

# Report Card

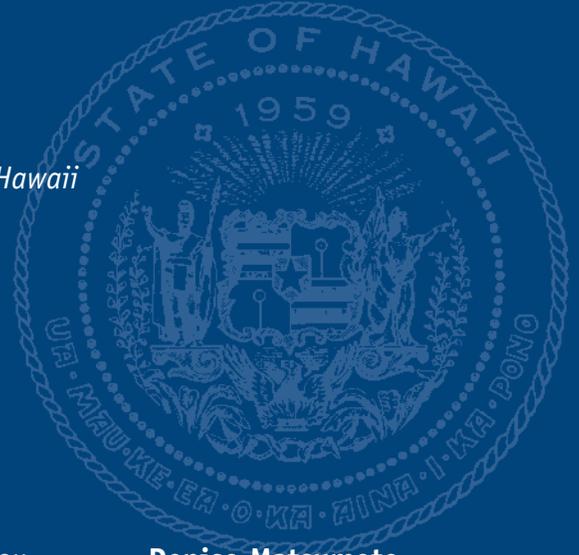


2007  
SUPERINTENDENT'S 18<sup>TH</sup> ANNUAL REPORT

STATE OF HAWAII DEPARTMENT OF EDUCATION



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



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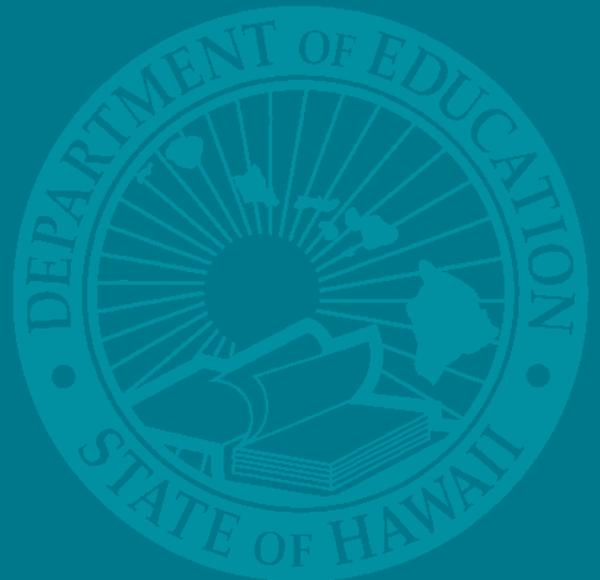
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## Message from the Superintendent

*Dear Educational Partners,*

Welcome to the Superintendent's 18th Annual Report. As always, this report provides a retrospective glimpse of Hawaii public schools for school year 2006-2007. Each year, we provide highlights for our partners and stakeholders, new comparisons, presentations, and displays of current Department of Education information while maintaining the reporting of core data, such as student achievement, in a user friendly format.



This year's report features our on-going partnerships with local agencies and provides additional information about the level of kindergarten readiness of our youngest stakeholders. Recent statewide initiatives discussed in the body of this report encourage private and community agencies to join us in an effort to ensure children enter our schools healthy and well-prepared for academics, our schools provide high quality programs meeting the needs of all our students, and the students exit our schools fully prepared to pursue post-secondary education or careers.

As a public school system, we are a reflection of our community in general and, specifically, the community partnerships we build and nurture. It is through these vital relationships that we succeed as an institution.

By publication of this annual report, I invite you, as partners and stakeholders, to learn more about the exciting progress of our Hawaii public schools. ❖

*Very truly yours,*

A handwritten signature in blue ink that reads "Patricia Hamamoto". The signature is fluid and cursive, written in a professional style.

Patricia Hamamoto

*Superintendent of Education*



SUPERINTENDENT'S 18TH ANNUAL REPORT



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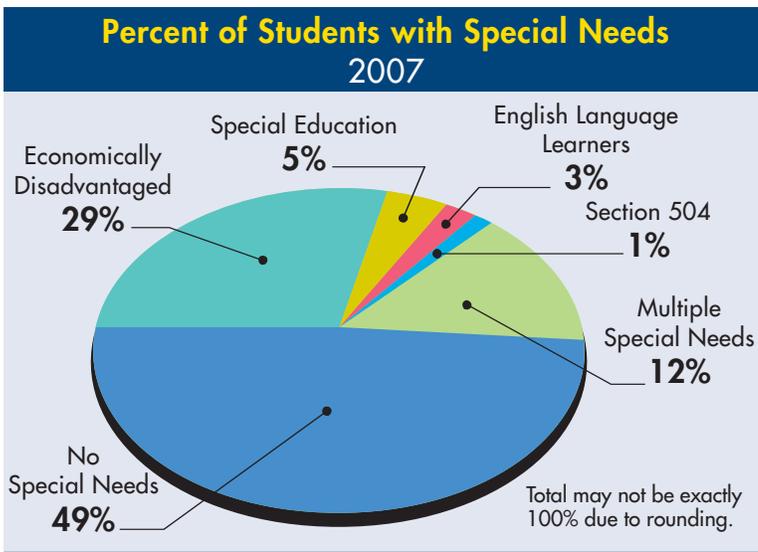
## At-A-Glance

Official Fall Enrollment Grades K to 12, Public and Private Schools			
SY	2004-05	2005-06	2006-07
<b>Public Schools</b>	181,897	181,406	179,234
	83.5%	83.8%	83.5%
<b>Private Schools</b>	35,981	35,136	35,407
	16.5%	16.2%	16.5%
<b>Total</b>	<b>217,878</b>	<b>216,542</b>	<b>214,641</b>

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

Hawaii State School Readiness Assessment			
Statewide	2004-05	2005-06	2006-07
Kindergartners who attended preschool	58%	58%	61%
Kindergarten teachers with Early Childhood Endorsement Certificates	14%	18%	21%

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



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

Educators Teacher Characteristics			
	2005	2006	2007
<b>Fully Licensed</b>	85%	86%	86%
<b>Advanced Degree</b>	27%	28%	29%
<b>5+ Yrs at the Same School*</b>	52%	52%	52%

\*Charter school data unavailable.

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

## STUDENTS AND SCHOOLS

### Enrollment Trends

Since the public schools enrollment peaked in 1997-98 (N=189,281), the total number of students has declined to 179,234 in 2006-07. This trend parallels an overall drop in the State's population demographics for school-age children. Enrollment in private schools has been slowly rising over the last five years to represent over 16% of the State's students. In the late 80's the private school enrollment represented about 17% of the State's student total enrollment.

### Hawaii State School Readiness Assessment

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

### Special Needs

Student populations with special needs have grown rapidly over the last decade. For a number of years now these students have constituted a majority of those enrolled in Hawaii public schools. In 2007, there were approximately 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

These teacher characteristics remain consistent with results from previous years. Slight increases in fully licensed teachers and those with advanced degrees are maintained. These increases may reflect changes in the staffing due to newly certificated teachers entering the workforce.

## At-A-Glance

### RESOURCE SUPPORT

#### Funding Support

Hawaii's public education system, unlike the other 49 states, receives its funding predominantly from State and federal sources. Hawaii is the only state not dependent on local property taxes as a major source of revenue. As a result, it is one of the most equitable school finance systems in the nation.

### PROGRESS AND OUTCOMES

#### Safety & Well-Being

Safe and supportive educational environments promote student success. Student and teacher self-reported perceptions of campus safety and well-being are collected by the Department's School Quality Survey (SQS). The percent of positive responses of students and teachers on the SQS in the safety and well-being dimension have remained consistent over the past two administrations. As the primary source of this information, the Department is increasing the frequency of administration and expanding the participation pool of survey respondents for future years. Beginning in 2008, the SQS will be administered to approximately double the number of students, parents, and school personnel.

#### Hawaii State Assessment

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

In 2007, the recently revised Hawaii Content and Performance Standards (HCPS III) were implemented, as was an updated standards-based assessment developed to better align with the new standards. Also in 2007, the TerraNova replaced the long-standing Stanford Achievement Test as the norm-referenced test. As a result of these major changes, the 2007 assessments are not directly comparable to prior years' testing results.

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

	2005	2006	2007
<b>Appropriated Funds</b>			
<b>STATE</b>			
General	\$ 1,515	\$ 1,833	\$ 2,009
Special	59	56	45
Trust	13	14	17
<b>FEDERAL</b>	361	343	349

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

#### Safety and Well-Being of Students

	2005	2006	2007
Students Not Suspended	95%	95%	94%
Persistently Dangerous Schools	0%	0%	0%
<b>Perceptions of safety &amp; well-being</b>			
Students*	52%	--	52%
Teachers*	79%	--	78%

\*Percent reporting positively on School Quality Survey

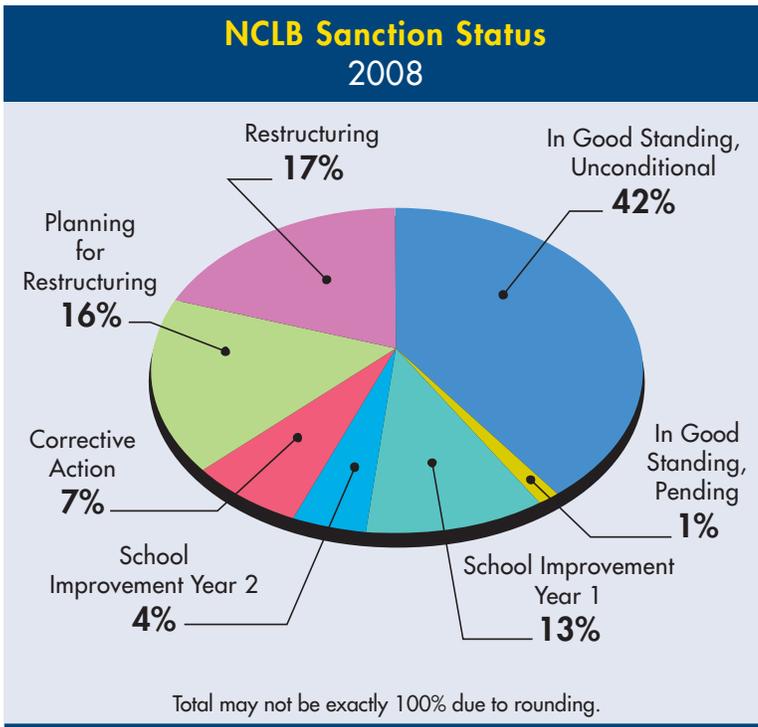
Source: Hawaii State Department of Education, Systems Accountability Office.

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

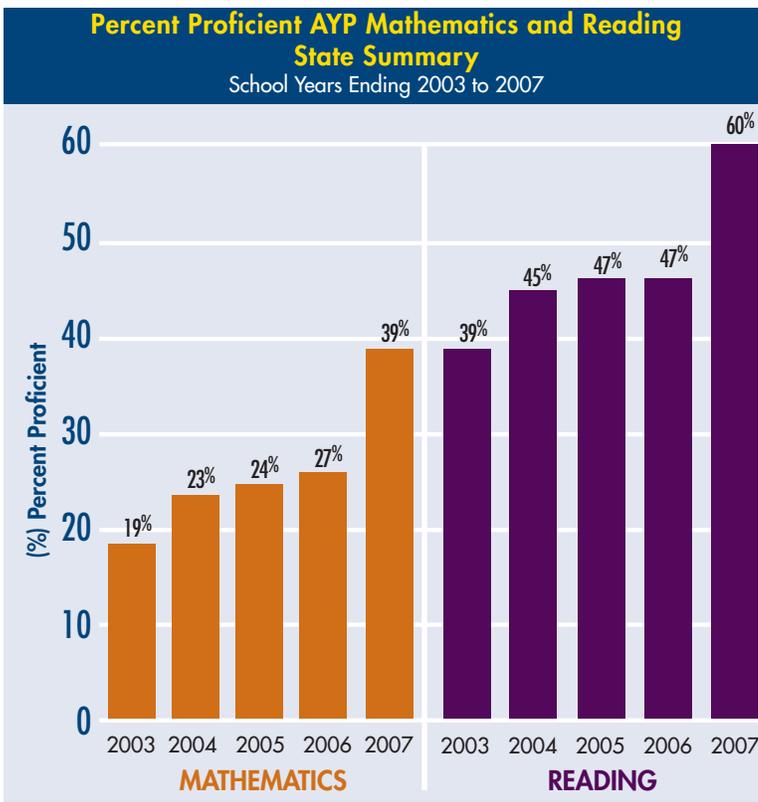
STANDARDS-BASED	2007
(Hawaii Content & Performance Standards)	
Percent Proficient and Exceeds Proficiency	
Reading	60%
Mathematics	38%
NORM-REFERENCED	2007
(TerraNova)	
Percent Average & Above Average	
Reading	76%
Mathematics	75%

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

# At-A-Glance



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



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 35% in 2006 to 65% in 2007. The number of schools in NCLB sanctions decreased from 172 to 162 during the same period. Schools must meet AYP for two consecutive years to exit sanctions.

No Child Left Behind 2005, 2006 & 2007			
Adequate Yearly Progress	2005	2006	2007
Percent schools met AYP	34%	35%	65%
Sanctions*	2006	2007	2008
Percent In Good Standing	52%	39%	43%
Number Exiting Sanctions	9	8	12

\*AYP results determine sanctions for the following year.

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, despite increases in the annual performance targets set by federal statute and regulations via Annual Measurable Objectives or "AMOs." It should be noted that in 2007, a revised set of Hawaii Content and Performance Standards (HCPS III) was in effect, and a new series of assessment instruments, developed to reflect the revised standards, was implemented. The relatively large gain in the number of students who scored proficient and better in 2007 could be attributed to a number of factors, one of which is the concomitant change in standards and assessment, but there is evidence that this difference may be a reflection of true improvement in student learning, as supported by similar gains in the reputable, independent, National Assessment of Educational Progress. NAEP, as it is more commonly known, is widely considered to be a model assessment program. The parallel performance across these state and national assessments serve as partial validation of the revised standards and assessments.

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 DOE system for at least a full academic year.

## At-A-Glance

### Graduation & Dropouts

Each year a cohort of first time 9th graders are tracked to their 4th (senior) year in the public school system. About 80% of each cohort, over the last 3 years, have graduated on-time. Between 15% and 16% of the students dropped out of school during the 4-year period. The remainder are either continuing their schooling or have completed school with a special education certificate of program completion.

### High School Diplomas

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

### Senior Exit Plans

During the past six years, students whose post-graduation plans are to "work only" has remained consistently in the range of 8% to 10% of the seniors' responses. This consistency has not been observed in the "school only" and "school and work" categories, where students have reported their plans with considerable fluctuations across the years, presumably due, in part, to economic factors. However, the slight change between the 2006 and 2007 figures suggests the fluctuations may be stabilizing for now.

### Advanced Placement & Remediation Courses

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

Some students attending the University of Hawaii system are required to take and complete remedial courses. Such students have not met minimum entry requirements in English and/or math. Percentages are based on the proportion of public school June graduates who in fall, attend University of Hawaii 2-year and 4-year campuses, and are required to enroll in remedial courses.

### Four-Year Graduation & Dropout Rates

	2004-05	2005-06	2006-07
<b>Graduation</b>	79.5%	79.2%	78.9%
<b>Dropouts</b>	14.9%	15.7%	16.5%

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

### High School Diplomas

	2004-05	2005-06	2006-07
<b>BOE Diploma</b>	31.3%	30.4%	31.5%
<b>Regular Diploma</b>	62.1%	63.6%	62.7%

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

	2005	2006	2007
<b>School Only</b>	5%	18%	16%
<b>Work Only</b>	8%	9%	9%
<b>School and Work</b>	77%	63%	66%
<b>School, Work &amp; Military</b>	7%	5%	4%

Note: Top four most frequent responses.

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

### Advanced Placement & Remediation Courses

Advanced Placement Courses	2005	2006	2007
Number of students enrolled in AP courses:	–	–	2,725
Number of students who took AP exam:	2,243	2,463	2,516
Number of exams taken:	3,177	3,678	3,827
Number of AP exam results with a score of 3 or higher:	1,572	1,675	1,782
Percent of exams passed:	49%	46%	47%
UH Remedial Courses Enrollment*	2005	2006	2007
English:	–	–	24%
Math:	–	–	29%

\*Public School June Graduates Entering the University of Hawaii System Fall Semester

Source: College Board; University of Hawaii, Institutional Research Office.

## Our Commitment to Education

*The Department of Education has sustained some on-going community partnerships. What are the goals behind those partnerships and how do you see them developing further?*

There are so many partnerships happening. It is hard to know where to begin.

The Department of Education has a productive ongoing partnership with Kamehameha Schools. Two of our recent joint projects are studying the methods, practices, and conditions which provide the greatest support to Hawaiian students. The theory behind the studies is if we can determine why Hawaiian students are more successful in some schools than others, we will be able to share that knowl-

The Harold K. L. Castle Foundation has been a tremendous supporter of literacy programs, particularly those focused on reading proficiency by third grade. The Foundation's Reading Leadership Awards program honored 21 schools that excelled by making large gains in third grade reading scores over a three-year period. This program recognizes the pivotal role that teacher leadership plays in the classroom and creates a way to share best practices with other schools. The honored schools are case studies that we can analyze. When these best practices are applied to other schools, hopefully, reading test scores will improve.

Our partnership with Olelo Community Television allows us to deliver educational content and programs directly

### A Conversation with



### Superintendent Patricia Hamamoto

edge in a way that will help other students. Specifically, the Cultural Influences in Education project aims to study

into homes through the convenience of television channels. Sometimes, people believe that Olelo is part of the

## SCHOOL CONDITIONS AND ACADEMIC GAINS AMONG HAWAIIAN CHILDREN

*Schools that are more successful at increasing test scores were characterized as having: collaborative school governance structures; decision structures linked to data; a well-established, dedicated teaching force; focused learning communities; strong, engaged leaders; shared accountability for their students' learning; a commitment to continuous learning; and effective supplementary and after-school programming.*

### EXECUTIVE SUMMARY AND KEY THEMES

*Hawai'i Department of Education, Kamehameha Schools*

May 2007

educational programs that are grounded in Hawaiian culture, and the Successful Schools for Hawaiians Study looked at the instructional practices, curriculum and policies of schools that successfully raised students' test scores. In that study, we found eight common characteristics in schools that did well that were missing from the schools that didn't do well. Now, our challenge will be to help all schools to develop any of these important characteristics that they may lack.

Department because we broadcast on their channels, but our shows are really the result of a strong partnership. The Department's Teleschool creates original programming for students, community and employees, however, since we don't have our own TV channel Olelo provides the transmission access. This is a tremendous communication resource and a powerful mechanism to distribute information and programming via the cable system to schools, homes, and offices. Our unique

## Our Commitment to Education

statewide cablecasting system provides access to more than 90% of Hawaii homes and allows distribution of video resources aligned to our state standards. Distance learning courses offered in the arts and sciences include Advanced Placement Calculus and Statistics options for students in remote areas where the demand for these kinds of specialized classes is limited and they might not otherwise be offered. Also, using public television channels increases the opportunities for students who may not be able to access our E-school courses on the Internet.

One large project which has many partners is the Hawaii P-20 Initiative, a statewide preschool through college graduation collaborative led by the Department of



Education, University of Hawaii, and Good Beginnings Alliance. The initiative brings together various educa-

schools are to meet the needs of these students. We are committed to ensuring that the children are ready for school and schools are ready for the children. But that is just the beginning. Beyond that, the P-20 collaborative focuses on aligning our programs from preschool to college graduate. Last April, the W.K. Kellogg Foundation recognized the gains we are making by awarding the Department a \$10 million grant to support successful practices in early reading instruction. The funds from that grant will allow the replication of community-based programs that have proven successful in culturally sensitive learning environments and help students become proficient in reading by third grade.

As part of the overall project, our high schools are being improved under the High School Redesign Initiative. This statewide program moves away from a one-size-fits-all model and recognizes the differing needs of our students and communities. School academy partnerships designed around career opportunities provide service learning through rigorous curriculum with clear expectations. Personal transition plans guide the seamless support system for students during their critical transition into high schools, continuing through high school and their entry into post-secondary education and the work force, and

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### HAROLD K.L. CASTLE FOUNDATION

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*Achieving third grade reading gains is one sign of great school leadership. Students who are not reading at grade level by third grade are at higher risk of never catching up to grade level, and studies show they have higher dropout, unemployment and teen pregnancy rates. Given the important educational and social benefits of early literacy, the Harold K.L. Castle Foundation sees reading achievement as an important area requiring strong public education leadership.*

**MITCH D'OLIER**, *President and CEO*  
Harold K.L. Castle Foundation  
Kaneohe Ranch

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tion and community stakeholders under a common goal to support our youth to gain the skills and knowledge necessary to contribute positively as citizens as well as compete in a global society.

In collaboration with Good Beginnings Alliance, we use the Hawaii State School Readiness Assessment to annually collect data on how well prepared the entering kindergartners are for school and how well prepared the

reduce the number of dropouts from our system. Our participation in the American Diploma Project is refining and redefining what it means to be a high school graduate. The requirements for a diploma are changing to broaden the specific content areas in which a student must be proficient to ensure that graduates will leave the K-12 system ready to succeed.

## Our Commitment to Education

Hawaii has a strong military community, and it would be negligent not to acknowledge this key partnership. The military liaison has been an active advisor to our Board of Education for many years providing excellent guidance and insight into the specific needs of military families particularly those with family members under deployment. In December 2006, the Military Child Initiative's Joint Venture Education Forum partnered with the Department and the National Network of Partnership Schools (NNPS) to present the 2006 School Community Partnership Conference. Our commitment to community partnerships and our on-going involvement in the NNPS resulted in the Department receiving a 2007 Partnership State Award. Though this honor was awarded in September 2007, it really reflects the hard work and progress made to nurture productive partnerships over the last few years.

Making sure that our students are well trained in the latest technology has become a need for 21st century schools. We are fortunate to have Maui High Performance Computing Center, Oceanic, GTE, Hawaiian Electric, AT&T, Tech Corps Hawaii as our Advanced Technology Research partners. Together with the Chicago Systemic Initiative, the Department's continuing collaboration with these local technology-driven businesses uses innovative state-of-the-art methods to address the achievement needs of at-risk and under-challenged students. Not only does this program give the students marketable skills, but it allows them to gain those skills in more flexible settings and at more convenient times.

### *What is the Department's role in the community partnerships?*

Community and business partnerships have long been known as vital to the school community. The multitude of initiatives and policies related to building and sustaining these relationships is mind-boggling, so the coordination and implementation of the various goals and objectives becomes strategic. Locally, we have embraced this opportunity to create a cohesive plan that recognizes the importance of community involvement. If we believe in the axiom that "what gets measured gets taught," then our reporting tools should be indicators of our goals. Both the annual Trend reports and the recent revision to our Strategic Plan identify specific community participation measures, particularly related to civic responsibility and community action which means that we are holding schools, complex areas, and the system as a whole accountable for sustaining and improving these partnerships.

As the representative of our Department, I have assumed a pivotal role in the local business roundtable partnership through my personal participation. It is the Department's role to welcome and recruit additional partnerships that offer unique opportunities for Hawaii's children. Additionally, we bring together partners with similar goals and objectives toward achieving a unified larger picture. Since our potential partners vary from individuals to large corporations, we have developed a Volunteers and Partners Program website. Any individual

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### KAMEHAMEHA SCHOOLS

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*Hawaiian students are among the most educationally disadvantaged groups in our state. However, we know there are schools within our public education system where Hawaiian students are succeeding.*

**DEE JAY MAILER**, Chief Executive Officer  
Kamehameha Schools

**PATRICIA HAMAMOTO**, Superintendent  
Hawaii Department of Education

Joint memo, August 2006

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An often underestimated partnership is the one we have with our students' parents. Two important programs are the School Community Councils (SCC) and the Parent Community Network Centers (PCNC). The SCCs give parents and other community members the opportunity to play leadership roles in guiding their school's decisions. The elected council members provide invaluable input regarding the communities' needs and their goals for their children. The creation of the PCNCs by the Department has enhanced our commitment to increase parent involvement. Knowing how busy many parents are, but recognizing their desires to be partners in their children's learning, each school now has a PCNC coordinator to facilitate and oversee the various ways parents are involved in our schools. The involvement of parents and other community members is too precious a commodity. We need to take full advantage of these resources.

## Our Commitment to Education

or organization interested in volunteering or making a donation can register and search for schools whose needs match their interests. At this point, we have just four pilot schools in the program, but we are hoping to eventually expand it statewide.

### *In what ways do schools and students benefit by these partnerships?*

Community and business partners have access to resources, such as specialized skills, knowledge, and equipment that are not commonly available to public school students. The entire educational system benefits from their generosity when our partners share these resources with our students. Business partnerships help us learn the latest trends, technological developments,

usually short-term and limited to the funding agency's goals, these resources allow schools to give innovative projects, such as the P-3 reading initiative, the extra attention needed in the beginning without taking away from the daily operations of the school.

### *Why are community partnerships important to student success?*

If our goal truly is to produce graduates who possess the attitudes, knowledge and skills necessary to contribute positively, who can compete successfully in a global society, and who display the attributes of civic responsibility, then we must prepare our students for the challenges that lie ahead in the society they will be inheriting. Some of the knowledge and methods that were valuable when we

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## OLELO

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*They [public access channels] contribute to an informed citizenry in many ways, whether through giving a voice to those who might otherwise not have one, through bringing educational opportunities to our homes, or by showing our local and state governments at work.*

*By designating two channels for "E" purposes... they [UH and DOE] are able to take advantage of teaching resources residing on a particular island to reach students statewide. This results in leveraging not only personnel resources for statewide benefit, but also consistency of curriculum.*

DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS'  
PLAN FOR PUBLIC, EDUCATION, AND GOVERNMENT ACCESS  
January 2004

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and best practices in their fields. They help us understand where the future jobs are likely to be and what skills our students will need to be successful in those jobs. The business partners help ground a major purpose of education for our students and create ties to the work force community. The students see and meet adults who are currently working in the careers they desire, and they learn about jobs they never knew existed. It is in the businesses' best interests to inform us of their future employee needs, and it is in the students' best interests that we help them meet those needs.

Many business and community organizations have grant programs to support their specific goals and objectives. We, in Hawaii, have been fortunate to receive some of these financial incentives. Since the grant funding is

entered the work force no longer apply to today's graduates; though it may have been valuable to us, we cannot afford to teach them outdated information. Students who are active in service learning and community service through partnerships build strong bonds that sustain our local culture. The better partnerships we build with local businesses, the better the businesses and community will learn the potential of our graduates and welcome them into the work force and post-secondary education. The community has entrusted us with its most precious resource, the children, so we must educate them for their future not our past. ❖



SUPERINTENDENT'S 18th ANNUAL REPORT



## Profiles *and* Trends

### STATE SUMMARY Background

<b>SCHOOLS</b>	2005		2006		2007	
<b>Total</b>	<b>285</b>	<b>100%</b>	<b>285</b>	<b>100%</b>	<b>286</b>	<b>100%</b>
Elementary	168	59%	168	59%	169	59%
Middle/Intermediate	36	13%	36	13%	36	13%
High	33	12%	33	11%	33	12%
Multi-level	18	6%	18	7%	18	6%
Charter	27	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>	

<b>STUDENTS</b>	2005		2006		2007	
<i>Official Enrollment Count</i>						
<b>Total</b>	<b>181,897</b>	<b>100%</b>	<b>181,406</b>	<b>100%</b>	<b>179,234</b>	<b>100%</b>
K-6	99,132	54%	98,552	54%	97,383	54%
7-8	28,292	16%	27,430	15%	27,052	15%
9-12	54,473	30%	55,424	31%	54,799	31%
Special Education (SPED)*	20,173	11%	19,714	11%	19,030	11%
English Language Learner (ELL)	15,423	8%	15,403	8%	17,151	10%
Economically Disadvantaged	77,517	43%	74,123	41%	73,567	41%
*Excludes Speech only and Hearing-Impaired only categories.						

<b>STAFF (Full Time Equivalents)</b>	2004-05	2005-06	2006-07
Classroom Teachers	11,146.0	11,226.0	11,270.3
Librarians	291.0	292.0	271.5
Counselors	657.0	671.0	669.5
Administrators			
School	505.0	493.0	531.0
State & Complex Area	196.4	212.5	214.5
Other Support Staff	7,735.3	8,164.0	8,102.6
<b>Total</b>	<b>20,530.7</b>	<b>21,058.5</b>	<b>21,059.4</b>

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

<b>STATE DEMOGRAPHICS</b>	2000 Census		2005 Est		2006 Est	
<b>Population</b>	1,211,537	100%	1,238,158	100%	1,285,498	100%
Under 5 yrs	78,163		89,827		87,179	
5-9	84,980		76,576		76,819	
10-14	83,106		82,475		81,973	
15-19	81,002		78,064		84,438	
Median Age, in years	36.2		38.5		37.2	
<b>Households</b>						
Total	403,240	100%	430,007	100%	432,632	100%
Families	287,068		305,789		301,102	
Avg. Family Size	3.4		3.4		3.5	
<b>Income</b>						
Median Family Income	\$65,027*		\$66,472		\$70,277	
Per Capita Income	\$24,513*		\$25,326		\$27,251	
Poverty, Families in	7.7%		7.7%		7.1%	
<b>Educational Attainment</b>						
Percent high school or higher	84.6%		88.1%		89.0%	
Percent 4-yr degree or higher	26.2%		27.9%		29.7%	

Source: U.S. Census Bureau.

\*2004 inflation-adjusted dollars.

# Profiles and Trends

## STATE SUMMARY

### Resource Support

#### State School Budget

Funding and expenditures for Hawaii public education have increased over the past three years primarily due to: higher fixed costs including debt service and fringe benefits; higher payroll costs; the transfer of repair and maintenance from another state agency; and, the federal No Child Left Behind Act requirements.

#### School Finance

The *School Finance: National Perspective* table provides statistics that compare Hawaii with other states using the most current figures available. Note that as of 2004, Hawaii ranked second to last nationally in terms of the proportion we spend on education.

#### Percent Expenditures

Although Hawaii has increased in the percent of state and local expenditures for public education, it continued to rank below comparable states and is 49th in the nation.

#### Support vs. Wealth

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

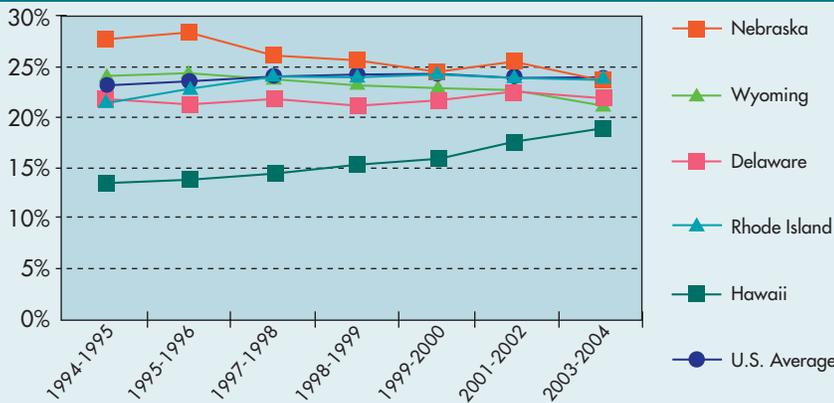
STATE SCHOOL BUDGET	2005	2006	2007
<b>APPROPRIATED FUNDS (millions)</b>			
<b>State</b>			
General	\$1,547.0	\$1,832.5	\$2,008.6
Special	55.7	55.7	45.3
Trust	13.2	13.5	16.8
<b>Federal</b>	361.0	343.4	349.4
<b>Total</b>	<b>\$1,976.9</b>	<b>\$2,245.1</b>	<b>\$2,420.1</b>
<b>EXPENDITURES (millions)</b>			
<b>State</b>			
General	\$1,513.2	\$1,799.0	\$1,964.7
Special	39.3	37.0	36.5
Trust	5.7	4.8	5.3
<b>Federal</b>	233.1	216.2	247.0
<b>Total</b>	<b>\$1,791.3</b>	<b>\$2,057.0</b>	<b>\$2,253.5</b>

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

SCHOOL FINANCE: National Perspective	2002	2003	2004
<b>Key Finance Indicators</b>			
Per pupil expenditures	\$7,306	\$8,100	\$8,533
Percent State & local expenditures for public education	17.4%	--	19.3%
National Rank	50th	--	49th
<b>Relative wealth</b>			
Per capita, State Revenue			
National Rank	3rd	--	10th

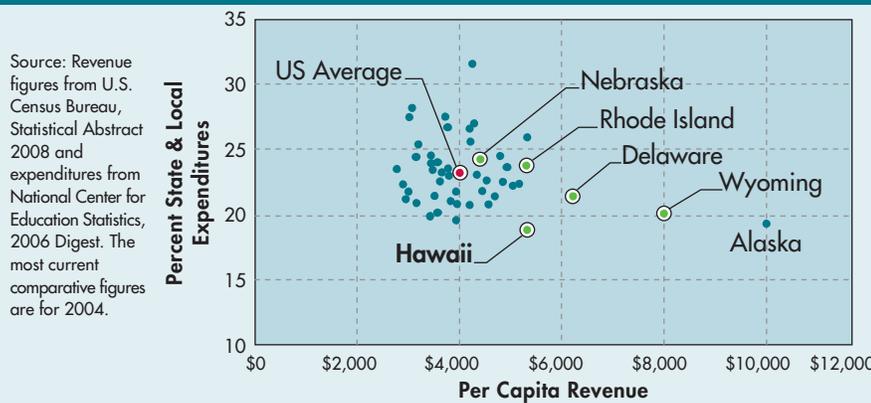
Sources: U.S. Census Bureau; National Center for Education Statistics.

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



Source: National Center for Education Statistics, 2006 Digest. The most current comparative figures are for 2004.

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



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

# Profiles *and* Trends

## STATE SUMMARY

### Progress and Outcomes

#### National Assessment of Educational Progress

Hawaii students still have much room for improvement, but in 2007, Hawaii made great strides. Hawaii was the only state to show statistically significant gains in both NAEP subject areas (mathematics and reading) and at both grade levels (4 and 8). NAEP and Hawaii State Assessment results over the years both show the same trends: gains in elementary mathematics and reading, slighter gains in grade 8 mathematics, and basically unchanged in grade 8 reading. Hawaii's gains in grade 4 mathematics and grade 4 readings have exceeded the national gains. Hawaii's trends for grade 8 mathematics and reading have generally paralleled national trends.

#### Hawaii State Assessment

For further details, see the Complex Area Summaries on pages 22 – 29 of this report.

PROGRESS & COMPLETION	2005	2006	2007
<b>Attendance Rates</b>			
Elementary	94.2%	94.2%	94.4%
Middle/Intermediate	94.1%	93.8%	94.0%
High	91.4%	91.4%	91.2%
Multi-level	91.1%	90.7%	90.4%
Charter	92.6%	92.9%	93.8%
<b>Retention Rates</b>			
Elementary	< 0.5%	< 0.5%	1%
Middle/Intermediate	2%	2%	2%
<b>Graduate Rate</b> (on-time) Grades 9 through 12	79.5%	79.2%	78.9%
<b>Dropout Rate</b> Grades 9 through 12	14.9%	15.7%	16.5%

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

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

HAWAII STATE ASSESSMENT	2007			
STANDARDS-BASED (Hawaii Content & Performance Standards)	(Percent Proficient & Exceeds Proficiency)			
	<b>Reading</b>		<b>Math</b>	
Grade 3	62%	Grade 3	49%	
Grade 4	54%	Grade 4	48%	
Grade 5	60%	Grade 5	40%	
Grade 6	55%	Grade 6	39%	
Grade 7	62%	Grade 7	37%	
Grade 8	60%	Grade 8	26%	
Grade 10	65%	Grade 10	29%	
NORM-REFERENCED (TerraNova) (Percent Average & Above Average)				
	<b>Reading</b>		<b>Math</b>	
Grade 3	74%	Grade 3	75%	
Grade 4	77%	Grade 4	77%	
Grade 5	78%	Grade 5	77%	
Grade 6	78%	Grade 6	73%	
Grade 7	71%	Grade 7	74%	
Grade 8	79%	Grade 8	76%	
Grade 10	78%	Grade 10	75%	

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

# Profiles *and* Trends

EDUCATIONAL ACCOUNTABILITY						
No Child Left Behind (NCLB)	2005		2006		2007	
Adequate Yearly Progress (AYP)						
<b>All Schools</b>						
Met	97	34%	100	35%	184	65%
Not Met	185	66%	182	65%	98	35%
<b>Title I</b>						
Met	50	26%	52	26%	118	61%
Not Met	146	74%	149	74%	75	39%
<b>Charters</b>						
Met	10	37%	12	44%	18	67%
Not Met	17	63%	15	56%	9	33%
	2006		2007		2008	
<b>No Sanctions</b>						
In Good Standing, Unconditional	82	29%	87	31%	118	42%
In Good Standing, Pending	64	23%	23	8%	2	1%
<b>Totals</b>	<b>146</b>	<b>52%</b>	<b>110</b>	<b>39%</b>	<b>120</b>	<b>43%</b>
<b>Sanctions</b>						
School Improvement Year 1	15	5%	45	16%	38	13%
School Improvement Year 2	65	23%	16	6%	12	4%
Corrective Action	2	1%	58	21%	19	7%
Planning for Restructuring	13	5%	3	1%	45	16%
Restructuring	41	15%	50	18%	48	17%
<b>Totals</b>	<b>136</b>	<b>48%</b>	<b>172</b>	<b>62%</b>	<b>162</b>	<b>57%</b>

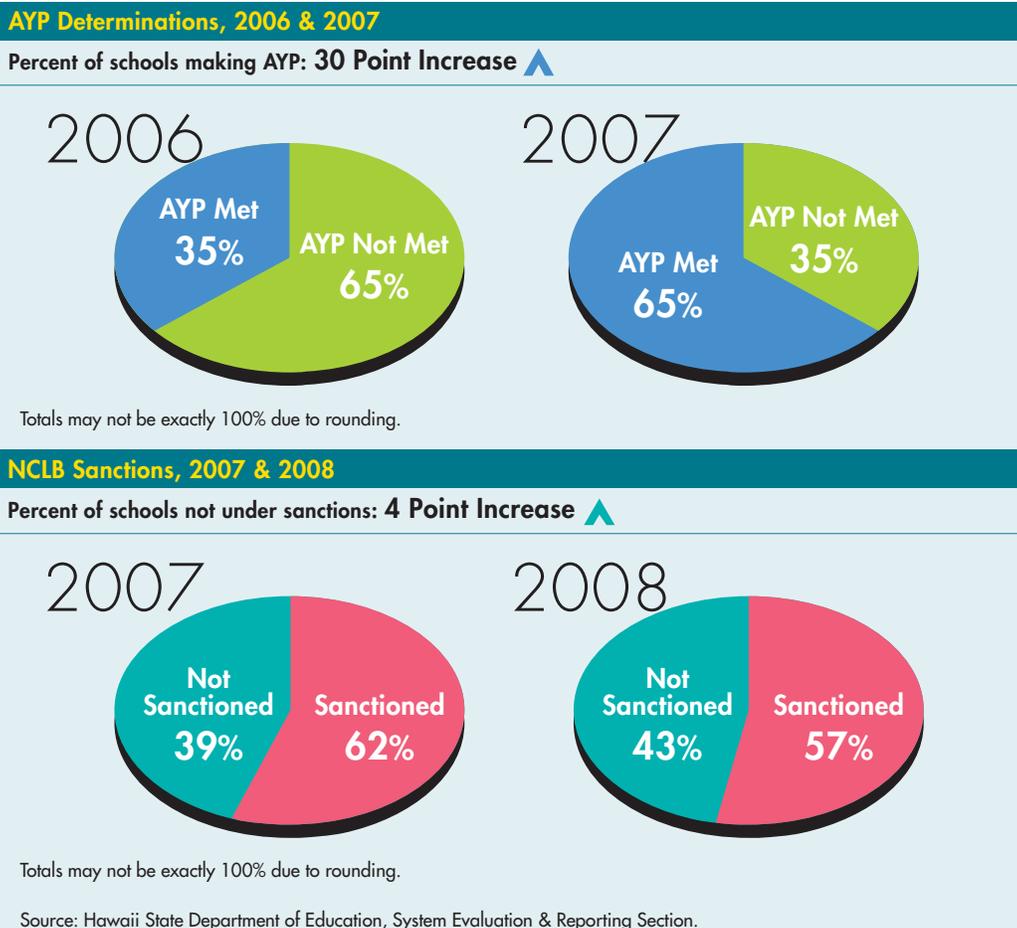
Totals may not be exactly 100% due to rounding.

## STATE SUMMARY Progress and Outcomes

### Adequate Yearly Progress (AYP) Determinations

Results from the 2007 AYP determinations are a striking contrast from 2006. The percentages of schools that met AYP and schools that did not meet AYP flip-flopped from 2006 to 2007. Rather than 35% meeting AYP as in 2006, 65% made AYP in 2007. And, instead of 65% not meeting AYP, 35% of schools were unsuccessful in meeting AYP in 2007. This is a dramatic turnaround for now, but looming in 2008 are substantial increases in reading and mathematics performance targets (via NCLB's Annual Measurable Objectives) for the next three years.

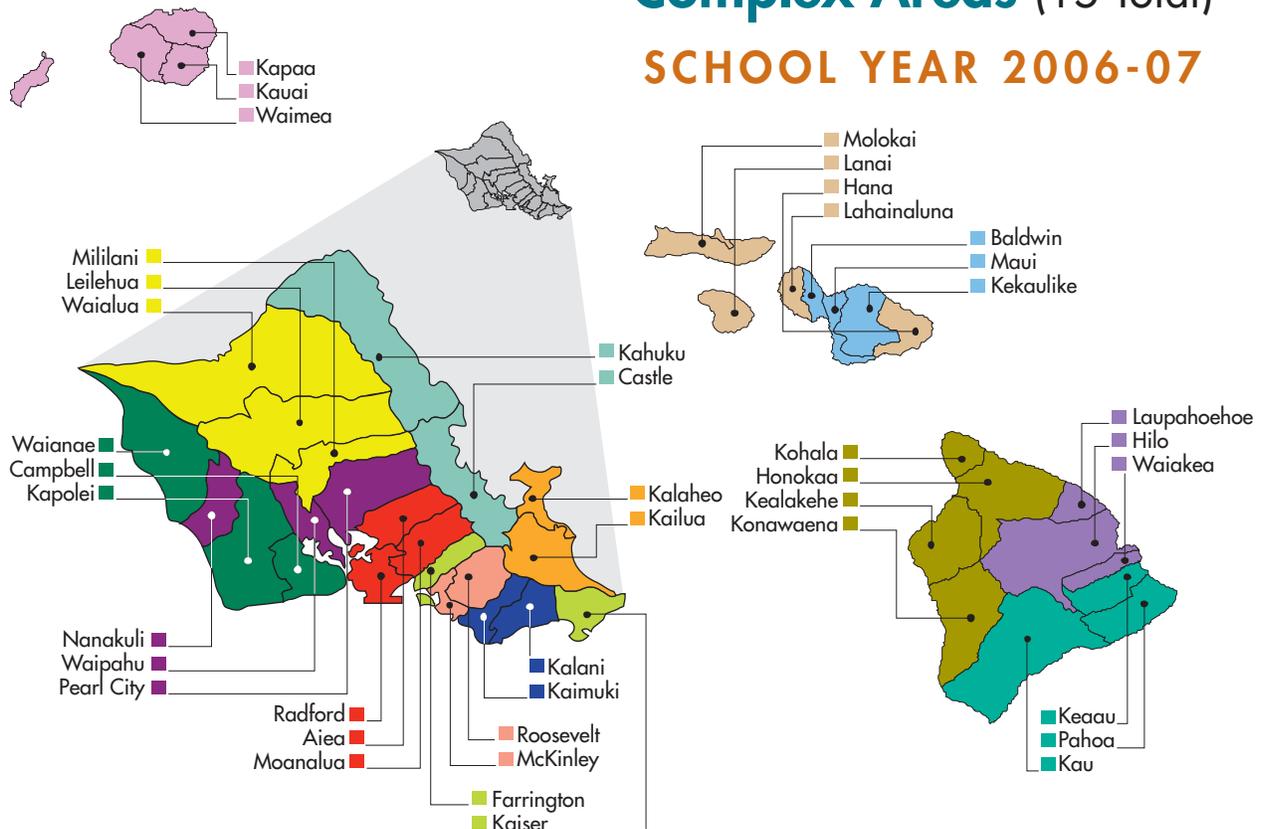
A school's current NCLB sanction status is determined by its prior year's sanction status and AYP determination. School Year 2008's NCLB sanction status is derived from School Year 2007's data.



## Profiles *and* Trends

# Hawaii Public Education Complex Areas (15 Total)

## SCHOOL YEAR 2006-07



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

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

# Profiles *and* Trends

STUDENTS 2007		Complexes				
	Enrollment*	Attended Preschool	Economically Disadvantaged	Special Education**	ELL	Graduated On-time
<b>State Overall</b>	<b>179,234</b>	<b>7,898 61%</b>	<b>71,037 40%</b>	<b>19,579 11%</b>	<b>16,132 9%</b>	<b>79%</b>
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>						
Farrington	8,045	44%	66%	8%	23%	74%
Kaiser	3,214	72%	11%	8%	5%	83%
Kaimuki	5,239	59%	49%	10%	21%	72%
Kalani	3,878	87%	16%	9%	8%	92%
McKinley	4,754	51%	59%	9%	24%	71%
Roosevelt	6,480	80%	29%	8%	6%	87%
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>						
Aiea	4,495	58%	35%	9%	10%	89%
Moanalua	4,841	67%	20%	8%	7%	92%
Radford	6,399	56%	27%	11%	6%	91%
Leilehua	7,166	50%	48%	13%	8%	82%
Mililani	7,925	78%	13%	11%	2%	92%
Waialua	1,396	53%	52%	14%	10%	87%
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>						
Campbell	8,727	50%	39%	9%	9%	82%
Kapolei	6,635	57%	29%	10%	3%	85%
Waianae	6,620	42%	66%	14%	5%	67%
Nanakuli	2,619	41%	65%	16%	4%	65%
Pearl City	6,557	61%	28%	10%	5%	84%
Waipahu	8,576	42%	51%	9%	21%	72%
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>						
Castle	5,390	74%	37%	14%	2%	77%
Kahuku	3,765	67%	49%	11%	6%	89%
Kailua	3,047	71%	49%	15%	4%	73%
Kalaheo	4,023	71%	30%	12%	3%	81%
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>						
Hilo	4,399	72%	51%	15%	5%	82%
Laupahoehoe	218	32%	54%	16%	11%	93%
Waiakea	3,750	84%	39%	11%	4%	90%
Kau	894	60%	61%	16%	22%	90%
Keaau	2,751	57%	67%	17%	9%	82%
Pahoa	1,734	60%	71%	16%	8%	86%
Honokaa	2,633	58%	41%	12%	6%	84%
Kealakehe	4,494	66%	38%	10%	11%	70%
Kohala	890	57%	44%	18%	6%	95%
Konawaena	2,300	56%	47%	12%	10%	77%
<b>MAUI: 2 Complex Areas / 7 Complexes</b>						
Baldwin	4,174	65%	28%	10%	6%	85%
Kekaulike	4,267	72%	34%	14%	2%	79%
Maui	6,908	52%	34%	10%	14%	79%
Hana	357	87%	60%	16%	0%	76%
Lahainaluna	2,931	53%	28%	12%	20%	79%
Lanai	609	60%	24%	21%	12%	98%
Molokai	921	39%	60%	16%	4%	89%
<b>KAUAI: 1 Complex Area / 3 Complexes</b>						
Kapaa	3,209	74%	39%	12%	5%	81%
Kauai	3,783	72%	32%	9%	6%	86%
Waimea	2,466	78%	40%	8%	7%	84%
<b>OTHER:</b>						
Public Charter Schools	5,678	71%	33%	7%	5%	72%
Hawaii Center for Deaf & Blind	77	100%	17%	100%	32%	17%

\*Official Fall enrollment count.

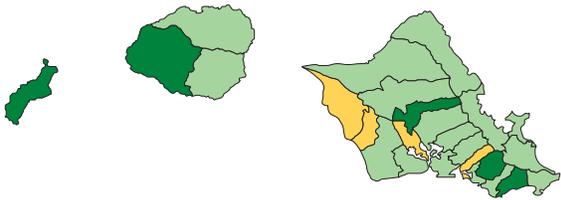
\*\*Includes Speech only and Hearing-Impaired only categories.

## COMPLEX SUMMARIES Students

Student background characteristics such as preschool attendance, poverty, special education, and non-English or limited English speaking, help to illustrate the diverse makeup and related challenges faced by complexes. For example, some complexes have over 80 percent of their entering kindergarten students having attended preschool, while for other complexes, less than one-half of their entering students have attended preschool. Nearly one-third of the 42 complexes is comprised of at least 50 percent of students who are economically disadvantaged, and 31 complexes serve double-digit percentage rates of students classified as special education. Similarly, 13 complexes have enrolled students with non-English or limited English proficiency constituting 10 percent or more of their total enrollment.

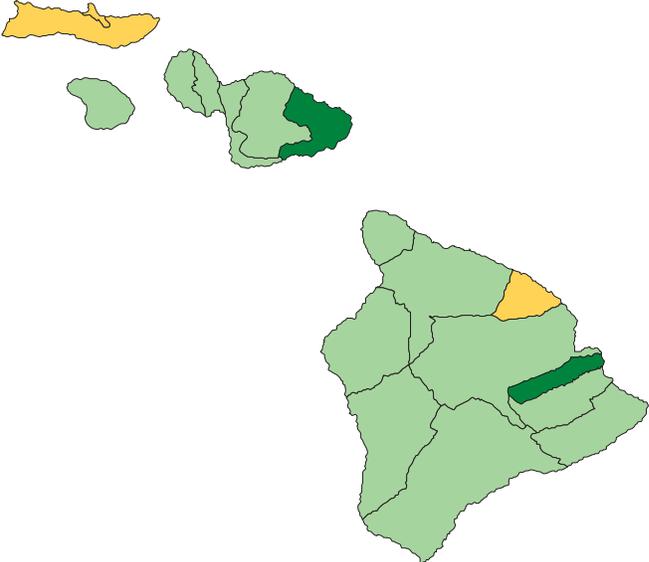
The on-time graduation rate is an example of one of many educational outcomes schools strive to achieve for all students. As with student background characteristics, graduation rates do differ across complexes. Some of these differences are substantial and speak to the ongoing challenges and range of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

# Profiles *and* Trends



Percent of Kindergartners  
*Who Attended Preschool,*  
2006 - 2007, By Complex

- 75 - 100%
- 50 - 74%
- 25 - 49%
- 0 - 24%



Percent of On-time  
*(4 year) Graduates,*  
2006 - 2007, By Complex

- 91 - 100%
- 81 - 90%
- 71 - 80%
- Less than, or equal to 70%

# Profiles *and* Trends

TEACHERS 2007		Complexes				
	Classroom Teachers (head count)	Fully Licensed	5+ Years at same School	Advanced Degree	Average Years Experience	K teachers w/ Early Childhood Endorsement
<b>State Overall</b>	<b>11,454</b>	<b>85%</b>	<b>51%</b>	<b>29%</b>	<b>11.2</b>	<b>21%</b>
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>						
Farrington	520	89%	50%	32%	11.5	14%
Kaiser	203	93%	57%	34%	12.5	29%
Kaimuki	356	90%	59%	31%	12.7	5%
Kalani	222	94%	57%	36%	12.5	27%
McKinley	317	91%	62%	35%	14.8	29%
Roosevelt	396	91%	56%	31%	12.0	15%
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>						
Aiea	276	89%	51%	29%	11.4	29%
Moanalua	287	90%	51%	34%	12.3	33%
Radford	394	89%	56%	24%	11.4	24%
Leilehua	484	87%	48%	29%	12.2	21%
Mililani	467	88%	45%	34%	12.3	25%
Waialua	101	95%	58%	34%	12.1	40%
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>						
Campbell	511	78%	44%	25%	9.2	10%
Kapolei	381	84%	42%	25%	8.4	45%
Waianae	434	70%	46%	21%	8.5	24%
Nanakuli	189	67%	39%	21%	9.2	20%
Pearl City	408	91%	58%	27%	12.8	22%
Waipahu	533	89%	55%	27%	11.6	18%
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>						
Castle	370	91%	64%	32%	13.0	10%
Kahuku	261	87%	53%	20%	11.4	27%
Kailua	244	83%	54%	30%	10.2	23%
Kalaheo	268	82%	46%	35%	10.1	22%
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>						
Hilo	310	91%	52%	28%	11.7	7%
Laupahoehoe	24	79%	17%	25%	6.9	0%
Waiakea	227	92%	52%	27%	13.8	9%
Kau	70	86%	29%	24%	7.8	100%
Keaau	189	89%	56%	30%	11.0	29%
Pahoa	123	87%	54%	32%	11.1	33%
Honokaa	170	85%	46%	29%	10.6	13%
Kealahou	260	79%	48%	31%	9.0	21%
Kohala	71	87%	58%	28%	12.1	25%
Konawaena	166	85%	45%	31%	11.9	0%
<b>MAUI: 2 Complex Areas / 7 Complexes</b>						
Baldwin	255	89%	57%	31%	12.8	15%
Kekaulike	283	84%	55%	32%	12.2	22%
Maui	421	86%	52%	27%	11.4	32%
Hana	30	93%	60%	37%	10.8	0%
Lahainaluna	187	77%	44%	30%	7.8	11%
Lanai	46	85%	48%	35%	8.3	0%
Molokai	77	94%	42%	22%	10.4	50%
<b>KAUAI: 1 Complex Area / 3 Complexes</b>						
Kapaa	203	86%	60%	23%	12.1	17%
Kauai	239	86%	54%	32%	11.6	20%
Waimea	162	85%	58%	27%	12.8	30%
<b>OTHER:</b>						
Public Charter Schools	300	28%	29%	36%	4.0	9%
Hawaii Center for Deaf & Blind	19	68%	53%	79%	11.4	0%

## COMPLEX SUMMARIES Teachers

### Change in Percent of Fully Licensed Teachers from 2005-2007, by Complex

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

### Change in Percent of Teachers at the Same School Five or More Years, 2005-2007, by Complex

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

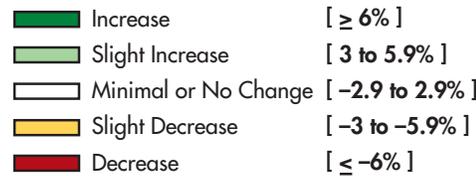
## Profiles *and* Trends

### Change in Percent of Kindergarten Teachers with Early Childhood Endorsement, 2005-2007, by Complex

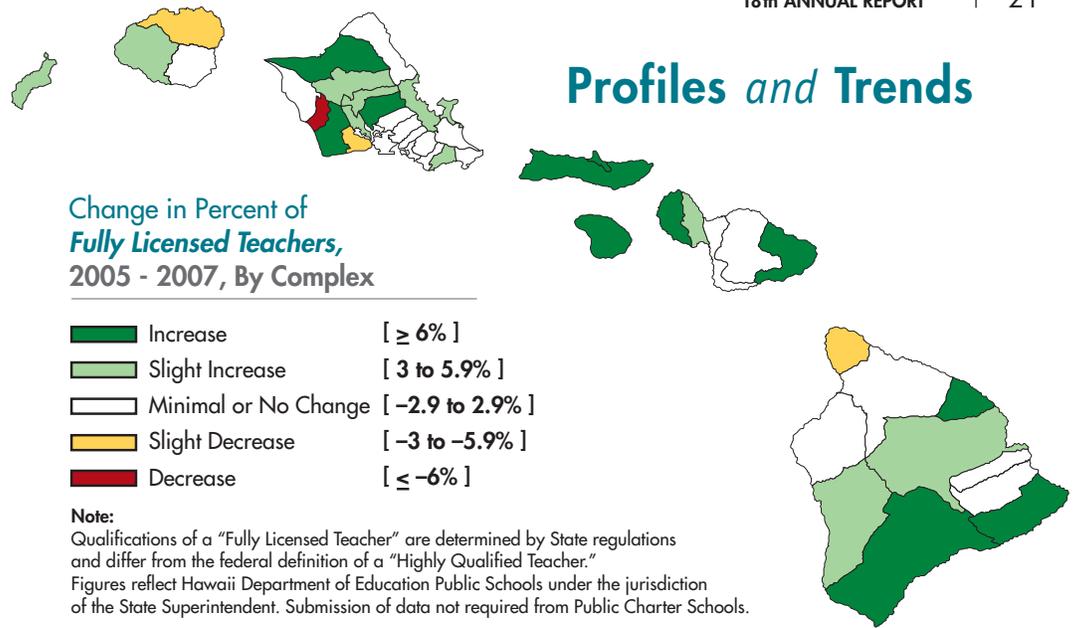
Early childhood endorsement is conferred by many teacher education programs to denote coursework or practicum specifically in early childhood. Hawaii kindergarten teachers with early childhood endorsement must have had 18 credits in Child & Family Studies; completed all course requirements for Elementary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

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

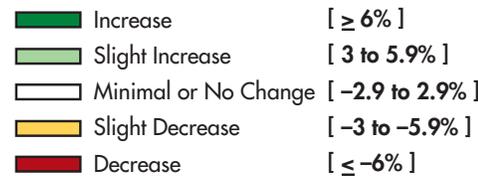
### Change in Percent of Fully Licensed Teachers, 2005 - 2007, By Complex



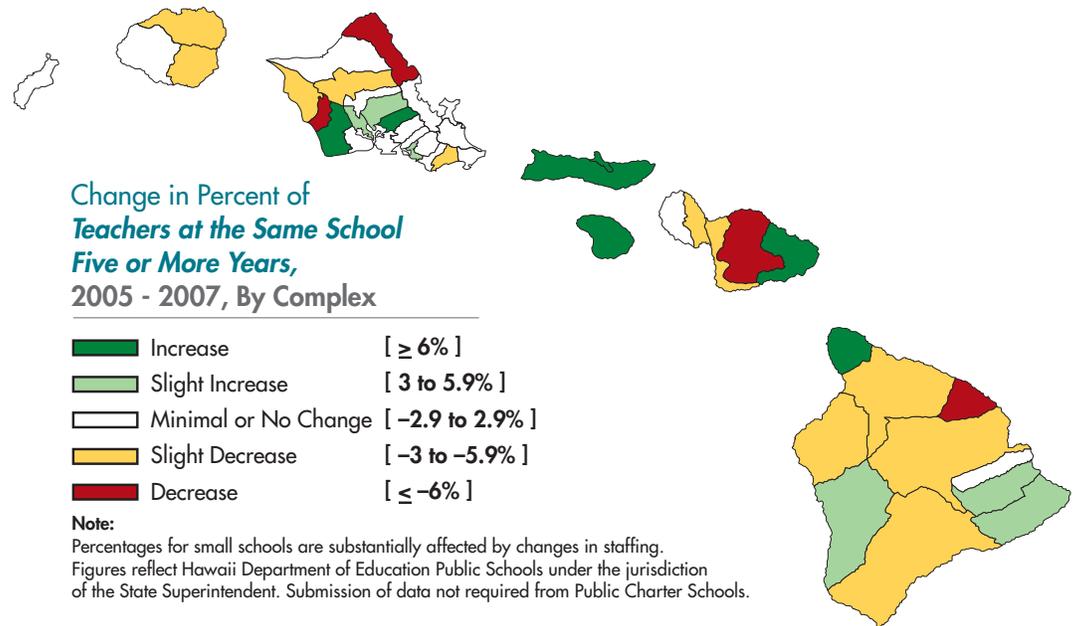
**Note:**  
Qualifications of a "Fully Licensed Teacher" are determined by State regulations and differ from the federal definition of a "Highly Qualified Teacher."  
Figures reflect Hawaii Department of Education Public Schools under the jurisdiction of the State Superintendent. Submission of data not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



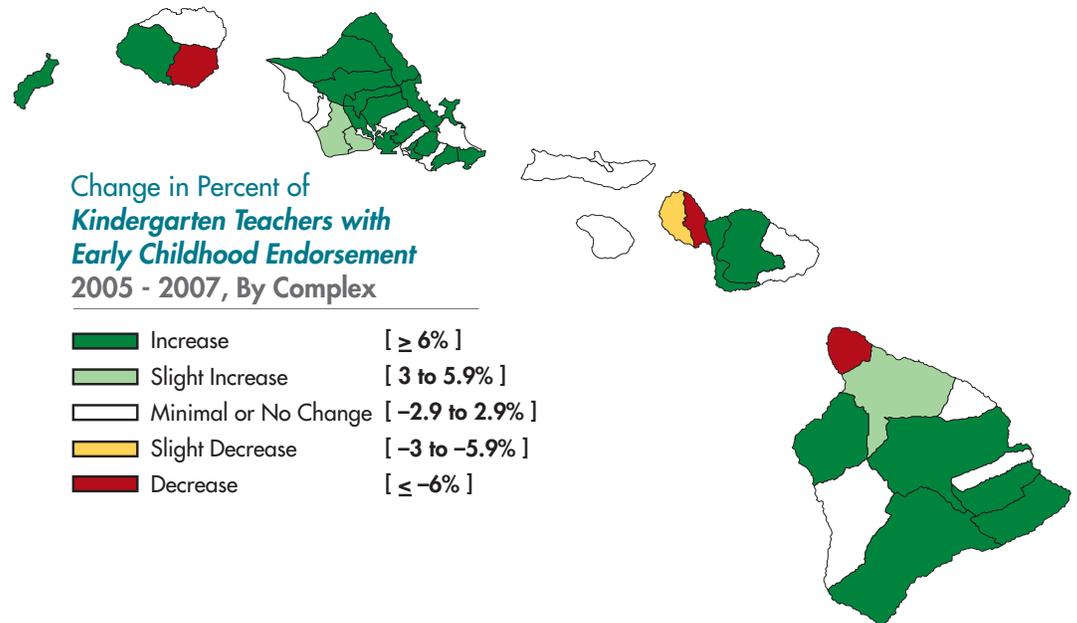
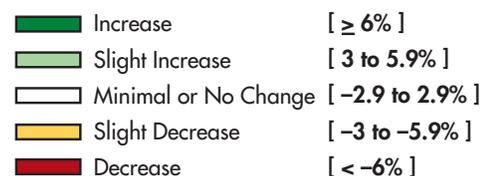
### Change in Percent of Teachers at the Same School Five or More Years, 2005 - 2007, By Complex



**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.



### Change in Percent of Kindergarten Teachers with Early Childhood Endorsement 2005 - 2007, By Complex



# Profiles *and* Trends

ASSESSMENT 2007		Complexes						
		READING						
		Standards-Based Assessment (HCPS) Percent Proficient and Exceeds						
STATE	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>								
Farrington*	49	46	44	39	51	47	51	47
Kaiser	77	72	77	73	84	77	80	77
Kaimuki	66	57	65	67	67	65	48	63
Kalani	79	66	74	74	80	79	75	75
McKinley	58	51	53	30	35	49	64	53
Roosevelt	79	73	75	65	67	66	71	70
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	73	56	59	66	70	70	66	66
Moanalua	73	60	65	68	83	73	76	72
Radford	68	63	65	73	68	73	74	69
Leilehua	58	56	60	54	60	58	70	59
Mililani	75	70	79	75	76	74	82	76
Waialua	70	59	72	66	56	66	75	67
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>								
Campbell	64	48	59	57	60	65	63	59
Kapolei	64	53	64	54	62	65	76	63
Waianae	43	31	43	34	44	38	44	40
Nanakuli	37	32	35	40	23	28	41	34
Pearl City	65	64	67	66	70	67	67	66
Waipahu	53	47	52	46	51	52	59	51
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	68	59	63	53	65	58	72	62
Kahuku	66	54	60	57	58	61	73	61
Kailua	57	46	64	55	46	32	56	53
Kalaheo	70	65	67	70	74	72	75	70
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	51	51	53	52	60	65	57	56
Laupahoehoe	47	31	21	47	29	38	57	39
Waiakea	63	54	58	56	69	62	63	61
Kau	24	23	32	23	38	38	55	33
Keaau	60	47	45	34	41	42	51	46
Pahoa	44	33	54	34	39	46	54	43
Honokaa	54	44	56	53	67	63	60	55
Kealakehe	61	47	62	49	63	60	71	59
Kohala	39	38	36	33	51	45	64	44
Konawaena	71	60	55	56	63	60	69	62
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	56	55	63	55	53	49	62	56
Kekaulike	63	59	68	57	67	61	60	62
Maui	57	54	64	50	58	50	54	55
Hana	35	44	48	52	62	55	78	54
Lahainaluna	47	42	47	43	72	62	63	53
Lanai	62	37	43	44	50	60	69	52
Molokai	59	44	52	37	44	50	47	48
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	63	47	62	48	56	53	64	56
Kauai	58	55	58	60	65	67	70	62
Waimea	65	51	68	43	57	62	69	60
<b>OTHER:</b>								
Public Charter Schools	63	63	63	56	64	67	75	64
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.

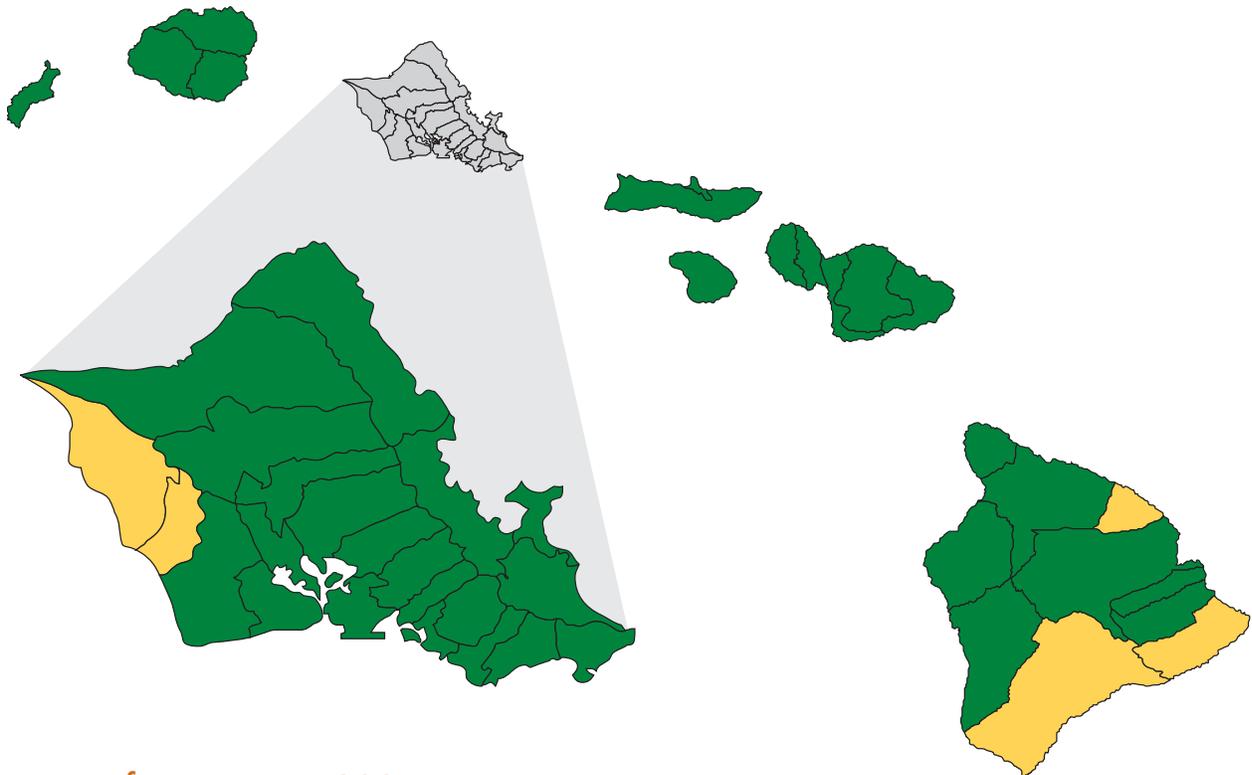
## COMPLEX SUMMARIES Assessments-Reading

### Hawaii Content & Performance Standards

New Hawaii Content and Performance Standards (HCPS III) and a different standards-based assessment were implemented statewide in 2007. Results of the 2007 assessments are not directly comparable to the prior years' testing results. For all grade levels tested, the reading results ranged from a low of 33% (Kau Complex) to a high of 77% (Kaiser Complex). Thirty-three (79%) 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 2007 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.

## Profiles *and* Trends



Performance on 2007  
**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

ASSESSMENT 2007		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	49%	48%	40%	39%	37%	26%	29%	38%
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>								
Farrington*	30	39	32	25	25	16	15	26
Kaiser	64	66	60	60	66	40	50	58
Kaimuki	59	54	52	49	44	32	18	45
Kalani	72	64	58	64	63	43	53	59
McKinley	51	48	44	21	22	15	39	40
Roosevelt	68	67	56	52	49	32	45	52
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	58	51	43	51	46	44	31	47
Moanalua	54	54	43	51	60	40	42	49
Radford	53	52	47	56	40	30	42	47
Leilehua	40	48	39	27	29	19	39	35
Mililani	65	63	58	55	59	36	46	55
Waialua	61	55	62	53	37	16	33	44
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>								
Campbell	50	43	34	45	35	24	27	37
Kapolei	50	50	37	30	34	24	26	35
Waianae	29	26	32	26	20	12	5	21
Nanakuli	29	28	26	29	9	11	8	20
Pearl City	54	54	48	56	57	35	33	49
Waipahu	45	43	39	40	30	29	19	35
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	59	53	35	45	38	34	33	43
Kahuku	58	46	42	43	32	25	27	39
Kailua	44	43	35	42	35	13	25	35
Kalaheo	49	60	38	49	53	32	29	45
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	37	45	35	36	34	32	24	34
Laupahoehoe	50	31	14	11	na	15	14	19
Waiakea	53	49	30	38	40	25	30	38
Kau	6	14	9	20	17	12	7	12
Keaau	49	43	24	16	19	16	40	30
Pahoa	38	29	25	19	20	19	26	25
Honokaa	38	34	26	44	25	19	17	29
Kealakehe	43	35	34	20	26	19	32	30
Kohala	21	25	20	13	28	8	22	19
Konawaena	61	52	32	34	33	27	25	37
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	45	49	43	32	31	16	24	34
Kekauike	55	54	42	31	25	15	15	34
Maui	44	51	37	26	26	13	27	32
Hana	47	34	24	28	31	14	30	29
Lahainaluna	33	33	25	19	35	18	29	27
Lanai	53	37	24	24	24	21	9	26
Molokai	51	51	37	26	28	26	19	32
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	47	35	38	26	27	20	30	31
Kauai	43	49	38	48	48	43	27	42
Waimea	55	48	43	37	44	22	24	39
<b>OTHER:</b>								
Public Charter Schools	43	49	37	30	31	22	25	33
Hawaii Center for Deaf & Blind	na	na	na	6	na	na	na	2

\*Second grade scores for a Farrington Complex elementary school are included in 3rd grade percents.

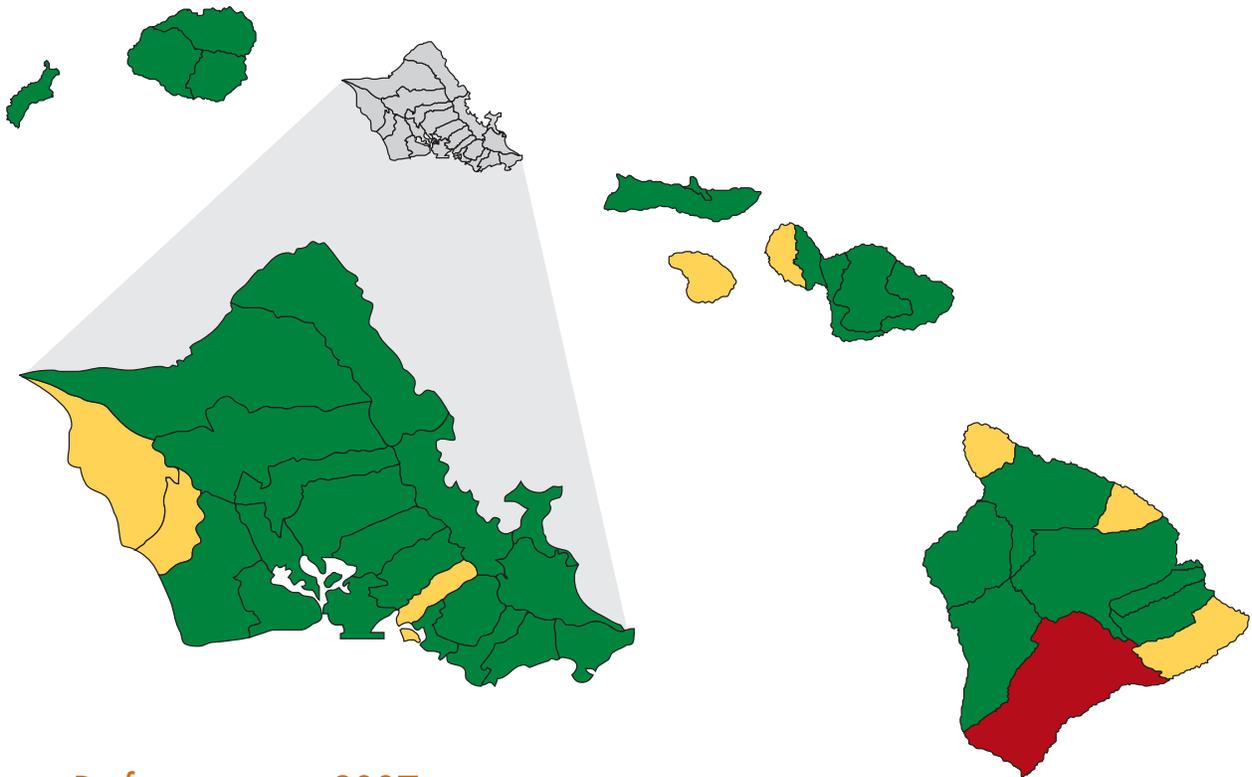
Source: Hawaii State Department of Education, Student Assessment Section.

## COMPLEX SUMMARIES Assessments-Mathematics

### Hawaii Content & Performance Standards

New Hawaii Content and Performance Standards (HCPS III) and a different standards-based assessment were implemented statewide in 2007. Results of the 2007 assessments are not directly comparable to the prior years' testing results. For all grade levels tested, the mathematics results ranged from a low of 12% (Kau Complex) to a high of 59% (Kalani Complex). Four (10%) of the complexes have 50% or more students overall who scored in the proficient or exceeds proficient range in mathematics.

## Profiles *and* Trends



### Performance on 2007 **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

ASSESSMENT 2007		Complexes							
		READING Norm-Referenced Test (TerraNova) Percent Average and Above							
		Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
Nat'l Norm	STATE	77%	77%	77%	77%	77%	77%	77%	77%
		74%	77%	78%	78%	71%	79%	78%	76%
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>									
Farrington*		56	70	69	67	59	69	67	65
Kaiser		87	87	91	86	91	88	83	88
Kaimuki		77	79	78	82	72	79	64	77
Kalani		85	85	89	88	86	90	87	87
McKinley		71	76	74	60	52	67	78	71
Roosevelt		85	87	83	85	75	79	84	82
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>									
Aiea		78	81	79	86	74	84	77	80
Moanalua		83	79	83	86	86	91	83	85
Radford		80	82	87	88	73	87	83	83
Leilehua		72	83	81	77	68	77	86	77
Mililani		86	86	87	91	82	89	88	87
Waiialua		82	84	87	87	68	81	79	81
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>									
Campbell		75	75	79	81	67	81	75	76
Kapolei		75	79	83	81	70	83	83	79
Waianae		56	57	64	65	54	62	62	60
Nanakuli		48	56	53	63	38	48	63	52
Pearl City		77	84	84	82	82	86	75	82
Waipahu		66	72	77	73	59	74	68	70
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>									
Castle		78	74	76	76	79	79	81	77
Kahuku		74	76	76	79	65	84	80	76
Kailua		71	71	83	79	62	67	72	74
Kalaheo		84	87	85	87	84	87	86	86
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>									
Hilo		65	79	73	74	66	79	70	72
Laupahoehoe		60	67	27	72	54	67	71	61
Waiakea		72	74	71	75	81	80	79	76
Kau		39	35	50	50	51	60	79	51
Keaau		76	75	71	64	60	65	71	69
Pahoa		66	63	76	70	56	66	81	67
Honokaa		67	69	72	79	76	79	75	72
Kealakehe		74	72	83	77	72	80	84	77
Kohala		55	62	74	72	72	70	77	69
Konawaena		79	82	79	84	76	78	77	79
<b>MAUI: 2 Complex Areas / 7 Complexes</b>									
Baldwin		71	77	81	78	69	76	80	76
Kekaulike		77	82	81	78	72	79	81	79
Maui		73	76	78	77	67	74	75	74
Hana		41	56	56	76	62	83	85	67
Lahainaluna		60	72	70	67	79	82	79	73
Lanai		79	58	71	66	54	68	80	68
Molokai		76	75	67	68	55	79	62	69
<b>KAUAI: 1 Complex Area / 3 Complexes</b>									
Kapaa		77	79	81	78	73	81	79	78
Kauai		74	86	78	80	75	87	86	81
Waimea		82	80	83	72	69	81	85	79
<b>OTHER:</b>									
Public Charter Schools		75	82	83	81	71	84	84	80
Hawaii Center for Deaf & Blind		na	na	na	na	na	20	na	3

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

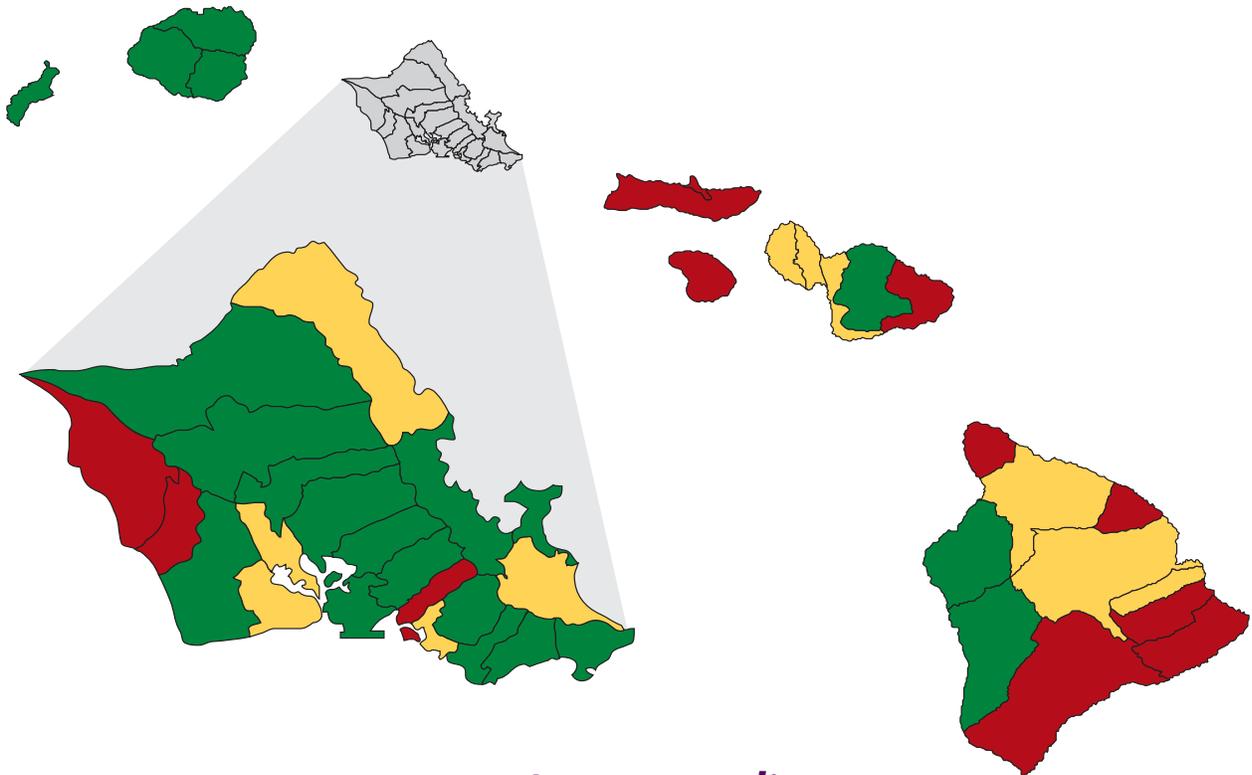
Source: Hawaii State Department of Education, Student Assessment Section.

## COMPLEX SUMMARIES Assessments-Reading

### TerraNova

A different norm-referenced test, TerraNova, was administered statewide in 2007 than was used in prior years. In reading, TerraNova scores for 20 of 42 (48%) complexes met or exceeded the national norm for average and above.

## Profiles *and* Trends



### Performance on 2007 **TerraNova 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

ASSESSMENT 2007		Complexes							
		MATHEMATICS Norm-Referenced Test (TerraNova) Percent Average and Above							
		Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
Nat'l Norm	STATE	77%	77%	77%	77%	77%	77%	77%	77%
		75%	77%	77%	73%	74%	76%	75%	75%
<b>HONOLULU: 3 Complex Areas / 6 Complexes</b>									
Farrington*		60	68	66	59	62	66	66	64
Kaiser		88	89	87	83	91	87	89	88
Kaimuki		82	78	81	78	78	77	61	77
Kalani		90	87	87	89	93	90	90	89
McKinley		75	78	73	51	56	63	84	73
Roosevelt		85	90	84	80	82	80	85	83
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>									
Aiea		80	81	78	83	77	83	80	80
Moanalua		81	80	82	82	90	88	84	84
Radford		80	82	82	84	78	85	80	82
Leilehua		70	74	77	72	74	74	78	74
Mililani		85	88	87	86	84	84	87	86
Waialua		81	80	84	82	74	82	78	80
<b>LEEWARD: 2 Complex Areas / 6 Complexes</b>									
Campbell		76	77	74	77	72	78	76	76
Kapolei		75	79	84	72	74	78	74	77
Waianae		58	56	62	55	60	57	47	57
Nanakuli		52	56	59	61	53	60	61	57
Pearl City		79	81	87	82	87	83	76	82
Waipahu		73	72	75	75	69	73	71	73
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>									
Castle		82	79	81	76	79	78	80	79
Kahuku		82	77	75	80	79	78	77	78
Kailua		72	77	80	75	69	63	73	74
Kalaheo		77	85	80	83	84	85	83	83
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>									
Hilo		66	71	71	65	73	80	64	70
Laupahoehoe		67	67	45	44	46	50	71	55
Waiakea		72	75	78	72	82	81	77	77
Kau		32	35	44	43	50	49	64	45
Keaau		78	73	68	55	55	61	25	61
Pahoa		72	63	69	56	56	61	71	64
Honokaa		67	67	68	77	72	76	71	69
Kealakehe		69	71	77	59	71	78	82	73
Kohala		52	66	61	59	76	71	73	65
Konawaena		76	79	71	71	69	75	74	74
<b>MAUI: 2 Complex Areas / 7 Complexes</b>									
Baldwin		72	79	81	74	78	75	75	76
Kekaulike		78	79	80	67	66	68	70	73
Maui		79	78	81	74	72	69	76	76
Hana		59	59	64	72	54	83	77	67
Lahainaluna		56	75	67	59	81	69	72	68
Lanai		74	81	74	69	60	81	84	74
Molokai		76	89	81	76	74	78	67	77
<b>KAUAI: 1 Complex Area / 3 Complexes</b>									
Kapaa		78	72	78	71	69	68	78	73
Kauai		78	79	76	72	76	80	81	77
Waimea		80	78	82	72	76	78	81	79
<b>OTHER:</b>									
Public Charter Schools		69	79	81	74	72	79	75	75
Hawaii Center for Deaf & Blind		na	na	na	na	na	20	na	3

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

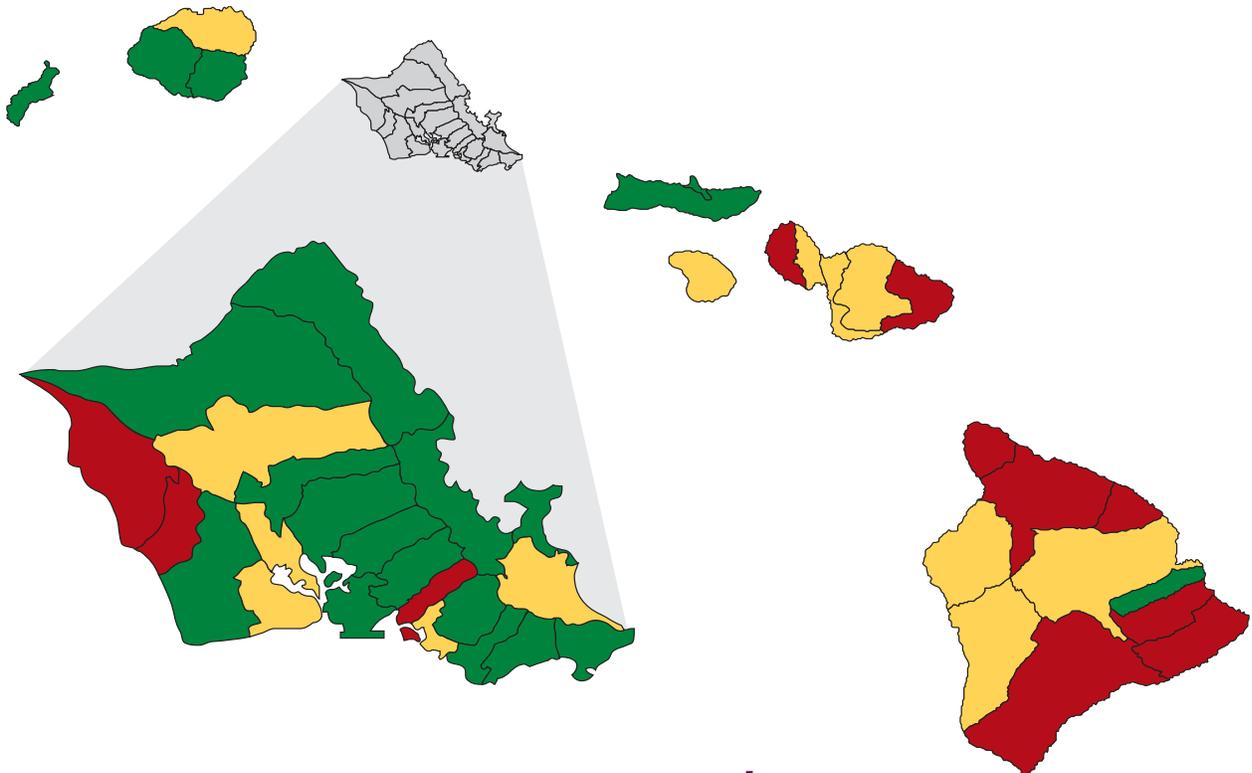
Source: Hawaii State Department of Education, Student Assessment Section.

## COMPLEX SUMMARIES Assessments-Mathematics

### TerraNova

A different norm-referenced test, TerraNova, was administered statewide in 2007 than was used in prior years. In mathematics, TerraNova scores for 18 of 42 (43%) complexes met or exceeded the national norm for average and above.

## Profiles *and* Trends



### Performance on 2007 **TerraNova Mathematics** Grades 3-8 and 10, by Complex

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**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)



SUPERINTENDENT'S 18TH ANNUAL REPORT



## Appendices

**APPENDIX A**

**GLOSSARY**

**APPENDIX B**

**REFERENCES & RESOURCES**

**APPENDIX C**

**DATA TABLES - ONLINE**



## Appendix A. Glossary

*This glossary explains the educational and fiscal terms and measures contained in the 2007 Superintendent's 18th 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 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 area 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 (see Full-Time Equivalent). Unlike FTE, headcount is a simple count of the number of teachers who are directly teaching students.

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

**Complex:** This smaller division within a Complex Area consists of a comprehensive high school and middle/intermediate and elementary schools within its attendance boundary.

## Appendix A. Glossary

**Demographics, State:** Figures reported by the U.S. Census Bureau for 2006 are estimates and are updated periodically. The 2006 estimates in this report are from the 2006 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.

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

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

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

**Enrollment Count, Official:** The official enrollment count of each school is reported to the State upon the yearly opening of school. A school's enrollment may fluctuate over the course of the school year, so that an enrollment count taken mid-year may be different from its official enrollment count. Speech only and Hearing-Impaired only special education students are excluded from the special education student count in the official enrollment report.

**Federal Funds:** Funds provided by the federal government for use by the State public school system, through grants from various federal agencies, such as the U.S. Department of Education, U.S. Department of Defense, and U.S. Department of Agriculture.

**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 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 public 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, TerraNova:** The TerraNova Assessment is a norm-referenced test that shows how well students' test scores compare to those of a nationally selected group of students (called the "norm group"). For the TerraNova norm group, 77% always score "average and above average."

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

**Perceptions of Safety and Well-Being, Student and Teacher:** Positive responses to a set of items on the Department of Education's 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.

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

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

**Relative Wealth, Per Capita Revenue:** The per capita revenue is reported by the U.S. Census Bureau as a result of their Annual Survey of Government Finances 2004, a survey completed by all states. Per capita amounts are based on population figures as of July 1, 2004, 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 Language Learner services.

**Standard-based Assessment, Hawaii Content and Performance Standards:** These tests measure student achievement in reading and mathematics based on Hawaii content standards. The percents shown are assessment results, not No Child Left Behind (NCLB) accountability results. "Percent Proficient & Exceeds Proficiency" 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 2006 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 & Resources

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

### **Educational and Accountability Reports**

#### **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. The last planned administration of HOPPE was not conducted in 2007 in anticipation of a new public opinion poll that will be initiated in spring 2008.

<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 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 & 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**

### **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 Reports**

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 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 & Resources

### Special Education Reports

#### Due Process Hearings Decisions

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

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

#### Annual Performance Report & State Performance Plan

These documents are the State's plans and reports in accordance with the Individuals with Disabilities Education Improvement Act of 2004. Included are evaluations of the State's efforts and plans for improving implementation.

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

### Legislative Reports

#### Reports to Legislature, 2007

These are reports on the bills and resolutions passed in the 2007, Regular Session, Hawaii State Legislature.

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

### Other Resources

#### 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 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

*Data tables are available online at:*

<http://arch.k12.hi.us/system/suptreport/2007.html>

### Data Tables

1. Enrollment in Hawaii Public and Private Schools
2. Enrollment by District
3. Special Needs Affecting Public School Students in Hawaii
4. Average Attendance Rates by School Type
5. Four-year Graduation and Dropout Rates
6. Ethnicity of Students and Teachers
7. Hawaii Content and Performance Standards Assessments
8. Norm-Referenced Tests
9. Chapter 19 Charges Categorized by Type of Incident
10. Administrative Staff as a Proportion of Total Staff-Hawaii and Comparison States
11. Expenditures per Pupil, Hawaii and Comparison States
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

## 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.

## Ten-year Strategic Plan

### By 2015, we envision ...

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

STATE OF HAWAII DEPARTMENT OF EDUCATION

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