



Overview

The report card is a key accountability component under the No Child Left Behind (NCLB) 2001 legislation. Its main purpose is to provide transparency through annual reporting of student achievement, including other academic and non-academic indicators. The ultimate goal is to ensure schools and stakeholders are held accountable for monitoring and supporting student achievement.

The ASDOE's CSBIP roll out this school year brings back the Territorial and School Report Cards first generated in 2009. The report cards will provide valuable information about American Samoa's public schools in 3 key areas; Student Achievement, Student Academic Growth and College & Career Readiness. SY2014-15 is the 'baseline' year and student progress will be reported every three years beginning SY2018-19 in relation to the department's performance goals.

General Information

	Elementary (K-8)	Secondary (9-12)	Total	Attendance Rate
Schools	22	6	28	
Students	9,106	4,312	13,418	87%
Teachers	548	272	820	93%

*Data as of June 2015

Student Demographics (Subgroups)	Elementary (9,106)		Secondary (4,312)	
	N	%	N	%
Male	4,892	54	2,301	53
Female	4,214	46	2,011	47
Samoan	8,721	96	4,125	96
Asian/Pacific Islander (A/PI)	374	4	164	4
Other	11	.1	23	.5
Students with Disabilities (SWD)	427	5	200	5
Limited English Proficiency (LEP)	TBD		TBD	
Free Reduced Lunch (FRL)	100%	100%	100%	100%

*Data as of June 2015 N=Number of students

Teacher Information

Professional Credentials & Certification

Degrees	Elementary (548)		Secondary (272)	
AA/AS	39%	211	22%	59
B.Ed./BA/BS	36%	196	47%	127
MA/M.Ed./MS/MBA	18%	97	19%	51
PhD	0%	0	0%	0
Other	0%	2	2%	6
No degree(s) on file	8%	42	10%	29
Certification				
Proficient Highly Qualified (PHQ)	1%	7	3%	9

*Data as of June 2015 *Other: non US degrees, Certification/Licensure

*PHQ: Passed PRAXIS I & II and holds a Professional Teaching Certificate IV



Student Performance

Standards Based Assessment (SBA)

American Samoa's assessment used to measure student performance in relation to the ASDOE College and Career Standards (CCS) in Reading and Mathematics.

3 RD GRADE READING						
SUBGROUPS	#Tested	Participation Rate	Advanced	Proficient	Basic	Below Basic
All Students	854	90%	0%	10%	40%	50%
Male	447	93%	0%	10%	36%	53%
Female	407	88%	0%	9%	45%	46%
Samoaan	803	89%	0%	9%	40%	50%
Asian/Pacific Islander	51	94%	0%	14%	41%	45%
Other	0	0%	0%	0%	0%	0%
Students with Disabilities	36	84%	0%	3%	44%	53%

3 RD GRADE MATH						
SUBGROUPS	#Tested	Participation Rate	Advanced	Proficient	Basic	Below Basic
All Students	836	87%	0%	12%	40%	48%
Male	443	90%	0%	13%	38%	49%
Female	393	85%	0%	11%	43%	46%
Samoaan	787	87%	0%	12%	41%	47%
Asian/Pacific Islander	49	89%	0%	14%	33%	53%
Other	0	0%	0%	0%	0%	0%
Students with Disabilities	35	81%	0%	3%	57%	40%

5 TH GRADE READING						
SUBGROUPS	#Tested	Participation Rate	Advanced	Proficient	Basic	Below Basic
All Students	982	92%	0%	11%	44%	45%
Male	506	91%	0%	10%	42%	49%
Female	476	93%	0%	12%	47%	41%
Samoaan	888	93%	0%	11%	44%	45%
Asian/Pacific Islander	89	89%	0%	9%	44%	47%
Other	5	83%	0%	40%	60%	0%
Students with Disabilities	62	93%	0%	19%	34%	47%

5 TH GRADE MATH						
SUBGROUPS	#Tested	Participation Rate	Advanced	Proficient	Basic	Below Basic
All Students	986	91%	0%	11%	43%	46%
Male	512	90%	0%	10%	42%	48%
Female	474	92%	0%	11%	44%	45%
Samoaan	892	91%	0%	11%	43%	46%
Asian/Pacific Islander	89	88%	0%	12%	38%	49%
Other	5	83%	0%	20%	40%	40%
Students with Disabilities	62	91%	0%	18%	48%	34%

*Participation Rate is affected by: Absenteeism, Inactive Students in the Student Management System (SMS) & Undocumented Students not in the SMS

Performance Level Descriptors:

1. Advanced (90%-100%): Students exceed the standards
2. Proficient (60%-89%): Students meet the standards
3. Basic (35%-59%): Students approaching the standards
4. Below Basic (0%-34%): Students far behind to understanding the standards



Student Performance

Alternate Assessment (AA)

American Samoa's assessment used to measure the performance of students with significant cognitive disabilities who are unable to participate in the general Standards Based Assessment (SBA).

Grades	# Tested	PR	READING				MATH			
			Advanced	Proficient	Basic	Below Basic	Advanced	Proficient	Basic	Below Basic
3-8	32	84%	22%	15%	26%	37%	15%	26%	22%	37%

*May results *PR-Participation Rate

English Language Proficiency Assessment (ELPA)

American Samoa's assessment used to measure and identify students with Limited English Proficiency (LEP)

Domains	Proficiency Levels				
	5-Bridging	4-Expanding	3-Developing	2-Emerging	1-Starting
K5 (N=860)					
Listening	125	285	185	76	39
Reading	133	241	134	117	76
Speaking	20	42	92	164	537
Writing	4	14	108	214	518
1st (N=885)					
Listening	115	257	183	145	50
Reading	114	244	221	114	31
Speaking	70	117	182	158	349
Writing	4	1	30	78	768
2nd (N=850)					
Listening	71	235	223	204	75
Reading	68	188	259	196	73
Speaking	60	105	145	191	332
Writing	17	52	86	163	521

*N=students tested *Only K-2 students assessed

Description of English Language Proficiency Levels

1-Starting (0%-15%): knows and uses little social language and little academic language with visual support

2-Emerging (16%-30%): knows and uses little social English and general academic language with visual support

3-Developing (31%-45%): knows and uses social English and some specific academic language with visual support

4-Expanding (46%-60%): knows and uses social English and some technical academic language

5-Bridging (61%-74%): knows and uses social and academic language working with grade level materials



Stanford Achievement Test-10th Edition (SAT10)

A norm-referenced assessment used to measure and compare local student performance in English and Mathematics to stateside peers.

GRADES	#Tested	Participation Rate	Reading	Math
4 th	1048	94%	5 th	9 th
8 th	990	93%	10 th	24 th
12 th	859	85%	13 th	27 th

*National Percentile Ranking is used

College and Career Readiness

American College Test (ACT)

A college and career readiness assessment used to measure students' readiness skills for college or a career

GRADES	N	PR	Performance Results				
			English	Math	Reading	Science	Composite
			<i>*Test Score (1-36)</i>				
11 th	1071	0%	-	-	-	-	-
12 th	1009	3%	12	15	14	14	14

*PR-Participation Rate N=Total student count * 3/6 schools reported

*National Mean Score-22

Graduation Rate & Post-Secondary Enrollment

SY	N	Graduated	College Enrollment	
2014-15	945	89%	ASCC: 563 (*21)	Off-Island: NA (*19)

*Scholarship recipients Data unavailable on non-scholarship students off-island
Enrollment data provided by ASCC's Division of Institutional Effectiveness

Terms and Definitions

NCLB 2001 Legislation:

Required states to generate annual report cards to include the following:

1. Student achievement in Reading & Math for grades 3rd-8th at the elementary level and 10th grade at the secondary level
2. By specific subgroups:
 - a. Race/Ethnicity (3 categories; Samoan, Asian/Pacific Islander & Other)
 - b. Gender
 - c. Students With Disabilities (SWD)
 - d. Limited English Proficiency (LEP)
 - e. Free-Reduced Lunch (FRL) or Economically Disadvantaged

Attendance Rate:

Daily attendance is collected and entered into the Power School SMS by all schools and generated by the system

Graduation Rate:

Graduation rate is generated by the ASDOE Longitudinal Data System (LDS).



Participation Rate:

95% of the student population, subgroups and grades must participate in both content areas.

Students With Disabilities (SWD):

Students identified through a formal evaluation that qualifies them for Special Education services and have a current Individualized Education Plan (IEP).

Free-Reduced Lunch (FRL):

The American Samoa Census 2000 results revealed a high percentage of economically disadvantaged families; therefore, the Department of Agriculture deemed 100% of American Samoa's children as eligible for free breakfast and lunch.

Limited English Proficiency (LEP):

Students identified from performance results on the local English Language Proficiency Assessment (ELPA).

Family Educational Rights and Privacy Act (FERPA):

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

Three asterisk (*) symbols are used to protect student privacy when reporting performance results. If the number of students within a specific subgroup is less than 5, then results cannot be publicly displayed.

Assessments

Standards Based Assessment (SBA):

A criterion reference test locally developed in 2005 and facilitated by the Pacific Resources for Education and Learning (PREL). In 2014, 3rd & 5th grade tests were aligned to the department's 2012 CCR standards with 7th & 10th to follow in 2015.

Alternate Assessment (AA):

Locally developed in 2006, aligned in 2015 to the department's 2012 CCR standards. This assessment is for students with significant cognitive disabilities identified unable to participate in the general SBA.

English Language Proficiency Assessment (ELPA):

First ever locally developed assessment in 2013, aligned to the department's 2012 CCR standards, used for identification and placement of students with Limited English Proficiency (LEP).

Stanford Achievement Test, 10th Edition (SAT10):

Norm-referenced test administered by the ASDOE for many years to measure and compare student performance in the areas of Reading & Math, to their peers in the United States. Percentile rank is used to compare performances. This assessment has been phased out by the company and will no longer be used.

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.



Lolo Matalasi Moliga
Governor

American Samoa Department of Education

Territorial Report Card

2014-15

Vaitinasa Dr. Salu Hunkin-Finau
Director of Education

