

# Kapolei High School

School Code: 292

Grades 9-12

## School Status and Improvement Report School Year 2004-05



### Contents

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

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

### School Description

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

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. In 1996, the National Association of Secondary School Principals (NASSP), in partnership with the Carnegie Foundation, published a document titled, ***Breaking Ranks: Changing an American Institution***. It recommended that the high school be restructured to respond to socio-economic changes in the world today. Kapolei High School was designed as a *Breaking Ranks* school, the school considers all of the recommendations for change to prepare Hawaii's youth for the 21<sup>st</sup> century. It is the first public high school with the following features:

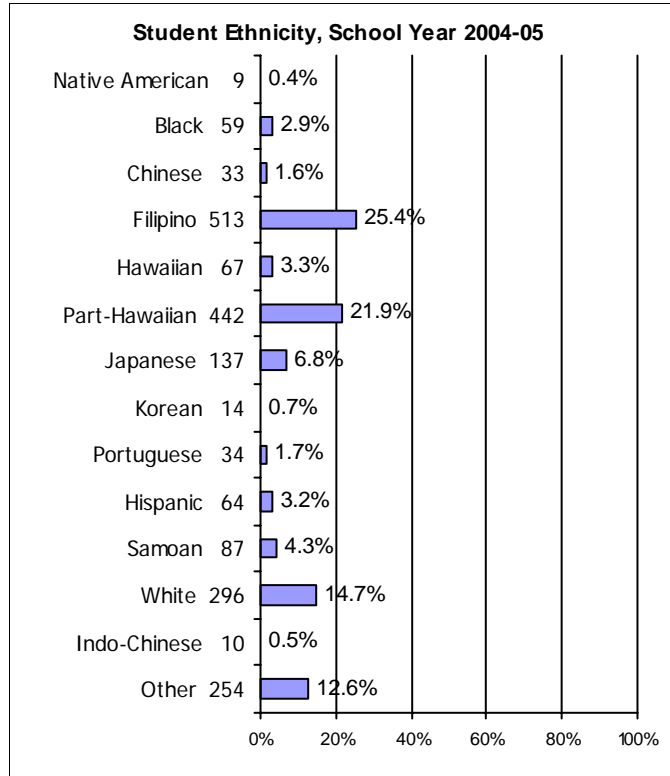
- Major partnerships with private and public sectors in the community
- Unique facilities to emphasize the personalization of student's learning experiences
- Fosters interdisciplinary team teaching, and the integration of adult education with the school facilities
- Learning spaces and meeting areas readily accessible for community use, emphasizing the school's role as the heart of the community
- Physical location of assistant principals and counselors in the buildings
- A media center offering a variety of technological learning opportunities for students and the community

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.

## School Setting

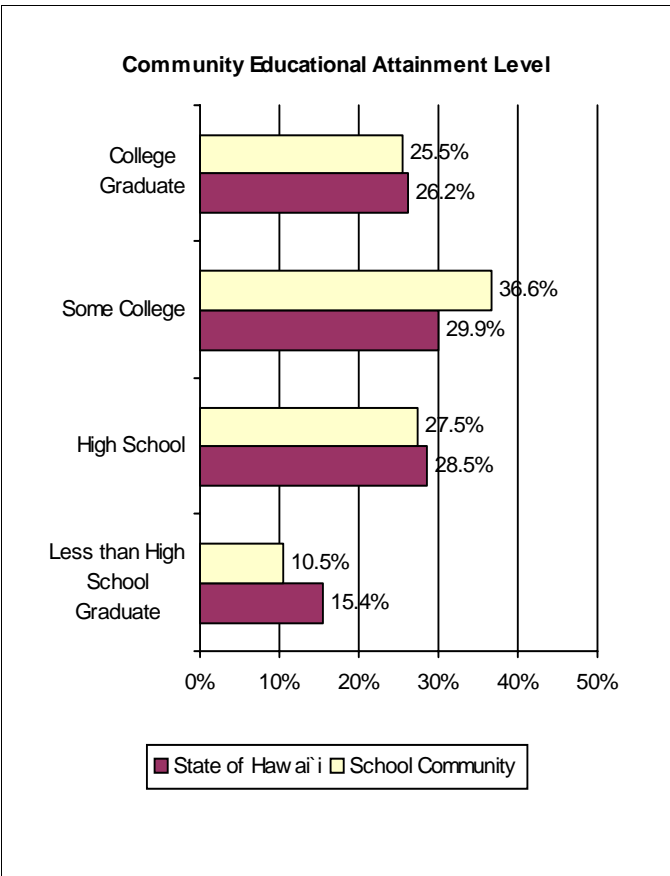
### Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	1356	1928	2162
Number and percent of students enrolled for the entire school year	1234	1738	1872
	91.0%	90.1%	86.6%
Number and percent of students receiving free or reduced-cost lunch	332	473	456
	24.5%	24.5%	21.1%
Number and percent of students in Special Education programs	139	221	249
	10.3%	11.5%	11.5%
Number and percent of students with limited English proficiency	18	44	41
	1.3%	2.3%	1.9%



### 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%



## School Improvement

### Summary of Progress

**Standards-Based Learning:** This group focused on curriculum mapping the content areas and selection of 3 prioritized standards (from the HCPS essential standards). The group is gathering evidence of the three prioritized goals. Reading and writing data collection was summarized to identify the needs and strengths of the school. This semester was used to gather data to analyze the understanding of PBL (Project-Based Learning), writing and reading strategies by students and teachers.

**Quality Student Support:**

-Components of the test-taking strategies for the Hawaii State Assessment (HSA) were reviewed and targeted for the current ninth and tenth graders. Students who fell in the “gap” group from the previous test data were identified and discussion started on implementation of alternative strategies and/or programs for targeted group. The Request for Assistance (RFA) process was finalized to the implementation state.

-Surveys produced and results yielded on teacher indicators from students reflecting “teacher effectiveness” from the student’s perspective. Continuation of defining school-wide and/or grade level behavioral expectations will be enacted in the following school year. Student and staff incentive system devised to promote a positive learning environment was introduced.

-Transition phases of the school year activities with yearlong plans for students enrolled are planned. Various safety procedures will be enacted throughout the school year that includes fire drills, evacuations, and “shelter in place” with the assistance of the school’s safety committee.

**Professional and Capacity of the System:** Inservicing for this second semester focused on curriculum mapping, reading strategies and the implementation of the strategies, analysis of the HSA data. Emphasis on the analysis of the data was used to formulate the accreditation report.

**Coordinated Teamwork:**

A major task was completion of the faculty handbook. Distribution of the handbook will be ready to disseminate at the beginning of the '05-'06 school year. This group is also in the process of looking at our existing budget process, trying to tie in an assessment tool that will be used by the teachers to justify there annual budget request. Other areas of concern coming from this group is to compile existing policies and procedure into a condense format and shared with the school community.

**Responsiveness to the Systems:**

Revisited and shared school-wide attendance policy that was recommended by this focus group. Ongoing activities to encourage parent and community participation in school events were provided throughout the year. These include: Monthly Principal’s Coffee Hour, Open House, Registration Night, Band Concerts, Drama Presentations, Athletic Events, Team/Academy Nights, Scholarship and Awards Nights. The school will continue to explore other opportunities for parent and community involvement, as well as expanding the current system for reporting and informing the public of our students’ progress and achievements. Developing clear guidelines for schoolwide procedures to improve communication is something this focus group will work on in the upcoming year. The school will also develop consistent system to maximize fiscal and human resources.

**Focused and Sustained Action:** Implementation of Act 51 is a priority. Council from school, parent and community were elected by their respective groups. By-laws have been established.

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		113.5
Regular Instruction, FTE	64.3%	73.0
Special Instruction, FTE	18.5%	21.0
Supplemental Instruction, FTE	17.2%	19.5
Teacher headcount		114
Teachers with 5 or more years at this school		11
Teachers' average years of experience		6.8
Teachers with advanced degrees		31

**Professional Teacher Credentials**

Fully licensed	71.1%	81
Provisional credential	17.5%	20
Emergency credential	11.4%	13

**Students per Teaching Staff \***

Regular Instruction	20.7
Special Instruction	11.9

\* 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	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**

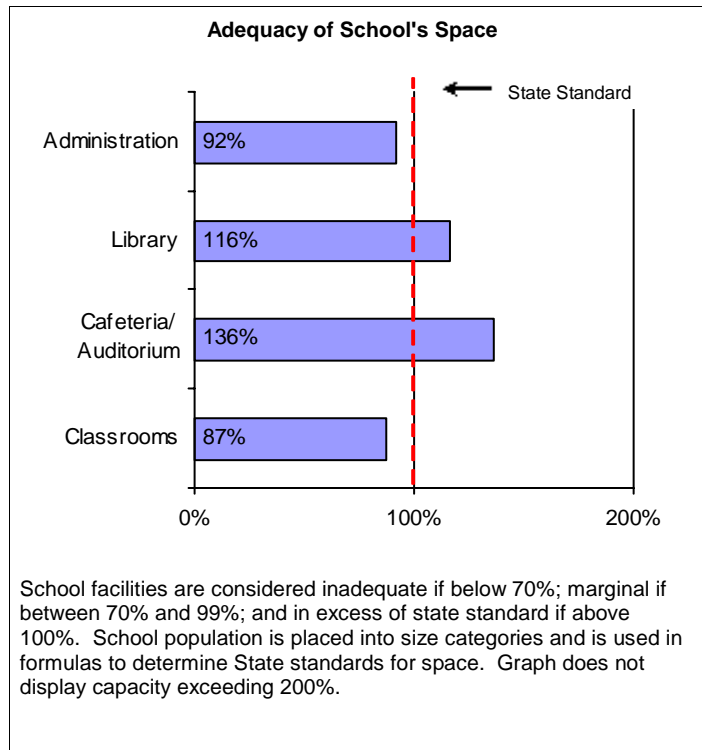
School Year Ending 2005

Classrooms available	98
Number of classrooms short (-) or over (+)	2

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation		2	
<b>Total</b>		17	

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) 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 *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2003	84.6%	--	64.0%	--	42.2%	--
	2005	87.9%	81.8%	65.2%	60.3%	50.5%	53.5%
Quality Student Support	2003	85.3%	--	61.3%	--	46.6%	--
	2005	86.8%	70.2%	60.4%	53.6%	51.7%	48.5%
Professionalism & System Capacity	2003	65.5%	--	56.5%	--	35.5%	--
	2005	74.4%	64.4%	43.5%	51.2%	44.9%	51.4%
Coordinated Team Work	2003	79.3%	--	51.7%	--	52.9%	--
	2005	84.7%	67.8%	52.5%	43.2%	55.4%	52.1%
Responsiveness of the System	2003	79.2%	--	55.2%	--	There are no student items for this dimension	
	2005	82.1%	69.6%	51.7%	50.4%		
Focused & Sustained Action	2003	67.6%	--	44.9%	--	39.8%	--
	2005	77.3%	65.0%	43.8%	40.5%	48.6%	44.8%
Involvement	2003	74.6%	--	45.9%	--	44.2%	--
	2005	79.1%	71.5%	48.6%	49.4%	47.4%	53.7%
Satisfaction	2003	63.4%	--	67.7%	--	36.0%	--
	2005	75.2%	56.1%	63.1%	52.7%	42.6%	46.4%
Student Safety & Well Being	2003	84.0%	--	58.4%	--	43.0%	--
	2005	86.1%	70.3%	55.0%	50.8%	47.4%	47.4%
<b>Survey Return Rate **</b>							
Survey Return Rate **	2003	81.5%	--	23.2%	--	50.9%	--
	2005	83.5%	68.3%	19.3%	18.0%	86.5%	79.3%

\* 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.

\*\* 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

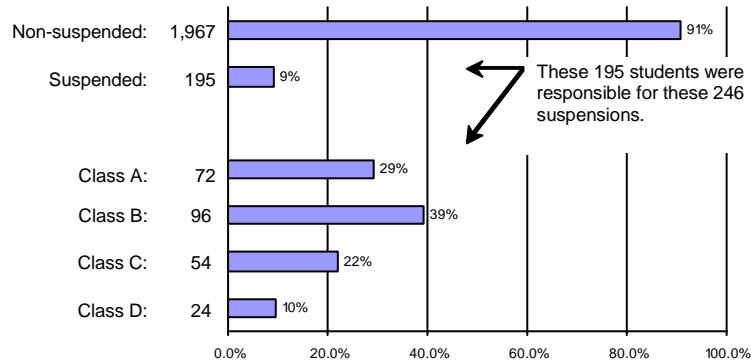
School Year			State Standard
2002-03	2003-04	2004-05	
91.9%	91.5%	93.2%	<b>95.0%</b>

Average Daily Attendance: %  
(higher is better)

Average Daily Absences: in days  
(lower is better)

14.2	15.3	12.0	<b>9</b>
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Suspensions, School Year 2004-2005



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
2002-03	--	--
2003-04	7	2.5%
2004-05	11	3.5%

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

Graduates and Other Completers

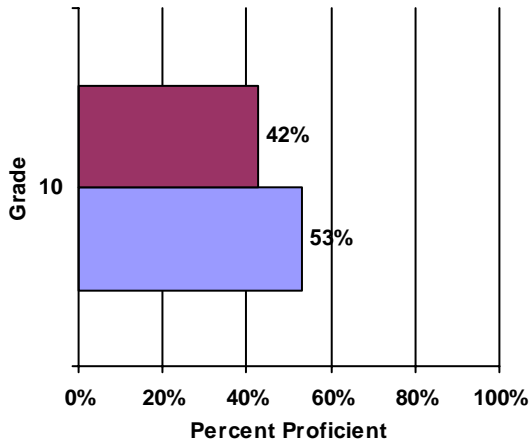
	2002-03	2003-04	2004-05
Total number of Seniors	--	346	369
Percent of Diploma graduates	--	93.1%	94.0%
Percent of Certificate of Course Completion	--	0.0%	0.0%
Percent of Individually Prescribed Program	--	2.0%	1.4%
Percent of school completers	--	95.1%	95.4%
Total number of Freshmen	--	247	284
Percent graduated on time	--	87.6%	91.0%

Freshmen who began high school in school year 2001-02 and graduated in 2004-05.

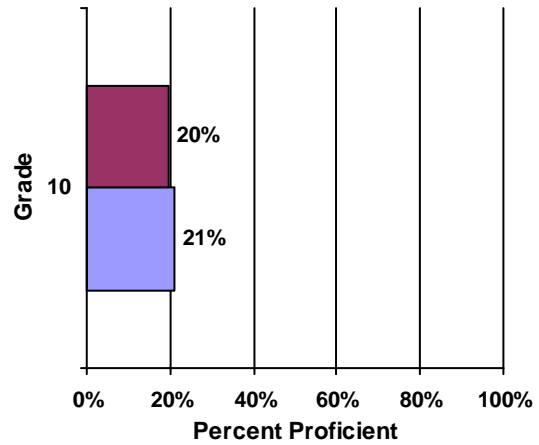
**Vital Signs**

**Statewide Testing**

**HCPS Reading**



**HCPS Mathematics**



■ School      ■ State

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

**HCPS Writing Test**

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
10	2.8	2.8	2.9	2.8	2.8	2.7	2.8	2.7	2.9	2.8	2.8	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 each dimension for each grade level tested.

-- means "missing data"

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

**Stanford Achievement Test, 9th Edition**

Percent Average and Above

Grade	Reading		Mathematics	
	This School	State	This School	State
10	68%	64%	73%	68%

National Norm is 77%      National Norm is 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.

-- means "missing data"

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## 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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