



James Campbell High School

School Code: 252

Grades 9-12

School Status and Improvement Report School Year 2011-12



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School Address:

James Campbell High School
91-980 North Road
Ewa Beach, Hawaii 96706

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

James Campbell High School is 25 miles west of Honolulu. Students reside in Ewa, Ewa Beach, Ocean Point, Iroquois Point areas of the Ewa Plains. The school includes 14 major buildings, 25 portable classrooms and an athletic complex on 38 acres. Comprehensive programs in the core academics, vocational/technical and special education are offered. The ethnically diverse student population includes Filipinos, Caucasians, part-Hawaiians, Japanese, Hispanics, Indo-Chinese, Samoans, and African-Americans. The school was accredited in 2008 by the Western Association of Schools and Colleges for a period of six years. In 2011, a mid-term review was conducted that reflected excellent progress.

Four Smaller Learning Communities: Freshmen Academy, Sophomore Academy, ACEIT House(Arts&Communication + Industrial Engineering&Technology) and Hale 'Elua (Public&Human Services/Natural Resources + Health Services/Business)offer students excellent learning opportunities in 2D/3D CAD; robotics, media communications (broadcast journalism, photo-journalism),graphics communication (computer graphics, animation) and Culinary Arts. The Naval JROTC Program is an award-winning, nationally recognized program ranking in the top one-third nationwide. In 2007, the AVID program was designated a National Demonstration School and in 2010 was revalidated as a National Demo School indicating stellar achievement in meeting program criteria. In 2009, JCHS became the first public school statewide to implement the International Baccalaureate Diploma Programme.

Parents are invited to learn about their child's academics. Course guides, student grades, performance reports are available electronically and email options connect parents with the school via Webgrader. Phone- Connect is used as a morning "wake up" alarm by students as well as a report system to parents whenever an absence is incurred. In 2011-2012, student performance is reported in terms of standards based grading that includes a GLO/work ethic report.

The school operates on the 4X4 block schedule. In addition to on-campus classes, Running Start/ Early Admit courses are college-credit options. Students needing extra help in their classes receive assistance in double- dosed language arts and math courses; in daily afterschool tutorial sessions; in Saturday Credit Club; in an RTI program. NovaNet and DOE eSchool courses are available in all content areas. Twilight School is another option for those who elect an early evening program.

Staff development is focused on standards-based learning, critical reading and writing (literacy and use of instructional practices in all classes that produce critical thinkers ready for college and careers. Performance data drives program improvement to ensure high student achievement. Teachers model research-based best practices, learn, collaborate, implement differentiated strategies, and analyze data. Community partnership via the School Community Council Forum and the PTSA provides the means of connecting with the community's concerns/perceptions.

School Setting

Student Profile

School year

2009-10 2010-11 2011-12

2009-10 2010-11 2011-12

Fall enrollment

2639	2639	2768
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Number and percent of students in Special Education programs

273	256	262
10.3%	9.7%	9.5%

Number and percent of students enrolled for the entire school year

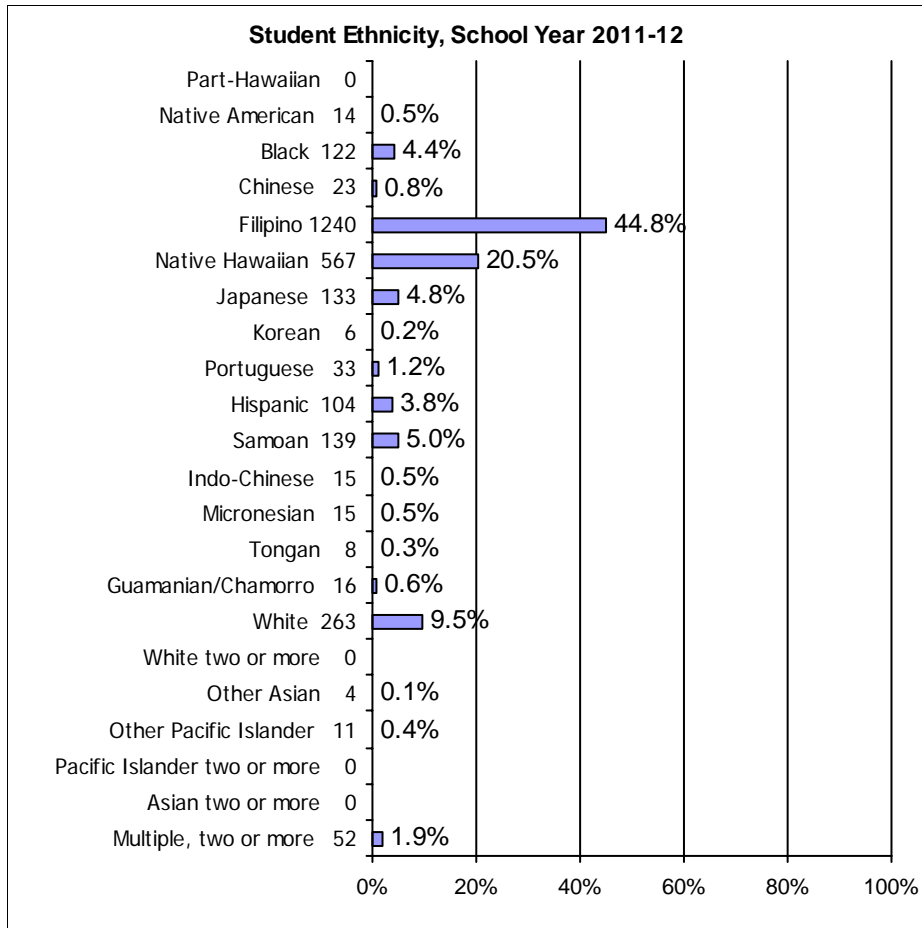
2436	2448	2578
92.3%	92.8%	93.1%

Number and percent of students with limited English proficiency

183	120	106
6.9%	4.5%	3.8%

Number and percent of students receiving free or reduced-cost lunch

1077	1135	1242
40.8%	43.0%	44.9%



n = 2765

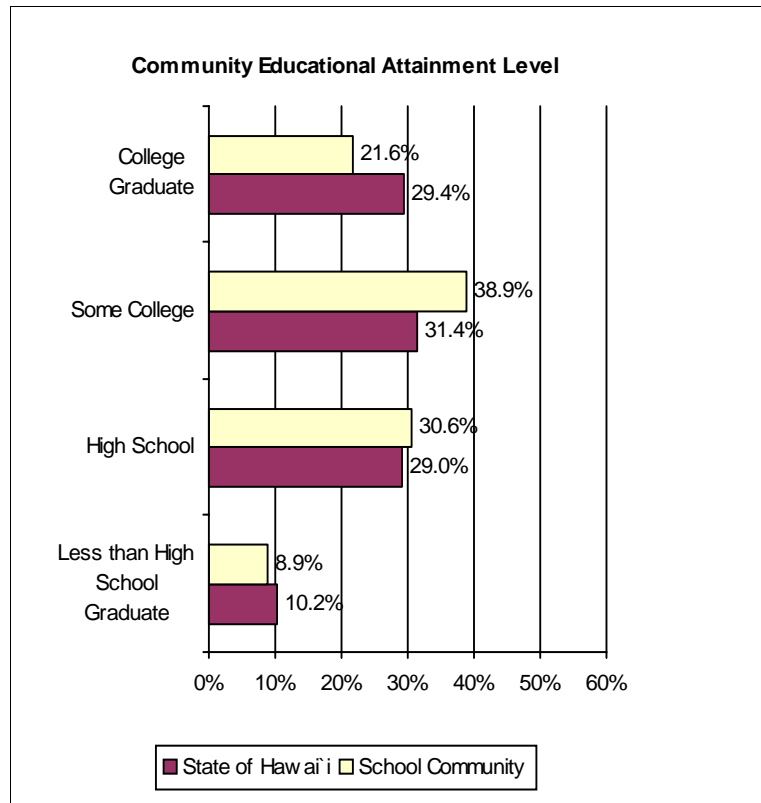
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and incorporation of Hawaii’s HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census and American Community Survey (ACS)

Campbell HSC Complex	School Community	State of Hawai'i
Total population	62,735	1,360,301
Percentage of population aged 5-19	23.2%	18.4%
Median age of population	32.9	38.6
Number of family households	14,271	313,907
Median household income	\$70,223	\$66,420



School Improvement

Summary of Progress

The Schoolwide Academic and Financial Plan (which is part of the School Strategic Plan) is focused on student achievement assuring that they graduate college and career ready along with being a life-long learner. The school's curriculum is standards-based and is centered around the belief that continuous support that meets learning needs of all students will lead to success. In 2011-12, grade 10 students taking the Hawaii State Assessment demonstrated continued improvement in Reading and in Math. Student excellence is further reflected in the scholarships awarded to seniors. In 2012, \$14,369,000 in scholarships was earned.

Improvement in teaching and learning practices are the focus of Professional Learning Communities (PLCs) that center mainly on the areas of literacy (reading, writing, speaking) and math. Schoolwide practices reflect work on course mapping, course common assessments, data analysis and review of student work. Networking with colleagues to talk about instruction and achievement using a "student first" attitude encourages refinement in course delivery and student learning. Staff training in the areas of classroom management, differentiated instruction, standards-based grading, effective instructional practices have fostered greater collegial relationships and improved school results. The school's trailblazing in standards-based grading practices has resulted in being named as a "pilot" by the state to help bring standards-based grading to the secondary level. The annual Curriculum Fair showcases student work addressing standards/benchmarks in courses in the SLCs

Four SLCs exist on campus. The Freshman Success Academy is in its 9th year, Sophomore Success Academy is in its 6th year, ACEIT House (Arts&Communication + Industrial Engineering&Technology) and Hale 'Elua (Public&Human Services+Natural Resources+Business) are in its 7th year. Each learning community offers courses of study that are rigorous and encourages excellence in achievement. In each SLC, the "I Can" Math (Algebra1, Geometry, Algebra2) and the "I Can" Science (Physical Science, Biology), Strategic Reading, Pre Advanced Placement, Advanced Placement, International Baccalaureate, AVID have proven to raise the levels of student achievement. Support programs such as Cognitive Tutor, My Access, Read 180, Achieve3000, Kahn Academy, AVID's Critical Reading also help meet improve achievement. Assessment data is gathered from common course assessments, classroom visitations, schoolwide writing days and the results are used to monitor achievement levels of the students as well as effectiveness of program delivery. Highly encouraged throughout is that all students challenge themselves by enrolling in college level courses, in the AP courses, in the IB program. "Think globally, Act locally" captures life at JCHS. In 2011, the school administered 600 AP exams and was recognized for its efforts by the Washington Post.

Refinement of the co-teaching inclusion program was addressed by instituting the Response to Intervention (RTI) system's intervention classes in Math and in English as standard practice for students in grades 9 and 10 who demonstrated extreme need, especially the English Language Learners. The Advancement Via Individual Determination (AVID) program for students in the "forgotten middle" focuses on the skills and habits of mind necessary to enter college and leave with a degree and/or be career ready, namely in the areas of writing, inquiry, collaboration, organization and reading. Of the AVID seniors, 100% have continued on to a postsecondary institution to continue as life-long learners. Distance learning is also encouraged and used primarily by the World Language students through Osaka Gakuin High School.

Students are encouraged to assume leadership roles. Co-curricular activities are abundant and offer students the opportunity to participate in a variety of interest areas. Two programs, Raising Student Voice and Power to Choose simulate situations where participants are given the "hands-on" opportunities to practice decision-making and problem-solving through projects conducted on campus.

Outstanding student performances are evident in both the academic and athletic arenas of school life. In 2011, students were award winners in state and national Culinary, Graphic Communication, 3-D CAD, History Day, Science Fair competitions. In Athletics, state and district titles were earned by several Saber teams. Individual athletes were recognized for their outstanding personal achievements by being named to the All-Star Teams.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		153.0
Regular Instruction, FTE	74.5%	114.0
Special Instruction, FTE	18.3%	28.0
Supplemental Instruction, FTE	7.2%	11.0
Teacher headcount		153
Teachers with 5 or more years at this school		82
Teachers' average years of experience		10.2
Teachers with advanced degrees		58

Professional Teacher Credentials

Fully licensed	86.9%	133
Provisional credential	2.6%	4
Emergency credential	10.5%	16

Students per Teaching Staff *

Regular Instruction	22.0
Special Instruction	9.4

* 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 *	14.0
Librarians, FTE	2.0
Counselors, FTE	8.0
Number of principals at this school in the last five years	2

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Facilities

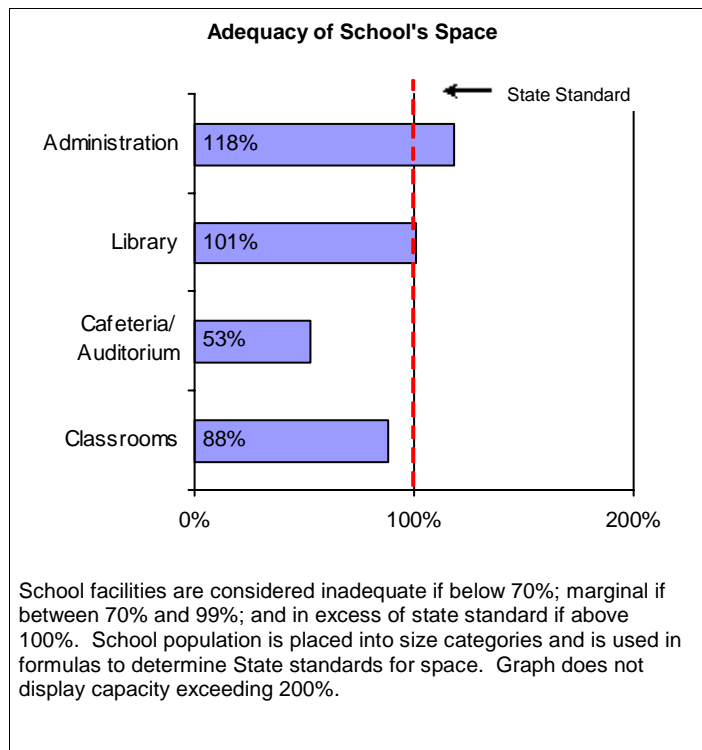
School Year Ending 2012

Classrooms available	130
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically the majority of the department schools attained inspection assessment points in the following ranges, 9-15 earning a "Satisfactory" rating and 16-18 points earning the highest "Very Good" rating.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered periodically by the System Evaluation and Reporting Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2011	--	--	--	--	--	--
	2012	96.7%	95.1%	81.1%	79.1%	82.9%	81.4%
Quality Student Support	2011	--	--	--	--	--	--
	2012	90.8%	88.8%	79.4%	79.9%	69.7%	75.1%
Professionalism & System Capacity	2011	--	--	There are no parent items for this dimension		--	--
	2012	92.1%	88.5%			83.0%	84.2%
Coordinated Team Work	2011	--	--	--	--	--	--
	2012	87.0%	82.5%	73.1%	72.8%	64.1%	71.2%
Responsiveness of the System	2011	--	--	--	--	--	--
	2012	93.0%	91.4%	78.1%	80.7%	75.4%	79.7%
Focused & Sustained Action	2011	--	--	--	--	--	--
	2012	89.9%	88.2%	74.8%	74.5%	85.2%	85.6%
Involvement	2011	--	--	--	--	--	--
	2012	93.4%	89.9%	74.7%	78.8%	70.0%	71.5%
Satisfaction	2011	--	--	--	--	--	--
	2012	87.7%	83.8%	87.4%	82.5%	72.1%	73.5%
Student Safety & Well Being	2011	--	--	--	--	--	--
	2012	89.2%	87.7%	80.0%	79.9%	67.6%	73.2%
Survey Return Rate **	2011	--	--	--	--	--	--
	2012	82.3%	56.7%	9.2%	15.2%	78.9%	78.8%

Note: Items and scales that make up the 2012 School Quality Survey dimensions were revised to reflect recent recommendations from internal and external reviewers. As a result the 2011 SQS percentages are intentionally blank (- -) since they are not comparable to the 2012 percentages.

* 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 (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Vital Signs

Student Conduct

Attendance and Absences

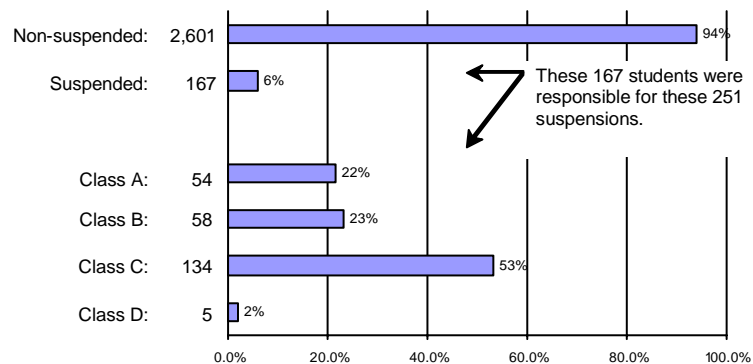
School Year			State Standard
2009-10	2010-11	2011-12	
88.5%	91.9%	92.6%	95.0%

Average Daily Attendance: %
(higher is better)

Average Daily Absences: in days
(lower is better)

2009-10	2010-11	2011-12	State Standard
18.7	14.4	13.3	9

Suspensions, School Year 2011-2012



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
2009-10	46	8.9%
2010-11	91	14.2%
2011-12	83	11.6%

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

The 2010-11 and 2011-12 School Dropout data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.

Graduates and Other Completers

	2009-10	2010-11	2011-12
Total number of Seniors	602	578	598
Percent of Diploma graduates	98.0%	96.5%	95.8%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	1.5%	1.2%	2.3%
Percent of school completers	99.5%	97.8%	98.2%

	2009-10	2010-11	2011-12
Total number of Freshmen	459	541	622
Percent graduated on time	88.6%	84.4%	86.8%

Freshmen who began high school in school year 2008-09 and graduated in 2011-12.

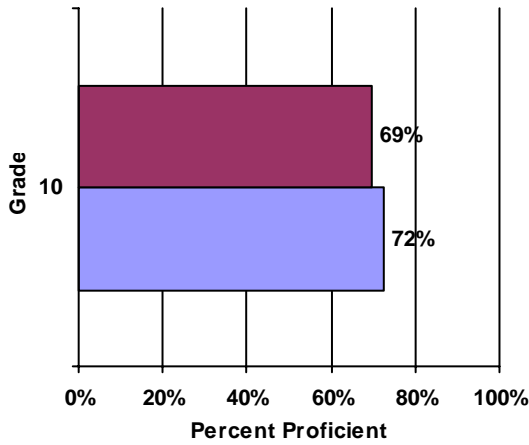
The 2010-11 and 2011-12 on time graduation data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.

Note. " -- " means missing data.
" * " means data not reported to maintain student confidentiality (see FERPA).

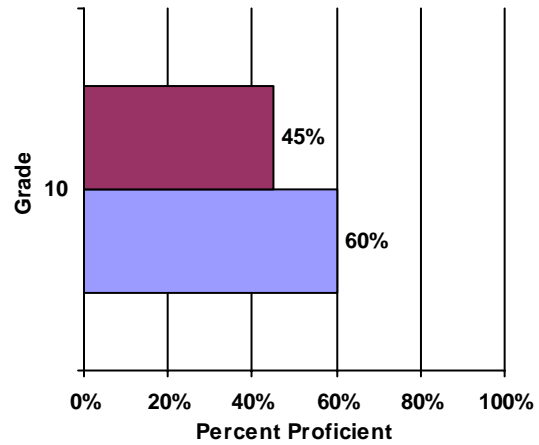
Vital Signs

Hawaii State Assessment Program

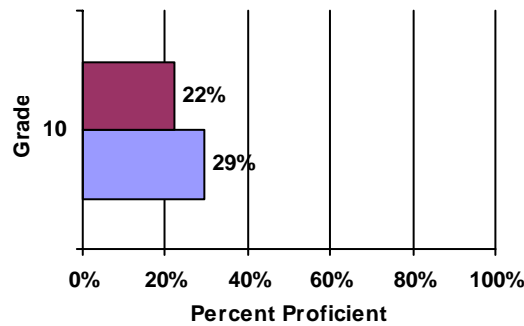
HCPS Reading



HCPS Mathematics



HCPS Science



The HCPS Science assessment is given in grades 4, 8 and 10.

School
 State

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

Other School Information

James Campbell High School was accredited by the Western Association of Schools and Colleges for a period of six years with a mid-term review. This school's accreditation status expires in 2014.

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