



State of Hawaii *Department of Education*



2004

*Superintendent's 15th
Annual Report*



The Honorable Linda Lingle
Governor, State of Hawaii

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Dear Education Stakeholders:

I am pleased to present the 2004 Superintendent's 15th Annual Report on public education. This report enables the Department of Education to communicate with a variety of stakeholders about the challenges and opportunities facing Hawaii's public school system. The Department is proud of the many successes in our schools and is committed to continuing to improve our performance.

This year, the report has been revised to convey what we have accomplished as well as our vision for the upcoming years. I hope that you find the report to be informative and interesting.

I appreciate the collective wisdom and support of the Board of Education, the diligence and hard work of our employees, and the partnership of our community members, legislators, businesses, and other stakeholders.

Thank you for your loyalty and trust in Hawaii's public schools.

Very truly yours,



Patricia Hamamoto





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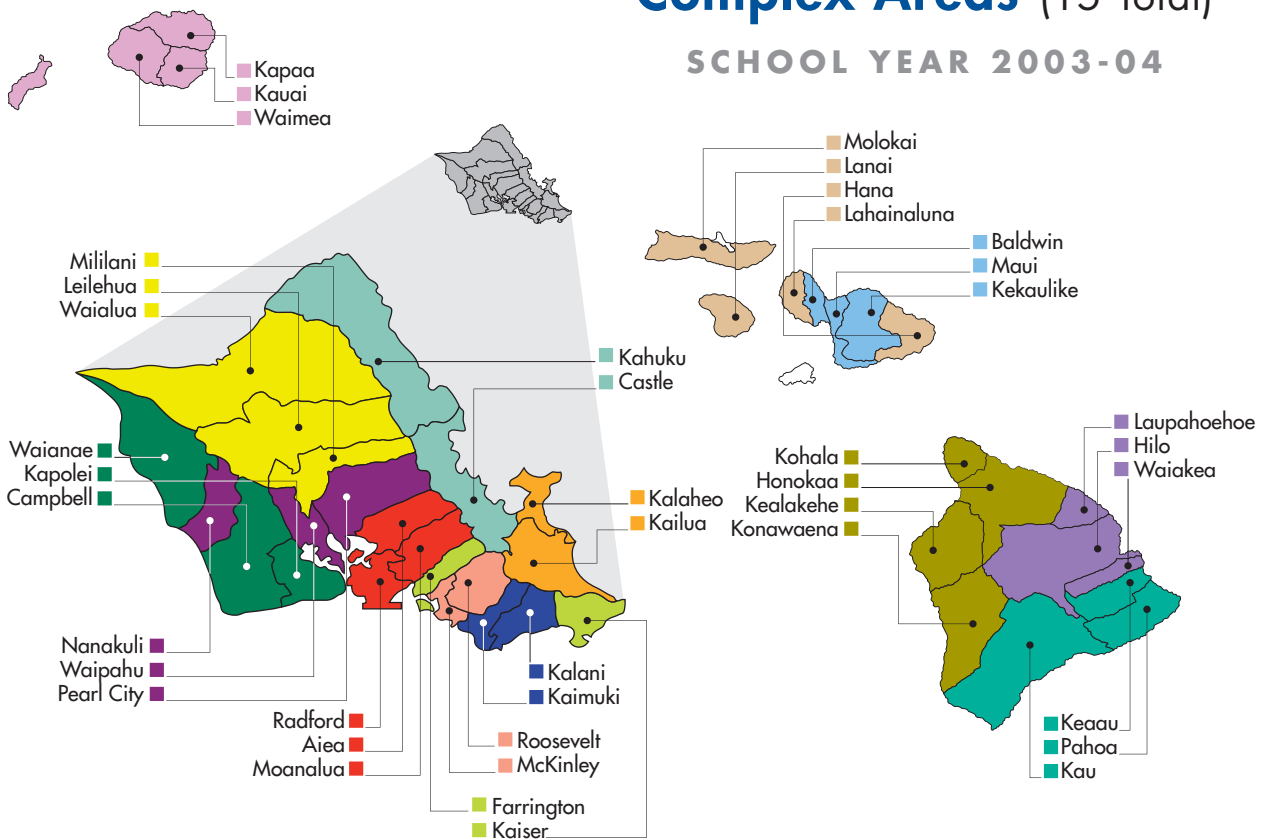
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Hawaii Public Education Complex Areas (15 Total)

SCHOOL YEAR 2003-04



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

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

Complex Areas are administrative units made up of two or more **Complexes**. Each **Complex** consists of a comprehensive high school and the middle/intermediate and elementary schools within its attendance boundaries.

Students & Schools

Enrollment Trends

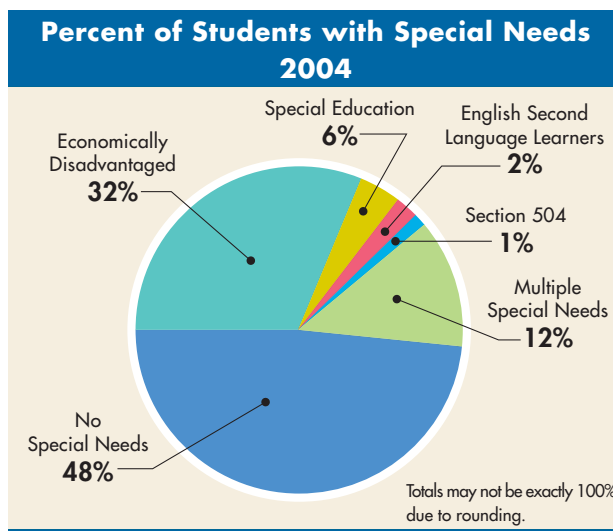
Since enrollment for public schools peaked in school year 1997-98 at nearly 190,000 students, it has steadily declined to just over 182,000 in 2003-04. This downward trend parallels an overall drop in the state's population of school-age children. Private school enrollment, which reached its peak of 17% in the late 1980s, has historically hovered around the mid-teens. In the last few years, it has slowly been climbing, reflecting the increase in enrollment at Kamehameha Schools' neighbor island campuses.

Official Fall Enrollment Grades K to 12, Public and Private Schools			
SY	2001-02	2002-03	2003-04
Public Schools	183,629 84.7%	182,798 84.0%	182,434 83.9%
Private Schools	33,226 15.3%	34,815 16.0%	34,998 16.1%
Total	216,855	217,613	217,432

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

Special Needs

Student populations with special needs have grown rapidly over the last decade. For a number of years now, these students have constituted a majority of those enrolled in Hawaii's public schools. They do so again in 2004 with 52% having special needs. The challenge and cost of educating special needs students have become state and national issues, especially since "closing the achievement gap" among students has become a federal accountability goal.



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

Educators

Given that there is a direct link between teacher competency and student achievement, finding qualified teachers is at the top of the education agenda. It is imperative that we fill our classrooms with fully licensed teachers, encourage them to obtain advanced degrees in their subject areas, and ensure a greater degree of faculty stability in our schools. Current teacher shortages in critical fields such as mathematics, science, and special education make it difficult for school systems to achieve these goals.

Educators Teacher Characteristics			
	2002	2003	2004
Fully Licensed	--	87%	84%
Advanced Degree	22%	24%	26%
5+ Yrs at the Same School	69%	56%	53%

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

Resource Support

Funding Support

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

Funding by Source and Year (in millions)			
	2002	2003	2004
Appropriated Funds			
STATE			
General	\$ 1,347	\$ 1,441	\$ 1,443
Special	39	46	57
Trust	10	8	12
FEDERAL	277	320	365

Source: Hawaii State Department of Education Annual Financial Reports.

Progress & Outcomes

Safety & Well-Being

The safety and well-being of our students is a foremost concern. Creating and maintaining safe and healthy educational environments allows the school community to concentrate on promoting student academic achievement. Collecting student and teacher perceptions about campus safety gives us information on how well we are doing in this regard.

Safety and Well-Being of Students			
	2002	2003	2004
Students Not Suspended	96%	96%	94%
Persistently Dangerous Schools	0%	0%	0%
Perceptions of safety & well-being*			
Students	--	51%	--
Teachers	--	78%	--

*Percent reporting positively on School Quality Survey

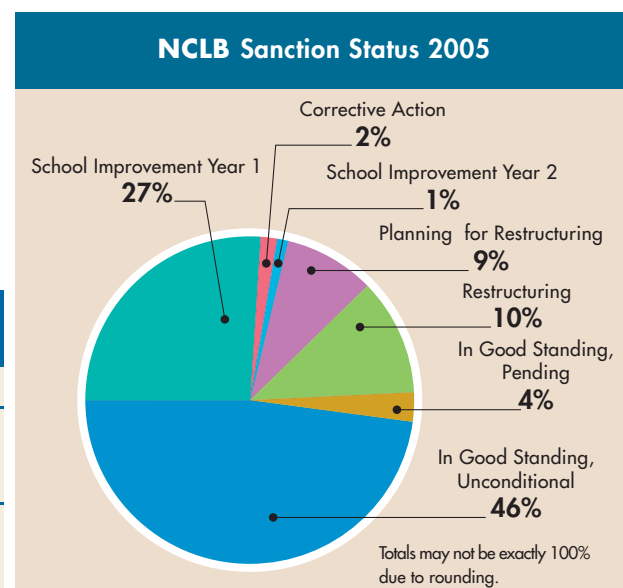
Source: Hawaii State Department of Education, Planning & Evaluation Office.

No Child Left Behind (NCLB)

The percentage of schools meeting Adequate Yearly Progress (AYP) increased from 39% in 2003 to 53% in 2004. However, the number of schools in NCLB sanctions increased from 84 to 138 during the same period. This primarily was due to schools moving from "In Good Standing, Pending" status to "School Improvement Year 1" status.

No Child Left Behind 2003 & 2004		
Adequate Yearly Progress		
	2003	2004
↑ Percent schools met AYP	39%	53%
Sanctions		
	2004	2005
↓ Percent In Good Standing	70%	51%
↑ Number Exiting Sanctions	--	20

Source: Hawaii State Department of Education, Evaluation Section.



Source: Hawaii State Department of Education, Evaluation Section.

Hawaii State Assessment

The standards-based assessment measures how well students meet the Department's content and performance standards. It includes multiple-choice items as well as a number of items in which students must explain their responses. The norm-reference test shows how students compare to a national norm group. It contains only multiple-choice items.

Since 2002, students statewide improved their standards-based scores in both reading and mathematics. The State's national norm-referenced scores remained steady, with students performing slightly above the national average in mathematics and slightly below in reading. Worth noting is the difference in performance between the standards-based and the norm-referenced mathematics tests. This difference is likely due to more demanding language requirements on the standards-based math items, making it a more challenging test.

Graduation & Dropouts

Annually, a cohort of first-time 9th graders is tracked through the senior year in high school. Over the last three years, about 80% of each cohort has successfully graduated on time. During that same time period, between 14% and 15% of each cohort dropped out of school. The remainder has either continued in high school or has completed schooling with a special education certificate.

Senior Exit Plans

In 2004, over two-thirds of our high school seniors reported they planned to pursue both post-secondary education and work, a dramatic increase from the year before. Consequently, only one in ten intended to only pursue post-secondary education, a 30 percentage point drop from the previous year. The proportion of students planning to work only has remained steady over the past three years.

University of Hawaii "Going Rate"

During the past decade, the proportion of Hawaii public school graduates who immediately attended campuses within the University of Hawaii system decreased by nearly six percentage points.

Hawaii State Assessment

	2002	2003	2004
STANDARDS-BASED (Hawaii Content & Performance Stds II)			
	Percent proficient and exceeds proficiency		
Reading	42.1%	40.8%	44.9%
Mathematics	20.2%	19.8%	22.7%
NORM REFERENCED (Stanford Achievement Test, Ver 9)			
	Percent average and above average		
Reading	75.7%	74.8%	74.1%
Mathematics	77.3%	77.1%	77.5%

Source: Hawaii State Department of Education, Test Development Section.

Four-Year Graduation & Dropout Rates

	2001-02	2002-03	2003-04
Graduation	78.9%	79.8%	79.8%
Dropouts	14.8%	14.3%	15.1%

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

Senior Exit Plans Survey

	2002	2003	2004
School Only	28%	40%	10%
Work Only	9%	9%	10%
School and Work	51%	39%	68%

Note: Top three most frequent responses.

Source: Hawaii State Department of Education, Evaluation Section.

Post Secondary Entering University of Hawaii System

Public School June Graduates Entering Fall Semester		
	1993	2003
UH "Going Rate"	39.0%	33.6%

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



A Conversation with Patricia Hamamoto



Over the past five years, Hawaii and the rest of the nation have witnessed dramatic changes in public education. As Superintendent, what priorities have you set for the Department?

Hawaii's public schools serve approximately 180,000 students with diverse backgrounds and needs. Fortunately, many students come to school prepared and eager to learn. Other students, perhaps because of their home conditions or other factors, may find that the hours they spend at school are the best hours of their day. However, they are not prepared for those hours and they may not be eager to learn. These students may come to school hungry or already discouraged. Or, they may have given up, believing they cannot succeed. It is our special responsibility to pay attention to these children, to give them the tools to learn, and to help them succeed.

We are focused on three fundamental priorities: improving student achievement, ensuring their safety and well-being, and promoting their civic responsibility. On an ongoing basis, we assess our performance and analyze what is working, what is not working, what we need to do, and how well we are meeting the needs of our students in these areas.

How is the Department addressing issues regarding accountability and academic standards?

We will continue to maintain and implement high, rigorous standards for our students and schools. Last year, the Board of Education adopted new high school graduation requirements to take effect with the 2006-07 school year. These requirements will apply to students beginning with the incoming ninth grade class.

In addition, we have taken great strides in enhancing our accountability system. Each school has been given a set of measurable targets to improve student achievement. In

addition, the high schools have specific targets for improving ninth grade retention rates and twelfth grade graduation rates. Our 2005-2008 Strategic Plan will incorporate a number of new measures to continue to improve and maintain these standards.

Do you believe that the Department's role in educating students is confined to the three R's - reading, writing, and arithmetic?

No, it is clear that schools must do more than concentrate on the three R's. Schools play a key role in helping to shape the direction and the quality of life in their communities. Schools must also help students develop a set of skills and attitudes - a fundamental core includes community service, teamwork, and collaboration.

Students also need to leave our schools with certain understandings and predispositions regarding their relationships with other human beings. These include an abiding concern about the welfare of their fellow citizens and the active promotion of diversity in thought, opinion, and belief. Students need to be citizens of their town and state as well as citizens of the world in which they live.





A Conversation with Patricia Hamamoto



In 2001, Congress passed the No Child Left Behind (NCLB) Act. Does NCLB help our students?

NCLB helps all of us to focus our energies on ensuring that we help every child to learn and to succeed.

At the core of the No Child Left Behind Act is accountability for student performance. Our schools are required to attend to the needs of all students and help our students meet high expectations, regardless of their background.

The Department and each of our schools have fully embraced our responsibility. We are committed and accountable for this charge. We have not shied away from what the federal law is asking us to do because ultimately the law helps us to help our children succeed.

Under NCLB, student test scores determine a school's Adequate Yearly Progress. How should educators, parents, students, and the community interpret the latest Hawaii State Assessment test scores?

The Hawaii State Assessment (HSA) measures student performance and provides us with a snapshot of the extent to which students are meeting our academic content and performance standards. Student achievement on the 2004 HSA improved significantly in both reading and mathematics across the grades that were tested. This is a direct result of the hard work and commitment of our educators to continually find new ways to enhance the curriculum for our students.

The dedication of our principals, teachers, students, and parents in meeting the challenges of NCLB is also evident in the dramatic jump in the number of schools that

made Adequate Yearly Progress under a set of very stringent accountability provisions. This past year, we saw that figure jump 14 percentage points from 39 percent to 53 percent!

Last year, the Hawaii State Legislature passed the Reinventing Education Act of 2004, or Act 51, which was viewed by many as a milestone for public education in our state. How will Act 51 change our schools?

Act 51 provided an impetus to more closely examine the relationship between the Department's state and complex offices, and our schools. Important questions are being asked such as, "What resources at the State or complex level should be shifted more closely to the schools"? "What additional flexibility and autonomy do schools need in order to be more successful"? "What kinds of support are schools telling us they need"?

An educational institution in order to remain relevant and useful must be able to think "outside of the box" and be open to bold and innovative initiatives. When Act 51 was enacted, we were fortunate that there was a natural overlap between where the Department was already headed and the challenges and opportunities given to us by Act 51.

When will we begin to see the Act 51 initiatives in our schools?

The positive effects of Act 51 are visible now. We are broadening the role that stakeholders play in shaping the future of public education in Hawaii. One example is the establishment of School Community Councils in every school by July 1, 2005. Such elected councils provide parents, teachers, students, and community members with an opportunity to help determine the direction and priorities of the school.



A Conversation with Patricia Hamamoto



The Board of Education will be approving a single school calendar that will go into effect beginning with the 2006-07 school year for all public schools except for multi-track and charter schools. Approximately 300,000 surveys to the broadest range of stakeholders possible solicited input on what that calendar should be. The single school calendar will result in cost savings for the Department, provide time and professional development for teachers, increase learning opportunities for students, and ease the burden on families currently dealing with multiple school schedules.

Recent figures have put the backlog of school repair and maintenance at approximately \$500 million. Will Act 51 help our school facilities?

Yes, because on July 1, 2005, the 200 Department of Accounting and General Services' employees that will join our Department move us closer to making our vision for school facilities a reality. Act 51 has provided us with a unique opportunity to initiate ways to fast track projects to address our growing repair and maintenance backlog, and to investigate ways to build new facilities in a more cost effective and efficient manner.



Breene Harimoto Patricia Hamamoto Clayton Fujie

For the past year, our Facilities Branch has been preparing to assume complete responsibility for the Department's capital improvement and repair and maintenance projects previously managed by the Department of Accounting and General Services.

Under Act 51, school principals are given increased authority and decision-making power. How is the Department preparing school leaders for their new roles and responsibilities?

Last October, the Department launched the Hawaii Principals Academy. The Academy is the first comprehensive professional development program in Hawaii specifically dedicated to train principals, prospective principals (vice principals), and complex area superintendents.

Outside of the classroom, principals must have the leadership skills to facilitate school cultures where elevated expectations for student learning and effective teaching exist.

Thus, the Academy provides training courses that will help principals increase skills to successfully manage school budgets, improve student achievement, establish and collaborate with School Community Councils, develop standards-based curriculum, and foster private sector partnerships.

Regarding special education services, is the Department still under the Felix Consent Decree court order?

For many years, the Department operated under the Felix Consent Decree court order that ensured schools provided and main-



A Conversation with Patricia Hamamoto



tained proper support services to special education students throughout the state.

In April 2004, U.S. District Judge David Ezra declared the Department of Education to be in substantial compliance with the requirements of the decree, and approved a step-down and termination plan.

The Department of Education is the largest state agency in Hawaii. Can you provide some examples of recent efforts to improve communication with education stakeholders?

This year, we released Educational and Fiscal Accountability Trend reports for our stakeholders. Available on our Department website, these trend reports provide basic information about the students and teachers in our schools, academic performance, safety and well-being, and civic responsibility.

For our parents and students, new report cards were developed for the elementary and middle schools. The new report cards contain easy to read student assessment feedback and describe exactly how well each student is doing relative to our content and performance standards.

Public schools across the nation have faced increasing challenges in terms of education mandates and decreasing resources. How will Hawaii's educators stay focused on improving student achievement and continue to work towards a better future for public schools in Hawaii?

Our Strategic Plan will provide the focus to enable us to accomplish the work that needs to get done to improve education in our schools.

The Department's 2005-2008 Strategic Plan affirms our commitment to our children and their future, and is our promise about what we will accomplish in the next three years. The Plan contains our vision of the public school graduate, and defines our priorities, our direction, and our work.

The Strategic Plan also allows the Department to engage in "visioning." Such as, what might students, teachers, principals, schools, and the system be like ten years from now.

By staying on course, I am confident that by 2015 our public school graduates will be prepared to take charge of their futures. Schools will be flexible, personalized, and inclusive learning communities that draw parents and children by choice. Additionally, schools will be service-oriented and dedicated to meeting the needs of all students to successfully carry on the tradition of quality public education in our state.

As Superintendent, I am proud of our accomplishments and join my colleagues in reaffirming our commitment to providing a quality education for every child.

Our Commitment to Education

We consistently affirm our commitment to our children and their future. We are a public school system that:

- cultivates their civic responsibility so they can be full and active participants in a democratic society;
- develops their skills and knowledge to enable them to be productive members of their communities; and
- provides a safe and stimulating learning environment.

We succeed in our mission by continuously examining and improving performance, using our resources well, and partnering with a broad range of stakeholders to meet the needs of our students and our schools.

Our Strategic Goals: 2005–2008

 *Improve student achievement through standards-based education.*

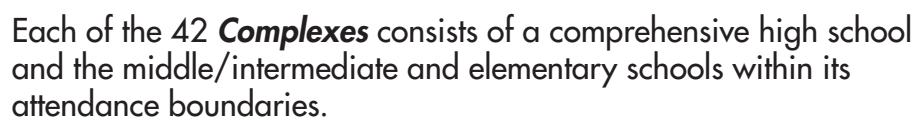
We have challenging standards. Students are focused on reaching them. We are dedicated to surrounding every student with highly qualified teachers, well-trained administrators, sufficient materials and textbooks, and a nurturing environment.

 *Sustain comprehensive support for all students.*

We have a comprehensive student support system in place. We know that learning flourishes when the child's social, emotional, and physical well-being are fully supported. Our responsibility is to sustain the comprehensive student support system while we continue to systematically expand its capabilities.

 *Continuously improve our performance and quality.*

Integral to the process of a standards-based education are frequent and varied balanced assessments that allow students to demonstrate their growing mastery of the standards. Continuous improvement relies upon the wise and proper use of data. It also depends upon the quality of the decisions that we make from our review of that information. The Department of Education sets clear performance targets for ourselves and our schools. We expect continuous improvement and quality in all that we measure. Becoming a successful service-oriented system requires a climate dedicated to meeting customer needs.

SCHOOL YEAR 2003-04

State Summary

Background

SCHOOLS	2002		2003		2004	
Total	279	100%	283	100%	284	100%
Elementary	166	59%	166	59%	167	59%
Middle/Intermediate	36	13%	36	13%	35	12%
High	32	11%	32	11%	32	11%
Multi-level	20	7%	21	7%	21	7%
Charter	22	8%	25	9%	26	9%
Special	3	1%	3	1%	3	1%
Complex Areas	15		15		15	

STUDENTS	2002		2003		2004	
Official Enrollment Count						
Total	183,629	100%	182,798	100%	182,434	100%
K-6	103,216	56%	101,375	55%	99,829	55%
7-8	27,740	15%	28,450	16%	29,036	16%
9-12	52,673	29%	52,973	29%	53,569	29%
Special Education (SPED)*	20,320	11%	20,808	11%	20,469	11%
English Second Language Learners (ESLL)	15,981	9%	12,853	7%	13,898	8%
Economically Disadvantaged	78,117	43%	82,243	45%	78,977	43%
*Excludes Speech and Hearing Impaired only						

STAFF (Full Time Equivalents)	2002		2003		2004	
Classroom Teachers	11,006.7		10,973.4		11,128.5	
Librarians	279.5		281.5		282.0	
Counselors	646.0		648.5		647.5	
Administrators						
School	517.0		509.0		504.0	
State & Complex Area	189.9		183.4		188.4	
Other Support Staff	6,823.9		8,107.1		8,361.4	
Total	19,463.0		20,702.9		21,111.8	

STATE DEMOGRAPHICS	2000 Census		2002 Est		2003 Est	
Population	1,211,537	100%	1,208,537	100%	1,221,885	100%
Under 5 yrs	78,163		82,778		85,240	
5-9	84,980		79,677		79,005	
10-14	83,106		83,503		82,760	
15-19	81,002		77,157		77,638	
Median Age, in years	36.2		37.4		37.9	
Households						
Total	403,240	100%	415,479	100%	419,441	100%
Families	287,068		292,888		289,072	
Avg. Family Size	3.4		3.5		3.5	
Income						
Median Family Income	\$63,139		\$59,977		\$60,647	
Per Capital Income	\$23,870		\$23,096		\$23,106	
Poverty, Families in	18,767	6.5%	23,129	7.9%	21,264	7.4%
Educational Attainment						
Percent high school or higher	86.9 %		87.1 %		87.8 %	
Percent 4-yr degree or higher	27.5 %		27.9 %		28.2 %	

Source: U.S. Census Bureau.

Resource Support

Funding and expenditures for Hawaii public education have increased over the past four years, primarily due to a Federal court consent decree mandate for state funding of special education services and the Federal No Child Left Behind Act.

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

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

When per capita revenue, an indicator of relative wealth, is plotted against the percent of state and local expenditure for public education for fiscal year 2000, Hawaii clearly stands apart and far below all states.

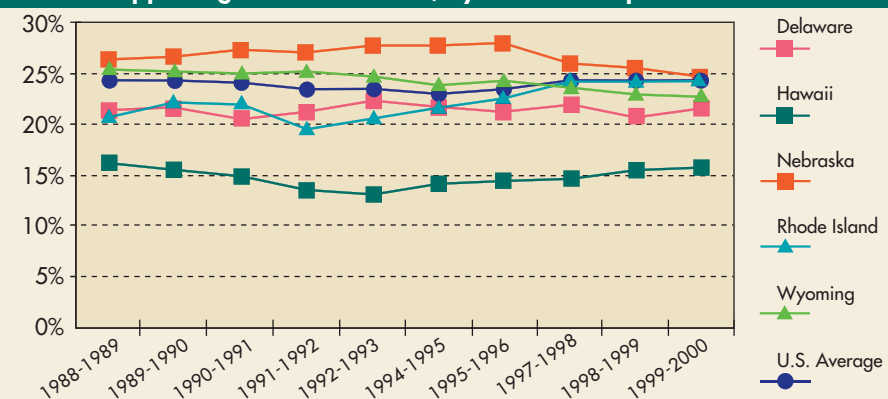
STATE SCHOOL BUDGET	2001	2002	2003	2004
Appropriated Funds (millions)				
State				
General	\$1,166.9	\$1,347.4	\$1,441.4	\$1,442.6
Special	33.9	39.3	45.7	57.1
Trust	6.5	10.1	8.2	11.7
Federal	218.9	276.7	319.5	365.0
Total	\$1,426.2	\$1,673.5	\$1,814.8	\$1,876.4
Expenditures (millions)				
State				
General	\$1,096.8	\$1,315.5	\$1,418.8	\$1,428.8
Special	20.8	24.1	23.7	39.8
Trust	3.5	5.4	4.6	6.9
Federal	134.1	164.4	164.2	231.6
Total	\$1,255.2	\$1,509.4	\$1,611.3	\$1,707.1

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

SCHOOL FINANCE: National Perspective	1998	1999	2000	2001
Key Finance Indicators				
Per pupil expenditures	\$5,858	\$6,081	\$6,530	\$6,596
Percent State & local expenditures for public education	14.8%	15.5%	15.7%	--
National Rank	50th	50th	50th	--
Relative wealth				
Per capita, State Revenue				
National Rank	4th	3rd	3rd	5th

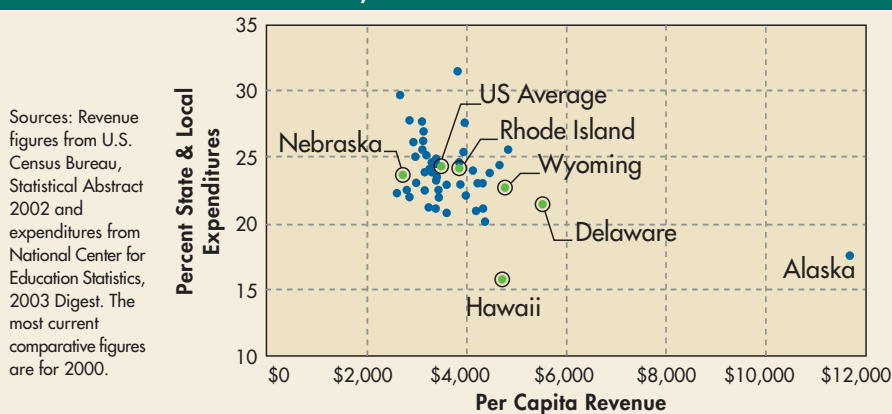
Sources: U.S. Census Bureau; National Center for Education Statistics.

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



Source: National Center for Education Statistics, 2003 Digest. The most current comparative figures are for 2000.

Public Education Funding Support vs. Relative Wealth All States, Fiscal Year 1999-2000



Progress & Outcomes

PROGRESS & COMPLETION		2002	2003	2004		
Attendance Rates						
Elementary		94.5%	94.6%	94.8%		
Middle/Intermediate		94.0%	93.9%	94.0%		
High		91.4%	91.3%	91.4%		
Multi-level		89.8%	90.9%	90.9%		
Charter		92.1%	92.8%	93.7%		
Retention Rates						
Elementary		1%	1%	1%		
Middle/Intermediate		3%	2%	2%		
Graduate Rate	(on-time) Grades 9 through 12	78.9%	79.8%	79.8%		
Dropout Rate	Grades 9 through 12	14.8%	14.3%	15.1%		
EDUCATIONAL ASSESSMENT		2002	2003	2004		
HAWAII STATE ASSESSMENT						
STANDARDS-BASED (Hawaii Content & Perform Standards II)		(Percent Proficient & Exceeds Proficiency)				
Reading						
Grade 3		43%	43%	47%		
Grade 5		42%	42%	50%		
Grade 8		42%	39%	39%		
Grade 10		41%	40%	43%		
Mathematics						
Grade 3		20%	24%	27%		
Grade 5		21%	20%	23%		
Grade 8		20%	17%	20%		
Grade 10		20%	17%	21%		
NORM-REFERENCED (Stanford Achievement Test, Version 9)		(Percent Average & Above Average)				
Reading						
Grade 3		80%	82%	82%		
Grade 5		77%	76%	76%		
Grade 8		75%	74%	73%		
Grade 10		69%	66%	64%		
Mathematics						
Grade 3		83%	84%	85%		
Grade 5		80%	80%	81%		
Grade 8		73%	73%	74%		
Grade 10		72%	69%	69%		
Source: Hawaii State Department of Education, Test Development Section.						
NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)		1996 1998	2000 2002	2003		
(Percent Proficient & Advanced)						
	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation
Reading						
Grade 4	17%	28%	21%	30%	21%	30%
Grade 8	19%	30%	20%	31%	22%	30%
Mathematics						
Grade 4	16%	20%	14%	22%	23%	31%
Grade 8	16%	23%	16%	25%	17%	27%
Writing						
Grade 4	--	--	22%	27%	--	--
Grade 8	15%	24%	18%	30%	--	--
Source: Hawaii State Department of Education, Test Development Section.						

Progress & Outcomes

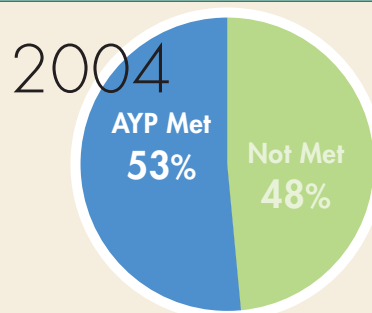
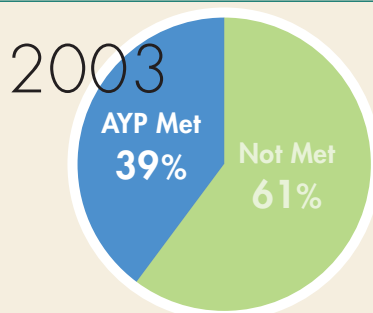
EDUCATIONAL ACCOUNTABILITY

No Child Left Behind (NCLB)	2003		2004	
Adequate Yearly Progress (AYP)				
All Schools				
Met	109	39%	147	53%
Not Met	168	61%	133	48%
Title I				
Met	42	31%	98	48%
Not Met	95	69%	106	52%
Charters				
Met	11	46%	11	44%
Not Met	13	54%	14	56%
		2004	2005	
No Sanctions				
In Good Standing, Unconditional	86	31%	130	46%
In Good Standing, Pending	107	39%	12	4%
Totals	193	70%	142	51%
Sanctions				
School Improvement Year 1	3	1%	75	27%
School Improvement Year 2	12	4%	3	1%
Corrective Action	25	9%	6	2%
Planning for Restructuring	44	16%	26	9%
Restructuring	0	0%	28	10%
Totals	84	30%	138	49%

Totals may not be exactly 100% due to rounding.

AYP Determinations, 2003 & 2004

Percent improvement of schools making AYP: 14% Increase ▲

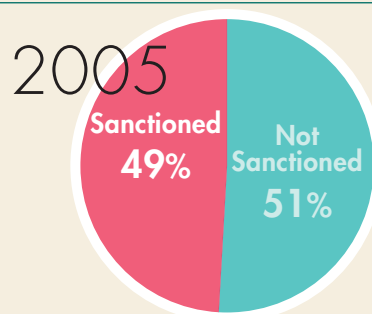
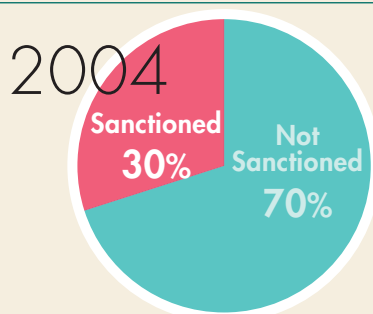


Totals may not be exactly 100% due to rounding.

Note. A school's current NCLB sanction status is determined by its prior year's sanction status and AYP determination. School Year 2005's NCLB sanction status is derived from School Year 2004's data.

NCLB Sanctions, 2004 & 2005

Percent increase of schools under sanctions: 19% Increase ▲



Totals may not be exactly 100% due to rounding.

Source: Hawaii State Department of Education, Evaluation Section.

Complexes Summary

STUDENTS 2004		Complexes		
	Enrollment	Economically Disadvantaged	Special Education	ESLL
State Overall	182,434	78,977 43%	21,358 12%	13,898 8%
HONOLULU: 3 Complex Areas / 6 Complexes				
Farrington	8,312	72%	9%	21%
Kaiser	2,770	11%	9%	5%
Kaimuki	5,640	52%	10%	20%
Kalani	4,364	14%	10%	6%
McKinley	5,162	63%	9%	25%
Roosevelt	6,588	28%	9%	6%
CENTRAL: 2 Complex Areas / 6 Complexes				
Aiea	4,617	37%	9%	9%
Moanalua	5,026	19%	9%	6%
Radford	7,002	34%	10%	5%
Leilehua	7,231	53%	14%	9%
Mililani	7,592	14%	11%	2%
Waiialua	1,566	51%	15%	8%
LEEWARD: 2 Complex Areas / 6 Complexes				
Campbell	7,576	44%	12%	9%
Kapolei	6,272	31%	10%	3%
Waianae	6,559	74%	16%	4%
Nanakuli	2,875	74%	14%	4%
Pearl City	6,996	28%	11%	3%
Waipahu	8,549	56%	10%	18%
WINDWARD: 2 Complex Areas / 4 Complexes				
Castle	6,063	39%	15%	2%
Kahuku	3,823	57%	11%	5%
Kailua	3,216	53%	17%	4%
Kalaheo	4,595	31%	12%	3%
HAWAII: 3 Complex Areas / 10 Complexes				
Hilo	4,542	56%	14%	5%
Laupahoehoe	250	62%	18%	8%
Waiakea	3,703	42%	11%	4%
Kau	868	74%	17%	19%
Kaau	2,708	73%	16%	7%
Pahoa	1,767	83%	17%	6%
Honokaa	2,555	46%	13%	7%
Kealahou	4,456	40%	12%	7%
Kohala	961	51%	15%	3%
Kona	2,358	52%	12%	7%
MAUI: 2 Complex Areas / 7 Complexes				
Baldwin	4,251	29%	10%	3%
Kekaulike	4,486	37%	14%	2%
Maui	7,045	39%	10%	9%
Hana	391	63%	18%	0%
Lahainaluna	2,959	29%	13%	14%
Lanai	636	26%	22%	8%
Molokai	1,476	71%	17%	2%
KAUAI: 1 Complex Area / 3 Complexes				
Kapaa	3,351	41%	14%	3%
Kauai	3,998	32%	10%	3%
Waimea	2,701	46%	9%	7%
OTHER PUBLIC SCHOOLS:				
Public Charter Schools	4,502	38%	9%	2%
Hawaii Center for Deaf & Blind	76	80%	100%	0%

Note. Enrollment reflects official Fall enrollment count. Special Education figures include students in "Speech and Hearing Impaired" only category.

Student Scholarships

In school year 2003-04, our high school students in the aggregate received college scholarship offers in excess of \$50,000,000. These offers included grants as well as military academy and ROTC awards. Of the total amount, students accepted almost \$32,000,000 in scholarship money to further their education.

Hawaiian Language Immersion Program

The Hawaiian Language Immersion Program began in 1987 with a K-1 combination class. This unique program has grown steadily over the years. Now over 1,500 students are learning Hawaiian in immersion programs throughout the State in 18 regular and 2 charter public schools. The program is designed to develop fluent Hawaiian language speakers while providing a quality public education. Major challenges and concerns for the program include the development of Hawaiian language curriculum materials, and support for recruitment, training, and retention of fluent Hawaiian language speaking teachers.

Hawaii School Principal Awarded National Title



Gail Awakuni, Hawaii Principal of the Year for 2004, was selected from candidates from all 50 states as the **National High School Principal of the Year for 2005** by the National Association of Secondary School Principals. She received this national award for "... demonstrating excellence in resolving complex problems, involving the local community in the school, and her consistent success in improving *James Campbell High School's* overall learning environment."

(www.principals.org/s_nassp/sec_news)

TEACHERS 2004		Complexes			
	Classroom Teachers (head count)	Fully Licensed	5+ Years at same School	Advanced Degree	Average Years Experience
State Overall	11,219	84%	53%	26%	11.9
HONOLULU: 3 Complex Areas / 6 Complexes					
Farrington	506	90%	56%	29%	12.6
Kaiser	167	89%	57%	31%	11.3
Kaimuki	365	94%	62%	30%	14.1
Kalani	258	91%	57%	31%	12.8
McKinley	324	91%	64%	31%	15.6
Roosevelt	367	92%	61%	27%	14.2
CENTRAL: 2 Complex Areas / 6 Complexes					
Aiea	270	90%	48%	29%	12.9
Moanalua	299	87%	51%	29%	13.5
Radford	416	88%	51%	25%	11.8
Leilehua	478	85%	54%	22%	13.2
Mililani	425	86%	52%	24%	13.7
Waiialua	104	83%	59%	27%	13.3
LEEWARD: 2 Complex Areas / 6 Complexes					
Campbell	457	81%	48%	18%	10.0
Kapolei	356	76%	27%	18%	8.0
Waianae	423	76%	52%	17%	9.0
Nanakuli	182	75%	47%	21%	10.8
Pearl City	426	84%	57%	20%	12.9
Waipahu	523	81%	50%	21%	11.3
WINDWARD: 2 Complex Areas / 4 Complexes					
Castle	398	88%	61%	27%	12.3
Kahuku	246	84%	60%	16%	11.4
Kailua	248	85%	55%	34%	11.4
Kalaheo	278	85%	50%	30%	11.6
HAWAII: 3 Complex Areas / 10 Complexes					
Hilo	290	88%	58%	32%	13.0
Laupahoehoe	23	83%	57%	35%	10.2
Waiakea	217	89%	58%	30%	14.1
Kau	66	77%	39%	23%	8.0
Keaau	182	90%	52%	34%	11.8
Pahoa	127	78%	51%	24%	10.3
Honokaa	175	78%	45%	31%	10.2
Kealahou	257	82%	51%	30%	9.9
Kohala	67	93%	48%	24%	13.4
Konawaena	161	81%	44%	28%	11.6
MAUI: 2 Complex Areas / 7 Complexes					
Baldwin	256	89%	65%	29%	13.9
Kekaulike	271	85%	63%	30%	12.5
Maui	408	85%	54%	23%	11.3
Hana	29	83%	45%	24%	10.4
Lahainaluna	174	72%	48%	23%	8.1
Lanai	47	89%	38%	28%	6.1
Molokai	99	79%	49%	19%	9.9
KAUAI: 1 Complex Area / 3 Complexes					
Kapaa	216	88%	63%	25%	12.5
Kauai	246	83%	48%	27%	11.5
Waimea	167	83%	64%	23%	14.4
OTHER PUBLIC SCHOOLS:					
Public Charter Schools	206	42%	na	28%	7.4
Hawaii Center for Deaf & Blind	19	74%	63%	84%	12.9

Hawaii State Board of Education

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Office Fax: (808) 586-3433
Mailing Address: P.O. Box 2360, Honolulu, HI 96804



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Leeward District

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Current Term of Office 2004-2008



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Oahu At-Large

Served on Board since 2002
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Current Term of Office 2004-2008



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Current Term of Office 2004-2008



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Student Member

Served on Board since 2004
Current Term of Office 2004-2005



The State Board of Education's Vision for Hawaii Public Schools

Hawaii's schools will be safe nurturing learning environments where all students achieve high academic standards, attain skills necessary to reach their goals and meet their potential, and are contributing members of society.

To accomplish this, the Board of Education will:

- *Be a strong, proactive and focused Board;*
- *Have a strategic plan with clearly defined goals, objectives, actions, timelines, and outcomes;*
- *Actively engage in an ongoing collaborative process involving all components of the community as partners; and*
- *Adhere to data-driven assessments.*





APPENDICES

Appendix A. Glossary

Appendix B. References and Resources

Appendix C. Data Tables - Online Access



Appendix A. Glossary

This glossary explains the educational and fiscal terms and measures contained in the 2004 Superintendent's 15th Annual Report. An "na" stands for "not appropriate," while a "--" stands for missing or unavailable data. Due to rounding of percentages, there may be slight differences between published reports. (For example, 9.6% may be reported as 10% for the same measure in different reports.)

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

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

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

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

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

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

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

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

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

Complex: Smaller divisions within Complex Areas consisting of a comprehensive high school and middle/intermediate and elementary schools within its attendance boundary.

Demographics, State: For an explanation of terms, definitions, and criteria used for classification, please go to the U.S. government website for the census: www.census.gov or www.proximity.com



Dropout Rate: Percent of high school students who have not returned to school and have either officially exited as “drop-outs” or whose school enrollment statuses are undetermined.

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

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

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

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

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

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

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

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

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

Graduation, Graduation Rate, Graduate On Time, Four-Year Graduation: Count or percent of all high school students, including public charter school students, who had completed high school within four years of their 9th grade entry date.

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

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



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

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

Norm-Referenced Test, Stanford Achievement Test, 9th Edition: Stanford Achievement Test (SAT), 9th Edition is a norm referenced test that shows how well students’ test scores compare to those of a nationally selected group of students (called the “norm group”). For the norm group, 77% always score “average and above average.”

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

Perceptions of Safety and Well-Being, Student and Teacher: Positive responses to a set of items on the DOE’s biennial School Quality Survey regarding school safety and well-being. The percent positive responses are reported.

Per Pupil Expenditure: The numbers reported from National Center of Education Statistics (NCES) may be used for state to state comparisons. Numbers are based on membership and can be expected to be smaller than per pupil expenditures based on average daily attendance. Current expenditure for public elementary and secondary education in a state is divided by the student membership. Current expenditures are funds spent for operating local public schools and local education agencies, including such operating expenses as salaries for school personnel, student transportation, school books and materials, and energy costs, but excluding capital outlay and interest on school debt.

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

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

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

Retention Rates:

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

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

Sanctions: If a school fails to meet AYP for two consecutive years, it receives the sanction associated with NCLB status of School Improvement Year 1. If it continues to not meet AYP, it receives



progressively greater sanctions associated with each NCLB status of School Improvement Year 2, Corrective Action, Planning for Restructuring, and Restructuring.

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

Special Education (SPED): This count and percent contain all special education students listed on the official enrollment report as receiving special education services and includes special education students with a “Speech and Hearing Impaired only” condition.

Special Funds: Funds generated through revenue sources other than state taxpayer revenues, such as cafeteria collections from students; adult education tuition/fees; summer school tuition; driver education fees; facility rental fees; and lost textbook penalty fees.

Special Needs, Multiple: Students identified and/or qualified as special needs under more than one of the following categories: economically disadvantaged as determined by receiving free/reduced cost lunch, Section 504 classification, and certified as receiving special education or English Second Language services.

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

State and Local Expenditures Supporting Public Education, Percent: This percentage is published by the National Center of Education Statistics (NCES), U.S. Department of Education in their Educational Digest 2003 publication. The percentage is calculated by dividing the states’ “Total, all general expenditures per capita” by the states’ “Elementary and secondary education expenditures” per capita. The Total, all general expenditures per capita includes state and local government expenditures for education services, social services, and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other general expenditures, including intergovernmental expenditure to the federal government, as reported by the State’s NCES Common Core of Data Financial Survey. Per capita amounts are based on population figures as of April 1, 2000, and are computed on the basis of amounts rounded to the nearest thousand figures obtained from the U.S. Census Bureau.

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

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

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



Appendix B. References and Resources

For more information and online access, please access these reports from the internet addresses listed.

Educational and Accountability Reports

No Child Left Behind (NCLB)

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

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

School Status and Improvement Report (SSIR)

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

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

Trend Report: Educational & Fiscal Accountability

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

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

School Quality Survey (SQS)

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

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

Hawaii Opinion Poll on Public Education (HOPPE)

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

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

Senior Exit Plans Survey (SEPS)

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

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

Enrollment

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

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

High School Completer Statistics

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

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



Hawaii Content & Performance Standards II

The “Making Sense of Standards” booklet and ten content area documents define the learning expectations for students.

<http://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF>

Strategic Plan


The Strategic Plan centers on the implementation of the Hawaii Content and Performance Standards, including the development and implementation of an accountability program, a comprehensive communications/engagement plan, a school-based services model, and the modernization of administrative services.

<http://lilinode.k12.hi.us/STATE/COMM/DOEPRESS.NSF>

Hawaii State and School Readiness Assessment

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

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



Financial Reports

Allocations by School Program

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

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

Annual Financial Reports

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

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

Audit

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

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

Budget

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

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

Expenditures by School

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



Special Education Reports

Due Process Hearings Findings

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

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

Integrated Performance Monitoring Report (Felix)

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

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

Legislative Reports

Reports to Legislature, 2005

These are reports on the bills and resolutions passed in the 2004, Regular Session, Hawaii State Legislature.

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

Other Resources

Proximity

This resource link, provided via courtesy of Proximity, provides access to 2000 Decennial Census information available at the high school complex level for 42 complexes throughout the State of Hawaii. Users have the option to select up to three complexes at a time, and up to four census domain tables: general demography, social characteristics, economic characteristics, and housing characteristics. Follow the instructions related to selection of tables and complexes to produce sample profiles. The DPA software to produce the higher quality Excel reports is an option and is not required to view and print the results.

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

Center on the Family

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

<http://uhfamily.hawaii.edu>

Data tables are available online at:

<http://arch.k12.hi.us/system/suptreport/2004.html>

Data Tables

1. Enrollment in Hawaii Public and Private Schools
2. Enrollment by District
3. Special Needs Affecting Public School Students in Hawaii
4. Average Attendance Rates by School Type
5. Estimated Cohort Dropout Rates
6. Ethnicity of Students and Teachers
7. Hawaii Content and Performance Standards Assessments
8. Stanford Achievement Test, 9th Edition, 2002, 2003, and 2004
9. Chapter 19 Charges Categorized by Type of Incident
10. Administrative Staff as a Proportion of Total Staff - Hawaii and Comparison States
11. Expenditures Per Pupil, Hawaii and Comparison States
12. Hawaii and States with Similar Financial Resources
13. Percentage of State and Local Revenue Expended on Public Education: Hawaii and Comparison States
14. Percentage of State and Local Expenditures Expended by Public Education vs. Per Pupil Expenditures



The Department of Education would like to extend its warmest mahalo to Kapolei High School for their invaluable assistance in helping to design the 15th Annual Superintendent's Report.

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Kapolei High School is an exciting and dynamic student-centered environment at the heart of the community



