



# OVERCOMING CHALLENGES

## 2010

*Superintendent's*  
21ST ANNUAL REPORT



*State of Hawaii*  
DEPARTMENT OF EDUCATION

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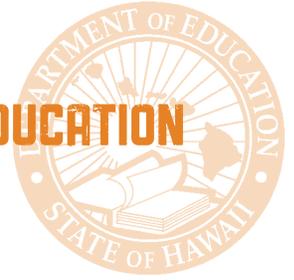
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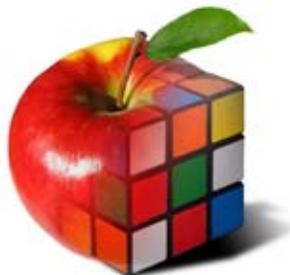
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**MESSAGE FROM THE SUPERINTENDENT****DEAR EDUCATIONAL PARTNERS**

THE HAWAII STATE DEPARTMENT OF EDUCATION is pleased to share with you the Superintendent's 21st Annual Report, a comprehensive overview of Hawaii's public schools for school year 2009-10. This report contains essential progress indicators and measures, as well as highlights and comparisons of core educational data presented in a concise and user-friendly format.

Despite the budgetary and furlough challenges faced by Hawaii's educational system during school year 2009-10, the commitment of our school principals, teachers, and support staff was evident. Parents, legislators, policy makers, and community shareholders worked together with educators to ensure that student learning and achievement continued to be the focal point in the classroom.

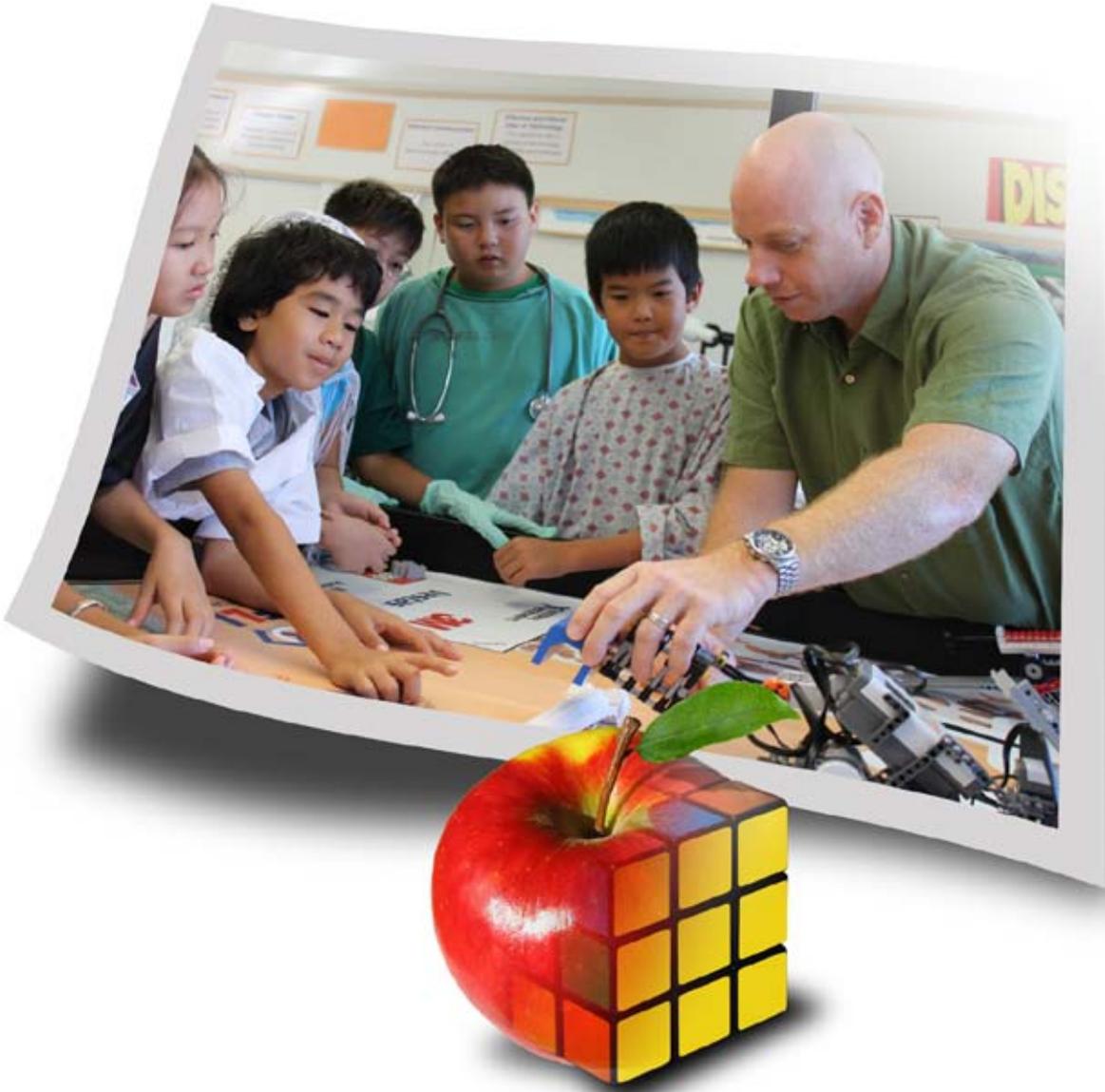
As we move forward to transform Hawaii's public schools, it is imperative that we overcome challenges within our educational system, collaborate with our partners, and maintain a laser focus on student learning in order to generate the kinds of outcomes that will positively impact the economic future of our state and our nation.

Thus, we must accelerate our transformational efforts by investing in and building a world-class education system that ensures all students demonstrate readiness for college, career, and citizenship in a global society.

*Very truly yours,*

A handwritten signature in blue ink, which appears to read "Kathryn S. Matayoshi". The signature is fluid and cursive.

**KATHRYN S. MATAYOSHI**  
*Superintendent of Education*



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## OUR COMMITMENT TO EDUCATION

*At the national level, the call for public education reform has defined the year 2010. Like many other states across the nation, Hawaii has attempted to reform education many times in the past. What are your thoughts?*

Nearly a decade ago, President George W. Bush signed the No Child Left Behind Act into law. Soon after its enactment, educators across the country began to question the punitive pass or fail nature of the law. Would the act really leave no child behind? Today, Hawaii as well as other states across the nation have made great strides and progress, and yet, schools still struggle to be successful under the mandates of No Child Left Behind. We remain hopeful that Congress will take the necessary actions to fix the shortcomings of No Child Left Behind—to acknowledge the achievements of our students and schools that consistently demonstrate improvement and progress.

## OVERCOMING CHALLENGES

A CONVERSATION *with Superintendent* KATHRYN S. MATAYOSHI



Here at home, Hawaii legislators passed the Reinventing Education Act of 2004, also known as Act 51. Act 51 resulted in positive steps forward, such as implementation of the weighted student formula and School Community Councils; a single statewide school calendar; and the transfer of repair and maintenance, buildings, and human resource functions to the Department of Education, to name a few. The law was based on the premise that decisions about how to improve student achievement should be made at the school level and schools must be held accountable for student achievement.

Act 51 turned the Department upside down resulting in significant transfers of program responsibilities. Did we change some of the ways we did business? Most definitely, yes. But seven years later, the question remains, “Have we reinvented education?” I believe the most accurate answer is that we started. But, there is still much more to be done to empower principals and school communities and to increase accountability and transparency.

President Barack Obama’s rallying call this year to boldly transform public education and schools across our nation with American Recovery and Reinvestment Act funds and Race to the Top grants came as the United States watched its global rankings for college graduates slip once again.

Former Superintendent Patricia Hamamoto heeded the words of the President early on and brought me on board last year to lead the Department’s American Recovery and Reinvestment Act efforts and the submittal of Hawaii’s Race to the Top grant application.

Let me be clear: With or without a Race To the Top grant, Hawaii is committed to transforming its public school system.

## OUR COMMITMENT TO EDUCATION

*There are many critics who believe that the Department's new reform effort is a passing phase. What makes this time different?*

The cynics amongst us—and, there are many—say “We’ve been down this road before. What makes this time different?”

It is different this time. A unique window of opportunity exists in which political, economic, and community forces are aligned, setting the stage for the Department to take the actions many of us have wanted to take, but were previously unable to do so.

The cynics are right about one thing: The job before us is a huge undertaking, and unprecedented. Can we do it? Absolutely. I believe our reform plan is comprehensive and doable. But it won't be easy.

School is only one, albeit a very important, part of a student's day. What happens before they get to school and after they leave our classrooms has an enormous impact on their aspirations and achievements. It is important that we as a society begin to view education and learning beyond the walls of the school classroom.

We know that the Department has had good intentions in the past and oftentimes good programs were never implemented to the extent envisioned. The reforms that ultimately impact our classrooms and schools must be part of a larger movement, one that is systematic and coordinated across our department. We must bring together our parents and families, local and business communities, higher education partners, and policy makers, to focus on systemic long-term, quality changes.

The bottom line is that we need to remain focused on our students. If every employee in the Department can see that straight line to how their job directly affects the student in the classroom, we will see real change occur. We must also realign our department resources to give teachers more time to teach and principals more time to lead.

*(continued on following page)*



## OUR COMMITMENT TO EDUCATION

*Over the last two years, the state's economic crisis resulted in budget reductions and restrictions across all state departments. How did the \$125-plus million in budget restrictions and the resulting furloughs affect Hawaii's public schools?*

The unprecedented budget restrictions resulted in student instruction being reduced by 17 days during the 2009-10 school year. Despite the challenges and public scrutiny, our schools and educators remained focused on student learning and achievement.

The commitment of our school principals, teachers, and support staff to Hawaii's children was clearly evident to students, parents, the community, legislators, and policy makers—as schools—modified bell schedules, gave up waiver days, increased homework assignments, juggled repair and maintenance projects, and moved forward with technological innovations such as online assessments which produced immediate reporting of students' results.

Without question, student and employee furloughs brought education to the forefront during the 2010 legislative session and galvanized our community to take action. On the last day of school, an agreement was reached to end student furloughs beginning with the 2010-11 school year.

Hope and a commitment to improving education continue to bring together education shareholders and the public in support of the Department's plans to build a world-class education system to ensure that all students demonstrate readiness for college, career, and citizenship in a global society.

*What has the Department accomplished during the first six months of 2010 to solidify its commitment to transforming our public schools?*

In collaboration with the state Board of Education, the Department has maximized the benefits of serving as both a State Education Agency and Local Education Agency and realized a number of accomplishments, including:

- Secured milestone commitments by the Hawaii State Teachers Association and the Hawaii Government Employees Association to negotiate agreements allowing for performance-based evaluations;
- Adopted draft and approved Common Core State Standards;
- Pledged to implement a statewide Common Core State Curriculum;
- Empowered the superintendent to take the steps necessary to reconstitute persistently low achieving schools;
- Changed charter school laws (Act 144) and amended administrative rules to increase accountability for student learning;
- Required the DOE to establish alternate routes for principal and vice principal certification (Act 34); and
- Sharpened plans for high quality data reporting to improve instruction (Act 41).



## OUR COMMITMENT TO EDUCATION

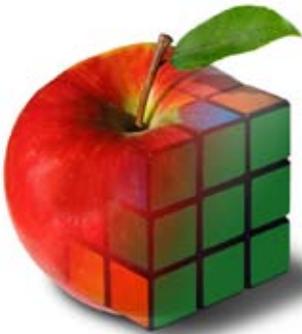
*While Hawaii's four-year graduation rate has consistently averaged about 79 percent, many graduates need remedial instruction in math or English language arts upon entering college. What will education reform mean for Hawaii's future?*

No longer are Hawaii's public school graduates competing only against graduates from rival schools or their school mates for entry into college and for jobs in the workforce. Today, high school graduates from around the globe have been added to the mix.

With this in mind, the Department is moving forward with its reform initiatives to improve classroom instruction, develop a longitudinal data system, support struggling schools, and strengthen policies and practices that will result in more effective teachers and school leaders.

The speed by which changes occur in our educational system will directly affect Hawaii's economic outlook and future. According to a June 2010 Georgetown University report, about two-thirds of all Hawaii jobs in 2018 will require a post-secondary degree.

With our nation's 12th-place global ranking in college graduates, we must focus and accelerate our efforts, commit resources, and solidify partnerships to transform our public schools.



## OUR COMMITMENT TO EDUCATION

### OUR STRATEGIC GOALS 2008-2011

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

Standards-based education is the critical planning, delivery, and monitoring of academic programs. These programs have clearly defined content and performance standards that provide the basis for instruction and assessment. Standards identify what is important for students to learn and be able to do.

#### **Provide comprehensive support for all students**

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

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

#### **Continuously improve our performance and quality**

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

## TEN-YEAR STRATEGIC PLAN

#### **By 2018, we envision ...**

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



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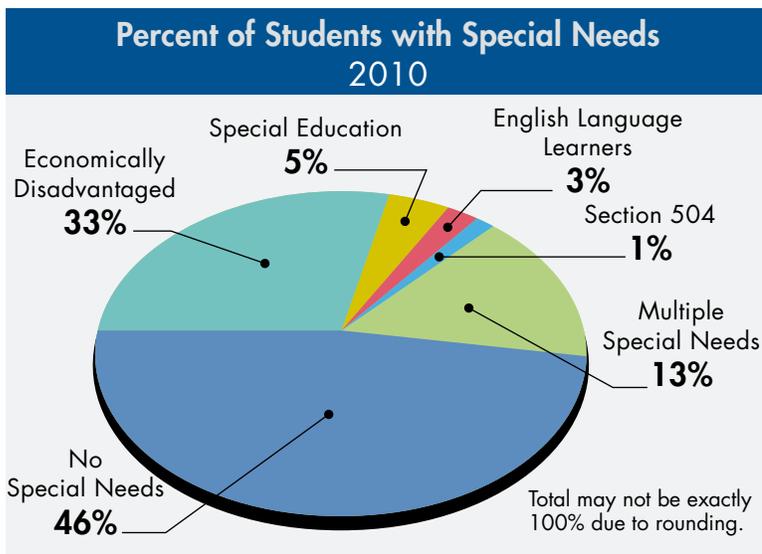
## AT-A-GLANCE

Official Fall Enrollment Grades K to 12, Public and Private Schools			
SY	2007-08	2008-09	2009-10
<b>Public Schools</b>	178,369	177,871	178,649
	83.2%	83.3%	83.7%
<b>Private Schools</b>	36,128	35,715	34,845
	16.8%	16.7%	16.3%
<b>Total</b>	<b>214,497</b>	<b>213,586</b>	<b>213,494</b>

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

Hawaii State School Readiness Assessment			
Statewide	2007-08	2008-09	2009-10
Kindergarteners who attended preschool	60%	61%	60%
Kindergarten teachers with Early Childhood Endorsement Certificates	20%	19%	17%

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



Source: Hawaii State Department of Education, System Evaluation & Reporting Section. Composite of selected annual enrollment rosters, unduplicated count.

Educators Teacher Characteristics			
	2008	2009	2010
<b>Fully Licensed</b>	88%	90%	93%
<b>Advanced Degree</b>	30%	31%	32%
<b>5+ Yrs at the Same School</b>	53%	55%	58%

*Note. These figures do not include teachers at charter schools.*

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

## STUDENTS AND SCHOOLS

### Enrollment Trends

Public school enrollment peaked in 1997-98 (N=189,281). The total number of students grew from 177,871 (2008-09) to 178,649 (2009-10), an increase of almost 800 students. Over the last five years, enrollment in private schools had been slowly rising to represent approximately 17 percent of the State's students. However, this trend has stalled, most likely as a result of Hawaii's economic downturn.

### Hawaii State School Readiness Assessment

The Hawaii State School Readiness Assessment (HSSRA) is a collaborative project between the Hawaii Department of Education and Good Beginnings Alliance. The HSSRA survey annually looks at schools' readiness for incoming kindergarteners and students' readiness for school.

### Special Needs

Student populations with special needs have grown over the years. For a number of years now these students have constituted a majority of those enrolled in Hawaii public schools. In 2010, there were approximately 55% of students with special needs. The challenge and cost of educating special needs students are state and national issues, especially since "closing the achievement gap" among students has become a federal accountability goal.

### Educators

Teacher licensure and advanced degrees, along with teachers staying five or more years at the same school, have seen gradual but consistent increases over the past three years. This trend is a positive sign of improvement in overall teacher quality and staffing stability within schools.

**AT-A-GLANCE**

**RESOURCE SUPPORT**

**Funding Support**

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

**Note:** Further details provided in the Profiles and Trends section, State School Budget, pg. 18.

**PROGRESS AND OUTCOMES**

**Safety & Well-Being**

Safe and supportive educational environments promote student success. Suspension rates are unchanged at 5%. Student and teacher self-reported perceptions of campus safety and well-being are collected by the Department's School Quality Survey (SQS). Over the last three years, both student and teacher perceptions of safety and well-being have gradually but consistently improved.

**Hawaii State Assessment**

In 2007, a new standards-based assessment aligned with the newly implemented Hawaii Content and Performance Standards (HCPS III) was administered. Also in 2007, the TerraNova replaced the long-standing Stanford Achievement Test as the norm-referenced test. Since implementing the new standards-based assessment in 2007, there have been consistent annual increases for both reading and mathematics results. Also, in 2010, positive outcomes were mirrored in the TerraNova. Hawaii's TerraNova norm-referenced results for both reading and mathematics matched the Average and Above Average performance (77%) of the national norm group. This is the first time since the TerraNova was administered in 2007 that reading and mathematics scores for Hawaii's students are on par with the national sample of students who took these tests.

Funding by Source and Year (in millions)			
	2008	2009	2010
<b>Appropriated Funds</b>			
<b>STATE</b>			
General	\$ 2,154	\$2,246	\$1,978
Special	58	69	75
Trust	18	14	14
<b>FEDERAL</b>	311	262	379

Source: Hawaii State Department of Education, Office of Fiscal Services.

Safety and Well-Being of Students			
	2008	2009	2010
<b>Students Not Suspended*</b>	95%	95%	95%
<b>Perceptions of safety &amp; well-being</b>			
Students**	54%	55%	56%
Teachers**	76%	78%	80%

*\*Does not include charter schools*  
*\*\*Percent reporting positively on School Quality Survey*

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

Hawaii State Assessment 2007 – 2010 Grades 3 to 8, and 10				
STANDARDS-BASED	2007	2008	2009	2010
(Hawaii Content & Performance Standards)				
	Percent Proficient and Exceeds Proficiency			
Reading	60%	62%	65%	67%
Mathematics	38%	43%	44%	49%
NORM-REFERENCED	2007	2008	2009	2010
(TerraNova)				
	Percent Average and Above Average			
Reading	76%	76%	76%	77%
Mathematics	75%	75%	75%	77%

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

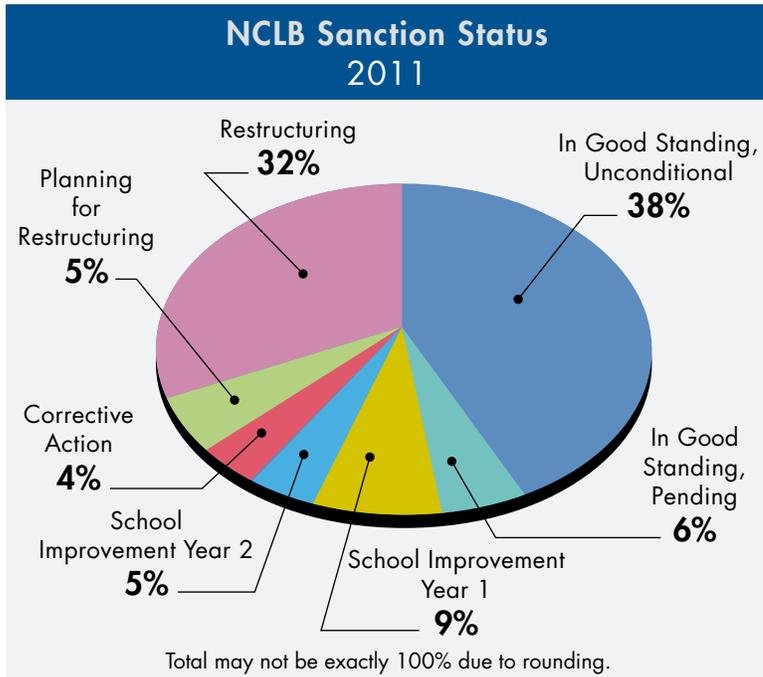
**Note.** The Hawaii State Assessment (HSA) program includes two general types of assessments to measure student performance. Standards-based assessments, on one hand, measure how well Hawaii's students have learned knowledge and skills as specified in the Department's content and performance standards. In contrast, norm-referenced tests are designed to measure how Hawaii's students have not only learned a subject area, but how they compare in performance to others, relative to a national norm group.

## AT-A-GLANCE

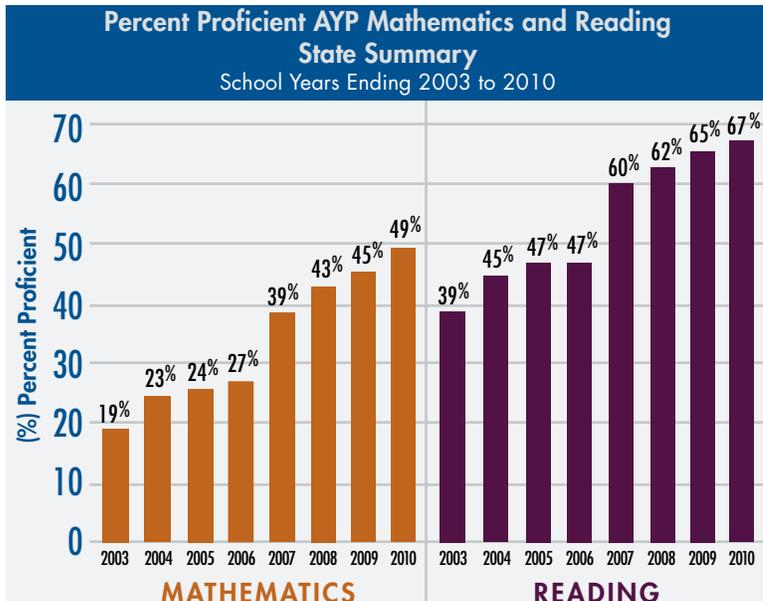
No Child Left Behind 2007 – 2010				
Adequate Yearly Progress	2007	2008	2009	2010
Percent schools met AYP	65%	42%	36%	51%
Sanctions*	2008	2009	2010	2011
Percent In Good Standing	43%	56%	48%	44%
Number Exiting Sanctions	12	29	2	4

\* AYP results determine sanctions for the following year.

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



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



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

### No Child Left Behind (NCLB)

The percentage of schools meeting Adequate Yearly Progress (AYP) had steadily decreased between 2007 and 2009; however, in 2010, there was a dramatic 15 percentage point increase in schools having met AYP. Maintaining this momentum is the challenge facing Hawaii's schools given Annual Measureable Objectives (AMO) will increase in 2011 from 58% to 72% for reading, 46% to 64% for mathematics, and 80% to 85% for the graduation rate. As enacted, by school year 2014, all public schools will be required to meet 100% student proficiency.

### Adequate Yearly Progress (AYP)

Since 2003, the percent of students scoring proficient or above has increased continually in both reading and math, despite increases in Annual Measurable Objectives that are used to calculate AYP. In 2007, a revised set of Hawaii Content and Performance Standards (HCPS III) was established, and a new series of assessment instruments was developed to reflect the revised standards. The relatively large gain in the number of students who scored proficient and better between 2006 and 2007 may be due to a number of factors, not the least of which is the concomitant change in standards and assessment. There is evidence that this difference may also be a reflection of true improvement in student learning as demonstrated by consistent yearly gains since 2007 as well. Also, the reputable, independent National Assessment of Educational Progress, or NAEP as it is more commonly known, is widely considered to be a model assessment program. Since 2005, Hawaii has increased NAEP achievement scores for mathematics and reading for each of the grades tested by NAEP.

**Note:** State totals include proficiency scores of all students enrolled in one or more schools within the DOE system for at least a full academic year.

**AT-A-GLANCE**

**Graduation & Dropouts**

Each year a cohort of first time 9th graders are tracked to their fourth year in the public school system. About 80% of each cohort, over the last three years, have graduated on-time. About 16% of students dropped out of school during the same three-year period. This 2010 school year shows a small decline in the graduation rate. This change could be related to the 2010 requirement of two additional credits to earn a regular diploma. The remaining 4% of students are either continuing or completed school with a special education certificate of program completion.

**High School Diplomas**

In past years nearly a third of the senior class would earn the Board of Education Recognition (BOE) Diploma which required 24 credits, versus 22 credits for a Regular Diploma, and a minimum 3.0 grade point average. In 2009-10, the graduating class needed to earn 24 credits to earn a Regular Diploma. To earn the more challenging BOE Diploma a one credit senior project was added along with the minimum 3.0 grade point average. The substantial drop in students earning the BOE Diploma is likely a result of this new, more demanding requirement.

**Advanced Placement Program**

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

The percent of AP exams passed remains stable as seen by the number of AP exams scored 3 or higher versus the number of exams taken. However, steady increases are observed in both the number of students enrolled in AP courses as well as the number of students who took AP exams. It is encouraging to see this increase in AP course enrollment and subsequent exam attempts to earn college credits.

Four-Year Graduation & Dropout Rates			
	2007-08	2008-09	2009-10
<b>Graduation</b>	79.9%	79.9%	79.3%
<b>Dropouts</b>	16.0%	15.6%	16.6%

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

High School Diplomas			
	2007-08	2008-09	2009-10
<b>BOE Diploma</b>	30.8%	31.7%	17.8%
<b>Regular Diploma</b>	63.2%	62.5%	76.7%

Note: Totals do not sum to 100% because non-diploma (certificate) recipients make up the remainder of school completion statistics.

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

Advanced Placement Program			
Advanced Placement Results	2008	2009	2010
<b>Number of students enrolled in AP courses<sup>1</sup>:</b>	3,064	3,252	3,638
<b>Number of students who took AP exam<sup>2</sup>:</b>	2,932	3,209	3,445
<b>Number of exams taken<sup>2</sup>:</b>	4,498	4,961	4,935
<b>Number of AP exam results with a score of 3 or higher<sup>2</sup>:</b>	1,934	2,072	2,091
<b>Percent of exams passed<sup>2</sup>:</b>	43%	42%	42%

Sources: <sup>1</sup>Hawaii State Department of Education, Information Resource Management Branch; <sup>2</sup>College Board.



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## PROFILES AND TRENDS

### STATE SUMMARY

#### BACKGROUND

For the following tables in the Profiles and Trends section, an “na” stands for “not applicable” or “not reportable,” while a “- -” stands for “missing or unavailable data.”

Due to rounding of percentages, there may be slight differences between published reports. (For example, 9.6% may be reported as 10% for the same measure in different reports.)

SCHOOLS	2008		2009		2010	
<b>Total</b>	<b>287</b>	<b>100%</b>	<b>289</b>	<b>100%</b>	<b>286</b>	<b>100%</b>
Elementary	169	59%	168	58%	167	58%
Middle/Intermediate	37	13%	37	13%	37	13%
High	33	11%	33	11%	33	12%
Multi-level	17	6%	18	6%	17	6%
Charter	28	10%	31	11%	31	11%
Special	3	1%	2	1%	1	0%
<b>Complex Areas</b>	<b>15</b>		<b>15</b>		<b>15</b>	

STUDENTS	2008		2009		2010	
<i>Official Enrollment Count</i>						
<b>Total</b>	<b>178,369</b>	<b>100%</b>	<b>177,871</b>	<b>100%</b>	<b>178,649</b>	<b>100%</b>
K-6	97,272	55%	98,180	55%	99,789	56%
7-8	26,669	15%	26,036	15%	26,046	15%
9-12	54,428	31%	53,655	30%	52,814	30%
Totals may not be exactly 100% due to rounding.						
Special Education (SPED)*	18,650	10%	18,108	10%	18,012	10%
English Language Learner (ELL)	17,659	10%	19,504	11%	17,806	10%
Economically Disadvantaged	69,091	39%	74,902	42%	77,951	44%
*Excludes Speech only and Hearing-Impaired only categories.						

STAFF (Full Time Equivalents)	2007 - 08	2008 - 09	2009 - 10
Classroom Teachers	11,395.8	11,294.2	11,261.8
Librarians	257.5	248.5	225.0
Counselors	659.5	659.5	645.5
Administrators			
School	544.0	519.0	529.0
State & Complex Area	228.5	227.5	199.0
Other School & Complex Support Staff	8,566.3	8,654.3	8,606.8
<b>Total</b>	<b>21,651.6</b>	<b>21,603.0</b>	<b>21,467.1</b>

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

STATE DEMOGRAPHICS	2000 Census	2008 Est	2009 Est
<b>Population</b>	1,211,537 100%	1,288,198 100%	1,295,178 100%
Under 5 yrs	78,163	85,757	88,446
5-9	84,980	75,115	74,280
10-14	83,106	74,840	79,791
15-19	81,002	82,570	79,144
Median Age, in years	36.2	38.3	37.9
<b>Households</b>			
Total	403,240 100%	437,105 100%	446,136 100%
Families	287,068	303,344	310,366
Avg. Family Size	3.4	3.4	3.4
<b>Income</b>			
Median Family Income	\$65,027*	\$78,659	75,066
Per Capita Income	\$24,513*	\$29,386	\$28,142
Poverty, Families in	7.7%	6.0%	7.5%
<b>Educational Attainment</b>			
Percent high school or higher	84.6%	90.3%	90.4%
Percent 4-yr degree or higher	26.2%	29.1%	29.6%

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

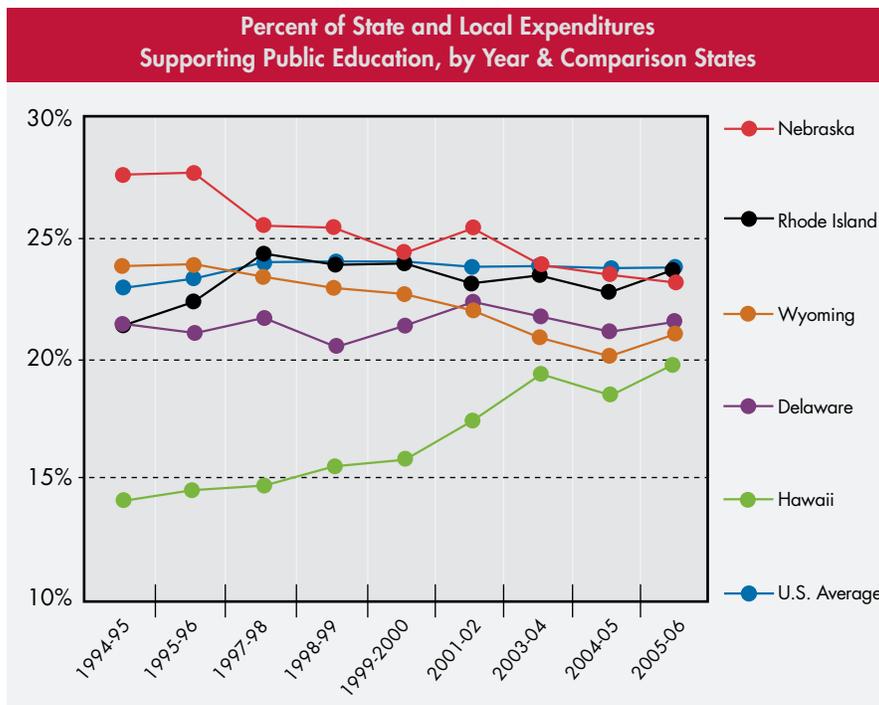
## PROFILES AND TRENDS

STATE SCHOOL BUDGET		2008	2009	2010
<b>APPROPRIATED FUNDS (millions)</b>				
<b>State</b>				
General		\$2,154.3	\$2,245.6	\$1,978.2
Special		58.2	67.8	75.4
Trust		18.4	13.8	13.8
<b>Federal</b>		310.7	261.8	379.1
<b>Total</b>		<b>\$2,541.6</b>	<b>\$2,589.0</b>	<b>\$2,446.5</b>
<b>EXPENDITURES (millions)</b>				
<b>State</b>				
General		\$2,113.3	\$2,229.2	\$1,958.0
Special		32.3	33.7	37.5
Trust		5.5	7.7	5.9
<b>Federal</b>		225.1	215.8	313.3
<b>Total</b>		<b>\$2,376.2</b>	<b>\$2,486.4</b>	<b>\$2,314.7</b>

Source: Hawaii State Department of Education, Office of Fiscal Services.

SCHOOL FINANCE: National Perspective	2005	2006	2007
<b>Key Finance Indicators</b>			
Per pupil expenditures	\$8,997	\$9,876	\$11,060
Percent State & local expenditures for public education (per capita)	18.5%	19.7%	--
National Rank	50th	47th	--

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



Source: National Center for Education Statistics, 2009 Digest.

## STATE SUMMARY RESOURCE SUPPORT

### State School Budget

General appropriations for 2010 declined due to budget reductions in the 2009 session of the Hawaii State Legislature. In addition, beginning in 2010, \$644.4 million of appropriations for DOE-related retirement benefit payments, health premium payments, and debt service payments were transferred to the State of Hawaii Department of Budget & Finance. These amounts have been included in the 2010 appropriated funds for comparability to prior years and to represent the total cost of public education.

Federal appropriations increased in 2010 mainly due to appropriations for American Recovery and Reinvestment Act (ARRA) awards.

### School Finance

The School Finance: National Perspective table provides statistics that compare Hawaii data using the most current figures available. Hawaii's 2007 per pupil expenditure increased by 12% compared to 2006, and increased by 23% compared to 2005. In 2005 and 2006, Hawaii ranked last and fourth to last respectively in the proportion it spends on education. Expenditure data for 2007 were not available from NCES.

### Percent Expenditures

Between 1995 through 2006, Hawaii has made gains in its resource commitment to public education, moving from 14% of public expenditures in 1995 to 20% in 2006. The U.S. average remained stable at about 23-24% during the same period. Given its resources, Hawaii still spends less on education than the national average. In 2006, Hawaii ranked 47th in the percent of state and local expenditures for public education in the nation. The most current comparative figures are for 2006.

## PROFILES AND TRENDS

### STATE SUMMARY PROGRESS AND OUTCOMES

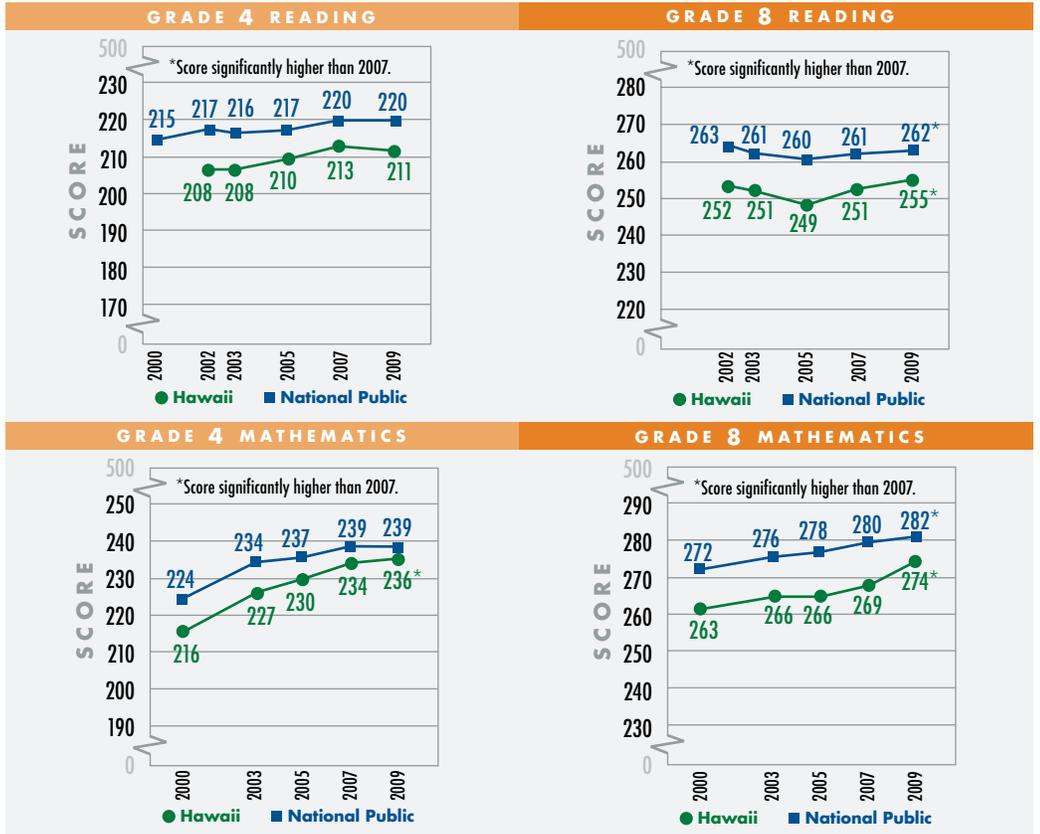
#### National Assessment of Educational Progress

The NAEP is a national assessment of students in targeted grade levels that serves as a comparison assessment across states. All states participate in the NAEP. Hawaii's grade 4 and 8 students have made steady gains with the exception of grade 8 reading. The four achievement levels of NAEP are Advanced, Proficient, Basic, and Below Basic. According to NAEP, students achieving Proficient reflect solid academic performance, and have "...demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter." It is important to note that some of the subject matter associated with Proficient is above the grade level of the student. NAEP Basic denotes, "...partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade." Since 2003, the majority of Hawaii's grade 4 and 8 students (53% - 77%) have achieved at or above NAEP Basic for reading and math.

PROGRESS & COMPLETION	2008	2009	2010
<b>Attendance Rates</b>			
Elementary	94.4%	94.5%	94.9%
Middle/Intermediate	93.9%	93.9%	94.5%
High	90.4%	89.9%	90.8%
Multi-level	89.6%	90.8%	91.3%
Charter	93.0%	93.6%	94.3%
<b>Retention Rates</b>			
Elementary	1%	<0.5%	<0.5%
Middle/Intermediate	1%	1%	1%
<b>Graduate Rate</b> (on-time) Grades 9 through 12	79.9%	79.9%	79.3%
<b>Dropout Rate</b> Grades 9 through 12	16.0%	15.6%	16.6%

EDUCATIONAL ASSESSMENT									
NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)									
		2003		2005		2007		2009	
		(Percent Proficient and Advanced)							
		Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation
<b>Reading</b>									
Grade 4		21%	30%	23%	30%	26%	32%	26%	32%
Grade 8		22%	30%	18%	29%	20%	29%	22%	30%
<b>Mathematics</b>									
Grade 4		23%	31%	27%	35%	33%	39%	37%	38%
Grade 8		17%	27%	18%	28%	21%	31%	25%	33%
<b>Writing</b>									
Grade 4		--	--	--	--	--	--	--	--
Grade 8		--	--	--	--	20%	31%	--	--
<b>Science</b>									
Grade 4		--	--	19%	27%	--	--	--	--
Grade 8		--	--	15%	27%	--	--	--	--

Note: 2007 reading and mathematics figures for Hawaii and the nation were revised from earlier reports.  
Source: Hawaii State Department of Education, Student Assessment Section.



## PROFILES AND TRENDS

EDUCATIONAL ASSESSMENT					
HAWAII STATE ASSESSMENT	2007	2008	2009	2010	
<b>STANDARDS-BASED</b> (Hawaii Content & Performance Standards) (Percent Proficient and Exceeds Proficiency)					
<b>Reading</b>					
Grade 3	62%	62%	62%	69%	
Grade 4	54%	61%	62%	63%	
Grade 5	60%	57%	61%	64%	
Grade 6	55%	57%	65%	60%	
Grade 7	62%	64%	67%	73%	
Grade 8	60%	66%	68%	72%	
Grade 10	65%	67%	73%	71%	
<b>Mathematics</b>					
Grade 3	49%	53%	48%	58%	
Grade 4	48%	49%	50%	50%	
Grade 5	40%	44%	46%	47%	
Grade 6	39%	42%	44%	50%	
Grade 7	37%	40%	47%	52%	
Grade 8	26%	35%	39%	44%	
Grade 10	29%	34%	34%	38%	
<b>NORM-REFERENCED</b> (TerraNova) (Percent Average and Above Average)					
<b>Reading</b>					
Grade 3	74%	73%	74%	76%	
Grade 4	77%	77%	78%	77%	
Grade 5	78%	79%	74%	76%	
Grade 6	78%	77%	79%	79%	
Grade 7	71%	70%	71%	74%	
Grade 8	79%	80%	81%	82%	
Grade 10	78%	77%	78%	77%	
<b>Mathematics</b>					
Grade 3	75%	74%	75%	78%	
Grade 4	77%	76%	76%	77%	
Grade 5	77%	78%	77%	80%	
Grade 6	73%	73%	74%	75%	
Grade 7	74%	72%	72%	75%	
Grade 8	76%	76%	76%	77%	
Grade 10	75%	75%	75%	76%	

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

## STATE SUMMARY PROGRESS AND OUTCOMES

### Hawaii State Assessment

For further details, see the Complex Summaries: Assessments, within the Profiles and Trends section.

**PROFILES AND TRENDS**

**STATE SUMMARY  
PROGRESS AND  
OUTCOMES**

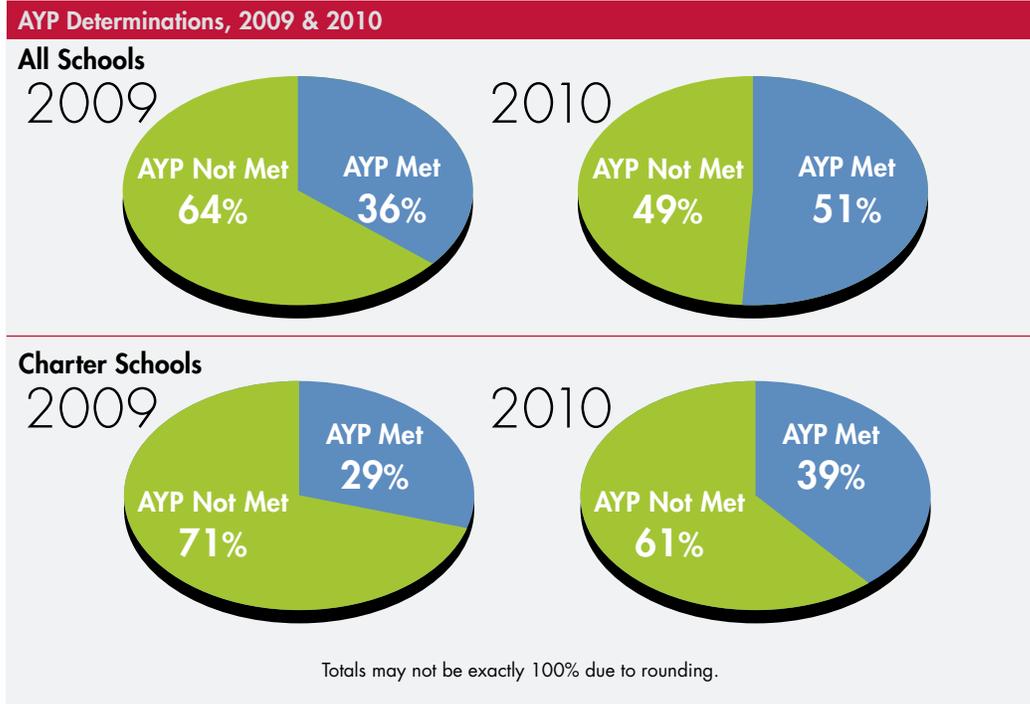
**Educational  
Accountability**

While “All Schools” meeting Adequate Yearly Progress (AYP) increased substantially over the past year, there is still a clear and ongoing gap between “Title I” and “Charter” schools compared to non-Title I and non-Charter schools. These consistently lower rates of Title I and Charter schools making AYP suggest such schools are facing greater challenges associated with the 2008 increases in the Annual Measureable Objectives (AMO).

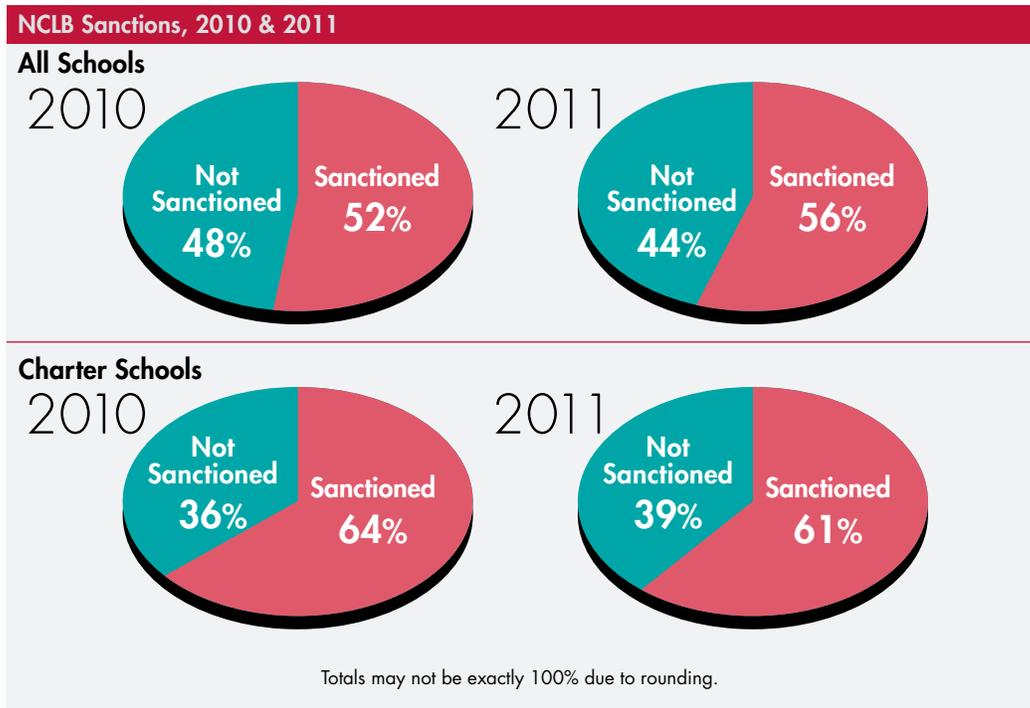
<b>EDUCATIONAL ACCOUNTABILITY</b>									
		<b>2007</b>		<b>2008</b>		<b>2009</b>		<b>2010</b>	
No Child Left Behind (NCLB)									
Adequate Yearly Progress (AYP)									
<b>All Schools</b>									
Met		184	65%	119	42%	101	36%	145	51%
Not Met		98	35%	164	58%	183	64%	141	49%
<b>Title I</b>									
Met		118	61%	65	36%	54	30%	90	46%
Not Met		75	39%	118	64%	126	70%	107	54%
<b>Charters</b>									
Met		18	67%	8	29%	8	29%	12	39%
Not Met		9	33%	20	71%	20	71%	19	61%
		<b>2008</b>		<b>2009</b>		<b>2010</b>		<b>2011</b>	
Sanction Status									
<b>All Schools</b>									
<b>No Sanctions</b>									
In Good Standing, Unconditional		118	42%	113	40%	90	32%	109	38%
In Good Standing, Pending		2	1%	45	16%	47	17%	18	6%
<b>Totals</b>		<b>120</b>	<b>43%</b>	<b>158</b>	<b>56%</b>	<b>137</b>	<b>48%</b>	<b>127</b>	<b>44%</b>
<b>Sanctions</b>									
School Improvement Year 1		38	13%	2	1%	24	8%	27	9%
School Improvement Year 2		12	4%	20	7%	4	1%	14	5%
Corrective Action		19	7%	8	3%	19	7%	12	4%
Planning for Restructuring		45	16%	17	6%	10	4%	15	5%
Restructuring		48	17%	78	28%	90	32%	91	32%
<b>Totals</b>		<b>162</b>	<b>57%</b>	<b>125</b>	<b>44%</b>	<b>147</b>	<b>52%</b>	<b>159</b>	<b>56%</b>
<b>Charter Schools</b>									
<b>No Sanctions</b>									
In Good Standing, Unconditional		13	48%	8	29%	6	21%	7	23%
In Good Standing, Pending		2	7%	9	32%	4	14%	5	16%
<b>Totals</b>		<b>15</b>	<b>56%</b>	<b>17</b>	<b>61%</b>	<b>10</b>	<b>36%</b>	<b>12</b>	<b>39%</b>
<b>Sanctions</b>									
School Improvement Year 1		2	7%	2	7%	7	25%	4	13%
School Improvement Year 2		2	7%	1	4%	2	7%	5	16%
Corrective Action		5	19%	1	4%	1	4%	2	6%
Planning for Restructuring		2	7%	5	18%	3	11%	0	0%
Restructuring		1	4%	2	7%	5	18%	8	26%
<b>Totals</b>		<b>12</b>	<b>44%</b>	<b>11</b>	<b>39%</b>	<b>18</b>	<b>64%</b>	<b>19</b>	<b>61%</b>
Totals may not be exactly 100% due to rounding.									

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

## PROFILES AND TRENDS



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



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

## STATE SUMMARY PROGRESS AND OUTCOMES

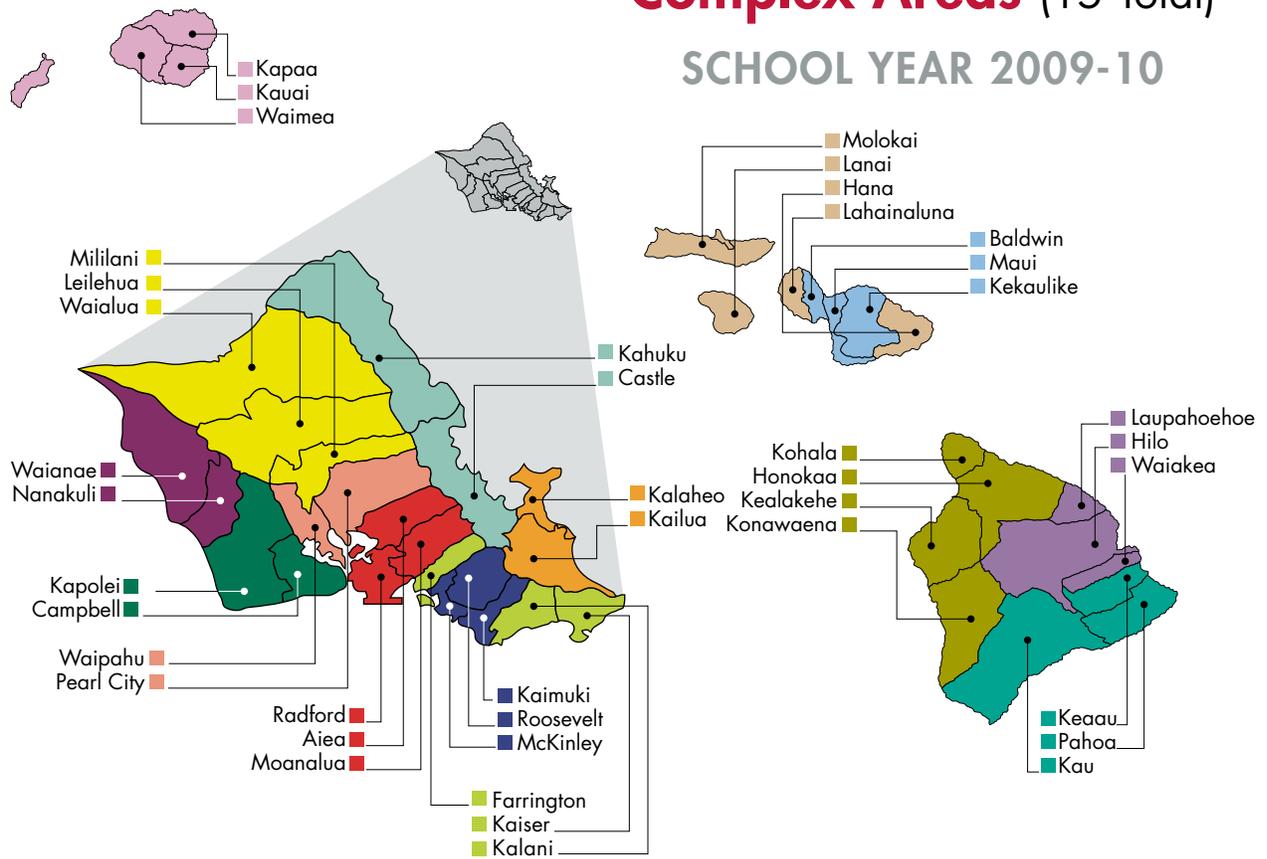
### Adequate Yearly Progress (AYP) Determinations and NCLB Sanctions

For the first time since the Annual Measurable Objectives (AMO) increased in 2008, the majority of All Schools (51%) met AYP. In 2010, both All Schools and the subset of Charter Schools have seen notable increases in the percent of schools making AYP compared to 2009. Despite these improvements, however, the substantial increases in the Annual Measurable Objectives (AMO) in 2011 is expected to negatively impact the percent of schools making AYP next year. This trend is expected to continue as AMO targets increase to 100% in 2014.

PROFILES AND TRENDS

# Hawaii Public Education Complex Areas (15 Total)

SCHOOL YEAR 2009-10



### Complex Area Names and Number of Schools in Each Area

Farrington/Kaiser/Kalani	(26)	Hilo/Laupahoehoe/Waiakea	(14)
Kaimuki/McKinley/Roosevelt	(28)	Kau/Keaau/Pahoa	(9)
Aiea/Moanalua/Radford	(22)	Honokaa/Kealahoe/Kohala/Konawaena	(19)
Leilehua/Mililani/Waialua	(20)	Baldwin/Kekaulike/Maui	(19)
Campbell/Kapolei	(15)	Hana/Lahainaluna/Lanai/Molokai	(11)
Nanakuli/Waianae	(9)	Kapaa/Kauai/Waimea	(16)
Pearl City/Waipahu	(17)		
Castle/Kahuku	(16)		
Kailua/Kalaheo	(14)		

## PROFILES AND TRENDS

STUDENTS 2010		Complexes				
	Enrollment*	Attended Preschool	Economically Disadvantaged	Special Education**	ELL	Graduated On-time
<b>State Overall</b>	<b>178,649</b>	<b>9,248 60%</b>	<b>77,951 44%</b>	<b>18,463 10%</b>	<b>17,806 10%</b>	<b>79%</b>
<b>HONOLULU: 2 Complex Areas / 6 Complexes</b>						
Farrington	8,113	44%	68%	8%	26%	77%
Kaiser	3,561	90%	14%	9%	5%	91%
Kalani	3,906	86%	21%	9%	10%	88%
Kaimuki	4,847	55%	55%	10%	24%	74%
McKinley	4,600	55%	65%	10%	26%	75%
Roosevelt	6,062	78%	34%	7%	8%	88%
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>						
Aiea	4,206	60%	39%	11%	9%	86%
Moanalua	5,084	65%	24%	7%	7%	96%
Radford	6,042	56%	29%	10%	7%	90%
Leilehua	7,777	41%	50%	12%	7%	80%
Mililani	7,994	75%	16%	11%	2%	89%
Waiialua	1,306	57%	51%	13%	8%	91%
<b>LEEWARD: 3 Complex Areas / 6 Complexes</b>						
Campbell	9,514	52%	41%	9%	9%	89%
Kapolei	6,300	59%	32%	10%	3%	86%
Pearl City	6,663	67%	31%	9%	6%	84%
Waipahu	8,378	39%	52%	9%	23%	75%
Nanakuli	2,339	37%	73%	18%	6%	55%
Waianae	5,572	39%	67%	14%	6%	65%
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>						
Castle	4,980	74%	43%	14%	3%	73%
Kahuku	3,554	74%	48%	11%	5%	85%
Kailua	2,961	67%	50%	15%	5%	85%
Kalaheo	3,693	65%	32%	12%	4%	74%
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>						
Hilo	4,001	71%	58%	13%	7%	83%
Laupahoehoe	205	33%	65%	29%	14%	88%
Waiakea	3,676	79%	44%	10%	4%	84%
Kau	932	34%	72%	15%	21%	85%
Keaau	2,891	38%	71%	13%	10%	74%
Pahoa	1,741	62%	80%	14%	9%	84%
Honokaa	2,761	56%	50%	12%	10%	86%
Kealahou	4,496	59%	49%	9%	14%	79%
Kohala	837	81%	56%	17%	6%	97%
Konawaena	2,131	58%	57%	10%	12%	76%
<b>MAUI: 2 Complex Areas / 7 Complexes</b>						
Baldwin	4,028	60%	34%	9%	7%	89%
Kekaulike	4,123	63%	42%	12%	3%	77%
Maui	7,436	54%	41%	9%	18%	83%
Hana	337	68%	64%	15%	0%	68%
Lahainaluna	2,985	51%	36%	11%	22%	80%
Lanai	542	35%	37%	19%	15%	79%
Molokai	900	74%	69%	16%	4%	91%
<b>KAUAI: 1 Complex Area / 3 Complexes</b>						
Kapaa	3,064	71%	46%	11%	7%	81%
Kauai	3,813	71%	37%	8%	7%	80%
Waimea	2,411	75%	43%	7%	7%	88%
<b>OTHER:</b>						
Public Charter Schools	7,819	69%	39%	8%	4%	79%
Hawaii School for Deaf & Blind	68	na	71%	99%	31%	38%

\*Official Fall enrollment count. \*\*Includes Speech only and Hearing-Impaired only categories.

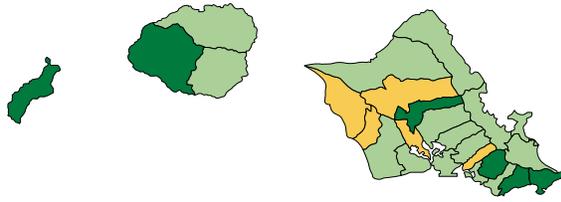
## COMPLEX SUMMARIES STUDENTS

Student background characteristics such as preschool attendance, poverty, special education, and non-English or limited English speaking, help to illustrate the diverse makeup and related challenges faced by Complexes. For example, some Complexes have over 80 percent of their entering kindergarten students having attended preschool, while for other Complexes, less than one-half of their entering students have attended preschool.

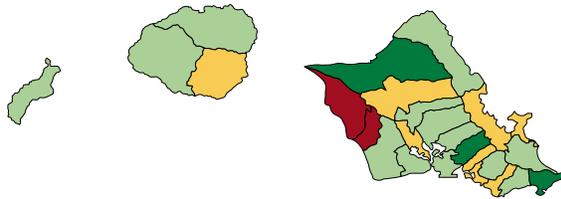
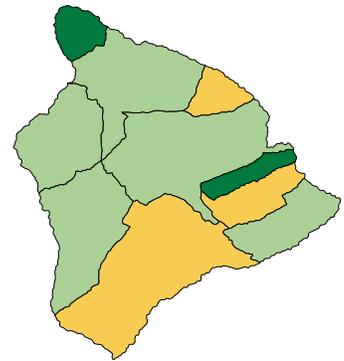
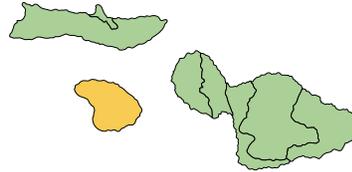
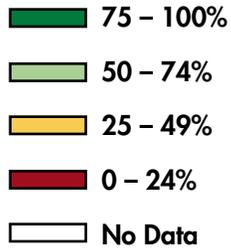
In the area of economically disadvantaged students, nineteen of forty-two (45%) Complexes now serve populations who are at least 50% economically disadvantaged. In 2008, this rate was 26%, and in 2009, it was 38%. It is speculated this quickly increasing trend is a direct reflection of the economic downturn seen over the past few years.

In the area of special education services, 69% of the Complexes (29 of 42) serve double-digit percentage rates of students. Similarly, 14 Complexes have non-English or limited English proficient students constituting 10% or more of their total enrollment with 6 Complexes that reflect enrollment of more than 20%. As with student background characteristics, on-time (4 year) graduation rates also differ across Complexes. Some of these differences are substantial and speak to the ongoing challenges and range of special services schools provide to ensure all students reach their potential.

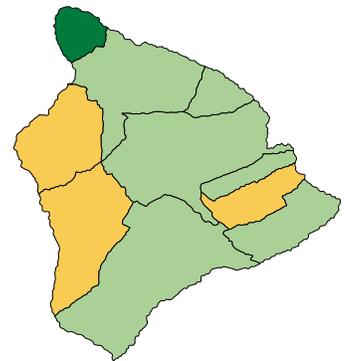
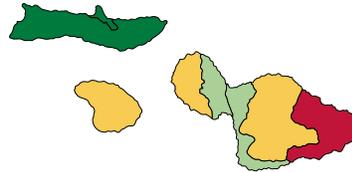
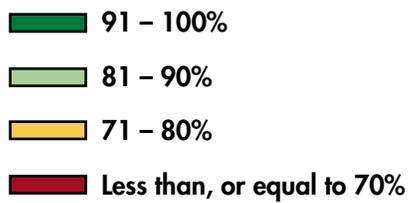
**PROFILES AND TRENDS**



Percent of Kindergarteners  
*Who Attended Preschool,*  
SY 2009-10, By Complex



Percent of On-time  
*(Four year) Graduates,*  
SY 2009-10, By Complex



## PROFILES AND TRENDS

TEACHERS 2010		Complexes								
	Classroom Teachers (head count)	Fully Licensed Percent	08 vs 10*	5+ Years at Same School Percent	08 vs 10*	Advanced Degree	Average Years Experience	K teachers w/ Early Childhood Endorsement Percent	08 vs 10*	
<b>State Overall</b>	<b>10,967</b>	<b>93%</b>		<b>58%</b>		<b>32%</b>	<b>12.1</b>	<b>17%</b>		
<b>HONOLULU: 2 Complex Areas / 6 Complexes</b>										
Farrington	526	96%		57%		34%	12.3	21%		
Kaiser	216	96%		56%		34%	12.6	20%		
Kalani	233	98%		60%		42%	12.8	12%		
Kaimuki	335	96%		67%		36%	14.3	22%		
McKinley	291	95%		66%		36%	15.3	15%		
Roosevelt	368	96%		65%		36%	13.2	8%		
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>										
Aiea	258	95%		62%		33%	12.7	29%		
Moanalua	283	97%		66%		35%	12.8	31%		
Radford	370	97%		61%		25%	12.1	13%		
Leilehua	527	92%		55%		33%	11.9	15%		
Mililani	475	92%		53%		35%	12.1	19%		
Waialua	94	94%		63%		37%	13.7	40%		
<b>LEEWARD: 3 Complex Areas / 6 Complexes</b>										
Campbell	587	89%		47%		30%	9.3	11%		
Kapolei	377	92%		56%		31%	10.2	32%		
Pearl City	417	93%		65%		29%	13.2	19%		
Waipahu	531	92%		63%		30%	12.5	18%		
Nanakuli	184	83%		47%		30%	9.8	40%		
Waianae	377	89%		52%		28%	9.2	25%		
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>										
Castle	345	95%		68%		32%	14.1	13%		
Kahuku	236	94%		67%		21%	13.3	29%		
Kailua	240	94%		55%		34%	10.6	13%		
Kalaheo	246	96%		58%		39%	12.4	5%		
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>										
Hilo	277	95%		59%		29%	13.2	12%		
Laupahoehoe	20	90%		40%		40%	8.9	0%		
Waiakea	221	98%		69%		31%	14.5	10%		
Kau	74	92%		36%		36%	9.3	25%		
Keaau	191	95%		59%		29%	11.5	10%		
Pahoa	122	95%		57%		32%	12.7	14%		
Honokaa	183	91%		49%		32%	11.4	6%		
Kealahou	257	89%		51%		34%	10.3	16%		
Kohala	66	94%		73%		38%	13.7	25%		
Konawaena	149	94%		62%		27%	12.3	11%		
<b>MAUI: 2 Complex Areas / 7 Complexes</b>										
Baldwin	239	95%		61%		32%	13	7%		
Kekaulike	270	92%		52%		37%	12	19%		
Maui	455	92%		55%		29%	11.4	18%		
Hana	28	100%		64%		29%	11.2	50%		
Lahainaluna	195	92%		56%		39%	9.5	15%		
Lanai	44	95%		55%		41%	9.5	0%		
Molokai	75	88%		60%		25%	11	25%		
<b>KAUAI: 1 Complex Area / 3 Complexes</b>										
Kapaa	187	94%		61%		26%	11.9	8%		
Kauai	228	95%		60%		34%	12.2	19%		
Waimea	153	94%		58%		31%	14	25%		
<b>OTHER:</b>										
Public Charter Schools	385	na	na	na	na	na	na	na	na	
Hawaii School for Deaf & Blind	17	65%		53%		76%	6.7	0%		

\*For descriptions of color coded cells, see the legends on the following page.

## COMPLEX SUMMARIES TEACHERS

### Change in Percent of Fully Licensed Teachers by Complex, 2008-2010

The percent of fully licensed teachers is one indicator of teacher quality. Typically, rural or remote regions are more strained to recruit fully licensed teachers. Similarly, regions of rapid population growth find that their vacancies exceed the number of qualified applicants. While such challenges exist, the statewide percent of fully licensed teachers was 93% in 2010, a marked improvement compared to 86% in 2008, and 87% in 2009.

### Change in Percent of Teachers at the Same School Five or More Years, by Complex, 2008-2010

The percent of teachers at the same school for five or more years is an indicator of staffing stability. Research suggests that schools experiencing high levels of staff turn over have difficulty establishing a culture of continuous school improvement, while schools with little or no change in staff over many years have difficulty sustaining momentum, and may risk the loss of large numbers of faculty due to concurrent retirements. Schools with moderate levels of mobility are considered most successful in implementing and sustaining school improvement efforts. Statewide, there has been an increasing trend for teacher stability moving from 52% in 2008, 54% in 2009, to 58% in 2010.

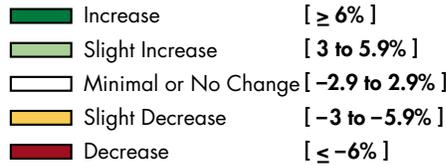
PROFILES AND TRENDS

**Change in Percent of Kindergarten Teachers with Early Childhood Endorsement, by Complex, 2008- 2010**

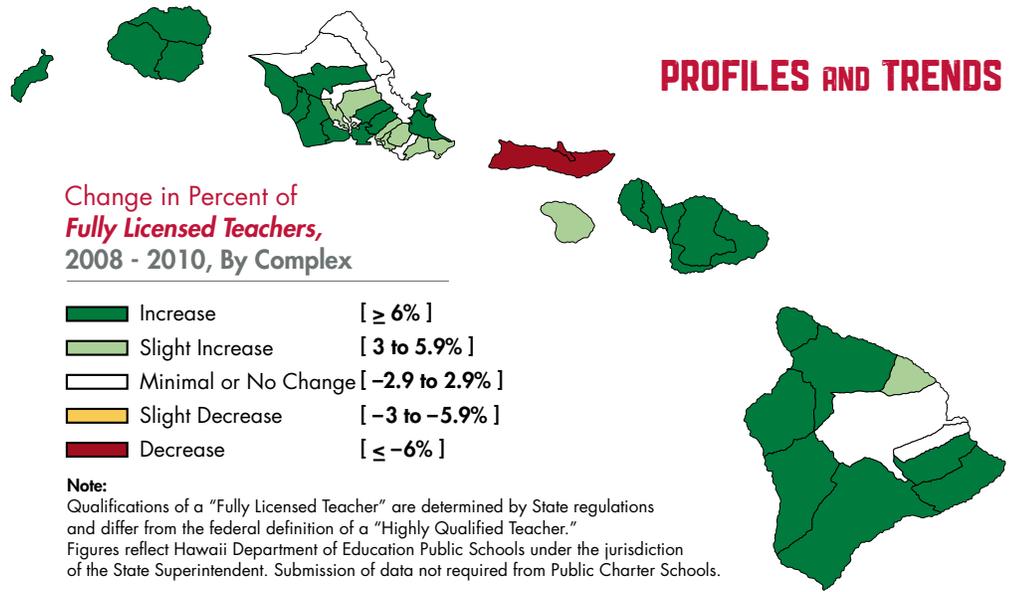
Early childhood endorsement denotes coursework or practicum specifically in early childhood. Hawaii kindergarten teachers with early childhood endorsement must have had 18 credits in Child & Family Studies; completed all course requirements for Elementary Education and an additional 12 credits in Early Childhood Education; and have successfully completed student teaching in kindergarten, first or second grade. Early childhood endorsement rates have dropped from 20% in 2008 to 17% in 2010.

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

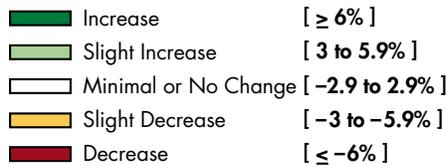
**Change in Percent of Fully Licensed Teachers, 2008 - 2010, By Complex**



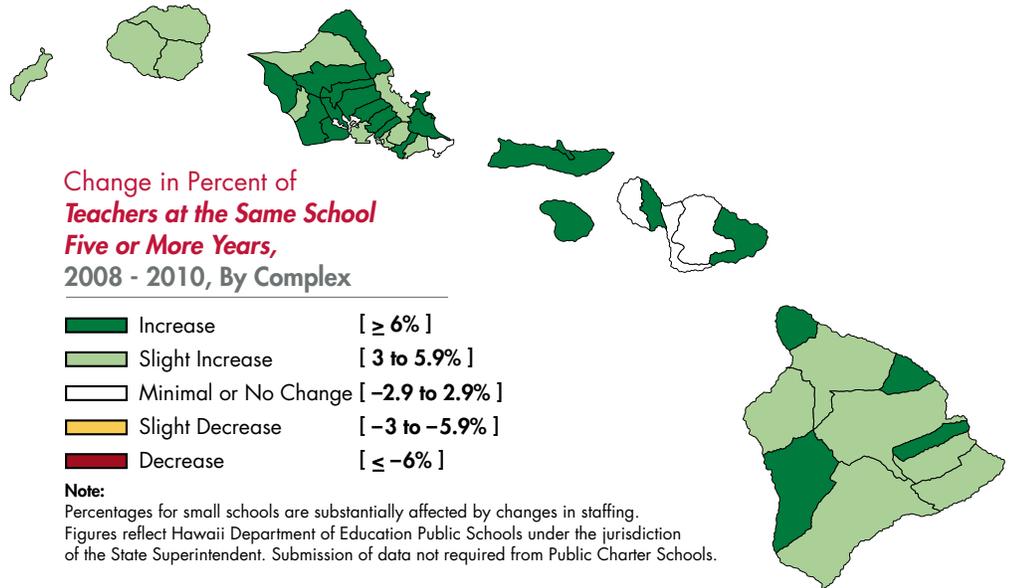
**Note:**  
Qualifications of a "Fully Licensed Teacher" are determined by State regulations and differ from the federal definition of a "Highly Qualified Teacher." Figures reflect Hawaii Department of Education Public Schools under the jurisdiction of the State Superintendent. Submission of data not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



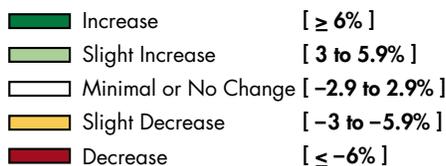
**Change in Percent of Teachers at the Same School Five or More Years, 2008 - 2010, By Complex**



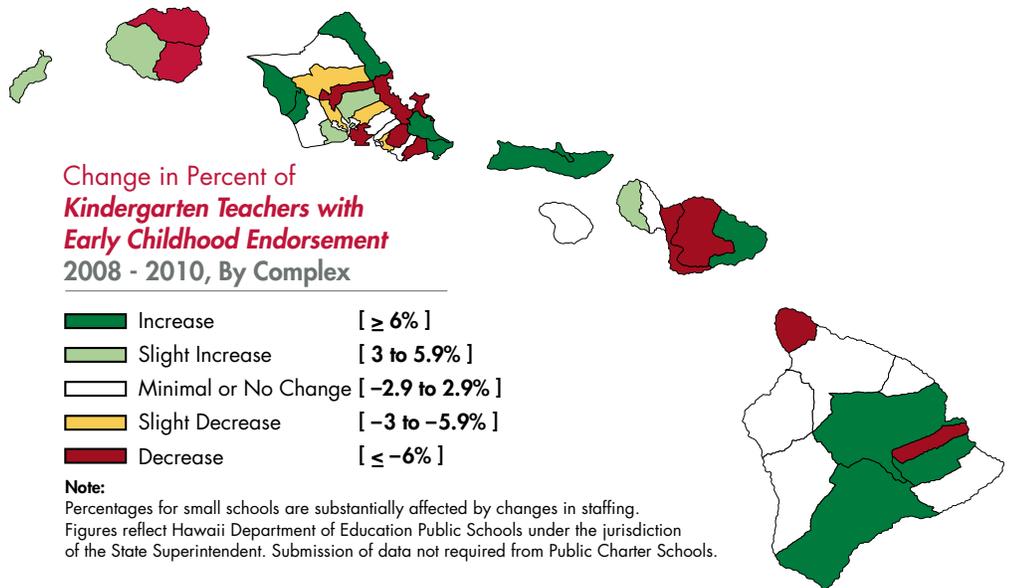
**Note:**  
Percentages for small schools are substantially affected by changes in staffing. Figures reflect Hawaii Department of Education Public Schools under the jurisdiction of the State Superintendent. Submission of data not required from Public Charter Schools.



**Change in Percent of Kindergarten Teachers with Early Childhood Endorsement 2008 - 2010, By Complex**



**Note:**  
Percentages for small schools are substantially affected by changes in staffing. Figures reflect Hawaii Department of Education Public Schools under the jurisdiction of the State Superintendent. Submission of data not required from Public Charter Schools.



## PROFILES AND TRENDS

### COMPLEX SUMMARIES WELLNESS INDICATORS

These are selected results from the Safety and Wellness Survey (SAWS) conducted in the 2009-10 school year. The SAWS is administered to regular public school principals once a year. The SAWS is used to measure implementation of the State of Hawaii Department of Education (HIDOE) Wellness Guidelines as required in Public Law 108-263, Sec. 204. Schools must implement all of the Wellness Guidelines by the end of SY 2010-11.

HIDOE Wellness Guidelines consist of the following components:

- Wellness Committee Designation
- Nutrition Standards
- Nutrition and Health Education
- Physical Activity and Physical Education
- Professional Development

The total number of regular public schools participating in the SAWS for school year 2009-10 was 224 (89%). Data in this table are self-reported by schools. Responses of “Not applicable” or “None” are not included in the calculations. Displayed percents indicate the positive responses for each item.

The total number of required Wellness Guidelines is 21 for elementary schools and 22 for secondary schools. Not all Wellness Guidelines are measured in the SAWS 2009-10.

For more information, visit the Wellness Guidelines toolkit at:

<http://doe.k12.hi.us/foodservice/toolkit/index.htm>



## PROFILES AND TRENDS

STUDENTS 2010		Wellness Indicators				
	School with a Wellness Committee	All Food & Beverage Given or Sold Met Compliance	All Required Health Ed Classes Met Recommended Minutes	All Required PE Classes Met Recommended Minutes	Min 20 Minutes Recess Per Day and Encouraged to Be Active	Overall Wellness Guidelines Score
<b>State Overall (N=224)</b>	<b>163</b> 73%	<b>2</b> 1%	<b>136</b> 61%	<b>79</b> 35%	<b>209</b> 93%	<b>61%</b>
<b>HONOLULU: 2 Complex Areas / 6 Complexes</b>						
Farrington	75%	0%	67%	50%	92%	65%
Kaiser	100%	0%	50%	67%	83%	61%
Kalani	71%	0%	57%	29%	86%	62%
Kaimuki	78%	0%	78%	67%	89%	67%
McKinley	20%	0%	80%	60%	100%	54%
Roosevelt	90%	0%	80%	40%	100%	67%
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>						
Aiea	71%	0%	71%	29%	100%	52%
Moanalua	60%	0%	80%	20%	80%	52%
Radford	100%	0%	63%	13%	100%	57%
Leilehua	90%	0%	40%	50%	90%	61%
Mililani	71%	0%	100%	43%	100%	69%
Waialua	67%	0%	0%	0%	100%	56%
<b>LEEWARD: 3 Complex Areas / 6 Complexes</b>						
Campbell	56%	11%	67%	22%	78%	59%
Kapolei	50%	0%	17%	50%	83%	57%
Pearl City	100%	0%	88%	13%	100%	65%
Waipahu	86%	0%	71%	29%	100%	59%
Nanakuli	100%	0%	67%	33%	100%	71%
Waianae	33%	0%	17%	17%	83%	51%
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>						
Castle	90%	0%	60%	10%	100%	63%
Kahuku	67%	0%	67%	17%	100%	56%
Kailua	100%	0%	57%	14%	100%	66%
Kalaheo	100%	0%	100%	0%	100%	70%
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>						
Hilo	83%	17%	67%	17%	100%	61%
Laupahoehoe	100%	0%	0%	0%	100%	68%
Waiakea	100%	0%	100%	100%	100%	62%
Kau	0%	0%	0%	0%	100%	59%
Keaau	67%	0%	100%	67%	67%	62%
Pahoa	67%	0%	0%	0%	100%	61%
Honokaa	60%	0%	0%	0%	100%	63%
Kealakehe	50%	0%	100%	100%	100%	57%
Kohala	50%	0%	100%	50%	100%	68%
Konawaena	60%	0%	40%	20%	100%	60%
<b>MAUI: 2 Complex Areas / 7 Complexes</b>						
Baldwin	67%	0%	33%	67%	67%	51%
Kekaulike	100%	0%	100%	80%	100%	57%
Maui	83%	0%	67%	67%	100%	55%
Hana	100%	0%	0%	0%	0%	55%
Lahainaluna	75%	0%	75%	75%	100%	58%
Lanai	100%	0%	100%	0%	100%	59%
Molokai	40%	0%	60%	20%	60%	50%
<b>KAUAI: 1 Complex Area / 3 Complexes</b>						
Kapaa	20%	0%	60%	20%	100%	52%
Kauai	40%	0%	60%	60%	100%	58%
Waimea	50%	0%	17%	50%	100%	53%
<b>OTHER:</b>						
Public Charter Schools	na	na	na	na	na	na
Hawaii School for Deaf & Blind	na	na	na	na	na	na

Source: Hawaii State Department of Health, Healthy Hawaii Initiative.

## PROFILES AND TRENDS

ASSESSMENT 2010		Complexes						
		READING						
		Standards-Based Assessment (HCPS III)						
		Percent Proficient and Exceeds						
STATE	69%	63%	64%	60%	73%	72%	71%	All Tested Grades 67%
<b>HONOLULU: 2 Complex Areas / 6 Complexes</b>								
Farrington*	49	51	57	38	64	61	60	54
Kaiser	87	81	83	74	85	83	86	83
Kalani	80	80	79	79	84	80	84	81
Kaimuki	72	68	68	56	69	77	71	69
McKinley	66	58	57	30	58	61	66	59
Roosevelt	80	80	78	69	76	77	76	77
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	72	64	63	69	79	83	69	71
Moanalua	74	72	66	73	86	77	83	77
Radford	77	69	72	71	80	79	68	73
Leilehua	68	62	66	58	81	73	73	68
Mililani	87	80	78	75	88	83	83	82
Waialua	77	88	76	76	67	80	75	77
<b>LEEWARD: 3 Complex Areas / 6 Complexes</b>								
Campbell	71	67	66	65	79	71	80	71
Kapolei	69	57	61	60	77	73	74	68
Pearl City	75	75	73	70	76	75	77	74
Waipahu	58	50	58	54	68	64	66	60
Nanakuli	31	31	30	33	38	48	50	37
Waianae	48	42	45	44	59	64	58	52
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	74	67	67	73	77	71	72	72
Kahuku	74	68	69	63	68	68	68	68
Kailua	77	65	68	59	72	54	61	67
Kalaheo	75	72	73	70	79	79	73	75
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	60	64	58	59	78	70	65	65
Laupahoehoe	61	80	64	29	69	33	71	60
Waiakea	73	62	69	64	79	76	75	71
Kau	51	41	35	35	41	55	65	46
Keaau	65	53	59	48	58	63	55	57
Pahoa	54	52	46	46	54	70	64	55
Honokaa	64	55	57	54	64	73	59	61
Kealahou	63	58	58	50	69	71	75	64
Kohala	58	55	45	47	58	73	77	59
Konawaena	73	62	65	58	74	71	70	67
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	69	62	59	41	64	72	70	63
Kekaulike	79	3	72	45	65	65	68	67
Maui	72	63	65	53	72	70	64	66
Hana	55	50	54	53	60	71	71	59
Lahainaluna	71	47	50	46	74	65	61	59
Lanai	49	67	50	71	68	71	65	63
Molokai	66	48	50	60	52	48	47	52
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	67	57	57	60	65	75	69	64
Kauai	62	64	65	64	81	77	68	69
Waimea	71	60	53	56	78	81	65	65
<b>OTHER:</b>								
Public Charter Schools	67	64	62	60	71	77	82	68
Hawaii School for Deaf & Blind	na	na	na	na	na	na	na	6

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

## COMPLEX SUMMARIES ASSESSMENT- READING

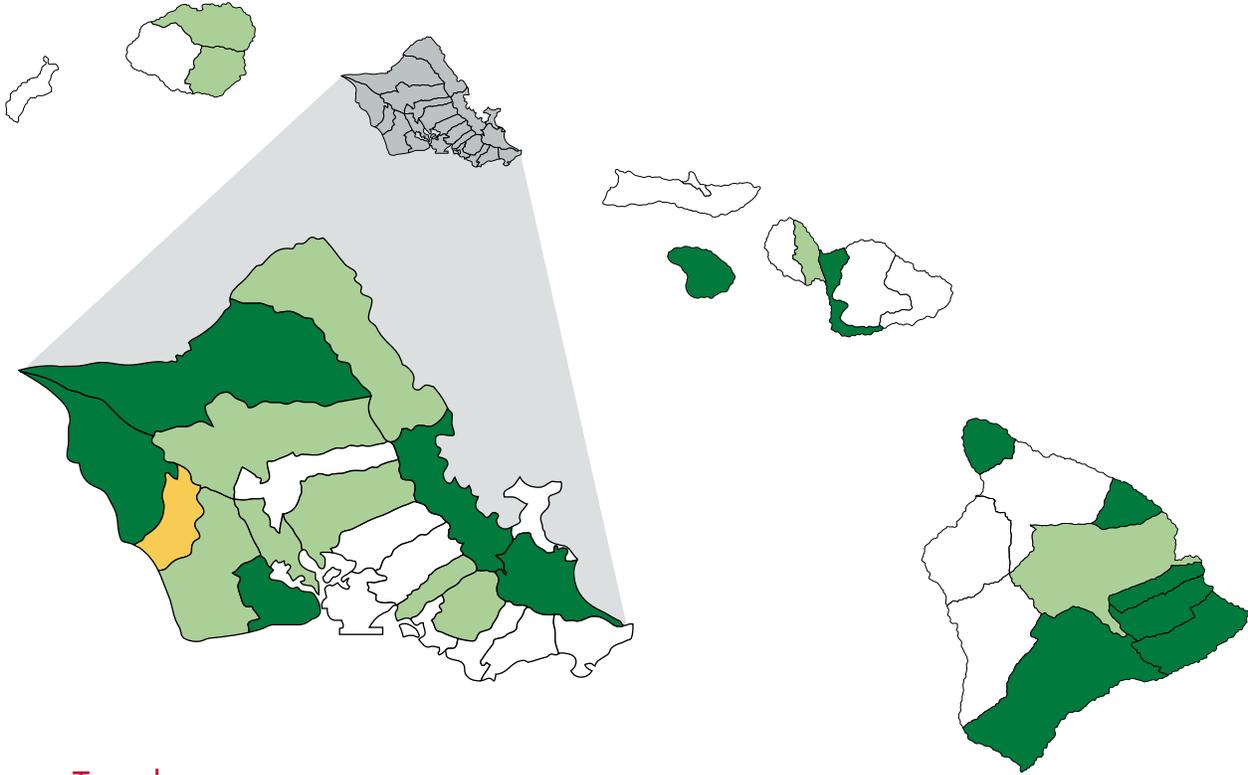
### Hawaii Content & Performance Standards (HCPS III)

The 2010 state assessment results reflect the fourth year of implementation of the HCPS III, and provide an opportunity to compare results with 2007 baseline achievement. Reading results ranged from a low of 37% (Nanakuli Complex) to a high of 83% (Kaiser Complex) for all students across complexes and public charter schools. Consistent with previous years, proficiency rates for Oahu students were, on average, higher than those of neighbor island students. State-wide, there have been steady increases in proficiency rates moving from 60% in 2007 up to 67% in 2010.

The maps that follow display visual analyses of 2010 student performance on the standards-based and norm-referenced tests across the State of Hawaii. They present overall complex level achievement that are composites of data from schools that face various educational challenges and risk factors.

When reviewing table data and corresponding maps, it is important to consider both the absolute percent proficient (table data) and the increase in past performance across years (map).

## PROFILES AND TRENDS



### Trends

## HCPS Reading

Grades 3-8 and 10, by Complex

Change in Percent 2007 to 2010,  
By Complex

	Substantial Increase	[ > 9.0% ]
	Notable Increase	[ 6.1 to 9.0% ]
	Moderate Increase	[ 3.1 to 6.0% ]
	Marginal Increase	[ 0.1 to 3.0% ]
	No Increase	[ ≤ 0% ]

## PROFILES AND TRENDS

ASSESSMENT 2010		Complexes						
		MATHEMATICS						
		Standards-Based Assessment (HCPS III)						
		Percent Proficient and Exceeds						
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
STATE	58%	50%	47%	50%	52%	44%	38%	49%
<b>HONOLULU: 2 Complex Areas / 6 Complexes</b>								
Farrington*	40	33	47	36	42	35	31	38
Kaiser	80	70	68	70	73	65	53	68
Kalani	80	75	66	71	71	56	56	68
Kaimuki	59	56	57	54	50	49	38	53
McKinley	63	49	48	25	41	36	50	49
Roosevelt	78	68	65	58	62	55	47	62
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	63	52	42	55	55	60	43	53
Moanalua	55	57	46	57	59	43	47	51
Radford	62	54	49	54	58	39	31	51
Leilehua	59	47	45	43	70	53	46	52
Mililani	75	72	58	62	67	51	55	63
Waialua	69	59	50	77	52	59	48	59
<b>LEEWARD: 3 Complex Areas / 6 Complexes</b>								
Campbell	61	51	46	53	52	40	49	50
Kapolei	55	42	39	42	53	45	34	44
Pearl City	66	63	56	68	61	48	48	59
Waipahu	50	38	42	55	45	43	33	44
Nanakuli	34	24	20	39	12	13	12	23
Waianae	47	31	39	43	38	32	23	35
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	54	50	47	61	53	46	33	49
Kahuku	65	53	52	60	35	32	29	46
Kailua	70	52	47	54	45	31	30	50
Kalaheo	57	55	54	59	57	51	50	55
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	44	48	45	46	49	42	33	44
Laupahoehoe	33	73	64	43	57	11	29	46
Waiakea	53	47	48	51	68	48	42	51
Kau	35	34	19	21	24	41	26	28
Keaau	57	44	38	41	53	42	23	42
Pahoa	41	29	37	31	23	50	34	34
Honokaa	46	45	36	34	43	29	22	38
Kealakehe	46	41	42	41	53	55	40	45
Kohala	42	57	23	36	40	46	37	39
Konawaena	70	55	54	52	50	38	42	52
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	60	53	45	32	39	31	44	43
Kekaulike	71	63	51	42	39	33	32	48
Maui	62	54	52	42	49	50	26	49
Hana	55	67	50	47	33	59	19	46
Lahainaluna	59	35	32	35	55	36	24	39
Lanai	51	33	38	68	53	39	22	42
Molokai	55	45	48	62	29	36	23	39
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	51	48	34	49	43	42	39	43
Kauai	54	52	36	57	61	59	36	51
Waimea	60	46	41	54	53	52	31	48
<b>OTHER:</b>								
Public Charter Schools								
	51	42	35	41	42	35	36	40
Hawaii School for Deaf & Blind	na	na	na	na	na	na	na	6

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

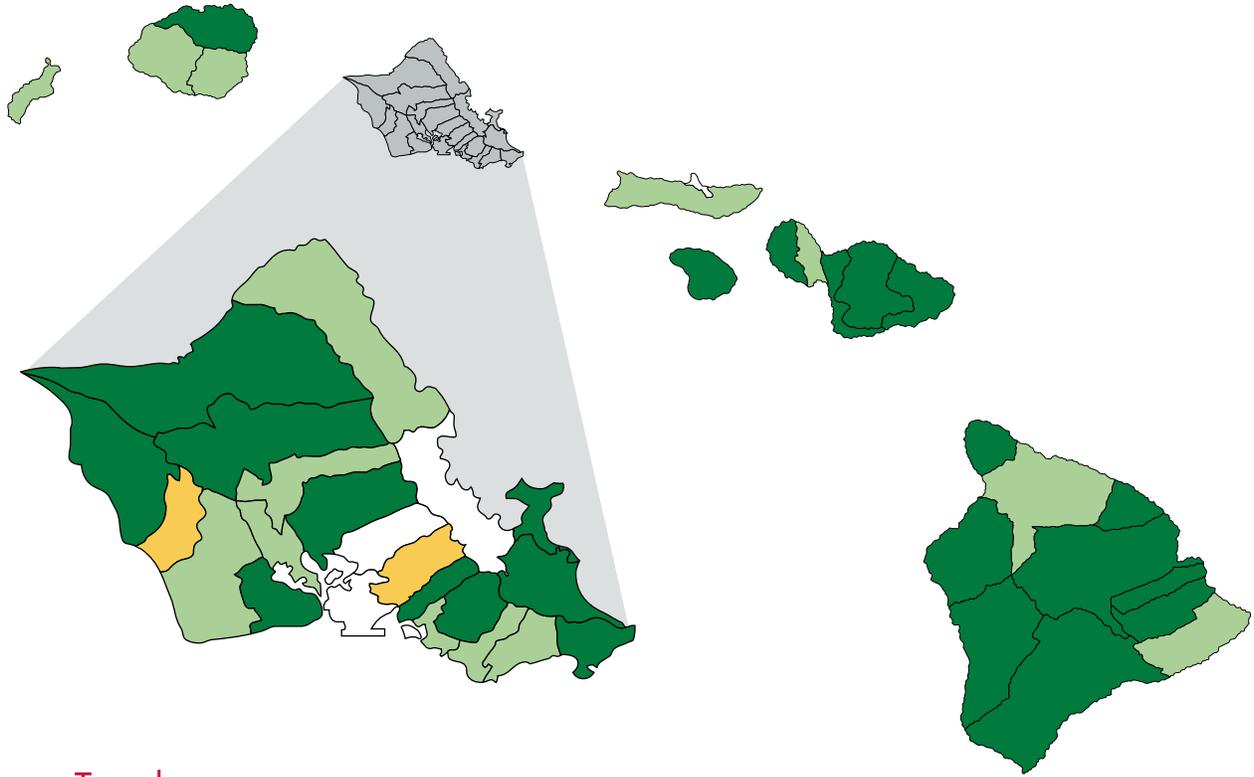
## COMPLEX SUMMARIES

### ASSESSMENT-MATHEMATICS

#### Hawaii Content & Performance Standards (HCPS III)

The 2010 state assessment results reflect the fourth year of implementation of the HCPS III, and provide an opportunity to compare results with 2007 baseline achievement. Across all grade levels tested, mathematics results ranged from a low of 23% (Nanakuli Complex) to a high of 68% (Kaiser and Kalani Complexes). Consistent with previous years, proficiency rates for Oahu students were, on average, higher than those of neighbor island students. Statewide, there have been steady increases in proficiency rates moving from 38% in 2007 up to 49% in 2010.

**PROFILES AND TRENDS**



Trends

**HCS Mathematics**

Grades 3-8 and 10, by Complex

**Change in Percent 2007 to 2010,  
By Complex**

	Substantial Increase	[ > 9.0% ]
	Notable Increase	[ 6.1 to 9.0% ]
	Moderate Increase	[ 3.1 to 6.0% ]
	Marginal Increase	[ 0.1 to 3.0% ]
	No Increase	[ ≤ 0% ]

## PROFILES AND TRENDS

ASSESSMENT 2010	Complexes							
	READING Norm-Referenced Test (TerraNova) Percent Average and Above							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
Nat'l Norm	77%	77%	77%	77%	77%	77%	77%	77%
STATE	76%	77%	76%	79%	74%	82%	77%	77%
<b>HONOLULU: 2 Complex Areas / 6 Complexes</b>								
Farrington*	56	69	66	63	56	67	65	63
Kaiser	8	90	88	89	85	92	89	89
Kalani	84	89	88	89	86	87	90	88
Kaimuki	79	83	79	75	70	78	75	77
McKinley	75	75	68	49	46	60	80	70
Roosevelt	85	89	87	83	77	84	77	83
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	75	78	74	85	75	88	76	79
Moanalua	80	83	82	89	87	91	88	86
Radford	82	82	85	89	83	90	73	84
Leilehua	75	78	81	78	79	81	80	79
Mililani	90	88	84	89	87	91	89	88
Waialua	84	90	83	91	67	83	78	82
<b>LEEWARD: 3 Complex Areas / 6 Complexes</b>								
Campbell	79	79	74	81	75	83	76	78
Kapolei	75	75	74	80	74	79	79	76
Pearl City	86	82	82	85	83	85	81	83
Waipahu	64	70	71	76	61	76	75	70
Nanakuli	46	46	47	62	43	64	59	52
Waianae	56	55	61	66	60	73	68	73
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	79	83	77	88	78	83	74	80
Kahuku	83	83	79	87	77	83	75	81
Kailua	85	80	79	77	69	78	73	79
Kalaheo	85	82	87	89	87	91	78	86
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	70	76	73	76	77	83	77	76
Laupahoehoe	50	81	86	29	71	56	61	62
Waiakea	80	72	78	76	78	84	84	79
Kau	55	60	52	61	50	72	57	58
Keaau	73	71	80	79	71	84	61	74
Pahoa	54	71	63	73	63	76	70	67
Honokaa	75	78	70	73	68	78	68	73
Kealakehe	72	73	70	79	66	83	82	75
Kohala	66	79	58	72	74	94	80	75
Konawaena	76	82	81	77	79	83	80	80
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	78	82	76	70	67	81	76	75
Kekaulike	86	81	81	74	73	86	81	80
Maui	80	77	75	70	69	76	74	74
Hana	67	83	69	76	57	82	67	70
Lahainaluna	76	67	62	67	70	71	66	68
Lanai	54	85	77	82	74	83	84	77
Molokai	79	70	67	86	48	63	72	68
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	73	79	74	79	73	88	80	78
Kauai	72	78	77	82	78	86	76	78
Waimea	78	74	66	83	78	85	73	76
<b>OTHER:</b>								
Public Charter Schools	76	78	76	83	77	88	89	81
Hawaii School for Deaf & Blind	na	na	na	na	na	na	na	3

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

## COMPLEX SUMMARIES ASSESSMENT- READING

### TerraNova

The national achievement norm of 77% average or above average was met or exceeded by 22 of 42 (52%) Complexes. In 2010, across all students statewide, Hawaii's TerraNova results for reading matched the Average and Above Average performance (77%) of the national norm group.

**PROFILES AND TRENDS**

**COMPLEX SUMMARIES**

**ASSESSMENT-  
MATHEMATICS**

**TerraNova**

The national achievement norm of 77% average or above average was met or exceeded by 17 of 42 (40%) Complexes. In 2010, across all students statewide, Hawaii's TerraNova results for mathematics matched the Average and Above Average performance (77%) of the national norm group.

ASSESSMENT 2010	Complexes							
	MATHEMATICS Norm-Referenced Test (TerraNova)							
	Percent Average and Above							
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
Nat'l Norm	77%	77%	77%	77%	77%	77%	77%	77%
STATE	78%	77%	80%	75%	75%	77%	76%	77%
<b>HONOLULU: 2 Complex Areas / 6 Complexes</b>								
Farrington*	62	68	73	61	65	65	73	67
Kaiser	91	90	91	86	89	86	90	89
Kalani	89	90	90	90	90	90	96	91
Kaimuki	80	78	82	76	71	79	79	78
McKinley	77	78	72	48	62	62	85	74
Roosevelt	87	89	89	83	82	80	83	84
<b>CENTRAL: 2 Complex Areas / 6 Complexes</b>								
Aiea	81	75	79	80	79	84	80	80
Moanalua	84	81	83	84	86	84	89	85
Radford	84	81	86	85	83	87	77	83
Leilehua	76	78	81	70	81	77	79	77
Mililani	89	88	90	84	87	85	86	87
Waialua	83	88	85	85	73	80	75	81
<b>LEEWARD: 3 Complex Areas / 6 Complexes</b>								
Campbell	76	75	80	77	75	76	74	76
Kapolei	77	70	79	74	75	81	69	75
Pearl City	87	83	86	87	84	86	79	85
Waipahu	71	71	77	77	70	69	72	72
Nanakuli	57	51	60	61	49	55	57	56
Waianae	61	58	66	63	62	68	60	63
<b>WINDWARD: 2 Complex Areas / 4 Complexes</b>								
Castle	80	84	84	85	77	77	79	81
Kahuku	85	80	85	85	76	79	79	81
Kailua	81	78	81	73	66	65	72	76
Kalaheo	84	81	91	89	86	89	80	86
<b>HAWAII: 3 Complex Areas / 10 Complexes</b>								
Hilo	67	69	77	71	76	73	68	72
Laupahoehoe	61	81	71	36	69	67	72	66
Waiakea	80	72	78	73	79	77	83	77
Kau	51	66	53	45	39	71	67	56
Keaau	78	71	74	65	67	70	58	69
Pahoa	57	63	65	53	54	63	63	60
Honokaa	75	75	72	66	62	75	69	72
Kealahou	72	72	77	67	65	77	73	72
Kohala	85	77	67	62	58	85	77	73
Konawaena	75	70	85	74	70	72	69	74
<b>MAUI: 2 Complex Areas / 7 Complexes</b>								
Baldwin	80	76	80	62	67	71	76	73
Kekaulike	87	81	88	65	64	75	72	76
Maui	82	80	80	68	72	75	74	76
Hana	67	89	85	71	63	88	57	73
Lahainaluna	77	64	68	64	73	69	65	68
Lanai	78	69	79	85	84	83	67	77
Molokai	71	70	71	95	68	70	62	71
<b>KAUAI: 1 Complex Area / 3 Complexes</b>								
Kapaa	75	82	78	71	68	82	77	76
Kauai	77	76	80	70	74	79	78	76
Waimea	85	78	76	70	78	85	73	78
<b>OTHER:</b>								
Public Charter Schools	74	74	77	74	75	79	81	76
Hawaii School for Deaf & Blind	na	na	na	na	na	na	na	9

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

## APPENDICES

APPENDIX A. GLOSSARY

APPENDIX B. REFERENCES AND RESOURCES

APPENDIX C. DATA TABLES – ONLINE



## APPENDIX A. GLOSSARY APPENDICES

*This glossary explains the educational and fiscal terms and measures contained in the 2010 Superintendent's 21st Annual Report.*

**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 Department of Education to operate a statewide school district.

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

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

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

**Classroom Teachers, FTE or Headcount:** A Full-Time Equivalent (FTE) position count comprises 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:** This smaller division within a Complex Area consists of a comprehensive high school and middle/intermediate and elementary schools within its attendance boundary.

**Demographics, State:** Figures reported by the U.S. Census Bureau for 2007 are estimates and are updated periodically. The 2007 estimates in this report are from the 2007 Community Survey. For an explanation of terms, definitions, and criteria used for classification, please go to the U.S. government website for the census: [www.census.gov](http://www.census.gov) or [www.proximityone.com](http://www.proximityone.com)

**Dropout Rate:** This four-year dropout rate is the percent of high school students who have not returned to school and have either officially exited as “drop-outs”, whose school enrollment statuses are undetermined, or who have not graduated within four years.

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

## APPENDICES APPENDIX A. GLOSSARY

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

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

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

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

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

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

**Full-Time Equivalent (FTE):** These are position counts and not "head counts," and are the sum of full- and part-time positions. Note that fractions are possible. For example, one full-time (1.0 FTE) and one half-time (0.5FTE) 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. Special Education students receiving certificates of completion and students requiring more than four years to complete high school are not included.

**Hawaii P-20 Partnerships for Education:** is a statewide partnership led by Good Beginnings Alliance, the Hawaii State Department of Education, and the University of Hawaii System to strengthen early childhood through higher education so that all students achieve career and college success.

**Hawaii P-3:** is the part of Hawaii P-20 that works on increasing children's social-emotional and cognitive development toward the end goal of reading at grade level by third grade.

**National Assessment of Educational Progress (NAEP):** This refers to federal tests in reading, mathematics, writing, and science developed and given by the United States Department of Education (USDOE) to samples of students in grade 4 and 8 in all states. The data from the NAEP include results for demographic groups of students, but not for complex areas, schools, or individual students. The metrics that NAEP uses include average scale scores and the percentages of students achieving NAEP Advanced, NAEP Proficient, NAEP Basic, and NAEP Below Basic. Advanced and Proficient denote mastery of challenging subject matter include success on some items that are above the grade level of the students being tested. NAEP defines Basic as denoting partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed. Below Basic means performing below the grade level being tested. These achievement levels overlap with but are not identical to the proficiency levels of the Hawaii State Assessment.

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

## APPENDIX A. GLOSSARY APPENDICES

**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, then it is given “no sanctions” by the State.

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

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

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

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

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

**Relative Wealth, Per Capita Revenue:** The per capita revenue is reported by the U.S. Census Bureau as a result of their Annual Survey of Government Finances 2005a survey completed by all states. Per capita amounts are based on population figures as of July 1, 2005, and are computed on the basis of amounts rounded to the nearest thousand figures obtained also from the U.S. Census Bureau.

**Retention Rates:**

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

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

**Sanctions:** If a school fails to meet Adequate Yearly Progress (AYP) for two consecutive years, it receives the sanction associated with NCLB status of School Improvement Year 1. If it continues to not meet AYP, it receives progressively greater sanctions associated with each NCLB status of School Improvement Year 2, Corrective Action, Planning for Restructuring, and Restructuring.

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

## APPENDICES APPENDIX A. GLOSSARY

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

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

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

**Standard-based Assessment, Hawaii Content and Performance Standards:** These tests measure student achievement in reading and mathematics based on Hawaii content standards. The percents shown are assessment results, not No Child Left Behind (NCLB) accountability results. “Percent Proficient & Exceeds Proficiency” is derived from test results that meet or exceed proficiency (i.e., proficiency cut-score).

**State and Local Expenditures Supporting Public Education, Percent:** This percentage is published by the National Center of Education Statistics (NCES), U.S. Department of Education in their Digest of Educational Statistics 2007 publication. The percentage is calculated by dividing the states’ “Total, all general expenditures per capita” by the states’ “Elementary and secondary education expenditures” per capita. The Total, all general expenditures per capita includes state and local government expenditures for education services, social services, and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other general expenditures, including intergovernmental expenditure to the federal government, as reported by the State’s NCES Common Core of Data Financial Survey.

**Support Staff, Other:** This is a Full-Time Equivalent count that encompasses a wide range of positions that support schools. These categories may include 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 the 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.

**Wellness:** Student wellness is affected by nutrition education, the food served in schools, and the amount of physical activity. The DOE also recognizes that when students’ wellness needs are met they attain higher achievement levels.

## APPENDIX B. REFERENCES AND RESOURCES APPENDICES

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

## EDUCATIONAL and ACCOUNTABILITY REPORTS

### Accountability Data Center

This is a web portal for educational accountability information. It complements the many other federally and state required accountability reports at the school, complex, complex area and the state, that are available as static documents on the Hawaii Department of Education's ARCH (Accountability Resource Center-Hawaii) website.

<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>

### Hawaii State and School Readiness Assessment

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

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

### High School Completer Statistics

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

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

### National Assessment of Educational Progress (NAEP)

This extensive web site has three sets of information of special interest to educators and the general public. A visitor to the web site can access them by viewing the key words along the top margin. SAMPLE QUESTIONS provides the visitor with all of the released items since "state NAEP" began in 1990. ANALYZE DATA provides a tool by which an educator or a researcher can retrieve NAEP results by subjects, grades, and demographics. STATE PROFILES provides general results for all states. Anyone seeking help with accessing and using these data tools is welcome to contact NAEP state coordinator, Robert Hillier at [robert\\_hillier@notes.k12.hi.us](mailto:robert_hillier@notes.k12.hi.us) or (808) 733-4100. The NAEP web site also a huge amount of additional information and links to other assessment-related web sites.

<http://sas.sao.k12.hi.us/STATE/SAO/SASWebsite.nsf>

<http://nces.ed.gov/nationsreportcard>

### No Child Left Behind (NCLB)

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

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

### School Quality Survey (SQS)

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

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

## APPENDICES APPENDIX B. REFERENCES AND RESOURCES

### 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>

### Wellness Guidelines

The Department of Education recognizes that there are links among nutrition education, the food served in schools, and the amount of physical activity. Student wellness is affected by all of these. The Department also recognizes that when students' wellness needs are met they attain higher achievement levels. To enable the development of life-long healthy habits, each of Hawaii's public schools shall implement these Wellness Guidelines over a four-year period (SY 2007-08 through SY 2010-11) (Board of Education Policy 11110-6).

<http://doe.k12.hi.us/foodservice/toolkit/index.htm>

## FINANCIAL REPORTS

### Allocations by School Program

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

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

### Annual Financial Reports

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

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

### Audit

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

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

### Budget

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

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

### Expenditures by School

Annual reports of the Hawaii Expenditure Reporting System.

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

APPENDIX B. REFERENCES AND RESOURCES **APPENDICES****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>

**Annual Performance Report & State Performance Plan**

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

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

**LEGISLATIVE REPORTS****Reports to 2010 Legislature**

These are reports on the bills and resolutions passed in the 2008, Regular Session, Hawaii State Legislature.

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

**OTHER RESOURCES****Center on the Family**

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

<http://uhfamily.hawaii.edu>

**Proximity**

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

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

## APPENDICES APPENDIX C. DATA TABLES – ONLINE

### Data tables are available online at:

[http://arch.k12.hi.us/state/superintendent\\_report/annual\\_report.html](http://arch.k12.hi.us/state/superintendent_report/annual_report.html)

### DATA TABLES

1. Enrollment in Hawaii Public and Private Schools
2. Enrollment by District
3. Special Needs Affecting Public School Students in Hawaii
4. Average Attendance Rates by School Type
5. Four-year Graduation and Dropout Rates
6. Ethnicity of Students and Teachers
7. Hawaii Content and Performance Standards Assessments
8. Norm-Referenced Tests
9. Chapter 19 Charges Categorized by Type of Incident
10. Administrative Staff as a Proportion of Total Staff-Hawaii and Comparison States
11. Expenditures per Pupil, Hawaii and Comparison States
12. Hawaii and States with Similar Financial Resources
13. Percent of State and Local Expenditures Supporting Public Education (K-12) by Year & Comparison States
14. Percent of State and Local Expenditures Supporting Public Education (K-12) vs. Per Pupil Expenditure



# **OVERCOMING CHALLENGES**

*State of Hawaii*  
DEPARTMENT OF EDUCATION

[www.doe.k12.hi.us](http://www.doe.k12.hi.us)