

**Federated States of Micronesia
Education Sector**

**FSM JEMCO
20 EDUCATION INDICATORS
REPORT
July 2008**



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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 8th and 12th 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 2008 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 progress has been made in improving data cleaning, the consistency of reporting and coding, meeting deadlines and having data available on States' websites needs further improvement.

1. Two Education Information Management Systems

There continues to be two distinct education information management systems in practices: *Pacific Education Data Management Information System* (PEDMS) and the *FSM Education Information Management System* (EIMS). As the user and owner of the FSM EIMS, the National Department of Education has devised computer based data conversion program which allow for EIMS users to convert PEDMS data to be compatible with the former system. Training on this conversion program is ongoing and two out of the four states have begun to adapt and use the EIMS data program.

2. Consistency of data reporting

Despite attempts that were made last year to modify the program and software used by the states to report their data and the workshop conducted solely to uniformly format the data collection, there are still the human elements that needed to be resolved immediately. The department is 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 maybe considered on a case to case basis.

3. Accuracy and cleanliness of data

The continued lack of accurate population data in the nation renders the data collection effort an almost impossible task at all levels, as the most current population data available dated back to year 2000. This certainly compromises the credibility of such data collected on student age population and other related data. Workshop on data cleaning techniques was conducted for data specialists and managers, however the experience this year indicated that possibly more trainings are needed or perhaps the blatant disregard for data accuracies still prevails.

4. Training for Data Managers

It was reported last year that workshops were held to train data specialists and managers on improving their data collection systems. However, as revealed in this year report back, there is still strong evidences for the need for more trainings.

5. Early Childhood Education (ECE)

In October of 2005, the former Family Headstart 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

| State | Elementary | Secondary | Other | No. Schools |
|---------|------------|-----------|-------|-------------|
| Chuuk | 134 | 22 | 0 | 156 |
| Kosrae | 7 | 1 | 2 | 10 |
| Pohnpei | 31 | 3 | 0 | 34 |
| Yap | 56 | 7 | 0 | 63 |
| FSM | 228 | 33 | 2 | 263 |
| Percent | 87% | 13% | 1% | 100% |

Key:

Elementary: ECE (Early Childhood Education, below 1st grade) to 8th grade.

Secondary: 9th grade to 12th grade.

- Notes: 1) Kosrae's Elementary Schools serve grades 1 – 9 with Kosrae High School serving grades 10 – 12
 2) ECE and middle schools are included in the Elementary grade category
 3) There are 8 schools in Chuuk serving grades 1-10.

Comments:

The above data for the elementary schools shows an increase in number of schools since 2006. However, the above table features all 77 of the ECEs in FSM in the “Elementary Category”. Similarly, the eight more Chuuk Secondary schools in this year's table are because within secondary schools we have included the 8 Chuuk “middle schools”.

There is reason to believe that the 2006 data is incorrect, as ECEs reports were inconsistent (Yap did not report their ECE at all). Due to the use of the SEDS database, we now have the definitive list of schools for FSM, including the correct level, status, etc. This is because, while using the SEDS database, the officers ensured that the school list for their own state (which was derived from a national list held in NDOE) was updated with all the correct details, defunct schools removed, and so on.

There are inconsistencies in the total number of schools in table 1 compared to table number 2.

Indicator 2: Schools by size

Table 2

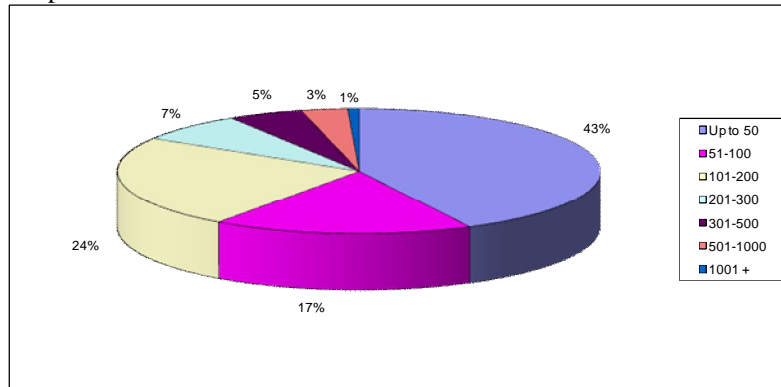
| State | Up to 50 | 51-100 | 101-200 | 201-300 | 301-500 | 501-1000 | 1001 + | Total |
|---------|----------|--------|---------|---------|---------|----------|--------|-------|
| Chuuk | 62 | 31 | 45 | 10 | 5 | 2 | 0 | 155 |
| Kosrae | 2 | 2 | 1 | 1 | 3 | 1 | 0 | 10 |
| Pohnpei | 2 | 6 | 7 | 8 | 5 | 4 | 2 | 34 |
| Yap | 44 | 6 | 9 | 0 | 0 | 1 | 0 | 60 |
| FSM | 110 | 45 | 62 | 19 | 13 | 8 | 2 | 259 |

Comments:

There are no significant changes in the school population distribution. At the time of writing, the above table is the most accurate available representation of the school distribution in FSM.

Many of these schools are in remote areas or outer islands. Efforts still are underway to consolidate schools where feasible (ie. the schools are readily accessible to one another). Graph 1 is a visual representation of the sizes of the public schools.

Graph 1:



Indicator 3: Number of schools operating half day sessions

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

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

Table 3

| State | Elementary | | | Secondary | | |
|------------|--------------|--------------|-------|--------------|--------------|-------|
| | Male | Female | Rate | Male | Female | Rate |
| Chuuk | 94.20 | 94.49 | 94.35 | 94.03 | 95.09 | 94.56 |
| Kosrae | 97.93 | 97.97 | 97.95 | 96.76 | 96.34 | 96.55 |
| Pohnpei | 96.41 | 96.74 | 96.58 | 93.68 | 96.63 | 95.16 |
| Yap | 97.20 | 95.30 | 96.25 | 98.51 | 99.06 | 98.79 |
| FSM | 96.44 | 96.13 | 96.28 | 95.75 | 96.78 | 96.26 |

This is the second year that teacher attendance rates have featured in the indicators.

It is certainly true to say that the above figures for teacher attendance are still much higher than is generally believed to be the case, since teacher absenteeism is widely regarded to be a significant problem throughout FSM.

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

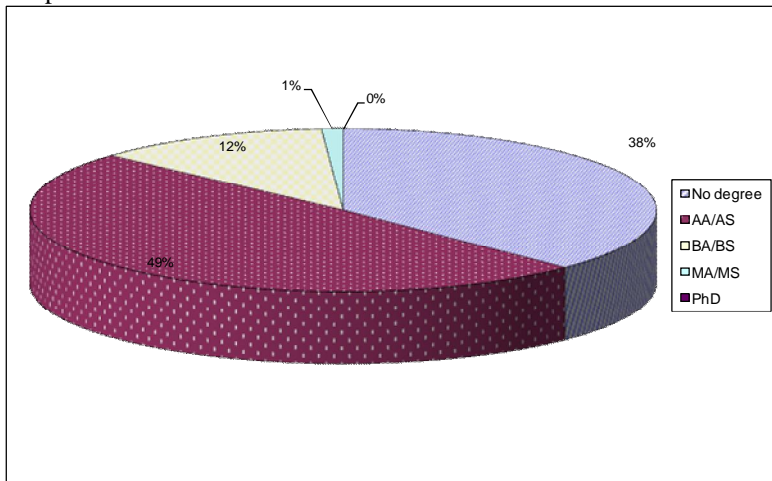
| State | No degree | | AA/AS | | BA/BS | | MA/MS | | PhD | | Total |
|----------------|-----------|--------|--------|--------|-------|--------|-------|--------|-------|--------|-------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | |
| Chuuk | 208 | 239 | 208 | 197 | 49 | 41 | 5 | 1 | 0 | 0 | 948 |
| Kosrae | 9 | 0 | 88 | 74 | 25 | 3 | 2 | 0 | 0 | 0 | 201 |
| Pohnpei | 68 | 85 | 220 | 203 | 76 | 62 | 11 | 6 | 0 | 0 | 731 |
| Yap | 118 | 119 | 80 | 40 | 7 | 11 | 0 | 0 | 0 | 0 | 375 |
| Total | 403 | 443 | 596 | 514 | 157 | 117 | 18 | 7 | 0 | 0 | 2255 |
| % Total | 17.87% | 19.65% | 26.43% | 22.79% | 6.96% | 5.19% | 0.80% | 0.31% | 0.00% | 0.00% | 100% |

Key:

- No degree:** Those staff without a degree from an Institution of Higher Education. This group is composed of those with only a high school diploma or certificate, many with some college courses. The group also includes those that are undocumented. They may have attended school, but because of financial requirements, official documents may not be available.
- AA/AS:** Associate of Arts or Associate of Science degree. This group also includes those who have obtained a Third Year Teaching Certificate from COM-FSM.
- BA/BS:** Bachelor of Arts or Bachelor of Science
- MA/AS:** Masters of Arts or Masters of Science
- PhD:** Doctor of Philosophy

Graph 2 depicts the information from the above table.

Graph 2



Comment:

In comparison to last year data, all state has declined their number of teachers with no degree. Pohnpei State show an increase in the number of teachers with M/A / M/S degree thru the online education. However, there are disparities in Pohnpei’s data for number of teaching staff with no degree. Last Year they reported 37 teaching staff with no degree and this year they reported 153, an increase of 116. Validation of data could not be performed due to late submission of reports from the states.

Indicator 6: Number of teachers/staff by grade level

Table 5

| State | Elementary | | Secondary | | Total |
|---------|------------|-------|-----------|-------|-------|
| | Teachers | Staff | Teachers | Staff | |
| Chuuk | 720 | 22 | 228 | 183 | 1153 |
| Kosrae | 169 | 33 | 39 | 5 | 246 |
| Pohnpei | 427 | 126 | 107 | 39 | 699 |
| Yap | 311 | 51 | 64 | 14 | 440 |
| FSM | 1627 | 232 | 438 | 241 | 2538 |

Table 5 shows the number of teachers and other staff in the elementary and secondary schools.

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 | 851 | 11899 | 47 | 673 | 18 | 18 | 821 | 2372 | 58 | 170 | 14 | 14 |
| Kosrae | 60 | 1853 | 4 | 196 | 15 | 9 | 0 | 529 | 0 | 39 | 0 | 14 |
| Pohnpei | 0 | 8112 | 0 | 427 | 0 | 19 | 0 | 2713 | 0 | 107 | #DIV/0! | 25 |
| Yap | 0 | 2212 | 0 | 311 | #DIV/0! | 7 | 0 | 913 | 0 | 64 | 0 | 14 |
| FSM | 911 | 24076 | 51 | 1607 | 18 | 15 | 821 | 6527 | 58 | 380 | 14 | 17 |

This indicator features separate student-teacher ratios for elementary and secondary levels, for both public and private sectors.

However, if we take the national overall ratios (i.e. combining elementary and secondary figures), for the individual states and for FSM as a whole, we find a very similar picture to that of last year (last year's figures in brackets):

Chuck 17 (17)
Kosrae 10 (14)
Pohnpei 20 (19)
Yap 8 (7)
National 15 (16).

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)

As stated earlier, the base population data is derived by the Statistics office through projections based on the data from the last national census.

Table 7

| State | 4-5 yr | 6-13 yr | 14-18 yr | Total |
|---------|--------|---------|----------|-------|
| Chuuk | 2075 | 9133 | 5959 | 17167 |
| Kosrae | 426 | 1460 | 911 | 2797 |
| Pohnpei | 937 | 6918 | 3775 | 11630 |
| Yap | 550 | 2190 | 1366 | 4106 |
| FSM | 3988 | 19701 | 12011 | 35700 |

These projections are still clearly not accurate enough to calculate the net enrolment ratio. In reference to the statistic projection, year 2006 to 2008 in the age range of 6, 7 and 8 the figures remain constant. In fact, it is not clear if the population data from the 2007 report was based on projections, particularly in the 6-13 age range, since in that age range all the values but one in last year's report are higher than the projections this office obtained from the Statistics Dept. this year.

Indicator 9: Percent of base school-age population in school by age groups (e.g. % of 4-5 yr. olds actually enrolled). See above discussion on the population projections.

Table 8

| State | 4-5 yr | 6-13 yr | 14-18 yr | Total |
|---------|--------|---------|----------|--------|
| Chuuk | 61.98% | 125.52% | 53.58% | 92.87% |
| Kosrae | 57.51% | 100.00% | 78.16% | 86.41% |
| Pohnpei | 59.87% | 93.51% | 88.93% | 89.31% |
| Yap | 75.45% | 82.05% | 66.84% | 76.11% |
| FSM | 62.86% | 107.56% | 68.06% | 89.28% |

Until a reliable population count is available, this indicator cannot be properly calculated.

Indicator 10: Student enrollment by grade level and gender

Table 9

| State | Elementary | | Secondary | | Total |
|---------|------------|--------|-----------|--------|-------|
| | Male | Female | Male | Female | |
| Chuuk | 6520 | 6230 | 1402 | 1691 | 15843 |
| Kosrae | 951 | 938 | 297 | 231 | 2417 |
| Pohnpei | 4190 | 3922 | 1379 | 1334 | 10825 |
| Yap | 1166 | 1046 | 496 | 417 | 3125 |
| FSM | 12827 | 12136 | 3574 | 3673 | 32210 |

Two important factors are shown by table 9 on enrollment by grade level.

1. All ECE enrollments for 2008 are included in the Elementary figures.
2. Analysis of the base population is required to determine if the ratio of girls to boys is a true reflection of the underlying population. This is another endeavor that cannot be adequately completed until a reliable population count is available.

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

Table 10

| State | Elementary | | | Secondary | | |
|---------|------------|--------|--------|-----------|--------|--------|
| | Male | Female | E Rate | Male | Female | S Rate |
| Chuuk | 90.83 | 91.13 | 90.98 | 94.57 | 94.60 | 94.59 |
| Kosare | 97.93 | 97.97 | 97.95 | 99.78 | 99.89 | 96.55 |
| Pohnpei | 96.37 | 97.09 | 96.73 | 99.40 | 99.52 | 99.46 |
| Yap | 98.51 | 98.47 | 98.49 | 97.42 | 97.77 | 97.60 |
| FSM | 95.91 | 96.16 | 96.04 | 97.79 | 97.94 | 97.87 |

The above data is for public schools only.

This is the second year that this attendance data has been fully collected, mainly because the SEDS database (described above) required the states to provide the data on a school by school basis, and the

Data Management / EIS workshop (also described above) was used to train the data managers in its importance. Despite this, however, the data was incomplete, as discussed below. It should be determined if the DOEs are actually collecting all of the attendance data from the schools. The figures would be unusually high for a developed country, e.g. Australia, which has an attendance rate in the high eighties, and so must be regarded with some skepticism. With the right effort, however, the data collection system can be streamlined and reliable data collections made

In terms of gender difference between attendance rates, the above table shows a very similar male and female profile.

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 | 1253 | 1249 | 0% | 0% | 0% |
| 1 | 40 | 15 | 1565 | 1402 | 3% | 1% | 2% |
| 2 | 35 | 14 | 1609 | 1420 | 2% | 1% | 2% |
| 3 | 23 | 9 | 1436 | 1383 | 2% | 1% | 1% |
| 4 | 31 | 33 | 1447 | 1493 | 2% | 2% | 2% |
| 5 | 21 | 24 | 1408 | 1333 | 1% | 2% | 2% |
| 6 | 17 | 16 | 1338 | 1325 | 1% | 1% | 1% |
| 7 | 29 | 16 | 1449 | 1213 | 2% | 1% | 2% |
| 8 | 44 | 28 | 1229 | 1227 | 4% | 2% | 3% |
| 9 | 8 | 7 | 1079 | 1079 | 1% | 1% | 1% |
| 10 | 75 | 27 | 983 | 1000 | 8% | 3% | 5% |
| 11 | 14 | 13 | 790 | 880 | 2% | 1% | 2% |
| 12 | 19 | 16 | 815 | 805 | 2% | 2% | 2% |
| Total | 356 | 218 | 16401 | 15809 | 2% | 1% | 2% |

The definition of the term “drop out” was revisited in the May 2007 Data Management / EIS workshop discussed earlier. A definition had in fact been produced by PREL representatives in 2004: “if student doesn’t come for 40 days and does not request a transcript, that student is a drop out”. The workshop participants discussed the issues and it was agreed that a completely reliable definition was probably unattainable, though it was stressed to the participants that using a simple “beginning enrolments – ending enrolments”(which at least two states were doing) as an indicator of number of drop outs was not a reliable method.

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

The FSM National Standardized Tests (NST) are the basis for measuring the percent of students in FSM achieving proficiency levels in their academic learning in mathematics, language arts and science. Last year in a joint effort to reassess student learning and achievement, a consortium of FSM educators decided to change the levels of proficiencies from the three levels (*Mastery, Significant Improvement Needed, Not Proficient*) to four levels of learning proficiencies (*Advanced, Proficient, Basic, Below*

Basic). The reason for this decision is that most of the classrooms in the FSM could relate to these four levels of proficiencies as they reflect their classroom situations on providing evaluation to student learning outcomes. In addition to that, the pattern of reporting student proficiencies and outcomes as means for accountability measures tend to advocate the four levels by major educational agencies in the United States. We feel that this shift would be easier for our education systems to use. (The test results from the NST are used as the basis for reporting the levels of proficiencies). All of the tables below display student's results excluding students from the state of Yap (no data submitted).

Proficiency Levels
NATIONAL 2008
 6th Grade NST Language Arts

Table 12.1

| Proficiency Levels | Number of items Correct(63 possible) | Percent of items correct | Actual Numbers of FSM Students per level | Actual Percent of FSM Students per level |
|--------------------|--------------------------------------|--------------------------|--|--|
| 1. Advanced | 57-63 | 90%-100% | 68 | 5% |
| 2. Proficient | 51-56 | 80%-89% | 111 | 8% |
| 3. Basic | 45-50 | 70%-79% | 137 | 10% |
| 4. Below Basic | 0-44 | 0%-69% | 990 | 76% |

Table 12.1 indicates the actual number of *sixth graders* who participated in the 6th grade English language arts test and results of the test which allocates them in the given categories based on their performance and abilities. Of a total number of nine hundred ninety (990) six graders who participated in the 2008 Spring NST tests, *seventy six percent (76%)* of them are considered not proficient in the English language. Ten percent (10%) are in the category of *Basic* and eight percent (8%) are proficient. The remaining five (5%) are placed in the *Advanced* category.

The table further indicates that the high percentage among these four categories is in the "*Below Basic*" section. This then suggests to us that higher percentages of our sixth graders are lacking the skills necessary to learn the language effectively and efficiently. A lot of factors could be attributed to reasons behind this. One of the main factors leading to this high percentage of students performing so poorly in most of the subject areas is that there are quite a high number of inadequate teachers who are not highly qualified and motivated to teach English as a second language. In many schools in the FSM, English Language is taught as if these students were first language speakers of English. FSM school systems definitely need highly qualified and motivated classroom teachers to teach English in the FSM.

Table 12.2

| Proficiency Levels | Actual Percent of FSM Students per level 2007 | Actual Percent of FSM Students per level 2008 | Difference |
|--------------------|---|---|------------|
| 1. Advanced | 5% | 5% | 0% |
| 2. Proficient | 9% | 8% | 0% |
| 3. Basic | 12% | 10% | -1% |
| 4. Below Basic | 74% | 76% | 1% |

Table 12.2 is a simple analysis of year 2007 compared to year 2008. This year's results are evident that there is a slide decrease in percentage comparing to previous year's results. Speculation regarding factors affecting student's performance is obvious; however, we cannot draw conclusions to what factors are affecting the 2008 results unless intervention programs are provided.

Proficiency Levels
NATIONAL 2008
NST Mathematics – 6th Grade

Table 12.3

| Proficiency Levels | Number of items Correct (38 possible) | Percent of items correct | Actual Numbers of FSM Students per level | Actual Percent of FSM Students per level |
|--------------------|---------------------------------------|--------------------------|--|--|
| 1. Advanced | 35-38 | 90%-100% | 12 | 1% |
| 2. Proficient | 31-34 | 80%-89% | 43 | 3% |
| 3. Basic | 23-30 | 70%-79% | 86 | 6% |
| 4. Below Basic | 0-22 | 0%-69% | 1243 | 90% |

The total number of sixth graders taking the mathematics test is one thousand two hundred forty three (1,243) sixth graders who participated in the 2008 NST Spring testing. Each of these tests (*Math, English, and Science*) are administered on separate days therefore the number of sixth graders is not the same in each case, due to absenteeism. As indicated in table 12.3, ninety percent (90%) of all these sixth graders are considered in the "*Below Basic*" category. This means that these students did not receive adequate and appropriate mathematical skills to deal with mathematical problems. In the "*Proficient and Advanced*" categories a total of twelve (12) sixth graders or one percent (1%) out of the 1,243 sixth graders who participated in this test possessed mathematics skills and could solve mathematical problems. Eighty-six of them or (6%) are at the basic level for mathematics at this grade level.

Proficiency Levels
NATIONAL 2008
For NST Language Arts- 8th Grade

Table 12.4

| Proficiency Levels | Number of items Correct (52 possible) | Percent of items correct | Actual Numbers of FSM Students per level | Actual Percent of FSM Students per level |
|--------------------|---------------------------------------|--------------------------|--|--|
| 1. Advanced | 47-52 | 90%-100% | 114 | 9% |
| 2. Proficient | 37-46 | 80%-89% | 232 | 18% |
| 3. Basic | 32-36 | 70%-79% | 216 | 17% |
| 4. Below Basic | 0-31 | 0%-69% | 731 | 57% |

A total number of seven hundred thirty one (731) eight graders participated in the language arts NST test this year. Out of this number, fifty seven per cent (57%) of them are not literate by the measure of this standard. Monitoring and evaluation of these subject area programs need to be conducted; therefore, appropriate learning intervention must be provided so that students would show significant difference in the following years.

Table 12.5

| Proficiency Levels | Actual Percent of FSM Students per level 2007 | Actual Percent of FSM Students per level 2008 | Difference |
|--------------------|---|---|------------|
| 1. Advanced | 9% | 9% | 0% |
| 2. Proficient | 17% | 18% | 1% |
| 3. Basic | 18% | 17% | -1% |
| 4. Below Basic | 56% | 57% | 0% |

Table 12.5 shows a comparison of this year with last year's results. There are evidences of both increase and decrease in the grade 8 test results; however, we have not attain the intended or desired goal which is to decrease the percent or number of students in the below basic category.

Proficiency Levels
NATIONAL 2008
NST Mathematics – 8th Grade

Table 12.6

| Proficiency Levels | Number of items Correct (57 possible) | Percent of items correct | Actual Numbers of FSM Students per level | Actual Percent of FSM Students per level |
|--------------------|---------------------------------------|--------------------------|--|--|
| 1. Advanced | 52-57 | 90%-100% | 69 | 5% |
| 2. Proficient | 40-51 | 80%-89% | 124 | 10% |
| 3. Basic | 35-39 | 70%-79% | 156 | 12% |
| 4. Below Basic | 0-34 | 0%-69% | 927 | 73% |

Nine hundred twenty seven 8 graders took the math test and of that number only five percent (5%) or sixty nine (69) students performed at the *Advanced level*. Unfortunately, majority of students are still clustered at the Below Basic level.

Table 12.7

| Proficiency Levels | Actual Percent of FSM Students per level 2007 | Actual Percent of FSM Students per level 2008 | Difference |
|--------------------|---|---|------------|
| 1. Advanced | 5% | 5% | 0% |
| 2. Proficient | 10% | 10% | -1% |
| 3. Basic | 14% | 12% | -2% |
| 4. Below Basic | 71% | 73% | 2% |

The results in this comparison table are telling us that the mathematics program needs to be improved because majority of the students are still remaining at the bottom of the scale.

Proficiency Levels**NATIONAL 2007**
NST Science – 8th Grade

Table 12.8

| Proficiency Levels | Number of items Correct (50 possible) | Percent of items correct | Actual Numbers of FSM Students per level | Actual Percent of FSM Students per level |
|--------------------|---------------------------------------|--------------------------|--|--|
| 1. Advanced | 45-50 | 90%-100% | 0 | 0% |
| 2. Proficient | 35-44 | 80%-89% | 5 | 1% |
| 3. Basic | 30-34 | 70%-79% | 12 | 1% |
| 4. Below Basic | 0-29 | 0%-69% | 914 | 98% |

The science test is administered only at grade eight. There are still no available test instruments for grade 6 and 10, but they are under construction. However, the science test has been administered in the FSM schools for all eight graders in the four states. The eight graders who participated in the NST science test totaled nine hundred fourteen (914). About ninety eight percent (98%) were be at the below basic level. There are no students at the advanced level, only five at the proficient level, and twelve at the basic level. The science program is not seen as a priority instructional program and the majority of our teachers shy away from imparting and teaching science because it is seen as being too challenging.

Table 12.9

| Proficiency Levels | Actual Peccent of FSM Students per level 2007 | Actual Peccent of FSM Students per level 2008 | Difference |
|--------------------|---|---|------------|
| 1. Advanced | 0% | 0% | 0% |
| 2. Proficient | 1% | 1% | 0% |
| 3. Basic | 4% | 1% | -3% |
| 4. Below Basic | 95% | 98% | 3% |

Table 12.9 indicates comparison of school year 2007 and 2008 in the science test results for 8th grade. Looking at these results, there are more increasing number of students performing at the below basic level, and this may signal the need for program evaluation.

Proficiency Levels
NATIONAL 2008
For NST Language Arts- 10th Grade

Table 12.10

| Proficiency Levels | Number of items Correct (69 possible) | Percent of items correct | Actual Numbers of FSM Students per level | Actual Percent of FSM Students per level |
|--------------------|---------------------------------------|--------------------------|--|--|
| 1. Advanced | 63-69 | 90%-100% | 26 | 4% |
| 2. Proficient | 49-62 | 80%-89% | 90 | 12% |
| 3. Basic | 42-48 | 70%-79% | 118 | 16% |
| 4. Below Basic | 0-41 | 0%-69% | 488 | 68% |

Among the four hundred eighty eight students in grade ten who participated in the NST 2008 Spring English language arts tests, there are about sixty eight percent placed in the “Below Basic” level and only four percent are at the Advanced level.

Table 12.11

| Proficiency Levels | Actual Percent of FSM Students per level 2007 | Actual Percent of FSM Students per level 2008 | Difference |
|--------------------|---|---|------------|
| 1. Advanced | 3% | 4% | 0% |
| 2. Proficient | 16% | 12% | -3% |
| 3. Basic | 20% | 16% | -4% |
| 4. Below Basic | 61% | 68% | 7% |

Table 12.11 compares school years 2007 and 2008 for the 10th grade English language arts, and there is no sign of improvement this year.

Proficiency Levels
NATIONAL 2008
NST Mathematics – 10th Grade

Table 12.12

| Proficiency Levels | Number of items Correct (50 possible) | Percent of items correct | Actual Numbers of FSM Students per level | Actual Percent of FSM Students per level |
|--------------------|---------------------------------------|--------------------------|--|--|
| 1. Advanced | 45-50 | 90%-100% | 28 | 4% |
| 2. Proficient | 40-44 | 80%-89% | 41 | 6% |
| 3. Basic | 35-39 | 70%-79% | 49 | 7% |
| 4. Below Basic | 0-34 | 0%-69% | 600 | 84% |

Table 12.12 represents six hundred 10th graders who participated in the mathematics NST test. There are more students performing poorly in the math program than in the English program.

Table 12.13

| Proficiency Levels | Actual Percent of FSM Students per level 2007 | Actual Percent of FSM Students per level 2008 | Difference |
|--------------------|---|---|------------|
| 1. Advanced | 1% | 4% | 3% |
| 2. Proficient | 5% | 6% | 1% |
| 3. Basic | 8% | 7% | -1% |
| 4. Below Basic | 86% | 84% | -3% |

Table 12.13 represents the results of the NST for 2007 and 2008, nationally. We can see from this table some encouragement, in that there is a 3% decrease in students at the “Below Basic level” and slight increase at the “Proficient” and “Advanced” levels. If this pattern is maintained then we will know that our educational programs are working. Therefore, there will be a need to increase the level of instructional support through program development and research initiatives, in order to maintain these positive developments in the future.

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 | 1123 | 865 | 77.03% | 499 | 355 | 71.14% |
| | Private | 41 | 95 | 231.71% | 182 | 162 | 89.01% |
| Kosrae | Public | 179 | 178 | 99.44% | 158 | 153 | 96.84% |
| | Private | 4 | 4 | 100.00% | 0 | 0 | |
| Pohnpei | Public | 846 | 799 | 94.44% | 578 | 545 | 94.29% |
| | Private | 0 | 0 | #DIV/0! | 0 | 0 | #DIV/0! |
| Yap | Public | 204 | 200 | 98.04% | 203 | 163 | 80.30% |
| | Private | 0 | 0 | #DIV/0! | 0 | 0 | #DIV/0! |
| Total | | 2397 | 2141 | 89% | 1620 | 1378 | 85% |

Table above shows the distinction between private school and public schools.

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 | 865 | | 0.00% | 355 | 145 | 40.85% |
| Kosrae | 183 | 183 | 100.00% | 153 | 153 | 100.00% |
| Pohnpei | 846 | 572 | 67.61% | 578 | 521 | 90.14% |
| Yap | 200 | 200 | 100.00% | 163 | 163 | 100.00% |
| FSM | 2094 | 955 | 45.61% | 1249 | 982 | 78.62% |

The percentage of Elementary graduates proceeding to High School for Kosrae has an increase of 3% compared to 2007. Yap maintained the same percentage compared to last year and Pohnpei state has declined by around 28%. However, Chuuk did submit data for elementary going to High School. The percentage of high school graduates proceeding to higher education for Chuuk and Pohnpei has declined and Kosrae and Yap increased around 3-4%.

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

Table 15

| Textbooks | Chuuk | | Kosrae | | Pohnpei | | Yap | |
|--------------|--------------|--------------|-------------|------------|--------------|-------------|--------------|-------------|
| | Elementary | Secondary | Elementary | Secondary | Elementary | Secondary | Elementary | Secondary |
| Math | 12410 | 5025 | 978 | 156 | 3260 | 1025 | 2451 | 1004 |
| LangArts | 23059 | 6572 | 2405 | 185 | 3975 | 2060 | 5208 | 908 |
| Science | 7651 | 476 | 373 | 273 | 8404 | 751 | 4418 | 312 |
| Social Study | 0 | 0 | 858 | 207 | 552 | 1354 | 0 | 1142 |
| Total | 43120 | 12073 | 4614 | 821 | 16191 | 5190 | 12077 | 3366 |

This year all state provided data for this indicator

Comparison between 2007 and 2008 data are as follows:

Pohnpei State:

Elementary:

- + 0 in Math
- + 500 in Language Arts
- + 0 in Science
- + 0 in Social Studies

Secondary:

- +0 in Math
- +548 in Language Arts
- +0 in Science
- +0 in Social Studies.

Yap State:

Elementary:

- +547 in Math
- +407 in Language Arts
- +3011 in Science
- (Social Studies, no data)

Secondary: Secondary:

- +7 in Math
- +72 in Language Arts
- 1018 in Science
- +85 in 844 in Social Studies

Chuuk State:

Elementary:

- 12396 in Math
- + 19396 in Language Arts
- + 6129 in Science
- + 0 in Social Studies

Secondary:

- +0 in Math
- +548 in Language Arts
- +0 in Science
- (Social Studies, no data)

Kosrae State:

Elementary:

- 565 in Math
- 306 in Language Arts
- 1 in Science
- +0

- 351 in Math
- 82 in Language Arts
- +30 in Science
- +0 in 844 in Social Studies

Indicator 17: Per pupil expenditure

Table 16

| State | ESG | Enrollment | PPE |
|---------|--------------|------------|---------|
| Chuuk | \$9,014,491 | 15943 | \$565 |
| Kosrae | \$5,008,047 | 2442 | \$2,051 |
| Pohnpei | \$12,128,672 | 10825 | \$1,120 |
| Yap | \$5,933,968 | 3125 | \$1,899 |
| FSM | \$32,085,178 | 32335 | \$992 |

Key:

ESG—Education Sector Grant

PPE—Per Pupil Expenditure

Table 16 shows the total Education Sector Grant for each State. The Education Sector Grant is divided by public student enrollment to achieve the per pupil expenditure figure. The level of state Compact funds is set by a formula developed in agreement between the FSM National Government and the FSM States.

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

Table 17

| State | Total No. of Activities | Total No. Participants | Average |
|-----------|-------------------------|------------------------|---------|
| Chuuk | 622 | 10707 | 17.21 |
| Kosrae | 61 | 8600 | 140.98 |
| Pohnpei | 199 | 31409 | 157.83 |
| Yap | | | |
| FSM Total | 882 | 50716 | 57.50 |

Chuuk continues to indicated a high number of parent activities with a low participation rate. There may be some misunderstandings in requirements of this indicator. At the Data Management/EIS workshop of May 2007 (mentioned above), participants were trained in the criteria for parental contributions, and were also given written instructions as to what were acceptable activities in this area. Only Yap state didn't provide any data on the above table.

Yap did not provide data for this indicator.

Accuracy of this data has not been verified. For the future, this indicator should perhaps be refined to enable a more sophisticated analysis of meaningful parental contributions to the school, perhaps defining sub criteria such as fund raising activities, organization activities, helping out in the school, etc.

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

Table 18

| Enrollment Data for each campus | September 07 | | | January 08 | | |
|---------------------------------|--------------|-------------|-------------|-------------|------------|-------------|
| | Male | Female | Total | Male | Female | Total |
| National Campus | 422 | 493 | 915 | 367 | 428 | 795 |
| Pohnpei Campus | 324 | 253 | 577 | 240 | 197 | 437 |
| Chuuk Campus | 221 | 262 | 483 | 178 | 225 | 403 |
| Kosrae Campus | 106 | 104 | 210 | 94 | 71 | 165 |
| Yap Campus | 107 | 80 | 187 | 95 | 77 | 172 |
| FSM-FMI Campus | 30 | 0 | 30 | 28 | 0 | 28 |
| Total | 1210 | 1192 | 2402 | 1002 | 998 | 2000 |

The data in tables 18 and 19 are provided by the College of Micronesia-FSM.

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

Table 19

| Degree/Certificate | Dec 07 | | | May 08 | | |
|---|-----------|-----------|------------|-----------|-----------|------------|
| | Male | Female | Total | Male | Female | Total |
| Accounting (AS) | 0 | 2 | 2 | 0 | 1 | 1 |
| Accounting 3rd Year (3rd CA) | 0 | 0 | 0 | 2 | 2 | 4 |
| Business Administration (AS) | 6 | 13 | 19 | 6 | 6 | 12 |
| Computer Information System (AS) | 7 | 5 | 12 | 8 | 3 | 11 |
| Early Childhood Education (AS) | 0 | 2 | 2 | 0 | 2 | 2 |
| General Studies 3rd Year (3rd CA) | 0 | 0 | 0 | 0 | 3 | 3 |
| General Business (3rd CA) | 1 | 0 | 1 | 0 | 0 | 0 |
| Liberal Arts (AA) | 12 | 6 | 18 | 7 | 8 | 15 |
| Liberal Arts / Education (AA) | 1 | 0 | 1 | 0 | 0 | 0 |
| Liberal Arts / HCOP (AS) | 0 | 5 | 5 | 1 | 8 | 9 |
| Liberal Arts / Media Studies (AS) | 1 | 1 | 2 | 1 | 1 | 2 |
| Marine Science (AS) | 3 | 1 | 4 | 5 | 1 | 6 |
| Micronesian Studies (AS) | 5 | 2 | 7 | 2 | 0 | 2 |
| Teacher Preparation (AA) | 2 | 5 | 7 | 4 | 2 | 6 |
| Teacher Preparation-Elementary (3rd CA) | 2 | 4 | 6 | 4 | 3 | 7 |
| Trial Counselor (CA) | 0 | 0 | 0 | 1 | 0 | 1 |
| Building Technology (AAS) | 6 | 1 | 7 | 3 | 0 | 3 |
| Electronic Technology (AAS) | 5 | 2 | 7 | 2 | 0 | 2 |
| Bookkeeping (CA) | 0 | 0 | 0 | 3 | 1 | 4 |
| Agriculture & Food Technology (CA) | 0 | 0 | 0 | 2 | 0 | 2 |
| Telecommunication (AAS) | 0 | 0 | 0 | 0 | 1 | 1 |
| Electronics Engineering Technology (CA) | 0 | 0 | 0 | 0 | 1 | 1 |
| General Studies | 0 | 1 | 1 | 3 | 3 | 6 |
| Engineering | 0 | 0 | 0 | 7 | 0 | 7 |
| Navigation | 0 | 0 | 0 | 9 | 0 | 9 |
| Health Assistant Training Program | 1 | 5 | 6 | 0 | 0 | 0 |
| Hotel & Restaurant Management (AS) | 0 | 3 | 3 | 0 | 0 | 0 |
| Teacher Education - Elementary (AS) | 1 | 6 | 7 | 10 | 12 | 22 |
| Total | 53 | 64 | 117 | 80 | 58 | 138 |