



# Maui High School

School Code: 418

Grades 9-12

## School Status and Improvement Report School Year 2004-05



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**School Address:**

Maui High School  
660 South Lono Avenue  
Kahului, Hawaii 96732

### 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, reports student achievement results along with other vital signs.

### School Description

Maui High School is located in Kahului, a suburban community of residences, small businesses, and light industry. In addition to Kahului, Maui High School serves south eastern districts on the island, including Kihei, Wailea, and Makena.

The school received two federal grants in the past academic year to facilitate school wide redesign. Some of the programs and structures developed include a freshman academy program, development of a content mastery lab to facilitate inclusive special education instruction, creation of a Newcomers Center on campus to assist new ESLL student and their family's transition into the school community, and planning for Advanced Placement Springboard classes to prepare students for Advanced Placement coursework. We have also implemented an attendance policy, which has yielded a 4% increase in average daily attendance

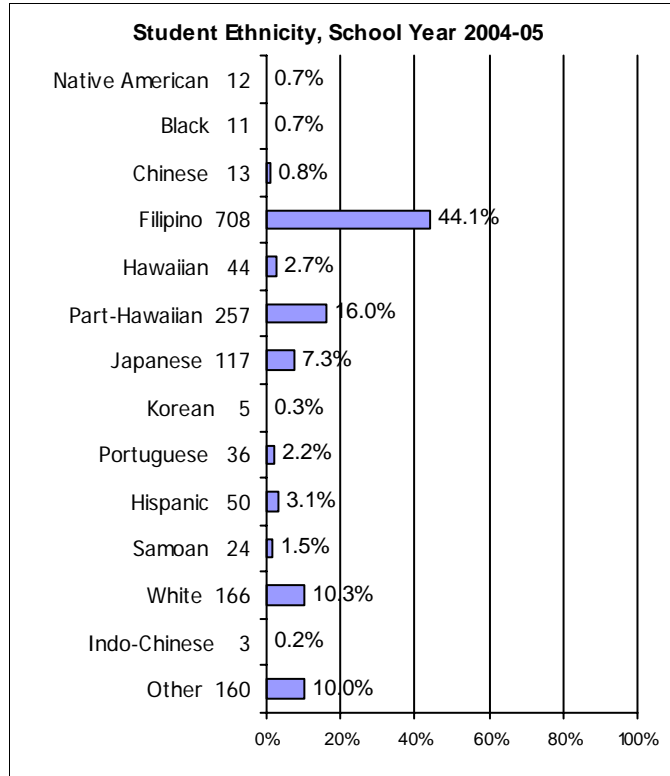
While the school initiated many new programs during the school year, Maui High continued its diverse curricula addressing the academic, career technical, English language, and special education needs of its students. The school's course offerings included a wide array of classes serving varied career technical interests, resource classrooms for students needing academic support, as well as Advanced Placement courses in eleven subjects.

Maui High is a technology-learning center. The courses specialties offered during the school year included EAST (Earth and Spatial Technology), Digital Media, Electronic Media, Graphic Communications, TV Production, and Photography. Many courses also integrated technology standards with regular content areas standards.

School Setting

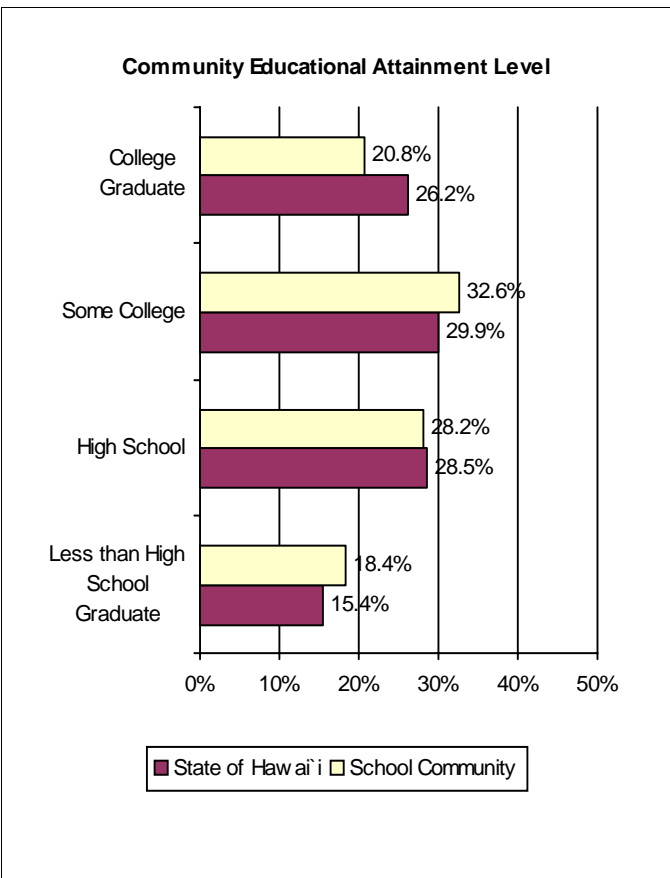
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	1654	1669	1653
Number and percent of students enrolled for the entire school year	1506	1511	1508
	91.1%	90.5%	91.2%
Number and percent of students receiving free or reduced-cost lunch	396	348	378
	23.9%	20.9%	22.9%
Number and percent of students in Special Education programs	285	266	263
	17.2%	15.9%	15.9%
Number and percent of students with limited English proficiency	137	130	163
	8.3%	7.8%	9.9%



Community Profile Based on the 2000 U.S. Census

Maui Complex	School Community	State of Hawai'i
Total population	41,634	1,211,537
Percentage of population aged 5-19	19.7%	20.6%
Median age of population	37.5	36.2
Number of families	9,630	287,068
Percentage of families with children under 18	45.9%	45.0%
Percentage of families with children headed by a single mother	20.6%	18.3%
Average family size	3.4	3.42
Median household income	\$48,679	\$49,820
Percent of households with Public Assistance income	6.2%	7.6%
Percent of families with children living in poverty	9.2%	11.2%



## School Improvement

### Summary of Progress

Maui High School has completed its SID Action Plan for 2002-2005, and the staff has worked on the creation of an Action Plan for 2005-2008 to meet new and recurring challenges facing our school. The parameters for 2002-2005 focused on improving student achievement through increased parent/community involvement, student attendance, complex wide articulation, school structural modification, personalized learning experiences, and routine school wide assessment. Students are expected to be productive individuals, critical thinkers and problem solvers, effective communicators, involved citizens, and effective users of technology.

In 2004-2005, the following programs and structures were created as a result of our SID action plan:

- An articulation team visited Maui Waena and Lokelani Intermediate Schools. Through this visit, programmatic linkages were created and the students and staff at these schools were made aware of program offerings at Maui High School. Academic subject articulation is underway with our intermediate schools as well as Maui Community College.
- 9<sup>th</sup> Grade Houses were implemented with a high degree of success. We have seen improved attendance of our freshmen as well as significantly reduced disciplinary actions for freshmen. These houses create cohorts of 125 students who share a team of core area teachers who provide rigorous, relevant, curriculum with an emphasis on creating personalized learning environments for our students. In 2005-2006, all freshmen will participate in a 9<sup>th</sup> Grade House (Smaller Learning Community)
- We have piloted a computerized mathematics and reading assessment program with 45% of the freshmen class. This data was utilized to help teachers better plan their curriculum to ensure that class content remained challenging. It also served as a means to quickly assess students who need additional support to remain successful in high school.
- A school wide attendance policy was implemented this school year with success. Our average daily attendance rose by 4%, making our campus attendance closer to the state target of 95%.
- Teachers have worked together to assess the way that Maui High School delivers special education services. A pilot program promoting inclusion and co-teaching was implemented through the freshmen houses. This approach has been successful in two ways: we have found that special education students have generally felt welcomed and supported in the regular education classrooms, and most importantly, special education students have been successful in the regular education classroom environment.
- The faculty researched, developed, and approved a new bell schedule for 2005-2006. This new schedule offers longer class sessions to facilitate higher-level learning.

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		98.0
Regular Instruction, FTE	56.1%	55.0
Special Instruction, FTE	21.4%	21.0
Supplemental Instruction, FTE	22.4%	22.0
Teacher headcount		99
Teachers with 5 or more years at this school		66
Teachers' average years of experience		12.2
Teachers with advanced degrees		22

**Professional Teacher Credentials**

Fully licensed	84.8%	84
Provisional credential	7.1%	7
Emergency credential	8.1%	8

**Students per Teaching Staff \***

Regular Instruction	18.1
Special Instruction	12.5

\* 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 *	7.0
Librarians, FTE	2.0
Counselors, FTE	7.0
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**

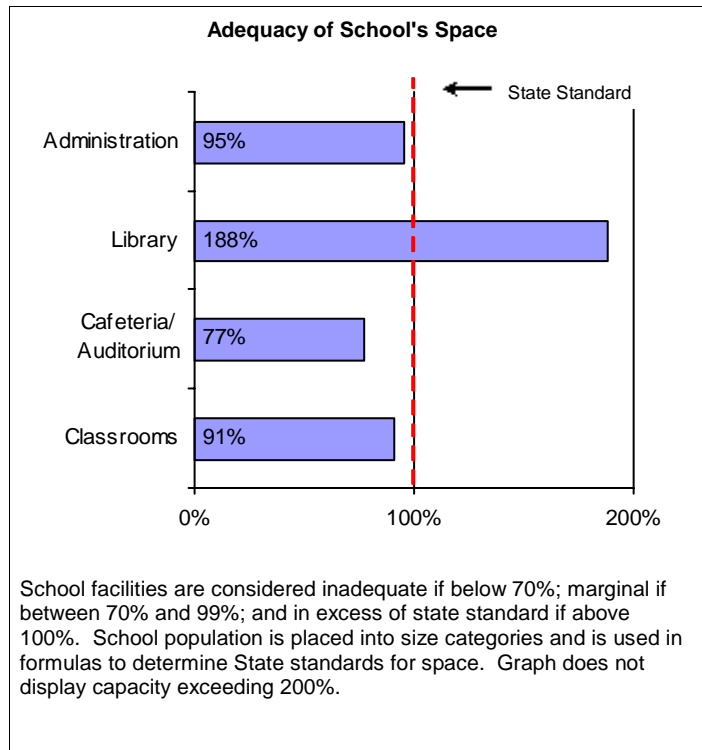
School Year Ending 2005

Classrooms available	86
Number of classrooms short (-) or over (+)	-3

	Score		
	1	2	3
Grounds			3
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety		2	
Sanitation		2	
<b>Total</b>		14	

For each category:  
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

**For Total:**  
6-8 = Unacceptable; 9-15 = Satisfactory;  
16-18 = Very Good



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS) is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

#### Percent of Positive Responses

School Quality Survey <sup>*</sup>		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2003	84.0%	--	61.0%	--	47.4%	--
	2005	82.4%	81.8%	64.6%	60.3%	55.6%	53.5%
Quality Student Support	2003	65.3%	--	53.7%	--	36.7%	--
	2005	73.9%	70.2%	55.0%	53.6%	47.1%	48.5%
Professionalism & System Capacity	2003	67.8%	--	50.0%	--	43.5%	--
	2005	65.2%	64.4%	60.5%	51.2%	56.5%	51.4%
Coordinated Team Work	2003	75.5%	--	42.7%	--	41.9%	--
	2005	69.7%	67.8%	47.8%	43.2%	52.0%	52.1%
Responsiveness of the System	2003	74.1%	--	52.0%	--	There are no student items for this dimension	
	2005	66.5%	69.6%	53.4%	50.4%		
Focused & Sustained Action	2003	70.0%	--	34.5%	--	35.4%	--
	2005	67.5%	65.0%	41.7%	40.5%	41.8%	44.8%
Involvement	2003	75.3%	--	49.4%	--	45.3%	--
	2005	65.7%	71.5%	48.1%	49.4%	57.3%	53.7%
Satisfaction	2003	64.8%	--	55.7%	--	37.7%	--
	2005	60.9%	56.1%	52.7%	52.7%	49.0%	46.4%
Student Safety & Well Being	2003	59.5%	--	48.5%	--	35.5%	--
	2005	72.1%	70.3%	48.4%	50.8%	46.7%	47.4%
Survey Return Rate <sup>**</sup>	2003	28.4%	--	12.8%	--	50.8%	--
	2005	92.8%	68.3%	13.9%	18.0%	87.4%	79.3%

<sup>\*</sup> 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.

<sup>\*\*</sup> State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

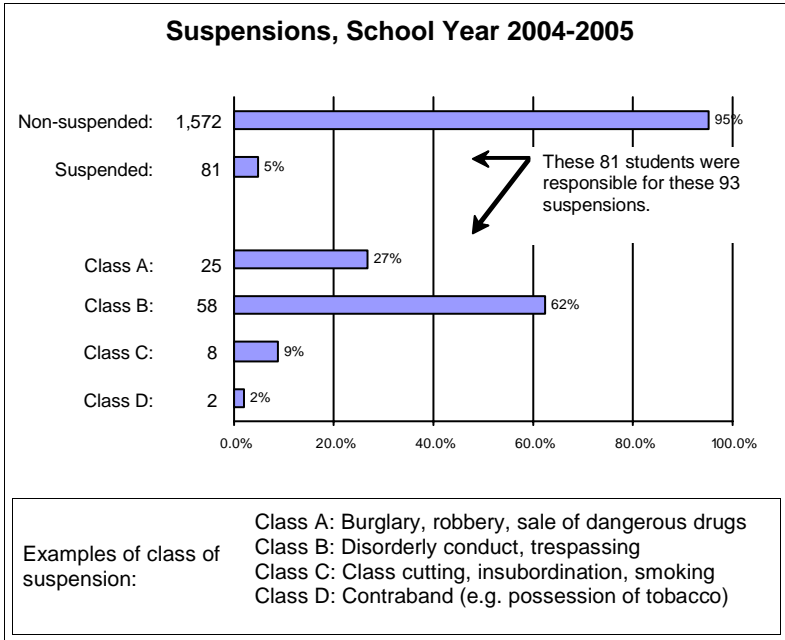
**Vital Signs**

**Student Conduct**

**Attendance and Absences**

School Year			<b>State Standard</b>
2002-03	2003-04	2004-05	
<b>Average Daily Attendance: %</b> (higher is better)			
88.6%	89.7%	93.7%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
20.2	18.6	11.3	<b>9</b>

**Suspensions, School Year 2004-2005**



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
2002-03	58	15.8%
2003-04	59	16.9%
2004-05	44	13.9%

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

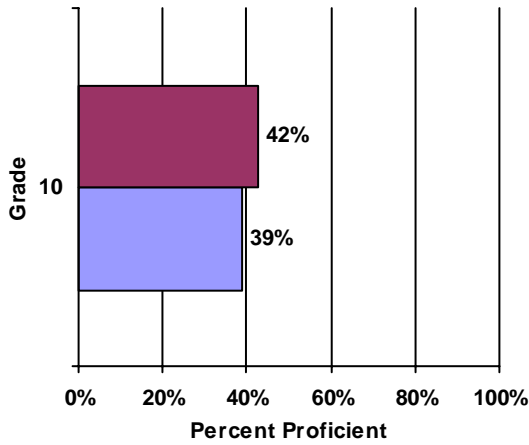
**Graduates and Other Completers**

	2002-03	2003-04	2004-05
Total number of Seniors	350	319	341
Percent of Diploma graduates	94.9%	92.2%	93.8%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	2.0%	1.9%	1.8%
Percent of school completers	96.9%	94.0%	95.6%
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Total number of Freshmen	284	268	258
Percent graduated on time	77.4%	76.6%	81.4%
Freshmen who began high school in school year 2001-02 and graduated in 2004-05.			

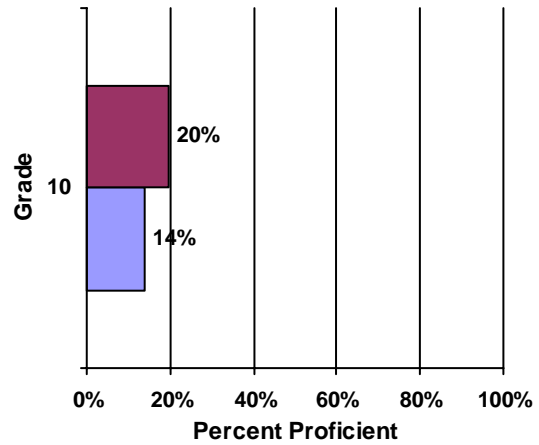
**Vital Signs**

**Statewide Testing**

**HCPS Reading**



**HCPS Mathematics**



■ School      ■ State

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

**HCPS Writing Test**

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
10	2.7	2.8	2.7	2.8	2.6	2.7	2.6	2.7	2.7	2.8	2.6	2.8

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

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

**Stanford Achievement Test, 9th Edition**

Percent Average and Above

	Reading		Mathematics	
	National Norm is 77%		National Norm is 77%	
Grade	<b>This School</b>	<b>State</b>	<b>This School</b>	<b>State</b>
10	59%	64%	67%	68%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

-- means "missing data"

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## Other School Information

Maui High School was accredited in 2005 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.

Published on November 14, 2005. Updated on February 1, 2006.

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