



Purpose The *Superintendent's Report on School Performance and Improvement* is part of the Department's accountability system for the State's schools.¹ This system is designed to inform the people about the performance of individual schools and the schools collectively. This specific report has two purposes:

- (1) to report what we know about trends, progress, and problems of the State school system; and
- (2) to compare Hawaii's public schools with those of the nation and other states with similar characteristics.

This report's purpose is to inform. It takes account of schooling context and identifies process indicators that warrant the attention of policymakers. Decisions on what action is required by the results reported here can be made only by those who make and affect policy for Hawaii's public schools: the Board of Education, the Legislature, and the Governor.

Data Sources The information in this report comes primarily from Department of Education records and from the National Center for Education Statistics. Sources other than Department records are footnoted, and supporting data for graphs are tabled in the appendix.

Data regarding individual schools are reported in *School Status and Improvement Reports* (SSIRs), which were created by the Board of Education as reports from the individual schools to their communities. *School Status and Improvement Reports* for all State schools are presented to the Board, the Governor, and the State Legislature annually. Complete sets of the SSIRs are available at all public libraries and at <http://arch.k12.hi.us> on the world wide web.

Focus Data in this report are presented as *context*, *process*, and *outcome* indicators.

- *Context* indicators reflect conditions like the demographic characteristics of the students or community; these are typically conditions over which the school has no control.
- *Process* indicators connote conditions and inputs that are under the control of the school; these include school resources, facilities, and priorities.



- *Outcome* indicators denote the results of school endeavors; these include such measures as performance on achievement tests, school dropout rates, and disciplinary incident rates.

Some indicators that represent *context* conditions for schools are *process* when the focus of accountability is the Department or the State. For example, the number of teachers assigned to a school is fixed by formula established by law. This makes the staffing level a matter of *context* for both the individual school and the Department, since they are bound by the legal formula. However, when comparing Hawaii to other states or the nation, staffing levels are matters of *process*, since they are well within the State government's power to change. Such shifts in perspective will be noted where they are relevant in this report.

Where comparisons of Hawaii's circumstances with those of other states are warranted, data from Hawaii are compared to the national average and used to rank Hawaii among the 50 states. In addition, specific comparisons will be made with three states that are comparable to Hawaii in K-12 school enrollment, population, and *per capita* wealth. These states are Nevada, New Hampshire, and Rhode Island.

**Comparisons with
Other States**