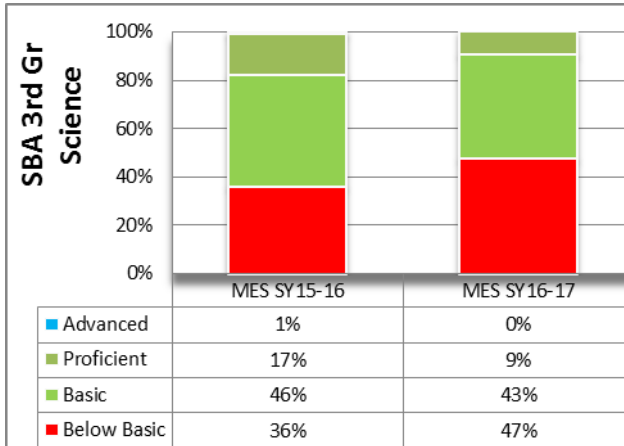
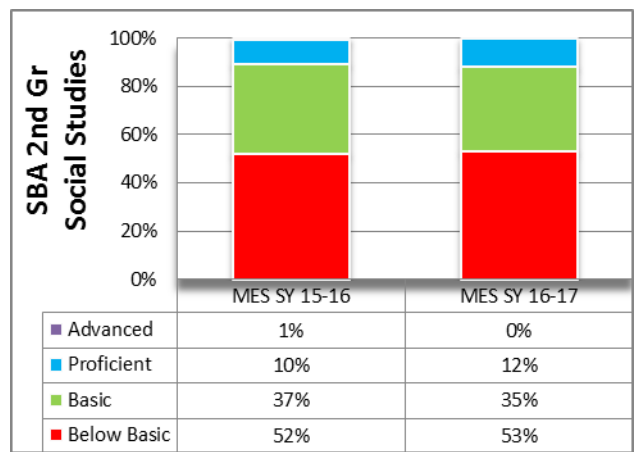
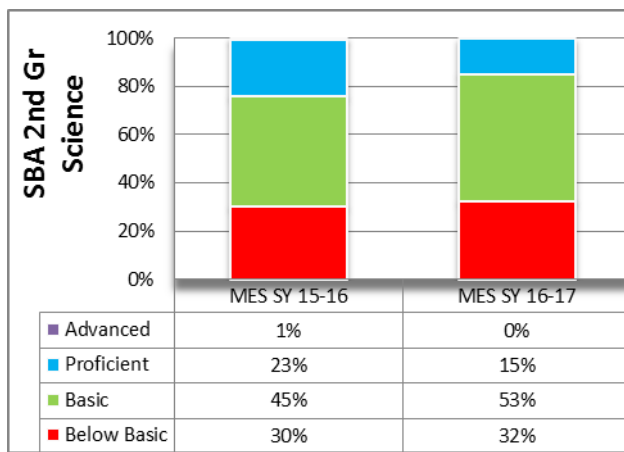
Students met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by Grade 11



## 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





# School Performance Grading Guide

This year's grading guide will not reflect the usual descriptive categories for "Exemplary", "Strong", "Satisfactory", "Low", and "Unacceptable". The district will shift to another grading approach that focuses on growth and which requires prior year and current year data. Given that the district administered two new summative assessments last spring, no prior year data is available to apply this new approach. Below are SY 2014-15 data on student assessment and other school indicators that will be used for next year's growth calculation.

## MACHANANAO ELEMENTARY SCHOOL - Growth Model

Performance Indicator	SY 2015-16	SY 2016-17	change
<b>ACT Aspire Test Results - % of Students at 'READY' level and EXCEEDING level</b>			
Grade 3: English, % Ready and Exceeding	36%	32%	-4%
Grade 3: Reading, % Ready and Exceeding	5%	2%	-3%
Grade 3: Math, % Ready and Exceeding	17%	8%	-9%
Grade 4: English, % Ready and Exceeding	31%	45%	+14%
Grade 4: Reading, % Ready and Exceeding	11%	5%	-8%
Grade 4: Math, % Ready and Exceeding	12%	15%	+3%
Grade 5: English, % Ready and Exceeding	32%	32%	+0%
Grade 5: Reading, % Ready and Exceeding	5%	8%	+3%
Grade 5: Math, % Ready and Exceeding	3%	6%	+3%
<b>SBA Test Results - % of Students at 'ADVANCED' or 'PROFICIENT' level</b>			
Grade 1: Reading % Proficient or Advanced	29		
Grade 1: Math % Proficient or Advanced	34		
Grade 1: Social Studies % Proficient or Advanced	32		
Grade 1: Science % Proficient or Advanced	36		
Grade 2: Reading % Proficient or Advanced	57		
Grade 2: Math % Proficient or Advanced	52		
Grade 2: Social Studies % Proficient or Advanced	41		
Grade 2: Science % Proficient or Advanced	53		
Grade 3: Social Studies % Proficient or Advanced	31		
Grade 3: Science % Proficient or Advanced	27		
Grade 4: Social Studies % Proficient or Advanced	18		
Grade 4: Science % Proficient or Advanced	18		
Grade 5: Social Studies % Proficient or Advanced	16		
Grade 5: Science % Proficient or Advanced	13		
<b>Other school indicators</b>			
Student Average Daily Attendance Rate	92.2%		
Student Discipline (Unduplicated Rate)	3%		

### School Administrator

Principal	Geraldine D. Quejado
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### PTO Officers

President	Reachell Pangelinan
Vice President	Jessica Dayday
Secretary	Jennifer Maanao
Treasurer	Chrystal Cepeda
Public Information Officer	Resa Bukikosa

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



**School Colors:**  
Navy Blue & Gray

**Mascot:**  
Marlins