



Molokai High School

School Code: 421

Grades 9-12

School Status and Improvement Report School Year 2004-05



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School Address:

Molokai High School
2140 Farrington Avenue
Hoolehua, Hawaii 96729

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

Molokai High School is located on a 27-acre expanse in a Hawaiian Homestead community approximately seven miles from Kaunakakai town where the state and county offices, hospital, doctors' offices, banks, library, family-owned grocery stores and gas stations are located. All four elementary schools and the one intermediate school feed into this single public high school on Molokai. During the 2004-2005 school year, the Department of Education separated the Intermediate School from the High School, creating two distinct schools on the Ho'olehua campus

In addition to the core subjects and electives, Molokai High School offers a Gifted and Talented Program, Hawaiian Language Immersion Program, English as the Second Language, Comprehensive School Alienation Program, Advanced Placement, Honors, Intensive Learning Program, Alternative Learning Program, Special Education and Graduation, Reality and Dual Role Skills. Co-curricular activities with opportunities for participation in 21 varsity interscholastic teams are also available.

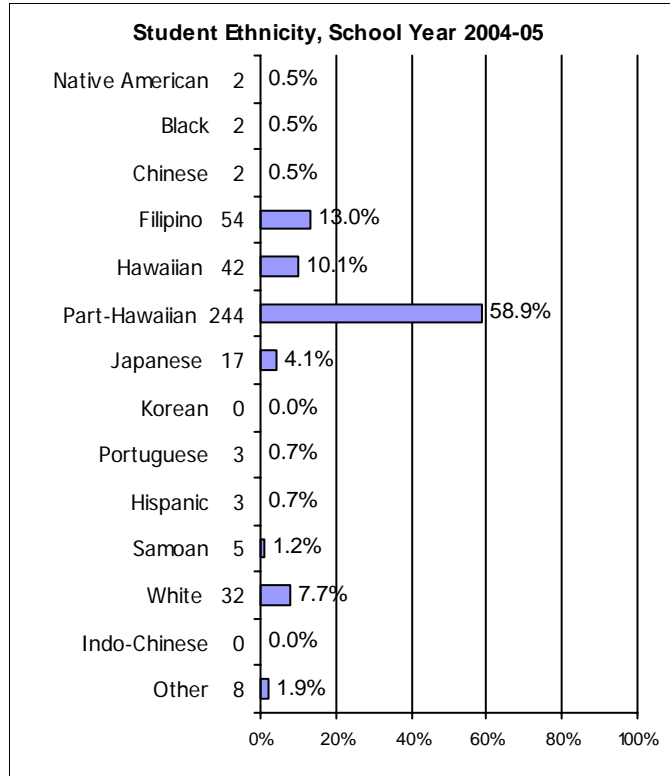
The Western Association of Schools & Colleges accredited Molokai High in 2000 for a period of six years with a mid-term review. After the mid-term review in April of 2003, WASC reaffirmed the accreditation to continue through 2006. Molokai High School will be visited by WASC in the spring of 2006 as part of its process to continue accreditation of the school.

Effective July 1, 2005, Molokai High will be operating under the advisement of its School Community Council

School Setting

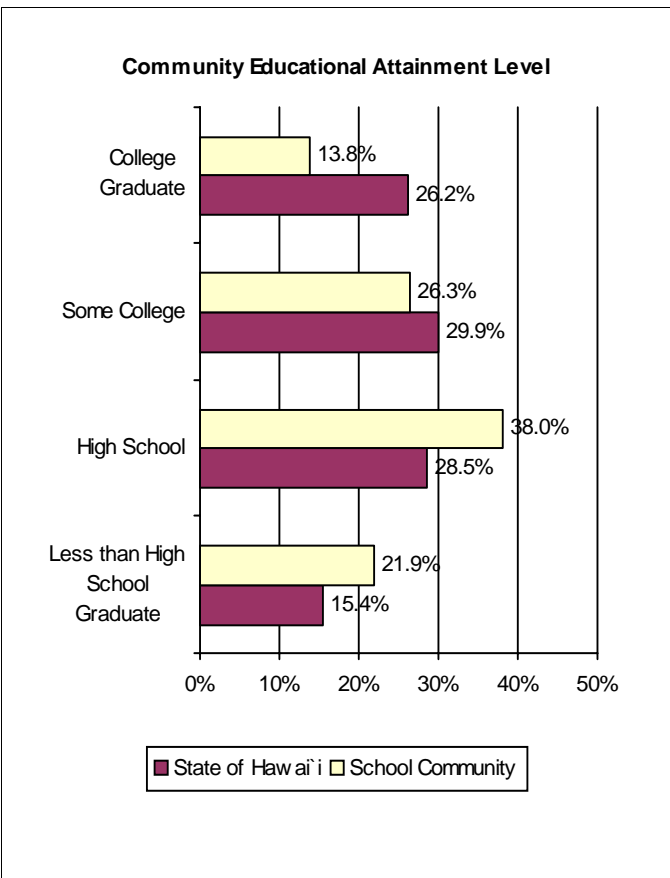
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	748	704	413
Number and percent of students enrolled for the entire school year	706 94.4%	670 95.2%	406 98.3%
Number and percent of students receiving free or reduced-cost lunch	478 63.9%	448 63.6%	142 34.4%
Number and percent of students in Special Education programs	188 25.1%	165 23.4%	89 21.5%
Number and percent of students with limited English proficiency	10 1.3%	10 1.4%	11 2.7%



Community Profile Based on the 2000 U.S. Census

Molokai Complex	School Community	State of Hawai'i
Total population	7,257	1,211,537
Percentage of population aged 5-19	28.3%	20.6%
Median age of population	34.2	36.2
Number of families	1,761	287,068
Percentage of families with children under 18	47.0%	45.0%
Percentage of families with children headed by a single mother	22.5%	18.3%
Average family size	3.4	3.42
Median household income	\$33,894	\$49,820
Percent of households with Public Assistance income	14.1%	7.6%
Percent of families with children living in poverty	23.6%	11.2%



School Improvement

Summary of Progress

Inclusiveness

While working toward focused and sustained action of our Standards Implementation Design, a new Bell Schedule will be implemented beginning school year 2005-06 that will:

- Increase time in instructional blocks
- Decrease the number of instructional blocks per day

Purposefulness

Our schoolwide learning results respect, responsibility, literacy and numeracy are currently being reviewed in relation to the General Learner Outcomes that do not change our Standards Implementation Design actions of:

- School-wide focus on standards-based literacy: language, math and technology
- Expand and strengthen community involvement and support of learning

The Intervention Plan includes areas of focus:

- Limited instructional time for language arts and math
- Discrepancy between what is taught and what is tested
- Need for additional training on standards-based instruction and use of assessment.

Student-focused efforts

We continue to use the 9th and 10th grade Hawaii Standards Assessment to analyze student achievement. In addition to the Hawaii Standards Assessment results, we administer the Standardized Test Assessment of Reading and Math in August and May for all students and then again in November and February for our 10th graders. With the separation of the Intermediate School from the High School we envision the facilitation of smaller learning communities to impact student achievement.

Action-oriented

The Intervention Plan addresses root causes that need to be addressed on the state, complex and school levels. The identified school level root causes validate Standards Implementation Design actions that focus on standards-based areas in literacy: language, math and technology. The report further clarified the need to address what is taught at the school and what is tested. The integration of the Intervention Plan into the Standards Implementation Design drives the school's efforts to address these needs.

Accountability

Progress of our school-wide Standards Implementation Design is measured by our goal of meeting Hawaii Standards Assessment 10th grade proficiency in reading and math. Evaluation of our progress is at two levels. School-wide accountability is monitored through the Hawaii Standards Assessment results. Student/classroom accountability is monitored through the STAR tests in reading and math. Monthly IP progress reports provide additional monitoring of school-wide accountability.

Strong leadership and support systems

School leadership is collaborative. Peer observation and cognitive coaching is planned to cultivate a culture for learning. In addition to the formal structures of School Community-Based Management, soon to be School Community Council and Parent, Teacher, Student Organization, the school's Executive Board promotes the shared responsibility of quasi-cadres to provide support and advocacy for areas of topical focus, such as Positive Behavior Support, reinventing secondary schools, and High School that Work-Literacy.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		32.0
Regular Instruction, FTE	43.8%	14.0
Special Instruction, FTE	12.5%	4.0
Supplemental Instruction, FTE	43.8%	14.0
Teacher headcount		33
Teachers with 5 or more years at this school		18
Teachers' average years of experience		9.1
Teachers with advanced degrees		9

Professional Teacher Credentials

Fully licensed	72.7%	24
Provisional credential	15.2%	5
Emergency credential	12.1%	4

Students per Teaching Staff *

Regular Instruction	11.6
Special Instruction	22.3

* 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 *	6.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1

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

Facilities

School Year Ending 2005

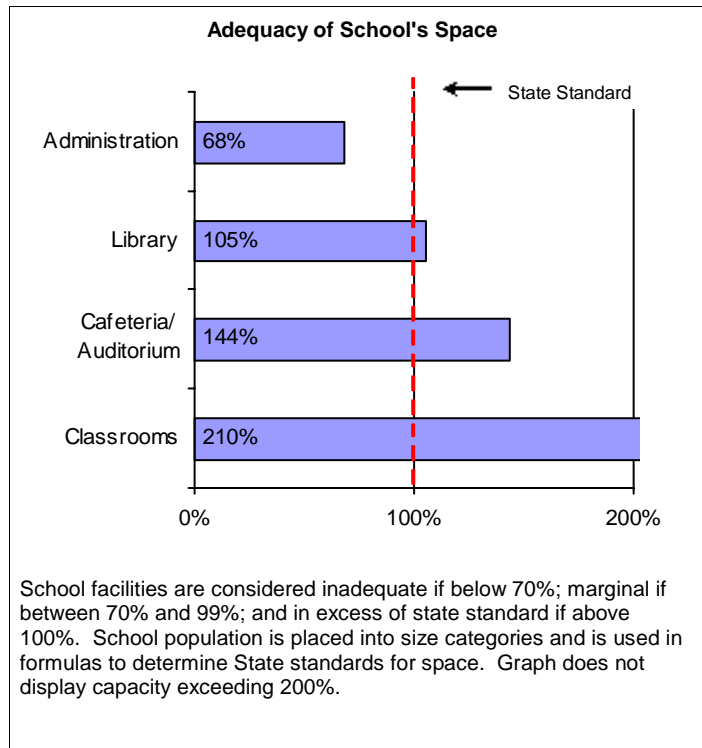
Classrooms available	48
Number of classrooms short (-) or over (+)	10

School facilities inspection results

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety		2	
Sanitation			3
Total		15	

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 [*]		Teachers		Parents		Students	
		School	State	School	State	School	State
Dimensions							
Standards-Based Learning	2003	74.1%	--	49.2%	--	45.9%	--
	2005	80.0%	81.8%	56.7%	60.3%	51.4%	53.5%
Quality Student Support	2003	62.8%	--	43.1%	--	49.5%	--
	2005	80.1%	70.2%	52.9%	53.6%	49.3%	48.5%
Professionalism & System Capacity	2003	65.7%	--	27.8%	--	44.1%	--
	2005	67.6%	64.4%	45.7%	51.2%	47.2%	51.4%
Coordinated Team Work	2003	64.6%	--	37.9%	--	47.5%	--
	2005	80.3%	67.8%	37.9%	43.2%	54.7%	52.1%
Responsiveness of the System	2003	72.2%	--	46.6%	--	There are no student items for this dimension	
	2005	81.2%	69.6%	46.7%	50.4%		
Focused & Sustained Action	2003	60.1%	--	33.3%	--	40.9%	--
	2005	70.3%	65.0%	42.8%	40.5%	44.4%	44.8%
Involvement	2003	80.6%	--	44.5%	--	45.0%	--
	2005	85.5%	71.5%	47.9%	49.4%	53.5%	53.7%
Satisfaction	2003	47.9%	--	26.7%	--	37.8%	--
	2005	63.2%	56.1%	35.2%	52.7%	38.1%	46.4%
Student Safety & Well Being	2003	66.0%	--	37.8%	--	48.2%	--
	2005	79.6%	70.3%	50.5%	50.8%	48.4%	47.4%
Survey Return Rate ^{**}	2003	48.0%	--	18.9%	--	54.1%	--
	2005	57.5%	68.3%	19.9%	18.0%	71.4%	79.3%

^{*} 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 (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.

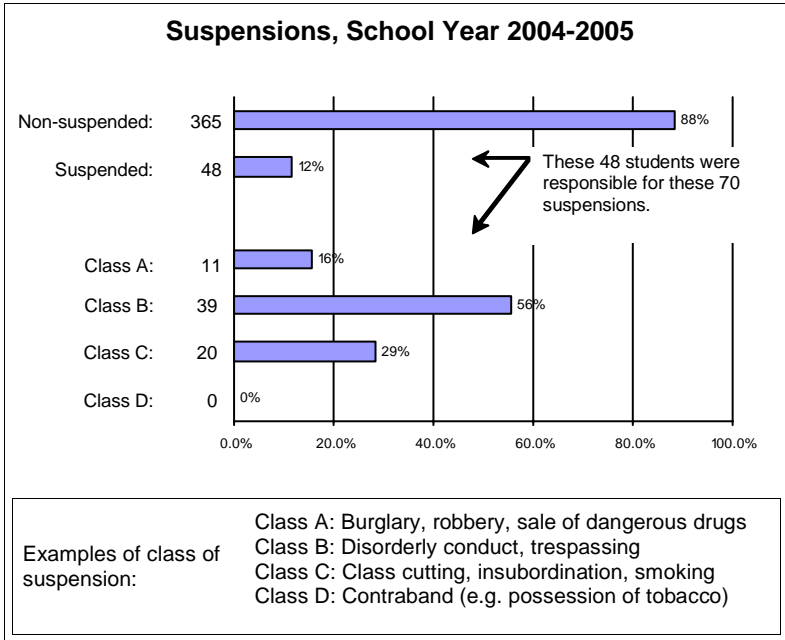
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2002-03	2003-04	2004-05	
Average Daily Attendance: % (higher is better)			
88.8%	92.2%	91.3%	95.0%
Average Daily Absences: in days (lower is better)			
19.7	13.8	15.2	9

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	15	13.0%
2003-04	14	13.7%
2004-05	9	9.3%

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

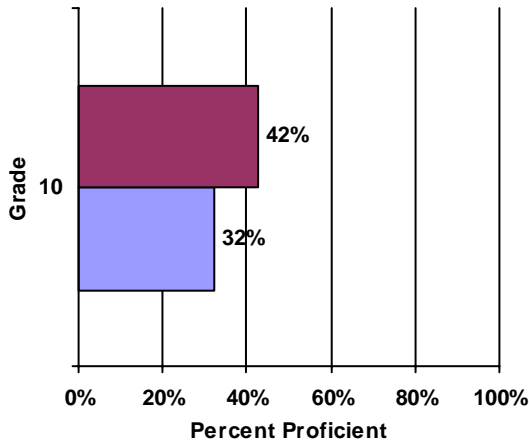
Graduates and Other Completers

	2002-03	2003-04	2004-05
Total number of Seniors	119	120	107
Percent of Diploma graduates	95.8%	90.0%	95.3%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	2.5%	1.7%	0.9%
Percent of school completers	98.3%	91.7%	96.3%
Total number of Freshmen	96	87	85
Percent graduated on time	84.2%	85.3%	87.6%
Freshmen who began high school in school year 2001-02 and graduated in 2004-05.			

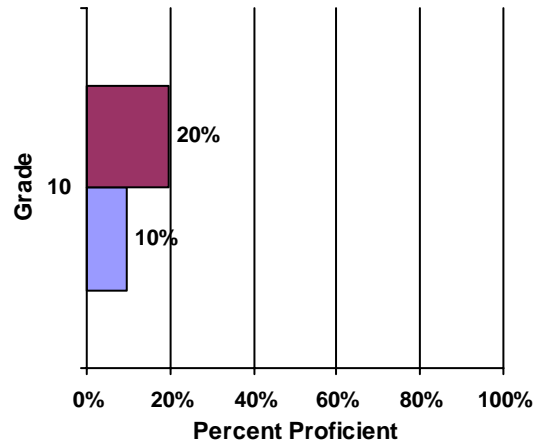
Vital Signs

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	2.9	2.8	2.8	2.8	2.7	2.7	2.7	2.7	2.8	2.8	2.8	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	This School	State	This School	State
10	56%	64%	62%	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

Molokai High School was accredited in 2000 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.

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Evaluation Section, Planning and Evaluation Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.