



William McKinley High School

School Code: 138

Grades 9-12

School Status and Improvement Report School Year 2010-11



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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 is located in urban Oahu on the edge of downtown Honolulu, at the center of Honolulu's political, economic, and cultural centers. The school was founded in 1865 and began as Fort Street English Day School, giving the school a pride in its history and traditions.

The school's attendance area extends from Kokea Street to Kalakaua Avenue, and from the H-1 Freeway to the ocean. These boundaries include apartment buildings, luxury condominium residences, high-rise complexes, public housing projects, Honolulu's Chinatown area, and residential neighborhoods. The range of these communities offers a hint of the diverse student population, which includes significant student populations in the Disadvantaged and English Language Learners subgroups.

The school's geographic location and its long list of alumni (among whom are prominent community members) parallel the high degree of community support and business-education partnerships the school enjoys. A number of 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.

Students participate in numerous types of co-curricular activities: student athletes on 56 teams compete in 19 Oahu Interscholastic Association teams; students can pursue a variety of interest areas through chartered clubs; members of the JROTC drill team, the Math team, speech and debate, and the Robotics teams have distinguished themselves in competition. Scholastic areas such as Science, World Languages, and Music also provide avenues for co-curricular activities.

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

2008-09 2009-10 2010-11

Fall enrollment

1809	1789	1782
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Number and percent of students in Special Education programs

197	190	184
10.9%	10.6%	10.3%

Number and percent of students enrolled for the entire school year

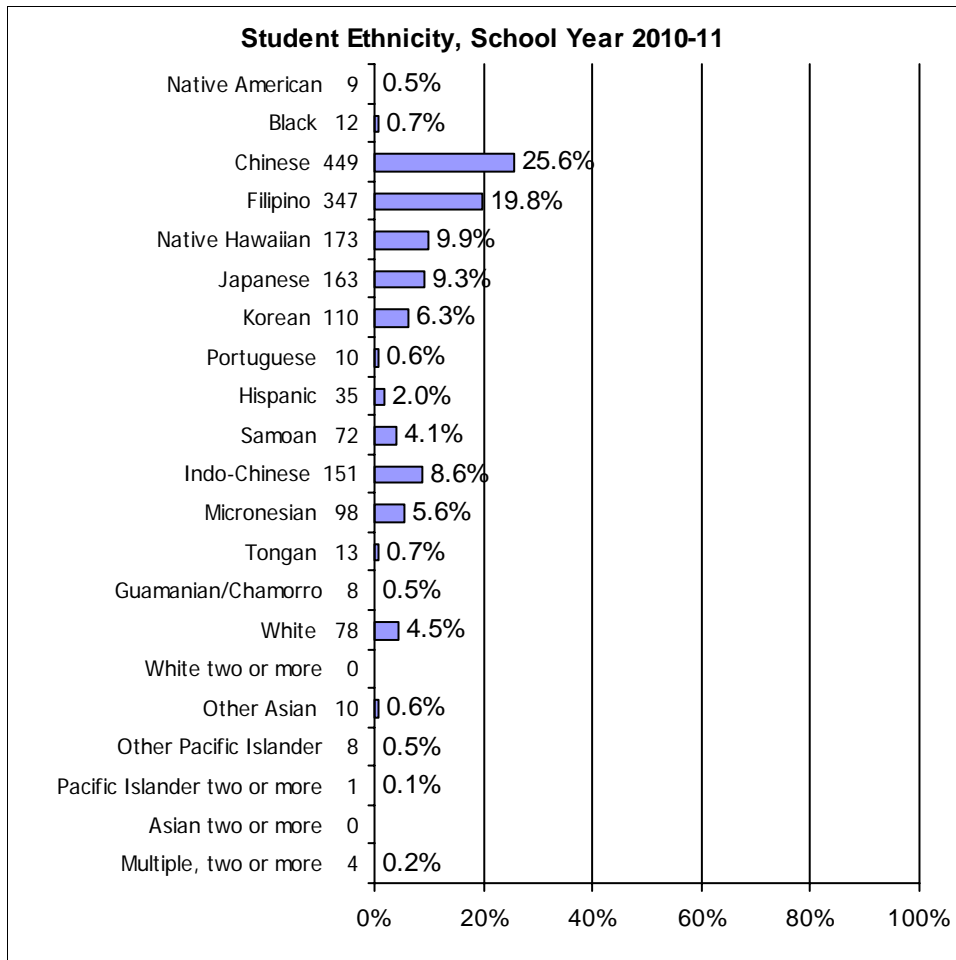
1626	1628	1657
89.9%	91.0%	93.0%

Number and percent of students with limited English proficiency

510	332	290
28.2%	18.6%	16.3%

Number and percent of students receiving free or reduced-cost lunch

903	969	1026
49.9%	54.2%	57.6%



n = 1751

Community Profile

2010 Census Data not available at this time.

School Improvement

Summary of Progress

President William McKinley High School continues to be a school in No Child Left Behind restructuring. This, with the school's federal Smaller Learning Communities grant, has provided frameworks for school improvement activities. During the 2010-2011 school year, McKinley's work to improve levels of student achievement, with objectives most notably in 9th grade retention and graduation rates, have included:

Restructuring Activities:

- Professional Learning Communities. Faculty members were organized into Professional Learning Communities as a vehicle for professional growth. PLC groups were made up of teachers from different content areas, with primary focus for groups on Quadrant D lessons to add higher levels of rigor and relevance in student learning.
- Support for student learning. A restructuring committee developed procedures for T.I.G.E.R. (Targeted Intervention, Growth, Enrichment, Review) Time, and a pilot implementation of T.I.G.E.R. Time began during the second semester. Student options for use of T.I.G.E.R. Time include extra help, meeting with teachers, homework, work on projects.
- Schoolwide grading policy. A committee was formed to put into place details for a consistent schoolwide grading procedures.
- Monitoring of implementation of schoolwide improvement activities. Another restructuring committee was established, charged with the task of collecting and analyzing data on program implementation on schoolwide improvement activities.

Smaller Learning Communities Activities:

- Expansion of Freshman Houses. A second freshman house was added for the 2010-2011 school year. Both houses included Special Education inclusion teachers for mainstreamed Special Education 9th graders.
- Quadrant D Lessons. Supported by the school's Professional Learning Communities, teachers developed and implemented Quadrant D lessons, with focus on rigor through higher order thinking skills and relevance through connections to real world activities.
- SLC Strategies and Structures. In preparation for further work with Smaller Learning Communities, faculty and staff began work in the design of SLC implementation for McKinley High School.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		97.0
Regular Instruction, FTE	77.3%	75.0
Special Instruction, FTE	17.5%	17.0
Supplemental Instruction, FTE	5.2%	5.0
Teacher headcount		98
Teachers with 5 or more years at this school		69
Teachers' average years of experience		17.2
Teachers with advanced degrees		42

Professional Teacher Credentials

Fully licensed	95.9%	94
Provisional credential	3.1%	3
Emergency credential	1.0%	1

Students per Teaching Staff *

Regular Instruction	20.0
Special Instruction	10.8

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	8.0
Librarians, FTE	1.0
Counselors, FTE	7.0
Number of principals at this school in the last five years	3

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

Facilities

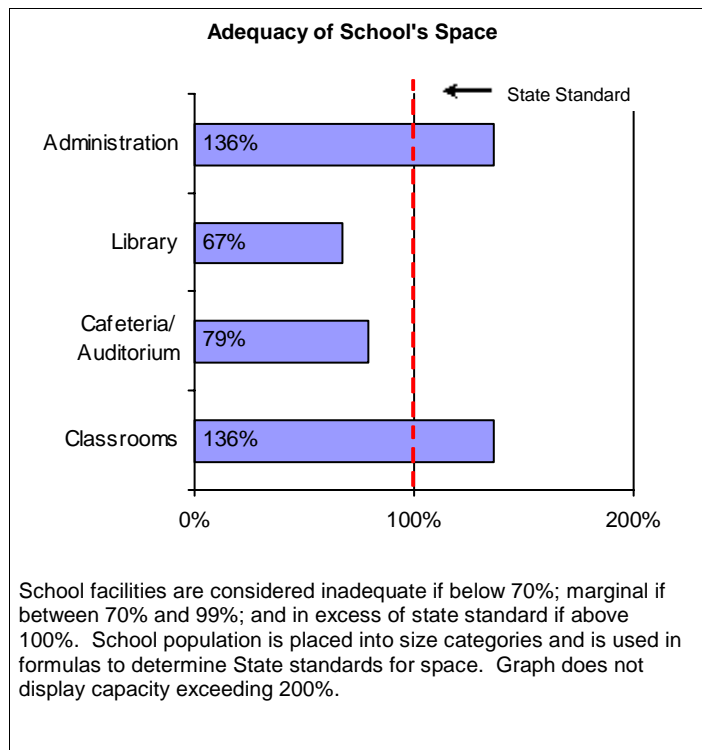
School Year Ending 2011

Classrooms available	115
Number of classrooms short (-) or over (+)	10

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.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered periodically by the System Evaluation and Reporting 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
Standards-Based Learning	2010	83.9%	86.4%	63.0%	61.8%	56.8%	55.5%
	2011	81.8%	86.7%	68.2%	65.8%	59.2%	58.2%
Quality Student Support	2010	71.4%	71.9%	61.6%	58.9%	51.3%	45.8%
	2011	66.5%	70.7%	67.1%	61.4%	54.3%	48.0%
Professionalism & System Capacity	2010	55.3%	76.6%	63.5%	59.4%	58.6%	52.9%
	2011	55.0%	75.3%	61.4%	61.8%	60.7%	55.7%
Coordinated Team Work	2010	53.0%	65.4%	52.3%	51.3%	53.5%	56.8%
	2011	51.7%	65.7%	62.1%	55.2%	60.7%	58.8%
Responsiveness of the System	2010	63.8%	74.5%	56.8%	54.2%	There are no student items for this dimension	
	2011	60.0%	74.6%	57.7%	56.4%		
Focused & Sustained Action	2010	59.6%	72.1%	53.6%	48.5%	61.1%	56.3%
	2011	56.2%	71.0%	56.0%	51.3%	63.6%	59.3%
Involvement	2010	51.9%	63.2%	58.8%	55.5%	46.7%	48.3%
	2011	48.3%	63.5%	55.6%	56.5%	47.0%	50.0%
Satisfaction	2010	57.1%	64.7%	73.4%	64.8%	57.0%	52.4%
	2011	51.1%	63.4%	73.0%	68.1%	57.4%	54.3%
Student Safety & Well Being	2010	72.5%	71.5%	60.1%	57.2%	48.9%	45.7%
	2011	72.7%	70.8%	64.9%	59.9%	52.4%	48.0%
Survey Return Rate **	2010	52.5%	62.7%	18.6%	17.8%	85.0%	84.3%
	2011	48.4%	67.6%	15.0%	17.0%	80.0%	76.3%

* State Teacher and Parent positive response figures are one of 4 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 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

Vital Signs

Student Conduct

Attendance and Absences

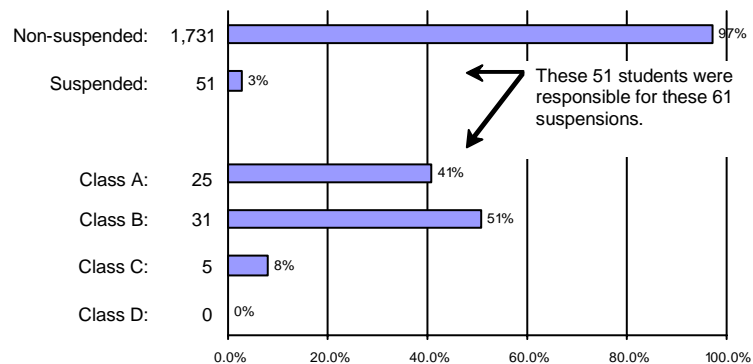
School Year			State Standard
2008-09	2009-10	2010-11	
88.8%	90.7%	92.2%	95.0%

Average Daily Attendance: %
(higher is better)

Average Daily Absences: in days			State Standard
2008-09	2009-10	2010-11	
20.0	15.4	13.8	9

Average Daily Absences: in days
(lower is better)

Suspensions, School Year 2010-2011



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
2008-09	86	20.0%
2009-10	64	18.7%
2010-11	125	25.0%

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

The 2010-11 School Dropout data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.

Graduates and Other Completers

	2008-09	2009-10	2010-11
Total number of Seniors	413	356	378
Percent of Diploma graduates	93.5%	96.1%	92.6%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	1.9%	3.4%	2.6%
Percent of school completers	95.4%	99.4%	95.2%

Total number of Freshmen	339	269	360
Percent graduated on time	82.3%	78.7%	71.9%

Freshmen who began high school in school year 2007-08 and graduated in 2010-11.

The 2010-11 on time graduation data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.

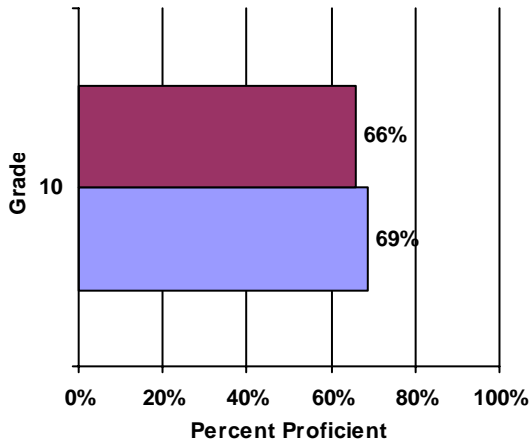
Note. " -- " means missing data.

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

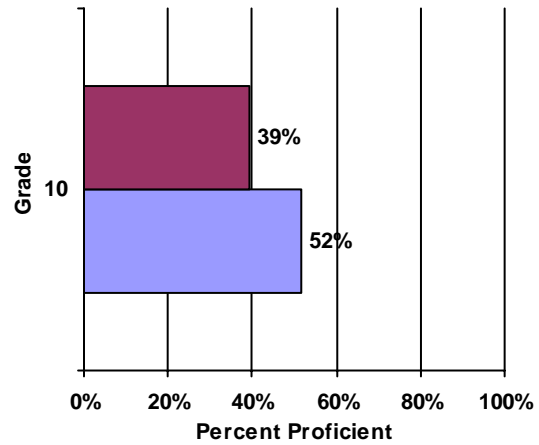
Vital Signs

Hawaii State Assessment Program

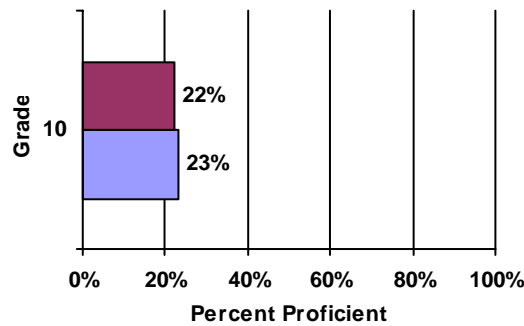
HCPS Reading



HCPS Mathematics



HCPS Science



The HCPS Science assessment is given in grades 4, 8 and 10.

School
 State

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

TerraNova, 2nd Edition
Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
10	82%	83%	92%	91%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. From 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.

"--" means missing data.

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

Other School Information

William McKinley High School was accredited by the Western Association of Schools and Colleges for a period of three years with a mid-term review. This school's accreditation term expires in 2013.

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