

X New Request

 Renewal

**SCHOOL COMMUNITY COUNCIL
WAIVER/EXCEPTION REQUEST FORM**

(Please use one form for each request)

SCHOOL: Kauai High School

DATE: 03/4/2014

DISTRICT: Kauai

COMPLEX: Kapaa-Kauai-Waimea

Achieved AYP: Yes X No

School Status:

School Proficiency Levels:

 Recognition

 Continuous Improvement

 X Focus

 Priority

 Sup't Zone

Reading Gr 10 78%

Math Gr 10 53%

Graduation Rate 83%

*****Attach Trend Report.**

- A. List the specific policy, regulation, rule, procedure or the specific article within the collective bargaining agreement from which the school is seeking relief.

As outlined by the document "School Schedule Criteria School Year 2014-2015"

Under Teacher Schedule, for departmental classes, during regular work day, per week:

440 minutes to be used exclusively for meetings (faculty, departmental, grade level, curriculum); passing, opening, and closing time; recess; homeroom; scheduled activity periods on a voluntary basis; and study hall

- Our proposed bell schedule allots for 379 minutes, 61 minutes short of the 440 minutes. Our staff feels this schedule meets the needs of our school.
- Our proposed bell schedule allots 287 minutes of teacher preparation time, which is over the contractual minimum of 225. (There is a difference of 62 minutes in favor of the teachers.) These additional minutes may be used for all EES requirements.

- B. Describe 1) the desired change, and 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement. Include specific quantitative, qualitative and longitudinal data to support the need for the request.

1. We are seeking approval of our voted upon and passed Bell Schedule for the SY2014-15. Our school's proposed bell schedule complies with all necessary requirements of ACT 167 for student instructional time.

379 minutes to be used exclusively for meetings exclusively for meetings (faculty, departmental, grade level, curriculum); passing, opening, and closing time; recess; homeroom; scheduled activity periods on a voluntary basis; and study hall. 61 minutes short of the 440 maximum minutes allowed by the HSTA contract.

2. With the addition of the 7th period, we are able to offer students more options including a 4th year of math or science and Advanced Placement courses. There

Is also an increase in a variety of elective courses which allows them to tailor their selections based on their college and career interests.

With the change from an alternating block schedule to a fixed block schedule, it allows for students to pursue extracurricular academic opportunities such as Running Start and community internships.

In addition, the 7 periods allows our students to "have access to coursework in order to earn more than 6 credits per year."

Our proposed bell schedule allows us the flexibility to meet the needs of the 72% of our students identified in our Comprehensive Needs Assessment that require Response to Intervention.

Currently, 1163 students are enrolled in 6978 sections. With our proposed bell schedule, 1118 students (projected enrollment) will be enrolled in 7826 sections for SY 2014 - 2015. In addition, we have seen an increase of almost 25% of students registered for a 4th year of math or science.

- C. If a renewal, describe and evaluate the outcomes of the requested change. Explain what was achieved and the impact on student learning. (Include specific quantitative and/or qualitative data.)

N/A

- D. Please provide additional information (data and narrative) for the following type of request applicable:

N/A

E. All Other Requests:

Provide information and explanation as indicated in Sections A, B, and C, and other additional information applicable.

No additional information

- F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

Date	Type of Meeting	Summary of Outcome
SY2012-2013	Leadership Team	-discuss bell schedule changes and need to meet ACT 167, 52 -Begin break down of requirements
08/14/2013	Faculty Meeting	-Review of "School Schedule Criteria School Year 2014-2015" hand out outlining requirements and processes for bell

		<p>schedule changes.</p> <ul style="list-style-type: none"> -Call for committee members, J. Inouye as lead. -After couple weeks only 1 person joined. <p>Communication then began through email and schedule submissions.</p>
09/2013	Communication via Lotus Notes only	<ul style="list-style-type: none"> -4 main submissions of different types of bell schedules to be looked at for possible Bell schedule options
10/2013	Communication via Lotus Notes only	<ul style="list-style-type: none"> -revisions to submitted schedules to meet ACT 167+HSTA contractual minutes. -concerns about utilization of time -clarifications on what is designated as student instructional versus teacher instructional time
11/27/2013	Leadership Team Meeting	<ul style="list-style-type: none"> -discussed the validity of bell schedules submitted. Determined that department leaders would go back to departments to discuss options, pros, cons, questions, and any issues.
12/11/2013	Leadership Team Meeting	<ul style="list-style-type: none"> -discussed input from departments on bell schedule submissions. -narrowed to 2 options to bring to consensus.
1/15/2014	Faculty Meeting	<ul style="list-style-type: none"> -reminded of timeline and events of bell schedule decision making -principal called for consensus for 1 of the 2 options, and consensus was reached -voting for option #1 to begin next day.
1/16-23/2014	Bargaining Unit 5 voting	<ul style="list-style-type: none"> -voting completed with a majority of 95% to pass bell schedule option 1.

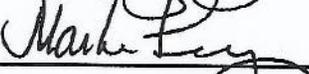
G. SCC Waiver/Exception Signature Page

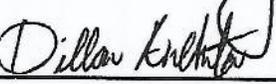
WAIVER/EXCEPTION SIGNATURE PAGE

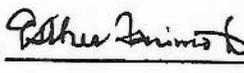
The signatures on this page acknowledge that the decision to request the attached waiver/exception was reached through a collaborative process. If this request is an exception to a collective bargaining agreement, the decision by members of the bargaining unit was achieved through consensus. (Because exceptions to collective bargaining agreements involve the rights of other employees, consensus, specifically by affected unit members, is necessary to waive those rights. It is possible for these unit members to agree on a fallback decision-making option provided that the agreement on the fallback option was reached through consensus.)

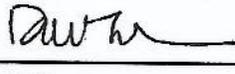
Administration  Date 6.6.14

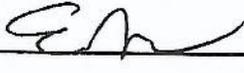
Community Representative(s)  Date 3/6/14

Parent Representative(s)  Date 3/6/14

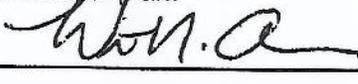
Student Representative(s)  Date 3/6/14

Noncertificated Staff Representative(s)  Date 3/6/14

Teacher Representative(s)  Date 3/6/14

 Date 3/6/14

Complex Area Superintendent (CAS): William N. Arakaki (print name)
This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan.

CAS Signature:  Date 3/7/14

HSTA PROCESS CHECK REQUIREMENT:
To ensure that the process to reach the decision for a contract exception request was followed, (the faculty either reached consensus or failing to reach consensus, the faculty held a secret ballot vote that resulted in active faculty members casting a ballot with 66-2/3% or higher affirmative vote), the Teacher Representative should email the UniServ Director with a cc to Raymond Camacho (rcamacho@hsta.org). Please attach a copy of the email sent to the UniServ Director.

RETURN FORM TO: OCISS, School Renewal and Redesign Section
475 22nd Avenue, Room 109
Honolulu, Hawaii 96816
OR FAX TO: 735-8379

FAILURE TO SUBMIT A COMPLETE AND TIMELY WAIVER/EXCEPTION REQUEST MAY RESULT IN THE REQUEST NOT BEING PROCESSED.

OPTION 1: Skinny with A/B Schedule-3x Weekly Study Hall (Teacher instruct 6 on 7)

Adapted from Maui High School Proposed Bell Schedules

	Monday	Tuesday	Wednesday	Thursday	Friday
	FULL DAY	A Day	B Day	A Day	B Day
Student	7:45am-2:45pm	7:45am-2:45pm	7:45am-1:30pm	7:45am-2:45pm	7:45am-1:30pm
Teacher	7:45am-2:45pm	7:45am-2:45pm	7:45am-2:45pm	7:45am-2:45pm	7:45am-2:45pm

	Student Category	Teacher Category	Start	End	Time	Time in MIN/Week
Period 1	I	P	7:45	8:35	0:50	50
Passing	NON-I	M	8:35	8:40	0:05	5
Period 2	I	I	8:40	9:30	0:50	50
Recess	NON-I	M	9:30	9:45	0:15	15
Period 3	I	I	9:45	10:35	0:50	50
Passing	NON-I	M	10:35	10:40	0:05	5
Period 4	I	I	10:40	11:30	0:50	50
Passing	NON-I	M	11:30	11:35	0:05	5
Period 5	I	I	11:35	12:25	0:50	50
Lunch	NON-I	L	12:25	12:55	0:30	30
Passing	NON-I	M	12:55	1:00	0:05	5
Period 6	I	I	1:00	1:50	0:50	50
Passing	NON-I	M	1:50	1:55	0:05	5
Period 7	I	I	1:55	2:45	0:50	50

	Student Category	Teacher Category	Start	End	Time	Time in MIN/Week
Period 1	I	P	7:45	9:06	1:21	162
Opening	I	M	9:06	9:11	0:05	10
Recess	NON-I	M	9:11	9:26	0:15	30
Period 2	I	I	9:26	10:47	1:21	162
Passing	NON-I	M	10:47	10:52	0:05	10
Period 3	I	I	10:52	12:13	1:21	162
Lunch	NON-I	L	12:13	12:43	0:30	60
Passing	NON-I	M	12:43	12:48	0:05	10
Period 4	I	I	12:48	2:09	1:21	162
Study Hall	I	M	2:09	2:45	0:36	72

	Student Category	Teacher Category	Start	End	Time	Time in MIN/Week
Period 5	I	I	7:45	9:08	1:23	83
Opening	I	M	9:08	9:13	0:05	5
Recess	NON-I	M	9:13	9:28	0:15	15
Period 6	I	I	9:28	10:51	1:23	83
Lunch	NON-I	L	10:51	11:21	0:30	30
Recess/Passing	NON-I	M	11:21	11:36	0:15	15
Period 7	I	I	11:36	12:59	1:23	83
Study Hall	I	M	12:59	1:30	0:31	31
Dept/Faculty Meeting	NON-I	M	1:30	2:45	1:15	75

	Student Category	Teacher Category	Start	End	Time	Time in MIN/Week
Period 2	I	I	7:45	9:08	1:23	83
Passing	NON-I	M	9:08	9:13	0:05	5
Advisory	I	M	9:13	9:49	0:36	36
Recess	NON-I	M	9:49	10:04	0:15	15
Period 4	I	M	10:04	11:27	1:23	83
Lunch	NON-I	L/M	11:27	11:57	0:30	30
Recess/Passing	NON-I	M	11:57	12:07	0:10	10
Period 6	I	I	12:07	1:30	1:23	83
Teacher Prep	NON-I	P	1:30	2:45	1:15	75

Analysis of Minute Distribution

Student			
Instructional	I	1650	Meets ACT 167 minimum
Teacher			
Instructional	I	1284	OK...Within HSTA Contract
Prep	P	287	OK...Exceeds HSTA Contract
Duty Free Lunch	L	150	OK...Meets HSTA
Miscellaneous	M	379	OK...Meets HSTA

Summary of Schedule Features

1. Sections to meet 3 times weekly
2. Student will be supervised by teachers during Opening (announcements), advisory, study hall periods.
3. Has ability to do a split lunch if needed.
4. Extended Lunch + Recess on Wednesdays B days allow for clubs and organization to hold lunch time meetings.
5. Assumes teachers teach 7 on 8 (6 curriculum instruction, 1 advisory, 1 prep) student periods with the one period as a floating prep.
6. Class periods are fixed which allows for Running Start/modified early release for seniors.

-Structure can be modified for school needs/program preferences.

-Addresses concerns about providing in school opportunities for tutoring/study hall/Advisory (PTP) option.

-Allows for Meeting time

-Similar category pieces can be moved. (ex. Passing time in start of day (S and T, NON-I) can be taken from recess (S and T, NON-I) minutes to accommodate.

School Accountability Report

Kauai High

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Hawaii's public schools are striving to prepare all students for success in college, careers, and citizenship in the 21st century. To meet this ambitious goal we must set high expectations, regularly review our progress, and provide customized support to every student, educator, and school.

This year, the Hawaii Department of Education launched the Strive HI Performance System – Hawaii's new, federally approved school accountability and improvement system. It is designed to provide better information to parents, communities, educators and policymakers to help them better understand school performance. It also helps system leaders tailor rewards, support and interventions for schools based on their individual needs.

The first annual results of the Strive HI Performance System are promising. The state is on-track to graduate more college- and career-ready students. We made significant progress on one of our most important priorities: closing achievement gaps between student groups. And a majority of the state's lowest-performing schools made tremendous growth after receiving targeted supports in the "Zones of School Innovation." For more information go to <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/RaceToTheTop/Pages/ZSI.aspx>.

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. Over the next year, the Department will engage stakeholders (including educators, parents and community members) to gain feedback on how to improve the design of these reports to make them more user-friendly and meaningful. More information to come about how to participate in this process.

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

Strive HI: Performance Index and Classification Summary

Kauai High Strive HI 2012-13 Step: Focus Index Score: 240

Indicator	Definition	High School Distribution by Strive HI Classification
Achievement Math Proficiency School: 52% State: 60% Reading Proficiency School: 78% State: 72% Science Proficiency School: 29% State: 34%	The proportion of students who scored proficient or higher on the state assessment. For mathematics and reading, students were tested on the Hawaii State Assessment in grades 3-8 and 10. For science, exams occur in grades 4, 8, and as a high school end-of-course Biology exam.	
Growth Math Median SGP School: 48 Reading Median SGP School: 48	An individual student's growth percentile compares her learning gains to all Hawaii students with a comparable test history. (Similar to a pediatrician's height and weight chart, a student with an 87 Student Growth Percentile gained more than 87 percent of her academic peers). A school's Median Student Growth Percentile (SGP) summarizes the individual learning gains of all of its students.	
Readiness 11th Grade ACT School: 44% State: 34% Graduation Rate School: 82% State: 82% College-Going Rate School: 72% State: 63%	University of Hawaii research finds that a 19 on the ACT (scored from 1-36) predicts success in college courses. The percentage of students who graduated within four years with a regular diploma. The proportion of students who enrolled in a 2- or 4-year college within 16 months of high school graduation.	
Achievement Gap Non High-Needs Proficiency School: 73% State: 83% High-Needs Proficiency School: 55% State: 55% Current-Year Gap Rate School: 25% State: 33% 2-Year Gap Reduction Rate School: 34% State: 12%	Achievement gaps are calculated between high-needs students (English language learners, economically disadvantaged, or students with disabilities) and non high-needs students. These proficiency rates combine math and reading proficiency. The Current Gap Rate measures the most recent gap on the Hawaii State Assessment. A larger Gap Rate means a more severe gap. The 2-Year Gap Reduction Rate measures how well the school has closed the gap over the past two years. A larger Gap Reduction Rate means the gap closed more.	
	Based on the indicators on the left, schools receive a total Index score out of 400. Based on that score and other factors, schools are grouped into five categories: Recognition, Continuous Improvement, Focus, Priority and Superintendent's Zone. The highest performing schools are in the Recognition category, and the lowest would be in Superintendent's Zone, although no schools were classified there this year. Use this chart to help understand how your school performed relative to other high schools in the state. Each circle is a school, and the highlighted circle is this particular school. Schools are plotted on the vertical axis according to how many points they earned on the Strive HI Index, and are grouped by Strive HI Classification along the horizontal axis. An interactive version of this chart is available here: tinyurl.com/interactivestrivehi .	

To access additional resources explaining the Strive HI Index, the Strive HI Classification System and answers to other frequently asked questions go to hawaiipublicschools.org.

Numbers may be rounded for presentation purposes.

240 pts of 400 pts

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 school's webpage on the Department's website at HawaiiPublicSchools.org

State Target	Reading				Math				Science			
	Participation		Proficiency		Participation		Proficiency		Participation		Proficiency	
	95%		72%		95%		64%		95%		34%	
	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?	%	Met?
State: All Students	99%		72%		99%		60%		98%		34%	
All Students	94%	No	78%	Yes	93%	No	53%	No	n/a		29%	No
Disadvantaged	89%	No	71%	No	89%	No	43%	No	n/a		29%	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	94%	No	75%	Yes	93%	No	54%	No	n/a		26%	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	96%	Yes	93%	Yes	98%	Yes	48%	No	n/a		40%	Yes
Asian	97%	Yes	81%	Yes	96%	Yes	62%	No	n/a		30%	No
Native Hawaiian	88%	No	65%	No	87%	No	45%	No	n/a		25%	No
Pacific Islander		n/a		n/a		n/a		n/a	n/a			n/a

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 > = 82%	
	%	Met?
State: All Students	81%	
All Students	82%	Yes
Disadvantaged	68%	No
Disabled (SPED)		n/a
Limited English (ELL)		n/a
Asian/Pacific Islander	83%	Yes
Black		n/a
Hispanic		n/a
Native American		n/a
White	82%	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	94%	78%	9%	14%	61%	16%
Disadvantaged	89%	70%	15%	15%	55%	15%
Disabled (SPED)	79%	23%	59%	18%	18%	5%
Limited English (ELL)	80%	*	*	*	*	*
Asian/Pacific Islander	94%	75%	10%	15%	60%	14%
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
White	96%	92%	2%	6%	69%	22%
Asian	97%	80%	8%	12%	65%	15%
Native Hawaiian	88%	63%	15%	22%	51%	12%
Pacific Islander	*	*	*	*	*	*
Male	92%	71%	13%	16%	54%	17%
Female	96%	85%	3%	12%	70%	15%
Migrant	100%	86%	7%	7%	79%	7%
AA Students	*	*	*	*	*	*

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 reading.

Grade	Reading Percent Proficient	
	2011-12	2012-13
10	71%	78%

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	93%	51%	20%	29%	41%	10%
Disadvantaged	89%	43%	32%	25%	36%	6%
Disabled (SPED)	71%	15%	75%	10%	15%	*
Limited English (ELL)	*	*	*	*	*	*
Asian/Pacific Islander	93%	54%	20%	26%	43%	11%
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
White	98%	44%	18%	38%	36%	8%
Asian	96%	62%	15%	23%	48%	14%
Native Hawaiian	87%	43%	30%	27%	39%	4%
Pacific Islander	*	*	*	*	*	*
Male	93%	48%	28%	24%	37%	11%
Female	94%	55%	10%	34%	47%	9%
Migrant	93%	69%	23%	8%	69%	*
AA Students	*	*	*	*	*	*

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 discreet 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 Percent Proficient	
	2011-12	2012-13
10	41%	51%

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	*	29%	23%	48%	24%	5%
Disadvantaged	*	29%	31%	40%	24%	5%
Disabled (SPED)	*	27%	40%	33%	27%	*
Limited English (ELL)	n/a	*	*	*	*	*
Asian/Pacific Islander	*	26%	22%	51%	22%	4%
Black	n/a	*	*	*	*	*
Hispanic	n/a	*	*	*	*	*
Native American	n/a	*	*	*	*	*
White	n/a	40%	21%	38%	29%	12%
Asian	*	30%	16%	55%	25%	4%
Native Hawaiian	*	25%	33%	42%	21%	4%
Pacific Islander	n/a	*	*	*	*	*
Male	*	32%	27%	42%	25%	6%
Female	*	26%	19%	55%	22%	4%
Migrant	n/a	*	*	*	*	*
AA Students	*	*	*	*	*	*

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 science.

Grade	Science Percent Proficient	
	2011-12	2012-13
HS	--	29%

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. In 2012-13, a new biology exam was administered making 2011-12 and 2012-13 results inappropriate to compare, and thus results for 2011-12 are not reported.

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 2010-11 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 (2010-11 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	254	182	72%	97	46	47%
Disadvantaged	75	40	53%	25	10	40%
Disabled (SPED)	17	7	41%	*	*	*
Limited English (ELL)	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*
Native American	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White	*	*	*	*	*	*
Multiple	*	*	*	*	*	*
Male	143	95	66%	44	18	41%
Female	111	87	78%	53	28	53%

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."

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)
2010-11	94%	6%
2011-12	97%	3%
2012-13	97%	3%

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	2010-11	18%
	2011-12	17%
	2012-13	20%

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

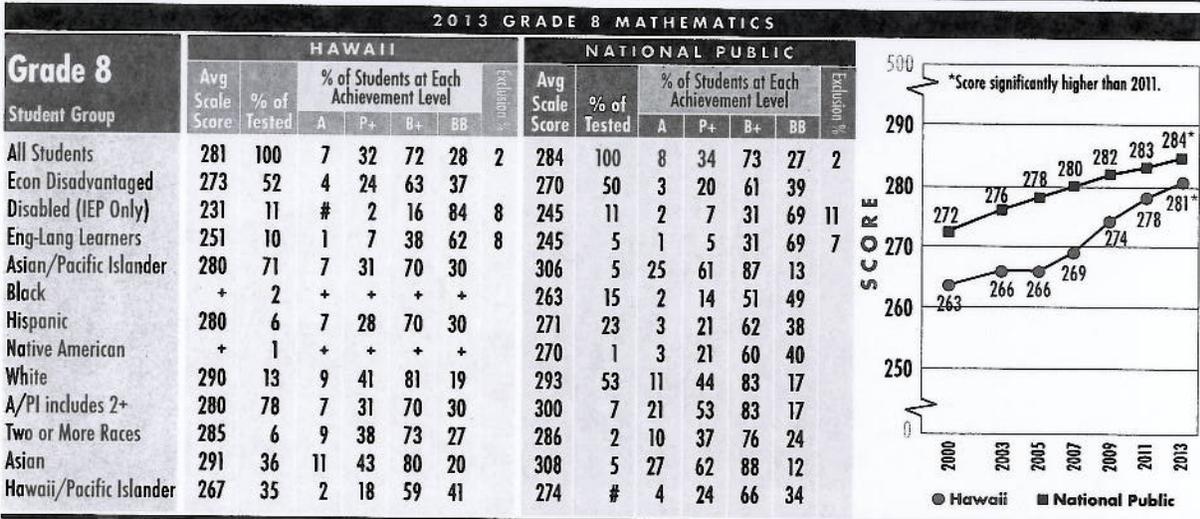
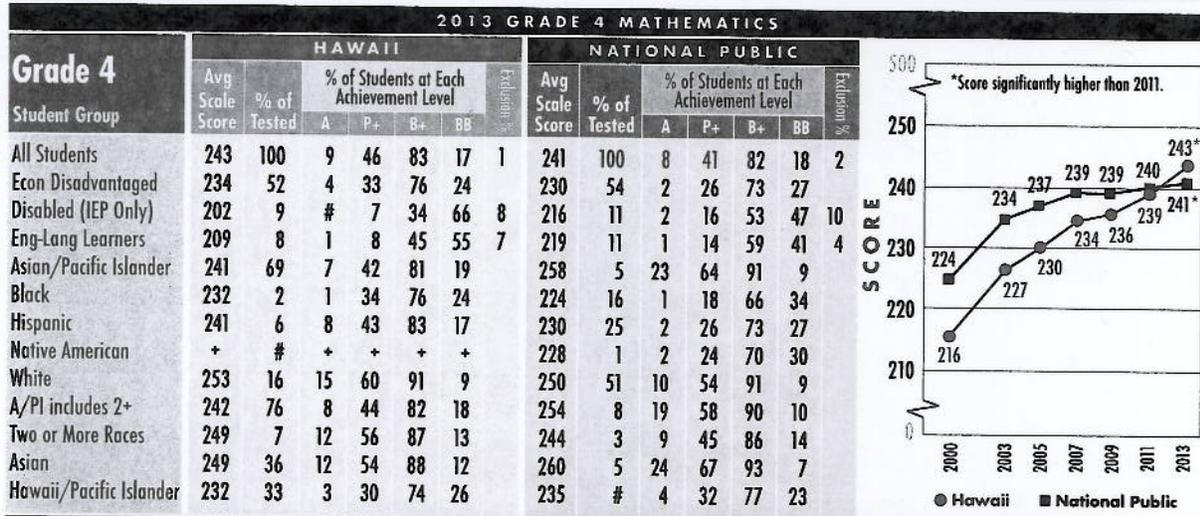
The NAEP or National Assessment of Educational Progress is a state-by-state assessment of students in grades 4 and 8. It is the only test in the United States that provides comparison of the performance of students in Hawaii with the performance of students nationally. All states, the District of Columbia, 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.

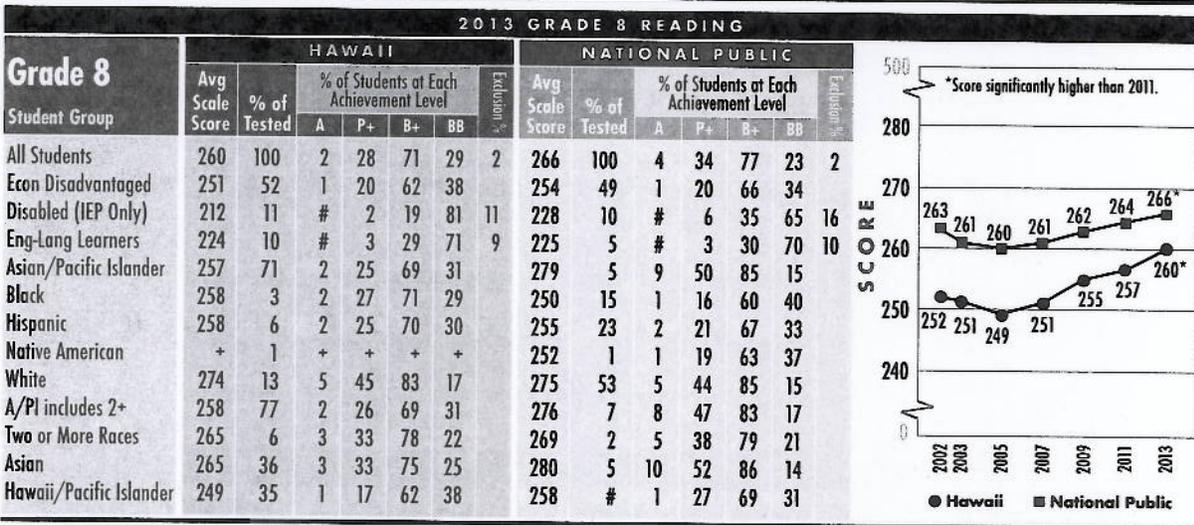
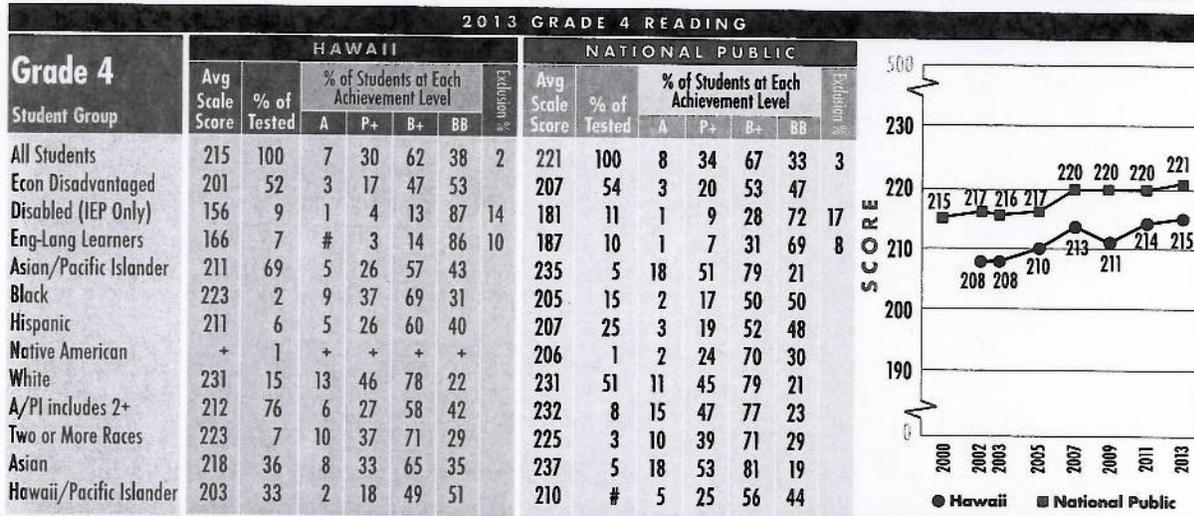
The tables on the following pages provide data on NAEP achievement levels by student group. The NAEP organizes results along the following "achievement levels:" Advanced (A), at and above Proficient (P+), at and above Basic (B+), and Below Basic (BB). NAEP defines Advanced as "superior performance. Proficient 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.

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Kauai High
Trend Report:
Educational and Fiscal Accountability



School Report for School Year 2012-2013

A Guide to Understanding Trend Reports explains the educational and fiscal measures and lists schools in each of the complexes for the school year 2012-13. The Guide is available on-line at <http://arch.k12.hi.us>.

Background

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
		#	%	#	%	#	%	
School Year	#	#	%	#	%	#	%	%
2010-2011	1,206	115	9.5%	62	5.1%	396	32.8%	na
2011-2012	1,187	111	9.4%	59	5.0%	401	33.8%	na
2012-2013	1,216	119	9.8%	62	5.1%	444	36.5%	na

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	%
2010-2011	70	94.3%	12.6	73%	82%	42.9%	na
2011-2012	70	97.1%	12.1	70%	83%	44.3%	na
2012-2013	69	97.1%	10.9	64%	80%	47.8%	na

Academic Achievement

Hawaii State Assessment Standards-Based	Reading % Proficient by Grade Level								Math % Proficient by Grade Level							
	3	4	5	6	7	8	10	3	4	5	6	7	8	10		
	School Year															
2010-2011	na	na	na	na	na	na	70.1	na	na	na	na	na	na	42.0		
2011-2012	na	na	na	na	na	na	71.0	na	na	na	na	na	na	40.3		
2012-2013	na	na	na	na	na	na	77.3	na	na	na	na	na	na	50.5		

Hawaii State Assessment Standards-Based	Science % Proficient by Grade Level			
School Year	4	8	10	HS
2010-2011	na	na	29.4	--
2011-2012	na	na	28.5	--
2012-2013	na	na	--	29.0

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2010-2011	na	na	na	7.7%	11.1%	85.0%	3.8%
2011-2012	na	na	na	10.0%	13.3%	82.1%	4.7%
2012-2013	na	na	na	6.5%	5.9%	88.1%	5.9%

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
			Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2010-2011	na	91.8%	na	32	na	9	na	17
2011-2012	na	92.3%	na	43	na	12	na	25
2012-2013	na	92.2%	na	29	na	12	na	23

School	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims	Student and Teacher Perceptions on School Quality Survey	Transition from home/preschool to Kindergarten	
School Year	Yes/No	Total # of claims	% of claims resulting in loss-time	Positive Responses % of student % of teacher	School mean (range 1-3)
2010-2011	No	3	33.3%	40.7% 62.6%	na
2011-2012	No	5	0.0%	75.8% 68.3%	na
2012-2013	No	1	0.0%	69.5% 83.5%	na

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of PCNC volunteer hours per 100 students
2010-2011	--	695	57.6%	90.5%	0
2011-2012	--	--	--	90.6%	--
2012-2013	2	903	74.3%	92.4%	--

Fiscal Accountability

School Year	State General Funds				Significant Budget Changes*
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2010-2011	\$5,709,327	\$666,490	\$482,707	\$183,783	none
2011-2012	\$5,746,356	\$536,407	\$430,873	\$105,534	none
2012-2013	\$5,536,672	\$780,959	\$562,440	\$218,519	none

*Explanation of Significant Budget Changes



bell schedule vote

John Takekawa

to:

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04/11/2014 03:48 PM

Cc:

"Penny_Vess@notes.k12.hi.us", "Bill_Arakaki@notes.k12.hi.us",

"Jill_Zodrow@notes.k12.hi.us"

Hide Details

From: John Takekawa <jtakekawa@yahoo.com>

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Please respond to John Takekawa <jtakekawa@yahoo.com>

History: This message has been forwarded.

Kauai High faculty voted for the "skinny Monday" schedule and 95% were in favor of this schedule.

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