



# Kohala Elementary School

School Code: 395

Grades K-5

## School Status and Improvement Report School Year 2003-04



### Contents

**Focus on Standards** p. 1

**School Description** p. 1

**School Setting** p. 2

- Student Profile
- Community Profile

**Standards Implementation** p. 3

- Summary of Progress

**School Resources** p. 4

- Certified Staff
- Facilities

**Vital Signs** pp. 5-7

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Statewide Testing

**Other School Information** p. 8

#### **School Address:**

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

### 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

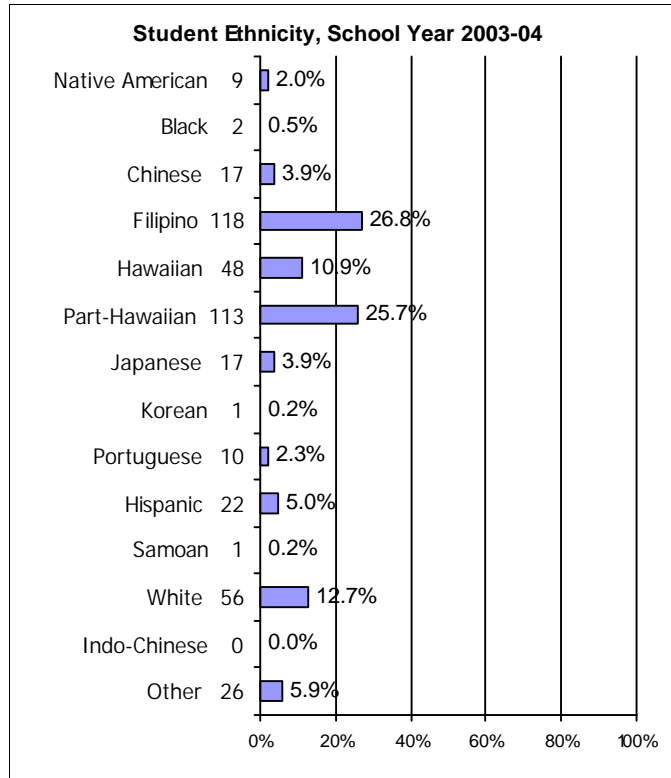
Kohala Elementary School, located in geographically isolated North Kohala on the Big Island of Hawaii, is a K-5 school with a Pre-K for special needs children. The spirit of Aloha is an integral part of our lives. We are the Kohala Elementary Ohana. Our Comprehensive Student Support System (CSSS) provides a framework to help us in our efforts to meet the needs of each child. We participate in the Primary School Adjustment Program (PSAP) to help young students in their school lives and to help their families with transitions and new situations. We have a close and collaborative relationship with Kohala High School and Kohala Middle School. We are in the process of establishing our School Community Council. We are a Title I school. We are accredited by the Western Association of Schools and Colleges.

Please visit our web site: [www.kohalael.k12.hi.us/home.nsf](http://www.kohalael.k12.hi.us/home.nsf).

School Setting

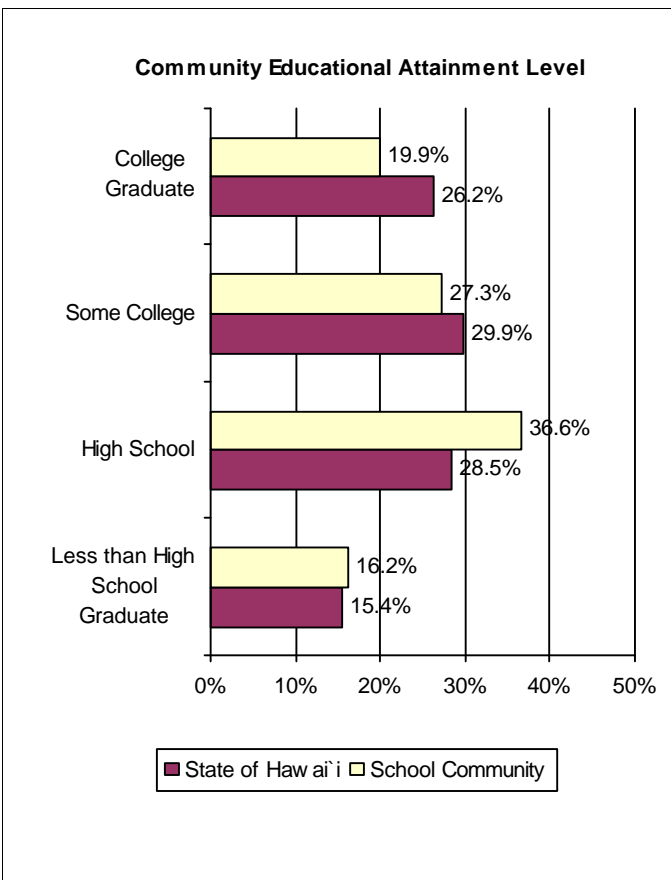
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	428	426	431
Number and percent of students enrolled for the entire school year	403 94.2%	404 94.8%	400 92.8%
Number and percent of students receiving free or reduced-cost lunch	228 53.3%	235 55.2%	245 56.8%
Number and percent of students in Special Education programs	51 11.9%	47 11.0%	43 10.0%
Number and percent of students with limited English proficiency	30 7.0%	19 4.5%	19 4.4%



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

Our Standards Implementation Action Plan focus on students, curriculum, instruction, and assessments has resulted in stronger student performance. Students are aware of their goals and know the targets at which they are aiming because standards, rubrics, and assessments are a part of their daily lives.

Students' HSA scores are improving. As a faculty, we have reached agreement regarding our language arts/reading curriculum. School-wide, we have adopted the Houghton-Mifflin program. We have designed and implemented assessments for GLO related goals. Our faculty will be selecting a school-wide math program in the 2004-05 school year. Even though many of our faculty members have been committed to their individual reading and math programs, they have demonstrated that they are even more committed to our students as evidenced by their willingness to research new reading/language arts and math programs, make a selection, and support that selection for the benefit of the students.

We are progressing in curriculum articulation and increasing understanding of assessments and their role in instruction. Our colleague-led faculty meetings and professional collaboration/ waiver days devoted to professional development focus on our SID goals and articulation and implementation of proven research-based programs and best practices.

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		26.5
Regular Instruction, FTE	64.2%	17.0
Special Instruction, FTE	18.9%	5.0
Supplemental Instruction, FTE	17.0%	4.5
Teacher headcount		27
Teachers with 5 or more years at this school		19
Teachers' average years of experience		13.8
Teachers with advanced degrees		7

**Professional Teacher Credentials**

Fully licensed	92.6%	25
Provisional credential	3.7%	1
Emergency credential	3.7%	1

**Students per Teaching Staff \***

Regular Instruction	18.0
Special Instruction	8.6

\* 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 2004

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

**School facilities inspection results**

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

Data not available

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 (SQS) 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	School	State	School <sup>1</sup>	State
Standards-Based Learning	2001	96%	n/a	84%	n/a	90%	n/a
	2003	96%	n/a	85%	n/a	81%	n/a
Quality Student Support	2001	86%	n/a	79%	n/a	78%	n/a
	2003	91%	n/a	79%	n/a	72%	n/a
Professionalism & System Capacity	2001	78%	n/a	90%	n/a	91%	n/a
	2003	88%	n/a	92%	n/a	83%	n/a
Coordinated Team Work	2001	91%	n/a	64%	n/a	76%	n/a
	2003	92%	n/a	63%	n/a	66%	n/a
Responsiveness of the System	2001	92%	n/a	79%	n/a	There are no student items for this dimension	
	2003	93%	n/a	78%	n/a		
Focused & Sustained Action	2001	87%	n/a	66%	n/a	94%	n/a
	2003	93%	n/a	61%	n/a	75%	n/a
Involvement	2001	89%	n/a	69%	n/a	59%	n/a
	2003	93%	n/a	65%	n/a	56%	n/a
Satisfaction	2001	91%	n/a	84%	n/a	84%	n/a
	2003	88%	n/a	81%	n/a	79%	n/a
Student Safety & Well Being	2001	88%	n/a	77%	n/a	76%	n/a
	2003	96%	n/a	78%	n/a	69%	n/a
Survey Return Rate	2001	75%	n/a	18%	n/a	100%	n/a
	2003	100%	70%	23%	22%	90%	83%

<sup>1</sup>

Student positive responses are for the highest grade level surveyed at this school.

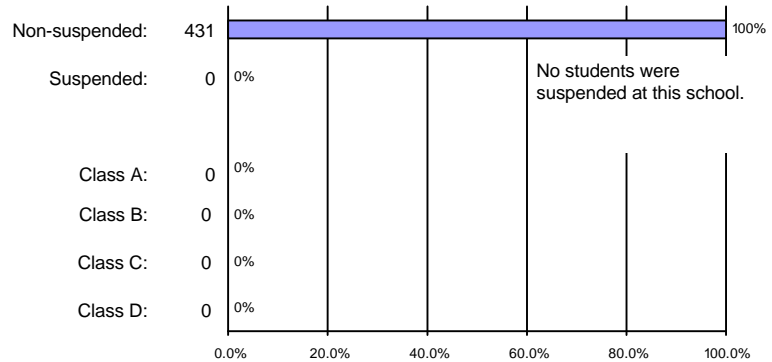
**School Retention or Completion**

**Student Conduct**

**Attendance and Absences**

School Year			State Standard
2001-02	2002-03	2003-04	95.0%
<b>Average Daily Attendance: %</b> (higher is better)			
93.7%	93.6%	93.2%	95.0%
<b>Average Daily Absences: in days</b> (lower is better)			
11.2	11.3	12.0	9

**Suspensions, School Year 2003-2004**



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 Retention**

Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, retention calculations that conform to NCLB requirements are used.

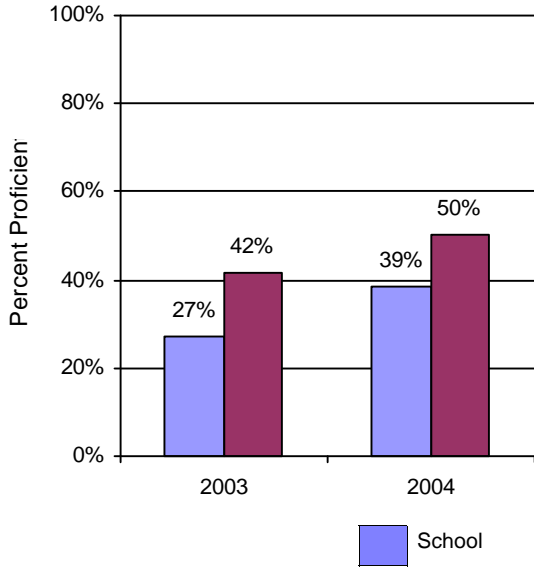
	Retention	
	2003	2004
Total number of students	369	346
Percent retained in grade	1%	0%

**Vital Signs**

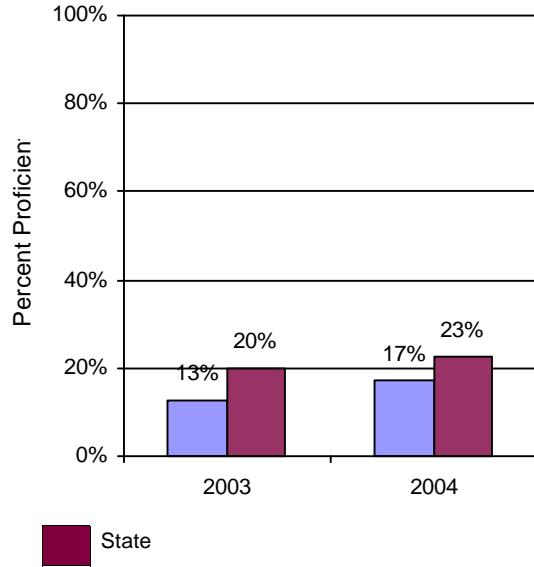
**Statewide Testing**

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	2002-03		2003-04	
	School	State	School	State
Meaning	2.7	2.7	3.2	3.0
Voice	2.7	2.7	3.2	3.1
Clarity	2.6	2.5	3.0	2.9
Design	2.6	2.5	3.0	2.9
Conventions	2.7	2.6	3.0	2.9
Overall	2.7	2.6	3.1	3.0

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	19%	81%
<b>This School</b> Highest Grade Tested: 5		
Reading	27%	73%
Mathematics	21%	79%

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.

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