



## West Hawaii Explorations Academy PCS

### "No Child Left Behind" Accountability Report



#### Content

#### Focus on NCLB

**Focus on NCLB** p. 1

The purpose of this accountability report is to present information annually that meets the requirements of the federal "No Child Left Behind Act of 2001" (NCLB), Public Law 107-110.

**AYP and NCLB status** p. 1

This first accountability report for the 2001-2002 school year presents:

**School and State baselines** p. 2

- baseline performance for Hawaii Content and Performance Standards II (HCPS II) State test results in reading and mathematics;

**Proficiency levels for determining "Adequate Yearly Progress" by student groups** p. 3

- baseline performance for graduation rates for high schools and retention rates for middle, intermediate, and elementary schools;

**Most recent two-year trend by grade level** p. 4

- grade level HCPS II test results in reading and mathematics;
- the professional qualification of teachers at a school; and
- the number of classes not taught by "highly qualified" teachers.

**Graduation rate** p. 4

Future reports will have the school's yearly progress on the HCPS II tests in reading and mathematics and graduation or retention rates that are compared to statewide annual objectives. These comparisons will determine whether the school has made "Adequate Yearly Progress" as required by NCLB law.

**Professional qualifications of teachers** p. 4

**Proficiency levels by student groups and grade levels** p. 5

#### **AYP and NCLB Status**

Prior to NCLB, "Adequate Yearly Progress" (AYP) was determined only for those schools receiving federal Title I funds. NCLB requires that Title I schools' existing AYP status be carried over into the current school year. Listed below are the school's AYP status for the 2001-2002 school year and its current NCLB status.

#### **AYP Status, School Year 2001-02**

N/A - Not Title I school

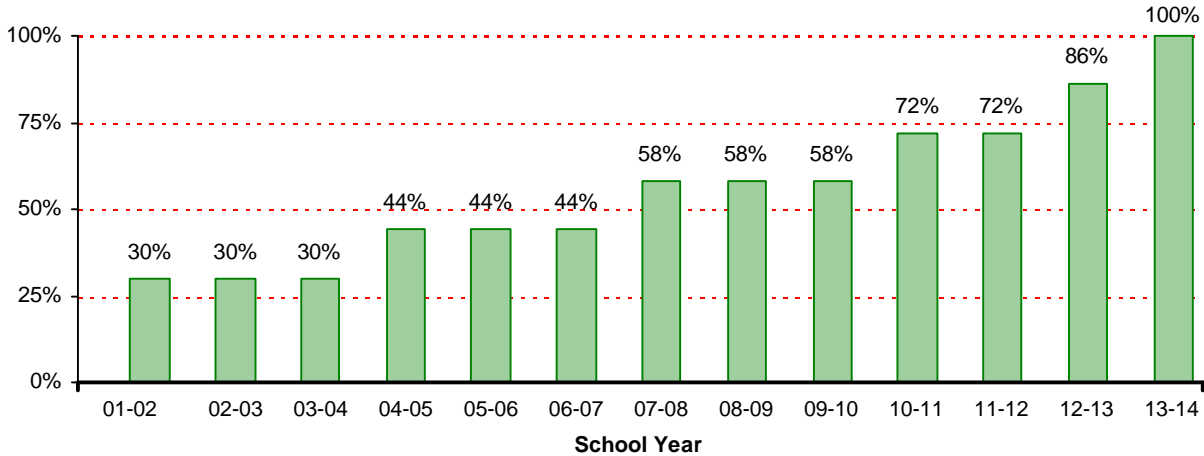
#### **Current NCLB Status**

N/A - Baseline data only

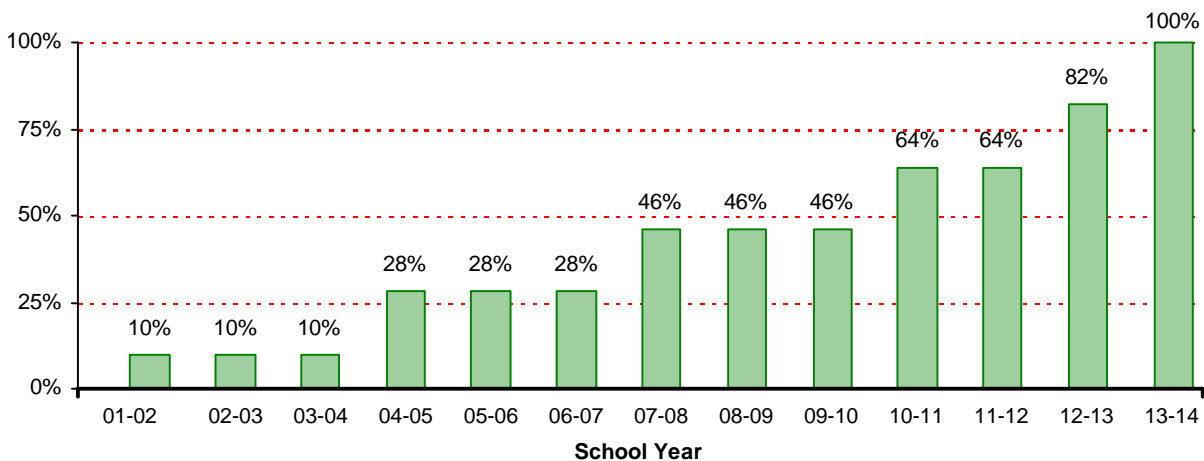


The school's initial achievement levels for reading, mathematics, and the graduation rate are given below (red bars) along with the annual objectives (green bars). Under the provisions of the "No Child Left Behind" legislation, a school must meet the statewide annual objectives, both for the school as a whole and for each subgroup. "Percent Proficient" is the percent of students scoring in the "Meets Proficiency" plus "Exceeds Proficiency" performance levels on the State assessment.

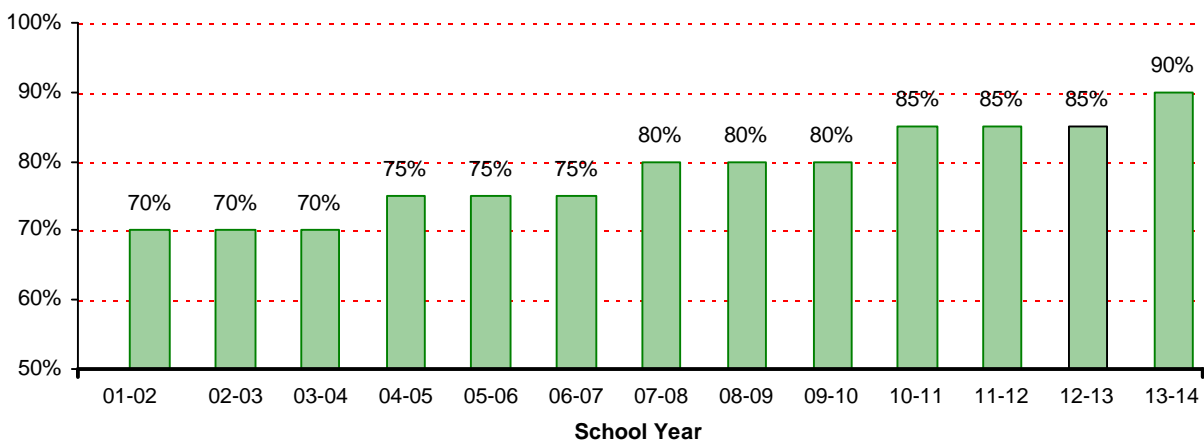
**Reading - Percent Proficient**



**Mathematics - Percent Proficient**

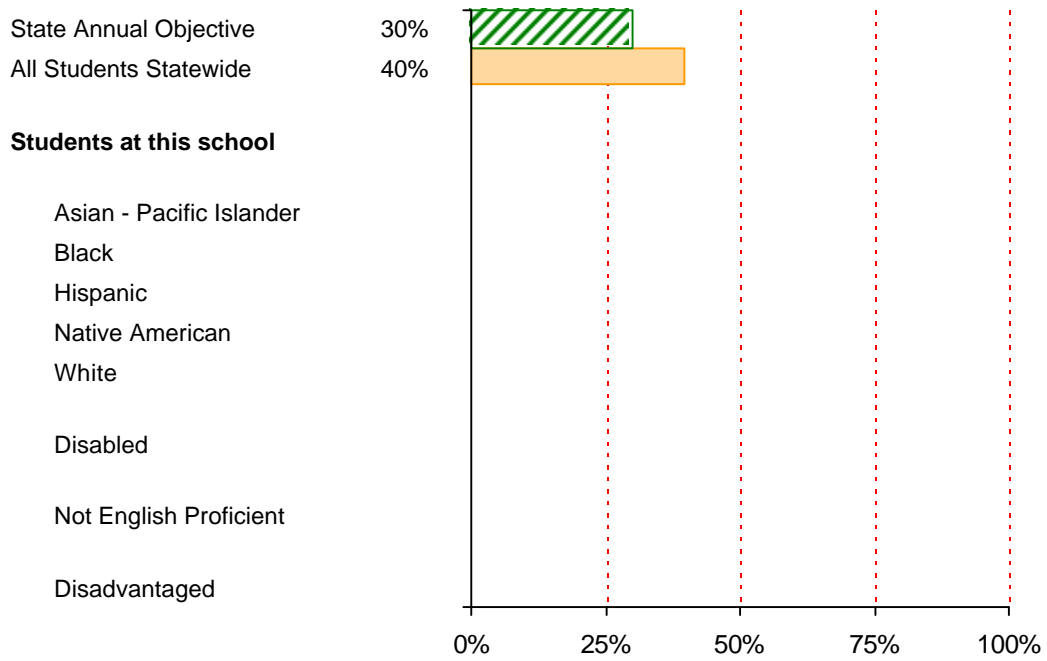


**Graduation Rate**



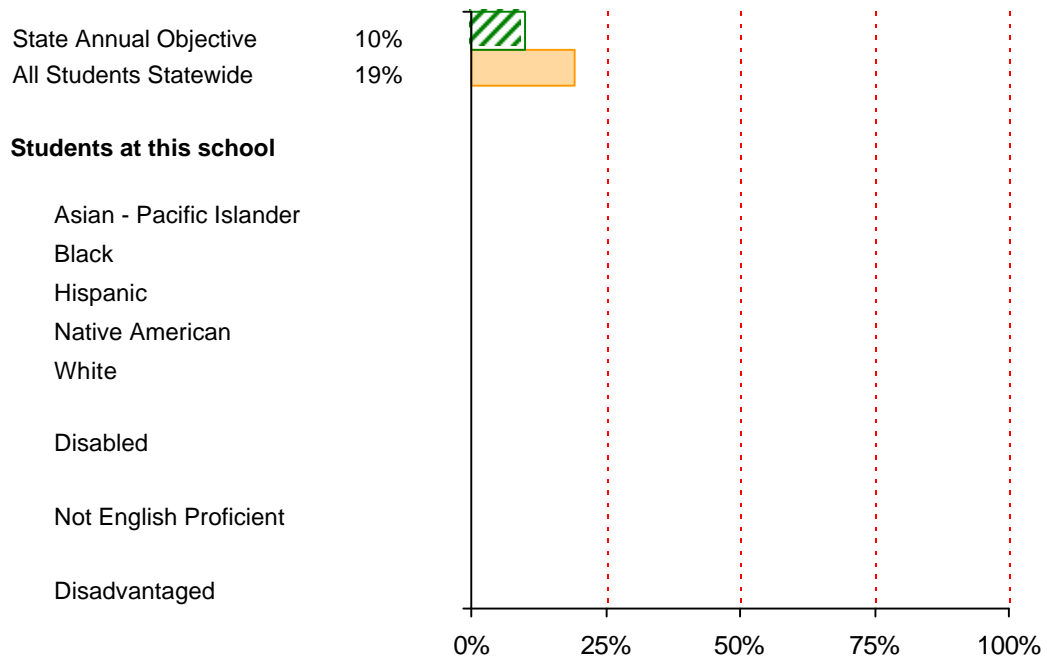
### Reading Proficiency Levels

Percent "Meets Proficiency" and "Exceeds Proficiency" \*



### Mathematics Proficiency Levels

Percent "Meets Proficiency" and "Exceeds Proficiency" \*



\* Note: Due to small numbers of students, some bars may be "blanked" to protect student confidentiality and ensure statistical reliability.

Percent of students who took alternate assessments: 0%

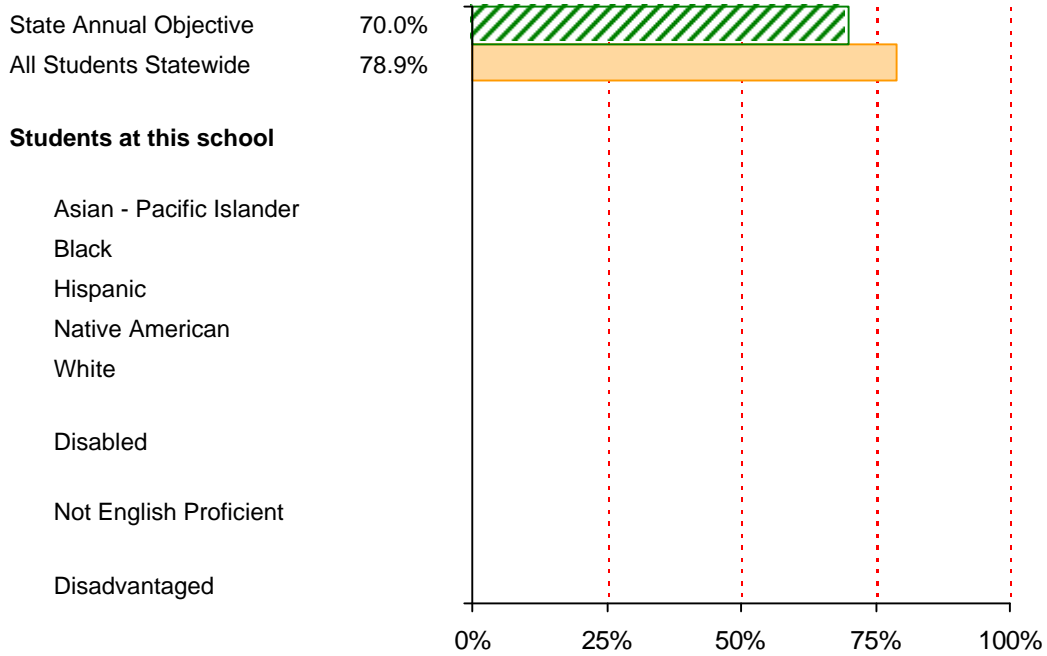


**Most Recent Two-Year Trend**

**Percent "Meets Proficiency" and "Exceeds Proficiency"**

Grade		School Year		2-Year Trend
		2001-02	2002-03	
10th	Reading		NA	NA
	Mathematics		NA	NA

**Graduation Rate \***



\* Note: The graduation rate is applied to those schools for which the highest grade is 12th grade. Due to small numbers of students, some bars may be "blanked" to protect student confidentiality and to ensure statistical reliability.

Professional Qualifications of Teachers	Fully Licensed	Provisional Credential	Emergency Credential
	56%	0%	44%
Classes NOT Taught by Qualified Teachers	NA	NA	



Tenth Grade	Reading Proficiency Levels *				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
Students at this School					
Asian - Pacific Islander					
Black					
Hispanic					
Native American					
White					
Male					
Female					
Disabled					
Migrant					
Not English Proficient					
Disadvantaged					

Tenth Grade	Mathematics Proficiency Levels *				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
Students at this School					
Asian - Pacific Islander					
Black					
Hispanic					
Native American					
White					
Male					
Female					
Disabled					
Migrant					
Not English Proficient					
Disadvantaged					

\* Note: Due to small numbers of students, some percents may be "blanked" to protect student confidentiality and ensure statistical reliability.

