



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE DEPUTY SUPERINTENDENT OF STRATEGY AND ADMINISTRATION

December 2, 2025

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

The Honorable Nadine K. Nakamura, Speaker
and Members of the House of Representatives
415 South Beretania Street
State Capitol, Room 431
Honolulu, Hawaii 96813

Re: Hawaii State Department of Education Annual Report on Special Education and
Title I-Funded Prekindergarten Programs

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

For your information and consideration, a copy of the annual Special Education and Title I-Funded Prekindergarten Programs report is being transmitted, pursuant to Section 302A-450, Hawaii Revised Statutes (HRS). In accordance with Section 93-16, HRS, the report may also be viewed electronically at: <https://hawaiipublicschools.org/data-reports/legislative-reports/>

Should you have any questions, please contact Ken Kakesako, Director of the Policy, Innovation, Planning and Evaluation Branch, Office of Strategy, Innovation and Performance, via email at ken.kakesako@k12.hi.us or by phone at (808) 282-3430.

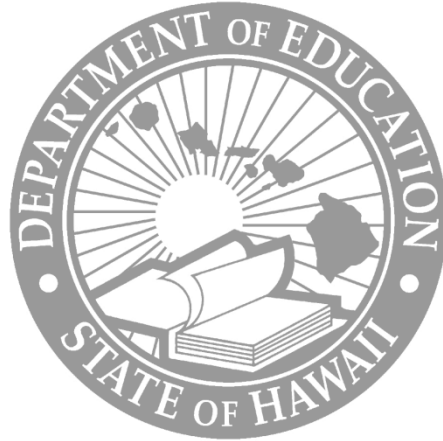
Sincerely,

A handwritten signature in blue ink, appearing to read "Tammi Oyadomari-Chun".

Tammi Oyadomari-Chun
Deputy Superintendent of Strategy and Administration

TOC:vc
Attachment

c: Legislative Reference Bureau
Hawaii State Public Library System
University of Hawaii
Deputy Superintendent of Academics
Office of Student Support Services



State of Hawai'i Department of Education

Annual Report on Special Education and Title I-Funded Prekindergarten Programs

December 2025

Section 302A-450, Hawai'i Revised Statutes, requires the Hawai'i State Department of Education to annually report on special education and Title I-funded prekindergarten programs to include, as related to each type of program:

1. The number and location of classrooms;
2. Number of students served as of the date on which the official enrollment count is taken and aggregated by birth month;
3. Sources of funding for each classroom;
4. Quality of teacher-child interactions relating to social-emotional support, classroom structure, and quality of learning experiences, as assessed using a formative assessment tool; and
5. Child outcomes relating to all areas of childhood development and learning, including cognitive, linguistic, social, and emotional approaches to education and health and physical development, as assessed using a formative assessment tool.

**Hawai'i State Department of Education Annual Report
Relating to Special Education and Title I-Funded Prekindergarten Programs
School Year (SY) 2024-2025**

1. The Name of School and Number of Classrooms

The following table includes school information regarding Special Education (SPED) and Title I preschool classrooms in the Hawai'i State Department of Education (Department).

Table 1. Preschool Classrooms

School	Number of SPED Preschool Classrooms	Title I Preschool Classrooms
'Aiea Elementary	1	0
'Aikahi Elementary	1	0
'Aina Haina Elementary	1	0
Ala Wai Elementary	1	0
Āliamanu Elementary	2	0
Ali'iolani Elementary	1	0
August Ahrens Elementary	4	0
Barbers Point Elementary	1	0
DeSilva Elementary	1	0
'Ele'ele Elementary	1	0
'Ewa Beach Elementary	2	0
'Ewa Elementary	3	0
Fern Elementary	1	0
Haha'ione Elementary	2	0
Ha'ikū Elementary	1	0
Hale'iwa Elementary	1	0
Hāna High & Elementary	1	0
Hau'ula Elementary	1	0
Hawai'i School for the Deaf and the Blind	1	0
He'eia Elementary	1	0
Helemano Elementary	2	0
Hickam Elementary	1	0
Hilo Union Elementary	2	0
Holomua Elementary	3	0
Hōlualoa Elementary	1	0
Hōnaunau Elementary	1	1
Honowai Elementary	1	0
Ho'okele Elementary	2	0
'Iliahi Elementary	1	0
Inouye Elementary	6	0
Iroquois Elementary	2	0
Jefferson Elementary	2	0
Ka'ahumanu Elementary	2	0
Ka'ala Elementary	1	0
Ka'ewai Elementary	1	0
Kahakai Elementary	2	0
Kāhala Elementary	1	0
Kahalu'u Elementary	1	0
Kahuku Elementary	1	0

School	Number of SPED Preschool Classrooms	Title I Preschool Classrooms
Kahului Elementary	3	0
Ka'imiloa Elementary	2	0
Kainalu Elementary	2	0
Ka'iulani Elementary	1	0
Kailua Elementary	2	0
Kalaniana'ole Elementary	1	0
Kaleiopu'u Elementary	2	0
Kalihi Elementary	1	0
Kalihi-Kai Elementary	2	0
Kalihi-Uka Elementary	1	0
Kalihi-Waena Elementary	1	0
Kamaile Academy PCS	2	0
Kamali'i Elementary	2	0
Kamehameha III Elementary	1	0
Kamilo'iki Elementary	2	0
Kanoelani Elementary	2	0
Kapa'a Elementary	3	0
Kapālama Elementary	1	0
Kapi'olani Elementary	1	0
Kapolei Elementary	3	0
Kapunahala Elementary	1	0
Kauluwela Elementary	1	0
Kaumana Elementary	1	0
Kaumuali'i Elementary	2	0
Kaunakakai Elementary	1	0
Kea'au Elementary	2	0
Kealakehe Elementary	3	0
Keaukaha Elementary	1	0
Kekaha Elementary	1	0
Keolu Elementary	1	0
Keonepoko Elementary	2	0
Keone'ula Elementary	3	0
Kīhei Elementary	2	0
Kīlauea Elementary	1	0
Kīpapa Elementary	3	0
Kohala Elementary	1	0
Koko Head Elementary	1	0
Koloa Elementary	1	0
Konawaena Elementary	1	0
Kūhiō Elementary	1	0
Kula Elementary	1	0
Lāi'e Elementary	2	0
Lāna'i High/Elementary	1	0
Lanakila Elementary	1	0
Laupāhoehoe Community PCS	1	0
Lehua Elementary	3	0
Leihōkū Elementary	2	0
Lihikai Elementary	1	0
Liholiho Elementary	1	0
Likelike Elementary	1	0
Linapuni Elementary	1	0

School	Number of SPED Preschool Classrooms	Title I Preschool Classrooms
Lincoln Elementary	1	0
Lunalilo Elementary	1	0
Ma'ema'e Elementary	1	0
Mā'ili Elementary	3	0
Mākaha Elementary	2	0
Makakilo Elementary	3	0
Makalapa Elementary	2	0
Makawao Elementary	2	0
Mānana Elementary	1	0
Mānoa Elementary	2	0
Mauka Lani Elementary	2	0
Maunawili Elementary	1	0
Mililani 'Ike Elementary	2	0
Mililani Mauka Elementary	1	0
Mililani Uka Elementary	2	0
Mililani Waena Elementary	2	0
Moanalua Elementary	1	0
Mōkapu Elementary	2	0
Mokulele Elementary	2	0
Momilani Elementary	1	0
Mountain View Elementary	2	0
Nā'ālehu Elementary	1	1
Nāhi'ena'ena Elementary	2	0
Nānāikapono Elementary	2	0
Nānākuli Elementary	1	0
Nimitz Elementary	3	0
Noelani Elementary	1	0
Pa'auilo Elementary/Intermediate	1	0
Pā'ia Elementary	1	0
Palisades Elementary	1	0
Parker Elementary	1	0
Pauoa Elementary	1	0
Pearl City Elementary	2	0
Pearl City Highlands Elementary	1	0
Pearl Harbor Elementary	3	0
Pearl Harbor Kai Elementary	2	0
Pearl Ridge Elementary	1	0
Pōhākea Elementary	2	0
Pōmaika'i Elementary	1	0
Pope Elementary	1	0
Pukalani Elementary	2	0
Pū'ōhala Elementary	1	0
Pu'u Kukui Elementary	2	0
Pu'uhale Elementary	1	0
Red Hill Elementary	2	0
Royal Elementary	1	0
Salt Lake Elementary	3	0
Scott Elementary	2	0
Shafter Elementary	1	0
Solomon Elementary	4	0
Sunset Beach Elementary	1	0

School	Number of SPED Preschool Classrooms	Title I Preschool Classrooms
Wahiawā Elementary	2	0
Waiāhole Elementary	1	0
Waiākea Elementary	1	0
Waiākeawaena Elementary	2	0
Wai‘alae School PCS	1	0
Waialua Elementary	1	0
Wai‘anae Elementary	1	0
Waiau Elementary	1	0
Waihe‘e Elementary	2	0
Waikele Elementary	2	0
Waikikī Elementary	1	0
Waikoloa Elementary	2	1
Wailuku Elementary	2	0
Waimalu Elementary	2	0
Waimānalo Elementary/Intermediate	1	0
Waimea Elementary	2	1
Waipahu Elementary	2	0
Webling Elementary	1	0
Wheeler Elementary	3	0
Wilcox Elementary	2	0
Wilson Elementary	1	0
Total	258	4

2. The Number of SPED Preschool Children Served and Aggregated by Birth Month

The following provides information regarding the number of SPED preschool-aged children as of August 19, 2024, Official Enrollment Count for SY 2024-2025.

Table 2. Number of SPED Preschool Children Served and Aggregated by Birth Month

Birth Month	Age on 08/19/2024				
	2	3	4	5	TOTAL
January	-	67	83	-	150
February	-	49	80	-	129
March	-	64	78	-	142
April	1	54	73	-	128
May	-	52	75	-	127
June	-	45	70	1	116
July	-	48	68	2	118
August	5	44	79	56	184
September	1	77	87	-	165
October	1	71	101	-	173
November	-	80	87	-	167
December	-	61	76	-	137
TOTAL	8	712	957	59	1736

5-year-olds must be enrolled in kindergarten, but a few 5-year-old children were enrolled in SPED pre-kindergarten.

3. Sources of Funding for Each Classroom

The SPED preschool classrooms are funded by program ID 17100, general funds. There were four Title I-funded preschool classrooms in SY 2024-2025.

4. Quality of Teacher-Child Interaction

The Department uses Teaching Strategies GOLD (GOLD), a formative assessment system, to collect data on preschool children ages three to five years. The GOLD is aligned with the Hawai'i Early Learning and Development Standards and is used by all SPED preschool teachers when observing and documenting children's development and learning.

The GOLD aids SPED preschool teachers with program planning and delivering high-quality instruction. Growth for the SY 2024-2025 using GOLD (preliminary) data in the areas of social-emotional support, classroom structure, and quality of learning experiences is indicative of quality teacher-child interaction and is reflected in the tables below:

Table 3a. Social-Emotional Support

Socio-Emotional Area	Percentage of Children Below Growth Range	Percentage of Children Meeting or Above Growth Range
Establishing and sustaining positive relationships Forms relationships with adults	43%	57%

Table 3b. Classroom Structure

Socio-Emotional Area	Percentage of Children Below Growth Range	Percentage of Children Meeting or Above Growth Range
Regulates own emotions and behaviors Follows limits and expectations	43%	57%

Measuring a child's growth in "following limits and expectations" reflects their ability to adapt to and respond to classroom structure.

Table 3c. Quality of Learning Experiences

Cognitive Area	Percentage of Children Below Growth Range	Percentage of Children Meeting or Above Growth Range
Motivation to learn Shows curiosity and motivation	39%	61%

Assessing a child's growth in "curiosity and motivation" toward learning has been identified as an effective indicator of the quality of learning experiences provided.

5. Child Outcomes Relating to All Areas of Childhood Development and Learning

Table 4. Child Outcomes Relating to all Areas of Childhood Development and Learning

Area of Development	Percentage of children demonstrating growth in each area
Social-Emotional	51%
Physical	71%
Language	40%
Cognitive	51%
Literacy	62%
Mathematics	65%

This table addresses all areas of child development.

The Department also uses GOLD assessment results to report on federal requirements regarding outcomes of SPED preschool children on the State Performance Plan/Annual Performance Report Indicator 7. Indicator 7 is the percentage of preschool children with individualized education programs who demonstrate improved outcomes during their time in a Department preschool program. The following are the specific outcome areas measured:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

The following table provides two summary statements for each of the three outcome areas reported to the Federal government for SY 2024-2025. Percentages may not total 100% due to children exiting the program prior to the data collection dates.

Outcome A

Positive social-emotional skills (including social relationships)	Percentage Meeting Criteria
A1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percentage who substantially increased their growth rate by the time they turned six years of age or exited the program.	52%
A2. The percentage of preschool children who were functioning within age expectations in Outcome A by the time they turned six years of age or exited the program.	49%

Outcome B

Acquisition and use of knowledge and skills (including early language)	Percentage Meeting Criteria
B1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome B, the percentage who substantially increased their growth rate by the time they turned six years of age or exited the program.	56%
B2. The percentage of preschool children who were functioning within age expectations in Outcome B by the time they turned six years of age or exited the program.	37%

Outcome C

Use of appropriate behaviors to meet their needs	Percentage Meeting Criteria
C1. Of those preschool children who entered or exited the preschool program below age expectations in Outcome C, the percentage who substantially increased their growth rate by the time they turned six years of age or exited the program.	56%
C2. The percentage of preschool children who were functioning within age expectations in Outcome C by the time they turned six years of age or exited the program.	47%