

**Federated States of Micronesia  
Education Sector**

**FSM NATIONAL JEMCO  
20 EDUCATION INDICATORS  
REPORT  
July 2009**



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## **FSM JEMCO Education Indicators**

### **Indicators of Educational Progress (as revised in February, 2007)**

1. Number of schools by grade level (i.e., elementary and secondary schools)
2. Number of schools by size (i.e., enrollment under 50, 51-100, 101-200, 201-300, 301-500, 501-1000, and over 1000)
3. Number of schools operating half-day sessions
4. Average teacher attendance rate by grade level (elementary and secondary)
5. Number & percent of staff by education level (i.e., high school diploma, AA/AS, BA/BS, etc.)
6. Number of teachers/staff by grade level
7. Student-to-teacher ratio (private and public)
8. Base populations by school age groups (i.e., total no. of 4-5 yr. olds, 6-13 yr. olds, 14-18, 19-22 yr olds)
9. Percent of base school-age population in school by age groups (% of 4-5 yr. olds, 6-13 yr. olds, 14-18 yr. olds actually enrolled)
10. Student enrollment by grade level and gender
11. Average daily student attendance rate by grade level and gender
12. Drop-out rate by grade level and gender (use beginning and ending enrollment)
13. Number and percent of students achieving "Proficiency" level & above, at selected grade levels for standardized tests (e.g., SAT ) or criterion-referenced tests (e.g., locally developed tests)
14. Completion/graduation rate for 8<sup>th</sup> and 12<sup>th</sup> grades (private and public)
15. Number and percent of grade completers going to high school and high school graduates going to higher education
16. Number of student textbooks by subject areas and grade level
17. Per pupil expenditure (annual or entire budget operating k-12 budget divided by enrolled student count)
18. Number of parent involvement activities per year by school and average number of parents participating
19. Student enrollment in local institutions of higher education (IHE)
20. Number of IHE graduates by each diploma/degree level

Must be reported by July 31 each year

## **Introduction**

This is the fourth submission of the JEMCO 20 Education Indicators Report as per July 2009 as required under the FSM Education Sector Grant in the Compact, as amended, and other resources that provide assistance directly or indirectly to the schools in the Federated States of Micronesia (FSM).

The purposes of the JEMCO 20 Indicators Report are to measure the statuses and progress of the schools throughout the FSM and to provide such reports to the stakeholders in the FSM and to the grantor, indicating if JEMCO requirements are met and to use such report to improve decision making on education issues in the nation.

This report covers areas from *basic enrollment data* to numbers and levels of schools and to student performance skills. The indicators were revised last year to tailor or fine tune the reporting elements or indicators more appropriately. The report also indicates some concerns over the quality of some of the data from the last report and this year's, and areas where there is a continuing need to improve the data collection process.

### ***Issues and Potential Solutions***

There are still problems with data accuracy, consistency of reporting of data, and coding of data. While efforts had been made to assist state in submitting data, states continue to fall behind meeting submission deadline and data consistency. Cooperation between state DOE and National DOE must be strengthened in order to address and improve the current issues pertaining to data consistency and timely submission.

#### **1. Different Data Management Application**

The four Department of Education in the FSM continue to utilize different data collection systems: *Pacific Education Data Management Information System (PEDMS)* web based, excel version and regular excel program. In 2007, through the Basic Social Services program(BSS), a consultant developed a Data Management System in Microsoft access for state DOE's to utilize in collecting and managing education data. However, during the SY07-08 school year, data submission from states to NDOE using the new software indicate that states are not familiar/comfortable with the access software.

In our effort to address the data collection/submission setbacks, National Department of Education developed a simple tool in Microsoft excels (widely used application) to allow states to copy their data from their current systems into the spreadsheet and submit to NDOE for data analysis and report generation.

In January of 2009, NDOE data staff had a meeting with state data managers to introduce the data collection tool which will be used by states to submit their SY08-09 data to NDOE. Overview of the excel spreadsheet and submission timeline was addressed to improve FSM reporting to JEMCO and other agencies.

#### **2. Consistency and timely submission of data**

It is evident that continued setbacks in timely submission and consistency of data from states to NDOE stem from human elements and not system which states must resolve immediately.

During the January 2009 meeting, state data managers were advised to submit their data on time to allow both NDOE and state DOE ample time to do data cleaning and edit checks. However, late submission of reports and lack of communication response from states prevents the NDOE from submitting a complete JEMCO report.

The department is still considering a much more drastic measures and recommendations for the states to comply with:

- Incorporate grant conditions into the states' Education Sector grant which may lead to the withholding of state's sector grant allotment should the practices of late submission continues;
- Replacement of data specialists at the states;
- Take the issue up to the states higher up leadership; and,
- Recommend to the Congress to mandate stricter sanctions for defiant state.
- Other measures may be considered on a case to case basis.

### **3. Accuracy and cleanliness of data**

FSM continue to rely on outdated population projection dated back to year 2000 which certainly compromise the credibility of data calculation and comparison due to lack of accurate population data.

FSM statistic office is gearing up for a new census which is slated for year 2010. With the updated census, data on population will be more accurate and up to date which renders the nation a more credible population count.

### **4. Training for Data Managers**

Steps to modify the JEMCO report which will incorporate new performance indicators is in the process. Data manager in all state DOE will be part of the revision and also be trained to undertake the new reporting indicators.

### **5. Early Childhood Education (ECE)**

In October of 2005, the former Family Head-Start Program was virtually incorporated into the State Departments of Education by provisions of the Compact-SEG fund, thus established the Early Childhood Education Program. The nation still needs to formally establish the Early Childhood Education Program in the nation and further resolve the issue of separate submissions on ECE data reports. Two states still submit this year separate progress reports on ECE.

## **Indicator 1: Number of schools by grade level**

Table 1

1. Number of Schools by elementary and secondary level, including ECE/Sped centers					
State	ECE	Elementary	Secondary	Other	No. Schools
Chuuk	45	87	21		153
Kosrae	*	7	1		8
Pohnpei	*	31	3		34
Yap	26	30	3		59
FSM	71	155	28	0	254

The total number of schools in 2008 was 263. This suggests that 9 schools have closed or have been consolidated. However, given that table 2 below reports a different total, it is likely that the figures are inaccurate due to poor reporting. Chuuk and Yap continue to operate ECE centers independent of elementary schools while Kosrae and Pohnpei have integrated their ECE centers with elementary schools.

## **Indicator 2: Schools by size**

Table 2

State	Up to 50	51-100	101-200	201-300	301-500	501-1000	1001+	Total
Chuuk	61	38	38	11	3	2	0	153
Kosrae	1	1	1	2	3	0	0	8
Pohnpei	2	7	6	8	5	4	2	34
Yap	42	6	8	0	0	1	0	57
FSM	106	52	53	21	11	7	2	252

The total number of schools in table 2 is 252. Table 1 shows a total of 254. Enrollment for 2 private schools in Yap was not reported and could not be categorized into table 2, school size range. The table indicates that Chuuk and Yap have the highest number of small schools with enrolments under 100. Indicators 8 and 10 show that student enrolment in FSM is declining.

## **Indicator 3: Number of schools operating half day sessions**

No school is operating half day.

## **Indicator 4: Average teacher attendance rate by grade level (elementary and secondary)**

Table 3

State	Elementary			Secondary		
	Male	Female	Rate	Male	Female	Rate
Chuuk	97%	97%	97%	93%	93%	93%
Kosrae	98%	98%	98%	96%	97%	97%
Pohnpei	92%	92%	92%	89%	84%	87%
Yap	88%	88%	88%	87%	88%	87%
FSM	94%	94%	94%	91%	91%	91%

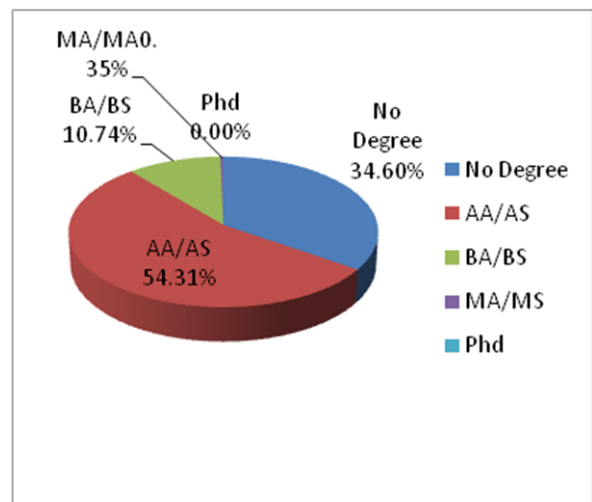
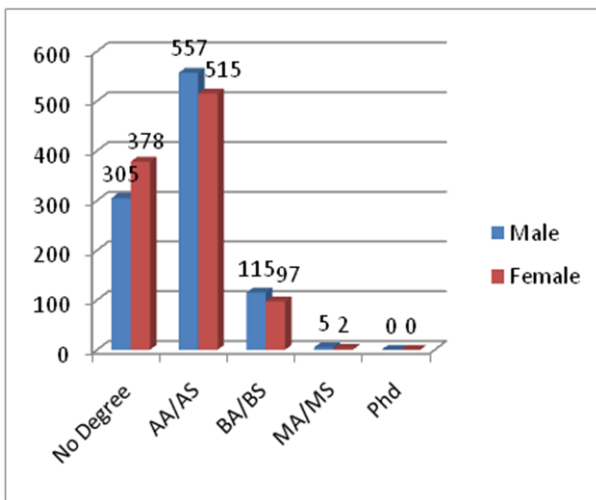
The table shows a slight decline in attendance rates from 96.28% in elementary and 96.26% in secondary schools compared to 2008. Yap and Pohnpei report the lowest levels of attendance. Female attendance in secondary schools in Pohnpei is particularly low. There is little difference between male and female attendance rates in Chuuk, Kosrae and Yap

**Indicator 5: Number and percent of staff by education level**

Table 4 shows all teaching staff in the FSM by qualification status. Graph 2 presents a representation of the data.

Table 4

State	No degree		AA/AS		BA/BS		MA/MS		PhD		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Chuuk	186	237	185	211	38	39	4	1	0	0	901
Kosrae	6	2	87	82	14	9	0	0	0	0	200
Pohnpei	6	23	195	179	55	38	0	1	0	0	497
Yap	107	116	90	43	8	11	1	0	0	0	376
FSM	305	378	557	515	115	97	5	2	0	0	1974
Percent	15.45%	19.15%	28.22%	26.09%	5.83%	4.91%	0.25%	0.10%	0.00%	0.00%	100%



The total number of teaching staff is 1974. This total agrees with the total in indicator 6 below but not with indicator 7, which shows a total of 1882.

Data for indicator 5 shows a reduction in the number of teaching staff of 281 or 12.46% from 2255 in 2008 to 1974 in 2009. The greatest loss has been in Pohnpei (down 234 from 731 in 2008 to 497 in 2009) and Chuuk (down 47 from 948 to 901). However, Pohnpei may have submitted incorrect data in 2008.

There has been a reduction in the percentage of teaching staff without a degree from 37.52% in 2008 to 34.60% in 2009, a difference of 2.92%.

The percentage of teaching staff with an AA/AS degree has risen from 49.22% in 2008 to 54.31% in 2009, an increase of 5.09%.

Data in Indicator 20 shows that in the year 2008-2009, 71 individuals graduated from COM-FSM with an AS/AA or completed a third year course in education. However, the number of employed teachers with an AA/AS or third year decreased by 38 from a total of 1110 in 2008 to 1072 in 2009. This suggests that newly qualified teachers are not entering the teaching profession.

The number of employed teachers with a BA/BS declined from 274 in 2008 to 212 in 2009. 14 BA Education students graduated in the same period. The percentage of teaching staff with a BA/BS has declined from 12.15% in 2008 to 10.74% in 2009, a difference of 1.41%.

The data suggests that the current teacher certification policy has had limited impact on the qualification levels of teaching staff.

### **Indicator 6: Number of teachers/staff by grade level**

State	Elementary		Secondary		Total	
	Teachers	Staff	Teachers	Staff	Teachers	Staff
Chuuk	659	96	225	190	884	286
Kosrae	161	20	39	6	200	26
Pohnpei	383	70	114	48	497	118
Yap	307	34	69	10	376	44
FSM	1510	220	447	254	1957	474

9 SpEd and 8 Homebound teachers not included in the above table. The 17 teachers are not classified into the three school level.

The total number of teachers and non-teaching staff has declined from 2538 in 2008 to 2448 in 2009, a reduction of 3.54%. As the number of non-teaching staff has increased from 473 in 2008 to 474 in 2009, the reduction is in the number of teachers only. However, this 3.54% reduction disagrees with the 12.45% reduction reported in indicator 5 above. Teachers represent 80.64% and non-teaching staff 19.36% of the total. In 2008 teachers represented 81.36% of the total. Chuuk has the highest percentage of non-teaching staff (24.44%) and Yap the lowest (10.57%). Chuuk has a particularly high percentage of non-teaching staff at the secondary level (45.78%). The indicator does not count staff at State and National departments of education.

### **Indicator 7: Student-teacher ratios by state**

Table 6

State	Elementary Students		Elementary Teachers		Elementary Ratio		Secondary Students		Secondary Teachers		Secondary Ratio	
	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public
Chuuk	716	11144	46	613	14 to 1	19 to 1	719	2351	56	169	12 to 1	14 to 1
Kosrae	0	1505	0	161		8 to 1	0	538		39		13 to 1
Pohnpei	0	8090	0	383		21 to 1	0	2539		114		22 to 1
Yap	0	2235	0	307		7 to 1	0	915		69		13 to 1
FSM	716	22974	46	1464	14 to 1	16 to 1	719	6343	56	391	12 to 1	16 to 1

9 SpEd and 8 Homebound teachers not included in the above table. The 17 teachers are not classified into the three school level.

Table 7 and 6 differ due to 17 teachers not counted due to incomplete data. The FSM student teacher ratio has increased from 15 to 1 in public elementary schools in 2008 to 16 to 1 in 2009 and from 17 to 1 in public secondary schools in 2008 to 16 to 1 in 2009. At elementary level, Kosrae (8:1) and Yap (7:1) have the lowest ratios, compared to Chuuk (19:1) and Pohnpei (21:1). At secondary level Yap (13:1), Kosrae (13:1) and Chuuk (14:1) have the lowest ratios compared to Pohnpei (22:1). The very low ratios in Yap and Kosrae elementary schools suggests that some schools are over-staffed. For comparison, Guam has a ratio of 17:1 at primary and 21.4:1 at secondary level (<http://nces.ed.gov/pubs2001/overview/table06.asp>).

**Indicator 8: Base populations by school age groups (i.e., total no. of 4-5 yr. olds, 6-13 yr. olds & 14-18 yr. olds)**

State		4-5 yr	6-13 yr	14-18 yr	Total
Chuuk	Projection	2550	10105	6137	18792
	Actual	889	9489	4087	14465
Kosrae	Projection	426	1462	890	2778
	Actual	68	1283	620	1971
Pohnpei	Projection	1840	6902	3788	12530
	Actual	636	7454	2539	10629
Yap	Projection	597	2152	1145	3894
	Actual	268	1470	952	2690
FSM	Projection	5413	20621	11960	37994
	Actual	1861	19696	8198	29755

There is a significant shortfall between the projected total population and the actual total enrolment. Actual total enrolment in the FSM is 78.31% of the projected population.

Unicef estimates enrolment at 92% ([http://www.childinfo.org/education\\_primary.php](http://www.childinfo.org/education_primary.php)).

For each state the percentage of actual enrolments is; Chuuk 76.97%; Kosrae 70.95%; Pohnpei 84.82% and Yap 69.08%. Under-enrolment is particularly evident in the 4-5yr group, where the actual enrolment is 35% of the projected population. In the 6-13yr group enrolment is 95.51% and in the 14-18yr group it is 68.54%.

The total actual enrolment in indicator 8 (29755) differs from the total in indicator 10 below (30752).

**Indicator 9: Percent of base school-age population in school by age groups (e.g. % of 4-5 yr. olds actually enrolled)**

State	4-5 yr	6-13 yr	14-18 yr	Total
Chuuk	35%	94%	67%	77%
Kosrae	16%	88%	70%	71%
Pohnpei	35%	108%	67%	85%
Yap	45%	68%	83%	37%
FSM	34%	96%	69%	78%



## **Indicator 10: Student enrollment by grade level and gender**

Table 9

State	Elementary		Secondary		Total	
	Male	Female	Male	Female	Male	Female
Chuuk	6027	5833	1469	1601	7496	7434
Kosrae	754	751	271	267	1025	1018
Pohnpei	4122	3968	1259	1280	5381	5248
Yap	1177	1058	500	415	1677	1473
FSM	12080	11610	3499	3563	15579	15173

The total actual enrolment in Indicator 8 above (29755) differs from the total in Indicator 10 (30752). Indicator 10 showed that student enrolment was 32210 in 2008. The data indicates a possible decline in student enrolment of 2455 (32210-29755) or 1458 (32210-30752) depending on the data used.

In FSM as a whole, there is no significant gender disparity. Total male enrolment is 50.66% and female enrolment is 49.33%. At elementary level, male enrolment is 50.99% and female enrolment is 49.00% of the total. At secondary level, male enrolment is 49.54% and female enrolment is 50.45% of the total.

However, in Yap total male enrolment is 53.23% compared to female enrolment of 46.76%.

## **Indicator 11: Average daily student attendance rate by grade level and gender**

Table 10

State	Elementary			Secondary		
	Male	Female	ERate	Male	Female	SRate
Chuuk	98%	98%	98%	99%	99%	99%
Kosrae	98%	98%	98%	96%	97%	97%
Pohnpei	94%	94%	94%	97%	97%	97%
Yap						
FSM	97%	97%	97%	97%	98%	98%
Yap did not provide attendance data for Elementary and Secondary.						

Average daily attendance at elementary level has increased from 96.04% in 2008 to 97% in 2009. At secondary level the increase is from 97.87% to 98%. There is little variation between states and between male and female. Yap state did not report attendance figures.

UNICEF estimates that global daily attendance at primary school is 78%.

([http://www.childinfo.org/education\\_primary.php](http://www.childinfo.org/education_primary.php)). The data does not indicate the reasons for non-attendance.

## **Indicator 12: Drop-out rate by grade level and gender**

Table 11

Grade Level	Drop Out		Enrollment		Rate		Overall Rate
	Male	Female	Male	Female	Male	Female	
ECE	0	0	1201	1205	0.00%	0.00%	0.00%
Grade 1	10	4	1492	1302	0.67%	0.31%	0.50%
Grade 2	5	5	1394	1317	0.36%	0.38%	0.37%
Grade 3	6	3	1518	1404	0.40%	0.21%	0.31%
Grade 4	6	5	1350	1348	0.44%	0.37%	0.41%
Grade 5	3	5	1354	1373	0.22%	0.36%	0.29%
Grade 6	8	1	1257	1251	0.64%	0.08%	0.36%
Grade 7	3	4	1319	1307	0.23%	0.31%	0.27%
Grade 8	47	24	1195	1103	3.93%	2.18%	3.09%
Grade 9	47	34	1059	1079	4.44%	3.15%	3.79%
Grade 10	88	46	920	914	9.57%	5.03%	7.31%
Grade 11	44	47	796	862	5.53%	5.45%	5.49%
Grade 12	9	10	724	708	1.24%	1.41%	1.33%
Total	276	188	15579	15173	1.77%	1.24%	1.51%

The total enrolment in Indicator 12 (30752) differs from the total in Indicator 8 above (29755). The difference is from the unaccounted students who are in the ages of 19 up and also inaccurate date of birth data. The data indicates very low levels of dropout with an overall rate of 1.51%. There are no significant differences between male and female. Most dropouts occur between grades 8 and 12. Reasons for dropout are not given.

The table below tracks cohorts of students from 2008 to 2009, using data from Indicator 12. ECE students enrolled in 2008 are shown as Grade 1 students in 2009, Grade 1 students in 2008 are shown as Grade 2 in 2009 and so on.

Grade	2008 enrolment	Grade	2009 enrolment	Difference	% of 2008 total
ECE	2502	Grade 1	2794	+292	+9.83
Grade 1	2969	Grade 2	2711	-256	-8.45
Grade 2	3029	Grade 3	2922	-107	-3.79
Grade 3	2819	Grade 4	2698	-121	-4.11
Grade 4	2940	Grade 5	2726	-214	-7.80
Grade 5	2741	Grade 6	2508	-233	-8.74
Grade 6	2663	Grade 7	2626	-37	-0.01
Grade 7	2662	Grade 8	2298	-364	-14.82
Grade 8	2456	Grade 9	2138	-318	-14.73
Grade 9	2158	Grade 10	1834	-324	-16.33
Grade 10	1983	Grade 11	1658	-325	-19.46
Grade 11	1670	Grade 12	1432	-238	-14.69

The table shows that the total number of each cohort of students fell, with the exception of the 2008 ECE cohort which increased in number when it entered Grade 1. The 2008 Grade 6 cohort showed a very small decline. The largest reduction in numbers was in the 2008 Grade 10 cohort which declined by 19.46% in their transition to Grade 11. The data above would suggest that there is a more significant drop out of students than indicated by the data collected for Indicator 12.

**Indicator 13: Number and percent of students achieving “Proficiency” level & above.**

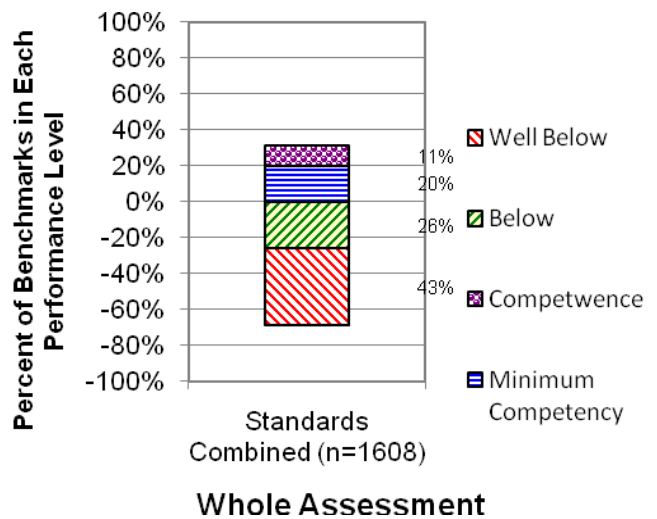
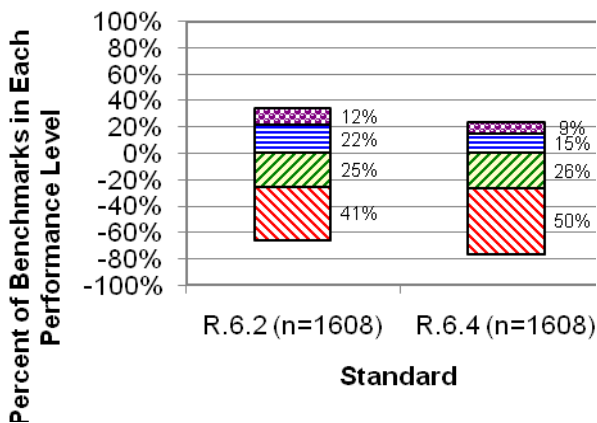
The FSM National Standardized Tests (NST) is a series of test instruments used as the basis for measuring the effectiveness of the National Curriculum Minimum Standards which are implemented in schools across the FSM. Previous years the FSM Education Sector normally used achievement criteria for student proficiencies in the order of *advanced, proficient, basic and below basic*. Based on the new recommendation by the Office of Insular Affairs and mandated by JEMCO that the test instruments be evaluated for their reliability and validity. PREL educational agency won the bid to conduct the test evaluation and was furthered recommended to develop new instruments which would be more focused on standards and benchmarks rather than results based on the whole test. The student achievement criteria had been changed from what was indicated earlier to the followings: *Competence, minimum competency, below and well below*. Our interpretation is that although the names changes we still maintain the integrity of these levels. All tables and charts below display students’ learning performance from all the four states in grades 6, 8, and 10 for two English Language standards in reading and literature. The test data were analyzed by NDOE using PREL’s Dr. Soe assessment software. This year would be a baseline data set based on the new curriculum standards and the new test batteries now revised to the National Curriculum Based Standard Assessment (NCBSA).

**6TH GRADE**

Level Percents for All Students for Each Rubric	Minimum Competence			
Level of Standards	Well Below	Below	Competency	Competence
<b>Standard 2 READING</b>	<b>-41%</b>	<b>-25%</b>	<b>22%</b>	<b>12%</b>
<b>Standard 4 LITERATURE</b>	<b>-50%</b>	<b>-26%</b>	<b>15%</b>	<b>9%</b>
<b>Standards Combined (n=1608)</b>	<b>-43%</b>	<b>-26%</b>	<b>20%</b>	<b>11%</b>

Results of the English standards tests indicated that the overall performance on these two English Language Arts standards (Reading and Literature) 11% or 177 six graders (1,608) was achieving at the competence level. The culmination of both standards is based on 40 items test in Reading and Literature. These results indicated that sixth graders are not adequately prepared to respond correctly to these benchmarks inquired. The chart on the left indicated the level of student performance based on a four item assessment against each benchmark. In other words for each of the four questions/items there were four options given. If a student correctly responded to one of the four questions he/she would be classified in the criteria of minimum competency. If he/she correctly responded to two of the questions for the given benchmark he/she would be considered below performance. Three and all incorrect responses are well below performance. It became apparent that out of the total number tested in reading only 193 or 12% were competent in reading. 354 or 22% of them were performing at minimum competency and 402 or 25% of them were performing at below. The rest of these students were performing at well below mark. We are saying that approximately 659 or 41% students are at the well below mark. The chart indicated that below and well below are at below expected level of performance. The cut off line is at zero and most of our students are performing below standards.

**Federated States of Micronesia  
Grade 6 Reading  
All Students of All Schools, All  
Islands**



## 6th Grade Standard 2 READING

Level Percents for All Students for Each Rubric Level of Benchmarks	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
R.6.2.1 Identify and use a variety of word strategies to build	-47%	-25%	17%	11%
R.6.2.2 Apply a variety of strategies to build comprehension. (For example, students will be able to activate prior knowledge, predict, visualize and analyze text.)	-41%	-34%	21%	3%
R.6.2.3 Use reference materials to gather information. (For example, students will be able to locate information from library and internet resources.)	-44%	-32%	19%	4%
R.6.2.4 Locate and use features of textbooks such as chapter titles, sub-headings and chapter summaries, to summarize, compare, contrast and draw conclusions.	-28%	-19%	26%	27%
R.6.2.5 Read a variety of grade appropriate texts for a variety of purposes. (For example, students will be able to read narratives, reports, descriptions, maps, charts and graphs in order to solve problem, find information, follow directions, critically analyze or for pleasure.)	-35%	-21%	28%	15%

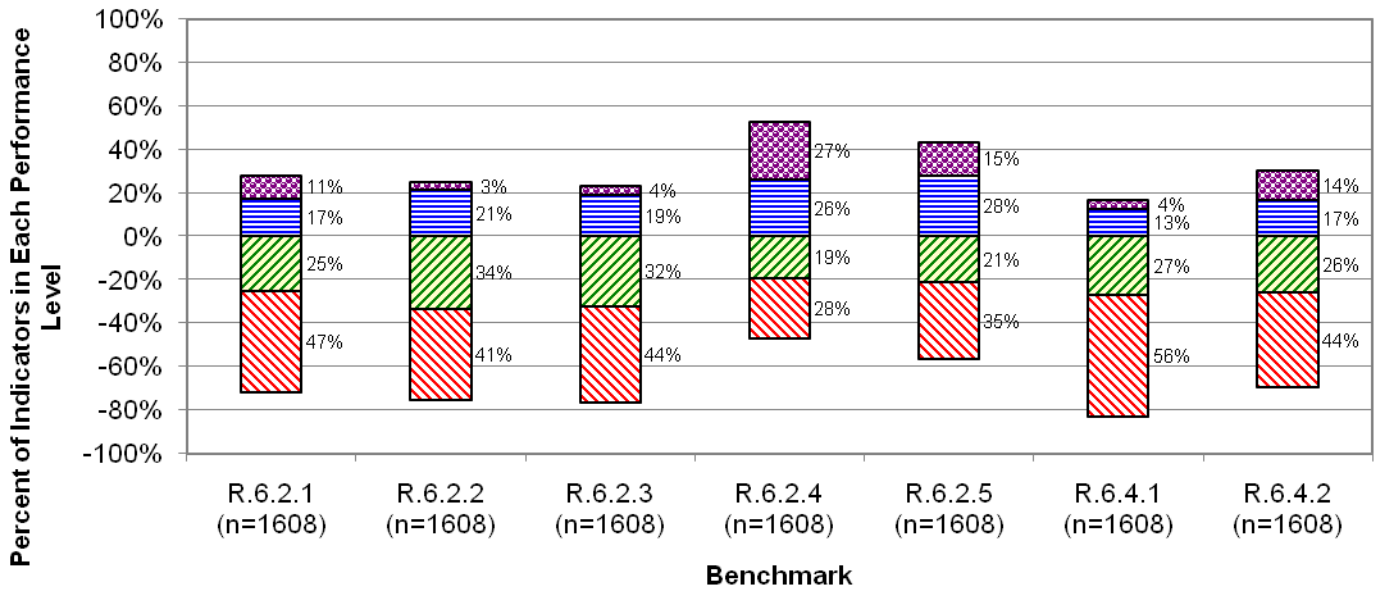
In each of the curriculum standards for example English language arts is composed of four standards: *listening/speaking, reading, writing literature*. In association with these standards there are benchmarks clustered for each of these standards. For example the reading standards have five supporting benchmarks that would indicate general statements for student learning outcomes. The table above clearly shows how 6<sup>th</sup> graders are performing for each benchmark. What would be our conclusions? One may ask whether or not students were adequately prepared to respond to these questions. The answer is no. At a more complex and rigorous level of these benchmarks such as the application of prior knowledge to predict and visualize or analyze text for building comprehension, which is found to be only 3% or 48 of the 1,608 were placed as competent across the entire FSM. 21% or 338 of these students are at the minimum competency mark. This would mean that students at the competence and minimum competency levels combined together we would find three hundred eighty six students. Again this is the number that has adequately received appropriate instructions related to this one benchmark (R.6.2.2). And furthermore there are about 76% or 1,222 students out of 1,608 who could not apply variety of strategies to build comprehension in the analysis of texts. This is one of the reasons why the bridging gaps project is set up because of these types of problems in which provision of technical assistance could be provided. The technical assistance are to be innovative and appropriate as program interventions to remedy problems resulting from these low performing measures indicated by general and classroom assessments.

## 6th Grade Standard 4 LITERATURE

Level Percents for All Students for Each Rubric Level of Benchmarks	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
R.6.4.1 Compare and contrast different forms of literature. (For example, students will be able to write book reviews for a range of genres.)	-56%	-27%	13%	4%
R.6.4.2 Demonstrate understanding of a character's behavior and attitudes. (For example, students will be able to explain a character's actions, motives and traits.)	-44%	-26%	17%	14%

The English literature is assessed by two benchmarks and still these figures indicated very low performance. One could assert that there is inadequate student preparation of these students to master these types of learning skills. In the first benchmark for English literature as indicated above in the table, there are only 64 students or 4% of the 1608 who could be considered competence. However, the criterion for not passing at this level is based on the levels which are below mark and well below mark. That means at this level there are 1,238 or 77% students who are inadequate, unprepared for these two benchmarks on literature standard.

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This is the general outlook of how these 1,608 sixth graders in the FSM perform on five benchmarks in the reading standard and with the same number of students in grade six performing in English literature. The first benchmark (R.6.2.1) as you can see there are about 450 (28%) students who maybe considered with minimal and with adequate knowledge in ways to determine the use of context clues, root words, prefixes, suffixes, synonyms and antonyms. And therefore, there are about 1,158 (72%) six graders who just could not perform that task. The second benchmark as indicated by its number next to the first one tells us that there are about 385 (24%) students who are with minimal competence and competence to apply ways to build comprehension by recalling prior knowledge and predicting, visualizing and analyzing certain texts. The remaining 1,223 (76%) students could not perform this task. One of the problems that we could assume at this stage is the fact that most of the schools may not have adequate time to cover these learning expectations because these standards were just handed over to them during January of this year (2009). In addition, the National Department had its overall plan to conduct training of trainers to state departments of education in unpacking these standards for better delivery of instructions and assessments.

## 6th Grade Standard 2 READING

### Rubric Level of Indicators

Percents of All Students for Each Rubric Level of Indicators	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
<b>6.2.1.1</b> Identify and use a variety of word strategies to build meaning. (For example, students will be able determine meaning <a href="#">using context clues</a> and knowledge or word roots, prefixes, suffixes, synonyms and antonyms.)	-37%	-30%	22%	10%
<b>6.2.1.2</b> Identify and use a variety of word strategies to build meaning. (For example, students will be able determine meaning using context clues and knowledge or word roots, <a href="#">prefixes</a> , suffixes, synonyms and antonyms.)	-64%	-18%	8%	10%
<b>6.2.1.3</b> Identify and use a variety of word strategies to build meaning. (For example, students will be able determine meaning using context clues and knowledge or word roots, prefixes, <a href="#">suffixes</a> , synonyms and antonyms.)	-40%	-26%	22%	12%
<b>6.2.2.0</b> Apply a variety of strategies to build comprehension. (For example, students will be able to activate prior knowledge, predict, visualize and analyze text.)	-41%	-34%	21%	3%
<b>6.2.3.0</b> Use reference materials to gather information. (For example, students will be able to locate information from library and internet resources.)	-44%	-32%	19%	4%
<b>6.2.4.0</b> Locate and use features of textbooks such as chapter titles, sub-headings and chapter summaries, to summarize, compare, contrast and draw conclusions.	-28%	-19%	26%	27%
<b>6.2.5.1</b> Read a variety of grade appropriate texts for a variety of purposes. (For example, students will be able to read narratives, reports, descriptions, <a href="#">maps</a> , charts and graphs in order to solve problem, find information, follow directions, critically analyze or for pleasure.)	-29%	-25%	38%	8%
<b>6.2.5.2</b> Read a variety of grade appropriate texts for a variety of purposes. (For example, students will be able to read narratives, reports, descriptions, maps, <a href="#">charts</a> and graphs in order to solve problem, find information, follow directions, critically analyze or for pleasure.)	-41%	-18%	18%	23%

This particular table is focused entirely on just using context clues and there are about (32%) 515 students who possessed minimal competence or are fully competent in using [context clues](#). The remaining 78% are considered incompetent and ranked in below and well below performance on this test. The second level 6.2.1.2 competency level of students with using prefixes: From the mark of minimal competency to competence there is a total of 289 (18%) of the sixth graders achieving at this level. However, with the level of minimal competency there are about 129 students verses those who are considered competent which about 160 is. The same pattern applies to the other benchmarks with student learning performance.

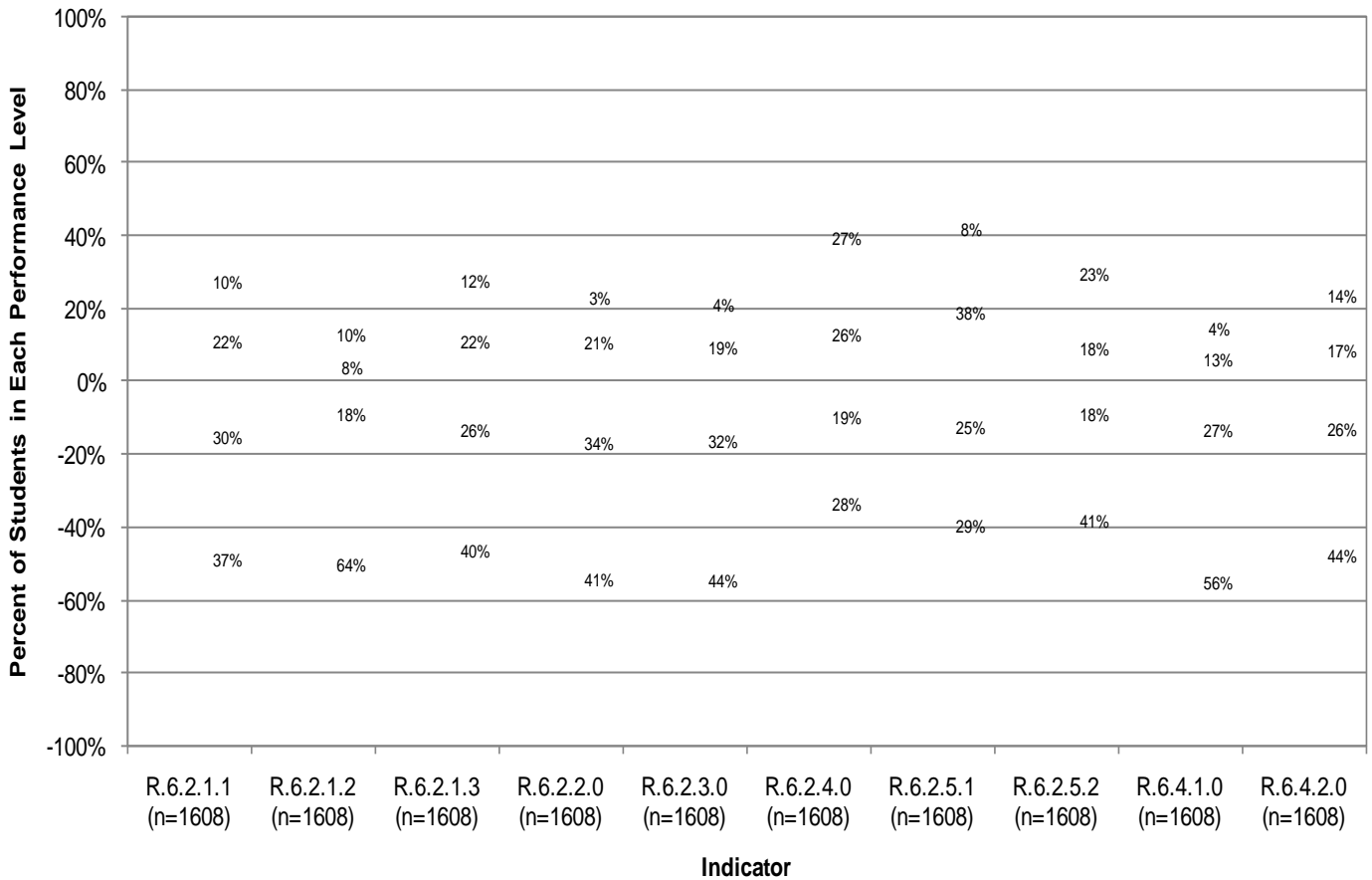
**6th Grade Standard 4 LITERATURE**

**Rubric Level of Indicators**

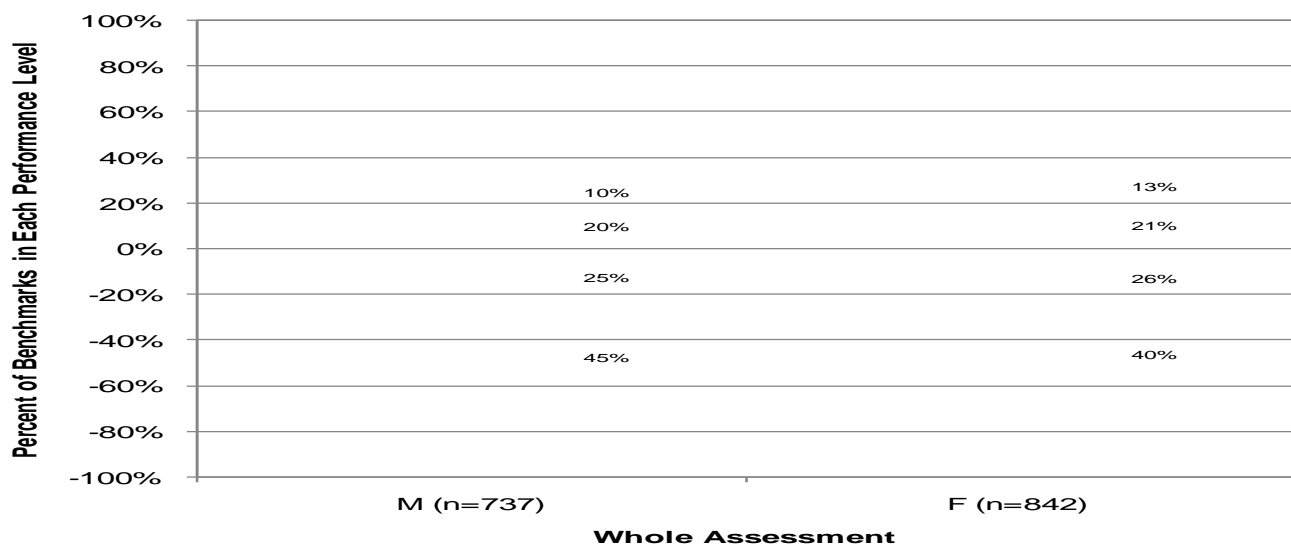
Percents of All Students for Each Rubric Level of Indicators	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
<b>6.4.1.0</b> Compare and contrast different forms of literature. (For example, students will be able to write book reviews for a range of genres.)	-56%	-27%	13%	4%
<b>6.4.2.0</b> Demonstrate understanding of a character's behavior and attitudes. (For example, students will be able to explain a character's actions, motives and traits.)	-44%	-26%	17%	14%

Insert narrative here:

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By Gender: All Schools, All Islands**



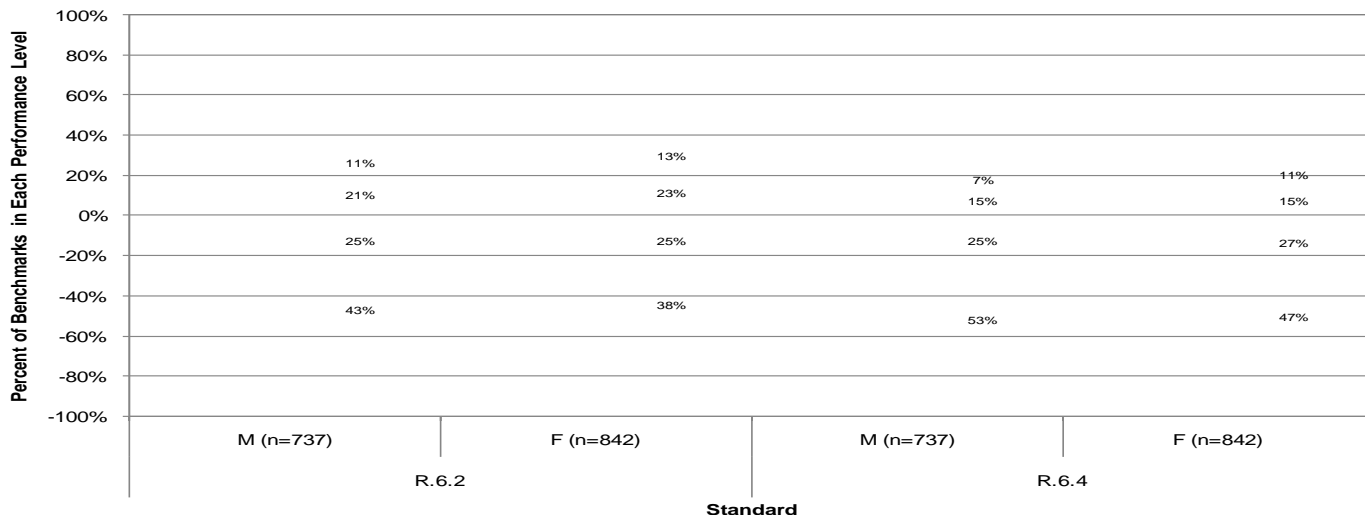
**6<sup>th</sup> Grade**

Level Percents By Gender for Standards	Well Below	Below	Minimum Competency	Competence
<b>READING</b>				
Male (n=934)	-0.43	-0.25	0.21	0.11
Female (n=1071)	-0.38	-0.25	0.23	0.13
<b>LITERATURE</b>				
Male (n=934)	-0.53	-0.25	0.15	0.07
Female (n=1071)	-0.47	-0.27	0.15	0.11
<b>WHOLE TEST</b>				
Male (n=934)	-0.25	-0.45	0.20	0.10
Female (n=1071)	-0.26	-0.40	0.21	0.13

The indicators in reading and literature as well as the whole test tell us that in general females out performed the males in all these areas.

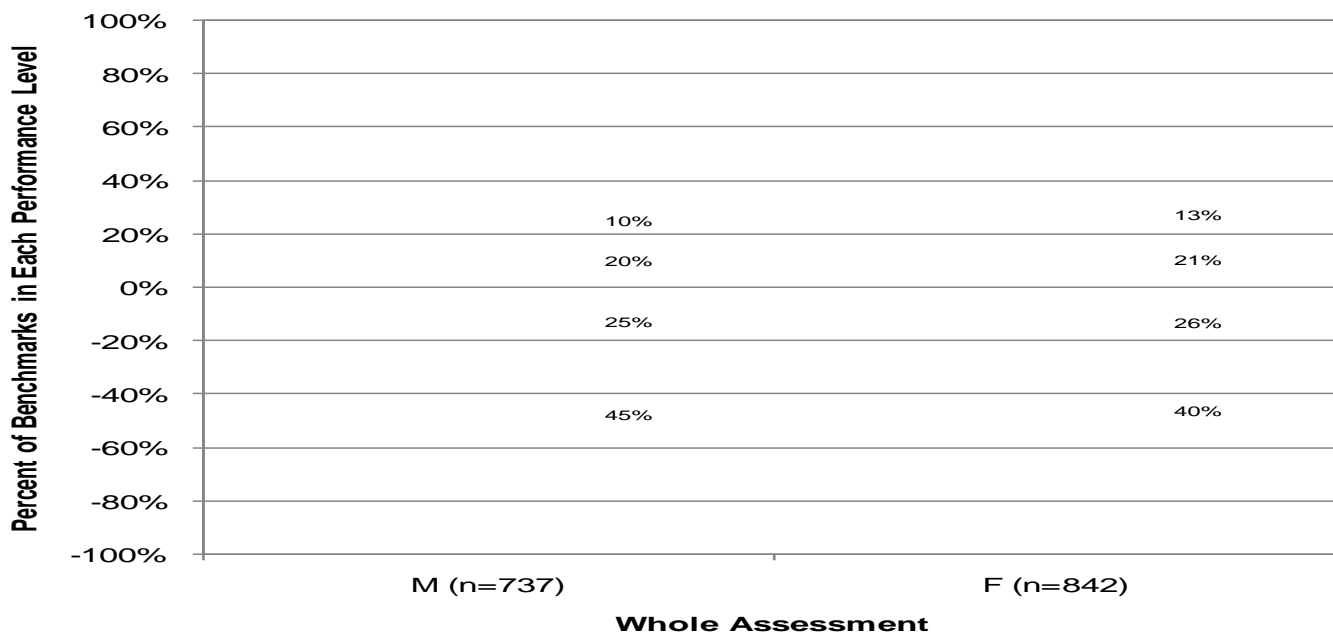


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Grade 6 Reading  
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The table above shows how 6<sup>th</sup> graders perform on the two standards, including performance by gender. There is minimum difference with male performing 31% and 34% at proficient for male and female, respectively. The table clearly indicates that majority of 6<sup>th</sup> grade students regardless of gender across FSM states constantly placed in the below and well below measures. However, there is a slight well performing of females above males.

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By Gender: All Schools, All Islands**

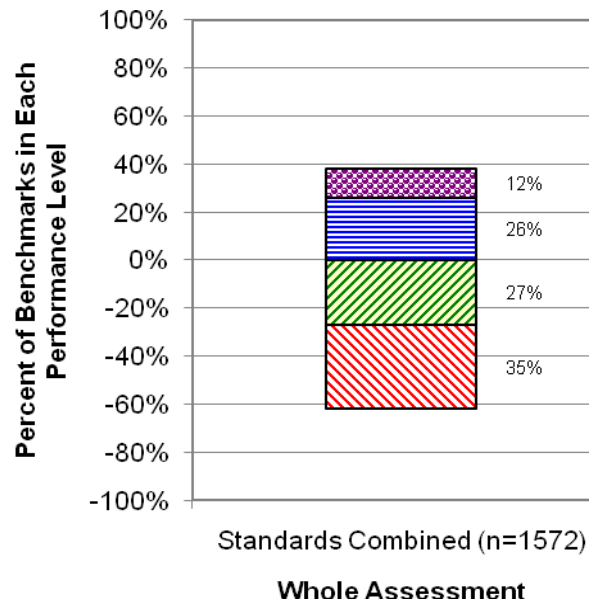
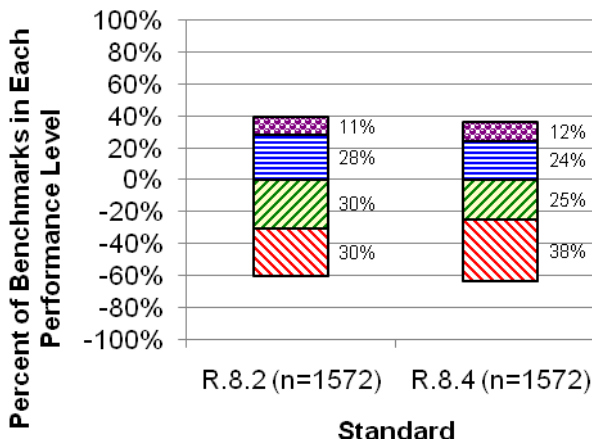


### 8th Grade

Level Percents for All Students for Each Rubric Level of Standards	Well Below	Below	Minimum Competency	Competence
Standard 2 READING	-30%	-30%	28%	11%
Standard 4 LITERATURE	-38%	-25%	24%	12%
Standards Combined (n=1572)	-35%	-27%	26%	12%

The table above shows how 8<sup>th</sup> grade students across the nation perform on both standards representing reading and literature. Out of the total number of 1572 8<sup>th</sup> grade students in the FSM who took the NST, their performance stand as *proficient* with 39% and 36% for reading and literature, equally. *Proficient*, adequately represent both minimum competent and competent. 39% and 36%, both represent students performing above expectation and at expectation, for the two standards, respectively. With amazement, 8<sup>th</sup> graders during this particular school year perform exceptionally well, having to consider as a baseline data. For the whole test, 8<sup>th</sup> graders perform at 39% and 26% as combination of minimum competent and competent. Clearly, almost 40% perform at and above expectation and 60% perform below expectation in reading and the same interpretation can be made for standard 4 (literature). As baseline test data, 8<sup>th</sup> grade students for 2010 must perform at least 1% as significant improvement in reading and literature, nationally. Each school throughout the Nation should be able to design reading program which will indicate *adequate yearly progress* based on its School Improvement Plan using the test data as indicated.

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## 8th Grade READING

### Rubric Level of Indicators

<b>Level Percents for All Students for Each Rubric Level of Benchmarks</b>	Well Below	Below	Minimum Competency	Competence
R.8.2.1 Identify and use a variety of strategies to extend word meaning. (For example, students will be able to correctly apply prefixes and suffixes in order to adapt words for different purposes.)	-28%	-33%	29%	10%
R.8.2.2 Build comprehension of texts. (For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and draw logical conclusions.)	-26%	-31%	30%	13%
R.8.2.3 Read a variety of printed and media materials for different purposes and discuss opinion of what was read.	-40%	-27%	24%	9%

The baseline data above evidently indicate how well 8<sup>th</sup> grade students for 2009 perform on the three benchmarks. Undoubtedly, 39% for benchmark 2.1, 46% for benchmark 2.2, 35% for benchmark 2.3, which mean that out the 1572 8<sup>th</sup> grade students, majority, to great extent require aid in, especially for benchmark 2.3. There was only 10% performing at competent and the same interpretation can be made for the other two benchmarks.

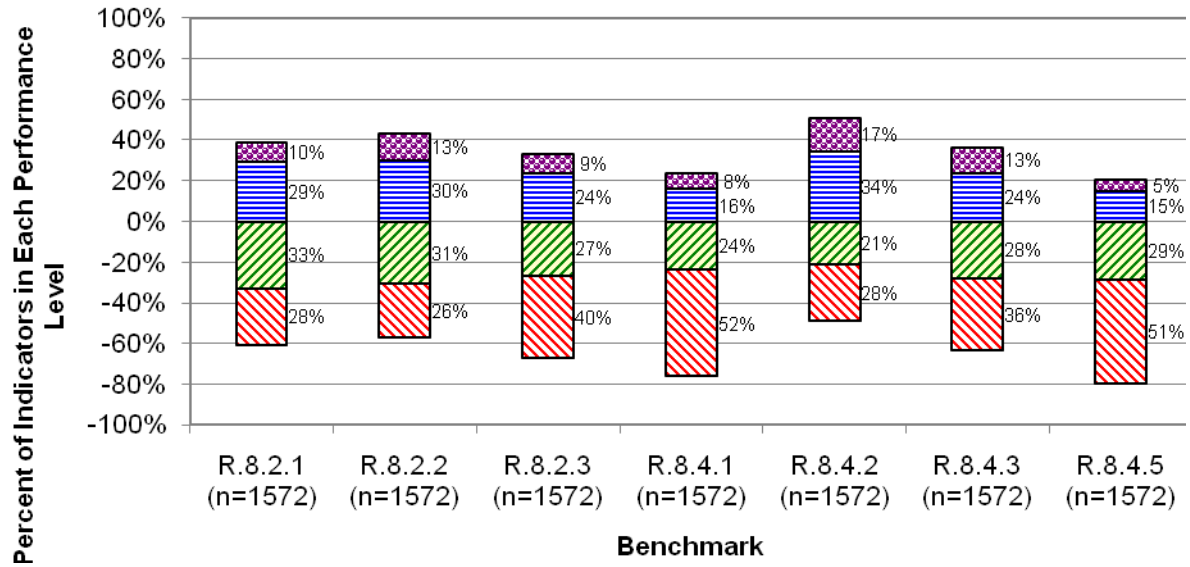
## 8th Grade LITERATURE

### Rubric Level of Indicators

<b>Level Percents for All Students for Each Rubric Level of Benchmarks</b>	Well Below	Below	Minimum Competency	Competence
R.8.4.1 Listen to, read or view and respond to a narrative or poem. (For example, students will be able to make a written or oral review of a reading or theatre performance.)	-52%	-24%	16%	8%
R.8.4.2 Recognize and identify the complex elements of plot. (For example, students will be able to recognize and identify foreshadowing (the writer's use of hints or clues about what will happen next) inciting forces (the event that triggers conflict) conflict, crisis, climax and resolution.)	-28%	-21%	34%	17%
R.8.4.3 Dramatize, record and write about the effects of culture and historical periods on literature and vice-versa.	-36%	-28%	24%	13%
R.8.4.5 Apply knowledge of literal and figurative meanings to build vocabulary. (For example, students will be able to interpret metaphor and allegory to enhance their written vocabulary.)	-51%	-29%	15%	5%

The table above shows five benchmarks and how well the 1572 8<sup>th</sup> graders perform on each, respectively. Similarly, 8<sup>th</sup> graders, especially for those who actually took the NST, perform at a very low of 24% for the first benchmark under reading. It is an immense responsibility for all educational leaders, principals, and teachers to respond to the baseline data above, especially for benchmark 4.1. and 4.5. They only perform at 5% competent in literal and figurative speech, which understood to be already taught at the lower grades within the FSM National Language Arts Curriculum. If 80% of the 8<sup>th</sup> graders perform below expectation on figurative language, then innovative school improvement activities should be materialize for all schools through out the nation to address the specific benchmarks.

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**8th Grade READING**

**Rubric Level of Indicators**

Percents of All Students for Each Rubric Level of Indicators	Rubric Level of Indicators			
	Well Below	Below	Minimum Competency	Competence
R.8.2.1.0 Identify and use a variety of strategies to extend word meaning. (For example, students will be able to correctly apply prefixes and suffixes in order to adapt words for different purposes.)	-28%	-33%	29%	10%
R.8.2.2.0 Build <a href="#">comprehension of texts</a> . (For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and draw logical conclusions.)	-29%	-33%	28%	10%
R.8.2.2.0 Build comprehension of texts. (For example, students will be able to ask questions, predict, identify main ideas and supporting details, analyze, summarize and <a href="#">draw logical conclusions</a> .)	-24%	-29%	32%	16%
R.8.2.2.0 Read a variety of printed and me dia materials for different purposes and discuss opinion of what was read.	-40%	-27%	24%	9%

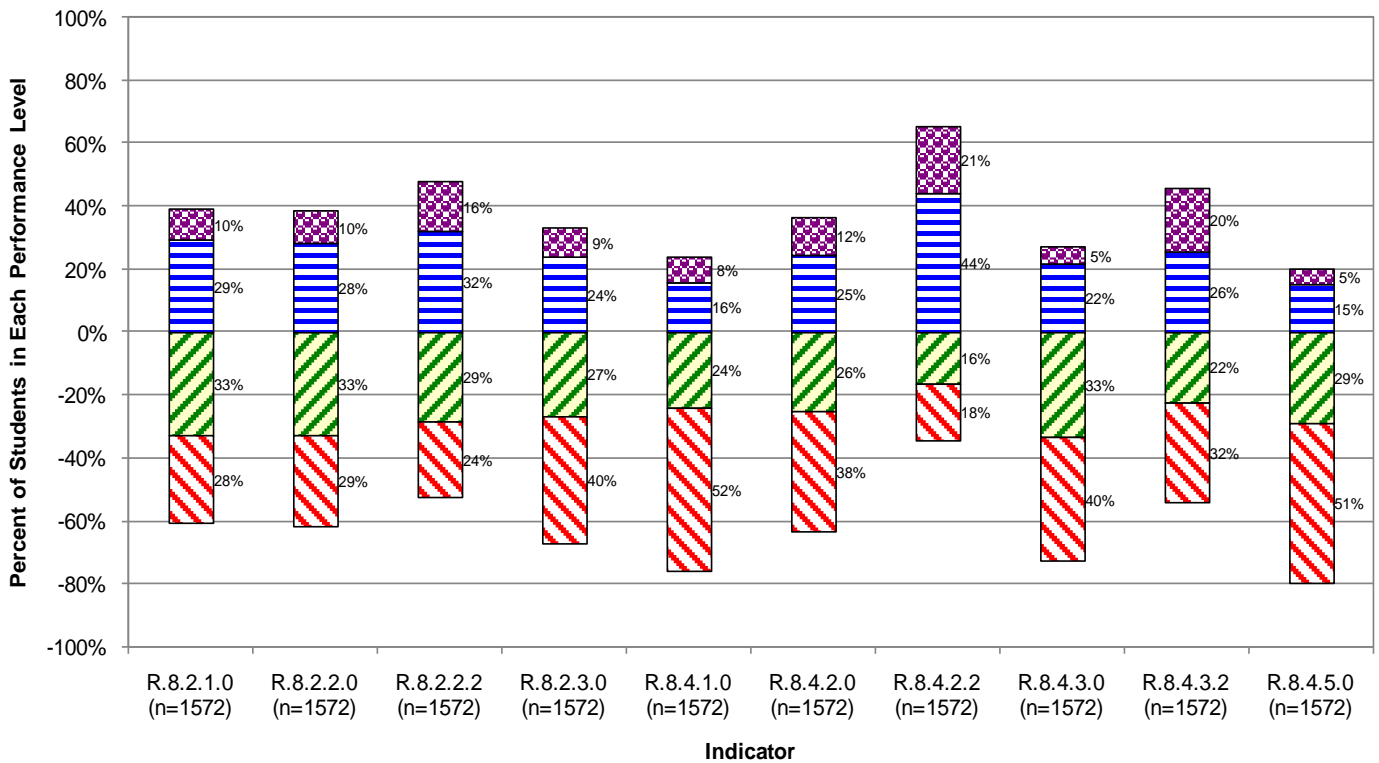
## 8th Grade LITERATURE

### Rubric Level of Indicators

Percents of All Students for Each Rubric Level of Indicators	Well Below	Below	Minimum Competency	Competence
R.8.4.1.0 Listen to, read or view and respond to a narrative or poem. (For example, students will be able to make a written or oral review of a reading or theatre performance.)	<b>-52%</b>	<b>-24%</b>	<b>16%</b>	<b>8%</b>
R.8.4.1.0 Recognize and identify the complex elements of plot. (For example, students will be able to recognize and identify foreshadowing (the writer's use of hints or clues about what will happen next) inciting forces (the event that triggers conflict) conflict, crisis, climax and resolution.)	<b>-38%</b>	<b>-26%</b>	<b>25%</b>	<b>12%</b>
R.8.4.1.0 Recognize and identify the complex elements of plot. (For example, students will be able to recognize and identify foreshadowing (the writer's use of hints or clues about what will happen next) inciting forces (the event that triggers conflict) conflict, crisis, climax and resolution.)	<b>-18%</b>	<b>-16%</b>	<b>44%</b>	<b>21%</b>
R.8.4.3.0 Dramatize, record and write about the effects of culture and historical periods on literature and vice-versa.	<b>-40%</b>	<b>-33%</b>	<b>22%</b>	<b>5%</b>
R.8.4.3.2 Dramatize, record and write about the effects of culture and historical periods on literature and vice-versa.	<b>-32%</b>	<b>-22%</b>	<b>26%</b>	<b>20%</b>
R.8.4.5.0 Apply knowledge of literal and figurative meanings to build vocabulary. (For example, students will be able to interpret metaphor and allegory to enhance their written vocabulary.)	<b>-51%</b>	<b>-29%</b>	<b>15%</b>	<b>5%</b>

The table above shows clusters of indicators for the previous benchmarks for both reading and literature. For each rubric level of indicator, a comparable interpretation can be made due to low performance for both minimum competent and competent, leaving majority of 8<sup>th</sup> graders performing below expectation.

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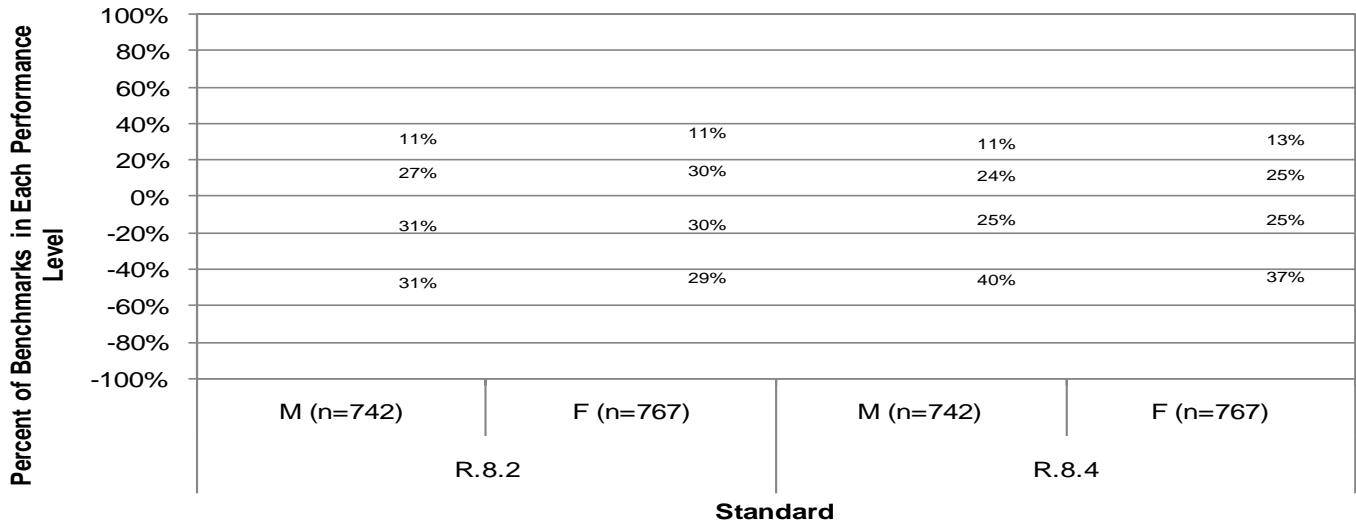


**8th Grade**

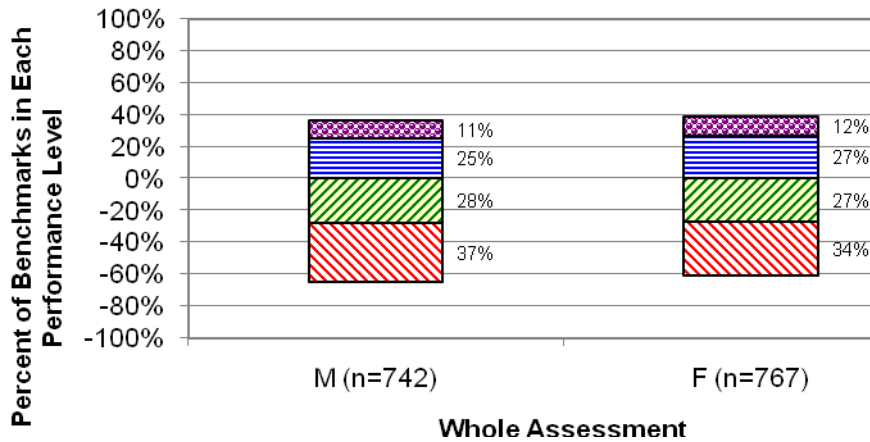
Level Percents for All Students for Each Rubric Level of Standards	Well Below	Below	Minimum Competency	Competence
<b>READING</b>				
M (n=742)	-31%	-31%	27%	11%
F (n=767)	-29%	-30%	30%	11%
<b>LITERATURE</b>				
M (n=742)	-40%	-25%	24%	11%
F (n=767)	-37%	-25%	25%	13%
<b>WHOLE TEST</b>				
M (n=742)	-37%	-28%	25%	11%
F (n=767)	-34%	-27%	27%	12%

The table above basically creates the same test data for 8<sup>th</sup> grade students by gender. Equally, there is not much difference as we look at both male and female by performance in terms of minimum competent and competent. The difference positions between 1-3% for both genders in reading and literature, with female slightly ahead.

**Federated States of Micronesia  
Grade 8 Reading  
By Gender: All Schools, All Islands**



**Federated States of Micronesia  
Grade 8 Reading  
By Gender: All Schools, All Islands**

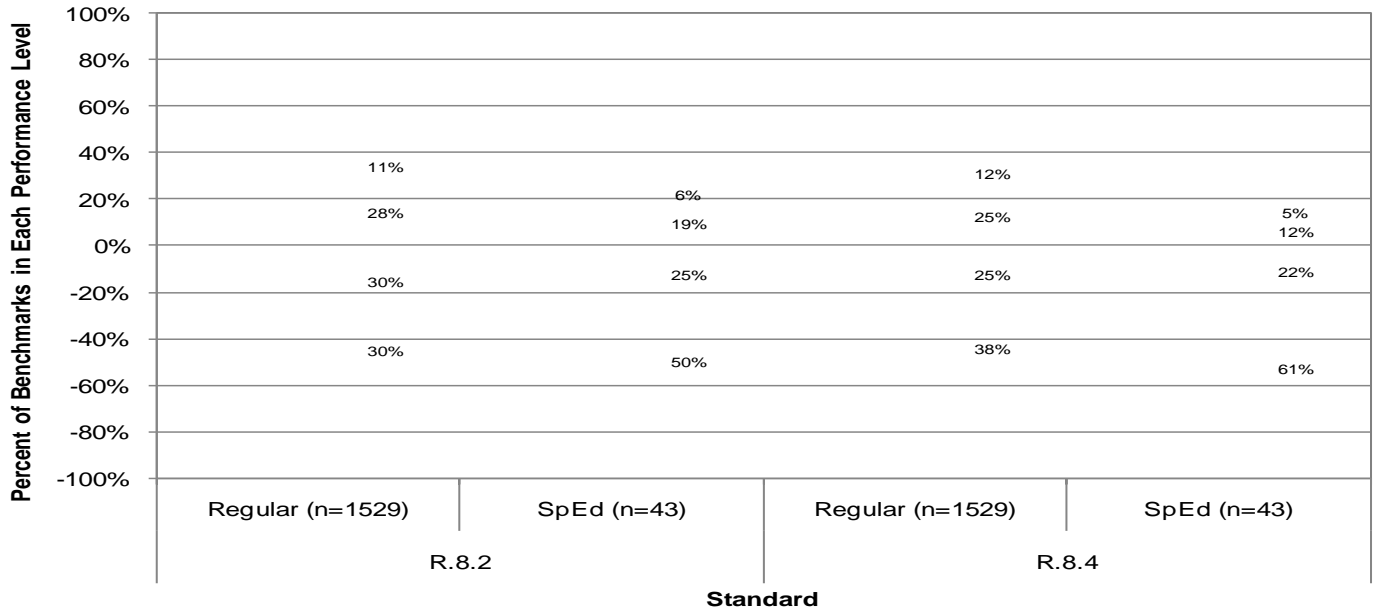


**8<sup>th</sup> Grade**

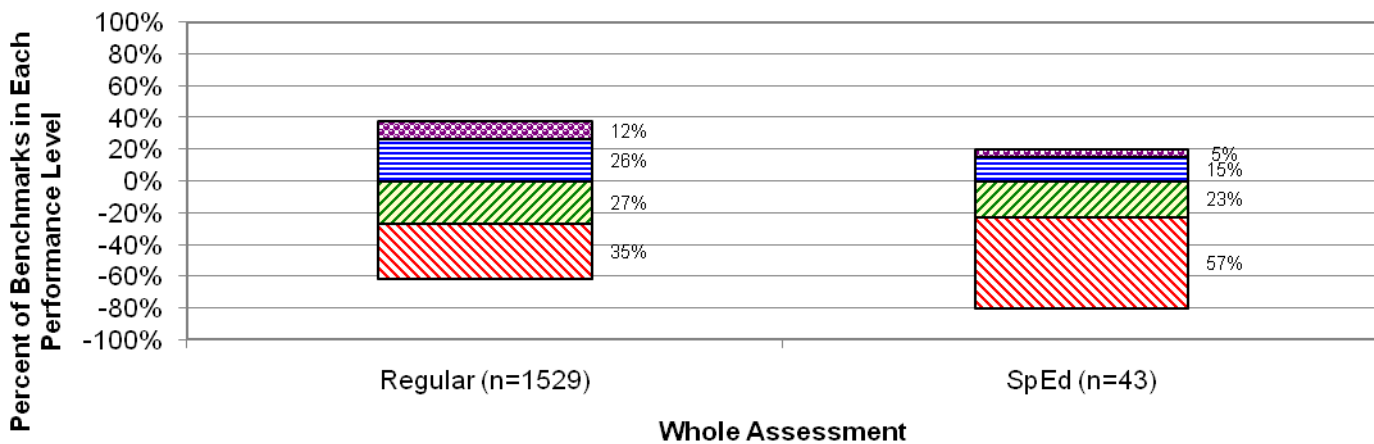
Level Percents By SpEd for Standards		Well Below	Below	Minimum Competency	Competence
<b>READING</b>					
Regular (n=1529)		-30%	-30%	28%	11%
SpEd (n=43)		-50%	-25%	19%	6%
<b>LITERATURE</b>					
Regular (n=1529)		-38%	-25%	25%	12%
SpEd (n=43)		-61%	-22%	12%	5%
<b>WHOLE TEST</b>					
Regular (n=1529)		-35%	-27%	26%	12%
SpEd (n=43)		-57%	-23%	15%	5%

During the test administration there are indications where students with learning disabilities are identified so that appropriate accommodations could be provided to enhance better learning outcomes as they maybe disadvantageous in their effort to learn.

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Grade 8 Reading  
By SpEd: All Schools, All Islands**

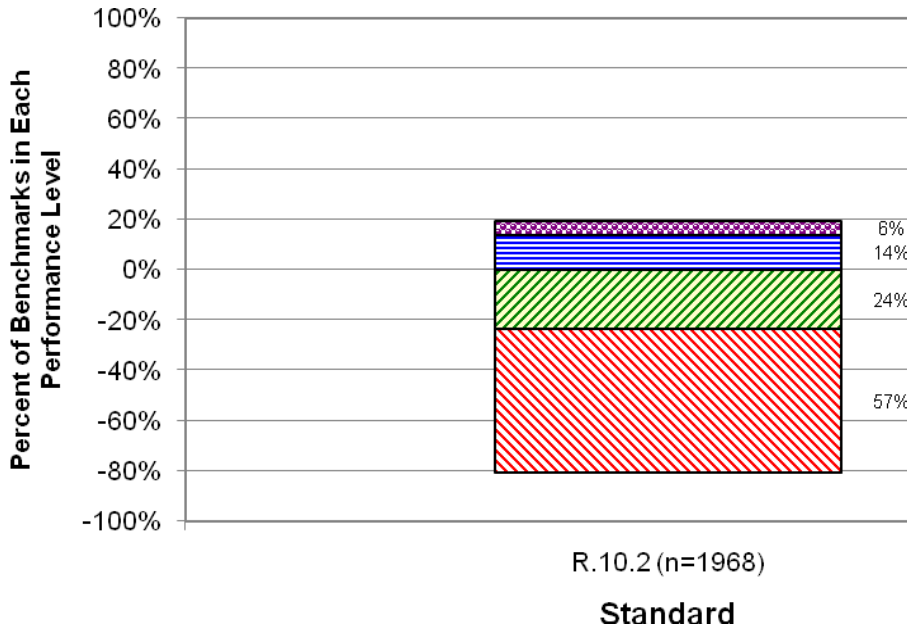


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Grade 8 Reading  
By SpEd: All Schools, All Islands**



As we look at the National Reading Test for all 8<sup>th</sup> graders and make a comparison between regular students and special need students, there is not much difference in terms of their performance. Significantly, special need students are performing at a very astounding level with 20% at and above expectation, as compare to only 38% for regular students. If table shows that majority of both regular and special need students demand instructional modifications, collaboration and cooperation of instructional design for both regular and special need teachers should or must be utilized.



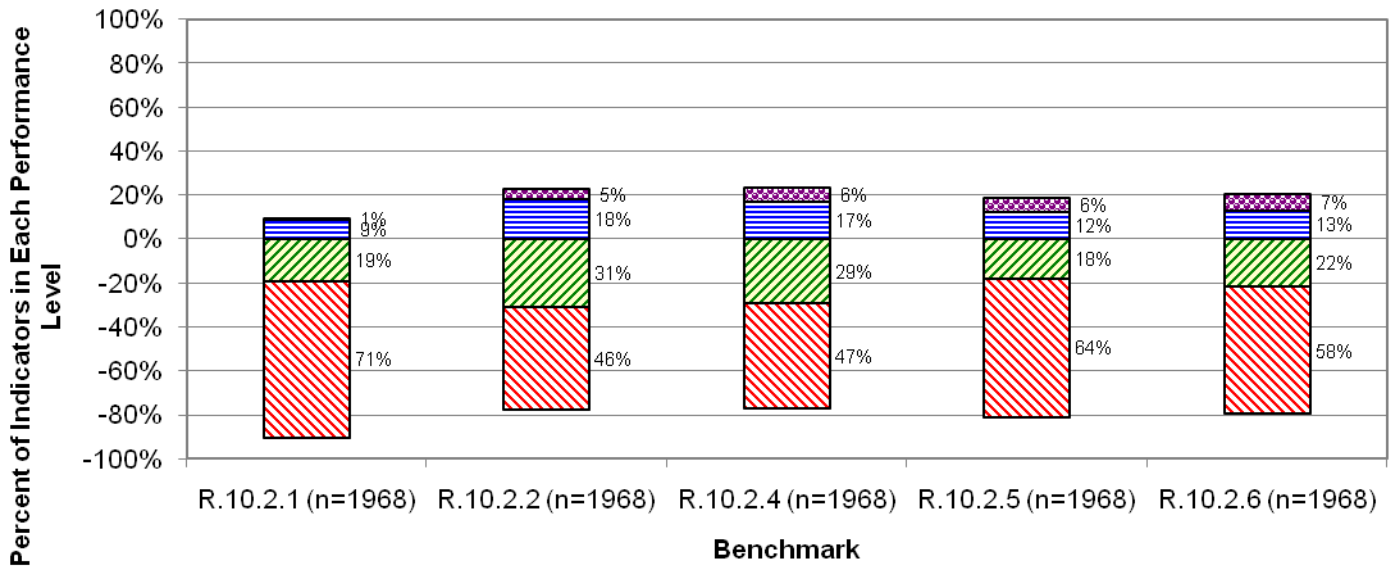


### 10th GRADE READING

Level Percents for All Students for Each Rubric Level of Benchmarks	Well Below	Below	Minimum Competency	Competence
<b>R.10.2.1</b> Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study.	-71%	-19%	9%	1%
<b>R.10.2.2</b> Read to acquire knowledge and skills to function appropriately in daily life.	-46%	-31%	18%	5%
<b>R.10.2.4</b> Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.	-47%	-29%	17%	6%
<b>R.10.2.5</b> Demonstrate understanding of those factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.	-64%	-18%	12%	6%
<b>R.10.2.6</b> Compare history, form (discourse, word order, grammar), function (purpose, text type, genre), and value of the vernacular language and that of the English language, depending upon States' policies.	-58%	-22%	13%	7%

The two tables above both show the result of the 10<sup>th</sup> grade NST for both 10<sup>th</sup> grade standard and benchmarks. Evidently, there is only one standard test with 6 benchmarks. It can be asserted that there is not much difference in looking performance on the NST 2009 for both 8<sup>th</sup> graders and 10<sup>th</sup> graders in reading. A similar representation is produced from the analysis of the tests data for all grades tested in reading placing the majority in the below expectation and well below expectation performance.

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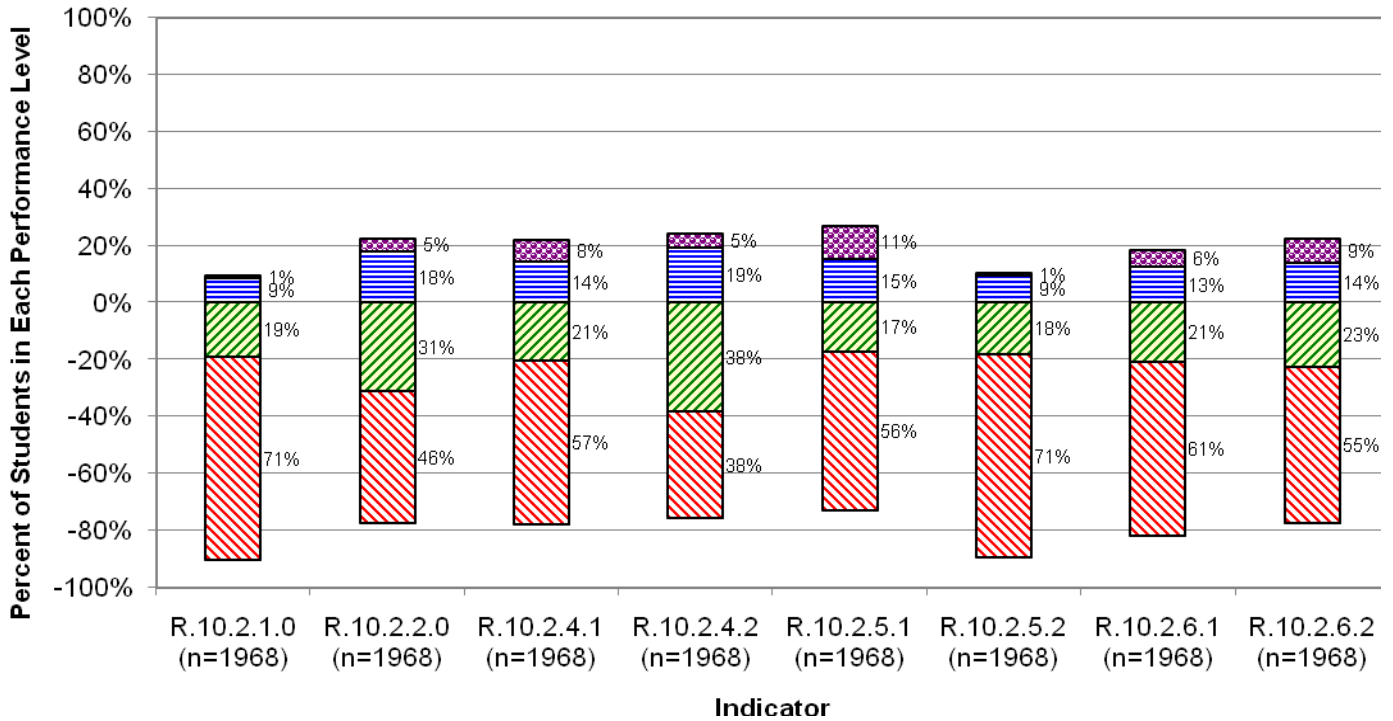
**10th GRADE READING**

Percents of All Students for Each Rubric Level of Indicators	Minimum Competency			
	Well Below	Below	Competence	Competence
<b>R.10.2.1.0</b> Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study.	<b>-71%</b>	<b>-19%</b>	<b>9%</b>	<b>1%</b>
<b>R.10.2.2.0</b> Read to acquire knowledge and skills to function appropriately in daily life.	<b>-46%</b>	<b>-31%</b>	<b>18%</b>	<b>5%</b>
<b>R.10.2.4.1</b> Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.	<b>-57%</b>	<b>-21%</b>	<b>14%</b>	<b>8%</b>
<b>R.10.2.4.2</b> Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.	<b>-38%</b>	<b>-38%</b>	<b>19%</b>	<b>5%</b>
<b>R.10.2.5.1</b> Demonstrate understanding of those factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.	<b>-56%</b>	<b>-17%</b>	<b>15%</b>	<b>11%</b>
<b>R.10.2.5.2</b> Demonstrate understanding of those factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.	<b>-71%</b>	<b>-18%</b>	<b>9%</b>	<b>1%</b>
<b>R.10.2.6.1</b> Compare history, form (discourse, word order, grammar), function (purpose, text type, genre), and value of the vernacular language and that of the English language, depending upon States' policies.	<b>-61%</b>	<b>-21%</b>	<b>13%</b>	<b>6%</b>
<b>R.10.2.6.2</b> Compare history, form (discourse, word order, grammar), function (purpose, text type, genre), and value of the vernacular language and that of the English language, depending upon States' policies.	<b>-55%</b>	<b>-23%</b>	<b>14%</b>	<b>9%</b>

As a look at the cluster indicators, it seems to be “the use a new grade-appropriate vocabulary or vocabulary development” is the most challenging for 10<sup>th</sup> grade students throughout the nation. The table above shows that

most of the 10<sup>th</sup> graders show weakness for indicator 2.1.0 and 2.5.2. Whether the rest of the other indicators show a slightly higher performance, the level and pattern of performance for all four levels for all indicators are similar, placing majority below expectation and minority at or above expectation.

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All Students of All Schools, All Islands**

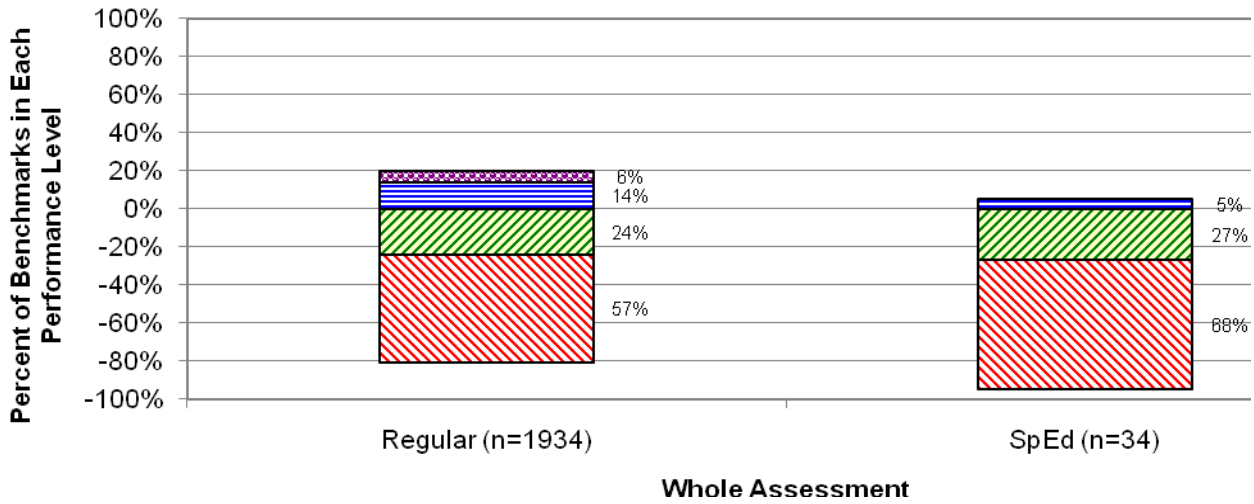


**10th GRADE READING**

Level Percents By SpEd for Standards	Well Below	Below	Minimum Competency	Competence
Regular (n=1934)	<b>-57%</b>	<b>-24%</b>	<b>14%</b>	<b>6%</b>
SpEd (n=34)	<b>-68%</b>	<b>-27%</b>	<b>5%</b>	<b>0%</b>

When we look at the similarities and differences between performance of regular and special need 10<sup>th</sup> graders in reading, an assertion can be made that there is not much difference, with the exception of the comparison of the competence level, yet we are still seeing a large number been placed, regardless of regular or special need, at a below or well below measure.

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High School Reading  
By SpEd: All Schools, All Islands**

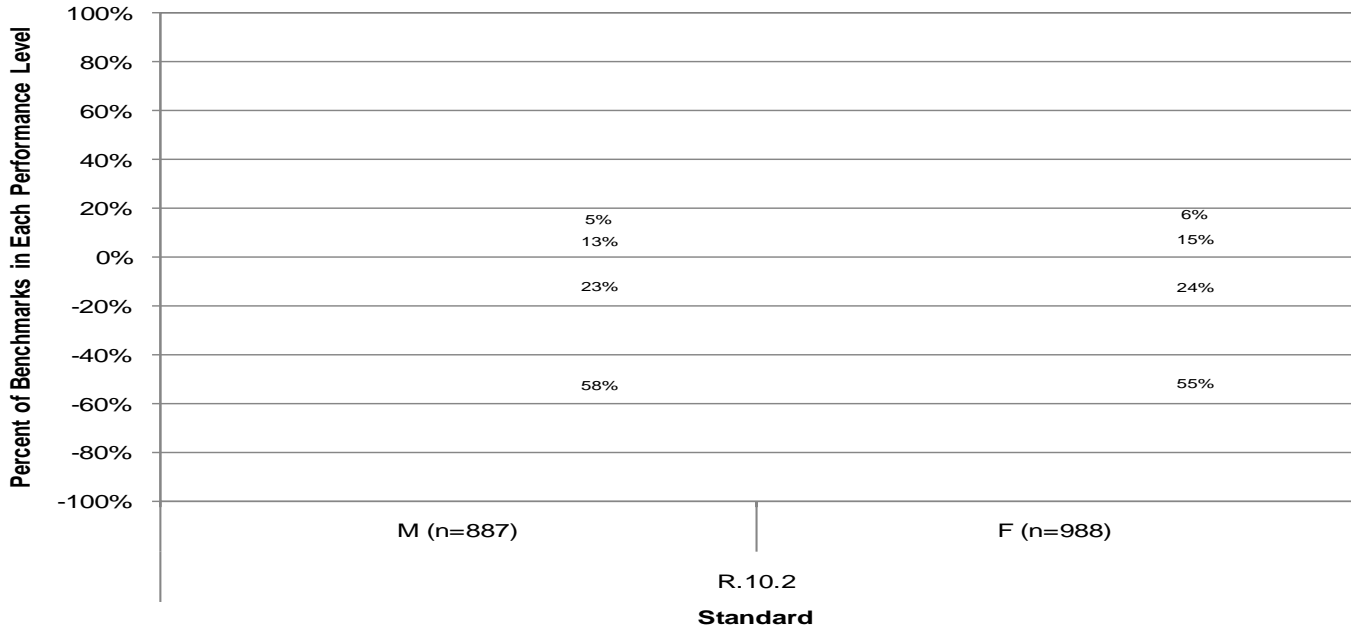


**10th GRADE READING**

Level Percents By Gender for Standards	Well Below	Below	Minimum Compete	Competence
Male (n=887)	<b>-58%</b>	<b>-23%</b>	<b>13%</b>	<b>5%</b>
Female (n=988)	<b>-55%</b>	<b>-24%</b>	<b>15%</b>	<b>6%</b>

If comparison is made for the result of the 10<sup>th</sup> grade NST Reading Test 2009 by gender, there still not much difference. The similar picture is created, with 3% difference between male and female performing at and above expectation, leaving the rest performing below and well below expectation.

**Federated States of Micronesia  
High School Reading  
By Gender: All Schools, All Islands**



**Indicator 14: Completion/graduation rate for 8th and 12th grades**

Table 13

State	Type	8th Enrolled	8th Grad	Rate	12th Enrolled	12th Grad	Rate
Chuuk	Public						
	Private						
Kosrae	Public	146	170	116%	131	127	97%
	Private	2	2	100%			
Pohnpei	Public	861	798	93%	537	512	95%
	Private						
Yap	Public	215	211	98%	199	191	96%
	Private						
FSM	Public	1222	1179	96%	867	830	96%
	Private	2	2	100%			

Chuuk failed to submit data for this Indicator. Tracking of the 2008 Grade 8 cohort to Grade 9 in 2009 shows a drop out rate of 14.73%

**Indicator 15: Number and percent of grade 8 completers going to high school and high school graduates going to higher education**

Table 14

State	Completed 8	Going to HS	Percent	Completed 12	Going to HEd	Percent
Chuuk						
Kosrae	172	172	100%	127	127	100%
Pohnpei	861	675	78%	512	497	97%
Yap	211			191		
FSM	1244	847	68%	830	624	75%

Chuuk failed to submit data and Yap submitted incomplete data for this Indicator.

## **Indicator 16: Number of student textbooks by subject areas and grade level**

Table 15

Textbooks	Chuuk		Kosrae		Pohnpei		Yap		Total	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Math	0		0	0	3898	1025	No Data Reported		3898	1025
LangArts	4000		0	0	7454	2539			11454	2539
Science	0		1280	645	7454	2539			8734	3184
Social Study	0		0	0	7454	2539			7454	2539
Total	4000		1280	645	26260	8642	0	0	31540	9287

Yap failed to submit data for this Indicator. The data is unreliable as it does not take account of the fact that some subjects require more than one textbook at certain Grades. Language Arts is not a curriculum subject. The National Curriculum contains standards and benchmarks for English Language Arts and Vernacular Language Arts.

Using the enrolments for each state from Indicator 17 below, it can be calculated that in FY09 Chuuk purchased 0.26, Kosrae 0.94, and Pohnpei 3.28 textbooks per student.

## **Indicator 17: Per pupil expenditure**

Table 16

State	ESG&SEG	Enrollment	PPE
Chuuk	\$ 15,483,527.00	14930	\$ 1,037.07
Kosrae	\$ 3,898,415.00	2043	\$ 1,908.18
Pohnpei	\$ 10,627,738.00	10629	\$ 999.88
Yap	\$ 6,066,702.00	3150	\$ 1,925.94
FSM	\$ 36,076,382.00	30752	\$ 1,173.14

The totals under ESG&SEG are the amounts allocated by JEMCO, not the actual expenditure. The PPE figure is calculated without taking into account infrastructure grants or local funds.

## **Indicator 18: Number of parent involvement activities per year by school and average number of parents participating**

Table 17

Total No. of Activities	Total No. Particip	Average
Chuuk		
Kosrae		
Pohnpei	199	31434
Yap		
FSM	199	31434
		157.959799

Only Pohnpei submitted data for this Indicator. The number of activities is the same as that reported in 2008. The data does not indicate the nature of the activities. There has been no increase in activities with the introduction of School Improvement Planning, which suggests that schools are not involving the community in their planning activities.

### **Indicator 19: Student enrollment in local institutions of higher education (IHE)**

Table 18

Campus	Fall 2008			Spring 2009		
	Male	Female	Total	Male	Female	Total
National	395	498	893	361	449	810
Yap	332	314	646	92	110	202
Chuuk	197	262	459	182	239	421
Pohnpei	140	111	251	257	289	546
Kosrae	104	106	210	136	87	223
FMI	0	0	0	0	0	0
Total	1168	1291	2459	1028	1174	2202

This data indicates an increase in the total enrolment from 2000 in 2008 to 2202 in 2009 (10.10%). However, data in Indicator 20 shows an annual total graduation of 225

### **Indicator 20: Number of IHE graduates by each diploma/degree level**

Table 19

Degree/Certificate	Fall2008			Spring2009		Total
	Male	Female	Total	Male	Female	
Accounting (AS)	0	0	0	0	0	0
BA Education/In cooperation with UOG	0	0	0	4	3	7
Business Administration (AS)	6	7	13	5	2	7
Computer Information System (AS)	4	2	6	5	6	11
Early Childhood Education (AS)	1	1	2	0	1	1
General Studies 3rd Year (3rd CA)	0	0	0	0	0	0
General Business (3rd CA)	0	0	0	3	1	4
Liberal Arts (AA)	12	12	24	8	8	16
Liberal Arts / Education (AA)	0	0	0	0	0	0
Liberal Arts / HCOP (AS)	2	3	5	3	10	13
Liberal Arts / Media Studies (AS)	0	0	0	0	0	0
Marine Science (AS)	0	0	0	2	0	2
Micronesian Studies (AS)	1	2	3	3	2	5
Teacher Preparation (AA)	5	1	6	3	4	7
Teacher Preparation-Elementary (3rd CA)	4	3	7	5	3	8
Trial Counselor (CA)	0	0	0	0	0	0
Hospitality and Tourism Management(AS)	0	0	0	1	2	3
General Agriculture (AS)	0	0	0	1	1	2
Building Technology (AAS)	1	0	1	1	0	1
Electronic Technology (AAS)	2	0	2	3	1	4
Construction Electricity (CA)	0	0	0	2	0	2
Building Maintenance and Repair	0	0	0	1	0	1
Refrigeration and Air Conditioning	0	0	0	1	0	1
Bookkeeping (CA)	0	0	0	1	0	1
Carpentry (CA)	0	0	0	1	0	1
Agriculture & Food Technology (CA)	0	0	0	2	0	2
Telecommunication (AAS)	0	0	0	0	0	0
Electronics Engineering Technology (CA)	1	0	1	1	0	1
General Studies	4	0	4	1	2	3
Engineering	0	0	0	0	0	0
Navigation	0	0	0	0	0	0
Health Assistant Training Program	0	0	0	0	0	0
Hotel & Restaurant Management (AS)	0	1	1	0	0	0
Teacher Education - Elementary (AS)	9	13	22	7	11	18
BA Education/In cooperation with UOG	4	3	7	0	0	0
<b>Total</b>	<b>56</b>	<b>48</b>	<b>104</b>	<b>64</b>	<b>57</b>	<b>121</b>

This data indicates a decline in the number of graduates from 255 in 2008 to 225 in 2009. There were no graduates from a total of nine courses, including engineering and telecommunications. Thirteen courses graduated less than five students, including General Agriculture (2 students) and Hospitality and Tourism Management (3 students). Some courses, including Carpentry and Building Maintenance and Repair each graduated one student. 40 students graduated with an AA in Liberal Arts.