

Districts and schools

| | | |
|--|------------|------------|
| Number of districts (CCD) | 1993-94 | 2002-03 |
| | 1 | 1 |
| Number of public schools (CCD) | | |
| Elementary | 168 | 183 |
| Middle | 28 | 37 |
| High | 33 | 43 |
| Combined | 10 | 19 |
| Other | 2 | 1 |
| Total | 241 | 283 |
| Number of charter schools (CCD) | | |
| | | 25 |

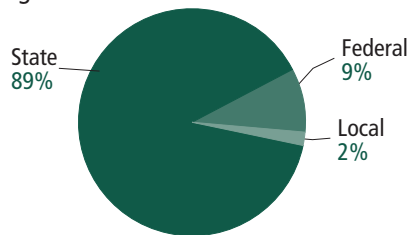
Finances

| | | |
|--|------------------|------------------|
| Total current expenditures (CCD, adjusted for inflation to 2001-02, in thousands) | 1993-94 | 2001-02 |
| Instructional | \$787,661 | \$815,123 |
| Noninstructional | 76,988 | 75,474 |
| Support | 413,162 | 457,784 |
| Total | 1,277,811 | 1,348,381 |

| | | |
|--|---------|---------|
| Per-pupil expenditures (CCD, adjusted for inflation to 2001-02) | \$7,082 | \$7,306 |
|--|---------|---------|

Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$33,671,612

Students

| | | |
|---------------------------------------|----------------|----------------|
| Public school enrollment (CCD) | 1993-94 | 2002-03 |
| Pre-K | 552 | 1,031 |
| K-8 | 131,051 | 129,779 |
| 9-12 | 48,728 | 52,922 |
| Total (K-12) | 179,779 | 182,701 |

Race/ethnicity

| | | |
|--------------------------------|-----|-----|
| American Indian/Alaskan Native | * | * |
| Asian/Pacific Islander | 68% | 72% |
| Black, non-Hispanic | 3 | 2 |
| Hispanic | 5 | 5 |
| White, non-Hispanic | 24 | 20 |

| | | |
|--|----|-----|
| Students with disabilities (OSEP) | 7% | 10% |
|--|----|-----|

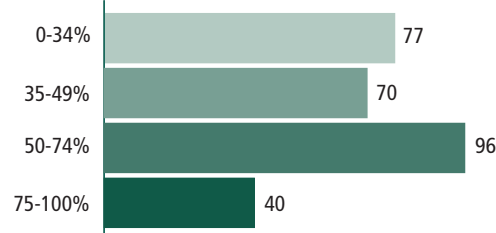
| | | |
|--|----|----|
| Students with limited English proficiency (NCELA) | 6% | 7% |
|--|----|----|

| | | |
|-------------------------------|-----|----|
| Migrant students (OME) | n/a | 1% |
|-------------------------------|-----|----|

| | | |
|--|------|------|
| Eighth-grade students enrolled in Algebra I for high school credit (NAEP) | 1996 | 2003 |
| | 18% | 17% |

| | |
|---|--------|
| Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD) | 80,630 |
|---|--------|

Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)



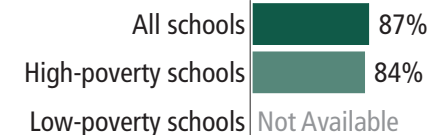
Staff

| | | |
|-------------------------------------|---------------|---------------|
| Number of FTE teachers (CCD) | 1993-94 | 2002-03 |
| Elementary | 5,629 | 5,677 |
| Middle | 1,322 | 1,815 |
| High | 2,805 | 3,062 |
| Combined | 342 | 268 |
| Other | 14 | 153 |
| Total | 10,111 | 10,973 |

| | | |
|--|--------------|--------------|
| Number of FTE non-teacher staff (CCD) | 1993-94 | 2002-03 |
| Instructional aides | 2,203 | 2,603 |
| Instructional coordinators | 226 | 524 |
| Administrators | 609 | 640 |
| Other | 5,143 | 5,963 |
| Total | 8,181 | 9,730 |

| | | |
|---|------|------|
| Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS) | 1994 | 2000 |
| English | 81% | 81% |
| Mathematics | 69 | 76 |
| Science | 74 | 87 |
| Social studies | 86 | 62 |

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

| | | |
|---|---------|---------|
| | 1993-94 | 2000-01 |
| High school dropout rate (NCES) | n/a | 6% |
| Avg. freshman graduation rate (NCES) | 76% | 68 |
| College-going rate (IPEDS/NCES) | 62 | 60 |

| | | |
|----------------------------------|------|------|
| NAEP state results (NCES) | 1994 | 2003 |
| Reading, Grade 4 | | |
| Proficient level or above | 19% | 21% |
| Basic level or above | 46 | 53 |
| Math, Grade 8 | | |
| Proficient level or above | 16% | 16% |
| Basic level or above | 51 | 55 |

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Statewide Accountability Information

See Appendix B for Hawaii's definitions of proficient for reading and mathematics for grades 3, 8, and high school.

See <http://arch.k12.hi.us/pdf/nclb/2004/NCLB999.pdf> for more details on the statewide accountability system.

State assessment for NCLB accountability: HCPS II State Assessment

State student achievement levels: Well Below Proficiency Assessment, Approaches Proficiency Assessment, Meets Proficiency, Exceeds Proficiency

NCLB Accountability Goals

| | | 2001-02 Annual measurable objective starting point | Target (2002-03) |
|-------------|-------------|--|------------------|
| Grade 3 | Reading | 30% | 30% |
| | Mathematics | 10 | 10 |
| Grade 8 | Reading | 30 | 30 |
| | Mathematics | 10 | 10 |
| High school | Reading | 30 | 30 |
| | Mathematics | 10 | 10 |

2002-03 NCLB accountability results, applied to 2003-04 school year

| AYP outcomes and consequences | Title I schools | All schools | All districts |
|---|-----------------|-------------|---------------|
| Made AYP | 42 (31%) | 109 (39%) | 0 |
| Identified for improvement: | | | |
| Year 1 | 3 (2%) | 3 (1%) | 0 |
| Year 2 | 12 (9%) | 12 (4%) | 0 |
| Corrective action | 25 (18%) | 25 (9%) | 0 |
| Restructuring | 44 (32%) | 44 (16%) | 0 |
| Exited improvement status (made AYP twice after missing twice or more, includes total "made" above) | 0 | 0 | 0 |

| Other indicator, 2002-03 | State target | State outcome |
|--|--------------|---------------|
| Elementary indicator: Grade-level retention rate | 3% or less | Met |
| Middle indicator: Grade-level retention rate | 6% or less | Met |
| High school indicator: Graduation rate | 70% | Met |

| NCLB choice participation | Number of Title I students | Percent of Title I students |
|------------------------------------|----------------------------|-----------------------------|
| Title I school choice: | 157 | * |
| Supplemental educational services: | 2,447 | 3% |

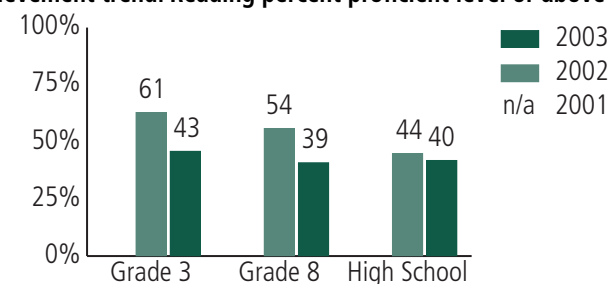
Student Achievement 2002-03

Hawaii Content and Performance Standards II State Assessment, used for NCLB accountability

Reading

| Proficient level or above for: | Grade 3 | Grade 8 | High school |
|---|---------|---------|-------------|
| All students | 43% | 39% | 40% |
| Economically disadvantaged students | 30 | 26 | 26 |
| Migrant students | 21 | 18 | 20 |
| Students with disabilities | 9 | 6 | 5 |
| Students with limited English proficiency | 8 | 5 | 7 |
| Black, non-Hispanic students | 36 | 38 | 35 |
| Hispanic students | 36 | 34 | 31 |
| White, non-Hispanic students | 57 | 53 | 52 |

Student achievement trend: Reading percent proficient level or above



Mathematics

| Proficient level or above for: | Grade 3 | Grade 8 | High school |
|---|---------|---------|-------------|
| All students | 24% | 17% | 18% |
| Economically disadvantaged students | 15 | 8 | 9 |
| Migrant students | 12 | 5 | 8 |
| Students with disabilities | 6 | <5 | <5 |
| Students with limited English proficiency | 6 | <5 | 5 |
| Black, non-Hispanic students | 12 | 7 | 8 |
| Hispanic students | 15 | 9 | 9 |
| White, non-Hispanic students | 32 | 23 | 23 |

Student achievement trend: Mathematics percent proficient level or above

