

King Kekaulike

High School

Grades 9-12

School Status and Improvement Report



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School Address:

King Kekaulike High School
121 Kula Highway
Pukalani, HI 96768

Focus On School

This *School Status and Improvement Report* has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** of education at the school for the 1999-2000 school year. **Context** information includes characteristics of the student population and the school community. **Process** information describes the school's priorities for improvement and indicates the school's staffing levels and the quality of its facilities. **Outcome** information includes survey data on effective school practices, attendance, suspensions, standardized test results, and school completion (for high schools).

This report complements *The Superintendent's Annual Report on School Performance and Improvement in Hawai'i*, which analyzes our schools collectively and in comparison to those of other states.

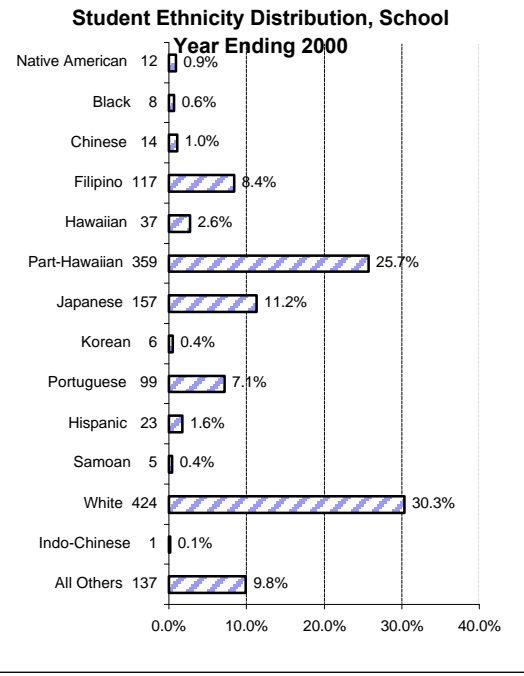
School Description

King Kekaulike High School was established in September 1995 with 383 freshman students from the communities of Ha'iku, Kula, Makawao, Pa'ia, and Pukalani. When the lead Class of 1999 were eighth graders at Kalama Intermediate School, they selected the final version of the school's vision, its official school colors, and the mascot. From the opening of its doors, King Kekaulike High School provided programs for second language learners, special education, gifted and talented, computer education, co-curricular activities, and a wide range of athletics. A Hawaiian Language Immersion Program was launched in 1997. After five years of construction, the school consists of 45 classrooms, 8 science labs, 2 computer labs, business labs, auto shop, wood shop, graphics arts lab, electronics lab, band room, chorus room, shower/locker room, media center, cafeteria, administrative offices, agricultural facilities, gym and stadium.

Context: School Setting

Student Profile

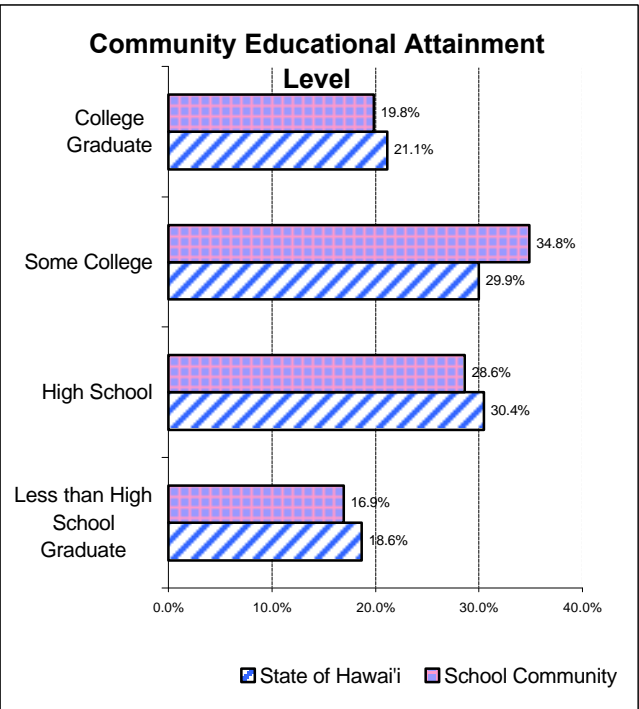
School year ending	1998	1999	2000
Fall enrollment	1030	1314	1396
Number and percent of students enrolled for the entire school year	962	1291	1362
	93.4%	98.2%	97.6%
Number and percent of students receiving free or reduced-cost lunch	331	436	472
	32.1%	33.2%	33.8%
Number and percent of students in Special Education programs	136	197	228
	13.2%	15.0%	16.3%
Number and percent of students with limited English proficiency	18	33	30
	1.7%	2.5%	2.1%



Community Profile Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	2.8	3.6
Percent of households with school age children (4-19)	38.1%	31.8%
Median household income	\$40,431	\$38,829
Per capita income	\$15,891	\$15,770
Percent of households with Public Assistance income	4.5%	6.8%
Percent of children (3-19 years) below poverty level	10.0%	11.6%
Percent of children (4-19 years) who are at-risk*	1.4%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Process: School Priorities

Information about a school's performance is most useful if schoolwide priorities are first identified. This rank ordering of school improvement goals provides a concise and clear sketch of this school's School Improvement Plans over the past three years. A description of school improvement priorities and activities during the school year just completed is given below.

School Year Ending 1998	#1	Student Achievement
	#2	Student Behavior
	#3	School Curriculum
School Year Ending 1999	#1	Student Achievement
	#2	Accreditation
	#3	Communication
School Year Ending 2000	#1	Staff Development
	#2	School Curriculum
	#3	Accreditation

Priority 1: Staff Development

Our schoolwide priorities focused on the critical areas for follow-up as determined by the Accreditation Visiting Committee from the previous year. The Accreditation Visiting Committee recommended that the school coordinate a focused staff development program. Using one of three staff development days, on August 23, 1999, faculty were inserviced on Standards-Based Reform which essentially covered the Hawaii Content Standards, Assessment and Accountability, and the Comprehensive Student Support System. On November 1, 1999, faculty received training on the process for Standards-Based Lessons implementation in the classroom. On third Staff Development Day on January 24, 2000, facilitators introduced examples of Differentiated as well as Integrated Curriculum projects in other schools. Other staff development opportunities include: (1) monthly Teacher Support Seminars which are lead by mentor teachers to address critical issues on what students should know and be able to do, and the many ways on how students learn and are able to demonstrate mastery, (2) technology workshops to enhance student learning, (3) Classroom Organization and Management Program classes, (4) Vocational/Core Classes Teacher Planning time for Integrated Units.

Priority 2: School Curriculum

The Accreditation Visiting Committee praised the Advisory Class which all students are assigned for providing students with the opportunity to establish connections with an adult on campus and the time to foster career planning and exploration. The Committee also recommended that the school develop a consistent curriculum for the Advisory Class. From March 1999 to August 1999, teachers and counselors met to create comprehensive lessons to address the requirements of the different objectives for each grade level. The objectives were also aligned to the Career Development Sequence of the Maui Tech-Prep School-To-Work System Consortium. Lessons were published in binders and on August 24, 1999, the faculty received training on using the lessons for the 1999-2000 school year. After using the lessons for the year, faculty members were to evaluate the effectiveness and quality of the curriculum, and an Advisory Cadre was scheduled to meet over the summer to work on areas for improvement. The Advisory Class was also evaluated by the Associated Students of King Kekaulike (Student Government) which unanimously advocated for it to continue. Students also completed an Advisory Survey and their suggestions will be brought to the Advisory Cadre to decide on implementation for the 2000-2001 school year.

Priority 3: Accreditation

Although the Accreditation Visiting Committee was impressed with the commitment and enthusiasm of the staff to the school improvement process, they recommended that the school develop action plans that reflect longer-term goals and expectations. Each of the 12 Focus Groups, composed of staff, students, and parents of different disciplines, began meeting on March 17, 1999 to create six-year Action Plans. On May 19, 1999, the completed twelve Action Plans were incorporated as King Kekaulike's School Improvement Plan. Each Focus Group was responsible for implementing their actions in the Fall of 1999. On March 15, 2000, each Focus Group made a formal presentation of their goals and accomplishments to the staff. A rubric was then utilized to evaluate each Action Plan as to its effectiveness. Using this information, the six-year Action Plans were revised as necessary and these updated Action Plans were submitted to the Western Association for Schools and Colleges on May 31, 2000. Simultaneously, the school improvement process using the Focus on Learning model from the Western Association of Schools and Colleges was being aligned to the Standards Implementation Design as required by the Department of Education. Our Standards Implementation Design binder was also submitted to the Maui District Office at the end of the school year.

Process: School Resources

Certified Staff

School year ending 2000

Teaching Staff

Total Full-Time Equivalent (FTE)	81.5
Regular Instruction, FTE	49.5
Special Education, FTE	20.5
Supplemental Instruction, FTE	11.5
Total number of persons assigned to teaching, headcount	83
Teachers with 5 or more years experience in this school	17
Teachers' average years of experience	6.8

Students per Teaching Staff Member

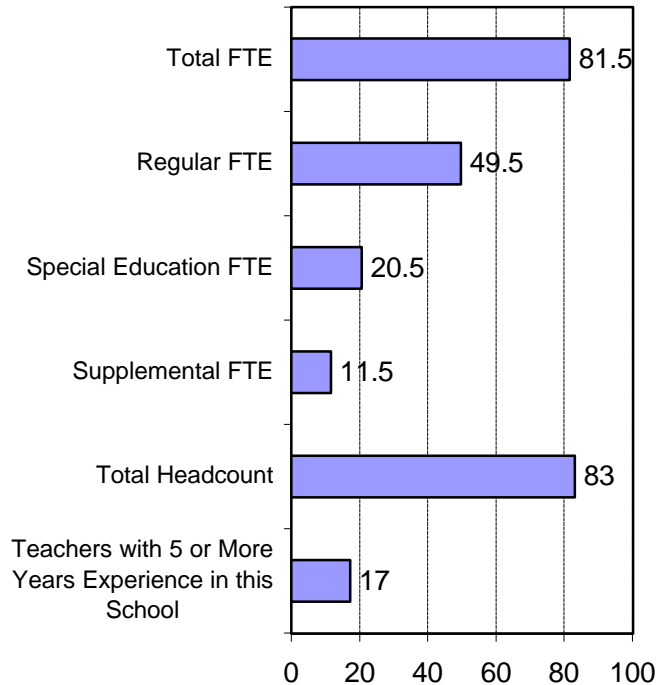
Regular Instruction	19.1
Special Education	11.1

Administrative and Student Services Staff

Administration*, FTE	7.0
Librarians, FTE	2.0
Counselors, FTE	5.0
Number of principals at this school in the last five years	1

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

Teacher Counts



Facilities

School year ending 2000

Classrooms available	65
Number of classrooms short (-) or over (+)	-8

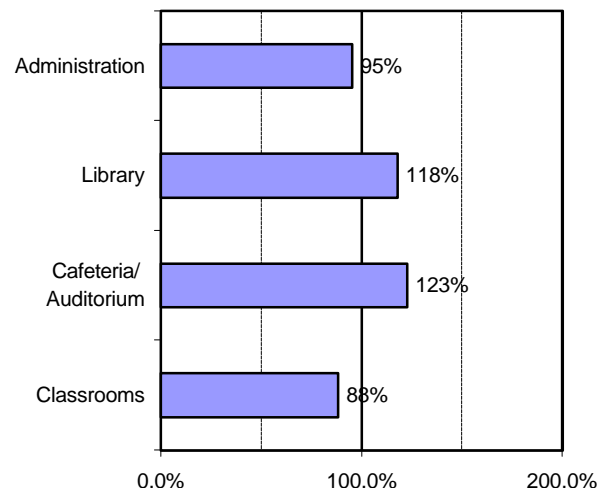
School facilities inspection results

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total			16

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

Adequacy of School's Space Compared with State Standards

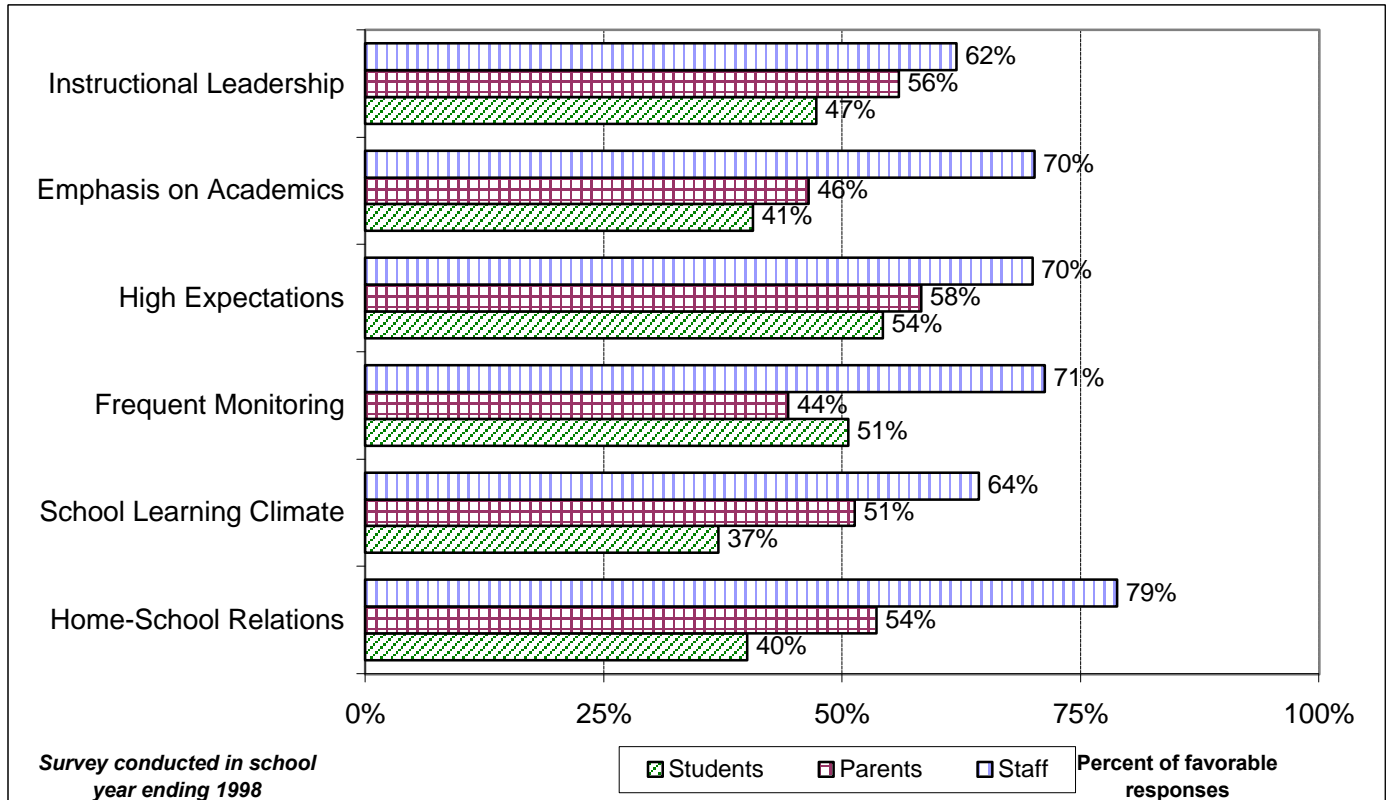


School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

Effective School Practices

Effective Schools Survey



Student Conduct

Attendance and Absences

School Year

State Standard

1997-98 1998-99 1999-2000

Average Daily Attendance: %

(higher is better)

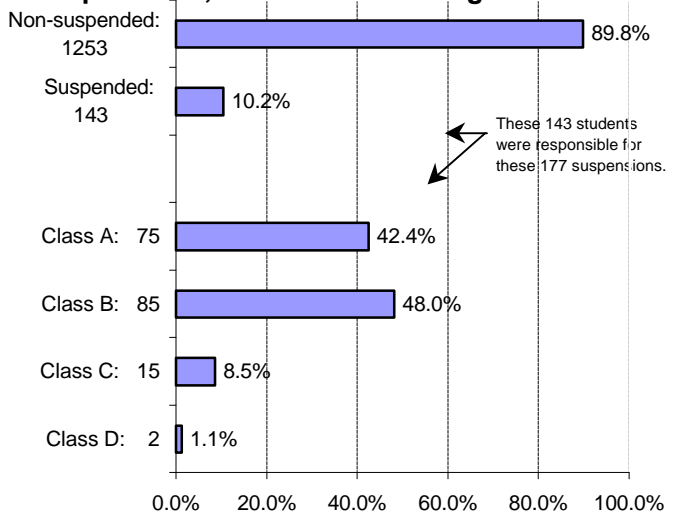
92.8% 87.8% 94.5% **95.0%**

Average Daily Absences: in days

(lower is better)

12.7 22.3 10 **9**

School Suspensions, School Year Ending 2000



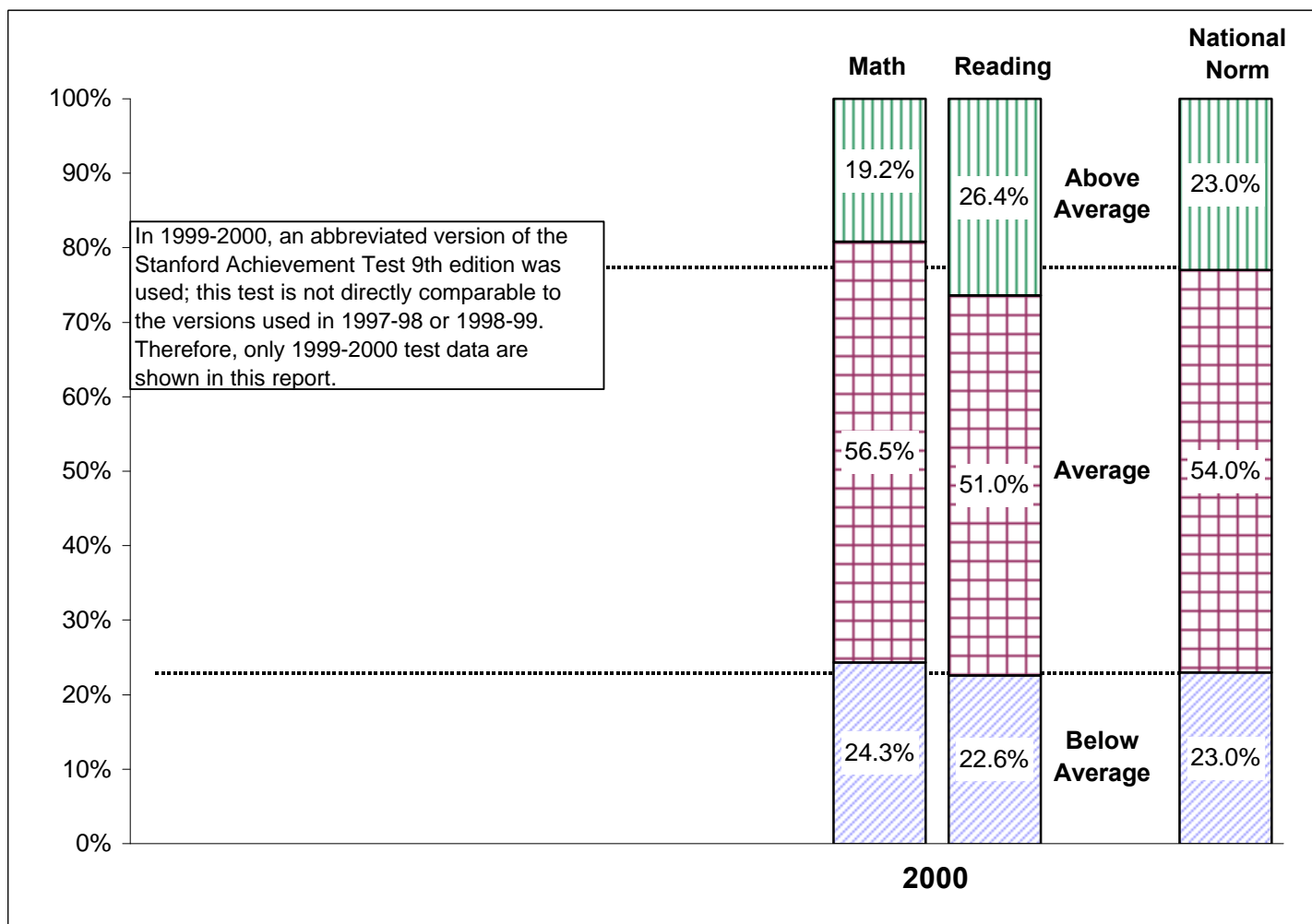
Examples of class of suspension:

- 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)

Outcomes: Vital Signs

Statewide Testing

Stanford Achievement Test Results: Grade 10



School Completion

Prior to 1996, graduation from Hawai'i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai'i State Test of Essential Competencies (HSTEC). The number of competencies tested on HSTEC was increased to 16 beginning with the Class of 1997. The HSTEC requirement was suspended beginning with the Class of 2000, pending development of standards-based assessments of competency.

Graduates and Completers	1997-98	1998-99	1999-2000
Number of Seniors	0	255	261
Diploma graduates	0.0%	87.8%	92.7%
Certificate of Course Completion	0.0%	3.5%	0.0%
Individually Prescribed Program	0.0%	2.7%	1.9%
Total school completers	0.0%	94.1%	94.6%

School Year	Seniors Passing HSTEC	
	Number	Percent
1997-98	0	0.0%
1998-99	225	88.2%
1999-2000	n/a	n/a