

Keolu Elementary School

School Code: 317

Grades K-6

School Status and Improvement Report School Year 2019-20



Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

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

Keolu Elementary School, established in 1961, sits at the foothills of the Ko'olau Mountains situated in the Keolu Hills- Enchanted Lake area on Keolu Drive adjacent to the Keolu Baseball Field and Park. We are the third (3rd) oldest elementary school in the Kailua Complex and celebrated our 50th year in 2011. We proudly provide a positive school climate to a multi-ethnic, multi-generational population of approximately 150 students where the Keolu, Kailua and Waimanalo communities come together in the interest of student achievement and well being. Our campus is a welcoming home to everyone and we embrace the values of Na Hopena A'o

We are a 1:1 digital device school where every student has an iPad or MacBook sitting at their desk. To support both teachers and students in the use of technology for teaching and learning, we have employed a classroom tech support part-time teacher. We also offer: Nutrition lessons through AINA in the schools, Family Interactive Child Learning for parents of children ages 0-3, and an Early Education program for Pre-Kindergarten students.

We enjoy healthy relationships with our local and government partners which include: Pacific American Foundation, Executive Office of Early Learning, AINA in the Schools, Partners in Development Foundation, Boy Scouts of America, and Common Grace. Our students have benefitted from our partnerships with various organizations by offering them a wide range opportunities that enrich our students' learning experiences.

Keolu uses a variety of resource materials to deliver the Common Core State Standards such as: Lucy Calkins, Fountas and Pinnell, iREADY assessments, Mystery Science, Origo, Investigations, and other web based resources.

School Address:

Keolu Elementary School
1416 Keolu Drive
Kailua, Hawaii 96734

School Setting

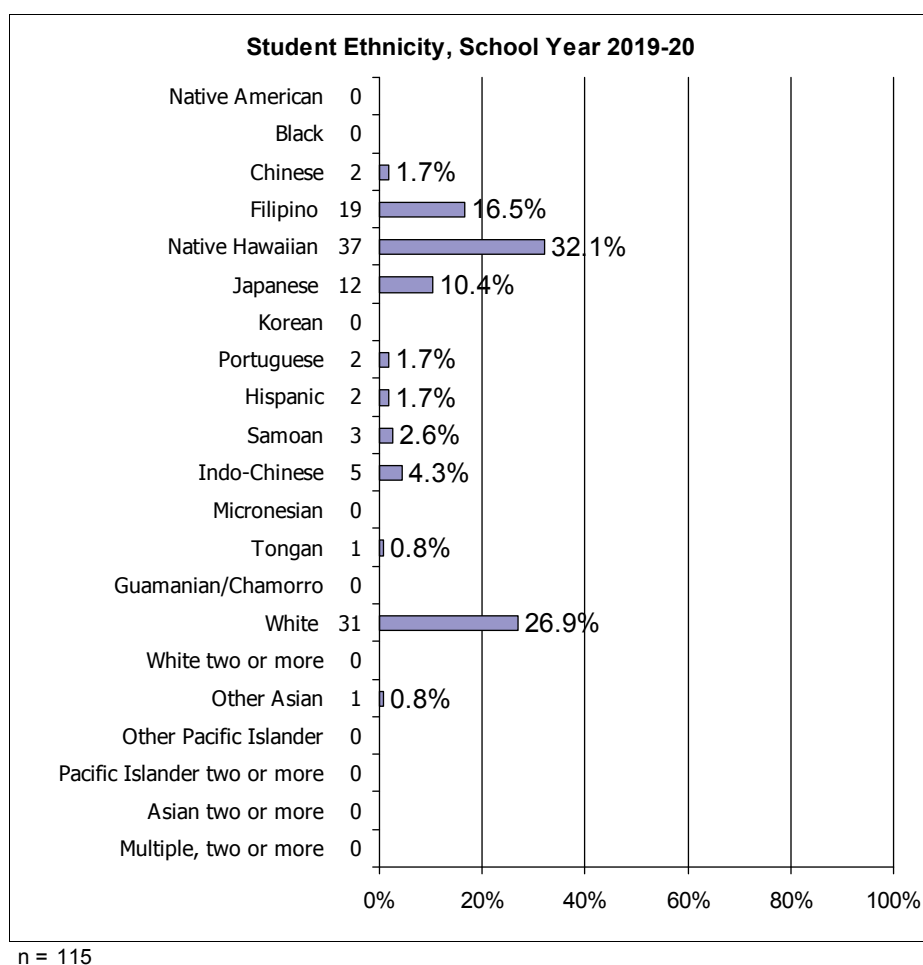
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	119	124	115	Number and percent of students in Special Education programs	12 10.0%	16 12.9%	11 9.5%
Number and percent of students enrolled for the entire school year	110 92.4%	112 90.3%	107 93.0%	Number and percent of students with limited English proficiency	* *	* *	* *
Number and percent of students receiving free or reduced-cost lunch	74 62.1%	74 59.6%	63 54.7%				

Note. -- means missing data.

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

** means School is participating in the Community Eligibility Provision.



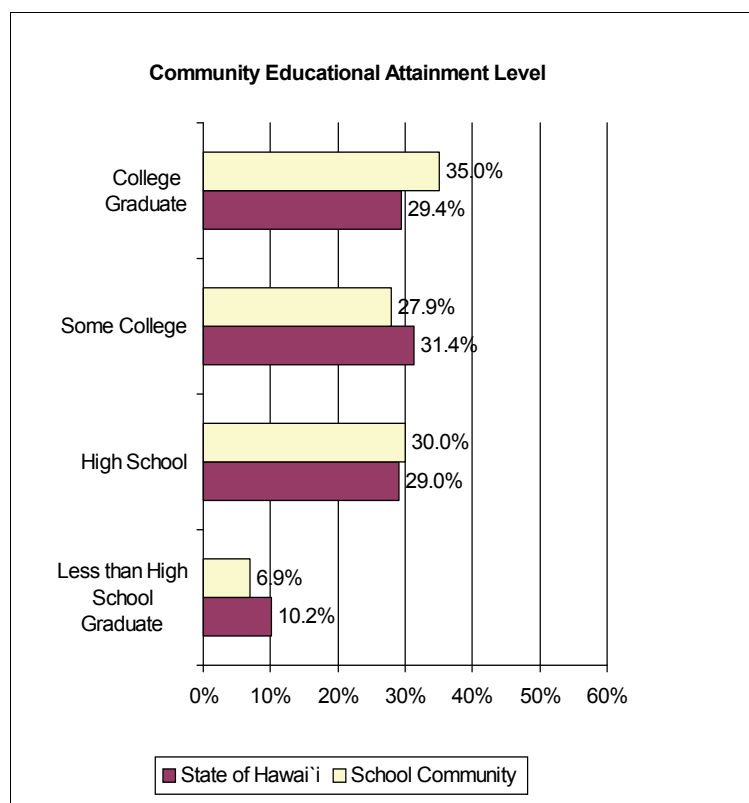
School Setting

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

Kailua HSC	School Community	State of Hawai'i
Total population	28,776	1,360,301
Percentage of population aged 5-19	19.7%	18.4%
Median age of population	41.4	38.6
Number of family households	6,677	313,907
Median household income	\$92,347	\$66,420



School Improvement

Summary of Progress

During school year 2018-2019 Keolu Elementary focused on the implementation of powerful instructional practice of the use of reading comprehension think aloud strategies. As part of our Professional Learning Cycle, we provided school wide professional development in the implementation of the five think aloud reading comprehension practices using Stephanie Harvey's text, "Reading Comprehension Strategies that Work" as a mentor text to guide our study. Classroom visits were done by both peers and the principal for the purpose of providing teachers timely and consistent feedback on the quality of instruction. All teachers participated in data teams as part of the Professional Learning Cycle. Data teams used a systematic process to look at student work, monitor student growth, and adjust instruction.

The school uses two primary formative assessments for measuring the impact of our instructional practices: Benchmark Assessment System for reading and co-constructed rubrics for writing. In addition, we use iReady as a universal screener to measure progress in math and reading. Results from all of these assessments point to a need to focus on phonics, word study, and comprehension of complex text. Given that the majority of our students do not possess the skills for literacy readiness by grade 3, we have chosen reading as our content focus.

Results from this year's Smarter Balanced Assessment are not finalized as of this date. A preliminary look at student results show that a number of students made significant gains in reading and/or math. While the school has seen growth in academic achievement, our percentage of proficient readers is lower than the state average.

Looking forward to next school year, we will expand our use of powerful instructional practices through the use of conferencing as a means to give students direct feedback on their learning and performance. Teachers will be provided professional learning in the use of guided reading practices as part of the cycle of professional teaching. We will measure the impact of our practices with the Benchmark Assessment System for reading.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		11.0
Regular Instruction, FTE	72.7%	8.0
Special Instruction, FTE	27.2%	3.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		11
Teachers with 5 or more years at this school		3
Teachers' average years of experience		7.3
Teachers with advanced degrees		3

Professional Teacher Credentials¹

Fully licensed	100.0%	11
Emergency hires	0.0%	0

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff²

Regular Instruction	13.0
Special Instruction	3.6

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	2.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

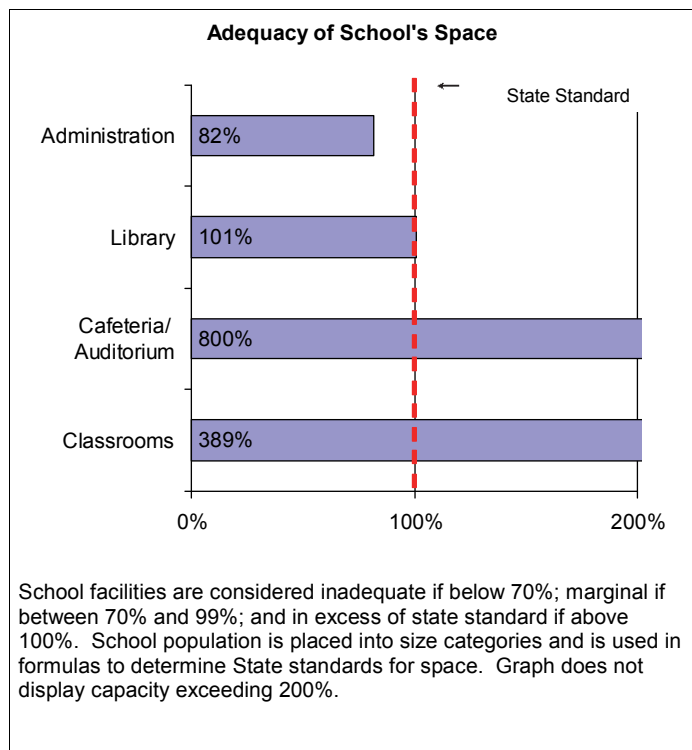
Classrooms available	26
Number of classrooms short (-) or over (+)	1

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	2019	73.3%	77.9%	83.2%	86.0%	68.0%	71.4%
	2020	48.1%	76.7%	90.6%	86.3%	55.3%	68.2%
Well-Being	2019	70.0%	76.5%	93.7%	90.7%	--	--
	2020	50.0%	75.7%	91.6%	91.0%	--	--
Satisfaction	2019	72.0%	74.8%	62.5%	86.6%	--	--
	2020	60.0%	72.9%	88.8%	87.5%	--	--
Involvement/Engagement	2019	56.0%	74.6%	71.4%	74.9%	--	--
	2020	51.1%	73.2%	78.8%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	41.6%	79.9%	23.1%	34.9%	95.5%	86.0%
	2020	90.0%	84.5%	22.6%	37.7%	82.2%	85.2%

* 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.

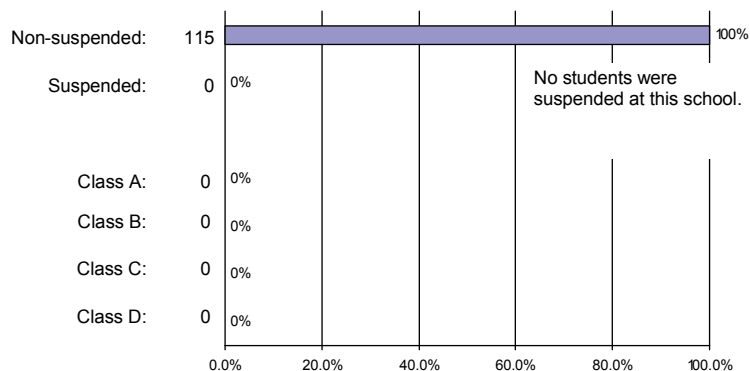
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
94.6%	94.7%	93.1%	95.0%
Average Daily Absences: in days (lower is better)			
9.4	9.1	9.1	9

Suspensions, School Year 2019-2020



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		
	2018	2019	2020
Total number of students	94	104	95
Percent retained in grade	0%	0%	0%

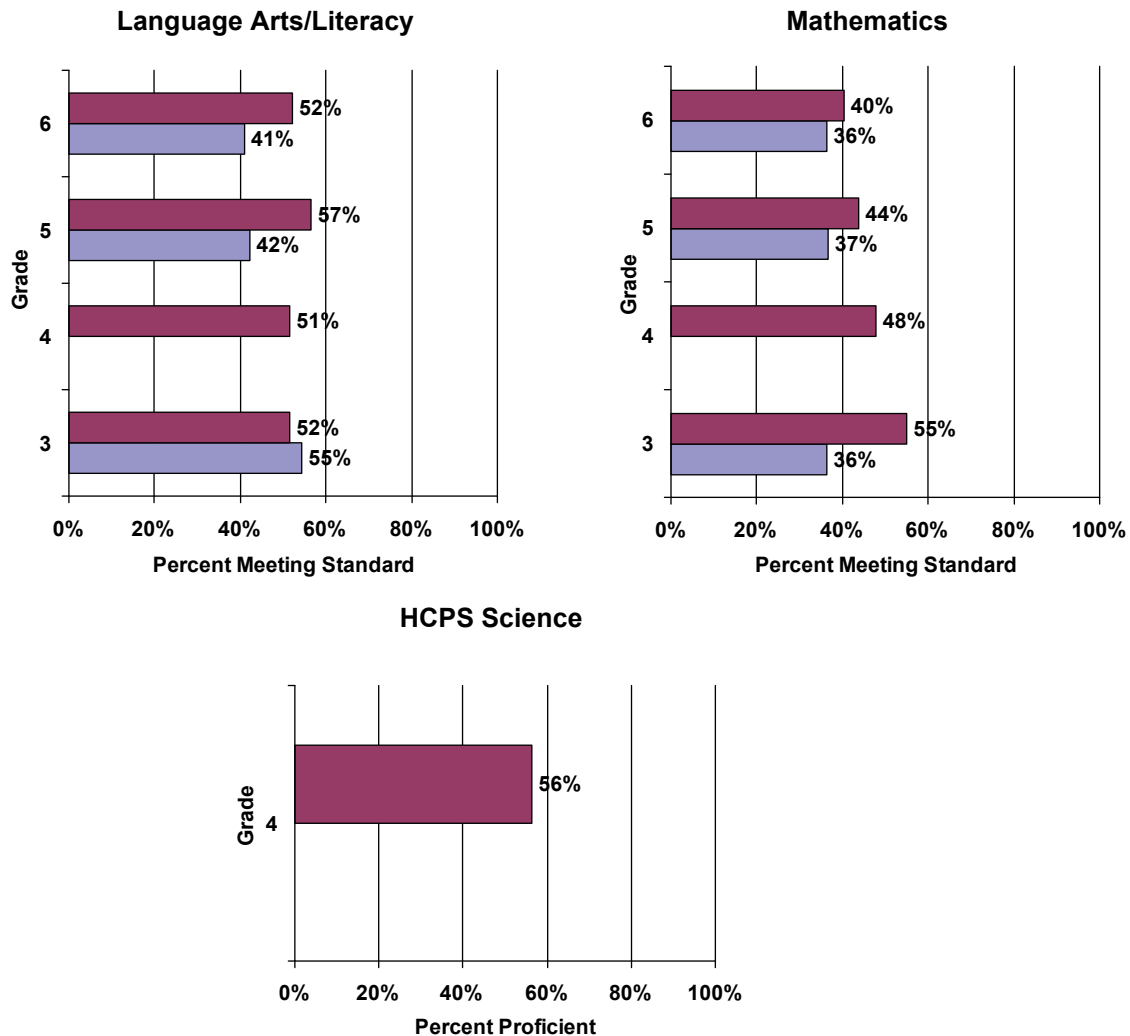
Note. -- means missing data.

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

Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



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

Keolu 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 2025.

Published on June 7, 2021.

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