AMERICAN SAMOA

GOAL 1: Ready to Learn
1. Has the percentage of infants born in the state with 1 or more of 4 health risks decreased? (1990 vs. 1997)
   - Baseline: 37%
   - Update: 33%
   - Change: ↑ 25-48% – 45%
2. Has the percentage of fully immunized 2-year-olds increased? (1994 vs. 1997)
   - Baseline: 75%
   - Update: 79%
   - Change: ↑ 61-88% – 71-87%
3. Has the percentage of infants born at low birthweight decreased? (1997)
   - Baseline: 8%
   - Update: —
   - Change: ↓ 3-13% —
4. Has the percentage of mothers receiving early prenatal care increased? (1990 vs. 1997)
   - Baseline: 63%
   - Update: —
   - Change: — 47-87% – 57-90%
5. Has the number of children with disabilities in preschool per 1,000 3- to 5-year-olds increased? (1998)
   - Baseline: 14
   - Update: —
   - Change: — 14-96 —

GOAL 2: School Completion
6. Has the high school completion rate increased? (1990 vs. 1997)
   - Baseline: —
   - Update: 86%
   - Change: ↑ 77-96% – 75-95%
7. Has the high school dropout rate decreased? (1992 vs. 1997)
   - Baseline: —
   - Update: 63%
   - Change: — 3-12% – 3-12%

GOAL 3: Student Achievement and Citizenship
8. Reading: Has the percentage of students scoring at or above Proficient increased
   - In Grade 4 (1992 vs. 1998)
     - Baseline: —
     - Update: 29%
     - Change: ↑ 3-38% – 8-46%
   - In Grade 8 (1998)
     - Baseline: —
     - Update: 33%
     - Change: ↑ 10-42% —
9. Writing: Has the percentage of students scoring at or above Proficient increased
   - In Grade 8 (1998)
     - Baseline: —
     - Update: 27%
     - Change: — 9-44% —
## AMERICAN SAMOA

### GOAL 3: Student Achievement and Citizenship (continued)

10. Mathematics: Has the percentage of students scoring at or above Proficient increased in Grade 4? (1992 vs. 1996)
   - **Baseline:** 18%
   - **Update:** 21%
   - **Range:** 5-27% to 3-31%

11. Science: Has the percentage of students scoring at or above Proficient increased in Grade 8? (1990 vs. 1996)
   - **Baseline:** 15%
   - **Update:** 24%
   - **Range:** 1-27% to 1-27% to 5-34%

12. Has the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders) increased? (1991 vs. 1999)
   - **Baseline:** 55
   - **Update:** 97
   - **Range:** 9-177 to 19-244

### GOAL 4: Teacher Education and Professional Development

13. Has the percentage of public secondary school teachers who hold a degree in their main teaching assignment increased? (1991 vs. 1994)
   - **Baseline:** 66%
   - **Update:** 63%
   - **Range:** 51-85% to 50-81%

14. Has the percentage of public school teachers participating in professional development programs on 1 or more selected topics increased? (1994)
   - **Baseline:** 85%
   - **Update:** —
   - **Range:** 76-98% —

15. Has the percentage of public school teachers with training to teach limited English proficient students increased? (1994)
   - **Baseline:** 16%
   - **Update:** —
   - **Range:** 4-81% —

16. Has the percentage of public school teachers participating in formal teacher induction programs during their first year of teaching increased? (1991 vs. 1994)
   - **Baseline:** 22%
   - **Update:** 27%
   - **Range:** 6-42% to 7-48%

### KEY
- Significantly better
- Significantly worse
- Interpret with caution. Change was not statistically significant.

---

Data not available.

Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.

See pages 245-246 for an explanation of statistical significance.

See pages 10-13 for a Guide to Reading the State Pages.

See Appendix B for technical notes and sources.
AMERICAN SAMOA

GOAL 5  Mathematics and Science

17. Has the state's international standing improved in
   • Grade 8 mathematics achievement? (1996)
   • Grade 8 science achievement? (1996)
18. Has the percentage of public school 8th graders whose mathematics teachers report that they
   • have students work in small groups or with a partner increased? (1996)
   • address algebra and functions increased? (1996)
   • address reasoning and analytical ability increased? (1996)
19. Has the percentage of public school 8th graders who have computers available
   in their mathematics classroom increased? (1996)
20. Has the percentage of mathematics and science degrees awarded to
   • all students increased? (1991 vs. 1996)
   • minority (Black, Hispanic, American Indian/Alaskan Native) students increased? (1991 vs. 1996)
   • female students increased? (1991 vs. 1996)

GOAL 6  Adult Literacy and Lifelong Learning

21. Has the percentage of adults scoring at the 3 highest levels in prose literacy increased? (1992)
22. Has the percentage of U.S. citizens who report that they
   • registered to vote increased? (1988 vs. 1996)
   • voted increased? (1988 vs. 1996)

KEY

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Significantly Better</th>
<th>Significantly Worse</th>
<th>Interpret with Caution</th>
<th>Change was Not Statistically Significant</th>
</tr>
</thead>
</table>

Indicators are not the same at the national and state levels.
Data not available.
See pages 245-246 for an explanation of statistical significance.
See pages 16-19 for a Guide to Reading the State Pages.
See Appendix B for technical notes and sources.
AMERICAN SAMOA

GOAL 6  Adult Literacy and Lifelong Learning (continued)


GOAL 7  Safe, Disciplined, and Alcohol- and Drug-free Schools


25. Has student alcohol use (5 or more drinks in a row) decreased? (1993 vs. 1997)


27. Has the percentage of students threatened or injured with a weapon while on school property decreased? (1993 vs. 1997)

28. Has the percentage of students involved in physical fights on school property decreased? (1993 vs. 1997)

29. Has the percentage of students carrying weapons on school property decreased? (1993 vs. 1997)

30. Has the percentage of students who do not feel safe at school decreased? (1993 vs. 1997)


GOAL 8  Parental Participation

33. Has the percentage of schools with minimal parental involvement decreased, according to


34. Has the influence of parent associations on school policy increased? (1991 vs. 1994)

KEY

Significantly better  ●  Significantly worse  ◼  Interpret with caution. Change was not statistically significant.

- Indicates are not the same at the national and state levels.
- Data not available.
- Baseline years and most recent update years may differ by state for this indicator. See Appendix B for more information.
- See pages 249-249 for an explanation of statistical significance.
- See pages 18-19 for a Guide to Reading the State Pages.
- See Appendix B for technical notes and sources.

227