Guidance Materials to Support the Use of Hawai'i-Specific, Publicly Available Data Sources

REL PACIFIC
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Introduction

Effective evidence-based action requires getting the right data into the right hands at the right time to help make decisions. The Data Quality Campaign (2011) has provided suggestions to state education agencies for effectively using data within state longitudinal data systems. One suggestion is to identify "the variety of ways available data can be used and the types of analyses required to answer critical policy questions" (p. 2). In addition to answering policy questions, publicly available data sources have the potential to assist educators, policy makers, and other education stakeholders in Hawai'i with making evidence-based decisions related to education policy, programming, and support. As such, this document provides guidance to education researchers on how to access publicly available data sources, the questions that can be supported by the data sources, and the limitations of the data sources in order to support the advancement of education research and evidence-based decisionmaking in Hawai'i.

Hawai'i-Specific, Publicly-Available Data Sources

To identify available sources of publicly available data specific to Hawai'i, REL Pacific researchers solicited recommendations from 2013 Annual Hawaii Partnership for Educational Research Consortium (HPERC) Symposium attendees. REL Pacific researchers examined the list provided by the symposium attendees to identify data sources that were publicly available, Hawai'i-specific, and address at least one of HPERC's nine research priority areas (see Appendix A for the methods used to vet the data sources for inclusion in this document). The nine HPERC priority areas are listed below (HPERC, 2013):

- Teacher training
- Technology-supported curriculum/use of technology in the classroom
- English language learner services and support
- Teacher evaluation
- Graduation rate
- Model schools/best practices
- NCLB requirement waivers/redefining school success
- Instructional time
- Special education services.

The data sources included in this document are divided into state and national data sources. Of the 11 state data sources, the Hawaii State Department of Education maintains four, Kamehameha Schools houses three, and the University of Hawai'i (UH) manages four. For the national data sources, the Department of Education maintains two data sources, Department of Health and Human Services houses two data sources, the Department of Labor maintains one data source, the National Science Foundation maintains one data source, and the U.S. Census Bureau houses one data source, totaling seven national data sources. In total, in-depth information on 18 publicly

available, Hawai'i-specific data sources that can be used by education researchers to address at least one of HPERC's nine research priority areas is provided in this document (see Appendix B for a table of the state and national data sources and the respective appendices for each).[1]

Information on each of the 18 Hawai'i-specific, publicly available data sources is summarized in the following section and further detailed at the end of this document. The terms used throughout this document are defined in table 1.[2]

Table 1. Description and examples of terms used to describe data sources

Term	Description	Example 1	Example 2
Variable[3]	Provides the variable name as listed in the data source.	NCLB status	Language spoken at home (for population 25 years old and over)
Values	Specifies the values for a Variable.	• Status not determined • In good standing, unconditional • In good standing, pending • School improvement Year 1 • School improvement Year 2 • Corrective action Year 1 • Planning for restructuring • Restructuring	• English only • Language other than English
Subgroups	Indicates how data are disaggregated within the data source. Disaggregation allows for analysis to be conducted for particular subgroups and typically involves using additional demographic data collected for that variable.	• Title 1 • Non-Title 1	• Spanish • Other Indo-European languages • Asian and Pacific islander languages • Other languages
Type of data	Denotes the format of the data; counts and percentages are the most common types of data.	• Count • Percent	• Count • Count margin of error • Percent • Percent margin of error
Level of data	Identifies the units of analysis available for that data source. State- and school-levels of data are the most common in the described data sources.	• Complex Area • Complex	• State • Zip code • County • County subdivision • Census tract • Congressional district • School district • Urban area • Metropolitan area
Date of data	Includes the timeframe(s) that the	• 2002-2012	• 2008-2012

[1] The list of data sources does not represent all publicly available, Hawai'i-specific data sources that may be available to education researchers. The data sources included are specific to HPERC's research priority areas.

[2] Complete information may not be available for every data source.

[3] There may be additional variables for the data sources discussed in this document. Variables were excluded from the tables in this document if they did not relate to one of the HPERC priority areas. Please go to the specific data source to access all variables for that data source.

Term	Description	Example 1	Example 2
	available data encompass.		

REL Pacific researchers did not collect or retrieve any data for this project. Instead, researchers collected information related to the existing data from the suggested data sources. Therefore, issues of data quality (i.e., accuracy, reliability, and timeliness) were not explored in this project.

State Data Sources

Hawaii State Department of Education (HIDOE)

Accountability Data Center

The Accountability Data Center (ADC), housed within HIDOE's Systems Accountability Office, is an interactive web portal that presents accountability data to the education community in Hawai'i, including educators, parents, policy makers, researchers, and community partners (State of Hawaii Department of Education, 2010). The data housed at ADC addresses two HPERC research priority areas: No Child Left Behind (NCLB) requirement waivers/redefining school success and graduation rate.

The data are available at the state, complex area, complex, and school levels within three "data panels" within the website: AYP & NCLB Status (adequate yearly progress and No Child Left Behind), Proficiency, and Map. The variables within the AYP & NCLB Status and Proficiency panels are included in Appendix C. In addition to the variables provided, within the AYP & NCLB Status panel at the school level, NCLB status can be tracked over time by subject. School-level data also include graduation and retention data.

The data encompass the 2002–03 academic year through the 2012–13 academic year. However, "prior to 2007, achievement results are not straightforwardly comparable with results from 2007 through the current year. This is due to changes in content and performance standards and assessments based on those standards" (State of Hawaii Department of Education, 2010, Welcome section, 4th para.). A limited data dictionary is provided that defines some variables within the "Help" function. Additionally, there is information within the "Help" function on how to navigate the web portal and the capability to search for a particular keyword. One limitation is that the data are unavailable for download into a Microsoft Excel file. Data are displayed directly on the website, with options to filter different graphs by factors such as level of data (e.g., school, complex, complex area, state), subgroup, grade, school year, etc. Manual entry of the data into a Microsoft Excel file or statistical software is necessary to conduct analysis.

Data are provided online at http://arch.k12.hi.us/datacenter/adc.html. Comments and questions can be emailed to arch_mail@notes.k12.hi.us.

Research questions that could be answered using the data from the ADC include:

- What are the math, reading, and science proficiency rates by subgroup[4] for the past five academic years across the state of Hawai'i?
- Over the past ten years, how many high schools met their graduation targets for at least seven of those ten years?

College and Career Readiness Indicators Reports

The College and Career Readiness Indicators Reports (CCRIs) have been produced for each high school through a partnership between Hawai'i P–20, the HIDOE, the UH, and Kamehameha Schools (Hawai'i P–20 Partnership for Education, 2013). Indicators within the reports are based on recommendations from *College- and Career-Ready Accountability Systems*[5] (Achieve, Inc., 2014). Indicators were also chosen based on data availability. The CCRIs address one HPERC research priority area: graduation rate.

The CCRIs are provided at the state and school levels, starting with the graduating class of 2009 through the graduating class of 2012. The variables within each CCRI are included in Appendix D. Technical reports are available for each year, and provide detailed information of the indicators and data sources. A limitation is that the data are unavailable for download into a Microsoft Excel file, and are displayed in PDF reports. Manual entry of the data into a Microsoft Excel file or statistical software is necessary to conduct analysis.

The CCRIs are provided by graduating class at http://www.p20hawaii.org/resources/. Comments and questions can be emailed to Jean Osumi, Hawaii P–20 Partnerships for Education, at josumi@hawaii.edu.

Research questions that could be answered using the data from the CCRIs include:

- What type of diploma do graduates from Hawai'i high schools typically obtain?
- Has the primary type of diploma obtained changed from 2009–2012?
- What is the rate of Advanced Placement exam success (e.g., scoring 3 of 5 or better) from 2009–2013?

Hawaii Public Schools Reports for IDEA Part B

The HIDOE provides public reports on various topics related to finances, schools, special education, and state-level legislation (Hawaii Department of Education Reports, n.d.). Special education reports are related to the requirements of the Individuals with Disabilities Education Act (IDEA) Part B, which requires state education agencies to provide special education and related services to students from ages 3 to 20. The available IDEA Part B reports can inform HPERC's special education services research priority area. The reports contain information on assessment,

[4] Subgroups for this data source include: grade level, disadvantaged students, disabled (SPED) students, race/ethnicity, gender, migrant students, recently exited ELL students, AA students, recently exited SPED students, and school types (Title I/non-Title I, department school, charter school). For a full list of variables and subgroups for this data source, see Appendix B.

[5] Source: http://www.achieve.org/files/AccountabilityCriteria.pdf

child count, discipline, dispute resolution, educational environment, exiting, and personnel (Hawaii Public School Reports, n.d.).

The variables related to each report are provided in Appendix E. The data encompasses the 2007–2008 through 2012–2013 academic years. All data are at the state level. Detailed information about how the data were derived can be found within each report. The data are available for download into Microsoft Word files for each report by academic year.

The reports can be found by academic year at http://hidoereports.k12.hi.us/IDEAPartB/Pages/default.aspx. No contact information is provided on the Hawaii Public Schools Reports website.

Research questions that could be answered using the data within the IDEA Part B reports include:

- What is the change in percentages of students with disabilities who participated in the Hawaii State Assessment without accommodations from the 2008–2009 academic year to the 2012–2013 academic year?
- Do types of disabilities differ across race/ethnicity for children ages 6–21?

Strive HI Performance System

The Strive HI Performance System (Strive HI) emerged in response to the U.S. Department of Education's decision to allow states to apply for waivers releasing them from selected requirements of NCLB. The Hawaii Department of Education's NCLB waiver was approved by the U.S. Department of Education in May 2013. Strive HI tracks schools' performance and progress and is used to customize rewards, supports, and interventions for school improvement (Hawaii State Department of Education, n.d.). Strive HI data addresses two HPERC research priority areas: NCLB requirement waivers/redefining school success and graduation rate.

Strive HI contains school-level data that can be aggregated to various levels (e.g., complex, school type). Strive HI provides information on school success, on-time graduation rates, college and career readiness, and student achievement gaps. Strive HI also includes unique features, such as the Strive HI Index and five Strive HI Steps[6]. The variables within Strive HI are included in Appendix F. Data are available for download into a Microsoft Excel file. The Strive HI Master Data File includes a tab that provides data descriptions and definitions of each variable.

Strive HI also includes an Interactive School Distribution site, which shows the distribution of schools by Strive HI Step. School distribution can be further sorted on this website by school level

[6] The Strive HI Index assigns schools a score between 0 and 400, and examines four components (each worth 100 points): Achievement, Growth, Readiness, and Achievement Gap. The index score then helps determine which of five Strive HI Steps a school is assigned: Recognition, Continuous Improvement, Focus, Priority, or Classification Not Determined. (Source: http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/Strive-HI-System-Index.aspx and http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx)

(elementary, high, middle) and/or complex area. In addition, individual data points in the graphic provide detail on the school name, complex area, and reason for automatic classification into a particular Strive HI Step, if applicable. This site can be accessed at: http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx.

Given that this is a new system, the data encompass only the 2010–11, 2011–12, and 2012–13 academic years. To preserve student privacy, data is suppressed for any school that has fewer than 10 students for a particular measure. Additionally, comparisons of Strive HI data to different data sources may be limited, due to the use of a specifically calculated new index. As explained in the Strive HI Master Data File, "The data presented in this report were created to calculate the Strive HI index. Due to situations specific to the calculation of an index, some of the data points may not match published data for similar measures. For this reason, please use caution when comparing these data to other data sets."

The Strive HI Master Data File can be downloaded at: http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx. The Strive HI Master Data File is located under Related Downloads along the right side of the screen. For further information or assistance, contact Lyndsay Pinkus, Hawaii State Department of Education, at 808-586-3448 or Lyndsay_Pinkus@hawaiidoe.org.

Research questions that could be answered using the data from Strive HI include:

- How do graduation rates for high-needs and non-high needs students vary across school performance factors such as school index score and Strive HI Step classification?
- What is the relationship between NCLB categories and Strive HI rankings/groupings?
- What is the relationship between chronic absenteeism and achievement gaps?
- What are the graduation rate gaps that exist by Strive HI grouping?

Kamehameha Schools

Kamehameha Schools (KS) is an education system that serves more than 6,900 students of Hawaiian ancestry through K–12 campuses and 31 preschool sites statewide. In addition, they serve 40,000 learners annually through community collaborations, charter school support, and literacy enhancement programs for public school students (Kamehameha Schools, 1996–2014). Their research and evaluation department studies stakeholder-identified needs; results are posted on their online DataBoard (Kamehameha Schools, 2006).

The DataBoard includes the after-graduation plans for class of 2006 graduates, a Native Hawaiian educational attainment chart, and NCLB data for 2004. In addition, the DataBoard includes many reports that are not specific to schools; for example, a report on population estimates for Native Hawaiians by region. Data are available for download into a Microsoft Excel file.

The information can be found at http://www.ksbe.edu/spi/databoard.php. Questions about the data sources may be directed to the Strategic Planning and Implementation Group at spire@ksbe.edu.

After-Graduation Plan for KS Class of 2006

Kamehameha Schools provides a data source with information about the after-graduation plans for KS students. The data are provided at four levels: the Hawai'i Campus, the Kapalama Campus, the Maui Campus, and aggregated across campuses. This data source addresses one HPERC research priority area: graduation rate. The variables for the data source are included in Appendix G. There are two limitations to this data source: no data dictionary is provided and the data are limited to 2006.

Research questions that could be answered using the data include:

- What were the most common plans for high school graduates in 2006?
- Were there trends within or between regions (Hawai'i, international, mainland, or undecided) where students planned to be after graduation?

Native Hawaiian Educational Attainment Charts

Kamehameha Schools also hosts a data source with information about native Hawaiian educational attainment. The data are available at the state level. This data source addresses one HPERC research priority area: graduation rate. The variables for the data source are included in Appendix H. There are two limitations to this data source: no data dictionary is provided and it does not list a year or timeframe.

Research questions that could be answered using the data include:

- What is the relationship between age groups and educational attainment?
- Are some age groups more highly educated than others?
- Does one sex report higher educational attainment than another?

No Child Left Behind, 2004

This data source aligns with the HPERC research priority area of NCLB requirement waivers/redefining school success. The variables contained in this data source are included in Appendix I. The data are available at the school level. There are two limitations to this data source: no data dictionary is provided and the data are limited to 2004.

Researchers may use the data to answer questions such as:

- What is the relationship between the percentage of Hawaiians and NCLB status of schools?
- In what cities were schools with the NCLB status of "No Sanction" in 2004?

University of Hawai'i

Center on the Family Data Center

The Center on the Family Data Center (CFDC) operates within the University of Hawai'i's College of Tropical Agriculture and Human Resources. In addition to serving as the state grantee for Hawai'i KIDS COUNT, the CFDC contains child and family indicators, community profiles for more than 40 school complexes, indicators on Hawai'i's aging population, and general population data (Center on the Family, n.d.). The CFDC addresses three HPERC research priority areas: graduation rate, special education services, and English language learner services and support.[7]

The CFDC compiles data from national and state-level sources, including the U.S. Census Bureau, Hawaii State Department of Education, and additional departments/organizations within Hawai'i. Education-related data can be found within the child and family indicators section. The variables within the child and family indicators section are included in Appendix J.

The data years range from 1980 to 2012. However, some years of data are missing across the indicators and some levels of data are missing across the years. The CFDC provides definitions, data sources, and technical notes for indicators within the corresponding tables. Data are available for download into a Microsoft Excel file.

Data are provided online at http://uhfamily.hawaii.edu/cof_data/home.aspx. Comments and questions can be emailed to cof@ctahr.hawaii.edu.

Research questions that could be answered using the data from the CFDC include:

- What is the difference in percentages of high school vs. college graduates across counties?
- How does the percentage of adults with language barriers change by age bracket?
- What are the trends in the percentage of high school seniors with college plans, as opposed to further training plans, over time?

Hawai'i School Health Survey: Youth Risk Behavior Survey The Hawai'i Health Data Warehouse (HHDW) was created from a partnership between the Hawaii State Department of Health and the University of Hawai'i's John A. Burns School of Medicine. The HHDW provides data to health professionals and community health agencies. There are five data sources: Behavioral Risk Factor Surveillance Systems, Hawaii Health Survey, Pregnancy Risk Assessment Monitoring System, Youth Risk Behavior Survey, and Hawaii Youth Tobacco Survey (Hawai'i Health Data Warehouse, 2010).

The Youth Risk Behavior Survey addresses HPERC's graduation rate research priority area through the collection of data related to student perceptions of the likelihood of completing high school and likelihood of completing a post high school program.

[7] The data housed in CFDC related to special education services and English language learner services and support refer to the populations who may seek out such services instead of actual services provided.

The data are available at the state- and county-levels within the "school" category under the Health Reports & Data tab of the HHDW website. The state-level data range from 2001 to 2011 while the county-level data are for 2011 only. The variables within the "school" category are provided in Appendix K. A limitation is that the data are unavailable for download into a Microsoft Excel file, and are displayed in PDF reports. Manual entry of the data into a Microsoft Excel file or statistical software is necessary to conduct analysis.

Data can be found within the HHDW website at http://www.hhdw.org/. Comments and questions can be sent via email to profiles@hhdw.org or by phone to 808-946-5899.

Research questions that could be answered using the data from the HHDW include:

- To what extent are Native Hawaiian students likely to report that they will complete high school for each county?
- What is the difference between males and females in their reported likelihood of completing high school for each county?

Institutional Research and Analysis Office

The Institutional Research and Analysis Office (IRAO) compiles data across all campuses within the University of Hawai'i system, including information on student demographics, enrollment, course registration, graduation and retention rates, remedial course completion and success, financial aid, and degree types earned. The IRAO provides data tables and reports. Data within the IRAO are categorized into eight categories: student enrollment information, applications processed, course registration information, initiatives, degrees and certificates awarded, faculty/staff, financial aid information, and other reports/initiatives (University of Hawai'i System, n.d.). The IRAO category of degrees and certificates awarded addresses one HPERC research priority area: graduation rate.

Data are available at three levels: the entire UH system, UH community college system and individual campuses (UH Mānoa, UH Hilo, UH West Oahu, - and the seven individual community college campuses). The variables within the degrees and certificates awarded category are included in Appendix L. The data encompass the 2008–2009 academic year through the 2012–13 academic year

A data dictionary is available and can be accessed with a university login. However, definitions, methods or context are included for selected data elements within the corresponding table. One limitation is that the data are inconsistently available for download into a Microsoft Excel file, and are sometimes displayed only in PDF reports or as static tables directly on the website. If data are not available for download into Excel, manual entry of the data into a Microsoft Excel file or statistical software is necessary to conduct analysis.

Data can be downloaded directly online at: https://www.hawaii.edu/institutionalresearch/home.action. Questions about the data within the IRAO can be emailed to iro-mail@lists.hawaii.edu.

Research questions that could be answered using the data from the IRAO include:

- What is the difference in graduation and persistence rates based on participation in remedial coursework?
- How do full-time, part-time and transfer students vary in their time to degree, based on type of degree pursued?

KIDS COUNT Data Center

KIDS COUNT is a project funded by the Annie E. Casey Foundation, and provides access to data that can inform conversations on improving child and family well-being. In Hawai'i, the University of Hawai'i Center on the Family serves as the grantee for the state KIDS COUNT organization. The KIDS COUNT Data Center houses data for specific indicators on topics including demographics, economic well-being, education, family and community, health, and safety and risky behaviors. Data are drawn from national-level sources, such as the U.S. Census Bureau's American Community Survey, as well as Hawai'i-specific state-level departments (The Annie E. Casey Foundation, 2014). The data address two of HPERC's research priority areas: English language learner services and support and graduation rate.

The data within the KIDS COUNT Data Center are available at the national, state, city, county and congressional district levels. The variables within the education topic are included in Appendix M and categorized by the six education indicators that include Hawai'i-specific data. Definitions and original sources for individual indicator data are provided within each indicator.

The Hawai'i-specific data ranges from 1988 to 2013. The data are inconsistently available for download into a Microsoft Excel file; in some cases, a link to download raw data is available above the indicator name, next to Tools.

To view the data within an indicator or download data through the KIDS COUNT Data Center, visit the following URL: http://datacenter.kidscount.org/. For further information or assistance, contact Ivette Rodriguez Stern, KIDS COUNT Project Director, at 808-956-3760 or istern@hawaii.edu.

Research questions that could be answered using the data from the KIDS COUNT Data Center include:

- How do the trends in percentages of ELL and non-ELL 4th grade students in Hawai'i with below-proficient reading scores compare to trends at the national level?
- How has the percentage of Asian and Pacific Islander teenagers ages 16 to 19 who are not in school and are not high school graduates changed in the last 10 years?

National Data Sources

Department of Education

State Education Data Profiles (Common Core of Data)

The National Center for Education Statistics (NCES) within the Department of Education collects data about public schools, public school districts, and state education agencies through the Common Core of Data (CCD) program. The homepage for the CCD can be found at https://nces.ed.gov/ccd/. Within the CCD, there are State Education Data Profiles, which provide information on elementary and secondary education characteristics, elementary and secondary education finance, postsecondary education, demographics, public libraries, and assessment scores. State Education Data Profiles can be found at https://nces.ed.gov/programs/stateprofiles/index.asp.

The State Education Data Profiles address three HPERC priority areas: special education services, English language learner services and support, and graduation rate. All data are available at the state and country levels. Data can be compared across up to four states, and can also be compared to the U.S. national average. Data for Hawai'i ranges from 2000 to 2012; however, some years of data are missing across all variables. Data for Hawai'i are located at the following link: https://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=short&s1=15

After selecting an individual state or states from the homepage, the full list of variables within each section can be viewed by selecting "expand data listing." The data are available for download into Excel files, and are also displayed in bar graph form on the website. These graphs can be generated online to reflect data for the state(s) selected for comparison.

The variables provided in this data source are listed in Appendix N. Comments and questions can be submitted online at the following link: https://nces.ed.gov/help/webmail/. For questions on restricted-use data license, Jesse Rine at NCES can be contacted at (202) 502-7311.

Research questions that could be answered using the data from the State Education Data Profiles include:

- How does the number of students in Hawai'i with Individualized Education Programs and with Limited English Proficiency/ELL status compare to the U.S. national average?
- What is the difference in percentages of degrees/certificates awarded in Hawai'i by level (Associate's, Bachelor's, Master's, Doctor's) and ethnicity, compared to percentages from the U.S. national average?

Civil Rights Data Collection

The Department of Education gathers information for the Civil Rights Data Collection (CRDC) to measure education access and equity data from public schools. The homepage for Civil Rights Data Collection reports, tables, and state and national estimations can be found at http://ocrdata.ed.gov.

This website includes the following three sub-sections, which are discussed below as three separate data sources: 2009-10 & 2011-12 District or School Reports, Detailed Data Tables, and State and National Estimations. A general limitation across datasets is the potential errors in reporting from districts.

While all data discussed in the sub-sections below are publicly available online, a data request form can also be completed to obtain access to suppressed data from the 2009-10 and 2011-12 surveys. This data would be provided to users in "flat-file" form. The request form can be downloaded at the following link: http://ocrdata.ed.gov/RequestFlatFile. This form can be submitted via email to ocrdata@ed.gov, or by mail to the address below:

U.S. Department of Education
Office for Civil Rights
LBJ
400 Maryland Avenue, S.W.
Room 4E318
Washington, D.C. 20202
ATTN: CRDC Survey Coordinator

The CRDC provides several resources to help navigate the content available in its data sources. A selection of these resources is listed below:

Under the FAQs/User Guide tab:

- User Guide (which provides detailed, step-by-step guidance on how to search and filter information on the website): http://ocrdata.ed.gov/UsersGuide
- Responses to Frequently Asked Questions: http://ocrdata.ed.gov/FAQ

Under the "Additional Resources" tab:

- Data Notes for the State and National Estimations only (which include information on the data collected, sample design, response rates, limitations, imputation process, recommendations for comparing data): http://ocrdata.ed.gov/DataNotes
- Data Definitions (2009-10 and 2011-12), which provide explanations of data elements and terms used: http://ocrdata.ed.gov/DataDefinitions
- Survey Documents, which include table layouts of survey forms: http://ocrdata.ed.gov/SurveyDocuments

On the CRDC background information webpage (found at http://www2.ed.gov/about/offices/list/ocr/data.html?src=rt):

- Data Notes (specific to Gender Equity in Education, from June 2012)
- Data Notes (2009-10)
- 2011-12 CRDC Questions and Answers (this includes frequently asked questions specific to the 2011-12) data collection

- 2009-10 CRDC Questions and Answers (this includes frequently asked questions specific to the 2009-10 data collection)
- Information is also available on the forthcoming 2013-14 and 2015-16 data collection.

Comments or questions on the CRDC can be directed to:

CRDC Survey Coordinator
Office for Civil Rights
U.S. Department of Education
400 Maryland Avenue S.W.
Room 4E318
Washington, D.C. 20202-1172

Email: ocrdata@ed.gov

Further information on the Office for Civil Rights (OCR) can be obtained by contacting the Customer Service Office at 1-800-421-3481, 1-877-521-2172 TTY[8], or via email at OCR@ed.gov.

Research questions that could be answered using the data from the Civil Rights Data Collection include:

- What is the difference in student performance in Algebra I for students with and without LEP or disability status?
- How does school type (Title 1 classification, charter school, etc.) relate to percentage of high school completers, from 2000 to 2011?
- How does the percentage of time spent in the classroom vary for students with different types of disabilities?

2009-10 & 2011-12 District or School Reports
The District or School Reports provide summaries of school/district characteristics or membership (including enrollment and student characteristics), staffing and finance, pathways to college and career readiness, and discipline, bullying or harassment information. Data are available at the school and district levels for 2009-10 and 2011-2012. This data source addresses three HPERC research priority areas: special education services, English language learner services and support, and graduation rate. The variables provided in this data source are listed in Appendix O.

The District or School Reports can be accessed either through clicking the "Quick Access" link on the homepage, or selecting "School & District Search" in the menu on the left side of the homepage. Two tabs at the top of the search page allow users to either "find schools" or "find districts." Searches can be narrowed by state, OCR Regional Office, and survey year (either 2009 or 2011). Searches can also be filtered using the Additional Search Options, which appear below the basic search fields; these options can be viewed by selecting "click to expand." Additional Search

[8] TTY refers to a text telephone that may be used by individuals with hearing impairments.

Options include school (or district) and membership metrics (including enrollment), college and career readiness, staffing and finance, and discipline-related filters.

Initial search results, which include district and school names, gender, race/ethnicity, LEP, IDEA and 504 status, are available for download into Excel files. Additional data are displayed directly online in chart, graph and table form, and can be viewed by clicking on the individual district or school names within the search-generated table. The district link directs users to a page on the "LEA Summary of Selected Facts," and school name directs users to a page called "Summary of Selected Facts." The content of these summary pages can only be viewed and filtered online, and is not available for download into Excel. Within the summary pages, there are boxes on the right with additional information (e.g., Additional Profile Facts Available, Additional Pathways to College and Career Readiness Facts). The data in these boxes can be viewed interchangeably in chart or table form, as well as in either counts or percentages.

Detailed Data Tables

The Detailed Data Tables present information on student demographics, Advanced Placement course and test participation, athletics, bullying and harassment, completion and retention, course enrollment, student disabilities, discipline, school finance, single-sex classes, staff, and testing. Data are available at the school and district levels for 2000, 2004, 2006, 2009 and 2011. This data source addresses three HPERC research priority areas: special education services, English language learner services and support, and graduation rate. The variables provided in this data source are listed in Appendix P.

These data tables can be accessed either through clicking the "Quick Access" link on the homepage, or selecting "Custom Charts & Detailed Data Tables" on the left side of the homepage. The search page then provides the option to "search for schools" or "search for districts." Searches can be narrowed by state or survey year. Searches can also be filtered by Additional Search Options, which appear below the basic search fields; these options can be viewed by clicking the plus sign next to "Additional Search Options." Additional Search Options include filtering by grade levels served, school type, or services/programs provided.

When viewing search results, further information can be accessed in two ways: clicking on the "profile" link next to a school or district name, or selecting one of the topics under the "Choose Your Data" box on the right side of the page. The content of the school or district profiles can only be exported to an HTML or PDF, and is not available for download into Excel. However, tables for the topics under "Choose Your Data" are available for download into Excel files, and can be viewed and exported in counts, percentages, or both counts and percentages. The tables in this section can also be manipulated to remove particular subgroups, by clicking the red "X" icon next to a subgroup label (e.g., LEP, Race/Ethnicity).

State and National Estimations

State and National Estimations provide demographic information on course enrollment, AP exam participation and performance, discipline, retention, LEP and IDEA status, and algebra course

performance. This data source addresses three HPERC research priority areas: special education services, English language learner services and support, and graduation rate. The variables provided in this data source are listed in Appendix Q.

State and National Estimations data can be accessed either through clicking the "Quick Access" link on the homepage, or selecting "State and National Estimations" on the left side of the homepage. Data are available at the state and national levels, and estimations are provided for 2000, 2004, 2006, and 2009-10. Data are available for download into Excel files.

Data notes for the 2009-10 State and National Estimations can be found at http://ocrdata.ed.gov/StateNationalEstimations/Projections_2009_10. For earlier years, documentation on the state and national estimate data can be obtained by request.

Department of Health and Human Services

The Data Resource Center for Child and Adolescent Health within the Department of Health and Human Services houses survey data gathered through the National Survey of Children with Special Health Care Needs (NS-CSHCN) and the National Survey of Children's Health (NSCH). The homepage for Data Resource Center for Child and Adolescent Health can be found at http://childhealthdata.org/home.

The data for the NS-CSHCN and NSCH can be viewed within the "Browse the Data" tab of the website by selecting "Browse by Survey & Topic." First, the particular survey, a year the particular survey was administered, and state of interest (e.g., Hawai'i) are selected. Then, a survey section of interest is selected to review specific survey items and indicators. Once a survey item or indicator of interest is selected, results for that item will be provided. The variable name within the survey, survey item number, notes about the item, and additional information is provided for each survey item and indicator by clicking on the "details" link within the results web page.

The data are displayed directly in graphical and table form on the website, and are available for download into PDF files; however, they are unavailable for download into Excel files. Manual entry of the data into a Microsoft Excel file or statistical software is necessary to conduct analysis. For detailed information, the NS-CSHCN and NSCH codebooks for each year are provided under "Survey Methods and Documentation" within the "Learn About the Surveys" tab of the website http://childhealthdata.org/learn/methods#Manuals.

Data sets can also be obtained by completing a request form[9] and submitting it to Child and Adolescent Health Measurement Initiative. After receiving, completing, and submitting a Data Use Agreement, the request will be process in five business days. Additional information can be found at http://www.childhealthdata.org/help/dataset#2.

[9] The request form can be found at http://childhealthdata.org/docs/drc/application-for-drc-dataset-pdfC0AC70CA2BB7.pdf?Status=Master.

The Data Resource Center for Child and Adolescent Health provides a glossary of terms within the "Get Help" tab within the website. Additionally, there are video tutorials with information on how to navigate the website. Questions can be entered into a web form that will be answered within two to three business days by Data Resource Center for Child and Adolescent Health staff. More information can be found at http://childhealthdata.org/home.

National Survey of Children with Special Health Care Needs

The National Survey of Children with Special Health Care Needs (NS-CSHCN) examines children with special healthcare needs and consists of questions related to child mental and physical health, child development and disability, family health status, care coordination, and health care screening, accessibility, insurance and services.

The NS-CSHCN has three versions aligned to the year(s) it was administered: 2001[10], 2005–2006, and 2009–2010. Within the NS-CSHCN, there are "survey sections" that vary across the three years of available data. The 2005–2006 and 2009–2010 NS-CSHCN versions include the following: health and functional status, access to care, care coordination, family centered care and shared decision making, transition issues, developmental screening, health insurance, adequacy of health care coverage, impact on the family, ADD/ADHD questions, and family composition and income. The 2009–2010 survey also includes section on initial screening for special needs (The Child and Adolescent Health Measurement Initiative, 2012). Only three survey sections contain education-related items: health and functional status, access to care, and care coordination. The NS-CSHCN data addresses two of HPERC's research priority areas: English language learner services and support and special education services.

The variables contained in this data source are provided in Appendix R. Data are statewide estimates based on statewide samples and do not represent a census. A limitation of the data is that some survey items vary across the years, which limits the ability to look at the data over time.

Research questions that could be answered by the NS-CSHCN data include:

- On average, how many school days were missed due to illness for children ages 6–17 with an emotional, behavioral, or developmental issue in 2005–2006 and 2009–2010?
- What was the level of satisfaction with communication of child's doctors with his/her school by race/ethnicity in 2005–06 compared to 2009–10?

National Survey of Children's Health

The National Survey of Children's Health (NSCH) is a more general survey in that it examines all children and consists of questions related to child mental and physical health, child development and disability, family and neighborhood environment, and health care accessibility, insurance and services. The NS-CSHCN and NSCH complement one another in that the subgroups derived from the NS-CSHCN can be applied to NSCH data to compare children with special healthcare needs to children without special healthcare needs.

[10] The 2001 version does not include education-related survey items. Thus, it is not included in this document.

The NSCH has three versions aligned to the year(s) it was administered: 2003, 2007, and 2011–2012. Within all versions of the NSCH, there are "survey sections" that include demographics, health and functional status, health insurance coverage, health care access and utilization, medical home, early childhood, middle childhood and adolescence, family functioning, parental health, and neighborhood and community characteristics (The Child and Adolescent Health Measurement Initiative, 2012). Seven of the ten sections contain education-related items. The NSCH data addresses two of HPERC's research priority areas: English language learner services and support and special education services.

The variables contained in this data source are provided in Appendix S. Data are statewide estimates based on statewide samples and do not represent a census. A limitation of the data is that some survey items vary across the years, which limits the ability to look at the data over time.

Research questions that can be answered by the NSCH data source include:

- How does family structure relate to parent-rated severity of a child's learning disability in 2011–2012?
- Are there differences across races/ethnicities in terms of how a child's special healthcare needs, medical or behavioral concern(s) have interfered with school attendance?

Department of Labor

Special Tabulations of U.S. Census Data – Limited English Proficiency

The Department of Labor funded the aggregation of 2000[11] U.S. Census data relating to limited English proficient populations. The results are intended to be a planning resource for One Stop Career Centers[12] and other employment and training service centers. Although the information does not describe services and support, it does describe the populations who may seek out such services (U.S. Department of Labor, 2010). The data address one HPERC research priority area: English language learner services and support.

Data are provided at the state-, county-, and city-levels. The data source variables are provided in Appendix T. The data can be downloaded into a zip file. The zip file contains five Microsoft Excel files. Within each file are tabs for additional information, including a data dictionary.

There are two limitations of the data source. One limitation is that the data are derived from the 2000 U.S. Census data. Another limitation is that the educational attainment data is limited to the attainment of people over 18 years old.

To access the data, visit the following website and select the link for Hawai'i: http://www.doleta.gov/reports/censusdata/download.cfm. For more information, contact the U.S.

[11] The data source does not include 2010 U.S. Census data. The website was last updated on January 07, 2010.

[12] One Stop Career Centers are sponsored by the U.S. Department of Labor, Employment and Training Administration to help people find workforce services and information in their region.

Department of Labor at the Frances Perkins Building (200 Constitution Ave., NW, Washington, DC 20210) or call 1-877-US2JOBS (1-877-872-5627).

Research questions that could be answered using the data from the Special Tabulations include:

- For those who are limited English proficient, what is the educational attainment level and primary language spoken by county?
- How many linguistically isolated households speak Pacific Island languages?

National Science Foundation

Science and Engineering Indicators 2014 State Data Tool

The Science and Engineering Indicators (SEI) State Data Tool is prepared by the National Science Foundation's National Center for Science and Engineering Statistics under the guidance of the National Science Board. The SEI provides information on the scope, quality, and strength of the science and engineering field and can be used to inform policy related to the field (National Science Foundation, 2014). The SEI addresses one HPERC research priority area: NCLB requirement waivers/redefining school success.

A group of indicators or single indicators can be viewed across states or across years for a particular state. Indicator groups include: elementary and secondary education, higher education, workforce, financial research and development inputs, and science and technology in the economy. The elementary and secondary education indicators comprise mathematics, science, school expenditures, and high school advanced placement exams. The higher education indicators relate to the attainment of Bachelor's degrees, science and engineering degrees, and natural sciences and engineering degrees, as well as state funding and university charges. The work force indicators include degrees and occupations as well as scientists, engineers, and technicians in the workforce.

The variables related to single indicators within the elementary and secondary education and higher education groups are provided in Appendix U. The Hawai'i-specific data are available from 1990 to 2010. All data are at the state level, and include census and survey-based data. More guidance on the types of data in this source and the associated standard errors can be found in the Technical Notes document at http://www.nsf.gov/statistics/seind14/content/chapter-8/sei-2014-state-data-tool-tech-notes.pdf. Sources of data are noted in the Excel spreadsheets found in the following link, which may help users to determine whether the available data is census or sample data: http://www.nsf.gov/statistics/seind14/index.cfm/state-data/download.htm.

The data are provided online within the SEI State Data Tool at http://www.nsf.gov/statistics/seind14/index.cfm/state-data. Answers to questions can be found at http://www.nsf.gov/statistics/seind14/index.cfm/state-data/help.htm or asked to the author, Jeri Mulrow, Program Director, Information and Technology Services Program at the National Center for Science and Engineering within the National Science Foundation at jmulrow@nsf.gov.

Research questions that could be answered using the data from the SEI include:

- What is the average 4th grade mathematics score on the 2011 National Assessment of Educational Progress (NAEP) in Hawai'i as compared to other states with similar demographics?
- What is the average 8th grade science score on the 2011 National Assessment of Educational Progress (NAEP) in Hawai'i as compared to other states with similar demographics?
- Has the percent of bachelor's degrees in natural sciences and engineering conferred increased over time?

U.S. Census

2008-2012 American Community Survey 5-Year Estimates

The American Community Survey (ACS) is administered by the U.S. Census Bureau to sampled housing units and group quarters on a monthly basis to generate annually updated data (U.S. Census Bureau, 2009). ACS results are used for planning of community investments and services. The ACS includes questions about age, sex, race, family and relationships, income and benefits, health insurance, education, veteran status, disabilities, work, transportation, housing, and living costs.

The ACS data are single-year, three-year, or five-year estimates from data collected over a period of time instead of a single time point. The three-year and five-year estimates are beneficial to geographic areas with smaller populations and small population subgroups (e.g., Native Hawaiian) because the data are more statistically more reliable (U.S. Census Bureau, 2008). Given this, the 2008–2012 American Community Survey 5-Year Estimates data are included in this document, specifically those data related to education. The ACS addresses one HPERC research priority area: graduation rate.

Data are available at the following levels: state, zip code, county, county subdivision, census tract, congressional district, school district, urban area and metropolitan area. Data that are specific to Hawai'i can be obtained by using the advanced search function and selecting "state" under the geographies option. Hawai'i can be selected as the state and will be seen in the selections box in the upper left corner of the page. To obtain data specific to education, the 'people' selection under the topics option will provide a list of topic filters. The 'education' selection offers more specific filters: educational attainment, field of degree, school enrollment, and school type. When "educational attainment" is selected, a list of tables is provided. There are three 'Selected Social Characteristics in the United States' tables: 2012 ACS one-year estimates, 2012 ACS three-year estimates, and 2012 ACS five-year estimates. Given that five-year estimates are more reliable for smaller populations, the 2012 ACS five-year estimates table should be selected. A download action is provided so that data can be downloaded into the format most useful to the user; this includes the option to download data as a Microsoft Excel file.

The variables within the 2012 ACS five-year estimates table for selected social characteristics in the United States are included in Appendix V. One limitation of the data is the use of the 2000 census boundaries. Therefore, the estimates of urban and rural population, housing units, and

characteristics may not be aligned with the 2010 census boundaries. Further, data for urban and rural areas may not reflect ongoing urbanization.

Data are provided online within the American Fact Finder at http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml. Information and definitions of response categories can be found at https://www.census.gov/acs/www/Downloads/data_documentation/SubjectDefinitions/2012_ACSSubjectDefinitions.pdf. Answers to questions about the ACS data may be found at https://ask.census.gov/.

Research questions that could be answered using the data from the ACS include:

- What is the level of educational attainment for adults by Hawai'i county subdivisions?
- What are the different levels of educational attainment for adults within each Hawai'i metropolitan area?

SUMMARY

Access to the right data can help to inform effective, evidence-based decisions in education policy and practice. This document is intended to help education stakeholders in Hawai'i better understand the data that are publicly available and specific to Hawai'i. This document provides information that can inform the use of the Hawai'i-specific, publicly available data:

- The 16 state and national data sources provide data related to HPERC's research priority areas. Using this data, education stakeholders can answer questions related to 4 of HPERC's 9 research priority areas: English language learner services and support, graduation rate, NCLB requirement waivers and redefining school success, and special education services. For example, stakeholders can ask about the percent of students with disabilities who participated in the Hawaii State Assessment with and without accommodations. Currently, the publicly available, Hawai'i-specific data identified in this document do not allow for examination of five of HPERC's nine priority areas: teacher training, technology-supported curriculum/use of technology in the classroom, teacher evaluation, model schools/best practices, and instructional time.
- Access to the publicly available data varies by data source. A thorough review of the information provided in this document as well as on the data source website is necessary prior to data analysis to ensure a thorough understanding of the data, including but not limited to the sample and data collection methods. This thorough understanding will help researchers determine the type(s) of analyses that may (and may not) be conducted using this data.
- Limitations of some data sources include a lack of a data dictionary, inability to download the data into Microsoft Excel file(s), and variability of data within a data source in terms of subgroups included and type of data available. Most data sources have a data dictionary. A data dictionary is important for evidence-based decision making so stakeholders can be assured of their understanding of the data they are using. For those data sources without a data

dictionary, the Common Education Data Standards (CEDS) framework[13] can be used to support the standardization of data elements and data dictionaries in order to support sharing, reporting, and transfer of data across educational settings. Manual data entry into a Microsoft Excel file or other statistical software is needed for data sources that do not have this capability. Data within some data sources vary across years and level of data. Given these limitations, it is critical to reiterate the importance of a thorough understanding of the data prior to analysis.

A data source that is expected to launch in August 2014 is the Hawai'i Data Exchange Partnership (Hawai'i DXP). The Hawai'i DXP is a comprehensive longitudinal data system that links information across state agencies from infancy through early childhood education to K-12 and postsecondary education to the workforce. Hawai'i DXP will help guide decision making and policies to improve learner and workforce outcomes. Additional information is provided online at http://www.hawaiidxp.org/.

NEXT STEPS

Once education stakeholders have an understanding of the data that they can access and the limitations of data sources, data analysis can occur to connect data results to policy and practice. Thus, the next steps are to determine "the types of analyses required to answer critical policy questions" and ensure "access to staff and/or consultants who have the appropriate skill sets and tools to conduct the required analyses" (Data Quality Campaign, 2011, p. 2); these are presented in Box 1. HPERC and REL Pacific will explore ways in which further support can be provided to education researchers in Hawai'i to use publicly available data sources to deepen a collective understanding of Hawai'i's learners.

[13] Information on the Common Education Data Standards (CEDS) can be accessed at the following link: https://ceds.ed.gov/Default.aspx

Box 1. Key Steps in Using and Analyzing Data

The Data Quality Campaign (2011) has provided suggestions to state education agencies for effectively using data within state longitudinal data systems. Once education stakeholders have an understanding of the data that they can access and the limitations of data sources, data analysis can occur to connect data results to policy and practice. This document addresses the first action recommended by the Data Quality Campaign:

- "Identifying the variety of ways available data can be used."

Next steps in this process are:

- Determining "the types of analyses required to answer critical questions," and
- "Ensuring access to staff and/or consultants who have the appropriate skill sets and tools to conduct the required analyses."

Source: Data Quality Campaign (2011, p. 2).

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For More Information

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APPENDIX A: METHODOLOGY

The following tasks were undertaken in the development of this document

1. REL Pacific researchers obtained an initial list of publicly available data sources through a discussion at the 2013 Annual HPERC Symposium. Symposium attendees (including members of the Department of Education, university faculty and staff, researchers, and graduate students) were provided with examples of publicly available, Hawai'i-specific data sources compiled by the Hawaii Department of Education, and asked to generate suggestions for additional data resources to build upon this list. Attendees' lists were shared via an online discussion forum, and access to the lists was provided to REL Pacific researchers by HPERC for further review following the symposium.
2. REL Pacific researchers reviewed each suggested source and filled in a matrix to indicate if information was publicly available, Hawai'i-specific, and contained raw data. Suggested resources with information that was not publicly available were noted and a description of the data request process was described. Hawai'i-specific information indicated whether the suggested resource content was available at the state level or other levels within the state of Hawaii. For example, if information was available about the United States, but not about Hawaii, the suggested resource was categorized as "not Hawaii-specific." Data sources indicated whether raw data was available on the suggested resources' website. In instances where reports were available but not the raw information, this is indicated in the data source information. Hyperlinks to each suggested resource were included. Additionally, researchers noted which HPERC research priority areas were addressed by the suggested resource. HPERC research priority areas included:
   - Teacher training
   - Technology-supported curriculum/use of technology in the classroom
   - English language learner services and support
   - Teacher evaluations
   - Graduation rates
   - Model schools/best practices
   - No Child Left Behind requirement waivers/redefining school success
   - Instructional time
   - Special education services

   Each suggested resource was reviewed and the matrix indicated whether information about each HPERC priority area was presented.

3. REL Pacific researchers did not collect or retrieve any data for this project. Instead, researchers collected information related to the existing suggested resources. Therefore, issues of data quality (i.e., accuracy, reliability, and timeliness) were not explored in this project.

APPENDIX B: DATA SOURCE TABLE

Data Sources	Appendices
State	
Hawaii Department of Education	Appendix C: Accountability Data Center Appendix D: College and Career Readiness Indicators Reports Appendix E: Hawaii Public Schools Reports for IDEA Part B Appendix F: Strive HI Performance System
Kamehameha Schools	Appendix G: After Graduation Plan for KS Class of 2006 Appendix H: Native Hawaiian Educational Attainment Charts Appendix I: No Child Left Behind, 2004
University of Hawai'i	Appendix J: Center on the Family Data Center Appendix K: Hawai'i School Health Survey: Youth Risk Behavior Survey Appendix L: Institutional Research and Analysis Office Appendix M: KIDS COUNT Data Center
National	
Department of Education	Appendix N: State Education Data Profiles (Common Core of Data) Appendix O: 2009-10 & 2011-12 District or School Reports (Civil Rights Data Collection) Appendix P: Detailed Data Tables (Civil Rights Data Collection) Appendix Q: State and National Estimations (Civil Rights Data Collection)
Department of Health and Human Services	Appendix R: National Survey of Children with Special Health Care Needs Appendix S: National Survey of Children's Health
Department of Labor	Appendix T: Special Tabulations of U.S. Census Data - Limited English Proficiency
National Science Foundation	Appendix U: Science and Engineering Indicators 2014 State Data Tool
U.S. Census Bureau	Appendix V: U.S. Census Bureau's 2008-2012 American Community Survey 5-Year Estimates

APPENDIX C: ACCOUNTABILITY DATA CENTER[14-15]

Data within the AYP & NCLB Status Panel

Tab[16]	Variable	Values	Subgroups	Type of data	Level of data	Date of the data
AYP result	AYP result	• Met • Not met	• Title 1 • Non-Title 1 • Department school • Charter school	• Count • Percent	• State	• 2002-03[17] • 2003-04 • 2004-05 • 2005-06 • 2006-07 • 2007-08 • 2008-09 • 2009-10 • 2010-11 • 2011-12
			• Title 1 • Non-Title 1		• Complex area • Complex	
NCLB status	NCLB status	• Status not determined • In good standing, unconditional • In good standing, pending • School improvement Year 1 • School improvement Year 2 • Corrective action Year 1 • Planning for restructuring • Restructuring	• Title 1 • Non-Title 1 • Department school • Charter school		• State	
			• Title 1 • Non-Title 1		• Complex area • Complex	
					• School	
AYP cell count result	AYP cell count result	• Met • Not met • N/A	Subgroup • All students • Disadvantaged • Disabled (SPED) • Limited English (ESL) • Asian/Pacific Islander • Black • Hispanic • Native American • White Subject/OAI (other academic indicator) • Math • Reading • Other academic indicator	• Count • Percent		

[14] The information provided in Appendices B-U is accurate as of April 29, 2014. Researchers should confirm availability of data prior to use.

[15] Source: http://arch.k12.hi.us/datacenter/adc.html

[16] A Tab column is included for this data source to help navigate the data source website.

[17] No NCLB status data for state, complex area, and complex levels.

Tab[16]	Variable	Values	Subgroups	Type of data	Level of data	Date of the data
NCLB status	Number of targets met			• Number	• School	• 2002-03 • 2003-04 • 2004-05 • 2005-06 • 2006-07 • 2007-08 • 2008-09 • 2009-10 • 2010-11 • 2011-12
	Number of targets not met					
	Total targets					
	Eligible for school choice	• Yes • No				
	Eligible for supplemental educational services	• Yes • No • N/A				
NCLB independent tracking	NCLB status	• Status not determined • In good standing, unconditional • In good standing, pending • School improvement Year 1 • School improvement Year 2 • Corrective action Year 1 • Planning for restructuring • Restructuring				
	Prior Year AYP result	• Met • Not met	• Reading • Grad/ret • Math • Overall			

Data within the Graduation/Retention Panel

Tab	Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Grad/Ret	Graduation		• Objectives[18] • All students • Disadvantaged • Disabled (SPED) • Limited English (ELL) • Asian/Pacific Islander • Black • Hispanic • Native American • White • Male • Female • Migrant	• Count • Percent	• School	• 2002-03 • 2003-04 • 2004-05 • 2005-06 • 2006-07 • 2007-08 • 2008-09 • 2009-10 • 2010-11 • 2011-12
	Retention (Elementary and Middle)					

[18] The objectives are the annual measurable objectives.

Data within the Proficiency Panel

Tab	Variable	Values	Subgroups			Type of data	Level of data	Date of the data
By Grade & Year	Proficiency		Grade • Objectives[19] • All grades tested • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 10	Subject • Reading[20] • Math Type of data • School 1 year[21] • DOE 1 year[22] • All students • All Title 1 and Non-Title 1	• Title 1 school • Non-Title 1 school • All Department and Charter schools • Department school • Charter school	• Count • Percent	• State	• 2002-03 • 2003-04 • 2004-05 • 2005-06 • 2006-07 • 2007-08 • 2008-09 • 2009-10 • 2010-11 • 2011-12 • 2012-13
			Grade • Objectives • All grades tested • Grade 3 • Grade 4 • Grade 5 • Grade 6 Grade 7 • Grade 8	• Grade 10 Subject • Reading • Math Type of data • School 1 year • DOE 1 year • All students	• All Title 1 and Non-Title 1 schools • Title 1 school • Non-Title 1 school		• Complex area • Complex	
			Grade • Objectives • All grades tested • Grade 3 • Grade 4	• Grade 6 Subject • Reading • Math	Type of data • School 1 year • All students		• School	

[19] The objectives are the annual measurable objectives.

[20] No reading or math data for grades 4, 6 or 7 at the state, complex area, complex, or school levels prior to 2005-2006.

[21] Tested students that have been in school for a full academic year

[22] Tested students that have been in the State of Hawaii Department of Education school system for a full academic year

Tab	Variable	Values	Subgroups	Type of data	Level of data	Date of the data
			• Grade 5			
By grade – proficiency level	Proficiency level	• Exceeds proficiency • Meets proficiency • Approaching proficiency • Well below proficiency	<u>Grade</u> • All grades tested • Grade 3 • Grade 5 • Grade 8 • Grade 10 <u>Subject</u> • Reading • Math <u>Type of data</u> • School 1 year • DOE 1 year • All students • All Title 1 and Non-Title 1 schools • Title 1 school • Non-Title 1 school • Department school • Charter school	• Count • Percent	• State	• 2002-03 • 2003-04 • 2004-05 • 2005-06 • 2006-07 • 2007-08 • 2008-09 • 2009-10 • 2010-11 • 2011-12 • 2012-13
			<u>Grade</u> • All grades tested • Grade 3 • Grade 5 • Grade 8 • Grade 10 <u>Subject</u> • Reading • Math <u>Type of data</u> • School 1 year • DOE 1 year • All students • Title 1 school • Non-Title 1 school		• Complex area • Complex	

Tab	Variable	Values	Subgroups		Type of data	Level of data	Date of the data
			<u>Grade</u> • All grades tested • Grade 3 • Grade 5	<u>Subject</u> • Reading • Math <u>Type of data</u> • School 1 year • DOE 1 year • All students		• School	
By subgroup & year	Proficiency		<u>Subgroup</u> • Objectives • All students • Disadvantaged • Disabled (SPED) • Limited English (ELL) • Asian/Pacific Islander • Black • Hispanic • Native American • White • Male • Female • Migrant • Recently exited ELL[23]	• AA students[24] Recently exited SPED[25] <u>Subject</u> • Reading • Math <u>Type of data</u> • School 1 year • DOE 1 year • All students • Title 1 school • Non-Title 1 school • Department school • Charter school	• Count • Percent	• State	• 2002-03 • 2003-04 • 2004-05 • 2005-06 • 2006-07 • 2007-08 • 2008-09 • 2009-10 • 2010-11 • 2011-12 • 2012-13

[23] No data prior to 2003-2004 at the state level.

[24] No data prior to 2005-2006 at the state level.

[25] No data prior to 2007-2008 at the state level.

Tab	Variable	Values	Subgroups	Type of data	Level of data	Date of the data
			Subgroup • Objectives • All students • Disadvantaged • Disabled (SPED) • Limited English (ELL)[26] • Asian/Pacific Islander • Black • Hispanic • Native American • White • Male • Female Subject • Reading • Math Type of data • School 1 year • DOE 1 year • All students • Title 1 school • Non-Title 1 school		• Complex area • Complex	
By subgroup & year	Proficiency		Subgroup • Objectives • All students • Disadvantaged • Disabled (SPED) • Asian/Pacific Islander • White • Male • Female Subject • Reading • Math Type of data • School 1 year • All students	• Count • Percent	• School	• 2002-03 • 2003-04 • 2004-05 • 2005-06 • 2006-07 • 2007-08 • 2008-09 • 2009-10 • 2010-11

[26] No data for the complex area level.

Tab	Variable	Values	Subgroups	Type of data	Level of data	Date of the data
By subgroup – proficiency level	Proficiency level	• Exceeds proficiency • Meets proficiency • Approaching proficiency • Well below proficiency	Subgroup • Objectives • All students • Disadvantaged • Disabled (SPED) • Asian/Pacific Islander • Black • Hispanic • Native American • White • Male • Female • Migrant • Recently exited ELL[27] • AA students[28] • Recently exited SPED[29] Subject • Reading • Math Type of data • School 1 year • DOE 1 year • All students • Title 1 school • Non-Title 1 school • Department school • Charter school		• State	• 2011-12 • 2012-13
By subgroup – proficiency level	Proficiency level	• Exceeds proficiency • Meets proficiency • Approaching proficiency • Well below proficiency	Subgroup • All students • Disadvantaged • Disabled (SPED) • Limited English[30] • Asian/Pacific Islander • Black • Hispanic • Native American[31] Subject • Reading • Math Type of data • School 1 year • DOE 1 year • All students • Title 1 school	• Count • Percent	• Complex area • Complex	• 2002-03 • 2003-04 • 2004-05 • 2005-06 • 2006-07 • 2007-08 • 2008-09 • 2009-10

[27] No data prior to 2003-2004 at the state level.

[28] No data prior to 2005-2006 at the state level.

[29] No data prior to 2007-2008 at the state level.

[30] No data for the complex area level.

Tab	Variable	Values	Subgroups	Type of data	Level of data	Date of the data
			• White • Male • Female • Non-Title 1 school			• 2010-11 • 2011-12 • 2012-13
			Subgroup • All students • Disadvantaged • Disabled (SPED) • Asian/Pacific Islander • White • Male • Female Subject • Reading • Math Type of data • School 1 year • DOE 1 year • All students		• School	

[31] No data for the complex area level.

APPENDIX D: COLLEGE AND CAREER READINESS REPORTS[32-33]

Variable	Subgroups	Type of data	Level of data	Date of the data
High school completers		• Count	• State • School	• 2009 • 2010 • 2011 • 2012
Diploma type	• BOE recognition • Regular • Certificates of completion	• Percent		
College enrollment nationwide, Fall	• College enrollment nationwide, Fall • 2-year college • 4-year college			
University of Hawai'i System enrollment in 2 & 4 year campuses (percent of completers enrolled)		• Count • Percent		
Advanced Placement [AP]	• Number of exams taken • Number of exams scored 3 of 5 or better • Number of completers taking AP exams • Number scoring ≥ 3 on at least one exam • Average number of exams taken per student			
Running Start participants, summer–spring		• Count		
College Board SAT	• Number of graduating seniors taking the SAT • Critical Reading Average Scores • Mathematics Average Scores • Writing Average Scores	• Count • Percent		
On-time graduation rate		• Percent		
College-level mathematics and English, University of Hawai'i System	• Number of students enrolled in college-level mathematics (percent of graduates enrolled in the University of Hawai'i System) • Number of students enrolled in college-level English (percent of graduates enrolled in the University of Hawai'i System)	• Count • Percent		
Hawai'i State Assessment, percent proficient	• Reading (10th gr)	• Percent	• State	• 2009

[32] Source: http://www.p20hawaii.org/resources/

[33] There are no values for the variables and, therefore, this column was not included in the table.

Variable	Subgroups	Type of data	Level of data	Date of the data
	• Mathematics (10th gr) •		• School	• 2010 • 2011 • 2012
	• Science (11th gr)			• 2009 • 2010 • 2012
Remedial/developmental mathematics and English, University of Hawai'i System	• Number of students enrolled in remedial or developmental mathematics (percent of graduates enrolled in the University of Hawai'i System) • Number of students enrolled in remedial or developmental English (percent of graduates enrolled in the University of Hawai'i System)	• Count • Percent		• 2009 • 2010 • 2011 • 2012
High School to College Transition (University of Hawai'i System) : Mathematics	• College Level • Remedial or Developmental • Other • Not Enrolled in any Mathematics Course			• 2010 • 2011 • 2012
High School to College Transition (University of Hawai'i System) : English	• College Level • Remedial or Developmental • Other • Not Enrolled in any English Course			• 2010 • 2011 • 2012

APPENDIX E: HAWAII PUBLIC SCHOOL REPORTS FOR IDEA PART B[34-35-36]

Assessment Report

Variable	Values[37]		Subgroups	Type of data	Date of the data
Enrollment data for the math assessment	• Students with IEPs	• All students	Grade level • 3 • 4 • 5 • 6 • 7 • 8 • 10	• Count	• 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013
Participation of students with disabilities on math assessment	Students with disabilities who participated in regular assessment based on grade level academic achievement standards • Total • Subset who took the assessment without accommodations • Subset who took the assessment with accommodations Students with disabilities who participated in alternate assessment • Total • Subset who took the assessment without accommodations • Subset who took the assessment with accommodations	Students not participating in accordance with ESEA ○ Students whose assessment results were invalid ○ Students who took an out-of-level test ○ Students who did not take any assessment • Parental opt outs • Absent • Did not participate for other reason ○ Medical emergencies • Total who did not participate			
Performance of students with disabilities on math assessment	• Well below achievement level • Approaches achievement level • Meets achievement level • Exceeds achievement level	• Number of students included within the ESEA 2% cap • Number of students included within the ESEA 1% cap	Grade level • 3 • 4 • 5 • 6 • 7 • 8 • 10 Test name • HSA • HSAA		
Enrollment data for the reading	• Students with IEPs	• All students	Grade level • 3	• Count	• 2008-2009 • 2009-2010

[34] Source: http://hidoereports.k12.hi.us/IDEAPartB/Pages/default.aspx

[35] There is a Maintenance report for 2011-2012 only; however, it does not align with an HPERC research priority area and is not included in the appendix.

[36] All data are at the state level; given this, the level of data is not provided in the table below.

[37] Data values vary across years due to switch from NCLB to ESEA requirements.

Variable	Values[37]	Subgroups	Type of data	Date of the data
assessment		• 4 • 5 • 6 • 7 • 8 • 10		• 2010-2011 • 2011-2012 • 2012-2013
Participation of students with disabilities on reading assessment	<u>Students with disabilities who participated in regular assessment based on grade level academic achievement standards</u> • Total • Subset who took the assessment without accommodations • Subset who took the assessment with accommodations • <u>LEP students in US <12 months whose English Language Proficiency (ELP) test replaced regular reading assessment</u> <u>Students with disabilities who participated in alternate assessment</u> • Total • Subset who took the assessment without accommodations • Subset who took the assessment with accommodations <u>Students not participating in accordance with ESEA</u> ○ Students whose assessment results were invalid ○ Students who took an out-of-level test ○ Students who did not take any assessment • Parental opt outs • Absent • Did not participate for other reason ○ Medical emergencies • Total who did not participate			
Performance of students with disabilities on reading assessment	• Well below achievement level • Approaches achievement level • Meets achievement level • Exceeds achievement level • Number of students included within the ESEA 2% cap • Number of students included within the ESEA 1% cap	<u>Grade level</u> • 3 • 4 • 5 • 6 • 7 • 8 • 10 <u>Test name</u> • HSAA		

Child Count Report

Variable	Values	Subgroups	Type of data	Date of the data
Discrete age by disability for children ages 3-5 receiving special education	• 3 • 4 • 5 • 3-5	Disability • Intellectual disabilities • Hearing impairments • Speech or language impairments • Visual impairments • Emotional disturbance • Orthopedic impairments • Other health impairments • Specific learning disabilities • Deaf-blindness • Multiple disabilities • Autism • Traumatic brain injury • Developmental delay • Total	• Count	• 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013 • 2013-2014
Race/ethnicity by disability for children ages 3-5 receiving special education	• Hispanic/Latino • American Indian/Alaskan Native • Asian • Black or African American • Native Hawaiian or other Pacific Islander • White • Two or more races • Total			
Discrete age by disability for children ages 6-21 receiving special education	• 6 • 7 • 8 • 9 • 10 • 11 • 12 • 13 • 14 • 15 • 16 • 17 • 18 • 19 • 20 • 21			
Race/ethnicity by disability for children ages 6-21 receiving special education	• Hispanic/Latino • American Indian/Alaskan Native • Asian • Black or African American • Native Hawaiian or other Pacific Islander • White • Two or more races[38] • Total			

[38] No data for 2008-2009 or 2009-2010.

Discipline Report

Variable	Values	Subgroups	Type of data	Date of the data
Disciplinary removal type by disability	<u>Unilateral removals to an interim alternative educational setting by school personnel</u> • Number of children • Number of removals for drugs • Number of removals for weapons • Number of removals for serious bodily injury <u>Removals to an interim alternative educational setting based on a hearing officer determination regarding likely injury</u> • Number of children <u>Out-of-school suspensions or expulsions</u> • Number of children with out-of-school suspension/expulsions totaling 10 days or less • Number of children with out-of-school suspension/expulsions totaling >10 days <u>In-school suspensions</u> • Number of children with out-of-school suspension/expulsions totaling 10 days or less • Number of children with out-of-school suspension/expulsions totaling >10 days <u>Disciplinary removals</u> • Total disciplinary removals • Number of children with disciplinary removals totaling 1 day • Number of children with disciplinary removals totaling 2-10 days • Number of children with disciplinary removals totaling >10 days	• Intellectual disabilities • Hearing impairments • Speech or language impairments • Visual impairments • Emotional disturbance • Orthopedic impairments • Other health impairments • Specific learning disabilities • Deaf-blindness • Multiple disabilities • Autism • Traumatic brain injury • Developmental delay • Total	• Count • Percent	• 2007-2008 • 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013
Disciplinary removal type by race/ethnicity[39]		• Hispanic/Latino • American Indian/Alaskan Native • Asian • Black or African American • Native Hawaiian or other Pacific Islander • White • Two or more races[40] • Total		
Disciplinary removal type by gender[41]		• Male • Female • Total		

[39] No data for 2012-2013.

[40] No data for 2008-2009 or 2009-2010.

[41] No data for 2012-2013.

Variable	Values	Subgroups	Type of data	Date of the data
Disciplinary removal type by limited English proficiency status		• Yes • No • Total	• Count • Percent	• 2007-2008 • 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012
Children subject to expulsion with and without educational services by disability status	• Received educational services during expulsion • Did not receive educational services during expulsion	• Children with disabilities ages 3-21 • Children without disabilities, grades K-12	• Count • Percent	• 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013

Dispute Resolution Report[42]

Variable	Subgroups	Type of data	Date of the data
Total number of written, signed complaints filed	• Complaints with reports issued ○ Reports with findings of noncompliance ○ Reports with findings of noncompliance ○ Reports within timelines ○ Reports within extended timelines • Complaints pending a due process hearing • Complaints withdrawn or dismissed	• Count	• 2007-2008 • 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013
Total number of mediation requests received through all dispute resolution processes	• Mediations held ○ Mediations held related to due process complaints • Mediation agreements related to due process complaints ○ Mediations held not related to due process complaints ○ Mediation agreements not related to due process complaints • Mediations pending • Mediations withdrawn or not held		
Total number of due process complaints filed	• Resolution meetings ○ Written settlement agreements reached through resolution meetings • Hearings fully adjudicated ○ Decisions within timeline (include expedited) ○ Decisions within extended timeline • Due process complaints pending		

[42] There are no values for the variables and, therefore, this column was not included in the table.

Variable	Subgroups		Type of data	Date of the data
	• Due process complaints withdrawn or dismissed (including resolved without a hearing)			

Total number of expedited due process complaints filed	• Resolution meetings
	  ○ Written settlement agreements
	• Expedited hearings fully adjudicated
	  ○ Change of placement ordered
		• Expedited due process complaints pending
		• Expedited due process complaints withdrawn or dismissed
			• Count	• 2007-2008
				• 2008-2009
				• 2009-2010
				• 2010-2011
				• 2011-2012
				• 2012-2013

Educational Environment Report

Variable	Values	Subgroups	Type of data	Date of the data
Discrete age of children with disabilities ages 3-5 by educational environment	• 3 • 4 • 5 • Total	<u>Children attending a regular early childhood program at least 10 hrs per week…</u> • …and receiving the majority of hours of special education and related services in the regular early childhood program • … and receiving the majority of hours of special education and related services in some other location <u>Children attending a regular early childhood program less than 10 hrs per week…</u> • …and receiving the majority of hours of special education and related services in the regular early childhood program • … and receiving the majority of hours of special education and related services in some other location <u>Children attending special education program (not in any regular early childhood program),…</u> • …specifically, a separate special education class • …specifically, a separate school • …specifically, a residential facility <u>Children attending neither a regular early childhood program nor a special education program…</u> • …and receiving the majority of hours of special education and related services at home • …and receiving the majority of hours of special education and related services at the service provider location or some other location not in any other category	• Count	• 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013 • 2013-2014
Race/ethnicity of children with disabilities ages 3-5 by educational environment	• Hispanic/Latino • American Indian/Alaskan Native • Asian • Black or African American • Native Hawaiian or other Pacific Islander • White • Two or more races • Total		• Count • Percent	
Gender of children with disabilities ages 3-5 by educational environment	• Male • Female • Total			
Limited English proficiency status of children with disabilities ages 3-5 by educational environment	• Yes • No • Total			

Educational Environment Report (continued)

Variable	Values	Subgroups	Type of data	Date of the data
Educational environment of children with disabilities ages 3-5 by disability	Children attending a regular early childhood program at least 10 hrs per week… • …and receiving the majority of hours of special education and related services in the regular early childhood program • … and receiving the majority of hours of special education and related services in some other location Children attending a regular early childhood program less than 10 hrs per week… • …and receiving the majority of hours of special education and related services in the regular early childhood program • … and receiving the majority of hours of special education and related services in some other location Children attending special education program (not in any regular early childhood program),… • …specifically, a separate special education class • …specifically, a separate school • …specifically, a residential facility Children attending neither a regular early childhood program nor a special education program… • …and receiving the majority of hours of special education and related services at home • …and receiving the majority of hours of special education and related services at the service provider location or some other location not in any other category	• Intellectual disabilities • Hearing impairments • Speech or language impairments • Visual impairments • Emotional disturbance • Orthopedic impairments • Other health impairments • Specific learning disabilities • Deaf-blindness • Multiple disabilities • Autism • Traumatic brain injury • Developmental delay • Total	• Count • Percent	• 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013
Educational environment and age category of children with disabilities ages 6-12 by disability	• Inside the regular class 80% or more of day • Inside the regular class no more than 70% of day but no less than 40% of day • Inside regular class for less than 40% of day • Separate school Age category • 6-11 • 12-17 • 18-21			

Variable	Values	Subgroups	Type of data	Date of the data
	• Residential facility • Homebound/hospital • Correctional facilities • Parentally placed in private schools			

Educational Environment Report (continued)

Variable	Values	Subgroups	Type of data	Date of the data
Race/ethnicity of children with disabilities ages 6-21 by educational environment	• Hispanic/Latino • American Indian/Alaskan Native • Asian • Black or African American • Native Hawaiian or other Pacific Islander • White • Two or more races • Total	• Inside the regular class 80% or more of day • Inside the regular class no more than 70% of day but no less than 40% of day • Inside regular class for less than 40% of day • Separate school • Residential facility • Homebound/hospital • Correctional facilities • Parentally placed in private schools	• Count • Percent	• 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013
Gender of children with disabilities ages 6-21 by educational environment	• Male • Female • Total			
Limited English proficiency of children with disabilities ages 6-21 by educational environment	• Yes • No • Total			

Exiting Report

Variable	Values		Subgroups	Type of data	Date of the data
Discrete age and disability by basis of exit	Age • 14 • 15 • 16 • 17 • 18	Disability • Intellectual disabilities • Hearing impairments • Speech or language impairments • Visual impairments • Emotional disturbance	• Transferred to regular education • Graduated with regular high school diploma • Received a certificate • Reached maximum age • Died	• Count • Percent	• 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013

Variable	Values	Subgroups	Type of data	Date of the data
	• 19 • 20 • 21 • 14-21total • Orthopedic impairments • Other health impairments • Specific learning disabilities • Deaf-blindness • Multiple disabilities • Autism • Traumatic brain injury • Total	• Moved, known to be continuing • Dropped out • Total		
Race/ethnicity by basis of exit	• Hispanic/Latino • American Indian/Alaskan Native • Asian • Black or African American • Native Hawaiian or other Pacific Islander • White • Two or more races • Total	• Transferred to regular education • Graduated with regular high school diploma • Received a certificate • Reached maximum age • Died • Moved, known to be continuing • Dropped out • Total	• Count • Percent	• 2007-2008 • 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013
Gender by basis of exit	• Male • Female • Total			
Limited English proficiency by basis of exit	• Yes • No • Total			

Personnel Report

Variable	Values	Subgroups	Type of data	Date of the data
Special education teachers serving children with disabilities	• Special education teachers for ages 3-5 • Special education teachers for ages 6-21 • Total	• Highly qualified • Not highly qualified • Total	• Count	• 2007-2008 • 2008-2009 • 2009-2010 • 2010-2011 • 2011-2012 • 2012-2013
Special education paraprofessionals serving children with disabilities	• Special education paraprofessionals for ages 3-5 • Special education paraprofessionals for ages 6-21 • Total	• Qualified • Not qualified • Total		
Related services	• Audiologists • Social workers	• Fully certified		

Variable	Values		Subgroups	Type of data	Date of the data
personnel serving children with disabilities ages 3-21	• Speech-language pathologist • Interpreters • Psychologists • Occupational therapists • Physical therapists • Physical education teachers and recreation and therapeutic recreation specialists	• Medical/nursing service staff • Counselors and rehabilitation counselors • Orientation and mobility specialists	• Not fully certified • Total		

APPENDIX F: STRIVE HI PERFORMANCE SYSTEM[43-44]

Variables	Values		Type of data	Level of data	Date of the data
School ID			• Number	• School	• 2012-13
School Name			• Nominal		
School Type for Strive HI	• Elementary • Middle school	• High school			
Title 1	• Yes	• No			
Complex Area			• Nominal		
Strive HI Step	• Recognition • Continuous Improvement • Focus	• Priority • Classification Not Determined			
Final school index score[45]			• Number		
Math proficiency			• Percent		

[43] Source: http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx. Scroll down to The Strive HI Master Data File (SY12-13) to download data in Excel file.

[44] There are no subgroups for the variables and, therefore, this column was not included in the table.

[45] The final school index score uses multiple measures of student achievement, growth, readiness and achievement gaps, and considers the performance of all students, including performance gaps between two new student subgroups: "High-Needs Students" and "Non-High Needs Students." The final school index score ranges from 0-400. (Source: http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx)

Variables	Values	Type of data	Level of data	Date of the data
Math participation penalty?	• Yes			
Reading proficiency		• Percent		
Reading participation penalty?	• Yes			
Reading proficiency – pooled data?				
Science proficiency		• Percent		
Science proficiency – pooled data?	• Yes			
Math median SGP		• Percentile		
Math SGP – used pooled data?	• Yes			
Reading median SGP		• Percentile		
Reading SGP – used pooled data?	• Yes			
Chronic absenteeism		• Percent		
Median 8th grade EXPLORE		• Number		
Pct. Scoring at or above 19 on 11th grade ACT		• Percent		
Graduation Rate Used for 2012 HS Readiness Calculation		• Percent	• School	• 2012-13
Graduation rate – pooled data?	• Yes			
Class of 2011 16-month College Enrollment Rate		• Percent		
2012-13 non high-needs proficiency				
2012-13 high-needs proficiency				
Current gap rate				
2010-11 non high-needs proficiency				• 2010-11
2010-11 high-needs proficiency				
2010-11 gap rate				
Two-Year Gap Reduction Rate (negative numbers indicate gap has grown)				• 2011-13
2010-11 all students graduation rate				• 2010-11
2011-12 all students graduation rate				• 2011-12
2010-11 high-needs graduation rate				• 2010-11

Variables	Values	Type of data	Level of data	Date of the data
2011-12 high-needs graduation rate				• 2011-12
2010-11 non high-needs graduation rate				• 2010-11
2011-12 non high-needs graduation rate				• 2011-12
2013 graduation rate gap				• 2012-13
Automatic Classification Reason	• High performance • High performance & significant progress • Large achievement gap • Large graduation gap • Low graduation rate • Low performance • None • School Improvement Grant (SIG) status • Significant progress			

APPENDIX G: AFTER-GRADUATION PLAN FOR KAMEHAMEHA SCHOOLS (KS) CLASS OF 2006[46]

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Plans (by region)	• 2-year college • 4-year college • Tech/Voc School • Armed Forces • Working • Other • Undecided	Region • Hawai`i • International • Mainland • Undecided • Total	• Count • Percent	• Combined • Hawai`i • Kapalama • Maui	• 2006

[46] Source: http://www.ksbe.edu/spi/databoard.php

APPENDIX H: NATIVE HAWAIIAN EDUCATIONAL ATTAINMENT CHARTS[47]

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Educational attainment	• Less than 9th grade • 9th to 12th grade, no diploma • High school graduate (includes equivalency) • Some college, no degree • Associate degree • Bachelor's degree • Graduate or professional degree	Age group • 18 to 24 years • 25 to 34 years • 35 to 44 years • 45 to 64 years • 65 years and over Sex • Male • Female	• Count	• State	• N/A

[47] Source: http://www.ksbe.edu/spi/databoard.php

APPENDIX I: NO CHILD LEFT BEHIND, 2004[48-49]

Variable	Values	Type of data	Level of data	Date of the data
SCH_code		• Number	• School	• 2004
Common name		• Nominal		
School name				
Gr	• K-2 • K-5 • K-6 • K-7 • K-8 • K-9 • 2-6 • 6-8 • 6-12 • 7-12 • 7-8 • 9-12 • K-10 • K-12			
Street address		• Nominal		
City				
Zip		• Number		
Tel				
Fax				
Charter DOE	• Charter • DOE • Special			
Dist	• C • H • Ha • K • L • M • W			
AYP_status	• Met • Not met			
NCLB_status	• Corrective action • No sanction • Planning for restructuring • Restructuring • School improvement			
HAWN_pct		• Percent		

[48] Source: http://www.ksbe.edu/spi/databoard.php

[49] There are no subgroups for the variables and, therefore, this column was not included in the table.

APPENDIX J: CENTER ON THE FAMILY DATA CENTER[50-51]

Child and Family Indicators – Education[52]

Variable	Type of data	Level of data	Date of the data
Attainment			
High school graduates	• Percent	• National • State[53] • County[54]	• 1990-2011
High school seniors graduating with diploma		• State • County	• 1996-2012
College graduates		• National • State[55] • County[56]	• 1990-2011
Performance			
At or above 8th-grade proficiency in math		• National • State	• 2000 • 2003 • 2005 • 2007 • 2009 • 2011
At or above 8th-grade proficiency in reading			
At or above 8th-grade proficiency in writing			• 2002 • 2007
Access			
Private schools	• Count	• State • County	• 1990-2003 • 2006-2012
Public elementary schools			• 1999-2004 • 2006
Public school enrollment			• 1990-2012
Special education students (elementary)	• Percent		• 1990 • 1993-2000 • 2002-2012
High school seniors with college plans		• State	• 2000-2008

[50] Source: http://uhfamily.hawaii.edu/cof_data/home.aspx

[51] There are no values or subgroups for the variables and, therefore, these columns were not included in the table.

[52] Additional Child and Family Indicators include Economy, Social, and Health. Additional variables are available within these indicators.

[53] No data at the state level for 1992.

[54] No data at the county level for 1991-1999, and 2001-2004. Data for Kaua'i County available for 1990, 2000, 2010, and 2011 only.

[55] No data at the state level for 1992 and 2011.

[56] No data at the county level for 1991-1999, 2001-2004, and 2011. Data for Kaua'i County available for 1990, 2000, and 2010 only.

Variable	Type of data	Level of data	Date of the data
High school seniors with further training plans		• County	• 2000 • 2002-2008
Other			
Average daily school attendance (overall)	Percent	• State • County	• 1990 • 1995-2012
Student suspensions			• 2000-2012
Low student commitment to school			• 2000 • 2002 • 2003
Stability in students' school enrollment			• 1990 • 1995-2012

Child and Family Indicators – Economy[57]

Variable	Type of data	Level of data	Date of the data
Safety Net			
Students receiving free or reduced-cost lunch	• Percent	• State • County	• 2001-2012

Child and Family Indicators – Social[58]

Variable	Type of data	Level of data	Date of the data
Participation			
Teens ages 16 to 19 not attending school and not working	• Percent	• National • State • County[59]	• 2005-2011

[57] There are additional variables within the economy indicator; the variable listed is related to education.

[58] There are additional variables within the social indicator; the variable listed is related to education.

[59] No data available for Hawai'i County, Kaua'i County, or Maui County with the exception of Hawai'i County in 2009.

APPENDIX K: HAWAI'I SCHOOL HEALTH SURVEY: YOUTH RISK BEHAVIOR SURVEY[60]

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
How likely to complete a post high school program	• Not sure • Probably will not • Definitely will not • Definitely will • Probably will	Gender • Male • Female Grade level • 9th grade • 10th grade • 11th grade • 12th grade Hawaii State Department of Health (DOH) Race-Ethnicity[61] • Caucasian • Native Hawaiian • Filipino • Japanese • Black • Native Alaskan/American Indian • Asian • Pacific Islander • Other	• Count • Percent	• State	• 2007 • 2009 • 2011
				• County[62]	• 2011
How likely to complete high school	• Not sure • Probably will not • Definitely will not • Definitely will Probably will	Gender • Male • Female Grade level • 6th grade • 7th grade • 8th grade • 9th grade • 10th grade • 11th grade • 12th grade DOH Race-Ethnicity[63] • Caucasian • Native Hawaiian • Filipino • Japanese • Black • Native Alaskan/American Indian • Asian • Pacific Islander • Other		• State	• 2007 • 2009 • 2011
				• County	• 2011

[60] Source: http://www.hhdw.org/

[61] Some ethnicities are marked "not reportable"; please see data source for more information.

[62] County-level data is available for Honolulu, Kauai and Maui counties; no data is available for Hawaii County.

[63] Some ethnicities are marked "not reportable"; please see data source for more information.

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Students who have a teacher/adult in the school that they can talk to if they have problem		Gender • Male • Female Grade level • 6th grade • 7th grade • 8th grade • 9th grade • 10th grade • 11th grade • 12th grade DOH Race-Ethnicity[64] • Caucasian • Native Hawaiian • Filipino • Japanese • Black • Native Alaskan/American Indian • Other Asian • Other Pacific Islander • Other	• Count • Percent	• State	• 2009 • 2011
				• County[65]	2011
Grades in school mostly A's or B's		Gender • Male • Female Grade level • 6th grade • 7th grade • 8th grade • 9th grade • 10th grade • 11th grade • 12th grade DOH Race-Ethnicity[66] • Caucasian • Native Hawaiian • Filipino • Japanese • Black • Native Alaskan/American Indian • Other Asian • Other Pacific Islander • Other		• State	• 2001 • 2003 • 2009 • 2011
				• County[67]	• 2011

[64] Some ethnicities are marked "not reportable"; please see data source for more information.

[65] County-level data from the high school survey is unavailable for Hawaii County.

[66] Some ethnicities are marked "not reportable"; please see data source for more information.

[67] County-level data from the high school survey is not available for Hawaii County.

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Grades in school mostly D's or F's		Gender • Male • Female Grade level • 6th grade • 7th grade • 8th grade • 9th grade • 10th grade • 11th grade • 12th grade DOH Race-Ethnicity[68] • Caucasian • Native Hawaiian • Filipino • Japanese • Black • Native Alaskan/American Indian • Other Asian • Other Pacific Islander • Other	• Count • Percent	• State	• 2001 • 2003 • 2009 • 2011
				• County[69]	• 2011

[68] Some ethnicities are marked "not reportable"; please see data source for more information.

[69] County-level data from the high school survey is not available for Hawaii County.

APPENDIX L: INSTITUTIONAL RESEARCH AND ANALYSIS OFFICE[70]

Degrees and Certificates Awarded[71]

Variable	Values[72]	Subgroups	Type of data	Level of data	Date of the data
Degrees and certificates awarded	• Total degrees • Certificate (CA Dent Hyg) • Associate (AA, AAS, AS, ATS) • Advanced Prof Certificate (APC) • Baccalaureate (BA, BAS, BS, etc) • Undergraduate (Other) (PB) • Master • Doctorate (PhD, EdD, DrPH) • Professional Practice (JD, MD, Darch, PharmD) • Graduate (Other) (PDN, PB, Cert in Ed)		• Count	• UH system • UH Mānoa • UH Hilo • UH West Oʻahu • UH Community Colleges • Hawaiʻi Community College • Honolulu Community College • Kapiʻolani Community College • Kauaʻi Community College • Leeward Community College • UH Maui College • Windward Community College	• 2008-09 • 2009-10 • 2010-11 • 2011-12 • 2012-13
Degrees earned by gender	• Grand total • Certs of achievement • Associate degrees • Bachelor's degrees • Master's degrees • Doctoral degrees • Other	Gender • Men • Women Characteristics • All characteristics • Hawaiian • Non-Hawaiian Major • All majors • STEM major • Non-STEM major			

[70] Source: https://www.hawaii.edu/institutionalresearch/home.action

[71] Additional variables are available within the Degrees and Certificates Awarded section related to historical data.

[72] Many of the degree or certificate subject areas appeared in abbreviated form for the data source (i.e., indigenous lang & cult revital, computer application dev spec, etc.).

Variable	Values[72]		Subgroups	Type of data	Level of data	Date of the data
Certificates awarded by gender	<u>Undergraduate certificates</u>[73] • Accounting • Administration of justice • Adult care home operator • Agricultural technology • Agriculture • Applied forensic anthropology • Art • Asian studies • Auto body repair & painting • Automotive mechanics tech • Basic Hawaiian culture • Bio-resources and technology • Business • Business careers • Business essentials • Business foundations • Business technology • Chinese • Chinese studies • Classics • Community food security • Community health worker • Computer application dev spec • Cosmetology • Culinary arts • Customer service • Database administration • Database management • Dental assisting • Desktop publishing • Digital art	<u>Graduate certificates</u> • Clinical psychology • Conflict resolution • Disability & diversity studies • Disaster prep & emgncy mgmt. • Early childhood • Global health & pop studies • Historic preservation • Indigenous education • Indigenous lang & cult revital • International cultural studies • Japanese • Korean • Museum studies • Ocean policy	• Total • Men • Women • No data	• Count	• UH system • UH Mānoa • UH Hilo • UH West Oʻahu • UH Community Colleges • Hawaiʻi Community College • Honolulu Community College • Kapiʻolani Community College • Kauaʻi Community College • Leeward Community College • UH Maui College • Windward Community College	• 2008-09 • 2009-10 • 2010-11 • 2011-12 • 2012-13

[73] Undergraduate degrees vary from year to year. Some degrees offered in earlier years may not be represented in this table.

Variable	Values[72]	Subgroups	Type of data	Level of data	Date of the data
	• Digital media arts • Digital media production • Disaster Prep & Emgncy Mgmt • E-commerce technology & bus • Early childhood education • Education paraprofessional • Educational studies • Electronics technology • Emergency medical technician • Entrepreneurship • Environmental studies • Ethnic studies • Facilities engineering tech • Fashion technology • Filipino • French • Geog info sys & global pos sys • German • Hawaiian • Hawaiian botany • Hawaiian language • Hawaiian life styles • Hawaiian studies • Health information technology • Healthcare administration • Help desk services • Home health nurses' aide • Hospitality and tourism • Hotel operations • Human services • Information technology • Information & computer sciences • International studies-relation • Islamic studies • Online learning & teaching • Planning studies • Public administration • Public policy • Reading K-12 • South east Asian studies • Urban planning				

Variable	Values[72]	Subgroups	Type of data	Level of data	Date of the data
	• Japanese • Korean • Latin Am. and Iberian studies • Law and society • Mach, welding & ind mech tech • Management • Management foundations • Marine option program • Medical assistant I • Medical office receptionist • Medication assistant • Nurse aide • Nursing • Occupational therapy assistant • Office coordinator • Pacific island studies • Payroll preparer • Peace studies • Philippine studies • Plant bioscience • Plant tissue culture • Polynesian voyaging • Princp of sustainable tourism • Programming • Psycho-social develop studies • Retail foundations • Retailing • Risk management & insurance • Russian • Samoan • Small business accounting • Spanish • Substance abuse counseling • Substnc abse & addctn studies				

Variable	Values[72]	Subgroups	Type of data	Level of data	Date of the data
	• Subtropical urban tree care • Sustainable construction tech • Tax preparer • Teaching English as a second language • Television production • Travel industry management • Video web casting • Visual arts • Women's studies • Writing				

Student Enrollment Information[74]

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Enrollment (CENSUS)			• Count	• UH Manoa • UH Hilo • UH West Oʻahu • Hawaiʻi Community College • Honolulu Community College • Kapiʻolani Community College • Kauaʻi Community College • Leeward Community College • UH Maui College • Windward Community College	• Fall 2009 • Fall 2010 • Fall 2011 • Fall 2012 • Fall 2013 • Spring 2010 • Spring 2011 • Spring 2012 • Spring 2013 • Spring 2014
Selected student characteristics by unit	<u>Educational level</u> • Undergraduate ○ Classified Lower Division ○ Freshman ○ Sophomores ○ Upper Division <u>Ethnicity</u> • Asian/Pacific Islander ○ Asian ▪ Chinese ▪ Filipino ▪ Asian Indian	<u>Ethnicity</u> • All ethnicities • Hawaiian only (including ancestry and race)	• Count • Mean	• UH system • University of Hawaiʻi at Mānoa • University of Hawaiʻi at	• Fall 2008 • Spring 2009 • Fall 2009 • Spring 2010

[74] Additional variables are available within the Student Enrollment Information section.

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
	○ Juniors ○ Seniors ○ Post Baccalaureate ○ Unclassified • Graduate ○ Classified ○ Grad Special / Grad Certificates ○ Masters ○ Doctoral ○ Professional Practice ○ Unclassified • Home-based at other UH campus <u>Gender</u> • Men • Women • No data <u>Permanent home address</u> • Hawai'i • Other than Hawai'i • No data <u>Tuition status</u> • Resident ○ Resident ○ Converted Resident • Non-resident ○ Not Exempted ○ Non-Resident ○ No Information (Non-Resident) ○ Rev. Institutional Exempt ○ Western Undergrad Exchange ○ Exempted ▪ Japanese ▪ Korean ▪ Laotian ▪ Mixed Asian ▪ Other Asian ▪ Thai ▪ Vietnamese ○ Hawaiian or pacific islander ▪ Guamanian or Chamorro ▪ Native Hawaiian or part-Hawn ▪ Micronesian (not GC) ▪ Mixed pacific islander ▪ Pacific islander ▪ Samoan ▪ Tongan • Hispanic • Caucasian • African American or black • Amer Indian or Alaskan native • Mixed race (2 or more) • No data <u>Entering students</u> • Total • Undergraduate • Graduate • Home-based at other UH campus <u>Hawaiian ancestry</u> • Total • Undergraduate • Graduate	• Non-Hawaiian <u>Majors</u> • All majors • STEM majors only • Non-STEM majors		Hilo • University of Hawai'i – West Oahu • University of Hawai'i, community colleges	• Fall 2010 • Spring 2011 • Fall 2011 • Spring 2012 • Fall 2012 • Spring 2013 • Fall 2013

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
	○ N/R Est West Center Exemption ○ N/R Faculty/Staff Exemption ○ N/R HI Natl Guard & Resv Exempt ○ N/R Hawaiian Exemption ○ N/R Institutional Exemption ○ N/R Military Exemption ○ N/R Student Exchg Exempt ○ N/R DOE Teacher Exemption ○ N/R Exempt Spc Talent <u>Age</u> • Average age • Less than 18 years • 18 to 19 years • 20 to 21 years • 22 to 24 years • 25 to 29 years • 30 to 34 years • 35 to 59 years • 60 and over • No data <u>Attendance status</u> • Full-time status • Part-time status <u>Total SSH taken</u> • Full-time • Part-time <u>Average SSH</u> • Full-time • Part-time • Home-based at other UH campus <u>Citizenship type</u> • U.S. citizen ○ Undergraduate ○ Graduate ○ Home-Based at Other UH Campus • U.S. national or CFAS citizen ○ Undergraduate ○ Graduate ○ Home-Based at Other UH Campus • Resident alien ○ Undergraduate ○ Graduate ○ Home-Based at Other UH Campus • Non-resident alien ○ Undergraduate ○ Graduate ○ Home-Based at Other UH Campus • No data ○ Undergraduate ○ Graduate ○ Home-Based at Other UH Campus <u>Registration status</u> • First-time • Transfer • Returning • Continuing No data				

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Selected student characteristics	College[75] Gender • Men • Women • No data Permanent home address • Hawai'i • Other than Hawai'i • No data Tuition status • Resident • Non-resident Age • Average age • Less than 18 years • 18 to 19 years • 20 to 21 years • 22 to 24 years • 25 to 29 years • 30 to 34 years • 35 to 59 years • 60 and over • No data Citizenship type • U.S. citizen • U.S. national or CFAS citizen • Resident alien • Non-resident alien • No data Attendance status • Full-time status • Part-time status Ethnicity • Asian/Pacific Islander ○ Asian ▪ Chinese ▪ Filipino ▪ Asian Indian ▪ Japanese ▪ Korean ▪ Laotian ▪ Mixed Asian ▪ Other Asian ▪ Thai ▪ Vietnamese ○ Hawaiian or pacific islander ▪ Guamanian or Chamorro ▪ Native Hawaiian or part-Hawn ▪ Micronesian (not GC) ▪ Mixed pacific islander ▪ Pacific islander ▪ Samoan ▪ Tongan • Hispanic • Caucasian • African American or black • Amer Indian or Alaskan native • Mixed race (2 or more) • No data Entering students • Total	Ethnicity • Hawaiian only (including ancestry and race) • Non-Hawaiian Majors • STEM majors only • Non-STEM majors	• Count	Undergraduate • Subtotal • Classified • Unclassified Graduate • Subtotal • Classified • Unclassified Home-based at other UH campus	• Fall 2008 • Spring 2009 • Fall 2009 • Spring 2010 • Fall 2010 • Spring 2011 • Fall 2011 • Spring 2012 • Fall 2012 • Spring 2013 • Fall 2013

[75] Each UH campus has colleges specific to that location. Please see the data source for a particular UH campus to view the colleges specific to that location.

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
	Total SSH taken • Full-time • Part-time Average SSH • Full-time • Part-time Registration status • First-time • Transfer • Returning • Continuing • No data • Undergraduate • Graduate • Home-based at other UH campus Hawaiian ancestry • Total • Undergraduate • Graduate Home-based at other UH campus				

APPENDIX M: KIDS COUNT DATA CENTER[76]

Early Childhood Indicators[77]

Variable	Subgroups	Type of data	Level of data	Date of the data
Children ages 3 to 4 not enrolled in preschool		• Count • Percent	• State	• 2005-2007 • 2006-2008 • 2007-2009 • 2008-2010 • 2009-2011 • 2010-2012
Children ages 3 to 4 not enrolled in preschool by poverty status	• Children below 200% poverty not in preschool • Children at or above 200% poverty not in preschool			• 2005-2007 • 2009-2011
Children ages 1 to 5 whose family members read to them less than 3 days per week				• 2003 • 2007 • 2011-12
Children ages 3 to 5 not enrolled in nursery school, preschool or kindergarten				• 2007 • 2008 • 2009 • 2010 • 2011 • 2012
Head Start enrollment by age group	• <3 • 3 • 4 • 5 years and older • Total	• Count		• 1988 • 1989 • 1990 • 1991 • 1992 • 1993 • 1994 • 1995 • 1996 • 1997 • 1998 • 1999 • 2000 • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
Children under age 6 in family-based childcare		• Count • Percent		• 2003 • 2007
Children under age 6 whose parents had predictive concerns about their development				2011-12
Children under age 6 who received a developmental screening				

[76] Source: http://datacenter.kidscount.org/.

[77] There are no values for the variables and, therefore, this column was not included in the table.

School Age Indicators[78]

Variable	Subgroups	Type of data	Level of data	Date of the data
Public school enrollment		• Count	• State • County	• 2000 • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
Stability in students' school enrollment		• Percent		
Average daily school attendance: overall				
Special education students: elementary				• 2000 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
Student suspensions				• 2000 • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
High school seniors graduating with a diploma				
On time graduation				• 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
College going rate				• 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008
High school seniors with college plans				• 2000 • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008
Teens age 16 to 19 not in school and not high school graduates		• Count • Percent	• National[79] • State • Congressional district	• 2000 • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012

[78] There are no values for the variables and, therefore, this column was not included in the table.

[79] Comparison to national data can be seen by clicking on "Compare to United States".

Variable	Subgroups	Type of data	Level of data	Date of the data
Children ages 6 to 17 who repeated one or more grades since starting kindergarten		• Count • Percent	• National[80] • State	• 2003 • 2007 • 2011-12
Children who missed 11 or more days of school per year due to illness or injury	• 6 to 11 • 12 to 17 • 6 to 17	• Percent	• National[81] • State	• 2003 • 2007 • 2011-12
High school students not graduating on time		• Count • Percent		• 2005-06 • 2006-07 • 2007-08 • 2008-09 • 2009-2010
Teens age 16 to 19 not attending school and not working (2000-2007 series)			• National[82] • State • Congressional district	• 2000 • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007
Teens age 16 to 19 not attending school and not working (2008-2012 series)				• 2008 • 2009 • 2010 • 2011 • 2012

Young Adult Indicators[83]

Variable	Subgroups	Type of data	Level of data	Date of the data
High school graduates ages 25 to 29 who have completed a bachelor's degree or higher		• Count • Percent	• National[84] • State	• 2000 • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
Young adults ages 18 to 24 enrolled in or completed college				
Educational attainment of population ages 25 to 34	• Not a high school graduate • High school diploma • Associate's Degree • Bachelor's Degree		• National[85] • State • Congressional district	

[80] Comparison to national data can be seen by clicking on "Compare to United States".

[81] Comparison to national data can be seen by clicking on "Compare to United States".

[82] Comparison to national data can be seen by clicking on "Compare to United States".

[83] There are no values for the variables and, therefore, this column was not included in the table.

[84] Comparison to national data can be seen by clicking on "Compare to United States".

[85] Comparison to national data can be seen by clicking on "Compare to United States".

Variable	Subgroups	Type of data	Level of data	Date of the data
	• Graduate degree			
Persons age 18 to 24 not attending school, not working, and no degree beyond high school (2000-2007 series)		• Count • Percent	• National[86] • State	• 2000 • 2003 • 2006 • 2001 • 2004 • 2007 • 2002 • 2005
Persons age 18 to 24 not attending school, not working, and no degree beyond high school (2008-2012 series)				• 2008 • 2011 • 2009 • 2012 • 2010

Test Scores Indicators

Variable	Value	Subgroups	Type of data	Level of data	Date of the data
4th grade reading achievement levels	• Below basic • At or above basic • Below proficient • At or above proficient		• Percent	• National[87] • State	• 2002 • 2009 • 2003 • 2011 • 2005 • 2013 • 2007
8th grade reading achievement levels					
4th grade math achievement levels					• 2000 • 2009 • 2003 • 2011 • 2005 • 2013 • 2007
8th grade math achievement levels					
4th grade writing achievement levels					• 2002
8th grade writing achievement levels					• 2002 • 2007
4th graders who scored below proficient reading level by school income		• School receives Title 1 funding • School does not receive Title 1 funding			• 2009 • 2011 • 2013
4th graders who scored below proficient reading level by family income		• Eligible for free/reduced school lunch • Not eligible for free/reduced school lunch			
4th graders who scored below		• City • Town			

[86] Comparison to national data can be seen by clicking on "Compare to United States".

[87] Comparison to national data can be seen by clicking on "Compare to United States".

Variable	Value	Subgroups	Type of data	Level of data	Date of the data
proficient reading level by geographic location		• Suburban • Rural			
4th graders who scored below proficient reading by English language learner status		• English language learners • Not English language learners	• Percent	• National[88] • State	• 2002 • 2009 • 2003 • 2011 • 2005 • 2013 • 2007
4th graders who scored below proficient reading by disability status		• Students with disabilities • Students without disabilities			• 1998 • 2007 • 2002 • 2009 • 2003 • 2011 • 2005 • 2013
4th grade science achievement (2000, 2005 series)	• Below basic • At or above basic • Below proficient • At or above proficient		• Percent	• National[89] • State	• 2000 • 2005
4th grade science achievement (2009 series)					• 2009
8th grade science achievement (2000, 2005 series)					• 2000 • 2005
8th grade science achievement (2009 series)					• 2009

[88] Comparison to national data can be seen by clicking on "Compare to United States".

[89] Comparison to national data can be seen by clicking on "Compare to United States".

Indicators by Race and Ethnicity[90]

Variable	Subgroups	Type of data	Level of data	Date of the data
Teens ages 16 to 19 who are not in school and are not high school graduates by race	• Non-Hispanic White • Black or African American • American Indian • Asian and Pacific Islander • Hispanic or Latino • Total • Two or more races[91]	• Count • Percent[92]	• National[93] • State	• 2000[94] • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
8th graders who scored below proficient math achievement by race	• White • Black or African American • Hispanic or Latino • Asian or Pacific Islander • American Indian • Two or more races	• Percent		• 2005 • 2007 • 2009 • 2011 • 2013
4th graders who scored below proficient reading achievement by race				
Children ages 3 to 4 who are not attending preschool by race	• Total • Non-Hispanic White • Black or African American • Asian and Pacific Islander • American Indian • Hispanic or Latino • Two or more races	• Count • Percent		• 2005-2007 • 2006-2008 • 2007-2009 • 2008-2010 • 2009-2011
Children in families where the household head lacks a high school diploma by race and ethnicity				• 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012

[90] There are no values for the variables and, therefore, this column was not included in the table.

[91] No data available prior to 2012.

[92] For 2000-2005, percentages are available; no counts are available.

[93] Comparison to national data can be seen by clicking on "Compare to United States".

[94] For 2000-2004, percentages for the Total are available; no percentages are available for specific ethnicities.

Variable	Subgroups	Type of data	Level of data	Date of the data
High school students not graduating on time by race and ethnicity	• Non-Hispanic American Indian • Non-Hispanic Asian and Pacific Islander • Non-Hispanic Black or African American • Non-Hispanic White • Hispanic or Latino • Total	• Percent		• 2005-2007 • 2006-2008 • 2007-2009 • 2008-2010 • 2009-2011
Teens ages 16 to 19 not attending school and not working by race (2005-2007 series)	• Total • Non-Hispanic White • Black or African American • Asian and Pacific Islander	• Count • Percent	• State	• 2005 • 2006 • 2007
Teens ages 16 to 19 not attending school and not working by race (2008-2012 series)				• 2008 • 2009 • 2010 • 2011 • 2012

Other Education Indicators

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
High school graduates			• Percent	• State • County	• 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011
College graduates					• 2005 • 2006 • 2007 • 2008 • 2009 • 2010
Private high schools			• Count		• 2000 • 2001 • 2002 • 2003 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Children by household head's educational attainment		• Not a high school graduate • High school diploma or GED • Associate's Degree • Bachelor's Degree • Graduate degree	• Count • Percent	• National[95] • State	• 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
Educational attainment of working age population 25 to 64	• Not a high school graduate • High school diploma • Associate's Degree • Bachelor's Degree • Graduate degree			• National[96] • State • Congressional district	• 2000 • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
Children who speak a language other than English at home			• Count • Percent	• National[97] • State • Congressional district	• 2000 • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
Children that have difficulty speaking English					
Children who have difficulty speaking English by children in immigrant families		• Children in immigrant families • Children in U.S.-born families	• Count • Percent	• National[98] • State	• 2000-2002 • 2001-2003 • 2002-2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
Children living in linguistically isolated households by children in immigrant families					
Children in immigrant families in which resident parents have difficulty speaking English					

[95] Comparison to national data can be seen by clicking on "Compare to United States".

[96] Comparison to national data can be seen by clicking on "Compare to United States".

[97] Comparison to national data can be seen by clicking on "Compare to United States".

[98] Comparison to national data can be seen by clicking on "Compare to United States".

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Children in immigrant families in which resident parents have less than a 9th grade education					
Per-pupil educational expenditures adjusted for regional cost differences			• Currency (dollars)		• 1995 • 1996 • 1997 • 1998 • 2001 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010
Children whose parents have less than a high school degree by children in immigrant families		• Children in immigrant families • Children in U.S.-born families	• Count • Percent		• 2000-2002 • 2001-2003 • 2002-2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012

APPENDIX N: STATE EDUCATION DATA PROFILES (COMMON CORE OF DATA)[99][100][101]

Elementary & Secondary Education Characteristics

Variable	Date of Data
Total Number of Schools	• 2011-2012
Total Students	
Total, All Grades – male	
Total, All Grades – female	
Total Students – Amer Ind/AK Native	
Total Students- Asian/Pacific Islander	
Total Students – Black	
Total Student – Hispanic	
Total Students – White	
Total Students – Two or more Races	
Prekindergarten Students	
Kindergarten Students	
First Grade Students	
Second Grade Students	
Third Grade Students	
Fourth Grade Students	
Fifth Grade Students	
Sixth Grade Students	
Seventh Grade Students	
Eighth Grade Students	
Ninth Grade Students	
Tenth Grade Students	
Eleventh Grade Students	
Twelfth Grade Students	
Ungraded Students	

[99] Source: https://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=short&s1=15

[100] There are additional data available; the data included align with HPERC's research priority areas.

[101] There are no values or subgroups for the variables and, therefore, these columns were not included in the table. Further, all data are counts at the national and state levels; given this, the type of data and level of data are not provided in the table.

Variable	Date of Data
Free Lunch Eligible	• 2011-2012
Reduced-price Lunch Eligible	
LEP/ELL Students	
Individualized Education Program	
Total Teachers	
Total Staff	
Pupil/Teacher Ratio	

Postsecondary Education[102]

Variable	Date of Data
Degrees / certificates awarded – Total	• 2009-10 • 2010-11
Degrees / certificates awarded – American Indian or Alaska Native	
Degrees / certificates awarded – Asian, Native Hawaiian, of Pacific Islander	
Degrees / certificates awarded – Black or African American	
Degrees / certificates awarded – Hispanic or Latino	
Degrees / certificates awarded – White	
Degrees / certificates awarded – Two or more races	
Degrees / certificates awarded – Race/ethnicity unknown	
Degrees / certificates awarded – Nonresident alien	
Degrees / certificates awarded – Associate's	
Degrees / certificates awarded – Bachelor's	
Degrees / certificates awarded – Master's	
Degrees / certificates awarded – Doctor's	

National Assessment of Educational Progress

Variable	Date of Data
Scale, Score, Grade 4 Math	• 2002 • 2007 • 2009 • 2011
% of Students at or Above Basic – Grade 4 Math	
% of Students at or Above Proficient – Grade 4 Math	
% of Students at or Above Advanced – Grade 4 Math	
Scale Score, Grade 8 Math	
% of Students at or Above Basic – Grade 8 Math	

[102] There are additional variables available; the variables included align with HPERC's research priority areas.

Variable	Date of Data
% of Students at or Above Proficient – Grade 8 Math	
% of Students at or Above Advanced – Grade 8 Math	
Scale Score, Grade 4 Reading	
% of Students at or Above Basic – Grade 4 Reading	
% of Students at or Above Proficient – Grade 4 Reading	
% of Students at or Above Advanced – Grade 4 Reading	
Scale Score, Grade 8 Reading	
% of Students at or Above Basic – Grade 8 Reading	
% of Students at or Above Proficient – Grade 8 Reading	
% of Students at or Above Advanced – Grade 8 Reading	
Scale, Score, Grade 4 Science	
% of Students at or Above Basic – Grade 4 Science	• 2002
% of Students at or Above Proficient – Grade 4 Science	• 2007
% of Students at or Above Advanced – Grade 4 Science	• 2009
Scale, Score, Grade 8 Science	• 2011
% of Students at or Above Basic – Grade 8 Science	
% of Students at or Above Proficient – Grade 8 Science	
% of Students at or Above Advanced – Grade 8 Science	
Scale, Score, Grade 4 Writing	
% of Students at or Above Basic – Grade 4 Writing	
% of Students at or Above Proficient – Grade 4 Writing	
% of Students at or Above Advanced – Grade 4 Writing	
Scale, Score, Grade 8 Writing	
% of Students at or Above Basic – Grade 8 Writing	
% of Students at or Above Proficient – Grade 8 Writing	
% of Students at or Above Advanced – Grade 8 Writing	

APPENDIX O: 2009-10 & 2011-12 DISTRICT OR SCHOOL REPORTS (CIVIL RIGHTS DATA COLLECTION)[103-104]

District Report

LEA Characteristics and Membership[105]

Variable	Values	Subgroups	Type of Data	Date of Data
Student Enrollment		• American Indian/Alaska Native • Asian • Black • Hispanic • Native Hawaiian/Pacific Islander • Two or More Races • White • Female • Male • Students with Disabilities (IDEA) • Section 504 Only • limited English Proficiency (LEP) • Free and Reduced-price Lunch (FRPL)	• Percent	• 2009-10 • 2011-12
Number of Schools with		• Title I • Primary Focus on Students with Disabilities • Magnet Program • Charter School Classification • Alternative School Classification • Offering AP • Gifted/Talented • Single-sex Classes	• Count	
The District's prekindergarten services are provided to the following:	• Yes • No	• All Students • Students with disabilities (IDEA) • Students in Title I Schools • Students from low income families • Other	• Nominal	• 2009-10

[103] Source: http://ocrdata.ed.gov/DistrictSchoolSearch#districtSearch

[104] There are additional data available; the data included align with HPERC's research priority areas.

[105] The wording and availability of variables and subgroups may vary slightly across the years.

Additional Profile Facts Available: Characteristics and Membership - Total LEP Students[106]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and disability status of students who are Limited English Proficient?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12
Of the total student enrolled in the district, what proportion is Limited English Proficient?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male Disability Status • All students • IDEA	• Percent	

Additional Profile Facts Available: Characteristics and Membership - LEP Students Enrolled in LEP Programs[107]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and disability status of students enrolled in LEP programs?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12

[106] Data are found by selecting the "Total LEP Students" link under LEP, along right side of site.

[107] Data are found by selecting the "LEP Students Enrolled in LEP Programs" link under LEP, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the total student enrolled in the district, what proportion was enrolled in a LEP program?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male Disability Status • All students • IDEA	• Percent	• 2011-12

Additional Profile Facts Available: Characteristics and Membership – Students with Disabilities Served under IDEA[108]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with disabilities served under IDEA?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the total student enrolled in the district, what proportion are students with disabilities served under IDEA?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	

[108] Data are found by selecting the "Students with Disabilities (IDEA)" link along right side of site.

Additional Profile Facts Available: Characteristics and Membership - Students with Disabilities Served under Section 504 (Not under IDEA)[109]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with disabilities served under Section 504 only?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the total student enrolled in the district, what proportion are students with disabilities served under Section 504 only?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Intellectual Disability[110]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[109] Data are found by selecting the "Students with Disabilities (504)" link along right side of site.

[110] Data are found by selecting the "IDEA - Intellectual Disability" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Emotionally Disturbed[111]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[111] Data are found by selecting the "IDEA – Emotionally Disturbed" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Specific Learning Disabilities[112]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[112] Data are found by selecting the "IDEA – Specific Learning Disabilities" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Developmental Delay[113]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[113] Data are found by selecting the "IDEA – Developmental Delay" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Hearing Impairments[114]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[114] Data are found by selecting the "IDEA – Hearing Impairments" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Speech/Language Impairments[115]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[115] Data are found by selecting the "IDEA – Speech/Language Impairments" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Visual Impairments[116]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[116] Data are found by selecting the "IDEA – Visual Impairments" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Orthopedic Impairments[117]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[117] Data are found by selecting the "IDEA – Orthopedic Impairments" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Autism[118]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[118] Data are found by selecting the "IDEA – Autism" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Traumatic Brain Injury[119]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[119] Data are found by selecting the "IDEA – Traumatic Brain Injury" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Deaf/Blindness[120]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[120] Data are found by selecting the "IDEA – Deaf/Blindness" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Multiple Disabilities[121]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[121] Data are found by selecting the "IDEA – Multiple Disabilities" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Other Health Impairments[122]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12

[122] Data are found by selecting the "IDEA – Other Health Impairments" link under EDFacts IDEA, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

District Report – Pathways to College and Career Readiness[123]

Variable	Values	Subgroups	Type of Data	Date of Data
The District's prekindergarten services are provided to the following	• Yes • No	• All Students • Students with disabilities (IDEA) • Students in Title I Schools • Students from low income families • Other	• Nominal	• 2009-10 • 2011-12
Compared to the overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?	• District Enrollment • Early childhood Enrollment	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White LEP Students • Percent of enrollment that is LEP • Percent of pre-school population that is LEP	• Count • Percent	• 2009-10 • 2011-12

[123] The wording and availability of variables and subgroups may vary slightly across the years.

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to the overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?	• District Enrollment • Gifted & Talented Enrollment • Algebra I Enrollment in 7th or 8th	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12
Compared to the overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?	• District Enrollment • Calculus Enrollment • Chemistry Enrollment • Physics Enrollment	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12
Compared to the overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?	• District enrollment • SAT/ACT Enrollment	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?	• % of enrollment • % of participants in SAT/ACT	• LEP students • Students with disabilities • Female/Male	• Percent	• 2011-12

Additional Pathways to College and Career Readiness Facts: Early Childhood Education – EC/Preschool Enrollment[124]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP/disability status of students enrolled in Early Childhood and Preschool programs?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12
Of the total Preschool children enrolled in the district, what proportion was enrolled in the Early Childhood and Preschool programs?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP Disability Status • All students • IDEA	• Percent	• 2011-12

Additional Pathways to College and Career Readiness Facts: Gifted/Talented Enrollment[125]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students Disability Status • Students with	• Count • Percent	• 2011-12

[124] Data are found by selecting the "EC/Preschool Enrollment" link under Early Childhood Education, along right side of site.

[125] Data are found by selecting the "Gifted/Talented Enrollment" link along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
		disabilities (IDEA)		
Of the total students enrolled, what proportion was enrolled in Gifted and Talented programs?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP Disability Status • All students • IDEA	• Percent	• 2011-12

Additional Pathways to College and Career Readiness Facts: Algebra I Enrollment[126]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 7th/8th grade students enrolled in Algebra I?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 9th/10th grade students enrolled in Algebra I?				

[126] Data are found by selecting the "Algebra I Enrollment" link along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 11th/12th grade students enrolled in Algebra I?				

Additional Pathways to College and Career Readiness Facts: Algebra I Passing[127]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 7th/8th grade students passing Algebra I?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 9th/10th grade students passing Algebra I?				
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 11th/12th grade students passing Algebra I?				

[127] Data are found by selecting the "Algebra I Passing" link along right side of site.

Additional College and Career Readiness Facts: Classes Offered and Enrollment[128]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of students enrolled in Geometry? Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of students enrolled in Algebra II? Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of students enrolled in Advanced Math? Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of students enrolled in Calculus?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12

[128] Data are found by selecting the "Classes Offered and Enrollment" link along right side of site.

Additional College and Career Readiness Facts: IB Enrollment[129]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of students enrolled in an IB programme?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12

Additional College and Career Readiness Facts: AP Enrollment[130]

Variable	Values	Subgroups	Type of Data	Date of Data
Advanced Placement Enrollment	• Students taking AP Foreign Language • Students taking AP math • Students taking AP science • Students taking at least 1 AP course • Students taking other AP courses • Total district enrollment	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12

Additional College and Career Readiness Facts: AP Test Taking[131]

Variable	Values	Subgroups	Type of Data	Date of Data
Advanced Placement Test Taking	• Students taking courses but no tests • Students taking tests for all AP courses • Students taking tests for some AP courses • Total district enrollment	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12

[129] Data are found by selecting the "IB Enrollment" link along right side of site.

[130] Data are found by selecting the "AP Enrollment" link along right side of site.

[131] Data are found by selecting the "AP Test Taking" link along right side of site.

Additional College and Career Readiness Facts: AP Test Passing[132]

Variable	Values	Subgroups	Type of Data	Date of Data
Advanced Placement Test Mastery	• Students passing all AP tests • Students passing no AP tests • Students passing some AP tests • Total district enrollment	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12

Additional College and Career Readiness Facts: SAT/ACT Participation[133]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP/disability status of students who participated in the SAT or ACT this school year?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12

Additional College and Career Readiness Facts: Participated in GED Program[134]

Variable	Values	Subgroups	Type of Data	Date of Data
Of the students who participated in an LEA-operated GED program, what proportion is in each race/ethnicity and program?	• Enrollment (District) • Student Category (District)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic Sex • Females • Males LEP Status	• Count • Percent	• 2011-12
Of the students aged 16-19 who				

[132] Data are found by selecting the "AP Test Passing" link along right side of site.

[133] Data are found by selecting the "SAT/ACT Participation" link along right side of site.

[134] Data are found by selecting the "Participated in GED Program" link under GED Programs, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
participated in the LEA-operated GED Preparation Program and received GED credentials, what proportion is in each race/ethnicity and program?		• Nat HI/Pac Isl • Two or More • White • LEP students <u>Disability Status</u> • Students with disabilities (IDEA)		

School Report

School Characteristics and Membership

Variable	Values	Subgroups	Type of Data	Date of Data
Student Enrollment		• American Indian/Alaska Native • Asian • Black • Hispanic • Native Hawaiian/Pacific Islander • Two or More Races • White • Female • Male • Students with Disabilities (IDEA) • Section 504 Only • Limited English Proficiency (LEP) • Free and Reduced-price Lunch (FRPL)	• Percent	• 2011-12
School Information	• Yes • No	• Title I Classification • Focused primarily on Students with Disabilities • Magnet Program • Charter School • Alternative School • Grouping for Math/ELA • Offers Preschool • Offers Kindergarten • Offers Gifted/Talented Program • Offers AP Courses • Offers Single-sex Classes • Offers Interscholastic Athletics	• Nominal	
LEA Information		• Total Schools	• Count	• 2011-12

Variable	Values	Subgroups	Type of Data	Date of Data
		• Total Enrollment		

Additional Profile Facts Available: Characteristics and Membership - Total LEP Students[135]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and disability status of students who are Limited English Proficient?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12
Of the total student enrolled in the district, what proportion is Limited English Proficient?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male Disability Status • All students • IDEA	• Percent	

Additional Profile Facts Available: Characteristics and Membership - LEP Students Enrolled in LEP Programs[136]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and disability status of students enrolled in LEP	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black Sex • Females • Males Disability Status	• Count • Percent	• 2011-12

[135] Data are found by selecting the "Total LEP Students" link under LEP, along right side of site.

[136] Data are found by selecting the "LEP Students Enrolled in LEP Programs" link under LEP, along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
programs?		• Hispanic • Nat HI/Pac Isl • Two or More • White • Students with disabilities (IDEA)		
Of the total student enrolled in the district, what proportion was enrolled in a LEP program?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male Disability Status • All students • IDEA	• Percent	• 2011-12

Additional Profile Facts Available: Characteristics and Membership – Students with Disabilities Served under IDEA[137]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with disabilities served under IDEA?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the total student enrolled in the district, what proportion are students with disabilities served under IDEA?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	

[137] Data are found by selecting the "Students w/Disabilities (IDEA)" link along right side of site.

Additional Profile Facts Available: Characteristics and Membership - Students with Disabilities Served under Section 504 (Not under IDEA)[138]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with disabilities served under Section 504 only?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the total student enrolled in the district, what proportion are students with disabilities served under Section 504 only?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12

[138] Data are found by selecting the "Students w/Disabilities (504)" link along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Intellectual Disability[139]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[139] Data are found by selecting the "IDEA – Intellectual Disability" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Emotionally Disturbed[140]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[140] Data are found by selecting the "IDEA – Emotionally Disturbed" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Specific Learning Disabilities[141]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[141] Data are found by selecting the "IDEA – Specific Learning Disabilities" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Developmental Delay[142]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[142] Data are found by selecting the "IDEA – Developmental Delay" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Hearing Impairments[143]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[143] Data are found by selecting the "IDEA – Hearing Impairments" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Speech/Language Impairments[144]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[144] Data are found by selecting the "IDEA – Speech/Language Impairments" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Visual Impairments[145]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[145] Data are found by selecting the "IDEA – Visual Impairments" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Orthopedic Impairments[146]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[146] Data are found by selecting the "IDEA – Orthopedic Impairments" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Autism[147]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[147] Data are found by selecting the "IDEA – Autism" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Traumatic Brain Injury[148]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[148] Data are found by selecting the "IDEA – Traumatic Brain Injury" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Deaf/Blindness[149]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[149] Data are found by selecting the "IDEA – Deaf/Blindness" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Multiple Disabilities[150]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[150] Data are found by selecting the "IDEA – Multiple Disabilities" link under EDFacts IDEA, along right side of site.

Additional Profile Facts Available: Characteristics and Membership – EDFacts IDEA: IDEA – Other Health Impairments[151]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP status of students with this disability?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students	• Count • Percent	• 2011-12
Of the students enrolled in the district, what percentage has this disability by race/ethnicity and LEP status?	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP	• Percent	• 2011-12
Spends 80% or more in regular classroom	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Sex • Females • Males	• Count • Percent	• 2011-12
Spends 40 to 79% or more in regular classroom				• 2011-12
Spends less than 40% in regular classroom				• 2011-12

[151] Data are found by selecting the "IDEA – Other Health Impairments" link under EDFacts IDEA, along right side of site.

School Report – Pathways to College and Career Readiness[152]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to the overall enrollment, what is the race/ethnicity of students enrolled in Early Childhood Education?	• School Enrollment • Early childhood Enrollment	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White LEP Students • Percent of enrollment that is LEP • Percent of pre-school population that is LEP	• Count • Percent	• 2011-12
Compared to the overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented or 7th & 8th Grade Algebra I?	• School Enrollment • Gifted & Talented Enrollment • Algebra I Enrollment in 7th or 8th	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12
Compared to the overall enrollment, what is the race/ethnicity of students enrolled in Calculus, Chemistry, or Physics?	• School Enrollment • Calculus Enrollment • Chemistry Enrollment • Physics Enrollment	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12
Compared to the overall enrollment, what is the race/ethnicity of students who took the SAT/ACT?	• School enrollment • SAT/ACT Enrollment	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12
Of the students who took the SAT/ACT, what percentage are LEP, of each sex, and students with disabilities?	• % of enrollment • % of participants in SAT/ACT	• LEP students • Students with disabilities • Female/Male	• Percent	• 2011-12

[152] The wording and availability of variables and subgroups may vary slightly across the years.

Additional Pathways to College and Career Readiness Facts: Early Childhood Education – EC/Preschool Enrollment[153]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP/disability status of students enrolled in Early Childhood and Preschool programs?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12
Of the total Preschool children enrolled in the school, what proportion was enrolled in the Early Childhood and Preschool programs?	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	Sex • Female • Male LEP Status • All students • LEP Disability Status • All students • IDEA	• Percent	• 2011-12

Additional Pathways to College and Career Readiness Facts: Gifted/Talented Enrollment[154]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity of students enrolled in Gifted and Talented?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • All Students • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl Sex • Females • Males LEP Status • LEP students Disability Status	• Count • Percent	• 2011-12

[153] Data are found by selecting the "EC/Preschool Enrollment" link under Early Childhood Education, along right side of site.

[154] Data are found by selecting the "Gifted/Talented Enrollment" link along right side of site.

Variable	Values	Subgroups	Type of Data	Date of Data
		• Two or More • White • Students with disabilities (IDEA)		
Of the total students enrolled in the school, what proportion was enrolled in Gifted and Talented programs?	<u>Race/Ethnicity</u> • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	<u>Sex</u> • Female • Male <u>LEP Status</u> • All students • LEP <u>Disability Status</u> • All students • IDEA	• Percent	• 2011-12

Additional Pathways to College and Career Readiness Facts: Algebra I Enrollment[155]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 7th/8th grade students enrolled in Algebra I?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	<u>Race/Ethnicity</u> • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White <u>Sex</u> • Females • Males <u>LEP Status</u> • LEP students <u>Disability Status</u> • Students with disabilities (IDEA)	• Count • Percent	• 2011-12
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 9th/10th grade students enrolled in Algebra I?				
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 11th/12th grade students enrolled in Algebra I?				

[155] Data are found by selecting the "Algebra I Enrollment" link along right side of site.

Additional Pathways to College and Career Readiness Facts: Algebra I Passing[156]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 7th/8th grade students passing Algebra I? Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 9th/10th grade students passing Algebra I? Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of 11th/12th grade students passing Algebra I?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	<u>Race/Ethnicity</u> • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White <u>Sex</u> • Females • Males <u>LEP Status</u> • LEP students <u>Disability Status</u> • Students with disabilities (IDEA)	• Count • Percent	• 2011-12

[156] Data are found by selecting the "Algebra I Passing" link along right side of site.

Additional College and Career Readiness Facts: Classes Offered and Enrollment[157]

Variable	Values	Subgroups	Type of Data	Date of Data
Number of classes offered for each course	• Classes Offered • Participating Students	Advanced Math Offering and Enrollment • Advanced Mathematics • Algebra I • Algebra II • Calculus • Geometry Advanced Science Offering and Enrollment • Biology • Chemistry • Physics	• Count	• 2011-12

Additional College and Career Readiness Facts: IB Enrollment[158]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, LEP/disability status of students enrolled in an IB programme?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12

[157] Data are found by selecting the "Classes Offered and Enrollment" link along right side of site.

[158] Data are found by selecting the "IB Enrollment" link along right side of site.

Additional College and Career Readiness Facts: AP Enrollment[159]

Variable	Values	Subgroups	Type of Data	Date of Data
Advanced Placement Enrollment	• Students taking AP Foreign Language • Students taking AP math • Students taking AP science • Students taking at least 1 AP course • Students taking other AP courses • Total school enrollment	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12

Additional College and Career Readiness Facts: AP Test Taking[160]

Variable	Values	Subgroups	Type of Data	Date of Data
Advanced Placement Test Taking	• Students taking courses but no tests • Students taking tests for all AP courses • Students taking tests for some AP courses • Total school enrollment	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12

Additional College and Career Readiness Facts: AP Test Passing[161]

Variable	Values	Subgroups	Type of Data	Date of Data
Advanced Placement Test Mastery	• Students passing all AP tests • Students passing no AP tests • Students passing some AP tests • Total school enrollment	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White	• Count • Percent	• 2011-12

[159] Data are found by selecting the "AP Enrollment" link along right side of site.

[160] Data are found by selecting the "AP Test Taking" link along right side of site.

[161] Data are found by selecting the "AP Test Passing" link along right side of site.

Additional College and Career Readiness Facts: SAT/ACT Participation[162]

Variable	Values	Subgroups	Type of Data	Date of Data
Compared to overall enrollment, what is the race/ethnicity, sex, and LEP/disability status of students who participated in the SAT or ACT this school year?	• Enrollment (District) • Student Category (District) • Enrollment (School) • Student Category (School)	Race/Ethnicity • Am Ind/AK Nat • Asian • Black • Hispanic • Nat HI/Pac Isl • Two or More • White Sex • Females • Males LEP Status • LEP students Disability Status • Students with disabilities (IDEA)	• Count • Percent	• 2011-12

[162] Data are found by selecting the "SAT/ACT Participation" link along right side of site.

APPENDIX P: DETAILED DATA TABLES (CIVIL RIGHTS DATA COLLECTION)[163-164]

School Profile[165]

Variable	Values	Subgroups	Type of data	Date of data
School Characteristics				
Alternative school is designed to meet the needs of students with academic difficulties	• N/A • No • Yes		• Nominal	• 2006 • 2009 • 2011
Alternative school is designed to meet other needs of the students				
Focuses primarily on special education students				
School is a magnet school				
Entire school population is in the magnet program				
School is a charter school				
Gifted/Talented Program				
School is an alternative school				
Alternative school is designed to meet the needs of students with discipline problems				
Student enrollment in early childhood and preschool				
School provides ability grouping				
Does this school have students enrolled in Advanced Placement (AP) courses				
Number of types of AP courses offered:				
Are students allowed to self-select to participate in any AP course				
Enrollment Characteristics				

[163] Source: http://ocrdata.ed.gov/flex/Reports.aspx?type=school

[164] There are additional data available; the data included align with HPERC's research priority areas.

[165] The wording and availability of variables and subgroups may vary slightly across the years.

Variable	Values	Subgroups	Type of data	Date of data
Sex	• Male • Female	Race/Ethnicity • American Indian or Alaskan Native • Asian • Hawaiian/Pacific Islander • Hispanic • Black • White • Two or more races • Total SWD[166] (IDEA-Eligible) SWD (Sec 504 Only LEP	• Count	• 2006 • 2009 • 2011

District Profile[167]

Variable	Values	Subgroups	Type of data	Date of data
District Characteristics				
Number of schools			• Count	• 2000 • 2004 • 2006 • 2009 • 2011
Number of schools offering special education services only				
Number of schools with magnet programs				
Number of children awaiting initial evaluation for special education programs and related services				
Number of students served in the LEA's schools (do not include students served in non-LEA facilities)				
Number of schools in which entire school population is in the magnet Program				
Number of charter schools				
Number of alternative schools				
District operates a general educational development (GED) program for students ages 16-19	• No • Yes		• Nominal	
Number of children who have been identified			• Count	• 2000

[166] SWD refers to Students with Disabilities.

[167] The wording and availability of variables and subgroups may vary slightly across the years.

Variable	Values	Subgroups	Type of data	Date of data
as having a disability and are receiving related aids and services solely under Section 504 of the Rehabilitation Act of 1973				• 2004 • 2006 • 2009 • 2011
Are the LEA services available to IDEA students only?	• No • Yes		• Nominal	
Are the LEA services available to non-IDEA students aged 0-2?				
Are the LEA services available to non-IDEA students aged 3?				
Are the LEA services available to non-IDEA students aged 4?				
Enrollment Characteristics				
Sex	• Male • Female	Race/Ethnicity • American Indian or Alaskan native • Asian • Hawaiian/Pacific Islander • Hispanic • Black • White • Two or more races • Total SWD (IDEA-Eligible) LEP	• Count	• 2000 • 2004 • 2006 • 2009 • 2011

Advanced Placement Course and Test Taking[168-169-170]

Variable	Subgroups	Type of data	Date of Data
Enrollment in AP classes	Race/Ethnicity • American Indian or Alaskan native • Asian • Hawaiian/Pacific Islander • Hispanic • Black • White • Two or more races • Total SWD (IDEA-Eligible) LEP	• Count • Percent	• 2000 • 2004 • 2006 • 2009 • 2011
Taking AP tests for some AP courses taken			
Taking AP tests for all AP courses taken			
Students who took AP courses but did not take any AP tests			
Passing all AP tests taken			
Passing some AP tests taken			
Passing no AP tests taken			
Total enrollment (Secondary Schools)			

[168] There are no values for the variables and, therefore, this column was not included in the table.

[169] The wording and availability of variables and subgroups may vary slightly across the years.

[170] Data are available for secondary schools.

Advanced Placement Course Taking, by Subject[171][172]

Variable	Values	Subgroups	Type of data	Date of Data
Number of types of AP courses		Race/Ethnicity • American Indian or Alaskan native • Asian • Hawaiian/Pacific Islander • Hispanic • Black • White • Two or more races • Total SWD (IDEA-Eligible) LEP	• Count	• 2000 • 2004 • 2006 • 2009 • 2011
Self-select	• No • Yes		• Nominal	
AP mathematics			• Count • Percent	
AP science				
AP foreign language				
Other AP subjects				
Enrollment in AP classes				
International Baccalaureate (IB)				
Total enrollment (Secondary Schools)				

High School Completers[173]

Variable	Values	Subgroups		Type of data	Date of Data
Diploma	• Male • Female	Race/Ethnicity • American Indian or Alaskan native • Asian • Hawaiian/Pacific Islander • Hispanic	• Black • White • Two or more races • Total SWD (IDEA-Eligible) LEP	• Count • Percent	• 2000 • 2004 • 2006 • 2009 • 2011
Certificate of attendance or completion					
Total Enrollment (Secondary Schools)					

[171] The wording and availability of variables and subgroups may vary slightly across the years.

[172] Data are available for secondary schools.

[173] Data are available for secondary schools.

Retention of Students (2009+)[174][175]

Variable	Subgroups	Type of data	Date of Data
Retained in grade 9 Retained in grade 10 Retained in grade 11 Retained in grade 12 Total enrollment	Race/Ethnicity • American Indian or Alaskan native • Asian • Hawaiian/Pacific Islander • Hispanic • Black • White • Two or more races • Total SWD (IDEA-Eligible) LEP	• Count • Percent	• 2009 • 2011

Algebra I & Geometry[176]

Variable	Values	Subgroups	Type of data	Date of Data
Algebra I	• # of classes	Race/Ethnicity • American Indian or Alaskan native • Asian • Hawaiian/Pacific Islander • Hispanic • Black • White • Two or more races • Total SWD (IDEA-Eligible) LEP	• Count	• 2009 • 2011
Algebra I: 9-10			• Count • Percent	
Passed Algebra I: 9-10				
Algebra I: 11-12				
Passed Algebra I: 11-12				
Geometry	• #of classes		• Count	
Total Enrollment (Secondary Schools)			• Count • Percent	

[174] There are no values for the variables and, therefore, this column was not included in the table.

[175] Data are available for secondary schools.

[176] Data are available for secondary schools.

High School Math and Science[177]

Variable	Values	Subgroups	Type of data	Date of Data
Algebra I	• # of classes	Race/Ethnicity • American Indian or Alaskan native • Asian • Hawaiian/Pacific Islander • Hispanic • Black • White • Two or more races • Total SWD (IDEA-Eligible) LEP	• Count	• 2009 • 2011
Algebra I: 9-10			• Count • Percent	
Passed Algebra I: 9-10				
Algebra I: 11-12				
Passed Algebra I: 11-12				
Geometry	• #of classes		• Count	
Algebra II				
Advanced Mathematics (trigonometry, elementary analysis, analytic geometry, statistics, precalculus, etc.)				
Calculus				
Biology				
Chemistry				
physics				
Total Enrollment (Secondary Schools)			• Count • Percent	

Students with Disabilities, by Additional Disability Categories (through 2006)[178]

Variable	Subgroups	Type of data	Date of Data
Hearing impairments	Placement • Less than 21% outside the regular classroom • Between 21% and 60% outside the regular classroom • More than 60% outside the regular classroom • Total served	• Count • Percent	• 2000 • 2004 • 2006
Speech or language impairments			
Visual impairments			
Orthopedic impairments			
Autism			
Traumatic brain injury			
Deaf-blindness			
Multiple disabilities			
Other health impairments			

[177] Data are available for secondary schools.

[178] There are no values for the variables and, therefore, this column was not included in the table.

Students with Disabilities, by Disability Categories (2009+)[179]

Variable	Subgroups		Type of data	Date of Data
Autism Deaf-blindness Developmental delay Emotional disturbance Hearing impairments Intellectual disability Multiple disabilities Orthopedic impairments Other health impairments Specific learning disability Speech or language impairments Traumatic brain injury Visual impairments	Race/Ethnicity • American Indian or Alaskan native • Asian • Hawaiian/Pacific Islander • Hispanic • Black • White • Two or more races • Total	LEP Regular classroom environment - % of school day • 40-79% of day • 80% or more • Less than 40%	• Count • Percent	• 2009 • 2011

Students with Disabilities, by Disability Category (through 2006)

Variable	Values	Subgroups	Type of data	Date of Data
Intellectual disability Emotional disturbance Specific learning disability Developmental delay Total enrollment	• Male • Female	Race/Ethnicity • American Indian or Alaskan native • Asian or Pacific Islander • Hispanic • Black • White • Total Placement • Less than 21% outside the regular classroom • Between 21% and 60% outside the regular classroom • More than 60% outside the regular classroom LEP	• Count • Percent	• 2000 • 2004 • 2006

[179] There are no values for the variables and, therefore, this column was not included in the table.

High School Graduation Retesting (through 2006)[180][181]

Variable	Subgroups	Type of data	Date of Data
Total enrollment Retested once prior to passing Retested twice prior to passing Retested three or more times prior to passing	Race/Ethnicity • American Indian or Alaskan native • Asian or Pacific Islander • Hispanic • Black • White • Total SWD (IDEA-Eligible) SWD (Section 504 only) LEP	• Count • Percent	• 2000 • 2004 • 2006

High School Graduation Testing (through 2006)[182]

Variable	Values	Subgroups	Type of data	Date of Data
Has graduation test	• No • Yes	Race/Ethnicity • American Indian or Alaskan native • Asian or Pacific Islander • Hispanic • Black • White • Total SWD (IDEA-Eligible) SWD (Section 504 only) LEP	• Nominal	• 2000 • 2004 • 2006
Tested and passed Tested and failed Not tested Alternate assessment passed Alternate assessment failed Total enrollment			• Count • Percent	

Promotion Testing (through 2006)

Variable	Values	Subgroups	Type of data	Date of Data
Has promotion tests for any grade	• No • Yes	Race/Ethnicity • American Indian or Alaskan native • Asian or Pacific Islander • Hispanic • Black • White • Total SWD (IDEA-Eligible) LEP	• Nominal	• 2000 • 2004 • 2006
Total enrollment			• Count • Percent	

[180] There are no values for the variables and, therefore, this column was not included in the table.

[181] Data are available for secondary schools.

[182] Data are available for secondary schools.

Took SAT or ACT (2009+)[183]

Variable	Values	Subgroups	Type of data	Date of Data
Took SAT or ACT during school year Total enrollment (Secondary Schools)	• Male • Female	Race/Ethnicity • American Indian or Alaskan native • Asian • Hawaiian/Pacific Islander • Hispanic • Black • White • Two or more races • Total SWD (IDEA-Eligible) LEP	• Count • Percent	• 2009 • 2011

[183] Data are available for secondary schools.

APPENDIX Q: STATE AND NATIONAL ESTIMATIONS (CIVIL RIGHTS DATA COLLECTION)[184-185]

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Membership	• M [Male] • F [Female]	• American Indian • Asian/Pacific Islander • Hispanic • Black • White • Total • IDEA • LEP • 504	• Count	• National • State	• 2009

[184] Source: http://ocrdata.ed.gov/StateNationalEstimations

[185] all data are counts at the national and state levels; given this, the type of data and level of data are not provided in the table

APPENDIX R: NATIONAL SURVEY OF CHILDREN WITH SPECIAL HEALTH CARE NEEDS[186-187-188]

CSHCN Health and Functional Status[189-190]

Variables	Values	Subgroups	Type of data	Date of the data
Difficulty learning, understanding, or paying attention, age 1-17[191]	• No difficulty • A little difficulty • A lot of difficulty	• Age group • Sex of child • Race/ethnicity • Highest education of adult in household • Primary language for Hispanic CSHCN • Number of CSHCN Screener criteria met • Specific types of special health needs • Emotional/behavioral/developmental issues • Family structure • Insurance status • Type of insurance • Consistency of health insurance • Adequacy of current health insurance • Household income • Household income (CHIP) • Presence of medical home	• Count • Percent • Confidence interval • Population estimate	• 2005-06 • 2009-10

[186] Source: http://www.childhealthdata.org/learn/NS-CSHCN. Click on the "Browse the Data" tab and select "Browse by Survey & Topic". Under "1. Select a Survey, Year, and Geographic Area", select "National Survey of Children with Special Health Care Needs" under "Select a Survey", select a year of interest (e.g., 2009/10, 2005/06, or 2001), and select "Hawaii" under "Select a State/Region".

[187] There are additional variables within the NS-CSHCN. The variables listed are related to education. However, this may not reflect the comprehensive list of all variables related to special education; see data source for more information.

[188] All data are at the state, regional, and national levels; given this, the level of data is not provided in the table.

[189] Under "2. Select a Starting Point/Topic", expand NS-CSHCN Survey Sections and select the "CSHCN Health and Functional Status" section.

[190] The wording and availability of variables, values, and subgroups may vary slightly across the survey versions: 2009/10 and 2005/06.

[191] Under "3. Select a Survey Question", expand "Functional difficulties – questions C3Q21 thru C3Q34" for 2009/10 or "Functional difficulties – questions S3Q01 thru C3q14" for 2005/06.

Variables	Values	Subgroups	Type of data	Date of the data
CSHCN who have a little or a lot of difficulty with one or more emotional or behavioral factors, age 18 months–17 yrs	• No emotional or behavioral difficulties • A little or a lot of difficulty with one or more emotional or behavioral factors • Total	• Age group • Sex of child • Race/ethnicity • Highest education of adult in household • Primary language for Hispanic CSHCN • Number of CSHCN Screener criteria met • Specific types of special health needs • Emotional/behavioral/developmental issues Family structure • Insurance status • Type of insurance • Consistency of health insurance • Household income • Household income (CHIP) • Presence of medical home	• Count • Percent • Confidence interval • Population estimate	• 2009-10
Prevalence of developmental delay, age 2-17[192]	• Do not have condition • Had condition at some point, but not currently • Currently have condition			• 2005-06 • 2009-10
Parent-rated severity of current developmental delay, age 2-17[193]	• Do not currently have condition • Currently have condition, rated mild • Currently have condition, rated moderate or severe			• 2009-10
Prevalence of intellectual disability or mental retardation, age 2-17 years[194]	• Do not have condition • Had condition at some point, but not currently • Currently have condition			• 2005-06 • 2009-10
Parent-rated severity of current behavioral or conduct problems, age 2-17 years[195]	• Do not currently have condition • Currently have condition, rated mild • Currently have condition, rated moderate or severe			• 2009-10
Indicator 2: Missed school days due to illness, age 6-17 years	• 0-3 days missed • 4-6 days missed • 7-10 days missed • 11 or more days missed			• 2005-06 • 2009-10

[192] Under "3. Select a Survey Question", expand "Prevalence of chronic health conditions – K2Q31A through K2Q52A" for 2009/10 or "Current chronic conditions – questions S3q16 thru S3Q31" for 2005/06.

[193] Under "3. Select a Survey Question", expand "Severity of current chronic conditions" for 2009/10.

[194] Under "3. Select a Survey Question", expand "Prevalence of chronic health conditions – K2Q31A through K2Q52A" for 2009/10 or "Current chronic conditions – questions S3q16 thru S3Q31" for 2005/06.

[195] Under "3. Select a Survey Question", expand "Severity of current chronic conditions" for 2009/10.

Variables	Values	Subgroups	Type of data	Date of the data
Medical or behavior conditions interfere with ability to attend school, CSHCN age 5-17 years	• No, conditions do not interfere • Yes, conditions interfere	• Age group • Sex of child • Race/ethnicity • Highest education of adult in household • Primary language for Hispanic CSHCN • Number of CSHCN Screener criteria met • Specific types of special health needs • Emotional/behavioral/developmental issues Family structure • Insurance status • Type of insurance • Consistency of health insurance • Adequacy of current health insurance • Household income • Household income (CHIP) • Presence of medical home	• Count • Percent • Confidence interval • Population estimate	• 2009-10

CSHCN Access to Care: Use of Services and Unmet Needs[196-197]

Variables	Values	Subgroups	Type of data	Date of the data
Early Intervention Services, CSHCN age 0-2 years	• No, did not receive services • Yes, received services	• Sex of child • Race/ethnicity of child • Primary language for Hispanic CSHCN • Family structure • Household income • Insurance status • Type of insurance • Consistency of insurance • Adequacy of health care insurance • Specific types of special health needs • Emotional/behavioral /developmental issues • Presence of medical home	• Count • Percent • Confidence interval • Population estimate	• 2005-06 • 2009-10

[196] Under "2. Select a Starting Point/Topic", expand NS-CSHCN Survey Sections and select the "CSHCN Access to Care: Use of Services and Unmet Needs" section.

[197] The wording and availability of variables, values, and subgroups may vary slightly across the survey versions: 2009/10, 2005/06, and 2001.

Variables	Values	Subgroups	Type of data	Date of the data
Special Education Services, CSHCN age 3-17 years	• No, did not receive services • Yes, received services	• Age group • Sex of child • Race/ethnicity • Highest education of adult in household • Primary language for Hispanic CSHCN • Number of CSHCN Screener criteria met • Specific types of special health needs • Number of functional difficulties • Emotional/behavioral/ developmental issues Family structure • Insurance status • Type of insurance • Consistency of health insurance • Adequacy of current health insurance • Household income • Household income (CHIP) • Presence of medical home	• Count • Percent • Confidence interval • Population estimate	• 2001[198] • 2005-06 • 2009-10
Age at which child began receiving Special Education Services, CSHCN age 3-17 years	• 0-2 years old • 3-5 years old • 6-10 years old • 11-17 years old			• 2005-06 2009-10
Prior use of Early Intervention Services, CSHCN age 3-17 years	• No • Yes			• 2009-10

CSHCN Care Coordination[199-200]

Variables	Values	Subgroups	Type of data	Date of the data
Need for child's doctors to communicate with his/her school, special education program, etc.	• Not needed • Yes, communication needed	• Age group • Sex of child • Race/ethnicity • Highest education of adult in household • Family structure • Primary language for Hispanic CSHCN • Number of CSHCN Screener criteria met • Specific types of special health needs • Emotional/behavioral/ developmental issues Family structure • Insurance status • Type of insurance • Consistency of health insurance • Household income • Household income (CHIP) • Presence of medical home	• Count • Percent • Confidence interval • Population estimate	• 2005-06 • 2009-10
Satisfaction with communication of child's doctors with his/her school, etc.	• Communication with schools, etc. not needed • Very satisfied • Somewhat satisfied • Somewhat or very dissatisfied			

[198] This variable is listed under the "CSHCN Health & Functioning" survey section for 2001.

[199] Under "2. Select a Starting Point/Topic", expand NS-CSHCN Survey Sections and select the "CSHCN Care Coordination" section.

[200] The wording and availability of variables, values, and subgroups may vary slightly across the survey versions: 2009/10 and 2005/06.

Variables	Values	Subgroups	Type of data	Date of the data
Satisfied with doctors' communication to school or programs when needed for care coordination	• Less than very satisfied with communication between doctor and school, when needed • Very satisfied with communication between doctor and school, when needed	• Age group • Sex of child • Race/ethnicity • Highest education of adult in household • Family structure • Primary language for Hispanic CSHCN • Number of CSHCN Screener criteria met • Specific types of special health needs • Emotional/behavioral/ developmental issues Family structure • Insurance status • Type of insurance • Consistency of health insurance • Household income • Household income (CHIP) • Presence of medical home	• Count • Percent • Confidence interval • Population estimate	• 2005-06 • 2009-10

APPENDIX S: NATIONAL SURVEY OF CHILDREN'S HEALTH[201-202-203]

Demographics[204-205]

Variables	Values	Subgroups	Type of data	Date of the data
Race and ethnicity distribution of child population	• Hispanic • White, non-Hispanic • Black, non-Hispanic • Multi-racial, non-Hispanic • Other, non-Hispanic	• Age group • Sex of child • Highest education of adult in household • Household income level • Household income (SCHIP) • Family structure • Special health care needs status • Complexity of health care needs • Special heath care needs type • Emotional, behavioral or developmental issues • Medical home • Current insurance status • Type of insurance • Consistency of health coverage • Adequacy of insurance – currently insured children	• Count • Percent • Confidence interval • Population estimate	• 2003 • 2007 • 2011-12
Primary household language	• Hispanic children with Spanish primary household language • Hispanic children with English primary household language • Non-Hispanic children			• 2007 • 2011-12

[201] Source: http://www.childhealthdata.org/learn/NSCH.Click on the "Browse the Data" tab and select "Browse by Survey & Topic". Under "1. Select a Survey, Year, and Geographic Area", select "National Survey of Children's Health" under "Select a Survey", select a year of interest (e.g., 2011/12, 2007, or 2003), and select "Hawaii" under "Select a State/Region".

[202] There are additional variables within the NSCH. The variables listed are related to education. However, this may not reflect the comprehensive list of all variables related to special education; see data source for more information.

[203] All data are at the state, regional, and national levels; given this, the level of data is not provided in the table below.

[204] Under "2. Select a Starting Point/Topic", expand Survey Sections and select the "Demographics" section.

[205] The wording and availability of variables, values, and subgroups may vary slightly across the survey versions: 2011/12, 2007, or 2003.

Health and Functional Status[206-207]

Variables	Values	Subgroups	Type of data	Date of the data
Parent-report of current behavioral or conduct problems, age 2-17	• Do not have condition • Had condition at some point, but not currently • Currently have condition		• Count • Percent • Confidence interval • Population estimate	• 2007
Prevalence of current behavioral or conduct problems such as oppositional defiant disorder or conduct disorder, age 2-17 years	• Do not currently have condition • Had condition at some point, but not currently • Currently have condition	• Age group • Sex of child • Race/ethnicity of child • Highest education of adult in household • Primary household language • Household income level • Household income (SCHIP) • Family structure • Special health care needs status • Complexity of health care needs • Emotional, behavioral or developmental issues • Medical home • Current insurance status • Type of insurance • Consistency of health coverage • Adequacy of insurance – currently insured children	• Count • Percent • Confidence interval • Population estimate	• 2011-12
Parent-rated severity of current behavioral or conduct problems, age 2-17 years	• Do not currently have condition • Currently have condition, rated mild • Currently have condition, rated moderate or severe			• 2007 • 2011-12
Parent-report of learning disability, age 3-17	• Do not have condition • Had condition at some point, but not currently • Currently have condition			• 2007
Prevalence of current learning disability, age 3-17	• Do not currently have condition • Had condition at some point, but not currently • Currently have condition			• 2011-12
Parent-rated severity of current learning disability, age 3-17 years	• Do not currently have condition • Currently have condition, rated mild • Currently have condition, rated moderate or severe			• 2007 • 2011-12

[206] Under "2. Select a Starting Point/Topic", expand Survey Sections and select the "Health and Functional Status" section.

[207] The wording and availability of variables, values, and subgroups may vary slightly across the survey versions: 2011/12, 2007, or 2003.

Variables	Values	Subgroups	Type of data	Date of the data
Parent-report of current ADD or ADHD, age 2-17	• Do not have condition • Had condition at some point, but not currently • Currently have condition	• Age group • Sex of child • Race/ethnicity of child • Highest education of adult in household • Primary household language • Household income level • Household income (SCHIP) • Family structure • Special health care needs status • Complexity of health care needs • Emotional, behavioral or developmental issues • Medical home • Current insurance status • Type of insurance • Consistency of health coverage • Adequacy of insurance – currently insured children	• Count • Percent • Confidence interval • Population estimate	• 2007
Prevalence of current ADD or ADHD, age 2-17	• Do not have condition • Had condition at some point, but not currently • Currently have condition			• 2011-12
Parent-rated severity of current ADD or ADHD, age 2-17 years	• Do not currently have condition • Currently have condition, rated mild • Currently have condition, rated moderate or severe			• 2007 • 2011-12
Parent-report of current developmental delay, age 2-17	• Do not have condition • Had condition at some point, but not currently • Currently have condition			• 2007
Prevalence of current developmental delay, age 2-17 years	• Do not have condition • Had condition at some point, but not currently • Currently have condition			• 2011-12
Parent-rated severity of developmental delay, age 2-17 years	• Do not currently have condition • Currently have condition, rated mild • Currently have condition, rated moderate or severe			• 2007 • 2011-12
Parent-report of current stuttering, stammering or other speech problems, age 2-17	• Do not have condition • Had condition at some point, but not currently • Currently have condition			• 2007
Prevalence of current speech or other language problems, age 3-17	• Do not have condition • Had condition at some point, but not currently • Currently have condition			• 2007 • 2011-12
Parent-rated severity of current speech or other language problems, age 3-17 years	• Do not have condition • Currently have condition, rated mild • Currently have condition, rated moderate or severe			

Variables	Values	Subgroups	Type of data	Date of the data
Medical or behavioral conditions interfere with school attendance, age 6-17 CSHCN only	• Conditions do NOT interfere with school attendance • Yes, conditions interfere with school attendance	• Age group • Sex of child • Race/ethnicity of child • Primary household language • Household income level • Household income (SCHIP) • Family structure • Special health care needs type • Medical home • Type of insurance • Consistency of health coverage • Adequacy of insurance – currently insured children	• Count • Percent • Confidence interval • Population estimate	• 2007
Has parent EVER been told child age 3-17 has a learning disability?	• No • Yes	• Age group • Sex of child • Race/ethnicity of child • Household income • Special health care needs status • Insurance type		• 2003
Has parent EVER been told child age 3-17 has hearing problems or vision problems?				
Has parent EVER been told child age 3-17 has behavioral or conduct problems?				

Medical Home[208-209]

Variables	Values	Subgroups	Type of data	Date of the data
Need for child's doctors to communicate with his/her school, special education program, etc.	• Yes, doctors need to communicate with child's school, etc. • No, doctors do not need to communicate with child's school, etc.	• Age group • Sex of child • Race/ethnicity of child • Highest education of adult in household • Primary household language • Household income level • Household income (SCHIP) • Family structure • Special health care needs status • Complexity of health care needs • Emotional, behavioral or developmental issues • Medical home • Current insurance status • Type of insurance • Consistency of health coverage • Adequacy of insurance – currently insured children	• Count • Percent • Confidence interval • Population estimate	• 2007 • 2011-12
Satisfaction with communication of child's doctors with his/her school, etc.	• Somewhat/very dissatisfied with communication • Somewhat satisfied with communication • Very satisfied with communication			• 2007[210] • 2011-12

[208] Under "2. Select a Starting Point/Topic", expand Survey Sections and select the "Medical Home Section" section.

[209] The wording and availability of variables, values, and subgroups may vary slightly across the survey versions: 2011/12 or 2007.

[210] Subgroup data available for 2011-12 only.

Early Childhood, 0-5 years[211-212]

Variables	Values	Subgroups	Type of data	Date of the data
Indicator 2.1: One or more concerns about child's developmental status, age 4 months-5 years	• No parent-reported concerns • 1 or more parent-reported concerns	• Age group • Sex of child • Race/ethnicity of child • Highest education of adult in household • Primary household language • Household income level • Household income (SCHIP) • Family structure • Special health care needs status • Complexity of health care needs • Emotional, behavioral or developmental issues • Medical home • Current insurance status • Type of insurance • Consistency of health coverage • Adequacy of insurance – currently insured children • Urban/Rural residence	• Count • Percent • Confidence interval • Population estimate	• 2007 • 2011-12
Indicator 2.2: At risk for developmental, behavioral, or social delays, age 4 months-5 years	• Low or no risk of developmental, behavioral or social delays • Moderate risk of developmental, behavioral or social delays • High risk of developmental, behavioral or social delays			
Parental concern about child's learning, development, or behavior, 0-5 years	• No • Yes			
Parental concern about child's expressive language development, age 4 months - 5 years	• A lot • A little • Not at all			
Parental concern about child's receptive language development, age 4 months - 5 years				
Parental concern about how child uses his/her hands and fingers, age 4 months - 5 years				
Parental concern about how child uses his/her arms and legs, age 4 months - 5 years				
Parental concern about child's behavior, age 4 months - 5 years				
Parental concern about child's school skills, age 18 months – 5 years				
Indicator 5.1a: Child has early intervention plan (IFSP/IEP), age 1-5 years	• No, do not have intervention plan • Yes, have intervention plan			

[211] Under "2. Select a Starting Point/Topic", expand Survey Sections and select the "Early Childhood, 0-5 years" section.

[212] The wording and availability of variables, values, and subgroups may vary slightly across the survey versions from 2011/12, 2007, and 2003.

Variables	Values	Subgroups	Type of data	Date of the data
Family reads to children, age 0-5 years	• No days • 1 or 2 days • 3 or 4 days • 5 or 6 days • Everyday	• Age group • Sex of child • Race/ethnicity of child • Highest education of adult in household • Primary household language • Household income level • Household income (SCHIP) • Family structure • Special health care needs status • Complexity of health care needs • Emotional, behavioral or developmental issues • Medical home • Current insurance status • Type of insurance • Consistency of health coverage • Adequacy of insurance – currently insured children • Urban/Rural residence	• Count • Percent • Confidence interval • Population estimate	• 2003 • 2007 • 2011-12
How many young children have parents with concerns about child's learning, development, or behavior?	• No • Yes • A lot • A little • Not at all	• Sex of child • Race/ethnicity of child • Household income • Special health care needs status • Insurance type		• 2003
How many young children have parents with concerns about child's expressive language development?				
How many young children have parents with concerns about child's receptive language development?				
How many young children have parents with concerns about how child uses his/her hands and fingers?				

Variables	Values	Subgroups	Type of data	Date of the data
How many young children have parents with concerns about how child uses his/her arms and legs?	• A lot • A little • Not at all	• Sex of child • Race/ethnicity of child • Household income • Special health care needs status • Insurance type	• Count • Percent • Confidence interval • Population estimate	• 2003
How many young children have parents with concerns about child's behavior?				
How many young children have parents with concerns about child's pre-school or school skills?				
How many young children have parents with concerns about child's developmental status?	• No parent-reported concerns • 1 or more parent-reported concerns			
How many young children are at risk for developmental, behavioral or social delay?	• No risk • Low risk • Moderate/high risk			

Middle Childhood and Adolescence, 6-17 years[213-214]

Variables	Values	Subgroups	Type of data	Date of the data
Type of school child attends	• Public school • Private school • Home-schooled	• Age group • Sex of child • Race/ethnicity of child • Highest education of adult in household • Primary household language • Household income level • Household income (SCHIP) • Family structure • Special health care needs status • Complexity of health care needs • Emotional, behavioral or developmental issues • Medical home • Current insurance status • Type of insurance • Consistency of health coverage • Adequacy of insurance – currently insured children	• Count • Percent • Confidence interval • Population estimate	• 2007 • 2011-12
Missed school days, age 6-17 years	• 0 days • 1-5 days • 6-10 days • 11 or more days			
Child has problems with school	• Never • Once • More than once			
Repeated grades in school, age 6-17 years	• No, no grades repeated • Yes, repeated 1 or more grades			
School engagement, age 6-17	• Never, rarely, or sometimes engaged in school • Usually engaged in school • Always engaged in school			
How often child cared about doing well in school in the past month, age 6-17	• Never, rarely, sometimes • Usually • Always			
During the past month, how often child did all required homework, age 6-17 years				
Child stays calm and in control when faced with a challenge				• 2011-12
Child shows interest and curiosity in learning new things				
How often child bullied or was or cruel to others in the past month, age 6-17 years	• Never/rarely • Sometimes • Usually/always			• 2007 • 2011-12
School-age child has intervention plan	• No, do not have intervention plan			

[213] Under "2. Select a Starting Point/Topic", expand Survey Sections and select the "Middle Childhood and Adolescence, 6-17 years" section.

[214] The wording and availability of variables, values, and subgroups may vary slightly across the survey versions: 2011/12, 2007, or 2003.

Variables	Values		Subgroups	Type of data	Date of the data
(IEP), age 6-17	• Yes, have intervention plan				
Indicator 5.6: How much time do children age 6-17 spend reading for pleasure?	• None • 30 minutes or less	• 31-60 minutes • Over 60 minutes	• Sex of child • Race/ethnicity of child • Household income • Special health care needs status • Insurance type • Family structure	• Count • Percent • Confidence interval • Population estimate	• 2003
How concerned are parents about school age children's achievement?	• A lot • A little • Not at all				
How concerned are parents about learning difficulties, age 6-17?					
How concerned are parents about children being 'bullied', age 6-17?					
How often did children age 6-17 bully or act cruel or mean to others?	• Never • Sometimes • Usually • Always				
How often did children age 6-17 show respect for teachers and neighbors?					
How often did children age 6-17 try to resolve conflicts with classmates, family, or friends?					

Parental Health[215]

Variables	Values	Subgroups		Type of data	Date of the data
Child has one or more adult mentor, age 6-17 years	• No, does not have any adult mentors • Yes, has one or more adult mentor	• Age group • Sex of child • Race/ethnicity of child • Highest education of adult in household • Primary household language • Household income level • Household income (SCHIP) • Family structure • Special health care needs status	• Complexity of health care needs • Emotional, behavioral or developmental issues • Medical home • Current insurance status • Type of insurance • Consistency of health coverage • Adequacy of insurance – currently insured children	• Count • Percent • Confidence interval • Population estimate	• 2011-12

[215] Under "2. Select a Starting Point/Topic", expand Survey Sections and select the "Parental Health" section.

Neighborhood and Community Characteristics[216-217]

Variables	Values[218]	Subgroups	Type of data	Date of the data
Children attend safe schools, age 6-17 years	• Never or sometimes safe • Usually or always safe	• Age group • Sex of child • Race/ethnicity of child • Highest education of adult in household • Primary household language • Household income level • Household income (SCHIP) • Family structure • Special health care needs status • Complexity of health care needs • Emotional, behavioral or developmental issues • Medical home • Current insurance status • Type of insurance • Consistency of health coverage • Adequacy of insurance – currently insured children	• Count • Percent • Confidence interval • Population estimate	• 2003 • 2007 • 2011-12

[216] Under "2. Select a Starting Point/Topic", expand Survey Sections and select the "Neighborhood and Community Characteristics" section.

[217] The wording and availability of variables, values, and subgroups may vary slightly across the survey versions: 2011/12, 2007, or 2003.

[218] Values for 2003 and 2007 vary.

APPENDIX T: SPECIAL TABULATIONS OF U.S. CENSUS DATA - LIMITED ENGLISH PROFICIENCY[219]

Total Population and Adults Tabs

Variables	Values	Subgroups	Type of data	Level of data	Date of the data
Language spoken at home (Limited English Proficiency (LEP)	• LEP Population All Languages • African Languages • Arabic • Armenian • Chinese • French (incl Patois, Cajun) • French Creole • German • Guajarati • Hebrew • Hindi • Hungarian • Italian • Japanese • Korean • Laotian • Miao, Hmong • Mon-Khmer, Cambodian • Navajo • Other and Unspecified languages • Other Indic languages • Other Indo-European languages • Other Native North American languages • Other Pacific Island languages • Other Slavic languages • Other West Germanic languages • Persian • Polish • Portuguese • Russian • Scandinavian language • Serbo-Croatian • Spanish or Spanish Creole • Tagalog • Thai • Urdu • Vietnamese • Yiddish	Ability to speak English • Speak English "very well" • Speak English "well" • Speak English "not well" • Speak English "not at all"	• Count • Percent	• State • City and County of Honolulu • County of Hawai'i • County of Maui	• 2000

[219] Source: http://www.doleta.gov/reports/censusdata/download.cfm

Characteristics Tab – Limited English Proficiency ONLY (Speaks English "not well" or "not at all")

Variables	Values	Subgroups	Type of data	Level of data	Date of the data
Age [Total population (5 years and over)]	• 18 years and over • 65 years and over	• LEP Population All Languages • African Languages • Arabic • Armenian • Chinese • French (incl Patois, Cajun) • French Creole • German • Guajarati • Hebrew • Hindi • Hungarian • Italian • Japanese • Korean • Laotian • Miao, Hmong • Mon-Khmer, Cambodian • Other Indic languages • Other Indo-European languages • Other Native North American languages • Other Pacific Island languages • Other Slavic languages • Other West Germanic languages • Persian • Polish • Portuguese • Russian • Scandinavian language • Serbo-Croatian • Spanish or Spanish Creole • Tagalog • Thai	• Count • Percent	• State • City and County of Honolulu • County of Hawai'i • County of Maui	• 2000
Educational attainment (Population 18 years and over)	• Less than 9th grade • 9th grade to 12th grade, no diploma • High school graduate or equivalent • Some college, no degree • Associate degree • Bachelor's degree • Graduate or professional degree				
Foreign born by year of entry (Foreign born population 18 years and over)	• Entered before 1990 • 1990 to 1995 • 1996 to March 2000				

Employment status (Population 18 years and over)	• In labor force
	  ○ Civilian
	  ▪ Employed
	  ▪ Unemployed
	  ○ In armed forces
	• Not in labor force				

Variables	Values	Subgroups	Type of data	Level of data	Date of the data
Occupation (Employed civilian population 18 years and over)	• Management, professional, related occupations • Service occupations • Construction, extraction, and maintenance occupations • Farming, fishing, and forestry occupations, • Production, transportation, and material moving occupations	• Navajo • Other and Unspecified languages • Urdu • Vietnamese • Yiddish			
Income in 1999 (households)	• With public assistance income • No public assistance income	• LEP Population All Languages • African Languages • Arabic • Armenian • Chinese • French (incl Patois, Cajun) • French Creole • German • Guajarati • Hebrew • Hindi • Hungarian • Italian • Japanese • Other Indic languages • Other Indo-European languages • Other Native North American languages • Other Pacific Island languages • Other Slavic languages • Other West Germanic languages • Persian • Polish • Portuguese • Russian • Scandinavian language	• Count • Percent	• State • City and County of Honolulu • County of Hawai‘i • County of Maui	• 2000
	• Median household income		• Dollars		
	• Median earnings for male, full-time, year-round workers • Median earnings for female, full-time, year-round workers				
Poverty status in 1999 (families)	• Below poverty level • At or above poverty level		• Count • Percent		

Variables	Values	Subgroups	Type of data	Level of data	Date of the data
Linguistic isolation (households)	• Linguistically isolated • Not linguistically isolated	• Korean • Laotian • Miao, Hmong • Mon-Khmer, Cambodian • Navajo • Other and Unspecified languages • Serbo-Croatian • Spanish or Spanish Creole • Tagalog • Thai • Urdu • Vietnamese • Yiddish			

APPENDIX U: SCIENCE AND ENGINEERING INDICATORS 2014 STATE DATA TOOL[220-221]

Elementary and Secondary Education Indicators[222]

Variable	Subgroups	Type of data	Date of the data
Average 4th grade math performance		• Number (score out of 500)	• 2000 • 2003 • 2005 • 2007 • 2009 • 2011
Students reaching proficiency in 4th grade mathematics		• Percent	
Average 4th grade science performance		• Number (score out of 300)	• 2009
Students reaching proficiency in 4th grade science		• Percent	
Average 8th grade math performance		• Number (score out of 500)	• 2000 • 2003 • 2005 • 2007 • 2009 • 2011
Students reaching proficiency in 8th grade mathematics		• Percent	
Average 8th grade science performance		• Number (score out of 300)	• 2009 • 2011
Students reaching proficiency in 8th grade science		• Percent	
Percentage of public school high school students taking Advanced Placement Exams		• Percent	• 2000 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
Public high school students scoring 3 or higher on at least one Advanced Placement Exam			
Public high school students scoring 3 or higher on Advanced Placement Calculus AB Exam			• 2000 • 2002 • 2003 • 2004 • 2005 • 2006 • 2007 • 2008 • 2009 • 2010 • 2011 • 2012
High school graduates or higher among individuals 25–44 years old	• Graduates 25-44 years old • Population 25–44 years old	• Number	• 2000 • 2001 • 2004 • 2005 • 2008 • 2009

[220] Source: http://www.nsf.gov/statistics/seind14/index.cfm/state-data

[221] There are no values for the variables and, therefore, this column was not included in the table. Further, all data are at the national and state levels; given this, the level of data is not provided in the table.

[222] There are additional variables within the Elementary and Secondary Education indicators. The variables listed are related to the HPERC research priority areas.

Variable	Subgroups	Type of data	Date of the data
Graduates/population 25–44 years old		• Percent	• 2002 • 2006 • 2010 • 2003 • 2007 • 2011

Higher Education Indicators[223]

Variable	Subgroups	Type of data	Date of the data
Associate's degrees in science, engineering, and technology conferred per 1,000 individuals, 18-24 years old	• SET associates degrees • Population 18-24 years old	• Number	• 1990-2011
	• Degrees/1,000 individuals 18 – 24 years old	• Percent	
Bachelor's degrees conferred per 1,000 individuals 18–24 years old	• Bachelor's degrees • Population 18-24 years old	• Number	
	• Degrees/1,000 individuals 18 – 24 years old	• Percent	
Bachelor's degrees in sciences and engineering conferred per 1,000 individuals 18–24 years old	• S&E bachelor's degrees • Population 18-24 years old	• Number	
	• Degrees/1,000 individuals 18 – 24 years old	• Percent	
Bachelor's degrees in natural sciences and engineering conferred per 1,000 individuals 18–24 years old	• NS&E bachelor's degrees • Population 18-24 years old	• Number	
	• Degrees/1,000 individuals 18 – 24 years old	• Percent	
Science and engineering degrees as percentage of higher education degrees conferred	• All S&E degrees • All higher education degrees	• Number	
	• All S&E Degrees/higher education degrees	• Percent	
Natural sciences and engineering degrees as percentage of higher education degrees conferred	• NS&E degrees • All higher education degrees	• Number	
	• NS&E Degrees/higher education degrees	• Percent	
Science and engineering graduate students per 1,000 individuals 25–34 years old	• S&E graduate students • Population 25-34 years old	• Number	
	• S&E graduate students/1,000 individuals 25–34 years old	• Percent	
Advanced science and engineering degrees as	• Advanced S&E degrees	• Number	

[223] There are additional variables within the Higher Education indicators. The variables listed are related to the HPERC research priority areas.

Variable	Subgroups	Type of data	Date of the data
a percentage of S&E degrees conferred	• All S&E degrees		
	• Advanced S&E/all S&E degrees	• Percent	
Advanced natural science and engineering degrees as a percentage of S&E degrees conferred	• Advanced NS&E degrees • All NS&E degrees	• Number	
	• Advanced NS&E/all NS&E degrees	• Percent	
Science and engineering doctorate degrees as a percentage of S&E degrees conferred	• S&E doctorate degrees • S&E degrees conferred	• Number	• 1990-2011
	• S&E doctoral/S&E degrees conferred	• Percent	

APPENDIX V: U.S. CENSUS BUREAU'S 2008-2012 AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES[224]

Selected Social Characteristics[225]

Variable	Values	Subgroups	Type of data	Level of data	Date of the data
Educational attainment (for population 25 years old and over)	• Less than 9th grade • 9th to 12th grade no diploma • High school graduate (includes equivalency) • Some college no degree • Associate's degree • Bachelor's degree • Graduate or professional degree		• Count • Margin of error • Percent • Percent margin of error	• State • Zip code • County • County subdivision • Census tract • Congressional district • School district • Urban area • Metropolitan area	• 2008-2012
School enrollment (for population 3 years old and over enrolled in school)	• Nursery school, preschool • Kindergarten • Elementary school (grades 1-8) • High school grades (9-12) • College or graduate school				
Language spoken at home (for population 25 years old and over)	• English only				

	• Language other than English	• Speak English less than "very well"
		• Spanish
		  ○ Speak English less than "very well"
		• Other Indo-European languages
		  ○ Speak English less than "very well"
		• Asian and Pacific islander languages
		  ○ Speak English less than "very well"
		• Other languages
		  ○ Speak English less than "very well"			

[224] Source: http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml

[225] There are additional data available; the data included align with HPERC's research priority areas.