



The Eighth Annual Superintendent's Report on School Performance and Improvement in Hawaii

FOREWORD

The Superintendent's Eighth Annual Report on School Performance and Improvement in Hawaii is one of two foundations of Hawaii's system of school accountability. This report contains collective data on our schools, showing trends over time and, where appropriate, comparisons with data from other states. The other accountability keystone, the *School Status and Improvement Report*, is prepared annually for each school. These reports contain school data and summaries of the schools' improvement priorities and activities. They are available at public libraries, and online at <http://arch.k12.hi.us> on the world wide web.

These two reports are the most visible parts of the Department's Comprehensive Assessment and Accountability System, the purpose of which is to hold everyone in the Department, including myself, responsible for student learning and for the wise use of resources that support public education in Hawaii. These reports and the rest of our efforts thus far lay a foundation for the system, but they are only a start. We are currently refocusing the Department's efforts on fully implementing the Hawaii Content and Performance Standards. The standards serve as our common expectations for what students should know, be able to do, and care about. The standards should guide and serve as a central organizer for all that we do--so that our efforts have cumulative impact in helping all students attain them.

In the immediate future, we will be revising the statewide student assessment system. Sound, standards-based student assessment is needed to inform instruction and to shape the Department's supports for classrooms and schools, program planning, and policymaking, as well as promote public confidence in the education system by providing a good-faith public accounting of its performance. We will also be working to more fully operationalize good accountability throughout the Department. Sound accountability should stimulate improved performance. It requires clear roles and responsibilities linked to authority and resources; uses fair and adequate assessment against agreed upon goals; invokes consequences related to performance; and must be supported by leadership and resources. Fortunately, the designers of the Comprehensive Assessment and Accountability System wisely provided a good foundation for our use today while simultaneously providing a flexible design that can evolve over time.

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Superintendent of Education



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Preparation of *The Superintendent's Annual Report on School Performance and Improvement in Hawaii* requires the cooperative effort of a number of people. The report is prepared by the Evaluation Section of the Department of Education's Office of Accountability and School Instructional Support. The report is prepared under the supervision of Michael W. Heim, Director of the Planning and Evaluation Group, and Dr. Glenn T. Hirata, Administrator of the Evaluation Section. The report is written by Dr. Thomas Gans of the Evaluation Section, with critical reviews by Dr. Hirata and Jerald D. Plett.

The Superintendent's Annual Report on School Performance and Improvement in Hawaii requires accurate and consistent data, and a number of people in the Department of Education have contributed to the report by providing the needed data. The assistance provided by Richard Asato and the staff of the Information Systems Services Branch and by Karl Yoshida and the staff of the Information Resource Management Branch is gratefully acknowledged.



Report Highlights

- # **SCOPE.** The report covers public education in kindergarten through 12th grade, including data from 246 public schools from seven school districts in 1996-97.
- # **ENROLLMENT.** Enrollment growth, which had exceeded 1.5% for five years, declined sharply to 1% in 1996-97. (Pages 3-4)
- # **SPECIAL NEEDS.** The numbers of students in need of special services are increasing much more rapidly than is the population of students at large. These students are those from poor economic circumstances, those with limited English proficiency, and those who need special education services. The growth in the numbers and proportions of students with these special needs means that the task facing the public schools is steadily becoming more difficult and potentially more costly. (Pages 5-7)
- # **STAFFING.** In 1987-88, Hawaii ranked 48th among the states in pupil to teacher ratio. Through concerted effort, by 1992-93 Hawaii had lowered its pupil to teacher ratio enough to tie for 35th. Fiscal constraints that began in 1994-95 have halted Hawaii's progress on this indicator. Hawaii is well *below* the national average in the proportion of its professional staff performing administrative functions. (Pages 10-11)
- # **FINANCE.** After improving during the early 1990s, Hawaii's financial commitment to public education has taken a marked downturn. Although Hawaii ranks **1st** among the states in tax collections per capita, it ranks **last** in the percentage of state and local revenue allocated to public schools. (Page 12)
- # **FACILITIES.** Hawaii's school facility problems are chronic. Over half of the State's schools need additional classrooms. Ninety-eight of the State's schools were operating with enrollment at or above their rated capacity. Schools' ancillary facilities are woefully underdeveloped. Over half of Hawaii's schools have substandard library facilities. Hawaii's secondary and elementary schools averaged **second largest** and **third largest** in the nation respectively. (Pages 14-18)
- # **SCBM.** Since School/Community-Based Management was initiated in 1989, over 200 schools (86%) have committed to the process, and over 160 schools (71%) were implementing SCBM by the end of the 1996-97 school year. (Pages 20-21)
- # **DROPOUTS AND SCHOOL COMPLETION.** Dropout rates for students in grades 9-12 average over 5% per year. The proportion of high school seniors completing school remains over 90%, but an increasing percentage do not receive diplomas. Almost 80% of public school seniors intend to continue their formal education. (Pages 25-26)
- # **STUDENT DISCIPLINE.** The overall rates of disciplinary suspension increased in 1996-97, but the number of citations per 1,000 students has declined. There were more suspensions, but fewer students involved. The data reflect a pattern of "tightening up" student discipline. (Pages 27-29)



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