



Hawaii State Department of Education

No Child Left Behind State Report

School Year 2009-10

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 2008-09		School Year 2009-10	
	Number	Percent of Schools	Number	Percent of Schools
Met Performance Targets	101	36%	145	51%
Did Not Meet Performance Targets	183	64%	141	49%

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 2009-10		School Year 2010-11	
	Number	Percent of Schools	Number	Percent of Schools
In Good Standing, Unconditional	90	32%	109	38%
In Good Standing, Pending	47	17%	18	6%
School Improvement Year 1	24	8%	27	9%
School Improvement Year 2	4	1%	14	5%
Corrective Action Year 1	19	7%	12	4%
Planning for Restructuring	10	4%	15	5%
Restructuring	90	32%	91	32%

Note. The total number of schools for NCLB purposes is 286 for 2009-10. 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

NCLB Accountability Results	Reading				
	Target: 95% Tested	Target: 58 % Proficient (Total of "Meets" & "Exceeds")			
	% Tested	% in Each Proficiency Level			
		Well-Below	Approaches	Meets	Exceeds
School Year 2009-10					
All Students	99	18	14	45	23
Disadvantaged	99	26	17	43	14
Disabled (SPED)	97	64	16	17	3
Limited English (ELL)	98	43	22	29	5
Asian/Pacific Islander	99	19	15	44	21
Black	99	18	16	46	20
Hispanic	99	20	15	45	20
Native American	98	16	14	48	22
White	98	11	10	46	33
Male	99	23	16	43	18
Female	99	13	13	46	28
Migrant	99	42	17	31	10
AA Students	87	14	14	47	25

NCLB Accountability Results	Math				
	Target: 95% Tested	Target: 46 % Proficient (Total of "Meets" & "Exceeds")			
	% Tested	% in Each Proficiency Level			
		Well-Below	Approaches	Meets	Exceeds
School Year 2009-10					
All Students	99	27	24	26	23
Disadvantaged	99	36	26	23	15
Disabled (SPED)	97	74	15	7	4
Limited English (ELL)	98	50	26	15	9
Asian/Pacific Islander	99	28	24	25	23
Black	99	31	27	26	16
Hispanic	99	33	26	24	17
Native American	98	27	26	27	21
White	98	20	22	29	29
Male	99	30	24	25	22
Female	99	24	24	27	25
Migrant	99	51	21	19	8
AA Students	87	19	18	24	39

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): 0.64%. Additionally these students' scores are included in the Disabled (SPED) group in chart above.



State Performance of Students At A Glance

	Retention				Graduation	
	Elementary		Middle/Intermediate		High School	
	School Year		School Year		School Year	
	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
NCLB Targets	2%	2%	5%	5%	80%	80%
All Students	1%	0%	1%	1%	80%	80%
Disadvantaged	1%	0%	2%	2%	78%	82%
Disabled (SPED)	1%	0%	1%	1%	72%	58%
Limited English (ELL)	1%	0%	3%	2%	81%	69%
Asian/Pacific Islander	1%	0%	1%	1%	81%	81%
Black	1%	0%	1%	0%	75%	76%
Hispanic	1%	0%	2%	1%	72%	75%
Native American	0%	0%	0%	0%	70%	79%
White	1%	0%	1%	1%	79%	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.

Assessment Reporting: Two Year Trend by Grade Level

Reading								
% in Each Proficiency Level								
Grade	2008-09				2009-10			
	Well-Below	Approaches	Meets	Exceeds	Well-Below	Approaches	Meets	Exceeds
3	17	20	51	11	14	17	54	15
4	19	19	50	12	19	18	46	18
5	24	15	45	16	22	15	46	18
6	19	16	45	20	22	18	41	19
7	22	11	45	21	17	10	42	31
8	20	12	45	23	16	12	46	26
10	20	6	39	34	21	9	38	33

Math								
% in Each Proficiency Level								
Grade	2008-09				2009-10			
	Well-Below	Approaches	Meets	Exceeds	Well-Below	Approaches	Meets	Exceeds
3	11	41	25	23	9	33	28	31
4	21	29	22	28	23	27	22	28
5	31	23	28	18	33	20	24	23
6	31	25	25	19	26	23	25	25
7	32	20	31	17	31	17	30	21
8	39	22	22	17	33	23	27	17
10	41	25	21	13	37	24	25	14

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

Assessment proficiency results may differ from NCLB accountability proficiency results. Only students enrolled in the state public school system for a full academic year are included in NCLB accountability results for proficiency.

Science assessment results can be found at: <http://sas.sao.k12.hi.us>
 Select "Assessment Results Workbooks"



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
2007-08	86%	7%	7%
2008-09	91%	5%	4%
2009-10	94%	4%	3%

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
2007-08	29%	32%	30%
2008-09	25%	31%	27%
2009-10	12%	19%	13%

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.



2009 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. The most recent NAEP results are from 2009.

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." 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 and grade 8 mathematics have usually resulted in larger gains compared to national performance. Hawaii's gains from 2007 to 2009 in all grades and subjects except grade 4 reading were among the highest in the nation. Hawaii's decline in grade 4 reading was not statistically significant.

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). Hawaii's exclusion rates were among the lowest in the nation.

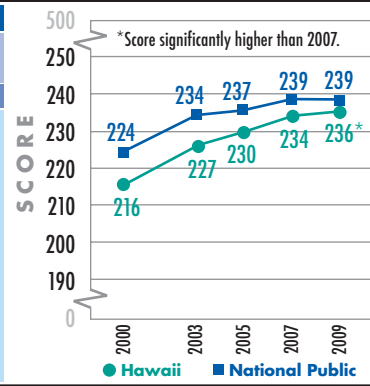
For more information visit the NAEP web site:

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



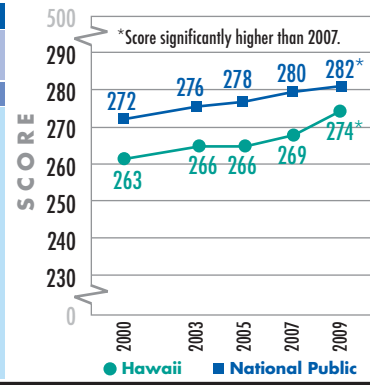
GRADE 4 MATHEMATICS

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	236	100	5	37	77	23	239	100	6	38	81	19
Econ Disadvantaged	224	45	2	23	67	33	228	48	1	22	71	29
Disabled (SPED & 504)	196	(1.1) 10	2	9	30	70	220	(2.1) 12	2	19	59	41
Eng-Lang Learners	209	(0.4) 10	1	12	44	56	218	(0.6) 10	1	12	57	43
Asian/Pacific Islander	234	80	5	35	76	24	255	5	18	61	9	
Black	232	2	2	33	76	24	222	16	1	15	63	37
Hispanic	230	3	2	28	74	26	227	22	1	21	70	30
Native American	Too few to allow release of data	n/a	Too few to allow release of data				227	1	2	23	68	32
White	247	14	7	51	89	11	248	54	8	50	90	10



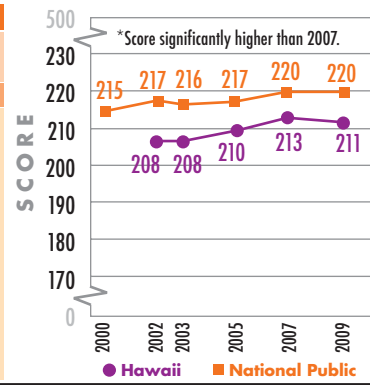
GRADE 8 MATHEMATICS

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	274	100	4	25	65	35	282	100	7	33	71	29
Econ Disadvantaged	261	41	2	15	52	48	266	43	2	17	57	43
Disabled (SPED & 504)	230	(1.4) 11	1	3	19	81	249	(2.8) 10	1	9	36	64
Eng-Lang Learners	231	(1.0) 6	n/a	2	18	82	243	(0.5) 6	1	5	28	72
Asian/Pacific Islander	272	80	4	24	63	37	300	5	20	53	16	
Black	271	3	4	21	60	40	260	16	1	12	49	51
Hispanic	276	3	4	26	70	30	266	21	2	17	56	44
Native American	Too few to allow release of data	1	Too few to allow release of data				267	1	3	20	57	43
White	282	14	6	31	74	26	292	56	10	43	82	18



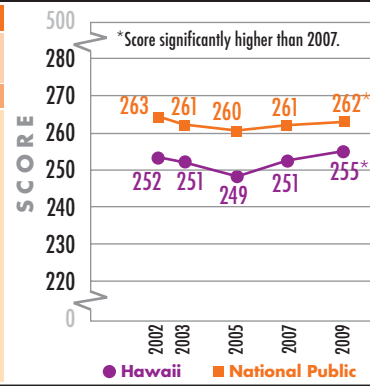
GRADE 4 READING

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	211	100	6	26	57	43	220	100	7	32	66	34
Econ Disadvantaged	198	45	2	15	43	57	206	47	2	17	51	49
Disabled (SPED & 504)	155	(1.3) 9	1	3	11	89	189	(3.8) 10	2	12	34	66
Eng-Lang Learners	178	(0.8) 10	n/a	5	23	77	188	(1.7) 9	n/a	6	29	71
Asian/Pacific Islander	208	80	5	23	54	46	234	5	17	48	21	
Black	204	2	2	18	50	50	204	16	2	15	47	53
Hispanic	215	3	6	27	62	38	204	21	2	16	48	52
Native American	Too few to allow release of data	1	Too few to allow release of data				206	1	5	22	52	48
White	226	14	13	42	72	28	229	54	10	41	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	255	100	1	22	67	33	262	100	2	30	74	26
Econ Disadvantaged	246	41	n/a	14	58	42	249	43	1	16	60	40
Disabled (SPED & 504)	215	(1.5) 11	n/a	3	21	79	229	(3.6) 10	n/a	8	37	63
Eng-Lang Learners	217	(1.1) 5	n/a	3	22	78	219	(1.0) 5	n/a	3	25	75
Asian/Pacific Islander	253	80	1	20	65	35	273	5	6	44	18	
Black	256	3	1	20	69	31	245	16	n/a	13	56	44
Hispanic	252	3	1	24	62	38	248	20	1	16	59	41
Native American	Too few to allow release of data		Too few to allow release of data				252	1	2	21	63	37
White	267	14	2	35	80	20	271	57	3	39	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).

