

# State Accountability Report

## Hawaii State Department of Education

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Hawaii's public schools are striving to prepare all students for success in college, careers, and citizenship in the 21st century. To meet this ambitious goal we must set high expectations, regularly review our progress, and provide customized support to every student, educator, and school.

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. For more information, go to <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>

### 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: 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.

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	ELA/Literacy				Math				Science			
	Participation		Meeting Standard		Participation		Meeting Standard		Participation		Proficiency	
	95%		53%		95%		46%		95%		54%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students	98%	Yes	51%	No	98%	Yes	42%	No	97%	Yes	43%	No
Disadvantaged	97%	Yes	39%	No	97%	Yes	31%	No	96%	Yes	32%	No
Disabled (SPED)	95%	Yes	14% <sup>ii</sup>	No	95%	Yes	12% <sup>ii</sup>	No	92%	No	15% <sup>ii</sup>	No
Limited English (ELL)	91%	No	21% <sup>i</sup>	No	96%	Yes	22% <sup>i</sup>	No	91%	No	19% <sup>i</sup>	No
Asian/Pacific Islander	98%	Yes	49%	No	98%	Yes	41%	No	96%	Yes	40%	No
Black	98%	Yes	52%	No	98%	Yes	35%	No	97%	Yes	40%	No
Hispanic	98%	Yes	48%	No	98%	Yes	38%	No	97%	Yes	42%	No
Native American	96%	Yes	50%	No	94%	No	33%	No	95%	Yes	43%	No
White	97%	Yes	67%	Yes	97%	Yes	54%	Yes	97%	Yes	61%	Yes
Asian	98%	Yes	61%	Yes	99%	Yes	52%	Yes	98%	Yes	50%	No
Native Hawaiian	97%	Yes	36%	No	97%	Yes	28%	No	95%	Yes	28%	No
Pacific Islander	97%	Yes	29%	No	97%	Yes	22%	No	94%	No	23%	No
High Needs	97%	Yes	37%	No	97%	Yes	30%	No	95%	Yes	31%	No
Non High Needs	99%	Yes	70%	Yes	99%	Yes	59%	Yes	98%	Yes	59%	Yes

Source of Displayed Percentage Value

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

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

## State Graduation and Retention 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.

Retention Rates for Elementary includes the percent of students, excluding kindergartners, who are not promoted to the next grade level. A low retention rate is desired.

Retention Rates for Middle/Intermediate includes the percent of 8th grade students who are not promoted to 9th grade the following year. A low retention rate is desired.

State Target	Graduation		Retention	
	High School		Middle/Intermediate	Elementary
	≥ 87%		≤ 5%	≤ 2%
	%	Met?	%	%
All Students	82%	No	1%	0%
Disadvantaged	76%	No	2%	0%
Disabled (SPED)	61%	No	1%	0%
Limited English (ELL)	46%	No	2%	1%
Asian/Pacific Islander	83%	No	1%	0%
Black	75%	No	2%	0%
Hispanic	76%	No	1%	1%
Native American	63%	No	0%	1%
White	80%	No	1%	0%
Asian	89%	Yes	0%	0%
Native Hawaiian	77%	No	1%	1%
Pacific Islander	67%	No	3%	1%
High Needs	75%	No	2%	0%
Non High Needs	89%	Yes	0%	0%

**Student Group Assessment Results**

Assessment Results	English Language Arts/Literacy					
	% Tested	% Meeting Standard	% in Each Standard Level			
			Did Not Meet	Nearly Met	Met	Exceeded
All Students	98%	51%	25%	23%	31%	21%
Disadvantaged	97%	39%	35%	26%	27%	12%
Disabled (SPED)	95%	13%	67%	19%	10%	4%
Limited English (ELL)	91%	6%	79%	15%	5%	1%
Asian/Pacific Islander	98%	49%	27%	24%	30%	19%
Black	98%	52%	23%	25%	34%	18%
Hispanic	98%	48%	28%	25%	29%	19%
Native American	96%	50%	28%	22%	33%	17%
White	97%	67%	15%	19%	35%	32%
Asian	98%	61%	17%	22%	34%	26%
Native Hawaiian	97%	36%	37%	27%	26%	10%
Pacific Islander	97%	29%	45%	26%	21%	8%
Male	98%	45%	31%	24%	28%	16%
Female	98%	58%	19%	22%	33%	25%
Migrant	98%	27%	46%	27%	21%	6%
AA Students	89%	63%	14%	23%	37%	26%
High Needs	97%	37%	37%	26%	26%	12%
Non High Needs	99%	70%	10%	20%	38%	33%

Notes: The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date. Percent of students who took Alternate Assessments (AA): 1.03%. These students' scores are included in the Disabled (SPED) and other applicable subgroups above.  
 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.

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

Grade	English Language Arts/Literacy % in Each Proficiency/Standard Level							
	2014-15				2015-16			
	Well-Below	Approaches	Meets	Exceeds	Did Not Meet	Nearly Met	Met	Exceeded
3	27%	26%	23%	24%	27%	24%	23%	26%
4	31%	20%	24%	24%	30%	20%	24%	26%
5	26%	20%	32%	22%	25%	19%	31%	25%
6	25%	28%	32%	15%	22%	26%	34%	17%
7	31%	25%	32%	12%	28%	25%	33%	14%
8	25%	28%	35%	13%	25%	26%	36%	13%
11	22%	25%	33%	20%	20%	24%	34%	21%

Notes: The percent proficient is based on all tested students enrolled on the Participation Rate Count date.

**Assessment Results**

	Math					
	% Tested	% Meeting Standard	% in Each Standard Level			
			Did Not Meet	Nearly Met	Met	Exceeded
All Students	98%	42%	29%	29%	24%	18%
Disadvantaged	97%	31%	39%	31%	20%	11%
Disabled (SPED)	95%	11%	72%	17%	8%	3%
Limited English (ELL)	96%	9%	74%	18%	7%	2%
Asian/Pacific Islander	98%	41%	31%	29%	23%	17%
Black	98%	35%	32%	33%	24%	12%
Hispanic	98%	38%	31%	31%	24%	14%
Native American	94%	33%	39%	28%	22%	11%
White	97%	54%	19%	27%	28%	26%
Asian	99%	52%	20%	28%	27%	25%
Native Hawaiian	97%	28%	41%	31%	19%	8%
Pacific Islander	97%	22%	49%	29%	15%	6%
Male	98%	40%	32%	28%	23%	18%
Female	98%	43%	27%	30%	25%	18%
Migrant	98%	19%	49%	32%	15%	4%
AA Students	88%	54%	16%	30%	42%	12%
High Needs	97%	30%	40%	30%	19%	10%
Non High Needs	99%	59%	14%	27%	30%	29%

Notes: The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.  
 Percent of students who took Alternate Assessments (AA): 1.03%. These students' scores are included in the Disabled (SPED) and other applicable subgroups above.  
 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.

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

Grade	Math							
	% in Each Proficiency/Standard Level							
	2014-15				2015-16			
	Well-Below	Approaches	Meets	Exceeds	Did Not Meet	Nearly Met	Met	Exceeded
3	24%	26%	30%	19%	23%	24%	32%	21%
4	21%	33%	29%	17%	21%	32%	28%	18%
5	29%	29%	21%	21%	29%	29%	21%	21%
6	30%	32%	20%	18%	30%	31%	21%	19%
7	33%	29%	22%	15%	32%	31%	22%	15%
8	34%	26%	21%	18%	36%	26%	20%	18%
11	43%	27%	20%	9%	42%	28%	21%	10%

Notes: The percent proficient is based on all tested students enrolled on the Participation Rate Count date.

**Assessment Results**

	Science					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	97%	43%	20%	38%	34%	9%
Disadvantaged	96%	32%	26%	42%	28%	4%
Disabled (SPED)	92%	15%	53%	32%	13%	2%
Limited English (ELL)	91%	6%	66%	28%	6%	*
Asian/Pacific Islander	96%	40%	21%	38%	33%	8%
Black	97%	40%	18%	43%	33%	7%
Hispanic	97%	42%	18%	40%	35%	7%
Native American	95%	43%	17%	41%	32%	11%
White	97%	61%	10%	30%	44%	17%
Asian	98%	50%	14%	36%	39%	11%
Native Hawaiian	95%	28%	29%	43%	25%	3%
Pacific Islander	94%	23%	36%	41%	20%	2%
Male	96%	44%	21%	35%	34%	10%
Female	97%	42%	18%	40%	34%	8%
Migrant	97%	23%	34%	43%	21%	2%
AA Students	85%	64%	12%	24%	54%	10%
High Needs	95%	31%	28%	41%	27%	4%
Non High Needs	98%	59%	9%	33%	44%	15%

Notes: The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.  
 Percent of students who took Alternate Assessments (AA): 0.88%. These students' scores are included in the Disabled (SPED) and other applicable subgroups above.  
 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).

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

Grade	Science							
	% in Each Proficiency/Standard Level							
	2014-15				2015-16			
	Well-Below	Approaches	Meets	Exceeds	Did Not Meet	Nearly Met	Met	Exceeded
4	9%	37%	44%	10%	9%	35%	44%	11%
8	24%	40%	30%	6%	25%	38%	30%	8%
HS	30%	40%	25%	5%	27%	40%	27%	6%

Notes: The percent proficient is based on all tested students enrolled on the Participation Rate Count date.  
 High school (HS) science is based on a Biology I End-of-Course Exam.  
 If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

## College-Going and College Credit-Accumulation: Statewide by Student Group

College-going and college credit-accumulation rates are reported 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 2013-14 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 2011-12 school year.

	College-Going (2013-14 Cohort)			College-Credit Accumulation (2011-12 Cohort)		
	HS Diploma	Enrolled in IHE	College-Going Rate	Enrolled in UH System	1 yr - credit Earned	Accumulation Rate
All Students	11,138	6,920	62%	5,230	2,905	56%
Disadvantaged	4,789	2,460	51%	1,944	932	48%
Disabled (SPED)	890	312	35%	304	56	18%
Limited English (ELL)	443	163	37%	195	72	37%
Asian	4,878	3,517	72%	2,852	1,832	64%
Black	282	174	62%	82	34	41%
Hispanic	583	332	57%	176	83	47%
Native American	54	30	56%	31	13	42%
Pacific Islander	3,388	1,586	47%	1,291	505	39%
White	1,712	1,145	67%	619	354	57%
Multiple	241	136	56%	179	84	47%
Male	5,574	3,109	56%	2,454	1,295	53%
Female	5,564	3,811	68%	2,776	1,610	58%

Note: 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 and Emergency Hire Special Permits)
2013-14	97%	3%
2014-15	97%	3%
2015-16	96%	4%

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 of Classes		
	Lowest Poverty Schools	Highest Poverty Schools	State
2013-14	7%	9%	8%
2014-15	8%	9%	8%
2015-16	8%	10%	9%

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.



## College-Going and College Credit-Accumulation: By School

College-going and college credit-accumulation rates are reported 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 2013-14 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 2011-12 school year.

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

School	Category	Total	Disad	SPED	ELL	Asian	Black	Hisp	Nat Amer	Pac Is	White	Mult	Male	Fem
Aiea High	Coll-going	159	50	8	*	*	*	*	*	*	*	*	70	89
	Credit-Acc	101	23	6	*	*	*	*	*	*	*	*	54	47
Anuenue	Coll-going	13	5	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	5	*	*	*	*	*	*	*	*	*	*	*	*
Baldwin High	Coll-going	233	66	4	3	*	*	*	*	*	*	*	84	149
	Credit-Acc	71	11	*	*	*	*	*	*	*	*	*	34	37
Campbell High	Coll-going	344	138	9	6	*	*	*	*	*	*	*	159	185
	Credit-Acc	98	32	2	*	*	*	*	*	*	*	*	50	48
Castle High	Coll-going	156	48	9	*	*	*	*	*	*	*	*	75	81
	Credit-Acc	86	26	*	*	*	*	*	*	*	*	*	31	55
Connections	Coll-going	13	11	*	*	*	*	*	*	*	*	*	6	7
	Credit-Acc	10	*	*	*	*	*	*	*	*	*	*	*	*
Ehunuikaimalino	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Farrington High	Coll-going	273	147	10	7	*	*	*	*	*	*	*	119	154
	Credit-Acc	122	59	*	*	*	*	*	*	*	*	*	62	60
Hakipuu	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Halau Ku Mana	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Hana High & El	Coll-going	4	3	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Hawaii Academy	Coll-going	24	19	*	*	*	*	*	*	*	*	*	8	16
	Credit-Acc	7	*	*	*	*	*	*	*	*	*	*	*	*
Hawaii Technology Academy	Coll-going	7	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Hilo High	Coll-going	178	68	15	*	*	*	*	*	*	*	*	84	94
	Credit-Acc	64	23	1	*	*	*	*	*	*	*	*	31	33
Honokaa H&I	Coll-going	62	31	5	*	*	*	*	*	*	*	*	26	36
	Credit-Acc	30	13	*	*	*	*	*	*	*	*	*	11	19
HSDB	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Ka Umeke Kaeo	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Kahuku H&I	Coll-going	128	48	7	*	*	*	*	*	*	*	*	53	75
	Credit-Acc	37	20	*	*	*	*	*	*	*	*	*	15	22

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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 2013-14 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 2011-12 school year.

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

School	Category	Total	Disad	SPED	ELL	Asian	Black	Hisp	Nat Amer	Pac Is	White	Mult	Male	Fem
Kailua High	Coll-going	106	45	6	*	*	*	*	*	*	*	*	43	63
	Credit-Acc	44	17	*	*	*	*	*	*	*	*	*	20	24
Kaimuki High	Coll-going	103	65	11	6	*	*	*	*	*	*	*	53	50
	Credit-Acc	54	30	3	5	*	*	*	*	*	*	*	21	33
Kaiser High	Coll-going	229	29	10	*	*	*	*	*	*	*	*	118	111
	Credit-Acc	88	7	*	*	*	*	*	*	*	*	*	44	44
Kalaheo High	Coll-going	128	28	12	*	*	*	*	*	*	*	*	67	61
	Credit-Acc	40	13	*	*	*	*	*	*	*	*	*	13	27
Kalani High	Coll-going	252	68	10	*	*	*	*	*	*	*	*	128	124
	Credit-Acc	123	24	*	*	*	*	*	*	*	*	*	53	70
Kamaile Academy PCS	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Kanu o ka Aina	Coll-going	7	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Kanuikapono	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Kapaa High	Coll-going	137	60	3	6	*	*	*	*	*	*	*	65	72
	Credit-Acc	60	25	*	*	*	*	*	*	*	*	*	20	40
Kapolei High	Coll-going	273	67	13	*	*	*	*	*	*	*	*	126	147
	Credit-Acc	104	19	4	*	*	*	*	*	*	*	*	47	57
Kau High & Pahala EI	Coll-going	19	13	*	*	*	*	*	*	*	*	*	10	9
	Credit-Acc	17	14	*	*	*	*	*	*	*	*	*	7	10
Kauai High	Coll-going	180	49	6	*	*	*	*	*	*	*	*	83	97
	Credit-Acc	59	17	*	*	*	*	*	*	*	*	*	23	36
Kawaikini	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Ke Ana Laahana PCS	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Ke Kula Niihau o Kekaha	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Ke Kula o Samuel M. Kamakau	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Keaau High	Coll-going	110	82	19	*	*	*	*	*	*	*	*	65	45
	Credit-Acc	42	28	1	*	*	*	*	*	*	*	*	22	20
Kealakehe High	Coll-going	145	57	4	7	*	*	*	*	*	*	*	51	94
	Credit-Acc	40	10	*	*	*	*	*	*	*	*	*	13	27

College-going and college credit-accumulation rates are reported 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 2013-14 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 2011-12 school year.

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

School	Category	Total	Disad	SPED	ELL	Asian	Black	Hispanic	Nat Amer	Pac Is	White	Mult	Male	Fem
Kekaulike High	Coll-going	112	36	3	*	*	*	*	*	*	*	*	56	56
	Credit-Acc	61	22	*	*	*	*	*	*	*	*	*	28	33
Kihei Charter School	Coll-going	32	10	*	*	*	*	*	*	*	*	*	17	15
	Credit-Acc	10	*	*	*	*	*	*	*	*	*	*	*	*
Kohala High	Coll-going	28	17	*	*	*	*	*	*	*	*	*	10	18
	Credit-Acc	9	*	*	*	*	*	*	*	*	*	*	*	*
Konawaena High	Coll-going	73	29	3	3	*	*	*	*	*	*	*	36	37
	Credit-Acc	18	10	*	*	*	*	*	*	*	*	*	9	9
Kua o ka La	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Kula Aupuni Niihau	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Lahainaluna High	Coll-going	133	46	7	11	*	*	*	*	*	*	*	52	81
	Credit-Acc	37	13	*	*	*	*	*	*	*	*	*	9	28
Lanai High & EI	Coll-going	20	5	5	*	*	*	*	*	*	*	*	7	13
	Credit-Acc	15	6	*	*	*	*	*	*	*	*	*	*	*
Laupahoehoe Community PCS	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Leilehua High	Coll-going	222	87	12	5	*	*	*	*	*	*	*	101	121
	Credit-Acc	68	23	*	*	*	*	*	*	*	*	*	34	34
Maui High	Coll-going	230	85	5	9	*	*	*	*	*	*	*	88	142
	Credit-Acc	92	31	*	6	*	*	*	*	*	*	*	36	56
McKinley High	Coll-going	262	163	5	24	*	*	*	*	*	*	*	116	146
	Credit-Acc	138	89	4	12	*	*	*	*	*	*	*	70	68
Mililani High	Coll-going	452	48	18	*	*	*	*	*	*	*	*	193	259
	Credit-Acc	198	18	6	*	*	*	*	*	*	*	*	98	100
Moanalua High	Coll-going	357	67	13	5	*	*	*	*	*	*	*	157	200
	Credit-Acc	179	36	*	*	*	*	*	*	*	*	*	82	97
Molokai High	Coll-going	31	14	*	*	*	*	*	*	*	*	*	13	18
	Credit-Acc	10	5	*	*	*	*	*	*	*	*	*	*	*
Myron B. Thompson Academy	Coll-going	22	5	*	*	*	*	*	*	*	*	*	5	17
	Credit-Acc	12	*	*	*	*	*	*	*	*	*	*	*	*
Nanakuli H&I	Coll-going	48	34	7	*	*	*	*	*	*	*	*	19	29
	Credit-Acc	14	9	*	*	*	*	*	*	*	*	*	7	7
Niihau	Coll-going	*	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*

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School	Category	Total	Disad	SPED	ELL	Asian	Black	Hisp	Nat Amer	Pac Is	White	Mult	Male	Fem
Olomana	Coll-going	1	*	*	*	*	*	*	*	*	*	*	*	*
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*
Pahoa H&I	Coll-going	40	34	*	*	*	*	*	*	*	*	*	19	21
	Credit-Acc	24	16	*	*	*	*	*	*	*	*	*	8	16
Pearl City High	Coll-going	240	50	12	*	*	*	*	*	*	*	*	108	132
	Credit-Acc	142	24	*	*	*	*	*	*	*	*	*	56	86
Radford High	Coll-going	204	32	5	5	*	*	*	*	*	*	*	101	103
	Credit-Acc	50	10	*	*	*	*	*	*	*	*	*	20	30
Roosevelt High	Coll-going	229	78	7	12	*	*	*	*	*	*	*	106	123
	Credit-Acc	154	54	1	6	*	*	*	*	*	*	*	72	82
University Laboratory	Coll-going	48	*	*	*	*	*	*	*	*	*	*	27	21
	Credit-Acc	19	*	*	*	*	*	*	*	*	*	*	*	*
Waiakea High	Coll-going	181	76	4	*	*	*	*	*	*	*	*	88	93
	Credit-Acc	113	30	*	*	*	*	*	*	*	*	*	57	56
Waialua H&I	Coll-going	61	29	2	*	*	*	*	*	*	*	*	16	45
	Credit-Acc	18	8	*	*	*	*	*	*	*	*	*	6	12
Waianae High	Coll-going	177	108	9	3	*	*	*	*	*	*	*	70	107
	Credit-Acc	43	26	*	*	*	*	*	*	*	*	*	13	30
Waimea High	Coll-going	103	37	*	*	*	*	*	*	*	*	*	52	51
	Credit-Acc	32	12	*	*	*	*	*	*	*	*	*	19	13
Waipahu High	Coll-going	284	134	6	10	*	*	*	*	*	*	*	129	155
	Credit-Acc	117	42	*	3	*	*	*	*	*	*	*	46	71
West Hawaii Explorations	Coll-going	15	*	*	*	*	*	*	*	*	*	*	6	9
	Credit-Acc	*	*	*	*	*	*	*	*	*	*	*	*	*

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

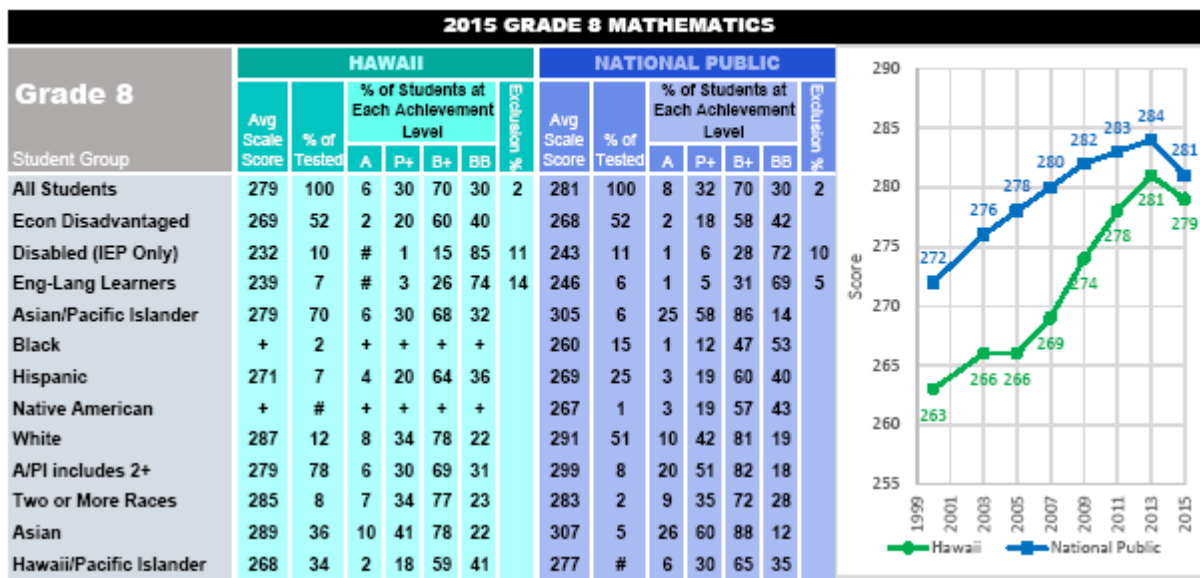
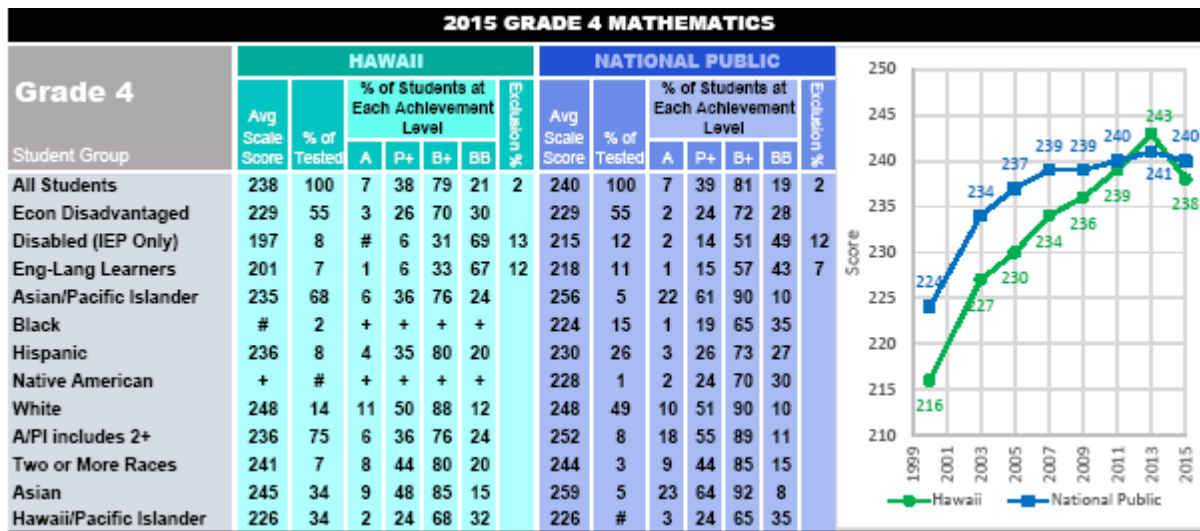
The NAEP or National Assessment of Educational Progress is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides a comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, and the Department of Defense Schools participate in mathematics and reading assessments every two years, with 2014-15 being the most recent year for the NAEP. NAEP also assessed Science for both grades 4 and 8 in 2014-15.

NAEP differs in several ways from the Smarter Balanced Assessments which serve as the main state assessments for Hawaii. NAEP has remained a paper-and-pencil assessment through the 2014-15 school year, but starting in 2016-17 will be administered mostly via tablet computers. NAEP shows only a partial alignment with the Common Core Standards, especially in the recommended or implied sequence of instruction. Furthermore, 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..

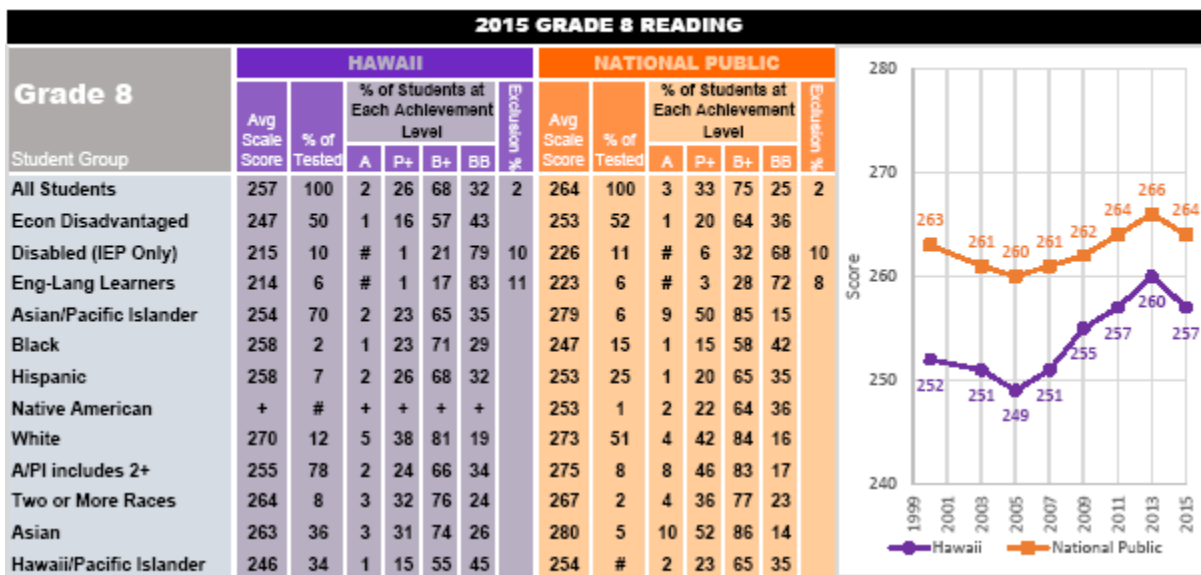
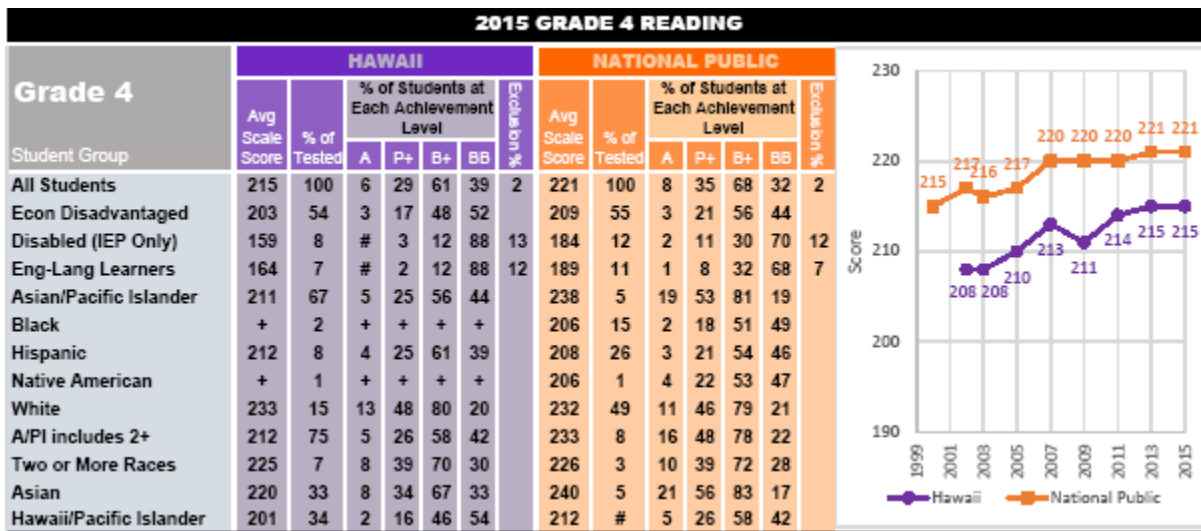
The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results along the following "achievement levels:" Advanced (A), at and above Proficient (P+), at and above Basic (B+), and Below Basic (BB). NAEP defines Advanced as "superior performance." 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. In the period from 1999 through 2013, the trend graphs indicated gains, in which gaps between Hawaii scores or percentages and those of national public schools narrowed. However, in 2015, Hawaii's scores declined in grade 4 mathematics, grade 8 mathematics and grade 8 reading, and were static for grade 4 reading. These declines and stasis paralleled national results. The gap for grade 4 reading remained at six scale score points. The gap for grade 8 reading increased from six points in 2013 to seven points in 2015. The gap for grade 8 mathematics declined from three points in 2013 to two points in 2015. And for grade 4 mathematics, where Hawaii exceeded the national average scale score by two points in 2013, it fell to two points below the national average scale score in 2015. Despite the declines and stasis from 2013 to 2015, Hawaii's gains from 2005 to 2015 were the second highest in the nation. Hawaii made strong gains in science from 2009 through 2015.

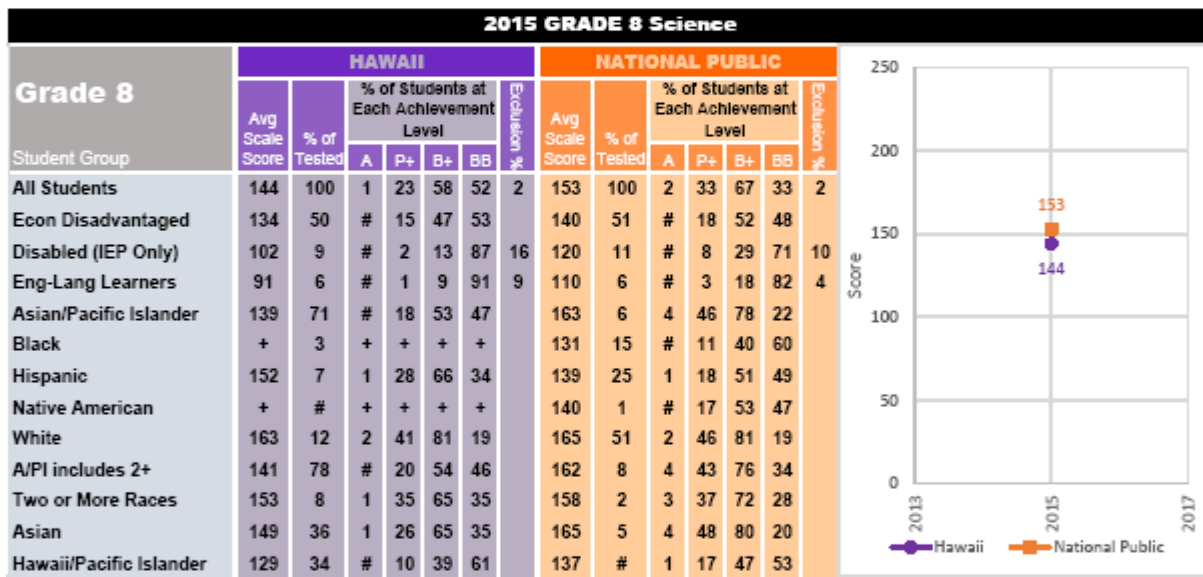
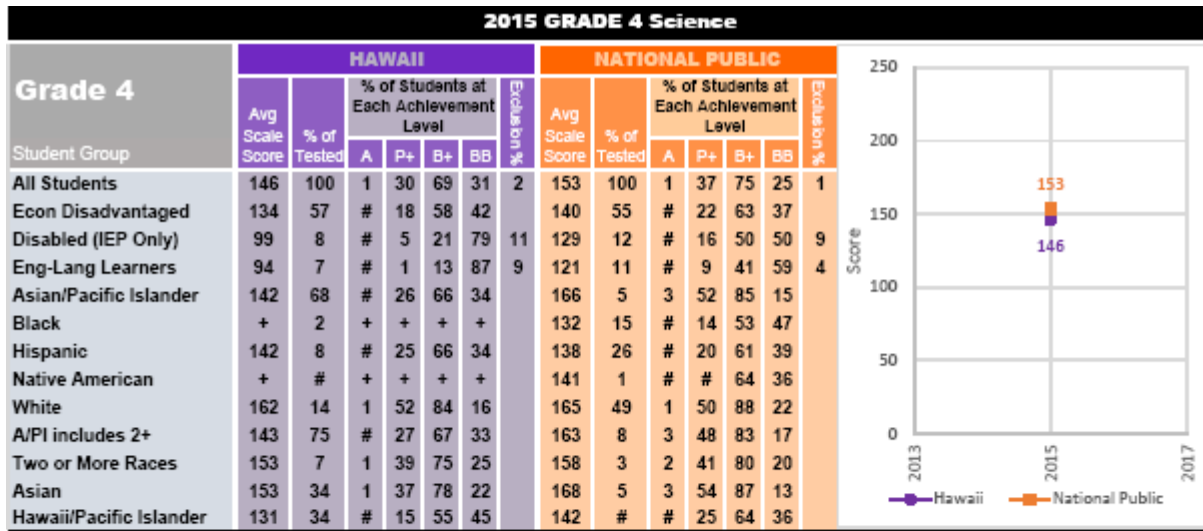
In addition to data pertaining to All Students, there are student subgroups that include economically disadvantaged as measured by eligibility for free or reduced-price lunch, disabled or students with an Individual Education Plan or 504 Plan, English-language learners, and students grouped by placement 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.



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