



Molokai High School

School Code: 421

Grades 9-12

School Status and Improvement Report School Year 2019-20



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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; and reports student achievement results along with other vital signs.

School Description

Molokai High School (MHS) is the only public high school on the island of Molokai and is located on a 27-acre expanse in the Hawaiian Homestead community of Ho'olehua. MHS was recently awarded a six-year accreditation by the Western Association of Schools and Colleges. We are a Title I school that services a population of approximately 350 students in grades 9 through 12. The Molokai Complex is part of the Federal Community Eligibility Program providing free meals and transportation to all students. Our school population is a reflection of the greater Molokai community. Our community is an integral focus of our driving mission and vision revised in 2012.

Our Vision

Molokai High School graduates honor the past, embrace future innovation and take personal responsibility for delivering excellence.

Our Mission

The mission of Molokai High School is to expand our horizons while utilizing Molokai's unique community and resources.

Our instructional staff is composed of 32 classroom teachers with 81% or more of them having been at the school for 5 years or more. In addition to core subjects and electives, MHS offers Hawaiian Language Immersion, English Learners, Advanced Placement, Honors, Alternative Learning, Advisory, and Special Education programs. MHS has also reestablished its Agriculture and our award-winning Future Farmers of America program, which provides hands-on experiences in a myriad of farming technologies. Our students also engage in the Science Fair and the HÅ Summit.

We are also in our seventh year of Early College High School, which allows students an opportunity to accrue concurrent credits toward high school and college graduation on campus. Co-curricular activities provide opportunities for participation in several clubs and 24 award-winning, competitive, varsity athletic teams. We also have Molokai Kakou, a 21st Century Community Learning Center, which is a program that provides students with academic support after school and during breaks.

Since July 2005, MHS has operated under the advisement of its School Community Council (SCC), which enables shared decision-making among its administration, faculty, staff, parents, students, and community members to improve student achievement. Along with the school's Steering Committee, the SCC closely monitors the school's Academic and Financial Plan and provides recommendations. MHS also interacts with its stakeholders through Ohana Nights, community visits, special presentations, athletics and student activities like May Day, Homecoming and Graduation. MHS faculty also have a Data Team period in their schedule to allow for meetings within the school day to engage in rigorous discussions to improve the school.

School Setting

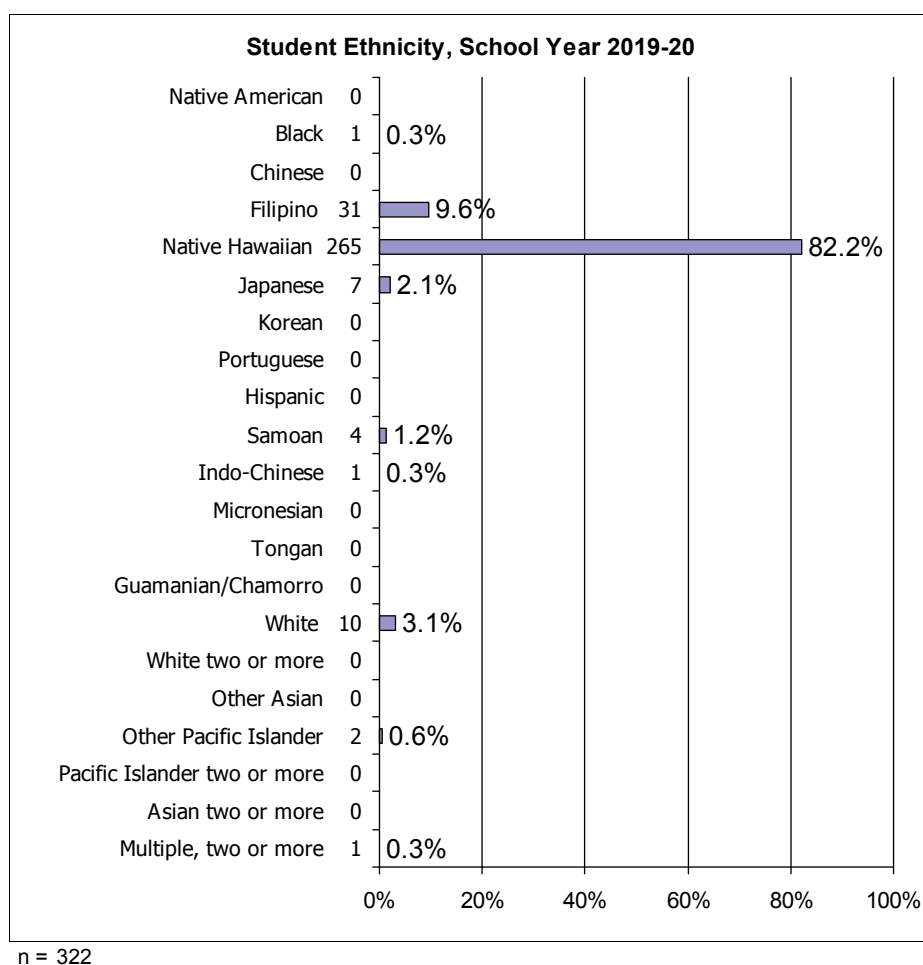
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	343	321	322	Number and percent of students in Special Education programs	50 14.5%	52 16.1%	56 17.3%
Number and percent of students enrolled for the entire school year	321 93.5%	292 90.9%	307 95.3%	Number and percent of students with limited English proficiency	* *	* *	* *
Number and percent of students receiving free or reduced-cost lunch	** **	** **	** **				

Note. -- means missing data.

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

** means School is participating in the Community Eligibility Provision.



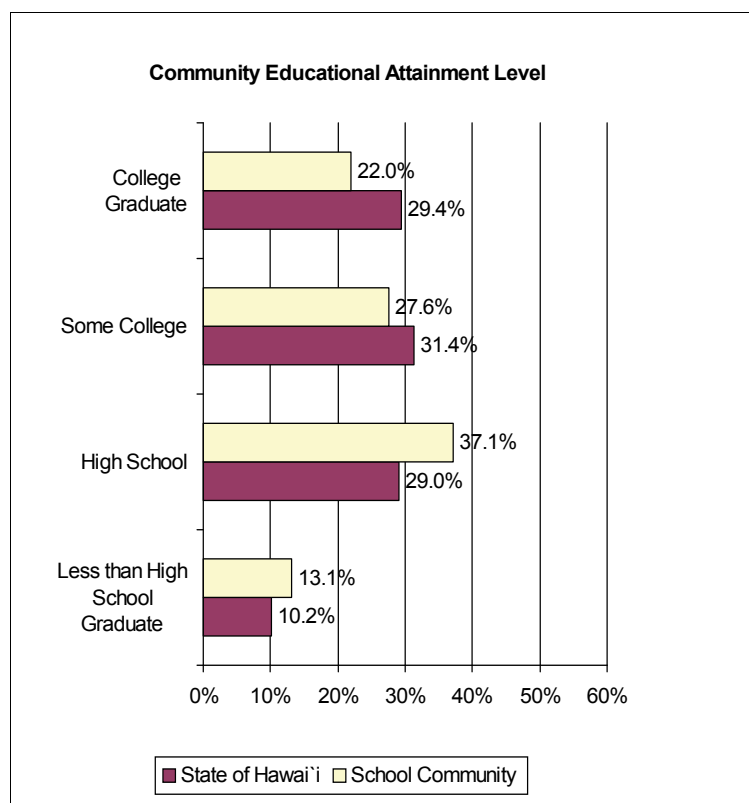
School Setting

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 the 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

Molokai HSC	School Community	State of Hawai'i
Total population	7,258	1,360,301
Percentage of population aged 5-19	21.4%	18.4%
Median age of population	40.2	38.6
Number of family households	1,765	313,907
Median household income	\$49,391	\$66,420



School Improvement

Summary of Progress

After a school self-study and multi-day visit by a committee from the Western Association of Schools and Colleges (WASC) in the Spring of 2018, Molokai High School was awarded a six-year accreditation term. This recognition is due in large part to the structures for school improvement embedded within the school day including CCR, SWAT and IDT. First, the College and Career Readiness period (CCR - renamed Molokai Advisory Program Period in 2019) was created in 2015 and is available to students four times per week within the school day. The program provides multiple opportunities for students to pursue interests that range from receiving academic support in specific content areas, or enrolling in Early College High School courses, to participating in internships with local businesses, and seeking part-time employment. The other two improvement structures, are through two types of groups that meet within the school day, the School Wide Accreditation Team (SWAT) and the Instructional Data Teams (IDT). The SWAT teams review data for their specific area of focus and determine a plan of action to facilitate improvement. The SWAT areas of focus are Learning Environment, Family & Community Support, Student Support, Leadership, College & Career Preparation, and Curriculum & Pedagogy/Assessment for Learning, which is also our Instructional Leadership Team (ILT). With time built into the bell schedule, they have one to three opportunities to meet each week to focus on their school improvement area. These teams also provide venues to address the strategic plan or other initiatives initiated by the Hawaii Department of Education or State Superintendent. One example is the introduction of Na Hopena A'o (expressions of Hawaiian values or characteristics within the DOE system). Once these concepts were introduced to our school, we were easily able to implement them at our school because of the SWAT structure already in place. The second type of group that is the improvement structure of the school, are the Instructional Data Teams (IDT), which are comprised of content departments that meet at least weekly within the school day to review student achievement data to improve academic content areas. Through the work of these teams, our English Language Arts scores on the Smarter Balanced Assessments have increased for three consecutive years. This is chiefly due to the efforts of the Instructional Leadership Team (ILT) who guided the campus's work on their targeted Instructional area of reading comprehension. Efforts included guiding the instructional Cycle of Professional Learning around Close Reading strategies and the use of Achieve3000 to supplement student reading skills by other content areas. Our challenge continues to be student achievement in Math, which has shown marginal, if any, improvement over time. To address this concern, in the 2018-19 school year, the ILT moved its focus to math comprehension to support math across all content areas. We are also refining our data analysis in school teams to better target areas of need, which aligns with one of the four the recommendations from WASC and our school academic plan. The CCR, SWAT and IDT structures have not only impacted academics, our Student Support (SWAT) team, with the support of the vice principal, worked with Diana Browning Wright to create a series of behavior intervention strategies for the classroom and improve the school climate. This is evidenced by the steady and significant decline in discipline referrals over the last four years. This has set the stage for our educational environment to thrive. This year we plan to capitalize on this opportunity by honing in on the needs identified in our academic plan and WASC self-study and by coupling data-driven with student-centered education. This means focusing on providing a purpose-driven education for every student so learning experiences are not only meaningful, but purposefully planned to support their immediate academic achievement, facilitate the growth of "soft-skills" and increased preparation for their individual post-secondary plans. Some of the school-wide plans for 2019-20 are 1 to 1 devices (laptops for every student during the school day) and project-based learning (multi-disciplinary, place-based, culture-based instruction).

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		24.0
Regular Instruction, FTE	79.1%	19.0
Special Instruction, FTE	20.8%	5.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		24
Teachers with 5 or more years at this school		19
Teachers' average years of experience		14.8
Teachers with advanced degrees		13

Professional Teacher Credentials¹

Fully licensed	87.5%	21
Emergency hires	12.5%	3

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff²

Regular Instruction	14.0
Special Instruction	11.2

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	6.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

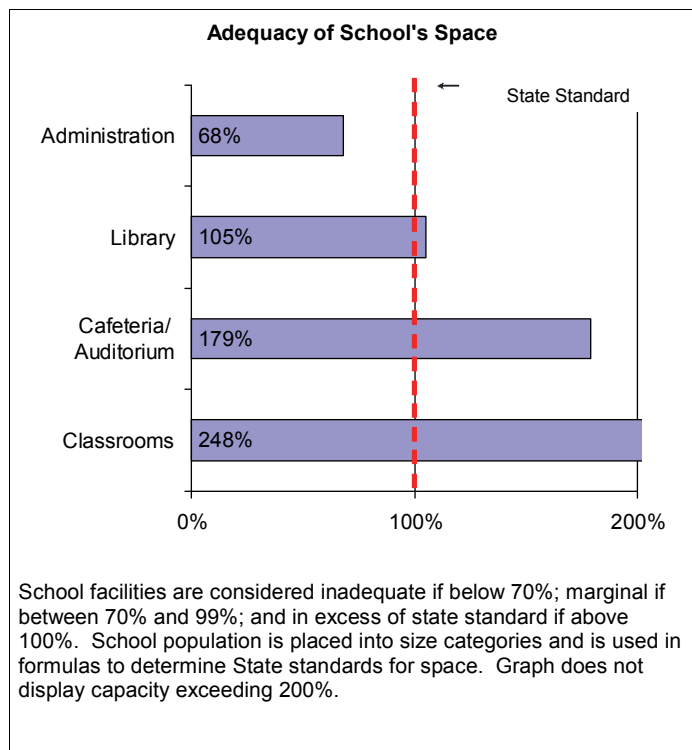
Classrooms available	38
Number of classrooms short (-) or over (+)	0

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.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability 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
Safety	2019	62.9%	72.7%	54.0%	73.8%	57.0%	64%
	2020	64.2%	69.9%	64.6%	73.7%	54.5%	59.2%
Well-Being	2019	81.9%	73.1%	63.4%	80.2%	--	--
	2020	75.7%	71.4%	70.1%	79.9%	--	--
Satisfaction	2019	66.6%	67.6%	52.5%	74.4%	--	--
	2020	68.2%	64.8%	59.6%	75.3%	--	--
Involvement/Engagement	2019	84.4%	70.9%	53.1%	54.5%	--	--
	2020	74.1%	68.1%	52.5%	54.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	60.0%	81.9%	9.3%	18.7%	76.1%	81.2%
	2020	100.0%	82.8%	21.3%	18.7%	72.5%	70.0%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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 six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

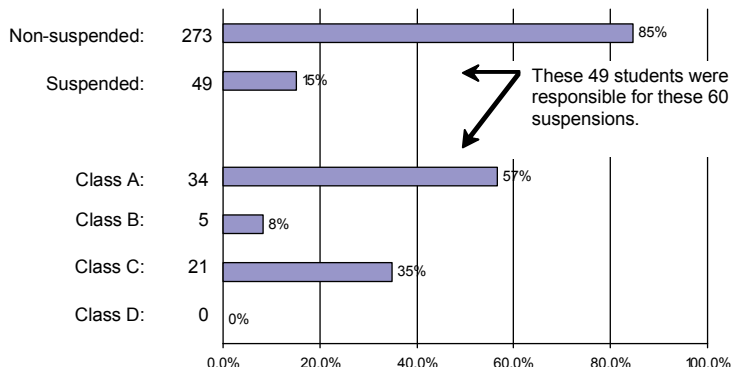
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
92.9%	92.2%	92.9%	95.0%
Average Daily Absences: in days (lower is better)			
12.7	13.7	9.1	9

Suspensions, School Year 2019-2020



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
2017-18	10	10.8%
2018-19	*	*
2019-20	10	11.7%

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

Graduates and Other Completers

	2017-18	2018-19	2019-20
Total number of Seniors	85	62	73
Percent of Diploma graduates	94.1%	98.3%	97.2%
Percent of Individually Prescribed Program	1.1%	1.6%	1.3%
Percent of school completers ¹	95.2%	100.0%	98.6%

Total number of Freshmen	81	63	74
Percent graduated on time	88.0%	88.7%	87.0%

Freshmen who began high school in school year 2016-17 and graduated in 2019-20.

¹ Slight variances are due to rounding.

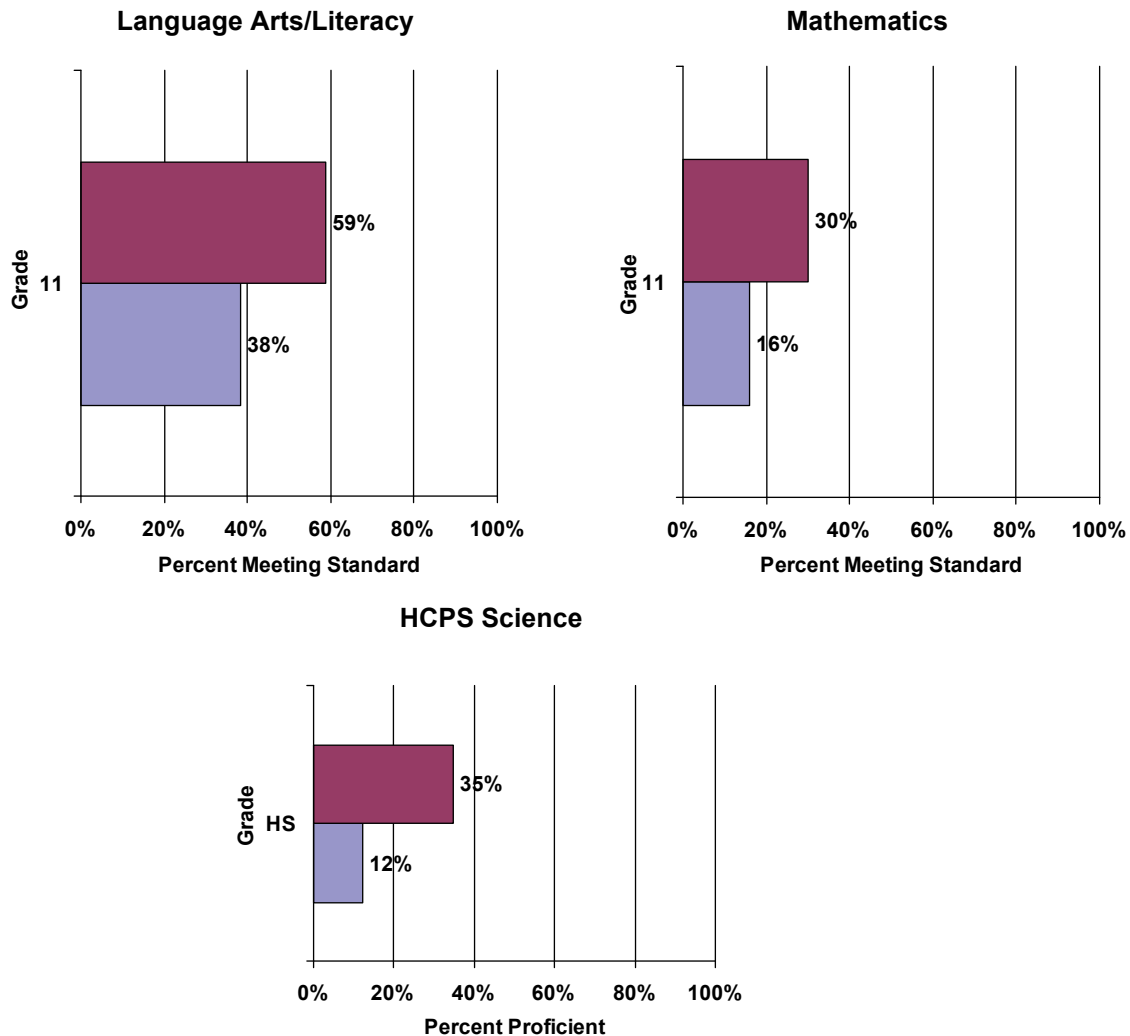
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Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



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

Other School Information

Molokai High School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2024.

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:
Hawaii State Department of Education.