

## LEGISLATIVE REPORT

SUBJECT: Educational Assessment and Accountability; Annual Reports

REFERENCE: **Section 302A-1004**, Hawaii Revised Statutes, states as follows:

“(c) The department shall submit to the legislature and to the governor, at least twenty days prior to the convening of each regular session, an educational status report that includes but is not limited to the following:

- (1) Results of school-by-school assessments of educational outcomes;
- (2) Summaries of each school’s standards implementation design;
- (3) Summary descriptions of the demographic makeup of the schools, with indications of the range of these conditions among schools within Hawaii;
- (4) Comparisons of conditions affecting Hawaii’s schools with the conditions of schools in other states;
- (5) Other such assessments as may be deemed appropriate by the board; and
- (6) Any other reports required by this session.”

ACTION

REQUESTED: That the Department of Education submit a report to the Legislature and the Governor containing the required accountability information.

DOE REPORT:

Two reports, the *School Status and Improvement Report* (SSIR) and the *Superintendent’s Annual Report* have been prepared annually since 1990 by the staff of the Department of Education’s assessment and accountability system. The SSIR is a report on individual schools. A report is prepared for each regular public school in the State and for public charter schools that choose to participate. For the 2008-09 school year, 259 *School Status and Improvement Reports* have been prepared.

The second report, the *Superintendent’s Annual Report*, is a statewide summary of performance and progress made in the Hawaii public school system. Both the SSIR and the *Superintendent’s Annual Report* include multi-year data wherever relevant and possible, and both provide contextual background for educational outcomes in reporting and analyzing educational indicators. The *Superintendent’s Annual Report* also includes state-by-state data for comparable analyses of Hawaii’s educational system.

The specific educational assessment and accountability information requested by the Legislature, together with reference to the report containing that information, is as follows:

- Results of school-by-school assessments of educational outcomes.  
Attachment A, *School Status and Improvement Report*, pp. 6-7<sup>1</sup>  
(For summaries, see Attachment B, *Superintendent's 19<sup>th</sup> Annual Report*, pp. 6-9, 27-30, 32-43)
- School Improvement progress summaries, in place of the standards implementation design summaries.  
Attachment A, *School Status and Improvement Report*, p. 3
- Summary of demographic makeup of schools.  
Attachment A, *School Status and Improvement Report*, p. 2  
(For summaries, see Attachment B, *Superintendent's 19<sup>th</sup> Annual Report*, pp. 6-7, 29, 32)
- Comparisons of conditions affecting Hawaii's schools with those of schools in other states.  
Attachment B, *Superintendent's 19<sup>th</sup> Annual Report*, p.28

Compact disks containing all 259 SSIRs for 2008-09 are enclosed. These reports are also posted online at:

<http://arch.k12.hi.us>

Samples of three SSIRs are attached.

The 2008-09 *Superintendent's 20<sup>th</sup> Annual Report* is in preparation at this time and upon completion will be posted online at: <http://arch.k12.hi.us>  
As a sample, the *Superintendent's 19<sup>th</sup> Annual Report* is attached to this report.

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<sup>1</sup> Because of the volume of the reports and the cost of reproducing complete sets of the SSIRs (over 1,600 pages per set), samples are attached here. The complete set of SSIRs is available on Accountability Resource Center Hawaii website at <http://arch.k12.hi.us>



# Theodore Roosevelt High School

School Code: 146

Grades 9-12

## School Status and Improvement Report School Year 2008-09



### Contents

<b>Focus on Standards</b>	p. 1
<b>School Description</b>	p. 1
<b>School Setting</b>	p. 2
<ul style="list-style-type: none"> <li>• Student Profile</li> <li>• Community Profile</li> </ul>	
<b>School Improvement</b>	p. 3
<ul style="list-style-type: none"> <li>• Summary of Progress</li> </ul>	
<b>School Resources</b>	p. 4
<ul style="list-style-type: none"> <li>• Certified Staff</li> <li>• Facilities</li> </ul>	
<b>Vital Signs</b>	pp. 5-7
<ul style="list-style-type: none"> <li>• School Quality Survey</li> <li>• Student Conduct</li> <li>• School Retention or Completion</li> <li>• Hawaii State Assessment</li> </ul>	
<b>Other School Information</b>	p. 8

### School Address:

Theodore Roosevelt High School  
1120 Nehoa Street  
Honolulu, Hawaii 96822

### 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

*RHS Vision Statement: Roosevelt High School is a world-class center of educational excellence.*

Located in the heart of Honolulu, Roosevelt High School is a comprehensive public high school for grades 9 through 12 serving 1,467 students from six elementary schools, two middle schools, and one Hawaiian Immersion K-12 school. Roosevelt draws students from the Manoa, Makiki, Nuuanu, Papakolea, Pauoa, and Punchbowl neighborhoods, resulting in a culturally and ethnically diverse student population from a wide range of socio-economic backgrounds.

The school provides programs to ensure a college-going culture for all students and is at the forefront of the move toward providing a quality education for its students through smaller learning communities (SLC's). The SLC's now include a 9<sup>th</sup> grade CORE Team, and four 11<sup>th</sup>-12<sup>th</sup> grade academies, including the Arts & Communication Academy, Engineering and Technology Academy, Health Academy, and the Building and Construction Academy. There are also two dedicated Learning Centers namely the Music Learning Center and the Media Technology Learning Center. In addition, there are specialized programs for students with limited English and special education needs, vocational-technical programs, and a broad selection of co-curricular and athletic programs.

Roosevelt has made a commitment to investing in technology to ensure that our students are given hands-on opportunities to work with the latest programs and equipment. There are multiple computer labs for students to use as well as online learning programs to support student learning. We have also expanded our technologies to Promethean boards that encourage student engagement and allow teachers to use innovative methods via the internet and computer tools to engage students with real-world global experiences.

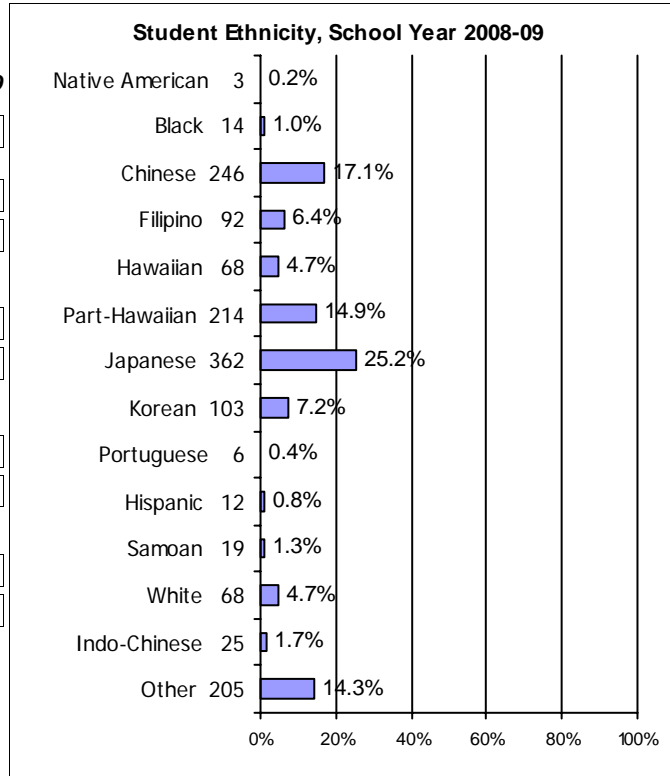
The recent WASC Accreditation history of Roosevelt High School includes a three-year accreditation in 2003, as well as an extended three-year accreditation in 2006. The school welcomed a seven member panel from WASC in March, 2009 and received another three-year accreditation. A change in school administration has vastly changed and improved the way we conduct business at RHS.

We will continue to seek innovative ways to increase achievement through professional development, collaboration, community partnerships and better support services in order to educate and prepare all students to be successful and productive citizens in the 21<sup>st</sup> century global society.

## School Setting

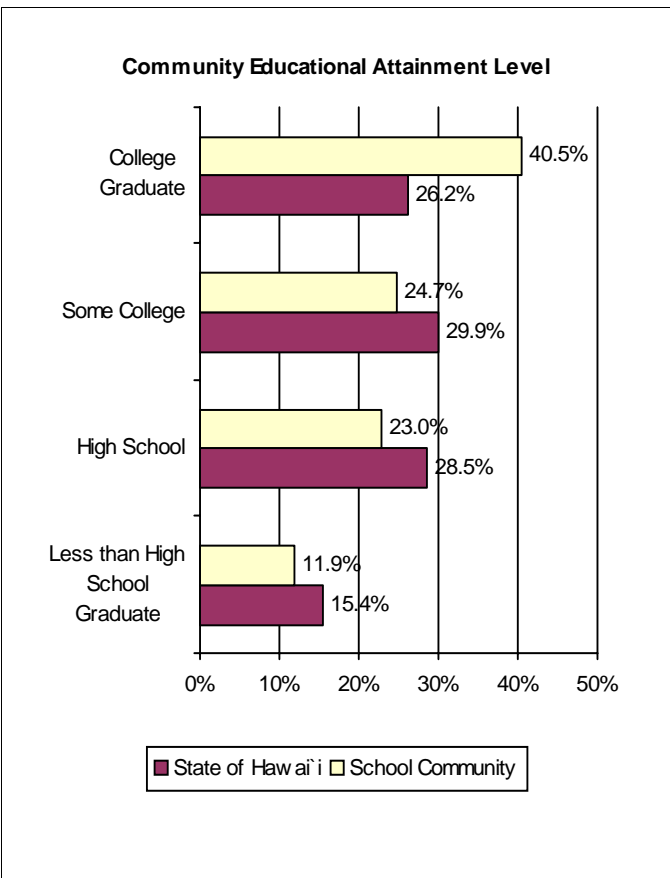
### Student Profile

School year	2006-07	2007-08	2008-09
Fall enrollment	1652	1654	1483
Number and percent of students enrolled for the entire school year	1500	1438	1380
	90.8%	86.9%	93.1%
Number and percent of students receiving free or reduced-cost lunch	390	430	438
	23.6%	26.0%	29.5%
Number and percent of students in Special Education programs	182	179	160
	11.0%	10.8%	10.8%
Number and percent of students with limited English proficiency	115	121	164
	7.0%	7.3%	11.1%



### Community Profile Based on the 2000 U.S. Census

Roosevelt Complex	School Community	State of Hawai'i
Total population	60,707	1,211,537
Percentage of population aged 5-19	14.7%	20.6%
Median age of population	42.2	36.2
Number of families	14,338	287,068
Percentage of families with children under 18	34.0%	45.0%
Percentage of families with children headed by a single mother	22.1%	18.3%
Average family size	3.1	3.42
Median household income	\$52,797	\$49,820
Percent of households with Public Assistance income	4.5%	7.6%
Percent of families with children living in poverty	11.7%	11.2%



## School Improvement

### Summary of Progress

#### Goal 1: Improve Student Achievement through Standards-Based Instruction

- Marzano Project: The Roosevelt High School faculty have continued our discussions on how best to provide professional development to our staff to establish the essential standards, plan and organize how the standards will be utilized in the classroom, and ultimately implement the project along with common assessments to measure student learning. The staff will continue its work on the project and is planning full implementation across all content areas within two years.
- Rigor and Relevance Framework: Professional development has continued in this area to provide teachers the basics of creating rigorous and relevant lessons for all students. At this time, Roosevelt teachers have developed 24 Gold Seal (highly rigorous and relevant) Lessons in various subject areas that stretch student learning and make them think.
- Literacy Plan: The RHS faculty continued their participation in Professional Learning Communities to conduct action research utilizing various literacy strategies school-wide. The addition of the TeenBiz online reading and writing program has also contributed to improved student literacy. The PLC's will continue to implement literacy strategies next school year as well.

#### Goal 2: Provide Comprehensive Support for All Students

- Wellness program: RHS administration and staff have worked on developing the wellness program school-wide. Full implementation of the program will commence in school year 2009-2010.
- Advisory Program/PTP: Beginning in 2008-2009, a full-time Personal Transition Plan (PTP) Coordinator was hired to develop grade-specific lessons and objectives for students to fulfill their PTP graduation requirement. Throughout the year, students were given assignments to re-visit their academic, career, and personal goals to best prepare them for life after high school. To ensure each student has a significant adult they can consult with, students stay with the same advisory teacher all four years they are in high school.
- Extended Learning Opportunities: Over the past two years, Roosevelt High School has made a substantial investment in technology that will best support our students to meet graduation requirements. There are now multiple computer labs on campus as well as programs designed to allow students to make up and/or advance credit utilizing computer-based learning programs such as NovaNet, Plato, and Penn Foster. Additionally, the computer lab hours have been extended to provide additional opportunities for students to gain access to computer use.

#### Goal 3: Continuously Improve Performance and Quality

- Teacher mentor program: New teachers to Roosevelt High School with two years or less of experience were instructed to meet with their Department Head and/or anyone in their Professional Learning Community to serve as their informal mentor(s) when/if they had any questions or problems. Monthly support meetings were also held for the new teachers to collaborate and share their experiences along with a senior member of the RHS staff.
- Continue Smaller Learning Community (SLC) development: 2008-2009 witnessed the birth of the CTE Building and Construction Academy with 23 students. The Academy developed a partnership with Honolulu Community College and classes were conducted jointly by HCC and RHS staff members on the RHS campus. Other SLC's, including the return of the 10<sup>th</sup>-grade Core teams in 2009-2010 and possibly a Law Academy in 2010-2011 are ways we are expanding the use of effective SLC structures and strategies to create personalization for our students.
- Bell Schedule: Recently the staff at Roosevelt High School voted to move to a 7-period schedule beginning in the 2010-2011 school year to address increased graduation requirements as well as provide additional learning opportunities for all our students. The details of the schedule are currently being worked on and will be announced in the near future.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		93.5
Regular Instruction, FTE	74.9%	70.0
Special Instruction, FTE	19.3%	18.0
Supplemental Instruction, FTE	5.9%	5.5
Teacher headcount		94
Teachers with 5 or more years at this school		54
Teachers' average years of experience		12.3
Teachers with advanced degrees		33

#### Professional Teacher Credentials

Fully licensed	93.6%	88
Provisional credential	1.1%	1
Emergency credential	5.3%	5

#### Students per Teaching Staff \*

Regular Instruction	17.5
Special Instruction	8.9

\* 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 *	7.0
Librarians, FTE	1.0
Counselors, FTE	6.0
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 2009

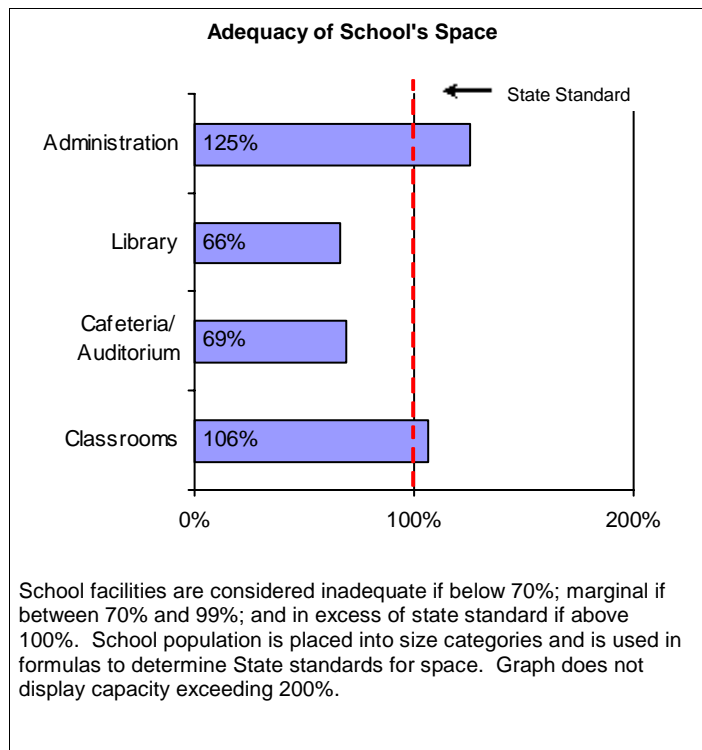
Classrooms available	77
Number of classrooms short (-) or over (+)	-21

#### School facilities inspection results

	Score		
	1	2	3
Grounds	[ ]	2	[ ]
Building exterior	[ ]	2	[ ]
Building interior	[ ]	2	[ ]
Equipment/Furnishings	[ ]	2	[ ]
Health/Safety	[ ]	2	[ ]
Sanitation	[ ]	2	[ ]
<b>Total</b>		12	

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	Year	Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2008	82.8%	83.2%	59.6%	59.6%	54.7%	55.6%
	2009	82.7%	84.1%			59.0%	56.1%
Quality Student Support	2008	65.7%	66.2%	54.9%	55.8%	44.9%	44.9%
	2009	69.5%	68.2%			52.0%	45.8%
Professionalism & System Capacity	2008	72.9%	71.5%	46.6%	51.5%	49.1%	53.2%
	2009	73.1%	72.8%			61.0%	53.7%
Coordinated Team Work	2008	56.8%	60.4%	44.1%	47.5%	56.3%	55.6%
	2009	53.3%	60.9%			60.2%	56.5%
Responsiveness of the System	2008	62.2%	69.5%	47.1%	50.6%	There are no student items for this dimension	
	2009	60.3%	69.8%				
Focused & Sustained Action	2008	60.3%	65.0%	40.1%	43.4%	56.6%	55.3%
	2009	64.1%	67.1%			62.0%	55.7%
Involvement	2008	51.0%	58.1%	46.7%	51.8%	45.7%	46.9%
	2009	51.1%	58.6%			45.8%	47.0%
Satisfaction	2008	62.3%	57.5%	59.4%	60.1%	52.3%	52.5%
	2009	63.8%	60.6%			57.4%	52.7%
Student Safety & Well Being	2008	69.1%	66.8%	55.0%	54.4%	43.7%	43.9%
	2009	72.1%	68.7%			51.3%	45.7%
Survey Return Rate **	2008	76.3%	74.6%	20.4%	15.4%	87.4%	81.4%
	2009	75.3%	74.7%	32.4%		71.2%	74.9%

\* 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.

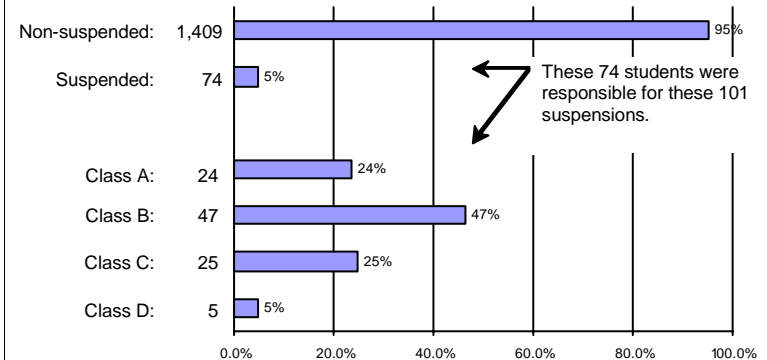
**Vital Signs**

**Student Conduct**

**Attendance and Absences**

School Year			<b>State Standard</b>
2006-07	2007-08	2008-09	
<b>Average Daily Attendance: %</b> (higher is better)			
94.5%	94.5%	92.5%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
9.9	9.8	13.2	<b>9</b>

**Suspensions, School Year 2008-2009**



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 Completion**

**School Dropouts**

School Year	Number	Percent
2006-07	28	8.0%
2007-08	31	8.8%
2008-09	37	10.4%

The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

**Graduates and Other Completers**

	2006-07	2007-08	2008-09
Total number of Seniors	359	369	366
Percent of Diploma graduates	94.4%	97.3%	98.9%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	0.6%	1.6%	1.1%
Percent of school completers	95.0%	98.9%	100.0%
Total number of Freshmen	302	312	307
Percent graduated on time	86.8%	88.6%	86.2%
Freshmen who began high school in school year 2005-06 and graduated in 2008-09.			

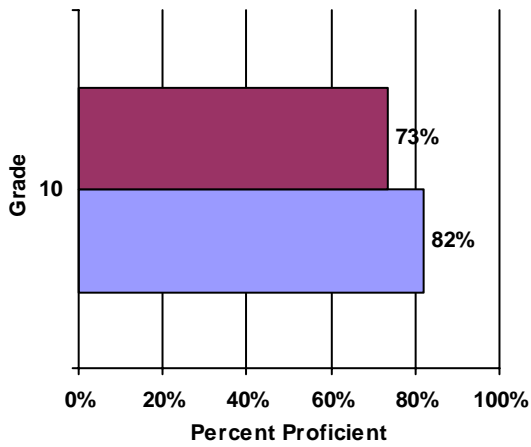
Note. "--" means missing data.

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

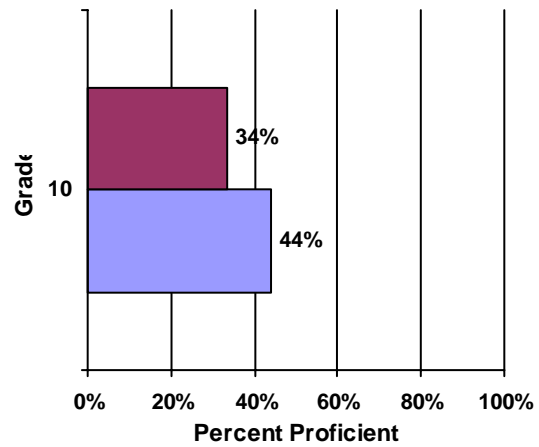
**Vital Signs**

**Hawaii State Assessment**

**HCPS Reading**



**HCPS Mathematics**



School
  State

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

**HCPS Science**

Grade	Percent Proficient	
	School	State
11	31%	24%

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

**HCPS Writing**

Grade	Average Score	
	School	State
9	2.7	2.4
11	2.5	2.2

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
10	81%	78%	84%	75%

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.

"--" means missing data.

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

## Other School Information

Theodore Roosevelt High School was accredited in 2009 by the Western Association of Schools and Colleges for a period of three years with a mid-term review.

Published on November 4, 2009.

System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.



# Aiea Intermediate School

School Code: 201

Grades 7-8

## School Status and Improvement Report School Year 2008-09



### Contents

<b>Focus on Standards</b>	p. 1
<b>School Description</b>	p. 1
<b>School Setting</b>	p. 2
<ul style="list-style-type: none"> <li>• Student Profile</li> <li>• Community Profile</li> </ul>	
<b>School Improvement</b>	p. 3
<ul style="list-style-type: none"> <li>• Summary of Progress</li> </ul>	
<b>School Resources</b>	p. 4
<ul style="list-style-type: none"> <li>• Certified Staff</li> <li>• Facilities</li> </ul>	
<b>Vital Signs</b>	pp. 5-7
<ul style="list-style-type: none"> <li>• School Quality Survey</li> <li>• Student Conduct</li> <li>• School Retention or Completion</li> <li>• Hawaii State Assessment</li> </ul>	
<b>Other School Information</b>	p. 8

#### **School Address:**

Aiea Intermediate School  
99-600 Kulawea Street  
Aiea, Hawaii 96701

### 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

Aiea Intermediate School (AIS) is located near the Pearl Harbor Naval Base on the outskirts of Honolulu and serves a diverse socioeconomic and ethnic population of seventh and eighth graders. The school community includes families from Aiea Heights, Aiea Kai, Enchanted Hills, Halawa Heights, Halawa Valley Estates, Hillside Terrace, McGrew Point, Newtown, Pearl Ridge, Puu Wai Momi, Royal Summit, Wailuna, and Waimalu. The school has established a School Community Council and has a supportive Parent Teacher Student Council. AIS provides multiple means to encourage parent and community involvement through annual "Open House," "Pride Night," student performances/exhibitions, and family fun nights.

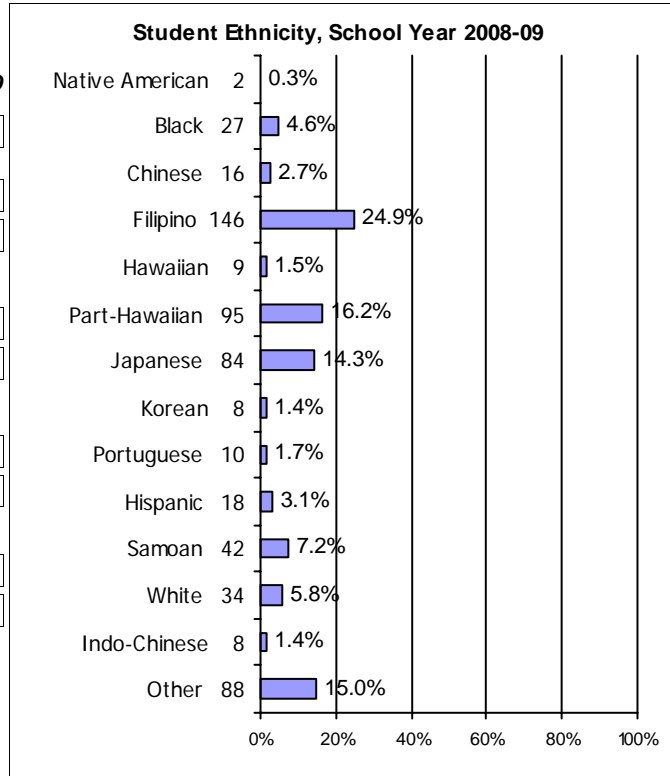
AIS continues to strive for student mastery of basic skills and provides opportunities for students to exceed standards through academic and enrichment pursuits such as History Day, Science Fair, Spelling Bee, Write in the Middle, and drama/visual arts performances. The school continuously reviews student data to revise and refine its curriculum, instructional strategies, and assessment practices in order to meet the needs of all students. The *Focus on Learning* accreditation process, the *Hawaii Content and Performance Standards*, and the *Standards Implementation Design* are used to modify school programs and guide the school improvement process.

The faculty and staff provide academic support to facilitate student success. Co-curricular activities, clubs, and organizations serve a wide variety of student interests. These activities extend learning the classroom and foster student engagement in their learning process.

## School Setting

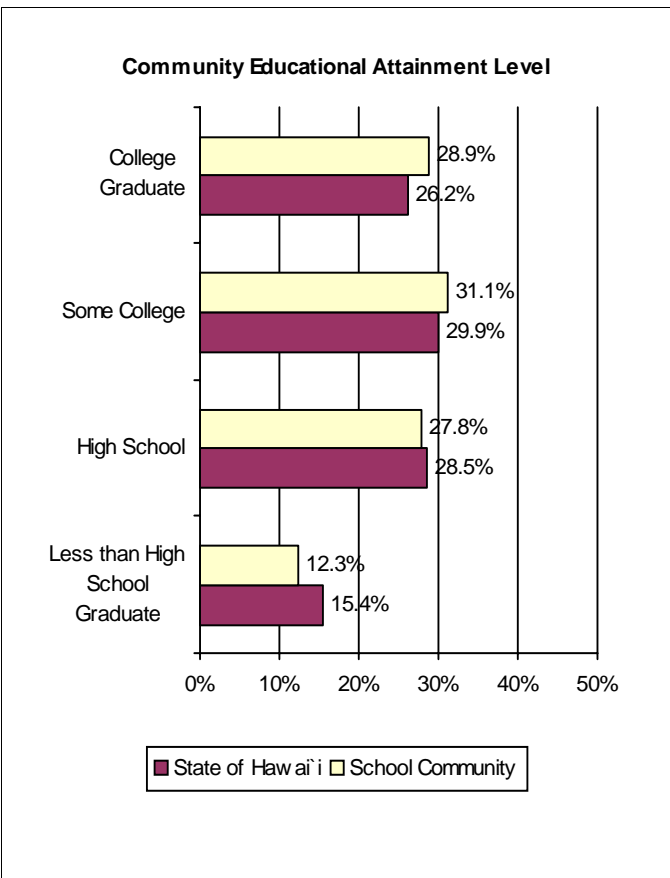
### Student Profile

School year	2006-07	2007-08	2008-09
Fall enrollment	665	667	588
Number and percent of students enrolled for the entire school year	625 94.0%	612 91.8%	556 94.6%
Number and percent of students receiving free or reduced-cost lunch	280 42.1%	243 36.4%	236 40.1%
Number and percent of students in Special Education programs	76 11.4%	72 10.8%	64 10.9%
Number and percent of students with limited English proficiency	35 5.3%	46 6.9%	50 8.5%



### Community Profile Based on the 2000 U.S. Census

Aiea Complex	School Community	State of Hawai'i
Total population	41,276	1,211,537
Percentage of population aged 5-19	18.2%	20.6%
Median age of population	39.5	36.2
Number of families	10,366	287,068
Percentage of families with children under 18	37.6%	45.0%
Percentage of families with children headed by a single mother	17.2%	18.3%
Average family size	3.4	3.42
Median household income	\$61,817	\$49,820
Percent of households with Public Assistance income	4.8%	7.6%
Percent of families with children living in poverty	8.1%	11.2%



## School Improvement

### Summary of Progress

Aiea Intermediate School's strategic Action Plan encompasses the *Standards Implementation Design* and creates the template for executing school improvement efforts. Progress towards the attainment of the school's *Standards Implementation Design* is measured by achievement of benchmarks centered on three goals: 1) improve student achievement through standards-based education; 2) provide comprehensive support for all students; and 3) continuous improvement of performance and quality.

All departments have created curricula that are aligned to the Hawaii Content and Performance standards and benchmarks. In the 2008-2009 school year, focus was placed on daily classroom routines and instructional practices. To guide this process, structures and strategies designed by the BERC Group (Baker Education and Research Consultant) were implemented to develop "Powerful Teaching and Learning" in every classroom. Classroom visitations and peer observations by teachers provided them opportunities to reflect upon and improve on their own practices.

Along with classroom visitations, teachers were grouped to develop and share presentations on professional development days. Each group was given a specific target for their presentation such as: teacher team interaction and function, student team activities and projects, planning and implementation of team building activities, communication with parents, hands-on/minds-on application of academic skills, and differentiated instruction. Department teams and individual teachers were able to glean ideas from each other and further facilitate the professional networking occurring within the school.

With increasing numbers of students with challenges and obstacles to learning attending school, core teams have begun to take a more active role in creating proactive measures. Although the teams have not fully implemented or executed the purposeful integration of academic and affective supports, all have stepped up the degree of interventions from previous years. Coordination of efforts with the Counselors and other support staff have been expanded or streamlined. Targeted assistance is provided for students who are struggling in reading and/or math through the Reading Assistance Program (RAP) and/or the Math Assistance Program (MAP). Test-taking skills, problem-solving skills, and critical-thinking skills for students are enhanced through weekly lessons provided in all guidance classes.

A federal grant that partners the Department of Education and the Department of Human Services (UPLINK: Uniting Peer Learning, Integrating New Knowledge) has helped tremendously in supporting non-school hour programs that offer students a wide variety of opportunities to extend and expand their learning. The grant has supported academic assistance for students through study hall and tutoring, performing arts in drama and dance, technology exploration in robotics, athletics in track, volleyball, basketball, soccer, flag football, and cheerleading, and many other student-interest areas. The grant also enables the school to provide free enrichment programs during the summer for students.

The PCNC has taken an active role in promoting school events and helping with service projects and other school activities. The Parent/Teacher/Student Council (PTSC) also provided support for instructional and co-curricular programs through their annual fund-raising efforts. The PTSC and the School Community Council (SCC) are also venues for parents and community involvement in the school improvement process.

The school continues to meet the Adequate Yearly Progress (AYP) requirements of the federal No Child Left Behind legislation. The students at the school regularly meet or exceed the benchmarks set by the Hawaii State Assessment. The school has attained and maintained "*In Good Standing: Unconditional*" status for many years.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		42.0
Regular Instruction, FTE	83.3%	35.0
Special Instruction, FTE	14.3%	6.0
Supplemental Instruction, FTE	2.4%	1.0
Teacher headcount		42
Teachers with 5 or more years at this school		22
Teachers' average years of experience		9.7
Teachers with advanced degrees		13

#### Professional Teacher Credentials

Fully licensed	76.2%	32
Provisional credential	0.0%	0
Emergency credential	23.8%	10

#### Students per Teaching Staff \*

Regular Instruction	14.6
Special Instruction	10.7

\* 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 *	4.0
Librarians, FTE	1.0
Counselors, FTE	3.0
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 2009

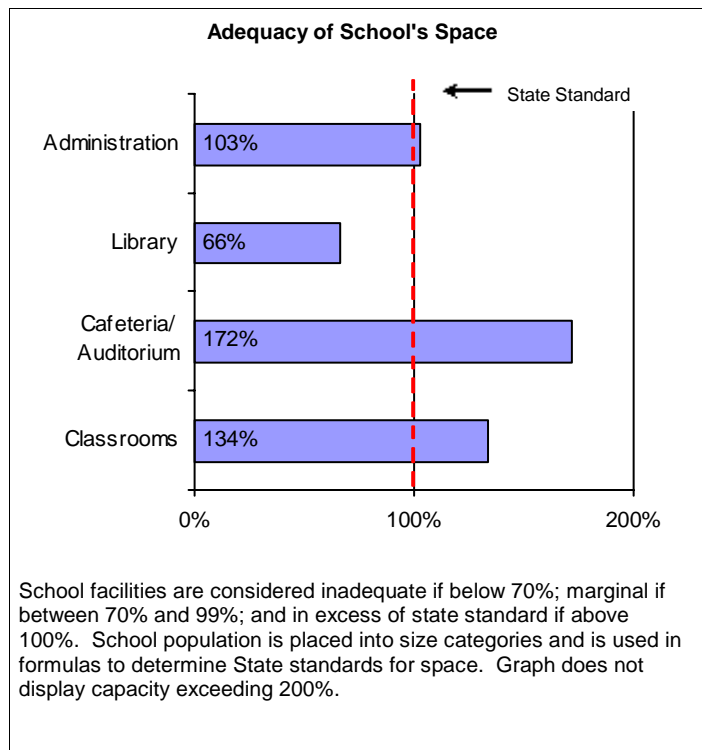
Classrooms available	43
Number of classrooms short (-) or over (+)	-1

#### School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
<b>Total</b>		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), 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	2008	97.6%	86.7%	77.5%	68.1%	73.5%	63.1%
	2009	99.1%	88.4%			75.3%	63.7%
Quality Student Support	2008	90.3%	70.5%	67.8%	62.9%	63.4%	48.6%
	2009	89.7%	74.5%			68.2%	49.9%
Professionalism & System Capacity	2008	91.0%	74.1%	74.3%	66.7%	79.8%	65.3%
	2009	94.6%	78.4%			84.2%	66.6%
Coordinated Team Work	2008	88.1%	67.1%	61.5%	56.7%	78.4%	61.1%
	2009	90.6%	69.7%			80.9%	64.1%
Responsiveness of the System	2008	88.8%	74.7%	62.2%	58.6%	There are no student items for this dimension	
	2009	89.4%	76.7%				
Focused & Sustained Action	2008	90.7%	71.3%	57.1%	52.8%	77.7%	63.6%
	2009	91.1%	75.2%			80.8%	65.3%
Involvement	2008	85.0%	64.3%	59.9%	59.4%	61.1%	54.2%
	2009	86.9%	66.2%			63.7%	55.4%
Satisfaction	2008	86.7%	60.8%	79.5%	68.2%	74.6%	59.1%
	2009	86.5%	68.7%			77.6%	60.3%
Student Safety & Well Being	2008	88.5%	72.8%	66.4%	62.2%	61.6%	47.6%
	2009	89.7%	76.0%			66.0%	49.6%
Survey Return Rate **	2008	100.0%	76.9%	21.5%	23.0%	92.3%	89.1%
	2009	92.5%	78.0%	52.6%		92.7%	86.4%

\* 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.

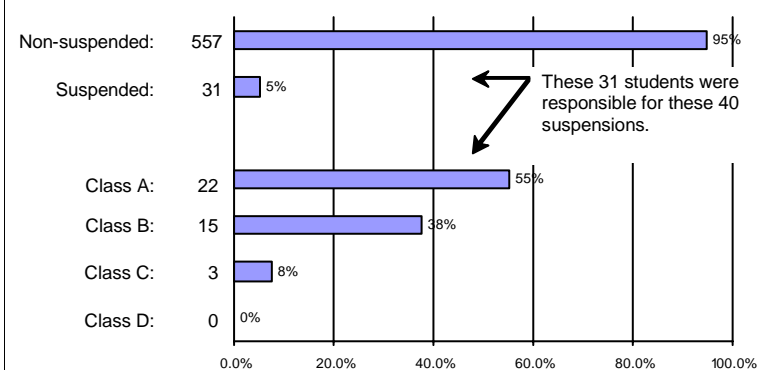
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2006-07	2007-08	2008-09	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
94.6%	94.9%	95.4%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
9.6	9.1	8.1	<b>9</b>

#### Suspensions, School Year 2008-2009



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.

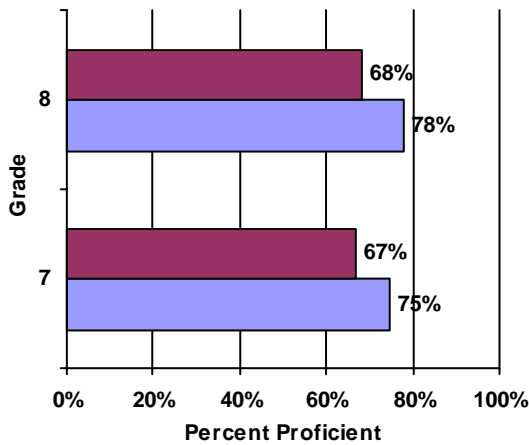
	Retention		
	2007	2008	2009
Total number of students	287	350	262
Percent retained in grade	0%	0%	0%

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

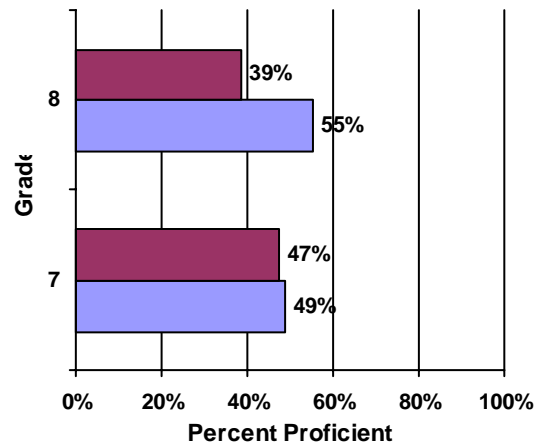
**Vital Signs**

**Hawaii State Assessment**

**HCPS Reading**



**HCPS Mathematics**



School
  State

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

**HCPS Science**

Grade	Percent Proficient	
	School	State
7	34%	37%

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

**HCPS Writing**

Grade	Average Score	
	School	State

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
7	73%	71%	74%	72%
8	81%	81%	79%	76%

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

## Other School Information

Aiea Intermediate School was accredited in 2008 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.

Published on November 4, 2009.

System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.



# Kekaha Elementary School

School Code: 458

Grades K-5

## School Status and Improvement Report School Year 2008-09



### Contents

<b>Focus on Standards</b>	p. 1
<b>School Description</b>	p. 1
<b>School Setting</b>	p. 2
<ul style="list-style-type: none"> <li>• Student Profile</li> <li>• Community Profile</li> </ul>	
<b>School Improvement</b>	p. 3
<ul style="list-style-type: none"> <li>• Summary of Progress</li> </ul>	
<b>School Resources</b>	p. 4
<ul style="list-style-type: none"> <li>• Certified Staff</li> <li>• Facilities</li> </ul>	
<b>Vital Signs</b>	pp. 5-7
<ul style="list-style-type: none"> <li>• School Quality Survey</li> <li>• Student Conduct</li> <li>• School Retention or Completion</li> <li>• Hawaii State Assessment</li> </ul>	
<b>Other School Information</b>	p. 8

### School Address:

Kekaha Elementary School  
8140 Kekaha Road  
Kekaha, Hawaii 96752

### 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.

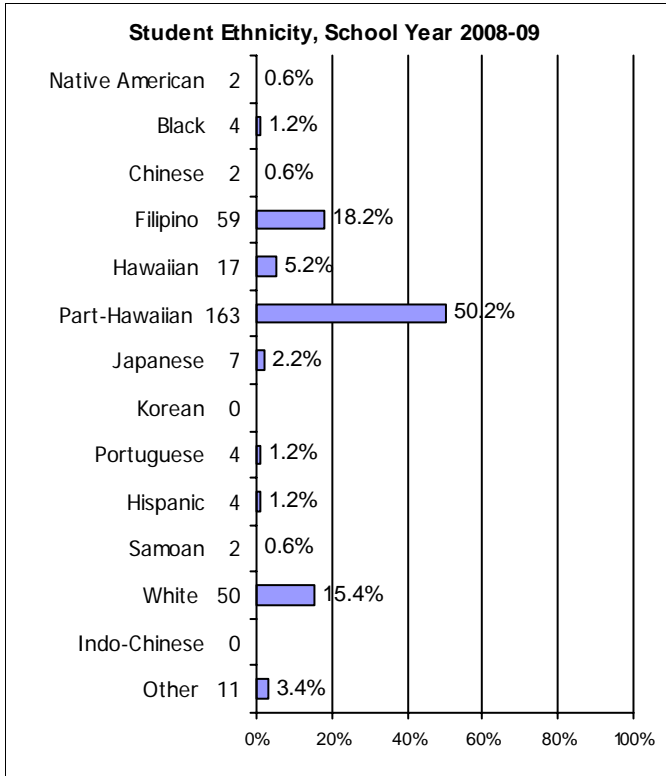
### School Description

Kekaha, literally translated means "The Place." Geographically, it is the most southwestern small town in the USA. Kekaha is the 4<sup>th</sup> largest community on the island of Kauai situated 17 nautical miles from the privately owned island of Ni'ihau that limits residency exclusively to the families of Native Hawaiians. Kekaha is a rural plantation community that serves civilian and military families from the Barking Sands and Kekaha areas. The school was established 1888, and is set on 7.2 acres, 2 blocks north of the ocean on Kekaha Road. Kekaha School is identified as a Title 1 school and qualifies for federal assistance. The Kekaha Elementary School Community Council (KESCC) was established in 2005 and remains a collaborative council focused on school goals and student achievement. Kekaha School has established focus groups (PLC). The focus is around 3 goals; standard based education, comprehensive student support, and school system performance. These professional learning communities review various school wide assessments to determine overall school strengths and areas of improvement. Positive Behavior Support services remain vital for student success. In 2009-2010 the implementation of Math Investigations program will be a priority. Accelerated Reading and project-based learning will also remain school wide priorities.

## School Setting

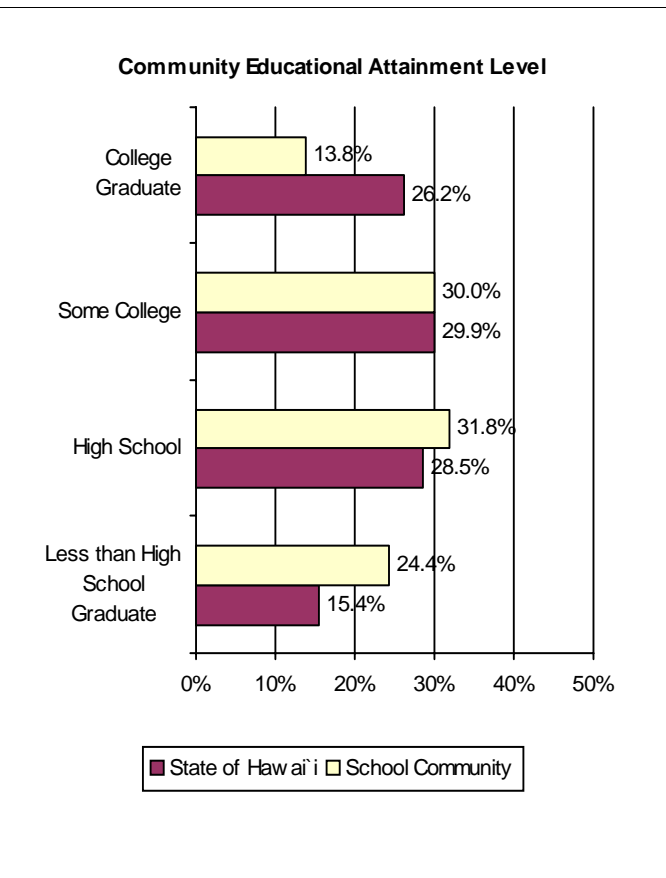
### Student Profile

School year	2006-07	2007-08	2008-09
Fall enrollment	241	307	304
Number and percent of students enrolled for the entire school year	217 90.0%	269 87.6%	284 93.4%
Number and percent of students receiving free or reduced-cost lunch	125 51.9%	161 52.4%	153 50.3%
Number and percent of students in Special Education programs	26 10.8%	23 7.5%	23 7.6%
Number and percent of students with limited English proficiency	19 7.9%	13 4.2%	18 5.9%
Percent of Kindergartners who attended preschool	88%	68%	71%



### Community Profile Based on the 2000 U.S. Census

West Kauai Complex	School Community	State of Hawai'i
Total population	10,683	1,211,537
Percentage of population aged 5-19	24.0%	20.6%
Median age of population	38.5	36.2
Number of families	2,683	287,068
Percentage of families with children under 18	45.8%	45.0%
Percentage of families with children headed by a single mother	17.7%	18.3%
Average family size	3.3	3.42
Median household income	\$43,132	\$49,820
Percent of households with Public Assistance income	11.0%	7.6%
Percent of families with children living in poverty	12.5%	11.2%



## School Improvement

### Summary of Progress

#### Goal 1 Student Achievement:

Kekaha School continues the focus on refining our systemic process K-5. To continue the focus of school improvement, Kekaha School sustained teacher collaboration time centered around quality instruction, positive student support, and improving literacy and numeracy. The implementation of a new math program and project-based learning remain the talking points in the new school year. School-wide data indicated the need to focus on disadvantage students in grades 3-5. Small group instruction and differentiation were focus areas for professional development. We need to continue the school wide focus on instructional improvement and target gap areas related to school-wide data.

#### Goal 2 Comprehensive Student Support:

During the 08/09 school year student support team continued providing intervention programs using Second Step and Steps to Respect Program. These programs provided positive results for students with emotional and social needs. We continued the range of student support services for students K-5 and provided academic support for targeted students through after-school tutoring program. Kekaha School has recently submitted a grant to help support the extensions of learning we feel vital for Kekaha students. Based on school data, we need to continue the focus on "at risk" students and provided targeted invention strategies to increase student achievement.

#### Goal 3 Continuous Improvement:

Kekaha School will continue the focus on professional learning communities and school improvement. School improvement talking points will center around 21<sup>st</sup> century skills and making learning meaningful and relevant for students. We will continue to encourage business partnerships and community stakeholders in our process of school improvement.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		21.0
Regular Instruction, FTE	81.0%	17.0
Special Instruction, FTE	14.3%	3.0
Supplemental Instruction, FTE	4.8%	1.0
Teacher headcount		21
Teachers with 5 or more years at this school		7
Teachers' average years of experience		10.9
Teachers with advanced degrees		5

#### Professional Teacher Credentials

Fully licensed	85.7%	18
Provisional credential	14.3%	3
Emergency credential	0.0%	0

#### Students per Teaching Staff \*

Regular Instruction	15.6
Special Instruction	7.7

\* 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	3

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

### Facilities

School Year Ending 2009

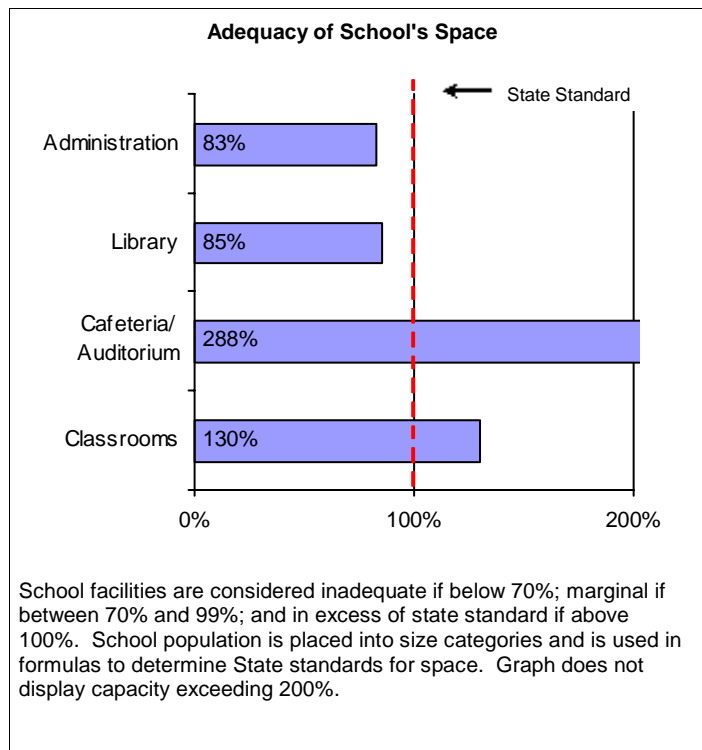
Classrooms available	22
Number of classrooms short (-) or over (+)	1

#### School facilities inspection results

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
<b>Total</b>		16	

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 *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2008	92.1%	90.7%	68.3%	76.9%	73.9%	76.1%
	2009	95.4%	91.2%			73.2%	76.4%
Quality Student Support	2008	76.5%	77.6%	71.0%	75.9%	70.2%	69.9%
	2009	87.7%	80.0%			69.2%	70.3%
Professionalism & System Capacity	2008	89.6%	83.7%	72.7%	81.6%	82.8%	86.9%
	2009	95.5%	84.8%			83.5%	87.5%
Coordinated Team Work	2008	66.7%	71.6%	63.0%	66.5%	80.8%	76.6%
	2009	77.6%	73.7%			78.9%	77.6%
Responsiveness of the System	2008	80.6%	82.7%	70.4%	72.1%	There are no student items for this dimension	
	2009	92.4%	83.3%				
Focused & Sustained Action	2008	74.7%	81.8%	63.2%	65.0%	82.8%	81.1%
	2009	96.1%	82.3%			77.9%	81.4%
Involvement	2008	75.0%	75.7%	71.9%	72.4%	71.2%	69.4%
	2009	88.6%	76.6%			70.4%	69.6%
Satisfaction	2008	71.4%	71.2%	76.7%	76.6%	76.1%	79.1%
	2009	93.9%	74.4%			76.3%	79.7%
Student Safety & Well Being	2008	81.7%	82.2%	72.2%	77.3%	68.1%	68.7%
	2009	85.7%	83.7%			68.9%	69.3%
Survey Return Rate **	2008	60.0%	78.9%	27.2%	35.5%	98.9%	94.3%
	2009	57.9%	76.8%	25.0%		93.9%	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.

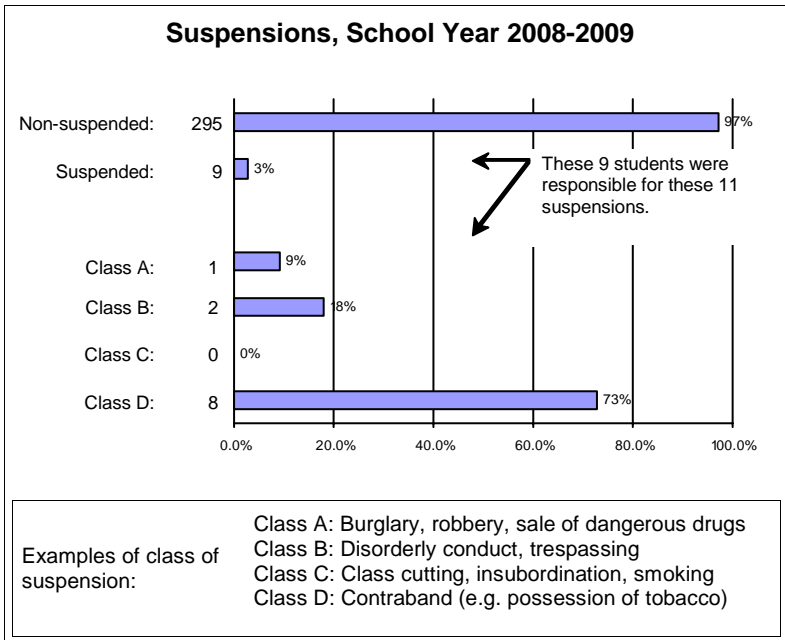
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2006-07	2007-08	2008-09	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
94.9%	93.5%	94.1%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
9.1	11.6	10.5	<b>9</b>

#### Suspensions, School Year 2008-2009



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		
	2007	2008	2009
Total number of students	199	245	251
Percent retained in grade	1%	0%	0%

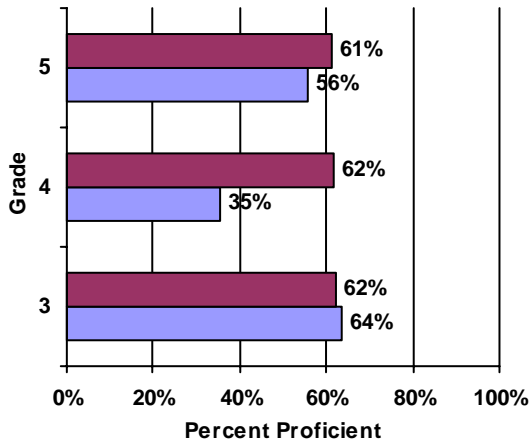
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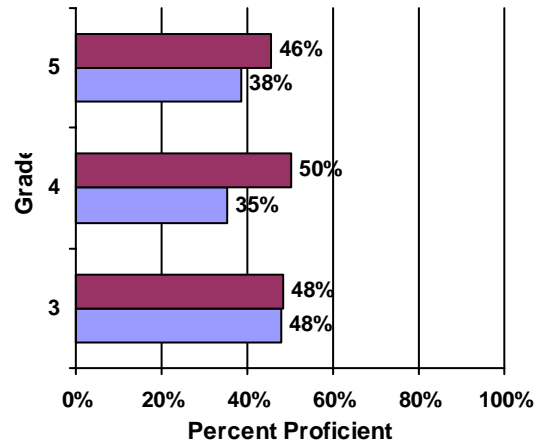
**Vital Signs**

**Hawaii State Assessment**

**HCPS Reading**



**HCPS Mathematics**



School
  State

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

**HCPS Science**

Grade	Percent Proficient	
	School	State
5	48%	48%

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

**HCPS Writing**

Grade	Average Score	
	School	State
4	1.8	2.1

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	68%	74%	80%	75%
4	58%	78%	56%	76%
5	61%	74%	69%	77%

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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System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.