



Kula Elementary School

School Code: 412

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
<ul style="list-style-type: none"> • Student Profile • Community Profile 	
Standards Implementation	p. 3
<ul style="list-style-type: none"> • Summary of Progress 	
School Resources	p. 4
<ul style="list-style-type: none"> • Certified Staff • Facilities 	
Vital Signs	pp. 5-7
<ul style="list-style-type: none"> • School Quality Survey • Student Conduct • School Retention or Completion • Statewide Testing 	
Other School Information	p. 8

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

Kula Elementary School serves all students from Kanaio to Omaopio and to the National Park Ranger Station on Haleakala. In this rural, suburban area many families operate vegetable or flower farms. Others work at ranching, in Central Maui, or at the hotels in Kihei and Lahaina. There has been a movement of professional people into the area. Parental expectations and involvement in the school are high. We are currently one of the Weighted Student Formula Pilot schools, setting up our School Community Council who will help in the development of the school academic/financial plan.

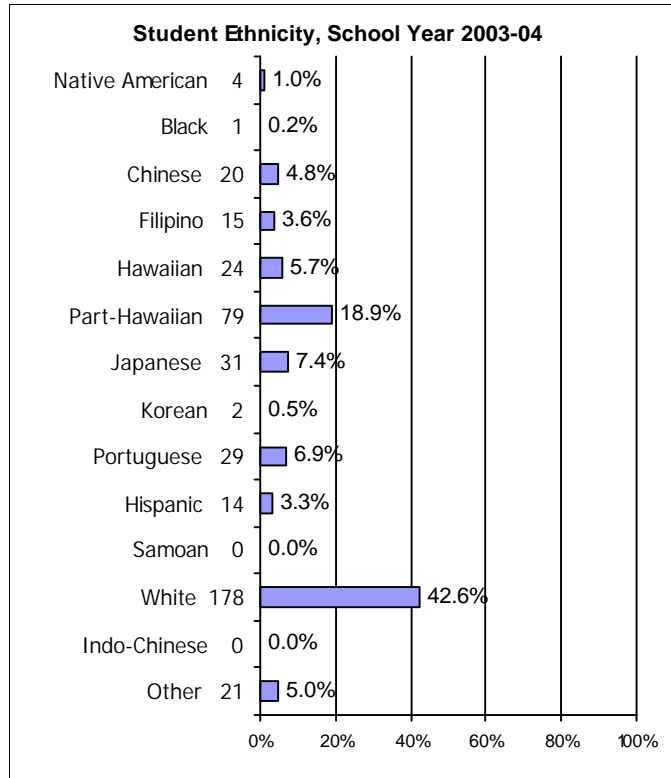
School Address:

Kula Elementary School
5000 Kula Highway
Kula, Hawaii 96790

School Setting

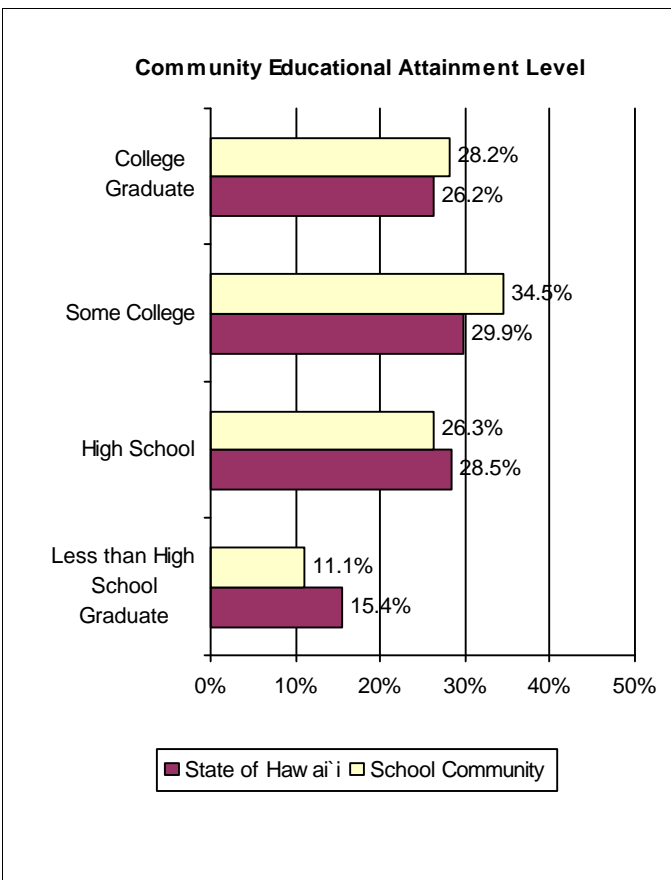
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	440	430	421
Number and percent of students enrolled for the entire school year	419	395	402
	95.2%	91.9%	95.5%
Number and percent of students receiving free or reduced-cost lunch	124	121	119
	28.2%	28.1%	28.3%
Number and percent of students in Special Education programs	35	34	23
	8.0%	7.9%	5.5%
Number and percent of students with limited English proficiency	8	9	6
	1.8%	2.1%	1.4%



Community Profile Based on the 2000 U.S. Census

King Kekaulike Complex	School Community	State of Hawai'i
Total population	33,406	1,211,537
Percentage of population aged 5-19	22.1%	20.6%
Median age of population	37.6	36.2
Number of families	8,200	287,068
Percentage of families with children under 18	51.6%	45.0%
Percentage of families with children headed by a single mother	19.9%	18.3%
Average family size	3.2	3.42
Median household income	\$52,638	\$49,820
Percent of households with Public Assistance income	5.3%	7.6%
Percent of families with children living in poverty	8.8%	11.2%



Standards Implementation

Summary of Progress

Inclusiveness - The involvement and collaboration of school community members.

Rubric 3 - The SID process involves representatives of all stake holder groups.

Changes/Modifications: Involve new PTA, SCBM board, Kula Community Association for School year 2004-2005.

Purposefulness - The clarification of the schools purpose/mission and the school wide learner outcomes.

Rubric 4 - The School wide learner outcomes are identified and clearly described.

School wide learner outcomes are embraced by the entire school community and addressed throughout the school.

Changes/Modifications: Learner outcomes were created and embraced by the entire school community and addressed throughout the school.

Student-Focused Efforts - The SID process focuses on the quality of the work of students and the school. The impact of the schools plan, decisions, and actions on student achievement of standards are addressed. Data about students and student achievement are gathered and analyzed.

Rubric 3 - The SID process focuses on students and student achievement as a central concern, but may give other concerns equal weight. The school is viewed as a collection of subsystems that have varying relations with one another.

Changes/Modifications: School community will increase focus on standards.

Action-Orientation - An evaluation of the entire schools program and it's impact on student learning in relation to the school wide learner outcomes and the HCPS.

Rubric 3 - There is a plan that includes some of the initiatives and other school improvement efforts. The plan focuses on student achievement of standards.

Changes/Modifications: Initiate more articulation between grade levels.

Accountability - The implementation of an assessment and accountability system for evaluating school progress towards the school wide learner outcomes.

Rubric 3 - Most staff members have a role to play in developing the plan but some stakeholders are not part of the implementation of the plan. Department or grade level chairs monitor implementation of their department or grade level action plans. The administration monitors the implementation on an ongoing basis as time permits. Summative evaluation is used to determine follow-up steps. Plans are modified at the end of the year.

Changes/Modifications: Community stake holders will be encouraged to participate in the implementation of the plan beyond their funding of specific components of our SID (Art Exploratory, Maui Dance Council, Maui Academy of Performing Arts, VOICES).

Continued on page 8

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		24.5
Regular Instruction, FTE	61.2%	15.0
Special Instruction, FTE	12.2%	3.0
Supplemental Instruction, FTE	26.5%	6.5
Teacher headcount		25
Teachers with 5 or more years at this school		19
Teachers' average years of experience		16.2
Teachers with advanced degrees		4

Professional Teacher Credentials

Fully licensed	92.0%	23
Provisional credential	4.0%	1
Emergency credential	4.0%	1

Students per Teaching Staff *

Regular Instruction	18.5
Special Instruction	7.7

* 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		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation			3
Total		13	

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	94%	n/a	87%	n/a	72%	n/a
	2003	94%	n/a	79%	n/a	75%	n/a
Quality Student Support	2001	94%	n/a	83%	n/a	62%	n/a
	2003	88%	n/a	77%	n/a	62%	n/a
Professionalism & System Capacity	2001	71%	n/a	98%	n/a	91%	n/a
	2003	80%	n/a	82%	n/a	82%	n/a
Coordinated Team Work	2001	92%	n/a	72%	n/a	72%	n/a
	2003	81%	n/a	61%	n/a	69%	n/a
Responsiveness of the System	2001	97%	n/a	85%	n/a	There are no student items for this dimension	
	2003	93%	n/a	76%	n/a		
Focused & Sustained Action	2001	92%	n/a	64%	n/a	55%	n/a
	2003	88%	n/a	54%	n/a	59%	n/a
Involvement	2001	96%	n/a	78%	n/a	61%	n/a
	2003	94%	n/a	70%	n/a	71%	n/a
Satisfaction	2001	93%	n/a	89%	n/a	73%	n/a
	2003	86%	n/a	81%	n/a	76%	n/a
Student Safety & Well Being	2001	96%	n/a	86%	n/a	58%	n/a
	2003	90%	n/a	79%	n/a	59%	n/a
Survey Return Rate	2001	96%	n/a	37%	n/a	94%	n/a
	2003	100%	70%	34%	22%	96%	83%

¹

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

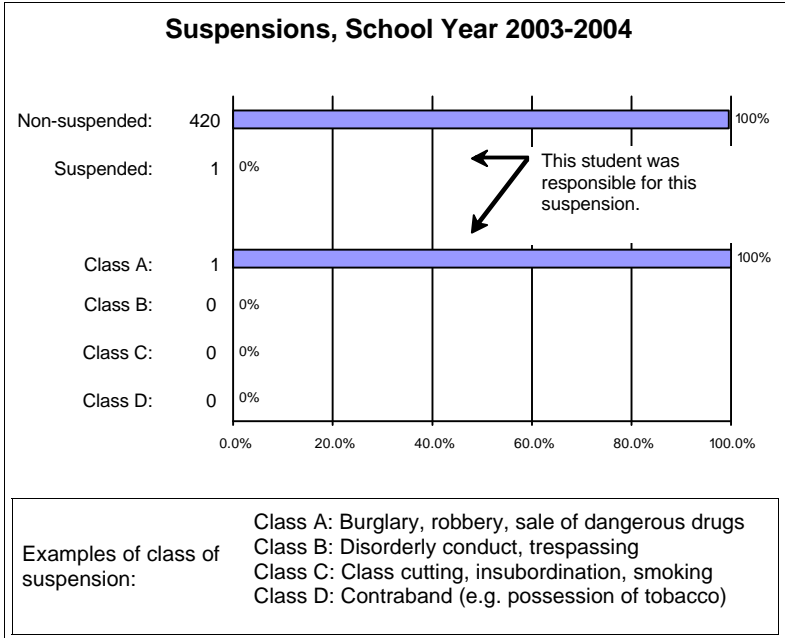
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2001-02	2002-03	2003-04	
Average Daily Attendance: % (higher is better)			
92.9%	93.0%	93.2%	95.0%
Average Daily Absences: in days (lower is better)			
12.6	12.5	12.2	9

Suspensions, School Year 2003-2004



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.

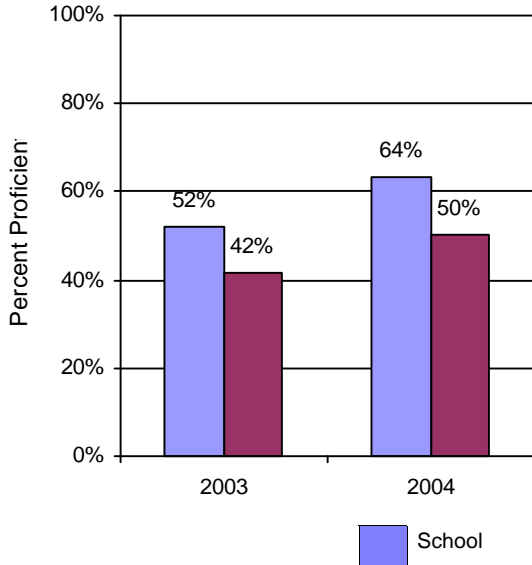
	Retention	
	2003	2004
Total number of students	364	365
Percent retained in grade	0%	0%

Vital Signs

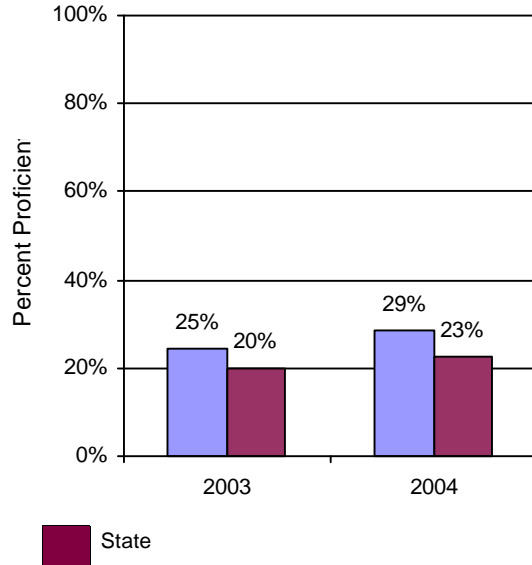
Statewide Testing

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	2.5	2.7	3.3	3.0
Voice	2.5	2.7	3.3	3.1
Clarity	2.4	2.5	3.2	2.9
Design	2.4	2.5	3.1	2.9
Conventions	2.5	2.6	3.2	2.9
Overall	2.4	2.6	3.2	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	10%	90%
Mathematics	13%	87%

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

Continued from page 3

Strong Leadership and Support Systems - The support of the school leadership in facilitating the SID process.

Rubric 3 - Leadership is assumed at different levels, but is usually restricted to the administration and key teachers. Leaders are provided with authority and responsibility to lead. Leaders sometimes coordinate efforts to work for common good, but often must be directed. Leaders often work in collaboration with others.

Changes/Modifications: Teachers, students, and other staff members will be provided with skills and opportunities to lead. A program effectiveness conducted in May with an overwhelming positive response for the continuation of the program

- Student participation in Kids Hope USA grades K-4.
- Articulation meetings within each grade level monthly.
- Morning Broadcast by Student Council which stresses our Character Ed. 3 R's (Respect yourself, others and school).
- Value of the month.
- Comprehensive Student Support Systems (CSSS).
- Positive Behavior Support (PBS).
- Brain Gym for students.
- Lion's Quest program implementation.
- Lion's Quest inservice for staff preceding school year 2003-2004.
- Meeting with Lion's Club members - brainstorming ideas on how to create a continuum of Lion's Quest into the middle school years.
- Big Brothers, Big Sisters after school program
- Our ROAR has been decided upon, with posters and banners being created
- Monitoring of student attendance will continue in the form of office calls to each absent pupils home to confirm reasons for absence (other methods are being discussed)
- Discussions are planned on the subject of the evaluation of the SID process
- Safety committee was created

Recommendations:

- develop a system to prioritize needs on the SID plan which implements the HCPS and the School wide learner outcomes.
- initiate articulation meetings between different grade levels
- teacher workshops needed to develop rubrics for higher level thinking skills

Published on March 21, 2005. Updated as of November 1, 2005.

Evaluation Section, Planning and Evaluation Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.