

# Kapolei High School

School Code: 292

Grades 9-12

## School Status and Improvement Report School Year 2005-06



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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; 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

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:

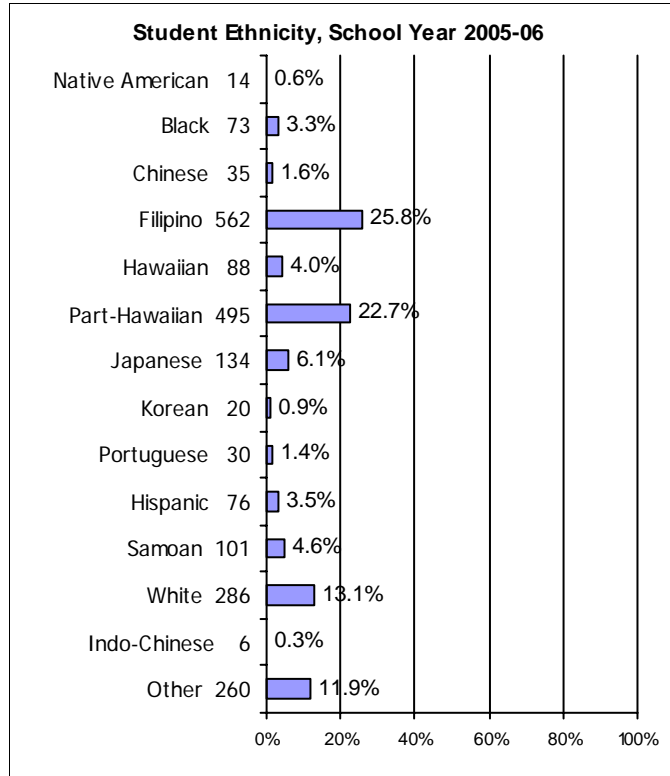
- Major partnerships with private and public sectors in the community
- Unique facilities to emphasize the personalization of student's learning experiences
- Fosters interdisciplinary team teaching, and the integration of adult education with the school facilities
- Learning spaces and meeting areas 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

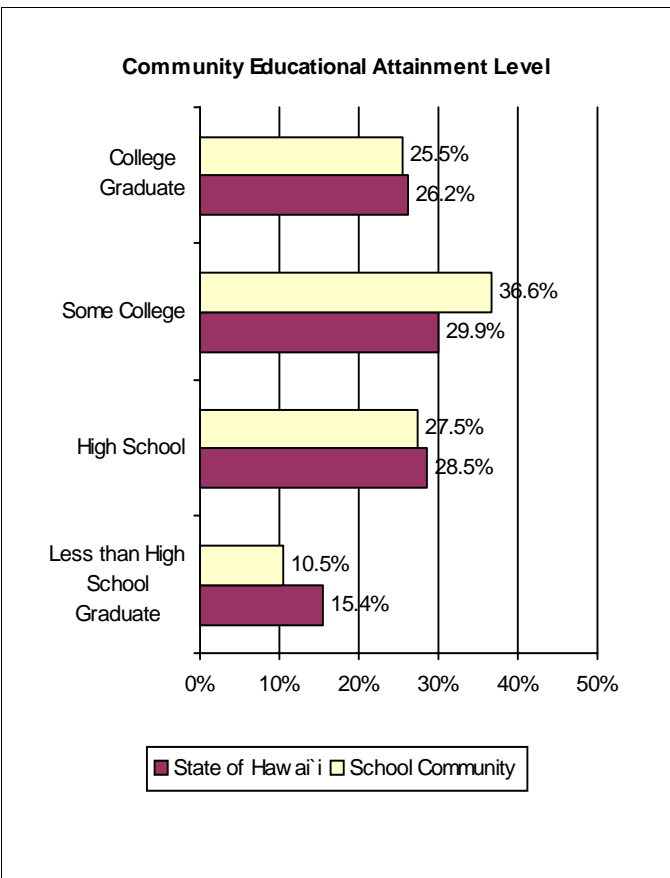
### Student Profile

School year	2003-04	2004-05	2005-06
Fall enrollment	1928	2162	2333
Number and percent of students enrolled for the entire school year	1738	1872	2042
	90.1%	86.6%	87.5%
Number and percent of students receiving free or reduced-cost lunch	473	456	497
	24.5%	21.1%	21.3%
Number and percent of students in Special Education programs	221	249	281
	11.5%	11.5%	12.0%
Number and percent of students with limited English proficiency	44	41	33
	2.3%	1.9%	1.4%



### 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

This past school year 2005-2006 Kapolei High School focused on the Western Association of Schools and Colleges (WASC) self-study report and its first full school visitation. The report was submitted in November and the visitation was completed in early March. The school received a full six-year accreditation term with a three year midterm. The next immediate step will be transitioning the DOE's Strategic Plan to the focus groups. Through the WASC accreditation process, the following progress report for the focus groups was generated. Based on WASC recommendations the listed targeted interventions were selected for the AFP (2006-2007) action plan.

#### **Standards-Based Learning:**

1. Develop a standardized template for project-based learning to ensure a standards-based curriculum schoolwide.
2. Increase efforts schoolwide to implement strategies in reading, writing and critical thinking.
3. Continue Development of integrated Project-Based Learning units that address HCPS.

#### **Quality Student Support:**

1. Increase parent involvement.
2. Promote achievements of students to parents and community; quantifying numbers of parents that are involved
3. Analyze and improve current services to students identified in the gap.
4. "Gap" population progress needs to be effectively assessed and monitored (support services)
5. Analyze the common elements in those areas that are high attendance and duplicate those themes for other important areas of support.

#### **Professionalism and Capacity of the System**

1. Development and implementation of a school wide PD plan that correlates with school's action plan
2. Continue assessments to determine PD needs of teachers (based on students' needs)
3. Reevaluate and reform evaluation procedures to monitor student progress and attainment of HCPS III (via proficiency on HAS).

#### **Coordinated Team Work**

1. Increase involvement from all stakeholders
2. Increase leadership within school stakeholders
3. Consistent assessment and evaluation of students and teachers need to be conducted to ensure school's purpose is being carried out

#### **Responsiveness to the System**

1. Increase input and participation from all stakeholders. Exploration for involvement in school/student activities to include input from the students, the parents and the community is needed.
2. Technology is properly utilized to communicate with parents. Explore the possibilities of incorporating one system that is user friendly for the parents and community to use.
3. Encourage staff to post and maintain class and student progress towards the attainment of the standards and GLOs on the website.
4. Collection, discussion, and analysis of quantitative measures of parent and community participation.

Continued on page 8

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		120.0
Regular Instruction, FTE	63.3%	76.0
Special Instruction, FTE	20.0%	24.0
Supplemental Instruction, FTE	16.7%	20.0
Teacher headcount		120
Teachers with 5 or more years at this school		23
Teachers' average years of experience		7.0
Teachers with advanced degrees		39

**Professional Teacher Credentials**

Fully licensed	80.8%	97
Provisional credential	10.8%	13
Emergency credential	8.3%	10

**Students per Teaching Staff \***

Regular Instruction	21.4
Special Instruction	11.7

\* 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	9.0
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**

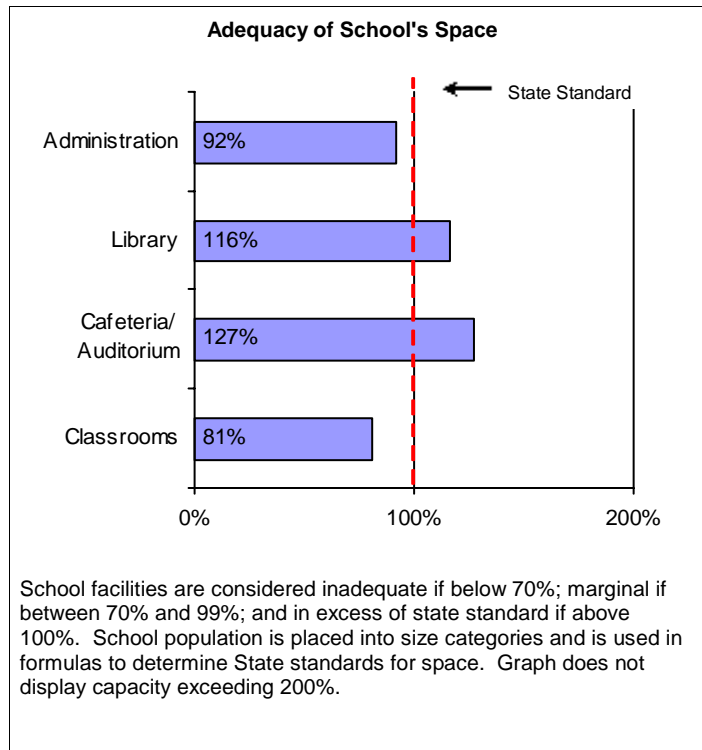
School Year Ending 2006

Classrooms available	93
Number of classrooms short (-) or over (+)	2

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings		2	
Health/Safety			3
Sanitation			3
<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 <sup>*</sup>		Teachers		Parents		Students	
		School	State	School	State	School	State
Dimensions							
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%	There are no student items for this dimension	
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%
Survey Return Rate <sup>**</sup>	2003	81.5%	--	23.2%	--	50.9%	--
	2005	83.5%	68.3%	19.3%	18.0%	86.5%	79.3%

<sup>\*</sup> 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.

<sup>\*\*</sup> 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.

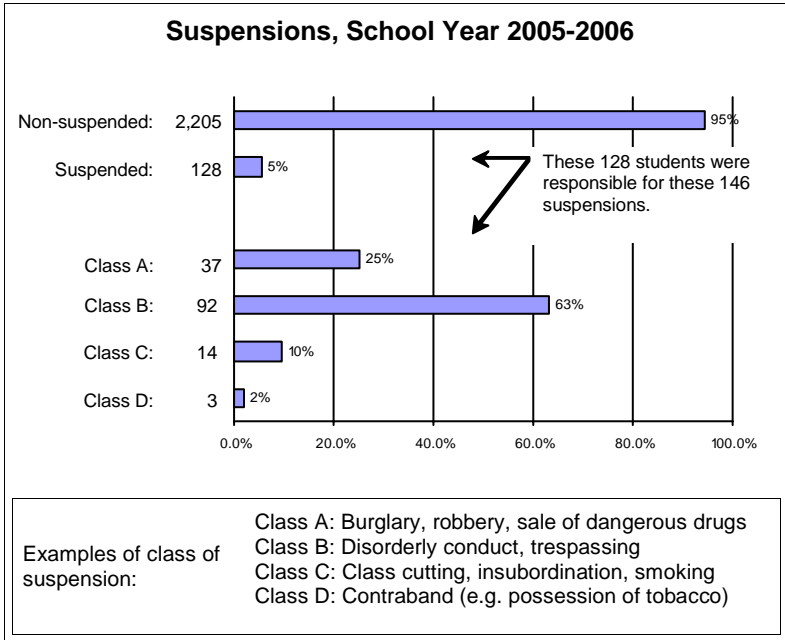
**Vital Signs**

**Student Conduct**

**Attendance and Absences**

School Year			<b>State Standard</b>
2003-04	2004-05	2005-06	
<b>Average Daily Attendance: %</b> (higher is better)			
91.5%	93.2%	92.3%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
15.3	12.0	13.8	<b>9</b>

**Suspensions, School Year 2005-2006**



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
2003-04	7	2.5%
2004-05	11	3.5%
2005-06	27	6.5%

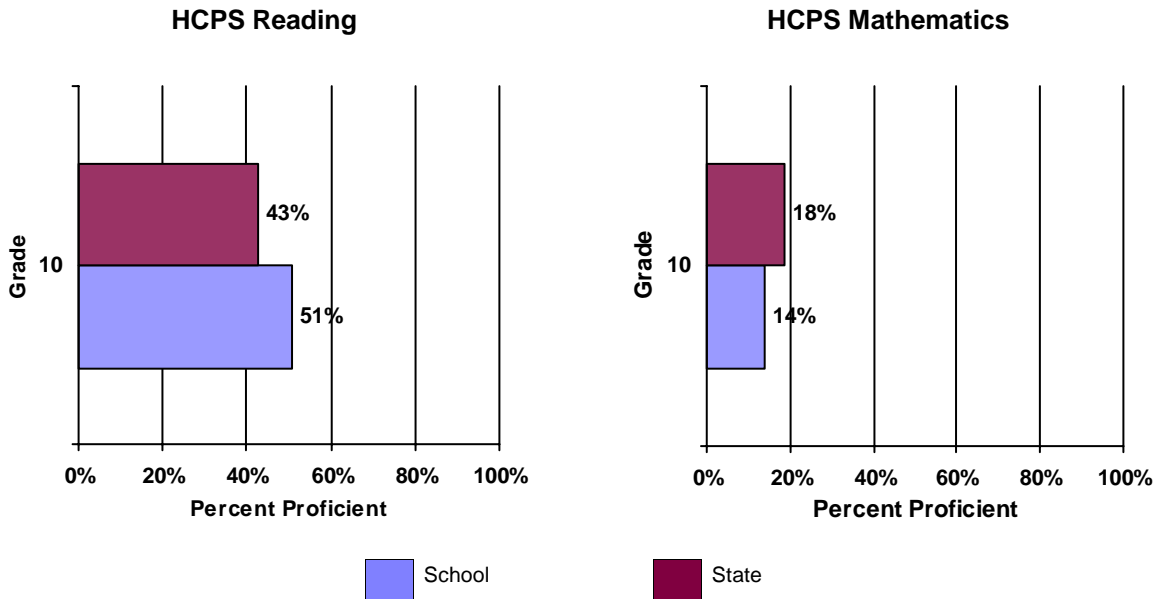
The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

**Graduates and Other Completers**

	2003-04	2004-05	2005-06
Total number of Seniors	346	369	475
Percent of Diploma graduates	93.1%	94.0%	92.0%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	2.0%	1.4%	1.1%
Percent of school completers	95.1%	95.4%	93.1%
<hr/>			
Total number of Freshmen	247	284	361
Percent graduated on time	87.6%	91.0%	87.2%
Freshmen who began high school in school year 2002-03 and graduated in 2005-06.			

**Vital Signs**

**Statewide Testing**



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
Grade 10												

State writing test was not given in Spring 2006.

**Stanford Achievement Test, 9th Edition**

Percent Average and Above

Grade	Reading		Mathematics	
	This School	State	This School	State
10	66%	63%	67%	67%

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"

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

## Other School Information

Kapolei High School was accredited in 2006 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.

Continued from page 3

### Focused and Sustained Action (Interventions for Leadership Team)

1. Methods for assessing the effectiveness of new strategies into the curriculum needs to be established
2. Vision and mission need to be revisited to determine if improvements are needed.
3. The school should establish a regular report to the school community on (i) progress toward achievement of the outcomes set forth in the annual school academic plan and (ii) “course correction” steps taken in response to the interim results. The focus should be on results achieved, rather than processes undertaken.

Baselines in the school’s strategic plan should include specific baseline data, and annual benchmarks should include actual results since the baseline was established.

The school should assess whether its present course will result in the desired student outcomes (e.g., 100% proficiency in math and reading by 2014).