

Chiefess Kapiolani Elementary School

School Code: 367

Grades K-6

School Status and Improvement Report School Year 2007-08



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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

Chiefess Kapiolani Elementary School is a K-6 elementary school that serves children from downtown and central Hilo. The school is part of the Hilo/Laupahoehoe/Waiakea complex which consists of eight elementary schools; 1 K-8 school; 2 intermediate/middle schools; 1 K-12 school and 2 high schools.

The Chiefess Kapiolani community is made up of state and county facilities, small businesses, medical facilities, and light manufacturing. The redevelopment of Lanakila Housing, on the mauka side of our campus, will impact student enrollment once the project is completed. This redevelopment project is still ongoing.

The school campus is well kept and the large play fields allow students ample room for physical education and recess play. Children in fourth, fifth and sixth grades participate in intramural activities called Kelly's Games at recess.

Student academics are supported with programs in computer, special education and Title I. The Language Arts Multicultural Program (LAMP) supports identified third and fourth graders in the area of language arts. LAMP also helps these students develop a positive self-concept and self-awareness. A parent and teacher formed a partnership to introduce Robotics to fourth, fifth and sixth graders after school. The Robotics Club has enabled many students to experience math, science and language arts in an exciting and collaborative venue.

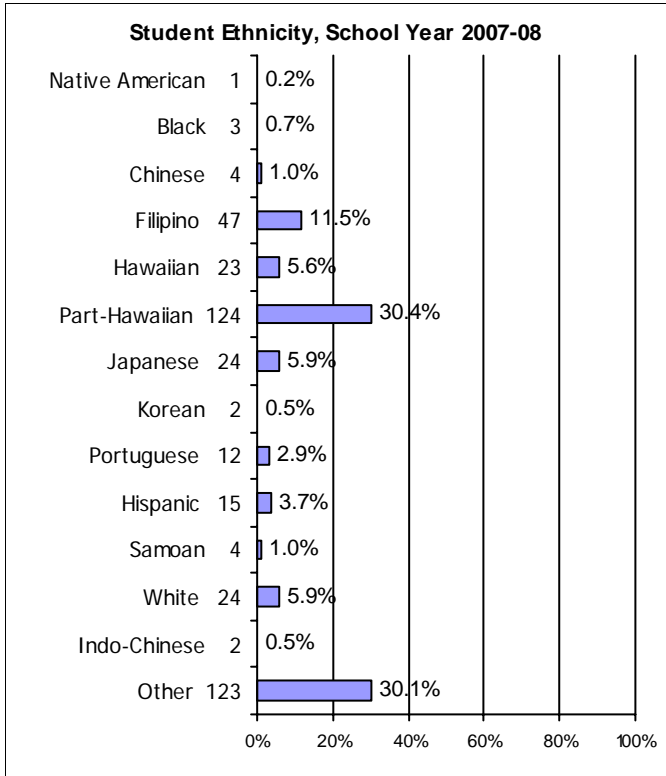
School Address:

Chiefess Kapiolani Elementary School
966 Kilauea Avenue
Hilo, Hawaii 96720

School Setting

Student Profile

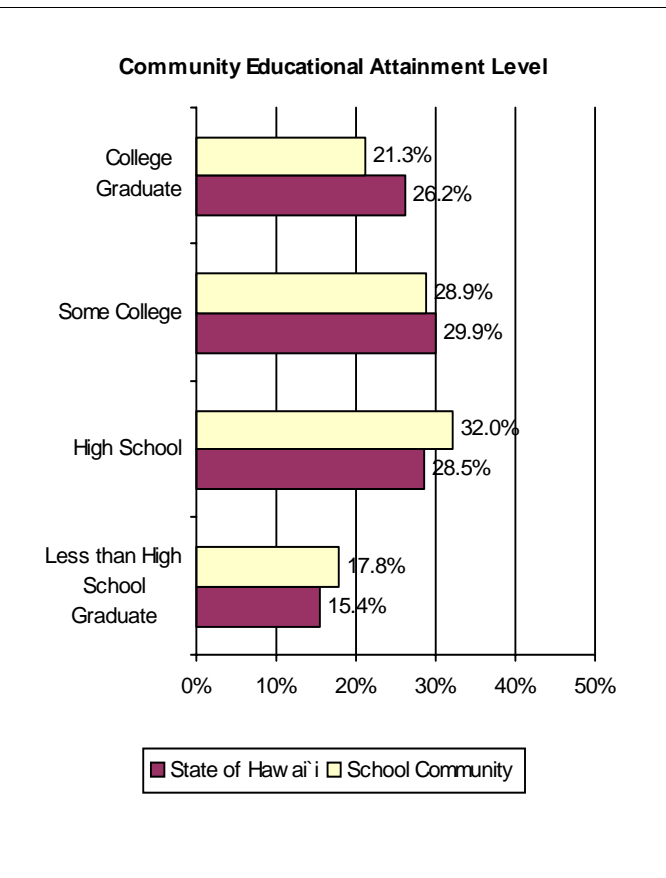
School year	2005-06	2006-07	2007-08
Fall enrollment	407	399	402
Number and percent of students enrolled for the entire school year	370 90.9%	371 93.0%	349 86.8%
Number and percent of students receiving free or reduced-cost lunch	278 68.3%	278 69.7%	265 65.9%
Number and percent of students in Special Education programs	52 12.8%	54 13.5%	50 12.4%
Number and percent of students with limited English proficiency	36 8.8%	39 9.8%	50 12.4%
Percent of Kindergartners who attended preschool	60%	65%	52%



n = 408

Community Profile Based on the 2000 U.S. Census

Hilo Complex	School Community	State of Hawai'i
Total population	27,629	1,211,537
Percentage of population aged 5-19	21.8%	20.6%
Median age of population	39.1	36.2
Number of families	6,658	287,068
Percentage of families with children under 18	43.4%	45.0%
Percentage of families with children headed by a single mother	30.4%	18.3%
Average family size	3.1	3.42
Median household income	\$35,390	\$49,820
Percent of households with Public Assistance income	11.7%	7.6%
Percent of families with children living in poverty	23.0%	11.2%



School Improvement

Summary of Progress

Chiefess Kapiolani Elementary has made steady progress in implementing standards based teaching and learning. Teachers have embraced the notion of data driven instruction and have looked to their assessments and what the assessments show to help them decide next steps for our children.

Benchmark Tracker was used as the assessment tool for grades 3-6. Grades K-2 developed their own pre/post assessment based on standards to measure their students' progress over time. Time was an essential commodity that teachers used wisely to meet, analyze data and then formulate next steps based on their findings. Time was afforded teachers for reading analysis through Title I funding for substitute teacher days and a math consortium grant allowed for additional substitute days for teachers to analyze and articulate next steps for our children in math.

The combined efforts of our Counselor, Speech Pathologist, Malama I Na Keiki O Kapi'olani educational assistant and our school based therapist enabled our children to benefit from two programs these women developed – Lunch Bunch and Breakfast Club. Lunch Bunch offered children the opportunity to learn appropriate social skills and apply them in a supervised setting on alternating Wednesdays, boys on one day and girls on the other. The Breakfast Club provides the opportunity for our students to transition to the beginning of the school day. Our Counselor and Malama EA check to be sure homework has been completed and that our children start the day with a positive and prepared frame of mind.

Overall, Chiefess Kapiolani Elementary has progressed socially and academically. In Reading, using Benchmark Tracker as the assessment tool and a 70%+ proficiency target proficiency scores for grades 3-6 rose from 23% in the first quarter to 30% in the fourth quarter. In Math, proficiency rates for grades 3-6 rose from 49% in the first quarter to 54% proficient in quarter 4. Kindergarten through grade two teachers developed grade level pre/post assessments to measure their students' math progress. They report the following: Kindergarten proficiency in first quarter was 37% and 96% in fourth quarter; Grade 1 proficiency was 27% in the first quarter and 75% by fourth quarter; Grade 2 proficiency in math was 4% in the first quarter and 62% by fourth quarter. Standards Based Change Process Writing progress is tracked in the areas of Meaning, Clarity, Design, Voice and Conventions. School wide writing data shows progress from fall, winter and spring in all areas. Meaning from 14% to 60%, Clarity from 11% to 47%, Design from 9% to 51%, Voice from 17% to 44% and Conventions from 12% to 47%.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		29.5
Regular Instruction, FTE	74.6%	22.0
Special Instruction, FTE	20.3%	6.0
Supplemental Instruction, FTE	5.1%	1.5
Teacher headcount		30
Teachers with 5 or more years at this school		20
Teachers' average years of experience		16.9
Teachers with advanced degrees		5

Professional Teacher Credentials

Fully licensed	100.0%	30
Provisional credential	0.0%	0
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	15.0
Special Instruction	8.3

* 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

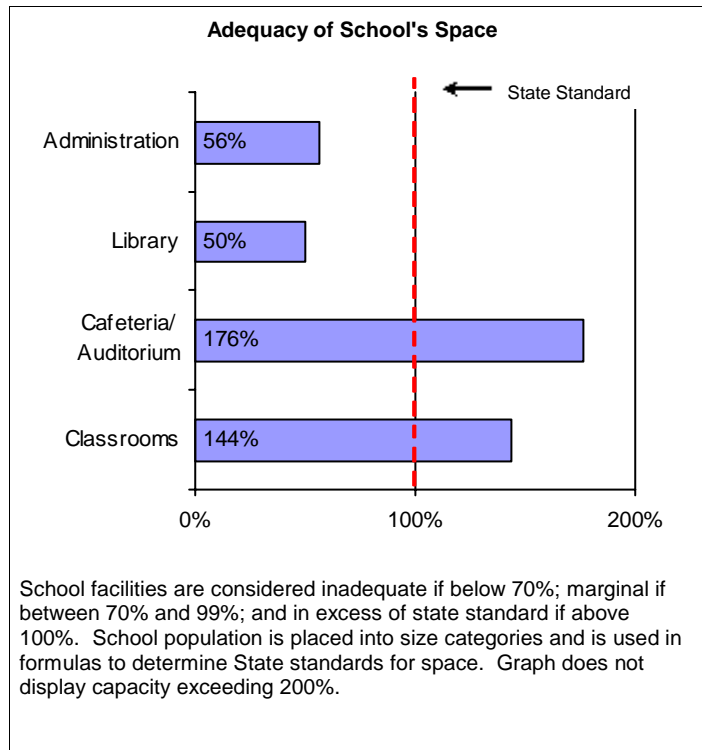
School Year Ending 2008

Classrooms available	31
Number of classrooms short (-) or over (+)	2

	Score		
	1	2	3
Grounds		2	
Building exterior			3
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		13	

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), administered periodically by the System Evaluation and Reporting Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2007	93.1%	89.1%	77.8%	78.4%	84.7%	75.6%
	2008	92.0%	90.7%	79.4%	76.9%	81.5%	76.1%
Quality Student Support	2007	86.3%	79.6%	77.2%	74.4%	72.3%	66.3%
	2008	83.0%	77.6%	75.0%	75.9%	71.2%	69.9%
Professionalism & System Capacity	2007	89.9%	78.8%	90.9%	85.6%	87.3%	84.0%
	2008	92.2%	83.7%	85.1%	81.6%	92.7%	86.9%
Coordinated Team Work	2007	86.2%	77.7%	63.8%	59.7%	69.2%	64.1%
	2008	81.3%	71.6%	72.0%	66.5%	82.6%	76.6%
Responsiveness of the System	2007	91.2%	83.0%	68.6%	70.9%	There are no student items for this dimension	
	2008	87.2%	82.7%	75.7%	72.1%		
Focused & Sustained Action	2007	93.4%	79.9%	63.8%	61.3%	91.1%	75.2%
	2008	93.4%	81.8%	68.2%	65.0%	91.9%	81.1%
Involvement	2007	86.8%	85.7%	65.2%	69.0%	62.0%	59.5%
	2008	75.0%	75.7%	73.8%	72.4%	72.1%	69.4%
Satisfaction	2007	66.7%	68.0%	72.6%	71.1%	80.8%	71.2%
	2008	83.3%	71.2%	78.9%	76.6%	83.0%	79.1%
Student Safety & Well Being	2007	91.8%	84.9%	79.1%	76.7%	71.4%	64.7%
	2008	89.0%	82.2%	73.8%	77.3%	69.6%	68.7%
Survey Return Rate **	2007	92.3%	76.2%	19.7%	21.0%	91.0%	91.1%
	2008	100.0%	76.2%	50.5%	21.0%	97.0%	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.

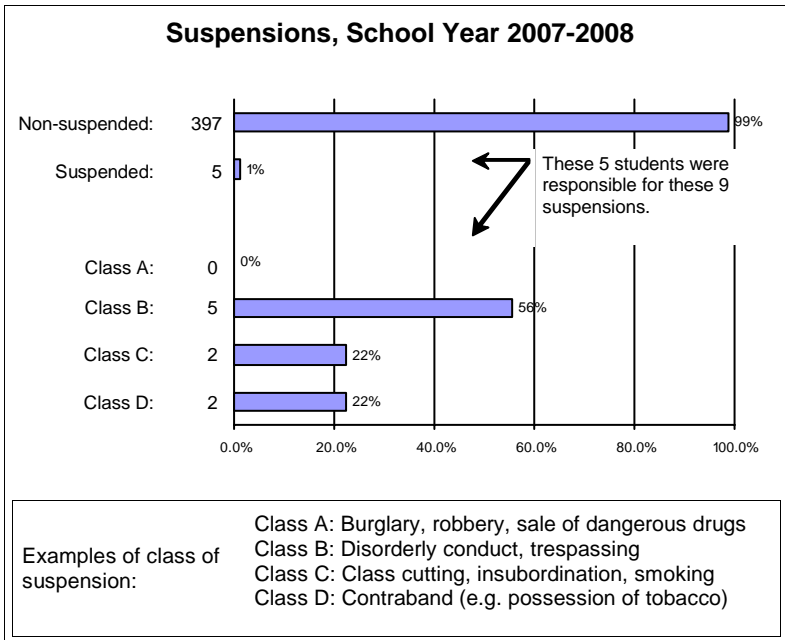
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2005-06	2006-07	2007-08	
Average Daily Attendance: % (higher is better)			
93.3%	92.9%	92.4%	95.0%
Average Daily Absences: in days (lower is better)			
11.8	12.5	13.2	9

Suspensions, School Year 2007-2008



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		
	2006	2007	2008
Total number of students	356	351	342
Percent retained in grade	0%	0%	0%

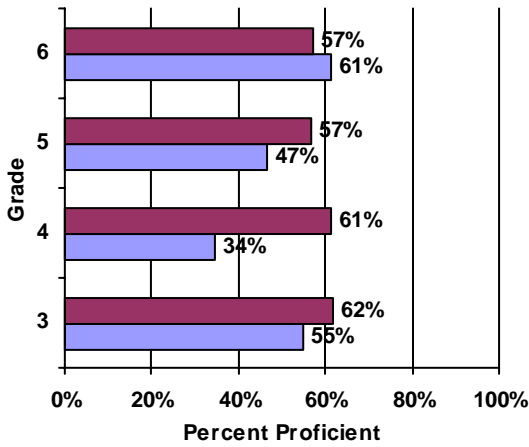
Note. "--" means missing data.

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

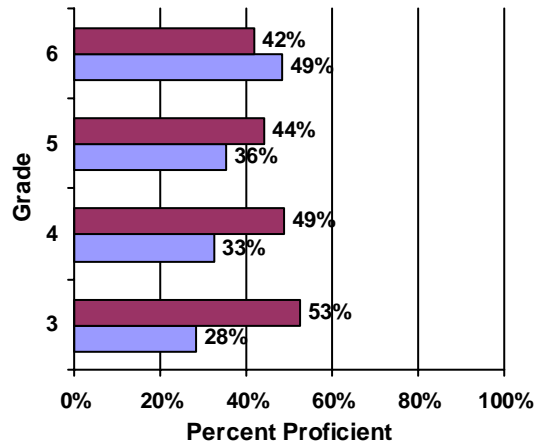
Vital Signs

Hawaii State Assessment

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Science

Grade	Percent Proficient	
	School	State
5	43%	49%

The HCPS Science assessment is given in grades 5, 7 and 11.

HCPS Writing

Grade	Average Score	
	School	State
4	2.0	2.2
6	2.3	2.3

Writing scores range from a low of 0 to a high of 4. The figures show the average score for each grade level tested. The HCPS Writing assessment is given in grades 4, 6, 9, and 11.

TerraNova, 2nd Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	School	State	School	State
3	70%	73%	75%	74%
4	71%	77%	59%	76%
5	76%	79%	67%	78%
6	75%	77%	74%	73%

The TerraNova is a national norm-reference assessment with 9 stanine levels. Scores in stanines 1 to 3 represent "Below Average," and scores in stanines 4 to 9 represent "Average and Above."

Note. From 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.

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

Other School Information

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