

**Federated States of Micronesia  
Education Sector**

**FSM NATIONAL JEMCO  
20 EDUCATION INDICATORS  
REPORT  
July 2011**



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

Email related to this report: <mailto:bdanis@fsmed.fm>

# FSM JEMCO Education Indicators

Indicators of Educational Progress (as revised in July, 2011)

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
21. Scholarships

- *Must be reported by July 31 each year*

## A. Introduction

The National Department of Education continues to be hampered by several key factors which led to the delay in submitting its Annual JEMCO 20 Education Indicators Report for 2011, as required by the provisions of the Compact of Free Association, although significant parts are self-inflict attributes created by the department itself. This report covers usual and routine data on enrollment, attendance, test assessment and simple evolving trends in these areas. Obviously, this 6<sup>th</sup> submission indicates areas still needing improvements and modification with our data collection efforts at all levels and improvements toward improving students' and teachers' performance.

Based on collected data thus far, all general indications especially in students' and teacher's performances are still far from the expectations, as stipulated on the 2006 National Curriculum Standards and Benchmarks, and notably the data on enrollments still shows yet a slight increase while the number of teachers continues to decline, but increase in meeting the minimum requirements on teachers' credentials.

With the current issues experienced during the SY 2010-2011 in the reporting processes, the NDOE is planning to increase on-site monitoring and evaluations of the reporting units or offices at the service delivery levels. In addition, the NDOE needs to explore other options of assessing both the students and teachers in the vastly spread school sites in the nation. NDOE is planning to continue to work cooperatively and collaborate with its neighboring allied agencies (ie: PREL, McREL, UOG and etc) to seek possible options in assessment.

During this year's reporting, the NDOE focused on the key areas that often hinder our efforts and the following areas were notably documented:

### 1. Reporting Issues

Data accuracy, consistency, credibility and timely submission still required critical improvements by the states' data specialists, including the leaderships and ways to improve communication means and transportation.

### 2. Different Data Management Application

The four (4) states' Departments of Education still showing difficulties in using the PEDMS and FSMEIMS data collection and conversion methods concurrently, despite some efforts and TA provided to their data specialists. Accordingly, the technological aspect in the data collection, requiring computer technology and application still pose as problematic area in the reporting systems. Although the IT Technician has returned from training at PREL after a year, his assistance and support to the Specialist on Data Management are greatly hampered by the changing of priority assignments, most of them not related directly to data collection, issued by the department's administration.

### 3. Consistency and timely submission of data

These recommendations were again made in last year's report as possible remedies to our setbacks in the reporting of the JEMCO 20 Indicators:

- a. 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;
- b. Replacement of data specialists at the states;
- c. Take the issue up to the states higher up leadership; and,
- d. Recommend to the Congress to mandate stricter sanctions for defiant state.
- e. Other measures may be considered on a case to case basis.

JEMCO needs to grant the NDOE administration its full authority over all education sector grant and SEG in order to issue sanctions and penalties wherever needed when required reports are late in submissions.

### 4. Accuracy and cleanliness of data

The NDOE means of ensuring the accuracies and cleanliness of data still needs more improvements

### 5. Training for Data Managers

NDOE requires to conduct need assessment of all the data specialists in order to determine the exact types and modes of training needed to improve the data collection system in the nation.

## **B. Executive Summary**

The overall performance and preparation on this year's Annual Education 20 Indicators Report clearly indicate a slight decline in the quality, volume and timeliness of the states' submissions toward the said report, thus hindering the nation's submission to the Office of Insular Affairs. Based on the states' report, there is a slight increase in student enrollment this school year compared with last year's data, although the credibility of such increase in the states' reports may still required further verifications to authenticate such reports. There is however a slowly and steady decline of the numbers or population of the teaching workforce.

Accordingly, there is fairly significant data on testing results, however based on what has been submitted, students and teachers performance skills in the content areas have not improved. The two (2) Micronesia Teachers Education Conferences (MTEC) in 2011 have addressed the critical content areas to improve both the teachers and students performance skills, however, according to reports of both MTEC, the outcomes of attendants were not adequate to address the needs. This 2011 JEMCO 20 Education Indicators has been revised to reflect Indicator #21, as provided by the postsecondary education and scholarship unit within the department. This is a new segment of this report that focuses on postsecondary education and especially the financial investment in the scholarships.

**1. Number of School by elementary and secondary level, including ECE/SPED centers**

State	ECE	Elementary	Secondary	Other	Total No. of Schools
Chuuk	48	84	21		153
Kosrae	1	7	1		9
Pohnpei		31	3		34
Yap	26	29	3	2	60
FSM	75	151	28	2	256
<b>Percentage</b>	<b>29%</b>	<b>59%</b>	<b>11%</b>	<b>1%</b>	<b>100%</b>

Number of schools by state continues to remain the same number.

**2. Number of schools by size**

State	Up to 50	51-100	101-200	201-300	301-500	501-1000	1001+	Total
Chuuk	58	46	34	7	7	0	0	152
Kosrae	1	2	1	2	2	1	0	9
Pohnpei	3	6	7	7	5	5	1	34
Yap	41	6	8	0	0	1	0	56
FSM	103	60	50	16	14	7	1	251
<b>Percentage</b>	<b>41%</b>	<b>24%</b>	<b>20%</b>	<b>6%</b>	<b>6%</b>	<b>3%</b>	<b>0%</b>	<b>100%</b>

Note: Chuuk has a total of 153 schools but no enrollment data received for 1 school which is not included in the above table.  
: Yap has a total of 60 schools but no enrollment data for 4 schools.

**3. Number of schools operating half day/double session by elementary and secondary not applicable**

**4. Average teacher attendance rate by gender and elementary and secondary**

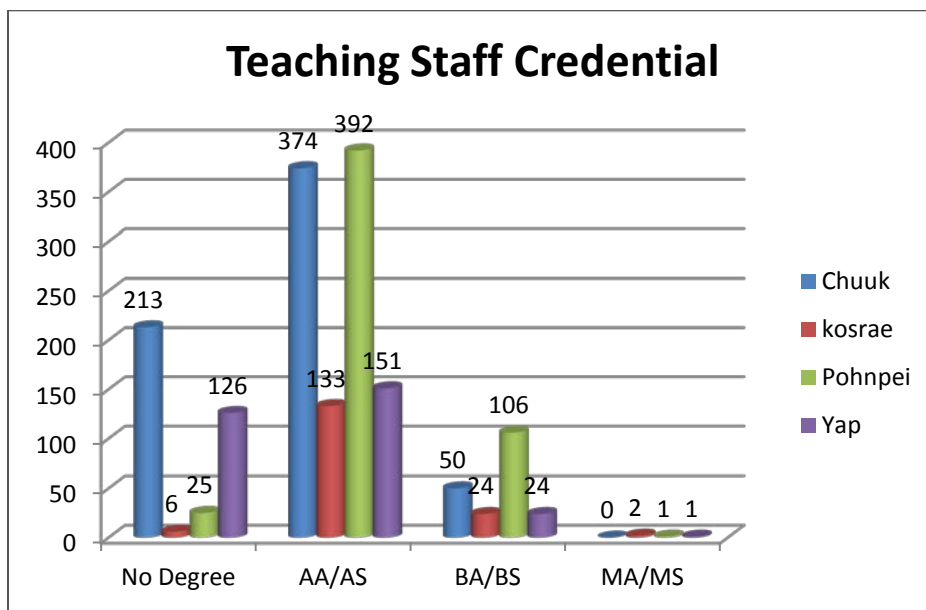
State	Elementary			Secondary		
	Male	Female	Rate	Male	Female	Rate
Chuuk	86%		86%	89%		87%
Kosrae		n/a		98%		98%
Pohnpei	98%	98%	98%	82%	86%	84%
Yap				n/a		
FSM	<b>85%</b>			<b>90%</b>		

**5. Number and percentage of Teacher by education level**

State	No Degree		AA/AS		BA/BS		MA/MS		Phd		Total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Chuuk	118	95	171	203	27	23	0	0	0	0	316	321	637
Kosrae	5	1	71	62	12	12	0	2	0	0	88	77	*165
Pohnpei	6	19	201	191	71	35	0	1	0	0	278	246	524
Yap	65	61	89	62	15	9	1	0	0	0	170	132	302
FSM	194	176	532	518	125	79	1	3	0	0	852	776	1628
Percentage	22.73%		64.50%		12.53%		0.25%		0.00%				100%

\*no data for education credential available for 21 teaching staff in Kosrae which would make it 186 total teachers in Kosrae and nation-wide would be 1649 teaching staff.

In 2009, Chuuk reported a total of 901 teachers and in 2010, they reported 808 teachers. This year their data shows a 29% decrease in the number of teachers compared to 2009.



**6. Number of Teacher and staff by elementary and secondary level**

State	Elementary		Secondary		Total	
	Teacher	Staff	Teacher	Staff	Teacher	Staff
Chuuk	486	6	151	156	637	162
Kosrae	143	6	43	3	186	9
Pohnpei	403	51	121	61	524	112
Yap	243	81	59	27	302	108
FSM	1275	144	374	247	1649	391

In indicator 5, 21 teachers are not included due to missing educational credential data so in this table the 21 teachers are included which makes it 187 teaching staff

### 7. Student to Teacher ratio by elementary and secondary level

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	785	10504	n/a	486	n/a	22	758	2348	n/a	151	n/a	16
Kosrae	54	1481	n/a	144	n/a	10	n/a	629	n/a	43	n/a	15
Pohnpei	n/a	7966	n/a	403	n/a	20	n/a	2633	n/a	121	n/a	22
Yap	n/a	2135	n/a	243	n/a	9	n/a	939	n/a	59	n/a	16
FSM	839	22086	0	1276			758	6549	0	374		18

Pohnpei and Yap did not submit any data on private schools except for Chuuk and Kosrae.

### 8. Base population by school age group (Census)

State	4-5	6-13	14-18	Total
<b>Chuuk</b>				
*Census	2,357	9,507	6,004	17,868
Actual	763	8970	4212	13945
<b>Kosrae</b>				
*Census	307	1,294	798	2399
Actual	57	1159	706	1922
<b>Pohnpei</b>				
*Census	1,748	6,852	4,322	12,922
Actual	609	7357	2633	10599
<b>Yap</b>				
*Census	449	2,036	1,241	3726
Actual	267	1374	735	2376
	0.594655	0.674853	0.592264	0.637681

\*Source: 2010 Census, preliminary results

Chuuk: Total enrollment for Chuuk is 14395 and only 13945 students fall within the age criteria range

Kosrae: Total enrollment for Kosrae is 2224 and only 1922 student fall within the age criteria range

Yap: Total enrollment for Yap is 3074 and only 2376 students fall within the age criteria range

### 9. Percent of base school-age population enrolled in school

State	4-5	6-13	14-18	Total
Chuuk	32.37%	94.35%	70.15%	78.04%
Kosrae	18.57%	89.57%	88.47%	80.12%
Pohnpei	34.84%	107.37%	60.92%	82.02%
Yap	59.47%	67.49%	59.23%	63.77%
FSM	<b>34.89%</b>	<b>95.79%</b>	<b>67.01%</b>	<b>78.13%</b>

Above table shows that around 78% of base population enrolled in school. About 4.79% or 1450 of students enrolled are not accounted for in the above table due to missing data on DOB and also students with age above 18.

**10. Student enrollment by elementary and secondary level and gender**

State	Elementary		Secondary		Total
	Male	Female	Male	Female	
Chuuk	5759	5530	1506	1600	14395
Kosrae	768	761	374	299	2202
Pohnpei	4096	3870	1259	1374	10599
Yap	1124	1011	506	433	3074
<b>FSM</b>	<b>11747</b>	<b>11172</b>	<b>3645</b>	<b>3706</b>	<b>30270</b>

Total enrollment for Kosrae is 2224 students but 22 students are enrolled SpEd program and are not classified by grade level. With the 22 counted in this table, nation-wide enrollment would be 30292.

**11. Average daily student attendance rate by elementary and secondary level and gender**

State	Elementary			Secondary		
	Male	Female	ERate	Male	Female	ERate
Chuuk		93%			96%	
Kosrae		n/a		98%	98%	98%
Pohnpei	94%	95%	95%	96%	96%	96%
Yap	99%	99%	99%	97%	98%	98%
<b>FSM</b>			96%			97%

Note: Data for Chuuk is calculated based on only 80 schools or 9032 students in elementary. Data for other schools were not complete prior to submission of report. For Secondary in Chuuk only 14 schools or 2204 students data on attendance was use to calculate their average daily attendance rate

**12. Drop-Out rate by grade level and gender**

FSM	Drop-Out		Enrollment		Rate		Overall Rate
Grade Level	Male	Female	Male	Female	Male	Female	
<b>ECE</b>	22	19	1239	1194	1.78%	1.59%	1.69%
<b>1</b>	0	0	1364	1297	0.00%	0.00%	0.00%
<b>2</b>	1	0	1321	1258	0.08%	0.00%	0.04%
<b>3</b>	0	0	1321	1171	0.00%	0.00%	0.00%
<b>4</b>	1	0	1333	1262	0.08%	0.00%	0.04%
<b>5</b>	4	0	1449	1303	0.28%	0.00%	0.15%
<b>6</b>	0	0	1294	1223	0.00%	0.00%	0.00%
<b>7</b>	1	0	1291	1312	0.08%	0.00%	0.04%
<b>8</b>	0	0	1135	1152	0.00%	0.00%	0.00%
<b>9</b>	13	11	1112	1048	1.17%	1.05%	1.11%
<b>10</b>	20	16	1029	962	1.94%	1.66%	1.81%
<b>11</b>	11	16	766	916	1.44%	1.75%	1.61%
<b>12</b>	11	7	738	780	1.49%	0.90%	1.19%
	<b>84</b>	<b>69</b>	<b>15392</b>	<b>14878</b>	<b>0.55%</b>	<b>0.46%</b>	<b>0.51%</b>

Note: 22 students are not included under enrollment due to incomplete data on grade level.

Indicator 12 and other indicators clearly shows some of the set-backs in meeting reporting deadline due to inconsistency and untimely reporting from state counterparts to the National Department of Education.

Chuuk	Drop-Out		Enrollment		Rate		Overall Rate
Grade Level	Male	Female	Male	Female	Male	Female	
ECE			625	621			
1			681	670			
2			640	573			
3			645	597			
4			660	642			
5	3		698	627	0.43%		0.23%
6			615	564			
7			625	648			
8			570	588			
9			469	433			
10			407	442			
11			333	402			
12			297	323			
	3		7265	7130	0.04%		0.02%

Chuuk did not submit a complete data on Drop-out this year except for the 3 male indicated above which is clearly not a accurate figure.

Kosrae	Drop-Out		Enrollment		Rate		Overall Rate
Grade Level	Male	Female	Male	Female	Male	Female	
ECE			89	89			
1			85	81			
2			94	83			
3			99	72			
4			78	86			
5			98	103			
6			75	85			
7			81	92			
8			69	70			
9			75	76			
10			174	87			
11			74	82			
12			51	54			
			<b>1142</b>	<b>1060</b>			

*Note: 22 under the SpEd program was not classified by grade level but by age so it was not included in the above table. Total enrollment for Kosrae is 2224 students.*

Kosrae also did not submit any data on drop-out and only enrollment data can be accounted for in the above table.



Pohnpei	Drop-Out		Enrollment		Rate		Overall Rate
Grade Level	Male	Female	Male	Female	Male	Female	
<b>ECE</b>	0	0	323	286	0.00%	0.00%	0.00%
<b>1</b>	0	0	480	448	0.00%	0.00%	0.00%
<b>2</b>	0	0	478	487	0.00%	0.00%	0.00%
<b>3</b>	0	0	467	398	0.00%	0.00%	0.00%
<b>4</b>	0	0	495	440	0.00%	0.00%	0.00%
<b>5</b>	0	0	540	466	0.00%	0.00%	0.00%
<b>6</b>	0	0	475	479	0.00%	0.00%	0.00%
<b>7</b>	0	0	459	458	0.00%	0.00%	0.00%
<b>8</b>	0	0	379	408	0.00%	0.00%	0.00%
<b>9</b>	9	8	419	413	2.15%	1.94%	2.04%
<b>10</b>	18	14	315	336	5.71%	4.17%	4.92%
<b>11</b>	10	15	262	323	3.82%	4.64%	4.27%
<b>12</b>	10	6	263	302	3.80%	1.99%	2.83%
	<b>47</b>	<b>43</b>	<b>5355</b>	<b>5244</b>	<b>0.88%</b>	<b>0.82%</b>	<b>0.85%</b>

Pohnpei is the only state that submit a complete data for this indicator this year

Yap	Drop-Out		Enrollment		Rate		Overall Rate
Grade Level	Male	Female	Male	Female	Male	Female	
<b>ECE</b>	22	19	202	198	10.89%	9.60%	10.25%
<b>1</b>	0	0	118	98	0.00%	0.00%	0.00%
<b>2</b>	1	0	109	115	0.92%	0.00%	0.45%
<b>3</b>	0	0	110	104	0.00%	0.00%	0.00%
<b>4</b>	1	0	100	94	1.00%	0.00%	0.52%
<b>5</b>	1	0	113	107	0.88%	0.00%	0.45%
<b>6</b>	0	0	129	95	0.00%	0.00%	0.00%
<b>7</b>	1	0	126	114	0.79%	0.00%	0.42%
<b>8</b>	0	0	117	86	0.00%	0.00%	0.00%
<b>9</b>	4	3	149	126	2.68%	2.38%	2.55%
<b>10</b>	2	2	133	97	1.50%	2.06%	1.74%
<b>11</b>	1	1	97	109	1.03%	0.92%	0.97%
<b>12</b>	1	1	127	101	0.79%	0.99%	0.88%
	<b>34</b>	<b>26</b>	<b>1630</b>	<b>1444</b>	<b>2.09%</b>	<b>1.80%</b>	<b>1.95%</b>

*Note: no clarification received from Yap on the 41 drop-outs from ECE prior to submission of report*

\* Indicator 12 may show a decrease in drop-out compared to previous 2 years but with the inconsistency in data such trend of progress may not be accurate until complete data is provided by all 4 state DOE's.

13. Number and percent of students achieving “Proficiency” level & above, at selected grade levels for standardized tests

## National Minimum Competency Test 2011

### JEMCO Report

Mathematics 4<sup>th</sup>: National

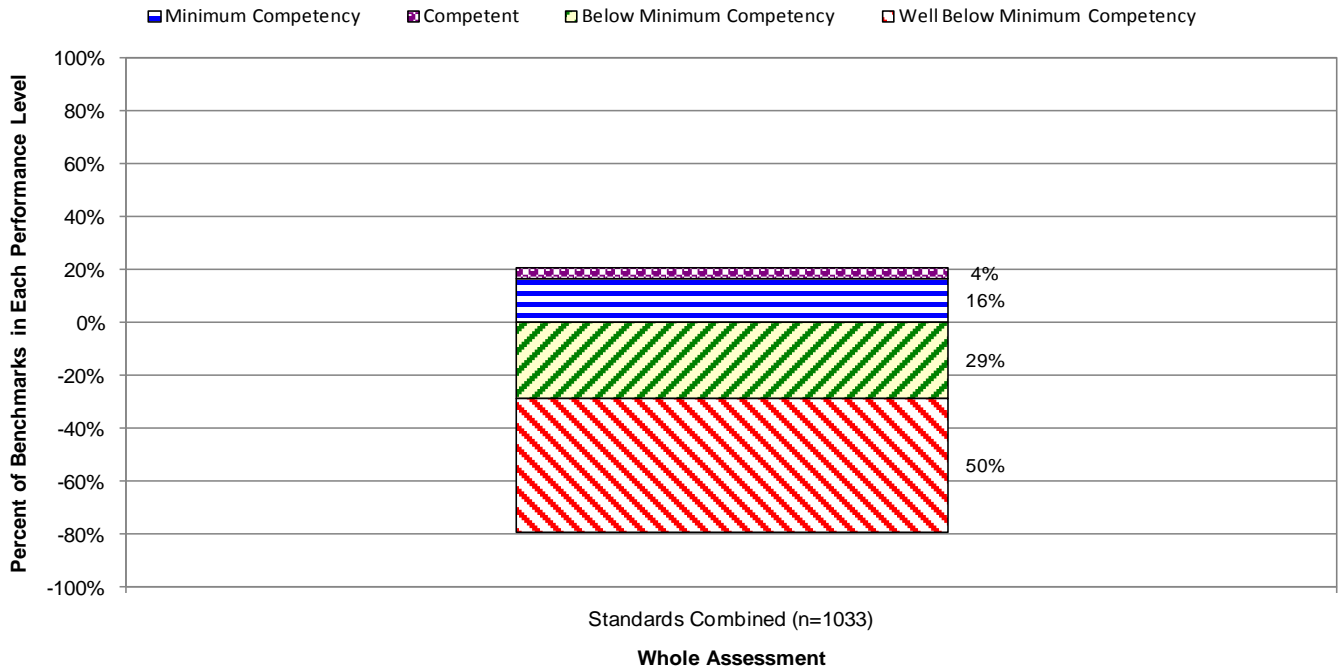
Generally, percent scores by benchmarks are determined by the total number of responses for each benchmark divided by the total number of responses for the whole assessment. In almost all tables throughout the report, a similar picture is revealed due to low performance for all grades in all two subjects tested across the nation. Normally, majority of responses fall in below grade performance expectation, while a small number fall at and above grade level performance expectation.

#### Number of All Students for Each Rubric Level of Indicators

	M.4.1.1.1	M.4.1.2.1	M.4.1.3.1	M.4.1.4.1	M.4.1.5.1	M.4.1.6.1	M.4.2.1.1	M.4.2.2.1	M.4.2.3.1	M.4.2.4.1	M.4.2.5.1	M.4.3.1.1	M.4.4.1.1	M.4.4.2.1	Total
Well Below	185	411	406	370	500	796	483	351	706	747	515	499	654	655	7278
Below Mini	332	420	366	344	298	177	335	306	234	224	343	297	258	266	4200
Minimum (	402	160	217	231	198	44	167	288	79	52	156	178	102	80	2354
Competent	114	42	44	88	37	16	48	88	14	10	19	59	19	32	630
Total	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033	1033	14462

The table above shows how each benchmark performance by percent with total number of responses for each indicator. Clearly, the common denominator is 14462, the total number of responses for all benchmarks measured for 4<sup>th</sup> grade, nationally. Percent by benchmarks are determined by total responses for each performance level divided by total responses, which shown in the graph below for 4<sup>th</sup> grade students in mathematics across the nation. For instance, as a nation, a total of 7278 responses fall in well below competency performance level, over 14462 total responses for the test, equals to 50% falls in the well below competency of benchmarks performance.

**Federated States of Micronesia  
NST Minimum Competency Math Grade 4  
All Students: All Schools, All Islands**



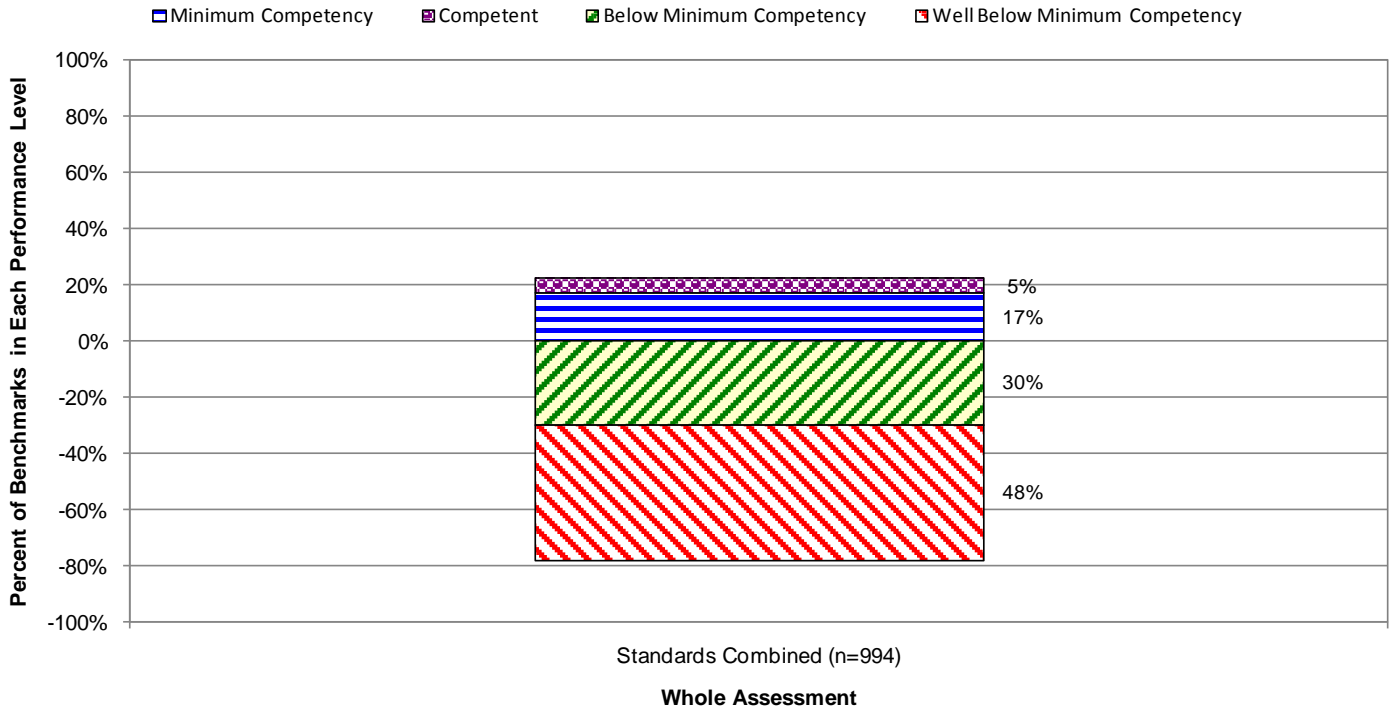
**Mathematics 6<sup>th</sup>: National**

Number of All Students for Each Rubric Level of Indicators

	M.6.1.1.1	M.6.1.2.1	M.6.1.3.1	M.6.1.4.1	M.6.2.1.1	M.6.2.2.1	M.6.2.3.1	M.6.2.4.1	M.6.3.1.1	M.6.3.2.1	M.6.3.3.1	M.6.3.4.1	M.6.4.1.1	M.6.4.2.1	M.6.4.3.1	Total
Well Below	322	242	380	704	497	521	350	519	599	413	569	415	587	450	624	7192
Below Mini	363	363	323	215	324	310	348	271	280	299	297	238	274	292	253	4450
Minimum C	238	298	197	60	155	142	210	148	98	238	123	205	122	194	96	2524
Competent	71	91	94	15	18	21	86	56	17	44	5	136	11	58	21	744
<b>Total</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>994</b>	<b>14910</b>

Nationally, a total of 14,910 responses for the 6<sup>th</sup> grade mathematics, with only 744 total responses fall in the competence level, which equals to 5% of the benchmark performance in the Whole Assessment, as shown in the graph below. Clearly, a general evaluation can be made by looking at the number of responses for each benchmark used in the similar tables throughout the report as given above.

## Federated States of Micronesia NST Minimum Competency Math Grade 6 All Students: All Schools, All Islands



### Mathematics 8th: National

Number of All Students for Each Rubric Level of Indicators

	M.8.1.1.1	M.8.1.2.1	M.8.1.3.1	M.8.1.4.1	M.8.2.1.1	M.8.2.2.1	M.8.2.3.1	M.8.2.4.1	M.8.2.5.1	M.8.2.6.1	M.8.3.1.1	M.8.3.2.1	M.8.3.3.1	M.8.3.4.1	M.8.4.1.1	M.8.4.2.1	M.8.4.3.1	M.8.4.4.1	Total
Well Below	222	336	494	428	381	173	588	511	628	468	403	703	341	313	431	420	428	570	7838
Below Mini	240	290	318	312	372	458	224	246	191	283	353	181	299	307	279	278	317	230	5178
Minimum (	333	222	119	183	157	277	106	160	105	162	169	57	240	264	174	208	172	104	3212
Competent	149	96	13	21	34	36	26	27	20	31	19	3	64	60	60	38	27	40	764
Total	944	944	944	944	944	944	944	944	944	944	944	944	944	944	944	944	944	944	16992

Nationally, out of the total of 16992 shown in the table above for 8<sup>th</sup> grade mathematics, 7838 responses fall in well below expectation, 5178 approaching/below, 3212 minimum competency, and 768 competencies, which equals to the general benchmark performance shown in the graph below, which equals to 4% competency level of benchmark performance, 19% minimum competency, and the rest fall below grade level.

**Federated States of Micronesia  
NST Minimum Competency Math Grade 8  
All Students: All Schools, All Islands**



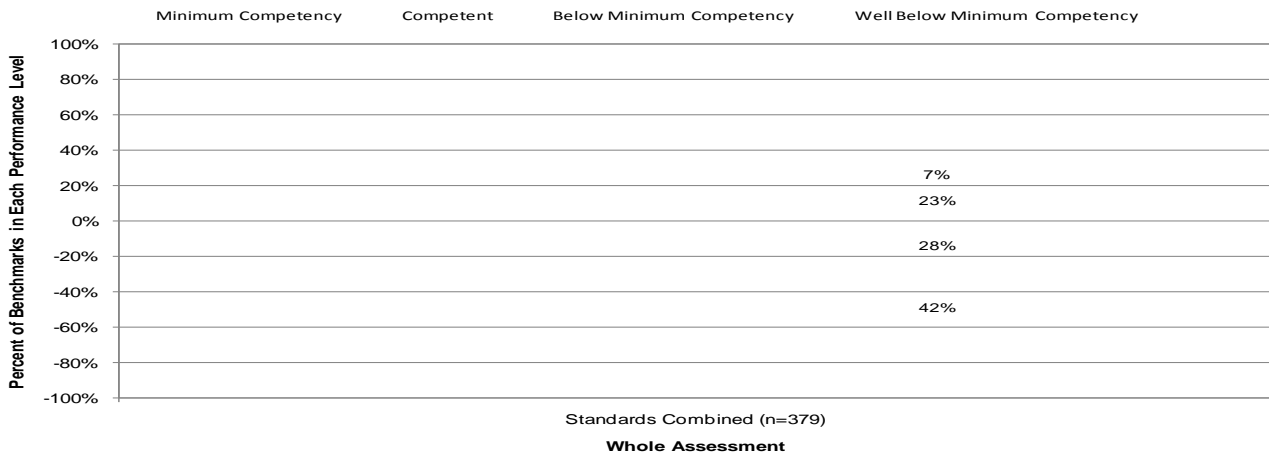
**Mathematics 10<sup>th</sup>: National**

Number of All Students for Each Rubric Level of Indicators

	M.10.1.1.1	M.10.1.2.1	M.10.1.3.1	M.10.1.4.1	M.10.2.1.1	M.10.2.2.1	M.10.2.3.1	M.10.2.4.1	M.10.3.1.1	M.10.3.2.1	M.10.3.3.1	M.10.3.4.1	M.10.3.5.1	M.10.4.1.1	M.10.4.2.1	M.10.4.3.1	M.10.4.4.1	Total
Well Below	50	95	54	97	133	188	224	135	155	77	222	157	274	169	228	258	182	2698
Below Mini	71	82	87	124	113	124	100	115	125	84	113	133	84	123	107	91	133	1809
Minimum C	242	119	126	138	97	66	42	77	76	138	44	76	18	76	38	27	55	1455
Competent	16	83	112	20	36	1	13	52	23	80	0	13	3	11	6	3	9	481
Total	379	379	379	379	379	379	379	379	379	379	379	379	379	379	379	379	379	6443

Nationally, there are 6443 total responses for the 10<sup>th</sup> grade mathematics, and out of the total responses, the least number falls in the competency level, with 0 responses for benchmark 10.3.3.1 as shown in the table above. Clearly, majority of the responses fall in the well below competency performance level. A total of 481 responses over 6443 equals to 7% of benchmark scores, as shown in the graph below.

**Federated States of Micronesia  
NST Minimum Competency Math Grade 10  
All Students: All Schools, All Islands**

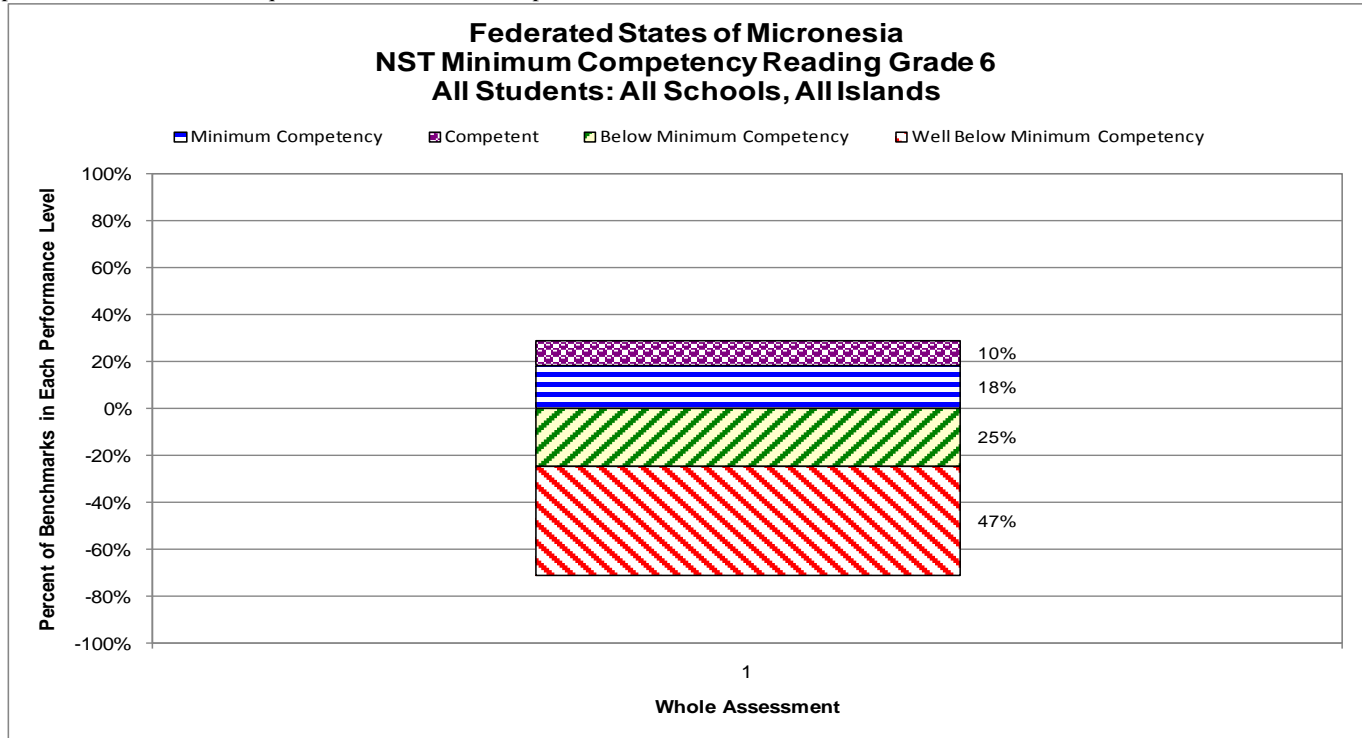


**Reading 6<sup>th</sup>: National**

Number of All Students for Each Rubric Level of Indicators

	R.6.2.1.1	R.6.2.1.2	R.6.2.1.3	R.6.2.2.0	R.6.2.3.0	R.6.2.4.0	R.6.2.5.1	R.6.2.5.2	R.6.4.1.0	R.6.4.2.0	Total
Well Below	711	1185	852	806	849	676	583	810	981	780	8233
Below Mini	488	306	440	447	535	377	443	399	412	465	4312
Minimum (	312	171	269	293	280	384	587	286	273	302	3157
Competent	243	92	193	208	90	317	141	259	88	207	1838
Total	1754	1754	1754	1754	1754	1754	1754	1754	1754	1754	17540

Nationally, 6<sup>th</sup> grade reading, there are 17, 540 total responses, with majority fall in the well below performance level with 8233 total responses, which equals to 47% of benchmarks performance as the shown graph below. Out of the 17, 540 reponses, 4312 falls in the approaching competency performance level, which equals to 18% of benchmark performance across the nation.



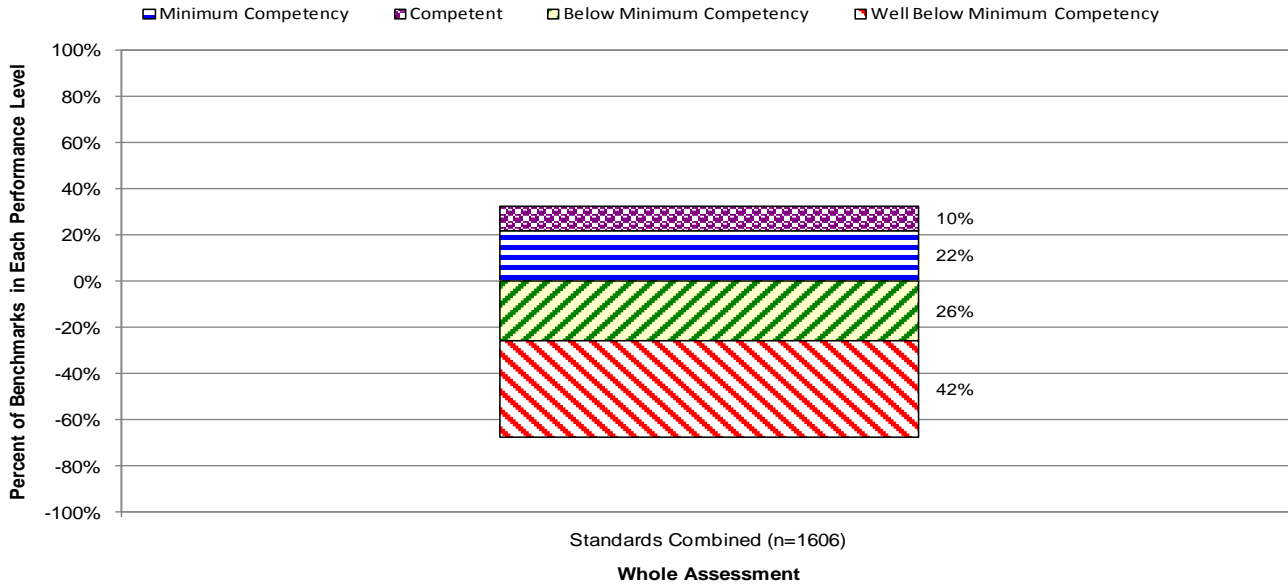
Reading 8<sup>th</sup> : National

Number of All Students for Each Rubric Level of Indicators

	R.8.2.1.0	R.8.2.2.0	R.8.2.2.2	R.8.2.3.0	R.8.4.1.0	R.8.4.2.0	R.8.4.2.2	R.8.4.3.0	R.8.4.3.2	R.8.4.5.0	Total
Well Below	619	547	585	773	906	717	414	695	664	749	6669
Below Mini	506	445	399	416	375	446	307	460	423	446	4223
Minimum (	329	446	384	298	217	316	582	328	310	297	3507
Competent	152	168	238	119	108	127	303	123	209	114	1661
Total	1606	1606	1606	1606	1606	1606	1606	1606	1606	1606	16060

Nationally, 8<sup>th</sup> graders are performing below expectation in reading with very small number of responses fall in the competency level. Out of 16,060 total responses, only 1661 responses fall in the competence performance level which equals to 10% of benchmark performance. There are 4223 responses for the approaching competency performance level which equals to 26% of benchmark performance as shown in the graph below.

**Federated States of Micronesia  
NST Minimum Competency Reading Grade 8  
All Students: All Schools, All Islands**



Reading 10<sup>th</sup>: National

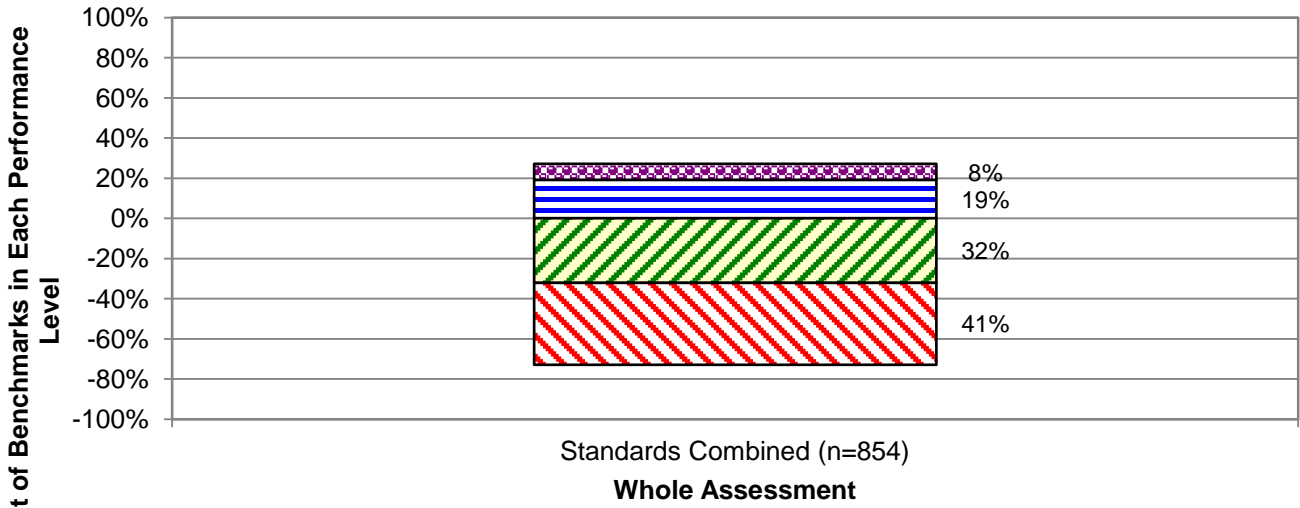
Number of All Students for Each Rubric Level of Indicators

	R.10.2.1.1	R.10.2.1.2	R.10.2.10.1	R.10.2.2.1	R.10.2.4.1	R.10.2.4.2	R.10.2.5.1	R.10.2.5.2	R.10.2.6.1	R.10.2.6.2	Total
Well Below	204	312	361	363	437	253	380	410	370	399	3489
Below Min	270	338	222	229	188	377	192	412	263	247	2738
Minimum C	240	163	158	217	156	177	187	31	171	132	1632
Competent	140	41	113	45	73	47	95	1	50	76	681
Total	854	854	854	854	854	854	854	854	854	854	8540

Nationally, 10<sup>th</sup> graders are performing below grade level performance expectation. Generally, 8540 is the total responses with the 10 benchmarks measured. Out of the total of 8540 responses, only 681 fall in the competence performance level, which equals to 8% of benchmark performance for the test as whole.

**Federated States of Micronesia  
NST Minimum Competency Reading Grade 10  
All Students: All Schools, All Islands**

■ Minimum Competency 
 ■ Competent 
 ■ Below Minimum Competency 
 ■ Well Below Minimum Competency



Pohnpei	Reading		
	6th Grade	8th Grade	10th Grade
Competency	10%	11%	11%
Minimum Competency	18%	26%	28%
Approaching	25%	28%	34%
Well below competency	46%	35%	27%

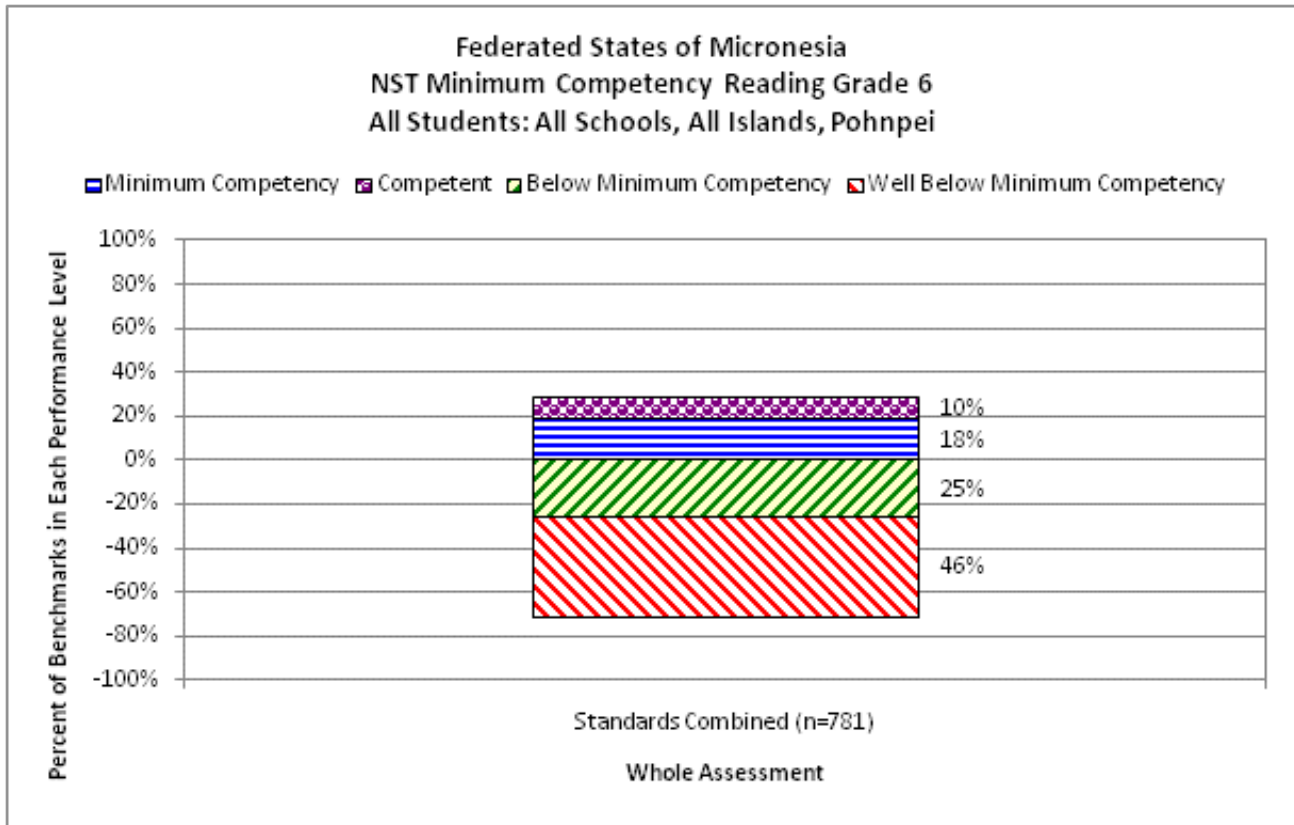
Reading 6<sup>th</sup> : Pohnpei

Number of All Students for Each Rubric Level of Indicators

	R.6.2.1.1	R.6.2.1.2	R.6.2.1.3	R.6.2.2.0	R.6.2.3.0	R.6.2.4.0	R.6.2.5.1	R.6.2.5.2	R.6.4.1.0	R.6.4.2.0	Total
Well Below	339	548	338	335	361	245	225	389	485	329	3594
Below Mini	219	146	233	245	254	160	198	152	161	211	1979
Minimum C	133	38	134	137	123	204	292	133	100	150	5573
Competent	90	49	76	64	43	172	66	107	35	91	793
Total	781	781	781	781	781	781	781	781	781	781	7810

By assessing the national standing, a similar interpretation can be made to the available data supplied for by state performance, as shown for Pohnpei State in the table above. An interpretation can be drawn toward especially the competency level confirming that a very low number of responses fall in the competence level, which in turn creates a very low benchmark performance as shown in the graph below with only 10% of their benchmark scores fall in the competence level, while majority falls below grade level.





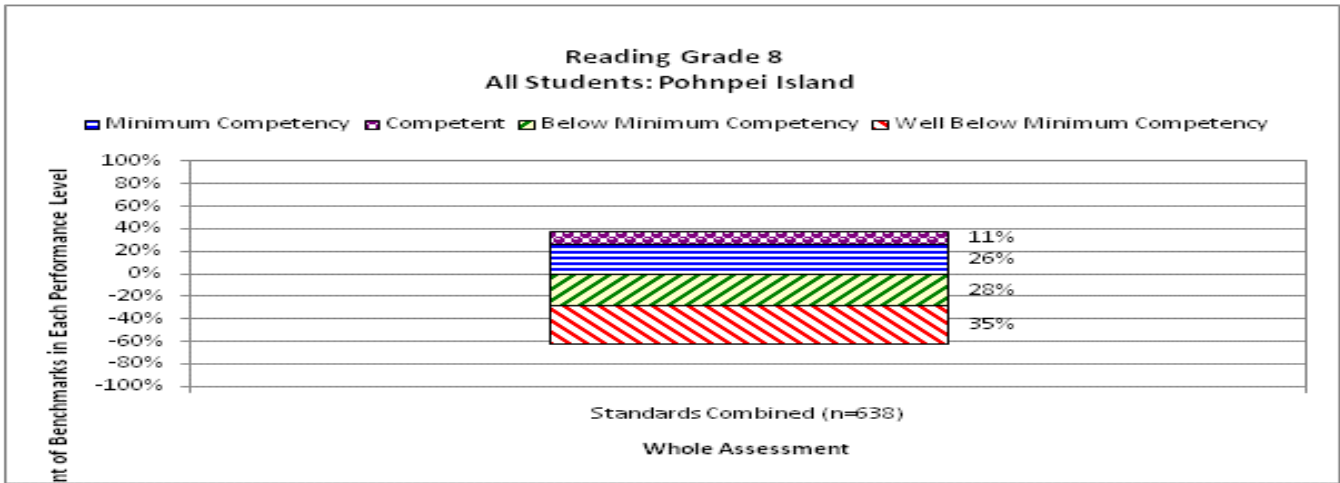
There a drop for Pohnpei 6<sup>th</sup> graders performance in reading from 2010 with 33% of their scores fall at and above grade level expectation to 28% in 2011.

Reading 8<sup>th</sup> : Pohnpei

Number of All Students for Each Rubric Level of Indicators

	R.8.2.1.0	R.8.2.2.0	R.8.2.2.2	R.8.2.3.0	R.8.4.1.0	R.8.4.2.0	R.8.4.2.2	R.8.4.3.0	R.8.4.3.2	R.8.4.5.0	Total
Well Below	243	130	163	263	342	217	84	268	202	317	2229
Below Mini	204	195	189	173	143	181	120	209	181	168	1763
Minimum C	130	229	200	141	92	192	306	144	151	101	3992
Competent	61	84	86	61	61	48	128	17	104	52	702
Total	638	638	638	638	638	638	638	638	638	638	6380

Out of the total population of Pohnpei 8<sup>th</sup> graders who took the reading test in 2011, 6380 responses were given to the 8<sup>th</sup> grade reading test and only 702 responses fall in the competence level, with 3992 fall in the minimum competency level, while the rest of the responses fall below grade level performance expectation which equals to 11% of benchmarks performance level fall in the competence level and 26% in the minimum competency, while the rest of the percents fall below grade level performance expectation, as shown in the graph below.



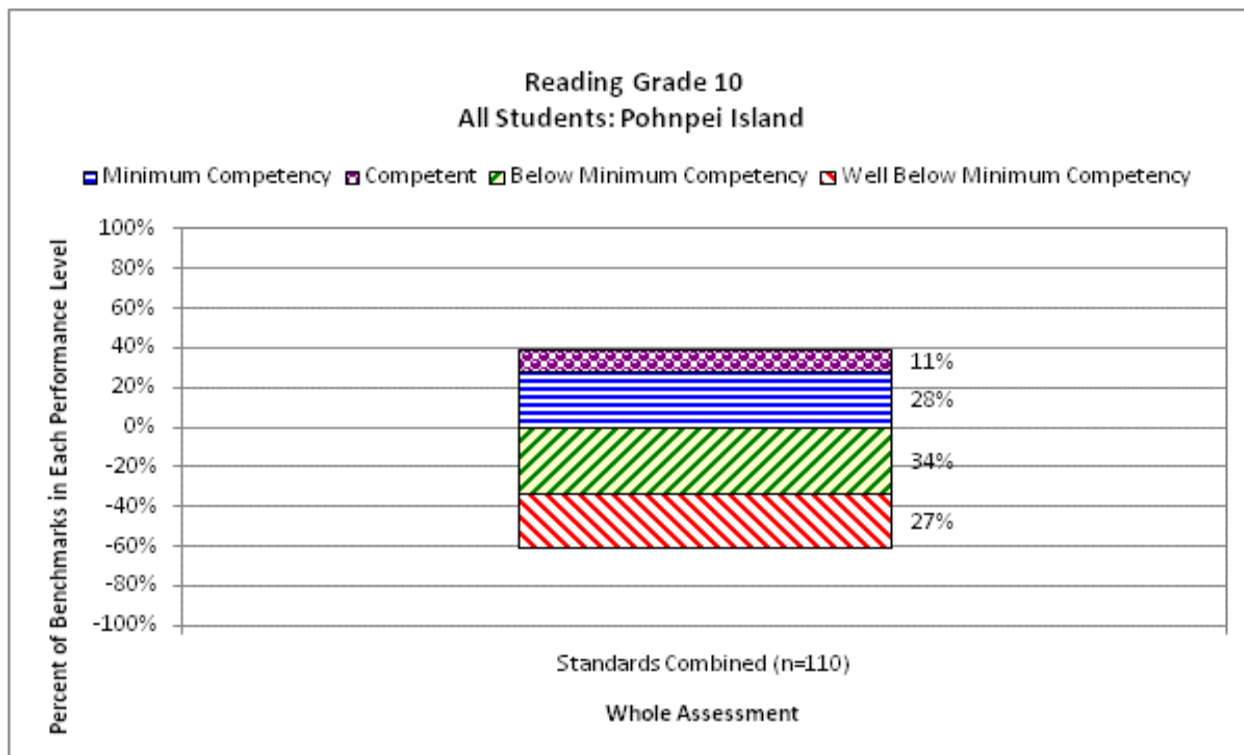
Pohnpei 8<sup>th</sup> graders perform least, as compared to 2010 performance for the same grade, with 37% of their scores fall within competency and minimum competency combined as compared to 41% for 2010.

Reading 10<sup>th</sup> : Pohnpei

Number of All Students for Each Rubric Level of Indicators

	R.10.2.1.1	R.10.2.1.2	R.10.2.10.1	R.10.2.2.1	R.10.2.4.1	R.10.2.4.2	R.10.2.5.1	R.10.2.5.2	R.10.2.6.1	R.10.2.6.2	Total
Well Below	27	36	26	19	31	21	9	45	33	48	295
Below Mini	26	46	31	37	31	44	32	62	40	26	375
Minimum (	39	23	32	47	35	34	41	3	31	21	306
Competent	18	5	21	7	13	11	28	0	6	15	124
Total	110	110	110	110	110	110	110	110	110	110	1100

A similar picture is shown in the table above for the Pohnpei 10<sup>th</sup> graders in reading, with majority of the responses fall in the well below performance level and approaching minimum/below minimum competency level. Out of the total of 1100 responses for the 10<sup>th</sup> grade reading test of Pohnpei students, only 124 responses fall in the competency level, which equals to 11% of benchmark scores.



Pohnpei 10<sup>th</sup> graders performance on the reading test dropped with 8% from 47% in 2010 to 39% in 2011. Alarmingly, almost in all grades tested in reading for Pohnpei state, there is a slight decreased by a margin.

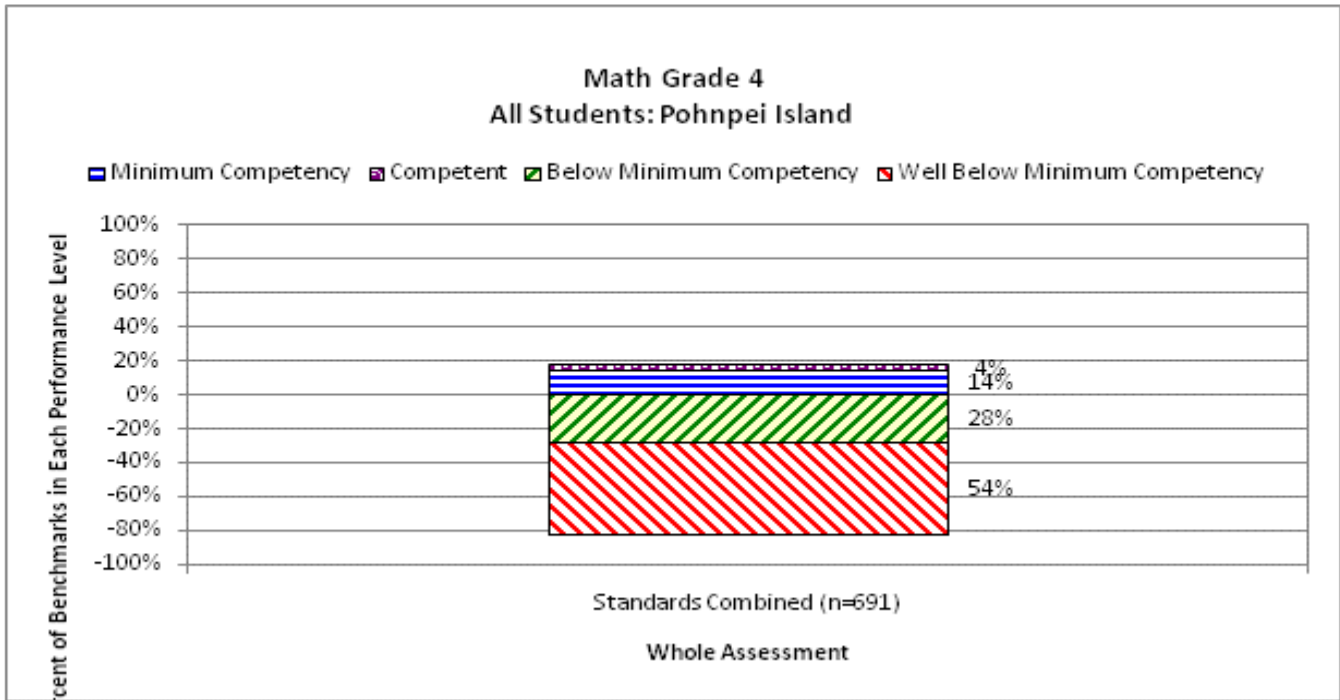
Pohnpei	Math			
	4th Grade	6th Grade	8th Grade	10th Grade
Competency	4%	3%	4%	6%
Minimum Competency	14%	13%	17%	22%
Approaching	28%	29%	30%	29%
Well below competency	54%	54%	48%	43%

#### Mathematics 4<sup>th</sup>: Pohnpei

Number of All Students for Each Rubric Level of Indicators

	M.4.1.1.1	M.4.1.2.1	M.4.1.3.1	M.4.1.4.1	M.4.1.5.1	M.4.1.6.1	M.4.2.1.1	M.4.2.2.1	M.4.2.3.1	M.4.2.4.1	M.4.2.5.1	M.4.3.1.1	M.4.4.1.1	M.4.4.2.1	Total
Well Below	156	325	299	294	355	552	373	272	481	500	383	360	460	435	5245
Below Mini	218	243	244	225	198	113	224	192	156	146	209	182	165	182	2697
Minimum C	246	94	125	137	118	22	82	159	49	38	86	115	54	55	1380
Competent	71	29	23	35	20	4	12	68	5	7	13	34	12	19	352
Total	691	691	691	691	691	691	691	691	691	691	691	691	691	691	9674

Although 2011 is its first administration, the mathematics test reveals a similar picture as compare to the reading, with majority of responses fall below grade level performance. For instance, Out of the total of 9674 responses for the Pohnpei 4<sup>th</sup> graders in mathematics, only 352 responses fall in the competent level, which equals to 4% benchmarks scores and 1380=14% benchmarks scores as shown in the minimum competency performance level, while the rest fall below grade level, which evidently shown in the graph below.

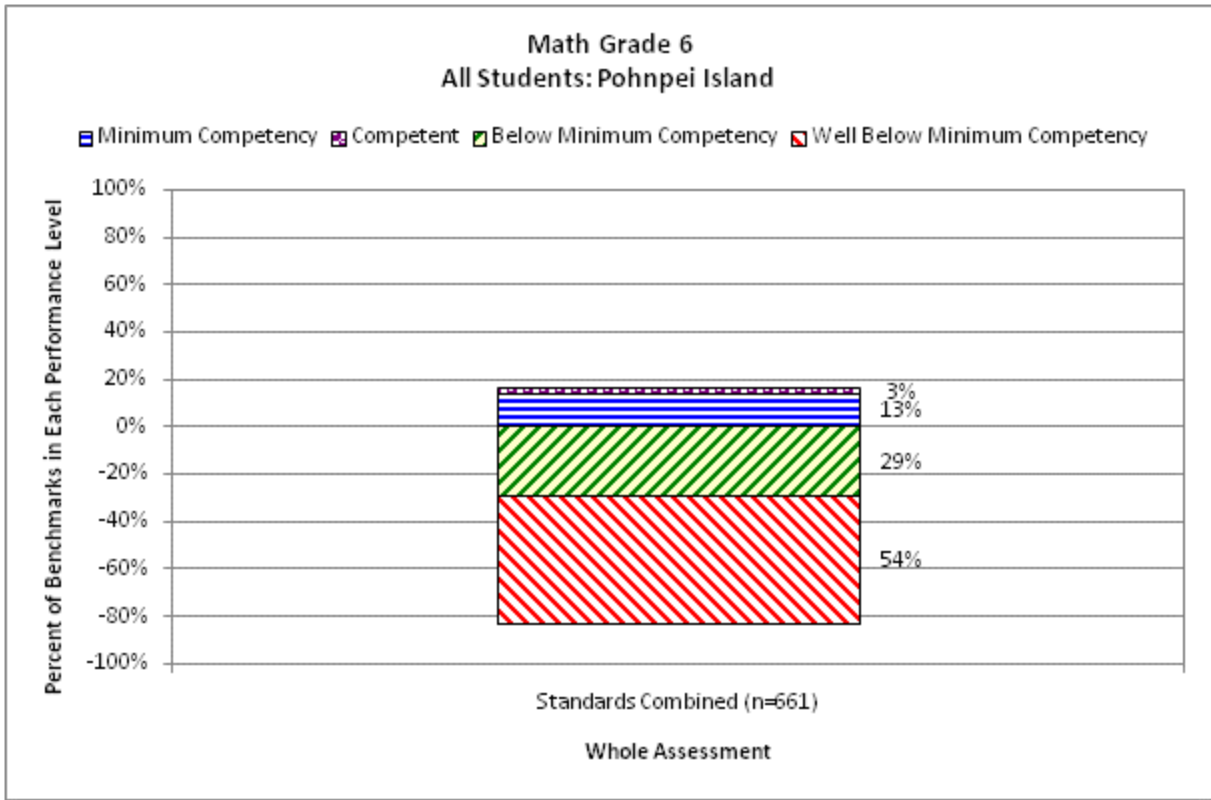


#### Mathematics 6<sup>th</sup> : Pohnpei

Number of All Students for Each Rubric Level of Indicators

	M.6.1.1.1	M.6.1.2.1	M.6.1.3.1	M.6.1.4.1	M.6.2.1.1	M.6.2.2.1	M.6.2.3.1	M.6.2.4.1	M.6.3.1.1	M.6.3.2.1	M.6.3.3.1	M.6.3.4.1	M.6.4.1.1	M.6.4.2.1	M.6.4.3.1	Total
Well Below	252	173	289	500	363	403	267	399	408	337	440	341	457	353	420	5402
Below Mini	246	277	217	127	203	176	245	166	179	199	161	172	155	201	175	2899
Minimum C	135	177	119	28	83	74	118	79	63	113	56	99	42	92	57	8301
Competent	28	34	36	6	12	8	31	17	11	12	4	49	7	15	9	279
Total	661	661	661	661	661	661	661	661	661	661	661	661	661	661	661	9915

Pohnpei 6<sup>th</sup> graders show a poor performance in the mathematics test with only 297 responses fall in the competence performance level out of the total of 9915 responses for the 6<sup>th</sup> grade mathematics test. A similar depiction is revealed as compared to the other previous tables with low benchmark performance of only 3% of benchmark scores fall in the competence level and 13% in minimum competency.



Graph for 6<sup>th</sup> grade mathematics for Pohnpei State continue to show poor performance with only 16% of their scores fall within competency and minimum competency combined; leaving majority falls below grade level.

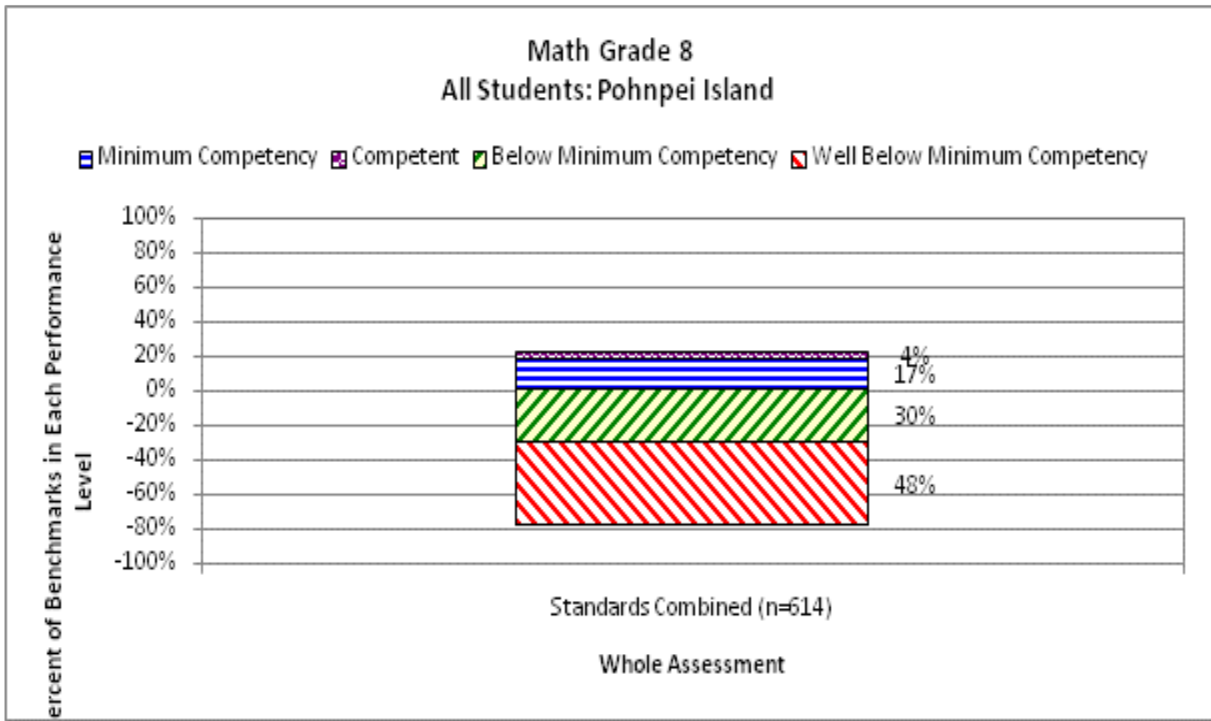
Mathematics 8<sup>th</sup>: Pohnpei

Number of All Students for Each Rubric Level of Indicators

	M.8.1.1.1	M.8.1.2.1	M.8.1.3.1	M.8.1.4.1	M.8.2.1.1	M.8.2.2.1	M.8.2.3.1	M.8.2.4.1	M.8.2.5.1	M.8.2.6.1	M.8.3.1.1	M.8.3.2.1	M.8.3.3.1	M.8.3.4.1	M.8.4.1.1	M.8.4.2.1	M.8.4.3.1	M.8.4.4.1	Total
Well Below	139	198	338	295	258	126	393	355	444	303	280	479	241	234	271	302	316	385	5357
Below Mini	159	184	202	194	240	298	137	162	104	182	227	117	191	216	178	183	192	143	3309
Minimum C	216	161	68	112	99	167	72	89	55	108	100	17	146	131	121	109	91	67	1929
Competent	100	71	6	13	17	23	12	8	11	21	7	1	36	33	44	20	15	19	457
Total	614	614	614	614	614	614	614	614	614	614	614	614	614	614	614	614	614	614	11052

Pohnpei 8<sup>th</sup> graders perform poorly in the 8<sup>th</sup> grade mathematics test with only 457 responses out of the total of 11,052 responses fall in the competency performance level and 1927 responses fall in the minimum competency level, which equals to 4% and 17% benchmark scores, respectively.

Generally, very little difference can be identified through the whole report, with a common understanding that majority of responses fall below grade level performance expectation, therefore creating a very low benchmark performances, as shown on all graphs throughout the report.



Although 8<sup>th</sup> graders for Pohnpei State perform better than 6<sup>th</sup> graders in mathematics, a percent of scores fall within competency and minimum competency is below 50%, with majority of their scores fall within below competency.

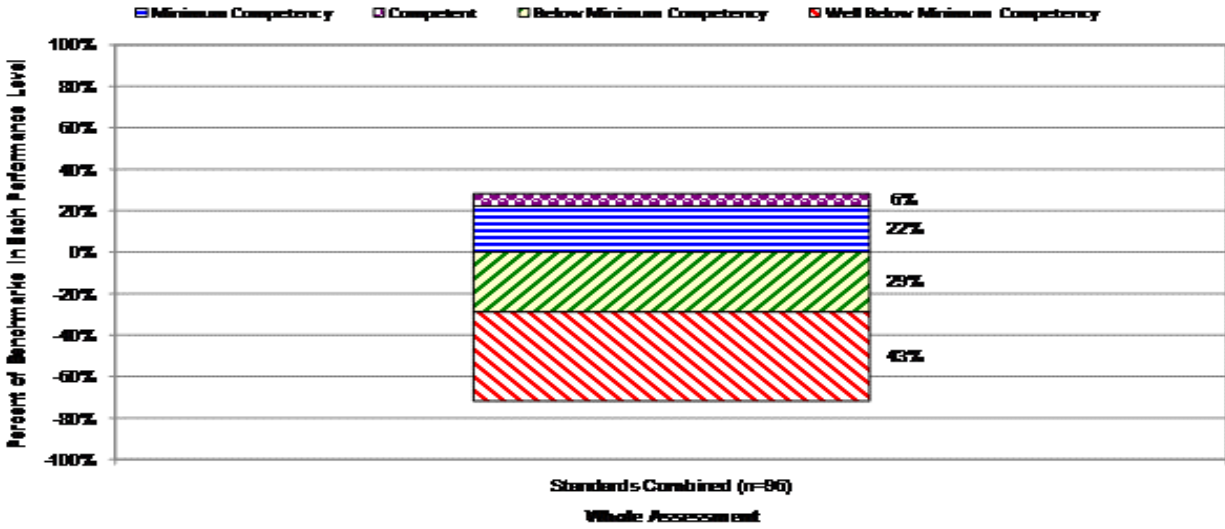
#### Mathematics 10<sup>th</sup> : Pohnpei

Number of All Students for Each Rubric Level of Indicators

	M.10.1.1.1	M.10.1.2.1	M.10.1.3.1	M.10.1.4.1	M.10.2.1.1	M.10.2.2.1	M.10.2.3.1	M.10.2.4.1	M.10.3.1.1	M.10.3.2.1	M.10.3.3.1	M.10.3.4.1	M.10.3.5.1	M.10.4.1.1	M.10.4.2.1	M.10.4.3.1	M.10.4.4.1	Total
Well Below	6	16	12	24	38	60	69	49	39	14	60	47	67	31	61	52	50	695
Below Mini	14	20	21	40	29	25	22	29	37	27	25	34	23	35	26	34	34	475
Minimum C	76	36	36	28	17	11	5	13	19	40	11	13	4	23	8	9	12	361
Competent	0	24	27	4	12	0	0	5	1	15	0	2	2	7	1	1	0	101
Total	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	96	1632

Pohnpei th graders perform poorly on the mathematics test with only 101 responses fall in the competency level, which equals to 6% of the benchmarks scores.

**Federated States of Micronesia  
NST Minimum Competency Math Grade 10  
All Students: All Schools, All Islands, Pohnpei**



Kosrae	Reading		
	6th Grade	8th Grade	10th Grade
Competency		16%	16%
Minimum Competency		33%	31%
Approaching		30%	33%
Well below competency		21%	20%

Reading 6<sup>th</sup>: Kosrae

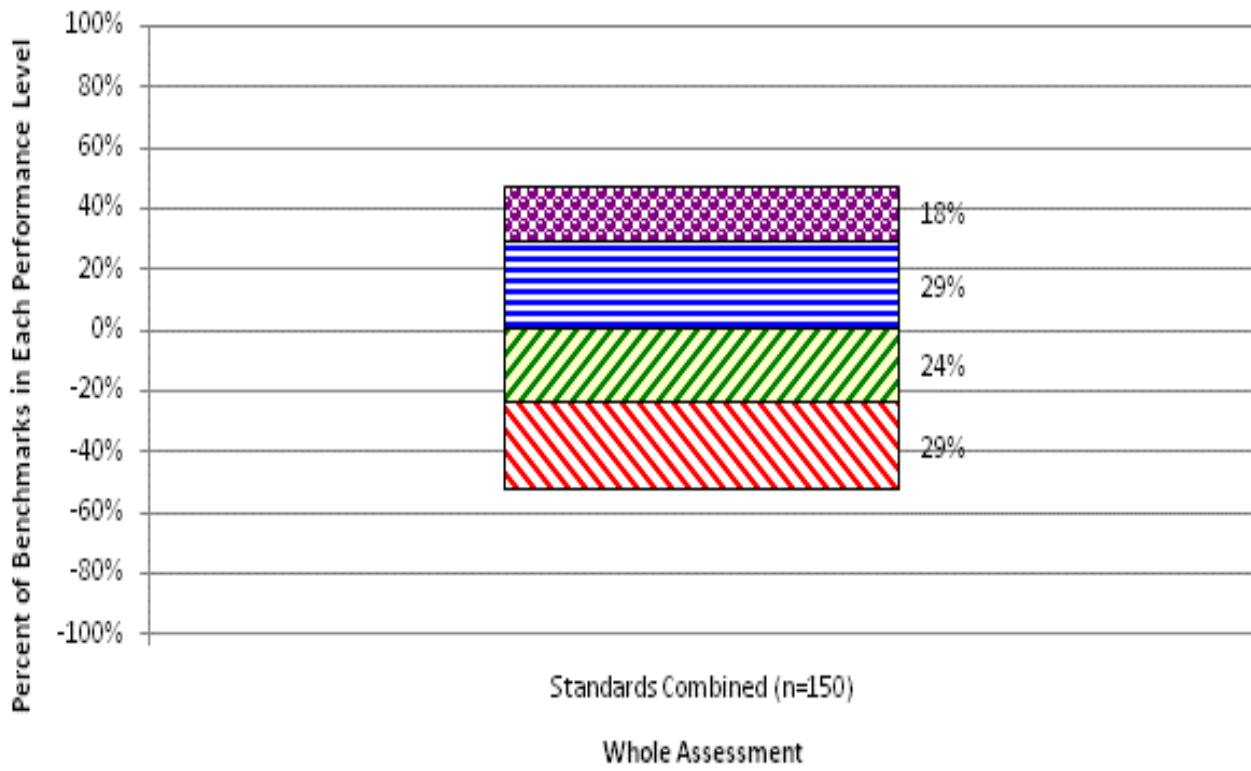
Number of All Students for Each Rubric Level of Indicators

	R.6.2.1.1	R.6.2.1.2	R.6.2.1.3	R.6.2.2.0	R.6.2.3.0	R.6.2.4.0	R.6.2.5.1	R.6.2.5.2	R.6.4.1.0	R.6.4.2.0	Total
Well Below	41	59	38	46	50	19	26	24	71	60	434
Below Min	37	17	39	44	47	20	37	33	44	41	359
Minimum (	37	63	36	50	38	45	78	35	24	27	433
Competent	35	11	37	10	15	66	9	58	11	22	274
Total	150	150	150	150	150	150	150	150	150	150	1500

Although Kosrae 6<sup>th</sup> graders do a little better than the rest of the 8<sup>th</sup> graders across the nation with at least 707 responses fall above and at grade level performance, the majority of responses fall below grade level expectation, which equals to 47% of benchmark scores fall at and above and 53% fall below grade level, respectively.

**Reading Grade 6**  
**All Students: All Schools, All Islands, Kosrae**

■ Minimum Competency  
 ■ Competent  
 ■ Below Minimum Competency  
 ■ Well Below Minimum Competency



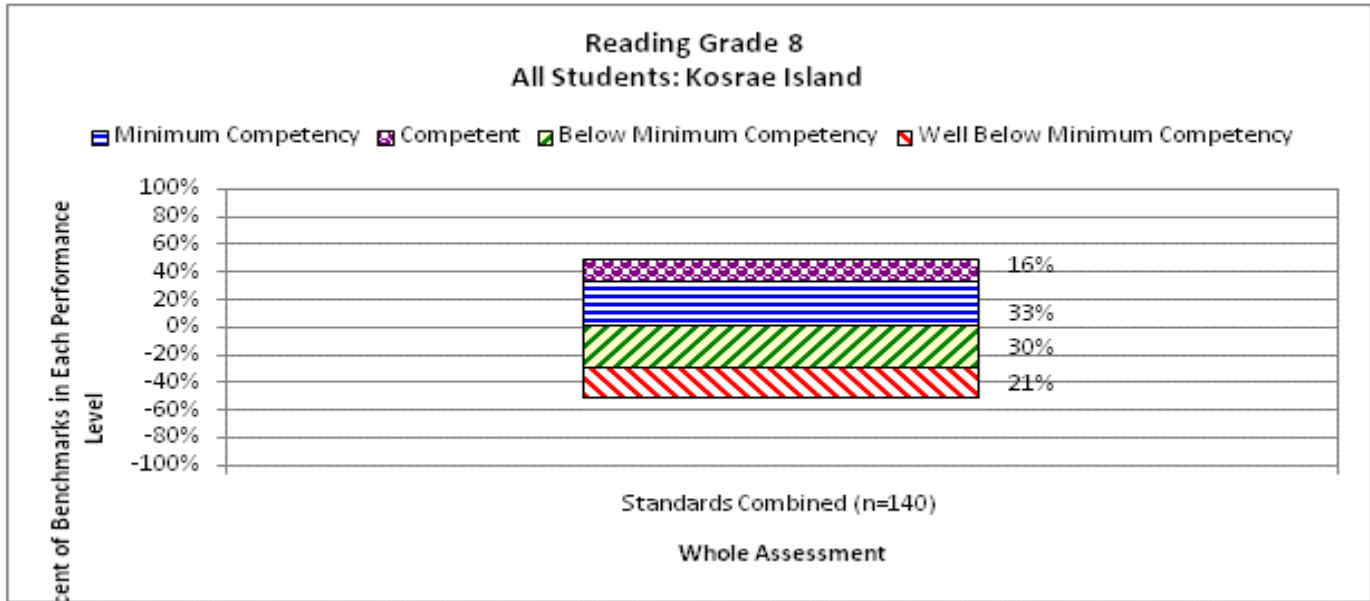
Obviously, there is neither an increase, nor a decrease for Kosrae 6<sup>th</sup> graders in reading with a constant performance of 47% of their scores fall at and above grade level for consecutive years from 2010 to 2011.



Reading 8<sup>th</sup> : Kosrae

Number of All Students for Each Rubric Level of Indicators

	R.8.2.1.0	R.8.2.2.0	R.8.2.2.2	R.8.2.3.0	R.8.4.1.0	R.8.4.2.0	R.8.4.2.2	R.8.4.3.0	R.8.4.3.2	R.8.4.5.0	Total
Well Below	24	23	20	27	70	35	8	31	26	36	300
Below Mini	59	51	40	41	35	41	23	48	38	43	419
Minimum C	39	53	47	45	23	45	80	51	40	38	719
Competent	18	13	33	27	12	19	29	10	36	23	220
Total	140	140	140	140	140	140	140	140	140	140	1400



Kosrae 8<sup>th</sup> graders do well in reading for 2011 as compared to 2010, with an average of 44% of their scores fall at and above grade level expectation in 2010 as compared to 49% in 2011, with an enormous increase of 5%.

Reading 10<sup>th</sup> : Kosrae

Number of All Students for Each Rubric Level of Indicators

	R.10.2.1.1	R.10.2.1.2	R.10.2.10.1	R.10.2.2.1	R.10.2.4.1	R.10.2.4.2	R.10.2.5.1	R.10.2.5.2	R.10.2.6.1	R.10.2.6.2	Total
Well Below	12	30	33	19	31	18	24	44	39	46	296
Below Mini	22	59	27	53	36	65	44	100	45	43	494
Minimum C	56	46	46	60	59	53	60	7	44	40	790
Competent	61	16	45	19	25	15	23	0	23	22	249
Total	151	151	151	151	151	151	151	151	151	151	1510

**Federated States of Micronesia  
NST Minimum Competency Reading Grade 10  
All Students: All Schools, Kosrae High School**



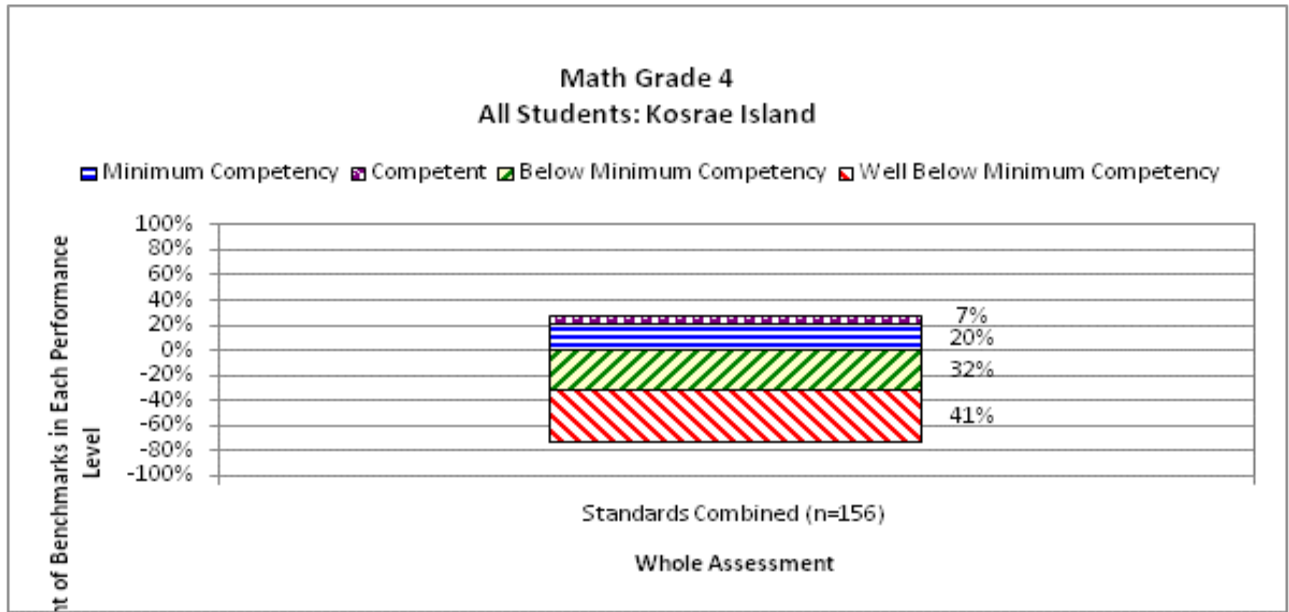
Kosrae 10<sup>th</sup> graders also do better on reading in 2011 as compared to 2010, with an average of 45% of their scores fall at and above grade level in 2010, as compared to 47% in 2011, with an increase of 2%. Evidently, 2% increased is a significant advancement for Kosrae, as compared to the other states.

Kosrae	Math			
	4th Grade	6th Grade	8th Grade	10th Grade
Competency	7%	14%	8%	11%
Minimum Competency	20%	30%	29%	29%
Approaching	32%	30%	33%	27%
Well below competency	41%	26%	30%	34%

Kosrae 4<sup>th</sup> mathematics

Number of All Students for Each Rubric Level of Indicators

	M.4.1.1.1	M.4.1.2.1	M.4.1.3.1	M.4.1.4.1	M.4.1.5.1	M.4.1.6.1	M.4.2.1.1	M.4.2.2.1	M.4.2.3.1	M.4.2.4.1	M.4.2.5.1	M.4.3.1.1	M.4.4.1.1	M.4.4.2.1	Total
Well Below Minimum Competency	7	22	41	26	60	92	20	26	138	129	41	79	88	118	887
Below Minimum Competency	39	83	58	52	46	39	50	59	18	26	76	59	55	34	694
Minimum Competency	73	39	47	39	37	14	53	71	0	1	38	17	13	4	446
Competent	37	12	10	39	13	11	33	0	0	0	1	1	0	0	157
Total	156	156	156	156	156	156	156	156	156	156	156	156	156	156	2184

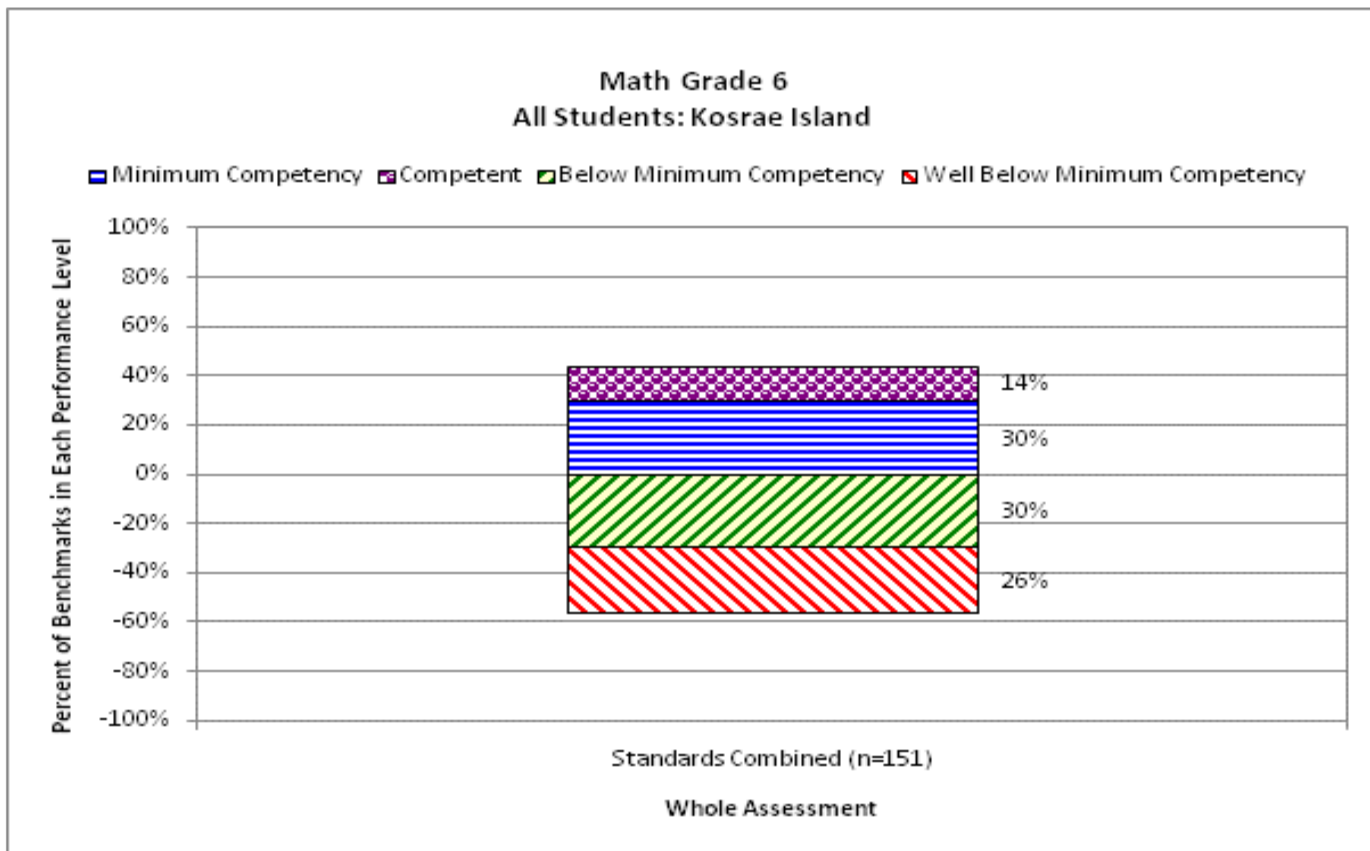


Kosraean 4<sup>th</sup> graders, an average of 27% of their scores fall at and above grade level expectation, while 73% falls below grade level expectation. Although the population tested for Kosrae 4<sup>th</sup> graders are less than Pohnpei 4<sup>th</sup> graders, the achievement level for both states are comparable. Out of the 156 Kosraean 4<sup>th</sup> graders who took the test, an average of 73% of their scores fall below 4<sup>th</sup> grade level performance expectation

6<sup>th</sup> Mathematics: Kosrae

Number of All Students for Each Rubric Level of Indicators

	M.6.1.1.1	M.6.1.2.1	M.6.1.3.1	M.6.1.4.1	M.6.2.1.1	M.6.2.2.1	M.6.2.3.1	M.6.2.4.1	M.6.3.1.1	M.6.3.2.1	M.6.3.3.1	M.6.3.4.1	M.6.4.1.1	M.6.4.2.1	M.6.4.3.1	Total
Well Below	37	8	31	85	45	51	9	34	68	23	45	16	38	23	83	596
Below Mini	50	29	39	39	53	51	28	48	60	43	63	27	61	42	42	675
Minimum C	43	67	37	21	47	40	62	43	19	65	43	59	52	53	20	671
Competent	21	47	44	6	6	9	52	26	4	20	0	49	0	33	6	323
Total	151	151	151	151	151	151	151	151	151	151	151	151	151	151	151	2265

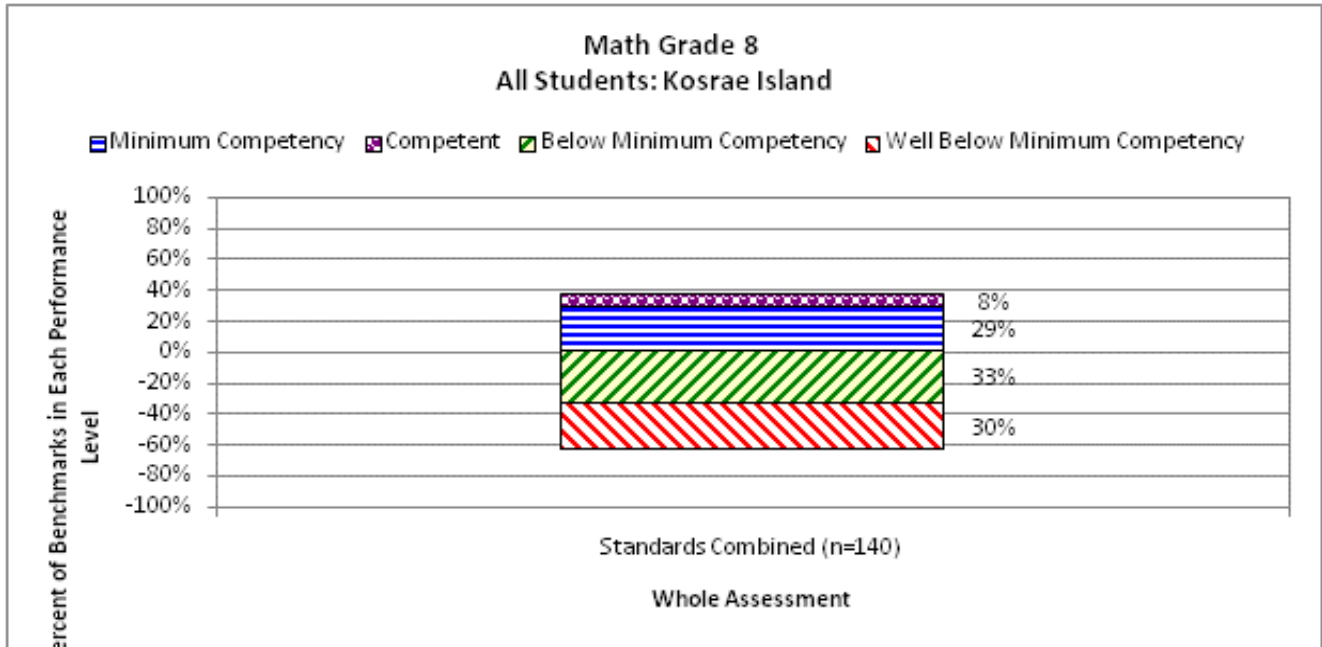


Although Kosraean 6<sup>th</sup> graders perform below grade level expectation, a better result is evident as compared to the other grades tested, with 44% of their scores fall within competency and minimum competency combined, nearly reach the grade level performance expectation with only 55% of their scores fall below grade level expectation.

8<sup>th</sup> Mathematics: Kosrae

Number of All Students for Each Rubric Level of Indicators

	M.8.1.1.1	M.8.1.2.1	M.8.1.3.1	M.8.1.4.1	M.8.2.1.1	M.8.2.2.1	M.8.2.3.1	M.8.2.4.1	M.8.2.5.1	M.8.2.6.1	M.8.3.1.1	M.8.3.2.1	M.8.3.3.1	M.8.3.4.1	M.8.4.1.1	M.8.4.2.1	M.8.4.3.1	M.8.4.4.1	Total
Well Below	17	47	52	34	28	15	58	42	71	50	36	75	22	25	41	40	40	62	755
Below Mini	39	49	59	55	69	57	47	34	39	52	53	35	45	41	44	41	43	37	839
Minimum C	59	28	27	45	33	57	21	53	24	32	42	28	58	56	40	47	48	24	722
Competent	25	16	2	6	10	11	14	11	6	6	9	2	15	18	15	12	9	17	204
Total	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140	140	2520

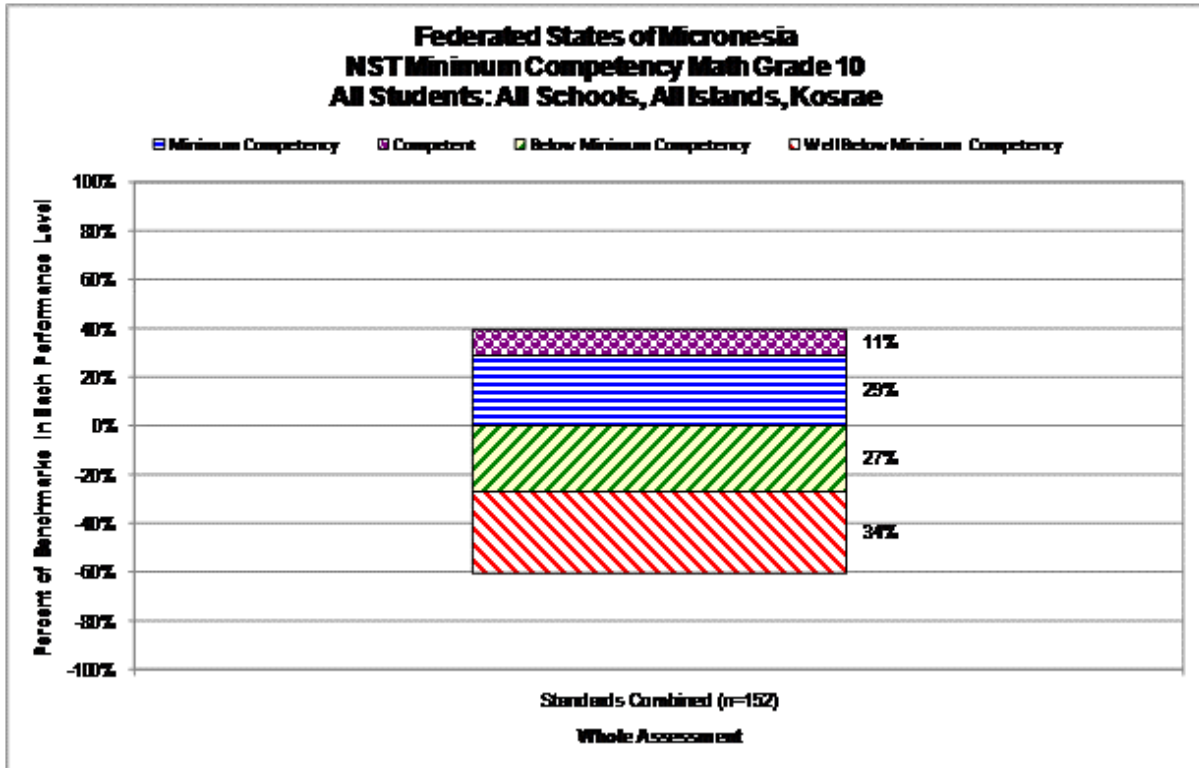


Kosraean 8<sup>th</sup> graders do not do well as compared to 6<sup>th</sup> graders in mathematics; an average of 37% of their scores fall at and above grade level performance expectation, leaving majority of their scores fall below grade level.

10<sup>th</sup> Mathematics: Kosrae

Number of All Students for Each Rubric Level of Indicators

	M.10.1.1.1	M.10.1.2.1	M.10.1.3.1	M.10.1.4.1	M.10.2.1.1	M.10.2.2.1	M.10.2.3.1	M.10.2.4.1	M.10.3.1.1	M.10.3.2.1	M.10.3.3.1	M.10.3.4.1	M.10.3.5.1	M.10.4.1.1	M.10.4.2.1	M.10.4.3.1	M.10.4.4.1	Total
Well Below	8	16	10	20	40	42	62	47	52	19	73	58	103	57	84	117	63	871
Below Mini	15	35	23	39	39	66	48	47	46	28	52	47	37	46	47	25	59	699
Minimum (	115	52	47	80	54	44	31	36	38	65	27	42	11	45	18	9	27	741
Competent	14	49	72	13	19	0	11	22	16	40	0	5	1	4	3	1	3	273
Total	152	152	152	152	152	152	152	152	152	152	152	152	152	152	152	152	152	2584



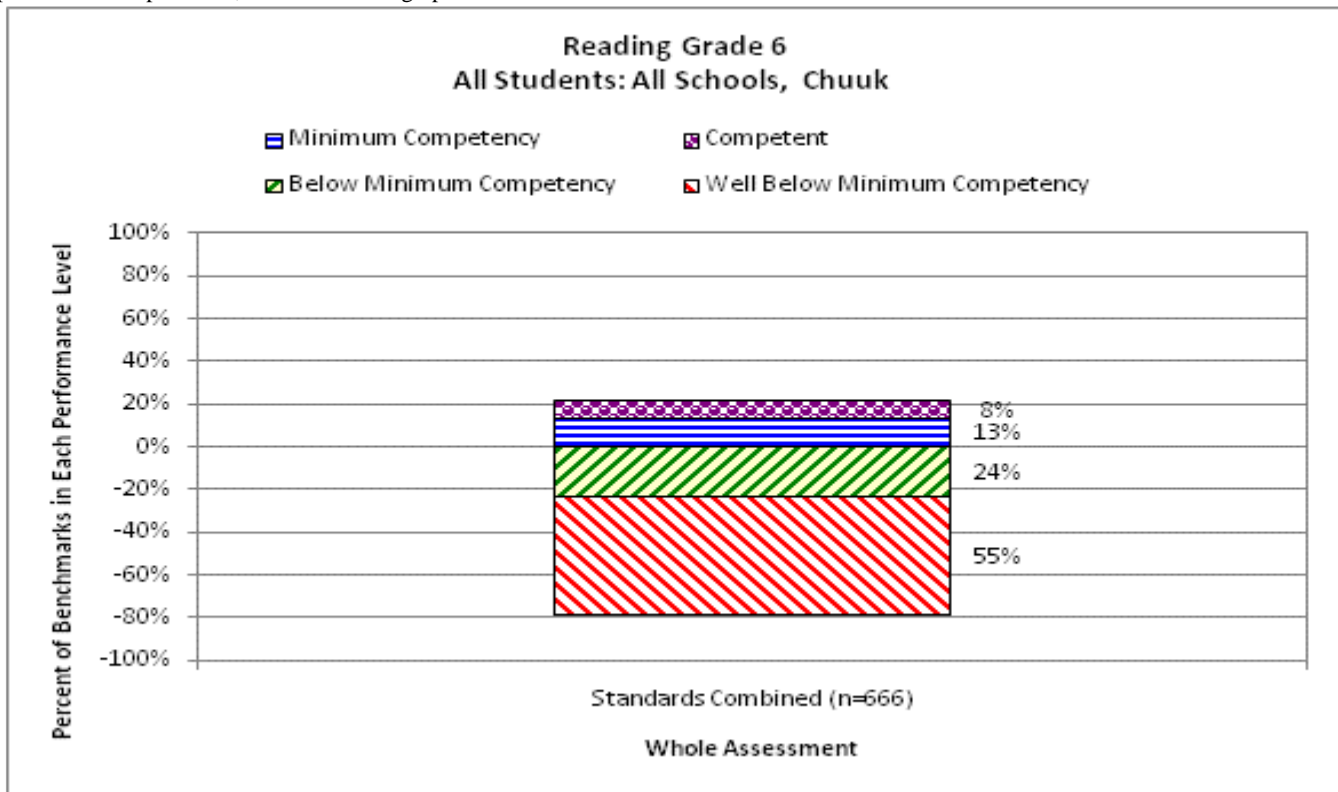
Chuuk	Reading		
	6th Grade	8th Grade	10th Grade
Competency	8%	7%	3%
Minimm Competency	13%	13%	11%
Approaching	24	24%	32%
Well below competency	55%	56%	55%

6<sup>th</sup> Reading: Chuuk

Number of All Students for Each Rubric Level of Indicators

	R.6.2.1.1	R.6.2.1.2	R.6.2.1.3	R.6.2.2.0	R.6.2.3.0	R.6.2.4.0	R.6.2.5.1	R.6.2.5.2	R.6.4.1.0	R.6.4.2.0	Total
Well Below	286	471	423	375	378	375	305	347	349	347	3656
Below Mini	193	107	134	106	175	159	176	189	161	178	1578
Minimum (	103	57	55	65	93	85	129	87	124	86	884
Competent	84	31	54	120	20	47	56	43	32	55	542
Total	666	666	666	666	666	666	666	666	666	666	6660

There are 6660 total responses for Chuuk 6<sup>th</sup> graders in reading and out of that number, only 542 responses fall in the competency level. Again, majority of responses fall below grade level performance which equals to more than 70% of their benchmark scores fall below grade level performance expectation, as shown in the graph below.



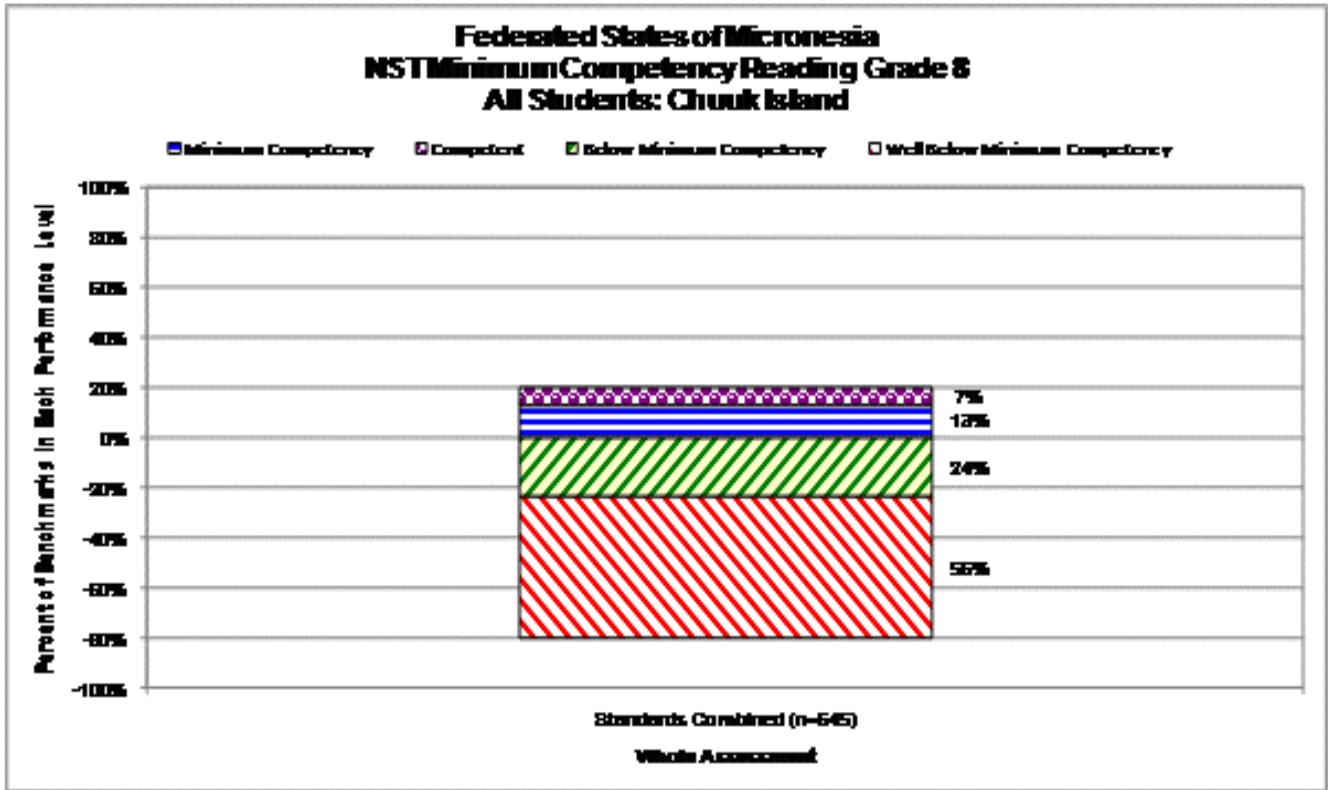
For Chuuk 6<sup>th</sup> graders, an average of 21% of their scores fall at and above grade level expectation, with a large margin of 79% falls below grade level expectation. Comparing 2010, there is an increase of 4% from 17% in 2010 to 21% in 2011. Although achievement level for Chuuk 6<sup>th</sup> graders in reading continues to fall below grade level, there is a significant improvement

8<sup>th</sup> Reading: Chuuk

Number of All Students for Each Rubric Level of Indicators

	R.6.2.1.1	R.6.2.1.2	R.6.2.1.3	R.6.2.2.0	R.6.2.3.0	R.6.2.4.0	R.6.2.5.1	R.6.2.5.2	R.6.4.1.0	R.6.4.2.0	Total
Well Below	286	471	423	375	378	375	305	347	349	347	3656
Below Mini	193	107	134	106	175	159	176	189	161	178	1578
Minimum C	103	57	55	65	93	85	129	87	124	86	884
Competent	84	31	54	120	20	47	56	43	32	55	542
Total	666	666	666	666	666	666	666	666	666	666	6660

Out of 6660 total reponses for the Chuuk 8<sup>th</sup> graders in reading, only 542 responses fall in the competency level, which equals to 7% of the benchmark scores and the rest of the benchmark scores can be calculated by reviewing the total responses for each performance level in the table above.



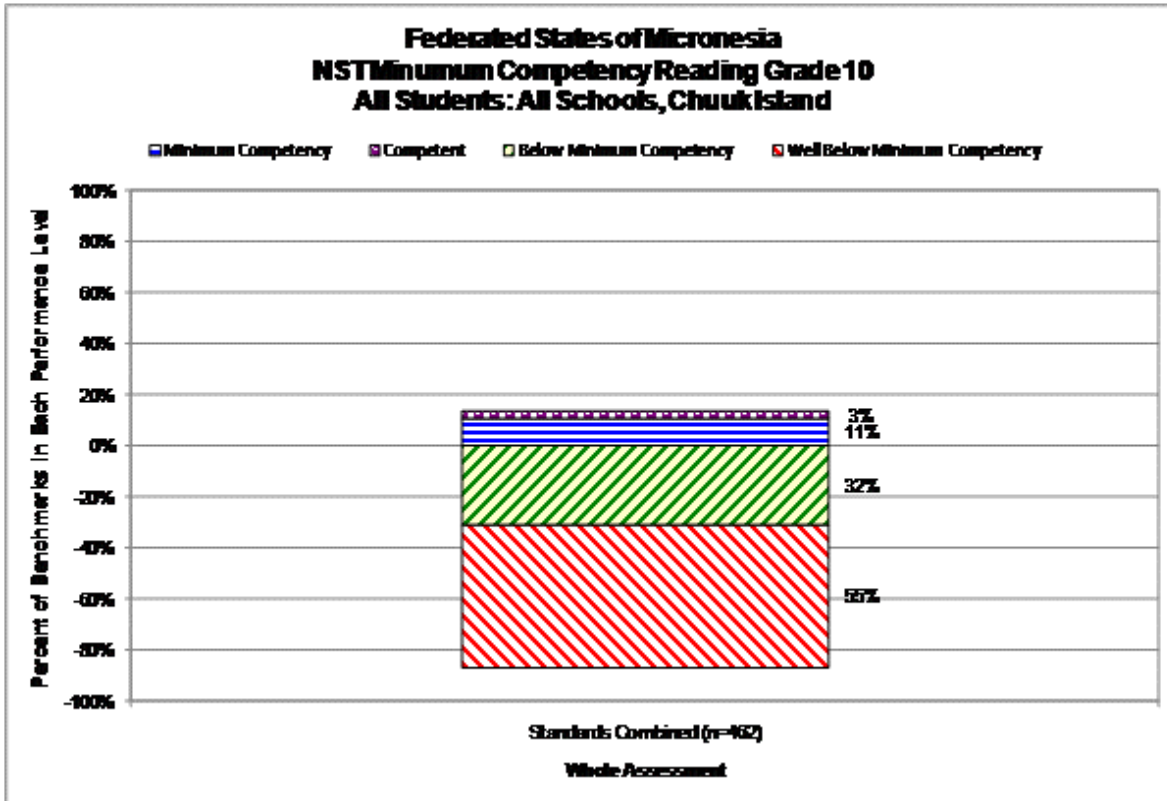
With similar results, Chuuk 8<sup>th</sup> graders achieved lesser in 2011, as compared to 2010 with an average of 26% of their scores falls at and above grade level and 20% in 2011, leaving majority of the percent of their scores fall below grade level.



10<sup>th</sup> Reading: Chuuk

Number of All Students for Each Rubric Level of Indicators

	R.10.2.1.1	R.10.2.1.2	R.10.2.10.1	R.10.2.2.1	R.10.2.4.1	R.10.2.4.2	R.10.2.5.1	R.10.2.5.2	R.10.2.6.1	R.10.2.6.2	Total
Well Below	153	208	262	306	337	185	320	269	255	259	2554
Below Mini	197	187	131	100	99	202	94	177	136	135	1458
Minimum (	89	61	45	50	18	65	36	15	63	44	486
Competent	23	6	24	6	8	10	12	1	8	24	122
Total	462	462	462	462	462	462	462	462	462	462	4620



There is an enormous drop for the performance of Chuuk 10<sup>th</sup> graders in reading from 25% of their scores fall at and above grade level in 2010 to 14% in 2011, with a huge margin of 11%.

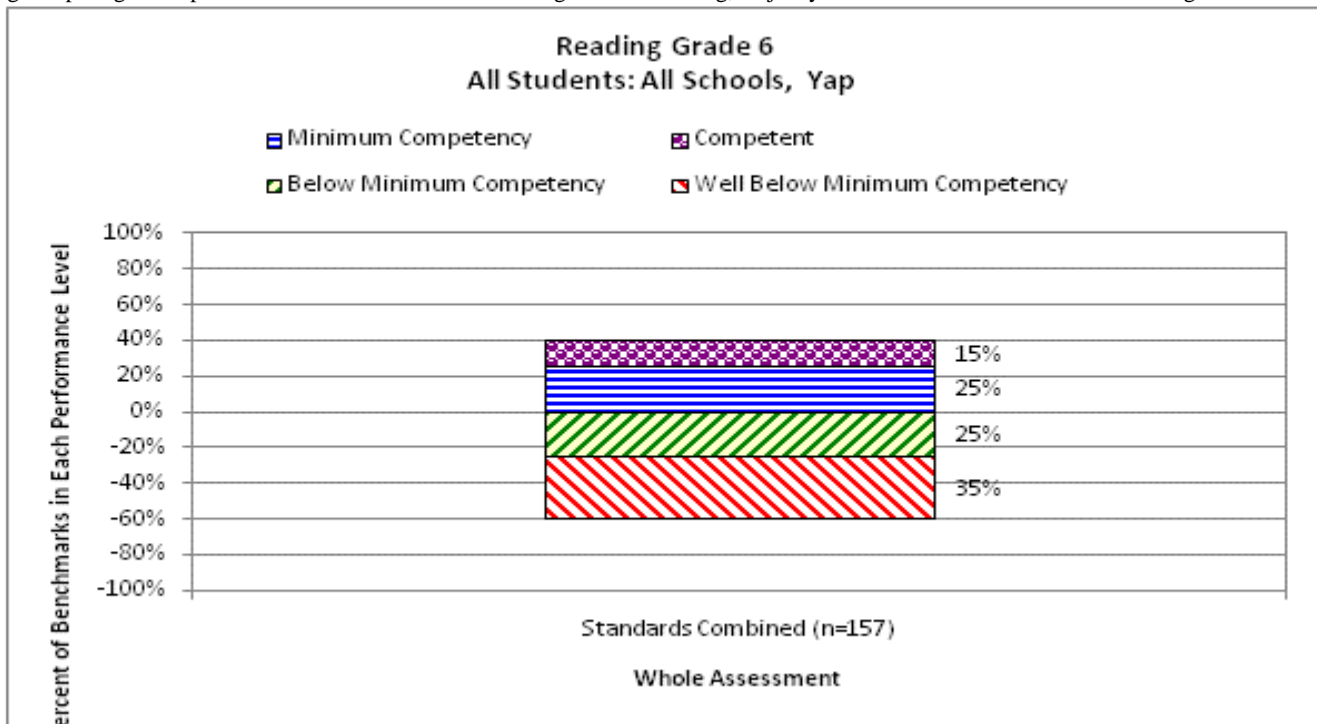
Yap	Reading		
	6th Grade	8th Grade	10th Grade
Competency	15%	17%	14%
Minumm Competency	25%	29%	28%
Approaching	25	26%	31%
Well below competency	35%	28%	26%

6<sup>th</sup> Reading: Yap

Number of All Students for Each Rubric Level of Indicators

	R.6.2.1.1	R.6.2.1.2	R.6.2.1.3	R.6.2.2.0	R.6.2.3.0	R.6.2.4.0	R.6.2.5.1	R.6.2.5.2	R.6.4.1.0	R.6.4.2.0	Total
Well Below	45	107	53	50	60	37	27	50	76	44	549
Below Mini	39	36	34	52	59	38	32	25	46	35	396
Minimum C	39	13	44	41	26	50	88	31	25	39	396
Competent	34	1	26	14	12	32	10	51	10	39	229
Total	157	157	157	157	157	157	157	157	157	157	1570

Although Yap 6<sup>th</sup> graders perform with 7% less than Kosrae 6<sup>th</sup> graders in reading, majority of their benchmark scores fall below grade level.



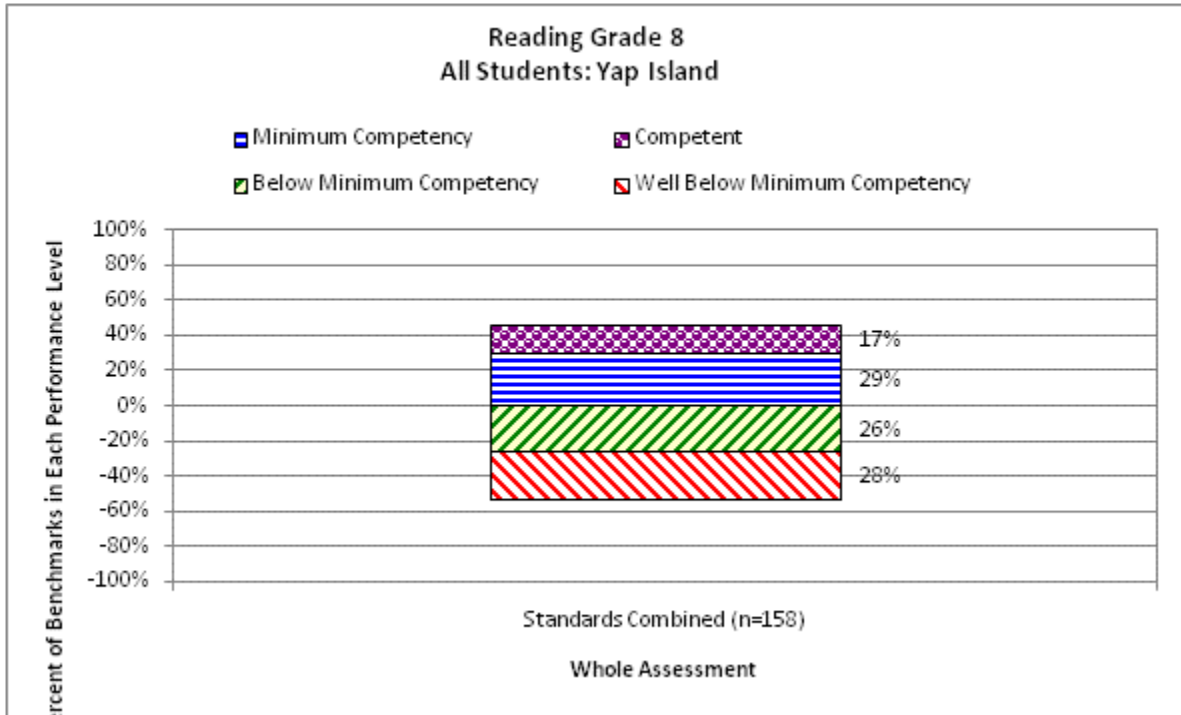
Graph above shows that there is a major improvement for Yap 6<sup>th</sup> graders in reading from 2010 to 2011 with an increase of 6% margin from 34% of their scores falling at and above grade level expectation to 40% in 2011.

8<sup>th</sup> Reading: Yap

Number of All Students for Each Rubric Level of Indicators

	R.8.2.1.0	R.8.2.2.0	R.8.2.2.2	R.8.2.3.0	R.8.4.1.0	R.8.4.2.0	R.8.4.2.2	R.8.4.3.0	R.8.4.3.2	R.8.4.5.0	Total
Well Below	30	31	25	39	54	35	17	64	57	85	437
Below Mini	46	47	45	47	37	46	20	48	34	45	415
Minimum (	48	62	51	54	40	32	88	34	31	24	464
Competent	34	18	37	18	27	45	33	12	36	4	264
Total	158	158	158	158	158	158	158	158	158	158	1580

Out of 1580 total reponses for Ypa 8<sup>th</sup> graders in reading, only 264 fall in the competency level, which is equal to 17% of benchmark scores, as shown in the graph below.

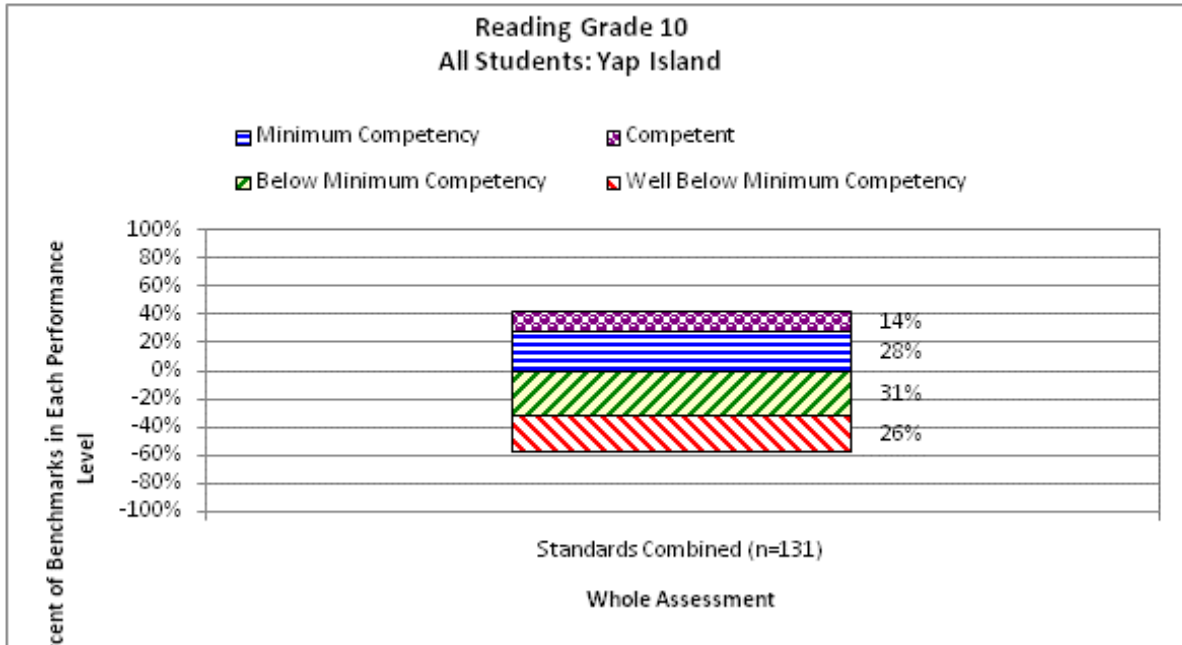


Yap 8<sup>th</sup> graders do well on reading 2011 as compared to 2010, with a significant increase of 8% from 38% in 2010 to 46% in 2011 at and above grade level expectation, respectively.

10<sup>th</sup> Reading: Yap

Number of All Students for Each Rubric Level of Indicators

	R.10.2.1.1	R.10.2.1.2	R.10.2.10.1	R.10.2.2.1	R.10.2.4.1	R.10.2.4.2	R.10.2.5.1	R.10.2.5.2	R.10.2.6.1	R.10.2.6.2	Total
Well Below	12	38	40	19	38	29	27	52	43	46	344
Below Mini	25	46	33	39	22	66	22	73	42	43	411
Minimum (	56	33	35	60	44	25	50	6	33	27	369
Competent	38	14	23	13	27	11	32	0	13	15	186
Total	131	131	131	131	131	131	131	131	131	131	1310



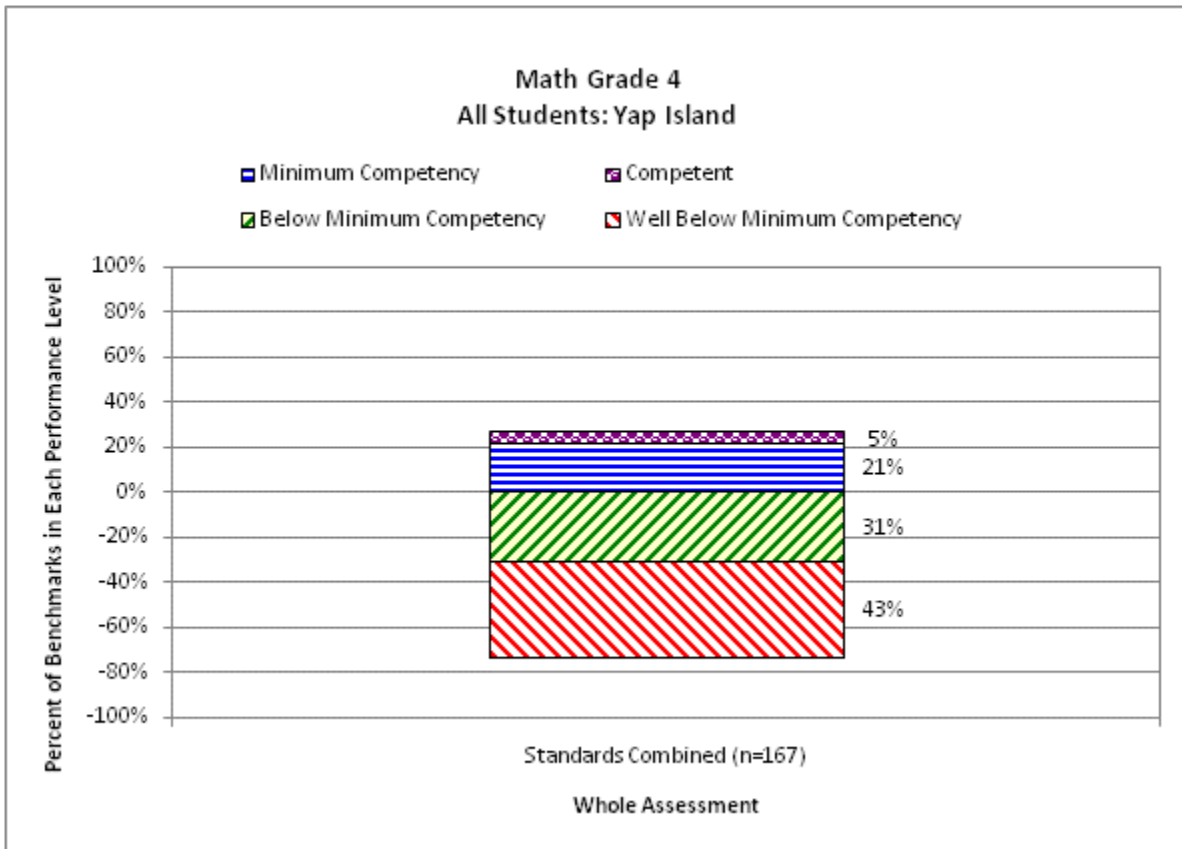
Although population tested is quite low, a slight dropped is obvious for Yap 10<sup>th</sup> graders in reading from 2010 to 2011. The achievement level is rather disappointing with only 42% of their scores fall at and above grade level expectation.

Yap	Math			
	4th Grade	6th Grade	8th Grade	10th Grade
Competency	5%	5%	3%	7%
Minimum Competency	21%	19%	16%	23%
Approaching	31%	32%	30%	28%
Well below competency	43%	44%	50%	42%

4<sup>th</sup> Mathematics: Yap

Number of All Students for Each Rubric Level of Indicators

	M.4.1.1.1	M.4.1.2.1	M.4.1.3.1	M.4.1.4.1	M.4.1.5.1	M.4.1.6.1	M.4.2.1.1	M.4.2.2.1	M.4.2.3.1	M.4.2.4.1	M.4.2.5.1	M.4.3.1.1	M.4.4.1.1	M.4.4.2.1	Total
Well Below	20	52	56	40	75	139	81	46	77	105	78	50	92	88	999
Below Mini	64	88	55	61	51	22	55	46	55	46	52	50	35	45	725
Minimum C	79	26	45	53	37	5	28	55	28	13	32	44	33	21	499
Competent	4	1	11	13	4	1	3	20	7	3	5	23	7	13	115
Total	167	167	167	167	167	167	167	167	167	167	167	167	167	167	2338

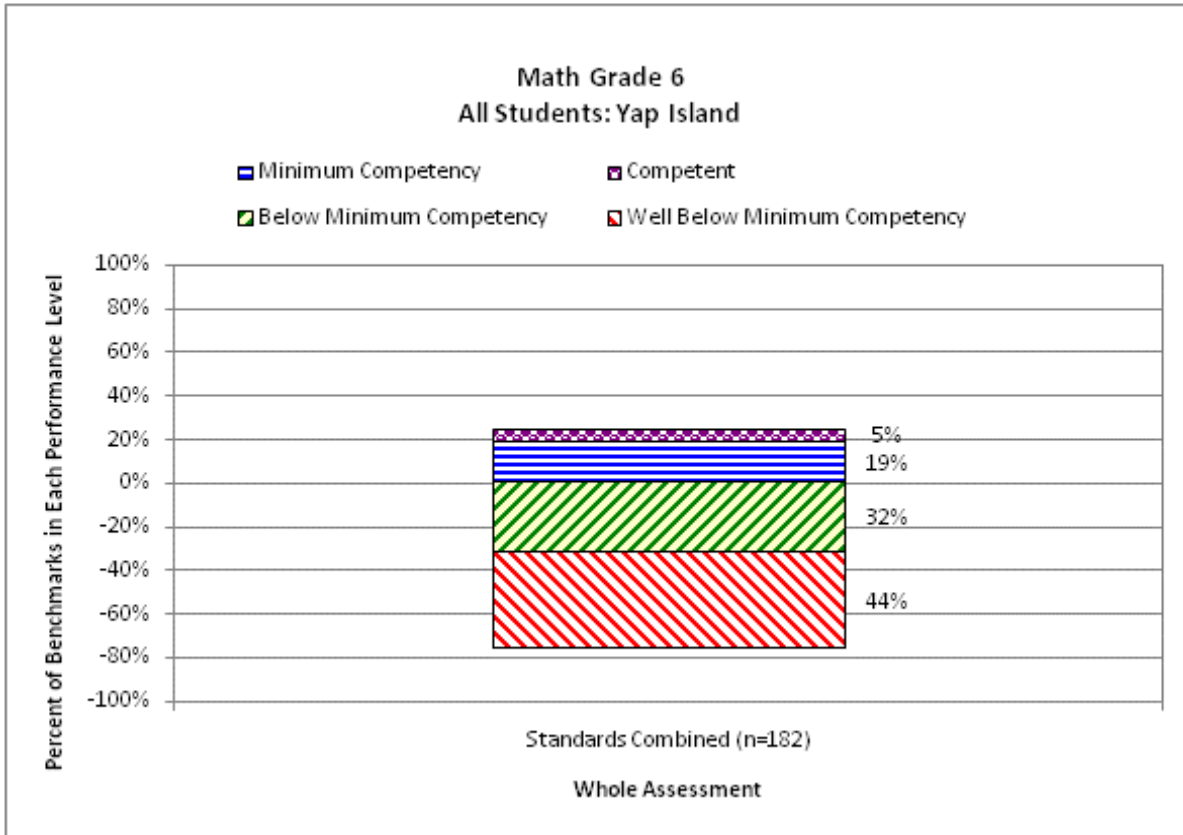


Graph below shows that Yap 6<sup>th</sup> graders struggle in mathematics, as compared to other 6<sup>th</sup> graders across the nation, with an average of 24% of their scores fall at and above grade level performance expectation. Clearly, majority falls below grade level, with 76%.

6<sup>th</sup> Mathematics : Yap

Number of All Students for Each Rubric Level of Indicators

	M.6.1.1.1	M.6.1.2.1	M.6.1.3.1	M.6.1.4.1	M.6.2.1.1	M.6.2.2.1	M.6.2.3.1	M.6.2.4.1	M.6.3.1.1	M.6.3.2.1	M.6.3.3.1	M.6.3.4.1	M.6.4.1.1	M.6.4.2.1	M.6.4.3.1	Total
Well Below	33	61	60	119	89	67	74	86	123	53	84	58	92	74	121	1194
Below Mini	67	57	67	49	68	83	75	57	41	57	73	39	58	49	36	876
Minimum C	60	54	41	11	25	28	30	26	16	60	24	47	28	49	19	518
Competent	22	10	14	3	0	4	3	13	2	12	1	38	4	10	6	142
Total	182	182	182	182	182	182	182	182	182	182	182	182	182	182	182	2730

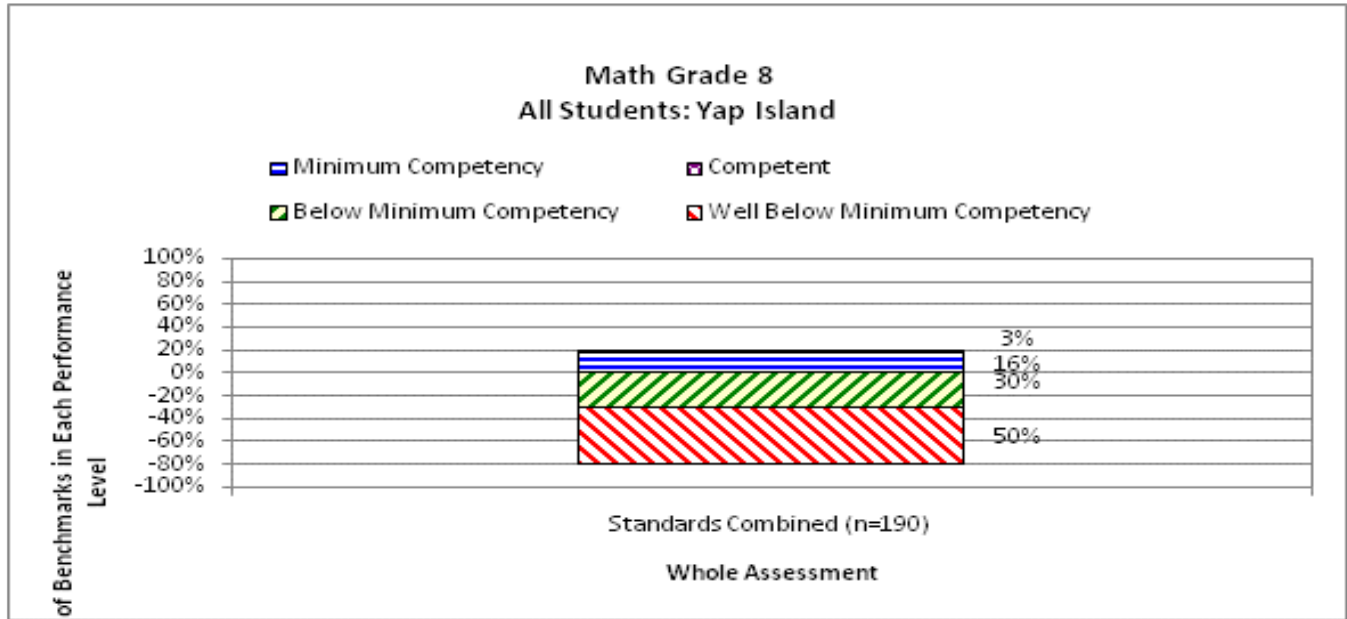


Yap 8<sup>th</sup> graders achieved least in mathematics, as compared to the other 8<sup>th</sup> graders across the nation, with only 19% of their scores fall at and above grade level, with an alarming 80% falls below grade level.

8<sup>th</sup> Mathematics: Yap

Number of All Students for Each Rubric Level of Indicators

	M.8.1.1.1	M.8.1.2.1	M.8.1.3.1	M.8.1.4.1	M.8.2.1.1	M.8.2.2.1	M.8.2.3.1	M.8.2.4.1	M.8.2.5.1	M.8.2.6.1	M.8.3.1.1	M.8.3.2.1	M.8.3.3.1	M.8.3.4.1	M.8.4.1.1	M.8.4.2.1	M.8.4.3.1	M.8.4.4.1	Total
Well Below	66	91	104	99	95	32	137	114	113	115	87	149	78	54	119	78	72	123	1726
Below Mini	42	57	57	63	63	103	40	50	48	49	73	29	63	50	57	54	82	50	1030
Minimum C	58	33	24	26	25	53	13	18	26	22	27	12	36	77	13	52	33	13	561
Competent	24	9	5	2	7	2	0	8	3	4	3	0	13	9	1	6	3	4	103
Total	190	190	190	190	190	190	190	190	190	190	190	190	190	190	190	190	190	190	3420



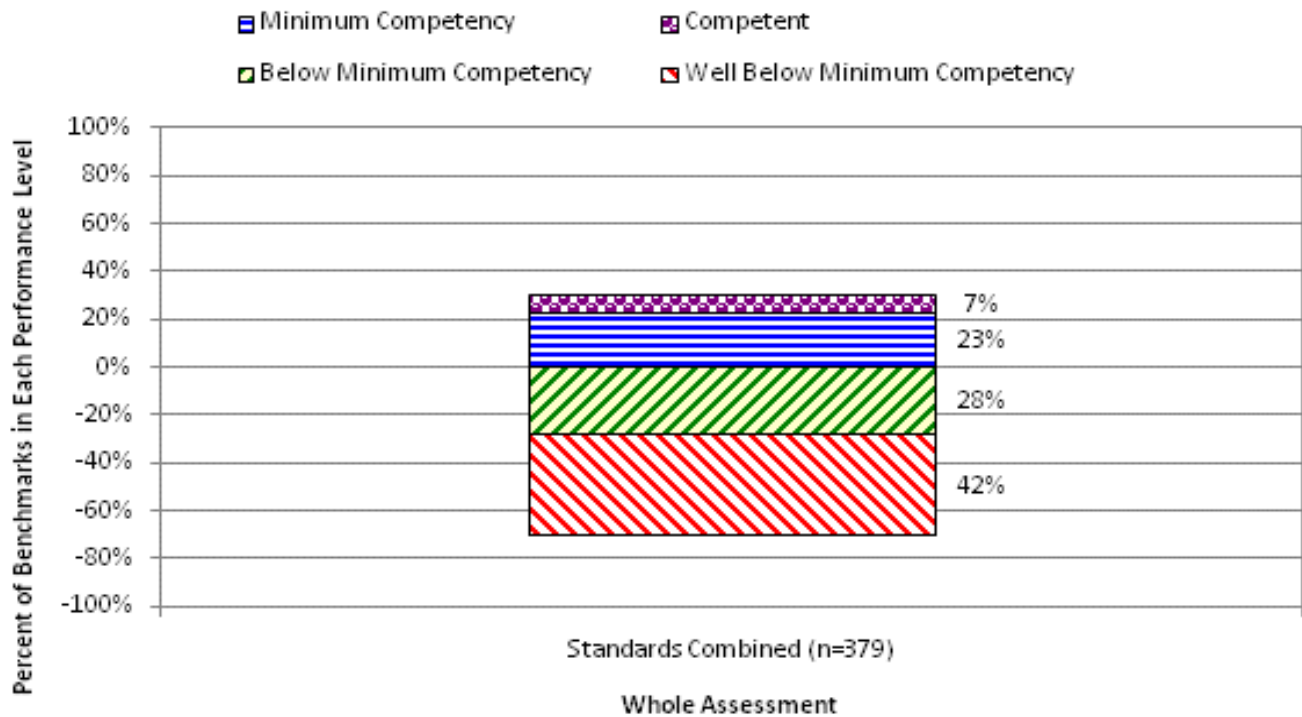
10<sup>th</sup> Mathematics: Yap

Number of All Students for Each Rubric Level of Indicators

	M.10.1.1.1	M.10.1.2.1	M.10.1.3.1	M.10.1.4.1	M.10.2.1.1	M.10.2.2.1	M.10.2.3.1	M.10.2.4.1	M.10.3.1.1	M.10.3.2.1	M.10.3.3.1	M.10.3.4.1	M.10.3.5.1	M.10.4.1.1	M.10.4.2.1	M.10.4.3.1	M.10.4.4.1	Total
Well Below	50	95	54	97	133	188	224	135	155	77	222	157	274	169	228	258	182	2698
Below Mini	71	82	87	124	113	124	100	115	125	84	113	133	84	123	107	91	133	1809
Minimum C	242	119	126	138	97	66	42	77	76	138	44	76	18	76	38	27	55	1455
Competent	16	83	112	20	36	1	13	52	23	80	0	13	3	11	6	3	9	481
Total	379	379	379	379	379	379	379	379	379	379	379	379	379	379	379	379	379	6443

Yap 10<sup>th</sup> graders also perform poorly on the mathematics test with only 481 responses fall in the competency performance level out of the total of 6443 total responses for the particular test, as indicated in the table above, which equals to 7% of benchmark scores shown in the graph below. Generally, majority of Yap 8<sup>th</sup> graders responses on the mathematics test fall below grade level performance expectation.

**Math Grade 10  
All Students: All Schools, Yap**



**14. Completion/graduation rate for 8th and 12th grades (Private/Public)**

State	Type	8th Grade Enrolled	8th Grade Graduated	Rate	12th grade enrolled	12th grade graduated	Rate
Chuuk	Public	803	662	82%	462		
	Private	76	68	89%	158		
Kosrae	Public	138	137	99%	105	105	100%
	Private	6	5	83%	No private secondary in Kosrae		
Pohnpei	Public	787	742	94%	565	545	96%
	Private	n/a	n/a	n/a	n/a	n/a	n/a
Yap	Public	203	n/a	n/a	228	n/a	n/a
	Private	n/a	n/a	n/a	n/a	n/a	n/a

Yap state did not report any data for this indicator prior to submission of report.

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

State	Completed 8 grade	Going to HS	Percent	Completed 12 grade	Going to Hed	Percent
Chuuk	Incomplete Data					
Kosrae	137	137	100%	105	105	100%
Pohnpei	742	637	86%	547	487	89%
Yap	No data submitted from Yap DOE for this indicator					



**16. Number of student textbooks by subject area and elementary and secondary**

TextBook	Chuuk		Kosrae		Pohnpei		Yap		TOTAL
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	
Math	2263	1286			0	0			3549
LangArts	526	3679			3367	0			7572
Science			912	200	1550	0			2662
Social Study					0	0			0
<b>Total</b>	<b>2789</b>	<b>4965</b>	<b>912</b>	<b>200</b>	<b>4917</b>	<b>0</b>			<b>13783</b>

**17. Per pupil expenditure (annual operating k-12 budget divided by enrolled student count)**

State	ESG	SEG	Enrollment	PPE
Chuuk	\$ 9,953,420.00	\$ 4,480,707.00	14395	\$ 1,002.72
Kosrae	\$ 2,468,964.00	\$ 1,377,762.00	2224	\$ 1,729.64
Pohnpei	\$ 7,488,013.00	\$ 2,984,265.00	10599	\$ 988.04
Yap	\$ 4,063,036.00	\$ 1,769,879.00	3074	\$ 1,897.50
FSM	\$ 23,973,433.00	\$ 10,612,613.00	30292	\$ 1,141.76

Indicator 17 shows the per pupil expenditure and compared to last year, PPE dropped in all 4 state

**18. Number of parent involment activities per year by state and average number of participants**

State	Total No. of Activities	Total No. of Participants	Average
Chuuk			
Kosrae	38	5893	155
Pohnpei	136	42396	312
Yap			
<b>FSM</b>	<b>174</b>	<b>48289</b>	<b>278</b>

Only 2 states submitted data for the above indicator.

**19. Student enrollment in local insitutions of higher education (IHE) by gender**

State	Fall2010		Fall 2010	Spring 2011		Spring 2011	Grand Total
	Male	Female	Total	Male	Female	Total	
Chuuk	190	289	479	165	267	432	911
Kosrae	115	103	218	113	106	219	437
National	460	591	1051	434	553	987	2038
Pohnpei	393	349	742	307	252	559	1301
Yap	91	118	209	92	111	203	412
<b>FSM</b>	<b>1249</b>	<b>1450</b>	<b>2699</b>	<b>1111</b>	<b>1289</b>	<b>2400</b>	5099

Compared to last year, enrollment dropped from 5293 from last year to 5099 this year a difference of 3.72%

**20. Number of local IHE graduates by each diploma/degree level and gender (2010-2011)**

Major	Fall2010		Fall 2010	Spring 2011		Spring	Grand Total
	Male	Female	Total	Male	Female	2011	
Accounting	2		2	2	2	4	6
Agriculture		2	2			0	2
Agriculture and Food Technology	6	1	7	1		1	8
Building Maintenance and Repair	4		4	2		2	6
Building Technology	5		5	5		5	10
Business Administration	1	10	11	3	14	17	28
Career Education: Motor Vehicle Mechanic			0	2		2	2
Computer Information Systems	7	3	10	3	6	9	19
Electronic Engineering Technology			0	4		4	4
Electronics Technology	2		2	4		4	6
General Business	3	1	4			0	4
General Studies	1	5	6	4	4	8	14
Health Assistant Training Program			0	3	2	5	5
Health Career Opportunities Program	1	4	5	2	9	11	16
Hospitality Management		1	1	1	1	2	3
Liberal Arts	8	14	22	17	11	28	50
Marine Science	5	1	6	4		4	10
Micronesian Studies	5	5	10	9	6	15	25
Public Health			0	2	2	4	4
Teacher Education - Elementary	12	12	24	8	17	25	49
Teacher Preparation	5	3	8	2	6	8	16
Teacher Preparation - Elementary	4	3	7	5	6	11	18
Telecommunication Technology			0	2		2	2
Trial Counselor	6	1	7				7
	<b>77</b>	<b>66</b>	<b>143</b>	<b>85</b>	<b>86</b>	<b>171</b>	<b>314</b>

**21. Total Numbers of Scholarship and Financial Assistance Recipients during FY 2011**

Entities	Undergraduates			Graduates			Postgraduates			Others	
	Scholarship	Financial Assistance	# Graduated	Scholarship	Financial Assistance	# Graduated	Scholarship	Financial Assistance	# Graduated	Certificates	# Completed
a) Chuuk	389	-	51	20	-	6	4	-	-	-	-
b) Yap	197	-	22	6	-	-	2	-	-	-	-
c) Pohnpei	322	-	-	4	-	-	1	-	-	-	-
d) Kosrae	101	-	11	-	-	-	1	-	-	-	-
e) NDOE	144	-	15	23	-	10	7	-	1	-	-

<b>TOTAL</b>											
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	Freshman	Sophomore	Junior	Senior
Chuuk	192	110	56	32
Yap	70	77	25	25
Pohnpei	136	80	65	41
Kosrae	42	32	11	15
NDOE	35	35	35	39

Note: The first table shows the number of recipients and graduates from all states and national scholarship. Only Pohnpei fail to submit any number of graduates for this school year. It further indicates that under the 15 postgraduate recipients, one just graduate this year and under the graduate section there are 53 recipients this year and 16 graduated. For the undergraduate section the number of recipients is further broken down into the 2<sup>nd</sup> table showing number by freshmen, sophomore, juniors and seniors in college. In undergraduate studies usually sophomores and seniors are the one who graduate therefore; freshmen and juniors in college should not be counted in the number graduated from undergraduate section. There are 51 undergraduate students graduated from Chuuk this school year and the possible number that could graduate this year in Chuuk is 142 which include sophomores and seniors. With this, one could conclude that 36% of undergraduate recipients in Chuuk did graduate this year. The same principles apply to the other states as well as the national government scholarship program. Also note that not all sophomores and seniors in college do graduate because some started during spring semester instead of fall semester.

This is the first time such data is reported and better data will be collected and reported the next year to really identify how many sophomores and Senior actually graduated so we actually see the percent of graduate at each level of the college and university years.