

LEGISLATIVE REPORT

SUBJECT: Comprehensive Accountability System

REFERENCE: Section 302A-1004, Hawaii Revised Statutes

ACTION
REQUESTED: The department shall submit a report on the specifics of the implementation of the comprehensive accountability system, as well as the fiscal requirements and legislative actions necessary to maintain and improve the accountability system.

DOE REPORT: Please see attached report.

The Department of Education (Department) has a comprehensive accountability system that provides clear, concise, and actionable information on the Department's work in monitoring and improving student achievement, ensuring their safety and well-being, and promoting their civic responsibility.

Recent processes and publications include an Accountability Framework pursuant to 302A-1004, Hawaii Revised Statutes, published in November 2003. The framework was an effort to coordinate state and federal accountability initiatives into a holistic product that contained and explained department-wide strategic goals and key performance measures. It also sought to bring the state and federal accountability expectations into congruence with various state program planning, budgeting, and evaluation requirements. Finally, it represented the promotion of an accountability model that is essential to continuous improvement at all levels in the educational system.

FINDINGS:

Also, in May 2003, the United States Department of Education (USDOE) approved Hawaii's Consolidated State Application Accountability Workbook that incorporated the myriad accountability requirements of the No Child Left Behind Act. That Accountability Workbook was amended with the approval of the USDOE in August 2003. It is amended with the approval of the federal government. The most recent set of amendments took place in May 2007. The following is a summary of the May 2007 revisions:

Interim procedure for determining the NCLB sanction status of schools that did not make AYP based solely on the proficiency rate of the students with disabilities (i.e., SPED) subgroup.

Specifically the Department proposed to:

- (1) Increase the proficiency rate of the students with disabilities subgroup by a mathematical constant equal to 0.02 divided by the proportion of (active) students with disabilities in grades 3, 4, 5, 6, 7, 8, and 10 at the time of testing;
- (2) Apply the foregoing change to school year 2006-2007, with the administration of the spring 2007 state assessment, and any other school years that may be allowed by the USDOE.

For purposes of the spring 2007 state assessment, the proportion of students with disabilities was 11%, which yielded a mathematical constant of 18%. For purposes of the spring 2007 state assessment, ten schools were in a position to benefit from this interim flexibility because only their SPED subgroup did not make AYP in reading or mathematics or both. One school made AYP after the 18% constant was added to the SPED subgroup's proficiency rate in mathematics.

This interim flexibility is being reviewed by the USDOE on a year-to-year basis and has not been approved for use beyond the 2006-2007 school year. The Department will be applying to the USDOE in February 2008 for permission to apply this interim flexibility to spring 2008 state assessment results. Although the Department did not initially meet the criteria for applying this interim flexibility, the USDOE is allowing its use on a year-to-year basis in order to encourage the State to develop valid and reliable instruments for assessing the achievement of students with significant cognitive disabilities.

Clarify the order in which the Department will include the “meets” and “exceeds” proficiency scores of students with significant cognitive disabilities (who took the Hawaii State Alternate Assessment), when calculating AYP for schools up to the 1% cap.

Specifically the Department proposed to give higher priority (for being included under the 1% cap) to students who are placed at a school by their IEP team, a hearings officer, or a judge and lower priority to students who are NOT placed at a school by their IEP team, a hearings officer, or a judge, when neither student is an English language learner nor economically disadvantaged.

Priority for being included under the 1% cap	SPED?	SPED/IEP placement?	English language learner (ELL)?	Economically disadvantaged?	Proviso?
First, <i>all</i> students who are:	Yes	Yes	Yes	Yes	must be \leq 1.0% cap
Second, <i>all</i> students who are:	Yes	Yes	Yes	No	must be \leq 1.0% cap
Third, <i>all</i> students who are:	Yes	Yes	No	Yes	must be \leq 1.0% cap
Fourth, <i>all</i> students who are:	Yes	Yes	No	No	must be \leq 1.0% cap
Fifth, <i>all</i> students who are:	Yes	No	Yes	Yes	must be \leq 1.0% cap
Sixth, <i>all</i> students who are:	Yes	No	Yes	No	must be \leq 1.0% cap
Seventh, <i>all</i> students who are:	Yes	No	No	Yes	must be \leq 1.0% cap
Eighth, <i>all</i> students who are:	Yes	No	No	No	must be \leq 1.0% cap

This clarification is designed to ensure that a "receiving" school is not penalized for acquiescing to the placement of a student with significant cognitive disabilities (at the "receiving" school) when the student's IEP team, a hearings officer, or a judge determines that "free appropriate public education" (FAPE) cannot be provided by the "sending" school. These placement decisions should not be based on whether a student with significant cognitive disabilities will help or hinder a school's chances of making adequate yearly progress. Although the Department is nowhere near the 1% cap at the moment, the development of a new alternate assessment, with different eligibility criteria, may bring the Department closer to the cap in the future.

The Department will be applying to the USDOE in February 2008 for permission to pool the reading/language arts and math proficiency ratings of former SPED students with the proficiency ratings of current SPED students, for up to two school years. This flexibility is designed to ensure that schools are not penalized for their

successes when students are rescinded from the special education program. The Department already has permission to apply this flexibility to former English language learners (i.e., ESLL students).

Act 51, Session Laws of Hawaii 2004, as amended by Act 221, Session Laws of Hawaii 2004, provided an additional impetus to clarify and enhance the Department of Education's accountability system and processes. One of the most fundamental changes in that system is the publication of annual Educational and Fiscal Accountability Trend Reports on every school and complex as well as for the system as a whole. These trend reports provide the most recent three years of data on a broad set of indicators measuring student achievement as well as the Department's efforts to ensure their safety and well-being, and promote their civic responsibility. These reports, designed to be simple, accessible, and easy to read, are being produced in hard copy format and are being placed on the Department's website. The Department first published these reports in December 2004 and has recently published another set.

RECOMMENDATIONS:

Not applicable at this time, because we are awaiting federal approval.



Theodore Roosevelt High School

School Code: 146

Grades 9-12

School Status and Improvement Report School Year 2006-07



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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

President Theodore Roosevelt High School enables students to reach their potential by developing partnerships with students, the home, and the community. Located in the heart of Honolulu, Roosevelt High School is a comprehensive, co-educational, public high school for grades 9 through 12 serving 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 for college preparatory instruction 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 9th and 10th grade CORE Teams, and six 11th-12th grade academies, including the Arts & Communication Academy, Engineering and Technology Academy, Health Academy, Ka'imī Na'auao Academy, Global Renaissance Academy, and the Sports and Fitness Academy.

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. The school seeks to prepare students to be self-directed life-long learners and community contributors.

School Setting

Student Profile

School year 2004-05 2005-06 2006-07

Fall enrollment 1639 1672 1652

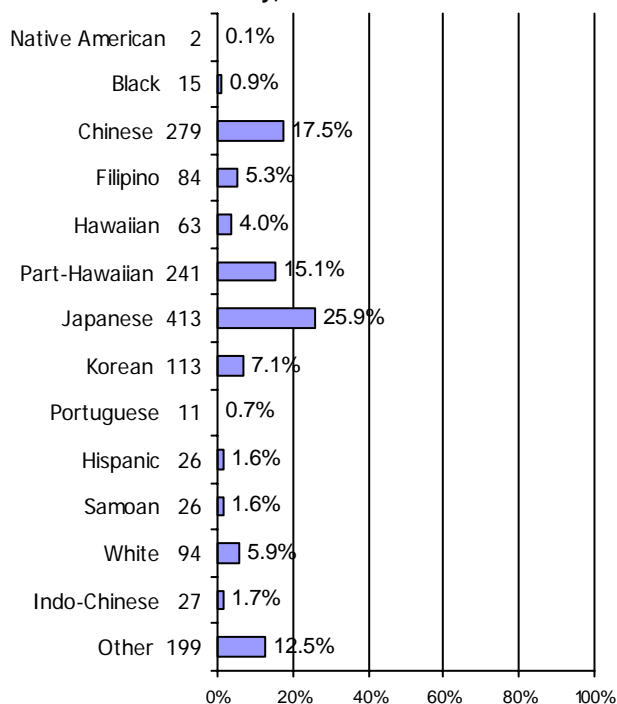
Number and percent of students enrolled for the entire school year
1520 1543 1500
92.7% 92.3% 90.8%

Number and percent of students receiving free or reduced-cost lunch
332 367 390
20.3% 21.9% 23.6%

Number and percent of students in Special Education programs
194 177 182
11.8% 10.6% 11.0%

Number and percent of students with limited English proficiency
114 114 115
7.0% 6.8% 7.0%

Student Ethnicity, School Year 2006-07



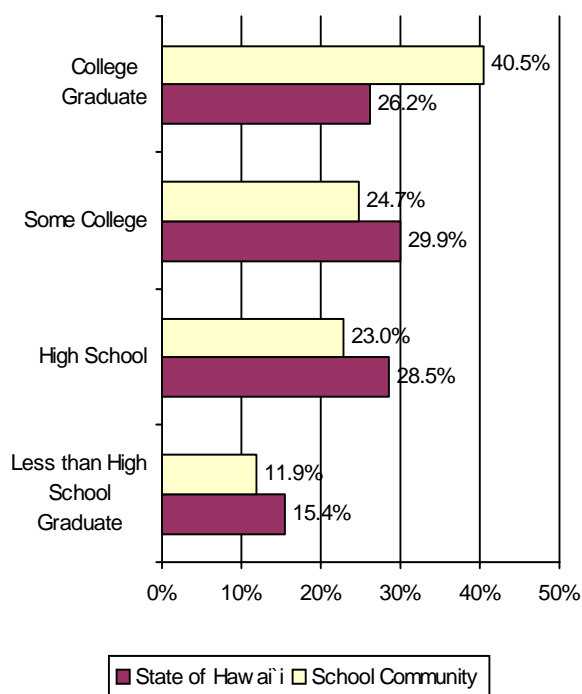
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Community Profile Based on the 2000 U.S. Census

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%

Community Educational Attainment Level



School Improvement

Summary of Progress

Through the trials and tribulations of the 2006-2007 school year, the Roosevelt High School administration, faculty and staff tackled the School Academic Plan and accomplished many of the goals set out in the plan. Although we may have not been able to conquer each enabling activity, we are looking toward continuing our School Improvement Plan next year.

Under Goal #1, Improve Student Achievement through Standards-Based Education, the staff was able to make strides in many aspects of this goal. First of all, more than 75% of our teachers developed first draft maps of their curriculum maps, through the utilization of selected professional collaboration days. Secondly, administration was able to visit at least 75% of the teachers via administrative walkthroughs. Third, our School Assessment Learning Team attended various mini-conferences throughout the year that were lead by some of the leading experts in education. And lastly, we were able to examine our school structure and (will) provide our Special Education and English Language Learner students more access to the regular classroom curriculum.

We were, however, unable to fulfill every aspect of goal #1, mainly due to the nature of our current bell schedule. Because the school day does not include (daily) collaboration time, it was difficult to have 'regularly scheduled' PLC sharing opportunities, as well as find time for the administrators to share their observations with teachers, and have our SALT team share what they learned at the trainings. We are hopeful that this will change next year with our modified bell schedule.

Under Goal #2, Provide comprehensive support for all students, there were significant gains made in this area. First off, with our new Data Manager, we were able to disaggregate HSA data and disseminate the information to our teachers much quicker than in the past, so our staff could target those students who would need additional help with their assignments. Secondly, all of our faculty shared and discussed a week-long lesson plan on positive behavior with the students, organized by the PBS department. Third, we have put together concrete plans to reinstitute Advisory period for the 2007-2008 school year, involving lesson plans dedicated to each grade level. Lastly, teachers, students, and clubs have stepped forward to offer an expanded tutorial program to assist students who need additional help. Some of our deficiencies in this area included not implementing a process to collect and analyze CSSS data. This deficiency will again be addressed during the 2007-2008 school year. Also, it would have been fruitful if our staff could have participated in more PBS training.

Under Goal #3, Continuously improve performance and quality, we have definitely taken step toward establishing a true Professional Learning Community, with plans to utilize the embedded collaboration time next school year to improve student achievement. We will also be providing an English Reading Lab class for non-proficient students next year, and the math department will be researching the possibility of providing a Math Lab the following school year. Our counseling department has taken the lead in providing alternate learning environments, using NovaNet as a credit recovery opportunity during the upcoming summer intersession. A large number of our teachers have also expressed interest in attending the AP Summer Institute, to look into the possibility of offering more AP courses here at Roosevelt. We have also continued to offer individualized programs for those students who need them. Roosevelt High School continues to work towards providing a high-caliber, rigorous, and relevant education for all our students.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		94.5
Regular Instruction, FTE	77.8%	73.5
Special Instruction, FTE	18.0%	17.0
Supplemental Instruction, FTE	4.2%	4.0
Teacher headcount		96
Teachers with 5 or more years at this school		51
Teachers' average years of experience		11.6
Teachers with advanced degrees		30

Professional Teacher Credentials

Fully licensed	88.5%	85
Provisional credential	3.1%	3
Emergency credential	8.3%	8

Students per Teaching Staff *

Regular Instruction	19.0
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 *	8.0
Librarians, FTE	2.0
Counselors, FTE	7.0
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 2007

Classrooms available	77
Number of classrooms short (-) or over (+)	1

School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior		2	
Equipment/Furnishings		2	
Health/Safety			3
Sanitation		2	
Total		15	

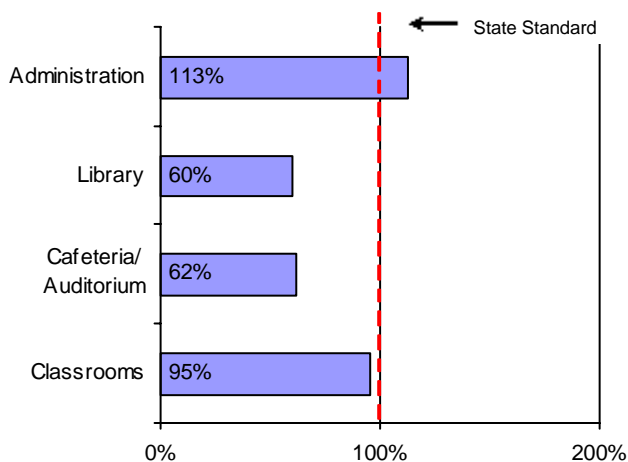
For each category:

1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:

6-8 = Unacceptable; 9-15 = Satisfactory;
16-18 = Very Good

Adequacy of School's Space



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%.

Vital Signs

School Quality Survey

The School Quality Survey (SQS) is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey [*]		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2005	81.8%	81.8%	61.6%	60.3%	44.8%	53.5%
	2007	84.5%	82.1%	59.3%	61.4%	49.9%	52.4%
Quality Student Support	2005	65.5%	70.2%	56.6%	53.6%	38.8%	48.5%
	2007	69.6%	68.5%	59.3%	55.3%	46.0%	44.8%
Professionalism & System Capacity	2005	59.6%	64.4%	50.0%	51.2%	45.7%	51.4%
	2007	61.3%	65.1%	50.9%	53.6%	44.3%	49.8%
Coordinated Team Work	2005	54.2%	67.8%	36.1%	43.2%	36.5%	52.1%
	2007	60.0%	65.3%	44.7%	44.8%	49.0%	50.9%
Responsiveness of the System	2005	48.5%	69.6%	44.5%	50.4%	There are no student items for this dimension	
	2007	56.3%	67.9%	41.3%	50.8%		
Focused & Sustained Action	2005	53.7%	65.0%	35.6%	40.5%	33.6%	44.8%
	2007	57.6%	65.4%	35.7%	42.7%	44.4%	44.5%
Involvement	2005	47.5%	71.5%	45.2%	49.4%	39.2%	53.7%
	2007	55.4%	70.4%	40.1%	49.4%	52.0%	52.7%
Satisfaction	2005	52.5%	56.1%	58.3%	52.7%	38.5%	46.4%
	2007	62.4%	57.4%	63.1%	53.3%	42.5%	44.7%
Student Safety & Well Being	2005	69.3%	70.3%	55.6%	50.8%	37.7%	47.4%
	2007	71.2%	69.6%	58.6%	52.9%	44.2%	43.9%
Survey Return Rate ^{**}	2005	76.4%	68.3%	23.2%	18.0%	71.8%	79.3%
	2007	58.9%	76.3%	16.9%	12.3%	54.8%	75.0%

^{*} 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.

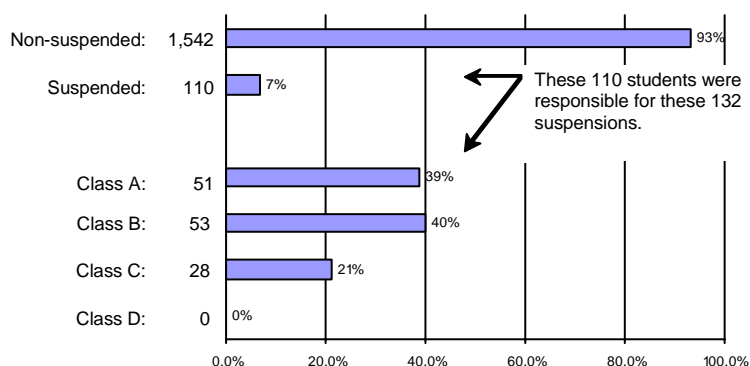
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2004-05	2005-06	2006-07	
Average Daily Attendance: % (higher is better)			
93.2%	92.1%	94.5%	95.0%
Average Daily Absences: in days (lower is better)			
12.1	14.5	9.9	9

Suspensions, School Year 2006-2007



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
2004-05	56	16.8%
2005-06	49	14.5%
2006-07	28	8.0%

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

Graduates and Other Completers

	2004-05	2005-06	2006-07
Total number of Seniors	330	329	359
Percent of Diploma graduates	91.8%	95.7%	94.4%
Percent of Certificate of Course Completion	0.0%	0.0%	0.0%
Percent of Individually Prescribed Program	0.9%	0.6%	0.6%
Percent of school completers	92.7%	96.4%	95.0%
Total number of Freshmen	274	270	302
Percent graduated on time	82.0%	79.9%	86.8%
Freshmen who began high school in school year 2003-04 and graduated in 2006-07.			

Vital Signs

Hawaii State Assessment

HCPS Reading

HCPS Mathematics

**HCPS data not available as of 10/09/07.
Report will be updated when HCPS data are received.**

School

State

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

HCPS Writing

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
9	2.6	2.6	2.5	2.4	2.4	2.3	2.8	2.5	2.6	2.5
11	3.1	2.8	3.0	2.7	2.9	2.7	3.0	2.7	3.0	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension 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

**TerraNova data not available as of 10/09/07.
Report will be updated when TerraNova data are received.**

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. In 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 2006 by the Western Association of Schools and Colleges for a period of three years.

Published on November 9, 2007.

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 2006-07



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- Hawaii State Assessment

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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" and "Pride Night" events as well as family fun nights, student performances/exhibitions, and "Movie on the Lawn" 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, 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 **2004-05** **2005-06** **2006-07**

Fall enrollment	640	577	665
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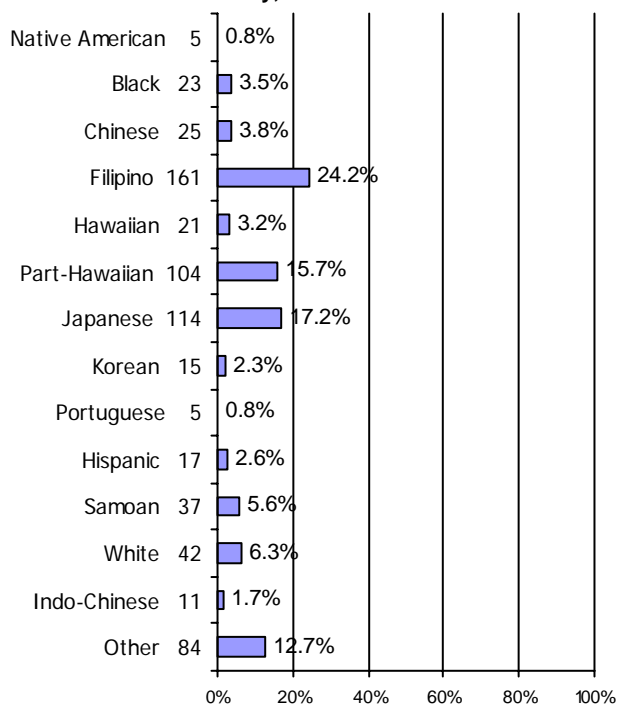
Number and percent of students enrolled for the entire school year	601	544	625
	93.9%	94.3%	94.0%

Number and percent of students receiving free or reduced-cost lunch	288	226	280
	45.0%	39.2%	42.1%

Number and percent of students in Special Education programs	72	56	76
	11.3%	9.7%	11.4%

Number and percent of students with limited English proficiency	46	33	35
	7.2%	5.7%	5.3%

Student Ethnicity, School Year 2006-07

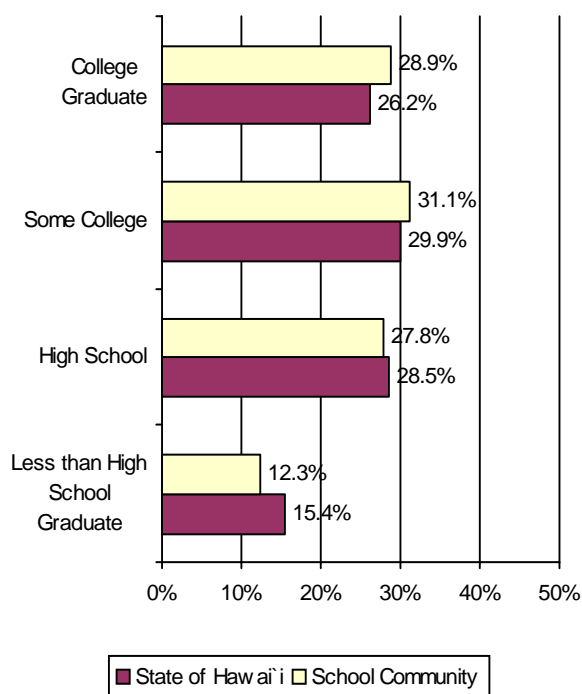


n = 664

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%

Community Educational Attainment Level



School Improvement

Summary of Progress

Aiea Intermediate School's Strategic Action Plan encompasses the *Standards Implementation Design* which 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.

In 2006-2007, the school continued to revise and refine its efforts to improve student achievement based upon the results of the Spring 2006 Hawaii State Assessment (HSA). Preliminary analysis indicated that classroom and program interventions had a positive impact on student performance. Although the "Disadvantaged" subgroup proficiency rate was below that of the whole school, the data indicated this subgroup made improvements over the 2005 performance. Additionally, the academic core content areas revisited their quarterly curriculum maps to ensure alignment to HCPS III and guide modifications to their instructional units. The school found it necessary to deviate to some degree, from the state developed quarterly benchmark maps. This deviation was based on the need to "best meet our students' academic requirements" with the curricula and programs created at the school. School developed assessments in each of the academic core areas continue to be administered quarterly, and their results are analyzed to determine modifications needed in instruction, reveal strengths/weaknesses in the curriculum, and ascertain program effectiveness. This year, the school conducted its own "practice HSA" and analyzed the results to determine the impact of instructional practices on students' achievement levels. Based on the results, the faculty participated in Step Up to Writing training and developed a school-wide framework for teaching thinking skills. These initiatives were taken to develop a more systemic, standards-based method to improve the use of assessment, modification to instruction, and the utilization of effective strategies to ensure academic student achievement.

Programs such as the "Reading Assistance Program" (RAP) designed for struggling readers, and the school-wide weekly reading practice activities have resulted in an increase in the percentage of students meeting or exceeding proficiency in reading. Math proficiency numbers have also increased. A math remediation class was established to provide additional support for the lowest performing math students; the small class size, and alternate pacing of the lessons were intended to narrow the gap between the proficient and struggling students. The influx of "at-risk" and "special needs" students continues to grow. Besides individual and crisis interventions, the Counseling Department ran group sessions to work with identified students on behavioral, social, and academic issues; they also met with the six Academic Core Teams on a regular basis to monitor and exchange feedback on student progress. The Special Education department created and worked diligently with high needs youngsters in two fully self-contained classrooms. Enrichment activities were provided through co-curricular clubs and organizations designed to meet a wide range of student interests. This year, students participated in school level intramurals, extramural volleyball, basketball, and track competition, drama performances, dance club, a Big Island science and nature trip, and a variety of other activities associated with music, art, and technology.

The school continuously explores means to improve the quality of its programs and the resulting achievement levels of its students. Resources for collegial collaboration and dialogue between teachers have provided opportunities to discuss student achievement, curriculum development, and school improvement needs. These opportunities also identify and clarify areas for staff development and further school improvement steps. The continued support of the Parent-Teacher-Student Council enables the operation of programs that are under- or non-funded by the school's instructional budget and provides a conduit for parent participation in the school improvement process. The School Community Council also provides a means for further parent and community involvement. The school also added quarterly "Movies on the Lawn" to attract families and community members to the campus as a positive, relaxed center of activity.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		41.0
Regular Instruction, FTE	80.5%	33.0
Special Instruction, FTE	17.1%	7.0
Supplemental Instruction, FTE	2.4%	1.0
Teacher headcount		41
Teachers with 5 or more years at this school		19
Teachers' average years of experience		10.1
Teachers with advanced degrees		11

Professional Teacher Credentials

Fully licensed	68.3%	28
Provisional credential	7.3%	3
Emergency credential	24.4%	10

Students per Teaching Staff *

Regular Instruction	17.3
Special Instruction	10.9

* 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 *	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 2007

Classrooms available	43
Number of classrooms short (-) or over (+)	4

School facilities inspection results

	Score		
	1	2	3
Grounds			3
Building exterior			3
Building interior			3
Equipment/Furnishings			3
Health/Safety			3
Sanitation			3
Total		18	

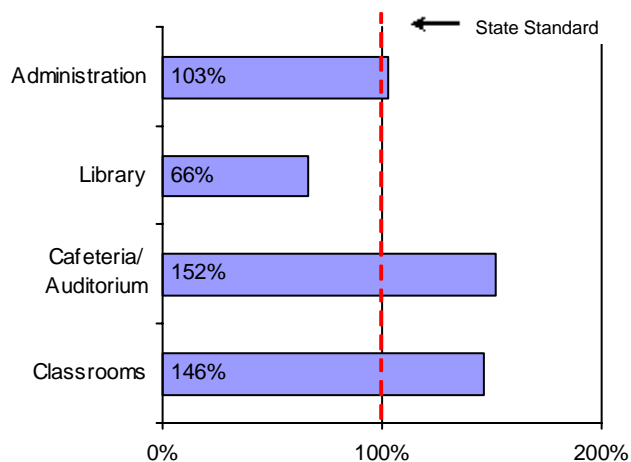
For each category:

1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:

6-8 = Unacceptable; 9-15 = Satisfactory;
16-18 = Very Good

Adequacy of School's Space



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%.

Vital Signs

School Quality Survey

The School Quality Survey (SQS) is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey [*]		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2005	91.4%	83.9%	71.0%	64.5%	64.9%	56.9%
	2007	95.8%	86.2%	66.1%	68.7%	68.7%	56.9%
Quality Student Support	2005	86.1%	71.3%	71.3%	56.7%	55.8%	44.6%
	2007	85.0%	73.2%	61.1%	60.9%	55.1%	43.4%
Professionalism & System Capacity	2005	75.0%	63.8%	72.5%	64.6%	69.9%	58.2%
	2007	90.4%	67.3%	66.7%	67.1%	78.9%	60.3%
Coordinated Team Work	2005	77.9%	71.0%	56.3%	48.0%	60.9%	50.0%
	2007	86.8%	72.9%	56.0%	51.9%	67.1%	50.1%
Responsiveness of the System	2005	79.6%	74.8%	60.2%	54.6%	There are no student items for this dimension	
	2007	86.0%	75.2%	54.4%	57.3%		
Focused & Sustained Action	2005	77.5%	68.7%	49.8%	44.8%	59.5%	48.8%
	2007	91.2%	72.2%	46.5%	51.0%	62.9%	48.8%
Involvement	2005	78.6%	75.9%	53.1%	53.7%	62.5%	53.4%
	2007	86.8%	76.2%	50.8%	56.2%	62.9%	53.5%
Satisfaction	2005	73.4%	56.0%	72.9%	56.2%	61.0%	49.1%
	2007	81.6%	58.8%	63.2%	59.4%	64.1%	49.0%
Student Safety & Well Being	2005	91.3%	73.7%	72.1%	55.2%	53.9%	44.8%
	2007	83.3%	75.6%	58.2%	59.0%	52.8%	43.1%
Survey Return Rate ^{**}	2005	84.6%	74.0%	17.3%	21.2%	90.6%	82.5%
	2007	92.7%	78.2%	17.9%	15.0%	93.4%	79.4%

^{*} 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.

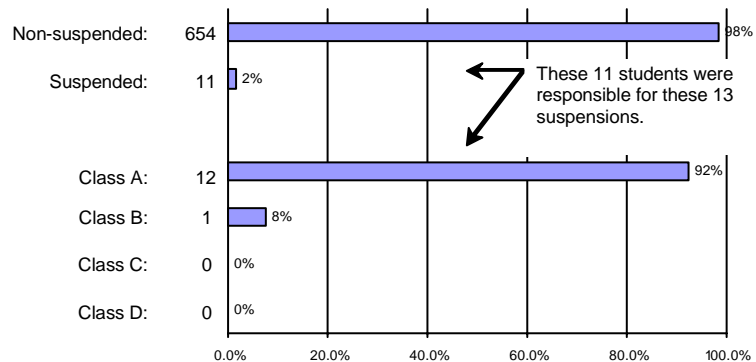
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2004-05	2005-06	2006-07	
Average Daily Attendance: % (higher is better)			
95.3%	94.4%	94.6%	95.0%
Average Daily Absences: in days (lower is better)			
8.4	10.0	9.6	9

Suspensions, School Year 2006-2007



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

	2005	2006	2007
Total number of students	334	270	287
Percent retained in grade	0%	0%	0%


Vital Signs

Hawaii State Assessment

HCPS Reading

HCPS Mathematics

**HCPS data not available as of 10/09/07.
Report will be updated when HCPS data are received.**

 School

 State

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

HCPS Writing

	Meaning		Clarity		Design		Conventions		Overall	
Grade	School	State	School	State	School	State	School	State	School	State

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension 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

	Reading National Norm is 77%		Mathematics National Norm is 77%	
Grade	School	State	School	State

**TerraNova data not available as of 10/09/07.
Report will be updated when TerraNova data are received.**

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. In 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 2002 by the Western Association of Schools and Colleges for a period of six years with a mid-term review.

Published on November 9, 2007.

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-6

School Status and Improvement Report School Year 2006-07



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- Facilities

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- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii State Assessment

Other School Information 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.

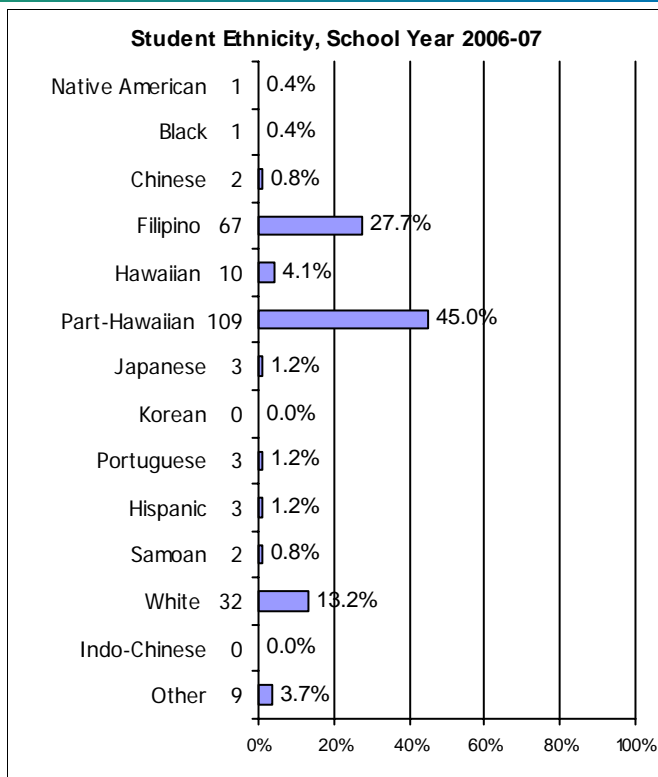
School Description

Kekaha 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 block north of the ocean on Kekaha Road. In 2001, Kekaha Sugar Plantation closed down thereby increasing the percent of students qualifying for free and reduced lunch. The Kekaha Elementary School Community Council (KESCC) was established in 2005. Since 1997, concerted and systemic staff training in Accelerated Reading and critical thinking resulted in a significant increase in student achievement schoolwide. With the change in staff and administration in 2005, the school is now working toward reestablishing the professional learning community's (PLC) focus on learning. The staff regularly reviews student literacy and numeracy data, and uses the data to group and regroup students according to their learning challenges. The staff is working on enhancing the math curriculum and institutionalizing a balanced literacy program. The staff is also continuing a renewed focus on elective content areas and project-based learning. Positive Behavior Support (PBS) efforts resulted in positive growth for students experiencing emotional and social challenges. The staff implemented the Be Cool, Second Step, and Steps to Respect programs, offered a range of supplemental support services, and instituted an awards program recognizing academic achievement and attainment of the General Learner Outcomes.

School Setting

Student Profile

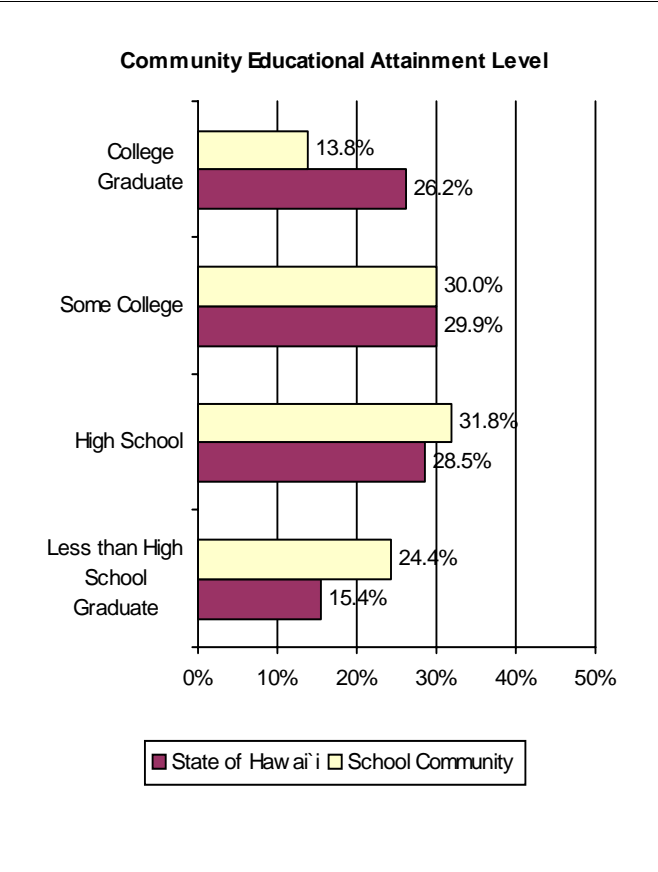
School year	2004-05	2005-06	2006-07
Fall enrollment	243	233	241
Number and percent of students enrolled for the entire school year	230 94.7%	207 88.8%	217 90.0%
Number and percent of students receiving free or reduced-cost lunch	149 61.3%	129 55.4%	125 51.9%
Number and percent of students in Special Education programs	21 8.6%	20 8.6%	26 10.8%
Number and percent of students with limited English proficiency	29 11.9%	21 9.0%	19 7.9%
Percent of Kindergartners who attended preschool	68%	38%	88%



n = 242

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 is in “good standing, pending” the results from the 2007 Hawaii State Assessment. To ensure that all students, including all subgroups, meet the HSA expectations, the staff renewed efforts to implement and sustain a balanced literacy program, and refocused efforts on supplementing and enhancing the math curriculum. The staff monitored student math achievement using BenchmarkTracker and Learnia assessments; students’ reading achievement was monitored using DIBELS, SRI, and Learnia. Because small group instruction has proved to be an effective intervention strategy, students were grouped and regrouped according to their learning challenges. In addition, the staff creatively integrated project-based learning opportunities into the curriculum.

Goal 2: Comprehensive Student Support

Many students benefited from the enhanced Positive Behavior Support systems instituted in SY 2007. Initiatives such as the Breakfast Club, before- and after-school tutoring, and Lunch Bunch provided students with a safe and welcoming haven. Teachers implemented TRIBES schoolwide, as well as the Be Cool, Second Step, and Steps to Respect character education programs. The school continued the student recognition program that acknowledges Academic All-Stars and GLO-Stars, and the Gotcha system to reward students who demonstrate respectful, responsible, and safe behaviors. Gotcha Nights focused on math and science activities attracted large numbers of students, parents, and community/business partners, and helped build parent and community partnerships and raise funds for student activities.

Goal 3: Continuous Improvement

The school utilized extra time on Wednesday afternoons for meetings, articulation, and horizontal teaming, and implemented a variety of methods to maintain open communication within the school, as well as with parents, businesses, and the community. The Kekaha Elementary School Community Council actively provided advice and guidance on school and community improvement efforts.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		18.0
Regular Instruction, FTE	72.2%	13.0
Special Instruction, FTE	16.7%	3.0
Supplemental Instruction, FTE	11.1%	2.0
Teacher headcount		18
Teachers with 5 or more years at this school		9
Teachers' average years of experience		11.1
Teachers with advanced degrees		8

Professional Teacher Credentials

Fully licensed	83.3%	15
Provisional credential	16.7%	3
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	14.3
Special Instruction	8.7

* 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	2

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

Facilities

School Year Ending 2007

Classrooms available	21
Number of classrooms short (-) or over (+)	4

School facilities inspection results

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

For each category:

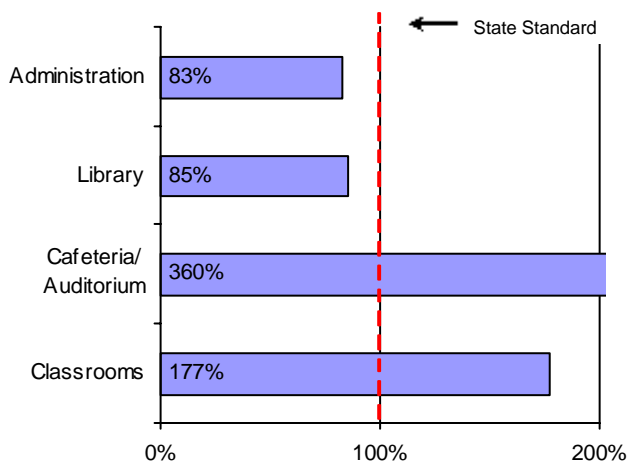
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:

6-8 = Unacceptable; 9-15 = Satisfactory;

16-18 = Very Good

Adequacy of School's Space



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%.

Vital Signs

School Quality Survey

The School Quality Survey (SQS) is conducted every two years. The first 6 dimensions correspond to those in the Standards Implementation Design. The last 3 dimensions fulfill reporting requirements of Chapter §302A-1004 Hawaii Revised Statutes.

Percent of Positive Responses

School Quality Survey Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2005	98.3%	87.4%	72.1%	77.1%	83.2%	76.5%
	2007	93.3%	89.1%	70.3%	78.4%	68.1%	75.6%
Quality Student Support	2005	71.8%	79.7%	60.6%	72.9%	74.7%	66.4%
	2007	86.9%	79.6%	68.6%	74.3%	59.2%	66.3%
Professionalism & System Capacity	2005	100.0%	77.6%	70.7%	83.7%	100.0%	84.4%
	2007	94.6%	78.8%	78.3%	85.5%	75.0%	84.0%
Coordinated Team Work	2005	79.2%	77.2%	56.5%	58.4%	81.2%	64.0%
	2007	91.1%	77.7%	60.6%	59.9%	63.7%	64.1%
Responsiveness of the System	2005	85.4%	82.9%	56.3%	70.3%	There are no student items for this dimension	
	2007	97.3%	83.0%	64.9%	70.9%		
Focused & Sustained Action	2005	91.7%	80.2%	50.2%	57.3%	91.4%	72.9%
	2007	83.9%	79.8%	51.1%	61.2%	75.0%	75.2%
Involvement	2005	83.3%	85.6%	56.6%	68.5%	77.4%	59.8%
	2007	96.4%	85.8%	63.9%	69.0%	50.0%	59.5%
Satisfaction	2005	79.2%	65.8%	65.5%	70.6%	80.0%	72.8%
	2007	73.7%	68.0%	67.0%	70.9%	67.1%	71.2%
Student Safety & Well Being	2005	75.0%	86.0%	63.2%	75.1%	71.5%	65.0%
	2007	85.1%	84.9%	68.4%	76.6%	57.7%	64.7%
Survey Return Rate **	2005	47.1%	78.6%	25.0%	23.8%	93.9%	91.1%
	2007	90.5%	78.3%	31.2%	17.0%	96.6%	95.4%

* 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.

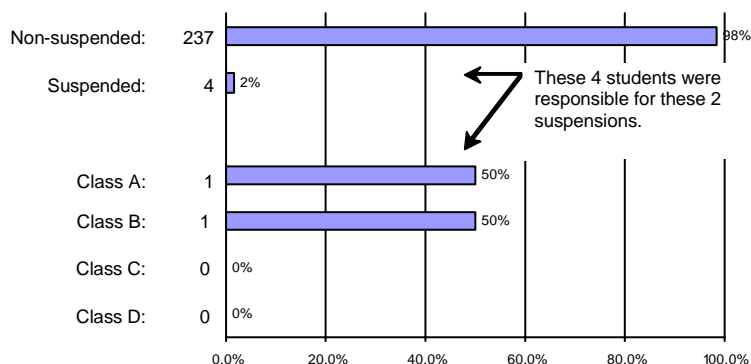
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2004-05	2005-06	2006-07	
Average Daily Attendance: % (higher is better)			
93.6%	94.1%	94.9%	95.0%
Average Daily Absences: in days (lower is better)			
11.1	10.5	9.1	9

Suspensions, School Year 2006-2007



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

	2005	2006	2007
Total number of students	206	200	199
Percent retained in grade	0%	1%	1%

Vital Signs

Hawaii State Assessment

HCPS Reading

HCPS Mathematics

**HCPS data not available as of 10/09/07.
Report will be updated when HCPS data are received.**



School



State

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

HCPS Writing

Grade	Meaning		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State
4	2.8	2.6	2.6	2.5	2.7	2.4	2.8	2.5	2.7	2.5
6	2.6	2.8	2.4	2.6	2.4	2.5	2.8	2.7	2.5	2.7

Writing is scored on 4 dimensions from a low of 1 to a high of 5. The figures show the average for each dimension 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

**TerraNova data not available as of 10/09/07.
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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. In 2006-2007, the Hawaii Content and Performance Standards (HCPS) III and TerraNova assessments were used.

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Other School Information

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