



Makaha Elementary

School Year 2010-11

"No Child Left Behind" School Report

This School's NCLB Results At A Glance

Did this school make "Adequate Yearly Progress" (AYP) by meeting required NCLB performance targets? If not, how many performance targets did this school meet? What is this school's "NCLB Status"? Are the students at this school eligible for transfer to another public school (public school choice)? For educational services?

This School's NCLB Results

	2009-10	2010-11
Number of Targets Met	9 Out of 15*	12 Out of 15*
Number of Targets Not Met	6 Out of 15*	3 Out of 15*
Adequate Yearly Progress	Not Met	Not Met

	2010-11	2011-12
NCLB Status	School Improvement Year 1	School Improvement Year 2
Students Eligible for School Choice?	Yes	Yes
Students Eligible for Educational Services?	No	Yes

* If the number of students is too small in any one of the 37 possible categories, the performance target is not calculated and is not counted as Met or Not Met.

Description of No Child Left Behind (NCLB) Accountability

This *No Child Left Behind* School Accountability report is a federal and state effort to inform parents and the community about the academic performance of a school. The state has set NCLB academic performance targets in four areas:

- (1) Reading as measured by Hawaii state tests
- (2) Mathematics as measured by Hawaii state tests
- (3) Test participation in reading and mathematics
- (4) Graduation or retention¹

More details about NCLB performance targets are given on page 2 of this report.

All of the following groups of students at a school are expected to meet the same targets:

- Students in five ethnic groups
- Economically disadvantaged students
- Students with disabilities (Special Education)
- Students with Limited English Proficiency
- Total group of students tested

There are a total of 37 possible performance targets. All applicable targets must be met each year for a school to make Adequate Yearly Progress (AYP). Failure of any of these groups to meet a performance target results in specific consequences for the school as required by NCLB.

Teacher qualifications as defined under NCLB are also included in this report.

For a more complete picture of this school such as attendance rates, suspensions and plans for improving student learning, refer to this school's *School Status and Improvement Report (SSIR) and Trend Report* available on:

<http://arch.k12.hi.us>

¹ Graduation rates apply to schools with grade 12 and retention rates apply to elementary and middle/intermediate schools.



Student Performance Targets

The performance targets for school years 2010-11 and 2011-12 are listed below.

Reading

- 72% of the students in each group must score proficient or exceed proficiency on the state reading test
- 95% of the students in each group must take the state reading test

Mathematics

- 64% of the students in each group must score proficient or exceed proficiency on the state mathematics test
- 95% of the students in each group must take the state mathematics test

Graduation

- 80% of all students must graduate on time from a secondary school

Retention

- No more than 2% of elementary school students or 5% of middle/intermediate school students may be kept back a grade (retained in grade). Lower is better.

The NCLB targets will be increased in 2012-13. By 2014, all students (100%) are expected to reach the targets in the subjects tested.

Student Performance At This School

How well did the students at this school do? Compare students' results with the statewide results and to the NCLB performance targets. Which student groups met the targets? Which did not?

The table on the following page shows:

- The percentage of students proficient or better in this school in all tested grades
- The percentage of students who participated in the state testing based on federal requirements
- Graduation or retention figures are given for the whole school

Note. Only students enrolled for a full academic year are included in NCLB accountability results for proficiency. Therefore, NCLB proficiency results may differ from assessment proficiency results.

To meet AYP for the year, all applicable targets must be met.

When there are too few students in a group, the results are not calculated. This is noted with an "n/a" for "not applicable."



Student Performance At This School

	Reading				Math				Retention	
	2009-10		2010-11		2009-10		2010-11		2009-10	2010-11
	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent Tested	Percent Proficient	Percent	Percent
NCLB Targets	95%	58%	95%	72%	95%	46%	95%	64%	2%	2%
All Students Statewide	99% ^{P1}	67%	99% ^{P1}	67%	99% ^{P1}	49%	99% ^{P1}	55% ^{S1}	0%	0%
All Students	99% ^{P1}	41%	100% ^{P1}	47% ^{S1}	99% ^{P1}	41%	100% ^{P1}	45%	0%	0%
Disadvantaged	99% ^{P1}	37%	100% ^{P1}	44% ^{S1}	99% ^{P1}	38%	100% ^{P1}	42%		
Disabled (SPED)	98% ^{P1}	n/a	100% ^{P1}	n/a	98% ^{P1}	n/a	100% ^{P1}	n/a		
Limited English (ELL)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Asian/Pacific Islander	99% ^{P1}	40%	100% ^{P1}	45% ^{S1}	99% ^{P1}	42%	100% ^{P1}	44%		
Black	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
AA Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

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

AA students take the Alternate Assessment for severely disabled students.

Notes. If the number of students is too small, the percentage is not calculated and is noted as "n/a".

"Percent proficient" is based on the number of students at this school for a full academic year.

"Percent tested" is based on the number of students enrolled at this school.

Retention and Graduation rates are lagged one year (that is, the prior school year's rates are applied as part of the process to determine AYP). For Retention, lower is better.

Please note. The figures in the table above are displayed in graphs on the following pages to give a visual picture of this school's NCLB performance.

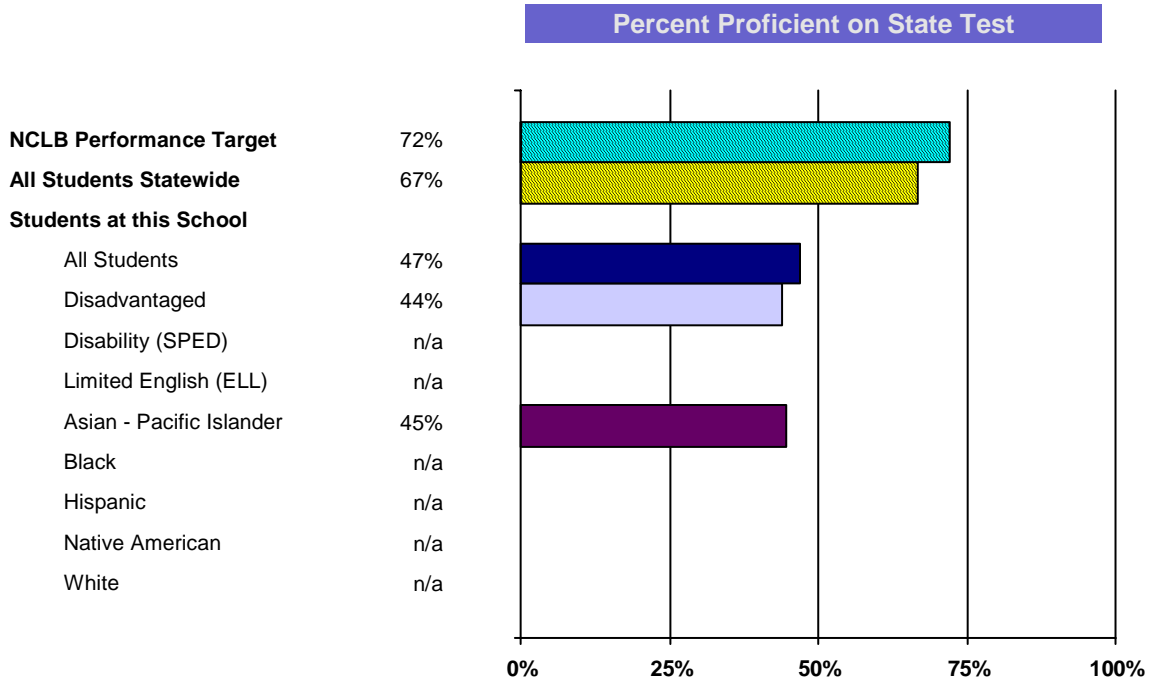
The percentages with coded superscripts in the chart above were determined by the procedures listed below. These procedures are described in Hawaii NCLB Accountability Workbook on:

<http://arch.k12.hi.us>

- 3A 3 Year Proficiency Rate
- EP Proficiency Rate using Recent ELL Exits
- ES Proficiency Rate using Recent SPED Exits
- P1 1 Year Participation Rate
- P2 2 Year Participation Rate
- P3 3 Year Participation Rate
- PE Participation Rate using Recent ELL Exits
- S1 Safe Harbor 10% improvement of current year over prior year and 3rd Indicator
- S2 Safe Harbor 19% improvement of current year over 2 years prior and 3rd Indicator
- S3 Safe Harbor 27% improvement of current year over 3 years prior and 3rd Indicator
- SE Standard Error of Proportion
- SP Participation Rate using Recent SPED Exits
- UA Uniform Averaging - 2 Year Proficiency Rate

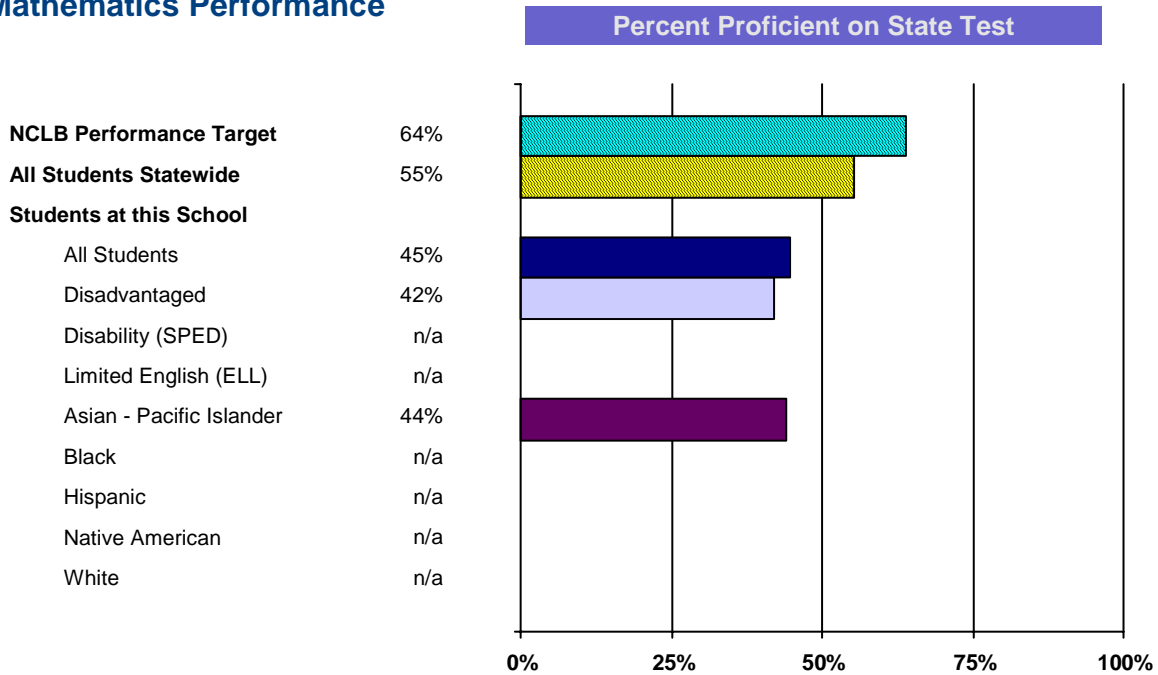


Reading Performance



Note. If the number of students is too small, the percentage is not calculated and the bar is not shown. If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Mathematics Performance

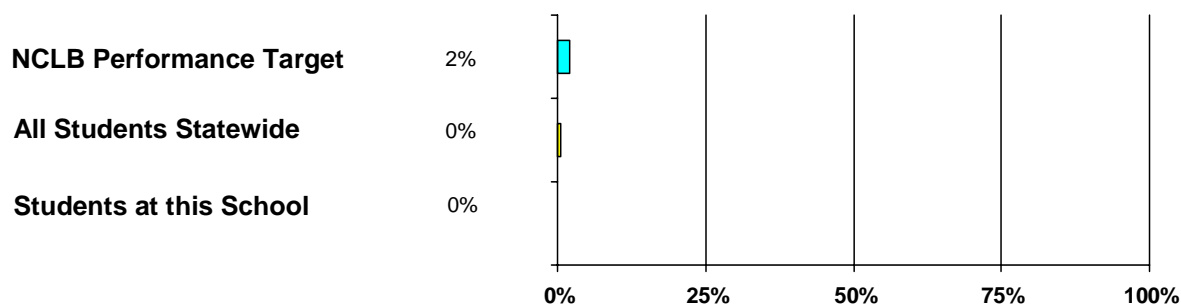


Note. If the number of students is too small, the percentage is not calculated and the bar is not shown. If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).



Retention

**Percent of Students Retained in Grade
(Lower is better)**



Note. If the number of students is too small, the percentage is not calculated and the bar is not shown. The *All Students Statewide* percent is based on the appropriate school level criterion: The retention criterion for elementary or middle/intermediate schools, and the graduation criterion for high schools or multi-level schools ending with grade 12.

Assessment Results by Grade Over Time

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

Grade	Reading Percent Proficient		Mathematics Percent Proficient	
	2009-10	2010-11	2009-10	2010-11
3	46%	33%	47%	34%
4	28%	46%	27%	59%
5	41%	45%	30%	36%
6	36%	54%	43%	31%

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

Hawaii State Assessment figures for NCLB reports may be slightly different from figures used in updated published state assessment reports.

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

Science assessment results can be found at: <http://sas.sao.k12.hi.us>
Select "Assessment Results Workbooks"



Teacher Qualifications

The percentages of teachers at this school who have three types of professional credentials are reported below.

Teaching Credentials	Fully Licensed	Provisional Credential	Emergency Credential
2008-09	85%	13%	3%
2009-10	91%	9%	0%
2010-11	98%	2%	0%

Due to rounding, the percentages may not sum to 100%

Hawaii issues two types of teaching credentials:

- 1) A fully licensed teacher has at least a bachelor’s degree; has completed a State Approved Teacher Education Program (SATEP); has passed Praxis content test(s) and has a teacher license issued by the Hawaii Teacher Standards Board; and
- 2) A teacher with a Provisional License has at least a bachelor’s degree; has completed a State Approved Teacher Education Program; and has passed the Praxis content test(s).

Emergency Hire

Teachers may be hired on an emergency basis when there is a position for which fully licensed or provisional credentialed teachers are not available. A teacher on emergency hire status must annually demonstrate active pursuit of obtaining a Hawaii teacher license. There are two appointment types for emergency hires:

- 1) Teachers who have completed a SATEP and are Praxis incomplete; and
- 2) Teachers who have not completed a SATEP.

Classes Not Taught By Highly Qualified Teachers

Below is the percentage of core academic content classes at the school not taught by "highly qualified" teachers as defined under NCLB:

	Percent	
Classes Not Taught by Highly Qualified Teachers	2008-09	9%
	2009-10	5%
	2010-11	7%

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

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

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

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



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

The NAEP or National Assessment of Educational Progress is a state-by-state assessment of students in grades 4 and 8, with grade 12 reported only at the national level. It is the only test in the United States that allows comparisons of the performance of students in Hawaii with the performance of students nationally. For mathematics and reading, NAEP provides results in two-year cycles. The most recent NAEP results are from 2011 and additionally include grades 4 and 8 science from 2009.

NAEP differs from the Hawaii State Assessment (HSA). NAEP standards may or may not align with the standards assessed on the HSA. Additionally NAEP results are based on samples of students across Hawaii public schools and not all grade 4 and grade 8 students.

The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results in the following "achievement levels:" Advanced (A), Proficient and above (P+), Basic and above (B+), and Below Basic (BB). NAEP defines **Advanced** as "superior performance." NAEP defines **Proficient** as "...solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter, including subject matter knowledge and application of such knowledge to real world situations, and analytical skills appropriate to the subject matter." NAEP defines **Basic** as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."

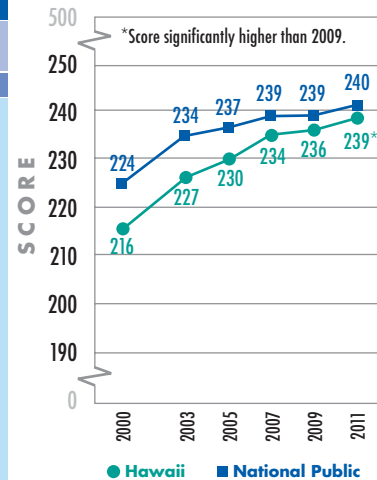
The graphs represented on the right side of the following pages illustrate Hawaii and national trends for grades 4 and 8 for mathematics and reading. These trend graphs indicate a pattern in which gaps in average scale scores between public schools nationally and in Hawaii have steadily narrowed. For grade 4 mathematics, the one point gap means that there is no statistical difference between the national score and the Hawaii score. In grade 8 mathematics and grade 4 and 8 reading, the national average remains significantly higher than Hawaii's average scale score. In 2011, Hawaii was the only state to make significant gains at both grade levels and both subjects. No graph is provided for science, because the 2009 assessment was based on a new assessment framework.

In addition to data pertaining to All Students, there are 8 student subgroups that include economically disadvantaged as measured by eligibility for free or reduced-price school lunch, disabled or student with an Individual Education Plan, English Language learners identified by schools. Ethnicity/race includes data for revised ethnicity/race categories. The categories of Black or African-American, Hispanic/Latino, Native American, and White remain the same as in prior years. However, 2011 results allow for both retaining Asian/Pacific Islander as a single category or having Asian and Native Hawaiian or Other Pacific Islander as separate categories. The 2011 data also provides data for students whose ancestry includes Two or More Races.



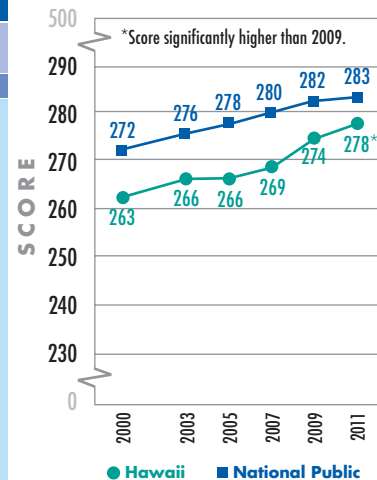
2011 GRADE 4 MATHEMATICS

Grade 4 Student Group	HAWAII						NATIONAL PUBLIC					
	Average Scale Score	% of Tested	% of Students at Each Achievement Level				Average Scale Score	% of Tested	% of Students at Each Achievement Level			
			A	P+	B+	BB			A	P+	B+	BB
All Students	239	100	6	40	80	20	240	100	6	40	82	18
Econ Disadvantaged	228	48	3	26	71	29	229	52	2	24	73	27
Disabled (IEP Only)	193	8	#	4	27	73	217	11	2	16	54	46
Eng-Lang Learners	213	11	#	12	51	49	219	11	1	14	58	42
Asian/Pacific Islander	237	69	6	37	79	21	256	5	20	62	91	9
Black	233	3	4	32	75	25	224	16	1	17	66	34
Hispanic	237	5	4	39	78	22	229	24	2	24	72	28
Native American	+	+	+	+	+	+	227	1	2	24	68	32
White	248	15	10	53	89	11	249	52	9	52	91	9
A/PI includes 2+	237	76	6	38	79	21						
Two or More Races	241	7	7	41	84	16	244	2	9	43	85	15
Asian	246	36	9	48	86	14	257	5	21	64	92	8
Hawaii/Pacific Islander	228	33	3	26	70	30	235	#	7	33	76	24



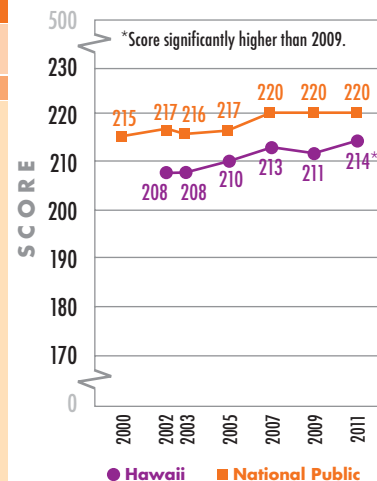
2011 GRADE 8 MATHEMATICS

Grade 8 Student Group	HAWAII						NATIONAL PUBLIC					
	Average Scale Score	% of Tested	% of Students at Each Achievement Level				Average Scale Score	% of Tested	% of Students at Each Achievement Level			
			A	P+	B+	BB			A	P+	B+	BB
All Students	278	100	6	30	68	32	283	100	8	34	72	28
Econ Disadvantaged	268	46	3	21	57	43	269	48	2	19	59	41
Disabled (IEP Only)	229	10	#	2	15	85	247	10	1	7	33	67
Eng-Lang Learners	243	8	1	5	31	69	244	6	1	5	28	72
Asian/Pacific Islander	277	72	6	27	67	33	302	6	22	55	85	15
Black	277	3	5	26	72	28	262	16	1	13	50	50
Hispanic	263	4	2	19	48	52	269	23	3	20	60	40
Native American	+	1	+	+	+	+	266	1	4	17	55	45
White	290	13	7	41	82	18	293	54	10	43	83	17
A/PI includes 2+	277	79	6	29	67	33						
Two or More Races	276	7	7	30	65	35	286	2	10	37	76	24
Asian	288	39	10	40	78	22	305	5	24	58	88	12
Hawaii/Pacific Islander	263	33	1	16	53	47	265	#	3	19	55	45



2011 GRADE 4 READING

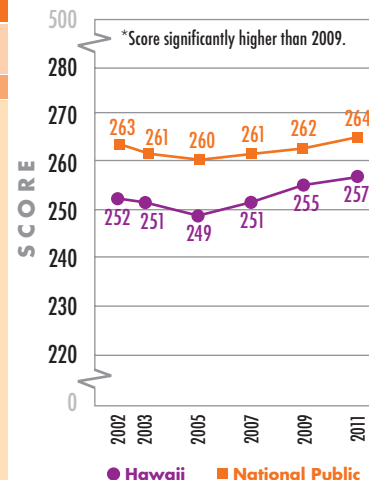
Grade 4 Student Group	HAWAII						NATIONAL PUBLIC					
	Average Scale Score	% of Tested	% of Students at Each Achievement Level				Average Scale Score	% of Tested	% of Students at Each Achievement Level			
			A	P+	B+	BB			A	P+	B+	BB
All Students	214	100	6	27	59	41	220	100	8	32	66	34
Econ Disadvantaged	201	48	2	15	45	55	207	52	2	18	52	48
Disabled (IEP Only)	159	8	#	2	12	88	185	10	2	11	31	69
Eng-Lang Learners	180	10	#	3	21	79	188	11	1	7	30	70
Asian/Pacific Islander	211	69	5	25	56	44	234	5	17	49	79	21
Black	215	3	7	26	60	40	205	16	2	16	49	51
Hispanic	209	5	4	22	56	44	205	23	2	18	50	50
Native American	+	1	+	+	+	+	204	1	4	19	49	51
White	226	15	9	38	74	26	230	52	10	42	77	23
A/PI includes 2+	211	76	6	25	57	43						
Two or More Races	213	7	7	28	60	40	225	2	10	37	71	29
Asian	221	36	9	34	67	33	236	5	18	51	81	19
Hawaii/Pacific Islander	201	33	2	16	45	55	214	#	5	27	60	40



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



2011 GRADE 8 READING												
Grade 8 Student Group	HAWAII						NATIONAL PUBLIC					
	Average Scale Score	% of Tested	% of Students at Each Achievement Level				Average Scale Score	% of Tested	% of Students at Each Achievement Level			
			A	P+	B+	BB			A	P+	B+	BB
All Students	257	100	2	26	68	32	264	100	3	32	75	25
Econ Disadvantaged	246	46	1	16	57	43	251	48	1	18	63	37
Disabled (IEP Only)	213	10	#	2	21	79	228	9	#	6	34	66
Eng-Lang Learners	220	8	#	3	26	74	223	5	#	3	29	71
Asian/Pacific Islander	255	71	2	23	66	34	275	5	8	46	82	18
Black	261	3	2	25	73	37	248	16	1	14	58	42
Hispanic	246	4	1	17	56	44	251	22	1	18	63	37
Native American	+	1	+	+	+	+	253	1	2	22	64	36
White	273	14	4	41	84	16	272	54	4	41	84	16
A/PI includes 2+	255	79	2	24	66	34						
Two or More Races	256	7	2	27	68	32	267	2	4	36	77	23
Asian	264	39	3	32	76	24	277	5	8	48	84	16
Hawaii/Pacific Islander	244	33	#	13	54	46	251	#	2	21	61	39



2009 GRADE 4 SCIENCE												
Grade 4 Student Group	HAWAII						NATIONAL PUBLIC					
	Average Scale Score	% of Tested	% of Students at Each Achievement Level				Average Scale Score	% of Tested	% of Students at Each Achievement Level			
			A	P+	B+	BB			A	P+	B+	BB
All Students	140	100	#	25	63	37	149	100	1	32	71	29
Econ Disadvantaged	126	45	#	13	49	51	134	48	#	16	56	44
Disabled (SPED & 504)	95	10	#	6	20	80	129	12	#	16	50	50
Eng-Lang Learners	104	10	#	4	25	75	114	10	#	5	33	67
Asian/Pacific Islander	137	79	#	22	60	40	152	2	2	45	80	20
Black	134	3	#	16	57	43	127	16	#	10	46	54
Hispanic	134	3	#	22	58	42	130	22	#	13	52	48
Native American	+	1	+	+	+	+	137	1	#	19	60	40
White	159	14	1	43	82	18	162	54	1	46	86	14

Longitudinal data are not available:
2009 Science results are not comparable with results from prior years.

2009 GRADE 8 SCIENCE												
Grade 8 Student Group	HAWAII						NATIONAL PUBLIC					
	Average Scale Score	% of Tested	% of Students at Each Achievement Level				Average Scale Score	% of Tested	% of Students at Each Achievement Level			
			A	P+	B+	BB			A	P+	B+	BB
All Students	139	100	#	17	50	50	149	100	1	29	62	38
Econ Disadvantaged	127	41	#	9	36	64	133	43	#	14	43	57
Disabled (SPED & 504)	98	10	#	2	10	90	120	10	#	9	30	70
Eng-Lang Learners	101	6	#	1	10	90	103	5	#	2	14	86
Asian/Pacific Islander	136	80	#	15	47	53	159	5	3	40	72	28
Black	133	3	#	15	45	55	125	16	#	8	32	68
Hispanic	148	3	1	25	62	38	131	21	#	12	41	59
Native American	+	+	+	+	+	+	138	1	#	19	49	51
White	153	14	#	30	68	32	161	56	2	41	77	23

Longitudinal data are not available:
2009 Science results are not comparable with results from prior years.

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

