



State Summary Report

"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.
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Reading and Math baselines and annual objectives	p. 2	
Graduation and Retention baselines and annual objectives	p. 3	This first accountability report for the 2001-2002 school year presents: <ul style="list-style-type: none"> • baseline performance for Hawaii Content and Performance Standards II (HCPS II) State test results in reading and mathematics; • baseline performance for graduation rates for high schools and retention rates for middle, intermediate, and elementary schools; • grade level HCPS II test results in reading and mathematics; • the professional qualification of teachers; and • the number of classes not taught by "highly qualified" teachers.
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AYP and NCLB Status

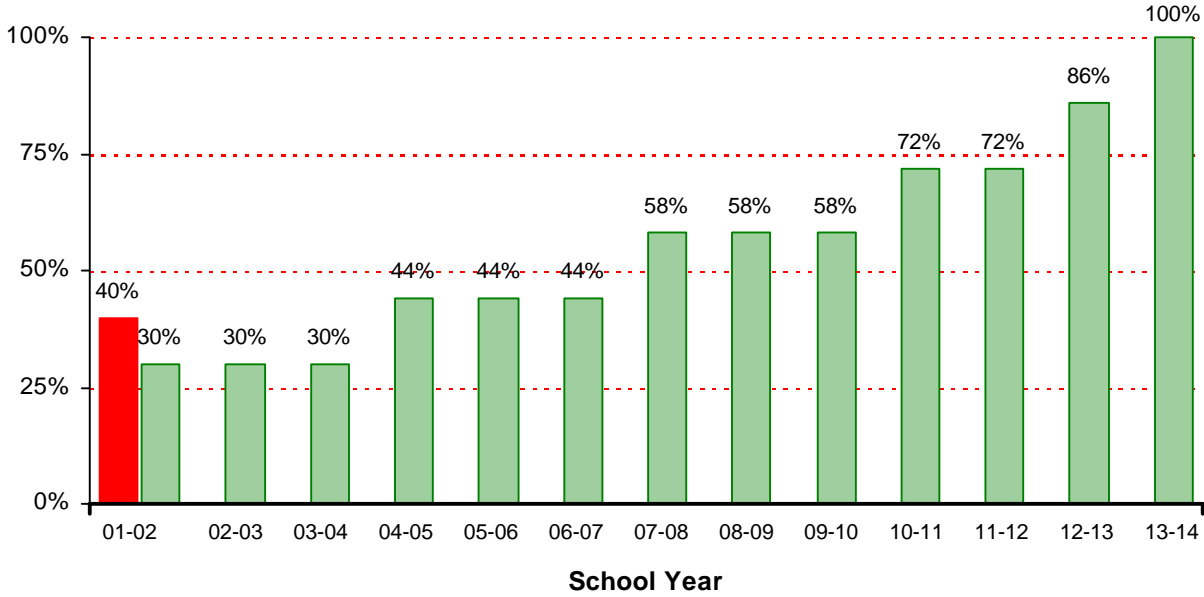
Prior to NCLB, "Adequate Yearly Progress" (AYP) was determined only for those schools receiving federal Title I funds. NCLB requires that Title I schools' existing AYP status be carried over into school year 2002-03. Listed below are the number and percent of schools by AYP status for the 2001-02 school year and number and percent of schools by NCLB status for school year 2002-03.

Title I Schools' AYP Status, SY 2001-02	#	%	All Schools' NCLB Status, SY 2002-03	#	%
N/A - Not Title I school	151	54.5%	N/A - Baseline data only	151	54.5%
AYP met	44	15.9%	Title I school meeting AYP	44	15.9%
AYP not met	82	29.6%	Needs improvement - 1st year	6	2.2%
			Needs improvement - 2nd year	13	4.7%
			Corrective action	63	22.7%

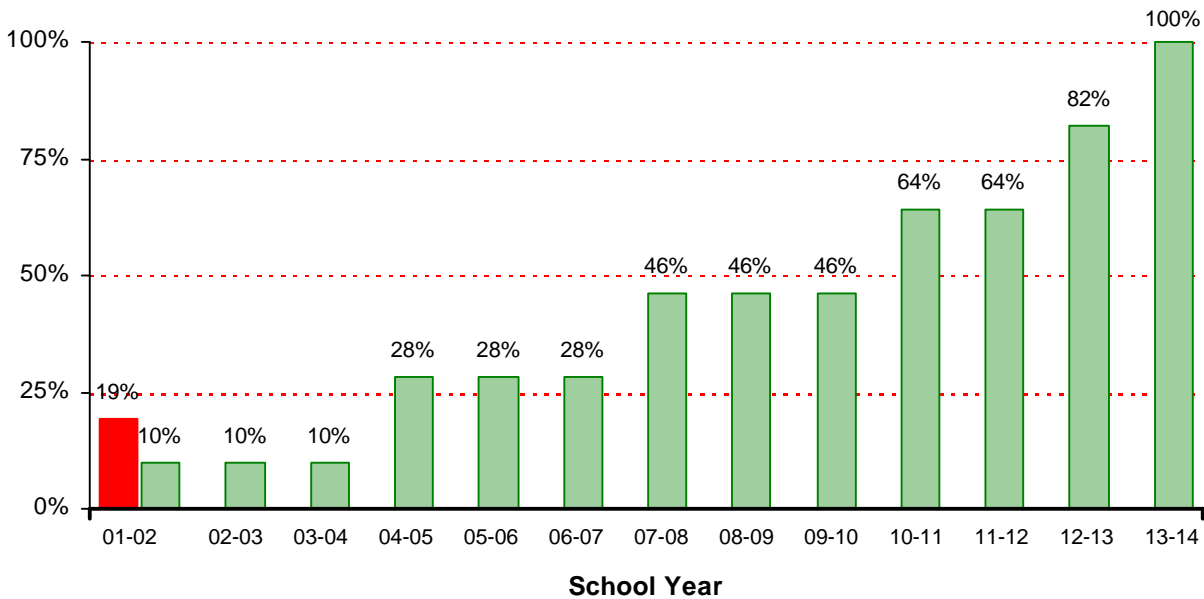


The state's initial achievement levels for reading and mathematics are given below (red bars) along with the annual objectives (green bars). Under the provisions of the "No Child Left Behind" legislation, the state must meet the annual objectives, both for the state as a whole and for each subgroup.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

Reading - Percent Proficient

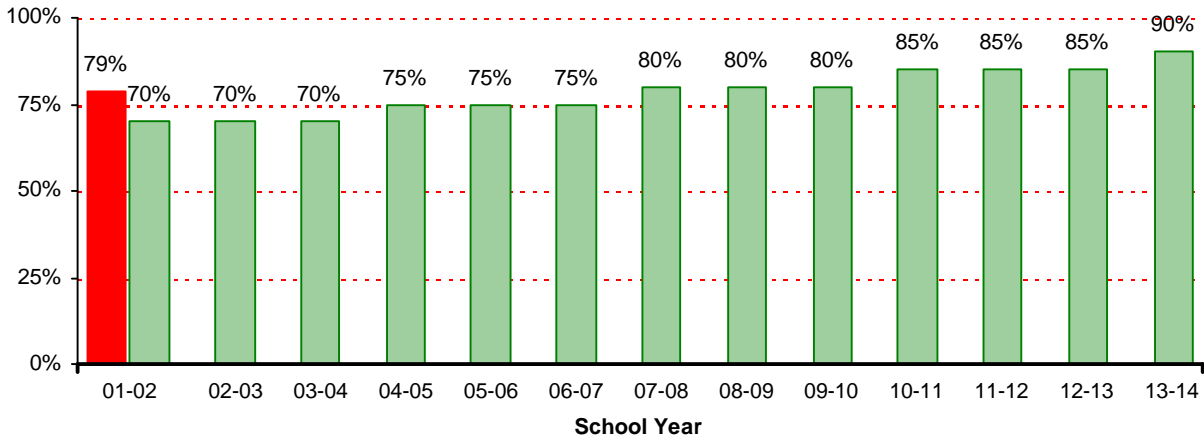


Mathematics - Percent Proficient

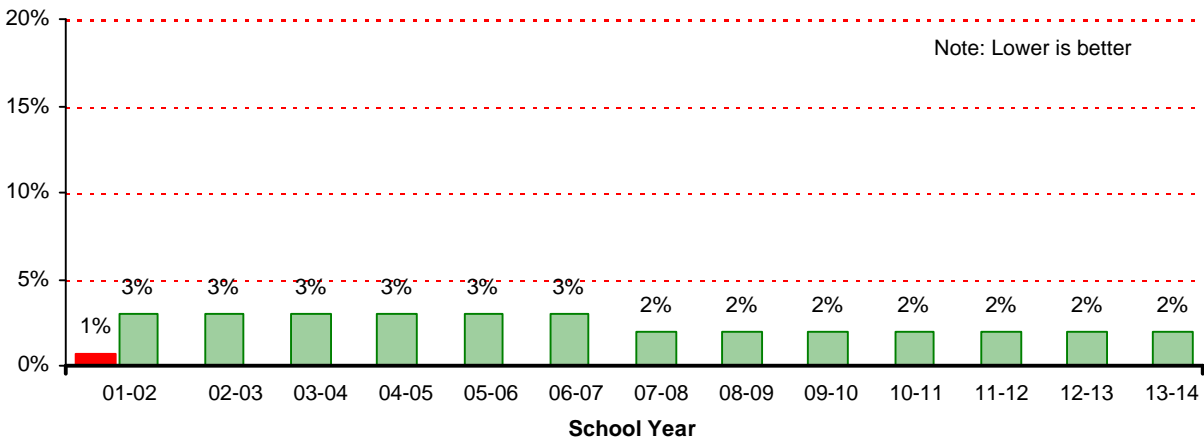


The state's high school graduation rate and elementary and middle/intermediate school retention rates are given below (red bars) along with the annual objectives (green bars). Under the provisions of the "No Child Left Behind" legislation, the state must meet the statewide annual objectives.

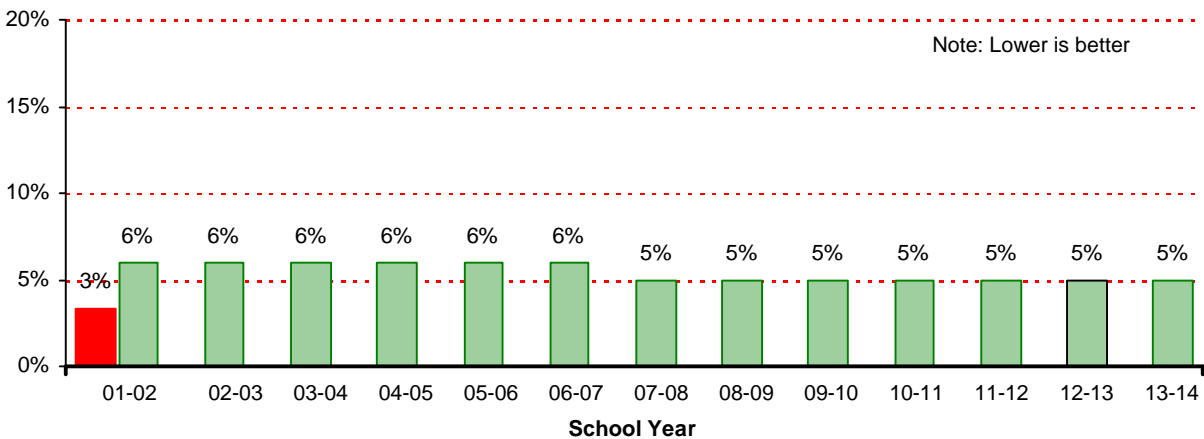
Graduation Rate



Retention Rate - Elementary

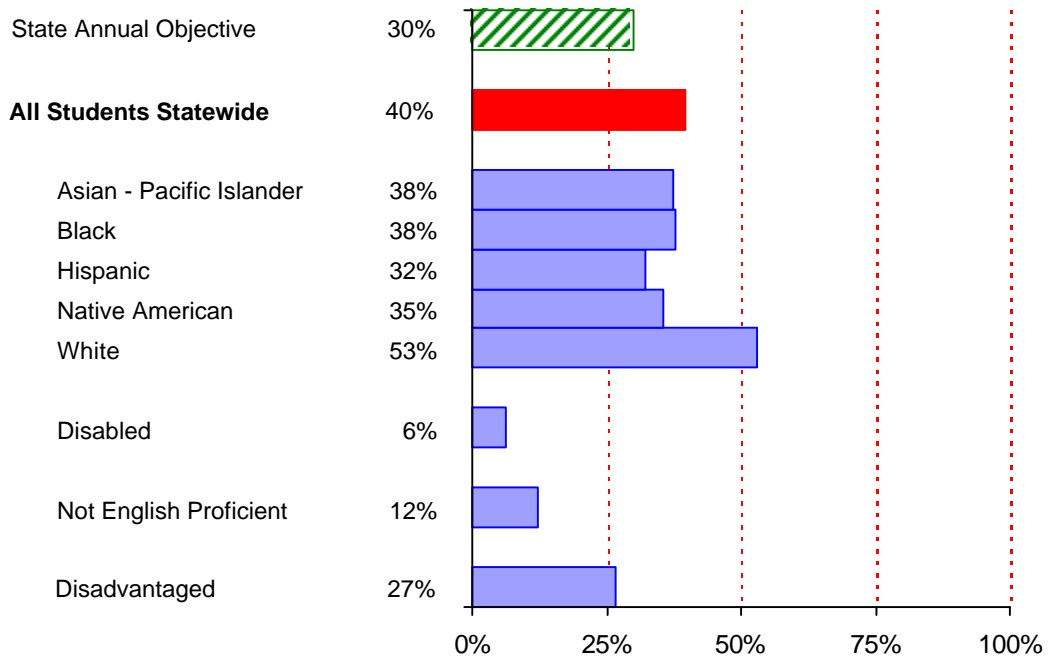


Retention Rate - Middle/Intermediate



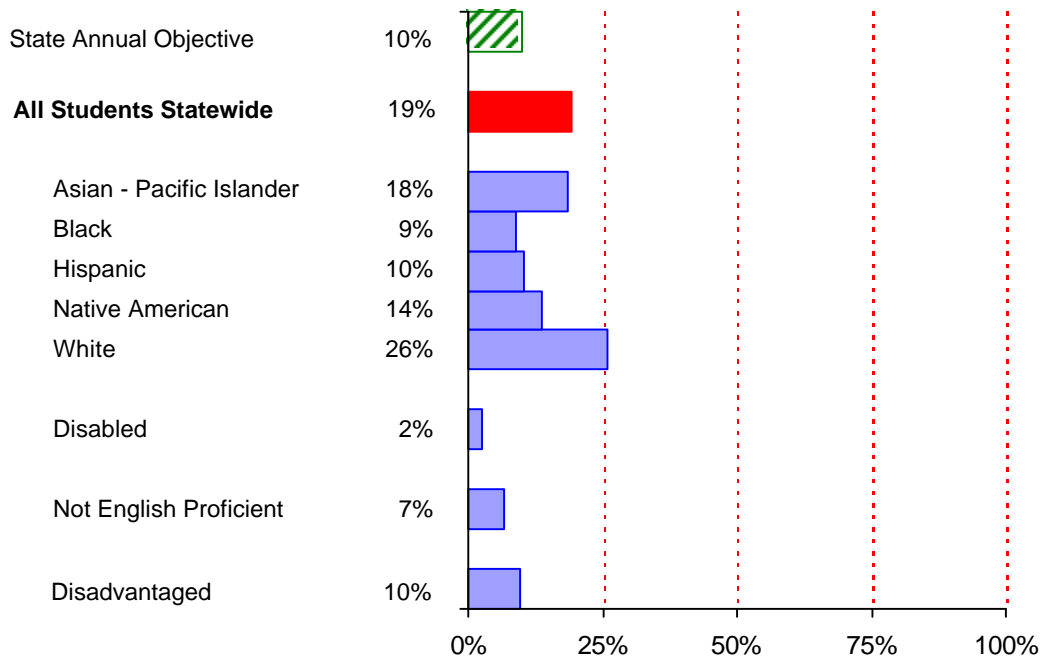
Reading Proficiency Levels

Percent " Meets Proficiency" and "Exceeds Proficiency"



Mathematics Proficiency Levels

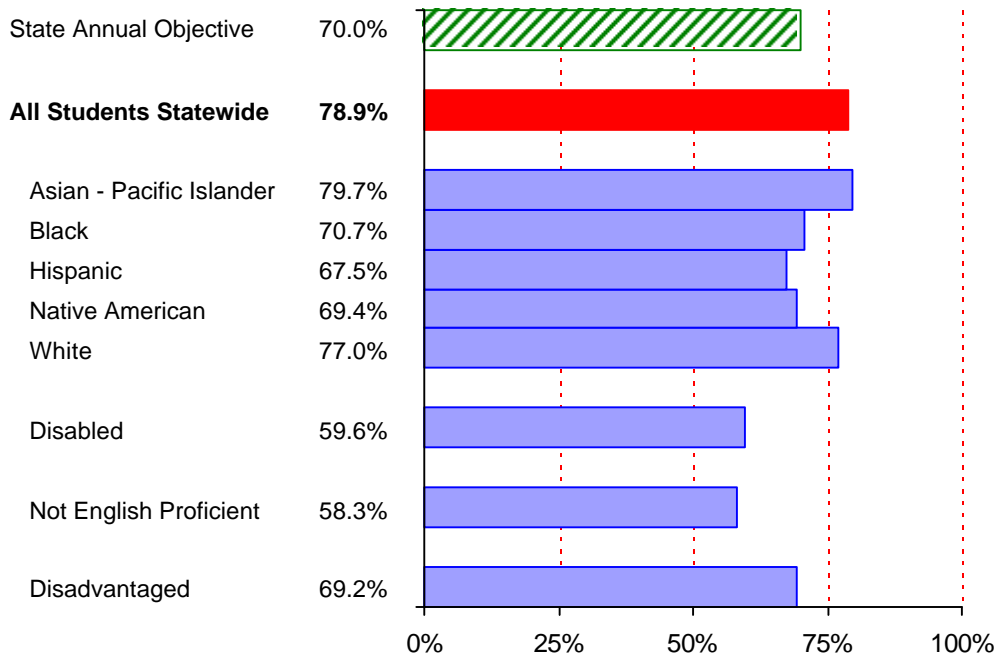
Percent " Meets Proficiency" and "Exceeds Proficiency"



Percent of students who took alternate assessments: 0.5%

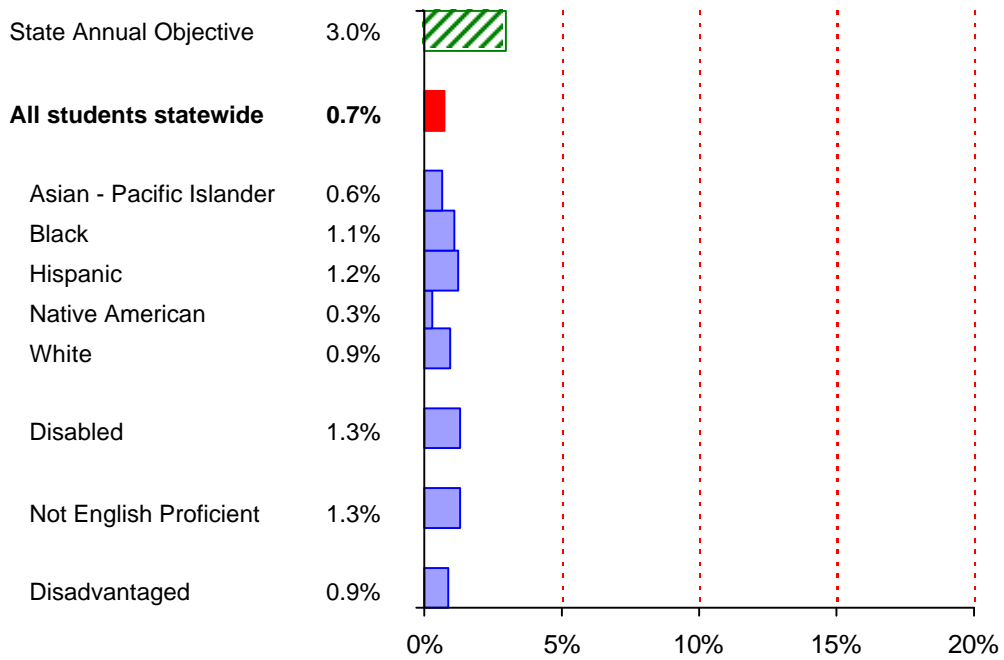


Graduation Rate *



* Note: The graduation rate is applied to those schools for which the highest grade is 12th grade.

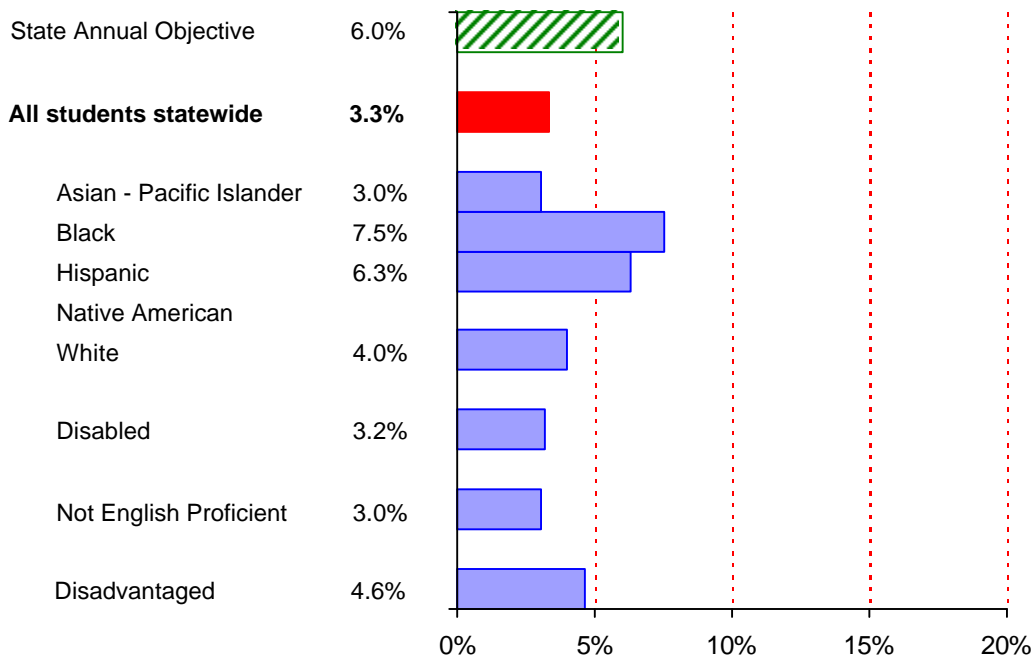
Retention Rate - Elementary *



* Note: For elementary schools, "retention in grade" refers to students in the non-kindergarten, elementary grades (typically grades 1-5 or 1-6) who repeat a grade level.



Retention Rate - Middle/Intermediate *



* Note: For middle/intermediate schools, "retention" refers to the proportion of students in the school's highest grade level (typically 8th grade) who remain at the same grade level in the following school year.

Most Recent Two-Year Trend

Percent "Meets Proficiency" and "Exceeds Proficiency"

Grade		School Year		2-Year Trend
		2001-02	2002-03	
3rd	Reading	42%	NA	NA
	Mathematics	20%	NA	NA
5th	Reading	41%	NA	NA
	Mathematics	21%	NA	NA
8th	Reading	39%	NA	NA
	Mathematics	18%	NA	NA
10th	Reading	36%	NA	NA
	Mathematics	17%	NA	NA

Professional Qualifications of Teachers

Fully Licensed
86%

Provisional Credential
8%

Emergency Credential
6%

Classes NOT Taught by Qualified Teachers

579 classes
10%

Note: Elementary schools only. Data were not available for secondary schools and multi-level schools.



Combined Grades	Reading Proficiency Levels				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
All students statewide	17%	43%	38%	1%	98%
Asian - Pacific Islander	18%	45%	36%	1%	97%
Black	13%	49%	37%	0%	98%
Hispanic	20%	48%	32%	1%	97%
Native American	17%	48%	35%	1%	95%
White	12%	35%	50%	2%	97%
Male	21%	46%	32%	1%	97%
Female	12%	40%	45%	2%	98%
Disabled	58%	36%	6%	0%	94%
Migrant	27%	52%	20%	1%	99%
Not English Proficient	43%	45%	12%	0%	97%
Disadvantaged	24%	49%	26%	0%	97%

Combined Grades	Mathematics Proficiency Levels				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
All students statewide	29%	52%	18%	1%	98%
Asian - Pacific Islander	30%	52%	17%	1%	97%
Black	31%	60%	9%	0%	98%
Hispanic	36%	54%	10%	0%	97%
Native American	28%	58%	13%	0%	95%
White	20%	54%	24%	2%	97%
Male	32%	50%	17%	1%	97%
Female	25%	55%	18%	2%	98%
Disabled	75%	23%	2%	0%	94%
Migrant	45%	47%	8%	0%	99%
Not English Proficient	56%	37%	6%	1%	97%
Disadvantaged	40%	50%	9%	0%	97%



Third Grade	Reading Proficiency Levels				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
All students statewide	12%	46%	40%	2%	99%
Asian - Pacific Islander	12%	48%	38%	2%	98%
Black	8%	52%	39%	0%	100%
Hispanic	16%	52%	32%	1%	98%
Native American	15%	51%	31%	3%	99%
White	8%	35%	53%	4%	98%
Male	14%	48%	36%	2%	98%
Female	8%	44%	45%	2%	99%
Disabled	45%	44%	10%	0%	97%
Migrant	18%	63%	17%	2%	100%
Not English Proficient	26%	59%	15%	0%	99%
Disadvantaged	17%	55%	28%	1%	98%

Third Grade	Mathematics Proficiency Levels				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
All students statewide	23%	57%	18%	2%	99%
Asian - Pacific Islander	25%	56%	18%	2%	98%
Black	26%	66%	8%	0%	100%
Hispanic	31%	59%	10%	0%	98%
Native American	25%	58%	16%	0%	99%
White	14%	59%	26%	2%	98%
Male	25%	55%	18%	2%	98%
Female	21%	58%	19%	2%	99%
Disabled	64%	31%	5%	0%	97%
Migrant	40%	53%	7%	0%	100%
Not English Proficient	45%	47%	7%	1%	99%
Disadvantaged	33%	56%	11%	1%	98%



Fifth Grade	Reading Proficiency Levels				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
All students statewide	14%	44%	40%	1%	100%
Asian - Pacific Islander	15%	45%	38%	1%	99%
Black	14%	49%	37%	0%	100%
Hispanic	17%	48%	34%	1%	99%
Native American	8%	48%	44%	0%	95%
White	8%	38%	52%	2%	99%
Male	18%	47%	34%	1%	99%
Female	10%	41%	47%	2%	99%
Disabled	57%	36%	7%	0%	98%
Migrant	23%	52%	24%	1%	99%
Not English Proficient	41%	46%	13%	0%	97%
Disadvantaged	21%	51%	28%	0%	98%

Fifth Grade	Mathematics Proficiency Levels				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
All students statewide	26%	53%	19%	2%	100%
Asian - Pacific Islander	28%	52%	18%	2%	99%
Black	30%	61%	8%	0%	100%
Hispanic	33%	54%	13%	0%	99%
Native American	27%	56%	15%	2%	95%
White	16%	56%	26%	2%	99%
Male	29%	51%	18%	2%	99%
Female	23%	55%	20%	2%	99%
Disabled	73%	24%	3%	0%	98%
Migrant	46%	45%	9%	1%	99%
Not English Proficient	58%	36%	6%	1%	97%
Disadvantaged	38%	52%	10%	1%	98%



Eighth Grade	Reading Proficiency Levels				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
All students statewide	19%	42%	38%	1%	99%
Asian - Pacific Islander	20%	43%	35%	2%	99%
Black	12%	47%	40%	1%	98%
Hispanic	23%	44%	32%	1%	99%
Native American	13%	53%	34%	0%	100%
White	13%	34%	52%	1%	99%
Male	24%	45%	30%	1%	98%
Female	14%	38%	46%	2%	99%
Disabled	63%	33%	5%	0%	96%
Migrant	33%	49%	17%	1%	99%
Not English Proficient	55%	35%	9%	0%	98%
Disadvantaged	29%	45%	25%	0%	98%

Eighth Grade	Mathematics Proficiency Levels				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meets Proficiency	Exceeds Proficiency	
All students statewide	31%	50%	17%	1%	99%
Asian - Pacific Islander	33%	49%	16%	1%	99%
Black	32%	57%	12%	0%	98%
Hispanic	38%	53%	8%	0%	99%
Native American	24%	66%	11%	0%	100%
White	22%	53%	23%	2%	99%
Male	35%	48%	16%	1%	98%
Female	27%	53%	18%	2%	99%
Disabled	80%	19%	1%	0%	96%
Migrant	45%	45%	10%	0%	99%
Not English Proficient	63%	32%	5%	0%	98%
Disadvantaged	45%	46%	8%	0%	98%



Tenth Grade	Reading Proficiency Levels				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meet Proficiency	Exceeds Proficiency	
All students statewide	24%	40%	34%	1%	94%
Asian - Pacific Islander	25%	41%	33%	1%	93%
Black	20%	47%	31%	1%	93%
Hispanic	25%	46%	28%	0%	90%
Native American	32%	40%	28%	0%	88%
White	20%	34%	44%	1%	93%
Male	29%	43%	28%	0%	92%
Female	19%	38%	41%	2%	94%
Disabled	65%	31%	4%	0%	85%
Migrant	38%	39%	23%	0%	95%
Not English Proficient	56%	34%	9%	0%	93%
Disadvantaged	35%	43%	21%	0%	91%

Tenth Grade	Mathematics Proficiency Levels				Percent Tested
	Well Below Proficiency	Approaches Proficiency	Meet Proficiency	Exceeds Proficiency	
All students statewide	35%	49%	16%	1%	94%
Asian - Pacific Islander	35%	49%	15%	1%	93%
Black	39%	54%	7%	0%	93%
Hispanic	43%	49%	8%	0%	90%
Native American	36%	54%	10%	0%	88%
White	30%	49%	20%	1%	93%
Male	38%	46%	15%	1%	92%
Female	30%	52%	17%	1%	94%
Disabled	82%	18%	1%	0%	85%
Migrant	50%	42%	8%	0%	95%
Not English Proficient	64%	30%	6%	1%	93%
Disadvantaged	48%	44%	7%	0%	91%

