

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 Standards

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** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

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 (black and teal), and the mascot (Na Ali'i - The Royal Chiefs).

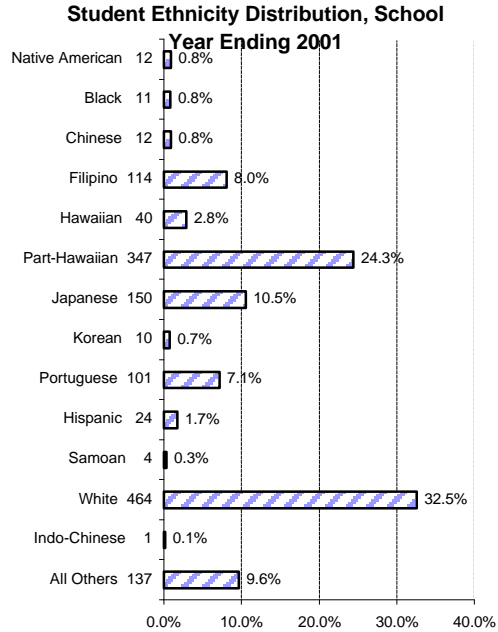
From the opening of its doors, King Kekaulike High School provided a comprehensive academic program including English for second language learners, special education, special motivation, gifted and talented, computer education, co-curricular activities, and a wide range of athletics. A Hawaiian Language Immersion Program was launched in 1997 and the Class of 2001 graduates participated in an unprecedented commencement in May 2001.

After five years of construction, the school consists of 52 classrooms, 8 science labs, 2 computer labs, a business lab, automotive technology lab, construction technology lab, graphics arts lab, electronics lab, food service lab, agriculture lab, band room, chorus room, media center, cafeteria, administrative offices, shower/locker room, weight training room, gymnasium and stadium.

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	1314	1396	1422
Number and percent of students enrolled for the entire school year	1291	1362	1311
	98.2%	97.6%	92.2%
Number and percent of students receiving free or reduced-cost lunch	436	472	345
	33.2%	33.8%	24.3%
Number and percent of students in Special Education programs	197	228	262
	15.0%	16.3%	18.4%
Number and percent of students with limited English proficiency	33	30	12
	2.5%	2.1%	0.8%

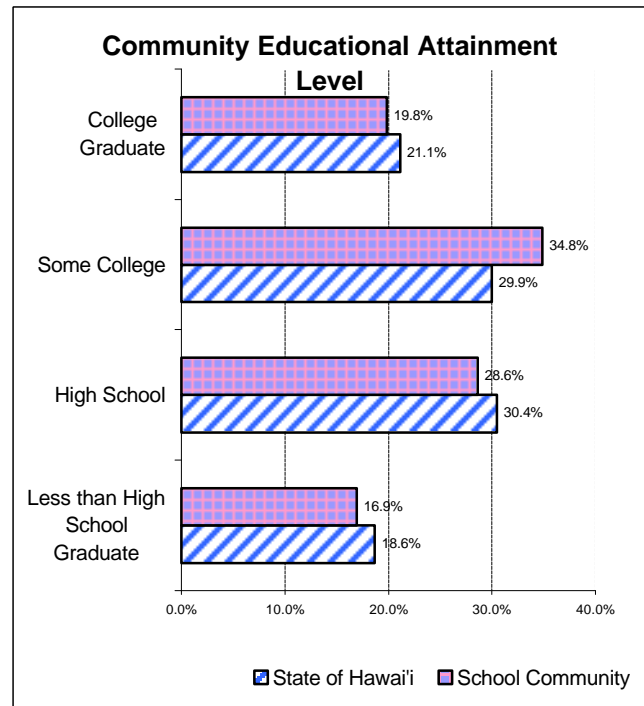


Community Profile

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: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

SCHOOL VISION

“Majestically, on the slopes of Haleakala, King Kekaulike High School strives in UNITY for excellence in LIVING, LEARNING, and LEADING to enrich, to empower, and to elevate our students, our community, and our world.”

EXPECTED SCHOOLWIDE LEARNING RESULTS

Na Ali'i 3 R's: RESPECT, RIGOR, and RELEVANCY

“LIVING” is developing RESPECT for self, others, and school by listening to others, managing impulsivity, using appropriate language, working well with others, and maintaining an active and healthy lifestyle.

“LEARNING” is RIGOROUSLY seeking innovative answers, engaging in complex thinking and problem solving, checking for accuracy, taking responsibility for one's learning and applying critical thinking skills to master the Hawaii State Content and Performance Standards.

“LEADING” is enhancing RELEVANCY by valuing lifelong learning, being a risk taker, completing educational and post graduate goals, connecting high school experiences to post graduate plans, and utilizing technology to support quality products or performances.

ASSESSMENT OF OUR EXPECTED SCHOOLWIDE LEARNING RESULTS

All of our school surveys, Stanford Achievement Test (SAT) scores, and King Kekaulike course grades showed that 76% to 78% (1081 to 1109 students) earned A's, B's, and/or C's or scored above average and average on the Stanford Achievement Tests.

EFFECTIVENESS OF COMPREHENSIVE STUDENT SUPPORT SYSTEM (CSSS)

From 1999 to the spring of 2001, our Comprehensive Student Support System (CSSS) was developed and implemented to address the unique needs of our students. Our CSSS program provides students with personalized learning, increased communication with parents, and specialized assistance and crisis support. With the addition of two Student Support Coordinators (SSCs), parents and faculty have greater access to information and development of plans for students needing assistance to meet academic expectations.

STRENGTHS OF OUR SCHOOL PROGRAM

Reading

Eighty-three percent of the Class of 2002 scored above average and average on both Initial Understanding and Interpretation on the 1999 Stanford Achievement Test.

Math Problem Solving

Eighty-six percent of the Class of 2002 scored above average and average on the math Problem Solving, 89% with Conceptual Underpinnings of Calculus, 88% Geometry (Synthetic), and 91% Geometry (Algebraic) on the 1999 Stanford Achievement Test.

Respect for Self, Others, and School

From 1999 to 2000, the number of students without suspensions increased from 1157 (88.1%) to 1253 (89.8%) students.

AREAS OF OUR SCHOOL PROGRAM NEEDING IMPROVEMENT

Critical Thinking

Our Class of 2002 students' 1999 Stanford Achievement Test scores showed that 66% of the students were above average or average with Critical Analysis. Our King Kekaulike Rigor In Learning student survey showed that 87% of our students' perceived their ability to use critical thinking skills to be above average or average.

Math

For the Class of 2002 students, Stanford Achievement Test Math scores from the spring of 1999 to 2000 dropped 7% (82% in the above average or average range to 75% in the above average or average range). Sixty-seven percent scored above average or average on the Algebra section of the 1999 Stanford Achievement Test.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	79.0
Regular Instruction, FTE	50.0
Special Education, FTE	19.0
Supplemental Instruction, FTE	10.0
Teacher headcount	79
Teachers with 5 or more years at this school	12
Teachers' average years of experience	7.5
Teachers with advanced degrees	22

Students per Teaching Staff Member

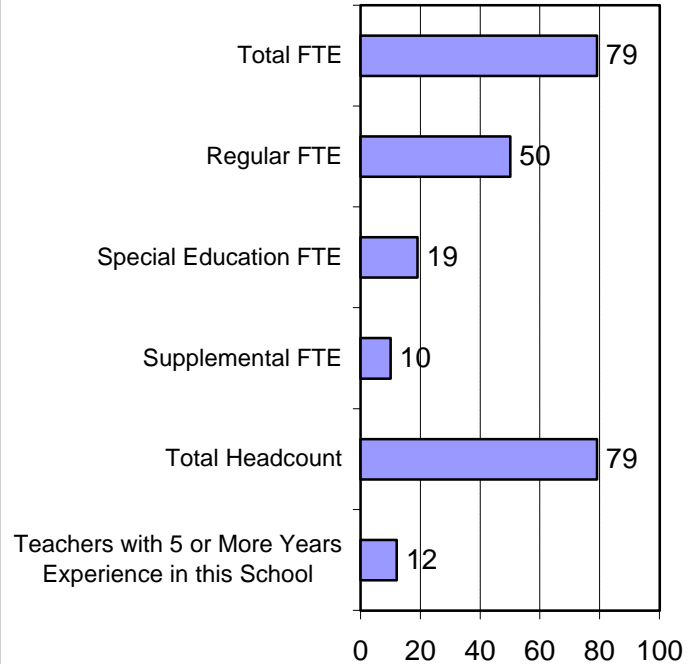
Regular Instruction	19.3
Special Education	13.8

Administrative and Student Services Staff

Administration*, FTE	8.0
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

Teacher Counts



Facilities

School year ending 2001

Classrooms available	67
Number of classrooms short (-) or over (+)	-9

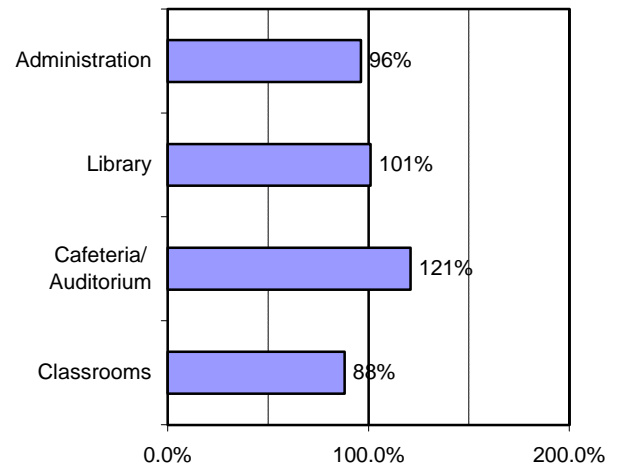
School facilities inspection results

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

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

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

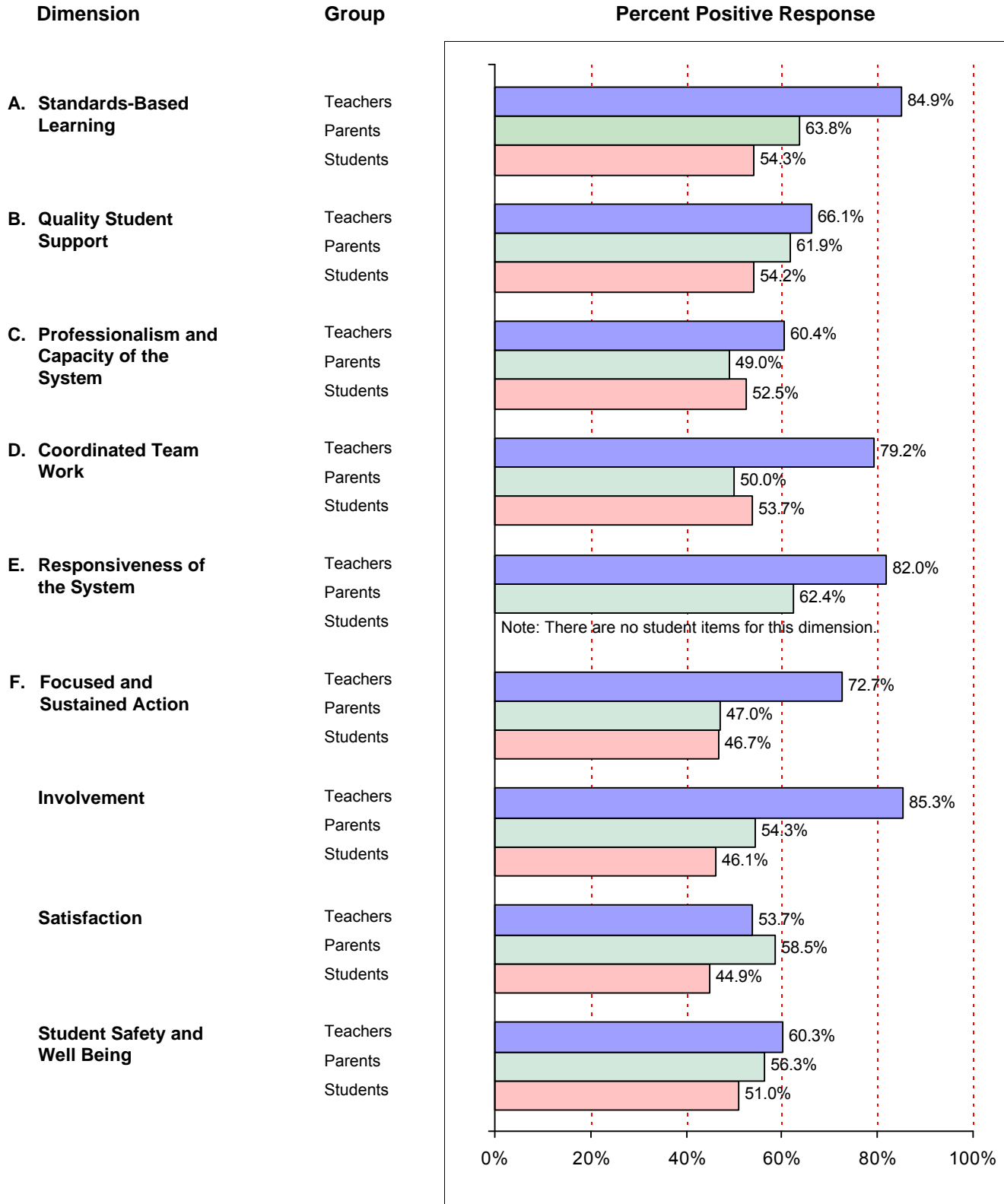
Adequacy of School's Space Compared with State Standards



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

School Quality Survey



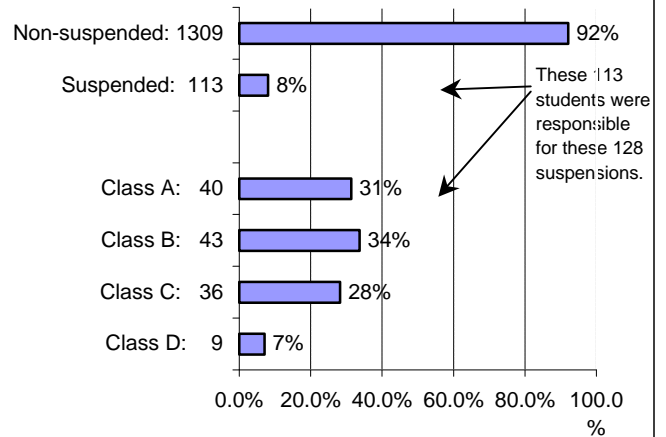
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
87.8%	94.5%	92.5%	95.0%
Average Daily Absences: in days (lower is better)			
22.3	10	12.3	9

Suspensions, School Year 2000-01



Class A: Burglary, robbery, sale of dangerous drugs
 Examples of class B: Disorderly conduct, trespassing
 of suspension: Class C: Class cutting, insubordination, smoking
 Class D: Contraband (e.g. possession of tobacco)

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.

School Completion

Graduates and Other Completers

	1998-99	1999-2000	2000-01
Number of Seniors	255	261	274
Diploma graduates	87.8%	92.7%	98.5%
Certificate of Course Completion	3.5%	0.0%	0.0%
Individually Prescribed Program	2.7%	1.9%	0.7%
Total school completers	94.1%	94.6%	99.3%