

King Kekaulike High School

High School

Grades 9-12

School Status and Improvement Report School Year 2002-03



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School Address:

King Kekaulike High School
121 Kula Highway
Pukalani, Hawaii 96768

Focus On Standards

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

This report describes the school and its setting as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

School Description

King Kekaulike High School was established in September 1995 with 383 freshman students from the communities of Haiku, Kula, Makawao, Paia, 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 that follows:

"Majestically, on the slopes of Haleakala, King Kekaulike High School strives in unity for excellence in learning, leading and living to enrich, empower, and elevate our students, our community, and our world."

They also determined the school colors, black and teal (black for Kekaulike's thunder and teal for the blue sky above the green land) and the nickname of Na Ali'i (The Royal Chiefs) in honor of Kekaulike who ruled from 1700 - 1736.

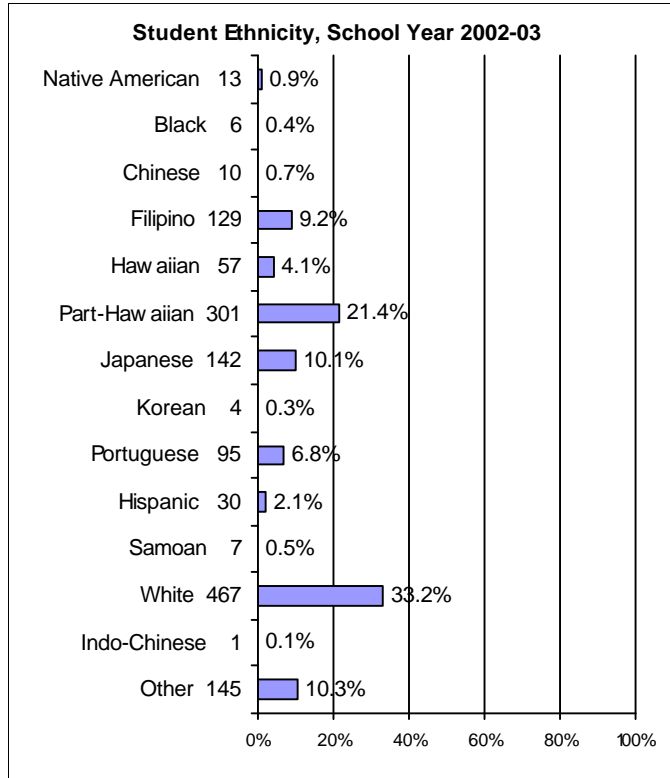
From the opening of its doors, King Kekaulike High School provided a comprehensive academic program including English for second language learners, special education, special motivation, gifted and talented, technology education, co-curricular activities, and a full range of athletics. A Hawaiian Language Immersion Program was launched in 1997 and every Hawaiian Immersion Senior Class participates in both the Kula Kaiapuni o Maui graduation as well as the traditional school commencement ceremony.

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.

School Setting

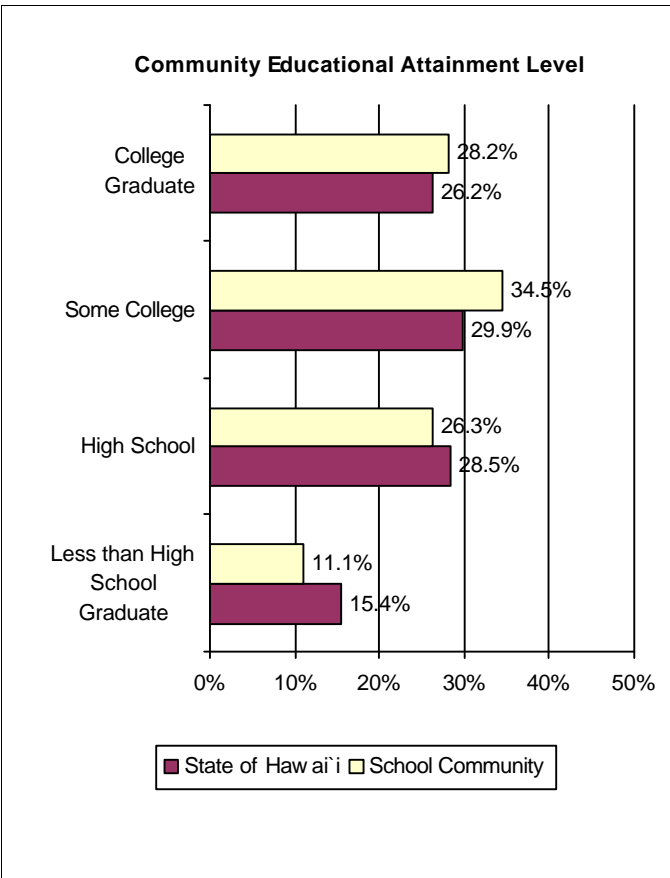
Student Profile

School year ending	2000-01	2001-02	2002-03
Fall enrollment	1422	1459	1413
Number and percent of students enrolled for the entire school year	1311 92.2%	1459 100.0%	1146 81.1%
Number and percent of students receiving free or reduced-cost lunch	345 24.3%	331 22.7%	570 40.3%
Number and percent of students in Special Education programs	262 18.4%	289 19.8%	237 16.8%
Number and percent of students with limited English proficiency	12 0.8%	17 1.2%	31 2.2%



Community Profile Based on the 2000 U.S. Census

King Kekaulike Complex	School Community	State of Hawai'i
Total population	33,406	1,211,537
Percentage of population aged 5-19	22.1%	20.6%
Median age of population	37.6	36.2
Number of families	8,200	287,068
Percentage of families with children under 18	51.6%	45.0%
Percentage of families with children headed by a single mother	19.9%	18.3%
Average family size	3.2	3.42
Median household income	\$52,638	\$49,820
Percent of households with Public Assistance income	5.3%	7.6%
Percent of families with children living in poverty	8.8%	11.2%



Standards Implementation

Summary of Progress

King Kekaulike High School Trends:

From the fall of 1998 to fall of 2002, our enrollment increased by 101 students. Over the last four years our average daily attendance rate has been 91%. Our dropout rate decreased by 17 students. The percent of non-suspended students has increase from 88% to 98% over a four-year period. About 42% of our student body has been enrolled in Honors classes and 20% in Special Education classes. About 68% of the Class of 2004 scored above average and average on the Stanford Achievement Math Test and 67% scored above average and average on the Stanford Achievement Reading Test. Over the last four years, 73% of the student body earned an average of 2.0 or better Grade Point Average.

Na Ali'i 3 R's (Schoolwide Goals):

RESPECT: Increase all students' interpersonal skills and attitudes to contribute positively and work effectively with others.

RIGOR: Increase all students' reading comprehension, critical thinking and problem solving skills to meet or exceed proficiency levels with the Hawaii Content and Performance Standards II (HCPS II).

RELEVANCY: Increase all students' ability to make connections between their learning experiences and their goals and aspirations, especially as it relates to post-secondary education and/or careers.

Using the School Quality Survey, Hawaii Content and Performance Standards II (HCPS II) Assessment Test Results and other school indicators, our evidence suggests that 66% of the student body are demonstrating RESPECT, 60% are demonstrating RIGOR in learning and 60% are seeing a strong sense of relevancy between their school experiences and personal lives. By June 2004, our goal is to have 70% of the student body demonstrate RESPECT, 65% with RIGOR and 65% with RELEVANCY. Annual goals target an increase of 5% every year.

King Kekaulike High School is in the process of analyzing the extent to which student achievement targets were met. Action Groups used data and evidence to compile findings for our April 30, 2003 self-study document. The 2002 HCPS II Grade 10 Assessment Test Results CD were made available to schools for disaggregation of data. It contained the Stanford Achievement Test 9 scores in reading and math as well as the HCPS II Reading and Math Proficiency results. The results are disaggregated by ethnicity, gender, free/reduced lunch eligibility, special education, English for second language learners and migrant student populations.

A staff collaboration day has been scheduled in the fall of 2003 to analyze the April 30, 2003 findings, the HCPS II Grade 10 Assessment Results, and other school evidence to determine the extent to which student achievement targets have been met and the extent to which our Standards Implementation Action Plan is being implemented and embraced by all constituents in our school community. Faculty, staff, administrators, students, parents and community members need to understand their role in raising academic achievement and student success. It is important that everyone strives in unity for excellence in learning.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		75.5
Regular Instruction, FTE	60.9%	46.0
Special Instruction, FTE	14.6%	11.0
Supplemental Instruction, FTE	24.5%	18.5
Teacher headcount		77
Teachers with 5 or more years at this school		39
Teachers' average years of experience		8.5
Teachers with advanced degrees		25

Professional Teacher Credentials

Fully licensed	73.7%	56
Provisional credential	15.8%	12
Emergency credential	10.5%	8

Students per Teaching Staff*

Regular Instruction	17.5
Special Instruction	25.6

* Regular instruction includes both regular and supplemental teaching staff and does not include mainstreamed special education students. Therefore, these figures do not indicate class size.

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

Facilities

School Year Ending 2003

Classrooms available	72
Number of classrooms short (-) or over (+)	-17

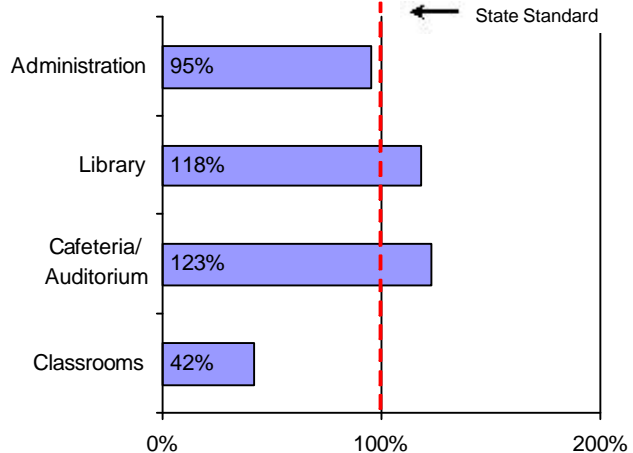
School facilities inspection results

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety		2	
Sanitation	1		
Total		13	

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



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Vital Signs

School Quality Survey

The School Quality Survey is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State ¹	School	State ¹	School	State ¹
Standards-Based Learning	2001	85%	n/a	64%	n/a	54%	n/a
	2003	81%	81%	58%	58%	42%	50%
Quality Student Support	2001	66%	n/a	62%	n/a	54%	n/a
	2003	72%	68%	49%	53%	42%	47%
Professionalism & System Capacity	2001	60%	n/a	49%	n/a	52%	n/a
	2003	61%	52%	51%	49%	32%	45%
Coordinated Team Work	2001	79%	n/a	50%	n/a	54%	n/a
	2003	75%	65%	41%	41%	46%	49%
Responsiveness of the System	2001	82%	n/a	62%	n/a	There are no student items for this dimension	
	2003	75%	66%	49%	52%		
Focused & Sustained Action	2001	73%	n/a	47%	n/a	47%	n/a
	2003	70%	60%	34%	38%	37%	40%
Involvement	2001	85%	n/a	54%	n/a	46%	n/a
	2003	77%	68%	47%	46%	44%	49%
Satisfaction	2001	54%	n/a	59%	n/a	45%	n/a
	2003	53%	52%	55%	53%	37%	43%
Student Safety & Well Being	2001	60%	n/a	56%	n/a	51%	n/a
	2003	70%	69%	45%	51%	41%	47%
Survey Return Rate	2001	82%	n/a	23%	n/a	71%	n/a
	2003	68%	74%	18%	23%	75%	85%

¹ State figures are summaries of comparable school level results.

State figures for the 2001 SQS are not available.

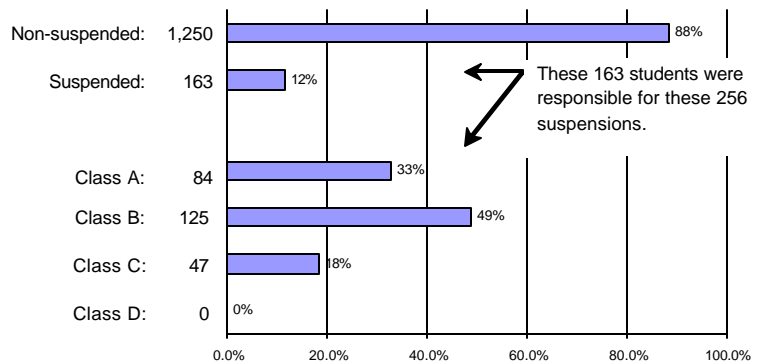
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2000-01	2001-02	2002-03	
Average Daily Attendance: % (higher is better)			95.0%
92.5%	90.5%	90.8%	
Average Daily Absences: in days (lower is better)			9
12.3	16.9	16.3	

Suspensions, School Year 2002-2003



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)

School Completion

School Dropouts

School Year	Number	Percent
2000-01	40	2.8%
2001-02	69	4.7%
2002-03	68	4.8%

Graduates and Other Completers

	2000-01	2001-02	2002-03
Total number of Seniors	274	333	331
Percent of Diploma graduates	98.5%	91.3%	95.5%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	0.7%	1.2%	1.2%
Percent of school completers	99.3%	92.5%	96.7%
Total number of Freshmen	na	266	266
Percent graduated on time	na	85.0%	82.9%

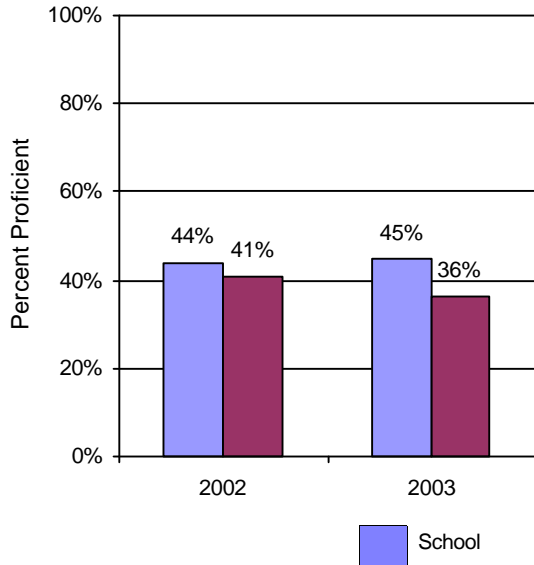
Freshmen who began high school in school year 1999-00 and graduated in 2002-03.

Vital Signs

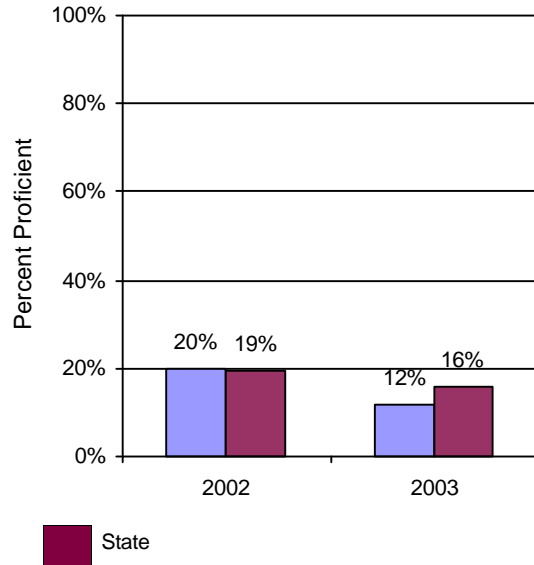
Statewide Testing

Highest Grade Tested: 10

HCPS II Reading



HCPS II Mathematics



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

HCPS II Writing Test

Writing Dimension	2001-02		2002-03	
	School	State	School	State
Meaning	2.7	2.5	2.3	2.4
Voice	2.8	2.5	2.3	2.5
Clarity	2.7	2.4	2.2	2.4
Design	2.6	2.4	2.2	2.4
Conventions	2.7	2.5	2.3	2.4
Overall	2.7	2.5	2.3	2.5

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

Stanford Tests, 9th Edition

	Below Average	Average and Above
National Norm Group	23%	77%
State		
Reading	34%	66%
Mathematics	31%	69%
This School Highest Grade Tested: 10		
Reading	26%	74%
Mathematics	28%	72%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

Other School Information

King Kekaulike High School was accredited in 1999 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.