



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

Purpose

- (1) to report what we know about trends, progress, and problems of the state's school system; and
- (2) to compare the state's public schools with those of the nation and those of states that have important characteristics similar to those of Hawai'i .

This report's purpose is to inform. While considerable attention is addressed to outcomes, the report also addresses important aspects 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 the state's public schools: the Board of Education, the Legislature, and the Governor.

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. Wherever possible, data are presented graphically to promote understanding of their import. The data used in graphs are tabled in the appendix.

Data Sources

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 individual reports can be found at <http://arch.k12.hi.us> on the world wide web.

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

Focus

- *Context* indicators reflect demographic characteristics of the students or community that are typically beyond the control of schools or the department.
- *Process* indicators connote conditions and inputs that are under the control of the schools or the state; these include school resources, facilities, and priorities.
- *Outcome* indicators denote the results of school endeavors; these include such measures as performance on achievement tests, 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 Hawai'i 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.

**Comparisons with
Other States**

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