



Hale Kula

Elementary School

Grades K-5

School Status and Improvement Report



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School Address:

Hale Kula Elementary School
Wai'anae & Ayers Avenues
Wahiawa, HI 96786

Focus On Standards

This *School Status and Improvement Report* has been prepared as part of the Department's educational accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

The report includes a description of the school and information on the **context**, **process**, and **outcomes** at the school for the 2000-2001 school year, including a summary of the school's Standards Implementation Design (SID) **process**.

School Description

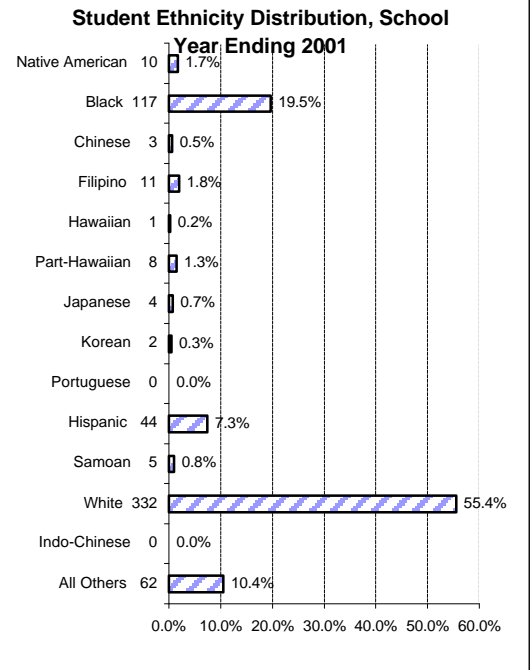
Hale Kula Elementary serves the children of enlisted as well as officer personnel with ninety-nine percent of our students being military dependents. The students, teachers, staff, and parents at Hale Kula Elementary School share in the belief of our school vision in that "Hale Kula Elementary School is a place where students, teachers, staff, families, administration, the military and civilian community work together to become lifelong learners and contributing members of society."

We are one of two elementary schools located on the Schofield Barracks Army Installation in Wahiawa, Hawaii. Due to our high student mobility, the school works closely with parents and the community to offer a stable, nurturing environment suited to students' academic, emotional, social, aesthetic, and physical development. We have an active SCBM council and PTA, and also work very closely with the 125th MI Battalion and the Schofield Barracks Community Command.

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	878	665	625
Number and percent of students enrolled for the entire school year	702	422	380
	80.0%	63.5%	60.8%
Number and percent of students receiving free or reduced-cost lunch	361	319	281
	41.1%	48.0%	45.0%
Number and percent of students in Special Education programs	70	82	55
	8.0%	12.3%	8.8%
Number and percent of students with limited English proficiency	25	8	21
	2.8%	1.2%	3.4%

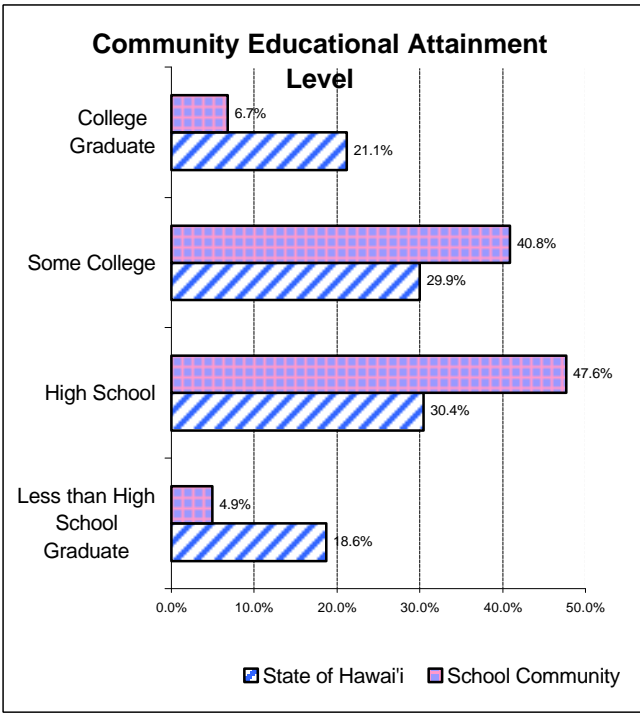


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.2	3.6
Percent of households with school age children (4-19)	51.8%	31.8%
Median household income	\$24,381	\$38,829
Per capita income	\$9,014	\$15,770
Percent of households with Public Assistance income	6.0%	6.8%
Percent of children (3-19 years) below poverty level	13.2%	11.6%
Percent of children (4-19 years) who are at-risk*	0.4%	2.1%

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



Process: Standards Implementation Design

The following is a summary of the school's standards implementation design for the 2000-01 school year.

At Hale Kula, we believe...

- all students can learn.
- all members of the community share responsibility in educating students to become active participants in the teaching/learning process.
- in being aware and supportive of the unique needs of our military and civilian families.
- in addressing educational needs of students by using a variety of teaching strategies to accommodate learning styles.
- in all students becoming responsible, self-confident, independent, and respectful life-long learners.
- in a safe, harmonious, healthy and drug free environment is necessary for learning and personal growth.
- in promoting a respect for cultural diversity

Our mission is...

- to provide the environment and opportunity for every student to develop skills and knowledge to achieve personal and academic growth.
- to provide teachers, staff, and families with effective tools and strategies so that all members will consistently expect students to meet the Hawaii Content and Performance Standards.
- to promote education as a collaborative effort of families, students, school staff, administration and community.

Hale Kula Elementary School self study reviewed the SY 99-00 School Quality Survey results which indicated that there was a concern related to the General Learner Outcome #2 in which it is essential for human being to work together. Thus, Hale Kula has placed an emphasis on clear communication to every member of the school community and to truly internalize the school vision.

Hale Kula will continue to refine the implementation of the Success for All, a comprehensive school reform program. This requires grades 1-5 to engage in an uninterrupted 90 minutes of structured reading instruction from 8:30 to 10:00 daily. Students are assessed and grouped according to their instructional reading level and tutoring intervention is provided for students who need assistance.

Staff development will focus on the Hawaii Content and Performance Standards II and the implementation of the school's three-year action plan to include the implementation of SFA, alignment of standards, refinement of the Gifted and Talented plan, and the evaluation of curriculum.

Tribes provide four consistent agreements (Attentive Listening, Mutual Respect, Appreciation/No Put Downs, Right to Pass/Participate) that assist in the cooperative learning process and relationship building strategies throughout the school.

The school Student Support Services provide for efficient procedures and guidelines to assist every student who is in need of academic or social assistance.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	44.0
Regular Instruction, FTE	30.0
Special Education, FTE	10.0
Supplemental Instruction, FTE	4.0
Teacher headcount	45
Teachers with 5 or more years at this school	36
Teachers' average years of experience	13.7
Teachers with advanced degrees	13

Students per Teaching Staff Member

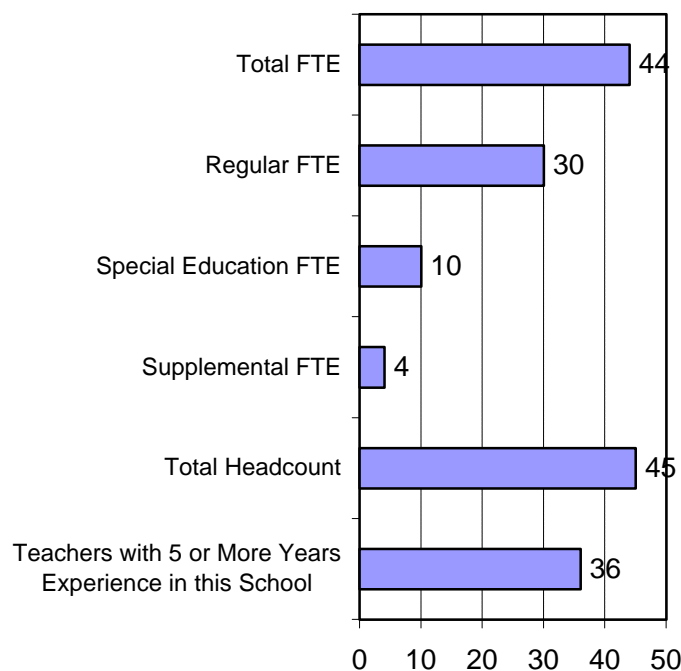
Regular Instruction	16.8
Special Education	5.5

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
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

Teacher Counts



Facilities

School year ending 2001

Classrooms available	54
Number of classrooms short (-) or over (+)	10

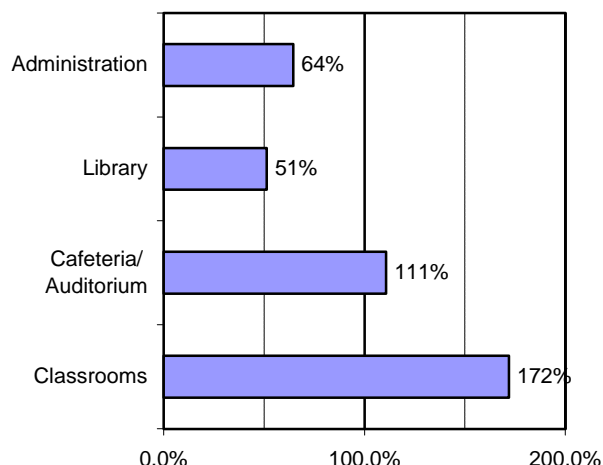
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	2	[]
Health/Safety	[]	2	[]
Sanitation	[]	[]	3
Total	14		

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

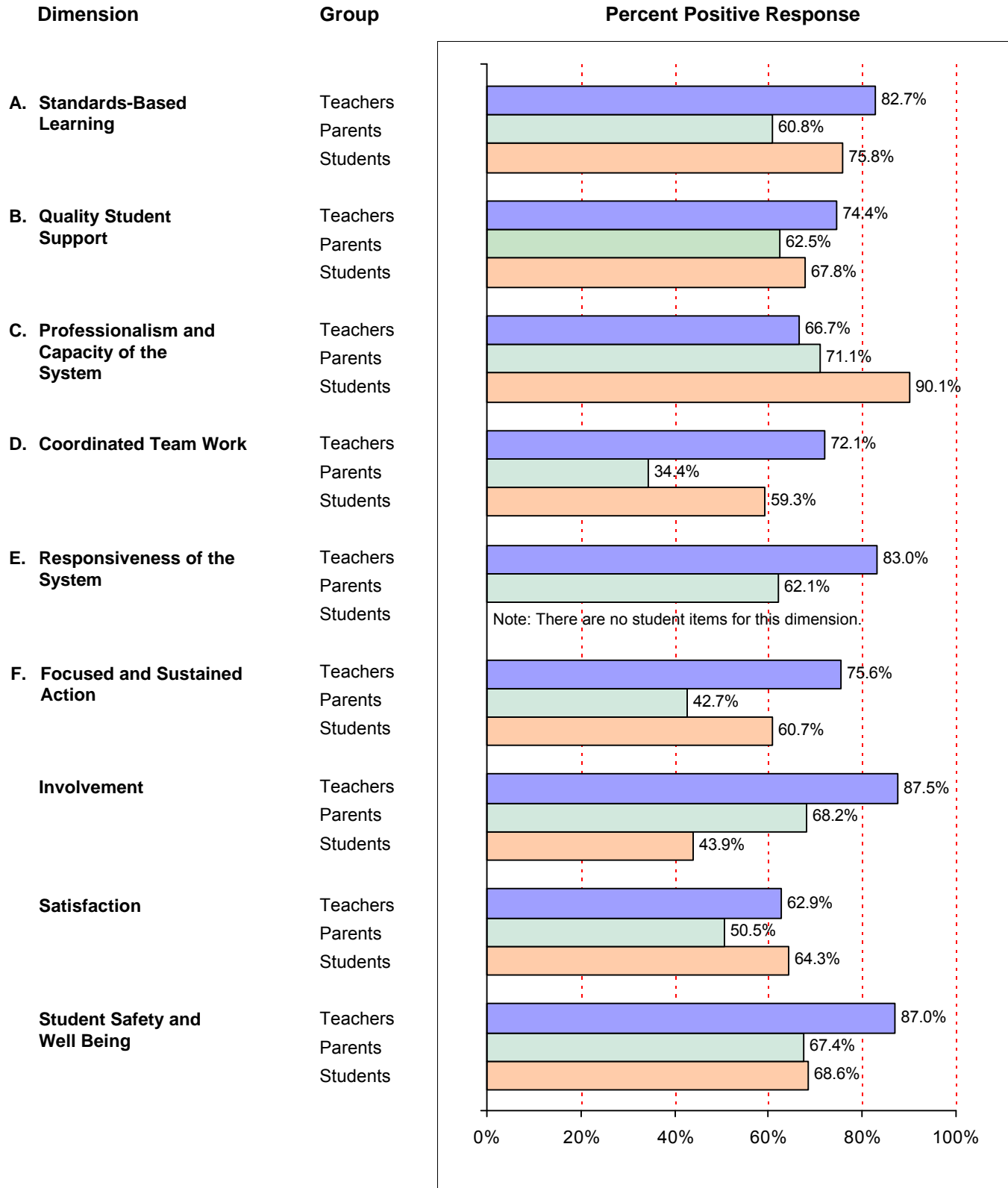
Adequacy of School's Space Compared with State Standards



School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.

Outcomes: Vital Signs

School Quality Survey



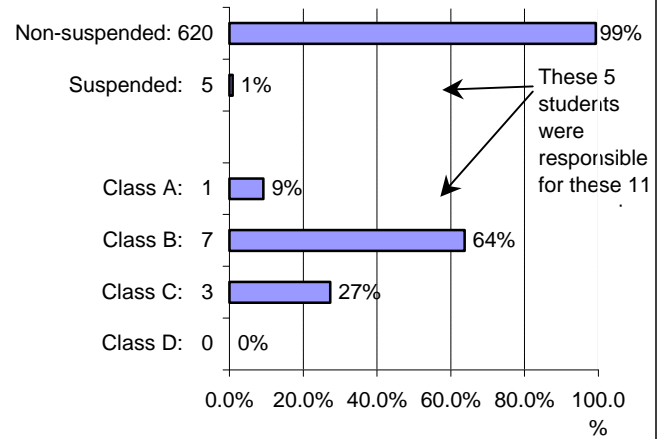
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
Average Daily Attendance: % (higher is better)			
95.7%	95.9%	95.9%	95.0%
Average Daily Absences: in days (lower is better)			
7.9	7.6	6.7	9

Suspensions, School Year 2000-01



Class A: Burglary, robbery, sale of dangerous drugs
 Examples of class of suspension: Class B: Disorderly conduct, trespassing
 Class C: Class cutting, insubordination, smoking
 Class D: Contraband (e.g. possession of tobacco)

Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.