#### LEGISLATIVE REPORT

<u>SUBJECT</u>: Educational assessment and accountability; annual reports

<u>REFERENCE</u>: **§302A-1004**, Hawaii Revised Statutes.

- (b) The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular legislative session, an educational status report that includes but is not limited to the following:
  - (1) Results of school-by-school assessments of educational outcomes;
  - (2) Summaries of each school's standards implementation design;
  - (3) Summary descriptions of the demographic makeup of the schools, with indications of the range of these conditions among schools within Hawaii;
  - (4) Comparisons of conditions affecting Hawaii's schools with the conditions of schools in other states; and
  - (5) Other such assessments as may be deemed appropriate by the board.

ACTION

<u>REQUESTED</u>: That the department submit a report to the legislature and the governor

containing the required accountability information.

<u>DOE REPORT</u>: Two reports have been prepared annually since 1990 by the staff of the

Department of Education's assessment and accountability system. The *School Status and Improvement Report* (SSIR) is a report about individual schools. An SSIR is prepared for each regular public school in the State. For the 2000-01 school year, 255 *School Status and Improvement Reports* have been prepared. The second report, *The Superintendent's Annual Report on School Performance and Improvement in Hawaii*, is a statewide summary of performance and progress being made in Hawaii's public school system. Both the SSIRs and the *Superintendent's Report* include multi-year data wherever relevant and possible, and both employ a model taking account of context, process, and outcomes in reporting and analyzing educational indicators. The *Superintendent's Report* also includes state-by-state data for comparative analyses of Hawaii's educational system.

The specific educational assessment and accountability information requested by the Legislature, together with reference to the report containing that information, is as follows:

- Results of school-by-school assessments of educational outcomes <u>Attachment A, School Status and Improvement Report</u>, pp. 5-6 <sup>1</sup> (For summary, see Superintendent's Annual Report..., pp. 25-31)
- Summaries of schools' Standards Implementation Designs (SIDs)
   Attachment A, School Status and Improvement Report, p. 3
- Summary of demographic makeup of schools
   <u>Attachment A, School Status and Improvement Report</u>, p. 2
   (For summary, see Superintendent's Annual Report..., pp. 3-11)
- Comparisons of conditions affecting Hawaii's schools with those of schools in other states

<u>Attachment B</u>, Superintendent's Annual Report on School Performance and Improvement in Hawaii (pp. 12-22.)

The Superintendent's Annual Report on School Performance and Improvement in Hawaii is in preparation at this time. A sample SSIR for 2000-01 and The Superintendent's Eleventh Annual Report on School Performance and Improvement in Hawaii, covering 1999-2000 are attached to this report. Copies of these documents are posted online at http://arch.k12.hi.us.

<sup>&</sup>lt;sup>1</sup>Because of the volume of the reports and the cost of reproducing complete sets of SSIRs (over

<sup>1,600</sup> pages per set), only a sample copy is attached here. Complete sets will be presented to the Governor, President of the Senate, Speaker of the House, and Chairs of the Legislature's Education Committees. Additional sets will be made available upon request.



## Henry Perrine

# Baldwin

## **High School**

Grades 9-12

## School Status and Improvement Report



Focus on p. 1

School p. 1

Context: p. 2
School Setting

Student

Community

Process:
Standards
p. 3

Process: p. 4

Certified

Facilities

Outcomes: pp. 5-6
Vital Signs

\* Effective School

- Student Conduct
- \* Statewide
- \* School

#### School Address:

Baldwin High School 1650 Kaahumanu Avenue Wailuku, HI 96793

## **Focus On Standards**

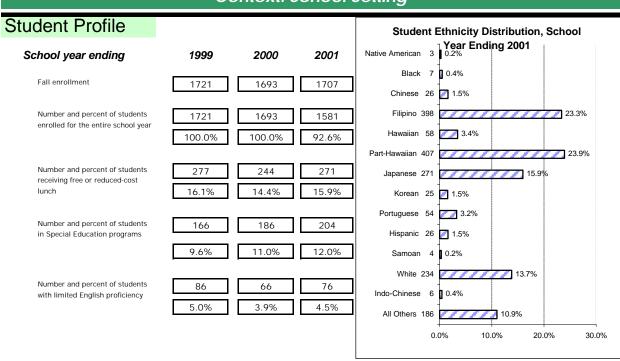
This School Status and Improvement Report has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

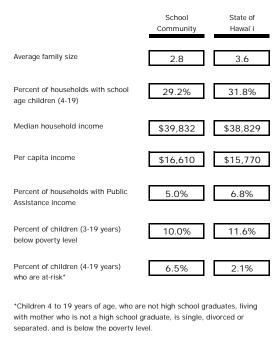
## **School Description**

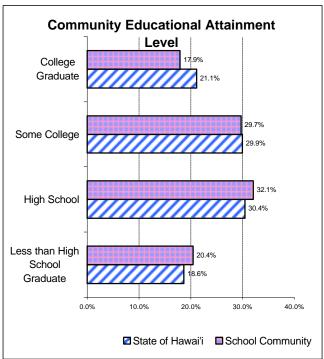
H enry Perrine Baldwin High School is in the center of the major commercial, industrial, and municipal communities of the Island of Maui. Its curriculum offers a wide range of courses, including Advanced Placement courses. Baldwin High School has an excellent reputation in the community for its students' success in academics, athletics, and extracurricular activities. Henry Perrine Baldwin High School was accredited in 2001 by the Western Association of Schools & Colleges for a period of six years, with a mid-term review. The School is operating under School/Community-Based Management.

### Context: School Setting



## Community Profile Based on the 1990 U.S. Census





## Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

#### VISION

Henry Perrine Baldwin High School will provide a caring and dynamic learning environment where all will strive to achieve their fullest potential.

#### MISSION

The mission of Henry Perrine Baldwin High School is to provide all members of the school community with a variety of opportunities to acquire the knowledge, academic and social skills to become responsible and productive citizens.

#### BELIEFS

Student learning is our chief priority and is, therefore, the primary focus of all decisions impacting the work of Henry Perrine Baldwin High School.

Therefore, we believe:

- The school community must commit to continuous improvements that advance the school's mission of enabling students to become confident, self-directed, lifelong learners.
- Each student is a valued individual with unique physical, emotional, intellectual and social needs.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- Curricula and instructional practices should incorporate a variety of activities that support the different ways students learn.
- Students learn best to make appropriate decisions and to apply their learning in meaningful contexts when they are actively engaged in a supportive and challenging environment.

#### EXPECTED SCHOOLWIDE LEARNER OUTCOMES

#### Students of Henry Perrine Baldwin High School will be:

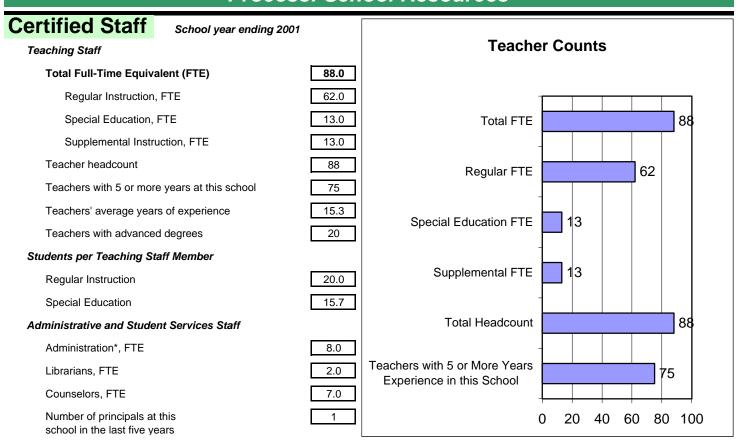
- 1. Effective communicators
- 2. Critical thinkers and problem-solvers
- 3. Quality producers
- 4. Collaborative workers
- 5. Self-directed and responsible learners

#### SIGNIFICANT FINDINGS:

Enrollment decreased from 1983 to 1700. Redistricting has moved a number of students to another nearby high school. Percent of students enrolled for the entire year has improved. Average daily absences have increased. Percentage of students receiving free or reduced lunch has increased 5%. Percent of special education and limited English speaking students has increased 3% and 2%, respectively. About 100 students apply for geographic exceptions because of special programs such as JROTC, Performing Arts Learning Center, Ursa Grade 9 Program, Speech and Debate. Scores on SAT, ACT has been below state, national averages.

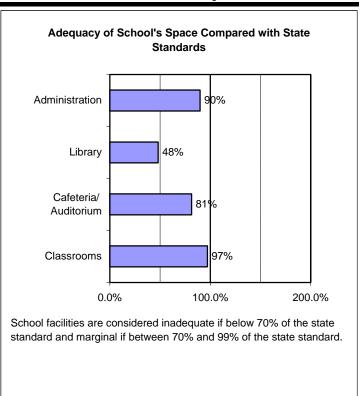
- •Areas of Strength: The school offers a wide range of courses to address varied needs of students. Baldwin has made a concerted effort to implement Standards based education as evidenced by the alignment of department curricula with the HCPS II and development of lessons to help students achieve standards. The school community takes great pride in their school. Exiting students have rated the school high for quality of education and services received at the school.
- •Areas of Growth: Collection and analysis of appropriate and current data; delineation of leadership roles and decision-making responsibilities; development and implementation of a written, taught and assessed standards based curriculum; involvement of all stakeholders in achieving school's mission, learner outcomes and schoolwide action plan. Focus on helping all students achieve the school learner outcomes and HCPS II, beginning with students who are deficient in basic skills.

## **Process: School Resources**



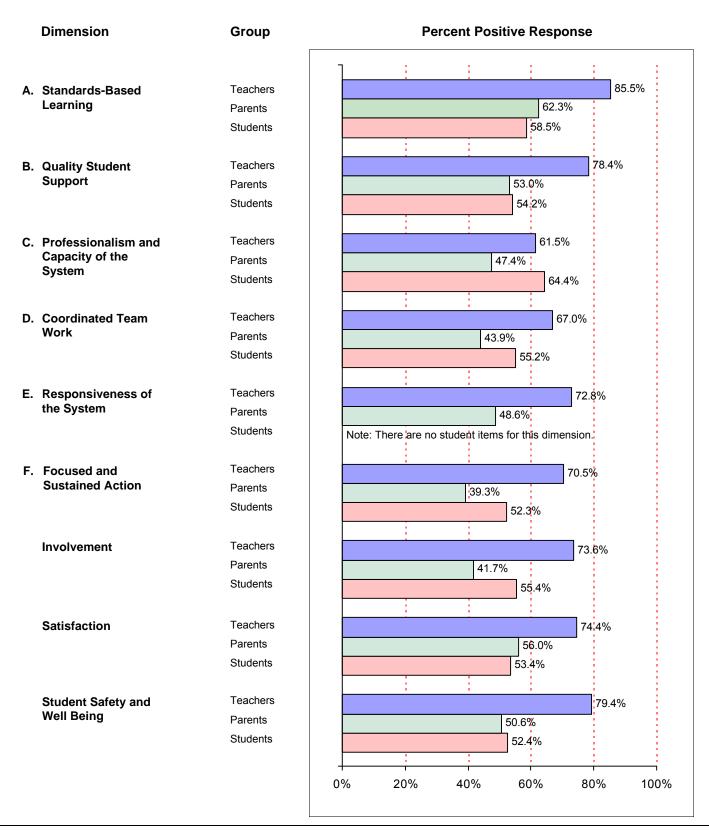
<sup>\*</sup> Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

#### **Facilities** School year ending 2001 Classrooms available 80 Number of classrooms short (-) or over (+) -1 School facilities inspection results Score 2 3 Grounds 3 **Building exterior** 3 3 **Building interior** Equipment/Furnishings 3 Health/Safety 3 Sanitation 3 18 Total For each category: 1 = Unacceptable; 2 = Satisfactory; 3 = Very Good 6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good



## **Outcomes: Vital Signs**

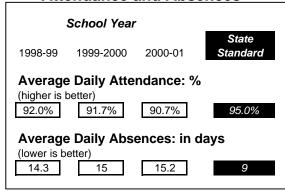
### **School Quality Survey**

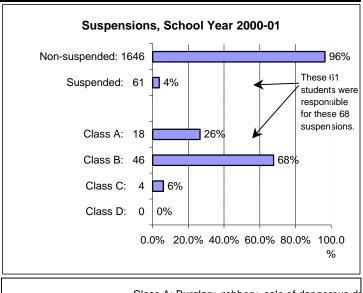


## Outcomes: Vital Signs

### **Student Conduct**

#### **Attendance and Absences**





Class A: Burglary, robbery, sale of dangerous dr Examples of class Class B: Disorderly conduct, trespassing of suspension: Class C: Class cutting, insubordination, smoking Class D: Contraband (e.g. possession of tobacc

## **Statewide Testing**

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at http://arch.k12.hi.us.

## **School Completion**

**Graduates and Other Completers** 

	1998-99 1999-2000 2000-01
Number of Seniors	374 419 362
Diploma graduates	87.7% 94.0% 93.4%
Certificate of Course Completion	7.5% 0.0% 0.0%
Individually Prescribed Program	2.4% 2.9% 3.9%
Total school completers	97.6% 96.9% 97.2%

The Superintendent's
Eleventh Annual Report
on School
Performance and
Improvement in
Hawai'i

2000

Office of the Superintendent/Planning, Budget, and Resource Development Office Department of Education • State of Hawai'i • RS 01-1129 • April 2001



# The Superintendent's Annual Report on School Performance and Improvement in Hawai'i

### **FOREWORD**

The Superintendent's Annual Report on School Performance and Improvement in Hawai'i is one of two major reports in the state's system of school accountability. This report contains collective data on our schools for school year 1999-2000, showing trends over time and, where appropriate, comparisons with data from other states. The other major report, the School Status and Improvement Report, is prepared annually for each school. These reports contain school data and summaries of the schools' improvement priorities and activities. They are available at public libraries and online at http://arch.k12.hi.us on the world wide web.

These two 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, early in this decade, to develop a comprehensive accountability system for the public schools of Hawai'i. The department's efforts thus far have laid a foundation for the system, but they are only a start.

In the last three years, we have conducted a thorough assessment of the public school system's needs, and have focused the department's efforts on full implementation of the revised Hawai'i Content and Performance Standards. These standards represent our common expectations for students and will be the central focus both of our efforts and those of our students.

We have a strategic plan for standards-based reform. At the core of that plan is the implementation of a truly statewide assessment and accountability system. This system will include provisions for school and system accountability and standards-based student assessment. It is our hope and belief that a sound system of accountability will stimulate improved performance by delineating clear roles and responsibilities linked to necessary authority and resources, by using fair and adequate assessment against agreed-upon goals, and by invoking consequences accurately and fairly related to performance. Future editions of both this *Superintendent's Report on School Performance and Improvement* and the *School Status and Improvement Reports* will report our progress toward both a sound system of accountability and the achievement of the standards we have set for our children's education in public schools.

Paul G. LeMahieu, Ph.D. Superintendent of Education



### **ACKNOWLEDGMENTS**

Preparation of *The Superintendent's Annual Report on School Performance and Improvement in Hawai'i* requires the cooperative effort of a number of people. The report is prepared by Dr. Thomas Gans of the Evaluation Section of the Department of Education's Planning, Budget and Resource Development Office under the general supervision of Michael W. Heim, Director of the Planning and Evaluation Branch, and Dr. Glenn T. Hirata, Administrator of the Evaluation Section. In the course of its preparation the report is critically reviewed by a number of individuals including Mr. Heim and Jerald D. Plett of the Evaluation Section.

The Superintendent's Annual Report on School Performance and Improvement in Hawai'i requires accurate and consistent data, and a number of people in the Department of Education have contributed to the report by providing the needed data. The assistance provided by Allan Stone and the staff of the Information Systems Services Branch and by Karl Yoshida and the staff of the Information Resource Management Branch is gratefully acknowledged.



## **Report Highlights**

- **SCOPE.** The report for school year 1999-2000 covers public education in kindergarten through 12th grade, including data from all 253 public schools in the seven administrative districts in Hawai'i.
- ENROLLMENT. Overall enrollment growth, which had exceeded 1.5% for the five years from 1991-92 through 1995-96, has ended for now. After peaking in 1995-96, overall enrollment has declined in the last two years. Schools, however, are still experiencing the effects of population shifts. (Pages 3-5)
- SPECIAL NEEDS. The numbers of students in need of special services are increasing much more rapidly than the population of students at large. These students are those from poor economic circumstances, those with limited English proficiency, and those who need special education services. The growth in the numbers and proportions of students with these special needs means that the task facing the public schools is steadily becoming more difficult and potentially more costly. (Pages 5-10)
- STAFFING. Hawai'i has a relatively high pupil-to-teacher ratio, and that ratio has remained stable since 1992-93, while the ratios of other states have declined. Hawai'i is well *below* the national average in the proportion of its professional staff whose functions are administrative. The state is facing potential shortages of both teachers and administrators as disproportionate numbers of certificated personnel will become eligible for retirement in the next decade. (Pages 12-15)
- **FINANCE**. The state's financial commitment to public education has chronically lagged behind that of other states. Although Hawai'i ranks 3<sup>rd</sup> in combined state and local expenditures per capita, it ranks last in the percentage of state and local revenue allocated to public schools. Hawai'i is the only state that funds its public schools without using local (property tax) revenues. (Pages 15-18)
- **FACILITIES**. Classroom shortages have eased considerably in the last two years, but one-third of the state's schools still need additional classrooms, and 68 schools were operating with enrollment at or above their rated capacity. Schools' library facilities are chronically underdeveloped; almost half the public schools in Hawai'i have inadequate space for libraries. The state's secondary and elementary schools averaged **third largest** and **sixth largest** in the nation respectively. (Pages 18-22)
- STANDARDIZED TESTING. On the Stanford Achievement Test (Ninth Ed.), the state's public school students performed above or close to the national norms in both reading and mathematics. (Pages 25-26)
- **DROPOUTS AND SCHOOL COMPLETION**. Dropout rates for students in grades 9-12 average about 5.1% per year. The estimated cumulative dropout rate is just under 18%, well above the Hawai'i and national goal of 10% or less. School completion rates for seniors have improved over the last decade. Almost 80% of public school seniors intend to continue their formal education. (Pages 26-29)
- STUDENT DISCIPLINE. The incidence rates of disciplinary suspension have decreased since 1995-96, both overall and in each category of threat to safety. Suspensions for the most serious (Type A) offenses declined modestly while suspensions for Type C offenses (violations of department rules) decreased markedly. (Pages 29-31)



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### Introduction



The Superintendent's Report on School Performance and Improvement in Hawai'i is part of the Department of Education's accountability system for the public schools of Hawai'i. This system is designed to inform the people about the performance of individual schools and the schools collectively. This particular report has two purposes:

**Purpose** 

- (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 Hawai'i.

This report's purpose is to inform both the public and policymakers. While it addresses outcomes, the report also addresses important aspects of schooling context and identifies process indicators that warrant the attention of policymakers. Decisions on what action is required by the results reported here can be made only by those who make and affect policy for the state's public schools: the Board of Education, the Legislature, and the Governor.

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 footnoted. Wherever possible, data are presented graphically to promote understanding of their import. The data used in graphs are tabled in the appendix.

**Data Sources** 

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. *School Status and Improvement Reports* for all state schools are presented to the Board, the Governor, and the Legislature annually. Complete sets of the SSIRs are available at all public libraries, and individual reports can be found at *http://arch.k12.hi.us* on the world wide web.

Data in this report are presented as *context*, *process*, or *outcome* indicators.

**Focus** 

- Context indicators reflect demographic characteristics of the students or community that are typically beyond the control of schools or the department.
- Process indicators connote conditions and inputs that are under the control of the schools or the state; these include school resources, facilities, and priorities.
- *Outcome* indicators represent the results of school endeavors; these include such measures as performance on achievement tests, dropout rates, and disciplinary incident rates.



Some indicators that represent *context* conditions for schools are *process* when the focus of accountability is the department or the state. For example, the number of teachers assigned to a school is fixed by formula established by law. This makes the staffing level a matter of *context* for both the individual school and the department, since they are bound by the legal formula. However, when comparing Hawai'i to other states or the nation, staffing levels are matters of *process*, since they are well within the state government's power to change. Such shifts in perspective are noted where they occur in this report.

# Comparisons with Other States

Where comparisons of circumstances in Hawai'i with those in other states are warranted, data from the state are compared to the national average and used to rank Hawai'i among the 50 states and the District of Columbia. In addition, specific comparisons are made with three states that are comparable to Hawai'i in K-12 school enrollment, population, and *per capita* wealth. These states are Nevada, New Hampshire, and Rhode Island. Their relevant characteristics in comparison with those of Hawai'i are shown in **Table 1**.

**Table 1.** Relevant Characteristics of Hawai'i and Comparable States School Year 1999-2000<sup>2</sup>

	Population	School Enrollment	Per Capita Income		
Hawai'i	1,185,000	185,036	\$27,842		
Nevada	1,809,000	326,616	\$30,351		
New Hampshire	1,201,000	208,812	\$30,905		
Rhode Island	991,000	156,458	\$29,720		
United States	272,691,000	46,772,445	\$28,518		



This report covers public education in kindergarten through 12th grade. Its data came from 253 public schools in seven administrative school districts and cover School Year 1999-2000. Although the state's public schools can be loosely classified as elementary, intermediate, or high schools, the ranges of grades in schools vary considerably. The school patterns of grade level organization during the 1999-2000 school year are shown in **Figure 1**.

### **School Organization**

Figure 1. Grade Level Organization of Public Schools in Hawai'i, 1999-2000

GRADE LEVELS INCLUDED												
K	1	2	3	4	5	6	7	8	9	10	11	12
50 schools, median size: 599 pupils				22 schools, median size: 847 pupils		29 schools, median size: 1,512 pupils						
	uni Scho 18 pupil						11 sch median 900 p	size:				
Kohala High & Intermediate School, 556 pupils								ils				
116 schools, median size: 559 pupils 8 s					schools,	ols, median size: 933 pupils						
7 schools, median size: 469 pupils												
Pa`auilo Elementary & Intermediate School, 245 pupils												
7 schools, median size: 339 pupils												

The "standard" school organization of elementary, middle, and high schools primarily occurs in urban areas. Multi-level schools (K-8, 7-12, and K-12) serve rural areas or specialized populations.

Generally, schools that have wider grade ranges (K-8, K-12, or 7-12) serve rural areas. The exception is Kula Kaiapuni 'O Anuenue, the Hawaiian Immersion School in Honolulu. The prevailing pattern of school organization in urban areas has three levels: elementary schools with grades K-5 or K-6, intermediate or middle schools with grades 6-8 or 7-8, and high schools with grades 9-12. In addition to the "regular" schools, there are three special program centers that are not organized by grades. Student information for the special centers is included in the data reported below; but some data, such as test scores, are not appropriate for these units and are not included in this report.<sup>3</sup>

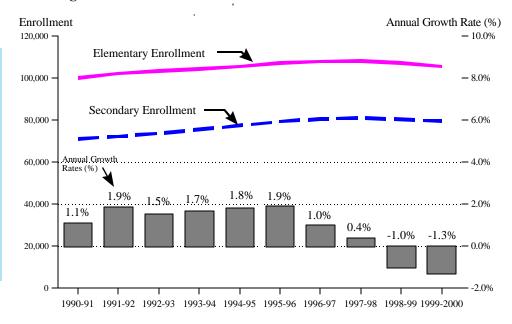
Public school enrollment in Hawai'i—shown in **Figure 2** (next page)—which had been growing at rates in excess of 1.5% between 1991-92 and 1995-96, has begun to decline. The growth of enrollment slowed sharply in 1996-97 and 1997-98. Enrollment actually declined by one percent or more in the last two years. Both elementary and secondary school enrollment peaked in 1997-98.

Students Enrollment



Figure 2. Public School Enrollment in Hawai'i, 1988-89 to 1999-2000

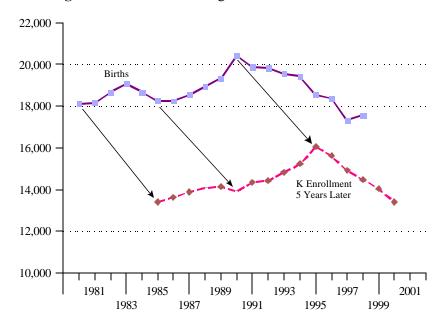
Overall enrollment has stopped growing as both elementary and secondary enrollment peaked in 1997-98 and have declined since.



Grade-by-grade enrollments tend to rise and fall in regular patterns, mirroring earlier swelling and ebbing in the number of births. Kindergarten enrollment peaked in 1995-96 (five years after the peak in births) at 16,065—about 2,000 more than the 1999-2000 kindergarten enrollment (**Figure 3**). The number of births in Hawai'i has been declining since 1991, but it increased slightly in 1998, the last year for which data are available. Whether or not the 1998 increase presages a trend of increasing births (to be followed later by increasing enrollment) remains to be seen.

Figure 3. Births and Kindergarten Enrollment 5 Years Later

The pattern of kindergarten enrollments follows very closely the number of births five years earlier.



Honolulu

Central



There has been a marked shifting in the geographical distribution of the state's student population over the last decade. Leeward Oahu, and the Neighbor Island districts have all shown substantial growth over that period, while Honolulu, Central, and Windward Districts have remained stable or declined. These changes are shown in **Figure 4**.

District Enrollment

40,000

35,000

25,000

10,000

5,000

Figure 4. Enrollment in 1989-90 and 1999-2000, by District

Enrollment
growth over the
last decade
has been
concentrated in
Leeward Oahu
and the
Neighbor
Islands.

The geographical shifting of school enrollment amplifies the needs created by past enrollment growth. We cannot accommodate students enrolling for school in Leeward Oahu with the excess classrooms available in East Honolulu. There has been local overcrowding of facilities resulting from population shifts, and such conditions strain our efforts to provide at least adequate facilities for all students.

Leeward

Windward

Hawai'i

Maui

Kauaʻi

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. Growth in the percentage of students in Hawai'i receiving lunch subsidies over the last eight years is presented in **Figure 5** (next page).

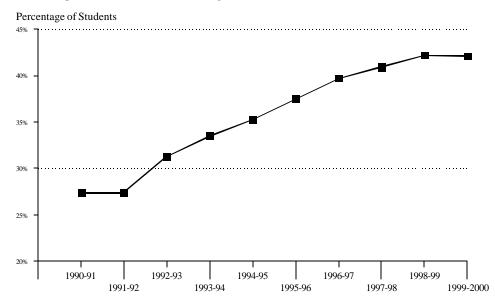
The numbers of students needing special education services and the numbers of students with limited English proficiency are shown in **Figure 6** (next page).

Special Needs



Figure 5. Students Receiving Lunch Subsidies, 1990-91 to 1999-2000

The percentage of students receiving lunch subsidies is over 1½ times what it was in 1990-91.

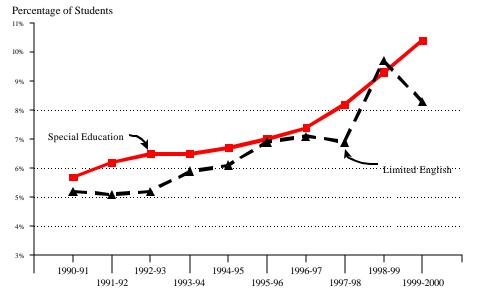


It is readily apparent from **Figures 5** and **6** that all three groups of children with special needs are rapidly growing. That growth has major implications for public education, especially in terms of the difficulty of the task. Since 1990-91, overall enrollment increased by 8.3% (from 171,056 to 185,036) while:

- The number of students who receive lunch subsidies has increased by over 66% (from 46,522 to 77,876);
- The number of students needing special education services has increased by almost 97% (from 9,778 to 19,269); and
- The number of students who have limited English proficiency has increased by over 70% (from 8,861 to 15,323).

**Figure 6.** Special Education and Limited English Students, 1990-91 to 1999-2000

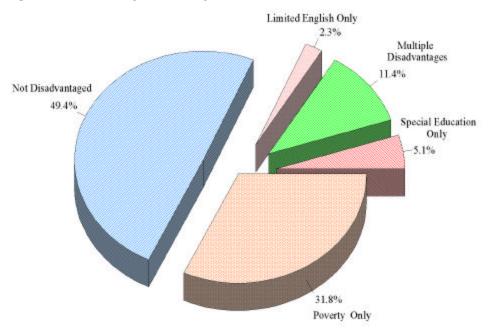
The percentage of students receiving special education services has nearly doubled in the last decade. The percentage of students with limited English has shown similar growth.





Put simply, the numbers of students most in need of special services are increasing much more rapidly than is the population of students at large. This means that 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 task and responsibility that is more demanding than that of educating a typical English-speaking, middle-class child of average intellect and ambition. 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 7** and in **Table 8** in **Appendix B**.

Figure 7. Disadvantages Affecting Public School Students in Hawai'i, 1999-2000



Children with some element of disadvantage now constitute over half of all students. This makes the task of providing all students a "free, appropriate education" more difficult and more costly.

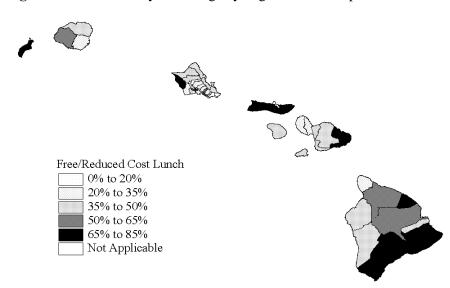
Over half of all public school students in Hawai'i now bring with them at least one of these types of educational disadvantage. The growth in the numbers of disadvantaged students in the state's school population presents a particular challenge to the state's schools in view of the rising expectations that the public has 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. With public education competing with many other demands on state funding, it is indeed a challenge to meet the escalating needs of public school students, both advantaged and disadvantaged. Part of that challenge is identifying all children who require services beyond the norm and ensuring that the needed services are provided, a task which the department has undertaken with its statewide Comprehensive Student Support Services initiative. Another element of the challenge facing public schools in Hawa'i lies in the increasingly serious nature of disabilities for which public schools must provide medical and related services under the aegis of providing the "free and appropriate public education" required by the federal Individuals with Disabilities Education Act, known by its acronym IDEA.4



The conditions that result in students' special needs are not evenly distributed throughout the state. Poverty affects some communities much more intensely than it does others. **Figures 8** through **11** show how poverty and special education needs are differentially distributed among the school "complexes." In Hawai'i, a school complex is similar to a small school district on the mainland; it comprises a high school and its feeder elementary and intermediate schools.<sup>5</sup>

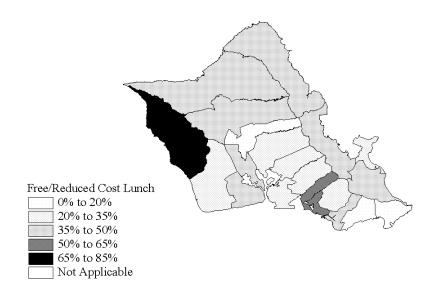
**Figure 8.** Lunch Subsidy Percentage by High School Complex, 1999-2000

Poverty is not distributed evenly. It affects Ka'u, Pahoa, and Kea'au more severely than it does Kona; and it affects Moloka'i more than it does West Maui.



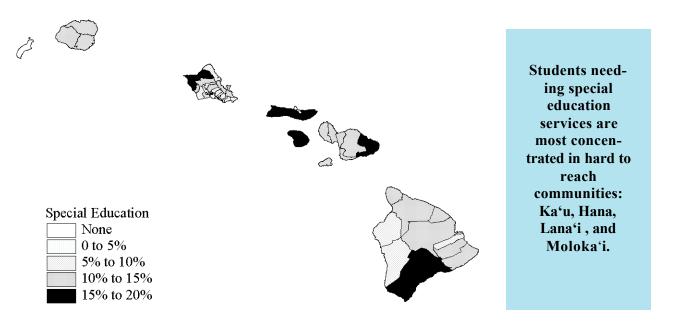
**Figure 9.** Lunch Subsidy Percentage by High School Complex Oahu, 1999-2000

On Oahu, the impact of poverty is greatest in the Leeward Coast communities of Wai'anae and Nanakuli and in the Farrington community of Honolulu.

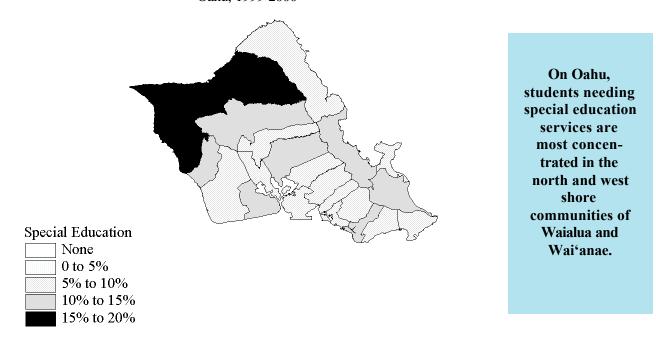




**Figure 10.** Special Education Enrollment Percentage by High School Complex 1999-2000



**Figure 11.** Special Education Enrollment Percentage by High School Complex Oahu, 1999-2000

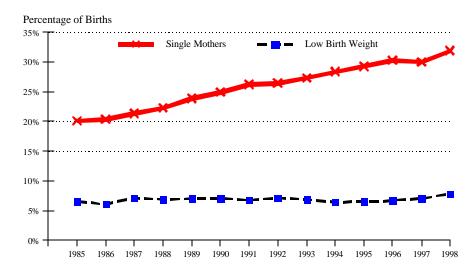




Two vital statistics that are likely predictors of special needs among school-aged children are the incidence of low birth weight—under 2,500 grams (5.5 lb.)—and births to single mothers. The incidence of low birth weight is associated with a number of health and developmental problems in young children, while births to single mothers reflect weak family structure and a likelihood that the children will grow up poor. Data on these two indicators are presented in **Figure 12**. Over the period for which data are available, the proportion of children with low birth weight has been steady and small, about 7%. By contrast, over the same period there have been steadily growing numbers and proportions of children born to single mothers. The 1998 rate of births to single mothers in Hawai'i (31.9%) was over three times what it was in 1970 (9.6%).<sup>6</sup> There is no sign of improvement in this harbinger of disadvantage for children.

Births to single mothers have increased over the last three decades to amount to more than 30% of all births in Hawaii.

Figure 12. Incidence of Low Birth Weight and Births to Single Mothers



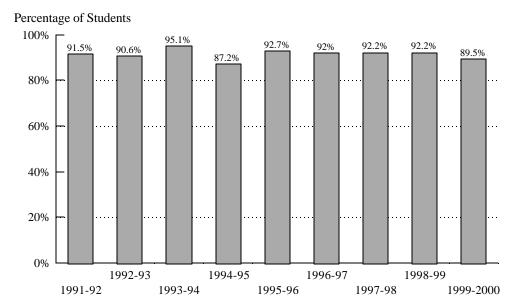
**Student Transiency** 

Public school students in Hawai'i are not exceptionally mobile. Although we do not have comparison data from other states, we do have estimates of the proportion of students who were enrolled in the same school for the entire year. This measure captures short term transiency, that which occurs within the school year. It does not capture transiency over a longer term, such as when students change schools between school years, but without completing the entire curriculum at one school. The proportions staying in the same school all year for each of the last seven school years are shown in **Figure 13**. Among individual schools in 1999-2000, the percentages of students enrolled for the entire year ranged from 49% to100%. In contrast to previous years, there were differences among types of schools in the proportions of year-round students; statewide averages for elementary schools were lower than for intermediate, multi-grade, or high schools. Some schools showed markedly increased transiency in 1999-2000. These were mostly schools serving military communities, and



they may have been strongly influenced by military reorganization, including the closing of Barbers Point Naval Air Station. Of the 22 schools with 75% or less of their students enrolled year-round, 13 were schools serving military housing areas on Oahu. Altogether, 89.5% of the state's students were enrolled in the same school all year.

Figure 13. Students Enrolled in the Same School All Year



Most schools
have over 90% of
their students
enrolled for the
entire school
year. Almost all
the schools with
less than 80% of
their students
enrolled for the
entire year serve
military housing
areas.



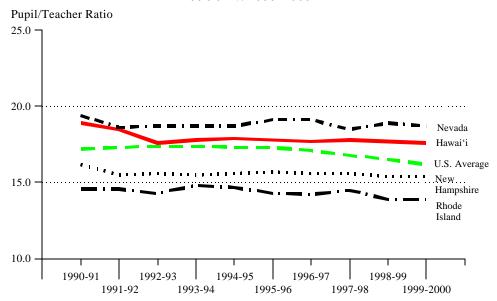
Staff Teachers In 1999-2000, there were 11,070 teachers in the public schools of Hawai'i. Of these teachers:

- The average length of service was 12.9 years;
- Over 67% had been teaching in their current schools for at least five years;
- About 67% taught subjects in the regular instructional program;
- 16.5% taught in the supplementary program (remedial instruction, etc.); and
- 16.9% taught in special education.

A widely used indicator of school or school system *process* is the ratio of pupils to teachers.<sup>8</sup> The ratio for the system as a whole, as reported to the U.S. Department of Education, is shown and compared with those of comparable states and the United States' average in **Figure 14**. In the late 1980s and early 1990s, Hawai'i considerably improved its pupil-to-teacher ratio and its rank on this indicator; but during the last eight years the state's ratio has been virtually unchanging, while its rank among the states has declined.

**Figure 14.** Pupil-to-teacher Ratios in Hawai'i and Comparable States, 1990-91 to 1999-2000

The pupil-toteacher ratio in Hawai'i improved until 1992-93. It has been virtually unchanged since at a level well above the United States' average.



In 1987-88, Hawai'i ranked 48th among the 50 states in pupil-to-teacher ratio. By 1992-93, it had improved its rank to 35th, having lowered its pupil-to-teacher ratio from 21.6 to 17.6. That improvement was the result of both deliberate policy and major effort, but the relative gain was also partly the result of increasing enrollments and financial difficulties in other states. Mainland states have long since recovered from the recession of the early 1990s; many have used the subsequent economic "boom" to invest in their public schools. With its continuing financial strains, the state's pupil-to-teacher ratio first rose, then stabilized (17.6 in 1999-2000); but the state's rank among the 50 states has dropped back to  $43^{\rm rd}$ .

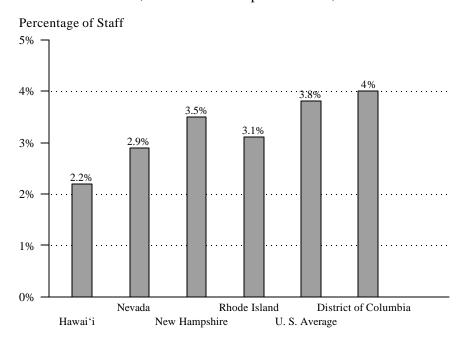


Administrators

In 1999-2000, there were 857.5 full-time equivalent school level administrative and support positions in the state's public schools, of which 488 were for principals or vice-principals. The remainder were for athletic directors, registrars, student services coordinators, or student activity coordinators. If administrative responsibilities were evenly divided, this would mean that on average each principal or vice-principal in Hawai'i was responsible for overseeing the education of 379 pupils and supervising 22.7 teachers—about 13 pupils less than in 1991-92.

There is a common perception that the public school system in Hawai'i is "top-heavy" with more state and district administrators than in other school systems, but the facts do not bear this out. The number of administrators as a percentage of the professional staff in the state's school system is actually smaller than in most school systems of similar size. **Figure 15** shows the 1998-99 percentages of professional staff performing district administrative functions in Hawai'i and comparable jurisdictions. The state's percentage (2.2%) is the lowest of the group. This is despite the fact that in Hawai'i, alone among the states, the percentage includes *both* district and state administrators.

**Figure 15.** Proportions of Professional Staff Performing District Administrative Functions, Hawai'i and Comparable States, 1998-99



The administrative staff percentage in Hawai'i is the lowest of the comparable states; only Hawai'i, of all the states, includes state administrators in its percentage.

This information is corroborated by a report that Hawai'i spends less per student for administration than most other states. The report noted that in 1994-95, Hawai'i spent about \$45 per pupil on administration (0.8% of total per-pupil expenditures). The national average was \$126 per pupil (about 2.3% of total per-pupil expenditures). <sup>10</sup>

Stability of school-level administration is an important indicator of school continuity and curricular direction, and there has been substantial improvement on this measure.



In the past ten years, the percentage of schools with three or more principals in five years has declined markedly. In 1989-90 it was 38%; in 1999-2000 it was only 9.6%. This represents notable progress toward providing schools with stable leadership.

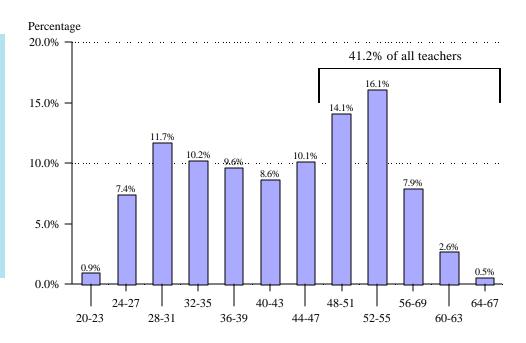
Staff Aging and Turnover One of the problems with which the state must soon deal is the aging of its school professional staff and the attendant problem of finding qualified replacements for those who resign or retire in sufficient numbers to meet the state's needs. Even under normal circumstances, Hawai'i is at a disadvantage in its recruitment of school personnel. The University of Hawai'i and the private colleges in Hawai'i that prepare teachers (Brigham Young University-Hawaii and Chaminade University) do not graduate sufficient numbers of teachers annually to meet the public schools' needs; the department must recruit nearly half of its replacement teachers from other states. Recruitment to meet special education staffing requirements is particularly difficult.

The aging of the current administrative and teaching staff poses the potential for major recruitment needs within the next decade. Both groups of staff have major portions of their membership close to retirement age. The age distribution of the state's public school teachers is shown in **Figure 16**. The potential problem should be readily apparent from the graph. More than 40% of teachers in the public schools of Hawai'i are over 48 years of age. With teachers eligible for full retirement at age 55 with 30 years of service (normal for one who entered teaching after finishing college), we could be facing the much higher than normal turnover of teachers over the next seven to ten years.

Figure 16. The Ages of Public School Teachers in Hawai'i, 1999-2000

The aging of our teaching staff is evident in this graph.

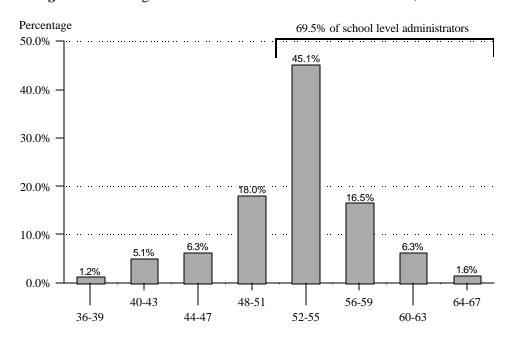
More than 40% of public school teachers in Hawai'i are over 48 years of age.





A similar, but more pressing, situation exists with respect to school-level administrators—principals and vice-principals. The distribution of their ages is shown in **Figure 17**. What is striking in this graph is that almost half of our school-level administrators are in the 52 to 55 year age bracket, less than 13% of them are under 48, and less than 2% of them are under 40. We are facing what could become a leadership crisis as the majority of our present school leaders are already eligible or will become eligible for retirement within less than five years.

Figure 17. The Ages of School-Level Administrators in Hawai'i, 1999-2000



More than twothirds of our school level administrators are 52 years of age or older and within less than five years of retirement eligibility.

While the state economy has suffered during the last decade and its citizens are not so relatively well off as they were in the late 1980s, Hawai'i remains a comparatively wealthy state. The *per capita* personal income in Hawai'i declined in rank among the states from its peak of 6<sup>th</sup> in 1993 and 1994 to 20<sup>th</sup> in 1999; but the state itself remains among the nation's leaders in *per capita* revenues and expenditures. In 1996 Hawai'i ranked **fourth** in state and local general revenue *per capita*, and **third** in state and local general expenditures per capita. Given this relative wealth, the question arises, "How well does Hawai'i support its system of public education?"

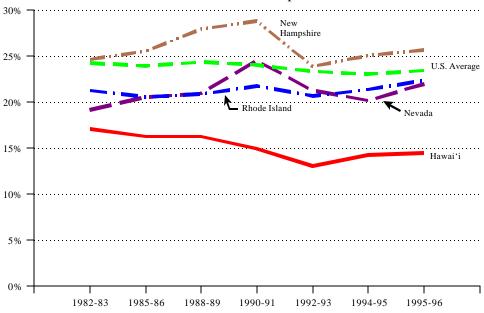
A reliable indicator of support for public education is the proportion of total state and local revenues that is allocated to the operation of public elementary and secondary schools. Rather than viewing school expenditures in isolation, state policymakers can get a sense of the actual priority given to public education by comparing **school** expenditures to the **total** expenditures of state and local governments. The proportions of state and local revenues allocated to public education by Hawai'i and comparable states from 1982-83 to 1995-96 are presented in **Figure 18**. On this measure of support for public education, Hawai'i has consistently ranked *last* among the states.

General Revenues and Expenditures for Public Education



**Figure 18.** Percentage of State and Local Revenue Allocated to Public K-12 Education, Hawai'i and Comparable States

Hawai'i devotes
the lowest
percentage of its
total state and
local revenues to
public K-12
education of any
state in the U.S.
Hawai'i has
consistently
ranked last
among the states
on this measure.



The chronically low proportion of state and local expenditures allocated to public education in Hawai'i in comparison to its peers warrants some explanation. Hawai'i is the only state that operates its public schools with only state and federal funds. In all of the other 49 states, education is jointly funded (and controlled) by both state and local governments; in most states, those local governments are school districts. School districts in other states have authority to levy taxes, usually property taxes; and they provide between 26% (Alaska) and 92% (New Hampshire) of the state and local funding for public schools. <sup>12</sup> In Hawai'i there is no comparable contribution to school funding from local governments.

# Current Expenditures per Pupil

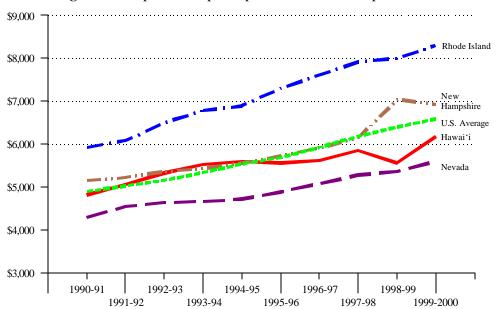
The standard index of funding for public education (without regard to the state's ability to pay) is the operating expenditures per pupil, reported in either dollars per average daily member (ADM) or dollars per average daily attendance (ADA).<sup>13</sup> Between 1980-81 and 1998-99, operating expenditures per pupil in Hawai'i grew almost exactly in parallel with the state's economy. During that period, the state's economic base (measured as Gross State Product/ADM) and operating expenditures per pupil both increased by 152%.<sup>14</sup>

Despite its relative wealth, Hawai'i has never spent appreciably more per pupil than the average of the fifty states. The state's per pupil spending has increased over the last four decades, as has educational spending throughout the nation. However, the state's spending relative to the national average declined markedly between 1979-80 and 1989-90 and only gained relative to the national average between 1990 and 1994 and in the last two years. Data documenting the state's per pupil expenditures over the three decades from 1959-60 to 1989-90 are given in **Appendix B** (**Table 13**). The trend since 1989-90 is shown in **Figure 19**. That trend was positive until 1994-95, then leveled off or declined until 1998-99, and since has risen again. Between



1989-90 and 1993-94, the state's per pupil expenditures gained against the national average, rising from 31<sup>st</sup> among the states to 19<sup>th</sup> but dropped to 33<sup>rd</sup> by 1996-97. By 2000, Hawai'i had climbed back to 26<sup>th</sup>, about 6% below the U.S. average. A note of caution is due here. The data for 1998-99 and 1999-2000 come from early estimates of expenditures, not from the final expenditure reports. If the estimated trend holds, it will be a positive sign on a subject for which the history has not been generally encouraging. Nonetheless, the disparity between the ranking of Hawai'i on tax revenues per capita (4<sup>th</sup>) and on expenditures per pupil (26<sup>th</sup>) is considerable.

Figure 19. Expenditures per Pupil, Hawai'i and Comparable States



Per pupil expenditures in Hawai'i were slightly above the national average in 1993-94. They receded during the mid-1990s recession, but may be gaining ground again.

Policy analysts elsewhere have corroborated the information on fiscal priorities presented above. A review of the education systems in all 50 states commissioned by the Pew Charitable Trusts gave the state's school funding a grade of **D**-, noting that Hawai'i ranks consistently last in the percentage of state and local funding allocated to public schools. The follow-up to that report gave Hawai'i an **A** for the equity of the state's school funding system but reiterated the low rating of the state's overall financial support of its public schools. The new report went on to address specifically the problems of urban schools in Hawai'i stemming from years of inadequate funding for repair and maintenance of school facilities. <sup>16</sup>

The number of classrooms needed by a school is calculated from the number and types of teachers assigned to the school, and the formula allows for sharing rooms. One-third (84) of the 253 regular schools operating in 1999-2000 had fewer classrooms than they needed. The net excess or shortage of classrooms, by level, for the seven school districts is shown in **Figure 20**. The state's effort to build new capacity to meet the demands of population growth has produced seven new schools since 1995-96 and has eased the overall classroom shortage, leaving local shortages of

Facilities Classrooms

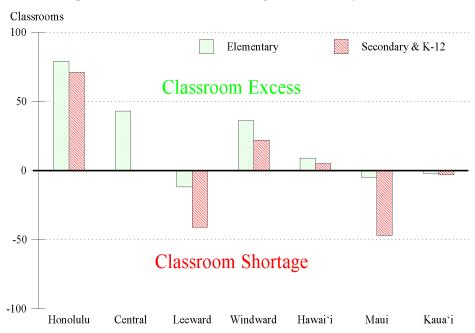


secondary classrooms in Leeward and Maui Districts. The end of enrollment growth for now has helped, but the shifting of population outward from Honolulu has made keeping up with the demand for classrooms and facilities difficult.

A second measure of classroom adequacy is the ratio of the school's enrollment to its rated capacity. Capacity is calculated by multiplying the number of classrooms by the state's standard for class size. This calculation, which allows for smaller classes for lower grades and special education, yields an estimated upper limit for a school's desirable enrollment. It is noteworthy that in 1999-2000, 68 schools were operating at or above their rated capacity, 24 of which were operating at more than 10% over capacity. This is a major improvement. Two years ago there were 94 schools operating at capacity and 48 schools operating more than 10% over capacity. There should be further improvement with the opening of two new schools in 2000-2001.

Figure 20. Net Classroom Shortage or Excess, by District

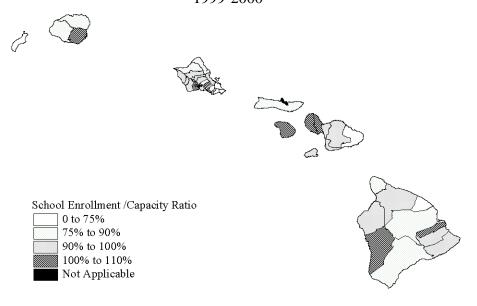
Classroom
shortages in
Hawai'i are
unevenly distributed. There are
excess classrooms in
Honolulu, but
there are shortages in each of
the districts with
growing populations.



As with other issues, school capacity is not ideally matched to the need around the state. The overall ratio of enrollment to capacity for school complexes is shown in **Figures 21** and **22** (next page). It is readily apparent from the maps that the adequacy of school capacity is not evenly distributed. The problems of resource distribution continue.

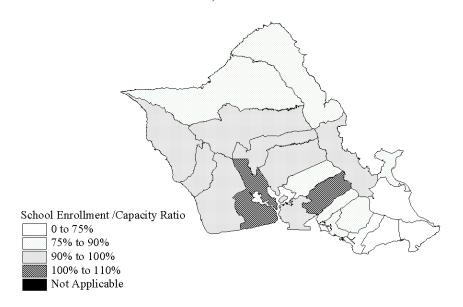


**Figure 21.** School Enrollment to Capacity Ratio by High School Complex 1999-2000



On neighbor islands, school capacity is most strained in Central Kaua'i; Baldwin, Lahainaluna, and Lana'i in Maui District; and Central Hilo and South Kona on Hawai'i.

**Figure 22.** School Enrollment to Capacity Ratio by High School Complex Oahu, 1999-2000



On Oahu, school capacity is most strained in Campbell, Monanalua, and Waipahu and least strained in East Honolulu and Kailua.

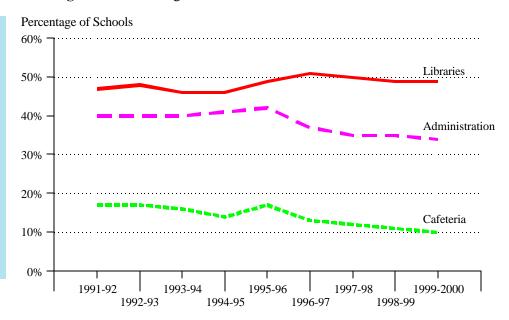


Other Facilities

Our schools' ancillary facilities remain underdeveloped. However, media attention to this problem and the efforts of schools, the department, and the leadership of state government have begun to produce results. The proportions of schools with inadequate space for cafeterias, libraries, or administrative facilities declined. The proportions of schools with library, cafeteria, or administrative facilities that are less than 70% of the state standard for schools of their size are displayed in **Figure 23**.

Figure 23. Percentages of Substandard Facilities, 1990-91 to 1999-2000

The proportions of schools with less than adequate administrative and cafeteria facilities declined in the last two years. However, over half our schools still lack adequate library space.



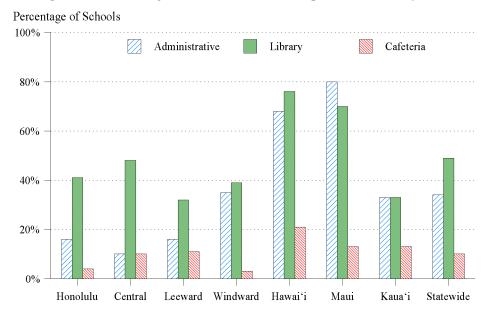
This problem is long standing and is shared with other states. A recent U.S. General Accounting Office document reported that similar problems affect all states. In Hawai'i as elsewhere, the problem resulted from years of under investment in school facilities. It will take a long time and much effort to correct. In 1992, the Office of Business Services estimated that it would take more than two billion dollars spent over ten years to bring all of the state's public schools up to the state's standards. The investment thus far proposed and appropriated has been far short of that.

The insufficiency of some school facilities affects schools at all levels. With respect to libraries, 82 of 167 elementary schools, 15 of 26 multi-grade schools, and 24 of 60 secondary schools do not have adequate library space (48% of all schools). As with other resource issues presented in this report, the distribution of facility shortfalls is not evenly distributed geographically; the shortfalls affect some districts much more than others.

The distribution of facility shortfalls by district is shown in **Figure 24** (next page). In Honolulu District, with a nominal excess of classrooms and stable enrollments, 36% of schools have inadequate library space. In Hawai'i District, the ratio is 76%. As with libraries, Hawai'i and Maui Districts show the most severe shortages of administrative space (offices, workrooms, storage, etc.).



Figure 24. Percentages of Schools with Inadequate Facilities, by District



The shortages of ancillary facilities are unevenly distributed. The shortages of library and administrative space are most acute for the schools in Hawai'i and Maui Districts.

The percentage of schools with inadequate cafeteria space (less than 70% of state standard) is lower than with libraries and administrative space—**only** 25 schools remain without adequate eating facilities. Substantial progress has been made in recent years to reduce the shortfall in this area.

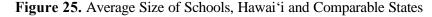
Some people believe that education ought to be subject to "economies of scale," i.e., that larger schools should be able to achieve the same educational results as smaller ones at lower costs per pupil. Research on cost economies is inconclusive, but studies of school size have shown clearly that smaller schools have better student attendance, satisfaction, and extracurricular participation than larger schools.<sup>19</sup>

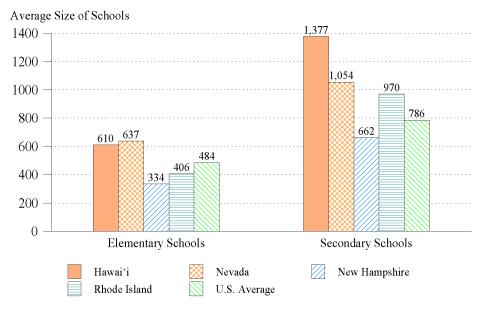
In previous reports, we have noted that Hawai'i has uncommonly large schools. Regular secondary schools in Hawai'i have the third largest average size in the nation—smaller on average only than those in Florida and California, but 75% larger than the national average. The state's regular elementary schools, averaging 610 pupils, in the last two years have dropped in rank from fourth to sixth largest in the nation as a result of new schools we have built, declining enrollment, and rapid enrollment growth in some other states. Our elementary schools are still 26% larger than the national average. These national data on school size take into account a distinction between **regular** schools and **all** schools. The category of regular schools excludes vocational, special education, and alternative schools, all of which tend to be smaller than regular schools. The average sizes of elementary and secondary schools in Hawai'i and comparable states are shown in **Figure 25** (next page).

School Size



Regular secondary schools in Hawai'i are the third largest, on average, in the nation--75% larger than the U.S. average. Its elementary schools are 26% larger than the U.S. average.





#### Attendance

Schooling requires time: time for exposure to ideas, time for thought and work, and time devoted to acquiring the skills and attitudes required for life in modern society. In 1990-91 Hawai'i lagged behind other states in the length of its school year with an average school year of 175 instructional days. As a result of state effort, including negotiating contract changes with teachers, in 1999-2000 Hawai'i had lengthened its average school year to 182 instructional days.

While the state sets the length of the school year, it is up to students (and their parents) to make use of the time they have. That means attending school. While reported attendance rates for all schools average over 93%, this still means that the state's average student misses *over 11 days* of school per year. As might be expected, the rates of absence vary with the school level.

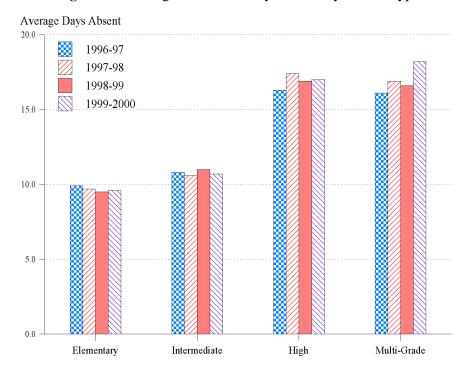
The average number of days absent from school by school type for the last four years is shown in **Figure 26**. It is disturbing that students in high schools and multi-grade schools (K-8, K-12, or 7-12) miss, on average, over three weeks (16 days) of school per year. In 1999-2000 there were 15 schools whose average numbers of absences exceeded 20 days per year.

There have been marked increases in reported absence rates for some high schools and multi-grade schools since 1994-95 that have accompanied changes in attendance accounting. Prior to 1994-95, attendance procedures had been quite varied, with many smaller schools reporting only the results of once-daily manual counts. The system-wide adoption of school management software has made possible standardization of attendance counting. Standard procedures for attendance, based on computer counting, were implemented in the 1998-99 school year. These changes in procedure probably



account for increases in reported absence rates. Therefore, we should not misinterpret these short-term changes as signs of deteriorating student behavior. Nevertheless, we need to improve students' attendance substantially.

Figure 26. Average Number of Days Absent by School Type



Students in the state's high schools and multi-grade schools miss, on average, over three weeks of school each year.

Among the elements of school process are the priorities that school staff and leaders use to guide their efforts over the year. Since 1991-92, school leaders have been asked to identify and describe their immediate school improvement priorities, which have been reported in the *School Status and Improvement Reports* (the individual, annual school reports). The categories of concerns expressed in these short-term improvement priorities for 1991-92 through 1999-2000 are presented in **Figure 27** (next page). Throughout this decade, student achievement and curriculum have dominated the list. Beginning in 1995-96, mention of facilities reflected the pressing need raised then to bring schools up-to-date technologically in computer access, telecommunication networking, and electrical service. This need appeared quickly, but was limited in duration. Once school facilities were brought up-to-date, concern with facilities faded, to be supplanted by the continuing concern about curriculum and standards and new attention to attendance, special education, school schedules, and the like.

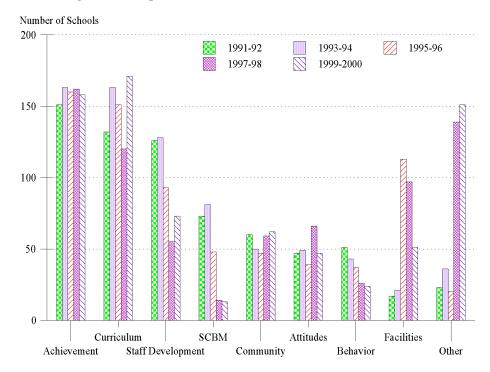
The components identified here are elements of schooling that school leaders have identified as priorities are within their power to change. The specific descriptions given in the *School Status and Improvement Reports* of individual school improvement priorities and activities are highly individual and particular to school situations and needs.

# School Improvement Priorities



Figure 27. Improvement Priorities of Public Schools in Hawai'i

Student achievement and curriculum are the top priorities for school improvement. Facilities have come into focus recently with the national and state emphasis on getting schools "online."

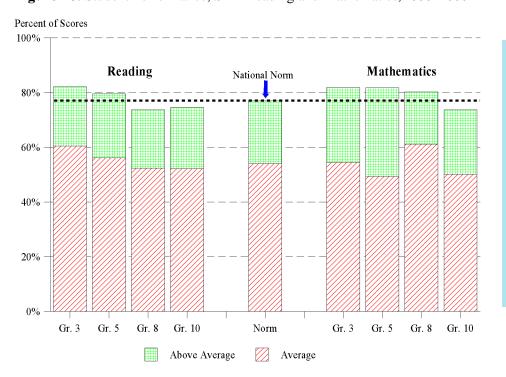




The Stanford Achievement Test (SAT) is a commercially prepared test that is used to compare the performance of public school students in Hawai'i on reading and mathematics with that of students nationally. (This test should not be confused with the College Board SAT, formerly titled the Scholastic Assessment Test, that is taken voluntarily by high school juniors and seniors to support their applications for admission to college.) The eighth edition of the SAT was administered annually to students in grades 3, 6, 8, and 10 between 1991-92 and 1997-98. The SAT Eighth Edition was replaced in 1998-99 by the SAT Ninth Edition (SAT9), which was administered to grades 3, 5, 7, and 9 for that year while plans were developed for new, standardsbased assessments specifically designed to measure students' attainment of the Hawai'i Content and Performance Standards (Revised). Those assessments were being developed in 1999-2000, and an abbreviated version of the SAT Ninth Edition was administered to students in grades 3, 5, 8, and 10. The use of the abbreviated SAT9 to provide normative data on students' achievement will be continued after the standards-based assessments are in place; the two assessments will complement each other.

The 1999-2000 performance of the state's students in grades 3, 5, 8, and 10 on the abbreviated SAT9 reading and mathematics tests is shown in **Figure 28**. Overall, our students performed quite well, and better than past students had scored on previous editions of the SAT. Our 3<sup>rd</sup> and 5<sup>th</sup> grade students performed better on the SAT reading test than did students in the test's norming group. Our 8<sup>th</sup> and 10<sup>th</sup> grade students performed near the norm. What had in the past appeared to be an early deficit in reading for our 3<sup>rd</sup> grade students was missing altogether in these data.

Figure 28. Student Performance, SAT Reading and Mathematics, 1999-2000



**Achievement Test** 

Stanford

Our students' performance on the new SAT tests are encouraging. Five of the eight sets of test scores were above the national norms for percentage of "average" or "above average" scores.



On the mathematics test, our students performed even better. Our  $3^{rd}$  grade,  $5^{th}$  grade, and  $8^{th}$  grade students exceeded the national norms for the Stanford mathematics test; although the  $10^{th}$  graders' performance was somewhat below the norm. The reasons for this are not clear, but they might have to do with differences in the test content. The three lower grade tests were on mathematical "problem solving," while the  $10^{th}$  grade test was more general in nature.

# High School Completion *Dropouts*

Students dropping out of school had not been considered a problem until relatively recently. Until well after World War II, leaving school without a high school diploma was a normal occurrence. That changed in the 1960s, and by 1989 increasing the rate of high school completion to 90% had become one of eight National Education Goals. In 1988 the National Center for Education Statistics (NCES) led a national effort to develop standard definitions of dropouts and to standardize the reporting of dropout statistics. Hawai'i has reported these data to NCES since reporting began in 1994. **Table 2** shows these "event dropout" rates by grade for Hawai'i for the years since reporting was initiated.<sup>21</sup> One should note that these statistics count as "dropouts" a substantial number of students whose status is simply unknown. These include students transferring to other states or countries whose enrollment in their destination schools has not been confirmed. The students of unknown or unconfirmed outcome are almost half of the total counted as dropouts.

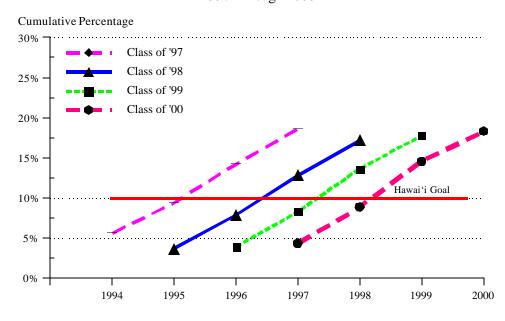
Table 2. Event Dropout Rates (%) by Grade Level, Grades 9 through 12

		Gra	Estim	ated Cohort		
Dropout Rate (%)	9	10	11	12	Dropout Rate	
1993-94 to 1994-9	5.57%	5.72%	7.40%	3.66%		
1994-95 to 1995-9	3.71%	4.02%	5.84%	6.73%		
1995-96 to 1996-9	3.91%	4.32%	5.29%	5.59%		
1996-97 to 1997-9	4.36%	4.54%	5.33%	5.23%	18.6%	Class of '97
1997-98 to 1998-9	4.31%	4.75%	5.86%	5.02%	17.2%	Class of '98
1998-99 to 1999-200	4.57%	6.11%	6.20%	4.78%	17.8%	Class of '99
1999-2000 to 2000-(	3.85%	4.77%	5.75%	4.33%	18.3%	Class of '00

From the annual event dropout rates shown in **Table 2**, one can estimate the cumulative dropout rate for the classes of 1997 through 2000 by compounding the annual event rates for the cohort's four years of high school, shown in the shaded cells.<sup>22</sup> These patterns of the cumulative dropout rates for our last four graduating classes are shown in **Figure 29** (next page). It is necessary here to add the caution that these rates represent the *upper limits* for the "true" dropout rates because, as noted above, many students' true status is unknown, and all whose status is unknown are counted as dropouts. A minimum value for the dropout rate can also be estimated using the rates of confirmed dropouts; those minimum values range between 10.5% for the class of 1997 and 12.5% for the class of 2000. Even viewing the data as optimistically as possible, we have not achieved the goal of graduating 90% of students who enter high school by the year 2000, and we have much yet to do to meet the National and Hawai'i Educational Goals on this count.



**Figure 29.** Cumulative Dropout Rates for High School Graduating Classes 1997 Through 2000



We have not met the state and national goal of having 90% of students who enter high school graduate. For the class of 2000, nearly 10% had dropped out of school by the beginning of their junior year.

To graduate with a diploma from a public high school in Hawai'i, students must accumulate 22 high school credits,<sup>23</sup> including the following specific subject requirements:

**Senior Completion** 

English 4 credits
mathematics 3 credits
science 3 credits
social studies 4 credits
physical education 1 credit
health
guidance <sup>1</sup> / <sub>2</sub> credit

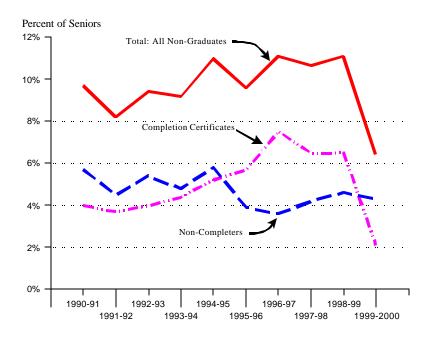
Students in the special education program who are pursuing an individually planned program and who cannot complete the above requirements may be awarded an individually planned program certificate if they complete all the elements of their individually prescribed programs (IPP). Receipt of one of these certificates is not considered graduation, but it does connote a degree of successful school completion.<sup>24</sup>

The rates of **non-graduation** outcomes are shown in **Figure 30** (next page). These data are for students who either were seniors at the beginning of the academic year or became seniors during that year. Between 1990-91 and 1997-98 the overall rate of non-completion declined from about 6% to just over 4%. There was also an increase in the percentage of students finishing school with completion certificates during that same period, as students who might otherwise have left school altogether chose this



Figure 30. High School Senior Non-Graduation Outcomes, 1991-2000

Since HSTEC
was suspended,
the overall rate
of non-graduation for seniors
has been cut by
nearly half. The
non-completion
rate continues to
decline after a
brief surge due
to increased
requirements.



alternative route to completion. In 1999-2000, the Hawai'i State Test of Essential Competencies (HSTEC) was dropped as a graduation requirement, with the effects evident in **Figure 30**. Since HSTEC was suspended, the overall rate of non-graduation for seniors has been cut from over 10% to 6.4%. About one-third of the 1999-2000 non-graduates were recipients of IPP certificates. Additionally in 1999-2000, 29.5% of seniors received BOE Recognition diplomas, which require completion of 24 credits with at least a 3.0 grade point average.

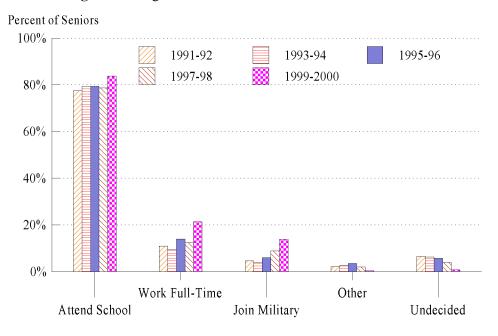
In the coming years, as the department implements standards-based education, we expect to see improvement in both dropout rates and school completion statistics. As the revised Hawai'i Content and Performance Standards become the foci of curriculum and student assessment, including a planned standards-based high school exit examination, it is the department's hope and intent that the clear goals and focus presented by the standards will help to increase the rates at which students successfully complete high school.

## Seniors' Plans

Each spring, the department surveys high school seniors throughout the State about their immediate plans regarding employment and further education. Over the last five years, 80% to 90% of seniors have responded to the survey. The results are shown in **Figure 31** (next page). Consistently, about 80% of public high school seniors report that they intend to pursue higher education, and the proportion is growing. While most seniors intend to continue their formal education, growing numbers expressed the intention to work full-time or to join the military. The percentages add to more than 100%, because many students intend to pursue more than one of these goals, e.g., work full-time *and* attend college.



Figure 31. High School Seniors' Plans, 1991-92 to 1999-2000



Most high school seniors intend to continue their schooling and the proportion is increasing. Also increasing are the numbers who intend to work full-time or join the military.

Under the provisions of Hawaii Administrative Rules, Title 8 (Department of Education), Chapter 19, students may be suspended from school for four classes of misconduct:

**Student Suspensions** 

Class A offenses ...... felonies such as assault or burglary;

Class B offenses ...... misdemeanors like gambling, harassment, or trespassing;

Class C offenses ...... violation of department rules; and

Class D offenses ...... 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.

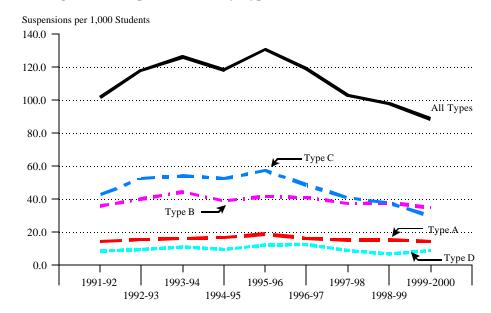
The statewide rates of the four classes of suspensions for the 1991-92 through 1999-2000 school years are presented in Figure 32 (next page). The rates are given in terms of incidents per 1,000 students to permit comparisons across years. A student may have committed more than one offense before being suspended, and a number of students have been suspended more than once in each year. A small number of students-about 200-are suspended from more than one school in the same year.

The total number of suspensions peaked in 1996-97, while the incidence rate peaked a year earlier at 130.7 suspensions per 1,000 students. The incidence of all types of offenses increased between 1991-92 and 1996-97, but particularly that of Type C offenses (violations of department regulations). Since then, the number of suspensions has fallen off steadily, especially those for Type C violations. Fewer students are being suspended, although the rates of suspension for the most serious offenses (Types A and B) have remained relatively steady over the last three years.



Figure 32. Suspension Rates by Type of Offense, 1991-92 to 1999-2000

The incidence rate for suspensions declined sharply in 1997-98 and has continued to decline since. The bulk of the decline is in Type C offenses.



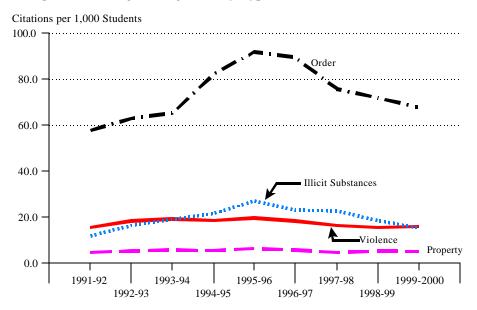
Although the Chapter 19 suspension classifications are related to the general seriousness of the behavior involved, they do not reflect the degree to which students' behavior actually threatened the safety or property of others. Therefore, the specific charges for which students were suspended were also categorized to reflect the degree of threat to safety or property involved. In this analysis, charges were classified by the categories listed in **Table 3**. The designations in parentheses are the classification codes used by the department under Chapter 19. The incidence rates of these classifications are shown in **Figure 33**. This analysis also reflects the fact that there are more charges than suspensions for the reason noted above that a student may have committed more than one offense before being suspended from school.

Table 3. Classification of Ch. 19 Charges by Type of Incident

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), Other Prohibited Conduct (D02)



Figure 33. Charges Categorized by Type of Incident, 1991-92 to 1999-2000



Violence is infrequent and declining. Use of illicit substances is down also. Even "disorderly conduct" and insubordination are less frequent than they were in 1995-96.

The charges listed on students' suspension reports clearly indicate that violence is neither rampant nor increasing. The most prevalent problems reflected in the charges are breaches of order. The incidence of these offenses peaked in 1995-96 and has since sharply receded. Next in order of incidence are those involving illicit substances, which also crested in 1995-96 and have declined since. The incidence rate of violence has gradually declined since 1995-96, and threats to property have been stable throughout the decade.

Of the 19,353 charges associated with student suspensions in 1999-2000, the three most frequently cited charges, accounting for 63.7% of the total, were for insubordination, disorderly conduct, and "other prohibited conduct." The next two most frequently cited charges were for harassment (7.5%) and smoking or other use of tobacco (6.8%, less than half the number of citations in 1995-96). Citations for possession or use of illicit substances represented 5% of the total. The codes used by the department for records of Chapter 19 offenses now distinguish between alcohol violations and those involving use, possession, or sale of illegal drugs. Before 1997-98 the two were lumped together. In 1999-2000, use or possession of alcohol accounted for over one-fourth of the violations for illicit substances.



This eleventh Superintendent's accountability report has described the status of public schools in Hawai'i in 1999-2000. The major goal of these reports is to promote insight into what we can improve by analyzing the *context*, *processes*, and *outcomes* of our school system. What we have learned from this report is that:

- The task facing our public schools in Hawai'i is becoming steadily more difficult and more costly. The students in our charge increasingly come to school with some form of disadvantage, whether poverty, lack of English proficiency, or condition requiring special education services. Moreover, the children with these special needs are unevenly dispersed, and we must bring the instructional and support services they need to them. That is the purpose of the department's system-wide Comprehensive Student Support Services initiative.
- Our state's system of financing public education makes it difficult for Hawai'i to provide the financial support that other states provide for their public schools. Making our children's education the top priority in Hawai'i will require nothing less than a major reordering of the state's fiscal priorities. This is made more complicated and difficult to resolve with the increased cost of schooling for those subject to federal mandates.
- School facilities have improved considerably. Individual schools are still stretched and overcrowded, reflecting population shifts more than population growth. We need to reduce the size of schools and increase the affiliation and involvement of students.
- We have moved to provide more time for instruction, but we need to use that time more effectively. We have lengthened the school year, and many schools have adopted year-round operation. We need to find ways to encourage students—and parents—to take full advantage of the time available. We cannot teach students who do not come to school.
- Our students' performance on the new Stanford Achievement Tests is much improved over that in the past. Another major "test" is coming as standards-based assessments are aligned with the Hawai'i Content and Performance Standards. We need to keep focus on the primary goal of assessments-how well students perform in relation to the standards.
- We have yet to achieve the goal of having at least 90% of the students who enter 9th grade graduate from high school. Increasing the number of students who stay in school and meet the standards for graduation will provide a clear measure of the success of standards-based educational reform.



#### **Endnotes**

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.

Introduction

- U.S. Bureau of the Census, Statistical Abstract of the United States: 2000 (120th edition), Washington, D.C., 2001, online, http://www.census.gov/prod/www/statistical-abstract-us.html, Table 24 (population), Table 727 (income), accessed 16 February 2001. National Center for Education Statistics, Early Estimates of Public Elementary and Secondary Education Statistics: School Year 1999-2000, NCES 2000-364, online, http://nces.ed.gov/pubs2000/2000364.pdf, Table 1 (enrollment), accessed 9 August 2000.
- 3. The three special program centers are: Jefferson Orthopedic Unit, located at Jefferson Elementary School; Pohukaina School, a special education unit adjacent to Kaimuki Middle School; and The Hawai'i Center for the Deaf and the Blind, located in Kapahulu.

Context

- 4. One of the state's greatest challenges is meeting the requirements of the "Felix Consent Decree," a federal court mandated settlement that requires the departments of education and health to ensure that appropriate mental health services are provided to students eligible for special education services.
- 5. For mapping and analysis, the complexes used here are simplified from the administrative complexes used for district and facility planning. The administrative complex for South Hilo actually comprises three "complexes" shown on the maps: Ka'u, Kea'au, and Pahoa. Similarly, Lapahoehoe and Hilo, Baldwin and Hana, Lahainaluna and Lana'i are combined into single administrative complexes but are displayed separately on the maps.
- 6. Hawaii Department of Business, Economic Development and Tourism, *The State of Hawaii Data Book 1999*, online, http://www.hawaii.gov/dbedt/db99/index.html, Table 2.01, Table 2.05, accessed 22 January 2001.
- 7. These estimates are calculated from counts of students who were enrolled in the same school in both September and June.
- 8. Pupil/teacher ratios are *not* measures of class size. Class sizes can be considerably larger than the overall pupil/teacher ratio for two reasons. In Hawaii's secondary schools, teachers usually teach six periods of a seven period day (leaving one period for preparation). Also, for a given overall pupil/teacher ratio, mandated small classes in some areas, e.g., special education, necessitate larger classes in others.

**Process** 



- U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics*, 2000, NCES 2001-034, Washington, D.C., 2001, online, http://nces.ed.gov/pubs2001/2001034.pdf, Table 81, accessed 22 February 20001.
- 10. Karen Peterson, "Isle schools spend less for top posts," *Honolulu Advertiser*, August 14, 1998, pp. A1, A12.
- 11. *Statistical Abstract of the United States: 2000*, Table 727 (income), Table 505 (revenue), Table 504 (expenditures).
- 12. Digest of Education Statistics, 2000, Table 159. The division between state and local funding is calculated taking the federal and private contributions out. The average federal and private contributions to public education revenues were 6.8% and 2.6% respectively in 1997-98. "Private" contributions include gifts, tuition, and fees charged to patrons.
- 13. Dollars per ADM results in a slightly lower value for per pupil expenditures than does dollars per ADA because average daily membership (enrollment) is always larger than average daily attendance. In both cases, the data reported by the National Center for Education Statistics (NCES) exclude both capital and federal expenditures from the computation of states' per pupil expenditures. This ensures that comparisons made from the data fairly reflect current expenditures made from funds drawn from state or local resources.
- 14. Hawaii Department of Business, Economic Development and Tourism, *The State of Hawaii Data Book 1999*, online, http://www.hawaii.gov/dbedt/db99/index.html, Table 13.02 (GSP) and Table 9.01 (revenues), accessed 22 January 2001. *Digest of Education Statistics*, 2000, Table 169. Early Estimates, Tables 6&7.
- 15. Education Week, *Quality Counts: A Report on the Condition of Education in the 50 States*, Washington, D.C., Editorial Projects in Education, 1997, pp. 94, 96.
- 16. Education Week, *Quality Counts '98: The Urban Challenge*, Washington, D.C., Editorial Projects in Education, 1998, pp. 137-140.
- 17. The current policy is target class sizes of 21 in grades K through 2 and 26 in higher grades. The target class size for special education is 12.
- 18. U.S. General Accounting Office, *School Facilities: America's Schools Report Differing Conditions*, GAO/HEHS 96-103, Washington, D.C., 1996.



19. W. J. Fowler and H. J. Walberg, "School Size, Characteristics, and Outcomes," *Educational Evaluation and Policy Analysis*, **13**, 2, (Summer, 1991): 189-202.

## **Outcomes**

- 20. Digest of Education Statistics, 2000, Tables 98 and 99.
- 21. The event rate is computed by counting the number of students who leave school for various reasons within each grade cohort each year as a percentage of the original cohort size. The other two defined rates are status dropout (aged 16 to 24, not in school and without a high school diploma or the equivalent as a percentage of the age group population) and cohort dropout (percentage of entering high school freshmen who have not completed high school four years later).
- 22. The compounding formula is as follows:  $r_c = [1-(1-r_9)(1-r_{10})(1-r_{11})(1-r_{12})]$  where  $r_c$  is the estimated cohort rate and the other "r" values are the event rates for  $9^{th}$  through  $12^{th}$  grades. The compounding is necessary to account for the diminishing size of the original cohort.
- 23. The number of credits required for graduation was increased from 20 to 22, raising the credits required in mathematics and science from 2 to 3, beginning with the 1996-97 senior class. In addition, until 2000 students were required to demonstrate mastery of 16 "essential competencies" by passing a written test, the Hawai'i State Test of Essential Competencies (HSTEC). HSTEC was eliminated as a graduation requirement, beginning with the senior class of 2000. HSTEC will eventually be replaced by an assessment linked to the revised Hawai'i Content and Performance Standards.
- 24. Until HSTEC was eliminated, students in the regular program whose only deficiency for graduation was failure to pass HSTEC could receive a "course completion certificate." Like the IPP certificate, the course completion certificate was not a diploma, and its recipients were not counted as graduates.



# **Data Tables**

**Table 4.** Enrollment in Hawai'i Public Schools, 1990-91 to 1999-2000 (Figure 2)

_	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-1999	1999-2000
Elementary	100,071	102,142	103,356	104,227	105,598	107,254	107,979	108,197	107,046	105,509
Secondary	70,985	72,107	73,567	75,649	77,566	79,327	80,506	81,084	80,349	79,527
Total	171,056	174,249	176,923	179,876	183,164	186,581	188,485	189,281	187,395	185,036
Growth	1,863	3,193	2,674	2,953	3,288	3,417	1,904	796	-1,886	-2,359
Growth Rate	1.1%	1.9%	1.5%	1.7%	1.8%	1.9%	1.0%	0.4%	-1.0%	-1.3%

**Table 5.** Births and Kindergarten Enrollments Five Years Later (Figure 3)

	Enrollment	Fall K
Births	Year	Enrollment
10 120	1005	12 425
		13,425
18,174	1986	13,642
18,675	1987	13,888
19,090	1988	14,091
18,667	1989	14,147
18,267	1990	13,934
18,253	1991	14,353
18,555	1992	14,439
18,937	1993	14,822
19,335	1994	15,251
20,438	1995	16,065
19,880	1996	15,625
19,837	1997	14,915
19,567	1998	14,481
19,438	1999	14,055
18,552	2000	13,425
18,378	2001	
17,326	2002	
17,567	2003	
	18,129 18,174 18,675 19,090 18,667 18,267 18,253 18,555 18,937 19,335 20,438 19,880 19,837 19,567 19,438 18,552 18,378 17,326	Births         Year           18,129         1985           18,174         1986           18,675         1987           19,090         1988           18,667         1989           18,267         1990           18,253         1991           18,555         1992           18,937         1993           19,335         1994           20,438         1995           19,880         1996           19,837         1997           19,567         1998           19,438         1999           18,552         2000           18,378         2001           17,326         2002

Source: See Note 6.



**Table 6.** Enrollment by District, 1989-90 to 1999-2000 (Figure 4)

	Honolulu	Central	Leeward	Windward	Hawai'i	Maui	Kauaʻi
1989-90	34,052	35,239	30,019	19,244	23,745	17,312	9,427
1990-91	34,128	35,177	30,320	19,324	24,564	17,788	9,561
1991-92	33,978	35,593	31,066	19,494	25,472	18,379	10,109
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

**Table 7.** Students with Special Needs in Hawai'i Public Schools (Figures 5, 8, & 9)

_	Special Education		Limited English		Lunch Subsidy	
1989-90	9,572	5.7%	8,035	4.7%	48,522	28.7%
1990-91	9,778	5.7%	8,861	5.2%	46,849	27.4%
1991-92	10,800	6.2%	8,834	5.1%	47,719	27.4%
1992-93	11,515	6.5%	9,124	5.2%	55,295	31.3%
1993-94	11,692	6.5%	10,603	5.9%	60,339	33.5%
1994-95	12,182	6.7%	11,088	6.1%	64,748	35.3%
1995-96	13,108	7.0%	12,902	6.9%	70,033	37.5%
1996-97	13,931	7.4%	13,366	7.1%	74,793	39.7%
1997-98	15,561	8.2%	13,146	6.9%	77,367	40.9%
1998-99	17,521	9.3%	18,178	9.7%	79,107	42.2%
1999-2000	19,269	10.4%	15,323	8.3%	77,876	42.1%

**Table 8.** Classification of Students by Special Needs Status, 1999-2000 (Figure 7)

	Headcount	Percent
Limited English only	5,824	3.2%
Special Education only	9,138	5.0%
Poverty only	57,012	31.1%
Multiple Disadvantages	21,192	11.5%
Non-Disadvantaged	90,436	49.3%
Total	183,602	

Source: Student roster of 14 December 1999. These totals differ from "official" enrollment because they are determined at mid-year, rather than at the beginning of the school year, as official enrollment is.



Appendix B School Performance and Improvement in Hawai'i 2000

Table 9. Incidence of Low Birth Weight and Single Mothers, 1985-1998 (Figure 12)

		Births to	Babies with
	Total	Single	Low Birth
Year	Births	Mothers	Weight
1985	18,267	20.1%	6.6%
1986	18,253	20.4%	6.1%
1987	18,555	21.4%	7.2%
1988	18,937	22.3%	6.9%
1989	19,335	23.9%	7.1%
1990	20,438	24.9%	7.1%
1991	19,880	26.3%	6.8%
1992	19,837	26.5%	7.2%
1993	19,567	27.3%	6.9%
1994	19,438	28.4%	6.5%
1995	18,552	29.3%	6.6%
1996	18,378	30.3%	6.7%
1997	17,326	30.0%	7.1%
1998	17,567	31.9%	7.9%

Source: See Note 6.

Table 10. Students Attending the Same School All Year (Figure 13)

Type of School

Year	Elementary	Intermediate	High	Multi-Grade
1991-92	90.2%	93.5%	92.4%	93.2%
1992-93	89.7%	92.3%	91.5%	91.3%
1993-94	95.2%	96.0%	94.2%	95.2%
1994-95	89.5%	88.8%	88.8%	89.7%
1899.00	92.1%	93.8%	93.1%	93.6%
1996-97	91.0%	93.4%	92.9%	92.9%
1997-98	91.0%	93.2%	94.3%	92.5%
1998-99	90.1%	94.7%	95.1%	93.3%
1999-2000	85.7%	91.9%	94.7%	93.4%



**Table 11.** Pupil to Teacher Ratios in Hawai'i and Comparable States, 1990-91 to 1999-2000 (Figure 14)

	Hawai'i	Nevada	New Hampshire	Rhode Island	U. S. Average	Hawaiʻi Rank
1990-91	18.9	19.4	16.2	14.6	17.2	41
1991-92	18.5	18.6	15.5	14.6	17.3	40.5
1992-93	17.6	18.7	15.6	14.3	17.4	35.5
1993-94	17.8	18.7	15.5	14.8	17.4	38.5
1994-95	17.9	18.7	15.6	14.7	17.3	39
1995-96	17.8	19.1	15.7	14.3	17.3	40
1996-97	17.7	19.1	15.6	14.2	17.1	41
1997-98	17.8	18.5	15.6	14.5	16.8	41
1998-99	17.7	18.9	15.4	13.9	16.5	40.5
1999-2000	17.6	18.7	15.4	13.9	16.2	43

Sources: Digest of Education Statistics, 2000, Table 67; Early Estimates: 1999-2000, Tables 6,7.

**Table 12.** Percentage of State and Local Revenue Allocated to Public K-12 Education, Hawai'i and Comparable States (Figure 18)

	Hawai'i	Nevada	New Hampshire	Rhode Island	U. S. Average
1982-83	17.1%	19.2%	24.7%	21.3%	24.3%
1983-84	16.5%	18.4%	24.9%	20.7%	24.0%
1984-85	16.3%	18.3%	25.9%	20.4%	23.9%
1985-86	16.3%	20.6%	25.6%	20.6%	24.0%
1987-88	17.3%	21.0%	27.6%	21.4%	24.2%
1988-89	16.3%	21.0%	28.0%	20.9%	24.4%
1989-90	15.5%	22.4%	28.4%	22.0%	24.3%
1990-91	15.0%	24.5%	28.9%	21.8%	24.1%
1991-92	13.5%	22.4%	24.2%	19.8%	23.5%
1992-93	13.1%	21.3%	23.9%	20.7%	23.4%
1994-95	14.3%	20.2%	25.1%	21.4%	23.1%
1995-96	14.5%	22.0%	25.7%	22.4%	23.5%

Note: No data have been reported by NCES for school years 1986-87 or 1993-94.

Sources: Digest of Education Statistics, 2000, Table 35; Digest 1985-86, Table 15; Digest 1987, Table 25; Digest 1988, Table 27; Digest 1989, Table 32; Digest 1990, Table 32; Digest 1991, Table 34; Digest 1992, Table 36; Digest 1994, Table 36; Digest 1996, Table 35; Digest, 1997, Table 36; Digest, 1998, Table 36.



**Table 13.** Expenditures per Pupil (ADA) for Hawai'i and Comparable States, Long Term Trend

			New	Rhode	U. S.	HI Differer	nce from
Year	Hawai'i	Nevada	Hampshire	Island	Average	U.S.Av	erage
1959-60	\$1,787	\$2,369	\$1,911	\$2,275	\$2,065	-\$278	-13.5%
1969-70	\$3,599	\$3,295	\$3,096	\$3,816	\$3,494	\$105	3.0%
1979-80	\$4,837	\$4,351	\$3,992	\$5,419	\$4,733	\$104	2.2%
1989-90	\$5,667	\$5,245	\$6,756	\$8,111	\$6,343	-\$676	-10.7%

Source: Digest of Education Statistics, 2000, Table 168. Expenditures are in constant 1997-98 dollars per average daily attendee (ADA).

**Table 14.** Expenditures per Pupil (ADM) for Hawai'i and Comparable States (Figure 19)

			New	Rhode	U.S.	HI Difference from	
Year	Hawai'i	Nevada	Hampshire	Island	Average	U.S. Av	erage
1989-90	\$4,130	\$3,816	\$4,786	\$5,908	\$4,643	-\$513	-11.0%
1990-91	\$4,820	\$4,294	\$5,152	\$5,934	\$4,902	-\$82	-1.7%
1991-92	\$5,062	\$4,546	\$5,237	\$6,092	\$5,023	\$39	0.8%
1992-93	\$5,332	\$4,645	\$5,368	\$6,501	\$5,160	\$172	3.3%
1993-94	\$5,533	\$4,664	\$5,433	\$6,797	\$5,327	\$206	3.9%
1994-95	\$5,597	\$4,730	\$5,567	\$7,126	\$5,529	\$68	1.2%
1995-96	\$5,560	\$4,892	\$5,740	\$7,304	\$5,689	-\$129	-2.3%
1996-97	\$5,633	\$5,084	\$5,920	\$7,612	\$5,923	-\$290	-4.9%
1997-98	\$5,858	\$5,295	\$6,156	\$7,928	\$6,189	-\$331	-5.3%
1998-99	\$6,003	\$5,447	\$6,746	\$7,929	\$6,408	-\$405	-6.3%
1999-2000	\$6,193	\$5,597	\$6,932	\$8,315	\$6,585	-\$392	-6.0%

Sources: Digest of Education Statistics, 2000, Table 169. Early Estimates, 1999-2000, Tables 6,7. Expenditures are in current (unadjusted) dollars per average daily member (ADM). To ensure comparability among states, these data exclude capital and federal fund expenditures. These data differ from those reported in the department's Consolidated Annual Financial Report because the latter includes federal funds in the computation of per pupil expenditures.

**Table 15.** Net Classroom Shortage or Excess by District (Figure 20)

	Honolulu	Central	Leeward	Windward	Hawai'i	Maui	Kauaʻi
Elementary	79	43	-12	36	9	-5	-2
Secondary or K-12	71	0	-41	22	5	-47	-3
Total	150	43	-53	58	14	-52	-5

**Table 16.** Percentages of Schools with Substandard Facilities (Figure 23)

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
Administration	40%	40%	40%	41%	42%	37%	35%	35%	34%
Libraries	47%	48%	46%	46%	49%	51%	50%	49%	49%
Cafeteria	17%	17%	16%	14%	17%	13%	12%	11%	10%



**Table 17.** Percentages of Schools with Substandard Facilities by District, 1999-2000 (Figure 24)

	Honolulu	Central	Leeward	Windward	Hawai'i	Maui	Kauaʻi	Statewide	
Administrative	16%	10%	16%	35%	68%	80%	33%	34%	
Library	41%	48%	32%	39%	76%	70%	33%	49%	
Cafeteria	4%	10%	11%	3%	21%	13%	13%	10%	
Number of Schools	56	41	40	31	40	30	15	253	

**Table 18.** Mean Number of Days Absent by School Type and Year (Figure 26)

School Type									
Elementary	Intermediate	High	Multi-Grade						
9.8	10.7	13.4	12.7						
10.0	9.8	12.7	12.8						
9.8	11.2	14.1	14.5						
9.9	11.4	17.2	16.1						
9.5	11.0	17.2	15.5						
9.9	10.8	16.3	16.1						
9.7	10.6	17.4	16.9						
9.5	11.0	16.9	16.6						
9.6	10.7	17.0	18.2						
	9.8 10.0 9.8 9.9 9.5 9.7 9.7	Elementary     Intermediate       9.8     10.7       10.0     9.8       9.8     11.2       9.9     11.4       9.5     11.0       9.9     10.8       9.7     10.6       9.5     11.0	Elementary         Intermediate         High           9.8         10.7         13.4           10.0         9.8         12.7           9.8         11.2         14.1           9.9         11.4         17.2           9.5         11.0         17.2           9.9         10.8         16.3           9.7         10.6         17.4           9.5         11.0         16.9						

**Table 19.** Number of School Reporting Specific Improvement Priorities , 1991-92 to 1999-2000 (Figure 27)

_	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
Achievement	151	170	163	167	161	158	162	177	158
Curriculum	132	144	167	152	157	137	120	125	171
Staff Development	126	124	122	115	95	66	55	60	73
SCBM	73	85	78	57	48	26	14	9	13
Community	60	60	48	55	48	48	59	64	62
Attitudes or Behavior	98	83	88	81	80	60	66	62	47
Accredition	n/a	n/a	2	1	5	20	26	27	24
Facilities	17	18	27	66	114	106	97	67	51
Other	23	28	12	12	20	111	139	156	151



**Table 20.** Stanford Achievement Test, 1999-2000 (Figure 28)

		Norm	Reading	Mathematics
	Below Average	23%	17.9%	18.1%
3rd Grade	Average	54%	60.5%	54.5%
	Above Average	23%	21.6%	27.4%
	Mean		619.9	618.2
	National Mean		617.9	608.3
	Below Average	23%	20.6%	18.3%
5th Grade	Average	54%	56.1%	49.3%
	Above Average	23%	23.4%	32.4%
	Mean		651.8	652.0
	National Mean		651.1	643.2
	Below Average	23%	26.3%	19.8%
8th Grade	Average	54%	52.4%	61.2%
	Above Average	23%	21.3%	19.0%
	Mean		684.3	672.4
	National Mean		687.5	673.9
	Below Average	23%	25.5%	26.3%
10th Grade	Average	54%	52.2%	50.2%
	Above Average	23%	22.3%	23.5%
	Mean		699.4	700.5
	National Mean		700.3	701.2

**Table 21.** High School Senior Completion and Non-Completion, 1986-87 to 1999-2000 (Figure 30)

Certificate of Completion Course Did Not Year Seniors Graduated IPP Completion Complete 10,161 9,595 94.4% 1986-87 - - -- - -566 5.6% - - -1987-88 11,173 10,517 94.1% 656 5.9% - - -- - -- - -11,190 10,534 94.1% 5.9% 1988-89 656 1989-90 10,204 9,393 92.1% 139 1.4% 672 6.6% 10,041 225 9,066 90.3% 2.2% 180 570 5.7% 1990-91 1.8% 10,062 9,235 1991-92 91.8% 207 2.1% 168 1.7% 452 4.5% 9,852 8,924 211 532 5.4% 1992-93 90.6% 2.1% 185 1.9% 1993-94 10,367 9,411 90.8% 301 2.9% 158 1.5% 497 4.8% 1994-95 10,552 9,435 89.4% 344 3.3% 205 1.9% 568 5.4% 10,395 9,405 90.5% 365 223 402 3.9% 1995-96 3.5% 2.1% 1996-97 10,189 8,977 88.1% 535 5.3% 227 2.2% 450 4.4% 10,836 1997-98 9,677 89.3% 499 4.6% 202 1.9% 458 4.2% 1998-99 10,930 9,725 89.0% 509 4.7% 193 1.8% 503 4.6% 1999-2000 11,145 10,437 93.6% 0 0.0% 229 2.1% 479 4.3%



**Table 22.** High School Seniors Plans, 1991-92 to 1999-2000 (Figure 31)

	Attend School	Work Full-Time	Join Military	Other	Undecided
=			,		
1991-92	77.4%	10.9%	4.6%	2.1%	6.5%
1992-93	83.7%	16.6%	4.6%	1.3%	4.5%
1993-94	79.3%	9.6%	3.8%	2.6%	6.3%
1994-95	79.0%	10.1%	3.9%	2.7%	6.2%
1995-96	79.3%	14.0%	6.0%	3.5%	5.7%
1996-97	77.7%	13.9%	6.0%	3.5%	5.7%
1997-98	78.7%	12.4%	8.8%	2.0%	3.9%
1998-99	81.2%	16.7%	9.0%	3.0%	7.8%
1999-2000	83.7%	21.4%	13.8%	0.3%	0.7%

**Table 23.** Student Suspensions by Chapter 19 Classification, 1991-92 to 1997-98 (Figure 32)

	-	Type A	Type B	Type C	Type D	All Types	Students Involved	,
1991-92	Number	2,606	6,717	9,573	2,491	21,387	10,686	
	Rate	15.0	38.5	54.9	14.3	122.7	61.3	per 1,000
1992-93	Number	2,937	7,618	11,839	2,735	25,129	12,088	
	Rate	16.6	43.1	66.9	15.5	142.0	68.3	per 1,000
1993-94	Number	3,176	8,415	12,911	3,309	27,811	13,104	
	Rate	17.7	46.8	71.8	18.4	154.6	72.9	per 1,000
1994-95	Number	3,236	7,831	12,845	2,769	26,681	12,839	
	Rate	17.7	42.8	70.1	15.1	145.7	70.1	per 1,000
1995-96	Number	3,806	8,538	14,061	3,742	30,147	14,232	
	Rate	20.4	45.7	75.3	20.0	161.4	76.2	per 1,000
1996-97	Number	3,287	8,541	11,356	3,615	26,799	13,233	
	Rate	17.4	45.3	60.3	19.2	142.2	70.2	per 1,000
1997-98	Number	3,162	7,558	8,699	2,722	22,141	12,124	
	Rate	16.7	39.9	46.0	14.4	117.0	64.1	per 1,000
1998-99	Number	3,171	7,529	7,979	2,157	20,836	11,645	
	Rate	16.9	40.2	42.6	11.5	111.2	62.1	per 1,000
1999-2000	Number	2,930	7,211	6,455	2,686	19,282	10,553	
	Rate	15.8	39.0	34.9	14.5	104.2	57.0	per 1,000



**Table 24.** Chapter 19 Charges Categorized by Type of Incident, 1991-92 to 1999-2000 (Figure 33)

	Illicit								
	Violence	Property	Substances	Attendance	Order				
1991-92	15.6	4.7	11.8	10.2	58.0				
1992-93	18.3	5.2	16.3	15.0	63.1				
1993-94	19.2	5.8	19.0	16.4	65.5				
1994-95	18.5	5.4	21.6	17.7	82.5				
1995-96	19.6	6.3	27.0	16.3	92.1				
1996-97	18.4	5.7	23.1	5.4	89.6				
1997-98	16.3	4.7	22.6	0.1	75.9				
1998-99	15.4	5.2	18.6	0.0	72.0				
1999-2000	16.0	5.0	15.3	0.0	68.0				

Figures are incidence rates, given as citations per 1000 students.