



Leilehua

High School

Grades 9-12

School Status and Improvement Report



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Focus On Standards

This *School Status and Improvement Report* has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

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 recognized by the United States Department of Education as a school of excellence in 1993.

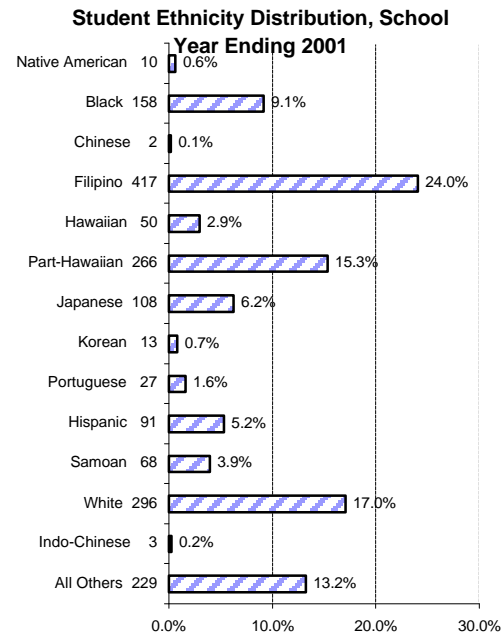
School Address:

Leilehua High School
1515 California Avenue
Wahiawa, HI 96786

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	1878	1825	1778
Number and percent of students enrolled for the entire school year	1641	1588	1538
	87.4%	87.0%	86.5%
Number and percent of students receiving free or reduced-cost lunch	508	560	611
	27.1%	30.7%	34.4%
Number and percent of students in Special Education programs	190	222	248
	10.1%	12.2%	13.9%
Number and percent of students with limited English proficiency	127	103	104
	6.8%	5.6%	5.8%

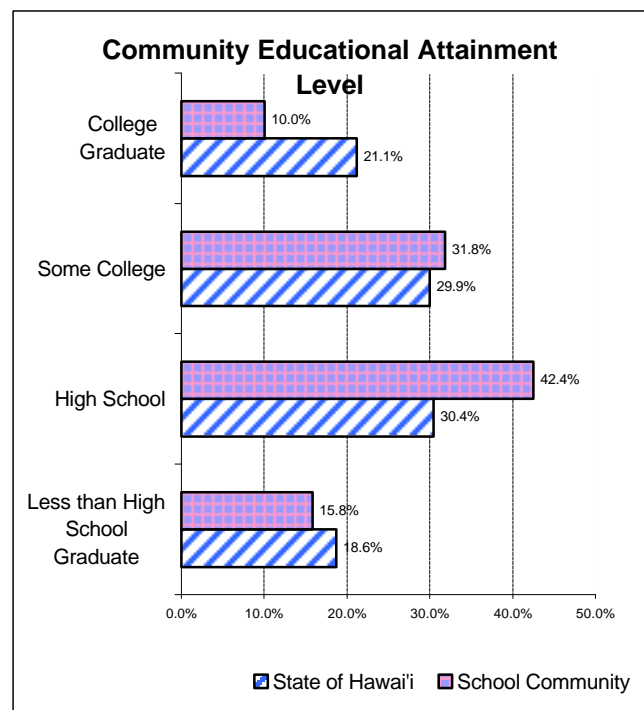


Community Profile

Based on the 1990 U.S. Census

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

*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.



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

Members of the Leilehua High School community have worked diligently to complete the initial draft of its self-study report for the Western Association of Schools and Colleges (WASC) accreditation visitation scheduled for spring of 2002. The Standards Implementation Design (SID) was a product of an arduous self-study process, integral to the school's commitment to continuous improvement.

The school has been successful in establishing an extensive array of services through its Comprehensive Student Support System. As a result, students have increasingly been successful in meeting promotion and graduation requirements. Analysis of disciplinary and attendance data has also shown incremental improvement. A number of SCBM exceptions (attendance, modified calendar, assessment schedule) and other organizational innovations (conference week, revised bell schedule, tutoring services in the afternoon, evenings and on Saturday mornings) have thus far been well received by students and appear to have a positive impact on student performance. The school, as a member of the Leilehua complex, has passed the initial phase of service testing. There is however, a need to assess the effectiveness of each support service in terms of timeliness of delivery and impact on student achievement.

Faculty members have made valiant attempts to align curriculum with the Hawaii Content Standards as well as the Expected Schoolwide Learning Results (ESLRs). The creation and implementation of standardized unit plans, technology initiatives, innovative career academies, and Accelerated Reading have strengthened student opportunities for success. This major shift has institutionalized more critical dialogue amongst faculty members in pursuit of research based best practices. All faculty members have been trained and participated in collegial coaching activities to further support instructional improvement. Much work remains to insure students are indeed mastering the content standards and ESLRs. Unfortunately, assessments have not to date validated improved student achievement of the standards.

The rigorous self-study process has validated that the school's faculty and staffs are professional, competent and dedicated to the success of all students. They have persevered to provide an improving instructional program, a vast array of support services, forged successful partnerships to supplement modest school resources, and consistently demonstrated a genuine commitment to student achievement. There is a resolve and optimism that the school can and will meet the increasing needs of a diverse and challenged student population.

The self-study has also validated the need for further professional development in implementing the content standards and more importantly, the need for a comprehensive restructuring of the school's assessment practices. In addition, with the increasing special needs population, there is a greater need for faculty members to be trained in providing a greater variety of instructional strategies.

Vision

We envision Leilehua High School to be a place where:

1. Students understand and value learning and they actively participate in the learning process.
2. Students begin to develop a personal vision, are motivated to set and achieve goals, accept responsibility for their decisions, which impact self and society.
3. The school climate encourages personal growth and instills sound moral values, while fostering a safe, secure, and caring environment.
4. Teachers use effective teaching strategies and relevant learning activities to inspire students, enabling them to work cooperatively with an appreciation for cultural and individual differences.
5. The school community inspires the students to become globally aware, life-long learners and well-rounded contributors to society.
6. Students, staff, parents, and community are proud to be a part of Leilehua, working together as a team to improve our school, confident that we have provided the best education and opportunities for our students.

Mission:

Our mission at Leilehua High School is to provide our students with quality educational services in a secure and nurturing environment. Fulfilling our mission will enable our students to be informed and responsible citizens, capable of participating in a global society.

Beliefs:

1. All students can and want to succeed, and the key to unlocking this potential is self-esteem. We nurture self-esteem by respecting, listening and supporting students, and by providing them opportunities for growth.
2. All educational efforts must emphasize and result in positive student attitudes and improved achievement.
3. Education is a shared responsibility among students, parents, staff and community.
4. The success of our students is dependent on the quality of services provided.
5. Our school is a unit of change, dynamic, full of vitality, a place where learning is valued.
6. Education must be totally integrated and meaningful so our students can meet the challenges of the 21st Century.

Expected Schoolwide Learner Results:

1. Students will become effective communicators.
 - a. Convey significant oral messages to others according to purpose
 - b. Convey significant written messages to others according to purpose
 - c. Receive and respond to messages of others
2. Students will become critical thinkers.
 - a. Apply varied and appropriate problem-solving processes.
 - b. Apply critical thinking skills to significant concepts.
3. Students will become quality producers.
 - a. Establish and pursue goals to create original products
 - b. Use technology to enhance the quality of a product
4. Students will become collaborative workers.
 - a. Establish goals cooperatively
 - b. Develop and maintain teamwork skills
5. Students will become independent learners.
 - a. Use goal setting strategies to create a positive vision in order to set priorities
 - b. Apply appropriate strategies to learn new concepts and skills.
6. Students will become responsible citizens.
 - a. Demonstrate positive and productive citizenship
 - b. Understand and accept interdependence of all people

Administrative Challenges for the 2000-2001 school year:

1. Continue work on curricular restructuring to insure alignment with the Expected Schoolwide Learning Results (ESLRs) and the revised Hawaii Content and Performance Standards (HCPS).
2. Continue work on our Focus on Learning program analysis, evidence collection and assessments as well as complete the draft of our self-study report.
3. Prepare for and successfully complete our Service Testing to meet the mandates established by the Felix Consent Decree.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	98.0
Regular Instruction, FTE	63.0
Special Education, FTE	22.0
Supplemental Instruction, FTE	13.0
Teacher headcount	98
Teachers with 5 or more years at this school	59
Teachers' average years of experience	12.4
Teachers with advanced degrees	15

Students per Teaching Staff Member

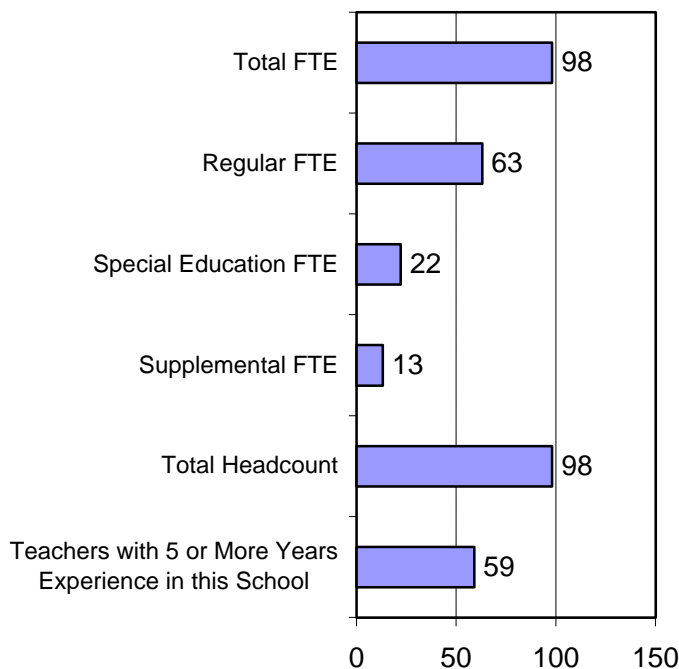
Regular Instruction	20.1
Special Education	11.3

Administrative and Student Services Staff

Administration*, FTE	8.0
Librarians, FTE	2.0
Counselors, FTE	6.0
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

Teacher Counts



Facilities

School year ending 2001

Classrooms available	84
Number of classrooms short (-) or over (+)	-7

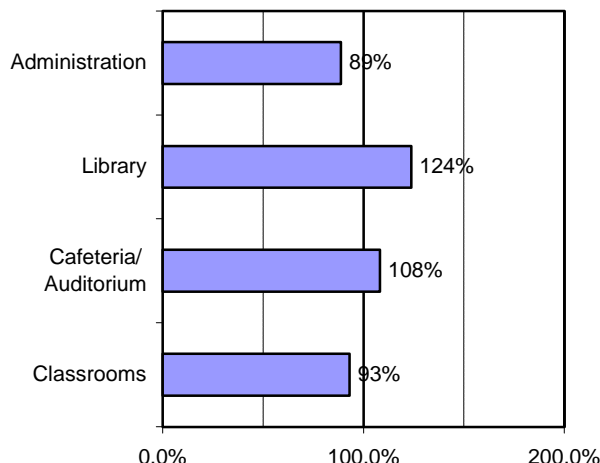
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	2	[]
Health/Safety	[]	[]	3
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

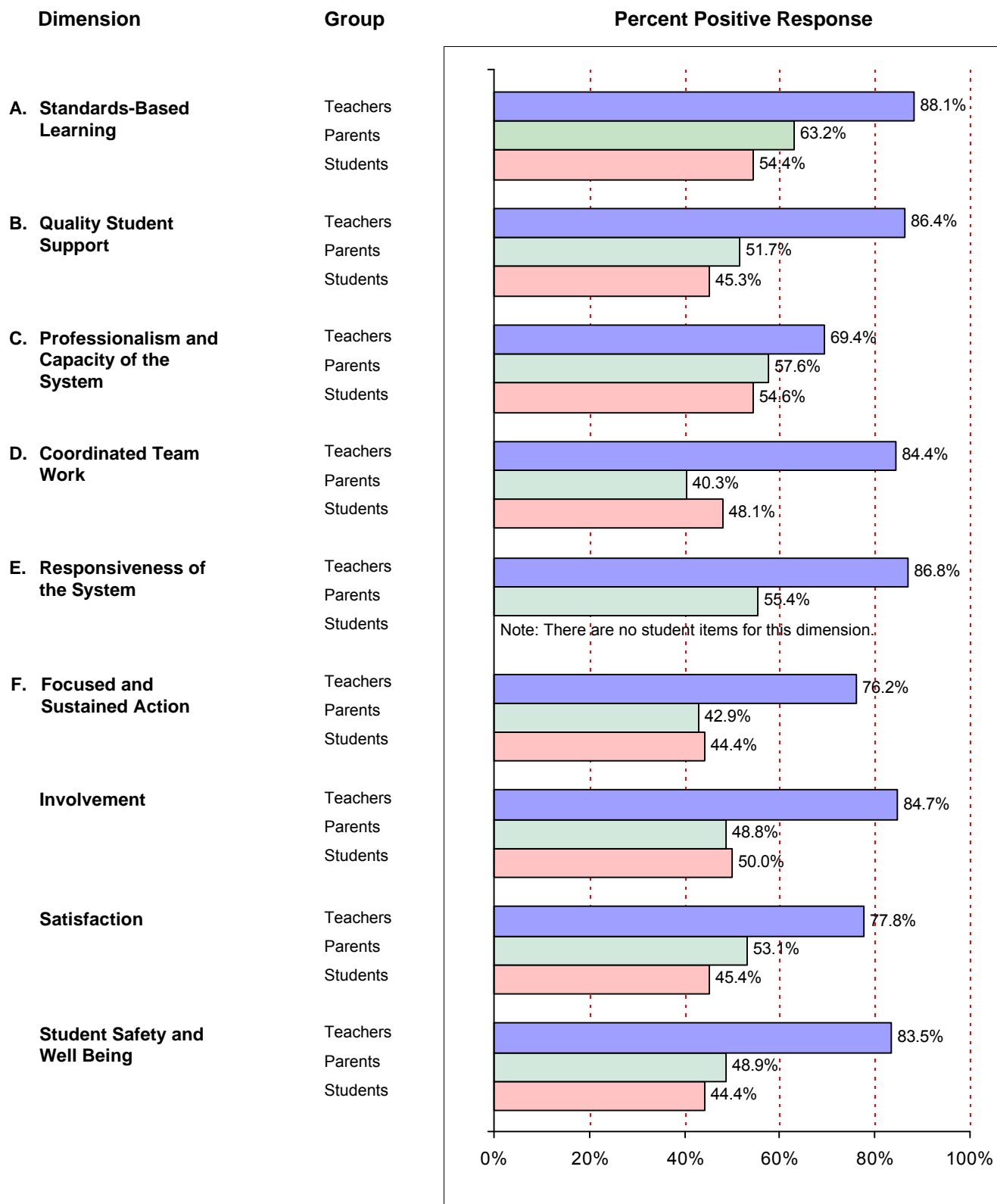
Adequacy of School's Space Compared with State Standards



School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

School Quality Survey



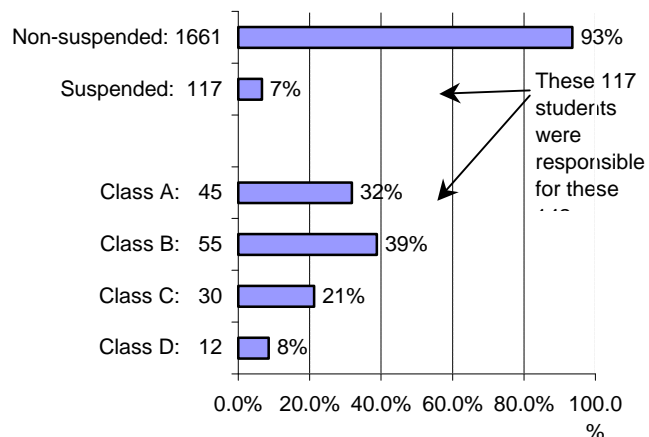
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
87.6%	90.4%	93.9%	95.0%
Average Daily Absences: in days (lower is better)			
22.2	17.3	10.2	9

Suspensions, School Year 2000-01



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

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.

School Completion

Graduates and Other Completers

	1998-99	1999-2000	2000-01
Number of Seniors	349	378	361
Diploma graduates	89.4%	97.6%	97.5%
Certificate of Course Completion	4.6%	0.0%	0.0%
Individually Prescribed Program	2.3%	1.3%	1.4%
Total school completers	96.3%	98.9%	98.9%