

MINISTRY OF EDUCATION
Republic of the Marshall Islands
ANNUAL REPORT: 2011-2012



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Majuro, Marshall Islands

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Message from the Minister of Education

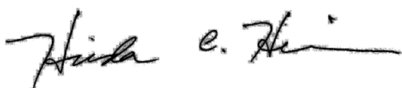
I am pleased to submit this Annual Report for the Ministry of Education (MOE) for Fiscal Year 2012. The Annual Report is organized around outcomes and objectives set out under the performance based budget process of the RMI Government. The goals and outcomes were based on the MOE Strategic Plan which expired in 2012. The report summarizes key activities that took place in the reporting period, accomplishments and challenges faced and tries to answer the questions who, what, why, at what costs and so what? There are numerous data presented here to answer those questions and to support conclusions made and achievements recorded. We invite you to read the report at your pleasure and to contact us if we can further assist in your understanding of the information presented here.

The Ministry of Education continues to face numerous challenges that prevent it from effectively and efficiently carrying out its mandate to the people. Challenges come in the form of bottleneck within the government bureaucracy; limited transportation to connect and support outer island schools, lackluster demand for education by parents and communities and limited capacity of MOE staff to fully discharged roles and functions as envisioned. These are not excuses but real constraints for which solutions must be identified.

Although MOE is nowhere near its set goals, rest assured that a lot was done and has been accomplished towards meeting these goals: many school buildings were built and school furniture and equipment provided; books were ordered and printed; classroom supplied with needed instructional materials; ongoing student assessment faithfully conducted; many students and teachers completed their educational goals and move forward from one level to the next in their quests for higher education and improved career goals.

However, the demand for education by the RMI citizenry continues to lag behind efforts to meet the supply side of the education equation. While schools have been built and teachers are trained and deployed as needed, higher drop-out rates continue to plague the system. Drop out data for the last three school years tell us that far too many of our children are still falling through the cracks. Children deserve consistent, disciplined and supportive home environments with high expectations to do good work in school and to know we care for them. Indeed, children cannot stay focused and competitive in school without food in their stomachs, adequate sleep at night, homework done or gentle support and encouragement by parents on a day-to-day basis. 7

On behalf of students, teachers and staff, we collectively extend our sincere appreciation to local, regional and international partners and donors, to stakeholders in the RMI and to the RMI Government for your continued support to the Ministry of Education.



Hilda C. Heine, Ed.D.
Minister of Education

EXECUTIVE SUMMARY BY THE SECRETARY OF EDUCATION

In its collective effort of pursuing the SHARED MISSION of which is grounded on the Statement: “*Our Students are the Key to a Peaceful and Productive Marshall Islands,*” this Annual report 2012 for the Ministry of Education has taken to task the purpose of presenting the achievements, challenges and ways forward confronted by each of the functional divisions established under the organizational structure of the MOE portfolio as listed below:

- Division of Budget, Personnel & Administration; (Outcome 1)
- Division of Policy & Research; (Outcome 2)
- Division of Property & Maintenance; (Outcome 3)
- Division of Schools (Outcome 4,5,6,7,9) and
- Division of Kwajalein Schools & ESN. (Outcome 8)

The performance of each division is measured against the following descriptive outcomes for which some of the end results are **highlighted** as achievements:

- **Outcome 1:** To improve the efficiency and effectiveness of MOE staff through the provision of Budget, Finance and HR development - **completed and to submit overdue annual reports from prior program years: FY09, FY10, FY 11; timely completion of PBB quarterly reports; signed agreement with Fiji Volunteer program; completed and disseminated the FY12 Teacher Assignment and the newly restructured organization for the Ministry of Education; 54 teachers graduated from various professional development/degree program coordinated by the Staff Development Office with partner higher education institutions (See detailed report, Division of Budget, Personnel and Administration)**
- **Outcome 2:** Improve education results in the RMI through research, testing, data management and IT services- **reviewed and scrutinized discrepancies in the FY11 MISAT 3 results that led to the overall revision of the MISAT 3; improved collection of data from schools; assisted two more schools towards WASC accreditation and developed an RMI accreditation system including a manual and operating procedures; develop adequate yearly progress to measure school performances; surveyed computer needs of schools and prepared teachers and schools for launching of the OLPS programs; administered SAT 10 at MIHS for grades 10-12; assisted MIHS with selection and training on new data system – PowerSchool; surveyed Uliga and Delap communities to determine extend of truancy and drop out problems (See detailed report, Division of Policy & Planning)**
- **Outcome 3:** Provide property maintenance services to all schools and administration building and coordinate expanded community role for school maintenance and upkeep- **coordinated with communities on Arno atoll in the construction of school buildings (Japo and Ulien Elementary Schools) funded under the Japan Grassroots Grant scheme; assisted schools’ requests with purchase of school buses; completed an Energy Audit and policy paper on all MOE facilities; (See detailed report, Division of Property & Maintenance).**
- **Outcome 4:** To provide access and improve student performance and learning outcomes at Early childhood and primary levels; **Outcome 5:** To provide access and improve student performance and learning outcomes at Secondary level; **Outcome 6:** To incorporate vocational education in the RMI curriculum; **Outcome 7** To continue to improve the effectiveness of classroom instruction through improved curriculum, testing and teacher program delivery; **Outcome 9** To address the needs of special education students - **the Division of Schools coordinated activities in response to Outcomes 4,5,6,7,**

and 9 have made accomplishments toward these outcome goals which include: (1) recruitment and placement of 12 Fiji Retired Teacher volunteers in all the five (5) public high schools to teach in the specialized core subjects and also the hiring of five (5) Master teachers from Fiji to assist in the development guided lessons for grades K-8.; 2) The creation of the “Katakin Project” at the College of the Marshall Islands (26 student participants) to develop potential teachers to replace and improve pool of qualified teachers at MOE; 3) enforcing Teacher Standards and Licensing Board requirement for teacher certification leading to 54 teachers completing various training/certification levels; replaced NVTI with Life Skills Academy designed to offer more vocational and skills training for its students (See detailed reports from Elementary & Secondary Schools Division)

- **Outcome 8:** To improve service delivery and learning outcomes by addressing the special needs of the students on Kwajalein atoll (Ebeye Special Needs)-**See detailed report, Division of Kwajalein Schools & ESN - Timeliness in the preparation and submission of reports-**It has been and still is a challenge for people to take responsibility and become proactive in finding ways and means of meeting the deadlines of reports.

In pursuing these challenges, this Annual report 2012 identifies the critical role of “Partnership” being the way forward to a resolution in the sense that with:

- ✓ **Timeliness in the preparation and submission of reports- Partnership with PTA s and Local Governments have led to better oversights (monitoring, tracking and reporting) of schools;**
- ✓ **Supply and Demand for Teachers/Staff- Partnership with tertiary institutions i.e., CMI, USP and BYUH have produced positive results with 52 graduates in 2012;**
- ✓ **Geographical Isolation-Partnership with donor countries (ROC, Japan, US) and SOEs (NTA) among others have contributed to the donations of solar laptops, solarized school buildings and installation of call centers with access to cell phone and internet services.**

Education is partnership. It cannot prevail on its own without the support and assistance from all stakeholders-students, parents, teachers, principals, communities, governments and donors. Thus, it is of importance that recognition be given to all of you who continues to join the Ministry of Education, RMI in the BIG PUSH for an education of sustainability.



Gary Ueno
Secretary of Education

DIVISION OF ADMINISTRATION, FINANCE & HUMAN RESOURCES

The Division of Administration, Finance and Human Resources (AFHR) is comprised of the Offices of Personnel; Staff Development; Teachers' Certification & Licensing; and Budget/Procurement. Its overall mandate and responsibilities are to provide administrative and logistical support to the Ministry and schools.

During the latter part of the fiscal year (July 2012), the Ministry underwent an organizational restructure. As part of the restructure, the Division was renamed from Division of AFHR to Division of Personnel, Budget & Administration (PBA). The Office of Staff Development was transferred and placed under the auspices of the Assistant Secretary for Schools. The other component of the Office, Teachers' Licensing and Certification, was also transferred and is now reporting directly to the Secretary of Education. Another new Office recently created, as part of the new organizational restructure, and reporting directly to the Secretary of Education, is the Ministry's Public Relations Office. Finally, the Office of Information Technology that was previously under the auspices of the Division of Policy & Planning has been transferred and is now under the Division of PBA.

As with previous annual reports, this year report will include highlights, challenges and ways forward. Additionally, it will also include both personnel and budgetary analysis, which have had and will continue to have detrimental effects on MOE's implementation of its mandate – ensuring an educated citizenry in the RMI. In the face of these monumental budgetary challenges, it is hoped and desired that the statistical data and analysis highlighted in the report will be seriously reviewed by the appropriate bodies, including the Nitijela, with positive and appropriate solutions to help alleviate the current situation and future outlook.

PERSONNEL OFFICE

Under the supervision of the Assistant Secretary of Administration, Finance, and Human Resources (AFHR) and as required under the Ministry of Education, the Personnel Office's key responsibilities include, but not limited to, the timely recruitment, placements, hiring, retaining of qualified employees as well as other personnel related tasks in close collaboration with the PSC, Ministry of Finance, Chief Secretary, and the Attorney General's Office.

Output 1.1.1 – To strengthen the management and administration of Personnel Office to improve delivery of Educational Services.

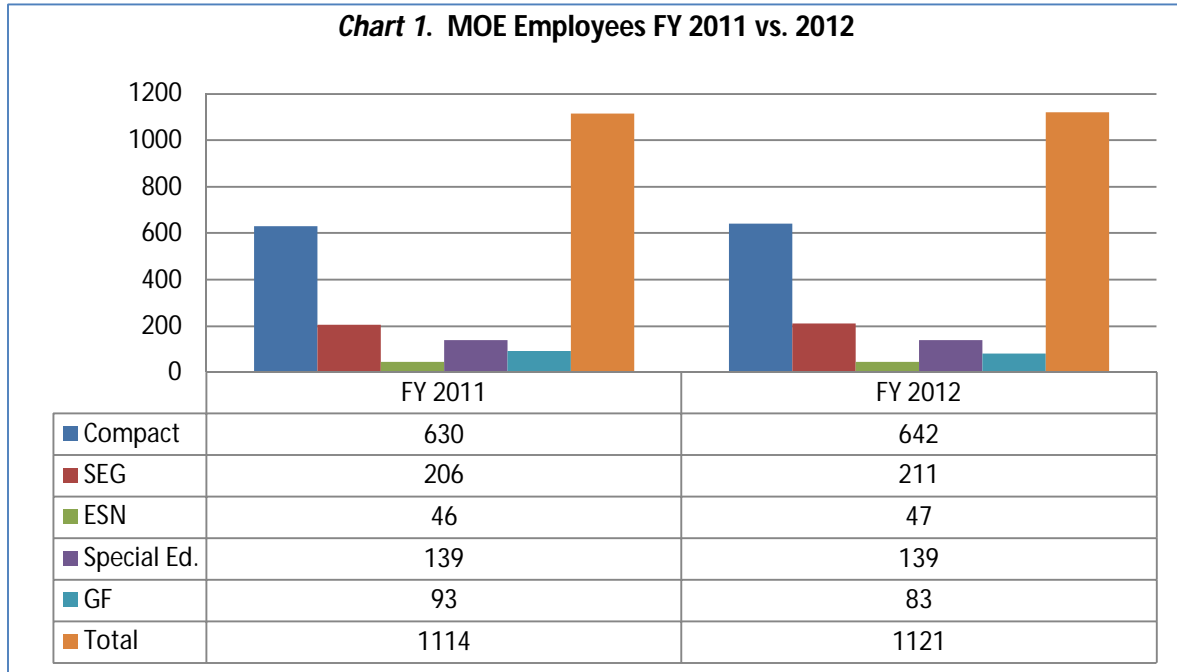
Major Accomplishments:

- *Approval of Personnel Re-Classification Pay Scale between the Ministry and PSC to make the teaching profession more attractive.*
- *Signing of a MOA between GRMI and Government of Fiji for the recruitment of volunteers to fill in Teachers Training and much needed teaching posts.*
- *Development of a new organizational chart to streamline implementation of programs and services.*

Major challenges and way forward are outlined in the information listed below.

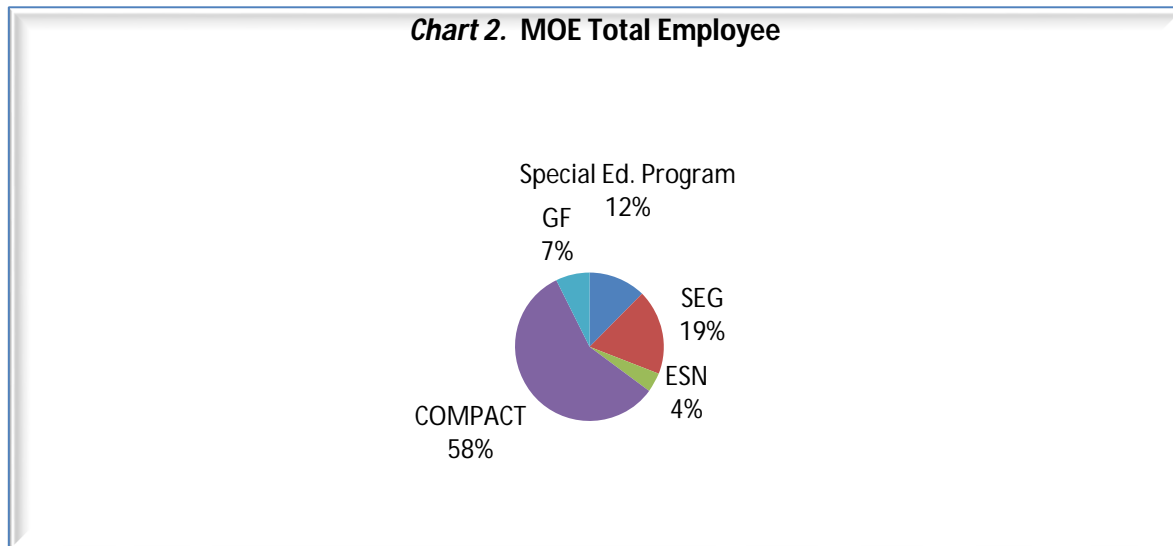
During FY 2012, the Ministry of Education had a total of one thousand one hundred and twenty-one employees (1121), which comprised of slightly more than fifty per cent (50%) of the total GRMI workforce. The chart below shows a comparison of employees in FY 2011 and FY 2012. As may be noted, there was a one percent per cent (1%) increase in the numbers of employee from FY 2011. The budget section of the report will provide a more detailed analysis of the personnel and operational costs and the impact of the annual decrement.

Chart 1 below shows a comparison of employees from FY 2011 to FY 2012.



By comparison, ninety-three per cent (93%) of the MOE’s workforce continued to be paid out of funds allocated from the US Government (Compact, SEG, ESN and Federal Grant). A mere seven per cent (7%) are being paid from the locally generated revenues derived from the General Fund. RMI’s continued heavy reliance on US funds to sustain its Education Sector is quite grim now and with the impact of the annual decrement in the compact sector grant and non-inflation adjustments in the SEG, it will become even grimmer in years to come (please see chart 2 below).

Chart 2 lists the percentage of personnel costs paid from the different sources of funds allocated in the Ministry’s FY 2012 budget.



To further compound and/or complicate the current situation, MOE, as part of its valiant efforts to ensure the delivery of quality educational programs and services, has embarked on a mandate to ensure that its teaching force has to meet the minimum qualification of either an AS degree in Elementary Education or Certificate in Early Childhood Education. MOE has also worked with PSC and has set as a condition for continued

employment teachers must work towards attaining the minimum qualification or else be released from the profession. Moreover, teachers that have met the minimum requirements are strongly encouraged to pursue higher degrees.

In FY 2012, MOE and PSC approved the Personnel Re-Classification System, which called for the salary augmentation of teachers, head teachers, vice principals and principals. The recent approval of the Re-Classification System and the push to have teachers continuously pursue higher degrees does indeed come with a rather expensive price tag (\$2,294,051.00). A three year implementation phase for the new salary schedule is being considered by the Cabinet beginning in FY 2014.

The bleak prospect of the annual decrement, combined with the annual transfer outs and the fact that a mere 7% per cent of the RMI’s General Fund is being used to cover MOE’s salaries/wages, the question now is will the MOE’s annual allocation of General Fund be increased to address the continued decrement in compact sector grant, particularly in addressing employees’ salaries and MOE’s operations?

Compact Sector Grant paid for fifty-eight per cent (58%) of MOE employees in FY 2012. As may be noted from the chart below, majority of those being paid out of the compact are schools’ personnel, which includes administrators, support staff and teachers. Outer Islands’ school personnel (22%) comprised of the majority of those being paid out of the compact.

Chart 3 lists the number of employees being paid out of Compact Sector Grant.

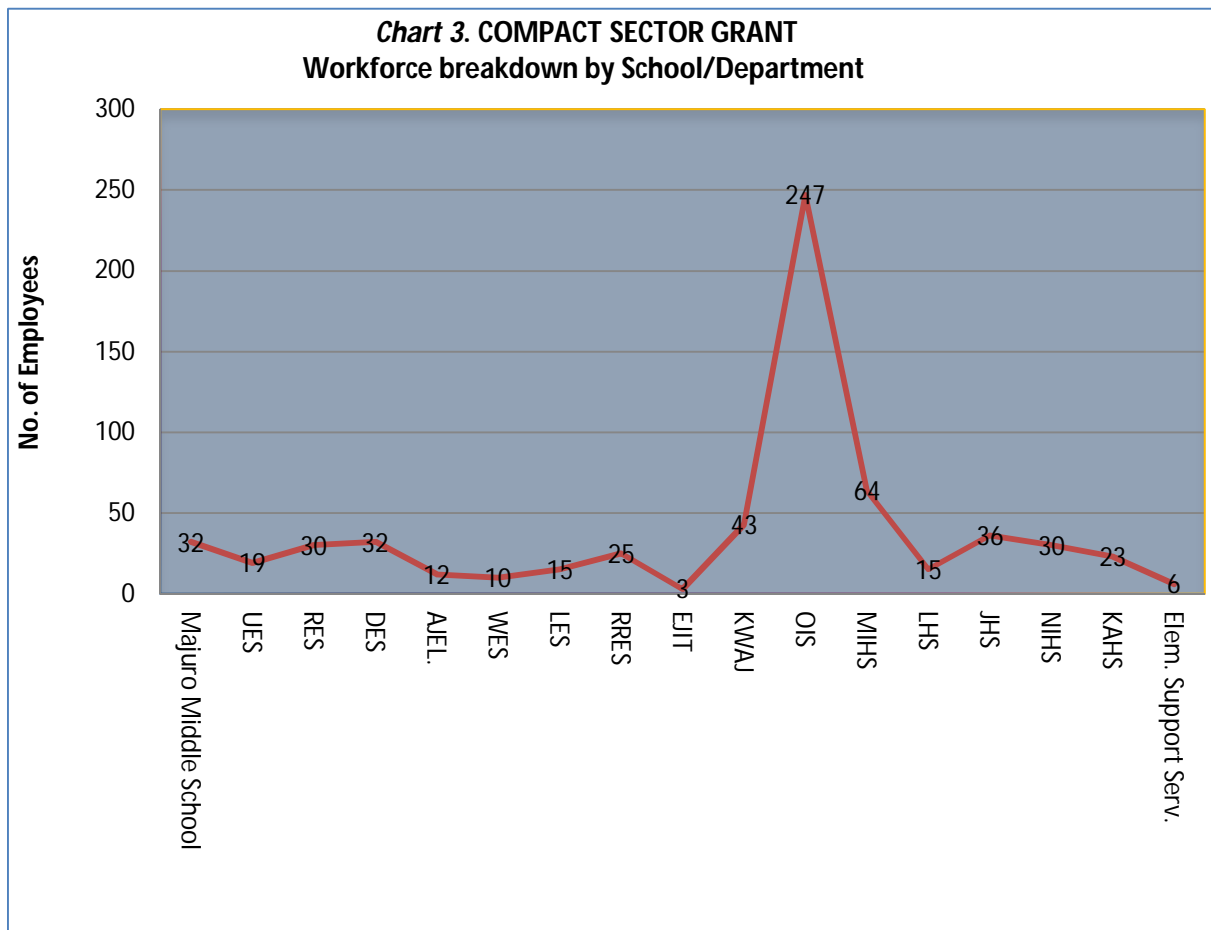
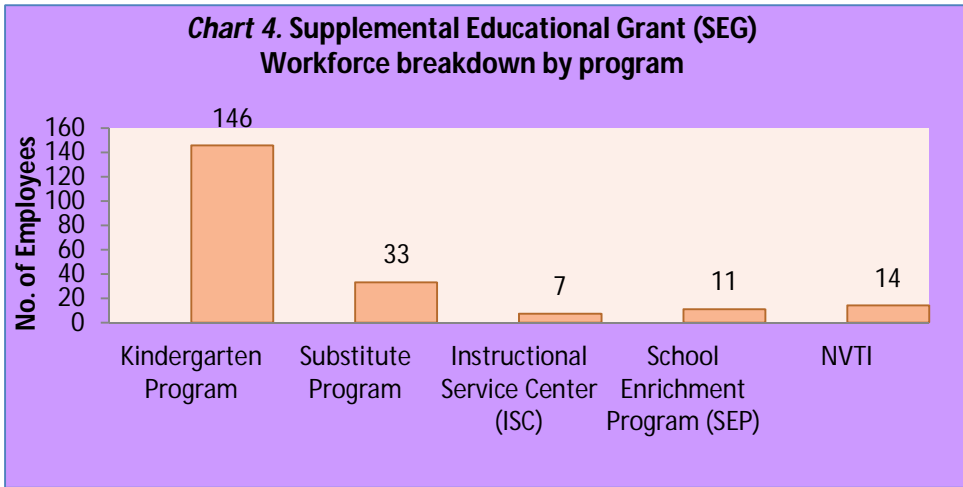


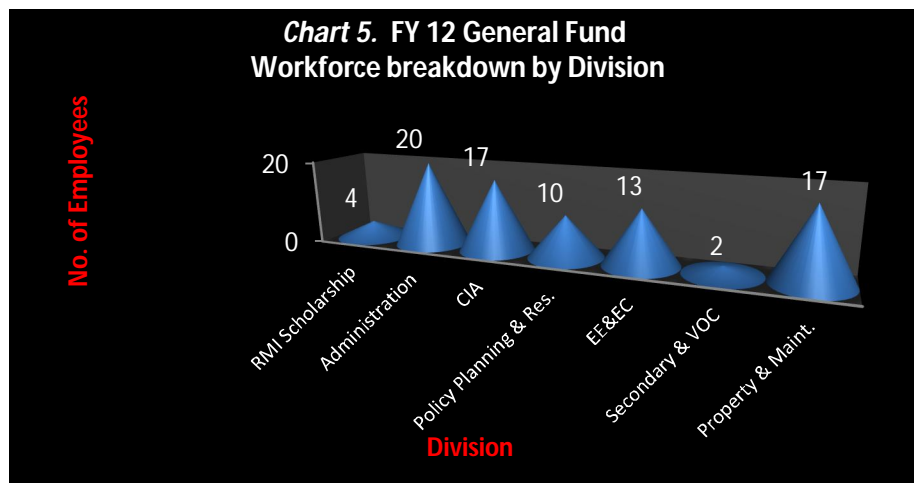
Chart 4 below lists employees being paid out of the Supplemental Education Grant (SEG).



Kindergarten teachers, administrators and support comprised of sixty nine per cent (69%) of those paid from the SEG in FY 2012.

The SEG has not yet been adjusted for inflation as required under the Amended Compact of Free Association. The non-inflation adjustment has had detrimental effects, as first, it should have been adjusted as outlined in the Amended Compact, and secondly, with the so called ‘Discretion Clause,’ employees being paid out of the SEG as listed above (Kindergarten, NVTI, Substitute Teachers and other employees under the School Enrichment Program and Instructional Service Center), are likely to be laid off or critical Ministerial support programs (substitute teachers, purchase of textbooks, supplies & materials) are likely to be severely reduced and/or cut further should US Congress decides to further cut the annual SEG allocation based on the ‘Discretionary Clause’ and without the inflation adjustment being made¹.

Chart 5 lists the number of employees being paid of the General Fund from the different divisions within the Ministry. Divisions of AFHR, Property & Maintenance and CIA comprise of the three largest divisions whose staff are being paid out of the GF, the Division of Secondary & Vocational being the smallest (has now been merged under the new Division of Schools as part of the new re-structure).

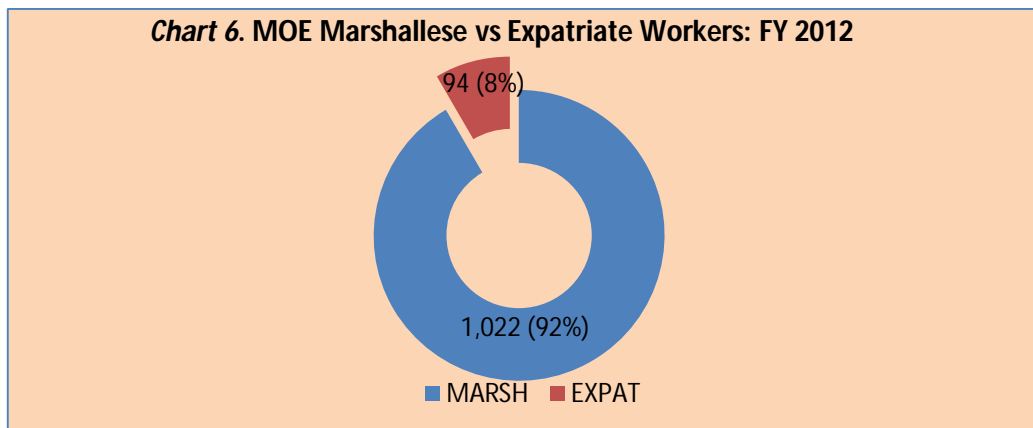


As may be noted from the composition of staff members being paid out of the GF, these are the

¹ Please see appendix 1.

administrative support staff at the Ministry. There are no schools’ personnel being paid here (i.e. teachers, head teachers, vice principals, principals, registrars, counselors, librarians, bus drivers, custodians, security officers, house parents, cooks, etc). What this picture paints is quite grim as once the Compact Sector Grant and/or SEG are exhausted in the coming years, there would be no funds to pay for the schools’ personnel. The question again is, when will or will the General Fund allocation for MOE increase in the coming years to address the on-going grim reality?

Chart 6 below compares the percentage of Marshallese vs. Expatriate Workers at MOE.



Eight per cent (8%) of the workforce comprised of expatriate workers. In FY 2012, MOE expended a total of \$2,491,025 for its expat employees (salaries/wages, housing allowance and repatriation costs - \$2,084,025), including the volunteer programs (World Teach & Dartmouth - \$407,000). Based on the figures, and a simple cost benefit analysis clearly indicates that MOE needs to aggressively ensure that it grows a pool of its own local human resources as current budgetary situations cannot be sustained.

On August 23rd, 2012, an important milestone took place, whereby the RMI President signed a Memorandum of Agreement (MOA) with the Prime Minister of the Republic of Fiji to effect deployment of expertise under the Fiji Volunteer Service scheme and thus, on September 4th, twelve (12) retired teachers arrived Majuro and are now teaching English, Math, Accounting, Social Studies and Science subjects in various High Schools in the Marshall Islands.

The Fiji Volunteer Program joins three other MOE volunteers programs: World Teach, Dartmouth Program, and JOCV. The volunteers are used to fill in teaching slots for teachers who are released from duty stations to attend the yearlong teacher in-service program at the CMI; volunteers are also used to fill critical secondary school teaching posts primarily in English, Science and Math where a lack of qualified Marshallese exist.

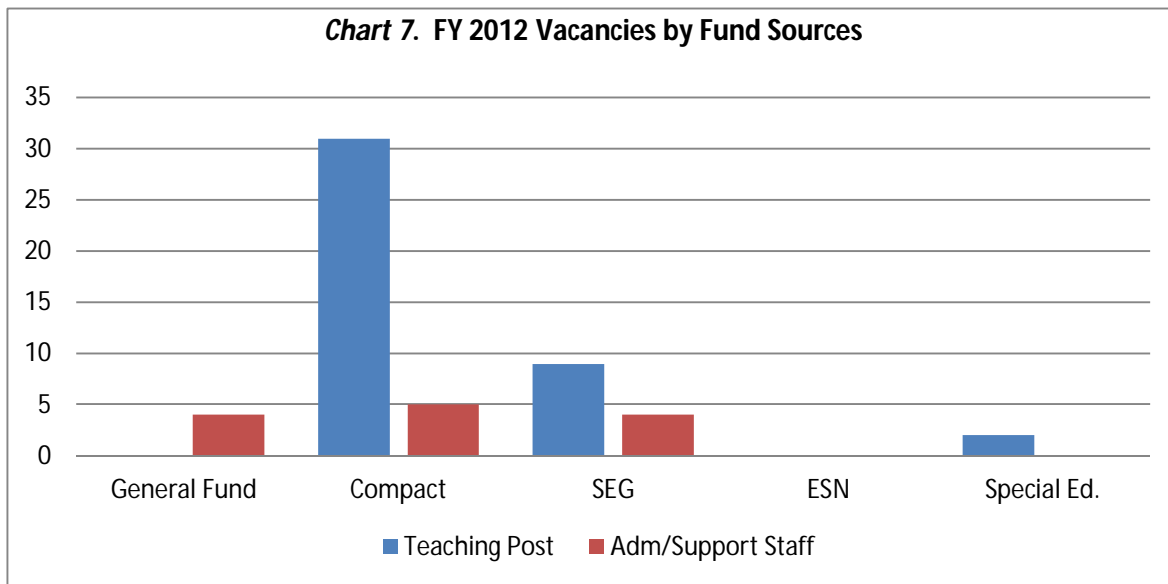
Table 1 below lists the number of volunteers assigned to the schools from the four volunteer programs under the Ministry in FY 2012. A total of 65 volunteers were assigned to the Ministry during the year. It should be noted that some of the World Teach volunteers had to leave early due to the dengue fever outbreak that occurred during the fiscal year (those marked with ET – early termination).

Table 1. MOE Volunteer Programs

Recipient Schools	Atoll / Island	# of Volunteers	Position
Fiji Volunteer Program			
Marshall Islands High School	Majuro	8	Math & English
Laura High School	Majuro	1	Math & English
Jaluit High School	Jaluit	1	Math & English
Kwajalein Atoll High School	Kwajalein	1	Math & English

Northern Islands High School	Wotje	1	Math & English
<i>SUBTOTAL</i>		12	
World Teach Volunteer Program			
Marshall Islands High School (ET)	Majuro	1	School Counselor
Majuro Middle School	Majuro	1	Sped ASL
NVTI (ET)	Majuro	2	English
Woja Elementary School	Majuro	1	2-8 English
Laura High School (ET)	Majuro	2	Science, English & History
Kwajalein Atoll High School	Kwajalein	2	English
Eniburr Elementary School (ET)	Kwajalein	1	K-8 English
Ine Elementary School	Arno	1	Science
Japo Elementary School	Arno	1	K-8 English
Aur Elementary School	Aur	1	K-8 English
Tobal Elementary School	Aur	1	K-8 English
Ebon Elementary School	Ebon	1	K-8 English
Toka Elementary School	Ebon	1	K-8 English
Imroj Elementary School	Jaluit	1	2-8 English
Jabor Elementary School	Jaluit	1	2-8 English
Imiej Elementary School	Jaluit	1	K-8 English
Aerok Elementary School	Maloelap	1	1-8 English
Mejit Elementary School (ET)	Mejit	1	1-8 English
Namdrik Elementary School	Namdrik	2	K-8 English
Wodmej Elementary School	Wotje	1	K-8 English
Wotje Elementary School	Wotje	1	1-8 English
Majkin Elementary School	Namu	1	K-8 English
Utrok Elementary School	Utrok	2	Math, English, & History
Aerok Elementary School	Ailinglaplap	1	K-8 English
Bouj Elementary School	Ailinglaplap	1	K-8 English
<i>SUBTOTAL</i>		30	
Dartmouth Volunteer Program			
Nothern Islands High School	Wotje	2	English
Jaluit High School	Jaluit	1	English
Marshall Islands High School	Majuro	2	English
Majuro Middle School	Majuro	2	English & Math
<i>SUBTOTAL</i>		7	
JOCV Volunteer Program			
Ulien Elementary School	Arno	1	All Subjects
Arno Elementary School	Arno	1	All Subjects
Uliga Elementary School	Majuro	1	All Subjects
Woja Elementary School	Majuro	1	All Subjects
Ejit Elementary School	Majuro	1	All Subjects
Rairok Elementary School	Majuro	1	All Subjects
Laura Elementary School	Majuro	1	All Subjects
Ajeltake Elementary School	Majuro	1	All subjects
Delap Elementary School	Majuro	1	All subjects
Majuro Middle school	Majuro	1	Math & Science
Laura High School	Majuro	2	Math & Science
NVTI	Majuro	1	Math & Science & PE
Ministry of Education	Majuro	1	Math & Science
SEP	Majuro	1	PE
Kwajalein High School	Kwajalein	1	Math & Science
<i>SUBTOTAL</i>		16	
<i>TOTAL Volunteers</i>		65	

Chart 7 below lists the number of vacant positions as of September 2012 by source of funds. A majority of the vacancies are budgeted in Compact funds, and primarily teaching positions.



Positions left unfilled for an extended period of time have ultimate impacts on the Ministry’s operations, particularly at the school level, in particular classroom instructional delivery. Some of the issues resulting in the late filling of posts include late announcements of posts, lack of a pool of qualified teachers and slow processing of personnel actions and/or employment contracts. Posts listed under the Special Education Grant, Compact and SEG are teaching posts. Those listed under the General Fund composed of administrators and support staff members.

Another challenge for the Ministry is employees budgeted to receive increments, which are often not processed, thus significant amounts earmarked for salaries either re-programmed elsewhere within the Ministry’s budget or returned back to US Office of Insular Affairs (OIA).

In FY 2012, a sum of slightly over \$100k plus earmarked for new posts had to be re-programmed elsewhere because the posts were not announced until mid-December. Similarly a sum of over \$490k for unfilled posts from the beginning of the fiscal year (1 October – mid March 2012) had to be re-programmed to meet other Ministerial wide operations. The continuing problem of not having vacant posts filled or not providing employees with increments as budgeted within a fiscal year has its negative implications as stated above.

Increases in annual allocation from the General Fund for MOE should be seriously considered in the coming years, as the annual Compact Sector decrement is beginning take its toll on the Ministry’s overall personnel costs.

Improvement in the Government’s Personnel System is needed as substantial amount of money continued to be re-programmed, when in fact were earmarked for personnel. Such practice does not sit well with our grantors (US Government) as it is deemed poor management on the part of the Ministry.

STAFF DEVELOPMENT & TEACHERS’ CERTIFICATION OFFICE

During fiscal year 2012, the Staff Development Office (PD) continued to place MOE teachers in both on and off island trainings as well as in the Ministry’s in-service programs for the purpose of upgrading their teaching skills and to meeting the Teacher Certification and Licensing policy.

Output 1.1.2 – To strengthen management and administration of the Professional Development program for MOE’s workforce, excluding trainings related to the MOE’s curriculum.

Major Accomplishments:

- Establishment of the ‘**Katakin Program**’ a pre-service teacher education program with CMI designed to assist with the recruitment of qualified high school and college students into the teaching profession;
- Establishment of a post AS/BA diploma program in Leadership at the USP Majuro Campus for school principals and administrators;
- Establishment of post AS/BA diploma program in Science and Math at the USP Majuro Campus to grow local teachers in these two areas as well as increase content knowledge of teachers in these two areas.

The Ministry, in close collaboration with the Public Service Commission continued to approve teachers to participate in the teacher in-service program on a full-time basis, on educational leave, in order to meet the minimum qualification of AS degree in Elementary Education and/or Certificate in Early Childhood Education (ECE) or to pursue higher qualifications at USP, BYUH, and CMI. Table 2 below shows number of teachers, types of degrees/certificate and programs they graduated from in FY 2012.

Table 2 lists the number of MOE teachers who graduated during FY 2012

Institution	Number of Graduates	Date	Type of Degree/Certificate
CMI	2	Dec. 2011	AS in Elem Ed
CMI	9	May 2012	AS in Elem Ed
Sub-total	11		
BYU-H	4	Dec. 2011	BA in Elem Ed
BYU-H	6	Apr. 2012	BA in Elem Ed
BYU-H	1	June 2012	BA in Elem Ed
BYUH	1	Aug. 2012	BA in Elem Ed
Sub-total	12		
USP-Majuro	26	SY 2011-2012	Certificate in Early Childhood
USP-Majuro	3	SY 2011-2012	AA/Diploma in Early Childhood
USP –Majuro	2	SY 2011-2012	B. Ed in Early Childhood
Sub-total	31		
Grand Total	54		

During the year a total of eleven (11) teachers graduated from CMI with an AS Degree in Elementary Education, while a total of twelve (12) graduated from BYU-Hawaii with a BA degree in Elementary Education. A total of twenty six (26) completed the Certificate in Early Childhood, while three (3) completed the AA/Diploma in Early Childhood, and two (2) completed the BA in Early Childhood at the USP-Majuro campus.

Chart 8 below lists the number of teachers that graduated from CMI, BYU-Hawaii and USP in FY 2012 with AS degree in Elementary Education, Certificates/diplomas in Early Childhood Education and Bachelor's Degrees.

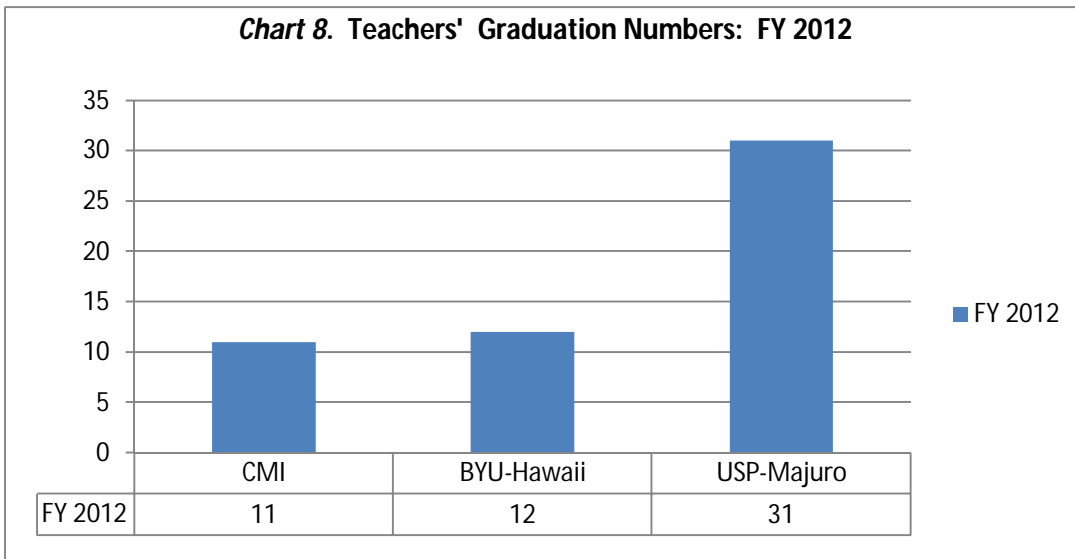
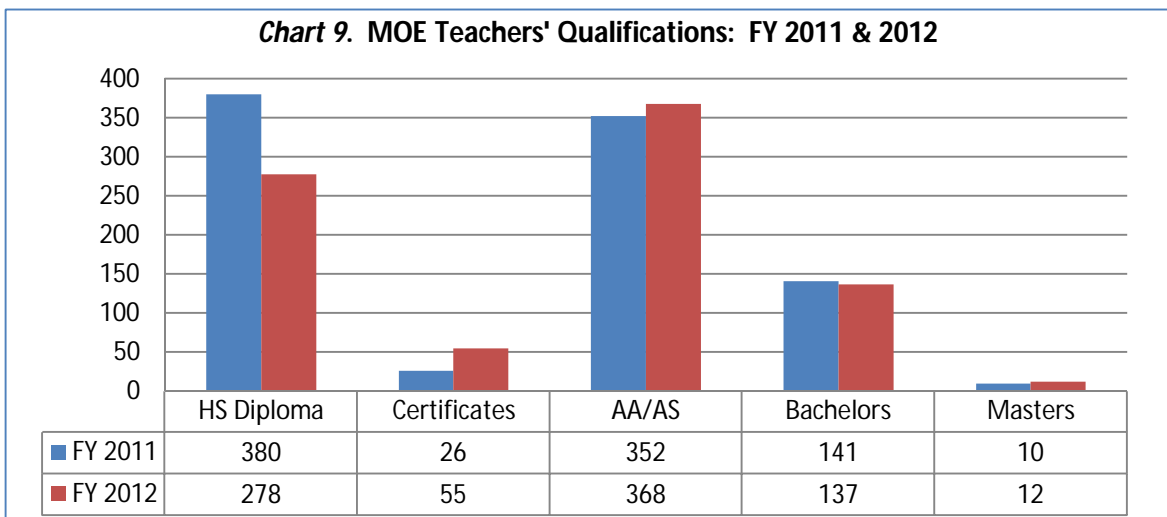
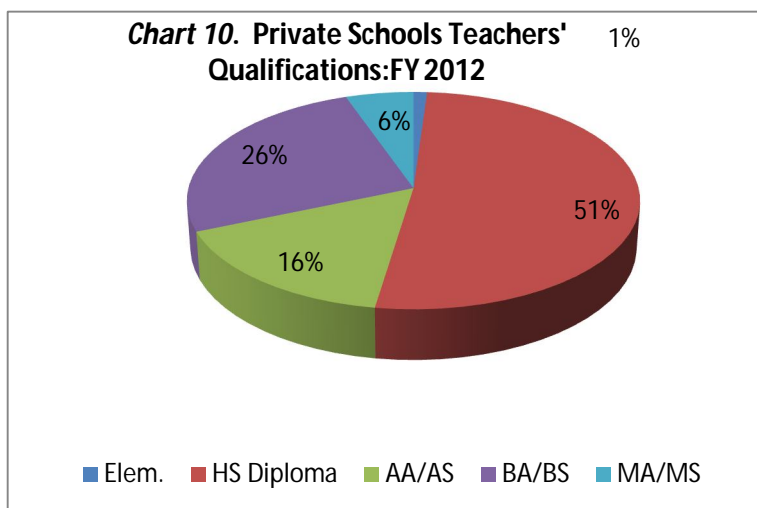


Chart 9 below shows the number of RMI teachers and their respective qualifications during FY 2012.



Based on the information listed in the chart below, there still is a substantial number of teachers (33%) in the systems have yet to meet the minimum qualification of an AS degree in Elementary Education. The task to put in teachers into the Ministry's In-Service Program continues to be a priority as the ultimate goal is to ensure that all unqualified teachers are working towards attaining such. As mentioned earlier, under the Personnel Section of the report, all unqualified teachers (no AS or Certificates) are now placed on contracts and are required to obtain the minimum qualification as a condition for continued employment.

Chart 10 below lists the qualification of teachers in the Private Schools in FY 2012. But the data indicates that there is still a substantial number of teachers (51%) teaching the in private schools that have yet to meet the minimum requirement of an AS degree in Elementary Education.



TEACHER CERTIFICATION & LICENSING PROGRAM

The Teacher Standards and Licensing Board (TSL-B) held six (6) meetings during FY 2012, two of which were emergencies to review and approve certificates and licenses for teachers who were newly hired. The Board discussed TSL policies, head teachers and principals' certificate and licensing and the need to change the certificate and licensing title of these school administrators to I and II according to their current records. The TSL Board is cognizant of the fact that teachers with no AA/AS degree have until June 30, 2015, to complete their program and get certified to be allowed to teach in RMI schools and continues to work with the MOE staff development office to ensure teachers are on track towards degree/certificate completion..

The TSL office continues to provide the TSL Board with data that show the number of MOE teachers in each certificate and licensing level as is part of the tracking and monitoring process.

Major Accomplishments:

- During the year, a total of fifty four (54) teachers were able to upgrade their respective qualifications by graduating with Certificates, Associate and Bachelor degrees from USP, CMI and BYU-Hawaii.
- TSL Board has established clearer procedures for the licensing and certification of teachers – particularly the unqualified teachers in the system.

Challenges:

The handling of the two programs (Staff Development and Teacher Certification and Licensing) by only one staff member was a truly a big challenge. During the latter part of the year, a new Director of Staff Development was finally brought on board to carry out the load once carried out the lone staff member that handled both Offices throughout most of FY 2012.

BUDGET OFFICE

The primary purpose of the Budget Office is to allocate funds made available to the MOE, to maintain accurate accounts, and to help promote an effective and efficient Performance-Based Budget. The Budget Office is responsible for payment of allowances and reimbursements to its creditors and establishing financial procedures to effectively carryout the MOE's goals. Additionally, the Budget Office purchases and

delivers the MOE’s supplies and materials, and administers travel funds. The Budget Office works closely with the Ministry of Finance and other ministries and agencies regarding the monitoring of expenditures and fiscal documentation to ensure financial accountability.

Output 1.2.1 – To improve the process of developing, executing and reporting of the Performance-Based Budget

The Budget Office is keen to improve and organize its filing and logging system in order to monitor its PRs, TAs, POs, payment requests, and such - more efficiently and effectively. This Office will continue to work hard and utilize its funding more diligently. MOE will adhere to continue to observe and in compliance to the rules and regulations of the RMI Fiscal Procedure Agreement to ensure that all goods and services meet all the essential requirements of the procurement codes.

The budget section of the report will attempt to analyze the Ministry’s budgets from FY 2008 – 2012 to give a fuller picture of budget trends and effects on the Ministry’s overall operations. It will also do a comparison of the salaries and wages against its operation. Finally it will attempt to analyze the impact of the annual decrement to the Ministry’s future budget (FY 2013 – 2016).

Major Accomplishments:

- *Timely submission of PBB quarterly reports to the RMI Compact Office*
- *Successfully administered the Aids to Private Schools Program*
- *Successfully administered the Hot Lunch Program to Majuro Schools*

Financial Analysis:

MOE budget analysis was calculated for the actual MOE budget against Financial Outlays to NTC, NSB, CMI, and ATPS. Special Revenue & Non-Appropriation funds and Capital funds were not included in this calculation.

Chart 11 below breaks down the Ministry’s budget for FY 2012. The total budget allocated under the MOE’s Portfolio was \$34,242,908. However after the transfer outs, of \$13,354,505 to CMI, MISGLB, NTC and PMU, MOE’s actual operational budget was \$20,888,403. Towards the end of the fiscal year, MOE was alerted that a sum of \$240,200 would be reduced from its FY 2013 Compact Sector and slightly over \$10K plus was also cut from the SEG as part of the annual decrement in Compact Sector Grant.

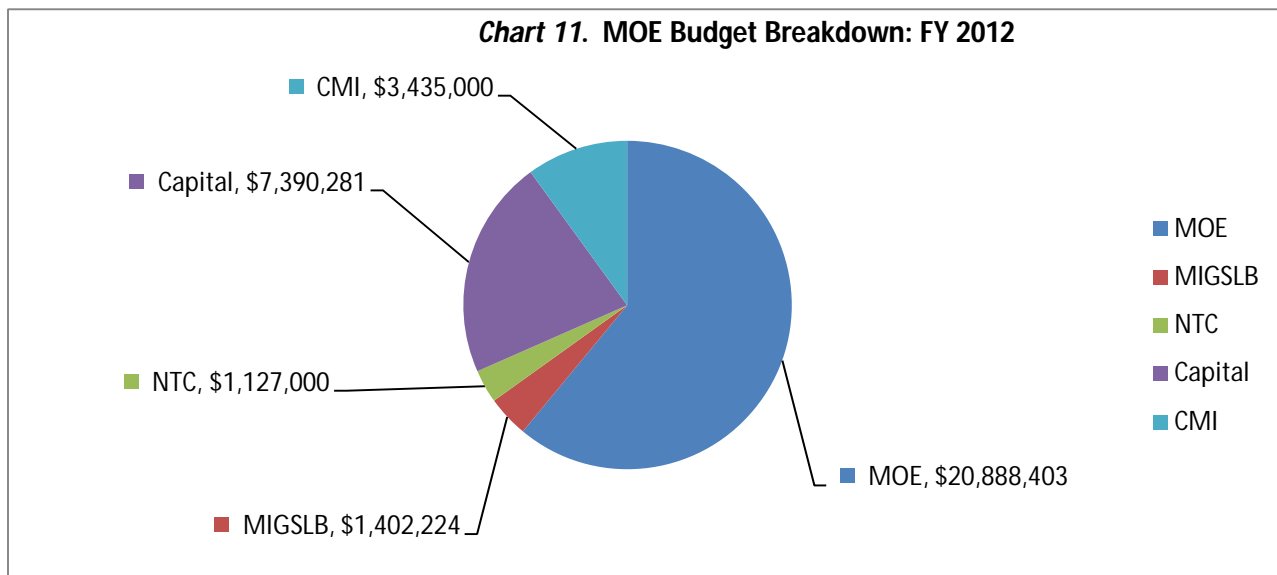


Chart 12 below breaks down the MOE budget allocated for the various Outcomes (Program Areas and Divisions). A total of \$17,007,492 (Outcomes 4, 5, 6, 8 & 9) was directed towards school related activities and the remaining of \$3,880,911 went towards support services (Outcomes 1, 2, & 3).

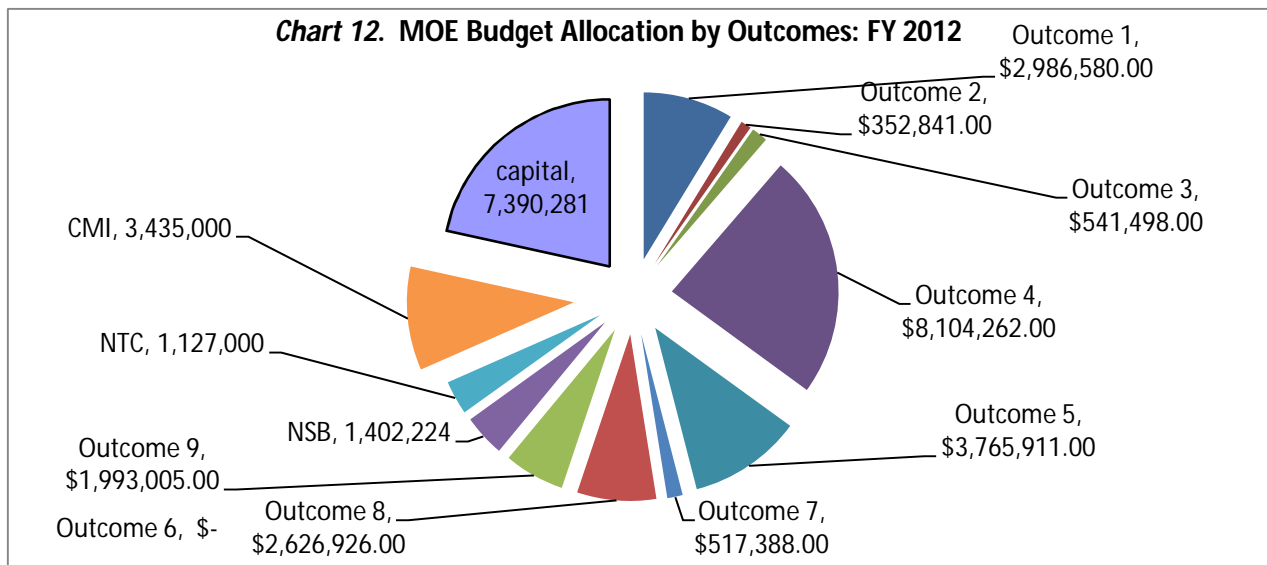
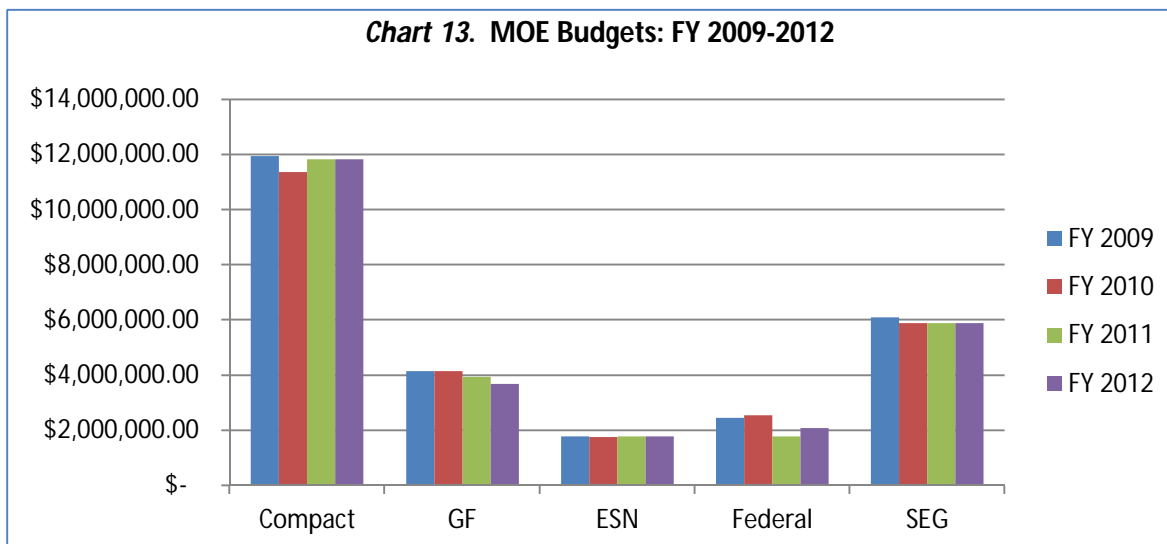


Table 3 shows MOE comparative budget by funding sources and by fiscal years 2009-2012.

Table 3: Comparative Budget by Source and Fiscal Years 2009-2012

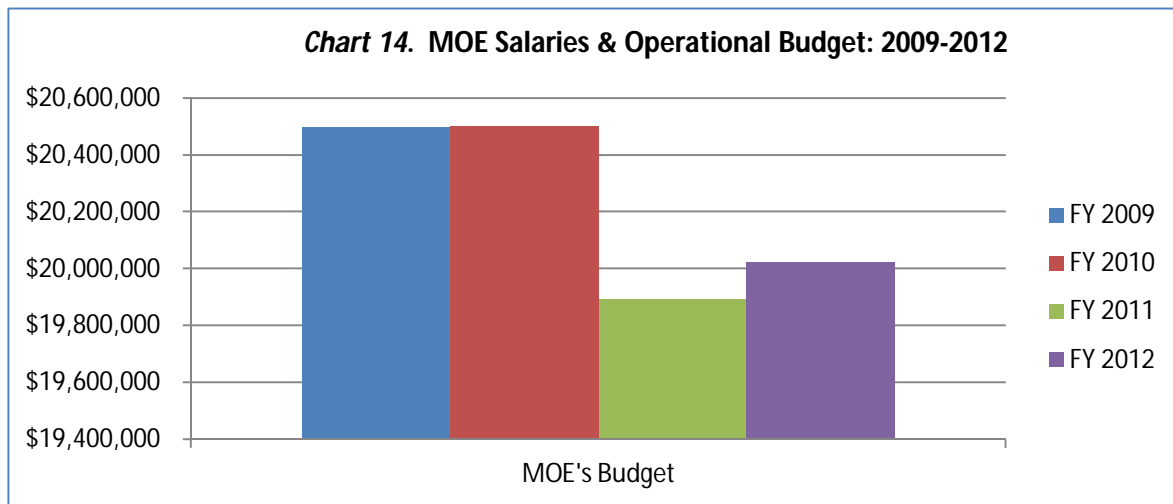
Funds	FY2009	FY2010	FY2011	FY2012
Compact	\$11,957,410	\$11,378,503	\$11,839,151	\$11,839,151
General Fund	4,159,457	4,148,462	3,953,488	3,695,573
ESN	1,792,845	1,759,337	1,778,258	1,792,854
Federal	2,447,957	2,552,910	1,782,139	2,093,005
SEG	6,100,000	5,895,667	5,895,667	5,885,052
Total Budget	\$26,457,669	\$25,734,879	\$25,248,703	\$25,305,635
Transfer-Out	-5,956,763	-5,232,534	-5,355,575	-5,279,224
Actual Budget	\$20,500,906	\$20,502,345	\$19,893,128	\$20,026,411

Chart 13 below breaks down the Ministry’s budgeted amount by sources for a four year period from FY 2009 – 2012. The chart shows very small fluctuation in amount allocated from sources of funds to MOE and a slight decline in budget allocation overall.



MOE’s allocation from the General Fund (GF) continued to decline over the past four (4) years. The continued decline in GF, coupled with the annual decrement would have significant impacts on the Ministry’s overall operations in the coming years. Eventually, MOE’s annual appropriation from the Nitijela for the General Fund has to increase in order to meet the annual decrement that continued to impact the Ministry’s overall budget.

Chart 14 below shows the actual MOE’s salaries and operational budget, after the transfer outs, from FY 2009 – 2012.



In FY 2009 & 2010, the overall budget took a nose dive and again in FY 2011. In FY 2012, it went up slightly to over just \$20 million as opposed to \$19 million in FY 2011.

Table 4 lists MOE’s salaries & wages from FY 2009 – 2012. On an average, MOE’s wage bill has grown by a total of 2.3% during the past four years. In FY 2011, however, it grew by 6% from FY 2010. By comparison, MOE’s wage bill in FY 2012 has increased by 7% since FY 2009. The increase in salaries is a direct result of more teachers obtaining higher qualifications and meeting certification requirements.

Table 4. MOE Salaries and Wages, FY 2009-2012

Funds	FY2009	FY2010	FY2011	FY2012
Compact	\$ 6,989,640	\$7,235,862	\$7,835,835	\$7,835,835
General Fund	1,832,390	1,803,061	1,780,291	1,612,997
ESN	730,985	739,999	738,933	722,283
Federal	1,399,460	1,287,382	1,428,606	1,507,968
SEG	1,707,797	1,784,127	1,950,204	1,950,204
Total	\$12,660,272	\$12,850,431	\$13,733,869	\$13,629,287

Table 5 lists the Ministry’s operational expenses from FY 2009 – 2012. The operational costs of the Ministry have been on the decline over the past two fiscal years (FY 2010 and 2011 respectively) at an average rate of 13 %. In FY 2010, MOE’s operations went down by 16%. In FY 2012, however, the operation went up slightly by 4%, from FY 2011. By comparison, MOE’s operations had declined by 23% in 2012 from its level in FY 2009.

Table 5. MOE Operational Budget, FY 2009-2012

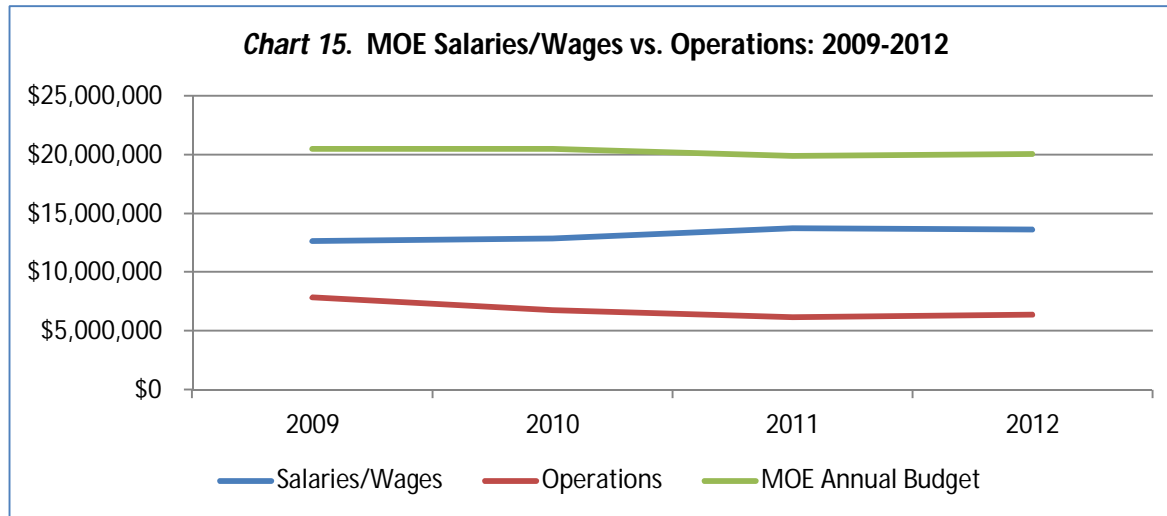
Funds	FY2009	FY2010	FY2011	FY2012
Compact	\$2,613,917	\$2,470,717	\$2,231,391	\$2,231,391
General Fund	141,462	159,794	66,623	69,353
ESN	961,860	819,338	839,325	870,571

Federal	1,014,166	474,757	333,533	548,037
SEG	3,137,199	2,856,536	2,688,387	2,677,772
Total	\$7,868,604	\$6,781,142	\$6,159,259	\$6,397,124

Table 6 MOE Salaries/Wages & Operating Expenses, FY 2009-2012

Funds	FY2009	%	FY2010	%	FY2011	%	FY2012	%
Salaries/Wages	\$12,660,272	62%	\$12,850,431	68%	\$13,733,869	69%	\$13,629,287	68%
Operating Exp.	\$7,868,604	38%	\$6,781,142	32%	\$6,159,259	31%	\$6,397,124	32%

Chart 15 below compares the Ministry’s salaries/wages against its operations from FY 2009 – 2012.



The above chart clearly demonstrates a grim picture of the Ministry’s overall budget. Its budget since 2009 has continued to decline, while its salaries/wages continue to grow, leaving a meager operational budget to sustain critical Ministry wide needs.

During FY 2012, the Ministry administered the Majuro Schools’ Hot Lunch Program at all Majuro Public Elementary Schools. A total of \$425,000 was earmarked under the Ministry’s General Fund to administer the program.

A sum of \$300,000 was earmarked under the Ministry’s Compact Sector Grant for the Aid-To-Private-School. The ATPS Grant is awarded based on enrollment (60%), performance (30%) and accreditation (10%).

Performance Based-Budgeting (PBB)

The MOE Budget Office handles all the transactions under the Compact Funding and is using the Performance Based Budgeting. The purpose is to improve the process of developing, executing and reporting of the Performance-Based Budget. Priority activities are put to follow to improve budget monitoring, increase accountability, improve reliability and increase accessibility of budget and grants. In order to accomplish all the priority activities, Budget Office should follow accordingly. Challenges were met along the way as well, but budget office was keen on completing its tasks. There were accomplishments, constraints and steps were implemented to adjust to these constraints.

Developing the MOE PBB was not an easy task while funding was decreasing. The Budget Office has to allocate funds to each division based on their priority activities. The operational budgets were used-up except for the personnel costs, which was alluded earlier in the Personnel section of the report.

Reprogramming from lapse salaries and transferring of funds were made to cover areas mostly needed for schools supplies, textbooks, utilities, petroleum, schools bus, and rental.

The quarterly preparation and submission of PBB by respective divisions often creates problems for the timely submission of the Ministry's Quarter PBB reports to appropriate offices. However, the Office is dedicated to make improvements in this area. The Budget Office, in collaboration with Office of Compact Implementation (OCI) and Business & Government Strategies International (BGSi), continue to assist MOE staff in the development, execution, and reporting of the PBB.

During the period, divisions, components, programs, and schools were provided with the copy of the Portfolio Budget Statements (PBS), as well as portion of the line budget to those with individual cost centers. Budget office will continue to provide budget updates as needed.

Constraints

- Need to improve on its follow-ups on payments to ensure that businesses or vendors received their payments accordingly.
- Need to continue the training of the PBB quarterly reporting to satisfy OCI's Compact funding requirements.
- The lack of the organizational skills needed in logging, storing, and filing of all documents in a systematical or manageable manner provide this Office to lose such essential documents.

PROCUREMENT & SUPPLY DIVISION

The Procurement Division adheres to the rules and regulations of the Procurement Code. One of its many tasks is to ensure that all PRs, TAs, POs, payment requests, and such - are in order and all required documents are provided to the Ministry of Finance. Procedures concerning the procurement of goods and services for MOE are continuously strengthen and added as required to guarantee efficiency and effectiveness in the process. As earlier reported, a procurement flowchart was developed to improve this area. As reported, MOE has developed and continued to put into use a purchase requisition tracking system to monitor for consistent follow-ups of requests in the process. MOE budget office will continue to expand the system so it covers all requests including travels and contracts.

Output 1.2.2 - To improve efficiency and effectiveness in the procurement and the general delivery process. This does not include capital improvements, vehicles and maintenance which is included with Division of Property and Maintenance

Before the beginning of the fiscal year 2012, the Ministry of Education had been persistent to ensure that all its funding sources and program activities would be followed and exhausted accordingly and not to repeat the same dilemma from previous years, in which, the Ministry had to return substantial amount of Compact Sector funds back to the U.S. OIA in six figures.

The Budget Office and its sub-components continued to face with challenges and limitations in meeting its goals.

The following are some of the key challenges impacting the function of the office:

- Impact on the budget as a result of the annual decrement in the Compact Base Grant (ministry-wide) deterred some of its cost operations and activities resulting in the reprogramming of funds to meet such goals in that fiscal year.
- Better budgetary planning at the Divisional level and by schools' programs continued to be a challenge for the Budget Office.

- Performance-based budget quarterly reports are not being submitted to budget office on time. Procurement procedures still need to be improved and followed accordingly with improved tracking of assets. Other constraints include the monitoring of purchase requisitions, purchases orders and follow-up on outstanding invoices.
- The division heads, program directors and school principals have to work more closely with their staff to follow-up and make sure that reports and other budgetary tasks are completed in a timely manner.

THE WAY FORWARD

The Budget, Procurement & Supply Office will continue to address its inefficiencies in order to provide quality service and budgetary support to schools and other divisions within the Ministry.

DIVISION OF POLICY, PLANNING & STANDARDS

Introduction

The Division of Policy, Planning & Standards consists of the Office of Management Information System, the Testing and Evaluation Office, the Research Department, & the Office of Information Technology. The main function of the Division is to improve education results in the Republic of the Marshall Islands through data management and provision; assessment of student learning; research and planning; and provision of Information Technology services. The Division collaborates closely with the other divisions within the Ministry to implement activities that support the main goal of the Ministry to deliver quality education to the children of the RMI resulting in improved learning for all students.

The Division used to be called Policy, Planning & Research, but under the Ministry of Education restructuring in 2011-12, it was renamed Policy, Planning & Standards to better reflect the Ministry's objective of implementing standards which schools must meet. Standards for student achievement and principals and teachers conduct are to be formulated and implemented. As well, school facilities standards are to be implemented.

The Division operated for most of the year without an Assistant Secretary to provide leadership and guidance. An Acting Assistant Secretary was appointed just before summer of the year and was confirmed at the end of the fiscal year. Therefore, for most of the year, the offices under the divisions operated in their usual manners without any guidance or clear sense of directions.

Accomplishments:

- The Division continued to strive to carry out its responsibilities and overcome obstacles and constraints.
- In the collection and reporting of data from all schools and divisions of the MOE, the MIS division continued to strive to collect and provide reliable data and information to the Ministry;
- Conducted nationwide testing of grades 3,6 and 8 to assess student learning achievement at these grade levels annually in all schools;
- Established standards for assessing schools including the Adequate Yearly Progress indicators for elementary and secondary schools that will form the basis of School Report Cards;
- Develop RMI Accreditation System and handbook to set standards for schools to meet and evaluate their progress.
- Carry out necessary research in communities in Majuro to ascertain school attendance; and
- Provide needed IT services to the Ministry and its schools.

Constraints:

- A chronic problem facing the division is the failure of schools to submit complete and reliable data on time. This prevents the MIS office from inputting necessary data on time in order to provide the Ministry with timely analysis and reports of schools and students information. A variety of solutions have been tried but a successful conclusion to this issue has not been achieved.
- Insufficient financial resources, which can be regarded as a "given",
- "Human Error" factors in executing the tasks necessary to carry out its mandate.

Over the past year, each department under this Division has strived to execute its respective assignments while facing its own unique challenges. The account of the challenges and accomplishments for each department under this division follows in greater details.

OFFICE OF RESEARCH

The Research Office's mandate is to conduct research and implement actions to improve policy and planning in the Ministry of Education. This is achieved mainly through an effective evaluation and monitoring system for schools.

The goals of the Office are:

- To have the Strategic Plan for 2013-2016 completed by April 2013. The Policy and Planning division has started the process of developing the Strategic plan
- To have all Majuro public schools RMI accredited by end of Fall 2013
- To have DES and LHS WASC accredited by 2014
- To complete Rita and Ajeltake community surveys
- To set up school evaluation teams for the purpose of verifying charter applications

The Priority Activities to achieve these goals are as follows:

- To review and revise the existing rules and regulations to address the MOE's *Mission Statement* (by end of 1st qtr)
- To develop a *Planning and Policy Framework* that addresses data collection and research and planning. (end of 2nd qtr)
- Establish a plan of how to best improve MIS and IT departments.
- To ensure staff under Policy & Planning are fully utilized and trained. (end of 2 qtr)

Output 2.1.1 – To expand and improve research and planning in the Ministry and in the Division.

Accreditation is the affirmation that schools provide a quality of education for all students, continue to demonstrate self-improvement, provide accountability and raise public confidence in the school system. The MOE School Accreditation Regulations were established to ensure that MOE schools are conducive to learning by establishing standards, criteria and procedures for a national system of public and chartered non-public elementary and secondary school accreditation. These regulations are set forth in pursuant to P.L 1991-125 of the Republic of the Marshall Islands Education Act of 1991 and in accordance to the Ministry of Education Rules and Regulations Title 14 sections A and B.

Accomplishments and Outcomes for the Research and Accreditation Office during the year 2011-2012 were as follows:

- The RMI accreditation manual has been completed and Marshalls School Evaluation Teams (MSETS) have started visiting schools;
- MSET members have been trained in evaluating and each school has been assigned a team that will work closely with them. Currently, MSETs are visiting schools, introducing the manual and familiarizing them with the aspects of accreditation.
- All Majuro schools and schools preparing for WASC will be prioritized for RMI Accreditation;
- Delap Elementary School and Laura High School have started the process towards WASC accreditation. First WASC visit is scheduled for spring 2013;
- The Pacific Education Development Framework survey was completed and validated by a Pacific Islands Forum Secretariat representative. Forum Ministers of Education have determined that the regional framework (PEDF) address two broad agendas - first, the EFA or basic education agenda which covers the foundation of education, and second the training/employment/economic agenda and second, the PEDF

which coordinates regional activities and provide advocacy and a leadership role in policy dialogue at the regional level;

- Surveys of Uliga and Delap communities have been completed. The surveys concluded that there are lots of kids in the Delap and Uliga community that are not school. In the Uliga survey, parents in the low income category stated that they cannot afford to send their kids to school, given the cost of registration, uniforms and schools supplies. We also came across students whose parents feel they were much needed at home, so they chose to have them stay at home. There were also a significant number of dropouts who parents or guardians claim they will be moving to the U.S. MOE will have to look closely into how it can help low income families, especially households that support students from the Outer Islands. Also from the result of the survey, MOE will have to prepare room for the many young children who are about to reach school age.

Expected outcomes from the accomplishment of these goals are that:

- RMI Accreditation will ensure an environment for all students that is conducive to learning. It will also help MOE and schools improve all educational services being offered to students.
- The Strategic plan will enable MOE to distribute resources in ways that provide the best educational outcomes for students.
- Better information and strategies for combating school drop-outs.

Accomplishments and Restraints:

- MSETS have launched the RMI accreditation process in most of our schools, including outer island school.
- Likiep Elementary, Northern Islands High School and Jaluit High School will start preparing for WASC accreditation school year 2014-2015. Once the first RMI Accreditation report is out, this office may add more schools to the list.
- Surveys take time to complete due to lack of surveyors and time. We rely on our teachers to visit homes and talk to families.
- Due to distance, physically helping schools in the Outer Islands is a challenge. This office will work closely with CIA and MSETs to make sure schedules are met and needs of the outer island schools, in regard to accreditation, are met.

MANAGEMENT INFORMATION SYSTEM OFFICE

The Office of Management Information System (MIS) was established to collect important data and track information critical for decision making. The office collects, manage, and analyze all relevant data on students, teachers, staff, school supplies and facilities in order to provide information for the Ministry in its overall planning. The data collected includes student enrollment, number of teachers, student and staff attendance, and inventory of critical school supplies and instructional materials.

The main goal of the office was:

- Management Information System office needs a very effective way of data collection due to the fact that it chronically face delinquent data submission and the consequent difficulties in providing much needed information for the Ministry and others such as the DOI Indicators.

The challenges were:

- The Office continues to have challenges in collecting the required data on time due to communication and transportation barriers.
- MOE staff in schools with internet connectivity have been trained to enter data on their own, but still not all of them are inputting their own data.
- Limited internet connectivity in the outer islands also impede data collection.
- Data entry personnel at the school level are not taking the initiative in doing their part and expects MIS office to complete it for them.

The major accomplishments of the office during the year were as follows:

- The Management Information System Office finally completed the statistical yearbook (see Appendix C). It conducted a training of Majuro School counselors on the PEDMS data system, with the aim of ensuring that counselors and other data entry personnel within the schools are familiar with the PEDMS system and its functions.

Output 2.3.1- MIS Office is providing quality data and information.

The following tables and graphs provide information on elementary and secondary schools enrollment:

Table 7: Elementary Enrollments 2011-12 by Schools/Islands/Atolls

School	PreK	K	1	2	3	4	5	6	7	8	Total
Ailinglaplap Atoll	0	69	71	75	68	60	62	54	53	43	556
Aerok Ailinglaplap	0	12	8	11	4	8	12	7	10	12	84
Buoj	0	10	17	4	8	11	7	5	8	2	72
Enewa	0	6	4	6	3	6	9	5	6	2	48
Jah	0	5	5	3	10	4	5	4	1	3	40
Jeh	0	12	12	11	11	6	7	4	9	5	77
Jebwan	0	4	4	8	7	9	3	6	4	0	45
Kattiej	0	4	5	4	2	1	0	2	1	4	23
Mejel	0	5	3	6	0	4	1	6	1	2	28
Woja Ailinglaplap	0	11	13	22	23	11	18	15	13	13	139
Ailuk Atoll	0	11	11	13	12	9	15	14	16	2	103
Ailuk	0	7	11	11	10	7	11	11	12	2	82
Enejelaar	0	4	0	2	2	2	4	3	4	0	21
Arno Atoll	0	87	86	75	80	62	77	71	69	53	668
Arno	0	16	8	9	10	7	9	10	12	10	91
Bikarej	0	5	6	11	9	7	6	7	8	7	66
Ine	0	8	10		12	4	4	2	11	5	64
Japo	0	8	9	10	6	5	6	7	6	5	62
Kilange	0	5	4	6	4	2	10	12	6	6	55
Longar	0	9	11	3	11	6	10	5	7	1	63
Lukoj	0	5	3	6	4	5	6	4	4	5	42
Matolen	0	11	11	10	7	6	9	4	3	2	63
St. Paul Tinak	0	7	11	5	8	8	7	5	5	4	60
Tutu	0	2	4	4	2	2	2	2	0	2	20
Ulien	0	11	9	11	7	10	8	13	7	6	82
Aur Atoll	0	18	13	12	16	20	20	13	17	7	136
Aur	0	12	6	8	10	13	14	6	6	5	80

Tobal	0	6	7	4	6	7	6	7	11	2	56
Ebon Atoll	0	30	24	26	24	21	20	18	14	7	184
Ebon	0	20	16	14	14	15	11	9	11	5	115
Enekoion	0	3	2	7	0	1	2	4	2	0	21
Toka	0	7	6	5	10	5	7	5	1	2	48
Enewetak	0	0	25	27	20	23	13	2	12	22	144
Jabat	0	3	3	6	3	2	2	0	3	1	23
Jaluit Atoll	0	54	58	44	47	47	44	47	33	27	406
Imiej	0	8	6	7	4	2	5	5	3	4	44
Imroj	0	6	10	6	7	4	2	7	3	0	45
Jabor	0	14	11	11	12	11	13	11	8	9	100
Jabnoden	0	4	3	1	4	4	1	6	2	1	26
Jaluit	0	15	14	10	8	12	13	9	5	8	95
Mejurirok	0	6	6	4	4	7	5	5	7	3	47
Narnej	0	5	8	5	8	7	5	4	5	2	49
Kili	0	27	30	27	17	21	22	22	20	11	197
Ejit	0	11	14	13	4	6	9	4	7	0	68
Kili	0	16	16	14	13	15	13	18	13	11	129
Kwajalein Atoll	0	184	157	191	162	137	149	144	147	147	1418
Carlos	0	4	3	6	5	4	4	1	3	2	32
Ebadon	0	0	3	5	6	2	5	4	1	3	29
Ebeye Middle School	0	0	0	0	0	0	0	120	124	120	364
Ebeye Public	0	0	120	152	127	111	119	0	0	0	629
Ebeye Kinder	0	162	0	1	0	0	0	0	0	0	163
Eniburr	0	18	31	27	24	20		19	19	22	201
Lae	0	12	11	14	15	12	9	17	14	16	120
Lib	0	8	5	3	8	6	6	4	4	13	57
Likiep Atoll	0	19	17	22	12	15	13	13	16	4	131
Jepal	0	2	2	3	0	2	2	3	2	0	16
Likiep	0	16	14	13	10	10	8	6	12	3	92
Melang	0	1	1	6	2	3	3	4	2	1	23
Majuro Atoll	0	582	623	429	474	456	423	389	393	331	4104
Ajeltake	0	43	48	31	46	50	38	37	31	35	359
DES	0	52	122	115	95	111	103	95	0	0	693
Delap Kinder		140									140
Laura Public	0	70	46	39	0	0	0	0	2	0	157
Laura Public	0	63	59	24	54	60	58	48	44	41	451
Majuro Middle School	0	0	0	0	0	0	1	0	291	233	526
Rairok	0	83	95	28	80	17	79	26	0	0	409
RES	0	109	165	127	122	144	70	103	1	0	841
UES	0	0	60	49	55	58	54	50	0	0	326

Woja Majuro	0	24	28	16	22	16	20	30	24	22	202
Maloelap Atoll	0	19	22	21	13	15	26	26	22	10	174
Aerok Maloelap	0	6	4	4	3	3	9	5	6	3	43
Jang	0	0	3	4	1	0	3	4	3	1	19
Kaven	0	0	4	2	4	3	5	7	5	6	36
Ollet	0	3	6	6	2	1	3	6	1	0	28
Tarawa	0	10	5	5	3	8	6	4	7	0	48
Mejatto	0	14	17	9	11	13	16	10	17	9	123
Mejit	0	14	12	11	11	11	12	16	17	5	109
Mili	0	29	29	35	27	25	27	24	18	18	232
Enejet	0	5	5	5	5	5	5	7	3	4	44
Lukonwod	0	6	4	9	2	4	2	2	1	3	33
Mili	0	10	10	11	7	9	12	7	10	8	84
Nallo	0	6	7	4	9	6	8	4	4	2	50
Tokewa	0	2	3	6	4	1	0	4	0	1	21
Namdrik	0	24	10	24	15	21	16	19	26	7	162
Namu	0	19	25	15	23	29	31	25	18	21	206
Loen	0	2	6	1	5	10	4	8	5	1	42
Mae	0	2	3	4	5	1	4	7	4	4	34
Majken	0	8	9	6	10	10	17	5	5	10	80
Namu	0	7	7	4	3	8	6	5	4	6	50
Ujae	0	8	12	5	16	10	14	16	13	11	105
Utrik	0	1	20	10	10	6	9	20	11	2	89
Wotje Atoll	0	28	23	20	4	15	30	26	17	14	177
Wodmeej	0	4	6	4	4	4	5	8	4	3	42
Wotje		24	17	16	0	11	25	18	13	11	135
Wotto	0	8	4	5	1	2	5	3	4	4	36
Total Public Elementary Enrollment	0	1274	1308	1119	1089	1038	1061	993	974	785	9660

Private Elementary School	PreK	K	1	2	3	4	5	6	7	8	Total
Ajeltake Christian Academy	0	17	14	7	10	3	11	5	3	10	80
Assumption	0	42	33	38	36	26	34	35	36	31	311
Delap SDA	10	20	22	22	22	24	19	11	25	24	199
Ebeye Calvary	9	8	3	9	7	5	3	5	6	10	65
Ebeye Christian	0	0	10	8	22	8	12	15	12	18	105
Ebeye SDA	25	31	18	21	20	21	16	21	22	23	218
Gem Christian School	0	25	33	35	22	22	15	11	0	0	163
Jebro Kabua	0	19	15	11	14	12	12	11	15	20	129
Laura SDA	2	6	2	2	3	1	4	2	1	0	23
Majuro Baptist Christian Academy	0	56	27	28	27	28	25	27	22	23	312
Majuro Coop	45	24	27	23	24	26	21	25	24	17	311

Queen of Peace	5	18	30	14	27	17	16	22	20	20	189
Rongrong Protestant	4	0	2	3	5	0	4	1	0	0	19
St. Joseph	0	15	12	9	6	9	13	11	6	4	85
Rita Christian	10	2	7	5	4	6	6	5	6	6	78
Total Private Elementary Enrollment	110	283	255	235	249	208	211	207	198	206	2287
ALL ELEMENTARY SCHOOLS											
	124	1543	1563	1354	1338	1246	1272	1200	1172	991	11947

Table 8: Secondary Enrollments by Grade Levels and Schools 2011-12:

	9	10	11	12	Total
Public High Schools	9	10	11	12	Total
JHS	31	74	75	67	247
KAHS	127	29	103	33	292
LHS	100	42	41	17	200
MIHS	311	278	194	187	970
NIHS	85	75	56	35	251
NVTI	61	85	66	52	264
Total Public	715	583	535	391	2224
Private High Schools					
	9	10	11	12	Total
Ajeltake Christian Academy High School	1	0	0	2	3
Assumption High School	32	29	14	22	97
Delap SDA High School	11	20	13	18	62
Ebeye Calvary High School	26	19	18	19	82
Ebeye SDA High School	22	12	10	13	57
Jabro Kabua High School	22	16	14	18	70
Majuro Baptist Christian Academy High School	13	14	18	4	49
Majuro Coop High School	14	14	15	12	55
MCHS	9	14	4	14	41
Queen of Peace High School	26	15	24	19	84
Rita Christian High School	9	5	2	5	21
Total Private	185	158	132	146	621
ALL SECONDARY SCHOOLS					
	900	741	667	537	2845

Table 9: Total Public and Private School Enrollment by Elementary & Secondary Schools: 2011-12

<i>Elementary Schools</i>	<i>PreK</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>Total</i>
Public Elementary Schools:	14	1260	1308	1119	1089	1038	1061	993	974	785	9660
Private Elementary Schools:	110	283	255	253	249	208	211	207	198	206	2287
Total Elementary Schools	124	1543	1563	1362	1338	1246	1272	1200	1172	991	11947
High Schools											
	9	10	11	12	Total						
Public High Schools	715	583	535	391	2224						
Private High Schools	185	158	132	146	621						
Total High Schools	900	741	667	537	2845						

Chart 16: 2011-12 Enrollments by Grade Levels and Gender

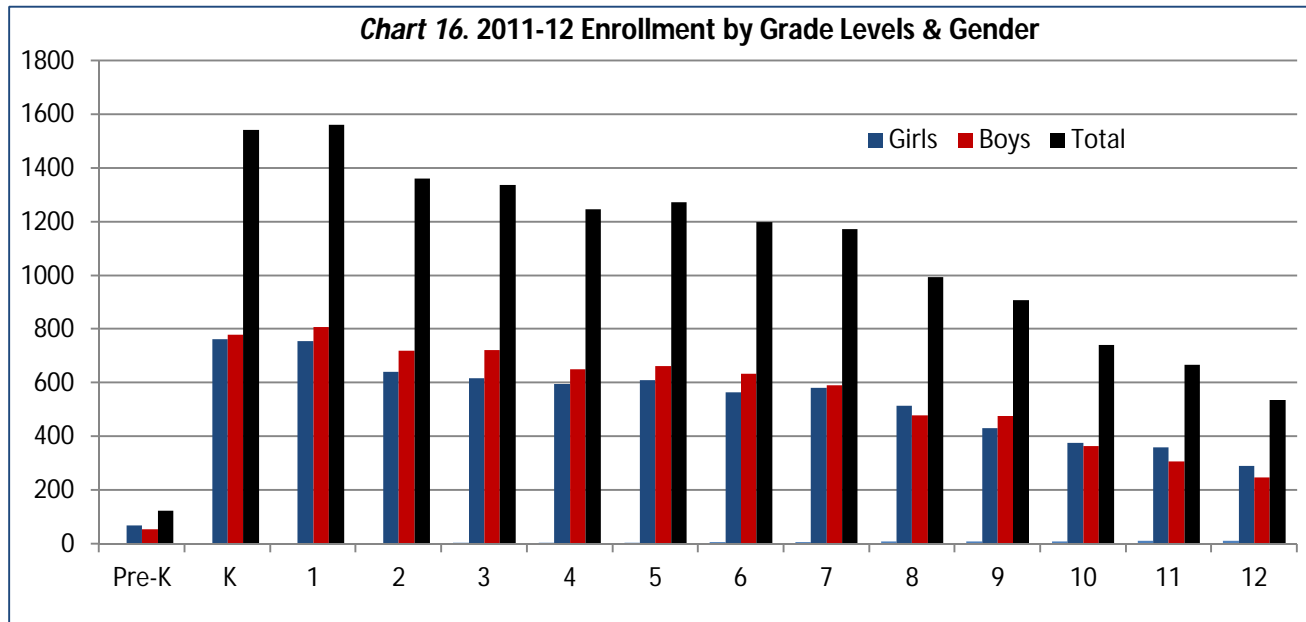


Chart 17: Enrollment Trends: 2001-02 to 2011-12:

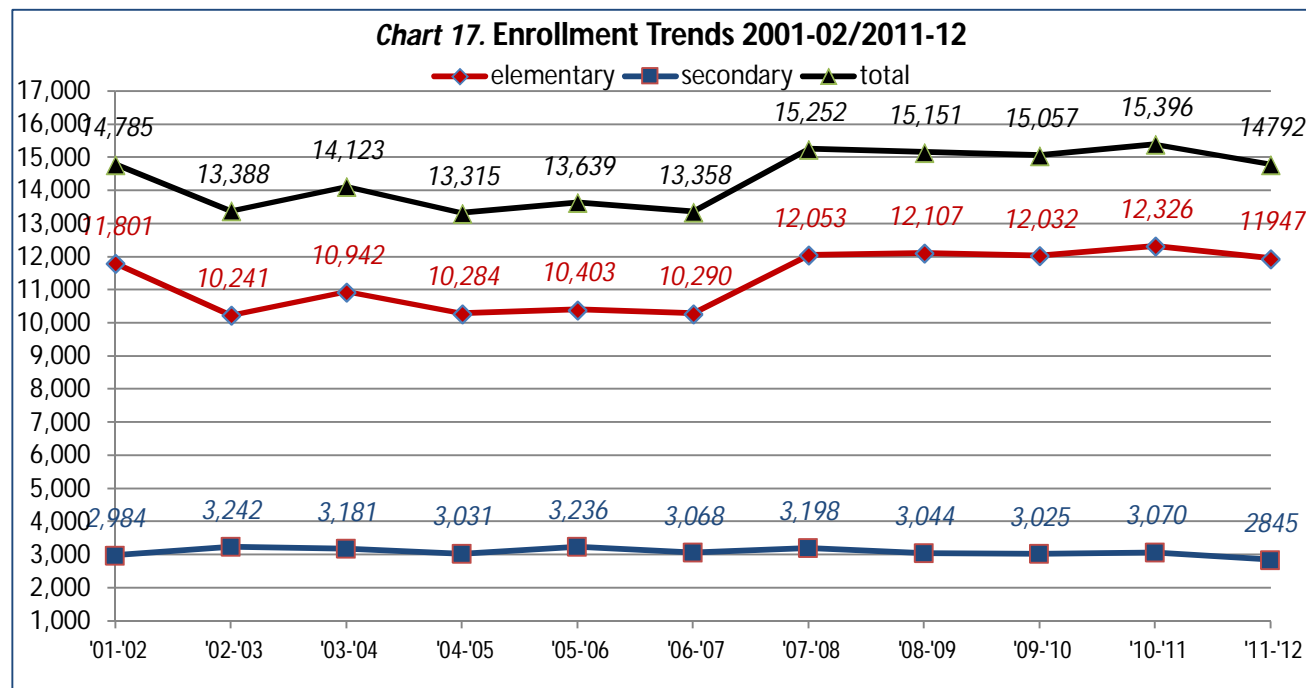


Table 10: Number of teachers – 2008-09/ 2010-11

Grade Level	2008-09	2009-20	2010-11
Primary	680	728	732
Secondary	116	127	141
Total	796	855	873

Table 11: Student Daily Attendance

Table 13: Average Daily Attendance				
Majuro Schools				
<i>School Year</i>	<i>Primary Schools Avg. Daily Attendance</i>	<i>%</i>	<i>Secondary Schools Avg. Daily Attendance</i>	<i>%</i>
2009	3,584	93%	n/a	n/a
2010	3,849	89%	n/a	n/a
2011	24,443	93%	n/a	n/a
2012	3,874	88%	1346.07	89%
Ebeye Schools				
	<i>Primary Schools Avg. Daily Attendance</i>	<i>%</i>	<i>Secondary Schools Avg. Daily Attendance</i>	<i>%</i>
2009	893.73	77.2%		
2010				
2011	7,922	88%	15,669	93%
2012	1241.5	81%	335	87%

OFFICE OF TESTING AND EVALUATION

The main function of the Office of Testing and Evaluation is to assess student learning in order to inform teachers and the Ministry not only about where students learning is in regard to the curriculum standards and benchmarks, but also about the effectiveness of teaching.

The office administers the Marshall Islands Standards Assessment Test series or MISAT I, II, and III for grades 3, 6, and 8. The MISAT I & II cover English Reading, Marshallese Reading, Mathematics and Science at grades 3 and 6; while the MISAT III consists of the High School Entrance Test which is composed of subtests in English Reading, English Writing, Marshallese Reading, Mathematics, Science and Social Studies. These tests are administered to all students at these grade levels during March to May of each school year.

To administer nine tests to over three thousand students spread out over seventy-some schools in a time period of 3 months (March to May) with a limited number of qualified test proctors acceptable and available, unreliable air and sea transportation, and the sluggish financial processing system to get travel authorization and boat charters approved is the primary challenge of the Testing Office year in and year out. Through hard work and some luck, this challenge is met every year and then the next challenge of scoring these tests, analyzing, and preparing national and individual school reports to be distributed by before the end of summer in August must again be faced. Again, this challenge is met every year.

Output 2.4.1- To manage and administer the Testing Office to address the MOE's primary objectives to use MISAT results to make sound decisions and policies.

During the 2010-2011 year, the Office of Testing and Evaluation completed the following:

- Because of a security breach in its administration the previous year, the Marshall Islands Standards Assessment Test for Grade 8, the MISAT III: High School Entrance Test was revised and now the test has two forms.
- The Marshall Islands Standardized Test (MISAT) was administered to grades 3, 6 & 8 at all public and private schools.
- The Stanford Achievement Test (SAT 10) was administered to grades 9 and 11 at Marshall Island High School.
- Scores and analysis of the MISAT were completed and reported to school principals; while the SAT 10 tests have not been scored due to a delay in the arrival of the scoring hardware and software.

- Development of MISAT IV & V for grades 10 and 12 in English and Mathematics was undertaken with the goal of implementation taking place in school year 2012-13.

Provided below is a list of tables and graph showing student performance in 2012 as compared against 2009.

Table 12: Percent Proficient & Above at Grades 3, 6, & 8 MISAT tests:

3rd Grade Results:	2008-09	2011-12
English Reading	0.21	0.20
Marshallese Reading	0.20	0.32
Math	0.15	0.29
Science	0.23	0.27
6th Grade Result:		
English Reading	0.13	0.19
Marshallese Reading	0.35	0.36
Math	0.08	0.20
Science	0.09	0.11
8th Grade Result:		
All Subjects Combines	0.24	0.33

The following graphs show whether there is improvement or not between the proficiency percentage of 2009 and 2012 for all MISAT levels. As can be seen, except for English Reading, there were improvements in all subject areas tested at grade 3.

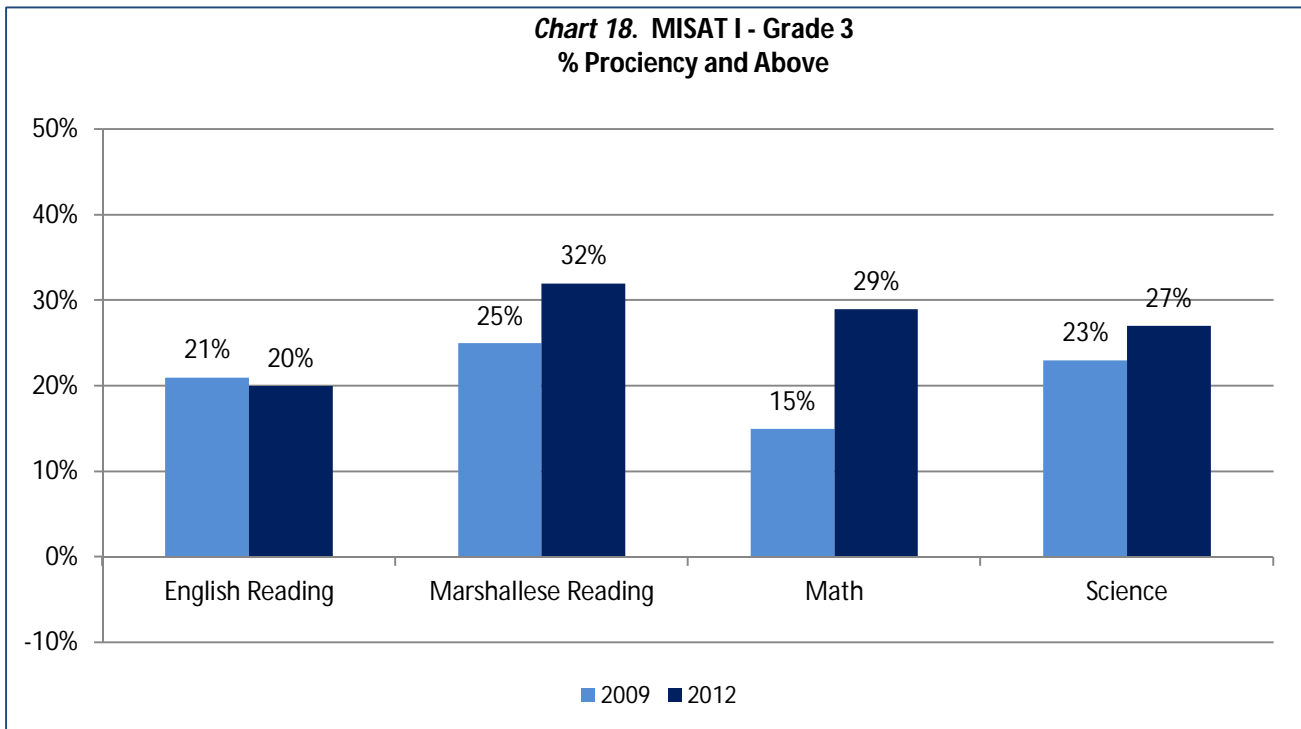


Chart 19: MISAT Results for Grade 6 – 2009-2012. This chart depicts the amounts of improvements which were made by all students in the subject areas tested at grade 6 level:

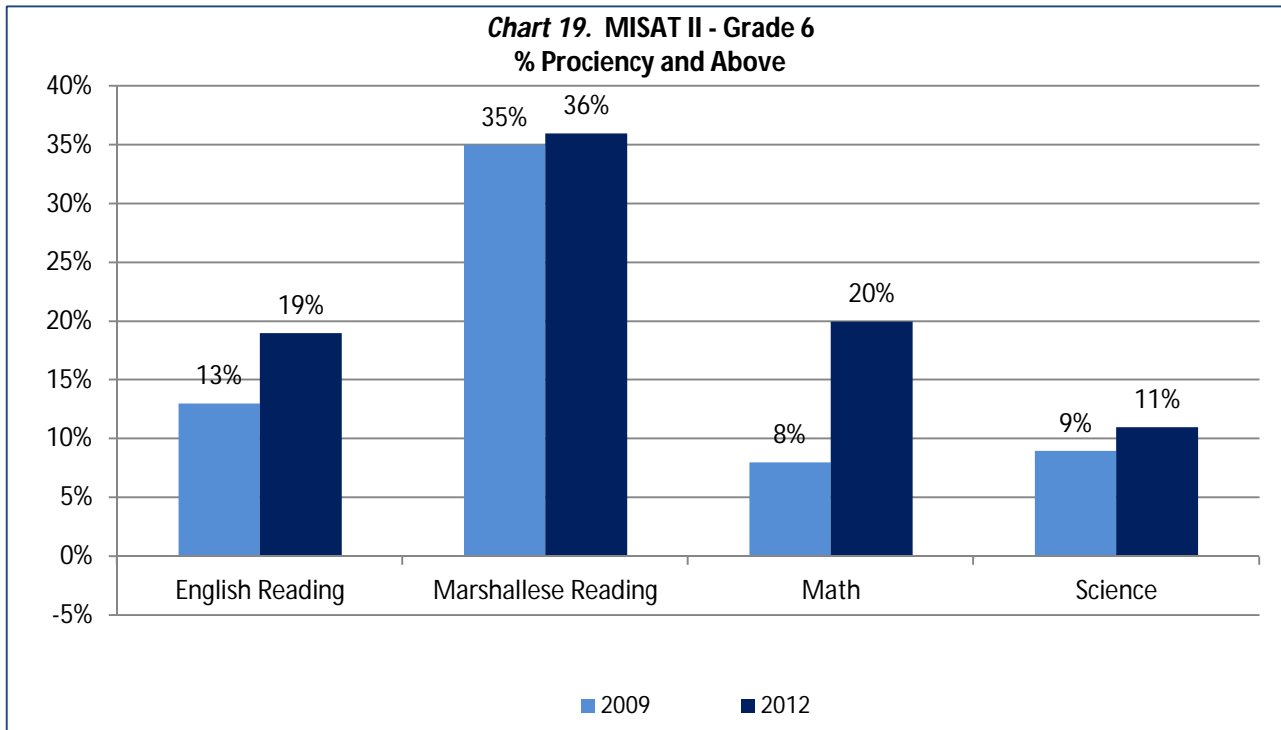
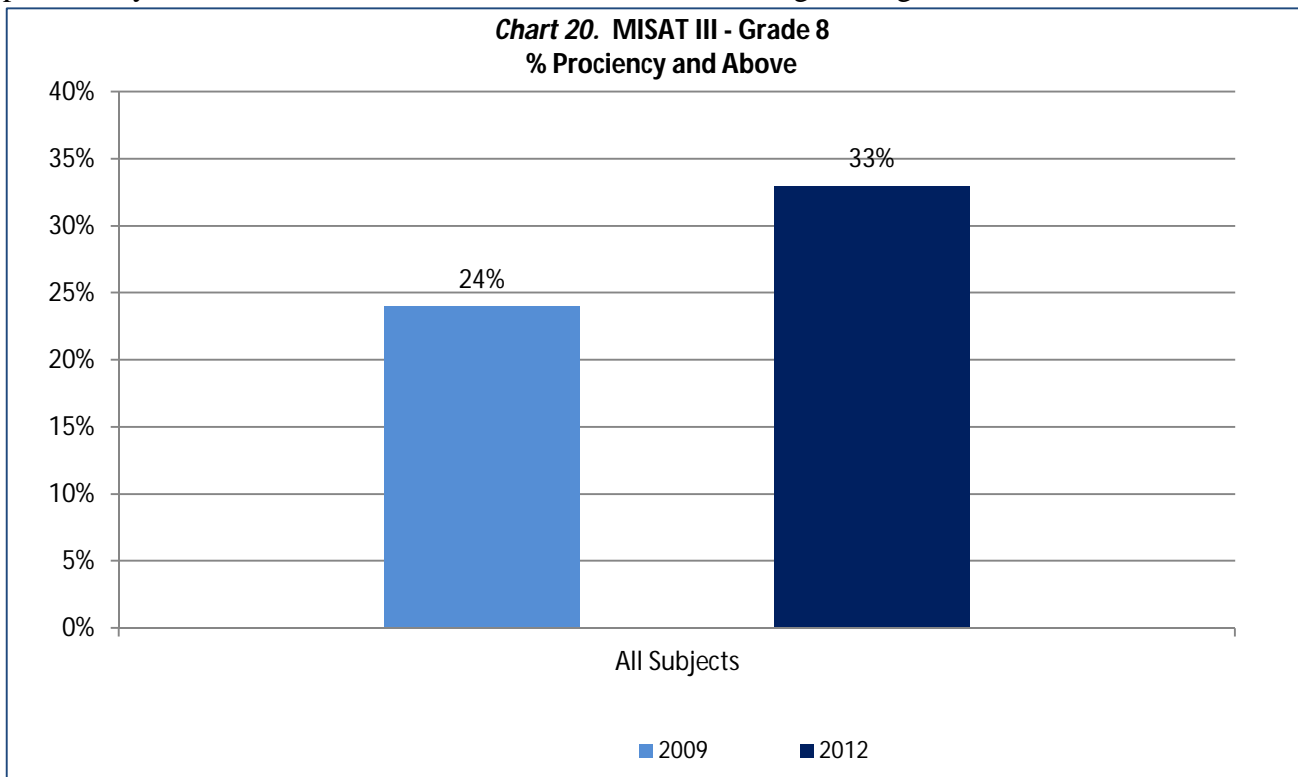


Chart 20: MISAT Results for Grade 8 – 2009-2012. This chart depicts an improvement from 24% proficiency and above to 33% between 2009 and 2012 on the grade high school entrance test:



The following sets of graphs show the difference between performances of public and private schools in all MISAT levels assessed for the school years 2008-09 and 2011-12. Also shown is the performance for all schools, which is the combined performance of private and public schools. These results compare public schools versus private schools, as well as showing how much improvement public schools versus private schools made between 2009 and 2012. The results are broken down by the grade levels assessed as well as by subject areas. For grades 3 and 6, these are English Reading, Marshallese Reading, Mathematics, and Science. For grade 8, there is one combined score for the subject areas assessed on the high school entrance test, which are English Reading, English Writing, Marshallese Reading, Mathematics, Science, and Social Studies.

Table 13 & Chart 21: MISAT Results for Grades 3: 2009 – 2012 Public vs. Private Schools

	Gr. 3 English			Gr. 3 Marshallese			Gr. 3 Math			Gr. 3 Science		
	Private	Public	ALL	Private	Public	ALL	Private	Public	ALL	Private	Public	ALL
2009	0.40	0.15	0.21	0.25	0.19	0.20	0.23	0.12	0.15	0.29	0.21	0.23
2012	0.39	0.16	0.20	0.35	0.31	0.32	0.48	0.25	0.29	0.34	0.25	0.27

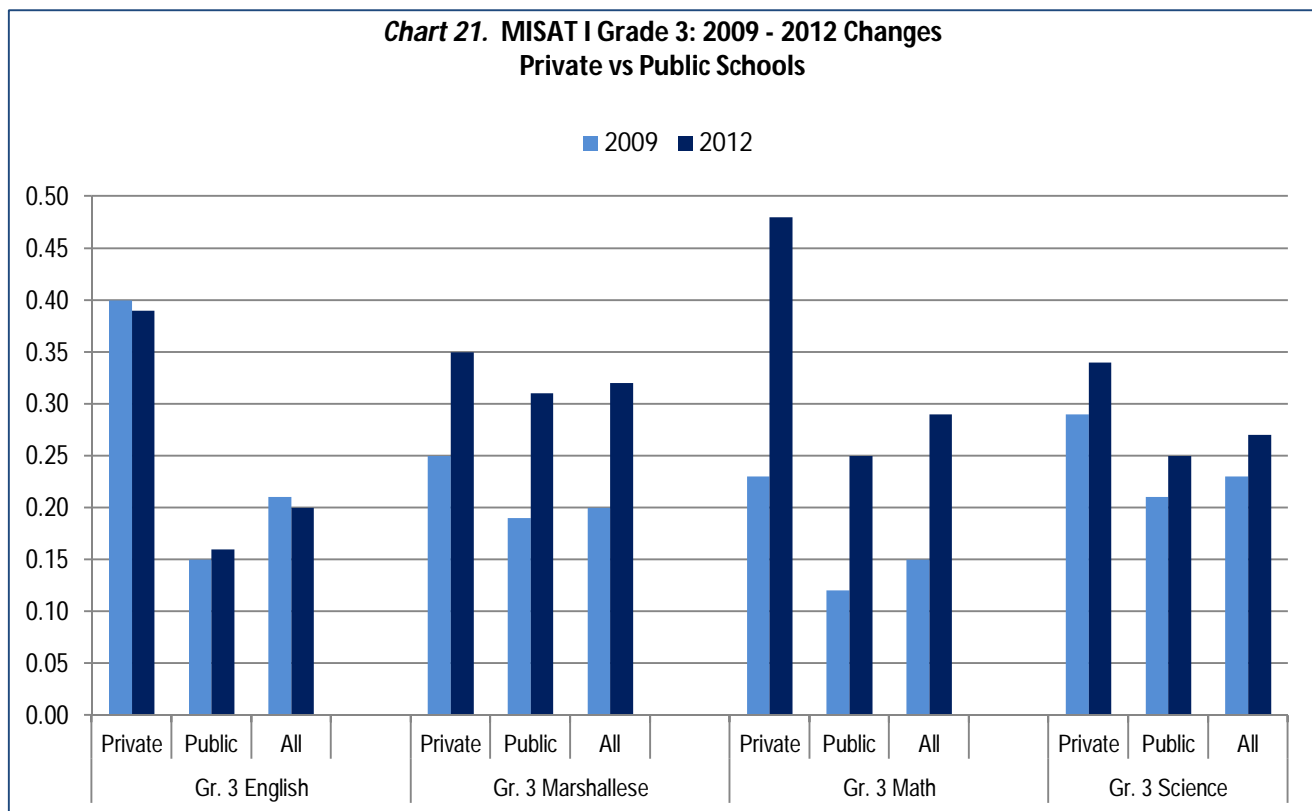


Table 14 & Chart 22: MISAT Results for Grades 6: 2009 – 2012 Public vs. Private Schools

	Gr. 6 English			Gr. 6 Marshallese			Gr. 6 Math			Gr. 6 Science		
	Private	Public	ALL	Private	Public	ALL	Private	Public	ALL	Private	Public	ALL
2009	0.30	0.10	0.13	0.41	0.34	0.35	0.13	0.07	0.08	0.18	0.08	0.09
2012	0.49	0.13	0.19	0.41	0.34	0.36	0.29	0.18	0.20	0.23	0.11	0.11

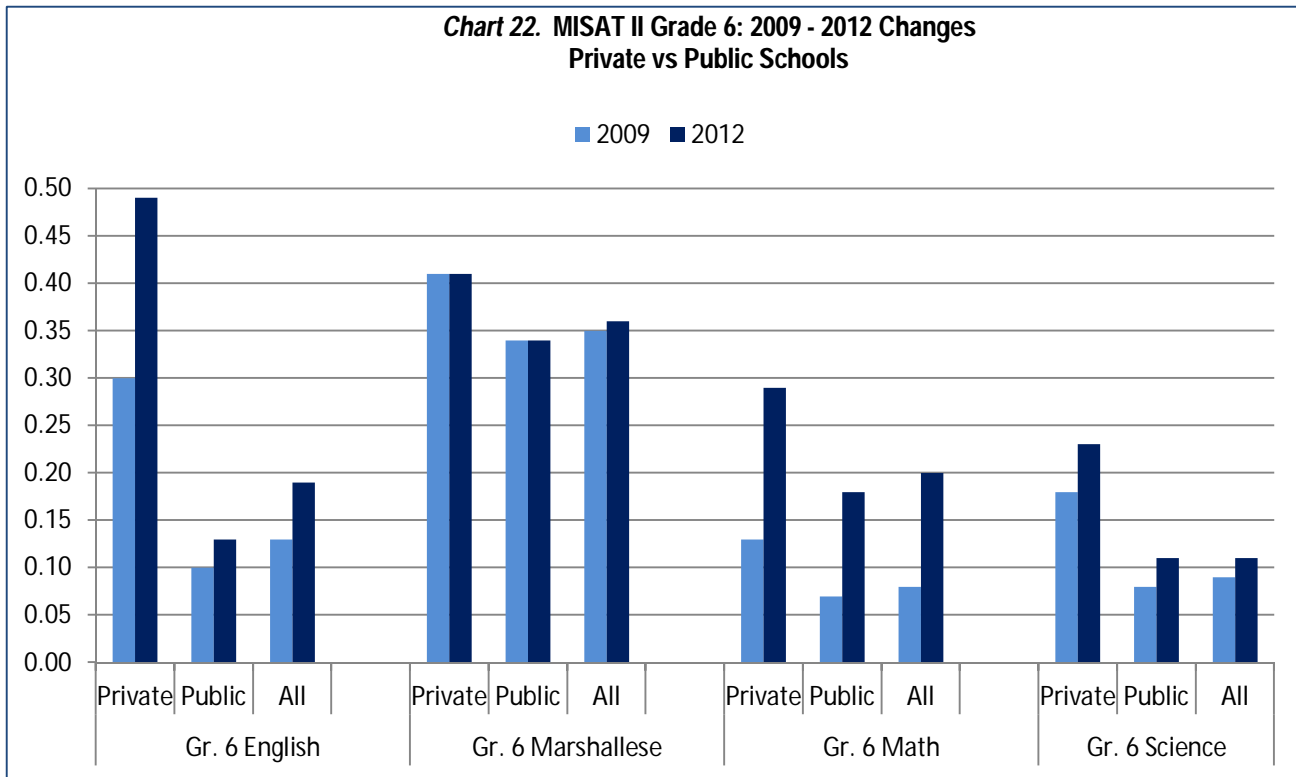


Table 15 & Chart 23: MISAT Results for Grades 8: 2009 – 2012 Public vs. Private Schools

	2009	2012
Private	0.38	0.33
Public	0.21	0.29
ALL	0.24	0.33

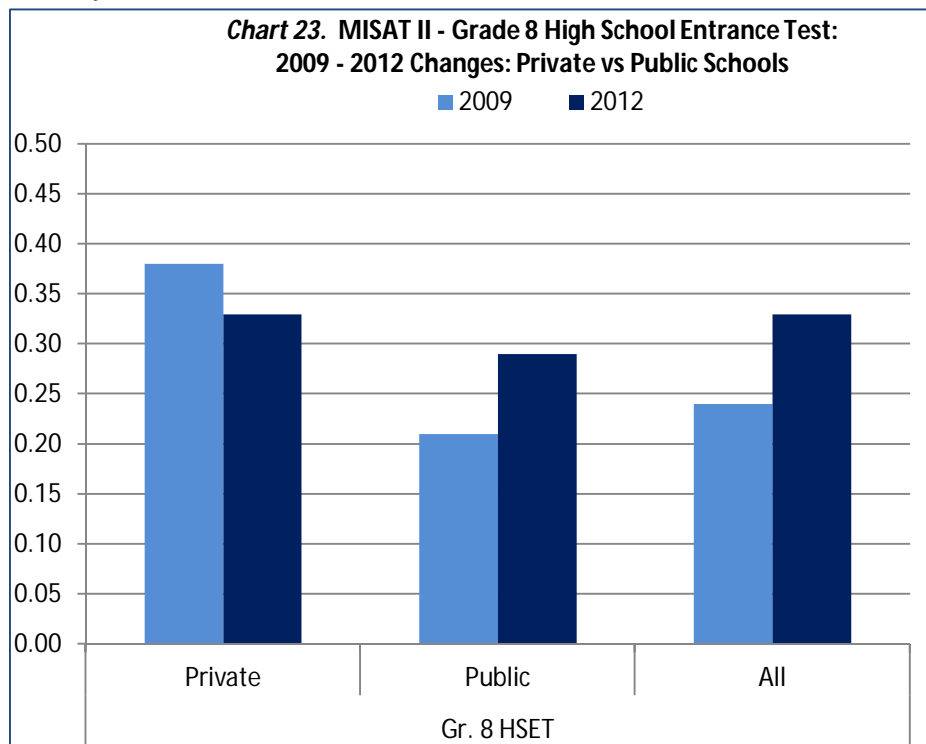


Table 16 & Chart 24: 2012 MISAT Results for Grades 3: Schools by Enrollment Size. Large schools, only found on Majuro and Ebeye, consist of those with enrollments above 200 students. Medium size schools are those with enrollments of 80+ to 199; while small schools are those with enrollment under 80. As can be seen from these results, across all subject areas and all grade levels assessed, students from smaller schools

clearly perform poorly on the MISAT tests, and the larger the schools, the better the performance results for their students.

Grade 3:	Enrollment	2012
English	small	0.10
	medium	0.12
	large	0.20
	all	0.20
Marshallese	small	0.21
	medium	0.26
	large	0.38
	all	0.25
Math	small	0.17
	medium	0.20
	large	0.31
	all	0.29
Science	small	0.18
	medium	0.20
	large	0.27
	all	0.27

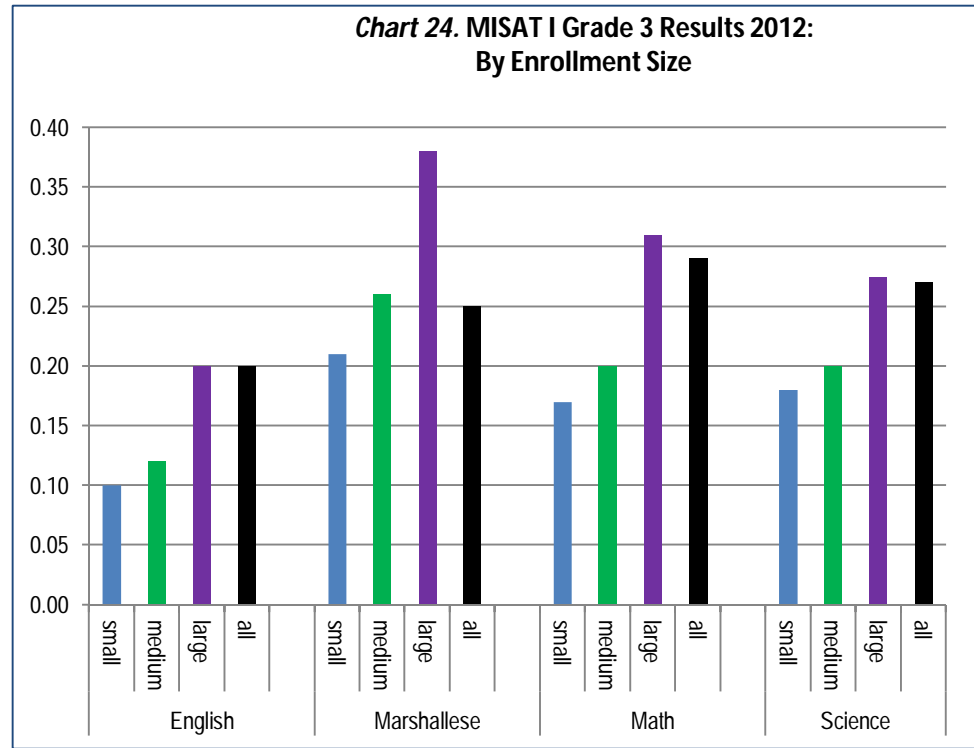


Table 17 & Chart 25: 2012 MISAT Results for Grades 6: Schools by Enrollment Size:

Grade 6:	Enrollment	2012
English	small	0.05
	medium	0.09
	large	0.18
	all	0.19
Marshallese	small	0.29
	medium	0.32
	large	0.38
	all	0.36
Math	small	0.15
	medium	0.17
	large	0.20
	all	0.20
Science	small	0.06
	medium	0.08
	large	0.10
	all	0.11

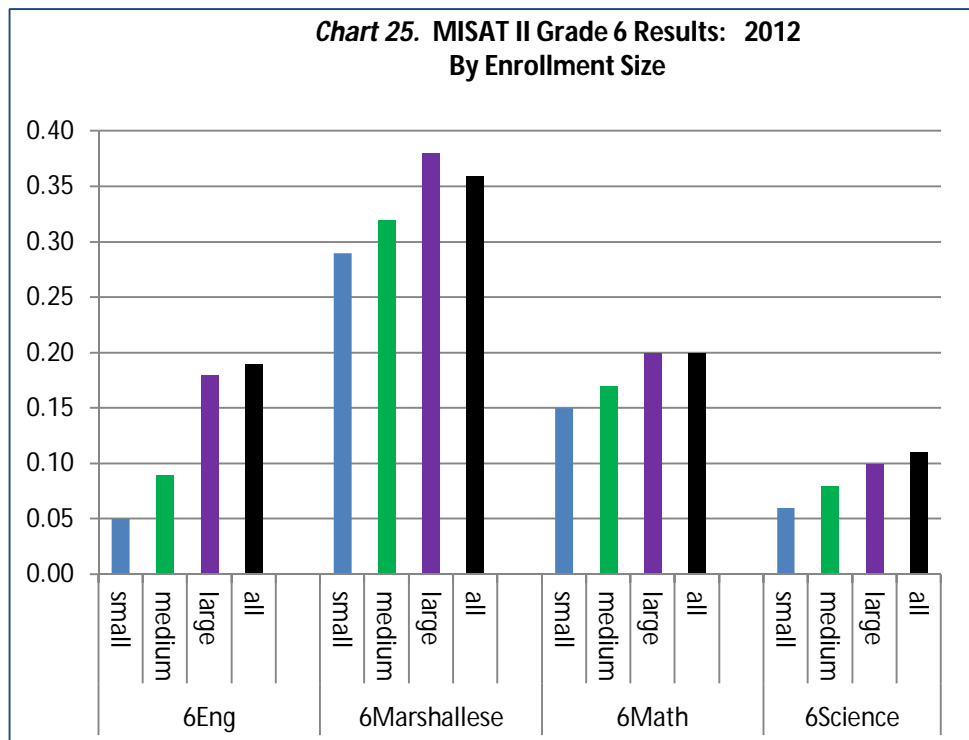
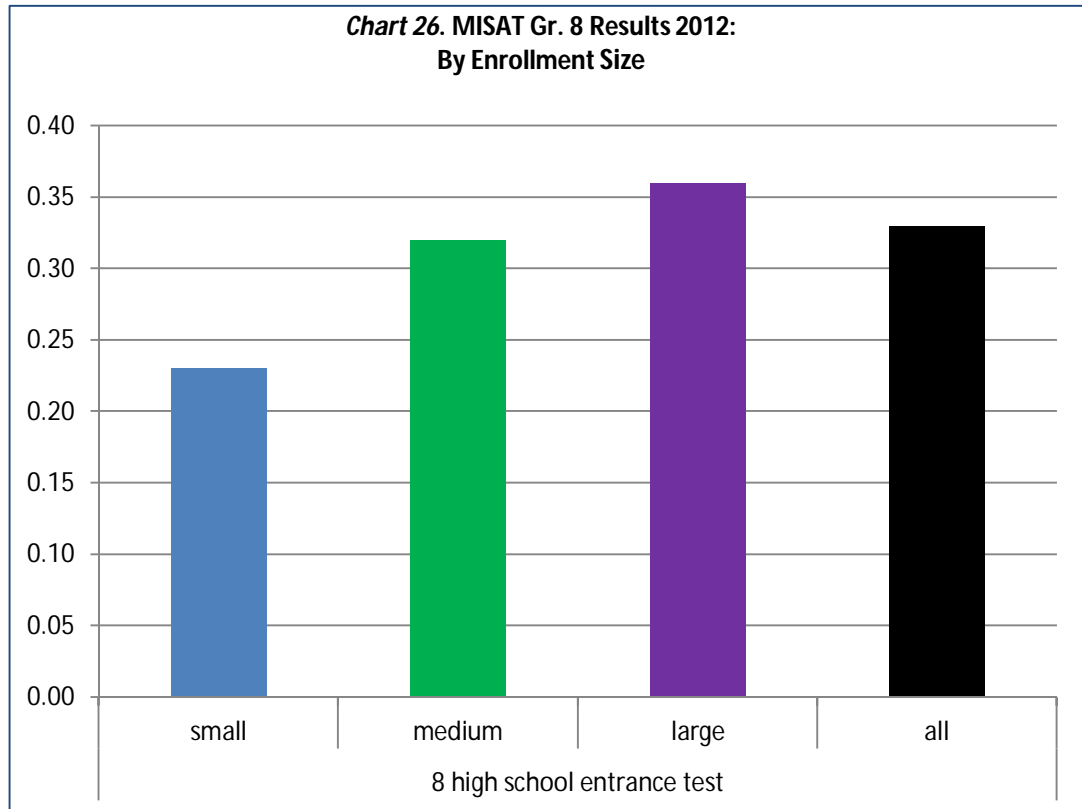


Table 18 & Chart 26: 2012 MISAT Results for Grades 8: Schools by Enrollment Size:

Grade 8	2012
Small	0.23
Medium	0.32
Large	0.36
All	0.33



INFORMATION TECHNOLOGY (IT) OFFICE

The Ministry of Education continues to prioritize the importance of technology as a critical part of the day-to-day operations of the Ministry. Technology continues to effectively use to enhance flow of information within the Ministry and its stakeholders. The primary purpose of the Office of Information and Technology (OIT) is to guide the ongoing development and evolution of technology in support of the Ministry’s mission and strategic plans. The OIT is also responsible for the accountability of the effectiveness and reliability of flow of information and usage of technology at the Ministry. The plan should be aligned with the Performance Based-Budgeting System in order to effectively monitor and track all the activities carried out under OIT. When new technologies are considered they are carefully evaluated relative to how they can effectively support the Ministry’ strategy plans.

The following is a summary of accomplishments and challenges for the IT Office during the 2011 – 2012 periods.

Output 2.2.1- To strengthen and improve management of all IT related needs and services.

Accomplishments:

- A computer literacy survey was conducted at the beginning of the year at all the Majuro public primary and secondary schools. The Staff Development Office will use the result of this survey to provide appropriate training.
- Internet connectivity was finally realized in all Majuro public schools. Depending on the physical configuration of the school and the number of users, some schools were fitted with wired Local Area

Network (LAN), some with wireless LANs, and still others like Majuro Middle School and Delap Elementary School were fitted with both wired and wireless LANs. Laura High School and Marshall Islands High Schools highbred LANs were done “in-house” by their respective IT teams.

- We participated in the development of both the MOE Technology Plan as well as the One Laptop per Child (OLPC-Marshall Islands) Plan. IT staff remain a member of a deployment team and provide training to DES teachers every once a week.
- IT staff were part of a team that selected out of many, the Power School Database Software that Marshall Islands High School has adopted and is currently using. Also helped out with training of the teachers and staff.
- Provided ministry-wide computer technical assistance.
- With the departure of our IT Specialist, Jayson, along with all the passwords for the OLPC Server that he set up, the IT Director was forced to teach himself how to set one up on his own. After several weeks of “late-night” reading he was finally successful. Then he found out that a critical part of the Server is the Moodle which he knew nothing about either. Fortunately he taught himself by getting online and accessing training modules on the World Wide Web.

Challenges:

In the beginning of this reporting period we were very excited when we were invited (for the first time) to participate in a planning exercise. Activities were prioritized. Additional personnel, equipments, and other needs were identified to accomplish these activities. Although some of these activities were carried, others were left behind.

WAY FORWARD

The division will continue to strive to make improvements in all areas of operation, but will focus on the following:

- *Improving the data collection and verification system so that collected data is more comprehensive, reliable, and timely.*
- *Improve the reporting of the MISAT test results so that school principals and headteachers receive detailed individual student test results in addition to their schools summary results.*
- *Continue to move forward in the implementation of a Marshall Islands accreditation system for all schools in the RMI.*
- *Pursue and conduct research in areas identified as critical to progress and improvement in the Ministry of Education.*

DIVISION OF EARLY CHILDHOOD AND ELEMENTARY EDUCATION

Introduction

The Division of Early Childhood and Elementary Education is mandated to provide education and related services to children in the primary level, kindergarten to grade 8 ages 5 to 14. During FY 2012 the division implemented the Budget Portfolio based on the MOE Strategic Plan, focusing on outcome 4 (to provide access and improve student performance and learning outcome at early childhood and primary education) and outcome 9 (to address the needs of special education students).

Besides providing services to the primary schools, the Division also oversees the implementation of four supplemental programs, Instructional Services, School Enrichment, Special Education and School Health. Throughout the year the Division continues to ensure that services to students improve in spite of numerous challenges encountered during the implementation period. Major challenges include difficulty visiting schools, low parental community involvement to complement students' learning, low leadership skill to monitor the constant flow of teaching and learning in the schools, lack of follow through to ensure budgeted project are implemented.

During the reporting period, the six major components within the Division of Early Childhood and Elementary Education closely followed the Performance Budget Portfolio and implement services based on their assigned outcomes as follows:

Programs and Development Efforts

Output 4.1- Address curriculum, administration and community outreach issues for Early Childhood and Primary Education to address its primary objectives.

Three priority activities were carried out under output 4.1:

- 1) Continue acquiring textbooks to supplement the curriculum,
- 2) Continue school and program monitoring and
- 3) Continue parental community involvement in the schools.

The textbook acquisition began in FY2007 and was finally completed in FY2012. The following chart shows the acquisition process during the last three years. Charts of more detail process for the acquisition and development of textbooks the can be found in the appendices.

Table 19: Textbook Acquisition Plan 2007 -2012

	2009	2010	2011	2012
Math	Complete Gr K-8			
English	Complete Gr K-8			
Social Studies			Development of local materials for Gr K-5 began	Complete Gr 6-8
Science	Complete Gr K-8			
Health				
Marshallese Language Arts		Complete Gr. K-8		

School-based technical assistance and community parental involvement activities were also carried out during schools visits and while assisting with administering the MISAT tests. School visits reports show that

all schools were visited during the fiscal year and parental community involvement and trainings were conducted in most of the schools with collaboration from PREL (see also CIA output 7.1.1).

Technical Assistance to Majuro Middle School SY: 2011-12

- Plenary sessions for both Teachers & PTA of Majuro Middle School in School Improvement.
- School Improvement Goal Setting to meet 5% School AYP on MISAT III.
- GOAL setting for parental engagement activities in alignment with academic improvement goals/objectives to support student learning outcomes.
- PTA Training. Roles of parents, community and students in meeting school learning expectations. What does parental involvement look like? What indicators show that parents are involved in their children’s education?
- Output of Service: SY: 2012 School Improvement Plan – Parental Involvement Component aligned with the Academic Goals of improving student academic learning.
- Pacific Climate Change Education Partnership (PCEP) I: Science Unit on Water Quality
- PREL staff In partnership with RMI Environmental Protection Agency (EPA) and College of the Marshall Islands – Land Grant (CMI) worked with Laura Elementary teachers of grade seven and eight and develop a six weeks Water Quality Unit and the teachers expanded it to a full quarter 9 weeks Unit integrated with



climate change issues on water. The school will be replicating this again this year in quarter 3 science this year.

- Students studied the science of WATER and then go into their Laura Community to identify ways that water is useful and also looked at the quality of water sources for these many uses in the village and at home. The students were introduced to the process of testing water for contaminations and treatment process to make water safe for use.
- A field trip to expose students to the importance of the Water Lenses in Laura – and extend that knowledge/concept to focus on climate change issues such as droughts and sea level rise, etc

Table 20. School & Community activities 2011-2012

Event	Organizer	Participants	Categories	Frequency	Benefits
Track & field	SEP Staff in coordination with Marshall Islands Athletic	200 students (about 130 boys and 70 girls)	Events for both boys and girls	Once a month with conclusion during May Day 2012 with national	Four athletes were chosen to represent MH at the Oceania Champion in Australia.

	Federation (MIAF)			champions	
Coaching of RMI national team at the London Olympic	SEP in coordination with Marshall Islands Athletic Federation (MIAF) & NOC	SEP Director		Once	Networking and gaining more skills from the international athletes.
Rugby tournament	SEP and Rugby Club	Primary & secondary school children	Around 70 Boys and 5 girls	Once (3 to 5 games in one Season)	Students were exposed to a new game as rugby is seldom played in RMI
Education Week 2012 activities	SEP Staff	Primary, secondary and College students	300 Boys and 200 girls	Annual event	Students took part in educational events including debates, spelling bees, math competitions, and sport events.
Volleyball and basketball tournaments	SEP Staff	1000 Primary & secondary school children	420Boys and 570girls	Seasonal summer time event	Students learn sportsmanship and team concept as well as wellness & fitness by playing together

School Enrichment Program – SEP

The SEP after school programs continued its efforts to serve approximately seven primary schools and two secondary schools on Majuro atoll, and also 2 private primary schools . During fiscal year of October 2011 - October 2012, approximately 8000 students benefitted from SEP services through Tutoring, Reading, and Sports.

Output 4.1.3 - To strengthen management and administration of the School Enrichment Program (SEP) to enhance educational opportunities.

Accomplishments: These events helped us to reach more students to be interested in sports, physical health & exercises, after-school activities, gardening, arts, and a lot more. Now the students are more engaged in sports tournaments, inter-school and community events, and are much more confident in showing their skills in sports. They learn new sports, are much more aware about physical health, and learn about sportsmanship and discipline.

Difficulties: There were obstacles faced during these events, such as, transportation of students and community (parents); some school principals are not able to cooperate; requests for supplies (sports equipments, food, refreshments) are sometimes slow, during the summer program we needed more volunteers and needed parttime fees for the trainers; some sports venues are not suitable/safe for kids.

In additons to SEP’s activities at the schools mentioned above, the following activities were also organized by SEP.

Table 21: Organized Summer Activities 2012

	SUMMER ACTIVITIES	VENUE/SITE	PARTICIPANTS
4-Jun-12	Start of the Summer Programs at primary schools	RES,DES,RRES,APES,WES,LES,	SEP Staff and Primary Schools
4-Jun-12	Start of the Summer Sports Program	Old Weather Station	SEP Staff, SEP Part-timers, Athletes, Community and Students
9-Jun-12	Children’s Fishing Fair	Old Weather Station	SEP Staff, SEP Part-timers, Athletes, Community and Students, Billfish Club etc.

11-Jun-12	Start of the Basketball & Volleyball Tournament	Rairok Elementary School & Rairok Community	SEP Staff, Rairok Community
16-Jun-12	Rugby Touch Tournament	Old Weather Station	SEP Staff, Rugby Club, Primary School Students
28-Jul-12	Marshalls-Japan Exchange Students	Old Weather Station	RMI and Japan Exchange Students
30-Jul-12	Start of the Basketball and Volleyball Tournament Finals	Rairok Community Court	SEP Staff, Rairok Community
	Film Viewings	Backyard of Do It Best Wall	SEP Staff, Delap Community
3-Aug-12	Closing Day for Summer Sports Program	Old Weather Station	SEP Staff, SEP Part-timers, Athletes, Community and Students
6-Aug-12	Basketball and Volleyball Tournament Finals	Rairok Community Court	SEP Staff, Rairok Community



Table 22: SEP Sponsored School & Community /Activities

	SCHOOL & COMMUNITY ACTIVITIES	VENUE/SITE	PARTICIPANTS
10-22 Nov-11	Diabetes Awareness - School Outreach	Majuro Middle School Rairok Elementary School Delap Elementary School Laura Elementary School COOP School	SEP Staff, MOH & MMS, COOP Rairok, Delap, Laura Students
2-Jan-12	Start of Gardening Program	Delap Elementary School	SEP Staff, Delap Students
24-Jan-12	Start of Health & Fitness Program	Delap Elementary School	SEP Staff, Delap Students
19-Feb-12	Students Afternoon Tutorials	Ajeltake Elementary School	SEP Staff, APES Students
23-24 Feb-12	Education Week Field Day	Ajeltake Elementary School International Convention Center Rairok Elementary School	SEP Staff, APES Students Dartmouth, High School Students SEP Staff, RRES Students
12-Apr-12	Baseball League Tournament	Delap Community	SEP Staff, Delap Community
7-10 Sep-12	Taiwan Kite Fest	Old Weather Station Laura Ball Field MIHS/MMS	Students and Community
28-Sep-12	Manit Week	WAM,MIR, Old Weather Station	Students and Community
13-Oct-12	Bob Festival	Old Weather Station	Students and Community
10/15/12	Start of the Volleyball Interschool League - ongoing until December 2012	MIHS/SALVATION ARMY RITA/ AJELTAKE/LAURA BALL FIELD	Volunteer Umpires, SEP Staff and Primary & High School Students
10/29/12 - 11/2/12	One Laptop Per Child Workshop	Delap Elementary School	MOE Staff, SEP Staff Teachers, etc.

	TRACK & FIELD ACTIVITIES	VENUE/SITE	PARTICIPANTS
8-Oct-11	Marshall Islands Sports Education Program	Laura Ball Field	SEP Staff, PE Teachers, Community and 100 kids from 6 - 14 years old in Laura

19-Nov-11	Elite Athlete Competition	Laura Ball Field	SEP Staff, Volunteers, Student Athletes
5-Dec-11	Elite Athlete Competition	Laura Ball Field	SEP Staff, Volunteers, Student Athletes
2-Jan-12	Start of After-School Sports Training (Track & Field Training, Rugby, Soccer)	Old Weather Station	SEP Staff, Volunteers, Student Athletes
9-Mar-11	World Indoor Championships- Mar. 9-11,2012	Istanbul Turkey	Eunice Borero, Roman Cress
31-Mar-12	5K Fundraising Run at College of the Marshall Islands	College of the Marshall Islands	SEP Staff, RMI Elite Athletes, Student Athletes
28-Apr-12	Constitution Day Athletic Competition-10K Run	Old Weather Station	SEP Staff, Volunteers, Student Athletes, Community & Schools
5-May-12	Constitution Day Athletic Competition	Laura Ball Field	SEP Staff, Volunteers, Student Athletes, Community & Schools
10-May-12	Oceania Athletics Association/RDC CECS III Jumping course	Queensland, Australia	Daniel Andrew - SEP After-school Volunteer Trainer
19-May-12	World Athletics Day	Old Weather Station	SEP Staff, Volunteers, Student Athletes, Community & Schools
28-May-12	Constitution Day Athletic Competition - 5K Run	Old Weather Station	SEP Staff, Volunteers, Student Athletes, Community & Schools
24-Jun-12	Women's Seminar - Encouraging Women Involvement in Sports	Cairns, Australia	Eunice Borero
25-Jun-12	Team Manager's Technical Meeting- Responsibilities of a Team Manager	Cairns, Australia	Eunice Borero
27-Jun-11	Start of Oceania Regional Championships - June 27-29, 2012	Cairns Australia	Eunice Borero, 4 Elite Athletes
12-Aug-12	Closing for London Olympics	London Olympics	Rais Aho , 2 Olympians
10/25/12 - 11/5/12	TOECS Workshop - Jovilisi Fotofili	Queensland, Australia	Jovilisi Fotofili - SEP Afterschool Volunteer Trainer
10/15/12 - 10/20/12	CECS Level 1 Lecturer's Workshop	Gold Coast, Australia	Rootee Nangita



Elementary Health Education Center and Federal Health Program

Output 4.5 – Raise Health Awareness and Reduce Youth Risk Behaviors

Output 4.5.1 – Continue to implement Elementary Health Education Center and Federal Health Program Youth Risk Behaviors Survey (YRBS)

The YRBS is about health behaviors. It was developed so students can tell what they do that may affect their health. The information collected through the survey is vitally important for tracking the behaviors that affect the health and well-being of our nation's youth. In addition, the YRBS are an invaluable resource used by public and private organizations to set and monitor program goals, develop health education

programs, support health-related legislation, and seek funding for programs that focus on reducing health risk behaviors among youth. The following highlighted the two objectives and the activities that took place as part of the administration of the YRBS.

Objective 1: Administer the high school and middle school Youth Risk Behaviors Survey at public schools. Administered the Youth Risk Behaviors Survey (YRBS) to 1,739 students at all of the five public high schools.

Review raw data received from the administration of the YRBS in 2011.

Objective 2: Compile the results of the YRBS surveys and sent them to Westat to be analyzed. YRBS results are expected to arrive in the Marshall Islands in December 2012.



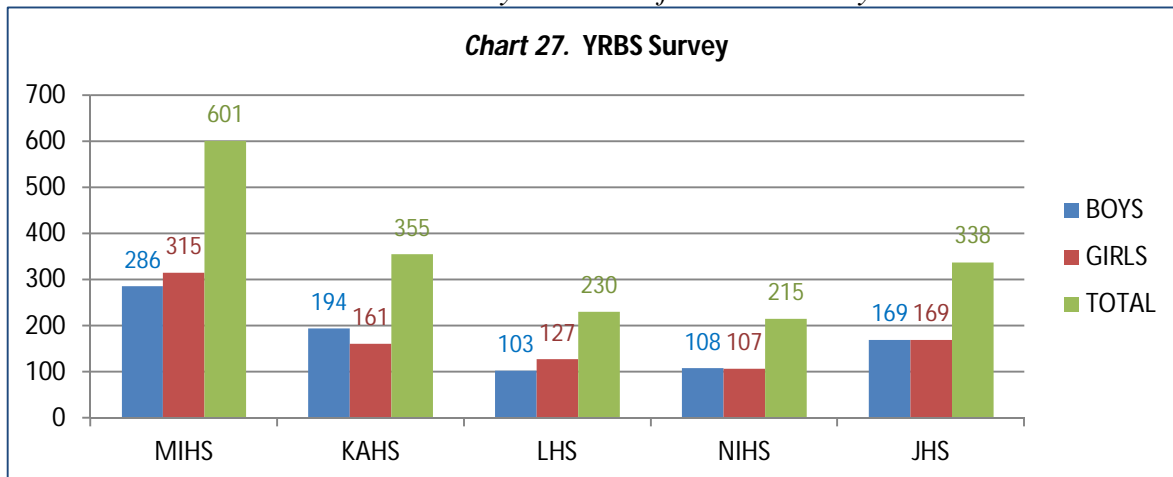
YRBS administration at NIHS

The table below show summarized preliminary results of the YRBS of what RMI students do that affect their health.

Table 23: YRBS Summary Results

<p>Healthy behaviors:</p> <ul style="list-style-type: none"> a) More than half of the students responded they have been actively participated in physical activity b) have been taught about AIDS or HIV infection in schools c) had been eating fruits and vegetables during the past thirty days 	<p>Unhealthy/risky behaviors:</p> <ul style="list-style-type: none"> a) Many students responded they have tried cigarette smoking b) had sexual intercourse c) had at least one or more drink of alcohol in their lives
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Chart 27: YRBS 2011-12 Survey: Number of students surveyed



<i>Objective 2: Disseminate survey results and promote the use of data in the community's continuing efforts to reduce youth risk behaviors.</i>		
<i>Activities</i>	<i>Participants</i>	<i>Outcome/Benefits</i>
2a. MOE Health Education staff shared previous YRBS data with students and teachers.	90 middle and high school students 12 classroom teachers - Other MOE curriculum specialists and staff	Health Club members at the middle and high schools uses the data in developing their action plans.
2b. Health Education Office shared YRBS data with partner agencies	Partner agencies such as; Marshall Islands Epidemiological and Youth to Youth in Health	Partner agencies and ministries used YRBS data to develop and strengthen programs and policies.

HIV Prevention

The HIV Prevention program still continues with the four specific goals to help support the main goal of the project. The main goal of the HIV Prevention program is to prevent and reduce sexual risk behaviors among youth that may result in HIV infections by providing professional developments to the MOE Health Education staff, school teachers, peer educators and partner ministries/agencies. The following highlighted some of the activities took place under each goal.

Table 25: MOE HIV Prevention staff training capacity

<i>Goal 1: Increase the capacity of the MOE HIV Prevention staff to provide training to school staff.</i>		
<i>Activities</i>	<i>Participants</i>	<i>Outputs</i>
1a. Staff attended a Life Skills Training conducted by the Single State Agency. August 17 – 26, 2011	2 MOE Health Staff	Assigned as mentors to selected schools on Majuro and the outer islands (Wotje, Jabor & Aerok (Ailinglaplap) to assist the implementation of Life Skills curriculum in the schools.
1b. MOE HIV Prevention staff attended a National Professional Development Conference in San Francisco, California. February 14 – 16, 2012	All CDC School Health funded programs across the regions and MOE School Health Team along with partner agency representative from Ebeye Health Services.	Met Project Officer and other program representatives from the other U.S. affiliated states (such as Palau), as well as states from all across the United States. At the end of the conference, reports were submitted and a detailed work plan for the upcoming fiscal year was completed and submitted for review. Strengthen collaboration and coordination with other partner ministries/agencies.
1c. Attended a three days training on Non-Communicable Diseases (NCD) conducted by the MOH. August 29 – 31, 2012	MOE Health Team School teachers	After attending the NCD conference, MOE Health Staff organized presentation sessions on tuberculosis and leprosy with MOH staff. Presentations were given to all the teachers who attended the summer institutes. At the end of the presentations, teachers were asked to develop lesson plan, transmitting the information into an interactive lesson plan.

RMI participants at the NPD Conference



Teachers developing lesson plans

<i>Goal II: Increase the sustainability of middle school and high school teachers to implement effective HIV prevention curricula.</i>		
<i>Activities</i>	<i>Participants</i>	<i>Outputs</i>
2a. MOE Health staff attended a Global AIDS Progress Report Validation meeting conducted by the MOH. March 16, 2012	MOE, MOH, and other government and non-government ministries	RMI Global AIDS Progress Report validated and ready for submission to World Health Organization.
2c. Staff provide ongoing technical assistance to Health Clubs at the high schools and Majuro Middle School, with their deliverance of HIV/AIDS prevention programs.	MOE Health Team 6 public high school health clubs 1 middle school health club	Ongoing technical assistance is given to health clubs in all the public high schools and Majuro Middle School. Presentations as well as supplies are provided to help carry out their planned activities.
2d. MOE HIV Prevention staff attended a four days training on Sexual and Reproductive Health (SRH) Workshop conducted by UNFPA, Fiji. May 10 – 13, 2011	All curriculum specialists, school principals, high school counselors and teachers	Gained understanding of why Sexual Education is important to be taught in schools. SRH modules were introduced, and participants had the chance to interact with the activities. Health staff continues to communicate with workshop organizer to see how the program can be integrated in the health curriculum.

<i>Goal III: Build capacity of middle school and high school educators to implement evidence-based HIV prevention program.</i>		
<i>Activities</i>	<i>Participants</i>	<i>Output</i>
3a. Plan and organized the 7 th Student Support Group Conference. Topics discussed during the conference are; alcohol and substance use and abuse, teen pregnancy, STD/HIV/AIDS, and other health related issues.	90 middle and high school students 12 high school teachers and other MOE curriculum specialists and staff	Log of three days participants attendance. Presentations given by all schools reporting what they have been doing. Example of activities in each schools include: - water testing/treatment – NIHS wetlands – JHS recycling – KAHS island cleanups – LHS survey and presentation – MIHS
3b. Continued to monitor the implementation of Health Curriculum which includes HIV Prevention in the schools.	MOE Health Education Staff	Plan of Actions developed by individual schools. At the end of the conference, participants are asked to return to their schools and present what they learned in the conference. Plan must include the followings: goals and objectives activities and duration of implementation time who is responsible what impacts does it have Student Evaluations Record of teacher lesson plans

Goal IV: To increase coordination and collaboration for sharing of HIV prevention resources with internal and external partners.

<i>Activities</i>	<i>Participants</i>	<i>Outputs</i>
4a. MOE Health Education staff shared program story and successes with other program representatives from other countries during the National Professional Development Conference.	MOE Health Education Staff	Received a set of FLASH Curriculum from HIV Program Coordinator from North Dakota. FLASH is a Sexuality Education and HIV Prevention curriculum.
4b. Staff participated in reviewing the RMI Global AIDS Progress Report. Meeting was conducted by the MOH.	MOH Health Education Staff	Finalized RMI Global AIDS Progress Report

<i>Priority Activity</i>	<i>Implementation Status</i>	
With students and parents addresses a lasting change in lifestyle Promote healthy eating habits Promote HIV and STD prevention Conduct Youth Risk Behavior Survey	The following	



7th Student Support Group Conference participants

CURRICULUM INSTRUCTIONS AND ASSESSMENT (CIA)

Under the Early Childhood and Elementary Education, the Curriculum, Instructions and Assessment (CIA) unit continues to work collaboratively with the other division and programs within the portfolio of the Ministry of Education. Its primary goal is to provide teachers with effective resources and support to be topnotch educators. Much work still needs to be done, including the continued curriculum alignment and resources to standards and benchmarks, as well as facilitating consistency in school infrastructures in order for students to have streamlined educational goals and close the gap between elementary and secondary education. Still much has been done over the course of this year to promote student learning, focusing on

effective differentiated instruction that is well-planned and aligned to the curriculum standards and benchmarks.

Development and Implementation of the Curriculum

Education starts with curriculum. One of the priorities of the CIA is to have teachers understand the standards and benchmarks so that they have clear vision of what they are meant to teach. At trainings, CIA staff members also help teachers to “unpack” these expectations to specific learning outcomes so that they can conceptualize their end-of-the year goals, and thus to do lesson plans and teach with motivation and appropriate strategies. The CIA team is dedicated to involve teachers at all levels of curriculum development, review and training for increased ownership and dedication to the MOE’s educational framework.

Output 7.1 to provide relevant and responsive primary (K-8) curriculum.

Output 7.1.1 To review and complete the elementary curriculum for K-8 and provide necessary trainings for curriculum specialists, teachers and administrators.

The CIA team continues to provide necessary training for classroom teachers based on the MISAT results, School Improvement Plan’s (SIP) goals and objectives and other needs as requested by individual school.



Sharing the MISAT results with parents and community members



Teachers and parents designing SIP

The team also continues to do in-house training during their weekly meeting to build capacity.

A Professional Learning Community (PLC), composed of Majuro Schools principals and curriculum specialists get together once a month to share ideas and learn from each other about ways to improve teaching and learning.

A monthly regular meeting is conducted with CIA and Majuro school principals to discuss problems and ways to improve implementation of the curriculum. Success stories and best practices are shared by each school as a way of learning and building capacity among the group.



Learning is Sharing (Principals and CIA Team)

Mathematics Quarter Examinations were conducted to all Majuro schools in assessing the implementation of the Math curriculum. The table below shows the grades that were reviewed.

Table 26: Math Curriculum Implementation visits

School	LES	WES	AES	RRES	DES	DUD	UES	RES	EES	MMS
Grades	K,1,2,3,6 & 8	K,1,2,3,6& 8	K,1,2,3,6& 8	K,1,2,3,6	K,1,2,3,6	K	K,1,2,3,6	K,1,2,3,6	K,1,2,3,6	8

Health training for Communicative Skills was conducted for 11 teachers from NVTI, 13 teachers from Majuro Middle School and 8 teachers from Laura Elementary School.

10 Curriculum Specialists, 5 school principals, 1 counselor and 2 teachers and 1 School Nurse were given training by UNICEF on Life Skills.

Table 27: Summer Workshops

Subjects	Grade Level	Schools	# of teachers
English, Marshallese, Science, Social Studies	K-8	Majuro	75
ELA, MLA, Science, Social Studies	K-8	Outer islands	387
Math	K-8	Majuro & Outer islands	57 371

Table 28: School visits

Schools	Activity Type	Activity Description	Participants
Lib Elementary School	Training	Lesson planning Classroom management Grade recording	Teachers
Enniburr Elementary	monitor, classroom observation and community meeting	lesson plan lesson delivery community meeting	Teachers, parents and community members
Jabat Elementary School Jeh Elementary School Jah Elementary School Kattiej Elementary	Training and meeting	Curriculum alignment Majolize the curriculum School Improvement Plan	Teachers, parents and community members
Ebeye	Workshop	Lesson Planning	Teachers

Elementary		Grade Recording Teaching strategies	
Ebeye Middle School	Math workshop	Math Curriculum	7 th and 8 th Math teachers
Kwajalein High School	Math workshop	Math curriculum.	Math teachers

Output 7.1.2 To identify and disseminate necessary classroom resources as needed to supplement full implementation of the Elementary Curriculum

- To improve teaching and learning, classroom resources are distributed to every school prior to the beginning of the school year. The number of classroom resources given to each school depends on the school enrollment. Classroom resources that were distributed: cases of papers, pens, pencils, scissors, markers, chalks and erasers.
- Copying machines were also ordered and distributed to 19 schools. This was the first round of schools that received these equipment: Japo, Toka, Namdrik, Kili, Jabor, Jaluit, Mejurirok, Imiej, Imroj, Narmej, Jabnoden, Jebwan, Ulien, Ebon, Woja (Ailinglaplap), Kattiej, Jah, Jabat and Tinak.
- All necessary Marshallese Instructional for grades K-8 have been disseminated to supplement the implementation of the MLA Curriculum throughout RMI public and non-public schools (Rita Christian Elementary School., SDA Jeh Elem. Sch., Rita Baptist Elem. Sch., Assumption Elem. Sch.).

Table 29. Number of books distributed

Grade level	Public School	Private School
K	1,000	97
1	1,250	135
2	1,211	106
3	1,155	128
4	1,150	89
5	1,158	102
6	1,055	95
7	1,030	79
8	930	120

Output 7.2.1- To review secondary (9-12) curriculum and to provide necessary training and training opportunities for curriculum specialists, teachers, and administrators.

Output 7.2.2- To identify and disseminate necessary classroom resources as needed to supplement full implementation of the secondary curriculum.

- Instructional materials have been identified and issued out to the secondary schools to support the full implementation of the secondary curriculum.
- Textbooks for computer classes (2007 Microsoft Word, Excel, Publisher, and Power Point) were ordered and distributed for all High schools.
- CISCO Networking and Teacher Academy Teacher Edition only were ordered.
- Ordered additional Mathematics textbook for MIHS, JHS and NIHS.

Table 30: Number of Textbooks Distributed to Students

School/Books	Microsoft Word	Microsoft Excel	Microsoft Publisher	Microsoft PowerPoint	CISCO	Mathematics	Teacher Academy
JHS	30	30	30	30	30	30	
KAHS	30	30	30	30	30		
LHS	30	30	30	30	30		
MIHS	60	60	60	60	30	300	1TE only
NIHS	30	30	30	30	30	30	

There is still need to develop more Marshallese materials in the secondary level to support the implementation of the MLA. The MLA department has started collecting information on possible topics and ideas to develop more materials.

Output 7.3 To improve classroom instructions K-12

- Once and month, CIA team visits schools in Majuro to do classroom observations and give feedback and suggestions to teachers that need help. It is also a way to encourage and support the teachers.
- Majuro schools teachers are trained on a regular basis since they are within the vicinity of the Ministry of Education. The development of the MLA materials is an on-going process, followed by teacher training to ensure teachers are comfortable using these materials.

Master Teacher Trainers Program

Plans to implement a Master Teacher Trainers Program to assist teachers in teaching curriculum standards and benchmarks in the classroom based on the MOE National Curriculum Framework was initiated as a result of continued low student performance on the MISAT test for grade 3, 6 and 8.

MISAT scores shows that the average percent proficiency levels percentage for grade 3, 6 and 8 continue to occupy levels far below what is considered desirable for our students. This compelled the Ministry to look for ways to address the issue at the classroom level. One way to address the issue is having schools follow uniform lesson plans as they teach the curriculum standards in the classroom.

MOE is exploring the possibility of utilizing retired education personnel through the Fiji Retirement Program, former Fiji education specialists, who would be placed on special contracts to work alongside MOE Curriculum Specialists to develop lesson plans with Majuro teachers from each grade levels based on the standards that are taught. These lesson plans will then be presented to students then revised and refined and compiled into grade unit plans, each for a quarter in the school year.

The plan is to have these refined and lesson plans compiled into a set of teaching and learning tools that will be presented to all public school teachers who will then used them with their students. All schools teachers will then be using these scripted lessons as their main teaching guides throughout the school year. All schools will be required to follow the same lessons/guides in the classrooms from day one in the school calendar until they reach the end of the school year.

MOE is taking all necessary steps to ensure this program moves forward and will begin implementation during SY 2013-2014.

SPECIAL EDUCATION PROGRAM

The Special Education Program continues to operate under the Individual with Disabilities Education Act (IDEA) Part B. The Act provides funds to the Freely Associated States to provide free and appropriate services to children with disabilities ages 3-21. The grant provides funding in the following areas: teacher salaries, staff development, materials and supplies and other related services. During the FY2012, the program implement Outcome 9 under the MOE Performance Based Budget Portfolio.

Outcome 9: To address Free Appropriate Public Education (FAPE) and related services for all eligible children with disabilities.

Output Group 9.1 – To provide inclusive education for all Marshallese students with special needs.

Output 9.1.1 - To strengthen management and administration of Special Education Program to improve delivery of quality services to address its primary objectives, and to provide required teaching and learning tools and equipment and ensure free and friendly learning environment for all children with special needs.

Table 31. Special Education Workshops

Provide training/workshop for special education teachers, regular teachers, principals & head teachers, parents, and school counselor during the week of July 9-13, 2012.		
Training	Participants	Purpose
SpEd Summer Institute	129 participants- 69 special ed teachers, 17 regular teachers, 13 kindergarten teachers, 27 school principals and head teachers, 2 parents, and 1 school counselor	Increase knowledge and understanding of children with disabilities and understand IDAE
Attend the Office of Special Education Program (OSEP) Annual Leadership Conference held from July 30 -August 3, 2012		
Conference	Participants	Purpose
OSEP Conference	5 participants – 3 SpEd staff, 1 consultant and 1 Ministry of Finance staff	Federal Fiscal Monitoring and FFY 2012 IDEA Part B implementation requirements. Meeting with WRRC on assistance to RMI.

- Purchase of required teaching/learning tools for the special education children
- Special Education program purchased two special equipments: Racecar Tympanometry, and a Mountbatten Learning System. The Racecar Tympanometry will help the program staff evaluate children in grade 1, 3, 5, and 7 who are suspected of having hearing problem in schools. The Mountbatten equipment will help children who are having learning difficulties in schools.

Output 9.1.2 - Improve Special Education services and relationship with key stakeholders.

The Republic of the Marshall Islands (RMI) met the requirements of IDEA Part B as determined by USDOE. The determination is based on the totality of the RMI’s data and information submitted, including RMI’s FFY 2010 Annual Performance Report, and revised State Performance Report.

Special Education Advisory Council met during this reporting period. The purpose of the meeting was to share and update the Special Education Advisory Council (SEAC) members about the RMI Annual Performance Report (APR), and the RMI State Performance Report (SPP) that was submitted in February 1, 2012 to USDOE. The Council was also able to review the new grant award for SY2013.

Parents of children with disabilities continue to participate and attend meetings for the special education teachers and school personnel for children’s Individualize Education Program (IEP). This is one of the requirements under the Individuals with Disabilities Education Act (IDEA).

A team from the Gallaudet-Hawaii including Dr. Judith Coryell, the director of the Gallaudet University Regional Center of the Pacific; Ms. Mellanie Lee, director of the Pacific Deaf-Blind Project at the University of Hawaii Center on Disability Studies; Mr. Daniel DiDonna, first deaf person to serve as World Teach volunteer, Ms. Lisa Jacobs, director of Gallaudet University Regional and National Outreach; and Ms. Pam Snedigar, director of the Gallaudet University Regional Center-West region visited the special education

program to provide support to increase the capacity for RMI to provide high quality education for deaf, hard of hearing and deaf-blind children. This is one of the new initiatives for the Ministry of Education.

Output 9.1.3 - To retain, recruit and train classroom teachers to help sustain the Special Education program objectives of inclusiveness and equality of services to all students with special needs.

Special Education program continued to work with the Ministry of Education personnel office, and the Public Service Commission to recruit new special education teachers. Three (3) new special education teachers were hired to provide special education services at Laura elementary school, Longar elementary school, and Lukoj elementary school.

Supported Laura High School, and the Marshall Islands High by increasing the number of special education teachers to four (4) in each of the school.

The Special Education Director attended the Government Focal Point Meeting on Disability in Nadi, Fiji. There were representatives from thirteen (13) member countries of the Forum and representatives from development partner's organizations. The objectives for this meeting include updating participants on the progress of the Pacific Regional Strategy on Disability, and current emerging issues in the coordination of disability in the region. This meeting also gave government officials the chance to review the Forum Disability Ministers meeting program agenda and issues papers that will be brought to the attention of the Forum Ministers during Papua New Guinea meeting in October 2012.

TECHNOLOGY SUPPORT FOR SCHOOLS

The One Laptop Per Child Project - OLPC

The one laptop per child project was first initiated in 2009 with a one-time purchase of 1000 XO units to run a pilot study on the OLPC concept in a number of selected primary schools throughout the Republic. It took over a year for the OLPC Company to build these XO units and in early 2011 they were received and plan for their assignment to the most suitable pilot schools began. After studying the experience of other school systems that have piloted the OLPC project, MOE agreed to follow two setups: 1) using the OLPC saturated concept where each child is given an XO unit to use in the classroom and then take it home to continue learning with parents and siblings, and 2) using the more conventional computer lab approach where several XOs are fitted in a computer lab and students share them during schools hours.

The OLPC's mission "to empower the world's disadvantage children through education" fit the RMI schools' situation perfectly as children in the outer island schools are disadvantaged with fewer learning tools and the lack of computer assist learning opportunities as compare to students in the centers. The schools selected to carry out the pilot study were chosen from both the center of Majuro as well as outer islands and are being selected from the top performing schools based on the MISAT test results.

Training on the OLPC XO units has already started with implementation targeted for the 3rd Quarter in SY 2011-2012.

RMIROC Solar Laptop Learning System

The RMIROC Solar Laptop Learning System was acquired through a donation to the RMI Ministry of Education from the Government of Republic of China (Taiwan) in 2012. The donation is valued at \$200,000 US dollar was given to assist the Ministry of Education provide much needed computers to the

outer island schools so children can have access to computer assist instruction provided on CDs and preloaded servers and in communities where there are NTA call centers, through the inter-net.

The Ministry of Education (GRMI) and the Embassy of China (Taiwan) entered into an agreement with MOTECH who supply the system which consist of 63 sets Asus laptop, 21 sets printer, 63 sets solar module, 42 sets inverter, 126 set battery, 21 set charge controller, and 63 sets of English teaching. These equipment make up the solar laptop learning system which when assemble result in 21 sets of 3 laptop, 1 printer, 3, lights, 3 cooling fans, 1 English learning kit and 2 solar panels. With this set up 21 schools in the outer islands will be equipped with this system that teachers and students can use to provide computer assist instruction.

Ministry of Education Executive Committee has agreed on the most optimal distribution scheme for the ROC Solar Laptop Learning Systems; the RMI OLPC project; and the Thin-Client system and has slated the following school to receive computer units to be installed and ready for instruction during the second quarter of FY2013-14.

Table 32 below shows the distribution of computers to three different computer distribution systems to schools in the Marshall Islands

Technology in Schools			
<i>Atolls/Islands</i>	<i>ROC Solar Laptop Learning Systems (21 schools based on enrollment & readiness.) SY 2013/2014 *</i>	<i>RMIMOE OLPC (selection based on MISAT performance: top 15) SY 2013 /2014 **</i>	<i>Thin-Client Computers thru NTA (for schools with steady electrical supply) SY 2013/2014/2015 ***</i>
ELEMENTARY SCHOOLS:			
Ailinglaplap (7)	1. Buoj (77) 2. Jeh (85)	1. Woja (160) Lab 2. Aerok (96) Lab	
	3. Jebwan (50)	3. Kattiej (25) lab 4. Mejel (29) lab	
Ailuk (1)	4. Ailuk (97)		
Arno (6)	5. Arno (86) 6. Bikarej (75) 7. Kilange (64) 8. Ulien (92)	5. Tinak (60) Saturated	1. Ine (67) (10 units)
Aur (1)	9. Tobal (48)	6. Aur (80) Saturated	
Ebon (1)			2. Ebon (118) (15 units)
Enewetak (1)			3. Enewetak (155) (15 units)
Jaluit (4)	10. Jaluit (95) 11. Imiej (56) 12. Imroj (54)	7. Jabor (107) Lab	
Kili (2)		8. Ejit (77) Saturated	4. Kili (149) (15 units)
Kwajalein (1)			5. Enniburr (15 units)
Lae (1)	13. Lae (121)		
Lib (1)	14. Lib (48)		
Likiep (1)		9. Likiep (88) Saturated 10. Jepak Lab	
Maloelap (1)	15. Tarawa (44)		
Majuro (7)		11. DES (844) Saturated	6. RES (1005) (30 units)

		13. LES (517) Saturated 14. Woja (200) Saturated	7. Middle School (621) (30 units) 8. Rairok (565) (20 units) 9. Ajeltake (385) (15 units)
Mili (2)	16. Mili (88) 17. Enejat (54) 18. Nallo (64)		
Mejit (1)			10. Mejit (102) (10 units)
Namdrik (1)			11. Namdrik (187) (15 units)
Namu (1)			12. Majkin (87) (10 units)
Ronglap (1)	19. Mejatto (123)		
Ujae (1)	20. Ujae (104)		
Utrik (1)	21. Utrik (108)		
Wotje (1)			13. Wotje (15 units)
Wotto (1)		15. Wotto (21)	
<i>HIGH SCHOOLS:</i>			
Majuro			1. MIHS (30) 2. LHS (30)
Jaluit			3. JHS (30)
Kwajalein			4. KAHS (30)
Wotje			5. NIHS (30)

*ROC Learning System comprises 3 laptops, printers, solar panels and software

** OLPC provides computers to schools via lab model or saturated model (computers for all students grades 4 – 8)

The Annual MOE-Mayors Conference

The first Annual MOE-Mayors conference was held from May 8 to 10 2012, the Ministry of Education held a first ever education conference with all of the Mayors from the 26 respective localities in the country. The conference was an opportunity for the Ministry to share its visions, mission and goals, as well as challenges and highlights with the respective mayors.

The conference also presented an opportunity for the Ministry to hear firsthand information on issues and challenges the Mayors faced at the respective communities in the delivery of educational programs and services.

The outcomes of the conference included strengthening local communities' ownership of schools, allowing for a broader role on school oversight, strengthening accountability through improve communication and formulation of agreements and recommendations to improve students' results.

At the conclusion of the conference it was agreed that a follow up meeting be scheduled for FY 2013 to further go over and review recommendations and suggestions discussed during the initial meeting.

Annual Principal Institute

The Annual Principal Institute was held from July 25 to 27 and was organized to continue providing a forum for MOE and school leaders to discuss issues relating to the operation and management of schools and share better ways to improve services to teachers, parents and community members as stakeholder in the education of children throughout the Republic. This year's institute focused around three broad issues: School Improvement Efforts; Sharing of MOE Initiatives; and Updates from Divisions within MOE.

Under the School Improvement Efforts, school improvement plans (SIPs) were shared and updated and needed support was provided in an effort to complete schools’ draft SIPs and laying out support structures to begin implementing these plans. SIP sharing revealed that schools are at different levels in their SIP development efforts but all were progressing toward completing their plans. The final SIPs would be shared with MOE for implementation during SY2012-2013.

During the MOE initiative sharing several updates were provided on ongoing project including the OLPC, Teacher Certification and Licensing Policy, Data Collection and Reporting, Curriculum Implementation and Monitoring, Student Migration, Net Enrollment and School Consolation, School Mentor Assignment, New School Calendar Policy, Attendance Policy, School Registration Policy, Student Transportations, and Program Financing. There was also time for open dialog between school leaders and MOE staff on MOE’s support to school and its effect on student performance.

The Institute not only provided an avenue for MOE and school leaders to plan school improvement efforts but also gave school leaders opportunities to share their successes and challenges as they manage the schools in remote locations away from the central office. It also provided a mean to address issues facing the schools and allow valuable time to discuss ways to support school leader in address these issues

SECONDARY AND VOCATIONAL EDUCATION

The Division of Secondary and Vocational Education continues to ensure that children who have completed primary schooling and have reached the age of 14, who qualify for admission to high school, and who continues to meet the Ministry and school standards enroll in each of the five public high schools. The six public high schools, Marshall Islands High School (MIHS), Laura High School (LHS), Jaluit High School (JHS), Northern Islands’ High School (NIHS), Kwajalein Atoll High School (KAHS) and National Vocational Training Institute (NVTI) enroll children based on their geographical feeder school completion.

Each of the high school enrolls students in their geographical vicinity and takes on students from feeder primary schools within these zones. As such, Jaluit High School enroll students from the Ralik and Iolab school zones including schools from Ebon, Namdrik, Kili, Jaluit, Ailinglaplap, Jabat, and Namu. Marshall Islands High Schools takes students from Ratak Rak zone including schools in Majuro, Arno, Mili, and Enewetak/Mejatto. Northern Islands High School takes students from the Ratak Ean zone including schools in Aur, Maloelap, Wotje, Ailuk, Utrik, Likiep and Mejit. Kwajalein Atoll High School enrolls students from Kwajalein and the Kabinmeto zone including schools in Ujae, Lae, and Wotto. National Vocational Training Institute takes students who dropped out of school and who do not meet the high school entrance cut off score on the MISAT.

Table 33: Public and private Secondary Schools Number and Enrollment

SY 2009-2010			SY 2011-2012	
Type	# School	# Students	Number	# Students
Public	6	2368	6	2224
Private	12	676	11	621

Although major challenges like equitable issues and economic factors continued to hinder school performance, there have been gradual improvements as evidence by upward trend in number of students taking and passing the College of Marshall Islands admission tests.

Below is some statistical information that portrays the profile of the secondary schools throughout the nation.

Table 34: Public Secondary Schools Enrollment, Staffing Ratio, Graduation and Dropout Rates

Name of Schools	Enrollment 2011-12					Number of Staff		Student/Teacher Ratio	Graduation Rate			Total Dropped Out 2011-12 SY		
	9	10	11	12	Total	Teachers	Support Staff	Average S:T	Graduation Rate	Girls	Boys	Dropout Rate	Girls	Boys
Marshall Islands High School	312	282	194	180	968	57	16	32/1	72%	111	69	9%	32	54
Laura High School	114	65	50	44	273	10	8	27/1	56%	28	16	6%	7	10
Jaluit High School	94	84	81	96	355	25	11	30/1	100%	44	52	4%	4	9
Kwajalein High School	143	119	118	41	253	20	9	28/1	36%	23	17	0%	1	0
Northern Islands High School	83	77	60	33	259	19	11	14/1	35%	17	16	4%	4	6
National Vocational Technical Institute (NVTI)	59	84	64	52		9	4	28/1	No data	No data	No data	No data	No data	No data

Table 35. Drop-out Rate by Schools, Grades and Gender

Name of School	9 th Grade		10 th Grade		11 th Grade		12 th Grade		Total
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
MIHS	17	41	5	4	8	8	2	1	86
JHS	0	5	1	3	3	1	0	0	13
LHS	3	5	10	6	2	4	0	1	31
KHS	11	2	4	13	5	8	1	0	44
NIHS	2	1	0	0	1	3	2	1	10
Total	33	54	20	26	19	24	2	3	184

Program and Development Efforts

Output 5.1.1- To strengthen management and administration of Educational services at Secondary and Vocational level to address its priority objectives.

Priority Activities

- To identify and purchase secondary textbook and curriculum materials (SEG 12.1.3)
- Purchase textbooks for the secondary schools in Math (Pre-Algebra and Algebra 1&2 for grades 10.11 & 12), English (the Writing Coach for writing and grammar for grades 11 & 12) and Physic (for grade 12) were ordered at the beginning of the school year. Two textbooks for Social Study, World Geography & Culture and Human Heritage for grades 10 and 11 were also ordered. Textbook received at the later part of the school year, History of the Marshall Islands, was distributed to all the secondary schools as listed in the following table.

Table 36. Secondary Schools Social Studies Textbook Purchase

Purchase additional textbooks for all secondary schools	MIHS	NIHS	KAHS	LHS	JHS	MOE	Total
Social Study's -History of the Marshall Islands (gr. 9 & 10) distributed to schools	128	64	64	128	128	89	601

- Order of World maps, wall maps and the new Micronesian map was also placed during Qt4 of the fiscal year.
- Identify and provide training opportunities for the teaching force and staff at Secondary Education Level.
- Provide training opportunities at the three institute of higher education that MOE partner with were extended to secondary school teachers who are trying to obtain Bachelor degree level in education, vocational and leadership skills. The follow chart shows the breakdown of teachers from the five secondary schools that enrolled in these programs.

Table 37. Secondary Teachers In-service

School	BYUH BA Degree Program	USP Master's Degree Program	USP Voc. Ed Degree Program
JHS	1 teacher	1 teacher	1 teacher
KAHS	1 teacher		
LHS		1 teacher	
NVTI		1 teacher	
MIHS		4 teachers	

- In partnership with PREL provided training for teachers from all six secondary schools (LHS, MIHS, JHS, NIHS, NVTI and KAHS)
- To identify and purchase classroom supplies and materials needed to help complement classroom instructions including the SAT 10 materials (SEG 12.1.4)
- Purchased classroom learning supplies, office/computer materials, and cleaning/repair supplies for students, teachers' and administrative staffs' use. Learning supplies include writing and production materials (papers, pens, pencils etc), teaching resources (CD/DVD for lesson presentation in Math and Science) and cleaning/repair materials include the learning work experience materials that students are using in the carpentry classes to repair staff housing while learning the carpentry skills.
- MOE also allocate funds to begin purchasing 30 units of thin-client computers to supply the computer laps at MIHS and LHS as a way to increase learning accessibility through technology to secondary school students.
- Purchase the SAT10 test, grades 9 and 11, for MIHS. Coordinate the administration of the SAT10 test with Policy, Planning and Standard division to MIHS students. This is the first time that SAT10 is being given to test students' knowledge in English, Math, and Science against established norms in these areas.
- To develop monitoring schedules to visit the schools on Majuro and Outer Islands.
- School site visits were made to MIHS, LHS and NVTI during the first part of the school year and to JHS and NIHS in the later part of the school year. Site visits revealed the needs to keep a closer watch on teaching and learning needs for students by improving personnel recruitment efforts, living conditions at the dorms and feeding program. Other needs to improve the overall performance of the schools include power consumption and saving measures and ministry and community support.

Output 5.2.1- To manage and administer NVTI to address delivery of quality educational services.

The following four priority areas were set up to implement output 5.2.1: 1)

- To complete purchase new English textbooks for grades 9 to 12; 2) To hire 3 new qualified teachers for the vacancies and a Librarian (by end of 1st quarter); 3) To identify and purchase classroom supplies and materials; and 4) To increase student practicum participants by 25%.

- Purchased the English reading program, Keystone, from Longman for grade 9 to 12. Level A was purchased for grade 9, Level B for grade 10, Level C for grade 11 and Level D for grade 12. Level E was also given to grade 12 students as a supplement to level D allowing for a more challenging reading program for exceptional senior students.
- A math teacher was hired to and began teaching in quarter 2 while the post for a counselor was not filled due to recruitment difficulties.
- Purchased classroom learning supplies and office and cleaning/repair supplies for teachers and administrative staff use.

Output 5.3.1- To address and improve delivery of education at Marshall Islands High School (MIHS).

Four priority areas were set up to implement output 5.3.1:

- 1) To work with MOE Personnel Office and PSC to place qualified teachers at MIHS;
 - 2) To identify and provide training opportunities for MIHS teaching and non-teaching force;
 - 3) To identify for purchase additional new computers for school library and computer lab; and
 - 4) To identify and purchase supplies and materials needed to supplement MIHS learning environment
- MOE Personnel Office and PSC identified teaching areas needed for the school and in the process hired 13 new teachers (12 w/Bachelors' Degrees and one w/Master's Degree in Education) at the beginning of the school year. One Social Studies teacher transferred to MOE CIA Division and was replaced with a volunteer from the Fiji Teachers Volunteer Program.
 - Provided two Basic Sign Language trainings for teachers taking special education students. Collaborated with PREL to conduct two research-based trainings for grade 9 teachers Writing Across the Curriculum to get teachers ready for the planned summer school program for in-coming 9 graders.
 - Adopted the thin-client computing concept and after working with MOE, obtain 30 thin-client units for the new students' computer lab. 15 used computers were also donated and were put to use in the library.
 - New English textbooks for grade 11 and 12 were purchased and used by students. Other school supplies used at the beginning of the school year mainly came from the students' registration fund.

Output 5.3.2- To address and improve delivery of education at Northern Island High Schools (NIHS)

Five priority areas were set up to implement output 5.3.2:

- 1) To work with MOE Personnel Office and PSC to place qualified teachers at NIHS;
 - 2) To identify and provide training needs for NIHS teaching and non-teaching force;
 - 3) To purchased additional new computers for school library and computer lab;
 - 4) To identify supplies and materials needed to supplement NIHS learning environment and 5) To manage the school Feeding program
- MOE Personnel Office and PSC hired one math teacher to fill one of two needed teaching posts (math and physical education) and hired on support staff (cook) to assist in the school feeding program.
 - Two staff enrolled in the BEd Vocational Education at USP.
 - One staff enrolled in the MOE In-Service program at CMI.
 - A Peer Learning Community (PLC) Workshop took place in September in which NIHS teachers who participate in the same workshop in the summer shared what they learn with other NIHS teachers and staff.
 - Purchased 30 thin client computer units that were very much needed to enable the school lab to begin offering computer assist instruction to students and for staffs use.
 - Needed supplies and materials for teachings and learning (papers, toners, pens, markers) and learning tools for Home Economic, Agriculture, and Wood Working classes were purchased and delivered to

teachers and students. Cleaning/repair materials and medicines were also purchased for students and teachers use.

- The feeding program continues to run without shortage and delay in food handling and distribution to the school. Although regular field trips are few and far between to the Ratak islands, MOE always find other means to deliver food items to students including charter of boats when the need arise.

Output 5.3.3- To address and improve delivery of education at Laura High School (LHS)

Five priority areas were set up to implement output 5.3.3:

- 1) To work with MOE Personnel Office and PSC to place qualified teachers at LHS;
 - 2) To identify for purchase additional new computers for school library and computer lab;
 - 3) To install High Speed internet to improve learning/working environment;
 - 4) To expand and improve all IT related services at LHS;
 - 5) To identify supplies and materials needed to supplement LHS learning environment
- With MOE Personnel Office and PSC to place volunteer in all three needed posts left vacated when two WT Volunteers left as a result of the dengue fever outbreak and the JOCV's contract ended.
 - Purchased 9 thin client computer units with end of year funds allocated from MOE. This leave the school still needing 21 units to complete the 30 require unit for the schools computer lab.
 - For high speed internet, LHS was networked and hooked up to the internet. However, communication budget was not sufficient to cover the monthly internet expenses for one year.
 - In regard to ICT textbooks, there was sufficient number for the student population in the ICT learning experience. In addition, a computer repair tool kit was purchased to help IT Personnel repairing the broken and old computers.
 - The following teaching and learning materials and equipment(s) were identified and purchased to complement the learning environment at LHS: 3 wall-mounted cool drinking water fountains; 3 water catchments (1,500 gal.); 2 split type AC for the library (24,000 BTU split type) and two 12,000 BTU split type for the vice principal and counselor's offices. Still needed now are the following: 1. Duplo machine, 2. School supplies & materials, 3. Science equipment(s) for the Science Laboratory and 4. Reading books for the library.

Output 5.3.4- To address and improve delivery of education at Jaluit High School (JHS)

Four priority areas were set up to implement output 5.3.4:

- 1) To work with MOE Personnel Office and PSC to place qualified teachers at JHS;
 - 2) To identify supplies and materials needed to supplement JHS learning environment;
 - 3) To increase the number of student participants in vocational and workforce development programs;
 - 4) To manage the JHS Feeding Program
- With MOE Personnel Office and PSC to hire these much needed teaching staffs: 1 Science teacher, 1 Social Studies teacher, 1 IT teacher. Also hired the four needed support staffs: 1 Female Counselor, 1 Maintenance, 1 Security/Maintenance, and 1 Cook.
 - Needed supplies/materials such as pens, pencils, papers, erasers, chalks, and other related office and school supplies to enhance learning were purchased and delivered to students and teachers.
 - The number of students who enrolled in all vocational classes reached 282 this year as compare to ___ in FY 2011.
 - JHS feeding program continued to operate with shortages close to distribution period. As such MOE is closely monitoring the overall feeding program to ensure foods are receive and serve in accordance with quarterly allotted items.

MEDIA AND INSTRUCTIONAL SERVICES CENTERS

The Media Center maintained routine and special activities throughout the Fiscal Year 2012. These activities included the provision of PA Systems, Video and Still Photographs for Graduations, Workshops, Conferences and Special Programs. The media center is also responsible for the weekly radio program.

In FY2012, ISC implemented one output. A brief status of implementing that output follows.

Output Group 4.4 – To administer the instructional service and media offices

The Instructional Services Center continued to produce and disseminate materials for the schools of the Republic. Materials produced this year centered on teacher's manuals and revisions for Marshallese Language Arts and a teacher's manual and text for fifth grade social studies. The following is a list of the materials produced.

- *Scope, Sequence and Life Cycle of Books and Material*

This booklet was produced to help those using the materials in the curriculum. It lists a sequence of materials by grade level for each of the subject disciplines. It may be used as an indicator to determine when items were distributed and when they will again be distributed. An update of the booklet will be published each school year.

- Teacher's Manuals (100 copies) for Fifth Grade Social Studies
- Student Texts (1000 copies) for Fifth Grade Social Studies
- Draft Versions for *Sea Turtles: A Marshall Curriculum* which included student handbooks for Grade 7, 10 and 12. These materials were written to be utilized across the curriculum. Pilot schools were Majuro Middle School (Grade 7), Marshall Islands High School (Grades 10 and 12), Wotje, Wotje Elementary (Grade 7), and Northern High School (Grades 10 and 12).

Challenges

Due to a reduction in budget of the amounts allotted for equipment (\$0.00) and materials and supplies (\$8,000.00) it was difficult to maintain the production of materials as in the past. However many curricular areas and offices contributed many items needed for the tasks at hand to be accomplished. As the maintenance of equipment is of paramount importance, \$2,000.00 from the materials and supplies areas was transferred to maintenance and repairs. As a result the equipment used by the center remained in excellent operating condition.

Development and Production of Instruction Materials

Output 4.4.1 To manage the Office of Instructional Service including the media center (SEG 12.1.5)

Accomplishments

The Instructional Services Center continued to produce and disseminate materials for the schools of the Republic. Materials produced this year centered on teacher's manuals and revisions for Marshallese Language Arts and a teacher's manual and text for fifth grade social studies. The following is a list of the materials produced.

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DIVISION OF PROPERTY AND MAINTENANCE

Tarawa Elementary School

The Ministry of Education estimation established the division of property and Maintenance (PM) with the goal of better monitoring and prolonging the life of the Ministry's assets. The division carried out various projects during the reported period. The projects included classroom and building repairs, vehicle maintenance, and classroom furniture repairs.



The Performance Base-Budgeting System was an essential monitoring tool providing effective and efficient methods of monitoring and tracking division activities. Each outcome (objective) has a specific set of outputs (activities) and performance indicators that are to be completed and monitored each quarter to ensure sufficient progress in meeting the required objectives. Performance output describes the work done during the year reported in greater details.

PROPERTY MANAGEMENT & MAINTENANCE OFFICE

Outcome 3: Provide property maintenance services to all schools and administration building and coordinate expanded community role for school maintenance and up keep

Output Group 3.1 – Improve Facilities and support services

Output 3.1.1 – To ensure all MOE vehicles are regularly maintained and monitored to meet the needs for both student and general public.

- During FY 2012, MOE underwent a bid for the procurement and delivery of school vehicles for the Division of Property & Maintenance, 2 flatbed trucks for JHS and NIHS and 2 eighty plus school buses for Majuro schools (one assigned for the DUD area and another for the rural schools – Ajeltake, Woja, Laura Elementary and High School respectively).
- The Division of Property and Maintenance has created a quarterly monitoring schedule to do regular engine tune-up as well as keeping record for all reparation/replacement of worn-out parts and tires for all MOE vehicles (i.e. school buses and vehicles owned by school and administration office).
- MOE Property Maintenance has a small mechanic team that is very much busy of daily routine maintenance services for all MOE vehicles, thus this Division has allocate several Auto shops to be assisted and coordinated with MOE mechanic team to improve the effort made. As a result, all MOE vehicles (i.e. school buses and vehicles owned by schools and department) will be maintained for the safety of students and end-users and prolong their useful-life.

Output 3.1.2 - To provide regular maintenance to all classrooms and other MOE buildings to ensure the safety for students and the general public to reduce the risk of property loss and personal injury.

The Property and Maintenance Division has completed several projects for the schools. These ranged from major renovation and repair, to new construction and making school and classroom furniture. The following is a table of completed projects.

Table 38. Completed Requests for Student Chair-Desk Units / Bookcase / Kinder-Table

School Name	Furniture Requested	Quantity	Amount Expended
Rita Elementary School	Students Desk-double	80	\$7,120.00
Marshall Islands High School	Students Desk-double	45	\$4,005.00
	Bookcase	4	\$ 424.00
Rairok Elementary School	Students Desk w/Chair-dbl	30	\$2,670.00
	Bookcase	4	\$ 424.00
Woja Elementary School	Student Desk-double	10	\$ 890.00
	Bookcase	2	\$ 212.00
Laura Elementary School	Students Desk w/Chair-dbl	30	\$2,670.00
	Bookcase	6	\$ 636.00
Majuro Middle Elementary School	Bookcase	2	\$ 212.00
Ebon Elementary School	Students Desk w/Chair	100	\$8,900.00
Bikarej Elementary School	Students Desk w/Chair	10	\$ 890.00
	Bookcase	1	\$ 106.00
Tinak Elementary School	Kinder Table	6	\$ 324.00
Japo Elementary School	Kinder Table	4	\$ 216.00
Jah Elementary School	Kinder Table	4	\$ 216.00
	Bookcase	2	\$ 212.00
Matalan Elementary School	Kinder Table	4	\$ 216.00
Majkin Elementary School	Kinder Table	4	\$ 216.00
Delap Kindergarten Center	Bookcase	6	\$ 636.00
TOTAL			\$31,195.00

(ii) School Repair and Minor Renovation and Construction

To date, repairs and minor renovation and construction were completed at the following schools and facilities:

Table 39. School Repair and Minor Renovation and Construction

School Name	Description of Work
Rita Elementary School	Repair of classroom light fixtures, outlets and replacing main office main panel box Replaced worn-out water pump with three new fresh water pumps Repair and installed one new air-conditioning units Repair plumbing in all new classrooms toilet.

	Remodeling three classroom at the old Enewetak classroom block Painting works at the school Administration building Erecting walls and doors at the stairway to the second floor
Delap Elementary School	Repair of classroom light fixtures and air-conditioning units Installed four new air-conditioning units Replace four toilet bowl sets with new sets Repair and install classroom doors Replaced worn-out fresh water pump with new
Rairok Elementary School	Repairs of classroom light fixtures. Installed one new fresh water pump Replacing and install six new air conditioning units at Rairok II classroom building Installed six LED street light around the school campus Remodeling school office and replacing floor tiles with ceramic tile.
Laura Elementary School	Replacing eight new classroom doors Installed two new a/c unit Fix and repair all classroom a/c unit Painting works
Majuro Middle School	Repair of air conditioning units Installed three new air-conditioning units Repair salt water pump for the student and staff toilet Pressure washing the exterior wall painting from salt spray and water stain Repair classrooms door lockset Replacing classrooms lights tube.
Uliga Elementary School	Repair of classroom fixtures Water pump Installed two air-conditioning units.
Jabat Elementary School	Renovation project – Material was send to the community to repair the school roofing.
Majkin Elementary School	Construction material was send to the community to repair the school concrete water catchment.
Tinak Elementary School	Constructed additional new classroom for Kindergarten.
Bikarej Elementary School	Constructed one toilet facility and classroom repair works.
Jah Elementary school	Construction material was send to constructing additional partition wall for additional classroom
Ulien Elementary School	Constructed three new classroom plus toilet facilities funded from Japanese Grassroots
Japo Elementary School	Constructed one new classroom building. Constructed three new classroom funded from Japanese Grassroots
Santo Elementary School	Constructed additional new classroom for Kindergarten.
Namdrik Elementary School	Material was send to remodeling the school office into a computer lab.
MOE	Renovation project-Repair of air-conditioning units Repair of room fixtures Installed new air-conditioning units Installed new water pump / Cleaning of PVC water catchment Repair of toilet facilities Floor tiling re-placing from vinyl tiles to ceramic Painting works of exterior and partition walls.
MIHS	Repair and install of air-conditioning units Repair of roof damage at the gym and painting Repair toilet facilities Repair former GED building Cleaning of school grounds Erecting walls and doors at the administration building and new classroom block building Installed water catchment and water pump Installed of security lighting Painting and re-roofing the media and ISC building Pressure washing the exterior wall painting from salt spray and water stain at the

	administration building and classrooms building Repair staffs toilet facilities
LHS	Repair and cleaning of air-conditioning units Installed four new air conditioning units.
Ministry of Education - Staff housing (MIHS- campus)	Repair and installed air conditioning units in all nine room unit and light fixtures Installed new water pump Replacing doors locksets with new Repair toilet and bathroom plumbing Repair cooking range and refrigerator Pressure washing mould from floor, wall and ceiling area Replaced exit door
Pre-Nine Classroom and Life Skills Academy(LSA)	Repair of classroom fixtures, doors, windows, floor tiles, ceiling soffit, rain gutter, water catchment and toilet plumbing repair works installed two a/c units for the computer lab classroom and teachers lounge.

Table 40: Grassroots Project to the Ministry of Education

School Name	Project Description
Delap Elementary School	One 30 seater school bus
Rairok Elementary School	One 30 seater school bus
Laura High School	One 30 seater school bus
Ulien Elementary School	One building block three classroom and one block toilet facilities
Japo Elementary School	Two Building block three classroom (one block one classroom and one two classroom)



MOE Maintenance Crew working on three new classrooms at Ulien Elementary School (Arno). Funded by Japanese Grassroots.



MOE Maintenance Crew working on three new classrooms at Japo Elementary School (Arno). Funded by Japanese Grassroots



Delap Elementary School bus donated by the Japanese Government

MOE ENERGY AUDIT

In Spring of 2012, the Ministry embarked on an initiative to conduct an Energy Audit at the Ministry and Schools. The primary purpose of the audit was to best determine the energy consumption by the Ministry as whole and ways to further reduce consumption. The annual decrement in compact sector grant and increasing budgetary needs at the school level, has ultimately forced the Ministry to determine other options to reduce its monthly/annual energy consumption. As such, the Energy Audit initiative was established.

After the in-house energy audit was conducted, a preliminary report was submitted to a private contractor to further evaluate it and provide feedbacks and recommendation on how to implement. As the end of the fiscal year 2012, the final recommendation was still with the contractor.

OUTER ISLAND SCHOOLS REPAIR AND MAINTENANCE

Table 41: List Outer Islands Schools required maintenance to meet the schools' facilities standards. To meet the standards school should have the following: classrooms, library/LRC, office, toilet facilities, water catchment and playground.

Atoll	School
Ailinglaplap	-Aerok ES -Jah ES -Jeh ES -Mejel ES
Ailuk	-Enejelaar ES
Arno	-Arno ES -Ine ES -Bikarej ES -Japo ES -Kilange ES -Tutu ES
Ebon	-Ebon ES -Toka ES -Enekoion ES
Jabot	-Jabot ES

Jaluit	-Imiej ES -Imroj ES -Jabnoden -Mejurirok ES -Narmej ES
Kili	-Kili ES
Kwajalein	-Ebadon ES
Lib	-Lib ES
Likiep	-Likiep ES -Melan ES -Jepal ES
Maloelap	-Aerok ES
Mejit	-Mejit ES
Mili	-Enejet ES -Lukonwod ES -Tokewa ES
Namu	-Mae ES -Majkin ES -Namu ES
Ronglap	-Mejatto ES
Wotje	-Wodmeej ES

Infrastructure Development and Maintenance Plan

The Project Management Unit of the Ministry of Public Works (In-house) was formally organized last 20, March 2008. The new PMU has taken over all the works turn over by the former consultant (BECA) as regard Design, Construction Management and Project Supervision of on-going projects in Majuro, Kwajalein and the Outer Islands.

Table 42: On-going and completed construction

Infrastructure Construction and Maintenance		
<i>Atoll</i>	<i>Schools</i>	<i>Status</i>
Majuro	Rairok Elementary School Phase III (Final Phase to complete Rairok ES)(2 storey, 4 new classroom & Toilet)	On-going 90% completed
	Rita ES Toilet Block (Toilet Facilities for Old Building) suspended due to disputes	43% Completed
	Ejit Elementary School (Construction of 2 classroom, 1 bldg & toilet blocks.)	On-going 89% completed
Jaluit	(Jaluit High School Maintenance Package) (Maintenance. Of staff housings, dorms, classrooms, toilet facilities and 3-10,000gallon water catchment)	Ongoing 68% completed
	Jaluit Elementary School (Construction Of 7 classroom 2 bldg block, staff house, and toilet facilities)	Ongoing
Wotje	NIHS Maintenance Package (Maintenance of 8 classroom bldg block)	Ongoing
Ailinglaplap	Jebwan Elementary School (Construction. Of 3 classroom LRC, 1 bldg & toilet block)	Ongoing 43% completed
Maloelap	Kaven Elementary School (Construction of 4 classrooms & LRC, 1 bldg & toilet blocks.)	On-going 98% completed
Kwajalein	Ebeye Elementary School Ph I & Ph II (6 classroom & 9 classroom block) Agreement secured	Project on-hold/ No lease
Wotto	Wotto Elementary School (Construction of 4 classrooms & LRC, 1 bldg & toilet blocks.)	Ongoing

Ujae	Ujae Elementary School (Construction of 4 classrooms & LRC, 1 bldg & toilet blocks.)	Ongoing
Lae	Lae Elementary School (Construction of 3 classrooms & LRC, 1 bldg & toilet blocks.)	Ongoing
Arno	Matolen Elem. School	Outstanding
Mili	Nallo Elem. School	Outstanding
Ronglap	Ronglap Elem. School	Outstanding

Table 43. New constructed school under Infrastructure Development and maintenance Plan (IDMP)

Atoll/schools	Number of Existing Classrooms	Added Number of Classrooms 2011-2012	Total of Classrooms
Ailinglaplap			
Buoj	4	4	8
Enewa	3	2	5
Jebwan	5	3	8
Ailuk			
Ailuk	4 and demolish (3)	4	8
Kili			
Ejit	8	2	11
Lae			
Lae	6	3	9
Likiep			
Likiep	5 and demolish (5)	5	10
Majuro			
Rairok	18	4	22
Maloelap			
Kaven	4	4	8
Tarawa	demolish (4)	4	4
Namu			
Loen	1 and demolish (3)	4	5
Ujae			
Ujae	5 and demolish (3)	4	9
Wotje			
Wotje	7 and demolish (1)	7	14
Wotto			
Wotto	1 and Demolish (3)	4	5
Total # of classrooms			126



Ebeye Elementary School Maintenance Project



Wotje Elementary School



Ongoing construction at Rairok Elementary School



Jabor Elementary School

KWAJALEIN ATOLL SCHOOLS & EBeye SPECIAL NEEDS

Introduction

The Kwajalein Atoll Public Schools system is part of the Republic of the Marshall Islands (RMI) Ministry of Education (MOE). It consists of one public high school, One (1) Middle school and, four (4) Elementary schools (Ebeye, Enniburr, Ebadon and Carlos) with Ebeye Public Elementary School having grades 1-5 and the Middle 6, 7 and 8. There is also a Kindergarten school where most of Kwajalein Atoll age 5 children are attending. Kwajalein Atoll High School is one of the five (5) public high schools in the Republic. Ebeye Middle School and Ebeye Public Elementary School share one campus. Both are located on Ebeye, Kwajalein Atoll. The other three elementary schools are scattered along the islets within Kwajalein Atoll with Ebadon Elementary School being the most remote one. It is about 60 miles to the northwest of the atoll.

Purpose

The primary purpose output 8 Ebeye Special Need (ESN) is to improve service delivery and learning outcomes by addressing the educational needs of students on Kwajalein Atoll by providing quality education to every school-aged children residing in the atoll regardless of race and or ethnicity as a mandatory by RMI Ministry of Education.

Goal

The Ebeye Special Need program aims to ensure that the young student is capable of completing set tasks in reading, writing and mathematics.

Table 44: Number of students and staff by school

School name	# of student	# of staff	# of Classroom	sub
Kwajalein Atoll High	416	16	16	
Ebeye Middle School	397	15	12	1
Ebeye Public Elementary Sch.	742	25	25	
Enniburr Elementary Sch.	180	5	4	
Ebadon Elementary Sch.	30	2	2	
Carlos Elementary Sch.	30	2	2	
Special Education	103 w/IEP	17		
total				

Outcome activities

8.1 Improve delivery of education to Kwajalein Atoll students

With the allocated budget under Ebeye Special Need (ESN), all public schools within Kwajalein Atoll were served with needed personnel and school supplies.

Ebeye Public Elementary School

It was understood that following CIA team first visit to Ebeye in late November to early December., subsequent visits were expected as to further training our teachers in terms of MOE curriculum requirements in more details and examples. In-Service workshops on Fridays for Elementary teachers were conducted for two months, following CIA first visit, on subjects that ended up covering much of MOE curriculum as

instructed by administrators (of both Elementary and Middle Schools) and strategy whereby teachers share their own expertise in their own academic subject with fellow teachers in Grades 1 to 5.

Absenteeism remains a major challenge in Elementary; with extreme cases, parents were called to have consultation with either Principal or Vice Principal. Students with more than 20 absences are expected to repeat same grade level in the following school year.

Lunch was served to all students (Elementary and Middle) from November to end of SY 2011-2012, which resumed at beginning of SY 2012-13 until last day of September 2012. With no lunch program, tardiness to afternoon classes sharply rose, if not entirely cutting afternoon classes became common among many students.

Ebeye Public Middle School: 8.1.1

Teacher training opportunities: In the SY 2011-2012, EPMS held 7 teachers’ In-Services training where most of the Standards & Benchmarks in the RMI curriculum are put in a time-line format for teachers to use as a guide throughout the SY to make sure all or most of them are taught to students each quarter. Since the CIA team at the Ministry visited only once, all these teachers’ in-services were done by the principal and vice principal. Two laptops were purchased for our Special Education teachers (both Elementary & Middle) to do their students’ IEP and obviously they weren’t enough for 12 teachers. For evaluation purposes, daily attendance was kept and warning letters were written to teachers with most attendance problems. In June 2012, 12 teachers’ self-appraisal and performance evaluation were due. Lastly, 10 private lunch vendors provided lunches for our students from November 2011 to May 2012 and part or August 2012 and ended October 2012.

Program Delivery for Elementary School

Table 45: 8.2.1 Ebeye Elementary -Priority Activities

1. To provide training opportunities for teaching and non-teaching force of Kwajalein School System.	→ Done. 8-day workshops were conducted, focusing mainly on curriculum requirement; included in workshops were methodologies on composing and updating lesson plan
2. To administer and monitor the Hot-Lunch program	→ Lunch program continued from SY 2010-2011 until last day of Sept. 2012
3. To improve student, teacher and parental involvements at the school levels	→ Done. 5 PTA meetings were conducted; workshop provided by PREL & WUTMI was conducted at beginning of the school year
Quarterly awards for students 7 In-Service days for teachers A school field day One-day parents workshop Quarterly PTA meetings School picnics	→ 2 honor assemblies (at end of each half of school year → Done, with 1 extra day → Kwajalein Memorial Day prep/practice → Conducted by PREL & WUTMI → Done, plus one special PTA Xmas meeting → Each grade level had end-of-quarter picnics
4. To administer and manage the Kindergarten program on KAPSS	→ Done
5. Provide delivery of required services	→ Done

Way Forward: Elementary

- Continue provide trainings for our teachers
 - More curriculum training, based specifically on MOE requirements
 - Classroom management
 - Language Arts (both Marshallese & English)
 - Mathematics

- Seek more effective means to increase student performance in assessments (both school level and national scholastic tests)
- To provide more classrooms (i.e., new building for more classrooms)
- Seek more methodologies and means to reduce absenteeism in both teachers and students
- To encourage more parental involvement
- To provide more parental trainings

Ebeye Public Middle School

- 12 water dispensers were given to 12 classrooms to reduce number of students going home to drink water and to improve attendance overall; school supplies & supplies such as staplers & staples, calculators, markers, high lighters, whiteboards, chalks, pens, pencils, clocks, brooms, mops, and 15 (3 SPED teachers) binders containing the revised RMI Curriculum were provided to teachers.
- Three old computers with internet access were hooked up in one of the 7th grade classrooms for teachers' use; more is needed.
- Due to inadequate funding/budget, hot-lunches wasn't served throughout the school year but only from November 2011 to May 2012 and a part of August 2012 to October 2012.
- Quarterly awards for students were given to the top three of each four sections in each three grade levels. Awards included school supplies, ice-cream treats, a party, and free registration fee for the next school year.
- Refreshment was served during quarterly PTA meetings but not awards were given to parents. End of January is our School Field Day and usually the only time students, parents, teachers and administration get together and have some fun and eating good food.
- With the help of PREL, Mrs. Evelyn Joseph and her WUTMI PAT (Parents as Teachers) program, Ebeye MOH, our One-Day Parent Workshop was a success! Many issues were discussed but the 'eye-opener' for many parents were the malnourish among our students and mainly because they're not eating healthy food. Food demos about popular food, such as ramen & sodas, for example how many table spoons of sugar or salt in each food. There was a lot of learning going on from the expression on the parents' faces.
- Since we are facing economic crisis like the rest of world, EPMS has limited its school picnics from quarterly to semester. Our extracurricular activities are limited to just Green Club, daily morning exercises and community sports activity.
- \$150.00 award was given to Mr. Justino Capelle for fixing all the lights in our classrooms and campus and a total of \$600.00 was giving to parent volunteers during our Manit Day Activities.
- With delivery of required services, one of our 6th grade students in our Special Education Program is very good in searching the web and playing games, obviously he learns differently from the rest of our students and to build on this skill, I recommend that a center of some sort be built for such need and also for parents of these students so we can provide them the services they need to assist their children with disabilities. This student with two others in the SPED program can be in the regular classroom during school hours and at the end of the day they can build on reading skills (ELA) as well as math if we have the appropriate tools for them.

Carlos Elementary

Given the fact that the Head Teacher is not really an experienced teacher, the school was able to provide education to the 30+ students. Toward the end of that school year, the kinder teacher left for US to attend

her father funeral and never came back. A volunteer teacher was identified and was placed to work with the Head teacher but later on was discovered that she was not a high school graduate so she had to stop teaching.

Ebadon Elementary

While Ebadon Head Teacher is no doubt an experience teacher, he needs to be monitor by both CIA people from MOE and Ebeye as well as encouragement from Ebadon community members themselves.

Transportation was a challenge during the year because there was lack of transportation available.

8.2.5 Enniburr Elementary – Regular instruction was done during the year. There were several complaints received from the community about teachers who leave school during school days to go to Roi for private purposes. On several occasion the Head Teacher's wife, who is a kinder teacher is seen on Ebeye without permission from Ebeye office. To alleviate that bad practice, warning has been given.

Kwajalein Atoll High School

- School supplies such as copier cartridges, lesson plan books, Xerox papers, pens, chalks, etc. Air conditioners, paints were given to teachers.
- Counselor continued to make home visits to parents of students who have exceeded the limit of absences. KAHS administration officers also spent time counseling with parents of students who have both academic and behavioral problems.
- The establishment of the science lab did not take place because of shortage of classroom. Equipment and other needed materials for the science lab were not purchased. Teachers in the Science Department have not gotten together to identify the needs for the lab.
- There is still a need for a cafeteria. Lunches were provided by ten vendors and served under the porch in front of the school administration building.
- Students took part in Health Club, Debate Club, Drama Club, Year Book and Sea Breeze, volley ball, basketball. Senior Practicum did not take place
 - And very little activity came out of the tutoring program.
 - Two students plus one teacher traveled to Washington, D. C. for the Close-Up program. Coordination of the trip was really unprofessional and caused anxiety on our representatives. Nobody met them in Honolulu and they got stranded for hours in the Airport. Better coordination is definitely needed.
 - No activity on Teacher and Nursing Academy program
 - No PE class, but students with 2.0 GVA are actively participating in volley ball and basketball leagues.
 - Funds were provided for drinks and refreshment during the Kwaj Memorial Day commemoration, and also during graduation day. etc.
- PTA was quite active during last year. Parents were involved in helping and constructing the float for the school during the Kwajalein Memorial Day. They were also involved during the Mani Day observation. Awards were provided by PTA during the Honor Assembly meeting and the graduation day. Quarterly meetings were held after each quarter last year and parents also received the report cards for their students. (% of parental involvement?)
- School yearbooks were made and distributed to the seniors for free and sold to other students and parents for \$5.00 each.
- The plan to purchase an 80 seat school bus did not take place. Current school buses continued to deteriorate.

Challenges

KAHS continued to face a number of challenges. There was a great need for additional teachers as well as additional classrooms. Another problem was limited teaching materials. Not all the required textbooks were on hand to be used.

One important challenge is to improve the number of graduates each year. We must look for ways to keep the students from their freshmen year to the senior year, to improve on the dropout rate.

Transportation was a major problem during last school year. The deteriorated buses continued to break down, thus making the students to walk home on a six to seven miles causeway between Gugeegue and Ebeye. Fortunately, KAHS students were able to use EPES/EMS classrooms from 3:00pm to 8:30pm. For that we wish to express our appreciation to Principal Alted Hitchfield and Principal Marcella Sakaio, but most of all to Asst. Secretary Hiram Malolo. As in some of the previous communications and reports, we have always inserted the phrase, "Please fix the road to the future." We are thinking of the road on the causeway between Ebeye and Gugeegue as the road to the future. No one can deny the fact that KAHS and FLHHS do prepare the leaders for tomorrow. Therefore fixing the road is a challenge to our Ministry and the leadership of Kwajalein Atoll.

For other public schools within Kwajalein Atoll, the issue of transportation to monitor the schools on a quarterly basis is a challenge. During the years, there was no means of transportation due to difficulties to charter or with fuel problem. Needed schools supplies once school are out of them, it was an issue. And Ebadon continues to request for a new school building. The existing school building is not safe anymore. Lack of school teachers continues to be another challenge especially for schools within Kwajalein Atoll.

Way Forward

Ebeye Public Middle School wishes to continue to reach many of the activities above that didn't complete in addition with the following:

- Our teachers are in the process of upgrading their credentials and certifications: 1 graduated from BYUH with his BA in Education in February 2012. Another one left in April 2012 for BYUH.
- PII are almost done renovating the classrooms on Building A, so by next school year, we will be back to regular classes schedule of 1 hour for the four core subjects and 45 minutes for the other 2.
- There are communications about hiring a counselor for middle school to assist with discipline, behavior, and academic/grades. Especially in the area where troubled students and families can be reached, many students are 'lost' due to divorced parents, widowed parents, 'broken families', etc ... these children are victims themselves and can't even help themselves. This is a major contribution to attendance, behaviors.
- To tackle the student attendance (cutting classes) problem, we will have self-contained classrooms instead of departmentalized. Also no morning recess for students will continue next SY 2012-2013.
- We are working with MOE Majuro to send the required textbooks to EPMS ASAP.
- More teachers will be taking online CMI courses starting in January 2013.
- School gardening project to grow vegetables in supporting and collaborating with MOH KDC Project on eating healthy to prevent diabetes in RMI. With our students eating ramen and drinking cola in most of their meal since parents are working on Kwajalein, these students are heading in the same direction their grandparents and parents are at currently.
- Hire more teachers and build new classrooms to accommodate the growing number of students for all schools within Kwajalein Atoll

AFFILIATED PROGRAMS

WORLD TEACH MARSHALL ISLANDS

Executive Summary

This report describes the World Teach Marshall Islands program in the academic year 2011-2012.. This year, World Teach placed 30 volunteers at 34 schools (one volunteer taught deaf students at several schools). The volunteers were supported and supervised by two Field Staff, Field Director Todd Mulroy and Assistant Field Director Laura Sundblad. Of the 30 volunteers, 3 were placed on Kwajalein atoll, 7 on Majuro atoll, and 20 on outer islands. 7 volunteers terminated their service early; 6 of these were due to the dengue fever outbreak. 22 of the volunteers lived with host families, and 8 lived in faculty housing provided by the Ministry of Education.

The volunteers were trained during a three-week Orientation, a three-day Mid-Service Conference, and a one-day End-of Service conference. Majuro volunteers also attended a Mid-Semester training day. Field Staff conducted site visits with thirteen volunteers. Ten volunteers completed the World Teach Teaching English as a Foreign Language certification process. The majority of the volunteers taught English in elementary schools, but some volunteers also taught Science, Math and other subjects. Five volunteers were placed at the high school level.

Aside from teaching, volunteers engaged in significant public health, nutrition, exercise and literacy projects. Field Staff and select volunteers were instrumental in completing the James C. deBrueys Memorial Basketball Court on Bikarej, Arno. At the end of the academic year, WorldTeach launched a partnership with the Unbound Bookmaker, an online publishing business. Through this partnership, WorldTeach volunteers will help students create stories, which will be published in bilingual class books.

Health and safety remained paramount concerns in the 2011-2012 academic year. Apart from a vigorous emphasis on boat safety, volunteers were also trained in other health and safety matters. Still, illnesses were common, particularly on the outer islands. The dengue fever outbreak, which started in November 2011, caused six volunteers to depart the program. One volunteer was hospitalized. Later in the year, up to four more volunteers were infected with the fever, but none required hospitalization. In May, an Air Marshall Islands plane was diverted to Ebon to retrieve a volunteer who feared she had appendicitis. This revealed that WorldTeach was not covered under the outer island evacuation service. This provision has been added to the following Memorandum of Understanding with the Ministry of Education.

Overall, the WorldTeach Marshall Islands program remains relevant and robust. Potential challenges include scaled down funding, health and safety issues particularly on the outer islands, and difficulty to recruit. Opportunities include partnerships with more local governments and with the College of the Marshall Islands. WorldTeach may also help the Ministry of Education in building the capacity of local teachers.

Program Overview

Staff

Field Director – Todd Mulroy

Assistant Field Director – Laura Sundblad

Program Manager – Shawn Pate

Director of Education – Katrina Deutsch

Volunteers & Placements

Quick Statistics:

Number of 2011 WorldTeach Marshall Islands Volunteers: 30

Female/Male Ratio: 21 female, 9 male

Average age of volunteers: 25

Age range of volunteers: 21 – 46

Number of Early Terminators : 7

Bradley Anderson left the program after a week of Orientation due to his concern over his physical health.

Anna Fenton, Aryn Kamerer, Monica Bruegl, Samuel Mindes, Kasey Hass and Kathleen Bluemink left in November 2011 during the dengue fever outbreak because of their concerns for their health.

Number of Host Schools/Institutions: 25

Number of Host Families: 20

Number of Students taught (approx.): 2357

Table 46: Placement Summary

Volunteer Firstname	Lastname	Host School	Island	Atoll	Volunteer role	Recommended for next year?
Aryn	Kamerer	MIHS	Majuro	Majuro	College Access Counselor	No, at least not as a full-time position. Last two years have been unsuccessful.
Daniel	DiDonna	MMS	Majuro	Majuro	Deaf student specialist.	Yes, if there is a deaf, highly motivated volunteer.
Monica	Bruegl	NVTI	Majuro	Majuro	11th and 12th grade English teacher (writing and grammar skills)	No, because NVTI may not be open. Otherwise high need.
Samuel	Mindes	NVTI	Majuro	Majuro	11th and 12th grade English teacher (reading, oral language, and spelling)	
Maranda	Blount	Woja ES	Woja	Majuro	3-8 English teacher	Yes.
Kasey	Hass	LHS	Laura	Majuro	High School English teacher	Yes, but in the elementary school
Kathleen	Bluemink	LHS	Laura	Majuro	High School English teacher	As above.
Elizabeth	Reich	KAHS	Gugeegue	Kwajalein	High school English teacher (Yes
Brittany	Peterson	KAHS	Gugeegue	Kwajalein	High school English teacher	Yes.
Anna	Fenton	Santo ES	Santo	Kwajalein	1-8 English teacher	Yes.
Christine	Pawlowicz	Ine ES	Ine	Arno	K-8 Science teacher	Yes.
Matthew	Kolisnyk	Japo ES	Japo	Arno	K-8 English teacher	Yes.
Kellyn	Atwell	Aur ES	Aur	Aur	K-8 English teacher	Yes, for a male volunteer. Harassment issues (peeping toms).
Kendra	Bush	Tobal ES	Tobal	Aur	1-8 English teacher	Yes.

Katie	Greyerbieh I	Ebon ES	Ebon	Ebon	3-8 English teacher	Yes, with reservations; if plane does not function, Ebon is very hard to reach.
Stephanie	Pierce	Taka ES	Taka	Ebon	3-8 English teacher	Yes with a different host family, although with same reservations as Ebon. Also, school is particularly dysfunctional.
Richard	Daly	Imiej ES	Imiej	Jaluit	5-8 English and Math teacher	Yes, although may need food sent out.
Rachel	Bradley	Imroj ES	Imroj	Jaluit	K-8 English teacher	Yes.
Justin	Behravesch	Jabor ES	Jabor	Jaluit	1-8 English teacher	Yes.
Kristina	Bramwell	Aerok ES	Aerok	Maloelap	K-8 English teacher	Yes, although school is undergoing some troubles.
Bradley	Anderson	Mejit ES	Mejit	Mejit	n/a	n/a; Bradley did not go to his placement.
Victoria	Clarke	Namdik ES	Namdik	Namdik	2-6 English teacher	Yes, particularly if big plane is working again.
Phillip	Norman	Namdik ES	Namdik	Namdik	K, 1, 7, 8 English teacher	As above.
Mary Helen	Galluch	Majkin ES	Majkin	Namu	1-8 English teacher	Yes, although there are often food shortages.
Beth	Kopay	Utrik ES	Utrik	Utrik	K-6 English teacher	Yes, although Utrik is also far in case of emergency if there is no plane.
Max	Mosley	Utrik ES	Utrik	Utrik	Semester 1: Eighth grade all subjects and seventh grade English. Classes included Math, Science, Health, Social Studies, and English. Semester 2: English for 5th, 6th, 7th, and 8th grade.	As above.
Kathleen	Coulter	Wodmeej ES	Wodmeej	Wotje	K-8 English teacher	Yes.
Shaun	Reid	Wotje ES	Wotje	Wotje	8th grade Health, 3rd, 5th, 6th, and 8th English teacher	Yes. Female volunteers can volunteer on Wotje if they live in a good host family (not NIHS housing).
Denali	Lowe	Airok ES	Airok	Ailinglaplap	1-8 English teacher	Yes.
Matthew	Hurwitz	Buoj ES	Buoj	Ailinglaplap	1-8 English teacher	Yes.
		total 30				

Recruitment

Recruitment went well over all. We have a total of 130 people start applications, and accepted 32, rejected 1, and confirmed 28 with 1 extender. Recruiting did start off a bit slow, with the last 3 volunteers confirming within the last month before departure. We had 4 volunteers that were non-US citizens, with 3 for Australia and 1 from Canada.

Originally no particular recruiting efforts were taken for the Marshalls, but as the deadline got close and we were only at 26 volunteers, we started pushing. The most effective push was the creation of the Pan-Pacific wait list that combined all wait-listed volunteers for the island programs. This list really helped us to identify good candidates for each program and push them toward the most appropriate island. In the future this is something that we may want to continue.

Training & Support

WorldTeach prides itself on the training and on-going personal and professional support provided to volunteers throughout their service. WorldTeach Marshall Islands, like other yearlong programs, held three in-country training conferences for the whole group: Orientation, Mid-Service and End-of-Service. In addition, this year Majuro volunteers participated in a Mid-Semester training day halfway through the first semester.

I. Orientation

Recommendations

The Orientation Cookbook should be used as a guide for planning Orientation. There are many aspects of Orientation that we highly recommend continuing like the Marshallese Language Program, the Practicum, many of the guest speakers and the orientation site. These are aspects of RMI Orientation that have been perfected over the years and it is silly to always reinvent the wheel. That being said, the Orientation Cookbook outlines some practical suggestions to help Orientation flow as smoothly as possible. Also, WorldTeach has made great strides towards strengthening the teacher training component of Orientation, and future Orientations will reflect this by including more teacher training sessions.

II. Mid-Service

Recommendations

The Mid-service Report 2011-2012 explains in detail how to organize the Mid-Service conference. Mid-service is the second most important time the field staff has with the volunteers, and it is a valuable opportunity for volunteers to share successes and challenges from their schools and islands. Logistically, Mid-service can be challenging due to transportation and housing issues, but Field Staff should do their best to ensure that all volunteers have the opportunity to return to Majuro to attend Mid-service.

III. End-of-Service

Recommendations

This year's End of Service conference flowed quite smoothly despite a medical emergency just before it and the plane being down while volunteers were supposed to fly in. Volunteers came to Majuro and flew out over a one-month period of time. No United flights had to be canceled. However, it is not recommended that volunteers start flying in as early as this year (May 15), as that is against MOE regulations.

Site Visits

Recommendations for next year

The Field Staff highly recommends continuing site visits for the following reasons outlined on the WorldTeach Field Staff portal:

Site visits, although they require a lot of your time, are one of the most important forms of one-on-one contact that you will be able to have with each volunteer during the year. Regardless of how many volunteers you supervise, you must make every effort to visit each volunteer in the field, preferably during their first term at their sites.

The goals of the Site Visit are to:

1. find out how the volunteer is doing, both personally and professionally
2. observe the volunteer in the classroom and provide oral feedback on their teaching
3. see if there is anything WorldTeach can do to help the volunteer adjust more easily or teach more effectively
4. receive feedback from the director/ supervising teacher on the volunteer's job performance and to relay that feedback to the volunteer
5. give each volunteer an opportunity to talk to you individually
6. discuss and try to solve any problems that may exist at the site (housing, scheduling, etc.)
7. talk with the host family, if there is one
8. observe the program in action and look for ways to improve it
9. administer and collect an evaluation of the WT program, formally or informally

V. TEFL & Curriculum Development

In the 2011-2012 volunteer year, ten volunteers completed the WorldTeach TEFL certification process. Three volunteers started the process but opted out during the year. In addition, five of the six volunteers who left early due to the dengue fever epidemic were participating in TEFL certification.

To facilitate the TEFL certification process in the RMI, where information technology is still sparse, the Field Staff printed copies of the Professional Development Modules for those volunteers with no laptops, and put the copies on flash drives for volunteers with laptops. Four of the volunteers who completed the certification submitted their TEFL work electronically (although one switched to paper after the Internet broke down completely on his island) and six submitted all work in paper. For Teacher Assessment Portfolios, volunteers recorded themselves where possible, watched the video, evaluated themselves and then were able to delete the video. This was done due to excessive technical difficulties during 2010-2011.

During the year 2011-2012, Harvard Graduate School of Education student Melinda Schindler together with Director of Education Katrina Deutsch wrote a curriculum for students in grades 1 to 5 as well as early readers. The curriculum is based on the Harcourt Moving into English textbook series, which is the main elementary English textbook in the Marshall Islands. The curriculum manuals will be distributed electronically to those volunteers who bring laptops (Majuro elementary schools and some of the larger outer island schools), while it will be printed for volunteers without computer access. WorldTeach Field Directors will also host a workshop for local elementary English teachers on how to use the curriculum.

Health and Safety

Recommendations:

- Urge volunteers to purchase basic antibiotics before going to their sites
- Continue health and safety training at Orientation and Mid-Service
- Urge volunteers to use insect repellent and mosquito nets to prevent dengue fever
- Continue to maintain good relationship with Dr. Pinano

DARTMOUTH VOLUNTEER TEACHING PROGRAM

The Dartmouth Volunteer Teaching Program (DVTP) at the Ministry of Education continues to be an essential element to the overall improvement of student and teacher performance throughout the Republic of the Marshall Islands. The Dartmouth Volunteer Teaching Program is a non-profit organization affiliated with Dartmouth College in Hanover, New Hampshire. The program started in 2000 under the leadership of Professor Andrew Garrod and has continued to expand since. The program local office is at the Ministry of Education’s main office building in Majuro, the capital city. The program director and field director engineer the overall management of DVTP in the RMI. The directors are also charged to work closely with the Ministry of Education to ensure that volunteers provide quality services to the students and the community as whole. The program is currently funded under the Supplemental Education Grant (SEG).



In June 2012, the DVTP completed its tenth year of bringing Dartmouth graduates with educational training and experience to public schools in the RMI. Eleven graduates participated in the program during the 2011-2012 school year. The new volunteers arrived in July, ready to devote their time and energy to giving their students the best possible education in the upcoming school year.

The 2011-2012 School Year

DVTP recruited eleven Dartmouth graduates to work in the RMI for SY 2011-12. This year’s group joined one Dartmouth volunteer from 2008-2009 still teaching on contract at MIHS. Dartmouth placed two teachers each at Kili Elementary School, Ejit Elementary School, Northern Islands High School, and Majuro Middle School and Marshall Islands High School, and one volunteer at Jaluit High School who is on an 18-month contract. These teachers have already begun to continue the strong legacy DVTP has of teaching and working with the schools and communities in the RMI. This was the eleventh year DVTP provided volunteers on Ejit and Kili and the ninth year at NIHS.



The Dartmouth teachers accomplished a wide variety of great things at each of their schools. At NIHS volunteers coached the school debates team, devoting hours to debate practice and fundraising and coming in second place in the Constitution Day Debate Tournament. The Kili volunteers ran test preparation classes for the eighth graders on Wednesday afternoons and put on a production of *Joseph and the Amazing Technicolor Dreamcoat*. Extracurricular, one MMS teacher started a Girls Club to address the needs of her adolescent female students and another MMS teacher started an Art Club that met weekly.

Scores on the 3rd and 6th grade MISAT tests at Kili and Ejit Elementary Schools have continued to improve over the years Dartmouth volunteers have been teaching there.

In January 2011, the Dartmouth program brought six undergraduate interns to work with schools in Majuro for two and a half months. Professor Andrew Garrod, the program director and founder of the DVTP, also came to Majuro from January to March 2011. The undergraduate interns worked at Marshall Islands High School and Majuro Middle School, both team-teaching with mentor teachers and doing solo lessons on their own. Several of the interns and volunteers founded a girls and boys club at Majuro Middle School during the 3rd quarter. The interns also assisted Professor Garrod producing and directing the Shakespeare play *As You Like It* at MIHS. This was the eighth play that Professor Garrod has produced with MIHS, and showcased an incredible amount of student talent and hard work from all involved. This year's production was, for the first time, partially funded by MOE. The audience called *As You Like It* the best and most impressive performance yet.

The Dartmouth field director served as Chairperson and coordinator of the MOE Debate Committee, in the first year of the official MOE Debate Program. The field directors of Dartmouth and WorldTeach worked with MOE to organize two national debates for the RMI high schools. One debate was during Education Week in February, and the second debate was for Constitution Day in May. This was the fourth year of the annual Education Week and Constitution Day Debates. Volunteers at NIHS helped coach the schools' respective teams.

Volunteer Contributions Outside of School

The DVTP emphasizes not only high expectations for volunteers in the classroom; we also encourage a high level of involvement in the communities. Volunteers are given a sponsor family in the community, with whom they meet at least once a week to practice Marshallese, study together, learn about customs, and have a sense of place and family in the local community. As in past years, the volunteers loved getting to know their families and integrating into the communities on their islands as much as possible. On Wotje, a volunteer played on the local basketball league, and another worked with the Wotje WUTMI delegation. The Ejit volunteers continued to host an after school book club that met at their house and helped coach the basketball team at Assumption School. The former Dartmouth volunteer on contract at MIHS remained extremely active in the MIHS Gospel Choir and mentoring a MIHS senior.

The 2012-2013 School Year

Eight graduates came to Majuro in July to start the 201-2012 school year. Dartmouth has two volunteers teaching at Northern Islands High School, Jaluit High School, and Ejit Elementary School, and one at both Majuro Middle School and Marshall Islands High School. Another three volunteers arrived in January for eighteen-month contracts at Majuro Middle School, Kili Elementary School and Assumption School. The



new volunteers were thrilled and excited to arrive in the RMI; they jumped straight into life on their islands and have already begun to continue the strong legacy DVTP has of teaching and working with the schools and communities in the RMI.

The volunteers have gotten off to an amazing start during the 2012-2013 school year. In the classroom, volunteers have been making solid progress with test preparation, both for CMI and MISAT implementing inquiry-based, creative teaching methods.

In January 2013, the Dartmouth program brought 8 undergraduate interns to work with schools in Majuro for third quarter. Professor Andrew Garrodalso came to Majuro from January to March. He will work with students and the undergraduates to produce and direct another play at MIHS.

As with any true investment, the real payoff can only be seen over the course of time, and in the twelve years that the Dartmouth Volunteer Program has been providing teachers to the MOE, improvements have been seen at the schools where the volunteers teach each year. There is always room for improvement in the classrooms of our schools, and in this regard continued involvement of the DVTP would remain beneficial to the students of the RMI.

Table 47: Dartmouth volunteers placement

School Year	Number of Volunteers
2010-2011	10 (EES (2), KES (2), NIHS (2), JHS (2), MMS (1), LHS (1))
2011-2012	11 (EES (2), KES (2), NIHS (2), MIHS (2), MMS (2), JHS (1))
2012-2013	11 (EES (2), KES (1), NIHS (2), MIHS (1), JHS (2), MMS (2), AES (1))

JICA/JOCV ACTIVITIES in RMI in 2012

In the Marshallese Fiscal Year 2012 (Oct,2011-Sep,2012), JICA sent to RMI 3 new JOCV volunteers to its educational fields. A total number of 12 JOCV volunteers have been assigned to work at schools through the fiscal year. JICA is planning to send several more volunteers to RMI’s educational fields every year.

Main Achievements:

- JOCV high school math teachers conducted a Math competition on March, 2012 that involved more than 3,000 students and made detailed analysis of math levels of students in the RMI.
- JOCV elementary school teachers, in collaboration with the MOE, conducted the JICA Micronesia Math Seminar in RMI on June, 2012. More than 150 participants from Palau, Micronesia, and RMI participated in the seminar sharing experience for utilization in their own countries.
- JOCV elementary school teachers conducted an Open Class in each elementary school that helped enhance the teaching skills of Marshallese teachers. Just recently, Open Classes were started to be conducted by Marshallese with supervision of JOCVs.
- JOCV elementary school teachers, in collaboration with the MOE, conducted the 100% goal Test in each elementary school three times a year to analyze improvements on the basic calculation skills of students.
- JOCV Japanese language instructors, in collaboration with the Embassy of Japan, conducted the annual Japanese Speech Contest on May, 2012. More than 40 students from MIHS, Coop, and CMI participated in the contest by participating in competition on their Japanese language skills. The winner won 1st prize, a trip to Japan that was sponsored by the Embassy of Japan.

Difficulties & Challenges

- Localizing the activities that JOCVs have been conducting in the RMI for the past 20 years has not been easy. Open Class in elementary schools is a good practice to localize. On the contrary, localization of the Math Competition for High schools that continued for the past 9 years ceased, seemingly due to the lack of human resources in MOE.

Appendix 2: Making the SEG a Permanent Appropriation and Applying the Inflation Adjustment

The Compact's Title I, Section 105 Supplemental Provisions, (f)(B)(iii), allows for the provision of an annual Supplemental Education Grant (SEG) in lieu of eligibility for formerly provided education programs. These programs included those under Title I of the Elementary and Secondary Education Act of 1965, Title I of the Workforce Investment Act of 1998 (other than subtitle C or Job Corps), Title II of the Workforce Investment Act of 1998, Title I of the Carl D. Perkins Vocational and Technical Education Act, the Head Start Act and parts of the Higher Education Act of 1965.

The Grants were authorized to be appropriated by the U.S. Secretary of Education to supplement the education grants under section 211(a)(1) in the amount of \$6.1 million as of FY05 and inflation adjusted as of FY05 per Section 218 of the Compact to 2023.¹⁰ The funds are administered through the U.S.-RMI Joint Economic Management and Fiscal Accountability Committee (JEMFAC) and the accountability measures of the Compact's Fiscals Procedure Agreement.

¹⁰ Section 218-Inflation Adjustment allows for Compact grant and Trust Fund contributions to be adjusted for each U.S. fiscal year by the percent that equals two-thirds of the percent change in the United States Gross domestic Product Implicit Price Deflator, or 5 percent, whichever is less in any one year, using the beginning of Fiscal Year 2004 as a base.

The funds are not permanently appropriated and must be requested on a year-to-year basis during the U.S. budget process. As of FY10, as shown in Table 6, the RMI has not received the full amount of assistance and the funds have not been inflation adjusted. The transition year of 2004 left some programs underfunded and confusion was experienced about when grant funds would be received. Such circumstances and requirements have hindered sector and specific program planning and monitoring especially in the first few transition years. For instance, for FY09 the Ministry was using FY08 funds appropriated by the U.S. Congress.

The funds are included in the RMI's Medium Term Budget and Investment Framework and further planned out (and monitored) through the annual Education Sector Portfolio and reported on in the Portfolio's quarterly monitoring reports. ***RMI Compact 5 Year Review Comments and Issues Page 15.***

Table 6: SEG Funds Received, FY05-FY08

Receipts Based on Annual Audit

	2005	2006	2007	2008	Total
SEG Actual Revenue/Expenditure	\$1,814,554	\$3,762,883	\$4,317,782	\$5,298,064	\$15,193,283
SEG Expected Revenue Estimate	\$6,221,256	\$6,358,897	\$6,496,882	\$6,603,581	\$25,680,616
SEG Shortfall	\$4,406,702	\$2,596,014	\$2,179,100	\$1,305,517	\$10,487,333

Despite these planning, administrative and monitoring difficulties, the funds have begun to make an impact on education sector reform and development. These improvements include the following:

- Establishment of a nationwide kindergarten program that was not previously in existence even with the former Head Start program,
- Establishment of an Instructional Service Center that creates locally tailored instructional material,
- Provision of textbooks and curriculum material,
- Provision of school supplies, materials, instructional aids and instructional interventions,
- Special Enrichment Programs,
- Various vocational, technical and skills upgrading programs through the National Training Council and National Vocational Training Institute,
- Adult education and literacy programs,
- Scholarships that supplement the RMI Scholarship Program; and
- Various staff and program development efforts including the professional development of Ministry of Education staff.

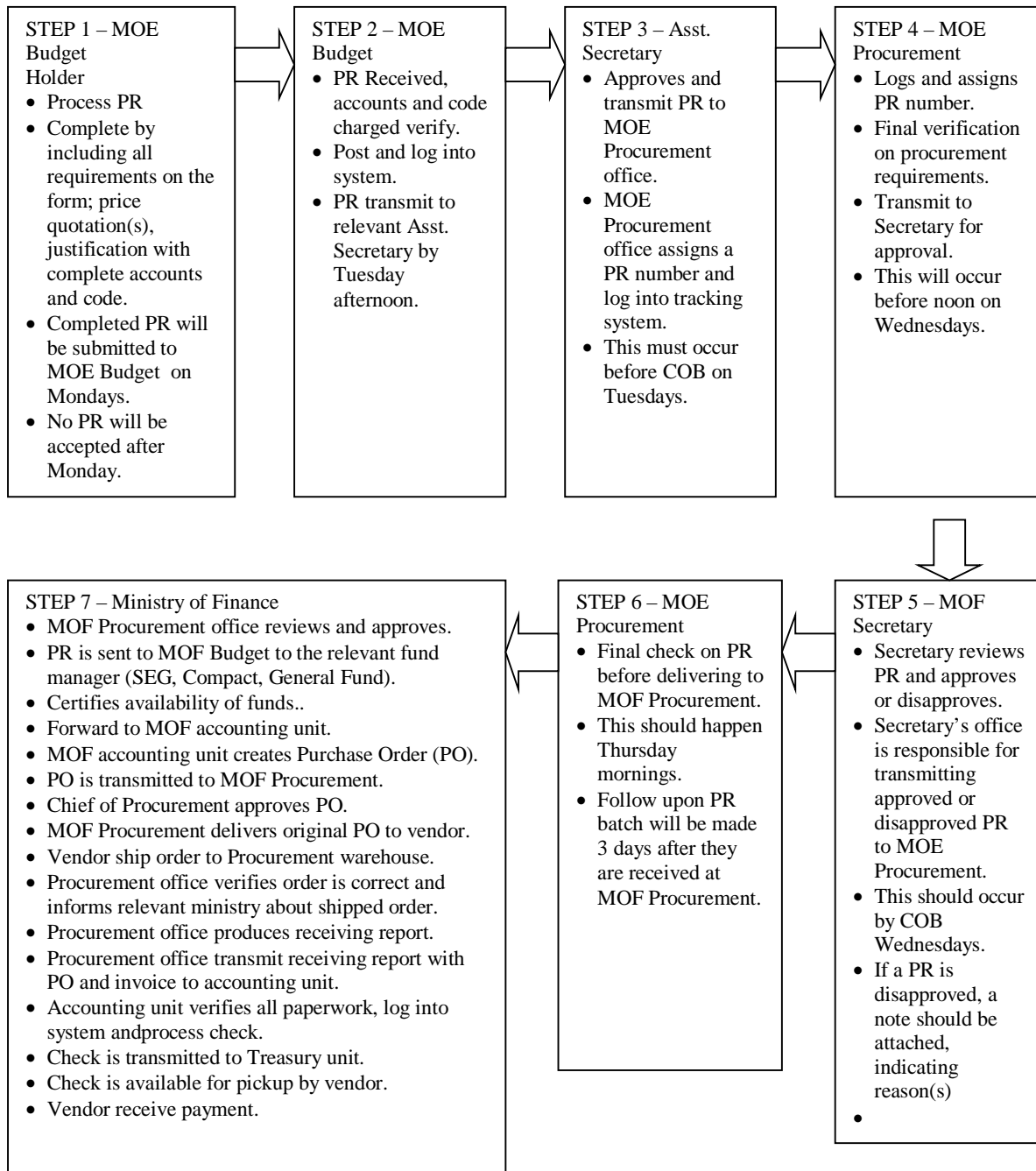
The SEG has become a key component of education sector reform and development. However, it has not been fully applied as initially envisioned by the U.S. Congress to replace former U.S. Federal programs. Also, with the Compact's annual grant assistance declining significantly in real value terms, the education sector will require additional funding to keep on the improvement path initiated in FY04. Thus, it is essential that the full amount of the assistance is received so that the funding can play a further catalytic role in education sector reform and development.

The 5-Year Review document supports the continuation of the SEG. A USG position is also reflected in the document to make the SEG a permanent appropriation, inflation adjusted and as part of the education sector grant.

The RMI requests that:

1. The USG makes the \$6.1 million a permanent appropriation that is provided in line with Section 211 annual grant assistance and per JEMFAC and FPA requirements.
2. A full inflation adjustment applies to the \$6.1 million annual grant so that the funds maintain a real value to the end of the grant assistance term.
3. The amounts not received in the FY05-FY10 period are appropriated with their use to be determined by the JEMFAC. For the FY05-FY08 period, this amount is about \$10.5 million per Table 5. The final FY09 and FY10 figures are not known at this time but should eventually be added.

Appendix 3: MOE Procurement Process



Appendix 4: MOE FY 2012 Inventory of Assets Report

Property		Location			Year	Qty	Cost	Total Cost/			
Number	Description		MFG	VENDOR	Date	Life	per unit	Proceed	Location	Source of fund	
017118	WATER DISPENSER	ADMINISTRATION	AVANTI	MAJURO ACE HARDWARE	10/02/2011	10	1	\$139.99	081	600000	COMPACT FUND
0009178	TEACHER DESK	WOJA AND JOBWAD ELEMENTARY	ATD AMERICAN	ATD AMERICAN	10/04/2011	10	1	\$699.00	048	600000	COMPACT FUND
009132	STUDENT TABLE	WOTJE ELEMENTARY SCHOOL	N/A	COPYMASTER	10/04/2011	10	1	\$165.00	048	600000	COMPACT FUND
007031	LAWN MOWER	PROPERTY AND MANAGEMENT	YARD	DO IT BEST	10/12/2011	10	1	\$189.00	026		
002914	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	ISLAND	FORMOSA	11/10/2011	10	1	\$537.50	083	600000	COMPACT FUND
002915	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	ISLAND	FORMOSA	11/10/2011	10	1	\$637.50	083	600000	COMPACT FUND
011485	LAP TOP COMPUTER PER CHILD	ELEMENTARY DIVISION	OLPC	OLPC	11/10/2011	10	1	\$219.00	081	600000	COMPACT FUND
015008	CD RADIO	NVTI	COBY	TSL ENT	11/13/2011	10	1	\$95.00	033	600000	COMPACT FUND
017263	TABLE SAW	PROPERTY AND MANAGEMENT	N/A	ACE HARDWARE	11/29/2011	10	1	\$189.99	083	600000	COMPACT FUND
017141	ELECTRICT PLANNER	PROPERTY AND MANAGEMENT	MAKITA	ACE HARDWARE	11/30/2011	10	1	\$199.99	083	600000	COMPACT FUND
017257	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	ISLAND	FORMOSA	11/30/2011	10	1	\$395.00	083	600000	COMPACT FUND
017258	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	ISLAND	FORMOSA	11/30/2011	10	1	\$395.00	083	600000	COMPACT FUND
017268	SAW CIRCULAR	PROPERTY AND MANAGEMENT	MAKITA	ACE HARDWARE	11/30/2011	10	1	\$169.99	083	600000	COMPACT FUND
017269	DRILL CORDLESS 1/2	PROPERTY AND MANAGEMENT	MAKITA	ACE HARDWARE	11/30/2011	10	1	\$299.96	083	600000	COMPACT FUND
017733	CAMERA	ELEMENTARY DIVISION	KODAK	COMPUTER SERVICES	12/07/2011	10	1	\$139.00	048	600000	COMPACT FUND
017266	WATER DISPANSER	DELAP ELEMENTARY SCHOOL	N/A	G & L ENT	12/09/2011	10	1	\$210.95	040	600000	COMPACT FUND
017267	WATER DISPANSER	DELAP ELEMENTARY SCHOOL	N/A	G & L ENT	12/09/2011	10	1	\$210.95	040	600000	COMPACT FUND
017355	FOLDING TABLE	DELAP ELEMENTARY SCHOOL	N/A	COPYMASTER	12/09/2011	10	1	\$139.99	040	600000	COMPACT FUND
002940	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	500000	FEDERAL FUND
002942	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	500000	FEDERAL FUND
002943	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	500000	FEDERAL FUND
002944	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	500000	FEDERAL FUND
002945	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	500000	FEDERAL FUND
017361	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIXHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	500000	FEDERAL FUND
017362	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIXHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	500000	FEDERAL FUND
017363	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIXHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	500000	FEDERAL FUND

017364	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017365	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017366	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017367	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017368	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017369	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017370	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017371	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017372	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017374	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.26	028	5000
017375	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017376	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017377	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017378	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017379	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017380	WATER DISPENSER	IDEA PART B SPECIAL ED	HUIZHOU	PACIFIC PURE WATER	12/14/2011	10	1	\$165.25	028	5000
017311	LAMINATOR MACHINE	EBEYE PUBLIC ELEMENTARY SCHOOL	APL	GENERAL COMPANY	12/21/2011	10	1	\$195.00	081	6000
017312	LCD FLAT SCREEN MONITOR	EBEYE PUBLIC ELEMENTARY SCHOOL	DELL	GENERAL COMPANY	12/21/2011	10	1	\$1,400.00	081	6000
017313	CPU HARD DRIVE COMPUTER	EBEYE PUBLIC ELEMENTARY SCHOOL	DELL	GENERAL COMPANY	12/21/2011	10	1	\$0.00	081	6000
017610	VEHICLE PICK-UP WINGLE DOUPLE CAB	ADMINISTRATION OFFICE	WINGLE	MAJURO MOTOR	12/28/2011	3	1	\$23,995.00	081	6000
017612	PICK UP VEHICLE PICK-UP	MOE	GREAT WALL	MAJURO MOTOR	12/28/2011	3	1	\$23,995.00	081	6000
017613	VEHICLE PICK-UP WINGLE DOUPLE CAB	ADMINISTRATION OFFICE	WINGLE	MAJURO MOTOR	12/28/2011	3	1	\$23,995.00	081	6000
017614	VEHICLE PICK-UP D-CAP WINGLE	ADMINISTRATION OFFICE	WINGLE	MAJURO MOTOR	12/28/2011	3	1	\$23,995.00	081	6000
017837	COPIER MACHINE	CURRICULUM DIVISION	CANON	OFFICE MART	01/06/2012	10	1	\$615.00	042	6000
017315	EXTERNAL HARD DRIVE	STAFF DEVELOPMENT OFFICE	TOURO	OFFICE MART	01/07/2012	10	1	\$172.00	034	6000
017316	TYPEWRITER	STAFF DEVELOPMENT OFFICE	BROTHER	OFFICE MART	01/07/2012	10	1	\$195.00	034	6000
017317	COPIER MACHINE	STAFF DEVELOPMENT OFFICE	CONON	OFFICE MART	01/07/2012	10	1	\$660.00	034	6000
017349	EXTERNAL HARD DRIVE	STAFF DEVELOPMENT OFFICE	TOURO	OFFICE MART	01/07/2012	10	1	\$172.00	034	6000
017781	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000

017782	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017782	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017783	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	20	1	\$665.00	048	6000
017784	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017785	COPYMASTER	ELEMENTARY DIVISION	CONON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017786	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017787	COPIER MACHINE	ELEMENTARY DIVISION	CONON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017787	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017788	COPIER MACHINE	ELEMENTARY DIVISION	CONON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017791	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$668.00	048	6000
017792	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017793	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017794	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017795	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017796	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017797	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017798	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017799	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017800	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017831	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017832	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017833	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017834	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017835	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017836	COPIER MACHINE	ELEMENTARY DIVISION	CANON	OFFICE MART	01/07/2012	10	1	\$665.00	048	6000
017337	SPLIT TYPE AIR CON	WOTJE ELEMENTARY SCHOOL	ISLAND	FORMOSA	01/08/2012	10	1	\$395.00	051	6000
017303	WATER DISPENSER	STAFF DEVELOPMENT OFFICE	AVANTI	ACE HARDWARE	01/09/2012	10	1	\$139.99	034	6000
017304	WATER DISPENSER	STAFF DEVELOPMENT OFFICE	AVANTI	ACE HARDWARE	01/09/2012	10	1	\$139.99	034	6000
017305	EXTERNAL HARD DRIVE	ELEMENARY DIVISON	HITACHI	OFFICE MART	01/09/2012	20	1	\$135.00	048	6000
017615	EXECTIVE CHAIR	MIHS PRINCIBAL OFFICE	N/A	OFFICE MART	01/16/2012	10	1	\$171.00	035	6000
017616	EXECTIVE CHAIR	MIHS MAIN OFFICE	N/A	OFFICE MART	01/16/2012	10	1	\$171.00	035	6000
002745	LCD FLAT SCREEN MONITOR	LAURA ELEMENTARY SCHOOL	DELL	OFFICE MART	01/20/2012	10	1	\$1,295.00	046	6000
002746	CPU HARD DRIVE COMPUTER	LAURA ELEMENTARY SCHOOL	DELL	OFFICE MART	01/20/2012	10	1	\$0.00	046	6000

002747	PHOTO PRINTER	LAURA ELEMENTARY SCHOOL	CANON	OFFICE MART	01/20/2012	10	1	\$0.00	046	6000
002748	FAX PHONE MACHINE	LAURA ELEMENTARY SCHOOL	CANON	OFFICE MART	01/20/2012	10	1	\$325.00	046	6000
015429	FILING CABINET 4 DRW	IDEA PART B ALL SCHOOL MAJURO	N/A	OFFICE MART	01/25/2012	10	1	\$265.00	028	1000
002883	PROJECTOR	DELAP ELEMENTARY SCHOOL	EPSON	COPYMASTER	01/30/2012	10	1	\$895.00	040	6000
02935	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	D.I.Y ENT	02/07/2012	10	1	\$475.00	083	6000
02936	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	D.I.Y ENT	02/07/2012	10	1	\$475.00	083	6000
002755	COMPUTER MONITOR	SECRETARY OF EDUCATION	DELL	COPYMASTER	02/08/2012	10	1	\$1,098.00	081	6000
002756	CPU HARD DRIVE COMPUTER	SEC OF MOE OFFICE	DELL	COPYMASTER	02/08/2012	10	1	\$0.00	081	6000
01360	SPLIT TYPE AIR CON	ADMINISTRATION	CNEX	FORMOSA	02/08/2012	10	1	\$415.00	081	6000
017356	SPLIT TYPE AIR CON	ADMINISTRATION	CNEX	FORMOSA	02/08/2012	10	1	\$415.00	081	6000
002724	WATER PUMP	PROPERTY AND MANAGEMENT	ISO	D.I.Y ENT	02/11/2012	10	1	\$149.95	083	6000
002725	WATER PUMP	PROPERTY AND MANAGEMENT	ISO	D.I.Y ENT	02/11/2012	10	1	\$149.95	083	6000
002726	WATER PUMP	PROPERTY AND MANAGEMENT	ISO	D.I.Y ENT	02/11/2012	10	1	\$149.95	083	6000
002727	WATER PUMP	PROPERTY AND MANAGEMENT	ISO	D.I.Y ENT	02/11/2012	10	1	\$149.95	083	6000
002728	WATER PUMP	PROPERTY AND MANAGEMENT	ISO	D.I.Y ENT	02/11/2012	10	1	\$149.95	083	6000
002766	WATER PUMP	PROPERTY AND MANAGEMENT	ISO	D.I.Y ENT	02/11/2012	10	1	\$149.95	083	6000
002767	WATER PUMP	PROPERTY AND MANAGEMENT	ISO	D.I.Y ENT	02/11/2012	10	1	\$149.95	083	6000
002768	WATER PUMP	PROPERTY AND MANAGEMENT	ISO	D.I.Y ENT	02/11/2012	10	1	\$149.95	083	6000
002769	WATER PUMP	PROPERTY AND MANAGEMENT	ISO	D.I.Y ENT	02/11/2012	10	1	\$149.95	083	6000
002770	WATER PUMP	PROPERTY AND MANAGEMENT	ISO	D.I.Y ENT	02/11/2012	10	1	\$149.95	083	6000
015357	POWER POINT PROJECTOR	MATH DEPARTMENT MAIN OFFICE	EPSON	MAJURO COMPUTER SERVICE	02/11/2012	10	1	\$589.00	050	6000
015359	MIXER	DELAP ELEMENTARY SCHOOL	CARVIN	EZ PRICE MART	02/11/2012	10	1	\$644.95	040	6000
015410	PRESSURE WASHER	PROPERTY AND MANAGEMENT	BFIGGES & STARTATION	MAJURO ACE HARDWARE	02/11/2012	10	1	\$599.99	083	6000
015411	WATER PUMP	PROPERTY AND MANAGEMENT	KIKAWA	MAJURO ACE HARDWARE	02/11/2012	10	1	\$99.99	083	6000
015413	FRIDGE	ADMINISTRATION	WHIRLPOOL	MAJURO ACE HARDWARE	02/11/2012	10	1	\$619.99	083	6000
015413	CHAIN SAW	PROPERTY AND MANAGEMENT	POULAN PRO	MAJURO ACE HARDWARE	02/11/2012	10	1	\$249.99	083	6000
015414	PRESSURE WASHER	PROPERTY AND MANAGEMENT	BRIGGS & STRATION	MAJURO ACE HARDWARE	02/11/2012	10	1	\$599.99	083	6000
015227	VEHICLE MINI PICK-UP	ADMINISTRATION/SUPPLY OFFICE	ISUZU	MAJURO MOTOR	02/20/2012	3	1		081	FRE
015401	SPLIT TYPE AIR CON	IDEA PART B SPECIAL ED	AUX	DIY ENTERPRISES	02/20/2012	10	1	\$684.00	028	5000
015402	SPLIT TYPE AIR CON	IDEA PART B SPECIAL ED	AUR	DIY ENTERPRISES	02/20/2012	10	1	\$684.00	028	5000
015403	SPLIT TYPE AIR CON	IDEA PART B SPECIAL ED	AUX	DIY ENTERPRISES	02/20/2012	10	1	\$535.00	028	5000

015404	SPLIT TYPE AIR CON	IDEA PART B SPECIAL ED	AUX	DIY ENTERPRISES	02/20/2012	10	1	\$135.00	028	5000
015405	SPLIT TYPE AIR CON	IDEA PART B SPECIAL ED	AUX	DIY ENTERPRISES	02/20/2012	10	1	\$395.00	028	5000
015406	SPLIT TYPE AIR CON	IDEA PART B SPECIAL ED	AUX	DIY ENTERPRISES	02/20/2012	10	1	\$684.00	028	5000
015407	SPLIT TYPE AIR CON	IDEA PART B SPECIAL ED	AUX	DIY ENTERPRISES	02/20/2012	10	1	\$684.00	028	5000
015408	SPLIT TYPE AIR CON	IDEA PART B SPECIAL ED	AUX	DIY ENTERPRISES	02/20/2012	10	1	\$535.00	028	5000
015409	SPLIT TYPE AIR CON	IDEA PART B SPECIAL ED	AUX	DIY ENTERPRISES	02/20/2012	10	1	\$395.00	028	5000
015397	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	02/21/2012	10	1	\$629.99	083	6000
015398	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	DIY	DIY ENTERPRISES	02/21/2012	10	1	\$535.01	083	6000
015441	NET WORK 8 PORT	NVTI	NETGEAR	MAJURO COMPUTER SERVICE	02/21/2012	10	1	\$75.00	033	6000
015442	NET WORK 8 PORT	NVTI	NETGEAR	MAJURO COMPUTER SERVICE	02/21/2012	10	1	\$75.00	033	6000
015443	NET WORK 8 PORT	NVTI	NETGEAR	MAJURO COMPUTER SERVICE	02/21/2012	10	1	\$75.00	033	6000
015444	NET WORK 8 PORT	NVTI	NETGEAR	MAJURO COMPUTER SERVICE	02/21/2012	10	1	\$75.00	033	6000
015445	NET WORK 16 PORT	NVTI	LINDY ROUTER	MAJURO COMPUTER SERVICE	02/21/2012	10	1	\$189.99	033	6000
015446	NETWORK SWITCH	NVTI	NETGEAR	MAJURO COMPUTER SERVICE	02/21/2012	10	1	\$159.99	033	6000
015447	NETWORK SWITCH	NVTI	NETGEAR	MAJURO COMPUTER SERVICE	02/21/2012	10	1	\$159.99	033	6000
015448	NETWORK SWITCH	NVTI	NETGEAR	MAJURO COMPUTER SERVICE	02/21/2012	10	1	\$149.99	033	6000
015449	NETWORK SWITCH	NVTI	NETGEAR	MAJURO COMPUTER SERVICE	02/21/2012	10	1	\$149.99	033	6000
017653	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	02/21/2012	10	1	\$395.50	083	6000
017654	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	02/21/2012	10	1	\$395.50	083	6000
017655	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	02/21/2012	10	1	\$395.50	083	6000
017656	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	02/21/2012	10	1	\$629.99	083	6000
017657	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	02/21/2012	10	1	\$629.99	083	6000
017658	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	02/21/2012	10	1	\$629.99	083	6000
017659	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	02/21/2012	10	1	\$629.99	083	6000
017660	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	02/21/2012	10	1	\$629.99	083	6000
009558	COMPUTER MONITOR	CIA DIVISION	DELL	COPYMASTER	02/25/2012	10	1	\$0.00	0448	6000

009559	CPU HARD DRIVE COMPUTER	CIA DIVISION	DELL	COPYMASTER	02/25/2012	10	1	\$1,098.00	0448	6000
015399	CPU HARD DRIVE COMPUTER SERVER	NVTI	POWER EDGS	MAJURO COMPUTER SERVICE	02/25/2012	10	1	\$4,203.20	033	6000
015415	FILING CABINET 4 DRW	ELEMENTARY DIVISION/MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	5000
015416	FILING CABINET	ELEMENTARY DIVISION/MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	28	1000
015417	FILING CABINET	ELEMENTARY DIVISION/MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015418	FILING CABINET	ELEMENTARY DIVISION/MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015419	FILING CABINET 4 DRW	ELEMENTARY DIVISION/MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015420	FILING CABINET 4 DRW	ELEMENTARY DIVISION/MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015421	FILING CABINET	ELEMENTARY DIVISION/MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015422	FILING CABINET	ELEMENTARY DIVISION/MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015423	FILING CABINET 4 DRW	ELEMENTARY DIVISION/MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015424	FILING CABINET 4 DRW	IDEA PART B ALL SCHOOL MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015425	FILING CABINET 4 DRW	IDEA PART B ALL MAJURO SCHOOL	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015426	FILING CABINET 4 DRW	IDEA PART B ALL MAJURO SCHOOL	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015427	FILING CABINET 4 DRW	IDEA PART B ALL SCHOOL MAJURO	N/A	OFFICE MART	02/25/2012	10	1	\$265.00	028	1000
015430	FILING CABINET 4 DRW	ELEMENTARY DIVISION	N/A	FORMOSA	02/25/2012	10	1	\$239.95	048	6000
015473	EXTERNAL HARD DRIVE	CIA DIVISION	GOTLEX	COPYMASTER	02/25/2012	10	1	\$148.00	0448	6000
015474	EXTERNAL HARD DRIVE	CIA DIVISION	GOTLEX	COPYMASTER	02/25/2012	10	1	\$148.00	0448	6000
015475	EXTERNAL HARD DRIVE	CIA DIVISION	GOTLEX	COPYMASTER	02/25/2012	10	1	\$148.00	0448	6000
015478	EXTERNAL HARD DRIVE	CIA DIVISION	GOTLEX	COPYMASTER	02/25/2012	10	1	\$148.00	0448	6000
017645	MULTIFUNCTION COPER	ADMINISTRATION	CANON	OFFICE MART	02/25/2012	10	1	\$615.00	081	6000
017646	MULTIFUNCTION COPER	MAIN OFFICE	CANON	OFFICE MART	02/25/2012	10	1	\$615.00	081	6000
017668	MIXER	LAURA HIGH SCHOOL	CARVIN	EZ PRICE MART	02/25/2012	10	1	\$669.99	047	6000
15476	EXTERNAL HARD DRIVE	CIA DIVISION	GOTELX	COPYMASTER	02/25/2012	10	1	\$148.00	0448	6000
009597	TRIMMER	NVTI	OTORY	ACE HARDWARE	02/27/2012	10	1	\$119.99	033	6000
267090	STUDENT ROC TABLE	BUOJ AND ENEWETAK ELEMENTARY	ATD AMERICAN CO	ATD AMERICAN CO	03/08/2012	10	1	\$156.00	048	6000
015432	ALL IN ONE PRINTER	MARSHALL ISLANDS HIGH SCHOOL	XEOROX	OFFICE MART	03/14/2012	10	1	\$450.00	035	6000
015433	PRINTER	MARSHALL ISLANDS HIGH SCHOOL	CANON	OFFICE MART	03/14/2012	10	1	\$0.00	035	6000
015434	COMPUTER MONITOR	MARSHALL ISLANDS HIGH SCHOOL	DELL	OFFICE MART	03/14/2012	10	1	\$1,280.00	035	6000
015435	CPU HARD DRIVE COMPUTER	MARSHALL ISLANDS HIGH SCHOOL	DELL	OFFICE MART	03/14/2012	10	1	\$0.00	035	6000

002892	YARD TRIMMER MACHINE	PROPERTY AND MANAGEMENT	MTD	MAJURO ACE HARDWARE	03/15/2012	10	1	\$119.99	083	6000
002893	LAWN MOWER	PROPERTY AND MANAGEMENT	PAULAN	MAJURO ACE HARDWARE	03/15/2012	10	1	\$229.99	083	6000
0009575	CPU HARD DRIVE COMPUTER	TESTING DIVISION	DELL	COPYMASTER	03/26/2012	10	1	\$1,128.00	031	6000
009574	CPU HARD DRIVE COMPUTER	TESTING OFFICE	DELL	COPYMASTER	03/26/2012	10	1	\$1,128.00	031	6000
009576	COMPUTER MONITOR	TESTING DIVISION	DELL	COPYMASTER	03/26/2012	10	1	\$0.00	031	6000
009577	COMPUTER MONITOR	TESTING DIVISION	DELL	COPYMASTER	03/26/2012	10	1	\$0.00	031	6000
009522	WATER DISPENSER	AJELTAKE ELEMENTARY SCHOOL	HUIZHOU	OFFICE MART	03/28/2012	10	1	\$245.00	061	6000
009523	WATER DISPENSER	AJELTAKE ELEMENTARY SCHOOL	HUIZHOU	OFFICE MART	03/28/2012	10	1	\$245.00	061	6000
009524	WATER DISPENSER	AJELTAKE ELEMENTARY SCHOOL	HUIZHOU	OFFICE MART	03/28/2012	10	1	\$245.00	061	6000
009525	WATER DISPENSER	AJELTAKE ELEMENTARY SCHOOL	HUIZHOU	OFFICE MART	03/28/2012	10	1	\$245.00	061	6000
015458	PRINTER	MAJURO MIDDLE SCHOOL	CANON	OFFICE MART	03/28/2012	10	1	\$0.00	038	6000
015464	CPU HARD DRIVE COMPUTER	MAJURO MIDDLE SCHOOL	DELL	OFFICE MART	03/28/2012	10	1	\$1,180.00	038	6000
015465	CPU HARD DRIVE COMPUTER	MAJURO MIDDLE SCHOOL	DELL	OFFICE MART	03/28/2012	10	1	\$1,180.00	038	6000
015466	CPU HARD DRIVE COMPUTER	MAJURO MIDDLE SCHOOL	DELL	OFFICE MART	03/28/2012	10	1	\$1,180.00	038	6000
015467	COMPUTER MONITOR	MAJURO MIDDLE SCHOOL	DELL	OFFICE MART	03/28/2012	10	1	\$0.00	038	6000
015468	COMPUTER MONITOR	MAJURO MIDDLE SCHOOL	DELL	OFFICE MART	03/28/2012	10	1	\$0.00	038	6000
015468	COMPUTER MONITOR	MAJURO MIDDLE SCHOOL	DELL	OFFICE MART	03/28/2012	10	1	\$0.00	038	6000
015469	PRINTER	MAJURO MIDDLE SCHOOL	CANON	OFFICE MART	03/28/2012	10	1	\$0.00	038	6000
015470	PRINTER	MAJURO MIDDLE SCHOOL	CANON	OFFICE MART	03/28/2012	10	1	\$0.00	038	6000
009587	LAP TOP COMPUTER	ADMINISTRATION OFFICE	SONY	TSL ENT	04/02/2012	10	1	\$698.00	081	6000
002891	TRIMMER	KINDERGARTEN PROGRAM	PAC	EZ PIECE MART	04/12/2012	10	1	\$129.99	027	6000
017934	PRINTER	ADMINISTRATION OFFICE	XEROX CORP	OFFICE MART	05/02/2012	10	1	\$839.85	081	6000
017935	YARD TRIMMER	PROPERTY AND MANAGEMENT	HOMELITE	EZ PRICE MART	05/02/2012	10	1	\$129.99	083	6000
017937	YARD MOWER	PROPERTY AND MANAGEMENT	YARD MACHINE	DO IT BEST	05/02/2012	10	1	\$259.99	083	6000
017968	SPLIT TYPE AIR CON	NVTI	DO IT BEST US	DO IT BEST	05/02/2012	10	1	\$499.99	033	6000
017969	SPLIT TYPE AIR CON	NVTI	DO IT BEST US	DO IT BEST	05/02/2012	10	1	\$499.99	033	6000
018005	DVD PLAYER	JALUIT HIGH SCHOOL	MAGNAVOX	COPYMASTER	05/08/2012	10	1	\$75.00	064	6000
018006	LCD TELEVISION	JABOR LEMENTARY SCHOOL	DYNE	COPYMASTER	05/08/2012	10	1	\$525.00	043	6000
018117	BATTERY BACK UP	NVTI	APC	MAJURO COMPUTER SERVICE	05/10/2012	10	1	\$124.99	033	6000

017105	XEROX MACHINE	ELEMENTARY DIVISION	XEROX CORP	COPYMASTER	05/11/2012	10	1	\$698.00	048	6000
017181	MIXER AMP	JALUIT ELEMENTARY SCHOOL	CARVIN	EZ PRICE MART	05/11/2012	10	1	\$659.99	057	6000
017182	MUSIC SPEAKER	JALUIT ELEMENTARY SCHOOL	CARVIN	EZ PRICE MART	05/11/2012	10	1	\$269.99	057	6000
017110	FAX MACHINE	LAURA ELEMENTARY SCHOOL	CANON	OFFICE MART	05/14/2012	10	1	\$325.00	046	6000
017944	VEHICLE SCHOOL BUS	DELAP ELEMENTARY SCHOOL	HYUNDAI	MAJUORO MOTOR	05/14/2012	3	1	\$65,750.00	040	4000
017975	FAX MACHINE	LAURA ELEMENTARY SCHOOL	CANON	OFFICE MART	05/14/2012	10	1	\$325.00	046	6000
017976	FAX MACHINE	LAURA ELEMENTARY SCHOOL	CANON	OFFICE MART	05/14/2012	10	1	\$325.00	046	6000
017108	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	DO IT BEST	DO IT BEST	05/15/2012	10	1	\$499.99	409	9000
267001	LAP TOP COMPUTER	CIA DIVISION	SONY	MAJUORO COMPUTER SERVICE	05/15/2012	10	1	\$819.97	0448	6000
267002	PORTABLE PROJECTOR	CIA DIVISION	OPTOMA	MAJUORO COMPUTER SERVICE	05/15/2012	10	1	\$369.99	0488	6000
267003	PROJECTOR PROTABLE	CIA DIVISION	OPTOMA	MAJUORO COMPUTER SERVICE	05/15/2012	10	1	\$369.99	0448	6000
017990	BATTERY BACK UP	LAURA HIGH SCHOOL	APC	OFFICE MART	05/16/2012	10	1	\$255.00	047	6000
017992	BATTERY BACK UP	LAURA HIGH SCHOOL	APC	OFFICE MART	05/16/2012	10	1	\$255.00	047	6000
017994	BATTERY BACK UP	LAURA HIGH SCHOOL	APC	OFFICE MART	05/16/2012	10	1	\$255.00	047	6000
017997	BATTERY BACK UP	LAURA HIGH SCHOOL	APC	OFFICE MART	05/16/2012	10	1	\$255.00	047	6000
017998	BATTREY BACKUP	LAURA HIGH SCHOOL	APC	OFFICE MART	05/16/2012	10	1	\$255.00	047	6000
018001	BATTERY BACK UP	LAURA HIGH SCHOOL	APC	OFFICE MART	05/16/2012	10	1	\$255.00	047	6000
018110	BATTERY BACK UP	NVTI	APC	MAJUORO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018111	BATTERY BACK UP	NVTI	APC	MAJUORO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018112	BATTERY BACK UP	NVTI	APC	MAJUORO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018113	BATTERY BACK UP	NVTI	APC	MAJUORO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018114	BATTERY BACK UP	NVTI	APC	MAJUORO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018115	BATTERY BACK UP	NVTI	APC	MAJUORO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018118	BATTERY BACK UP	NVTI	APC	MAJUORO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018120	BATTERY BACK UP	NVTI	APC	MAJUORO COMPUTER	05/16/2012	10	1	\$124.99	033	6000

				SERVICE						
018121	BATTERY BACK UP	NVTI	APC	MAJURO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018122	BATTERY BACK UP	NVTI	APC	MAJURO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018123	BATTERY BACK UP	NVTI	APC	MAJURO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018124	BATTERY BACK UP	NVTI	APC	MAJURO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
018819	BATTERY BACK UP	NVTI	APC	MAJURO COMPUTER SERVICE	05/16/2012	10	1	\$124.99	033	6000
017991	BATTERY BACK UP	LAURA HIGH SCHOOL	APC	OFFICE MART	05/21/2012	10	1	\$255.00	047	6000
017993	BATTERY BACK UP	LAURA HIGH SCHOOL	APC	OFFICE MART	05/21/2012	10	1	\$255.00	047	6000
017995	BATTERY BACK UP	LAURA HIGH SCHOOL	APC	OFFICE MART	05/21/2012	10	1	\$255.00	047	6000
017996	BATTERY BACK UP	LAURA HIGH SCHOOL	APC	OFFICE MART	05/21/2012	10	1	\$255.00	047	6000
017999	BATTERY BACK UP	JALUIT HIGH SCHOOL	APC	OFFICE MART	05/21/2012	10	1	\$255.00	047	6000
267140	COMPUTER ROUTER	NVTI	CISCO	MAJURO COMPUTER SERVICE	06/20/2012	20	1	\$179.99	033	6000
267141	COMPUTER ROUTER	NVTI	CISCO	MAJURO COMPUTER SERVICE	06/20/2012	10	1	\$179.99	033	6000
267142	COMPUTER ROUTER	NVTI	CISCO	MAJURO COMPUTER SERVICE	06/20/2012	10	1	\$179.99	033	6000
267032	COPIER MACHINE	NVTI	DUPLO	TSL ENTERPRISES	06/27/2012	10	1	\$2,795.00	033	6000
267034	PROJECTOR	JALUIT HIGH SCHOOL	VIEW SONIC	MAJURO COMPUTER SERVICE	07/03/2012	10	1	\$589.99	064	6000
267036	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	07/03/2012	10	1	\$629.98	083	6000
267037	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	07/03/2012	10	1	\$629.98	083	6000
267038	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	AUX	DIY ENTERPRISES	07/03/2012	10	1	\$629.98	083	6000
267288	LAP TOP	POLICY AND PLANNING	SONY	OFFICE MART	07/03/2012	10	1	\$695.00	084	6000
267343	PRINTER	NVTI SCHOOL	XEROX	COPYMASTER	07/03/2012	10	1	\$269.99	033	6000
267091	CIRCULAR SAW	SCHOOL ENRICHMENT PROGRAM	MAKITA	MAJURO COMPUTER SERVICE	07/11/2012	10	1	\$149.00	036	6000
	TABLE	IDEA PART B	1245	EPPSO PE	07/12/2012	10	1	\$164.50	028	6000
2671407	LAWN MOWER	JALUIT HIGH SCHOOL	MTD	MJCC	07/13/2012	10	1	\$295.00	064	6000
267146	WEED EATER	JALUIT HIGH SCHOOL	PAULAN	DO IT BEST	07/13/2012	10	1	\$139.99	064	6000

267148	LAWN MOWER	JALUIT HIGH SCHOOL	BRIDGE	MJCC	07/13/2012	10	1	\$295.00	064	6000
267182	TIME RECORDER	JALUIT HIGH SCHOOL	PYRMID	COPYMASTER	07/16/2012	10	1	\$296.00	064	6000
267183	HEAD PROJECTOR	JALUIT HIGH SCHOOL	PYRMID	COPYMASTER	07/16/2012	10	1	\$526.00	064	6000
267179	ALL IN ONE PRINTER	SCHOOL ENRICHMENT PROGRAM	HP	MAJURO COMPUTER SERVICE	07/17/2012	10	1	\$229.99	036	6000
267180	LANSING SPEAKOD HO SORRY SPEAKER	SCHOOL ENRICHMENT PROGRAM	ALTEL	MAJURO COMPUTER SERVICE	07/17/2012	10	1	\$199.99	036	6000
267181	LANSING SPEAKER	SCHOOL ENRICHMENT PROGRAM	ALTEL	MAJURO COMPUTER SERVICE	07/17/2012	10	1	\$199.99	036	6000
26729	DRILL	PROPERTY AND MANTANCE	MAKITA	MAURO ACE HARDWARE	07/31/2012	10	1	\$279.99	083	6000
267298	TABLE SAW 10'	PROPERTY AND MANTANCE	MAKITA	MAURO ACE HARDWARE	07/31/2012	10	1	\$189.99	083	6000
267536	SEWING MACHINE	JALUIT HIGH SCHOOL	BROTHER	EZ PRICE MART	07/31/2012	10	1	\$219.00	064	6000
267537	SEWING MACHINE	JALUIT HIGH SCHOOL	BROTHER	EZ PRICE MART	07/31/2012	10	1	\$219.00	064	6000
267538	SEWING MACHINE	JALUITJ HIGH SCHOOL	BROTHER	EZ PRICE MART	07/31/2012	10	1	\$219.00	064	6000
267539	SEWING MACHINE	JALUITH HIGH SCHOOL	BROTHER	EZ PRICE MART	07/31/2012	10	1	\$219.00	064	6000
267540	SEWING MACHINE	JALUIT HIGH SCHOOL	BROTHER	EZ PRICE MART	07/31/2012	10	1	\$219.00	064	6000
267196	PRINTER	STAFF DEVELOPMENT OFFICE	HP	OFFICE MART	08/03/2012	10	1	\$275.00	034	6000
267197	FILING CABINET3D	STAFF DEVELOPMENT OFFICE	N/A	OFFICE MART	08/03/2012	10	1	\$225.00	034	6000
267137	WATER PUMP	JALUIT HIGH SCHOOL	KIKAWA	MAJURO HARDWARE	08/06/2012	10	1	\$159.99	064	6000
267150	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267151	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267152	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267153	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267154	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267155	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267156	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267157	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267158	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267159	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267160	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267161	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267162	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267163	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000

267164	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267165	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267166	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267167	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267168	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267169	FILING CABINET 3 DRW	KINDERGARTEN PROGRAM	N/A	OFFICE MART	08/06/2012	10	1	\$265.00	027	6000
267139	ELECTRIC RANCE	JALUIT HIGH SCHOOL	ARRIERE	DO IT BEST	08/07/2012	10	1	\$894.99	064	6000
267170	WATER DISPENSER	STAFF DEVELOPMENT OFFICE	AVANTI	ACE HARDWARE	08/08/2012	10	1	\$119.99	034	6000
267171	COPIER MECHINE	ADMINISTRATION	CANON	OFFICE MART	08/08/2012	10	1	\$580.00	081	6000
267172	COPIER MECHINE	ADMINISTRATION	CANON	OFFICE MART	08/08/2012	10	1	\$580.00	081	6000
267173	COPIER MECHINE	ADMINISTRATION	CANON	OFFICE MART	08/08/2012	10	1	\$580.00	081	6000
267214	SPLIT AIR CON	WORLD TEACH HOUSING	ISLAND	FORMOSA	08/27/2012	10	1	\$350.00	081	6000
267215	SPLIT AIR CON	WORLD TEACH HOUSING AT MIHS	ISLAND	FORMOSA	08/27/2012	10	1	\$350.00	081	6000
267305	DESKTOP CPU HARD DRIVE	ADMINISTRATION	DELL	COPYMASTER	08/27/2012	10	1	\$1,294.00	081	6000
267306	FLAT SCREEN MONITOR	ADMINISTRATION	DELL	COPYMASTER	08/27/2012	10	1	\$0.00	081	6000
267307	FLAT SCREEN MONITOR	ADMINISTRATION	DELL	COPYMASTER	08/27/2012	10	1	\$0.00	081	6000
267308	DESKTOP CPU HARD DRIVE	ADMINISTRATION	DELL	COPYMASTER	08/27/2012	10	1	\$1,294.00	081	6000
267320	COFFEE URN 20CUPA	SCHOOL ENRICHMENT PROGRAM	WEST BEND	MAURO ACE HARDWARE	08/27/2012	10	1	\$179.99	036	6000
267321	COFFEE URN 20CUP	SCHOOL ENRICHMENT PROGRAM	WEST BEND	MAJUORO ACE HARDWARE	08/27/2012	10	1	\$179.99	036	6000
267322	RICE COOKER	SCHOOL ENRICHMENT PROGRAM	WISE	MAJUORO ACE HARDWARE	08/27/2012	10	1	\$429.99	036	6000
267323	RICE COOKER	SCHOOL ENRICHMENT PROGRAM	WISE	MAJUORO ACE HARDWARE	08/27/2012	10	1	\$429.99	036	6000
267564	BATTREY BACKUP	MARSHALL ISLANDS HIGH SCHOOL	APC	COPYMASTER	08/27/2012	10	1	\$119.37	035	6000
267565	BATTREY BACKUP	MARSHALL ISLANDS HIGH SCHOOL	APC	COPYMASTER	08/27/2012	10	1	\$119.37	035	6000
267566	BATTREY BACKUP	MARSHALL ISLANDS HIGH SCHOOL	APC	COPYMASTER	08/27/2012	10	1	\$119.37	035	6000
267567	BATTREY BACKUP	MARSHALL ISLANDS HIGH SCHOOL	APC	COPYMASTER	08/27/2012	10	1	\$119.37	035	6000
267621	CAMERA	ELEMENTARY DIVISION	SONY	TSL ENT	08/28/2012	10	1	\$257.00	048	6000
267225	INVERTER	JAH ELEMENTARY SCHOOL	WHISTLER INC	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267226	INVERTER 800WATT	ELEMENTARY DIVISION	WHISTLER INV	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267227	INVERTER	WOJA AILINGLAPLAP ELEMENTARY	WHISTLER INC	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267228	INVERTER	JABAT IS ELEMENTARY SCHOOL	WHISTLER INC	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000

267229	INVERTER	JAPO ARNO ELEMENTARY SCHOOL	WHISTLER INC	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267230	INVERTER	ULIEN ARNO ELEMENTARY SCHOOL	WHISTLER INC	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267231	INVERTER	IMROJ ELEMENTARY SCHOOL	WHISTLER INC	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267232	INVERTER	NARMEJ ELEMENTARY SCHOOL	WHISTLER INC	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267233	INVERTER	JALUIT ELEMENTARY SCHOOL	WHISTLER INC	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267234	INVERTER	JABINWODEN ELEMENTARY SCHOOL	WHISTLER	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267235	INVERTER	NALLO ELEMENTARY SCHOOL	WHISTLER	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267236	INVERTER	KATIEJ AILINGLAPLAP ELEMENTARY	WHISTLER INC	EZ PRICE MART	09/04/2012	10	1	\$99.99	048	6000
267240	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	DO IT BEST	DO IT BEST	09/04/2012	10	1	\$590.39	083	6000
267241	SPLIT TYPE AIR CON	PROPERTY AND MANAGEMENT	DO IT BEST	DO IT BEST	09/04/2012	10	1	\$590.39	083	6000
267228	COPYER MACHINE	ISC -MEDIA/COMPUTER LAP	CANON	OFFICE MART	09/06/2012	10	1	\$10,700.00	18	6000
267246	WATER PUMP	LAURA HIGH SCHOOL	ISO	MAJURO ACE HARDWARE	09/18/2012	10	1	\$159.99	047	6000
267247	LADDER	LAURA HIGH SCHOOL	N/A	MAJURO ACE HARDWARE	09/18/2012	10	1	\$369.99	047	6000
267279	PLANER	JALUIT HIGH SCHOOL	MAKITA	MAJURO ACE HARDWARE	09/18/2012	10	1	\$199.99	064	6000
267280	PLANER	JALUIT HIGH SCHOOL	MAKITA	MAJURO ACE HARDWARE	09/18/2012	10	1	\$199.99	064	6000
267283	MOUNTED WATER	LAURA HIGH SCHOOL	ELKAY	PII	09/18/2012	10	1	\$868.77	047	6000
267284	MOUNTED WATER	LAURA HIGH SCHOOL	ELKAY	PII	09/18/2012	10	1	\$868.77	047	6000
267285	MOUNTED WATER	LAURA HIGH SCHOOL	ELKAY	PII	09/18/2012	10	1	\$868.77	047	6000
267300	DRILL	NORTHEN HIGH SCHOOL	,AKITA	ACE HARDWARE	09/18/2012	10	1	\$279.99	030	6000
267354	LAP TOP COMPUTER	ELEMENTARY DIVISION	PRESARIO	TSL ENT	09/18/2012	10	1	\$519.00	048	6000
267665	LCD MONITOR	KINDERGRDEN PROGRAM	DELL	COPYMASTER	09/19/2012	10	1	\$274.00	027	6000
267274	CALCULATOR	ADMINISTRATION	CANON	OFFICE MART	09/20/2012	10	1	\$129.50	081	6000
267274	CALCULATOR	ADMINISTRATION	CANON	OFFICE MART	09/20/2012	10	1	\$129.50	081	6000
267275	CALCULATOR	ADMINISTRATION	CANON	OFFICE MART	09/20/2012	10	1	\$129.50	081	6000
267276	CALCULATOR	ADMINISTRATION	CANON	OFFICE MART	09/20/2012	10	1	\$129.50	081	6000
267277	CALCULATOR	ADMINISTRATION	CANON	OFFICE MART	09/20/2012	10	1	\$129.50	081	6000
267278	DRILL	MARSHALL ISLANDS HIGH SCHOOL	DWWALT	ACE HARDWARE	09/25/2012	10	1	\$249.99	035	6000
267534	PRINTER	MARSHALL ISLANDS HIGH SCHOOL	CANON	OFFICE MART	09/25/2012	10	1	\$450.00	035	6000
267535	CALCULATOR	MARSHALL ISLANDS HIGH SCHOOL	CANON	OFFICE MART	09/25/2012	10	1	\$450.00	035	6000
267310	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000

267311	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267312	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	028	6000
267313	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267314	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267315	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267316	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267317	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267318	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267319	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267324	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267325	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267326	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267327	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267328	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267330	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267331	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	
267331	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267332	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267332	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267333	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267334	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267335	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267336	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267337	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267338	FILING CABINET	ELEMENTARY DIVISION	N/A	OFFICE MART	09/28/2012	10	1	\$265.00	048	6000
267348	LAP TOP COMPUTER	DATABASE IT DIVISION	ECCPC	TSL ENTERPRISES	09/28/2012	10	1	\$385.00	077	6000
267349	LAP TOP COMPUTER	DATABASE IT DIVISION	ECCPE	TSL ENTERPRISES	09/28/2012	10	1	\$385.00	077	6000
267350	LAP TOP COMPUTER	DATABASE IT DIVISION	ECCPE	TSL ENTERPRISES	09/28/2012	10	1	\$385.00	077	6000
267351	LCD MONITOR	RAIROK ELEMENTARY SCHOOL	DELL	TSL ENTERPRISES	09/28/2012	10	1	\$295.00	045	6000
267352	CPU HARD DISK COMPUTER	RAIROK ELEMENTARY SCHOOL	DELL	TSL ENTERPRISES	09/28/2012	10	1	\$794.00	045	6000
267576	LAP TOP COMPUTER	LAURA HIGH SCHOOL PRINCIPAL USE	SONY	COMPUTER SERVICE	09/28/2012	10	1	\$819.97	047	6000
267577	LAP TOP COMPUTER	KINDER PROGRAM DIVISION	SONY	COMPUTER SERVICE	09/28/2012	10	1	\$1,447.11	027	6000
267616	CALCULATOR	ELEMENTARY SCHOOL DIVISION	CASIO	TSL ENTERPRISES	09/28/2012	10	1	\$49.00	048	6000

267617	CALCULATOR	ELEMENTARY DIVISION	SONY	TSL ENTERPRISES	09/28/2012	10	1	\$49.00	048	6000
267618	CALCULATOR	ELEMENTARY DIVISION	CASIO	TSL ENTERPRISES	09/28/2012	10	1	\$49.00	048	6000
267619	CALCULAOTR	ELEMENTARY DIVISION	CASIO	TSL ENTERPRISES	09/28/2012	10	1	\$49.00	048	6000
267620	CAMERA SONY	ELEMENTARY DIVISION	SONY	TSL ENTERPRISES	09/28/2012	10	1	\$257.00	048	6000
267622	EXTERNAL HARD DRIVE	ELEMENTARY DIVISION	TOSHIBA	TSL ENTERPRISES	09/28/2012	10	1	\$59.00	048	6000
267623	EXTERNAL HARD DRIVE	ELEMENTARY DIVISION	TOSHIBA	TSL ENTERPRISES	09/28/2012	10	1	\$59.00	048	6000
267580	DIGITAL PROJECTOR	ADMINISTRATION	VIEWSONIC	COPYMASTER	09/29/2012	10	1	\$678.00	081	6000
267581	SHREDDER	ADMINISTRATION	FELLOWES	COPYMASTER	09/29/2012	10	1	\$232.00	081	6000
267582	SHREDDER	ADMINISTRATION	FELLOWES	COPYMASTER	09/29/2012	10	1	\$232.00	081	6000
267583	SHREDDER	ADMINISTRATION	FELLOWES	COPYMASTER	09/29/2012	10	1	\$232.00	081	6000
267584	EXTERNAL HARD DRIVE	ADMINISTRATION	SEAGATE	COPYMASTER	09/29/2012	10	1	\$174.95	081	6000
267585	EXTERNAL HARD DRIVE	ADMINISTRATION	SEAGATE	COPYMASTER	09/29/2012	10	1	\$179.95	081	6000
267586	EXTERNAL HARD DRIVE	ADMINISTRATION	SEAGATE	COPYMASTER	09/29/2012	10	1	\$174.95	081	6000
267587	EXTERNAL HARD DRIVE	ADMINISTRATION	SEAGATE	COPYMASTER	09/29/2012	10	1	\$174.95	081	6000
267588	EXTERNAL HARD DRIVE	ADMINISTRATION	SEAGATE	COPYMASTER	09/29/2012	10	1	\$174.95	081	6000
267589	EXTERNAL HARD DRIVE	ADMINISTRATION	SEAGATE	COPYMASTER	09/29/2012	10	1	\$174.95	081	6000
267572	SPLIT AIR CON	ULIGA ELEMENTARY	DO IT BEST	DO IT BEST	10/24/2012	10	1	\$595.00	049	6000
267573	SPLIT AIR CON	UES	DO IT BEST	DO IT BEST	10/24/2012	10	1	\$595.00	049	6000
0002554	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
002541	LAPTOP	EDUCATION	INTELA	MATE3CH INC	10/26/2012	10	1	\$0.00	081	N/A
002541	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
002542	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
002544	LAPTOP	MOE	INTEL	ASIS	10/26/2012	10	1	\$0.00	081	N/A
002546	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
002548	LAPTOP	MOE	INTEL	ASIS	10/26/2012	10	1	\$0.00	081	N/A
002549	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$10.00	081	N/A
002550	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
0027547	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009071	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009072	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009073	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009074	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009075	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A

009076	LAPTOP	MOE	INTEL	ASIS	10/26/2012	10	1	\$0.00	081	N/A
009077	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009078	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009079	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009080	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009561	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009562	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009563	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009564	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009565	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009566	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009567	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081081	N/A
009568	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009569	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009570	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009601	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009602	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009603	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009604	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009605	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009606	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009607	LAPTOP	MOE	INTEL	ASIS	10/26/2012	10	1	\$0.00	081	N/A
009608	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009609	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009610	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009611	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009612	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009613	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009614	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009615	LAPTOP	MOE	INTEL	INTEL	10/26/2012	10	1	\$0.00	081	N/A
009616	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009617	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009618	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A

009619	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009620	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009621	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009622	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009623	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009624	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009625	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009626	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009627	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009628	LAPTOP	MOE	INTEL	ASUS	10/26/2012	10	1	\$0.00	081	N/A
009629	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009630	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009631	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009632	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009633	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009641	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009642	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009643	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009644	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009645	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009646	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009647	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009648	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009649	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009650	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009841	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009842	PRINTER	MOE	CANON	CAMPM	10/26/2012	10	1	\$0.00	081	N/A
009843	PRINTER	MOE	CANON	CANON	10/26/2012	10	1	\$0.00	081	N/A
009844	PRINTER	MOE	CANON	CAMPM	10/26/2012	10	1	\$0.00	081	N/A
267578	SPLIT TYPE AIR CONDITION	PROPERTY & MANGMENT	DO IT BEST	MAJURO DO IT BEST	10/29/2012	10	1	\$460.00	083	5000
267578	SPLIT AIR CON	PROPERTY AND MANAGEMENT	DO IT BEST	DO IT BEST MAJ COMPUTER	10/29/2012	10	1	\$460.00	083	6000
267000	LAP TOP COMPUTER	CIA DIVISION	SONY	SERVICE	05/15/2012	10	1	\$819.97	0448	6000

N/A	SCHOOL BUS	MOE/PROPERTY & MAINT.	N/A	ELM	9/30/2012	10	1	\$139,478.00
								\$449,224.19

Appendix 5: MISAT I, II & III Combined Scores: Schools Ranks 2012. These ranks are based on the combined proficiency plus percentage for all subject areas tested at all grade levels for each school.

MISAT RANKS 2012: % Proficiency for Combined Grades 3, 6, & 8					
<i>Rank</i>	<i>Schools</i>	<i>Gr. 3</i>	<i>Gr. 6</i>	<i>Gr. 8</i>	<i>3,6,8Combined</i>
		<i>%Prof +</i>	<i>%Prof +</i>	<i>%Prof +</i>	<i>%Proficient+</i>
1	Majuro Baptist Christian Academy	0.61	0.74	0.55	0.66
2	Majuro Coop School	0.55	0.45	0.58	0.50
3	Majuro Middle School			0.45	0.45
4	Assumption	0.42	0.44	0.45	0.43
5	Aerok, Ailinglaplap	0.27	0.17	0.58	0.38
6	Aur	0.33	0.25	0.53	0.38
7	Delap SDA	0.41	0.33	0.38	0.37
8	Ajeltake Christian Academy	0.47	0.21	0.36	0.35
9	Gem Christian School	0.28	0.43		0.34
10	Tarawa	0.28	0.25	0.47	0.33
11	St. Joseph	0.46	0.26	0.52	0.33
12	Laura Public	0.44	0.21	0.41	0.32
13	Delap Elementary School (DES)	0.39	0.26		0.32
14	Buoj	0.42	0.21	0.29	0.31
15	Likiep	0.32	0.18	0.51	0.30
16	Lukonwod	0.18	0.35	0.22	0.28
17	Ejit	0.25	0.33		0.28
18	Kili	0.32	0.25	0.28	0.28
19	Jabat	0.29		0.27	0.28
20	Ebeye SDA	0.28	0.26	0.32	0.28
21	Tinak	0.22	0.33	0.32	0.28
22	Jabor	0.27	0.23	0.33	0.26
23	Jepal		0.19	0.38	0.26
24	NVTI			0.26	0.26
25	Woja, Ailinglaplap	0.17	0.24	0.54	0.25
26	Matolen	0.29	0.14	0.25	0.25
27	Rita Christian	0.27	0.19	0.26	0.25
28	Lukoj	0.50	0.14	0.30	0.24
29	Uliga (UES)	0.26	0.22		0.24
30	Ulien	0.16	0.18	0.52	0.24
31	Rita Elementary School (RES)	0.26	0.21		0.23
32	Wotje	0.26	0.13	0.44	0.23
33	Tokewa	0.28	0.10	0.33	0.22
34	Mili	0.12	0.14	0.41	0.22
35	Jeh	0.26	0.15	0.20	0.22
36	Laura SDA	0.23	0.18		0.22
37	Ajeltake	0.21	0.19	0.26	0.21
38	Jah	0.25	0.07	0.29	0.21
39	Rairok	0.19	0.23		0.21
40	Loen	0.33	0.12	0.20	0.21
41	Woja, Majuro	0.24	0.16	0.31	0.20
42	Wodmeej	0.31	0.17	0.14	0.20
43	Namdrik	0.18	0.14	0.38	0.20
44	Tobal	0.14	0.20	0.30	0.20
45	Jebwan	0.24	0.09	0.29	0.19
46	Queen of Peace	0.23	0.14	0.24	0.19
47	Enewetak	0.21	0.16	0.20	0.19
48	Wotto	0.43	0.10	0.27	0.19

49	Ebeye Public	0.24	0.11	0.26	0.19
50	Ine	0.18	0.15	0.23	0.18
51	Mejurirok	0.14	0.20	0.19	0.18
52	Tutu	0.00	0.22	0.18	0.17
53	Utrik	0.16	0.14	0.30	0.17
54	Majkin	0.11	0.11	0.38	0.17
55	Mejel		0.18	0.13	0.17
56	Kaven	0.11	0.11	0.33	0.17
57	Toka	0.15	0.15	0.23	0.17
58	Melan	0.29	0.11	0.13	0.17
59	Ebon	0.13	0.13	0.27	0.16
60	Japo	0.10	0.11	0.52	0.16
61	Enniburr	0.17	0.13	0.21	0.16
62	Enewa	0.12	0.16	0.20	0.16
63	Jaluit	0.12	0.15	0.22	0.16
64	Mejatto	0.14	0.15	0.19	0.15
65	Arno	0.11	0.15	0.21	0.15
66	Imroj	0.12	0.14	0.40	0.15
67	Kattiej	0.08	0.16	0.18	0.14
68	Ebeye Calvary	0.08	0.07	0.19	0.11
69	Jebro	0.09	0.18	0.16	0.14
70	Enejelaar	0.18	0.09		0.13
71	Kilange	0.07	0.12	0.33	0.13
72	Jebro	0.09	0.18		0.13
73	Lib	0.22	0.08	0.05	0.13
74	Lae	0.13	0.10	0.19	0.13
75	Bikarej	0.13	0.09	0.19	0.13
76	Namu	0.10	0.09	0.21	0.12
77	Ailuk	0.10	0.11	0.28	0.12
78	Airok, Maloelap	0.13	0.05	0.27	0.12
79	Mejit	0.19	0.09	0.16	0.12
80	Enekoion		0.07	0.33	0.12
81	Enejjet	0.06	0.10	0.29	0.12
82	Ebeye Christian	0.11	0.12	0.11	0.12
83	Ebadon	0.13	0.08	0.23	0.11
84	Imiej	0.19	0.07	0.13	0.11
85	Longar	0.00	0.17	0.37	0.11
86	Jang	0.12	0.11	0.10	0.11
87	Carlos	0.12	0.09	0.10	0.11
88	Jabnoden	0.04	0.14	0.13	0.10
89	Mae	0.03	0.13	0.15	0.10
90	Ollet	0.03	0.10		0.08
91	Ujae	0.05	0.09	0.09	0.08
92	Nallo	0.02	0.13	0.13	0.07
93	Narmej	0.01	0.07	0.15	0.06

Appendix 6: MISAT Results 2012 by grade levels: These tables depicts proficiency levels for each schools in each subject areas tested for grades 3, 6, and 8.

MISAT I: Grade 3					
<i>School</i>	<i>n</i>	<i>English</i>	<i>Marshallese</i>	<i>Math</i>	<i>Science</i>
All Schools	(n=1202)	0.20	0.32	0.29	0.26
Aerok, Aelonlaplap	(n=1)	0.17	0.25	0.25	0.38
Ailuk	(n=10)	0.12	0.09	0.11	0.08
Airok M	(n=3)	0.22	0.13	0.13	0.08
Ajeltake	(n=43)	0.09	0.15	1.00	0.30
Ajeltake Christian Academy	(n=7)	0.62	0.32	1.00	0.00
Arno	(n=9)	0.06	0.08	0.21	0.10
Assumption	(n=35)	0.50	0.33	0.57	0.30
Aur	(n=4)	0.46	0.25	0.44	0.22
Bikarej	(n=5)	0.07	0.10	0.23	0.13
Buoj	(n=7)	0.33	0.57	0.39	0.36
Carlos	(n=4)	0.08	0.25	0.00	0.13
Delap SDA	(n=18)	0.54	0.32	0.64	0.18
DES	(n=102)	0.25	0.44	0.41	0.33
Ebadon	(n=4)	0.08	0.13	0.16	0.13
Ebeye Calvary	(n=10)	0.12	0.21	0.21	0.33
Ebeye Christain	(n=14)	0.04	0.06	0.14	0.20
Ebeye Public	(n=99)	0.18	0.23	0.27	0.25
Ebeye SDA	(n=19)	0.18	0.17	0.40	0.35
Ebon	(n=12)	0.07	0.13	0.19	0.10
Ejit	(n=5)	0.13	0.23	0.38	0.21
Enejelaar	(n=2)	0.00	0.31	0.25	0.13
Enejjet	(n=5)	0.00	0.00	0.00	0.23
Enewa	(n=3)	0.00	0.17	0.08	0.33
Enewetak	(n=22)	0.13	0.23	0.18	0.33
Enniburr	(n=15)	0.14	0.17	0.18	0.17
Gem Christian School	(n=23)	0.26	0.15	0.29	0.41
Imiej	(n=3)	0.00	0.13	0.33	0.25
Imroj	(n=7)	0.10	0.07	0.11	0.21
Ine	(n=10)	0.13	0.16	0.20	0.28
Jabat	(n=3)	0.17	0.50	0.21	0.25
Jabnodon	(n=4)	0.04	0.03	0.03	0.06
Jabor	(n=12)	0.17	0.28	0.24	0.36
Jah	(n=8)	0.17	0.31	0.19	0.31
Jaluit	(n=6)	0.00	0.17	0.08	0.19
Jang	(n=2)	0.00	0.13	0.06	0.25
Japo	(n=3)	0.11	0.13	0.21	0.08
Jebro	(n=9)	0.06	0.06	0.15	0.08
Jebwan	(n=5)	0.13	0.28	0.25	0.28
Jeh	(n=12)	0.15	0.19	0.33	0.35
Kattiej	(n=2)	0.00	0.25	0.00	0.06
Kaven	(n=7)	0.05	0.23	0.11	0.04
Kilange	(n=4)	0.05	0.06	0.08	0.08

Kili	(n=13)	0.29	0.38	0.27	0.35
Lae	(n=16)	0.13	0.11	0.11	0.16
Laura Public	(n=42)	0.31	0.46	0.55	0.42
Laura SDA	(n=4)	0.17	0.06	0.41	0.25
Lib	(n=8)	0.02	0.33	0.19	0.30
Likiep	(n=11)	0.21	0.26	0.53	0.25
Loen	(n=7)	0.12	0.32	0.38	0.45
Longar	(n=7)	0.00	0.02	0.00	0.00
Lukoj	(n=1)	0.50	0.63	0.25	0.63
Lukonwod	(n=3)	0.00	0.21	0.00	0.46
Mae	(n=4)	0.00	0.00	0.00	0.13
Majkin	(n=10)	0.03	0.09	0.09	0.21
Majuro Baptist Christian Academy	(n=28)	0.71	0.52	0.76	0.46
Majuro Coop	(n=23)	0.78	0.23	0.73	0.52
Matolen	(n=7)	0.21	0.36	0.41	0.29
Mejatto	(n=11)	0.15	0.14	0.06	0.20
Mejit	(n=6)	0.11	0.21	0.06	0.35
Mejurok	(n=3)			0.11	0.17
Melan	(n=2)	0.17	0.19	0.50	0.28
Mili	(n=5)	0.03	0.03	0.10	0.30
Nallo	(n=10)	0.00	0.04	0.03	0.00
Namdrik	(n=14)	0.13	0.18	0.22	0.19
Namo	(n=4)	0.04	0.06	0.13	0.16
Narnej	(n=6)	0.00	0.02	0.00	0.02
Ollet	(n=2)	0.00	0.00	0.00	0.13
Queen Of Peace	(n=24)	0.13	0.21	0.28	0.25
Rairok	(n=73)	0.13	0.17	0.27	0.18
RES	(n=96)	0.23	0.31	0.28	0.25
Rita Christain	(n=5)	0.17	0.25	0.30	0.35
St.Joseph	(n=5)	0.33	0.35	0.65	0.48
Tarawa	(n=3)	0.17	0.13	0.28	0.19
Tinak	(n=7)	0.17	0.23	0.33	0.46
Tobal	(n=5)	0.10	0.18	0.20	0.08
Toka	(n=7)	0.05	0.09	0.24	0.16
Tokewa	(n=3)	0.06	0.13	0.42	0.46
Tutu	(n=1)	0.00	0.00	0.00	0.00
UES	(n=50)	0.19	0.30	0.27	0.26
Ujae	(n=16)	0.03	0.02	0.09	0.08
Ulien	(n=6)	0.08	0.29	0.20	0.05
Utrik	(n=11)	0.09	0.14	0.10	0.30
Wodmeej	(n=4)	0.13	0.34	0.38	0.34
Woja A	(n=21)	0.04	0.13	0.14	0.34
Woja M	(n=17)	0.23	0.40	0.20	0.14
Wotje	(n=25)	0.14	0.39	0.33	0.17
Wotto	(n=1)	0.33	0.63	0.50	0.25

MISAT II: Grade 6					
<i>School</i>	<i>n</i>	<i>English</i>	<i>Marshallese</i>	<i>Math</i>	<i>Science</i>
<i>All Schools</i>	<i>(n=1167)</i>	<i>0.19</i>	<i>0.36</i>	<i>0.20</i>	<i>0.11</i>
Aerok, Aelonlaplap	(n=4)	0.07	0.43	0.25	0.00
Ailuk	(n=11)	0.06	0.14	0.15	0.07
Airok M	(n=5)	0.03	0.03	0.09	0.03
Ajeltake	(n=30)	0.20	0.37	0.17	0.09
Ajeltake Christian Academy	(n=4)	0.46	0.00	0.23	0.15
Arno	(n=10)	0.04	0.27	0.21	0.09
Assumption	(n=34)	0.69	0.63	0.27	0.34
Aur	(n=5)	0.14	0.43	0.38	0.08
Bikarej	(n=6)	0.02	0.19	0.11	0.06
Buoj	(n=6)	0.21	0.55	0.17	0.06
Carlos	(n=2)	0.00	0.00	0.23	0.08
Delap SDA	(n=13)	0.58	0.34	0.28	0.21
DES	(n=96)	0.23	0.46	0.30	0.13
Ebadon	(n=4)	0.04	0.00	0.16	0.08
Ebeye Calvary	(n=3)	0.00	0.10	0.11	0.06
Ebeye Christain	(n=14)	0.06	0.24	0.12	0.06
Ebeye Public	(n=89)	0.06	0.22	0.13	0.05
Ebeye S D A	(n=20)	0.38	0.39	0.22	0.15
Ebon	(n=9)	0.06	0.29	0.15	0.05
Ejit	(n=4)	0.21	0.57	0.27	0.28
Enejelaar	(n=2)	0.07	0.21	0.09	0.04
Enejjet	(n=7)	0.02	0.18	0.13	0.07
Enekoion	(n=4)	0.04	0.11	0.11	0.04
Enewa	(n=5)	0.00	0.34	0.22	0.08
Enewetak	(n=16)	0.03	0.33	0.24	0.06
Enniburr	(n=15)	0.11	0.22	0.13	0.09
Gem Christian School	(n=12)	0.61	0.63	0.40	0.23
Imiej	(n=6)	0.02	0.02	0.15	0.07
Imroj	(n=8)	0.02	0.32	0.17	0.07
Ine	(n=2)	0.00	0.43	0.23	0.00
Jabnoden	(n=5)	0.06	0.26	0.22	0.03
Jabor	(n=13)	0.33	0.44	0.17	0.12
Jah	(n=3)	0.00	0.10	0.06	0.11
Jaluit	(n=9)	0.06	0.32	0.16	0.09
Jang	(n=6)	0.02	0.19	0.14	0.08
Japo	(n=7)	0.02	0.31	0.14	0.02
Jebro	(n=7)	0.10	0.39	0.21	0.08
Jebwan	(n=3)	0.10	0.24	0.03	0.06
Jeh	(n=6)	0.07	0.24	0.27	0.04
Jepal	(n=3)	0.00	0.57	0.21	0.06
Kattiej	(n=2)	0.07	0.43	0.18	0.04

Kaven	(n=7)	0.02	0.29	0.10	0.06
Kilange	(n=13)	0.07	0.22	0.13	0.10
Kili	(n=15)	0.15	0.66	0.18	0.13
Lae	(n=15)	0.01	0.25	0.14	0.04
Laura Public	(n=46)	0.16	0.36	0.23	0.13
Laura SDA	(n=1)	0.43	0.29	0.09	0.08
Lib	(n=4)	0.11	0.04	0.14	0.04
Likiep	(n=6)	0.10	0.26	0.32	0.04
Loen	(n=9)	0.06	0.19	0.11	0.07
Longar	(n=5)	0.03	0.49	0.24	0.10
Lukoj	(n=3)	0.05	0.33	0.18	0.06
Lukonwod	(n=9)	0.16	0.68	0.27	0.08
Mae	(n=5)	0.03	0.26	0.15	0.10
Majkin	(n=2)	0.00	0.21	0.09	0.13
Majuro Baptist Christian Academy	(n=27)	0.70	0.63	0.39	0.36
Majuro Coop	(n=26)	0.85	0.27	0.48	0.30
Matolen	(n=2)	0.07	0.00	0.23	0.17
Mejatto	(n=10)	0.13	0.26	0.15	0.08
Mejel	(n=4)	0.07	0.46	0.23	0.02
Mejit	(n=16)	0.04	0.15	0.14	0.04
Mejurirok	(n=4)	0.04	0.57	0.23	0.06
Melan	(n=4)	0.04	0.21	0.11	0.08
Mili	(n=9)	0.03	0.33	0.13	0.09
Nallo	(n=4)	0.07	0.29	0.14	0.06
Namdrik	(n=18)	0.09	0.31	0.15	0.06
Namo	(n=5)	0.00	0.17	0.13	0.07
Narnej	(n=5)	0.00	0.29	0.04	0.02
Ollet	(n=5)	0.03	0.29	0.07	0.05
Queen Of Peace	(n=20)	0.14	0.19	0.14	0.10
RES	(n=66)	0.27	0.39	0.15	0.10
Rairok	(n=97)	-0.28	0.47	0.23	0.13
Rita Christain	(n=5)	0.20	0.17	0.28	0.14
St.Joseph	(n=11)	0.26	0.44	0.36	0.35
Tinak	(n=1)	0.00	0.29	0.21	0.17
Tarawa	(n=3)	0.10	0.62	0.16	0.12
Tobal	(n=7)	0.12	0.49	0.24	0.07
Toka	(n=9)	0.08	0.24	0.18	0.03
Tutu	(n=2)	0.14	0.57	0.14	0.13
U E S	(n=41)	0.22	0.47	0.18	0.11
Ujae	(n=14)	0.04	0.06	0.16	0.07
Ulien	(n=9)	0.10	0.44	0.14	0.12
Utrik	(n=19)	0.09	0.28	0.14	0.09
Wodmeej	(n=6)	0.07	0.52	0.11	0.03
Woja A	(n=17)	0.19	0.48	0.27	0.11
Woja M	(n=26)	0.07	0.42	0.14	0.08

Wotje	n=21)	0.09	0.27	0.13	0.07
Wotto	(n=4)	0.04	0.04	0.21	0.08

MISAT III: Grade 8 High School Entrance Test 2012						
<i>School</i>	<i>n</i>	<i>Proficient</i>	<i>Advanced</i>	<i>Developing</i>	<i>Beginning</i>	<i>Proficient +</i>
Aerok, Aelonlaplap	(n=12)	0.27	0.31	-0.17	-0.26	0.58
Ailuk	(n=7)	0.14	0.13	-0.38	-0.34	0.28
Airok Maloelap	(n=5)	0.21	0.05	-0.28	-0.45	0.27
Ajeltake	(n=45)	0.19	0.07	-0.23	-0.51	0.26
Ajeltake Christian Academy	(n=5)	0.21	0.05	-0.28	-0.45	0.27
All Schools	(n=1182)	0.20	0.13	-0.27	-0.40	0.33
Arno	(n=12)	0.14	0.07	-0.30	-0.49	0.21
Assumption	(n=30)	0.25	0.20	-0.26	-0.29	0.45
Aur	(n=13)	0.31	0.23	-0.28	-0.19	0.53
Bikarej	(n=8)	0.16	0.03	-0.23	-0.58	0.19
Buoj	(n=5)	0.19	0.11	-0.32	-0.39	0.29
Carlos	(n=2)	0.10	0.00	-0.20	-0.70	0.10
Delap SDA	(n=18)	0.20	0.18	-0.28	-0.34	0.38
Ebadon	(n=2)	0.17	0.07	-0.30	-0.47	0.23
Ebeye Calvary	(n=10)	0.16	0.03	-0.25	-0.57	0.19
Ebeye Christain	(n=14)	0.07	0.04	-0.26	-0.63	0.11
Ebeye Middle	(n=109)	0.17	0.09	-0.27	-0.47	0.26
Ebeye SDA	(n=21)	0.21	0.11	-0.25	-0.43	0.32
Ebon	(n=17)	0.18	0.09	-0.27	-0.45	0.27
Enejat	(n=5)	0.19	0.11	-0.33	-0.37	0.29
Enekoion	(n=2)	0.23	0.10	-0.23	-0.43	0.33
Enewa	(n=6)	0.12	0.08	-0.33	-0.47	0.20
Enewetak	(n=17)	0.15	0.06	-0.29	-0.51	0.20
Enniburr	(n=20)	0.17	0.04	-0.27	-0.52	0.21
Imiej	(n=5)	0.11	0.03	-0.29	-0.57	0.13
Imroj	(n=2)	0.20	0.20	-0.13	-0.47	0.40
Ine	(n=6)	0.19	0.04	-0.30	-0.47	0.23
Jabat	(n=4)	0.18	0.08	-0.28	-0.45	0.27
Jabnoden	(n=3)	0.09	0.04	-0.22	-0.64	0.13
Jabor	(n=12)	0.23	0.10	-0.26	-0.41	0.33
Jah	(n=5)	0.27	0.03	-0.28	-0.43	0.29
Jaluit	(n=9)	0.16	0.07	-0.27	-0.51	0.22
Jang	(n=2)	0.10	0.00	-0.13	-0.77	0.10
Japo	(n=4)	0.38	0.13	-0.25	-0.23	0.52
Jebro	(n=17)	0.12	0.04	-0.24	-0.60	0.16
Jebwan	(n=3)	0.11	0.18	-0.18	-0.53	0.29
Jeh	(n=7)	0.16	0.04	-0.27	-0.53	0.20
Jepal	(n=4)	0.27	0.12	-0.32	-0.30	0.38
Kattiej	(n=4)	0.10	0.08	-0.28	-0.53	0.18
Kaven	(n=11)	0.27	0.06	-0.33	-0.33	0.33
Kilange	(n=4)	0.27	0.07	-0.23	-0.43	0.33
Kili	(n=14)	0.15	0.13	-0.26	-0.47	0.28
Lae	(n=16)	0.10	0.09	-0.22	-0.59	0.19
Laura Public	(n=38)	0.22	0.19	-0.31	-0.28	0.41
Lib	(n=13)	0.05	0.00	-0.23	-0.72	0.05
Likiep	(n=6)	0.30	0.21	-0.22	-0.27	0.51
Loen	(n=1)	0.07	0.13	-0.20	-0.60	0.20
Longar	(n=4)	0.17	0.20	-0.15	-0.48	0.37
Lukoj	(n=4)	0.22	0.08	-0.42	-0.28	0.30

Lukonwod	(n=3)	0.13	0.09	-0.20	-0.58	0.22
Mae	(n=4)	0.12	0.03	-0.17	-0.68	0.15
Majkin	(n=7)	0.22	0.16	-0.17	-0.45	0.38
Majuro Baptist Christian Academy	(n=22)	0.28	0.27	-0.24	-0.22	0.55
Majuro Coop	(n=17)	0.29	0.29	-0.23	-0.19	0.58
Majuro Middle	(n=236)	0.25	0.20	-0.28	-0.27	0.45
Matolen	(n=4)	0.15	0.10	-0.37	-0.38	0.25
Mejatto	(n=11)	0.16	0.03	-0.24	-0.58	0.19
Mejel	(n=2)	0.13	0.00	-0.27	-0.60	0.13
Mejit	(n=11)	0.12	0.04	-0.36	-0.48	0.16
Mejurok	(n=9)	0.10	0.09	-0.31	-0.50	0.19
Melan	(n=2)	0.13	0.00	-0.33	-0.53	0.13
Mili	(n=14)	0.26	0.15	-0.18	-0.41	0.41
Nallo	(n=9)	0.08	0.04	-0.25	-0.62	0.13
Namdrik	(n=18)	0.21	0.17	-0.26	-0.36	0.38
Namo	(n=7)	0.12	0.09	-0.32	-0.47	0.21
Narnej	(n=4)	0.10	0.05	-0.18	-0.67	0.15
NVTI	(n=66)	0.18	0.08	-0.27	-0.47	0.26
Queen Of Peace	(n=18)	0.19	0.05	-0.25	-0.51	0.24
Rita Christain	(n=6)	0.17	0.09	-0.23	-0.51	0.26
St.Joseph	(n=4)	0.27	0.25	-0.22	-0.27	0.52
Tarawa	(n=7)	0.32	0.14	-0.31	-0.22	0.47
Tinak	(n=4)	0.13	0.18	-0.33	-0.35	0.32
Tobal	(n=6)	0.16	0.14	-0.32	-0.38	0.30
Toka	(n=8)	0.13	0.09	-0.25	-0.53	0.23
Tokewa	(n=2)	0.27	0.07	-0.23	-0.43	0.33
Tutu	(n=3)	0.16	0.02	-0.13	-0.69	0.18
Ujae	(n=12)	0.08	0.02	-0.22	-0.68	0.09
Ulien	(n=9)	0.34	0.18	-0.22	-0.26	0.52
Utrik	(n=13)	0.15	0.15	-0.33	-0.37	0.30
Wodmeej	(n=7)	0.08	0.07	-0.24	-0.62	0.14
Woja A	(n=14)	0.27	0.27	-0.23	-0.23	0.54
Woja M	(n=19)	0.20	0.11	-0.34	-0.34	0.31
Wotje	(n=15)	0.28	0.16	-0.27	-0.29	0.44
Wotto	(n=4)	0.08	0.18	-0.30	-0.43	0.27

Appendix 7: Master List of Outer Islands Elementary Schools Constructions and Renovations

Atoll/Island	Name of School	Student Rolls	New Constuction						Maintenance Package (MF)										New Construction
			Fiscal Year						Fiscal Year										
			8	9	10	11	12	13	7	8	9	10	11	12	13	14	15		
		SY 2012-13																	
1. Ailinglaplap	Aerok ES	96																	
	Buoj ES	77																	\$ 799,349.00
	Enewa ES	44																	(see Buoj ES)
	Jah ES	38																	
	Jeh ES	85																	
	Jobwan ES	50																	New Constn(FY 12)
	Katiej ES	25																	
	Meijel ES	29																	Confirm w/ MOE
	Woja ES	160																	\$ 1,317,433.00
2. Ailuk	Ailuk ES	97																	\$ 469,955.00
	Enejelar ES	28																	
3. Arno	Arno ES	86																	
	Bikarej ES	75																	
	Ine ES	67																	
	Japo ES	64																	
	Kilange ES	64																	
	Longar ES	61																	\$ 274,856.00
	Lukoj ES	51																	\$ 347,557.00
	Matolen ES	71																	New Constn(FY13)
	Tinak	60																	
	Tutu ES	20																	
	Ulien ES	92																	
4. Aur	Aur ES	80																	\$ 385,526.00
	Tobal ES	48																	\$ 385,526.00

SUBTOTAL																				
Total Number of Primary Schools = 78																				
Total number of Public High Schools = 5																				
Total number of Public Schools = 83																				
<i>Prepared by:</i>																				
<i>Reynaldo V. Sunga</i>																				
<i>Project Management Unit</i>																				
<i>Ministry of Public Works</i>																				

LEGEND:



Due to funding limitation for FY12 where most of the IMF funds

went to the maintenance of NIHS and JHS, these projects were not implemented.

(Option: Ask concurrence from DOI to use savings from FY12 Capital to fund another maintenance package for the above schools)

Appendix 8. Abbreviations and Acronyms

AA	Associate of Arts
APR	Annual Performance Report
AS	Associate of Science
ADB	Asian Development Bank
AFHR	Administration, Finance, and Human Resource
ATPS	Aids To Private Schools
BA	Bachelor of Art Degree
BGSI	Business & Government Strategies International
BYUH	Brigham Young University-Hawaii
CDC	Center for Disease Control
CIA	Curriculum Instruction and Assessment
CMI	College of the Marshall Islands
CPR	Cardiopulmonary Resuscitation
DES	Delap Elementary School
DOI	Department of Interior
DVTP	Dartmouth Volunteer Teaching Program
DUD	Delap Uliga Darrit
ECE	Early Childhood Education
ECEE	Early Childhood and Elementary Education
ELL	English Language Learners
EPA	Environmental Protection Agency
EPMS	Ebeye Public Middle School
EPPSO	Economic Policy Planning and Statistics Office
ESN	Ebeye Special Needs
FAPE	Free Appropriate Public Education
FBEA	Forum Basic Education Plan
FPA	Fiscal Procedures Agreement
FY	Fiscal Year
GF	General Fund
GRMI	Government Republic of the Marshall Islands
HIV AIDS	Human Immunodeficiency Virus/Acquired Immuno Deficiency Syndrome
HR	Human Resources
ICT	Information Communication and Technology
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Program
ISC	Instructional Services Center
IT	Information and Technology
JHS	Jaluit High School
JEMFAC	Joint Economic Management and Fiscal Accountability Committee
JOCV	Japan Overseas Culture Volunteer
KAHS	Kwajalein Atoll High School
LAN	Local Area Network
LES	Laura Elementary School
LHS	Laura High School
MIHS	Marshall Islands High School
MIS	Management Information System
MISAT	Marshall Islands Standardized Achievement Test
MISGLB	Marshall Islands Scholarship Grants and Loan Board
MLA	Marshallese Language Arts
MMS	Majuro Middle School
MOE	Ministry of Education
MOF	Ministry of Finance
MOH	Ministry of Health
MOA	Memorandum of Agreement

NCD	Non-Communicable Diseases
NGO	Non-Government Organization
NIHS	Northern Islands High School
NSB	National Scholarship Board
NTC	National Training Counsel
NVTI	National Vocational Training Institute
OCI	Office of Compact Implementation
OIT	Office of Information and Technology
PAT	Parents As Teachers
PBB	Performance Based Budgeting
PCEP	Pacific Climate Change Education Partnership
PEDF	Pacific Education Development Framework
PD	Professional Development
PILL	Pacific Island Language Literacy
PLC	Professional Learning Community
PM	Property and Management
PMU	Project Management Unit
PO	Purchase Order
PP	Participation Program
PPR	Policy Planning and Research
PR	Purchase Requisition
PREL	Pacific Resources for Education and Learning
PSC	Public Service Commission
PSO	Procurement and Supply Office
PTA	Parents, Teachers Association
QRT	Quarter
RES	Rita Elementary School
RMI	Republic of the Marshall Islands
ROC	Republic of China
RRES	Rairok Rainbow Elementary School
RSA	Related Service Assistance
SEAG	Special Education Advisory Council
SEG	Supplementary Education Grant
SEP	School Enrichment Program
SIP	School Improvement Plan
SPED	Special Education
SPP	State Performance Report
STD	Sexually Transmitted Disease
SVED	Secondary and Vocational Education Division
SY	School Year
TA	Travel Authorization
TQE	Teacher Quality Education Grant
TSL-B	Teacher Standards and Licensing Board
TVET	Technical and Vocational Education Training
UNESCO	United Nations Educational Science and Cultural Organization
US	United States
USP	University of South Pacific
WASC	Western Association of School and Colleges
WT	World Teach
WUTMI	Women United Together In the Marshall Islands
YRBS	Youth Risk Behavior Survey