

**"ENGAGE, INSPIRE AND EMPOWER STUDENTS"**

American Samoa Department of Education  
**TERRITORIAL REPORT CARD SY 2022-23**



Talauega Dr. Samasoni Asaeli  
**Director of Education**

Talofa

*The ASDOE is excited to share the annual Territorial Report Card (TRC) generated for all stakeholders an overall snapshot of school information and performance. Monitoring of student performance is critical and accountability reporting provides transparency and opportunity to support student achievement.*

**DISTRICT PROFILE**

Public Schools	Students	Attendance
23 Elementary (K-8)	6,064	88%
6 Secondary (9-12)	3,121	

Teachers	ECE	SPED	Elementary	Secondary
TOTAL: 802	114	124	377	187
Credentials				
AA/AS	24	39	109	21
B.ED./BA/BS	49	52	142	83
MA/M.ED./MS	8	24	105	66
PhD/ED	0	0	2	1
Other	33	9	19	16

*\*Data submitted by Teacher Quality*

Student Demographics	Elementary	Secondary
All Students	6,064	3,121
Female	49%	48%
Male	51%	52%
Samoan	93%	94%
Asian/Pacific Islander	2%	3%
Other	6%	3%
Students with Disabilities	5%	4%
Free Reduced Lunch	100%	100%

*\*Data retrieved from the ASDOE SMS System(PowerSchool)*

**Terms & Definitions**

**Students with Disabilities (SWD):** Students identified through a formal evaluation that qualifies them for Special Education Support services and have a current Individualized Education Plan (IEP).

**Free Reduced Lunch (FRL):** 100% of American Samoa students are eligible for free breakfast and lunch due to the high percentage of economically disadvantaged families revealed in the 2000 American Samoa Census.

**Other:** Ethnic groups aside from Asian/Pacific Islander and Samoan.

**ESSA:** Every Student Succeeds Act, 2015 reauthorization of the No Child Left Behind 2001 legislation.



## STUDENT PERFORMANCE

### Standards-Based Assessment (SBA)

American Samoa's assessment is used to measure student performance in relation to the ASDOE College and Career Ready Standards (CCRS) for English Language Arts (ELA) and Mathematics

ENGLISH LANGUAGE ARTS						
3 <sup>RD</sup> GRADE						
Subgroups	Tested	PR	Advanced	Proficient	Basic	Below Basic
All Students	538	85%	0%	6%	25%	70%
Male	285	87%	0%	6%	23%	71%
Female	253	84%	0%	6%	27%	68%
Samoan	515	86%	0%	5%	25%	70%
API	***	***	***	***	***	***
Other	17	74%	0%	35%	24%	41%
SWD	14	61%	0%	7%	14%	79%

4 <sup>TH</sup> GRADE						
Subgroups	Tested	PR	Advanced	Proficient	Basic	Below Basic
All Students	575	85%	0%	3%	34%	62%
Male	293	85%	0%	4%	30%	66%
Female	282	84%	0%	3%	38%	59%
Samoan	542	85%	0%	3%	33%	64%
API	***	***	***	***	***	***
Other	25	83%	0%	8%	48%	44%
SWD	26	68%	0%	0%	54%	46%

5 <sup>TH</sup> GRADE						
Subgroups	Tested	PR	Advanced	Proficient	Basic	Below Basic
All Students	634	91%	0%	7%	35%	58%
Male	321	92%	0%	6%	32%	63%
Female	313	91%	0%	8%	39%	53%
Samoan	595	91%	0%	7%	35%	58%
API	13	81%	0%	8%	8%	85%
Other	26	96%	0%	15%	50%	35%
SWD	22	71%	0%	5%	27%	68%

PR-Participation Rate

\*\*\* **When** fewer than 5 students in a subgroup or fewer than 10 in a grade level are tested, performance data is suppressed to protect student privacy per FERPA regulations. Counts for these students will only appear in the "All Students" category.

**Family Educational Rights and Privacy Act (FERPA):** Federal regulations stipulate the protection of student privacy when reporting student performance results to the public.

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<b>6<sup>TH</sup> GRADE</b>						
<b>Subgroups</b>	<b>Tested</b>	<b>PR</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
All Students	638	88%	0%	7%	41%	52%
Male	337	86%	0%	6%	37%	56%
Female	301	91%	0%	8%	45%	47%
Samoan	600	88%	0%	6%	40%	54%
API	15	88%	0%	7%	73%	20%
Other	23	88%	0%	26%	48%	26%
SWD	30	73%	0%	0%	23%	77%

<b>7<sup>TH</sup> GRADE</b>						
<b>Subgroups</b>	<b>Tested</b>	<b>PR</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
All Students	670	92%	0%	9%	49%	42%
Male	346	91%	0%	5%	39%	55%
Female	324	93%	0%	13%	59%	28%
Samoan	639	92%	0%	9%	48%	43%
API	15	79%	0%	13%	47%	40%
Other	16	89%	0%	13%	69%	19%
SWD	35	85%	0%	3%	37%	60%

<b>8<sup>TH</sup> GRADE</b>						
<b>Subgroups</b>	<b>Tested</b>	<b>PR</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
All Students	715	92%	1%	24%	38%	37%
Male	346	92%	1%	17%	36%	46%
Female	369	93%	1%	31%	41%	28%
Samoan	673	93%	1%	24%	39%	36%
API	18	90%	0%	17%	28%	56%
Other	24	89%	8%	38%	25%	29%
SWD	32	78%	0%	9%	28%	63%

<b>10<sup>TH</sup> GRADE</b>						
<b>Subgroups</b>	<b>Tested</b>	<b>PR</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
All Students	647	82%	0%	9%	46%	45%
Male	330	78%	0%	8%	36%	56%
Female	317	86%	0%	10%	56%	33%
Samoan	620	82%	0%	9%	45%	46%
API	15	94%	0%	0%	80%	20%
Other	12	71%	0%	33%	50%	17%
SWD	17	57%	0%	0%	18%	82%



**MATHEMATICS**

**3<sup>RD</sup> GRADE**

Subgroups	Tested	PR	Advanced	Proficient	Basic	Below Basic
All Students	532	85%	0%	9%	33%	59%
Male	282	87%	0%	8%	29%	64%
Female	250	83%	0%	10%	38%	53%
Samoan	511	85%	0%	9%	33%	59%
API	***	***	***	***	***	***
Other	16	70%	0%	25%	44%	38%
SWD	13	57%	0%	0%	23%	77%

**4<sup>TH</sup> GRADE**

Subgroups	Tested	PR	Advanced	Proficient	Basic	Below Basic
All Students	582	86%	0%	10%	49%	41%
Male	292	85%	0%	10%	44%	46%
Female	290	87%	0%	9%	54%	36%
Samoan	549	86%	0%	9%	49%	42%
API	***	***	***	***	***	***
Other	24	83%	0%	25%	58%	17%
SWD	26	68%	0%	8%	46%	46%

**5<sup>TH</sup> GRADE**

Subgroups	Tested	PR	Advanced	Proficient	Basic	Below Basic
All Students	638	92%	0%	3%	34%	62%
Male	324	93%	0%	3%	36%	60%
Female	314	91%	0%	3%	33%	64%
Samoan	599	92%	0%	3%	34%	63%
API	13	81%	0%	0%	15%	85%
Other	26	96%	0%	19%	46%	35%
SWD	22	71%	0%	0%	32%	68%

**6<sup>TH</sup> GRADE**

Subgroups	Tested	PR	Advanced	Proficient	Basic	Below Basic
All Students	644	89%	0%	3%	46%	51%
Male	342	87%	0%	3%	43%	54%
Female	302	92%	0%	3%	51%	47%
Samoan	606	89%	0%	2%	46%	52%
API	15	88%	0%	13%	60%	27%
Other	23	88%	0%	4%	57%	39%
SWD	30	73%	0%	0%	40%	60%



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7 <sup>TH</sup> GRADE						
Subgroups	Tested	PR	Advanced	Proficient	Basic	Below Basic
All Students	672	92%	0%	0%	33%	66%
Male	349	92%	0%	1%	26%	73%
Female	323	93%	0%	0%	41%	58%
Samoan	641	93%	0%	0%	34%	66%
API	15	79%	0%	0%	27%	73%
Other	16	89%	0%	0%	38%	50%
SWD	35	85%	0%	0%	31%	69%

8 <sup>TH</sup> GRADE						
Subgroups	Tested	PR	Advanced	Proficient	Basic	Below Basic
All Students	712	92%	0%	9%	56%	35%
Male	344	91%	0%	6%	52%	42%
Female	368	93%	0%	11%	60%	29%
Samoan	672	93%	0%	9%	56%	35%
API	18	90%	0%	11%	39%	50%
Other	22	81%	0%	5%	73%	23%
SWD	32	78%	0%	3%	47%	50%

GEOMETRY						
All Students	Tested	Advanced	Proficient	Basic	Below Basic	
	580	0%	1%	26%	73%	

**NOTE:** Per ESSA requirements, accountability reporting for high school is "all students" from one grade level. In SY2018-19 decision was made to assess by the 10th-grade course, Geometry, which includes students from grades 9<sup>th</sup>-12<sup>th</sup>. Disaggregated results by grade unavailable.

**Performance Levels**

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 from the standards

**Vaega o Fa'atinoga**

1. Maa'a'e (90%-100%): Tamaiti ua sili atu ma alafua
2. Lelei (60%-89%): Tamaiti ua ausia alafua
3. Fa'avae (35%-59%): Tamaiti ua latalata atu i alafua
4. Maualalo (0%-34%): Tamaiti ua mamao tele mai alafua



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## STUDENT PERFORMANCE

### Multi-States Alternate Assessment (MSAA)

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

ENGLISH LANGUAGE ARTS						
All Students	Tested	PR	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
33	33	100%	33%	36%	21%	6%

  

MATHEMATICS						
All Students	Tested	PR	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
33	33	100%	18%	39%	18%	24%

\*Data submitted by SPED Division

## COLLEGE/CAREER READINESS INDICATORS

### Graduation, AP, DUAL and CTE PATHWAYS

<b>GRADUATED</b>	95%	Graduation requirements met
<b>AP</b>	N=192	College Board Exam= .5 % passed
<b>DE</b>	N=91 (Fall & Spring)	Course(s)= 88% passed
	N=58 (Summer)	Course(s)= 71% passed
<b>CTE PATHWAYS</b>	N=100	NOCTI-JSA= 51% certified

N=# of students \*FALL & SPRING data reflects students from public high schools (minus MHS);  
 SUMMER data 5/6 schools (minus FHS)

- Advanced Placement (AP)** is a program developed by the **College Board** to introduce high school students to **college-level classes** and **earn college credit**.
- Dual Enrollment (DE)** enables students to **earn college credit** for college courses completed while **still in high school** – course credits **count** towards high school diploma.
- CTE Pathways** provides students with the academic, technical and real works knowledge, skills and experience they need to be prepared for a variety of career options.

**\*NOCTI (National Occupational Competency Testing Institute)-JRA (Job Readiness Assessment)**

Confirms students (senior concentrators) have passed both written and performance exams to be certified entry-level and college/career-ready

Visit <https://ascews-public.doe.as/PublicDashboard/3579> for additional school performance data.