



# Waianae High School

School Code: 272

Grades 9-12

## School Status and Improvement Report School Year 2019-20



### Contents

**Focus on Standards** p. 1

**School Description** p. 1

**School Setting** pp. 2-3

- Student Profile
- Community Profile

**School Improvement** p. 4

- Summary of Progress

**School Resources** p. 5

- Certified Staff
- Facilities

**Vital Signs** pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

### School Address:

Waianae High School  
85-251 Farrington Highway  
Waianae, Hawaii 96792

### 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

Wai`anae High School is located on the Leeward Coast of `Oahu, 35 miles from Honolulu. From the rural communities of Ma`ili, Wai`anae kai, Wai`anae uka and Makaha come 1,800 students in grades 9-12. Wai`anae High School's mission is to prepare our students to be college- and career-ready by fostering a collaborative learning environment and culture that emphasizes responsibility, innovation, complex thinking, effective communication and excellence. Increasing and strengthening relationships, communication and accountability are areas of school-wide emphasis for all teachers and staff.

Wai`anae High School is organized in an academy structure to focus on building strong academic relationships centered on student interests and needs and to increase rigor and relevance based on career-related interest areas. To meet our vision of a 21st-century learner, all students enter Wai`anae High School (WHS) as a member of the Ninth Grade Success Academy (NGSA) and move the next year into the Sophomore Academy. The school is on a 4x4 block schedule that provides each student an opportunity to earn eight (8) credits during the school year. This schedule also gives students the opportunity to participate in early admission college credit courses and programs and career-related internships. WHS's Upper Academy focuses academic elective choices tailored to a career pathway. Pathways in the Upper Academy include Natural Resources (NR); Business, Industrial, Engineering and Technology (BIET); Arts and Communication (AC); and Health and Human Services (HHS). Students focus their academic elective choices around a major area or interest in one of these pathways. Searider Productions (SP) emphasizes a project-based learning model with a pathway focus on media productions. SP students have multiple local and national awards, including an Emmy.

## School Setting

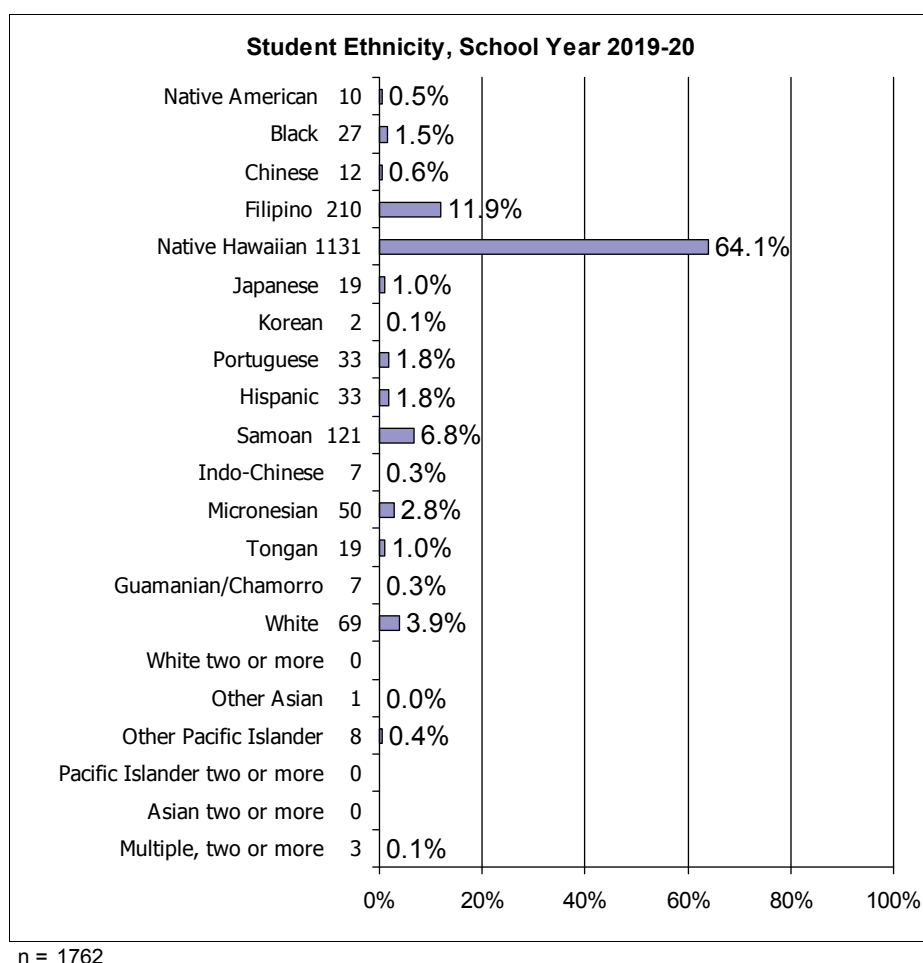
### Student Profile

| School year   | 2017-18       | 2018-19       | 2019-20       |   | 2017-18      | 2018-19      | 2019-20      |
|---|---------------|---------------|---------------|---|--------------|--------------|--------------|
| Fall enrollment   | 1742          | 1714          | 1762          | Number and percent of students in Special Education programs    | 300<br>17.2% | 279<br>16.2% | 286<br>16.2% |
| Number and percent of students enrolled for the entire school year  | 1632<br>93.6% | 1595<br>93.0% | 1658<br>94.0% | Number and percent of students with limited English proficiency | 64<br>3.6%   | 71<br>4.1%   | 90<br>5.1%   |
| Number and percent of students receiving free or reduced-cost lunch | **<br>**      | **<br>**      | **<br>**      |   |              |              |              |

Note. -- means missing data.

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

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



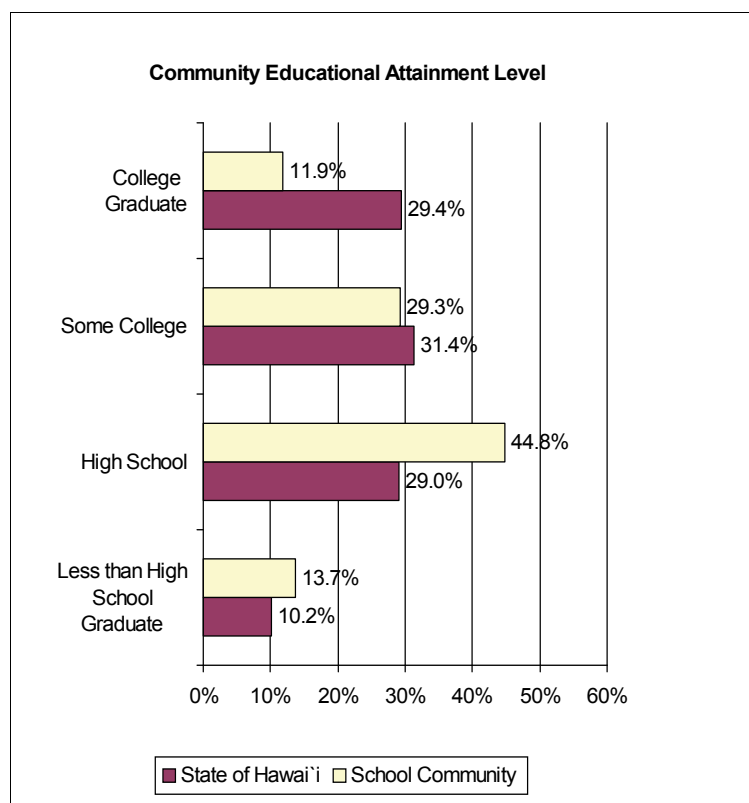
## School Setting

### 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

| Waianae HSC                        | School Community | State of Hawai'i |
|------------------------------------|------------------|------------------|
| Total population                   | 36,404           | 1,360,301        |
| Percentage of population aged 5-19 | 24.9%            | 18.4%            |
| Median age of population           | 31.2             | 38.6             |
| Number of family households        | 7,136            | 313,907          |
| Median household income            | \$55,683         | \$66,420         |



## School Improvement

### Summary of Progress

Waiʻanae High School's 2018-2019 school improvement efforts focused on realizing the vision, mission and goals of the Hawai'i State Department of Education. School improvement efforts emphasized supporting students and providing them with multiple opportunities for enrichment, college-preparedness, and credit recovery. Focus was also placed on the establishment of data teams and the organization and use of data to monitor student, academy, and school progress. School-wide and targeted professional development focused on the data-teams process, formative assessment, the Common Core State Standards, and effective grading practices. The school also utilized the State's Academic Review Team (ART) format for monitoring school-level data and continued to implement the Educator Effectiveness System (EES) for teacher evaluations.

#### **Goal #1: Assure All Students Graduate College and Career-Ready through Effective Use of Standards-Based Education.**

- Continued implementation of the Ninth Grade Success Academy (NGSA), Sophomore Academy (SA), and Upper Academy (UA) structures which provide a team-approach, student support system and academic personalization based on student career interests. Students are grouped in core teams in the NGSA and Sophomore Academy, and grouped by majors (student area of academic interest) in the Upper Academy
- 92% of 9<sup>th</sup> graders earned credits to be promoted to the 10<sup>th</sup> grade, a key indicator of success
- Standards-Based Grading (SBG) concretely ties grades to student mastery of the standards
- Full implementation of the AVID program from 9<sup>th</sup> through 12<sup>th</sup>
- Continued offerings of AP courses
- Implementation of an Early College structure that offers at least eight college courses per year on campus in collaboration with Leeward Community College and UH West `Oahu.

#### **Goal #2: Ensure and Sustain a Rich Environment and Culture for Life-Long Learners.**

- Implementation of the Educator Effectiveness System (EES) and the Danielson Observation Model to provide teachers with feedback to improve classroom environment and instruction.
- Provided teachers with support from a team of seven coaches to expand their repertoire of strategies that enhance instruction
- Continued the practice of identifying and targeting students who would benefit from additional literacy supports and then providing them with targeted instruction and progress monitoring
- Implementation of a 1:1 device environment in which students and teachers collaboratively demonstrate and track learning using apps, programs, and the Searider GAFE domain
- Increased course offerings: Band, Chorus, Ukulele, Art, Fashion Design & Food Science
- Implementation of a comprehensive MTSS (Multi-Tiered System of Support) set of strategies designed to meet the social-emotional needs of all students, especially those at risk

#### **Goal #3: Continuously Improve the Effectiveness, Efficiency, and Responsiveness of the Educational System.**

- With support from Title 1 and leveraged school and community resources, a team of seven teacher-coaches provided support to teachers. The core elements included the development of common course-alike curriculum maps, pacing guides, formative assessments; up to 360 minutes per week (during the non-teaching period) of course-alike meeting time for lesson planning, data analysis, and professional development; and, identification of students needing intervention, differentiation curricula and strategies, and tracking of those students' progress.
- Three Student Success Mentors were added to address the counseling needs of at-risk students

## School Resources

### Certified Staff

#### Teaching Staff

|  |       |       |
|--|-------|-------|
| <b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup> |       | 127.0 |
| Regular Instruction, FTE                             | 68.5% | 87.0  |
| Special Instruction, FTE                             | 25.1% | 32.0  |
| Supplemental Instruction, FTE                        | 6.2%  | 8.0   |

|  |     |
|--|-----|
| Teacher headcount                            | 127 |
| Teachers with 5 or more years at this school | 57  |
| Teachers' average years of experience        | 9.1 |
| Teachers with advanced degrees               | 37  |

#### Professional Teacher Credentials

<sup>1</sup>

|                 |       |    |
|-----------------|-------|----|
| Fully licensed  | 73.2% | 93 |
| Emergency hires | 26.7% | 34 |

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

#### Students per Teaching Staff

<sup>2</sup>

|                     |      |
|---------------------|------|
| Regular Instruction | 16.9 |
| Special Instruction | 8.9  |

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

|  |      |
|--|------|
| Administration, FTE  | 14.0 |
| Librarians, FTE  | 0.0  |
| Counselors, FTE  | 12.0 |
| Number of principals at this school in the last five years | 1    |

<sup>3</sup> 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

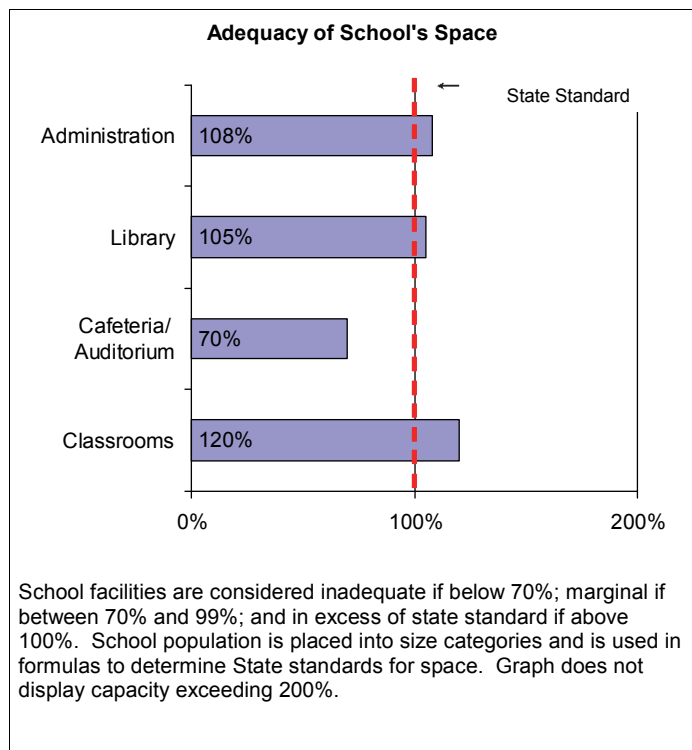
|  |     |
|--|-----|
| Classrooms available                       | 121 |
| Number of classrooms short (-) or over (+) | 0   |

#### 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 |       |
|-------------------------|------|----------|-------|---------|-------|----------|-------|
| Dimensions              |      | School   | State | School  | State | School   | State |
| Safety                  | 2019 | 75.6%    | 72.7% | 68.5%   | 73.8% | 64.3%    | 64%   |
|                         | 2020 | 75.9%    | 69.9% | 69.0%   | 73.7% | 58.0%    | 59.2% |
| Well-Being              | 2019 | 72.3%    | 73.1% | 78.8%   | 80.2% | --       | --    |
|                         | 2020 | 81.5%    | 71.4% | 80.4%   | 79.9% | --       | --    |
| Satisfaction            | 2019 | 67.8%    | 67.6% | 75.1%   | 74.4% | --       | --    |
|                         | 2020 | 70.8%    | 64.8% | 75.0%   | 75.3% | --       | --    |
| Involvement/Engagement  | 2019 | 67.5%    | 70.9% | 57.7%   | 54.5% | --       | --    |
|                         | 2020 | 72.5%    | 68.1% | 51.5%   | 54.5% | --       | --    |

| Survey Return Rate ** |      | Teachers |       | Parents |       | Students |       |
|-----------------------|------|----------|-------|---------|-------|----------|-------|
|                       |      | School   | State | School  | State | School   | State |
|                       | 2019 | 46.0%    | 81.9% | 4.4%    | 18.7% | 76.4%    | 81.2% |
|                       | 2020 | 79.0%    | 82.8% | 5.8%    | 18.7% | 62.2%    | 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.

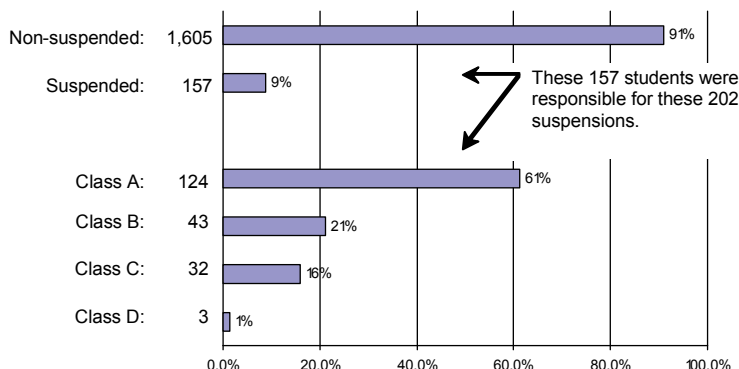
## Vital Signs

### Student Conduct

#### Attendance and Absences

| School Year  |         |         | State<br>Standard |
|--|---------|---------|-------------------|
| 2017-18  | 2018-19 | 2019-20 |                   |
| Average Daily Attendance: %<br>(higher is better)    |         |         |                   |
| 86.3%  | 85.1%   | 84.9%   | 95.0%             |
| Average Daily Absences: in days<br>(lower is better) |         |         |                   |
| 24.6   | 26.3    | 19.9    | 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     | 109    | 20.7%   |
| 2018-19     | 62     | 14.8%   |
| 2019-20     | 67     | 14.7%   |

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                    | 393     | 347     | 369     |
| Percent of Diploma graduates               | 95.6%   | 95.1%   | 96.2%   |
| Percent of Individually Prescribed Program | 2.2%    | 2.3%    | 1.3%    |
| Percent of school completers <sup>1</sup>  | 97.9%   | 97.4%   | 97.5%   |

|                           |       |       |       |
|---------------------------|-------|-------|-------|
| Total number of Freshmen  | 394   | 345   | 374   |
| Percent graduated on time | 74.9% | 82.5% | 82.5% |

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

<sup>1</sup> Slight variances are due to rounding.

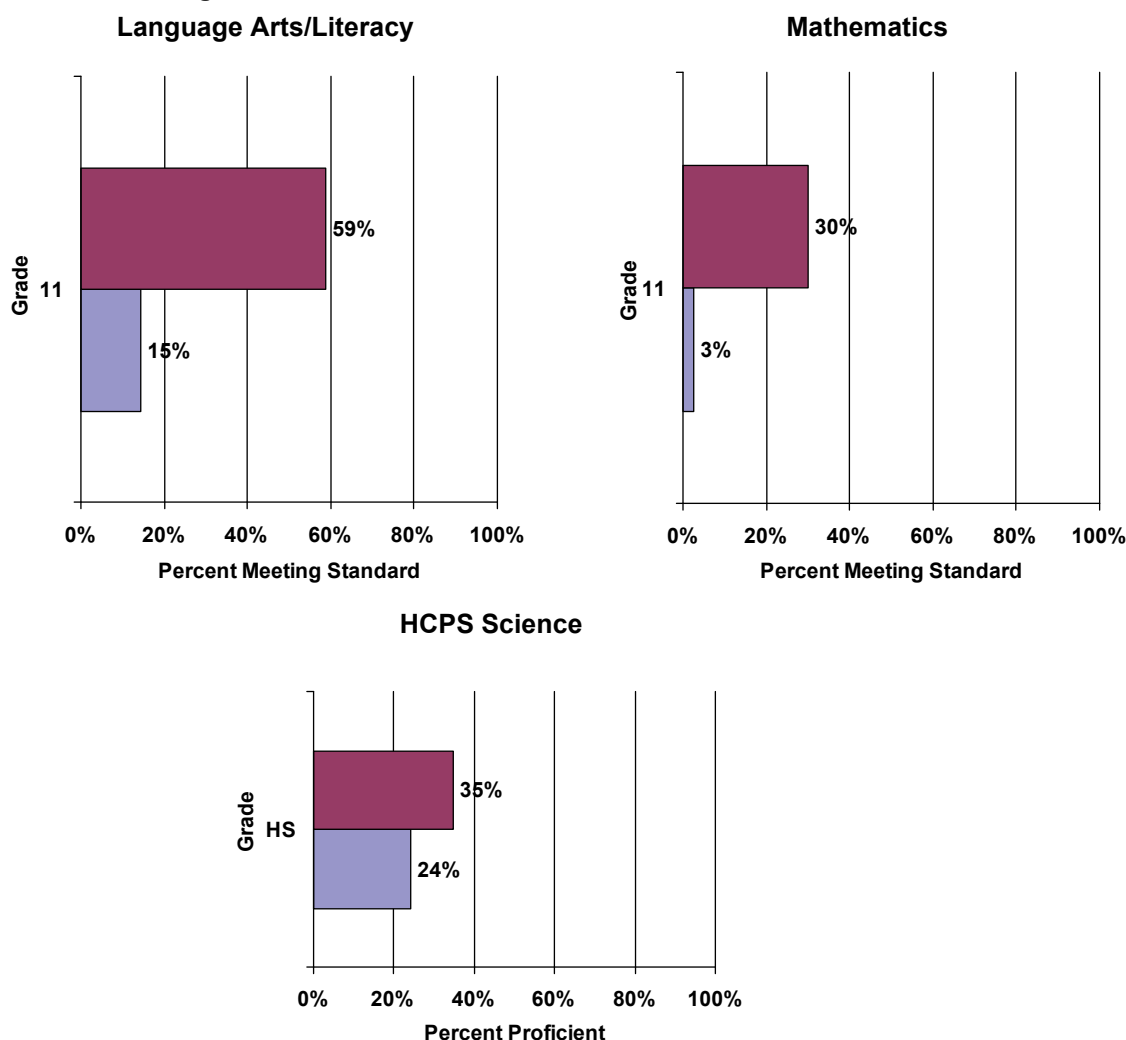
Note. -- means missing data.

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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

Waianae 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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