Marshall Islands

Education for All 2015 National Review

This report was prepared by the relevant national authorities in view of the World Education Forum (Incheon, Republic of Korea, 19-22 May 2015). It was submitted in response to UNESCO's invitation to its Member States to assess progress made since 2000 towards achieving Education for All (EFA).

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EDUCATION FOR ALL
NATIONAL REVIEW

MINISTRY OF EDUCATION
REPUBLIC OF THE MARSHALL ISLANDS

June 2014

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MESSAGE FROM THE MINISTER OF EDUCATION

It is a pleasure to present this report on the progress of the Republic of the Marshall Islands in achieving the Education for All (EFA) goals, which were adopted by the RMI at the World Education Forum in 2000. UNESCO was mandated to lead the movement and coordinate international efforts to reach the EFA goals.

The EFA goals cover a broad range of issues and concerns—from early childhood education to adult continuing education, from basic literacy to vocational and technical training for the workforce. Although the RMI Ministry of Education has taken the lead role in preparing this review, progress on such diverse fronts has necessarily involved the hard work and collaboration of many other parties including the College of the Marshall Islands, University of the South Pacific, National Training Council, numerous non-governmental organizations, the business community, and, above all, parents. For, ultimately, it is parents who are responsible for ensuring that children attend school, understand how schooling will affect their lives as adults, and strive to learn and achieve to the best of their abilities.

The data, information, and analyses contained in this report show that the Republic of the Marshall Islands has made significant progress in achieving the EFA goals, but that much still remains to be accomplished. Many of these ongoing priorities are cited and discussed in the MOE's Strategic Plan for 2013-1016—*Invest in Children: An Agenda for Change*. In addition, new issues have been identified during the course of this EFA review and these will be addressed in future annual revisions of the Strategic Plan.

Finally, the MOE and its partners wish to thank UNESCO for sponsoring regional meetings in November 2013 and April 2014 to discuss the EFA review process and for providing valuable feedback on a draft version of the RMI report.

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Minister of Education
Senator, Aur Atoll

ABBREVIATIONS AND ACRONYMS

ADB	Asian Development Bank
BYU-H	Brigham Young University—Hawaii
CBGS	Community-Based Governance System
CBOs	Community-Based Organizations
CMI	College of the Marshall Islands
COFA	Compact of Free Association
EFA	Education for All
EGLA	Early Grade Learning Assessment
EPPSO	Economic Policy, Planning, and Statistics Office
ESN	Ebeye Special Needs
GED	General Educational Development
GER	Gross Enrollment Ratio
HSET	High School Entrance Test
IDEA	Individuals with Disabilities Education Act
LSA	Life Skills Academy
MISAT	Marshall Islands Standards Achievement Test
MISSA	Marshall Islands Social Security Administration
MOE	Ministry of Education
MSET	MOE School Evaluation Team
NTA	National Telecommunications Authority
NTC	National Training Council
NER	Net Enrollment Ratio
NGO	Non-Governmental Organization
OLPC	One Laptop per Child
PBB	Performance-Based Budget
PCEP	Pacific Islands Climate Education Partnership
SEG	Supplemental Educational Grant
SPC	Secretariat of the Pacific Community
TSLB	Teacher Standards and Licensing Board
TVET	Technical-Vocational Education and Training
USP-MI	University of the South Pacific—Marshall Islands
WASC	Western Association of Schools and Colleges

I. INTRODUCTION

This report summarizes and discusses the progress of the Republic of the Marshall Islands (RMI) in meeting the six Education for All (EFA) goals, which were agreed to by the RMI and 163 other governments at the World Education Forum in Dakar, Senegal in 2000. The structure of the report closely follows the organization recommended in UNESCO's June 2013 National EFA Review Guidelines. The five major sections of the report are:

(1) Introduction. This section provides a brief overview of the RMI including its location and geography, population, government, economy, labor force, and relations with the U.S. under the Compact of Free Association (COFA). In addition, the section describes key characteristics of the RMI's education system.

(2) Progress towards EFA Goals. The second section of this report, which is its centerpiece, considers each of the six EFA goals and presents data or other empirical evidence on progress that has been made in accomplishing them.

(3) Effectiveness of EFA Strategies. This section of the report examines the impact and effectiveness of twelve strategies that were agreed to by the World Education Forum to achieve the EFA goals.

(4) Challenges for 2015 and Beyond. This section of the report discusses the major challenges and priorities for the RMI in light of its progress to date in achieving EFA goals and the identification of new needs and issues in education.

(5) Conclusion. The concluding section of the report provides a brief summary and recapitulation of major findings.

OVERVIEW OF THE REPUBLIC OF THE MARSHALL ISLANDS

- Location and Geography. The Republic of the Marshall Islands is located just north of the Equator in the Central Pacific approximately 2,300 miles southwest of Hawaii. The RMI consists of 29 coral atolls, 24 of which are inhabited, and 5 islands with a total land area of about 70 square miles—roughly the size of Washington, D.C.

- History. Anthropologists believe that the Marshall Islands were first settled by seafaring Micronesians sometime in the second millennium BC. Although the islands were sighted by Europeans as early as 1526, it was not until the 19th century that European powers began to assert sovereignty over them. In 1874, Spain claimed sovereignty over the Marshall Islands as part of the Spanish East Indies, but soon sold them to Germany, which

established an "Imperial German Protectorate" over the Marshalls in 1886. After its defeat in World War I, Germany renounced all its Pacific possessions, including the Marshall Islands, and in 1920 the League of Nations granted a mandate to Japan to administer the islands. During World War II, the U.S. invaded and seized the Marshall Islands from Japan. In 1947, the U.N. established the U.S.-administered Trust Territory of the Pacific Islands (TTPI) with the Marshall Islands as one of six constituent "districts." In 1979, the Government of the Marshall Islands was officially established and the country became self-governing. In 1986, the U.S. Congress approved the Compact of Free Association between the U.S. and RMI under which the Marshall Islands achieved complete sovereignty. The U.N. Security Council terminated the RMI's trusteeship status in 1990 and the Marshalls joined the U.N. in 1991.

- Population. The 2011 Census indicates that the population of the RMI is 53,158. Nearly 74% of the population lives in the urban centers of Majuro (population 27,797) and Kwajalein (population 11,408). The remaining 26% are distributed among the country's other inhabited atolls and islands, which are collectively referred to as the "Outer Islands." The total 2011 population represents an increase of only 2,318 (4.6%) from the 50,840 recorded by the 1999 Census. If the population growth rate were to continue at this level, it would take over 250 years for the RMI population to double its present size. The low population growth rate is attributed to heavy out-migration, particularly to the U.S., and a declining fertility rate, which fell from 5.7 per woman in 1999 to 4.1 in 2011 (*2011 RMI Census*, p. 14).

  In addition to the out-migration of Marshallese to the U.S. and other foreign countries, the population has been characterized by a shift from the rural Outer Islands to the urban centers of Majuro and Kwajalein. The 1988 RMI Census recorded that slightly more than 33% of the RMI population resided in the Outer Islands vs. 32% in 1999 and 24% in 2011.

- Government. The RMI became an independent, self-governing nation in 1979 and entered a Compact of Free Association with the U.S. in 1986 (see below). The Constitution of the RMI establishes a mixed parliamentary-presidential system with a bicameral legislature consisting of the *Nitijela* (Parliament) and the Council of Iroij (Chiefs). Legislative authority resides in the *Nitijela*, which consists of 33 senators elected by universal suffrage of citizens 18 years old and older. Executive power is exercised by a President who is elected by the *Nitijela* for a term of 4 years. The upper house of the bicameral legislature, the Council of Iroij, has neither legislative nor executive authority, but can comment on bills in reference to customary law and traditional practices.

- Economy. The Gross Domestic Product (GDP) of the Marshall Islands was US$172.5 million in FY 2012 in current prices and US$150.5 million in

constant 2004 prices. Since enactment of the amended Compact of Free Association in 2003, per capita GDP has increased from US$2,600 to US$2,821 in constant 2004 prices. By institutional sector, the largest contributor to GDP is Government, which accounted for 33.8% of GDP in FY 2012, followed by private enterprise (29.3%), and households (17.1%) in current prices. By industry, the largest contributors are education (23.5%), public administration (22.1%), wholesale and retail trade (18.5%), and fishing (15.5%).

Since the amended Compact, the RMI has recorded a substantial trade deficit every year. In FY 2012, the combined goods and services trade deficit was US$114.6 million with fish representing by far the largest export item. The trade deficit is almost entirely offset by income from Compact and other grants, ship registration and fishing license fees, Kwajalein rent receipts, and the compensation of workers on the Kwajalein military base.

- Labor Force. Data collected by the Marshall Islands Social Security Administration (MISSA), and adjusted by the Economic Policy, Planning and Statistics Office (EPPSO), indicates that the number of paid workers in the RMI labor force was 10,618 in FY 2012. By institutional sector, Government accounted for 4,058 of these workers (38%) while the private sector accounted for 4,209 (40%). In addition, 1,714 workers (16%) were employed in public enterprises and at the Kwajalein military base.[1] Private sector employment was dominated by wholesale and retail trade (33.5% of private sector total) and fishing (18.7%).

- Compact of Free Association. In 1986, the RMI achieved full sovereignty and entered a Compact of Free Association with the U.S. In 2003, the Compact was amended (P.L. 108-188) and remains in force through FY 2023. Under the provisions of the Compact, the RMI receives financial assistance from the U.S. in exchange for important U.S. defense rights including continued access to military facilities on Kwajalein Atoll and the right of "strategic denial"—i.e., the right to prevent access to the islands and their territorial waters by the military personnel of other countries or the use of the islands for military purposes. The Compact also allows RMI citizens to live and work in the U.S. as "non-immigrants."

  Annual grant funds provided to the RMI under the amended Compact are targeted at three priority areas—health, education, and infrastructure—and contribute enormously to the RMI Government's revenue base. Out of $146.2 million appropriated for Government expenditures in FY 2014, nearly $75.6 million (52%) derived from provisions of the Compact of Free

[1] Graduate School USA, Pacific Islands Training Initiative. *RMI Fiscal Year 2012 Economic Statistics Tables*, Table 3a.

Association.[2] However, an important feature of the amended Compact is that annual grant amounts to the RMI are reduced each year to encourage "budgetary self-reliance." As discussed later in this report, the reduction in Compact financial assistance may eventually lead to shortfalls in funding for K-12 education.

OVERVIEW OF EDUCATION IN THE RMI

The Public School Systems Act of 2013 (P.L. 2013-23), which superseded the Education Act of 1992 (14 MIRC Ch. 3), establishes a Ministry of Education (MOE) responsible for the "administration of public primary and secondary programs in the Republic" (§304). In addition to the public schools themselves, the MOE is responsible for issuing charters to private schools authorizing their establishment.

Organization of MOE Central Administration

The upper level management of the MOE currently consists of the Minister of Education, Secretary of Education, and five Assistant Secretaries who are in charge of the MOE's five Divisions. These are:

- Personnel, Budget, and Administration;
- Policy, Planning, and Standards;
- Schools;
- Kwajalein Schools and Ebeye Special Needs; and
- Property and Maintenance

Although the responsibilities of the MOE Divisions are many and varied, their fundamental purpose is to provide services and support to the schools. These services may be indirect (e.g., proposing new legislation or coordinating preparation of the annual budget), but are usually direct and tangible (e.g., procuring materials and supplies, providing in-service training for teachers, repairing school facilities and buses, etc.).

In FY 2012, the MOE Central Administration Divisions employed 79 staff out of a total MOE workforce of 1,121.

Schools: Number, Size, and Enrollment

With the exception of one middle school on Majuro serving grades 7 and 8 students only, all schools in the RMI are classified as either primary (grades 1-8) or secondary (grades 9-12) schools.

Table 1 below presents figures on the number of and enrollment in public and nonpublic primary and secondary schools in the RMI. As the figures indicate, the RMI education system currently serves nearly 12,000 primary school students (9,588 public and 2,063

[2] Nitijela of the Republic of the Marshall Islands, 34th Constitutional Regular Session, Appropriations Act, 2013 (P.L. 2013-20).

private) in 93 schools and nearly 3,000 secondary students (2,158 public and 739 private) in 17 schools. After dipping in the early years of the century, student numbers have remained fairly stable over the past five years, although there appears to have been a decline between SY 2011-12 and 2012-13.

Table 1
Number of Schools, Enrollment by Gender
SY 2012-13

Level	Type	No. of Schools	No. of Students	No. Boys	No. Girls
Elementary	Public	80	9,588	4,791	4,797
	Private	13	2,063	1,061	1,002
Total Elementary		**93**	**11,651**	**5,852**	**5,799**
Secondary	Public	6	2,158	1,024	1,134
	Private	11	739	390	349
Total Secondary		**17**	**2,897**	**1,414**	**1,483**

Table 2
Enrollment for SY 2007-2008, 2011-2012, 2012-2013
(Public and Private Combined)

	SY 2007-2008	SY 2011-2012	SY 2012-2013
Total Elementary	12,054	12,327	11,651
Total Secondary	3,198	2,919	2,897
Grand Total	15,252	15,246	14,548

A distinctive characteristic of Marshall Islands education is the sheer number of schools that provide primary and secondary education—a result of both geography (i.e., widely dispersed atolls and islands) and the national policy of providing universal access to schooling.

Staffing

In FY 2012, MOE reported a total workforce of 1,121 (*2012 Annual Report*, p. 5) making it the largest employer in the RMI. Teachers accounted for slightly more than 76% (856 positions) of the total workforce with the remaining positions consisting of upper-level management (Minister of Education, Secretary of Education, Assistant Secretaries, and Program Directors), curriculum specialists, data entry specialists, counselors, librarians, bus drivers, administrative assistants, cooks, and a variety of other occupations.

With total public school enrollment in SY 2012-13 of 11,746 and 856 teachers, the National student-teacher ratio is only about 13.7 to 1. However, there are major differences in the student-teacher ratio between urban and rural areas. In the population centers of Majuro and Ebeye, the student-teacher ratio in primary schools is 19:1 and 17:1, respectively, versus only 11:1 on the Outer Islands. Similarly, in secondary schools the student-teacher ratio on Ebeye is approximately 24:1 versus 16:1 on the Outer

Islands. These ratios are all well below the maximum student-teacher ratio of 30:1 mandated in the Public School Systems Act (§314[d]).

The base qualifications for RMI teachers (Professional Certificate I) are an Associate's degree in Education or an Associate's degree in another field plus 16 credits in Education with a 2.5 GPA and successful completion of a teaching practicum. A Provisional Certificate may be granted for up to three years to those who hold a high school diploma and have earned at least 30 college credits, provided that they are making progress towards Professional Certification.

The RMI teaching corps is augmented by volunteers from programs and organizations such as World Teach and the Dartmouth Volunteer Teaching Program. In FY 2012, a total of 65 volunteer teachers were assigned to public primary and secondary schools, often filling teaching posts for which there was no qualified Marshallese candidate.

Curriculum

Schooling is compulsory in the RMI for all children between the ages of 5 and 18. At both the primary and secondary levels, the curriculum focuses on English Language Arts, Marshallese Language Arts, Math, Science, and Social Studies/Marshallese Studies.

MOE Rules and Regulations stipulate that the school year shall consist of at least 200 days with 1,750 minutes of instruction per week in grades 1-3 and 1,800 minutes in grades 4-8. In addition to the five core subjects cited above, school principals are expected to provide time within the weekly calendar for career education, health and population, physical education, and art/music.

The MOE is responsible for establishing educational standards and benchmarks in the core content areas. Student achievement of these standards is measured by the Marshall Islands Standards Assessment Test (MISAT) series, which is currently administered to all grades 3, 6, and 8 students, but will soon be expanded to include grades 10 and 12.

With the exception of English Language Arts classes, the language of instruction in grades K-3 is Marshallese. From grade 4 onwards, the roles are reversed—with the exception of Marshallese Language Arts classes, the official language of instruction is English, although in practice many teachers continue to use Marshallese, particularly if they are weak in English themselves. A Marshallese Studies course (culture and history), usually integrated with Social Studies, is required in every grade.

Finances

Education in the Marshall Islands is heavily dependent on funds provided by or authorized under the Compact of Free Association between the U.S. and RMI. These Compact-related funds fall into four major categories.

(1) Basic Compact Grant. Section 211 of the Compact requires the U.S. to provide annual grant assistance to the RMI for education, health care, the environment, public sector capacity building, and private sector development for the twenty-year duration of the Compact. Section 211 grant assistance totaled $35.2 million in FY 2004 declining to $27.7 million in FY 2023 in constant 2004 dollars.

(2) Ebeye Special Needs. In addition to the basic Compact grant for education, Section 212 establishes a separate grant to address the special needs of the Marshallese community on Ebeye and elsewhere in the Kwajalein Atoll who are affected by the U.S. military presence there.

(3) Supplemental Education Grant. Section 105(f)(B)(iii) creates a Supplemental Education Grant (SEG) to replace various federal education formula grants for which the RMI was previously eligible including grants under the Elementary and Secondary Education Act, Workforce Investment Act, Higher Education Act, Head Start, and others. In FY 2005, the RMI SEG amounted to $6.1 million and is periodically adjusted for inflation.

(4) Federal Grants. The RMI remains eligible for selected U.S. federal education grants that are not folded into the SEG. For instance, Section 105(f)(B)(ii)(I) ensures that the RMI will continue to receive funds under the Individuals with Disabilities Education Act (IDEA) for services to special education students.

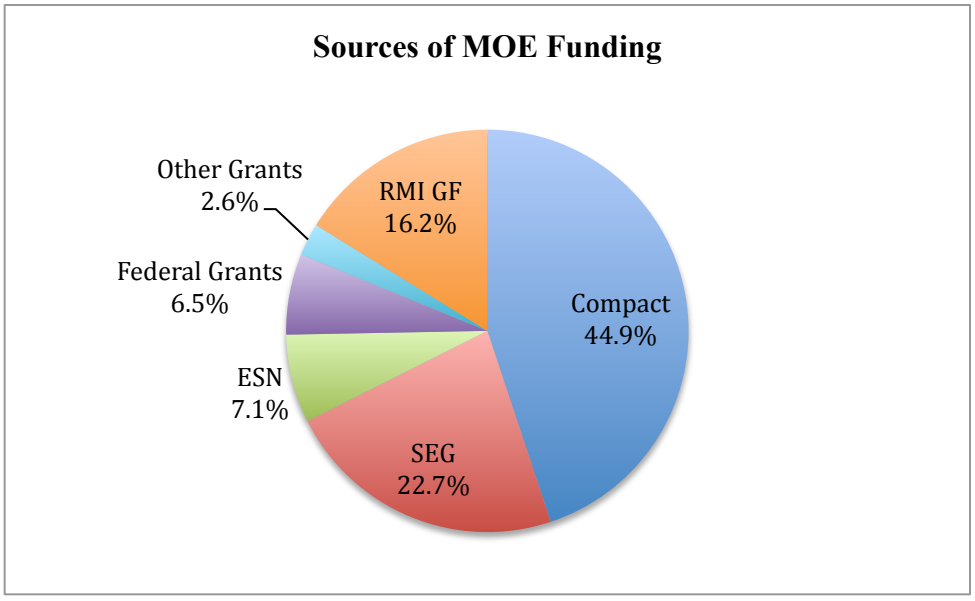
In addition to the four funding streams cited above, the RMI National Government annually appropriates funds to accelerate progress in achieving the educational goals of the Compact or to address educational needs and priorities for which Compact funds cannot be used.

In FY 2013, the MOE's budget was nearly $26 million. The table and pie chart below show the sources of these funds.

Table 3
MOE Budget, by Source[3]

Basic Compact Grant	$11,598,951	44.9%
Supplemental Educational Grant (SEG)	$5,867,006	22.7%
Ebeye Special Needs	$1,829,375	7.1%
U.S. Federal Grants	$1,682,139	6.5%
Other Grants	$670,000	2.6%
RMI General Fund	$4,195,573	16.2%
TOTAL	$25,843,044	100.0%

[3] MOE, *Annual Report: SY 2012-13*, p. 14. These figures include allocations for CMI, NTC, and the Marshall Islands Scholarship Grant and Loan Board (MISGLB), which are part of the MOE's overall budget portfolio.



As these figures indicate, the MOE is heavily dependent on U.S. assistance, whether in the form of Compact-related funds or other educational grants, for its operations. Only about 16% of the MOE's total budget for FY 2013 derived from the RMI General Fund.

The MOE is particularly dependent on U.S.-sourced funds to pay staff, including teachers' salaries and benefits, as Table 4 shows.

Table 4 No. of Staff, by Source (*Annual Report*, pp. 17-18)		
Compact	642	57.2%
Supplemental Educational Grant (SEG)	211	18.8%
Ebeye Special Needs	47	4.2%
Federal Grants	139	12.4%
RMI General Fund	83	7.4%
TOTAL	1,122	100.0%

As indicated, RMI funds support only about 7.4% of MOE staff. Virtually all of these are managerial and administrative personnel in the MOE Central Office and its Divisions.

Objectives and Strategies

The major objectives and strategies for the RMI public education system are set forth in the MOE's Strategic Plan for 2013-2016—*Invest in Children: An Agenda for Change*. This document identifies 249 implementing actions (strategies) that are designed to achieve 43 priority objectives established by MOE in consultation with its major partners. Attachment 2 provides an overview of these 43 objectives, which are organized around nine Focus Areas. Attachment 3 provides details on the implementing actions (strategies) that are particularly relevant to this National EFA Review including the strategies that pertain to Early Childhood and Primary Education (Focus Area 4); Secondary Schools

(Focus Area 5); Curriculum, Instruction, and Assessment (Focus Area 6); and Special Education (Focus Area 8). Approved MOE objectives and implementing actions (strategies) are cited elsewhere in this document, as appropriate.

II. PROGRESS TOWARDS EFA GOALS

The Education for All goals were agreed to by representatives of over 160 countries meeting in Dakar, Senegal in April 2000. The definitive statement of these goals is provided in the *Dakar Framework for Action*, which was adopted by participants in the meeting.

> *We hereby collectively commit ourselves to the attainment of the following goals:*
>
> *(i) expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;*
>
> *(ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality;*
>
> *(iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs;*
>
> *(iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;*
>
> *(v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;*
>
> *(vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.*

This section of the RMI EFA Review presents data or other empirical evidence on progress in achieving these goals. The primary sources of data for this discussion are the MOE's Management Information System (MIS) and the 2011 RMI Census. In addition, the section cites student enrollment and other data provided by the College of the Marshall Islands (CMI), University of the South Pacific—Marshall Islands (USP-MI), and the RMI National Training Council (NTC). The definitions of statistics calculated with these data usually conform to UNESCO definitions. In the few instances where these definitions diverge, the nature of the differences is explained in the footnotes.

II.1 EXPANDING EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

This subsection of the EFA Review summarizes the Marshall Islands' accomplishments to date in expanding and improving early childhood care and education. The major subsections consider:

- Establishment of the RMI Kindergarten Program;
- Gross enrollment rates for Kindergarten;
- Net enrollment rates for Kindergarten;

Establishment of the RMI Kindergarten Program

In the past decade, Early Childhood Education (ECE) in the Marshall Islands has been significantly revamped. Up to and including SY 2003-04, ECE was provided through the U.S. federally funded Head Start program. However, beginning in FY 2005 (SY 2004-05) with implementation of the amended Compact of Free Association (P.L. 108-188), grants earmarked for Head Start and selected other educational programs were rolled into the new Supplemental Education Grant (SEG), which afforded the RMI with much greater flexibility in programming and using education funds to meet the most critical needs of local education.

The RMI used this increased flexibility to replace Head Start with a national Kindergarten program that would be fully integrated with the Marshall Islands' public elementary schools and provided free of charge to children who had turned 5 years old by the start of the school year.[4] Whereas enrollment in Head Start had been limited to 1,260, the Kindergarten program could serve even more children as teachers were recruited and classrooms opened.

Table 5 presents figures on total Kindergarten enrollment for both public and private schools for school years 2004-05 through 2012-13. In addition, the table presents data on the number of boys and girls in each year's Kindergarten cohort.

Table 5
Kindergarten Enrollment, Combined Public and Private
School Years 2004-05 through 2012-13

School Year	Boys	Girls	Total
2004-05	194	229	423
2005-06	764	655	1,419
2006-07	742	697	1,439
2007-08	824	727	1,551

[4] Section 314(e) of the Public School Systems Act (P.L. 2013-23) mandates the Government to offer "free public kindergarten to all five year olds in the Republic as resources permit."

2008-09	819	705	1,524
2009-10	734	710	1,444
2010-11	726	722	1,448
2012-13	667	628	1,295

The data show that enrollment peaked in SY 2007-08, the first year in which Kindergarten programs were available at all public primary schools, and has subsequently declined to a level nearly 17% lower than in SY 2007-08. Much of the decline during the four years after SY 2007-08 has been due to the fewer number of children enrolled in private school programs. Although Kindergarten enrollment figures for SY 2007-08 and 2008-09 reveal a slight overrepresentation of boys, this disparity is not as evident in the data for later school years.

Gross Enrollment Ratio

To assess the current status of the Marshall Islands ECE program and identify future priorities, it is first necessary to calculate the percentage of children who are enrolled in Kindergarten. The Gross Enrollment Ratio (GER) computes this percentage without reference to the actual age of the children, some of whom may be younger or older than the "official" age group.[5] Table 6 below presents data on the Gross Enrollment Ratio for the Marshall Islands Kindergarten program based on the total age 5 population at the beginning of each school year.[6]

Table 6
Kindergarten Gross Enrollment Ratios
SY 2004-05 through 2012-13

School Year	Total Kindergarten Enrollment	Age 5 Population	GER
2004-05	423	1,039	41%
2005-06	1,419	1,275	111%
2006-07	1,439	1,287	112%
2007-08	1,551	1,375	113%
2008-09	1,524	1,375	111%
2009-10	1,444	1,491	97%
2010-11	1,448	1,524	95%
2012-13	1,295	1,542	84%

Table 6 shows that the Kindergarten GER has declined over the past three school years—from approximately 111% in SY 2008-9 to 84% in SY 2012-13. Only analysis of data

[5] The UNESCO Institute for Statistics (UIS) defines Gross Enrollment Ratio as the number of pupils or students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.

[6] The population figures for school years 2004-05 through 2010-11 are based on estimates developed for MOE by the RMI Economic Policy, Planning, and Statistics Office (EPPSO) and the Secretariat of the Pacific Community (SPC). The population figure for SY 2012-13 is based on the results of the 2011 RMI Census.

from SY 2013-14 onwards will determine whether the decline in Kindergarten enrollment and GER over the past three years is permanent or temporary.

Net Enrollment Ratio

As noted above, the RMI Kindergarten program is primarily intended for children who have turned 5 years old by the start of the school year. However, analysis of SY 2012-13 enrollment data (see Table 7) indicates that nearly 400 children who enrolled in Kindergarten that year were either younger or older than 5 years of age.

Table 7
Age Distribution of Kindergarten Students, SY 2012-13

Age	3 yrs.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	>7 yrs.	NR	Total
Number Enrolled	9	270	906	99	9	1	1	1,295

The relatively high percentage RMI Kindergarten students who are not in the official age group for that level means that the Net Enrollment Ratio (NER)[7] for Kindergarten is only 58.8%, as shown in Table 8.

Table 8
Net Enrollment Ratio for Kindergarten, SY 2012-13

Total No. of 5 Year Olds in Population	Total No. of 5 Year Olds in Kindergarten	Net Enrollment Ratio
1,542	906	58.8%

The fact that such a high percentage of 5 year olds are not in Kindergarten is a source of concern for the MOE. To understand the reasons for the low Kindergarten NER, the MOE will disaggregate SY 2012-13 Kindergarten enrollment data by geographical area to determine if there are any atolls or islands with particularly low NERs. One hypothesis is that many parents, particularly on the Outer Islands, may be unaware that compulsory education commences at age 5 with Kindergarten.

[7] UIS defines Net Enrollment Ratio as the total number of pupils or students in the theoretical age group for a given level of education enrolled in that level, expressed as a percentage of the total population in that age group.

II.2 UNIVERSAL PRIMARY EDUCATION

This section of the EFA Review summarizes the Marshall Islands' accomplishments to date in ensuring that all children in the Marshall Islands have access to and complete primary education. The major subsections consider:

- Total primary school enrollment;
- Gross enrollment ratio for primary school;
- Primary school enrollment by gender;
- Urban vs. rural primary enrollment;
- Number, size, and geographical distribution of primary schools;
- Test results for primary schools by grade, location, and size of school;
- Student survival rates in primary school.

Primary School Enrollment

As noted in Section 1 of this report, the Public School Systems Act of 2013 mandates compulsory schooling for all Marshallese children 5-18 years old, which is provided free of charge by the public primary and secondary schools. A substantial number of children also attend private schools, which receive a partial subsidy from the National Government based on student enrollment.

Table 9 provides an overview of combined public and private elementary school enrollment for the school years 2004-2005 through 2012-2013. In addition, Table 10 breaks down total public and private elementary enrollment for SY 2012-13 by grade level.

Table 9
Grades 1-8 Enrollment, Combined Public and Private
SY 2004-2005 through 2012-2013

School Year	Enrollment
2004-2005	10,281
2005-2006	10,476
2006-2007	10,352
2007-2008	10,503
2008-2009	10,583
2009-2010	10,588
2010-2011	10,878
2011-2012	10,447
2012-2013	10,644

Table 10 Elementary Enrollment by Grade Level Combined Public and Private SY 2012-13[8]									
	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Total
Total	1,511	1,486	1,361	1,336	1,279	1,250	1,273	1,148	10,644

As indicated by these figures, total elementary school enrollment has been reasonably stable over the past decade. In fact, the most significant change has occurred in the past two years when elementary enrollment declined from a decade-long high of 10,878 in SY 2010-2011 to 10,447 in SY 2011-2012 before rebounding slightly in SY 2012-13. Further data will be required to determine whether this decline is an anomaly or the beginning of a persistent downward trend. In SY 2012-13, public schools accounted for slightly more than 83 percent of total elementary enrollment vs. 17 percent for private schools.

Gross Enrollment Ratios for Primary School

To assess the Marshall Islands' progress in achieving the EFA goal of universal primary education, Table 11 compares total elementary enrollment in selected school years with the official school-age population corresponding to grades 1-8 to calculate the Gross Enrollment Ratio for primary school. The relevant school-age population is ages 6-13 for grades 1-8.

Table 11 Primary School Gross Enrollment Ratios School Years 2004-05 through 2012-13[9]			
Year	Ages 6-13	Grades 1-8 Enrollment	GER
2004-05	NA	10,281	NA
2005-06	11,886	10,476	88.1%
2006-07	10,203	10,352	101.5%
2007-08	10,295	10,503	102.0%
2008-09	11,297	10,583	93.7%
2009-10	11,297	10,588	93.7%
2010-11	11,758	10,878	92.5%
2011-12	11,821	10,447	88.4%
2012-13	10,825	10,644	98.3%

Table 11 shows that the primary school GER has usually remained above 90% in recent years. The significant increase in GER that occurred in SY 2012-13 was a result of the much lower school-age population revealed by the 2011 RMI Census in comparison with the population estimates developed by EPPSO and SPC for 2011-12 and 2010-11.

[8] *MOE Annual Report: 2012-13,* p. 22.

[9] The population figures for school years 2005-6 through 2011-12 are based on estimates developed for MOE by EPPSO and SPC (see MOE, *Statistical Yearbook: 2011-2012*, p. 7). The population figure for SY 2012-13 is based on the results of the 2011 RMI Census.

Because future calculations of primary school GER will be based on school-age population estimates extrapolated from 2011 Census results, MOE will work with EPPSO to review and, if necessary, refine the methodology used to produce these estimates.

Primary Enrollment by Gender

Table 12 presents data for selected school years on the numbers of boys and girls enrolled in public and private elementary schools. Table 13 compares total elementary school enrollment in these school years by gender with the proportions of males and females in the relevant (ages 6-13) population to determine if either gender is overrepresented in the enrollment figures.

Table 12
Elementary Enrollment by Gender
Combined Public and Private
SY 2004-05 through 2012-13

	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Total
Both Sexes									
2004-05	1,734	1,361	1,342	1,215	1,276	1,126	1,072	1,155	10,281
2005-06	1,598	1,619	1,383	1,275	1,237	1,163	1,084	1,117	10,476
2006-07	1,595	1,460	1,544	1,254	1,203	1,194	1,080	1,022	10,352
2007-08	1,529	1,486	1,465	1,401	1,257	1,205	1,127	1,033	10,503
2008-09	1,489	1,463	1,462	1,374	1,402	1,208	1,095	1,090	10,583
2009-10	1,483	1,429	1,423	1,458	1,342	1,333	1,139	981	10,588
2010-11	1,540	1,478	1,427	1,430	1,398	1,273	1,217	1,115	10,878
2011-12	1,583	1,441	1,354	1,288	1,279	1,206	1,178	1,118	10,447
2012-13	1,511	1,486	1,361	1,336	1,279	1,250	1,273	1,148	10,644
Boys									
2004-05	906	722	730	617	634	603	562	597	5,371
2005-06	797	841	749	683	622	588	563	607	5,450
2006-07	862	736	772	669	627	599	530	535	5,330
2007-08	799	780	721	721	653	630	556	515	5,375
2008-09	764	770	780	686	734	621	580	529	5,464
2009-10	824	744	746	776	685	686	592	500	5,553
2010-11	802	777	752	747	727	641	611	589	5,646
2011-12	816	758	734	671	671	638	595	552	5,435
2012-13	775	757	720	740	687	630	665	558	5,532
Girls									
2004-05	828	639	612	598	642	523	510	558	4,910
2005-06	801	778	634	592	615	575	521	510	5,026
2006-07	733	724	772	585	576	595	550	487	5,022
2007-08	730	706	744	680	604	575	571	518	5,128
2008-09	725	693	682	688	668	587	515	561	5,119
2009-10	659	685	677	682	657	647	547	481	5,035
2010-11	738	701	675	683	671	632	606	526	5,232
2011-12	767	683	620	617	608	568	583	566	5,012
2012-13	736	729	641	596	592	620	608	590	5,112

Table 13 Gender Representation in Primary School[10]				
	Total 6-13 Population	Percent of Total 6-13 Population	Total Grades 1-8 Enrollment since SY 2004-05	Percent of Grades 1-8 Enrollment
Boys	5,621	51.9	49,156	51.9
Girls	5,204	48.1	45,596	48.1

Table 13 shows that the representation of males and females in primary schools is identical to their representation in the relevant school-age population group. The 2011 Census comments on the "absence of a gender gap" by stating that "there is equal primary and junior high school enrollment between boys and girls, with little differentiating the education participation of RMI male and female youth."[11]

Primary Enrollment by Geographical Characteristics: Urban vs. Rural

As discussed earlier in this report, one of the major educational challenges facing the RMI is that of providing schooling to the many children who live in the nation's rural, isolated atolls and islands. Table 14 compares elementary school enrollment in SY 2012-13 in the urban and rural areas of the RMI to determine if children in either area are underrepresented.

Table 14 Primary School Enrollment, Geographical Distribution, SY 2012-13[12]			
	Total 6-13 Population	Percent of Total 6-13 Population	Percent of Primary Enrollment
Majuro Atoll	4,968	45.9	44.5
Kwajalein Atoll	2,329	21.5	18.0
Outer Islands	3,528	32.6	37.5

Table 14 indicates that there is an equitable percentage of rural children enrolled in the nation's primary schools. In fact, their enrollment is somewhat higher than their representation in the 6-13 base population (37.5% vs. 32.6%). However, because the data also show that rural enrollment in primary school exceeds the base population in rural areas, it is possible that many of the rural primary students are older than 13. Collection and analysis of data on the actual ages of primary school children will be needed to determine if this is the case.

[10] The total population figures used in this table are from the 2011 RMI Census, pp. 82-86. There is a substantial difference between the total 5-13 population recorded in the 2011 Census (12,367) vs. the total 5-13 population in 2011 cited in the MOE *Statistical Yearbook: 2011-2012* (13,345) based on EPPSO and SPC projections from the 1999 Census.
[11] EPPSO, *RMI Census of Population and Housing: Summary and Highlights Only* (February 2012), p. 15.
[12] MOE, *Annual Report on Student Performance & Enrollment: SY 2012-2013*, pp. 57-58.

Number, Size, and Distribution of Primary Schools

To achieve the National goal of universal access to primary education, the MOE has been obliged to establish schools on 20 different atolls, including not only the heavily populated Majuro and Kwajalein Atolls, but many isolated and sparsely populated Outer Island Atolls and Islands. In SY 2012-13, the 10,000+ primary school students in the Marshall Islands were enrolled in 93 separate schools—80 public and 13 private.

Table 15 below summarizes the size and geographical distribution of the 80 public primary schools. As the figures indicate, the prevailing pattern is that of few, relatively large schools on Majuro and Kwajalein and numerous, small schools on the Outer Atolls and Islands. Over 81% of the primary schools are on the Outer Islands even though the Outer Islands account for only 37.5% of primary enrollment (see Table 14). All but two of the Outer Island schools enrolls fewer than 150 students and 23 are micro-schools with enrollments of fewer than 50 students.

Table 15
Geographical Distribution of
Public Primary Schools by Enrollment

Location	Enrollment	No. of Schools	Total
Majuro Atoll			
	500-1,000+	4	
	150-499	3	
	50-149	2	
	1-49	0	9
Kwajalein Atoll			
	500-1,000+	1	
	150-499	2	
	50-149	1	
	1-49	2	6
Outer Islands/Atolls			
	500-1,000+	0	
	150-499	2	
	50-149	40	
	1-49	23	65

This distribution of schools presents extraordinary administrative, logistical, and pedagogical challenges. The small size of many schools on the Outer Islands/Atolls means that teachers there must often teach subjects with which they are unfamiliar, in multi-grade classrooms, to students with diverse capabilities. Moreover, unreliable, time-consuming, and expensive transportation and communication links means that they are at a severe disadvantage in terms of receiving on-site technical assistance, participating in in-service training programs in the population centers, or simply joining a professional community of learners. The result is that the quality of classroom instruction is compromised and students suffer. Additional data and analysis is provided later in this section on urban-rural disparities in primary education.

Pupil-Teacher Ratio

One positive outcome of the multiplicity of primary schools in the RMI is the low student-teacher ratio. Table 16 presents the S/T ratio for SY 2008-09 through 2010-11 by major geographical area.

Table 16 Primary School Student-Teacher Ratio by Geographical Area[13]				
Area	SY 2008-09	SY 2009-10	SY 2010-11	SY 2012-13
Majuro	17.7	17.3	17.0	19.0
Kwajalein	16.7	16.8	20.0	17.0
Outer Atolls/Islands	11.0	10.4	11.0	11.0

MOE policy currently mandates an S/T ratio of no higher than 30 to 1. As shown in Table 16, all geographical areas of the Marshall Islands exceed that standard, but the S/T ratio in the Outer Islands is significantly lower than in Majuro or Kwajalein. This is not surprising given the fact that the percentage of the total RMI teaching corps serving in Outer Island schools far surpasses the percentage of students enrolled in Outer Island schools. As shown in Table 14, Outer Island primary schools accounted for 37.5% of total primary enrollment in SY 2012-13, but over 57% of primary school teachers (417 out of 726 in SY 2012-13).[14]

MISAT Results: Grades 3, 6, and 8

The primary means of assessing student achievement in RMI schools is the Marshall Islands Standards Assessment Test (MISAT) series. The MISAT is currently administered to all grade 3 and grade 6 students as four separate tests in English reading, Marshallese reading, math, and science. The grade 8 MISAT is a single test consisting of questions in these same four content areas plus social studies and an English writing sample. The grade 8 MISAT also functions as the High School Entrance Test, determining which students will be admitted to the public secondary schools.

Recent MISAT results for grades 3, 6, and 8 are summarized in the table below.

Table 17[15] **MISAT Results** **% of Students Scoring Proficient or Higher**					
Grade 3					
	2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**
English reading	21	22	22	20	21

[13] MOE, *Statistical Yearbook: 2011-12*, p. 20; *FY 2014 Portfolio Budget Statements*, p. 8.
[14] MOE, *FY 2014 Portfolio Budget Statements*, p. 8.
[15] MOE, *Annual Report on Student Performance & Enrollment*, p. 4.

Marshallese reading	25	34	31	32	34
Math	15	23	23	29	30
Science	23	28	21	27	28

Grade 6					
	2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**
English reading	21	29	18	19	19
Marshallese reading	35	40	32	36	33
Math	8	19	16	20	19
Science	9	12	8	11	14
Grade 8					
High School Entrance Test	24	25	39	33	36

As these figures vividly illustrate, student achievement is falling far short of expectations across all the content areas and grade levels for which the MISAT provides results. Nonetheless, there are some emerging signs of improvement over the five years summarized in Table 17. Most notably, the percentage of students scoring proficient or higher in math has nearly doubled in grade 3 and more than doubled in grade 6. Further examination of the factors behind this increase may yield lessons and insights applicable to other content areas.

Perhaps the most important finding of the MISAT results is that Marshallese children have already fallen far behind when the first test is administered in grade 3. Particularly in English reading, which has stubbornly defied efforts at improvement, grade 3 children find themselves at a serious disadvantage from which they are never able to recover. Researchers have speculated that the poor results in subjects such as science may have as much to do with weak English reading skills as with failure to master the principles and concepts of science.

In terms of strategic priorities and resource allocations, the MISAT results clearly suggest that increased emphasis on the early elementary years should be a prime consideration.

MISAT Results: Urban vs. Rural

Table 18 compares the MISAT results for children enrolled in urban (i.e., Majuro and Kwajalein) elementary schools vs. those enrolled in rural (i.e., Outer Islands) elementary schools.

Table 18 MISAT Results Urban and Rural Schools, SY 2012-13 % of Students Scoring Proficient		
Grade 3		
English	Urban	22.2
	Rural	10.9
Marshallese	Urban	42.5

	Rural	25.6
Math	Urban	35.1
	Rural	19.6
Science	Urban	31.4
	Rural	22.3
Grade 6		
English	Urban	17.5
	Rural	6.5
Marshallese	Urban	36.4
	Rural	27.5
Math	Urban	18.3
	Rural	16.5
Science	Urban	14.0
	Rural	10.4
Grade 8		
All	Urban	38.4
	Rural	35.0

As the data indicate, the performance of children in urban schools exceeds that of children in rural schools in all content areas and grade levels. The disparity is particularly great in grades 3 and 6 English and Marshallese.

Analysis of MISAT results also shows that the performance of children in schools with large and medium enrollments exceeds that of children in small schools.[16] As noted earlier (Table 15), the majority of small schools are located in the Outer Islands. Thus, there is a high degree of correlation between the MISAT results for rural schools and those for small schools.

Table 19
MISAT Results by Size of School, SY 2012-13
% of Students Scoring Proficient

	Small	Medium	Large
Grade 3			
English	10.5	12.5	20.4
Marshallese reading	30.0	25.6	40.2
Math	22.9	20.2	32.8
Science	26.0	23.7	29.1
Grade 6			
English	5.4	7.0	16.5
Marshallese reading	24.0	27.5	36.2
Math	15.1	17.4	17.9
Science	10.1	10.4	13.9
Grade 8			
All	23.7	38.2	37.7

[16] For the purposes of this analysis, large schools were defined as those with enrollments of 200 or more, medium schools as those with enrollments of 81-199, and small schools as those with enrollments of 80 or fewer.

School Persistence[17]

The high dropout rate among school children in the Marshall Islands has been a longstanding national concern. Although estimates of the dropout rate have varied, most have concluded that significantly less than half the students entering grade 1 in any given school year will ever graduate from high school.

Table 20 compares the size of the grade 1 cohort in four successive school years with the size of the grade 8 cohort seven years later and uses these figures to calculate the overall grades 1-8 persistence rate for each cohort. For instance, in SY 2002-03, MOE records indicate that 1,504 children (Cohort 1) were enrolled in grade 1. Seven years later, in SY 2009-10, when Cohort 1 should have advanced to grade 8, MOE data indicate that enrollment had declined to 981 students for a persistence rate of 65.2%. Calculations of the grade 1-8 persistence rates for the other Cohorts indicate that approximately one-third of all children who are enrolled in grade 1 drop out of school before reaching grade 8.

Table 20
Student Persistence Rate From Grade 1 to Grade 8

	School Year	Grade 1 Enrollment	School Year	Grade 8 Enrollment	Survival Rate to Grade 8
Cohort 1	2002-03	1,504	2009-10	981	65.2
Cohort 2	2003-04	1,696	2010-11	1,115	65.7
Cohort 3	2004-05	1,734	2011-12	991	57.2
Cohort 4	2005-06	1,596	2012-13	1,088	68.2
All Cohorts		6,530		4,175	63.9

Tables 21a and 21b present additional data on Cohorts 3 and 4 to determine if there are any discernible pattern(s) in the attrition of students during grades 1-8. Beginning in SY 2005-06, Table 21a records the size of Cohort 4 for each successive grade level to which the Cohort should have advanced by the following year and the resulting persistence rate is calculated for that school year and grade level. The same data and calculations are provided for Cohort 3 in Table 21b.

Table 21a
Persistence Rate by Grade Level, Cohort 4

School Year (Grade Level)	Enrollment	% of Grade 1 Enrollment
2005-06 (Grade 1)	1,596	100.0%
2006-07 (Grade 2)	1,460	91.5%
2007-08 (Grade 3)	1,464	91.7%

[17] The existing MOE EMIS does not permit the calculation of the primary school survival rate, as defined by UNESCO. Currently, schools report enrollment by grade and gender only without regard for whether a student is a new entrant or repeater. Nevertheless, the MOE believes these data are indicative of a significant problem that has been documented in many other studies such as the World Bank's *Educational Performance in the Republic of the Marshall Islands* (pp. 13-15). To avoid confusion with UNESCO's survival rate indicator, this report refers to the outcome reported in this section as persistence rate.

2008-09 (Grade 4)	1,374	86.1%
2009-10 (Grade 5)	1,342	84.1%
2010-11 (Grade 6)	1,273	79.8%
2011-12 (Grade 7)	NA	NA
2012-13 (Grade 8)	1,088	68.2

Table 21b Persistence Rate by Grade Level, Cohort 3		
School Year (Grade Level)	Enrollment	% of Grade 1 Enrollment
2004-05 (Grade 1)	1,734	100.0%
2005-06 (Grade 2)	1,619	93.4%
2006-07 (Grade 3)	1,544	89.0%
2007-08 (Grade 4)	1,401	80.8%
2008-09 (Grade 5)	1,402	80.9%
2009-10 (Grade 6)	1,333	76.9%
2010-11 (Grade 7)	1,217	70.2%
2011-12 (Grade 8)	991	57.2%

Perhaps the most evident characteristic of these student persistence data is that students tend to drop out in higher numbers at the very beginning of the primary cycle (i.e., in the transition from grade 1 to grade 2) or at the end of the cycle (i.e., in the transition from grade 6 to grades 7-8). In the case of Cohort 4, for instance, the figures show that 136 students dropped out between grades 1 and 2 whereas only 118 dropped out between grades 2-5 combined. Student attrition increases again after grade 6 with 185 students dropping out in the last two years of the primary cycle. A similar pattern can be observed in the data for Cohort 3 where enrollment is reasonably steady in grades 4-6, but over 200 students drop out in the grades 7-8 transition alone.

Additional analyses will need to be conducted to determine if these attrition characteristics are applicable to other student cohorts. These findings will provide important direction to MOE about strategies for combatting the student drop out problem in primary schools.

II.3 MEETING THE LEARNING NEEDS OF YOUTH AND ADULTS

This section of the EFA Review summarizes the Marshall Islands' accomplishments to date in meeting the learning needs of youth (aged 15-24) and adults (aged 24+). The major subsections consider:

- Total enrollment and gross enrollment ratios in secondary education;
- Gender and geographical considerations in secondary education;
- Enrollment in secondary-level TVET programs;
- Postsecondary enrollment;
- Non-formal training;
- Gaps in services to out-of-school youth.

Total Enrollment and Gross Enrollment Ratios in Secondary Education

Table 22 provides an overview of public and private secondary school enrollment for school years 2004-2005 through 2012-2013. In addition, Table 23 breaks down total public and private secondary enrollment for SY 2012-13 by grade level.

Table 22
Secondary Enrollment, Combined Public and Private
SY 2004-2005 through 2012-2013

School Year	Enrollment
2004-2005	3,018
2005-2006	3,237
2006-2007	3,067
2007-2008	3,198
2008-2009	3,044
2009-2010	3,025
2010-2011	2,855
2011-2012	2,917
2012-2013	2,963

Table 23 Secondary Enrollment by Grade Level Combined Public and Private SY 2012-13[18]					
	Grade 9	Grade 10	Grade 11	Grade 12	Total
No. of Students	983	812	644	524	2,963

As indicated by these figures, total public and private secondary school enrollment has been quite stable over the past decade with SY 2012-13 enrollment only 1.8% less than enrollment in SY 2004-05.

To calculate the Gross Enrollment Ratio for secondary school, Table 24 compares total secondary enrollment in selected school years with the official school-age population corresponding to grades 9-12, which is 14-18 years of age.

Table 24[19] Gross Enrollment Rate, Secondary School SY 2004-05 through SY 2012-13			
Year	Ages 14-18 Total Population	Grades 9-12 Enrollment	GER
2004-05	NA	3,018	NA
2005-06	7,501	3,237	43.2
2006-07	6,640	3,067	46.2
2007-08	6,700	3,198	47.7
2008-09	6,560	3,044	46.4
2009-10	6,560	3,025	46.1
2010-11	6,214	2,855	49.4
2011-12	6,290	2,917	46.4
2012-13	4,992	2,963	59.4

The figures in Table 24 reveal a significant difference between the population estimates provided to MOE by EPPSO and SPC, which are used to calculate the GERs for SY 2005-06 through SY 2011-12, and the population figure recorded by the 2011 RMI Census, which is used to calculate the SY 2012-13 GER. However, even the GER based on Census population data indicates that barely more than half of the secondary school base population is actually enrolled in high school.

Gender and Geographical Considerations

Available data, summarized in Tables 25 and 26, indicate that there is a high degree of gender and geographical parity in secondary school enrollment. The representation of rural 14-18 year olds in high schools (20.7%) is virtually identical to their representation in the base population (21.9%), while girls are only modestly overrepresented in the high

[18] MOE, *Portfolio Budget Statements: FY 2014*, pp. 8-9
[19] MOE, *Statistical Yearbook: 2011-12*, p. 7; *RMI Census*, p. 82.

schools (51.5% of total enrollment) in comparison to their representation in the base population (48.3%).

Table 25 Gender Representation in Secondary School SY 2012-13				
	Total 14-18 Population	Percent of Total 14-18 Population	9-12 Enrollment	Percent of 9-12 Enrollment
Boys	2,581	51.7	1,436	48.5
Girls	2,411	48.3	1,527	51.5

Table 26 Secondary School Enrollment, Geographical Distribution, SY 2012-13				
	Total 14-18 Population	Percent of Total 14-18 Population	9-12 Enrollment	Percent of 9-12 Enrollment
Majuro Atoll	2,758	55.2	1,633	55.1
Kwajalein Atoll	1,139	22.8	717	24.2
Outer Islands	1,095	21.9	613	20.7

Secondary-level TVET Programs

In the Marshall Islands, formal, secondary-level TVET programs are offered as electives in the five public high schools rather than through separate TVET centers or institutes. The table below lists TVET courses and highlights the schools at which they were offered in SY 2010-11.

Table 27 TVET Course Availability in Secondary Schools					
Course	MIHS	JHS	NIHS	LHS	KAHS
Auto Mechanics	✓				
Construction		✓	✓		
Woodworking	✓				
Food Preparation	✓				
Agriculture		✓	✓	✓	
Aquaculture					
Sewing	✓	✓	✓		
Cooking			✓		
Accounting	✓	✓			
Bookkeeping	✓				
Secretarial/IT	✓				
Computers	✓	✓	✓	✓	✓
Keyboarding		✓			
Home Making		✓			
Traditional Skills			✓		
Health Academy	✓	✓		✓	
Teacher Academy	✓			✓	
MIHS=Marshall Islands High School; JHS=Jaluit High School; NIHS=Northern Islands High School; LHS=Laura High School; KAHS=Kwajalein Atoll High School.					

Postsecondary Enrollment

Postsecondary education in the Marshall Islands is provided by two institutions—(1) the College of the Marshall Islands (CMI), which was established in 1992 under the College of the Marshall Islands Act (14 MIRC Ch. 2) as the "single entity" national post-secondary institution; and the University of the South Pacific-Marshall Islands Campus (USP-MIC), established in 1993 as a regional campus of the USP in Suva, Fiji. Although other post-secondary institutions may occasionally provide degree-oriented services to RMI clients through programs in which those institutions have special expertise and for which the RMI Government specifically contracts, CMI and USP-MIC are the only institutions that maintain a permanent physical presence and campuses in the Marshall Islands.

For the Spring Semester 2013, CMI reported total enrollment of 979 students.[20] Table 28 below shows the age ranges of those students.

Table 28
Age Distribution of CMI Students, Spring Semester 2013

Age Range	Number	Percent
20 and younger	281	28.70
21-25	487	49.74
26-31	115	11.75
32-41	65	6.64
42-54	25	2.55
55+	6	0.61
Total	979	

The preponderance of CMI students are in the traditional college age range encompassing the late teens and early twenties with diminishing numbers in each successively higher age band. College enrollment is essentially "gender neutral" with males constituting 51.48% of enrollment (504 students) and females constituting 48.52% (475 students)—virtually identical to the percentages of males and females in the total RMI population.[21]

After eliminating most of its vocational-technical programs in the early 2000s because of a desire to refocus on and strengthen its core AA/AS programs in liberal arts, business studies, education, and nursing, CMI is now establishing new TVET programs in response to documented labor needs and student interest. These include a new certificate program in carpentry and an Apprentice Seafarer course, which will prepare students for entry-level maritime jobs, including employment in the RMI domestic purse seine and long line vessel fleets. However, TVET still accounts for a small percentage of total enrollment at CMI.

[20] CMI, Office of Institutional Research, *Fact Book Spring Semester 2013*, pp. 4-5.
[21] The 2011 RMI Census reports that the total population of the Marshall Islands is 53,158 of which 27,243 (51.2%) were males and 25,915 (48.8%) were females (p. 15).

USP-MIC reports enrollment of 246 students in 2012.[22] In the ad hoc division of responsibilities between CMI and USP-MIC, CMI is primarily responsible for the provision of sub-baccalaureate programs in the RMI up to and including the A.A. and A.S. degrees, whereas USP-MIC is primarily responsible for programs leading to bachelors or advanced degrees. However, USP-MIC's major source of enrollment (115 students in 2012) is mature workers who are taking courses on a part-time basis to upgrade their job skills, meet professional certification requirements, and/or enter new careers. Enrollment in Bachelor's degree programs accounted for 45 students and another 47 were enrolled in the RMI-USP Joint Education Program, a pre-tertiary "bridging" program that assists students in meeting the demands and challenges of college through appropriate Preliminary and Foundation courses.

Marshall Islands Scholarship, Grant and Loan Board

The Marshall Islands Scholarship, Grant and Loan Board (MISGLB), established in 1979 under the Scholarship Assistance Act (P.L. 1979-23), provides financial assistance to selected Marshallese students who have been accepted at an accredited college or university and have met all application requirements, regardless of the school's geographical location. Scholarships are awarded to students who demonstrate financial need and whose course of study will assist the RMI in attaining its national development goals. Although some MISGLB scholarship recipients are enrolled at CMI or USP-MIC, the majority attends schools in foreign countries. In FY 2012, the MISGLB reports that scholarship were awarded to 196 students including 28 at CMI and 168 at institutions in Hawaii, Guam, Fiji, and the U.S. mainland.[23]

National Training Council

In addition to the high schools and colleges, the RMI National Training Council (NTC) provides grants to various local and regional organizations to support training in (i) basic education and life skills, (ii) entrepreneurship and micro-enterprise development, and (iii) technical-vocational skills. A priority target group of NTC is out-of-school, unemployed youth between the ages of 16-24 years, although the Council also supports programs serving women, workers seeking to upgrade their job skills, and other key subpopulations. The number and gender of persons served by NTC in FY 2013 is summarized in Table 29.

Table 29
NTC Clients, FY 2013

	Basic Education	Entrepreneurship	Technical-Vocational	Total
Male	25	22	205	228
Female	0	83	121	179
TOTAL	25	105	326	456

[22] USP, *Marshall Islands Campus Academic Plan*, August 8, 2013, p. 18.
[23] MISGLB, *Annual Report: Fiscal Year 2012*, p. 16.

Gaps in Services to Teens and Young Adults

A comparison of the total RMI population aged 14-25 with the educational enrollment data presented in this section indicates that one of the major challenges facing the nation is that of providing adequate learning opportunities for those 14-25 years old.

Table 30
Educational and Employment Status of 14-25 Year Olds

Age Range	Total Pop.	Enrolled in Secondary Schools	Enrolled in CMI	Enrolled in USP-MIC	MISGLB	Employed	Total in Formal Education or Employed
14-18	6,290						
19-25	6,914						
Total	13,204	2,917	768	246	196	1,516[24]	5,643

As shown in Table 30, the total RMI population 14-25 years of age was 13,204 at the time of the 2011 Census. However, only 5,643 residents in this age range are enrolled in formal education or are employed, while over 57% (7,561) are "unaccounted for." Training programs supported by NTC, which specifically targets this age range, reach only about 6% (456 out of 7,561) of the total number that are neither employed nor in college. Even this figure may be an overestimate given the fact that many of the 456 clients served by NTC were enrolled in CMI or USP-MIC programs and already counted in those institutions' enrollment figures.

The fact that such a high percentage of youth are out-of-school and unemployed is a source of National concern and has elicited policy and program initiatives that are discussed elsewhere in this report.

[24] *2011 RMI Census*, p. 183. The 2011 Census provides employment data for the 15-24 age group

II.4 IMPROVING ADULT LITERACY

This section of the EFA Review summarizes the Marshall Islands' status and accomplishments to date in improving literacy rates for adults 15 years old and over. The major subsections consider:

- Overall literacy rate and educational attainment;
- Enrollment in literacy and continuing basic education programs;
- Ongoing literacy issues.

Literacy Rate and Educational Attainment

Both the 1999 and 2011 RMI Censuses defined literacy as the ability to read a simple sentence in any language. Using this definition, the 2011 Census determined that the literacy rate for persons 10 years and older was 98%, slightly higher than the 97% literacy rate recorded by the 1999 Census. As shown in Table 31, the literacy rate did not vary significantly between males and females or between those living in urban or rural areas.

Table 31
Literacy Rates by Selected Subgroups,
10 Years and Older

	Number	Literate	Illiterate	% Literate
Total 10+ Population	37,771	37,014	757	98.00%
10+ Males	19,161	18,770	391	97.96%
10+ Females	18,610	18,244	366	98.03%
10+ Majuro	20,386	20,024	362	98.22%
10+ Kwajalein	8,112	7,890	222	97.26%
10+ Rural	9,273	9,100	173	98.13%

Table 32 presents data on the overall educational attainment profile for persons 25 years and older from both the 1999 and 2011 Censuses.

Table 32
Educational Attainment
25 Years and Older

	1999		2011		Percent Change 1999-2011
Educational Attainment	Number	Percent	Number	Percent	
No schooling	554	3.1	296	1.3	-1.8
Some elementary	2,003	11.2	1,747	7.9	-3.3
Elementary completed	4,284	24.0	4,247	19.2	-4.8
Some high school	3,858	21.6	6,317	28.6	+7.0
High school completed	4,450	24.9	5,478	24.8	-.1
Some college or higher	1,419	7.9	2,008	9.1	+1.2

College or higher completed	1,303	7.3	1,987	9.0	+1.7

Examination of Table 32 reveals both achievements and ongoing challenges for the Marshall Islands in upgrading the educational attainment level of its population. On the one hand, the data show that considerable progress has been made since 1999 in reducing the percentage of residents whose highest level of educational attainment is elementary school completion or less—from 38.3% of the population in 1999 to 28.4% in 2011. However, this achievement has not been matched by a correspondingly high increase in the percentage of residents completing secondary school or higher, which only grew from 40.1% in 1999 to 42.9% in 2011. The data show that the major increase has occurred in the percentage of the population whose highest level of educational attainment is "some high school"—up from 21.6% in 1999 to 28.6% in 2011. In other words, although there has been progress in encouraging students to complete primary school and enroll in high school, many of these high school students do not persist through grade 12.

Adult Basic Education Program

For students 17 years of age or above who did not complete high school, CMI offers its Adult Basic Education (ABE) Program leading to a high school equivalency diploma or GED® credential. The ABE Program includes five courses (reading, writing, math, science, and social studies), which are designed to meet the needs of learners with differing levels of English reading comprehension skills. Level I (Basic) is for students whose reading comprehension is below the 4th grade level, Level II (Beginning) is for students whose comprehension is between the 4th and 7th grade, and Level III (Intermediate) is for students whose comprehension is at the 8th grade level or higher.

Table 33 summarizes enrollment in the ABE Program by gender for four most recent semesters.

Table 33
Adult Basic Education Enrollment
Spring 2013 through Spring 2014

	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Male	167	40	208	174
Female	118	43	110	97
Total	285	83	318	271

It is clear from these figures that the ABE Program is a highly popular option for Marshall Islands students. For instance, the ABE enrollment of 318 in Fall 2013 is almost equal to the combined grade 12 enrollments of all five RMI public high schools, which totaled 362 in SY 2012-13.[25]

[25] MOE, *Annual Report on Student Performance & Enrollment: SY 2012-13*, p. 63.

Ongoing Literacy Issues

Notwithstanding the high literacy rates reported in the 2011 Census, RMI educators are acutely aware that the language skills of students are weak and constitute a significant barrier to achievement in higher education and the labor force. The subpar language skills of students are vividly illustrated by MISAT results for grades 3, 6, and 8 summarized in Table 17. Similarly, the results of placement tests of new students at CMI over the past five years indicate that the vast majority is assigned to developmental English courses rather than college-level courses (see Table 34).[26]

Table 34
English Placement Results for New CMI Students
Spring Semesters 2009-2013

	SP 2009	SP 2010	SP 2011	SP 2012	SP 2013
Lower Developmental English	96	103	92	63	65
Middle Developmental English	18	36	23	12	22
Higher Developmental English	5	14	14	6	7
College Level	7	11	6	2	4

[26] CMI, Office of Institutional Research, *Fact Book Spring Semester 2013*, p. 18.

II.5 GENDER PARITY AND EQUALITY

This section of the EFA Review summarizes the Marshall Islands' accomplishments to date in achieving gender parity and equality in education. The major subsections consider:

- Gender parity in school enrollment and literacy;
- Comparative gender performance on the MISAT.

Gender Parity in School Enrollment and Literacy

Other sections of this report have documented the high incidence of gender parity in school enrollment and overall population literacy. In summary:

- In SY 2012-13, boys and girls constituted, respectively, 51.5% and 48.5% of total Kindergarten enrollment vs. their representation in the base age population (age 5) of 51.3% and 48.7% (Table 5).

- Since SY 2004-05, boys and girls have constituted, respectively, 51.9% and 48.1% of total primary enrollment vs. their representation in the base age population (ages 6-13) of 51.9% and 48.1% (Table 13).

- In SY 2012-13, boys and girls constituted, respectively, 48.5% and 51.5% of total secondary enrollment vs. their representation in the base age population (ages 14-18) of 51.7% and 48.3% (Table 25).

- In 2013, males and females constituted, respectively, 51.48% (504 students) and 48.52% (475 students) of total enrollment at the College of the Marshall Islands—virtually identical to the percentages of males and females in the RMI population.[27]

- For persons 10 years old and above, the literacy rate for males was 97.96% and 98.03% for females (Table 31).

MISAT Results: Boys vs. Girls

To determine relative gender performance on the MISAT series, MOE compares the results for boys and girls in all content areas and grade levels in which the MISAT is administered. Table 35 presents the results for SY 2012-13.

[27] CMI, Office of Institutional Research, *Fact Book Spring Semester 2013*, p. 6.

Table 35 MISAT Results Boys vs. Girls, SY 2012-13 % of Students Scoring Proficient		
Grade 3		
English	Girls	21.8
	Boys	20.4
Marshallese	Girls	36.2
	Boys	32.6
Math	Girls	31.5
	Boys	29.5
Science	Girls	27.2
	Boys	28.7
Grade 6		
English	Girls	20.8
	Boys	16.9
Marshallese	Girls	37.2
	Boys	29.0
Math	Girls	20.6
	Boys	17.7
Science	Girls	15.4
	Boys	13.0
Grade 8		
All	Girls	37.3
	Boys	37.6

The figures indicate that in SY 2012-13, girls outperformed boys in all tests with the exception of grade 3 science. In addition, boys slightly outperformed girls on the grade 8 MISAT, although girls outperformed boys in the prior school year when 33.7% of girls received a proficient score vs. 32.0% for boys.

II.6 QUALITY OF EDUCATION

This section of the EFA Review summarizes the Marshall Islands' accomplishments to date in improving the overall quality of education. The major subsections consider:

- Teacher qualifications;
- Accreditation of schools;
- Curriculum initiatives;
- Education for work;
- Pre-vocational and life skills training.

Teacher Qualifications

As recently as SY 2004-05, the highest educational qualification of the majority of public school teachers was a high school diploma (see Table 36).

Table 36
Teacher Qualifications, SY 2004-05[28]

	Female	Male	Number	% of Total
None	6	5	11	1.5
HS Diploma	176	198	374	52.3
AA/AS	83	187	270	37.8
Bachelor's	32	22	54	7.6
Master's	2	4	6	0.8
Total	299	416	715	100.0

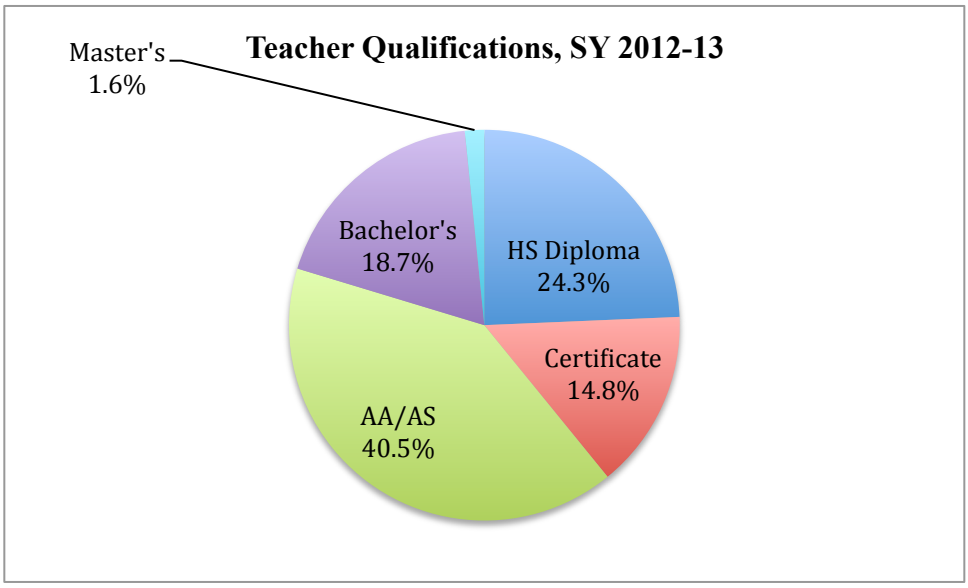
Recognizing that a skilled and capable teaching corps is critical to the creation of a quality education system, the MOE has made prodigious efforts in recent years to upgrade the qualifications of its teachers and increase their compensation in order to attract and retain the best possible candidates into the profession.

A major step forward was taken with passage of the Teacher Certification Act of 2007 (P.L. 2007-92), which created the Teacher Standards and Licensing Board (TSLB) responsible for certifying and licensing teachers in the RMI. Under the certification standards established by the TSLB, the "base" qualification (Professional Certificate I) for all new teachers excluding Kindergarten teachers is an AS degree in education or an AS in another subject plus 16 credits in education and completion of a teaching practicum. A Provisional Certificate may be granted for up to three years to those who hold a high school diploma and have earned at least 30 college credits, provided that they are making progress towards Professional Certification.

MOE data (*Annual Report: 2012-2013*, p. 13), summarized in the table and chart below, show the current qualifications status of teachers.

[28] *Portfolio Budget: FY 2008*, p. 12.

Table 37 Teacher Qualifications, SY 2012-13		
	Number	% of Total
HS Diploma	208	24.3
Certificate	127	14.8
AA/AS	347	40.5
Bachelor's	160	18.7
Master's	14	1.6
Total	856	100.0



These figures indicate both that substantial progress has been made in upgrading the qualifications of teachers, but that there is a long way to go in bringing all teachers up to the Professional Certificate I level. In SY 2012-13, the highest educational qualification of nearly one quarter of the schools' 856 teachers was still only a high school diploma. Although this is a vast improvement over SY 2004-05, the rate at which teachers are earning degrees and qualifying for Professional Certification is slow. For instance, in 2012, only 23 teachers earned their Associate's or Bachelor's degrees in education (11 at CMI and 12 at BYU-H).

The hiring of teachers without Professional Certification qualifications has often been a result of the low wages that teachers receive in comparison with other public employees of similar educational backgrounds and experience. In addition, K-12 teaching as a whole lacks the professional "standing" of occupations in health care, finance, engineering, and other fields.

MOE has begun to address these problems by sponsoring legislation to upgrade the salary scale for public school teachers. The new salary scale was approved by the 34th Nitijela and will be implemented over the next three years. Among other strategies, MOE will

also be implementing certification requirements for principals to ensure that the nation's school leaders are of the highest caliber.

Accreditation

One of the MOE's major initiatives to improve the overall quality of education in the Marshall Islands began in 2012 with the design and implementation of a local accreditation program for all public schools in the RMI.

Under the new accreditation system, MOE School Evaluation Teams (MSETs) will conduct visits to all public and chartered non-public elementary and secondary schools and evaluate each school's performance in relation to six broad standards—leadership; teacher performance; data management; curriculum and student learning outcomes; campus, classrooms, and facilities; and school improvement planning. Each of the standards is comprised of four criteria so that an individual school is rated on a total of 24 different factors. The ratings options for these criteria are Level 4 (exceeds accreditation standards), Level 3 (complies with accreditation standards), Level 2 (substantially complies with accreditation standards and has a plan to correct deficiencies), and Level 1 (does not meet accreditation standards).

Schools that pass Stage 1 of the accreditation process, the on-site MSET evaluation, proceed to Stage 2, which consists of a School Self Study to be completed annually. School that do not pass Stage 1 are placed under "Special Measures" and required to develop an action plan to address the deficiencies identified in the MSET's assessment. If, after three years, the school has still not passed Stage One of the accreditation process, the MOE shall "recommend the closure of the school and the relocation of the students to an accredited school."[29]

Ultimately, of course, the purpose of the accreditation system is not to sanction or close schools, but to ensure that schools engage in an organized, meaningful, and effective process of continuous improvement. This expectation applies equally to schools that pass Stage One of the accreditation process and then undertake a Self Study to improve their ratings, and schools that do not pass Stage One and must implement a corrective action plan.

The MOE is acutely conscious of the fact that sustainable "whole school" improvement is not an easy or automatic process. In fact, for many years schools have been required to maintain and regularly update School Improvement Plans—often to little lasting effect. Therefore, a critical component of the new Accreditation Program will be to design and propose a school improvement model, or models, that are thorough, research-based, and appropriate to the Marshall Islands context.

In addition to its local accreditation process, MOE is encouraging selected schools to seek accreditation through the Western Association of Schools and Colleges (WASC).

[29] MOE, *RMI Schools Accreditation System Manual for Elementary and Secondary Schools*, p. 11.

Four schools have already received WASC accreditation including Marshall Islands High School (public, grades 9-12), Delap Elementary School (public, grades 1-6), Assumption School (private, grades K-12), and Majuro Cooperative School (private, grades PK-12). Laura High School (public, grades 9-12) is currently a candidate for WASC accreditation and the MOE is hoping to identify two Outer Island schools in the near future to pursue WASC accreditation.

Curriculum

The curriculum of Marshall Islands schools is dominated by emphasis on the core academic subjects.

In both the primary and secondary schools, the curriculum centers around five content areas—English, Marshallese, math, science, and social studies—which are also the focus of the MISAT series. The current National Curriculum is a statement of learning standards, benchmarks, and sample performance indicators for these subjects in each of grades K-12. In addition to the National Curriculum, MOE purchases textbooks for the schools and bases its selection, in part, on how compatible the contents of the text are with the approved standards and benchmarks. In the case of some content areas, a "crosswalk" indicates the pages of the text that address a given standard or benchmark.

At least two distinct curriculum issues face the MOE in the years ahead—(i) providing additional support to teachers in implementing the National Curriculum, and (ii) determining the appropriateness of the curriculum for National and individual development goals.

In terms of support for teachers, MOE is critically aware that there are few resources to assist them in translating the highly abstract standards of the National Curriculum into effective classroom teaching. For instance, there are no "curriculum frameworks" that discuss the overall role of individual standards in building content knowledge and skills, illustrate effective teaching strategies, or consider the types and application of classroom assessment strategies; nor is there a basic "scope and sequence chart" for the content areas that identifies the order and duration of instructional topics.

To begin addressing these significant gaps in the National Curriculum, MOE has recently launched an innovative project with the assistance of the Fiji Volunteer Scheme. Under the project, a cadre of master teachers will be developing a complete series of lesson plans for use by teachers in grades 1-8 content areas. All primary teachers on Majuro will receive training on the lesson plans, including their relationship with existing standards and resources, in the summer of 2013 with classroom implementation scheduled for SY 2013-2014.

In effect, the project operationalizes a version of direct instruction in which teachers are given highly scripted lessons as a means of achieving uniformity of instruction among schools and eliminating the risk of poor instruction by inexperienced or inadequately trained teachers.

Education for Work

As noted above, the RMI National Curriculum is dominated by core academic subjects such as would be found in a typical school in the U.S., Canada, or other developed country. This is consistent with the overall RMI vision of educating Marshallese children to acceptable international standards so that they can succeed in a regional or global context.

Over the years, however, there has been considerable debate between those who favor the current system and those who advocate for greater emphasis on technical-vocational education and training (TVET), particularly at the secondary level, to equip students with marketable job skills for the local economy.

This debate is not unique to the Marshall Islands; it has been a prominent feature of educational discourse for many years in many countries. The table below lists some of the chief reasons that have been presented for and against emphasizing TVET in the high school curriculum.

Table 38
Arguments For and Against TVET
in the Secondary Curriculum

For:

- Many secondary students either drop out before graduating or do not pursue postsecondary training. Secondary school is their only opportunity to gain marketable job skills.
- TVET programs appeal to students who prefer learning through practice and application rather than mastery of abstract concepts.
- TVET programs also appeal to students who are at risk of dropping out and encourage them to remain in school longer.
- TVET programs assist students in mastering important "soft" skills such as teamwork and cooperation.
- TVET programs can integrate and promote mastery of basic literacy and numeracy skills (e.g., TVET students must learn to read instructions, calculate and measure, etc.).

Against:

- TVET diverts students from more important learning objectives such as basic literacy and numeracy.
- TVET programs are often used as a dumping ground for the less academically successful students, leading to a "two-track" system.
- TVET forces students to make career decisions at too young an age.
- Many TVET programs require expensive facilities and equipment that most schools find difficult to afford. Moreover, the equipment must be regularly updated and replaced to keep up with industry standards.
- Most high school teachers have limited exposure to the job requirements of industry and business.

The TVET issue has great urgency in the Marshall Islands because surveys and interviews with employers consistently reveal their dissatisfaction with the number and quality of applicants for position vacancies in the formal economy. For instance, in conjunction with the ADB *Skilling the Pacific* project, consultants surveyed 42 private sector firms employing 1,815 workers. Among other results, respondents identified shortages for virtually all of the traditional trades including plumbers, carpenters, electricians, mechanics, air conditioning and refrigeration specialists, and construction workers. Respondents also cited shortages for various tourism-related job classifications including food preparation workers, hospitality managers, and hospitality industry workers generally.[30]

Shortages for these and other positions lead employers to look abroad for qualified workers. Recent research reveals that 1,346 foreign workers held two-year visas to work for private sector employers in 2010. Preliminary 2011 RMI Census data indicates that 4,146 RMI workers were employed in the private sector in 2010. Thus, nearly 32.5% of all workers in the RMI private sector are non-Marshallese.

Particularly notable is the fact that only about 14% of foreign workers were recruited for positions requiring professional or degree-level qualifications such as managers, accountants, engineers, and teachers. Other positions for which foreign workers were recruited required technical or skilled trade qualifications. However, a substantial number (approximately 29%) appeared to be in the semi-skilled category requiring only modest "pre-service" training supplemented by on-the-job learning. These jobs included "scrap metal worker" (64 positions), non-specific "carpenter" (41 positions), "beautician and hair stylist" (21 positions), and "assistant manager" (22 positions), as well as production workers, painters, and teacher aides. The fact that employers are recruiting foreign workers not only for upper echelon positions, but also for those in the semi-skilled ranks suggests that RMI students are struggling to achieve an even modest level of marketable job skills.

Of course, the development of a skilled workforce is not the MOE's responsibility alone. Achieving this goal requires the concerted efforts of all major stakeholders including the College of the Marshall Islands, National Training Council, and the business community itself. However, it is both legitimate and necessary to ask if the public school system, particularly at the secondary level, is doing all it should to prepare students for their eventual roles in the local economy.

Ultimately, the Ministry believes that the issue should not be framed in terms of a choice between academic and vocational skills, but as a challenge to design a curriculum in which the two components complement and reinforce each other. As indicated in the *Strategic Plan*, the MOE will be initiating discussions and activities to determine the optimum balance between the academic and vocational components.

Pre-Vocational and Life Skills Training

[30] ADB (June 2007). *Technical-Vocational Skills Development in the Republic of the Marshall Islands*. Project No. TRA 38634.

Closely related to the question of the role of TVET in schools is the question of the role of pre-vocational and "life skills" education. Schools everywhere incorporate some instruction that helps students master the practical challenges and complexities of everyday life. Courses may range from driver's education to parenting to personal financial "fitness." Typically, such courses are electives and represent a minor part of the curriculum.

However, in the context of international education and developing economies, "life skills" education has come to denote an alternative educational model in which the latter is an equal partner with academics in the teaching and learning process. Life skills education recognizes that large segments of the population, often in rural and remote areas, may live their entire lives outside the formal, wage-based economy and will benefit little from instruction in many of the topics that make up the traditional school curriculum. Instead, what is needed is useful, relevant instruction in areas such as small-scale gardening and animal husbandry, nutrition, securing safe drinking water, managing and conserving scarce natural resources, making clothes, harnessing renewable energy sources, hygiene, small engine repair, and on other topics that enable the recipients to live healthier and more self-reliant lives. While acknowledging the importance of basic academic instruction, many educational reformers argue that schools should devote more time to life skills as a means to economic stability and quality of life.[31]

In SY 2012-2013, the MOE began implementing a new secondary-level program that represents one of the first attempts to institutionalize life skills education in the public education system. Appropriately named the Life Skills Academy (LSA), this program targets students who have completed grade 8, but scored too low on the MISAT to gain admission to the regular high school program. Rather than being left behind, these students will now have the option of enrolling in the 3-year LSA program in which the curriculum is divided almost equally between traditional academic and life skills instruction.

The life skills component of the curriculum will emphasize courses that have practical significance to students in their everyday lives and in the activities of the communities of which they are part.

A key feature of these courses is that they will be project-based. The teacher will identify a need, problem, issue, or opportunity in the immediate environment and assign students the task of implementing a project, either individually or in small groups, to address that need. The nature of these projects is limited only by the imagination and creativity of the teacher. For instance, a woodworking teacher might assign students the task of identifying the foreign sources of lumber used in the RMI and to design a product that reflects a unique characteristic of one of these locations.

[31] Mark J. Epstein & Kristi Yuthas (2012). "Redefining Education in the Developing World" in *Stanford Social Innovation Review* (Winter 2012).

In addition to their manual work with wood and woodworking tools, a project such as this permits the student to gain exposure to geography, culture, transportation, commerce, and a variety of other subjects. Even more important, however, the project provides pupils with a real-life context within which to practice and acquire important "soft skills" and higher order thinking skills (e.g., organizing and prioritizing tasks, assigning duties and responsibilities, creating and adhering to a schedule, using criteria to evaluate results, appreciating the characteristics of good design and workmanship, etc.). In the course of working out their individual or group solutions to the teacher's challenge, students also acquire familiarity with industrial materials, processes, and tools; but this familiarity is now rooted in a deeper understanding of possible uses and applications.

III. IMPLEMENTATION OF EFA STRATEGIES

In addition to the six goals reported on in the previous section, the Dakar Framework for Action also identified twelve strategies for achieving these goals. In most cases, these EFA strategies mirror strategies contained in the MOE's *Strategic Plan for 2013-2016—Invest in Children: An Agenda for Change* (see Attachments 2 and 3) or the NTC's *Strategic Plan for 2013-15* (Attachment 4). This section of the RMI National Review considers the impact and effectiveness of the EFA strategies and cross references related objectives and implementing actions in the MOE and NTC Strategic Plans.

STRATEGY 1. ***Mobilize strong national and international political commitment for education for all, develop national action plans and enhance significantly investment in basic education.***

Since ratification of the Dakar Framework in 2000, the Marshall Islands has promulgated and regularly updated strategic action plans for affected ministries, agencies, and institutions that address all six EFA goals. These include strategic action plans for the Ministry of Education (2000, 2007, and 2013), the National Training Council (2007 and 2013), and the College of the Marshall Islands (2012). The political commitments embodied in these plans have led to important new policies, programs, and legislation including the creation of a free Kindergarten program serving all children, measures to upgrade the qualifications and salaries of teachers, expanded basic education opportunities for out-of-school youth, women, and other special needs populations, and increased autonomy for the Ministry of Education to improve its internal efficiency. Perhaps the most serious test of the nation's commitment to EFA will occur in the years immediately ahead as the outlook for education funding changes.

As discussed in Section I of this report, the majority of funding for K-12 education in the Marshall Islands derives from the U.S. through various provisions of the Compact of Free Association or through discretionary grants for which the RMI is eligible. However, Compact funding for education and other sectors is being reduced annually and redirected to the RMI Trust Fund, which will be the major source of financial support for these sectors when Compact grant assistance terminates in 2023. Projections developed by MOE indicate that between FY 2014 and FY 2023, Section 211 Compact grant assistance to the Ministry will decline from slightly more than $10.9 million to $8.4 million in constant dollars. The RMI Government is currently developing a plan to address this shortfall,

which may include a schedule of increased appropriations from the RMI General Fund.

STRATEGY 2. ***Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies.***

Like people in most countries, citizens of the Marshall Islands believe that education is the key to both increased affluence for individuals and national economic development. These relationships are affirmed in major policy and planning documents such as *Vision 2018: The Strategic Development Framework*, which asserts that education is the "prime activity to equip 'us', the People and Government of the Marshall Islands, to become successful in this knowledge-rich era" (p. 36). However, recent studies and sector action plans have noted that there are many "disconnects" between education and training, on the one hand, and individual prosperity and national economic development, on the other. These include, but are not limited to:

- Lack of career counseling and guidance programs in elementary and secondary schools;
- Insufficient "alternative" programs for students who do not complete high school;
- Lack of comprehensive data on occupational growth projections or skills shortages in the local economy;
- Lack of a nationally-recognized trades testing, certification, and credentialing system; and
- Inadequate job placement and referral services for out-of-school youth and adults.

Multi-year strategies to address these gaps are presented in the most recent action plans of the Ministry of Education, the National Training Council, and other agencies.

(Attachment 3, *MOE Strategic Plan*, Objectives 5.1 and 5.3);
(Attachment 4, *NTC Strategic Plan*, Objectives 1.1, 3.2, and 3.3)

STRATEGY 3. ***Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.***

—and—

STRATEGY 4. Develop responsive, participatory and accountable systems of educational governance and management.

The concept of a Community-Based Governance System (CBGS) for schools has a prominent place in Marshall Islands education. The Education Act of 1991 establishes a Local Board of Education within each Local Government and gives those Boards responsibility for creating community advisory committees to assist them. MOE Rules and Regulations also address CBGS, describing it as the MOE's "planned process to promote and to achieve community-based governance and school-based management" of public primary schools in the Marshall Islands.

Besides its formal, statutory prominence, CBGS has often been cited in planning and research reports as a, if not *the*, key to effective schools and the advancement of education in the RMI. For instance, in 2006 a World Bank case study of education in the RMI examined reasons for the generally superior performance of students in private vs. public schools in the Marshall Islands. The study collected data on the characteristics of 80 RMI schools (64 public, 16 private) and tested each of these characteristics/variables to determine which were statistically significant in explaining differences in student performance as measured by the grade 8 High School Entrance Test. At the outset, researchers were able to discard the hypothesis that private schools do better simply because they enroll better students. Even when the effect of prior student performance was held constant, the evidence indicated that "private schools remain an important and significant predictor of success" and that "private schools genuinely add educational value, whatever the quality of their entering students."[32]

Moreover, tests failed to reveal any statistically significant relationships between the school characteristics that the researchers considered (e.g., size of school, student-teacher ratio, physical condition of school, urban or rural location, etc.) and student performance. Thus, although it was clear that the private schools were adding "educational value" beyond those of the public schools, it was not clear why.

To gain further understanding of this phenomenon, the World Bank study augmented its statistical analysis with interviews with educators and community members representing high- and low-performing schools in both the public and private sectors. The study paid particular attention to "outlier" schools—i.e., public schools

[32] World Bank, *Educational Performance in the Republic of the Marshall Islands*, p. 25.

that performed as well as the private schools and private schools that performed poorly.

After examining a wide range of issues including school finances; school maintenance; procurement of textbooks, equipment, and supplies; teacher incentives, allocation, and quality; curriculum; school atmosphere; and student assessment, the study concluded that private schools usually outperform public schools not merely because they are private, but because, being private, they are more easily able to incorporate features of "good governance and management." In particular, the study noted that the highly centralized nature of the Marshall Islands public education system often robs individual schools and their staffs of the authority to make needed changes or the capacity to serve as effective "change agents" even if the authority were there, resulting in a lack of "any real ownership of the teaching and learning process."[33] The study concluded with recommendations to strengthen the Community-Based Governance System, quoting from the *Implementing Guidelines for the 2000 Strategic Plan*.

> No matter how plentiful the resources are at its disposal, the Ministry of Education must realize that it cannot effectively manage schools from the central office. What it can provide is a strong partner with major responsibility for training and technical assistance to communities in management skills and teacher professionalism.[34]

Put simply, the Community-Based Governance System needs serious revitalization if the goals of decentralization and local control are ever to be realized. The MOE will begin addressing this issue through dialogue with Local Governments at the next Mayors Conference on Majuro. In addition, it will examine the legal provisions, rules, and regulations that underpin CBGS and, if necessary, propose changes to increase the system's workability and effectiveness.

(Attachment 3, *MOE Strategic Plan*, Objective 4.5);
(Attachment 4, *NTC Strategic Plan*, Objective 5.2)

STRATEGY 5. ***Meet the needs of education systems affected by conflict, natural calamities and instability and conduct educational programs in***

[33] World Bank, p. 44.
[34] World Bank, p. 48.

ways that promote mutual understanding, peace and tolerance, and that help to prevent violence and conflict.

The Republic of the Marshall Islands is fortunate that its schools and communities are not affected by violence and conflict among and between ethnic, political, religious, or geographical factions. The RMI is also fortunate that natural calamities such as earthquakes, typhoons, and tsunamis are a rare occurrence. However, the people of the Marshall Islands are keenly aware that they live in a fragile environment requiring care and protection if it is to survive and prosper in the coming decades.

Perhaps the greatest challenge now facing the Marshall Islands is that of climate change leading to rising sea levels. As a member of the Pacific Islands Climate Education Partnership, the MOE has already begun to introduce instructional units on climate change in its science curriculum to assist students and citizens in understanding climate change and adapting to its impacts. Other important environmental challenges facing the Marshall Islands include inadequate supplies of potable water, salinization of fresh water, coastal erosion, and pollution of lagoons from household waste, discharges from fishing vessels, and other sources. The MOE and other educational institutions in the Marshall Islands will continue to introduce programs that provide students, the RMI's future leaders, with the knowledge and skills to mitigate these threats.

STRATEGY 6. ***Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices.***

As illustrated in the previous section, the RMI has an excellent record of gender parity in education as measured by school enrollment at all levels, achievement on standardized tests where girls often outperform boys, and other criteria. If the RMI school system has achieved gender parity, it appears that more progress is needed to achieve the related goal of gender equality. In the high schools, the lack of total gender equality primarily manifests itself in the different vocational elective courses that boys and girls choose. Girls are heavily overrepresented in sewing, cooking, and home making courses and underrepresented in mechanics, construction, and computer courses. This pattern often foreshadows similar differences in the choice of postsecondary training courses and, eventually, in labor force outcomes.

Almost certainly, these differences are due to broad social values, rather than a failing or systematic discrimination on the part of

schools or teachers. Nevertheless, they may imply a need for public education to take a more proactive stance in introducing girls to "non-traditional" occupations and providing guidance to assist them in pursuing these alternative career paths.

STRATEGY 7. ***Implement as a matter of urgency education programs and actions to combat the HIV/AIDS pandemic.***

The incidence of HIV/AIDS in the Marshall Islands is low. From the 1980s to the end of 2011, only 25 cases were identified and, despite increased testing, no cases were identified in 2010 and only one in 2011. The RMI Ministry of Health will continue to provide comprehensive testing, treatment, care, and awareness services to guard against any further spread of the disease. MOE Health Education staff also conducts an HIV Prevention Program that assists middle and high school educators implement HIV prevention curricula and activities in their schools. MOE Health staff coordinates with the Ministry of Health and other RMI agencies to prepare the RMI Global AIDS Progress Report to the World Health Organization (WHO).

STRATEGY 8. ***Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning, with clearly defined levels of achievement for all.***

Safe and healthy schools with adequate furniture, learning materials, and equipment are essential for effective teaching and learning. Within the RMI public school system, minor repairs and preventive maintenance are usually handled by staff of the Ministry of Education's own Division of Property and Maintenance, while major renovations and new construction are handled by the Ministry of Public Works (MPW).

In the fourteen years since the Dakar Framework, the MOE has established specific, verifiable facilities standards to which all new schools must conform. An important component of the MOE's new accreditation program is the evaluation of a school's campus, classrooms, and facilities to ensure that they are conducive to teaching and learning.

STRATEGY 9. ***Enhance the status, morale and professionalism of teachers.***

As discussed above, a major emphasis of the MOE since 2000 has been to increase the qualifications, skills, and professional status of its K-12 teaching corps. Steps to achieve these goals have included:

- Establishing the Teacher Standards and Licensing Board;
- Establishing certification standards for teachers;
- Revising and upgrading the salary schedule for teachers;
- Supporting in-service training at CMI, USP-MI, and Brigham Young University-Hawaii (BYU-H) for teachers seeking to earn the Professional Certification I qualification or upgrade their certification levels;
- In coordination with CMI and USP-MI, establishing a new Bachelor of Science in Elementary Education program;
- In coordination with CMI and the University of Maine—Fort Kent (UMFK), implementing a new program leading to a Bachelor's degree in Secondary Education with special emphasis on math and science education;
- Implementing an Orientation and Induction Program for all new teachers; and
- In conjunction with CMI, establishing a new pre-service program (*Katakin-RMI*) to increase the number of college students preparing to become classroom teachers.

In addition to its regular teachers, the MOE hosts many expatriate, volunteer teachers, who make significant contributions to teaching and learning in the RMI. Major volunteer programs include WorldTeach, a non-governmental organization (NGO) based in Cambridge, Massachusetts, which placed 28 volunteer teachers in schools in SY 2012-13, and the Dartmouth Volunteer Teaching Program, which placed 11 teachers at RMI schools.

Additional measures to enhance the status and professionalism of RMI teachers are cited in the *MOE Strategic Plan*.

(Attachment 3, *MOE Strategic Plan*, Objectives 4.4, 6.3, 7.3 and 8.1);

STRATEGY 10. Harness new information and communication technologies to help achieve EFA goals.

Technology, particularly computer-assisted and Web-based learning, has the potential to profoundly impact the quality of education in the

Marshall Islands and improve student achievement. In recent years, substantial progress has been made in increasing school and student access to computers and Internet resources.

- Internet connectivity has been achieved for all public schools on Majuro;

- Computers purchased under the One Laptop per Child (OLPC) initiative (1,000 units) are now being deployed in selected primary schools on a pilot basis to test their impact;

- Solar laptop learning systems (21 sets) donated by the Republic of China are being distributed to 21 schools on the Outer Islands; and

- Thin-Client computers provided by NTA are being provided to 13 primary schools and all five high schools in SYs 2013-14, 2014-15, and 2015-16.

Moving forward, the challenge for MOE is not merely to distribute hardware, but to ensure that the new teaching and learning resources available through technology are productively integrated into classroom instruction. The MOE is acutely aware of the criticism that many educational technology initiatives fail to achieve their aims because teachers and students are inadequately or improperly guided during the rollout process.

The MOE is poised to hire a new Instructional Technology Specialist (ITS) to spearhead its efforts to make the best possible educational use of the new technology resources at its disposal. The MOE *Strategic Plan* lists specific tasks that the ITS will carry out in the next three years beginning with a thorough review of the National Curriculum to identify areas that can be enhanced through E-learning applications.

(Attachment 3, *MOE Strategic Plan*, Objective 6.4);

STRATEGY 11. ***Systematically monitor progress towards EFA goals and strategies at the national, regional and international levels.***

As discussed earlier, the Republic of the Marshall Islands maintains a robust and comprehensive strategic planning system. The RMI Government is acutely conscious of the fact that the ability to monitor progress towards EFA goals and other educational priorities established in these plans depends on the availability of accurate and reliable statistics, including disaggregated data that provide

information on local-level progress and/or the status of selected subpopulations such as residents of rural areas or females.

Since 2004, the MOE, CMI, and USP-MI have collected data on twenty education indicators and reported their findings annually both to JEMFAC and the Nitijela. Seventeen of the twenty indicators pertain to K-12 education, while three are related to postsecondary education. Although these data have provided valuable insights into progress in achieving EFA goals, external reviewers have also questioned the reliability and consistency of some of the data being reported.[35]

In 2014, a major priority of the MOE will be to upgrade its management information system to provide more informative and reliable data on progress in achieving EFA, Compact, and RMI educational goals. This initiative will include introducing and defining new education indicators, documenting the method for calculating all new and existing indicators, and specifying the types of disaggregation that will be performed. The MOE proposes to use the UNESCO Institute for Statistics (UIS) Glossary as a primary resource in this undertaking.

(Attachment 2, *MOE Strategic Plan*, Objective 3.3);

STRATEGY 12. Build on existing mechanisms to accelerate progress towards education for all.

In its *Expanded Commentary on the Dakar Framework for Action*, the World Education Forum Drafting Committee reiterates that broad-based and participatory national mechanisms, including an EFA Forum and Plan, will be needed to achieve the six Education for All goals (cf. Strategies 3 and 4). However, the commentary primarily emphasizes the critical role of regional and international organizations in implementing networks and initiatives to support national EFA priorities. The RMI welcomes and encourages the involvement of regional and international organizations, particularly UNESCO, in achieving EFA goals by sharing best practices and providing direct technical assistance to nations whenever possible.

[35] U.S. Government Accountability Office (2013). *Compacts of Free Association: Micronesia and the Marshall Islands Continue to Face Challenges Measuring Progress and Ensuring Accountability*, pp.30-32.

IV. CHALLENGES AND PRIORITIES TOWARDS 2015 AND BEYOND

This section of the EFA National Review highlights the major challenges facing RMI education to 2015 and beyond. Many of these challenges directly relate to the achievement of existing EFA goals or to increasing the effectiveness of existing EFA strategies. However, others go beyond this framework and identify new goals and related strategies that are or will become priorities for the future.

For instance, the RMI is proud of its record in having established virtually universal access to primary school for its children. As documented earlier in this report, the primary school enrollment rate is essentially the same on remote Outer Islands as it is in the population centers of Majuro and Kwajalein. However, available data also show that too many primary school children drop out of school and that this problem has proved stubbornly resistant to change or improvement for many years. Moving forward, a major priority of the RMI education system will be to identify and implement new strategies to address this issue.

Many of the issues, goals, and strategies cited in Table 39 are contained in the MOE's current *Strategic Plan*. However, some of those cited have emerged as priorities in the past year and will be incorporated in the next annual revision of the Strategic Plan scheduled for Fall 2014.

Table 39 Educational Priorities to 2015 and Beyond		
Issues	**Goals**	**Strategies**
STUDENT ENROLLMENT AND PERSISTENCE		
• The Net Enrollment Ratio for Kindergarten is low. • Too many students drop out of school between grades 1-8. • Some children are never enrolled in school.	• Achieve a 100% Net Enrollment Ratio for Kindergarten by 2020. • Increase the grades 1-8 persistence rate to 80% by 2020.	• Increase the accuracy of intercensal school-age population estimates and document the methodology used. • Annually calculate the NER for Kindergarten to monitor progress in achieving 100% coverage of 5 year olds. • Identify schools with the lowest Kindergarten NERs and determine why. • Design targeted interventions for the primary grades with the highest dropout rates. • Implement other strategies cited under Objective 4.3 of the MOE *Strategic Plan*. • Implement pilot programs, such as Food for Education (FFE), to determine what is effective in reducing the dropout problem.

STUDENT ACHIEVEMENT		
• Student achievement, as measured by the MISAT series, is unacceptably low. • Students perform particularly poorly on the English Language Arts (ELA) test and the problem already appears at grade 3.	• Improve performance on the grade 3 English MISAT from 21% proficient in SY 2012-13 to 40% by 2020. • Improve performance on all other MISAT tests to at least 50% proficiency by 2020.	• Implement the "Quality Primary Education in the North Pacific" Project.[36] • Scale up EGLA nationally if evaluation results are satisfactory. • Identify highly qualified teachers and assign them to grades 1-2 ELA classes.
SCHOOL PROFILE		
• Nearly one-third of all public primary schools in the RMI have enrollments of fewer than 50 students. • Students at these micro-schools perform less well than students at medium or large schools.	• Reduce the number of schools offering middle school instruction. • Reduce the number of public primary schools.	• Convert primary schools with fewer than 50 students to grades 1-6 schools. • Enact a Charter School statute.
PRINCIPAL AND TEACHER QUALIFICATIONS		
• Nearly one-quarter of all RMI teachers still possess only a high school diploma. • Teacher salaries and the overall professional image of teaching are too low to attract the best and brightest candidates.	• Increase the number of in-service teachers annually receiving Associate's degrees from CMI. • Increase teacher salaries. • Upgrade the professional standing of K-12 teaching.	• Implement the new teacher salary scale over the next three years. • Continue and expand pre-service programs to attract students to the teaching profession. • Implement certification standards for principals.

[36] The purpose of this project, funded by the Asian Development Bank (ADB), is to assist the MOE in piloting the use of the Early Grade Learning Assessment (EGLA) in grades 2 and 5 at three public primary schools. To strengthen the link between learning assessment and learning methods, the project will also support improved teaching techniques and learning approaches in reading and numeracy, adopting a methodology of individualized learning and assessment based on repetition, accuracy, and speed.

SECONDARY EDUCATION AND SERVICES TO OUT-OF-SCHOOL YOUTH		
• Secondary education is compulsory, but there is insufficient physical capacity for all grade 8 graduates at the high schools. • Alternative programs for out-of-school youth 16-24 years of age are insufficient to meet demand.	• Provide sufficient secondary-level capacity or alternative programs for all grade 8 graduates.	• Identify appropriate secondary-level learning paths for all students who complete grade 8. • Increase enrollment in the Life Skills Academy. • Increase enrollment in the ABE-GED Program. • Increase funding for NTC's grants-in-aid program to expand non-formal education and training offered by community organizations.
MOE AUTONOMY		
• MOE requires independence and autonomy to provide personnel, financial, and administrative support to schools in a timely manner.	• Repeal the current Education Act and enact a new Public School Systems Act to create an autonomous MOE governed by a National Board of Education.	• Establish National Board of Education. • Develop rules, regulations, policies, and procedures to guide MOE's new personnel and fiscal responsibilities.
GENDER EQUALITY		
• Insufficient research has been conducted on gender equality in RMI schools. • Girls are underrepresented in technical-vocational courses.	• Achieve gender equality in RMI schools by 2015.	• Introduce guidance programs in primary schools to combat sexual stereotyping. • Increase female enrollment in TVET courses offered or supported by MOE, CMI, and NTC.

ACCREDITATION AND SCHOOL IMPROVEMENT		
• The school improvement process in the RMI has been fragmented and uncoordinated.	• Establish, document, and disseminate a research-based school improvement process for the RMI.	• Implement the new Accreditation Program. • Upgrade the pass standards for Stage One of the accreditation process. • Strengthen procedures for facilitating and supporting school improvement. • Encourage and support additional schools in pursuing WASC accreditation. • Revitalize the CBGS.
NATIONAL CURRICULUM		
• The National Curriculum consists largely of an abstract statement of standards and benchmarks. • Teachers need more support in understanding how to implement it.	• Improved linkages between the National standards and classroom practice.	• Prepare a scope and sequence chart for all subjects at all grade levels. • Develop curriculum frameworks for all subjects. • Implement scripted lesson plans on a trial basis in Majuro primary schools.
TECHNOLOGY IN EDUCATION		
• Many schools and students have lacked access to computers and Internet-based learning resources.	• Provide Internet access or computer-based learning resources to all schools by 2020.	• Monitor and evaluate the OLPC pilot project. • Monitor and evaluate the solar laptop pilot project. • Provide technical assistance to schools, teachers, and students in the instructional use of technology.

TECHNICAL AND VOCATIONAL EDUCATION		
• Many students lack basic job skills when they leave school. • Foreign workers are being hired in increasing numbers, even for semi-skilled jobs.	• Revitalize TVET in secondary schools.	• Develop a policy statement on the role of TVET in secondary schools. • Develop course outlines for all vocational courses. • Provide career guidance in all high schools. • Revise the grades 9-12 social studies curriculum.
LIFE SKILLS		
• Many students lack basic life skills when they leave school. • Life skills are a critical need for all students, but particularly those who will not enter the formal economy.	• Establish Life Skills instruction as a rigorous content area in the school curriculum.	• Identify the components of a Life Skills program appropriate to the Marshall Islands context. • Establish standards and benchmarks for Life Skills instruction. • Continue to implement the Life Skills Academy and evaluate progress at the end of SY 2012-13. • Identify opportunities for Life Skills expansion through non-formal providers.

V. CONCLUSION

The RMI National EFA Review reveals an education system with important strengths, but also one that must strive for improvement in the years ahead to address significant areas of weakness. Some of the major strengths and weaknesses highlighted in the preceding pages are summarized below.

Strengths

- Virtually universal access to kindergarten and primary school for children, including those on remote atolls and islands;
- Comprehensive standards-based National Curriculum encompassing all core subjects;
- National testing program linked to the National Curriculum standards;
- Low student-teacher ratio even in the populations centers of Majuro and Ebeye;
- Substantial gender equality in terms of school enrollment and standardized test results;
- Internet access for all schools on Majuro and expanding access for schools on the Outer Islands that lack electricity through solar-powered systems;
- Increasing numbers of teachers with college degrees as teacher certification standards are implemented.

Areas of Weakness

- Excessive numbers of students dropping out of school and failing to complete even the primary cycle;
- Poor results on the grades 3, 6 and 8 MISAT;
- Lack of in-service training opportunities for teachers on the Outer Islands;
- Insufficient secondary school capacity to accommodate all grade 8 completers;
- Insufficient alternative programs for students who are not admitted to high school;
- Inadequate services for out-of-school and unemployed youth.

In collecting and analyzing data for this National EFA review, important new questions have emerged about the performance of students, the characteristics of schools, the qualifications of teachers, and other matters.

- What accounts for the low NER for Kindergarten (p. 12)?
- What explains the recent increases in student math achievement as shown by MISAT results for grades 3 and 6 (Table 17, pp. 18-19)?
- Why are girls outperforming of boys on all grade 3 and grade 6 MISAT tests with the exception of grade 3 science (Table 35, p. 33)?
- What is the optimum role for TVET in the secondary schools?

In many instances, these questions have not yet been thoroughly examined and thus the answers to them are not clear or definite. However, MOE is committed to following up on these and other insights gained from the EFA Review and examining their potential program and policy implications.

Attachment 1
Public School Systems Act 2013

NITIJELA OF THE REPUBLIC OF THE MARSHALL ISLANDS

34TH CONSTITUTIONAL REGULAR SESSION, 2013 BILL NO.:42ND1

P.L. 2013-23

AN ACT

to repeal Chapter 3, Title 14 of the MIRC the Education Act of 1992, and to enact in its place an Act to establish an autonomous public school system; to provide for a National Education Board and Commissioner of Education; to provide for independent personnel and financial management, budgeting, etc; and for related purposes.

BE IT ENACTED BY THE NITIJELA OF THE REPUBLIC OF THE MARSHALL ISLANDS:

PART 1 - PRELIMINARY

Section 301. **Short title.**

This Chapter may be cited as the Marshall Islands Public School System Act, 2013.

Section 302. **Interpretation.**

As used in this Chapter, unless the context otherwise requires, the following words shall have these meanings:

(a) "agent(s)" means a body created by law or by contract having the fiduciary relationship with the Ministry of Education;

(b) "Board" or "National Board" means the National Board of Education established under Section 306, Division 2 of this Chapter;

(c) "Commissioner of Education" or "Commissioner" means the Commissioner responsible for the overall administration of the Public School system of Education pursuant to Section 312;

(d) "Government agencies" means any executive department, independent commission, board, bureau, office, or other establishment of the Government of the Republic of the Marshall Islands, or any quasi-public institution which is supported in whole or in part by national funds;

(e) "fund" means fund established under Section 338;

(f) "Local Board" means a Local Board of Education established under Section 310 of this Chapter;

(g) "Minister" means the Minister responsible for Ministry of Education;

(h) "Nonpublic school" means:

(a) a religiously or community group- supported school, under college grade, whether or not it receives or has received financial assistance from the Government in accordance with Article II, Section1(3) of the Constitution; or

(b) any other school, under college grade, which normally charges tuition or other fee for attendance;

(i) "Primary school" or "Primary education" means Kindergarten through grade 8.

(j) "Public school" means a school, under college grade, which derives its support, entirely or in part, from public funds; provided that "public school" does not include a school specified under Subsection 302(h) of this Section, whether or not such school derives its support from public funds.

(k) "Public school system" or "PSS" means the public education school system which shall serve as a Department of Education for elementary and secondary school programs.

(l) "School property" means property of the Public School System and includes without limitation textbooks and educational supplies, equipment, furniture and tools.

(m) "Secondary school" or "secondary education" means Grades 9 through 12.

(n) "Commissioner" means the Commissioner of Education.

(o) "Special education" means instruction, programs or related services specifically designed or provided to assist children with disabilities in responding to or promoting equal educational programs and opportunities for all children.

(p) "Ministry of Education" means the ministry responsible for all formal education program and agencies serving pre-school age children to college level youth and adults, including formal education, informal education, and TVET programs.

Section 303. **Application of Article VII of the Constitution**

Pursuant to Section (1)(3) and Section (9)(2) of Article VII of the Constitution of the Marshall Islands, the Public Service Commission does not apply in relation to the Public School System.

Section 304. **Public School System Established**

There is hereby established, a Public School System ("PSS") within the Ministry of Education, which shall be the autonomous body responsible for the administration of public primary and secondary programs in the Republic. The public school system shall be governed by a board to be known as the National Board of Education.

PART 2 – GOVERNING BODIES OF PUBLIC SCHOOL SYSTEM

Division 1. Minister of Education

Section 305. **Powers of the Minister.**

The Minister shall be a member of the National Board and shall have the power to:

(1) Provide oversight of the administration and operation of the public school system;

(2) Provide linkage with respect to policy and budgetary matters between the Board and the Cabinet ;

(3) Provide linkage to other agencies including but not limited to the College of Marshall Islands, National Training Council, University of the South Pacific Extension Program and the RMI-USP Joint Education Program, Scholarship Board, with the Public School System;

(4) Approve Boards selection of the Commissioner of Education; and

(5)Approve the disbursement of fund subject to approved budget;

Division 2: National Board of Education

Section 306. **Establishment; Composition; etc**

(1) There is hereby established a National Board of Education hereinafter ("the Board"), consisting of five members, appointed by the Cabinet from five (5) main geographical districts in the Republic which are as follows: one from the southern district, one from the central district, one from the northern district, one from the eastern district, and one from the western district of the Marshall Islands, the Minister for Education, and three (3) other members, who shall be appointed by the Minister as follows:

(a) one teacher to represent the interests of the teachers;

(b) one represent a non-public schools; and

(b) one represent the interest of parents, students or guardians.

(2) For the purpose of this Chapter, the southern district covers Ebon, Namdik, Kili/Bikini/EjitJaluit, the central district covers Ailinglaplap, Jabat and Namu, northern district covers, Aur, Maloelap, Wotje, Ailuk, Utrok, Likiep and Mejit eastern district covers Arno, Mili, Majuro, and western district covers Kwajalein, Ellep, Ujae, Lae, Wotho, Rongelap and Enewetak.

(3) the members shall appoint amongst the Board membership except for the Minister, a chairperson and a vice-chairperson. The Chairperson shall preside at meetings of the Board. The Vice Chairperson shall serve as the presiding officer of the Board in the absence of the Chairperson.

(4) In appointing persons to serve on the Board pursuant to subsection (1) of this section, the Cabinet must ensure that a candidate:

(a)holds a Bachelor of Arts degree;

(b) has no criminal felony records;

(c) has at least 5years experience, working in a responsible position;

(d) be 25 years and older; and

(e)Has been resided in the Marshall Islands for at least five (5) years.

Section 307. **Terms; vacancy; allowance.**

(1)Appointed members of the Board shall serve a term of four (4) years except that the term of the first members elected shall be determined by drawing of lots with three members serving a term of four years and two members serving a term of two years. The members appointed by Cabinet shall serve for a term of four (4) years.

(2) Any vacancy on the Board caused by death, resignation, or removal of an appointed member shall be filled in the same manner as the original appointment to serve the unexpired term of that vacancy.

Section 308. **Meetings; procedures of the Board**

(1) Meeting of the Board shall be held once every three (3) months. A special meeting shall be called by the Chairman or by majority of the Board members when matters arise.

(2) Other than special meeting of the Board, members shall be notified in writing by the Chairman or other person designated by the Board at least one week before the date of any meeting.

(3) Subject to this Chapter and any other laws, the Board shall determine its own procedures to provide for the quorum and the conduct of meetings; the appointment and duties of a Secretary of the Board, and any other matters relating to the Board and its operations and procedures which it deems appropriate.

Section 309. **Powers, Functions and Duties of the Board.**

The Board shall have the following powers, functions and duties:

(1) to recruit the Commissioner of Education of the Public School System;

(2) to formulate policies in consultation with the Cabinet;

(3) to exercise control over public school system through Commissioner of Education, and the Local Board of education within each local government jurisdiction;

(4) to make recommendations through the Minister on matters of education policy and any related budgetary matters to the Cabinet;

(5)to establish and revise as necessary on its own or through its agents, rules, regulations and policies for the operation of the Public School System, including policies relating to the recruitment, promotions and personnel appeal processes; and removal of all Public School System staff; to health and welfare benefits;

(6) to provide fiscal oversight including review and approval of the PSS budget for presentation to the Cabinet and Nitijela;

(7) to establish financial policies and control systems with:

(a) the Ministry of Finance requirements for audit purposes as set out under the Financial Management Act;

(b) the Fiscal Procedures Requirements of the Ministry of Finance and other funding sources;

(c) Fiscal Procedures Agreement as under the Compact as Amended, in regards to the use of Compact funding; and

(d) the procurement requirements set out under the Procurement Code (44 MIRC Chapter 1).

(8) to make recommendations on matters refer to in subsection (3) of this Section to the Minister;

(9) to approve and establish curricula and courses of instruction and administrative policies of the public school system, including special projects and funded programs;

(10) to accept on behalf of the public school system, gifts, grants, donations, bequests, and other contributions to improve and expand education programs; and

(11) to issue charters for private schools, develop policies for accreditation of public and private schools operating in the RMI.

(12) to coordinate its policies in accordance with the Public Service Commission as and when the need arises and to mediate grievance matters.

Division 3 – Local Board of Education

Section 310. **Local Boards of Education.**

(1) Each Local Government shall form a Local Board of Education ("Local Board") within its local jurisdiction in accordance with rules promulgated by the Board of Education for their establishment, composition and procedures. The National Board shall retain fiscal oversight over the Local Board.

(2) To assume responsibilities to administer local public schools within its local jurisdiction pursuant to subsection (1) of this Section, and of Section 311, the National Board shall ensure that a Local Government is ready to undertake such responsibilities, and provided that a Local Government must establish a Board, create a Bylaw, provide school improvement plans and Management plans, etc, in order to delegate such authority to administer local public schools within a local government jurisdiction.

Section 311. **Functions of Local Boards.**

Each Local Board shall have the following functions:

(1) under community-based governance of schools, each Local Board shall oversee the operation of local public schools within that local government jurisdiction in accordance with the specifications of a memorandum of understanding with the Department and with the provisions of primary school certification granted by the Board, including, but not limited to, business and personnel management, facilities and property maintenance, budgeting and accounting of funds allocated by Board with the educational standards set forth in this Act and regulations promulgated under this Act;

(2) make provisions for school-based management of schools within that local government jurisdiction, including involvement of the school community in the educational

process in each school, which shall include administrators, teachers, staff, parents, students and interested citizens;

(3) establish and support school or community-based advisory committees on education to review and advise the Local Board for that Local Government jurisdiction regarding objectives, plans, budgets, policies, procedures, program and other matters being considered by the Local Board;

(4) establish particular educational goals, objectives and standards for schools within that Local Government jurisdiction pursuant to rules prescribed and approved by the Board

(5) develop an annual education plan, which shall be approved by the Board, designed to achieve reasonable progress by each student toward the goals set forth by the Board, including achievement of a minimum standard of proficiency and self-reliance, which may include the following:

(a) curricular changes;

(b) in-service training programs for teachers;

(c) diagnostic, remedial, or skill-maintenance programs for students;

(d) consultations with parents or guardians;

(e) any other measures designed to promote progress towards such goals;

(6) evaluate student progress towards the goals of the Public School System, including minimum standards of proficiency and self-reliance, by means of annual testing or other means as the Local Board deems proper to determine student needs, ensure student progress, and assess the degree to which the goals have been achieved; and

(7) submit requests, comments and recommendations for action to the National Board for consideration.

Division 4 – Commissioner of Education

Section 312. **Administrative functions**

(1) The Commissioner of Education shall be responsible for the overall administration and implementation of public elementary and secondary educational programs in the Republic. In the discharge of these functions, the Commissioner shall be responsible for the following:

(a) the overall administration and operations of the public school system;

(b) the recruitment, promotion and removal of teachers and staff in accordance with rules, regulations and policies promulgated pursuant to this Act;

(c) monitoring and evaluating the Local Boards of Education and all public and nonpublic schools;

(d) conducting nationwide student testing, research and planning for program improvement;

(e) the development of curriculum and instructional materials;

(f) assistance and support to Local Boards of Education and schools in local governance and school management, including community involvement, administration, instruction, staff development and evaluation;

(g) special services for students and for the community;

(h) budget preparation, execution, and accounting;

(i) facilitates planning, coordination and reporting; and

(j) carrying other directives of the Board.

PART 3 – EDUCATION POLICIES AND STANDARDS

Division 1 - Educational Standards

Section 313. **Goal**

(1) The goal of the public school system in the Republic shall be:

(a) to provide a thorough and efficient system of education to all children in the Republic, regardless of socioeconomic status, disabilities, or geographical location, the educational opportunity that will prepare them to develop into self-reliant individuals and to function socially, politically and economically in the society; and

(b) to encourage citizen involvement in educational matters by providing for schools that guarantee and support local participation consistent with the goal of thorough and efficient system of education serving all of the children of the Republic.

Section 314. **Guidelines**

The following guidelines shall serve as major elements for the achievement of the educational goal provided in Section 313 and for the implementation of this Chapter:

(a) the establishment of educational goals at the national and local levels;

(b) the encouragement of public involvement in the establishment and implementation of educational goals;

(c) instruction intended to produce the attainment of responsible levels of proficiency in:

(i) Kajin Majel and Mantin Majel, to be taught in all elementary schools; and

(ii) all major academic subjects, including basic communications and computational skills;

(d) a student-teacher ratio of not more than thirty (30) students per teacher in each classroom;

(e) free public kindergarten to all five year olds in the Republic as resources permit;

(f) a breadth of program offerings designed to develop the individuals talents and abilities of students, including vocational and technical subjects;

(g) programs and supportive services for all students, especially those who are educationally disadvantaged or who have special educational needs, including but not limited to counseling, guidance, health education and related services and programs to help students develop academically, personally and socially;

(h) adequately equipped, sanitary and secure physical facilities and adequate materials and supplies;

(i) qualified teachers and administrators;

(j) efficient administrative procedures;

(k) an adequate program of research and development; and

(l) evaluation and monitoring programs at both the national and local levels.

Section 315. **Curriculum**

(1) The Board shall establish minimum standards for instruction, curriculum development, and content of courses at appropriate levels to promote uniform levels of achievement.

(2) Instruction in the Marshallese language, custom culture and history shall be compulsory, and shall be provided at all preschool level schools, elementary level schools, secondary levels schools. Instructions shall include assessment of student needs, selection of appropriate learning activities, methodologies and materials and evaluation of the student's attainment of objectives. The curriculum shall permit continuous progress along sequential lines

of development in academic as well as vocational areas. The curriculum shall be of sufficient depth and breadth to meet the needs, interests and abilities of the students in that particular community.

(3) All secondary level students in the Republic shall be required to pass an examination on the Marshallese language, custom, culture and history, in order to obtain a secondary education diploma or certificate, except for students who are not in the system for three (3) years.

(4) The Board or through its agents shall develop a course on the Marshallese language, custom, culture and history, to be known as Marshallese Studies for the purposes of this section.

(5) The Board or through its agent shall provide training for teachers on Marshallese Studies;

Section 316. **Textbooks and Materials.**

The Board shall establish a textbook committee to review and evaluate textbooks and materials before purchase in order to determine their suitability as may be consistent with economy and desirable within any curriculum differences in the schools of the Republic.

Division 2 - School Year and Attendance

Section 317. **School Year**

The school year shall consist of no less than one hundred eighty five (185) days of school in session, exclusive of holidays provided that any increase thereof of days shall be made pursuant to the promulgation of regulation under Section 346 and in consultation with the schools. Each of the schools in the Republic may, with the approval of the Board establish

beginning and ending dates of the school year in accordance with local needs and customs. Such dates need not be uniform throughout the Republic.

Section 318. **Compulsory Enrolment and Attendance**

(1) A child who attains the age of five (5) years on or prior to the commencement date of any school year shall be eligible to enroll in, and commence elementary level education in any school in the Republic. The enrolment and attendance of a child under this Subsection shall be compulsory, and the onus is placed on the parent(s) or guardian(s) to ensure that such child is enrolled in, and regularly attends school.

(2) A child who has successfully completed elementary level education shall be eligible to enroll in secondary level education in any school in the Republic.

Section 319. **School Attendance Area**

All students shall be required to attend the public school located in the area in which they reside, or any nonpublic school whether or not it is located in the attendance area in which they reside. Attendance at a public school in another school attendance area may be granted at the discretion of the Commissioner. Attendance of a secondary school at a different public high school than the one serving the student's attendance area shall require prior written approval of the Commissioner or the Commissioner's designee.

Section 320. **Parent's or Guardian's Responsibility for Child's Attendance.**

(1) It shall be the responsibility of a parent, guardian or any other person having custody of a child of 5 to 18 years to ensure that a child under his or her custody, care or guardianship

enrolls in, and attends public elementary or secondary level school upon attaining eligibility during any given school year.

(2) The parent, guardian, or person, having custody of a child who is eligible to attend elementary or secondary level education;

(a) but the child is, without good cause or reasonable explanation, not attending any elementary or secondary level schools in the Republic; or

(b) if enrolled in a school, the child does not attend school regularly, or

(c) the child is found delinquent under the Juvenile Procedure Act and placed on probation, may be subject to penalties provided under Juvenile Delinquency Actor penalties under any regulations established by the Board.

Division 3 - Student Progress and Conduct

Section 321. **Student Assessment and Progress**

The Board shall make provisions for assessing and reporting the progress of each student. At the end of each school year, students making normal progress shall be promoted to the succeeding grade or graduated, as appropriate. Promotion shall be based on the student's academic performance and other appropriate measures. No student shall remain in the same grade more than two years.

Section 322. **Secondary Education**

A public high school entrance examination shall be administered to all eighth-grade students as a means of determining placement in public high school. Such secondary education,

consisting of Grades 9 through 12, shall be provided to students who qualify for admission to high school and who continue to meet Public School System and school standards.

Section 323. **Student Conduct**

The Board shall establish rules for dealing with breaches of appropriate student conduct, shall distribute such rules to students and parents, and shall act promptly and in accordance with the rules when breaches of conduct arise.

Section 324. **Teacher Conduct**

(1) The Board shall establish rules or regulations for dealing with breaches of appropriate teachers' conduct including disciplinary measures and appeal processes.

(2) The Board shall distribute such rules or regulations to students and parents, and shall act promptly and in accordance with the rules when breaches of conduct arise.

(3) Corporal Punishment is prohibited in the public school system.

Division 4- Student Health and Supplementary Services

Section 325. **Student Health and Safety**

(1) The Public School System shall promote the physical, mental, social and emotional well-being of students by providing instruction in positive health habits and attitudes, essential health services and a healthy school environment with adequate water and sanitation facilities.

(2) The Public School System, in cooperation with the Ministry of Health shall enforce Ministry of Health regulations regarding physical examinations, immunization and communicable diseases. Any student or teacher contracting a communicable disease may be

excluded from school until a physician certifies that the student or teacher may return to school. For the purposes of this section "communicable disease" has the same meaning and categorization under the Communicable Disease Prevention and Control Act, (7 MIRC 2).

Section 326. **School Transportation**

The Public School System may provide suitable transportation to and from school for Special Education, preschool, elementary and secondary students as resources permit. The Public School System shall adopt rules as it deems necessary to provide such transportation. In developing such rules, the Public School System shall consider the school attendance area in which a child normally resides; the distance the child lives from the school; the availability of public carriers of other means of transportation; the frequency, regularity and availability of public transportation; the grade level, physically disabled or special learning disability of a child; any such other conditions or circumstances unique to an area, island, atoll or community.

Section 327. **School Property**

The Board shall adopt policies for proper management, acquisition and control of property and facilities, including grounds, equipment and vehicles.

Section 328. **Residence Assistance**

Secondary students attending school under such circumstances that transportation cannot be provided on a daily basis may be provided residence assistance by the Public School System.

Section 329. **Nutrition**

The Public School System shall promote good nutrition in each of the schools of the Republic. The Commissioner shall appoint trained and experienced nutrition workers, who shall be members of the public service, to carry on nutrition work in the schools under such rules and regulations as the Board shall make from time to time.

Section 330. **School Meal Program**

(1) The Commissioner through the Board may assist any community in establishing a school meal program under such rules and regulations as the Board may promulgate.

(2) The Commissioner through the Board shall establish a meal program for all schools having dormitory facilities. The program shall be operated under the general direction of the school principal in accordance with standards of health cleanliness as prescribed by the Ministry of Health.

Division 5- Nonpublic Schools

Section 331. **Charter Required**

(1) Any person or persons desiring to establish a nonpublic school shall, prior to the establishment thereof, make written application of a charter to the Commissioner. The application shall be signed by the applicant or applicants and shall state in substance:

(a) the names of the persons desiring to establish the school;

(b) the proposed location thereof;

(c) the course of instruction and the language in which the instruction is to be given;

(d) teacher qualifications;

(e) student enrollment; and

(f) such other information as the Secretary may require.

(2) The Commissioner shall review the application and make such recommendation to the Board as the Board may consider appropriate. Upon receipt and approval of the application, the Board shall issue a charter in a form to be approved by him, authorizing the establishment of the school.

(3) No nonpublic school shall be established except in conformity with this Chapter; provided that any nonpublic school existing in the Republic under a valid charter on the effective date of this Chapter shall be deemed to have complied with the requirements set forth in this Part.

Section 332. **Nonpublic School Attendance**

(1) Attendance at any school established or maintained without complying with the terms of this Chapter shall not be considered attendance at a public or nonpublic school as required by law.

(2) The Public School System may from time to time require nonpublic schools to submit reports of attendance and other matters of public concern. Failure to meet the standards required of nonpublic schools or failure to in any way comply with the provisions of law shall be cause for refusal to issue a charter or for the revocation or suspension of any charter.

Section 333. **Benefits to Students**

Students of nonpublic schools may receive from the national government, as resources permit, some benefits with public school students in such areas as transportation, textbooks,

testing services, medical and nursing services, and meal programs, provided that such benefits do not violate the Constitution or any other law of the Republic.

PART 4 - EVALUATION AND CERTIFICATION

Section 334. **Comprehensive Needs Assessment Program**

(1) The Board of Education, in cooperation with Local Boards, shall from time to time but at least once every five (5) years, direct a comprehensive needs assessment program of all students in the Republic in light of national goals and standards.

(2) The Board of Education shall make the results of the needs assessment program available to Local Boards, which shall review and update their particular educational goals objectives and standards to meet those needs. All such results shall be made public.

Section 335. **Evaluation of Performance of Each School**

(1) For the purpose of evaluating the thoroughness and efficiency of each of all schools in the Republic, the Board shall develop and administer a uniform, nation-wide system for evaluating the performance of each school.

(2) The system developed under Subsection (1) shall be based in part on annual testing for achievement in basic skills areas, and in part on such other means as the Commissioner through the Board deems proper in order to:

(a) determine student needs;

(b) ensure student progress;

(c) assess the degree to which the educational objectives have been achieved; and

(d) monitor compliance with national standards and procedures.

Section 336. **Certification**

Subject to Section 334, if, upon review of the Public School System evaluations and reports, the Board determines that a Local Board satisfies the evaluation criteria under the system administered pursuant to Section 334 of this Chapter, the Commissioner shall recommend that the Board certify the Local Board as providing a thorough and efficient system of education. Initial and renewal certification shall be up to, but not more than, three (3) years.

Section 337. **Corrective Action Plan**

If upon review of the Public School System evaluations and Reports the Commissioner determines that a Local Board has failed to show sufficient progress toward the goals, guidelines objectives and standards set forth in this Act, despite allowing the Local Board a reasonable opportunity to correct such deficiencies, the Commissioner shall recommend that the Local Board undertake a corrective action plan to achieve certification. The plan shall be developed for each particular Local Board by the Department in conjunction with the Local Board following an examination of all aspects of the Local Board's operations, including education, governance, management and finance as well factors external to the Local Board's schools which may contribute to the deficiencies in educational achievement. The Commissioner may recommend measures to mitigate the effects of any such external factors in schools.

PART 5–FINANCIALS

Section 338. **Education Fund**

(1) There is hereby established a fund to be known as the Education Fund (hereinafter, the "Fund").

(2) The Fund is a fund other than the Marshall Islands General Fund within the meaning and for the purposes of Article VIII, section 3 (2) of the Constitution.

(3) The Fund shall be administered by the Commissioner of Education, under the supervision of the Minister and the National Board of Education.

Section 339. **Payments into the Fund**

(1) There shall be paid into the Fund:

(a) any monies appropriated by the Nitijela for the purposes of this Chapter;

(b) any monies or any real or personal property, including gifts, grants, advances, contributions and any other assistance which may be received, granted, given, bequeathed, devised, endowed or in any manner received from any source for the purposes of this Chapter;

(c) any monies received from any fees authorized by this Chapter or rules orregulations promulgated in accordance with this Chapter; and

(d) any other monies or property payable by or under any other law into the Fund.

(2) Where any gift, grant, advance, contribution or other assistance is received for a specific purpose or subject to any conditions it may be expended or used only for that purpose or subject to those conditions.

(3) The Nitijela shall appropriate sufficient monies in each financial year to assure adequate levels of funding to meet the obligations of the Government of the Republic under Article II, Section 17 and Article V, Section 1(3) (h) of the Constitution.

Section 340. **Payments out of the Fund**

(1) Payments may be made out of the Fund only for:

(a) carrying out the powers and duties of the Public School System and for the purpose of establishing, improving and maintaining a thorough and efficient system of education in the Republic;

(b) working capital and petty cash, and for similar purposes;

(c) all other costs and expenses of the Public School System for administrative and other purposes; and

(d) the implementation of this Chapter and any rules or regulations promulgated under this Chapter.

(2) Pursuant to Article VIII Section (5)(1) of the Constitution, the Minister for Education is hereby vested with the authority to approve expenditure of funds in the Education Funds in accordance with this Chapter.

(3) No money shall be withdrawn from the Fund except in accordance with this Chapter and with other procedures prescribed by the Financial Management Act, 11 MIRC 1 that may deemed necessary.

Section 341. **Accounts and Records**

(1) The Commissioner of Education shall maintain, in accordance with the procedures prescribed by the Financial Management Act, 11 MIRC 1, proper accounts and records with respect to the Fund, any money paid into or out of the Fund, and any property purchased with money from the Fund.

(2) The disbursement of funds must in addition, comply with the provisions of the Fiscal Procedures Agreement under the Compact of Free Association as Amended (as it relates to Compact funds), as well as the procurement requirements set out under the Procurement Code (44 MIRC Chapter 1).

(3)The accounts to be laid before the Nitijela by the Minister of Education under Article VIII, Section 5(4) of the Constitution shall include accounts relating to the Education Fund.

(4) The accounts and records maintained under Section (1) of this Section shall be audited by the Auditor-General as provided for under Article VIII, Section 15 of the Constitution.

Section 342. **Budget**

(1) The Commissioner shall submit to the Minister of Education, through the Board of Education, at such time as is directed by the Minister of Finance, annual estimates of revenue and expenditure covering its anticipated operations for the following twelve (12) month period, for approval by the Cabinet.

(2) The Commissioner of Education shall submit to the Minister of Education, through the Board from time to time supplementary estimates of revenue and expenditure for approval by the Cabinet.

(3) The estimates provided under Subsections (1) and (2) of this Section shall be in such form and contain such information as the Cabinet directs.

(4) Except with the approval of the Minister money may not be expended out of the Education Fund other than in accordance with estimates submitted under Subsections (1) and (2) of this Section and in accordance with the other provisions of this Chapter.

Section 343. **Standard Salary Scales**

The public school system shall ensure in its policy or regulations, to follow similar grading or classification system or pay scales for teachers as established by regulations of the Public Service Commission for members of the Public Service.

PART 6– MISCELLANEOUS

Section 344. **Departmental Reporting**

(1) The reports submitted to the National Board by the Local Boards pursuant to Section 3454 shall form the basis for an annual report by the Commissioner to the Nitijela by August 15th of each year, which shall include the following:

(a) a description of the condition of education in the Republic;

(b) an assessment of the efforts of Local Boards in meeting the national goals and standards;

(c) a description of the steps that are necessary and those that are being taken to correct deficiencies in school performance;

(d) an assessment of the effectiveness of this Chapter and regulations promulgated pursuant to this Chapter in producing a thorough and efficient system of education;

(e) recommendations to the Nitijela for any legislative action, if appropriate; and

(f) addressing any other national or local educational problems and providing recommendations for improving the educational system in the Republic.

(2) In addition to the items specified in Subsection (1) this Section, the Commissioner shall include an account of the progress of each Local Board in meeting the goals, objectives and

standards prescribed under this Chapter, identify those Local Boards and schools which fail to meet them, and make recommendations, if necessary, for eliminating any deficiencies.

Section 345. **Local Board Reporting**

(1) Each Local Board shall make an annual report by July 15th of each year to the Board of its progress in conforming to the goals, objectives and standards developed under this Chapter. Each report shall include the following:

(a) demographic data related to each school;

(b) results of assessment programs, including nation-wide and local testing conducted at each school, and the result of the district evaluation of student proficiency in basic skills;

(c) included on each school's fiscal operation, including the budget of each school;

(d) results of each school's effectiveness in achieving national and local goals and objectives applicable to the students;

(e) plans and programs for professional improvement for teachers and administrators;

(f) plans to carry out innovative or experimental educational programs designed to improve the quality of education; and

(g) recommendations for school improvements during the next academic school year.

(2) In addition to the items specified in Subsection of this Section, the Department may from time to time require each Local Board to submit a facilities' survey, including current use practices and projected capital needs.

Section 346. **Liability.**

(1) No member of the Board, officer, or staff of the PSS shall be personally liable for any act or default done or omitted to be done in good faith in the course of the administration of the PSS.

(2) Any expenses incurred in relation to any suit either in prosecuting or defending a suit or prosecution that falls under the terms of this Chapter shall be charge against the fund established under this Chapter, provided that the limits of liability applicable to the Republic shall apply to any suit brought against the PSS in the courts of the Republic.

Section 347. **Rules and Regulations**

(1) The Minister, or the Minister's designee, shall adopt such rules and regulations as are necessary, in accordance with the Marshall Islands Administrative Procedure Act 1979 (6 MIRC 1), to effectively implement and administer this Chapter.

(2) The Minister or the Minister's designee, may adopt rules or regulations imposing reasonable fees for teacher certification, nonpublic school charters and such other areas as are necessary for the implementation of this Chapter.

Section 348. **Effective date, Transition and savings**

(1) This Act shall take effect in accordance with the Constitution Article IV Section 21 of the Constitution, and Rules of Procedures of the Nitijela, provided however that nothing in this Act shall take effect, or affect any schools, programs or projects currently undertaken by the Ministry of Education until the expiry of the period of one year (1) after the certification of this Act.

(2) All rules, regulations and policies promulgated and administered by the Ministry of Education prior to the coming into effect of this Chapter, shall remain in operational as if made pursuant to this Chapter, until amended, abolished or superseded, by any new rules, regulations and policies promulgated by the Board.

(3) The Minister for Education shall, in accordance with subsection (1) herein above, issue a public declaration announcing the effective date of the provisions of this Act.

CERTIFICATE

I hereby certify:

1. That Nitijela Bill No.42ND1 was passed by the Nitijela of the Republic of the Marshall Islands on the 6th day of November, 2013; and
2. That I am satisfied that Nitijela Bill No.42ND1 was passed in accordance with the relevant provisions of the Constitution of the Republic of the Marshall Islands and the Rules of Procedures of the Nitijela.

I hereby place my signature before the Clerk this 25th day of November 2013.

Attest:

Hon. Donald F. Capelle	**TarjoArelong**
Speaker	Clerk
Nitijela of the Marshall Island	Nitijela of the Marshall Islands

Attachment 2
Summary of MOE Strategic Plan
Focus Areas and Objectives

Attachment 2
Ministry of Education Strategic Plan
Summary of Focus Areas and Objectives

Focus Area 1: Leadership and Management

Objective 1.1.	Identify and direct legislative initiatives to support the Public School System and students
Objective 1.2.	Maintain and Enhance National, Regional, and International Partnerships to Support the Mission of the MOE
Objective 1.3.	Revitalize the Community-Based Governance System for Primary Schools
Objective 1.4.	Align the Ministry's Public Relations Functions with the Priorities of the Strategic Plan
Objective 1.5.	Establish a Development Office within the Ministry of Education

Focus Area 2: Personnel, Budget, and Administration

Objective 2.1.	Provide Efficient Services for Recruiting Teaching and Non-Teaching Staff for MOE
Objective 2.2.	Increase the Efficiency of the Procurement and Supply Functions
Objective 2.3.	Coordinate Preparation and Administration of the Annual MOE Budget
Objective 2.4.	Provide Technology Support for Schools and MOE Central
Objective 2.5.	Provide an Adequate Number of Qualified Principals and Teachers for RMI Schools

Focus Area 3: Policy, Planning, and Standards

Objective 3.1.	Participate in Regional and International Research to Obtain Data on the Comparative Learning Achievements of Marshallese Students
Objective 3.2.	Continue to Expand and Strengthen the Student Testing and Assessment System
Objective 3.3.	Strengthen the Capabilities of the EMIS including Provisions to Ensure the Accuracy and Timely Submission of Data
Objective 3.4.	Begin Developing a Systematic Portfolio of Research and Evaluation Initiatives
Objective 3.5.	Implement, Evaluate, and Strengthen the School Accreditation Program
Objective 3.6.	Update MOE Rules and Regulations

Focus Area 4: Early Childhood and Primary Education

Objective 4.1.	Implement New Programs and Services to Improve the Language Skills of K-3 Students
Objective 4.2.	Increase the Gross Enrollment Rate (GER) in Grade 1 to 100% by 2020
Objective 4.3.	Reduce the K-8 Dropout Rate from 32% to 10% by 2020
Objective 4.4.	Support the Development of Effective Primary Principals and Teachers
Objective 4.5.	Expand and Enhance the Role of Community Stakeholders in Primary Schools

Focus Area 5: Secondary Schools

Objective 5.1.	Fully Comply with the Compulsory Education Law by Providing Secondary-Level Educational Opportunities to 100% of Grade 8 Completers by 2020
Objective 5.2.	Reduce the Secondary-Level Dropout Rate from 51% to 25% by 2020
Objective 5.3.	Establish a Comprehensive Career Education Program at Marshall

Focus Area 9: Property and Maintenance

Objective 9.1.	Provide Regular Maintenance for Schools and Other MOE Buildings
Objective 9.2.	Ensure that all MOE Vehicles are in Safe Working Order
Objective 9.3.	Ensure Efficient Energy and Land Use in MOE Schools and Other Buildings

Attachment 3
MOE Strategic Plan Implementing Actions for Selected Focus Areas

Focus Area 4 Early Childhood and Primary Education

Objective 4.1	Implement New Programs and Services to Improve the Language Skills of K-3 Students				
Implementing Action	Division/Office	Priority Level	Timeframe 2013	2014	2015
4.1.a. Develop a policy and strategies for identifying teachers specialized in and highly skilled in teaching reading and placing them in grades K-3 classrooms.	Schools Div. School Principals	1		◆	
4.1.b. Develop a policy and strategies for augmenting the resources currently available for K-3 reading (e.g., by increasing the number of teachers, establishing new remedial programs with NGOs, reassigning expatriate volunteers to primary schools, etc.).	Schools Div.	1		◆	
4.1.c. As part of the Quality Primary Education in the North Pacific project, pilot EGLA in grades 2 and 5 in three schools in the RMI.	Schools Div. ADB	1	◆	◆	
4.1.c.i Establish and staff a learning center during the pilot period to train teachers in individualized learning approaches based on EGLA results.	Schools Div. ADB	1	◆		
4.1.c.ii Scale up EGLA nationally if the results of the pilot project are satisfactory.	Schools Div. ADB	1		◆	◆
4.1.d. Design and implement a simplified classroom assessment, such as SAL and SAM, to determine the literacy and numeracy levels of grades K-1 students.	Schools Div.	2		◆	◆

4.1.e. Increase MOE and school staff knowledge about research and promising practices for enhancing K-3 learning outcomes for emerging bilinguals.	Schools Div. Pacific Comp. Center	2	◆		
4.1.f. Increase MOE and school staff knowledge about research and promising practices for K-3 assessment systems.	Schools Div. Pacific Comp. Center	2	◆		
4.1.g. Increase MOE and school staff knowledge about language education policies and practices as well as processes for reviewing language policies.	Schools Div. Pacific Comp. Center	2	◆		
Objective 4.2 Increase the Gross Enrollment Rate (GER) in Grade 1 to 100% by 2020					
4.2.a. Coordinate with EPPSO to determine the base school-age population for grade 1 and calculate the GER using MOE enrollment figures.	PBS EPPSO	1		◆	
4.2.b. Implement and evaluate an experimental project to test the impact in selected schools of eliminating all user (i.e., parental) fees and expenses.	Schools Div.	3			◆
4.2.c. Implement and evaluate a parallel experimental project to test the impact in selected schools of "Food for Education" initiatives.	Schools Div.	3			◆
4.2.d. In coordination with MOH and selected NGOs, expand early childhood home visiting programs for at-risk parents/children with special emphasis on school readiness and achievement.	Schools Div.	2			◆

4.2.d.i Review and evaluate the appropriateness of the 12 evidence-based home visiting models identified by the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program	Schools Div.	2			◆
Objective 4.3 Reduce the K-8 Dropout Rate from 32% to 10% by 2020					
4.3.a. In conjunction with the Youth Services Bureau, Ministry of Internal Affairs, recruit and hire a School Attendance Officer for Majuro to track the attendance of both students and teachers.	Secretary PBA MIA	2	◆		
4.3.a.i Compile truancy records from schools.	Truancy Off.	2		◆	
4.3.a.ii Locate truants and negotiate their return to school.	Truancy Off.	2		◆	◆
4.3.b. Establish a Big Brothers Big Sisters pilot program using high school and/or college mentors enrolled in for-credit service learning courses.	School Principals	2		◆	
4.3.c. Assist in the revitalization of the Marshall Islands Youth Council and affiliated Atoll Youth Councils to spearhead K-8 dropout prevention programs on the Outer Islands.	School Principals MCES	2			◆
4.1.d. Increase MOE and school staff knowledge about research and promising practices for enhancing family and community involvement in education.	Schools Div. Pacific Comp. Center	2	◆		

4.3.e. Develop a training program to assist teachers in detecting cases of child abuse and neglect in their classrooms.	Schools Div.	2			◆
4.3.f. Revise Title 14 of the MOE R&Rs (School Attendance) to define the specific steps that school principals and teachers should take to enforce mandatory school attendance in the case of chronically tardy or absent students.	Schools Div. PPS	2	◆		
4.3.g. Design an appropriate "re-entry" program for primary students who have dropped out of school for one full school year.	Schools Div./CIA	2			◆
Objective 4.4 Support the Development of Effective Primary Principals and Teachers					
4.4.a. Ensure that all teachers in the emergency, temporary, and provisional certification categories have an individualized plan to achieve Professional status within the currently established time limits and are adhering to the plan.	Schools Div.	1	◆		
4.4.b. Survey teachers who have recently achieved Professional I status to determine the courses and experiences that contributed most to their classroom effectiveness.	Schools Div. PPS	2		◆	
4.4.c. Develop procedures for evaluating the effectiveness of short-term professional development training offered to teachers, including the extent to which the trainings influence classroom practice.	PPS	3		◆	◆
4.4.d. Develop criteria and procedures for identifying highly effective teachers in each school and use them as the nucleus of an MOE Master Teachers cadre.	Schools Div.	2		◆	◆

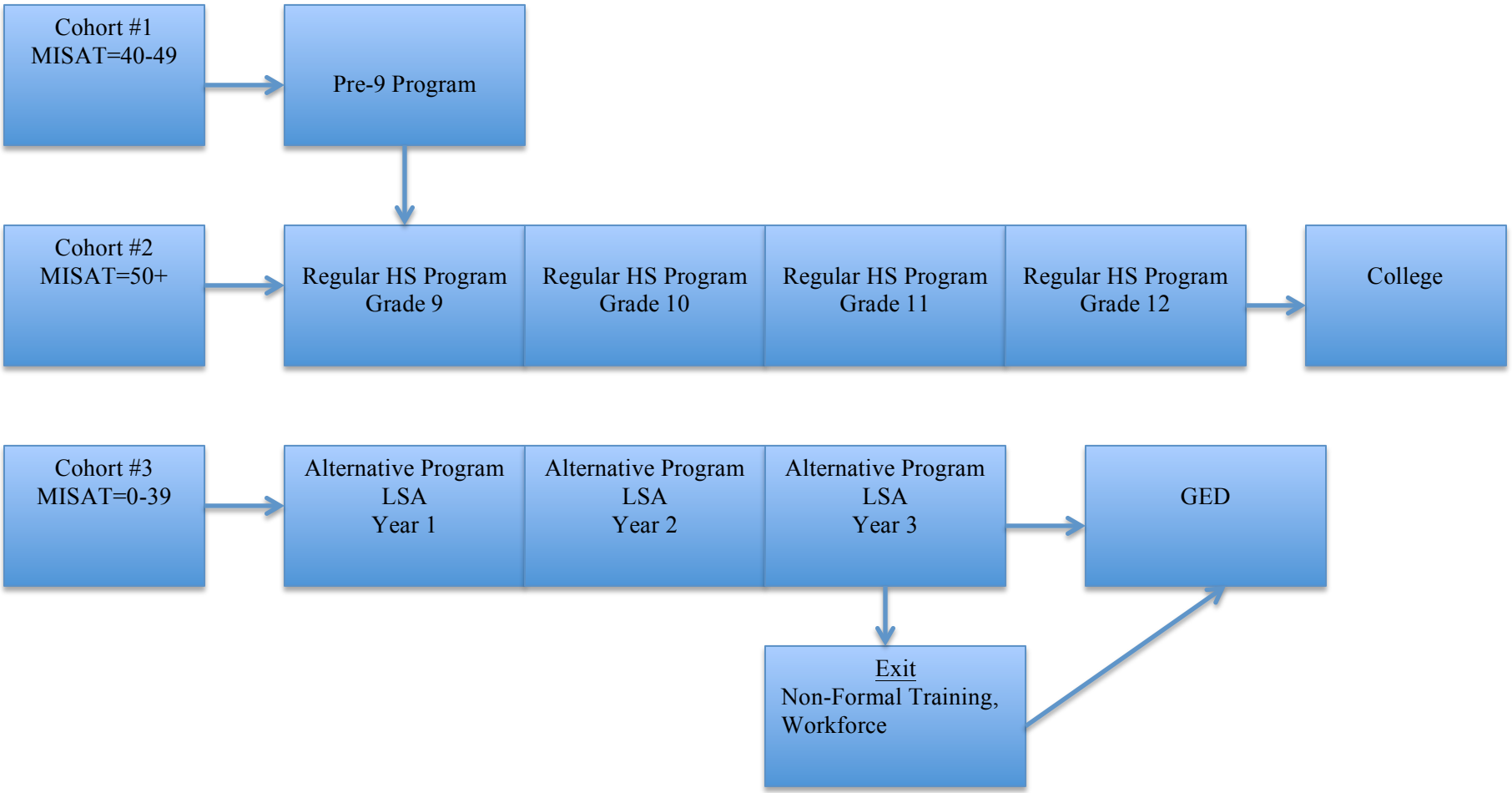
Objective 4.5	**Expand and Enhance the Role of Community Stakeholders in Primary Schools**				
4.5.a. As part of the school improvement planning process under the MOE accreditation system (Standard 6), require schools to delineate the specific responsibilities of their School Improvement Teams (SITs) and how these will be exercised.	PBA/IT	2	◆	◆	◆
4.5.b. Develop National Guidelines for the establishment and use of SITs.	Schools Div.	2		◆	◆
4.4.c. Assess the current status of the "Cluster Model" in the 57 schools in which it was instituted and determine its suitability as a National model for School Community Based Management (SCBM).	Schools Div.	2		◆	◆
4.5.d. Compile an inventory of all NGOs and CBOs that provide educational support and services to children of primary school age, such as through the YTYIH School Smart Program.	PBA/Personnel	2	◆		
4.5.e. Establish a grants-in-aid program to assist successful non-formal providers of educational services, with special emphasis on those providing services to children who have never enrolled in the formal system and long-term dropouts.	Schools Div./Info. Tech. Spec.	1		◆	

4.4.f. Establish a network of non-formal "Rainbow Schools," based on models of proven effectiveness in the Marshall Islands (e.g., School Smart), to meet the needs of the most severely disadvantaged children of primary school age.	Schools Div.	1		◆	◆
4.5.g. Establish policies and procedures to facilitate the transition of children from the non-formal education sector to formal schooling.	Schools Div./Info. Tech. Spec.	2		◆	

Focus Area 5 Secondary Schools

Implementing Action	Division/Office	Priority Level	Timeframe 2013	2014	2015
Objective 5.1 Fully Comply with the Compulsory Education Law by Providing Secondary-Level Educational Opportunities to 100% of Grade 8 Completers by 2020					
5.1.a. Using Figure 1 as a basic framework, develop a comprehensive program structure and flowchart that illustrates how appropriate secondary opportunities will be provided for all grade 8 completers.	Schools Div.	1	◆	◆	◆
5.1.b. Refine and quantify the basic framework.	Schools Div.	1	◆		
5.1.b.i Determine the current maximum grade 9 capacity of all public and private secondary schools in the RMI.	Schools Div./Secondary	2	◆		
5.1.b.ii On the basis of current primary school enrollment figures and historical dropout/transfer rates, estimate the number of grade 8 completers to SY 2020-21.	PPS	2	◆		
5.1.b.iii Using current grade 8 MISAT scores and high school admission standards, estimate the number and percentage of grade 8 completers who would be admitted to the regular high school programs, secondary alternatives such as the Life Skills Academy, Pre-9 programs, and any other available options through SY 2020-21.	PPS	2	◆		

Figure 1
Continuing Education Options for Grade 8 Graduates



5.1.b.iv Clarify the criteria for determining if "Pre-9" students will be admitted to the regular high school program.	Schools Div./Secondary	2	◆		
5.1.c. Update the basic framework, and convene a Task Force, including all high school principals, to identify options for closing the gap between current secondary capacity and required capacity including: • New school/facilities construction; • Reallocation or refitting of existing facilities; • Increased dormitory space; • Enhanced school transportation; • Additional support to private schools; and • Use of community resources.	Secondary Div./Secondary	2	◆		
5.1.d. On the basis of 5.1.a-c, develop a detailed plan, timetable, and budget estimates for meeting the need for compulsory secondary education by 2020.	Secondary Div./Secondary	2		◆	
5.1.e. Identify and document the optimal mix of regular and alternative secondary programs in terms of target groups, learning objectives, and anticipated outcomes.	Secondary Div./Secondary	2		◆	
5.1.f. Identify sources of facilities construction funds including Compact CIP funds, other bilateral grants and donations (ROC and Japan), and RMI appropriations.	Secondary Div./Secondary	2		◆	
5.1.g. Develop operational budgets for the increased secondary capacity including personnel, equipment, textbooks, electricity, and other necessary line items.	Secondary Div./Secondary	2		◆	

5.1.h. Initiate a series of informational and advocacy briefings to present MOE findings, estimates, and alternatives to achieve the goal of universal secondary education.	Secondary Div./Secondary	2			◆
Objective 5.2 Reduce the Secondary-Level Dropout Rate from 51% to 25% by 2020					
5.2.a. In conjunction with NGOs providing training or other services to dropouts, conduct a small-scale survey (20-30 interviewees) to identify and quantify the reasons why students drop out of high school.	PPS	2	◆		
5.2.b. Develop criteria and methods for identifying all at-risk grade 9 students including the use of specialized school software from the National Center for Dropout Prevention, National High School Center and similar organizations.	School Principals	2	◆		
5.2.c. Implement cross-grade tutoring programs for at-risk grade 9 students.	School Principals	2	◆		
5.2.d. Coordinate with Local School Boards and NGOs to identify adult mentors for all at-risk grade 9 students.	School Principals	2	◆		
5.2.e. Work with the Chamber of Commerce and other business organizations to encourage employers hiring high school dropouts to refer them to the One-Stop Center for counseling and remediation.	Minister/Secretary	2		◆	

5.2.f. Develop a policy to allow dropouts to earn high school credits through approved courses offered by NGOs or other agencies in the non-formal sector.	Minister/Secretary PPS	2			◆
Objective 5.3 Establish a Comprehensive Career Education Program at Marshall Islands High School and Majuro Middle School					
5.3.a. Establish a Steering Committee to guide development of the program.	Schools Div./Secondary	2	◆		
5.3.b. Utilizing resources such as the *Australian Blueprint for Career Development*, develop the conceptual framework for a comprehensive grades 7-12 Career Education program including competencies, performance standards, and developmental stages.	Schools Div./Secondary; HS/MS Counselors	2	◆		
5.3.c. Inventory and map all existing Career Education programs at MIHS and MMS against the established competencies using a simple checklist format.	Schools Div./Secondary	2	◆		
5.3.d. Conduct key informant interviews with employers, educators, or students, as appropriate, to identify ways of strengthening the *existing* services.	Schools Div./Secondary	2		◆	
5.3.e. Administer a brief survey to academic classroom teachers to obtain their input on opportunities for infusing Career Education competencies within the curriculum.	Schools Div./Secondary	2		◆	
5.3.f. Compile a resource book of exemplary Career Education lesson plans for use by academic teachers.	Schools Div./Secondary	2			◆

5.3.g. Begin revising voc ed curricula as needed to incorporate Career Education lesson plans or units and design a training module for classroom teachers on the use of these lesson plans.	Schools Div./CIA	2			◆
5.3.h. On the completion of the above activities, develop a multi-year plan for further Career Education expansion including programs, facilities, staffing, in-service needs, and resources.	Schools Div./Secondary	2			◆
Objective 5.4 Determine the Role of TVET in the Secondary Curriculum					
5.4.a. Summarize data on the TVET courses offered at each public high school in SY 2012-13 and the enrollment (male and female) in each.	Schools Div./Secondary	2	◆		
5.4.b. Conduct an inventory of the curriculum materials used by TVET teachers including MOE-approved syllabi or course outlines (if any), lesson plans, textbooks, teacher-produced materials, etc.	Schools Div./Secondary	1	◆		
5.4.c. Conduct site visits to assess the adequacy of TVET equipment and facilities by course.	Schools Div./Secondary	2	◆		
5.4.d. Organize and facilitate a meeting of TVET educators, including representatives of CMI and NTC, to discuss the role of TVET in the secondary curriculum.	Schools Div./Secondary	2	◆		
5.4.e. Prepare a briefing paper for MOE management recommending and justifying the continuation, consolidation, elimination, and/or expansion, as appropriate, of the courses currently being offered.	Schools Div./Secondary	2		◆	

5.4.f. Develop budget estimates for (i) one-time equipment and facilities upgrades, and (ii) ongoing operational costs for the revised TVET program.	Schools Div./Secondary	2		◆	
Objective 5.5 Support and Evaluate the Life Skills Academy					
5.5.a. Complete renovation of the Life Skills Academy facilities (i.e., the former NVTI facility).	PMU	1			
5.5.b. Negotiate with NTC to continue occupancy of the former One Stop Center facility for LSA administrative purposes.	Minister/Secretary	2	◆		
5.5.c. Develop a public awareness campaign to increase LSA enrollment to approximately 125 students annually.	LSA	2	◆		
5.5.d. Provide summer classes and tutoring for below average and at risk 9th and 10th graders	LSA	2	◆		
5.5.e. Evaluate the effectiveness of the ESD English course for grades 9-11 students.	PPS	2		◆	
5.5.f. Convert to a daytime class schedule as soon as possible and provide instructional time of at least 6 hours per day, in keeping with MOE Rules and Regulations.	LSA	2		◆	
5.5.g. Expand the Industrial Arts component of the curriculum to a minimum of 3 hours of instructional time daily.	LSA	2		◆	

5.5.h. Establish a system for certifying the job skills and competencies attained by students and the degree of mastery.	LSA NTC	2		◆	
5.5.i. Maintain a teacher-student ratio of no more than 30:1 by hiring additional teachers as enrollment increases.	LSA	2		◆	◆

Focus Area 6 Curriculum, Instruction, and Assessment

Implementing Action	Division/Office	Priority Level	Timeframe 2013	2014	2015
Objective 6.1 Continue to Refine the Existing National Curriculum Core Subjects					
6.1.a. Prepare a scope and sequence chart for all K-8 core subjects in the form of a crosswalk between the established standards/benchmarks and the currently required textbook.	CIA	2	◆		
6.1.b. Begin developing curriculum frameworks for K-8 ELA, MLA, Math, and Science including guidance for teachers on assessment strategies, classroom activities, and resources.	CIA	2		◆	
6.1.c. Revise the grades 9-12 social studies standards and benchmarks to place increased emphasis on global and local economics, financial literacy, the roles of business and industry in society, and the world of work.	CIA	2			◆
6.1.d. Enhance students' understanding of climate change and its impacts by implementing the PCEP's Climate Education Framework and introducing new climate change units in middle school science courses.	CIA PCEP	2	◆	◆	◆
6.1.e. Increase teachers' knowledge of the Next Generation Science Standards (NGSS), with special emphasis on middle school science and high school environmental education classes.	CIA PCEP	2	◆	◆	◆
6.1.f. Inventory and align K-12 science standards, curricula, and resources.	CIA PREL	2		◆	

6.1.g. Review and evaluate the MIHS curriculum for grades 9-12 core content areas; determine its suitability for use as a National high school resource.	CIA	2	◆		
Objective 6.2 Provide Curriculum Support in Non-Core Content Areas					
6.2.a. Provide technical assistance in the review of secondary-level TVET curriculum materials (see 5.4.b).	CIA	2		◆	
6.2.b. Prepare a briefing paper and presentation for HS principals and MOE leadership on the status of the TVET curriculum covering all high schools and all courses or course sequences.	Schools Div./Secondary CIA	2		◆	
6.2.c. Assist in developing TVET standards and benchmarks consistent with the findings of 5.4.c.	CIA	2		◆	
6.2.d. Collect and examine primary school life skills curricula used in other jurisdictions, particularly developing countries.	CIA	2	◆		
6.2.e. Collect and examine life skills curricula used by non-formal providers both in the major population centers and Outer Islands.	CIA NTC	2	◆		

6.2.f. Design a K-8 life schools syllabus appropriate to the Marshallese context and with due regard for distinctions between urban and rural schools as well as the differing requirements of the formal and informal economies.	CIA	2		◆	
6.2.g. Develop preliminary standards and benchmarks for the K-8 life skills curriculum.	CIA	1		◆	
6.2.h. Identify the steps for establishing life skills as a rigorous content area in the National Curriculum.	Minister/Secretary	1	◆		
Objective 6.3 Provide Increased Support to Teachers in Implementing the National Curriculum					
6.3.a. Collaborate with CMI to ensure that all pre-service teachers are knowledgeable about the standards and benchmarks of the National Curriculum.	Staff Dev.	2	◆	◆	
6.3.b. Design and provide a mandatory orientation program for all new teachers.	CIA	2	◆	◆	
6.3.c. Provide training to all public primary teachers on the Master Teachers project and lesson plans.	CIA	1	◆	◆	
6.3.c.i Provide training to the MSETs on monitoring implementation of the lesson plans as part of their classroom observation responsibilities.	CIA	1	◆		

6.3.c.ii Identify criteria including, but not limited to, SY 2013-14 MISAT scores, to evaluate the effectiveness of the Master Teachers project.	PPS	1	◆		
Objective 6.4 Promote the Use of Technology for Improved Teaching and Learning					
6.4.a. Hire a full-time Instructional Technology Specialist (ITS).	CIA	1	◆		
6.4.b. Review the MOE National Curriculum to make a preliminary identification of areas most suitable for E-learning enhancement.	ITS	2		◆	
6.4.c. Identify Open Educational Resources (OER) sites and collections to identify those that are most relevant to K-12 education and the Marshallese context.	ITS	2		◆	
6.4.d. Advise MOE leadership on the optimal deployment of a Learning Management System or Course Management System to further the Ministry's E-learning goals.	ITS	2		◆	
6.4.e. Develop technology standards and benchmarks for K-12 students that are differentiated based on the technology available at individual schools.	ITS	2		◆	
6.4.f. Develop technology standards and benchmarks for teachers.	ITS	2		◆	
6.4.g. Develop performance-based tools to measure attainment of the technology standards.	ITS	2		◆	
6.4.h. Administer of survey of teachers to determine their current level of E-learning knowledge and skills.	ITS PPS	2		◆	

6.4.i. Develop a multi-year technology training plan for teachers aligned both with the standards/benchmarks and survey findings.	ITS	2			◆
6.4.j. Identify technology-oriented teachers in the schools to take a lead role in modeling the use of E-learning to enhance teaching and learning.	ITS	2			◆
6.4.k. Using the Master Teachers lesson plans, prepare at least one demonstration for each core content area on the integration of E-learning into the National Curriculum.	ITS	2		◆	
6.4.l. Prepare an evaluation design for the OLPC project in both its "saturated" and computer lab versions.	ITS	1	◆		
Objective 6.5 Identify Non-Traditional Learning Strategies and Educational Models for Primary Schools					
6.5.a. Examine exemplary alternative primary school and learning program models (e.g., BRAC, Escuela Nueva, Pratham, etc.) used in rural areas of developing countries for possible applicability in the RMI, particularly the Outer Islands.	CIA	3	◆	◆	◆
6.5.b. Participate in an established Citizen Science project to show students how scientific research is organized and implemented.	CIA	2		◆	
6.5.c. Establish 2-3 Self-Organized Learning Environments (SOLEs) in schools or after-school programs with access to computers; document results and provide feedback to TED.	CIA	2		◆	

6.5.d. Establish strategies and procedures for scaling up successful pilot projects.	Schools Div. PPS	1		◆	

Focus Area 7	**Kwajalein Atoll**				
Implementing Action	Division/Office	Priority Level	Timeframe		
			2013	2014	2015
Objective 7.1	**Reduce the Primary and Secondary School Dropout Rates to 10% and 25%, respectively, by 2020**				
7.1.a. Establish reliable baseline data for the dropout rates at all Kwajalein Atoll schools in SY 2012-2013.	PPS	2	◆		
7.1.b. Implement the activities cited under Objectives 4.3 and 5.2 on Ebeye.	School Principals	2	◆	◆	◆
Objective 7.2	**Revitalize the TVET Program at KAHS**				
7.2.a. Provide input to the activities listed under Objective 5.4.	KAHS	1	◆		
7.2.b. Conduct an informal survey of Ebeye employers to identify the kinds of jobs available to HS graduates in the local economy.	MOE	2		◆	
7.2.c. Establish a Senior Practicum program or similar work-study program.	KAHS	2		◆	
7.2.d. Implement teacher and nursing/health academies.	KAHS	2		◆	◆
Objective 7.3	**Increase Teacher Education Options on Ebeye**				
7.3.a. Develop an MOU with the College of the Marshall Islands to deliver in-service training to teachers on Ebeye via its laboratory at Queen of Peace ES.	MOE	1	◆		
Objective 7.4	**Increase Alternative Programs for High School Dropouts on Ebeye**				
7.4.a. Establish a GED program on Ebeye.	MOE	1		◆	

7.4.b. Identify all NGOs, such as WAM, that are providing non-formal instruction in core academic subjects to high school dropouts.	MOE	2	◆		
7.4.b.i Compare and evaluate their curricula vs. MOE standards and benchmarks for the content area.	CIA	2		◆	
7.4.b.ii Establish criteria to allow dropouts to earn high school credits for selected courses offered in the non-formal sector.	Minister/Secretary	2			◆
7.4.b.iii Identify and implement an appropriate pre-service course to upgrade the pedagogical skills of trainers in the non-formal sector.	Schools Div./Staff Dev.	2			◆

Focus Area 8 Special Education					
Implementing Action	Division/Office	Priority Level	Timeframe		
			2013	2014	2015
Objective 8.1 Increase the Effectiveness of Special Education Teachers					
8.1.a. Develop certification standards for special education teachers.	SPED TSLB	2		◆	
8.1.b. Collaborate with CMI in the development of additional courses for prospective special education teachers.	SPED	2		◆	
8.1.c. Revise the job description for Special Education teachers to reflect the unique knowledge, skills, attitudes, and responsibilities that the position requires.	SPED PBA	2	◆		
8.1.d. Provide intensive training to all new special education teachers on their role in the IEP process and writing IEPs.	SPED	2	◆		
8.1.e. Increase the number of parents and school counselors participating in the SPED Summer Institute.	SPED	2	◆		
Objective 8.2 Monitor the Academic Performance of Special Education Students					
8.2.a. Increase the percentage of special education students in grades 3, 6, and 8 that take the MISAT from 50% in SY 2011-12 to 100% in SY 2012-13; summarize scores in the MOE *Annual Report*.	School Principals SPED	1	◆		
8.2.b. Compare MISAT results for special and general education students and summarize results in the MOE *Annual Report*.	PPS	3	◆		

8.2.c. Increase the MISAT proficiency rates of special education students from 9.1% in math and 11.0% in reading to 25% in both by SY 2013-14.	SPED	1		◆	
8.2.d. Ensure that 100% of SPED students who cannot take the MISAT, even with accommodations, take the alternate assessment, summarize results in the MOE *Annual Report*.	PPS	2	◆		
8.2.e. Determine the dropout rate for special education students in grades K-8 and compare with general education students.	PPS	2	◆		
8.2.f. Identify specific, numerical targets for reducing the dropout rate of grades K-8 special education students to a level no greater than that for general education students.	SPED	2		◆	
Objective 8.3 Improve Secondary-Level Outcomes for Special Education Students					
8.3.a. Increase the high school graduation rate for special education students from 30.8% in June 2012 to parity with general education students by June 2015.	SPED	1		◆	
8.3.b. Reassign special education teachers to increase the number placed in high schools from 12 to 20.	SPED	2	◆		
8.3.c. Ensure that all high school handbooks provide information on services and programs available to special education students and the means of accessing them.	HS Principals	2	◆		
8.3.d. Provide additional training to high school general and special education teachers on strategies for reducing the number of special education dropouts.	SPED	2	◆		

Objective 8.4 Improve Data Collection Capabilities					
8.4.a. Replace the existing Special Education Information Management System (SEIMS) with an online system that accommodates U.S. Federal reporting requirements and facilitates other analyses.	SPED	1		◆	
8.4.b. Integrate the new Special Education data system with the MOE's redesigned and expanded MIS.	SPED	2		◆	
8.4.c. Examine the Special Education MIS developed by San Diego State University for the FSM as a possible model.	SPED	2		◆	
Objective 8.5					
8.5.a. Increase services for deaf, hard of hearing, and deaf-blind children.	SPED	2	◆		

Attachment 4
Summary of NTC Strategic Plan
Goals and Objectives

Attachment 4
Summary of Goals and Objectives
NTC Strategic Plan, FY 2013-2015

Goal 1. Develop a Data-Driven National TVET System

Objective 1.1. Systematize the collection of data on labor demand in the RMI

Objective 1.2. Conduct tracer studies of selected NTC-funded projects to enhance accountability

Objective 1.3. Develop locally validated standards for selected TVET programs

Objective 1.4. Further utilize 2011 RMI Census data and other sources to improve the targeting of labor market interventions

Goal 2. Coordinate and Evaluate Basic Education and Life Skills Programs for Dropouts and Unemployed Youth

Objective 2.1. Collect, assess, synthesize, and define the components of a life skills curriculum for marginalized youth

Objective 2.2. Implement measures to regulate life skills training provided in the non-formal sector

Goal 3. Coordinate the Provision of Technical and Vocational Training and Placement in Domestic Industries and Occupations with Documented Need for New or Replacement Workers

Objective 3.1. Strengthen utilization of the private sector in the provision of TVET programs

Objective 3.2. Strengthen job search and placement services for Marshallese citizens

Objective 3.3. Establish systems and procedures to begin regulating the issuance of TVET certificates leading to the creation of a national credentialing system

Objective 3.4. Support the ongoing development of Kwajalein Atoll through assessment of new and emerging training needs

Objective 3.5. Implement measures to foster the replacement of foreign workers by Marshallese citizens.

Attachment 4 (cont.)

Goal 4. Support Sustainable Livelihood and Income Generation Skills Training on the Outer Islands

Objective 4.1. Strengthen the skills of trainers in the non-formal sector

Objective 4.2. Update information on income generation opportunities in the informal sector

Objective 4.3. Support the use of artisans and producers as trainers in the informal sector

Objective 4.4. Provide ongoing technical assistance to informal sector producers with marketable goods and services

Goal 5. Maintain and Enhance National, Regional, and International Partnerships to Create New Employment and Training Opportunities for Marshallese Workers

Objective 5.1. As directed by Cabinet, take the lead role in implementing the national TVET Plan

Objective 5.2. Increase and enhance private sector involvement in NTC programs and services

Objective 5.3. Improve coordination with other government ministries and government agencies in the provision of TVET services

Objective 5.4. Increase coordination with regional and international agencies

Objective 5.5. Improve the horizontal and vertical articulation of TVET programs

Goal 6. Continue to Strengthen the Capacity of the NTC to Serve as the Lead in Identifying, Promoting, and Advocating Effective Employment Training Policies and Practices

Objective 6.1. Strengthen the role of the NTC Board and Steering Committee in directing NTC programs

Objective 6.2. Assess the adequacy of the NTC facility and staff in light of new responsibilities

Objective 6.3. Review and improve policies and procedures for awarding and monitoring grants to TVET service providers

Attachment 4 (cont.)

Objective 6.4.	Strengthen the information dissemination functions of the NTC
Objective 6.5.	Propose legislation that supports new and emerging NTC initiatives
Objective 6.6.	Increase support for NTC programs and services

Attachment 5
Annual Report on Student Performance and Enrollment, SY 2012-13

Annual Report on

Student Performance & Enrollment

School Year: 2012-2013

Ministry of Education

Division of Policy & Planning

Republic of the Marshall Islands

Foreword

This small book provides a selection of data that can be regarded as important for getting a snapshot of education in the Marshall Islands. It is divided into two section: Student Performance data and Enrollment statistics.

The section on Student Performance provides information on the degree of student achievement of learning objectives. The primary instrument for measuring student performance is the Marshall Islands Standards Assessment Test or MISAT, which measures student proficiency levels on selected important standards and benchmarks from the national curriculum. All students at grades 3, 6, 8, 10, & 12 at all schools in the nation are required to sit the test series.

At grades 3 & 6, the tests cover English Reading, Marshallese Reading, Math, and Science. At the 8th grade level, the tests is called the High School Entrance Test because one of its major functions is in selecting students to move on into the limited space available at the five public high schools. This test has sections on English Reading, Marshallese Reading, Math, Science, & Social Studies. At grades 10 & 12, the tests cover English and Math only.

The second section provides basic information on school enrollment statistics as well as disaggregation into various important categories.

It is hoped that the information herein will serve usefully as reference material, a source of information for general understanding of the RMI education system, and a tool for planning.

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STUDENT PERFORMANCE

SCHOOL YEAR 2012-2013

Table 1. MISAT Trends 2009-2013: (Percent of student scores at proficiency levels and above on the Marshall Islands Standards Assessment Test for years 2009 to 2013 in all subjects and grades tested.)

3rd Grade	*2009*	*2010*	*2011*	*2012*	***2013***	***change '12-'13***
English Reading	21%	22%	22%	20%	**21%**	**1%**
Marshallese Reading	25%	34%	31%	32%	**34%**	**2%**
Math	15%	23%	23%	29%	**30%**	**1%**
Science	23%	28%	21%	27%	**28%**	**1%**

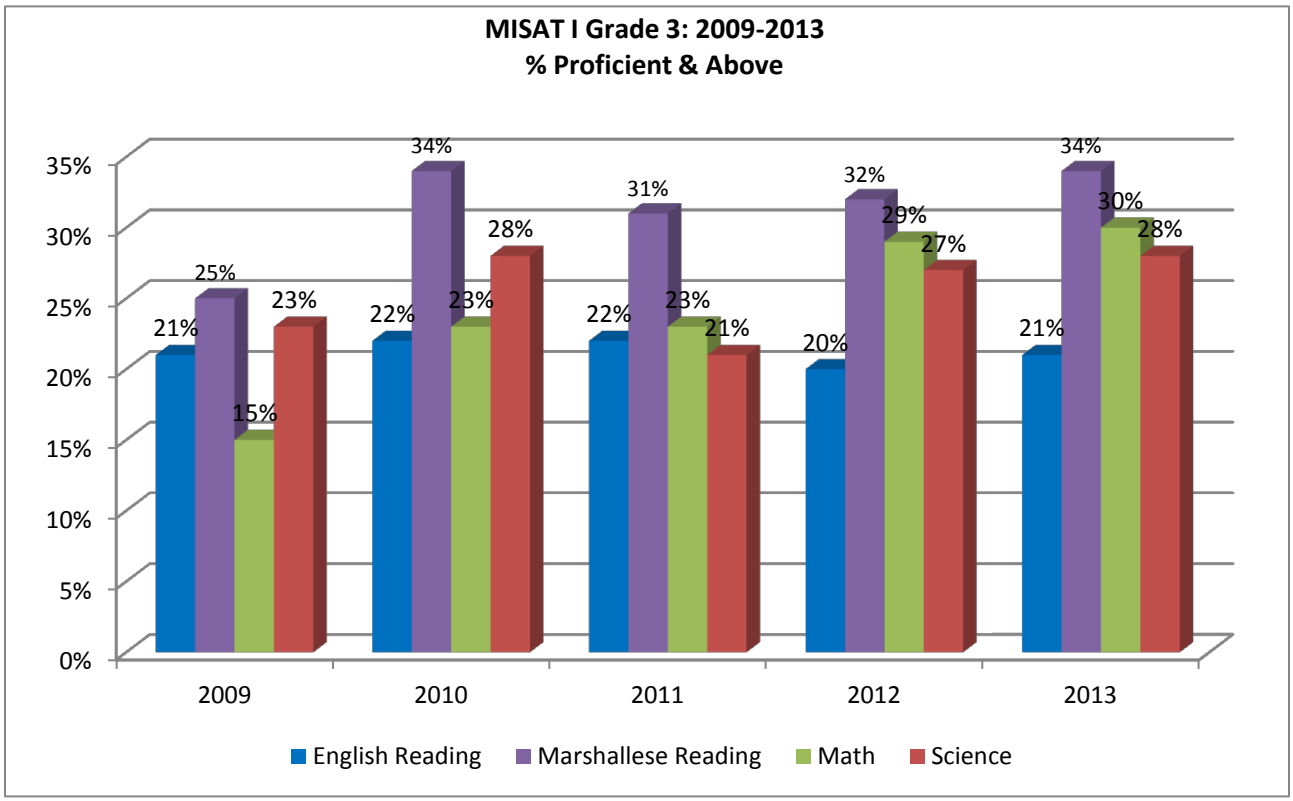
6th Grade	*2009*	*2010*	*2011*	*2012*	***2013***	***change '12-'13***
English Reading	21%	29%	18%	19%	**19%**	**0%**
Marshallese Reading	35%	40%	32%	36%	**33%**	**-3%**
Math	8%	19%	16%	20%	**19%**	**-1%**
Science	9%	12%	8%	11%	**14%**	**3%**

8th Grade	*2009*	*2010*	*2011*	*2012*	***2013***	***change '12-'13***
All Subjects	24%	25%	39%	33%	**36%**	**3%**
English	*48%*	*50%*	*58%*	*62%*	**65%**	**3%**
Marshallese	*65%*	*66%*	*72%*	*57%*	**67%**	**10%**

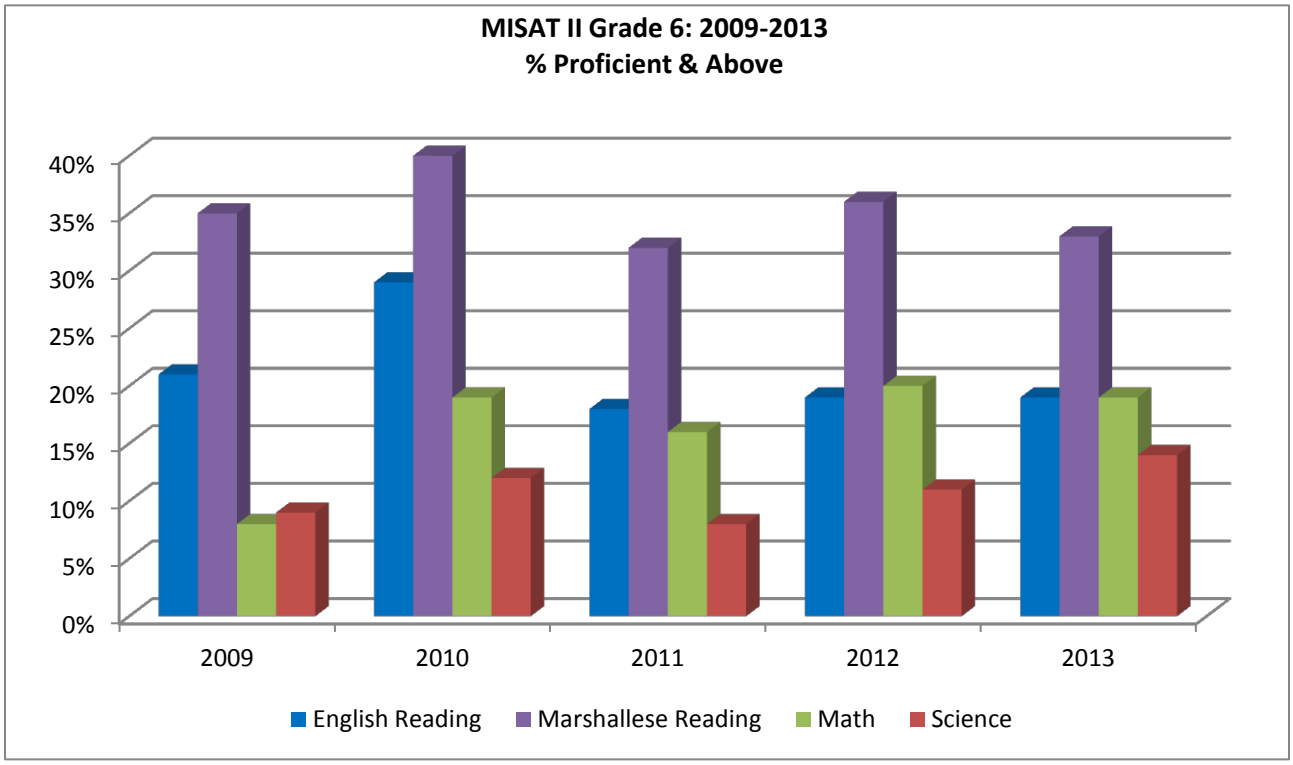
10th Grade: 2013		
schools	*English*	*Math*
ALL	***22%***	***10%***
PRIVATE	*32%*	*9%*
PUBLIC	*19%*	*10%*
Assumption	51%	10%
Delap SDA	34%	7%
Ebeye Calvary	12%	8%
Ebeye SDA	23%	7%
Father Hacker	14%	6%
Jebro	10%	5%
JHS	11%	9%
KAHS	10%	8%
LHS	17%	8%
Majuro Baptist	53%	17%
Majuro Coop	51%	19%
MIHS	31%	14%
NIHS	15%	10%
Rita Christian	43%	7%

12th Grade: 2013		
schools	*English*	*Math*
ALL	***32%***	***12%***
PRIVATE	*39%*	*15%*
PUBLIC	*29%*	*11%*
Assumption	58%	18%
Delap SDA	47%	19%
Ebeye Calvary	10%	7%
Ebeye SDA	45%	15%
Father Hacker	14%	11%
Jebro	15%	8%
JHS	24%	10%
KAHS	23%	10%
LHS	37%	10%
Majuro Baptist	65%	16%
Majuro Coop	74%	38%
MIHS	35%	11%
NIHS	22%	14%

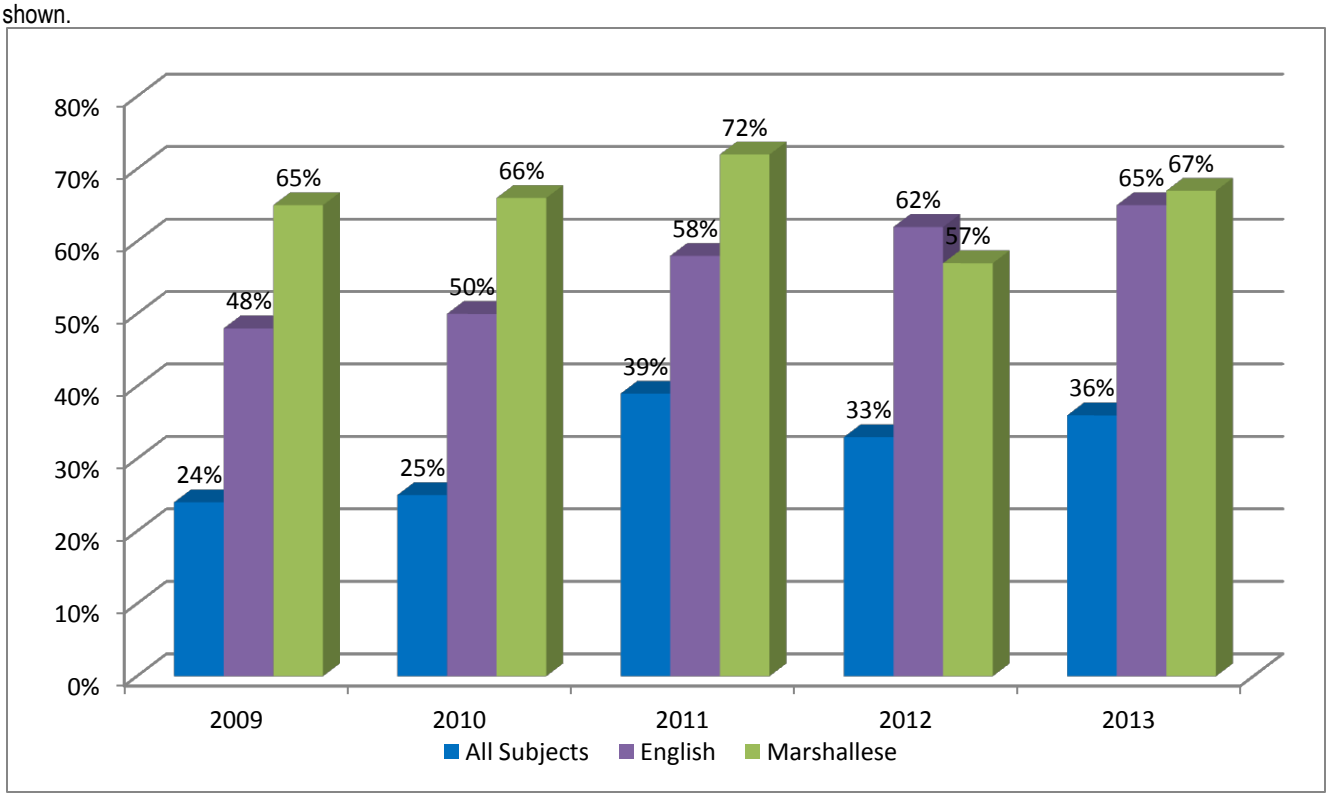
Third Grade: Percents of Third Grade students scores at proficiency levels and above on the Marshall Islands Standards Assessment Test (MISAT) for the years 2009, 2010, 2011, 2012 & 2013 in English Reading, Marshallese Reading, Math, & Science.



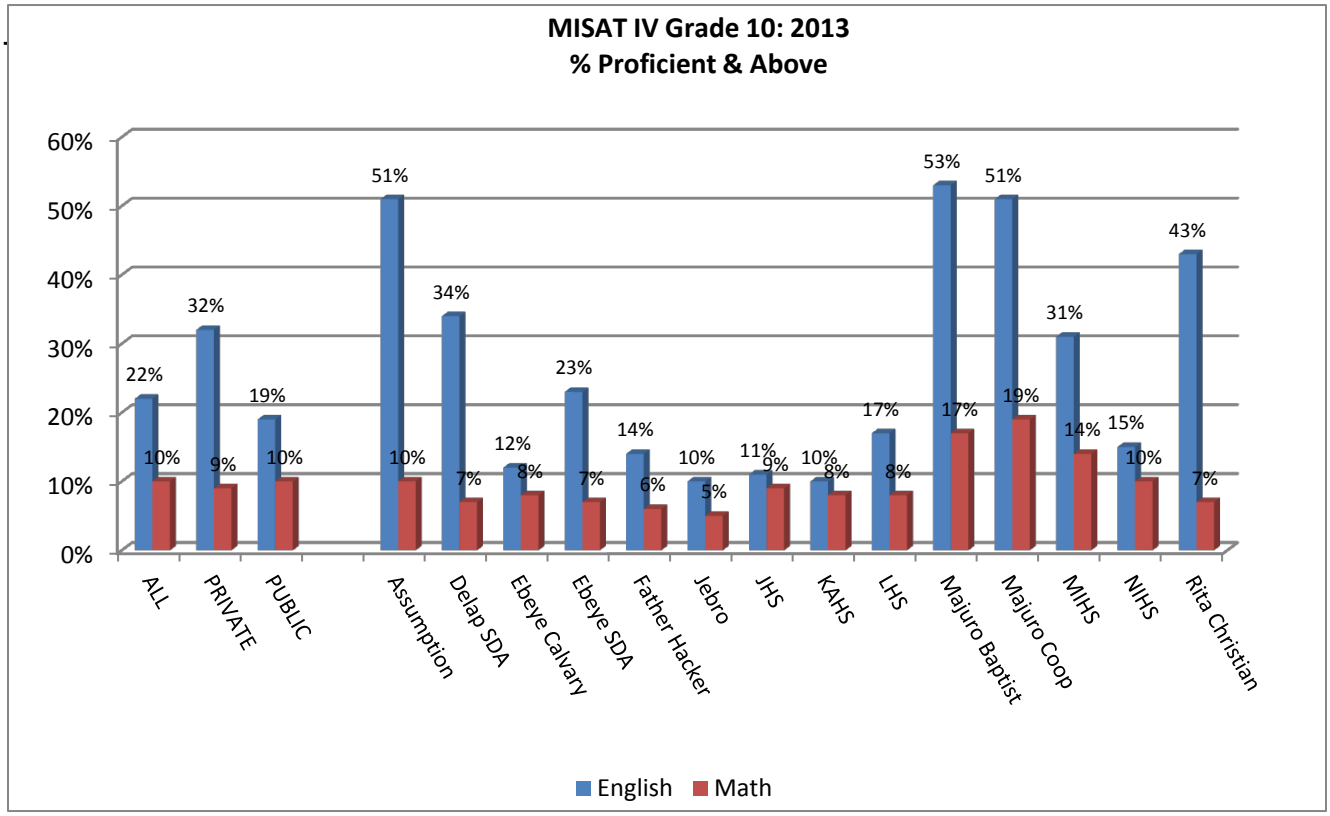
Sixth Grade: Percents of Sixth Grade students scores at proficiency levels and above on the Marshall Islands Standards Assessment Test (MISAT) for the years 2009, 2010, 2011, 2012 & 2013 in English Reading, Marshallese Reading, Math, & Science.



Eight Grade: Percents of Sixth Grade students scores at proficiency levels and above on the Marshall Islands Standards Assessment Test (MISAT) for the years 2009, 2010, 2011, 2012 & 2013. The All Score reperesents the combined total in English Reading, Marshallese Reading, Math, Science, & Social Studies; and the component scores in English Reading and Marshallese Reading are also shown.



Tenth Grade: 2013 Results in English & Math



Twelfth Grade: 2013 Results in English & Math

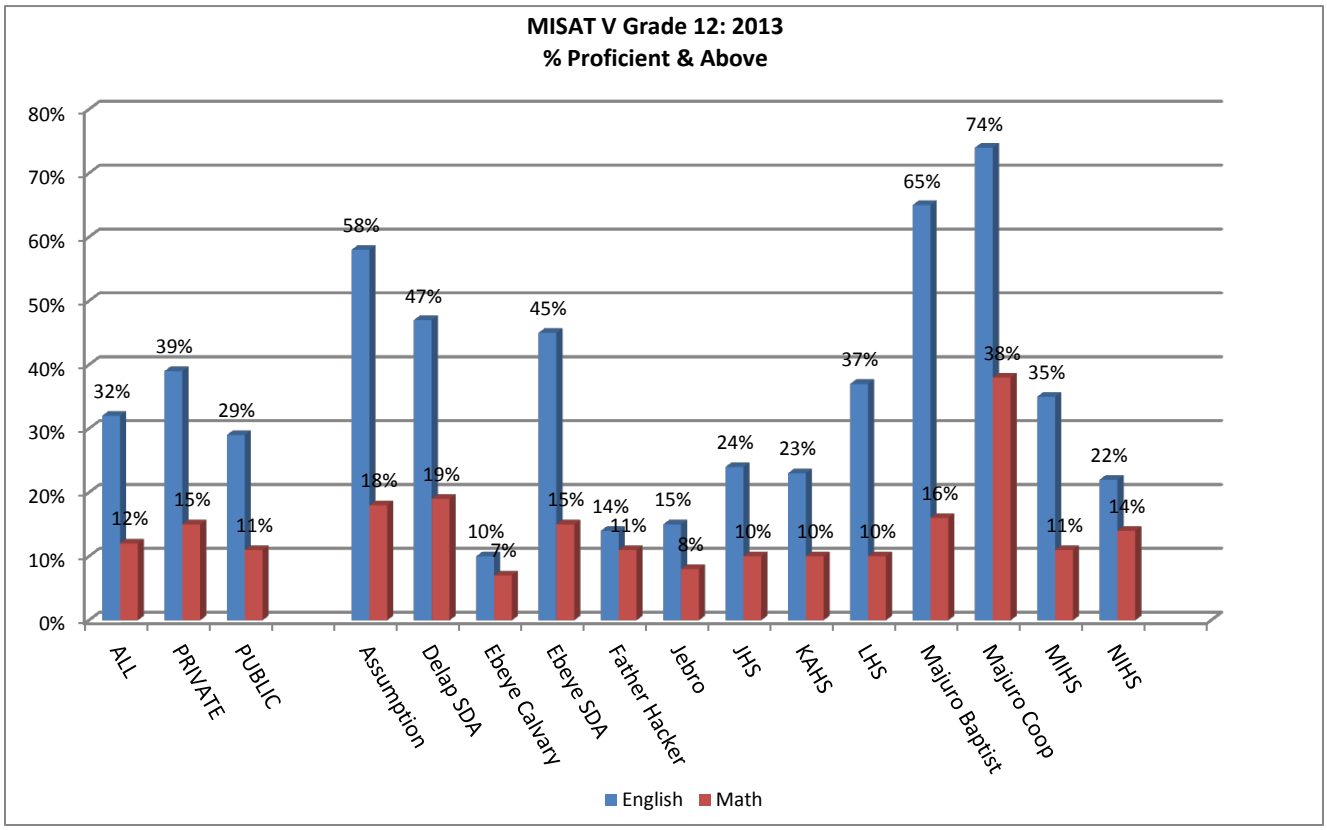


Table 2. MISAT Results for 2012 vs 2013: All Students

ALL STUDENTS	*2012 % Proficient +*	*2013 % Proficient +*	*2012-13 Change*
Grade 3 English	20.1%	21.0%	1.0%
Grade 3 Marshallese	31.0%	35.0%	3.0%
Grade 3 Math	29.2%	30.5%	1.0%
Grade 3 Science	26.3%	27.9%	1.0%
Grade 3 Combined	*27.1%*	*28.9%*	*0.6%*
Grade 6 Engish	18.9%	18.8%	-0.1%
Grade 6 Marshallese	35.6%	33.1%	-2.0%
Grade 6 Math	20.2%	19.2%	-0.8%
Grade 6 Science	11.3%	14.2%	3.2%
Grade 6 Combined	*20.0%*	*20.0%*	*0.0%*
Grade 8 All	33.0%	37.5%	5.0%
All Tests Combined	*25.0%*	*26.4%*	*1.4%*

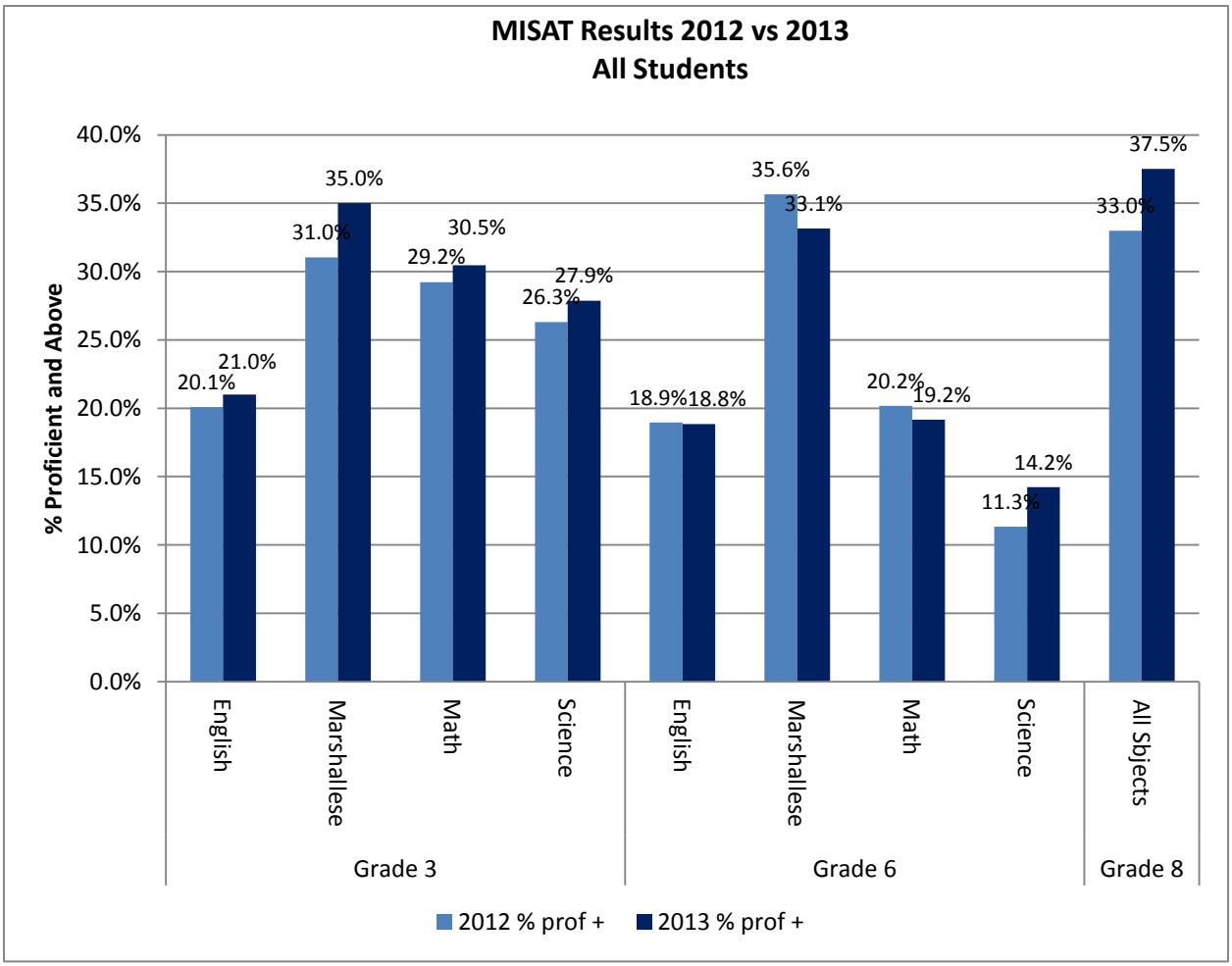


Table 3. MISAT 2013 Scores - Boys vs. Girls

BOYS vs. GIRLS		*2012 % Proficient +*	*2013 % Proficient +*	*2012-13 Change*
Grade 3: English	Boys	20.0%	20.4%	0.3%
	Girls	20.2%	21.8%	1.6%
Grade 3: Marshallese	Boys	30.7%	32.6%	2.0%
	Girls	33.6%	36.2%	2.6%
Grade 3: Math	Boys	28.2%	29.5%	1.3%
	Girls	30.4%	31.5%	1.2%
Grade 3: Science	Boys	26.9%	28.7%	1.8%
	Girls	25.8%	27.2%	1.4%
Grade 3 Combined	*Boys*	*26.9%*	*28.3%*	*1.4%*
	Girls	*28.0%*	*29.7%*	*1.7%*
Grade 6: English	Boys	18.3%	16.9%	-1.5%
	Girls	19.6%	20.8%	1.2%
Grade 6: Marshallese	Boys	31.8%	29.0%	-2.8%
	Girls	39.6%	37.2%	-2.4%
Grade 6: Math	Boys	19.6%	17.7%	-1.9%
	Girls	20.7%	20.6%	-0.1%
Grade 6: Science	Boys	10.8%	13.0%	2.2%
	Girls	11.8%	15.4%	3.6%
Grade 6 Combined	*Boys*	*18.9%*	*18.0%*	*-0.9%*
	Girls	*21.1%*	*22.0%*	*0.9%*
Grade 8	Boys	32.0%	37.6%	5.6%
	Girls	33.7%	37.3%	3.6%
All Tests Combined	*Boys*	*23.3%*	*25.3%*	*2.0%*
	Girls	*25.0%*	*27.6%*	*2.6%*

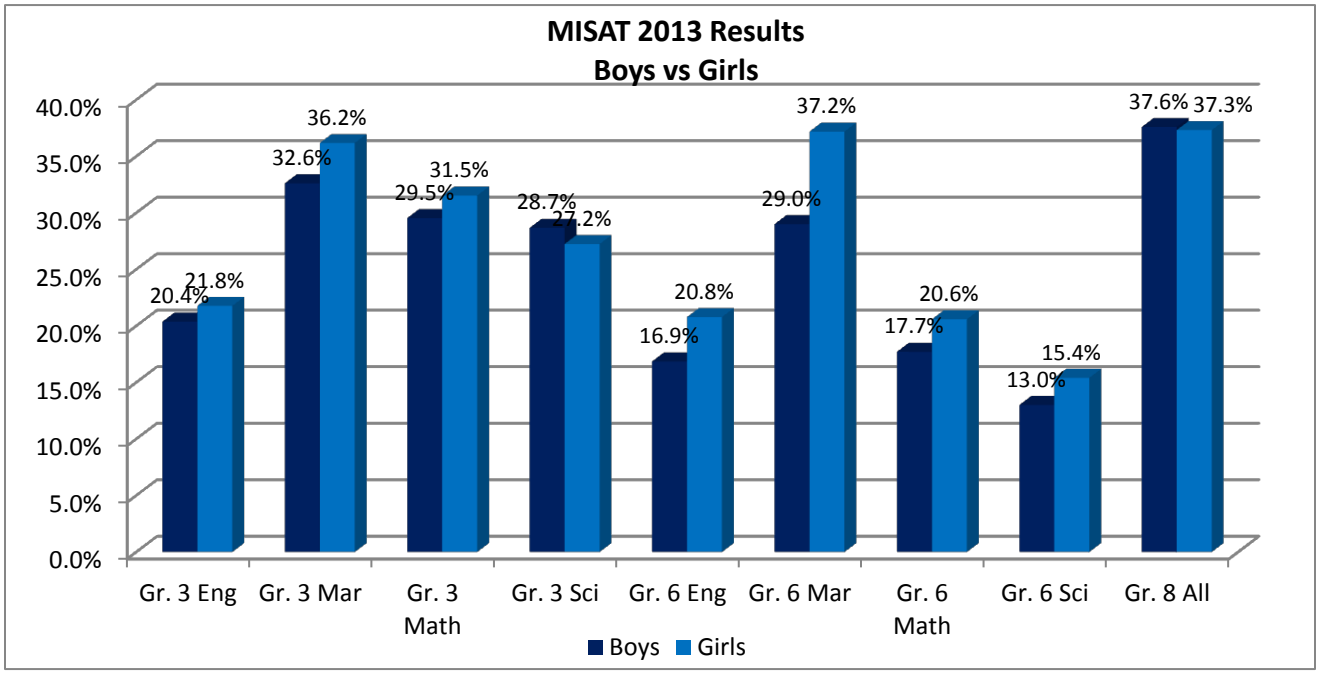


Table 4. MISAT 2013 Scores - Public Schools vs Private Schools

PUBLIC vs PRIVATE Schools		*2012 % Proficient +*	*2013 % Proficient +*	*2012-13 Change*
Grade 3 English	Public	18.3%	16.8%	-1.5%
	Private	29.5%	40.8%	11.3%
Grade 3 Marshallese	Public	31.7%	35.0%	3.3%
	Private	27.8%	34.5%	6.7%
Grade 3 Math	Public	27.4%	27.6%	0.2%
	Private	38.8%	43.4%	4.6%
Grade 3 Science	Public	25.0%	27.0%	2.0%
	Private	33.4%	32.0%	-1.4%
Grade 3 Combined	*Public*	*26.1%*	*27.1%*	*1.0%*
	Private	*32.5%*	*37.3%*	*4.8%*
Grade 6 English	Public	15.7%	12.2%	-3.4%
	Private	36.3%	53.7%	17.4%
Grade 6 Marshallese	Public	35.7%	32.1%	-3.7%
	Private	35.1%	39.1%	3.9%
Grade 6 Math	Public	19.0%	17.4%	-1.6%
	Private	26.4%	28.1%	1.8%
Grade 6 Science	Public	10.2%	12.3%	2.1%
	Private	17.7%	24.1%	6.4%
Grade 6 Combined	*Public*	*18.7%*	*17.5%*	*-1.2%*
	Private	*27.2%*	*33.5%*	*6.3%*
Grade 8 All	Public	33.3%	36.6%	3.3%
	Private	30.1%	41.3%	11.2%
All Tests Combined	*Public*	*24.2%*	*24.5%*	*0.3%*
	Private	*29.7%*	*36.3%*	*6.6%*

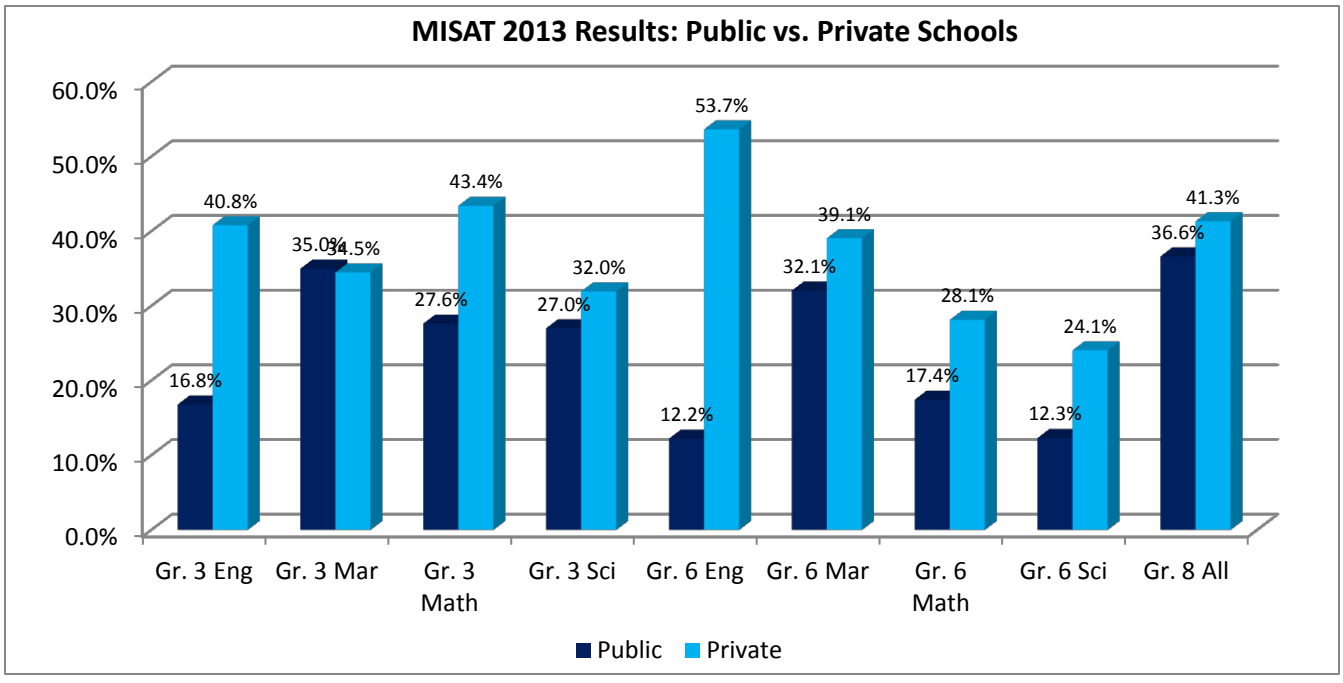


Table 5. MISAT 2013 Scores - Outer Islands vs. Urban Schools

OUTER ISLANDS vs. URBAN Schools		*2012 % Proficient +*	*2013 % Proficient +*	*2012-13 Change*
Grade 3 English	Outer Islands	17.6%	10.9%	-6.7%
	Urban	19.6%	22.2%	2.6%
Grade 3 Marshallese	Outer Islands	31.0%	25.6%	-5.3%
	Urban	36.7%	42.5%	5.8%
Grade 3 Math	Outer Islands	27.5%	19.6%	-7.9%
	Urban	27.2%	35.1%	7.8%
Grade 3 Science	Outer Islands	25.4%	22.3%	-3.1%
	Urban	24.2%	31.4%	7.2%
Grade 3 Combined	*Outer Islands*	*25.9%*	*20.2%*	*-5.7%*
	Urban	*27.4%*	*33.5%*	*6.1%*
Grade 6 English	Outer Islands	15.1%	6.5%	-8.6%
	Urban	16.8%	17.5%	0.7%
Grade 6 Marshallese	Outer Islands	33.7%	27.5%	-6.2%
	Urban	39.6%	36.4%	-3.2%
Grade 6 Math	Outer Islands	19.4%	16.5%	-2.9%
	Urban	18.4%	18.3%	-0.1%
Grade 6 Science	Outer Islands	10.0%	10.4%	0.4%
	Urban	10.5%	14.0%	3.5%
Grade 6 Combined	*Outer Islands*	*18.3%*	*14.7%*	*-3.6%*
	Urban	*19.5%*	*20.0%*	*0.5%*
Grade 8 All	Outer Islands	30.6%	35.0%	4.4%
	Urban	36.9%	38.4%	1.5%
All Tests Combined	*Outer Islands*	*23.3%*	*20.6%*	*-2.7%*
	Urban	*26.1%*	*28.1%*	*2.0%*

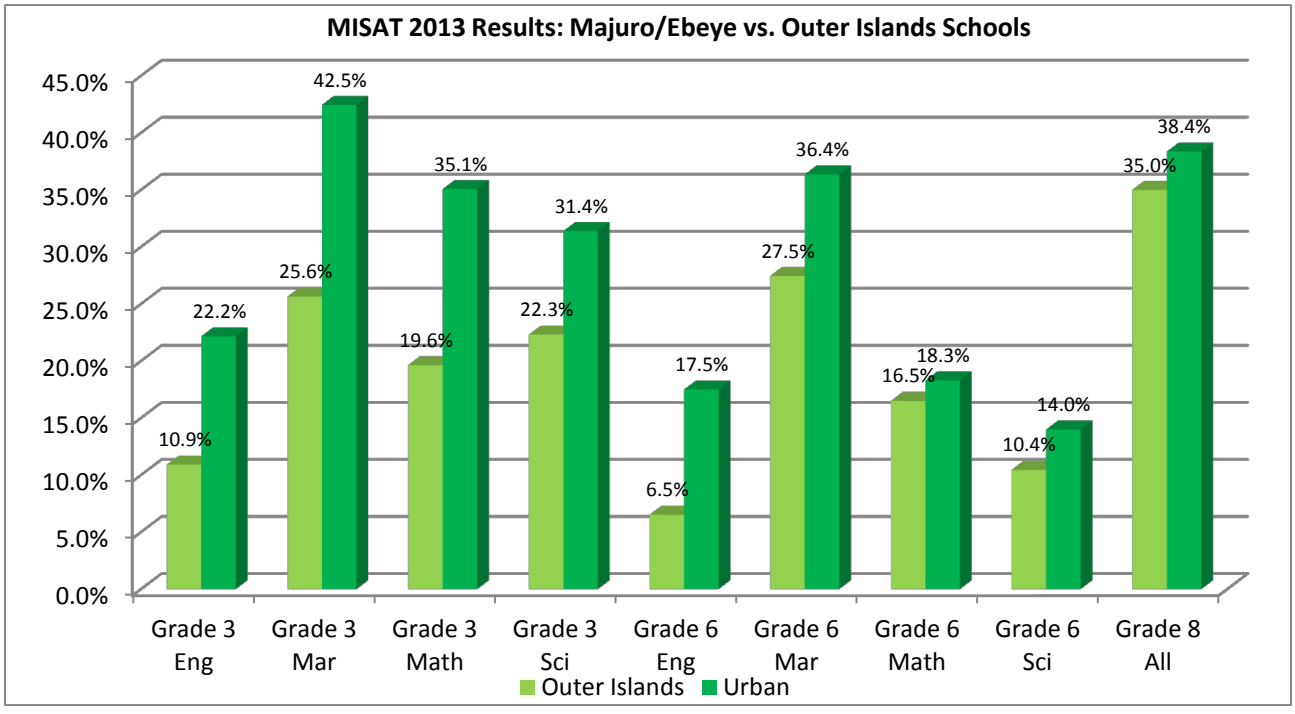


Table 6. MISAT 2013 Scores – School Size: Small, Medium, Large Schools (Public schools)

SCHOOL SIZE: (Public Schools only)		*2012 % Proficient +*	*2013 % Proficient +*	*2012-13 Change*
Grade 3 English	Small	24.2%	10.5%	-13.7%
	Medium	18.5%	12.5%	-6.0%
	Large	18.5%	20.4%	1.9%
Grade 3 Marshallese	Small	42.8%	30.0%	-12.8%
	Medium	27.1%	25.6%	-1.6%
	Large	35.0%	40.2%	5.2%
Grade 3 Math	Small	34.8%	22.9%	-11.9%
	Medium	25.6%	20.2%	-5.5%
	Large	26.0%	32.8%	6.8%
Grade 3 Science	Small	33.0%	26.0%	-7.0%
	Medium	22.8%	23.7%	0.9%
	Large	24.0%	29.1%	5.2%
Grade 3 Combined	*Small*	*34.3%*	*23.2%*	*-11.2%*
	Medium	*24.1%*	*21.0%*	*-3.1%*
	Large	*26.3%*	*31.3%*	*5.0%*
Grade 6 English	Small	14.8%	5.4%	-9.5%
	Medium	15.9%	7.0%	-8.8%
	Large	16.2%	16.5%	0.3%
Grade 6 Marshallese	Small	31.2%	24.0%	-7.2%
	Medium	36.6%	27.5%	-9.1%
	Large	38.6%	36.2%	-2.4%
Grade 6 Math	Small	19.9%	15.1%	-4.8%
	Medium	18.6%	17.4%	-1.2%
	Large	18.8%	17.9%	-0.9%
Grade 6 Science	Small	9.1%	10.1%	1.1%
	Medium	11.1%	10.4%	-0.7%
	Large	10.2%	13.9%	3.7%
Grade 6 Combined	*Small*	*17.5%*	*13.3%*	*-4.3%*
	Medium	*19.1%*	*15.0%*	*-4.2%*
	Large	*19.2%*	*19.7%*	*0.5%*
Grade 8 All	Small	25.4%	23.7%	-1.7%
	Medium	33.6%	38.2%	4.7%
	Large	36.3%	37.7%	1.4%
All Tests Combined	*Small*	*23.7%*	*18.8%*	*-4.9%*
	Medium	*23.7%*	*21.7%*	*-1.9%*
	Large	*25.6%*	*27.1%*	*1.6%*

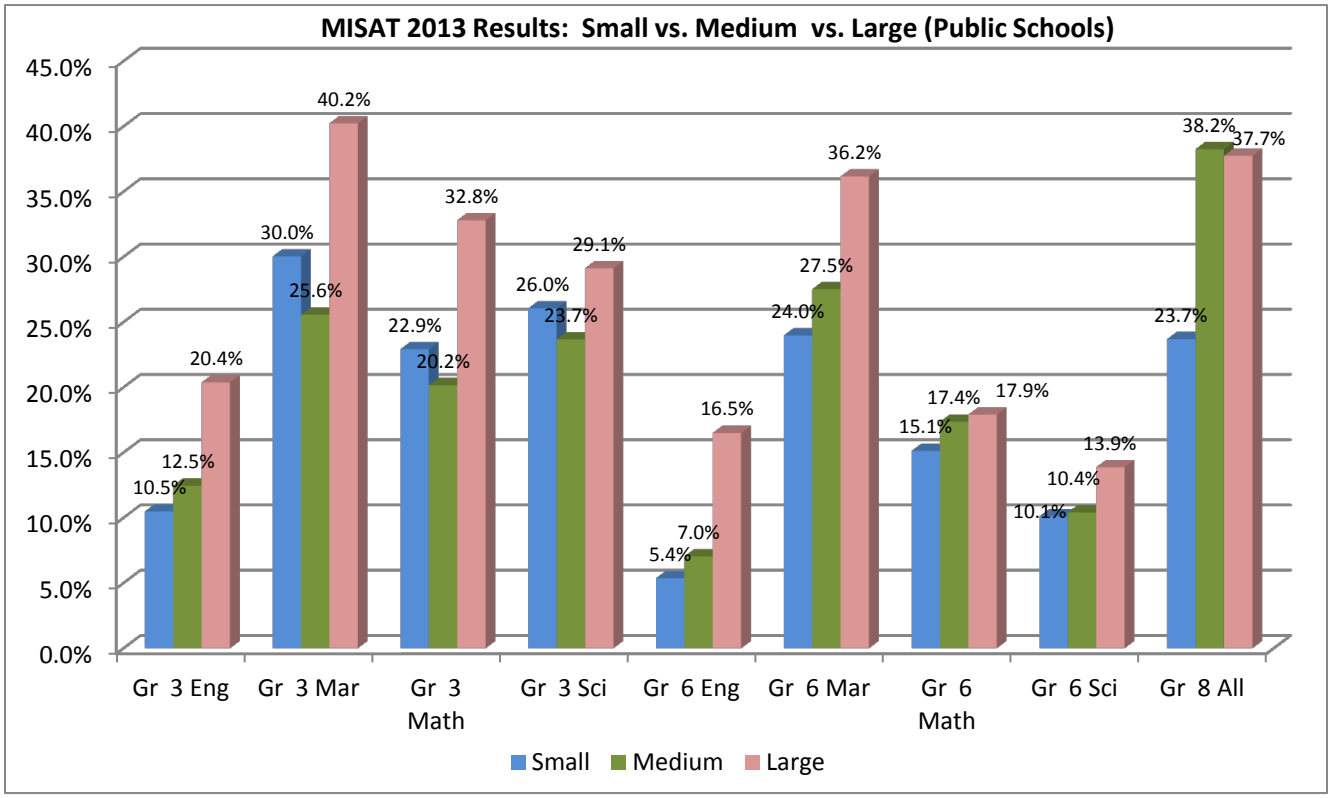

MISAT 2013 Results: Small vs. Medium vs. Large (Public Schools)
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
10.5%
12.5%
20.4%
30.0%
25.6%
40.2%
22.9%
20.2%
32.8%
26.0%
23.7%
29.1%
5.4%
7.0%
16.5%
24.0%
27.5%
36.2%
15.1%
17.4%
17.9%
10.1%
10.4%
13.9%
23.7%
38.2%
37.7%
Gr 3 Eng
Gr 3 Mar
Gr 3 Math
Gr 3 Sci
Gr 6 Eng
Gr 6 Mar
Gr 6 Math
Gr 6 Sci
Gr 8 All
Small
Medium
Large

Table 7. MISAT All Schools Results 2013

AILINGLAPLAP ATOLL	*2012 % prof +*	*2013 % prof +*	*2012-13 Change*
Grade 3 English	12.1%	6.1%	*-6.1%*
Grade 3 Marshallese	23.7%	23.7%	*-0.1%*
Grade 3 Math	21.8%	20.4%	*-1.4%*
Grade 3 Science	32.0%	26.6%	*-5.4%*
Grade 3 Combined	24.2%	20.9%	*-3.3%*
Grade 6 English	12.4%	6.8%	*-5.7%*
Grade 6 Marshallese	36.9%	29.1%	*-7.8%*
Grade 6 Math	22.8%	23.8%	*1.0%*
Grade 6 Science	9.4%	12.4%	*3.1%*
Grade 6 Combined	21.0%	18.0%	*-3.0%*
Grade 8	38.6%	38.4%	*-0.2%*
All Tests Combined	24.6%	22.3%	*-2.3%*
Aerok Ailinglaplap			
Grade 3 English	16.7%	9.5%	*-7.1%*
Grade 3 Marshallese	25.0%	32.1%	*7.1%*
Grade 3 Math	26.0%	17.9%	*-8.1%*
Grade 3 Science	37.5%	29.5%	*-8.0%*
Grade 3 Combined	*26.7%*	*23.1%*	*-3.6%*
Grade 6 English	7.1%	13.1%	*6.0%*
Grade 6 Marshallese	42.9%	47.6%	*4.8%*
Grade 6 Math	25.0%	18.9%	*-6.1%*
Grade 6 Science	0.0%	10.3%	*10.3%*
Grade 6 Combined	*23.1%*	*20.2%*	*-3.0%*
Grade 8	57.8%	36.3%	*-21.5%*
All Tests Combined	*43.1%*	*25.0%*	*-18.0%*
Buoj			
Grade 3 English	33.3%	6.7%	*-26.7%*
Grade 3 Marshallese	58.0%	26.0%	*-32.0%*
Grade 3 Math	39.3%	20.0%	*-19.3%*
Grade 3 Science	35.7%	42.5%	*6.8%*
Grade 3 Combined	*41.9%*	*24.7%*	*-17.2%*
Grade 6 English	21.4%	8.6%	*-12.9%*
Grade 6 Marshallese	54.8%	32.0%	*-22.8%*
Grade 6 Math	16.7%	16.4%	*-0.3%*
Grade 6 Science	5.6%	4.6%	*-0.9%*
Grade 6 Combined	*21.2%*	*13.7%*	*-7.5%*
Grade 8	30.0%	38.2%	*8.2%*

All Tests Combined	*31.0%*	*25.0%*	*-6.0%*
Enewa			
English Reading	0.0%	0.0%	*0.0%*
Marshallese Reading	16.7%	8.9%	*-7.7%*
Math	8.3%	7.1%	*-1.2%*
Science	20.8%	8.9%	*-11.9%*
Grade 3 Combined	*12.2%*	*6.7%*	*-5.6%*
English Reading	0.0%	0.0%	*0.0%*
Marshallese Reading	34.3%	15.0%	*-19.3%*
Math	21.8%	10.9%	*-10.9%*
Science	8.3%	7.7%	*-0.6%*
Grade 6 Combined	*15.7%*	*8.4%*	*-7.3%*
Grade 8	20.0%		*-20.0%*
All Tests Combined	*15.9%*	*7.5%*	*-8.4%*
Jebwan			
Grade 3 English	13.3%	5.6%	*-7.8%*
Grade 3 Marshallese	27.5%	18.8%	*-8.8%*
Grade 3 Math	25.0%	31.3%	*6.3%*
Grade 3 Science	27.5%	41.7%	*14.2%*
Grade 3 Combined	*24.0%*	*25.6%*	*1.6%*
Grade 6 English	9.5%	0.0%	*-9.5%*
Grade 6 Marshallese	23.8%	19.0%	*-4.8%*
Grade 6 Math	3.0%	18.2%	*15.2%*
Grade 6 Science	5.6%	7.7%	*2.1%*
Grade 6 Combined	*9.0%*	*11.4%*	*2.4%*
Grade 8	28.9%	23.3%	*-5.6%*
All Tests Combined	*19.3%*	*20.6%*	*1.3%*
Jah			
Grade 3 English	16.7%	4.2%	*-12.5%*
Grade 3 Marshallese	31.3%	53.1%	*21.9%*
Grade 3 Math	18.8%	25.0%	*6.3%*
Grade 3 Science	31.3%	25.0%	*-6.3%*
Grade 3 Combined	25.0%	28.3%	*3.3%*
Grade 6 English	0.0%	3.6%	*3.6%*
Grade 6 Marshallese	9.5%	14.3%	*4.8%*
Grade 6 Math	6.1%	18.2%	*12.1%*
Grade 6 Science	11.1%	5.8%	*-5.3%*
Grade 6 Combined	7.2%	10.5%	*3.3%*
Grade 8	29.3%	*na*	*na*

All Tests Combined	*21.1%*	*18.4%*	*-2.7%*
Jeh			
Grade 3 English	15.3%	10.0%	*-5.3%*
Grade 3 Marshallese	18.8%	30.0%	*11.3%*
Grade 3 Math	33.3%	26.0%	*-7.3%*
Grade 3 Science	35.4%	34.4%	*-1.0%*
Grade 3 Combined	*26.4%*	*26.5%*	*0.1%*
Grade 6 English	7.1%	10.2%	*3.1%*
Grade 6 Marshallese	23.8%	46.9%	*23.1%*
Grade 6 Math	27.3%	36.4%	*9.1%*
Grade 6 Science	4.2%	13.2%	*9.0%*
Grade 6 Combined	*15.3%*	*25.6%*	*10.2%*
Grade 8	20.0%	45.3%	*25.3%*
All Tests Combined	*21.8%*	*29.9%*	*8.1%*
Kattiej			
Grade 3 English	0.0%	0.0%	*0.0%*
Grade 3 Marshallese	25.0%	15.6%	*-9.4%*
Grade 3 Math	0.0%	12.5%	*12.5%*
Grade 3 Science	6.3%	31.3%	*25.0%*
Grade 3 Combined	*8.3%*	*15.8%*	*7.5%*
Grade 6 English	7.1%		
Grade 6 Marshallese	42.9%		
Grade 6 Math	18.2%		
Grade 6 Science	4.2%		
Grade 6 Combined	*16.2%*		
Grade 8	18.3%	17.8%	*-0.6%*
All Tests Combined	*14.4%*	*16.4%*	*1.9%*
Mejel			
Grade 3 English		3.3%	
Grade 3 Marshallese		52.5%	
Grade 3 Math		12.5%	
Grade 3 Science		31.3%	
Grade 3 Combined		26.9%	
Grade 6 English	7.1%		
Grade 6 Marshallese	46.4%		
Grade 6 Math	22.7%		
Grade 6 Science	2.1%		
Grade 6 Combined	17.6%		

Grade 8	13.3%	30.7%	*17.3%*
All Tests Combined	*16.9%*	*28.2%*	*11.4%*
Woja Ailinglaplap			
Grade 3 English	4.0%	5.2%	*1.2%*
Grade 3 Marshallese	12.5%	19.5%	*7.0%*
Grade 3 Math	13.7%	9.8%	*-3.9%*
Grade 3 Science	33.9%	17.0%	*-17.0%*
Grade 3 Combined	16.8%	13.4%	*-3.4%*
Grade 6 English	19.3%	4.5%	*-14.8%*
Grade 6 Marshallese	47.9%	18.8%	*-29.1%*
Grade 6 Math	26.7%	29.7%	*2.9%*
Grade 6 Science	11.3%	20.0%	*8.7%*
Grade 6 Combined	24.3%	19.4%	*-4.9%*
Grade 8	53.8%	45.6%	*-8.2%*
All Tests Combined	*25.3%*	*21.2%*	*-4.2%*
AILUK ATOLL			
Grade 3 English	9.7%	8.9%	*-0.8%*
Grade 3 Marshallese	12.5%	22.5%	*10.0%*
Grade 3 Math	13.5%	15.8%	*2.3%*
Grade 3 Science	8.3%	28.3%	*20.0%*
Grade 3 Combined	11.1%	19.6%	*8.4%*
Grade 6 English	6.6%	0.0%	*-6.6%*
Grade 6 Marshallese	15.4%	39.6%	*24.2%*
Grade 6 Math	14.0%	12.6%	*-1.4%*
Grade 6 Science	6.4%	8.9%	*2.5%*
Grade 6 Combined	10.4%	14.0%	*3.6%*
Grade 8	27.6%	85.1%	*57.5%*
All Tests Combined	12.6%	31.2%	*18.6%*
Ailuk			
Grade 3 English	11.7%	9.5%	*-2.1%*
Grade 3 Marshallese	8.8%	22.3%	*13.6%*
Grade 3 Math	11.3%	15.2%	*3.9%*
Grade 3 Science	7.5%	29.5%	*22.0%*
Grade 3 Combined	9.7%	19.8%	*10.1%*
Grade 6 English	6.5%	0.0%	*-6.5%*
Grade 6 Marshallese	14.3%	35.7%	*21.4%*
Grade 6 Math	14.9%	9.1%	*-5.8%*
Grade 6 Science	6.8%	12.5%	*5.7%*
Grade 6 Combined	10.6%	13.5%	*2.9%*

Grade 8	27.6%	92.0%	*64.4%*
All Tests Combined	*12.4%*	*33.2%*	*20.7%*
Enejelaar			
Grade 3 English	0.0%	0.0%	*0.0%*
Grade 3 Marshallese	31.3%	25.0%	*-6.3%*
Grade 3 Math	25.0%	25.0%	*0.0%*
Grade 3 Science	12.0%	12.5%	*0.5%*
Grade 3 Combined	18.3%	16.7%	*-1.7%*
Grade 6 English	7.1%	0.0%	*-7.1%*
Grade 6 Marshallese	21.4%	45.7%	*24.3%*
Grade 6 Math	9.1%	18.2%	*9.1%*
Grade 6 Science	4.2%	3.1%	*-1.1%*
Grade 6 Combined	9.5%	14.7%	*5.3%*
Grade 8		60.0%	*60.0%*
All Tests Combined	*13.4%*	*24.6%*	*11.2%*
ARNO ATOLL			
Grade 3 English	10.6%	10.0%	*-0.6%*
Grade 3 Marshallese	16.6%	16.8%	*0.2%*
Grade 3 Math	19.2%	10.5%	*-8.7%*
Grade 3 Science	12.0%	13.5%	*1.5%*
Grade 3 Combined	14.7%	12.9%	*-1.8%*
Grade 6 English	5.2%	7.6%	*2.3%*
Grade 6 Marshallese	31.0%	30.5%	*-0.4%*
Grade 6 Math	17.6%	18.3%	*0.7%*
Grade 6 Science	10.8%	10.9%	*0.1%*
Grade 6 Combined	15.5%	16.1%	*0.6%*
Grade 8	31.9%	32.9%	*1.0%*
All Tests Combined	17.8%	18.2%	*0.4%*
Arno			
Grade 3 English	5.6%	6.3%	*0.7%*
Grade 3 Marshallese	8.3%	14.1%	*5.7%*
Grade 3 Math	20.8%	9.4%	*-11.5%*
Grade 3 Science	9.9%	17.2%	*7.3%*
Grade 3 Combined	11.5%	12.1%	*0.6%*
Grade 6 English	4.3%	6.1%	*1.8%*
Grade 6 Marshallese	27.1%	6.1%	*-21.0%*
Grade 6 Math	20.9%	13.6%	*-7.3%*
Grade 6 Science	10.8%	4.4%	*-6.4%*

Grade 6 Combined	15.5%	7.5%	*-8.1%*
Grade 8	20.8%	21.9%	*1.1%*
All Tests Combined	14.5%	13.3%	*-1.2%*
Bikarej			
Grade 3 English	7.0%	5.0%	*-2.0%*
Grade 3 Marshallese	10.0%	4.0%	*-6.0%*
Grade 3 Math	23.0%	7.0%	*-16.0%*
Grade 3 Science	13.0%	8.0%	*-5.0%*
Grade 3 Combined	13.3%	5.4%	*-7.8%*
Grade 6 English	2.0%	4.0%	*2.0%*
Grade 6 Marshallese	19.0%	29.0%	*10.0%*
Grade 6 Math	11.0%	17.0%	*6.0%*
Grade 6 Science	5.0%	12.0%	*7.0%*
Grade 6 Combined	9.0%	14.7%	*5.7%*
Grade 8	19.0%	28.0%	*9.0%*
All Tests Combined	*12.8%*	*12.8%*	*0.0%*
Ine			
Grade 3 English	13.0%	17.0%	*4.0%*
Grade 3 Marshallese	16.0%	20.0%	*4.0%*
Grade 3 Math	20.0%	8.0%	*-12.0%*
Grade 3 Science	20.0%	13.0%	*-7.0%*
Grade 3 Combined	17.8%	14.0%	*-3.8%*
Grade 6 English	0.0%	5.0%	*5.0%*
Grade 6 Marshallese	43.0%	10.0%	*-33.0%*
Grade 6 Math	23.0%	12.0%	*-11.0%*
Grade 6 Science	0.0%	8.0%	*8.0%*
Grade 6 Combined	14.9%	8.8%	*-6.1%*
Grade 8	23.0%	42.0%	*19.0%*
All Tests Combined	*18.3%*	*23.3%*	*5.0%*
Japo			
Grade 3 English	12.0%	9.0%	*-3.0%*
Grade 3 Marshallese	13.0%	34.0%	*21.0%*
Grade 3 Math	21.0%	13.0%	*-8.0%*
Grade 3 Science	4.0%	13.0%	*9.0%*
Grade 3 Combined	9.8%	17.6%	*7.8%*
Grade 6 English	2.0%	8.0%	*6.0%*
Grade 6 Marshallese	31.0%	32.0%	*1.0%*
Grade 6 Math	15.0%	25.0%	*10.0%*

Grade 6 Science	2.0%	7.0%	*5.0%*
Grade 6 Combined	11.2%	17.3%	*6.1%*
Grade 8	52.0%	48.0%	*-4.0%*
All Tests Combined	*16.3%*	*22.9%*	*6.6%*
Kilange			
Grade 3 English	4.0%	10.0%	*6.0%*
Grade 3 Marshallese	6.0%	11.0%	*5.0%*
Grade 3 Math	8.0%	0.0%	*-8.0%*
Grade 3 Science	8.0%	4.0%	*-4.0%*
Grade 3 Combined	6.7%	5.4%	*-1.3%*
Grade 6 English	6.0%	9.0%	*3.0%*
Grade 6 Marshallese	22.0%	26.0%	*4.0%*
Grade 6 Math	12.0%	12.0%	*0.0%*
Grade 6 Science	9.0%	12.0%	*3.0%*
Grade 6 Combined	12.3%	14.3%	*2.1%*
Grade 8	33.0%	20.0%	*-13.0%*
All Tests Combined	*13.3%*	*12.3%*	*-1.0%*
Longar			
Grade 3 English	0.0%	17.0%	*17.0%*
Grade 3 Marshallese	2.0%	18.0%	*16.0%*
Grade 3 Math	0.0%	20.0%	*20.0%*
Grade 3 Science	0.0%	8.0%	*8.0%*
Grade 3 Combined	0.4%	15.3%	*14.9%*
Grade 6 English	3.0%	11.0%	*6.0%*
Grade 6 Marshallese	49.0%	41.0%	*8.0%*
Grade 6 Math	24.0%	20.0%	*2.0%*
Grade 6 Science	10.0%	17.0%	*11.0%*
Grade 6 Combined	20.0%	21.1%	*6.6%*
Grade 8	37.0%	38.0%	*1.0%*
All Tests Combined	*11.9%*	*22.7%*	*10.8%*
Lukoj			
Grade 3 English	50.0%	22.0%	*-28.0%*
Grade 3 Marshallese	63.0%	42.0%	*-21.0%*
Grade 3 Math	25.0%	8.0%	*-17.0%*
Grade 3 Science	63.0%	29.0%	*-34.0%*
Grade 3 Combined	50.0%	25.6%	*-24.4%*
.			
Grade 6 English	5.0%	0.0%	*-5.0%*
Grade 6 Marshallese	33.0%	0.0%	*-33.0%*

Grade 6 Math	18.0%		
Grade 6 Science	6.0%		
Grade 6 Combined	14.4%	0.0%	*-14.4%*
Grade 8	30.0%	13.0%	*-17.0%*
All Tests Combined	*24.4%*	*17.8%*	*-6.6%*
Matolen			
Grade 3 English	21.0%	4.0%	*-17.0%*
Grade 3 Marshallese	36.0%	4.0%	*-32.0%*
Grade 3 Math	41.0%	5.0%	*-36.0%*
Grade 3 Science	19.0%	11.0%	*-8.0%*
Grade 3 Combined	28.5%	5.8%	*-22.7%*
Grade 6 English	7.0%	0.0%	*-7.0%*
Grade 6 Marshallese	0.0%	16.0%	*16.0%*
Grade 6 Math	23.0%	19.0%	*-4.0%*
Grade 6 Science	17.0%	10.0%	*-7.0%*
Grade 6 Combined	13.5%	12.0%	*-1.5%*
Grade 8	25.0%	3.0%	*-22.0%*
All Tests Combined	*25.0%*	*8.8%*	*-16.2%*
Tinak			
Grade 3 English	17.0%	4.0%	*-13.0%*
Grade 3 Marshallese	23.0%	9.0%	*-14.0%*
Grade 3 Math	29.0%	16.0%	*-13.0%*
Grade 3 Science	19.0%	6.0%	*-13.0%*
Grade 3 Combined	21.6%	9.9%	*-11.7%*
Grade 6 English	0.0%	21.0%	*21.0%*
Grade 6 Marshallese	29.0%	53.0%	*24.0%*
Grade 6 Math	35.0%	27.0%	*-8.0%*
Grade 6 Science	65.0%	21.0%	*-44.0%*
Grade 6 Combined	33.3%	28.9%	*-4.4%*
Grade 8	32.0%	40.0%	*8.0%*
All Tests Combined	*27.6%*	*25.0%*	*-2.6%*
Tutu			
Grade 3 English	0.0%	10.0%	*10.0%*
Grade 3 Marshallese	0.0%	18.0%	*18.0%*
Grade 3 Math	0.0%		
Grade 3 Science	0.0%		
Grade 3 Combined	0.0%	14.3%	*14.3%*
Grade 6 English	14.0%	0.0%	*-14.0%*

Grade 6 Marshallese	57.0%	43.0%	*-14.0%*
Grade 6 Math	14.0%	9.0%	*-5.0%*
Grade 6 Science	13.0%	8.0%	*-5.0%*
Grade 6 Combined	21.6%	13.2%	*-8.5%*
Grade 8	18.0%	13.0%	*-5.0%*
All Tests Combined	*16.1%*	*13.7%*	*-2.4%*
Ulien			
Grade 3 English	8.0%	19.0%	*11.0%*
Grade 3 Marshallese	29.0%	38.0%	*9.0%*
Grade 3 Math	20.0%	20.0%	*0.0%*
Grade 3 Science	6.0%	32.0%	*26.0%*
Grade 3 Combined	15.3%	27.6%	*12.3%*
Grade 6 English	10.0%	5.0%	*-5.0%*
Grade 6 Marshallese	44.0%	40.0%	*-4.0%*
Grade 6 Math	13.0%	16.0%	*3.0%*
Grade 6 Science	12.0%	7.0%	*-5.0%*
Grade 6 Combined	17.7%	15.4%	*-2.3%*
Grade 8	52.0%	51.0%	*-1.0%*
All Tests Combined	*23.7%*	*23.6%*	*-0.1%*
AUR ATOLL			
Grade 3 English	25.9%	18.1%	*-7.9%*
Grade 3 Marshallese	20.8%	27.1%	*6.3%*
Grade 3 Math	30.6%	20.5%	*-10.1%*
Grade 3 Science	13.9%	35.2%	*21.3%*
Grade 3 Combined	22.6%	25.6%	*3.0%*
Grade 6 English	13.1%	5.6%	*-7.5%*
Grade 6 Marshallese	46.4%	38.1%	*-8.3%*
Grade 6 Math	25.0%	24.2%	*-0.8%*
Grade 6 Science	10.4%	9.8%	*-0.6%*
Grade 6 Combined	22.1%	18.4%	*-3.7%*
Grade 8	46.0%	51.3%	*5.3%*
All Tests Combined	29.0%	26.6%	*-2.5%*
Aur			
Grade 3 English	45.8%	26.2%	*-19.6%*
Grade 3 Marshallese	25.0%	35.7%	*10.7%*
Grade 3 Math	43.8%	26.8%	*-17.0%*
Grade 3 Science	21.9%	26.8%	*4.9%*
Grade 3 Combined	33.3%	29.0%	*-4.3%*

Grade 6 English	14.3%	6.1%	*-8.2%*
Grade 6 Marshallese	42.9%	42.9%	*0.0%*
Grade 6 Math	38.2%	27.3%	*-10.9%*
Grade 6 Science	8.3%	8.2%	*-0.1%*
Grade 6 Combined	24.9%	19.7%	*-5.1%*
Grade 8	54.0%	55.0%	*1.0%*
All Tests Combined	*38.0%*	*26.0%*	*-12.0%*
Tobal			
Grade 3 English	10.0%	6.7%	*-3.3%*
Grade 3 Marshallese	17.5%	15.0%	*-2.5%*
Grade 3 Math	21.0%	9.4%	*-11.6%*
Grade 3 Science	7.5%	50.0%	*42.5%*
Grade 3 Combined	14.0%	20.1%	*6.1%*
Grade 6 English	12.2%	3.6%	*-8.7%*
Grade 6 Marshallese	49.0%	21.4%	*-27.6%*
Grade 6 Math	15.6%	13.6%	*-1.9%*
Grade 6 Science	11.9%	15.4%	*3.5%*
Grade 6 Combined	20.1%	13.8%	*-6.3%*
Grade 8	30.0%	48.7%	*18.7%*
All Tests Combined	*20.0%*	*27.8%*	*7.7%*
EBON ATOLL			
Grade 3 English	6.1%	15.9%	*9.7%*
Grade 3 Marshallese	11.2%	39.9%	*28.7%*
Grade 3 Math	21.2%	29.2%	*8.0%*
Grade 3 Science	13.0%	43.5%	*30.4%*
Grade 3 Combined	13.7%	30.5%	*16.8%*
Grade 6 English	6.5%	2.9%	*-3.6%*
Grade 6 Marshallese	23.4%	32.9%	*9.5%*
Grade 6 Math	16.7%	14.1%	*-2.6%*
Grade 6 Science	5.1%	13.8%	*8.8%*
Grade 6 Combined	12.5%	15.4%	*2.9%*
Grade 8	26.2%	32.2%	*6.0%*
All Tests Combined	16.1%	24.0%	*7.9%*
Ebon			
Grade 3 English	6.9%	20.8%	*13.9%*
Grade 3 Marshallese	12.5%	47.9%	*35.4%*
Grade 3 Math	18.0%	35.0%	*17.0%*
Grade 3 Science	9.0%	48.0%	*39.0%*
Grade 3 Combined	12.5%	38.9%	*26.4%*

Grade 6 English	6.3%	1.4%	*-4.9%*
Grade 6 Marshallese	28.6%	40.0%	*11.4%*
Grade 6 Math	15.2%	17.4%	*2.2%*
Grade 6 Science	4.6%	14.0%	*9.4%*
Grade 6 Combined	12.6%	17.3%	*4.7%*
Grade 8	27.1%	33.8%	*6.8%*
All Tests Combined	*16.5%*	*28.9%*	*12.4%*
Enekoion			
Grade 3 English		16.7%	
Grade 3 Marshallese		68.8%	
Grade 3 Math		75.0%	
Grade 3 Science		62.5%	
Grade 3 Combined			
Grade 6 English	3.6%	0.0%	*-3.6%*
Grade 6 Marshallese	10.7%	38.1%	*27.4%*
Grade 6 Math	11.4%	15.2%	*3.8%*
Grade 6 Science	4.2%	10.3%	*6.1%*
Grade 6 Combined	7.4%	14.9%	*7.5%*
Grade 8	33.3%	48.9%	*15.6%*
All Tests Combined	*11.8%*	*24.5%*	*12.7%*
Toka			
Grade 3 English	4.8%	7.0%	*2.2%*
Grade 3 Marshallese	8.9%	17.9%	*8.9%*
Grade 3 Math	23.9%	7.1%	*-16.7%*
Grade 3 Science	15.9%	30.4%	*14.4%*
Grade 3 Combined	15.3%	16.2%	*0.9%*
Grade 6 English	7.9%	6.0%	*-1.9%*
Grade 6 Marshallese	23.8%	20.0%	*-3.8%*
Grade 6 Math	23.6%	7.6%	*-16.1%*
Grade 6 Science	6.7%	15.4%	*8.7%*
Grade 6 Combined	15.4%	12.4%	
Grade 8	22.5%	20.0%	*-2.5%*
All Tests Combined	*16.7%*	*15.1%*	*-1.6%*
ENEWETAK			
Grade 3 English	12.9%	4.2%	*-8.7%*
Grade 3 Marshallese	22.0%	14.1%	*-7.9%*
Grade 3 Math	18.2%	17.7%	*0.0%*
Grade 3 Science	29.0%	15.6%	*-13.4%*

Grade 3 Combined	21.5%	13.5%	*-8.0%*
Grade 6 English	2.7%	4.8%	*2.1%*
Grade 6 Marshallese	33.0%	23.8%	*-9.2%*
Grade 6 Math	24.0%	15.2%	*-8.9%*
Grade 6 Science	5.7%	6.4%	*0.7%*
Grade 6 Combined	15.8%	11.8%	*-4.0%*
Grade 8	20.4%	32.2%	*-20.4%*
All Tests Combined	*19.1%*	*16.3%*	*-2.8%*
JABAT			
Grade 3 English	16.7%	4.2%	*-12.5%*
Grade 3 Marshallese	50.0%	10.9%	*-39.1%*
Grade 3 Math	20.8%	14.6%	*-6.3%*
Grade 3 Science	25.0%	27.1%	*2.1%*
Grade 3 Combined	28.9%	13.9%	*-14.9%*
Grade 6 English		0.0%	
Grade 6 Marshallese		28.6%	
Grade 6 Math		18.2%	
Grade 6 Science		7.7%	
Grade 6 Combined		13.2%	
Grade 8	26.7%	31.7%	*5.0%*
All Tests Combined	*28.0%*	*16.5%*	*-11.5%*
JALUIT ATOLL			
Grade 3 English	7.5%	8.7%	*1.2%*
Grade 3 Marshallese	14.5%	29.8%	*15.3%*
Grade 3 Math	13.3%	20.9%	*7.6%*
Grade 3 Science	20.7%	21.4%	*0.7%*
Grade 3 Combined	14.7%	21.1%	*6.3%*
Grade 6 English	11.1%	5.0%	*-6.1%*
Grade 6 Marshallese	32.6%	19.3%	*-13.2%*
Grade 6 Math	16.1%	11.4%	*-4.7%*
Grade 6 Science	7.8%	9.6%	*1.8%*
Grade 6 Combined	15.6%	11.1%	*-4.5%*
Grade 8	23.0%	26.2%	*3.2%*
All Tests Combined	16.7%	17.7%	*1.0%*
Imiej			
Grade 3 English	0.0%	0.0%	*0.0%*
Grade 3 Marshallese	12.5%	41.7%	*29.2%*
Grade 3 Math	33.3%	33.0%	*-0.3%*

Grade 3 Science	26.0%	16.7%	*-9.3%*
Grade 3 Combined	18.9%	26.5%	*7.6%*
Grade 6 English	2.4%	4.0%	*1.6%*
Grade 6 Marshallese	2.4%	7.1%	*4.8%*
Grade 6 Math	14.5%	9.1%	*-5.5%*
Grade 6 Science	6.7%	13.5%	*6.8%*
Grade 6 Combined	7.0%	9.2%	*2.2%*
Grade 8	13.3%	26.7%	*13.3%*
All Tests Combined	*11.3%*	*18.1%*	*6.8%*
Imroj			
Grade 3 English	9.5%	6.7%	*-2.9%*
Grade 3 Marshallese	8.0%	27.5%	*19.5%*
Grade 3 Math	10.7%	12.5%	*1.8%*
Grade 3 Science	22.0%	5.0%	*-17.0%*
Grade 3 Combined	12.4%	13.3%	*1.0%*
Grade 6 English	1.8%	0.0%	*-1.8%*
Grade 6 Marshallese	33.0%	0.0%	*-33.0%*
Grade 6 Math	16.9%	18.2%	*1.3%*
Grade 6 Science	7.1%	15.4%	*8.2%*
Grade 6 Combined	12.4%	10.5%	*-1.9%*
Grade 8	40.0%	20.0%	*-20.0%*
All Tests Combined	*14.2%*	*13.8%*	*-0.5%*
Jabnoden			
Grade 3 English	4.2%	0.0%	*-4.2%*
Grade 3 Marshallese	3.1%	6.3%	*3.1%*
Grade 3 Math	3.1%	6.3%	*3.1%*
Grade 3 Science	6.3%	18.8%	*12.5%*
Grade 3 Combined	4.2%	8.3%	*4.2%*
Grade 6 English	5.7%	0.0%	*-5.7%*
Grade 6 Marshallese	25.7%	0.0%	*-25.7%*
Grade 6 Math	21.8%	22.7%	*0.9%*
Grade 6 Science	3.3%	7.7%	*4.4%*
Grade 6 Combined	13.5%	9.2%	*-4.3%*
Grade 8	13.3%	13.3%	*0.0%*
All Tests Combined	*10.3%*	*10.6%*	*0.3%*
Jabor			
Grade 3 English	16.7%	20.4%	*3.7%*
Grade 3 Marshallese	28.1%	48.6%	*20.5%*

Grade 3 Math	24.0%	30.6%	*6.6%*
Grade 3 Science	37.0%	37.0%	*0.0%*
Grade 3 Combined	26.9%	35.2%	*8.2%*
Grade 6 English	33.0%	7.0%	*-26.0%*
Grade 6 Marshallese	44.0%	23.0%	*-21.0%*
Grade 6 Math	16.0%	9.1%	*-6.9%*
Grade 6 Science	12.2%	9.0%	*-3.2%*
Grade 6 Combined	23.5%	11.7%	*-11.8%*
Grade 8	33.3%	45.0%	*11.7%*
All Tests Combined	*26.4%*	*29.2%*	*2.7%*
Jaluit			
Grade 3 English	0.0%	0.0%	*0.0%*
Grade 3 Marshallese	16.7%	0.0%	*-16.7%*
Grade 3 Math	8.3%	9.4%	*1.0%*
Grade 3 Science	18.8%	15.6%	*-3.1%*
Grade 3 Combined	11.7%	6.7%	*-5.0%*
Grade 6 English	6.3%	3.0%	*-3.3%*
Grade 6 Marshallese	31.7%	23.8%	*-7.9%*
Grade 6 Math	16.2%	12.1%	*-4.0%*
Grade 6 Science	9.3%	7.7%	*-1.6%*
Grade 6 Combined	15.0%	11.1%	*-3.9%*
Grade 8	22.2%	25.7%	*3.5%*
All Tests Combined	*15.6%*	*12.9%*	*-2.7%*
Mejurirok			
Grade 3 English		0.0%	*0.0%*
Grade 3 Marshallese		0.0%	*0.0%*
Grade 3 Math	10.9%	12.5%	*1.6%*
Grade 3 Science	17.2%	0.0%	*-17.2%*
Grade 3 Combined		3.3%	*3.3%*
Grade 6 English	3.6%	5.7%	*2.1%*
Grade 6 Marshallese	57.1%	20.0%	*-37.1%*
Grade 6 Math	22.7%	12.7%	*-10.0%*
Grade 6 Science	6.3%	10.8%	*4.5%*
Grade 6 Combined	20.3%	12.1%	*-8.2%*
Grade 8	18.5%	25.3%	*6.8%*
All Tests Combined	*19.4%*	*14.6%*	*-4.9%*
Narmej			
Grade 3 English	0.0%	0.0%	*0.0%*

Grade 3 Marshallese	2.1%	31.3%	*29.2%*
Grade 3 Math	0.0%		
Grade 3 Science	2.1%		
Grade 3 Combined	1.1%	17.9%	
Grade 6 English	0.0%	8.6%	*8.6%*
Grade 6 Marshallese	28.6%	25.7%	*-2.9%*
Grade 6 Math	3.6%	7.3%	*3.6%*
Grade 6 Science	1.7%	9.2%	*7.6%*
Grade 6 Combined	7.0%	11.6%	*4.6%*
Grade 8	15.0%	10.0%	*-5.0%*
All Tests Combined	*5.6%*	*11.5%*	*5.9%*
KILI/BIKINI			
Grade 3 English	25.0%	21.4%	*-3.6%*
Grade 3 Marshallese	33.3%	34.8%	*1.4%*
Grade 3 Math	30.3%	33.3%	*3.1%*
Grade 3 Science	30.3%	31.1%	*0.8%*
Grade 3 Combined	31.7%	30.7%	*-0.9%*
Grade 6 English	16.5%	16.2%	*-0.3%*
Grade 6 Marshallese	63.9%	31.8%	*-32.1%*
Grade 6 Math	19.8%	17.8%	*-2.0%*
Grade 6 Science	15.2%	13.3%	*-1.9%*
Grade 6 Combined	26.6%	18.5%	*-8.1%*
Grade 8	27.6%	87.4%	*59.8%*
All Tests Combined	28.7%	29.4%	*0.7%*
Kili			
Grade 3 English	29.5%	17.8%	*-11.7%*
Grade 3 Marshallese	37.0%	28.3%	*-8.7%*
Grade 3 Math	26.9%	21.1%	*-5.8%*
Grade 3 Science	34.6%	14.1%	*-20.6%*
Grade 3 Combined	32.3%	20.4%	*-11.9%*
Grade 6 English	15.2%	16.7%	*1.4%*
Grade 6 Marshallese	65.0%	35.7%	*-29.3%*
Grade 6 Math	18.2%	15.9%	*-2.3%*
Grade 6 Science	12.5%	12.0%	*-0.5%*
Grade 6 Combined	25.2%	18.0%	*-7.2%*
Grade 8	27.6%	88.0%	*60.4%*
All Tests Combined	*28.1%*	*27.9%*	*-0.2%*
Ejit			

Grade 3 English	13.3%	24.5%	*-18.8%*
Grade 3 Marshallese	22.5%	41.0%	*18.5%*
Grade 3 Math	37.5%	44.9%	*7.4%*
Grade 3 Science	20.8%	47.1%	*26.2%*
Grade 3 Combined	30.1%	40.2%	*10.1%*
Grade 6 English	21.4%	15.7%	*-5.7%*
Grade 6 Marshallese	58.0%	27.1%	*-30.9%*
Grade 6 Math	27.3%	20.0%	*-7.3%*
Grade 6 Science	27.8%	16.2%	*-11.6%*
Grade 6 Combined	32.8%	19.2%	*-13.6%*
All Tests Combined	31.3%	31.2%	0.0%
KWAJALEIN ATOLL			
Grade 3 English	17.1%	17.2%	0.1%
Grade 3 Marshallese	22.3%	28.1%	5.8%
Grade 3 Math	24.7%	31.7%	7.0%
Grade 3 Science	23.1%	33.0%	10.0%
Grade 3 Combined	22.1%	28.2%	6.1%
Grade 6 English	6.6%	4.3%	-2.3%
Grade 6 Marshallese	20.6%	20.1%	-0.5%
Grade 6 Math	13.1%	13.6%	0.5%
Grade 6 Science	5.9%	8.9%	3.0%
Grade 6 Combined	11.0%	11.5%	0.5%
Grade 8 All	24.7%	22.6%	-2.0%
All Tests Combined	*18.0%*	*19.8%*	*1.8%*
Ebeye Public Elementary			
Grade 3 English	18.0%	19.0%	*1.0%*
Grade 3 Marshallese	23.0%	29.0%	*6.0%*
Grade 3 Math	27.0%	35.0%	*8.0%*
Grade 3 Science	24.0%	36.0%	*12.0%*
Grade 3 Combined	*23.7%*	*30.4%*	*6.6%*
Ebeye Middle School			
Grade 6 English	6.0%	4.3%	*-1.7%*
Grade 6 Marshallese	22.0%	23.0%	*1.0%*
Grade 6 Math	13.0%	14.9%	*1.9%*
Grade 6 Science	5.0%	9.7%	*4.7%*
Grade 6 Combined	*10.7%*	*12.6%*	*1.8%*
Grade 8	26.0%	19.0%	*-7.0%*
All Tests Combined	*15.7%*	*14.3%*	*-1.4%*
Enniburr			

Grade 3 English	14.0%	9.0%	*-5.0%*
Grade 3 Marshallese	17.0%	17.0%	*0.0%*
Grade 3 Math	18.0%	20.0%	*2.0%*
Grade 3 Science	17.0%	26.0%	*9.0%*
Grade 3 Combined	16.7%	18.4%	*1.8%*
Grade 6 English	12.0%	4.0%	*-8.0%*
Grade 6 Marshallese	22.0%	9.0%	*-13.0%*
Grade 6 Math	13.0%	8.0%	*-5.0%*
Grade 6 Science	10.0%	6.0%	*-4.0%*
Grade 6 Combined	13.3%	6.7%	*-6.7%*
Grade 8	21.0%	55.0%	*34.0%*
All Tests Combined	*16.2%*	*20.3%*	*4.2%*
Ebadon			
Grade 3 English	8.0%	8.0%	*0.0%*
Grade 3 Marshallese	12.0%	13.0%	*1.0%*
Grade 3 Math	15.0%	9.0%	*-6.0%*
Grade 3 Science	12.0%	9.0%	*-3.0%*
Grade 3 Combined	12.5%	10.0%	*-2.5%*
Grade 6 English	4.0%	6.0%	*2.0%*
Grade 6 Marshallese	0.0%	3.0%	*3.0%*
Grade 6 Math	16.0%	11.0%	*-5.0%*
Grade 6 Science	8.0%	8.0%	*0.0%*
Grade 6 Combined	8.1%	7.4%	*-0.7%*
Grade 8	23.0%	3.0%	*-20.0%*
All Tests Combined	*11.4%*	*7.9%*	*-3.5%*
Carlos			
Grade 3 English	8.0%	17.0%	*9.0%*
Grade 3 Marshallese	26.0%	44.0%	*18.0%*
Grade 3 Math	0.0%	34.0%	*34.0%*
Grade 3 Science	12.0%	29.0%	*17.0%*
Grade 3 Combined	11.7%	31.9%	*20.2%*
Grade 6 English	0.0%	4.0%	*4.0%*
Grade 6 Marshallese	0.0%	25.0%	*25.0%*
Grade 6 Math	23.0%	4.0%	*-19.0%*
Grade 6 Science	8.0%	4.0%	*-4.0%*
Grade 6 Combined	9.5%	7.9%	*-1.6%*
Grade 8	10.0%	2.0%	*-8.0%*
All Tests Combined	*10.7%*	*19.7%*	*8.9%*

LAE			
Grade 3 English	12.5%	10.6%	*-1.9%*
Grade 3 Marshallese	10.9%	47.7%	*36.8%*
Grade 3 Math	10.9%	14.0%	*3.0%*
Grade 3 Science	16.4%	25.0%	*8.6%*
Grade 3 Combined	12.7%	25.3%	*12.6%*
Grade 6 English	1.0%	9.5%	*8.6%*
Grade 6 Marshallese	24.8%	39.7%	*14.9%*
Grade 6 Math	13.9%	9.1%	*-4.8%*
Grade 6 Science	3.9%	6.8%	*2.9%*
Grade 6 Combined	10.3%	13.4%	*3.1%*
			0.0%
Grade 8	19.2%	45.8%	*26.7%*
All Tests Combined	*12.9%*	*22.6%*	*9.7%*
LIB			
Grade 3 English	2.0%	0.0%	*-2.0%*
Grade 3 Marshallese	33.0%	0.0%	*-33.0%*
Grade 3 Math	19.0%	0.0%	*-19.0%*
Grade 3 Science	30.0%	0.0%	*-30.0%*
Grade 3 Combined	22.1%	0.0%	*-22.1%*
Grade 6 English	11.0%	7.0%	*-4.0%*
Grade 6 Marshallese	4.0%	4.0%	*0.0%*
Grade 6 Math	14.0%		
Grade 6 Science	4.0%	0.0%	*-4.0%*
Grade 6 Combined	8.1%		
Grade 8	5.0%	8.6%	*3.6%*
All Tests Combined	*12.9%*	*4.6%*	*-8.2%*
LIKIEP ATOLL			
Grade 3 English	20.5%	15.0%	*-5.5%*
Grade 3 Marshallese	25.0%	30.6%	*5.6%*
Grade 3 Math	52.9%	39.4%	*-13.5%*
Grade 3 Science	25.8%	31.0%	*5.2%*
Grade 3 Combined	31.5%	*26.8%*	*-4.7%*
Grade 6 English	5.5%	10.4%	*4.9%*
Grade 6 Marshallese	31.9%	22.1%	*-9.8%*
Grade 6 Math	23.1%	29.8%	*6.7%*
Grade 6 Science	5.8%	10.5%	*4.7%*
Grade 6 Combined	15.8%	*18.2%*	*2.4%*
Grade 8	40.6%	39.5%	*-1.1%*
All Tests Combined	26.0%	*24.9%*	*-1.0%*

Jepal			
Grade 3 English		45.0%	
Grade 3 Marshallese		62.0%	
Grade 3 Math		50.0%	
Grade 3 Science		58.3%	
Grade 3 Combined		*54.4%*	
Grade 6 English	0.0%	14.3%	*14.3%*
Grade 6 Marshallese	57.1%	42.9%	*-14.3%*
Grade 6 Math	21.2%	31.8%	*10.6%*
Grade 6 Science	5.6%	11.5%	*6.0%*
Grade 6 Combined	*18.9%*	*23.7%*	*4.8%*
Grade 8	39.0%	35.0%	*-4.0%*
All Tests Combined	*25.7%*	*38.9%*	*13.2%*
Likiep			
Grade 3 English	21.2%	10.3%	*-11.0%*
Grade 3 Marshallese	26.1%	26.0%	*-0.2%*
Grade 3 Math	53.4%	35.0%	*-18.4%*
Grade 3 Science	25.0%	7.7%	*-17.3%*
Grade 3 Combined	*32.1%*	*20.5%*	*-11.6%*
Grade 6 English	9.5%	11.9%	*2.4%*
Grade 6 Marshallese	26.2%	16.7%	*-9.5%*
Grade 6 Math	31.8%	34.8%	*3.0%*
Grade 6 Science	4.2%	7.0%	*2.8%*
Grade 6 Combined	*17.6%*	*18.4%*	*0.9%*
Grade 8	51.1%	46.7%	*-4.4%*
All Tests Combined	*29.8%*	*26.2%*	*-3.6%*
Melang			
Grade 3 English	16.7%	8.3%	*-8.3%*
Grade 3 Marshallese	18.8%	21.9%	*3.1%*
Grade 3 Math	50.0%	43.8%	*-6.3%*
Grade 3 Science	29.0%	25.0%	*-4.0%*
Grade 3 Combined	*28.9%*	*25.8%*	*-3.1%*
Grade 6 English	3.6%	4.8%	*1.2%*
Grade 6 Marshallese	21.4%	19.0%	*-2.4%*
Grade 6 Math	11.4%	18.2%	*6.8%*
Grade 6 Science	8.3%	12.8%	*4.5%*
Grade 6 Combined	*10.8%*	*14.0%*	*3.2%*
Grade 8	13.3%	30.0%	*16.7%*

All Tests Combined	*16.5%*	*21.2%*	*4.7%*
MAJURO ATOLL			
Grade 3 English	21.9%	22.8%	*0.9%*
Grade 3 Marshallese	33.6%	45.9%	*12.4%*
Grade 3 Math	32.6%	34.7%	*2.1%*
Grade 3 Science	27.6%	29.6%	*2.0%*
Grade 3 Combined	29.3%	34.0%	*4.6%*
Grade 6 English	20.0%	20.7%	*0.7%*
Grade 6 Marshallese	42.4%	39.9%	*-2.5%*
Grade 6 Math	22.1%	19.0%	*-3.1%*
Grade 6 Science	13.8%	14.9%	*1.1%*
Grade 6 Combined	22.6%	21.8%	*-0.8%*
Grade 8	44.3%	43.3%	*-1.0%*
All Tests Combined	26.8%	29.9%	*3.1%*
Ajeltake			
Grade 3 English	9.0%	27.3%	*18.3%*
Grade 3 Marshallese	15.0%	43.8%	*28.8%*
Grade 3 Math	26.0%	20.2%	*-5.8%*
Grade 3 Science	28.0%	16.3%	*-11.7%*
Grade 3 Combined	43.3%	26.1%	*-17.2%*
Grade 6 English	20.0%	7.5%	*-12.5%*
Grade 6 Marshallese	37.0%	21.1%	*-15.9%*
Grade 6 Math	17.0%	11.2%	*-5.8%*
Grade 6 Science	11.0%	9.9%	*-1.1%*
Grade 6 Combined	9.60%	11.9%	*2.3%*
Grade 8	26.67%	26.9%	*0.2%*
All Tests Combined	19.07%	18.5%	*-0.5%*
DES			
Grade 3 English	25.0%	26.6%	*1.6%*
Grade 3 Marshallese	43.0%	53.9%	*10.9%*
Grade 3 Math	41.0%	36.3%	*-4.7%*
Grade 3 Science	39.0%	33.6%	*-5.4%*
Grade 3 Combined	37.9%	38.3%	*0.5%*
Grade 6 English	25.0%	24.2%	*-0.8%*
Grade 6 Marshallese	43.0%	51.2%	*8.2%*
Grade 6 Math	41.0%	18.6%	*-22.4%*
Grade 6 Science	39.0%	10.6%	*-28.4%*
Grade 6 Combined	26.4%	25.2%	*-1.3%*
All Tests Combined	31.6%	32.8%	*1.2%*

Laura Public			
Grade 3 English	31.0%	24.3%	*-6.6%*
Grade 3 Marshallese	45.8%	33.6%	*-12.2%*
Grade 3 Math	55.1%	41.4%	*-13.7%*
Grade 3 Science	39.9%	50.5%	*10.6%*
Grade 3 Combined	43.6%	38.3%	*-5.3%*
Grade 6 English	15.5%	20.4%	*4.8%*
Grade 6 Marshallese	36.0%	32.8%	*-3.2%*
Grade 6 Math	22.9%	20.0%	*-2.9%*
Grade 6 Science	15.7%	20.8%	*5.1%*
Grade 6 Combined	21.5%	22.7%	*1.2%*
Grade 8	45.2%	52.8%	*7.6%*
All Tests Combined	31.9%	33.1%	*1.2%*
Majuro Middle School			
Grade 8	45.6%	44.5%	*-1.0%*
Rairok			
Grade 3 English	13.0%	19.7%	*6.7%*
Grade 3 Marshallese	17.0%	37.9%	*21.0%*
Grade 3 Math	27.0%	27.5%	*0.5%*
Grade 3 Science	17.6%	20.4%	*2.8%*
Grade 3 Combined	19.0%	26.8%	*7.8%*
Grade 6 English	27.1%	20.7%	*-6.4%*
Grade 6 Marshallese	47.2%	37.1%	*-10.0%*
Grade 6 Math	14.6%	16.3%	*1.7%*
Grade 6 Science	14.8%	17.4%	*2.6%*
Grade 6 Combined	23.0%	21.3%	*-1.7%*
All Tests Combined	21.1%	23.6%	*2.5%*
RES			
Grade 3 English	22.7%	19.5%	*-3.2%*
Grade 3 Marshallese	30.9%	47.1%	*16.3%*
Grade 3 Math	23.8%	38.7%	*14.9%*
Grade 3 Science	22.9%	24.1%	*1.1%*
Grade 3 Combined	25.2%	33.3%	*8.1%*
Grade 6 English	17.4%	21.6%	*4.2%*
Grade 6 Marshallese	38.6%	41.4%	*2.8%*
Grade 6 Math	23.2%	23.4%	*0.2%*
Grade 6 Science	12.5%	14.6%	*2.1%*
Grade 6 Combined	21.2%	23.1%	*2.0%*
All Tests Combined	22.9%	28.1%	*5.2%*

UES			
Grade 3 English	19.3%		
Grade 3 Marshallese	29.8%		
Grade 3 Math	26.8%		
Grade 3 Science	24.4%		
Grade 3 Combined	25.4%		
Grade 6 English	21.6%	26.9%	*5.3%*
Grade 6 Marshallese	47.4%	43.5%	*-3.9%*
Grade 6 Math	18.4%	20.8%	*2.4%*
Grade 6 Science	13.1%	15.2%	*2.0%*
Grade 6 Combined	22.5%	22.6%	*0.1%*
All Tests Combined	24.0%	22.6%	*-1.3%*
Woja Majuro			
Grade 3 English	22.5%	14.8%	*-7.7%*
Grade 3 Marshallese	38.2%	41.7%	*3.4%*
Grade 3 Math	19.7%	19.4%	*-0.3%*
Grade 3 Science	14.0%	27.8%	*13.7%*
Grade 3 Combined	23.0%	26.7%	*3.7%*
Grade 6 English	7.1%	8.8%	*1.6%*
Grade 6 Marshallese	41.8%	37.4%	*-4.4%*
Grade 6 Math	13.6%	14.0%	*0.3%*
Grade 6 Science	10.2%	14.8%	*4.6%*
Grade 6 Combined	16.2%	17.6%	*1.4%*
Grade 8	36.0%	35.7%	*-0.3%*
All Tests Combined	19.8%	25.4%	*5.7%*
MALOELAP ATOLL			
Grade 3 English	8.8%	22.2%	*13.4%*
Grade 3 Marshallese	15.4%	40.0%	*24.6%*
Grade 3 Math	13.2%	37.5%	*24.3%*
Grade 3 Science	15.0%	26.6%	*11.6%*
Grade 3 Combined	13.7%	34.4%	*20.7%*
Grade 6 English	3.3%	8.6%	*5.3%*
Grade 6 Marshallese	25.3%	37.1%	*11.9%*
Grade 6 Math	11.5%	16.4%	*4.8%*
Grade 6 Science	8.7%	14.2%	*5.5%*
Grade 6 Combined	11.5%	18.0%	*6.5%*
Grade 8	34.7%	26.0%	*-8.7%*
All Tests Combined	16.8%	23.6%	*6.8%*

Airok Maloelap			
Grade 3 English	22.2%	33.3%	*11.1%*
Grade 3 Marshallese	12.5%	50.0%	*37.5%*
Grade 3 Math	12.5%	25.0%	*12.5%*
Grade 3 Science	8.3%	37.5%	*29.2%*
Grade 3 Combined	13.3%	35.5%	*22.2%*
Grade 6 English	2.9%	6.3%	*3.5%*
Grade 6 Marshallese	2.9%	23.8%	*21.0%*
Grade 6 Math	9.1%	15.2%	*6.1%*
Grade 6 Science	3.3%	16.2%	*12.9%*
Grade 6 Combined	4.9%	15.5%	*10.6%*
Grade 8	26.7%	20.0%	*-6.7%*
All Tests Combined	11.7%	19.3%	*7.6%*
Jang			
Grade 3 English	0.0%	0.0%	*0.0%*
Grade 3 Marshallese	12.5%	0.0%	*-12.5%*
Grade 3 Math	6.3%	0.0%	*-6.3%*
Grade 3 Science	22.2%	0.0%	*-22.2%*
Grade 3 Combined	11.3%	0.0%	*-11.3%*
Grade 6 English	2.4%	10.7%	*8.3%*
Grade 6 Marshallese	19.0%	32.1%	*13.1%*
Grade 6 Math	13.6%	18.2%	*4.5%*
Grade 6 Science	11.5%	13.5%	*1.9%*
Grade 6 Combined	11.8%	17.8%	*5.9%*
Grade 8	0.0%		
All Tests Combined	11.3%	17.8%	*6.5%*
Kaven			
Grade 3 English	4.8%	22.2%	*17.5%*
Grade 3 Marshallese	23.2%	16.7%	*-6.5%*
Grade 3 Math	10.7%	29.2%	*18.5%*
Grade 3 Science	3.6%	25.0%	*21.4%*
Grade 3 Combined	11.0%	23.3%	*12.4%*
Grade 6 English	2.0%	3.6%	*1.5%*
Grade 6 Marshallese	28.6%	60.7%	*32.1%*
Grade 6 Math	10.4%	15.9%	*5.5%*
Grade 6 Science	6.0%	21.2%	*15.2%*
Grade 6 Combined	10.8%	23.7%	*12.9%*
Grade 8	33.3%	28.7%	*-4.6%*
All Tests Combined	16.7%	25.9%	*9.1%*

Ollet			
Grade 3 English	0.0%	16.7%	*16.7%*
Grade 3 Marshallese	0.0%	41.7%	*41.7%*
Grade 3 Math	0.0%	39.6%	*39.6%*
Grade 3 Science	11.1%	29.2%	*18.1%*
Grade 3 Combined	3.2%	32.8%	*29.6%*
Grade 6 English	2.9%	7.1%	*4.3%*
Grade 6 Marshallese	28.6%	25.0%	*-3.6%*
Grade 6 Math	7.3%	11.4%	*4.1%*
Grade 6 Science	9.2%	7.7%	*-1.5%*
Grade 6 Combined	11.1%	11.8%	*0.8%*
Grade 8			
All Tests Combined	9.1%	23.2%	*14.1%*
Tarawa			
Grade 3 English	16.7%	33.3%	*16.7%*
Grade 3 Marshallese	12.5%	66.7%	*54.2%*
Grade 3 Math	33.3%	66.7%	*33.3%*
Grade 3 Science	45.8%	20.8%	*-25.0%*
Grade 3 Combined	27.8%	47.8%	*20.0%*
Grade 6 English	9.5%	17.9%	*8.3%*
Grade 6 Marshallese	61.9%	60.7%	*-1.2%*
Grade 6 Math	21.2%	22.7%	*1.5%*
Grade 6 Science	16.7%	9.6%	*-7.1%*
Grade 6 Combined	25.2%	24.3%	*-0.9%*
Grade 8	46.7%	26.7%	*-20.0%*
All Tests Combined	33.3%	42.5%	*9.2%*
MEJATTO			
Grade 3 English	15.2%	10.0%	*-5.2%*
Grade 3 Marshallese	13.6%	10.0%	*-3.6%*
Grade 3 Math	5.7%	16.3%	*10.6%*
Grade 3 Science	20.5%	26.3%	*5.8%*
Grade 3 Combined	13.6%	16.0%	*2.4%*
Grade 6 English	12.9%	4.5%	*-8.4%*
Grade 6 Marshallese	25.7%	18.8%	*-7.0%*
Grade 6 Math	15.5%	21.6%	*6.1%*
Grade 6 Science	8.3%	6.3%	*-2.1%*
Grade 6 Combined	14.6%	12.7%	*-1.9%*
Grade 8	18.8%	37.5%	*18.7%*

All Tests Combined	15.0%	18.7%	*3.7%*
MEJIT			
Grade 3 English	11.1%	3.7%	*-7.4%*
Grade 3 Marshallese	20.8%	15.3%	*-5.6%*
Grade 3 Math	6.3%	12.5%	*6.3%*
Grade 3 Science	35.4%	5.0%	*-30.4%*
Grade 3 Combined	18.9%	9.4%	*-9.4%*
Grade 6 English	4.5%	2.9%	*-1.6%*
Grade 6 Marshallese	15.2%	31.4%	*16.3%*
Grade 6 Math	14.2%	13.6%	*-0.6%*
Grade 6 Science	4.2%	5.0%	*0.8%*
Grade 6 Combined	9.3%	13.0%	*3.7%*
Grade 8	15.8%	12.9%	*-2.8%*
All Tests Combined	12.3%	11.8%	*-0.5%*
MILI ATOLL			
Grade 3 English	7.4%	3.3%	*-4.1%*
Grade 3 Marshallese	5.8%	12.5%	*6.7%*
Grade 3 Math	7.7%	14.5%	*6.8%*
Grade 3 Science	20.7%	17.5%	*-3.2%*
Grade 3 Combined	10.6%	12.5%	*2.0%*
Grade 6 English	7.4%	6.9%	*-0.5%*
Grade 6 Marshallese	39.9%	23.2%	*-16.7%*
Grade 6 Math	14.3%	15.0%	*0.8%*
Grade 6 Science	7.3%	6.9%	*-0.4%*
Grade 6 Combined	16.3%	12.3%	*-4.0%*
Grade 8	16.3%	16.3%	*0.0%*
All Tests Combined	14.6%	13.7%	*-0.9%*
Enejet			
Grade 3 English	0.0%	4.8%	*4.8%*
Grade 3 Marshallese	0.0%	14.3%	*14.3%*
Grade 3 Math	0.0%	25.0%	*25.0%*
Grade 3 Science	22.5%	16.1%	*-6.4%*
Grade 3 Combined	6.0%	15.7%	*9.7%*
Grade 6 English	2.0%	8.6%	*6.5%*
Grade 6 Marshallese	18.4%	20.0%	*1.6%*
Grade 6 Math	13.0%	7.3%	*-5.7%*
Grade 6 Science	7.1%	7.7%	*0.5%*
Grade 6 Combined	10.0%	10.0%	*0.0%*
Grade 8	29.3%	26.7%	*-2.7%*

All Tests Combined	11.8%	14.4%	*2.6%*
Lukonwod			
Grade 3 English	0.0%	0.0%	*0.0%*
Grade 3 Marshallese	20.8%	0.0%	*-20.8%*
Grade 3 Math	0.0%	0.0%	*0.0%*
Grade 3 Science	45.8%	12.5%	*-33.3%*
Grade 3 Combined	17.8%	3.3%	*-14.4%*
Grade 6 English	15.9%	7.1%	*-8.7%*
Grade 6 Marshallese	68.3%	32.1%	*-36.1%*
Grade 6 Math	27.3%	20.5%	*-6.8%*
Grade 6 Science	8.3%	3.8%	*-4.5%*
Grade 6 Combined	35.5%	14.5%	*-21.0%*
Grade 8	22.2%	22.2%	*0.0%*
All Tests Combined	28.3%	11.4%	*-17.0%*
Mili			
Grade 3 English	3.3%	3.7%	*0.4%*
Grade 3 Marshallese	2.5%	15.3%	*12.8%*
Grade 3 Math	10.0%	11.1%	*1.1%*
Grade 3 Science	30.0%	22.2%	*-7.8%*
Grade 3 Combined	12.0%	13.7%	*1.7%*
Grade 6 English	3.2%	3.6%	*0.4%*
Grade 6 Marshallese	33.3%	17.9%	*-15.5%*
Grade 6 Math	12.5%	15.2%	*2.7%*
Grade 6 Science	9.4%	3.8%	*-5.5%*
Grade 6 Combined	13.9%	9.6%	*-4.2%*
Grade 8	41.0%	30.0%	*-11.0%*
All Tests Combined	21.9%	14.9%	*-7.0%*
Nallo			
Grade 3 English	0.0%	4.2%	*4.2%*
Grade 3 Marshallese	3.8%	15.6%	*11.9%*
Grade 3 Math	2.5%	9.4%	*6.9%*
Grade 3 Science	0.0%	15.6%	*15.6%*
Grade 3 Combined	1.7%	11.7%	*10.0%*
Grade 6 English	7.1%	10.7%	*3.6%*
Grade 6 Marshallese	28.6%	28.6%	*0.0%*
Grade 6 Math	12.5%	17.0%	*4.5%*
Grade 6 Science	6.3%	12.5%	*6.3%*
Grade 6 Combined	12.5%	16.4%	*3.9%*

Grade 8	12.6%	39.3%	*26.7%*
All Tests Combined	7.3%	21.4%	*14.1%*
Tokewa			
Grade 3 English	45.8%	0.0%	*-45.8%*
Grade 3 Marshallese	12.5%	12.5%	*0.0%*
Grade 3 Math	41.7%	50.0%	*8.3%*
Grade 3 Science	45.8%	12.5%	*-33.3%*
Grade 3 Combined	36.5%	20.0%	*-16.5%*
Grade 6 English			
Grade 6 Marshallese			
Grade 6 Math	18.2%		
Grade 6 Science	2.8%		
Grade 6 Combined	10.1%		
Grade 8	33.3%		
All Tests Combined	26.7%	20.0%	*-6.7%*
NAMDRIK			
Grade 3 English	13.1%	9.0%	*-4.1%*
Grade 3 Marshallese	17.9%	33.3%	*15.5%*
Grade 3 Math	21.7%	19.8%	*-1.9%*
Grade 3 Science	19.2%	14.6%	*-4.6%*
Grade 3 Combined	18.3%	19.9%	*1.5%*
Grade 6 English	8.7%	3.4%	*-5.4%*
Grade 6 Marshallese	31.0%	30.3%	*-0.7%*
Grade 6 Math	14.6%	13.9%	*-0.7%*
Grade 6 Science	7.7%	11.3%	*3.6%*
Grade 6 Combined	14.2%	14.1%	*-0.1%*
Grade 8	38.1%	25.0%	*-13.1%*
All Tests Combined	20.1%	18.5%	*-1.6%*
NAMU ATOLL			
Grade 3 English	5.3%	9.4%	*4.0%*
Grade 3 Marshallese	13.5%	32.8%	*19.3%*
Grade 3 Math	16.0%	18.0%	*2.0%*
Grade 3 Science	25.5%	16.4%	*-9.1%*
Grade 3 Combined	15.7%	19.8%	*4.1%*
Grade 6 English	3.4%	5.1%	*1.7%*
Grade 6 Marshallese	20.4%	19.9%	*-0.5%*
Grade 6 Math	12.1%	11.8%	*-0.3%*
Grade 6 Science	8.3%	11.1%	*2.8%*
Grade 6 Combined	10.8%	11.8%	*1.0%*

Grade 8	26.0%	28.2%	*2.2%*
All Tests Combined	15.2%	16.8%	*1.6%*
Loen			
Grade 3 English	11.9%		
Grade 3 Marshallese	32.1%		
Grade 3 Math	37.5%		
Grade 3 Science	44.6%		
Grade 3 Combined	32.9%		
Grade 6 English	6.3%	0.0%	*-6.3%*
Grade 6 Marshallese	19.0%	14.3%	*-4.8%*
Grade 6 Math	11.1%		
Grade 6 Science	7.4%		
Grade 6 Combined	10.5%	7.1%	*-3.4%*
Grade 8	20.0%	40.0%	*20.0%*
All Tests Combined	19.2%	*27.4%*	*8.2%*
Mae			
Grade 3 English	0.0%	8.3%	*8.3%*
Grade 3 Marshallese	0.0%	28.1%	*28.1%*
Grade 3 Math	0.0%	15.6%	*15.6%*
Grade 3 Science	12.5%	3.1%	*-9.4%*
Grade 3 Combined	3.3%	14.2%	*10.8%*
Grade 6 English	2.9%	0.0%	*-2.9%*
Grade 6 Marshallese	25.7%	14.3%	*-11.4%*
Grade 6 Math	14.5%	3.0%	*-11.5%*
Grade 6 Science	10.0%	7.7%	*-2.3%*
Grade 6 Combined	13.0%	5.9%	*-7.1%*
Grade 8	15.0%	9.3%	*-5.7%*
All Tests Combined	10.1%	9.2%	*-1.0%*
Majken			
Grade 3 English	3.3%	11.1%	*7.8%*
Grade 3 Marshallese	8.8%	31.9%	*23.2%*
Grade 3 Math	8.8%	19.4%	*10.7%*
Grade 3 Science	21.3%	23.6%	*2.4%*
Grade 3 Combined	11.0%	22.2%	*11.2%*
Grade 6 English	0.0%	4.4%	*4.4%*
Grade 6 Marshallese	21.4%	20.9%	*-0.5%*
Grade 6 Math	9.1%	15.4%	*6.3%*
Grade 6 Science	12.5%	10.7%	*-1.8%*

Grade 6 Combined	10.8%	12.8%	*1.9%*
Grade 8	38.1%	34.1%	*-4.0%*
All Tests Combined	16.9%	18.8%	*1.9%*
Namu			
Grade 3 English	4.2%	5.6%	*1.4%*
Grade 3 Marshallese	6.3%	41.7%	*35.4%*
Grade 3 Math	12.5%	16.7%	*4.2%*
Grade 3 Science	15.6%	12.5%	*-3.1%*
Grade 3 Combined	10.0%	20.0%	*10.0%*
Grade 6 English	0.0%	10.7%	*10.7%*
Grade 6 Marshallese	17.1%	23.2%	*6.1%*
Grade 6 Math	12.7%	12.5%	*-0.2%*
Grade 6 Science	6.7%	14.4%	*7.8%*
Grade 6 Combined	9.2%	14.8%	*5.6%*
Grade 8	21.0%	13.3%	*-7.6%*
All Tests Combined	12.4%	15.8%	*3.4%*
UJAE			
Grade 3 English	3.1%	0.0%	*-3.1%*
Grade 3 Marshallese	1.6%	0.0%	*-1.6%*
Grade 3 Math	8.7%	0.0%	*-8.7%*
Grade 3 Science	7.7%	7.5%	*-0.2%*
Grade 3 Combined	5.1%	2.0%	*-3.1%*
Grade 6 English	4.1%	8.2%	*4.1%*
Grade 6 Marshallese	6.1%	14.3%	*8.2%*
Grade 6 Math	16.2%	11.7%	*-4.5%*
Grade 6 Science	7.1%	7.5%	*0.4%*
Grade 6 Combined	9.1%	10.8%	*1.7%*
Grade 8	9.4%	12.4%	*2.9%*
All Tests Combined	7.6%	9.1%	*1.5%*
UTRIK			
Grade 3 English	9.1%	51.7%	*42.6%*
Grade 3 Marshallese	13.6%	46.3%	*32.6%*
Grade 3 Math	10.2%	50.0%	*39.8%*
Grade 3 Science	29.5%	47.5%	*18.0%*
Grade 3 Combined	16.1%	48.7%	*32.6%*
Grade 6 English	9.0%	2.9%	*-6.2%*
Grade 6 Marshallese	27.8%	20.8%	*-7.0%*
Grade 6 Math	13.9%	13.6%	*-0.2%*

Grade 6 Science	8.8%	7.7%	*-1.1%*
Grade 6 Combined	13.9%	11.1%	*-2.8%*
Grade 8	29.7%	37.1%	*7.4%*
All Tests Combined	*17.0%*	*29.8%*	*12.7%*
WOTJE ATOLL			
Grade 3 English	13.8%	15.0%	*1.2%*
Grade 3 Marshallese	37.9%	29.4%	*-8.6%*
Grade 3 Math	33.2%	24.4%	*-8.8%*
Grade 3 Science	19.0%	24.4%	*5.4%*
Grade 3 Combined	26.8%	23.8%	*-2.9%*
Grade 6 English	8.5%	10.0%	*1.5%*
Grade 6 Marshallese	32.8%	34.4%	*1.6%*
Grade 6 Math	12.9%	14.5%	*1.6%*
Grade 6 Science	6.4%	13.1%	*6.7%*
Grade 6 Combined	13.8%	17.1%	*3.2%*
Grade 8	21.1%	40.0%	*18.9%*
All Tests Combined	20.0%	21.4%	*1.4%*
Wodmeej			
Grade 3 English	12.5%	38.9%	*26.4%*
Grade 3 Marshallese	34.4%	70.8%	*36.5%*
Grade 3 Math	37.5%	54.2%	*16.7%*
Grade 3 Science	34.4%	41.7%	*7.3%*
Grade 3 Combined	30.8%	52.2%	*21.4%*
Grade 6 English	7.1%	7.1%	*0.0%*
Grade 6 Marshallese	52.4%	14.3%	*-38.1%*
Grade 6 Math	10.9%	18.2%	*7.3%*
Grade 6 Science	3.3%	9.0%	*5.6%*
Grade 6 Combined	16.6%	12.3%	*-4.2%*
Grade 8	30.7%	30.7%	*0.0%*
All Tests Combined	23.6%	24.8%	*1.1%*
Wotje			
Grade 3 English	14.0%	10.8%	*-3.2%*
Grade 3 Marshallese	38.5%	22.1%	*-16.4%*
Grade 3 Math	32.5%	19.1%	*-13.4%*
Grade 3 Science	16.5%	21.3%	*4.8%*
Grade 3 Combined	26.1%	18.8%	*-7.3%*
Grade 6 English	8.8%	10.7%	*1.9%*
Grade 6 Marshallese	27.2%	40.0%	*12.8%*

Grade 6 Math	13.4%	13.6%	*0.2%*
Grade 6 Science	7.1%	14.1%	*7.0%*
Grade 6 Combined	13.1%	18.3%	*5.2%*
Grade 8	14.3%	45.8%	*31.5%*
All Tests Combined	19.2%	20.6%	*1.4%*
WOTTO			
Grade 3 English	33.3%	12.5%	*-20.8%*
Grade 3 Marshallese	62.5%	56.3%	*-6.3%*
Grade 3 Math	50.0%	15.6%	*-34.4%*
Grade 3 Science	25.0%	56.3%	*31.3%*
Grade 3 Combined	43.3%	36.7%	*-6.7%*
Grade 6 English	3.6%	32.1%	*28.6%*
Grade 6 Marshallese	3.6%	14.3%	*10.7%*
Grade 6 Math	21.2%	30.3%	*9.1%*
Grade 6 Science	8.3%	17.9%	*9.6%*
Grade 6 Combined	9.6%	23.4%	*13.8%*
Grade 8	26.7%	26.7%	*0.0%*
All Tests Combined	19.1%	29.5%	*10.4%*
PRIVATE SCHOOLS			
Grade 3 English	38.8%	42.4%	*3.5%*
Grade 3 Marshallese	25.9%	34.1%	*8.2%*
Grade 3 Math	47.2%	43.4%	*-3.8%*
Grade 3 Science	31.3%	32.0%	*0.6%*
Grade 3 Combined	35.4%	37.6%	*2.2%*
Grade 6 English	49.4%	53.7%	*4.3%*
Grade 6 Marshallese	41.5%	39.3%	*-2.2%*
Grade 6 Math	28.9%	28.1%	*-0.7%*
Grade 6 Science	23.7%	24.1%	*0.3%*
Grade 6 Combined	33.3%	33.5%	*0.2%*
Grade 8	35.5%	35.6%	*0.1%*
All Tests Combined	34.7%	37.8%	*3.1%*
Ajeltake Christian			
Grade 3 English	*61.9%*	*46.7%*	*-15.2%*
Grade 3 Marshallese	*32.1%*	*15.0%*	*-17.1%*
Grade 3 Math		*45.0%*	
Grade 3 Science		*30.0%*	
Grade 3 Combined	44.9%	*33.3%*	*-11.6%*
Grade 6 English	46.4%	*60.0%*	*13.6%*

Grade 6 Marshallese	0.0%	*22.9%*	*22.9%*
Grade 6 Math	22.7%	*21.8%*	*-0.9%*
Grade 6 Science	17.3%	*26.2%*	*8.8%*
Grade 6 Combined	21.1%	*30.5%*	*9.5%*
Grade 8 All	42.9%	*40.0%*	*-2.9%*
All Tests Combined	*32.2%*	*33.5%*	*1.3%*
Assumption			
Grade 3 English	50.0%	*49.0%*	*-1.0%*
Grade 3 Marshallese	32.9%	*50.4%*	*17.5%*
Grade 3 Math	56.8%	*52.9%*	*-3.8%*
Grade 3 Science	30.2%	*25.4%*	*-4.8%*
Grade 3 Combined	41.6%	*44.1%*	*2.6%*
Grade 6 English	68.9%	*72.5%*	*3.6%*
Grade 6 Marshallese	63.4%	*73.5%*	*10.1%*
Grade 6 Math	27.0%	*33.3%*	*6.3%*
Grade 6 Science	33.9%	*28.8%*	*-5.2%*
Grade 6 Combined	43.8%	*46.4%*	*2.6%*
Grade 8 All	46.7%	*49.9%*	*3.2%*
All Tests Combined	*43.1%*	*46.0%*	*3.0%*
Delap SDA			
Grade 3 English	53.7%	*46.9%*	*-6.8%*
Grade 3 Marshallese	31.9%	*29.7%*	*-2.3%*
Grade 3 Math	64.5%	*44.3%*	*-20.2%*
Grade 3 Science	18.1%	*33.3%*	*15.2%*
Grade 3 Combined	40.5%	*38.2%*	*-2.4%*
Grade 6 English	58.2%	*70.7%*	*12.4%*
Grade 6 Marshallese	34.1%	*28.6%*	*-5.5%*
Grade 6 Math	28.0%	*26.8%*	*-1.2%*
Grade 6 Science	21.9%	*27.5%*	*5.6%*
Grade 6 Combined	32.6%	*36.9%*	*4.3%*
Grade 8 All	40.7%	*50.1%*	*9.4%*
All Tests Combined	*37.2%*	*40.3%*	*3.1%*
Ebeye Calvary			
Grade 3 English	11.7%	*21.7%*	*10.0%*
Grade 3 Marshallese	21.3%	*31.3%*	*10.0%*
Grade 3 Math	21.3%	*13.8%*	*-7.5%*
Grade 3 Science	28.9%	*26.3%*	*-2.6%*
Grade 3 Combined	21.6%	*23.3%*	*1.7%*

Grade 6 English	0.0%	*4.1%*	*4.1%*
Grade 6 Marshallese	9.5%	*7.1%*	*-2.4%*
Grade 6 Math	11.4%	*10.4%*	*-1.0%*
Grade 6 Science	5.8%	*6.6%*	*0.8%*
Grade 6 Combined	7.2%	*7.3%*	*0.1%*
Grade 8 All	20.0%	*26.7%*	*6.7%*
All Tests Combined	*17.5%*	*18.6%*	*1.1%*
Ebeye Christian			
Grade 3 English	3.6%	*13.9%*	*10.3%*
Grade 3 Marshallese	6.3%	*43.8%*	*37.5%*
Grade 3 Math	14.4%	*37.5%*	*23.1%*
Grade 3 Science	19.7%	*31.3%*	*11.6%*
Grade 3 Combined	11.5%	*32.8%*	*21.3%*
Grade 6 English	6.1%	*4.8%*	*-1.4%*
Grade 6 Marshallese	24.5%	*12.9%*	*-11.6%*
Grade 6 Math	11.9%	*9.1%*	*-2.8%*
Grade 6 Science	8.3%	*3.4%*	*-4.9%*
Grade 6 Combined	12.0%	*7.1%*	*-4.9%*
Grade 8 All	13.1%	*18.0%*	*4.9%*
All Tests Combined	*11.9%*	*16.5%*	*4.6%*
Ebeye SDA			
Grade 3 English	17.5%	11.8%	*-5.8%*
Grade 3 Marshallese	17.1%	17.6%	*0.5%*
Grade 3 Math	40.4%	30.1%	*-10.3%*
Grade 3 Science	30.7%	40.4%	*9.7%*
Grade 3 Combined	26.7%	25.9%	*-0.8%*
Grade 6 English	37.9%	34.7%	*-3.2%*
Grade 6 Marshallese	38.6%	49.5%	*11.0%*
Grade 6 Math	22.3%	15.8%	*-6.5%*
Grade 6 Science	17.3%	25.8%	*8.5%*
Grade 6 Combined	26.4%	28.9%	*2.5%*
Grade 8 All	31.0%	31.3%	*0.4%*
All Tests Combined	*26.9%*	*28.3%*	*1.4%*
Gem Christian			
Grade 3 English	26.1%	31.9%	*5.9%*
Grade 3 Marshallese	15.2%	22.4%	*7.2%*
Grade 3 Math	28.6%	36.1%	*7.4%*
Grade 3 Science	36.1%	15.9%	*-20.2%*
Grade 3 Combined	27.0%	26.2%	*-0.8%*

Grade 6 English	60.7%	12.1%	*-48.6%*
Grade 6 Marshallese	63.1%	25.5%	*-37.6%*
Grade 6 Math	39.7%	23.1%	*-16.6%*
Grade 6 Science	24.5%	7.7%	*-16.8%*
Grade 6 Combined	43.3%	16.4%	*-26.9%*
All Tests Combined	*36.6%*	*19.9%*	*-16.7%*
Jebro			
Grade 3 English	5.6%		*-5.6%*
Grade 3 Marshallese	5.6%	14.1%	*8.5%*
Grade 3 Math	15.0%	20.3%	*5.3%*
Grade 3 Science	6.7%	15.6%	*9.0%*
Grade 3 Combined	8.4%	16.7%	*8.2%*
Grade 6 English	10.2%	22.4%	*12.2%*
Grade 6 Marshallese	38.8%	46.4%	*7.7%*
Grade 6 Math	20.8%	19.5%	*-1.3%*
Grade 6 Science	9.9%	9.9%	*0.0%*
Grade 6 Combined	18.4%	22.3%	*3.9%*
Grade 8 All	13.7%	21.4%	*7.7%*
All Tests Combined	*13.3%*	*20.4%*	*7.2%*
Laura SDA			
Grade 3			
Grade 3 English	16.7%	25.0%	*8.3%*
Grade 3 Marshallese	6.3%	12.5%	*6.3%*
Grade 3 Math	40.6%	25.0%	*-15.6%*
Grade 3 Science	22.2%	16.7%	*-5.6%*
Grade 3 Combined	21.8%	19.7%	*-2.0%*
Grade 6 English	42.9%		
Grade 6 Marshallese	28.6%	85.7%	*57.1%*
Grade 6 Math	9.1%		
Grade 6 Science	7.7%		
Grade 6 Combined	18.4%	85.7%	*67.3%*
All Tests Combined	*23.4%*	*38.7%*	*15.3%*
Majuro Baptist			
Grade 3 English	70.8%	52.6%	*-18.3%*
Grade 3 Marshallese	52.2%	32.7%	*-19.5%*
Grade 3 Math	75.9%	51.0%	*-24.9%*
Grade 3 Science	44.4%	34.1%	*-10.3%*
Grade 3 Combined	59.7%	41.9%	*-17.8%*
Grade 6 English	69.8%	83.6%	*13.8%*

Grade 6 Marshallese	63.5%	39.3%	*-24.2%*
Grade 6 Math	38.7%	33.7%	*-5.1%*
Grade 6 Science	36.2%	32.5%	*-3.7%*
Grade 6 Combined	48.1%	43.5%	*-4.7%*
Grade 8 All	52.3%	55.4%	*3.2%*
All Tests Combined	*53.4%*	*44.5%*	*-8.8%*
Majuro Coop			
Grade 3 English	77.5%	78.5%	*0.9%*
Grade 3 Marshallese	23.4%	39.1%	*15.7%*
Grade 3 Math	72.8%	71.7%	*-1.1%*
Grade 3 Science	48.3%	51.6%	*3.3%*
Grade 3 Combined	53.9%	58.9%	*5.1%*
Grade 6 English	85.2%	86.3%	*1.2%*
Grade 6 Marshallese	26.9%	24.4%	*-2.5%*
Grade 6 Math	48.1%	52.5%	*4.3%*
Grade 6 Science	31.1%	45.1%	*14.1%*
Grade 6 Combined	45.1%	50.9%	*5.8%*
Grade 8 All	57.8%	66.4%	*8.5%*
All Tests Combined	*49.2%*	*56.7%*	*7.5%*
Queen of Peace			
Grade 3 English	13.2%	31.1%	*17.9%*
Grade 3 Marshallese	20.8%	55.0%	*34.2%*
Grade 3 Math	28.1%	29.2%	*1.0%*
Grade 3 Science	23.9%	30.8%	*6.9%*
Grade 3 Combined	22.2%	36.9%	*14.7%*
Grade 6 English	13.6%	15.6%	*2.0%*
Grade 6 Marshallese	19.3%	20.2%	*1.0%*
Grade 6 Math	14.1%	14.0%	*0.0%*
Grade 6 Science	12.3%	8.4%	*-3.9%*
Grade 6 Combined	14.3%	13.6%	*-0.7%*
Grade 8 All	19.4%	20.0%	*0.6%*
All Tests Combined	*18.3%*	*24.5%*	*6.1%*
Rita Christian			
Grade 3 English	16.7%		
Grade 3 Marshallese	25.0%	29.7%	*4.7%*
Grade 3 Math	30.0%		
Grade 3 Science	31.1%		
Grade 3 Combined	26.5%	29.7%	*3.2%*

Grade 6 English	20.0%	50.0%	*30.0%*
Grade 6 Marshallese	17.1%	41.3%	*24.1%*
Grade 6 Math		23.9%	*23.9%*
Grade 6 Science		20.2%	*20.2%*
Grade 6 Combined	18.6%	30.9%	*12.3%*
Grade 8 All	27.8%	35.0%	*7.2%*
All Tests Combined	*24.5%*	*31.7%*	*7.2%*
St. Joseph			
Grade 3 English	33.3%	31.5%	*-1.9%*
Grade 3 Marshallese	35.0%	33.3%	*-1.7%*
Grade 3 Math	65.0%	43.8%	*-21.3%*
Grade 3 Science	46.7%	59.4%	*12.7%*
Grade 3 Combined	45.8%	42.1%	*-3.7%*
Grade 6 English	26.0%	37.1%	*11.2%*
Grade 6 Marshallese	44.2%	57.1%	*13.0%*
Grade 6 Math	28.1%	29.1%	*1.0%*
Grade 6 Science	14.7%	14.6%	*-0.1%*
Grade 6 Combined	26.1%	31.3%	*5.2%*
Grade 8 All	50.0%	43.3%	*-6.7%*
All Tests Combined	*32.2%*	*36.5%*	*4.4%*

Table 9. School Report Cards 2013

All schools are given a final letter grade for the school year, beginning in sy 2012-13. The grade is based on three criteria which can be reliably collected at the present time. These are: 1) All MISAT Test Scores Combined; 2) Progress made based on All Tests Combined; and 3) Percent of Grade 8 students passing the 8th grade High School Entrance Test. The Scoring Rubric is as follows:

I. MISAT Scores combined: Each point is mulltiplied by 3

1) Total Proficiency at 30% or more: 4 points
2) Total Proficiency at 20% or more: 3 points
3) Total Proficiency at 10% or more: 2 points
4) Total Proficiency at 5% or more: 1 point
5) Total Proficiency below 5%: 0 point

II. MISAT Progress (for schools having Total Combined Proficiency under 40%): Each point multiplied by 2

1) Total Combined Proficiency improvement by 10% or more: 4 points
2) Total Combined Proficiency improvement by 5% or more: 3 points
3) Total Combined Proficiency improvement by 1% or more: 2 points
4) Total Combined Proficiency improvement less than 1 %: 1 point
5) Negative Progress: 0 point

III. 8th grade Passing Rate: 1) Above 75%: 4 points
2) Above 50%: 3 points
3) Above 25%: 2 points
4) Below 25%: 1 point
5) No Passing Student: 0 point

Grades are assigned as follows:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
3.80 +	3.70 +	3.50 +	3.40 +	3.20 +	3.00 +	2.75 +	2.50 +	2.00 +	1.75 +	1.50 +	1.00 +	<1.00

schools	*2012 Total Prof + %*	*2013 Total Prof + %*	*Change*	*% Pass*	*Points*	*Grade*
All Schools	*25.1%*	*26.5%*	*1.4%*	*45.9%*	*2.17*	*C-*
Aerok A	43.1%	25.0%	*-18.0%*	90.0%	2.17	C-
Ailuk	12.4%	33.2%	*20.7%*	100.0%	4.00	A+
Airok M	11.7%	19.3%	*7.6%*	0.0%	2.00	C-
Ajeltake	19.1%	18.5%	*-0.5%*	26.8%	1.67	D
Ajeltake Christian Academy	32.2%	33.5%	*3.0%*	na	3.20	B
Arno	14.5%	13.3%	*-1.2%*	7.1%	1.17	D-
Aur	38.0%	26.0%	*-12.0%*	100.0%	2.17	C-
Bikarej	12.8%	12.8%	*0.0%*	12.5%	1.50	D
Buoj	31.0%	25.0%	*-6.0%*	54.5%	2.00	C-
Carlos	10.7%	19.7%	*8.9%*	0.0%	2.00	C-
Delap SDA	37.2%	40.3%	*3.1%*	91.3%	3.33	B
DES	31.6%	32.8%	*1.2%*	na	3.20	B
Ebadon	11.4%	7.9%	*-3.5%*	0.0%	1.00	D-
Ebeye Calvary	17.5%	18.6%	*1.1%*	7.1%	1.83	D+
Ebeye Christian	11.9%	16.5%	*4.6%*	0.0%	1.67	D
Ebeye Middle School	15.7%	14.3%	*-1.4%*	8.7%	1.17	D-
Ebeye Public Elementary	23.7%	30.4%	*6.6%*	na	3.00	B-
Ebeye SDA	26.9%	28.3%	*1.4%*	40.0%	2.50	C
Ebon	16.5%	28.9%	*12.4%*	35.7%	3.17	B-
Ejit	31.3%	31.2%	*-0.1%*	na	2.40	C-
Enejelaar	13.4%	24.6%	*11.2%*	100.0%	3.50	A-
Enejet	11.8%	14.4%	*2.6%*	33.3%	2.00	C-

Enekoion	11.8%	24.5%	*12.7%*	33.3%	3.17	B-
Enewa	15.9%	7.5%	*-8.4%*	0.0%	0.50	F
Enewetak	19.1%	16.3%	*-2.8%*	41.2%	1.33	D-
Enniburr	16.2%	20.3%	*4.2%*	80.0%	2.33	C-
Gem Christian	36.6%	19.9%	*-16.7%*	na	1.20	D-
Imiej	11.3%	18.1%	*6.8%*	0.0%	2.00	C-
Imroj	14.2%	13.8%	*-0.5%*	0.0%	1.00	D-
Ine	18.3%	23.3%	*5.0%*	72.7%	3.17	B-
Jabat	28.0%	16.5%	*-11.5%*	25.0%	1.33	D-
Jabnoden	10.3%	10.6%	*0.3%*	0.0%	1.33	D-
Jabor	26.4%	29.2%	*2.7%*	45.5%	2.50	C
Jah	21.1%	18.4%	*-2.7%*	0.0%	1.00	D-
Jaluit	15.6%	12.9%	*-2.7%*	37.5%	1.33	D-
Jang	11.3%	17.8%	*6.5%*	na	2.40	C-
Japo	16.3%	22.9%	*6.6%*	71.4%	3.17	B-
Jebro	13.3%	20.4%	*7.2%*	14.3%	2.67	C
Jebwan	19.3%	20.6%	*1.3%*	0.0%	1.83	D
Jeh	21.8%	29.9%	*8.1%*	80.0%	3.17	B-
Jepal	25.7%	38.9%	*13.2%*	75.0%	4.00	A+
Kattiej	14.4%	16.4%	*1.9%*	na	2.00	C-
Kilange	13.3%	12.3%	*-1.0%*	0.0%	1.00	D-
Kili	28.1%	27.9%	*-0.2%*	100.0%	2.17	C-
Lae	12.9%	22.6%	*9.7%*	40.0%	2.83	C+
Laura Public	31.9%	33.1%	*1.2%*	66.0%	3.17	B-
Lib	12.9%	4.6%	*-8.2%*	0.0%	0.00	F
Likiep	29.8%	26.2%	*-3.6%*	76.9%	2.17	C-
Loen	19.2%	27.4%	*8.2%*	50.0%	3.00	B-
Longar	11.9%	22.7%	*10.8%*	28.6%	3.17	B-
Lukoj	24.4%	17.8%	*-6.6%*	0.0%	1.00	D-
Lukonwod	28.3%	11.4%	*-17.0%*	0.0%	1.00	D-
Mae	10.1%	9.2%	*-1.0%*	0.0%	0.50	F
Majken	16.9%	18.8%	*1.9%*	0.0%	1.67	D
Majuro Baptist	53.4%	44.5%	*-8.8%*	73.7%	4.00	A+
Majuro Coop	49.2%	56.7%	*7.5%*	95.7%	4.00	A+
Majuro Middle School	45.6%	44.5%	*-1.1%*	65.3%	2.50	C
Matolen	25.0%	8.8%	*-16.2%*	0.0%	0.50	F
Mejatto	15.0%	18.7%	*3.7%*	50.0%	2.67	C
Mejel	16.9%	28.2%	*11.4%*	0.0%	2.83	C+
Mejit	12.3%	11.8%	*-0.5%*	0.0%	1.00	D-
Mejurirok	19.4%	14.6%	*-4.9%*	0.0%	1.00	D-
Melang	16.5%	21.2%	*4.7%*	0.0%	2.17	C-
Mili	21.9%	14.9%	*-7.0%*	25.0%	1.33	D-
Nallo	7.3%	21.4%	*14.1%*	50.0%	3.33	B
Namdrik	20.1%	18.5%	*-1.6%*	25.0%	1.33	D_
Namu	12.4%	15.8%	*3.4%*	0.0%	1.67	D
Narmej	5.6%	11.5%	*5.9%*	0.0%	2.00	C-
Ollet	9.1%	23.2%	*14.1%*	na	3.40	B+
Queen of Peace	18.3%	24.5%	*6.1%*	0.0%	2.50	C
Rairok	21.1%	23.6%	*2.5%*	na	2.60	C
RES	22.9%	28.1%	*5.2%*	na	3.00	B-
Rita Christian	24.5%	31.7%	*7.2%*	62.5%	3.50	A-

St. Joseph	32.2%	36.5%	*4.4%*	83.3%	3.00	B-
Tarawa	33.3%	42.5%	*9.2%*	40.0%	3.33	B
Tinak	27.6%	25.0%	*-2.6%*	40.0%	1.83	D+
Tobal	20.0%	27.8%	*7.7%*	90.0%	3.17	B-
Toka	16.7%	15.1%	*-1.6%*	0.0%	1.00	D-
Tokewa	26.7%	20.0%	*-6.7%*	na	1.80	D+
Tutu	16.1%	13.7%	*-2.4%*	0.0%	1.00	D-
UES	24.0%	22.6%	*-1.3%*	na	1.80	D+
Ujae	7.6%	9.1%	*1.5%*	0.0%	1.17	D-
Ulien	23.7%	23.6%	*-0.1%*	85.7%	2.33	C-
Utrik	17.0%	29.8%	*12.7%*	35.7%	3.17	B-
Wodmeej	23.6%	24.8%	*1.1%*	20.0%	2.33	C-
Woja A	25.3%	21.2%	*-4.1%*	76.9%	2.17	C-
Woja M	19.9%	25.4%	*5.6%*	39.1%	2.83	C+
Wotje	19.2%	20.6%	*1.4%*	60.0%	2.67	C
Wotto	19.1%	29.5%	*10.4%*	0.0%	2.83	C+

ENROLLMENT DATA

2012-2013 SCHOOL YEAR

Table 10: Public and Private Schools Enrollment Profile 2012-2013

School type	*Number*	*Teachers*	*Boys*	*Girls*	*Total*	*S/T Ratio*
Public Elementary	80	726	4791	4797	9588	13.2
Public Secondary	6	147	1024	1134	2158	14.7
Total Public	86	873	5815	5931	11746	13.5
Private Elementary	13	135	1061	1002	2063	15.3
Private Secondary	11	65	780	698	1478	22.7
Total Private	24	200	1841	1700	3541	17.7
All Elementary	93	861	5852	5799	11651	13.5
All Secondary	17	212	1804	1832	3636	17.2
All Schools	110	1073	7656	7631	15287	14.2

Table 11: Enrollment Trends: 2009-2013

	2009	*2010*	*2011*	*2012*	*2013*
boys	7704	7767	7862	7802	7748
girls	7286	7290	7534	7436	7379
Total	**14,990**	**15,057**	**15,396**	**15,238**	**15,127**

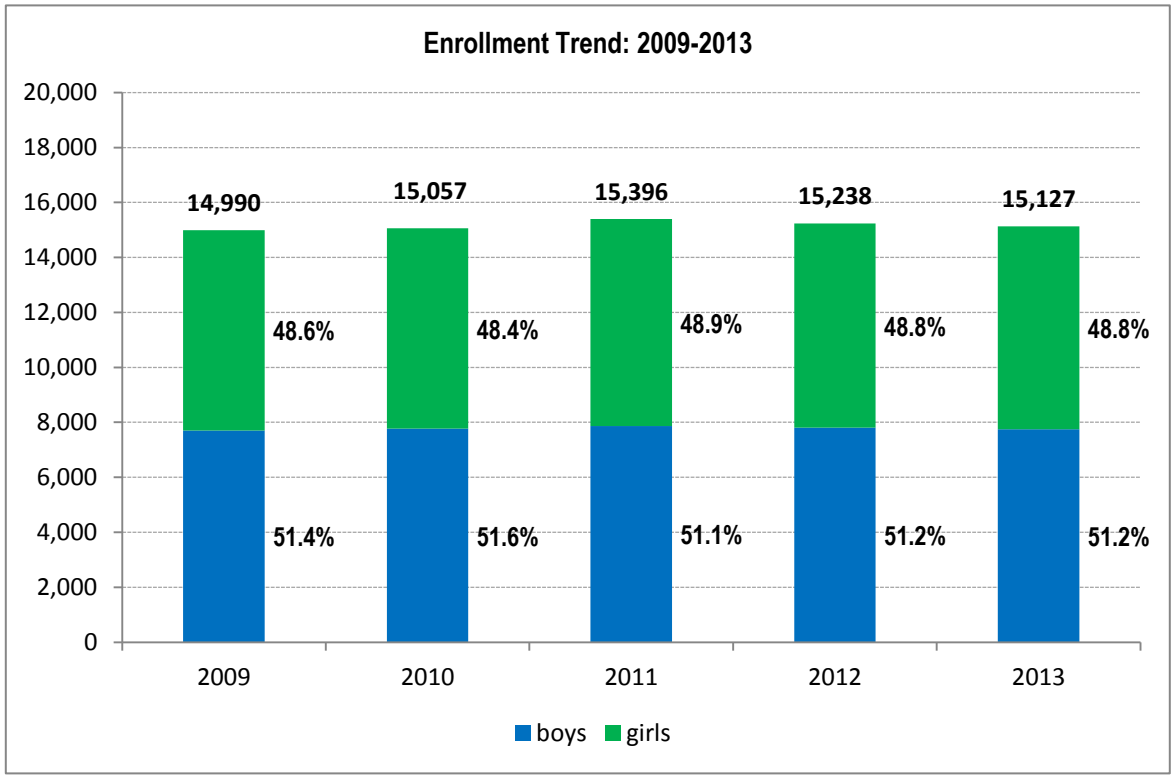


Table 12: Enrollments Distribution by by Grade Levels 2012-2013

	Total	*K*	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*P9*	*9*	*10*	*11*	*12*
Public	*11746*	1097	1213	1139	1076	1100	1054	1040	970	899	*362*	575	589	470	362
Private	*2809*	355	250	242	224	217	192	190	211	189	*0*	237	193	170	139
TOTAL	**14555**	**1452**	**1463**	**1381**	**1300**	**1317**	**1246**	**1230**	**1181**	**1088**	**162**	**812**	**782**	**640**	**501**

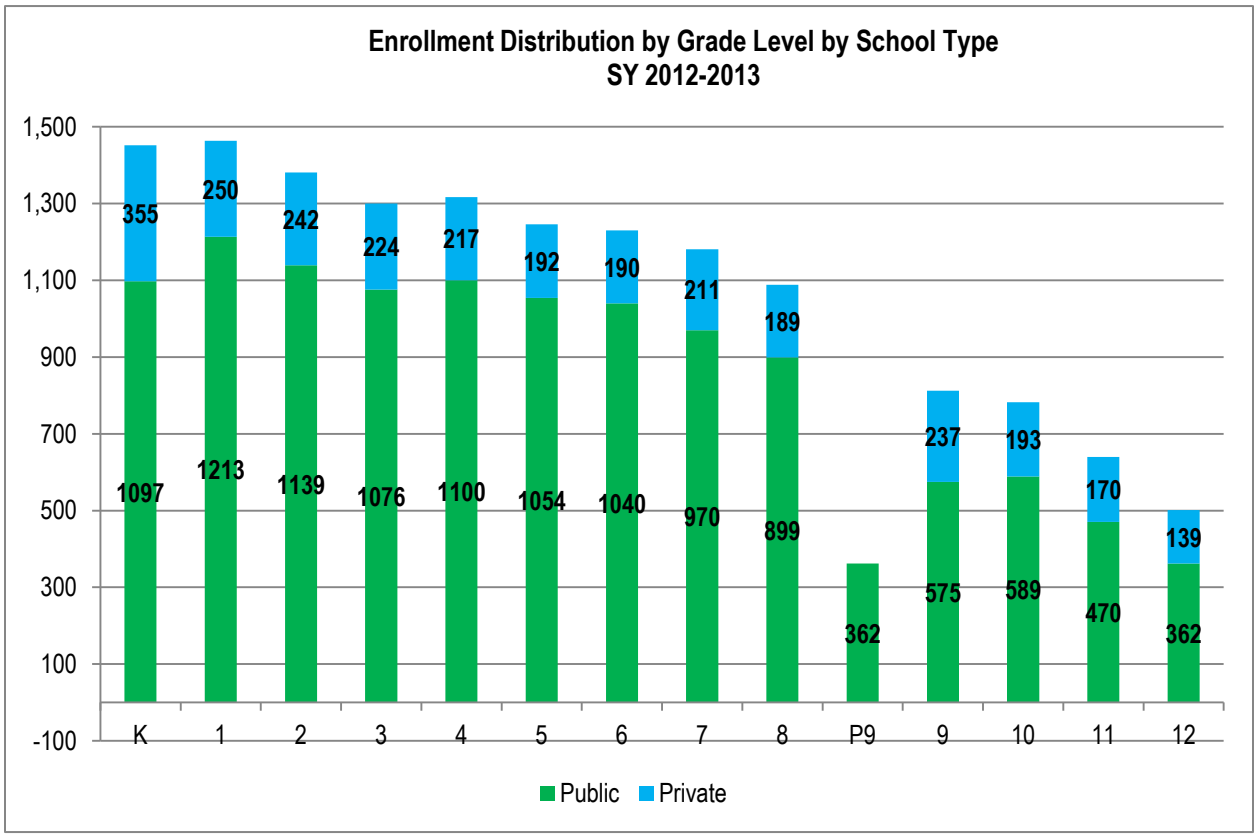
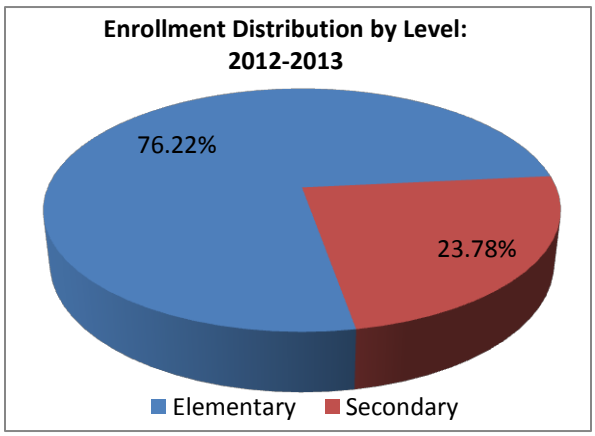


Table 13: Enrollment Distribution by School Type & Level:

School Type	*Number*	*Total*	*Percentage*
Public	86	11746	76.84%
Private	24	3541	23.16%
ALL	110	15287	

Level	*Number*	*Total*	*Percentage*
Elementary	93	11651	76.22%
Secondary	17	3636	23.78%
All Schools	110	15287	



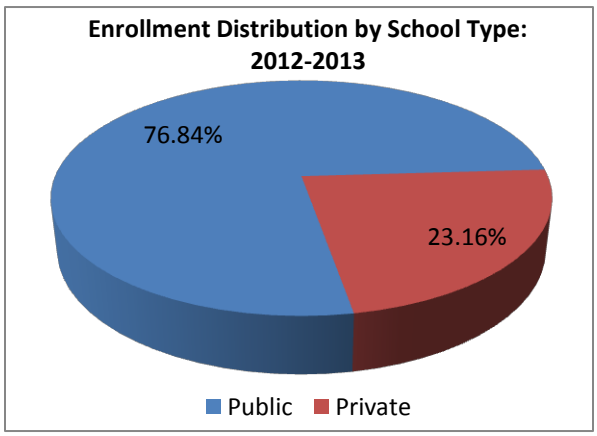
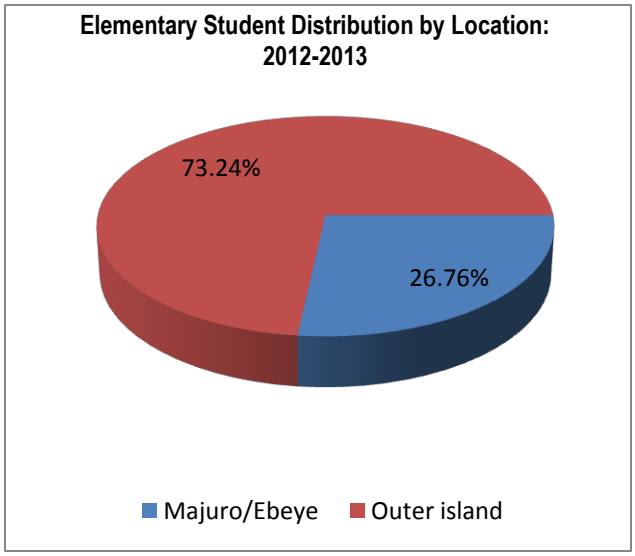


Table 14: Enrollment Distribution by Geography:

Elementary Schools:			
Location	*Number*	*Total*	*Percentage*
Majuro/Ebeye	25	7072	60.70%
Outer island	68	4579	39.30%
Total	93	11651	

Secondary Schools:			
Location	*Number*	*Total*	*Percentage*
Majuro/Ebeye	15	3035	83.47%
Outer island	2	601	16.53%
Total	15	3636	



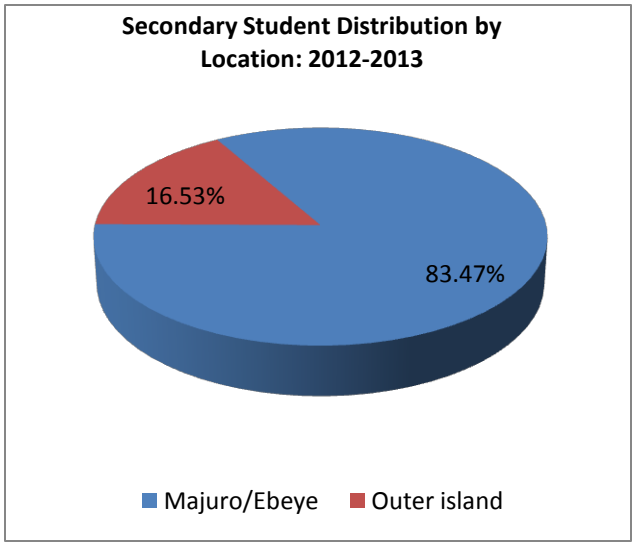


Table 15: Enrollment by Atolls/Islands

Public Elementary Schools		*Enrollment*			*Teachers*	*S/T*
Atoll	*Schools*	*Boys*	*Girls*	*Total*	*Total*	*Ratio*
Ailinglaplap	9	*289*	*284*	*573*	*51*	*11.2*
Ailuk	2	*55*	*58*	*113*	*12*	*9.4*
Arno	11	*342*	*321*	*663*	*70*	*9.5*
Aur	2	*75*	*62*	*137*	*16*	*8.6*
Ebon	3	*94*	*101*	*195*	*21*	*9.3*
Enewetak	1	92	100	192	13	14.8
Jabat	1	12	14	26	6	4.3
Jaluit	7	*228*	*209*	*437*	*39*	*11.2*
Kili	1	56	68	124	7	17.7
Kwajalein	6	*621*	*654*	*1275*	*77*	*16.6*
Lae	1	65	52	117	8	14.6
Lib	1	30	20	50	5	10.0
Likiep	3	*70*	*64*	*134*	*20*	*6.7*
Majuro	9	*1969*	*2062*	*4031*	*235*	*17.2*
Maloelap	5	*99*	*87*	*186*	*25*	*7.4*
Mejatto (Ronglap)	1	52	63	115	8	14.4
Mejit	1	53	52	105	8	13.1
Mili	5	*147*	*121*	*268*	*27*	*9.9*
Namdrik	1	87	82	169	9	18.8
Namu	4	*109*	*96*	*205*	*29*	*7.1*
Ujae	1	60	44	104	7	14.9
Utrik	1	51	59	110	8	13.8

Wotto	1	14	13	27	5	5.4
Wotje	2	121	111	232	20	11.6
TOTAL PUBLIC ELEMENTARY	**79**	**4791**	**4797**	**9588**	**726**	**13.2**

Private Elementary Schools		*Enrollment*			*Teachers*	*S/T*
Atolls	*Schools*	*Boys*	*Girls*	*Total*	*Total*	*Ratio*
Jaluit Private	1	43	41	84	7	12.0
Kwajalein Private	6	437	390	827	51	16.2
Majuro Private	6	581	571	1152	77	15.0
TOTAL PRIVATE ELEMENTARY	**13**	**1061**	**1002**	**2063**	**135**	**15.3**

ALL PRIMARY SCHOOLS TOTAL	**92**	**5852**	**5799**	**11651**	**861**	**13.5**

Public High Schools		*Enrollment*			*Teachers*	*S/T*
Atolls	*Schools*	*Boys*	*Girls*	*Total*	*Total*	*Ratio*
Jaluit: JHS	1	183	164	347	25	13.9
Wotje: NIHS	1	129	125	254	19	13.4
Kwajalein: KAHS	1	166	185	351	20	17.6
Majuro Public High Schools	3	546	660	1206	83	14.5
TOTAL PUBLIC HIGH SCHOOLS	**6**	**1024**	**1134**	**2158**	**147**	**14.7**

Private High Schools		*Enrollment*			*Teachers*	
Atolls	Schools	*Boys*	*Girls*	*Total*	*Total*	*S/T*
Kwajalein Private	4	370	330	700	21	33.3
Majuro Private High Schools	7	410	368	778	44	17.7
TOTAL PRIVATE HIGH SCHOOLS	**11**	**780**	**698**	**1478**	**65**	**22.7**

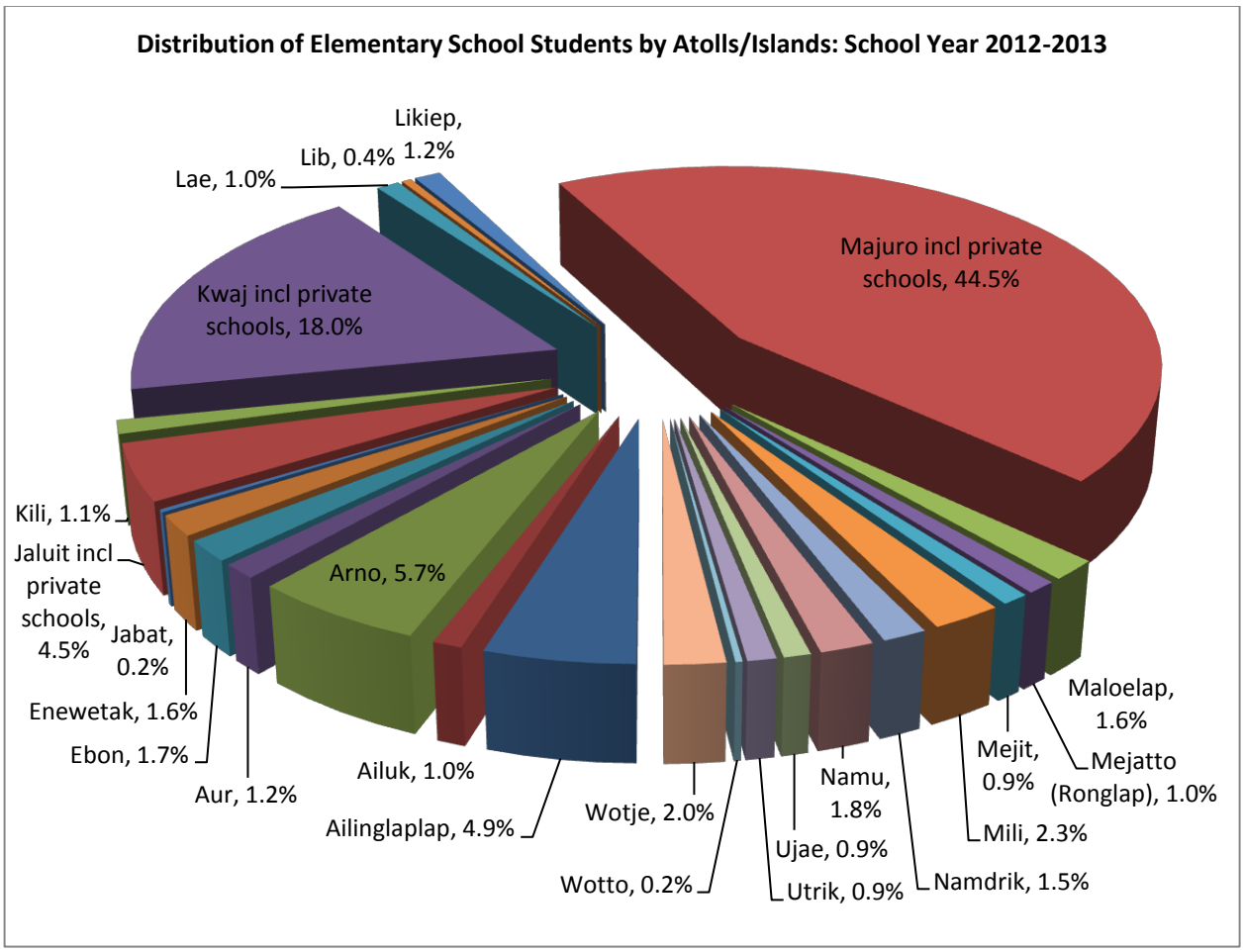
ALL HIGH SCHOOLS TOTAL	**17**	**576**	**553**	**1129**	**64**	**17.6**

ALL SCHOOLS TOTAL	**109**	**6428**	**6352**	**12780**	**925**	**13.8**

Table 16: Distribution of Students and Teachers by Atolls/Islands

Elementary Schools		*Students*		*Teachers*		
Atoll	*Schools*	*Total*	***Percent***	*Total*	*S/T*	***Percent***
Ailinglaplap	9	*573*	***4.9%***	*51*	*11.2*	**5.9%**
Ailuk	2	*113*	***1.0%***	*12*	*9.4*	**1.4%**
Arno	11	*663*	***5.7%***	*70*	*9.5*	**8.1%**
Aur	2	*137*	***1.2%***	*16*	*8.6*	**1.9%**
Ebon	3	*195*	***1.7%***	*21*	*9.3*	**2.4%**
Enewetak	1	192	***1.6%***	13	14.8	**1.5%**
Jabat	1	26	***0.2%***	6	4.3	**0.7%**

Jaluit incl private schools	8	521	***4.5%***	46	23.2	**5.3%**
Kili	1	124	***1.1%***	7	17.7	**0.8%**
Kwaj incl private schools	12	2102	***18.0%***	128	16.4	**14.9%**
Lae	1	117	***1.0%***	8	14.6	**0.9%**
Lib	1	50	***0.4%***	5	10.0	**0.6%**
Likiep	3	*134*	***1.2%***	*20*	*6.7*	**2.3%**
Majuro incl private schools	15	5183	***44.5%***	312	*16.6*	**36.2%**
Maloelap	5	*186*	***1.6%***	*25*	*7.4*	**2.9%**
Mejatto (Ronglap)	1	115	***1.0%***	8	14.4	**0.9%**
Mejit	1	105	***0.9%***	8	13.1	**0.9%**
Mili	5	*268*	***2.3%***	*27*	*9.9*	**3.1%**
Namdrik	1	169	***1.5%***	9	18.8	**1.0%**
Namu	4	*205*	***1.8%***	*29*	*7.1*	**3.4%**
Ujae	1	104	***0.9%***	7	14.9	**0.8%**
Utrik	1	110	***0.9%***	8	13.8	**0.9%**
Wotto	1	27	***0.2%***	5	5.4	**0.6%**
Wotje	2	232	***2.0%***	20	11.6	**2.3%**
TOTAL PUBLIC ELEMENTARY	**92**	**11651**	***100.0%***	**861**	**13.5**	**100.0%**



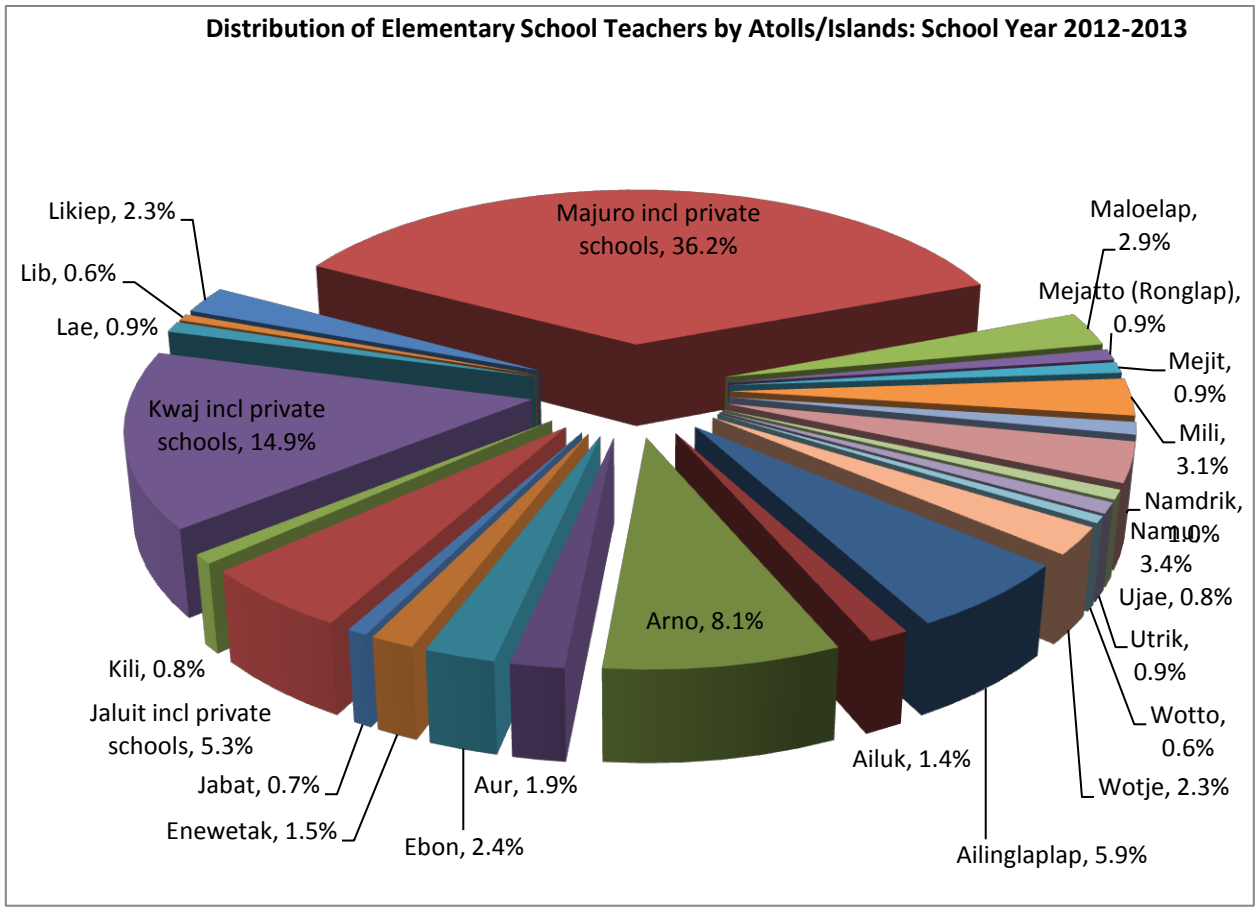

Distribution of Elementary School Teachers by Atolls/Islands: School Year 2012-2013
Majuro incl private schools, 36.2%
Likiep, 2.3%
Lib, 0.6%
Lae, 0.9%
Kwaj incl private schools, 14.9%
Kili, 0.8%
Jaluit incl private schools, 5.3%
Jabat, 0.7%
Enewetak, 1.5%
Ebon, 2.4%
Aur, 1.9%
Arno, 8.1%
Ailuk, 1.4%
Ailinglaplap, 5.9%
Wotje, 2.3%
Wotto, 0.6%
Utrik, 0.9%
Ujae, 0.8%
Namu, 3.4%
Namdrik, 1.0%
Mili, 3.1%
Mejit, 0.9%
Mejatto (Ronglap), 0.9%
Maloelap, 2.9%

Table 17. Enrollments for All Schools 2012-2013

Public Schools	*Total*			*Teachers*		*K*				*1st*		*2nd*			*3rd*			*4th*			*5th*			*6th*			*7th*			*8th*		
Ailinlaplap	*M*	*F*	*Tot*	*Tot*	*S/T*	*M*	*F*	*Tot*	*M*	*F*	*Tot*	*M*	*F*	*Tot*	*M*	*F*	*Tot*	*M*	*F*	*Tot*	*M*	*F*	*Tot*	*M*	*F*	*Tot*	*M*	*F*	*Tot*	*M*	*F*	*Tot*
Aerok A	50	38	88	8	11.0	7	4	11	6	4	10	5	4	9	7	6	13	5	4	9	6	2	8	7	5	12	3	3	6	4	6	10
Buoj	32	41	73	7	10.0	3	3	6	2	7	9	3	5	8	6	2	8	1	7	8	5	8	13	1	4	5	3	3	6	8	2	10
Enewa	23	23	46	5	9.0	6	1	7	0	6	6	1	2	3	3	4	7	1	0	1	2	2	4	4	2	6	3	2	5	3	4	7
Jah	20	24	44	3	14.0	1	1	2	0	5	5	2	3	5	1	3	4	6	5	11	5	2	7	2	2	4	3	3	6	0	0	0
Jeh	41	44	85	7	12.0	7	3	10	4	5	9	6	7	13	4	6	10	5	7	12	4	3	7	1	6	7	2	5	7	8	2	10
Jobwan	29	17	46	6	7.0	3	0	3	1	1	2	3	3	6	3	3	6	4	1	5	7	4	11	4	1	5	1	3	4	3	1	4
Katiej	8	11	19	3	6.0	0	0	0	3	1	4	3	2	5	1	4	5	0	0	0	0	0	0	0	0	0	0	2	2	1	2	3
Mejel	16	12	28	3	9.0	1	1	2	3	1	4	2	1	3	0	5	5	2	0	2	2	0	2	0	0	0	3	2	5	3	2	5
Woja A	70	74	144	9	16.0	7	11	18	5	7	12	9	7	16	9	6	15	14	7	21	7	9	16	8	11	19	7	7	14	4	9	13
Ailuk																																
Ailuk	44	40	84	9	9.0	2	5	7	4	5	9	3	4	7	10	4	14	6	2	8	5	4	9	2	6	8	7	4	11	5	6	11
Enejelar	11	18	29	3	9.0	1	4	5	2	2	4	4	0	4	0	1	1	0	3	3	0	1	1	4	1	5	0	4	4	0	2	2
Arno																																
Arno	38	39	77	8	9.0	4	3	7	7	5	12	6	3	9	5	2	7	3	6	9	1	3	4	2	5	7	5	3	8	5	9	14
Bikarej	34	34	68	6	11.0	3	2	5	2	5	7	5	4	9	5	6	11	5	4	9	3	5	8	4	2	6	4	1	5	3	5	8
Ine	41	27	68	7	9.0	8	6	14	6	4	10	6	3	9	3	1	4	6	4	10	3	1	4	1	2	3	2	1	3	6	5	11
Japo	33	32	65	7	9.0	5	0	5	4	3	7	3	5	8	3	6	9	5	3	8	5	2	7	3	2	5	3	6	9	2	5	7
Kilange	24	35	59	6	9.0	3	4	7	2	3	5	0	4	4	3	5	8	3	3	6	2	2	4	4	4	8	4	7	11	3	3	6
Longar	37	27	64	7	9.0	5	3	8	6	5	11	7	3	10	1	4	5	6	1	7	4	0	4	6	5	11	1	3	4	1	3	4
Tinak	34	26	60	7	8.0	3	2	5	6	2	8	5	4	9	3	2	5	3	4	7	4	4	8	4	4	8	3	2	5	3	2	5
Lukoj	11	19	30	6	5.0	4	1	5	1	2	3	1	1	2	0	3	3	1	1	2	1	4	5	1	2	3	2	1	3	0	4	4
Matolen	39	27	66	6	11.0	1	2	3	7	6	13	6	4	10	8	3	11	4	3	7	4	4	8	5	4	9	3	0	3	1	1	2
Tutu	10	8	18	3	6.0	0	1	1	4	1	5	2	1	3	1	2	3	0	0	0	1	2	3	1	1	2	0	0	0	1	0	1
Ulien	41	47	88	7	12.0	8	2	10	7	5	12	3	5	8	4	6	10	2	5	7	5	8	13	4	8	12	6	3	9	2	5	7
Aur																																
Aur	45	38	83	9	9.0	3	5	8	5	6	11	5	4	9	8	2	10	6	3	9	4	6	10	8	6	14	2	4	6	4	2	6
Tobal	30	24	54	7	7.0	3	1	4	6	3	9	1	2	3	4	1	5	2	2	4	2	3	5	2	3	5	3	6	9	7	3	10
Ebon																																
Ebon	43	66	109	10	11.0	3	7	10	11	8	19	5	8	13	5	7	12	5	6	11	5	7	12	4	6	10	3	6	9	2	11	13
Toka	35	28	63	8	7.0	3	6	9	5	2	7	6	3	9	4	2	6	7	5	12	2	3	5	5	2	7	1	3	4	2	2	4
Enekoion	16	7	23	3	7.0				3	0	3	7	1	8	0	1	1	1	0	1	0	0	0	1	2	3	2	2	4	2	1	3
Enewetak																																
Enewetak	92	100	192	13	15.0	19	16	35	9	13	22	8	11	19	12	10	22	10	10	20	14	12	26	7	5	12	7	12	19	6	11	17

Jabat																																
Jabat	12	14	26	6	4.0	2	1	3	1	1	2	2	1	3	2	5	7	1	1	2	2	0	2	1	2	3	0	0	0	1	3	4
Jaluit																																
Imiej	30	26	56	5	11.0	2	2	4	7	5	12	4	6	10	2	1	3	5	1	6	3	1	4	2	3	5	4	3	7	1	4	5
Imroj	27	24	51	6	8.0	5	0	5	3	3	6	5	5	10	3	3	6	4	3	7	3	3	6	0	2	2	3	4	7	1	1	2
Jaluit	44	44	88	8	11.0	4	5	9	6	9	15	4	7	11	6	3	9	2	4	6	8	3	11	5	8	13	5	2	7	4	3	7
Jabor	53	47	100	9	11.0	9	5	14	4	6	10	10	3	13	6	6	12	2	7	9	5	4	9	7	5	12	6	6	12	4	5	9
Jabnodren	20	18	38	3	12.0	2	3	5	3	3	6	1	1	2	1	0	1	6	1	7	1	4	5	0	3	3	3	2	5	3	1	4
Mejrirok	23	27	50	4	12.0	2	3	5	7	1	8	5	4	9	1	3	4	0	4	4	1	4	5	3	4	7	2	3	5	2	1	3
Narmij	31	23	54	4	13.0	2	4	6	2	2	4	7	1	8	2	2	4	6	4	10	3	3	6	4	3	7	2	1	3	3	3	6
Kili																																
Kili	56	68	124	7	17.0	3	5	8	5	12	17	2	11	13	11	6	17	8	6	14	8	8	16	7	5	12	7	11	18	5	4	9
Ejit	35	25	60	8	7.0	5	1	6	3	4	7	4	4	8	4	5	9	6	0	6	3	4	7	3	3	6	5	3	8	2	1	3
Kwajalein																																
Carlos	17	13	30	3	10.0	0	0	0	3	3	6	2	0	2	5	4	9	1	1	2	2	1	3	1	3	4	1	0	1	2	1	3
Ebadon	20	15	35	3	11.0	0	0	0	1	4	5	3	5	8	3	1	4	3	1	4	2	1	3	3	2	5	3	1	4	2	0	2
Ebeye Kinder	72	90	162			72	90	162																								
Ebeye Middle	151	157	308	16	19.0			0																66	53	119	46	39	85	2	65	67
Ebeye Public	325	304	629	46	13.0			0	68	54	122	68	67	135	69	63	132	64	62	126	56	58	114									
Enniburr	73	75	148	9	16.0	8	7	15	8	8	16	9	12	21	9	10	19	8	12	20	3	10	13	10	4	14	10	5	15	8	7	15
Lae																																
Lae	65	52	117	8	14.0	7	5	12	5	7	12	8	4	12	5	9	14	10	5	15	5	7	12	9	4	13	9	8	17	7	3	10
Lib																																
Lib	30	20	50	5	10.0	8	0	8	3	3	6	3	1	4	2	1	3	4	5	9	5	1	6	2	4	6	1	2	3	2	3	5
Likiep																																
Jebal	10	10	20	5	4.0	0	1	1	1	2	3	1	1	2	2	1	3	0	0	0	1	1	2	1	1	2	2	1	3	2	2	4
Likiep	50	41	91	11	8.0	3	1	4	10	6	16	5	7	12	6	7	13	11	5	16	5	1	6	3	3	6	2	4	6	5	7	12
Melang	10	13	23	4	5.0	1	3	4	0	0	0	1	0	1	2	2	4	0	2	2	2	0	2	0	3	3	3	2	5	1	1	2
Majuro																																
Ajeltake	173	154	327	16	20.0	18	18	36	19	17	36	15	20	35	15	13	28	19	22	41	21	18	39	25	16	41	22	14	36	19	16	35
Delap	390	410	800	30	26.0	32	21	53	69	82	151	56	66	122	59	76	135	77	54	131	51	63	114	46	48	94						
Kindergarten	50	62	112	16	7.0	50	62	112																								
Laura	240	258	498	27	18.0	28	33	61	28	32	60	27	31	58	29	26	55	20	32	52	28	24	52	29	26	55	29	28	57	22	26	48
MMS	240	292	532	28	19.0																						125	146	271	115	146	261
Rairok	286	263	549	32	17.0	40	28	68	60	45	105	40	41	81	31	38	69	42	39	81	36	36	72	37	36	73						
Rita	419	449	868	42	20.0	40	56	96	61	85	146	67	79	146	65	63	128	71	58	129	72	58	130	43	50	93						
Uliga	41	42	83	20	4.0																20	18	38	21	24	45						

Woja M	88	102	190	16	11.0	14	12	26	7	16	23	10	9	19	6	7	13	9	15	24	10	5	15	9	9	18	12	17	29	11	12	23
Maloelap																																	
Aerok M.	20	17	37	7	5.0	2	2	4	1	3	4	3	2	5	1	2	3	1	0	1	0	2	2	6	3	9	3	1	4	3	2	5
Jang	9	7	16	3	5.0	4	0	4	1	0	1	0	3	3	0	1	1	0	1	1	0	0	0	2	1	3	2	1	3	0	0	0
Kaven	21	25	46	5	9.0	0	2	2	2	3	5	4	1	5	2	1	3	4	3	7	2	3	5	1	3	4	2	5	7	4	4	8
Ollet	21	14	35	5	7.0	1	2	3	2	3	5	6	0	6	2	4	6	1	2	3	2	1	3	4	0	4	3	2	5	0	0	0
Tarawa	28	24	52	5	10.0	2	1	3	7	2	9	1	4	5	2	2	4	2	3	5	5	1	6	1	6	7	4	4	8	4	1	5
Rongelap																																	
Mejatto	52	63	115	8	14.0	3	6	9	5	9	14	3	10	13	4	5	9	7	4	11	7	6	13	10	7	17	7	6	13	6	10	16
Mejit																																	
Mejit	53	52	105	8	13.0	5	5	10	8	4	12	3	7	10	6	5	11	6	2	8	5	7	12	4	6	10	7	9	16	9	7	16
Mili																																	
Enejet	35	25	60	6	10.0	5	1	6	3	4	7	4	4	8	4	5	9	6	0	6	3	4	7	3	3	6	5	3	8	2	1	3
Lukonwod	18	16	34	3	11.0	3	2	5	3	4	7	2	4	6	3	1	4	2	1	3	1	1	2	2	3	5	1	0	1	1	0	1
Mili	54	36	90	8	11.0	5	7	12	7	3	10	8	1	9	8	3	11	5	1	6	6	5	11	6	7	13	3	6	9	6	3	9
Nallo	31	34	65	7	9.0	3	5	8	2	4	6	5	2	7	2	5	7	2	7	9	5	2	7	3	4	7	1	4	5	8	1	9
Tokewa	9	10	19	3	6.0	1	2	3	0	0	0	5	1	6	0	1	1	0	4	4	1	0	1	0	0	0	2	2	4	0	0	0
Namdrik																																	
Namdrik	87	82	169	9	18.0	9	8	17	11	9	20	6	7	13	14	12	26	10	6	16	10	9	19	8	11	19	8	11	19	11	9	20
Namu																																	
Loen	28	22	50	8	6.0	5	3	8	1	1	2	3	4	7	0	0	0	4	3	7	5	4	9	2	2	4	5	2	7	3	3	6
Mae	23	13	36	5	7.0	4	1	5	1	1	2	1	3	4	4	0	4	3	2	5	0	1	1	2	1	3	4	3	7	4	1	5
Majkin	38	38	76	9	8.0	2	6	8	6	1	7	3	4	7	3	5	8	7	4	11	5	5	10	7	5	12	1	3	4	4	5	9
Namu	20	23	43	7	6.0	3	2	5	4	1	5	3	1	4	0	4	4	0	4	4	2	3	5	5	3	8	1	4	5	2	1	3
Ujae																																	
Ujae	60	44	104	7	14.0	7	9	16	5	6	11	7	2	9	3	2	5	10	7	17	8	4	12	5	2	7	8	5	13	7	7	14
Utrik																																	
Utrik	51	59	110	8	13.0	9	7	16	5	6	11	8	7	15	7	4	11	5	4	9	2	2	4	2	10	12	7	11	18	6	8	14
Wotho																																	
Wotho	14	13	27	5	5.0	0	1	1	4	3	7	4	1	5	2	2	4	0	1	1	1	0	1	1	2	3	2	1	3	0	2	2
Wotje																																	
Wodmeej	19	28	47	6	7.0	1	3	4	2	3	5	2	4	6	0	5	5	0	6	6	4	1	5	4	1	5	2	0	2	4	5	9
Wotje	102	83	185	14	13.0	8	7	15	16	10	26	9	8	17	9	10	19	13	14	27	15	8	23	12	13	25	14	10	24	6	3	9
Total	4821	4792	9613	726	13.0	552	542	1094	601	607	1208	566	570	1136	535	541	1076	580	519	1099	548	506	1054	522	518	1040	477	493	970	403	496	899

Private Schools	*Total*			*Teachers*		*Kinder & Pre-K*			*1st Grade*			*2nd Grade*			*3rd Grade*			*4th Grade*			*5th Grade*			*6th Grade*			*7th Grade*			*8th Grade*		
Jaluit	*M*	*F*	*Tot*	*Tot*	*S/T*	*M*	*F*	*T*	*M*	*F*	*T*	*M*	*F*	*T*	*M*	*F*	*T*	*M*	*F*	*T*	*M*	*F*	*T*	*M*	*F*	*T*	*M*	*F*	*T*	*M*	*F*	*T*

St. Joseph	43	41	84	7	12.0	2	3	5	4	8	12	6	8	14	3	5	8	5	3	8	2	5	7	7	6	13	8	3	11	6	0	6
Kwajalein																																
Ebeye Calvary	48	29	77	9	8.6	5	6	11	10	1	11	3	1	4	8	3	11	3	5	8	1	4	5	2	5	7	6	1	7	10	3	13
Ebeye Christian	57	30	87	7	12.4	0	0	0	4	6	10	9	6	15	5	2	7	12	2	14	4	2	6	6	4	10	7	6	13	10	2	12
Ebeye SDA	121	114	235	9	26.1	31	20	51	19	13	32	9	11	20	14	8	22	14	10	24	11	9	20	6	12	18	10	15	25	7	16	23
GEM	76	53	129	8	16.1	10	8	18				19	8		16	12		11	8		11	6		6	4		3	7				
Jebro	51	79	130	7	18.6	11	18	29	6	9	15	5	10	15	3	6	9	4	6	10	5	7	12	8	6	14	3	8	11	6	9	15
Queen of Peace	84	85	169	11	15.4	14	8	22	12	15	27	8	16	24	11	5	16	11	6	17	4	9	13	8	3	11	11	11	22	5	12	17
Majuro																																
Ajeltake Christia	26	31	57	5	11.4	0	1	1	6	8	14	4	9	13	4	2	6	4	2	6	2	0	2	2	3	5	1	3	4	3	3	6
Assumption	142	158	300	24	12.5	20	32	52	19	20	39	14	13	27	20	19	39	17	15	32	13	10	23	14	15	29	14	17	31	11	17	28
Delap SDA	106	121	227	11	20.6	24	27	51	13	14	27	9	16	25	11	9	20	10	14	24	10	16	26	9	11	20	9	6	15	11	8	19
Majuro Baptist	146	122	268	15	17.9	30	32	62	16	11	27	15	13	28	17	10	27	16	12	28	17	11	28	11	11	22	17	11	28	7	11	18
Majuro Coop	124	113	237	14	16.9	21	19	40	14	11	25	13	12	25	12	11	23	15	9	24	13	12	25	11	13	24	13	13	26	12	13	25
Rita Christian	37	26	63	8	7.9	3	10	13	4	0	4	2	3	5	6	2	8	3	0	3	3	5	8	6	1	7	7	1	8	3	4	7
Total	1061	1002	2063	135	15.3	171	184	355	133	117	250	116	126	242	130	94	224	125	92	217	96	96	192	96	94	190	109	102	211	91	98	189

Elementary	*Total Enrollment*			*Teachers*		*Kinder*			*1st Grade*			*2nd Grade*			*3rd Grade*			*4th Grade*			*5th Grade*			*6th Grade*			*7th Grade*			*8th Grade*		
	M	F	Tot	Tot	S/T	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot	M	F	Tot
Public	4791	4797	9588	726	13.0	553	544	1097	604	609	1213	568	571	1139	535	541	1076	581	519	1100	548	506	1054	522	518	1040	477	493	970	403	496	899
Private	1067	1003	2063	135	15.3	171	184	355	133	117	250	116	126	242	130	94	224	125	92	217	96	96	192	96	94	190	109	102	211	91	98	189
TOTAL	5858	5800	11651	861	13.5	724	728	1452	737	726	1463	684	697	1381	665	635	1300	706	611	1317	644	602	1246	618	612	1230	586	595	1181	494	594	1088

	Total Enrollment			*Teachers*		Pre 9th			9th Grade			10th Grade				11th Grade			12th Grade		
School	M	F	Total	Tot	T Rati	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
JHS	183	164	347	25	13.9	16	10	26	50	32	82	51	46	97	35	38	73	31	38	69	
NIHS	129	125	254	19	13.4	18	13	31	23	19	42	37	37	74	31	28	59	20	28	48	
KHS	166	185	351	20	17.6			0	48	76	124	48	37	85	37	43	80	33	29	62	
LHS	131	146	277	10	27.7			0	49	47	96	36	49	85	26	28	54	20	22	42	
MIHS	395	472	867	66	13.1	53	52	105	103	116	219	99	123	222	79	101	180	61	80	141	
LSA	20	42	62	7	8.9			0	2	10	12	10	16	26	8	16	24	0	0	0	
Total	1024	1134	2158	147	14.7	87	75	162	275	300	575	281	308	589	216	254	470	165	197	362	

	Total Enrollment			*Teachers*			9th Grade			10th Grade			11th Grade			12th Grade		
School	M	F	Total	Tot	S/T		M	F	T	M	F	T	M	F	T	M	F	T
Ebeye Calvary	48	40	88	5	17.6		16	15	31	9	10	19	12	8	20	11	7	18
Ebeye SDA	38	41	79	6	13.2		12	15	27	12	12	24	8	6	14	6	8	14

Jabro	53	51	104	5	20.8		18	25	43	12	12	24	13	4	17	10	10	20
Queen of Peace	46	33	79	5	15.8		9	15	24	15	9	24	13	3	16	9	6	15
Ajletake Christia	1	2	3	1	3.0		1	2	3			0			0			0
Assumption	43	44	87	8	10.9		12	9	21	10	14	24	15	14	29	6	7	13
Delap SDA	26	34	60	6	10.0		10	13	23	7	7	14	5	7	12	4	7	11
Majuro Baptist	31	32	63	6	10.5		9	7	16	8	9	17	7	7	14	7	9	16
Majuro Coop	27	32	59	9	6.6		9	7	16	5	7	12	10	7	17	3	11	14
Marshall Christia	59	21	80	8	10.0		13	5	18	15	6	21	20	5	25	11	5	16
Rita Christian	18	19	37	6	6.2		6	9	15	7	7	14	4	2	6	1	1	2
Total	390	349	739	65	11.4		115	122		100	93		107	63		68	71	

High Schools	*Enrollment*			*Teachers*		Pre 9th			9th Grade			10th Grade			11th Grade			12th Grade		
	M	F	Tot	Tot	S/T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Public	1024	1134	2158	147	14.7	87	74	161	275	300	575	281	308	589	216	254	470	165	197	362
Private	390	349	739	65	11.4	0	0	0	115	122	237	100	930	1030	107	63	170	68	71	139
TOTAL	1414	1483	2897	212	13.7	87	74	161	390	422	812	381	1238	1619	323	317	640	233	268	501

ALL SCHOOLS

	Total Enrollment			*Teachers*	
School	M	F	Tot	Tot	S/T
Public	5815	5931	11746	873	13.5
Private	1457	1352	2809	200	14.0
TOTAL	7272	7283	14555	1073	13.6