



Kaumana Elementary School

School Code: 369

Grades K-6

School Status and Improvement Report School Year 2016-17



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School Address:

Kaumana Elementary School
1710 Kaumana Drive
Hilo, Hawaii 96720

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

Located four miles above downtown Hilo just off the Saddle Road is Ka'ūmana Elementary School (KES). We were a farming community when we opened our doors in 1906 and continue to retain this close rural feeling today.

Ka'ūmana Elementary School offers a safe and stable community for our 280 students. We are small enough for everyone to know everyone else and large enough for students to find different, compatible friendships.

During SY 2009-2010, we were in Good Standing, Pending; SY 2010-11, in Planning for Restructuring, year one; SY 2011-12, in Planning for Restructuring, year one; SY 2012-13, in Good Standing, Pending; in SY 2013-14, in Continuous Improvement; and in SY 2014-15 and SY 2015-16 in Continuous Improvement.

Research-based best practices and RtI (Response to Intervention) guide our students in their math and language arts program. Stepping Stones (grades K-5) and Go Math! (grade 6) are our core Mathematics curricula. Wonders (grades K-5) and Springboard (grade 6) are our core English Language Arts curricula. We continuously work to strengthen our implementation of the Common Core State Standards (CCSS) in grades K-6. Implementation of iReady reading and math (grades K-6), KidBiz (grades 2-6), and Smarty Ants (grades PK-2) help us to reinforce the skills learned through core instruction. We will continue to develop and refine our Math, Language Arts, and Science curricula. We continue to work with numerous community partners to improve the skills of our students and staff in digital learning, math, language arts, STEM and health and wellness experiences (i.e. Kamehameha Schools, DOE State Offices, HW Complex Schools, various other public/private schools statewide, etc.).

Our Parent Teacher Student Association (PTSA) is very active and supportive in all that our school does and wants to accomplish for the betterment of all students and our community. KES is blessed with a strong supportive and focused group of students, school staff members, parents and community people who comprise our PTSA and School Community Council (SCC). SY 2017-2018 will be an exciting year of more educational and social/community changes.

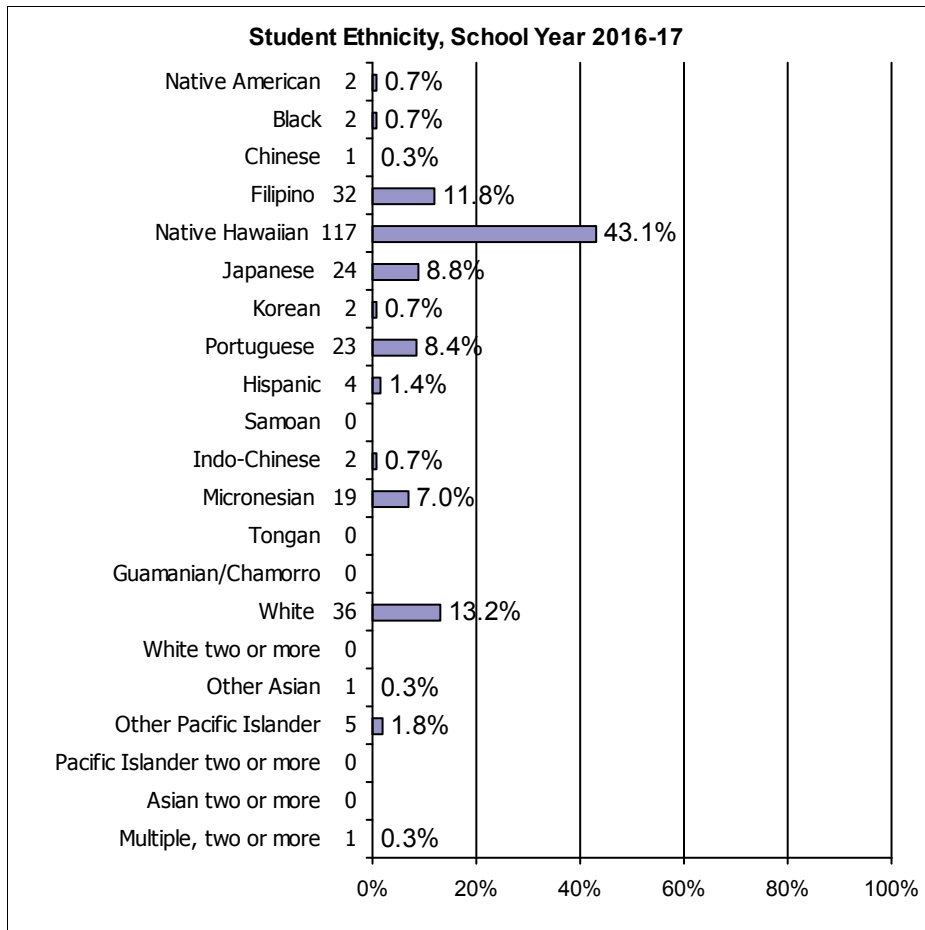
In SY 2014-15, we were granted by the ACS WASC (Accrediting Commission for Schools Western Association of Schools and Colleges) a Six-Year Accreditation Status through June 30, 2021. This is the highest level/longest term of accreditation awarded by WASC. During SY 2017-2018, we will be working to complete our 3 year mid-cycle requirements.

School Setting

Student Profile

School year	2014-15	2015-16	2016-17		2014-15	2015-16	2016-17
Fall enrollment	290	270	271	Number and percent of students in Special Education programs	24	21	29
					8.2%	7.7%	10.7%
Number and percent of students enrolled for the entire school year	261	247	250	Number and percent of students with limited English proficiency	*	*	13
	90.0%	91.4%	92.2%		*	*	4.7%
Number and percent of students receiving free or reduced-cost lunch	193	177	168				
	66.5%	65.5%	61.9%				

Note. -- means missing data.
 * means data not reported to maintain student confidentiality (see FERPA).
 ** means School is participating in the Community Eligibility Provision.



n = 271

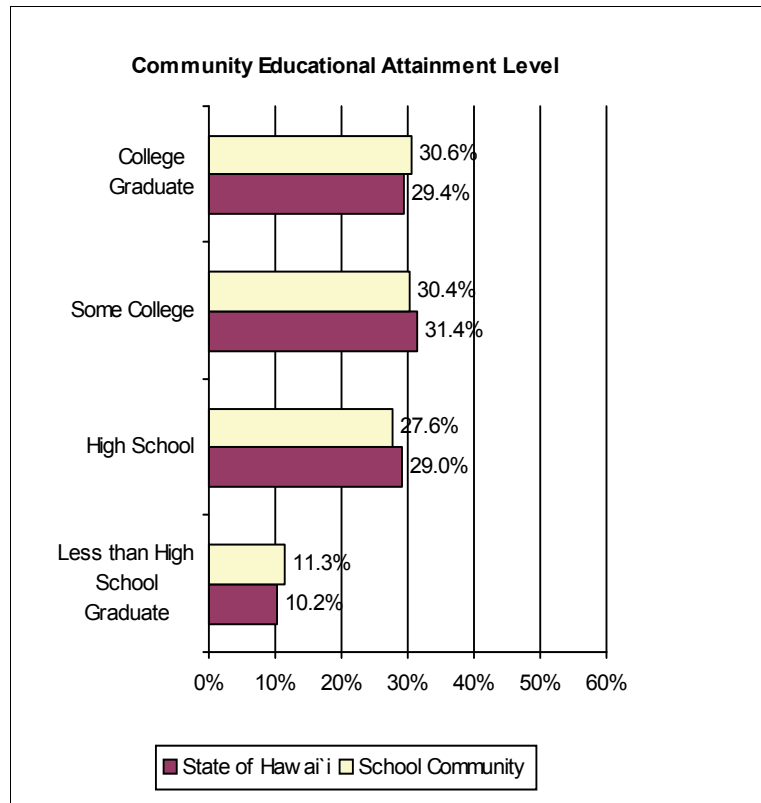
School Setting

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

Hilo HSC Complex	School Community	State of Hawai'i
Total population	28,603	1,360,301
Percentage of population aged 5-19	17.4%	18.4%
Median age of population	41.9	38.6
Number of family households	6,714	313,907
Median household income	\$47,356	\$66,420



School Improvement

Summary of Progress

Ka'ūmana Elementary School is committed to continuous improvement. Students, teachers, staff, and parents maintain high expectations and work diligently to ensure that all students make consistent progress toward being college, career, and community ready. The Academic Review Team (ART) is the main driver of school-wide initiatives. The ART team solicits input from the various committees (i.e. Health & Wellness, Future Ready, Advancement Via Individual Determination) on needed actions, initiatives, and professional development needed to meet the goals of our Academic Plan and WASC Visiting Committee recommendations. In SY 2016-2017, Ka'ūmana Elementary School's main improvement efforts have focused on the areas of (1) Instruction and (2) Data-driven Decision Making.

Instruction

Teachers continue to supplement the implementation of Wonders and Springboard as the core Language Arts curricula and Stepping Stones and Go Math! as the core curricula of Mathematics through the use of supplementary programs including iReady, KidBiz, and Smarty Ants. These supplementary programs help teachers to differentiate for learners at all levels. The use of technology, Thinking Maps, and AVID strategies continue to support our students in attaining academic success. Most teachers utilize technology resources such as Google Apps For Education (GAPE), online assessments, and other digital programs to enhance student learning.

A school-wide focus on Informational Writing was supported by Ka'ūmana Elementary's ongoing partnership with Kamehameha School's Kealaponi community education program. Teachers were given instruction in best-practices for informational writing and teaching the writing process as well as time to collaborate and share instructional ideas and student work samples. Use of this collaborative model helps to ensure vertical alignment of writing instruction across the grade levels.

Data-driven Decision Making

Ka'ūmana Elementary School utilizes multiple data sources to inform instructional and program decisions. Currently, iReady is used as the school's academic universal screener and progress monitoring tool while the Brief Externalizing and Internalizing Screener for Youth (BEISY) is the school's behavioral universal screener and progress monitoring tool. Implementation of the BEISY has helped to improve Peer Review and CORE meeting processes by providing reliable behavior data.

During the SY 2016-2017, teachers utilized the Data Teams process to continuously improve the quality of instruction by developing and implementing Common Formative Assessments (CFAs) for Language Arts and Math. Implementation of CFAs allowed teachers to closely analyze the effectiveness of their instruction in specific areas and make instructional and intervention adjustments as necessary. Additionally, during data teams, teachers analyze class-level, grade-level, and school-level data to make data-driven instructional decisions. Ka'ūmana will continue to refine the data team process in the next 3 years, working to create a bank of vertically aligned common formative assessments for Language Arts, Math, and Science.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		18.0
Regular Instruction, FTE	77.7%	14.0
Special Instruction, FTE	22.2%	4.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		19
Teachers with 5 or more years at this school		11
Teachers' average years of experience		15.1
Teachers with advanced degrees		3

Professional Teacher Credentials

Fully licensed	100.0%	19
Emergency hires	0.0%	0

Students per Teaching Staff *

Regular Instruction	17.2
Special Instruction	7.2

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	3.0
Librarians, FTE	0.0
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

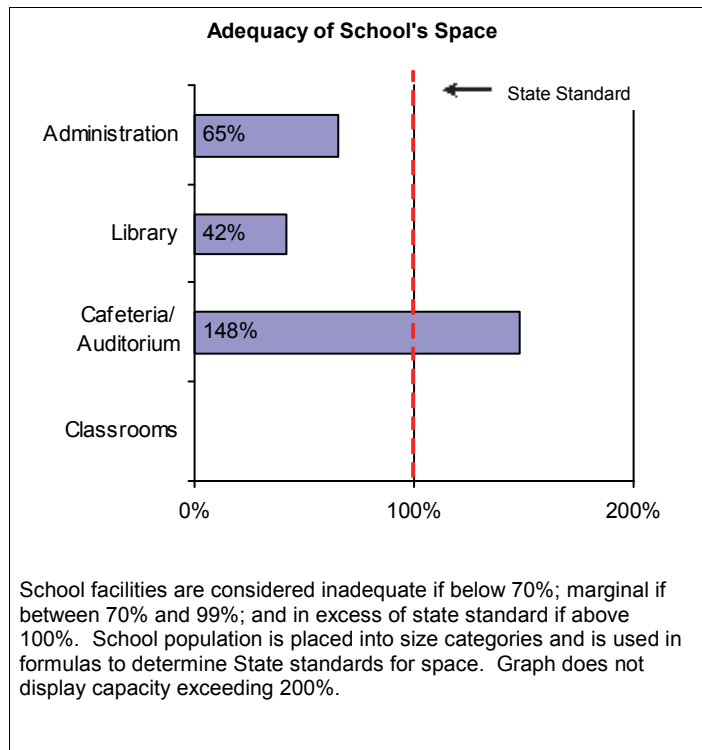
School Year Ending 2017

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

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 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	2016	48.9%	78.9%	--	86.6%	66.1%	76.5%
	2017	59.0%	81.0%	83.3%	88.1%	74.3%	76.1%
Well-Being	2016	50.0%	77.0%	--	92.6%	69.4%	77.9%
	2017	44.1%	78.5%	91.6%	93.3%	73.7%	77.8%
Satisfaction	2016	57.5%	67.7%	--	83.6%	80.0%	88.1%
	2017	49.4%	74.9%	74.6%	86.8%	81.1%	88.1%
Involvement/Engagement	2016	51.2%	74.0%	--	87.3%	67.5%	79.5%
	2017	50.5%	75.8%	83.3%	88.5%	70.4%	79%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2016	42.1%	77.8%	0.0%	35.2%	89.1%	85.4%
	2017	89.4%	83.2%	35.9%	35.8%	92.1%	79.3%

* 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.

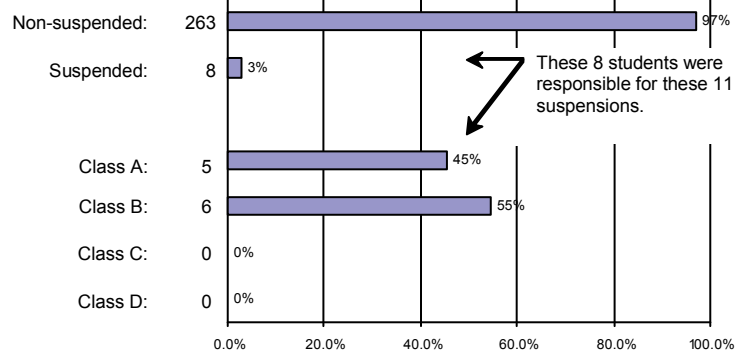
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2014-15	2015-16	2016-17	
Average Daily Attendance: % (higher is better)			
95.1%	94.8%	94.0%	95.0%
Average Daily Absences: in days (lower is better)			
8.6	9.2	10.6	9

Suspensions, School Year 2016-2017



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.

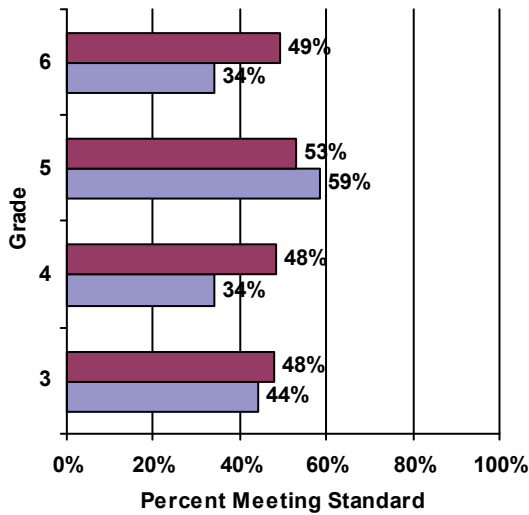
	Retention		
	2015	2016	2017
Total number of students	265	234	235
Percent retained in grade	0%	0%	0%

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

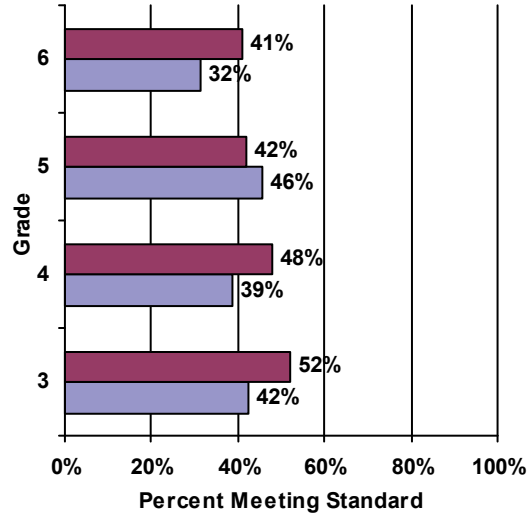
Vital Signs

Hawaii Statewide Assessment Program

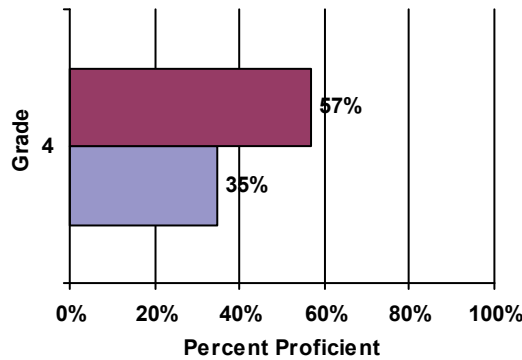
Language Arts/Literacy



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).

Other School Information

Kaumana Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term 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.