

HAWAII

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# CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT

FOR THE STATE BASIC GRANT AND TECH-PREP GRANT PROGRAMS UNDER THE CARL D. PERKINS

CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006



Office of the State Director for Career and Technical Education  
Program Year 2010 - 2011  
Submitted December 31, 2011



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**Bernadette Howard**  
*State Director for Career and Technical Education*



# TABLE OF CONTENTS

<b>Cover Sheet</b> .....	<b>5</b>
<b>Executive Summary</b> .....	<b>7</b>
<b>Part B: Narrative Performance Information</b> .....	<b>9</b>
1. Implementation of State Leadership Activities .....	9
a. Required Use of Funds .....	9
b. Other Permissible Activities .....	15
2. Progress in Developing and Implementing Technical Skill Assessments .....	17
3. Implementation of State Program Improvement Plans .....	23
Performance Report - Secondary .....	23
Secondary Definitions .....	23
Performance Report - Postsecondary .....	27
Postsecondary Definitions .....	27
<b>Financial Status Report Forms</b> .....	<b>31</b>
Interim Financial Status Report (FSR) Form .....	32
Final Financial Status Report (FSR) Form .....	34
<b>Student Enrollment Forms</b> .....	<b>37</b>
Enrollment of CTE Participants .....	39
Enrollment of CTE Concentrators .....	40
<b>Student Accountability Forms</b> .....	<b>43</b>
Attainment of Academic Skills: Reading/Language Arts - Secondary (1S1) .....	45
Attainment of Academic Skills: Mathematics - Secondary (1S2) .....	47
Technical Skill Attainment - Secondary (2S1) .....	49
School Completion - Secondary (3S1) .....	51
Student Graduation Rates - Secondary (4S1) .....	53
Placement - Secondary (5S1) .....	55
Nontraditional Participation - Secondary (6S1) .....	57
Nontraditional Completion - Secondary (6S2) .....	59
Technical Skill Attainment - Postsecondary (1P1) .....	61
Credential, Certificate, or Degree - Postsecondary (2P1) .....	63
Student Retention or Transfer - Postsecondary (3P1) .....	65
Student Placement - Postsecondary (4P1) .....	67
Nontraditional Participation - Postsecondary (5P1) .....	69
Nontraditional Completion - Postsecondary (5P2) .....	71



# COVER SHEET

## CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

### 1. RECIPIENT ORGANIZATION:

Organization	The University of Hawai'i
Address 1	Office of the State Director for Career and Technical Education
Address 2	Lunalilo Portable 1 - Lower Campus Road
City	Honolulu
State	Hawai'i
Zip Code	96822

### 2. PERIOD COVERED BY THIS REPORT (MM/DD/YY):

From:	07/01/10
To:	06/30/11

### 3. PR/AWARD NUMBERS:

Basic Grant to States	V048A090011A
Tech-Prep Education	V243A090011

### 4. TITLE II CONSOLIDATION (CHECK ONE):

- The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.
- The State has consolidated all, or a portion of its Title II grant with its Title I grant during the program year covered by this report.

### 5. STATE CAREER AND TECHNICAL EDUCATION (CTE) DIRECTOR INFORMATION:

Name:	M. Bernadette Howard
Title:	State Director for Career and Technical Education
Agency:	Office of the State Director for Career and Technical Education
Telephone:	808.956.4791
E-Mail:	mbhoward@hawaii.edu

### 6. REMARKS: (ATTACH ANY EXPLANATION DEEMED NECESSARY OR INFORMATION REQUIRED BY FEDERAL SPONSORING AGENCY IN COMPLIANCE WITH GOVERNING LEGISLATION)

### 7. CERTIFICATION:

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)\*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

(Please go to the CAR web site to certify by PIN electronically after uploading the report.)

TYPED OR PRINTED NAME AND TITLE:

M. Bernadette Howard, State Director for Career and Technical Education

DATE REPORT SUBMITTED:

12/14/11

TELEPHONE (Including Area Code):

(808) 956-4791



# **HAWAI'I CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT FOR THE STATE BASIC GRANT AND TECH-PREP GRANT PROGRAMS**

Under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV)

December 2011

## **EXECUTIVE SUMMARY**

This report, required by the Perkins Act of 2006, is submitted annually to the Office of Vocational and Adult Education (OVAE), US Department of Education. The document that follows covers the period from July 1, 2010-June 30, 2011 and follows the format prescribed by OVAE.

Performance levels for the eight secondary-level core indicators and six postsecondary-level core indicators included in this report were negotiated by the State and OVAE. At both the secondary and postsecondary levels, Hawai'i met or exceeded the requirement that at least 90 percent of each negotiated performance goal be achieved.

Highlights of the report:

- A total of 27,401 secondary students and 10,230 postsecondary students earned at least one credit in a CTE course in the 2010-11 academic year.
- At the secondary level 2,421 12th graders completed the requirements for at least one CTE Program of Study. At the postsecondary level, 1,147 students completed at least 12 credits in their declared CTE program.
- The graduation rate for secondary students who completed a CTE program of study was 98.14 percent. At the postsecondary level, 49.13% received a degree or certificate and 75.81 percent of those who had not yet completed their program continued enrollment.
- The DOE awarded three graduates with the newly created CTE Special Recognition Diploma Designation.
- Six statewide assessments have been approved by the appropriate Hawai'i Career Pathway Advisory Council and all six have been accepted for dual credit at the postsecondary level through formal Articulation Agreements.
- With strong support and involvement from the business community, performance-based assessments were conducted for programs of study in all six Pathways at the secondary level.

Hawai'i complied with all criteria for use of Perkins funds for 2010-11



# PART B: NARRATIVE PERFORMANCE INFORMATION

## 1. Implementation of State Leadership Activities

The State Board for Career and Technical Education (aka, the University of Hawai'i Board of Regents) is the sole state agency eligible to receive the Carl D. Perkins funds from the U.S. Department of Education. The University of Hawai'i President is the administrator of these funds.

The Career and Technical Education Coordinating Advisory Council (advisory to the State Board for Career and Technical Education) is the principal mechanism for review of all programmatic and policy matters relating to career and technical education. The Council membership includes three representatives each from the Hawai'i State Board of Education, the University of Hawai'i Board of Regents (which includes the community colleges), and the Workforce Development Council with the Superintendent of Education and the President of the University of Hawai'i serving as ex-officio members.

The Office of the State Director for Career and Technical Education (OSDCTE), on behalf of the State Board, administers all Perkins-related matters. The OSDCTE works closely with the Hawai'i State Department of Education (HSDOE) and the University of Hawai'i Community Colleges (UHCC), and the State Department of Public Safety (DPS)—the eligible recipients of Perkins Leadership funds.

The OSDCTE manages the Leadership funds for non-traditional student program improvement, primarily through direct professional development and grants to the eligible agencies. The OSDCTE also uses Leadership funds to provide professional improvement activities for staff from all of the eligible recipients.

### a. REQUIRED USE OF FUNDS

The following summarizes the activities conducted under the required uses [sec.124(b)(1-9)] and permissive activities [sec.124(c)(1-17)] of state leadership funds. Although categorically reported, most activities address two or more required and/or permissible uses of funds.

**ASSESSMENT:** The HSDOE CTE on-site monitoring program was revised and completed for 50% of the schools. Schools were monitored for compliance, program improvement efforts, fiscal accountability, and corrective actions. Five web-based exams and/or end-of-program of study assessments were completed for Business Core, Marketing, Entrepreneurship, Design Technology I, and Education. Funds also supported data analysis and reporting, online testing technical support, and student performance-based assessments.

The UHCC posted Annual Reports of Program Data (ARPD) on a website making them publicly accessible and creating opportunities for dialogue with stakeholders regarding the program core indicator performance. The ARPD includes specific strategy recommendations to improve performance. Program and student level Core Indicator Data were also distributed to each college in order to establish benchmarks and develop appropriate evaluations.



**USE OF TECHNOLOGY:** The HSDOE used a web conferencing system to provide training in program improvement, implementation, and accountability. This resulted in a 23.55% increase in the number of schools submitting One-Year Plans and End-of-the-Year Reports on time. In-service workshops on the use of a graphics editing program for the Arts and Communication teachers were conducted as was staff training in the Stanford Design Thinking model to promote entrepreneurial-type strategies in the teaching, counseling, and administration of CTE.

The UHCC focused on upgrading technology in the classrooms with innovations such as a sound system that allowed students in culinary stations to hear the instructor over background noises, computer upgrades that enabled students to access e-portfolios which track their progress in the program or to access tutorial videos, and the conversion of traditional textbooks into alternative formats for students with print disabilities. Instructors also used e-portfolios as an assessment tool.

**PROFESSIONAL DEVELOPMENT:** HSDOE teachers were provided training on the use of standards-based curriculum to develop instruction and assessment strategies with an emphasis on student learning outcomes. Student participation in statewide performance-based assessments increased by 64.62% over last year. The number of students meeting proficiency on performance-based assessments remained the same as last year at 50%. As a result of the performance-based assessment, three students were awarded the CTE Diploma Designation signifying a high level of mastery of CTE standards. This was the first year the Board of Education policy regarding special recognition of CTE students was implemented.

UHCC professional development included the support of faculty participation in a conference for health profession education as well as training in applied academics to incorporate “real world” applications, strategies and techniques into the curriculum. Faculty also participated in a five-day seminar to share innovations in learning and techniques to improve student performance on core indicators relating to academic and skills attainment.

**PROGRAM IMPROVEMENT:** The HSDOE developed and obtained approval from the statewide Pathway Advisory Councils (PACs) for standards for the following courses: Arts and Communication core, Draft Digital Media cluster, Business Finance cluster, Health Services core, Natural Resources core, Natural Resources Production cluster, Public and Human Services core, Explorations in Education cluster, and Draft Hotel Operations cluster. Five exams and/or end-of-program-of-study assessments for Business Core, Marketing, Entrepreneurship, Design Technology I, and Education were also completed and approved by the appropriate statewide PAC. An on-line testing software license was purchased to support standards-based assessments.

The UHCC completed horizontal articulation agreements among its campuses for career pathways in education, culinary arts, and business technology to standardize requirements and assure transferability of credits. Faculty, counselors, and division chairs reached consensus on issues such as common course Student Learning Outcomes, Program Learning Outcomes, and common exit exams for some courses in business technology.

**PREPARATION FOR NON-TRADITIONAL FIELDS AND EXPOSURE TO HIGH-SKILL, HIGH-WAGE OCCUPATIONS:** All activities within the HSDOE incorporate components to encourage students to participate in non-traditional programs of study, especially in programs for new and emerging occupations. No leadership funds were used for preparation for non-traditional fields and exposure to high-skill, high-wage occupations.



The UHCC completed a study in which automotive technician graduates were asked to identify reasons for their success and to identify potential intervention strategies to help recruit and retain females in the Automotive Technology Program. A non-credit "Car Care for Men and Women" course was piloted. Females comprised nearly 38% of enrollment; all participants completed the program.

OSDCTE co-sponsored a statewide STEM conference with the Maui Economic Development Board Women in Technology (WIT) Office to inform women about careers in technology and high-skill, high-wage careers. Funding also supported WIT trainee mini campus projects to sustain nontraditional recruitment and retention strategies. Outreach was conducted at several sites including a construction career day where 25% of the participants were female. Other outreach activities included a boot camp focusing on agriculture careers. In an effort to provide professional development in gender equity, several key community college CTE staff attended the National Alliance for Partnership in Equity Conference which resulted in the development of a nontraditional student survey for needs assessment purposes. OSDCTE also continued to disseminate nontraditional and special population brochures and publications.

**SUPPORTING PARTNERSHIPS:** The HSDOE continued to develop partnerships among local educational agencies, institutions of higher education, and business and industry through the statewide PACs that lead each of Hawai'i's six career pathways. Each PAC developed, refined and/or approved standards and assessments for their respective pathways. Core standards were developed for Arts and Communication, Health Services, Natural Resources, and Public and Human Services. Cluster standards were completed for Draft Digital Media, Business Finance, Natural Resources Production, Exploration in Education, and Draft Hotel Operations.

To facilitate better partnerships, the UHCC developed a CTE Advisory Committee Handbook that outlines member duties and roles. The Handbook will be disseminated to all campuses.

**SERVING INDIVIDUALS IN CORRECTIONAL INSTITUTIONS:** This activity is addressed solely by the Hawai'i Department of Public Safety (DPS). DPS provided a comprehensive re-entry service program including courses in childcare, relationships at home and work, career planning, employment soft skills training, and job search techniques. DPS also provided continuing education and technical training, job placement, and services to those with special needs. Of the 76 women served, 36 joined the community release program, 19 were placed in jobs, 20 enrolled in school/training (14 completed their GED and 6 were placed in a community college culinary program), 16 received special needs services and 5 returned to custody. DPS also supported a full-credit culinary arts program, a collaborative program between the women's correctional facility and a community college. Of the 31 enrolled in the culinary program, 20 completed course requirements, 5 earned certificates, 11 remained in the program, 6 transferred to the college campus, and 4 were released and employed. None of the participants were returned to custody.

**SUPPORT FOR PROGRAMS FOR SPECIAL POPULATIONS THAT LEAD TO HIGH-SKILL, HIGH-WAGE OR HIGH-DEMAND OCCUPATIONS:** In all activities, the HSDOE includes a component to encourage special populations to participate in and prepare for emerging professions within each pathway. Although CTE special population students did not perform as well as all CTE students in Reading/Language Arts and Mathematics as measured in the Core Indicators, these same students did perform better than all CTE students in the Technical Skills and School Completion performance indicators.



To increase non-traditional enrollment in UHCC CTE programs, community college students visited secondary schools to present interactive, motivational presentations on careers in non-traditional occupations for male and females. This pilot program was expanded to all campuses and increased non-traditional participation.

**TECHNICAL ASSISTANCE FOR ELIGIBLE RECIPIENTS:** The HSDOE monitoring and documentation processes and procedures were refined to better reflect increased program and fiscal accountability. On-site monitoring was conducted in 50% of the high schools receiving Perkins funds. All schools receiving funds submitted End-of-the-Year Reports that were reviewed for program improvement and compliance with fiscal and procurement guidelines.

The UHCC developed a rubric to ensure that all project proposals aligned with Perkins guidelines and provided measurable outcomes to reflect project success and fiscal accountability. All proposals were evaluated based on the rubrics. On-site meetings were conducted at each college campus to educate faculty and staff on the eligibility requirements, the process for submission of proposals, and the preparation of completion reports.

The OSDCTE, as liaison to the HSDOE and the UHCC, continued to provide technical assistance to the eligible recipients especially in the areas of accountability, permissible uses of non-traditional funds, and civil rights compliance. Special presentations and assistance were provided statewide to stimulate UHCC nontraditional programs and projects.

**b. OTHER PERMISSIBLE ACTIVITIES**

**ESTABLISHMENT OF ARTICULATION AGREEMENTS:** Statewide articulation agreements were executed for the Entrepreneurship and the Retailing programs of study. These Agreements allow students who successfully complete all requirements included in a particular Dual Credit Articulated Program of Study (DCAPS) Agreement to be eligible to receive free community college credits. All high schools and all community colleges offering the particular articulated program of study are included in each Dual Credit Agreement. Students complete their coursework at their high school and in classes taught by high school teachers. Three other DCAPS also exist for the Programs of Study in Cent, A+, and Marketing. Other DCAPS Agreements are in various levels of development.

**RECRUITMENT AND RETENTION OF CAREER AND TECHNICAL EDUCATION TEACHERS:** The OSDCTE provided technical assistance in the development of an alternative CTE teacher certification program. The program provides a pathway from business and industry to the teaching profession.

**SUPPORT FOR OCCUPATIONAL AND EMPLOYMENT INFORMATION RESOURCES:** The OSDCTE assisted in the development of lesson plans for hospitality training to improve client services. OSDCTE also provided job-profiling services to identify the needs of technology coordinators and exercise science paraprofessionals. Also, the KeyTrain assessment and remediation software was used to address health sciences paraprofessionals while the Career Skills online application helped prepare secondary and post-secondary students for the workplace.



## 2. Progress in Developing and Implementing Technical Skill Assessments

Secondary (HSDOE)			
	Statewide Approach	Secondary and Postsecondary Alignment with Each Other and Business/Industry	Growing the Assessment, Certificate, Credentialing and Licensure Processes
Program of Study Areas with Technical Skill Assessments	<p>How many currently have Technical Skill Assessments?</p> <p>All Program of Study technical courses have assessments.</p>	<p>Of the assessments, how many are recognized and/or approved by industry?</p> <p>Six statewide assessments are currently approved by a Hawai'i Career Pathway Advisory Council (PAC).</p> <p>How many are accepted for credit at the postsecondary level?</p> <p>All six of the PAC-approved assessments are accepted for credit at the postsecondary level.</p>	<p>To what extent do the individual assessments help students to earn credential, certificate, or licensure?</p> <p>Two of the assessments are for the CISCO and A+ nationally recognized certificates and are articulated to postsecondary courses for which students may earn dual credit. The additional four assessments are for the following courses for which students may also earn dual credit. The courses are: Business Core, Marketing, Retailing and Entrepreneurship.</p>
Estimated Percentage of Students Reported in the Calculation of CTE Concentrators Who Took Assessments	<p>How many concentrators are now covered by the statewide assessment?</p> <p>1.28 percent of concentrators are covered by statewide assessments. No programs or groups of students are excluded from technical skill assessments; 100 percent of concentrators take some form of technical assessment. The statewide PAC-approved assessments will be administered to all students in the program of study addressed by these assessments.</p>	N/A	N/A



<p>Plan and Timeframe for Increasing the Coverage of Programs and Students to Cover All CTE Concentrators and All Program Areas in the Future</p>	<p>What is your plan for increasing the number of programs with assessments and the number of students taking those assessments?</p> <p>The Hawai'i Career Pathway System (HCPS) is expected to have 10 to 15 programs of study (PoS) at the secondary level by the end of the 2011/12 school year. PAC approval will be sought for four PoS statewide assessments during 2011/2012 school year.</p>	<p>What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments?</p> <p>All statewide assessments must be approved by the appropriate PAC which is composed of a majority of business/industry representatives and a minority of postsecondary and secondary representatives.</p>	<p>What is your plan for increasing the number of credentials, certificates, or licensures made available to students?</p> <p>The Department of Education recently passed a policy for which students completing a PoS and related performance and written assessments at specified levels of mastery will receive a special designation on their diploma. Business and industry representatives have supported this initiative and are considering incentives for employment and compensation for those students earning the special recognition. In SY 2010-11, the first year this new policy was in effect, three students earned the CTE Diploma Designation.</p>
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<p style="text-align: center;"><b>Postsecondary (UHCC)</b></p>			
	<p>Statewide Approach</p>	<p>Secondary and Postsecondary Alignment with Each Other and Business/Industry</p>	<p>Growing the Assessment, Certificate, Credentialing and Licensure Processes</p>
<p>Program of Study Areas with Technical Skill Assessments</p> <p>Estimated Percentage of Students Reported in the Calculation of CTE Concentrators Who Took Assessments</p>	<p>How many currently have Technical Skill Assessments?</p> <p>All Program of Study areas are assessed. The Accrediting Commission for Community and Junior Colleges requires the identification and assessment of all programs of study Student Learning Outcomes (SLOs) at the Degree, Program, and Course level. Assessments are in the form of capstone experiences and are components of technical programs of study.</p> <p>How many concentrators are now covered by the statewide assessment?</p> <p>Using the methodology approved by OVAE, 100% of the concentrators are reported. No programs or groups of students have been excluded.</p>	<p>Of the assessments, how many are industry-recognized and/or approved?</p> <p>Assessments for all programs are aligned with business and industry approved Program Learning Outcomes (PLOs).</p> <p>In addition, where appropriate or available, of the 105 CTE programs offered at postsecondary, 40 (38%) are externally accredited by industry.</p> <p>There are formal, dual credit articulation agreements for the following:</p> <p>CISCO A+ Business Core Marketing Retailing Entrepreneurship</p>	<p>To what extent do the individual assessments help students to earn credential, certificate, or licensure?</p> <p>Students who do not meet the SLOs for the courses and programs are not successful and are not awarded credentials or certificates. Licensure preparatory assessments are offered to students who have been awarded postsecondary credentials/certificates. These preparatory assessments are designed to increase success in external credential, certificate or licensure.</p> <p>N/A</p>



<p>Plan and Timeframe for Increasing the Coverage of Programs and Students to Cover All CTE Concentrators and All Program Areas in the Future</p>	<p>What is your plan for increasing the number of programs with assessments and the number of students taking those assessments?</p> <p>Based on the methodology approved by OVAE, 100% of students in 100% of the programs are assessed. Following the language of the law, "... student achievement on technical assessments, that are aligned with industry-recognized standards if available and appropriate," postsecondary evaluates the availability and appropriateness, and value to the student of external assessments.</p>	<p>What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments?</p> <p>Post-secondary faculty members sit on Hawai'i Career Pathway Advisory Councils with their secondary counterparts to work with business and industry representatives in developing statewide standards and assessments. These assessments may be used by post-secondary to assess attainment of course SLOs. Postsecondary program coordinators also meet with their industry advisory members to ensure alignment of curriculum and industry needs, including support for the implementation of external accreditation standards, where appropriate, and program assessment. The Office of the Vice President for Community Colleges, in conjunction with the Workforce Development Council, will continue to sponsor industry-wide summits that focus on workforce needs in Hawai'i. Health, software, and green summits have already been held. These summits promote curricular and industry alignment, which may involve more industry-relevant assessments.</p>	<p>What is your plan for increasing the number of credentials, certificates, or licensures made available to students?</p> <p>Postsecondary has undertaken a process to expand the number of programs which are externally accredited by their professional bodies. Additionally, postsecondary continues to assess the outcomes of students who sit for external credentials, certificates or licensures and to use the results of the assessments to improve CTE instruction.</p>
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### 3. Implementation of State Program Improvement Plans

#### Performance Report – Secondary

The Hawai'i State Department of Education exceeded negotiated performance goals for seven of the eight reported indicators. The performance goal for Indicator 3S1 (Secondary School Completion) was 90.00 percent and actual attainment was 89.88 percent, a level that is well within the 90.00 percent of performance goal that must be achieved to avoid submission of an action plan to improve performance.

Three of the secondary-level indicators are related to the statewide high school assessments administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act. This relationship allows for direct comparison between CTE students and all DOE students for the same performance indicator. Actual performance for Indicator 1S1 (Academic Attainment: Reading/Language Arts) was 81.50 percent, a gain of almost 4 percentage points over last year's performance, and 8 percentage points higher than the performance of 73.5 percent achieved by all DOE students. Actual performance for Indicator 1S2 (Academic Attainment: Mathematics) was 38.32 percent, which is nearly 5 percentage points higher than the performance of 33.7 percent achieved by all DOE students. The actual performance for 4S1 (Student Graduation Rates) was 98.14 percent, which is over 18 percentage points higher than the performance of 80.00 percent achieved by all DOE students.

Data analyses reveal that more students are completing more than one program of study and that some students are completing a program of study prior to their senior year. For this report, students are only counted once and only in their senior year.

#### Secondary Definitions

**Participant:** A student who has earned one or more credits in any career and technical education (CTE) program area.

**Concentrator:** A 12th grade student who has completed the requirements for her/his selected State Certificated Career and Technical Education Program of Study. A Program of Study includes two Carnegie units in the proper sequence in a single career pathway program area plus one required academic course.

INDICATOR 1S1	Academic Attainment: Reading/Language Arts	Performance Goal 45.25%	Actual Performance 81.50%
Numerator: 1,736	Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.		
Denominator: 2,130	Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			



<b>INDICATOR 152</b>	<b>Academic Attainment: Mathematics</b>	<b>Performance Goal 30.00%</b>	<b>Actual Performance 38.32%</b>
Numerator: 817	Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.		
Denominator: 2,132	Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

<b>INDICATOR 251</b>	<b>Technical Skill Attainment</b>	<b>Performance Goal 30.00%</b>	<b>Actual Performance 67.74%</b>
Numerator: 21	Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year.		
Denominator: 31	Number of concentrators who took the assessments during the reporting year.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

<b>INDICATOR 351</b>	<b>Secondary School Completion</b>	<b>Performance Goal 90.00%</b>	<b>Actual Performance 89.88%</b>
Numerator: 2,176	Number of concentrators who earned a regular secondary school diploma, earned a General Education Department (GED) credential as a state-recognized credential, or earned proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.		
Denominator: 2,421	Number of concentrators who left secondary education during the reporting year.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

<b>INDICATOR 451</b>	<b>Student Graduation Rates</b>	<b>Performance Goal 76.00%</b>	<b>Actual Performance 98.14%</b>
Numerator: 2,163	Number of concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.		
Denominator: 2,204	Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

<b>INDICATOR 551</b>	<b>Secondary Placement</b>	<b>Performance Goal 82.20%</b>	<b>Actual Performance 100.00%</b>
Numerator: 1,500	Number of concentrators who left secondary education during the reporting year and responded to the placement survey who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.		
Denominator: 1,500	Number of concentrators who left secondary education during the reporting year and responded to the placement survey.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			



INDICATOR 6S1	Nontraditional Participation	Performance Goal 29.00%	Actual Performance 32.88%
Numerator: 3,414	Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 10,384	Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 6S2	Nontraditional Completion	Performance Goal 29.25%	Actual Performance 31.28%
Numerator: 547	Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 1,749	Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

## Performance Report – Postsecondary

The University of Hawai'i Community Colleges met all performance goals for 2010-11. For most of the indicators, special population groups also met the indicators. Though individuals with disabilities did not meet the goal in 1P1, 2P2, and 4P1, they did meet 90 percent of the goal. For the non-traditional participation indicator (5P1), the Community Colleges experienced an increase in the number of both male and female participants. In 2010-11, 560 women were enrolled in non-traditional programs. This is an increase of 10 percent over the enrollment of 510 female students in 2009-10 and thought to be due to the increased focus on non-traditional opportunities within the community college system.

## Postsecondary Definitions

**Participant:** A student in a declared career and technical education (CTE) program who has completed at least one credit or the equivalent in a CTE program.

**Concentrator:** A student in a declared career and technical education (CTE) program who has completed at least twelve credits or the equivalent in a CTE program.

INDICATOR 1P1	Technical Skill Attainment	Performance Goal 90.10%	Actual Performance 91.04%
Numerator: 2,681	Number of concentrators who have a cumulative GPA > or = 2.00 in Career and Technical Education courses and who have stopped program participation in the year reported.		
Denominator: 2,945	Number of concentrators who have stopped program participation in the year reported.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 2P1	Credential, Certificate, or Degree	Performance Goal 45.00%	Actual Performance 49.13%
Numerator: 1,447	Number of concentrators who received a degree or certificate in a Career and Technical Education program and who have stopped program participation in the year reported.		



Denominator: 2,945	Number of concentrators who have stopped program participation in the year reported.
<b>PERFORMANCE SUMMARY</b>	
90% of the agreed upon State adjusted level of performance met; no action plan required.	

<b>INDICATOR 3P1</b>	<b>Student Retention or Transfer</b>	<b>Performance Goal 56.00%</b>	<b>Actual Performance 75.81%</b>
Numerator: 4,047	Number of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program.		
Denominator: 5,338	Number of concentrators in the year reported who have not completed a program.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

<b>INDICATOR 4P1</b>	<b>Student Placement</b>	<b>Performance Goal 51.00%</b>	<b>Actual Performance 65.71%</b>
Numerator: 1,669	Number of concentrators in the year reported (previous Perkins year) who have stopped program and who are placed or retained in employment, military service, or an apprenticeship program within UI quarter following program completion.		
Denominator: 2,540	Number of concentrators in the year (previous Perkins year) who have stopped program participation.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

<b>INDICATOR 5P1</b>	<b>Nontraditional Participation</b>	<b>Performance Goal 16.25%</b>	<b>Actual Performance 17.47%</b>
Numerator: 1,194	Number of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 6,835	Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

<b>INDICATOR 5P2</b>	<b>Nontraditional Completion</b>	<b>Performance Goal 15.15%</b>	<b>Actual Performance 15.98%</b>
Numerator: 244	Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 1,527	Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.		
<b>PERFORMANCE SUMMARY</b>			
90% of the agreed upon State adjusted level of performance met; no action plan required.			



# FINANCIAL STATUS REPORT FORMS

## INTERIM FINANCIAL STATUS REPORT (FSR) FORM

<b>I: State Name:</b>	<b>Hawaii</b>
<b>II: Federal Funding Period:</b>	<b>07/01/10-09/30/11</b>
<b>III: Reporting Period:</b>	<b>07/01/10-09/30/11</b>
<b>IV: Accounting Basis:</b>	<b>Accrual</b>
<b>V: Grant Award Numbers: State Basic Grant (Title I):</b>	<b>V048A100011</b>
<b>Tech Prep Grant (Title II):</b>	<b>V243A100011</b>
<b>VI: Title I Grant Award Amount:</b>	<b>\$5,709,941</b>
<b>VII: Title II Grant Award Amount:</b>	<b>\$411,510</b>
<b>VIII: Title II Funds Consolidated with Title I Funds:</b>	<b>\$411,510</b>
<b>IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):</b>	<b>\$6,121,451</b>
<b>X. Total Title II Funds Remaining (Title II - Title II Consolidated Funds):</b>	<b>0</b>
<b>* XI. Amended Interim FSR:</b>	<input type="checkbox"/> <b>Date of Filing Amended FSR:</b>

**\* Note:** Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

	1 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 Net outlays this report period (Columns 2 - 3)
<b>A * TOTAL TITLE I FUNDS *</b>				
<b>B LOCAL USE OF FUNDS</b>				
<b>C RESERVE</b>				
<b>D</b> Secondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
<b>E</b> Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
<b>F Total (Row D + E)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>G FORMULA DISTRIBUTION</b>				
<b>H</b> Funds for Secondary Recipients	\$0.00	\$20,511,811.37	\$0.00	\$20,511,811.37
<b>I</b> Funds for Postsecondary Recipients	\$0.00	\$29,994,832.11	\$0.00	\$29,994,832.11
<b>J Total (Row H + I)</b>	<b>\$0.00</b>	<b>\$50,506,643.48</b>	<b>\$0.00</b>	<b>\$50,506,643.48</b>
<b>K TOTAL LOCAL USES OF FUNDS (Row F + J)</b>	<b>\$0.00</b>	<b>\$50,506,643.48</b>	<b>\$0.00</b>	<b>\$50,506,643.48</b>
<b>L STATE LEADERSHIP</b>				
<b>M</b> Nontraditional Training and Employment	\$0.00	\$1,190.53	\$0.00	\$1,190.53
<b>N</b> State Institutions	\$0.00	\$56,914.99	\$0.00	\$56,914.99
<b>O</b> Other Leadership Activities	\$0.00	\$226,355.37	\$0.00	\$226,355.37
<b>P TOTAL STATE LEADERSHIP (Row M + N + O)</b>	<b>\$0.00</b>	<b>\$284,460.89</b>	<b>\$0.00</b>	<b>\$284,460.89</b>
<b>Q STATE ADMINISTRATION</b>				
<b>R</b> TOTAL STATE ADMINISTRATION	0.00	566,458.35	0.00	\$566,458.35
<b>S TOTAL TITLE I FUNDS (Row K + P + R)</b>	<b>\$0.00</b>	<b>\$51,357,562.72</b>	<b>\$0.00</b>	<b>\$51,357,562.72</b>
<b>T * TOTAL TITLE II FUNDS *</b>				
<b>U</b> Funds for State Administration	\$0.00	\$0.00	\$0.00	\$0.00
<b>V</b> Funds for Local Consortia	\$0.00	\$0.00	\$0.00	\$0.00
<b>W TOTAL TITLE II FUNDS (Row U + V)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

**Additional Information:**

**XII: Certification:** I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

**Signature of Authorized Individual:** Joyce Clapp

**Title/Agency:** Administrative/Fiscal Officer--Office of the State Director for CTE

5	6	7	8	9	10	11
Net outlays To Date (Columns 1 + 4)	Non-Federal share of outlays	Total Federal share of outlays (Columns 5 - 6)	Federal share of unliquidated obligations	Federal share of outlays and unliquidated obligations (Columns 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal funds (Columns 10 - 9)
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
\$20,511,811.37	\$18,374,544.12	\$2,137,267.25	\$52,584.73	\$2,189,851.98	\$2,562,592.00	\$372,740.02
\$29,994,832.11	\$28,020,021.00	\$1,974,811.11	\$12,100.84	\$1,986,911.95	\$2,562,592.00	\$575,680.05
<b>\$50,506,643.48</b>	<b>\$46,394,565.12</b>	<b>\$4,112,078.36</b>	<b>\$64,685.57</b>	<b>\$4,176,763.93</b>	<b>\$5,125,184.00</b>	<b>\$948,420.07</b>
<b>\$50,506,643.48</b>	<b>\$46,394,565.12</b>	<b>\$4,112,078.36</b>	<b>\$64,685.57</b>	<b>\$4,176,763.93</b>	<b>\$5,125,184.00</b>	<b>\$948,420.07</b>
\$1,190.53	\$0.00	\$1,190.53	\$0.00	\$1,190.53	\$60,000.00	\$58,809.47
\$56,914.99	\$0.00	\$56,914.99	\$0.00	\$56,914.99	\$61,215.00	\$4,300.01
\$226,355.37	\$0.00	\$226,355.37	\$36,281.80	\$262,637.17	\$490,930.00	\$228,292.83
<b>\$284,460.89</b>	<b>\$0.00</b>	<b>\$284,460.89</b>	<b>\$36,281.80</b>	<b>\$320,742.69</b>	<b>\$612,145.00</b>	<b>\$291,402.31</b>
\$566,458.35	471,672.55	\$94,785.80	5,198.89	\$99,984.69	306,073.00	\$206,088.31
<b>\$51,357,562.72</b>	<b>\$46,866,237.67</b>	<b>\$4,491,325.05</b>	<b>\$106,166.26</b>	<b>\$4,597,491.31</b>	<b>\$6,043,402.00</b>	<b>\$1,445,910.69</b>
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

## FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	Hawaii
II: Federal Funding Period:	07/01/09-09/30/10
III: Reporting Period:	07/01/09-09/30/11
IV: Accounting Basis:	Cash
V: Grant Award Numbers: State Basic Grant (Title I):	V048A090011A
Tech Prep Grant (Title II):	V243A090011
VI: Title I Grant Award Amount:	5,709,941
VII: Title II Grant Award Amount:	411,510
VIII: Title II Funds Consolidated with Title I Funds:	411,510
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	6,121,451
X. Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	0
* XI. Amended Interim FSR:	<input type="checkbox"/> Date of Filing Amended FSR:

\* **Note:** Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

		1 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 Net outlays this report period (Columns 2 - 3)
<b>A</b>	<b>* TOTAL TITLE I FUNDS *</b>				
<b>B</b>	Local Uses of Funds				
<b>C</b>	<b>RESERVE</b>				
<b>D</b>	Secondary Eligible Recipients	\$0.00	\$73,174.00	\$0.00	\$73,174.00
<b>E</b>	Postsecondary Eligible Recipients	\$0.00	\$4,875.00	\$0.00	\$4,875.00
<b>F</b>	<b>Total (Row D + E)</b>	<b>\$0.00</b>	<b>\$78,049.00</b>	<b>\$0.00</b>	<b>\$78,049.00</b>
<b>G</b>	<b>FORMULA DISTRIBUTION</b>				
<b>H</b>	Funds for Secondary Recipients	\$18,080,351.27	\$773,501.98	\$0.00	\$773,501.98
<b>I</b>	Funds for Postsecondary Recipients	\$33,069,348.90	\$622,199.10	\$0.00	\$622,199.10
<b>J</b>	<b>Total (Row H + I)</b>	<b>\$51,149,700.17</b>	<b>\$1,395,701.08</b>	<b>\$0.00</b>	<b>\$1,395,701.08</b>
<b>K</b>	<b>TOTAL LOCAL USES OF FUNDS (Row F + J)</b>	<b>\$51,149,700.17</b>	<b>\$1,473,750.08</b>	<b>\$0.00</b>	<b>\$1,473,750.08</b>
<b>L</b>	<b>STATE LEADERSHIP</b>				
<b>M</b>	Nontraditional Training and Employment	\$38,427.11	\$21,570.30	\$0.00	\$21,570.30
<b>N</b>	State Institutions	\$46,791.50	\$14,423.50	\$0.00	\$14,423.50
<b>O</b>	Other Leadership Activities	\$296,942.74	\$193,560.84	\$0.00	\$193,560.84
<b>P</b>	<b>TOTAL STATE LEADERSHIP (Row M + N + O)</b>	<b>\$382,161.35</b>	<b>\$229,554.64</b>	<b>\$0.00</b>	<b>\$229,554.64</b>
<b>Q</b>	<b>STATE ADMINISTRATION</b>				
<b>R</b>	TOTAL STATE ADMINISTRATION	570,372.96	198,431.54	0.00	\$198,431.54
<b>S</b>	<b>TOTAL TITLE I FUNDS (Row K + P + R)</b>	<b>\$52,102,234.48</b>	<b>\$1,901,736.26</b>	<b>\$0.00</b>	<b>\$1,901,736.26</b>
<b>T</b>	<b>* TOTAL TITLE II FUNDS *</b>				
<b>U</b>	Funds for State Administration	\$0.00	\$0.00	\$0.00	\$0.00
<b>V</b>	Funds for Local Consortia	\$0.00	\$0.00	\$0.00	\$0.00
<b>W</b>	<b>TOTAL TITLE II FUNDS (Row U + V)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Additional Information:</b>

**XII: Certification:** I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: Joyce Clapp

Title/Agency: Administrative/Fiscal Officer--Office of the State Director for CTE

5	6	7	8	9	10	11
Net outlays To Date (Columns 1 + 4)	Non-Federal share of outlays	Total Federal share of outlays (Columns 5 - 6)	Federal share of unliquidated obligations	Federal share of outlays and unliquidated obligations (Columns 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal funds (Columns 10 - 9)
\$73,174.00	\$0.00	\$73,174.00	\$0.00	\$73,174.00	\$73,174.00	\$0.00
\$4,875.00	\$0.00	\$4,875.00	\$0.00	\$4,875.00	\$4,875.00	\$0.00
<b>\$78,049.00</b>	<b>\$0.00</b>	<b>\$78,049.00</b>	<b>\$0.00</b>	<b>\$78,049.00</b>	<b>\$78,049.00</b>	<b>\$0.00</b>
\$18,853,853.25	\$16,291,261.25	\$2,562,592.00	\$0.00	\$2,562,592.00	\$2,562,592.00	\$0.00
\$33,691,548.00	\$31,128,956.00	\$2,562,592.00	\$0.00	\$2,562,592.00	\$2,562,592.00	\$0.00
<b>\$52,545,401.25</b>	<b>\$47,420,217.25</b>	<b>\$5,125,184.00</b>	<b>\$0.00</b>	<b>\$5,125,184.00</b>	<b>\$5,125,184.00</b>	<b>\$0.00</b>
<b>\$52,623,450.25</b>	<b>\$47,420,217.25</b>	<b>\$5,203,233.00</b>	<b>\$0.00</b>	<b>\$5,203,233.00</b>	<b>\$5,203,233.00</b>	<b>\$0.00</b>
\$59,997.41	\$0.00	\$59,997.41	\$0.00	\$59,997.41	\$60,000.00	\$2.59
\$61,215.00	\$0.00	\$61,215.00	\$0.00	\$61,215.00	\$61,215.00	\$0.00
\$490,503.58	\$0.00	\$490,503.58	\$0.00	\$490,503.58	\$490,930.00	\$426.42
<b>\$611,715.99</b>	<b>\$0.00</b>	<b>\$611,715.99</b>	<b>\$0.00</b>	<b>\$611,715.99</b>	<b>\$612,145.00</b>	<b>\$429.01</b>
\$768,804.50	462,731.50	\$306,073.00	0.00	\$306,073.00	306,073.00	\$0.00
<b>\$54,003,970.74</b>	<b>\$47,882,948.75</b>	<b>\$6,121,021.99</b>	<b>\$0.00</b>	<b>\$6,121,021.99</b>	<b>\$6,121,451.00</b>	<b>\$429.01</b>
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>



## STUDENT ENROLLMENT FORMS



**Student Enrollment Forms  
Enrollment of CTE Participants**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E
Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	<b>GRAND TOTAL</b>	27401	10230	0	27401	0
2	<b>GENDER</b>					
3	Male	15181	5021	PNO	15181	PNO
4	Female	12220	5209	PNO	12220	PNO
5	<b>RACE/ETHNICITY* (1977 Standards)</b>					
6	American Indian or Alaskan Native					
7	Asian or Pacific Islander					
8	Black (not Hispanic)					
9	Hispanic					
10	White					
11	Unknown					
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>					
13	American Indian or Alaska Native	138	57	PNO	138	PNO
14	Asian	11132	3989	PNO	11132	PNO
15	Black or African American	517	155	PNO	517	PNO
16	Hispanic/Latino	1058	204	PNO	1058	PNO
17	Native Hawaiian or Other Pacific Islander	8997	3145	PNO	8997	PNO
18	White	3523	1582	PNO	3523	PNO
19	Two or More Races	1990	1060	PNO	1990	PNO
20	Unknown (Postsecondary Only)		38	PNO		PNO
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>					
22	Individuals With Disabilities (ADA)		267	PNO		PNO
23	Disability Status (ESEA/IDEA) (Secondary Only)	2796			2796	
24	Economically Disadvantaged	12099	2935	PNO	12099	PNO
25	Single Parents	N/P	280	PNO	N/P	PNO
26	Displaced Homemakers	N/P	86	PNO	N/P	PNO
27	Limited English Proficient	1925	353	PNO	1925	PNO
28	Migrant Status	N/P			N/P	
29	Nontraditional Enrollees	3414	1195	PNO	3414	PNO

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>

**Student Enrollment Forms  
Enrollment of CTE Concentrators**

STATE:           Hawaii            
PROGRAM YEAR:           2010-2011          

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F	G
Line	Population	Agri. Food & Nat. Resources	Architecture & Const.	Arts, A/V Tech. & Comm.	Bus., Mgt. & Admin.	Education & Training	Finance	Gov't & Pub. Admin.
1	<b>SECONDARY</b>							
2	Female	85	44	463	57	87	81	0
3	Male	192	497	318	20	17	49	0
4	<b>Total</b>	<b>277</b>	<b>541</b>	<b>781</b>	<b>77</b>	<b>104</b>	<b>130</b>	<b>0</b>
5	<b>POSTSECONDARY</b>							
6	Female	13	22	3	97	57	55	0
7	Male	31	139	5	22	3	14	0
8	<b>Total</b>	<b>44</b>	<b>161</b>	<b>8</b>	<b>119</b>	<b>60</b>	<b>69</b>	<b>0</b>
9	<b>ADULT</b>							
10	Female	PNO	PNO	PNO	PNO	PNO	PNO	PNO
11	Male	PNO	PNO	PNO	PNO	PNO	PNO	PNO
12	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
13	<b>GRAND TOTAL (Lines 4+8+12)</b>	<b>321</b>	<b>702</b>	<b>789</b>	<b>196</b>	<b>164</b>	<b>199</b>	<b>0</b>

<b>Additional Information:</b>

H	I	J	K	L	M	N	O	P	Q
Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Pub. Safety & Security	Manufac.	Mkt. Sales & Serv.	Sci., Tech, Engin. & Math.	Transp., Distrib. & Logistics	Total
172	0	0	4	0	0	48	0	11	1052
39	0	0	62	0	0	44	0	131	1369
<b>211</b>	<b>0</b>	<b>0</b>	<b>66</b>	<b>0</b>	<b>0</b>	<b>92</b>	<b>0</b>	<b>142</b>	<b>2421</b>
154	65	18	8	56	2	0	0	17	567
32	58	8	30	89	41	0	0	108	580
<b>186</b>	<b>123</b>	<b>26</b>	<b>38</b>	<b>145</b>	<b>43</b>	<b>0</b>	<b>0</b>	<b>125</b>	<b>1147</b>
PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
0	0	0	0	0	0	0	0	0	0
<b>397</b>	<b>123</b>	<b>26</b>	<b>104</b>	<b>145</b>	<b>43</b>	<b>92</b>	<b>0</b>	<b>267</b>	<b>3568</b>




## STUDENT ACCOUNTABILITY FORMS



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
1S1: ATTAINMENT OF ACADEMIC SKILLS - READING/LANGUAGE ARTS**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	1736	2130	45.25%	81.50%	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	886	1176		75.34%		
4	Female	850	954		89.10%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	10	12		83.33%		
14	Asian	851	985		86.40%		
15	Black or African American	21	24		87.50%		
16	Hispanic/Latino	50	67		74.63%		
17	Native Hawaii or Other Pacific Islander	476	656		72.56%		
18	White	240	277		86.64%		
19	Two or More Races	88	109		80.73%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	46	148		31.08%		
23	Economically Disadvantaged	590	795		74.21%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	32	81		39.51%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	428	503		85.09%		
29	Tech Prep	1736	2130		81.50%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
1S2: ATTAINMENT OF ACADEMIC SKILLS - MATHEMATICS**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	817	2132	30.00%	38.32%	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	434	1177		36.87%		
4	Female	383	955		40.10%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	5	12		41.67%		
14	Asian	427	985		43.35%		
15	Black or African American	11	24		45.83%		
16	Hispanic/Latino	25	67		37.31%		
17	Native Hawaii or Other Pacific Islander	169	658		25.68%		
18	White	132	277		47.65%		
19	Two or More Races	48	109		44.04%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	6	148		4.05%		
23	Economically Disadvantaged	229	798		28.70%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	6	83		7.23%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	195	503		38.77%		
29	Tech Prep	817	2132		38.32%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
2S1: TECHNICAL SKILL ATTAINMENT**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	<b>21</b>	<b>31</b>	<b>30.00%</b>	<b>67.74%</b>	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	11	13		84.62%		
4	Female	10	18		55.56%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	1	1		100.00%		
14	Asian	12	19		63.16%		
15	Black or African American	0	0		#DIV/0!		
16	Hispanic/Latino	0	0		#DIV/0!		
17	Native Hawaii or Other Pacific Islander	2	3		66.67%		
18	White	3	4		75.00%		
19	Two or More Races	3	4		75.00%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	0	0		#DIV/0!		
23	Economically Disadvantaged	6	12		50.00%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	0	0		#DIV/0!		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	8	12		66.67%		
29	Tech Prep	21	31		67.74%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
3S1: SCHOOL COMPLETION**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	2176	2421	90.00%	89.88%	D	Y
2	<b>GENDER</b>						
3	Male	1198	1369		87.51%		
4	Female	978	1052		92.97%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	12	14		85.71%		
14	Asian	998	1061		94.06%		
15	Black or African American	24	29		82.76%		
16	Hispanic/Latino	68	76		89.47%		
17	Native Hawaii or Other Pacific Islander	671	778		86.25%		
18	White	291	326		89.26%		
19	Two or More Races	112	137		81.75%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	153	175		87.43%		
23	Economically Disadvantaged	834	887		94.02%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	90	105		85.71%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	516	547		94.33%		
29	Tech Prep	2176	2421		89.88%		
30	<b>DISAGGREGATE INDICATORS</b>						
31	General Education Development (GED)	N/P	N/P		XXX%		
32	Diploma	2173	2173		100.00%		
33	Certificate	3	3		100.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
4S1: STUDENT GRADUATION RATES**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	2163	2204	76.00%	98.14%	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	1187	1220		97.30%		
4	Female	976	984		99.19%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	13	13		100.00%		
14	Asian	998	1008		99.01%		
15	Black or African American	22	23		95.65%		
16	Hispanic/Latino	66	66		100.00%		
17	Native Hawaii or Other Pacific Islander	667	689		96.81%		
18	White	284	289		98.27%		
19	Two or More Races	113	116		97.41%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	149	154		96.75%		
23	Economically Disadvantaged	820	842		97.39%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	85	86		98.84%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	515	524		98.28%		
29	Tech Prep	2163	2204		98.14%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>



Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
**SECONDARY LEVEL**  
**5S1: PLACEMENT**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	1500	1500	82.20%	100.00%	E	Y
2	<b>GENDER</b>						
3	Male	728	728		100.00%		
4	Female	772	772		100.00%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	3	3		100.00%		
14	Asian	802	802		100.00%		
15	Black or African American	20	20		100.00%		
16	Hispanic/Latino	22	22		100.00%		
17	Native Hawaii or Other Pacific Islander	297	297		100.00%		
18	White	188	188		100.00%		
19	Two or More Races	168	168		100.00%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	76	76		100.00%		
23	Economically Disadvantaged	412	412		100.00%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	29	29		100.00%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	235	235		100.00%		
29	Tech Prep	1500	1500		100.00%		
30	<b>DISAGGREGATE INDICATORS</b>						
31	Advanced Training & Postsecondary Education	1500	1500		100.00%		
32	Employment	N/P	N/P		XXX%		
33	Military	N/P	N/P		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
6S1: NONTRADITIONAL PARTICIPATION**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	3414	10384	29.00%	32.88%	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	810	6725		12.04%		
4	Female	2604	3659		71.17%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	13	45		28.89%		
14	Asian	1410	4330		32.56%		
15	Black or African American	61	182		33.52%		
16	Hispanic/Latino	141	392		35.97%		
17	Native Hawaii or Other Pacific Islander	1131	3375		33.51%		
18	White	422	1321		31.95%		
19	Two or More Races	231	724		31.91%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	221	1138		19.42%		
23	Economically Disadvantaged	1456	4420		32.94%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	177	711		24.89%		
27	Migrant Status	N/P	N/P		XXX%		
28	Tech Prep	3414	10384		32.88%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
6S2: NONTRADITIONAL COMPLETION**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	<b>547</b>	<b>1749</b>	<b>29.25%</b>	<b>31.28%</b>	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	258	1071		24.09%		
4	Female	289	678		42.63%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	6	11		54.55%		
14	Asian	251	767		32.72%		
15	Black or African American	10	25		40.00%		
16	Hispanic/Latino	16	57		28.07%		
17	Native Hawaii or Other Pacific Islander	170	578		29.41%		
18	White	68	223		30.49%		
19	Two or More Races	26	88		29.55%		
20	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	36	135		26.67%		
23	Economically Disadvantaged	208	666		31.23%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	15	77		19.48%		
27	Migrant Status	N/P	N/P		XXX%		
28	Tech Prep	547	1749		31.28%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
1P1: TECHNICAL SKILL ATTAINMENT**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	2681	2945	90.10%	91.04%	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	1301	1454		89.48%		
4	Female	1380	1491		92.56%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	14	14		100.00%		
14	Asian	1130	1214		93.08%		
15	Black or African American	36	41		87.80%		
16	Hispanic/Latino	44	47		93.62%		
17	Native Hawaii or Other Pacific Islander	715	831		86.04%		
18	White	446	474		94.09%		
19	Two or More Races	280	305		91.80%		
20	Unknown	16	19		84.21%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	92	103		89.32%		
23	Economically Disadvantaged	891	995		89.55%		
24	Single Parents	101	111		90.99%		
25	Displaced Homemakers	33	36		91.67%		
26	Limited English Proficient	131	137		95.62%		
27	Nontraditional Enrollees	305	344		88.66%		
28	Tech Prep	PNO	PNO		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
2P1: CREDENTIAL, CERTIFICATE, OR DEGREE**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	1447	2945	45.00%	49.13%	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	708	1454		48.69%		
4	Female	739	1491		49.56%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	8	14		57.14%		
14	Asian	678	1214		55.85%		
15	Black or African American	17	41		41.46%		
16	Hispanic/Latino	20	47		42.55%		
17	Native Hawaii or Other Pacific Islander	360	831		43.32%		
18	White	219	474		46.20%		
19	Two or More Races	136	305		44.59%		
20	Unknown	9	19		47.37%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	46	103		44.66%		
23	Economically Disadvantaged	475	995		47.74%		
24	Single Parents	54	111		48.65%		
25	Displaced Homemakers	12	36		33.33%		
26	Limited English Proficient	76	137		55.47%		
27	Nontraditional Enrollees	161	344		46.80%		
28	Tech Prep	PNO	PNO		XXX%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Credential	N/P			0.00%		
31	Certificate	382			0.00%		
32	Degree	1065			0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
3P1: STUDENT RETENTION OR TRANSFER**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	<b>4047</b>	<b>5338</b>	<b>56.00%</b>	<b>75.81%</b>	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	2004	2640		75.91%		
4	Female	2043	2698		75.72%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	23	28		82.14%		
14	Asian	1676	2134		78.54%		
15	Black or African American	57	76		75.00%		
16	Hispanic/Latino	82	107		76.64%		
17	Native Hawaii or Other Pacific Islander	1157	1578		73.32%		
18	White	601	817		73.56%		
19	Two or More Races	442	580		76.21%		
20	Unknown	9	18		50.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	113	162		69.75%		
23	Economically Disadvantaged	1323	1771		74.70%		
24	Single Parents	115	165		69.70%		
25	Displaced Homemakers	35	57		61.40%		
26	Limited English Proficient	145	203		71.43%		
27	Nontraditional Enrollees	466	607		76.77%		
28	Tech Prep	PNO	PNO		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
4P1: STUDENT PLACEMENT**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	<b>1669</b>	<b>2540</b>	<b>51.00%</b>	<b>65.71%</b>	<b>E</b>	<b>Y</b>
2	<b>GENDER</b>						
3	Male	867	1261		68.75%		
4	Female	802	1279		62.71%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	10	14		71.43%		
14	Asian	796	1138		69.95%		
15	Black or African American	11	27		40.74%		
16	Hispanic/Latino	28	46		60.87%		
17	Native Hawaii or Other Pacific Islander	417	637		65.46%		
18	White	202	382		52.88%		
19	Two or More Races	189	269		70.26%		
20	Unknown	16	27		59.26%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	38	80		47.50%		
23	Economically Disadvantaged	466	747		62.38%		
24	Single Parents	55	88		62.50%		
25	Displaced Homemakers	13	21		61.90%		
26	Limited English Proficient	46	132		34.85%		
27	Nontraditional Enrollees	177	288		61.46%		
28	Tech Prep	PNO	PNO		XXX%		
29	<b>DISAGGREGATE INDICATORS</b>						
30	Apprenticeship	N/P			0.00%		
31	Employment	1508			0.00%		
32	Military	183			0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>



Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
**POSTSECONDARY LEVEL**  
**5P1: NONTRADITIONAL PARTICIPATION**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	1194	6835	16.25%	17.47%	E	Y
2	<b>GENDER</b>						
3	Male	634	3474		18.25%		
4	Female	560	3361		16.66%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	9	39		23.08%		
14	Asian	407	2646		15.38%		
15	Black or African American	14	81		17.28%		
16	Hispanic/Latino	26	128		20.31%		
17	Native Hawaii or Other Pacific Islander	419	2240		18.71%		
18	White	189	978		19.33%		
19	Two or More Races	127	700		18.14%		
20	Unknown	3	23		13.04%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	42	189		22.22%		
23	Economically Disadvantaged	396	2114		18.73%		
24	Single Parents	28	209		13.40%		
25	Displaced Homemakers	8	63		12.70%		
26	Limited English Proficient	30	197		15.23%		
27	Tech Prep	PNO	PNO		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>



**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
5P2: NONTRADITIONAL COMPLETION**

STATE: Hawaii

PROGRAM YEAR: 2010-2011

Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	<b>GRAND TOTAL</b>	244	1527	15.15%	15.98%	E	Y
2	<b>GENDER</b>						
3	Male	135	691		19.54%		
4	Female	109	836		13.04%		
5	<b>RACE/ETHNICITY* (1977 Standards)</b>						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>						
13	American Indian or Alaska Native	2	7		28.57%		
14	Asian	100	680		14.71%		
15	Black or African American	1	14		7.14%		
16	Hispanic/Latino	1	22		4.55%		
17	Native Hawaii or Other Pacific Islander	81	435		18.62%		
18	White	45	233		19.31%		
19	Two or More Races	14	133		10.53%		
20	Unknown	0	3		0.00%		
21	<b>SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES</b>						
22	Individuals With Disabilities (ADA)	15	53		28.30%		
23	Economically Disadvantaged	93	591		15.74%		
24	Single Parents	8	75		10.67%		
25	Displaced Homemakers	1	18		5.56%		
26	Limited English Proficient	6	62		9.68%		
27	Tech Prep	PNO	233		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**





