

**“No Child Left Behind” State Education Report**  
**School Year 2003 - 04**

**State NCLB Results at A Glance**

**Adequate Yearly Progress**

How many public schools in Hawaii made NCLB Adequate Yearly Progress (AYP) by meeting the NCLB performance targets?

Adequate Yearly Progress	School Year 2002-03		School Year 2003-04	
	Number and Percent of Schools		Number and Percent of Schools	
Met Performance Targets	109	39%	148	53%
Did Not Meet Performance Targets	168	61%	133	47%

**NCLB Status**

What is the NCLB status of our public schools? How many are “In Good Standing?” and how many have a status that results in school consequences?

NCLB Status	School Year 2002-03		School Year 2003-04	
	Number and Percent of Schools		Number and Percent of Schools	
Good Standing, Unconditional	86	31%	130	46%
Good Standing, Provisional	107	39%	12	4%
Needs Improvement, Year 1	3	1%	75	27%
Needs Improvement, Year 2	12	4%	3	1%
Corrective Action	25	9%	6	2%
Plan for Restructuring	44	16%	26	9%
Restructured	0	0%	28	10%

Note. The total number of schools for NCLB purposes is 280 for 2003-04. These include Charter, Title I, and special schools such as Hawaii School for the Deaf and Blind. NCLB status could not be determined for new schools (for 2003-04: n=1).

**“No Child Left Behind” State Accountability**

**NCLB Accountability Requirements**

The federal “No Child Left Behind” (NCLB) law requires the state to report (a) the state proficiency rate in reading and mathematics and (b) the state test participation rate for the following groups of students:

- Total group of students tested in the state
- Economically disadvantaged students
- Students with disabilities (Special Education)
- Students with limited English proficiency
- Students in five ethnic groups

Graduation and retention rates must also be reported. The state performance of these groups are compared to performance targets set by the state and approved by the US DOE. Failure of the state to meet certain targets may result in monetary penalties. Although not required for accountability purposes, gender and migrant results are given.

The performance targets for school years 2002-03 and 2003-04 are:

**Reading**

- 30% of the students must score proficient on the state reading test
- 95% of the students must take the state reading test

**Mathematics**

- 10% of the students must score proficient on the state math test.
- 95% of the students in each group must take the state math test

**Graduation**

- 70% of all students must graduate on time from a secondary school

**Retention**

- No more than 3% of elementary school students or 6% of middle/intermediate school students may be kept back a grade (retained in grade).



**State Performance of Students At A Glance**

	Reading				Math			
	School Year 2002-03		School Year 2003-04		School Year 2002-03		School Year 2003-04	
	Percent Proficient	Tested	Percent Proficient	Tested	Percent Proficient	Tested	Percent Proficient	Tested
<b>NCLB Targets</b>	30%	95%	30%	95%	10%	95%	10%	95%
All Students	39%	96%	45%	98% <sup>P1</sup>	19%	96%	23%	98% <sup>P1</sup>
Disadvantaged	27%	95%	32%	98% <sup>P1</sup>	10%	96%	13%	98% <sup>P1</sup>
Disabled (SPED)	6%	92%	7%	96% <sup>P1</sup>	3%	91%	2%	96% <sup>P1</sup>
Limited English (ESL)	6%	86%	7%	98% <sup>P1</sup>	4%	93%	10% <sup>EP</sup>	98% <sup>P1</sup>
Asian/Pacific Islander	37%	96%	43%	99% <sup>P1</sup>	18%	96%	22%	98% <sup>P1</sup>
Black	38%	96%	43%	98% <sup>P1</sup>	11%	96%	15%	98% <sup>P1</sup>
Hispanic	33%	95%	38%	98% <sup>P1</sup>	11%	95%	13%	98% <sup>P1</sup>
Native American	37%	95%	43%	98% <sup>P1</sup>	12%	94%	16%	99% <sup>P1</sup>
White	51%	96%	57%	98% <sup>P1</sup>	25%	95%	30%	98% <sup>P1</sup>
Male	32%	96%	37%	98% <sup>P1</sup>	18%	96%	21%	98% <sup>P1</sup>
Female	47%	96%	53%	99% <sup>P1</sup>	20%	97%	24%	99% <sup>P1</sup>
Migrant	24%	91%	22%	98% <sup>P1</sup>	12%	94%	10%	98% <sup>P1</sup>

Percent of students who took alternate assessments: 0.40%

These students' scores are included in the Disabled (SPED) group in chart above.

See the codes below to determine how the percentages with superscripts in the chart above are calculated:

- 3A 3 Year Proficiency Rate
- EP Proficiency Rate using Recent ESL Exits
- P1 1 Year Participation Rate
- P2 2 Year Participation Rate
- P3 3 Year Participation Rate
- PE Participation Rate using Recent ESL Exits
- SH Safe Harbor
- UA Uniform Averaging - 2 Year Proficiency Rate



**State Performance of Students At A Glance**

	Retention				Graduation	
	Elementary		Intermediate or Middle		High School	
	School Year		School Year		School Year	
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
<b>NCLB Targets</b>	3%	3%	6%	6%	70%	70%
All Students	1%	1%	3%	2%	79%	80%
Disadvantaged	1%	1%	5%	4%	69%	75%
Disabled (SPED)	1%	1%	3%	3%	60%	71%
Limited English (ESL)	1%	1%	3%	3%	58%	62%
Asian/Pacific Islander	1%	1%	3%	2%	80%	80%
Black	2%	0%	8%	1%	71%	77%
Hispanic	1%	1%	6%	2%	68%	67%
Native American	0%	1%	0%	2%	69%	65%
White	1%	1%	4%	2%	77%	80%

Note. The percent tested is based on all students enrolled in the grades tested. The percent proficient is based on all students enrolled in the state public school system for a full academic year. For Retention, lower percent is better.

**NCLB Assessment Reporting: Two Year Trend by Grade Level**

Grade	Reading Percent Proficient		Mathematics Percent Proficient	
	2002-03	2003-04	2002-03	2003-04
3	42%	47%	24%	27%
5	41%	50%	19%	23%
8	39%	39%	17%	20%
10	40%	43%	18%	21%

\*Note: The percent proficient is based on all students who were tested.



## Teacher Qualifications

The percentages of all public elementary and secondary teachers in the state of Hawaii who have three types of professional credentials are reported below.

Professional Credentials	Fully Licensed	Provisional Credential	Emergency Credential
2003	86%	8%	6%
2004	84%	10%	6%

The three types of teaching credentials are:

- (1) A fully licensed teacher has at least a bachelor’s degree; has completed an approved teacher training program; and has a teacher license issued by the Hawaii Teachers Standards Board.
- (2) A teacher with provisional credentials has at least a bachelor’s degree; has completed an approved teacher training program; and has completed requirements for a teacher license which is pending approval.
- (3) A teacher issued an emergency credential must be enrolled in a program leading to a full teacher license. An emergency credential is given when there is a position for which fully licensed or provisional credentialed teachers are not available.

## Classes Not Taught By Highly Qualified Teachers

The percentage of core academic subject classes in the state that are not taught by “highly qualified” teachers are reported below.

	Percent of Classes		
	Lowest Poverty Schools	Highest Poverty Schools	State
2003	16%	27%	20%
2004	--	--	--

Note: The highest and lowest poverty schools are defined by NCLB as schools in the top and bottom quartile of poverty in the state.

To comply with NCLB regulations, a “highly qualified” teacher is defined as a teacher who:

- (1) Holds at least a bachelor’s degree and
- (2) In each core academic subject taught:
  - Has a Hawaii license for teaching, or
  - Has successfully completed a state approved teacher education program, or
  - Has successfully completed an undergraduate major, a graduate degree, course work equivalent to an undergraduate major, or advanced certification or credential.

Note: Please note that there is an exception in the NCLB law that recognizes teachers who are participating in an alternative route to licensure.

