

School Accountability Report

William McKinley High

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About This Report

Each year, the Department will publish this Strive HI Accountability Report to provide Hawaii stakeholders with important statewide and school-by-school data.

More information about the Strive HI Performance System can be found at HawaiiPublicSchools.org.

Strive HI: Performance Index and Classification Summary

Hawaii Public Schools School Year 2013–2014 Strive HI School Performance Report

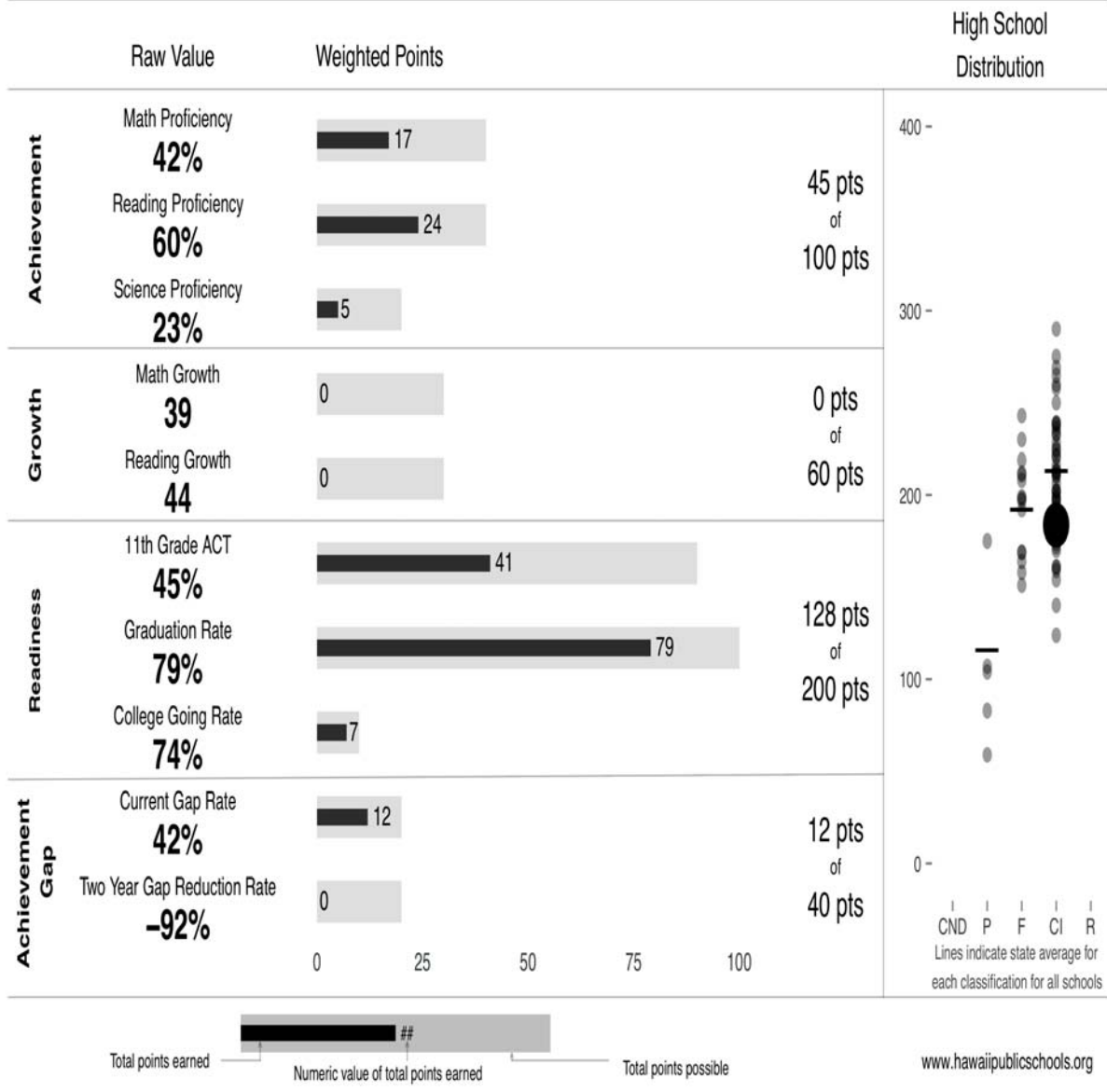
William McKinley High

184 points of 400 points

School Year 2013–2014: Continuous Improvement

Trigger: None

School Year 2012–2013: Continuous Improvement



NOTE: Final display numbers are rounded, which may cause subtotals to appear to sum incorrectly. The total points value on the upper right is accurate.

Run Date: Thursday, September 11, 2014 – Final Run

Strive HI: Student Group Performance Report

The Student Group Performance Report disaggregates key outcomes across student subgroups that include economically disadvantaged, disabled, English language learners, and five federally defined race and ethnic groups. In addition, Hawaii provides further breakdowns for Asian, Native Hawaiian, and Pacific Islander to more accurately reflect the State's population demographics.

Based on Strive HI Index scores and key graduation and achievement gap measures, a school is classified into one of five categories: Recognition, Continuous Improvement, Focus, Priority, or Superintendent's Zone. Schools classified as a High Performance Recognition School must meet all targets on its Student Group Performance Reports.

Each school's Student Group Performance Report can be found on the Strive HI section of the Accountability Resource Center of Hawaii (ARCH) webpage (<http://arch.k12.hi.us>).

State Target	Reading				Math				Science			
	Participation		Proficiency		Participation		Proficiency		Participation		Proficiency	
	95%		70%		95%		67%		95%		38%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
State: All Students	99%		69%		99%		59%		97%		40%	
All Students	95%	Yes	60%	No	95%	Yes	42%	No	89%	No	24%	No
Disadvantaged	94%	No	52%	No	94%	No	36%	No	87%	No	19%	No
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a
Limited English (ELL)	85%	No	18% ⁱ	No	83%	No	21% ⁱ	No	73%	No		n/a
Asian/Pacific Islander	96%	Yes	59%	No	96%	Yes	43%	No	89%	No	24%	No
Black		n/a		n/a		n/a		n/a		n/a		n/a
Hispanic		n/a		n/a		n/a		n/a		n/a		n/a
Native American		n/a		n/a		n/a		n/a		n/a		n/a
White		n/a		n/a		n/a		n/a		n/a		n/a
Asian	96%	Yes	67%	No	96%	Yes	53%	No	94%	No	29%	No
Native Hawaiian		n/a		n/a		n/a		n/a		n/a		n/a
Pacific Islander	95%	Yes	29%	No	98%	Yes	6%	No	74%	No	*	No
High Needs	95%	Yes	50%	No	95%	Yes	35%	No	87%	No	18%	No
Non High Needs	98%	Yes	85%	Yes	96%	Yes	60%	No	96%	Yes	38%	Yes

Source of Displayed Percentage Value

- ⁱ ELL and ELL Exits Proficiency Rate
- ⁱⁱ SPED and SPED Exits Proficiency Rate

Notes: Reported proficiency rates are actual, unadjusted rates. Proficiency rates on this report may differ from the Strive HI Index and Classification Report due to a participation rate penalty applied to some low participation rate schools under Strive HI calculations.

If asterisked, results are suppressed to protect student identity in accordance with the Family Educational Rights and Privacy Act (FERPA).

Cells with too few students (less than 40) are designated "n/a" due to reliability concerns.

Strive HI accountability proficiency results may differ from assessment proficiency results. Only students enrolled in the school for a full school year are included in Strive HI accountability results for proficiency.

Graduation Rates

All states, including Hawaii, are required to calculate graduation rates using a four-year adjusted cohort rate as defined in federal 2008 regulations.

The four-year adjusted cohort graduation rate is federally defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding students who subsequently transfer into the cohort and subtracting students who subsequently transfer out, emigrate to another country, or are deceased. Special Education students receiving certificates of completion and students taking more than four years to complete high school are not included as graduates

Performance Target	Graduation	
	High School >= 84%	
	%	Met?
State: All Students	82%	
All Students	79%	No
Disadvantaged	76%	No
Disabled (SPED)	63%	No
Limited English (ELL)	51%	No
Asian/Pacific Islander	80%	No
Black		n/a
Hispanic		n/a
Native American		n/a
White		n/a
Asian	88%	Yes
Native Hawaiian	73%	No
Pacific Islander	50%	No
High Needs	75%	No
Non High Needs	89%	Yes

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Cells with too few students (less than 40) are designated "n/a".

Student Group Assessment Results

Assessment Results

	Reading					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	95%	59%	17%	24%	46%	13%
Disadvantaged	94%	51%	20%	29%	40%	11%
Disabled (SPED)	94%	9%	69%	22%	6%	3%
Limited English (ELL)	85%	*	*	*	*	*
Asian/Pacific Islander	96%	59%	17%	24%	45%	13%
Black	*	*	*	*	*	*
Hispanic	86%	42%	17%	42%	42%	*
Native American	*	*	*	*	*	*
White	*	*	*	*	*	*
Asian	96%	66%	14%	20%	49%	17%
Native Hawaiian	92%	48%	6%	45%	42%	6%
Pacific Islander	95%	32%	33%	36%	32%	*
Male	95%	60%	20%	20%	48%	12%
Female	96%	58%	13%	28%	45%	13%
Migrant	*	*	*	*	*	*
AA Students	*	*	*	*	*	*
High Needs	95%	49%	22%	29%	38%	10%
Non High Needs	98%	86%	3%	11%	67%	18%

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.

In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.

If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in reading.

Grade	Reading % Proficient	
	2012-13	2013-14
10	67%	59%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment Results

	Math					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	95%	40%	31%	28%	28%	12%
Disadvantaged	94%	35%	36%	29%	25%	10%
Disabled (SPED)	91%	6%	81%	13%	3%	3%
Limited English (ELL)	83%	9%	67%	24%	9%	*
Asian/Pacific Islander	96%	41%	31%	28%	29%	13%
Black	*	*	*	*	*	*
Hispanic	71%	10%	70%	20%	10%	*
Native American	*	*	*	*	*	*
White	*	*	*	*	*	*
Asian	96%	52%	20%	28%	36%	17%
Native Hawaiian	92%	24%	45%	30%	21%	3%
Pacific Islander	98%	5%	65%	29%	4%	1%
Male	94%	38%	35%	27%	26%	13%
Female	96%	42%	28%	30%	31%	12%
Migrant	*	n/a	n/a	n/a	n/a	n/a
AA Students	*	*	*	*	*	*
High Needs	95%	33%	38%	29%	23%	10%
Non High Needs	96%	59%	15%	26%	40%	19%

Notes: The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date. In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflect the State's population demographics. If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in math.

Grade	Math % Proficient	
	2012-13	2013-14
10	49%	40%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA). If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment Results

	Science					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	89%	24%	35%	41%	21%	3%
Disadvantaged	87%	*	*	*	*	*
Disabled (SPED)	72%	*	*	*	*	*
Limited English (ELL)	73%	*	*	*	*	*
Asian/Pacific Islander	89%	*	*	*	*	*
Black	*	n/a	n/a	n/a	n/a	n/a
Hispanic	*	*	*	*	*	*
Native American	*	n/a	n/a	n/a	n/a	n/a
White	100%	n/a	n/a	n/a	n/a	n/a
Asian	94%	29%	29%	42%	24%	5%
Native Hawaiian	82%	16%	39%	45%	16%	*
Pacific Islander	74%	*	*	*	*	*
Male	88%	25%	36%	39%	21%	4%
Female	91%	23%	34%	42%	21%	3%
Migrant	*	*	*	*	*	*
AA Students	*	*	*	*	*	*
High Needs	87%	18%	41%	41%	15%	3%
Non High Needs	96%	38%	21%	40%	35%	4%

Notes. The percent tested and percent proficient are based on all students enrolled in tested grades on the Participation Rate Count date.
 In addition to federally required race and ethnicity reporting, Asian, Native Hawaiian, and Pacific Islander students are reported as discrete subgroups to more accurately reflects the State's population demographics.
 If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).
 If the number of students is too small, the figure is not calculated and is noted with an "n/a."

Assessment: Two-Year Trend by Grade Level

This table shows your school's assessment results over a two-year period for all grade levels tested in science.

Grade	Science % Proficient	
	2012-13	2013-14
HS	27%	24%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).
 If the number of students is too small, the figure is not calculated and is noted with an "n/a."
 High school (HS) science is based on a Biology I End-of-Course Exam.

College-Going and College Credit-Accumulation by Student Group

College-going and college credit-accumulation rates are report by: (a) all students, (b) economically disadvantaged, (c) students with disabilities, (d) English language learners, (e) seven federal race/ethnicity categories, and (f) gender.

College-Going: Counts are based on students who graduate from high school, who then enroll in an institution of higher education (IHE) within 16 months of receiving a regular high school diploma. Source data are compiled by the National Student Clearinghouse. The cohort represents the 2011-12 school year.

Credit-Accumulation: Counts are based on students who graduate from high school, who then enroll in the University of Hawaii system within 16 months of receiving a regular high school diploma and complete at least one year’s worth of college credit (applicable toward a degree) within two years of enrollment. Source data are from the Hawaii P-20 Partnership for Education (Hawaii P-20) program. The cohort represents the 2009-10 school year.

	College-Going (2011-12 Cohort)			College-Credit Accumulation (2009-10 Cohort)		
	HS Diploma	Enrolled in IHE	College-Going Rate	Enrolled in UH System	1 yr - credit Earned	Accumulation Rate
All Students	354	262	74%	201	133	66%
Disadvantaged	214	160	75%	103	74	72%
Disabled (SPED)	34	12	35%	11	2	18%
Limited English (ELL)	42	31	74%	31	21	68%
Asian	*	*	*	*	*	*
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Multiple	*	*	*	*	*	*
Male	182	134	74%	104	68	65%
Female	172	128	74%	97	65	67%

Notes: If asterisked, results are suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA).

Data are reported for the State as a whole since the Hawaii State Department of Education (HIDOE) functions as both the State Education Agency (SEA) and Local Education Agency (LEA).

Teacher Qualifications

The percentages of all public elementary and secondary teachers in the State of Hawaii who have the following types of professional qualifications are reported below.

	Full License	Emergency Hire (CTE, Niihau & Emergency Hire Special Permits)
2011-12	95%	5%
2012-13	94%	6%
2013-14	100%	0%

Notes: Due to rounding, the percentages may not sum to 100%
CTE = Career Technical Education.

Full License

A fully licensed teacher has at least a baccalaureate degree; has completed a State Approved Teacher Education Program (SATEP); has passed Praxis tests (or equivalent) and has a teacher licensure issued by the Hawaii Teacher Standards Board.

Emergency Hire

Teachers with at least a baccalaureate degree may be hired on an emergency basis when there is a position for which fully licensed teachers are not available. A teacher on emergency hire status must annually demonstrate active pursuit of obtaining a Hawaii teacher license. Emergency hires are teachers who have not met the full requirements of licensure.

Classes Not Taught By Highly Qualified Teachers

Below is the percentage of core academic content classes at the school not taught by "highly qualified" teachers as defined under ESEA (Elementary and Secondary Education Act).

	Percent	
Classes Not Taught by Highly Qualified Teachers	2011-12	17%
	2012-13	8%
	2013-14	6%

Note. The procedures and decision rules regarding the collection and summarizing of this type of data have been revised from year-to-year. Thus, comparisons between years should not be made at this time.

To comply with ESEA requirements, a teacher who is highly qualified is defined as a teacher who:

- 1) Holds at least a baccalaureate degree; and
- 2) Is fully licensed by the Hawaii Teacher Standards Board; and
- 3a) Has passed a state required test of subject matter knowledge in each core academic subject taught;
or
- 3b) Has a major (or the equivalent of a major which is 30 semester hours) in each core academic subject area taught; and
- 4) Is properly assigned at the grade levels for which the teacher is licensed.

There is an exception in ESEA that recognizes teachers participating in certain alternative routes to licensure.

National Assessment of Educational Progress (NAEP) Mathematics and Reading Results for Hawaii

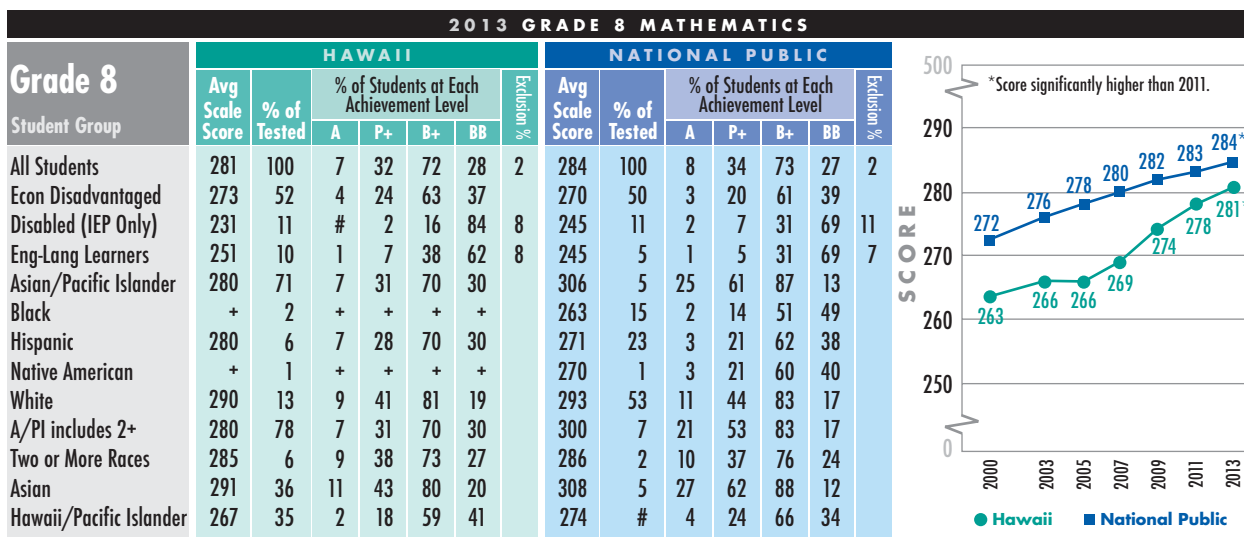
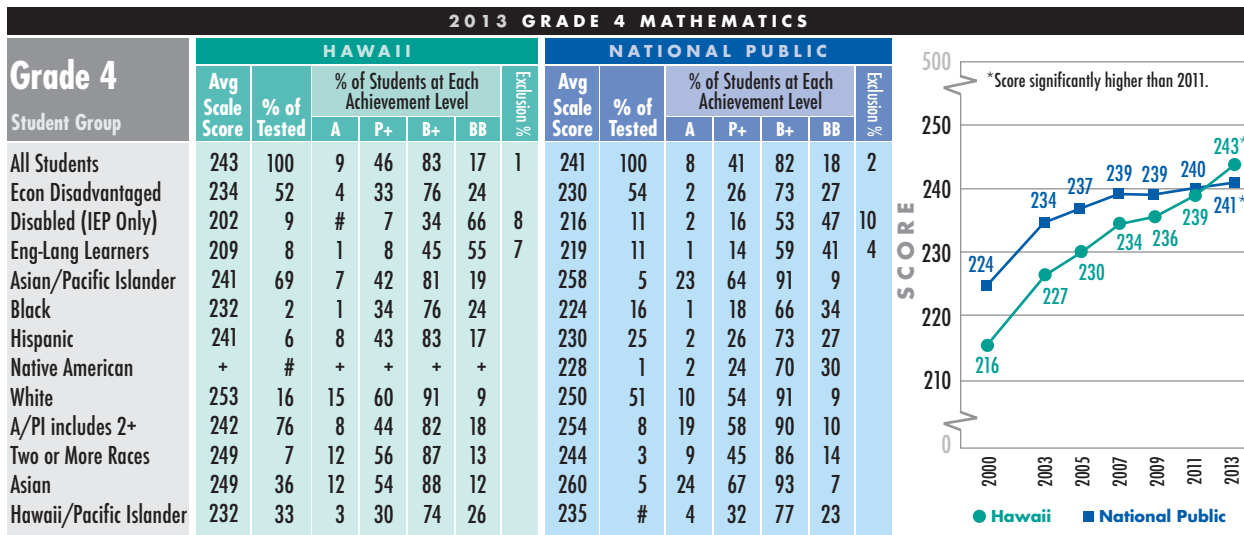
The NAEP or National Assessment of Educational Progress is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, and the Department of Defense Schools participate in mathematics and reading assessments every two years, with 2012-13 being the most recent year for the NAEP.

NAEP differs from the Hawaii State Assessment (HSA). NAEP remains a paper-and-pencil assessment. NAEP standards may or may not align with the standards assessed on the HSA. NAEP results are based on samples of students across Hawaii public and public charter schools rather than including all grade 4 and grade 8 students.

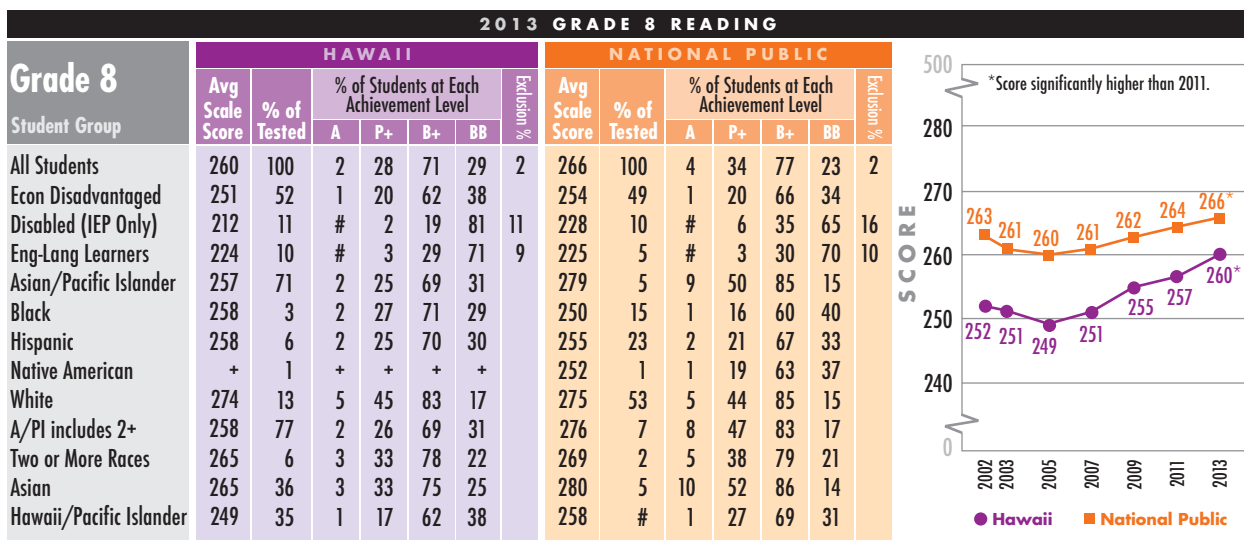
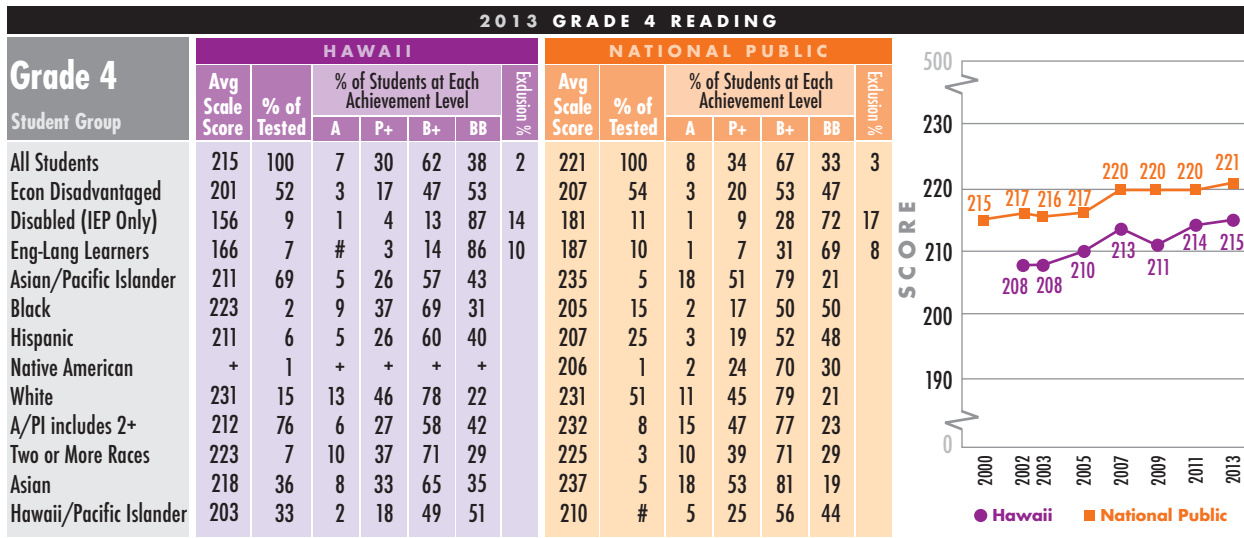
The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results along the following "achievement levels:" Advanced (A), at and above Proficient (P+), at and above Basic (B+), and Below Basic (BB). NAEP defines Advanced as "superior performance. Proficient represents "...solid academic performance [in which] students have demonstrated competency over challenging subject matter." NAEP defines Basic as "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."

The graphs on the right side of the next pages illustrate Hawaii and national trends. These trend graphs mostly indicate gains, in which gaps between Hawaii scores or percentages and those of public schools nationally have narrowed. For mathematics, Hawaii's fourth-graders not only bridged the gaps, but soared above the national averages in scale score, percent of students achieving at or above Proficient, and percent of students achieving at or above Basic. In regard to average scale score, in 2011, Hawaii was the only state to make statistically significant gains in all four subjects. In 2013, Hawaii was one of four states plus the Department of Defense Schools and the District of Columbia to make significant gains in three or more of the four assessments.

In addition to data pertaining to All Students, there are student subgroups that include economically disadvantaged as measured by eligibility for free or reduced-price lunch, disabled or students with an Individual Education Plan, English-language learners, and students grouped by placement in one of the federal ethnicity/race categories. This year's report also includes exclusion rates.



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels **P+** and **B+** are cumulative. **P+** reflects those students who are Advanced or Proficient. **B+** reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels). (C) + = Too few to allow release of data.



Notes. (A) # = Rounds to Zero. (B) Percentages reported under achievement levels **P+** and **B+** are cumulative. **P+** reflects those students who are Advanced or Proficient. **B+** reflects those students who are Advanced, Proficient, or Basic (See prior page for specific definitions of NAEP achievement levels). (C) + = Too few to allow release of data.