

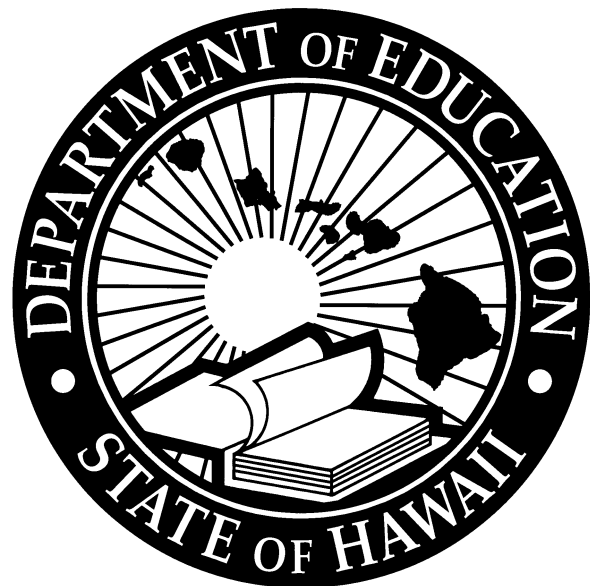
Learning Centers Program Evaluation

2011-12

Office of Curriculum, Instruction &
Student Support •
Student Support Branch

Department of Education
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Foreword

The Office of Curriculum, Instruction and Student Support, Student Support Branch is pleased to present the report on the Statewide Learning Centers (LC) Program Evaluation for SY 2011-2012. For the SY 2011-2012 report, an online survey database was developed by Digital Owls, which eliminated the need for multiple local database copies. This database is now the property of the Hawaii Department of Education and can be used annually to compile the results of the stakeholder surveys. As part of this new system of evaluation, raw data is now analyzed and reported by the LC program manager, Dr. Anna Viggiano.

Funding for the LC Program is supported through categorical funds under Program ID 16770. Funds are distributed to all LC equally and include a .5 Full Time Employee (FTE) position at each LC. The .5 FTE is used for the LC Coordinator to plan events for the LC, oversee the budget, and design the framework for implementing LC goals. This annual evaluation will continue for SY 2012-13 with the goal of monitoring the activities performed at the LC in order to meet all program objectives.

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I. INTRODUCTION

A. THE LEARNING CENTER PROGRAM

Hawai'i's Learning Center Program is a statewide categorically funded program designed to provide Hawai'i Department of Education (DOE) students and their parents with greater academic choice by creating distinctive, specialized, and excellent programs within public education.

Learning Centers are established within existing DOE schools. Each center is a specialized program organized around a single theme or subject area. Each is expected to provide innovative and excellent opportunities for learning, using existing resources at the host school and tapping additional resources in the surrounding community. Learning Centers are open to all public school students regardless of district or school boundaries. The sole criterion for admission is an interest in acquiring or developing particular knowledge and skills available at the Learning Center.

Programs offered at Learning Centers are expected to enrich and expand student learning experiences by introducing new or formerly unavailable courses or activities. They provide adjunct enrichment experiences through community involvement. They provide new and expanded experience by integrating existing courses with the host school's program of study.

Learning Centers are expected to provide equal educational opportunity through truly open choices for public school parents and their children. The centers are not to serve as special programs for students who do not succeed in regular schools, nor are they intended to serve only the very bright or most gifted students. Centers are prohibited from excluding or segregating students because of race, financial or social status, academic achievement, or previous educational experience. Admission to entry level courses must be open to all, based only on interest and space¹. Learning Centers are expected to provide automatic geographic exceptions to students who request them.

The Hawai'i Learning Centers Program has four goals:

1. Expand educational choice for public school students with special interests and talents.
2. Provide public school parents with new choices about the kind of education they want for their children.
3. Make efficient use of educational resources such as facilities, staff, and equipment.
4. Encourage school-community collaboration and use of high quality, technologically advanced community resources.

¹ There may be exceptions to this open admission standard that depend on the theme of a center. For example, a performing arts center may hold theatrical auditions or a foreign languages center may require a prerequisite language course for advanced language course.

B. PROGRAM EVALUATION PROCEDURES

Hawaii's Learning Center Program has been evaluated nearly every year since it began in 1987. Between 1987 and 1993, Learning Center evaluations were conducted on an *ad hoc* basis either internally or with the assistance of evaluation contractors. In 1994, an external evaluation laid the groundwork for a comprehensive program evaluation system that was comparable from year to year. External evaluation continued through 1996. In 1997, the data collection system for learning center evaluation added the Automated Data System (ADS), a computer-based data collection and analysis system for learning centers. The ADS was updated and fine tuned in 1998, and was used for internal program evaluation from 1999 through 2002. In SY 2003-2004, the Office of Instructional Services engaged SMS Rsearch & Marketing Services, Inc. to collect evaluation data from learning centers, assistance as requested by Learning Center coordinators, assemble the ADS data, perform the data analyses, and prepare the evaluation report. Beginning with the SY 2010-2011 report, an online survey database was developed by Digital Owls, which eliminated the need for multiple local database copies. A new category, Community Members, was added to the existing 6 instruments and all stakeholder surveys were updated. This same survey database with the 7 stakeholder surveys was used in 2011-12.

Data Sources

Data used to evaluate Learning Centers are gathered from several sources using a set of seven data collection instruments shown in Table 1. All of the survey instruments are available either online or for printing from the LC website (<http://lc.k12.hi.us>). The data collection instruments have been revised to better reflect the opinions of the stakeholders. A summary of complete points obtained from each survey is available upon request.

Table 1: Data Collection Instruments

Instrument	Description
Student Survey	Self-administered survey to gather opinions and behaviors from LC students.
Parent Survey	Self-administered survey to gather reactions and opinions from LC parents.
Community Survey	Self-administered survey to gather reactions and opinions from community members.
Coordinator's Report	Lengthy report completed by Learning Center Coordinators to report data on LC themes, programs, selection and enrollment procedures, special events, achievements, etc.
Teacher Survey	Self-administered survey to be completed by host school teachers whose skills or courses are integrated within Learning Center Program offerings.
Administrator's Survey	Self-administered survey instruments designed to gather information on how the LC is integrated into the school mission and how it is valued.
Grades and Scores	A format provided for reporting the gender, ethnicity, grades, and Hawaii State Assessment reading/math scores for all students in host schools

Objectives

As part of the evaluation design process formalized in 1994, a set of Learning Center Program objectives was developed by the evaluator and approved by the Learning Center Coordinators Committee. Beginning with the four program goals, and considering expectations of Learning Centers from within and outside of the Program, a set of 11 evaluation objectives were defined, and have remained unchanged since 1994. Those 11 objectives (See Table 2) were the central focus of the Learning Center Program evaluation this year.

Table 2: Description of LC Program Criteria, Data Sources & Data Points

Program Criteria	Description of Program Criteria	Data Sources	Data Points
Expanded Choice	Measures the extent to which LCs offer learning experiences that are unavailable in the regular classrooms. Are the program offerings organized around a theme, are they different from regular school offerings, and do they enrich student options?	Students Parents Teachers Administrators Coordinator Community	21
Collaboration	Measures the extent to which the LC collaborates with business, professional, and community people and how well that collaboration contributes to the host school.	Teachers Administrators Coordinator	27
Integration	Measures the extent to which an LC integrates the host school's teacher skills and school facilities into its program and its Advisory council; and how well the LC garners support from and communicates with the non-LC staff and administrators.	Parents Teachers Administrators Coordinator Community	21
Student Achievement	Measures how well the LC contributes to the skills and learning of LC students.	Students Parents Teachers Administrators Grades	11
Personal Growth	Measures the extent to which students, parents and coordinators feel the students experience growth in LC activities.	Students Parents Coordinator Community Administrators	18
School Improvement	Measures the extent to which teachers, administrators, and LC coordinators feel that the host school benefits from having an LC on campus.	Parents Teachers Administrators Coordinator Grades Community	19
Quality of Program Resources	Measures the extent to which elements of a quality program exists at the LC, including high quality curriculum, innovative practices, active learning, clear standards, multiple types of assessment, excellent equipment, facilities, and adequate resources.	Students Parents Teachers Administrators Coordinators Community	48
Equal Access	Measures the extent to which the LC has students from outside their geographic location, how well the LC reaches out to students beyond school boundaries, whether the program meets the needs of students in and outside of school boundaries.	Parents Teachers Administrators Coordinator Grades	30
Equity	Measures the extent to which the LC students represent a cross-section of the socio-demographic composition of the host school's student body and of their academic abilities (represented by norm-referenced test scores).	Teachers Administrators Grades Coordinator	18
Recognition	Measures the extent to which the LC program, teachers and students have received national, state-district, and school local community recognition (awards, recognition, and publications).	Coordinator	12
Constituent Evaluation	Measures the extent to which LC constituencies (parents, teachers, students and administrators) want to continue with the LC at the host school.	Students Parents Teachers Administrators Community	10

Analysis

The 11 scores used to measure Learning Center progress toward program goals are based on 235 individual measurements taken from the seven sources shown in Table 1. Survey data are collected online or using paper-and-pencil forms. If surveys are completed online, responses are recorded automatically in the LC survey online database and categorized by school. If data are collected on paper surveys, responses are entered by the LC Coordinator onto the web-based survey.

Once data are entered for all seven data sources, the web program calculates analyses automatically. No further input from Learning Center or evaluation staff is required or permitted. Digital Owls performs the analyses for individual centers and combines the data into the final evaluation data file. Digital Owls created a program to aggregate data for individual surveys, summing responses separately for students, parents, teachers, and administrators.

Scores

All scores used to evaluate Hawai'i Learning Centers are "excellence scores." Standards for evaluation are rigorous and in keeping with the understanding that Learning Centers are the DOE's flagship programs. They are expected to incorporate only the highest levels of quality in all program components. All survey questions across the 7 different survey types (e.g., Administrator, Community, etc.) were assigned to a Program Criteria and each Criteria received an overall score and percentage based on participants' answers. Regardless of the measurement metric used in the surveys, the scoring procedures reduce individual survey data to a simple "excellent vs. all other" scale. Summary scores for each of the 11 components are rescaled such that each has a range from 0 to 100. For a score like the Program Quality Score, a zero would mean that none of the 48 component items for that score reached the level of excellence. Even if all 48 items were one point below the excellence level, the Program Quality Score would be zero. A score of 100 means that every one of the 48 component items of the Program Quality Score was rated as "excellent" by students, parents, teachers, administrators, and the Learning Center Coordinator.

The learning center evaluation design is very demanding. Over the years there have been those who feel it should be relaxed, but most observers agree that excellence is the appropriate standard for evaluating learning centers in Hawai'i. In past evaluations many centers have achieved scores above 80 and some consistently score above 90. New centers have been able to improve their scores over time. This suggests that excellence criterion is a reasonable, albeit stringent, criterion for learning center program evaluation.

Using excellence scoring, it may be inappropriate to interpret a score of 50 as indicating a "bad" or "failing" program. A score of 50 means that "only" half of the items used to judge a program reached the level of excellence. They may all be one point below excellence.

Finally, using scores to compare one program against another has proven to be ineffective. Learning centers have unique programs with components that are usually not transferable. These scores measure where Learning Centers are in their pursuit of excellence, and identify areas that need improvement. Year-to-year change in performance, relative to program performance objectives, is the appropriate measure of success or failure.

Reporting

This report presents summary results for each of the 11 objectives and lists scores for each Learning Center. The scores were produced by Digital Owls using the web-based program and include no input from Learning Center staff or coordinators. Scores are presented for review by Learning Center Coordinators. Analysis details, including copies of the surveys and printouts of the summary scores are submitted each year to the DOE Evaluation Section.

Since 1998, Learning Centers have been classified in one of five categories listed in Table 3. The classification system is based on each Center's performance profile using eleven program criteria. The five program criteria were collaboratively derived and based on the goals and intent of the State Learning Center Program as specified in the 1998 Guidelines and revised in January 2010.

Table 3: Five Learning Center Performance Profile Categories

<p>High Performance (A): Scores of 90 or higher on at least 6 of the 11 program criteria.</p> <p>Solid Performance (B): Scores of 70 or higher on at least 7 of the 11 program criteria.</p> <p>Mixed Performance (C): Scores of 50 or higher on at least 6 of the 11 criteria with one score over 70.</p> <p>Problem Performance (D): Scores of 50 or higher on at least 5 of the 11 program criteria.</p> <p>High Need (F): Scores of 50 on less than 5 of the 11 program criteria.</p>
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The preferred evaluation system for an individual Learning Center compares current excellence scores against previous performance. The ideal program management strategy would use the scores to develop specific program improvement objectives for the next year, then develop program plans to achieve those objectives, and measure performance against those objectives. For example, a center coordinator might notice a drop in the Integration Score and make plans to reverse that next year. A plan to achieve that objective might involve recruiting specific host school teachers to participate in Learning Center programs next year. The coordinator might set the objective to increase the Integration Score by 12 points, and measure success on that objective by subtracting next year's Integration Score from this year's Integration Score.

II. EVALUATION RESULTS FOR 29 PROGRAMS, 2012

All 29 Hawai'i Learning Centers operating in SY 2011-2012 submitted complete evaluation materials at the end of the school year. Learning Centers once again met their complete reporting goal. Evaluation data were generally of very high quality and were wholly without data reporting problems that occurred in the previous years.

Criteria scores for 29 Learning Centers are presented in Table 4. The Total Score is the arithmetic average of 11 criteria scores. All criteria scores have an equal weight of 1.0. Those scores measure the average performance on each of the eleven criteria for the Learning Center Program as a whole.

A. EVALUATING THE HAWAI'I LEARNING CENTER PROGRAM, 2012

Overall, Hawai'i Learning Center performance decreased by less than 1 point this year. The 29 Learning Centers had an average program-level evaluation score of 85.5% compared with 87.1 last year. In 2010 the average program-level evaluation score was 69.6%.

Total Scores for the 29 centers ranged from a low of 71.2% to a high of 96.1%. Four centers had total scores below 80 this year and five centers had scores above 90.

Overall, there were not many dramatic shifts in scores this year. The changes were of slight magnitude this year; however, more of the score changes were in the negative direction. Five Learning Centers had 2012 scores that differed from last year by more than five points. Of those four went down and one went up. The largest single gain for any center was +8 points. The largest loss was -8 points.

Table 4: Statewide Learning Center Evaluation: LC Achievement Score Profiles

Name of School	Type	Constituent Evaluation	Equity	Expanded Choice	School Improvement	Student Achievement	Personal Growth	Integration	Collaboration	Program Quality	Equal Access	Recognition	Average
Baldwin	Performing Arts	100.0%	72.2%	95.1%	94.7%	90.7%	99.6%	100.0%	92.6%	93.2%	90.0%	100.0%	93.5%
Campbell	Agriculture/Business	92.5%	100.0%	99.9%	93.3%	100.0%	95.8%	97.2%	94.6%	99.4%	84.3%	100.0%	96.1%
Castle	Performing Arts	96.7%	47.9%	98.5%	96.1%	89.9%	97.7%	87.4%	100.0%	97.8%	92.8%	100.0%	91.3%
Hilo	Performing Arts	95.0%	52.8%	100.0%	89.5%	99.5%	96.9%	96.9%	83.3%	99.0%	88.3%	47.9%	86.3%
Kahuku Health	Health	99.0%	72.2%	89.9%	94.6%	99.4%	97.2%	92.1%	85.2%	96.3%	73.4%	58.3%	87.1%
Kahuku Music	Performing Arts/Music	99.3%	77.8%	99.2%	100.0%	89.6%	91.3%	83.6%	88.9%	91.1%	86.0%	72.9%	89.1%
Kailua	Community Quest	98.9%	74.4%	89.5%	99.8%	98.4%	98.8%	78.3%	63.0%	82.6%	73.3%	29.2%	80.6%
Kaimuki	Performing Arts	84.8%	72.2%	94.8%	97.4%	89.1%	95.9%	79.2%	86.4%	95.5%	87.5%	100.0%	89.3%
Kaiser	Communication Arts	95.5%	16.0%	99.5%	88.2%	89.1%	98.6%	78.5%	84.3%	94.3%	75.8%	89.6%	82.7%
Kalaheo	Communication Academy	98.0%	84.3%	90.0%	96.5%	88.8%	97.3%	92.7%	50.0%	93.7%	71.7%	72.9%	85.1%
Kapolei	Integrated Technology	89.0%	77.8%	80.1%	89.1%	99.5%	98.9%	89.7%	81.5%	97.1%	72.4%	33.3%	82.6%
Kauai	Performing Arts	92.0%	16.7%	99.3%	82.5%	89.1%	97.1%	74.3%	84.0%	92.4%	84.1%	75.0%	80.6%
Lahainaluna	Agriculture	75.8%	77.8%	88.5%	88.2%	84.5%	92.4%	71.5%	66.0%	91.2%	89.2%	47.9%	79.4%
Leilehua	Agriculture	95.6%	38.9%	80.6%	100.0%	99.2%	96.1%	77.4%	70.4%	97.1%	73.7%	64.6%	81.2%
Maui	Science & Technology	97.4%	66.7%	99.1%	92.8%	88.6%	93.2%	84.6%	85.2%	96.2%	79.5%	83.3%	87.9%
McKinley Business	Business	90.7%	88.5%	93.8%	92.3%	99.4%	92.5%	73.0%	82.2%	98.7%	79.4%	66.7%	87.0%
McKinley Graphics	Arts & Communication	92.0%	100.0%	93.2%	85.3%	85.7%	94.5%	76.6%	72.1%	96.5%	74.5%	64.6%	85.0%
Mililani Performing Arts	Performing Arts	99.6%	88.3%	90.1%	90.5%	99.2%	99.6%	77.4%	35.6%	82.6%	87.2%	58.3%	82.6%
Mililani Science	Science & Technology	94.7%	49.5%	83.4%	94.0%	85.5%	97.0%	80.4%	81.1%	92.4%	73.9%	66.7%	81.7%
Moanalua Media	Media Communications	99.8%	68.9%	100.0%	94.7%	100.0%	94.1%	99.4%	92.6%	97.6%	78.1%	79.2%	91.3%
Moanalua WL	World Languages	71.3%	72.2%	87.0%	83.6%	93.5%	89.9%	82.9%	79.6%	92.9%	57.6%	14.6%	75.0%
Nanakuli	Culture & the Arts	93.3%	55.6%	98.0%	80.7%	100.0%	96.3%	74.4%	91.4%	95.0%	86.4%	100.0%	88.3%
Pearl City	Performing Arts/Music	89.3%	75.2%	99.3%	94.1%	88.7%	97.0%	93.5%	83.3%	90.3%	78.4%	89.6%	89.0%
Radford	International Studies	98.9%	55.6%	88.2%	83.6%	90.4%	99.1%	78.4%	14.8%	91.4%	75.0%	8.3%	71.2%
Roosevelt	Media and Technology	76.6%	87.3%	94.7%	100.0%	89.6%	93.1%	74.6%	88.4%	98.4%	81.2%	100.0%	89.4%
Waiakea	Technology	99.7%	65.3%	85.7%	89.5%	90.6%	99.4%	91.5%	96.3%	95.4%	68.3%	66.7%	86.2%
Waialua	STEM	94.6%	94.4%	94.6%	84.2%	90.0%	90.5%	100.0%	74.1%	95.3%	70.7%	100.0%	89.9%
Waianae	Marine Science	99.7%	87.0%	95.2%	84.2%	99.8%	93.9%	64.6%	70.4%	97.1%	76.7%	8.3%	79.7%
Waipahu	Business & Computer Tech	99.0%	69.9%	89.2%	94.6%	97.9%	97.8%	98.2%	92.0%	96.2%	76.4%	100.0%	91.9%
	Average for SY 2011-2012	93.4%	69.2%	93.0%	91.5%	93.3%	95.9%	84.4%	78.3%	94.4%	78.8%	68.9%	85.5%
	Average for SY 2010-1011	94.5%	77.3%	94.4%	91.1%	97.8%	96.5%	81.7%	79.0%	93.6%	79.0%	73.5%	87.1%

B. LEARNING CENTER CRITERIA SCORES, 2012

Scores for individual evaluation components were similar to data from past years. The highest criterion score in Table 4 was the personal growth score (95.9%). That means that Learning Centers have been successful in contributing to the confidence and self-efficacy of LC students. The second highest score was the program quality score (94.5%), which increased by over 26 points over the program quality score in 2010. Learning Center students, parents, teachers and administrators once again rated their centers positively and felt they should be continued. As in the past, the two lowest scores were the equity score (69.2%) and the recognition score (68.9%). Learning Centers continue to have a difficult time attracting students from other schools and in generating recognition of their successes outside of the host schools. Recognition scores were split into two categories: teacher and student recognition. A learning center received the maximum amount of points for national or state level recognition. Close to or up to full credit was also awarded if district and school/community level awards were received. Student recognition was worth twice the amount of points as teacher recognition to emphasize the importance of student achievement.

Four of the eleven component scores increased this year. The equity score dropped more than eight points. The decrease in student improvement scores was due to an added criteria point for increase in the average GPA of the LC students from the beginning of the year to end of the year. Thirteen LC had an increase in the average GPA of the LC students. This is an area that all LC will work to improve.

The recognition score, traditionally the lowest score among the eleven, decreased by 4.6 points. The number of Learning Centers scoring below 75 on recognition rose from ten to fourteen; however, this is still an increase over the 2010 average score of 45.4%. This indicates the LC need to continue to find ways to become known beyond the host school.

C. EVALUATION SCORE BY PROGRAM TYPE

Table 5 shows average component scores for different types of Learning Centers. These were prepared to allow Learning Center coordinators compare their scores with programs of the same type rather than the average for all centers.

Total scores differed across program types. Communications, business, technology, and agriculture programs had scores of 70 or higher. Recognition scores were lowest for science/health and other types. Recognition scores total was the lowest of the eleven categories; however these scores were higher than in previous years.

All types of Centers scored average gains in 2012. Some adjustment in program types was made to align with the activities actually done at the various centers. More centers are identified as performing arts than in previous years. Comparison by type with previous years is not appropriate for this evaluation.

Full-scale analysis of the sources of performance differences is outside the scope of this report. We note, however, that annual evaluations continue to show that differences in performance scores have more to do with staff turnover, length of experience, and levels of expertise than with the subject matter of the center.

Table 5: Evaluation Scores by Program Type

Evaluation Score	TYPE OF LEARNING CENTER							
	Agri-culture	Business	Science and Health	Communi-cations	Performing Arts	Technology	Other	Total
Summary Score	83	89	83	87	88	87	76	86
Number Programs	3	2	3	5	9	4	3	29
Constituent Opinion	88	95	98	92	94	95	90	93
Equity	72	79	70	71	62	76	68	69
Expanded Choice	90	92	90	95	97	90	88	93
School Improvement	94	93	91	93	92	89	89	92
Student Achievement	95	99	95	91	93	92	94	93
Personal Growth	95	95	96	96	97	96	96	96
Integration	82	86	79	84	85	91	80	84
Collaboration	77	87	79	77	83	84	52	78
Program Quality	96	97	95	96	93	96	89	94
Equal Access	82	78	75	76	87	73	69	79
Recognition	71	83	44	81	83	71	17	69

D. COMPARISONS WITH PREVIOUS YEARS

We have mentioned several comparisons of SY 2011-2012 Learning Center evaluation results with those of previous years. In particular we have noted that overall scores were down by about two points, that gains were scored for only four of the eleven component scores, and that patterns across types of Learning Centers were higher than those in the past. Our discussion of the utility of the Learning Center evaluation (See p. 5), should make it clear, however, that the most important comparison we might make is for individual Learning Centers across time. Complete data for 2011 and 2012 were presented in Table 4. We will now look at the 11-year trend for all Learning Centers in Table 6.

The scores presented in Table 6 describe changes in overall evaluation scores for all 29 Learning Centers as measured by the criteria shown in Table 3. That is, the raw scores have been transformed to letter grades using the system modified by the DOE in 2010. Data are presented for eleven years.

In 2012, scores for individual Learning Centers (see Table 6) were higher than in past evaluations but slightly lower than 2011. Twelve of the 29 Learning Centers achieved a grade of “A” on this excellence test. Seventeen achieved a grade of “B”.

Twenty-four of the Hawai'i Learning Centers achieved the same score as they had in 2011. Four C programs with different scores went from a score of A to a score of B while one LC went from a score of B to a score of A.

Leilehua Agriculture Learning Center went from a “D” in 2010 to a “B” in 2011 and has maintained that same score in 2012. That is they moved from a program with more than half of

its component scores below 50 to one in which more than half of its scores were above 75. That was a notable achievement. The program continues to meet its goals and expands its activities to include community events and collaboration with the feeder schools.

Waipahu's Business and Computer Technology Learning Center has begun the road back by achieving an "A" again this year; up from "D" in 2008. Lahainaluna Agriculture is back on track with a score of "B" again this year. This LC has continued to work with the Hawaiian community to build its native plants garden and tropical fruit orchard.

These results are an indication that the Learning Centers Program is truly a program of excellence and is achieving its goals of providing educational choice for public school students with special interests and talents.

Table 6: Eleven-Year Summary of Statewide Learning Centers: LC Profiles

Learning Center	2000	2001	2002	2004	2006	2007	2008	2009	2010	2011	2012
Baldwin, Performing Arts	A	A	F	B	B	A	A	A	A	A	A
Campbell, Agricultural-Business	C	A	A	A	A	A	A	A	A	A	A
Castle, Performing Arts	A	G	B	A	A	A	A	A	A	A	A
Hilo, Performing Arts	A	A	A	A	A	F	A	A	A	A	A
Kahuku, Health	A	B	A	A	A	A	A	A	B	A	A
Kahuku, Music	A	A	A	B	A	A	A	A	B	A	B
Kailua, Community Quest	D	B	B	B	B	B	B	B	B	B	B
Kaimuki, Performing Arts	A	A	A	A	A	A	A	A	A	A	B
Kaiser, Communication Arts	B	B	B	A	A	B	A	B	B	B	B
Kalaheo, Communication Arts	A	A	A	A	A	C	B	A	B	A	A
Kapolei, Integrated Technology			F	E	D	E	D	B	B	B	B
Kauai, Performing Arts	C	G	F	B	B	B	B	B	B	B	B
Lahainaluna, Agriculture	D	D	F	E	F	F	B	B	C	B	B
Leilehua, Agriculture	B	A	A	B	A	B	B	A	D	B	B
Maui, Science & Tech	C	B	C	B	B	B	B	B	B	B	B
McKinley, Business	D	B	B	B	B	B	B	B	B	B	A
McKinley, Graphic Arts	E	E	D	C	B	B	B	B	C	B	B
Mililani, Performing Arts	B	F	F	F	B	B	B	B	A	B	B
Mililani, Science	B	B	B	B	B	B	B	A	B	B	B
Moanalua, Media	B	A	A	A	A	B	A	A	A	A	A
Moanalua, World Languages			F	A	A	F	B	D	A	B	B
Nanakuli, Culture & Arts	B	B	C	A	A	A	A	A	A	A	A
Pearl City, Music	A	A	A	A	A	F	A	A	A	A	B
Radford, International Studies	B	B	B	F	F	B	D	B	B	B	B
Roosevelt, Engineering & Tech.			E	B	F	B	D	B	A	A	B
Waiakea, Technology	E	E	E	E	E	D	B	D	B	A	A
Waialua, STEM	A	A	A	A	A	A	B	A	A	A	A
Waianae, Marine Science	C	F	C	A	A	A	A	A	A	B	B
Waipahu, Bus. & Computer Tech.	A	A	A	E	F	D	D	C	B	A	A

Note: A = High Performance; B = Solid Performance; C = Mixed Performance; D = Problem Performance; E = High Need; F = No Data Submitted; G = Insufficient Data Submitted. 2012 scores shaded yellow indicate improvement; those shaded blue indicate losses.