



Keoneula Elementary

School Year 2008-09 "No Child Left Behind" School Report

This School's NCLB Results At A Glance

Did this school make "Adequate Yearly Progress" (AYP) by meeting required NCLB performance targets? If not, how many performance targets did this school meet? What is this school's "NCLB Status"? Are the students at this school eligible for transfer to another public school (public school choice)? For educational services?

This School's NCLB Results

| | 2007-08 | 2008-09 |
|---------------------------|------------------|------------------|
| Number of Targets Met | 16 Out of 17* | 15 Out of 17* |
| Number of Targets Not Met | 1 Out of 17* | 2 Out of 17* |
| Adequate Yearly Progress | Not Met | Not Met |

| | 2008-09 | 2009-10 |
|---|---------------------------|---------------------------|
| NCLB Status | In Good Standing, Pending | School Improvement Year 1 |
| Students Eligible for School Choice? | No | Yes |
| Students Eligible for Educational Services? | No | No |

* If the number of students is too small in any one of the 37 possible categories, the performance target is not calculated and is not counted as Met or Not Met.

Description of No Child Left Behind (NCLB) Accountability

This *No Child Left Behind* School Accountability report is a federal and state effort to inform parents and the community about the academic performance of a school. The state has set NCLB academic performance targets in four areas:

- (1) Reading as measured by Hawaii state tests
- (2) Mathematics as measured by Hawaii state tests
- (3) Test participation in reading and mathematics
- (4) Graduation or retention¹

More details about NCLB performance targets are given on page 2 of this report.

All of the following groups of students at a school are expected to meet the same targets:

- Students in five ethnic groups
- Economically disadvantaged students
- Students with disabilities (Special Education)
- Students with Limited English Proficiency
- Total group of students tested

There are a total of 37 possible performance targets. All applicable targets must be met each year for a school to make Adequate Yearly Progress (AYP). Failure of any of these groups to meet a performance target results in specific consequences for the school as required by NCLB.

Teacher qualifications as defined under NCLB are also included in this report.

For a more complete picture of this school such as attendance rates, suspensions and plans for improving student learning, refer to this school's *School Status and Improvement Report (SSIR) and Trend Report* available on:

<http://arch.k12.hi.us>

¹ Graduation rates apply to schools with grade 12 and retention rates apply to elementary and middle/intermediate schools.



Student Performance Targets

The performance targets for school years 2007-08, 2008-09 and 2009-10 are listed below.

Reading

- 58% of the students in each group must score proficient or exceed proficiency on the state reading test
- 95% of the students in each group must take the state reading test

Mathematics

- 46% of the students in each group must score proficient or exceed proficiency on the state mathematics test
- 95% of the students in each group must take the state mathematics 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). Lower is better.

The NCLB targets will be increased in 2010-11. By 2014, all students (100%) are expected to reach the targets in the subjects tested.

Student Performance At This School

How well did the students at this school do? Compare students' results with the statewide results and to the NCLB performance targets. Which student groups met the targets? Which did not?

The table on the following page shows:

- The percentage of students proficient or better in this school in all tested grades
- The percentage of students who participated in the state testing based on federal requirements
- Graduation or retention figures are given for the whole school

Note. 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.

To meet AYP for the year, all applicable targets must be met.

When there are too few students in a group, the results are not calculated. This is noted with an "n/a" for "not applicable."



Student Performance At This School

| | Reading | | | | Math | | | | Retention | |
|-------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-----------|---------|
| | 2007-08 | | 2008-09 | | 2007-08 | | 2008-09 | | 2007-08 | 2008-09 |
| | Percent Tested | Percent Proficient | Percent Tested | Percent Proficient | Percent Tested | Percent Proficient | Percent Tested | Percent Proficient | Percent | Percent |
| NCLB Targets | 95% | 58% | 95% | 58% | 95% | 46% | 95% | 46% | 2% | 2% |
| All Students Statewide | 99% ^{P1} | 62% | 99% ^{P1} | 65% | 99% ^{P1} | 43% | 99% ^{P1} | 45% | 1% | 1% |
| All Students | 99% ^{P1} | 66% | 100% ^{P1} | 72% | 99% ^{P1} | 48% ^{SE} | 100% ^{P1} | 58% | 0% | 0% |
| Disadvantaged | 100% ^{P1} | 59% | 100% ^{P1} | 56% | 100% ^{P1} | 35% | 100% ^{P1} | 40% | | |
| Disabled (SPED) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| Limited English (ELL) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| Asian/Pacific Islander | 99% ^{P1} | 63% | 100% ^{P1} | 69% | 99% ^{P1} | 46% ^{SE} | 100% ^{P1} | 56% | | |
| Black | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| Native American | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |
| White | 100% ^{P1} | 78% | 100% ^{P1} | 84% | 100% ^{P1} | 59% | 100% ^{P1} | 69% | | |
| AA Students | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | | |

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

AA students take the Alternate Assessment for severely disabled students.

Notes. If the number of students is too small, the percentage is not calculated and is noted as "n/a".

"Percent proficient" is based on the number of students at this school for a full academic year.

"Percent tested" is based on the number of students enrolled at this school.

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.

Please note. The figures in the table above are displayed in graphs on the following pages to give a visual picture of this school's NCLB performance.

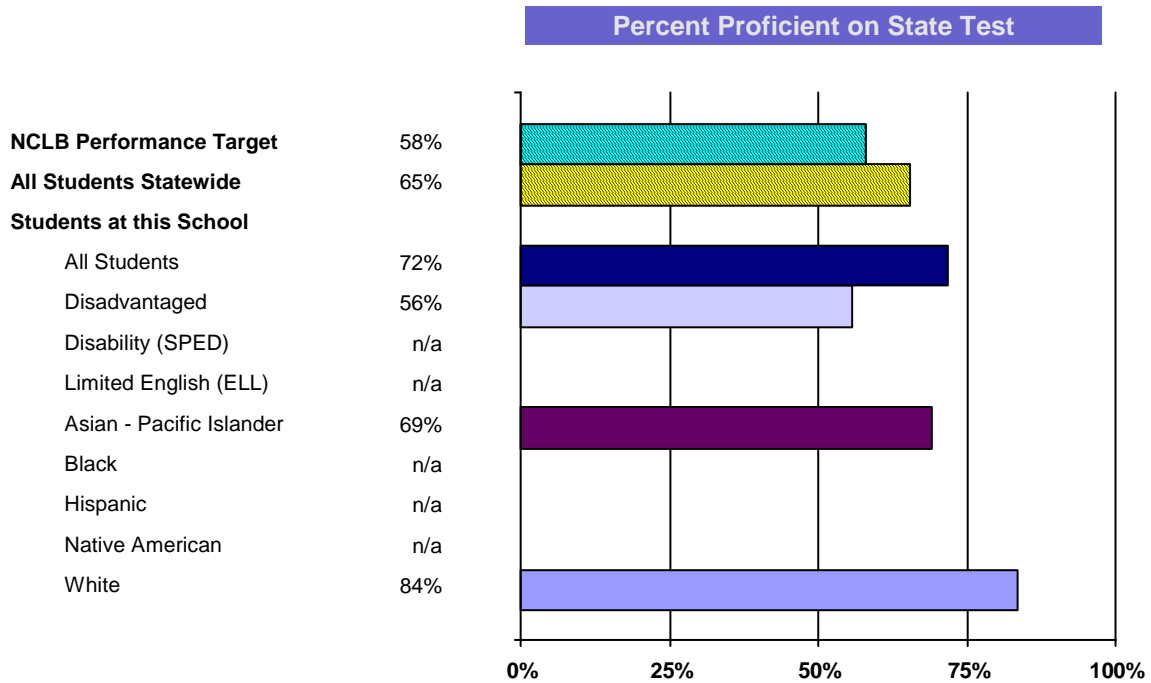
The percentages with coded superscripts in the chart above were determined by the procedures listed below. These procedures are described in Hawaii NCLB Accountability Workbook on:

<http://arch.k12.hi.us>

- 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
- UA Uniform Averaging - 2 Year Proficiency Rate

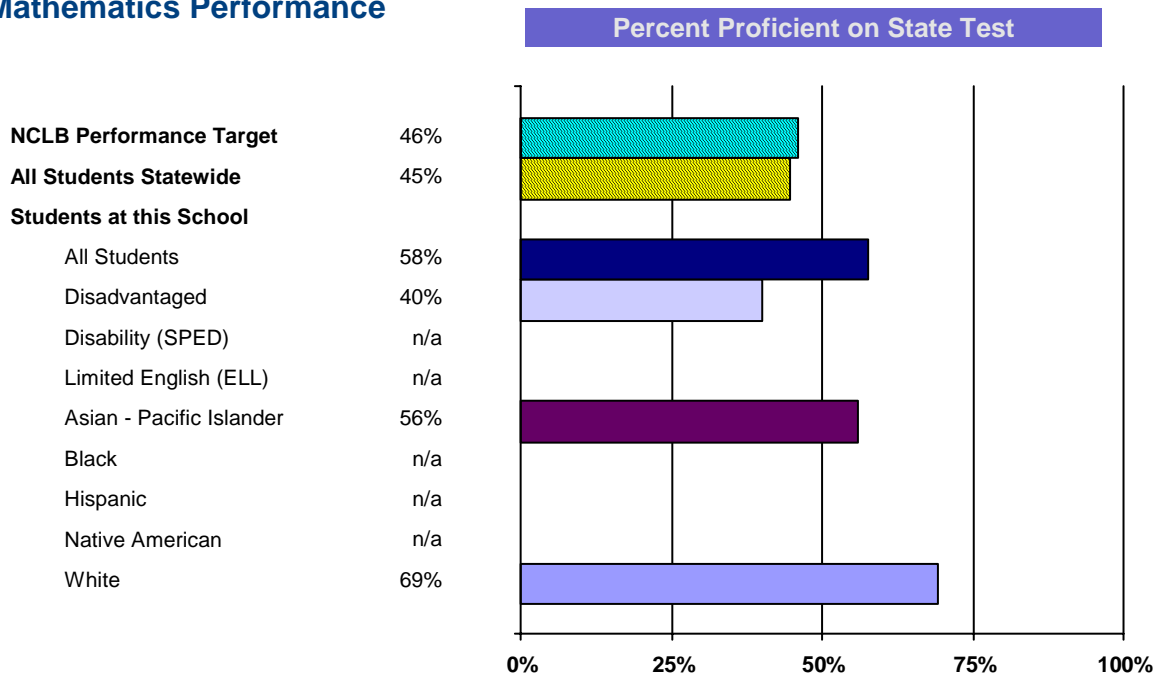


Reading Performance



Note. If the number of students is too small, the percentage is not calculated and the bar is not shown. If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Mathematics Performance

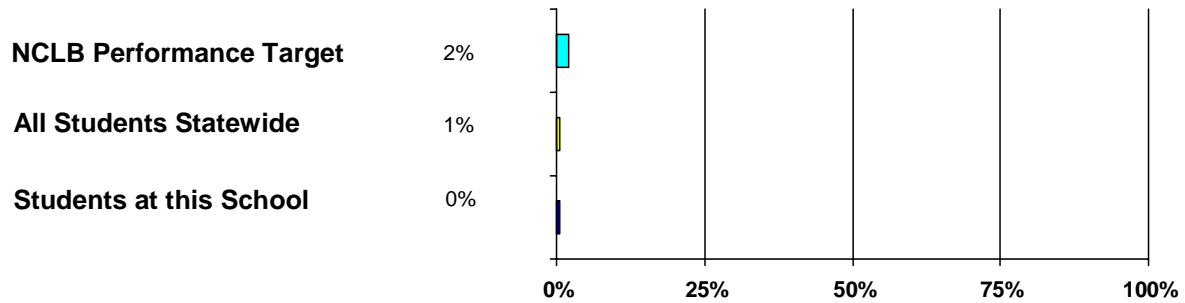


Note. If the number of students is too small, the percentage is not calculated and the bar is not shown. If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).



Retention

Percent of Students Retained in Grade (Lower is better)



Note. If the number of students is too small, the percentage is not calculated and the bar is not shown. The *All Students Statewide* percent is based on the appropriate school level criterion: The retention criterion for elementary or middle/intermediate schools, and the graduation criterion for high schools or multi-level schools ending with grade 12.

Assessment Results by Grade Over Time

This table shows your school's assessment results over a two-year period for all grade levels tested in reading and mathematics.

| Grade | Reading Percent Proficient | | Mathematics Percent Proficient | |
|-------|-------------------------------|---------|-----------------------------------|---------|
| | 2007-08 | 2008-09 | 2007-08 | 2008-09 |
| 3 | 58% | 68% | 35% | 50% |
| 4 | 63% | 74% | 46% | 67% |
| 5 | 70% | 63% | 45% | 45% |
| 6 | 72% | 79% | 59% | 56% |

Notes: If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Hawaii State Assessment figures for NCLB reports may be slightly different from figures used in updated published state assessment reports.

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



Teacher Qualifications

The percentages of teachers at this school who have three types of professional credentials are reported below.

| Teaching Credentials | Fully Licensed | Provisional Credential | Emergency Credential |
|----------------------|----------------|------------------------|----------------------|
| 2006-07 | 63% | 38% | 0% |
| 2007-08 | 71% | 24% | 5% |
| 2008-09 | 85% | 13% | 2% |

Due to rounding, the percentages may not sum to 100%

Hawaii issues two types of teaching credentials:

- 1) A fully licensed teacher has at least a bachelor’s degree; has completed a State Approved Teacher Education Program (SATEP); has passed Praxis content test(s) and has a teacher license issued by the Hawaii Teacher Standards Board; and
- 2) A teacher with a Provisional License has at least a bachelor’s degree; has completed a State Approved Teacher Education Program; and has passed the Praxis content test(s).

Emergency Hire

Teachers may be hired on an emergency basis when there is a position for which fully licensed or provisional credentialed teachers are not available. A teacher on emergency hire status must annually demonstrate active pursuit of obtaining a Hawaii teacher license. There are two appointment types for emergency hires:

- 1) Teachers who have completed a SATEP and are Praxis incomplete; and
- 2) Teachers who have not completed a SATEP.

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 | |
|--|---------|-----|
| Classes Not Taught by Highly Qualified Teachers | 2006-07 | 45% |
| | 2007-08 | 19% |
| | 2008-09 | 18% |

Note. The procedures and decision rules regarding the collection and summarizing of this type of data have been revised 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.



2007 National Assessment of Educational Progress (NAEP) Mathematics and Reading Results for Hawaii

What is NAEP? The NAEP or National Assessment of Educational Progress is a state by state assessment of students in grades 4 and 8, with grade 12 reported only at the national level. It is the only test in the United States that allows comparisons of the performance of students in Hawaii with the performance of students nationally. For both mathematics and reading, NAEP provides results in two-year cycles. Because the 2009 NAEP results have not yet been released, this report uses NAEP results from 2007.

How is NAEP different from Adequate Yearly Progress? The Adequate Yearly Progress determinations are based on the Hawaii State Assessment (HSA) results, which is a measure of performance on the Hawaii Content and Performance Standards (HCPS). These standards may or may not be aligned with NAEP standards and therefore the results of these assessments are not directly comparable. It is also important to keep in mind that the NAEP results are based on a sample of students across Hawaii public schools, not all students in tested grade levels within a school.

What information is provided in the tables? The tables on the following page provide data on the NAEP achievement levels by student group. The NAEP organizes results into several "achievement levels:" **Advanced (A), Proficient and above (P+), Basic and above (B+), and Below Basic (BB)**. NAEP defines **Advanced** as "superior performance." In 2007, the percent of students nationally achieving Advanced ranged from 2% on grade 8 reading to 7% on grade 4 reading and grade 8 mathematics. NAEP defines **Proficient** as "...solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge and application of such knowledge to real world situations, and analytical skills appropriate to the subject matter." NAEP defines **Basic** as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."

What do the graphs show? The graphs represented on the right side of the following page illustrate Hawaii and national trends for grades 4 and 8 for mathematics and reading. These trend graphs indicate that Hawaii's average scale scores are lower than the national average in both subjects and at both grade levels. However, Hawaii's scores in grade 4 mathematics and reading have consistently resulted in larger gains compared to national performance. The graphs also indicate significant gains both in Hawaii and nationally in grades 4 and 8 for both content areas. While Hawaii and the nation have demonstrated significant gains, Hawaii's gains in grade 8 mathematics have been smaller than those seen nationally, and grade 8 reading results have been mixed when comparing Hawaii with the nation.

How is achievement reported? In addition to data pertaining to All Students, there are 8 student subgroups that include *economically disadvantaged* as measured by free or reduced-price school lunch, *disabled* which includes both students with an Individual Education Plan or those with a Section 504 Plan, *English-Language learners* identified by schools, and *race/ethnicity* categories (Asian/Pacific Islander, Black, Hispanic/Latino, Native American, White).

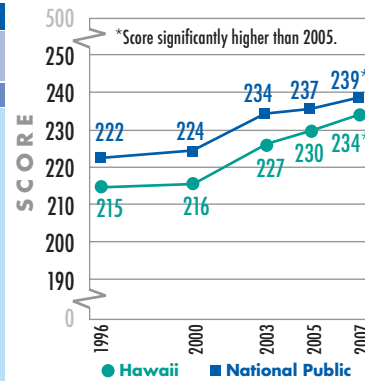
For more information visit the NAEP web site:

<http://nces.ed.gov/nationsreportcard>.



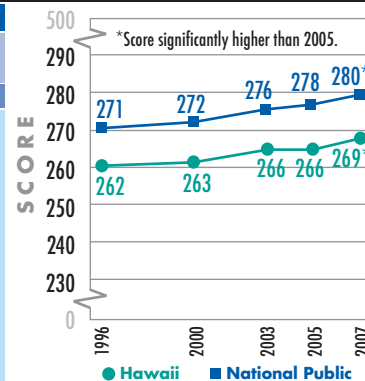
GRADE 4 MATHEMATICS

| Grade 4 Student Group | HAWAII | | | | | NATIONAL PUBLIC | | | | | | |
|--------------------------|----------------------------------|-------------|---|----|----|-----------------|---------------------|-------------|---|----|----|----|
| | Average Scale Score | % of Tested | % of Students at Each Achievement Level | | | | Average Scale Score | % of Tested | % of Students at Each Achievement Level | | | |
| | | | A | P+ | B+ | BB | | | A | P+ | B+ | BB |
| All Students | 234 | 100 | 4 | 33 | 77 | 23 | 239 | 100 | 5 | 39 | 81 | 19 |
| Econ Disadvantaged | 224 | 42 | 2 | 20 | 67 | 33 | 227 | 46 | 1 | 22 | 70 | 30 |
| Disabled (SPED & 504) | 197 | (1) 10 | 1 | 8 | 32 | 68 | 220 | (3) 11 | 2 | 19 | 60 | 40 |
| Eng-Lang Learners | 213 | (1) 9 | 1 | 14 | 50 | 50 | 217 | (1) 10 | 1 | 13 | 56 | 44 |
| Asian/Pacific Islander | 233 | 76 | 4 | 31 | 75 | 25 | 254 | 5 | 16 | 59 | 91 | 9 |
| Black | 230 | 3 | 3 | 24 | 75 | 25 | 222 | 17 | 1 | 15 | 63 | 37 |
| Hispanic | 224 | 4 | 2 | 19 | 67 | 33 | 227 | 21 | 1 | 22 | 69 | 31 |
| Native American | Too few to allow release of data | 1 | Too few to allow release of data | | | | 229 | 1 | 3 | 26 | 72 | 28 |
| White | 244 | 17 | 7 | 46 | 86 | 14 | 248 | 55 | 8 | 51 | 91 | 9 |



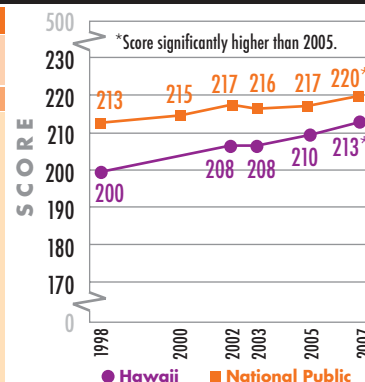
GRADE 8 MATHEMATICS

| Grade 8 Student Group | HAWAII | | | | | NATIONAL PUBLIC | | | | | | |
|--------------------------|----------------------------------|-------------|---|----|----|-----------------|---------------------|-------------|---|----|----|----|
| | Average Scale Score | % of Tested | % of Students at Each Achievement Level | | | | Average Scale Score | % of Tested | % of Students at Each Achievement Level | | | |
| | | | A | P+ | B+ | BB | | | A | P+ | B+ | BB |
| All Students | 269 | 100 | 3 | 21 | 59 | 41 | 280 | 100 | 7 | 31 | 70 | 30 |
| Econ Disadvantaged | 258 | 42 | 1 | 13 | 48 | 52 | 265 | 41 | 2 | 15 | 55 | 45 |
| Disabled (SPED & 504) | 224 | (1) 12 | 0 | 2 | 15 | 85 | 246 | (4) 6 | 1 | 8 | 33 | 67 |
| Eng-Lang Learners | 233 | (1) 7 | 1 | 3 | 18 | 82 | 245 | (1) 6 | 1 | 6 | 30 | 70 |
| Asian/Pacific Islander | 267 | 81 | 3 | 20 | 57 | 43 | 296 | 5 | 17 | 49 | 82 | 18 |
| Black | Too few to allow release of data | 2 | Too few to allow release of data | | | | 259 | 17 | 1 | 11 | 47 | 53 |
| Hispanic | 264 | 2 | 1 | 15 | 53 | 47 | 264 | 19 | 2 | 15 | 54 | 46 |
| Native American | Too few to allow release of data | | | | | 265 | 1 | 2 | 17 | 56 | 44 | |
| White | 278 | 14 | 5 | 28 | 72 | 28 | 290 | 58 | 9 | 41 | 81 | 19 |



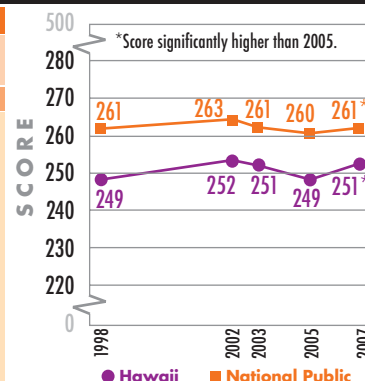
GRADE 4 READING

| Grade 4 Student Group | HAWAII | | | | | NATIONAL PUBLIC | | | | | | |
|--------------------------|----------------------------------|-------------|---|----|----|-----------------|---------------------|-------------|---|----|----|----|
| | Average Scale Score | % of Tested | % of Students at Each Achievement Level | | | | Average Scale Score | % of Tested | % of Students at Each Achievement Level | | | |
| | | | A | P+ | B+ | BB | | | A | P+ | B+ | BB |
| All Students | 213 | 100 | 5 | 26 | 59 | 41 | 220 | 100 | 7 | 32 | 66 | 34 |
| Econ Disadvantaged | 203 | 42 | 2 | 16 | 47 | 53 | 205 | 45 | 2 | 17 | 50 | 50 |
| Disabled (SPED & 504) | 171 | (2) 8 | 1 | 7 | 20 | 80 | 190 | (4) 10 | 2 | 13 | 36 | 64 |
| Eng-Lang Learners | 189 | (2) 9 | 1 | 8 | 33 | 67 | 188 | (2) 9 | 1 | 7 | 30 | 70 |
| Asian/Pacific Islander | 211 | 77 | 4 | 23 | 56 | 44 | 231 | 5 | 14 | 45 | 76 | 24 |
| Black | 212 | 3 | 2 | 23 | 59 | 41 | 203 | 17 | 2 | 14 | 46 | 54 |
| Hispanic | 205 | 4 | 5 | 21 | 52 | 48 | 204 | 20 | 3 | 17 | 49 | 51 |
| Native American | Too few to allow release of data | 1 | Too few to allow release of data | | | | 206 | 1 | 4 | 20 | 51 | 49 |
| White | 227 | 16 | 11 | 40 | 74 | 26 | 230 | 56 | 10 | 42 | 77 | 23 |



GRADE 8 READING

| Grade 8 Student Group | HAWAII | | | | | NATIONAL PUBLIC | | | | | | |
|--------------------------|----------------------------------|-------------|---|----|----|-----------------|---------------------|-------------|---|----|----|----|
| | Average Scale Score | % of Tested | % of Students at Each Achievement Level | | | | Average Scale Score | % of Tested | % of Students at Each Achievement Level | | | |
| | | | A | P+ | B+ | BB | | | A | P+ | B+ | BB |
| All Students | 251 | 100 | 1 | 20 | 62 | 38 | 261 | 100 | 2 | 29 | 73 | 27 |
| Econ Disadvantaged | 243 | 41 | 0 | 13 | 53 | 47 | 247 | 40 | 1 | 15 | 58 | 42 |
| Disabled (SPED & 504) | 209 | (1) 13 | 0 | 4 | 19 | 81 | 226 | (4) 9 | 0 | 7 | 34 | 66 |
| Eng-Lang Learners | 219 | (1) 5 | 0 | 3 | 19 | 81 | 222 | (2) 6 | 0 | 4 | 29 | 71 |
| Asian/Pacific Islander | 250 | 81 | 1 | 19 | 61 | 39 | 269 | 5 | 5 | 40 | 79 | 21 |
| Black | 255 | 2 | 0 | 21 | 67 | 33 | 244 | 17 | 0 | 12 | 54 | 46 |
| Hispanic | 249 | 3 | 1 | 21 | 60 | 40 | 246 | 18 | 1 | 14 | 57 | 43 |
| Native American | Too few to allow release of data | | | | | 248 | 1 | 2 | 19 | 58 | 42 | |
| White | 262 | 13 | 2 | 31 | 73 | 27 | 270 | 58 | 3 | 38 | 83 | 17 |



Notes. (A) Figures in parenthesis indicate percent of students in this subgroup excluded from original sample. (B) Percentages reported under achievement levels P+ and B+ are cumulative. P+ reflects those students who are Advanced or Proficient. B+ reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels).

