

**Federated States of Micronesia  
Education Sector**

**FSM NATIONAL JEMCO  
20 EDUCATION INDICATORS  
REPORT  
July 2014**



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:wmendiola@fsmed.fm>, [wweital@fsmed.fm](mailto:wweital@fsmed.fm), [dsyne@fsmed.fm](mailto:dsyne@fsmed.fm)

## FSM JEMCO Education Indicators

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

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

Must be reported by July 31 each year

# 2014 EDUCATION 21 INDICATORS ANNUAL REPORT

## A. Introduction

The National Department of Education has observed a drop in the total number of schools from 192 (reported last year) to 187 this year due largely to the efforts in Chuuk State that is continuing to consolidate its primary and secondary schools. In this report, the NDOE is reporting a total of 187 (K-12 public and private) schools in the FSM and (66) or 35% of them are located on the *Outer Islands*<sup>1</sup>, best labeled as remote and isolated areas. They are accessible only by boats, field-trip ships and small aircraft.

Comparatively, our student enrollment as reported last year was 27,818, and this year is 27,826, still excluding Pohnpei and Yap private school data. The NDOE has not been able yet to collect data on students' transfer outside of the country, deaths and simply quitting school altogether which could contribute changes in the enrollment trends.

Under the FSM Education Sector Grant in the Compact (US PL 108-188), FSM National Government is required to submit progress report. Consequently the 21 education indicators were then identified as developmental areas needed to be reported annually to the grantor. Within the decade of the submissions of the Education 21 Indicators Annual Report, there is an apparent evidence of progresses in some of the areas which include teachers' certificates, launching of the accreditation, continuing development of tests in math and science, including the student learning outcomes, data collection system on the scholarship, student counseling services in career & technical education, data collection and special services to the students with disabilities.

Trainings been provided in e-data collection, testing administration, teachers without certificates, accreditation, early-childhood, career-technical education, deliverables to the special students, teachers, in addition to the annual meetings of the state directors, addressing key issues.

While much progress has been made over the years, some challenges still remain. These challenges include the following areas:

### 1. Reliability of Data

With 35% of the schools located in remote and isolated areas where the only means of communication is VHF radio, data from schools located at those areas will continue to be viewed as unreliable. FACSSO has already addressed the issue however because the cause of this delay is not education-based, the problem will remain forever until the sector on communication and transportation are addressed positively by the governments.

### 2. Consistency and timely submission of data

Despite the efforts of FACSSO to address the issue, solutions could perhaps be achieved should SBOC and OIA granted an extension on the submission date to move back to July 30, given the states ample time to complete and submit their reports. Putting pressures without any incentives to the data specialists would hardly create any positive impact.

NDOE is currently in its initial planning phase of re-visiting and reevaluating the current data management system with the consideration of recommendations made by the Data Verification Project in revising the current system and to make it a complete system with frameworks that included data policy, procedures and processes.

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<sup>1</sup> Outer Islands refer to those remote and isolated atolls located outside of the reefs of Yap, Chuuk and Pohnpei.

The NDOE needed to re-introduce its grant conditions and assurances which were made part of its annual integrated plan which covered a lot of the issues that are surfacing today because of possible unawareness and realizing the connections between program activities, reporting and even funding.

The NDOE will continue to face and execute recommendations it made last reporting period

**Recommendations:**

1. July 31<sup>st</sup> reporting deadline for JEMCO indicators report be reinstated to allow states sufficient time to recollect data from all schools.
2. Revisit the 21 indicators for possible modifications.

As one of the JEMCO grant conditions, FSM is required to administer the NMCT to 100% of the schools in the nation.

## 1. Number of Schools by elementary and secondary level, including ECE/SPED centers

State	ECE	Elementary	Middle School	Secondary	Elem-Sec	Total Schools
<b>Chuuk</b>	0	60	0	9	10	79
<b>Pohnpei</b>	0	33	0	5	2	40
<b>Yap</b>	25	29	1	4	1	60
<b>Kosrae</b>	0	7	0	1	0	8
<b>FSM</b>	<b>25</b>	<b>129</b>	<b>1</b>	<b>19</b>	<b>13</b>	<b>187</b>

Table above shows the total count of public schools during the school year 2013-2014 with the inclusion of all chartered private schools in the FSM. School year 2013-2014 shows a slight decrease with 187 compared to previous school year count of 192. Chuuk continue to merge public schools that are located in a close proximity.

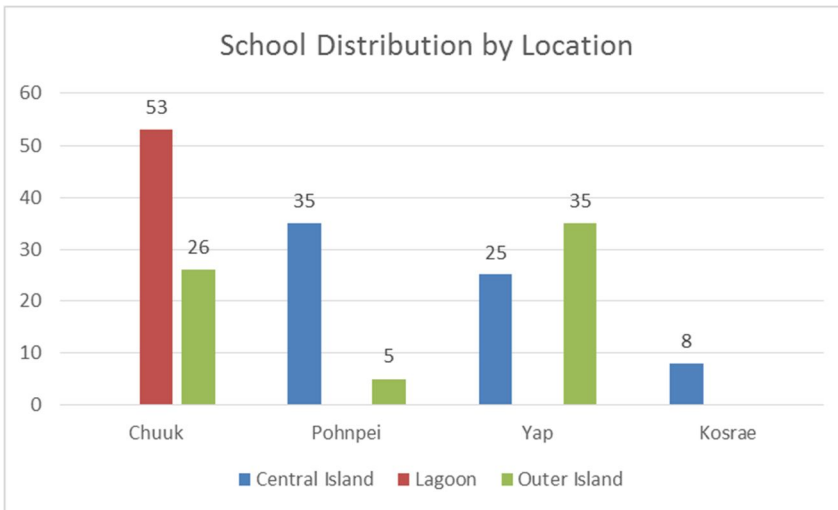


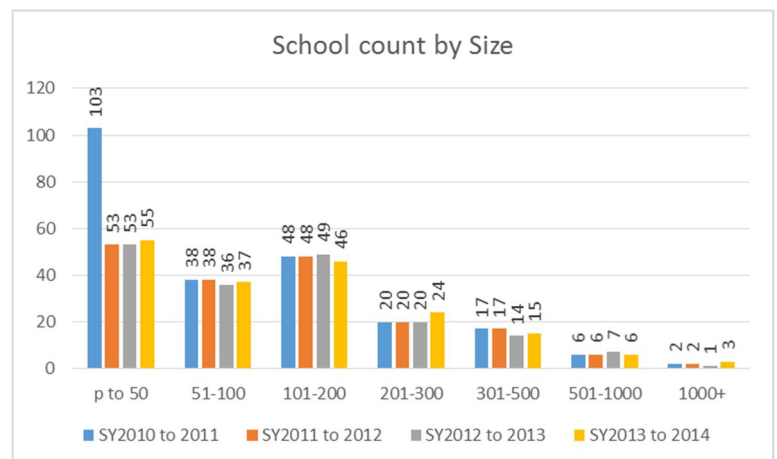
Chart on the left shows the distribution of schools in the FSM by location. Kosrae state have no outer island.

## 2. Number of Schools by size

State	Up to 50	51-100	101-200	201-300	301-500	501-1000	1000+	Total
<b>Chuuk</b>	9	21	29	12	7	0	1	79
<b>Pohnpei</b>	3	7	9	9	6	4	2	40
<b>Yap</b>	42	8	7	1	0	1	0	59
<b>Kosrae</b>	1	1	1	2	2	1	0	8
<b>FSM</b>	<b>55</b>	<b>37</b>	<b>46</b>	<b>24</b>	<b>15</b>	<b>6</b>	<b>3</b>	<b>186</b>

This indicator counts the number of schools in the nation by size of student enrollment. The major change is the student population in the "Up to 50" range from 103 in school year 2010-2011 down to 55 in SY2013-2014. The decline of 53% resulted from Chuuk state continuous efforts to merge public schools in areas of low enrollment, poor quality of facility and schools that are in close proximity.

Chart on the right shows the changes over the years. No significant change in the other population range over the years compared to "Up to 50" range.



note: Indicator 1 table shows 187 total schools and indicator 2 table shows 186 schools. 1 ECE school in the outer island of Yap is not in operation due to no enrollment.

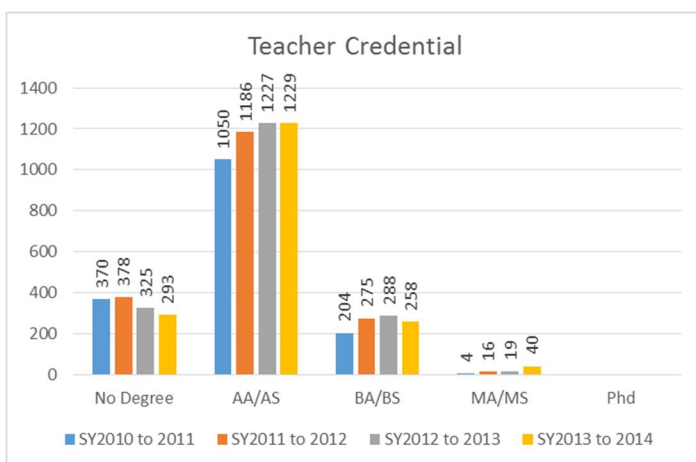
#### 4. Average teacher attendance rate by gender, elementary and secondary

State	Elementary			Secondary		
	Male	Female	Rate	Male	Female	Rate
Chuuk	93%	93%	96%	97%	95%	96%
Pohnpei	92%	93%	93%	91%	89%	90%
Yap	92%	93%	92%	92%	91%	92%
Kosrae	97%	95%	96%	96%	96%	96%
<b>FSM</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>94%</b>	<b>93%</b>	<b>94%</b>

Comparatively, there is slight changes with 1% increase in the overall attendance rate for elementary and a 1% decrease in the overall secondary rate.

#### 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	75	89	217	275	53	51	9	6			354	421	775
Pohnpei	3	8	192	224	54	39	10	13			259	284	543
Yap	54	44	90	74	14	16	1				159	134	293
Kosrae	13	7	85	72	16	15		1			114	95	209
<b>FSM</b>	<b>145</b>	<b>148</b>	<b>584</b>	<b>645</b>	<b>137</b>	<b>121</b>	<b>20</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>886</b>	<b>934</b>	<b>1820</b>



School year 2013-2014 shows a total of 1822 teaching staff in the FSM compared to 1859 in SY2102-2013.

There is a 21% decline in the count of teachers with no degree between SY2010-2011 and SY2013-2014. The number of teachers with no degree continue to decline as the number of teachers with degree increase over the years as shown on the chart.

Note: total count of teachers is 1822 but no data on degree for two teachers during reporting time.

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

State	Elementary		Secondary		Total	
	Teacher	Staff	Teacher	Staff	Teacher	Staff
Chuuk	576	6	201	109	777	115
Pohnpei	424	81	119	55	543	136
Yap	233	81	60	26	293	107
Kosrae	157	42	52	8	209	50
<b>FSM</b>	<b>1390</b>	<b>210</b>	<b>432</b>	<b>198</b>	<b>1822</b>	<b>408</b>

Count of none teaching staff shows a decline of 12% compared to previous school year of 466.

### 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	685	9077	45	531	15.22222	17	545	2385	61	140	9	17
Pohnpei		7687		424		18		2527		119		21
Yap		1917		233		8		843		60		14
Kosrae	42	1443	6	151	7	10	0	675		52		13
<b>FSM</b>	<b>727</b>	<b>20124</b>	<b>51</b>	<b>1339</b>	<b>14</b>	<b>15</b>	<b>545</b>	<b>6430</b>	<b>61</b>	<b>371</b>	<b>9</b>	<b>17</b>

There is no significant change in the student teacher ration compared to previous school year. Yap and Pohnpei is still not collecting data on private school student and teacher count.

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

State	4-5	6-13	14-18	Total
Chuuk	2343	8970	5734	17047
Pohnpei	1599	6563	4382	12544
Yap	453	1854	1296	3603
Kosrae	313	1297	753	2363
<b>FSM</b>	<b>4708</b>	<b>18684</b>	<b>12165</b>	<b>35557</b>

With the absence of an official projection data on FSM population from the office of statistics, FSM Department of Education produced its own projection using Census 2010 as its base population using the MORTPAK package software. The above projection count is for the three age groups.

### Actual student enrollment by age group

State	4-5	6-13	14-18	Total
Chuuk	1216	8230	3007	12453
Pohnpei	993	6218	2752	9963
Yap	312	1314	881	2507
Kosrae	209	1294	611	2114
<b>FSM</b>	<b>2730</b>	<b>17056</b>	<b>7251</b>	<b>27037</b>

Above table shows the actual student enrollment within the 3 age groups. About 3% of 27,826 student population is not included in the above table due to ages above 18 and missing DOB.

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

State	4-5	6-13	14-18	Total
Chuuk	52%	92%	52%	73%
Pohnpei	62%	95%	63%	79%
Yap	69%	71%	68%	70%
Kosrae	67%	99.8%	81%	89%
<b>FSM</b>	<b>58%</b>	<b>91%</b>	<b>60%</b>	<b>76%</b>

Based on the projection, 76% of individuals who fall within the set age groups were enrolled during school year 2013-2014.

Note: until officials population projections are released from the office of statistics, indicator 9 figures will be based on education projection.

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

State	Elementary		Secondary		Total
	Male	Female	Male	Female	
Chuuk	5065	4697	1422	1508	12692
Pohnpei	3999	3688	1190	1337	10214
Yap	1004	913	475	368	2760
Kosrae	764	721	374	301	2160
<b>FSM</b>	<b>10832</b>	<b>10019</b>	<b>3461</b>	<b>3514</b>	<b>27826</b>

There is no significant change in total student enrollment compared to previous school year.

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

State	Elementary			Secondary		
	Male	Female	ERate	Male	Female	ERate
Chuuk	95%	96%	95%	99%	99%	99%
Pohnpei	90%	86%	88%	87%	88%	88%
Yap	97%	98%	98%	98%	99%	99%
Kosrae	98%	98%	98%	98%	98%	98%
<b>FSM</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>

Both elementary and secondary overall rate increase slightly compared to previous years

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

FSM Grade Level	Drop-Out		Enrollment		Rate		Overall Rate
	Male	Female	Male	Female	Male	Female	
ECE	5	6	1060	969	0%	1%	1%
1	6	3	1281	1101	0%	0%	0%
2	8	1	1292	1197	1%	0%	0%
3	7	3	1256	1197	1%	0%	0%
4	9	4	1194	1167	1%	0%	1%
5	3	0	1273	1112	0%	0%	0%
6	6	7	1172	1108	1%	1%	1%
7	2	3	1132	1091	0%	0%	0%
8	15	4	1172	1077	1%	0%	1%
9	43	34	1072	1092	4%	3%	4%
10	48	23	861	950	6%	2%	4%
11	36	28	769	748	5%	4%	4%
12			759	724	0%	0%	0%
<b>Total</b>	<b>188</b>	<b>116</b>	<b>14293</b>	<b>13533</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>

Based on data receive from all 4 states, drop-out rate during this school year compared to previous year shows little change.



*Drop-Out rate by grade level and gender*

CHUUK	Drop-Out		Enrollment		Rate		Overall Rate
Grade Level	Male	Female	Male	Female	Male	Female	
ECE	5	6	418	398	1%	2%	1%
1	6	3	652	564	1%	1%	1%
2	8	1	691	564	1%	0%	1%
3	7	3	637	607	1%	0%	1%
4	9	4	585	565	2%	1%	1%
5	3	0	608	524	0%	0%	0%
6	6	7	528	551	1%	1%	1%
7	2	3	478	481	0%	1%	1%
8	15	4	468	443	3%	1%	2%
9	1	2	448	497	0%	0%	0%
10	3	1	362	433	1%	0%	1%
11	0	0	317	300	0%	0%	0%
12	1	1	295	278	0%	0%	0%
<b>Total</b>	<b>66</b>	<b>35</b>	<b>6487</b>	<b>6205</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>

*Chuuk continues to under report the number of drop outs. Some schools are not reporting the count of drop-outs.*

*Drop-Out rate by grade level and gender*

POHNPEI	Drop-Out		Enrollment		Rate		Overall Rate
Grade Level	Male	Female	Male	Female	Male	Female	
ECE			347	304			
1			449	384			
2			439	440			
3			443	433			
4			433	430			
5			462	420			
6			457	389			
7			476	435			
8			493	453			
9	41	26	396	412	10%	6%	8%
10	41	17	281	333	15%	5%	9%
11	33	26	236	319	14%	8%	11%
12	14	11	277	273	5%	4%	5%
<b>Total</b>	<b>129</b>	<b>80</b>	<b>5189</b>	<b>5025</b>	<b>2%</b>	<b>2%</b>	<b>2%</b>

*Pohnpei shows a 1% increase in the overall rate compared to previous school year*

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

YAP Grade Level	Drop-Out		Enrollment		Rate		Overall Rate
	Male	Female	Male	Female	Male	Female	
ECE			207	178			
1			99	92			
2			88	98			
3			95	81			
4			98	97			
5			107	94			
6			98	91			
7			101	95			
8			111	87			
9			130	99			
10			124	95			
11			112	70			
12			109	104			
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1479</b>	<b>1281</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

No data on drop out received from Yap

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

KOSRAE Grade Level	Drop-Out		Enrollment		Rate		Overall Rate
	Male	Female	Male	Female	Male	Female	
ECE			88	89			
1			81	61			
2			74	95			
3			81	76			
4			78	75			
5			96	74			
6			89	77			
7			77	80			
8			100	94			
9	1	6	98	84	1%	7%	4%
10	4	5	94	89	4%	6%	5%
11	3	2	104	59	3%	3%	3%
12			78	69			
<b>Total</b>	<b>8</b>	<b>13</b>	<b>1138</b>	<b>1022</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>

Compared to previous school year Kosrae shows a 2% decline in the overall dropout rate.

**13. Number and percent of students achieving “Proficiency” level and above, at selected grade level for standardized test**

The FSM National Standardized Tests (NST) is a series of test instruments used as the basis for measuring the effectiveness of the National Curriculum Minimum Standards which are implemented in schools across the FSM. Previous years the FSM Education Sector normally used achievement criteria for student proficiencies in the order of advanced, proficient, basic and below basic. Based on the new recommendation by the Office of Insular Affairs and mandated by JEMCO that the test instruments be evaluated for their reliability and validity. The student achievement criteria had been changed from what was indicated earlier to the followings: Competence, minimum competency, below and well below. Our interpretation is that although the names changes we still maintain the integrity of these levels. All tables and charts below display students’ learning performance from all the four states in

grades 6, 8, and 10 for two English Language standards in reading and literature. The NMCT report will become available in August.

#### 14. Completion/graduation rate for 8th and 12th graders (Public/Private)

State	Type	8th Enrolled	8th Grad	Grad Rate	12th Enrolled	12th Grad	Grad Rate
Chuuk	Public	837	559	67%	443	330	74%
	Private	74	71	96%	130	118	91%
Pohnpei	Public	946	848	90%	550	551	100%
	Private						
Yap	Public	198	192	97%	213	187	88%
	Private						
Kosrae	Public	194	193	99%	147	146	99%
	Private	2	2	100%			

Pohnpei and Yap is still not reporting data for the private school. Kosrae has only 1 private school which only serve elementary. Pohnpei, Yap and Kosrae shows a slight increase in the 12<sup>th</sup> grade graduation rate compared to previous school year.

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

State	Completed 8th Grade	Going to HS	Percent	Completed 12th Grade	Going to IHE	Percent
Chuuk	630	630	100%	448	65	15%
Pohnpei	848	622	73%	551	419	76%
Yap		n/a				
Kosrae		n/a				
<b>FSM</b>	<b>1478</b>	<b>1252</b>	<b>85%</b>	<b>999</b>	<b>484</b>	<b>48%</b>

Pohnpei shows a slight increase of about 10% 12<sup>th</sup> graders going to Institute of higher education and maintain about the same percent of 8<sup>th</sup> graders going to high school compare to previous year. Chuuk shows 100% of 8<sup>th</sup> graders going to high school but under reporting 12<sup>th</sup> graders going to higher education.

No data for Yap and Kosrae.

#### 16. Number of student textbook by subject area, elementary and secondary

State	Chuuk		Pohnpei		Yap		Kosrae	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Math						800		
Langarts								
Science						950		
Social Studies								
<b>FSM</b>						<b>1750</b>		

Only Pohnpei shows there were some textbooks purchased.

**17. Per Pupil Expenditure (annual operating K-12 budget divided by enrol**

State	SEG	ESG	Enrollment	PPE
Chuuk	\$ 4,226,201.00	\$ 9,424,244.00	12692	\$ 1,075.52
Pohnpei	\$ 2,814,872.00	\$ 6,932,033.00	10214	\$ 954.27
Yap	\$ 1,756,098.00	\$ 3,712,015.00	2760	\$ 1,981.20
Kosrae	\$ 1,212,253.00	\$ 2,372,049.00	2160	\$ 1,659.40
<b>FSM</b>	<b>\$ 10,009,424.00</b>	<b>\$22,440,341.00</b>	<b>27826</b>	<b>\$ 1,166.17</b>

Compared to previous school year, there is a 3% decrease in the Per Pupil Expenditure. Enrollment above does not include Pohnpei and Yap private school student enrollment.

**18. Number of parental involvement activities per year by states and average num.**

State	Total No # of Activities	Total No # of Participants	Average
Chuuk			
Pohnpei	141	11700	83
Yap			
Kosrae	2	468	234
<b>FSM</b>			

Chuuk and Yap did not report any data for this indicator.

Pohnpei shows an average of 83 participants per parental activity that took place while Kosrae reported 2 type of activity with an average of 234 participants.

**19. Student enrollment in local institutions oh higher education (IHE) by gender**

Campus	Summer 2013			Fall 2013			Summer 2014			Total Enrollment
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Chuuk	98	106	204	144	175	319	118	148	266	789
Pohnpei	96	115	211	356	316	672	290	264	554	1437
Yap	43	68	111	90	105	195	77	103	180	486
Kosrae	83	68	151	153	90	243	94	64	158	552
National	225	308	533	440	577	1017	398	538	936	2486
<b>College</b>	<b>545</b>	<b>665</b>	<b>1210</b>	<b>1183</b>	<b>1263</b>	<b>2446</b>	<b>977</b>	<b>1117</b>	<b>2094</b>	<b>5750</b>

Total student enrollment in all campus shows a 10% decrease compared to previous school year of 6357

\*source: College of Micronesia

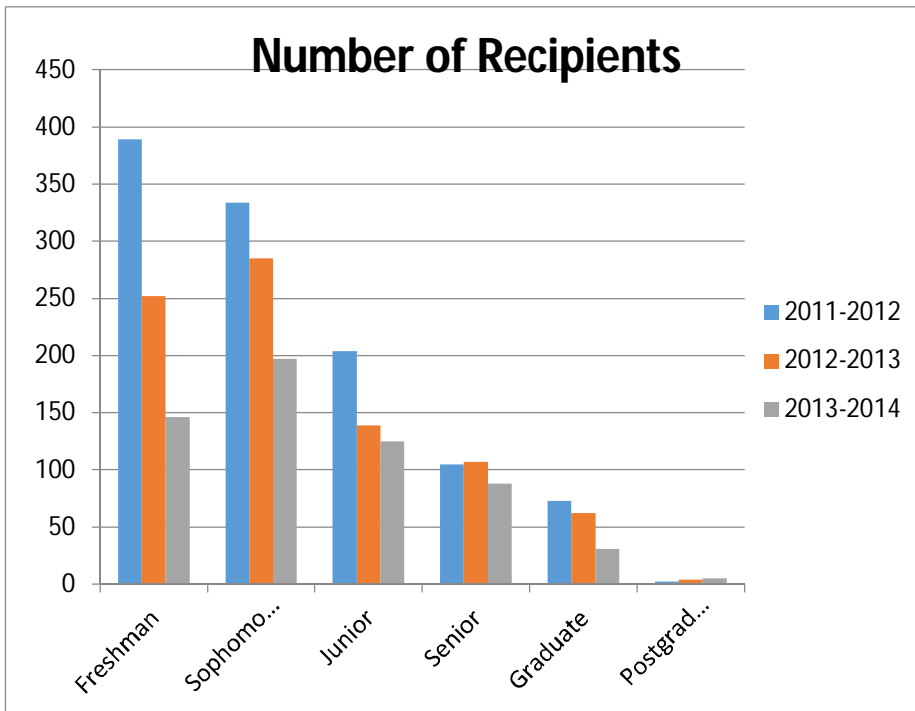
**20. Number of local IHE graduates by each diploma/degree level and by gender**

Major	Fall 2013			Spring 2014			Summer 2013			Grand Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Accounting		1	1		2	2				3
Ag. & Nat. Res. Management	2	1	3	1	2	3	1	1	2	8
Agriculture and Food Technology	2	6	8	5	13	18	4		4	30
Bookkeeping	1	5	6		8	8				14
Building Maintenance and Repair	4		4							4
Building Technology	1	1	2				2		2	4
Business Administration	4	13	17	6	5	11	3	1	4	32
Cabinet Making/Furniture Making		2	2	2		2				4
Carpentry	1	1	2							2
Computer Information Systems	15	2	17	11	4	15	1	1	2	34
Construction Electricity				2		2				2
Electronic Engineering Technology				3		3				3
Electronics Technology	4		4	5		5	7		7	16
General Business	1		1							1
Health Assistant Training Program				1		1				1
Health Career Opportunities Program	2	3	5	2	5	7	1	2	3	15
Hospitality and Tourism Management	1	2	3		6	6	2	2	4	13
Liberal Arts	11	7	18	12	13	25	3	8	11	54
Marine Science	4	1	5	4	1	5				10
Micronesia Studies	4	5	9	7	10	17	2	1	3	29
Public Health	1	1	2		4	4				6
Refrigerator and Air Conditioning	1		1	3		3				4
Secretarial Science		3	3	1	2	3		1	1	7
Teacher Education - Elementary	1		1	4	2	6				7
Teacher Preparation	8	19	27	12	23	35	6	10	16	78
Teacher Preparation - Elementary	3	9	12	4	4	8	2		2	22
Telecommunications	1		1	6	2	8				9
Trial Counselor	2		2				5	1	6	8
<b>Grand Total</b>	<b>74</b>	<b>82</b>	<b>156</b>	<b>91</b>	<b>106</b>	<b>197</b>	<b>39</b>	<b>28</b>	<b>67</b>	<b>420</b>

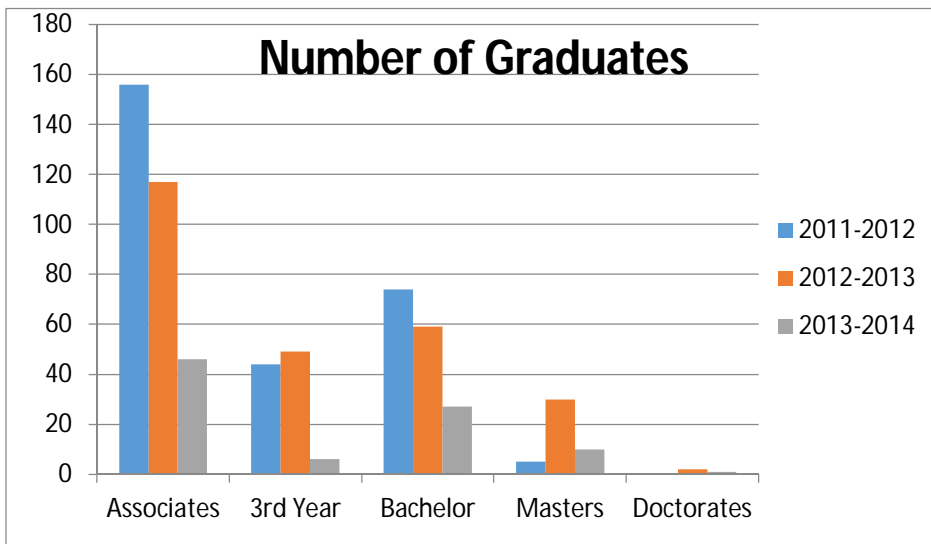
The number of graduates increase by 4% compared to previous year graduates

\*source: College of Micronesia

## 21. Scholarship



The NDOE has collected, secured and conducted preliminary assessment of the states' scholarships data and our results somewhat correlate with the unfortunate decremented Compact funds that have been made available to the four (4) states' scholarship programs. Our local counterparts at the scholarship units have clearly verified the significant drops within each grade levels the last three years (2011-2013); however, they needed assistance on indicating those that received their associate degrees after the 2<sup>nd</sup> year and continue on to the third year and on to the fourth toward bachelor. The NDOE, however, needed to further render technical assistance in order for the states' to link and cross-correlate their data between grades and years, especially during subsequent years once each grade level progresses over time. For instance, the freshmen year data on the second year (2012) should relatively be closer in total with the sophomore's 2<sup>nd</sup> year (for this year's data), unless the increase indicated an increase of 2<sup>nd</sup> year or sophomore receiving scholarships for the first time, starting sophomore years.



Moreover, the overall rate of students graduating and/or receiving their degrees this school year is about 30%. States and National need

to be proactive in tracking their students and know the reason(s) students not graduating on time.