The Superintendent's Fourteenth Annual Report on School Performance and Improvement in Hawaii

2003

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Foreword

The Superintendent's Annual Report on School Performance and Improvement in Hawaii is one of three reports in the state's system of school accountability. This report contains collective data on our schools for school year 2002-03, showing trends over time and, where appropriate, comparisons with data from other states. The other two reports, the ***School Status and Improvement Report*** (SSIR) and the ***"No Child Left Behind" Accountability Report***, are prepared annually for each school. The SSIRs contain school data reflecting school context, school processes, and school outcomes, including summaries of the schools' standards implementation plans and improvement activities. The ***"No Child Left Behind" Accountability Reports*** are focused on students' test performance and graduation or retention rates, disaggregated to examine the performance of subgroups of the student population. Both reports are available at public libraries and on-line at ***http://arch.k12.hi.us*** on the world wide web.

These reports are the most visible parts of the Department of Education's assessment and accountability system, the purpose of which is to hold everyone in the department, including me, responsible for student learning. These reports grew out of the department's initiative, begun over 10 years ago, to develop a comprehensive accountability system for the public schools of Hawaii. The department's efforts have laid a sound foundation for the system, but the system is very much a "work in progress."

We have in place a Strategic Implementation Plan (January 2003) for standards-based education, at the core of which is the implementation of a truly statewide assessment and accountability system. The Strategic Implementation Plan's accountability strategies and timeline conforms to the requirements of the No Child Left Behind Act of 2001, which was signed into law in January 2002, as well as to the directions given in the state's Act 238, Session Laws of Hawaii 2000. Future editions of this ***Superintendent's Report on School Performance and Improvement*** will explicitly include our progress toward the four goals of the Strategic Implementation Plan.

Patricia Hamamoto
Superintendent
March 2004

Acknowledgments

Preparation of ***The Superintendent's Annual Report on School Performance and Improvement in Hawaii*** requires the cooperative effort of many people in the Department of Education. The report is prepared by the staff of the Evaluation Section under the general supervision of the director of the Planning and Evaluation Office. Preparation of the report requires accurate and consistent data. These data are provided by the director and staff of the Information System Services Branch and by the director and staff of the Information Resource Management Branch. Finally, the Reprographics Section of the Office of Business Services reproduces and distributes this report. Their assistance is gratefully acknowledged.

Report Highlights

ENROLLMENT. Overall enrollment growth has ended for now. Enrollment peaked in 1995-96 and has declined since. However, schools, complexes, and districts are still experiencing the effects of population shifts, especially the westward movement of population on Oahu. (Pages 5-7)

PRIVATE AND CHARTER SCHOOLS. Private school enrollment has changed little from year to year, serving a select 16% of the school-aged population. Public charter schools serve less than 2% of students. The vast majority, more than 80%, depend on regular public schools for their education. (Pages 7-8)

SPECIAL NEEDS. The number of students in need of special services has increased rapidly in the last decade. These students come from poor economic circumstances, have limited English proficiency, or need special education services. The numbers of students with these needs have increased by 40 to 80 percent since 1992-93. This means that the task facing public schools is steadily becoming more difficult and more costly. (Pages 8-9)

STUDENT AND TEACHER DIFFERENCES. Hawaii's demographic makeup is changing, and nowhere is that more clear than in the contrast of students and teachers' ethnicity. These differences reflect the changing demography and educational opportunities of the islands. (Page 10)

ADMINISTRATIVE STAFFING. The myth that Hawaii's public school system is "top heavy" with administrators has no basis in fact. The number of administrators as a percentage of total staff is substantially smaller than those in comparison states and is only a little more than half the average percentage for the nation. (Page 11)

FINANCE. Hawaii is the only state that funds its public schools from state revenues without using local government funds. While Hawaii's per-pupil expenditures have grown over the last decade, their rate of growth has lagged behind those of other states. While Hawaii is among the top five states in combined state and local expenditures per capita, it ranks **last** in the percentage of state and local expenditures allocated to public schools. (Pages 13-15)

DROPOUTS AND SCHOOL COMPLETION. The estimated cumulative dropout rate for grades 9 through 12 is between 13% and 18%, well above the Hawaii and national goal of 10% or less. Four-year graduation rates for students entering 9th grade in Hawaii are just under 80%, again, well below the state goal of 90% or more. (Pages 17-18)

STUDENTS' TEST PERFORMANCE. The performance of 3rd, 5th, and 8th grade students on the Stanford Achievement Test was close to the national norms. The performance of 10th grade students was below that level. Performance of all groups on the more difficult Hawaii Content and Performance Standards assessment was adequate by current "No Child Left Behind" (NCLB) criteria but will have to improve significantly to keep up with rising NCLB expectations. (Pages 19-20)

STUDENT DISCIPLINE. The incidence rates of disciplinary suspensions have continued a pattern of decline since 1995-96, with the exception of a slight upturn in incidents involving violence, primarily harassment and assault. The latter trend may be the result of increased attention to dealing with student behavior that threatens others, especially hazing or bullying. (Pages 23-24)

Introduction

Purpose

This report is part of the Department of Education's accountability system for the public schools of Hawaii.[1] The system is designed to inform the public and policymakers about the performance of individual schools and the schools collectively. ***The Superintendent's Report on School Performance and Improvement in Hawaii*** has two purposes:

(1) to report trends, progress, and problems of the state's school system; and

(2) to compare the state's public schools with those of the nation and those of states that have important characteristics similar to those of Hawaii.

Data regarding individual schools are reported in *School Status and Improvement Reports* (SSIRs), which were created by the Board of Education as reports from the individual schools to their communities. SSIRs for all state schools are available at all public libraries, and individual reports can be found at ***http://arch.k12.hi.us*** on the world wide web.

Data Sources

The information in this report comes primarily from Department of Education records and from the National Center for Education Statistics. Sources other than department records are noted. Wherever possible, data are presented graphically to make their meaning easier to understand. The data used in graphs are tabled in an appendix.

Comparisons with Other States

When circumstances in Hawaii are compared with those in other states, data from the state are compared to the national average and may be used to rank Hawaii among the 50 states. In addition, some comparisons are made with four states that are similar to Hawaii on measures related to school finance. Those measures are K-12 school enrollment, population, *per capita* income, *per capita* state and local revenue, and *per capita* state and local expenditures. *Per capita* income is a measure of the wealth of individuals in a state. However, it does not measure directly the resources available to government. The resources available to government are indicated by the *per capita* revenues of state and local governments and by the *per capita* expenditures of those governments. The states most similar to Hawaii when all of these resource measures are considered are Delaware, Nebraska, Rhode Island, and Wyoming.[2] Their relevant characteristics and those of Hawaii are shown in **Table 1**.

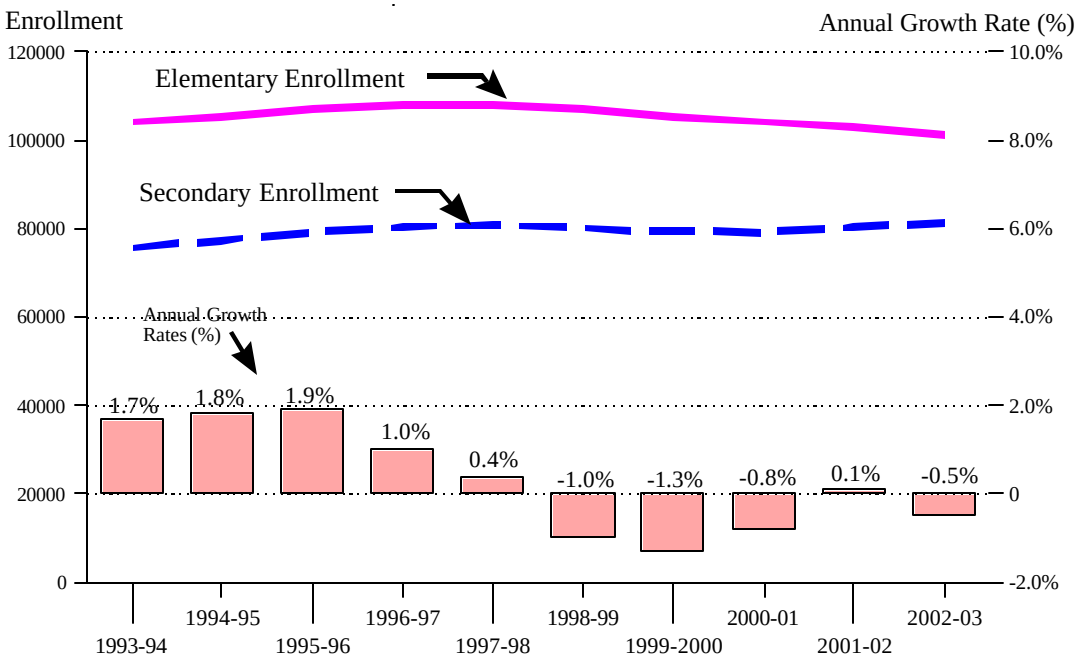
Table 1. Hawaii and States with Similar Financial Resources

	2001 Population	2001-02 School K-12 Enrollment	2001 Per Capita Income	2000 Per Capita Revenue	2000 Per Capita Expenditure
Hawaii	1,224,000	184,546	$28,554	$4,727	$4,930
Delaware	796,000	115,486	$32,121	$5,526	$4,991
Nebraska	1,713,000	285,022	$28,564	$3,306	$3,236
Rhode Island	1,059,000	157,599	$29,984	$3,862	$3,805
Wyoming	494,000	87,768	$28,807	$4,770	$4,563
United States	284,797,000	47,575,862	$30,271	$3,503	$3,437

Enrollment and Demography

Figure 1. Enrollment in Hawaii Public Schools, 1993-94 to 2002-03

Enrollment Trend



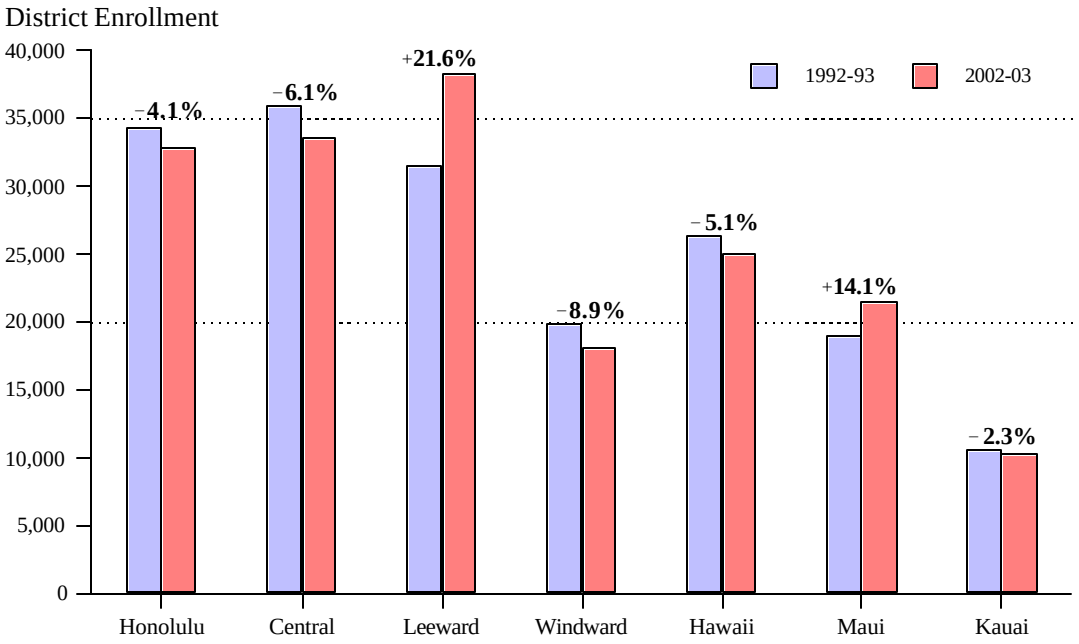
Overall public school enrollment in Hawaii during the ten year period from 1993-94 to 2002-03 is shown in **Figure 1**. Early in that decade, enrollment was growing at more than 1.5% per year. That period of growth has ended. Enrollment growth slowed sharply in 1996-97 and 1997-98, and then enrollment declined by about one percent for the next three years. A new pattern of change has not yet become clear. Both elementary and secondary school enrollment peaked in 1997-98. The downward trend is especially evident in the line representing elementary enrollment, and that downward trend should be echoed later in secondary school enrollment.

Population Movement

Total enrollment in 2002-03 was only 3.3% greater than it had been in 1992-93. However, there has been a marked shifting in the geographical distribution of the state's student population over the last decade. Leeward Oahu and Maui districts have shown substantial growth over that period, while the other five districts have remained stable or declined. These changes are shown in **Figure 2** (next page).

The State of Hawaii has made great strides over the last decade in building schools to "catch up" with past enrollment increases and shifts. The progress on that dimension of school operation is obvious in **Figure 3** (next page), which shows a comparison of the net excess or shortage of classrooms by district in 1994-95 and 2002-03. Whereas in 1994-95 five of the seven districts showed a net shortage of classrooms, by 2002-03 all seven districts reported a net excess of classrooms over the minimum number required.

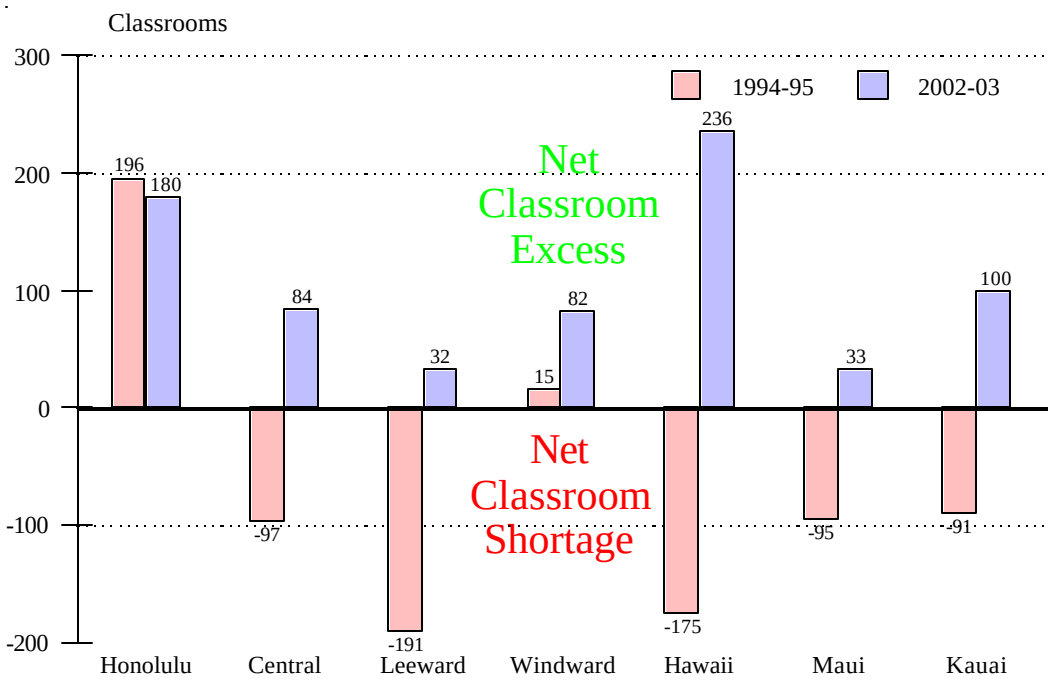
Figure 2. Enrollment and 10 Year Gain or Loss, by District



Classroom Adequacy

However, the shifting of school-aged population among communities creates needs that are not apparent if one only looks at overall enrollment, or even district by district enrollment. New facilities may be needed even without overall enrollment growth. Put simply, families are moving from places where we have space in schools to places where we do not. We

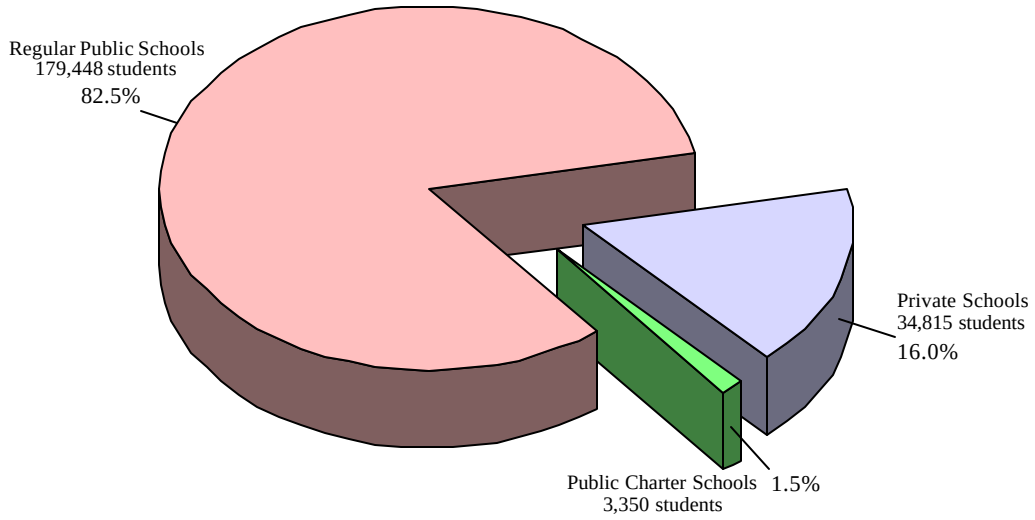
Figure 3. Net Classroom Shortage or Excess, by District, 1994-95 and 2002-03



cannot accommodate students whose families live in new communities with the excess classrooms that exist elsewhere. This was poignantly demonstrated in Leeward District on Oahu recently. Families who had moved into new housing developments in Makakilo vigorously objected to plans to bus children from Makakilo to Barbers Point Elementary School to relieve overcrowding at Makakilo Elementary School. This kind of problem results from population shifts, which may occur at a community level, affecting just a few schools. Such conditions strain our efforts to provide adequate facilities for all students.

Figure 4. Public, Private, and Charter School Enrollments, 2002-03

Public, Private, and Charter Schools



Enrollment in Hawaii's private schools, public charter schools, and regular public schools is compared in **Figure 4**. The relative contributions to the whole enterprise of educating the next generation is clear in this graph. Private schools serve about 16% of the population, and charter schools serve less than 2%. The remaining more than 80% are served by regular public schools.

Private school enrollment has changed little over the last 15 years. It has remained quite steady, at about 33,000 students over that period, increasing by about 1,800 in 2002-03 with the opening of two new Kamehameha Schools campuses on Maui and Big Island. The percentage of children enrolled in private schools has varied by 1 or 2 percent as the total school-age population fluctuated. Private school enrollment is usually "inelastic." It generally does not change with population growth. Selective private schools usually have stable target enrollments, which are limited by their facilities; and the schools respond to increasing numbers of applications by becoming more selective rather than by enrolling more students. The new Kamehameha campuses are a striking exception.

Public charter schools are important as schools where innovative approaches to schooling can be tried in an environment relatively free of bureaucratic constraints. It is nonetheless readily apparent that charter schools serve only a very small portion of public school students,

and that proportion is unlikely to increase greatly. The 25 charter schools operating in 2002-03 altogether enrolled only 3,350 students, an average of only 134 students each. Regular public schools must provide for the vast majority of the state's children, including most of the children who come to school with some aspect of disadvantage.

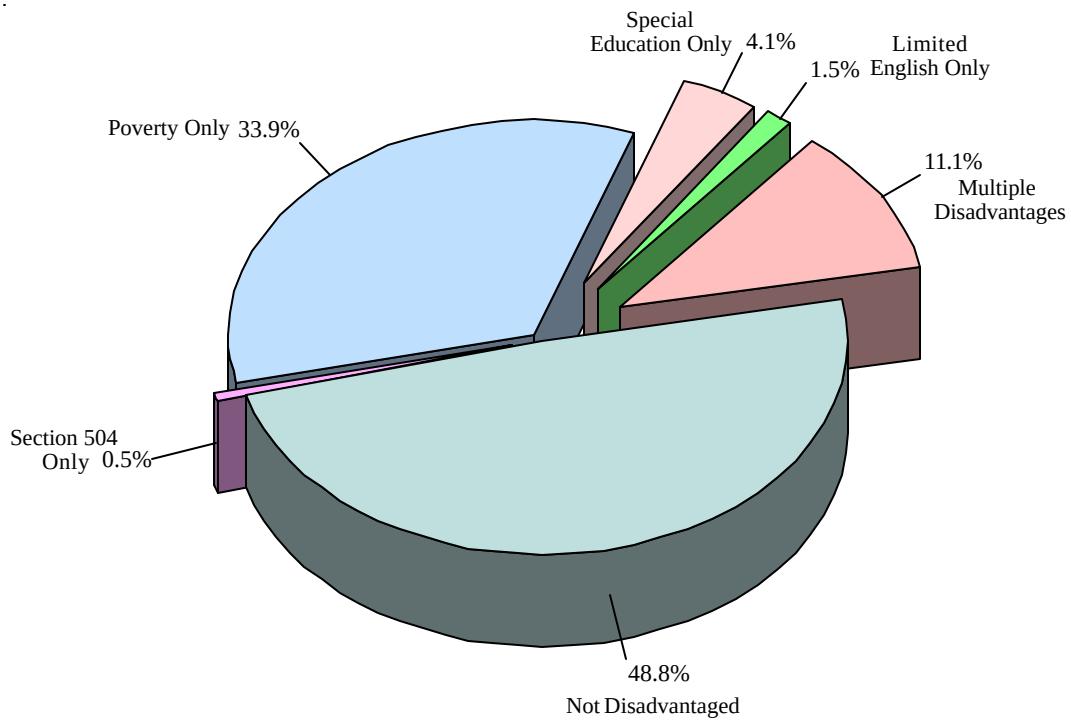
Special Needs

There are three student subpopulations that are of special concern. These are students from disadvantaged economic circumstances (those who receive school lunch subsidies), students with limited English proficiency, and students who need special education services. All three groups of children with special needs have been growing rapidly over the last decade. That growth has major implications for public education, especially in terms of the difficulty of the schools' task. Since 1992-93, overall enrollment increased by 3.3% while:

- The number of students who receive lunch subsidies has increased by over 48%;
- The number of students receiving special education services has increased by over 80%; and
- The number of students who have limited English proficiency has increased by almost 40%.

Put simply, the task facing the public schools is steadily becoming more difficult and more costly. Students in each of these categories of special need represent an educational responsibility that is more demanding than that of educating children who do not have such special needs. Children from impoverished families tend to start school already behind their peers in academic development. The seriousness of the increasing prevalence of disadvantage among the state's public school students is clear from **Figure 5**.

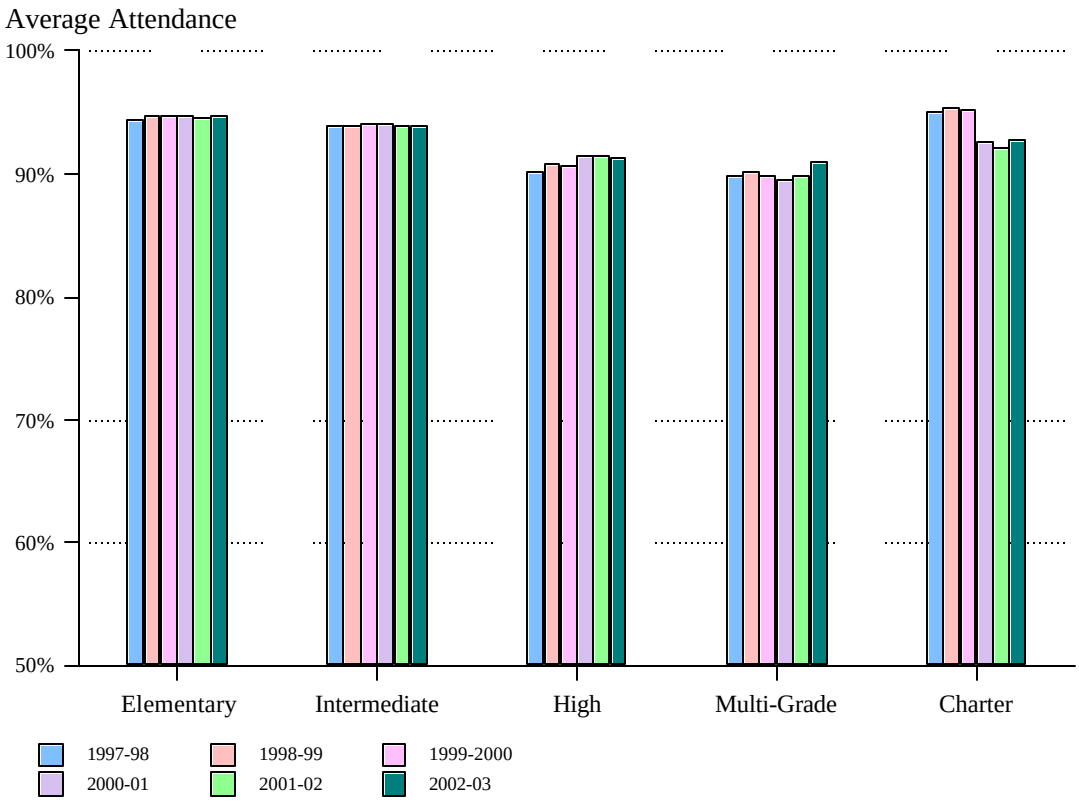
Figure 5. Disadvantages Affecting Public School Students in Hawaii, 2002-03



Over half of all public school students in Hawaii now bring with them at least one of these types of educational disadvantage. The growth in the numbers of disadvantaged students in the state's school population presents a particular challenge to the state's public schools in view of the rising expectations for what schools can achieve and the state's continuing fiscal problems. Disadvantaged students require services that are more costly than the norm, and in many cases these students are "entitled" to the services required to meet their specific needs.

Student Attendance

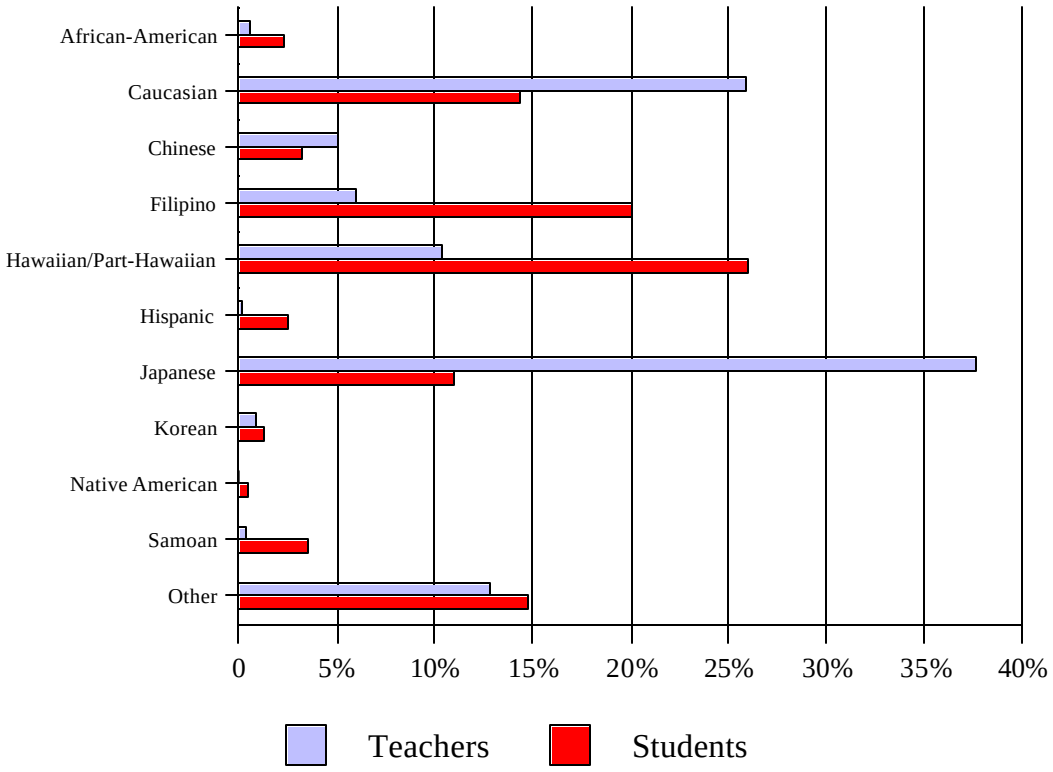
Figure 6. Average Attendance Rates by School Type



Average attendance rates by school type for the last six years are shown in **Figure 6**. One should note that the scale in this graph has been truncated to emphasize differences. What the data show are differences among types of schools that are straightforward. As students get older, they tend to miss more school than they did when they were younger. Attendance rates for intermediate schools are marginally lower than those for elementary schools, but rates for high schools and multi-grade schools (K-8, 7-12, K-12) are 3 to 5 percent lower than those for elementary schools. Attendance rates for charter schools changed during the period shown. In the first 3 years shown, the only charter schools were Lanikai and Waialae, both converted regular elementary schools. In 2000-01 the number of charter schools expanded, first to 6 and then to 25 by 2002-03. With the inclusion of middle and high school students in charter schools, the attendance rates fell accordingly.

Student and Teacher Ethnicity

Figure 7. Ethnicity of Hawaii's Students and Teachers

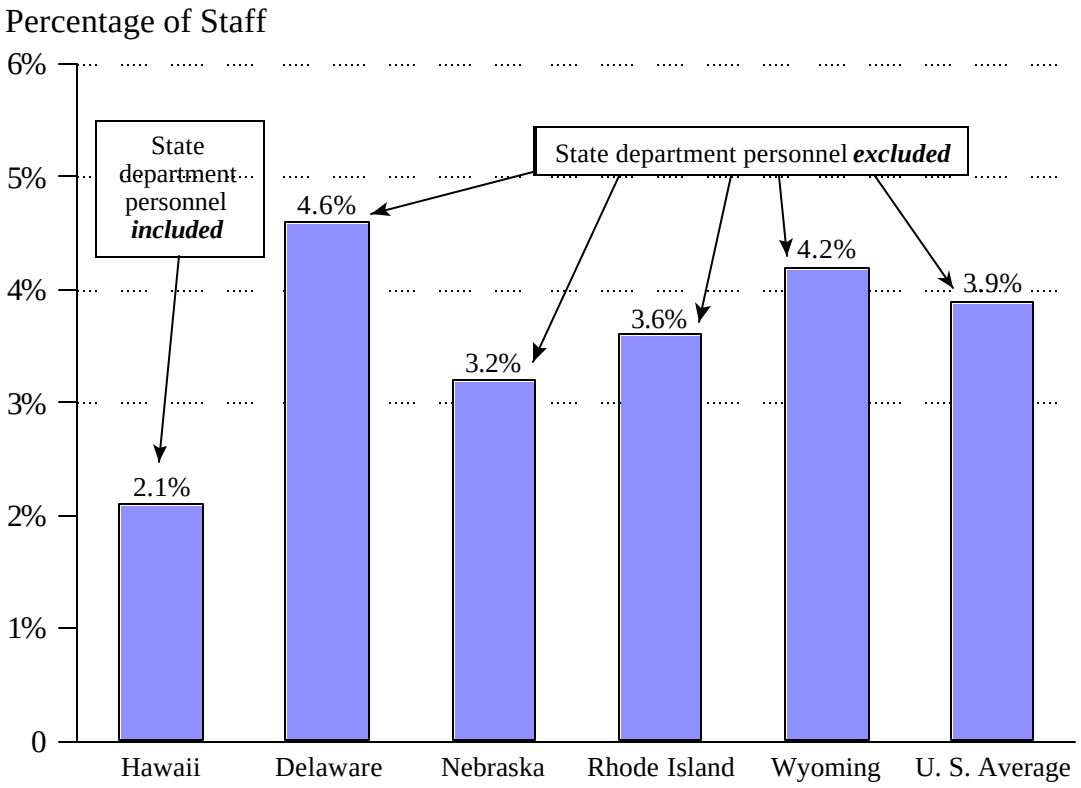


Hawaii's public schools have a very diverse population of students. Like the state's population as a whole, its students come from a much wider range of ethnic and cultural backgrounds than is commonly encountered on the mainland. Hawaii's public school teachers are also more diverse than their mainland counterparts, but they are both less diverse and different ethnically and culturally than their students. The proportions of students and teachers from different ethnic groups are shown in **Figure 7**. One aspect not brought out in this graph is the extent to which an increasing portion of the population represents persons of mixed ethnic and cultural heritage.

The ethnic differences reflected in this graph highlight the state's changing demography. The teaching population represents the demography–and the educational opportunities–of a generation or more earlier than that of current public school students. An important part of the challenge to our educational system is bridging the differences of ethnicity and culture to make educational and economic opportunity real for the state's future citizens now enrolled in public school. This challenge can be especially daunting for new teachers recruited from the mainland for whom even the common culture of the islands is new and different. This is an increasingly frequent situation. Since the islands' institutions of higher education produce less than half the number of qualified teachers that the state needs, we must increasingly recruit new teachers from out of state.

Administrative Staffing Levels

Figure 8. Administrative Staff as a Proportion of Total Staff, Hawaii and Comparison States, Fall 2000

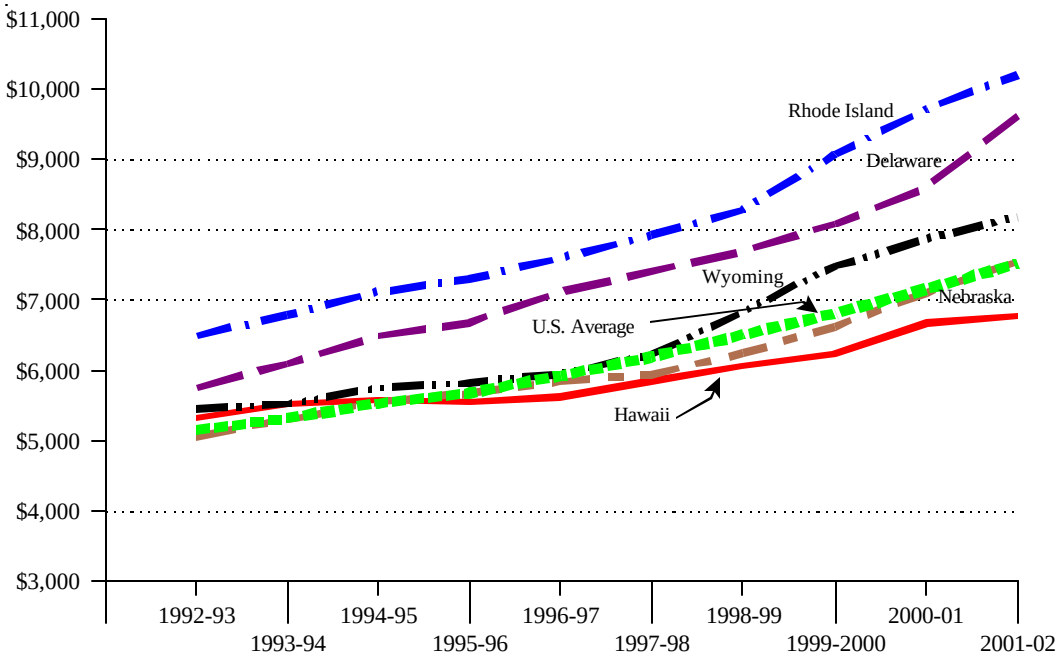


There is a common myth in Hawaii that the public school system is "top-heavy" with administrators compared to school systems in other states. The myth has no basis in fact. The number of administrators as a percentage of the total staff in the state's school system is actually smaller than in other states. **Figure 8** shows the 2000-01 percentages of professional staff performing district administrative functions in Hawaii and comparison states. Hawaii's percentage (2.1%) is the lowest of the group.[3] Even this graph understates the relative leanness of Hawaii's bureaucracy. As noted in the graph, the data for other states are for *district* administrative personnel only. Their state department personnel are excluded. In Hawaii, we cannot distinguish between state and district personnel; they are the same. So, the Hawaii data include *both* state and district administrative personnel. If state department administrators were added to other states' percentages of administrative staff, it would make Hawaii's 2.1% appear very small indeed.

Expenditures for Public Education

Figure 9. Expenditures per Pupil, Hawaii and Comparison States

Per Pupil Expenditures



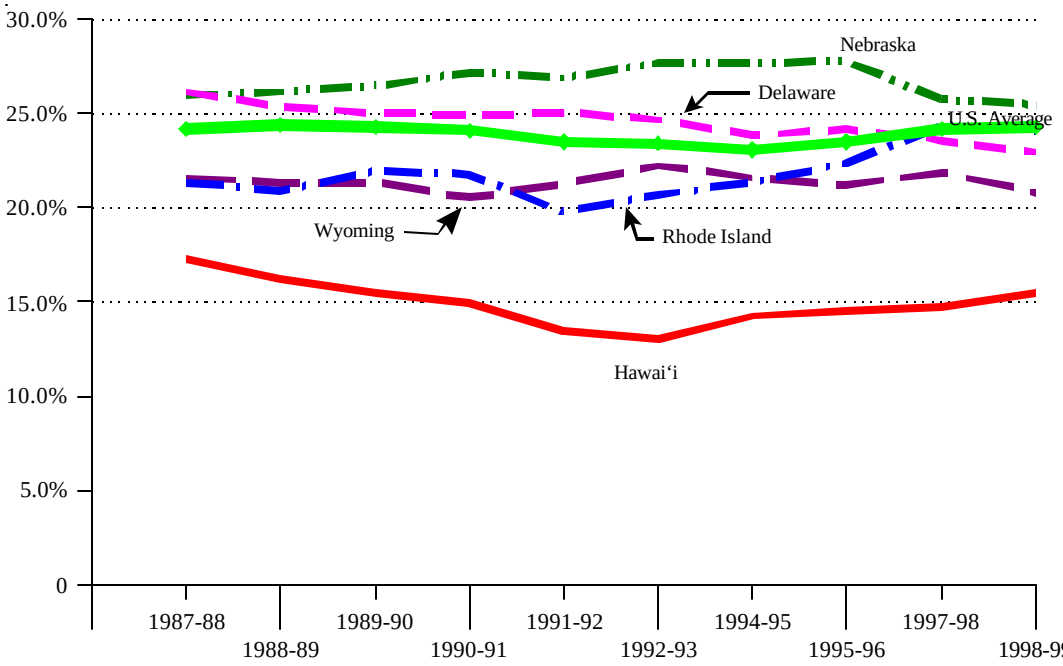
In its ability to fund state and local government, Hawaii is a comparatively wealthy state. It is among the leading states in *per capita* revenues and expenditures. In 2000, Hawaii ranked **third** in the nation on the amount of money state and local government raised in general revenue *per capita*. It ranked **fourth** on its state and local general expenditures per capita.[4] Given this relative wealth of governmental resources, the question arises, "How well does Hawaii support its system of public education?"

The state's per pupil expenditures over the last 10 years are compared to the national average and those of selected states in **Figure 9**. Early in that period, Hawaii's rank among the states rose as high as 19th, with per pupil expenditures about 4% above the national average. Hawaii, however, has not kept pace with other states. Its per-pupil spending increased, but it increased incrementally while other states invested much more substantially in K-12 education. The result was that Hawaii's standing among the states fell.

By 2002, the latest year for which reliable data are available, Hawaii's rank on per-pupil expenditures had fallen to 33rd. Its current per-pupil operating expenditures were 10% ***below*** the U.S. average. This raises a troublesome issue. If Hawaii is in the top five states in state *per capita* revenue generation and spending, why is its spending on education well below the U.S. average? The answer lies in the relative priority the state gives to funding its public education system.

Fiscal Priority

Figure 10. Percentage of State and Local Expenditures Allocated to Public K-12 Education, Hawaii and Comparison States



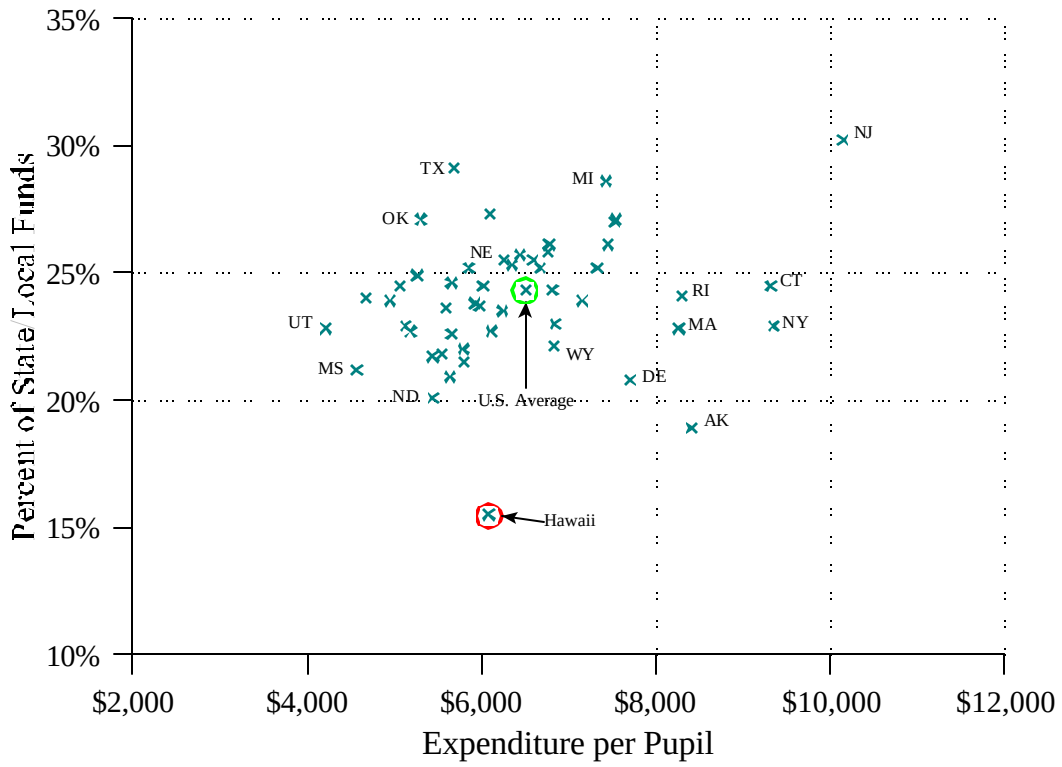
A reliable indicator of the fiscal priority states put on the support of public education is the proportion of total state and local expenditures allocated to the operation of public elementary and secondary schools. Rather than viewing school expenditures in isolation, this measure shows the fiscal priority that state and local policymakers collectively give to public education by comparing **school** expenditures to the **total** expenditures of state and local governments. The total for both state and local governments is used because schools in the other 49 states are funded jointly by state and local governments. The proportions of state and local expenditures allocated to K-12 public education by Hawaii and comparison states from 1987-88 to 1998-99 are presented in **Figure 10**. On this measure of support for public education, Hawaii has consistently ranked ***last*** among the states.

It should be noted that data on education expenditures in relation to total state and local spending take considerably more time for NCES to compile than do those on education expenditures alone. These data require complete data on expenditures from all levels of government, which in other states includes the state, counties, cities, townships, and school districts. This is why the latest data on this measure are for 1998-99.

Hawaii's low rank is not a close contest with other states. A scatter plot of the combination of states' per-pupil operating expenditures and their proportions of state and local expenditures made for public education in 1998-99 is shown in **Figure 11**. On this graph it is clear that Hawaii stands apart from the other states. While its per-pupil expenditures are mediocre, about 7% below the average, there is no other state even close to Hawaii public education's low percentage of total state and local spending. If Hawaii had devoted the national average

Expenditure and Priority Compared

Figure 11. Percentage of State and Local Expenditures Allocated to Public K-12 Education vs Per-Pupil Spending, All States, 1998-99



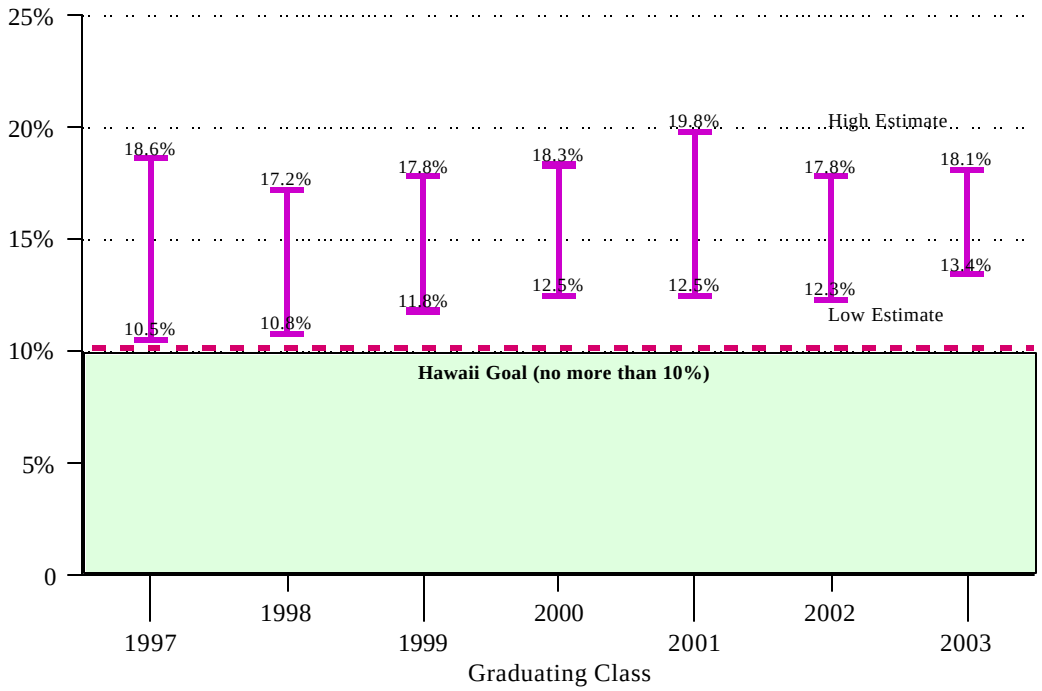
percentage (24.3%) of state and local spending to education in 1998-99, it would have spent $9,530 per-pupil, over 50% more than it did, and would have ranked 2nd among the states on per-pupil spending.

The extremely low proportion of state and local expenditures allocated to public education in Hawaii in comparison to its peers warrants some explanation. Hawaii is the only state that operates its public schools with only state and federal funds. As noted above, all of the other 49 states jointly fund education with local governments, i.e., school districts. In most states, school districts have authority to levy taxes, usually property taxes; and they provide between 28% (Alaska) and 68% (Nevada) of the state and local funding for public schools.[5] Where the power of local school districts is not restricted, local communities can and do tax themselves relatively heavily to support **their** schools. In those states that have outstanding local school systems, it is the people in those communities who have chosen to promote that excellence with their local tax support. In Hawaii there is no comparable contribution to school funding from local governments, and communities' only way of contributing support for their schools is via voluntary fund-raisers. The difference in cost between mediocre and excellent schools is beyond our capacity to bridge with bake sales and carnivals.[6]

Student Outcomes and Behavior

Dropout Rates

Figure 12. Estimated Cohort Dropout Rates, Classes of 1997 through 2003

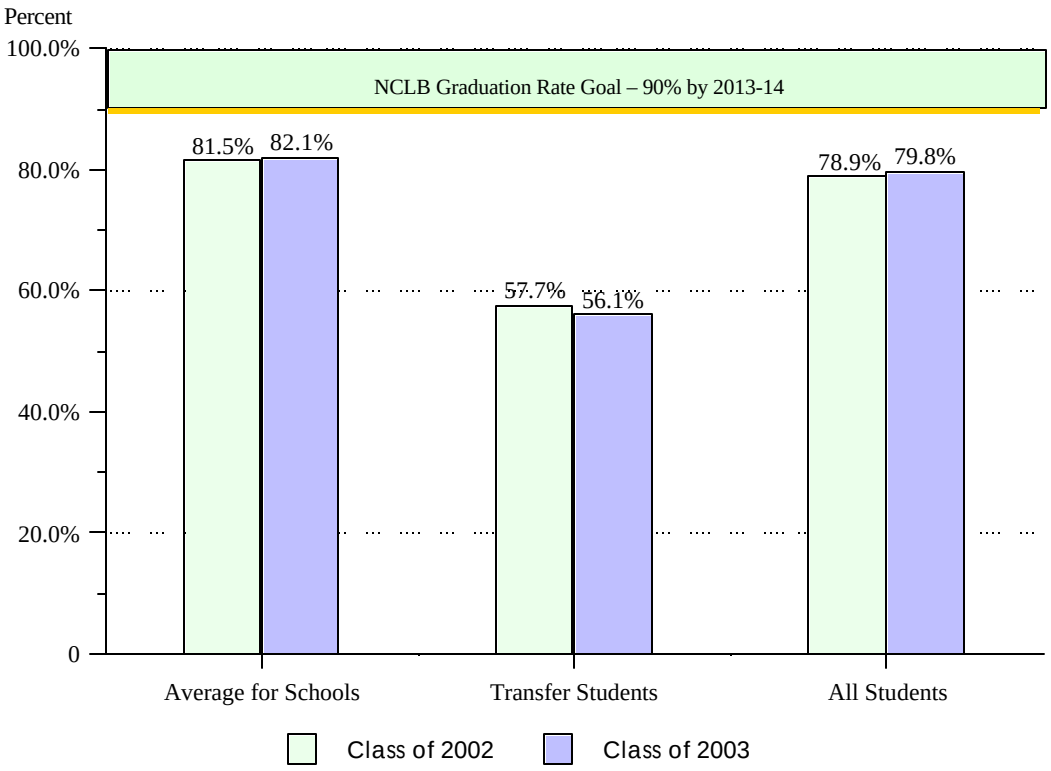


The matter of school dropouts goes to the heart of our schools' reason for being: to prepare students to live productive lives as contributing members of society. Dropping out of school, whatever the reason, cuts that preparation short and is associated with a wide range of social and economic problems, most importantly the dropouts' reduced prospects of long-term gainful employment and earning capacity. The National Center for Education Statistics (NCES) has developed standard definitions of dropouts and standardized the reporting of dropout statistics. From annual "event" dropout rates calculated for NCES, we have estimated cumulative dropout rates for the classes of 1997 through 2003. These estimated cumulative dropout rates are shown in **Figure 12**. The dropout rates are shown as a range, within which the "true" dropout rate resides. The upper limit of this range includes many students whose status is simply unknown and who are ***assumed*** to be dropouts. These include students transferring to other states or countries whose enrollment in destination schools has not been confirmed. Students of unknown or unconfirmed outcome are about one-third to one-half of the total counted as dropouts. The lower limit includes only those students who have been verified as dropouts.

In 1989-90 the nation's governors established eight National Education Goals, and Hawaii adopted the companion ***Hawaii Goals for Education***.[7] One of those goals was increasing the rate of high school completion to 90% and conversely lowering the cumulative dropout rate to no more than 10%. This goal is shown in **Figure 12** above as a shaded area, bounded by a dashed red line. Our cumulative dropout rates are obviously well above the goal we have adopted. Reducing them should be a major goal over the next decade.

Four-Year Graduation Rates

Figure 13. Actual Four Year Graduation Rates, Classes of 2002 and 2003

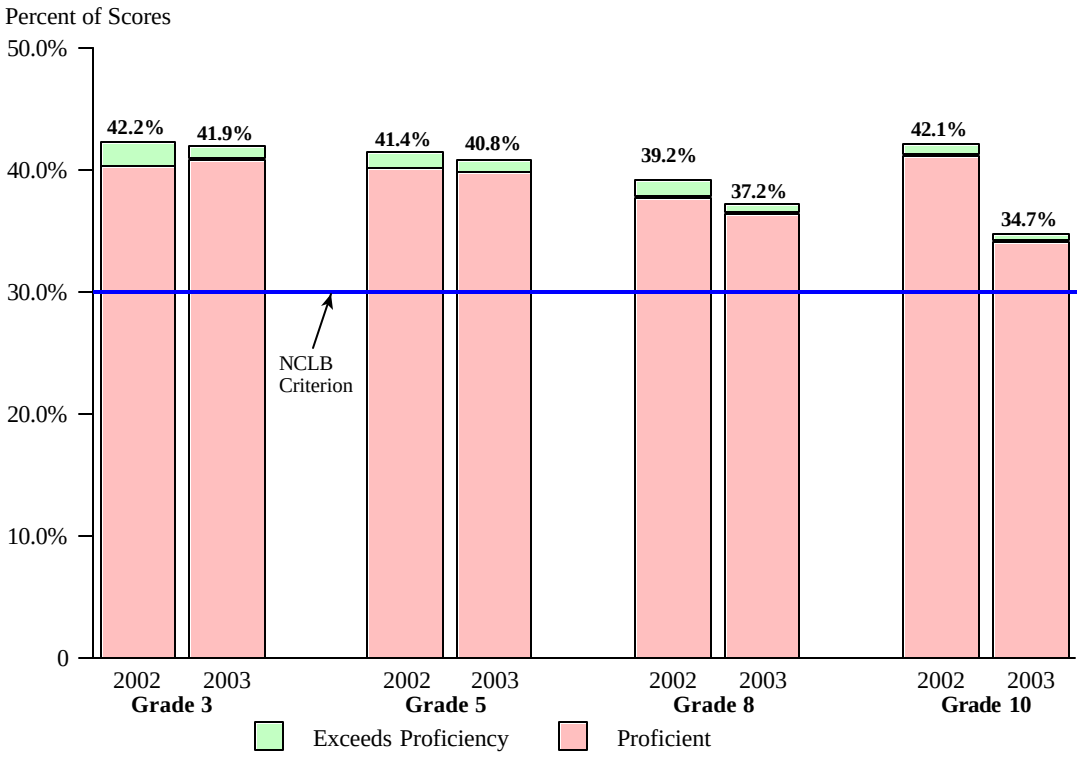


The converse of the cumulative dropout rate is the graduation rate. When individual students are tracked from their entry into high school through the end of what normally would be their senior year, they can be placed into one of three categories: (1) those who graduated on time, (2) those who transferred to schools elsewhere, and (3) all others.[8]

The four-year graduation rate is the number of graduates divided by the number in the original cohort, minus the number who transferred. This graduation rate is one of the indices used to evaluate school performance under the federal No Child Left Behind Act (NCLB). A graph of four-year graduation rates for the classes of 2002 and 2003 is shown in **Figure 13**. In this graph, three groups are displayed: (1) students who remained in the same school for four years, (2) students who transferred to other public schools within state, and (3) all students. The original Hawaii goal of graduating 90% of each entering freshman class is indicated by the shaded area at the top of the graph. That goal has now also become the state NCLB target for 2013-14. The current NCLB target (70% for each school) is shown as a dashed blue line.

It is obvious from **Figures 12** and **13** that we have some progress yet to make before we meet the goal we have set to raise our graduation rate (and conversely lower our dropout rate). It is clear from **Figure 13** that reaching those goals will require providing much stronger support and follow-up for those high school students who transfer between schools. Much of that problem is most likely associated with conditions associated with transiency: poverty, instability in families, homelessness, and other social problems.

Figure 14. Hawaii Content and Performance Reading Assessments, 2002 and 2003



Hawaii Content and Performance Standards Assessments

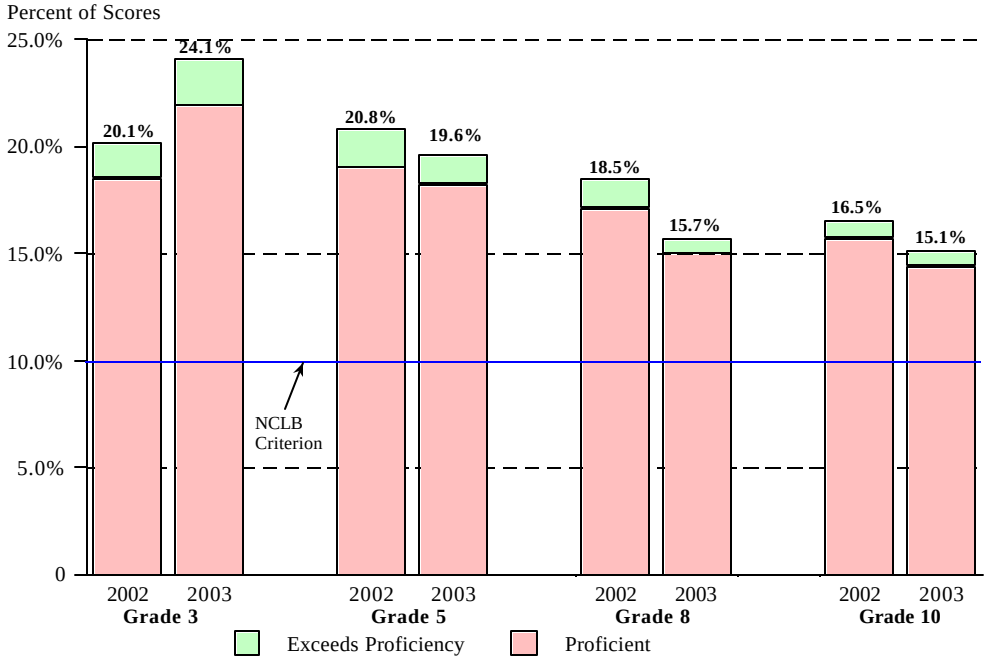
Reading

The revised Hawaii Content and Performance Standards (HCPS-II) assessments of proficiency in reading and mathematics were administered for the first time in spring 2002. Standards for the assessments' four proficiency levels were established in fall 2002, using data from the first administration that spring. These assessments were devised to measure achievement of Hawaii's revised content and performance standards. The standards were intended to be challenging, even for the best students; they were not intended to represent minimum acceptable levels of performance. The context in which the standards and assessments were created has been radically changed by the passage of the federal No Child Left Behind Act. NCLB requires that *all* students in grades 3 through 8 and grade 10–regardless of disability, disadvantage, or lack of English-speaking background–must meet the state's standard for proficiency by the 2013-14 school year.

Beginning in 2002, a formula in NCLB sets a criterion for the initial percentage of students who must meet the state's standard for proficiency.[9] The levels of reading proficiency achieved by students in grades 3, 5, 8, and 10 in 2002 and 2003 are shown in **Figure 14**. The NCLB criterion that all groups and schools must meet is shown by a blue line. In reading, that criterion is set at 30% of students scoring proficient or better.

Mathematics

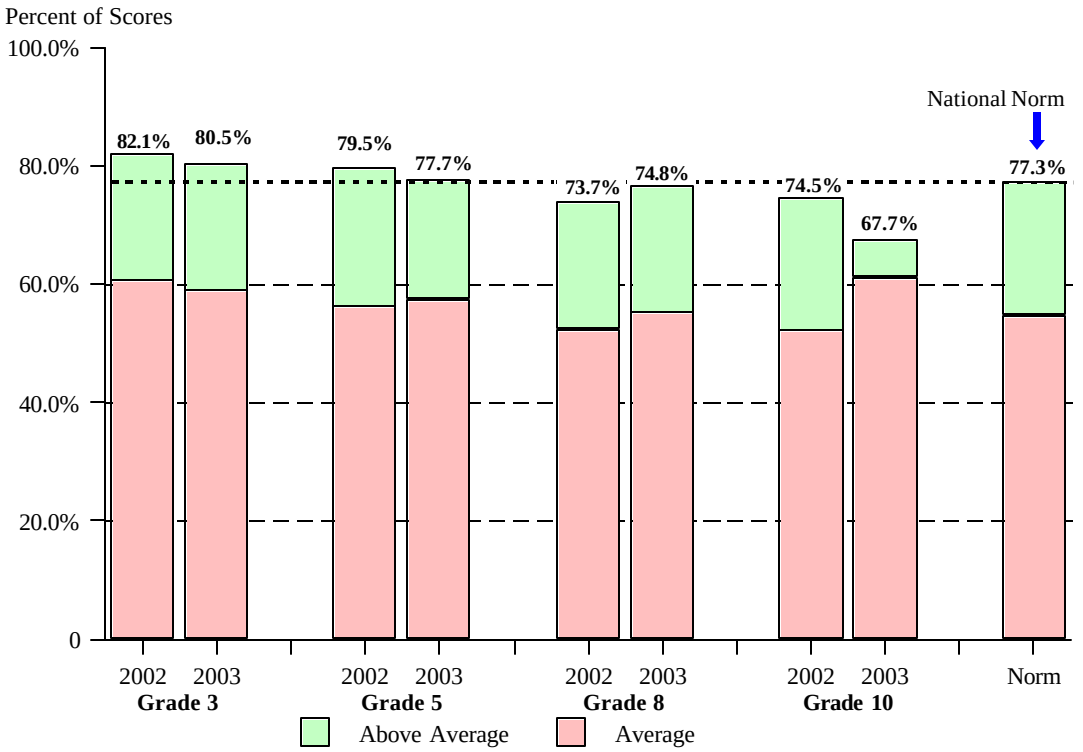
Figure 15. Hawaii Content and Performance Mathematics Assessments, 2002 and 2003



The HCPS assessments in mathematics are substantially more difficult for students than are those in reading. The standards on which the assessments are based are *mathematics* standards, not arithmetic standards; and the tasks on which students are expected to show proficiency are far from trivial. The percentages of students demonstrating proficiency on the HCPS assessments in mathematics in grades 3, 5, 8, and 10 in 2002 and 2003 are shown in **Figure 15**. As with the previous graph, the NCLB criterion that all groups and schools must meet is shown by a blue line. The current NCLB criterion in mathematics is 10% of students scoring proficient or better.

The NCLB criteria for percentage of students proficient will increase in regular steps every two or three years so that they reach the federally mandated standard of 100% of *all* students proficient by 2014. The criterion in reading will rise from 30% of students scoring proficient to 44% for the 2004-05 school year and to 58% in 2007-08. The percentages of students expected to show proficiency rise much faster for mathematics because they still must reach 100% by 2014 and must rise in equal increments. The current NCLB criterion in mathematics will rise from 10% to 28% (almost tripling) in the 2004-05 school year and to 46% in 2007-08. That means that even the best scoring group (3rd graders) in 2002-03 must substantially increase its percentage proficient by next year, when the new NCLB criterion will apply. For students in the other grades, the rising bar represents a truly formidable challenge. It is clear from the data presented here that, the performance of subgroups aside, there will need to be substantial improvement in the percentages of students demonstrating proficiency in both reading and mathematics at all grade levels for the state to "stay ahead of the curve" of rising NCLB expectations.

Figure 16. Stanford Achievement Test, 9th Edition, Reading, 2002 and 2003



Stanford Achievement Test, 9th Edition

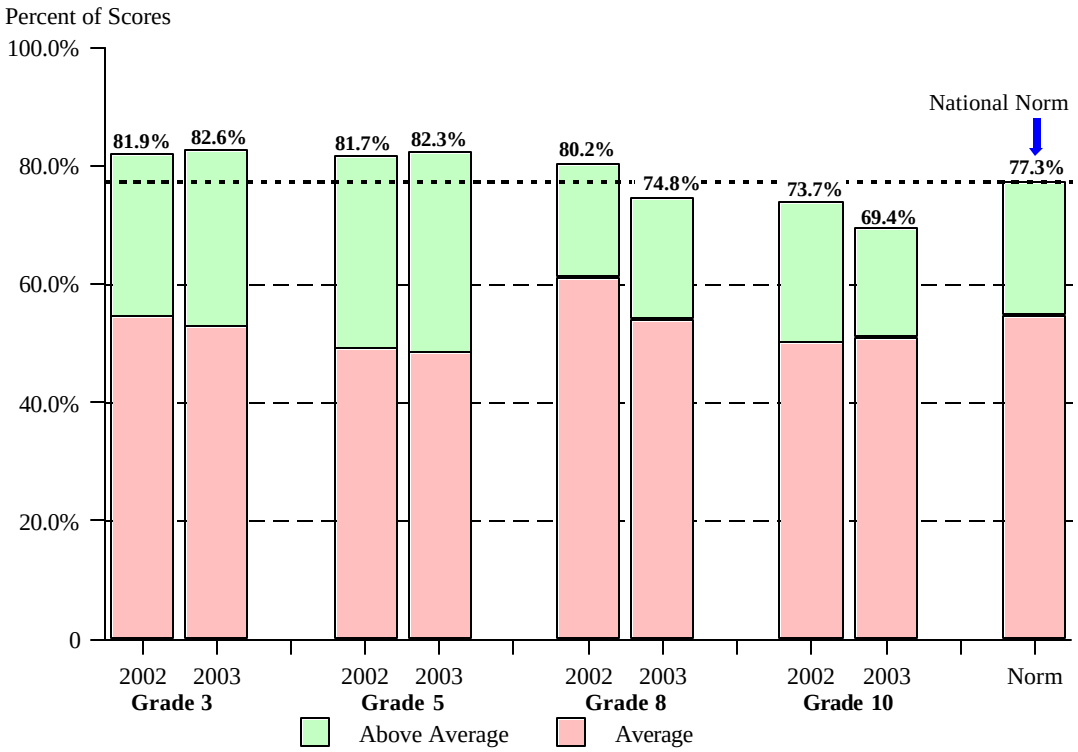
Reading

The performance of Hawaii's students on the Stanford Achievement Test, 9th Edition, (SAT9) is quite different from their performance on the HCPS-II assessments. The SAT9 is norm-referenced; students' scores on this test reflect how well they performed in comparison to a large group (the norm sample) on which the test scores were standardized. Scores are grouped into three sets, *below average*, *average*, and *above average*. **Figure 16** shows the proportions of *average* and *above average* scores on the SAT9 reading for Hawaii's 3rd, 5th, 8th, and 10th grade students in 2002 and 2003, compared to the proportions in those categories for the SAT9's national norms. **Figure 17** (next page) shows the same information for the SAT9 mathematics test. (The proportion that are *below average* can be deduced by subtraction from 100%.)

On these graphs, Hawaii's students look about average, as compared to the SAT9 norm group. The state's 3rd and 5th grade students performed at or a little above the SAT9 norms. The performance of 8th graders was mixed, a little below average in reading, modestly above average in math in 2002 and a little below in 2003. The performance of 10th grade students was below the SAT9 norms on both reading and math. This pattern has been fairly consistent over the years, but we do not have a clear explanation for it. However, there is a consistent drop in 10th graders' scores this year on all four tests that may indicate a one-time cohort effect, a difference reflecting a difference between the 10th grade students this year and those of previous years. This will be clearer if next year's 10th grade scores "bounce back."

Mathematics

Figure 17. Stanford Achievement Test, 9th Edition, Mathematics, 2002 and 2003



Since students' performance looks quite different on the HCPS-II and SAT9, it is worth noting the differences in the two examinations. The HCPS-II assessments are standards-based and use a combination of multiple-choice and "constructed response" questions. Constructed response items require the student to create a response, such as writing a paragraph or explaining the calculations he or she made to arrive at an answer. The student's score on the HCPS-II reflects how well the student has mastered tasks related to specific standards. By contrast, the SAT9 consists solely of multiple-choice questions; there are no essay or constructed response questions. On the SAT9, students' scores reflect where they would have ranked in the norm sample, not their mastery of the test content.

The validity of both HCPS-II and SAT9 test scores depends on the intrinsic motivation of students to do their best. We do know that students' motivation to perform well on tests like the SAT9 declines with age, probably as a normal outgrowth of their growing independence as individuals. The proportions of students who turn in incomplete or even empty answer sheets rises with students' age, and this clearly indicates lack of effort. (Testing practices encourage students to answer every question, using their best guess if they don't know the answer.) There are no explicit incentives for either performance or effort on these tests, and some students may not see the tests as important to them. Since the SAT9 was administered in combination with the HCPS-II, there may also be some frustration with the extent of testing reflected in 8th and 10th graders' performance as well.

Student Suspensions

Students may be suspended from school for four classes of misconduct: Class A, felonies such as assault or burglary; Class B, misdemeanors like gambling, harassment, or trespassing; Class C, violation of department rules; and Class D, violation of local school rules. When a student is suspended for Class A or B misconduct, filing a police report is required by law. Police reports are not required for Class C or D offenses.

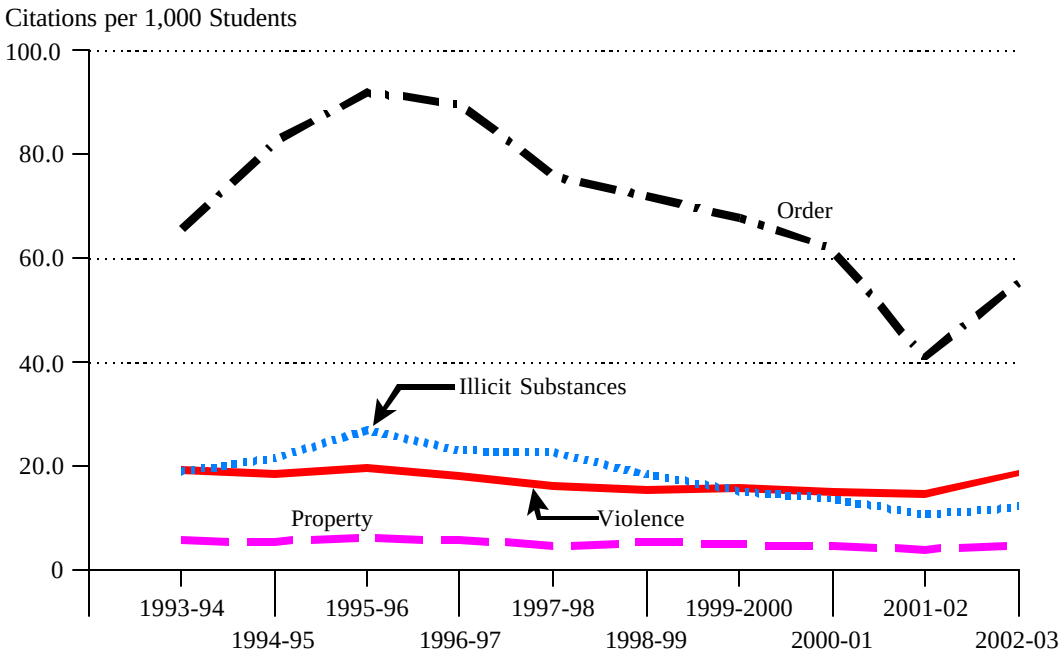
Although the Chapter 19 suspension classifications are related to the general seriousness of the behavior involved, they do not reflect the degree to which students' behavior actually threatened the safety or property of others. Therefore, the specific charges for which students were suspended were also categorized to reflect the degree of threat to safety or property involved. In this analysis, charges were classified by the categories listed in **Table 2** below. The designations in parentheses are the classification codes used by the department under Chapter 19. The incidence rates of offenses in these categories are shown in **Figure 18** (next page). In this analysis there are more offenses than suspensions because a student may have committed more than one offense in the incident for which he or she was suspended from school.

Table 2. Safety Categories Derived from Suspension Charges

Category	Charges Included
Violence	Assault (A01), Dangerous Weapons (A15), Extortion (A07), Firearms (A16), Murder (A18), Robbery (A11), Sexual Offenses (A12), Terroristic Threatening (A13), Harassment (B04)
Property	Burglary (A14), Property Damage (A10), Theft (B09), Trespassing (B10)
Illicit Substances	Alcohol use or possession (A24), Drug Paraphernalia (A23), Marijuana use or possession (A21), Other illicit substance use or possession (A27), Sale of illicit substances (A22), Smoking or Tobacco (C04), Contraband (D01)
Order	Disorderly Conduct (B02), False Alarm (B17), Gambling (B03), Insubordination (C02), Laser Pen or Pointer (C06), Other Prohibited Conduct (D02)

There are some quirks in the discipline data that require explanation. The system of reporting student discipline was changed in 2001-02, and the new system had some problems that are typical of new computer systems, particularly slow response times and unfamiliarity of school personnel with the new system. During that first year with the new system, data were lost. About 3,000 fewer incidents were reported in 2001-02 than in 2000-01. Improvements to the system and training of school personnel brought the numbers of incidents reported in 2002-03 back to a number near that of 2000-01. There were 17,310 offenses cited in student suspensions for the 2002-03 school year, about 17,500 in 2000-02, and 14,300 in 2001-02. The drop in reported incidents in 2001-02 should not be interpreted as reflecting real changes in student misconduct. The drop was an artifact of the change in reporting systems.

Figure 18. Charges Categorized by Type of Incident, 1993-94 to 2002-03



In 2002-03 as in the past, the most prevalent problems reflected in student offenses are breaches of order. The incidence of these offenses peaked in 1995-96 and has steadily declined since. Offenses involving illicit substances also crested in 1995-96 and have declined since. Property offenses have a consistently low level of incidence. The incidence rate of violence may be an exception. That rate had gradually declined since 1995-96, but it increased in 2002-03 back to a rate near that of 1995-96.

The two most frequently cited charges, accounting for over half (52.2%) the total, were for insubordination and disorderly conduct. The third and fourth most frequently cited charges were harassment (8.9%) and assault (6.9%). These two categories account for most of the increase in violent offenses this year. Smoking or other use of tobacco (4.1%) was less frequent than in 2000-01. Citations for possession or use of illicit substances (6.2%) increased from the number in 2000-01. This and the increase in offenses involving violence will bear watching. However, both increases may have resulted in part from greater emphasis by school leaders on dealing proactively with violence, like hazing and bullying, and with the use of illicit substances. Finally, one should note that *no public school* in Hawaii has been identified as a "persistently dangerous school" as defined in compliance with the federal "No Child Left Behind Act."

Notes

1. This report is required by **§302A-1004**, Hawaii Revised Statutes. The development of an educational accountability system, already underway by the department, was requested by Act 371, Session Laws Hawaii 1989. The present system of reports was institutionalized by Act 364, Session Laws Hawaii 1993, as amended by Act 272, Session Laws Hawaii 1994, Act 074, Session Laws Hawaii 1999, and Act 238, Session Laws Hawaii, 2000.

2. U.S. Bureau of the Census, *Statistical Abstract of the United States: 2002* (122nd edition), Washington, D.C., 2002, online, **http://www.census.gov/prod/www/statistical-abstract-us.html**, Table 18 (population), Table 643 (income), Table 430 (expenditures), and Table 429 (revenue). National Center for Education Statistics, *Early Estimates of Public Elementary and Secondary Education Statistics*: School Year 2001-02, NCES 2002-311, online, **http://nces.ed.gov/pubs2002/2002311.pdf**, Table 1 (enrollment).

3. U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2002*, NCES 2003-060, Washington, D.C., 2003, online, **http://nces.ed.gov/pubs2003/2003060.pdf**, Table 81, p. 91. The percetage is calculated by dividing the sum of district "officials and administrators" and "administrative support staff" by the total staff.

4. *Statistical Abstract 2002*, Table 429 (revenue) and Table 430 (expenditures).

5. *Digest of Education Statistics*, Table 157, p. 182. The percentage division between state and local funding is calculated by deleting federal and private contributions from the total. The average federal and private contributions to public education revenues were 7.3% and 2.4% respectively in 1999-2000. "Private" contributions include gifts, tuition, and fees charged to patrons.

6. The view that Hawaii's system of centralized state funding results in a low priority for funding the education of its children is corroborated by a recent study done by the Hawaii Educational Policy Center at the University of Hawaii at Manoa. This study reported that in 1996, Hawaii spent $5,536 *per capita* for all public services, 23.5% *above* the national average. By contrast, the state spent $1,308 *per capita* for all levels of education, 13.1% *below* the national average, and $800 *per capita* on public K-12 education, 24.1% *below* the national average. See Thomas, Scott L. *Comparative Levels of State Support for Public Education in Hawaii*, Honolulu, Hawaii Educational Policy Center, University of Hawaii at Manoa, 2001, p. 8.

7. After being developed by a national education summit of the nation's governors in 1989, the National Education Goals were enacted into law by Congress in 1994 as section 102 of Public Law 103-227 (20 USC 5812). The Hawaii Goals for Education resulted from meetings of state leaders in June and September, 1990. Hawaii State Department of Education, *Hawaii Goals for Education*, RS 91-0163, Honolulu, 1991.

8. The category of all others includes students who dropped out, those who have not finished and are continuing in school, and those who completed school but received certificates of completion instead of diplomas. The latter category is now limited to special education students with individually planned programs tailored to their needs and capabilities.

9. The NCLB criterion for schools, school districts, and states is determined by the higher of two percentages: (1) the percentage of students scoring proficient or better in the lowest scoring group, or (2) the percentage of students scoring proficient in the school at the 20th percentile by enrollment. The latter is determined by listing schools in rank order by percentage proficient and counting up from the lowest ranked school until the total enrollment of schools counted reaches or exceeds 20% of total enrollment. The NCLB criterion must increase at least every three years in equal increments to reach 100% for the school year 2013-14.

Data Tables

Table 3. Enrollment in Hawaii Public and Private Schools, 1993-94 to 2002-03
(Figures 1 and 4)

	1993-94	1994-95	1995-96	1996-97	1997-98	1998-1999	1999-2000	2000-1	2001-2	2002-03
Public										
Elementary	104,227	105,598	107,254	107,979	108,197	107,046	105,509	104,253	103,216	101,375
Secondary	75,649	77,566	79,327	80,506	81,084	80,349	79,527	79,267	80,413	81,423
Total	179,876	183,164	186,581	188,485	189,281	187,395	185,036	183,520	183,629	182,798
Growth	2,953	3,288	3,417	1,904	796	-1,886	-2,359	-1,516	109	-831
Growth Rate	1.7%	1.8%	1.9%	1.0%	0.4%	-1.0%	-1.3%	-0.8%	0.1%	-0.5%
										3.3%
Regular Schools		182,456	185,835	187,641	188,473	186,560	184,252	182,179	180,563	179,448
Percent of Total		84.2%		84.9%	85.0%	84.9%	84.5%	83.9%	83.3%	82.5%
Charter Schools		708	746	844	808	835	784	1,341	3,066	3,350
No. schools		2	2	2	2	2	2	6	22	25
Percent of Total		0.3%		0.4%	0.4%	0.4%	0.4%	0.6%	1.4%	1.5%
Private										
Elementary	16,546	16,191	No	15,504	15,440	15,021	14,868	17,390	16,064	15,870
Secondary	17,031	17,343	Data	17,046	17,126	17,337	18,194	16,304	17,162	18,945
Total	33,577	33,534	Reported	32,550	32,566	32,358	33,062	33,694	33,226	34,815
Percent of Total	15.7%	15.5%		14.7%	14.7%	14.7%	15.2%	15.5%	15.3%	16.0%

Note: Public and charter school enrollments are taken from DOE official enrollment reports. Private school enrollments prior to 1995-96 are from the same source. Subsequent private school enrollments are from Hawaii Council of Private Schools, Private School Enrollment Report, annual. The 2002-03 report is online at http://www.hais.org/forms/enroll0203.pdf.

Table 4. Enrollment by District, 1992-93 to 2002-03
(Figure 2)

	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai
1992-93	34,195	35,763	31,449	19,784	26,318	18,835	10,503
1993-94	34,597	35,985	32,126	19,785	29,946	19,527	10,826
1994-95	34,715	36,575	33,235	19,745	27,703	20,189	10,937
1995-96	35,098	36,436	34,721	19,994	28,083	20,992	11,176
1996-97	35,365	35,985	35,982	20,297	28,257	21,463	11,065
1997-98	35,354	35,538	37,071	19,980	28,508	21,712	11,039
1998-99	35,256	34,706	37,110	19,673	27,993	21,608	10,962
1999-2000	34,743	33,924	36,919	19,424	27,557	21,570	10,821
2000-01	34,217	33,505	37,152	18,985	27,233	21,645	10,697
2001-02	33,277	33,749	37,672	18,268	25,470	21,596	10,443
2002-03	32,800	33,566	38,250	18,019	24,969	21,488	10,263
10 Year Growth	-1,395	-2,197	6,801	-1,765	-1,349	2,653	-240

Table 5. Classroom Shortage or Excess by District, 1994-95 and 2002-03
(Figure 3)

	1994-95						
	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai
Elementary	128	-43	-92	25	-76	-15	-35
Secondary or K-12	68	-54	-99	-10	-99	-80	-56
Total	196	-97	-191	15	-175	-95	-91
	2002-03						
	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai
Elementary	-17	57	9	28	87	26	27
Secondary or K-12	82	-37	-34	0	60	-33	29
Total	65	20	-25	28	147	-7	56

Table 6. Disadvantages Affecting Public School Students in Hawaii, 2002-03
(Figure 5)

	Headcount	Percent
E.S.L. only	2,804	1.5%
Special Education only	7,529	4.1%
Poverty only	61,974	33.9%
Sect. 504 only	846	0.5%
Multiple Disadvantages	20,359	11.1%
Non-Disadvantaged	89,188	48.8%
Total	182,700	100.0%

Table 7. Average Attendance Rates by School Type, 1997-98 to 2002-03
(Figure 6)

	Elementary	Intermediate	High	Multi-Grade	Charter
1997-98	94.4%	93.9%	90.2%	89.7%	95.0%
1998-99	94.7%	93.9%	90.8%	90.1%	95.4%
1999-2000	94.7%	94.1%	90.6%	89.8%	95.2%
2000-01	94.6%	94.1%	91.4%	89.6%	92.5%
2001-02	94.5%	94.0%	91.4%	89.8%	92.1%
2002-03	94.6%	93.9%	91.3%	90.9%	92.8%

Table 8. Ethnicity of Students and Teachers, 2002-03
(Figure 7)

Ethnicity	Students	Teachers
African-American	2.4%	0.6%
Caucasian	14.4%	25.9%
Chinese	3.2%	5.1%
Filipino	20.1%	6.0%
Hawaiian/Part-Hawaiian	26.0%	10.4%
Hispanic	4.6%	0.2%
Japanese	11.0%	37.7%
Korean	1.4%	0.9%
Native American	0.5%	0.0%
Samoan	3.6%	0.4%
Other	12.8%	12.9%
Total	100.0%	100.0%

Table 9. Administrative Staff as a Proportion of Total Staff
Hawaii and Comparison States
(Figure 8)

	Hawaii	Delaware	Nebraska	Rhode Island	Wyoming	U. S. Average
1994-95	2.7%	4.0%	3.6%	3.1%	2.1%	4.0%
1995-96	2.4%	4.0%	3.4%	3.5%	2.3%	3.9%
1996-97	2.3%	4.1%	3.7%	3.3%	3.2%	4.1%
1997-98	2.3%	4.1%	3.6%	3.4%	3.0%	4.0%
1998-99	2.2%	4.0%	3.5%	3.1%	3.8%	3.8%
1999-2000	2.2%	3.3%	3.5%	3.7%	4.1%	3.9%
2000-01	2.1%	4.6%	3.2%	3.6%	4.2%	3.9%

Table 10. Expenditures per Pupil, Hawaii and Comparison States
(Figure 9)

Year	Hawaii	Delaware	Nebraska	Rhode Island	Wyoming	U. S. Average	HI Difference from U.S. Average	
1992-93	$5,332	$5,753	$5,064	$6,501	$5,462	$5,160	$172	3.3%
1993-94	$5,533	$6,101	$5,310	$6,797	$5,534	$5,327	$206	3.9%
1994-95	$5,597	$6,502	$5,555	$7,126	$5,753	$5,529	$68	1.2%
1995-96	$5,560	$6,696	$5,688	$7,304	$5,826	$5,689	-$129	-2.3%
1996-97	$5,633	$7,135	$5,848	$7,612	$5,971	$5,923	-$290	-4.9%
1997-98	$5,858	$7,420	$5,958	$7,928	$6,218	$6,189	-$331	-5.3%
1998-99	$6,081	$7,706	$6,256	$8,294	$6,842	$6,508	-$427	-6.6%
1999-2000	$6,246	$8,097	$6,637	$9,073	$7,494	$6,811	-$565	-8.3%
2000-01	$6,682	$8,609	$7,118	$9,717	$7,883	$7,156	-$474	-6.6%
2001-02	$6,775	$9,612	$7,547	$10,216	$8,203	$7,524	-$749	-10.0%

Table 11. Percentage of Stateand Local Expenditures Allocated to Public K-12 Education
Hawaii and Comparison States
(Figure 10)

	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1994-95	1995-96	1997-98	1998-99
Hawaii	17.3%	16.3%	15.5%	15.0%	13.5%	13.1%	14.3%	14.5%	14.8%	15.5%
Delaware	21.6%	21.4%	21.4%	20.6%	21.3%	22.2%	21.6%	21.2%	21.9%	20.8%
Nebraska	26.0%	26.2%	26.5%	27.2%	26.9%	27.7%	27.7%	27.8%	25.8%	25.5%
Rhode Island	21.4%	20.9%	22.0%	21.8%	19.8%	20.7%	21.4%	22.4%	24.4%	24.1%
Wyoming	26.2%	25.4%	25.1%	24.9%	25.1%	24.7%	23.9%	24.2%	23.6%	23.0%
U. S. Average	24.2%	24.4%	24.3%	24.1%	23.5%	23.4%	23.1%	23.5%	24.2%	24.3%

Table 12. Percentage of State and Local Expenditures Allocated to Public K-12 Education
vs. Per-Pupil Expenditures, All States, 1998-99
(Figure 11)

		Per pupil	Pct. Revenue
United States	US	$6,508	24.3%
Alabama	AL	$5,188	22.7%
Alaska	AK	$8,404	18.9%
Arizona	AZ	$4,672	24.0%
Arkansas	AR	$4,956	23.9%
California	CA	$5,801	21.5%
Colorado	CO	$5,923	23.8%
Connecticut	CT	$9,318	24.5%
Delaware	DE	$7,706	20.8%
District of Columbia	DC	$9,650	15.0%
Florida	FL	$5,790	22.0%
Georgia	GA	$6,092	27.3%
Hawaii	HI	$6,081	15.5%
Idaho	ID	$5,066	24.5%
Illinois	IL	$6,762	25.8%
Indiana	IN	$6,772	26.1%
Iowa	IA	$6,243	23.5%
Kansas	KS	$6,015	24.5%
Kentucky	KY	$5,637	20.9%
Louisiana	LA	$5,548	21.8%
Maine	ME	$7,155	23.9%
Maryland	MD	$7,326	25.2%
Massachusetts	MA	$8,260	22.8%
Michigan	MI	$7,432	28.6%
Minnesota	MN	$6,814	24.3%
Mississippi	MS	$4,565	21.2%
Missouri	MO	$5,855	25.2%
Montana	MT	$5,974	23.7%
Nebraska	NE	$6,256	25.5%
Nevada	NV	$5,587	23.6%
New Hampshire	NH	$6,433	25.7%
New Jersey	NJ	$10,145	30.2%

(Continued on next page)

Table 12. Percentage of State and Local Expenditures Allocated to Public K-12 Education vs. Per-Pupil Expenditures, All States, 1998-99
(Continued)

		Per pupil	Pct. Revenue
United States	US	$6,508	24.3%
New Mexico	NM	$5,440	21.7%
New York	NY	$9,344	22.9%
North Carolina	NC	$5,656	22.6%
North Dakota	ND	$5,442	20.1%
Ohio	OH	$6,590	25.5%
Oklahoma	OK	$5,303	27.1%
Oregon	OR	$6,828	22.1%
Pennsylvania	PA	$7,450	26.1%
Rhode Island	RI	$8,294	24.1%
South Carolina	SC	$5,656	24.6%
South Dakota	SD	$5,259	24.9%
Tennessee	TN	$5,123	22.9%
Texas	TX	$5,685	29.1%
Utah	UT	$4,210	22.8%
Vermont	VT	$7,541	27.1%
Virginia	VA	$6,350	25.3%
Washington	WA	$6,110	22.7%
West Virginia	WV	$6,677	25.2%
Wisconsin	WI	$7,527	27.0%
Wyoming	WY	$6,842	23.0%

Table 13. Estimated Cohort Dropout Rates, Classes of 1997 through 2003
(Figure 12)

	Grade				Estimated Cohort Dropout Rate	
Event Dropout Rate (%)	9	10	11	12		
1993-94 to 1994-95	5.57%	5.72%	7.40%	3.66%		
1994-95 to 1995-96	3.71%	4.02%	5.84%	6.73%		
1995-96 to 1996-97	3.91%	4.32%	5.29%	5.59%		
1996-97 to 1997-98	4.36%	4.54%	5.33%	5.23%	18.6%	Class of '97
1997-98 to 1998-99	4.31%	4.75%	5.86%	5.02%	17.2%	Class of '98
1998-99 to 1999-2000	4.57%	6.11%	6.20%	4.78%	17.8%	Class of '99
1999-2000 to 2000-01	3.85%	4.77%	5.75%	4.33%	18.3%	Class of '00
2000-01 to 2001-02	4.32%	5.16%	6.11%	5.27%	19.8%	Class of '01
2001-02 to 2002-03	3.52%	4.58%	5.63%	3.70%	17.8%	Class of '02
2002-03 to 2003-04	3.43%	4.05%	5.63%	4.88%	18.1%	Class of '03
Average	4.2%	4.8%	5.9%	4.9%		4.9%

Table 14. Hawaii Content and Performance Standards Assessments, 2002 and 2003 (Figures 14 and 15)

		Proficiency Status				Number
		Well Below	Approaching	Meets	Exceeds	Tested
2002						
3rd Grade	Reading	11.5%	46.3%	40.2%	2.0%	14,426
	Mathematics	23.4%	56.5%	18.5%	1.6%	14,426
5th Grade	Reading	14.3%	44.3%	40.1%	1.3%	14,981
	Mathematics	26.2%	53.0%	19.0%	1.8%	14,981
8th Grade	Reading	19.1%	41.7%	37.7%	1.5%	13,431
	Mathematics	31.4%	50.1%	17.1%	1.4%	13,431
10th Grade	Reading	24.3%	40.2%	34.5%	1.0%	11,463
	Mathematics	34.7%	48.7%	15.7%	0.8%	12,043
2003						
3rd Grade	Reading	9.5%	46.6%	40.8%	1.1%	14,247
	Mathematics	18.6%	55.8%	21.9%	2.2%	14,247
5th Grade	Reading	15.0%	42.4%	39.7%	1.1%	14,568
	Mathematics	23.3%	55.7%	18.2%	1.4%	14,568
8th Grade	Reading	9.3%	49.5%	36.4%	0.8%	13,586
	Mathematics	26.9%	52.7%	15.0%	0.7%	13,586
10th Grade	Reading	7.6%	45.1%	34.1%	0.6%	12,533
	Mathematics	14.6%	56.8%	14.4%	0.7%	12,533

Table 15. Stanford Achievement Test, 9th Edition, 2002 and 2003
(Figures 16 and 17)

		Below Average	Average	Above Average
2002				
3rd Grade	Reading	20.0%	58.2%	21.7%
	Mathematics	17.8%	53.5%	28.7%
5th Grade	Reading	22.1%	57.9%	20.0%
	Mathematics	19.7%	47.1%	33.2%
8th Grade	Reading	23.3%	54.4%	22.3%
	Mathematics	24.5%	55.7%	19.8%
10th Grade	Reading	31.5%	61.7%	6.7%
	Mathematics	29.4%	51.8%	18.9%
National Norm		***23%***	***54%***	***23%***
2003				
3rd Grade	Reading	19.5%	59.0%	21.4%
	Mathematics	17.4%	52.9%	29.7%
5th Grade	Reading	22.3%	57.4%	20.3%
	Mathematics	17.7%	48.5%	33.8%
8th Grade	Reading	23.5%	55.2%	21.3%
	Mathematics	25.2%	53.9%	20.9%
10th Grade	Reading	32.3%	61.2%	6.4%
	Mathematics	30.6%	51.1%	18.2%

Table 16. Ch. 19 Charges Categorized by Type of Incident, 1993-94 to 2003
(Figure 18)

	Violence		Property		Illicit Substances		Attendance		Order			
Year	Incidents	Students	Incidents	Students	Incidents	Students	Incidents	Students	Incidents	Students	Total Students	Enrollment
1993-94	3,456	2,056	1,048	671	3,418	2,064	2,952	1,362	11,779	7,207	13,360	179,876
1994-95	3,381	1,851	989	603	3,964	2,032	3,242	1,235	15,105	7,409	13,130	183,164
1995-96	3,660	1,908	1,179	692	5,046	2,391	3,049	1,092	17,212	8,438	14,521	186,805
1996-97	3,464	1,863	1,071	624	4,352	2,190	1,018	393	16,894	8,403	13,424	188,465
1997-98	3,086	1,720	898	563	4,273	2,124	28	15	14,368	7,947	12,352	189,281
1998-99	2,879	1,644	968	631	3,494	1,984	4	4	13,491	7,584	11,847	187,395
1999-2000	2,956	1,631	918	610	2,826	1,597	1	1	12,580	6,851	10,690	185,036
2000-01	2,754	1,531	841	537	2,538	1,435	0	0	11,356	6,473	9,976	183,520
2001-02	2,710	1,820	731	535	1,958	1,356	423	260	7,523	4,979	8,950	183,629
2002-03	3,412	2,837	853	790	2,246	1,804	571	479	10,064	6,764	10,169	182,798