

**ASSESSING HAWAII STUDENTS
SENATE DISTRICT 13 NEIGHBORHOOD PUBLIC SCHOOL
PERFORMANCE RATINGS
JULY 21, 2006¹**

SCHOOL	AYP* RESULT	NCLB SANCTION STATUS	RATING
Central Middle	Not met	Restructuring	7
Farrington HS	Not met	Corrective action 1 year	5
Kalakaua Middle	Not met	Planning for restructuring	6
Kalhi-kai Elem	Met	School improvement year 2	4
Kapalama Elem	Met	In good standing unconditional	1
Kauluwela Elem	Met	In good standing unconditional	1
Kawananakoa Mid	Met	In good standing unconditional	1
Lanakila Elem	Met	School improvement year 2	4
Likeliike Elem	Not met	Corrective action year 1	3
Lincoln Elem	Met	In good standing unconditional	1
Maemae Elem	Met	In good standing unconditional	1
Nuuanu Elem	Met	In good standing unconditional	1
Pauoa Elem	Not met	School improvement year 1	3
Puuhale Elem	Not met	School improvement year 1	3
Roosevelt HS	Met	In good standing unconditional	1
Royal	Met	In good standing unconditional	1
Sevenson Mid	Not met	School improvement year 1	3

What does AYP* mean?

Schools must demonstrate **Annual Yearly Progress (AYP)** by having every student proficient in core subjects by 2014. The standard benchmarks rise every three years. The 2006 benchmark was started in 2005 so this is the second year where schools are trying to have 28% of the students meet math standards and 44% of the students meet reading standards.

Could most of the school students fail to meet the AYP standards and the school could still be considered good and passing?

Yes, the standard only requires that 28% and 44% actually meet the benchmark. Therefore, 73% of all students are not required to meet the math standards and 56% of all students are not required to meet the reading standards for the school to be evaluated as meeting the AYP standards for years 2005, 2006, and 2007. In Hawaii, statewide, 29% of all schools are meeting the standards and 9% are having some problems. However, 62% are having so much trouble that parents are authorized to request that their child be

¹ Information extracted from the Honolulu Advertiser dated 21 July 2006.

transferred to another better performing school or the parents can ask the Department of Education for special tutoring for their child.

Should I be pleased with these standards and the progress that is being made?

Consider that the current standard requires 28% of students to meet the math standard. This means that, in reality, 7 out of 10 students **do not have to meet the math standards**. As for reading; a 44% requirement means that **6 out of 10 do not have to read to the standard**.

Should a parent be pleased to know that even if their child's school is doing excellent in this rating that a majority of students in that school do not have to meet the basic standard?

How can I understand the meaning of "NCLB status"?

- 1. Good standing, unconditional – MEET AYP STANDARDS (i.e., at least 2.8 out of ten students can meet the math and 4.4 students out of ten can meet the reading standards).**
2. Good standing, pending -- Missed AYP this year, must improve to avoid sanctions
3. School improvement, year 1-Missed AYP for 2 yrs. **Student can transfer from school**

Students can transfer and/or ask for tutoring for all of the following conditions:

4. School improvement, year 2--Missed AYP 3 yrs. student can transfer/get tutoring
5. Corrective Action Missed AYP 4 yrs. Subject to State intervention
6. Planning for restructuring Missed AYP 5 yrs. State replacing staff & restructuring
7. Restructuring Missed AYP 6 yrs. Subject to maximum State intervention

What should I think about our neighborhood schools?

Schools with a **"1"** rating (see the right hand column on the first table at the top) are schools that are on target to meet the goal of 28% and 44% of all students meeting the math and reading standards by 2007. If parents are satisfied with the school and with the benchmarks then no action is needed except to support their child and the school. Parent involvement in a child's education is key to good progress.

Schools with a **"2"** rating (none in this list for our neighborhood) missed one year and need to do some extra work to get back on target.

Schools with a “3” rating are having problems meeting the basic standards. Therefore, parents can request that their child be **TRANSFERRED** to another, better performing, school.

Schools with a “4” rating (or higher) are having serious problems and parents can request that their child **TRANSFER or ASK FOR TUTORING ASSISTANCE** for the child.

Schools with “5”, “6”, or “7” ratings have very serious problems and are undergoing State intervention and corrective actions. Parents need to **SERIOUSLY CONSIDER MOVING** their child to a better school, including a public charter school, or at least **request tutoring for their child**. Getting involved in the school PTSA or meeting often with the child’s teacher to monitor the progress of the child is important.

I am a taxpayer, and have no children currently in school. What should I understand from these ratings and is there anything I can do?

Consider the following table and then decide if more money and more employees are the answer:

DEPARTMENT OF EDUCATION – STATE OF HAWAII

	1974-75	2004-05	% Change
Students	177,419	175,946	-1%
Classroom teachers	7,937	11,146	+40%
Non classroom DOE employees	2,896	9,384	+224%
Money for K-12 Education	\$195 million	\$2.158 Billion	+1004%
Money spent per student For K-12 education	\$1,099	\$12,265	+1116%

Note: the budget numbers in this table do not include money for school repair and construction in 2004-05. In addition, during the 2006 Legislative session \$235 million was approved for repairs and new construction (SB2956).

Act 51 passed in 2004 as an effort to get 70% of the education money into the classroom and give greater control to the school principals. The Department of

Education plans a multi-year phase in of this law and classrooms will not get 70% of the education dollars for many years to come, given the current transfer rate. In fact, with so many schools requiring state intervention; expect the money requirements of the central DOE to increase and slow down the flow of money to classrooms.

Interested citizens should write their State Legislators and ask all candidates for office to support the speedy enforcement of Act 51 that requires principals control 70% of the DOE budget **or** request that candidates support tuition scholarships for suffering families so they might consider more options for their children.

Should I support local school boards and can they make a positive difference?

Consider the difference between attending a State Board of Education meeting to suggest a curriculum or an air conditioner or a repair need for your child's school vs. a county school board. Your concern would affect only one school but the state board is tracking 282. At least with a local or county board the meeting focus would allow much more time for each school and/or issue simply because there are fewer schools at the county level.

If you are concerned for education in Hawaii remember that the State Legislature is the only governmental authority (other than the State Board of Education, itself) that has power over the Department of Education. This is power of the purse and the ability to pass legislation to structurally change how education is delivered in Hawaii. The Legislature can require the Department of Education to testify and hold them accountable. Even the Governor cannot do that!