

# King Kekaulike High School

School Code: 435

Grades 9-12

## School Status and Improvement Report School Year 2007-08



### Contents

<b>Focus on Standards</b>	<b>p. 1</b>
<b>School Description</b>	<b>p. 1</b>
<b>School Setting</b>	<b>p. 2</b>
<ul style="list-style-type: none"> <li>• Student Profile</li> <li>• Community Profile</li> </ul>	
<b>School Improvement</b>	<b>p. 3</b>
<ul style="list-style-type: none"> <li>• Summary of Progress</li> </ul>	
<b>School Resources</b>	<b>p. 4</b>
<ul style="list-style-type: none"> <li>• Certified Staff</li> <li>• Facilities</li> </ul>	
<b>Vital Signs</b>	<b>pp. 5-7</b>
<ul style="list-style-type: none"> <li>• School Quality Survey</li> <li>• Student Conduct</li> <li>• School Retention or Completion</li> <li>• Hawaii State Assessment</li> </ul>	
<b>Other School Information</b>	<b>p. 8</b>

### 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; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan, and reports student achievement results along with other vital signs.

### 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. As the lead Class of 1999, the eighth graders at Kalama Intermediate School 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 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. The motto, Kulia I Ka Nu'u, means to strive for the summit.

King Kekaulike currently provides a comprehensive academic program including English Language Learners, Special Education, Comprehensive School Alienation Program, Advanced Placement, Career and Technology Education, Peer Education, NovaNET, and a guidance program through weekly Advisory classes. A full range of co-curricular activities and athletics is offered. 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.

During Homecoming Week, the students coordinated fund-raising events and donated the proceeds to their favorite charities. The Parent Teacher Students Association (PTSA) coordinated the Reflections program, Campus Beautification, Kick Butts Day, Becca's Closet, and Grad Night, an all-night alcohol-free event for graduates.

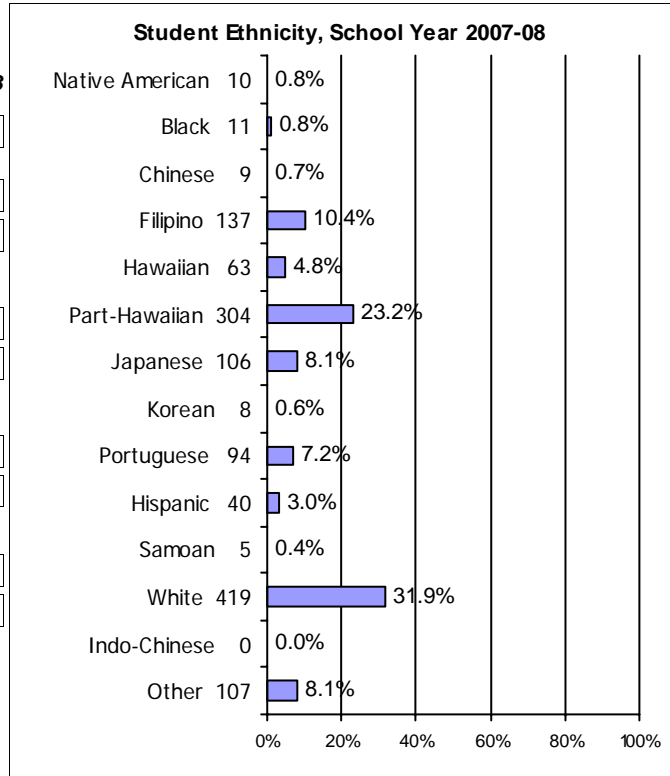
King Kekaulike High School joined the Hawaii Smaller Learning Communities (SLC) Consortium in the 2005-2006 school year to facilitate the high school redesign. Through a 5-year SLC grant, training is being provided to assist teachers in developing 9<sup>th</sup>/10<sup>th</sup> grade "houses" and 11<sup>th</sup>/12<sup>th</sup> grade career pathways where teachers and staff collaborate with each other within professional learning communities to provide rigorous, relevant and personalized learning for all students. Full implementation of 9<sup>th</sup> and 10<sup>th</sup> grade "houses" began in the 2005-2006 school year, with three 11<sup>th</sup> and 12<sup>th</sup> grade Career Pathways beginning in the 2006-2007 school year. In 2007-2008, inclusion of special education students in general education courses was implemented in the 9<sup>th</sup> grade "houses".

In April 2005, the Western Association of Schools and Colleges granted King Kekaulike High School a six-year term of accreditation with a mid-term review in the spring of 2008. Based on the evidence and documentation, the school received continued approval of its accreditation status till June 30, 2011.

## School Setting

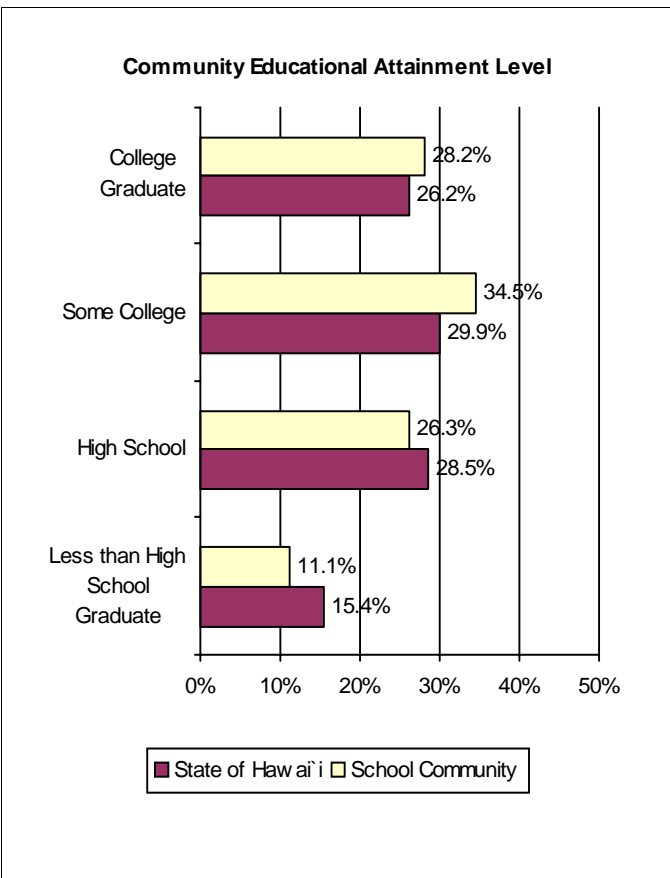
### Student Profile

School year	2005-06	2006-07	2007-08
Fall enrollment	1388	1352	1354
Number and percent of students enrolled for the entire school year	1277 92.0%	1260 93.2%	1198 88.5%
Number and percent of students receiving free or reduced-cost lunch	442 31.8%	378 28.0%	319 23.6%
Number and percent of students in Special Education programs	285 20.5%	252 18.6%	224 16.5%
Number and percent of students with limited English proficiency	12 0.9%	17 1.3%	23 1.7%



### 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%



## School Improvement

### Summary of Progress

On going school improvement efforts are reflected in the Academic and Financial Plan which is revised annually with input from teachers, administration, and School Community Council members. Progress during the 2007-08 school year includes:

#### **Goal 1: Improve Student Achievement through Standards-Based Education**

1. Formative/Summative Assessments: Teachers shared lessons and discussed assessment strategies in department meetings. Teachers were also provided training on formative assessment strategies through various professional development days.

2. Critical Thinking Skills: Three professional development days centered on teachers developing learning targets and identifying the process (critical thinking) skills used to help increase student success in the classroom. All teachers were provided with Learning Target and Process Skills posters to use in their classrooms to help facilitate this school wide initiative. Plans for continued training and monitoring are being developed for next school year.

3. School wide Literacy: The TeachFirst literacy program was initiated this year as an effort to increase literacy across all content areas. Teachers have begun to engage in monthly discussions which include the viewing and implementation of strategies (i.e. Anticipation Guides, K-W-L, Cornell Notes) and the reviewing of student evidence.

4. Smaller Learning Communities (SLC): Inclusion at the 9<sup>th</sup> grade level was implemented using a team of 6 Special Education teachers working directly in the classroom with 8 General Education content area teachers with additional student support provided through a separate Study Skills elective class. Both groups of teachers have provided strong positive feedback (i.e. greater level of rigor, less behavioral issues, more support provided for ALL students). Plans for inclusion at the 10<sup>th</sup> grade level were developed.

#### **Goal 2: Provide comprehensive support for all students**

1. Building Stronger Sense of Community: A select group of teachers and students participated in an "Anti-Bullying" program. With a curriculum provided by the program, teachers implemented "Anti-Bullying" lessons to all 10<sup>th</sup> grade students. Training will continue next year focusing on 9<sup>th</sup> & 10<sup>th</sup> graders.

2. Personal Transition Plans (PTP): A Transition to High School class was designed for all freshmen where the PTP would begin its initial development. The PTP will continue to be developed each year in the student's advisory period. An Advisory Task Force of teachers was created to review the current advisory curriculum to include the new PTP graduation requirements.

3. Differentiated Learning Strategies: Teachers participated in a complex-wide training by Dr. Vera Blake. Data gathered throughout the year indicated that all teachers implement a varying amount of differentiated learning strategies.

4. AVID: Current 8<sup>th</sup> & 9<sup>th</sup> grade students were recruited and interviewed for a new AVID (Advancement Via Individual Determination) class developed for next year. The goal of AVID is to provide academic instruction & other support to students to prepare them for eligibility to and success in four-year colleges and universities. A team of teachers and administration will attend the Summer AVID Institute in Dallas.

#### **Goal 3: Continuously improve performance and quality**

1. Comprehensive Needs Assessment: A needs assessment was initiated by the Successful Practices Network. Edison Alliance has been contracted to work with the school to increase student achievement.

2. Professional Learning Communities: The KKHS Leadership Team participated in leadership development training with the goal of building leadership capacity, knowing the critical elements of providing instructional leadership to the faculty and staff, and using data to influence decision making.

3. Advanced Placement Classes: Six teachers are scheduled to attend the AP Summer Institute 2008. One new AP course (AP European History) was added to the master schedule.

4. Additional Resources: Arts Excellence Award given to the Fine Arts department to continue its integrated projects; Maui Economic Development Board awarded a grant to the Botball Team. Carl Perkins Grant, 21<sup>st</sup> Century Grant, and Smaller Learning Communities Grant continue to be used to supplement our programs.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		85.0
Regular Instruction, FTE	71.8%	61.0
Special Instruction, FTE	25.9%	22.0
Supplemental Instruction, FTE	2.4%	2.0
Teacher headcount		85
Teachers with 5 or more years at this school		39
Teachers' average years of experience		8.3
Teachers with advanced degrees		43

#### Professional Teacher Credentials

Fully licensed	76.5%	65
Provisional credential	15.3%	13
Emergency credential	8.2%	7

#### Students per Teaching Staff \*

Regular Instruction	17.9
Special Instruction	10.2

\* 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	1.0
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

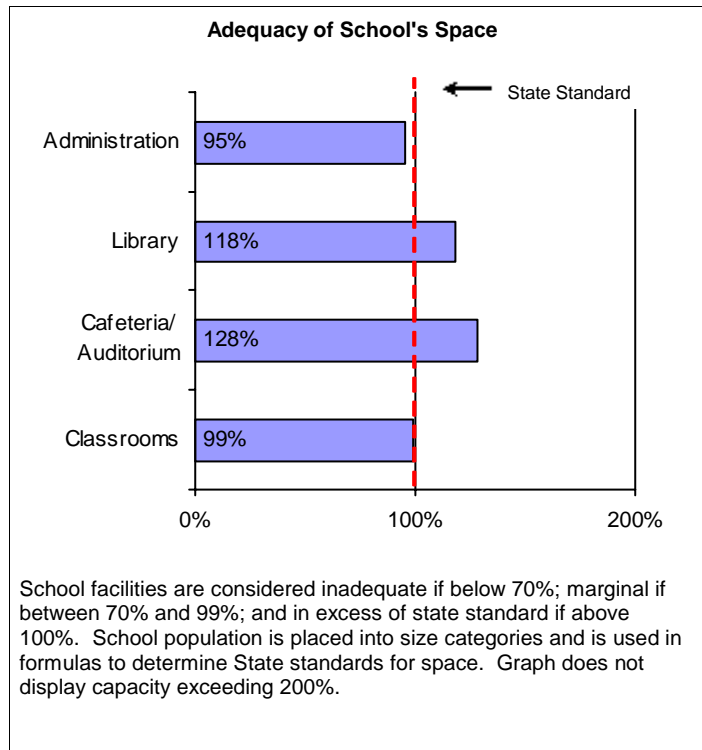
School Year Ending 2008

Classrooms available	72
Number of classrooms short (-) or over (+)	-10

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
<b>Total</b>		12	

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

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



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS), administered periodically by the System Evaluation and Reporting Section, is used for strategic planning and to comply with state accountability requirements.

#### Percent of Positive Responses

School Quality Survey <sup>*</sup>		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2007	77.6%	82.1%	56.7%	61.4%	42.9%	52.5%
	2008	80.8%	83.2%	47.7%	59.6%	44.3%	55.6%
Quality Student Support	2007	58.0%	68.7%	47.7%	55.3%	38.6%	44.9%
	2008	57.7%	66.2%	46.7%	55.8%	33.2%	44.9%
Professionalism & System Capacity	2007	54.6%	65.2%	50.0%	53.6%	37.4%	49.9%
	2008	70.3%	71.5%	41.2%	51.5%	38.9%	53.2%
Coordinated Team Work	2007	54.9%	65.5%	39.8%	44.8%	43.7%	50.9%
	2008	56.4%	60.4%	39.1%	47.5%	44.8%	55.6%
Responsiveness of the System	2007	61.3%	68.0%	52.7%	50.7%	There are no student items for this dimension	
	2008	69.0%	69.5%	44.2%	50.6%		
Focused & Sustained Action	2007	56.1%	65.5%	40.3%	42.7%	33.1%	44.7%
	2008	61.1%	65.0%	31.6%	43.4%	39.8%	55.3%
Involvement	2007	67.3%	70.5%	56.2%	49.4%	45.4%	52.7%
	2008	56.4%	58.1%	50.2%	51.8%	37.2%	46.9%
Satisfaction	2007	51.4%	57.5%	48.1%	53.3%	38.2%	44.7%
	2008	48.9%	57.5%	49.6%	60.1%	38.0%	52.5%
Student Safety & Well Being	2007	55.8%	69.8%	43.4%	52.9%	37.6%	44.1%
	2008	55.0%	66.8%	41.6%	54.4%	33.2%	43.9%
Survey Return Rate <sup>**</sup>	2007	90.4%	75.8%	15.1%	15.8%	73.5%	76.4%
	2008	96.3%	75.8%	11.5%	15.8%	90.0%	76.4%

<sup>\*</sup> State Teacher and Parent positive response figures are one of 4 grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

<sup>\*\*</sup> State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

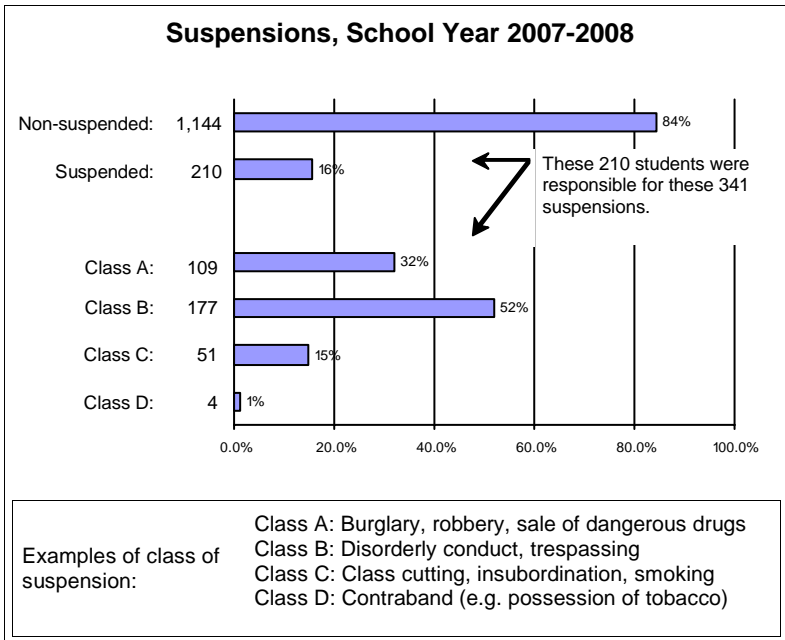
**Vital Signs**

**Student Conduct**

**Attendance and Absences**

School Year			<b>State Standard</b>
2005-06	2006-07	2007-08	
<b>Average Daily Attendance: %</b> (higher is better)			
88.7%	90.7%	85.1%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
20.0	16.8	26.4	<b>9</b>

**Suspensions, School Year 2007-2008**



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
2005-06	54	20.5%
2006-07	53	16.9%
2007-08	35	12.0%

The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

**Graduates and Other Completers**

	2005-06	2006-07	2007-08
Total number of Seniors	254	319	302
Percent of Diploma graduates	98.4%	95.6%	93.0%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	1.6%	1.9%	2.0%
Percent of school completers	100.0%	97.5%	95.0%
<hr/>			
Total number of Freshmen	206	247	245
Percent graduated on time	78.0%	78.7%	83.9%
Freshmen who began high school in school year 2004-05 and graduated in 2007-08.			

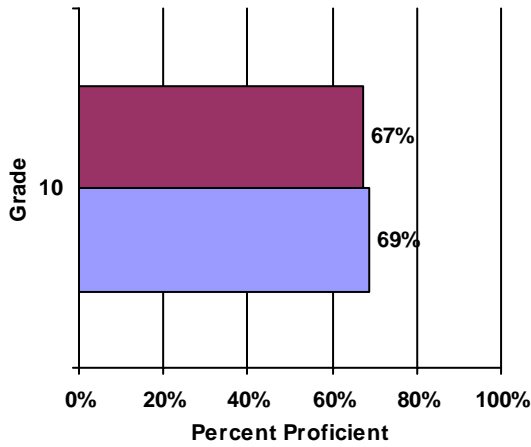
Note. "--" means missing data.

"\*" means data not reported to maintain student confidentiality (see FERPA).

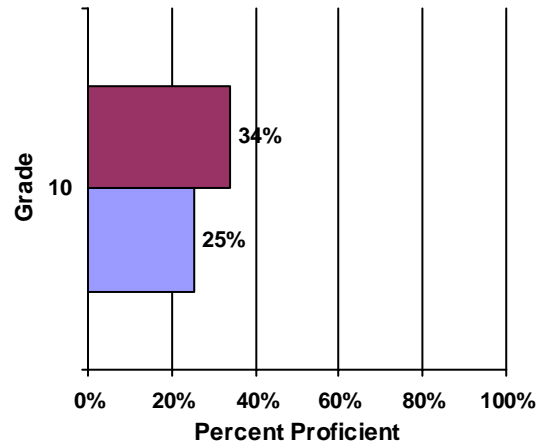
**Vital Signs**

**Hawaii State Assessment**

**HCPS Reading**



**HCPS Mathematics**



School
  State

A bar may not be shown to maintain student confidentiality (see FERPA).

**HCPS Science**

Grade	Percent Proficient	
	School	State
11	21%	27%

The HCPS Science assessment is given in grades 5, 7 and 11.

**HCPS Writing**

Grade	Average Score	
	School	State
9	2.3	2.3
11	2.0	2.4

Writing scores range from a low of 0 to a high of 4. The figures show the average score for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

**TerraNova, 2nd Edition**

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
10	77%	77%	71%	75%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. From 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.

"--" means missing data.

"\*" means data not reported to maintain student confidentiality (see FERPA).

## Other School Information

King Kekaulike High School was accredited in 2005 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.

Published on November 21, 2008.

System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.