

Kapolei High School

School Code: 292

Grades 9-12

School Status and Improvement Report School Year 2003-04



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School Address:

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

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

Kapolei High School serves Kapolei, Makakilo, Honokai Hale, and Barbers Point (Kalaeloa). It is at the heart of the community, providing students, families, educators, and business partners a collaborative learning environment.

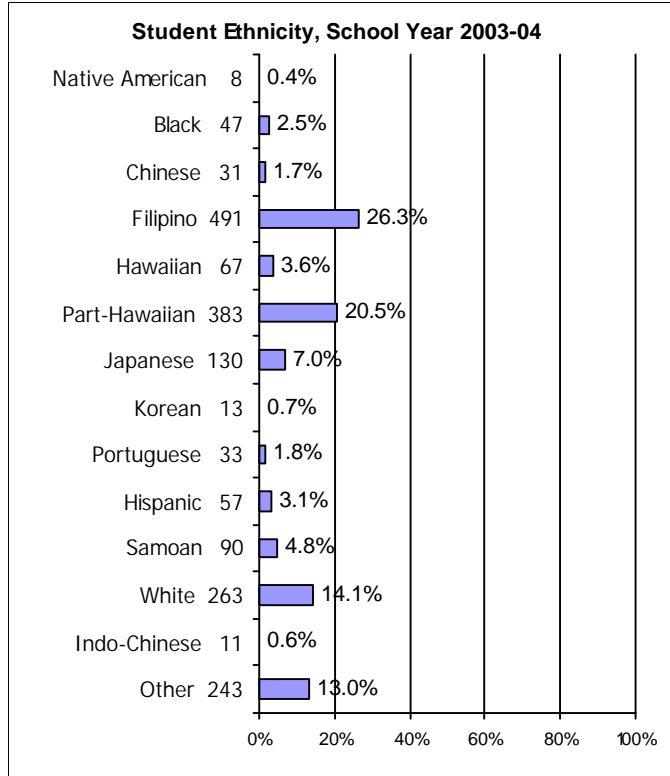
Kapolei High School is defined by 6 design principles: personalization, authentic and relevant learning, academic rigor, building community, career launching pad, and technology. The school highlights each of these principles to help students develop a strong academic foundation, gain a broad understanding of a career area, acquire industry-specific skills and build the essential values of integrity, dignity and caring.

The vision for Kapolei High School is based on the recommendations of *Breaking Ranks: Changing an American Institution*, a report published by the National Association of Secondary School Principals. Using the report's key elements and a collaborative planning process, Kapolei High School has evolved into a student-centered learning environment that focuses on the relationship between the school and the community.

School Setting

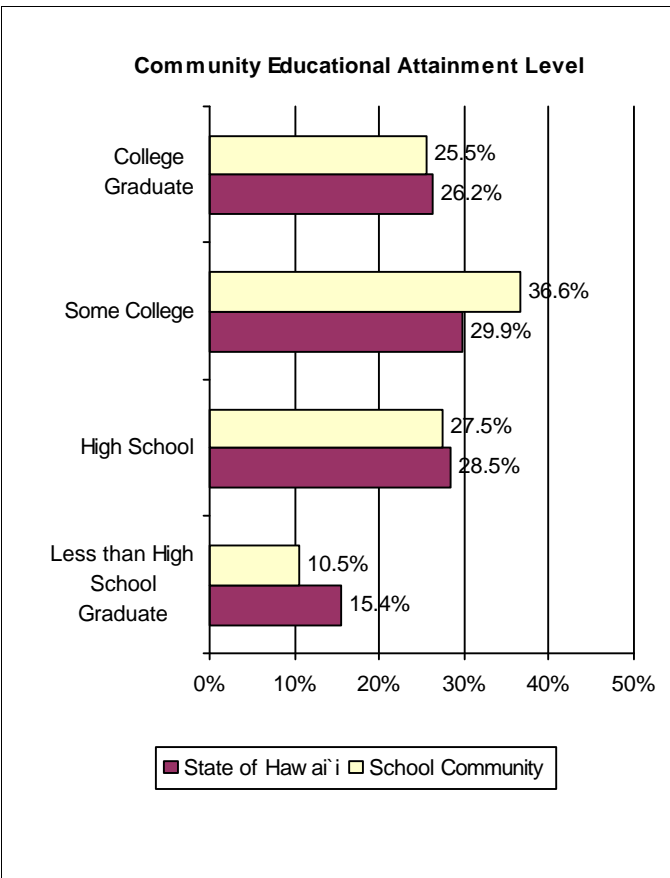
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	795	1356	1928
Number and percent of students enrolled for the entire school year	739	1234	1738
	93.0%	91.0%	90.1%
Number and percent of students receiving free or reduced-cost lunch	207	332	473
	26.0%	24.5%	24.5%
Number and percent of students in Special Education programs	87	139	221
	10.9%	10.3%	11.5%
Number and percent of students with limited English proficiency	23	18	44
	2.9%	1.3%	2.3%



Community Profile Based on the 2000 U.S. Census

Kapolei Complex	School Community	State of Hawai'i
Total population	25,180	1,211,537
Percentage of population aged 5-19	25.7%	20.6%
Median age of population	31.7	36.2
Number of families	6,200	287,068
Percentage of families with children under 18	58.9%	45.0%
Percentage of families with children headed by a single mother	11.9%	18.3%
Average family size	3.8	3.42
Median household income	\$65,561	\$49,820
Percent of households with Public Assistance income	5.8%	7.6%
Percent of families with children living in poverty	5.8%	11.2%



Standards Implementation

Summary of Progress

Inclusivness: Focus on Learning (FOL) group meetings were held at least twice a month. The emphasis was a continued effort to increase articulation and establish a decision-making process for the school. Each focus group, using the CIMIP (Continuous Integrated Monitoring Improvement Process) as part of the data gathering tool, prioritized three areas of needs for each focus group area. The school prioritized three goals based on the NCLB directives: (1.) Collection of evidence of high expectations and standards. (2.) Reading/writing emphasized in all curriculum areas for all students. (3.) General Learning Outcome#3-Students will be involved in complex thinking and problem solving. Problem solving strategies to develop thinking in all curriculum areas addressing reading/writing/math through project-based units.

Standards-Based Learning: 1. Collection evidence of high expectations in reading and math; 2. Reading/writing strategies taught to all students; 3. Problem solving strategies taught to all students.

Quality Student Support: 1. Expectations of academic and behavior shared with school/parents/community; 2. Implement Positive Behavior System (PBS); 3. Design and articulate Transition Plan.

Professional and Capacity of the System: 1. Action plan will be dependent on the other focus area of needs.

Coordinated Teamwork: IN PROGRESS

Responsiveness to the System: 1. Create awareness of school/community in school activities; 2. Develop activities that are relevant to school/community interests and needs.

Focused and Sustained Action: 1. Regular scheduled parent/community meetings; 2. Continuous articulation with businesses; 3. Extended effort to share information with national consultants, schools, etc.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		104.0
Regular Instruction, FTE	66.3%	69.0
Special Instruction, FTE	16.3%	17.0
Supplemental Instruction, FTE	17.3%	18.0
Teacher headcount		104
Teachers with 5 or more years at this school		0
Teachers' average years of experience		7.2
Teachers with advanced degrees		24

Professional Teacher Credentials

Fully licensed	71.2%	74
Provisional credential	19.2%	20
Emergency credential	9.6%	10

Students per Teaching Staff *

Regular Instruction	19.6
Special Instruction	13.0

* 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 *	7.0
Librarians, FTE	2.0
Counselors, FTE	8.0
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 2004

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

School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

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

Data not available

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 (SQS) 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	School	State	School ¹	State
Standards-Based Learning	2001	92%	n/a	73%	n/a		n/a
	2003	85%	n/a	64%	n/a	42%	n/a
Quality Student Support	2001	90%	n/a	66%	n/a		n/a
	2003	85%	n/a	61%	n/a	47%	n/a
Professionalism & System Capacity	2001	65%	n/a	68%	n/a		n/a
	2003	65%	n/a	57%	n/a	35%	n/a
Coordinated Team Work	2001	88%	n/a	60%	n/a		n/a
	2003	79%	n/a	52%	n/a	53%	n/a
Responsiveness of the System	2001	86%	n/a	66%	n/a	There are no student items for this dimension	
	2003	79%	n/a	55%	n/a		
Focused & Sustained Action	2001	73%	n/a	50%	n/a		n/a
	2003	68%	n/a	45%	n/a	40%	n/a
Involvement	2001	76%	n/a	55%	n/a		n/a
	2003	75%	n/a	46%	n/a	44%	n/a
Satisfaction	2001	64%	n/a	65%	n/a		n/a
	2003	63%	n/a	68%	n/a	36%	n/a
Student Safety & Well Being	2001	91%	n/a	63%	n/a		n/a
	2003	84%	n/a	58%	n/a	43%	n/a
Survey Return Rate	2001	71%	n/a	19%	n/a		n/a
	2003	81%	70%	23%	22%	51%	83%

¹

Student positive responses are for the highest grade level surveyed at this school.

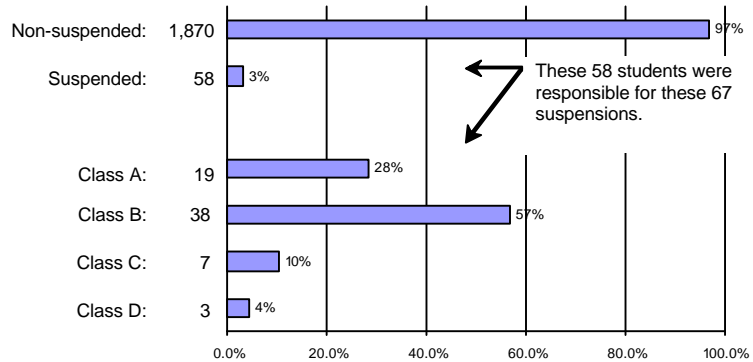
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2001-02	2002-03	2003-04	
Average Daily Attendance: % (higher is better)			
92.4%	91.9%	91.5%	95.0%
Average Daily Absences: in days (lower is better)			
13.4	14.2	15.3	9

Suspensions, School Year 2003-2004



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
2001-02	5	0.6%
2002-03	12	0.9%
2003-04	15	0.8%

Graduates and Other Completers

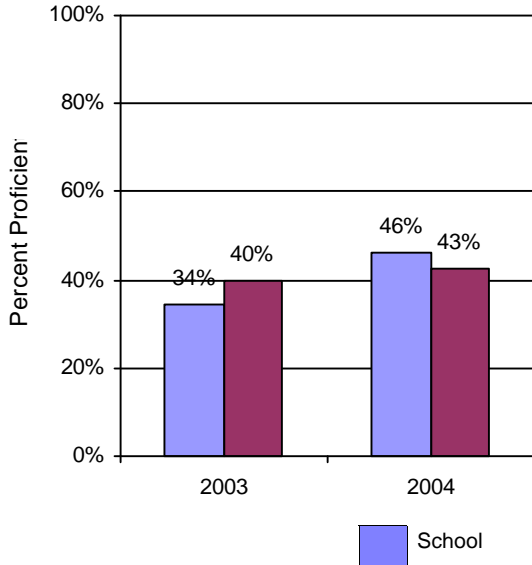
	2001-02	2002-03	2003-04
Total number of Seniors	n/a	n/a	346
Percent of Diploma graduates	n/a	n/a	93.1%
Percent of Certificate of Course Completion	n/a	n/a	0.0%
Percent of Individually Prescribed Program	n/a	n/a	2.0%
Percent of school completers	n/a	n/a	95.1%
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Total number of Freshmen	0	0	247
Percent graduated on time	0.0%	n/a	87.6%
Freshmen who began high school in school year 2000-01 and graduated in 2003-04.			

Vital Signs

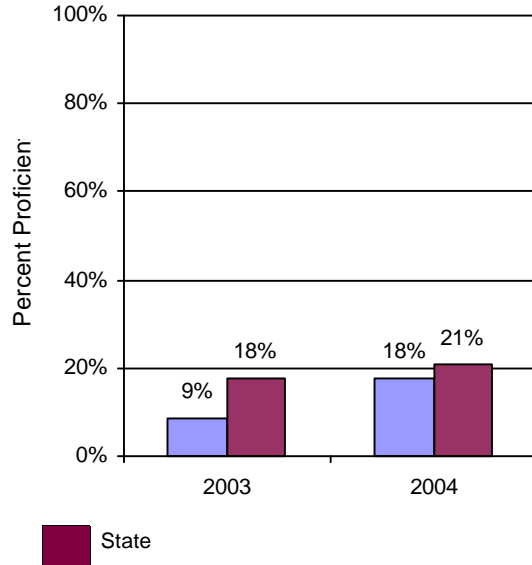
Statewide Testing

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	2002-03		2003-04	
	School	State	School	State
Meaning	2.9	2.8	2.9	2.8
Voice	3.0	2.9	2.8	2.8
Clarity	2.9	2.8	2.9	2.8
Design	2.9	2.8	2.8	2.7
Conventions	2.9	2.8	2.9	2.9
Overall	2.9	2.8	2.9	2.8

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	36%	64%
Mathematics	31%	69%
This School Highest Grade Tested: 10		
Reading	27%	73%
Mathematics	23%	77%

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

Kapolei High School was accredited in 2004 by the Western Association of Schools and Colleges for a period of two years.

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