

FEDERATED STATES OF MICRONESIA

Education Sector

2015



National Department of Education

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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. Percent of Benchmarks that meet or exceed minimum competency expectation (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
21. Scholarship

A. Introduction

School Year 2014-2015 FSM JEMCO 21 Education Indicators Report is the 12th annual report to be submitted to JEMCO.

The purpose of the 21 JEMCO Education Indicators is to report to stakeholders in the FSM on the status and progress of education, meet JEMCO requirements and improve decision making on education issues in the FSM.

This year student enrollment has gone up by .04% or 120 compared to previous school year. Teachers with no degree continue to decline over a 3 year period, down by 27% compared to school year 2011-2012. This report also shows slight increase to teachers with AA/AS degree and higher over a 5 year period. This is an indication that there is an effort by the FSM to reduce unqualified teachers teaching in our schools.

While there are some improvement, there are still some issues that the National and State Departments of Education continue to seek solutions for.

Issues and Potential Solutions

1. Data Quality

In the FSM, 35% of the schools are located in the outer islands of Chuuk, Pohnpei and Yap. Data transmission from schools located in the outer islands to the state department of education made way of VHF radio, ship and small aircraft. Data reliability continues to be an issue from the outer island schools due to mode of transmission.

2. Consistency and timely submission of data

Timely submission and consistency of data from states to the National Department of Education continue to hinder timely reporting of Education data. Some states continue to have issues obtaining data on time from the outer island schools.

3. Data Collection Process

The process of collecting data is not uniform across the 4 states. Tools and data collection forms used by state departments of education to collect data from schools also need to be aligned.

Progress

- During the recent Education Management Information System (EMIS) workshop in July of 2015, an EMIS task force developed a uniform timeline for collecting data from schools that will be used by all 4 states.
- The task force also agreed that the National Department of Education will work with all 4 states to align data elements that are required to meet both domestic and international reporting requirements.
- States agree to the use of international definition guidelines developed by the UNESCO Institute of Statistics (UIS) to achieve uniformity.
- The task force reviewed a draft data management policy and offer recommendation.
- The task force initiated and review of the 21 JEMCO indicators and proposed changes to some of the indicators that will be reflected in SY15-16 reporting.

Recommendations:

1. July 31st reporting deadline for JEMCO indicators report be reinstated to allow states sufficient time to recollect data from all schools.
2. Modify the JEMCO 21 Education Indicators

1. Number of Schools by Elementary and Secondary level, including ECE/Special Education Centers

State	ECE	Elementary	Middle School	Secondary	Elem to Sec	Total
Chuuk	0	64	0	8	11	83
Pohnpei	0	33	0	5	2	40
Yap	25	29	1	4	1	60
Kosrae	0	7	0	1	0	8
Nation	25	133	1	18	14	191

Currently, there are 191 schools, both private and public in the nation. This count include all schools that are chartered by the National Department of Education. In comparison to previous school year count of 187, this year the school count has increased by 4. The increase reflects previously merged schools in Chuuk that were separated again during SY2014-2015 into separate single schools.

2. Number of Schools by Size

State	Up to 50	51-100	101-200	201-300	301-500	501-1000	1000+	Total
Chuuk	9	28	30	7	8	0	1	83
Pohnpei	6	6	8	7	7	5	1	40
Yap	41	7	8	1	1	0	0	*58
Kosrae	2	0	1	3	1	1	0	8
Nation	58	41	47	18	17	6	2	189

Table above shows the count of schools by student population. Due to no enrollment, 2 schools in Yap were not in session during SY2014-2015. The 2 schools are not included in the above table resulting in 189 total count.

**excluding 2 schools that are not in session*

3. Number of Schools operating half day/double sessions by elementary and secondary

Not Applicable

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

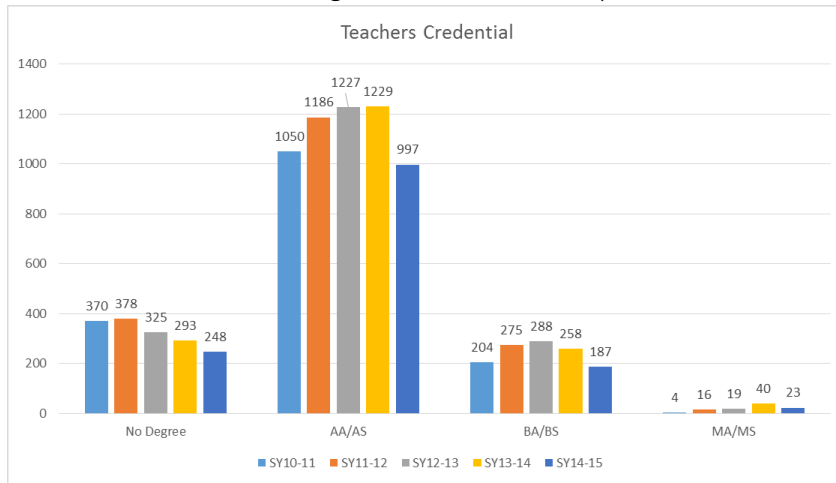
State	Elementary			Secondary		
	Male	Female	Rate	Male	Female	Rate
Chuuk	89%	92%	91%	97%	96%	97%
Pohnpei	95%	95%	95%	94%	92%	93%
Yap	95%	94%	95%	95%	95%	95%
Kosrae	98%	97%	98%	97%	97%	95%
Nation	94%	95%	94%	98%	95%	95%

Table above reflects the attendance rate for active teachers at the end of the school year.

5. Number and percentage of teachers by education level

State	N/A		No Degree		AA/AS		BA/BS		MA/MS		PhD		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Chuuk	81	104	62	63	158	214	29	33	0	0	0	0	744
Pohnpei	21	26	10	9	171	209	42	35	9	12	0	0	544
Yap	44	33	44	44	52	54	8	14	0	1	0	0	294
Kosrae	16	10	8	8	73	66	15	11	0	1	0	0	208
Nation	162	173	124	124	454	543	94	93	9	14	0	0	1790
Percent	19%		14%		56%		10%		1%		0		100%

Table above shows the total number of teacher's in the Nation. The column "N/A" represents the total number of teachers claim to have a degree but are unable to produce a certificate. Table 5 is based on end of school year data.



Comparing SY10-11 to SY14-15, the graph on the left shows that teachers with no degree decline at about 33%.

6. Number of teacher and staff by elementary and secondary

State	Elementary		Secondary		Total	
	Teacher	Staff	Teacher	Staff	Teacher	Staff
Chuuk	559	3	185	76	744	79
Pohnpei	424	81	120	54	544	135
Yap	233	77	61	26	294	103
Kosrae	159	38	49	8	208	46
Nation	1375	199	415	164	1790	363

Table above shows total number of teachers compared to staff at the school level. Compared to previous school year, the number of none teaching staff decreased by 11% or 45 staff.

7. Student to teacher ratio by elementary and secondary level

Public Schools

State	Student		Teachers		Ratio	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Chuuk	8995	2391	509	129	16	19
Pohnpei	7231	2604	424	120	17	22
Yap	1871	825	233	61	8	14
Kosrae	1375	627	152	49	9	13
Nation	19472	6447	1318	359	15	18

Table above indicates no major changes in the student teacher ratio compared to previous school years.

Private Schools

State	Student		Teachers		Ratio	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Chuuk	657	537	50	56	13	10
Pohnpei	n/a	n/a	n/a	n/a	n/a	n/a
Yap	n/a	n/a	n/a	n/a	n/a	n/a
Kosrae	44	0	7	0	6	0
Nation	701	537	57	56	12	10

Only Chuuk and Kosrae continue to provide data from the private schools

8. Base population by school age group (Census Population Projection for 2014)

State	4-5	6-13	14-18	Total
Chuuk	2343	8970	5734	17047
Pohnpei	1599	6563	4382	12544
Yap	453	1854	1272	3579
Kosrae	302	1222	781	2305
Nation	4697	18609	12169	35475

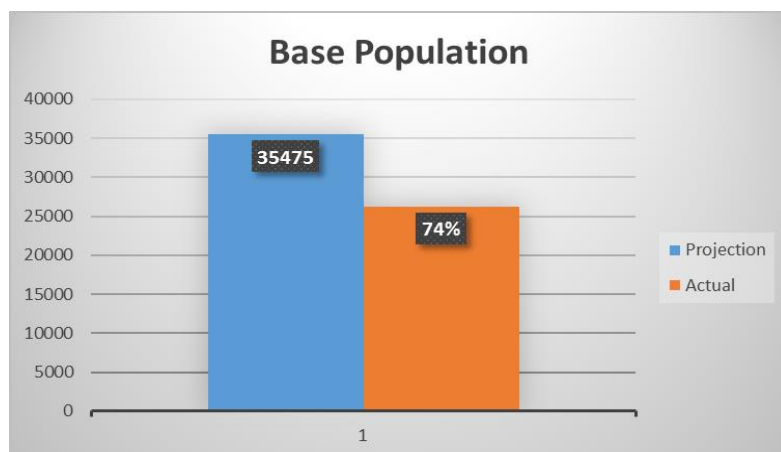
Population projections for the three age groups provided above are based on the latest Population Census which was conducted in 2010.

9. Percentage of base school-age population enrolled in school

State	4-5	6-13	14-18	Total
Chuuk	42%	88%	59%	72%
Pohnpei	43%	91%	65%	76%
Yap	72%	72%	66%	70%
Kosrae	46%	100%	81%	87%
Nation	46%	88%	63%	74%

Table above shows percent of actual beginning of the school year student enrollment compared to projected population in each respective age range.

Note: students who are not within the age range of 4-18 and missing DOB are not reflected in the above table



Graph indicates that FSM is serving 74% of the projected population of 35,475 who are at the age of 4-18.

10. Student enrollment by elementary and secondary level and gender

State	Elementary		Secondary		Total
	Male	Female	Male	Female	
Chuuk	4980	4672	1460	1468	12580
Pohnpei	3763	3468	1287	1317	9835
Yap	985	886	473	352	2696
Kosrae	724	695	335	292	2046
Nation	10452	9721	3555	3429	27157

The FSM has a total of 27, 157 students enrolled during school year 2014-2015. Private schools enrollment from Pohnpei and Yap are not included in the table above due to unavailability of data at the state DOE. Enrollment is based on beginning of the school year data.

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

State	Elementary			Secondary		
	Male	Female	Rate	Male	Female	Rate
Chuuk	93%	94%	94%	96%	96%	96%
Pohnpei	n/a	n/a	94%	n/a	n/a	97%
Yap	97%	98%	98%	97%	98%	98%
Kosrae	97%	97%	97%	93%	95%	94%
Nation	96%	96%	96%	95%	96%	96%

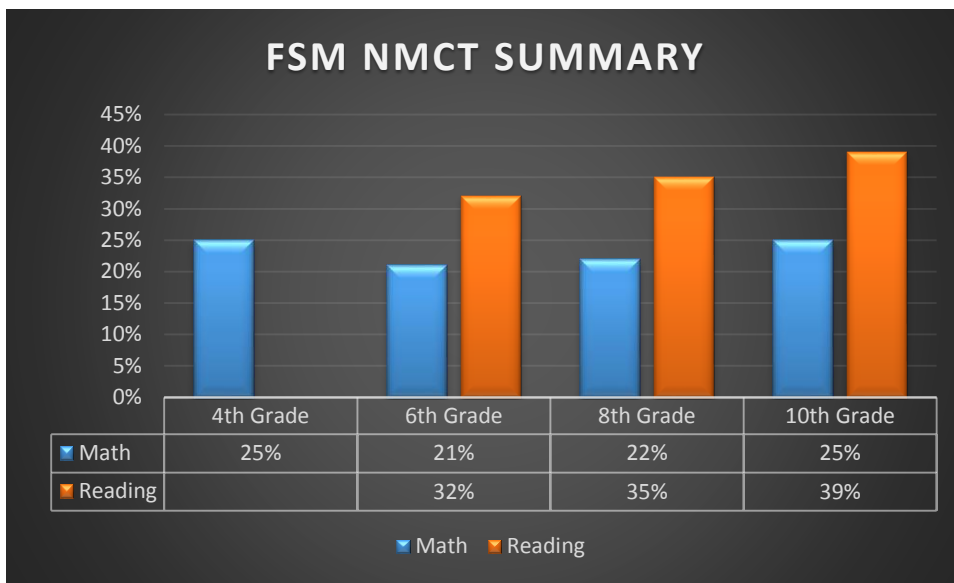
Attendance rate continue to maintain in the 90's average. Pohnpei data submitted was not broken down by gender

12. Drop-out rate by grade level and gender

Grade	DropOut	Enrolled	DropOut	Enrolled	Drop Out Rate	
	Male	Male	Female	Female	Male	Female
Grade K	28	1218	23	1046	2.3%	2.2%
Grade 1	2	1166	1	1142	0.2%	0.1%
Grade 2	2	1205	0	1030	0.2%	0.0%
Grade 3	0	1230	2	1128	0.0%	0.2%
Grade 4	2	1190	1	1146	0.2%	0.1%
Grade 5	1	1169	2	1126	0.1%	0.2%
Grade 6	3	1163	2	1063	0.3%	0.2%
Grade 7	6	1107	2	1034	0.5%	0.2%
Grade 8	6	1004	2	1006	0.6%	0.2%
Grade 9	33	1226	13	1023	2.7%	1.3%
Grade 10	12	861	8	850	1.4%	0.9%
Grade 11	8	744	8	865	1.1%	0.9%
Grade 12	5	676	5	686	0.7%	0.7%
GED	0	48	0	5	0.0%	0.0%
Total	108	14007	69	13150	0.8%	0.5%

Table above shows the total count of students who drop out of school during SY2014-15. Enrollment is based on beginning of the school year data.

13. Percent of Benchmarks that meet or exceed minimum competency expectation



The FSM National Minimum Competency Tests (NMCT) 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. The charts above and below display the strengths and weaknesses of the Standards and Benchmarks in all the four states in grades 4, 6, 8, and 10 for Mathematics and grades 6, 8, and 10 in English Language Arts.

Math: The Math NMCT measures the progress of the math benchmarks that were set by the National Department of Education.

4th Grade: 25% of the Math benchmarks meet or exceed minimum competency expectations.

6th Grade: 21% meet or exceed minimum competency expectations.

8th Grade: 22% meet or exceed minimum competency expectations.

10th Grade: 25% meet or exceed minimum competency expectations.

Reading: The Math NMCT measures the progress of the math benchmarks that were set by the National Department of Education.

6th Grade: 32% of the Reading Benchmarks meet or exceed minimum competency expectations.

8th Grade: 35% meet or exceed minimum competency expectations.

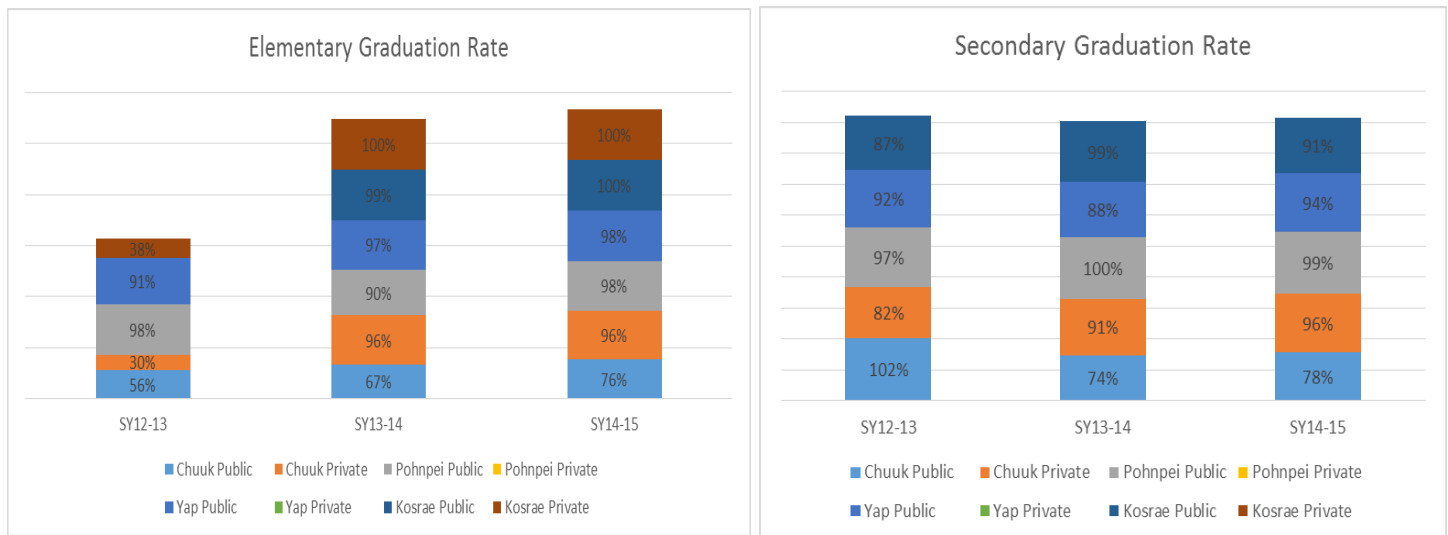
10th Grade: 39% meet or exceed minimum competency expectations

The complete NMCT report will be submitted in August to JEMCO with all the detail information on the performance.

14. Completers/graduation rate for 8th and 12th graders (public/private)

	Type	8 th Grade Enrolled	8 th Grade Graduated	Graduation Rate	12 th Grade Enrolled	12 th Grade Graduated	Graduation Rate
Chuuk	Public	812	614	76%	421	329	78%
	Private	74	71	96%	123	118	96%
Pohnpei	Public	823	808	98%	521	516	99%
	Private	n/a	n/a	n/a	n/a	n/a	n/a
Yap	Public	184	181	98%	189	178	94%
	Private	n/a	n/a	n/a	n/a	n/a	n/a
Kosrae	Public	156	156	100%	137	124	91%
	Private	5	5	100%	0	0	0

During a 3 year period, the graduation rate increased slightly through out the nation. 8th grade and 12th grade enrollment data in the above table represents end of school year data.



15. Number and percentage of grade 8th completers going to high school and 12th graders going to higher education

State	8 th Grade Graduated	8 th Graders going to High School	Percent	12 th Grade Graduated	12 th Graders going to IHS	Percent
Chuuk	685	685	100%	447	139	31%
Pohnpei	823	791	96%	516	484	94%
Yap	181	181	100%	178	178	100%
Kosrae	161	161	100%	124	100	81%
Nation	1850	1818	98%	1265	901	71%

Table above indicates that 8th graders who graduated, Nationwide, around 98% of those are going to secondary education.

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

	Chuuk		Pohnpei		Yap		Kosrae	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Math								
Language Arts	No data Available							
Science								
Social Studies								
Nation								

No data reported on this indicator

17. Per Pupil Expenditure (annual operating K-12 budget divided by enrollment)

State	SEG	ESG	Enrollment	PPE
Chuuk	\$4,226,201	\$9,465,777	12,580	\$1,088
Pohnpei	\$2,814,872	\$7,105,133	9,835	\$1,009
Yap	\$1,576,098	\$3,689,553	2,696	\$1,953
Kosrae	\$1,212,251	\$2,435,113	2,046	\$1,783
Nation	\$9,829,422.00	\$22,695,576.00	27,157	\$1,198

Nationwide, the Per Pupil expenditure for this year \$1,198. Enrollment data in the above table represent beginning of the school year data.

18. Number of parental involvement activities per year by state and average

State	Total No. of Activity	Total No. of Participants	Average
Chuuk	3	464	155
Pohnpei	1	119	119
Yap	n/a		
Kosrae	n/a		
Nation	4	583	148

19. Student Enrollment in local Institution of Higher Education (IHE) by gender

State	Summer 2014		Summer 2014 Total	Fall 2014		Fall 2014 Total	Spring 2015		Spring 2015 Total	Grand Total
	Female	Male		Female	Male		Female	Male		
Chuuk	83	53	136	154	108	262	130	75	205	603
Pohnpei	117	102	219	320	383	703	265	336	601	1523
Yap	55	40	95	107	81	188	110	71	181	464
Kosrae	58	53	111	104	119	223	101	104	205	539
National	256	181	437	566	402	968	483	353	836	2241
Grand Total	569	429	998	1251	1093	2344	1089	939	2028	5370

Table above shows the total enrollment in all five College of Micronesia campuses in the nation. Compared to previous year, there is a 7% decline in student enrollment.

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

Row Labels	Summer 2014		Summer 2014 Total	Fall 2014		Fall 2014 Total	Spring 2015		Spring 2015 Total	Grand Total
	Female	Male		Female	Male		Female	Male		
AA in LA/Health Career Opportunity Program	1	0	1	8	3	11	12	3	15	27
AA in Liberal Arts	3	2	5	12	4	16	18	3	21	42
AA in Micronesian Studies	1	3	4	4	7	11	6	5	11	26
AA in Teacher Preparation	5	2	7	23	11	34	17	5	22	63
AAS in Building Technology-CE	0	0	0	0	0	0	0	5	5	5
AAS in Electronic Technology	0	0	0	1	11	12	1	4	5	17
AAS in Telecommunications	0	1	1	3	9	12	0	1	1	14
AS in Ag. & Natural Resource Management	0	0	0	0	2	2	2	2	4	6
AS in Business Administration	1	0	1	16	9	25	9	0	9	35
AS in Computer Information Systems	0	0	0	6	13	19	6	13	19	38
AS in General Agriculture	0	1	1	0	0	0	0	0	0	1
AS in Hospitality and Tourism Management	2	0	2	2	0	2	3	0	3	7
AS in Marine Science	0	0	0	1	1	2	1	4	5	7
AS in Nursing-Practical Nursing	0	0	0	1	0	1	0	0	0	1
AS in Nursing-RN	0	0	0	6	1	7	0	0	0	7
AS in Public Health	0	0	0	1	1	2	2	1	3	5
AS in Teacher Education-Elementary	0	0	0	0	1	1	0	0	0	1
CA in Agriculture and Food Technology	2	1	3	6	11	17	0	3	3	23
CA in Bookkeeping Program	0	1	1	3	5	8	0	1	1	10
CA in Cabinet Making/Furniture Making	0	0	0	2	0	2	0	0	0	2
CA in Carpentry	0	0	0	0	0	0	0	1	1	1
CA in Community Health Sciences-HATP	0	0	0	3	0	3	0	0	0	3
CA in Construction Electricity	0	1	1	0	0	0	0	3	3	4
CA in Electronic Engineering Technology	0	0	0	1	4	5	0	0	0	5
CA in Refrigeration and Air Conditioning	0	0	0	0	1	1	0	0	0	1
CA in Secretarial Science Program	1	0	1	1	0	1	0	0	0	2
CA in Trial Counselors Program	1	0	1	2	4	6	0	0	0	7
Career Education	0	0	0	1	2	3	0	0	0	3
Elementary Education (UOG)	1	0	1	0	0	0	0	0	0	1
TYC in General Business	0	0	0	8	3	11	1	1	2	13
TYC in Public Health	1	0	1	0	0	0	2	0	2	3
TYC in Teacher Preparation-Elementary	0	0	0	4	2	6	10	2	12	18
Grand Total	19	12	31	115	105	220	90	57	147	398

Total graduates this year decline by 5% compared to previous year

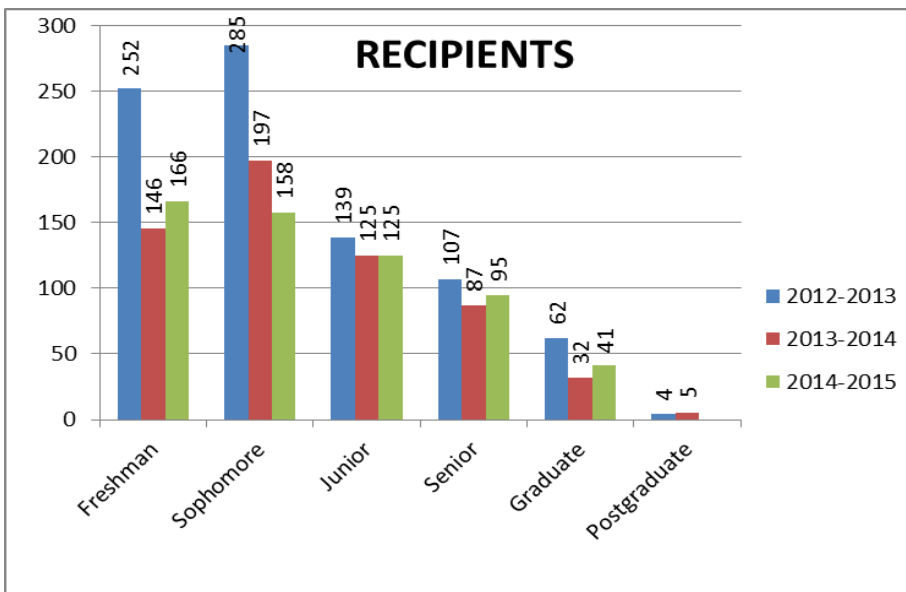
21. Scholarship

2014-2015

Funding Agency	Freshman	Sophomore	Junior	Senior	Graduate	Postgraduate	Total
CDOE	81	66	52	25	15	0	239
KDOE	40	26	15	18	4	0	103
PDOE	14	18	31	30	7	0	100
Yap R&D	31	48	27	22	15	0	143
TOTAL	166	158	125	95	41	0	585

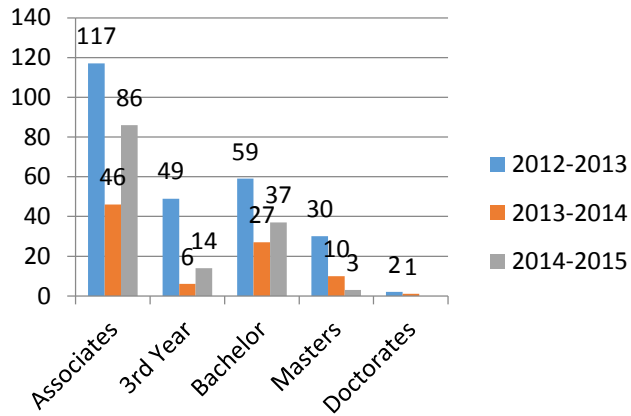
2014-2015

Graduates	Associates	3rd Year	Bachelor	Masters	Doctorate	Total
CDOE	55	8	7	0	0	70
KDOE	7	0	6	0	0	13
PDOE	0	0	17	0	0	17
Yap R&D	24	6	7	3	0	40
TOTAL	86	14	37	3	0	140



As shown in the tables above, the number of students receiving scholarship this year slightly decreased from last year's as opposed to 2012-2013 where it has a significant drop in the overall number of students receiving scholarships. The decrease of scholarship funds being appropriated to the states each fiscal year is a factor to the decline in number of students receiving scholarship funds. Additionally, students who do not meet the requirements also contribute to the reduced number of scholarship recipients.

GRADUATES



Furthermore, the number of graduates reported has an increase of 35% compared to last year's (2014) data. However, based on the number of recipients for this year's data, the percentage of students receiving their degrees could be higher than what it is being reported. Again, all entities should be proactive in tracking the students' statuses.