

# School Accountability Report

## Honokaa High & Intermediate

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<b>Student Group Performance Report</b>	<b>3</b>	In 2013, the Hawaii Department of Education launched the Strive HI Performance System -- a new, federally approved school accountability and improvement system. It is designed to provide better information to parents, communities, educators and policymakers to help them better understand school performance. It also helps system leaders tailor rewards, support and interventions for schools based on their individual needs.
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### About This Report

Each year, the Department will publish this Strive HI Accountability Report to provide Hawaii stakeholders with important statewide and school-by-school data.

More information about the Strive HI Performance System can be found at [HawaiiPublicSchools.org](http://HawaiiPublicSchools.org).

**Strive HI: Performance Index and Classification Summary**

Hawaii Public Schools School Year 2013–2014 Strive HI School Performance Report

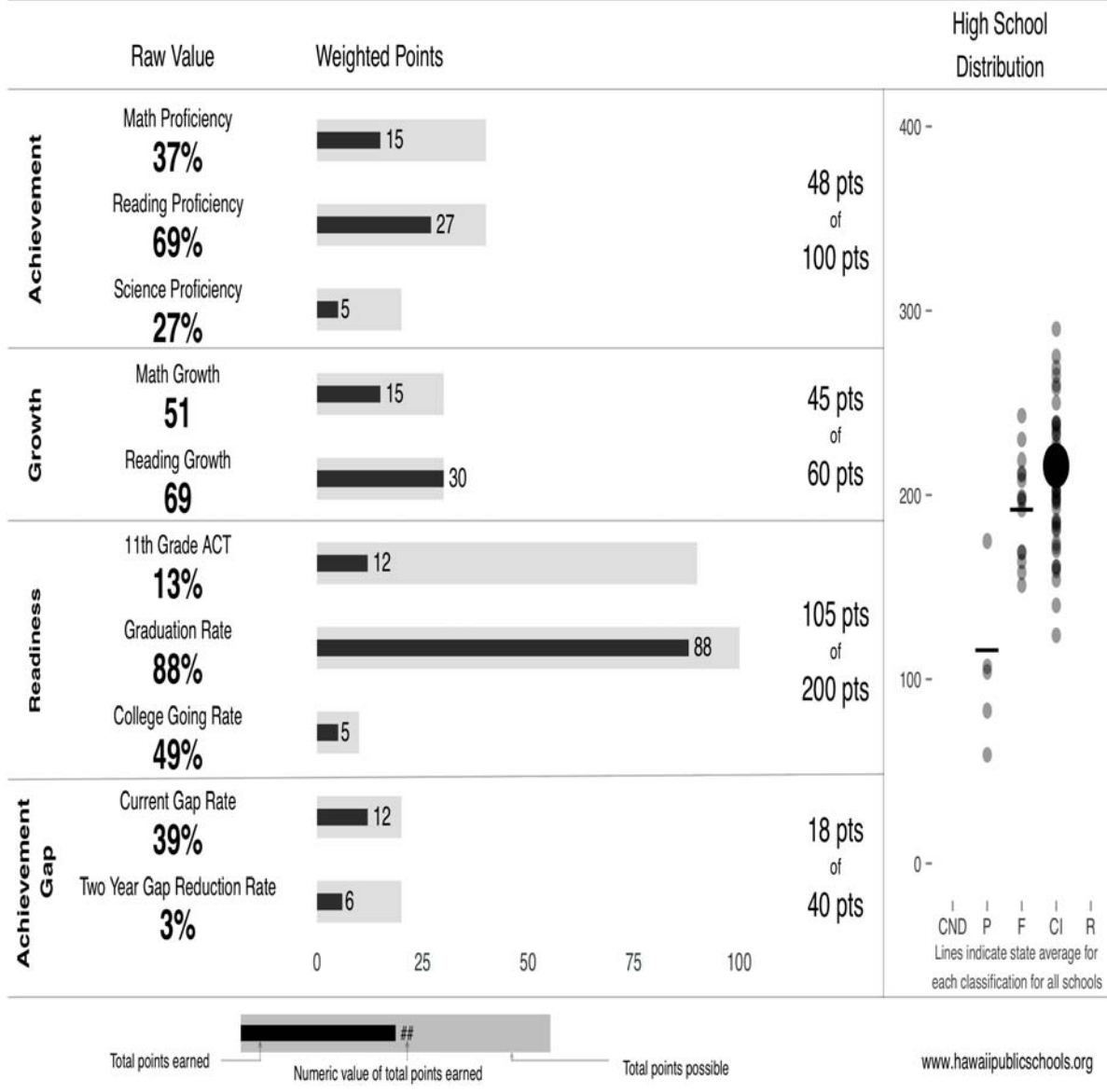
**Honokaa High & Intermediate**

**216 points** of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



### Strive HI: Student Group Performance Report

The Student Group Performance Report disaggregates key outcomes across student subgroups that include economically disadvantaged, disabled, English language learners, and five federally defined race and ethnic groups. In addition, Hawaii provides further breakdowns for Asian, Native Hawaiian, and Pacific Islander to more accurately reflect the State's population demographics.

Based on Strive HI Index scores and key graduation and achievement gap measures, a school is classified into one of five categories: Recognition, Continuous Improvement, Focus, Priority, or Superintendent's Zone. Schools classified as a High Performance Recognition School must meet all targets on its Student Group Performance Reports.

Each school's Student Group Performance Report can be found on the Strive HI section of the Accountability Resource Center of Hawaii (ARCH) webpage (<http://arch.k12.hi.us>).

State Target	Reading				Math				Science			
	Participation		Proficiency		Participation		Proficiency		Participation		Proficiency	
	95%		68%		95%		52%		95%		32%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
<b>State: All Students</b>	99%		69%		99%		59%		97%		40%	
All Students	97%	Yes	69%	Yes	98%	Yes	37%	No	97%	Yes	27%	No
Disadvantaged	95%	Yes	60%	No	98%	Yes	29%	No	98%	Yes	21%	No
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a
Asian/Pacific Islander	96%	Yes	66%	No	98%	Yes	35%	No	97%	Yes	25%	No
Black		n/a		n/a		n/a		n/a		n/a		n/a
Hispanic		n/a		n/a		n/a		n/a		n/a		n/a
Native American		n/a		n/a		n/a		n/a		n/a		n/a
White		n/a		n/a		n/a		n/a		n/a		n/a
Asian	98%	Yes	77%	Yes	99%	Yes	49%	No	98%	Yes	37%	Yes
Native Hawaiian	96%	Yes	57%	No	98%	Yes	26%	No	96%	Yes	17%	No
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a
High Needs	96%	Yes	59%	No	98%	Yes	28%	No	97%	Yes	20%	No
Non High Needs	99%	Yes	88%	Yes	99%	Yes	56%	Yes	98%	Yes	41%	Yes

Source of Displayed Percentage Value

- i ELL and ELL Exits Proficiency Rate
- ii SPED and SPED Exits Proficiency Rate

Notes: Reported proficiency rates are actual, unadjusted rates. Proficiency rates on this report may differ from the Strive HI Index and Classification Report due to a participation rate penalty applied to some low participation rate schools under Strive HI calculations.

If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

Cells with too few students (less than 40) are designated "n/a" due to reliability concerns.

Strive HI accountability proficiency results may differ from assessment proficiency results. Only students enrolled in the school for a full school year are included in Strive HI accountability results for proficiency.

## Graduation Rates

All states, including Hawaii, are required to calculate graduation rates using a four-year adjusted cohort rate as defined in federal 2008 regulations.

The four-year adjusted cohort graduation rate is federally defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding students who subsequently transfer into the cohort and subtracting students who subsequently transfer out, emigrate to another country, or are deceased. Special Education students receiving certificates of completion and students taking more than four years to complete high school are not included as graduates

Performance Target	Graduation	
	High School >= 84%	
	%	Met?
<b>State: All Students</b>	82%	
All Students	88%	Yes
Disadvantaged	87%	Yes
Disabled (SPED)		n/a
Limited English (ELL)		n/a
Asian/Pacific Islander	88%	Yes
Black		n/a
Hispanic		n/a
Native American		n/a
White		n/a
Asian	95%	Yes
Native Hawaiian	86%	Yes
Pacific Islander		n/a
High Needs	86%	Yes
Non High Needs	94%	Yes

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Cells with too few students (less than 40) are designated "n/a".

## Student Group Assessment Results

### Assessment Results

	Reading					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	97%	68%	9%	23%	44%	24%
Disadvantaged	95%	60%	11%	29%	39%	21%
Disabled (SPED)	92%	21%	42%	36%	21%	*
Limited English (ELL)	94%	13%	33%	53%	13%	*
Asian/Pacific Islander	96%	65%	9%	27%	40%	24%
Black	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	100%	87%	13%	*	67%	20%
Native American	*	*	*	*	*	*
White	97%	77%	10%	13%	53%	23%
Asian	98%	77%	4%	19%	46%	31%
Native Hawaiian	96%	56%	12%	32%	37%	19%
Pacific Islander	91%	40%	20%	40%	40%	*
Male	95%	56%	16%	29%	40%	16%
Female	98%	79%	3%	18%	47%	31%
Migrant	88%	29%	21%	50%	29%	*
AA Students	*	n/a	n/a	n/a	n/a	n/a
High Needs	96%	59%	13%	29%	39%	19%
Non High Needs	99%	88%	1%	11%	53%	35%

Notes: The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.

In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflect the State's population demographics.

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

### Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in reading.

Grade	Reading % Proficient	
	2012-13	2013-14
7	59%	70%
8	67%	65%
10	57%	69%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

**Assessment Results**

	Math					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	98%	37%	31%	33%	24%	13%
Disadvantaged	98%	29%	39%	32%	22%	7%
Disabled (SPED)	97%	6%	80%	14%	6%	*
Limited English (ELL)	100%	*	*	*	*	*
Asian/Pacific Islander	98%	35%	31%	33%	24%	11%
Black	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	100%	33%	27%	40%	27%	7%
Native American	*	*	*	*	*	*
White	97%	47%	30%	23%	23%	23%
Asian	99%	50%	18%	32%	33%	17%
Native Hawaiian	98%	26%	38%	37%	19%	6%
Pacific Islander	100%	*	*	*	*	*
Male	98%	29%	36%	35%	18%	12%
Female	98%	43%	26%	31%	30%	13%
Migrant	94%	*	*	*	*	*
AA Students	*	n/a	n/a	n/a	n/a	n/a
High Needs	98%	28%	40%	32%	21%	7%
Non High Needs	99%	56%	11%	33%	32%	24%

Notes: The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.  
 In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflect the State's population demographics.  
 If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).  
 If the number of students is too small, the figure is not calculated and is noted with an "n/a."

**Assessment: Two-Year Trend by Grade Level**

This table shows your school's assessment results over a two-year period for all grade levels tested in math.

Grade	Math % Proficient	
	2012-13	2013-14
7	41%	46%
8	39%	40%
10	29%	31%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).  
 If the number of students is too small, the figure is not calculated and is noted with an "n/a."

**Assessment Results**

	Science					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	97%	27%	33%	40%	24%	3%
Disadvantaged	98%	36%	33%	31%	33%	3%
Disabled (SPED)	90%	*	*	*	*	*
Limited English (ELL)	92%	*	*	*	*	*
Asian/Pacific Islander	97%	36%	33%	31%	29%	7%
Black	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	100%	*	*	*	*	*
Native American	*	*	*	*	*	*
White	95%	*	*	*	*	*
Asian	98%	39%	20%	41%	36%	3%
Native Hawaiian	96%	17%	41%	41%	13%	4%
Pacific Islander	100%	*	*	*	*	*
Male	96%	22%	40%	38%	18%	5%
Female	99%	32%	26%	42%	29%	2%
Migrant	100%	*	*	*	*	*
AA Students	n/a	n/a	n/a	n/a	n/a	n/a
High Needs	97%	21%	42%	37%	18%	3%
Non High Needs	98%	41%	11%	48%	37%	4%

Notes: The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.  
 In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.  
 If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).  
 If the number of students is too small, the figure is not calculated and is noted with an "n/a."

**Assessment: Two-Year Trend by Grade Level**

This table shows your school's assessment results over a two-year period for all grade levels tested in science.

Grade	Science % Proficient	
	2012-13	2013-14
8	5%	37%
HS	15%	23%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).  
 If the number of students is too small, the figure is not calculated and is noted with an "n/a."  
 High school (HS) science is based on a Biology I End-of-Course Exam.

**College-Going and College Credit-Accumulation by Student Group**

College-going and college credit-accumulation rates are report by: (a) all students, (b) economically disadvantaged, (c) students with disabilities, (d) English language learners, (e) seven federal race/ethnicity categories, and (f) gender.

College-Going: Counts are based on students who graduate from high school, who then enroll in an institution of higher education (IHE) within 16 months of receiving a regular high school diploma. Source data are compiled by the National Student Clearinghouse. The cohort represents the 2011-12 school year.

Credit-Accumulation: Counts are based on students who graduate from high school, who then enroll in the University of Hawaii system within 16 months of receiving a regular high school diploma and complete at least one year’s worth of college credit (applicable toward a degree) within two years of enrollment. Source data are from the Hawaii P-20 Partnership for Education (Hawaii P-20) program. The cohort represents the 2009-10 school year.

	College-Going (2011-12 Cohort)			College-Credit Accumulation (2009-10 Cohort)		
	HS Diploma	Enrolled in IHE	College-Going Rate	Enrolled in UH System	1 yr - credit Earned	Accumulation Rate
All Students	141	69	49%	59	27	46%
Disadvantaged	75	28	37%	22	7	32%
Disabled (SPED)	15	5	33%	*	*	*
Limited English (ELL)	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Multiple	*	*	*	*	*	*
Male	69	40	58%	30	15	50%
Female	72	29	40%	29	12	41%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Data are reported for the State as a whole since the Hawaii State Department of Education (HIDOE) functions as both the State Education Agency (SEA) and Local Education Agency (LEA).



## Teacher Qualifications

The percentages of all public elementary and secondary teachers in the State of Hawaii who have the following types of professional qualifications are reported below.

	Full License	Emergency Hire (CTE, Niihau & Emergency Hire Special Permits)
2011-12	92%	8%
2012-13	90%	10%
2013-14	94%	6%

Notes: Due to rounding, the percentages may not sum to 100%  
CTE = Career Technical Education.

### Full License

A fully licensed teacher has at least a baccalaureate degree; has completed a State Approved Teacher Education Program (SATEP); has passed Praxis tests (or equivalent) and has a teacher licensure issued by the Hawaii Teacher Standards Board.

### Emergency Hire

Teachers with at least a baccalaureate degree may be hired on an emergency basis when there is a position for which fully licensed teachers are not available. A teacher on emergency hire status must annually demonstrate active pursuit of obtaining a Hawaii teacher license. Emergency hires are teachers who have not met the full requirements of licensure.

## Classes Not Taught By Highly Qualified Teachers

Below is the percentage of core academic content classes at the school not taught by "highly qualified" teachers as defined under ESEA (Elementary and Secondary Education Act).

	Percent	
Classes Not Taught by Highly Qualified Teachers	2011-12	14%
	2012-13	19%
	2013-14	18%

Note. The procedures and decision rules regarding the collection and summarizing of this type of data have been revised from year-to-year. Thus, comparisons between years should not be made at this time.

To comply with ESEA requirements, a teacher who is highly qualified is defined as a teacher who:

- 1) Holds at least a baccalaureate degree; and
- 2) Is fully licensed by the Hawaii Teacher Standards Board; and
- 3a) Has passed a state required test of subject matter knowledge in each core academic subject taught; or
- 3b) Has a major (or the equivalent of a major which is 30 semester hours) in each core academic subject area taught; and
- 4) Is properly assigned at the grade levels for which the teacher is licensed.

There is an exception in ESEA that recognizes teachers participating in certain alternative routes to licensure.

## National Assessment of Educational Progress (NAEP) Mathematics and Reading Results for Hawaii

The NAEP or National Assessment of Educational Progress is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, and the Department of Defense Schools participate in mathematics and reading assessments every two years, with 2012-13 being the most recent year for the NAEP.

NAEP differs from the Hawaii State Assessment (HSA). NAEP remains a paper-and-pencil assessment. NAEP standards may or may not align with the standards assessed on the HSA. NAEP results are based on samples of students across Hawaii public and public charter schools rather than including all grade 4 and grade 8 students.

The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results along the following "achievement levels:" Advanced (A), at and above Proficient (P+), at and above Basic (B+), and Below Basic (BB). NAEP defines Advanced as "superior performance. Proficient represents "...solid academic performance [in which] students have demonstrated competency over challenging subject matter." NAEP defines Basic as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."

The graphs on the right side of the next pages illustrate Hawaii and national trends. These trend graphs mostly indicate gains, in which gaps between Hawaii scores or percentages and those of public schools nationally have narrowed. For mathematics, Hawaii's fourth-graders not only bridged the gaps, but soared above the national averages in scale score, percent of students achieving at or above Proficient, and percent of students achieving at or above Basic. In regard to average scale score, in 2011, Hawaii was the only state to make statistically significant gains in all four subjects. In 2013, Hawaii was one of four states plus the Department of Defense Schools and the District of Columbia to make significant gains in three or more of the four assessments.

In addition to data pertaining to All Students, there are student subgroups that include economically disadvantaged as measured by eligibility for free or reduced-price lunch, disabled or students with an Individual Education Plan, English-language learners, and students grouped by placement in one of the federal ethnicity/race categories. This year's report also includes exclusion rates.



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels **P+** and **B+** are cumulative. **P+** reflects those students who are Advanced or Proficient. **B+** reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels). (C) + = Too few to allow release of data.



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels **P+** and **B+** are cumulative. **P+** reflects those students who are Advanced or Proficient. **B+** reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels). (C) + = Too few to allow release of data.