



Hawaii State Department of Education

No Child Left Behind State Report

School Year 2010-11

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 2009-10		School Year 2010-11	
	Number	Percent of Schools	Number	Percent of Schools
Met Performance Targets	145	51%	117	41%
Did Not Meet Performance Targets	141	49%	169	59%

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 2010-11		School Year 2011-12	
	Number	Percent of Schools	Number	Percent of Schools
In Good Standing, Unconditional	109	38%	97	34%
In Good Standing, Pending	18	6%	45	16%
School Improvement Year 1	27	9%	13	5%
School Improvement Year 2	14	5%	20	7%
Corrective Action Year 1	12	4%	12	4%
Planning for Restructuring	15	5%	13	5%
Restructuring	91	32%	86	30%

Note. The total number of schools for NCLB purposes is 286 for 2010-11. 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

- 72% of the students must score proficient on the state reading test
- 95% of the students must take the state reading test

Mathematics

- 64% 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: 72 % Proficient (Total of "Meets" & "Exceeds")			
	% Tested	% in Each Proficiency Level			
		Well-Below	Approaches	Meets	Exceeds
School Year 2010-11					
All Students	99	11	23	38	29
Disadvantaged	99	15	28	37	19
Disabled (SPED)	96	47	36	14	3
Limited English (ELL)	99	31	43	22	4
Asian/Pacific Islander	99	11	24	38	26
Black	99	10	22	40	28
Hispanic	99	12	23	37	28
Native American	99	10	18	41	32
White	99	6	14	36	44
Male	99	14	24	37	25
Female	99	8	21	39	33
Migrant	99	23	32	33	12
AA Students	66	60	32	8	*

NCLB Accountability Results	Math				
	Target: 95% Tested	Target: 64 % Proficient (Total of "Meets" & "Exceeds")			
	% Tested	% in Each Proficiency Level			
		Well-Below	Approaches	Meets	Exceeds
School Year 2010-11					
All Students	99	17	28	41	14
Disadvantaged	99	23	32	37	9
Disabled (SPED)	96	63	26	10	1
Limited English (ELL)	99	38	36	22	3
Asian/Pacific Islander	99	18	28	40	14
Black	99	20	33	38	9
Hispanic	99	20	31	40	10
Native American	99	16	29	43	12
White	99	12	23	46	19
Male	99	19	27	39	14
Female	99	15	28	43	14
Migrant	99	32	34	30	4
AA Students	67	80	16	4	*

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): 0.47%. 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	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
NCLB Targets	2%	2%	5%	5%	80%	80%
All Students	0%	0%	1%	1%	80%	80%
Disadvantaged	1%	1%	2%	2%	82%	81%
Disabled (SPED)	1%	1%	1%	1%	58%	58%
Limited English (ELL)	1%	1%	2%	3%	69%	64%
Asian/Pacific Islander	0%	0%	1%	1%	81%	81%
Black	1%	0%	0%	1%	76%	66%
Hispanic	0%	1%	1%	4%	75%	71%
Native American	1%	0%	0%	5%	79%	78%
White	1%	1%	1%	1%	79%	77%

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	2009-10				2010-11			
	Well-Below	Approaches	Meets	Exceeds	Well-Below	Approaches	Meets	Exceeds
3	14	17	54	15	10	24	29	37
4	19	18	46	18	11	21	30	38
5	22	15	46	18	10	23	35	32
6	22	18	41	19	10	23	38	28
7	17	10	42	31	12	22	42	24
8	16	12	46	26	10	23	40	27
10	21	9	38	33	13	21	53	13

Math								
% in Each Proficiency Level								
Grade	2009-10				2010-11			
	Well-Below	Approaches	Meets	Exceeds	Well-Below	Approaches	Meets	Exceeds
3	9	33	28	31	12	24	47	17
4	23	27	22	28	12	27	45	16
5	33	20	24	23	15	27	42	16
6	26	23	25	25	18	30	39	13
7	31	17	30	21	18	30	38	14
8	33	23	27	17	19	27	41	12
10	37	24	25	14	31	30	31	9

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
2008-09	91%	5%	4%
2009-10	94%	4%	3%
2010-11	96%	2%	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 of Classes		
	Lowest Poverty Schools	Highest Poverty Schools	State
2008-09	25%	31%	27%
2009-10	12%	19%	13%
2010-11	12%	17%	14%

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.



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

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 mathematics and reading, NAEP provides results in two-year cycles. The most recent NAEP results are from 2011 and additionally include grades 4 and 8 science from 2009.

NAEP differs from the Hawaii State Assessment (HSA). NAEP standards may or may not align with the standards assessed on the HSA. Additionally NAEP results are based on samples of students across Hawaii public schools and not all grade 4 and grade 8 students.

The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results in the following "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. 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."

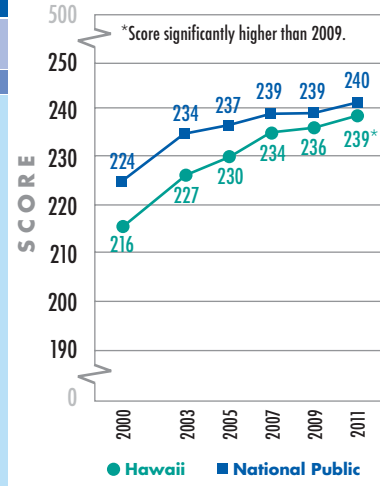
The graphs represented on the right side of the following pages illustrate Hawaii and national trends for grades 4 and 8 for mathematics and reading. These trend graphs indicate a pattern in which gaps in average scale scores between public schools nationally and in Hawaii have steadily narrowed. For grade 4 mathematics, the one point gap means that there is no statistical difference between the national score and the Hawaii score. In grade 8 mathematics and grade 4 and 8 reading, the national average remains significantly higher than Hawaii's average scale score. In 2011, Hawaii was the only state to make significant gains at both grade levels and both subjects. No graph is provided for science, because the 2009 assessment was based on a new assessment framework.

In addition to data pertaining to All Students, there are 8 student subgroups that include economically disadvantaged as measured by eligibility for free or reduced-price school lunch, disabled or student with an Individual Education Plan, English Language learners identified by schools. Ethnicity/race includes data for revised ethnicity/race categories. The categories of Black or African-American, Hispanic/Latino, Native American, and White remain the same as in prior years. However, 2011 results allow for both retaining Asian/Pacific Islander as a single category or having Asian and Native Hawaiian or Other Pacific Islander as separate categories. The 2011 data also provides data for students whose ancestry includes Two or More Races.



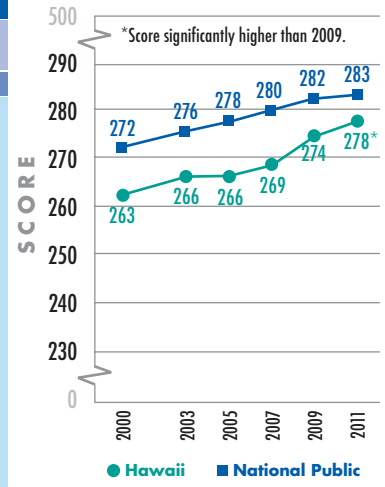
2011 GRADE 4 MATHEMATICS

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	239	100	6	40	80	20	240	100	6	40	82	18
Econ Disadvantaged	228	48	3	26	71	29	229	52	2	24	73	27
Disabled (IEP Only)	193	8	#	4	27	73	217	11	2	16	54	46
Eng-Lang Learners	213	11	#	12	51	49	219	11	1	14	58	42
Asian/Pacific Islander	237	69	6	37	79	21	256	5	20	62	91	9
Black	233	3	4	32	75	25	224	16	1	17	66	34
Hispanic	237	5	4	39	78	22	229	24	2	24	72	28
Native American	+	+	+	+	+	+	227	1	2	24	68	32
White	248	15	10	53	89	11	249	52	9	52	91	9
A/PI includes 2+	237	76	6	38	79	21						
Two or More Races	241	7	7	41	84	16	244	2	9	43	85	15
Asian	246	36	9	48	86	14	257	5	21	64	92	8
Hawaii/Pacific Islander	228	33	3	26	70	30	235	#	7	33	76	24



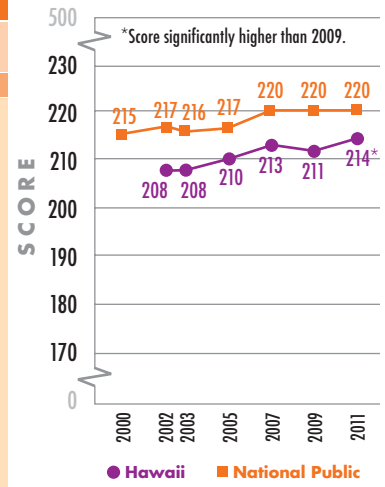
2011 GRADE 8 MATHEMATICS

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	278	100	6	30	68	32	283	100	8	34	72	28
Econ Disadvantaged	268	46	3	21	57	43	269	48	2	19	59	41
Disabled (IEP Only)	229	10	#	2	15	85	247	10	1	7	33	67
Eng-Lang Learners	243	8	1	5	31	69	244	6	1	5	28	72
Asian/Pacific Islander	277	72	6	27	67	33	302	6	22	55	85	15
Black	277	3	5	26	72	28	262	16	1	13	50	50
Hispanic	263	4	2	19	48	52	269	23	3	20	60	40
Native American	+	1	+	+	+	+	266	1	4	17	55	45
White	290	13	7	41	82	18	293	54	10	43	83	17
A/PI includes 2+	277	79	6	29	67	33						
Two or More Races	276	7	7	30	65	35	286	2	10	37	76	24
Asian	288	39	10	40	78	22	305	5	24	58	88	12
Hawaii/Pacific Islander	263	33	1	16	53	47	265	#	3	19	55	45

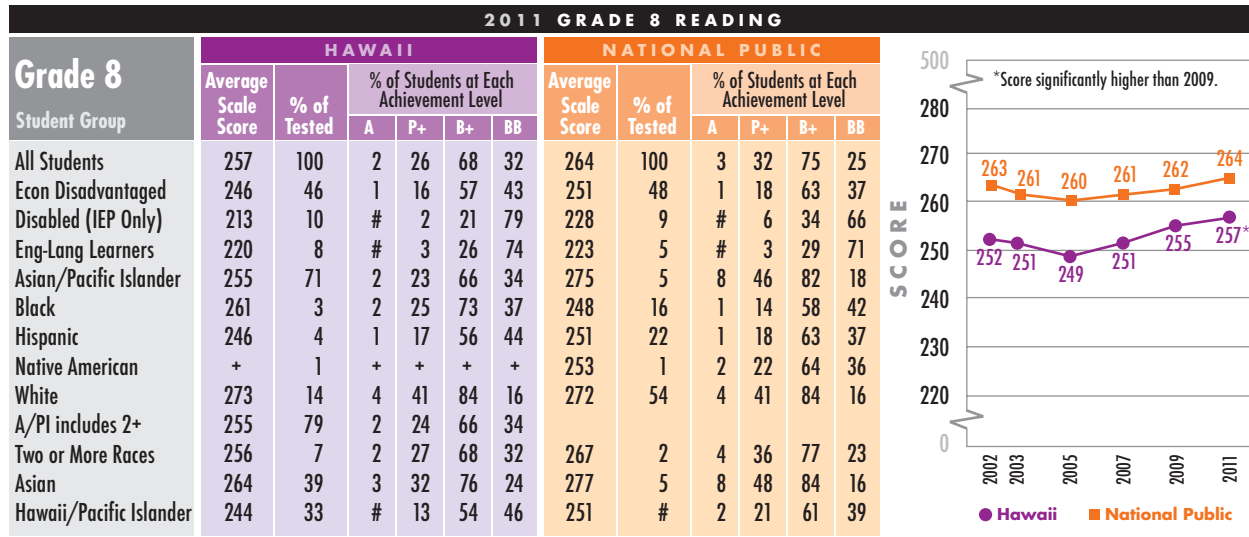


2011 GRADE 4 READING

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	214	100	6	27	59	41	220	100	8	32	66	34
Econ Disadvantaged	201	48	2	15	45	55	207	52	2	18	52	48
Disabled (IEP Only)	159	8	#	2	12	88	185	10	2	11	31	69
Eng-Lang Learners	180	10	#	3	21	79	188	11	1	7	30	70
Asian/Pacific Islander	211	69	5	25	56	44	234	5	17	49	79	21
Black	215	3	7	26	60	40	205	16	2	16	49	51
Hispanic	209	5	4	22	56	44	205	23	2	18	50	50
Native American	+	1	+	+	+	+	204	1	4	19	49	51
White	226	15	9	38	74	26	230	52	10	42	77	23
A/PI includes 2+	211	76	6	25	57	43						
Two or More Races	213	7	7	28	60	40	225	2	10	37	71	29
Asian	221	36	9	34	67	33	236	5	18	51	81	19
Hawaii/Pacific Islander	201	33	2	16	45	55	214	#	5	27	60	40



Notes. (A) # = Rounds to Zero. (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). (C) + = Too few to allow release of data.



2009 GRADE 4 SCIENCE

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	140	100	#	25	63	37	149	100	1	32	71	29
Econ Disadvantaged	126	45	#	13	49	51	134	48	#	16	56	44
Disabled (SPED & 504)	95	10	#	6	20	80	129	12	#	16	50	50
Eng-Lang Learners	104	10	#	4	25	75	114	10	#	5	33	67
Asian/Pacific Islander	137	79	#	22	60	40	152	2	2	45	80	20
Black	134	3	#	16	57	43	127	16	#	10	46	54
Hispanic	134	3	#	22	58	42	130	22	#	13	52	48
Native American	+	1	+	+	+	+	137	1	#	19	60	40
White	159	14	1	43	82	18	162	54	1	46	86	14

Longitudinal data are not available:
2009 Science results are not comparable with results from prior years.

2009 GRADE 8 SCIENCE

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	139	100	#	17	50	50	149	100	1	29	62	38
Econ Disadvantaged	127	41	#	9	36	64	133	43	#	14	43	57
Disabled (SPED & 504)	98	10	#	2	10	90	120	10	#	9	30	70
Eng-Lang Learners	101	6	#	1	10	90	103	5	#	2	14	86
Asian/Pacific Islander	136	80	#	15	47	53	159	5	3	40	72	28
Black	133	3	#	15	45	55	125	16	#	8	32	68
Hispanic	148	3	1	25	62	38	131	21	#	12	41	59
Native American	+	+	+	+	+	+	138	1	#	19	49	51
White	153	14	#	30	68	32	161	56	2	41	77	23

Longitudinal data are not available:
2009 Science results are not comparable with results from prior years.

Notes. (A) # = Rounds to Zero. (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). (C) + = Too few to allow release of data.



State Four Year Adjusted Cohort Graduation Rate

In October 2008 Title I regulations required all states to use a single graduation rate calculation methodology and establish targets and goals reflective of continuous and substantial improvement from the prior year. The federal regulations require states to use and report a new four year Adjusted Cohort Graduation Rate (ACGR), for all students and disaggregated by subgroups, at the school and state levels in their 2011 annual report card. Since Hawaii lags its graduation rate by one year the graduation rate reported in the 2011 NCLB Accountability Reports is the ACGR for the graduating cohort of 2010. NCLB graduation rate goal and target are not applicable for this 2011 reporting of the ACGR. In the 2011-12 reporting year the ACGR will replace the traditional graduation rate method used in computing the Adequate Yearly Progress (AYP) for schools and the state (for the graduating cohort of 2011).

The ACGR differs from the traditional graduation rate computed over the last decade in one important respect: incoming students to a school are counted in the ACGR from grade 9 through 12. In the traditional rate such "transfer-in" students would not be applied to the calculation.

The new 2010 adjusted cohort graduation rate and the old traditional graduation rate are presented below:

	Adjusted Cohort Graduation Rate	Traditional Graduation Rate
	2010-11 *	2010-11 *
NCLB Targets		80%
All Students	80%	80%
Disadvantaged	82%	81%
Disabled (SPED)	58%	58%
Limited English (ELL)	66%	64%
Asian/Pacific Islander	80%	81%
Black	72%	66%
Hispanic	72%	71%
Native American	76%	78%
White	77%	77%

* NCLB AYP reporting year using the 2009-10 graduating cohort.

