2014 FEB 21 PM 3 16

RECEIVED
DEPT. OF EDUCATION

__X__New Request

____Renewal

SCHOOL COMMUNITY COUNCIL WAIVER/EXCEPTION REQUEST FORM

(Please use one form for each request)

SCHOOL: Pahoa High and Intermediate DATE: February 20, 2014

DISTRICT: Hawaii COMPLEX: Pahoa

Achieved AYP: [ ] _X_NA

School Status:
_X_ "continuous Improvement"

Proficiency Levels and Growth (Strive HI)

Reading	58%	52%
Math	46%	66%
Science	11 %	

***Attach Trend Report.

A. List the specific policy, regulation, rule, procedure or the specific article within the collective bargaining agreement from which the school is seeking relief.

Article VI, section X, #3:
Classroom teachers have no less than 225 aggregate minutes of preparation periods scheduled by the Employer during the teacher's regular work week. A preparation period shall consist of a continuous block of time of not less than forty-five (45) minutes. However, in cases where the scheduled single preparation period exceeds forty-five (45) minutes, the excess minutes shall be considered preparation time. Preparation periods, if scheduled at the end of the day, may be more than forty-five (45) if scheduling allows.

B. Describe 1) the desired change, and 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement. Include specific quantitative, qualitative and longitudinal data to support the need for the request.

1. Desired Change:
The bell schedule developed reflects that the accumulation of minutes in four out of the five days increase the preparation time from 225 minutes to 253 minutes. The floating preparation period exceeds the amount of minutes teachers are allowed. Teachers will be able to use the extra 28 minutes at their discretion to work on lesson plans, do peer observations, peer or group collaboration, work with teacher support personnel.
2. What we hope to accomplish:
   a. Defining of pacing guides aligned to CCSS, acquire additional effective behavior and/or academic strategies through peer observations, reflection on student data with support personnel
   b. Increasing student achievement and student growth, students graduating on time, raise ACT scores, increase college-going rate based on the Strive HI indicator.

C. If a renewal, describe and evaluate the outcomes of the requested change. Explain what was achieved and the impact on student learning. (Include specific quantitative and/or qualitative data.)

n/a

D. Please provide additional information **(data and narrative)** for the following type of request applicable:

D1.) Parent-Teacher Conferences: N/A

D2.) School Attendance Procedures: N/A

D3.) Reporting of Quarterly Grades: N/A

D4.) Modified Assessment Schedule: N/A

D. All Other Requests:

Request to accept Bell Schedule for SY2014-2015 with an additional 28 minutes included in 'teacher preparation time' and reduce 'other' time from 440 minutes to 412 minutes. There is no adverse impact to student achievement in reducing 'other' time by 28 minutes.

ARTVI, CC, 2d:

Four hundred forty (440) minutes to be used during the work week exclusively for: (1)all faculty meetings, (2)departmental meetings, (3)grade level meetings, (4)curriculum meetings, (5)passing time, (6)opening and closing time, (7)recess, (8)homeroom, (9)scheduled activity periods on a voluntary basis, (10)study hall

F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

Date	Type of Meeting	Summary of Outcome
2/20/14	SCC meeting: summarized the waiver and provided a copy of the waiver request form.	Questions asked and answered
12/18/13	Staff reviewed the bell schedule	Addressed clarifying inquires
12/18/13	Full staff meeting: took a secret ballot vote.	Bargaining Unit 5 vote to approve was at 79%
2/20/14	SSC meeting members voted	Vote approved the request

G. SCC Waiver/Exception Signature Page

WAIVER/EXCEPTION SIGNATURE PAGE

The signatures on this page acknowledge that the decision to request the attached waiver/exception was reached through a collaborative process. If this request is an exception to a collective bargaining agreement, the decision by members of the bargaining unit was achieved through consensus. (Because exceptions to collective bargaining agreements involve the rights of other employees, consensus, specifically by affected unit members, is necessary to waive those rights. It is possible for these unit members to agree on a fallback decision-making option provided that the agreement on the fallback option was reached through consensus.)

Administration _____ Date 2/20/14

Community Representative(s) _____ Date 2/20/14

Parent Representative(s) _____ Date 2/20/14

Student Representative(s) _____ Date 2/20/14

Non-certificated Staff Representative(s) _____ Date 02/20/14

Teacher Representative(s) _____ Date 2-20-14

_____ Date 2-20-14

Complex Area Superintendent (CAS): Mary Correa (print name)
This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan.

CAS Signature: _____ Date 2/26/14

HSTA PROCESS CHECK REQUIREMENT:
To ensure that the process to reach the decision for a contract exception request was followed, (the faculty either reached consensus or failing to reach consensus, the faculty held a secret ballot vote that resulted in active faculty members casting a ballot with 66-2/3% or higher affirmative vote), the Teacher Representative should email the UniServ Director with a cc to Raymond Camacho (rcamacho@hsta.org). Please attach a copy of the email sent to the UniServ Director.

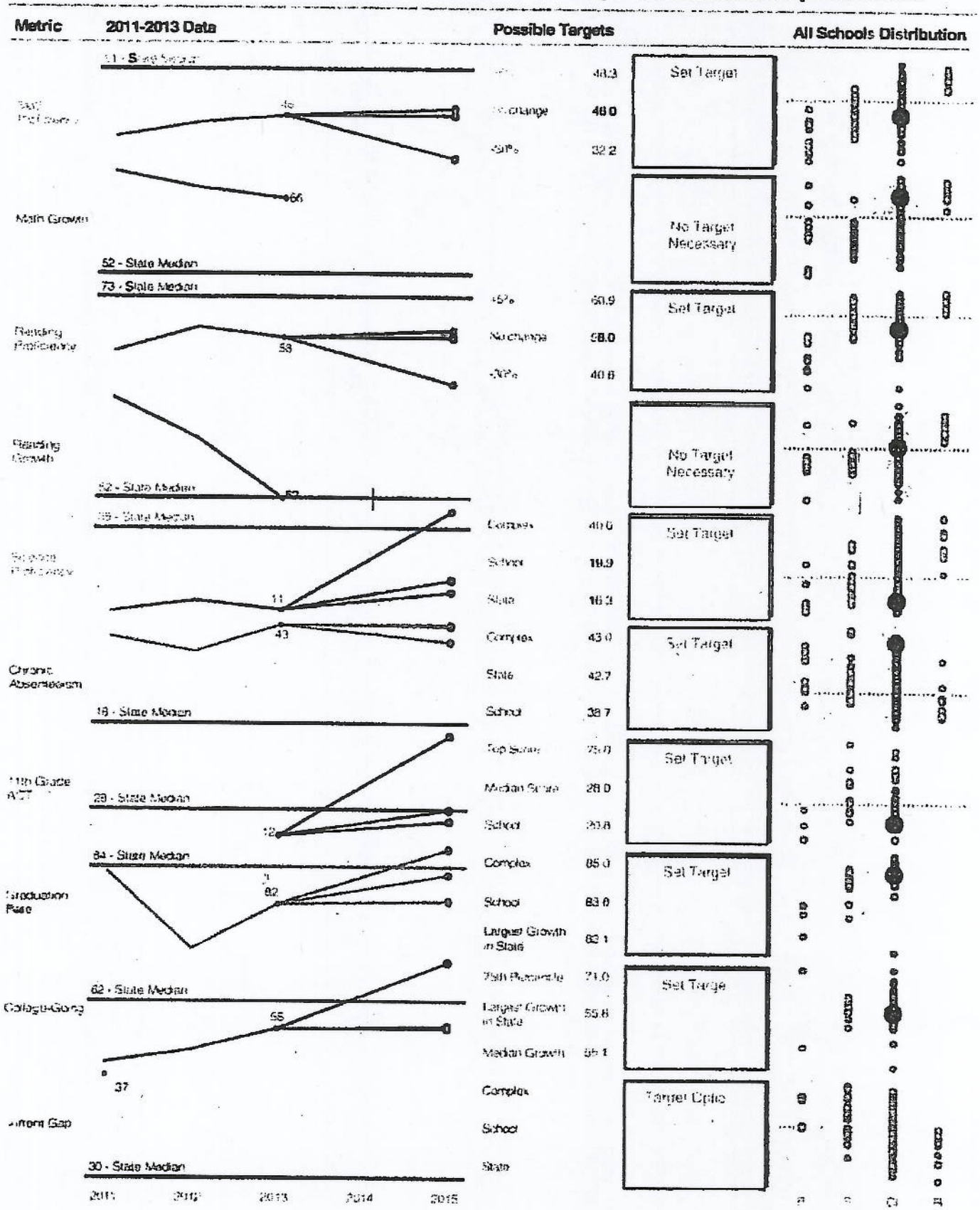
RETURN FORM TO: OCISS, School Renewal and Redesign Section
475 22nd Avenue, Room 109
Honolulu, Hawaii 96816

OR FAX TO: 735-8379

FAILURE TO SUBMIT A COMPLETE AND TIMELY WAIVER/EXCEPTION REQUEST MAY RESULT IN THE REQUEST NOT BEING PROCESSED.

Academic Plan SY 2014-15

Pahoa High & Intermediate Strive HI 2012-13 Step: Continuous Improvement



Fw: Pahoa waver and schedule

Darlene Bee to: Bertha Mundon 02/25/2014 05:03 PM

History: This message has been replied to.

Bertha, is this what Mary needs in order to sign?

Darlene Bee
Principal
Pahoa High & Intermediate School
Pahoa, HI 96778
(808) 965-2150
(808) 965-2153 FAX

---- Forwarded by Darlene Bee/PAHOAH/HIDOE on 02/25/2014 05:02 PM ----

From: Lesa Gomes/PAHOAH/HIDOE
To: ryamanaka@hsta.org, rcamacho@hsta.org
Cc: Darlene Bee/PAHOAH/HIDOE@HIDOE
Date: 02/25/2014 03:57 PM
Subject: Pahoa waver and schedule

This is the copy of the new waver pertaining to Article VI, section X,#3.

Sorry about the earlier mix up

PHS SCC WaiverException Request #2.pdf

Also attach below is the draft of the unit 5 approved bell schedule.

PHIS School Approved Submission Form (Secondary) - SY 2014-15.docx

Updated as of 01/08/2014

383 Pahoa High & Intermediate

Trend Report: Educational and Fiscal Accountability

School Report for School Year 2012-2013

A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2012-13. The *Guide* is available on-line at http://arch.k12.hi.us.

Background

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
School Year	#	#	%	#	%	#	%	%
2010-2011	736	137	18.6%	49	6.7%	570	77.4%	na
2011-2012	663	116	17.5%	47	7.1%	555	83.7%	na
2012-2013	669	125	18.7%	31	4.6%	571	85.4%	na

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	#
2010-2011	51	98.0%	16.0	71%	82%	45.1%	na
2011-2012	49	100.0%	16.4	71%	87%	49.0%	na
2012-2013	50	98.0%	15.4	64%	81%	48.0%	na

Academic Achievement

Hawaii State Assessment Standards-Based	Reading % Proficient by Grade Level							Math % Proficient by Grade Level						
School Year	3	4	5	6	7	8	10	3	4	5	6	7	8	10
2010-2011	na	na	na	na	52.1	54.6	52.9	na	na	na	na	28.8	50.0	43.7
2011-2012	na	na	na	na	49.6	70.6	69.3	na	na	na	na	30.8	50.0	54.5
2012-2013	na	na	na	na	52.7	65.1	53.7	na	na	na	na	39.7	52.8	37.6

Hawaii State Assessment Standards-Based	Science % Proficient by Grade Level			
School Year	4	8	10	HS
2010-2011	na	11.1	10.1	–
2011-2012	na	15.1	12.5	–
2012-2013	na	17.0	–	5.4

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2010-2011	na	na	na	17.2%	10.3%	83.8%	6.0%
2011-2012	na	na	na	6.2%	12.1%	81.6%	6.4%
2012-2013	na	na	na	4.0%	13.0%	84.8%	2.2%

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2010-2011	na	87.9%	na	158	na	31	na	84
2011-2012	na	88.6%	na	106	na	32	na	45
2012-2013	na	86.8%	na	124	na	34	na	28

School	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Quality Survey		Transition from home/preschool to Kindergarten
School Year	Yes/No	Total # of claims	% of claims resulting in loss-time	Positive Responses % of student	Positive Responses % of teacher	School mean (range 1-3)
2010-2011	No	4	0.0%	49.7%	70.5%	na
2011-2012	No	9	0.0%	68.4%	77.7%	na
2012-2013	No	2	0.0%	62.2%	71.5%	na

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2010-2011	--	58	7.9%	69.8%	301
2011-2012	--	--	--	73.5%	899
2012-2013	--	4	0.6%	72.9%	102

Fiscal Accountability

	State General Funds				Significant Budget Changes*
School Year	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2010-2011	$4,761,342	$823,800	$757,762	$66,038	none
2011-2012	$4,615,048	$632,676	$600,975	$31,701	none
2012-2013	$4,980,294	$590,110	$437,539	$152,571	none

*Explanation of Significant Budget Changes

School Year 2012-13

STRIVE HI

Our Students · Our Future · Our Promise

School Accountability Report

Pahoa High & Intermediate

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Hawaii's public schools are striving to prepare all students for success in college, careers, and citizenship in the 21st century. To meet this ambitious goal we must set high expectations, regularly review our progress, and provide customized support to every student, educator, and school.

This year, the Hawaii Department of Education launched the Strive HI Performance System – Hawaii's new, federally approved school accountability and improvement system. It is designed to provide better information to parents, communities, educators and policymakers to help them better understand school performance. It also helps system leaders tailor rewards, support and interventions for schools based on their individual needs.

The first annual results of the Strive HI Performance System are promising. The state is on-track to graduate more college- and career-ready students. We made significant progress on one of our most important priorities: closing achievement gaps between student groups. And a majority of the state's lowest-performing schools made tremendous growth after receiving targeted supports in the "Zones of School Innovation.". For more information go to http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/RaceToTheTop/Pages/ZSI.aspx.

About This Report

Each year, the Department will publish this Strive HI Accountability Report to provide Hawaii stakeholders with important statewide and school-by-school data. Over the next year, the Department will engage stakeholders (including educators, parents and community members) to gain feedback on how to improve the design of these reports to make them more user-friendly and meaningful. More information to come about how to participate in this process.

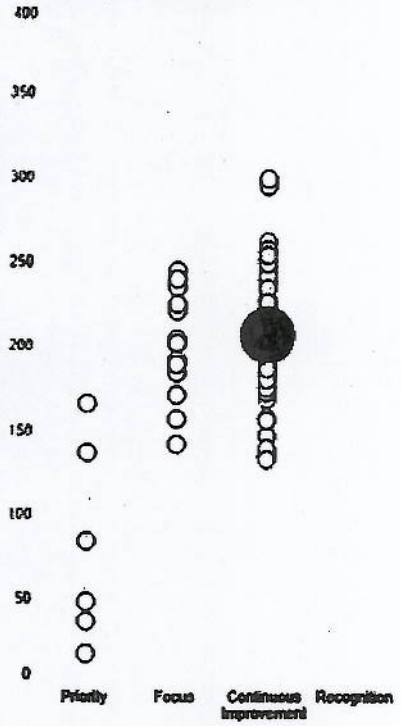
More information about the Strive HI Performance System can be found at HawaiiPublicSchools.org.

Strive HI: Performance Index and Classification Summary

Pahoa High & Intermediate Strive HI 2012-13 Step: **Continuous Improvement Index Score: 207**

	Indicator	School	State	Definition
Achievement	Math Proficiency	46%	60%	The proportion of students who scored proficient or higher on the state assessment. For mathematics and reading, students were tested on the Hawaii State Assessment in grades 3-8 and 10. For science, exams occur in grades 4, 8, and as a high school end-of-course Biology exam.
	Reading Proficiency	58%	72%	
	Science Proficiency	11%	34%	
Growth	Math Median SGP	66		An individual student's growth percentile compares her learning gains to all Hawaii students with a comparable test history. (Similar to a pediatrician's height and weight chart, a student with an 87 Student Growth Percentile gained more than 87 percent of her academic peers). A school's Median Student Growth Percentile (SGP) summarizes the individual learning gains of all of its students
	Reading Median SGP	52		
Readiness	11th Grade ACT	12%	34%	University of Hawaii research finds that a 19 on the ACT (scored from 1-36) predicts success in college courses
	Graduation Rate	82%	82%	The percentage of students who graduated within four years with a regular diploma.
	College-Going Rate	55%	63%	The proportion of students who enrolled in a 2- or 4-year college within 16 months of high school graduation.
Achievement Gap	Non High-Needs Proficiency	81%	83%	Achievement gaps are calculated between high-needs students (English language learners, economically disadvantaged, or students with disabilities) and non high-needs students. These proficiency rates combine math and reading proficiency
	High-Needs Proficiency	51%	55%	
	Current-Year Gap Rate	--%	33%	The Current Gap Rate measures the most recent gap on the Hawaii State Assessment. A larger Gap Rate means a more severe gap
	2-Year Gap Reduction Rate	--%	12%	The 2-Year Gap Reduction Rate measures how well the school has closed the gap over the past two years. A larger Gap Reduction Rate means the gap closed more.

High School Distribution by Strive HI Classification



Based on the indicators on the left, schools receive a total index score out of 400. Based on that score and other factors, schools are grouped into five categories: Recognition, Continuous Improvement, Focus, Priority and Superintendent's Zone. The highest performing schools are in the Recognition category, and the lowest would be in Superintendent's Zone, although no schools were classified there this year

Use this chart to help understand how your school performed relative to other high schools in the state

Each circle is a school, and the highlighted circle is this particular school. Schools are plotted on the vertical axis according to how many points they earned on the Strive HI Index, and are grouped by Strive HI Classification along the horizontal axis. An interactive version of this chart is available here: tinyurl.com/interactivestrivehi

207 pts of 400 pts

To access additional resources explaining the Strive HI Index, the Strive HI Classification System and answers to other frequently asked questions go to hawaiipublicschools.org

Numbers may be rounded for presentation purposes.

Data may be suppressed for a variety of reasons:

- An asterisk (*) protects student identity in accordance with the Family Educational Rights and Privacy Act
- A dashed line (--) indicates data are missing or unavailable.
- Any result not applicable (n/a) signifies that the data are not appropriate to calculate or not reportable because the number of students is too small or the metric doesn't apply to this school

Strive HI: Student Group Performance Report

The Student Group Performance Report disaggregates key outcomes across student subgroups that include economically disadvantaged, disabled, English language learners, and five federally defined race and ethnic groups. In addition, Hawaii provides further breakdowns for Asian, Native Hawaiian, and Pacific Islander to more accurately reflect the State's population demographics.

Based on Strive HI Index scores and key graduation and achievement gap measures, a school is classified into one of five categories: Recognition, Continuous Improvement, Focus, Priority, or Superintendent's Zone. Schools classified as a High Performance Recognition School must meet all targets on its Student Group Performance Reports.

Each school's Student Group Performance Report can be found on the school's webpage on the Department's website at HawaiiPublicSchools.org

	Reading				Math				Science			
State Target	Participation 95%		Proficiency 72%		Participation 95%		Proficiency 64%		Participation 95%		Proficiency 34%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
State: All Students	99%		72%		99%		60%		98%		34%	
All Students	98%	Yes	58%	No	98%	Yes	46%	No	95%	Yes	11%	No
Disadvantaged	99%	Yes	57%	No	99%	Yes	47%	No	96%	Yes	11%	No
Disabled (SPED)	96%	Yes	6% ii	No	96%	Yes	5% ii	No		n/a	n/a ii	No
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a
Asian/Pacific Islander	98%	Yes	58%	No	98%	Yes	47%	No	94%	No	10%	No
Black		n/a		n/a		n/a		n/a		n/a		n/a
Hispanic		n/a		n/a		n/a		n/a		n/a		n/a
Native American		n/a		n/a		n/a		n/a		n/a		n/a
White	98%	Yes		n/a	98%	Yes		n/a		n/a		n/a
Asian	98%	Yes	72%	Yes	98%	Yes	64%	Yes		n/a		n/a
Native Hawaiian	98%	Yes	54%	No	98%	Yes	43%	No	98%	Yes	8%	No
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a

Source of Displayed Percentage Value

i ELL and ELL Exits Proficiency Rate

ii SPED and SPED Exits Proficiency Rate

Notes: Reported proficiency rates are actual, unadjusted rates. Proficiency rates on this report may differ from the Strive HI Index and Classification Report due to a participation rate penalty applied to some low participation rate schools under Strive HI calculations.

If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

Cells with too few students (less than 40) are designated "n/a" due to reliability concerns.

Strive HI accountability proficiency results may differ from assessment proficiency results. Only students enrolled in the school for a full school year are included in Strive HI accountability results for proficiency.

Graduation Rates

All states, including Hawaii, are required to calculate graduation rates using a four-year adjusted cohort rate as defined in federal 2008 regulations.

The four-year adjusted cohort graduation rate is federally defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding students who subsequently transfer into the cohort and subtracting students who subsequently transfer out, emigrate to another country, or are deceased. Special Education students receiving certificates of completion and students taking more than four years to complete high school are not included as graduates

	Graduation	
Performance Target	High School ≥ = 82%	
	%	Met?
State: All Students	81%	
All Students	82%	Yes
Disadvantaged	82%	Yes
Disabled (SPED)		n/a
Limited English (ELL)		n/a
Asian/Pacific Islander	80%	No
Black		n/a
Hispanic		n/a
Native American		n/a
White		n/a

Notes: If asterisked, results are suppressed to protect student identity. In accordance with the Family Educational Rights and Privacy Act (FERPA).

Cells with too few students (less than 40) are designated "n/a".

Student Group Assessment Results

Assessment Results

	Reading					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	98%	58%	15%	26%	41%	17%
Disadvantaged	99%	58%	15%	27%	41%	16%
Disabled (SPED)	96%	7%	59%	34%	7%	*
Limited English (ELL)	100%	35%	17%	48%	35%	*
Asian/Pacific Islander	98%	58%	16%	26%	43%	15%
Black	*	*	*	*	*	*
Hispanic	100%	63%	8%	29%	46%	17%
Native American	*	*	*	*	*	*
White	98%	59%	20%	22%	29%	29%
Asian	98%	73%	10%	18%	52%	21%
Native Hawaiian	98%	54%	18%	27%	42%	12%
Pacific Islander	100%	52%	6%	42%	42%	10%
Male	98%	53%	20%	27%	37%	16%
Female	98%	64%	10%	26%	46%	19%
Migrant	*	*	*	*	*	*
AA Students	*	*	*	*	*	*

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.

In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in reading.

	Reading Percent Proficient	
Grade	2011-12	2012-13
7	50%	53%
8	71%	65%
10	69%	56%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment Results

	Math					
	% Tested	% Proficient	% In Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	98%	44%	32%	24%	30%	15%
Disadvantaged	99%	45%	31%	24%	30%	14%
Disabled (SPED)	96%	4%	80%	16%	4%	*
Limited English (ELL)	100%	13%	48%	39%	13%	*
Asian/Pacific Islander	98%	45%	28%	26%	31%	15%
Black	*	*	*	*	*	*
Hispanic	100%	33%	42%	25%	17%	17%
Native American	*	*	*	*	*	*
White	98%	41%	46%	12%	29%	12%
Asian	98%	60%	21%	19%	31%	29%
Native Hawaiian	98%	42%	30%	28%	30%	12%
Pacific Islander	100%	32%	32%	35%	29%	3%
Male	98%	45%	34%	21%	31%	14%
Female	98%	44%	29%	27%	28%	15%
Migrant	*	*	*	*	*	*
AA Students	*	*	*	*	*	*

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.

In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discreet subgroups to more accurately reflects the State's population demographics.

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in math.

	Math Percent Proficient	
Grade	2011-12	2012-13
7	31%	40%
8	50%	54%
10	55%	40%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment Results

	Science					
	% Tested	% Proficient	% In Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	95%	11%	46%	42%	11%	1%
Disadvantaged	96%	12%	45%	43%	11%	1%
Disabled (SPED)	93%	*	*	*	*	*
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	94%	10%	44%	46%	9%	1%
Black	n/a	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
White	93%	26%	48%	26%	26%	*
Asian	100%	13%	36%	51%	13%	*
Native Hawaiian	98%	8%	48%	44%	7%	1%
Pacific Islander	94%	5%	50%	45%	5%	*
Male	95%	14%	46%	40%	14%	*
Female	94%	9%	46%	45%	8%	1%
Migrant	n/a	*	*	*	*	*
AA Students	*	*	*	*	*	*

Notes: The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.

In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in science.

	Science Percent Proficient	
Grade	2011-12	2012-13
8	15%	17%
HS	–	5%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

High school (HS) science is based on a Biology I End-of-Course Exam. In 2012-13, a new biology exam was administered making 2011-12 and 2012-13 results inappropriate to compare, and thus results for 2011-12 are not reported.

College-Going and College Credit-Accumulation by Student Group

College-going and college credit-accumulation rates are report by: (a) all students, (b) economically disadvantaged, (c) students with disabilities, (d) English language learners, (e) seven federal race/ethnicity categories, and (f) gender.

College-Going: Counts are based on students who graduate from high school, who then enroll in an institution of higher education (IHE) within 16 months of receiving a regular high school diploma. Source data are compiled by the National Student Clearinghouse. The cohort represents the 2010-11 school year.

Credit-Accumulation: Counts are based on students who graduate from high school, who then enroll in the University of Hawaii system within 16 months of receiving a regular high school diploma and complete at least one year's worth of college credit (applicable toward a degree) within two years of enrollment. Source data are from the Hawaii P-20 Partnership for Education (Hawaii P-20) program. The cohort represents the 2009-10 school year.

	College-Going (2010-11 Cohort)			College-Credit Accumulation (2009-10 Cohort)		
	HS Diploma	Enrolled in IHE	College-Going Rate	Enrolled in UH System	1 yr - credit Earned	Accumulation Rate
All Students	108	59	55%	44	23	52%
Disadvantaged	77	40	52%	31	12	39%
Disabled (SPED)	22	6	27%	*	*	*
Limited English (ELL)	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Multiple	*	*	*	*	*	*
Male	55	29	53%	20	11	55%
Female	53	30	57%	24	12	50%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Data are reported for the State as a whole since the Hawaii State Department of Education (HIDOE) functions as both the State Education Agency (SEA) and Local Education Agency (LEA).

Teacher Qualifications

The percentages of all public elementary and secondary teachers in the State of Hawaii who have the following types of professional qualifications are reported below.

	Full License	Emergency Hire (CTE, Niihau & Emergency Hire Special Permits)
2010-11	98%	2%
2011-12	100%	0%
2012-13	98%	2%

Notes: Due to rounding, the percentages may not sum to 100%
CTE = Career Technical Education.

Full License

A fully licensed teacher has at least a baccalaureate degree; has completed a State Approved Teacher Education Program (SATEP); has passed Praxis tests (or equivalent) and has a teacher licensure issued by the Hawaii Teacher Standards Board.

Emergency Hire

Teachers with at least a baccalaureate degree may be hired on an emergency basis when there is a position for which fully licensed teachers are not available. A teacher on emergency hire status must annually demonstrate active pursuit of obtaining a Hawaii teacher license. Emergency hires are teachers who have not met the full requirements of licensure.

Classes Not Taught By Highly Qualified Teachers

Below is the percentage of core academic content classes at the school not taught by "highly qualified" teachers as defined under ESEA (Elementary and Secondary Education Act).

		Percent
Classes Not Taught by Highly Qualified Teachers	2010-11	18%
	2011-12	13%
	2012-13	19%

Note. The procedures and decision rules regarding the collection and summarizing of this type of data have been revised from year-to-year. Thus, comparisons between years should not be made at this time.

To comply with ESEA requirements, a teacher who is highly qualified is defined as a teacher who:

1) Holds at least a baccalaureate degree; and
2) Is fully licensed by the Hawaii Teacher Standards Board; and
3a) Has passed a state required test of subject matter knowledge in each core academic subject taught; or
3b) Has a major (or the equivalent of a major which is 30 semester hours) in each core academic subject area taught; and
4) Is properly assigned at the grade levels for which the teacher is licensed.

There is an exception in ESEA that recognizes teachers participating in certain alternative routes to licensure.

National Assessment of Educational Progress (NAEP) Mathematics and Reading Results for Hawaii

The NAEP or National Assessment of Educational Progress is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, and the Department of Defense Schools participate in mathematics and reading assessments every two years, with 2012-13 being the most recent year for the NAEP.

NAEP differs from the Hawaii State Assessment (HSA). NAEP remains a paper-and-pencil assessment. NAEP standards may or may not align with the standards assessed on the HSA. NAEP results are based on samples of students across Hawaii public and public charter schools rather than including all grade 4 and grade 8 students.

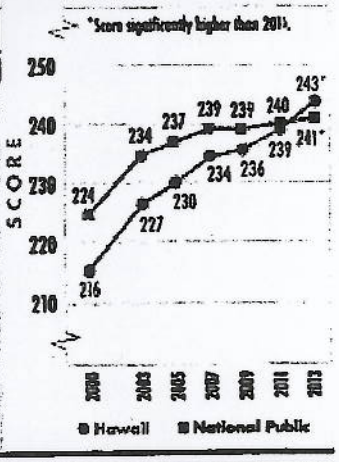
The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results along the following "achievement levels:" Advanced (A), at and above Proficient (P+), at and above Basic (B+), and Below Basic (BB). NAEP defines Advanced as "superior performance. Proficient represents "...solid academic performance [in which] students have demonstrated competency over challenging subject matter." NAEP defines Basic as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."

The graphs on the right side of the next pages illustrate Hawaii and national trends. These trend graphs mostly indicate gains, in which gaps between Hawaii scores or percentages and those of public schools nationally have narrowed. For mathematics, Hawaii's fourth-graders not only bridged the gaps, but soared above the national averages in scale score, percent of students achieving at or above Proficient, and percent of students achieving at or above Basic. In regard to average scale score, in 2011, Hawaii was the only state to make statistically significant gains in all four subjects. In 2013, Hawaii was one of four states plus the Department of Defense Schools and the District of Columbia to make significant gains in three or more of the four assessments.

In addition to data pertaining to All Students, there are student subgroups that include economically disadvantaged as measured by eligibility for free or reduced-price lunch, disabled or students with an Individual Education Plan, English-language learners, and students grouped by placement in one of the federal ethnicity/race categories. This year's report also includes exclusion rates.

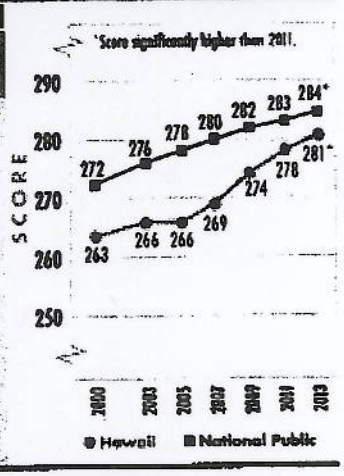
2013 GRADE 4 MATHEMATICS

Grade 4 Student Group	HAWAII Avg Scale Score	% of Tested	% of Students at Each Achievement Level A	P+	B+	BB	Exclusion %	NATIONAL PUBLIC Avg Scale Score	% of Tested	% of Students at Each Achievement Level A	P+	B+	BB	Exclusion %
All Students	243	100	9	46	83	17	1	241	100	8	41	82	18	2
Econ Disadvantaged	234	52	4	33	76	24		230	54	2	26	73	27	
Disabled (IEP Only)	202	9	#	7	34	66	8	216	11	2	16	53	47	10
Eng-Lang Learners	209	8	1	8	45	55	7	219	11	1	14	59	41	4
Asian/Pacific Islander	241	69	7	42	81	19		258	5	23	64	91	9	
Black	232	2	1	34	76	24		224	16	1	18	66	34	
Hispanic	241	6	8	43	83	17		230	25	2	26	73	27	
Native American	+	#	+	+	+	+		228	1	2	24	70	30	
White	253	16	15	60	91	9		250	51	10	54	91	9	
A/PI includes 2+	242	76	8	44	82	18		254	8	19	58	90	10	
Two or More Races	249	7	12	56	87	13		244	3	9	45	86	14	
Asian	249	36	12	54	88	12		260	5	24	67	93	7	
Hawaii/Pacific Islander	232	33	3	30	74	26		235	#	4	32	77	23	



2013 GRADE 8 MATHEMATICS

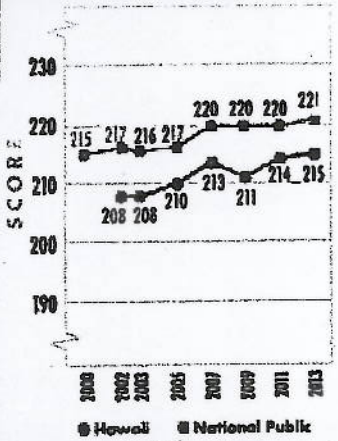
Grade 8 Student Group	HAWAII Avg Scale Score	% of Tested	% of Students at Each Achievement Level A	P+	B+	BB	Exclusion %	NATIONAL PUBLIC Avg Scale Score	% of Tested	% of Students at Each Achievement Level A	P+	B+	BB	Exclusion %
All Students	281	100	7	32	72	28	2	284	100	8	34	73	27	2
Econ Disadvantaged	273	52	4	24	63	37		270	50	3	20	61	39	
Disabled (IEP Only)	231	11	#	2	16	84	8	245	11	2	7	31	69	11
Eng-Lang Learners	251	10	1	7	38	62	8	245	5	1	5	31	69	7
Asian/Pacific Islander	280	71	7	31	70	30		306	5	25	61	87	13	
Black	+	2	+	+	+	+		263	15	2	14	51	49	
Hispanic	280	6	7	28	70	30		271	23	3	21	62	38	
Native American	+	1	+	+	+	+		270	1	3	21	60	40	
White	290	13	9	41	81	19		293	53	11	44	83	17	
A/PI includes 2+	280	78	7	31	70	30		300	7	21	53	83	17	
Two or More Races	285	6	9	38	73	27		286	2	10	37	76	24	
Asian	291	36	11	43	80	20		308	5	27	62	88	12	
Hawaii/Pacific Islander	267	35	2	18	59	41		274	#	4	24	66	34	



Notes: (A) # = Rounds to Zero. (B) Percentages reported under achievement levels P+ and B+ are cumulative. P+ reflects those students who are Advanced or Proficient. B+ reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels). (C) + = Too few to allow release of data.

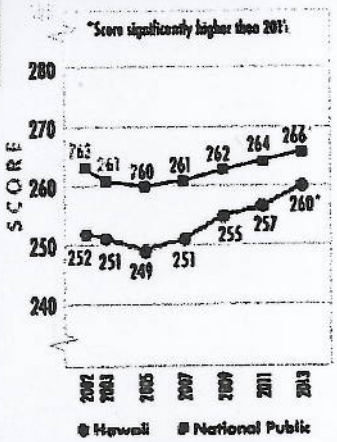
2013 GRADE 4 READING

Grade 4 Student Group	Hawaii Avg Scale Score	Hawaii % of Tested	Hawaii % of Students at Each Achievement Level A	P+	B+	BB	Hawaii % Excluded	National Public Avg Scale Score	National Public % of Tested	National Public % of Students at Each Achievement Level A	P+	B+	BB	National Public % Excluded
All Students	215	100	7	30	62	38	2	221	100	8	34	67	33	3
Econ Disadvantaged	201	52	3	17	47	53		207	54	3	20	53	47	
Disabled (IEP Only)	156	9	1	4	13	87	14	181	11	1	9	28	72	17
Eng-Lang Learners	166	7	#	3	14	86	10	187	10	1	7	31	69	8
Asian/Pacific Islander	211	69	5	26	57	43		235	5	18	51	79	21	
Black	223	2	9	37	69	31		205	15	2	17	50	50	
Hispanic	211	6	5	26	60	40		207	25	3	19	52	48	
Native American	+	1	+	+	+	+		206	1	2	24	70	30	
White	231	15	13	46	78	22		231	51	11	45	79	21	
A/PI includes 2+	212	76	6	27	58	42		232	8	15	47	77	23	
Two or More Races	223	7	10	37	71	29		225	3	10	39	71	29	
Asian	218	36	8	33	65	35		237	5	18	53	81	19	
Hawaii/Pacific Islander	203	33	2	18	49	51		210	#	5	25	56	44	



2013 GRADE 8 READING

Grade 8 Student Group	Hawaii Avg Scale Score	Hawaii % of Tested	Hawaii % of Students at Each Achievement Level A	P+	B+	BB	Hawaii % Excluded	National Public Avg Scale Score	National Public % of Tested	National Public % of Students at Each Achievement Level A	P+	B+	BB	National Public % Excluded
All Students	260	100	2	28	71	29	2	266	100	4	34	77	23	2
Econ Disadvantaged	251	52	1	20	62	38		254	49	1	20	66	34	
Disabled (IEP Only)	212	11	#	2	19	81	11	228	10	#	6	35	65	16
Eng-Lang Learners	224	10	#	3	29	71	9	225	5	#	3	30	70	10
Asian/Pacific Islander	257	71	2	25	69	31		279	5	9	50	85	15	
Black	258	3	2	27	71	29		250	15	1	16	60	40	
Hispanic	258	6	2	25	70	30		255	23	2	21	67	33	
Native American	+	1	+	+	+	+		252	1	1	19	63	37	
White	274	13	5	45	83	17		275	53	5	44	85	15	
A/PI includes 2+	258	77	2	26	69	31		276	7	8	47	83	17	
Two or More Races	265	6	3	33	78	22		269	2	5	38	79	21	
Asian	265	36	3	33	75	25		280	5	10	52	86	14	
Hawaii/Pacific Islander	249	35	1	17	62	38		258	#	1	27	69	31	



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