



Hawaii State Department of Education

No Child Left Behind State Report

School Year 2007 - 08

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 2006-07		School Year 2007-08	
	Number and Percent of Schools		Number and Percent of Schools	
Met Performance Targets	184	65%	119	42%
Did Not Meet Performance Targets	98	35%	164	58%

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 2006-07		School Year 2007-08	
	Number and Percent of Schools		Number and Percent of Schools	
In Good Standing, Unconditional	118	42%	113	40%
In Good Standing, Pending	2	1%	45	16%
School Improvement Year 1	38	13%	2	1%
School Improvement Year 2	12	4%	20	7%
Corrective Action Year 1	19	7%	8	3%
Planning for Restructuring	45	16%	17	6%
Restructuring	48	17%	78	28%

Note. The total number of schools for NCLB purposes is 283 for 2007-08. 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 categorized into one of 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 provided.

Reading

- 58% of the students must score proficient on the state reading test
- 95% of the students must take the state reading test

Mathematics

- 46% 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

- 80% of all students must graduate on time from a secondary school

Retention

- No more than 2% of elementary school students or 5% 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 2006-07		School Year 2007-08		School Year 2006-07		School Year 2007-08	
	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient
NCLB Targets	95%	44%	95%	58%	95%	28%	95%	46%
All Students	98% ^{P1}	60%	99% ^{P1}	62%	98% ^{P1}	39%	99% ^{P1}	43%
Disadvantaged	98% ^{P1}	47%	99% ^{P1}	50%	98% ^{P1}	28%	99% ^{P1}	32%
Disabled (SPED)	95% ^{P1}	14%	96% ^{P1}	19%	95% ^{P1}	7%	96% ^{P1}	11%
Limited English (ELL)	98% ^{P1}	24% ^{S1}	98% ^{P1}	35%	98% ^{P1}	16% ^{S1}	98% ^{P1}	26%
Asian/Pacific Islander	98% ^{P1}	58%	99% ^{P1}	61%	98% ^{P1}	38%	99% ^{P1}	42% ^{S2}
Black	98% ^{P1}	61%	99% ^{P1}	63%	98% ^{P1}	31%	99% ^{P1}	40%
Hispanic	98% ^{P1}	55%	98% ^{P1}	57%	98% ^{P1}	30%	98% ^{P1}	34%
Native American	99% ^{P1}	62%	99% ^{P1}	63%	98% ^{P1}	31%	98% ^{P1}	41%
White	98% ^{P1}	72%	98% ^{P1}	74%	98% ^{P1}	47%	98% ^{P1}	52%
Male	98% ^{P1}	53%	99% ^{P1}	56%	98% ^{P1}	37%	99% ^{P1}	41%
Female	98% ^{P1}	67%	99% ^{P1}	69%	98% ^{P1}	41%	99% ^{P1}	45% ^{S2}
Migrant	98% ^{P1}	39%	98% ^{P1}	38%	98% ^{P1}	17%	98% ^{P1}	23%
AA Students	64%	53%	76%	66%	64%	47%	76%	60%

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Note 1. 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.

Percent of students who took Alternate Assessments (AA): 0.47%

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 ELL Exits
- ES Proficiency Rate using Recent SPED Exits
- P1 1 Year Participation Rate
- P2 2 Year Participation Rate
- P3 3 Year Participation Rate
- PE Participation Rate using Recent ELL 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
- SP Participation Rate using Recent SPED Exits
- TF Two percent Flexibility - SPED only
- UA Uniform Averaging - 2 Year Proficiency Rate



State Performance of Students At A Glance

	Retention				Graduation	
	Elementary		Middle/Intermediate		High School	
	School Year		School Year		School Year	
	2006-07	2007-08	2006-07	2007-08	2006-07	2007-08
NCLB Targets	3%	2%	6%	5%	75%	80%
All Students	0%	1%	2%	2%	79%	79%
Disadvantaged	1%	1%	3%	3%	77%	74%
Disabled (SPED)	1%	1%	2%	1%	74%	73%
Limited English (ELL)	1%	1%	2%	3%	82%	75%
Asian/Pacific Islander	0%	1%	2%	2%	80%	80%
Black	0%	1%	1%	1%	78%	69%
Hispanic	1%	2%	1%	2%	76%	71%
Native American	1%	1%	0%	7%	64%	69%
White	0%	1%	1%	1%	78%	78%

Note. Retention and Graduation rates are lagged one year (that is, the prior school year's rates are applied as part of the process to determine AYP). For Retention, lower is better.

NCLB Assessment Reporting: Two Year Trend by Grade Level

Grade	Reading Percent Proficient		Mathematics Percent Proficient	
	2006-07	2007-08	2006-07	2007-08
3	62%	62%	49%	53%
4	54%	61%	48%	49%
5	60%	57%	40%	44%
6	55%	57%	39%	42%
7	62%	64%	37%	40%
8	60%	66%	26%	35%
10	65%	67%	29%	34%

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

Only students enrolled for a full academic year are included in NCLB accountability results for proficiency. Therefore, NCLB proficiency results may differ from assessment proficiency results.



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
2005-06	87%	7%	5%
2006-07	85%	9%	6%
2007-08	86%	7%	7%

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 core academic content classes at the school not taught by "highly qualified" teachers as defined under NCLB:

	Percent of Classes		
	Lowest Poverty Schools	Highest Poverty Schools	State
2005-06	18%	14%	19%
2006-07	27%	29%	28%
2007-08	29%	32%	30%

Note1. 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.

To comply with NCLB requirements, a teacher who is highly qualified is defined as a teacher who:

- 1) Holds at least a Bachelor’s degree; and
- 2) Is fully licensed by the Hawaii Teacher Standards Board; and
- 3a) Has passed a state required test of subject matter knowledge in each core academic subject taught; or
- 3b) Has a major (or the equivalent of a major which is 30 semester hours) in each core academic subject area taught; and
- 4) Is properly assigned at the grade levels for which the teacher is licensed.

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

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