



King Kamehameha III Elementary School

School Code: 406

Grades K-5

School Status and Improvement Report School Year 2003-04



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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

King Kamehameha III School's six acre campus sits on an archeological site at the edge of the historical whaling town of Lahaina. The school is on Front Street, which has become the center of West Maui's tourist industry, and serves the area makai of the Honoapiilani Highway. Its members come primarily from families of plantation workers and hotel industry service employees. Many of these parents have more than one job, making it difficult to involve them in school activities and programs. The Hyatt-Regency Maui has forged a significant partnership with King Kamehameha III Elementary. The Hula Grill Restaurant recognizes staff members for their outstanding efforts in education on a monthly basis. The student population continues to grow each year creating crowded conditions. In 2003, King Kamehameha III School was one of the Hawaii Schools that received the Distinguished School Award. King Kamehameha III School is one of the four schools that are SCBM in the complex.

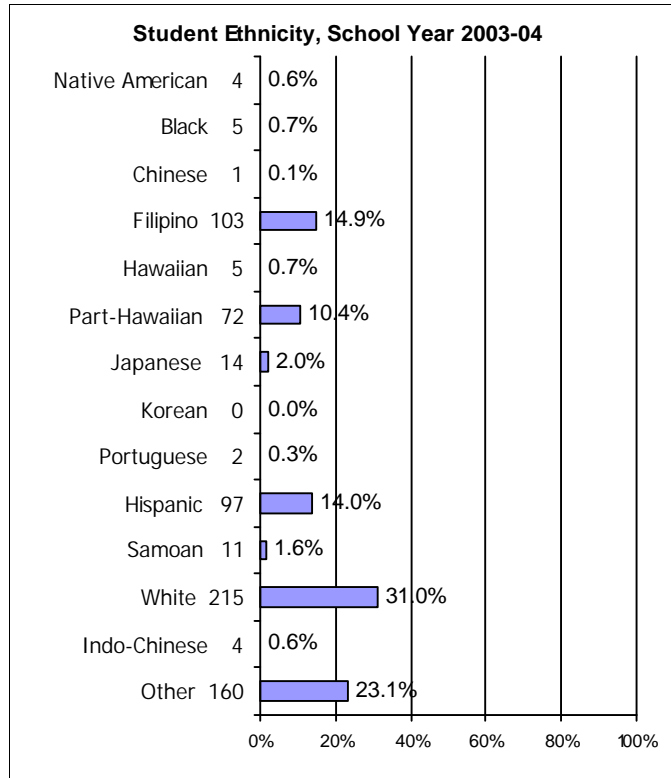
School Address:

King Kamehameha III Elementary School
611 Front Street
Lahaina, Hawaii 96761

School Setting

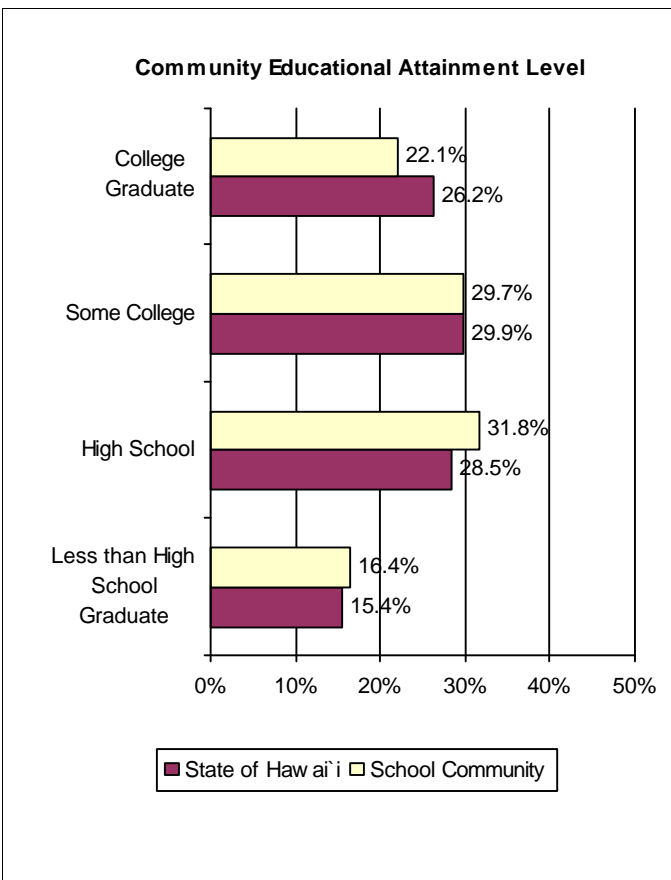
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	651	642	679
Number and percent of students enrolled for the entire school year	588	585	621
	90.3%	91.1%	91.5%
Number and percent of students receiving free or reduced-cost lunch	195	241	234
	30.0%	37.5%	34.5%
Number and percent of students in Special Education programs	53	46	55
	8.1%	7.2%	8.1%
Number and percent of students with limited English proficiency	120	118	141
	18.4%	18.4%	20.8%



Community Profile Based on the 2000 U.S. Census

Lahainaluna Complex	School Community	State of Hawai'i
Total population	17,967	1,211,537
Percentage of population aged 5-19	17.3%	20.6%
Median age of population	36.4	36.2
Number of families	3,789	287,068
Percentage of families with children under 18	43.2%	45.0%
Percentage of families with children headed by a single mother	19.2%	18.3%
Average family size	3.4	3.42
Median household income	\$56,315	\$49,820
Percent of households with Public Assistance income	4.5%	7.6%
Percent of families with children living in poverty	8.9%	11.2%



Standards Implementation

Summary of Progress

Reading

For reading, our first grade classes continued with their reading recovery program. We have a shared teaching position which allows us to have small group reading instruction for those first graders who are struggling with reading.

Through Title I, we also had a reading teacher who helped those children not receiving assistance through special education. These students were made up of ESLL students as well as at risk students at the lowest 10 percentile.

Fifth grade continued with the *Wednesday is Tutoring Day in Lahaina*, which also targets at risk students and provides after school tutoring for them. This year Third grade was also added to the program.

We continued the Curriculum-based Measurements (CBM) with grades one and two. Fourth and Fifth grades have been able to keep track of the improvements of their students through the Gates MacGinitie tests given at the beginning and end of the school year.

King Kamehameha III Elementary School was also able to begin purchasing a new Research-based Reading program for our school. We chose the Harcourt Brace Trophies program and will begin using it in grades two through five during the 2004-2005 school year.

Math

We are continuing to work on critical thinking skills and problem solving skills through our math curriculum. Mr. Joe Zilliox came to our school again this year to help us align our curriculum better to the standards. We will continue to work to improve this as it is extremely important for all students.

Cultural Diversity

Our school was able to come to an agreement for a multi-cultural day. We combined it with May Day and have included a multitude of cultures through performances by all grade levels. We have great parent participation as well as support from the community.

Positive Action has also helped us address the issues of cultural diversity and the need to get along with one another. It has been a successful tool for the teachers and staff. We will continue with Positive Action for next school year.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		38.0
Regular Instruction, FTE	68.4%	26.0
Special Instruction, FTE	13.2%	5.0
Supplemental Instruction, FTE	18.4%	7.0
Teacher headcount		39
Teachers with 5 or more years at this school		25
Teachers' average years of experience		11.2
Teachers with advanced degrees		7

Professional Teacher Credentials

Fully licensed	89.7%	35
Provisional credential	10.3%	4
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	18.9
Special Instruction	11.0

* 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 *	3.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

* 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	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	2	[]
Health/Safety	[]	2	[]
Sanitation	[]	2	[]
Total		12	

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 ¹	State
Standards-Based Learning	2001	87%	n/a	76%	n/a	67%	n/a
	2003	88%	n/a	65%	n/a	77%	n/a
Quality Student Support	2001	55%	n/a	64%	n/a	61%	n/a
	2003	69%	n/a	61%	n/a	69%	n/a
Professionalism & System Capacity	2001	58%	n/a	86%	n/a	78%	n/a
	2003	76%	n/a	85%	n/a	90%	n/a
Coordinated Team Work	2001	79%	n/a	51%	n/a	53%	n/a
	2003	75%	n/a	47%	n/a	64%	n/a
Responsiveness of the System	2001	76%	n/a	68%	n/a	There are no student items for this dimension	
	2003	78%	n/a	65%	n/a		
Focused & Sustained Action	2001	68%	n/a	48%	n/a	46%	n/a
	2003	77%	n/a	42%	n/a	60%	n/a
Involvement	2001	82%	n/a	67%	n/a	28%	n/a
	2003	75%	n/a	64%	n/a	37%	n/a
Satisfaction	2001	63%	n/a	67%	n/a	67%	n/a
	2003	76%	n/a	59%	n/a	77%	n/a
Student Safety & Well Being	2001	60%	n/a	67%	n/a	61%	n/a
	2003	81%	n/a	63%	n/a	68%	n/a
Survey Return Rate	2001	45%	n/a	21%	n/a	90%	n/a
	2003	60%	70%	14%	22%	93%	83%

¹

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

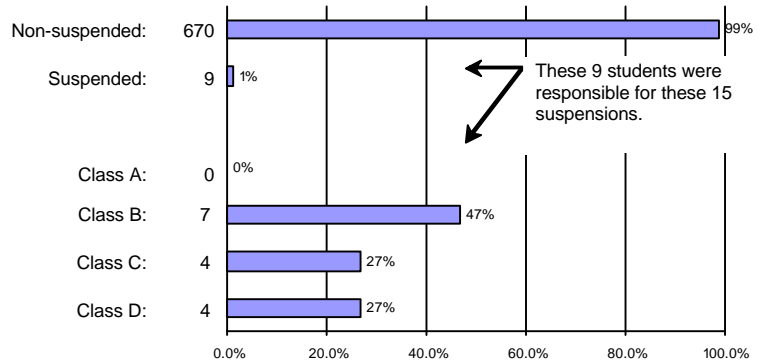
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2001-02	2002-03	2003-04	
Average Daily Attendance: % (higher is better)			
94.0%	94.2%	94.1%	95.0%
Average Daily Absences: in days (lower is better)			
10.7	10.2	10.5	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.

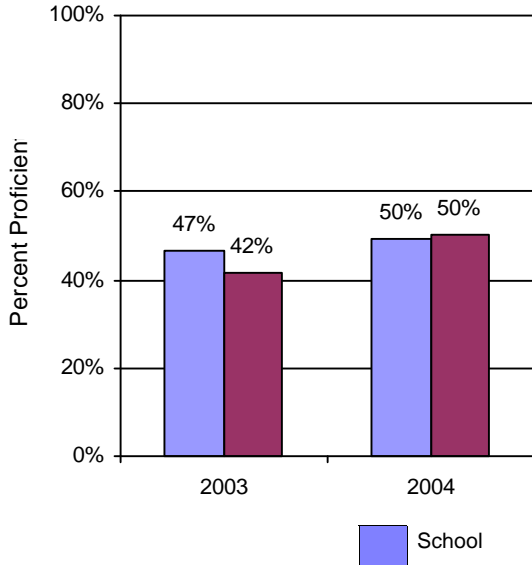
	Retention	
	2003	2004
Total number of students	545	564
Percent retained in grade	3%	2%

Vital Signs

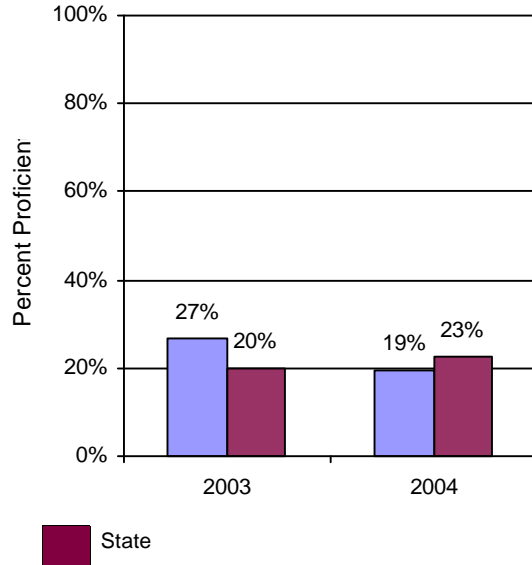
Statewide Testing

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	2.9	3.0
Voice	2.8	2.7	2.9	3.1
Clarity	2.6	2.5	2.7	2.9
Design	2.6	2.5	2.7	2.9
Conventions	2.7	2.6	2.8	2.9
Overall	2.7	2.6	2.8	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
National Norm Group	23%	77%
State		
Reading	24%	76%
Mathematics	19%	81%
This School Highest Grade Tested: 5		
Reading	19%	81%
Mathematics	19%	81%

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

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