



Kohala Elementary School

School Code: 395

Grades K-5

School Status and Improvement Report School Year 2004-05



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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; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan, reports student achievement results along with other vital signs.

School Description

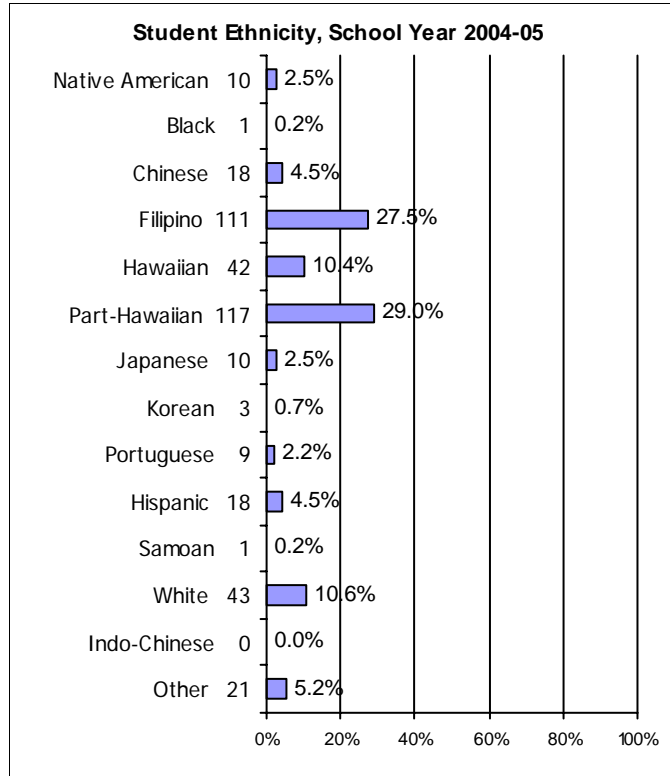
Kohala Elementary School, located in geographically isolated North Kohala on the Big Island of Hawaii, is a K-5 school with a Pre-K for special needs children. The spirit of Aloha and the spirit of Ohana are integral to our lives. Our Comprehensive Student Support System (CSSS) provides a framework to 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. Our PSAP project is nationally recognized. We have a close and collaborative relationship with Kohala High School and Kohala Middle School. We have an involved 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.

School Setting

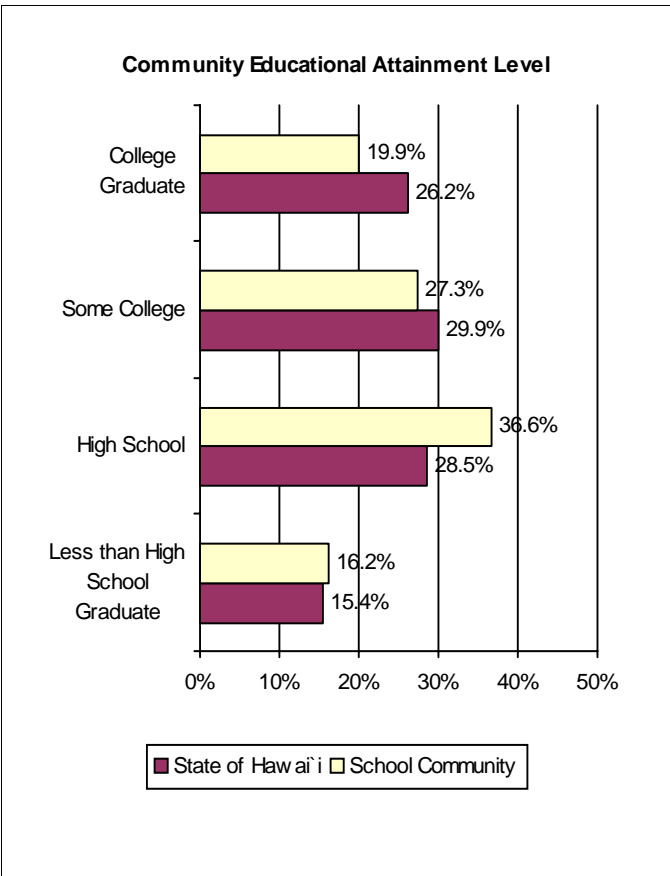
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	426	431	402
Number and percent of students enrolled for the entire school year	404 94.8%	400 92.8%	374 93.0%
Number and percent of students receiving free or reduced-cost lunch	235 55.2%	245 56.8%	240 59.7%
Number and percent of students in Special Education programs	47 11.0%	43 10.0%	41 10.2%
Number and percent of students with limited English proficiency	19 4.5%	19 4.4%	22 5.5%
Percent of Kindergartners who attended preschool	--	--	44%



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%



School Improvement

Summary of Progress

Our Standards Implementation Action Plan focus on students, curriculum, instruction, assessments and evaluation has resulted in stronger student performance. Students are aware of their goals. Standards, rubrics, and assessments are a part of their daily lives.

Students' HAS scores are improving. Our school did make Adequate Yearly Progress for the 2003-04 school year. We remain in the category of School In Need of Improvement Year 1. As a faculty, we selected, in the 2003-04 sy, and we have implemented, in the 2004-05 sy, a K-5 language arts/reading program: Houghton/Mifflin. We have also selected a school wide math program, which we will implement in the 2005-06 school year: Everyday Math.

We are progressing in curriculum articulation and curriculum mapping. Our colleague-led faculty meetings and professional collaboration/waiver days devoted to professional development focus on our SID goals (which revolve around reading/language arts/math/science/technology) and articulation and implementation of researched-based programs and best practices. We do network with both Kohala High School and Kohala Middle School to articulate curriculum across grade levels and school levels.

We are promoting parent and community involvement and participation through the use of our monthly principal's newsletter, class and school activities, parent conferences, and through our website. Our parents and community members are supportive and donate many volunteer hours to our school. We have a School Community Council.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		25.0
Regular Instruction, FTE	64.0%	16.0
Special Instruction, FTE	16.0%	4.0
Supplemental Instruction, FTE	20.0%	5.0
Teacher headcount		25
Teachers with 5 or more years at this school		16
Teachers' average years of experience		13.4
Teachers with advanced degrees		9

Professional Teacher Credentials

Fully licensed	88.0%	22
Provisional credential	8.0%	2
Emergency credential	4.0%	1

Students per Teaching Staff *

Regular Instruction	17.2
Special Instruction	10.3

* 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 2005

Classrooms available	25
Number of classrooms short (-) or over (+)	-1

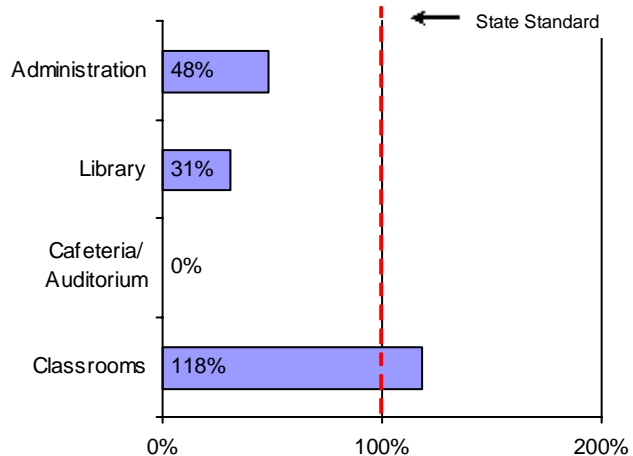
School facilities inspection results

	Score		
	1	2	3
Grounds		2	
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation		2	
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



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 [*]		Teachers		Parents		Students	
		School	State	School	State	School	State
Dimensions							
Standards-Based Learning	2003	96.3%	--	85.1%	--	81.4%	--
	2005	92.7%	87.4%	78.2%	77.1%	85.4%	76.5%
Quality Student Support	2003	91.4%	--	79.4%	--	71.7%	--
	2005	95.3%	79.7%	72.4%	72.9%	82.6%	66.4%
Professionalism & System Capacity	2003	87.8%	--	91.7%	--	83.3%	--
	2005	82.6%	77.6%	75.0%	83.7%	83.6%	84.4%
Coordinated Team Work	2003	92.0%	--	63.1%	--	66.1%	--
	2005	89.9%	77.2%	59.5%	58.4%	73.9%	64.0%
Responsiveness of the System	2003	92.7%	--	77.6%	--	There are no student items for this dimension	
	2005	97.1%	82.9%	75.7%	70.3%		
Focused & Sustained Action	2003	93.3%	--	60.8%	--	75.4%	--
	2005	94.2%	80.2%	63.1%	57.3%	85.6%	72.9%
Involvement	2003	93.3%	--	65.0%	--	56.3%	--
	2005	94.2%	85.6%	73.1%	68.5%	65.7%	59.8%
Satisfaction	2003	88.0%	--	81.5%	--	78.9%	--
	2005	89.9%	65.8%	71.8%	70.6%	85.4%	72.8%
Student Safety & Well Being	2003	96.0%	--	78.4%	--	69.3%	--
	2005	97.1%	86.0%	71.6%	75.1%	81.0%	65.0%
Survey Return Rate ^{**}	2003	100.0%	--	23.1%	--	90.1%	--
	2005	100.0%	78.6%	19.4%	23.8%	100.0%	91.1%

^{*} State Teacher and Parent positive response figures are one of 4 grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

^{**} State Return Rate for Teachers, Parents, and Students are for one of 6 grade spans (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

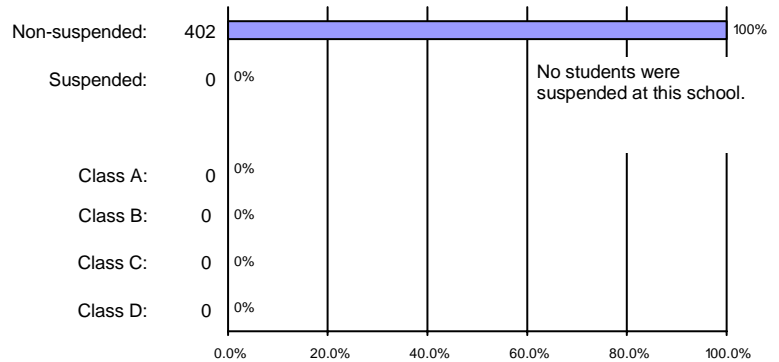
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2002-03	2003-04	2004-05	State Standard
Average Daily Attendance: % (higher is better)			
93.6%	93.2%	92.3%	95.0%
Average Daily Absences: in days (lower is better)			
11.3	12.0	13.6	9

Suspensions, School Year 2004-2005



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

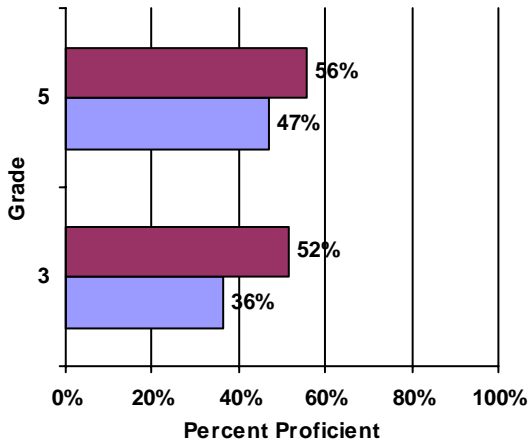
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2003	2004	2005
Total number of students	369	346	343
Percent retained in grade	1%	0%	0%

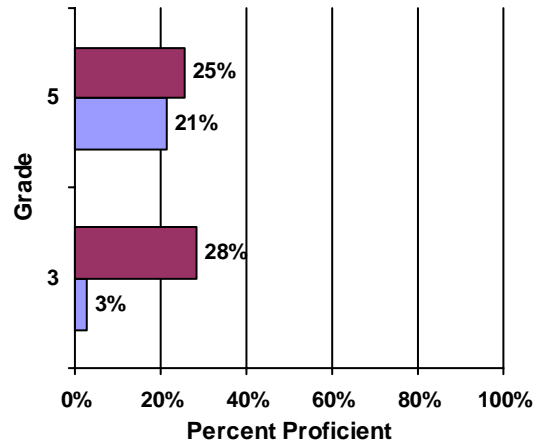
Vital Signs

Statewide Testing

HCPS Reading



HCPS Mathematics



■ School ■ State

A bar may not be shown to maintain student confidentiality (see FERPA).

HCPS Writing Test

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
5	3.3	3.1	3.1	3.0	3.1	3.0	3.1	3.0	3.2	3.2	3.1	3.1
3	2.6	2.8	2.6	2.8	2.4	2.6	2.4	2.6	2.8	2.9	2.6	2.7

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

* means data not reported to maintain student confidentiality (see FERPA).

Stanford Achievement Test, 9th Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	This School	State	This School	State
5	80%	78%	85%	83%
4	75%	74%	87%	84%
3	77%	82%	77%	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.

-- means "missing data"

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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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