

New Request

Renewal

**SCHOOL COMMUNITY COUNCIL  
WAIVER/EXCEPTION REQUEST FORM**

(Please use one form for each request)

SCHOOL: Waialua High & Intermediate

DATE: February 12, 2014

DISTRICT: Central

COMPLEX: Waialua

School Strive HI Status:

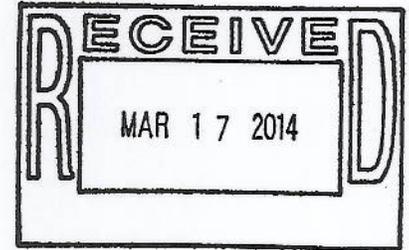
Recognition

Continuous Improvement

Focus

Priority

Superintendent's Zone



**\*\*\*Attach Trend Report and Strive HI Performance System School 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 – Teaching Conditions and Hours; R: Preparation Period, 3a) Length of Preparation Period

- 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.

In order to comply with ACT 167 the schedule voted upon by the faculty provides for 224 preparation minutes for the teacher, which is a minute less than the 225 preparation minutes due to the floating preparation period.

- 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.)

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

**D1.) Parent-Teacher Conferences:**

For a waiver from the DOE Regulation 4510.3 Released Time for Conferences to Report Student Progress, the Superintendent requires that a parent satisfaction survey be conducted and the survey results submitted.

Number of surveys distributed	
Number of surveys returned	
Number of parents in favor	
Number of parents not in favor	
Number of parents undecided	

Summary:

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**D2.) School Attendance Procedures:**

For a waiver from the DOE School Attendance Procedures, Revised August 2001, a comparison of attendance data over a three (3) year period of time is required. Explain the increase or decrease in attendance rates. Provide provisions for allowing students to make-up missed work.

School Year	% of average daily attendance

Rationale:

**D3.) Reporting of Quarterly Grades:**

For an exception from the collective bargaining contract for teachers for Reporting Quarterly Grades for Schools, an explanation of the interventions provided and the impact on student learning is required.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

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**D4.) Modified Assessment Schedule:**

For an exception from the collective bargaining contract for teachers for a Modified Assessment Schedule, an explanation of the interventions provided and the impact on student learning is required. Describe tutorial opportunities provided for students during the assessment week.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

**E. All Other Requests:**

Provide information and explanation as indicated in Sections A, B, and C, and other additional information applicable.

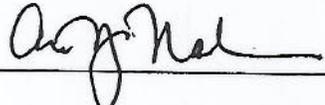
F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

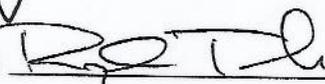
Date	Type of Meeting	Summary of Outcome
12/4	Faculty & staff	discussion
12/12/2014	Faculty	Discussion on various bell options
1/8/2014	Faculty	Faculty voted for bell schedule similar to 2012-2013, but lengthened the periods to comply with ACT 167 w/ floating prep period
1/16/2014	SCC	Shared, discussed and approved

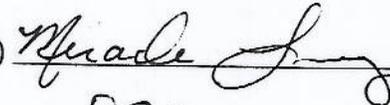
G. SCC Waiver/Exception Signature Page

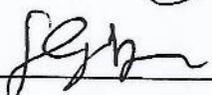
**WAIVER/EXCEPTION SIGNATURE PAGE**

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 3/13/2014

Community Representative(s)  Date 3/13/2014

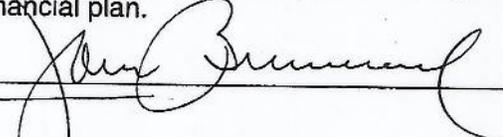
Parent Representative(s)  Date 3/13/2014

Student Representative(s)  Date 3/13/2014

Noncertificated Staff Representative(s)  Date 3/13/2014

Teacher Representative(s)  Date 3/13/14  
Date \_\_\_\_\_

Complex Area Superintendent (CAS): John Brummel (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 3/14/14

**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 22<sup>nd</sup> 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.**



Hawaii Department of Education  
 School Schedule Submission Form - School Year 2014-15 (Secondary)

**SCHOOL INFORMATION**

<b>Complex Area Name</b> Leilehua-Mililani-Waialua		<b>Complex Name</b> Waialua	<b>School Name</b> Waialua High and Intermediate	
<b>Principal</b>	Select one: <input type="checkbox"/> The submitted schedule is in compliance with requirements. <input checked="" type="checkbox"/> The submitted schedule is not in compliance with requirements and we will seek a BOE waiver or contract exception.		<b>Signature</b> 	<b>Date</b> 2/11/14
<b>Complex Area Superintendent</b>	Select one: <input type="checkbox"/> The submitted schedule is in compliance with requirements. <input checked="" type="checkbox"/> The submitted schedule is not in compliance with requirements and the school will need to seek a BOE waiver or contract exception.		<b>Signature</b> 	<b>Date</b> 2/11/14

**SUMMARY OF SCHEDULE**

TEACHER CALENDAR - TEACHER DAYS		Scheduled (Date or Description)
Work days without students	2 days at beginning of school year for administrator-initiated activities	July 28, 2014 & July 29, 2014
	2 days at beginning of school year for teacher-initiated activities	July 30, 2014 & July 31, 2014
	1 day scheduled between semesters for grading and other teacher-initiated activities	January 9, 2015
	2 days for school planning and collaboration	September 15, 2014 February 2, 2015
	1 day at the end of the school year	June 4, 2015
	Other days without students	
Hours contiguous to the teacher work day for collaboration & professional development	21 hours for use in 1 hour increments	8/13/14; 8/20/14; 9/10/14; 9/17/14; 9/24/14; 10/15/14; 10/29/14; 11/5/14; 11/12/14; 12/3/14; 12/10/14; 1/14/15; 1/21/15; 1/26/15; 2/11/15; 2/25/15; 3/4/15; 4/1/15; 4/8/15; 4/15/15; 4/29/15
	6 hours for use in multiples of 1/2 hour increments	8/25/14; 9/15/14; 10/13/14; 11/3/14; 11/17/14; 12/8/14; 1/26/15; 2/9/15; 3/2/2015; 3/30/2015; 4/13/2015; 5/4/2015
	Additional information (if applicable)	

OTHER REQUIREMENTS	DESCRIBE
Secondary students have access to coursework in order to earn more than 6 credits per year.	Waialua High & Intermediate is on a 7 period bell schedule

**ADDITIONAL COMMENTS FROM PRINCIPAL (OPTIONAL)**



## SUMMARY OF SCHEDULE

In the "Number of Actual Minutes..." column, insert the number of minutes scheduled. Repeat that number in the applicable blue and green columns. In the "Total" row, tally the total number of minutes in the blue and green columns. In the "Difference" row, indicate the difference in minutes between the Total scheduled minutes and the Required minutes.

	Actual Minutes Scheduled per Week	STUDENT	TEACHER (2013-17 Agreement)			
		LEARNING TIME <sup>1</sup>	INSTRUCTIONAL TIME <sup>1</sup>	PREP TIME <sup>2</sup>	LUNCH <sup>3</sup>	"OTHER TIME" <sup>4</sup>
Instructional Time	1493	1493	1284			
Homeroom	12	12				12
Study hall	100	100				100
Opening	25	25				25
Closing	25	25				25
Recess	75					75
Passing	85					85
Meetings <sup>5</sup>	135					135
Lunch	150				150	
Teacher Prep	224			224		
<b>TOTAL</b>		1655	1284	224	150	457
<b>REQUIREMENT</b>		1650	1285	225	150	440
<b>DIFFERENCE</b>		+5	-1	-1	0	+17

<sup>1</sup> Contract: Article IV (CC) (1) (a)

<sup>2</sup> Contract: Article IV (CC) (1) (b)

<sup>3</sup> Contract: Article IV (CC) (1) (c)

<sup>4</sup> Contract: Article IV (CC) (1) (d)

<sup>5</sup> Including all faculty, departmental, grade level, and curriculum meetings.



**School Bell Schedule for Waialua**

Victoria Pescaia to: JTsuchiya, RCamacho

Cc: Avis Y Nanbu, Maribeth Thompson, Marsha Dupont Taylor

04/07/2014 09:05 AM

Aloha Jeanine and Raymond,

Need some help with adoption of new bell schedule for next year...as a faculty, we did a "which bell schedule do you want" with raised hands on 1/8/2014. The choices included 3 from DOE and one similar to our current schedule. The faculty went with the one closest to our current one. Since then, a faculty member called HSTA with concerns about meeting contractual requirements and it was brought up at our APC meeting in February (proposed schedule doesn't meet required teacher prep time). Nothing else has happened since then.

What is consensus for a faculty vote? Does it need to be written or do raised hands in a faculty meeting suffice? What exactly is the process check requirement for next year's bell schedule is and where are we? I am cc'ing our principal and other APC members. Thank you for the clarification.

Aloha,

Victoria Pescaia  
Waialua High and Intermediate School  
67-160 Farrington Hwy  
Waialua, HI 96791  
ph (808) 637-8200  
fax (808) 637-8209

**232 Waialua 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	600		77	12.8%	37	6.2%	270	45.0%	na
2011-2012	642		76	11.8%	34	5.3%	310	48.3%	na
2012-2013	619		83	13.4%	33	5.3%	308	49.8%	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)
	#	%	Average	%	%	%	#
School Year	#	%	Average	%	%	%	#
2010-2011	45	91.1%	12.7	56%	74%	48.9%	na
2011-2012	42	92.9%	13.2	60%	85%	45.2%	na
2012-2013	41	90.2%	12.7	54%	81%	39.0%	na

**Academic Achievement**

Hawaii State Assessment Standards-Based	Reading % Proficient by Grade Level								Math % Proficient by Grade Level							
	3	4	5	6	7	8	10	3	4	5	6	7	8	10		
School Year																
2010-2011	na	na	na	na	65.7	71.6	80.8	na	na	na	na	58.0	64.2	58.7		
2011-2012	na	na	na	na	71.0	76.4	78.5	na	na	na	na	59.7	66.7	66.4		
2012-2013	na	na	na	na	62.7	73.8	76.5	na	na	na	na	35.3	71.5	68.2		

Hawaii State Assessment Standards-Based	Science % Proficient by Grade Level			
School Year	4	8	10	HS
2010-2011	na	20.3	13.9	-
2011-2012	na	35.2	13.5	-
2012-2013	na	31.7	-	15.6

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	2.0%	13.2%	85.8%	0.9%
2011-2012	na	na	na	6.6%	11.3%	85.9%	2.8%
2012-2013	na	na	na	1.7%	13.9%	85.1%	1.0%

\*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	93.6%	na	30	na	0	na	2
2011-2012	na	94.3%	na	33	na	9	na	11
2012-2013	na	93.7%	na	29	na	10	na	2

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    % of teacher	School mean (range 1-3)
2010-2011	No	2	50.0%	51.9%    82.1%	na
2011-2012	No	2	0.0%	75.3%    89.0%	na
2012-2013	No	--	--	82.3%    90.2%	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	--	517	86.2%	94.8%	--
2011-2012	--	--	--	94.2%	--
2012-2013	38	603	97.4%	96.4%	--

**Fiscal Accountability**

School Year	State General Funds				Significant Budget Changes*
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2010-2011	\$4,346,433	\$994,143	\$877,664	\$116,479	none
2011-2012	\$3,941,229	\$350,065	\$341,496	\$8,569	none
2012-2013	\$3,885,345	\$354,218	\$349,007	\$5,211	none

\*Explanation of Significant Budget Changes

**School Accountability Report**  
Waialua 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](http://HawaiiPublicSchools.org).

**Strive HI: Performance Index and Classification Summary**

**Waialua High & Intermediate Strive HI 2012-13 Step: Continuous Improvement Index Score: 211**

Indicator	Definition	High School Distribution by Strive HI Classification
<b>Achievement</b> Math Proficiency School: 60% State: 60% Reading Proficiency School: 73% State: 72% Science Proficiency School: 23% State: 34%	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.	
<b>Growth</b> Math Median SGP School: 34 Reading Median SGP School: 29	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.	
<b>Readiness</b> 11th Grade ACT School: 39% State: 34% Graduation Rate School: 86% State: 82% College-Going Rate School: 69% State: 63%	University of Hawaii research finds that a 19 on the ACT (scored from 1-36) predicts success in college courses. The percentage of students who graduated within four years with a regular diploma. The proportion of students who enrolled in a 2- or 4-year college within 16 months of high school graduation.	
<b>Achievement Gap</b> Non High-Needs Proficiency School: 76% State: 83% High-Needs Proficiency School: 59% State: 55% Current-Year Gap Rate School: 22% State: 33% 2-Year Gap Reduction Rate School: 9% State: 12%	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. The Current Gap Rate measures the most recent gap on the Hawaii State Assessment. A larger Gap Rate means a more severe gap. 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.	
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: <a href="http://tinyurl.com/interactivestrivehi">tinyurl.com/interactivestrivehi</a> .		

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](http://hawaiipublicschools.org).

Numbers may be rounded for presentation purposes.

**211 pts** of 400 pts

**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

State Target	Reading				Math				Science			
	Participation		Proficiency		Participation		Proficiency		Participation		Proficiency	
	95%		72%		95%		64%		95%		34%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
<b>State: All Students</b>	99%		72%		99%		60%		98%		34%	
All Students	97%	Yes	73%	Yes	97%	Yes	60%	No	97%	Yes	23%	No
Disadvantaged	96%	Yes	67%	No	96%	Yes	57%	No	96%	Yes	17%	No
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a
Asian/Pacific Islander	98%	Yes	67%	No	98%	Yes	56%	No	99%	Yes	19%	No
Black		n/a		n/a		n/a		n/a		n/a		n/a
Hispanic	95%	Yes		n/a	93%	No		n/a		n/a		n/a
Native American		n/a		n/a		n/a		n/a		n/a		n/a
White	95%	Yes	88%	Yes	97%	Yes	68%	Yes		n/a	24%	No
Asian	99%	Yes	72%	Yes	100%	Yes	67%	Yes		n/a	23%	No
Native Hawaiian	97%	Yes	64%	No	95%	Yes	43%	No		n/a	15%	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

Performance Target	Graduation	
	High School > = 82%	
	%	Met?
State: All Students	81%	
All Students	86%	Yes
Disadvantaged	83%	Yes
Disabled (SPED)		n/a
Limited English (ELL)		n/a
Asian/Pacific Islander	84%	Yes
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	97%	71%	9%	20%	53%	19%
Disadvantaged	96%	65%	12%	23%	52%	12%
Disabled (SPED)	89%	34%	34%	31%	34%	*
Limited English (ELL)	100%	13%	47%	40%	13%	*
Asian/Pacific Islander	98%	65%	11%	24%	50%	14%
Black	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	95%	82%	5%	13%	62%	21%
Native American	n/a	n/a	n/a	n/a	n/a	n/a
White	95%	87%	5%	8%	56%	31%
Asian	99%	69%	11%	20%	53%	16%
Native Hawaiian	97%	61%	12%	27%	51%	11%
Pacific Islander	*	*	*	*	*	*
Male	96%	65%	11%	24%	50%	15%
Female	99%	79%	7%	14%	57%	23%
Migrant	n/a	n/a	n/a	n/a	n/a	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 reflect 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.

Grade	Reading Percent Proficient	
	2011-12	2012-13
7	71%	63%
8	76%	74%
10	78%	76%

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	97%	58%	17%	25%	50%	8%
Disadvantaged	96%	55%	20%	25%	50%	5%
Disabled (SPED)	89%	13%	56%	31%	13%	*
Limited English (ELL)	100%	27%	53%	20%	27%	*
Asian/Pacific Islander	98%	54%	18%	28%	48%	6%
Black	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	93%	71%	13%	16%	66%	5%
Native American	n/a	n/a	n/a	n/a	n/a	n/a
White	97%	65%	15%	21%	50%	15%
Asian	100%	65%	13%	22%	58%	7%
Native Hawaiian	95%	41%	26%	33%	34%	7%
Pacific Islander	*	*	*	*	*	*
Male	96%	58%	19%	23%	53%	6%
Female	99%	58%	14%	28%	48%	10%
Migrant	n/a	n/a	n/a	n/a	n/a	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 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.

Grade	Math Percent Proficient	
	2011-12	2012-13
7	59%	35%
8	67%	71%
10	66%	68%

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	97%	24%	25%	51%	21%	4%
Disadvantaged	96%	19%	31%	50%	16%	3%
Disabled (SPED)	92%	9%	55%	36%	9%	*
Limited English (ELL)	*	7%	53%	40%	7%	*
Asian/Pacific Islander	99%	21%	29%	50%	17%	4%
Black	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	100%	37%	17%	47%	33%	3%
Native American	n/a	*	*	*	*	*
White	88%	24%	18%	59%	22%	2%
Asian	100%	24%	25%	51%	21%	3%
Native Hawaiian	97%	14%	32%	54%	10%	4%
Pacific Islander	*	*	*	*	*	*
Male	96%	29%	26%	45%	24%	5%
Female	98%	18%	22%	59%	17%	2%
Migrant	n/a	n/a	n/a	n/a	n/a	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 reflect 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.

Grade	Science Percent Proficient	
	2011-12	2012-13
8	36%	32%
HS	--	16%

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	96	66	69%	26	9	35%
Disadvantaged	48	31	65%	13	3	23%
Disabled (SPED)	*	*	*	*	*	*
Limited English (ELL)	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Multiple	*	*	*	*	*	*
Male	47	27	57%	12	6	50%
Female	49	39	80%	14	3	21%

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	91%	9%
2011-12	93%	7%
2012-13	90%	10%

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	26%
	2011-12	15%
	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**

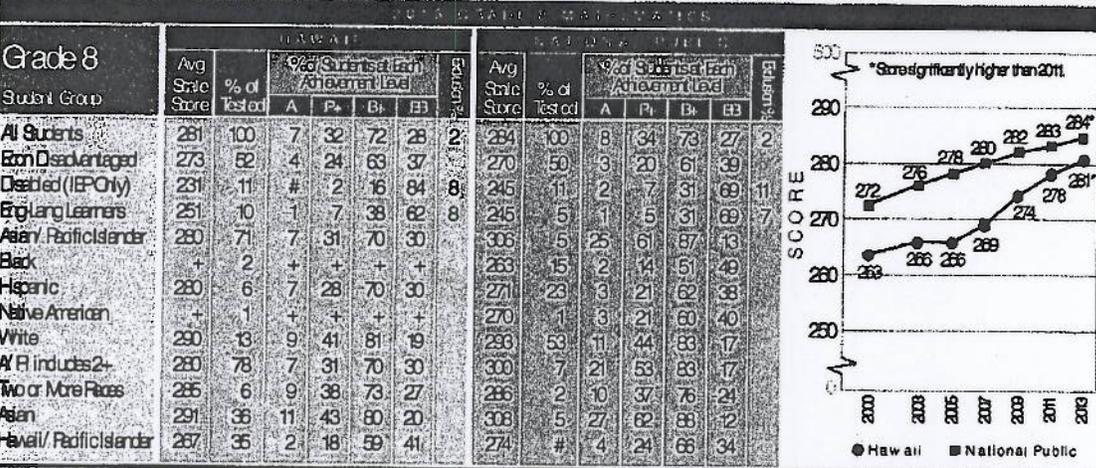
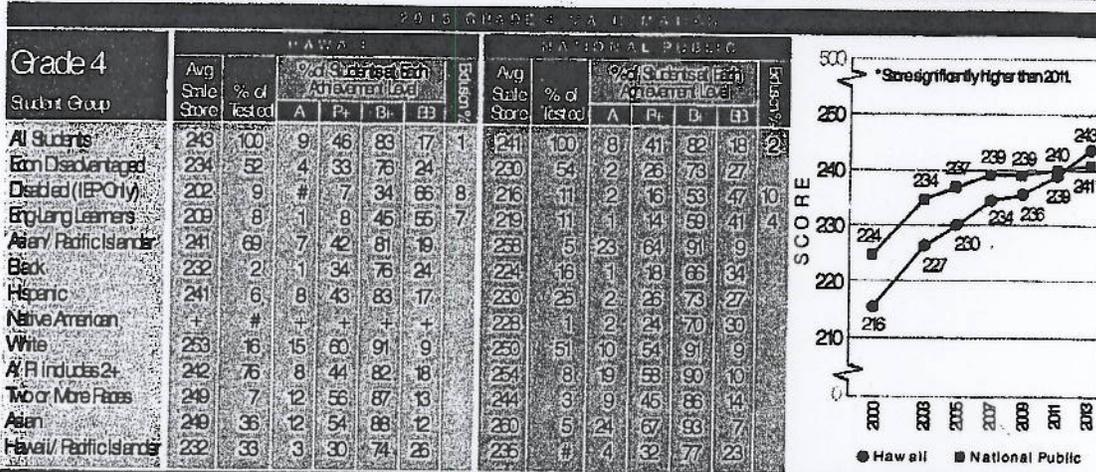
The NAEP or National Assessment of Educational Progress is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, 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.

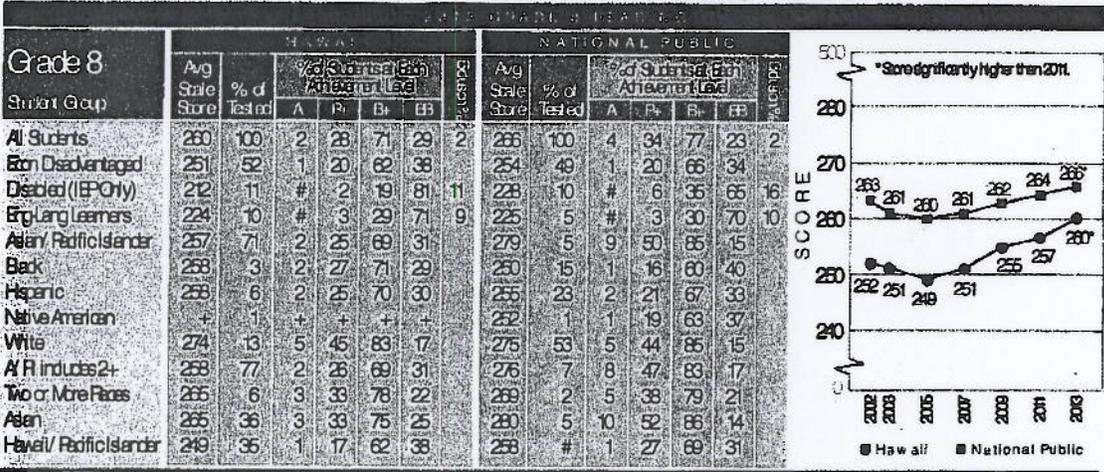
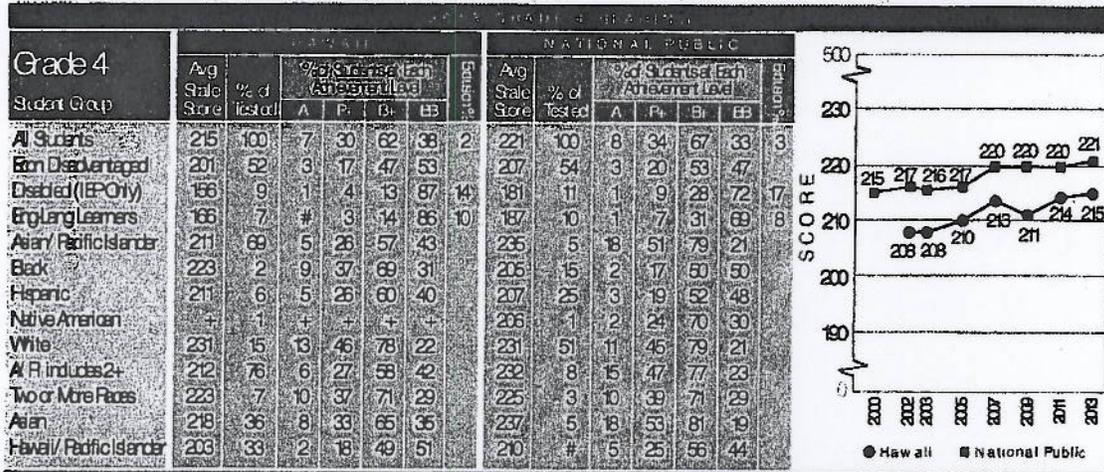
The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results along the following "achievement levels:" Advanced (A), at and above Proficient (P+), at and above Basic (B+), and Below Basic (BB). NAEP defines Advanced as "superior performance. Proficient 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.



Notes (A) # = Round 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). (Q) + = Too few to allow release of data.



Notes: (A) # = Round 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 information on NWEA achievement levels). (+) = To few or no responses of data.