



Hawaii State Department of Education

No Child Left Behind State Report

School Year 2004 - 05

State NCLB Results at A Glance

Adequate Yearly Progress

How many public schools in Hawaii made NCLB Adequate Yearly Progress (AYP) by meeting the NCLB performance targets?

Adequate Yearly Progress	School Year 2003-04		School Year 2004-05	
	Number	Percent of Schools	Number	Percent of Schools
Met Performance Targets	147	53%	97	34%
Did Not Meet Performance Targets	133	48%	185	66%

NCLB Status

What is the NCLB status of our public schools? How many are "In Good Standing?" and how many have a status that results in school consequences?

NCLB Status	School Year 2003-04		School Year 2004-05	
	Number	Percent of Schools	Number	Percent of Schools
Good Standing, Unconditional	130	46%	82	29%
Good Standing, Provisional	12	4%	64	23%
Needs Improvement, Year 1	75	27%	15	5%
Needs Improvement, Year 2	3	1%	65	23%
Corrective Action	6	2%	2	1%
Plan for Restructuring	26	9%	13	5%
Restructured	28	10%	41	15%

Note. The total number of schools for NCLB purposes is 282 for 2004-05. These include Charter, Title I, and special schools such as Hawaii School for the Deaf and Blind.

No Child Left Behind State Accountability

NCLB Accountability Requirements

The federal *No Child Left Behind* (NCLB) law requires the state to report (a) the state proficiency rate in reading and mathematics and (b) the state test participation rate for the following groups of students:

- Total group of students tested in the state
- Economically disadvantaged students
- Students with disabilities (Special Education)
- Students with limited English proficiency
- Students in five ethnic groups

Graduation and retention rates must also be reported. The state performance of these groups are compared to performance targets set by the state and approved by the US DOE. Failure of the state to meet certain targets may result in monetary penalties. Although not required for accountability purposes, gender and migrant results are given.

The 2004-05 performance targets reflect increased Annual Measurable Objectives for proficiency and graduation rates.

Reading

- 44% of the students must score proficient on the state reading test
- 95% of the students must take the state reading test

Mathematics

- 28% of the students must score proficient on the state math test.
- 95% of the students in each group must take the state math test

Graduation

- 75% of all students must graduate on time from a secondary school

Retention

- No more than 3% of elementary school students or 6% of middle/intermediate school students may be kept back a grade (retained in grade).



State Performance of Students At A Glance

	Reading				Math			
	School Year 2003-04		School Year 2004-05		School Year 2003-04		School Year 2004-05	
	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested
NCLB Targets	30%	95%	44%	95%	10%	95%	28%	95%
All Students	45%	98% ^{P1}	47%	98% ^{P1}	23%	98% ^{P1}	24%	98% ^{P1}
Disadvantaged	32%	98% ^{P1}	35%	98% ^{P1}	13%	98% ^{P1}	15%	98% ^{P1}
Disabled (SPED)	7%	96% ^{P1}	7%	96% ^{P1}	2%	96% ^{P1}	3%	95% ^{P1}
Limited English (ESL)	7%	98% ^{P1}	21%	98% ^{P1}	10% ^{EP}	98% ^{P1}	11%	98% ^{P1}
Asian/Pacific Islander	43%	99% ^{P1}	45%	98% ^{P1}	22%	98% ^{P1}	23%	98% ^{P1}
Black	43%	98% ^{P1}	46%	98% ^{P1}	15%	98% ^{P1}	16%	98% ^{P1}
Hispanic	38%	98% ^{P1}	44%	98% ^{P1}	13%	98% ^{P1}	17%	98% ^{P1}
Native American	43%	98% ^{P1}	52%	98% ^{P1}	16%	99% ^{P1}	20%	97% ^{P1}
White	57%	98% ^{P1}	60%	98% ^{P1}	30%	98% ^{P1}	30%	98% ^{P1}
Male	37%	98% ^{P1}	40%	98% ^{P1}	21%	98% ^{P1}	23%	98% ^{P1}
Female	53%	99% ^{P1}	55%	98% ^{P1}	24%	99% ^{P1}	25%	98% ^{P1}
Migrant	22%	98% ^{P1}	29%	99% ^{P1}	10%	98% ^{P1}	12%	99% ^{P1}
AA Students	n/a	n/a	*	72%	n/a	n/a	*	71%

* Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Note. Data not required for prior year is reported as n/a.

Percent of students who took Alternate Assessments (AA): 0.34%

Additionally these students' scores are included in the Disabled (SPED) group in chart above. AA standards are currently under development.

See the codes below to determine how the percentages with superscripts in the chart above are calculated:

- 3A 3 Year Proficiency Rate
- EP Proficiency Rate using Recent ESL Exits
- P1 1 Year Participation Rate
- P2 2 Year Participation Rate
- P3 3 Year Participation Rate
- PE Participation Rate using Recent ESL Exits
- S1 Safe Harbor 10% improvement of current year over prior year and 3rd Indicator
- S2 Safe Harbor 19% improvement of current year over 2 years prior and 3rd Indicator
- S3 Safe Harbor 27% improvement of current year over 3 years prior and 3rd Indicator
- SE Standard Error of Proportion
- SH Safe Harbor (NCLB 2003-04 formula)
- UA Uniform Averaging - 2 Year Proficiency Rate



State Performance of Students At A Glance

	Retention				Graduation	
	Elementary		Intermediate or Middle		High School	
	School Year		School Year		School Year	
	2003-04	2004-05	2003-04	2004-05	2003-04	2004-05
NCLB Targets	3%	3%	6%	6%	70%	75%
All Students	1%	1%	2%	2%	80%	80%
Disadvantaged	1%	1%	4%	3%	75%	75%
Disabled (SPED)	1%	1%	3%	2%	71%	73%
Limited English (ESL)	1%	1%	3%	5%	62%	71%
Asian/Pacific Islander	1%	0%	2%	2%	80%	81%
Black	0%	1%	1%	1%	77%	70%
Hispanic	1%	1%	2%	2%	67%	74%
Native American	1%	1%	2%	2%	65%	69%
White	1%	1%	2%	1%	80%	79%

Note. The percent tested is based on all students enrolled in the grades tested. The percent proficient is based on all students enrolled in the state public school system for a full academic year. For Retention, lower percent is better.

NCLB Assessment Reporting: Two Year Trend by Grade Level

Grade	Reading Percent Proficient		Mathematics Percent Proficient	
	2003-04	2004-05	2003-04	2004-05
3	47%	52%	27%	28%
5	50%	56%	23%	25%
8	39%	37%	20%	20%
10	43%	42%	21%	20%

Note. The percent proficient is based on all students who were tested.



Teacher Qualifications

The percentages of all public elementary and secondary teachers in the state of Hawaii who have three types of professional credentials are reported below.

Professional Credentials	Fully Licensed	Provisional Credential	Emergency Credential
2003	86%	8%	6%
2004	84%	10%	6%
2005	85%	10%	6%

The three types of teaching credentials are:

- (1) A fully licensed teacher has at least a bachelor’s degree; has completed an approved teacher training program; and has a teacher license issued by the Hawaii Teachers Standards Board.
- (2) A teacher with provisional credentials has at least a bachelor’s degree; has completed an approved teacher training program; and has completed requirements for a teacher license which is pending approval.
- (3) A teacher issued an emergency credential must be enrolled in a program leading to a full teacher license. An emergency credential is given when there is a position for which fully licensed or provisional credentialed teachers are not available.

Classes Not Taught By Highly Qualified Teachers

Below is the percentage of classes not taught by “highly qualified” teachers, as defined under NCLB.

	Percent of Classes		
	Lowest Poverty Schools	Highest Poverty Schools	State
2003	16%	27%	20%
2004	21%	20%	21%
2005	17%	12%	16%

Note 1. “Highly qualified” for NCLB means that every class or period in a core subject area is taught by a teacher licensed in that core subject. Although fully licensed, a teacher may be required to teach a class in a core subject not covered in that licensure area. For NCLB purposes, that particular class is not taught by a “highly qualified” teacher.

Note 2. The procedures and decision rules regarding the collection and summarizing of this type of data have differed from year-to-year. Thus, comparisons between years should not be made at this time.

Note 3. The highest and lowest poverty schools are defined by NCLB as schools in the top and bottom quartile of poverty in the state.

To comply with NCLB regulations, a “highly qualified” teacher is defined as a teacher who:

- (1) Holds at least a bachelor’s degree and
- (2) In each core academic subject taught:
 - Has a Hawaii license for teaching, or
 - Has successfully completed a state approved teacher education program, or
 - Has successfully completed an undergraduate major, a graduate degree, course work equivalent to an undergraduate major, or advanced certification or credential.

There is an exception in NCLB that recognizes teachers participating in an alternative route to licensure.

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