



Kapunahala Elementary School

School Code: 315

Grades K-6

School Status and Improvement Report School Year 2005-06



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School Address:

Kapunahala Elementary School
45-828 Anoi Road
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

Kapunahala Elementary School is nestled in a tranquil cul de sac neighborhood of Kaneohe. The school serves families in Keapuka, Kapunahala, Hokulele, Castle Hills, and Ko`olau Village. Its population includes a diverse range of multi-ethnic and socio-economic backgrounds adding to the richness of its educational program. With its roots anchored in a stable, family-centered community, it continues to benefit from a spirited and collaborative relationship with its community. Staff, parents, and members of the community alike work in partnership toward continuous and ongoing school improvement.

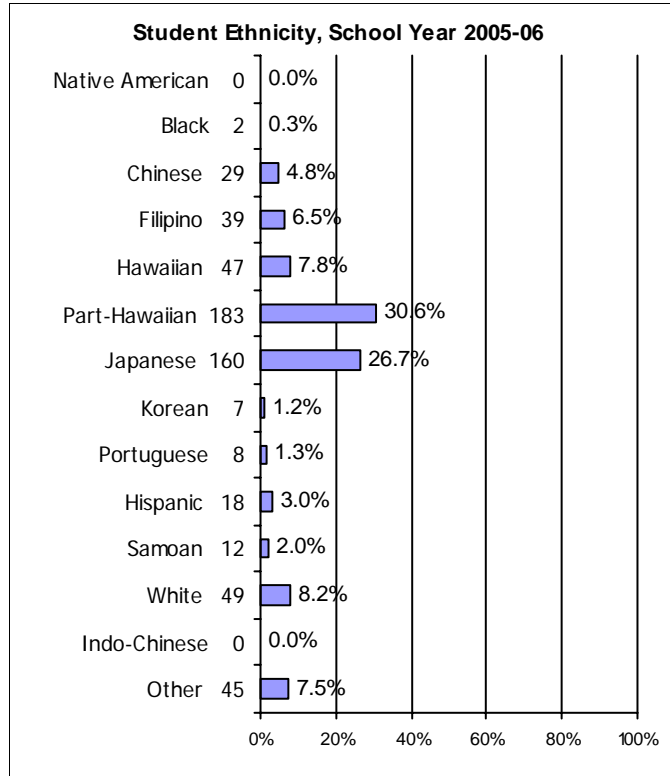
Traditionally, Kapunahala Elementary School boldly embraces risk-taking and embarks on innovative challenges. This school year was no different. The school's teaching staff journeyed through professional development activities centered on research-based practices in curriculum mapping. As the journey continues, articulation and review processes establish the means for designing vertical and horizontal consistency and integration across the grade levels.

As important, Kapunahala Elementary firmly commits to the development of the whole child. Arrays of curricular and extracurricular activities are provided as an integral part of the students' educational program. Among these our students have received award winning recognition for their participation in the Science Fair, Castle Speech Festival, Windward Physical Fitness Meet, the Fine and Performing Arts Program, the Video/Media/Technology Program, and the Junior Patrol Officers Program.

School Setting

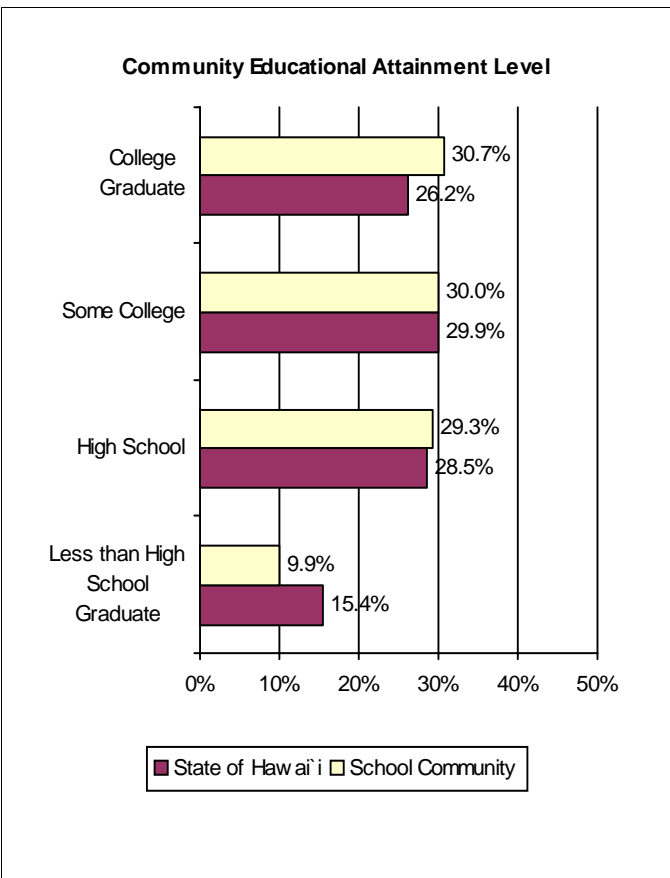
Student Profile

School year	2003-04	2004-05	2005-06
Fall enrollment	602	606	612
Number and percent of students enrolled for the entire school year	580 96.3%	577 95.2%	577 94.3%
Number and percent of students receiving free or reduced-cost lunch	190 31.6%	159 26.2%	171 27.9%
Number and percent of students in Special Education programs	48 8.0%	50 8.3%	43 7.0%
Number and percent of students with limited English proficiency	17 2.8%	12 2.0%	13 2.1%
Percent of Kindergartners who attended preschool	--	84%	72%



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 school's decision-making structure includes stakeholder representation and reflects collaborative guidelines, procedures, and facilitative leadership practices. Shared decision-making permeates the organizational structure including the staff, School Community Council (SCC) and the parent organization, the Ohana. Key stakeholders are kept actively involved in decision-making processes as relates to relevant points of implementation.

The School Community Council (SCC) is comprised of members representing the staff, parents, community, and administration. The Council provides advisement and recommendations as relates to matters of the school's academic and financial plan. Toward this end, the school's Council actively engages in professional learning activities together with the teaching staff.

As well, the Ohana continues to support the academic and financial plan with supplementary fiscal provisions. The added source of funds provide for a variety of extended learning experiences in authentic contexts. Students, for example, walk the reefs to understand and appreciate ecosystems and conservations. In addition, the Ohana facilitates a menu of numerous activities involving parents and members of the community.

Academic Emphasis: The academic plan for 2006-2008 centers achievement goals for *all* students with given emphasis in math and science. The implementation of a standards-based curriculum, assessments, and instructional practices underlies all improvement efforts to that end.

As with any strategic plan for improvement, resources such as funding, personnel, and time are instrumental to its success. The school's staff deliberated, planned and prepared to implement a parallel rotational block schedule which is to provide for additional time for professional dialogue during the school day. While scheduling changes facilitate articulation in planning for vertical and horizontal consistency and continuity in curriculum, the instructional minutes remain the same.

A professional development plan was especially designed to support the actions committed to improvement. Overall, the plan was customized to build on the staff's current content knowledge and skills in standards-based best practices. The professional learning activities included, but were not limited to: 1) Making Classroom Assessment Work for Learning with Anne Davies, Ph.D.; 2) Curriculum Mapping for Student Achievement; 3) Atlas Curriculum Mapping, and 4) a series of Coaching Math Responses sessions. The plan provides for scaffolding in concepts and understanding throughout the new school year.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		38.5
Regular Instruction, FTE	64.9%	25.0
Special Instruction, FTE	14.3%	5.5
Supplemental Instruction, FTE	20.8%	8.0
Teacher headcount		39
Teachers with 5 or more years at this school		25
Teachers' average years of experience		13.5
Teachers with advanced degrees		18

Professional Teacher Credentials

Fully licensed	97.4%	38
Provisional credential	2.6%	1
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	17.2
Special Instruction	7.8

* 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

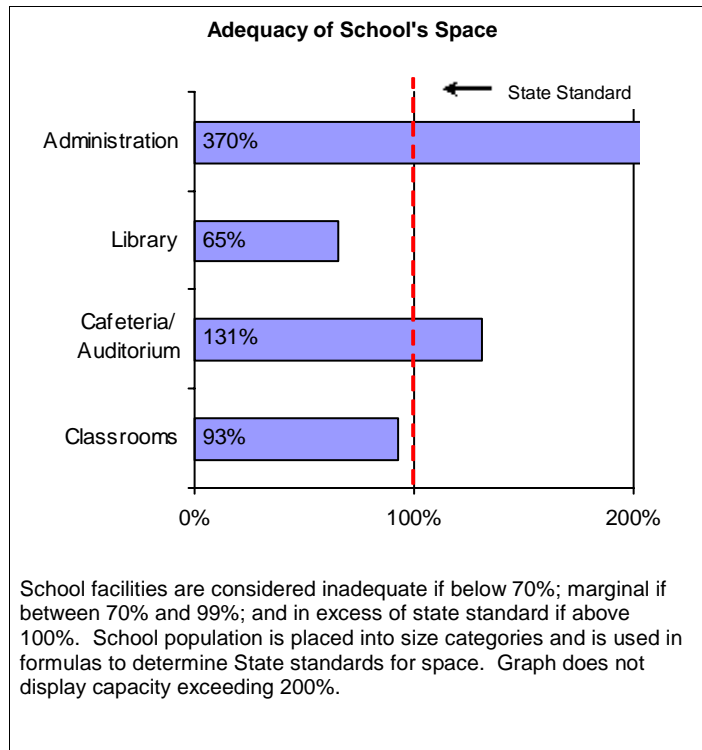
School Year Ending 2006

Classrooms available	29
Number of classrooms short (-) or over (+)	-2

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	[]	3
Building interior	[]	[]	3
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total		18	

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	91.4%	--	84.9%	--	73.7%	--
	2005	90.4%	87.4%	82.3%	77.1%	79.6%	76.5%
Quality Student Support	2003	90.6%	--	83.8%	--	72.4%	--
	2005	92.1%	79.7%	81.7%	72.9%	74.6%	66.4%
Professionalism & System Capacity	2003	79.5%	--	93.2%	--	82.7%	--
	2005	82.2%	77.6%	90.1%	83.7%	86.3%	84.4%
Coordinated Team Work	2003	85.1%	--	64.0%	--	69.6%	--
	2005	85.6%	77.2%	63.0%	58.4%	68.7%	64.0%
Responsiveness of the System	2003	89.8%	--	83.8%	--	There are no student items for this dimension	
	2005	93.9%	82.9%	76.4%	70.3%		
Focused & Sustained Action	2003	88.7%	--	68.1%	--	73.7%	--
	2005	91.7%	80.2%	67.9%	57.3%	83.5%	72.9%
Involvement	2003	91.7%	--	74.1%	--	71.1%	--
	2005	95.5%	85.6%	74.4%	68.5%	68.4%	59.8%
Satisfaction	2003	69.0%	--	81.3%	--	72.5%	--
	2005	83.1%	65.8%	83.5%	70.6%	77.8%	72.8%
Student Safety & Well Being	2003	96.4%	--	86.6%	--	70.3%	--
	2005	96.1%	86.0%	84.6%	75.1%	72.5%	65.0%
Survey Return Rate **	2003	87.5%	--	41.2%	--	100.0%	--
	2005	85.7%	78.6%	37.4%	23.8%	98.0%	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.

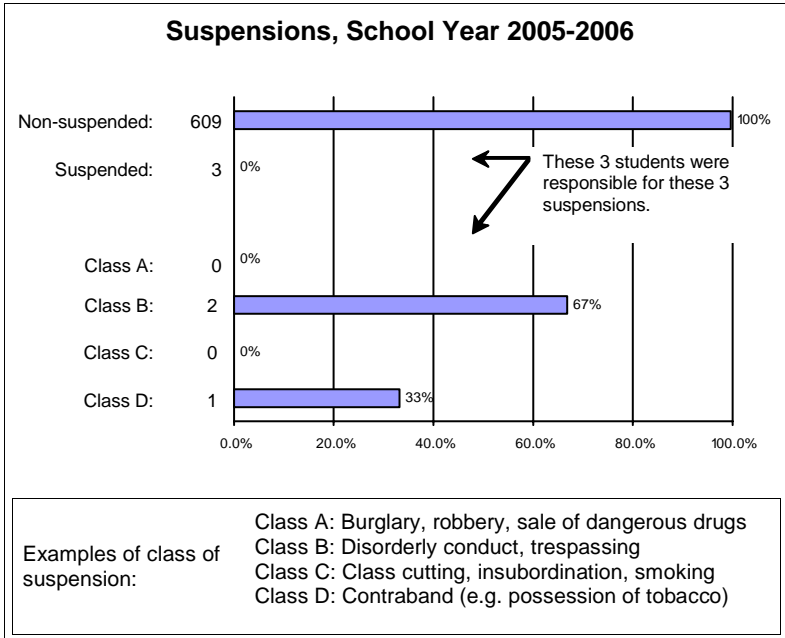
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2003-04	2004-05	2005-06	
Average Daily Attendance: % (higher is better)			
95.1%	95.3%	95.2%	95.0%
Average Daily Absences: in days (lower is better)			
8.7	8.2	8.5	9

Suspensions, School Year 2005-2006



School Retention

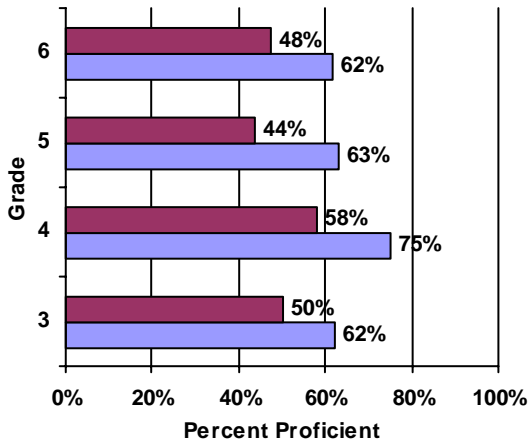
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2004	2005	2006
Total number of students	526	516	523
Percent retained in grade	0%	0%	0%

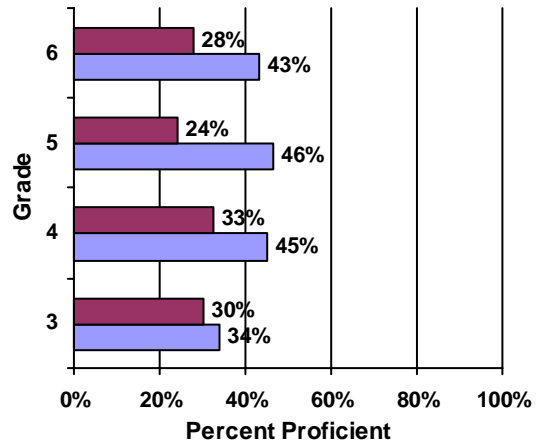
Vital Signs

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	88%	80%	90%	84%
5	86%	77%	87%	82%
4	79%	75%	88%	85%
3	89%	82%	89%	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

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