



William McKinley High School

School Code: 138

Grades 9-12

School Status and Improvement Report School Year 2019-20



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School Address:

William McKinley High School
1039 South King Street
Honolulu, Hawaii 96814

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

President William McKinley High School was first established in 1865 by Reverend Maurice B. Beckwith and was known as the Fort Street Day School. At that time, it was the only public high school in Hawaii and was to undergo numerous changes. There were name changes (Fort Street Day School, Honolulu High School, and McKinley High School) and there were changes in campus location (corner of Fort and School Streets; Ruth Keelikolani's home, the site of present-day Central Middle School; a Victoria Street campus; and the King Street location in 1907). Today, President William McKinley High School is at the center of Honolulu's political, economic, and cultural centers in urban Oahu on the edge of downtown Honolulu.

The school's attendance area is roughly bounded by Kokea Street to the west, Kalakaua Avenue to the east, the H-1 Freeway to the north, and the Pacific Ocean to the south. Also included are small pockets beyond these streets and thoroughfares in Nuuanu, Liliha and Alewa Heights. These define a geographic area of great diversity: single-family residences and apartment buildings; high-rise buildings of luxury condominiums and business offices; public housing projects; downtown Honolulu and Chinatown. The wide variety of neighborhoods is reflected in the diversity of students who attend McKinley High School.

The school's geographic location and its long list of alumni (among who are prominent community members) parallel the high degree of community support and business-education partnerships the school enjoys. Students in a number of the school's programs, especially in vocational areas, work with representatives in business and industry. Relationships with post-secondary institutions provide McKinley High School students with opportunities to attend college classes while still in high school. Two alumni organizations, the McKinley Alumni Association and the McKinley High School Foundation, support school efforts and provide additional links to the community for the school.

Students participate in numerous types of co-curricular activities: student athletes on 57 teams compete in 20 Oahu Interscholastic Association sports; students can pursue a variety of interest areas through chartered clubs; members of the JROTC drill team, the Math team, and the Robotics teams have distinguished themselves in competition. Scholastic areas such as Science, Social Studies, World Languages, and Music also provide avenues for co-curricular activities. Student leaders are active in both formal and informal leadership positions.

President William McKinley High School is accredited by the Western Association of Schools and Colleges (WASC). The school's School Community Council forms part of its governance structure.

School Setting

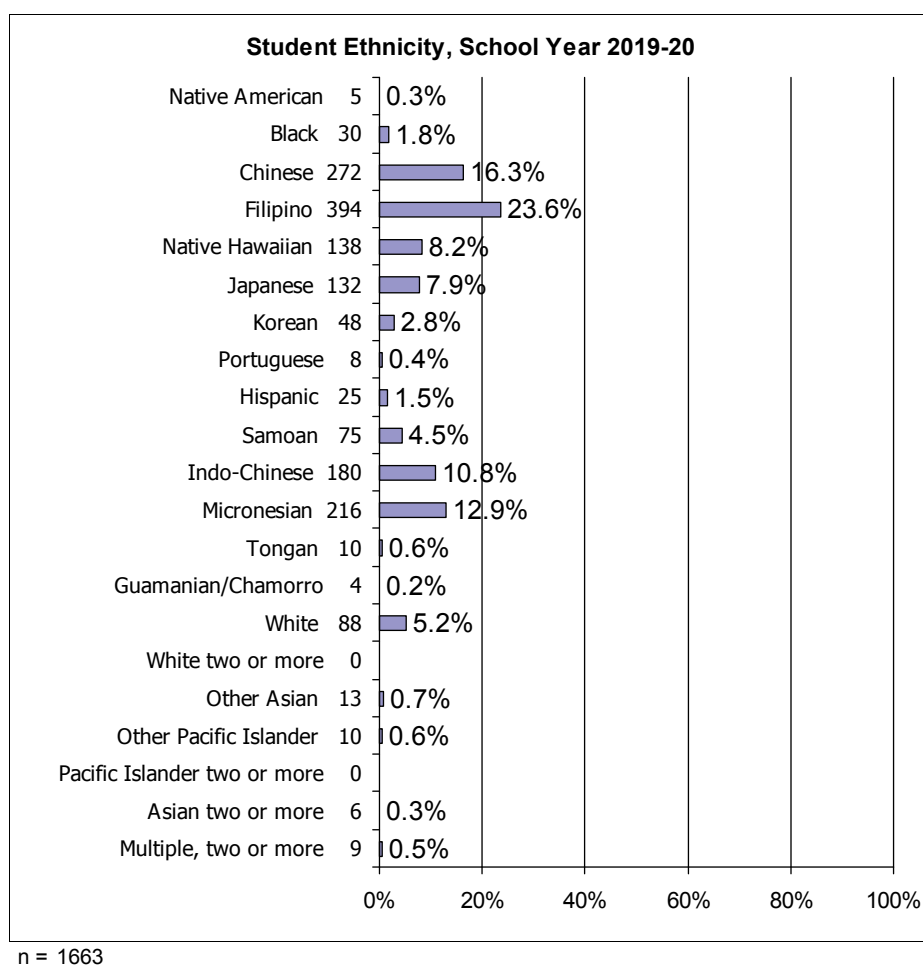
Student Profile

| School year | 2017-18 | 2018-19 | 2019-20 | | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|---|---------|---------|---------|
| Fall enrollment | 1583 | 1592 | 1663 | Number and percent of students in Special Education programs | 167 | 158 | 169 |
| | | | | | 10.5% | 9.9% | 10.1% |
| Number and percent of students enrolled for the entire school year | 1483 | 1481 | 1558 | Number and percent of students with limited English proficiency | 225 | 258 | 297 |
| | 93.6% | 93.0% | 93.6% | | 14.2% | 16.2% | 17.8% |
| Number and percent of students receiving free or reduced-cost lunch | 879 | 820 | 869 | | | | |
| | 55.5% | 51.5% | 52.2% | | | | |

Note. -- means missing data.

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

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



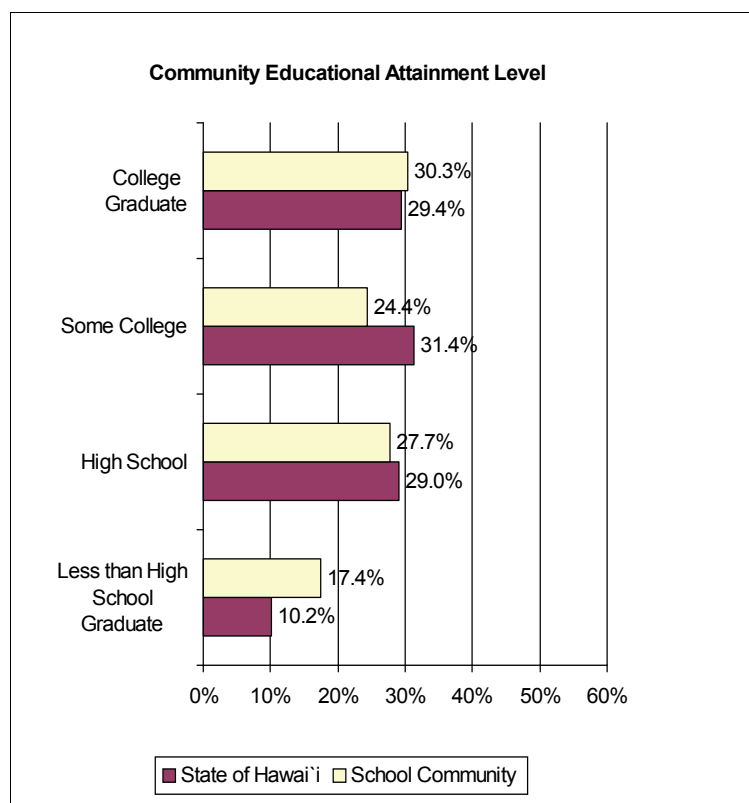
School Setting

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

| McKinley HSC | School Community | State of Hawai'i |
|------------------------------------|------------------|------------------|
| Total population | 76,909 | 1,360,301 |
| Percentage of population aged 5-19 | 12.6% | 18.4% |
| Median age of population | 45.1 | 38.6 |
| Number of family households | 17,183 | 313,907 |
| Median household income | \$52,686 | \$66,420 |



School Improvement

Summary of Progress

President William McKinley High School's vision is to "Graduate a Successful Person." How McKinley has addressed its vision is through a focus on argumentative writing, Smaller Learning Communities (SLC's), and data teams with a focus on student achievement. With the school designed using the SLC and academy model McKinley promotes the skills and knowledge that are needed to succeed in high school and beyond. The school uses argumentative writing to promote communication and complex thinking. Being able to look at an issue from different angles, taking a stance, and supporting that stance in a clear concise way - is not only needed across content but is a life skill as well. The SLC's also use data teams to identify and address the needs of students, and the school has implemented a new 20/20 period this year which provides students with needed time for reading and study and will in the future support McKinley's data team process.

McKinley's approach to improving argumentative writing this school year included teacher professional development during extended school days, during which teachers engaged in conversations about the elements of argumentative writing, as well as the common strategies that were to be used across the school. Data on student writing was collected by having all students complete a common prompt during 20/20 which was organized by grade level so the faculty could understand the various need areas for the different grades. Over the school year student data was collected three times, one in the beginning of the year, once in the middle, and at the end of the school year. Data from these writing samples were scored in departments or individually and shared out at faculty meetings. As the school continues to improve on this process, we will have a better understanding of what strategies will best support our students in becoming stronger writers.

Smaller Learning Communities have been developing and improving since the last school year. Today the school has three ninth grade houses, and three career houses for tenth through twelfth grade: Business, Arts & Communication, Health, Human & Public Services, and Industrial, Engineering & Technology. In the 9th grade house, teams meet weekly within their content areas to look at student work and develop strategies to support student achievement. Each career house has a collaboration period embedded in the school day to discuss curriculum, teaching strategies, student concerns, interventions, and plan various activities. To continue improvement of its smaller learning communities, McKinley has been sending teams of teachers to view model academies within the Academies of Nashville school system, to see what other strategies we can consider using to improve our own academies.

This school year McKinley also implemented a new program called 20/20 to replace TIGER Time, a tutorial period. 20/20 is a period scheduled every day after the first period. Students have 20 minutes to read and 20 minutes to work on assignments. The time is also used for Advisory, freshmen mentorship, and argumentative writing. In the future 20/20 will be used for enrichment or interventions as developed through the data team process.

School Resources

Certified Staff

Teaching Staff

| | | |
|---|-------|------|
| Total Full-Time Equivalent (FTE)¹ | | 92.5 |
| Regular Instruction, FTE | 79.4% | 73.5 |
| Special Instruction, FTE | 18.3% | 17.0 |
| Supplemental Instruction, FTE | 2.1% | 2.0 |

| | | |
|--|--|------|
| Teacher headcount | | 93 |
| Teachers with 5 or more years at this school | | 66 |
| Teachers' average years of experience | | 14.3 |
| Teachers with advanced degrees | | 36 |

Professional Teacher Credentials¹

| | | |
|-----------------|-------|----|
| Fully licensed | 95.6% | 89 |
| Emergency hires | 4.3% | 4 |

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

Students per Teaching Staff²

| | |
|---------------------|------|
| Regular Instruction | 20.3 |
| Special Instruction | 9.9 |

² These figures do not indicate class size.

Administrative and Student Services Staff

| | |
|--|-----|
| Administration, FTE ³ | 9.0 |
| Librarians, FTE | 1.0 |
| Counselors, FTE | 7.0 |
| Number of principals at this school in the last five years | 1 |

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

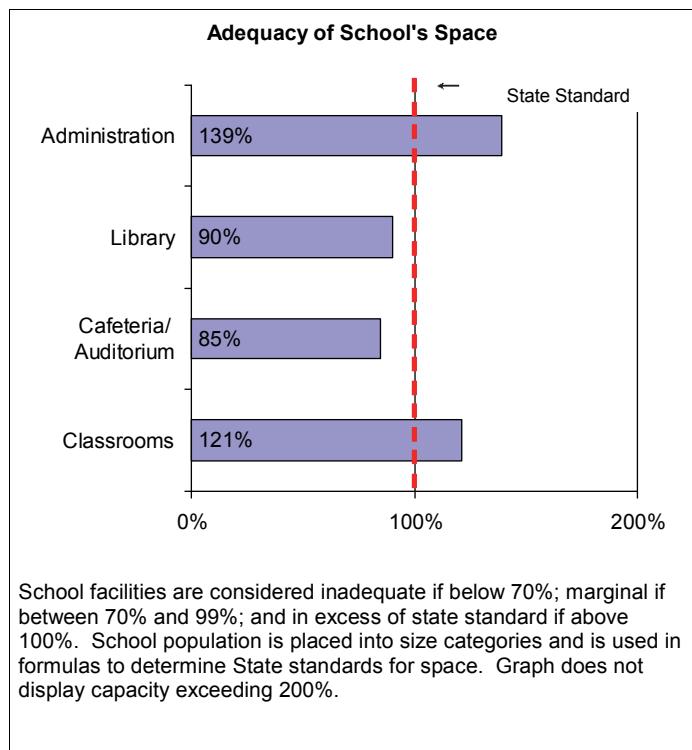
| | |
|--|-----|
| Classrooms available | 92 |
| Number of classrooms short (-) or over (+) | -21 |

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 [*] Dimensions | | Teachers | | Parents | | Students | |
|--|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| Safety | 2019 | 53.3% | 72.7% | 76.6% | 73.8% | 67.2% | 64% |
| | 2020 | 46.6% | 69.9% | 75.1% | 73.7% | 54.4% | 59.2% |
| Well-Being | 2019 | 61.2% | 73.1% | 80.8% | 80.2% | -- | -- |
| | 2020 | 58.0% | 71.4% | 77.6% | 79.9% | -- | -- |
| Satisfaction | 2019 | 53.7% | 67.6% | 68.9% | 74.4% | -- | -- |
| | 2020 | 47.5% | 64.8% | 73.3% | 75.3% | -- | -- |
| Involvement/Engagement | 2019 | 57.4% | 70.9% | 46.8% | 54.5% | -- | -- |
| | 2020 | 52.8% | 68.1% | 54.1% | 54.5% | -- | -- |

| Survey Return Rate ^{**} | | Teachers | | Parents | | Students | |
|----------------------------------|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| | 2019 | 59.6% | 81.9% | 7.3% | 18.7% | 66.9% | 81.2% |
| | 2020 | 47.6% | 82.8% | 9.8% | 18.7% | 48.7% | 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.

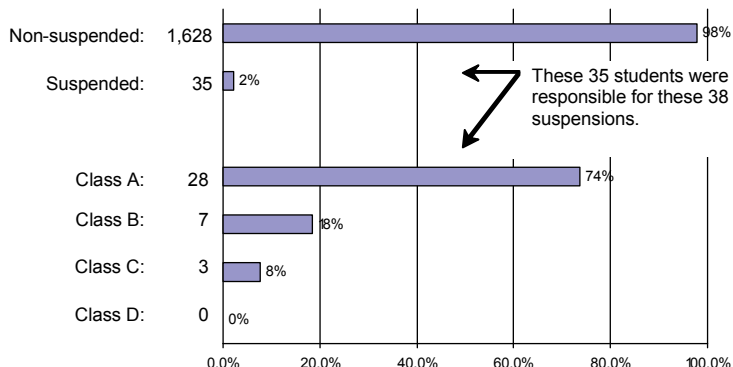
Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | |
|---|---------|---------|-----------------------|
| 2017-18 | 2018-19 | 2019-20 | State Standard |
| Average Daily Attendance: % (higher is better) | | | |
| 89.4% | 88.9% | 87.6% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 18.9 | 19.6 | 16.6 | 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 | 93 | 21.2% |
| 2018-19 | 100 | 25.3% |
| 2019-20 | 88 | 20.2% |

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 | 367 | 304 | 359 |
| Percent of Diploma graduates | 91.8% | 94.0% | 94.9% |
| Percent of Individually Prescribed Program | 1.6% | 1.9% | 1.3% |
| Percent of school completers ¹ | 93.4% | 96.0% | 96.3% |

| | | | |
|---------------------------|-------|-------|-------|
| Total number of Freshmen | 337 | 288 | 336 |
| Percent graduated on time | 76.9% | 72.5% | 77.2% |

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

¹ Slight variances are due to rounding.

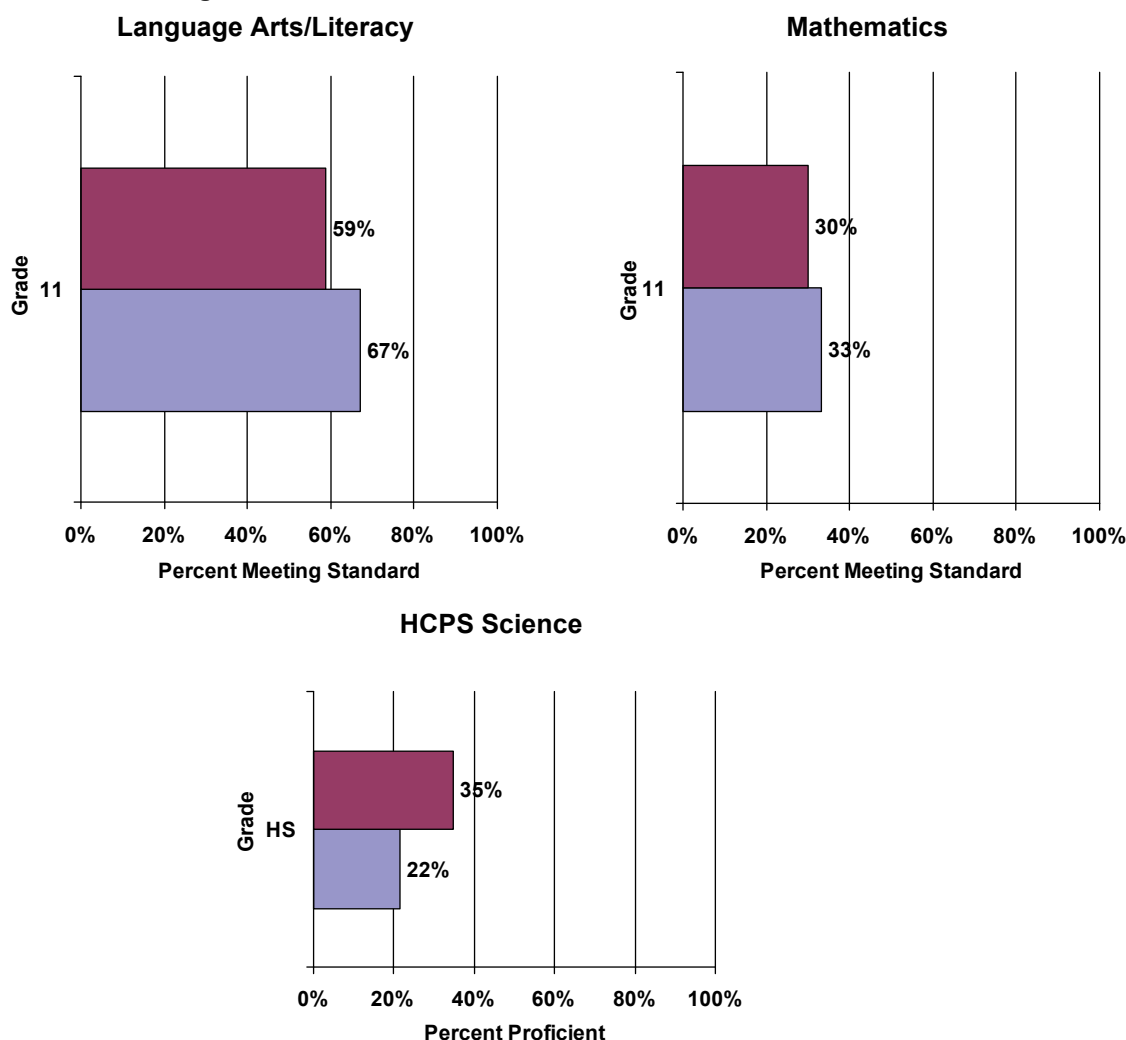
Note. -- means missing data.

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

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

William McKinley High School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. The school has received a special progress status. This school's accreditation term expires in 2025.

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