



Kaimiloa Elementary School

School Code: 281

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	

School Address:

Kaimiloa Elementary School
91-1028 Kaunolu Street
Ewa Beach, Hawaii 96706

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'imiloa Elementary School, located in Ewa Beach, opened its doors to the community in 1972. Situated in a rural community, the school has an enrollment of 630 students and services Grades K-6 students.

Ka'imiloa is committed to providing teachers high quality professional development, curriculum and instructional support. As a Visible Learning School based on the research of John Hattie, Ka'imiloa promotes a school design that has all students actively engaged and responsible for their own learning process.

Our school's focus is developing teachers' clarity of the Common Core content standards. Through the development of Learning Intentions and Success Criteria for each standard, teachers are able to develop formative assessments measuring students' progress towards meeting the standard.

We prioritize resources and time for teachers to collaborate believing one of the greatest impacts on student achievement is Collective Teacher Efficacy. The focus for the 2020–2021 school year will be deepening practices aligned to the Visible Learning strands during our various Professional Learning Community sessions. Every discussion on teaching and learning will center on strategies and practices that have a high effect size based on scientific research.

A fundamental belief of teaching and learning at Ka'imiloa is based on effective teaching practices and the teacher in the classroom being the most important factor impacting student achievement. The mind frame that a teacher's beliefs, high expectations of students and commitment to learning are one of the greatest influences on student achievement is the basis of sound research and embedded in the work we do with all our students.

Marketable skills in the 21st Century will require the application of learning in projects and/or problem based learning experiences. At Ka'imiloa, all our students will have opportunities to engage in relevant units of study that have a focus on the application of learning.

As we continue with this journey, it is with the following mindframe we collectively believe; "Learning is hard work". At Ka'imiloa, we embrace the hard work of learning, constantly challenging ourselves, our colleagues and our students to live our school's name, "Seekers of Knowledge".

School Setting

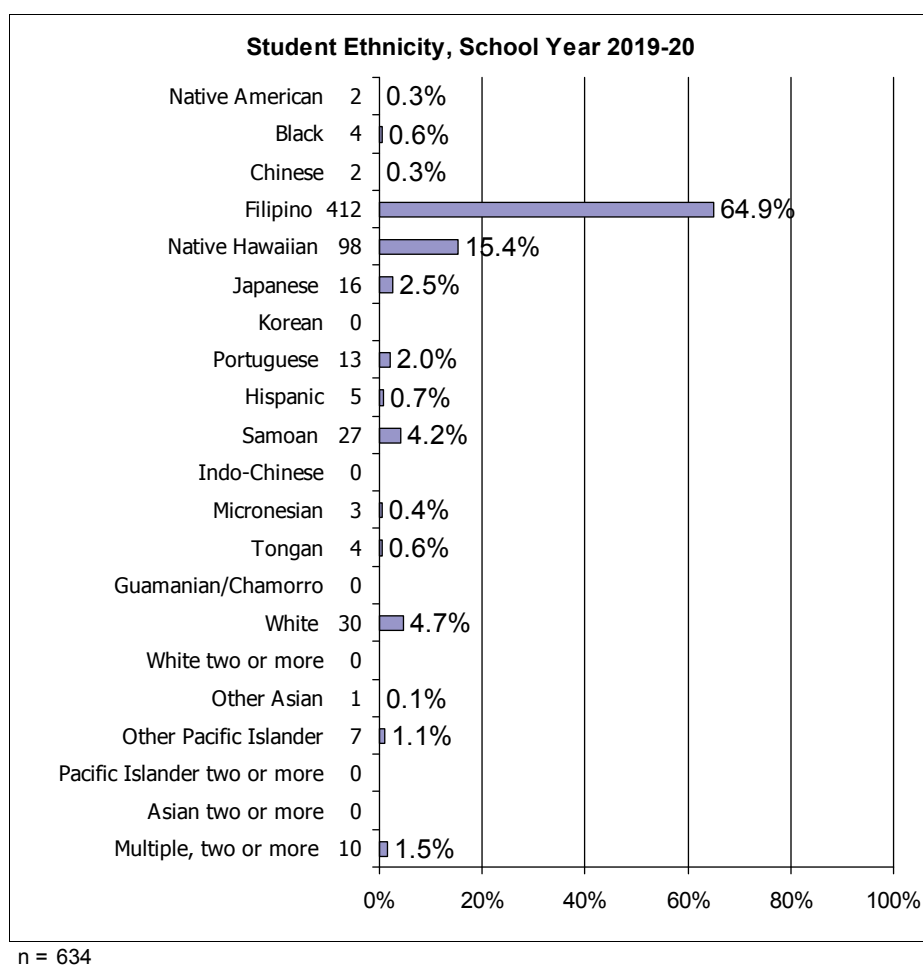
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	633	633	634	Number and percent of students in Special Education programs	45 7.1%	53 8.3%	62 9.7%
Number and percent of students enrolled for the entire school year	611 96.5%	608 96.0%	607 95.7%	Number and percent of students with limited English proficiency	101 15.9%	105 16.5%	88 13.8%
Number and percent of students receiving free or reduced-cost lunch	380 60.0%	364 57.5%	378 59.6%				

Note. -- means missing data.

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

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



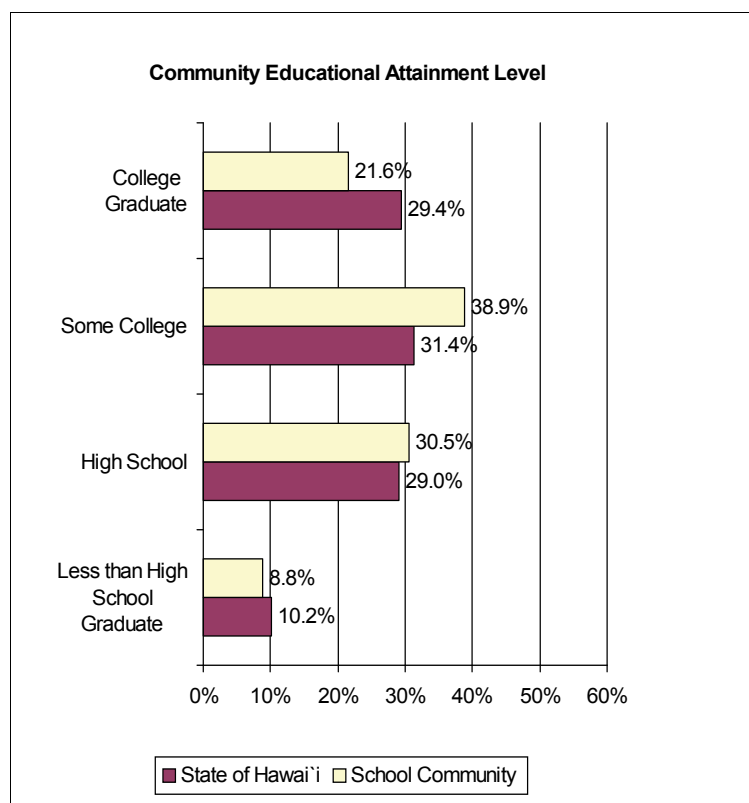
School Setting

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

Campbell HSC	School Community	State of Hawai'i
Total population	62,735	1,360,301
Percentage of population aged 5-19	23.2%	18.4%
Median age of population	32.9	38.6
Number of family households	14,271	313,907
Median household income	\$70,223	\$66,420



School Improvement

Summary of Progress

During the SY 18 - 19, Ka'imiloa focused on the following areas that came out of WASC accreditation report and the subsequent development of our school's current Academic Plan.

Student Success: In order for students to be successful, they need to comprehend literary and informational text to the rigor of their grade level, strengthen their language skills and expand their critical-thinking skills through expanded experiences. They also need to be able to synthesize and apply their learning. Based on our last Smarter Balance Testing, our Grade 3 Literacy rate increased to 70% up from the previous year's score of 45%. While it is critical to increase basic reading skills, the application of reading, writing and math is crucial if we are to prepare our students for college, career and life. Through our Robotics Team, Lemonade Stand Project, classroom units of study, our students are engaged in a variety of relevant learning experiences that purposely integrate content areas and skills. The percentage of ELL students who are on-track to English language proficiency has also increased by 7%.

Staff Success: In the various PLC sessions we have built into our school schedule, our teachers are continually working on improving teacher clarity in understanding grade level expectations with the Common Core State Standards. All teachers have an opportunity to self-select professional development opportunities outside of school to improve their teaching practices. We have an increased number of teachers who are presenting professional development at local and national conferences.

System Success: All stakeholders at Ka'imiloa believe a condition for system success is having a framework in place creating coherence and purpose for everything we do and is aligned to our school's vision and mission. We implemented a Plan-Do-Check-Act process at our school and run new programs and practices through this process. Communication and a common shared understanding of language is also necessary for our school to move forward together. We are beginning to see the results of our focused and intentional efforts in improving teaching and learning at Ka'imiloa Elementary School. Testimony to this will be receiving the designation of being the first school in North America certified as a Visible Learning School. Our school team received this award at the Summer 2019 Visible Learning Conference.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		45.5
Regular Instruction, FTE	80.2%	36.5
Special Instruction, FTE	19.7%	9.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		46
Teachers with 5 or more years at this school		33
Teachers' average years of experience		15.8
Teachers with advanced degrees		6

Professional Teacher Credentials¹

Fully licensed	97.8%	45
Emergency hires	2.1%	1

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

Students per Teaching Staff²

Regular Instruction	15.6
Special Instruction	6.8

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	4.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	2

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

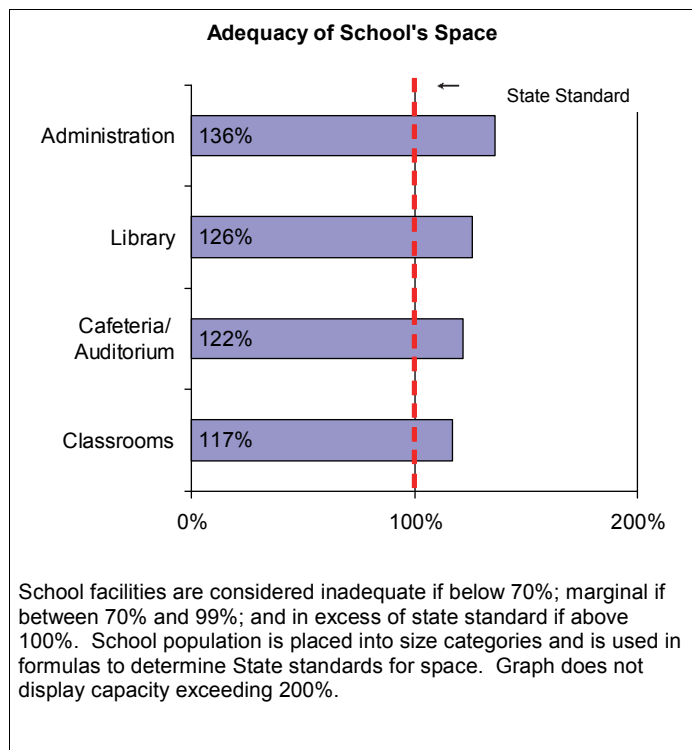
Classrooms available	34
Number of classrooms short (-) or over (+)	-8

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	87.4%	77.9%	88.2%	86.0%	69.8%	71.4%
	2020	92.7%	76.7%	89.4%	86.3%	67.8%	68.2%
Well-Being	2019	84.1%	76.5%	91.6%	90.7%	--	--
	2020	97.6%	75.7%	93.9%	91.0%	--	--
Satisfaction	2019	87.3%	74.8%	91.9%	86.6%	--	--
	2020	94.3%	72.9%	94.9%	87.5%	--	--
Involvement/Engagement	2019	84.8%	74.6%	80.2%	74.9%	--	--
	2020	90.6%	73.2%	80.9%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	96.0%	79.9%	37.7%	34.9%	84.7%	86.0%
	2020	82.0%	84.5%	39.6%	37.7%	84.9%	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.

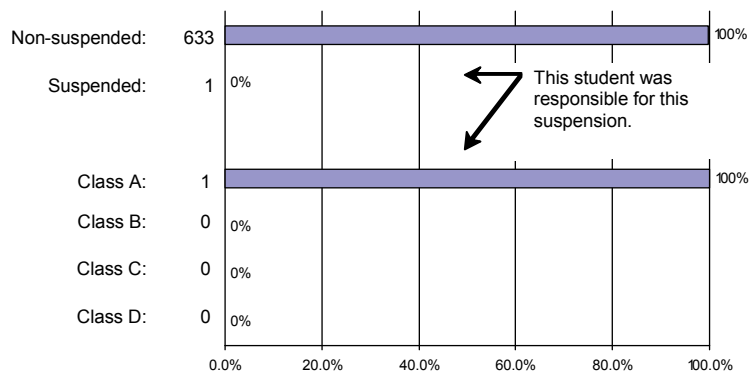
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
94.5%	94.8%	94.4%	95.0%
Average Daily Absences: in days (lower is better)			
9.6	9.1	7.4	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	549	556	542
Percent retained in grade	0%	0%	0%

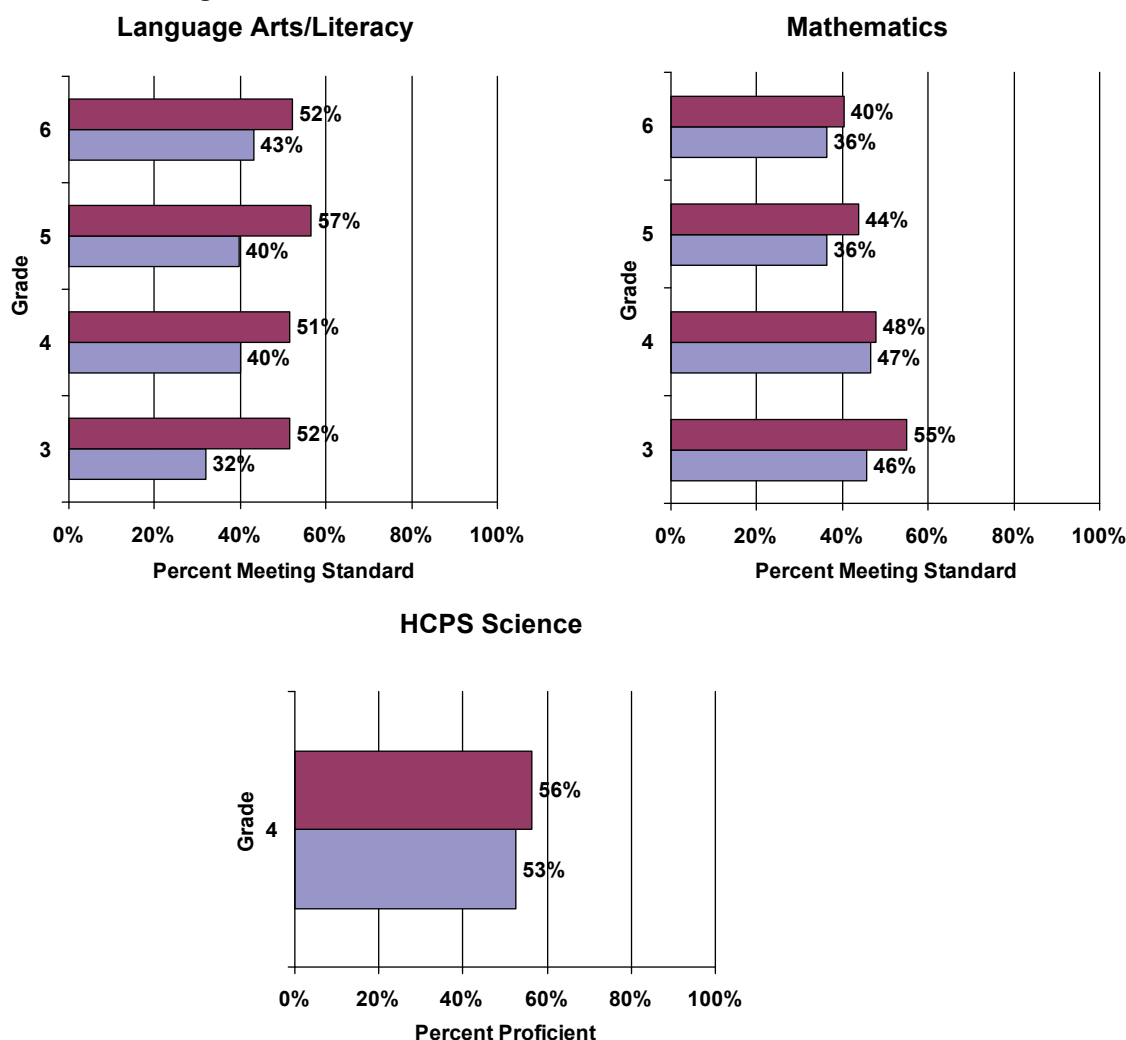
Note. -- means missing data.

* 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

Kaimiloa 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 2024.

Published on June 7, 2021.

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