



Kohala

Elementary School

Grades K-5

School Status and Improvement Report



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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

Kohala Elementary School, located in rural North Kohala, is the only public elementary school in this northern most district on the "Big Island" of Hawaii. Historically, grades K-12 attended Kohala High and Elementary School. In the 1995-96 school year, the school was split and Kohala Elementary was formed for grades K-5, with a Pre Kindergarten for special needs students. We do maintain a close and collaborative relationship with Kohala High School and Kohala Middle School. We are a Title I school. We are accredited by the Western Association of Schools and Colleges.

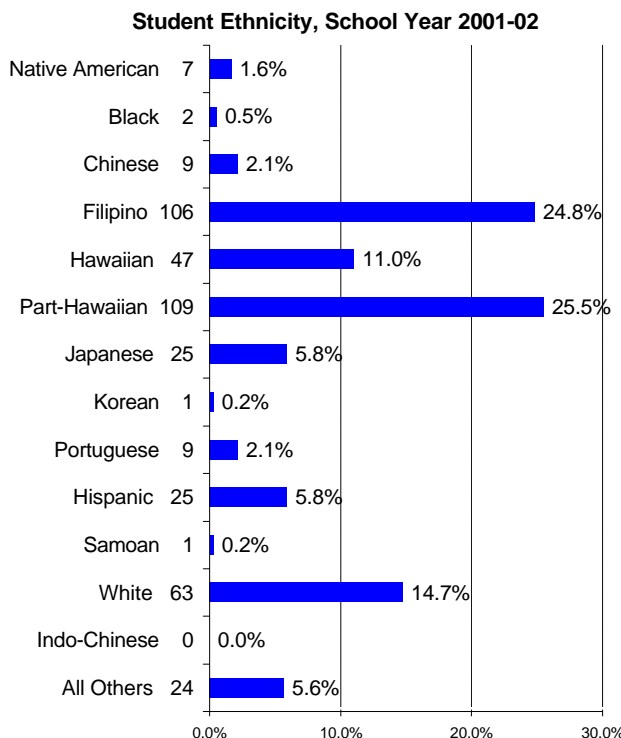
School Address:

Kohala Elementary School
P.O. Box 819
Kapaa, HI 96755

Context: School Setting

Student Profile

School year ending	2000	2001	2002
Fall enrollment	438	447	428
Number and percent of students enrolled for the entire school year	430	414	403
	98.2%	92.6%	94.2%
Number and percent of students receiving free or reduced-cost lunch	255	245	228
	58.2%	54.8%	53.3%
Number and percent of students in Special Education programs	51	55	51
	11.6%	12.3%	11.9%
Number and percent of students with limited English proficiency	24	14	30
	5.5%	3.1%	7.0%

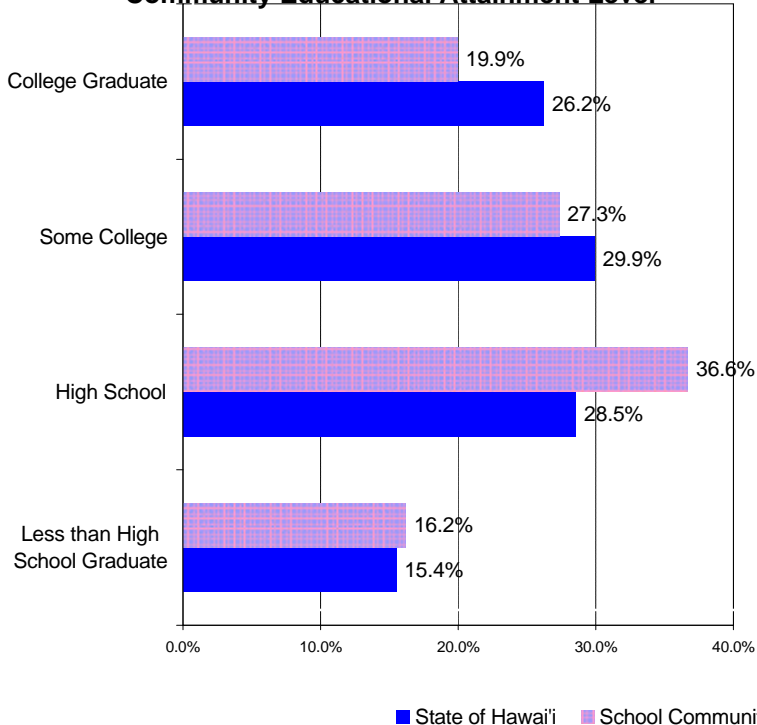


Community Profile

Based on the 2000 U.S. Census

	School Community	State of Hawai'i
Kohala Complex		
Total population	6,038	1,211,537
Percentage of population aged 5-19	21.6%	20.6%
Median age of population	37.8	36.2
Number of families	1,293	287,068
Percent of families with children under 18	44.6%	45.0%
Percentage of families with children headed by a single mother	21.0%	18.3%
Average family size	3.1	3.4
Median household income	\$48,104	\$49,820
Percent of households with Public Assistance income	5.9%	7.6%
Percent of families with children living in poverty	11.0%	11.2%

Community Educational Attainment Level



Process: Standards Implementation Design

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

Vision

All students at Kohala Elementary School will be empowered to reach their full potential.

Mission

The Mission of Kohala Elementary School is to provide an education for each student by implementing the Hawaii Content and Performance Standards with support from the school, the family, the community.

Beliefs

1. Academically, our students work to: communicate effectively through reading, writing, and speaking; be curious and pursue knowledge through reasoning, collaborating, problem solving, and discovery; produce meaningful products; and become responsible for their life-long learning.
2. Socially, our students work to: make responsible decisions, demonstrate self-control and cooperation, respect themselves and others, see themselves interconnected with the people and the environment, and contribute to making the world a better place.
3. Physically, our students work to: practice good health habits, be drug free, and exhibit a physically active life style.
4. Emotionally, our students work to: recognize and manage their feelings, accept responsibility for their actions, establish achievable goals, mediate or solve differences peacefully, and take pride in their accomplishments.

School wide Learner Outcomes (also known as General Learner Outcomes or GLOs):

To develop to their full potential, students need the following skills and attitudes:

1. The ability to be responsible for one's own learning.
2. The understanding that it is essential for human beings to work together.
3. The ability to be involved in complex thinking and problem solving.
4. The ability to recognize and produce quality performances and quality products.

Major Strengths:

1. Successful adoption of our GLOs.
2. A curriculum that is highly relevant and meaningful.
3. Full faculty participation in the process to develop school wide assessments with proficiency based rubrics.
4. Involvement of teachers in a wide range of decision making from curriculum design and development of performance standards to prioritization of the budget.

Major Areas Needing Improvement:

1. The need for teachers to continue implementation of standards in all content areas.
2. The need to continue identification and documentation of what represents proficient work within and across grade levels.
3. The need for more staff development time for the development of assessments.
4. The need to change frequent after school meetings for full faculty for staff development to "waiver days" devoted to staff development.

Key Elements to be focused on in our SID Action Plan:

Standards Based Student Outcome Goal 1: Students apply a variety of thinking strategies and problem solving skills to their daily lives.

Standards Based Student Outcome Goal 2: Students will demonstrate self management and independent learning skills.

Process: School Resources

Certified Staff

School year ending 2002

Teaching Staff

Total Full-Time Equivalent (FTE)	24.5
Regular Instruction, FTE	18.0
Special Education, FTE	4.0
Supplemental Instruction, FTE	2.5
Teacher headcount	25
Teachers with 5 or more years at this school	20
Teachers' average years of experience	13.7
Teachers with advanced degrees	7

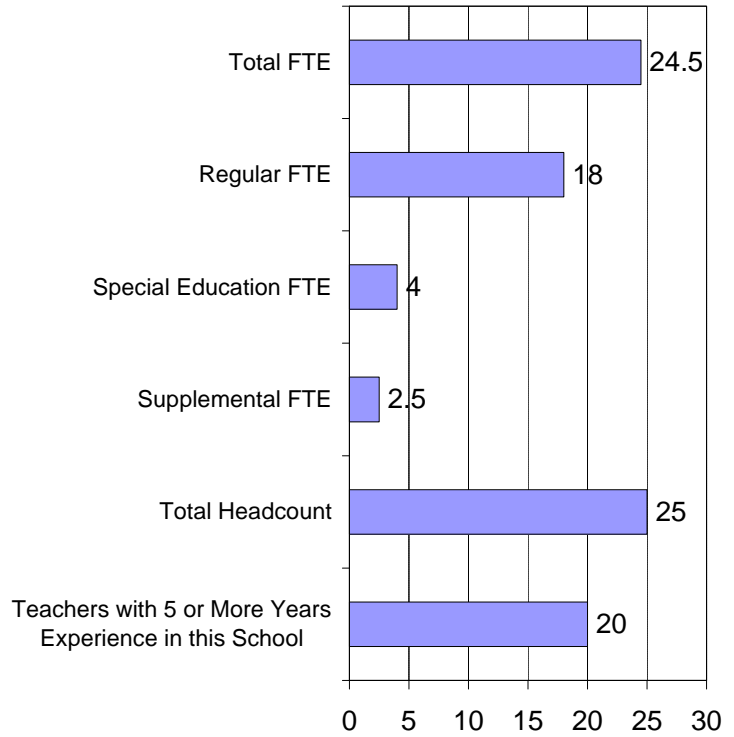
Students per Teaching Staff Member

Regular Instruction	18.4
Special Education	12.8

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

Teacher Counts



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

Facilities

School year ending 2002

Classrooms available	23
Number of classrooms short (-) or over (+)	-1

School facilities inspection results

	Score		
	1	2	3
Grounds	<input type="text"/>	2	<input type="text"/>
Building exterior	<input type="text"/>	2	<input type="text"/>
Building interior	<input type="text"/>	<input type="text"/>	3
Equipment/Furnishings	<input type="text"/>	<input type="text"/>	3
Health/Safety	<input type="text"/>	<input type="text"/>	3
Sanitation	<input type="text"/>	<input type="text"/>	3
Total	16		

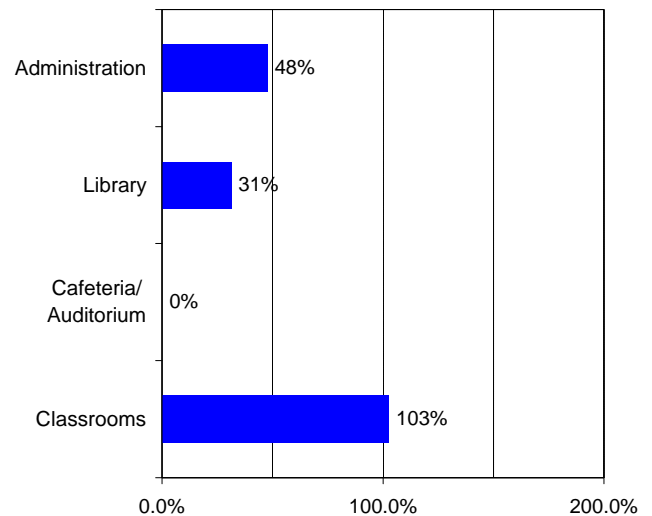
For each category:

1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:

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

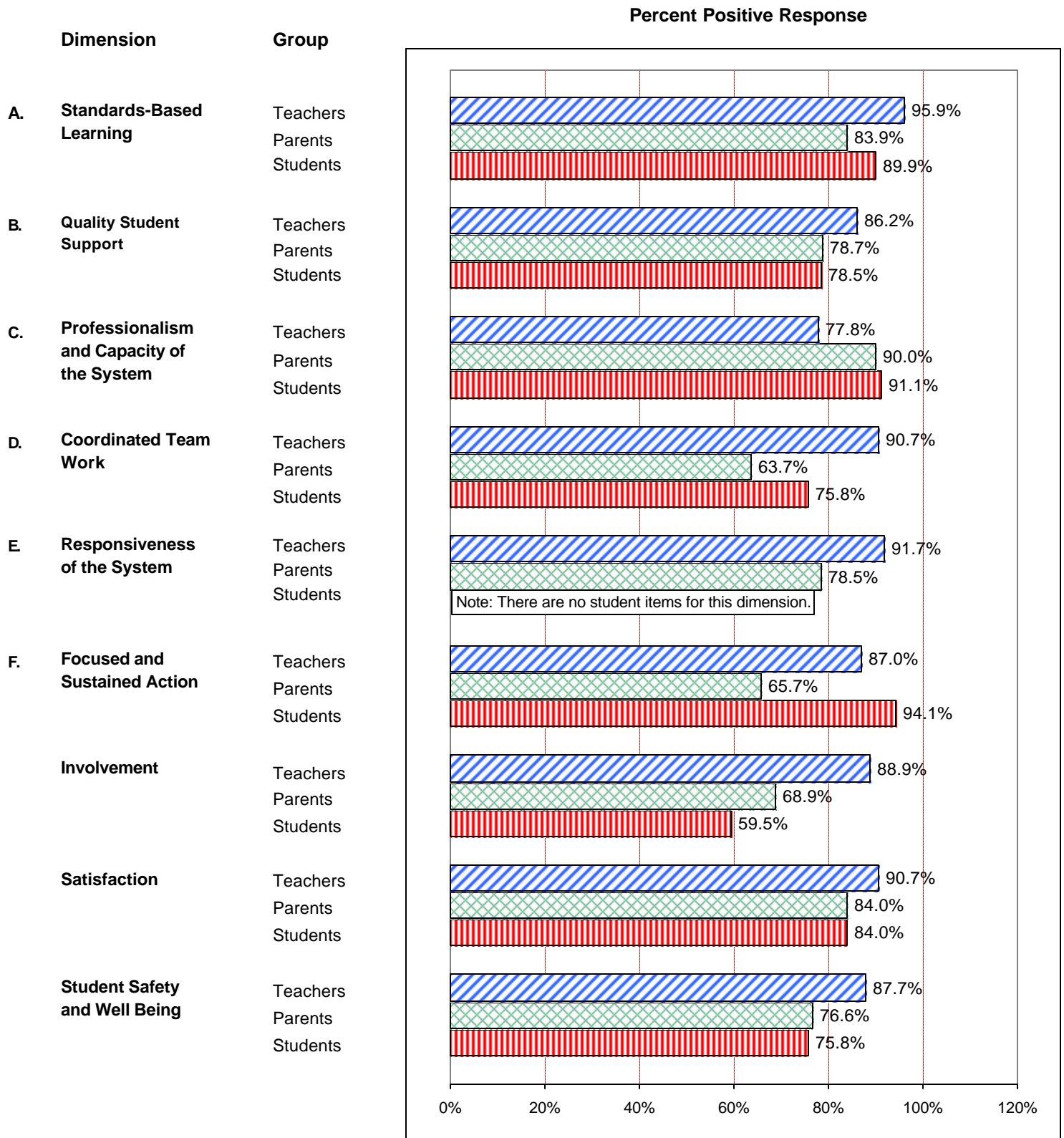
Adequacy of School's Space Compared with State Standards



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

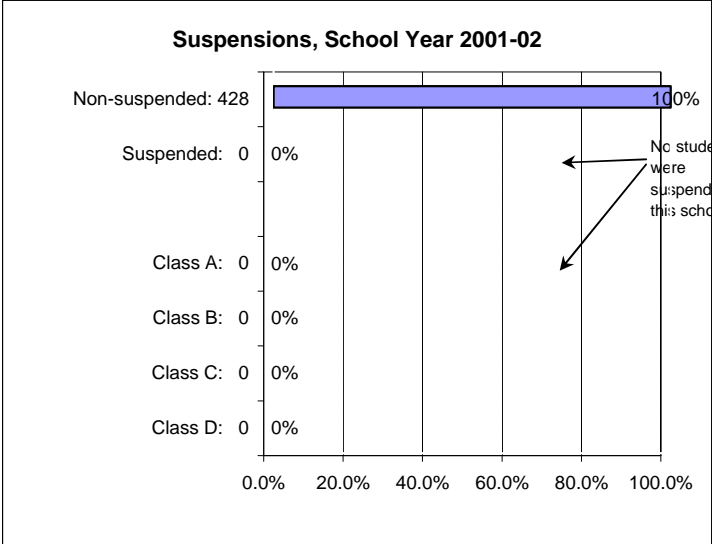


Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1999-2000	2000-01	2001-02	
Average Daily Attendance: % (higher is better)			
94.4%	94.4%	93.7%	95.0%
Average Daily Absences: in days (lower is better)			
10.3	9.4	11.2	9



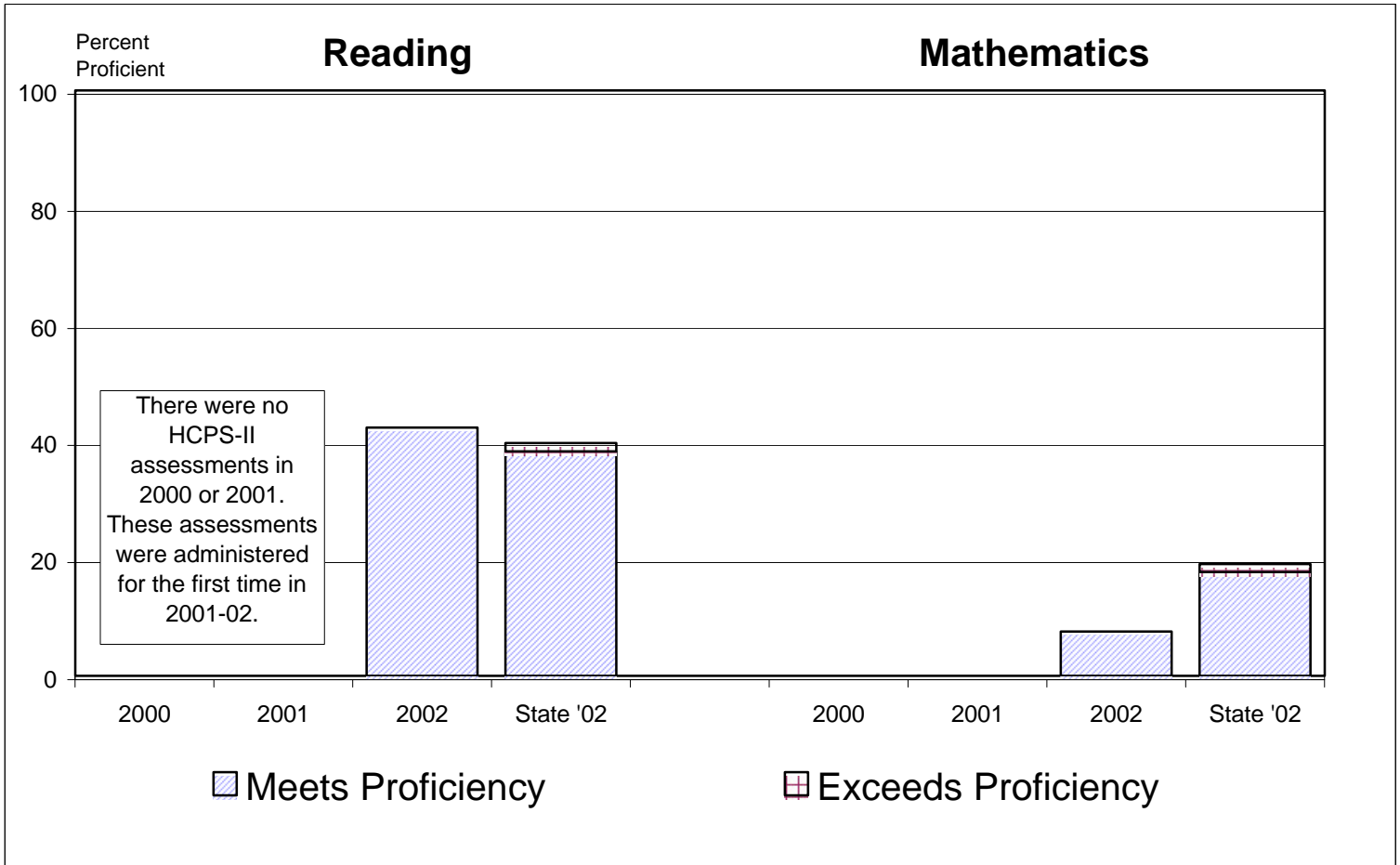
Examples of class of suspension:

- 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)

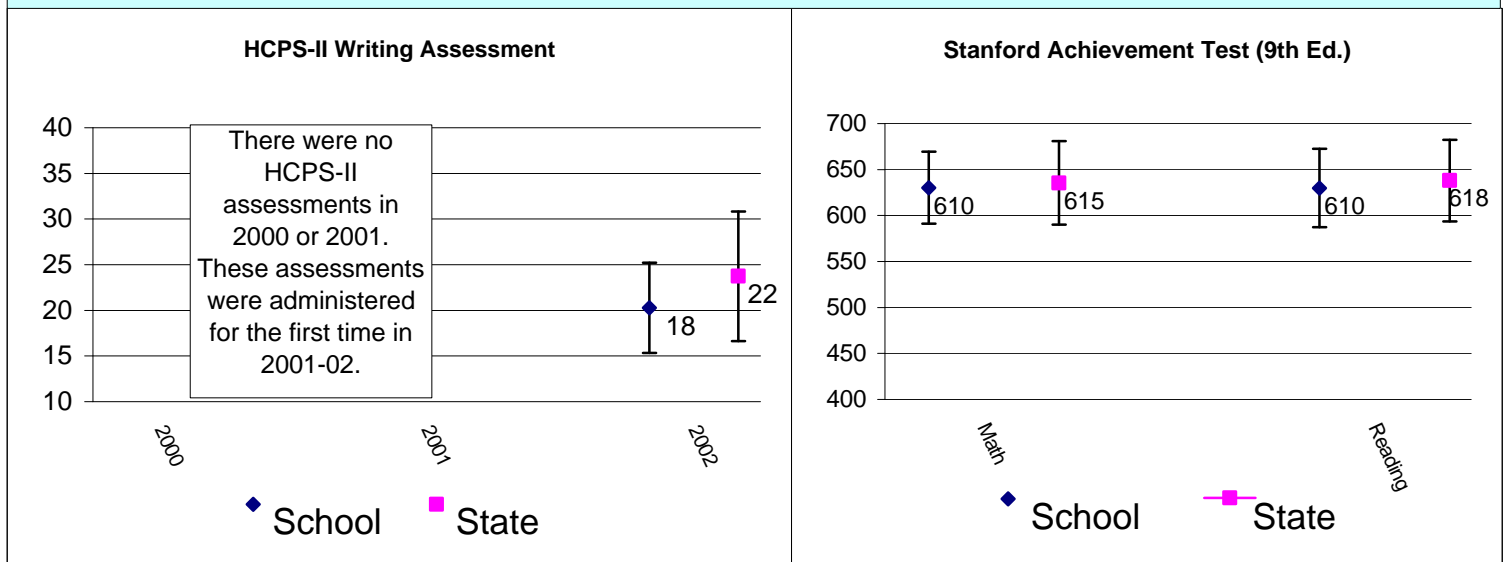
HCPS-II

HCPS-II Performance

Grade Tested: 3



The figures below show the average score in the center, with a bar around it representing about two-thirds of the scores. A school's score that differs from the state score will have little or no overlap between the two ranges. The writing scores are on a 50 point scale for all grades. Stanford scores are "scaled" scores, which vary from about 400 to 800 depending on the grade tested.



Other School Information