

**Federated States of Micronesia
Education Sector**

**FMS JEMCO
20 EDUCATION INDICATORS
REPORT
2004-2006**



National Division of Education
Department of Health, Education and Social Affairs
P.O. Box PS 87
Palikir Station
Pohnpei, FM 96941
Phone: (691) 320-2609
Fax: (691) 320-5500

Email related to this report: jhicks@mail.fm; wvelley@mail.fm; bdanis@mail.fm; dsyne@mail.fm

Introduction

The following is the first submission of the FSM Education Sector for the 20 JECMO Education Indicators.

The purpose of the 20 JEMCO Indicators is to report both to Stakeholders in the FSM on the status and progress of education, meet JEMCO requirements and improve decision making on education issues in the FSM.

The 20 JEMCO Indicators cover areas from basic enrolment data to number of schools, to student performance.

While most of the 20 JEMCO Indicators are reported, there are a few that due to lack of data cannot be reported this year. Where data was not available for this report, we will give an indication of how the data will be collected in SY 2005-2006.

Issues and Potential Solutions

There are problems with data accuracy, consistency of reporting of data, and coding of data. While progress is being made for improving data cleaning, consistence reporting and coding, States still do not fully use and understand the FSM EMIS. Some examples:

- Enrollment data for Early Childhood Education is inconsistent across the FSM with some states breaking out data by schools and other providing a single line item for all ECE (former Headstart students) – a definition of a schools has been proposed for the FSM EMIS and will be used for counting of schools in next years report
- The number of schools is varying depending on who is asked at a state level. Issues hindering accurate and consistent reporting on the number of schools include efforts in some state for consolidation and also how former Headstart centers are counted. - data cleaning assistance to improve accuracy of reporting and training will be provided to the states by NDOE and international consultants in the upcoming year
- Gross and net enrollment rates are difficult to report due to concerns over underreporting of live births and the impact of migration on student enrollment. – the NDOE has obtained assistance from UNCESO and FSM Immigration to assist in improving the data
- The level of knowledge and skills for computers and databases is limited across the FSM. Also the capacity for analysis and reporting of data needs to be improved dramatically. – The NDOE will provide technical assistance during the upcoming

To solve these and other problems will need to be addressed in SY 2005-2006 with implementation of the FSM Education Management Information System (FSM EMIS) with extensive technical assistance and training provided by the NDOE to the States.

The real key to the 20 JEMCO Education Indicators is will the information be analyzed and presented in ways that will improve the decision making and resource allocation in the Education Sector that drives higher levels of student learning and achievement.

Attached to this report are the FSM EMSI Data Collection Forms and Directions. The forms and direction can provide an indication of how the data will be collected.

An MS Access database has been developed for the FSM EMIS and extensive training will be conducted during FY 2005-2006.

Additional, The UNESCO consultant was requested to review the 20 JEMCO Indicators and the FSM EMIS system and make recommendations for improvement. Attached is his report. The NDOE is making effective use of his recommendations for improvement of this year Indicator report and the FSM EMIS system development. Some of the data included in his analysis has been updated with more current and relevant information. His report should primarily be looked at for recommendations and analyses of the indicators themselves.

1. Number of schools by grade level

State	Type	GI-12	ECE	EL 1-8	HS 9-12	EL – JH 1-10	SE	Total
Chuuk	Private	1	0	3	6	0	0	10
	Public	1	2	71	2	11	0	87
	Subtotal	2	2	74	8	11	0	97
Kosrae	Private	0	0	1	0	0	0	1
	Public	0	1	6	1	0	1	9
	Subtotal	0	1	7	1	0	1	10
Pohnpei	Private	2	0	1	2	0	0	6
	Public	0	0	30	3	0	0	33
	Subtotal	2	0	31	5	0	0	39
Yap	Private	1	0	1	0	0	0	2
	Public	0	3	27	3	2	0	35
	Subtotal	1	3	28	3	2	0	37
FSM	Grand Total	5	6	140	17	13	1	183

Key:

G 1-12: All grades 1 – 12 and in some cases ECE, Primarily private schools fall in this category as one campus serves all students

ECE: Early Childhood Education (below 1st grade)

EL 1-8: Elementary Schools grades 1 – 8*; note this grades 1-8 is the normal standard for elementary schools in the FSM

MS 5-6: Middle schools grades 5 – 6; no schools fit this category

EL – JH 1-10: Some schools serve grades 1-10

HS 9-12: High School serving grades 9 – 12*

SE: Special Education Center serving primarily Severely Multi Handicapped Students

Vocational: School set at serving vocational students

- Notes: 1) Kosrae’s Elementary Schools serve 1 – 9 with Kosrae High School serving 10 – 12
 2) Chuuk did not report ECE centers separately – all data in this report combines ECE data for Chuuk State
 3) Normally ECE data is now being report with a regular school site in the FSM

Comments:

It is currently difficult to say with certainty how many schools are present in the FSM. Some states are still dealing with the issue of Headstart centers. In some states former Headstart centers are being counted with existing schools and in other states are being counted as separate centers. This issue will be clarified with the States during the SY 2005-2006. Additionally, plans are underway, but are not completed for consolidation of schools in some states. Some schools have been consolidated under one management system but not physically consolidated and have been reported both separately and combined on various occasions.

Generally, FSM schools center on ECE and Elementary grades K – 8 with approximately 80 % of the schools and high schools 9 – 12 levels with approximately 9 % of schools. There is some variation at grades 9 - 12, such as in Chuuk where they are extending high schools grades 9 and 10 to the different regions of Chuuk with grades 11 and 12 still primarily on Weno (Chuuk State Center).

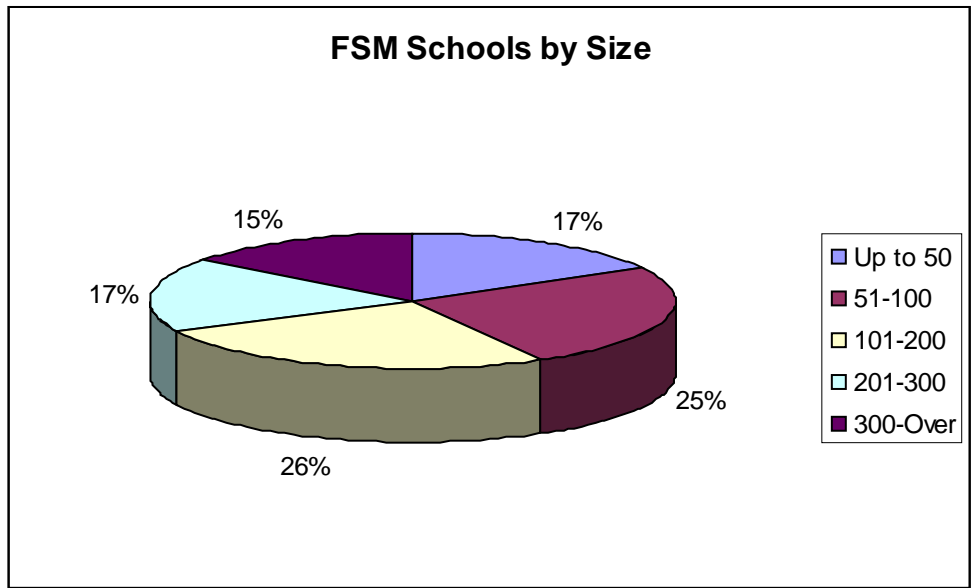
In SY 2005-2006 report the school data will also be reported by region and main island versus outer island.

2. Schools by size

State	Up to 50	51-100	101-200	201-300	300-Over	Total
Chuuk						
Private	1	3	2	3	1	10
Public	9	25	27	16	10	87
Subtotal	10	28	29	19	11	97
Kosrae						
Private	0	1	0	0	0	1
Public	2	1	1	1	4	9
Subtotal	2	2	1	1	4	10
Pohnpei						
Private	2	1	0	2	1	6
Public	2	7	7	8	9	33
Subtotal	4	8	7	10	10	39
Yap						
Private	0	0	0	1	1	2
Public	15	8	10	1	1	35
Subtotal	15	8	10	2	2	37
Private	3	5	2	6	3	19
Public	28	41	45	26	24	164
Grand Total	31	46	47	32	27	183

Comment:

There are 77 FSM schools with student populations under 100. Many of these schools are in remote areas or outer islands. Efforts are underway to consolidate schools where feasible (not separated by deep ocean water). The following graph is a visual representation of the schools sizes.



Thirty-one schools (17 %) have less than 50 students with forty schools between 50 and 100 students. In most cases, these small schools are located on outer islands or remote areas and consolidation of these schools is not feasible.

Virtually of the schools with over 300 students (15%) are in state centers and/or secondary schools and generally cannot be reduced in size without establishment of new school sites.

3. Number of schools operating half day sessions

There are no private or public schools operating half day sessions for instruction. Early Childhood and lower elementary (grades 1-3) may have instructional days that end around noon time, however, that time frame is considered a full instructional day for these students.

We do see a problem in that some schools end the school day early due to various reasons such as funerals, religious holidays, community events, etc. However, the FSM is viewing this as an attendance problem and will be tracking this issue in School Year 2005-2006 through daily tracking of attendance of students and teachers.

4. Number of full time and part time staff

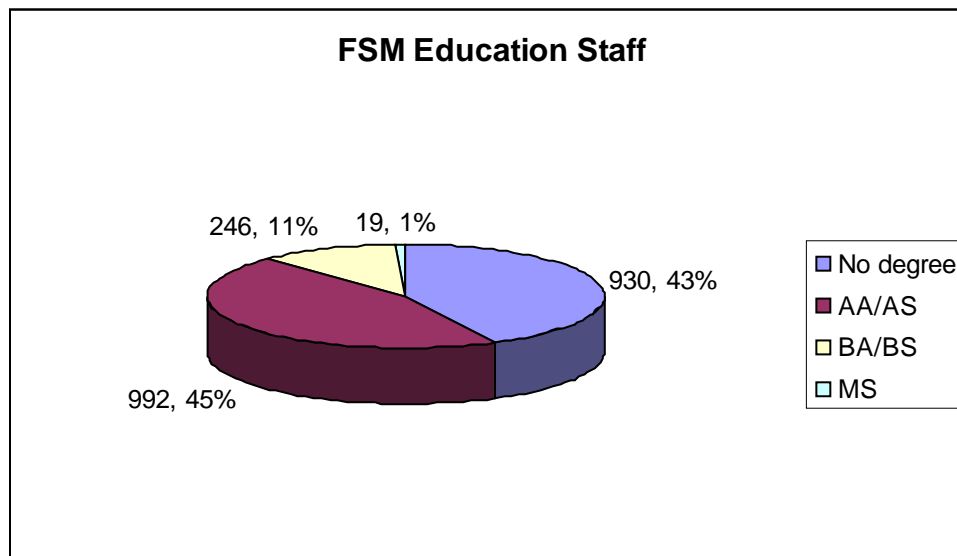
All instructional staffs are full time for both private and public schools. Currently there are no part time staffs such as teacher aides. There are cases where parents assist schools with students, specifically at the early grades. The FSM will be researching community/parent involvement in 2005-2006.

5. Number and percent of staff by education level

The following table shows education staff in the FSM by degree status. Over 50% of the education staffs in the FSM do not have a postsecondary degree. In 2005-2006 data will be provided by job category.

	No degree	AA/AS	BA/BS	MS	PhD	Total	Percent
Chuuk	619	377	81	9	0	1086	49.7%
Kosrae	24	163	12	0	0	199	9.1%
Pohnpei	42	351	135	8	0	536	24.5%
Yap	245	101	18	2	0	366	16.7%
Total	930	992	246	19	0	2187	100.0%
Percent	42.5%	45.4%	11.2%	0.9%	0.0%	100.0%	

The following graph presents a graphic representation of the data.



Comment:

Over 42 % of staff does not possess an AA/AS and ~ 88 % have only an AA/AS degree or high school diploma as their highest educational attainment. The FSM has a significant way to go before it can have fully qualified staff. A revised teacher certification system is being put in place that uses a three tier system. First teachers must have an AA/AS degree or higher, and pass the National Standardized Test for Teachers (NSTT) content and teaching competencies components.

Teacher training is hampered by the remoteness of many school sites in the FSM. Outer islands, lagoon schools, and remote schools on the high islands of the FSM face major transportation problems. Courses generally are taken during summer months if transportation and funding is available. Finding lodging is also a barrier. A teacher can normally take six (6) credits during summer sessions, making the obtainment of a degree a multi-year ordeal on the part of teachers.

Potential solutions to these problems included improvement of communications and Internet access to allow year round teaching training and setting aside funding to support teachers as they work toward their degrees.

Key:

No degree: Those staff without a degree from an Institute of Higher Education. This group is composed of those with only a high school diploma or certificate, many with some college course. The group also includes those that are undocumented. They may have attended school, but because of financial requirements official documents may not be available.

AA/AS: Associate of Arts or Associate of Science degree. This group also includes those who have obtained a Third Year Teaching Certificate from COM-FSM.

BA/BS: Bachelor of Arts or Bachelor of Science

MA/AS: Masters of Arts or Masters of Science

PH.D.: Doctor of Philosophy

6. Number of teachers/staff by grade level

The FSM does not have this data at this time on teachers/staff by grade level. Many teachers are teaching multi grades at both the elementary and secondary levels. The FSM will capture data on teacher assignments in 2005-2006 and beyond.

7. Student-to-teacher ratios by state

State	Student	Teacher	Ratio
Chuuk	15449	862	17.9
Kosrae	2473	192	12.9
Pohnpei	10060	374	26.9
Yap	3086	345	8.9

Student/teacher ratio varies greatly in the FSM from school to school, level to level, and state to state. Pohnpei is the highest with an over 20 to 1 ratio with Yap only at a 9 to 1. The FSM will need to discuss this year and see the possibility of setting a more uniform student teacher ratio goal.

The difference in student/teacher ratios comes from a number of factors:

- Allocations of teachers among schools can result in vastly different student/teacher ratios even within the same municipality. In some municipalities student-teacher ratios can vary from 40 to 1 down to 6 to 1.
- The amount of funds per pupil varies greatly across the FSM as can be seen indicator 17. Funding decisions are at two levels across the FSM. First, there is a formula distribution between the FSM States and national government. Second, each entity then determines how much of their funds go to specific sectors. Higher per pupil levels of funding allows certain states to high a greater number of teachers.
- Geographic causes are also present. Outer islands tend to smaller in size and have a lower student teacher ratio. Schools near the state centers tend to be larger with higher student teacher ratios. Outer island ratios tend to be higher where students are present at all grades, but in small numbers. It is difficult for a single teacher to handle more than two or three grade levels.
- There is also the question of data accuracy. The student teacher ratio depends on both the number of teachers and enrollment. The NDOE has received different student and teacher totals from the various states. This is again a key area to work on for SY 2005-2006 – data cleaning and data accuracy.

8. Base populations by school age groups (i.e., total no. of 4-5 yr. olds, 6-13 yr. olds & 14-18 yr. olds) and 9. Percent of base school-age population in school by age groups (e.g., % of 4-5 yr. olds actually enrolled)

The FSM did not consistently capture age specific information during SY 2004-2005. The following is an estimate of the gross enrollment ratio developed by a UNESCO consultant.

Grade Level	FSM	Yap	Chuuk	Pohnpei	Kosrae
Grade 1	114.63	106.69	115.83	115.85	110.55
2	114.03	91.35	124.37	108.65	98.35
3	107.43	103.78	115.60	102.12	80.88
4	116.68	110.71	118.83	119.22	99.09
5	108.27	96.74	109.23	111.91	100.00
6	106.87	104.64	109.87	104.68	98.97
grades 1 to 6	111.29	102.18	115.54	110.34	97.88
7	110.99	95.54	116.87	106.69	107.26
8	88.45	104.58	78.27	98.40	105.62
grades 7 and 8	99.54	100.00	96.90	102.56	106.44
9	77.15	97.36	64.21	88.15	92.12
10	77.43	82.77	68.14	82.15	117.02
11	67.69	82.69	62.20	69.56	77.33
12	61.56	84.33	47.76	72.66	80.41
grades 11 to 12	70.89	86.70	60.46	78.33	90.36

Note that gross enrollment ratios over 100 are not uncommon in the Pacific. We will be working to improve this data during FY 2005-2006 by capturing age specific enrollment for the beginning of the school year. Please see the attached UNESCO report for a detailed discussion of population. There is concern that the base population figures are also off in the 2000 census and also yearly records collected. Births outside of the hospitals may not be uniformly collected. Migration may also be having a major impact. This area is being researched for SY 2005-2006 with the assistance of the FSM Division of Immigration and Labor, health services and UNESCO consultants.

10. Student enrollment by grade level and gender

State	Type	Male	Female	Grant Total	Percentage	M/F ratio
Chuuk	Private	1157	974	2131	6.06%	118.8
	Public	7922	7527	15449	43.96%	105.2
	State Total	9079	8501	17580	50.03%	106.8
Kosrae	Private	31	28	59	0.17%	110.7
	Public	1309	1239	2548	7.25%	105.6
	State Total	1340	1267	2607	7.42%	105.8
Pohnpei	Private	602	615	1217	3.46%	97.9
	Public	5099	4961	10060	28.63%	102.8
	State Total	5701	5576	11277	32.09%	102.2
Yap	Private	274	298	572	1.63%	91.9
	Public	1679	1427	3106	8.84%	117.7
	State Total	1953	1725	3678	10.47%	113.2
	Grand Total	18073	17069	35142	100.00%	105.9

The table above provides a breakdown of enrollment by private and public grouped by State. Chuuk combined public/private student enrollment represents over 50% of the total FSM student population with Kosrae the smallest at 7.42% of the student population. These figures are important as they provide baseline data for per pupil expenditure and analysis of funding distribution.

Grade Level	Male	Female	Total Enrollment	Percentage	M/F Ratio
K	1149	1108	2257	6.42%	103.7
1	1767	1689	3456	9.83%	104.6
2	1619	1559	3178	9.04%	103.8
3	1703	1522	3225	9.18%	111.9
4	1734	1532	3266	9.29%	113.2
5	1607	1455	3062	8.71%	110.4
6	1554	1509	3063	8.72%	103.0
7	1629	1472	3101	8.82%	110.7
8	1267	1282	2549	7.25%	98.8
9	1107	1078	2185	6.22%	102.7
10	1081	1043	2124	6.04%	103.6
11	915	1004	1919	5.46%	91.1
12	941	816	1757	5.00%	115.3
Total	18073	17069	35142	100.00%	105.9

Two important factors are shown by the table on enrollment by grade level. First, the ECE enrollment indicates a substantial number of students do not receive ECE education, but must compete in 1st grade against children who have already had a year of formal schooling. ECE education has also been shown to be a vital part of schooling for long term educational achievement. Second, while the FSM does not have drop out data for SY 2004-2005, the drop in per of total enrollment from year 1 to 12 indicates a substantial number of FSM children are not completing elementary school and perhaps as few as 50% of students graduate from high school. Goals of the FSM Education Sector should be to increase the per cent of ECE students and the per cent 8th and 12th graders graduating.

In addition, there are consistently higher levels of males versus females expect at grades 8 & 11. This is an area for research in SY2095-2006

11. Average daily student attendance rate by grade level and gender

Average daily student attendance rate by grade level and gender was not collected in SY 2004-2005 but is expected to be collected in SY 2005-2006. Please see the attached FSM EMIS data forms and directions for how the data will be collected. A UNESCO consultant has questioned the use of this data. His recommendation was to collect attendance daily at schools, but report on a quarterly basis.

12. Drop-out rate by grade level and gender

Drop-out rate data was not collected in SY 2004-2005 but is expected to be collected in SY 2005-2006. Please see the attached FSM EMIS data forms and directions for how the data will be collected. Please see indicator 10 for an indicate view of the potential drop out problem in the FSM.

13. Number and percent of students achieving “Proficiency” level & above,

Defining Proficiency Levels

At the national level, the National Standardized Test (NST) is used to measure proficient levels and levels of student learning and achievement.

The tables below display student levels of proficiencies. They are shown in three major categories: Mastery, Significant Improvement Needed, and Not Proficient. Percentages shown in the third and fourth columns represent degree of achievements. For example if a student’s score falls in the range of 0 to 59% that student is considered not proficient in the content area specified. If his score falls in the percent score range of 60%-79% that student is considered to need improvement in that subject area. That is true with the last category 80%-100%. These percentage are modeled after traditional classroom test grading schemes in which grades are assigned on the basis of the percent of items correct , as follow: A = 90% and above; B = 80% - 89%; C = 70% - 79%; D = 60% - 69%; and F = 59% and below.

Student performances are indicated by percentages on the 4th column, “*Actual Results.*” They clearly show where most of our FSM students are located in terms of the three levels of categories. The high percentages in the “*Not proficient*” category indicate that our students are not proficient in either math or English. On the opposite side of the coin, the lowest percentages of our students are classified in the mastery level. This means that only a few of our students could master the learning skills taught throughout the year, as you could see in the following tables:

Proficiency Levels

NATIONAL 2005

For NST Language Arts- 6th Grade

Proficiency Levels	Number of items Correct (63 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	37 or less	59% - 0%	66%
2. Significant Improvement Needed	38-50	60% - 79%	24%
3. Mastery	51-63	80% - 100%	10%

The table indicates that out of 1,396 sixth graders who participate in the language arts NST FSM wide, 66% of the said number is the percentage of students who are not proficient in mathematics. Students in the second bracket under level of proficiency “*Significant Improvement needed*” are 24% out of the 1,396 sixth graders in the FSM who took the NST. The third bracket, which is “*Mastery*” where there are about one hundred thirty three (133) 6th graders or 10% who achieved mastery on the NST language arts test.

The last column “*Goal for next year*” is our expected desire of attaining those marks. Since 66% of our students are not proficient in 6th grade language arts, therefore we would like to see a decrease of 2% for next year. It means that the sixth graders will at least be showing performance at 64% in the “*Not Proficient*” category next year. However we would like to see increases by one percent in each of the other two categories: *Mastery and Needs improvements.*

NST Mathematics – 6th Grade

Proficiency Levels	Number of items Correct (38 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	22 or less	59% - 0%	83%
2. Significant Improvement Needed	23 – 30	60% - 79%	15%
3. Mastery	31- 38	80% - 100%	2%

There were 1,453 sixth graders that participated in the NST math test and only 2 percent of that number is in the mastery bracket while 83% of them are in not proficient bracket and 15% are in the needs improvement bracket.

Proficiency Levels

NATIONAL 2005

For NST Language Arts- 8th Grade

Proficiency Levels	Number of items Correct (52 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	30 or less	59% - 0%	51%
2. Significant Improvement Needed	31-41	60% - 79%	32%
3. Mastery	42-52	80% - 100%	17%

For 8th graders, there are about 1,146 students who took the NST language arts and out of that number 582 or 51% are not proficient on the language arts test. 17% or 191 8th graders in the FSM show mastery while 32% needed improvement by their performance on the NST. The desired goal for next year is always at the minimum of 1 percent to allow the states to set their goals either higher but not less than the minimum.

NST Mathematics – 8th Grade

Proficiency Levels	Number of items Correct (57 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	33 or less	59% - 0%	65%
2. Significant Improvement Needed	34-44	60% - 79%	24%
3. Mastery	45-57	80% - 100%	11%

Proficiency Levels

NATIONAL 2005

For NST Language Arts- 10th Grade

Proficiency Levels	Number of items Correct (69 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	40 or less	59% - 0%	50%
2. Significant Improvement Needed	41-54	60% - 79%	32%
3. Mastery	55-69	80% - 100%	18%

NST Mathematics – 10th Grade

Proficiency Levels	Number of items Correct (38 possible)	Percent of items correct	Actual Results percent of FSM Students per level
1. Not Proficient	29 or less	59% - 0%	87%
2. Significant Improvement Needed	30-39	60% - 79%	10%
3. Mastery	40-50	80% - 100%	3%

87% or 535 of 618 10th graders in the FSM who took the NST math are considered not proficient in high school mathematics.

14. Completion/graduation rate for 8th and 12th grades

State	1st Grade 1995-1996	8th Grade 2004-2005	Graduated 2004-2005	Percentage	9th Grade 2001-2002	12th Grade 2004-2005	Graduated 2004-2005
Chuuk	1849	1183	971				
Private	45	39	86				
Public	1804	1144	885	77%		506??	673
Kosrae	216	228					
Private	8	3					
Public	208	225	190	84%		197	
Pohnpei	1059	823					
Private	57	34					
Public	1002	789	504	64%			
Yap	305	272					
Private	39	40					
Public	266	232	194	84%			

The NDOE has concerns over the quality of the data submissions by the states for graduation rates. Please see the attached FSM EMIS forms and directions for how the data will be collected in SY 2005-2006.

15. Number and percent of grade 8 completers going to high school and high school graduates going to higher education

Number of percent of grade 8 completers going to high schools and high school going to higher education was not collected in SY 2004-2005 but is expected to be collected in SY 2005-2006. Please see the attached FSM EMIS data forms and directions for how the data will be collected.

16. Number of student textbooks by subject areas and grade level

We would prefer to the November 2004 inventory of textbooks prepared in response to a JEMCO resolution for textbook information by subject area and grade level. Updated information will be provided in SY 2005-2006.

17. Per pupil expenditure

FSM Education Sector Funds 2005 Education Sector Grant Fund

State	ESG	State Total	Percent
Chuuk	8808759	41284877	21.3
Kosrae	2070432	10006627	20.7
Pohnpei	7469772	22743079	32.8
Yap	4249157	14429940	29.4
National	4511317	6574001	68.6
Total	27109437	95038524	28.5

The table above provides information on the level of Education Sector grant funds as compared to State Compact funds totals. The amount of entity funds allotted to education varies by across the states from of 20.7% in Kosrae to a high of 32.8% in Pohnpei. The decisions on level of state funds provided to education are made by the individual states in agreement with the executive and legislative branches.

The level of state Compact funds is set by formula develop in agreement between the FSM National Government and the FSM States.

Enrollment

State	ESG	Public	Per Pupil
Chuuk	8808759	15449	570.18
Kosrae	2070432	2473	837.21
Pohnpei	7469772	10060	742.52
Yap	4249157	2640	1609.53
National	4511317		
Total	27109437	30622	885.29

The per pupil figure above is derived from the Education Sector Funds divided by the public school enrollment. Yap figure may be high. The ESG amount represents what was approved by the legislature, but not what was actually allowed to be expended by the Yap Executive branch.

18. Number of parent involvement activities per year by school and average number of parents participating

Number of parent involvement activities per year by school and average number of parents participating was not collected consistently across the FSM in SY 2005-2006. Please see the attached FSM EMIS forms and directions for how the data will be captured in SY 2005-2006.

19. Student enrollment in local institutions of higher education (IHE)

COM – FSM ENROLLMENT for academic year 2004 – 2005

Enrollment Data for each campuses	<i>Fall 2004</i>	<i>Spring 2005</i>	<i>Summer 2005</i>
National Campus	914	801	421
Pohnpei Campus	614	540	429
Chuuk Campus	684	640	154
Yap Campus	165	147	201
Kosrae Campus	327	278	105
Total	2704	2406	1310

The COM-FSM enrollment is straight forward. Enrollment does tend to be higher in the Fall semesters. We are requesting COM-FSM to provide the data broken down by Male/Female and also broken out by level of course being taken (remedial versus college level credit).

20. Number of IHE graduates by each diploma/degree level

COM – FSM GRADUATES Fall 2004 and Spring 2005		
Degree/Certificate	Fall 2004	Spring 2005
AS Accounting	7	3
AS Business Administration	8	8
AS Computer Information System	17	14
AS Marine Science	4	1
AS Agriculture	0	1
AS Teacher Education – Elementary	5	14
AS Early Childhood Education	1	1
AA Liberal Arts	10	9
AA Liberal Arts/HCOP	4	3
AA Media Studies	0	2
AA Micronesian Studies	7	4
AA Liberal Arts/Education	14	5
Cert. 3 rd Year Business Administration	3	4
Cert. 3 rd Year Accounting	1	2
Cert. 3 rd Year Teacher Preparation	11	10
Cert. 3 rd Year Elementary Education	1	0
*AA Hotel & Restaurant Management	2	0
*AA Telecommunication	5	11
*AA Electronic Technology	6	1
*AA Building Technology	7	6
*Certificate of Achievement in Bookkeeping	0	0
*Certificate of Achievement in Agriculture	0	3
**Vocational (Carpentry, Electronics, Construction)	0	7
Total	114	109

As above we are requesting COM-FSM to provide the above table by State and Male/Female. The summer 2005 graduation figures are still being confirmed by the office of records and admissions. The FSM is not graduating a high level of students in its productive sector areas of Fisheries/marine science, agriculture and tourism.