

Kapolei

High School

Grades 9-12

School Status and Improvement Report



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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

Kapolei High School is the newest high school built in the state of Hawaii and one of the three schools to serve O'ahu's "Second City."

It is located in the Villages of Kapolei, a state housing development planned eventually to house nearly 5,000 families. Kapolei High School opened on July 26, 2000 to 375 freshmen. Each subsequent year a grade level will be added until the year 2004 when the school will have all grades, 9-12. Kapolei High School has been designed as Breaking Ranks school, embracing all of the recommendations for change to prepare Hawaii's youth for the 21st century.

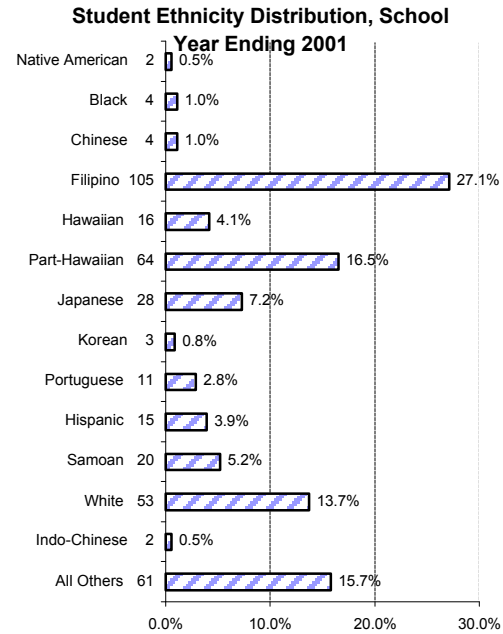
School Address:

Kapolei High School
91-5007 Kapolei Parkway
Kapolei, HI 96707

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	0	0	373
Number and percent of students enrolled for the entire school year	0	0	348
			93.3%
Number and percent of students receiving free or reduced-cost lunch	0	0	76
			20.4%
Number and percent of students in Special Education programs	0	0	37
			9.9%
Number and percent of students with limited English proficiency	0	0	9
			2.4%

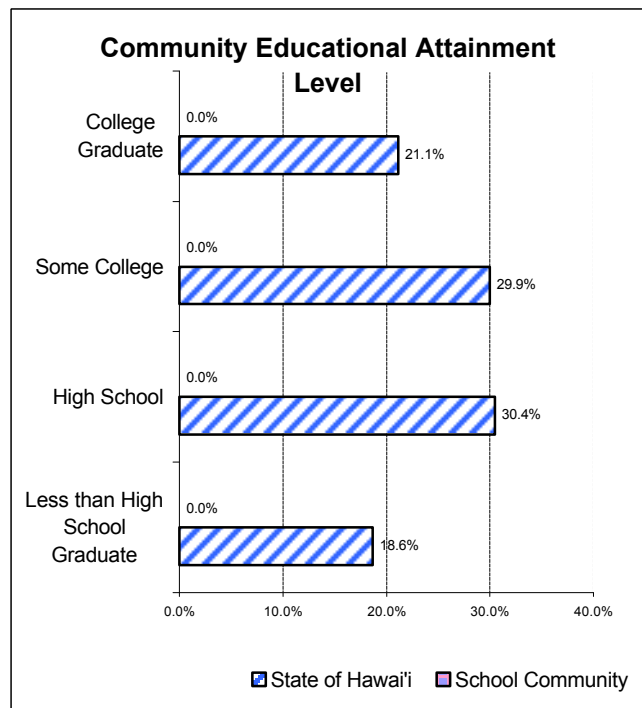


Community Profile

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: Standards Implementation Design

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

School's vision:

Kapolei High School is an exciting and dynamic student-centered learning environment at the heart of the community.

Mission: Kapolei High School will create opportunities for students to meet and exceed the HCPSII and:

- Be responsible for their own learning
- Understand it is essential for human beings to work together
- Be involved in complex thinking and problem solving
- Recognize and produce quality performance and quality products

Kapolei High School's curriculum is based on "Breaking Ranks, Changing an American Institution." The creation of smaller learning communities (academies), personalization of learning (portfolios), and creating meaningful learning opportunities (blended courses, project-based learning) are some of the principles and beliefs that guide the development of the curriculum.

In our inaugural year, students were assigned to a core academic team. Activities for the core team included collaborative units of study, career exploration, student advisory and field trips related to student projects.

An area of strength is the commitment of teachers to collaboratively create meaningful learning opportunities for students. Another area of strength is the support from the state School-to-Work office, the Leeward Partnership for School-to-Work and private businesses that provide resources to support teacher training.

The areas of improvement include the need to develop a course of study reflective of the school's strategic plan. As the school progresses towards becoming the "changing American institution," teacher training continues to be a critical need. Communication between community and parents are critical and in need of constant improvement to support educational reform.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	21.0
Regular Instruction, FTE	15.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	2.0
Teacher headcount	21
Teachers with 5 or more years at this school	0
Teachers' average years of experience	12.6
Teachers with advanced degrees	6

Students per Teaching Staff Member

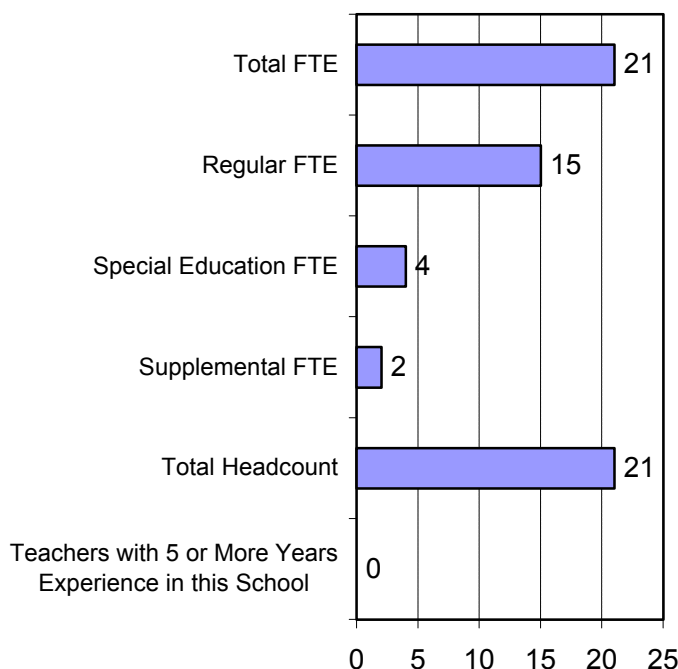
Regular Instruction	19.8
Special Education	9.3

Administrative and Student Services Staff

Administration*, FTE	6.0
Librarians, FTE	1.0
Counselors, FTE	1.0
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	24
Number of classrooms short (-) or over (+)	0

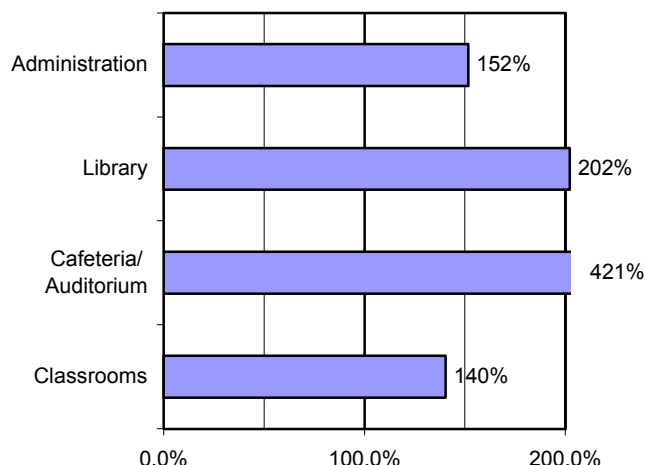
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	2	[]
Building exterior	[]	[]	3
Building interior	[]	[]	3
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total	17		

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

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

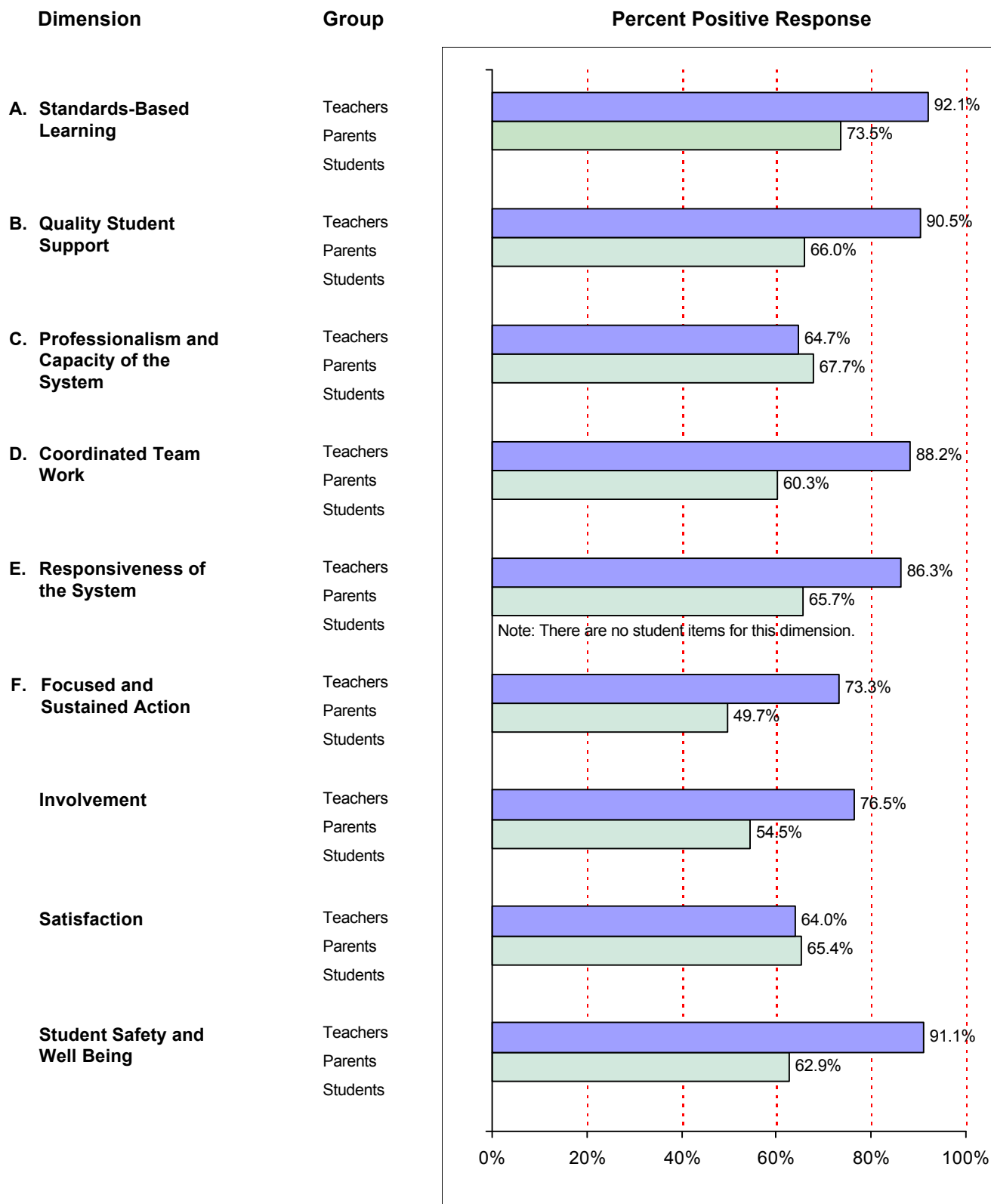
Adequacy of School's Space Compared with State Standards



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



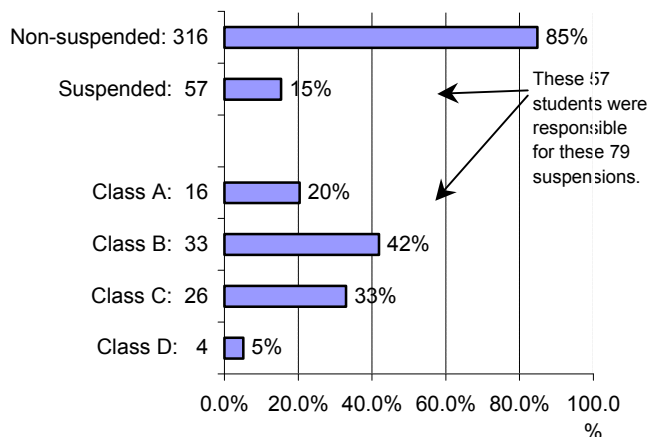
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
0.0%	0.0%	93.6%	95.0%
Average Daily Attendance: % (higher is better)			
Average Daily Absences: in days (lower is better)			
0	0	10.5	9

Suspensions, School Year 2000-01



Class A: Burglary, robbery, sale of dangerous drugs
 Examples of class of suspension: Class B: Disorderly conduct, trespassing
 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>.