



# Moanalua High School

School Code: 218

Grades 9-12

## School Status and Improvement Report School Year 2012-13



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### School Address:

Moanalua High School  
2825 Ala Ilima Street  
Honolulu, Hawaii 96818

### 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

Moanalua High School was established in 1972 and graduated its first class in 1975. The 30 acre campus is situated on the outskirts of metropolitan Honolulu on the rim of Salt Lake crater. The school serves approximately 2,100 students and its student body is comprised of various ethnic groups that include Filipino, Japanese, Caucasian, Chinese, Korean, African American, and Hawaiian/part-Hawaiian, Samoan, Hispanic, and Pacific Islander backgrounds. Students come from diverse families that span the economic spectrum. Additionally, dependents of personnel from the various military services, Army, Air Force, Navy, Marine and Coast Guard comprise about 21% of the student body. The school offers a rigorous comprehensive curriculum, with college preparatory, Advanced Placement (AP), Career-Technical Education (CTE), English as Second Language Learner (ESLL), inclusion and special education offerings. Two Learning Centers for Media Communications & Technology (MeneMac), and World Languages, along with an outstanding music program, and the state's largest Air Force JROTC, round out programs offering high-quality academic opportunities available to students. The school was accredited in 2012 by the Western Association of Schools and Colleges (WASC) for a full six year term. Moanalua High School's School Community Council (SCC) was formed in June 2005 to replace SCBM as part of its governance system.

## School Setting

### Student Profile

**School year**

**2010-11 2011-12 2012-13**

**2010-11 2011-12 2012-13**

Fall enrollment

2086	2010	2020
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Number and percent of students in Special Education programs

156	155	165
7.5%	7.7%	8.2%

Number and percent of students enrolled for the entire school year

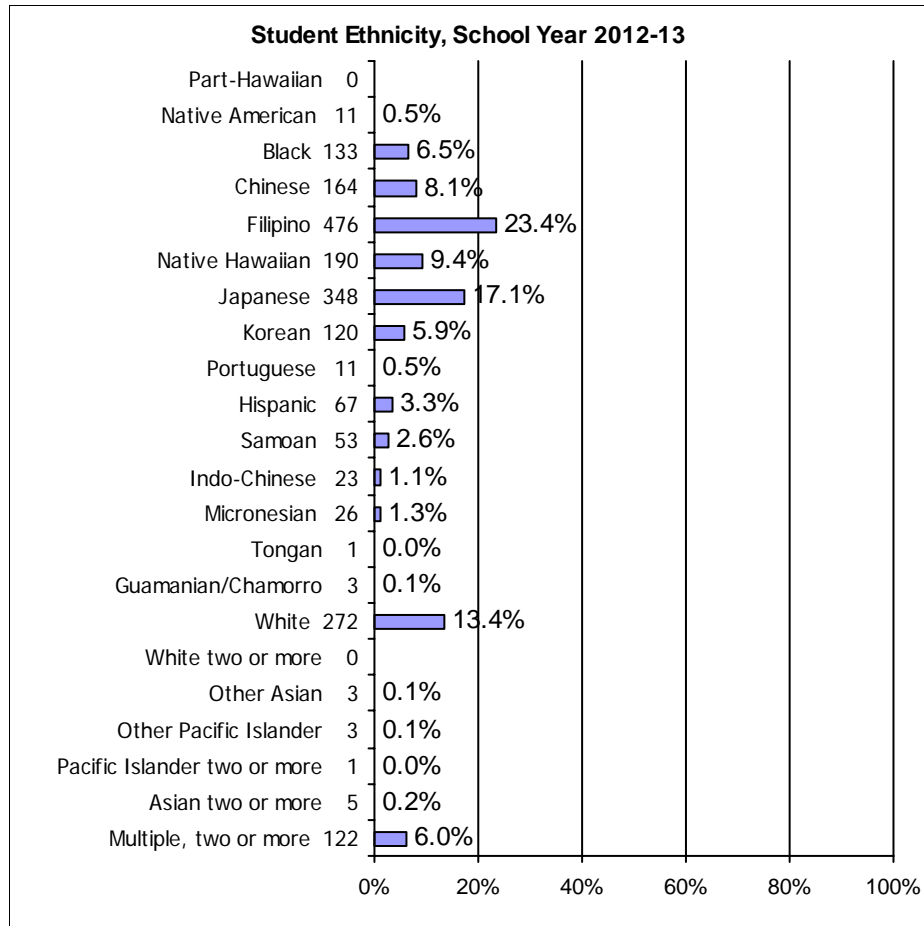
1955	1921	1927
93.7%	95.6%	95.4%

Number and percent of students with limited English proficiency

65	60	49
3.1%	3.0%	2.4%

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

378	443	458
18.1%	22.0%	22.7%



n = 2032

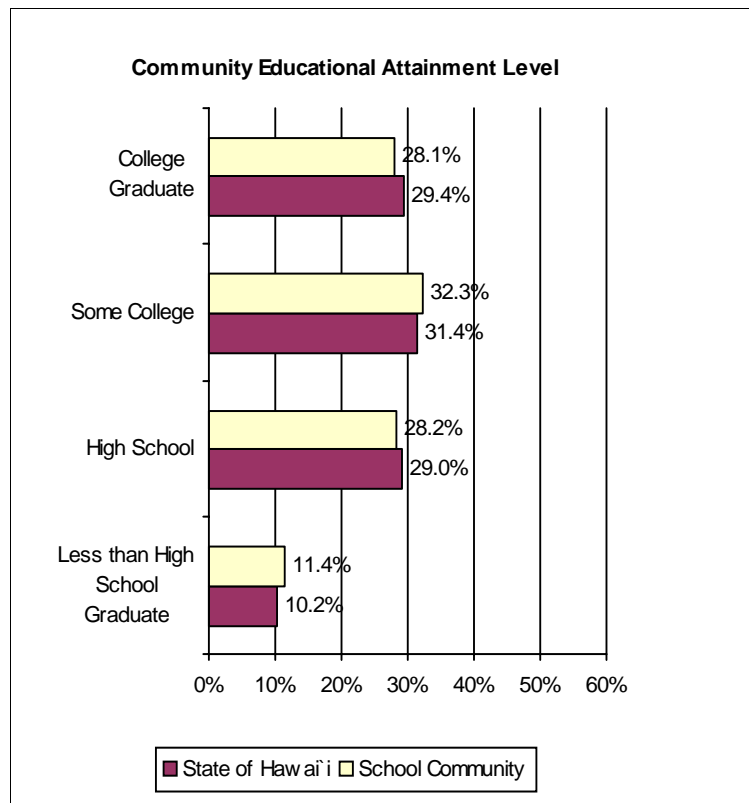
## School Setting

### 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 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**

<b>Moanalua HSC Complex</b>	School Community	State of Hawai'i
Total population	34,674	1,360,301
Percentage of population aged 5-19	18.0%	18.4%
Median age of population	37.3	38.6
Number of family households	8,523	313,907
Median household income	\$71,065	\$66,420



## School Improvement

### Summary of Progress

The goals of Moanalua High School's Academic and Financial Plan address the requirements of the Hawaii DOE Strategic Plan and incorporate recommendations of the Western Association of Schools and Colleges' (WASC) visiting committee in 2012. The focus of the school is high achievement for all students using the Rigor and Relevance framework and the Learning Criteria Model (Foundation Learning, Stretch Learning, Learner Engagement, Personal Skill Development). With this focus, our goals are 1) school-wide implementation of Data Teams utilizing the Leadership and Learning Center Data Team Model/Process, 2) transition to the Common Core State Standards, 3) reducing the achievement gap between Special Education and General Education, and 4) College and Career Readiness.

The first critical effort focuses on school wide implementation of Data Teams. The school has adapted the Leadership and Learning Center's Data Team process and organized 31 such teams. Through the data team process, a coherent, meaningful approach to curriculum, instruction, and assessment has been established to focus on improving student achievement. Key efforts of the data team process include the development of common formative assessments to drive instruction. The first school wide Data Team Showcase provided data team leaders an opportunity to share best practices and engage in cross curriculum discussions.

The second goal focuses on transitioning to the Common Core State Standards. Through data teams, teachers collaborated, examined their curriculum, and bridged lessons to meet the new standards. Further, school wide trainings were conducted on language arts and math state-wide protocols to establish the foundation for implementation of these standards.

To reduce the achievement gap between special education and general education student, the school established the third goal of SPED inclusion through Co-Teaching. The school created six teams, which paired a general education with a special education teacher who provided inclusion settings in math, language arts, social studies and science.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		114.5
Regular Instruction, FTE	82.5%	94.5
Special Instruction, FTE	14.0%	16.0
Supplemental Instruction, FTE	3.5%	4.0
Teacher headcount		116
Teachers with 5 or more years at this school		77
Teachers' average years of experience		13.2
Teachers with advanced degrees		54

#### Professional Teacher Credentials

Fully licensed	99.1%	115
Emergency hires	0.9%	1

#### Students per Teaching Staff \*

Regular Instruction	19.6
Special Instruction	10.3

\* 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 *	9.0
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

### Facilities

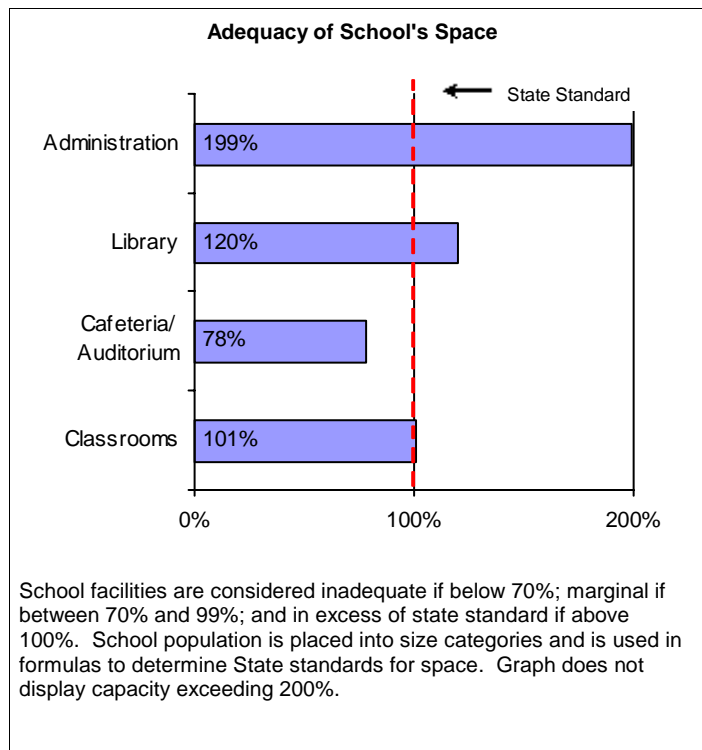
School Year Ending 2013

Classrooms available	94
Number of classrooms short (-) or over (+)	-7

#### 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	2012	--	--	--	--	--	--
	2013	97.9%	97.1%	92.0%	83.3%	86.3%	86.1%
Quality Student Support	2012	--	--	--	--	--	--
	2013	93.8%	90.9%	88.8%	82.5%	81.0%	78.0%
Professionalism & System Capacity	2012	--	--	There are no parent items for this dimension		--	--
	2013	97.6%	92.6%			91.5%	89.9%
Coordinated Team Work	2012	--	--	--	--	--	--
	2013	90.2%	84.1%	85.0%	75.4%	71.0%	72.7%
Responsiveness of the System	2012	--	--	--	--	--	--
	2013	94.5%	92.9%	91.0%	84.5%	83.0%	84.1%
Focused & Sustained Action	2012	--	--	--	--	--	--
	2013	93.8%	90.5%	92.1%	78.3%	91.8%	91.5%
Involvement	2012	--	--	--	--	--	--
	2013	94.6%	92.6%	89.3%	82.5%	79.5%	77.9%
Satisfaction	2012	--	--	--	--	--	--
	2013	93.1%	86.0%	97.7%	88.3%	84.2%	79.0%
Student Safety & Well Being	2012	--	--	--	--	--	--
	2013	92.9%	89.4%	86.3%	81.9%	78.6%	75.3%
Survey Return Rate **	2012	--	--	--	--	--	--
	2013	66.2%	73.6%	22.3%	16.5%	92.8%	75.5%

Note: Scales used in the 2013 School Quality Survey dimensions were revised. As a result the 2012 SQS percentages are intentionally blank (- -) since they are not comparable to the 2013 percentages.

\* 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 (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

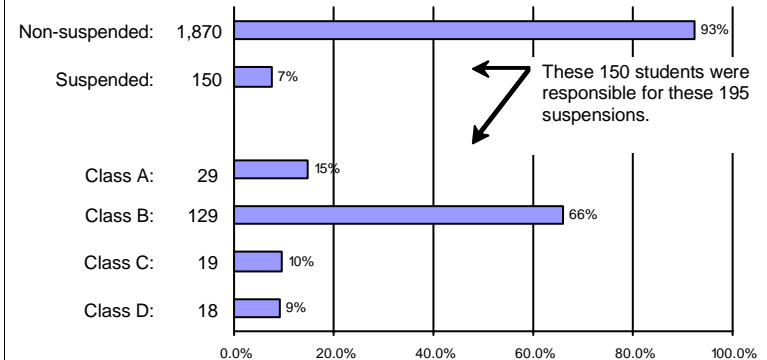
**Vital Signs**

**Student Conduct**

**Attendance and Absences**

School Year			<b>State Standard</b>
2010-11	2011-12	2012-13	
Average Daily Attendance: % (higher is better)			
95.2%	95.7%	95.6%	<b>95.0%</b>
Average Daily Absences: in days (lower is better)			
8.6	7.7	7.9	<b>9</b>

**Suspensions, School Year 2012-2013**



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
2010-11	40	7.6%
2011-12	42	7.7%
2012-13	45	8.3%

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

The 2010-11 and 2011-12 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**

	2010-11	2011-12	2012-13
Total number of Seniors	493	493	520
Percent of Diploma graduates	99.4%	98.6%	98.1%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	0.4%	0.8%	1.5%
Percent of school completers	99.8%	99.4%	99.6%

Total number of Freshmen	483	495	490
Percent graduated on time	91.5%	91.3%	89.9%

Freshmen who began high school in school year 2009-10 and graduated in 2012-13.

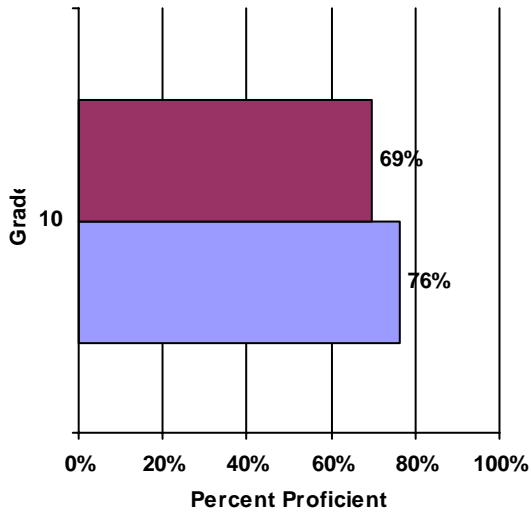
Note. " -- " means missing data.

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

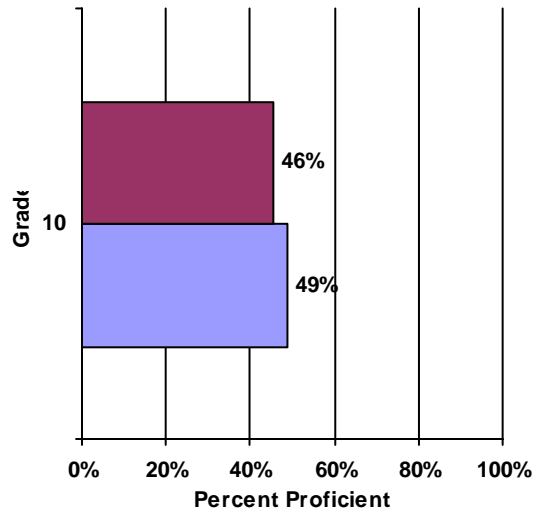
**Vital Signs**

**Hawaii State Assessment Program**

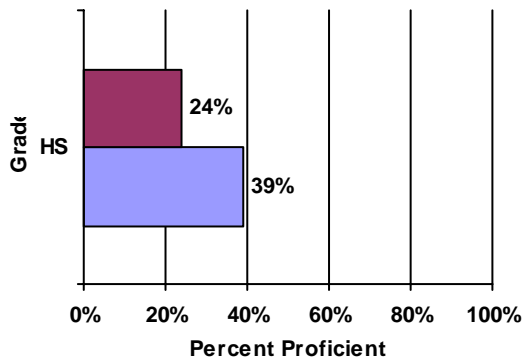
**HCPS Reading**



**HCPS Mathematics**



**HCPS Science**



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are 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**

Moanalua High School was accredited by the Western Association of Schools and Colleges for a period of six years with a mid-term review. This school's accreditation status expires in 2018.

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