

# School Accountability Report

## Hilo Intermediate

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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.

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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>

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

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

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

Strive HI Transition Year Data Report, 2015-16  
(356) Hilo Intermediate

**(FINAL RESULTS)**

	<u>SCHOOL YEAR 2014-2015</u> School	School	<u>SCHOOL YEAR 2015-2016</u> Complex Area (Middle)	State (Middle)
<b>Achievement</b>	Math Meeting Standard <b>48%</b>	Math Meeting Standard <b>42%</b>	Math Meeting Standard <b>40%</b>	Math Meeting Standard <b>38%</b>
	ELA/Literacy Meeting Standard <b>46%</b>	ELA/Literacy Meeting Standard <b>46%</b>	ELA/Literacy Meeting Standard <b>52%</b>	ELA/Literacy Meeting Standard <b>49%</b>
	Science Proficiency <b>40%</b>	Science Proficiency <b>33%</b>	Science Proficiency <b>36%</b>	Science Proficiency <b>38%</b>
<b>Growth</b>	Math Growth MGP <b>48</b>	Math Growth MGP <b>49</b>		
	ELA/Literacy Growth MGP <b>45</b>	ELA/Literacy Growth MGP <b>50</b>		
<b>Readiness</b>	Chronic Absenteeism <b>N/A</b>	Chronic Absenteeism <b>16%</b>	Chronic Absenteeism <b>14%</b>	Chronic Absenteeism <b>14%</b>
<b>Achievement Gap</b>	Math Gap Rate <b>58%</b>	Math Gap Rate <b>56%</b>	Math Gap Rate <b>57%</b>	Math Gap Rate <b>54%</b>
	ELA/Literacy Gap Rate <b>54%</b>	ELA/Literacy Gap Rate <b>52%</b>	ELA/Literacy Gap Rate <b>48%</b>	ELA/Literacy Gap Rate <b>49%</b>
<b>Other</b>	Algebra I Credit <b>N/A</b>	Algebra I Credit <b>13%</b>	Algebra I Credit <b>8%</b>	Algebra I Credit <b>23%</b>

**NOTE: Final display numbers are rounded.**

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

Run Date: Monday, December 05, 2016

## 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	ELA/Literacy				Math				Science			
	Participation		Meeting Standard		Participation		Meeting Standard		Participation		Proficiency	
	95%		50%		95%		46%		95%		49%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
<b>State: All Students</b>	98%		51%		98%		42%		97%		43%	
All Students	98%	Yes	46%	No	98%	Yes	42%	No	100%	Yes	33%	No
Disadvantaged	97%	Yes	35%	No	97%	Yes	31%	No	100%	Yes	23%	No
Disabled (SPED)	93%	No	15% <sup>ii</sup>	No	95%	Yes	17% <sup>ii</sup>	No		n/a		n/a
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a
Asian/Pacific Islander	98%	Yes	44%	No	98%	Yes	39%	No	100%	Yes	30%	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	98%	Yes	62%	Yes	98%	Yes	62%	Yes		n/a		n/a
Asian	99%	Yes	69%	Yes	99%	Yes	64%	Yes	100%	Yes	51%	Yes
Native Hawaiian	97%	Yes	32%	No	97%	Yes	29%	No	100%	Yes	16%	No
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a
High Needs	96%	Yes	35%	No	97%	Yes	30%	No	100%	Yes	23%	No
Non High Needs	100%	Yes	72%	Yes	100%	Yes	68%	Yes	100%	Yes	51%	Yes

Source of Displayed Percentage Value

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

## Retention Rates

The elementary school retention rates are based on the percent of students, excluding kindergarteners, who are not promoted to the next grade level. Middle and Intermediate retention rates are based on the percent of 8th grade students who are not promoted to 9th grade the following year. A low retention rate is desired.

Performance Target	Retention	
	Middle/Intermediate ≤ 5%	
	%	Met?
<b>State: All Students</b>	1%	
All Students	1%	Yes
Disadvantaged	1%	Yes
Disabled (SPED)	0%	Yes
Limited English (ELL)	8%	No
Asian/Pacific Islander	1%	Yes
Black		n/a
Hispanic	0%	Yes
Native American	0%	Yes
White	0%	Yes
Asian	2%	Yes
Native Hawaiian	0%	Yes
Pacific Islander	6%	No
High Needs	1%	Yes
Non High Needs	0%	Yes

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

## 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	97%	46%	26%	28%	32%	14%
Disadvantaged	96%	35%	34%	30%	29%	7%
Disabled (SPED)	93%	13%	61%	26%	6%	7%
Limited English (ELL)	67%	*	*	*	*	*
Asian/Pacific Islander	97%	43%	28%	29%	31%	12%
Black	*	*	*	*	*	*
Hispanic	96%	38%	31%	31%	31%	8%
Native American	*	*	*	*	*	*
White	98%	66%	18%	16%	38%	28%
Asian	99%	68%	9%	23%	41%	28%
Native Hawaiian	97%	32%	37%	31%	29%	4%
Pacific Islander	85%	21%	39%	39%	18%	4%
Male	96%	39%	31%	30%	28%	11%
Female	97%	53%	22%	25%	36%	18%
Migrant	*	*	*	*	*	*
AA Students	*	*	*	*	*	*
High Needs	96%	35%	34%	31%	28%	7%
Non High Needs	100%	72%	9%	19%	41%	31%

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	English Language Arts/Literacy % Meeting Standard	
	2014-15	2015-16
7	42%	41%
8	50%	50%

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	% Meeting Standard	% in Each Standard Level			
			Did Not Meet	Nearly Met	Met	Exceeded
All Students	98%	41%	29%	30%	23%	18%
Disadvantaged	97%	30%	36%	34%	21%	9%
Disabled (SPED)	95%	17%	66%	17%	11%	6%
Limited English (ELL)	80%	8%	83%	8%	8%	*
Asian/Pacific Islander	98%	38%	31%	31%	22%	16%
Black	*	*	*	*	*	*
Hispanic	100%	41%	26%	33%	22%	19%
Native American	*	*	*	*	*	*
White	98%	60%	18%	22%	24%	36%
Asian	99%	63%	13%	23%	25%	38%
Native Hawaiian	97%	28%	37%	35%	24%	4%
Pacific Islander	91%	17%	43%	40%	13%	3%
Male	97%	37%	32%	31%	20%	17%
Female	99%	45%	26%	30%	26%	19%
Migrant	*	*	*	*	*	*
AA Students	*	*	*	*	*	*
High Needs	97%	30%	37%	34%	21%	8%
Non High Needs	100%	67%	10%	23%	26%	41%

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 math.

Grade	Math % Meeting Standard	
	2014-15	2015-16
7	47%	34%
8	47%	47%

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	100%	33%	30%	37%	27%	6%
Disadvantaged	100%	23%	40%	38%	21%	2%
Disabled (SPED)	100%	11%	71%	17%	11%	*
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	100%	29%	33%	37%	25%	5%
Black	*	*	*	*	*	*
Hispanic	100%	40%	30%	30%	30%	10%
Native American	*	*	*	*	*	*
White	100%	46%	8%	46%	38%	8%
Asian	100%	51%	14%	35%	39%	12%
Native Hawaiian	100%	16%	40%	44%	15%	1%
Pacific Islander	100%	11%	58%	32%	5%	5%
Male	100%	37%	26%	38%	30%	6%
Female	100%	28%	35%	37%	23%	5%
Migrant	*	*	*	*	*	*
AA Students	*	*	*	*	*	*
High Needs	100%	23%	40%	36%	22%	2%
Non High Needs	100%	51%	10%	40%	37%	14%

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	
	2014-15	2015-16
8	40%	33%

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."

## 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 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 and College Credit-Accumulation is not applicable for this school.**



## 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)
2013-14	94%	6%
2014-15	100%	0%
2015-16	97%	3%

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	2013-14	15%
	2014-15	15%
	2015-16	14%

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, 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.



**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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