

School Accountability Report

Kalaheo 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 2014–2015 Strive HI School Performance Report

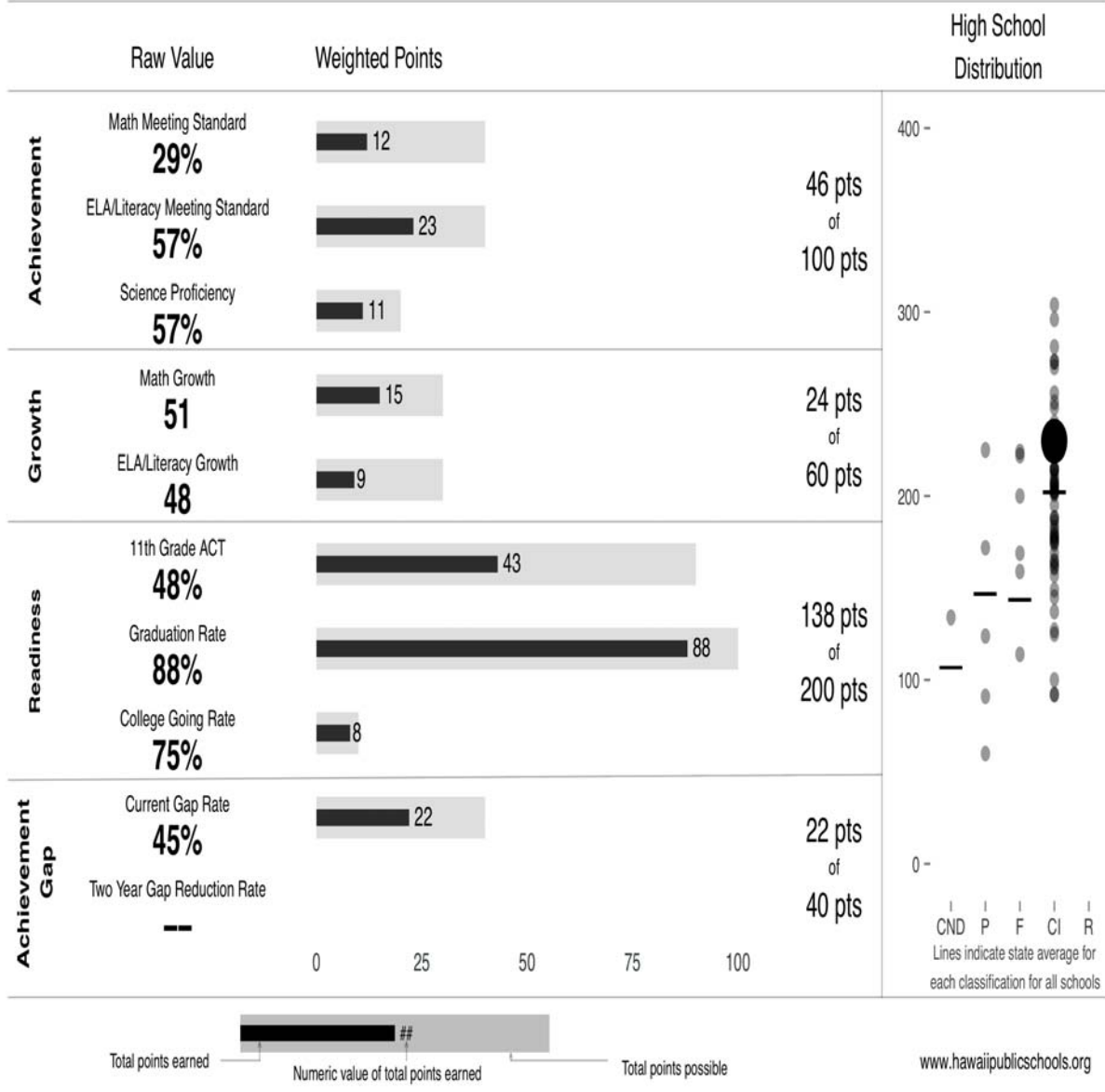
Kalaheo High

230 points of 400 points

School Year 2014–2015: Continuous Improvement

Trigger: None

School Year 2013–2014: Continuous Improvement



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	ELA/Literacy				Math				Science			
	Participation		Meeting Standard		Participation		Meeting Standard		Participation		Proficiency	
	95%		62%		95%		52%		95%		59%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
State: All Students	98%		48%		98%		41%		96%		42%	
All Students	96%	Yes	57%	No	96%	Yes	29%	No	96%	Yes	57%	No
Disadvantaged	94%	No	46%	No	94%	No	17%	No	96%	Yes	35%	No
Disabled (SPED)		n/a		n/a		n/a		n/a		n/a		n/a
Limited English (ELL)		n/a		n/a		n/a		n/a		n/a		n/a
Asian/Pacific Islander	95%	Yes	53%	No	95%	Yes	26%	No	94%	No	51%	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	98%	Yes	61%	No	98%	Yes	35%	No	99%	Yes	64%	Yes
Asian	95%	Yes	71%	Yes	95%	Yes	40%	No	98%	Yes	67%	Yes
Native Hawaiian		n/a		n/a		n/a		n/a	93%	No		n/a
Pacific Islander		n/a		n/a		n/a		n/a		n/a		n/a
High Needs	93%	No	40%	No	93%	No	16%	No	92%	No	35%	No
Non High Needs	97%	Yes	64%	Yes	97%	Yes	36%	No	98%	Yes	69%	Yes

Source of Displayed Percentage Value

- i ELL and ELL Exits Achievement Rate
- ii SPED and SPED Exits Achievement 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	
	>= 85%	
	%	Met?
State: All Students	82%	
All Students	88%	Yes
Disadvantaged	88%	Yes
Disabled (SPED)		n/a
Limited English (ELL)		n/a
Asian/Pacific Islander	89%	Yes
Black		n/a
Hispanic		n/a
Native American		n/a
White	84%	No
Asian		n/a
Native Hawaiian		n/a
Pacific Islander		n/a
High Needs	86%	Yes
Non High Needs	88%	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

	English Language Arts/Literacy					
	% Tested	% Meeting Standard	% in Each Standard Level			
			Did Not Meet	Nearly Met	Met	Exceeded
All Students	95%	56%	20%	24%	28%	28%
Disadvantaged	94%	46%	21%	33%	27%	19%
Disabled (SPED)	84%	11%	52%	37%	11%	*
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	95%	52%	25%	24%	26%	25%
Black	*	*	*	*	*	*
Hispanic	86%	50%	22%	28%	33%	17%
Native American	*	*	*	*	*	*
White	98%	62%	15%	23%	28%	34%
Asian	95%	71%	19%	10%	29%	43%
Native Hawaiian	95%	28%	25%	47%	17%	11%
Pacific Islander	*	*	*	*	*	*
Male	97%	49%	26%	25%	29%	20%
Female	94%	64%	13%	23%	26%	37%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a
AA Students	*	*	*	*	*	*
High Needs	92%	39%	27%	34%	24%	15%
Non High Needs	97%	64%	17%	19%	30%	34%

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	English Language Arts/Literacy % Meeting Standard	
	2013-14	2014-15
10	76%	--
11	--	56%

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." The high school grade tested for the State Assessment changed from 10th to 11th grade between 2013-14 and 2014-15.

Assessment Results

	Math					
	% Tested	% Meeting Standard	% in Each Standard Level			
			Did Not Meet	Nearly Met	Met	Exceeded
All Students	96%	28%	42%	30%	18%	10%
Disadvantaged	94%	17%	52%	31%	8%	8%
Disabled (SPED)	84%	*	*	*	*	*
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	95%	25%	46%	28%	18%	8%
Black	*	*	*	*	*	*
Hispanic	90%	21%	42%	37%	16%	5%
Native American	*	*	*	*	*	*
White	98%	34%	37%	29%	20%	15%
Asian	95%	40%	38%	21%	24%	17%
Native Hawaiian	95%	14%	56%	31%	14%	*
Pacific Islander	*	*	*	*	*	*
Male	97%	26%	47%	26%	16%	11%
Female	95%	30%	36%	34%	21%	10%
Migrant	n/a	n/a	n/a	n/a	n/a	n/a
AA Students	*	*	*	*	*	*
High Needs	93%	15%	57%	28%	7%	7%
Non High Needs	97%	35%	35%	30%	23%	12%

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 math.

Grade	Math % Meeting Standard	
	2013-14	2014-15
10	43%	--
11	--	28%

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."
 The high school grade tested for the State Assessment changed from 10th to 11th grade between 2013-14 and 2014-15.

Assessment Results

	Science					
	% Tested	% Proficient	% in Each Proficiency Level			
			Well-Below	Approaches	Meets	Exceeds
All Students	96%	57%	13%	30%	39%	18%
Disadvantaged	96%	35%	23%	42%	30%	5%
Disabled (SPED)	83%	10%	65%	25%	10%	*
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	94%	51%	17%	32%	43%	8%
Black	*	*	*	*	*	*
Hispanic	90%	44%	11%	44%	33%	11%
Native American	n/a	n/a	n/a	n/a	n/a	n/a
White	99%	64%	10%	26%	34%	30%
Asian	98%	67%	12%	21%	58%	9%
Native Hawaiian	93%	26%	31%	44%	26%	*
Pacific Islander	*	*	*	*	*	*
Male	94%	53%	19%	29%	37%	16%
Female	98%	61%	8%	32%	41%	20%
Migrant	*	*	*	*	*	*
AA Students	*	*	*	*	*	*
High Needs	92%	35%	27%	38%	31%	4%
Non High Needs	98%	69%	5%	26%	44%	26%

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	
	2013-14	2014-15
HS	50%	57%

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 2012-13 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 2010-11 school year.

	College-Going (2012-13 Cohort)			College-Credit Accumulation (2010-11 Cohort)		
	HS Diploma	Enrolled in IHE	College-Going Rate	Enrolled in UH System	1 yr - credit Earned	Accumulation Rate
All Students	169	127	75%	93	38	41%
Disadvantaged	51	39	76%	29	10	34%
Disabled (SPED)	11	8	73%	11	1	9%
Limited English (ELL)	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Multiple	*	*	*	*	*	*
Male	86	56	65%	38	15	39%
Female	83	71	86%	55	23	42%

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)
2012-13	92%	8%
2013-14	98%	2%
2014-15	94%	6%

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	2012-13	20%
	2013-14	15%
	2014-15	23%

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 a 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 2014-15 being the most recent year for the NAEP. NAEP also assessed Science in 2014-15, but the results have not yet been released.

NAEP differs in several ways from the Smarter Balanced Assessments which serve as the main state assessments for Hawaii. NAEP remains a paper-and-pencil assessment through the 2014-15 school year. NAEP shows only a partial alignment with the Common Core Standards, especially in the recommended or implied sequence of instruction. Furthermore, 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. In the period from 1999 through 2013, the trend graphs indicated gains, in which gaps between Hawaii scores or percentages and those of national public schools narrowed. However, in 2015, Hawaii's scores declined in grade 4 mathematics, grade 8 mathematics and grade 8 reading, and were static for grade 4 reading. These declines and stasis paralleled national results. The gap for grade 4 reading remained at six scale score points. The gap for grade 8 reading increased from six points in 2013 to seven points in 2015. The gap for grade 8 mathematics declined from three points in 2013 to two points in 2015. And for grade 4 mathematics, where Hawaii exceeded the national average scale score by two points in 2013, it fell to two points below the national average scale score in 2015. Despite the declines and stasis from 2013 to 2015, Hawaii's gains from 2005 to 2015 were the second highest in the nation. A report by the Chamber of Commerce Foundation, "Laggards to Leaders," commends Hawaii for this decade of improvement.

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 or 504 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.