



# Kaala Elementary School

School Code: 211

Grades K-5

## School Status and Improvement Report School Year 2014-15



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### School Address:

Kaala Elementary School  
130 California Avenue  
Wahiawa, Hawaii 96786

### 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`ala Elementary School, named after the Mountain Mauna Ka`ala, is located in lower Wahiawa. Our students live in a rural town where there is a strong sense of caring and pride for their school community. Major issues for the community Ka`ala serves include a lack of jobs, particularly jobs that require post-high school education, limited free pre-school opportunities, and high poverty levels.

Ka`ala Elementary School was fully accredited by the Western Association of Schools and Colleges in January 2012 and has made Adequate Yearly Progress (AYP) in reading and mathematics 2007, 2008, 2009, 2010 and 2012. AYP has been replaced with the new Strive HI index. In 2012-2013 Ka`ala scored in the top 40% of all schools state-wide with a score of 258 points. In 2013-2014, Ka`ala scored 191 points which is a drop in total points due to lower overall performance and growth scores on the HSA Bridge Assessment.

Ka`ala has approximately 430 students in grades K-5. Pre-plus (HCAP) has a preschool program on campus. Students and staff come from a variety of ethnic backgrounds. Ka`ala annually inducts selected students into the prestigious National Elementary Honor Society.

Ka`ala Elementary students work towards attainment of Hawaii's Vision of the High School Graduate by focusing on the six General Learner Outcomes, the Hawaii State Standards, and the Common Core Standards. After school and summer activities include tutoring, ukulele, Spirited Jr. Mules, Video Club and Robotics. Our three student priorities are student achievement, civic responsibility, and student safety and well-being. The instructional program is built on our vision for our students: what we value, our students, school, and community.

The school profile was developed using information from many sources. Ka`ala staff continuously reflects on and makes adjustments to instruction. Their focus is always towards the betterment of student achievement and student efficacy.

Our school improvement plan is based on the Leadership Team's review of State assessment data, regular weekly and monthly assessments, with input from the community and parents through the School Community Council and the Accreditation process. Teachers instruct using standards-based-lessons, collect learning evidence, and help students reflect on their progress. Grade-level collaboration and K-5 articulation between teachers are ongoing.

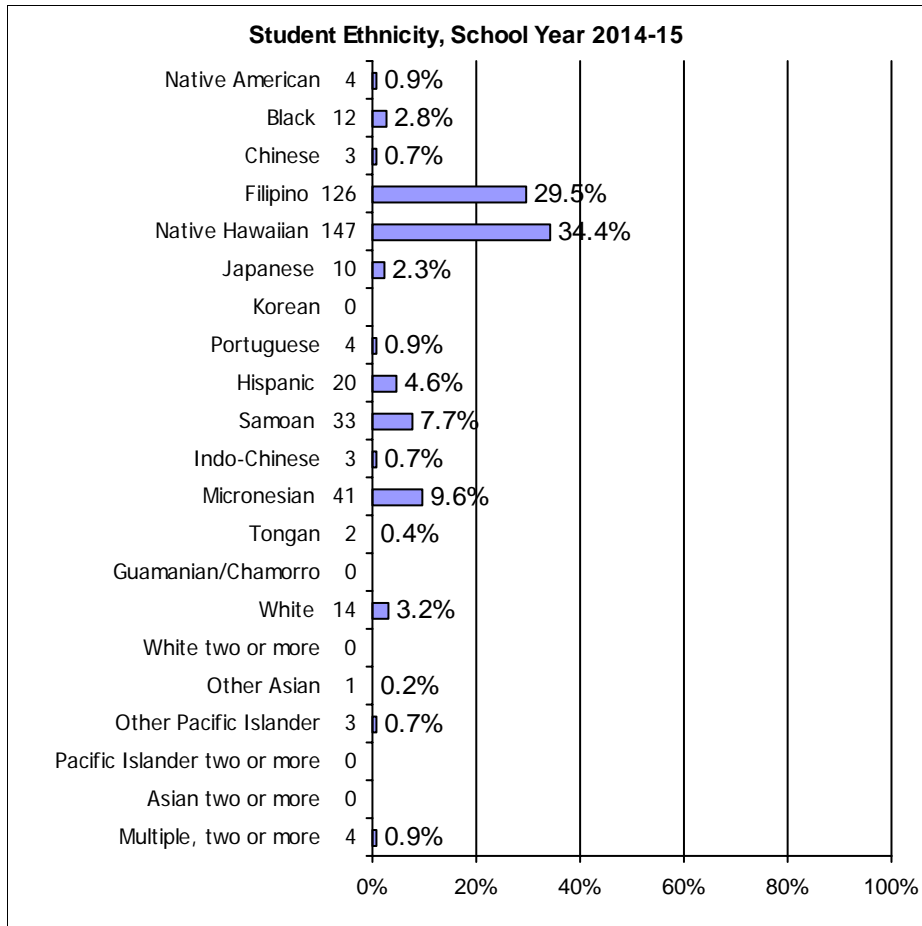
Ka`ala staff challenge themselves to provide all students with the vision and tools to unlock their individual potential. Regular school celebrations of students include Quality Producer, Rising Star, Attendance, Community Contributor, Reading, Math, and Science Scholars.

School Setting

Student Profile

| School year   | 2012-13      | 2013-14      | 2014-15      |   | 2012-13     | 2013-14     | 2014-15     |
|---|--------------|--------------|--------------|---|-------------|-------------|-------------|
| Fall enrollment   | 438          | 505          | 429          | Number and percent of students in Special Education programs    | 41<br>9.3%  | 46<br>9.1%  | 39<br>9.0%  |
| Number and percent of students enrolled for the entire school year  | 390<br>89.0% | 427<br>84.5% | 359<br>83.6% | Number and percent of students with limited English proficiency | 82<br>18.7% | 85<br>16.8% | 62<br>14.4% |
| Number and percent of students receiving free or reduced-cost lunch | 371<br>84.7% | 442<br>87.5% | 375<br>87.4% | Percent of Kindergartners who attended preschool                | 41%         | 33%         | --          |

Note: "--" means missing data.  
 "\*" means data not reported to maintain student confidentiality (see FERPA).



n = 427

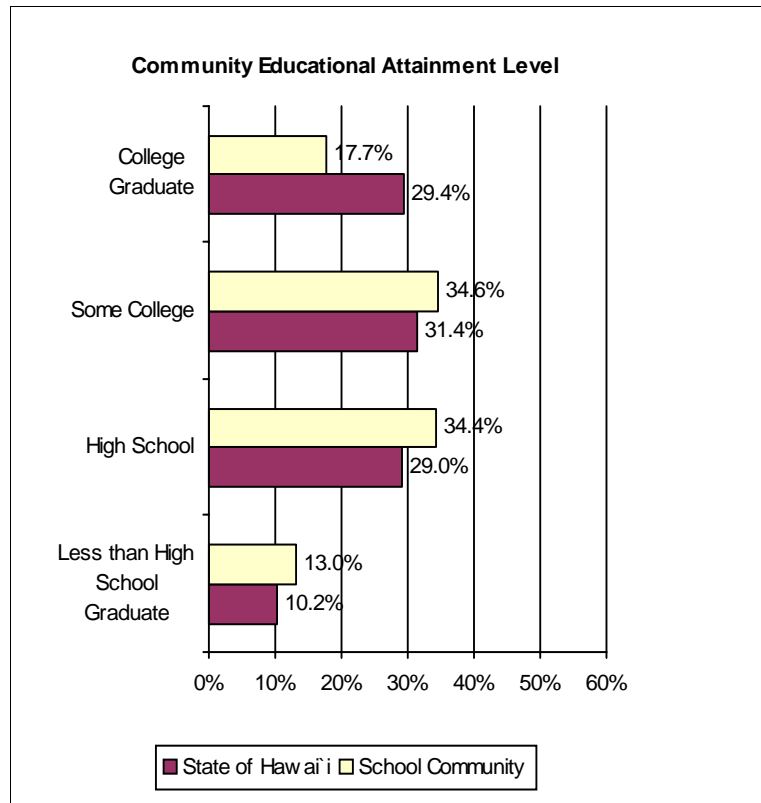
## School Setting

### Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii’s HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

**Based on the 2010 U.S. Census**

| <b>Leilehua HSC Complex</b>        | School Community | State of Hawai'i |
|------------------------------------|------------------|------------------|
| Total population                   | 44,040           | 1,360,301        |
| Percentage of population aged 5-19 | 21.8%            | 18.4%            |
| Median age of population           | 26.0             | 38.6             |
| Number of family households        | 9,844            | 313,907          |
| Median household income            | \$50,592         | \$66,420         |



## School Improvement

### Summary of Progress

The Ka`ala Academic and Financial Plan was discussed and developed with input from the School Community Council, the Ka`ala Leadership Team and the faculty in fall of 2014. Student achievement data and demographics were used to build a plan that addressed the needs of Ka`ala students and families.

In January 2012, Ka`ala School was awarded Full Accreditation Status by the Western Association of Schools and Colleges (WASC). The accreditation process involves the school community in recognizing school strengths and planning school improvements for the future. In spring 2015, WASC members visited the Ka`ala campus to meet with all stakeholders to validate the self-study report submitted. Preliminary findings by the visiting committee confirmed that Ka`ala School is a student-centered institution with a strong culture for learning and a nurturing staff. Final findings are expected to be released in summer 2015.

Everyday Math, a K-5 math program, has been used since the 2006-07 school year and the Ka`ala students have shown academic progress on the state assessment each year since except for a small dip in 2014. In 2009, Ka`ala was featured in a McGraw-Hill news story for significant math achievement since the implementation of the program. Ka`ala has begun using the state-approved Wonders program in January 2014. The Ka`ala staff continue to refine instructional programs to further improve individual student achievement of the Common Core State Standards (CCSS). Semester Project-Based Learning components were implemented in each grade level, with a focus on STEM in school year 2013/14. Students and staff have participated in arts instruction through partnerships with the Hawaii Art Museum and through Artists in the Schools for the past two school years.

Regular assessments, teacher to student commentary, and student self-assessments, along with Catapult monthly benchmark testing, have aided teachers in planning standards-based lessons, assessments and interventions. Ka`ala School has also been using the universal screening tool AIMSWEB to anchor our student achievement in both language arts and math.

Since school year 2009/10, the monthly Edison Benchmark assessments (now called Catapult) have accurately measured the progress of our student achievement as end of year scores have correlated highly with Hawaii State Assessment scores in grades 3-5. With the states shift to the SBAC assessment, it is too early to determine if the monthly benchmark assessment will continue to be a predictor of our student progress with the CCSS. Ka`ala School will continue to use the monthly formative assessments to regularly check on our student progress and provide interventions.

Teachers continue to use the various instructional programs to meet the diverse needs of our students: Achieve 3000, Discovery Learning and Imagine Learning. These programs support the range of learners in all of our classes and help with differentiation. Ka`ala also utilizes the district-approved protocols to screen students for Gifted and Talented programs on campus. These students participate in after school robotics and video clubs. Students are also able to participate in the ukulele club which performs at several school functions.

All students receive appropriate interventions in reading and math during the school day. On Wednesdays, students work on social studies and science curriculum. Since 2009, students have been able to participate in a free summer program that supports their learning in both reading and math. Incoming kindergarten students are also able to participate in a two-week program to get them ready for the coming school year.

## School Resources

### Certified Staff

#### Teaching Staff

|  |       |      |
|--|-------|------|
| <b>Total Full-Time Equivalent (FTE)</b>      |       | 30.0 |
| Regular Instruction, FTE                     | 73.3% | 22.0 |
| Special Instruction, FTE                     | 23.3% | 7.0  |
| Supplemental Instruction, FTE                | 3.3%  | 1.0  |
| Teacher headcount                            |       | 30   |
| Teachers with 5 or more years at this school |       | 21   |
| Teachers' average years of experience        |       | 12.2 |
| Teachers with advanced degrees               |       | 15   |

#### Professional Teacher Credentials

|                 |       |    |
|-----------------|-------|----|
| Fully licensed  | 96.6% | 29 |
| Emergency hires | 3.3%  | 1  |

#### Students per Teaching Staff

|                     |      |
|---------------------|------|
| Regular Instruction | 17.7 |
| Special Instruction | 5.5  |

#### Administrative and Student Services Staff

|  |     |
|--|-----|
| Administration, FTE *                                      | 3.0 |
| Librarians, FTE  | 0.0 |
| Counselors, FTE  | 2.0 |
| 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 2015

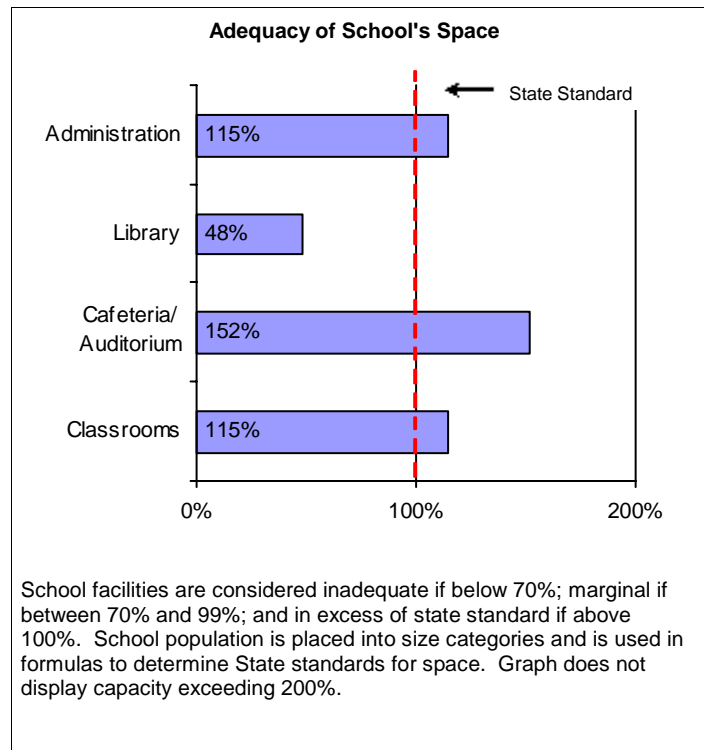
|  |    |
|--|----|
| Classrooms available                       | 33 |
| Number of classrooms short (-) or over (+) | 0  |

#### School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. "--" means missing data.



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS), administered periodically by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

#### Percent of Positive Responses

| School Quality Survey * |      | Teachers |       | Parents |       | Students |       |
|-------------------------|------|----------|-------|---------|-------|----------|-------|
|                         |      | School   | State | School  | State | School   | State |
| Safety                  | 2014 | --       | --    | --      | --    | --       | --    |
|                         | 2015 | 90.4%    | 82.6% | 94.1%   | 86.6% | 76.5%    | 77.1% |
| Well-Being              | 2014 | --       | --    | --      | --    | --       | --    |
|                         | 2015 | 91.5%    | 80.3% | 97.2%   | 91.9% | 78.2%    | 78.7% |
| Satisfaction            | 2014 | --       | --    | --      | --    | --       | --    |
|                         | 2015 | 81.2%    | 69.7% | 93.6%   | 83.1% | 91.1%    | 88.6% |
| Involvement/Engagement  | 2014 | --       | --    | --      | --    | --       | --    |
|                         | 2015 | 93.2%    | 77.3% | 94.5%   | 86.8% | 82.7%    | 80.7% |

| Survey Return Rate ** |      | Teachers |       | Parents |       | Students |       |
|-----------------------|------|----------|-------|---------|-------|----------|-------|
|                       |      | School   | State | School  | State | School   | State |
|                       | 2014 | --       | --    | --      | --    | --       | --    |
|                       | 2015 | 100.0%   | 87.4% | 28.8%   | 34.6% | 96.6%    | 84.9% |

\* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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 six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years; thus, the 2014 SQS percentages are intentionally left blank (--).

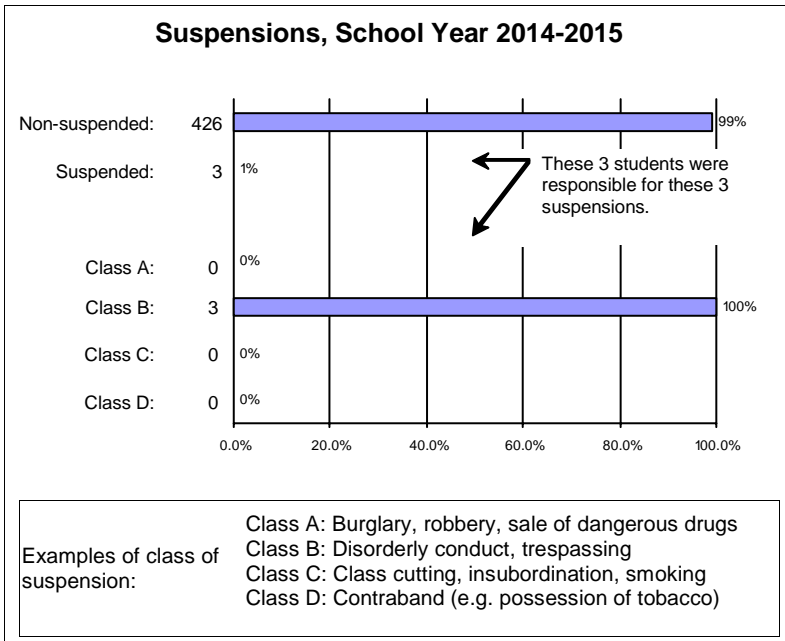
## Vital Signs

### Student Conduct

#### Attendance and Absences

| School Year   |         |         |                       |
|---|---------|---------|-----------------------|
| 2012-13   | 2013-14 | 2014-15 | <b>State Standard</b> |
| <b>Average Daily Attendance: %</b><br>(higher is better)    |         |         |                       |
| 93.0%   | 94.4%   | 94.4%   | <b>95.0%</b>          |
| <b>Average Daily Absences: in days</b><br>(lower is better) |         |         |                       |
| 12.4  | 9.9     | 9.9     | <b>9</b>              |

#### Suspensions, School Year 2014-2015



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 who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

|                           | Retention |      |      |
|---------------------------|-----------|------|------|
|                           | 2013      | 2014 | 2015 |
| Total number of students  | 353       | 387  | 366  |
| Percent retained in grade | 0%        | 1%   | 0%   |

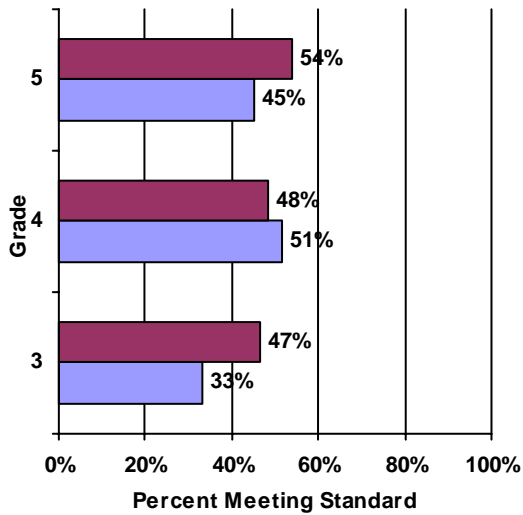
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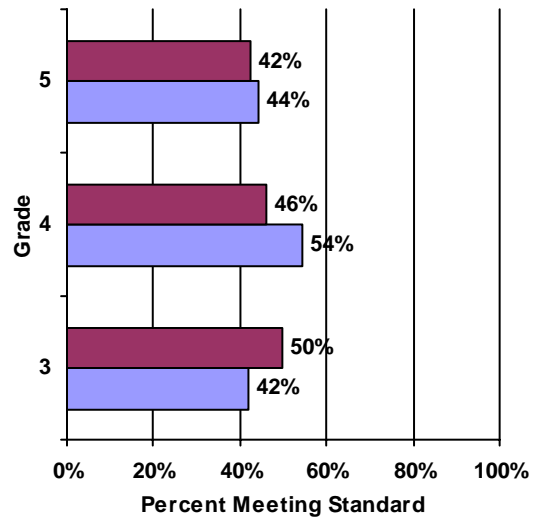
## Vital Signs

### Hawaii Statewide Assessment Program

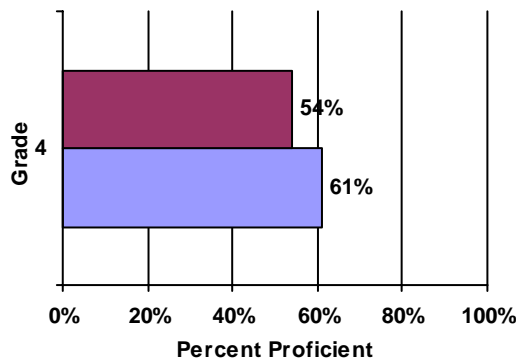
**Hawaii Common Core Standards  
English Language Arts/Literacy**



**Hawaii Common Core Standards  
Mathematics**



### HCPS Science



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



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

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### Other School Information

Kaala Elementary School was accredited by the Western Association of Schools and Colleges for a period of six years. This school's accreditation status expires in 2021.

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI: Hawaii State Department of Education.