



# James Campbell High School

School Code: 252

Grades 9-12

## School Status and Improvement Report School Year 2019-20



### Contents

<b>Focus on Standards</b>	<b>p. 1</b>
<b>School Description</b>	<b>p. 1</b>
<b>School Setting</b>	<b>pp. 2-3</b>
• Student Profile	
• Community Profile	
<b>School Improvement</b>	<b>p. 4</b>
• Summary of Progress	
<b>School Resources</b>	<b>p. 5</b>
• Certified Staff	
• Facilities	
<b>Vital Signs</b>	<b>pp. 6-8</b>
• School Quality Survey	
• Student Conduct	
• School Retention or Completion	
• Hawaii Statewide Assessment Program	
• Other School Information	

### 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 (JCHS) is located on the west side and services the communities of Ewa, Ewa Beach, Ocean Point, and Iroquois Point. The campus includes 16 major buildings, 42 portable classrooms and an athletic complex on 38 acres. Comprehensive programs in the core academics, vocational/technical and special education are offered. The student population is very diverse and includes a variety of ethnic backgrounds such as Filipino, Caucasian, Hawaiian, Japanese, Hispanics, Chinese, Samoan, and African-American. The school is accredited by the Western Association of Schools and Colleges with the next full visit in fall 2020.

JCHS is made up of six academies which service grades 9-12. The Freshman Success Academy provides career exploration and a focus on transitioning to high school for our incoming 9th graders. The five career focused academies are Business, Agriculture Science & IB, Creative Media, Health Services, Public and Human Services and STEAM. JCHS also offers programs such as the Naval JROTC Program which is an award-winning, nationally-recognized program that has been named a Distinguished Unit with Honors for the ninth year in a row.

Since 2007, our AVID program has maintained its National Demonstration School status indicating stellar achievement in meeting program criterion. For the past three years the program also has been recognized as an AVID School-wide Site of Distinction. JCHS also offers the International Baccalaureate Diploma Program (grades 11-12) as well as a host of Advanced Placement courses and Early College Credit options that are also available for students.

The school operates on a 4X4 block schedule, which allows for flexibility in scheduling and increases the number of credits that students can earn each year. Students needing extra help in their classes receive assistance through the 21st Century Community Learning Drop-In Center, Saturday Credit Club program and a tiered Response To Intervention program. Edgenuity and DOE eSchool courses are available in all content areas and Twilight School is another option for those who elect for an early evening program. At JCHS, we also offer numerous foreign languages such as Hawaiian, Japanese, French and Spanish.

Admin Directed Time (ADT) is structured time within the instructional day to focus on staff development and collaboration. Teachers have a central meeting location about twice a week, where they will focus on standards-based instruction and assessment, single point rubrics, data team implementation, positive behavioral interventions and support, AVID strategies, problem-based learning, and other research based instructional strategies. The goal of this time is to build staff capacity that can in turn support students to become innovative thinkers, compassionate leaders, and college / career ready graduates.

## School Setting

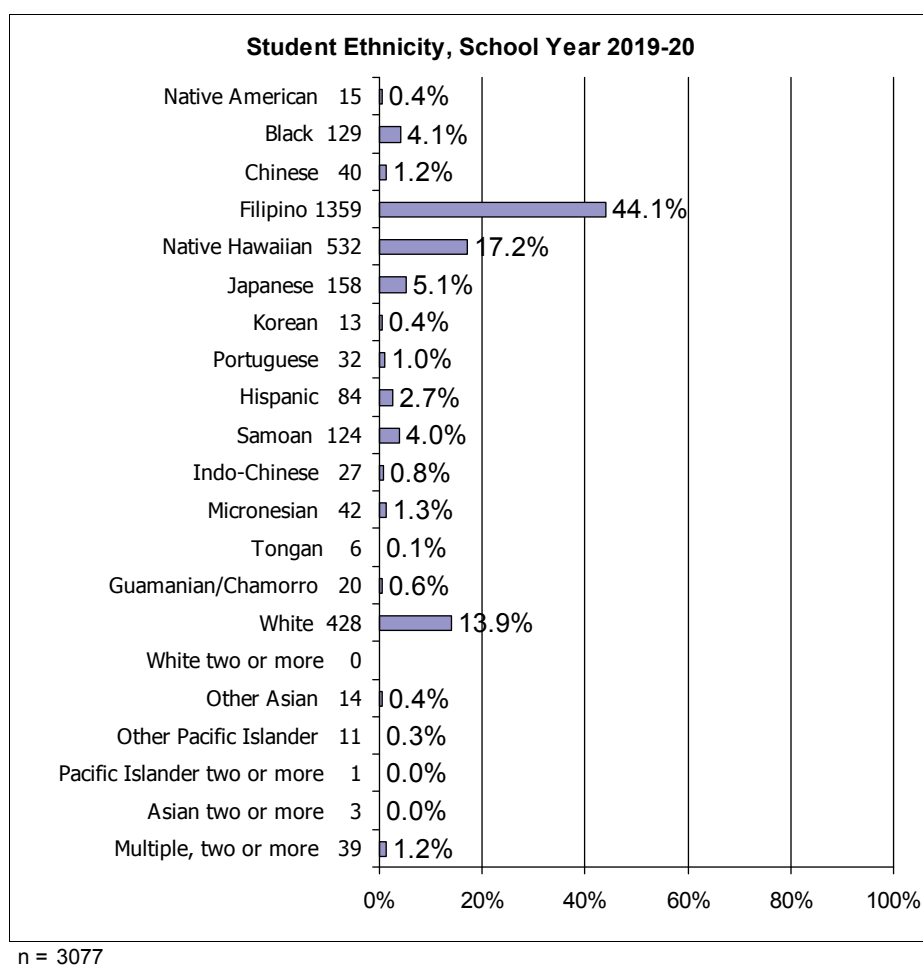
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	3110	3095	3077	Number and percent of students in Special Education programs	268 8.6%	294 9.4%	302 9.8%
Number and percent of students enrolled for the entire school year	2940 94.5%	2896 93.5%	2922 94.9%	Number and percent of students with limited English proficiency	110 3.5%	140 4.5%	155 5.0%
Number and percent of students receiving free or reduced-cost lunch	1032 33.1%	941 30.4%	928 30.1%				

Note. -- means missing data.

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

\*\* means School is participating in the Community Eligibility Provision.



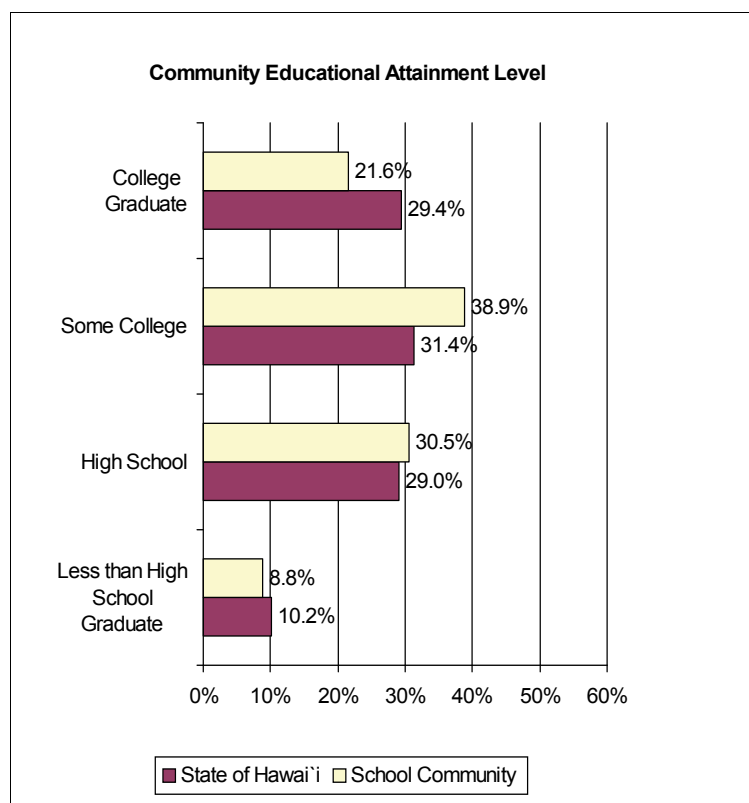
## School Setting

### 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 the 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

Campbell HSC	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 James Campbell High School Academic Plan is aligned to the Complex Area Plan which also supports the school's vision that our students are compassionate leaders, effective communicators and critical innovators, with a drive to contribute to our global society. Twice a month, course-alike teachers work collaboratively in instructional data teams to improve student academic achievement, while once a month, academy-alike teachers work collaboratively to improve 21st century skills and career readiness.

With wall-to-wall academies now in place, teachers meet with their respective academies to consolidate academy model practices, such as Project Based Learning and work collaboratively to provide opportunities for students to participate in internships. Leads for all role groups (Academies, Departments, Programs, Course Alike) collaborate at least monthly to discuss progress and refine next steps.

The Freshman Success Academy has adapted the Talent Development Model to meet the unique needs of our students. This model utilizes a team of teachers with common students to help build a system of support academically and behaviorally through collaboration. Teams are conveniently housed next to each other with the exception of elective classes. Common planning time allows the team to recognize students who may be struggling in a content area or managing their behavior so that interventions can be discussed and implemented immediately. Teaming also allows our ninth grade students to successfully transition to high school by identifying with team and building relationships between the students, parents, teachers, counselors, and administrators. The academy works together in planning activities school and district wide in some cases inviting business partners into the school to work with our students to expand their learning beyond the fences of our school. Academy activities include Report Card Conferencing, Career Expo, Mock Job Interviews, End of School Year Awards/Recognition Assembly. Retention rates for freshmen have been reduced and teaming has provided a much needed safety net for at promise students. The Freshman Success Academy resides in one building, D building, with the support staff made of Counselors, Student Support Specialist, and Administrators located on the ground floor.

We opened this school year with five distinct Career Academies servicing students in Grades 10-12: 1. Academy of Public & Human Services (APHS); 2. Academy of Creative Media (ACM); 3. Academy of Science, Technology, Engineering, Arts and Math (STEAM); 4. Academy of Health Sciences (AHS); and 5. Academy of Business, Agricultural Science and International Baccalaureate (ABAIB). To meet the needs of the students' interests, each of the career academies were designated an Academy Principal, Counselor and teachers. During the school year, academy planning time was provided for teachers to work on their curriculum, instruction and assessments to support student success within the academy structure. In addition, each of the career academies have been reaching out to local businesses and community members to establish partnerships with the focus on job shadowing, internships and possible employment opportunities. Within these career academies, students will still have the opportunity to take Advanced Placement (AP) and Early College options which can earn a student both high school and college credit simultaneously.

The JCHS AVID (Advancement Via Individual Determination) and IB (International Baccalaureate) programs continue to distinguish James Campbell High School from others. AVID focuses on developing skills that can be used across content areas and in post high school pursuits. These students have been selected to be speakers at the Summer Institute in which they are able to share their story of inspiration and accomplishment to hundreds of educators. This past school year our AVID program was once again reaffirmed with the honor of being named a National Demonstration Site. JCHS continually provides training to our own staff as well as other educators across the state and nation. The International Baccalaureate program provides students with a global perspective and an intensely rigorous academic experience that is looked upon favorably by prestigious colleges and universities. JCHS encourages the IB students to be internationally-minded, within a complex and hyper-connected world.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)<sup>1</sup></b>		185.0
Regular Instruction, FTE	82.7%	153.0
Special Instruction, FTE	15.6%	29.0
Supplemental Instruction, FTE	1.6%	3.0

Teacher headcount		185
Teachers with 5 or more years at this school		100
Teachers' average years of experience		9.9
Teachers with advanced degrees		82

#### Professional Teacher Credentials<sup>1</sup>

Fully licensed	88.6%	164
Emergency hires	11.3%	21

<sup>1</sup> Totals may not equal 100% due to rounding.  
Professional Teacher Credentials are based on teacher headcount number.

#### Students per Teaching Staff<sup>2</sup>

Regular Instruction	18.1
Special Instruction	10.4

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE <sup>3</sup>	14.0
Librarians, FTE	1.0
Counselors, FTE	9.0
Number of principals at this school in the last five years	1

<sup>3</sup> Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

### Facilities

School Year Ending 2020

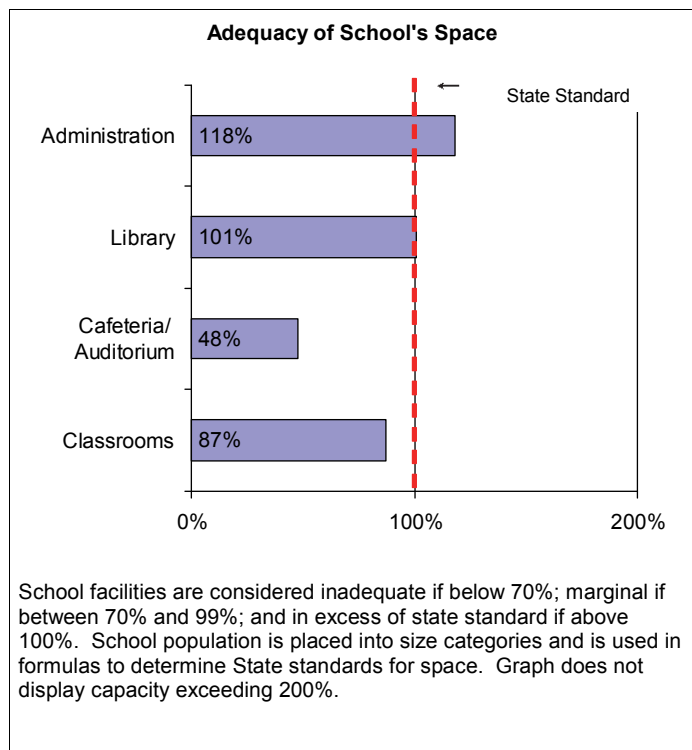
Classrooms available	139
Number of classrooms short (-) or over (+)	0

#### 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.

Note. -- means missing data.



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS), administered by the Accountability 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
Safety	2019	69.3%	72.7%	66.4%	73.8%	57.9%	64%
	2020	66.7%	69.9%	60.6%	73.7%	51.3%	59.2%
Well-Being	2019	74.2%	73.1%	78.0%	80.2%	--	--
	2020	68.9%	71.4%	75.3%	79.9%	--	--
Satisfaction	2019	65.0%	67.6%	70.2%	74.4%	--	--
	2020	62.0%	64.8%	68.2%	75.3%	--	--
Involvement/Engagement	2019	66.8%	70.9%	49.0%	54.5%	--	--
	2020	62.9%	68.1%	47.8%	54.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	94.7%	81.9%	18.6%	18.7%	83.4%	81.2%
	2020	63.6%	82.8%	13.7%	18.7%	74.7%	70.0%

\* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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 six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

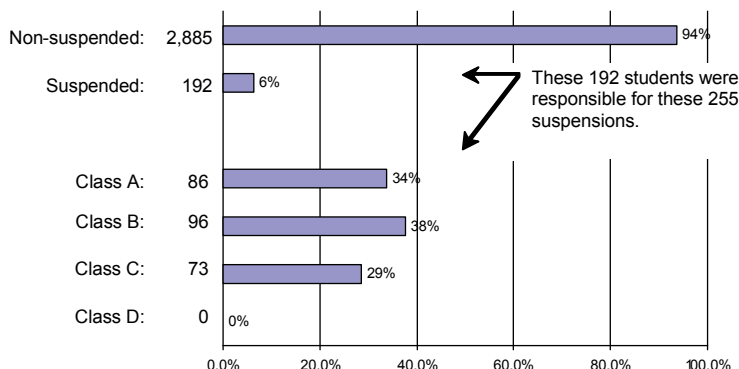
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2017-18	2018-19	2019-20	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
92.9%	93.1%	92.7%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
12.6	12.1	9.7	<b>9</b>

#### Suspensions, School Year 2019-2020



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
2017-18	77	9.5%
2018-19	90	11.7%
2019-20	71	9.1%

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

#### Graduates and Other Completers

	2017-18	2018-19	2019-20
Total number of Seniors	719	650	687
Percent of Diploma graduates	95.4%	96.3%	96.7%
Percent of Individually Prescribed Program	2.0%	2.4%	1.7%
Percent of school completers <sup>1</sup>	97.4%	98.7%	98.5%

Total number of Freshmen	709	652	692
Percent graduated on time	87.9%	85.4%	88.9%

Freshmen who began high school in school year 2016-17 and graduated in 2019-20.

<sup>1</sup> Slight variances are due to rounding.

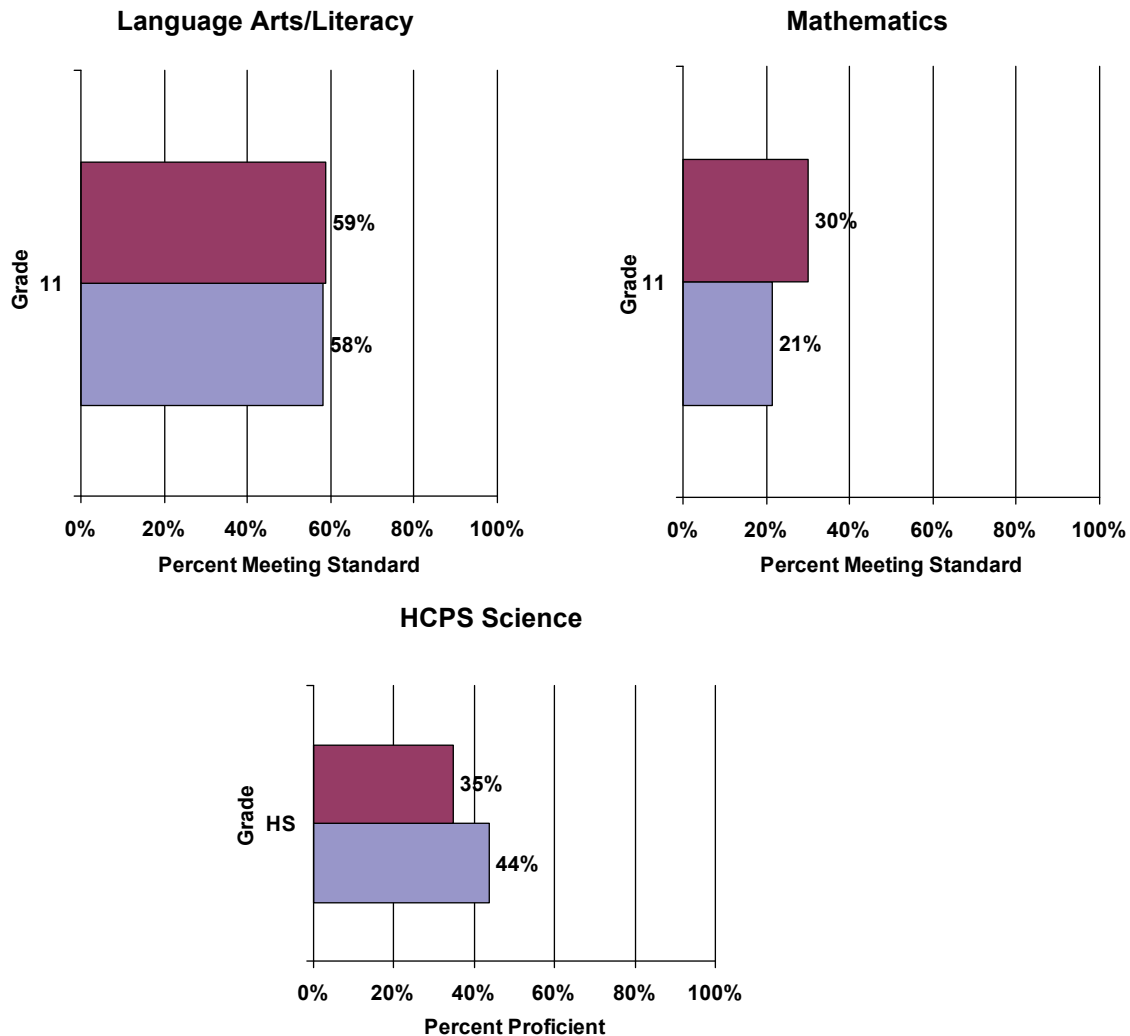
Note. -- means missing data.

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

## Vital Signs

### Hawaii Statewide Assessment Program

**NOTE:** The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



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

### Other School Information

James Campbell High School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2021.

Published on June 7, 2021.

Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:  
Hawaii State Department of Education.