



Kaneohe Elementary School

School Code: 313

Grades K-6

School Status and Improvement Report School Year 2005-06



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School Address:

Kaneohe Elementary School
45-495 Kamehameha Highway
Kaneohe, Hawaii 96744

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

Kaneohe Elementary School is located on the Windward side of Oahu at the foot of the majestic Koolau Mountains overlooking Kaneohe Bay. The beautifully landscaped campus welcomes visitors to our school and serves as a visual reminder to our family of learners that Kaneohe Elementary is truly a wonderful school.

Kaneohe Elementary is unique because of the personal pride that everyone has for our school. Our school culture has made an impact in the quality of the relationship that exists between the child and those who play a significant role in his/her life. The positive self images that the child has are a direct result of the affirmations of their positive qualities that is reflected back to the individual daily at school, from adults, peers and siblings. High self-esteem translates into higher grades and better work habits.

Our Comprehensive Student Support System along with our counseling and drug education program has also helped us place emphasis on fostering resiliency in our children and on providing numerous opportunities for our youth to participate in positive and safe activities. Our Comprehensive Student Support Team received the Ola Pono Award in 2003. The Ola Pono Award honors individual who make meaningful contributions to the community by promoting safe, healthy, violence-free and drug-free lifestyles. Kaneohe Elementary was also recognized in 1995 by the U.S. Department of Education as a Safe and Drug Free School.

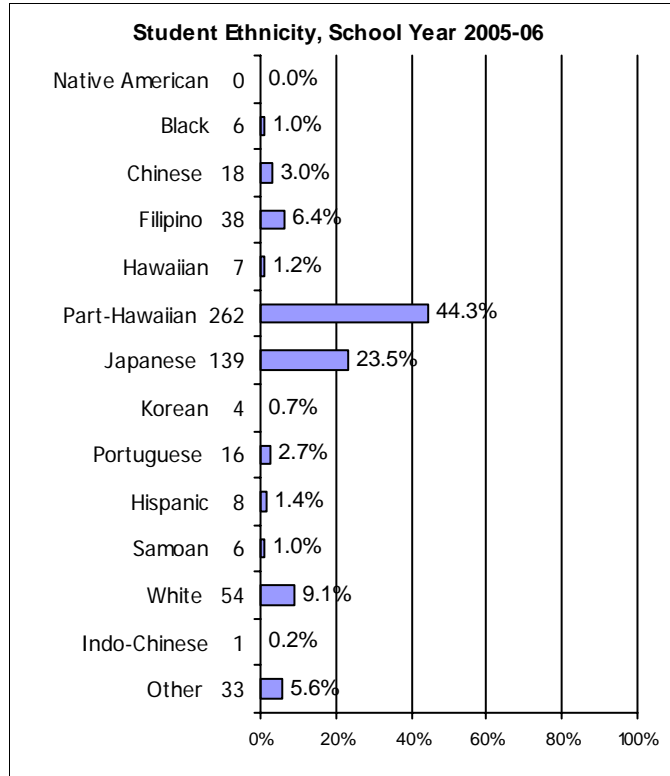
Our School Community Council members have committed themselves to learning more about student achievement and school-based budgeting, and about supporting school priorities that promote student learning. Community / Business Partnerships such as the Ohana [Parent / Staff Organization], Military Partnership with the Navy, Carpenters' Apprentice Program, Charitable Ventures Recycling, Castle Alumni Association and a recycling program with Ruby Tuesdays provide our school with additional resources [manpower and funds] to meet the demands not addressed through state funding.

Our teaching staff is committed to providing students with challenging, integrated and relevant learning experiences that result in high student achievement. We set high expectations and provide all students with challenging curricula and effective teaching and assessment practices that elevate the bar of achievement. And while NCLB presents challenges to our school, we are committed to educating the whole child and providing them with a well-rounded education that enables them to be productive citizens in our global society. Our children are our pride and joy, and we dedicate our lives in the hope that future generations might enjoy a better quality of life.

School Setting

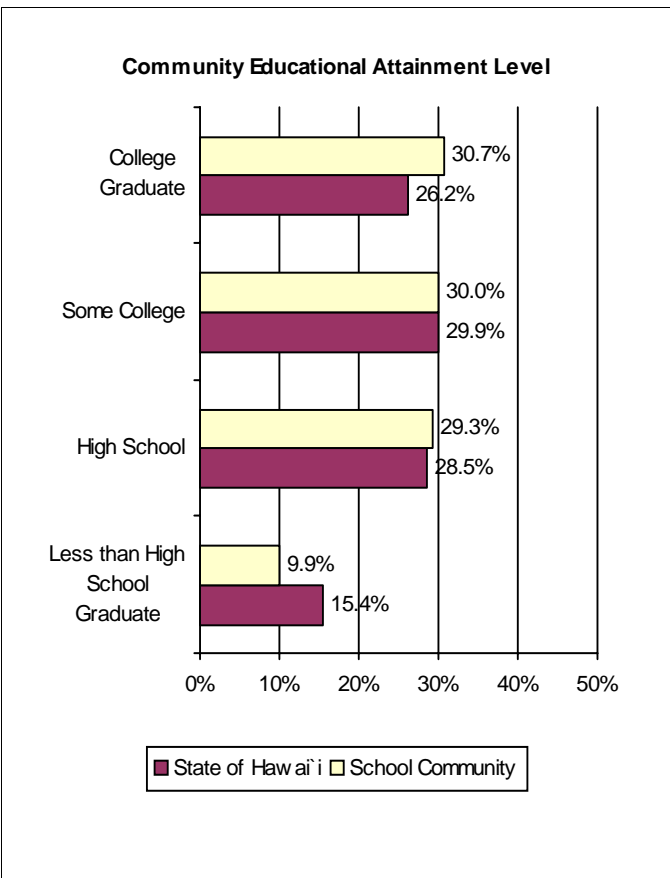
Student Profile

School year	2003-04	2004-05	2005-06
Fall enrollment	600	608	630
Number and percent of students enrolled for the entire school year	575	570	569
	95.8%	93.8%	90.3%
Number and percent of students receiving free or reduced-cost lunch	183	148	172
	30.5%	24.3%	27.3%
Number and percent of students in Special Education programs	25	30	40
	4.2%	4.9%	6.3%
Number and percent of students with limited English proficiency	15	12	14
	2.5%	2.0%	2.2%
Percent of Kindergartners who attended preschool	--	84%	83%



Community Profile Based on the 2000 U.S. Census

Castle Complex	School Community	State of Hawai'i
Total population	52,148	1,211,537
Percentage of population aged 5-19	21.5%	20.6%
Median age of population	38.2	36.2
Number of families	13,058	287,068
Percentage of families with children under 18	41.8%	45.0%
Percentage of families with children headed by a single mother	16.4%	18.3%
Average family size	3.6	3.42
Median household income	\$68,914	\$49,820
Percent of households with Public Assistance income	5.7%	7.6%
Percent of families with children living in poverty	6.2%	11.2%



School Improvement

Summary of Progress

Inclusiveness

The SIAP for SY05-06 and the Academic and Financial Plan for SY06-07 was a collaborative effort and all of our stakeholder groups had representation on the School Community Council and had the opportunity to share and exchange ideas that will enable us to meet the needs of all students.

Student-focused Outcomes that are Data Driven

Student learner outcomes are measured by criteria set forth in our SIAP and includes the SAT [for off-grades]. HCPS II State Assessment Program, Longitudinal data for HCPS and SAT-9, DIBELS Testing, STAR Reading assessment, Writing Prompt Assessment [pre and post], Harcourt End of the Year Math Test, PBS Meeting and SWIS Behavioral Data, CSSS Weekly Meetings, Curriculum Fair Evaluations, Request for Assistance and SPED Referral Data, and Report Cards. Summative and formative assessments were administered according to the SIAP timeline to measure student progress and identify priorities. As data continues to become available [using 0.50 position to collect and sort], our stakeholders will assess the data and modify priorities and instruction accordingly.

Kaneohe Elementary completed our second year of the Reading First Grant and fidelity to and familiarity with our Houghton Mifflin Reading Program continues to be our priority focus.

During the first year, the monies received with the grant has helped us purchase a new basal that supported the reform efforts and allowed us to replace our old, outdated Ginn Basal series. The grant also provided a full-time coordinator / coach who oversaw the implementation of the grant.

Grant second year:

- * Provided for a full time coordinator [coach
- * Provided 1/2 time PTT to provide reading intervention Grades K-2
- * Provided sub days for the DIBELS team for benchmark testing (Aug. Dec., May)
- * Kindergarten teachers attended 4 day KTRA (early reading training)
- * Sped, Intervention & returning 1st grade teacher attended TRA Grade 1 training
- * Intervention teacher attended Read Naturally training in November
- * Intervention & SPED teachers inserviced by Susie Serna (Read Naturally)
- * All grades K-2 teachers were provided with subs to work on reading curriculum alignment to new quarterly benchmark maps
- * All Grades K-3, Intervention teachers & 3rd Grade SPED teacher, given a 1/2 day sub to view Anita Archer Professional Devel. video and to review Reading First goals.
- * Continued classroom visitation to monitor fidelity to HM CORE program & student engagement
- * Coordinator took the classes of new hires so they could observe the GLC teaching reading

Accountability Plan/Sustainability for next year [Using Weighted Student Formula Budgeting]

- * School purchased 1/2 position to continue to monitor reading fidelity, DIBELS testing, STAR testing
- * Carryover grant money to provided continuing professional development & possibly additional PTT
- * School commitment to continue DIBELS benchmark testing K-6, 3 times a year
- * Administration & Coordinator to visit each reading classes monthly
- * Continue to screen and provide intervention for K-3 struggling readers by providing a supplanting reading program for grades 2-3, for At Risk readers, and providing a supplemental reading program outside of the reading block for At Risk and Some Risk students (double dosing)
- * PTT & coordinator will provide assistance in progress monitoring students for the classroom teacher.

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School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		35.0
Regular Instruction, FTE	68.6%	24.0
Special Instruction, FTE	14.3%	5.0
Supplemental Instruction, FTE	17.1%	6.0
Teacher headcount		35
Teachers with 5 or more years at this school		19
Teachers' average years of experience		12.6
Teachers with advanced degrees		9

Professional Teacher Credentials

Fully licensed	88.6%	31
Provisional credential	11.4%	4
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	19.7
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 *	3.0
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

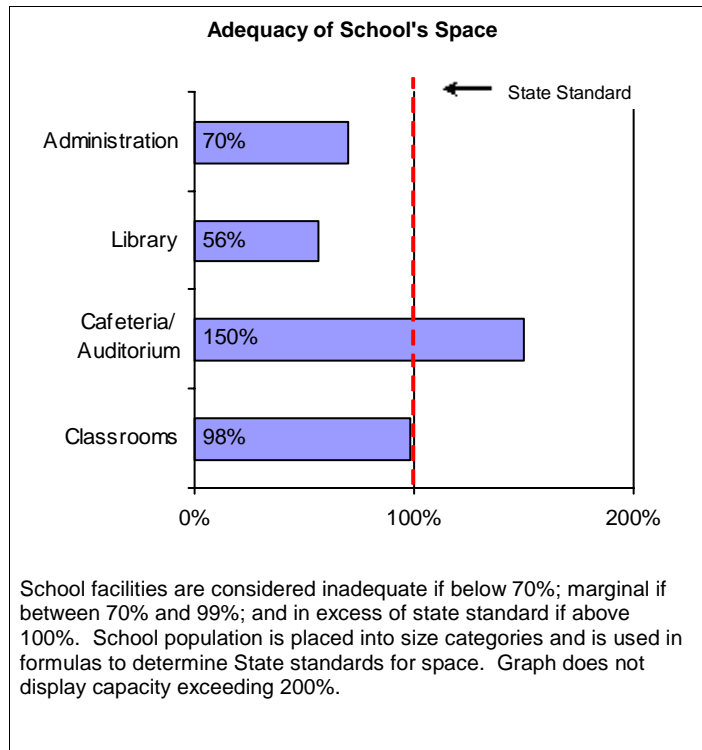
School Year Ending 2006

Classrooms available	31
Number of classrooms short (-) or over (+)	0

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings			3
Health/Safety			3
Sanitation		2	
Total		14	

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	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2003	89.9%	--	88.5%	--	75.8%	--
	2005	80.2%	87.4%	87.4%	77.1%	78.6%	76.5%
Quality Student Support	2003	70.4%	--	82.4%	--	71.5%	--
	2005	71.5%	79.7%	82.3%	72.9%	69.8%	66.4%
Professionalism & System Capacity	2003	64.8%	--	94.7%	--	85.9%	--
	2005	60.9%	77.6%	95.7%	83.7%	87.5%	84.4%
Coordinated Team Work	2003	50.0%	--	64.2%	--	74.0%	--
	2005	54.7%	77.2%	65.1%	58.4%	65.1%	64.0%
Responsiveness of the System	2003	63.9%	--	82.0%	--	There are no student items for this dimension	
	2005	69.3%	82.9%	80.7%	70.3%		
Focused & Sustained Action	2003	66.4%	--	57.1%	--	80.4%	--
	2005	66.7%	80.2%	62.3%	57.3%	83.5%	72.9%
Involvement	2003	68.5%	--	70.4%	--	63.9%	--
	2005	69.6%	85.6%	74.3%	68.5%	57.5%	59.8%
Satisfaction	2003	50.0%	--	90.2%	--	72.8%	--
	2005	52.2%	65.8%	91.2%	70.6%	73.8%	72.8%
Student Safety & Well Being	2003	85.0%	--	85.8%	--	68.7%	--
	2005	87.7%	86.0%	85.0%	75.1%	68.2%	65.0%
Survey Return Rate **	2003	600.0%	--	31.5%	--	90.0%	--
	2005	71.9%	78.6%	32.6%	23.8%	97.6%	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.

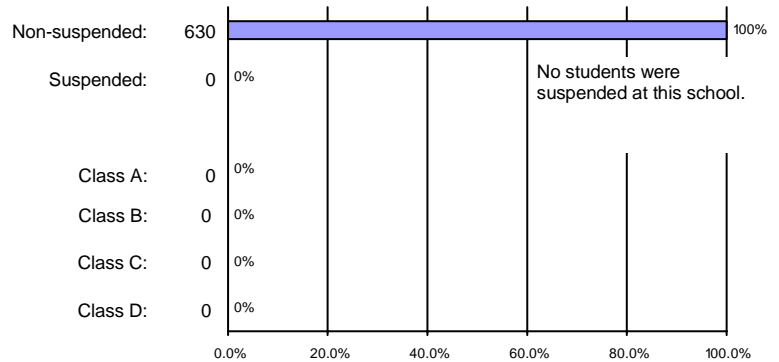
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2003-04	2004-05	2005-06	State Standard
Average Daily Attendance: % (higher is better)			
94.9%	94.7%	94.7%	95.0%
Average Daily Absences: in days (lower is better)			
9.1	9.4	9.4	9

Suspensions, School Year 2005-2006



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

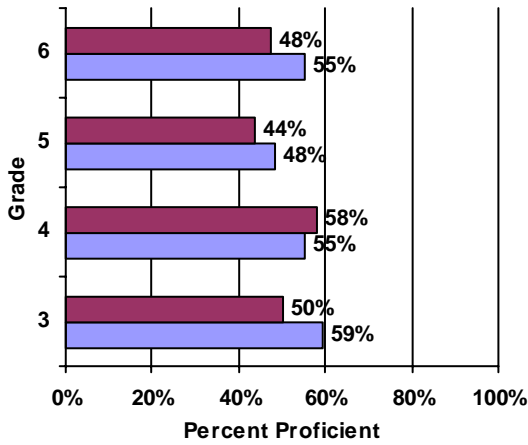
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2004	2005	2006
Total number of students	504	527	539
Percent retained in grade	0%	0%	0%

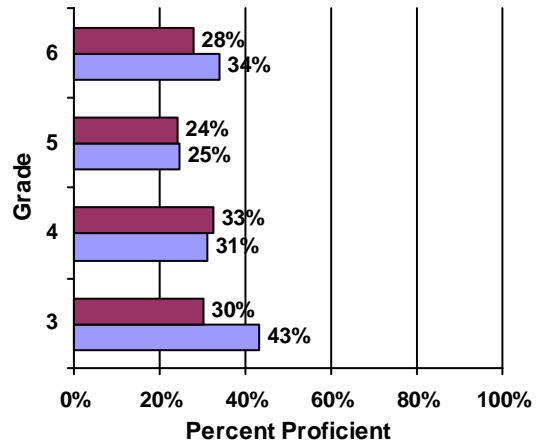
Vital Signs

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

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
6	86%	80%	93%	84%
5	72%	77%	83%	82%
4	74%	75%	78%	85%
3	88%	82%	93%	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

Continued from Page 3

We continue to work on anchor papers, exemplar folders and rubrics. We purchased and inserviced all of our teachers in the Accelerated Reading and Star Literacy Programs. Grades K - 3 met in May to review the Spring DIBELS data - to discuss possible intervention strategies for next year and to align HM reading curriculum and assessments to the Hawaii Standards / Benchmarks / Performance Indicators.

In the area of Math, Tony Chun inserviced our teachers on extended response and we utilized our support staff and our GT Math students to tutor students who are having difficulty in understanding math concepts and extended response questions. All grade levels also created pacing maps and Standards Toolkits for math during PC days.

Kaneohe Elementary also participated in the annual Windward Read and Run for Literacy at the Windward Community College and we once again had the most representation of participants - this event raised \$930 for our library.

Parent workshops were scheduled in the fall to introduce parents to the new Standards Based Report Card and other workshops were held throughout the year to cover a range of topics [including the different elements of ACT 51]. We hope that a more knowledgeable community will result in a more informed community --- translating to higher test scores and a more literate community.

In light of the war against terrorism and in line with the Superintendent's memo, we updated our school's Safety Plan and met more than once a quarter to discuss areas of need and concern. We also revised our Lock Out Plan to improve our procedures and communication and carried out a very successful evacuation drill to Castle High School.

Our weekly QA meetings also highlighted our strengths as we seek to meet the needs of all of our students.

Based on the data and on availability of funds,

* Reading First funds were used to hire 2 PTTs for the SY05-06 to assist the classroom teachers in providing extra help for the at-risk and strategic students outside of the 90 minute reading block.

* intervention programs were strengthened with input from the resource teachers

- new intervention programs were purchased for 2nd and 3rd graders to target specific needs which will accelerate reading progress
- reading schedule was changed to provide for intervention outside the reading block
- screening process was coordinated for all pullout programs

Teachers continued to work hard on their rubrics and anchor papers. Our Reading First Coach also worked with a core committee and with the district to improve and strengthen our SIAP. She also assisted in periodic review, collected data and helped with the development of the new Academic and Financial Plan.

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