



# Kaimuki High School

School Code: 115

Grades 9-12

## School Status and Improvement Report School Year 2011-12



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### School Address:

Kaimuki High School  
2705 Kaimuki Avenue  
Honolulu, Hawaii 96816

### Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan, and reports student achievement results along with other vital signs.

### School Description

Kaimuki High School is located in a suburban area in the eastern part of Honolulu. Our district boundaries include the communities of Kaimuki, Kapahulu, Moiliili, McCully, Palolo Valley, St. Louis Heights, and Waikiki. The area is comprised of apartment buildings, high rise condominiums, mom and pop stores, small businesses, a public housing project and older residential neighborhoods.

Kaimuki High School is a comprehensive, co-educational, public high school for grades 9 through 12 with 900 students. Since 2005- 2006, we have faced a steadily declining enrollment. The school population is comprised of 176 students or 17.98% of the students qualifying for special education services and 17% of the students who are English Second Language Learners (ELL), with another 189 or 19.31% identified as potential ELL students. The school qualifies for Title I funds with 64% of the students participating in the free and reduced lunch program. The school is also one of four high school Performing Arts Centers on Oahu.

The school campus occupies 35 acres and includes eight major classroom buildings, an administration and library building, an auditorium, and a cafeteria. Separate structures on campus include programs for industrial education, music, JROTC, ELL, and physical education. Athletic facilities include a 50-meter Olympic-size swimming pool, a gymnasium, basketball and tennis courts, and softball, soccer, baseball, football and track fields. Kaimuki High School is one of two high school Performing Arts Centers on Oahu.

We are a school designated as an NCLB Restructuring School. Our current provider is our Complex Area Superintendent Mrs. Ann Mahi. We have contracted the Associates in Learning and Leadership (ALL) to become partners and collaborators in supporting the transformation of Kaimuki High School.

There are specialized programs for students with limited English and special education needs, vocational-technical programs and a broad co-curricular and athletic program.

We are utilizing the Smaller Learning Communities Structure to create a student-centered learning environment that will prepare our students with 21<sup>st</sup> Century skills for career and college readiness. The current vision and mission will be collaboratively revisited and reviewed to align with the 21<sup>st</sup> Century skills for career and college readiness.

Kaimuki High School was accredited by the Western Association of Schools and Colleges in the spring of 2008. A midterm visit was completed in spring, 2011 and the term of accreditation has been extended to June, 2014.

Kaimuki has an active School Community Council which is a part of the school governance structure. The Council is comprised of members from the various school/community role groups which meet monthly.

School Setting

Student Profile

School year

2009-10 2010-11 2011-12

2009-10 2010-11 2011-12

Fall enrollment

1161	1094	984
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Number and percent of students in Special Education programs

188	188	183
16.2%	17.2%	18.6%

Number and percent of students enrolled for the entire school year

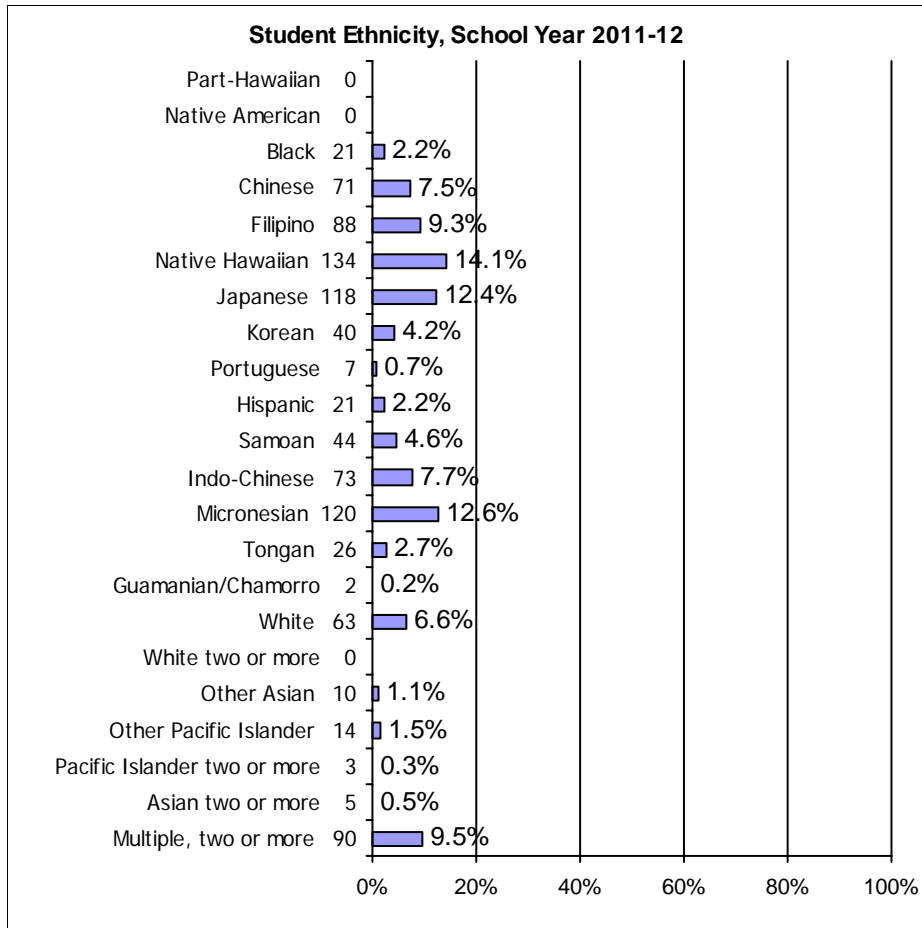
1025	939	847
88.3%	85.8%	86.1%

Number and percent of students with limited English proficiency

186	176	141
16.0%	16.1%	14.3%

Number and percent of students receiving free or reduced-cost lunch

579	615	596
49.9%	56.2%	60.6%



n = 950

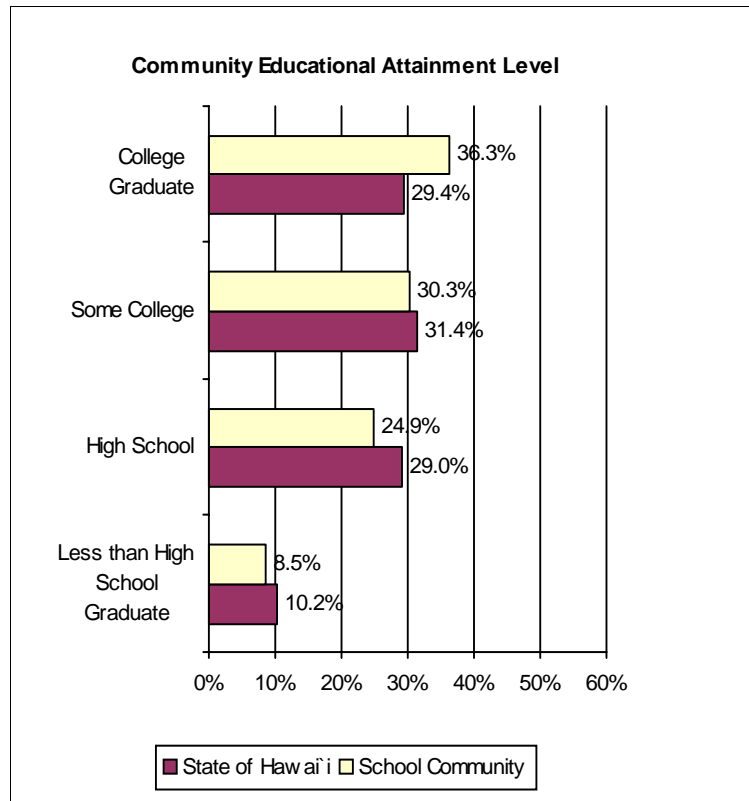
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and incorporation of Hawaii’s HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census and American Community Survey (ACS)

Kaimuki HSC Complex	School Community	State of Hawai'i
Total population	84,204	1,360,301
Percentage of population aged 5-19	12.7%	18.4%
Median age of population	40.8	38.6
Number of family households	17,984	313,907
Median household income	\$55,311	\$66,420



## School Improvement

### Summary of Progress

Our data tells us that not enough of our students progress successfully from grades 9-12 to graduate. Failure to graduate starts early as demonstrated by 9th grade retention data. We believe that the number of "D" and "F" grades across the curriculum for 9th graders contributes to 9th grade retention. Further, 10th grade quintile data shows that the number of students reaching proficiency or higher by the 3rd testing period declines over time rather than improving. Our attendance data over time shows improvement in daily attendance. We wonder why improved attendance has not resulted in generally improved student achievement.

Very specifically, when we look at disaggregated ethnic subgroup achievement, we discover that while all of our students should grow in their math and language arts achievement, the gap between overall achievement and that of our Micronesian students is especially significant. Taken together, our data shows that too few of our students leave KHS to enroll in college, and once there, that too many of them must enroll in remedial courses.

Our analysis of the data in relation to the issues of personalization, professional development, evaluation and articulation leads us to believe that causal factors include personalization strategies not yet implemented robustly enough to fully support students, professional development efforts that have introduced multiple effective strategies but not provided the settings and processes to bring them to automaticity in the hands of educators, compliant yet perfunctory implementation of the evaluation process because evaluators are not yet trained to coach improvement effectively while evaluating and inconsistent articulation efforts among elementary, middle and high school

Our analysis of the data in relation to the issues of effective internal and external communication, positive presence of KHS in the media and other venues, and capacity to use data to effectively guide instruction, close achievement gaps and improvement of delivery of programs and services leads us to believe that causal factors include lack of attention to developing and applying indicators of success. Further, not all members of the school community have developed the capacity yet to effectively collect, represent, analyze and act on data in a systemic and systematic way.

For Goal 1, we will implement research-based instructional strategies using high quality curriculum and materials "bell to bell" in support of power standards mastery. We will provide for professional collaboration and development settings to understand, analyze and connect data, including formative and summative assessment data, to instructional strategies that result in student mastery. We will build on high quality core instruction by individualizing interventions and align introductory career pathway courses to assure student understanding of subsequent course requirements and technical mastery for entry into the field. We will develop and implement an articulation and student support plan with feeder schools.

For Goal 2, we will augment personalization and student support by increasing parent/community involvement and emphasizing SLC and 21<sup>st</sup> Century structures and opportunities. We will Base professional development on the PDCA (Plan/Do/Check/Act) inquiry cycle around perfecting already introduced "Bell to Bell," Marzano, SIOP, AVID and RTI strategies. We will connect to PDE3 offerings and build capacity of evaluators to improve instructional performance through effective application of the evaluation process. We will develop a consistent articulation process to align elementary, middle school and high school expectations and processes and bridge transition to college/career.

For Goal 3, we will continue to improve the school website as a means of effective internal and external communication with students, educators, parents, community and augment positive school presence in local and citywide publications and through other media and public venues. We will develop the leadership team as a data team to build capacity and assure department and school-wide focus on attaining SMARTe goals and closing achievement gaps, document, assess, and improve processes used to deliver programs/services to students using key performance indicators.

We will utilize the PDCA (Plan/Do/Check/Act) cycle with Real-Time, Batch and Lag data to ensure continuous improvement. We will develop the leadership team as a data team, in collaboration with our faculty and SCC (School Community Council) to build capacity and assure department and school-wide focus for attaining our goals and closing the achievement gaps.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		67.0
Regular Instruction, FTE	64.2%	43.0
Special Instruction, FTE	22.4%	15.0
Supplemental Instruction, FTE	13.4%	9.0
Teacher headcount		67
Teachers with 5 or more years at this school		49
Teachers' average years of experience		14.5
Teachers with advanced degrees		23

#### Professional Teacher Credentials

Fully licensed	97.0%	65
Provisional credential	3.0%	2
Emergency credential	0.0%	0

#### Students per Teaching Staff \*

Regular Instruction	18.6
Special Instruction	12.2

\* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE *	8.0
Librarians, FTE	1.0
Counselors, FTE	6.0
Number of principals at this school in the last five years	2

\* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

### Facilities

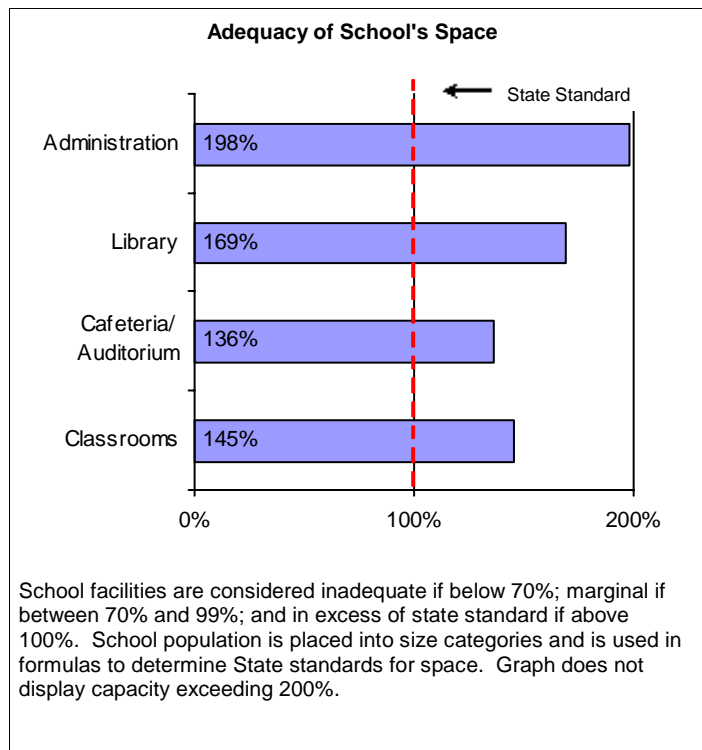
School Year Ending 2012

Classrooms available	82
Number of classrooms short (-) or over (+)	4

#### School facilities inspection results

From the 2011 school year school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically the majority of the department schools attained inspection assessment points in the following ranges, 9-15 earning a "Satisfactory" rating and 16-18 points earning the highest "Very Good" rating.



**Vital Signs**

**School Quality Survey**

The School Quality Survey (SQS), administered periodically by the System Evaluation and Reporting Section, is used for strategic planning and to comply with state accountability requirements.

**Percent of Positive Responses**

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2011	--	--	--	--	--	--
	2012	91.6%	95.1%	70.8%	79.1%	85.7%	81.4%
Quality Student Support	2011	--	--	--	--	--	--
	2012	88.5%	88.8%	75.9%	79.9%	79.9%	75.1%
Professionalism & System Capacity	2011	--	--	There are no parent items for this dimension		--	--
	2012	88.9%	88.5%			90.9%	84.2%
Coordinated Team Work	2011	--	--	--	--	--	--
	2012	81.2%	82.5%	68.8%	72.8%	73.0%	71.2%
Responsiveness of the System	2011	--	--	--	--	--	--
	2012	87.2%	91.4%	70.9%	80.7%	81.3%	79.7%
Focused & Sustained Action	2011	--	--	--	--	--	--
	2012	85.0%	88.2%	67.4%	74.5%	90.5%	85.6%
Involvement	2011	--	--	--	--	--	--
	2012	85.5%	89.9%	71.3%	78.8%	71.4%	71.5%
Satisfaction	2011	--	--	--	--	--	--
	2012	80.3%	83.8%	73.9%	82.5%	77.3%	73.5%
Student Safety & Well Being	2011	--	--	--	--	--	--
	2012	88.6%	87.7%	78.0%	79.9%	77.9%	73.2%
Survey Return Rate **	2011	--	--	--	--	--	--
	2012	61.7%	56.7%	9.9%	15.2%	74.5%	78.8%

Note: Items and scales that make up the 2012 School Quality Survey dimensions were revised to reflect recent recommendations from internal and external reviewers. As a result the 2011 SQS percentages are intentionally blank (- -) since they are not comparable to the 2012 percentages.

\* State Teacher and Parent positive response figures are one of 4 grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

\*\* State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

**Vital Signs**

**Student Conduct**

**Attendance and Absences**

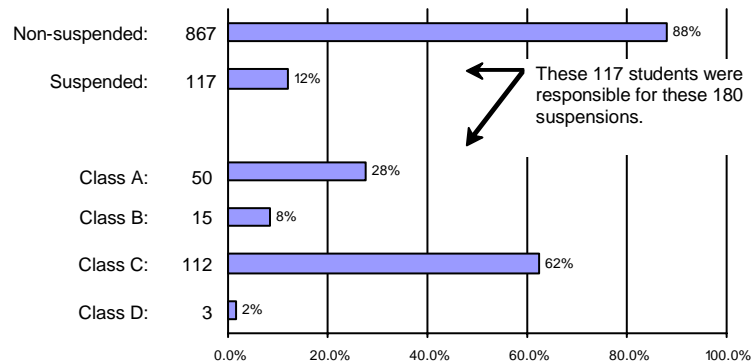
School Year			State Standard
2009-10	2010-11	2011-12	
85.8%	88.9%	89.3%	<b>95.0%</b>

**Average Daily Attendance: %**  
(higher is better)

**Average Daily Absences: in days**  
(lower is better)

2009-10	2010-11	2011-12	State Standard
23.3	19.8	19.3	<b>9</b>

**Suspensions, School Year 2011-2012**



Examples of class of suspension:

- Class A: Burglary, robbery, sale of dangerous drugs
- Class B: Disorderly conduct, trespassing
- Class C: Class cutting, insubordination, smoking
- Class D: Contraband (e.g. possession of tobacco)

**School Completion**

**School Dropouts**

School Year	Number	Percent
2009-10	41	17.0%
2010-11	83	26.2%
2011-12	85	26.8%

The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

The 2010-11 and 2011-12 School Dropout data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.

**Graduates and Other Completers**

	2009-10	2010-11	2011-12
Total number of Seniors	256	221	246
Percent of Diploma graduates	91.0%	83.3%	92.7%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	1.6%	5.4%	1.2%
Percent of school completers	92.6%	88.7%	93.9%

	2009-10	2010-11	2011-12
Total number of Freshmen	183	203	225
Percent graduated on time	75.9%	64.0%	71.0%

Freshmen who began high school in school year 2008-09 and graduated in 2011-12.

The 2010-11 and 2011-12 on time graduation data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.

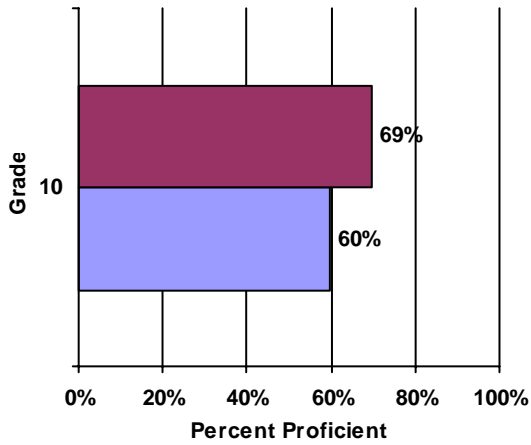
Note. " -- " means missing data.

" \* " means data not reported to maintain student confidentiality (see FERPA).

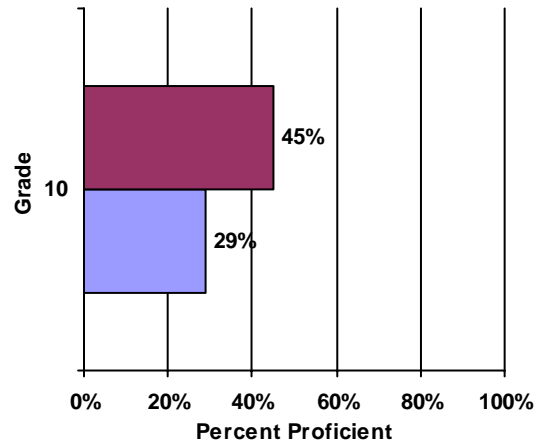
Vital Signs

Hawaii State Assessment Program

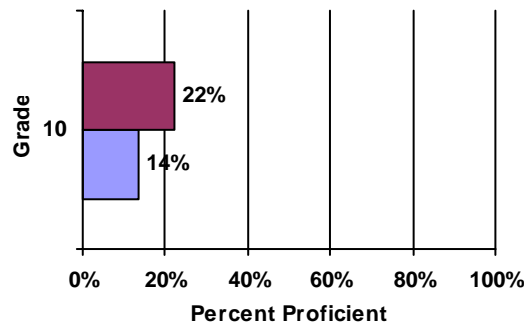
HCPS Reading



HCPS Mathematics



HCPS Science



The HCPS Science assessment is given in grades 4, 8 and 10.

■ School
 ■ State

A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Kaimuki High School was accredited by the Western Association of Schools and Colleges for a period of three years with a mid-term review. This school's accreditation status expires in 2014.