

King Kekaulike High School

School Code: 435

Grades 9-12

School Status and Improvement Report School Year 2008-09



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	p. 2
• Student Profile	
• Community Profile	
School Improvement	p. 3
• Summary of Progress	
School Resources	p. 4
• Certified Staff	
• Facilities	
Vital Signs	pp. 5-7
• School Quality Survey	
• Student Conduct	
• School Retention or Completion	
• Hawaii State Assessment	
Other School Information	p. 8

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 (KKHS) 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.

KKHS currently provides a comprehensive academic program including services and programs for English Language Learners, Special Education/504, and Comprehensive School Alienation Program students. Beyond the academic courses, the school also provides 12 Advanced Placement Courses, Career and Technology Education pathways, Peer Education, NovaNET credit recovery, intervention courses in math and reading, 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, Annual Staff Appreciation Luncheon, Becca's Closet, and Grad Night, an all-night alcohol-free event for graduates.

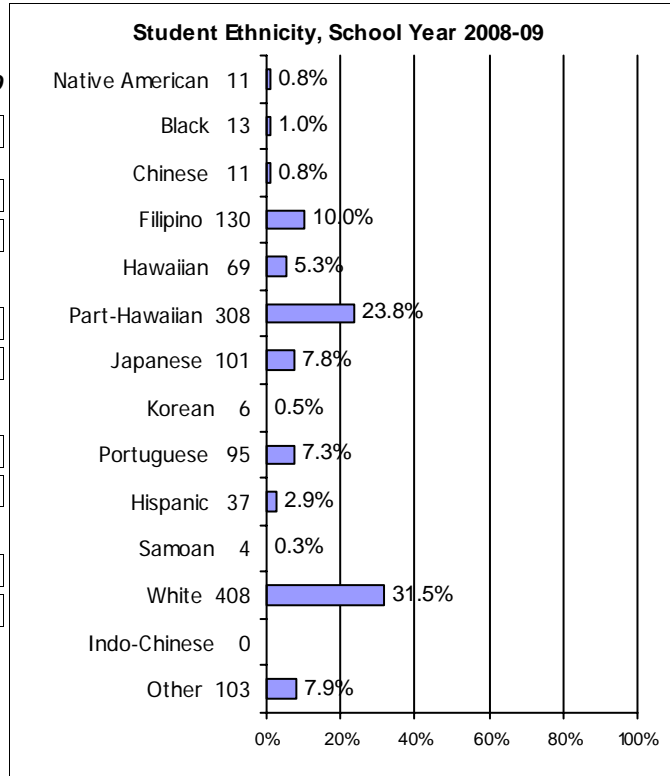
KKHS joined the Hawaii Smaller Learning Communities (SLC) Consortium in the 2005-2006 school year to facilitate the high school redesign. Through a 5-year SLC grant, training is being provided to assist teachers in developing four 9th/10th grade "houses" and two 11th/12th grade career pathways where teachers and staff collaborate with each other within professional learning communities to provide rigorous, relevant and personalized learning for all students. The inclusion of special education students in general education courses began at the 9th grade level in 2007-2008 and expanded to 10th grade in 2008-2009. A Senior Project was also introduced in 2008-2009 in which all seniors produced a research paper, a related product, and a culminating portfolio which was then orally presented by each senior before a panel of community and school judges.

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

School Setting

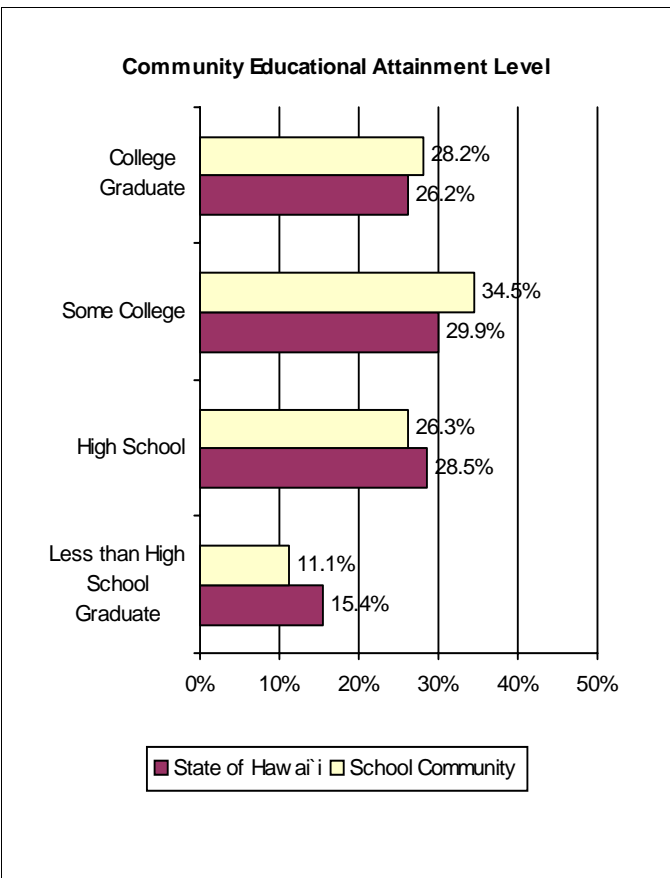
Student Profile

School year	2006-07	2007-08	2008-09
Fall enrollment	1352	1354	1331
Number and percent of students enrolled for the entire school year	1260	1198	1225
	93.2%	88.5%	92.0%
Number and percent of students receiving free or reduced-cost lunch	378	319	379
	28.0%	23.6%	28.5%
Number and percent of students in Special Education programs	252	224	185
	18.6%	16.5%	13.9%
Number and percent of students with limited English proficiency	17	23	30
	1.3%	1.7%	2.3%



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. The school's first year of restructuring services were provided by Edison Learning. Progress during the 2008-09 school year includes:

Goal 1: Improve Student Achievement through Standards-Based Education

1. Learning Targets and Process Skills: The school incorporated the previous year's professional development and the current year's restructuring objectives regarding the use of a common print rich environment in the classrooms. A teacher/student survey (self-report of their print rich environment) was implemented to measure the school's progress supported by Edison Learning and administrative classroom walkthroughs. The largest consistent discrepancy between teacher and student responses on the survey was regarding "Standards" being clearly posted with the lowest rate of response from both teachers and students on the question regarding "Guiding Unit" or "Essential Questions" being posted. Training on "unwrapping benchmarks" has been requested of Edison Learning for 2009-10.

2. School wide Literacy: The TeachFirst literacy model of professional development continued its second year of implementation. Teachers met twice a month to discuss the implementation of literacy strategies and to review student work. This year's literacy topics included Cornell Notes: Foldable Study Guides; Summarizing: Identifying Key Vocabulary; Modeling – Summary Sentences from Key Vocabulary; RAFT (Role/Audience/Format/Topic); Constructed Response; and Question-Answer-Response.

3. Advancement Via Individual Determination (AVID): Two (2) Advancement Via Individual Determination (AVID) elective classes (a 9th and 10th grade class) are in its first year of implementation. 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. Next year, the AVID program is expanding to grades 9-11. A few Math, Science, English, and Special Education teachers attended AVID training during the year and a team of teachers will attend the 2009 Summer AVID Institute.

4. Curriculum Pacing Guides: All teachers were trained to develop a curriculum pacing guide for their course(s) which includes the identification of benchmark(s) to be addressed and skills to be taught weekly. The submission of a Pacing Guide(s) for the 2009-10 school year was included as part of the end-of-the-school-year teacher check-out process.

5. Senior Project: A task force of teachers facilitated the process of transitioning from our required American Problems Senior Paper to a Senior Project embedded in English and Social Studies courses. All seniors produced a research paper, a related product, and a culminating portfolio. Using technology, all seniors then orally presented their Senior Project before a panel of community and faculty judges.

Goal 2: Provide comprehensive support for all students

1. Anti-Bullying Program: An Anti-Bullying curriculum introduced during the previous year school year has been incorporated as a regular unit of instruction in the Health curriculum at the 10th grade level. As a required course for graduation, all students will be exposed to the Anti-Bullying lessons.

2. Personal Transition Plans (PTP): A Personal Transition Plan (PTP) curriculum was developed through a joint effort with other Maui high schools and is posted on the school website for parent/student access. Every student in grades 9-11 currently has a PTP in various stages of development. The school's Advisory curriculum is currently being revised to include the PTP requirements.

Goal 3: Continuously improve performance and quality

Evaluation of School Programs: The school's Leadership Team met weekly with Edison Learning to develop and implement quarterly goals to support restructuring efforts in line with the Academic Plan. In addition to monthly benchmark assessments, Edison Learning and administration conducted 9th and 10th English and Math classroom walkthroughs to provide supportive feedback. Three key goals for the 2009-10 school year was identified followed by the development of the 1st and 2nd quarterly goals.

Rigor and Relevance Framework: A teacher led committee conducted a professional development workshop on developing "Quadrant D" lessons (lessons high in critical thinking skills and real world application). Each department designed two lessons producing a total of 18, five of which have been submitted and accepted as Gold Seal lessons by the Successful Practices Network.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		87.0
Regular Instruction, FTE	73.6%	64.0
Special Instruction, FTE	25.3%	22.0
Supplemental Instruction, FTE	1.1%	1.0
Teacher headcount		87
Teachers with 5 or more years at this school		43
Teachers' average years of experience		8.4
Teachers with advanced degrees		44

Professional Teacher Credentials

Fully licensed	78.2%	68
Provisional credential	11.5%	10
Emergency credential	10.3%	9

Students per Teaching Staff *

Regular Instruction	17.6
Special Instruction	8.4

* 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 *	6.0
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 2009

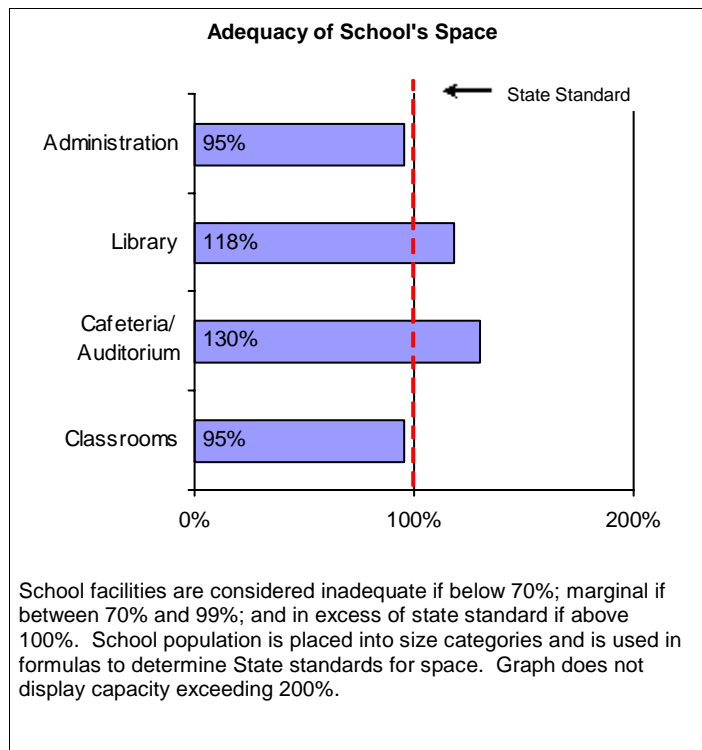
Classrooms available	72
Number of classrooms short (-) or over (+)	-14

School facilities inspection results

	Score		
	1	2	3
Grounds	[]	2	[]
Building exterior	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	2	[]
Health/Safety	[]	2	[]
Sanitation	[]	2	[]
Total		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 *		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2008	80.8%	83.2%	47.7%	59.6%	44.3%	55.6%
	2009	80.7%	84.1%	**	**	44.4%	56.1%
Quality Student Support	2008	57.7%	66.2%	46.7%	55.8%	33.2%	44.9%
	2009	58.4%	68.2%	**	**	31.8%	45.8%
Professionalism & System Capacity	2008	70.3%	71.5%	41.2%	51.5%	38.9%	53.2%
	2009	61.5%	72.8%	**	**	32.5%	53.7%
Coordinated Team Work	2008	56.4%	60.4%	39.1%	47.5%	44.8%	55.6%
	2009	55.9%	60.9%	**	**	40.5%	56.5%
Responsiveness of the System	2008	69.0%	69.5%	44.2%	50.6%	There are no student items for this dimension	
	2009	66.4%	69.8%	**	**		
Focused & Sustained Action	2008	61.1%	65.0%	31.6%	43.4%	39.8%	55.3%
	2009	56.6%	67.1%	**	**	37.1%	55.7%
Involvement	2008	56.4%	58.1%	50.2%	51.8%	37.2%	46.9%
	2009	55.4%	58.6%	**	**	32.6%	47.0%
Satisfaction	2008	48.9%	57.5%	49.6%	60.1%	38.0%	52.5%
	2009	49.6%	60.6%	**	**	34.8%	52.7%
Student Safety & Well Being	2008	55.0%	66.8%	41.6%	54.4%	33.2%	43.9%
	2009	57.0%	68.7%	**	**	30.8%	45.7%
Survey Return Rate ***	2008	96.3%	74.6%	11.5%	15.4%	90.0%	81.4%
	2009	95.2%	74.7%	**	**	86.0%	74.9%

* 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.

** The Parents survey for the school year 2008-09 was cancelled.

*** 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.

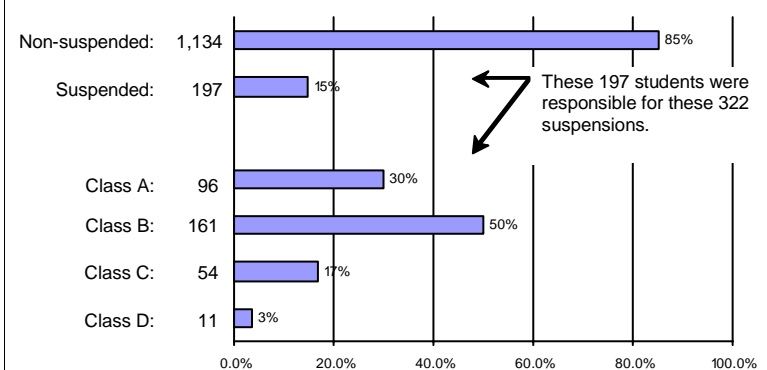
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2006-07	2007-08	2008-09	
Average Daily Attendance: % (higher is better)			95.0%
90.7%	85.1%	87.1%	
Average Daily Absences: in days (lower is better)			9
16.8	26.4	22.8	

Suspensions, School Year 2008-2009



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
2006-07	53	16.9%
2007-08	35	12.0%
2008-09	41	13.4%

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

Graduates and Other Completers

	2006-07	2007-08	2008-09
Total number of Seniors	319	302	325
Percent of Diploma graduates	95.6%	93.0%	94.8%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	1.9%	2.0%	1.5%
Percent of school completers	97.5%	95.0%	96.3%

Total number of Freshmen	247	245	255
Percent graduated on time	78.7%	83.9%	83.1%

Freshmen who began high school in school year 2005-06 and graduated in 2008-09.

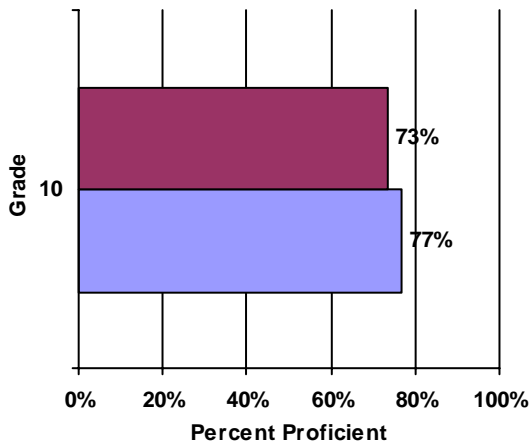
Note. "--" means missing data.

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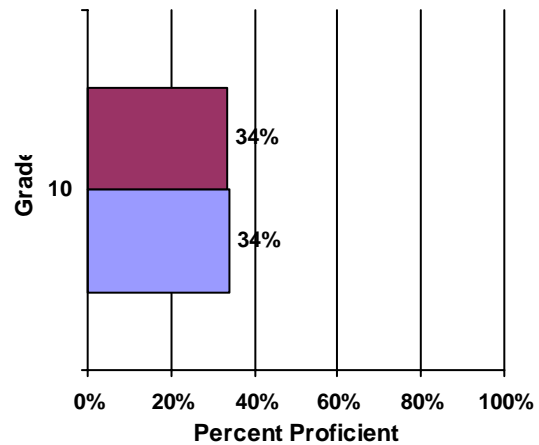
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Science

Grade	Percent Proficient	
	School	State
11	22%	24%

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

HCPS Writing

Grade	Average Score	
	School	State
9	2.0	2.4
11	2.1	2.2

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	87%	78%	79%	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 13, 2009.

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