



# Education Statistical Yearbook 2016

# Foreword



## REPUBLIC OF PALAU MINISTRY OF EDUCATION

### OFFICE OF THE MINISTER

The Ministry of Education in Palau is pleased to introduce to you the Education Statistical Yearbook 2016. While the issue of timeliness and data quality remain the key barriers in the whole process of data collection, the Ministry of Education (MOE) has made significant change on this statistical output with the technical support of the regional Education Management Information System (EMIS) facility team from the Secretariat of Pacific Community.

The education statistics presented in this Statistical Yearbook are divided into seven main sections, these are Education System in Palau, School Information, Student Information, Student Assessments, Teacher Information, Fiscal Information, 2017-2016 Education Master Plan, and Key Indicators. This Statistical Yearbook primarily captures data on MOE mandated areas in primary and secondary schools. It is imperative for MOE to consolidate its education statistics in a collective database. This way forward will require a review on school data collection processes and the core functions and roles for planning, management, and policy decision-making.

This Education Statistical Yearbook 2016 is a step forward towards a comprehensive data collection and data validity systems in the future that will range from the Early Childhood Care and Education (ECCE), Primary Education, Secondary Education, Post-Secondary Education for Education Statistics in Palau. The Ministry of Education relies on collaborative efforts from partner agencies for data collection and compilation of a comprehensive Education Statistical Yearbook for the entire education system of Palau.

The time series data are made available in this Statistical Yearbook to enable you, our partners, and end users of education statistics to have a holistic understanding of our education system. Planners and policy makers as well as researchers from all levels could source their information from this Statistical Yearbook for future reference. I would like to encourage schools and communities at large to make good use of the data that is published in this Statistical Yearbook.

Access to quality data is critical in all levels of policy formulation and decision making as we work collectively toward the achievement of Sustainable Development Goal 4 to provide quality education. Hence, evidence-based information needs to be automated and regularly disseminated to the public for our national government, our schools, our partners, and communities to make informed decisions.

A handwritten signature in blue ink, appearing to read "Sinton Soalablai".

Sinton Soalablai  
Minister of Education

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*Our students will be successful in the Palauan society and the world.*

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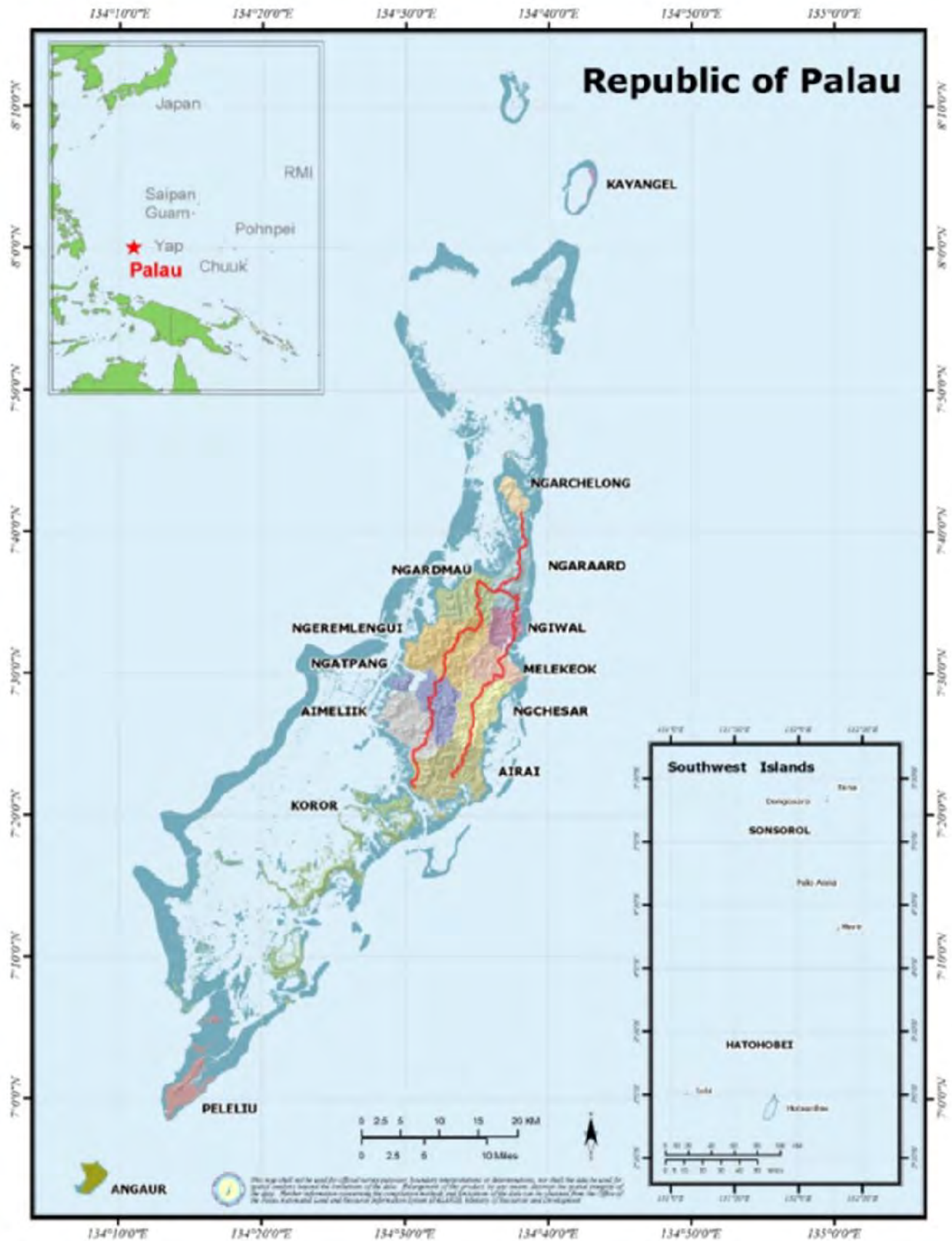
# Introduction

The Education Statistical Yearbook 2016 is an annual publication of the Ministry of Education. It provides a range of statistical information about education in the Republic of Palau and serves as a reference for school officials and others responsible for planning and implementing activities concerning education and the development of our youth. The statistical information contained in this publication is comprised of data collected with the Ministry of Education's Student Information System and the 2016 Annual School Survey conducted in May 2016 and data from other sources within the Ministry of Education.

The layout of this Education Statistical Yearbook begins with a summary of all the schools in the Republic of Palau. The following shows how this publication is organized.

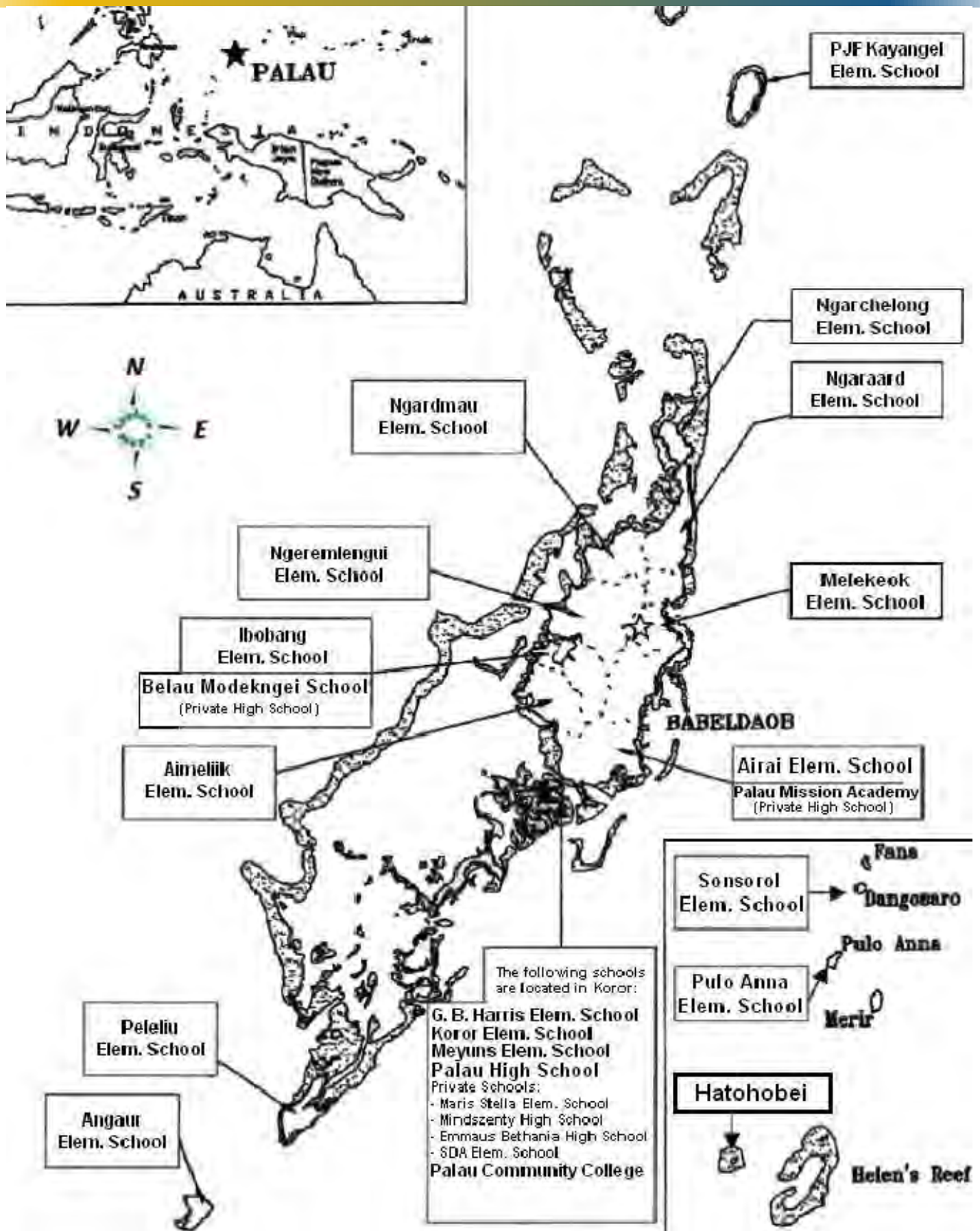
- Education System in Palau
- School Information
- Student Information
- Student Assessments
- Teacher Information
- Fiscal Information
- 2017-2026 Education Master Plan
- Key Indicators

# Map of Palau





# Map of School Locations





## Abbreviations

<b>ECCE</b>	Early Childhood Care and Education
<b>EMIS</b>	Education Management Information System
<b>EQAP</b>	Educational Quality and Assessment Program
<b>FEDMM</b>	Forum Education Ministers Meeting
<b>FY</b>	Fiscal Year
<b>GBH</b>	George B. Harris Elementary School
<b>GER</b>	Gross Enrollment Rate
<b>GPI</b>	Gender Parity Index
<b>MOE</b>	Ministry of Education
<b>PERA</b>	Palau English Reading Assessment
<b>PHS</b>	Palau High School
<b>PILNA</b>	Pacific Islands Literacy and Numeracy Assessment
<b>PJF</b>	Palau Japan Friendship (Kayangel) Elementary School
<b>PNC</b>	Palau National Code
<b>PTSA</b>	Parent Teacher Student Association
<b>QAT</b>	Quarterly Assessment Test
<b>RPPL</b>	Republic of Palau Public Law
<b>SAT</b>	Stanford Achievement Test
<b>SAT 10</b>	Stanford Achievement Test 10th Edition
<b>SIS</b>	Student Information System
<b>SmIS</b>	Small Island States
<b>SPC</b>	Secretariat of Pacific Community
<b>STR</b>	Student Teacher Ratio
<b>SY</b>	School Year
<b>WASC</b>	Western Association of Schools and Colleges

# Education System in Palau

Palau's typical school year begins in August and ends in May. There are 184 instructional days. Public elementary schools have six class periods per day for 45 minutes. The one public high school has four class periods per day for 90 minutes each. The five core subjects taught are Palauan studies, English, math, science and social studies. Additional subjects taught in the elementary schools are physical education, health, career guidance, arts and crafts, and agriculture.

**Table 1: Education System in Palau**

Education	School/Level	Grades from	Age from	Ed Act
ECCE/Pre-School	Head Start/Kindergarten	0	3 to 5	No
Primary	Elementary	1 to 8	6 to 13	Yes
Secondary	High School	9 to 12	14 to 17	Yes
Post Secondary	College	13 +	18 +	No

## ■ ECCE/Pre-School

The Head Start program has a “Child Development and Early Learning Framework” that guides the curriculum implementation and assessments for planning teaching and learning. The framework represents the Head Start foundational approach to school readiness by promoting positive outcomes in early childhood programs serving age 3-5 children. Children's teaching and learning experiences are aligned to the school readiness goals and progress is being tracked across the curriculum. The Head Start and other early childhood programs include dual language learners and children with disabilities. The program is a separate entity funded by United States federal grants. Approximately 80% of ECCE or Pre-School students, based on their enrollment counts, attend Palau Head Start program. For the remaining 20%, students and their parents have the option to select several privately-operated kindergartens.

## ■ Primary Education

The primary education covers the first eight years of formal education from grade one to grade eight. The official entry age is at six years of age. The primary schools are strategically located throughout Palau as shown in Map of School Locations to provide universal access to primary education. The primary education curriculum frameworks include Palauan concepts to contextualize learning to fit the social, economic, environmental, and political issues and practices relevant to the people and the nation. The primary education is keen on shaping a well-rounded student to be successful in the Palauan society and the world with the basics of education knowledge and skills for academic, physical, and human growth and wellbeing.

The primary schools have four quarters of approximately 45 days or nine weeks of instructions and testing on the last week with a total of 184 instructional days per school year. The typical school schedule begins at 8:00 am with five core subjects (Math, English, Science, Social Studies, Palauan Studies) for 45 minutes each class with an hour lunch break and electives in the afternoon until dismissal of students at 2:30 pm. The MOE curricula incorporates the Singapore Mathematics standards and the U.S. Common Core standards for both English and math. The development of Palauan Studies is ongoing with local data collection and documentaries to improve the subject.

In addition, private primary schools in Palau are mandated by the Ministry of Education to teach the five core subjects (Math, Science, English, Social Studies, and Palauan Studies) as required in their curriculum.

## ■ Secondary Education

Palau High School (PHS) is the only public secondary school in Palau. PHS is fully accredited by the Western Association of Schools and Colleges (WASC). A typical school day has four courses for 90 minutes each class time that begins at 8:00 am, with two classes in the morning and an hour lunch, and two more classes in the afternoon and ends at 3:30 pm. PHS operates on a semester basis with five core subject requirements (Math, English, Science, Social Studies, Palauan Studies) including Health, Physical Education, Career Academy courses, Elective courses with a total of 27 credits requirement for graduation in four years – Freshmen (9<sup>th</sup>), Sophomore (10<sup>th</sup>), Junior (11<sup>th</sup>), and Senior (12<sup>th</sup>).

The private secondary schools are mandated by the Ministry of Education to incorporate in their curriculum frameworks with five core subject requirements similar to public schools. The Ministry of Education also charters all public or private primary and secondary schools in Palau. By law, all schools are mandated to holistically educate students to be well versed in the English and Palauan studies and can read and write in both languages ready for college at Palau Community College (PCC) or abroad.

The secondary education prepares students for higher education and or the world of work with continued emphasis on the core business of education for student success in the Palauan society and the world. The Palau National Code compulsory education law mandates the Ministry of Education to educate the students from 1<sup>st</sup> to 12<sup>th</sup> grades from 6 years old to 17 years old or until graduation from secondary education. (*See Annex for PNC for Ed*)

Approximately two-thirds of high school aged students attend the one public high school with the remaining attending several private schools. There are two educational pathways that lead to a high school diploma with a career academy certificate or an individualized education certificate for students with special needs. The system is based on credits achieved, as opposed to years spent in school. Career and Technical Education (CTE) is also offered as part of the whole high school learning experience.

### **Career Technical Education (CTE)**

Career guidance classes in primary schools serve as early career discovery of interest as students make transition to secondary school. The career pathways offered at Palau High School through the career academies prepare students for post secondary education or entry level careers. The structured career academies include both school based and work based learning activities. The CTE courses include two credits of career development courses and four courses of career pathways. PHS career academies are Agriculture, Automotive, Business Information, Health, Construction, Tourism & Hospitality, and Liberal Arts. PHS graduates pursue academic and career and technical choices toward higher education and the world of work.



## ■ Post Secondary Education

Palau Community College (PCC) is a U.S. accredited tertiary education in Palau by Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. PCC is a two-year higher learning institute with a catalog of courses offered in various discipline majors and minors in certificate programs and associate degrees. PCC vocational technical education programs allow for various careers for diversified students to choose career pathways to pursue higher education. PCC in partnership with the Ministry of Education also offers bachelors and master's degree through San Diego State University (SDSU) Bachelors and Masters Cohorts program in educational leadership and public administration. PCC also have agreements with ministries, agencies, and U.S. grant programs that serves the students academically, vocationally, and career pathways for job opportunities locally and abroad.

## School Information

In the Republic of Palau, there are 17 public schools and seven private schools in the country. For elementary schools, there are 16 public schools and two private schools. Palau High School is the only public high school in Palau while there are five privately operated high schools.

**Table 2: Total Number of Public Schools in Palau, 2015-2016**

Education Level		School Name
<b>Elementary</b>	1	Aimeliik Elementary School
	2	Airai Elementary School
	3	Angaur Elementary School
	4	George B. Harris Elementary School
	5	Ibobang Elementary School
	6	Koror Elementary School
	7	Melekeok Elementary School
	8	Meyuns Elementary School
	9	Ngaraard Elementary School
	10	Ngarchelong Elementary School
	11	Ngardmau Elementary School
	12	Ngeremlengui Elementary School
	13	Peleliu Elementary School
	14	PJF (Kayangel) Elementary School
	15	Pulo Anna Elementary School
	16	Sonsorol Elementary School
<b>High School</b>	1	Palau High School

**Table 3: Total Number of Private Schools in Palau, 2015-2016**

Education Level		School Name
<b>Elementary</b>	1	Maris Stella School
	2	Seventh Day Adventist Elementary School
<b>High School</b>	1	Belau Modekngei School
	2	Bethania High School ( <i>All-girls school</i> )
	3	Emmaus High School ( <i>All-boys school</i> )
	4	Mindszenty High School
	5	Palau Mission Academy

All public and private schools have a Parent Teacher Student Association (PTSA) whereas a chairperson is voted in to work closely with school officials and report to the association. PTSA's hold meetings throughout each school year to ensure that students continue to meet progress.

# Student Information

## Student Enrollment

**Table 4: Gross Enrollment Rate in Public & Private Elementary Education by Gender, 2014-2016**

Year	Enrollment (Age 6-13)			Population Estimate (Age 6-13)			GER			GPI:GER
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2014	1,141	1,014	2,155	1,005	891	1,896	113.5%	113.8%	113.7%	1.00
2015	1,159	1,021	2,180	993	894	1,887	116.7%	114.2%	115.5%	1.02
2016	1,099	986	2,085	981	904	1,885	112.0%	109.1%	110.6%	1.03

Source: MOE Student Information System and the 2015 Census Population Estimate

**Table 5: Gross Enrollment Rate in Public & Private High School Education by Gender, 2014-2016**

Year	Enrollment (Age 14-17)			Population Estimate (Age 14-17)			GER			GPI:GER
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
2014	534	555	1089	474	444	918	112.7%	125.0%	118.6%	1.11
2015	512	534	1046	479	441	920	106.9%	121.1%	113.7%	1.13
2016	512	476	988	494	444	938	103.6%	107.2%	105.3%	1.03

Source: MOE Student Information System and the 2015 Census Population Estimate

**Table 6: Total Enrollment in Elementary Schools by Time Series, 2014-2016**

Year	Public School Enrollment			Private School Enrollment			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2014	926	800	1,726	216	213	429	1,141	1,014	2,155
2015	958	811	1,769	203	208	411	1,159	1,021	2,180
2016	950	827	1,777	191	216	407	1,099	986	2,085

Source: MOE Student Information System

**Table 7: Total Enrollment in High Schools by Time Series, 2014-2016**

Year	Public School Enrollment			Private School Enrollment			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2014	309	337	646	225	218	443	534	555	1089
2015	322	329	651	190	205	395	512	534	1046
2016	334	311	645	178	165	343	512	476	988

Source: MOE Student Information System



# Student Information

**Table 8: Total Enrollment in Public Elementary Schools by Age & Grade Level, 2016**

Age	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
5	24								24
6	188	16							204
7	64	144	16						224
8	8	45	140	13					206
9		6	46	120	13				185
10			13	63	124	8			208
11				26	72	122	13		233
12					19	73	109	12	213
13						14	49	106	169
14							27	54	81
15								11	11
Over 15 years old	0	0	0	0	0	0	1	3	4
Not Stated	3	6	1	1	2	1	1		15
<b>Total</b>	<b>287</b>	<b>217</b>	<b>216</b>	<b>223</b>	<b>230</b>	<b>218</b>	<b>200</b>	<b>186</b>	<b>1777</b>

Source: MOE Student Information System

**Table 9: Total Enrollment in Public High School by Age & Grade Level, 2016**

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	10				10
15	96	9			105
16	39	91	8	1	139
17	24	38	102	4	168
18	7	13	36	73	129
Over 18 years old	1	3	31	59	94
<b>Total</b>	<b>177</b>	<b>154</b>	<b>177</b>	<b>137</b>	<b>645</b>

Source: MOE Student Information System

**Table 10: Public Elementary Students with Disabilities, 2014-2016**

Year	Enrollment	Male	Female	Total	Male	Female	Total
2014	1,726	36	24	60	2.1%	1.4%	3.5%
2015	1,769	37	24	61	2.1%	1.4%	3.4%
2016	1,777	36	24	60	2.0%	1.4%	3.4%

Source: Special Education Data

**Table 11: Public High School Students with Disabilities, 2014-2016**

Year	Enrollment	Male	Female	Total	Male	Female	Total
2014	646	25	8	33	3.9%	1.2%	5.1%
2015	651	25	10	35	3.8%	1.5%	5.4%
2016	645	21	8	29	3.3%	1.2%	4.5%

Source: Special Education Data

# Student Information

**Table 12: Number of Students in Elementary Schools by Disability Type, 2014-2016**

Type of Disability	2014			2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Intellectual Disability	0	2	2	0	1	1	1	1	2
Hearing Impairment	0	2	2	0	1	1	0	1	1
Speech or Language Impairment	2	2	4	1	2	3	0	2	2
Visual Impairment	0	1	1	0	1	1	1	1	2
Orthopedic Impairment	1	0	1	1	0	1	1	0	1
Autism	0	0	0	1	0	1	2	1	3
Other Health Impairment	1	0	1	1	0	1	1	0	1
Specific Learning Disability	30	16	46	31	17	48	28	17	45
Multiple Disabilities	2	1	3	2	2	4	2	1	3

Source: Special Education Data

**Table 13: Number of Students in High Schools by Disability Type, 2014-2016**

Type of Disability	2014			2015			2016		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Intellectual Disability	0	0	0	0	1	1	0	1	1
Speech or Language Impairment	0	0	0	1	0	1	1	0	1
Emotional Disturbance	0	1	1	0	1	1	1	0	1
Other Health Impairment	1	0	1	1	0	1	1	0	1
Specific Learning Disability	20	5	25	20	6	26	15	5	20
Multiple Disabilities	4	2	6	3	2	5	3	2	5

Source: Special Education Data

## Internal Efficiency Indicators

**Table 14: Promotion, Repetition, & Dropout Rates in Public Schools, 2016**

Grade	Promotion	Repetition	Withdrawal/Dropout
Grade 1	80.1%	12.2%	7.7%
Grade 2	94.9%	2.8%	2.3%
Grade 3	91.2%	6.5%	2.3%
Grade 4	88.3%	6.3%	5.4%
Grade 5	92.2%	5.2%	2.6%
Grade 6	91.7%	3.2%	5.0%
Grade 7	95.5%	1.5%	3.0%
Grade 8	97.3%	0.0%	2.7%
Grade 9	81.4%	12.4%	6.2%
Grade 10	92.2%	5.8%	1.9%
Grade 11	91.0%	6.2%	2.8%
Grade 12	94.2%	3.6%	2.2%

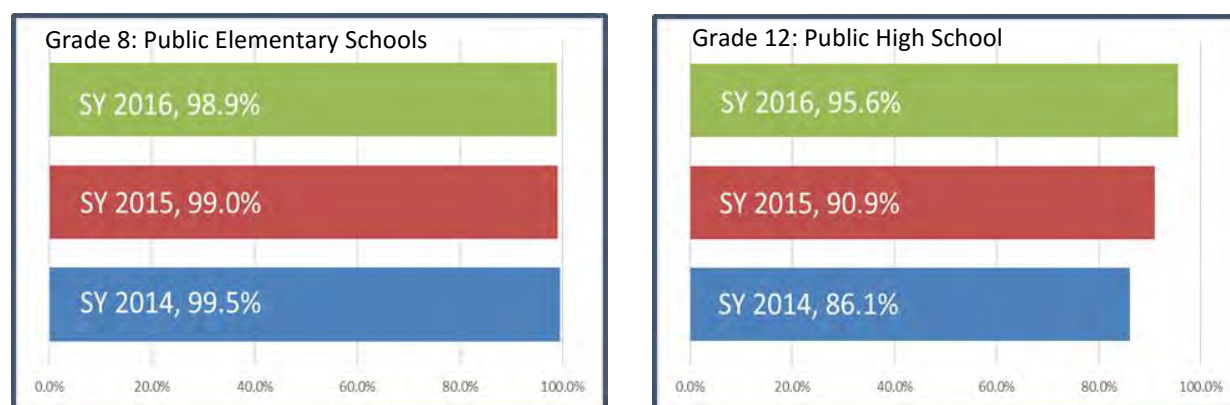
Source: MOE Student Information System and the 2016 Annual Statistical Survey

**Table 15: Graduation Rates, 2014-2016**

School Year	Grade 8			Grade 12		
	Beginning Enrollment	Graduated	Percentage	Beginning Enrollment	Graduated	Percentage
2014	197	198	99.5%	137	118	86.1%
2015	192	190	99.0%	132	120	90.9%
2016	181	179	98.9%	136	130	95.6%

Source: MOE Student Information System

**Figure 1: Graduation Rates**





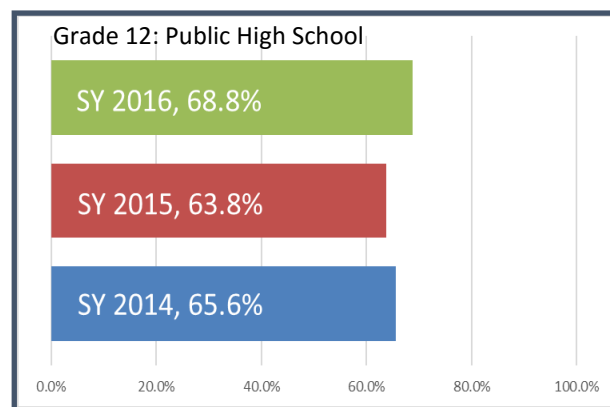
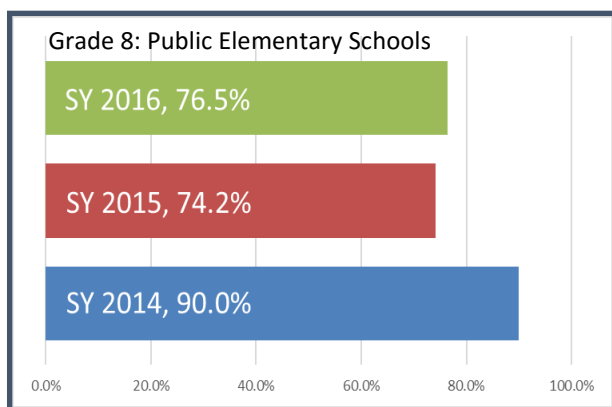
# Student Information

**Table 16: Student Cohort Completion Rates, 2014-2016**

School Year	Grade 8			Grade 12		
	1 <sup>st</sup> Grade Enrollment	Graduated	Percentage	9 <sup>th</sup> Grade Enrollment	Graduated	Percentage
2014	220	198	90.0%	180	118	65.6%
2015	256	190	74.2%	188	120	63.8%
2016	234	179	76.5%	189	130	68.8%

Source: MOE Student Information System

**Figure 2: Student Cohort Completion Rates**



## Student Information

**Table 17: Total Number of Suspended Students in Public Elementary Schools, 2016**

Type of Offense	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Total	%
	M	F	M	F	M	F	M	F	M	F		
Tobacco Possession/Use & Influence	1		2		4	3	14	9	11	3	47	2.7%
Marijuana Possession/Use & Influence			1		1		5	1	1	5	14	0.8%
Chewing Betel nut				1				4			5	0.3%
Fighting	2		1								3	0.2%
Possession of Marijuana	1								1		2	0.1%
Bullying & Fighting	1						1				2	0.1%
Damaging School Properties					1						1	0.1%
Possession of Sharp Weapon									1		1	0.1%
Aggressive Behavior							1				1	0.1%
<b>Gender Total</b>	5	0	4	1	6	3	21	14	14	8		
<b>Total</b>	5		5		9		35		22		76	4.4%

Source: MOE 2016 Annual Statistical Survey

**Table 18: Total Number of Suspended Students in Public High Schools, 2016**

Type of Offense	Grade 9		Grade 10		Grade 11		Grade 12		Total	%
	M	F	M	F	M	F	M	F		
Tobacco Possession/Use & Influence	5	3	8	2	1				19	2.9%
Marijuana Possession/Use & Influence	3		2		5		1		11	1.7%
Accumulated Incidents	2		1		2				5	0.5%
Fighting					1		1		2	0.3%
Skipping Class			2						2	0.3%
Alcohol			1						1	0.2%
<b>Gender Total</b>	10	3	14	2	9	0	2	0		
<b>Total</b>	13		16		9		2		40	6.2%

Source: MOE 2016 Annual Statistical Survey

Based on the 2016 annual survey, schools are asked to provide data on students who have been suspended from school. The duration of school suspensions vary depending on the type of committed offenses. In public elementary schools, 4.4% of the students enrolled received disciplinary suspension. In addition, 6.2% of the students enrolled in public high school received disciplinary suspension.

## Student Assessments

In terms of system-wide assessment, the Ministry of Education utilizes three locally developed assessment tools, one international standardized test, and one regional assessment tool to measure student achievement levels in the core content areas. Each system-wide assessment tools serve different purposes. The system-wide assessment tools include National Report Card Scores, Palau English Reading Assessment (PERA), Quarterly Assessment Test (QAT), Stanford Achievement Test 10<sup>th</sup> Edition (SAT10), and Pacific Islands Literacy and Numeracy Assessment (PILNA).

The purposes of system-wide assessments are as follows:

- Measure achievement levels in reading
- Measure achievement levels in English language arts, Palauan studies, math, science and social studies
- Public high school accreditation
- Identify areas of strength and weaknesses in core subjects
- Inform teaching and learning process
- Determine professional development activities
- Guide school improvement planning

The following table shows the system-wide assessment tools as implemented by the Ministry to all public schools.

**Table 19: MOE Student Assessment Tools in Public Schools**

Grade Levels	Report Card (Quarterly)	PERA (Pre/Post)	QAT (Quarterly)	SAT 10 (Annually)	PILNA (Every 4 years)
1	X	X	X	X	
2	X	X	X	X	
3	X	X	X	X	
4	X	X	X	X	X
5	X	X	X	X	
6	X	X	X	X	X
7	X	X	X	X	
8	X	X	X	X	
9	X			X	
10	X			X	
11	X			X	
12	X			X	

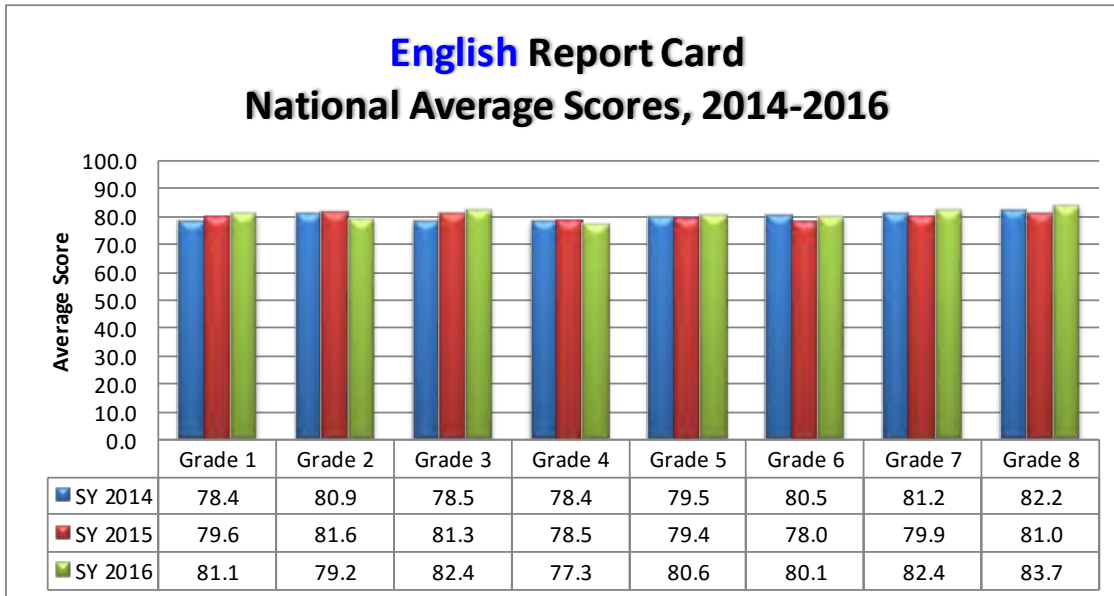
This publication will show each assessment along with a brief description of its purpose and student results.



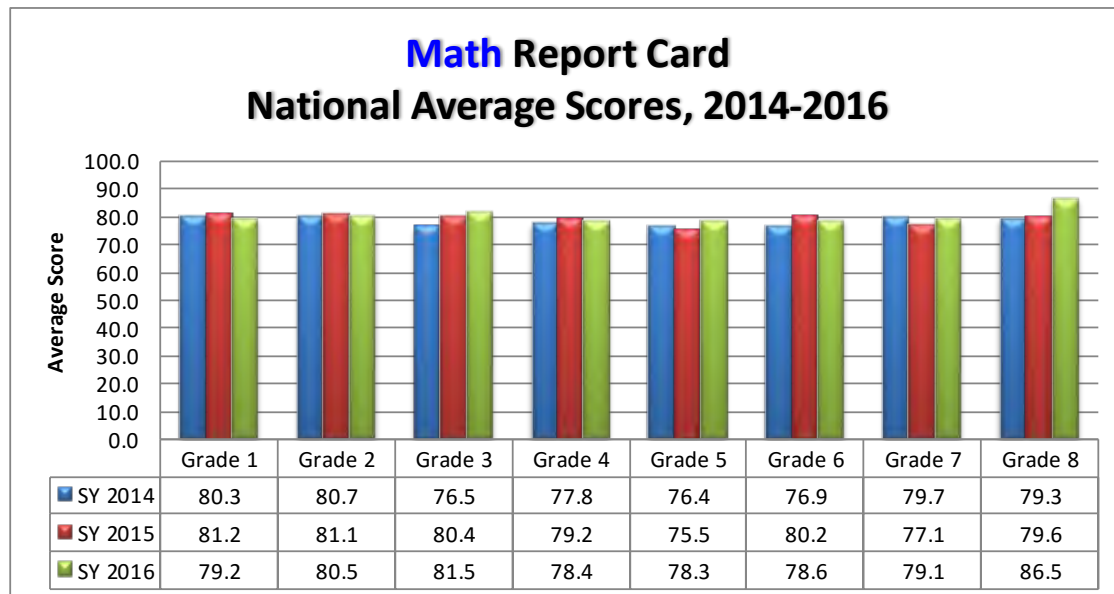
# Student Assessments

The **National Report Card Average Scores** are derived from student quarterly report cards showing academic performance on a quarterly basis. The average scores are reported in this publication by content areas from Grades 1-8.

Figure 3: National Report Card Average Scores by Core Subject Area, 2014-2016



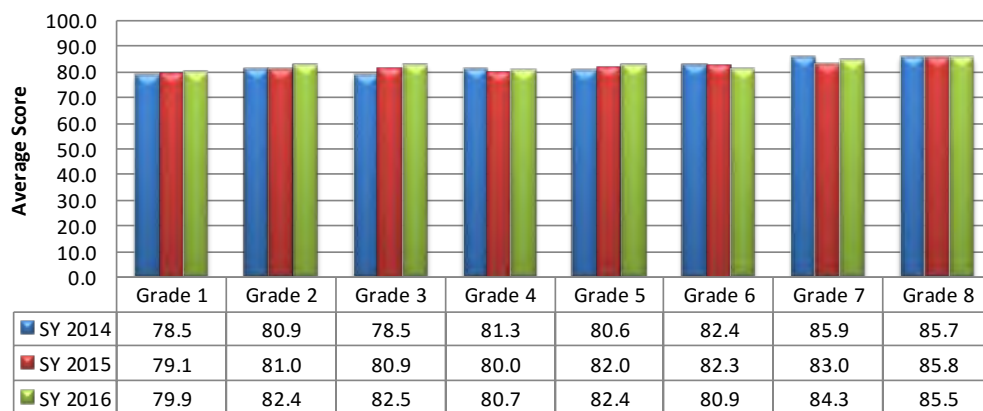
Source: MOE Student Information System



Source: MOE Student Information System

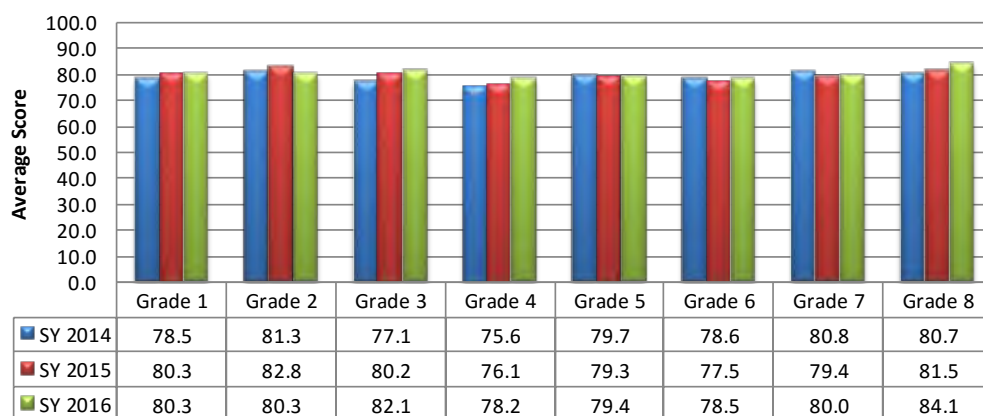
# Student Assessments

## Palauan Studies Report Card National Average Scores, 2014-2016



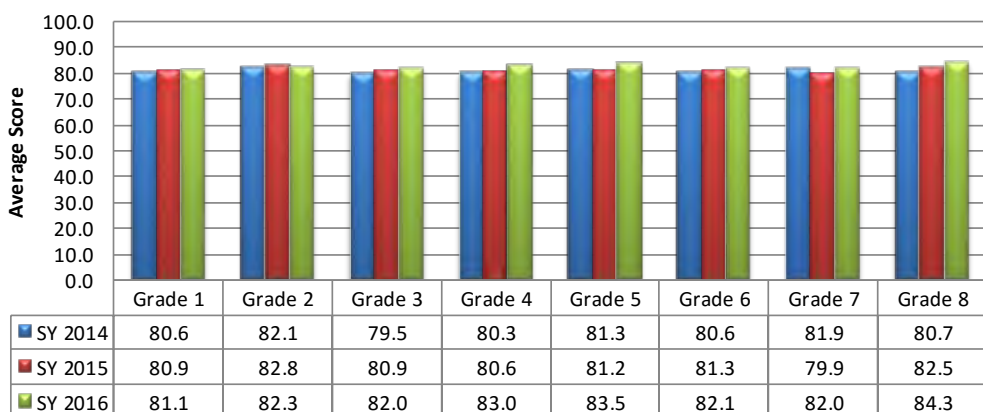
Source: MOE Student Information System

## Science Report Card National Average Scores, 2014-2016



Source: MOE Student Information System

## Social Studies Report Card National Average Scores, 2009-2015

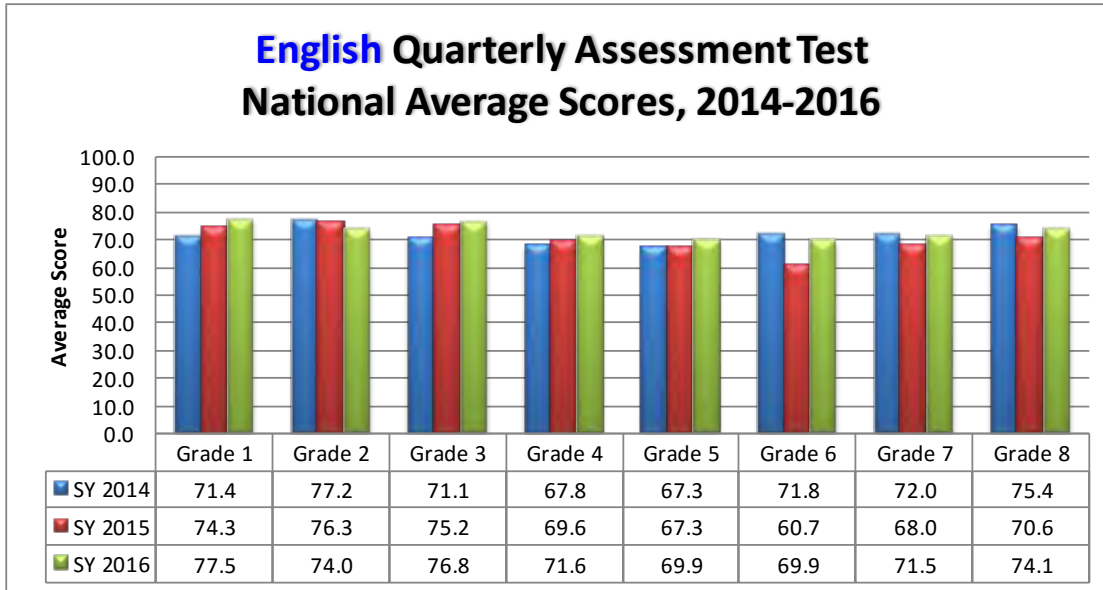


Source: MOE Student Information System

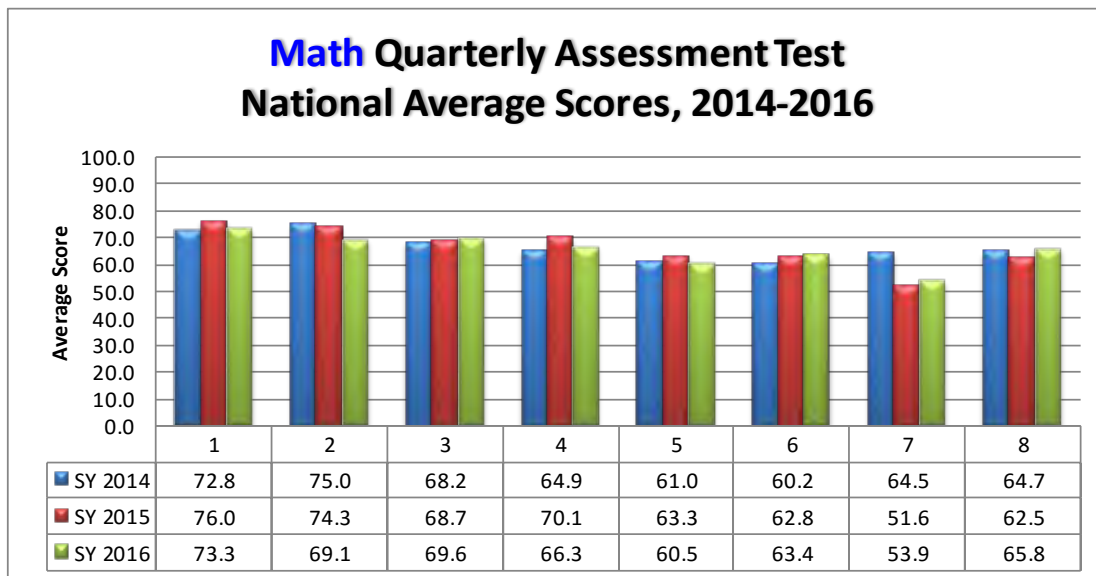
# Student Assessments

Quarterly Assessment Test (QAT) is a diagnostic test that measures the learning targets of the five core subjects for the Ministry of Education in Grades 1-8. The QAT is administered at the end of each quarter and counts for 25% of each student grade.

Figure 4: National Quarterly Assessment Test Average Scores by Grade Level, 2014-2016



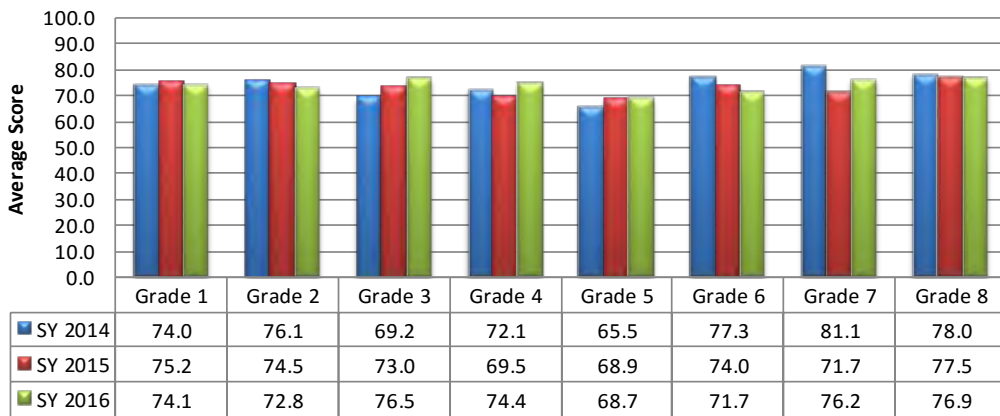
Source: MOE Student Information System



Source: MOE Student Information System

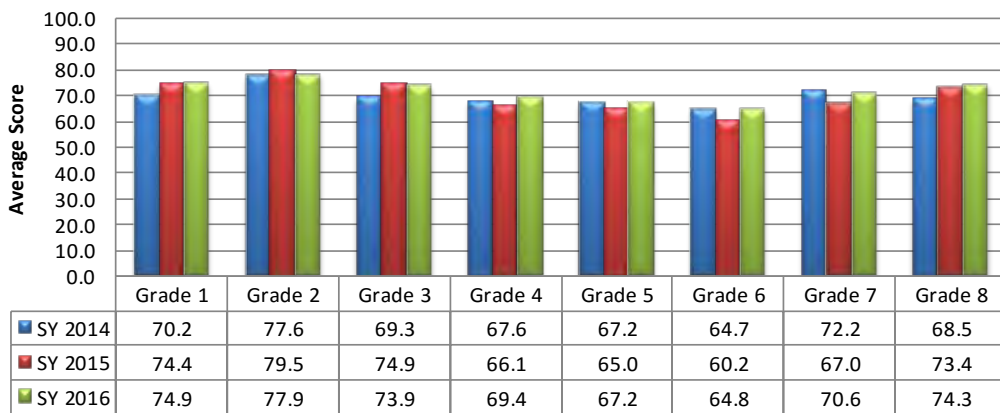
# Student Assessments

## Palauan Studies Quarterly Assessment Test National Average Scores, 2014-2016



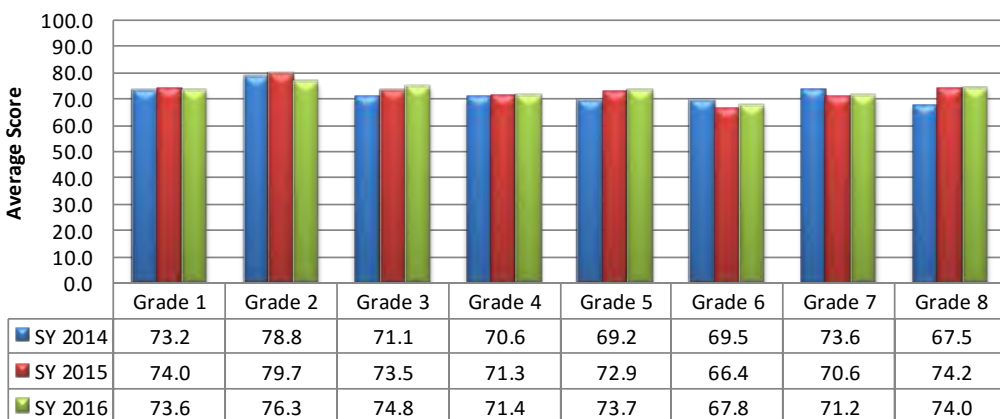
Source: MOE Student Information System

## Science Quarterly Assessment Test National Average Scores, 2014-2016



Source: MOE Student Information System

## Social Studies Quarterly Assessment Test National Average Scores, 2014-2016



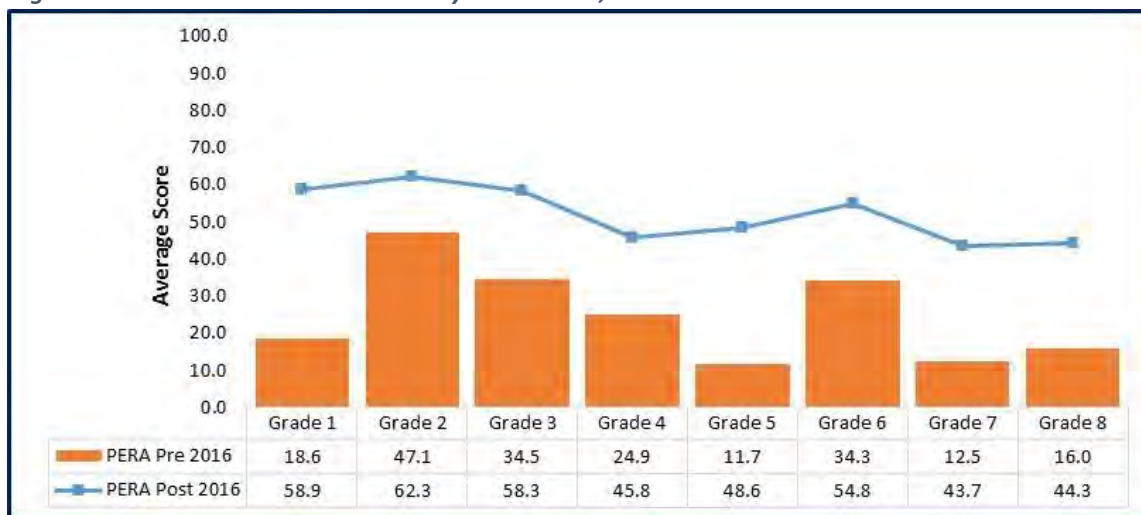
Source: MOE Student Information System



## Student Assessments

Palau English Reading Assessment (PERA) is a criterion test based on the current MOE English reading curriculum for Grades 1-8. The test assesses the elements of reading in phonics, vocabulary, literary elements, and reading comprehension. Students' scores on the PERA do not affect their grades. Figure 5 shows the PERA pre and post test results for school year 2016 in Grades 1-8.

**Figure 5: PERA Pre & Post Test Results by Grade Level, 2016**



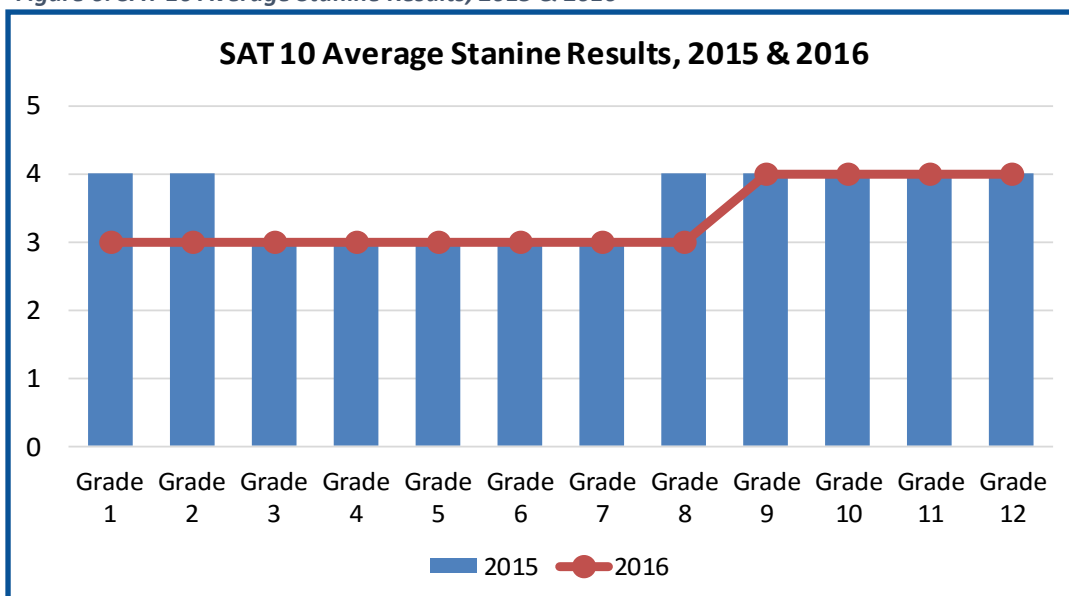
Source: 2016 PERA Assessment Scores

The Stanford Achievement Test 10th Edition (SAT10) is an internationally recognized United States standardized test that is used by the Ministry to measure subject area content and process skills in reading, language, spelling, study skills, listening, mathematics, science and social science. SAT 10 is a norm-referenced test which involves a comparison of students' scores against a norm reference group of U.S. students that took the same test.

Caution should be taken when interpreting the performance of students on the SAT10 Achievement Test in view of the differences between Palau students and US norm group. The SAT10 test results are defined using the following stanine

score range; 1, 2, and 3 is below average; 4, 5, or 6 is average and 7, 8, or 9 is above average. Figure 6 shows that on average, public schools stanine ranking is at 3.5 in comparison to a 2007 norm reference group in United States.

**Figure 6: SAT 10 Average Stanine Results, 2015 & 2016**



Source: 2015 and 2016 SAT 10 Stanine Scores

## Student Assessments

Pacific Island Literacy and Numeracy Assessment (PILNA) is a standardized test based on the Pacific Benchmarks for Literacy and Numeracy, which was endorsed by the Forum Education Ministers Meeting (FEDMM) in 2006. Palau among fourteen other Pacific countries participates in the PILNA. Student's scores on PILNA do not affect their grades.

In 2015 regional assessment, PILNA was conducted and scored by the Pacific Community through the Educational Quality and Assessment Program (EQAP). Thirteen Pacific countries participated in the assessment and Palau outperformed all countries in both literacy and numeracy assessments with 94 percent of fourth graders and 96 percent of six graders meeting or exceeding the regional benchmarks.

Table 20 shows the performance of Palau students as compared to a regional score and by small island states (SmIS).

**Table 20: Grade 4 & Grade 6 Students Performance Level in Literacy and Numeracy, 2015**

Domain	Percentage					
	Grade 4			Grade 6		
	Regional	SmIS	Palau	Regional	SmIS	Palau
Numeracy	86	84	99	68	70	96
Literacy	46	58	89	46	67	96
Average	66	71	94	57	68.5	96

*Source: 2015 PILNA Results, EQAP*

# Teacher Information

## Teacher Counts & Ratios

**Table 21: Total Number of Public School Teachers by Nationality, 2014-2016**

Nationality	2013-2014	2014-2015	2015-2016
Palauan	212	199	208
Filipino	18	18	18
Other Nationalities	8	6	6
<b>Total</b>	<b>238</b>	<b>223</b>	<b>232</b>

Source: MOE Division of Personnel Management

**Table 22: Total Number of Public School Teachers by Gender, 2014-2016**

School Year	Gender	Total	Percentage
2014	Female	185	78%
	Male	53	22%
	Total	238	100%
2015	Female	172	77%
	Male	51	23%
	Total	223	100%
2016	Female	180	77%
	Male	52	23%
	Total	232	100%

Source: MOE Division of Personnel Management

**Table 23: Student-Teacher Ratio in Elementary & High Schools by School Type, 2015-2016**

	Total			Public Schools			Private Schools		
	Total	Elementary	High School	Total	Elementary	High School	Total	Elementary	High School
<b>Students</b>	3,172	2,184	988	2,422	1,777	645	750	407	343
<b>Teachers</b>	326	217	109	232	176	56	94	41	53
<b>Ratio</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>10.4</b>	<b>10.1</b>	<b>11.5</b>	<b>8</b>	<b>10</b>	<b>6</b>

Source: MOE Student Information System and the Division of Personnel Management

# Teacher Information

**Table 24: Public School Student-Teacher Ratio by Gender & Location, 2016**

Level of Education	Location	School Name	Public School Teachers			Enrollment	STR
			Male	Female	Total		
Elementary	Babeldaob	Aimeliik	1	9	10	52	5.2
		Ibobang	0	3	3	18	6.0
		Melekeok	4	12	16	103	6.9
		Ngaraard	1	6	7	40	6.7
		Ngarchelong	1	8	9	71	8.9
		Ngardmau	1	6	7	24	3.4
		Ngeremlengui	3	6	9	43	4.8
	Central	Airai	1	11	12	152	13
		GB Harris	7	17	24	309	13
		Koror	7	39	46	701	15.2
		Meyuns	2	9	11	154	15.4
	Outlying	Angaur	2	5	7	19	2.7
		PJF (Kayangel)	0	3	3	8	2.7
		Peleliu	1	9	10	68	7.6
		Pulo Anna	0	1	1	10	10.0
		Sonsorol	0	1	1	5	5.0
	Total		31	145	176	1,777	10.1
High School	Central	Palau High School	21	35	56	645	12.0

Source: MOE Division of Personnel Management & MOE Student Information System

In accordance with Palau's national civil service rules and regulations, all public school teachers go through a certification process in which they must qualify by satisfying specific requirements. It is through such certification system that all public school teachers are initially certified. In relation, Palau's National Code Title 22 is awaiting further legislation from Palau's congress prior to its full implementation of teacher's certification by the Ministry of Education. (See *Annex for Palau's National Civil Service and PNC Title 22*)



**Table 25: Ministry of Education Budget as of July 27, 2016**

**FISCAL YEAR 2016 – RPPL 9-46**

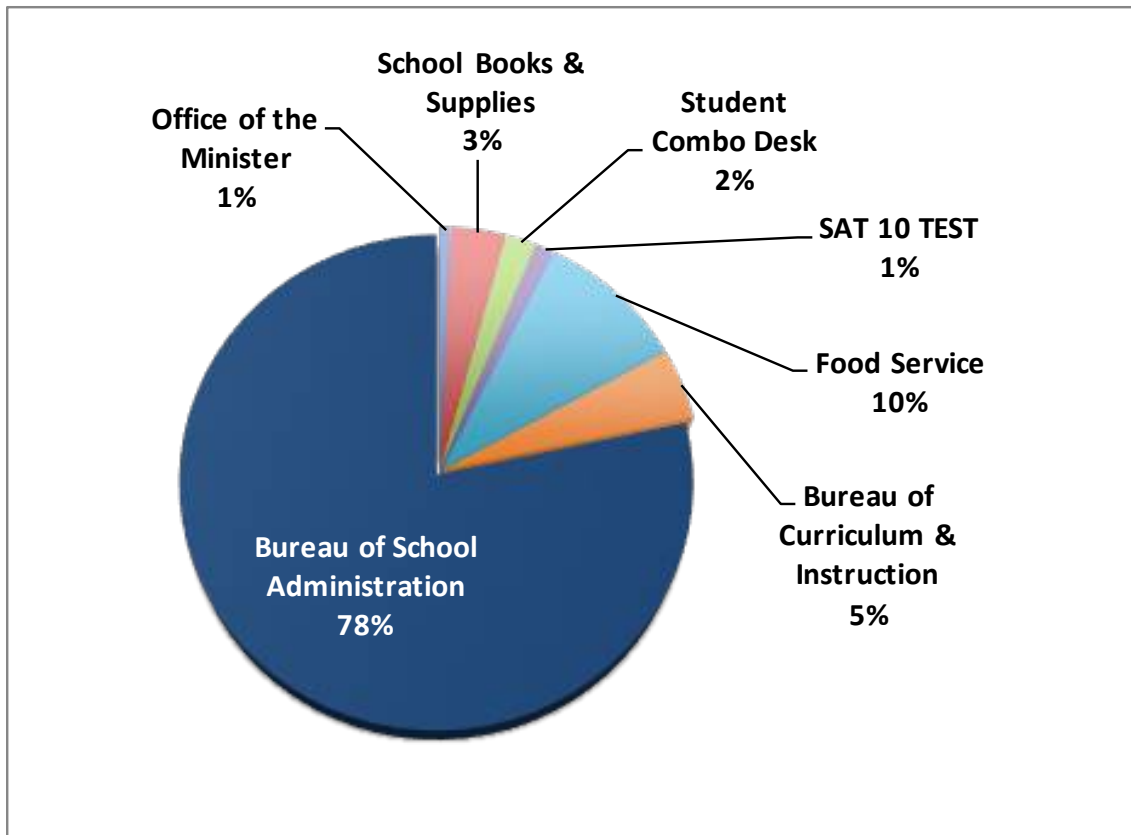
Line Item	Budget	Actual Expenses	Payroll Expenses	Other Expenses	Balance
Office of the Minister	\$58,000	\$56,130	\$56,130	\$0	\$1,870
School Books & Supplies	\$300,000	\$294,293	\$0	\$294,293	\$5,707
Student Combo Desk	\$169,000	\$169,000	\$0	\$0	\$0
SAT 10 TEST	\$100,000	\$32,520	\$0	\$32,520	\$67,480
Food Service	\$821,000	\$676,199	\$337,804	\$338,395	\$144,801
Bureau of Curriculum & Instruction	\$395,000	\$383,943	\$364,192	\$19,751	\$11,057
Bureau of School Administration	\$6,679,000	\$6,604,040	\$5,285,549	\$1,318,491	\$74,960
<b>Total</b>	<b>\$8,522,000</b>	<b>\$8,216,125</b>	<b>\$6,043,675</b>	<b>\$2,003,450</b>	<b>\$305,875</b>

*Source: National Budget Appropriation & MOE Finance Unit*

The Ministry of Education's Budget is appropriated by Palau's national congress. Table 25 shows the total budget appropriate for school year 2016 based on the Republic of Palau's Public Law (RPPL 9-46). Actual expenses are disaggregated into payroll expenses and other expenses. The remaining balance will be expended by the end of the fiscal year.

Figure 7 shows the breakdown of the Ministry of Education's 2016 appropriated budget by percentages.

**Figure 7: Ministry of Education Budget Breakdown, 2015-2016**



*Source: 2016 MOE Finance Unit*

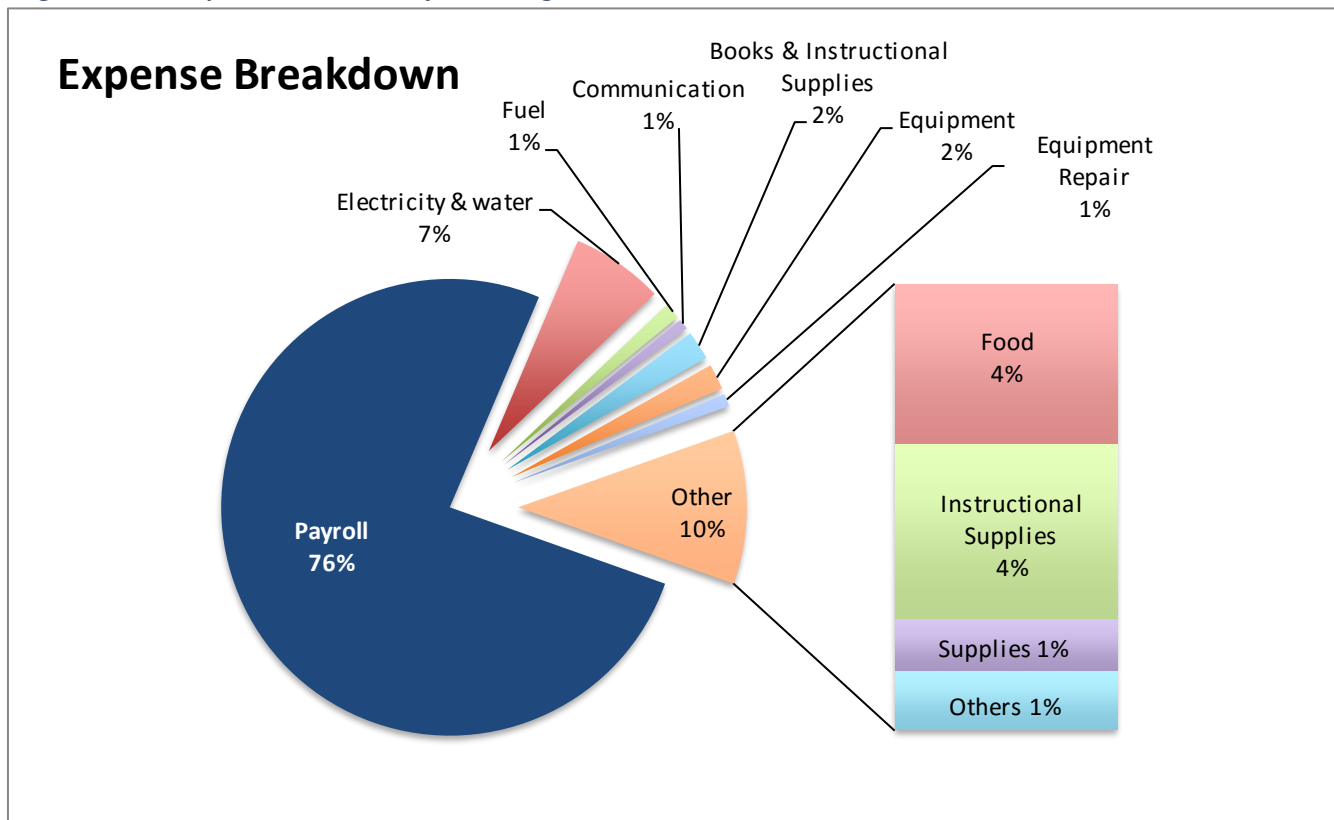
## Fiscal Information

**Table 25: Ministry of Education Expenditures, 2015-2016**

Category	Expense Breakdown	Percentage
Payroll	\$6,240,190	76%
Electricity & Water	\$537,003	7%
Fuel	\$92,876	1%
Communication	\$60,115	1%
Books & Instructional Supplies	\$169,504	2%
Equipment	\$149,672	2%
Equip. Repair	\$74,114	1%
Food	\$318,917	4%
Instructional Supplies	\$353,258	4%
Supplies	\$104,384	1%
Others	\$116,092	1%
<b>Total</b>	<b>\$8,216,125</b>	

Source: MOE Finance Unit

**Figure 8: MOE Expense Breakdown by Percentage, 2015-2016**



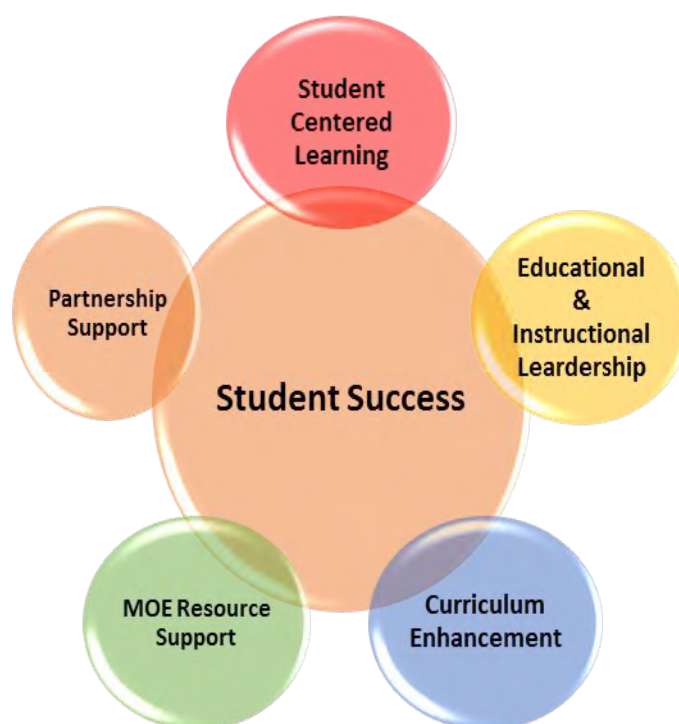
Source: MOE Finance Unit

# 2017-2026 Education Master Plan

## 2017-2026 Education Master Plan Policy Goals

The new Education Master Plan is focused on five policy priorities, which are to promote student success with Student Centered Learning, Educational and Instructional Leadership, Curriculum Enhancement, MOE Resource and Partnership Support. The approach is that MOE focuses on the whole child in developing his/her skills and knowledge of today's world.

*Figure 9: 2017-2026 Education Master Plan Policy Goals*



This year's education statistics are gathered under the above policy goals. The Ministry of Education has agreed upon the series of data and indicators in this statistical yearbook. This document will be improved gradually each year to meet data needs. This statistical yearbook covers mostly data on school enrollments, teacher data, and few indicators related to the International Mandates of Sustainable Development Goal 4 for Quality Education. This document is also reporting on other data as indicated by data source.

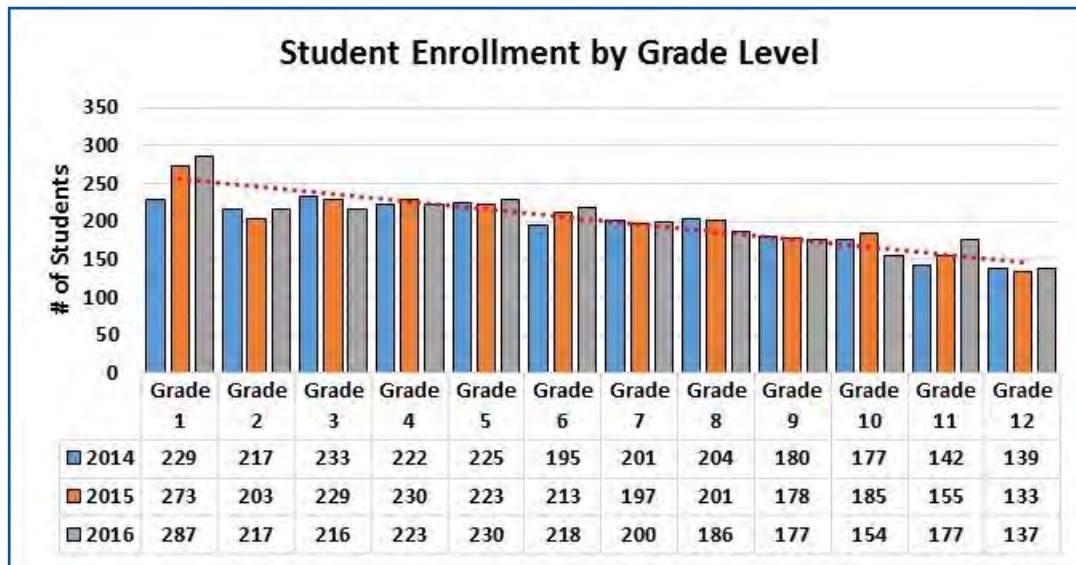
A key indicator section was created to showcase significant data areas in support of the new 10 year education master plan.

# Key Indicators

The Palau Ministry of Education is finalizing its new 10-year Education Master Plan for 2017-2026. The analysis of this 2016 Statistical Yearbook is mainly focused on statistics related to education sector with key indicators indicated within the new master plan. The grouping of indicators is clustered into five main policy goals focusing on student success.

Student success rely on many variables and this report aims to showcase needed data to assist in decision making and to get Palau students to be successful in Palau's society and the world. Teaching and learning are the core business for MOE for which student enrollment and performance are valuable factors. For the past three years, student enrollment has continued to decrease in relation to the Republic of Palau's census counts. Figure 10 shows the student enrollment by grade level indicating the decreasing trend line. The student assessment results are reported on page 20 to 26 of this publication.

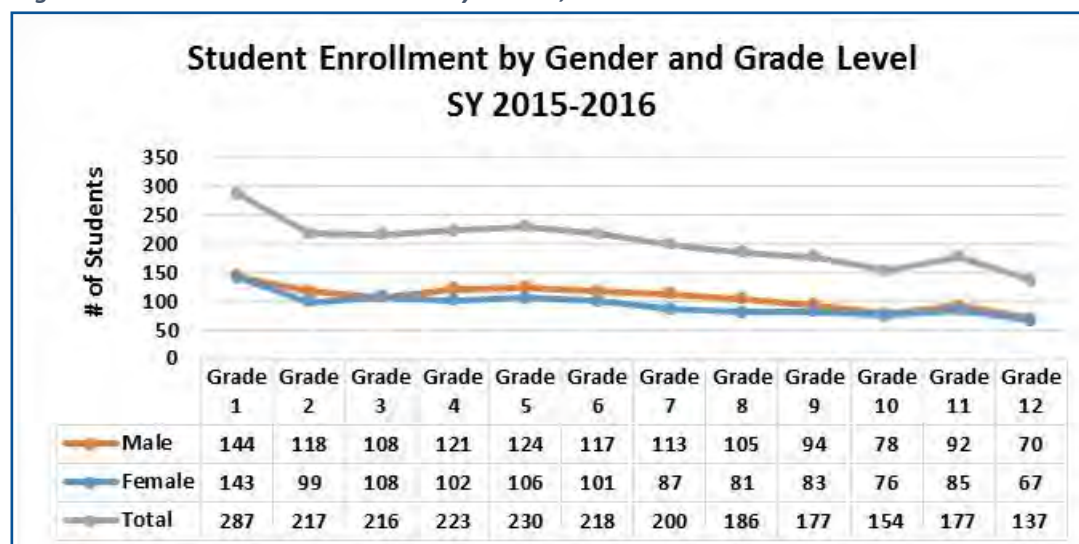
Figure 10: Enrollment in Public Schools by Grade Level, 2014-2016



Source: MOE Student Information System

In 2016, MOE recorded 1777 students who enrolled in elementary schools and 645 students enrolled in high school. In total, there are 2422 students enrolled in Grade 1 to Grade 12. Figure 11 is showing that there are more males (53%) than females (47%) in both public elementary and high school.

Figure 11: Enrollment in Public Schools by Gender, 2016



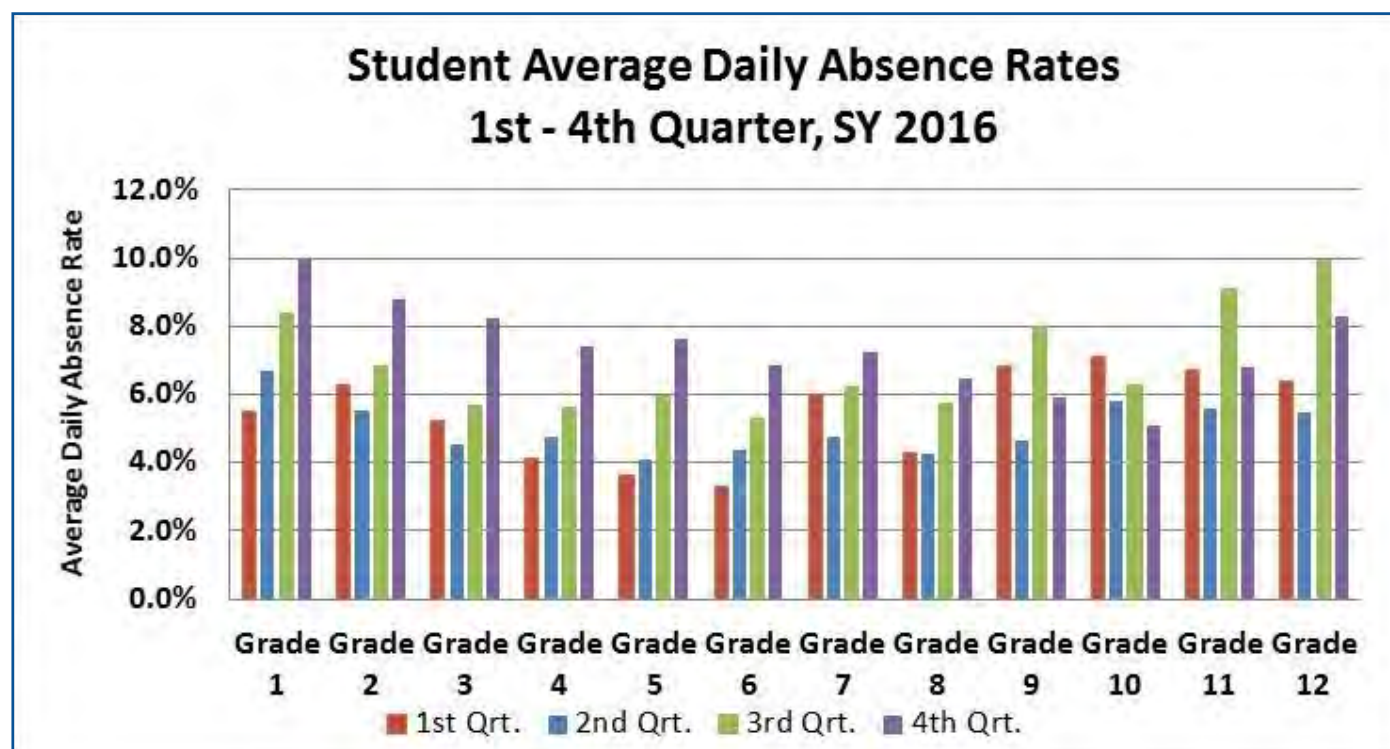
Source: MOE Student Information System



## Key Indicators

Another valuable factor to student success is their daily school absences. Student absences are recorded daily by each homeroom teacher in all public schools. On a quarterly basis, absence data are collected and stored within the MOE student information system. The average daily absence rate in all public schools from Grades 1-12 is at 6.2%. Figure 12 shows the attendance rate of each quarter and grade level. In 2016, Grade 1 and 12 show a high absence rate as compared to other grade levels but overall, the absentee rate stayed below 10% of the enrolled students.

Figure 12: Public School Student Average Daily Absence Rates, 2016



Source: MOE Student Information System

## Key Indicators

**Education and instructional leadership** is one of the essential policy goals of the new 2026 Education Master Plan. There are 232 teachers in the teaching force of whom 89% of them are Palauan and 8% are Filipino teachers. The remaining 3% belong to other ethnic groups. The Filipino teachers are mainly teaching Math and Science in Palau's public high school.

Figure 13 illustrates the academic level of teachers who are currently teaching in Palau public schools. About 44.4% are teachers with a high school diploma and some college credits, 1.3% of them have a certificate of achievement, 29.7% have an associate degree, 20.3% are bachelor degree holders and 4.3% of them have their Master's degree.

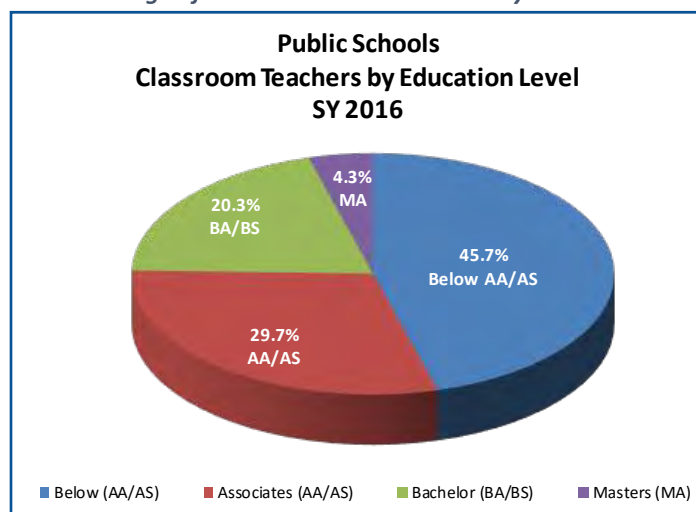
**Curriculum Enhancement** is another on-going activity at the Ministry of Education geared towards student success. The curriculum focuses on five core subject areas, which are Palauan studies, English, math, science, and social studies.

In addition, work is underway to also include health and physical education. To date, English and math curricula frameworks were revised in 2013. Science was also revised in 2015. Health is currently under revision and will be piloted in schools in school year 2017. The other curriculum frameworks, which include social studies, Palauan studies, and physical education, are scheduled for revision soon as funding becomes available.

**MOE Resource Support** is another valuable goal for MOE's plans toward student success. MOE resource support could be improved if the Ministry is equipped with sufficient resources and relevant staff. This year the Ministry of Education has recorded 435 staff, there is a Minister of Education, 2 bureau directors, 5 division chiefs, 15 school principals, 3 vice principals and 232 classroom teachers. All teachers' salaries are paid by Palau's National Government. The rest of the MOE employees are support staff.

The share of budget allocated to the Ministry of Education as percentage of the National Government budget was at 10.1% in 2016. About 76% of the Education budget in 2016 was spent on personnel salaries, which include classroom teachers.

Figure 13: Percentage of Teachers in Public Schools by Education Level.



Source: MOE Division of Personnel Management

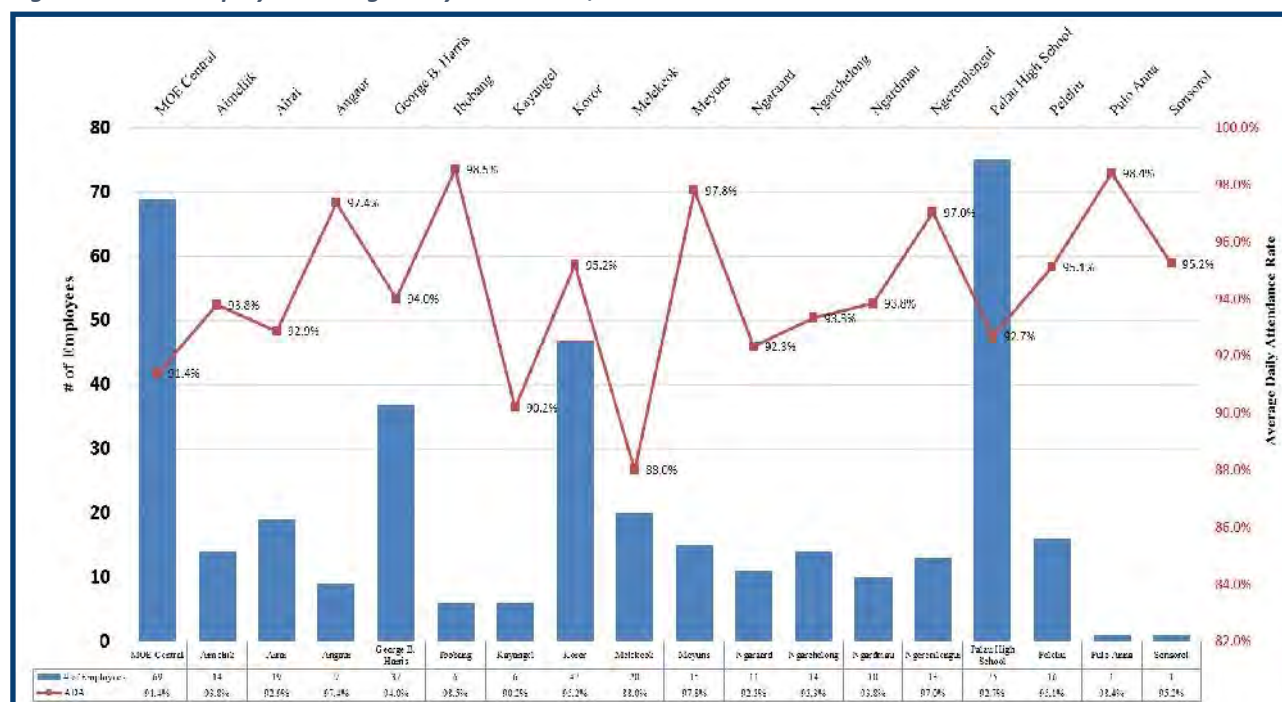
Table 26: MOE Employee Position Classification, 2015-2016

MOE Position Classification	Count
Minister of Education	1
Bureau Director	2
Division Chief	5
Administrative Staff	26
Budget Staff	2
Classroom Teacher	232
Classroom Teacher's Aid	2
Computer Lab Manager	9
Computer Technicians	2
Cooks	30
Data Management Staff	2
Education Specialist	24
Facility Maintenance Manager	1
Facility Maintenance Staff	13
Library Staff	17
Media Services Staff	6
Program Coordinator	1
Program Manager	2
Researcher	1
School Counselor	4
School Principal	15
School Registrar	1
School Vice Principal	3
Security Officer	11
Statistician	1
Transportation Staff	22
<b>Total</b>	<b>435</b>

Source: MOE Division of Personnel Management

## Key Indicators

**Figure 14: MOE Employee Average Daily Attendance, 2015-2016**



Source: MOE Division of Personnel Management

Figure 14 shows the average daily attendance of all the personnel employed at the Ministry of Education. In addition, prior to its unremitting support in strengthening teaching and learning in the classroom, the Ministry of Education has provided schoolbooks and instructional supplies to all public schools since 1981. About 3% of the MOE national recurrent budget has been spent on schoolbooks and Instructional supplies. The proportion of budget spent by donors to education development was at 26% in 2016.

Finally, **Partnership Support** is the support given by a number of government and non-government agencies, which foster student success. Figure 15 shows a list of support agencies that have been instrumental in assisting Palau students excel on their studies.

**Figure 15: MOE List of Partner Agencies**

- Office of the President
- Office of the Vice President/Ministry of Justice
- Ministry of Community & Cultural Affairs
- Ministry of Finance
- Ministry of Health
- Ministry of Natural Resources, Environment & Tourism
- Ministry of Public Infrastructure, Industries & Commerce
- Ministry of State
- Olbiil Era Kelulau (National Congress)
- Belau Employers and Educators Alliance
- Belau Family School Community Association
- Belau Head Start Program
- Belau Tourism Association
- Palau Community Action Agency
- Palau Community College
- Palau Conservation Society
- Palau International Coral Reef Center
- Palau Talent Search Program
- Palau Visitors Authority
- State Governments
- School Parent Teachers Association

## Acknowledgement

This publication was made possible through the support of many people within the education sector. We thank our school principals and their data entry personnel for their active involvement in the Ministry's Student Information System and for participating in 2016 Annual School Survey, the Division of Personnel Management, and Administrative Services Unit for their assistance in the collection of other data within the Ministry. A special acknowledgement goes to the Education Management Information System (EMIS) Team of the South Pacific Community in New Caledonia for its technical assistance. Finally, the Ministry's Division of Research and Evaluation is commended for the compilation of this publication.



## ***Republic of Palau Constitution – Article VI (Cross Reference)***

### **22 PNCA § 155 EDUCATION**

#### **§ 159. Attendance; parent's or guardian's penalty for child's absence.**

(a) Attendance at a public or nonpublic school shall be required of all children between the ages of 6 and 17, inclusive, or until graduation from high school, unless excluded from school or excepted from attendance by the Minister. For the purpose of beginning school, a child shall be admitted at the beginning of a school year if he has attained the age of 6 on or before September 30. To implement this provision, the Ministry shall provide compulsory education. The Board, in consultation with the Ministers of Education and Health, shall adopt health, safety and educational quality standards for all preschool and kindergarten education programs. The standards shall be adopted no later than June 1997. Thereafter the Ministries of Education and Health, and the Bureau of Public Works, shall conduct periodic inspections to ensure continuing compliance with the standards.

(b) Any parent, guardian, and other person having the responsibility for or care of a child whose attendance at school is obligatory shall send the child to school. Any parent, guardian, or other person who permits a child who is under his control to be absent from school without good cause and in violation of applicable law or regulations shall be guilty of a violation of this section and, upon conviction, shall be fined not more than \$100.

#### ***Amendment During President Nakamura – 1997***

Section 7. Amendment. 22 PNC 159, as amended by RPPL No. 4-57, is amended to read as follows: "Section 159. Attendance: parent's or guardian's penalty for child's absence.

Attendance at a public or nonpublic school shall be required of all children between the ages of 6 and 17, inclusive, or until graduation from high school, unless excluded from school or excepted from attendance by the Minister. For the purpose of beginning school, a child shall be admitted at the beginning of a school year if he has attained the age of 6 on or before September 30. To implement this provision, the Ministry shall provide compulsory education. The Board, in consultation . . . ."

### ***TWENTY-THIRD AMENDMENT***

Article VI of the Constitution is hereby amended to read as follows:

The national government shall take positive action to attain these national objectives and implement these national policies: conservation of a beautiful, healthful and resourceful natural environment; promotion of the national economy; protection of the safety and security of persons and property; promotion of the health and social welfare of the citizens through the provision of free or subsidized health care; and provision of public education for citizens which shall be free from grades one (1) to twelve (12) and compulsory as prescribed by law.

Source: Proposed amendment enacted November 19, 2008



## ***PALAU NATIONAL CODE TITLE 22 – EDUCATION SYSTEM OF PALAU***

### **§ 151. TEACHERS' CERTIFICATES; REQUIRED; QUALIFICATIONS.**

No person may serve as a teacher in any public school, or as a private school teacher of core academic subjects, without first having obtained a certificate from the Ministry, which certificate shall be issued without cost to the teacher, in such form as the Board and the Ministry determines. The qualification standards and requirements for such certification shall be established by the Board, in consultation with the Minister and the Professional Standards and Practices Commission.

## ***PALAU NATIONAL CIVIL SERVICE SYSTEM RULES AND REGULATIONS***

### **Part 5. CERTIFICATION AND APPOINTMENT**

**5.1. Certification of Eligibles.** For the purpose of filling vacancies in the Public Service, the appropriate management official shall request a list of eligibles from the Director of the Bureau of Public Service System, unless he elects to fill a position by transfer, promotion, or demotion. Requests for eligibles shall be made on forms prescribed by the Director, and shall clearly identify the position to be filled. The Director shall respond to such request by certifying from the appropriate eligibles list the five highest available eligibles, or such lesser number as are available. No person shall report to work nor receive a salary unless he has been previously certified on an appropriate eligible list by the Director and selected by the appropriate management official.



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