



State of Hawaii Department of Education
2005
Superintendent's 16th Annual Report





The Honorable Linda Lingle
Governor, State of Hawaii

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Aloha Public Education Stakeholders:

I am pleased to present the ***State of Hawaii Department of Education, 2005 Superintendent's 16th Annual Report***. The Report provides an overview of the breadth, scope, priorities, challenges, and successes in the 2004-2005 school year.

I acknowledge and thank the Board of Education members for their wisdom, guidance, and support. I sincerely appreciate the tireless efforts and dedication of the Department of Education's teachers, administrators, professionals, and other devoted support staff as we strive to provide our students with a well-rounded, high quality education. I am especially grateful to our students and their families for their hard work and perseverance as the Department of Education systematically implements standards-based instruction.

The Department of Education looks forward to future challenges and is empowered by the commitments from the Governor, legislators, public and private stakeholders, and the community to make public education a top priority. Together, we will provide the children of Hawaii with an enriched learning environment, a positive educational experience, and an opportunity to realize their goals and fulfill their aspirations.

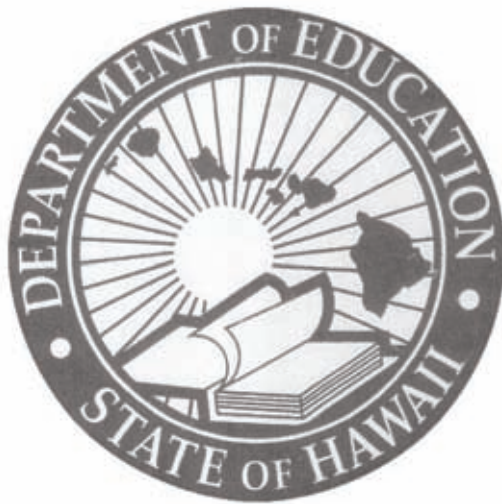
Thank you for your interest and commitment to support Hawaii's public schools.

Very truly yours,

A handwritten signature in cursive script that reads "Patricia Hamamoto".

Patricia Hamamoto
Superintendent of Education





State of Hawaii, Department of Education
Office of the Superintendent
Planning and Evaluation Office
Publication Date: March 2006



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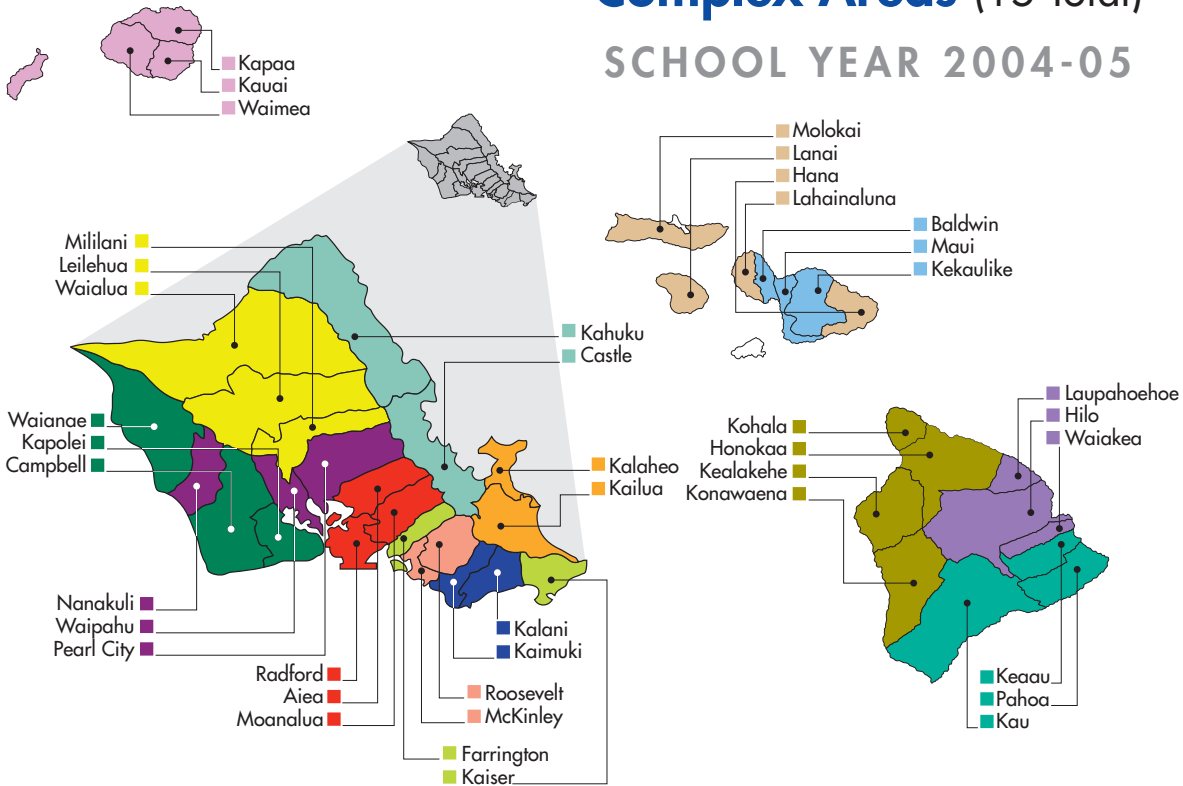
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Hawaii Public Education Complex Areas (15 Total)

SCHOOL YEAR 2004-05



Complex Area Names and Number of Schools in Each Area ()

Farrington/Kaiser	(17)	Hilo/Laupahoehoe/Waiakea	(14)
Kaimuki/Kalani	(22)	Kau/Keaau/Pahoa	(9)
McKinley/Roosevelt	(18)	Honokaa/Kealakehe/Kohala/Konawaena	(19)
Aiea/Moanalua/Radford	(22)	Baldwin/Kekaulike/Maui	(18)
Leilehua/Mililani/Waialua	(20)	Hana/Lahainaluna/Lanai/Molokai	(12)
Campbell/Kapolei/Waianceae	(21)	Kapaa/Kauai/Waimea	(16)
Nanakuli/Pearl City/Waipahu	(20)		
Castle/Kahuku	(16)		
Kailua/Kalaheo	(14)		

Complex Areas are administrative units made up of two or more **Complexes**. Each **Complex** consists of a comprehensive high school and the middle/intermediate and elementary schools within its attendance boundaries.

Students and Schools

Enrollment Trends

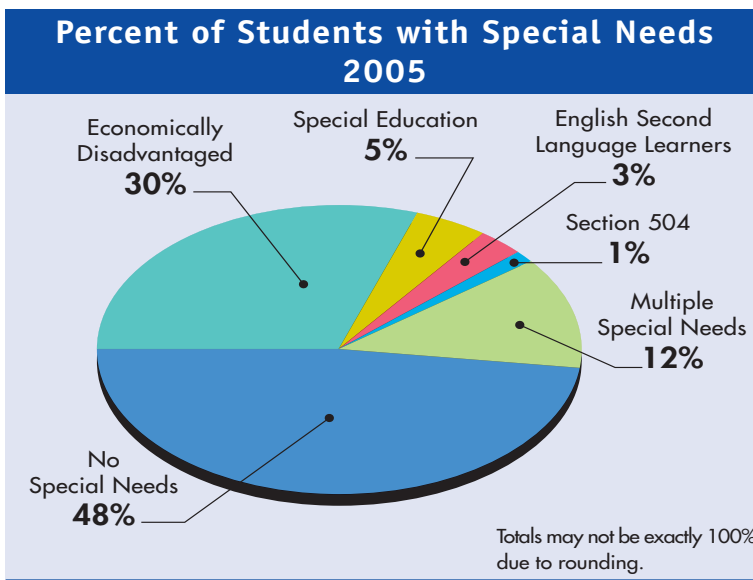
Since the public schools enrollment peaked in 1997-98 at 189,281, the total number of students has steadily declined. This trend parallels an overall drop in the State's population demographics for school-age children. Enrollment in private schools has been slowly rising over the last five years reaching 16.5% of the State's students, but still under the 17% high recorded in the late 1980s.

Official Fall Enrollment Grades K to 12, Public and Private Schools			
SY	2002-03	2003-04	2004-05
Public Schools	182,798 84.0%	182,434 83.9%	181,897 83.5%
Private Schools	34,815 16.0%	34,998 16.1%	35,981 16.5%
Total	217,613	217,432	217,878

Sources: Hawaii State Department of Education, Fall enrollment count; Hawaii Association of Independent Schools.

Special Needs

Student populations with special needs have grown rapidly over the last decade. For a number of years now, these students have constituted a majority of those enrolled in Hawaii public schools. They do so again in 2005 with 52% having special needs. The challenge and cost of educating special needs students have become state and national issues, especially since "closing the achievement gap" among students has become a federal accountability goal.



Source: Hawaii State Department of Education. Composite of selected annual enrollment rosters, unduplicated count.

Educators

The percentage of fully licensed teachers has remained relatively stable during recent years while the percentage of teachers with advanced degrees has increased slightly during the same period. As significant numbers of experienced teachers reach retirement age, the continuing teachers adjust to fill the vacant positions causing population shifts at the schools.

Educators Teacher Characteristics			
	2003	2004	2005
Fully Licensed	87%	84%	85%
Advanced Degree	24%	26%	27%
5+ Yrs at the Same School*	56%	53%	52%

*Charter school data unavailable.

Source: Hawaii State Department of Education, Office of Human Resources. Based on head counts.

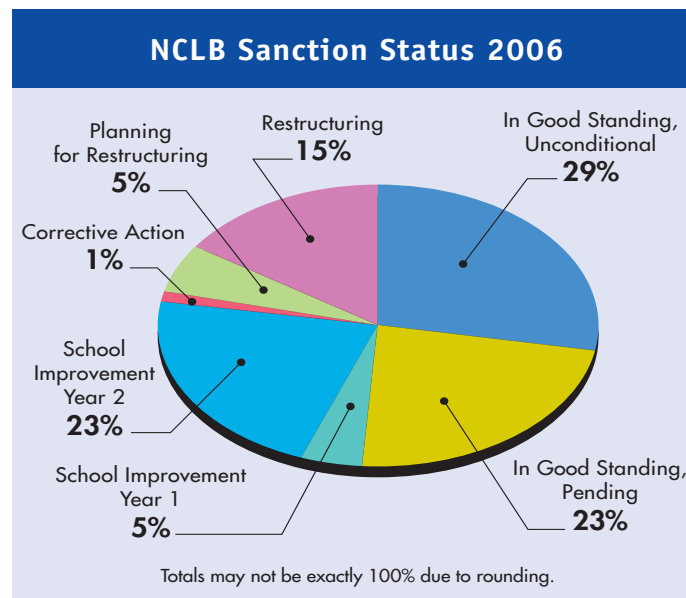
Funding by Source and Year (in millions)			
	2003	2004	2005
Appropriated Funds			
STATE			
General	\$ 1,441	\$ 1,443	\$ 1,547
Special	46	57	56
Trust	8	12	13
FEDERAL			
	320	365	361

Source: Hawaii State Department of Education, Annual Financial Reports.

Safety and Well-Being of Students			
	2003	2004	2005
Students Not Suspended	96%	94%	95%
Persistently Dangerous Schools	0%	0%	0%
Perceptions of safety & well-being			
Students*	51%	--	65%
Teachers*	78%	--	81%

*Percent reporting positively on School Quality Survey

Source: Hawaii State Department of Education, Planning & Evaluation Office.



Source: Hawaii State Department of Education, Evaluation Section.

Resource Support

Funding Support

Hawaii's public education system, unlike the other 49 states, receives its funding predominantly from State and federal sources. This uniqueness makes Hawaii the only state not dependent on local property taxes as a major source of revenue, permitting the most equitable school finance system in the nation.

Progress and Outcomes

Safety and Well-Being

The safety and well-being of our students is a foremost concern. Creating and maintaining safe and healthy educational environments allows the school community to concentrate on promoting student academic achievement. Collecting student and teacher perceptions about campus safety via the biennial School Quality Survey gives us information on how well we are doing in this regard. There has been a notable increase in positive responses, especially as reported by students, from 2003 to 2005.

No Child Left Behind (NCLB)

The percentage of schools meeting Adequate Yearly Progress (AYP) decreased from 53% in 2004 to 34% in 2005 reflecting higher Annual Measurable Objectives (AMO) requirements for schools to meet AYP in 2005. However, the number of schools in sanctions decreased from 138 to 136 during the same period.

No Child Left Behind 2003, 2004 & 2005			
Adequate Yearly Progress	2003	2004	2005
Percent schools met AYP	39%	53%	34%
Sanctions	2004	2005	2006
Percent In Good Standing	70%	51%	52%
Number Exiting Sanctions	--	20	9

Source: Hawaii State Department of Education, Evaluation Section.

Hawaii State Assessment

The standards-based assessment measures how well students meet the Department’s content and performance standards. It contains multiple choice items as well as a number of items in which students must explain their responses. The norm-reference test shows how students compare to a national norm group. It contains only multiple choice items.

Since 2002, students statewide improved their standards-based scores in both reading and mathematics. The State’s national norm-reference scores have also improved, though not as markedly, with students performing slightly above the national average in mathematics and slightly below in reading. Worth noting is the difference in performance between the standards-based and the norm-reference mathematics tests. This difference is likely due to more demanding language requirements on the standards-based mathematics items, making it a more challenging test.

Hawaii State Assessment Grades 3, 5, 8, and 10			
	2003	2004	2005
STANDARDS-BASED (Hawaii Content & Performance Standards)			
	Percent Proficient and Exceeds Proficiency		
Reading	40.8%	44.9%	47.0%
Mathematics	19.8%	22.7%	23.6%
NORM REFERENCED (Stanford Achievement Test)			
	Percent Average and Above Average		
Reading	74.8%	74.1%	75.0%
Mathematics	77.1%	77.5%	78.3%

Source: Hawaii State Department of Education, Test Development Section.

Graduation and Dropouts

Each year a cohort of first time 9th graders are tracked to their 4th (senior) year in the public school system. Over the last 3 years, about 80% of each cohort has graduated on-time. Between 14% and 15% of the students dropped out of school during the 4-year period. The remainder are either continuing or have completed school with a special education certificate of program completion.

Four-Year Graduation & Dropout Rates			
	2002-03	2003-04	2004-05
Graduation	79.8%	79.8%	79.5%
Dropouts	14.3%	15.1%	14.9%

Source: Hawaii State Department of Education, Office of Information Technology Services.

Senior Exit Plans Survey			
	2003	2004	2005
School Only	40%	10%	5%
Work Only	9%	10%	8%
School and Work	39%	68%	77%
School, Work & Military	2%	6%	7%

Note. Top four most frequent responses.

Source: Hawaii State Department of Education, Evaluation Section.

Senior Exit Plans

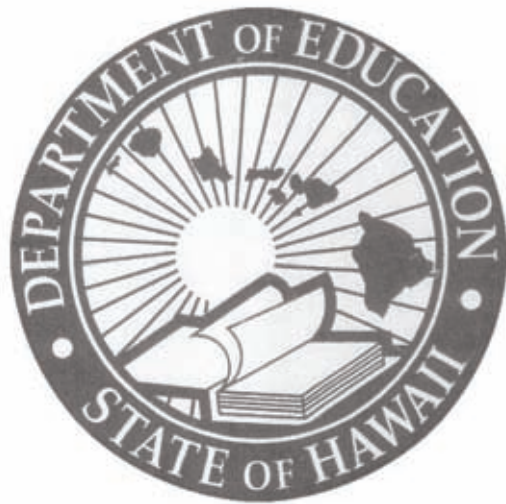
In 2005, over three-quarters of our high school seniors reported they planned to pursue both post-secondary education and work, a substantial increase from the year before. The percentage who plan to work only has remained steady over the past four years. However, the percentage of seniors intending to only pursue post-secondary education continues to decline dramatically, a 35 percentage point drop from 2003. For the first time, it has dropped below that of seniors planning to attend school, work, and join the military.

Post Secondary Entering University of Hawaii System			
Public School June Graduates Entering Fall Semester			
	1993	2003	2004
UH "Going Rate"	39.0%	33.6%	32.7%

Source: University of Hawaii, Institutional Research Office.
High School Background of First-time Students.

University of Hawaii "Going Rate"

The proportion of Hawaii public school graduates who immediately attend campuses within the University of Hawaii System declined by more than six percentage points over the last decade.





A Conversation with Patricia Hamamoto



As Superintendent of Education, what do you feel have been the major accomplishments of the Department of Education over the past year?

I am very proud of the accomplishments we have been able to achieve in a relatively short period of time. When I reflect upon what we have done, I see a group of individuals who are dedicated to their work, committed to improvement, and open to innovation. The willingness of our teachers, principals, and students to be creative and not lose sight of what needs to be done is truly inspiring. I am also vividly aware of what still lies ahead and is needed to meet our goals.

This past year, the Committee on Weights worked diligently to establish a weighted student formula which the Board of Education adopted. Much deliberation and work went into developing the formula and explaining it to the schools and to the community. We have to move beyond the current discussion of "gains" and "losses" for the schools and actively discuss how schools can do things differently with their existing budgets.

The weighted student formula is only one of many transformations that are occurring. Another transformation is reflected in the development of school academic and financial plans.

You have talked about Act 51, Session Laws of Hawaii 2004, several times. What is the status of the implementation of that Act and do you think that the Department has done enough to address it?

While there have been a number of major accomplishments, there is still much work to be done to implement some of the provisions of the Act. Reform does not come from the simple signature on a piece of paper or the passage of Legislation. It requires careful planning, reflection, hard work, and continuous re-evaluation of one's efforts.

Perhaps the term "paradigm change" or "paradigm shift" is an over-used one. Certainly, educators are guilty of using it much too frequently. However, the Act did prompt the Department and its community of stakeholders to think in new ways. Despite some resistance from various sectors of the community, it would not be responsible for us to turn back.

One important message of the Act was the need for change. A critical change is allocating resources to schools based on student needs rather than allocating those resources based on tradition. This is indeed a fundamental shift in thinking and it is not an easy shift to make.



***Patricia Hamamoto
Superintendent of Education***



A Conversation with Patricia Hamamoto



The Department of Education and our public schools face a number of major challenges, as do other school systems across the country. What are some of those challenges, and which ones might be unique to Hawaii?

The assessment and accountability requirements of the *No Child Left Behind Act* (NCLB) are as challenging and controversial for our school system as they are for any other jurisdiction in the United States. That being said, we still support and embrace the intent of the law because it helps to focus our energies and minds on meeting the needs of every child in our schools. I believe that the accountability provisions need to be more flexible and we hope that the United States Department of Education will listen to the concerns of the states.

Likewise, there are many initiatives mandated by Act 51. The question again is one of resources and focus. When we try to do too much at any one time, there is the danger of not doing anything well, and there is the danger of overwhelming our staff. The challenge is to give them a selective and valuable list of things to accomplish and leave them alone to achieve them. The Department is addressing the following challenges:

- Finding qualified teachers for certain subjects and for certain schools is an on-going dilemma.
- Retaining teachers and principals in the same schools over time since it is closely related to school improvement.
- Attending to the needs of and responding effectively to an increasing number of students who move to Hawaii from other countries and who speak little or no English continues to be an issue as well.
- Strengthening community partnerships to ensure that a broad array of stakeholders is involved in education.

What is your vision and direction for the Department and the schools over the next few years?

Our priorities are established and serves as our guiding principles. We continue to focus on improving student performance, ensuring that they spend their days in safe and secure learning environments, and helping them to become effective citizens. These are the three most important things that we attend to, regardless of the other distractions from internal and external sources.

As I indicated earlier, changing the culture of education is a fundamental challenge but it is not something that we can shy away from. This means that as employees we need to change the way we view our jobs. We see students as our primary customers and it means improving ourselves every day of the week.



*Superintendent Patricia Hamamoto
and
Deputy Superintendent Clayton Fujie*



A Conversation with Gerald Teramae and Arlyne Yonemoto



Gerald Teramae
***Principal of William Paul Jarrett Middle
School***

Two remarkable principals shared their insights regarding some of the educational, emotional, and personal accomplishments and challenges they faced over the past year.

The Department of Education is proud to introduce you to **Gerald Teramae, Principal of William Paul Jarrett Middle School** and **Arlyne Yonemoto, Principal of Maunawili Elementary School**.

William Paul Jarrett Middle School serves students and their families in the Kaimuki complex. Maunawili Elementary School is located in a beautiful pastoral setting at the foot of Mount Olomana in Kailua.

The following excerpts are from the conversation with Gerald Teramae (**GT**) and Arlyne Yonemoto (**AY**).

What were some of the major accomplishments in your school in the past school year?

GT: At Jarrett Middle School, we focused our efforts in three areas: student achievement, professional development, and creating a caring learning community. In the area of student achievement, we are working in partnership with Edison Alliance



Arlyne Yonemoto
***Principal of Maunawili Elementary
School***

and have implemented several components that we feel have attributed to positive accomplishments this year. First, we have been able to target specific students' academic needs and we have structured and individualized instruction to meet these needs through support classes and after-school tutoring. Second, we are very proud of our teachers because nearly one hundred percent of them have implemented standards-based instructional practices in their classes.

One of the key factors in sustained student success and achievement at Jarrett Middle School is providing teachers with opportunities to improve on their craft. The teachers are the individuals who work directly with the students, and have the greatest impact on their learning. They are the ones who build personal relationships with the students and who will develop and implement the curriculum for the students. The teachers collect and analyze the data that directly impact who they teach and what students learn. We also wanted to ensure that students had a safe place to go once the formal school day ends as well as provide them with additional learning opportunities.



A Conversation with Gerald Teramae and Arlyne Yonemoto



To accomplish this, we partnered with the Department of Human Services to design an after-school program for the middle school student population, called the UPLINKS Program. This Program helps build self-esteem, confidence, and character. It also provides specific content area tutoring in all academic subject areas and offers fun activity modules such as computers, hip hop dance, cooking, and music. The UPLINKS Program, or our “Kulia i ka nu’u” Academy as we have named it, is free and open to all of our students.

AY: Similarly, Maunawili is proud to have operationalized an aligned system of standards-based curriculum, instruction, assessment, and reporting. I know that this sounds simple; however, it took a lot of time and hard work on the part of the entire school to accomplish. We continue to work on our understanding of the standards and the accompanying benchmarks, as well as using balanced assessments. As such, we provide multiple opportunities for students to demonstrate mastery of the standards. All of our students have portfolios that show evidence of their work. We have school-wide curriculum mapping so that everything is aligned to the Hawaii Content and Performance Standards III.

What are some of the challenges that you and your teachers are currently facing in the school?

GT: There are three major challenges that we are currently facing. The first challenge is making Adequate Yearly Progress this spring and being removed from restructuring status as it relates to NCLB mandates. Secondly, we need to build parental involvement at the middle school. Our parents have a very important role to play in the future education of our children.

They need to realize that their involvement in their children’s education today in the middle school will impact how successful their children will become in the future. The third challenge is to change the public’s perception of Jarrett Middle School. There are so many positive things going on at our school. For example, we achieved Adequate Yearly Progress last spring on the Hawaii State Assessment. We are also blessed with excellent teachers who are very dedicated and committed to meeting individual students’ needs and addressing positive and sustained student achievement.

AY: At Maunawili, our biggest challenge is to address the unique needs of all students.

After the students have been taught the lesson and assessed, if a handful of students still have not met the standards, how do we re-teach them and how many times do we re-teach them before moving on to the next lesson? My teachers are deeply concerned about ensuring that every student learns. At the same time, the teachers want to provide a rich and challenging environment for those students who have met the standards. Therefore, we must provide appropriate support services for students who need assistance in meeting the standards, as well as for those students who are excelling in the content area. Teacher morale is also important at Maunawili. The teachers are constantly faced with a shortage of time to dialogue within and across grade levels, as well as plan their curriculum and conduct assessments.

The teachers are all professionals and not only have extremely high expectations of the students, but also of themselves. I know that they are continuously trying to create ways of making the targets clearer to students and they spend a lot of their personal time discussing this issue.



A Conversation with Gerald Teramae and Arlyne Yonemoto



How do you view the implementation of the weighted student formula?

GT: I understand that the Board of Education and the Committee on Weights have made concessions for all schools. We appreciate that only a percentage of our budget allocation will be reduced for the 2006-07 school year. In that sense, we know that the Board of Education and the Committee on Weights are sensitive to the needs of all schools. We have confidence that the Committee on Weights will revise the weighted student formula to truly meet the needs of all students and schools.

At Jarrett Middle School, we are very proud of the accomplishments we have attained in recent years. We ask the Board of Education and the Committee on Weights to review and support our current practices and policies that have been found to be so successful in addressing sustained student achievement that they should be considered for implementation at all levels of our educational system.

AY: Maunawili is also a small school and as such, it is easier for us to reach each and every child. The implementation of the weighted student formula is supposed to address the individual needs of students. We understand this. However, I am faced with trying to provide for all the needs of our students, not only special needs, but the gifted and talented as well. How do I do this with less money? We have wonderful student support programs. Counselors and staff provide enrichment, guidance, and lessons on bullying, multimedia, library services, student council, and technology. How do I maintain these programs with less funds?

What issues are you facing with regard to the establishment of your School Community Council?

GT: The biggest challenge is to quickly educate non-Department of Education council members about school-related issues. We appreciate the commitment of all our council members. The time and effort that these members invest to understand and be involved in educational policies and decisions are very commendable and appreciated by all our council role groups. They have a sincere desire to make Jarrett Middle School a better school for all of the students, teachers, and the community.

AY: We have had some difficulty in getting members to fill the parent and community role group positions.

It is time consuming to get the council up to speed on the culture of the school, how decisions are made, and of course dealing with the complexities of the Academic and Financial Plan.

What is your vision for your school?

GT: The vision for Jarrett Middle School is "Kulia i ka nu'u", which means "strive to reach the highest." My personal vision is to reach the highest in all that we do for our school. Our main efforts focus on maintaining our ability to address all student needs and to sustain an optimum level of student achievement.

AY: I envision a safe and supportive learning environment for students, teachers, parents, staff, and community. Within this safe and supportive learning environment, everyone works as a team towards student achievement and what is best for children.



Our Commitment to Education

Our Strategic Goals 2005-2008

Improve student achievement through standards-based education

Standards-based education is the careful planning, delivery, and monitoring of academic programs. These programs have clearly defined content and performance standards that provide the basis for instruction and assessment. Standards identify what is important for students to learn and be able to do. The focus of standards-based education is on what the students learn rather than on the instruction provided by the teacher.

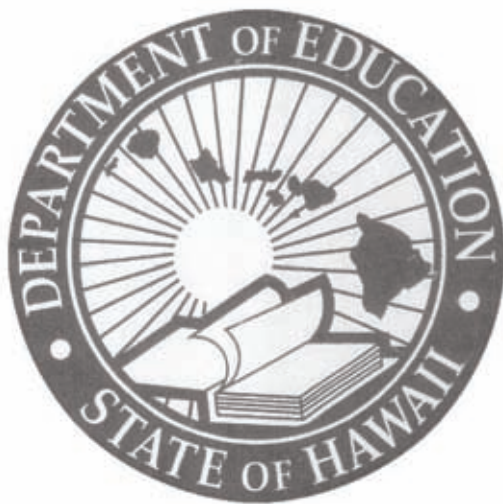
Sustain comprehensive support for all students

Comprehensive support for all students requires the Department to develop programs and activities that address students' academic and personal needs so that they can succeed in school. These programs help to foster their sense of belonging; mentor them through close adult contact; and create partnerships between parents, families, and the schools.

Successful schools create an environment that helps students develop a sense of commitment to the school community. Teachers who foster a sense of school membership attend to students' social and personal development as well as their intellectual growth.

Continuously improve our performance and quality

Continuously improving performance and quality has three pieces. The first is our ongoing effort to improve student performance by ensuring that instruction in our schools is rigorous and relevant. The second is improving the quality of our schools by ensuring that we hire qualified teachers and administrators and help them to be effective leaders. The third is improving the quality of our educational system by developing clear communication with all stakeholder groups so that they know what we do and why we do it.





Profiles and Trends

State Summary Background

SCHOOLS	2003		2004		2005	
Total	283	100%	284	100%	285	100%
Elementary	166	59%	167	59%	168	59%
Middle/Intermediate	36	13%	35	12%	36	13%
High	32	11%	32	11%	33	12%
Multi-level	21	7%	21	7%	18	6%
Charter	25	9%	26	9%	27	9%
Special	3	1%	3	1%	3	1%
Complex Areas	15		15		15	

STUDENTS	2003		2004		2005	
<i>Official Enrollment Count</i>						
Total	182,798	100%	182,434	100%	181,897	100%
K-6	101,375	55%	99,829	55%	99,132	54%
7-8	28,450	16%	29,036	16%	28,292	16%
9-12	52,973	29%	53,569	29%	54,473	30%
Special Education (SPED)*	20,808	11%	20,469	11%	20,173	11%
English Second Language Learner (ESLL)	12,853	7%	13,898	8%	15,423	8%
Economically Disadvantaged	82,243	45%	78,977	43%	77,517	43%

*Excludes Speech only and Hearing-Impaired only categories.

STAFF (Full Time Equivalents)	2003	2004	2005
Classroom Teachers	10,973.4	11,128.5	11,146.0
Librarians	281.5	282.0	291.0
Counselors	648.5	647.5	657.0
Administrators			
School	509.0	504.0	505.0
State & Complex Area	183.4	188.4	196.4
Other Support Staff	8,107.1	8,361.4	7,735.3
Total	20,702.9	21,111.8	20,530.7

Source: NCES CCD Agency Report Submitted. IRM CCD coordinator.

STATE DEMOGRAPHICS	2000 Census	2003 Est	2004 Est
Population	1,211,537 100%	1,221,885 100%	1,227,008 100%
Under 5 yrs	78,163	85,240	87,095
5-9	84,980	79,005	76,310
10-14	83,106	82,760	85,303
15-19	81,002	77,638	78,706
Median Age, in years	36.2	37.9	38.0
Households			
Total	403,240 100%	419,441 100%	427,673 100%
Families	287,068	289,072	295,350
Avg. Family Size	3.4	3.5	3.5
Income			
Median Family Income*	\$65,027	\$62,147	\$63,813
Per Capita Income*	\$24,513	\$23,727	\$24,542
Poverty, Families in**	7.7%	7.4%	7.9%
Educational Attainment			
Percent high school or higher**	84.6%	87.8%	87.2%
Percent 4-yr degree or higher**	26.2%	28.2%	29.1%

Source: U.S. Census Bureau.

*Updated as of December 2005, in 2004 inflation-adjusted dollars.

**Updated as of December 2005.



Profiles and Trends

STATE SCHOOL BUDGET	2003	2004	2005
APPROPRIATED FUNDS (millions)			
State			
General	\$1,441.4	\$1,442.6	\$1,547.0
Special	45.7	57.1	55.7
Trust	8.2	11.7	13.2
Federal	319.5	365.0	361.0
Total	\$1,814.8	\$1,876.4	\$1,976.9
EXPENDITURES (millions)			
State			
General	\$1,418.8	\$1,428.8	\$1,513.2
Special	23.7	39.8	39.3
Trust	4.6	6.9	5.7
Federal	164.2	231.6	233.1
Total	\$1,611.3	\$1,707.1	\$1,791.3

Source: Hawaii State Department of Education, Annual Financial Reports.

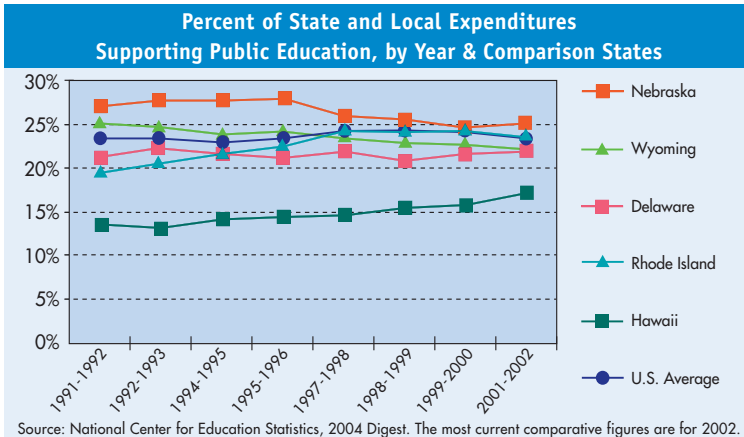
Resource Support

Funding and expenditures for Hawaii public education have increased over the past four years, primarily due to a federal court consent decree mandate for state funding of special education services and the federal No Child Left Behind Act.

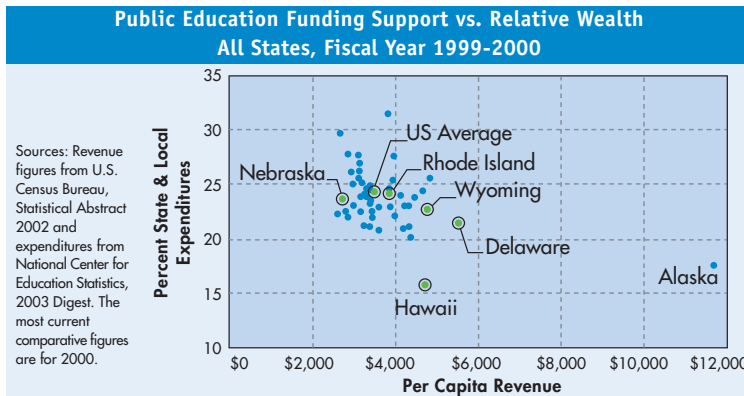
SCHOOL FINANCE: National Perspective	2000	2001	2002
Key Finance Indicators			
Per pupil expenditures	\$6,530	\$6,596	\$7,306
Percent State & local expenditures for public education	15.7%	--	17.4%
National Rank	50th	--	50th
Relative wealth			
Per capita, State Revenue			
National Rank	3rd	5th	--

Sources: U.S. Census Bureau; National Center for Education Statistics.

The School Finance: National Perspective table provides comparable statistics across states for the most current figures available.



Although Hawaii has slowly increased in the percent of state and local expenditures for public education, it continued to rank below comparable states and remains 50th in the nation.



When per capita revenue, an indicator of relative wealth, is plotted against the percent of state and local expenditures for public education for fiscal year 2000, Hawaii clearly stands apart and far below all states.



Profiles and Trends

Progress and Outcomes

PROGRESS & COMPLETION	2003	2004	2005
Attendance Rates			
Elementary	94.6%	94.8%	94.2%
Middle/Intermediate	93.9%	94.0%	94.1%
High	91.3%	91.4%	91.4%
Multi-level	90.9%	90.9%	91.1%
Charter	92.8%	93.7%	92.6%
Retention Rates			
Elementary	1%	1%	< 0.5%
Middle/Intermediate	2%	2%	2%
Graduate Rate (on-time) Grades 9 through 12	79.8%	79.8%	79.5%
Dropout Rate Grades 9 through 12	14.3%	15.1%	14.9%

EDUCATIONAL ASSESSMENT	2003	2004	2005
HAWAII STATE ASSESSMENT			
STANDARDS-BASED (Hawaii Content & Performance Standards) (Percent Proficient & Exceeds Proficiency)			
Reading			
Grade 3	43%	47%	52%
Grade 5	42%	50%	56%
Grade 8	39%	39%	37%
Grade 10	40%	43%	43%
Mathematics			
Grade 3	24%	27%	29%
Grade 5	20%	23%	26%
Grade 8	17%	20%	20%
Grade 10	17%	21%	20%
NORM-REFERENCED (Stanford Achievement Test) (Percent Average & Above Average)			
Reading			
Grade 3	82%	82%	82%
Grade 5	76%	76%	78%
Grade 8	74%	73%	74%
Grade 10	66%	64%	64%
Mathematics			
Grade 3	84%	85%	87%
Grade 5	80%	81%	83%
Grade 8	73%	74%	73%
Grade 10	69%	69%	68%

Source: Hawaii State Department of Education, Test Development Section.

NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)	2000 2002		2003		2005	
	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation
(Percent Proficient & Advanced)						
Reading						
Grade 4	21%	30%	21%	30%	23%	30%
Grade 8	20%	31%	22%	30%	18%	29%
Mathematics						
Grade 4	14%	22%	23%	31%	27%	35%
Grade 8	16%	25%	17%	27%	18%	29%
Writing						
Grade 4	22%	27%	--	--	--	--
Grade 8	18%	30%	--	--	--	--

Source: Hawaii State Department of Education, Test Development Section.



Profiles and Trends

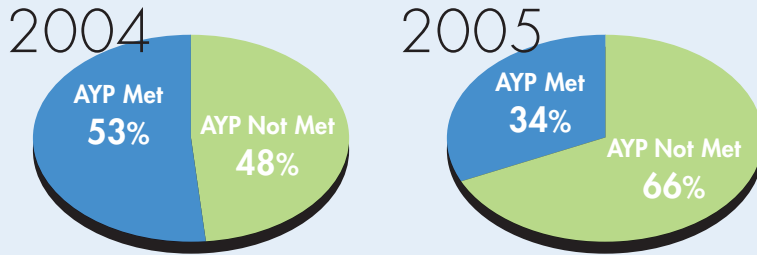
EDUCATIONAL ACCOUNTABILITY						
No Child Left Behind (NCLB)	2003		2004		2005	
Adequate Yearly Progress (AYP)						
All Schools						
Met	109	39%	147	53%	97	34%
Not Met	168	61%	133	48%	185	66%
Title I						
Met	42	31%	98	48%	50	26%
Not Met	95	69%	106	52%	146	74%
Charters						
Met	11	46%	11	44%	10	37%
Not Met	13	54%	14	56%	17	63%

	2004		2005		2006	
No Sanctions						
In Good Standing, Unconditional	86	31%	130	46%	82	29%
In Good Standing, Pending	107	39%	12	4%	64	23%
Totals	193	70%	142	51%	146	52%
Sanctions						
School Improvement Year 1	3	1%	75	27%	15	5%
School Improvement Year 2	12	4%	3	1%	65	23%
Corrective Action	25	9%	6	2%	2	1%
Planning for Restructuring	44	16%	26	9%	13	5%
Restructuring	0	0%	28	10%	41	15%
Totals	84	30%	138	49%	136	48%

Totals may not be exactly 100% due to rounding.

AYP Determinations, 2004 & 2005

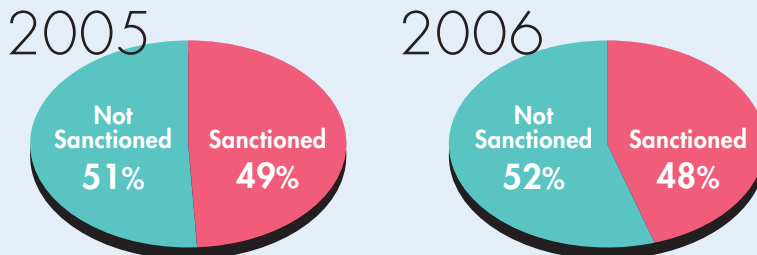
Percent of schools making AYP: **19% Decrease** ▼



Totals may not be exactly 100% due to rounding.

NCLB Sanctions, 2005 & 2006

Percent increase of schools not under sanctions: **1% Increase** ▲



Totals may not be exactly 100% due to rounding.

Source: Hawaii State Department of Education, Evaluation Section.

Note. A school's current NCLB sanction status is determined by its prior year's sanction status and AYP determination. School Year 2006's NCLB sanction status is derived from School Year 2005's data.

Complexes Summary

Students

STUDENTS 2005	Complexes	Economically Disadvantaged	Special Education	ESLL
State Overall	Enrollment	77,517	20,942	15,423
		43%	12%	8%
HONOLULU: 3 Complex Areas / 6 Complexes				
	Farrington	8,208	68%	9%
	Kaiser	3,272	10%	8%
	Kaimuki	5,487	54%	10%
	Kalani	3,832	15%	10%
	McKinley	5,039	61%	9%
	Roosevelt	6,636	29%	8%
CENTRAL: 2 Complex Areas / 6 Complexes				
	Aiea	4,653	40%	9%
	Moanalua	4,962	19%	9%
	Radford	6,839	29%	11%
	Leilehua	7,167	49%	15%
	Mililani	7,766	15%	11%
	Waialua	1,479	55%	15%
LEEWARD: 2 Complex Areas / 6 Complexes				
	Campbell	7,860	42%	10%
	Kapolei	6,631	30%	10%
	Waianae	6,516	72%	16%
	Nanakuli	2,872	76%	15%
	Pearl City	6,902	27%	11%
	Waipahu	8,628	57%	9%
WINDWARD: 2 Complex Areas / 4 Complexes				
	Castle	5,828	36%	15%
	Kahuku	3,822	51%	11%
	Kailua	3,136	49%	17%
	Kalaheo	4,457	30%	12%
HAWAII: 3 Complex Areas / 10 Complexes				
	Hilo	4,447	57%	15%
	Laupahoehoe	234	64%	17%
	Waiakea	3,742	44%	11%
	Kau	842	68%	17%
	Kaau	2,583	73%	16%
	Pahoa	1,764	77%	17%
	Honokaa	2,555	47%	12%
	Kealahou	4,564	46%	12%
	Kohala	911	48%	16%
	Konawaena	2,407	52%	12%
MAUI: 2 Complex Areas / 7 Complexes				
	Baldwin	4,304	30%	11%
	Kekaulike	4,381	41%	14%
	Maui	6,986	40%	11%
	Hana	391	66%	20%
	Lahainaluna	3,034	28%	13%
	Lanai	640	26%	21%
	Molokai	1,002	58%	18%
KAUAI: 1 Complex Area / 3 Complexes				
	Kapaa	3,322	45%	13%
	Kauai	3,947	31%	9%
	Waimea	2,607	46%	8%
OTHER:				
	Public Charter Schools	5,167	38%	9%
	Hawaii Center for Deaf & Blind	75	73%	100%

Note. Enrollment reflects official Fall enrollment count. Special Education figures pertain to all special education students, including Speech only and Hearing-Impaired only categories.



Profiles and Trends

Teachers

TEACHERS 2005		Complexes			
	Classroom Teachers (head count)	Fully Licensed	5+ Years at same School	Advanced Degree	Average Years Experience
State Overall	11,146	85%	52%	27%	11.5
HONOLULU: 3 Complex Areas / 6 Complexes					
Farrington	520	88%	52%	30%	12.1
Kaiser	202	91%	57%	36%	11.4
Kaimuki	364	90%	59%	30%	12.9
Kalani	222	90%	60%	32%	13.1
McKinley	329	90%	58%	34%	15.1
Roosevelt	390	90%	55%	29%	12.8
CENTRAL: 2 Complex Areas / 6 Complexes					
Aiea	274	88%	45%	27%	11.9
Moanalua	291	90%	51%	31%	12.9
Radford	398	90%	54%	25%	11.8
Leilehua	476	84%	52%	23%	12.4
Mililani	445	85%	45%	28%	12.7
Waialua	109	89%	56%	28%	12.6
LEEWARD: 2 Complex Areas / 6 Complexes					
Campbell	462	81%	46%	19%	9.6
Kapolei	368	76%	31%	22%	7.9
Waianae	415	72%	49%	17%	8.5
Nanakuli	183	78%	50%	20%	11.4
Pearl City	429	85%	54%	21%	12.5
Waipahu	523	85%	51%	23%	11.4
WINDWARD: 2 Complex Areas / 4 Complexes					
Castle	385	88%	63%	29%	12.5
Kahuku	254	87%	59%	17%	12.0
Kailua	254	82%	52%	32%	10.7
Kalaheo	286	78%	46%	31%	10.7
HAWAII: 3 Complex Areas / 10 Complexes					
Hilo	301	88%	57%	29%	12.3
Laupahoehoe	28	68%	32%	29%	7.6
Waiakea	220	90%	54%	30%	13.3
Kau	70	76%	34%	20%	7.9
Keaau	189	87%	53%	35%	11.8
Pahoa	123	79%	50%	28%	10.7
Honokaa	166	84%	49%	30%	10.9
Kealakehe	276	79%	51%	30%	9.4
Kohala	65	91%	43%	26%	13.3
Konawaena	167	80%	40%	31%	11.2
MAUI: 2 Complex Areas / 7 Complexes					
Baldwin	250	86%	62%	30%	13.4
Kekaulike	271	86%	61%	31%	12.7
Maui	413	85%	55%	24%	11.1
Hana	32	81%	47%	28%	9.8
Lahainaluna	179	71%	44%	26%	7.8
Lanai	48	77%	40%	29%	7.0
Molokai	83	75%	35%	22%	9.5
KAUAI: 1 Complex Area / 3 Complexes					
Kapaa	213	89%	64%	23%	12.6
Kauai	237	86%	57%	33%	11.3
Waimea	175	82%	58%	21%	13.4
OTHER:					
Public Charter Schools	261	38%	na	29%	7.0
Hawaii Center for Deaf & Blind	19	68%	53%	79%	11.6



Profiles and Trends

Assessments - Reading Hawaii Content and Performance Standards

Standards-based reading proficiency varied considerably across the 42 complexes. For all grades tested, the results ranged from a low of 24% (Nanakuli Complex) to a high of 70% (Kalani Complex). Twelve (29%) of the complexes have 50% or more students overall who scored in the proficient or exceeds proficient range in reading.

ASSESSMENT	2005 Complexes							
	READING							
	Standards Based Assessment (HCPS) Percent Proficient and Exceeds							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
STATE	52%	55%	56%	50%	44%	37%	42%	48%
HONOLULU: 3 Complex Areas / 6 Complexes								
Farrington*	35	46	45	35	29	26	39	36
Kaiser	69	73	77	74	65	60	66	69
Kaimuki	55	60	63	65	55	45	32	55
Kalani	69	77	72	71	70	73	57	70
McKinley	47	54	49	18	26	23	46	43
Roosevelt	67	67	76	61	54	48	56	61
CENTRAL: 2 Complex Areas / 6 Complexes								
Aiea	51	64	61	62	46	49	44	55
Moanalua	57	64	67	62	72	50	63	62
Radford	55	65	61	65	54	47	54	58
Leilehua	52	54	53	39	42	37	45	46
Mililani	63	75	69	62	60	50	65	63
Waialua	61	62	55	42	34	22	27	44
LEEWARD: 2 Complex Areas / 6 Complexes								
Campbell	46	52	52	49	39	24	36	43
Kapolei	54	52	56	42	47	42	53	49
Waianae	45	34	35	29	13	14	22	27
Nanakuli	35	31	31	34	13	9	13	24
Pearl City	52	57	67	64	56	42	43	55
Waipahu	41	43	47	42	38	28	28	39
WINDWARD: 2 Complex Areas / 4 Complexes								
Castle	57	53	56	55	51	40	32	50
Kahuku	57	51	61	51	40	32	39	47
Kailua	52	52	53	54	26	31	44	48
Kalaheo	61	70	67	63	48	45	46	56
HAWAII: 3 Complex Areas / 10 Complexes								
Hilo	51	53	52	52	43	39	42	47
Laupahoehoe	56	52	31	15	19	45	27	36
Waiakea	50	58	61	48	50	40	45	50
Kau	27	21	43	31	42	36	31	33
Keaau	47	45	45	23	28	29	25	34
Pahoa	45	40	43	33	22	25	33	35
Honokaa	45	52	51	63	39	50	33	47
Kealakehe	57	56	55	48	40	45	35	48
Kohala	36	43	47	45	35	28	44	40
Konawaena	54	53	59	51	48	36	42	48
MAUI: 2 Complex Areas / 7 Complexes								
Baldwin	53	61	53	50	42	38	45	49
Kekaulike	63	61	58	48	45	35	37	49
Maui	49	52	54	44	41	30	39	45
Hana	17	39	45	23	42	32	20	31
Lahainaluna	38	50	50	43	56	43	40	45
Lanai	33	36	39	42	51	32	26	37
Molokai	33	38	22	25	16	16	32	25
KAUAI: 1 Complex Area / 3 Complexes								
Kapaa	56	46	45	39	41	41	49	45
Kauai	51	56	49	45	39	25	41	43
Waimea	54	48	51	49	54	45	23	46
OTHER:								
Public Charter Schools								
	52	64	56	53	43	37	50	50
Hawaii Center for Deaf & Blind								
	na	na	na	na	na	na	na	na

Source: Hawaii State Department of Education, Test Development Section.
*Second grade scores for a Farrington Complex elementary school are included in 3rd grade percents.



Profiles and Trends

Assessments - Mathematics Hawaii Content and Performance Standards

ASSESSMENT 2005		Complexes						
		MATHEMATICS						
		Standards Based Assessment (HCPS)						
		Percent Proficient and Exceeds						
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
STATE	28%	29%	26%	25%	23%	20%	20%	24%
HONOLULU: 3 Complex Areas / 6 Complexes								
Farrington*	14	26	21	14	8	9	10	14
Kaiser	51	47	44	46	37	46	34	44
Kaimuki	38	36	38	37	31	25	19	33
Kalani	45	59	48	55	54	50	35	50
McKinley	23	31	25	5	11	9	28	23
Roosevelt	41	43	47	40	31	31	33	38
CENTRAL: 2 Complex Areas / 6 Complexes								
Aiea	32	34	27	33	29	30	18	29
Moanalua	30	31	35	40	49	28	31	35
Radford	26	32	24	33	33	25	22	28
Leilehua	24	24	19	10	19	13	17	18
Mililani	37	42	34	32	36	28	35	35
Waialua	39	24	26	11	10	18	9	20
LEEWARD: 2 Complex Areas / 6 Complexes								
Campbell	28	25	24	30	19	10	9	21
Kapolei	28	23	17	13	14	16	21	19
Waianae	28	11	17	13	9	8	3	13
Nanakuli	23	15	15	12	6	6	5	12
Pearl City	28	37	38	38	33	26	23	32
Waipahu	19	18	23	22	14	15	12	18
WINDWARD: 2 Complex Areas / 4 Complexes								
Castle	32	34	25	32	28	29	22	29
Kahuku	35	26	25	27	22	14	17	23
Kailua	29	29	22	23	9	12	21	23
Kalaheo	33	41	24	34	27	24	18	29
HAWAII: 3 Complex Areas / 10 Complexes								
Hilo	27	25	22	30	19	24	18	24
Laupahoehoe	18	17	13	8	5	na	na	8
Waiakea	28	31	28	25	27	26	27	28
Kau	13	11	28	15	7	5	9	13
Keaau	19	15	12	4	14	21	24	15
Pahoa	25	25	23	21	9	12	22	19
Honokaa	17	15	18	19	20	23	9	17
Kealahou	33	20	20	19	22	28	18	23
Kohala	3	13	21	10	10	11	27	14
Konawaena	29	28	27	23	16	17	23	23
MAUI: 2 Complex Areas / 7 Complexes								
Baldwin	27	33	22	14	16	16	22	22
Kekaulike	37	33	26	21	21	19	17	25
Maui	26	25	21	12	12	15	14	18
Hana	17	19	31	7	15	16	10	16
Lahainaluna	13	25	16	9	18	14	11	15
Lanai	10	13	13	21	24	4	6	13
Molokai	18	19	11	11	10	13	10	13
KAUAI: 1 Complex Area / 3 Complexes								
Kapaa	36	19	21	17	21	14	22	21
Kauai	30	24	19	22	26	19	20	23
Waimea	37	31	23	30	47	30	11	29
OTHER:								
Public Charter Schools								
	23	32	20	27	18	15	22	22
Hawaii Center for Deaf & Blind								
	na	na	na	na	na	na	na	na

Source: Hawaii State Department of Education, Test Development Section.
*Second grade scores for a Farrington Complex elementary school are included in 3rd grade percents.

As in standards-based reading, considerable variability is evident across the complexes in mathematics. The proficiency outcomes for all grades tested ranged from a low of 8% (Laupahoehoe Complex) to a high of 50% (Kalani Complex). Kalani was the only complex that had 50% of the total students tested who scored in the proficient or exceeds proficient range in mathematics.



Profiles and Trends

Assessments - Reading Stanford Achievement Test

Norm-reference test outcomes provide a different piece of the puzzle from our standards-based results. Forty-two percent of the complexes (18 of 42) met or exceeded the national norm in reading.

ASSESSMENT 2005		Complexes							
READING		Norm Reference Test (Stanford Achievement Test)							
		Percent Average and Above							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades	
Nat'l Norm	77%	77%	77%	77%	77%	77%	77%	77%	
STATE	82%	74%	78%	81%	73%	74%	64%	75%	
HONOLULU: 3 Complex Areas / 6 Complexes									
Farrington*	72	65	69	72	63	58	53	65	
Kaiser	93	88	91	90	84	86	82	88	
Kaimuki	83	79	82	85	79	71	52	77	
Kalani	91	89	88	93	88	92	84	89	
McKinley	78	75	73	58	60	61	65	70	
Roosevelt	86	82	89	86	78	80	75	83	
CENTRAL: 2 Complex Areas / 6 Complexes									
Aiea	81	76	78	86	76	78	60	77	
Moanalua	82	83	82	86	87	79	75	82	
Radford	86	82	85	89	80	81	70	83	
Leilehua	80	72	76	80	76	74	61	75	
Mililani	89	86	86	88	82	86	82	85	
Waialua	87	80	80	81	73	77	58	77	
LEEWARD: 2 Complex Areas / 6 Complexes									
Campbell	83	70	74	80	70	69	59	73	
Kapolei	85	73	78	85	76	78	68	78	
Waianae	76	52	60	64	--	--	49	61	
Nanakuli	62	50	59	66	41	39	46	53	
Pearl City	85	77	84	86	78	76	72	80	
Waipahu	76	66	71	76	68	61	50	68	
WINDWARD: 2 Complex Areas / 4 Complexes									
Castle	87	73	81	82	77	79	65	78	
Kahuku	85	70	82	86	76	75	71	78	
Kailua	82	71	76	81	62	75	68	75	
Kalaheo	87	85	87	89	82	82	72	83	
HAWAII: 3 Complex Areas / 10 Complexes									
Hilo	81	67	75	81	71	79	56	73	
Laupahoehoe	89	52	56	69	33	70	42	57	
Waiakea	75	73	80	84	78	79	69	77	
Kau	69	46	60	61	67	73	50	61	
Keaau	79	70	72	65	66	71	45	67	
Pahoa	81	57	70	62	45	61	59	62	
Honokaa	79	68	76	83	61	78	56	72	
Kealahakehe	86	77	81	84	71	80	63	77	
Kohala	77	75	80	76	62	68	63	72	
Konawaena	77	73	88	80	68	79	61	74	
MAUI: 2 Complex Areas / 7 Complexes									
Baldwin	86	80	76	81	78	75	66	77	
Kekaulike	87	79	84	82	77	78	68	79	
Maui	83	76	79	73	68	67	59	73	
Hana	58	65	69	58	75	86	49	66	
Lahainaluna	81	72	80	84	75	75	55	74	
Lanai	68	64	71	77	82	76	46	69	
Molokai	70	51	56	52	53	61	56	58	
KAUAI: 1 Complex Area / 3 Complexes									
Kapaa	83	65	75	79	71	67	73	74	
Kauai	80	77	81	77	69	77	72	76	
Waimea	84	68	76	79	70	66	52	71	
OTHER:									
Public Charter Schools	79	78	81	83	70	74	68	77	
Hawaii Center for Deaf & Blind	na	na	na	75	na	na	na	7	

Source: Hawaii State Department of Education, Test Development Section.
*There are no SAT scores for one Farrington Complex elementary school.



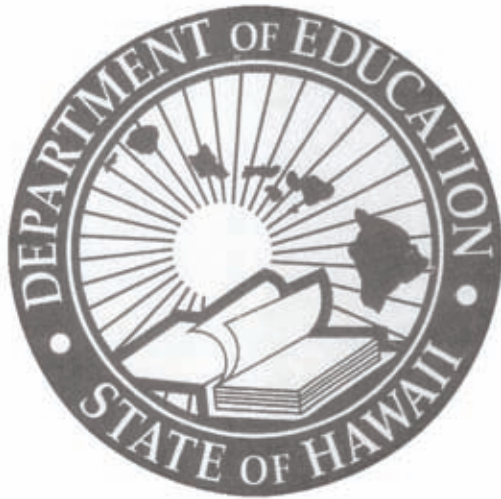
Profiles and Trends

Assessments - Mathematics Stanford Achievement Test

ASSESSMENT 2005		Complexes							
MATHEMATICS		Norm Reference Test (Stanford Achievement Test) Percent Average and Above							
Nat'l Norm	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades	
STATE	87%	84%	83%	83%	75%	73%	68%	79%	
HONOLULU: 3 Complex Areas / 6 Complexes									
Farrington*	78	80	77	77	66	67	58	72	
Kaiser	93	93	96	92	87	90	80	90	
Kaimuki	87	87	88	87	81	75	64	82	
Kalani	93	95	92	95	92	91	86	92	
McKinley	83	82	80	59	60	53	81	76	
Roosevelt	90	91	89	91	82	85	79	87	
CENTRAL: 2 Complex Areas / 6 Complexes									
Aiea	88	86	85	93	82	--	76	88	
Moanalua	88	92	92	91	89	83	80	87	
Radford	92	91	87	93	82	80	79	87	
Leilehua	86	80	82	79	78	67	66	78	
Mililani	92	93	90	89	77	80	81	86	
Waiialua	93	85	90	85	81	72	67	82	
LEEWARD: 2 Complex Areas / 6 Complexes									
Campbell	90	83	84	86	74	70	58	79	
Kapolei	88	85	80	80	74	69	73	78	
Waianae	79	67	68	67	67	64	58	67	
Nanakuli	74	66	73	75	59	58	60	68	
Pearl City	88	85	90	86	85	76	77	84	
Waipahu	83	79	80	80	73	65	61	75	
WINDWARD: 2 Complex Areas / 4 Complexes									
Castle	92	86	87	91	78	77	73	84	
Kahuku	90	87	86	86	77	75	70	81	
Kailua	90	84	85	84	77	73	78	83	
Kalaheo	93	91	87	90	84	81	72	85	
HAWAII: 3 Complex Areas / 10 Complexes									
Hilo	87	76	79	81	74	88	70	79	
Laupahoehoe	83	67	75	69	73	65	50	68	
Waiakea	87	84	86	87	78	75	68	80	
Kau	76	59	84	59	57	54	55	63	
Keaau	85	71	66	59	70	74	58	69	
Pahoa	84	76	70	69	55	60	76	70	
Honokaa	81	79	74	80	70	73	61	75	
Kealahou	90	83	87	82	80	82	68	82	
Kohala	77	87	85	82	74	67	70	77	
Konawaena	85	86	84	77	69	67	58	74	
MAUI: 2 Complex Areas / 7 Complexes									
Baldwin	90	93	84	82	77	70	68	80	
Kekaulike	94	87	83	83	70	78	63	80	
Maui	90	86	86	78	72	68	68	79	
Hana	71	81	76	77	54	77	55	70	
Lahainaluna	83	79	85	73	76	67	57	74	
Lanai	85	86	71	79	82	78	52	76	
Molokai	87	74	71	84	64	75	62	72	
KAUAI: 1 Complex Area / 3 Complexes									
Kapaa	89	80	82	83	78	70	74	79	
Kauai	88	90	84	86	82	81	75	83	
Waimea	92	88	83	88	81	80	54	81	
OTHER:									
Public Charter Schools	84	88	83	84	72	69	66	78	
Hawaii Center for Deaf & Blind	33	20	22	50	33	80	50	38	

In mathematics, the total SAT scores for the complexes show that 62% (26 of 42) of the complexes met or exceeded the national norm for average and above.

Source: Hawaii State Department of Education, Test Development Section.
*There are no SAT scores for one Farrington Complex elementary school.





Hawaii State Board of Education



From left to right, Board Members Darwin Ching, Lei Ahu Isa, and Cec Heftel; Board First Vice Chairperson Karen Knudsen; Board Members Breene Harimoto, Shirley Robinson, and Denise Matsumoto; Board Student Member Darren Ibara; Board Members Paul Vierling, Maggie Cox, and Mary Cochran; Board Chairperson Randall Yee; Board Second Vice Chairperson Herbert Watanabe; and Board Member Garrett Toguchi.



Hawaii State Board of Education Mission and Vision for Hawaii's Public Schools

Mission

The mission of the Hawaii State Board of Education is to promote excellence and equity in Hawaii's public schools and enable all students to meet their own unique and varied potentials.

Vision

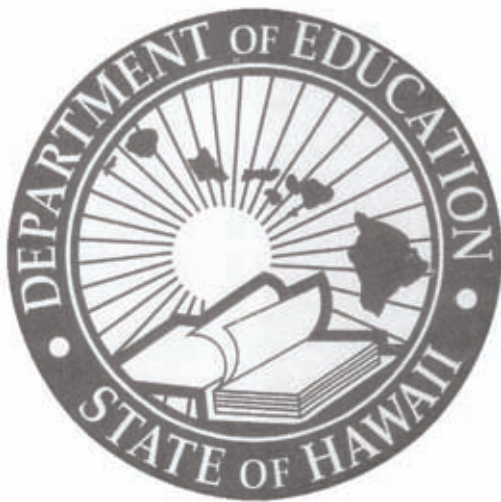
Hawaii's public schools are institutions of learning that parents want their children to attend and students want to attend. All schools, regardless of size, are safe, nurturing learning communities where members work together and all students achieve high academic standards and become contributing members of society.

Hawaii State Board of Education Goals for Hawaii's Public Schools

Goals

The Board of Education, through effective Board leadership, will:

1. Adopt policies and provide direction to effectively acquire and use human and financial resources to improve student performance, ensure the safety and well-being of students, and foster their ongoing development as responsible citizens.
2. Ensure the development and use of educational programs and practices that have been proven to improve student performance and meet student needs.
3. Establish key partnerships and maintain clear communication with school-communities to build support for public schools.
4. Adopt policies, acquire resources, and garner public support to ensure that Hawaii has a sufficient number of public school facilities, that those facilities are well-maintained, and that they are of sufficient quality to enhance student learning.
5. Ensure that the public school system recruits and retains highly qualified personnel.
6. Adopt policies and advocate for sufficient financial and human resources to ensure that all public schools are safe and secure learning and working environments.
7. Ensure an appropriate array of educational programs to address the diverse academic, emotional, physical, and social needs of students.
8. Ensure the implementation of culturally-appropriate programs, practices, policies, and procedures to enhance the educational opportunities offered to Native Hawaiian students.





APPENDICES

Appendix A. Glossary

Appendix B. References and Resources

Appendix C. Data Tables - Online Access



Appendix A. Glossary

This glossary explains the educational and fiscal terms and measures contained in the 2005 Superintendent's 16th Annual Report. An "na" stands for "not appropriate" or "not reportable," while a "- ." stands for missing or unavailable data. Due to rounding of percentages, there may be slight differences between published reports. For example, 9.6% may be reported as 10% for the same measure in different reports.

Adequate Yearly Progress (AYP): This is the minimum standard for improvement that all schools must achieve each year according to the federal *No Child Left Behind* accountability requirements. To meet AYP, all students and all student subgroups (i.e., Special Education, English Second Language Learner, Economically Disadvantaged, and five ethnic groups) must achieve a certain level of participation and proficiency on the State reading and mathematics tests. In addition, schools must meet either on-time graduation rate for high schools or must not exceed a retention rate for elementary and middle/intermediate schools. If a school meets the minimum standard for all 37 indicators, it has "Met" AYP. If a school fails to meet one (or more) of the 37 indicators, it has "Not Met" AYP.

Administrators, School: This is a Full Time Equivalent (FTE) count of all principals and vice-principals.

Administrators, State and Complex Area: The FTE count is the sum of positions that have responsibility for the administrative support of programs, curriculum, and state or federal legal requirements. These FTE position counts include complex areas superintendents, evaluation specialists, facilities planners, personnel specialists, test development specialists, budget specialists, information (data) specialists, state and district curriculum/educational specialists, safety/security program specialists, to list a few.

Appropriated Funds: Funds determined by the state legislature, and enacted by the governor, to provide basic support for the Hawaii Department of Education to operate a statewide school district.

Attendance Rate: The percent of the official student enrollment attending school every day during the school year. For example, 95% means that on any given day during the past school year, 95% of the students are in school on the average.

Average Years Experience: This is a simple average of the number of years of approved teaching experience.

Charter Schools: Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They were established by State legislation and are directly responsible to the Hawaii Board of Education, which monitors their quality and effectiveness, but allows them to operate outside the traditional system of public schools.

Classroom Teachers, FTE or Headcount: A Full Time Equivalent (FTE) position count is comprised of all teachers who are directly teaching students. Unlike FTE, headcount is a simple count of the number of teachers who are directly teaching students.



Complex Areas: These are administrative units made up of two or more complexes.

Complex: This smaller division within a Complex Area consists of a comprehensive high school and middle/intermediate and elementary schools within its attendance boundary.

Demographics, State: Figures reported by the U.S. Census Bureau for 2003 are estimates and are updated periodically. The 2003 estimates in this report were updated in 2005. For an explanation of terms, definitions, and criteria used for classification, please go to the US government website for the census: www.census.gov or www.proximity.com

Dropout Rate: This four-year dropout rate is the percent of high school students who have not returned to school and have either officially exited as “drop-outs” or whose school enrollment statuses are undetermined.

Economically Disadvantaged: These are students whose families meet the income qualifications for the federal free/reduced-cost lunch program. Note that this is an indicator of school-community poverty.

English Second Language Learners (ESLL): These students are certified as receiving English-as-a-second-language services. Note that in school year 2003-04 a new reporting system for ESLL began resulting in figures that are non-comparable to past years’ figures.

Enrollment Count, Official: The official enrollment count of each school is reported to the State upon the yearly opening of school. A school’s enrollment may fluctuate over the course of the school year, so that an enrollment count taken mid-year may be different from its official enrollment count. “Speech and Hearing-Impaired only” special education students are excluded from the Special Education student count in the official enrollment report.

Federal Funds: Funds provided by the federal government for use by the state public school system, through grants from various federal agencies, such as the U.S. Department of Education; U.S. Department of Defense; and U.S. Department of Agriculture.

4-Year College Plans: Percent of the total number of students who returned their Senior Exit Plans surveys who plan to attend a 4-year college on either a full- or part-time basis.

5+ Years Same School: Percent of teachers who have taught at one school for five or more years. It is an indicator of school staffing stability.

Fully Licensed: Teachers who meet requirements (e.g., completed at least a bachelor’s degree and an approved teacher training program) to be fully licensed by the Hawaii State Teachers Standards Board.

Full-Time Equivalent (FTE): These are position counts and not “head counts,” and are the sum of full- and part-time positions. Note that fractions are possible. For example, one full-time (1.0 FTE) and one half-time (0.5 FTE) sum to 1.5 FTEs.



General Funds: The primary source of funding for the state public school system, provided by the state through taxpayer revenues.

Graduation, Graduation Rate, Graduate On Time, Four-Year Graduation: Count or percent of all high school students, including public charter school students, who had completed high school within four years of their 9th grade entry date. Special Education students receiving certificates of completion and students requiring five or more years to complete high school are not included.

National Assessment of Educational Progress (NAEP): This refers to federal tests in reading, mathematics, and writing developed and given by the United States Department of Education (USDOE) to a sample of students in grades 4 and 8 in participating states. USDOE reports only state results, not school or student level results. The NAEP proficiency categories are different from Hawaii's standards-based proficiency categories.

NCLB Sanctions: Mandates imposed on schools "in sanction" status by *No Child Left Behind* guidelines. The sanctions are increasingly stringent the longer a school stays in sanction status. Initial sanctions include school choice and supplemental services.

No Child Left Behind (NCLB): This law, enacted in 2001, is a reauthorization of the *Elementary and Secondary Education Act*, and consists of many Title programs (e.g., Title I, Title IV, etc.) each with its own funding and reporting requirements. The Act specifies school and state accountability mandates and reporting requirements for Title I funds, and requires that all schools in a state must be subject to the same accountability system.

No Sanctions: Schools whose NCLB status for the coming year is either "In Good Standing, Unconditional" or "In Good Standing, Pending." If a school meets all 37 AYP indicators for two consecutive years or if a school in good standing has not met AYP for one year, then it is given "no sanctions" by the State.

Norm-Referenced Test, Stanford Achievement Test: Stanford Achievement Test (SAT) is a norm-referenced test that shows how well students' test scores compare to those of a nationally selected group of students (called the "norm group"). For the SAT norm group, 77% always score "average and above average."

Not Suspended, Students: The number of students who are not suspended by the school and therefore an indicator of appropriate student behavior at school.

Perceptions of Safety and Well-Being, Student and Teacher: Positive responses to a set of items on the DOE's biennial School Quality Survey (SQS) regarding school safety and well-being. The percent positive responses are reported.



Per Pupil Expenditure: The numbers reported from National Center of Education Statistics (NCES) may be used for state to state comparisons. Numbers are based on membership and can be expected to be smaller than per pupil expenditures based on average daily attendance. Current expenditures for public elementary and secondary education in a state is divided by the student membership. Current expenditures are funds spent for operating local public schools and local education agencies, including such operating expenses as salaries for school personnel, student transportation, school books and materials, and energy costs, but excluding capital outlay and interest on school debt.

Persistently Dangerous School: This term is based on NCLB Title IV program regulations that take into account school size, number of school years, length of suspensions, and number of suspensions for certain offenses. These offenses are assault, possession or use of dangerous weapons or firearms, use of dangerous instruments, murder, robbery, sexual assault and terroristic threatening.

Private Schools: Privately operated schools not under the direction of the Hawaii Department of Education.

Relative Wealth, Per Capita Revenue: The per capita revenue is reported by the U.S. Census Bureau as a result of their Annual Survey of Government Finances 2000, a survey completed by all states. Per capita amounts are based on population figures as of April 1, 2000, and are computed on the basis of amounts rounded to the nearest thousand figures obtained also from the U.S. Census Bureau.

Retention Rates:

Elementary: Percent of students, excluding kindergartners, who are not promoted to the next grade level. A low retention rate is desired.

Middle & Intermediate: Percent of 8th grade students who are not promoted to 9th grade the following year. A low retention rate is desired.

Sanctions: If a school fails to meet AYP for two consecutive years, it receives the sanction associated with NCLB status of School Improvement Year 1. If it continues to not meet AYP, it receives progressively greater sanctions associated with each NCLB status of School Improvement Year 2, Corrective Action, Planning for Restructuring, and Restructuring.

Schools, Total: The total number is the sum of all public schools. All regular public schools, public charter schools, and special schools are in this count. Adult Community Schools are not counted.

Special Education (SPED): This count and percent contain all special education students listed on the official enrollment report as receiving special education services and includes special education students with a "Speech and Hearing-Impaired only" condition.



Special Funds: Funds generated through revenue sources other than state taxpayer revenues, such as cafeteria collections from students; adult education tuition/fees; summer school tuition; driver education fees; facility rental fees; and lost textbook penalty fees.

Special Needs, Multiple: Students identified and/or qualified as special needs under more than one of the following categories: economically disadvantaged as determined by receiving free/reduced cost lunch, section 504 classification, and certified as receiving special education or English Second Language services.

Standard-based Assessment, Hawaii Content and Performance Standards: These tests measure student achievement in reading and mathematics based on Hawaii content standards. The percents shown are assessment results, not *No Child Left Behind* (NCLB) accountability results. “*Percent Proficient & Exceeds Proficiency*” are test score categories determined by the number of points correct on the test and are statistically converted to scaled scores.

State and Local Expenditures Supporting Public Education, Percent: This percentage is published by the National Center of Education Statistics (NCES), U.S. Department of Education in their Educational Digest 2004 publication. The percentage is calculated by dividing the states’ “Total, all general expenditures per capita” by the states’ “Elementary and secondary education expenditures” per capita. The Total, all general expenditures per capita includes state and local government expenditures for education services, social services, and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other general expenditures, including intergovernmental expenditure to the federal government, as reported by the State’s NCES Common Core of Data Financial Survey.

Support Staff, Other: This is a Full-Time Equivalent count that encompasses a wide range of positions that support schools, such as school assessment liaisons, athletic directors, registrars, state and district resource teachers, school psychologists, custodians, cafeteria workers, school secretaries, school security guards, educational assistants, occupational therapists, mental health assistants, behavioral specialists, student service coordinators, to name a few. Note that assignment of positions to categories is based on USDOE National Center for Education Statistics, Common Core of Data, Non-Fiscal Survey requirements.

Title I: A school is designated as a “Title I” school and receives supplemental federal funding under NCLB if its student population meets a specified poverty rate. Title I schools are obligated to follow federal requirements regarding Title I funds.

Trust Funds: Funds segregated for specific purposes, such as foundation grants, and athletic gate receipts.



Appendix B. References and Resources

For more information and online access, please go to the internet address listed below each report.



Educational and Accountability Reports

No Child Left Behind (NCLB)

These annual school reports include Adequate Yearly Progress (AYP) results; NCLB school status; student performance results on the statewide assessments; graduation or retention rates; and teacher qualification information.

<http://arch.k12.hi.us>

School Status and Improvement Report (SSIR)

Each SSIR has a description of the school and its setting, a summary of progress in implementing Hawaii standards, and information on school resources and educational outcomes.

<http://arch.k12.hi.us>

Trend Report: Educational & Fiscal Accountability

The annual report contains three years of trend data on schools, school complexes, and system performance at selected benchmark grade levels with performance indicators in areas relating to student achievement, safety and well-being, and civic responsibility. These reports are designed to present trend data information to the public in a concise two-page format for each complex and school.

<http://arch.k12.hi.us>

School Quality Survey (SQS)

The biennial survey gathers teacher, student and parent perceptions that are useful to schools in developing their school improvement plans for accreditation and standards implementation. The SQS also provides information about parent involvement and parent and student satisfaction with their schools.

<http://arch.k12.hi.us>



Hawaii Opinion Poll on Public Education (HOPPE)

The biennial opinion poll of Hawaii residents provides insights into how Hawaii's public schools are perceived and what may be done to improve public education.

<http://arch.k12.hi.us>

Senior Exit Plans Survey (SEPS)

This annual survey of high school seniors gathers information on their post-secondary education and/or career plans.

<http://arch.k12.hi.us>

Enrollment

The reports have student enrollment figures by districts, state and grade-level groups.

<http://doe.k12.hi.us/reports/enrollment.htm>

High School Completer Statistics

This annual report has state level comparisons by year of high school completer rates.

<http://doe.k12.hi.us/reports/highschoolcompleter.htm>

Hawaii State and School Readiness Assessment

These school and state reports produced in partnership with Good Beginnings Alliance and Kamehameha Schools provide information on the entering skills and characteristics of kindergarten children that contribute to successful early learning experiences and on the readiness of schools to support these young children's learning.

<http://arch.k12.hi.us>



Financial Reports

Allocations by School Program

These annual reports contain dollar amounts allocated by Allocation Number, Program, or Organization.

<http://doe.k12.hi.us/reports/allocations.htm>



Annual Financial Reports

Annual Financial Reports are prepared each year to inform interested persons of the total cost of public education in the State of Hawaii. The reports provide both Operating and Capital Improvement Project fund information that is useful in presenting our educational system financing, expenditures and per pupil information.

<http://doe.k12.hi.us/reports/financialreports.htm>

Audit

The annual report on the financial audit of the Department of Education forms an opinion on the fairness of the presentation of the Department of Education's financial statements to comply with requirements for state and local governments that receive federal financial assistance.

<http://doe.k12.hi.us/reports.htm>

Budget

These reports have fiscal information on budget restrictions, operating budget allocations (initial and supplemental), emergency appropriations, and Biennium Budgets.

<http://doe.k12.hi.us/reports/budget.htm>

Expenditures by School

Annual reports of the Hawaii Expenditure Reporting System.

<http://doe.k12.hi.us/reports/expenditures.htm>



Special Education Reports

Due Process Hearings Findings

The findings of due process hearings are provided for public information.

<http://doe.k12.hi.us/reports/specialeducation/dueprocess/index.htm>



Integrated Performance Monitoring Report (Felix)

These pages contain the Quarterly Integrated Performance Monitoring Reports. The Integrated Performance Monitoring Reports contain information regarding the infrastructure and system performance for the Department of Education and the Department of Health as it relates to the quality and availability of supports and services for those students with educational and mental or behavioral health needs that impact their opportunity to benefit from public education. The school by school data is prepared in accordance with the Stipulation for Step-Down Plan and Termination of the Revised Consent Decree entered in the Felix Consent Decree.

<http://165.248.6.166/data/felix/index.htm>



Legislative Reports

Reports to Legislature, 2006

These are reports on the bills and resolutions passed in the 2005, Regular Session, Hawaii State Legislature.

<http://doe.k12.hi.us/reports/tolegislature/index.htm>



Other Resources

Proximity

This resource link, provided courtesy of Proximity, provides access to 2000 Decennial Census information available at the high school complex level for 42 complexes throughout the State of Hawaii. Follow the instructions on how to select tables and complexes to produce sample profiles. The DPA software to produce the higher quality Excel reports is an option and is not required to view and print the results.

<http://proximityone.com/hidmi2.htm>

Center on the Family

This resource provides access to research reports, informational articles, videos, brochures, and other materials designed to support and strengthen families in Hawaii. The Center on the Family at the University of Hawaii-Manoa also issues an annual report on a core set of indicators reflecting overall well-being of Hawaii families.

<http://uhfamily.hawaii.edu>



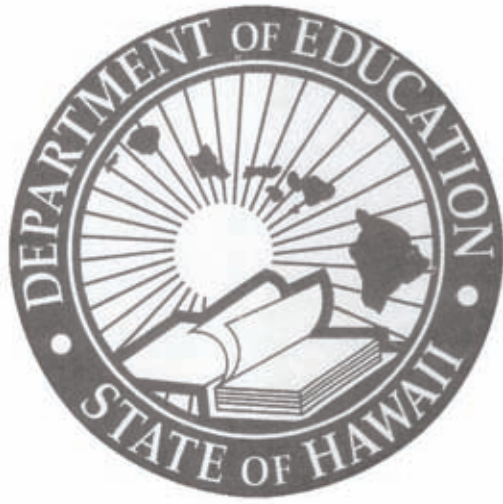
Appendix C. Data Tables-Online

Data tables are available online at:

<http://arch.k12.hi.us/system/suptreport/2005.html>

Data Tables

1. Enrollment in Hawaii Public and Private Schools
2. Enrollment by District
3. Special Needs Affecting Public School Students in Hawaii
4. Average Attendance Rates by School Type
5. Estimated Cohort Dropout Rates
6. Ethnicity of Students and Teachers
7. Hawaii Content and Performance Standards Assessments
8. Stanford Achievement Test 2003, 2004, and 2005
9. Chapter 19 Charges Categorized by Type of Incident
10. Administrative Staff as a Proportion of Total Staff-Hawaii and Comparison States
11. Expenditures per Pupil, Hawaii and Comparison States
12. Hawaii and States with Similar Financial Resources
13. Percentage of State and Local Revenue Expended on Public Education: Hawaii and Comparison States
14. Percentage of State and Local Expenditures Expended by Public Education vs. Per Pupil Expenditures





The Department of Education extends its appreciation to Kapolei High School for its assistance in helping design the Superintendent's 16th Annual Report.

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Kapolei High School Class of 2006

