



# Hawaii State Department of Education

## No Child Left Behind State Report

### School Year 2008 - 09

#### 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 2007-08		School Year 2008-09	
	Number and Percent of Schools		Number and Percent of Schools	
Met Performance Targets	119	42%	101	36%
Did Not Meet Performance Targets	164	58%	183	64%

##### 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 2008-09		School Year 2009-10	
	Number and Percent of Schools		Number and Percent of Schools	
In Good Standing, Unconditional	113	40%	90	32%
In Good Standing, Pending	45	16%	47	17%
School Improvement Year 1	2	1%	24	8%
School Improvement Year 2	20	7%	4	1%
Corrective Action Year 1	8	3%	19	7%
Planning for Restructuring	17	6%	10	4%
Restructuring	78	28%	90	32%

Note. The total number of schools for NCLB purposes is 284 for 2008-09. 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 2007-08		School Year 2008-09		School Year 2007-08		School Year 2008-09	
	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient
<b>NCLB Targets</b>	95%	58%	95%	58%	95%	46%	95%	46%
All Students	99% <sup>P1</sup>	62%	99% <sup>P1</sup>	65%	99% <sup>P1</sup>	43%	99% <sup>P1</sup>	45%
Disadvantaged	99% <sup>P1</sup>	50%	99% <sup>P1</sup>	54%	99% <sup>P1</sup>	32%	98% <sup>P1</sup>	34%
Disabled (SPED)	96% <sup>P1</sup>	19%	96% <sup>P1</sup>	21%	96% <sup>P1</sup>	11%	95% <sup>P1</sup>	10%
Limited English (ELL)	98% <sup>P1</sup>	35%	98% <sup>P1</sup>	39%	98% <sup>P1</sup>	26%	98% <sup>P1</sup>	27%
Asian/Pacific Islander	99% <sup>P1</sup>	61%	99% <sup>P1</sup>	64%	99% <sup>P1</sup>	42% <sup>S2</sup>	99% <sup>P1</sup>	44%
Black	99% <sup>P1</sup>	63%	99% <sup>P1</sup>	65%	99% <sup>P1</sup>	40%	99% <sup>P1</sup>	40%
Hispanic	98% <sup>P1</sup>	57%	99% <sup>P1</sup>	60%	98% <sup>P1</sup>	34%	99% <sup>P1</sup>	37%
Native American	99% <sup>P1</sup>	63%	98% <sup>P1</sup>	62%	98% <sup>P1</sup>	41%	97% <sup>P1</sup>	40%
White	98% <sup>P1</sup>	74%	98% <sup>P1</sup>	77%	98% <sup>P1</sup>	52%	98% <sup>P1</sup>	54%
Male	99% <sup>P1</sup>	56%	99% <sup>P1</sup>	59%	99% <sup>P1</sup>	41%	98% <sup>P1</sup>	42%
Female	99% <sup>P1</sup>	69%	99% <sup>P1</sup>	73%	99% <sup>P1</sup>	45% <sup>S2</sup>	99% <sup>P1</sup>	48%
Migrant	98% <sup>P1</sup>	38%	98% <sup>P1</sup>	39%	98% <sup>P1</sup>	23%	97% <sup>P1</sup>	22%
AA Students	76%	66%	82%	66%	76%	60%	82%	57%

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

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.

Percent of students who took Alternate Assessments (AA): 0.57%

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
- 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	
	2007-08	2008-09	2007-08	2008-09	2007-08	2008-09
<b>NCLB Targets</b>	2%	2%	5%	5%	80%	80%
All Students	1%	1%	2%	1%	79%	80%
Disadvantaged	1%	1%	3%	2%	74%	78%
Disabled (SPED)	1%	1%	1%	1%	73%	72%
Limited English (ELL)	1%	1%	3%	3%	75%	81%
Asian/Pacific Islander	1%	1%	2%	1%	80%	81%
Black	1%	1%	1%	1%	69%	75%
Hispanic	2%	1%	2%	2%	71%	72%
Native American	1%	0%	7%	0%	69%	70%
White	1%	1%	1%	1%	78%	79%

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	
	2007-08	2008-09	2007-08	2008-09
3	62%	62%	53%	48%
4	61%	62%	49%	50%
5	57%	61%	44%	46%
6	57%	65%	42%	44%
7	64%	67%	40%	47%
8	66%	68%	35%	39%
10	67%	73%	34%	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
2006-07	85%	9%	6%
2007-08	86%	7%	7%
2008-09	87%	5%	8%

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 of Classes		
	Lowest Poverty Schools	Highest Poverty Schools	State
2006-07	27%	29%	28%
2007-08	29%	32%	30%
2008-09	25%	31%	27%

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."

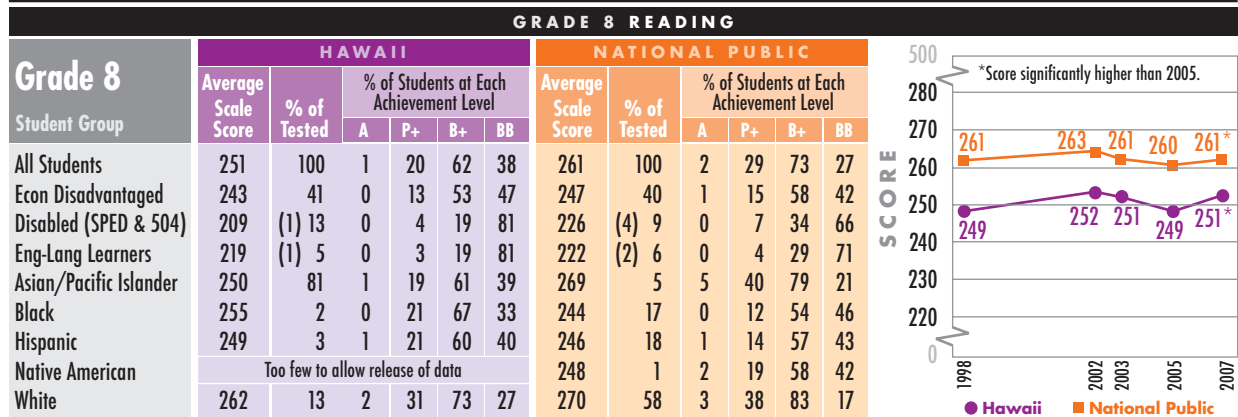
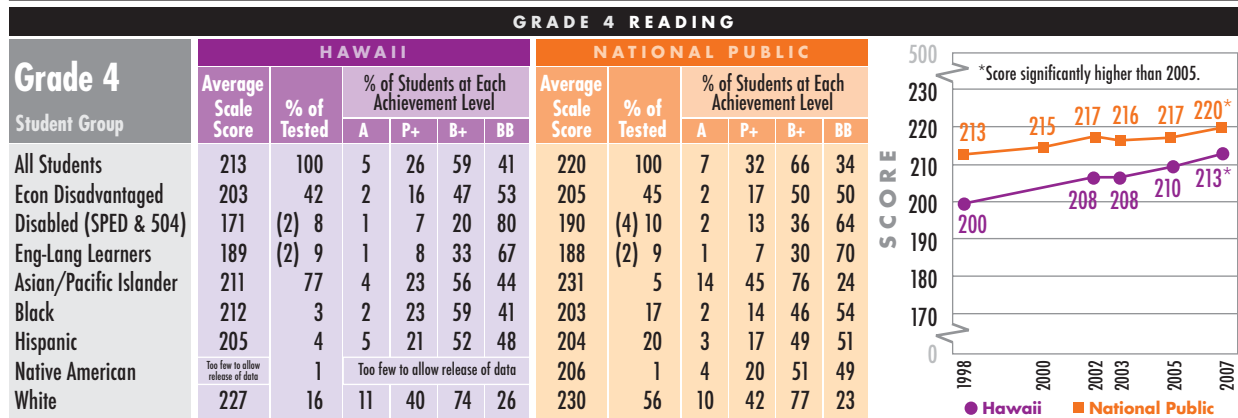
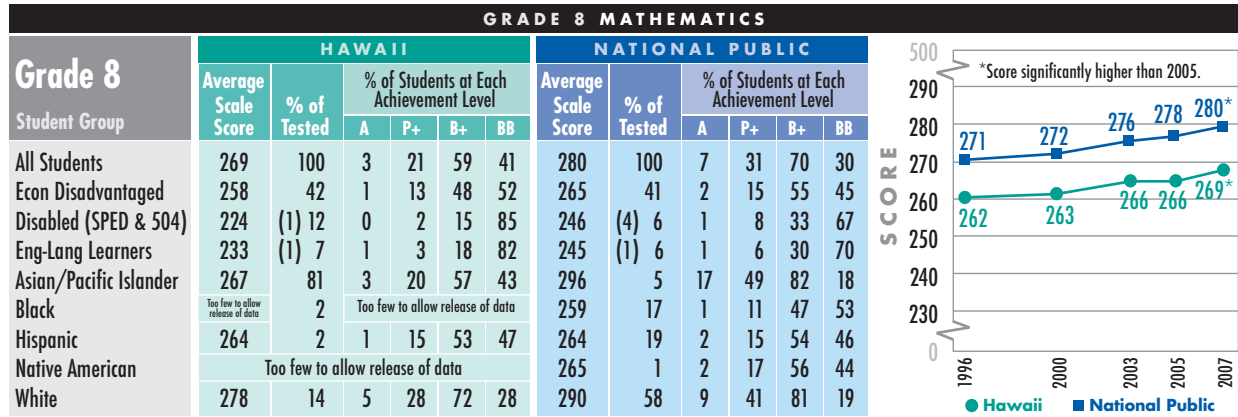
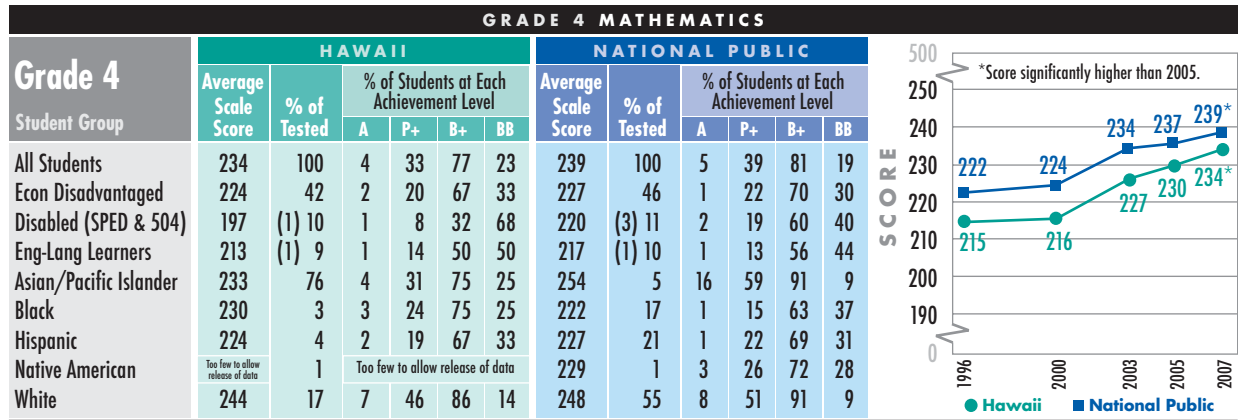
*What do the graphs show?* The graphs represented on the right side of the following page illustrate Hawaii and national trends for grades 4 and 8 for mathematics and reading. These trend graphs indicate that Hawaii's average scale scores are lower than the national average in both subjects and at both 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>.





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).

