

STATE OF HAWAII  
DEPARTMENT OF EDUCATION

# 2006

## Superintendent's 17<sup>TH</sup> ANNUAL REPORT





The Honorable Linda Lingle  
Governor, State of Hawaii

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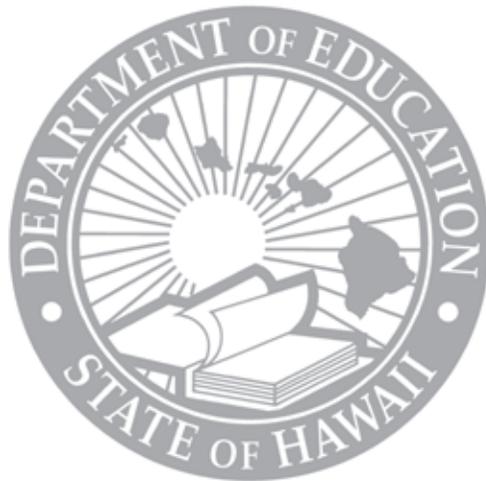
## **Hawaii State Board of Education Mission and Vision for Hawaii's Public Schools**

### *Mission*

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

### *Vision*

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





## Dear Shareholders:

The **Superintendent's 17th Annual Report** on public education for school year 2005-06 provides data about the students who are served by Hawaii's elementary and secondary educational system and how well they are performing. This report provides all readers with a comprehensive picture of Hawaii's kindergarten through grade 12 system. By openly sharing this information, the Department of Education encourages discussions about the policies, programs, and practices that influence teaching and learning.

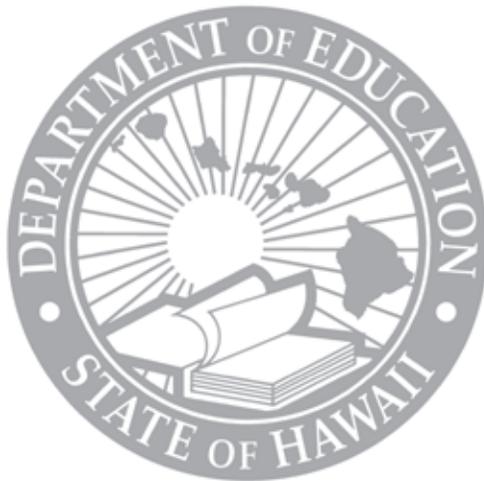
Our work to “ensure that all public school graduates will realize their goals and aspirations, have attitudes, knowledge and skills to contribute positively to and compete in a global society, exercise rights and responsibilities of citizenship, and pursue post-secondary education or careers without need for remediation” will never be finished. The Department is continuously working at ways to improve our organization – to strengthen standards-based education for our students, generate employment opportunities by attracting and retaining highly qualified and highly effective staff who are dedicated to our students, and build relationships based on respect and trust with our remarkable education partners.

This Superintendent's 17th Annual Report will serve all who seek to improve the effectiveness and efficiency of public education in Hawaii.

Very truly yours,

A black rectangular box containing a white, handwritten signature that reads "Patricia Hamamoto".

Patricia Hamamoto  
Superintendent of Education



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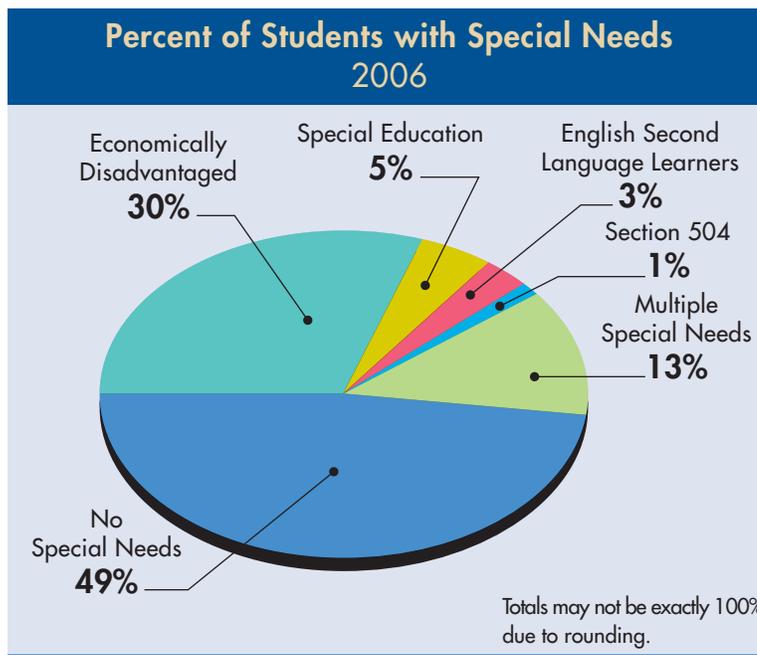
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# At-A-Glance

Official Fall Enrollment Grades K to 12, Public and Private Schools			
SY	2003-04	2004-05	2005-06
<b>Public Schools</b>	182,434 83.9%	181,897 83.5%	181,406 83.8%
<b>Private Schools</b>	34,998 16.1%	35,981 16.5%	35,136 16.2%
<b>Total</b>	<b>217,432</b>	<b>217,878</b>	<b>216,542</b>

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



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

Educators Teacher Characteristics			
	2004	2005	2006
<b>Fully Licensed</b>	84%	85%	86%
<b>Advanced Degree</b>	26%	27%	28%
<b>5+ Yrs at the Same School*</b>	53%	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 steadily declined to 181,406 in 2005-06. This trend parallels an overall drop in the State's population demographics for school-age children. Enrollment in private schools had been rising steadily in recent years, but declined slightly in 2006 to 16.2% of the State's 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 2006, there were over 51% of students with special needs. The challenge and cost of educating special needs students are state and national issues, especially since "closing the achievement gap" among students has become a federal accountability goal.

### Educators

The percentages of fully licensed teachers and teachers with advanced degrees have increased slightly during the three-year period. As significant numbers of experienced teachers reach retirement age, continuing teachers adjust to fill vacant positions affecting the longevity measure, "five or more years at same school."

## 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. As a result, it is one of the most equitable school finance systems in the nation.

## Progress and Outcomes

### Safety and Well-Being

The safety and well-being of our students is a foremost concern. Creating and maintaining safe and healthy educational environments allows the school community to concentrate on promoting student academic achievement. Collecting student and teacher perceptions about campus safety via the biennial School Quality Survey gives us additional information on how well we are doing in this regard. There have been notable increases in positive responses on the Safety and Well-Being dimension as reported by both students and teachers since 2003 (51% and 78% respectively). The next scheduled administration for the survey is Spring 2007.

### Hawaii State Assessment

The standards-based assessments measure how well students meet the Department's content and performance standards. They contain multiple choice items as well as items that require students to explain their answers. The norm-referenced tests show how Hawaii students compare to a national norm group in which 77% score average or above. They contain only multiple choice items.

In 2006, the standards-based reading assessment dropped several percentage points. In contrast, there is a small but steady increase over the past three years in the standards-based mathematics results.

Over the same three-year period, the State's norm-referenced scores have remained steady with students performing slightly higher in mathematics and slightly lower in reading than the national norm. The substantial difference in performance between the standards-based and the norm-referenced mathematics tests is worth noting. This difference may be due to the more demanding language requirements of the standards-based math items, making it a more challenging test.

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

	2004	2005	2006
<b>Appropriated Funds</b>			
<b>STATE</b>			
General	\$ 1,443	\$ 1,547	\$ 1,799
Special	57	56	55
Trust	12	13	14
<b>FEDERAL</b>	365	361	319

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

### Safety and Well-Being of Students

	2004	2005	2006
<b>Students Not Suspended</b>	94%	95%	95%
<b>Persistently Dangerous Schools</b>	0%	0%	0%
<b>Perceptions of safety &amp; well-being</b>			
Students*	--	65%	--
Teachers*	--	81%	--
<i>*Percent reporting positively on School Quality Survey</i>			

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

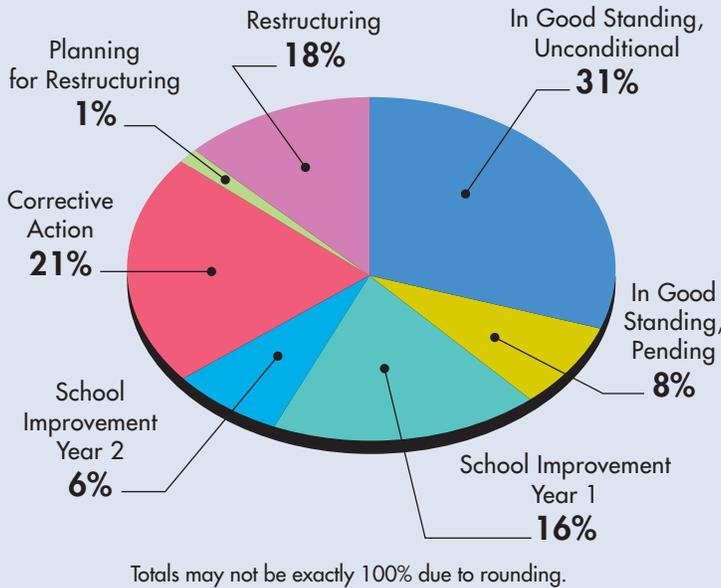
### Hawaii State Assessment Grades 3, 5, 8, and 10

	2004	2005	2006
<b>STANDARDS-BASED</b> (Hawaii Content & Performance Standards)			
<b>Percent Proficient and Exceeds Proficiency</b>			
Reading	44.9%	47.0%	43.9%
Mathematics	22.7%	23.6%	24.6%
<b>NORM-REFERENCED</b> (Stanford Achievement Test)			
<b>Percent Average and Above Average</b>			
Reading	74.1%	75.0%	74.0%
Mathematics	77.5%	78.3%	78.0%

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

# At-A-Glance

## NCLB Sanction Status 2007



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

## No Child Left Behind (NCLB)

The percentage of schools meeting Adequate Yearly Progress (AYP) increased from 34% in 2005 to 35% in 2006. However, the number of schools in NCLB sanctions increased from 136 to 172 during the same period. This primarily was due to schools moving from "In Good Standing, Pending" status to "School Improvement Year 1" status.

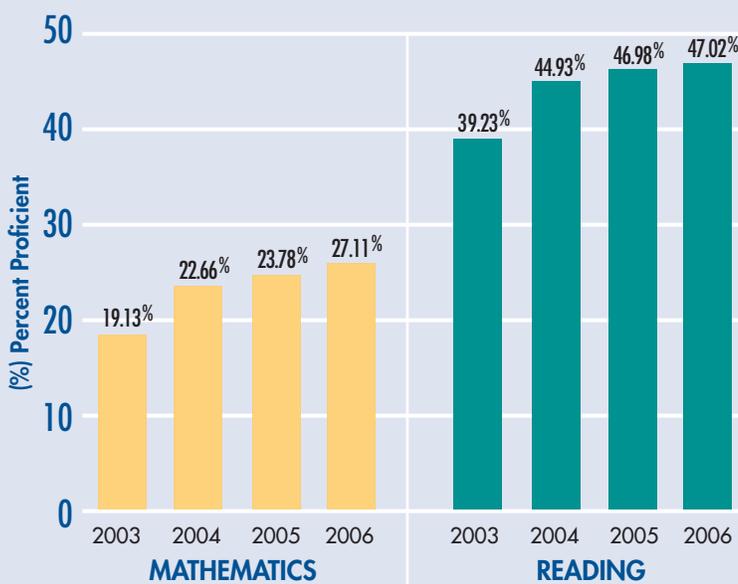
### No Child Left Behind 2004, 2005 & 2006

Adequate Yearly Progress	2004	2005	2006
Percent schools met AYP	53%	34%	35%
Sanctions*	2005	2006	2007
Percent In Good Standing	51%	52%	39%
Number Exiting Sanctions	20	9	8

\*AYP results determine sanctions for the following year.

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

## Percent Proficient AYP Mathematics and Reading State Summary School Years Ending 2003 to 2006



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

## Adequate Yearly Progress (AYP)

Each year since 2003, the percent of students statewide scoring proficient or above has increased continually in both reading and math.

Note. A school's AYP proficiency results include only scores for students enrolled for a full academic year at that school. Similarly, these State totals include proficiency scores of all students enrolled in one or more schools within the Department of Education system for at least a full academic year. The percentage reported on the preceding Hawaii State Assessment table include the scores of all students tested in grades 3, 5, 8 and 10; the percentages in this graph include only the scores of students tested in grades 3, 4, 5, 6, 7, 8 and 10 who were enrolled within the Hawaii Department of Education system for a full academic year.

## Graduation and Dropouts

Each year a cohort of first time 9th graders are tracked to their 4th (senior) year in the public school system. This approach is considered the most accurate method of calculating the graduation rate, and Hawaii is one of a few states that is able to furnish this statistic. Figures in other states are based on approximations. For the last several years, the four-year graduation on-time rate has hovered just under 80%. On the other hand, about 15% to 16% of the students dropped out of school. The remainder have either completed high school with a special education certificate of program completion or are continuing to pursue their high school diplomas or certificates.

## High School Diplomas

For the past three years, nearly a third of the senior class has earned the more challenging Board of Education (BOE) Recognition Diploma, which requires additional credits and a minimum 3.0 grade point average.

## Senior Exit Plans

There was a substantial increase in the percentage of seniors who plan to only pursue post secondary education – an increase of 13 percentage points compared to 2005. A smaller percentage of seniors this year compared to the two prior years plan to both work and pursue post secondary education.

## University of Hawaii “Going Rate”

Annually, about a third of Hawaii public school graduates immediately attend campuses within the University of Hawaii System.

### Four-Year Graduation & Dropout Rates

	2003-04	2004-05	2005-06
<b>Graduation</b>	79.8%	79.5%	79.2%
<b>Dropouts</b>	15.1%	14.9%	15.7%

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

### High School Diplomas

	2003-04	2004-05	2005-06
<b>BOE Diploma</b>	30.1%	31.3%	30.4%
<b>Regular Diploma</b>	64.0%	62.1%	63.6%

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

	2004	2005	2006
<b>School Only</b>	10%	5%	18%
<b>Work Only</b>	10%	8%	9%
<b>School and Work</b>	68%	77%	63%
<b>School, Work &amp; Military</b>	6%	7%	5%

Note. Top four most frequent responses.

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

### Post Secondary Entering University of Hawaii System

	Public School June Graduates Entering Fall Semester		
	2003	2004	2005
<b>UH “Going Rate”</b>	33.6%	32.7%	33.6%

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

# A Conversation With Superintendent Patricia Hamamoto

*What are the three “key messages” that you want people to know about Hawaii’s public schools?*

I believe that these “messages” from the Department of Education go out to everyone who has a stake in education, including policy makers, parents, community members, businesses, employees, and students. The messages are essentially those beliefs and ideas which I believe every stakeholder of public education should support. Our success in supporting the

education of Hawaii’s public school students depends in large part on the extent to which we all share these beliefs.



*Embrace the need for change –* School systems are no different from any other organization in terms of being faced with the fundamental requirement to continually improve. Striving for improvement implies that we must be willing to change the way we think and act. Every supporter of the public school system should continually reflect upon and re-evaluate what he

or she believes to be the purpose of education. In addition, we are compelled to reflect on the reason we support or serve in this arena, the assumptions that we have about students and our relationships to them, and the ways in which we challenge students and we challenge ourselves. Given the impact that education has on students’ lives and on the condition of society itself, how can any education stakeholder contend that we have done enough for our students? I do not believe that we can ever be complacent.

*Reflect upon our beliefs and act accordingly –* Related to embracing the need for change, the Department of Education, like every other institution

inside and outside of the public sector, needs to continually question itself and question its own beliefs. Do we believe in our students? Do we believe in the capacities of our employees? Do we believe that everyone can improve, can evolve, and can meet his or her potential? Our individual and collective answers to those questions determine the rigor and scope of our curriculum, and determine the amount and type of support that we give to our students and our employees.

*There is room for charter schools in public education –* Charter schools are an integral part of the public school system and in that sense should be seen in the same light as other schools under the jurisdiction of the Department of Education. While they are independent from the Department, there are opportunities for all schools to learn from the experiences and outcomes gained by the charter schools. These schools can help foster exploration and innovation. They also serve as an alternative to those students and families for whom the Department’s schools may not be the “best fit.”

*There may be some controversy about several educational issues, including the Weighted Student Formula and No Child Left Behind. What comments do you have about these two subjects?*

Over the past several years, federal and State laws have combined to challenge education communities across the country to look at things differently, and, for the most part, those challenges have been good ones. Our public schools are already seeing the benefits of the provisions of Act 51 -- the Reinventing Education Act of 2004. The Act itself contained a substantial number of far-reaching provisions and initiatives, including the establishment of School Community Councils, the transfer of certain functions from other state agencies, and the development of principals’ performance contracts.

The establishment of the Weighted Student Formula (WSF) is only one of the many provisions

# A Conversation with Superintendent Patricia Hamamoto

in the Act, but the formula may be the most visible provision of the law at the current time because so many people are talking about the implications. WSF is one way in which our schools are beginning to look at the allocation and use of resources differently. The core principle of this formula is that funds should flow to the schools based on the needs of their students, not on tradition. WSF is one of the many ways in which we must think differently and act differently. We cannot be content with following traditional fiscal practices.

Most, if not all, education stakeholders know about the federal No Child Left Behind (NCLB) Act, which is currently scheduled to come up for reauthorization in 2007. While there has been much debate about the appropriateness of the accountability requirements in the Act and whether or not the various provisions are adequately funded, we do not believe that there can be much debate about the need for public schools to pay attention to the educational interests of all students. There are certain “rights” that all students should enjoy. These include, but are not limited to, access to highly trained teachers and a rigorous and challenging curriculum.

*What are your primary areas of focus for the current school year?*

As I indicated last year, our three primary areas of responsibility do not change. No one should expect these to change because they address what schools are all about. While our areas of responsibility are static, the steps we take to address them are ever evolving. What can we do better to improve student achievement and provide the necessary supports to schools and students? What can we do better to ensure that

students and employees are safe and secure in our schools? What can we do better to prepare students to be fully engaged citizens in their communities?

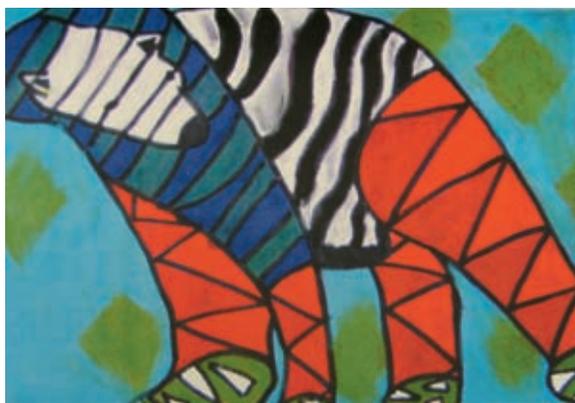
No Child Left Behind and the call to improve test scores notwithstanding, it makes no sense to abdicate our responsibility to provide a safe and comfortable learning environment, and our duty to help students become informed and active citizens.

*What comments do you have about the expectations for students and schools?*

Although some people may clamor for improving performance compared to other states and students across the country, the most important expectation is what we ask of ourselves. We measure our services and performance against that expectation. While we are in the middle of the Pacific Ocean, our students, parents, and employees are part of a larger global economy and a global workforce. Thus, one of the issues we face is how will the Department better prepare students to have a substantial role in that global economy and workforce. To me, that is perhaps the most compelling question of all.

The Department must be prepared to help students thrive, compete, and ultimately succeed not just in Hawaii’s schools and businesses, but anywhere in the world. Having high expectations for our students means that we expect our schools to give their students the knowledge of what it takes to be successful

in any economy. I believe our students can reach their personal and educational aspirations and market themselves across the globe.



*Artist Amanda Kam was in the sixth grade at Hokulani Elementary when she created the artwork for the Superintendent’s 2005 Holiday Greetings card.*

## A Conversation with Teacher Mari Taira

Mari Taira grew up wanting to help others. Upon graduating from Roosevelt High School, she attended Bradley University in Illinois. She graduated with a degree in health science and planned to practice physical therapy. While attending college, she decided to take a few marine biology classes in Denmark. This was the pivotal moment when Mari realized that she yearned for a different interaction with people and knew in her heart that she would never be a physical therapist. Upon returning to Hawaii, Mari took post-baccalaureate classes in biology at the University of Hawaii at Manoa, and soon thereafter, received her teaching certificate. Mari has been teaching marine science at Farrington High School for four years, and in her words, it has been the “best and most enriching years of my life so far!” In addition to her teaching duties, Mari also serves as the head of Farrington High School’s science department.

### *What motivates and inspires you?*

The majority of my students are in their junior year, and although they come from diverse backgrounds, like most students, many of them share similar insecurities about their abilities. My job is to help them find their confidence to succeed in science so that they can pursue college or meaningful employment options. The students motivate and inspire me to be an effective teacher because I do not want any of them to ever give up on themselves or their dreams. As a teacher, I believe I have a big responsibility toward my students. They trust me because they know that I will work hard for them over the year.

### *How do you help students enjoy learning?*

I try to make learning as relevant as possible by picturing myself in their shoes. I also try to keep them engaged in the subject matter by creating a variety of class activities since they all have different learning styles. I try to give my

students constant feedback on their work so that they clearly understand whether or not they have met the standards. I also provide my students with opportunities to revise and improve their work product. Many of my students are very “hands on”, so it helps when I explain the rubric and simultaneously show them exemplars.

### *What are you doing to improve teaching?*

I keep my focus on the students and spend a lot of time revising and improving my curriculum each semester. All students learn differently, so I have to be able to adjust and be flexible to accommodate their varied styles. I pay close attention to the Hawaii Content and Performance Standards and am constantly working to align my curriculum with the State’s expectations. Standards-based education is great because it guides us to a common goal. The challenge is determining the best teaching techniques to move my students toward that goal.

Over the past four years at Farrington High School, I have seen positive changes with respect to parent involvement and interaction. I conduct grade checks with students every week and send home a “Report to Parents” before the end of each quarter. The reactions vary, from some parents being very surprised with their child’s positive performances, others assure that they will encourage their child more, and still



# A Conversation with Teacher Mari Taira

others sadly acknowledge that they don't know what else to do.

*To date, what is your biggest accomplishment?*

I am most proud that I am able to build positive relationships with students and teachers at Farrington High School. My students know that I care about them and that I want them to succeed in school and beyond. It is a great feeling to know that students are comfortable enough to learn with me and trust that I will do my best to help them.

Sometimes students visit me and we reminisce about their time at Farrington and in science class. Although it is nice to have played a small part in their lives, it is extremely satisfying and touching to have created memories of education that are happy, fulfilling, and valued. Now, that's something I am very proud of!

*What are the tools and resources you need to improve education?*

I believe that Farrington High School has adequate resources and that the administration and staff act responsibly in allocating those resources. However, as a school, we are always looking at ways to better utilize our funds, personnel, equipment, and supplies. Time, however, is one of our most valuable resources, because we have such a limited amount of time to get the students up to speed academically. I always wish that I had more time to spend with my students.

*Who is your role model?*

Without a doubt, I would say that my mother is the perfect role model because she is a successful educator and a life-long learner. Since she graduated from college at age 21, my mother had devoted her entire career to teaching. It is amazing to me how she could focus on her

students, be open and flexible to new teaching strategies and ideas, while balancing a family of her own.

There must have been times when my mother felt tired or frustrated, but she never complained or let it show. She taught her students and raised her family with understanding, compassion, and a warm smile. Since I am only in my fourth year of teaching, I rely on my mom quite a bit. I am blessed to have my very own mentor!

*“I keep my focus on the students and spend a lot of time revising and improving my curriculum each semester...”*

# A Conversation with Students Kelsey Copes-Gerbitz, Carl “Manu” Adolpho III, and Glenna Schubert

The Department of Education is pleased to introduce you to three outstanding seniors: Kelsey Copes-Gerbitz attends Waiakea High School on the island of Hawaii; Carl “Manu” Adolpho III resides on Molokai and attends Molokai High; and Glenna Schubert is enrolled at Kaiser High School on Oahu.

These three students talk about their schools, teachers, families, their hopes and dreams for the future, difficulties that they must overcome, and how we all play a part in improving public education. These young adults share their significant experiences and their growing awareness of what fundamental academic skills and knowledge they need to succeed upon graduating from high school. Kelsey, Manu, and Glenna are driven to achieve their professional career goals and speak about their appreciation for extraordinary teachers and counselors, their dedication to family, and above all, a strong desire to serve others on a variety of levels: local, national, and global.

*Q: What kinds of co-curricular activities are you involved with in and out of school? What other opportunities are provided by the school to encourage students to participate in co-curricular activities?*

**KCG:** I take a leadership class and attend student council meetings. I also serve on the Hawaii State Student Council and enjoy interacting with students from all over the State. I find that the school provides numerous opportunities for students to participate in co-curricular activities, but there is a definite gap between simply offering the activities and actually encouraging students to participate in those activities. Some teachers may not want students involved in activities outside of the classroom because it impacts the amount of time the

student can spend in that particular class. I understand that teachers are under tremendous pressure to ensure that students are learning all of the content areas; however, this is definitely an area to target improvement because by encouraging more students to get active we can increase morale and school pride.

**MA:** I participate in cross country, track and field, paddling, volleyball, and basketball. I am also involved in the Leo Club, Boy Scouts, drama club, the Molokai Environmental Protection Organization, and student council.

**GS:** Since transferring from a high school in Columbus, Georgia to Kaiser High School in my junior year, I was a little apprehensive about whether or not other students would accept me. However, I am fortunate to have found my niche pretty quickly.

This year, I am involved in leadership classes, serve as student body treasurer and the President of the Model United Nations. I am also a member of the Pacific/Asian Affairs Council, historian for the National Honor Society, and the editorials editor for Kaiser High School’s newspaper.

In addition, I work part-time (about 15 hours per week) as a waitress at the Hawaii Kai Retirement Center.

*Q: What are your plans after graduation?*

**KCG:** I plan on attending college in the Pacific Northwest area – either Washington or Oregon, so that I can study and major in anthropology.

**MA:** I hope to receive a scholarship in cross country so that I can attend Lewis and Clark State in Idaho. I am planning to major in sports medicine.



Kelsey Copes-Gerbitz

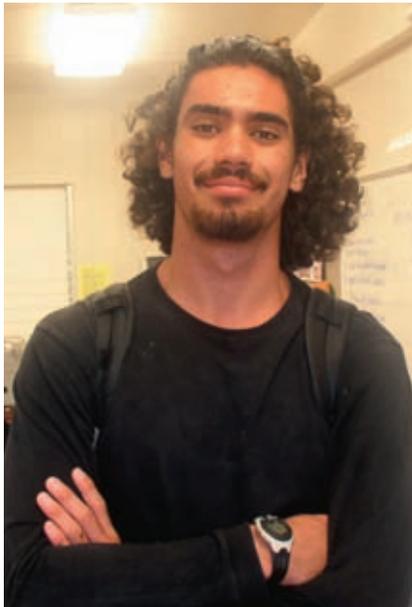
# A Conversation with Students Kelsey Copes-Gerbitz, Carl “Manu” Adolpho III, and Glenna Schubert

**GS:** My dream is to attend Yale University, major in political science, and become a United States Senator by the time I am 35 years old. However, I will also apply to Boston University, George Washington University, and Syracuse University.

*Q: How is what you are learning in school preparing you for college or work after graduation?*

**KCG:** I can honestly say that Waiakea High School’s advanced placement classes have prepared me for college. I currently take three advanced placement classes: English literature, United States history, and calculus. These classes are very rigorous and provide me with a solid foundation for other college-level courses. In addition, whenever offered, I take honors classes, which are accelerated versions of the regular classes.

**MA:** I believe that Molokai High has prepared me to succeed in college. For the most part, the teachers are effective and knowledgeable about the subject matter, so they are able to answer questions and help me understand difficult concepts. What is also special about Molokai High is that both Principal Mrs. Linda Puleloa and Vice Principal Earl Nakamura are very involved with all aspects of the school. They are supportive of my studies and push all students to succeed.



Carl “Manu” Adolpho III

**GS:** I am very happy with the education I am receiving at Kaiser High School. It is a much better school than the one I had attended in Georgia. My parents actually wanted me to apply to private school, but after speaking with the staff at Kaiser, they felt comfortable in sending me here. I am taking advanced placement courses in European history and English. Both classes are difficult and require a lot of studying, but I believe they help prepare me for college.

*Q: What motivates and inspires you to learn?*

**KCG:** My parents have definitely played a big part in my education by encouraging me to do my best. They never badger me about doing homework or expect me to get perfect scores. However, my parents talk about the value of a good education and raised me to believe that education is important.

**MA:** My mother is a teacher and my father has almost completed his master’s degree in special education. So, throughout my life, my parents have encouraged me to stay in school. Due to the tremendous

responsibility of raising a family, my father had to work and delay his own education. Since he is receiving his advanced degree a little later in life, he has impressed upon me how much easier it is to get a good job if you graduate from college.

**GS:** I think I was just born this way! I want to learn. This past summer, about a week after school was out, I spent a month at Yale University to take college-level courses. This was not for credit, but for the sole purpose of learning at my dream school! Since my ultimate goal is to attend college and become a United States Senator, there isn’t any question that I need to do well in high school.

# A Conversation with Kelsey Copes-Gerbitz, Carl “Manu” Adolpho III, and Glenna Schubert

*Q: What would make learning more enjoyable?*

**KCG:** Although I think the standards are high and sometimes difficult to obtain, I think students are able to achieve them. In addition, there are many students with other talents, such as in music or art, but we don't recognize them because these aren't measured as much as language arts and mathematics. This can be very discouraging for students.

**MA:** Our school has the basic things, but perhaps we could use additional up-to-date equipment and textbooks. I know that students would appreciate more comfortable chairs and air conditioned classrooms; however, it would probably be best if the teachers and support staff received more supplies and equipment so that they can use it for teaching purposes. This way, the teachers and staff would have the tools to teach and the students would reap all of the benefits!

**GS:** Some students may disagree with me, but I think Kaiser High School should implement a stricter policy for tardies. In the alternative, perhaps school should begin a little later, such as 8:30 a.m. Many students stay up late to study, participate in clubs and athletics, work, or have family responsibilities, so it is difficult to arrive at school before 8:00 a.m. Further, there should be more passing time between classes. If the passing time was just a few minutes longer, there would be less tardies and therefore, minimal classroom disruption.

*Q: Who are your role models in life?*

**KCG:** I really admire our Student Activities Coordinator, Mrs. Donna Tanabe. Not only is she very supportive of students' academic achievement, but she is passionate about involving students in a variety of activities that complements our studies and enriches our overall school experience. Mrs. Tanabe introduced me to different school activities and got me interested in student council and leadership camp. She is extremely organized, energetic, and dedicated.

**MA:** My role models would be former students who were extremely talented in athletics, singing, and academics. When I think of these Molokai graduates, I feel as though I have to work hard so as not to let them down.

**GS:** My personal role model is my father. He did not go to college and started off as a stock boy, but over the years, he has moved up to a significantly higher position. He now takes college courses and is hoping to obtain his bachelor's degree. I am very proud of all of his accomplishments.



Glenna Schubert

# Our Commitment to Education



## Our Strategic Goals 2005-2008

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

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

### *Sustain comprehensive support for all students*

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

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

### *Continuously improve our performance and quality*

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

# Profiles and Trends

## State Summary Background

SCHOOLS	2004		2005		2006	
<b>Total</b>	<b>284</b>	<b>100%</b>	<b>285</b>	<b>100%</b>	<b>285</b>	<b>100%</b>
Elementary	167	59%	168	59%	168	59%
Middle/Intermediate	35	12%	36	13%	36	13%
High	32	11%	33	12%	33	11%
Multi-level	21	7%	18	6%	18	7%
Charter	26	9%	27	9%	27	9%
Special	3	1%	3	1%	3	1%
<b>Complex Areas</b>	<b>15</b>		<b>15</b>		<b>15</b>	

STUDENTS	2004		2005		2006	
<i>Official Enrollment Count</i>						
<b>Total</b>	<b>182,434</b>	<b>100%</b>	<b>181,897</b>	<b>100%</b>	<b>181,406</b>	<b>100%</b>
K-6	99,829	55%	99,132	54%	98,552	54%
7-8	29,036	16%	28,292	16%	27,430	15%
9-12	53,569	29%	54,473	30%	55,424	31%
Special Education (SPED)*	20,469	11%	20,173	11%	19,714	11%
English Second Language Learner (ESLL)	13,898	8%	15,423	8%	15,403	8%
Economically Disadvantaged	78,977	43%	77,517	43%	74,123	41%

\*Excludes Speech only and Hearing-Impaired only categories.

STAFF (Full Time Equivalents)	2003-04	2004-05	2005-06
Classroom Teachers	11,128.5	11,146.0	11,226.0
Librarians	282.0	291.0	292.0
Counselors	647.5	657.0	671.0
Administrators			
School	504.0	505.0	493.0
State & Complex Area	188.4	196.4	212.5
Other Support Staff	8,361.4	7,735.3	8,164.0
<b>Total</b>	<b>21,111.8</b>	<b>20,530.7</b>	<b>21,058.5</b>

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

STATE DEMOGRAPHICS	2000	Census	2004	Est	2005	Est
<b>Population</b>	1,211,537	100%	1,227,008	100%	1,238,158	100%
Under 5 yrs	78,163		87,095		89,827	
5-9	84,980		76,310		76,576	
10-14	83,106		85,303		82,475	
15-19	81,002		78,706		78,064	
Median Age, in years	36.2		38.0		38.5	
<b>Households</b>						
Total	403,240	100%	427,673	100%	430,007	100%
Families	287,068		295,350		305,789	
Avg. Family Size	3.4		3.5		3.4	
<b>Income</b>						
Median Family Income	\$65,027*		\$63,813*		\$66,472	
Per Capita Income	\$24,513*		\$24,542*		\$25,326	
Poverty, Families in	7.7%		7.9%		7.7%	
<b>Educational Attainment</b>						
Percent high school or higher	84.6%		87.2%		88.1%	
Percent 4-yr degree or higher	26.2%		29.1%		27.9%	

Source: U.S. Census Bureau.  
\*2004 inflation-adjusted dollars.

## Resource Support

Funding and expenditures for Hawaii public education have increased over the past five years primarily due to a federal court consent decree mandate for State funding of special education services and the federal *No Child Left Behind Act* requirements. States with tax-free federal installations, such as military bases, may receive Impact Aid as partial compensation of lost tax revenue. However, federal funding for Impact Aid and State Grants decreased by more than \$20 million in 2006 compared to 2005.

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

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

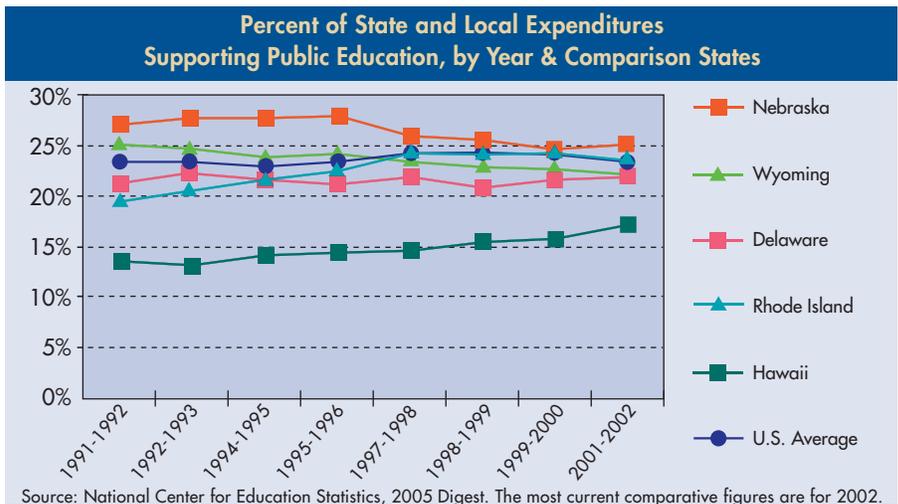
When per capita revenue, an indicator of relative wealth, is plotted against the percent of state and local expenditures for public education for fiscal year 2002, Hawaii continues to stand apart and below all states.

STATE SCHOOL BUDGET	2004	2005	2006
<b>APPROPRIATED FUNDS (millions)</b>			
<b>State</b>			
General	\$1,442.6	\$1,547.0	\$1,799.0
Special	57.1	55.7	54.9
Trust	11.7	13.2	13.5
<b>Federal</b>	365.0	361.0	319.2
<b>Total</b>	<b>\$1,876.4</b>	<b>\$1,976.9</b>	<b>\$2,186.6</b>
<b>EXPENDITURES (millions)</b>			
<b>State</b>			
General	\$1,428.8	\$1,513.2	\$1,765.1
Special	39.8	39.3	36.5
Trust	6.9	5.7	4.8
<b>Federal</b>	231.6	233.1	192.9
<b>Total</b>	<b>\$1,707.1</b>	<b>\$1,791.3</b>	<b>\$1,999.3</b>

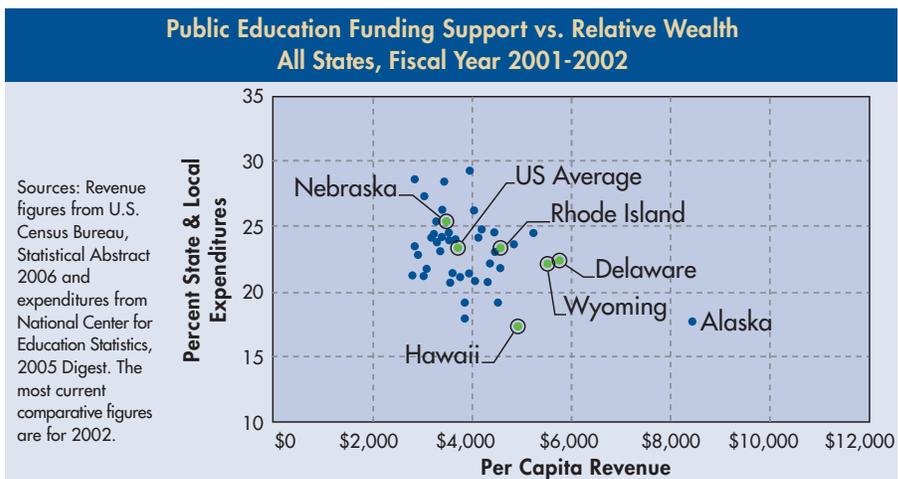
Source: Hawaii State Department of Education, Annual Financial Reports.

SCHOOL FINANCE: National Perspective	2001	2002	2003
<b>Key Finance Indicators</b>			
Per pupil expenditures	\$6,596	\$7,306	\$8,100
Percent State & local expenditures for public education	--	17.4%	--
National Rank	--	50th	--
<b>Relative wealth</b>			
Per capita, State Revenue			
National Rank	5th	3rd	--

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



Source: National Center for Education Statistics, 2005 Digest. The most current comparative figures are for 2002.



Sources: Revenue figures from U.S. Census Bureau, Statistical Abstract 2006 and expenditures from National Center for Education Statistics, 2005 Digest. The most current comparative figures are for 2002.

# Profiles and Trends

## Progress and Outcomes

PROGRESS & COMPLETION	2004	2005	2006
<b>Attendance Rates</b>			
Elementary	94.8%	94.2%	94.2%
Middle/Intermediate	94.0%	94.1%	93.8%
High	91.4%	91.4%	91.4%
Multi-level	90.9%	91.1%	90.7%
Charter	93.7%	92.6%	92.9%
<b>Retention Rates</b>			
Elementary	1%	< 0.5%	< 0.5%
Middle/Intermediate	2%	2%	2%
<b>Graduate Rate</b> (on-time) Grades 9 through 12	79.8%	79.5%	79.2%
<b>Dropout Rate</b> Grades 9 through 12	15.1%	14.9%	15.7%

EDUCATIONAL ASSESSMENT	2004	2005	2006
<b>HAWAII STATE ASSESSMENT</b>			
STANDARDS-BASED (Hawaii Content & Performance Standards) (Percent Proficient & Exceeds Proficiency)			
<b>Reading</b>			
Grade 3	47%	52%	50%
Grade 5	50%	56%	44%
Grade 8	39%	37%	39%
Grade 10	43%	43%	43%
<b>Mathematics</b>			
Grade 3	27%	29%	30%
Grade 5	23%	26%	24%
Grade 8	20%	20%	25%
Grade 10	21%	20%	18%
NORM-REFERENCED (Stanford Achievement Test) (Percent Average & Above Average)			
<b>Reading</b>			
Grade 3	82%	82%	82%
Grade 5	76%	78%	77%
Grade 8	73%	74%	73%
Grade 10	64%	64%	63%
<b>Mathematics</b>			
Grade 3	85%	87%	87%
Grade 5	81%	83%	82%
Grade 8	74%	73%	75%
Grade 10	69%	68%	67%

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

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

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

EDUCATIONAL ACCOUNTABILITY						
No Child Left Behind (NCLB)	2004		2005		2006	
Adequate Yearly Progress (AYP)						
<b>All Schools</b>						
Met	147	53%	97	34%	100	35%
Not Met	133	48%	185	66%	182	65%
<b>Title I</b>						
Met	98	48%	50	26%	52	26%
Not Met	106	52%	146	74%	149	74%
<b>Charters</b>						
Met	11	44%	10	37%	12	44%
Not Met	14	56%	17	63%	15	56%

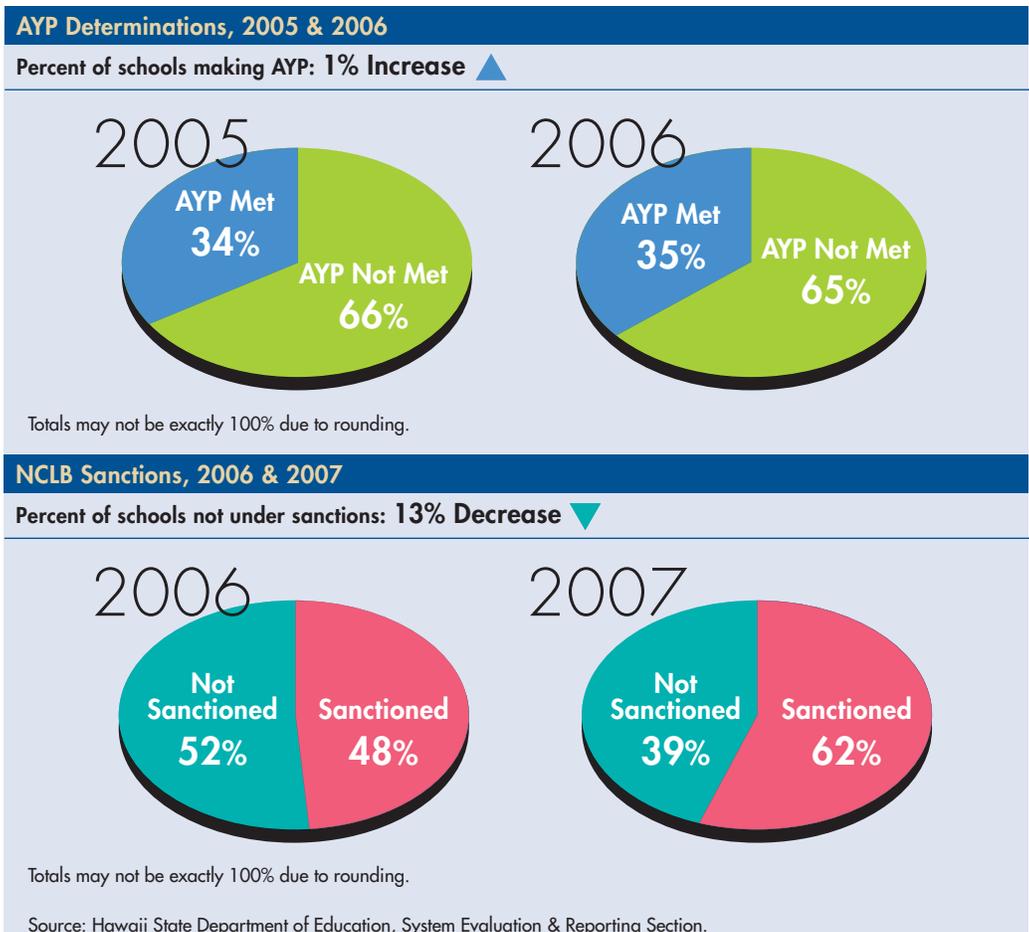
  

	2005		2006		2007	
<b>No Sanctions</b>						
In Good Standing, Unconditional	130	46%	82	29%	87	31%
In Good Standing, Pending	12	4%	64	23%	23	8%
<b>Totals</b>	<b>142</b>	<b>51%</b>	<b>146</b>	<b>52%</b>	<b>110</b>	<b>39%</b>
<b>Sanctions</b>						
School Improvement Year 1	75	27%	15	5%	45	16%
School Improvement Year 2	3	1%	65	23%	16	6%
Corrective Action	6	2%	2	1%	58	21%
Planning for Restructuring	26	9%	13	5%	3	1%
Restructuring	28	10%	41	15%	50	18%
<b>Totals</b>	<b>138</b>	<b>49%</b>	<b>136</b>	<b>48%</b>	<b>172</b>	<b>62%</b>

Totals may not be exactly 100% due to rounding.

## Adequate Yearly Progress (AYP) and No Child Left Behind (NCLB)

A school's current NCLB sanction status is determined by its prior year's sanction status and AYP determination. School Year 2007's NCLB sanction status is derived from School Year 2006's data.



# Profiles and Trends

Percent of Students Scoring Proficient or Higher, by Grade Level, 2005 & 2006						
<p> Meets or Exceeds Target</p> <p> Approaching Target</p> <p> Well Below Target</p> <p><b>HCPS Annual Measurable Objective (AMO) Targets</b></p> <p>AMO Reading: 44% proficient or exceeds</p> <p>AMO Mathematics: 28% proficient or exceeds</p> <p><b>SAT Targets</b></p> <p>Reading: 77% average and above</p> <p>Mathematics: 77% average and above</p>	<b>2005 READING</b>		<b>2006 READING</b>			
		<b>HCPS (%)</b>	<b>SAT (%)</b>		<b>HCPS (%)</b>	<b>SAT (%)</b>
	Grade 3	52	87	Grade 3	50	82
	Grade 4	55	84	Grade 4	58	75
	Grade 5	56	83	Grade 5	44	77
	Grade 6	50	83	Grade 6	48	80
	Grade 7	44	75	Grade 7	47	72
	Grade 8	37	73	Grade 8	39	73
	Grade 10	42	68	Grade 10	43	63
	<b>All Grades</b>	<b>48%</b>	<b>79%</b>	<b>All Grades</b>	<b>47%</b>	<b>75%</b>
		<b>2005 MATH</b>		<b>2006 MATH</b>		
		<b>HCPS (%)</b>	<b>SAT (%)</b>		<b>HCPS (%)</b>	<b>SAT (%)</b>
	Grade 3	28	82	Grade 3	30	87
	Grade 4	29	74	Grade 4	33	85
Grade 5	26	78	Grade 5	24	82	
Grade 6	25	81	Grade 6	28	84	
Grade 7	23	73	Grade 7	29	77	
Grade 8	20	74	Grade 8	25	75	
Grade 10	20	64	Grade 10	18	67	
<b>All Grades</b>	<b>24%</b>	<b>75%</b>	<b>All Grades</b>	<b>27%</b>	<b>80%</b>	

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

## Scoring Proficient

The chart above shows how all students are performing in each grade level tested. The green fields indicate which grade levels have met the target(s); yellow fields are nearing the target(s); and red fields are considerably distant. The composite state-wide score is reported for each grade level. A grade level has met all targets if the entire row is green.

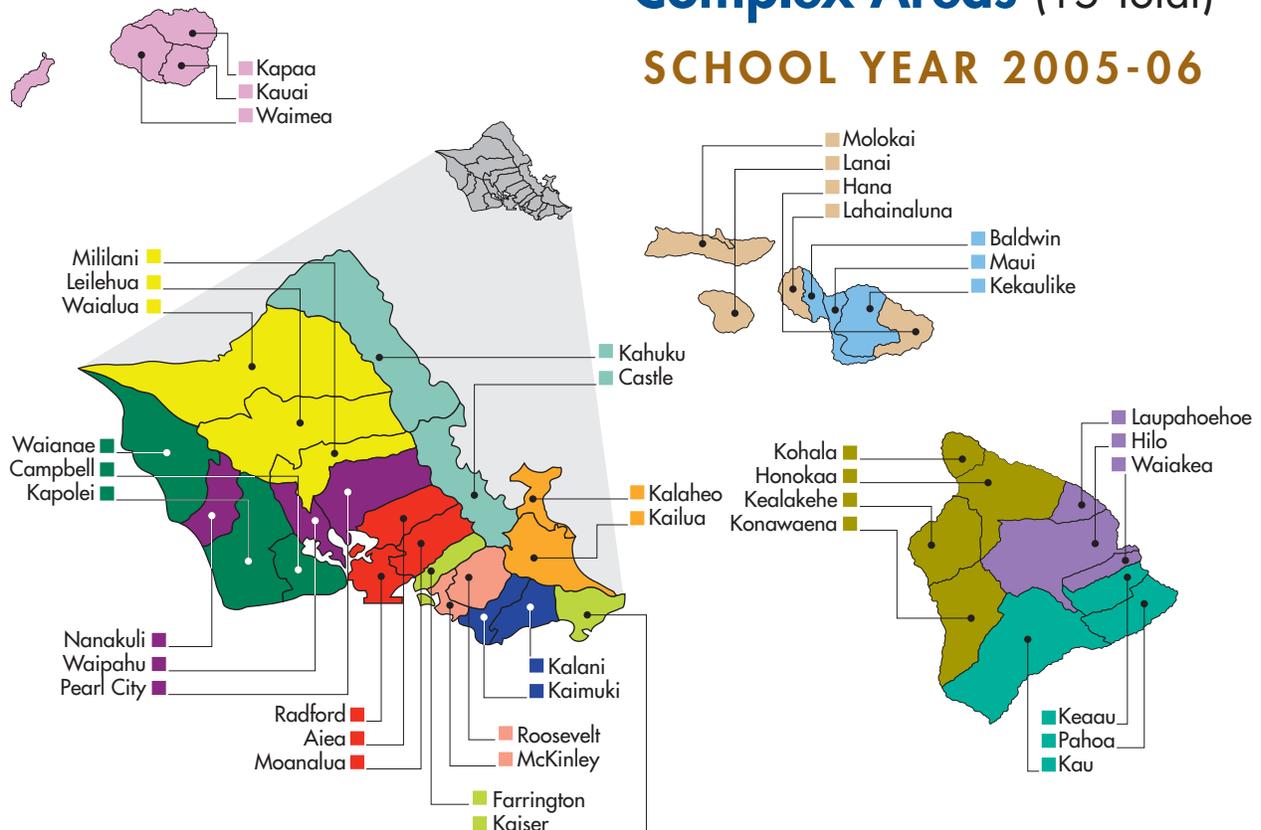
In reading, compared to 2005, the number of grade levels meeting or exceeding the norm-reference (SAT) target in 2006 dropped, while the number meeting or exceeding the standards-based (HCPS) achievement target remained the same.

For mathematics, more grade levels in 2006 compared to 2005 met the standards-based (HCPS) and norm-reference (SAT) achievement targets.



## Hawaii Public Education Complex Areas (15 Total)

### SCHOOL YEAR 2005-06



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

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

## Complex Summaries

### Students

Information on student background characteristics such as poverty, special education, and non-English or limited English speaking provides needed detail on educational challenges faced by schools. One-third of our 42 Complexes have 50% or more students who are economically disadvantaged, while 32 Complexes have double-digit percentage figures of students classified as special education. Similarly, 14 Complexes have enrolled students with non-English or limited English proficiency constituting 10 percent or more of their total enrollment.

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

STUDENTS 2006	Complexes			
	Enrollment	Economically Disadvantaged	Special Education	ESLL
<b>State Overall</b>	<b>181,406</b>	<b>74,123</b> 41%	<b>20,369</b> 11%	<b>15,403</b> 8%
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>				
Farrington	8,174	67%	9%	21%
Kaiser	3,234	10%	8%	4%
Kaimuki	5,495	51%	10%	18%
Kalani	3,864	15%	9%	7%
McKinley	4,934	62%	9%	22%
Roosevelt	6,608	29%	8%	5%
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>				
Aiea	4,533	37%	9%	10%
Moanalua	4,998	20%	9%	7%
Radford	6,710	30%	10%	6%
Leilehua	7,144	48%	13%	9%
Mililani	7,883	15%	11%	2%
Waialua	1,415	52%	14%	10%
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>				
Campbell	8,317	39%	10%	10%
Kapolei	6,654	28%	10%	3%
Waianae	6,580	70%	15%	6%
Nanakuli	2,778	65%	15%	4%
Pearl City	6,831	28%	10%	5%
Waipahu	8,651	50%	9%	21%
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>				
Castle	5,670	37%	14%	3%
Kahuku	3,845	51%	11%	6%
Kailua	3,142	47%	15%	4%
Kalaheo	4,172	31%	13%	3%
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>				
Hilo	4,477	53%	14%	6%
Laupahoehoe	225	56%	19%	12%
Waiakea	3,730	41%	11%	4%
Kau	860	67%	19%	21%
Keaau	2,662	70%	16%	7%
Pahoa	1,699	72%	16%	8%
Honokaa	2,646	44%	11%	6%
Kealakehe	4,521	38%	11%	10%
Kohala	908	49%	17%	5%
Konawaena	2,351	49%	12%	10%
<b>MAUI: 2 Complex Areas / 7 Complexes</b>				
Baldwin	4,207	30%	11%	5%
Kekaulike	4,314	38%	15%	2%
Maui	6,968	38%	10%	11%
Hana	356	63%	19%	0%
Lahainaluna	3,004	30%	12%	18%
Lanai	616	22%	21%	11%
Molokai	962	65%	17%	3%
<b>KAUAI: 1 Complex Area / 3 Complexes</b>				
Kapaa	3,251	41%	12%	5%
Kauai	3,811	32%	9%	6%
Waimea	2,533	42%	8%	8%
<b>OTHER:</b>				
Public Charter Schools	5,596	37%	9%	5%
Hawaii Center for Deaf & Blind	77	27%	100%	29%

# Profiles and Trends

TEACHERS 2006		Complexes			
	Classroom Teachers (head count)	Fully Licensed	5+ Years at same School	Advanced Degree	Average Years Experience
<b>State Overall</b>	<b>11,350</b>	<b>85%</b>	<b>51%</b>	<b>28%</b>	<b>11.3</b>
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>					
Farrington	503	89%	51%	31%	11.7
Kaiser	204	92%	59%	34%	12.2
Kaimuki	369	90%	58%	29%	12.5
Kalani	228	89%	56%	36%	12.2
McKinley	330	91%	58%	34%	14.5
Roosevelt	384	92%	57%	29%	12.8
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>					
Aiea	279	90%	47%	30%	11.6
Moanalua	288	90%	52%	33%	12.5
Radford	395	90%	55%	24%	11.6
Leilehua	468	85%	49%	27%	12.4
Mililani	456	88%	45%	31%	12.7
Waialua	106	91%	55%	32%	12.0
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>					
Campbell	482	82%	46%	23%	9.3
Kapolei	370	83%	36%	25%	8.4
Waianae	424	73%	46%	20%	8.1
Nanakuli	194	68%	40%	23%	9.7
Pearl City	416	90%	55%	23%	12.6
Waipahu	534	84%	55%	24%	11.4
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>					
Castle	376	89%	63%	32%	12.7
Kahuku	255	87%	58%	20%	11.9
Kailua	241	86%	54%	32%	11.2
Kalaheo	274	81%	45%	34%	10.6
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>					
Hilo	296	90%	55%	29%	12.2
Laupahoehoe	27	89%	33%	33%	8.6
Waiakea	220	88%	54%	29%	13.7
Kau	70	83%	34%	21%	9.0
Keaau	181	90%	56%	29%	11.2
Pahoa	126	79%	49%	31%	10.5
Honokaa	165	88%	46%	31%	10.6
Kealakehe	262	82%	51%	33%	9.5
Kohala	72	85%	47%	26%	12.0
Konawaena	167	83%	39%	31%	11.3
<b>MAUI: 2 Complex Areas / 7 Complexes</b>					
Baldwin	248	86%	60%	29%	12.9
Kekaulike	271	88%	61%	30%	12.5
Maui	418	86%	54%	27%	11.0
Hana	32	81%	50%	38%	10.4
Lahainaluna	188	76%	45%	28%	7.9
Lanai	46	76%	43%	39%	7.2
Molokai	76	86%	41%	22%	9.3
<b>KAUAI: 1 Complex Area / 3 Complexes</b>					
Kapaa	212	89%	63%	21%	12.8
Kauai	238	83%	54%	29%	11.2
Waimea	167	86%	59%	25%	12.6
<b>OTHER:</b>					
Public Charter Schools	274	32%	29%	35%	6.1
Hawaii Center for Deaf & Blind	18	50%	50%	67%	10.4

## Complex Summaries

### Teachers

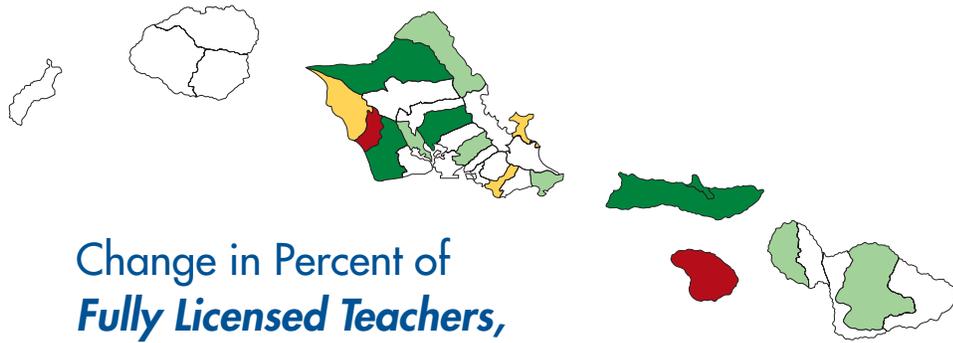
#### *Change in Percent of Fully Licensed Teachers from 2004 – 2006, by Complex*

The percent of fully licensed teachers is one indicator of teacher quality. Typically, rural or remote regions with less access to accredited college teacher education programs 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, these vacancies are often staffed by teachers with provisional or emergency licenses who are concurrently pursuing programs to become fully licensed.

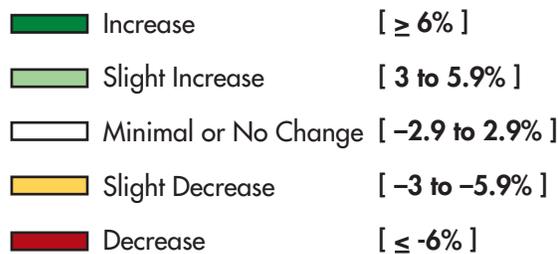
#### *Change in Percent of Teachers at the Same School Five or More Years, 2004 - 2006, by Complex*

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 most successful in implementing and sustaining school improvement efforts.

The degree of staff stability and teacher licensing taken together provide a better picture of school quality than either viewed alone.



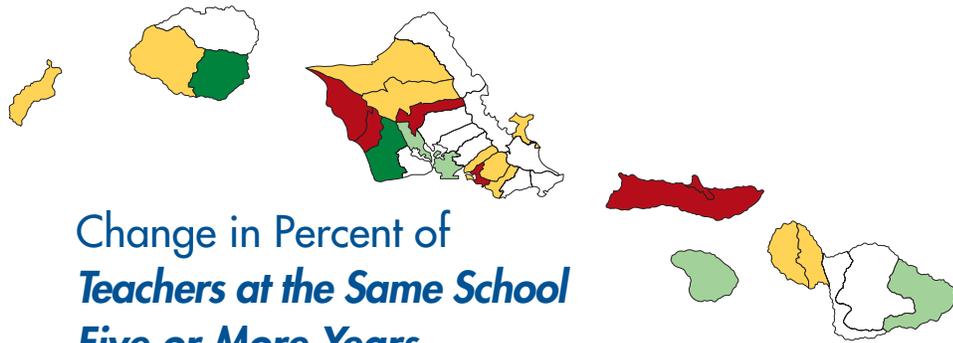
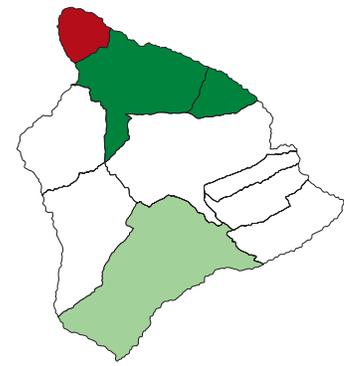
## Change in Percent of Fully Licensed Teachers, 2004 - 2006, By Complex



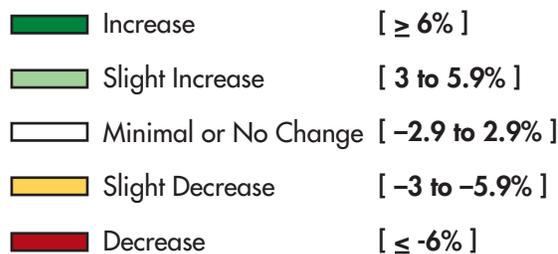
**Note:**

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.



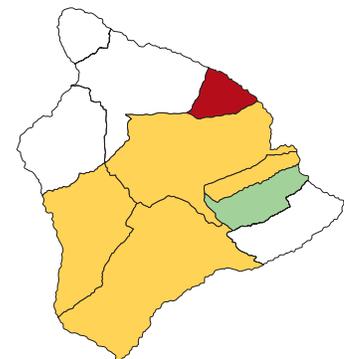
## Change in Percent of Teachers at the Same School Five or More Years, 2004 - 2006, By Complex



**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

ASSESSMENT 2006		Complexes						
		READING						
		Standards-Based Assessment (HCPS)						
		Percent Proficient and Exceeds						
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
STATE	50%	58%	44%	48%	47%	39%	43%	47%
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>								
Farrington*	36	43	34	34	33	29	29	34
Kaiser	74	73	62	76	72	55	65	68
Kaimuki	58	56	56	53	57	49	38	53
Kalani	72	76	65	65	72	64	62	68
McKinley	42	50	42	20	35	38	49	42
Roosevelt	66	76	58	57	57	47	60	60
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	51	56	51	61	58	54	39	53
Moanalua	57	63	56	65	65	53	53	58
Radford	54	64	56	58	52	41	56	55
Leilehua	57	58	45	47	41	38	41	47
Mililani	68	73	62	58	69	50	61	63
Waialua	54	64	38	47	52	33	59	50
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>								
Campbell	47	59	35	42	45	33	36	43
Kapolei	53	61	42	38	40	34	51	45
Waianae	35	42	24	29	27	21	28	29
Nanakuli	28	44	23	28	30	16	24	27
Pearl City	54	62	53	59	59	51	44	55
Waipahu	38	44	33	39	38	26	34	36
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	54	58	41	53	49	47	44	50
Kahuku	48	59	44	52	46	44	55	50
Kailua	44	53	41	54	31	17	37	43
Kalaheo	55	67	52	62	52	46	34	53
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	49	56	40	48	46	41	39	45
Laupahoehoe	42	33	9	17	42	35	57	34
Waiakea	53	55	49	59	54	54	54	54
Kau	12	36	36	27	35	21	27	28
Keaau	47	46	23	22	29	26	33	32
Pahoa	29	49	28	32	26	22	33	32
Honokaa	41	55	38	61	46	39	33	44
Kealahoe	54	58	41	48	56	40	45	49
Kohala	44	37	26	37	34	27	44	36
Konawaena	64	60	42	65	52	43	38	51
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	50	66	42	33	43	35	47	45
Kekaulike	64	72	46	40	46	37	38	49
Maui	49	61	43	40	37	32	31	42
Hana	39	30	44	33	38	46	67	41
Lahainaluna	38	49	31	48	36	46	34	40
Lanai	32	41	27	41	48	40	40	38
Molokai	41	54	20	17	33	16	28	30
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	50	59	34	37	44	31	48	43
Kauai	40	56	40	50	46	39	39	44
Waimea	45	62	39	38	48	48	19	42
<b>OTHER:</b>								
Public Charter Schools	56	64	48	48	51	33	51	49
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.

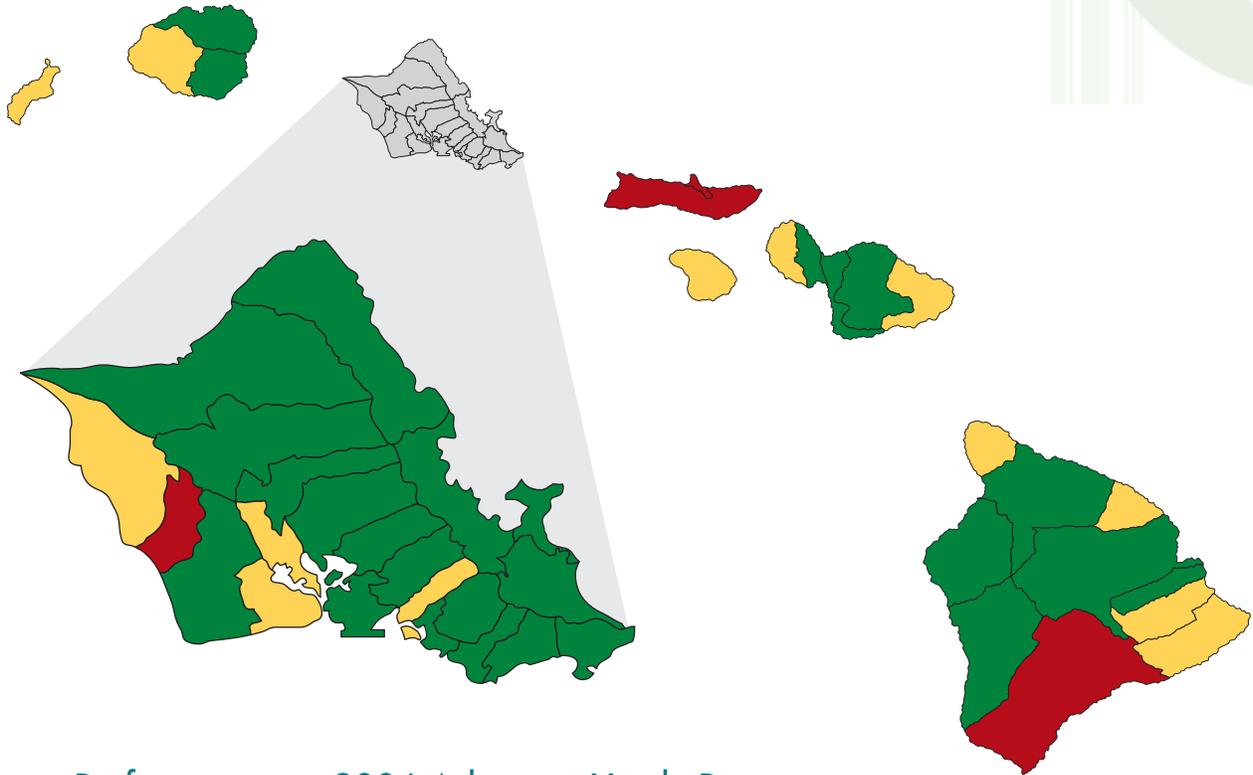
Source: Hawaii State Department of Education, Student Assessment Section.

## Complex Summaries Assessments - Reading

### *Hawaii Content and Performance Standards*

Standards-based reading proficiency varied considerably across the 42 complexes. For all grade levels tested, the results ranged from a low of 27% (Nanakuli Complex) to a high of 68% (Kalani and Kaiser Complexes). Fourteen (33%) 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 2006 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 different educational challenges and risk factors.



## Performance on 2006 Adequate Yearly Progress

### HCPS Reading

Grades 3-8 and 10, by Complex

Annual Measurable Objective (AMO) target:  
44% of the students proficient or exceeds

- Met AMO target (44% and above)
- Approaching AMO target (30% to 43%)
- Well Below AMO target (29% and below)

# Profiles and Trends

## Complex Summaries Assessments - Mathematics

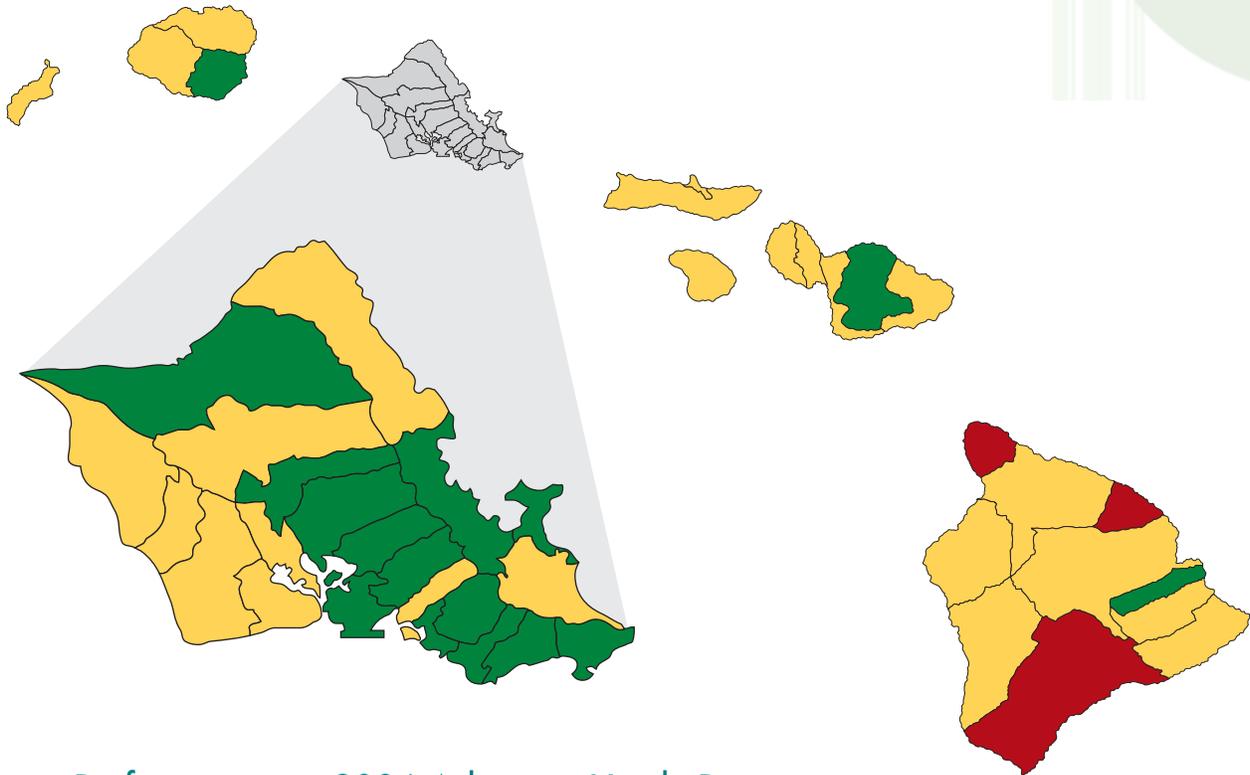
### *Hawaii Content and Performance Standards*

In standards-based mathematics, the same variability occurred across the complexes. The proficiency outcomes for “All Tested Grades” ranged from a low of 5% (Laupahoehoe Complex) to a high of 51% (Kalani Complex). While Kalani was the only complex that had 50% or more of the students score proficient or exceeds proficient in math, compared to 2005, thirty-five (83%) of the complexes showed an increase in the percent of students scoring proficient or higher in math.

ASSESSMENT 2006		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	30%	33%	24%	28%	29%	25%	18%	27%
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>								
Farrington*	15	23	21	17	18	17	13	18
Kaiser	43	52	44	51	51	49	26	45
Kaimuki	37	37	34	40	42	34	16	35
Kalani	52	58	44	55	58	51	38	51
McKinley	29	34	26	14	17	21	32	27
Roosevelt	49	48	37	43	41	32	33	40
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	31	30	28	37	32	54	16	33
Moanalua	31	33	31	45	46	45	35	39
Radford	28	31	28	33	37	33	21	30
Leilehua	28	29	22	20	21	22	12	22
Mililani	37	48	39	32	38	33	33	37
Waiialua	45	44	31	28	20	26	20	30
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>								
Campbell	30	31	16	26	31	22	8	24
Kapolei	24	30	21	15	20	13	14	20
Waianae	23	22	11	14	12	9	6	14
Nanakuli	22	21	9	14	12	11	3	13
Pearl City	39	38	37	46	40	32	25	37
Waipahu	20	26	20	29	26	22	10	22
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	36	36	24	36	43	35	21	33
Kahuku	33	30	22	30	32	21	20	27
Kailua	27	29	22	33	18	8	20	24
Kalaheo	31	40	26	40	39	31	16	33
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	25	31	21	30	32	23	17	25
Laupahoehoe	na	6	5	8	8	4	7	5
Waiakea	36	29	31	29	36	34	28	32
Kau	4	16	24	8	17	14	5	13
Keaau	25	26	12	8	14	25	26	20
Pahoa	22	18	18	19	12	10	10	16
Honokaa	25	20	11	27	21	18	10	18
Kealakehe	35	34	17	14	25	22	23	25
Kohala	17	16	8	5	9	12	13	11
Konawaena	41	30	16	34	26	16	13	24
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	29	34	25	17	21	16	20	23
Kekaulike	42	36	26	14	18	20	13	24
Maui	33	28	21	15	15	13	7	19
Hana	18	17	60	3	9	27	19	21
Lahainaluna	18	23	17	12	14	12	12	16
Lanai	27	17	15	22	33	15	12	20
Molokai	25	28	12	2	26	16	13	18
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	26	28	12	18	20	17	13	19
Kauai	34	35	16	30	36	37	21	30
Waimea	25	36	22	29	33	49	8	28
<b>OTHER:</b>								
Public Charter Schools	26	37	23	22	28	16	20	24
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.



## Performance on 2006 Adequate Yearly Progress

### HCPS *Mathematics*

Grades 3-8 and 10, by Complex

Annual Measurable Objective (AMO) target:  
28% of the students proficient or exceeds

-  Met AMO target (28% and above)
-  Approaching AMO target (14% to 27%)
-  Well Below AMO target (13% and below)

# Profiles and Trends

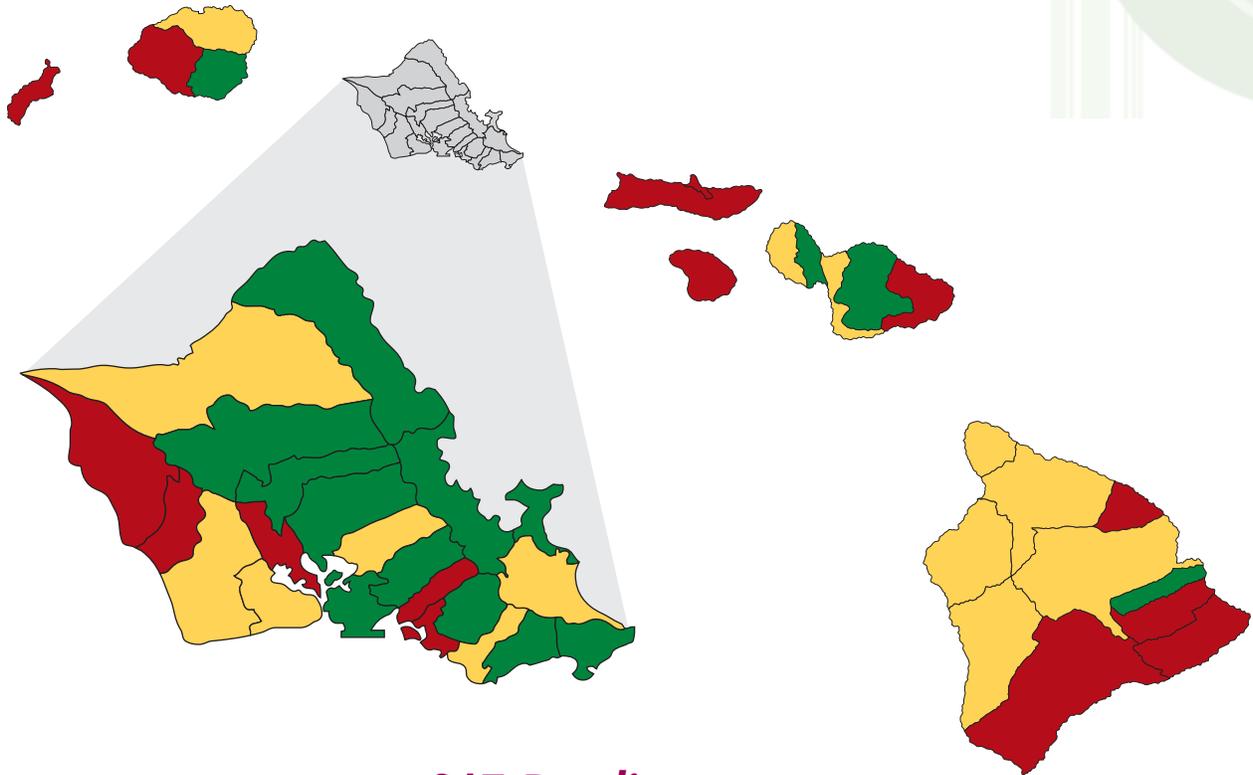
## Complex Summaries Assessments - Reading Stanford Achievement Test

In reading, the SAT scores for 15 of 42 (36%) complexes met or exceeded the national norm for average or above.

ASSESSMENT 2006		Complexes							
READING		Norm-Referenced Test (Stanford Achievement Test)							
		Percent Average and Above							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades	
Nat'l Norm	77%	77%	77%	77%	77%	77%	77%	77%	
STATE	82%	75%	77%	80%	72%	73%	63%	75%	
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>									
Farrington*	75	62	70	70	57	60	50	64	
Kaiser	92	86	89	94	85	87	79	87	
Kaimuki	81	78	80	84	76	72	50	76	
Kalani	89	90	86	92	88	86	84	88	
McKinley	78	68	74	62	52	60	64	68	
Roosevelt	90	85	85	86	76	79	75	82	
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>									
Aiea	84	75	78	86	71	75	54	76	
Moanalua	87	80	84	91	86	87	73	84	
Radford	87	84	86	86	80	82	71	83	
Leilehua	87	76	80	84	71	76	64	77	
Mililani	89	82	91	87	85	80	77	85	
Waiialua	91	72	71	85	68	73	65	75	
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>									
Campbell	81	75	74	76	72	77	61	74	
Kapolei	83	78	82	76	73	72	66	76	
Waianae	74	58	60	70	57	58	46	60	
Nanakuli	55	54	53	58	53	45	39	51	
Pearl City	85	79	82	87	78	82	67	81	
Waipahu	75	65	68	73	61	68	48	66	
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>									
Castle	85	77	74	84	75	75	67	77	
Kahuku	86	76	76	87	71	76	79	79	
Kailua	80	75	75	82	62	60	60	72	
Kalaheo	88	83	88	90	77	80	76	83	
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>									
Hilo	82	75	70	79	75	79	59	74	
Laupahoehoe	92	61	57	75	50	65	64	65	
Waiakea	84	75	75	85	82	85	69	79	
Kau	54	52	55	51	61	61	52	55	
Keaau	80	72	67	65	60	67	44	65	
Pahoa	64	67	69	65	58	58	61	63	
Honokaa	77	73	75	88	74	71	64	74	
Kealakehe	78	77	76	79	76	68	67	74	
Kohala	69	60	71	81	66	77	65	70	
Konawaena	88	67	80	81	69	75	62	74	
<b>MAUI: 2 Complex Areas / 7 Complexes</b>									
Baldwin	81	81	79	82	77	75	65	77	
Kekaulike	89	79	81	78	76	75	66	78	
Maui	80	75	79	80	70	68	58	73	
Hana	61	61	68	73	75	64	76	68	
Lahainaluna	80	70	70	83	68	76	61	72	
Lanai	73	59	71	72	69	77	56	68	
Molokai	76	77	63	59	62	55	58	64	
<b>KAUAI: 1 Complex Area / 3 Complexes</b>									
Kapaa	84	79	69	80	68	71	62	73	
Kauai	87	76	76	85	79	77	68	78	
Waimea	82	73	68	66	76	73	48	69	
<b>OTHER:</b>									
Public Charter Schools	79	78	81	81	74	71	75	77	
Hawaii Center for Deaf & Blind	na	na	na	na	25	na	na	2	

\*There are no SAT scores for one Farrington Complex elementary school.

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



## Performance on 2006 *SAT Reading* Grades 3-8 and 10, by Complex

**National Norm:**  
77% of the students average or above

- Met National Norm (77% and above)
- Approaching National Norm (70% to 76%)
- Well Below National Norm (69% and below)

# Profiles and Trends

## Complex Summaries Assessments - Mathematics

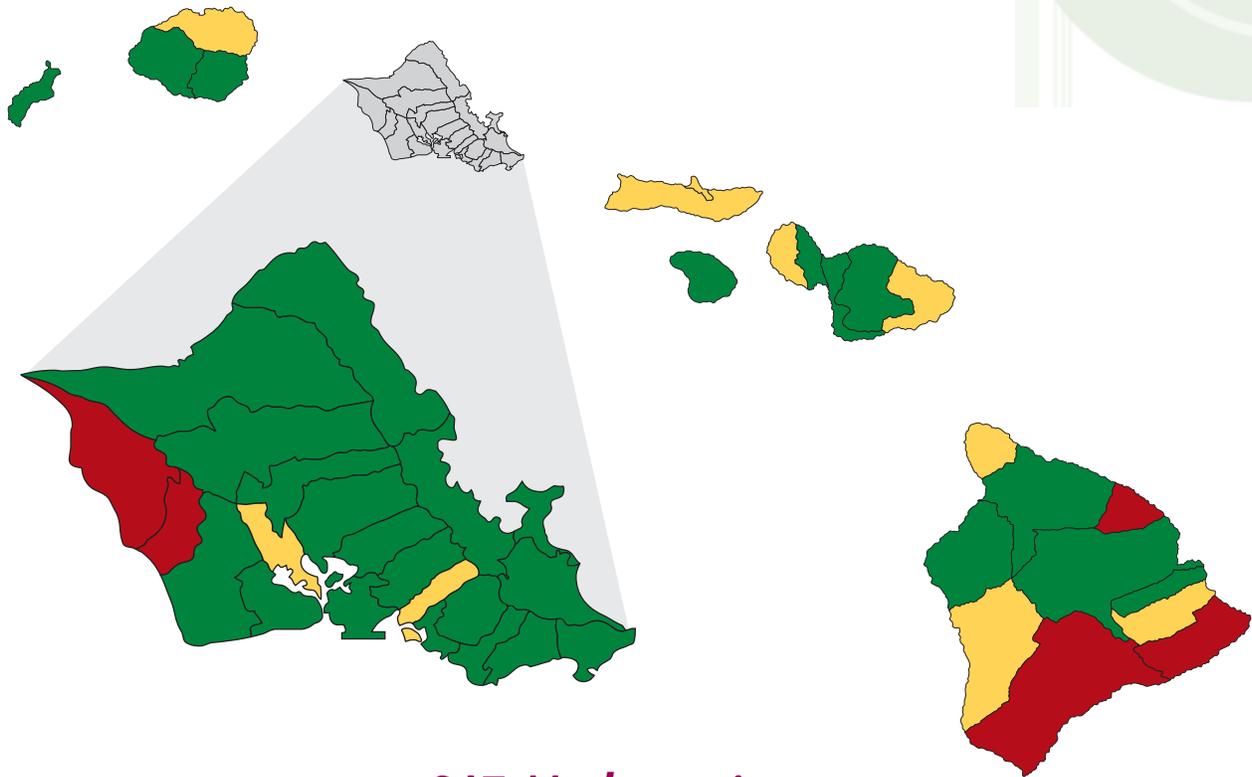
### Standard Achievement Test

In mathematics, SAT scores for 29 of 42 (69%) complexes met or exceeded the national norm for average and above.

ASSESSMENT 2006		Complexes						
MATHEMATICS		Norm-Referenced Test (Stanford Achievement Test) Percent Average and Above						
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
Nat'l Norm	77%	77%	77%	77%	77%	77%	77%	77%
STATE	87%	85%	82%	84%	77%	75%	67%	80%
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>								
Farrington*	78	76	77	74	67	71	59	72
Kaiser	96	92	91	95	87	87	75	89
Kaimuki	88	87	89	89	82	79	62	84
Kalani	95	94	94	96	93	88	88	93
McKinley	88	80	82	68	61	60	79	78
Roosevelt	95	91	90	88	82	84	82	87
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	85	86	88	89	80	89	70	84
Moanalua	90	88	89	93	89	85	79	87
Radford	92	90	92	86	82	82	72	87
Leilehua	90	82	81	84	76	74	64	79
Mililani	94	93	92	90	84	81	84	88
Waialua	93	92	86	91	78	87	70	85
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>								
Campbell	88	87	81	86	77	73	65	80
Kapolei	84	85	81	81	75	69	67	77
Waianae	74	68	67	70	65	60	49	64
Nanakuli	69	70	58	70	68	50	51	62
Pearl City	92	88	89	92	87	85	78	87
Waipahu	82	80	79	80	71	69	54	74
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	91	86	79	88	86	77	71	83
Kahuku	90	86	79	91	81	76	73	82
Kailua	89	84	83	90	70	62	62	79
Kalaheo	91	91	87	92	82	82	74	86
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	82	78	74	80	80	82	62	77
Laupahoehoe	67	72	43	75	58	57	57	60
Waiakea	86	84	82	87	82	85	66	82
Kau	53	67	69	68	66	57	44	61
Keaau	83	82	70	77	67	66	59	72
Pahoa	78	78	71	68	62	49	51	66
Honokaa	82	80	79	85	78	73	59	77
Kealakehe	87	85	81	84	75	73	70	79
Kohala	83	82	79	87	66	64	71	76
Konawaena	87	84	85	86	71	66	62	76
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	88	91	87	85	82	69	62	80
Kekaulike	93	88	85	78	74	75	61	79
Maui	90	89	87	82	70	69	53	78
Hana	67	65	84	77	71	86	57	72
Lahainaluna	84	84	77	81	68	73	63	76
Lanai	91	78	83	81	77	85	74	81
Molokai	78	75	68	73	78	79	62	73
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	88	86	75	78	76	72	58	76
Kauai	91	87	87	88	83	79	75	84
Waimea	90	90	79	79	80	82	58	80
<b>OTHER:</b>								
Public Charter Schools	84	89	86	82	77	66	68	79
Hawaii Center for Deaf & Blind	na	na	na	17	50	33	25	19

\*There are no SAT scores for one Farrington Complex elementary school.

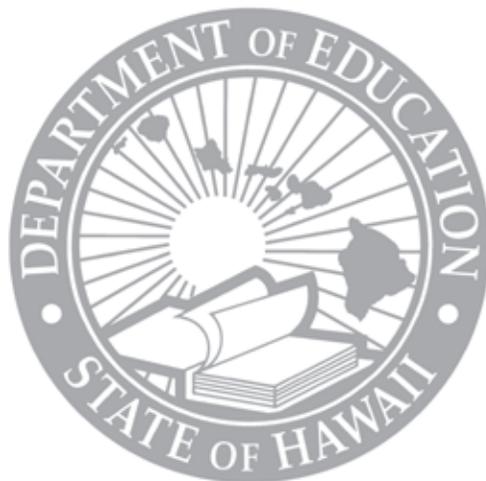
Source: Hawaii State Department of Education, Student Assessment Section.



## Performance on 2006 **SAT Mathematics** Grades 3-8 and 10, by Complex

**National Norm:**  
77% of the students average or above

- Met National Norm (77% and above)
- Approaching National Norm (70% to 76%)
- Well Below National Norm (69% and below)



**Appendix A. Glossary**

**Appendix B. References and Resources**

**Appendix C. Data Tables - Online**

# Appendix A. Glossary

*This glossary explains the educational and fiscal terms and measures contained in the 2006 Superintendent's 17th Annual Report. An "na" stands for "not appropriate" or "not reportable," while a "-" stands for missing or unavailable data. Due to rounding of percentages, there may be slight differences between published reports. For example, 9.6% may be reported as 10% for the same measure in different reports.*

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

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

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

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

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

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

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

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

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

# Appendix A. Glossary

**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 2005 are estimates and are updated periodically. The 2005 estimates in this report are from the 2005 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 “drop-outs” or whose school enrollment statuses are undetermined.

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

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

**Enrollment Count, Official:** The official enrollment count of each school is reported to the State upon the yearly opening of school. A school’s enrollment may fluctuate over the course of the school year, so that an enrollment count taken mid-year may be different from its official enrollment count. “Speech 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.

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

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

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

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

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

# Appendix A. Glossary

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

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

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

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

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

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

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

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

**Per Pupil Expenditure:** The numbers reported from National Center of Education Statistics (NCES) may be used for state to state comparisons. Numbers are based on membership and can be expected to be smaller than per pupil expenditures based on average daily attendance. Current 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.

# Appendix A. Glossary

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

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

**Relative Wealth, Per Capita Revenue:** The per capita revenue is reported by the U.S. Census Bureau as a result of their Annual Survey of Government Finances 2002, a survey completed by all states. Per capita amounts are based on population figures as of April 1, 2000, and are computed on the basis of amounts rounded to the nearest thousand figures obtained also from the U.S. Census Bureau.

## **Retention Rates:**

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

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

**Sanctions:** If a school fails to meet 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.

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

**Special Education (SPED):** This count and percent contain all special education students listed on the official enrollment report as receiving special education services and includes special education students with a “Speech 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 Second Language services.

## **Standard-Based Assessment, Hawaii Content and Performance Standards:**

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

# Appendix A. Glossary

**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 2005 publication. The percentage is calculated by dividing the states' "Total, all general expenditures per capita" by the states' "Elementary and secondary education expenditures" per capita. The Total, all general expenditures per capita includes state and local government expenditures for education services, social services, and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other general expenditures, including intergovernmental expenditure to the federal government, as reported by the State's NCES Common Core of Data Financial Survey.

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

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

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

# Appendix B. References and Resources

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

## **Educational and Accountability Reports**

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### *Enrollment*

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

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

### *Hawaii Opinion Poll on Public Education (HOPPE)*

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

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

### *Hawaii State and School Readiness Assessment*

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

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

### *High School Completer Statistics*

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

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

### *No Child Left Behind (NCLB)*

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

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

### *School Quality Survey (SQS)*

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

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

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

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

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

### *Senior Exit Plans Survey (SEPS)*

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

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

# Appendix B. References and Resources

## *Trend Report: Educational & Fiscal Accountability*

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

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

## **Financial Reports**

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### *Allocations by School Program*

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

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

### *Annual Financial Reports*

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

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

### *Audit*

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

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

### *Budget*

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

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

### *Expenditures by School*

Annual reports of the Hawaii Expenditure Reporting System.

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

# Appendix B. References and Resources

## Special Education Reports

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### *Due Process Hearings Findings*

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

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

### *Integrated Performance Monitoring Report (Felix)*

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

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

## Legislative Reports

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### *Reports to Legislature, 2006*

These are reports on the bills and resolutions passed in the 2006, Regular Session, Hawaii State Legislature.

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

## Other Resources

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### *Center on the Family*

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

<http://uhfamily.hawaii.edu>

### *Proximity*

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

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

# Appendix C. Data Tables-Online

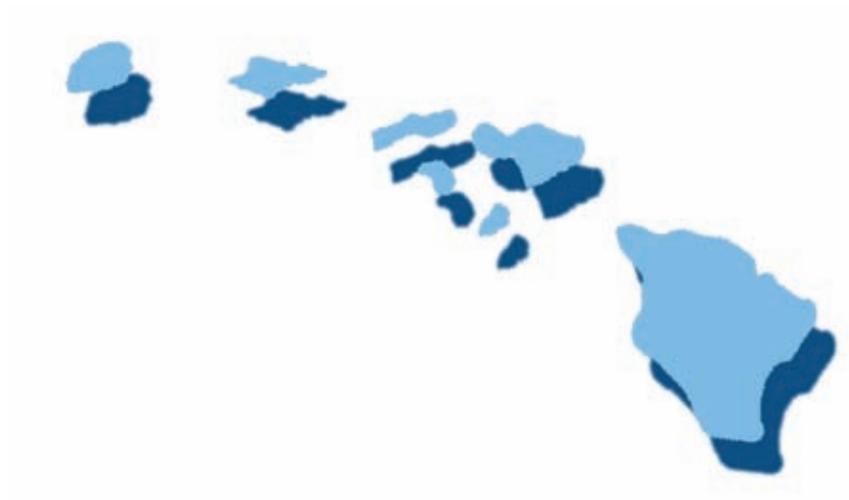
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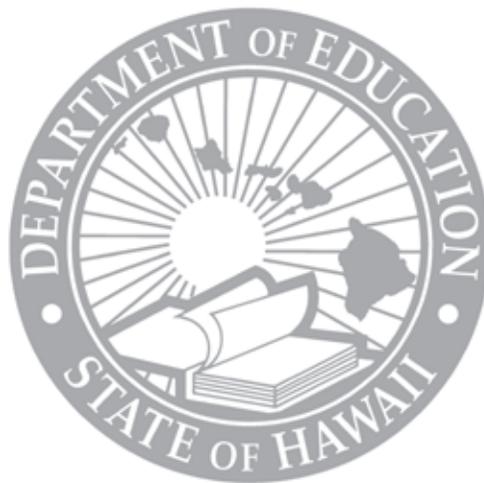
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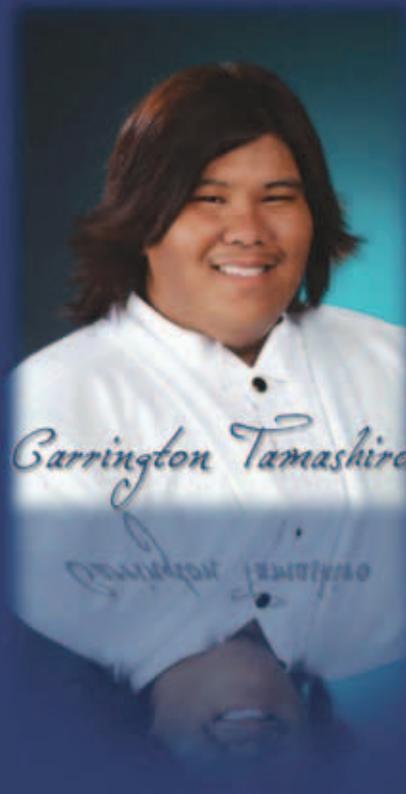
## Data Tables

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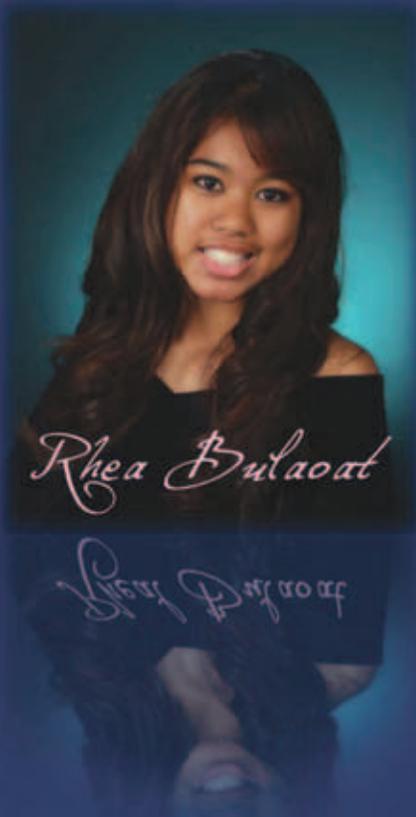
- 1.** Enrollment in Hawaii Public and Private Schools
- 2.** Enrollment by District
- 3.** Special Needs Affecting Public School Students in Hawaii
- 4.** Average Attendance Rates by School Type
- 5.** Four-year Graduation and Dropout Rates
- 6.** Ethnicity of Students and Teachers
- 7.** Hawaii Content and Performance Standards Assessments
- 8.** Stanford Achievement Test, 2003, 2004, 2005, and 2006
- 9.** Chapter 19 Charges Categorized by Type of Incident
- 10.** Administrative Staff as a Proportion of Total Staff-Hawaii and Comparison States
- 11.** Expenditures per Pupil, Hawaii and Comparison States
- 12.** Hawaii and States with Similar Financial Resources
- 13.** Percentage of State and Local Revenue Expended on Public Education: Hawaii and Comparison States
- 14.** Percentage of State and Local Expenditures Expended by Public Education vs. Per Pupil Expenditures







*The Department of Education extends its appreciation to Lanai High School for its assistance in helping design the Superintendent's 17th Annual Report.*



*Pierce Myers  
Principal*

*David Roberts  
Business & Digital Media  
Instructor*

