

Kahala Elementary School

School Code: 114 Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Kahala Elementary School 4559 Kilauea Avenue Honolulu, Hawaii 96816

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

Established in 1954, Kahala Elementary School is a small school proud to serve a diverse population. We strive to sustain a vibrant environment and culture for lifelong learners. Kahala is a school of choice, meaning that over 65% of our children reside outside of our geographic area but choose to attend our school to take advantage of our academic and enrichment opportunities.

Kahala is a nurturing environment that provides a foundation for continuous personal and academic growth for all keiki. We develop the whole child with an emphasis on the arts, and we strive to provide a rigorous and dynamic environment to maximize each child's potential. At Kahala, we promote compassion and respect toward others by embracing the Choose Love Movement and practice thoughtful proactive strategies to create the most conducive learning environment.

Our teachers provide rigorous and relevant lessons that are standards-based and differentiated to meet the needs of all learners. All classrooms utilize focus walls, learning targets, and success criteria to promote student engagement and student self-assessment. To enhance the effectiveness of instruction, teachers use small groups, technology, and a multisensory approach.

Kahala has an enthusiastic and integral parent teacher organization (PTO) that supports our school's efforts to provide meaningful events that galvanize the school community and enrich our curriculum. The PTO directly provides additional funds to support several of our part-time teachers, including our art teacher, music teacher, and PE teacher. We communicate regularly with our parents through our school website, weekly communication folders, and daily planners.

Our students have opportunities to develop leadership and civic mindedness through various classroom activities and service groups such as Student Council, Library Service Club, and Office Service Club. The 'AINA In Schools program is conducted throughout the year in all grade levels. "A Better Place" is an eightweek Artist in the Schools residency provided to all of our students, which uses drama to teach empathy and self-advocacy skills. There is also a wide array of after-school activities to provide our children with a variety of experiences, such as band, art, robotics, karate, and hula.

We will continue to examine our practices and refine our strategies and delivery to create a successful and enriching school experience for our students. There are always new challenges facing schools and we are prepared to meet them with confidence and enthusiasm.

E ala! E alu! E kuilima! Join us as we work together for our students' success!

For more information about our school, please visit www.kahalaelementary.org

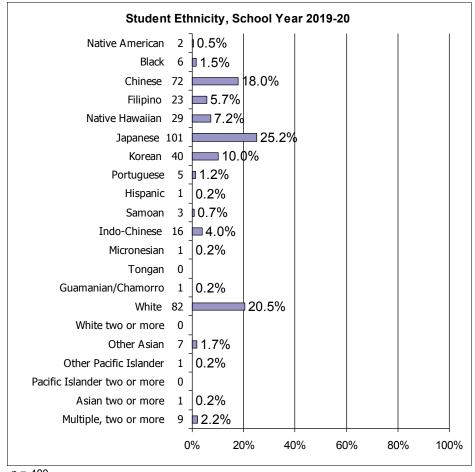
School Setting

Student Profile

School year 2017-18 2018-19 2019-20 2017-18 2018-19 Fall enrollment 373 393 400 Number and percent of students in Special Education programs 29 30 Number and percent of students enrolled for the entire school 358 380 383 Number and percent of students with limited English proficiency 63 79 16.8% 20.1%	Fall enrollment 373 393 400 Number and percent of students in Special Education programs 7.7% 7.6% Number and percent of students enrolled for the entire school year Number and percent of students with limited English proficiency 16.8% 20.1%	Fall enrollment 373 393 400 Number and percent of students in Special Education programs Number and percent of students enrolled for the entire school 373 393 400 Number and percent of students in Special Education programs 7.7% 7.6% Number and percent of students with limited English proficiency 95.9% 96.6% 95.7% with limited English proficiency							
Number and percent of students are students.	Number and percent of students are supported by the percent of students and percent of students are supported by the percent of students and percent of students are supported by the percent of students and percent of students are supported by the percent of	Number and percent of students enrolled for the entire school year Number and percent of students for the entire school year Number and percent of students for the entire school year Number and percent of students for the entire school year Number and percent of students for the entire school year Number and percent of students for the entire school year Number and percent of students for the entire school year year school year for the entire school year year year year for the entire school year year year year year year year year	School year	2017-18	2018-19	2019-20		2017-18	2018-19
Number and percent of students are also and percent of students and percent of students are also also and percent of students are also also and percent of students are also also also also also also also also	Number and percent of students enrolled for the entire school year Number and percent of students 95.9% 96.6% 95.7% with limited English proficiency 16.8% 20.1%	Number and percent of students enrolled for the entire school year Number and percent of students of	Fall enrollment	373	393	400	Number and percent of students	29	30
enrolled for the entire school 95.9% 96.6% 95.7% with limited English proficiency 16.8% 20.1%	enrolled for the entire school 95.9% 96.6% 95.7% with limited English proficiency 16.8% 20.1%	enrolled for the entire school 95.9% 96.6% 95.7% with limited English proficiency 16.8% 20.1% even Number and percent of students 61 73 82	•				in Special Education programs	7.7%	7.6%
95.9% 90.0% 95.1%	year 93.9 // 90.0 // 93.7 //	year Number and percent of students 61 73 82	Number and percent of students	358	380	383	Number and percent of students	63	79
		Number and percent of students 61 73 82		95.9%	96.6%	95.7%	with limited English proficiency	16.8%	20.1%

- Note. -- means missing data.

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



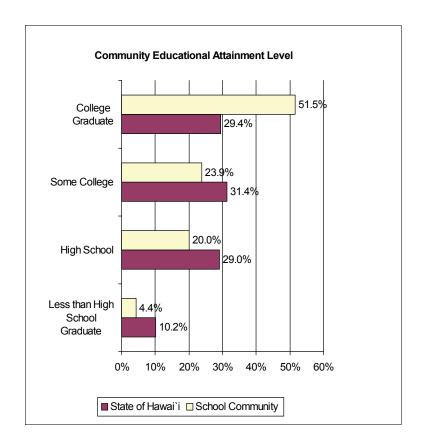
School Setting

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

Kalani HSC	School Community	State of Hawai`i
Total population	38,374	1,360,301
Percentage of population aged 5-19	15.0%	18.4%
Median age of population	48.9	38.6
Number of family households	10,065	313,907
Median household income	\$102,844	\$66,420



School Improvement

Summary of Progress

<u>Goal 1</u>: Student Success – All students demonstrate they are on a path toward success in college, career, and citizenship.

To strengthen Tier 1 academic supports, we have successfully focused on the following enabling activities: utilize focus walls, learning targets, and success criteria to promote student engagement and student self-assessment, and implement lessons aligned to the Next Generations Science Standards (NGSS). To strengthen and better match Tier 2 interventions to support academic success of all students, we have successfully focused on the following enabling activities: implement multi-tiered comprehensive academic supports, utilizing formative assessment data to determine appropriate learning approaches, strategies, and interventions to support student achievement and growth, implement data teams' process to determine classroom interventions and supports, referral to RTI-A team, or to initiate a request for an evaluation, and implement attendance policies and procedures, including a positive incentive program.

<u>Goal 2:</u> Staff Success - Kahala Elementary has a high-performing culture, through TEACHER COLLABORATION, where employees have the training, support, and professional development to contribute effectively to student success.

Currently, 21 of our teachers have received the initial four-day Orton-Gillingham training, including our two reading intervention specialists. All teachers participated in professional development in a multi-tiered delivery of student supports. (MTSS). Our school purchased StemScopes, which is a curriculum aligned to NGSS. We receive regular professional development from complex level resource teachers at general faculty meetings at and grade level articulation meetings. Currently, seven teachers have applied to and have begun the process to become Nationally Board Certified. Funding is being underwritten by Kahala's parent-teacher organization.

<u>Goal 3</u>: Successful Systems of Support - Our SCHOOL DESIGN works to effectively organize financial, human, and community resources in support of student success. All students continue to receive differentiated and targeted supports for identified academic and/or behavioral needs. Teachers use technology to enhance the delivery of our curriculum. Partnerships between the school and its families in support of student learning continue and are strengthened each year. School Quality Survey positive responses for parents continue to average no less than 86%. We continue to ensure that 100% of students in grades K-5 receive transition support, a well-rounded curriculum, and Social Emotional Learning (SEL) opportunities.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹ 25.0 Regular Instruction, FTE 80.0% 20.0 16.0% 4.0 Special Instruction, FTE Supplemental Instruction, FTE 4.0% 1.0 Teacher headcount 25 Teachers with 5 or more years at this school 11 Teachers' average years of experience 12.4 Teachers with advanced degrees 13

Professional Teacher Credentials¹

Fully licensed	100.0%	25
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 Staff 2

Regular Instruction	18.6
Special Instruction	7.0

Administrative and Student Services Staff

Administration, FTE ³	4.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school	1
in the last five years	

³Administration 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

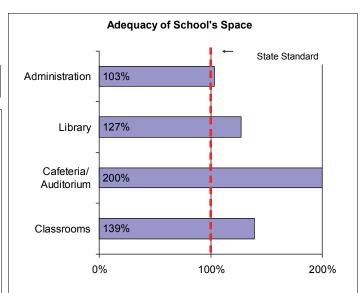
School Year Ending 2020

Classrooms available	31
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.



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

Note. -- means missing data.

² These figures do not indicate class size.

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	
Dimensions		School	State	School	State	School	State
Safety	2019	87.1%	77.9%	88.4%	86.0%	66.8%	71.4%
	2020	71.7%	76.7%	84.8%	86.3%	68.1%	68.2%
Well-Being	2019	84.6%	76.5%	91.4%	90.7%		
	2020	74.0%	75.7%	90.0%	91.0%		
Satisfaction	2019	83.8%	74.8%	84.3%	86.6%		
	2020	79.0%	72.9%	84.6%	87.5%		
Involvement/Engagement	2019	85.2%	74.6%	76.2%	74.9%		
	2020	71.5%	73.2%	76.5%	75.5%		

Survey Return Rate **	Teachers		iers	Parer	nts	Students	
		School	State	School	State	School	State
	2019	100.0%	79.9%	43.9%	34.9%	87.2%	86.0%
	2020	100.0%	84.5%	33.5%	37.7%	87.9%	85.2%

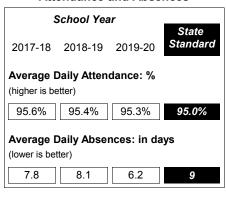
The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

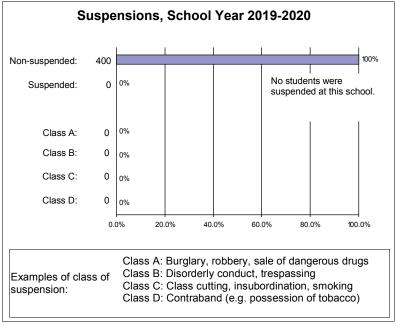
State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

Vital Signs

Student Conduct

Attendance and Absences





School 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	298	318	327
Percent retained in grade	0%	0%	0%

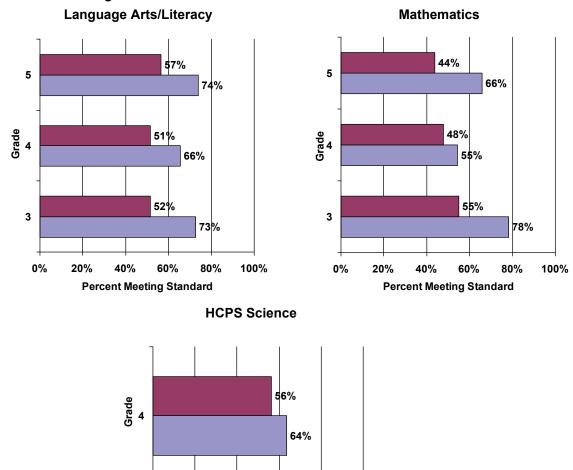
Note. -- means missing data.

* 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.

60%

80%

100%



Percent Proficient

40%

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

Other School Information

0%

20%

Kahala 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.

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