

**Federated States of Micronesia
Education Sector**

**FSM JEMCO
20 EDUCATION INDICATORS
REPORT
August 2006**



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FSM JEMCO Education Indicators

Indicators of Educational Progress adopted August 11, 2004

1. Number of schools by grade level (i.e., elementary, middle/junior, and high school)
2. Number of schools by size (i.e., enrollment under 50, between 51-100, 101-200, 201-300 and over 300)
3. Number of schools operating half-day sessions
4. Number of full-time staff and number of part-time staff
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
8. Base populations by school age groups (i.e., total no. of 4-5 yr. olds, 6-13 yr. olds & 14-18 yr. olds)
9. Percent of base school-age population in school by age groups (e.g., % of 4-5 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
13. Number and percent of students achieving “Proficiency” level & above, at selected grade levels for standardized tests (e.g., SAT 9) or criterion-referenced tests (e.g., locally developed tests)
14. Completion/graduation rate for 8th and 12th grades
15. Number and percent of grade 8 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 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 on each year by July 31, 2005

Introduction

The following FSM JEMCO 20 Education Indicators Report August 2006 is the second submission of the FSM Education Sector for the 20 JEMCO Education Indicators.

The purposes of the 20 JEMCO Indicators are to report to stakeholders in the FSM on both the status and progress of education, meet JEMCO requirements, and improve decision making on education issues in the FSM.

The 20 JEMCO Indicators cover areas from basic enrollment data, and number of schools to student performance. While most of the 20 JEMCO Indicators were reported last year, there were a few that due to lack of data could not be reported. This report will indicate where data has been included this year and areas where there is still a need to improve collection of data.

Issues and Potential Solutions

There are still problems with data accuracy, consistency of reporting of data, and coding of data. While progress has been made for improving data cleaning, the consistency of reporting and coding, meeting deadlines and having data available on States' websites needs further improvement.

1. Dual Education Management Information Systems

There is dual education management information systems established: Pacific Education Data Management Information System (PEDMS) and the FSM Education Management Information System (EMIS).

At an education information management systems conference at the end of May 2006, the representatives of the States decided that the States would use the PEDMS system and national would continue with EMIS. This was endorsed by the State Directors of Education at the FACSSO meeting in July 2006.

The PEDMS data is considered low level data to meet the requirements of JEMCO Indicators while EMIS intends to collect the PEDMS data and a wider base of educational information for its EMIS database. The responsibility for providing the 20 JEMCO Indicators data is through the PEDMS system at State level and National Division of Education reports it through EMIS.

- 1.1. Training in the States and Development of Websites: Dr Soe who developed PEDMS has undertaken to train data managers and to establish web sites for each state.
- 1.2. An ADB consultant will be contracted to work with the FSM EMIS Data Manager to establish a national website for EMIS data.

2. Accuracy of data

Gross and net enrollment rates are difficult to report due to concerns over underreporting of live births and the impact of migration on student enrollment. The NDOE is working with the Department of Health immunization section to try to obtain accurate data on age groups and assist in improving the data accuracy. Some data provided from the States was not accurate and needed checking and cleaning.

3. Inconsistencies in reporting data

Some states have not reported data on some indicators to the national EMIS coordinator. At the May 2006 Conference on education management information systems, States representatives recommended that data be sent to the national office by 30 June 2006. Despite persistent requests for the data, some were still not forthcoming by the required reporting time. Planning is needed to ensure that each state data system is clear about what is required and when the data is needed.

4. Planning, Development and Training for Education Management Information Systems Personnel

The level of knowledge and skills of personnel involved in the reading of the Indicators, understanding the requirements, and planning on meeting deadlines for reporting still need improvement. There is a need for ongoing training and development programs for all personnel and planning by State DoEs to ensure the reporting cycle is accurate.

5. Early Childhood Education (ECE)

Since October 2005, ECE has been incorporated into the State Departments of Education. While some ECE centers are physically distant from the local school, the center is incorporated into local school education information.

Indicator 1: Number of schools by grade level

Table 1

State	Elementary	Secondary	No. Schools
Chuuk	129	14	143
Kosrae	7	1	8
Pohnpei	33	3	36
Yap	29	3	32
FSM Total	198	21	219

Key:

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

Secondary: 9th grade to 12th grade.

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

Comments:

The total number of schools shown in Tables 1 and 2 do not necessarily represent each school site. For example in Chuuk one school may have 2 or more sites. Plans are underway, but are not completed for consolidation of schools in some states. Some schools have been consolidated under one management system but not physically consolidated and have been reported both separately and combined on various occasions.

Generally, 90 % of FSM schools range from ECE to grade 8 and approximately 10% of schools are high schools with a grade range from grade 9 to 12. There is some variation at grades 9 - 12, such as in Chuuk where they are extending high schools from grades 9 and 10 to the different regions of Chuuk. High Schools with grades 11 and 12 are still primarily on Weno.

Indicator 2: Schools by size

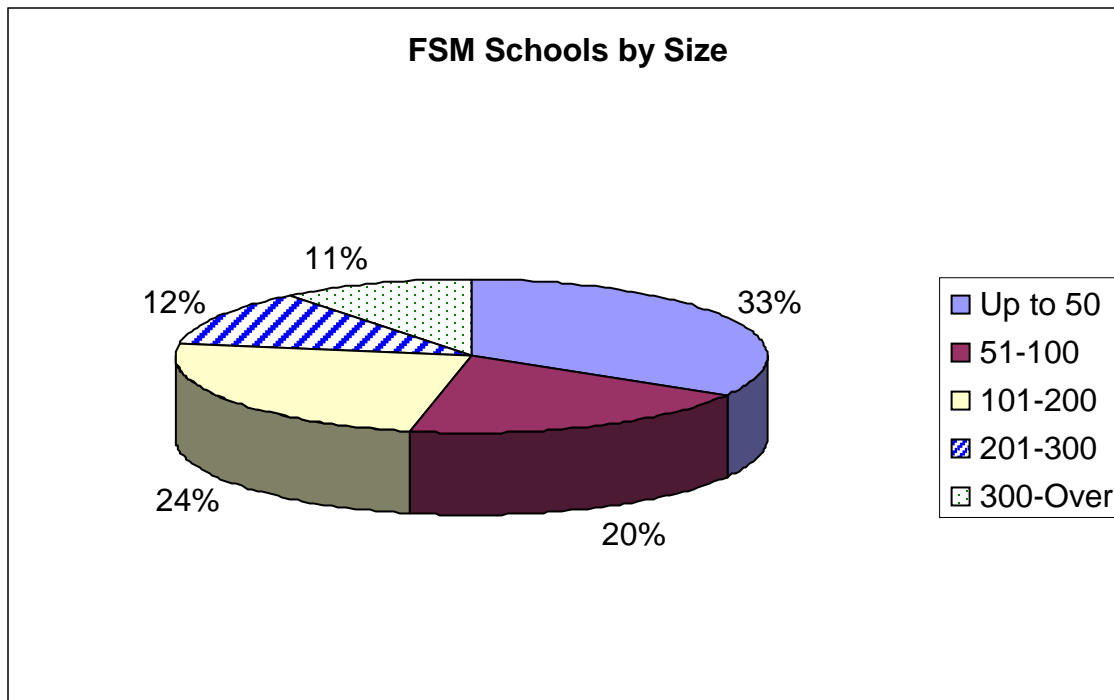
Table 2

State	Up to 50	51-100	101-200	201-300	300-Over	Total
Chuuk	55	29	37	14	8	143
Kosrae	1	1	1	1	4	8
Pohnpei	3	6	8	9	10	36
Yap	14	8	7	2	1	32
FSM Total	73	44	53	26	23	219

Comments:

There are 117 FSM public schools with student populations up to 100. Many of these schools are in remote areas or outer islands. Efforts are underway to consolidate schools where feasible (not separated by deep ocean water). Graph 1 is a visual representation of the sizes of the public schools.

Graph 1:



Most of the public schools with over 300 students (11%) are in state centers and/or secondary schools and generally cannot be reduced in size without establishment of new school sites.

Indicator 3: Number of schools operating half day sessions

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

We do see a problem in that some schools end the school day early due to various reasons such as funerals, religious holidays, community events, etc. However, the FSM is viewing this as an attendance problem and will be tracking this issue in School Year 2006-2007 through daily tracking of attendance of students and teachers.

Indicator 4: Number of full time and part time staff

All instructional staff are full time for both private and public schools. Currently there are no part time staff such as teacher aides. There are cases where parents assist schools with students, specifically at the early grades.

Indicator 5: Number and percent of staff by education level

Table 3 shows all education staff in the FSM by degree status including non-teaching personnel, except for Chuuk. Chuuk only provided teachers' education level. 39% of the education staff in the FSM do not have a degree. Graph 2 presents a representation of the data.

Table 3

FSM Education Staff Degree Status as of 7/13/2006						
State	No degree	AA/AS	BA/BS	MA/MS	PhD	Total
Chuuk	420	336	53	1	0	810
Kosrae	43	196	24	3	0	266
Pohnpei	192	418	149	7	0	766
Yap	250	164	32	4	0	450
National	5	5	9	2	0	21
FSM Total	910	1119	267	17	0	2313
Percent	39%	48%	12%	1%	0%	100%

Key:

No degree: Those staff without a degree from an Institution of Higher Education. This group is composed of those with only a high school diploma or certificate, many with some college courses. The group also includes those that are undocumented. They may have attended school, but because of financial requirements, official documents may not be available.

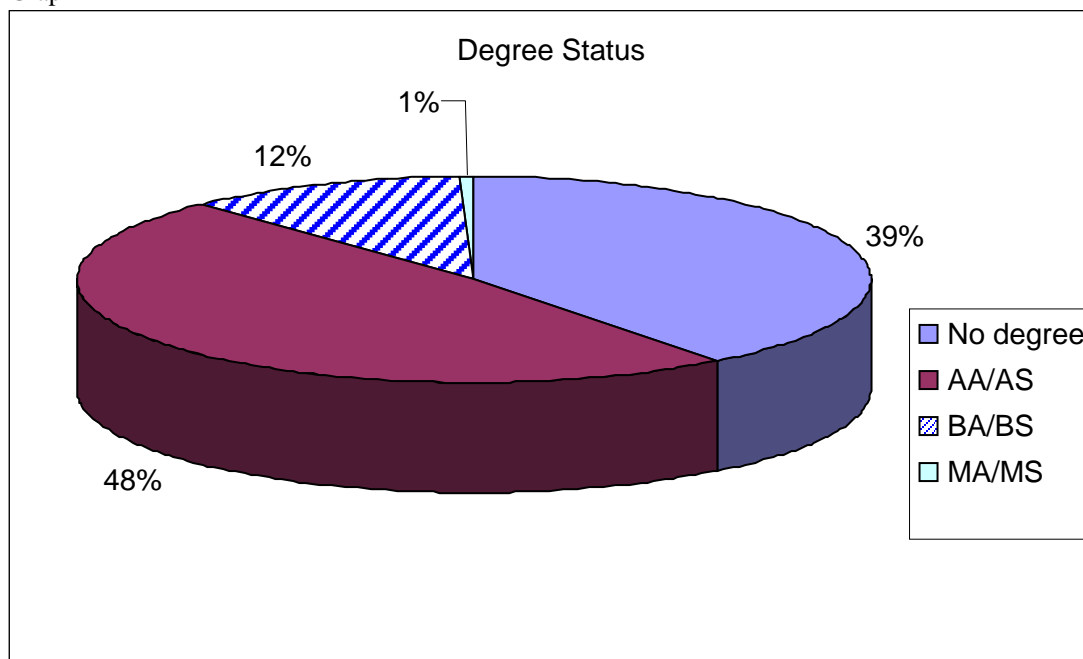
AA/AS: Associate of Arts or Associate of Science degree. This group also includes those who have obtained a Third Year Teaching Certificate from COM-FSM.

BA/BS: Bachelor of Arts or Bachelor of Science

MA/AS: Masters of Arts or Masters of Science

PH.D.: Doctor of Philosophy

Graph 2



Comment:

Table 3 shows all education staff but it does not show specifically teachers' qualifications except for Chuuk State which did not include other education staff in its data on qualifications. The qualifications of National DoE staff have been included where data is available. Not all NDOE staff were included. Updated data will be available 2006-2007.

All teachers in FSM have been issued with Provisional Teachers' Certificates (see definition below) that are valid until 1 October 2007. All FSM teachers are expected to achieve a Basic Certificate by this date so that they can continue teaching.

The EMIS is developing a system to be able to report on teachers' qualifications and this should also be included in PEDMS. It would be useful to have a separate table for teachers to show qualifications and certified status.

Regulations for FSM Teacher Certification were enacted in January 2004.

Basic Certification

A Basic Certificate is issued for a three (3) year period. To be issued a basic certificate an individual must:

1. Pass the FSM National Standardized Test for Teachers (NSTT).
2. Pass a written examination for teaching competencies and satisfactorily demonstrate use of core teaching in the classroom through observation.
3. Possess an AA/AS degree or equivalent from an accredited Institute of Higher Education.

Provisional Teaching Certificate

A three (3) year non-renewable provisional teaching certificate may be issued upon request of the respective State Director in situations where no qualified teachers are available.

Teachers have been attending College of Micronesia Summer School. A teacher can normally take six credits during summer sessions. Teachers from outer islands, lagoon islands and remote locations on the high islands of the FSM face major problems and costs in transportation and lodging, to attend classes.

Yap DoE supported a group of teachers from remote islands to undertake full time study at Yap COM-FSM in order to complete their AA/AS degrees.

The Teacher Quality Enhancement Grant has been used for four years to assist teachers to gain AA/AS degrees. There are 19 teachers from Pohnpei, 20 from Chuuk and 11 from Kosrae who have attained AA/AS degrees through the grant.

Indicator 6: Number of teachers/staff by grade level

Table 4

State	Elementary	Secondary	Staff	Total
Chuuk	601	209	522	1332
Kosrae	154	43	69	266
Pohnpei	393	130	243	766
Yap	296	82	72	450
FSM	1444	464	906	2814

Table 4 shows the number of teachers at elementary and secondary schools. The staff column shows overall education staff from school bus drivers to State Department of Education staff. Chuuk has a high number of education staff in proportion to the whole education service in Chuuk.

Indicator 7: Student-teacher ratios by state

Table 5

State	Student	Teacher	Ratio
Chuuk	15412	810	19
Kosrae	2482	197	13
Pohnpei	10797	523	21
Yap	3034	378	8
FSM	31725	1908	17

Student/teacher ratio varies greatly in the FSM from school to school, grade to grade, and state to state. Pohnpei has the highest student-to-teacher ratio with over 20 to 1 while Yap has only an 8 to 1 ratio. The issue of student-to-teacher ratios has been discussed at FACSSO meetings but a full staffing review of student-teacher ratios has not been undertaken.

The differences in student-to-teacher ratios arise from a number of factors:

- Allocations of teachers among schools can result in vastly different student/teacher ratios even within the same municipality. In some municipalities student-teacher ratios can vary from 40 to 1 down to 6 to 1.
- The amount of funds per pupil varies greatly across the FSM as can be seen in indicator 17.
- Funding decisions are at two levels across the FSM.
 1. There is a formula distribution between the FSM States and national government.
 2. Each state entity then determines how much of their funds go to specific sectors. Higher per pupil levels of funding allows certain states to hire a greater number of teachers.
- The geographic features of FSM also affect student-to-teacher ratios.
 1. Outer islands tend to be smaller in size and have a lower student teacher ratio.
 2. Schools near the state centers tend to be larger with higher student-to-teacher ratios.
 3. Outer island ratios tend to be higher where students are present at all grades, but in small numbers.
 4. It is difficult for a single teacher to handle more than two or three grade levels in one class. Yap has been developing modules in multi-grade teaching to be delivered at COM-FSM and with support from PREL.

Indicator 8: Base populations by school age groups (i.e., total no. of 4-5 yr. olds, 6-13 yr. olds & 14-18 yr. olds)

This data has not been verified by Census data or health data such as immunization statistics. There needs to be coordinated planning at state and national level to ensure that enough time is given to other government departments for required verification of data.

Table 6

State	4-5 yr	6-13 yr	14-18 yr	Total
Chuuk	1204	11212	2996	15412
Kosrae	236	1505	741	2482
Pohnpei	654	7281	2862	10797
Yap	316	1904	814	3034
FSM	2410	21902	7413	31725

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

The data on base school-age population by age groups is not available. There is concern that the base population figures are not accurate in the 2000 census and also yearly records collected in each States are not readily available. Births outside of the hospitals may not be uniformly collected. Migration may also be having a major impact.

Table 7

State	4-5 yr	6-13 yr	14-18 yr	Total
Chuuk	8%	73%	19%	15412
Kosrae	10%	61%	30%	2482
Pohnpei	6%	67%	27%	10797
Yap	10%	63%	27%	3034
FSM	8%	69%	23%	31725

The school by age groups percentages in table 7 represents only those students enrolled in school. It is anticipated that for 2006-2007 data will be collected and verified with Health Division, Immigration and Census Statistics to try to ascertain the population by age groups

Indicator 10: Student enrollment by grade level and gender

Table 8

State	Elementary		Secondary		Total
	M	F	M	F	
Chuuk	6413	6003	1516	1480	15412
Kosrae	961	946	325	250	2482
Pohnpei	4177	4181	1226	1213	10797
Yap	1019	1201	412	402	3034
FSM	12570	12331	3479	3345	31725

Two important factors are shown by table 8 on enrollment by grade level.

1. All ECE enrollments for 2005-2006 are now included in the lowest grade figures.
2. Chuuk and Kosrae have noticeably larger populations of males than females attending schools. It is important to check these figures against information in indicator 8 and gender based data to ensure that females are able to attend schools. Further research is needed using data from health and immigration.

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

Table 9

State	Elementary		Secondary		Total
	Male	Female	Male	Female	
Chuuk	0	0	0	0	0
Kosrae	98%		99%		99%
Pohnpei	91%	92%	91%	91%	91%
Yap	0	0	0	0	0

Average daily student attendance rate by grade level and gender was not collected in SY 2004-2005. The data managers at the EMIS Conference in May 2006 reviewed the Indicators with Dr. Soe and wrote up what was required. The data for 2005-2006 for Pohnpei shows by percentage the average daily attendance rate and attendance rate by gender. Kosrae shows only the attendance rate by grade level and does not include gender. Chuuk and Yap did not provide the required data.

There is a need to ensure that data managers in each State understand the requirements of this indicator.

Indicator 12: Drop-out rate by grade level and gender

Table 10

State	Elementary		HS		Total
	M	F	M	F	
Chuuk	0.9%		0.8%		1.7%
Kosrae	0	0	3%		3%
Pohnpei	0	0	0	0	0
Yap	0	0	0	0	0

Drop-out rate data was not collected in SY 2004-2005. Yap did not provide data for indicator 12. Pohnpei supplied incorrect data. Chuuk has provided information but included private schools and the gender breakdown was not by rate. Kosrae had no drop out rate for elementary but showed a 3% overall rate, not gender based, for high school.

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

The FSM National Standardized Tests (NST) are the basis for measuring the percent of students in FSM achieving proficiency levels in their academic learning in mathematics, language arts and science. The test results are used to report these levels of proficiencies. The tables 11 a to e below display these proficiencies.

Proficiency Levels
NATIONAL 2006
 6th Grade NST Language Arts

Table 11a

Proficiency Levels	Number of items Correct (63 possible)	Percent of items correct	Actual Numbers of FSM Students per level	Actual Percent of FSM Students per level
1. Not Proficient	37 or less	59% - 0%	952	61%
2. Significant Improvement Needed	38-50	60% - 79%	397	26%
3. Mastery	51-63	80% - 100%	200	13%

Table number 11a indicates the actual number of *sixth graders* who participated in the 6th grade English language arts test and where their levels of proficiencies are in relation to their English language proficiencies. Out of a total number of one thousand five hundred forty nine (1,549) *students sixty one percent (61%)* are not proficient in the English language. Twenty six percent are in the category of needing improvement skills to attain mastery level, and therefore, leaving thirteen percent (13%) in mastery category level.

The table further indicates that the high percentage in these three categories is in the “*Not proficient*” section. This then suggests that our students are lacking the skills necessary to learn the language effectively and efficiently. A lot of factors could be attributed to reasons behind this. One of the major ones is that there are inadequate numbers of teachers who have skills to teach English as a second language. English language is taught as if these students were first language speakers of English.

NATIONAL 2006
 NST Mathematics – 6th Grade

Table 11b

Proficiency Levels	Number of items Correct (38 possible)	Percent of items correct	Actual Numbers of FSM Students per level	Actual Percent of FSM Students per level
1. Not Proficient	22 or less	59% - 0%	1264	82%
2. Significant Improvement Needed	23 – 30	60% - 79%	215	14%
3. Mastery	31- 38	80% - 100%	55	4%

The total number of sixth graders taking this mathematics test is one thousand five hundred and forty nine (1,549). The mathematics program is not well achieved as 82% of the sixth graders are not proficient in math. A small number of 4% or (55) sixth graders of all those 1,549 who took the test are at the mastery level meaning they are the only ones who could do mathematics correctly at this level.

Proficiency Levels
NATIONAL 2006
For NST Language Arts- 8th Grade

Table 11c.1

Proficiency Levels	Number of items Correct (52 possible)	Percent of items correct	Actual Numbers of FSM Students per level	Actual Percent of FSM Students per level
1. Not Proficient	30 or less	59% - 0%	706	46%
2. Significant Improvement Needed	31-41	60% - 79%	489	32%
3. Mastery	42-52	80% - 100%	327	22%

There is a total number of one thousand five hundred twenty two (1,522) eight graders who participated in the language arts NST this year.

Table 11c.2

Proficiency Levels	Actual Results percent of FSM Students per level 2005	Actual Results percent of FSM Students per lever 2006	Difference
1. Not Proficient	51%	46%	Decrease of 5%
2. Significant Improvement Needed	32%	32%	Decrease of 0%
3. Mastery	17%	22%	Increase of 5%

Table 11c.2 shows a comparison of this year with last year's results. There is an improvement in grade 8 test results. There is a decrease of five percent (5%) in the "Not Proficient" section and an increase of 5% in the level of *mastery*. We would want to decrease the not proficient level category and increase most especially the mastery level.

One of the factors for this improvement taking place at grade 8 language arts may be attributed to the fact that schools nowadays placed their best teachers and resource materials at grade 8 because it is the transition grade level between elementary and secondary schools. Another factor may be competition among schools. There is often competition among schools which may have directly benefit student learning and achievement.

This information is now shared with state officials that in turn would share with their schools as well as teachers in their respective states. This may perhaps be a good practice to be pursued for all teachers applying to the other grades for the overall school improvement in the four states.

NATIONAL 2006
NST Mathematics – 8th Grade

Table 11d.1

Proficiency Levels	Number of items Correct (57 possible)	Percent of items correct	Actual Numbers of FSM Students per level	Actual Percent of FSM Students per level
1. Not Proficient	33 or less	59% - 0%	1028	67%
2. Significant Improvement Needed	34-44	60% - 79%	324	21%
3. Mastery	45-57	80% - 100%	189	12%

This same pattern for improvement is also occurring with the math test for all eight gradestudents who participated in the mathematics NST test in 2006. A total of One thousand five hundred and forty one (1,541) eight grade students took the test and of that number 12% or 189 performed at the mastery level.

Table 11d.2

Proficiency Levels	Actual Results percent of FSM Students per level 2005	Actual Results percent of FSM Students per level 2006
1. Not Proficient	65%	67%
2. Significant Improvement Needed	24%	21%
3. Mastery	11%	12%

The significant improvement here is that there is a 1% increase of student learning in mastery category.

NST Science – 8th Grade

Table 11d.3

Proficiency Levels	Number of items Correct (50 possible)	Percent of items correct	Actual Numbers of FSM Students per level	Actual Percent of FSM Students per level
1. Not Proficient	29 or less	59% - 0%	1228	89%
2. Significant Improvement Needed	30-39	60% - 79%	145	10%
3. Mastery	40-50	80% - 100%	13	1%

There was no science test conducted last year. The results are causing concern especially as only 1% of students have achieved mastery level in a core curriculum area.

Proficiency Levels
NATIONAL 2006
For NST Language Arts- 10th Grade

Table 11e.1

Proficiency Levels	Number of items Correct (69 possible)	Percent of items correct	Actual Numbers of FSM Students per level	Actual Percent of FSM Students per level
1. Not Proficient	40 or less	59% - 0%	363	47%
2. Significant Improvement Needed	41-54	60% - 79%	280	36%
3. Mastery	55-69	80% - 100%	131	17%

There is little improvement in Language Arts 10th Grade. In fact regression is shown in mastery from 18% in SY 2004-2005 to 17% in 2005-2006. However, the Not Proficient rate has decreased by 3%.

NST Mathematics – 10th Grade

Table 11e.2

Proficiency Levels	Number of items Correct (38 possible)	Percent of items correct	Actual Numbers of FSM Students per level	Actual Percent of FSM Students per level
1. Not Proficient	22 or less	59% - 0%	592	77%
2. Significant Improvement Needed	23 – 30	60% - 79%	135	18%
3. Mastery	31- 38	80% - 100%	40	5%

There has been a significant change in student learning and achievement at mastery level where 2% more students have mastered concepts in mathematics from last year's performance.

Indicator 14: Completion/graduation rate for 8th and 12th grades

Table 12

State	8th Enrolled	Graduate 05-06	Rate	12th Enrolled	Graduated 05-06	Rate
Chuuk	1157	971	84%	581	467	80%
Kosrae	164	162	98%	192	127	66%
Pohnpei	815	815	100%	566	528	93%
Yap	218	189	87%	211	204	97%
FSM Total	2356	2137	91%	1550	1326	86%

Pohnpei achieved a hundred percent graduation rate at 8th grade. All 8th grade students finished 8th grade but this does not necessarily mean that they will go to high school. Kosrae's completion/graduation rate at 12th grade is considerably lower than other States.

Indicator 15: Number and percent of grade 8 completers going to high school and high school graduates going to higher education

Table 13

State	Graduated 05-06	Going to HS	Percent	Graduated 05-06	HS to Higher ED	Percent
Chuuk	971	971	100%	467	0	0
Kosrae	162	162	100%	127	0	0
Pohnpei	815	672	82%	528	0	0
Yap	189	189	100%	204	0	0
FSM Total	2137	2137	100%	1326	0	0

Pohnpei has decided to provide opportunities for all students to be placed in the Pohnpei Secondary School System. Those eight grade students who received a low raw score of 0-59 in their original entrance test will be on a probationary period for about two (2) months before being tested again.

According to the data presented all 8th grade students in Yap, Kosrae, and Chuuk proceed to secondary school. There is no data presented for High School going to higher education.

It is difficult to track where students go after leaving High School. Some students attend COM-FSM Local and National campus and some go to other colleges in USA and other countries. This data needs to be verified through 2006-2007 data collection.

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

Table 14

State	Mathematics		Language Arts		Science		Social Studies		Total
	Element	HighS	Element	HighS	Element	HighS	Element	HighS	
Yap	936	543	2666	506	885	750	0	213	6499
Kosrae	3677	782	0	435	0	0	0	0	4894
Pohnpei	2975	620	1614	988	280	829	280	140	7726
Chuuk	0	0	0	0	0	0	0	0	0
FSM Total	7588	1945	4280	1929	1165	1579	280	353	19119

Chuuk did not provide data for this indicator and Kosrae did not supply a full set of data for each subject area.

Indicator 17: Per pupil expenditure

Table 15

State	ESG	Enrollment	PPE
Chuuk	9,432,618	15412	612.03
Kosrae	2,412,498	2482	972.00
Pohnpei	6,978,447	10797	646.33
Yap	3,149,415	3034	1038.04
FSM Total	21,972,978	31808	821.56

Key:

ESG—Education Sector Grant

PPE—Per Pupil Expenditure

Table 15 shows the total Education Sector Grant for each State. The Education Sector Grant is divided by public student enrollment to achieve the per pupil expenditure figure. The level of state Compact funds is set by a formula developed in agreement between the FSM National Government and the FSM States.

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

Table 16

State	No. Activities	No. parents participating	Average
Chuuk	3082	1540	0.5
Kosrae	65	8771	134.9
Pohnpei	176	7512	42.7
Yap	0	0	0
FSM	3323	17823	5.4

Chuuk has indicated a high number of parent activities with a low participation rate. There may be some misunderstandings in requirements of this indicator. Accuracy of this data has not been verified. Yap did not provide data for this indicator.

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

Table 17

Enrollment Data for each campuses	Fall 2005	Spring 2006
National Campus	900	796
Pohnpei Campus	597	608
Chuuk Campus	361	271
Yap Campus	182	181
Kosrae Campus	243	292
FSM	2283	2148

The data in tables 17 and 18 are provided by the College of Micronesia-FSM.

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

Table 18

Enrollment Data for each campuses	Fall 2005	Spring 2006
Accounting	6	4
Business Administration	11	6
Computer Information System	8	6
Liberal Arts	15	13
Liberal Arts / Education	2	1
Liberal Arts / Health Career...(HCOP)	7	12
Marine Science	1	2
Media Studies	2	0
Micronesia Studies	6	3
Teacher Preparation - Elementary	6	4
Third Year - Accounting	1	4
Third Year - Teacher Education - Elementary	2	0
Third Year - Teacher Preparation - Elementary	13	4
Electronic Engineering Technology	2	0
Hotel & Restaurant Management	6	2
Telecommunication	3	3
Agriculture & Food Technology	2	3
Teacher Education - Elementary	2	2
Education	1	0
Construction Electricity	1	5
General Studies	1	0
Master	1	0
Engineering	2	0
Navigation	0	5
Marine Engineering	0	3
Total	101	82

The summer 2006 graduation figures are still being confirmed by the office of records and admissions. The FSM is not graduating a high level of students in its priority subject areas of Fisheries/marine science, agriculture and tourism.