



# Kohala Elementary School

Elementary School

Grades K-5

## School Status and Improvement Report School Year 2002-03



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### 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 as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

### School Description

**K**ohala 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 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.

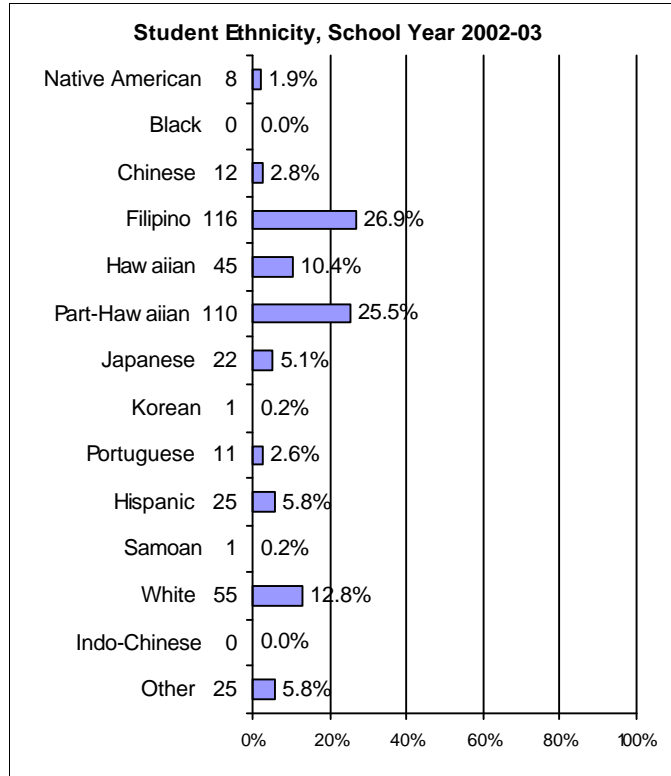
#### **School Address:**

Kohala Elementary School  
54-3609 Akoni Pule Highway  
Kapaau, Hawaii 96755

School Setting

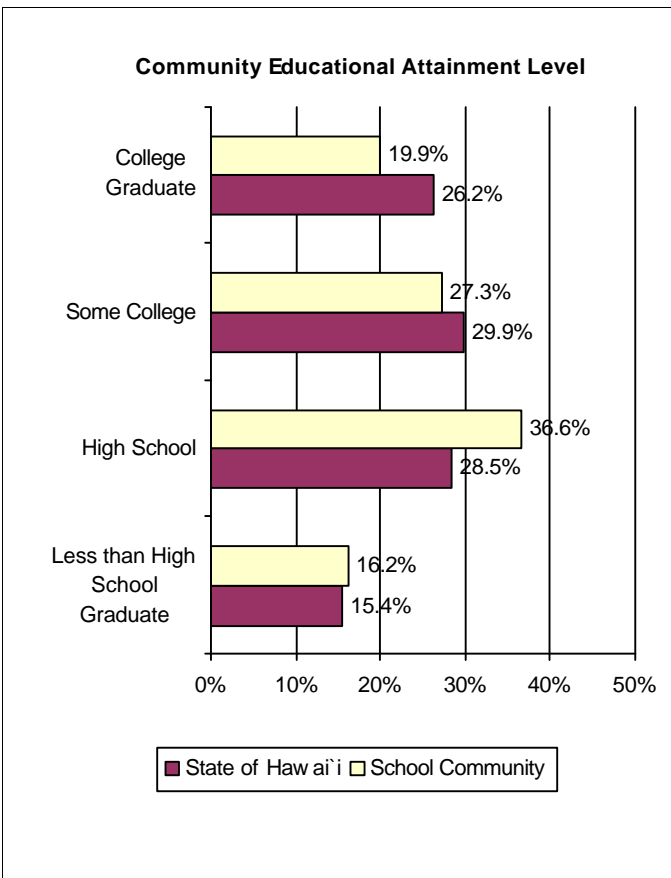
Student Profile

School year ending	2000-01	2001-02	2002-03
Fall enrollment	447	428	426
Number and percent of students enrolled for the entire school year	414 92.6%	403 94.2%	374 87.8%
Number and percent of students receiving free or reduced-cost lunch	245 54.8%	228 53.3%	238 55.9%
Number and percent of students in Special Education programs	55 12.3%	51 11.9%	58 13.6%
Number and percent of students with limited English proficiency	14 3.1%	30 7.0%	23 5.4%



Community Profile Based on the 2000 U.S. Census

Kohala Complex	School Community	State of Hawai'i
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
Percentage 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	3.42
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%



## Standards Implementation

### Summary of Progress

#### 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. We successfully adopted our GLOs.
2. We have a curriculum that is highly relevant and meaningful.
3. Our full faculty participated in the process to develop school wide assessments with proficiency based rubrics.
4. Our full faculty is involved in a wide range of decision making from curriculum design and development of performance standards to prioritization of the budget.
5. Our full faculty selected a school wide language arts/reading program to be implemented in the 2003- 04 school year.
6. We submitted our application for two waiver days in addition to the four professional development/collaboration days for the 2003-04 school year. These days without students will be devoted to professional development, including training in the implementation of the new school wide language arts/reading program, and networking with both Kohala HS and Kohala MS to align curriculum, complex goals, and a Kohala Complex calendar.

Continued on page 8

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		26.5
Regular Instruction, FTE	60.4%	16.0
Special Instruction, FTE	18.9%	5.0
Supplemental Instruction, FTE	20.8%	5.5
Teacher headcount		27
Teachers with 5 or more years at this school		18
Teachers' average years of experience		13.5
Teachers with advanced degrees		8

**Professional Teacher Credentials**

Fully licensed	88.9%	24
Provisional credential	7.4%	2
Emergency credential	3.7%	1

**Students per Teaching Staff\***

Regular Instruction	17.6
Special Instruction	9.4

\* 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 *	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
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 2003

Classrooms available	25
Number of classrooms short (-) or over (+)	2

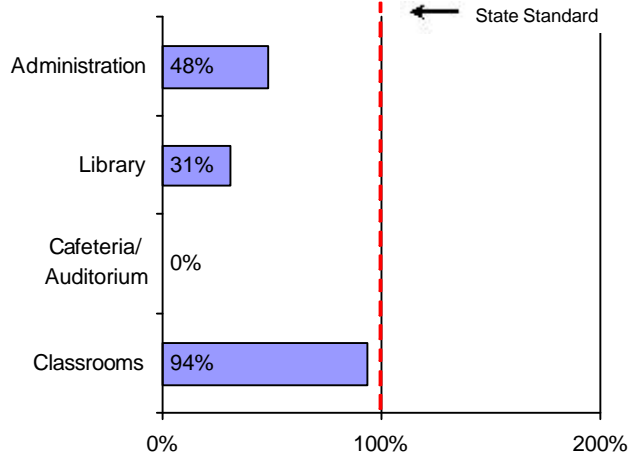
**School facilities inspection results**

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation		2	
<b>Total</b>		17	

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**



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

## Vital Signs

### School Quality Survey

The School Quality Survey is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

#### Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State <sup>1</sup>	School	State <sup>1</sup>	School	State <sup>1</sup>
Standards-Based Learning	2001	96%	n/a	84%	n/a	90%	n/a
	2003	96%	87%	85%	77%	81%	75%
Quality Student Support	2001	86%	n/a	79%	n/a	78%	n/a
	2003	91%	79%	79%	73%	72%	66%
Professionalism & System Capacity	2001	78%	n/a	90%	n/a	91%	n/a
	2003	88%	67%	92%	83%	83%	84%
Coordinated Team Work	2001	91%	n/a	64%	n/a	76%	n/a
	2003	92%	77%	63%	57%	66%	65%
Responsiveness of the System	2001	92%	n/a	79%	n/a	There are no student items for this dimension	
	2003	93%	82%	78%	74%		
Focused & Sustained Action	2001	87%	n/a	66%	n/a	94%	n/a
	2003	93%	77%	61%	57%	75%	64%
Involvement	2001	89%	n/a	69%	n/a	59%	n/a
	2003	93%	84%	65%	69%	56%	58%
Satisfaction	2001	91%	n/a	84%	n/a	84%	n/a
	2003	88%	63%	81%	70%	79%	72%
Student Safety & Well Being	2001	88%	n/a	77%	n/a	76%	n/a
	2003	96%	85%	78%	75%	69%	65%
Survey Return Rate	2001	75%	n/a	18%	n/a	100%	n/a
	2003	78%	74%	25%	23%	92%	85%

<sup>1</sup> State figures are summaries of comparable school level results.

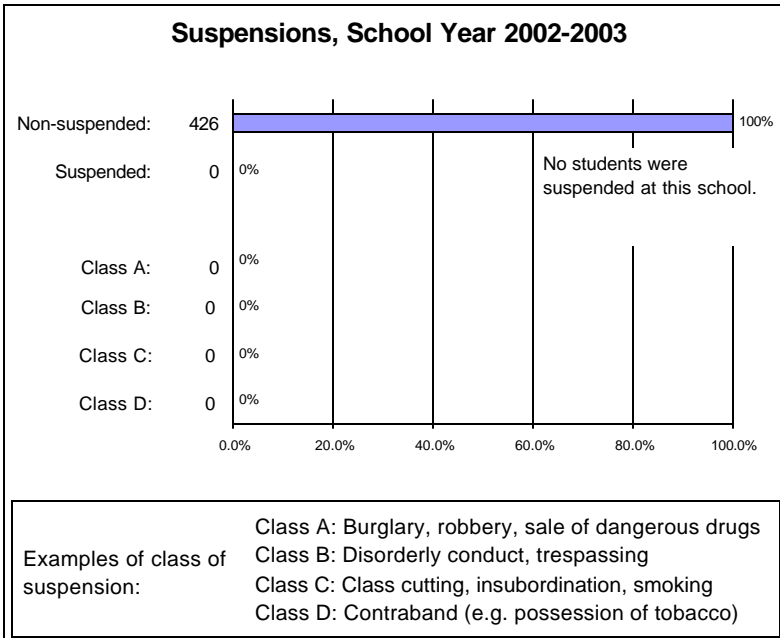
State figures for the 2001 SQS are not available.

**School Retention or Completion**

**Student Conduct**

**Attendance and Absences**

School Year			
2000-01	2001-02	2002-03	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
94.4%	93.7%	93.6%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
9.4	11.2	11.3	<b>9</b>



**School Retention**

The retention figures for elementary schools include students in all grades except kindergarten who were retained (kept back a grade) and for middle and intermediate schools the retention figures are only for eighth grade students who were not promoted to ninth grade.

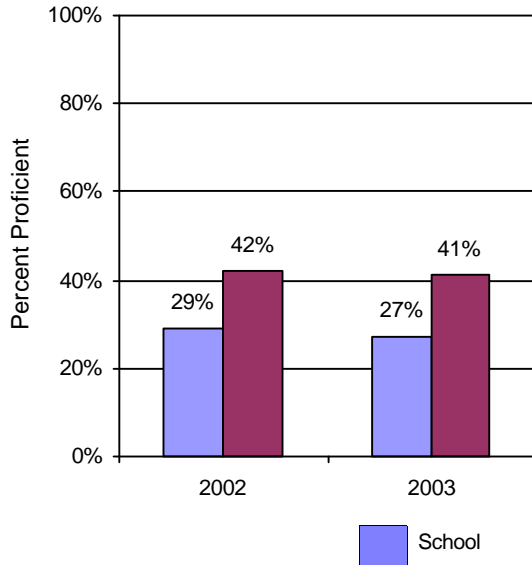
	Retention	
	2002	2003
Total number of students	351	369
Percent retained in grade	1%	1%

**Vital Signs**

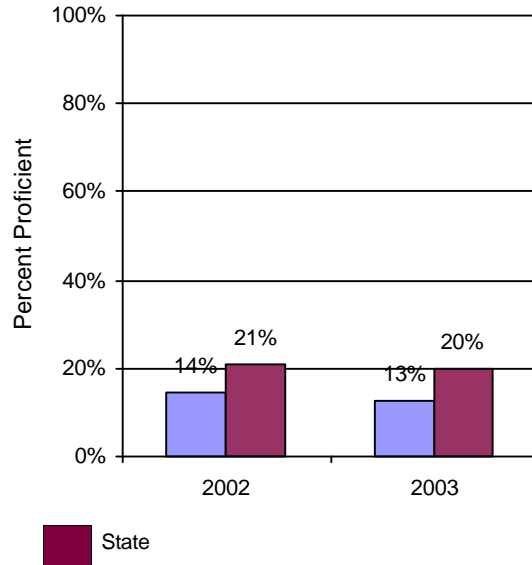
**Statewide Testing**

Highest Grade Tested: 5

**HCPS II Reading**



**HCPS II Mathematics**



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

**HCPS II Writing Test**

Writing Dimension	2001-02		2002-03	
	School	State	School	State
Meaning	2.6	2.6	2.7	2.6
Voice	2.6	2.6	2.7	2.6
Clarity	2.5	2.5	2.6	2.5
Design	2.5	2.5	2.6	2.5
Conventions	2.6	2.7	2.6	2.6
Overall	2.5	2.6	2.6	2.6

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

**Stanford Tests, 9th Edition**

	Below Average	Average and Above
<b>National Norm Group</b>	23%	77%
<b>State</b>		
Reading	24%	76%
Mathematics	20%	80%
<b>This School</b> Highest Grade Tested: 5		
Reading	18%	82%
Mathematics	23%	77%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

## Other School Information

Kohala Elementary School was accredited in 2002 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.

Continued from page 3

### Major Areas Needing Improvement:

1. Teachers must continue to implement standards in all content areas.
2. We need to continue to identify and document what represents proficient work within and across grade levels.
3. More staff development time is required to produce and refine assessments and to review, evaluate, and revise our SID Action Plan.

### 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.