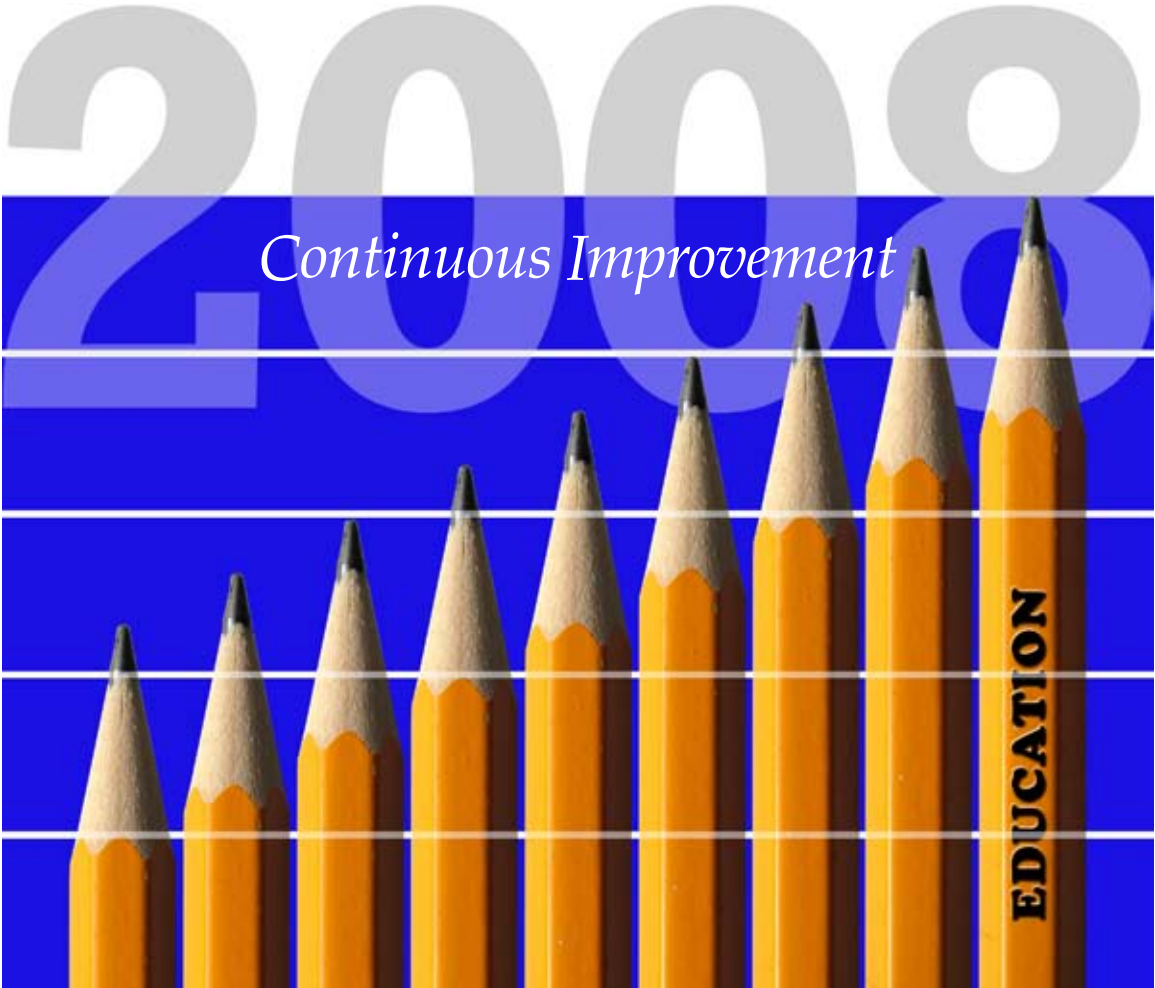
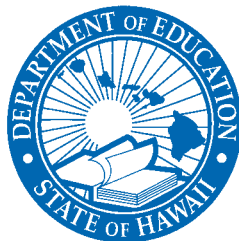


SUPERINTENDENT'S 19th ANNUAL REPORT



*State of Hawaii*

DEPARTMENT OF EDUCATION



**The Honorable Linda Lingle, Governor, State of Hawaii**

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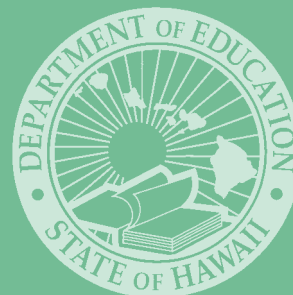
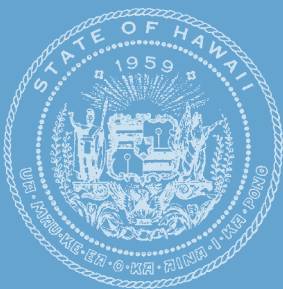
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*Assistant Superintendent*

*Office of Information Technology Services*



## MESSAGE *from the* SUPERINTENDENT

*Dear Educational Partners,*

Welcome to the **Superintendent's 19th Annual Report**. This report presents an overview of Hawaii public schools for school year 2007-2008.

Producing a report that informs the public on the progress of Hawaii's public schools is required by state statute and Board of Education policy. This publication contains essential progress indicators and measures, serves multiple purposes, and meets a variety of reporting requirements. Furthermore, we strive to present the highlights, comparisons, presentations, and displays of core data in a concise and user-friendly format.

Due to the Department of Education's current austerity measures, every effort has been taken to reduce the expense of producing this document, but without compromising the quality or comprehensiveness of all the diverse information.

This year's report focuses on our successes and needs in order to present you with a broader picture of our system. New indicators have been added this year, so some of the tables and charts provide baseline information gathered last year. Other charts display indicators that are being added for future years to allow us to offer more varied data on areas of concern to the public and the schools.

I invite you to learn more about the recent progress and challenges of the Department of Education through the information presented in this publication.

*Very truly yours,*



**Patricia Hamamoto**

Superintendent of Education



2008

SUPERINTENDENT'S 19th ANNUAL REPORT



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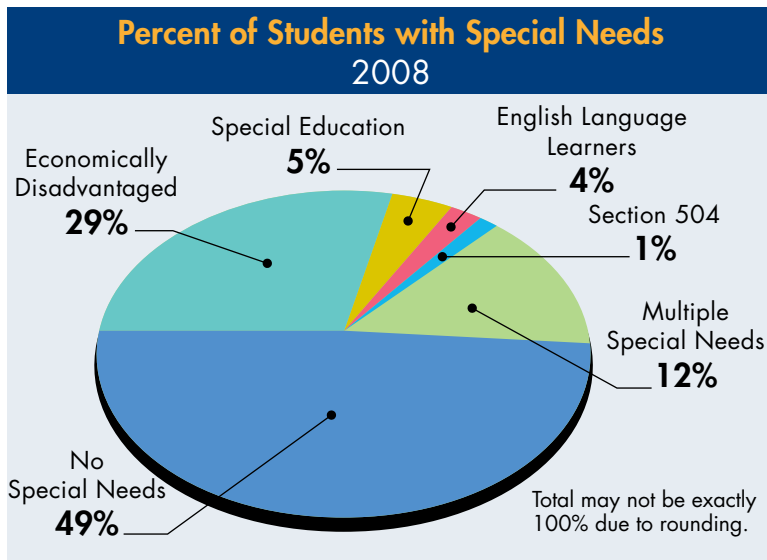
## AT-A-GLANCE

Official Fall Enrollment Grades K to 12, Public and Private Schools			
SY	2005-06	2006-07	2007-08
<b>Public Schools</b>	181,406 83.8%	179,234 83.5%	178,369 83.2%
<b>Private Schools</b>	35,136 16.2%	35,407 16.5%	36,128 16.8%
<b>Total</b>	<b>216,542</b>	<b>214,641</b>	<b>214,497</b>

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

Hawaii State School Readiness Assessment			
Statewide	2005-06	2006-07	2007-08
Kindergartners who attended preschool	<b>58%</b>	<b>61%</b>	<b>60%</b>
Kindergarten teachers with Early Childhood Endorsement Certificates	<b>18%</b>	<b>21%</b>	<b>20%</b>

Source: Hawaii State Department of Education, System Evaluation & Reporting Section.



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

Educators Teacher Characteristics			
	2006	2007	2008
<b>Fully Licensed</b>	86%	86%	86%
<b>Advanced Degree</b>	28%	29%	30%
<b>5+ Yrs at the Same School*</b>	52%	52%	52%

\*Charter school data unavailable.

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

## STUDENTS AND SCHOOLS

### Enrollment Trends

Since the public schools enrollment peaked in 1997-98 (N=189,281), the total number of students has declined to 178,369 in 2007-08. 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 to represent almost 17% of the State's students. Not since the late 80's has private school enrollment reached a high of 17% of the state's total student enrollment.

### Hawaii State School Readiness Assessment

The Hawaii State School Readiness Assessment (HSSRA) is a collaborative project between the Hawaii Department of Education and Good Beginnings Alliance. Two HSSRA school level surveys annually assess schools' readiness for incoming kindergarteners and students' readiness for school. In this table, two key indicators chart the State's progress to improve readiness (i.e., Is the student ready for school? Is the school ready for kindergarten students?).

### 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. In 2008, there were approximately 51% of students with special needs. The responsibility and cost of educating special needs students are challenges faced in Hawaii and nationally, particularly since "closing the achievement gap" among students has become a federal accountability goal.

### Educators

The percent of teachers who are fully licensed remains unchanged over the past two years. Similarly, the percent of teachers at the same school for five or more years has remained stable. There is a gradual and consistent increase in teachers holding an advance degree.

## AT-A-GLANCE

### RESOURCE SUPPORT

#### Funding Support

Hawaii's public education system, unlike the other 49 states, receives its funding predominantly from State and federal sources. Hawaii is the only state not dependent on local property taxes as a major source of revenue.

### PROGRESS AND OUTCOMES

#### Safety & Well-Being

Safe and supportive educational environments promote student success. Student and teacher self-reported perceptions of campus safety and well-being are collected by the Department's School Quality Survey (SQS). The percent of positive responses of students and teachers on the SQS in the safety and well-being dimension have remained relatively consistent over the past two years. As the primary source of this information, the Department is increasing the frequency of administration and expanding the participation pool of survey respondents for future years. Beginning in 2008, the SQS doubled the number of respondents previously included, and changed the survey administration schedule from every other year to yearly.

#### Hawaii State Assessment

The Hawaii State Assessment (HSA) program includes two general types of assessments to measure student performance. Standards-based assessments, on one hand, measure how well Hawaii's students have learned knowledge and skills as specified in the Department's content and performance standards. These assessments contain multiple choice items as well as items that require students to explain their answers. In contrast, norm-referenced tests are designed to measure how Hawaii's students have not only learned a subject area, but how they compare in performance to others, relative to a national norm group in which 77% score average or above. These tests typically contain multiple choice items only.

In 2007, a new standards-based assessment aligned with the newly implemented Hawaii Content and Performance Standards (HCPS III) was administered. Also in 2007, the TerraNova replaced the long-standing Stanford Achievement Test as the norm-referenced test. The 2008 test results provide the first opportunity to compare standards-based and norm-referenced outcomes with the 2007 baseline results.

#### Funding by Source and Year (in millions)

	2006	2007	2008
<b>Appropriated Funds</b>			
<b>STATE</b>			
General	\$ 1,833	\$ 2,029	\$ 2,154
Special	56	45	58
Trust	14	17	18
<b>FEDERAL</b>	343	352	311

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

#### Safety and Well-Being of Students

	2006	2007	2008
<b>Students Not Suspended</b>	95%	94%	95%
<b>Perceptions of safety &amp; well-being</b>			
Students*	--	52%	54%
Teachers*	--	78%	76%

\*Percent reporting positively on School Quality Survey

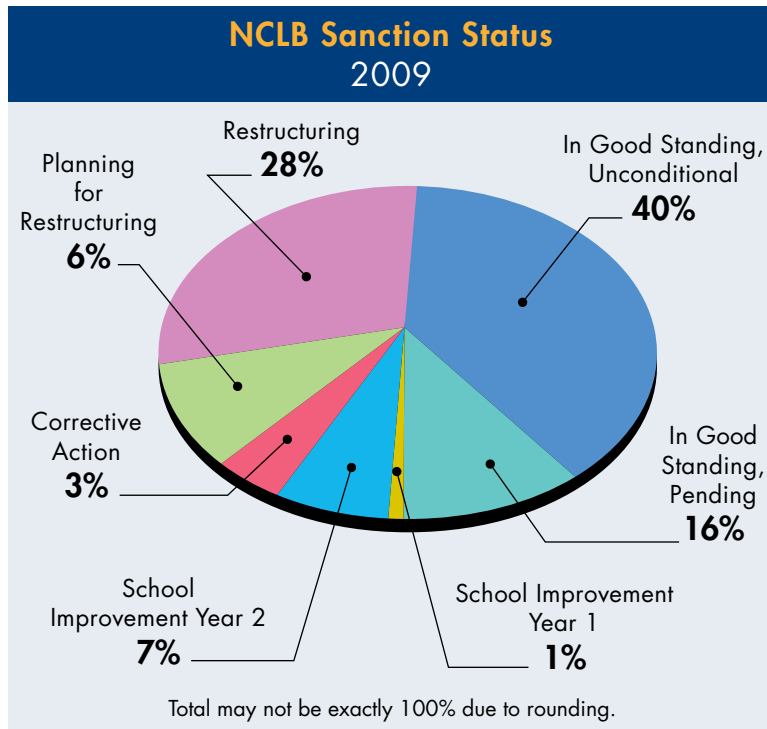
Source: Hawaii State Department of Education, Systems Accountability Office.

#### Hawaii State Assessment 2007 & 2008 Grades 3 to 8, and 10

STANDARDS-BASED	2007	2008
(Hawaii Content & Performance Standards)		
Percent Proficient and Exceeds Proficiency		
Reading	60%	62%
Mathematics	38%	43%
NORM-REFERENCED	2007	2008
(TerraNova)		
Percent Average & Above Average		
Reading	76%	76%
Mathematics	75%	75%

Source: Hawaii State Department of Education, Student Assessment Section.

## AT-A-GLANCE



Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

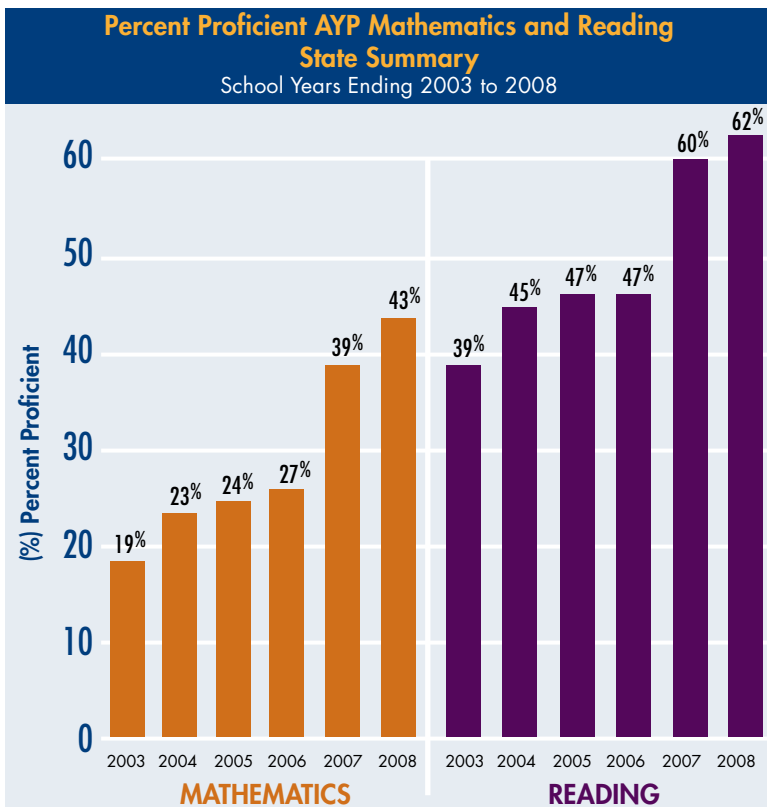
### No Child Left Behind (NCLB)

As shown in the table below, the percentage of schools meeting Adequate Yearly Progress (AYP) increased between 2006 and 2007 and then decreased between 2007 and 2008. The 30 percentage point increase in 2007 may be a combination of improvements in student achievement as well as implementation of a new state assessment. The 23 percentage point decrease in 2008 is primarily due to increases in the Annual Measureable Objectives (AMO) for reading, mathematics, and graduation/retention, each of which directly impacts AYP outcomes. Schools exiting sanctions reflect a three-year trend of improvement with a relatively large 13% jump between 2007 and 2008.

No Child Left Behind 2006, 2007 & 2008			
<i>Adequate Yearly Progress</i>	2006	2007	2008
<b>Percent schools met AYP</b>	35%	65%	42%
<i>Sanctions*</i>	2007	2008	2009
<b>Percent In Good Standing</b>	39%	43%	56%
<b>Number Exiting Sanctions</b>	8	12	29

\*AYP results determine sanctions for the following year.

Source: Hawaii State Department of Education, System Evaluation & Reporting Section.



Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

### Adequate Yearly Progress (AYP)

Since 2003, the percent of students scoring proficient or above has increased in both reading and math. This improvement trend is sometimes masked by increases in AMOs that are used to calculate AYP. In 2007, a revised set of Hawaii Content and Performance Standards (HCPS III) was adopted, and a new series of assessment instruments developed to reflect the revised standards was implemented. The relatively large gain in the number of students proficient and better in 2007 and 2008 may be in part due to the associated change in the standards and assessments; but there is evidence that this difference is a reflection of improvement in student learning, as supported by similar gains in the reputable, independent, National Assessment of Educational Progress (NAEP). The parallel performance across the HSA and NAEP serves as partial validation of the revised standards and assessments.

Note: State totals include proficiency scores of all students enrolled within the DOE system for at least a full academic year.

## AT-A-GLANCE

### Graduation & Dropouts

Each year a cohort of first-time ninth graders are tracked to their fourth year in the public school system. About 80% of each cohort, over the last three years, have graduated on-time. The dropout rate for the last few years has hovered at about 16%. The remainder of students are either continuing or completed school with a special education certificate of program completion.

### High School Diplomas

For the past three years, about 30% of the senior class have earned the more challenging Board of Education Recognition Diploma, which requires additional credits and a minimum 3.0 grade point average.

### Senior Exit Plans

Compared with 2006, there has been a decline in the percent of high school seniors whose post-graduation plans are to go to "school only" or "work only." This decline is offset by a steadily increasing percentage of graduates who are planning to both enroll in school and seek employment. This percentage has increased by five percent between 2006 and 2008. Generally, enrollment at post-secondary institutions increases when unemployment rises and the economy weakens. It will be interesting to see how the impact of the current economic crisis plays out on student's post-graduation plans during the coming years.

### Advanced Placement Courses

Rigorous Advanced Placement (AP) courses provide additional challenges and opportunities to Hawaii students. After AP course completion, students may take College Board AP exams. Students achieving a score of 3 or higher on various tests can earn college credit based on their results.

#### Four-Year Graduation & Dropout Rates

	2005-06	2006-07	2007-08
<b>Graduation</b>	79.2%	78.9%	79.9%
<b>Dropouts</b>	15.7%	16.5%	16.0%

Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

#### High School Diplomas

	2005-06	2006-07	2007-08
<b>BOE Diploma</b>	30.4%	31.5%	30.8%
<b>Regular Diploma</b>	63.6%	62.7%	63.2%

Note: Totals do not sum to 100% because non-diploma (certificate) recipients make up the remainder of school completion statistics.

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

#### Senior Exit Plans Survey

	2006	2007	2008
<b>School Only</b>	18%	16%	16%
<b>Work Only</b>	9%	9%	7%
<b>School and Work</b>	63%	66%	68%
<b>School, Work &amp; Military</b>	5%	4%	4%

Note: Top four most frequent responses.

Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

#### Advanced Placement Courses

Advanced Placement Courses	2006	2007	2008
Number of students enrolled in AP courses:	--	2,725	3,064
Number of students who took AP exam:	2,463	2,516	2,932
Number of exams taken:	3,678	3,827	4,498
Number of AP exam results with a score of 3 or higher:	1,675	1,782	1,934
Percent of exams passed:	46%	47%	43%

Source: College Board

## OUR COMMITMENT *to Education*

# *A Conversation with Superintendent Patricia Hamamoto*

### ***What do you see as the successes within the Department of Education?***

Each year, the Department has a large number of schools that show improved student performance results. About one-half of our schools have shown growth in both reading and math over the last three years. Unfortunately, not all of those schools have received the recognition they deserve, because they started substantially below the Annual Measurable Objectives for No Child Left Behind and may continue to struggle to meet Adequate Yearly Progress. Twenty of our schools have raised both their reading and math proficiency rates by twenty or more percentage points during the last three years, and eighty-six schools have raised either their reading or math proficiency rate by twenty or more percentage points in the same period of time. That is outstanding progress by any account.

Another success has involved the collecting and monitoring of the data for our Strategic Plan indicators. The good news is that we have already exceeded the targets for school year 2008-2009 for twenty-five of our measures and have had positive movement for another thirty-eight measures. Because the Strategic Plan is a working document, the baseline data for new measures, such as science proficiency rates, have been added and the targets based on those data have been established. For school year 2009-2010, we are expanding the objectives, strategies, and measures to more accurately represent and align with the efforts of the high school redesign project.

The Department has developed new communication resources to help reduce the confusion caused by seeing different graduation rates and per pupil expenditure figures reported in different reports. Over the years, we have been required to report similar data based on slightly different calculations or definitions. Minor differences in the definitions and calculations can result in big differences in the final report. This is compounded when external or federal agencies require formulas that differ



from those required for state reporting. For instance, in the past, Hawaii has reported a graduation rate based on a consistent calculation, other states have used different calculations, and the federal government used a separate calculation to allow comparisons between the states' rates. All these different calculations created unnecessary confusion. In addition to the one-page reference sheets the Department created, we are

taking steps to simplify the rates reported to a single rate whenever possible.

### ***What are the Department's greatest needs and challenges?***

The case regarding the Department's responsibilities under the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (McKinney-Vento Act) was recently settled. The Department continues to ensure it identifies and provides services for students who are homeless pursuant to the requirements of the McKinney-Vento Act. The Department remains committed to its responsibilities under the McKinney-Vento Act. Our current economic forecasts for Hawaii suggest the number of students who are homeless across the state is likely to increase. Families experiencing homelessness – whether for the first time or chronically – face obstacles that affect students' ability to focus on academics. For that reason, among others, we will continue to identify students who are homeless and reach out to the families in order to provide them with educational support and information about the services they may need.

The transiency of the military population in our state is another challenge for the Department. Students from military families tend to be enrolled in Hawaii's public schools for shorter periods of time than students from non-military families. Because they come from many different places and school backgrounds, they enter with different levels of skill development, content knowledge, and expectations. On top of that, students who are facing the deployment of family members can be under considerable personal stress that distracts them from their school work and may affect their attendance. All of these factors make it challenging for us to ease the transition of these students into Hawaii's system. To address some of the continuing issues, we've actively participated on the Joint Venture Education Forum – a collaborative partnership between the Department and Hawaii's military communities – which has been a very successful bridge to understanding the military communities' needs.

## OUR COMMITMENT *to Education*

As we look forward at the challenges for the coming school year, the statewide budget crisis will be high among them. Though our resources may be substantially cut, we will make a concerted effort to minimize the negative impact on the students and the schools. Times like these give us an excellent opportunity to reevaluate what we are doing, how we are doing it, and why we are doing it. We must consider better ways of doing our work and question our tendency to do business as usual.

### *How do you learn about public opinions or suggestions for changes to the schools?*

Last year, we updated our long standing public opinion poll by giving it a new focus and a new name. For the Hawaii Public Education Poll, or HPEP, 600 residents across the state were surveyed over the telephone on their opinions about Hawaii's public schools, accountability, improving student achievement, stakeholder roles and responsibilities, and educational priorities. As expected, the highest educational priority was communication skills followed closely by reading and math skills. I was interested to learn that the people polled had the same top three rankings when rating which stakeholders were responsible for improving schools and when rating which stakeholders have the ability to improve schools. I was pleased that 35% of the people surveyed felt Hawaii's public schools are excellent or good, and another 32% rated them as satisfactory. The fact that two-thirds of the residents are satisfied with public schools is considerable positive progress.

Since 2001, the School Quality Survey has gathered the perceptions of students, teachers and parents on a biennial basis. The Department began annual distribution of the School Quality Survey last year. Prior to the increased frequency, the survey items and procedures underwent review. The questionnaires were updated, distribution processes were modified, and the stakeholder groups to be surveyed were expanded. The survey has been a consistent and effective method for gathering perceptual data about the schools. In fact, each year, we receive from other schools and districts across the country requests for permission to use our survey forms for their schools and stakeholders.

In compliance with the Board of Education's Budget Public Input Required Policy, the Department conducted a survey through the Internet and the postal mail. We received over two thousand responses which helped us identify five priorities for the budget. The public concerns included the availability of programs and courses; smaller class sizes; classroom supplies, materials, textbooks; teacher quality; and personnel, resources, and services to improve student performance.

To gather information from the military communities, the Survey on Education for Military Families in Hawaii is conducted annually through the Joint Venture Education Forum. The survey results presented in December 2007 showed general satisfaction of military families with Hawaii Public Schools. Overall, the results were positive, but we still have areas for improvement, particularly with our facilities and the availability of computers for students. We scored well for items related to safe and caring environments and tolerance of differences.

The Department has some major challenges ahead, but I am pleased with the progress we have made and continue to make, and I am confident that our common goals and focused efforts will maintain the progress of the schools and community through these lean times. ::

***Additional information and excerpts of documents mentioned in this conversation can be found on the following web pages or pages of this report:***

<b>CONTINUOUS IMPROVEMENT .....</b>	Page 12
<b>HAWAII PUBLIC EDUCATION POLL.....</b>	Page 13
<b>GRADUATION AND PER PUPIL EXPENDITURES.....</b>	Pages 14 - 15
<b>STRATEGIC PLAN.....</b>	Page 17

#### **McKinney-Vento Homeless Assistance Act of 1987**

<http://doe.k12.hi.us/register/mckinneyventoact.htm>

#### **School Quality Survey**

<http://arch.k12.hi.us/school/sqs/sqs.html>

#### **Survey on Education for Military Families in Hawaii**

<http://www.hawaii.edu/hepc/pdf/Reports/HIDOEMilitarySurvey.pdf>

## OUR COMMITMENT *to Education*

### CONTINUOUS IMPROVEMENT SCHOOLS 132 Earned the Honor for School Year 2007-2008

The Continuous Improvement award honors schools that have shown continuous growth in both reading and mathematics over the past three years.

Of the schools listed below, 63 improved the percent of students proficient in mathematics by 20% or more, and 42 improved the percent of students proficient in reading by 20% or more. The 20 schools in **bold** have improved the percent of students proficient by 20% or more in both reading and mathematics during the past three years.

Abraham Lincoln Elementary  
**Aiea High**  
 Aiea Intermediate  
 Aikahi Elementary  
 August Ahrens Elementary  
 Barbers Point Elementary  
 Benjamin Parker Elementary  
 Central Middle  
 Chiefess Kamakahelei Middle  
 Chiefess Kapiolani Elementary  
 Eleele Elementary  
 Enchanted Lake Elementary  
 Ewa Elementary  
 Hahaione Elementary  
 Hale Kula Elementary  
**Haleiwa Elementary**  
 Hanalei Elementary  
 Heeia Elementary  
 Henry Perrine Baldwin High  
 Highlands Intermediate  
 Hilo High  
 Hilo Intermediate  
 Hokulani Elementary  
 Holomua Elementary  
**Hookena Elementary**  
 Horace Meek Hickam Elementary  
 Iliahi Elementary  
 Ilima Intermediate  
**James Campbell High**  
 John H. Wilson Elementary  
 Joseph J. Fern Elementary  
**Kaala Elementary**  
 Kahala Elementary  
 Kahuku Elementary  
 Kahului Elementary  
 Kailua Elementary  
 Kailua High  
 Kailua Intermediate  
**Kaimuki High**  
**Kalaheo High**  
 Kalaniana'ole Elementary & Intermediate  
 Kalihi Elementary  
 Kamalii Elementary  
 Kapaa Middle  
 Kapalama Elementary  
 Kapolei High  
 Kapolei Middle  
 Kauluwela Elementary  
 Kaumana Elementary  
 Kaunakakai Elementary  
**Ke Kula O Ehunuikaimalino**  
 Keaau Elementary  
 Keaau High  
 Keaau Middle  
 Kealakehe Intermediate

Keaukaha Elementary  
 Kihei Elementary  
 King David Kalakaua Middle  
 King Kamehameha III Elementary  
 King Kekaulike High  
 King Liholiho Elementary  
 Kohala Elementary  
 Kohala Middle  
 Koloa Elementary  
 Konawaena Elementary  
 Konawaena Middle  
**Laie Elementary**  
 Lanai High & Elementary  
 Laupahoehoe High & Elementary  
 Lehua Elementary  
 Lokelani Intermediate  
 Major Sheldon Wheeler Middle  
 Makaha Elementary  
 Makalapa Elementary  
 Manoa Elementary  
 Maui Waena Intermediate  
 Mauka Lani Elementary  
**Mililani High**  
**Mililani Middle**  
**Mililani Waena Elementary**  
 Moanalua High  
 Moanalua Middle  
 Mokapu Elementary  
 Mokulele Elementary  
 Nanakuli High & Intermediate  
 Noelani Elementary  
 Nuuanu Elementary  
 Paauilo Elementary & Intermediate  
 Pauoa Elementary  
 Pearl City High  
 Pearl Harbor Elementary  
 Pearl Ridge Elementary  
 Pohakea Elementary  
 Prince David Kawanakoa Middle  
**Princess Miriam K. Likelike Elementary**  
 Princess Nahienaena Elementary  
 Princess Victoria Kaiulani Elementary  
 Pukalani Elementary  
**Puohala Elementary**  
 Salt Lake Elementary  
 Samuel K. Solomon Elementary  
 Sanford B. Dole Middle  
 Sunset Beach Elementary  
 Theodore Roosevelt High  
 Wahiawa Middle  
**Waiahole Elementary**  
 Waiakea Elementary  
 Waiakea High  
 Waiakea Intermediate  
 Waiakeawaena Elementary

**Waialua High & Intermediate**  
 Waianae Elementary  
 Waianae Intermediate  
 Waiau Elementary  
 Waikele Elementary  
 Waikoloa Elementary  
 Waimanalo Elementary & Intermediate  
**Waimea High**  
 Waipahu High  
 Waipahu Intermediate  
 William McKinley High  
 William P. Jarrett Middle



#### PUBLIC CHARTER SCHOOLS

Education Laboratory NCPCS  
 Hakiipuu Learning Center PCS  
 Halau Lokahi NCPCS  
 Ka Waihona o ka Naauao NCPCS  
**Kihei Charter School**  
 Kualapuu Elementary NCPCS  
**Myron B. Thompson Academy NCPCS**  
**Voyager PCS**  
 Waialae Elementary PCS  
 Waimea Middle PCS



*These spotlight schools have increased the percentage of students proficient by the following amounts.*

## Spotlight Schools



### Hookena Elementary School

Reading % Proficient  27%  
 Mathematics % Proficient  33%

### Kalaheo High School

Reading % Proficient  42%  
 Mathematics % Proficient  40%

### Waimea High School

Reading % Proficient  53%  
 Mathematics % Proficient  25%

## OUR COMMITMENT *to Education*



System Evaluation & Reporting Section | Systems Accountability Office | **October 2008**

The purpose of the Hawaii Public Education Poll (HPEP) is to better understand and act upon Hawaii residents' perceptions and feelings towards public schools and educational issues in Hawaii. These results are based on a statewide telephone survey of 600 Hawaii residents conducted in Spring 2008.

# Snapshot!

*How residents feel about Hawaii's public schools*

### What skills and abilities are most important for Hawaii's Public School Graduates?

- The most commonly mentioned "important skill/ability" for graduates are communication skills, reading skills, and math skills.
- By far, the single most important skill/ability for a graduate to possess is reading skills (254 of 600 respondents).
- The second most important is effective communication (58 of 600 respondents).

### Are certain subjects of higher priority/importance than others?

- Sixty-six percent (66%) feel reading and math are more important than other school subjects.
- More than double the respondents felt language arts and math were of highest priority compared with fine arts, foreign languages, and health and physical education.

### Improving public school accountability: Who is responsible for doing this? Who has the ability to do this?

#### Responsible for improving schools

- School Leadership, Teachers, and Parents/Guardian were viewed as most responsible.
- Policy Makers and Students were viewed as least responsible.
- The difference between those who are most (96%) and least (83%) responsible is 13 percentage points.

#### Able to improve schools

- School Leadership and Teachers were seen as most able to improve schools.
- Students were seen least able to improve schools.
- The difference between those who are most (95%) and least (87%) able is 8 percentage points.
- Those perceived as having more responsibility were also perceived as having more ability to make an impact.

### Improving student achievement: Who is responsible for doing this?

- Teachers and School Leadership are seen as most responsible.
- Parents/Guardians and Students follow.
- Policy makers (DOE leadership, BOE, state, federal) are least responsible.
- The difference between those most (97%) and least (87%) responsible is 10 percentage points.

### The quality of public schools in Hawaii

- More residents feel schools have improved than declined.
- Residents who feel schools have declined comprise nearly 20% of those surveyed.
- More residents felt schools were Excellent or Good than Not-Very-Good or Unacceptable.
- Over 60% of respondents would recommend a public school to their friend or relative.
- Oahu residents feel better about school quality than neighbor island residents.

## OUR COMMITMENT *to Education*

### GRADUATION RATE

#### Hawaii State Department of Education National Governors' Association (NGA) Compact Rate\*

Beginning in School Year 2008-2009, the Hawaii Department of Education will prepare to collect data to report the NGA graduation rate as per the United States Department of Education's (USDOE) guidelines.

**FORMULA:** 
$$\frac{\text{\# of on-time graduates in year X}}{(\text{\# of first-time entering ninth graders in year X-4}) + (\text{\# of transfers in}) - (\text{\# of transfers out})}$$

- Graduates are those who earn a diploma
- "On-time," for most students is four years
- Graduation requirements may be completed during the summer of the given year
- Students whose IEP expectations allow five years to graduate may count as graduates
- Recent immigrants with limited English proficiency could be allowed five years to graduate
- GED, certificates of completion and other school-based credit count as non-graduates
- Transfer students are documented by a transcript request from a receiving school
- Incarcerated students are counted as transfer students
- A student whose status is unknown is considered a non-graduate

\* The specific information regarding the NGA rate contained in this primer is based on Redesigning the American High School, National Governors Association Task Force on State High School Graduation Data (2005). The USDOE guidelines for the NGA Compact Rate, including precise data definitions and criteria, have yet to be finalized. In April 2008, U. S. Secretary of Education Margaret Spellings announced that all states would soon be required to use the NGA Compact Rate to calculate graduation and dropout rates.

### COHORT RATE

#### Used Prior to NGA compact rate

**FORMULA:** 
$$\frac{\text{\# of students in same school cohort** with diplomas}}{\text{\# of students in same school cohort}}$$

\*\* "Same school cohort" is comprised of the students who entered grade 9, in a given school for the first-time, and were enrolled in the same school four years later, upon successfully completing school, or at the point that they "dropped out."

Count or percent of all high school students, including public charter school students, who graduated high school within four years of their 9th grade school year.

- Graduates are students who received a diploma within four years.
- Special Education students receiving certificates of completion are non-graduates.
- Students requiring five or more years to complete high school are non-graduates.
- Students who transfer out of the Hawaii State Department of Education system or to another Hawaii State Department of Education school are removed from the same school cohort.
- Students who were retained in grade 9 count only in their "first time grade 9" cohort.

#### Other Completers and Dropout Rates

The dropout rate is not the inverse of the graduation rate. Annually, approximately 5% of students statewide receive certificates of completion, GED diplomas, or continue in school.

#### For more comparisons of graduation rate calculations ...

##### Council of Chief State Schools Officers

Quality Assurance Practices Associated with Producing Cohort Graduation Rates (2007)  
<http://www.ccsso.org/content/pdfs/Examining%20Graduation%20Indicators-112007-Final.pdf>

Source: Systems Accountability Office, July 2008

#### Reports with these data:

##### No Child Left Behind Reports

<http://arch.k12.hi.us/school/nclb/nclb.html>

##### Superintendent's Annual Report

[http://arch.k12.hi.us/state/superintendent\\_report/annual\\_report.html](http://arch.k12.hi.us/state/superintendent_report/annual_report.html)

##### Trend Report: Educational and Fiscal Accountability

<http://arch.k12.hi.us/school/trends/trends.html>

## OUR COMMITMENT *to Education*

### PER PUPIL EXPENDITURES

**Hawaii State Department of Education** Source: Office of Fiscal Services

The Hawaii State Department of Education's (DOE) Consolidated Annual Financial Report shows expenditures from all sources of funding, (e.g., all state, federal, special, trust). The DOE's "per pupil" expenditure data is based on average daily enrollment.

The following is the formula the DOE uses to calculate per pupil expenditures:

$$\frac{\text{Expenditures}}{\text{Average daily enrollment}} = (\$) \text{ DOE per pupil expenditure}$$

#### EXPENDITURES:

Includes: Education-related costs paid by other state agencies  
Public charter school expenditures

Excludes: Adult education; capital expenditures (school construction); debt service

#### AVERAGE DAILY ENROLLMENT:

$$\frac{\text{Sum of daily student attendance + absences at all schools for the year}}{\text{\# of days schools are in session for the year}}$$

Includes: Public charter school students

**2006 EXAMPLE:**

$$\frac{\$1,848,824,950}{180,335} = \$10,252$$

### United States Department of Education Institute of Education Sciences

Source: National Center for Educational Statistics (NCES) Common Core of Data

The National Center for Education Statistics (NCES) conducts an annual National Public Education Financial Survey (NPEFS), via the U.S. Census Bureau, of all state public educational systems.

Data from NPEFS were originally used to calculate a state per pupil expenditure amount that has been used by Congress, as part of the formula for allocating Federal program funds to states and school districts, including: Title I of the No Child Left Behind Act of 2001 and Impact Aid. However, its role has expanded to provide statistics for national comparisons across all states.

The per pupil calculation for this federal purpose is as follows:

$$\frac{\text{Net current expenditures}}{\text{Student membership}} = (\$) \text{ USDOE per pupil expenditure}$$

#### STATE'S NET CURRENT EXPENDITURES:

Excludes: Capital outlays for school construction;  
Equipment;  
Debt service;  
Programs outside of public elementary and secondary education (such as community service programs and adult education)

#### STUDENT MEMBERSHIP:

Represents the official enrollment count of students, generally in the fall of each school year.

Includes: Pre-K special education students

**2006 EXAMPLE:**

$$\frac{\$1,805,522,000 \text{ (rounded)}}{182,818} = \$9,876$$

#### Reports with these data:

##### Consolidated Annual Financial Report

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

##### Superintendent's Annual Report

[http://arch.k12.hi.us/state/superintendent\\_report/annual\\_report.html](http://arch.k12.hi.us/state/superintendent_report/annual_report.html)

##### Overview of Public Elementary and Secondary Students, Staff, Schools, School Districts, Revenues, and Expenditures

<http://nces.ed.gov>

2008

SUPERINTENDENT'S 19th ANNUAL REPORT



## OUR COMMITMENT *to Education*

### OUR STRATEGIC GOALS 2008-2011

#### **Improve student achievement through standards-based education**

Standards-based education is the critical 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.

#### **Provide 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.

### TEN-YEAR STRATEGIC PLAN

#### **By 2018, we envision ...**

1. Standards are the foundation of our system.
2. All students and staff demonstrate the six General Learner Outcomes.
3. All students are educated to be responsible and productive citizens.
4. All graduates personify the "Vision of the Public School Graduate."
5. All schools are fully staffed with highly qualified and highly effective educators.
6. Parents and community members actively participate in developing and supporting their schools.
7. Schools are flexible, customized, and inclusive learning environments.
8. Employees work in a safe and productive environment.
9. Accountability is a standard operating procedure.

## OUR COMMITMENT *to Education*

### NEW INDICATORS FOR THE STRATEGIC PLAN 2008-2011

In order to reflect innovative and research-based practices within the Department of Education that are designed to meet the needs of all students, some objectives, strategies, and measures of the Department's Strategic Plan 2008-2011 have been modified. In some cases new objectives, strategies, and measures have been added to the existing strategic plan.

The following pages indicate these changes. All objectives, strategies, and measures not shown on the attachment remain unchanged and in effect.

Please note that the baseline data and benchmarks for the new measures will be determined from school year 2009-2010 data, and the first measure of progress toward the benchmarks will be reported based on school year 2010-2011 data.

#### GOAL 1: IMPROVE STUDENT ACHIEVEMENT THROUGH STANDARDS-BASED EDUCATION

##### OBJECTIVE

1.1. Provide standards-based curriculum, instruction, and assessment in all classrooms that reflect rigor, relevance, and relationships (Three Rs).

##### STRATEGIES

1.1.5. Implement standards-based curriculum, instruction, and assessments that meet a high level of rigor and relevance in all classrooms.

MEASURES	BASELINES (SY 2009-10)	ANNUAL BENCHMARKS												
9. Increase the percent of elementary and secondary classrooms that are determined to incorporate rigor and relevance.	Elementary (E) – TBD Secondary (S) – TBD	<table border="1"> <thead> <tr> <th></th> <th><u>E</u></th> <th><u>S</u></th> </tr> </thead> <tbody> <tr> <td>SY08-09</td> <td>na</td> <td>na</td> </tr> <tr> <td>SY09-10</td> <td>na</td> <td>na</td> </tr> <tr> <td>SY10-11</td> <td>TBD</td> <td>TBD</td> </tr> </tbody> </table>		<u>E</u>	<u>S</u>	SY08-09	na	na	SY09-10	na	na	SY10-11	TBD	TBD
	<u>E</u>	<u>S</u>												
SY08-09	na	na												
SY09-10	na	na												
SY10-11	TBD	TBD												

#### GOAL 2: PROVIDE COMPREHENSIVE SUPPORT FOR ALL STUDENTS

##### OBJECTIVE

2.1. Provide a focused and responsive system of supports to strengthen the social, emotional, and physical well-being of all students.

##### STRATEGIES

2.1.4. Measure "Learner Engagement," "Personal Skill Development," and "Stretch Learning" as student performance indicators at all schools.

MEASURES	BASELINES (SY 2009-10)	ANNUAL BENCHMARKS
6. Increase the percent of schools that meet student performance indicators for learner engagement.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD
7. Increase the percent of schools that meet student performance indicators for personal skill development.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD
8. Increase the percent of schools that meet student performance indicators for stretch learning.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD

## OUR COMMITMENT *to Education*

### GOAL 3: CONTINUOUSLY IMPROVE PERFORMANCE AND QUALITY

#### OBJECTIVE

3.1. Continuously improve school quality and performance by increasing the number and percentage of "high performing schools" in the Department of Education.

#### STRATEGIES

3.1.4. Ensure the development of focused academic and financial plans with prioritized needs relating to fundamental academic learning, learner engagement, stretch learning, and personal skill development.

3.1.5. Ensure that schools incorporate rigor and relevance into their academic and financial plans.

MEASURES	BASELINES (SY 2009-10)	ANNUAL BENCHMARKS
8. Maintain the percent of high schools that actively participate in high school redesign through the Hawaii High School Leadership Compact.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD
9. Increase the percent of teachers that have been trained in rigor and relevance.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD
10. Increase the number of teachers that develop and publish exemplary learning modules.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD
11. Increase the number of "high performing complexes" in the Department of Education.	TBD	SY08-09 - na SY09-10 - na SY10-11 - TBD





## OUR COMMITMENT *to Education*

### ANNUAL UPDATE OF DATA FOR THE STRATEGIC PLAN BENCHMARKS

The Department's Strategic Plan for 2008-2011 was based on baseline data from school year 2006-2007 and prior. Even though the first target measures were set for school year 2008-2009, the Department has monitored its progress toward each of those indicators during school year 2007-2008.



























The following table contains all of the Strategic Plan 2008-2011 goals, objectives, and measures. The available data for 2007-2008 has been provided; however, some data are still pending. The colors indicate whether the data are approaching the target, have met the target, or did not meet the original baseline figures (see legend below). The data for measures under development are not available (na) or to be determined (TBD). Once the baseline figures are established for new measures, the targets for future years will be determined.

#### Color Key Legend

	Data did not meet the baseline figures for 2006-2007.
	Data are approaching the target benchmarks for 2008-2009.
	Data have met or exceeded the target benchmarks for 2008-2009.
	Indicates targets for future years.

### GOAL 1: Improve Student Achievement Through Standards-Based Education

#### OBJECTIVE 1.1.

	BASELINE 2006-07	ACTUAL 2007-08	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
1. Increase the percent of elementary and secondary classrooms that are determined to be standards-based.					
Elementary	81%	 83%	 83%	 85%	 87%
Secondary	66%	 65%	 68%	 70%	 72%
2. Increase the number of first-time grade 9 students who are promoted to grade 10.	(2005-06)				
	85%	 86%	 87%	 89%	 91%
3. Increase the number of students taking on-line learning courses.	500	 700	 2,500	 5,000	 10,000
4. Decrease the percent of DOE completers who as first-year UH students are enrolled in remedial classes.					
English	24%* dup	na	 21%	 18%	 15%
Mathematics	29%* dup	na	 26%	 23%	 20%
5. Increase the percent of students graduating within four years with a high school diploma.	80%	 80%	 82%	 84%	 86%

(continued on following page)

\*Figures for 2006-07 are based on duplicated counts.

## OUR COMMITMENT *to Education*

	BASELINE 2006-07	ACTUAL 2007-08	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
6. Increase the number of students who take AP courses.	2,725	3,064	2,825	2,925	3,025
7. Increase the number of students who take the AP exam.	2,516	2,932	2,616	2,716	2,816
8. Increase the number of AP exam results with a 3 or higher.	1,782	1,934	1,882	1,992	2,092

### **OBJECTIVE 1.2.**

1. Increase the percent of students attaining proficiency on statewide assessments in:

Reading	60%	62%	64%	68%	71%
Mathematics	38%	42%	44%	50%	55%
Science	na	38%	44%	50%	55%

2. Increase the percent of students who are proficient in reading by the end of third grade.

61%	61%	65%	68%	72%
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3. Increase the percent of students in each subgroup (Disadvantaged, Special Education [SPED], Limited English Proficient [LEP], White, Black, Asian, Pacific Islander, American Indian, and Hispanic) who are proficient on the statewide assessments in:

<b>Disadvantaged</b>	Reading	47%	49%	52%	57%	62%
	Mathematics	27%	31%	32%	37%	42%
	Science	na	26%	31%	36%	41%
<b>SPED</b>	Reading	13%	14%	18%	23%	28%
	Mathematics	6%	7%	11%	16%	21%
	Science	na	7%	12%	17%	22%
<b>LEP</b>	Reading	23%	28%	28%	33%	38%
	Mathematics	17%	21%	22%	27%	32%
	Science	na	9%	14%	19%	24%
<b>White</b>	Reading	73%	75%	78%	83%	88%
	Mathematics	47%	52%	52%	57%	62%
	Science	na	55%	60%	65%	70%
<b>Black</b>	Reading	61%	63%	66%	71%	76%
	Mathematics	30%	37%	35%	40%	45%
	Science	na	35%	40%	45%	50%
<b>Asian</b>	Reading	64%	69%	69%	74%	79%
	Mathematics	45%	52%	50%	55%	60%
	Science	na	44%	49%	54%	59%
<b>Pacific Islander</b>	Reading	48%	50%	53%	58%	63%
	Mathematics	25%	30%	30%	35%	40%
	Science	na	23%	28%	33%	38%
<b>Native American</b>	Reading	61%	63%	66%	71%	76%
	Mathematics	31%	38%	36%	41%	46%
	Science	na	38%	43%	48%	53%
<b>Hispanic</b>	Reading	55%	57%	60%	65%	70%
	Mathematics	30%	34%	35%	40%	45%
	Science	na	32%	37%	42%	47%

*(continued on following page)*

## OUR COMMITMENT *to Education*

4. Increase the percent of students who have moved to a higher proficiency level on the statewide assessments in:		BASELINE 2006-07	ACTUAL 2007-08	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
<b>Disadvantaged</b>	Reading	23%	23%	28%	33%	38%
	Mathematics	21%	19%	26%	31%	36%
	Science	na	na	Baseline	TBD	TBD
<b>SPED</b>	Reading	13%	17%	18%	23%	28%
	Mathematics	9%	10%	14%	19%	24%
	Science	na	na	Baseline	TBD	TBD
<b>LEP</b>	Reading	19%	23%	24%	29%	34%
	Mathematics	19%	18%	24%	29%	34%
	Science	na	na	Baseline	TBD	TBD
<b>White</b>	Reading	32%	22%	37%	42%	47%
	Mathematics	31%	20%	36%	41%	46%
	Science	na	na	Baseline	TBD	TBD
<b>Black</b>	Reading	29%	24%	34%	39%	44%
	Mathematics	23%	21%	28%	33%	38%
	Science	na	na	Baseline	TBD	TBD
<b>Asian</b>	Reading	30%	23%	35%	40%	45%
	Mathematics	31%	20%	36%	41%	46%
	Science	na	na	Baseline	TBD	TBD
<b>Pacific Islander</b>	Reading	22%	22%	27%	32%	37%
	Mathematics	19%	19%	24%	29%	34%
	Science	na	na	Baseline	TBD	TBD
<b>Native American</b>	Reading	24%	23%	29%	34%	39%
	Mathematics	23%	22%	28%	33%	38%
	Science	na	na	Baseline	TBD	TBD
<b>Hispanic</b>	Reading	25%	24%	30%	35%	40%
	Mathematics	22%	18%	27%	32%	37%
	Science	na	na	Baseline	TBD	TBD

5. Increase the percent of limited English proficient students who become proficient in the English language.	(2005-06)	20%	9%	22%	24%	27%
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### **OBJECTIVE 1.3.**

1. Increase the percent/number of elementary students receiving a "usually" or "consistently" rating on all general learner outcomes at the end of the school year.	52%	53%	56%	60%	64%
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### **OBJECTIVE 1.4.**

1. Increase the number of schools that report service activities during the school year.	209	234	225	250	255
2. Increase the percent of elementary students receiving a "usually" or "consistently" rating on GLO #2: Community Contributor.	19%	62%	24%	29%	34%

(continued on following page)

## OUR COMMITMENT to Education

### GOAL 2: Provide Comprehensive Support for All Students

#### OBJECTIVE 2.1.

	BASELINE 2006-07	ACTUAL 2007-08	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
1. Increase the percent of students who are not suspended from school by school type (elementary, middle/intermediate, high).	(2004-05)				
Elementary	99%	99%	99%	99%	99%
Middle	89%	89%	90%	91%	92%
High	91%	91%	92%	93%	94%
2. Increase the percent of students reporting that they feel safe at their school by school type (elementary, middle/intermediate, high).	(2004-05)				
Elementary	83%	75%	85%	87%	89%
Middle	70%	54%	72%	74%	76%
High	75%	47%	77%	79%	81%
3. Increase the percent of students by school type (elementary, middle/intermediate, high) reporting that most of the students in their school are well-behaved.	(2004-05)				
Elementary	38%	49%	42%	46%	50%
Middle	18%	23%	22%	26%	30%
High	20%	21%	24%	28%	32%
4. Increase the percent of students reporting they have a significant adult connection with someone on campus.					
Elementary	na	74%	77%	80%	83%
Middle	na	54%	57%	60%	63%
High	na	48%	52%	55%	58%
5. Increase the percent of schools with well-established home/preschool to kindergarten transition programs.	29%	34%	33%	37%	41%
6. Increase student daily attendance.					
Elementary	94%	94%	95%	95%	95%
Secondary	92%	92%	95%	95%	95%
7. Increase the number of school lunches and breakfasts served to students during the year.					
Lunch	19,378,879	18,529,459	19,378,879	19,766,456	20,161,785
Breakfast	6,127,993	6,414,018	6,127,993	6,250,552	6,375,563

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## OUR COMMITMENT *to Education*

### OBJECTIVE 2.2.

	BASELINE 2006-07	ACTUAL 2007-08	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
1. Increase the percent of parents who respond positively that they participate in important decisions about their children's education (for example, year-round school, discipline, homework).	(2004-05) 66%	65%	70%	74%	78%
2. Increase the percent of teachers who respond positively that a majority of their students' parents/guardians participate in important decisions about their children's education.	na	38%	42%	46%	50%
3. Increase the percent of parents reporting satisfaction with their school.	(2005-06)				
Elementary	71%	71%	75%	79%	83%
Middle	56%	60%	60%	64%	68%
High	53%	53%	57%	61%	65%
Total	67%	66%	71%	75%	79%
4. Increase the percent of parents who report that they have opportunities to get involved at school (for example, volunteer activities, tutoring, chaperoning events).	(2004-05) 70%	73%	74%	78%	82%

## GOAL 3: Continuously Improve Performance and Quality

### OBJECTIVE 3.1.

1. Increase the number of 10th and 11th grade students who take the PSAT.	8,131	11,004	8,531	8,931	9,331
2. Maintain the number of schools that increased the proportion of their proficient students by five percentage points from the prior school year by school level in:					
Reading	226	77	226	226	226
Mathematics	240	111	240	240	240
Science	na	na	Baseline	TBD	TBD
3. Increase the number of National Board Certified Teachers.	125	160	135	145	155
4. Increase the percent of teachers who have been in the same school for five or more years.	(2005-06) 52%	53%	54%	56%	58%
5. Increase the percent of fully licensed teachers teaching in low performing schools.	83%	84%	100%	100%	100%
6. Increase the percent of principals who have been in the same school for five or more years.	(2005-06) 38%	55%	40%	42%	44%
7. Increase the percent of teachers and instructional support staff reporting satisfaction with their school.	(2004-05)				
Elementary	66%	63%			
Middle/Intermediate	56%	68%			
High	56%	59%			
Multi-level	55%	49%			
Teachers Total	61%	71%	65%	69%	73%
Instructional Support Staff Total	na	78%	80%	82%	84%

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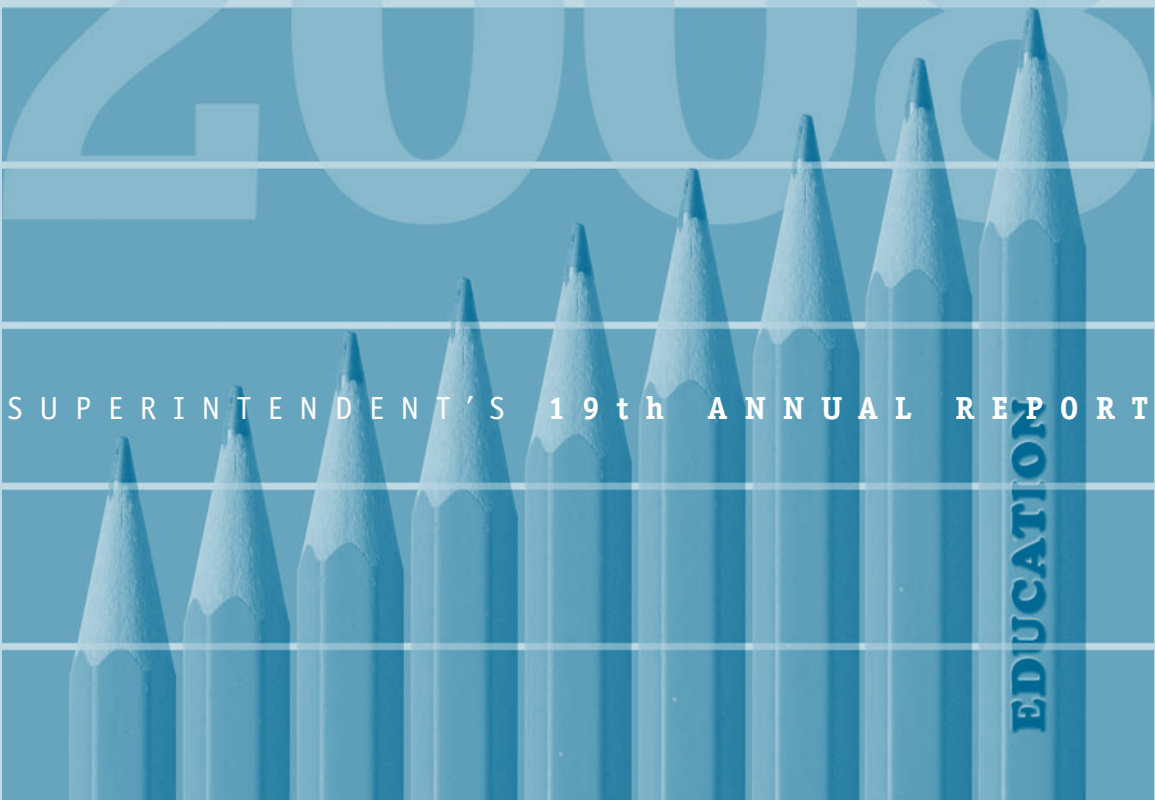
## OUR COMMITMENT *to Education*

**OBJECTIVE 3.2.**

	BASELINE 2006-07	ACTUAL 2007-08	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
1. Increase the percent of classes taught by highly qualified teachers.					
Elementary	87%	91%	100%	100%	100%
Secondary	54%	63%	100%	100%	100%
2. Increase the average number of instructional days that teachers are present in the classroom.	173	173	174	175	176
3. Increase the percent of schools making Adequate Yearly Progress (AYP) each year.	60%	42%	62%	64%	66%
4. Increase the percent of teachers remaining in the profession within their first five years.	48%	44%	49%	50%	51%
5. Increase the percent of kindergarten teachers with an Early Childhood Endorsement.	21%	20%	25%	29%	33%
6. Increase the percent of Hawaii residents who believe their neighborhood public schools are improving.	na	27%	33%	38%	43%
7. Increase the percent of longitudinal identifications and match rates on students within and returning to DOE.					
	(2004-06)				
	85%	98%	87%	89%	91%

2008

SUPERINTENDENT'S 19th ANNUAL REPORT



## PROFILES *and* TRENDS

### STATE SUMMARY BACKGROUND

<b>SCHOOLS</b>	<b>2006</b>		<b>2007</b>		<b>2008</b>	
<b>Total</b>	<b>285</b>	<b>100%</b>	<b>286</b>	<b>100%</b>	<b>287</b>	<b>100%</b>
Elementary	168	59%	169	59%	169	59%
Middle/Intermediate	36	13%	36	13%	37	13%
High	33	11%	33	12%	33	11%
Multi-level	18	7%	18	6%	17	6%
Charter	27	9%	27	9%	28	10%
Special	3	1%	3	1%	3	1%
<b>Complex Areas</b>	<b>15</b>		<b>15</b>		<b>15</b>	
<b>STUDENTS</b>	<b>2006</b>		<b>2007</b>		<b>2008</b>	
<i>Official Enrollment Count</i>						
<b>Total</b>	<b>181,406</b>	<b>100%</b>	<b>179,234</b>	<b>100%</b>	<b>178,369</b>	<b>100%</b>
K-6	98,552	54%	97,383	54%	97,272	55%
7-8	27,430	15%	27,052	15%	26,669	15%
9-12	55,424	31%	54,799	31%	54,428	31%
Totals may not be exactly 100% due to rounding.						
Special Education (SPED)*	19,714	11%	19,030	11%	18,650	10%
English Language Learner (ELL)	15,403	8%	17,151	10%	17,834	10%
Economically Disadvantaged	74,123	41%	73,567	41%	73,136	41%
*Excludes Speech only and Hearing-Impaired only categories.						
<b>STAFF (Full Time Equivalents)</b>	<b>2006</b>		<b>2007</b>		<b>2008</b>	
Classroom Teachers	11,226.0		11,270.3		11,395.8	
Librarians	292.0		271.5		257.5	
Counselors	671.0		669.5		659.5	
Administrators						
School	493.0		531.0		544.0	
State & Complex Area	212.5		214.5		228.5	
Other Support Staff	8,164.0		8,102.6		8,566.3	
<b>Total</b>	<b>21,058.5</b>		<b>21,059.4</b>		<b>21,651.6</b>	
Source: NCES CCD Agency Report Submitted. IRM CCD coordinator.						
<b>STATE DEMOGRAPHICS</b>	<b>2000 Census</b>		<b>2006 Est</b>		<b>2007 Est</b>	
<b>Population</b>	1,211,537	100%	1,285,498	100%	1,283,388	100%
Under 5 yrs	78,163		87,179		87,727	
5-9	84,980		76,819		73,564	
10-14	83,106		81,973		75,097	
15-19	81,002		84,438		83,026	
Median Age, in years	36.2		37.2		38.1	
<b>Households</b>						
Total	403,240	100%	432,632	100%	439,685	100%
Families	287,068		301,102		306,623	
Avg. Family Size	3.4		3.5		3.9	
<b>Income</b>						
Median Family Income	\$65,027*		\$70,277		\$73,879	
Per Capita Income	\$24,513*		\$27,251		\$28,287	
Poverty, Families in	7.7%		7.1%		5.4%	
<b>Educational Attainment</b>						
Percent high school or higher	84.6%		89.0%		89.4%	
Percent 4-yr degree or higher	26.2%		29.7%		29.2%	
Source: U.S. Census Bureau.						
*2004 inflation-adjusted dollars.						

## PROFILES *and* TRENDS

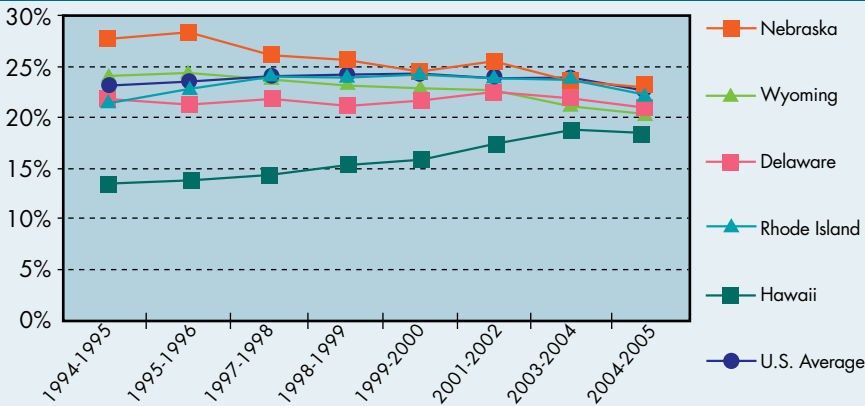
STATE SCHOOL BUDGET	2006	2007*	2008
<b>APPROPRIATED FUNDS (millions)</b>			
<b>State</b>			
General	\$1,832.5	\$2,028.6	\$2,154.3
Special	55.7	45.1	58.2
Trust	13.5	16.7	18.4
<b>Federal</b>	343.4	351.9	310.7
<b>Total</b>	<b>\$2,245.1</b>	<b>\$2,442.3</b>	<b>\$2,541.6</b>
<b>EXPENDITURES (millions)</b>			
<b>State</b>			
General	\$1,799.0	\$1,985.0	\$2,113.3
Special	37.0	36.6	32.3
Trust	4.8	5.3	5.5
<b>Federal</b>	216.2	249.4	221.8
<b>Total</b>	<b>\$2,057.0</b>	<b>\$2,276.3</b>	<b>\$2,372.9</b>

\*Revised from previous reports to reflect updated figures.  
Source: Hawaii State Department of Education, Annual Financial Reports.

SCHOOL FINANCE: National Perspective	2003	2004	2005
<b>Key Finance Indicators</b>			
Per pupil expenditures	\$8,100	\$8,533	\$8,997
Percent State & local expenditures for public education	--	19.3%	18.5%
National Rank	--	49th	50th
<b>Relative wealth</b>			
Per capita, State Revenue			
National Rank	--	7th*	--

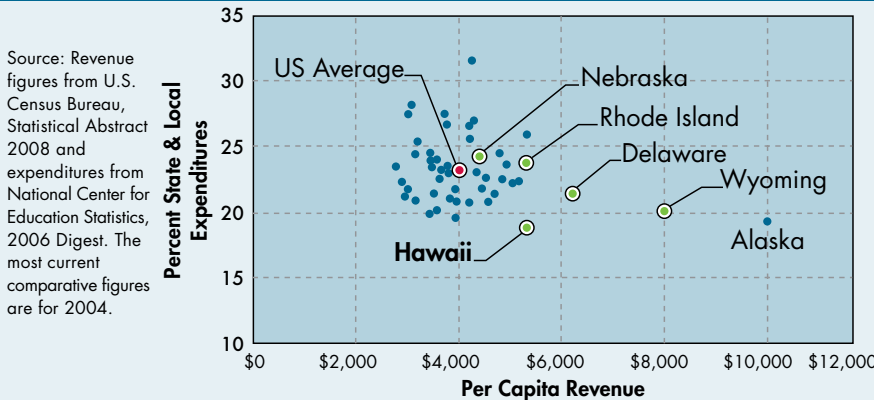
\*Revised from previous reports to reflect updated figures.  
Sources: U.S. Census Bureau; National Center for Education Statistics.

**Percent of State and Local Expenditures Supporting Public Education, by Year & Comparison States**



Source: National Center for Education Statistics, 2007 Digest. The most current comparative figures are for 2005.

**Public Education Funding Support vs. Relative Wealth All States, Fiscal Year 2003-2004**



Source: Revenue figures from U.S. Census Bureau, Statistical Abstract 2008 and expenditures from National Center for Education Statistics, 2006 Digest. The most current comparative figures are for 2004.

## STATE SUMMARY

### RESOURCE SUPPORT

#### State School Budget

Funding and expenditures for Hawaii public education have increased over the past three years primarily due to: higher fixed costs including debt service and fringe benefits; higher payroll costs; the transfer of repair and maintenance from another state agency; and, the federal No Child Left Behind Act requirements. However, in contrast, federal funding for Impact Aid and State Grants have been declining since the 2004 high of \$365 million.

#### School Finance

The *School Finance: National Perspective* table provides statistics that compare Hawaii with other states using the most current figures available. In 2004 and 2005, Hawaii ranked second to last and last respectively in the proportion it spends on education.

#### Percent Expenditures

After a few years of increases, Hawaii's per capita percentage of state and local expenditures for public education declined slightly from 2003-04 to 2004-05, 19.3% to 18.5%. Similar declines were also seen in the other four comparable states and Hawaii expenditures continue to rank below the other four states. Hawaii ranks last, 50th, in the percent of state and local expenditures for public education in the nation.

#### Support vs. Wealth

When per capita revenue, an indicator of relative wealth, is plotted against the percent of state and local expenditures for public education for the fiscal year 2004, Hawaii continues to be on the lower end of the percent expenditure continuum.

# PROFILES *and* TRENDS

## STATE SUMMARY

### PROGRESS AND OUTCOMES

#### National Assessment of Educational Progress

In 2007, Hawaii was the only state to show statistically significant gains in both NAEP subject areas (reading and mathematics) and at both grade levels (4 and 8). NAEP and Hawaii State Assessment results over the years both show the same overall trends: gains in elementary reading and mathematics, basically unchanged in grade 8 reading, but noticeable increases in grade 8 mathematics. Writing and science assessments are planned to take place every four years.

#### Hawaii State Assessment

For further details, see the Complex Area Summaries on pages 38 - 43 of this report.

PROGRESS & COMPLETION	2006	2007	2008
<b>Attendance Rates</b>			
Elementary	94.2%	94.4%	94.4%
Middle/Intermediate	93.8%	94.0%	93.9%
High	91.4%	91.2%	90.4%
Multi-level	90.7%	90.4%	89.6%
Charter	92.9%	93.8%	93.0%
<b>Retention Rates</b>			
Elementary	< 0.5%	1%	1%
Middle/Intermediate	2%	2%	1%
<b>Graduate Rate</b> (on-time) Grades 9 through 12	79.2%	78.9%	79.9%
<b>Dropout Rate</b> Grades 9 through 12	15.7%	16.5%	16.0%

EDUCATIONAL ASSESSMENT									
NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)									
	2002		2003		2005		2007		
	(Percent Proficient & Advanced)								
	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	
<b>Reading</b>									
Grade 4	--	--	21%	30%	23%	30%	31%	39%	
Grade 8	--	--	22%	30%	18%	29%	21%	31%	
<b>Mathematics</b>									
Grade 4	--	--	23%	31%	27%	35%	37%	45%	
Grade 8	--	--	17%	27%	18%	29%	24%	38%	
<b>Writing</b>									
Grade 4	23%	31%	--	--	--	--	--	--	
Grade 8	18%	30%	--	--	--	--	20%	31%	
<b>Science</b>									
Grade 4	--	--	--	--	19%	27%	--	--	
Grade 8	--	--	--	--	15%	27%	--	--	

Source: Hawaii State Department of Education, Student Assessment Section.

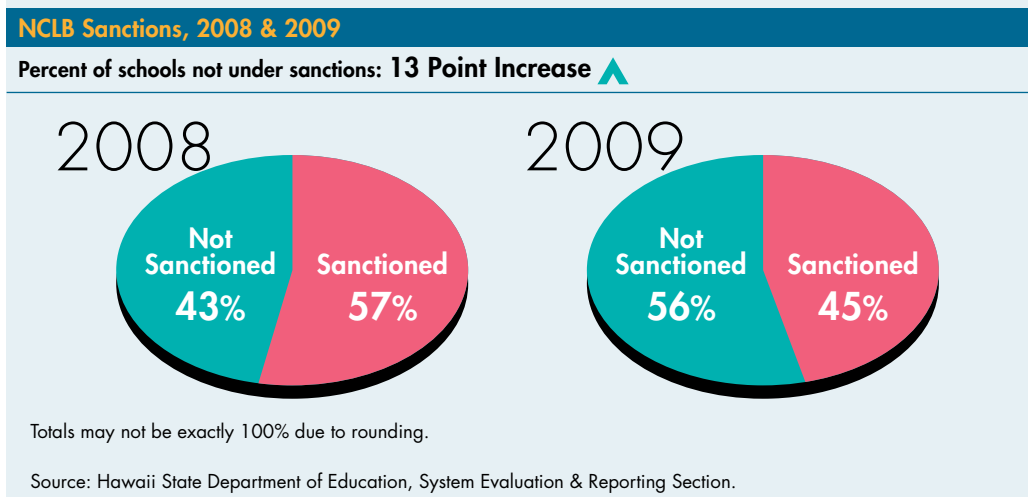
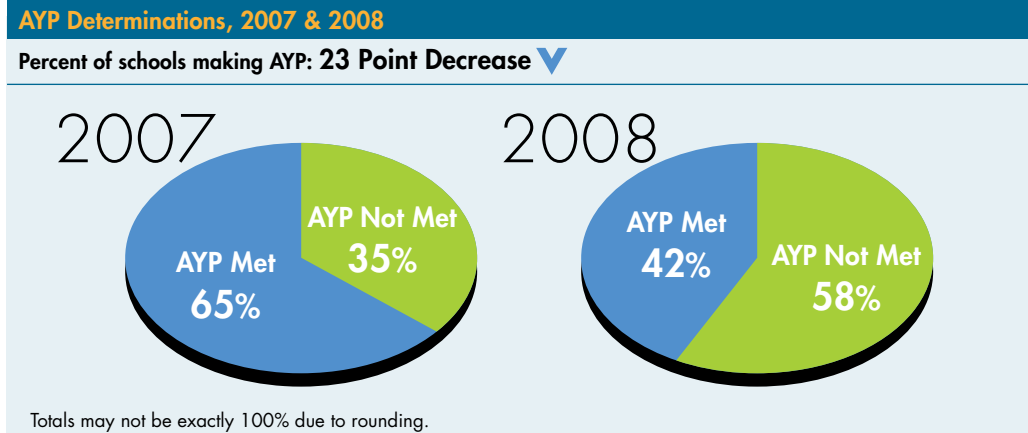
HAWAII STATE ASSESSMENT		2007	2008
STANDARDS-BASED (Hawaii Content & Performance Standards)		(Percent Proficient & Exceeds Proficiency)	
<b>Reading</b>			
Grade 3		62%	62%
Grade 4		54%	61%
Grade 5		60%	57%
Grade 6		55%	57%
Grade 7		62%	64%
Grade 8		60%	66%
Grade 10		65%	67%
<b>Mathematics</b>			
Grade 3		49%	53%
Grade 4		48%	49%
Grade 5		40%	44%
Grade 6		39%	42%
Grade 7		37%	40%
Grade 8		26%	35%
Grade 10		29%	34%
<b>NORM-REFERENCED (TerraNova)</b>			
<b>Reading</b>			
Grade 3		74%	73%
Grade 4		77%	77%
Grade 5		78%	79%
Grade 6		78%	77%
Grade 7		71%	70%
Grade 8		79%	80%
Grade 10		78%	77%
<b>Mathematics</b>			
Grade 3		75%	74%
Grade 4		77%	76%
Grade 5		77%	78%
Grade 6		73%	73%
Grade 7		74%	72%
Grade 8		76%	76%
Grade 10		75%	75%

Source: Hawaii State Department of Education, Student Assessment Section.

## PROFILES *and* TRENDS

EDUCATIONAL ACCOUNTABILITY						
No Child Left Behind (NCLB)	2006		2007		2008	
Adequate Yearly Progress (AYP)						
<b>All Schools</b>						
Met	100	35%	184	65%	119	42%
Not Met	182	65%	98	35%	164	58%
<b>Title I</b>						
Met	52	26%	118	61%	65	36%
Not Met	149	74%	75	39%	118	64%
<b>Charters</b>						
Met	12	44%	18	67%	8	29%
Not Met	15	56%	9	33%	20	71%
	2007		2008		2009	
<b>No Sanctions</b>						
In Good Standing, Unconditional	87	31%	118	42%	113	40%
In Good Standing, Pending	23	8%	2	1%	45	16%
<b>Totals</b>	<b>110</b>	<b>39%</b>	<b>120</b>	<b>43%</b>	<b>158</b>	<b>56%</b>
<b>Sanctions</b>						
School Improvement Year 1	45	16%	38	13%	2	1%
School Improvement Year 2	16	6%	12	4%	20	7%
Corrective Action	58	21%	19	7%	8	3%
Planning for Restructuring	3	1%	45	16%	17	6%
Restructuring	50	18%	48	17%	78	28%
<b>Totals</b>	<b>172</b>	<b>62%</b>	<b>162</b>	<b>57%</b>	<b>125</b>	<b>45%</b>

Totals may not be exactly 100% due to rounding.  
Source: Hawaii State Department of Education, System Evaluation & Reporting Section.



## STATE SUMMARY

### PROGRESS AND OUTCOMES

#### Educational Accountability

While the percent of “All Schools” meeting Adequate Yearly Progress (AYP) decreased between 2007 and 2008, both “Title I” and “Charter” schools reflected proportionally larger decreases. These lower rates of schools making AYP suggest Title I and Charter schools, in particular, are facing greater challenges associated with the 2008 increases in Annual Measurable Objectives (AMO).

#### Adequate Yearly Progress (AYP) Determinations and NCLB Sanctions

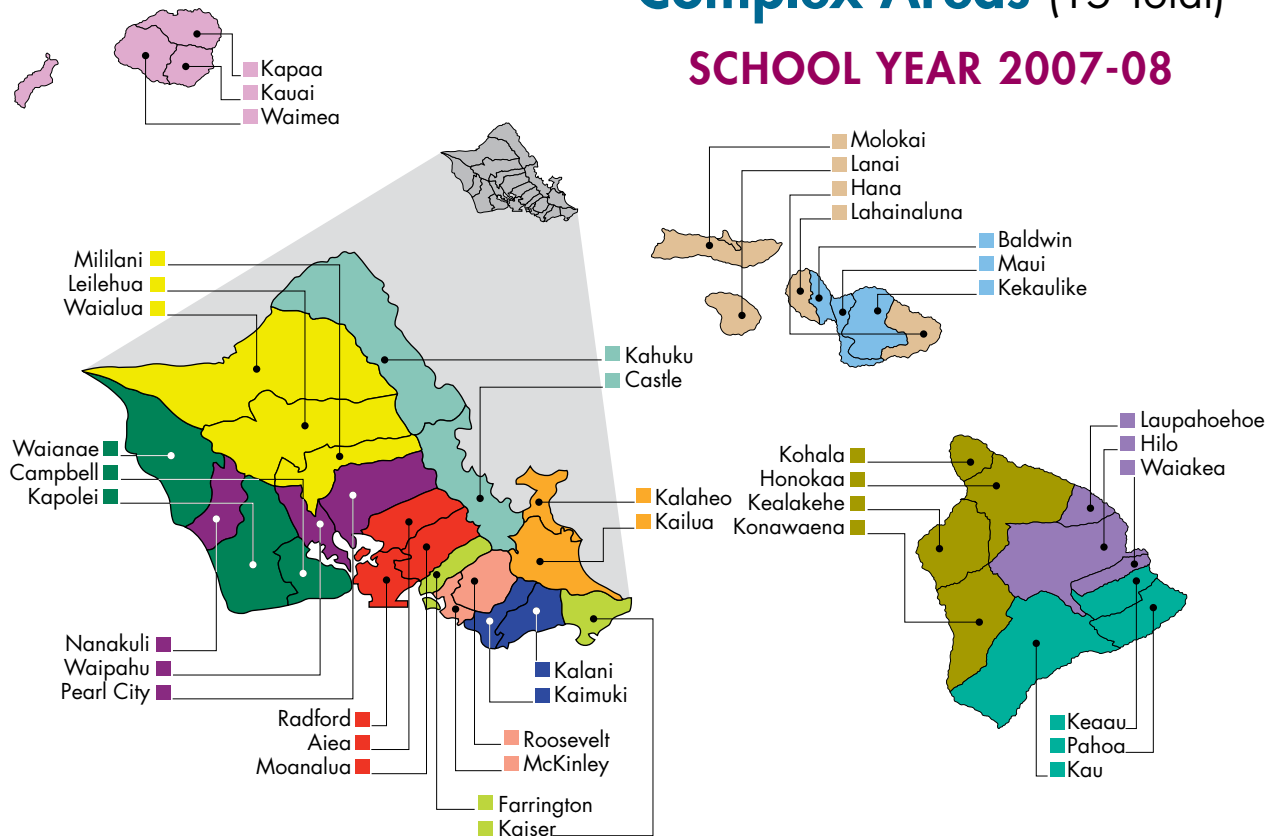
The substantial change between 2007 and 2008 AYP determinations is due to increased Annual Measurable Objectives (AMO) in 2008. These AMO increases in 2008 applied to all three AYP indicators: reading, mathematics, and graduation/retention.

The relatively large drop in the number of schools in NCLB sanction status for 2009 can be attributed to AYP outcomes in 2007. In 2007, there was a dramatic increase in the number of schools that met AYP (see *AYP Determinations, 2007 & 2008*). Because it takes two consecutive years of meeting AYP to exit sanctions, the improvements seen in the 2009 sanction status results are due to schools meeting AYP in both 2007 and 2008.

## PROFILES *and* TRENDS

# Hawaii Public Education Complex Areas (15 Total)

### SCHOOL YEAR 2007-08



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

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

## PROFILES *and* TRENDS

STUDENTS 2008		Complexes				
	Enrollment*	Attended Preschool	Economically Disadvantaged	Special Education**	ELL	Graduated On-time
<b>State Overall</b>	<b>178,369</b>	<b>8,104 60%</b>	<b>69,091 39%</b>	<b>19,174 11%</b>	<b>17,659 10%</b>	<b>80%</b>
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>						
Farrington	8,019	44%	64%	9%	27%	76%
Kaiser	3,390	80%	11%	9%	5%	93%
Kaimuki	5,079	61%	48%	10%	23%	74%
Kalani	3,813	83%	17%	8%	11%	88%
McKinley	4,698	54%	59%	9%	26%	70%
Roosevelt	6,290	83%	30%	8%	8%	89%
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>						
Aiea	4,417	63%	35%	10%	10%	87%
Moanalua	4,897	58%	19%	8%	8%	93%
Radford	5,861	52%	28%	10%	7%	90%
Leilehua	7,383	43%	45%	14%	8%	85%
Mililani	8,020	77%	14%	11%	2%	93%
Waiialua	1,337	57%	49%	14%	9%	84%
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>						
Campbell	9,093	54%	36%	9%	9%	86%
Kapolei	6,441	58%	26%	10%	4%	88%
Waianae	5,851	42%	59%	14%	6%	64%
Nanakuli	2,414	36%	63%	16%	4%	67%
Pearl City	6,531	63%	27%	10%	6%	90%
Waipahu	8,553	41%	50%	9%	21%	73%
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>						
Castle	5,224	75%	36%	15%	3%	75%
Kahuku	3,655	72%	48%	11%	6%	89%
Kailua	3,145	76%	48%	14%	4%	78%
Kalaheo	3,776	63%	30%	12%	4%	83%
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>						
Hilo	4,262	72%	50%	14%	6%	81%
Laupahoehoe	200	23%	56%	21%	12%	100%
Waiakea	3,791	74%	39%	10%	5%	90%
Kau	930	44%	67%	15%	23%	85%
Keaau	2,794	67%	65%	16%	10%	78%
Pahoa	1,781	69%	68%	18%	11%	80%
Honokaa	2,705	55%	41%	11%	7%	83%
Kealakehe	4,554	64%	39%	9%	13%	75%
Kohala	880	65%	47%	18%	6%	100%
Konawaena	2,198	58%	43%	11%	12%	76%
<b>MAUI: 2 Complex Areas / 7 Complexes</b>						
Baldwin	4,133	61%	30%	10%	7%	86%
Kekaulike	4,324	68%	31%	13%	3%	84%
Maui	7,037	52%	34%	9%	16%	80%
Hana	327	56%	49%	16%	0%	82%
Lahainaluna	2,936	48%	28%	11%	23%	82%
Lanai	575	52%	24%	19%	13%	95%
Molokai	935	0%	64%	16%	4%	95%
<b>KAUAI: 1 Complex Area / 3 Complexes</b>						
Kapaa	3,122	64%	39%	12%	6%	88%
Kauai	3,828	63%	30%	8%	7%	85%
Waimea	2,441	71%	38%	8%	7%	84%
<b>OTHER:</b>						
Public Charter Schools	6,657	--	41%	8%	6%	74%
Hawaii Center for Deaf & Blind	72	na	78%	100%	32%	100%

\*Official Fall enrollment count. \*\*Includes Speech only and Hearing-Impaired only categories.

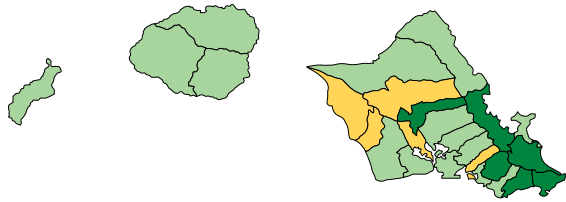
## COMPLEX SUMMARIES

### STUDENTS

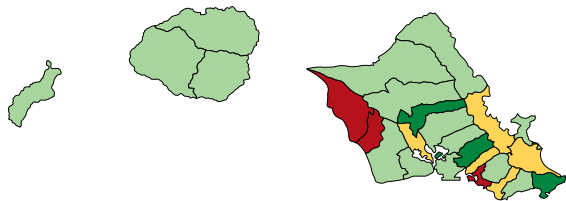
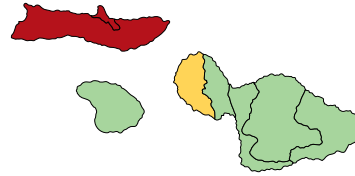
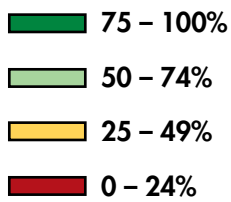
Student background characteristics such as preschool attendance, poverty, special education, and non-English or limited English speaking, help to illustrate the diverse makeup and related challenges faced by complexes. For example, some complexes have over 80% of their entering kindergarten students having attended preschool, while for other complexes, less than one-half of their entering students have attended preschool. Over one-fourth of the 42 complexes are comprised of at least 50% of students who are economically disadvantaged, and 27 complexes serve double-digit percentage rates of students classified as special education. Similarly, 15 complexes have enrolled students with non-English or limited English proficiency constituting 10 percent or more of their total enrollment, six complexes have enrolled more than 20%.

The on-time graduation rate is an example of one of many educational outcomes schools strive to achieve for all students. As with student background characteristics, graduation rates do differ across complexes. Some of these differences are substantial and speak to the ongoing challenges and range of special services schools provide to ensure all students succeed to their utmost potential.

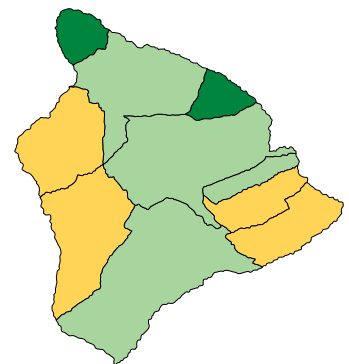
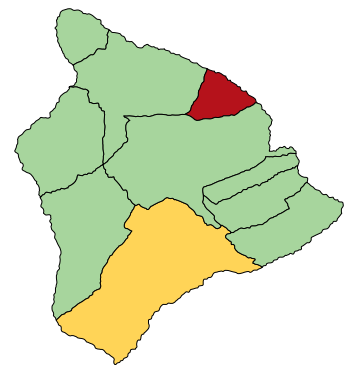
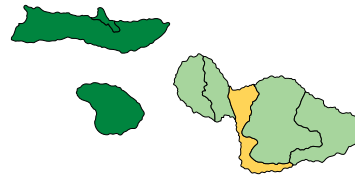
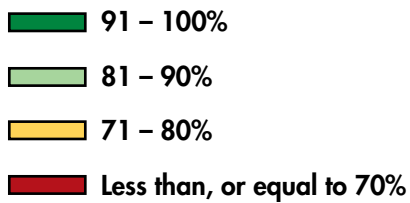
## PROFILES *and* TRENDS



Percent of Kindergartners  
*Who Attended Preschool,*  
2007 - 2008, By Complex



Percent of On-time  
*(Four year) Graduates,*  
2007 - 2008, By Complex



# PROFILES *and* TRENDS

TEACHERS 2008									
Complexes									
	Classroom Teachers (head count)	Fully Licensed Percent	06 vs 08*	5+ Years at Same School Percent	06 vs 08*	Advanced Degree	Average Years Experience	K teachers w/ Early Childhood Endorsement Percent	06 vs 08*
<b>State Overall</b>	11,521	86%		52%		30%	11.6	20%	
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>									
Farrington	523	91%		51%		32%	11.7	19%	
Kaiser	211	91%		56%		32%	12.5	14%	
Kaimuki	347	94%		61%		32%	13.2	24%	
Kalani	235	93%		56%		40%	12.5	25%	
McKinley	313	92%		61%		35%	14.6	21%	
Roosevelt	377	94%		60%		32%	12.4	16%	
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>									
Aiea	278	89%		50%		32%	11.6	35%	
Moanalua	291	91%		54%		38%	12.1	31%	
Radford	372	89%		57%		24%	11.7	22%	
Leilehua	496	84%		47%		28%	11.8	18%	
Mililani	474	90%		48%		34%	11.8	26%	
Waialua	100	94%		60%		36%	12.6	40%	
<b>LEeward: 2 Complex Areas / 6 Complexes</b>									
Campbell	556	79%		41%		26%	8.7	6%	
Kapolei	380	86%		49%		28%	8.9	30%	
Waianae	397	74%		44%		23%	8.5	19%	
Nanakuli	180	77%		43%		24%	9.4	22%	
Pearl City	407	90%		59%		27%	12.6	15%	
Waipahu	540	88%		57%		27%	11.6	22%	
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>									
Castle	361	94%		63%		33%	13.0	20%	
Kahuku	254	93%		57%		19%	12.1	21%	
Kailua	257	84%		50%		29%	9.9	6%	
Kalaheo	263	87%		47%		36%	10.3	16%	
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>									
Hilo	301	93%		54%		27%	12.4	0%	
Laupahoehoe	26	85%		19%		27%	6.9	0%	
Waiakea	227	95%		56%		33%	14.2	30%	
Kau	69	80%		33%		33%	7.3	0%	
Keaau	194	87%		54%		28%	10.4	0%	
Pahoa	123	89%		53%		30%	11.1	17%	
Honokaa	175	79%		45%		26%	10.1	8%	
Kealahoe	264	81%		48%		32%	9.4	15%	
Kohala	70	84%		60%		27%	12.8	50%	
Konawaena	164	87%		50%		30%	11.5	11%	
<b>MAUI: 2 Complex Areas / 7 Complexes</b>									
Baldwin	253	87%		53%		32%	12.4	7%	
Kekaulike	278	86%		55%		36%	12.0	33%	
Maui	429	85%		54%		28%	11.2	28%	
Hana	35	86%		54%		31%	10.4	0%	
Lahainaluna	185	85%		54%		35%	8.4	10%	
Lanai	47	91%		49%		34%	9.0	0%	
Molokai	74	96%		46%		20%	11.1	0%	
<b>KAUAI: 1 Complex Area / 3 Complexes</b>									
Kapaa	204	85%		58%		24%	11.5	31%	
Kauai	238	85%		54%		32%	11.4	36%	
Waimea	162	86%		55%		28%	13.6	20%	
<b>OTHER:</b>									
Public Charter Schools	370	34%		32%		35%	4.5	na	na
Hawaii Center for Deaf & Blind	21	67%		52%		86%	10.9	0%	

\*For descriptions of color coded cells, see the legends on the following page.

## COMPLEX SUMMARIES

### TEACHERS

#### Change in Percent of Fully Licensed Teachers from 2006- 2008, by Complex

The percent of fully licensed teachers is one indicator of teacher quality. Typically, rural or remote regions are more challenged to recruit fully licensed teachers to fill vacancies. Similarly, regions of rapid population growth find that their vacancies exceed the number of qualified applicants. Consequently, teachers with provisional or emergency licenses are often hired while concurrently pursuing programs to become fully licensed.

#### Change in Percent of Teachers at the Same School Five or More Years, 2006- 2008, by Complex

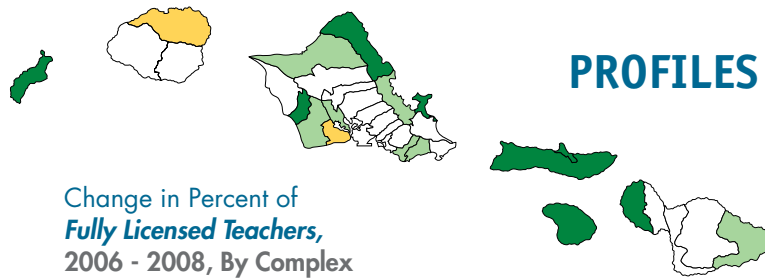
The percent of teachers at the same school for five or more years is an indicator of staffing stability. Research suggests that schools experiencing high levels of staff turn over (high mobility) have difficulty establishing a culture of continuous school improvement, while schools with little or no change in staff over many years have difficulty sustaining momentum, and may risk the loss of large numbers of faculty due to concurrent retirements. Schools with moderate levels of mobility are considered most successful in implementing and sustaining school improvement efforts.

## PROFILES *and* TRENDS

### Change in Percent of Kindergarten Teachers with Early Childhood Endorsement, 2006-2008, by Complex

Early childhood endorsement is conferred by many teacher education programs to denote coursework or practicum specifically in early childhood. Hawaii kindergarten teachers with early childhood endorsement must have had 18 credits in Child & Family Studies; completed all course requirements for Elementary Education and an additional 12 credits in Early Childhood Education; and have successfully completed student teaching in kindergarten, first or second grade. Increasing the number of teachers with early childhood endorsement is a performance and quality goal under the Department of Education's Strategic Plan.

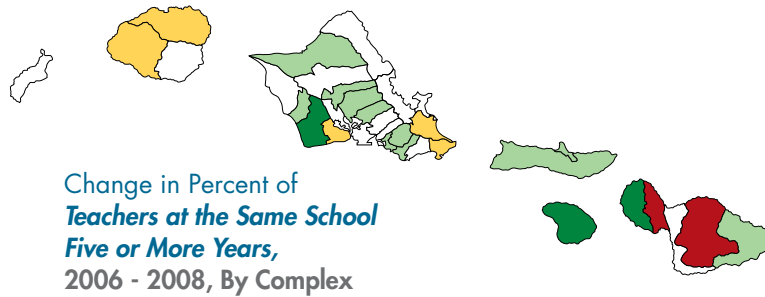
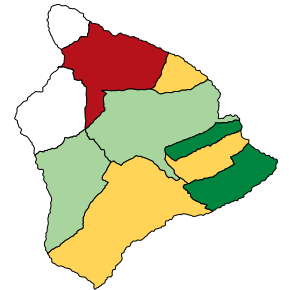
The extent of licensed teachers, staff stability, and early childhood credentials taken together provide a more accurate picture of school staffing characteristics than any one viewed alone.



Change in Percent of Fully Licensed Teachers, 2006 - 2008, By Complex

<span style="color: green;">■</span> Increase	[ ≥ 6% ]
<span style="color: lightgreen;">■</span> Slight Increase	[ 3 to 5.9% ]
<span style="color: white;">■</span> Minimal or No Change	[ -2.9 to 2.9% ]
<span style="color: yellow;">■</span> Slight Decrease	[ -3 to -5.9% ]
<span style="color: red;">■</span> Decrease	[ ≥ -6% ]

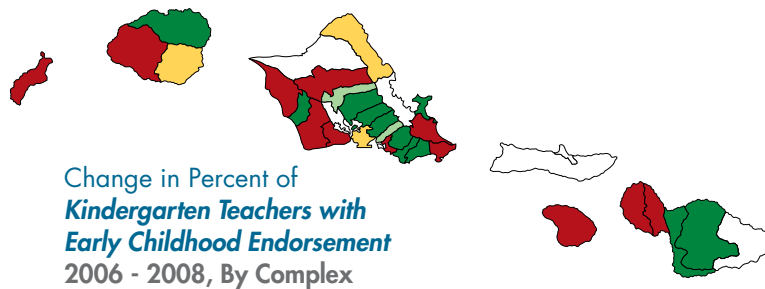
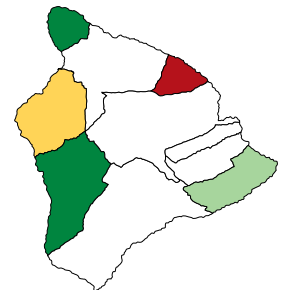
**Note:** Qualifications of a "Fully Licensed Teacher" are determined by State regulations and differ from the federal definition of a "Highly Qualified Teacher." Figures reflect Hawaii Department of Education Public Schools under the jurisdiction of the State Superintendent. Submission of data not required from Public Charter Schools.



Change in Percent of Teachers at the Same School Five or More Years, 2006 - 2008, By Complex

<span style="color: green;">■</span> Increase	[ ≥ 6% ]
<span style="color: lightgreen;">■</span> Slight Increase	[ 3 to 5.9% ]
<span style="color: white;">■</span> Minimal or No Change	[ -2.9 to 2.9% ]
<span style="color: yellow;">■</span> Slight Decrease	[ -3 to -5.9% ]
<span style="color: red;">■</span> Decrease	[ ≥ -6% ]

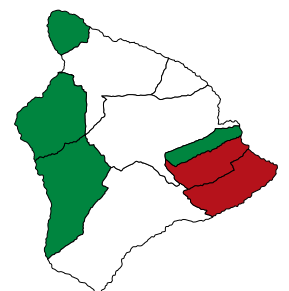
**Note:** Percentages for small schools are substantially affected by changes in staffing. Figures reflect Hawaii Department of Education Public Schools under the jurisdiction of the State Superintendent. Submission of data not required from Public Charter Schools.



Change in Percent of Kindergarten Teachers with Early Childhood Endorsement 2006 - 2008, By Complex

<span style="color: green;">■</span> Increase	[ ≥ 6% ]
<span style="color: lightgreen;">■</span> Slight Increase	[ 3 to 5.9% ]
<span style="color: white;">■</span> Minimal or No Change	[ -2.9 to 2.9% ]
<span style="color: yellow;">■</span> Slight Decrease	[ -3 to -5.9% ]
<span style="color: red;">■</span> Decrease	[ ≥ -6% ]

**Note:** Percentages for small schools are substantially affected by changes in staffing. Figures reflect Hawaii Department of Education Public Schools under the jurisdiction of the State Superintendent. Submission of data not required from Public Charter Schools.



## PROFILES *and* TRENDS

WELLNESS INDICATORS 2008		Complexes			
	Schools with a Wellness Committee	2 or More Wellness Priorities Identified	Wellness Priorities in Academic Financial Plan	20 minutes of Supervised Recess per day	
<b>State Overall</b>	<b>126</b> <b>49%</b>	<b>141</b> <b>55%</b>	<b>87</b> <b>34%</b>	<b>158</b> <b>61%</b>	
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>					
Farrington	67%	58%	25%	50%	
Kaiser	29%	71%	57%	71%	
Kaimuki	50%	60%	40%	80%	
Kalani	71%	71%	43%	57%	
McKinley	63%	63%	63%	50%	
Roosevelt	80%	90%	80%	80%	
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>					
Aiea	71%	57%	29%	71%	
Moanalua	0%	50%	33%	33%	
Radford	22%	33%	44%	44%	
Leilehua	60%	60%	20%	80%	
Mililani	86%	57%	57%	86%	
Waialua	67%	100%	0%	67%	
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>					
Campbell	67%	56%	44%	56%	
Kapolei	50%	17%	17%	50%	
Waianae	17%	33%	17%	50%	
Nanakuli	67%	33%	0%	100%	
Pearl City	80%	70%	20%	80%	
Waipahu	71%	43%	29%	29%	
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>					
Castle	50%	70%	50%	60%	
Kahuku	83%	67%	17%	83%	
Kailua	75%	63%	63%	50%	
Kalaheo	50%	67%	67%	67%	
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>					
Hilo	44%	33%	22%	56%	
Laupahoehoe	0%	100%	100%	100%	
Waiakea	75%	100%	0%	100%	
Kau	0%	50%	50%	50%	
Keaau	0%	0%	0%	0%	
Pahoa	33%	67%	33%	67%	
Honokaa	40%	40%	20%	80%	
Kealakehe	0%	40%	40%	20%	
Kohala	0%	33%	0%	33%	
Konawaena	50%	67%	0%	67%	
<b>MAUI: 2 Complex Areas / 7 Complexes</b>					
Baldwin	50%	50%	25%	25%	
Kekaulike	29%	43%	43%	57%	
Maui	25%	13%	25%	63%	
Hana	100%	100%	0%	100%	
Lahainaluna	75%	75%	25%	75%	
Lanai	0%	100%	0%	100%	
Molokai	20%	40%	0%	60%	
<b>KAUAI: 1 Complex Area / 3 Complexes</b>					
Kapaa	40%	60%	20%	80%	
Kauai	40%	60%	60%	80%	
Waimea	0%	50%	33%	67%	
<b>OTHER:</b>					
Public Charter Schools	na	na	na	na	
Hawaii Center for Deaf & Blind	na	na	na	na	

## COMPLEX SUMMARIES

### WELLNESS INDICATORS

These are selected results from a new Safety and Wellness Survey conducted for the first time in the 2007-2008 school year.

Schools select priority areas from the following Wellness Guideline components:

- School Health and Safety Policy and Environment
- Health Education
- Physical Education and other Physical Activity Programs
- Nutrition Services
- School Health Services
- School Counseling, Psychological, and Social Services
- Health Promotion for Staff
- Family and Community Involvement

The data in this table are self-reported by the schools. The percents indicate the positive responses by schools for each item. Schools responding N/A or not responding to the item are treated as negative responses for these calculations.

For more information, visit the Wellness Guidelines toolkit at <http://doe.k12.hi.us/foodservice/toolkit/index.htm>

**PROFILES *and* TRENDS**

**Board of Education**  
State of Hawaii,  
Department of Education

**POLICY #1110-6**

## **HEALTH, WELLNESS, AND SAFETY POLICY**

The Board of Education (Board) is committed to supporting a safe and healthy work and learning environment that is conducive to student and employee well-being. The Board recognizes that schools play an integral part in educating and exposing students to wellness practices, health-enhancing behaviors, good nutrition, and physical and other school-based activities that lend to student achievement and learning.

The Department of Education (Department) has a fundamental responsibility to provide a safe and healthy work and learning environment for all public school students, employees, and persons under its jurisdiction. The Department shall establish regulations or guidelines to implement this policy. The regulations or guidelines shall include, but shall not be limited to, the establishment of: (1) goals for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness, as deemed appropriate by the Department; (2) nutrition guidelines for all foods that are available on each school campus during the school day, with the objectives of promoting student health and reducing childhood obesity; and (3) a plan for measuring implementation of the wellness policy.

The Department shall also maintain a Safety and Accident Prevention Program that complies with federal and state laws, safety standards, and rules.

Approved: 11/16/95

Amended: 08/17/06

## PROFILES *and* TRENDS

ASSESSMENT 2008		Complexes						
		READING						
		Standards-Based Assessment (HCPS)						
		Percent Proficient and Exceeds						
STATE	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>								
Farrington*	53	44	45	37	54	56	50	49
Kaiser	79	79	75	79	75	79	79	78
Kaimuki	68	63	62	56	72	67	64	65
Kalani	79	77	67	70	76	83	78	76
McKinley	57	60	56	30	56	52	67	57
Roosevelt	81	82	74	64	70	69	80	74
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	62	65	57	64	74	78	76	68
Moanalua	64	70	62	65	81	84	78	73
Radford	69	70	66	72	68	68	75	69
Leilehua	63	61	62	53	66	67	69	63
Mililani	74	75	77	76	84	80	83	78
Waialua	71	67	71	68	74	66	66	69
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>								
Campbell	65	59	54	61	65	67	73	63
Kapolei	58	61	57	63	72	71	76	66
Waianae	46	42	39	42	48	47	51	46
Nanakuli	38	40	33	39	38	34	40	38
Pearl City	67	69	65	66	74	70	73	69
Waipahu	53	52	49	51	54	60	66	55
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	62	68	53	62	63	64	64	62
Kahuku	69	71	50	62	58	61	63	62
Kailua	62	50	56	57	43	50	61	56
Kalaheo	68	73	68	68	75	75	75	72
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	53	55	56	55	62	65	66	59
Laupahoehoe	62	56	40	23	54	57	59	51
Waiakea	63	60	62	60	64	76	72	66
Kau	25	30	21	43	33	45	56	36
Keaau	54	59	44	44	50	55	56	52
Pahoa	46	45	36	40	42	42	46	42
Honokaa	53	61	44	54	58	62	66	55
Kealakehe	58	59	48	50	61	61	66	58
Kohala	38	56	32	29	51	69	63	49
Konawaena	69	73	62	56	66	64	65	65
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	57	54	53	49	63	58	63	57
Kekaulike	71	64	63	57	62	57	69	63
Maui	64	57	57	51	61	59	67	59
Hana	46	53	38	26	67	79	72	54
Lahainaluna	46	45	48	43	50	72	72	53
Lanai	66	77	55	45	61	60	76	62
Molokai	47	57	52	44	43	44	45	47
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	59	57	52	62	63	62	61	60
Kauai	53	58	56	63	72	69	62	62
Waimea	58	66	53	56	61	63	70	61
<b>OTHER:</b>								
Public Charter Schools	66	62	55	55	66	65	68	62
Hawaii Center for Deaf & Blind	na	na	na	na	na	na	na	na

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

## COMPLEX SUMMARIES

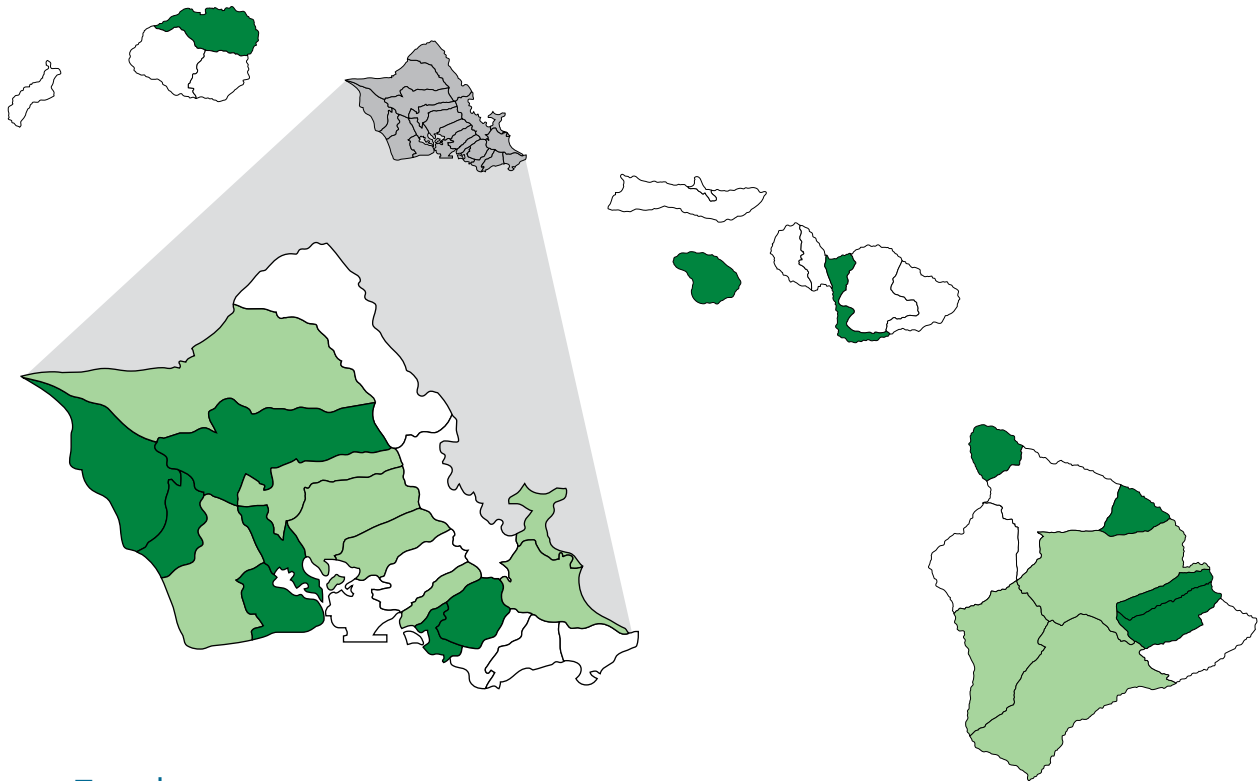
### ASSESSMENT-READING

#### Hawaii Content & Performance Standards

The 2008 state assessment results reflect the second year of implementation of the HCPS III, and provides the first opportunity to compare HCPS III results across years. Across all grade levels tested, reading results ranged from a low of 36% (Kau Complex) to a high of 78% (Kaiser and Mililani Complexes). Thirty-six (84%) of the complexes have 50% or more students overall who scored in the proficient or exceeds proficient range in reading.

The maps that follow display visual analyses of 2008 student performance on the standards-based and norm-referenced tests across the State. They present overall complex level achievement that are composites of data from schools that face various educational challenges and risk factors.

## PROFILES *and* TRENDS








### Trends

## HCPS Reading

Grades 3-8 and 10, by Complex

#### Change in Percent 2007 to 2008, By Complex

	Increase	[ $\geq 3\%$ ]
	Slight Increase	[ 1.1 to 2.9% ]
	Minimal or No Change	[ -1.0 to 1.0% ]
	Slight Decrease	[ -1.1 to -2.9% ]
	Decrease	[ $\geq -3.0\%$ ]

# PROFILES *and* TRENDS

ASSESSMENT 2008		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	53%	49%	44%	42%	40%	35%	34%	43%
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>								
Farrington*	38	38	37	20	33	28	22	31
Kaiser	70	67	65	62	67	50	45	61
Kaimuki	56	56	54	47	49	38	35	48
Kalani	75	76	61	59	71	52	49	64
McKinley	48	51	49	24	39	28	43	44
Roosevelt	73	65	61	52	55	39	46	56
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	55	54	45	50	54	51	40	50
Moanalua	52	57	45	48	56	46	48	50
Radford	61	52	51	56	43	29	37	49
Leilehua	54	45	43	32	43	32	45	42
Mililani	69	61	63	53	63	48	52	59
Waialua	64	61	63	67	52	40	35	54
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>								
Campbell	55	46	39	50	44	41	39	45
Kapolei	49	51	40	34	31	34	33	38
Waianae	41	36	32	43	21	35	12	31
Nanakuli	34	24	27	34	15	5	12	22
Pearl City	59	58	58	58	57	50	37	54
Waipahu	44	40	41	50	33	32	25	38
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	52	57	39	50	45	37	36	46
Kahuku	62	61	45	50	35	27	25	43
Kailua	53	37	42	45	27	20	26	38
Kalaheo	60	53	49	49	49	42	57	50
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	39	44	43	35	39	39	27	37
Laupahoehoe	62	38	20	na	13	21	22	24
Waiakea	52	41	45	35	40	34	38	40
Kau	12	19	10	17	14	13	9	13
Keaau	45	48	29	26	27	31	42	36
Pahoa	34	23	17	20	23	28	27	25
Honokaa	40	41	29	33	30	19	16	32
Kealahou	42	42	34	38	25	44	43	38
Kohala	29	32	23	18	18	20	21	23
Konawaena	70	60	50	36	39	27	24	43
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	47	47	41	26	27	21	32	35
Kekaulike	61	54	47	35	24	19	25	38
Maui	55	46	50	30	25	20	22	36
Hana	50	59	24	26	46	29	21	35
Lahainaluna	38	31	29	21	23	20	28	27
Lanai	54	53	38	19	20	23	13	31
Molokai	39	55	42	49	22	28	26	35
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	50	44	35	39	36	32	43	40
Kauai	44	47	32	54	51	47	39	45
Waimea	58	52	39	42	45	36	33	44
<b>OTHER:</b>								
Public Charter Schools	52	45	38	35	34	23	28	37
Hawaii Center for Deaf & Blind	na	na	na	na	na	na	na	na

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

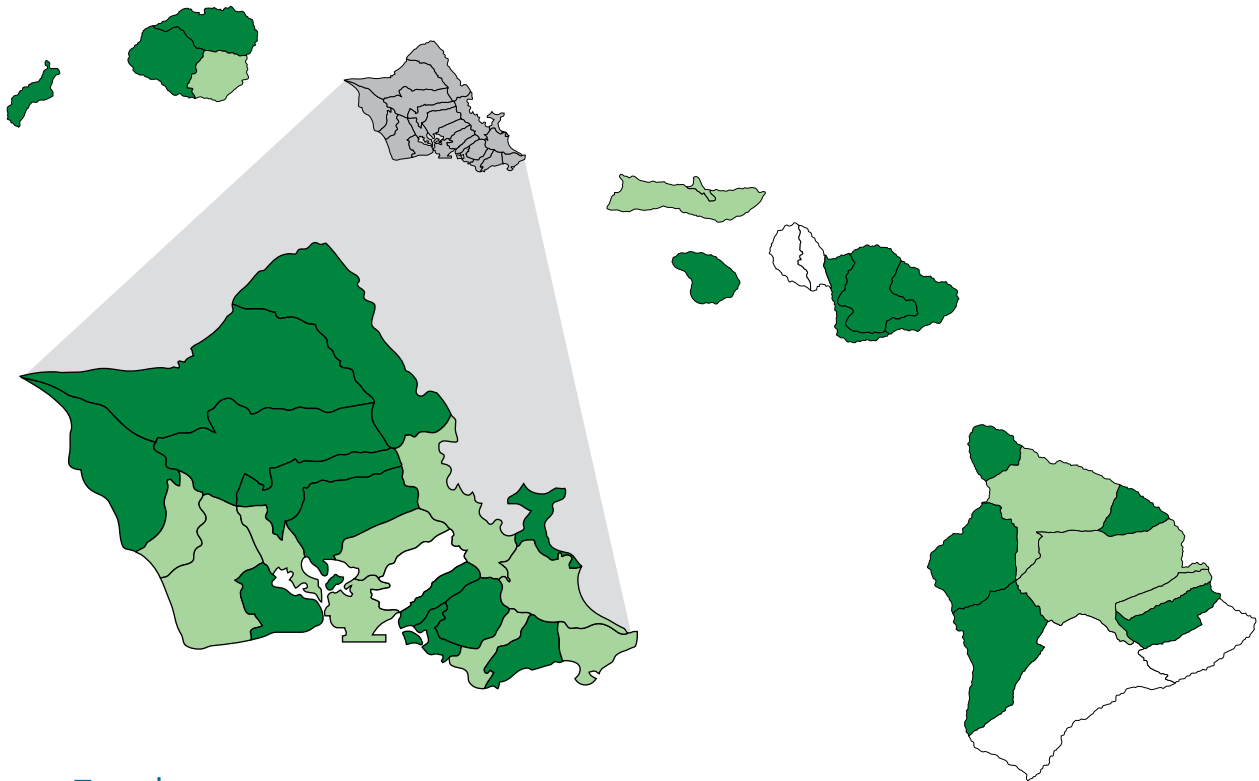
## COMPLEX SUMMARIES

### ASSESSMENT-MATHEMATICS

#### Hawaii Content & Performance Standards

The 2008 state assessment results reflect the second year of implementation of the HCPS III, and provides the first opportunity to compare HCPS III results across years. Across all grade levels tested, mathematics results ranged from a low of 13% (Kau Complex) to a high of 64% (Kalani Complex). Nine (21%) of the complexes have 50% or more students overall who scored in the proficient or exceeds proficient range in mathematics.

## PROFILES *and* TRENDS








### Trends

## HCPS *Mathematics*

Grades 3-8 and 10, by Complex

### Change in Percent 2007 to 2008, By Complex

	Increase	[ $\geq 3\%$ ]
	Slight Increase	[ 1.1 to 2.9% ]
	Minimal or No Change	[ -1.0 to 1.0% ]
	Slight Decrease	[ -1.1 to -2.9% ]
	Decrease	[ $\geq -3.0\%$ ]

# PROFILES *and* TRENDS

ASSESSMENT 2008		Complexes							
		READING Norm-Referenced Test (TerraNova) 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		73%	77%	79%	77%	70%	80%	77%	76%
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>									
Farrington*		63	66	71	62	60	70	66	65
Kaiser		84	89	90	92	83	88	80	87
Kaimuki		77	77	78	77	74	81	71	77
Kalani		84	87	88	86	85	94	89	87
McKinley		63	76	76	57	55	57	75	69
Roosevelt		87	90	89	78	71	83	83	83
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>									
Aiea		74	83	84	84	77	82	77	80
Moanalua		78	84	82	81	83	90	76	82
Radford		80	84	86	86	80	86	80	83
Leilehua		75	76	80	70	73	77	83	76
Mililani		85	87	90	86	87	90	89	88
Waialua		78	82	90	87	78	86	78	83
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>									
Campbell		72	75	76	80	69	81	79	76
Kapolei		68	74	79	82	73	83	78	77
Waianae		56	57	64	67	56	64	68	62
Nanakuli		51	53	62	63	48	53	55	55
Pearl City		79	78	84	82	77	87	76	81
Waipahu		62	69	74	74	54	74	76	69
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>									
Castle		79	82	80	84	66	80	80	79
Kahuku		78	84	75	81	72	83	77	79
Kailua		73	68	74	78	64	83	71	73
Kalaheo		82	85	89	88	80	88	82	85
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>									
Hilo		69	77	79	77	68	83	70	74
Laupahoehoe		62	63	43	46	70	87	60	62
Waiakea		73	70	78	72	67	85	84	76
Kau		32	39	47	65	37	63	70	50
Keaau		78	79	72	66	62	74	78	73
Pahoa		67	66	72	78	53	64	64	67
Honokaa		64	73	73	74	68	76	81	72
Kealakehe		68	73	72	80	66	82	83	75
Kohala		67	73	73	58	52	85	69	68
Konawaena		80	82	84	74	73	81	80	79
<b>MAUI: 2 Complex Areas / 7 Complexes</b>									
Baldwin		70	75	74	75	69	77	82	75
Kekaulike		84	84	85	78	70	78	77	80
Maui		78	74	81	77	69	76	78	76
Hana		62	76	65	65	71	79	83	71
Lahainaluna		55	71	74	73	61	89	77	71
Lanai		74	90	71	71	57	81	84	75
Molokai		69	82	82	69	54	67	66	69
<b>KAUAI: 1 Complex Area / 3 Complexes</b>									
Kapaa		66	76	77	82	72	76	78	76
Kauai		73	78	79	76	75	81	82	78
Waimea		71	83	81	78	65	80	77	77
<b>OTHER:</b>									
Public Charter Schools									
		71	76	73	73	73	83	80	75
Hawaii Center for Deaf & Blind									
		na	na	na	na	na	na	na	na

\*There are no TerraNova scores for one Farrington Complex elementary school.  
Source: Hawaii State Department of Education, Student Assessment Section.

## COMPLEX SUMMARIES

### ASSESSMENT-READING

#### TerraNova

The national achievement norm of 77% average or above average was met or exceeded by 18 of 42 (43%) complexes. Statewide, Hawaii students met or exceeded the national norm in five of the seven grade levels tested.

## PROFILES *and* TRENDS

### COMPLEX SUMMARIES

#### ASSESSMENT-MATHEMATICS

##### TerraNova

The national achievement norm of 77% average or above average was met or exceeded by 14 of 42 (33%) complexes. Statewide, Hawaii students met or exceeded the national norm in one of the seven grade levels tested.

ASSESSMENT 2008		Complexes							
MATHEMATICS		Norm-Referenced Test (TerraNova)							
Percent Average and Above		Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
Nat'l Norm	STATE	77%	77%	77%	77%	77%	77%	77%	77%
		74%	76%	78%	73%	72%	76%	75%	75%
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>									
Farrington*		63	68	71	56	64	67	72	66
Kaiser		85	90	86	82	87	84	83	85
Kaimuki		76	80	80	72	78	75	69	76
Kalani		89	90	87	89	93	92	90	90
McKinley		67	74	79	47	60	64	80	71
Roosevelt		86	87	87	80	81	84	88	84
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>									
Aiea		79	83	80	76	77	80	81	80
Moanalua		76	79	80	76	87	88	80	81
Radford		83	83	86	86	75	81	80	82
Leilehua		77	72	80	68	72	74	81	75
Mililani		85	86	89	84	88	86	88	86
Waialua		79	84	92	91	82	81	78	83
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>									
Campbell		75	75	75	78	71	73	72	74
Kapolei		68	76	77	75	75	76	74	74
Waianae		64	61	66	64	54	54	59	60
Nanakuli		54	49	61	62	49	51	54	54
Pearl City		80	81	84	83	80	86	76	81
Waipahu		70	72	74	74	65	71	72	71
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>									
Castle		81	82	78	83	68	74	85	79
Kahuku		82	86	79	76	79	81	79	80
Kailua		75	71	78	71	63	73	73	73
Kalaheo		82	82	87	83	82	86	84	84
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>									
Hilo		67	74	74	65	70	76	68	70
Laupahoehoe		77	63	60	54	52	80	57	62
Waiakea		76	71	77	70	72	83	78	76
Kau		31	47	32	45	44	64	50	45
Keaau		72	79	74	56	56	68	59	66
Pahoa		56	61	66	60	57	58	54	59
Honokaa		65	66	71	65	69	77	63	67
Kealakehe		68	69	70	68	61	73	71	69
Kohala		68	65	66	52	58	78	69	65
Konawaena		81	82	83	66	68	64	74	74
<b>MAUI: 2 Complex Areas / 7 Complexes</b>									
Baldwin		75	82	80	67	73	70	75	75
Kekaulike		83	80	79	66	64	70	71	74
Maui		78	76	81	72	73	71	74	75
Hana		73	71	62	52	67	71	71	66
Lahainaluna		55	66	65	62	66	81	72	66
Lanai		86	87	79	74	78	70	76	78
Molokai		62	82	80	75	55	70	71	70
<b>KAUAI: 1 Complex Area / 3 Complexes</b>									
Kapaa		66	73	73	74	70	67	71	71
Kauai		76	74	77	70	70	74	82	75
Waimea		80	79	81	76	70	80	86	79
<b>OTHER:</b>									
Public Charter Schools									
		68	71	71	67	72	76	68	70
Hawaii Center for Deaf & Blind									
		na	na	na	na	na	na	na	na

\*There are no TerraNova scores for one Farrington Complex elementary school.  
Source: Hawaii State Department of Education, Student Assessment Section.

## APPENDICES

APPENDIX A

GLOSSARY

APPENDIX B

REFERENCES & RESOURCES

APPENDIX C

DATA TABLES – ONLINE

2008  
SUPERINTENDENT'S 19th ANNUAL REPORT



EDUCATION

## Appendix A. GLOSSARY

*This glossary explains the educational and fiscal terms and measures contained in the 2008 Superintendent's 19th 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 an 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 of the traditional system of public schools.

**Classroom Teachers, FTE or Headcount:** A Full-Time Equivalent (FTE) position count comprises 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 2007 are estimates and are updated periodically. The 2007 estimates in this report are from the 2007 Community Survey. For an explanation of terms, definitions, and criteria used for classification, please go to the U.S. government website for the census: [www.census.gov](http://www.census.gov) or [www.proximityone.com](http://www.proximityone.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 "dropouts," whose school enrollment statuses are undetermined, or who have not graduated within four years.

## Appendix A. GLOSSARY

**Early Childhood Endorsement:** To earn an Early Childhood Endorsement certificate, a teacher must have had 18 credits in Child & Family Studies; completed all course requirements for Elementary Education and an additional 12 credits in Early Childhood Education; and have successfully completed student teaching in kindergarten, first or second grade.

**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 Language Learners (ELL):** These students are certified as receiving English-as-a-second-language services. Note that in school year 2003-04 a new reporting system for ELL 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 only 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.

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

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

**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 more than four 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 (USD OE) to a sample of students in grade 4 and 8 in participating states. USD OE 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 educational 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.

## Appendix A. GLOSSARY

**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, TerraNova:** The TerraNova Assessment 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 TerraNova 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 Department Of Education's annual School Quality Survey (SQS) regarding school safety and well-being. The percent of 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 expenditure 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.

**Preschool, Attended:** This is the percent of entering kindergarten students reported as having attended preschool.

**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 2005, a survey completed by all states. Per capita amounts are based on population figures as of July 1, 2005, 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 Adequate Yearly Progress (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.

**School Wellness Committee:** Indicates the percent of schools self-reporting having a wellness committee or coordinator in place at the school.

**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.

## Appendix A. GLOSSARY

**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 only 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 Language Learner 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" is derived from test results that meet or exceed proficiency (i.e., proficiency cut-score).

**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 Digest of Educational Statistics 2007 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. These categories may include 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 the 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.

**20 Minutes of Supervised Recess per day:** Indicates the percent of schools that reported all students at the school have at least 20 minutes of supervised recess each day in which they are encouraged to participate in moderate to vigorous physical activity.

**Two or More Wellness Priorities Identified:** Indicates the percent of schools identifying two or more wellness priority areas from the School Health Index in the self-reported wellness survey. The schools may select areas upon which to focus that are not the schools' areas of greatest need.

**Wellness Priorities in Academic Financial Plan:** Indicates the percent of schools that self-reported the inclusion of wellness priorities in the school's Academic and Financial Plan.

## Appendix B. REFERENCES & RESOURCES

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

*A short description of each online report can be found on the online version of this report at <http://arch.k12.hi.us>*

### EDUCATIONAL and ACCOUNTABILITY REPORTS

**Enrollment**

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

**Hawaii Public Education Poll**

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

**Hawaii State and School Readiness Assessment**

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

**High School Completer Statistics**

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

**No Child Left Behind (NCLB)**

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

**School Quality Survey (SQS)**

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

**School Status and Improvement Report (SSIR)**

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

**Senior Exit Plans Survey (SEPS)**

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

**Trend Report: Educational & Fiscal Accountability**

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

### FINANCIAL REPORTS

**Allocations by School Program**

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

**Annual Financial Reports**

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

**Audit**

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

**Budget**

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

**Expenditures by School**

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

## *Appendix B.* REFERENCES & RESOURCES

### **SPECIAL EDUCATION REPORTS**

#### **Due Process Hearings Findings**

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

#### **Annual Performance Report & State Performance Plan**

<http://doe.k12.hi.us/reports/specialeducation/stateperformanceplan/>

### **LEGISLATIVE REPORTS**

#### **Reports to 2008 Legislature**

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

### **OTHER RESOURCES**

#### **Center on the Family**

<http://uhfamily.hawaii.edu>

#### **Proximity**

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

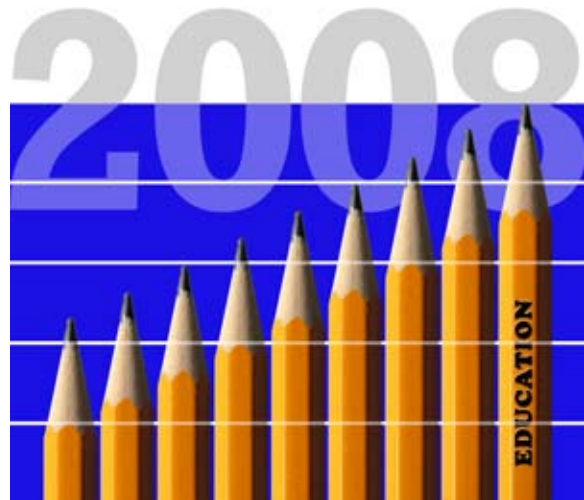
## Appendix C. DATA TABLES – ONLINE

Data tables are available online at:

[http://arch.k12.hi.us/state/superintendent\\_report/annual\\_report.html](http://arch.k12.hi.us/state/superintendent_report/annual_report.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. Four-year Graduation and Dropout Rates
6. Ethnicity of Students and Teachers
7. Hawaii Content and Performance Standards Assessments
8. Norm-Referenced Tests
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
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