

# Kapolei

Middle School

Grades 6-8

## School Status and Improvement Report



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### 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

Kapolei Middle School, opened in 1999, is the second of three schools that will serve O'ahu's "Second City." It is in the Villages of Kapolei, a State housing development planned eventually to house about 5,000 families. Kapolei Middle School services students in the 6<sup>th</sup> to 8<sup>th</sup> grade from the communities of Barber's Point, Honokai Hale, Kapolei, and Makakilo. The school focuses on creating life-long learners by emphasizing culture, the arts, and science & technology integration. The school building and curriculum are designed to meet the needs of the adolescents.

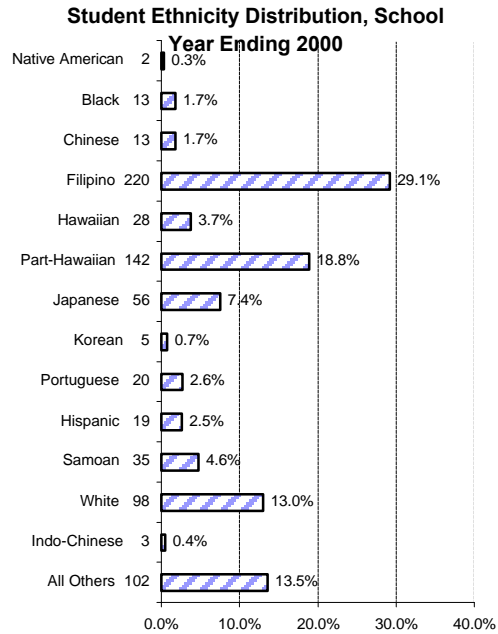
#### School Address:

Kapolei Middle School  
 91-5335 Kapolei Parkway  
 Kapolei, HI 96707

## Context: School Setting

### Student Profile

<i>School year ending</i>	<b>1998</b>	<b>1999</b>	<b>2000</b>
Fall enrollment	0	0	1024
Number and percent of students enrolled for the entire school year	0	0	696
			68.0%
Number and percent of students receiving free or reduced-cost lunch	0	0	290
			28.3%
Number and percent of students in Special Education programs	0	0	82
			8.0%
Number and percent of students with limited English proficiency	0	0	18
			1.8%

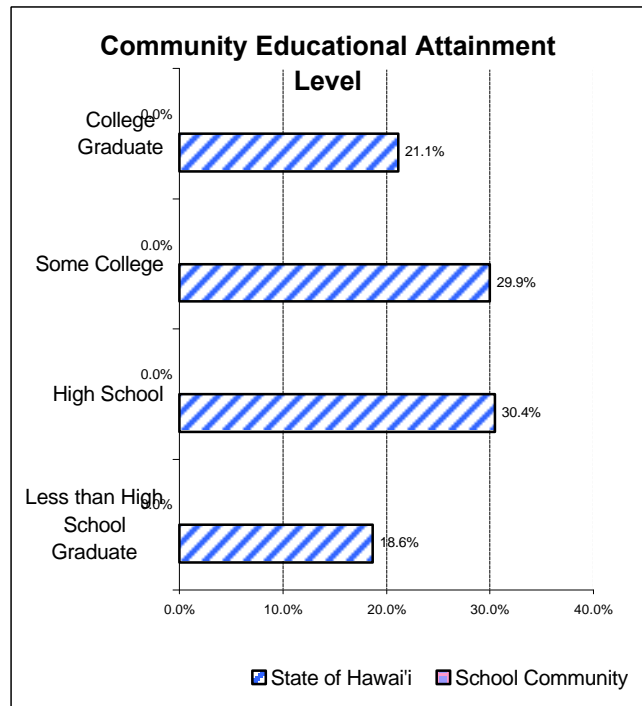


### Community Profile

*Based on the 1990 U.S. Census*

	School Community	State of Hawai'i
Average family size	n/a	3.6
Percent of households with school age children (4-19)	n/a	31.8%
Median household income	n/a	\$38,829
Per capita income	n/a	\$15,770
Percent of households with Public Assistance income	n/a	6.8%
Percent of children (3-19 years) below poverty level	n/a	11.6%
Percent of children (4-19 years) who are at-risk*	n/a	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	#1	No priority selected
Ending 1998	#2	No priority selected
	#3	No priority selected
School Year	#1	No priority selected
Ending 1999	#2	No priority selected
	#3	No priority selected
School Year	#1	Student Achievement
Ending 2000	#2	Staff Development
	#3	Parent Involvement/Community Relations

### **Priority 1: Student Achievement**

Kapolei Middle School functions under the concepts of an effective middle school. Guiding principles such as core teaming, advisor/advisee program, and block scheduling promote programs of instruction that focus on the social, emotional, physical, as well as, the intellectual needs of the adolescent child.

Instructional programs such as Connected Math, Foundational Approaches in Science Teaching (FAST) and Performance English generate the development of academic skills and provide opportunities for student growth. During this first year of operation, Kapolei Middle School began work on aligning curriculum to the Hawaii Content and Performance Standards II. In addition, complex—wide articulation emphasizing writing across the curriculum will continue to help our students meet these standards.

### **Priority 2: Staff Development**

From January through July 1999, staff members met to discuss educational concepts and develop school procedures and curriculum that would be the driving foci of the school. With the state-wide emphasis on content and performance standards, staff members have participated in workshops, content area, grade level, and complex-wide meetings during the school year to develop instructional strategies and criteria for students to meet the standards in all subject areas. In addition, many staff members have attended state and national conferences to keep abreast of educational trends in their field. Staff development is an ongoing process, and with the constant support of the Administration, the Kapolei Middle School staff will continue to seek ways to meet the needs of our students.

### **Priority 3: Parent Involvement/Community Relations**

It is the belief at Kapolei Middle School that all segments of the community - staff members, parents, and the general community - must work together to support our students. The Parent-Community Networking Center has successfully organized the Kapolei Middle School PTSA, complex-wide PCNC activities, and volunteer programs. Throughout the school year, the school community has been involved in such activities as the Fall Fest, the Hula Kahiko Competition, and the Read Aloud Program which enhance educational as well as social experiences.

Kapolei Middle is working towards becoming a School/Community-Based Management school to further strengthen the partnership between the school and community.

## Process: School Resources

### Certified Staff

School year ending 2000

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>	<b>53.5</b>
Regular Instruction, FTE	40.0
Special Education, FTE	7.0
Supplemental Instruction, FTE	6.5
Total number of persons assigned to teaching, headcount	54
Teachers with 5 or more years experience in this school	0
Teachers' average years of experience	9.0

#### Students per Teaching Staff Member

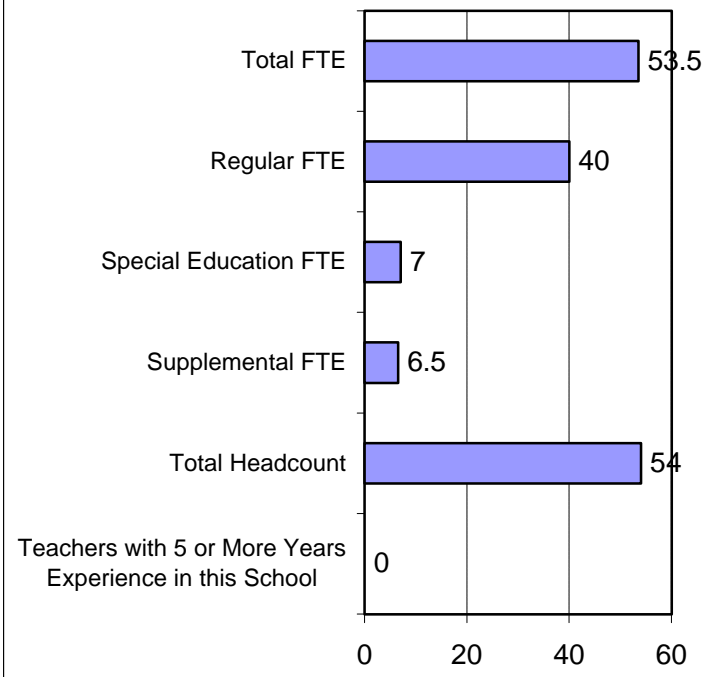
Regular Instruction	20.3
Special Education	11.7

#### Administrative and Student Services Staff

Administration*, FTE	5.0
Librarians, FTE	1.0
Counselors, FTE	3.0
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	56
Number of classrooms short (-) or over (+)	3

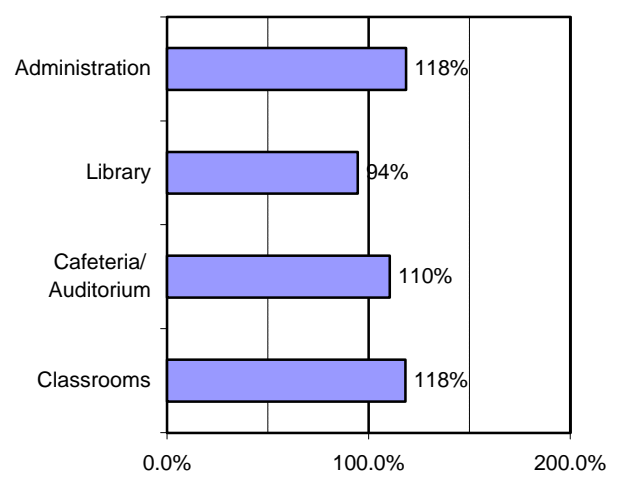
#### School facilities inspection results

	Score		
	1	2	3
Grounds	[ ]	[ ]	3
Building exterior	[ ]	[ ]	3
Building interior	[ ]	[ ]	3
Equipment/Furnishings	[ ]	[ ]	3
Health/Safety	[ ]	[ ]	3
Sanitation	[ ]	[ ]	3
<b>Total</b>	<b>18</b>		

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

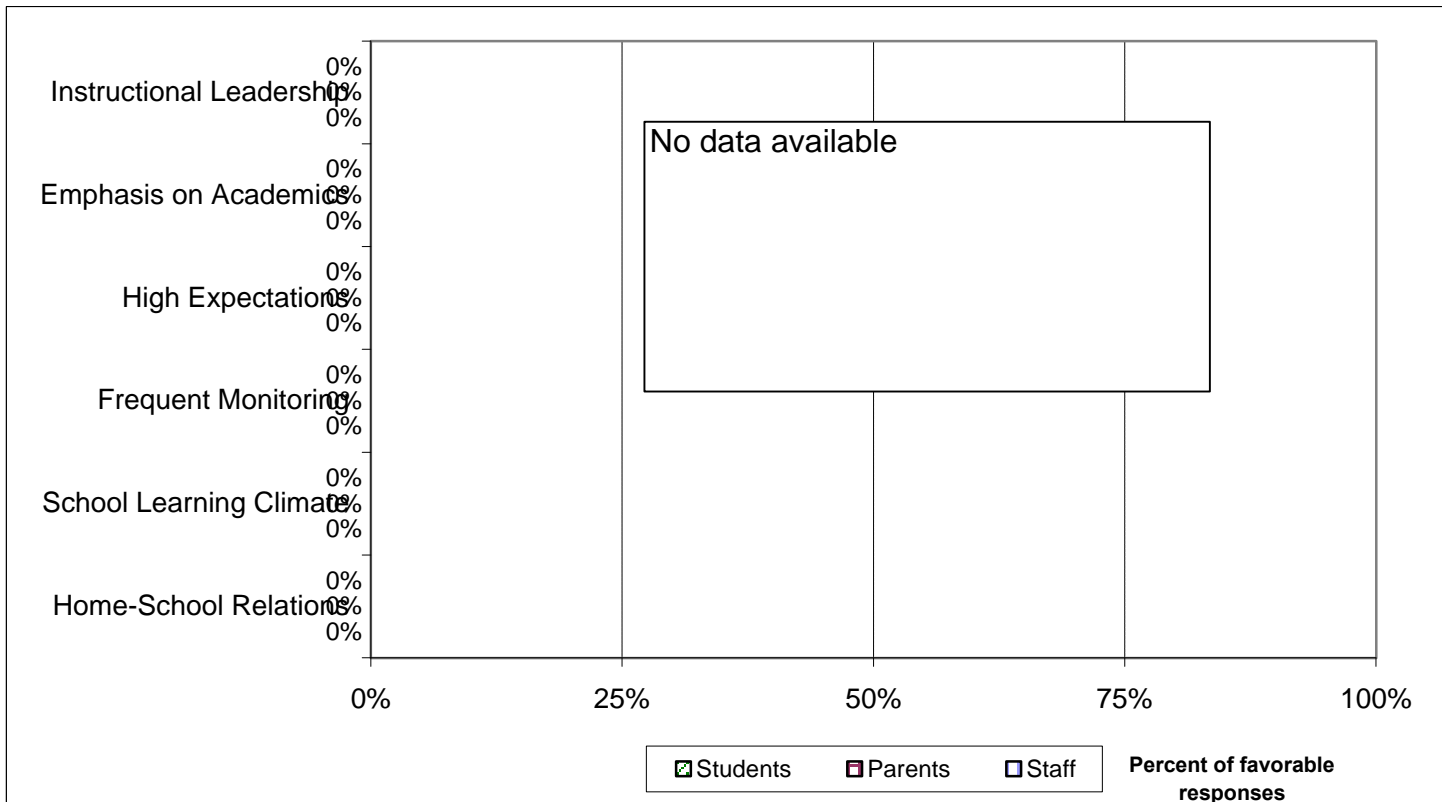


School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

# Outcomes: Vital Signs

## Effective School Practices

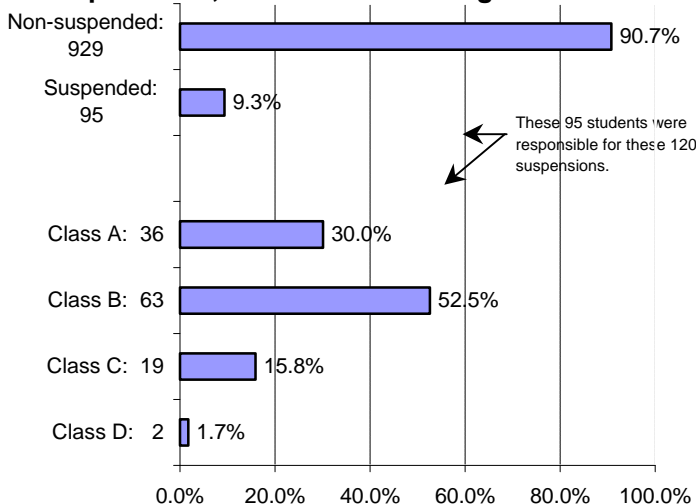
### Effective Schools Survey



## Student Conduct

<b>Attendance and Absences</b>			<b>State Standard</b>
1997-98	1998-99	1999-2000	
<b>Average Daily Attendance: %</b> (higher is better)			
0.0%	0.0%	94.7%	95.0%
<b>Average Daily Absences: in days</b> (lower is better)			
0	0	9.7	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 8

