



DEPT. COMM. NO. 168

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

November 14, 2016

The Honorable Ronald D. Kouchi, President
and Members of the Senate
State Capitol, Room 409
Honolulu, Hawaii 96813

The Honorable Joseph M. Souki, Speaker
and Members of the House of
Representatives
State Capitol, Room 431
Honolulu, Hawaii 96813

Dear President Kouchi, Speaker Souki, and Members of the Legislature:

For your information and consideration, I am transmitting a copy of the Comprehensive Accountability Report, pursuant to Chapter 302A-1004, Hawaii Revised Statutes (HRS). In accordance with Section 93-16, HRS, I am also informing you that the report may be viewed electronically at:
<http://www.hawaiipublicschools.org/VisionForSuccess/SchoolDataAndReports/StateReports/Pages/Legislative-reports.aspx>.

Very truly yours,

A handwritten signature in black ink, appearing to read "K. Matayoshi".

Kathryn S. Matayoshi
Superintendent

KSM:kp
Enclosures

c: Legislative Reference Bureau
Office of Strategy, Innovation and Performance

LEGISLATIVE REPORT

SUBJECT: Comprehensive Accountability System

REFERENCE: Section 302A-1004, HRS

ACTION REQUESTED: None

DOE REPORT:

Introduction:

On May 20, 2013, the U.S. Department of Education (USDOE) approved Hawaii's initial request to waive certain requirements of the No Child Left Behind Act of 2001 (NCLB). On December 10, 2015, the NCLB was replaced by the Every Student Succeeds Act (ESSA). For further details regarding the School Year 2015-2016 Strive HI Performance System and its transitioning to ESSA, go to <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>.

Background:

In Fall 2011, the USDOE offered states the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by NCLB, in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. The waivers that comprised Hawaii's initial flexibility request were granted through June 30, 2014 (i.e., the end of school year 2013-2014). On June 5, 2014, the USDOE extended these waivers through the end of school year 2014-2015. On June 23, 2015, USDOE extended these waivers through the end of school year 2017-2018.

On December 15, 2015, President Obama signed into law ESSA, which reauthorized the ESEA and replaced NCLB. Previous flexibility waivers granted by the USDOE remained effective through August 1, 2016. As Hawaii transitioned to the new requirements under the ESSA, School Year 2015-2016 results for the accountability system—the Strive HI Performance system—reflected data from new measures in the flexibility waiver approved by the USDOE on June 23,

2015, and did not include Index Scores or new Classifications. For further details regarding the School Year 2015-2016 Strive HI Performance System and transitioning to the ESSA, go to <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>.

As ESSA builds on recent progress and continues to expand educational opportunity for all students, this report specifically addresses those aspects of Hawaii's accountability system—the Strive HI Performance System—dealing with college- and career-readiness and improved accountability for all students.

College- and Career Ready Expectations for All Students:

On June 18, 2010, Hawaii adopted the Common Core State Standards for mathematics and English language arts & literacy. The standards define the knowledge and skills students need to succeed in college and careers when they graduate. The standards were developed through a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. As of November 2015, forty-two states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards for both mathematics and English language arts & literacy. For more information regarding the Common Core State Standards for mathematics and English language arts & literacy, go to <http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/CommonCoreStateStandards/Pages/home.aspx>.

On February 16, 2016, Hawaii adopted Next Generation Science Standards (NGSS), replacing the Hawaii Content and Performance Standards III (HCPS III) for Science. The standards were developed through a partnership of twenty-six states and a forty-member writing team of experts in elementary and secondary school science, students with disabilities, English language acquisition, state level standards and assessment and workforce development. K-12 teachers played a central role in writing the standards, joined by scientists and engineers, professors of science education, state and district science specialists, and other

professionals in science teaching and learning. As of February 2016, eighteen states and the District of Columbia have adopted the Next Generation Science Standards. The standards will begin implementation in School Year 2016-2017 with full implementation targeted to be complete in School Year 2019-2020. For more information regarding the Next Generation Science Standards, go to <http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Stem/Pages/NGSS.aspx>.

Improved State and School Accountability for All Students:

The Strive HI Performance Index measures school performance, which includes achievement in mathematics, language arts & literacy, and science; growth in mathematics and language arts/literacy; achievement gaps in mathematics and language arts & literacy; chronic absenteeism rates; retention rates and advanced third-grade reading rates for elementary schools; Algebra 1 course-taking rates for middle/intermediate schools; and four-year and five-year graduation rates; college-going rates; ACT Plus Writing[®] performance; and advanced coursework and/or completion of CTE pathway rates for high schools (see Table 1, below). For more information regarding the Strive HI Performance Index, go to <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/2015-16-results.aspx>.

As part of the review and extension of the Board of Education and Department of Education's joint Strategic Plan and the planning process for implementation of ESSA, the Strive HI Performance System and its measures are currently under review. For more information regarding transitioning to the ESSA, go to <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/ESSA.aspx>.

Setting New Annual (Performance) Targets:

The first (full) administration of the *Smarter Balanced* English language arts/literacy and mathematics assessments took place during School Year 2014-2015. Consequently, new goals and annual performance targets for mathematics language arts & literacy were determined (for School Year

2015-2016 and beyond) using *Smarter Balanced Assessment* results for School Year 2014-2015 as the baseline (see Table 2, below).

When ESSA replaced NCLB on December 10, 2015, it also replaced the definition and requirements regarding setting annual performance targets. ESSA requires states to establish long-term goals and measurements of interim progress for academic achievement, graduation rates, and progress in achieving English language proficiency (instead of annual measurable objectives). In establishing these long-term goals and measurements of interim progress for all students and each subgroup, states must take into account the progress necessary to close proficiency and graduation rate gaps. To ensure an orderly transition to ESSA, the USDOE did not require states to submit annual performance targets for School Years 2014-2015 or 2015-2016 nor report performance against these targets for School Years 2014-2015 and 2015-2016. For more information regarding the transition to ESSA, go to <http://www2.ed.gov/policy/elsec/leg/essa/index.html>.

Identifying Persistent Achievement Gaps:

Schools with graduation rates less than 70 percent for two consecutive years, schools with large achievement or graduation rate gaps between "high needs" and "non-high needs" students, and schools with the lowest performance on the Strive HI Performance Index (as determined by their rank-order) were identified as "**focus schools**". Owing to the first (full) administration of the *Smarter Balanced* English language arts/literacy and mathematics assessments, no new focus schools were identified as a result of their Strive HI Performance Index for School Year 2014-2015.

In transitioning from NCLB to ESSA, States granted USDOE ESEA flexibility were allowed to maintain their current list of focus schools as of December 10, 2015 (the date of enactment of the ESSA). These schools continued to implement their approved interventions through the 2015-2016 and 2016-2017 school years. Hawaii will be able to exit focus schools after the 2016-2017 school year. For more information regarding the orderly transition to ESSA during the 2015-2016 school year, go to <http://www2.ed.gov/policy/elsec/leg/essa/transition-dcl.pdf>.

Identifying Persistently Low Performing Schools:

Schools with a graduation rate less than 70 percent for three consecutive years, schools implementing school intervention models under the School Improvement Grants program, and the lowest-performing schools based on the Strive HI Performance Index (as determined by their rank-order) were identified as "**priority schools**". As previously mentioned, owing to the first (full) administration of the *Smarter Balanced* English language arts/literacy and mathematics assessments, no new priority schools were identified as a result of their Strive HI Performance Index for School Year 2014-2015.

In transitioning from NCLB to ESSA, States granted USDOE ESEA flexibility were allowed to maintain their current list of priority schools as of December 10, 2015 (the date of enactment of the ESSA). These school continued to implement their approved interventions through the 2015-2016 and 2016-2017 school years. Hawaii will be able to exit priority schools after the 2016-2017 school year. For more

information regarding the orderly transition to ESSA during the 2015-2016 school year, go to <http://www2.ed.gov/policy/elsec/leg/essa/transition-dcl.pdf>.

Transparently Reporting on Students' Progress:

Hawaii continues to report all current data by disaggregated students groups on report cards (see Table 3, below), and has created State-, (school) complex-, and school-level annual "College and Career Ready Indicators" reports with data on ACT[®] scores, college enrollment, and college remediation rates. For more information about a particular school's disaggregated student group performance, or the Hawaii Public School System's disaggregated student group performance as a whole, go to <http://arch.k12.hi.us/school/strivehi/strivehi.html#>.

Pending Issues and Considerations:

ESSA provides states with more flexibility than NCLB. While Hawaii is taking advantage of this flexibility by using our state's Strategic Plan for public education to guide preparation of the state's ESSA plan for federal funding, the timeline for preparing the state's ESSA plan for submission to the UDOE by the March 2016 due date and implementing the state's ESSA plan for School Year 2016-2017 is short. Additionally, the USDOE's proposed regulations for ESSA have not been finalized yet. On July 29, 2016, in a joint letter to the USDOE, Governor David Ige, Hawaii Board of Education's Chairperson Lance Mizumoto, and Superintendent Kathryn Matayoshi voiced concerns about the implementation timeline and draft regulations for the ESSA. For more information regarding pending issues and considerations, go to <http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/ESSA-Concerns.aspx>.

Substantive changes to the Strive HI Performance Index for School Year 2015-2016, which are described in Table 1, below, include:

1. The addition of a five-year, extended (versus the four-year, on-time) graduation rate;
2. The addition of measures related to indicators of student "readiness" (e.g., retention rate, percent of

3rd grade students attaining "Advanced" reading levels, percent of middle school students earning high school credit for Algebra I, and percent of students passing Advanced Placement[®], Career & Technical Education, International Baccalaureate[®], and Dual Credit classes); and

3. The division of the "pooled" proficiency rate gap for mathematics and reading into a separate (i.e., unpooled) proficiency rate gap for mathematics and a separate (i.e., unpooled) proficiency rate gap for reading.

Table 1
Strive HI Measures at-a-Glance

Measure	Accountability		Transparent Reporting
	Index	Classification	
PRC-Participation Rate Note: This measure is used only to classify "recognition" schools. It is not used to compute a school's Strive HI Performance Index score.	No n/a	Yes n/a	Yes
Low FSY-Participation Rate Penalty, < 95 percent (full school year)	Yes n/a	No n/a	No
Proficiency Rate I, Recognition Schools (current year) Note: This measure is used only to classify "recognition" schools. It is not used to compute a school's Strive HI Performance Index score.	---	Yes n/a	---
Proficiency Rate II, Strive HI Index (current year, 1-year prior, and 2-years prior) Note: This measure is used only to compute a school's Strive HI Performance Index score. It is not used to classify "recognition", "focus", or "priority" schools.	Yes n/a	---	---
Proficiency Rate III, Transparent Reporting (current year) Note: This measure is not used to classify "recognition", "focus", or "priority" schools or to compute a school's Strive HI Performance Index score.	---	---	Yes
High Proficiency Rate Gains, ≥ 15 percent (current year <i>science</i> proficiency rate vs. 2-years prior <i>science</i> proficiency rate) Note: This measure is used only to classify "recognition" schools. It is not used to compute a school's Strive HI Performance Index score.	No n/a	Yes n/a	No
Mathematics Proficiency Rate Gap ELA/Lit. Proficiency Rate Gap (current year)	Yes n/a	No n/a	No
High Proficiency Rate Gap, ≥ 50 percent, composite rate (current year)	No n/a	Yes n/a	No
Low Proficiency Rate Gap, < 30 percent, composite rate (current year)	No n/a	Yes n/a	No
Mathematics Median Student Growth Percentile ELA/Lit. Median Student Growth Percentile	Yes n/a	No n/a	No
Graduation Rate, 4-year adjusted cohort	Yes n/a	Yes n/a	Yes
Graduation Rate, 5-year <i>extended</i> adjusted cohort	TBD n/a	TBD n/a	TBD
Graduation Rate Increase, <i>top</i> 10 percent in rank <i>and</i> ≥ 10 percent increase (current year vs. 2-years prior)	No n/a	Yes n/a	No
Graduation Rate Rank II, <i>top</i> 10 percent <i>and</i> "met" annual graduation rate target	No n/a	Yes n/a	No

continued

Low Graduation Rate, < 70 percent (current year, 1-year prior, and 2-years prior)	No n/a	Yes n/a	No
High Graduation Rate Gap, ≥ 20 percent (current year)	No n/a	Yes n/a	No
College-Going Rate	Yes n/a	No n/a	No
Percent of 3rd grade students attaining "Advanced" ELA/Lit. levels (<i>Bonus Points</i>)	Yes n/a	---	---
Percent of middle school students earning high school credit for Algebra I (<i>Bonus Points</i>)	Yes n/a	---	---

Table 1
Strive HI Measures at-a-Glance

Measure	Accountability		Transparent Reporting
	Index	Classification	
ACT with Writing® (grade 11), percentage of students with a composite scaled score ≥ 19 Note: Although a student takes the ACT with Writing® Test and receives a Writing subscore, the Writing subscore is not included in the student's composite scaled score that is used for accountability/transparent reporting purposes.	Yes n/a	No n/a	No
Percent of high school students passing Advanced Placement® classes, Career & Technical Education "concentrator" (i.e., course of study), International Baccalaureate® classes, and Dual Credit classes (Bonus Points)	Yes n/a	---	---
Chronic Absenteeism Rate for elementary and middle/intermediate schools (full school year)	Yes n/a	No n/a	No
Chronic Absenteeism Rate for high schools (Bonus Points) (full school year)	Yes n/a	---	---
Retention Rate (Elementary, Middle, and Intermediate School Retention Rate)	No n/a	Yes n/a	Yes
Retention Rate for elementary schools (Bonus Points)	Yes n/a	---	---

"n/a" means not applicable for 2015-2016.

■ denotes a change from 2014-2015.

"Gap" refers to the difference between the non-high needs and the high needs student groups.

"---" means, for example, that proficiency rate is not used to classify priority schools for accountability purposes, and the "full school year" criterion is not applied to proficiency rate.

"Yes" means, for example, that proficiency rate is used to classify recognition and focus schools for accountability purposes, and the "full school year" criterion is applied to proficiency rate.

"No" means, for example, that PRC-Participation rate is used to classify recognition schools for accountability purposes, but the "full school year" criterion is not applied to PRC-Participation rate.

Table 2
Strive HI Performance System - Goals and Annual Performance Targets - By (School) Complex

(School) Complex ^a	Reading (School Year)							Mathematics (School Year)							Science (School Year)					
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	14-15	15-16	16-17	17-18	18-19	19-20	20-21	12-13	13-14	14-15	15-16	16-17	17-18
Farrington	36%	41%	47%	52%	57%	63%	68%	30%	35%	41%	47%	53%	59%	65%	34%	31%	39%	47%	54%	62%
Kaimuki	47%	51%	56%	60%	65%	69%	73%	40%	45%	50%	55%	60%	65%	70%	34%	40%	46%	53%	60%	66%
Kaiser	70%	73%	75%	78%	80%	83%	85%	65%	68%	71%	74%	77%	80%	83%	34%	62%	66%	71%	75%	79%
Kalani ^b HSDB ^c	70% 10% %	72% 18% %	75% 25% %	77% 33% %	80% 40% %	82% 48% %	85% 55% %	65% 5% %	68% 13% %	71% 21% %	74% 29% %	77% 37% %	79% 45% %	82% 53% %	34% 34% %	60% 10% %	64% 20% %	69% 30% %	73% 40% %	78% 50% %
McKinley	44%	48%	53%	58%	63%	67%	72%	39%	45%	50%	55%	60%	65%	70%	34%	38%	45%	51%	58%	65%
Roosevelt	65%	68%	71%	74%	77%	80%	83%	56%	59%	63%	67%	70%	74%	78%	34%	49%	54%	60%	66%	71%
‘Aiea	54%	58%	61%	65%	69%	73%	77%	46%	50%	55%	59%	64%	68%	73%	34%	43%	49%	55%	62%	68%
Moanalua	68%	70%	73%	76%	78%	81%	84%	50%	54%	58%	63%	67%	71%	75%	34%	43%	49%	56%	62%	68%
Radford	57%	61%	64%	68%	71%	75%	79%	46%	51%	55%	60%	64%	69%	73%	34%	49%	55%	61%	66%	72%
Leilehua	50%	54%	58%	62%	67%	71%	75%	44%	48%	53%	58%	62%	67%	72%	34%	43%	49%	56%	62%	68%
Mililani	68%	71%	74%	76%	79%	82%	84%	61%	64%	67%	70%	74%	77%	80%	34%	61%	66%	70%	74%	78%
Waialua	48%	52%	57%	61%	65%	70%	74%	44%	49%	53%	58%	63%	67%	72%	34%	44%	50%	56%	63%	69%
Campbell	48%	52%	56%	61%	65%	69%	74%	36%	42%	47%	52%	58%	63%	68%	34%	37%	44%	51%	58%	65%
Kapolei	44%	49%	54%	58%	63%	68%	72%	39%	44%	49%	54%	59%	64%	69%	34%	32%	39%	47%	54%	62%
Pearl City	62%	65%	68%	71%	75%	78%	81%	59%	62%	66%	69%	73%	76%	79%	34%	47%	53%	59%	65%	71%
Waipahu	38%	43%	48%	53%	58%	64%	69%	35%	40%	46%	51%	57%	62%	67%	34%	37%	44%	51%	58%	65%
Nanakuli	21%	28%	34%	41%	48%	54%	61%	16%	23%	30%	37%	44%	51%	58%	34%	18%	27%	37%	46%	55%
Wai‘anae	26%	33%	39%	45%	51%	57%	63%	25%	32%	38%	44%	50%	56%	63%	34%	25%	34%	42%	50%	59%
Castle	54%	58%	61%	65%	69%	73%	77%	43%	47%	52%	57%	62%	67%	71%	34%	49%	55%	60%	66%	72%
Kahuku	43%	48%	52%	57%	62%	67%	71%	43%	48%	52%	57%	62%	67%	71%	34%	33%	40%	48%	55%	63%

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(School) Complex ^a	Reading (School Year)							Mathematics (School Year)							Science (School Year)					
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	14-15	15-16	16-17	17-18	18-19	19-20	20-21	12-13	13-14	14-15	15-16	16-17	17-18
Kailua ^d Olomana School ^e	54 % 17 %	58 % 24 %	62 % 31 %	66 % 38 %	70 % 44 %	73 % 51 %	77 % 58 %	4 % < 5 %	49 % 8 %	53 % 17 %	58 % 25 %	63 % 33 %	67 % 42 %	72 % 50 %	34 % 34 %	42 % 10 %	49 % 20 %	55 % 30 %	62 % 40 %	68 % 50 %
Kalaheo	62 %	65 %	68 %	72 %	75 %	78 %	81 %	52 %	56 %	60 %	64 %	68 %	72 %	76 %	34 %	54 %	59 %	64 %	69 %	74 %
Hilo	45 %	50 %	54 %	59 %	63 %	68 %	73 %	41 %	46 %	51 %	56 %	61 %	66 %	70 %	34 %	34 %	42 %	49 %	56 %	63 %
Waiakea	50 %	54 %	58 %	62 %	66 %	71 %	75 %	42 %	47 %	52 %	57 %	61 %	66 %	71 %	34 %	45 %	51 %	57 %	63 %	69 %
Ka'u	22 %	29 %	35 %	42 %	48 %	55 %	61 %	15 %	22 %	29 %	36 %	43 %	50 %	57 %	34 %	26 %	34 %	42 %	51 %	59 %
Kea'au	41 %	46 %	51 %	56 %	61 %	66 %	71 %	32 %	38 %	44 %	49 %	55 %	61 %	66 %	34 %	34 %	41 %	49 %	56 %	63 %
Pahoa	42 %	47 %	52 %	57 %	62 %	66 %	71 %	35 %	40 %	46 %	51 %	56 %	62 %	67 %	34 %	33 %	40 %	48 %	55 %	63 %
Honoka'a	37 %	43 %	48 %	53 %	58 %	64 %	69 %	31 %	37 %	42 %	48 %	54 %	60 %	65 %	34 %	32 %	39 %	47 %	54 %	62 %
Kealakehe	41 %	46 %	51 %	56 %	61 %	66 %	71 %	34 %	40 %	45 %	51 %	56 %	62 %	67 %	34 %	43 %	49 %	56 %	62 %	68 %
Kohala	35 %	40 %	46 %	51 %	56 %	62 %	67 %	27 %	33 %	39 %	45 %	51 %	57 %	63 %	34 %	26 %	34 %	42 %	50 %	59 %
Konawae na	46 %	50 %	55 %	59 %	64 %	68 %	73 %	36 %	42 %	47 %	52 %	58 %	63 %	68 %	34 %	33 %	40 %	48 %	55 %	63 %
Baldwin	45 %	49 %	54 %	59 %	63 %	68 %	72 %	39 %	44 %	49 %	54 %	59 %	64 %	69 %	34 %	31 %	39 %	46 %	54 %	62 %
King Kekaulike	46 %	50 %	55 %	59 %	64 %	68 %	73 %	36 %	41 %	47 %	52 %	57 %	63 %	68 %	34 %	48 %	54 %	60 %	66 %	71 %
Maui	51 %	55 %	59 %	63 %	67 %	71 %	75 %	42 %	47 %	52 %	57 %	61 %	66 %	71 %	34 %	31 %	39 %	47 %	54 %	62 %
Hana	38 %	43 %	48 %	53 %	58 %	64 %	69 %	33 %	39 %	44 %	50 %	55 %	61 %	66 %	34 %	43 %	49 %	55 %	62 %	68 %
Lahainaluna	42 %	47 %	52 %	56 %	61 %	66 %	71 %	32 %	38 %	43 %	49 %	55 %	60 %	66 %	34 %	26 %	34 %	42 %	51 %	59 %
Lana'i	37 %	42 %	47 %	53 %	58 %	63 %	68 %	26 %	33 %	39 %	45 %	51 %	57 %	63 %	34 %	30 %	38 %	45 %	53 %	61 %
Moloka'i	39 %	44 %	49 %	54 %	59 %	64 %	69 %	36 %	42 %	47 %	52 %	58 %	63 %	68 %	34 %	29 %	37 %	45 %	52 %	60 %
Kapa'a	40 %	45 %	50 %	55 %	60 %	65 %	70 %	33 %	39 %	44 %	50 %	55 %	61 %	66 %	34 %	45 %	51 %	57 %	63 %	70 %
Kaua'i	43 %	48 %	53 %	58 %	62 %	67 %	72 %	43 %	48 %	52 %	57 %	62 %	67 %	71 %	34 %	37 %	44 %	51 %	58 %	65 %

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Strive HI Performance System - Goals and Annual Performance Targets - By (School) Complex

(School) Complex ^a	Reading (School Year)							Mathematics (School Year)							Science (School Year)					
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	14-15	15-16	16-17	17-18	18-19	19-20	20-21	12-13	13-14	14-15	15-16	16-17	17-18
Waimea	41%	46%	51%	56%	61%	66%	70%	36%	41%	46%	52%	57%	62%	68%	34%	32%	40%	47%	55%	62%
Charter Schools ^f	48%	53%	57%	61%	66%	70%	74%	41%	46%	51%	56%	61%	66%	71%	34%	40%	47%	54%	60%	67%

Updated November 2015.

Table 3
Strive HI: Student Group Performance Report

Target	Reading				Mathematics				Science				Graduation Rate	
	Participation		Proficiency		Participation		Proficiency		Participation		Proficiency		Annual Target	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
All Students														
Economically Disadvantaged														
Students with Disabilities (SPED)														
English Learners (EL)														
Asian/Pacific Islander														
Black														
Hispanic														
Native American														
White														
Asian													a	a
Pacific Islander													a	a
Native Hawaiian													a	a

Index Classification: [Recognition, Continuous Improvement, Focus, Priority, or Superintendent's Zone]

^a Disaggregated data unavailable prior to school year 2013-2014.

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