



James B. Castle High School

School Code: 301

Grades 9-12

School Status and Improvement Report School Year 2011-12



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School Address:

James B. Castle High School
45-386 Kaneohe Bay Drive
Kaneohe, Hawaii 96744

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

With a student body of under 1,300, James B. Castle High School serves a socio-economically diverse community from suburban Kaneohe to rural Kualoa. The high school is the largest of four in the Windward District. The Castle Complex consists of Castle, King Intermediate, and eight elementary feeder schools (Kaneohe, Puohala, Kapunahala, Benjamin Parker, Heeia, Ahuimanu, Kahaluu and Waiahole). Castle High School has a way of "keeping its people," as many alumni have returned here to teach, work, or volunteer, including Castle's own principal. All of us remain committed to addressing our schoolwide learner outcomes and transitioning our students to successful post-secondary pursuits.

At Castle, students are encouraged to explore career options through a strong Career and Technical Education (CTE) program. Every sophomore enters one of the six state-specified career pathways and prepares for and participates in a Mock Interview with industry members.

Another component of Castle's curriculum is the Senior Project. Seniors who are interested in obtaining the Board of Education Recognition diploma take this class to earn one credit. The class requires students to choose a topic to research, gain field experience in that area, and write and present a research report on their topic.

The Advisory/Personal Transition Plan curriculum is carefully carried out through all four years of high school. One faculty advisor oversees a small cohort of around 16 students from their freshmen through senior year. During the Advisory sessions once a week, students work with their advisors to plan out their high school schedules, create plans to transition to post-high school opportunities, and write their personal statements, among other activities. By the end of their senior year, students create a portfolio with documents and information designed to help them after high school. During this school year, over 90% of the senior class successfully completed their portfolios.

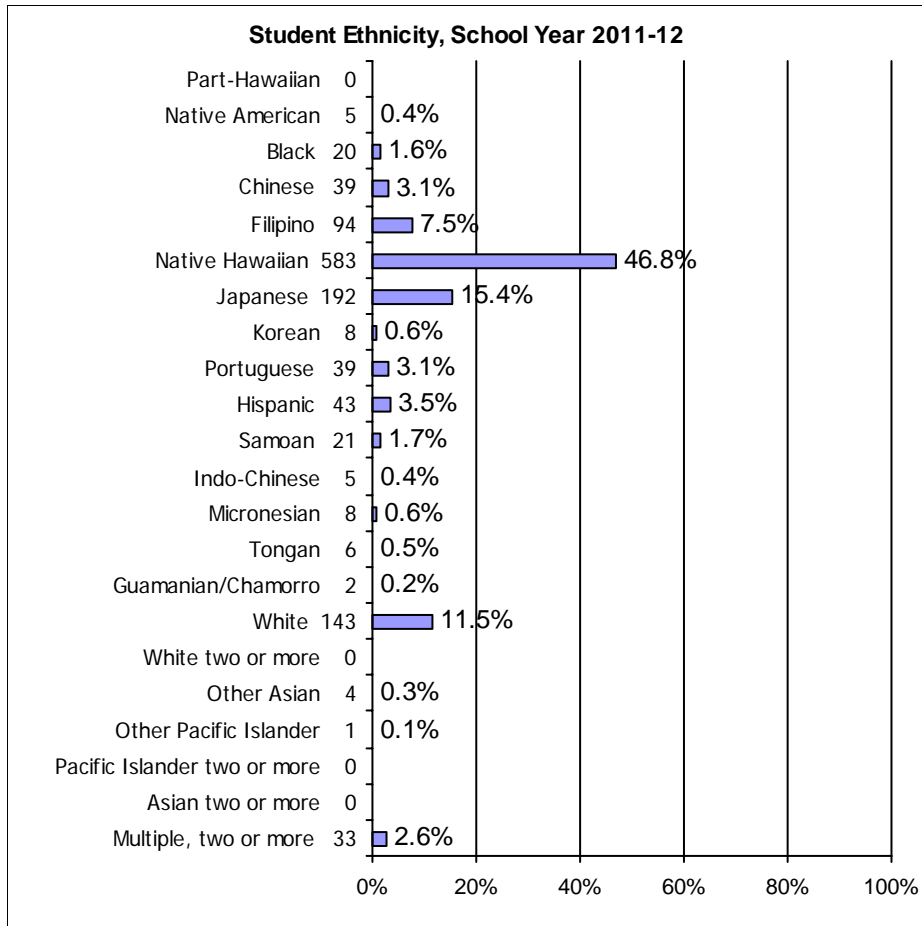
Students at Castle are able to join many different clubs or athletic teams. The Invisible Children Club's mission is to use media and social action to end the use of child soldiers in central Africa. This year, the club organized a campaign focusing on the KONY 2012 movement. Another club to highlight is Castle's College For Every Student club. The mission of this club is to encourage students to pursue post-secondary education. As part of this mission, the club designed and implemented a "CollegeBook" event. This event spanned one week and included alumni guest speakers, as well as college representatives providing key information regarding enrollment, admissions, and financial aid.

The Western Association of School and Colleges accredited James B. Castle High School in 2011 for a period of 6 years with a midterm visit.

School Setting

Student Profile

School year	2009-10	2010-11	2011-12		2009-10	2010-11	2011-12
Fall enrollment	1421	1350	1247	Number and percent of students in Special Education programs	250	224	181
					17.6%	16.6%	14.5%
Number and percent of students enrolled for the entire school year	1332	1220	1167	Number and percent of students with limited English proficiency	48	30	18
	93.7%	90.4%	93.6%		3.4%	2.2%	1.4%
Number and percent of students receiving free or reduced-cost lunch	554	513	533				
	39.0%	38.0%	42.7%				



n = 1246

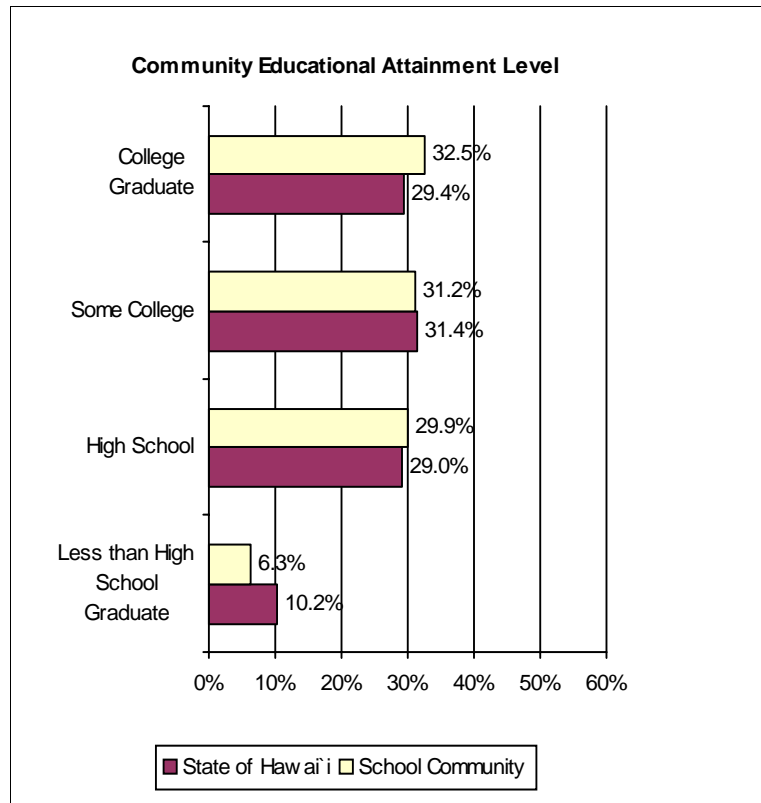
School Setting

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)

Castle HSC Complex	School Community	State of Hawai'i
Total population	51,945	1,360,301
Percentage of population aged 5-19	17.9%	18.4%
Median age of population	41.4	38.6
Number of family households	12,759	313,907
Median household income	\$93,141	\$66,420



School Improvement

Summary of Progress

To address Castle's three goals of improving student achievement through standards-based education, providing comprehensive support to all students, and continuously improving performance and quality, our school has both continued and implemented several significant developments in the school year 2011-2012.

This year, Castle faculty and staff members continued to focus on creating clear objectives. WestEd, our restructuring agent, trained the faculty in writing measurable objectives. Teachers were asked to bring a lesson to the workshop and review their objectives to see if they were measurable, clear, and student-focused. Teachers worked in pairs to review their lessons and ensure that their assessments accurately measured the objectives for the lesson. In the coming school year, administrative walk-throughs will look for the posting of clear, measurable objectives in the classrooms.

The goal of most of Castle's professional development workshops and meetings was to prepare the school for the transition to small learning communities (SLCs). Starting in the school year 2012-2013, all students at Castle High School will be in a small learning community. Ninth graders will be in two houses, with a team of teachers that have created expectations, processes, and units together. The core subjects like Language Arts, Science, Math, Social Studies, and Health/Transitions to High School will be covered by the house, but each student will also have two electives of their choice. The Leadership Team met with High School Redesign Consultant Mike Neubig, who helped facilitate the creation of three academies for the 10-12th graders. The academies are BNC (Business-Natural Resources-Culinary), MET (Medical-Engineering-Technology), and Arts (Performing-Visual-Media). Students were informed about the academies through print and visual media and chose which academy most interested them during the Registration period in January. Planning time with teachers in the same academy will be coordinated to support integrated units and lessons, as well as the day-to-day details of managing the academy. Informational meetings were also held for parents and the community to learn more about our school's transition.

Co-teaching remains a priority for Castle High School and the majority of the Special Education department will be co-teaching in general education classrooms. The school is committed to incorporating intervention strategies to ensure that all students are learning and achieving objectives. Co-teaching teams attended workshops run by WestEd to help foster dialogue between teams regarding common expectations and procedures.

As part of the Castle-Kahuku complex area, Castle is one of the schools that will pilot the Charlotte Danielson teacher evaluation program. The pilot will begin in the 2012-2013 school year and several faculty members are attending workshops over the summer to be trained on the implementation of this program. Our Complex Area Superintendent strongly supports this program and will facilitate the transition to this new evaluation process.

Lastly, departments continued to work on creating a professional learning community (PLC) where both general education and special education teachers work together to revise curriculum maps, pacing guides, and common assessments. Departments focused on meeting the Common Core national standards through the revision of curriculum maps and instructional pacing guides. In the next school year, departments will discuss how to fit their curriculum into the structures of the academies and houses.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		92.5
Regular Instruction, FTE	56.8%	52.5
Special Instruction, FTE	25.9%	24.0
Supplemental Instruction, FTE	17.3%	16.0
Teacher headcount		93
Teachers with 5 or more years at this school		66
Teachers' average years of experience		13.7
Teachers with advanced degrees		36

Professional Teacher Credentials

Fully licensed	98.9%	92
Provisional credential	0.0%	0
Emergency credential	1.1%	1

Students per Teaching Staff *

Regular Instruction	20.3
Special Instruction	7.5

* 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	5.0
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

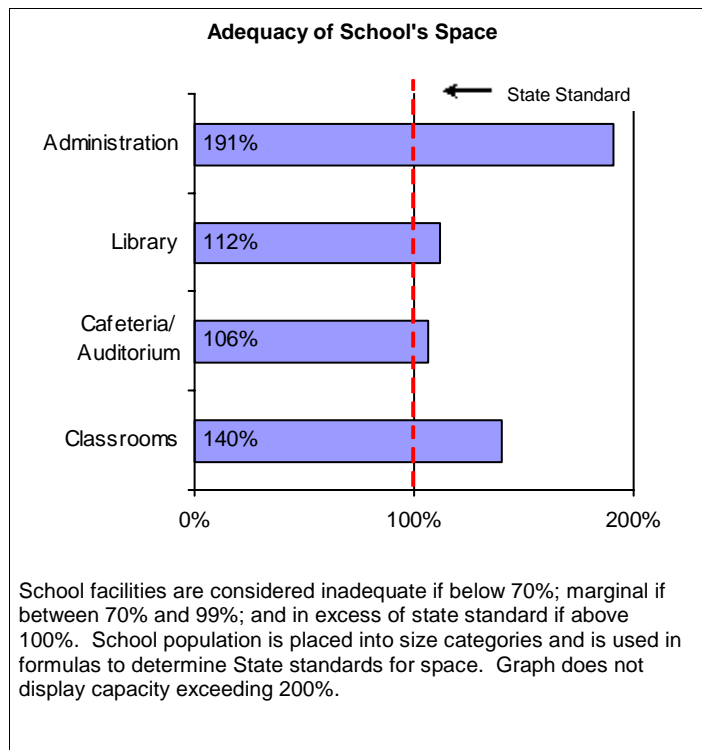
School Year Ending 2012

Classrooms available	98
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	89.5%	95.1%	70.3%	79.1%	79.0%	81.4%
Quality Student Support	2011	--	--	--	--	--	--
	2012	77.5%	88.8%	70.9%	79.9%	73.6%	75.1%
Professionalism & System Capacity	2011	--	--	There are no parent items for this dimension		--	--
	2012	80.4%	88.5%			83.0%	84.2%
Coordinated Team Work	2011	--	--	--	--	--	--
	2012	73.5%	82.5%	57.9%	72.8%	69.1%	71.2%
Responsiveness of the System	2011	--	--	--	--	--	--
	2012	89.2%	91.4%	74.1%	80.7%	82.2%	79.7%
Focused & Sustained Action	2011	--	--	--	--	--	--
	2012	76.5%	88.2%	62.3%	74.5%	83.9%	85.6%
Involvement	2011	--	--	--	--	--	--
	2012	88.2%	89.9%	74.2%	78.8%	70.5%	71.5%
Satisfaction	2011	--	--	--	--	--	--
	2012	62.7%	83.8%	65.4%	82.5%	67.7%	73.5%
Student Safety & Well Being	2011	--	--	--	--	--	--
	2012	70.6%	87.7%	73.2%	79.9%	71.1%	73.2%
Survey Return Rate **	2011	--	--	--	--	--	--
	2012	16.7%	56.7%	19.2%	15.2%	67.8%	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.

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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

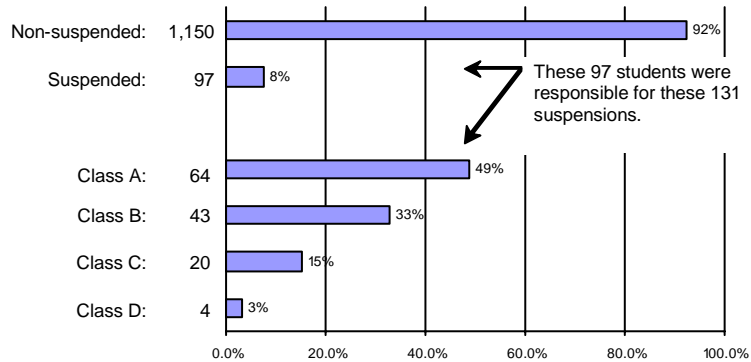
School Year			State Standard
2009-10	2010-11	2011-12	
88.5%	90.6%	89.7%	95.0%

Average Daily Attendance: %
(higher is better)

Average Daily Absences: in days
(lower is better)

2009-10	2010-11	2011-12	State Standard
18.7	16.7	18.6	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	59	18.8%
2010-11	83	22.4%
2011-12	81	22.9%

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	322	320	289
Percent of Diploma graduates	87.6%	87.8%	93.1%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	1.6%	1.9%	0.7%
Percent of school completers	89.1%	89.7%	93.8%

	2009-10	2010-11	2011-12
Total number of Freshmen	229	271	266
Percent graduated on time	73.2%	73.0%	75.1%

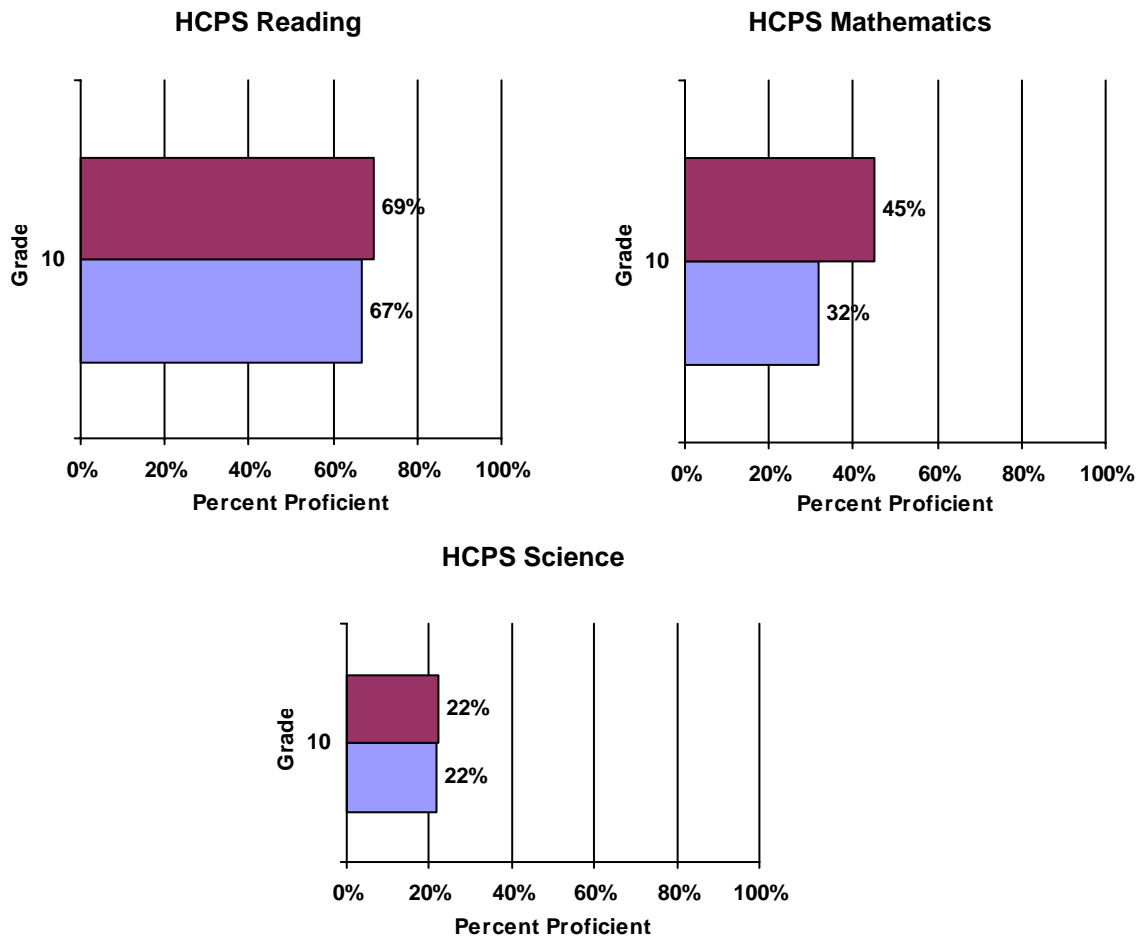
Freshmen who began high school in school year 2008-09 and graduated in 2011-12.

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



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 B. Castle 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 2017.

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