



Kaumana Elementary School

School Code: 369

Grades K-6

School Status and Improvement Report School Year 2019-20



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School Address:

Kaumana Elementary School
1710 Kaumana Drive
Hilo, Hawaii 96720

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

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

Ka'ūmana Elementary School offers a safe and stable community for our 260 students.

During SY 2012-13, in Good Standing, Pending; in SY 2013-14, in Continuous Improvement; and in SY 2014-15, SY 2015-16 in Continuous Improvement, 2017-18 in Continuous Improvement with TSI (Targeted School for Intervention) in the area of Special education, 2018-19 SBA results were; in Language Arts 47%, Math 52%, Median Growth Percentile (MGP) in Language Arts 38% and Math 52%.

Research-based best practices and RtI (Response to Intervention) guide our students in their math and language arts program. Stepping Stones (grades K-3) and Go Math! (grades 4-6) are our core Mathematics curricula. Wonders (grades K-5) and Springboard (grade 6) are our core English Language Arts curricula. We continuously work to strengthen our implementation of the Common Core State Standards (CCSS) in grades K-6. Implementation of iReady reading and math (grades K-6), KidBiz (grades 2-6), and Smarty Ants (grades K-2) help us to reinforce the skills learned through core instruction. We also have implemented ECRI (Enhanced Core Reading Instruction) in Kindergarten through Second grades, and the Sonday System (reading) in Third through Sixth grades. We will continue to develop and refine our Math, Language Arts, and Science curricula. We continue to work with numerous community partners to improve the skills of our students and staff in digital learning, math, language arts, STEM and health and wellness experiences (i.e. Kamehameha Schools, DOE State Offices, HW Complex Schools, various other public/private schools statewide, etc.).

Our Parent Teacher Association (PTA) is very active and supportive in all that our school does and wants to accomplish for the betterment of all students and our community. KES is blessed with a strong supportive and focused group of students, school staff members, parents and community people who comprise our PTA and School Community Council (SCC).

In SY 2014-15, we were granted by the ACS WASC (Accrediting Commission for Schools Western Association of Schools and Colleges) a Six-Year Accreditation Status through June 30, 2021. This is the highest level/longest term of accreditation awarded by WASC. Due to the COVID-19 pandemic, our status has been extended through June 30, 2022. During SY 2019-2020, we started working on our Self Study Report and will continue in the SY 2020-21 in preparation for our upcoming SY 2021-2022 WASC visit.

School Setting

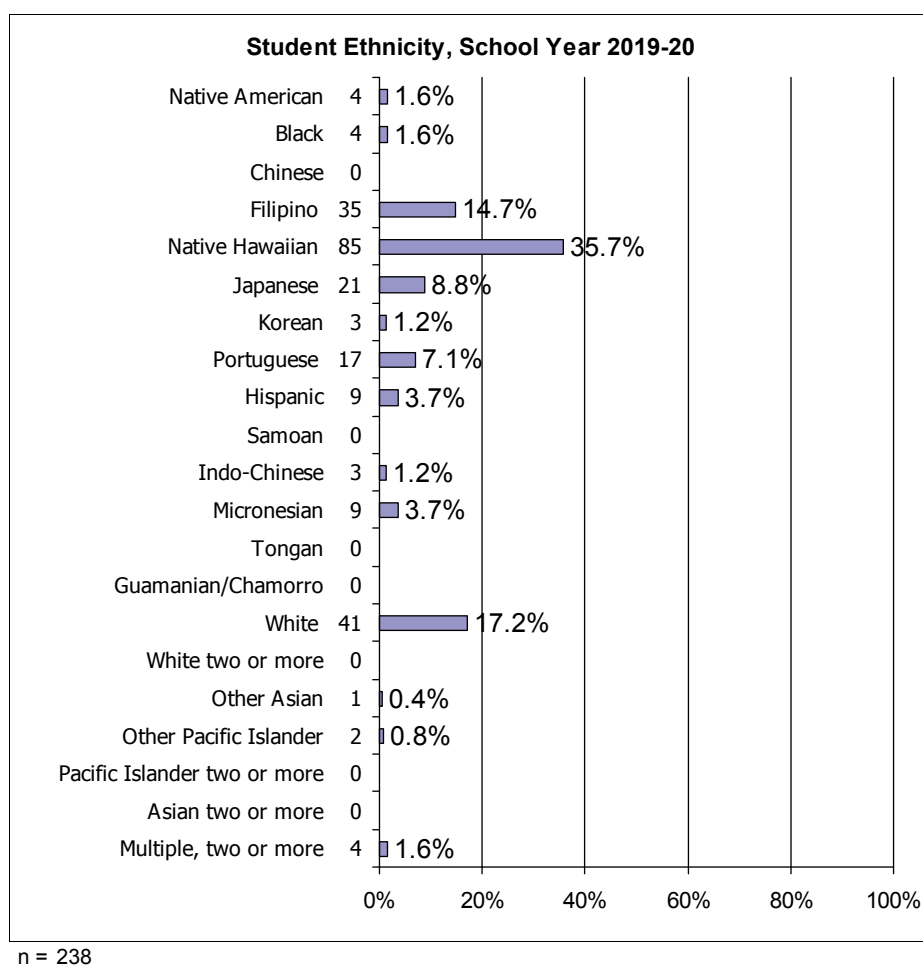
Student Profile

| School year | 2017-18 | 2018-19 | 2019-20 | | 2017-18 | 2018-19 | 2019-20 |
|---|--------------|--------------|--------------|---|------------|------------|-------------|
| Fall enrollment | 279 | 254 | 238 | Number and percent of students in Special Education programs | 25 8.9% | 25 9.8% | 30 12.6% |
| Number and percent of students enrolled for the entire school year | 256 91.7% | 231 90.9% | 227 95.3% | Number and percent of students with limited English proficiency | 10 3.5% | * * | * * |
| Number and percent of students receiving free or reduced-cost lunch | 176 63.0% | 146 57.4% | 132 55.4% | | | | |

Note. -- means missing data.

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

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



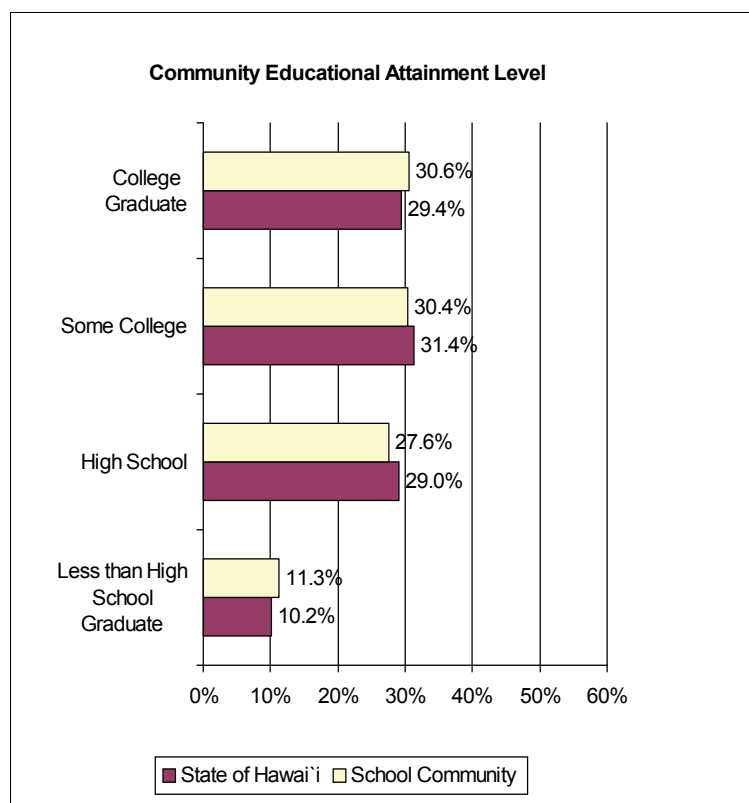
School Setting

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

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



School Improvement

Summary of Progress

Kaūmana Elementary School is committed to continuously improving. Students, teachers, staff, and parents maintain high expectations and work diligently to ensure that all students make consistent progress toward being college, career, and community ready. The Academic Review Team (ART) is the main driver of school-wide initiatives. The ART team solicits input from the various committees (Rtl-A, Rtl-B, FRAVID) on needed actions, initiatives, and professional development needed to meet the goals of our Academic Plan and WASC Visiting Committee recommendations. In SY 2018-2019, Kaūmana Elementary School main improvement efforts were focused on the areas of (1) Instruction (2) Data-driven Decision Making and (3) Evidence Based Practices.

Instruction

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

A school-wide focus on evidence based practices has resulted in implementation of ECRI (Enhanced Core Reading Program) in Kindergarten through Second grades, and the Sonday System in Third through Sixth grades.

Data-driven Decision Making

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

During the SY 2018-2019, teachers utilized the Data Teams process to continuously improve the quality of instruction by developing and implementing ECRI and Sonday System for Language Arts. Implementation of ECRI and Sonday allowed teachers to closely analyze the effectiveness of their instruction in specific areas and make instructional and intervention adjustments as necessary. Additionally, during data teams, teachers analyze class-level, grade-level, and school-level data to make data-driven instructional decisions. Kaūmana Elementary School will continue to refine its data team and other systems processes.

In SY 2019-2020 Kaūmana Elementary School will work on their ASC WASC Self Study report getting ready for their Spring 2021 WASC accreditation school site visit.

School Resources

Certified Staff

Teaching Staff

| | | |
|--|-------|------|
| Total Full-Time Equivalent (FTE) ¹ | | 18.0 |
| Regular Instruction, FTE | 83.3% | 15.0 |
| Special Instruction, FTE | 16.6% | 3.0 |
| Supplemental Instruction, FTE | 0.0% | 0.0 |
| Teacher headcount | | 19 |
| Teachers with 5 or more years at this school | | 11 |
| Teachers' average years of experience | | 15.2 |
| Teachers with advanced degrees | | 4 |

Professional Teacher Credentials

¹

| | | |
|-----------------|--------|----|
| Fully licensed | 100.0% | 19 |
| 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 | 13.8 |
| Special Instruction | 10.0 |

² These figures do not indicate class size.

Administrative and Student Services Staff

| | |
|--|-----|
| Administration, FTE | 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

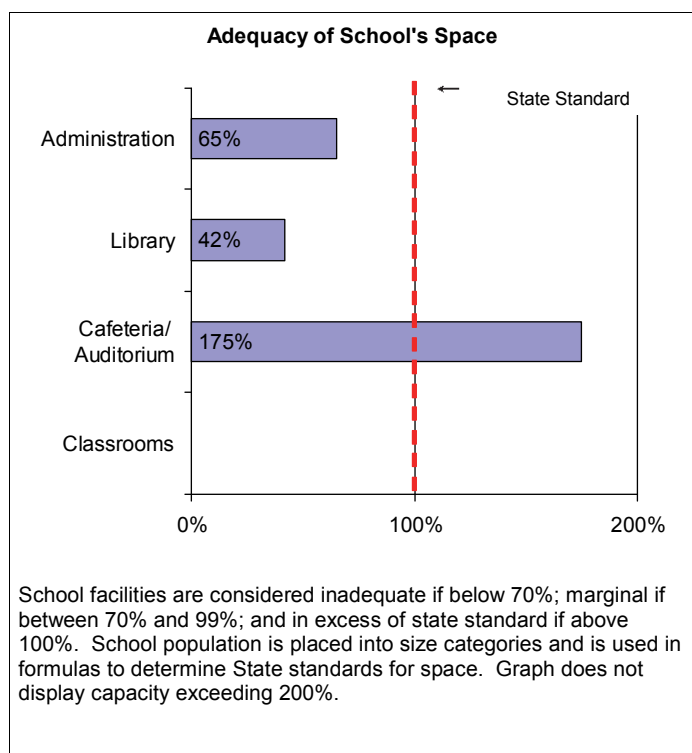
| | |
|--|----|
| Classrooms available | -- |
| Number of classrooms short (-) or over (+) | -- |

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

| School Quality Survey * | | Teachers | | Parents | | Students | |
|-------------------------|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| Safety | 2019 | 57.8% | 77.9% | 85.1% | 86.0% | 71.1% | 71.4% |
| | 2020 | 67.6% | 76.7% | 86.2% | 86.3% | 66.4% | 68.2% |
| Well-Being | 2019 | 51.4% | 76.5% | 91.5% | 90.7% | -- | -- |
| | 2020 | 61.1% | 75.7% | 88.1% | 91.0% | -- | -- |
| Satisfaction | 2019 | 52.9% | 74.8% | 83.4% | 86.6% | -- | -- |
| | 2020 | 67.0% | 72.9% | 85.5% | 87.5% | -- | -- |
| Involvement/Engagement | 2019 | 44.7% | 74.6% | 70.9% | 74.9% | -- | -- |
| | 2020 | 51.7% | 73.2% | 74.4% | 75.5% | -- | -- |

| Survey Return Rate ** | | Teachers | | Parents | | Students | |
|-----------------------|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| | 2019 | 100.0% | 79.9% | 45.3% | 34.9% | 90.8% | 86.0% |
| | 2020 | 100.0% | 84.5% | 35.3% | 37.7% | 89.5% | 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.

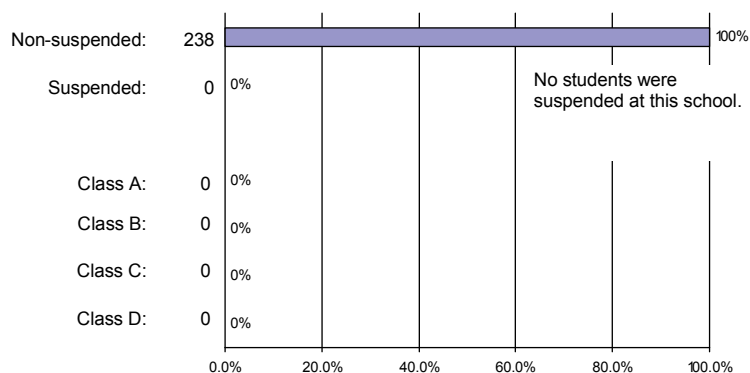
Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | |
|---|---------|---------|-----------------------|
| 2017-18 | 2018-19 | 2019-20 | State Standard |
| Average Daily Attendance: % (higher is better) | | | |
| 94.5% | 95.3% | 94.9% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 9.8 | 8.1 | 6.7 | 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 | 230 | 223 | 205 |
| Percent retained in grade | 0% | 0% | 0% |

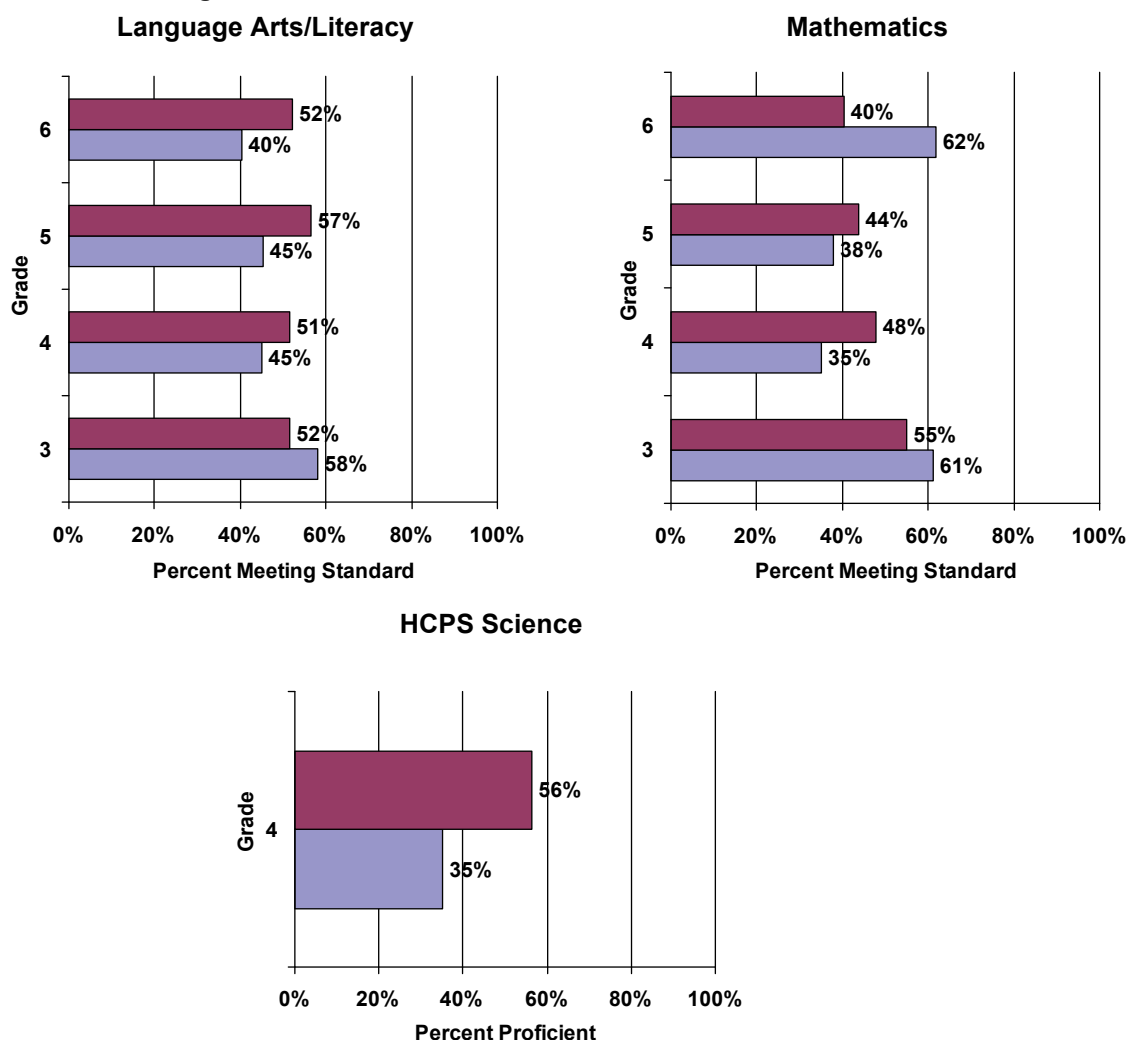
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Vital Signs

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

Kaumana Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2022.

Published on June 7, 2021.

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Hawaii State Department of Education.