



Kohala Elementary School

School Code: 395

Grades K-5

School Status and Improvement Report School Year 2005-06



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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; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan, and 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. 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.

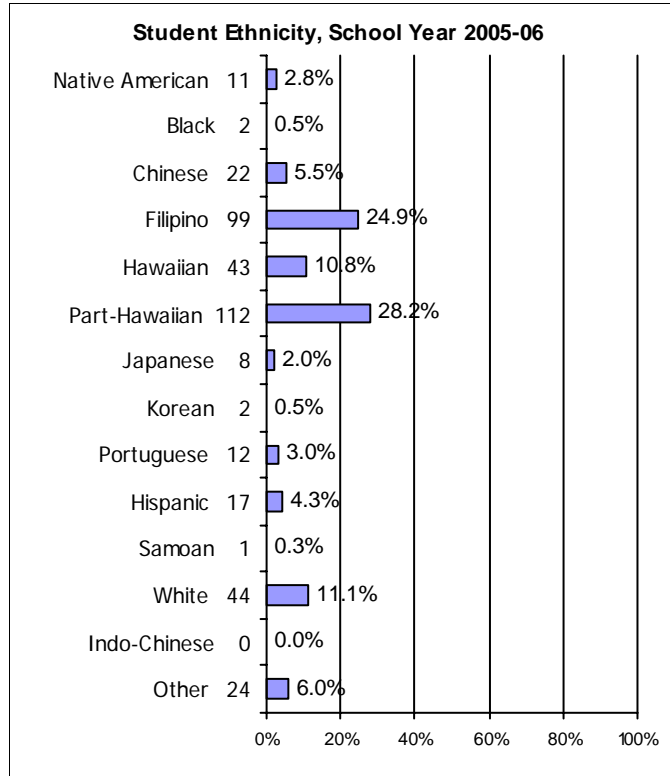
School Address:

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

School Setting

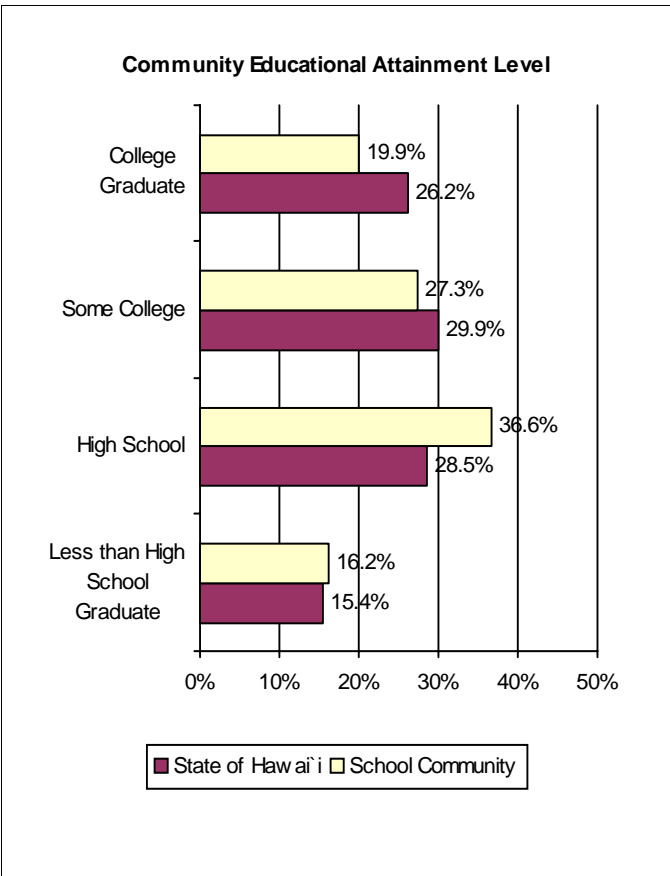
Student Profile

School year	2003-04	2004-05	2005-06
Fall enrollment	431	402	409
Number and percent of students enrolled for the entire school year	400	374	377
	92.8%	93.0%	92.2%
Number and percent of students receiving free or reduced-cost lunch	245	240	235
	56.8%	59.7%	57.5%
Number and percent of students in Special Education programs	43	41	48
	10.0%	10.2%	11.7%
Number and percent of students with limited English proficiency	19	22	25
	4.4%	5.5%	6.1%
Percent of Kindergartners who attended preschool	--	44%	51%



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

Achievement of SID Parameters – 2005-06

- 1) Inlusiveness: Involvement and collaboration of school community members
 - This year we added a regular Tuesday envelope to our communication conduits. Parents and guardians expected to receive regular Tuesday packets which they returned on Wednesdays. Teachers expected the envelopes on Wednesdays and looked for parent messages and/or concerns. Expressions of appreciation for the consistency of this practice were received from both faculty and parents.
 - The members of our School Community Council have extensive ties throughout the community and are able to express a variety of opinions. Council members work to support all members of our Kohala Elementary community.
- 2) Purposefulness: Clarification of the school's mission
 - A new and revitalized Student-Parent-School Compact was developed to more logically reflect expectations for and of all stakeholders. Responsibilities are delineated and clarified and are written with all stakeholders in mind.
 - We joined "Project Wisdom", an educational resource to help students make wiser choices. The vision of Project Wisdom, to which we subscribe, includes encouraging students to take responsibility for their actions, motivating students to do their personal best, and inspiring students to contribute to the world around them. There are a variety of activities to be incorporated in the school day but the one the students seem to like the best involves the principal reading over the telephone public address system in the morning an appropriate message that ends with "Make it a great day ... or not. The choice is yours." I attribute our low number of playground behavior referrals to the effectiveness of these precorrections as well as the involvement of an active and trained (by West Hawaii Mediation Center personnel) group of peer mediators.
- 3) Student-Focused Efforts
 - We began this school year with a newly adopted school-wide math program – Every Day Math. This program is one approved by the State and was chosen by our faculty after months of research and discussion during the 2004-05 school year.
 - Curriculum maps for language arts and math have been created to provide instructional continuity within grades and across grade levels.
 - Consensus maps for assessed HCPSIII benchmarks show detailed information on content, skills and assessments.
 - Our Strategic, Academic and Financial Plans specify systemic goals to be tracked. Monitoring of prioritized strategic actions and objectives is on schedule. The plan focuses on student achievement.
 - Every Day Math unit tests were implemented K-5. STAR math tests were piloted in grades 2-5.
- 4) Accountability
 - Formative and summative evaluation data are used to determine appropriate follow-up actions. Plans are modified as guided by the assessments.
 - All members of the school community, as evidenced by their conversations, meetings, written communication, and annual surveys, accept responsibility for implementing the plan and continually monitoring results.
- 5) Strong Leadership and Support System
 - Our School Quality Survey results (published in October, 2005) indicate that leadership is highly satisfactory as rated by both teachers and parents.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		26.0
Regular Instruction, FTE	61.5%	16.0
Special Instruction, FTE	23.1%	6.0
Supplemental Instruction, FTE	15.4%	4.0
Teacher headcount		26
Teachers with 5 or more years at this school		15
Teachers' average years of experience		12.2
Teachers with advanced degrees		8

Professional Teacher Credentials

Fully licensed	92.3%	24
Provisional credential	7.7%	2
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	18.1
Special Instruction	8.0

* 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 *	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

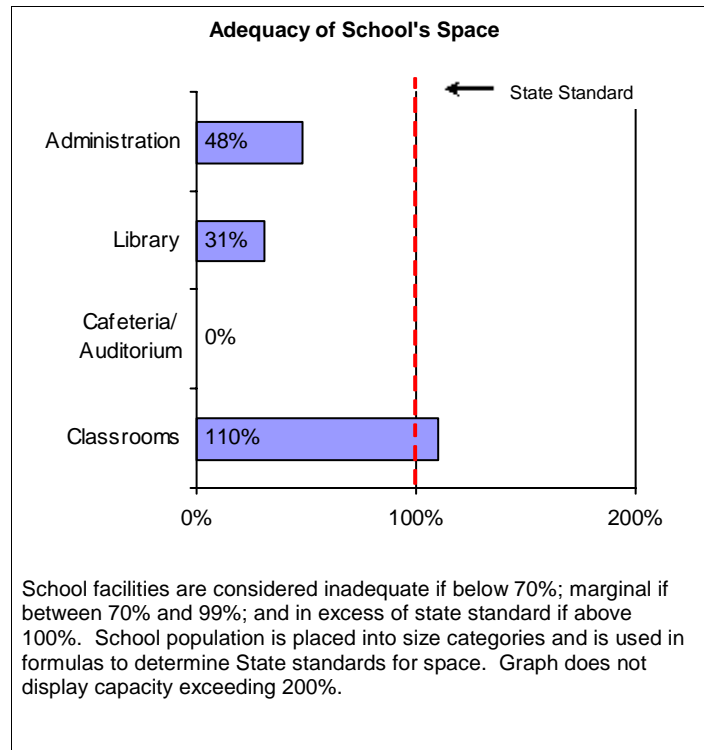
School Year Ending 2006

Classrooms available	23
Number of classrooms short (-) or over (+)	-2

	Score		
	1	2	3
Grounds		2	
Building exterior			3
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation		2	
Total		15	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory;
16-18 = Very Good



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.

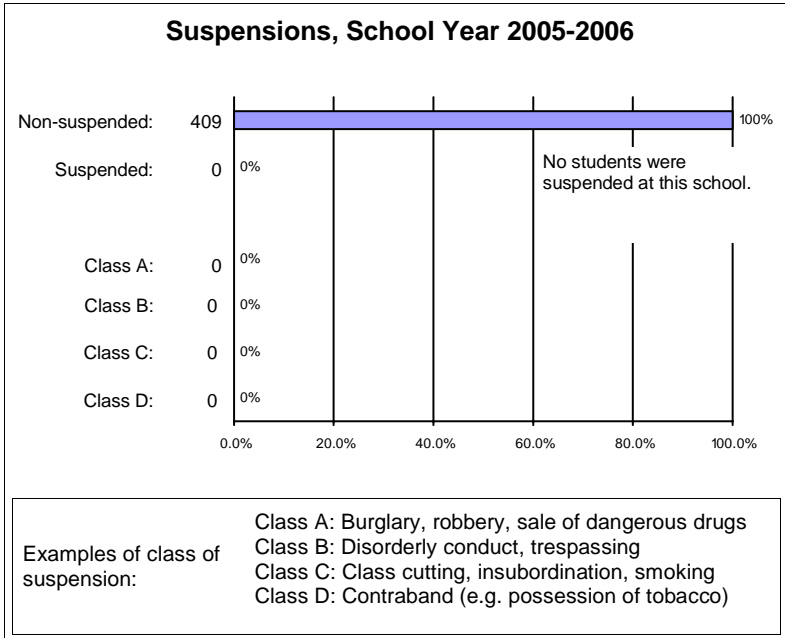
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2003-04	2004-05	2005-06	
Average Daily Attendance: % (higher is better)			
93.2%	92.3%	92.4%	95.0%
Average Daily Absences: in days (lower is better)			
12.0	13.6	13.5	9

Suspensions, School Year 2005-2006



School Retention

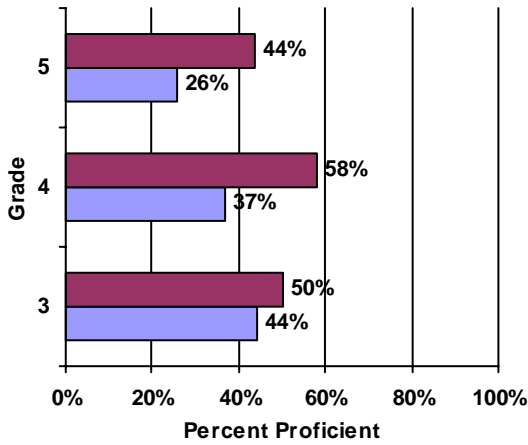
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2004	2005	2006
Total number of students	346	343	349
Percent retained in grade	0%	0%	1%

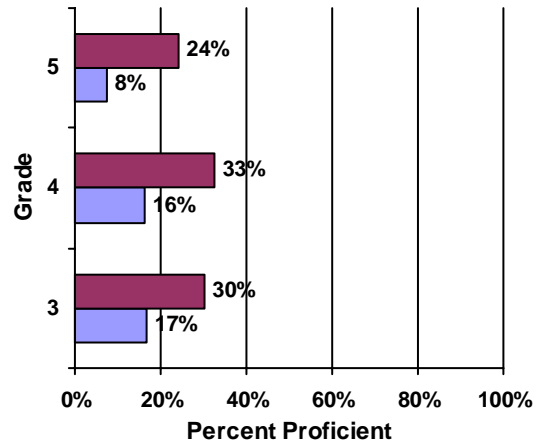
Vital Signs

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

State writing test was not given in Spring 2006.

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	71%	77%	79%	82%
4	60%	75%	82%	85%
3	69%	82%	83%	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"

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

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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