

# Kapolei High School

School Code: 292

Grades 9-12

## School Status and Improvement Report School Year 2011-12



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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's population is about 2100 students. The school celebrated its 10<sup>th</sup> anniversary last year. From the opening in 2000 till today, the philosophy is for the school to be the heart of the growing Kapolei community.

Personalized learning takes place in small communities of teachers and students where there is a shared sense of purpose and opportunities to explore individual interests. Grades 9 and 10 are scheduled by teams. In the 11<sup>th</sup> and 12<sup>th</sup> grade, students are scheduled by academies. There is on 9-12 Academy; Ho'ola Academy.

Kapolei High School uses project-based learning as the foundation of an academically rigorous curriculum. It integrates rigorous academic content with complex real world issues that are relevant to students and the lives of others in their community. At every grade level Kapolei students participate in project-based learning, which challenges them to identify and implement meaningful projects that are both connected to academic content and relevant to their lives and the life of their community

The school prepares students for multiple post-secondary options, including continuing their education at universities, community colleges, and trade schools, and going directly into the workforce.

The curriculum builds community through partnerships that support learning, parent engagement, and service learning. Volunteers from local businesses and organizations serve as mentors and advisors for students and teachers. They participate in assessing students' performance on projects; applying real-world standards to evaluate students' content mastery, workplace skills, and activities. Parents are the foundation of students' lives.

Kapolei High School creates a learning environment that helps students become technologically literate and keeps pace with the changing demands of the 21st century.

The school provides a wide-range of extra-curricular activities ranging from culture and nationally affiliated clubs, drama/music and athletic participation in teams. The athletic department is a member of the Oahu Interscholastic Association. This year, the school will be introducing a Marine Corps JROTC program.

## School Setting

### Student Profile

**School year**

**2009-10 2010-11 2011-12**

**2009-10 2010-11 2011-12**

Fall enrollment

2159	2107	2054
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Number and percent of students in Special Education programs

256	242	236
11.9%	11.5%	11.5%

Number and percent of students enrolled for the entire school year

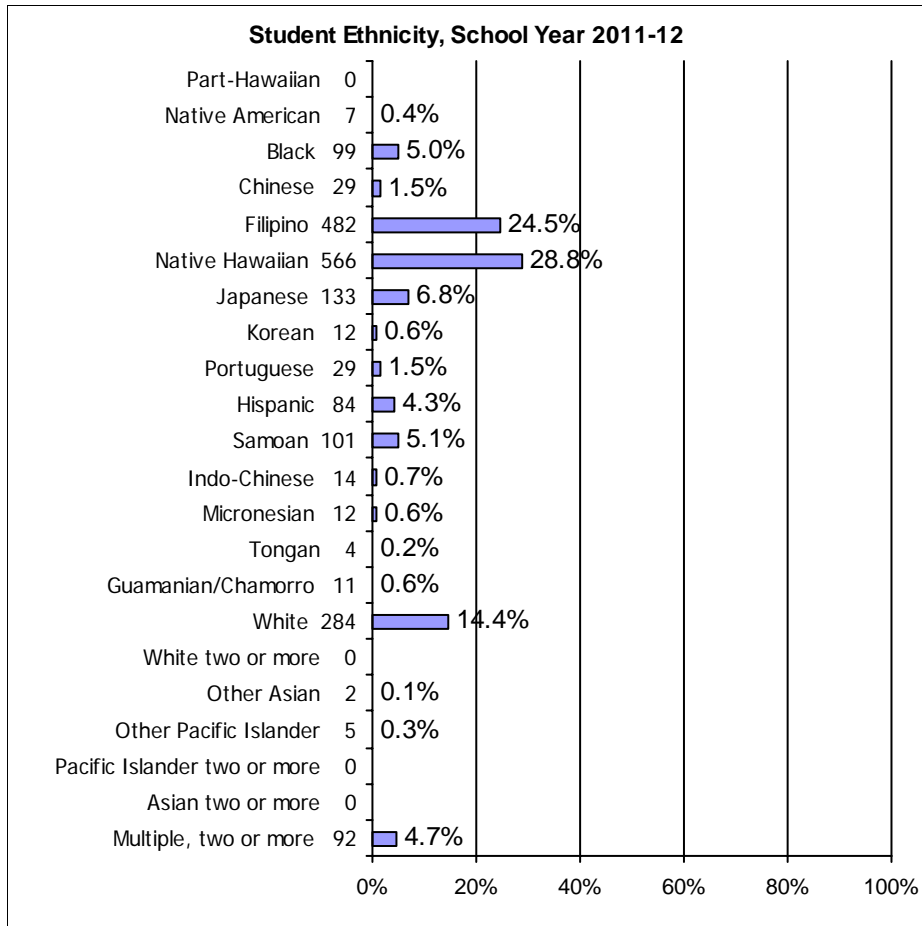
1863	1872	1840
86.3%	88.8%	89.6%

Number and percent of students with limited English proficiency

42	50	35
1.9%	2.4%	1.7%

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

569	623	633
26.4%	29.6%	30.8%



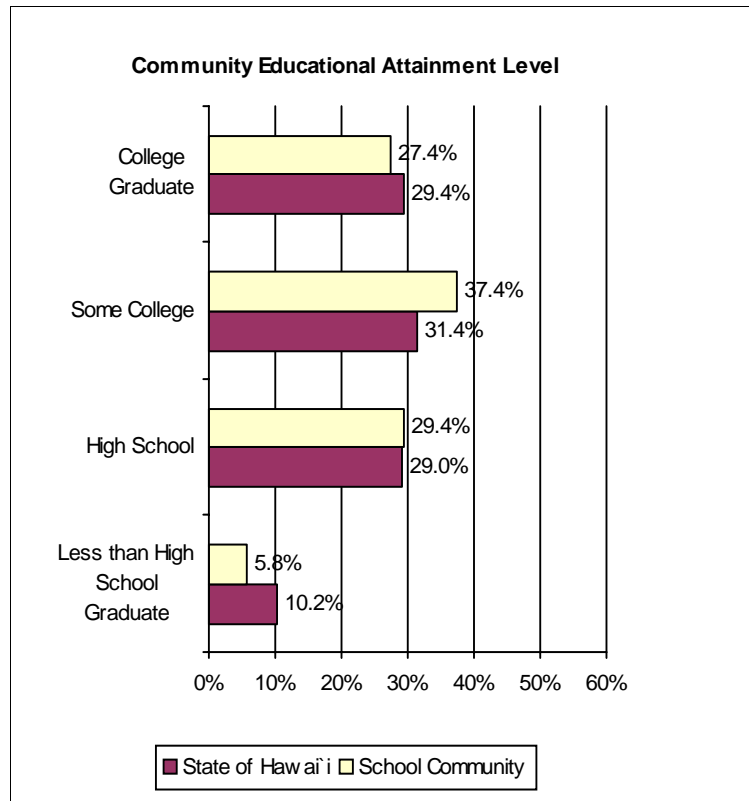
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## School Setting

### 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.

Kapolei HSC Complex	Based on the 2010 U.S. Census and American Community Survey (ACS)	
	School Community	State of Hawai'i
Total population	38,818	1,360,301
Percentage of population aged 5-19	23.8%	18.4%
Median age of population	32.9	38.6
Number of family households	9,249	313,907
Median household income	\$81,804	\$66,420



## School Improvement

### Summary of Progress

Kapolei High School (KHS) went through a second full accreditation visit by the Western Association of Schools and Colleges in March 2012. The school was awarded a six year term with a midterm revisit. Since the last visit in 2006, the school addressed the critical areas of the 2006 accreditation report, the Academic and Financial Plan and the State Strategic Plan. KHS has effectively adapted to required state strategic planning, initiatives while continuing to address the critical areas of the WASC report, Academic and Financial Plan, the 2009 midterm review, and currently adjusting and implementing the recommendations from the last accreditation (2012) visit.

The KHS ongoing school improvement process exemplifies inclusiveness. The process involves systematic engagement of school shareholders in an ongoing cycle of inquiry resulting in the identification or refinement of schoolwide goals, related objectives, enabling activities and assessment. The school's continuous improvement process clearly focuses on taking action to positively impact student learning in relation to General Learner Outcomes and Hawaii Content and Performance Standards (HCPS). KHS improvement initiatives reflect the Hawaii State Strategic Plan and are imbedded in the school's annual Academic and Financial Plans.

Systemic data-driven schoolwide accountability continues to be a major growth area for KHS. The school is making progress using HSA data to develop and implement successful strategies for improving student performance on the assessments. The school is at the early stages of developing formal formative assessments from grade to grade. SchoolRise has been contracted the past five years to assist the school to develop a staircase of coherent curricula featuring benchmarks for student learning, assessments, and instruction coordinated across grades and departments. The staff accesses, analyzes, and interprets disaggregated data available from HSA, GMADE and GRADE assessments to facilitate data-driven school improvement strategies emphasized in the Academic and Financial Plan.

The school continues to refine existing curricular and instructional improvement activities that promote higher order thinking and problem-solving in student learning.

Activities include:

- a. Critical Thinking
- b. AVID
- c. Project Based Learning (Quadrant D)

The school employs numerous strategies that encourages parent involvement and the community to support student learning. There is an active Parent and Community Networking Center (PCNC) which focuses on two way communication with parents. The PCNC coordinator assist parents with the school's online website (EdLine). The PCNC coordinator also serves on the School Community Council(SCC), a body that represents community, parents, business partners, and students. The SCC input is an integral body of the school organization to address issues ranging from the Academic and Financial Plan and the relationship to curriculum initiatives to school wide events and concerns. A major issue that directly include students' opinions are the dress code and student uniforms.

Every year KHS strengthens its affiliation with community and business partners to provide students to real-life experiences outside the school. Students participated in mock job interviews, mentorship and interning experiences. Corporate sponsorship include support in robotics, science projects, and business marketing plans.

A key area of success for the school is dependent upon the shared preparation of the K-12 staff with a concerted discussion of standards and skill development as well as formative assessments. Articulation initiatives has commenced with Special Education departments from the Middle School and the High School. Meetings have focused on share practices associated with co-teaching, study skills, team philosophies, writing, and grading. The future expansion of articulation initiatives will be influenced by the direction of state and complex leadership.

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		108.5
Regular Instruction, FTE	73.3%	79.5
Special Instruction, FTE	21.2%	23.0
Supplemental Instruction, FTE	5.5%	6.0
Teacher headcount		109
Teachers with 5 or more years at this school		74
Teachers' average years of experience		10.6
Teachers with advanced degrees		48

**Professional Teacher Credentials**

Fully licensed	96.3%	105
Provisional credential	1.8%	2
Emergency credential	1.8%	2

**Students per Teaching Staff \***

Regular Instruction	22.9
Special Instruction	10.3

\* 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	1.0
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**

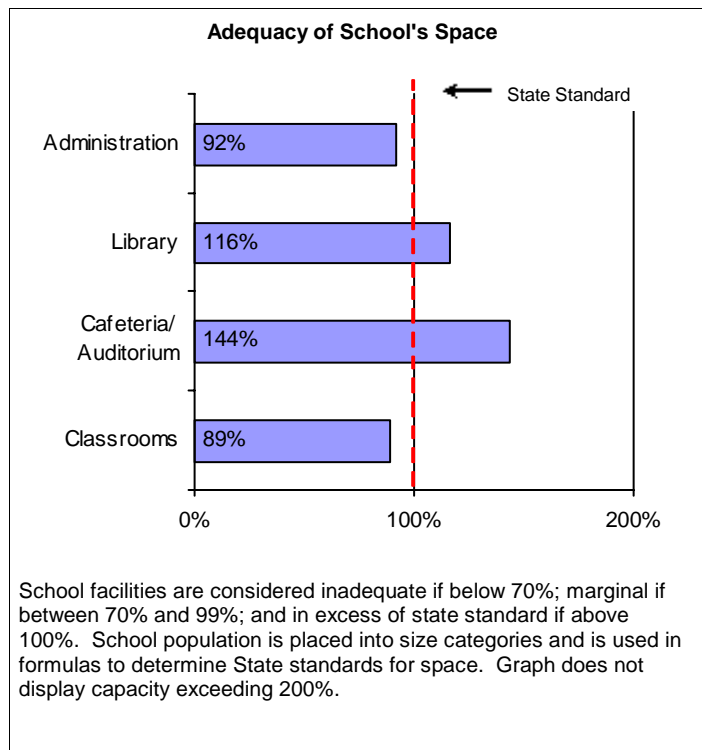
School Year Ending 2012

Classrooms available	107
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%	77.9%	79.1%	82.9%	81.4%
Quality Student Support	2011	--	--	--	--	--	--
	2012	95.1%	88.8%	78.2%	79.9%	77.4%	75.1%
Professionalism & System Capacity	2011	--	--	There are no parent items for this dimension		--	--
	2012	95.2%	88.5%			87.4%	84.2%
Coordinated Team Work	2011	--	--	--	--	--	--
	2012	91.0%	82.5%	76.6%	72.8%	71.4%	71.2%
Responsiveness of the System	2011	--	--	--	--	--	--
	2012	94.1%	91.4%	82.8%	80.7%	82.4%	79.7%
Focused & Sustained Action	2011	--	--	--	--	--	--
	2012	94.9%	88.2%	76.0%	74.5%	87.6%	85.6%
Involvement	2011	--	--	--	--	--	--
	2012	93.0%	89.9%	80.1%	78.8%	72.2%	71.5%
Satisfaction	2011	--	--	--	--	--	--
	2012	90.5%	83.8%	83.6%	82.5%	75.8%	73.5%
Student Safety & Well Being	2011	--	--	--	--	--	--
	2012	96.7%	87.7%	75.8%	79.9%	74.9%	73.2%
Survey Return Rate **	2011	--	--	--	--	--	--
	2012	94.4%	56.7%	13.0%	15.2%	85.5%	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**

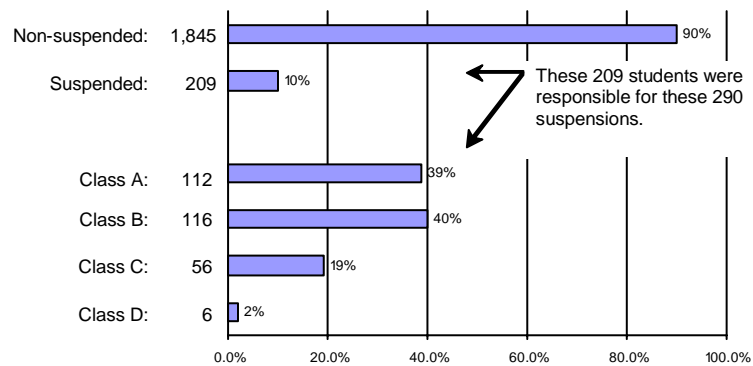
School Year			State Standard
2009-10	2010-11	2011-12	
92.1%	93.7%	93.8%	<b>95.0%</b>

**Average Daily Attendance: %**  
(higher is better)

**Average Daily Absences: in days**  
(lower is better)

12.7	11.2	11.2	<b>9</b>
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**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	54	13.3%
2010-11	56	11.2%
2011-12	76	14.8%

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	483	452	446
Percent of Diploma graduates	96.1%	95.6%	96.0%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	0.8%	1.8%	1.1%
Percent of school completers	96.9%	97.3%	97.1%

Total number of Freshmen	350	432	435
Percent graduated on time	86.0%	86.2%	84.5%

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

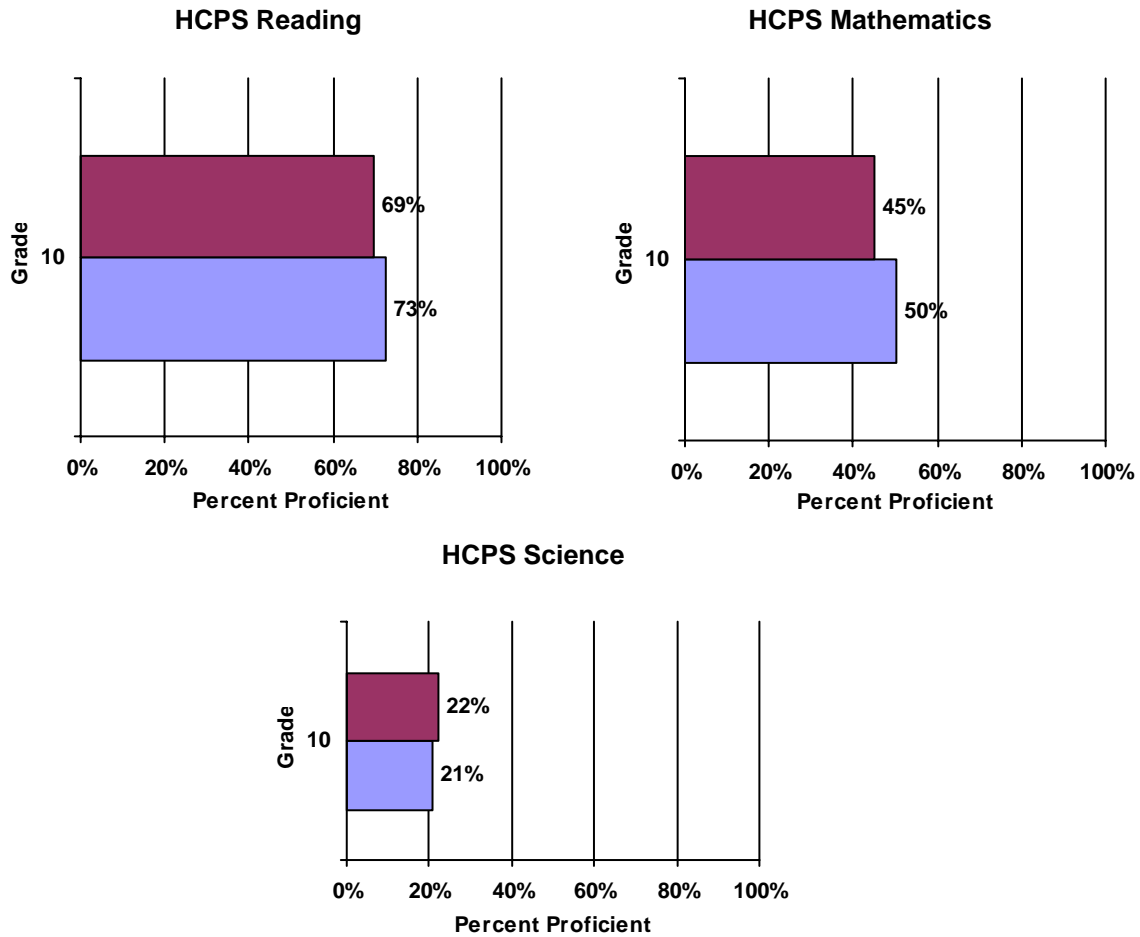
The 2010-11 and 2011-12 on time graduation data are based on a new four year Adjusted Cohort Graduation Rate methodology required by the USDOE. The cohort of this new method differs from previous cohorts in that it includes students who transferred into the school or state during the four year period.

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).

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**Other School Information**

Kapolei 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 2018.

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