



American Samoa Government

Department of Education

Territorial Report Card

SY 2010-2011

Territorial Profile

General Information

Schools	Grades	Number	Teachers
Elementary	K-8	23	563
Secondary	9-12	6	248

**Data as of April 30, 2010*

Student Enrollment

	Male	Female	Total
Elementary	5,026	4,382	9,408
Secondary	2,340	2,177	4,517
All Schools	53%	47%	13,925

**Data as of April 30, 2010*

Student Demographics

Elementary

Subgroups	All Students: 9,408
Male	53%
Female	47%
Samoan	95%
A/PI	4%
Other	0%
IEP	6%
LEP	<i>*Data unavailable</i>
FRL	100%

Secondary

Subgroups	All Students: 4,517
Male	52%
Female	48%
Samoan	97%
A/PI	1%
Other	0%
IEP	8%
LEP	<i>*Data unavailable</i>
FRL	100%

Subgroups:

A requirement by NCLB for accountability purposes is to report student performance by specific subgroups. ASDOE is required to report on the following subgroups:

1. Race/Ethnicity(3 categories; Samoan, Asian/Pacific Islander –A/PI & Other)
2. Gender
3. Students w/Disabilities (IEP),
4. Economically Disadvantaged (Free-Reduced Lunch/FRL)
5. Limited English Proficiency (LEP or English Language Learners)

Student Information

Student Attendance Rate

Elementary				
K5	1 st	2 nd	3 rd	4 th
92%	93%	93%	95%	96%
5 th	6 th	7 th	8 th	Overall
93%	95%	96%	96%	96%

Secondary	
9 th	99%
10 th	99%
11 th	97%
12 th	96%
Overall	97%

Attendance Rate:

The attendance for all schools is collected and entered into the ASDOE Chancery SMS at the school level. The attendance rate is then generated by the ASDOE Chancery SMS specialists. The incremental growth required to make AYP will be determined by the ASDOE Instructional Leadership Team.

Graduation & Drop-Out Rate: Secondary Schools

Year	Graduated	Dropped Out
2007-2008	96%	1%
2008-2009	94%	2%

Graduation Rate:

The graduation rate is calculated every year for the territory & high schools by the ASDOE Student Records' Division. Incremental growth required for AYP will be determined by the ASDOE Instructional Leadership Team.

Assessments

Standards- Based Assessment (SBA)

This criterion referenced assessment was locally developed by the DOE with input provided by teachers, administrators, consultants, curriculum coordinators & specialists and other DOE staff. The first content areas worked on were; Reading, Writing, Math and Science. Focused grade levels were; 3rd-8th, 10th in the areas of Reading, Writing & Math with 11th the focused grade level for Science.

Stanford Achievement Test, 10 Edition (SAT 10)

This normative assessment has been used by the ASDOE for many years. The results are mainly used to compare our local students' performance in the areas of Reading & Math, to students in the United States. Percentile ranks are mainly used to compare these performances.

Student Performance Data

Elementary Standards-Based Assessment Results

3rd GRADE								
SUBGROUPS	YEAR	READING		MATH		WRITING		PR
		A	P	A	P	A	P	%
All Students	2009	12%	15%	13%	16%	10%	21%	96
	2010	18%	17%	16%	18%	12%	22%	94
Male	2009	9%	13%	11%	15%	7%	18%	96
	2010	15%	16%	14%	16%	10%	19%	93
Female	2009	16%	17%	15%	18%	13%	24%	95
	2010	22%	19%	19%	19%	15%	26%	95
Samoan	2009	12%	15%	13%	16%	10%	21%	NA
	2010	18%	18%	17%	18%	12%	22%	94
Asian/Pacific Islander	2009	0%	0%	0%	0%	0%	0%	NA
	2010	15%	12%	14%	16%	12%	23%	95
Other	2009	12%	14%	13%	18%	11%	22%	NA
	2010	7%	20%	3%	3%	10%	15%	100
IEP	2009	6%	10%	5%	11%	5%	10%	85
	2010	11%	15%	13%	14%	5%	15%	83

4th GRADE								
SUBGROUPS	YEAR	READING		MATH		WRITING		PR
		A	P	A	P	A	P	%
All Students	2009	6%	16%	11%	20%	5%	16%	96
	2010	10%	19%	20%	21%	12%	15%	94
Male	2009	4%	13%	10%	18%	4%	13%	96
	2010	9%	18%	18%	19%	11%	14%	93
Female	2009	8%	19%	13%	23%	8%	19%	95
	2010	11%	21%	22%	23%	12%	15%	95
Samoan	2009	6%	16%	12%	20%	6%	16%	NA
	2010	10%	19%	20%	21%	12%	14%	94
Asian/Pacific Islander	2009	0%	0%	0%	0%	0%	0%	NA
	2010	8%	18%	14%	21%	11%	15%	91
Other	2009	5%	15%	9%	19%	5%	14%	NA
	2010	0%	0%	0%	0%	0%	0%	0
IEP	2009	3%	10%	7%	13%	3%	9%	90
	2010	8%	15%	10%	14%	11%	10%	80

A=Advanced, P=Proficient (Highest achievement levels), PR=Participation Rate

Student Performance Data

5TH GRADE								
SUBGROUPS	YEAR	READING		MATH		WRITING		PR
		A	P	A	P	A	P	
All Students	2009	6%	15%	13%	17%	12%	21%	96
	2010	14%	23%	15%	19%	10%	24%	95
Male	2009	5%	13%	12%	16%	9%	17%	95
	2010	12%	21%	13%	17%	8%	24%	95
Female	2009	7%	17%	15%	18%	14%	25%	96
	2010	17%	26%	18%	21%	12%	26%	95
Samoan	2009	6%	15%	13%	17%	12%	21%	NA
	2010	15%	23%	15%	19%	10%	25%	95
Asian/Pacific Islander	2009	NA	NA	NA	NA	NA	NA	NA
	2010	12%	22%	15%	17%	14%	24%	100
Other	2009	6%	14%	12%	16%	12%	18%	NA
	2010	31%	38%	28%	39%	18%	55%	NA
IEP	2009	3%	7%	6%	11%	5%	12%	94
	2010	7%	17%	9%	13%	7%	22%	88

6TH GRADE								
SUBGROUPS	YEAR	READING		MATH		WRITING		PR
		A	P	A	P	A	P	
All Students	2009	9%	18%	9%	15%	12%	21%	99
	2010	11%	19%	9%	16%	8%	18%	95
Male	2009	8%	16%	8%	15%	9%	18%	99
	2010	10%	17%	8%	14%	7%	17%	95
Female	2009	11%	21%	9%	15%	15%	25%	97
	2010	12%	22%	10%	17%	10%	19%	96
Samoan	2009	9%	18%	9%	15%	12%	21%	NA
	2010	11%	19%	9%	16%	8%	18%	95
Asian/Pacific Islander	2009	NA	NA	NA	NA	NA	NA	NA
	2010	9%	16%	4%	12%	10%	25%	96
Other	2009	15%	22%	7%	13%	17%	21%	NA
	2010	0%	0%	0%	0%	0%	0%	0
IEP	2009	3%	10%	9%	14%	3%	12%	100
	2010	5%	12%	4%	12%	5%	13%	91

A=Advanced, P=Proficient (Highest achievement levels), PR=Participation Rate

Student Performance Data

7TH GRADE								
SUBGROUPS	YEAR	READING		MATH		WRITING		PR
		A	P	A	P	A	P	%
All Students	2009	9%	23%	14%	18%	11%	27%	98
	2010	11%	23%	14%	18%	11%	25%	97
Male	2009	8%	21%	13%	17%	9%	23%	97
	2010	9%	20%	12%	17%	9%	21%	96
Female	2009	10%	26%	15%	19%	12%	31%	98
	2010	13%	26%	16%	19%	13%	29%	98
Samoan	2009	9%	23%	14%	18%	10%	27%	NA
	2010	11%	28%	14%	18%	11%	25%	97
Asian/Pacific Islander	2009	NA	NA	NA	NA	NA	NA	NA
	2010	11%	20%	13%	15%	5%	22%	99
Other	2009	14%	30%	17%	18%	19%	30%	NA
	2010	64%	36%	71%	23%	38%	54%	100
IEP	2009	6%	16%	10%	16%	6%	15%	96
	2010	3%	12%	9%	14%	5%	12%	97

8TH GRADE								
SUBGROUPS	YEAR	READING		MATH		WRITING		PR
		A	P	A	P	A	P	%
All Students	2009	10%	24%	15%	21%	7%	18%	98
	2010	13%	26%	18%	23%	6%	22%	97
Male	2009	9%	22%	14%	20%	6%	15%	98
	2010	11%	24%	15%	21%	5%	17%	97
Female	2009	12%	26%	16%	22%	9%	21%	98
	2010	15%	28%	21%	24%	8%	28%	97
Samoan	2009	10%	24%	15%	21%	7%	18%	NA
	2010	13%	26%	18%	23%	6%	22%	97
Asian/Pacific Islander	2009	NA	NA	NA	NA	NA	NA	NA
	2010	15%	21%	16%	18%	5%	22%	92
Other	2009	14%	22%	18%	22%	11%	24%	NA
	2010	45%	18%	12%	40%	5%	27%	100
IEP	2009	3%	14%	8%	17%	2%	9%	97
	2010	6%	17%	8%	18%	4%	11%	98

A=Advanced, P=Proficient (Highest achievement levels), PR=Participation Rate

Student Performance Data

10th GRADE								
SUBGROUPS	YEAR	READING		MATH		WRITING		PR
		A	P	A	P	A	P	
All Students	2009	12%	24%	8%	19%	5%	16%	94
	2010	11%	25%	10%	20%	3%	18%	91
Male	2009	10%	22%	7%	18%	4%	14%	92
	2010	11%	24%	10%	18%	3%	17%	89
Female	2009	13%	26%	9%	21%	5%	19%	93
	2010	11%	26%	11%	22%	3%	18%	92
Samoan	2009	12%	24%	8%	19%	4%	16%	NA
	2010	11%	25%	10%	20%	3%	18%	91
Asian/Pacific Islander	2009	NA	NA	NA	NA	NA	NA	NA
	2010	21%	36%	21%	26%	5%	27%	88
Other	2009	20%	23%	12%	24%	10%	22%	NA
	2010	0%	0%	0%	0%	0%	0%	0
IEP	2009	3%	15%	3%	12%	2%	7%	87
	2010	5%	16%	4%	12%	1%	14%	87

4th GRADE				
SUBGROUPS	YEAR	SCIENCE		PR
		A	P	
All Students	2010	8%	17%	91
Male	2010	7%	16%	91
Female	2010	8%	18%	92
Samoan	2010	8%	17%	92
Asian/Pacific Islander	2010	8%	19%	86
Other	2010	4%	8%	NA
IEP	2010	4%	12%	77

7th GRADE				
SUBGROUPS	YEAR	SCIENCE		PR
		A	P	
All Students	2010	8%	17%	95
Male	2010	8%	15%	94
Female	2010	8%	19%	97
Samoan	2010	8%	17%	95
Asian/Pacific Islander	2010	10%	15%	97
Other	2010	31%	29%	100
IEP	2010	5%	12%	93

**First year administration for 4th & 7th grades*

A=Advanced, P=Proficient (Highest achievement levels), PR=Participation Rate

Student Performance Data

11th GRADE				
SUBGROUPS	YEAR	SCIENCE		PR
		A	P	%
All Students	2009	5%	16%	89
	2010	7%	18%	89
Male	2009	5%	15%	88
	2010	6%	18%	89
Female	2009	6%	17%	92
	2010	8%	19%	90
Samoan	2009	5%	16%	NA
	2010	7%	18%	89
Asian/Pacific Islander	2009	NA	NA	NA
	2010	23%	23%	67
Other	2009	8%	18%	NA
	2010	22%	47%	100
IEP	2009	1%	7%	74
	2010	9%	2%	81

A=Advanced, P=Proficient (Highest achievement levels), PR=Participation Rate

Stanford Achievement Test, 10th edition (SAT 10)

GRADES	YEAR	READING	MATH	N
4 th Graders	2009	11 th	20 th	1026
	2010	12 TH	20 TH	1015
8 th Graders	2009	14 th	32 th	1081
	2010	17 TH	37 TH	1031
12 th Graders	2009	17 th	30 th	889
	2010	18 TH	31 ST	989

*N=total students tested *Percentile ranking noted under content*

**Only 3 grade levels tested*

**Please visit school(s) for specific student and teacher information*

**Note: All assessment results by grade, class and student are available for review at every school campus.*

Teacher Information

Professional Degrees

Credentials	'08-'09	'09-'10
AA/AS	29%	32%
B.Ed./BA/BS	31%	33%
MA/M.Ed./MS/MBA	5%	8%
PhD	1%	1%
Other	NA	3%
No Degree	34%	23%

** Data as of October 8, 2010, *'Other': non US degrees, certificates/licensure*

Highly Qualified Status (HQT)

Teaching Certificate	Elementary	Secondary	HQT
Provisional	131	75	0
Professional TC I	99	22	0
Professional TC II	31	18	0
Professional TC III	2	2	1
Professional TC IV	0	2	2

**Data as of October 8, 2010*

Teacher Attendance

	Year	Elementary	Secondary
Absence	2009	5%	6%
	2010	6%	5%
Attendance	2009	95%	94%
	2010	94%	95%

**Elementary 2010 data reflects only 19 out of 23 schools*

**Secondary 2010 data reflects only 5 out of 6 schools*

*Teacher attendance is collected daily at school sites then submitted to their Division Leaders. The Teacher Quality Division is responsible for compilation and storage of this Data.

Other Student, Teacher & Assessment Information

Students with Disabilities (ages 5-21)

Type of Disability	Number of Students Served
Autism(AUT)	3
Hearing Impaired(HI)	11
Visually Impaired(VI)	4
Emotionally Disturbed(ED)	0
Mental Retardation(MR)	10
Other Health Impairment(OHI)	1
Orthopedic Impairment(OI)	6
Specific Learning Disability(SLD)	799
Speech & Language Impairment(SLP)	89
Traumatic Brain Injury(TBI)	0
Multiple Disabilities(MD)	31
Total	954

**Students served under the Part B Special Education program during SY '09-'10 at the elementary & secondary levels*

Teacher Information

Criteria of a Highly Qualified Teacher (HQT)Elementary
1. Baccalaureate degree or higher from an accredited university
2. Fulfill Certification Requirements
3. Pass PRAXIS I
4. Pass PRAXIS II (Elementary Content)
5. Satisfactory performance evaluation by review board

Criteria of a Highly Qualified Teacher (HQT)Secondary
1. Baccalaureate degree or higher from an accredited university
2. Fulfill Certification Requirements
3. Pass PRAXIS II (Content Area)/Holds a bachelor or master's degree in English, Reading/Language Arts, Math, Science, Foreign Language, Social Sciences, Economics or Samoan Language
4. Satisfactory performance evaluation by review board

Standards-Based Assessment (SBA) Indicator Score

Performance Levels	Indicators	Points
Advanced	All 4 items are correct	4
Proficient	3 of the 4 items correct	3
Basic	2 of the 4 items correct	2
Below Basic	1 of the 4 items correct	1

Terms and Definitions:

NCLB:

The No Child Left Behind Act of 2001 requires states and territories to report on student achievement in the areas of Reading & Math for elementary grades 3rd-8th and one secondary, 10th grade. The report card is required under law to hold the territory and schools accountable for student performance.

AYP:

Adequate Yearly Progress (AYP) is a requirement under the No Child Left Behind (NCLB) legislation. The AYP criteria covers four major areas: participation rate, graduation rate, percent proficient and attendance rate. By SY 2019-20, all our students should be at the proficient level. The ASDOE is using SY 2008-09 assessment data as its baseline data for SY 2009-10.

Free-Reduced Lunch (FRL):

The American Samoa Census 2000 results revealed more than 90% of the territory's families as low-income. Therefore, the Department of Agriculture deemed 100% of American Samoa's children eligible for free breakfast and lunch.

Limited English Proficiency (LEP):

An assessment tool is currently under development to assess & accurately identify our Limited English Proficiency student population.

Individualized Education Program (IEP):

Program developed for students with disabilities receiving support from Special Education programs

Participation Rate:

95% of the student population and by subgroup is required in order to make AYP.

Family Educational Rights and Privacy Act (FERPA):

Federal regulations stipulate the protection of students' privacy when making performance results available to the public/community. Specific guidelines are set with regards to accountability reporting to protect student confidentiality.

Three asterisks indicate the number of students within the specific subgroup is less than 25, therefore results cannot be publicly displayed in order to protect student privacy.

Vision: The VISION of the American Samoa Department of Education is for ALL our children to achieve success locally and abroad; to understand the Samoan language and culture and; to be proud of their heritage, while appreciating the cultural diversity of American Samoa.

Mission Statement: The American Samoa Department of Education will ensure student success by providing high quality teaching and learning to all our children.

Deputy Directors:

Philo Jennings / Instructional Support Services
Fa'auifono Vaitautolu / Administrative Services

