Focus On School

This School Status and Improvement Report has been prepared as part of the Department’s Comprehensive Assessment and Accountability System in accordance with a requirement of §302A-1004, Hawai‘i Revised Statutes, to provide regular, understandable accounts of our schools’ performance and progress, individually and collectively.

This report includes a description of the school and information on the context, process, and outcomes of education at the school for the 1998-99 school year. Context information includes profiles of the student population and the school community. Process information describes the school’s priorities, plans, and action for improvement and indicates the school’s staffing levels and the quality and adequacy of facilities. Outcome information includes data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements The Superintendent’s Annual Report on School Performance and Improvement in Hawai‘i, which analyzes our schools collectively and in comparison to those of other states. Together, individual school reports and the summary Superintendent’s Report describe our schools to help us judge them against our State and national standards for school and school system performance.

School Description

Founded in 1924, Leilehua High School is one of six high schools in the Central O‘ahu District. Forty-five percent of the student body is military connected. Leilehua serves a diverse ethnic clientele from Schofield Barracks, Wahiawa Naval Communications Station, Wahiawa, Poamoho and Whitmore Village.

The layout of the Leilehua facility is one of openness within well-landscaped grounds in harmony with the plantation roots of the community. Classrooms, while lacking the size and sophistication of newer facilities, are airy and bright. A caring, professional staff provides a comprehensive academic and co-curricular program for a student body noted for their humility, enthusiasm, and commitment to academic excellence.

Leilehua High School was accredited in 1996 by the Western Association of Schools & Colleges for a period of six years. Leilehua High School is operating under School/Community-Based Management.
**Context: School Setting**

### Student Profile

#### School year ending

<table>
<thead>
<tr>
<th>Year</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>1792</td>
<td>1890</td>
<td>1878</td>
</tr>
<tr>
<td>Number and percent of students enrolled for the entire school year</td>
<td>1508</td>
<td>1645</td>
<td>1641</td>
</tr>
<tr>
<td>Number and percent of students receiving free or reduced-cost lunch</td>
<td>406</td>
<td>519</td>
<td>508</td>
</tr>
<tr>
<td>Number and percent of students in Special Education programs</td>
<td>164</td>
<td>194</td>
<td>190</td>
</tr>
<tr>
<td>Number and percent of students with limited English proficiency</td>
<td>91</td>
<td>104</td>
<td>127</td>
</tr>
</tbody>
</table>

### Community Profile

*Based on the 1990 U.S. Census*

<table>
<thead>
<tr>
<th>Measure</th>
<th>School Community</th>
<th>State of Hawai‘i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average family size</td>
<td>2.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Percent of households with school age children (4-19)</td>
<td>44.9%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Median household income</td>
<td>$30,301</td>
<td>$38,829</td>
</tr>
<tr>
<td>Per capita income</td>
<td>$10,849</td>
<td>$15,770</td>
</tr>
<tr>
<td>Percent of households with Public Assistance income</td>
<td>9.1%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Percent of children (3-19 years) below poverty level</td>
<td>13.6%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Percent of children (4-19 years) who are at-risk*</td>
<td>9.1%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.

### Student Ethnicity Distribution, School Year Ending 1999

- Native American: 8 (5.5%)
- Black: 186 (25.0%)
- Chinese: 8 (0.5%)
- Filipino: 442 (25.0%)
- Hawaiian: 40 (25.0%)
- Part-Hawaiian: 265 (15.0%)
- Japanese: 129 (7.3%)
- Korean: 16 (0.9%)
- Portuguese: 24 (1.4%)
- Hispanic: 106 (5.7%)
- Samoan: 63 (3.6%)
- White: 291 (16.5%)
- Indo-Chinese: 3 (0.2%)
- All Others: 190 (10.8%)

### Community Educational Attainment

- College Graduate: 10.0% (State of Hawai‘i: 21.1%)
- Some College: 31.8% (State of Hawai‘i: 49.9%)
- High School: 42.4% (State of Hawai‘i: 30.4%)
- Less than High School Graduate: 15.8% (State of Hawai‘i: 8.6%)
### Priority 1: School Curriculum

The school’s stakeholders have developed and adopted by consensus, the Expected School-wide Learning Results (ESLRs) as well as accompanying rubric. Faculty members have begun the arduous task of developing common unit plans, including assessments, for the purpose of aligning our instructional program with the ESLRs and standardizing our curriculum. The learner outcomes are also aligned with the Hawaii Content and Performance Standards (HCPS), and in some cases, aligned with national standards (e.g. Voc Tech programs). This work will continue with the introduction of the revised HCPS.

### Priority 2: Staff Development

It has always been our belief that we cannot improve our school without proper preparation to take on new roles and responsibilities. It has also been very clear that we would not be able to effectuate nor sustain change without first changing teachers’ beliefs, assumptions and practices. As our teachers learned and grew, our students benefited from their innovations. Most notable is our Quality Circles, which has served as a forum for teachers to study, discuss and synthesize new learning. Quality Circle topics included: Scheduling, School to Work Academies, Multiples Intelligences, Technology Integration and Ninth Grade Transition.

### Priority 3: Communication

The school is very sensitive to the diversity of the school community and the need to effectively communicate with our families. An ambitious plan was developed and implemented. One of our achievements has been the development of a web-site, which provides a comprehensive medium to access our school information and communicate with individual faculty members via the internet. In addition, our Parent Community Networking Coordinator (PCNC) publishes a monthly parent bulletin (Mule Tracks), coordinates educational and informational sessions for parents and community members and serves as spokesperson at community forums. Our PCNC also serves as coordinator for our many military and community partnerships.
Leilehua High School
Fall 1999

Certified Staff
School year ending 1999

**Teaching Staff**

- Total Full-Time Equivalent (FTE) 97.0
- Regular Instruction, FTE 65.5
- Special Education, FTE 17.0
- Supplemental Instruction, FTE 14.5
- Total number of persons assigned to teaching, headcount 100
- Teachers with 5 or more years experience in this school 62
- Teachers' average years of experience 13.7

**Students per Teaching Staff Member**

- Regular Instruction 21.1
- Special Education 11.2

**Administrative and Student Services Staff**

- Administration*, FTE 7.0
- Librarians, FTE 2.0
- Counselors, FTE 5.0
- Number of principals at this school in the last five years 1

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

**Facilities**

School year ending 1999

- Classrooms available 85
- Number of classrooms short (-) or over (+) -7

**School facilities inspection results**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounds</td>
<td>2</td>
</tr>
<tr>
<td>Building exterior</td>
<td>2</td>
</tr>
<tr>
<td>Building interior</td>
<td>2</td>
</tr>
<tr>
<td>Equipment/Furnishings</td>
<td>2</td>
</tr>
<tr>
<td>Health/Safety</td>
<td>2</td>
</tr>
<tr>
<td>Sanitation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

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

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

**Adequacy of School’s Space Compared with State Standards**

- Administration 77%
- Library 98%
- Cafeteria/ Auditorium 102%
- Classrooms 91%

Comprehensive Assessment and Accountability System
Page 4

School Status and Improvement Report
Effective School Practices

**Effective Schools Survey**

- **Instructional Leadership**: 34% Students, 48% Parents, 60% Staff
- **Emphasis on Academics**: 42% Students, 48% Parents, 72% Staff
- **High Expectations**: 52% Students, 58% Parents, 77% Staff
- **Frequent Monitoring**: 38% Students, 56% Parents, 63% Staff
- **School Learning Climate**: 41% Students, 41% Parents, 71% Staff
- **Home-School Relations**: 35% Students, 47% Parents, 71% Staff

*Survey conducted in school year ending 1997*

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### Student Conduct

#### Attendance and Absences

**School Year**
- 1996-97
- 1997-98
- 1998-99

**State Standard**
- 90.9%
- 91.2%
- 87.6%
- 95.0%

**Average Daily Attendance**: %
- (higher is better)
- 90.9% 91.2% 87.6% 95.0%

**Average Daily Absences**: days
- (lower is better)
- 16 15.2 22.2 9

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#### School Suspensions, School Year Ending 1999

- **Non-suspended**: 1768 (94.1%)
- **Suspended**: 110 (5.9%)
  - Class A: 47 (39.8%)
  - Class B: 52 (44.1%)
  - Class C: 12 (10.2%)
  - Class D: 7 (5.9%)

*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)
Statewide Testing

Stanford Achievement Test Results: Grade 9

<table>
<thead>
<tr>
<th>Math</th>
<th>Reading</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>M/C</td>
<td>M/C</td>
<td>Norm</td>
</tr>
<tr>
<td>15.2%</td>
<td>6.6%</td>
<td>23.0%</td>
</tr>
<tr>
<td>63.0%</td>
<td>54.4%</td>
<td>54.0%</td>
</tr>
<tr>
<td>21.8%</td>
<td>39.0%</td>
<td>Below Average</td>
</tr>
<tr>
<td>47.7%</td>
<td>27.5%</td>
<td>Average</td>
</tr>
</tbody>
</table>

In 1998-99, the Stanford Achievement Test 9th edition was used; this test is not comparable to the 8th edition SAT used in prior years. Therefore, only 1998-99 test data are shown in this report.

School Completion

Prior to 1996, graduation from Hawai`i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai`i State Test of Essential Competencies (HSTEC). Beginning with the Class of 1997, all graduating seniors must demonstrate mastery of 16 competencies through HSTEC.

### Graduates and Completers

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Seniors</td>
<td>306</td>
<td>330</td>
<td>349</td>
</tr>
<tr>
<td>Diploma graduates</td>
<td>86.6%</td>
<td>90.0%</td>
<td>89.4%</td>
</tr>
<tr>
<td>Certificate of Course</td>
<td>7.5%</td>
<td>3.6%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Completion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individually Prescribed</td>
<td>2.0%</td>
<td>1.2%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total school completers</td>
<td>96.1%</td>
<td>94.8%</td>
<td>96.3%</td>
</tr>
</tbody>
</table>

### Hawaii State Test of Essential Competencies

<table>
<thead>
<tr>
<th>School Year</th>
<th>Seniors Passing HSTEC</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>266</td>
<td>86.9%</td>
</tr>
<tr>
<td>1997-98</td>
<td>297</td>
<td>90.0%</td>
</tr>
<tr>
<td>1998-99</td>
<td>313</td>
<td>89.7%</td>
</tr>
</tbody>
</table>