



Kaelelepu Elementary School

School Code: 330

Grades K-6

School Status and Improvement Report School Year 2005-06



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School Address:

Kaelelepu Elementary School
530 Keolu Drive
Kailua, Hawaii 96734

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

Ka'elelepu Elementary School is one of the three public schools encircling Enchanted Lake in Kailua. Ka'elelepu means "moist blackness" which refers to the dark moss that grew in what was once an important fresh water pond on this site. Ka'elelepu School opened in 1973 and serves a student population of approximately 170 -190 students yearly in a single two-story classroom building.

Ka'elelepu School has strong support from the PTSA (Parent Teacher Student Association), the PCNC(Parent Community Network Coordinator) and the new School Community Council. Ka'elelepu School is also partnered with the Kaneohe Marines 3rd Radio Battalion, and the Pali Lions. Various opportunities are available for parents and community members to participate in the classroom and school events. The PTSA supports the Fine Arts Program in our school.

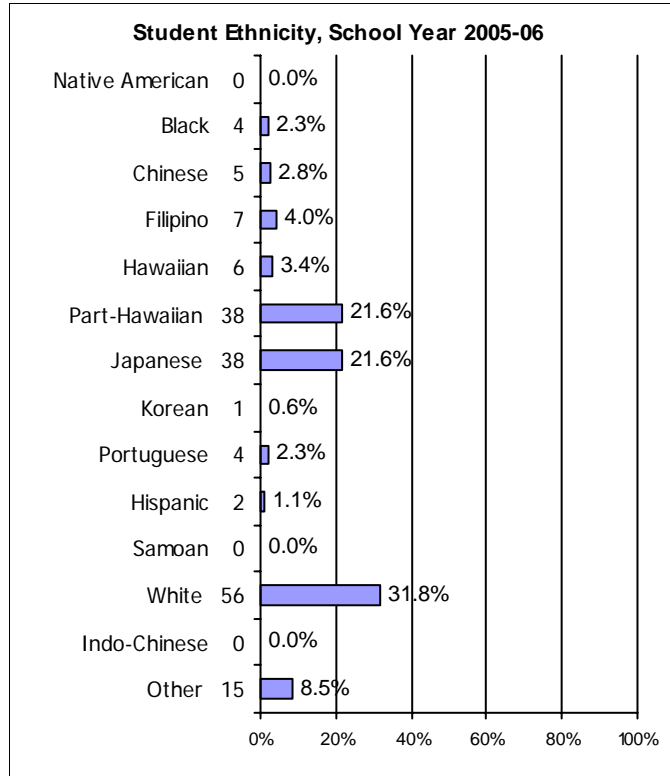
The integrated curriculum at Ka'elelepu School emphasizes critical thinking skills and behaviors to help students draw on learning through a fusion of knowledge from different disciplines. This approach to learning and teaching includes a variety of world views, strategies and resources. It incorporates real life situations for problem solving and application throughout the grade levels. TRIBES and Lions Quest add to the affective domain to balance the curriculum.

Special programs at Ka'elelepu School include the daily morning broadcast, Channel4Core; WINGS- an upper grade program held weekly to develop leadership skills; WHEELS- a lower grade program of rotating enrichment activities; Kokua Crew(gr 6 community service) and an after-school Japanese Language program. JPO and Student Council are on-going, strong programs that provide leadership opportunities to our children.

School Setting

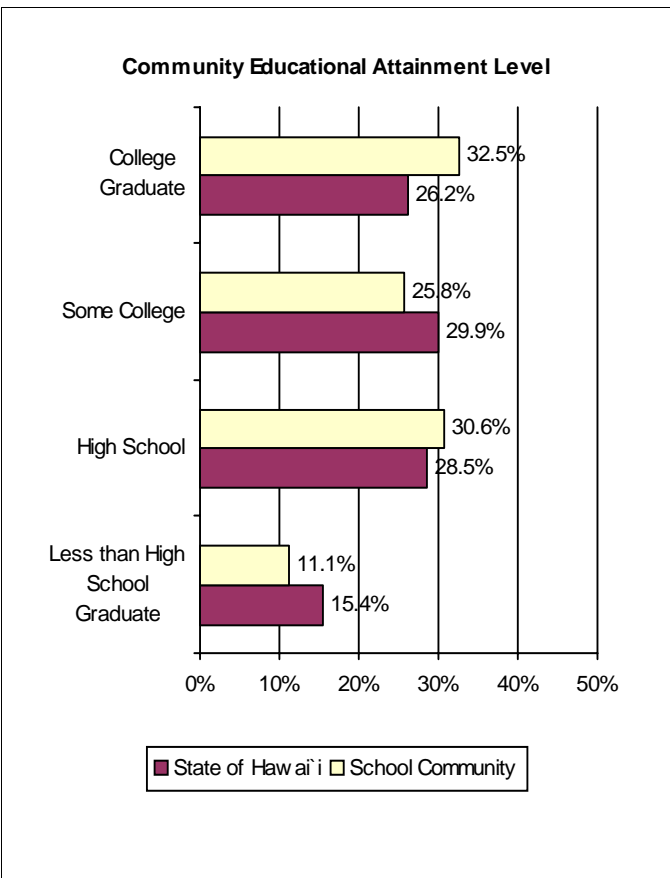
Student Profile

School year	2003-04	2004-05	2005-06
Fall enrollment	181	189	179
Number and percent of students enrolled for the entire school year	172	180	172
	95.0%	95.2%	96.1%
Number and percent of students receiving free or reduced-cost lunch	13	34	26
	7.2%	18.0%	14.5%
Number and percent of students in Special Education programs	10	14	10
	5.5%	7.4%	5.6%
Number and percent of students with limited English proficiency	2	2	0
	1.1%	1.1%	0.0%
Percent of Kindergartners who attended preschool	--	75%	64%



Community Profile Based on the 2000 U.S. Census

Kailua Complex	School Community	State of Hawai'i
Total population	28,396	1,211,537
Percentage of population aged 5-19	22.2%	20.6%
Median age of population	37.8	36.2
Number of families	6,777	287,068
Percentage of families with children under 18	38.8%	45.0%
Percentage of families with children headed by a single mother	14.2%	18.3%
Average family size	3.6	3.42
Median household income	\$75,211	\$49,820
Percent of households with Public Assistance income	5.4%	7.6%
Percent of families with children living in poverty	5.5%	11.2%



School Improvement

Summary of Progress

Staff at Ka'elepulu Elementary School worked together through their curriculum committees and during faculty meetings. Their focus this year was in establishing a math program and curriculum mapping for each grade level. Our revised SID identified a need to address our Math curriculum and instruction to increase student understanding of math. The school implemented a new math program this year, Everyday Math. Teachers attended training before school started in order to facilitate the implementation of the new curriculum. During the school year, teachers also received further training as well as school level articulation on the math program. During the year, teachers worked together to develop math responses. There was a need to develop these responses to increase the students' ability to give written explanations for their work. Parents and the PTSA were involved in setting up Math nights to involve our families in understanding the new program and giving them the tools to help their students succeed.

Our school has emphasized our integrated curriculum, with the thinking skills and behaviors as an integral part of the curriculum. As we move towards HCPS III, our teachers moved forward with their curriculum mapping, making sure the mapping is aligned with the standards. Teachers met to review their curriculum to ensure a smooth transition between grade levels. This mapping will be developed into a format that can be published to share with our families and community.

Student behavior and respect continue to be addressed through a school wide TRIBES program that emphasizes the inclusion of all students as a community. All staff works together to build an atmosphere of respect, inclusion and family.

Steps to increase student achievement were outlined in the SID to meet the benchmarks for reading and math. Professional development trainings were attended by teachers for responsive strategies in the classroom.

We will continue improving our instruction in the classroom, aligning with HCPS III standards, introducing new assessment tools that can be used to track our progress effectively. Curriculum mapping will continue to be refined and we will move into forms of alternative assessments. Communication between home and school will be more consistent. Math and Reading responses will be further developed, as we develop our writing programs with students.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		11.0
Regular Instruction, FTE	63.6%	7.0
Special Instruction, FTE	9.1%	1.0
Supplemental Instruction, FTE	27.3%	3.0
Teacher headcount		11
Teachers with 5 or more years at this school		6
Teachers' average years of experience		12.4
Teachers with advanced degrees		2

Professional Teacher Credentials

Fully licensed	90.9%	10
Provisional credential	9.1%	1
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	16.9
Special Instruction	10.0

* 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	2

* Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Facilities

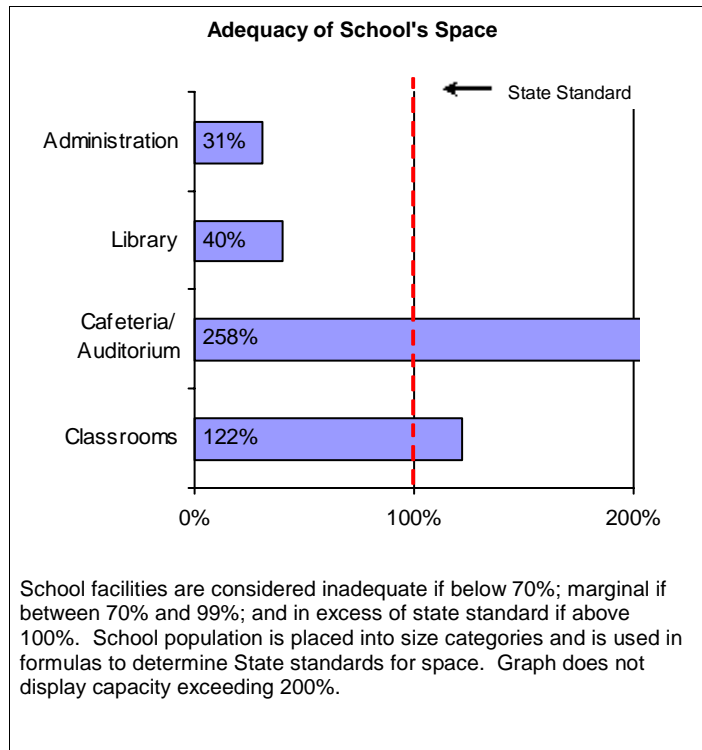
School Year Ending 2006

Classrooms available	11
Number of classrooms short (-) or over (+)	0

	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 Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2003	91.5%	--	86.9%	--	81.4%	--
	2005	94.4%	87.4%	86.5%	77.1%	65.1%	76.5%
Quality Student Support	2003	77.3%	--	86.8%	--	65.5%	--
	2005	90.4%	79.7%	84.0%	72.9%	61.6%	66.4%
Professionalism & System Capacity	2003	60.6%	--	92.3%	--	95.8%	--
	2005	69.4%	77.6%	86.3%	83.7%	65.0%	84.4%
Coordinated Team Work	2003	70.3%	--	70.8%	--	59.0%	--
	2005	81.9%	77.2%	66.3%	58.4%	50.8%	64.0%
Responsiveness of the System	2003	69.7%	--	85.4%	--	There are no student items for this dimension	
	2005	91.7%	82.9%	83.1%	70.3%		
Focused & Sustained Action	2003	73.8%	--	71.9%	--	87.5%	--
	2005	83.3%	80.2%	70.6%	57.3%	85.5%	72.9%
Involvement	2003	81.8%	--	74.0%	--	62.5%	--
	2005	97.2%	85.6%	80.2%	68.5%	57.1%	59.8%
Satisfaction	2003	69.7%	--	89.1%	--	75.4%	--
	2005	86.1%	65.8%	82.3%	70.6%	47.6%	72.8%
Student Safety & Well Being	2003	95.5%	--	93.6%	--	61.3%	--
	2005	98.6%	86.0%	88.9%	75.1%	57.1%	65.0%
Survey Return Rate **	2003	100.0%	--	42.4%	--	100.0%	--
	2005	75.0%	78.6%	42.9%	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.

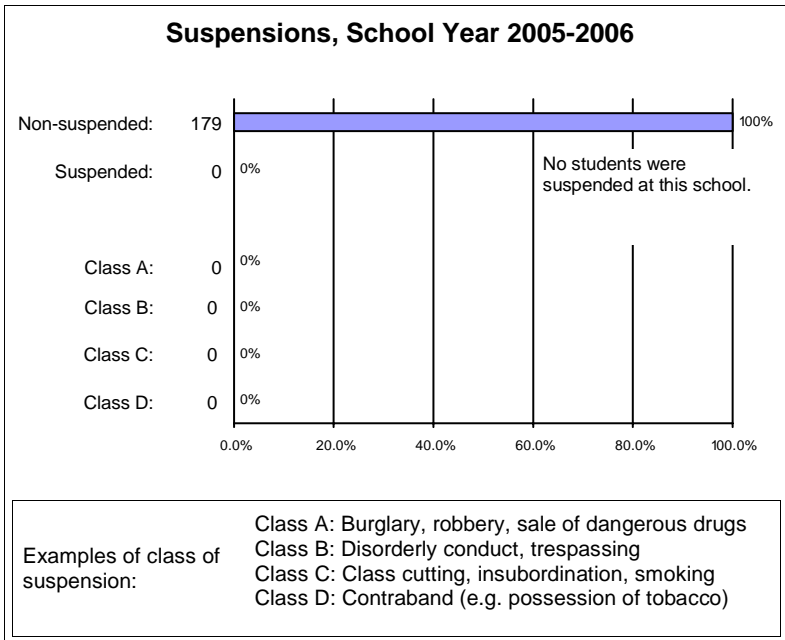
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2003-04	2004-05	2005-06	
Average Daily Attendance: % (higher is better)			
96.2%	96.2%	96.1%	95.0%
Average Daily Absences: in days (lower is better)			
6.8	6.7	7.0	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)

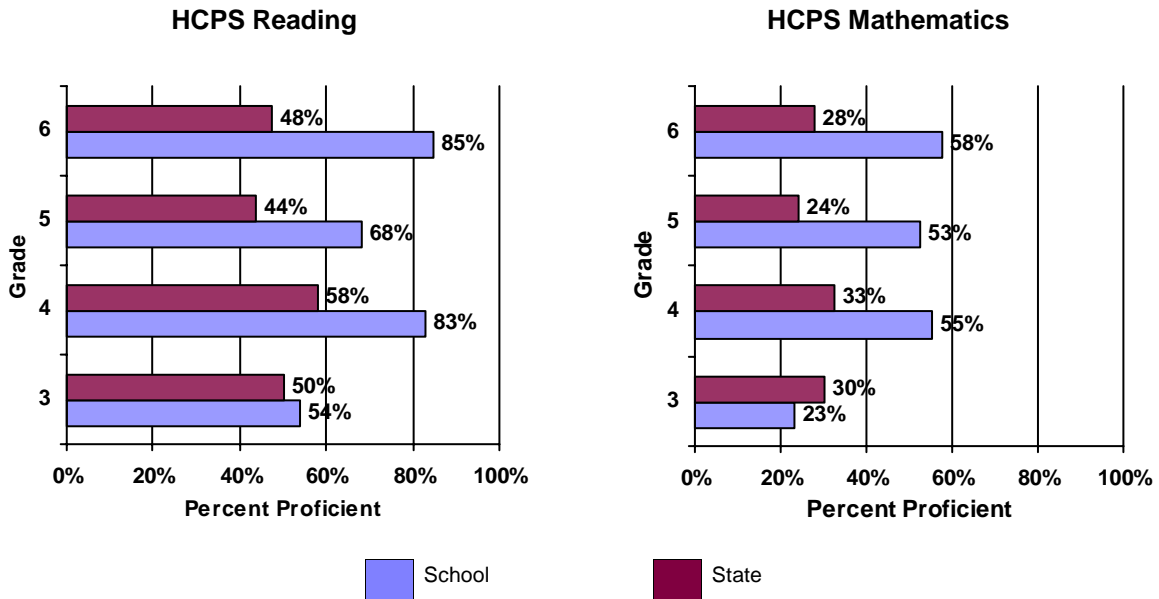
School Retention

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	157	161	152
Percent retained in grade	1%	0%	0%

Vital Signs

Statewide Testing



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	92%	80%	100%	84%
5	89%	77%	89%	82%
4	90%	75%	100%	85%
3	85%	82%	92%	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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