



# King Kamehameha III Elementary School

School Code: 406

Grades K-5

## School Status and Improvement Report School Year 2004-05



### Contents

<b>Focus on Standards</b>	p. 1
<b>School Description</b>	p. 1
<b>School Setting</b>	p. 2
<ul style="list-style-type: none"> <li>• Student Profile</li> <li>• Community Profile</li> </ul>	
<b>School Improvement</b>	p. 3
<ul style="list-style-type: none"> <li>• Summary of Progress</li> </ul>	
<b>School Resources</b>	p. 4
<ul style="list-style-type: none"> <li>• Certified Staff</li> <li>• Facilities</li> </ul>	
<b>Vital Signs</b>	pp. 5-7
<ul style="list-style-type: none"> <li>• School Quality Survey</li> <li>• Student Conduct</li> <li>• School Retention or Completion</li> <li>• Statewide Testing</li> </ul>	
<b>Other School Information</b>	p. 8

### School Address:

King Kamehameha III Elementary School  
611 Front Street  
Lahaina, Hawaii 96761

### 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, reports student achievement results along with other vital signs.

### School Description

King Kamehameha III Elementary School's six acre campus sits on an archeological site at the edge of the historical whaling town of Lahaina on Front Street.

King Kamehameha III School serves students and families makai (ocean side) of the Honoapiilani Highway. The students who attend King Kamehameha III School come primarily from families of plantation workers and hotel industry service employees. Many of these parents have more than one job, making it difficult to involve them in school activities and programs. The student population continues to grow each year creating crowded conditions

In 2003, King Kamehameha III School was one of the Hawaii Schools that received the Distinguished School Award. King Kamehameha III School has implemented various programs throughout the years. For three years King Kamehameha III Elementary School's has participated in an after school tutoring program in reading for third and fifth graders with volunteer community tutors. Last year a new reading program was implemented school wide to benefit all grades. In '05-'06, we will implement an after school tutoring program for math for our fourth graders.

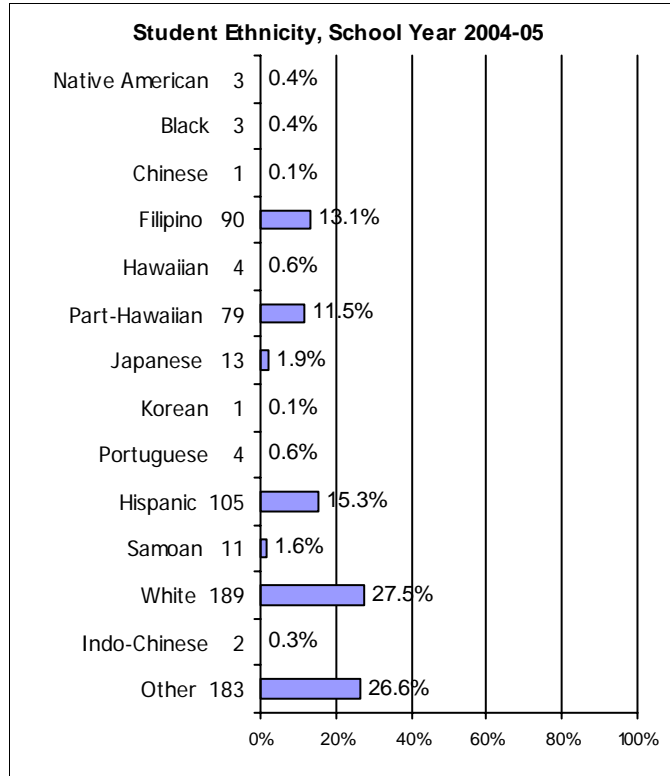
King Kamehameha III School also started a Good Beginnings program this summer for incoming kindergarteners. This program was implemented to give incoming kindergarteners a better academic foundation.

King Kamehameha III School is fortunate to have great community support from hotels and restaurants. The Hyatt-Regency Maui has forged a significant partnership with King Kamehameha III School. The Hula Grill Restaurant recognizes school staff members for their outstanding efforts in education on a monthly basis. King Kamehameha III School also has a partnership with the Kapalua Ritz-Carlton for designing their keiki (children's) menu.

School Setting

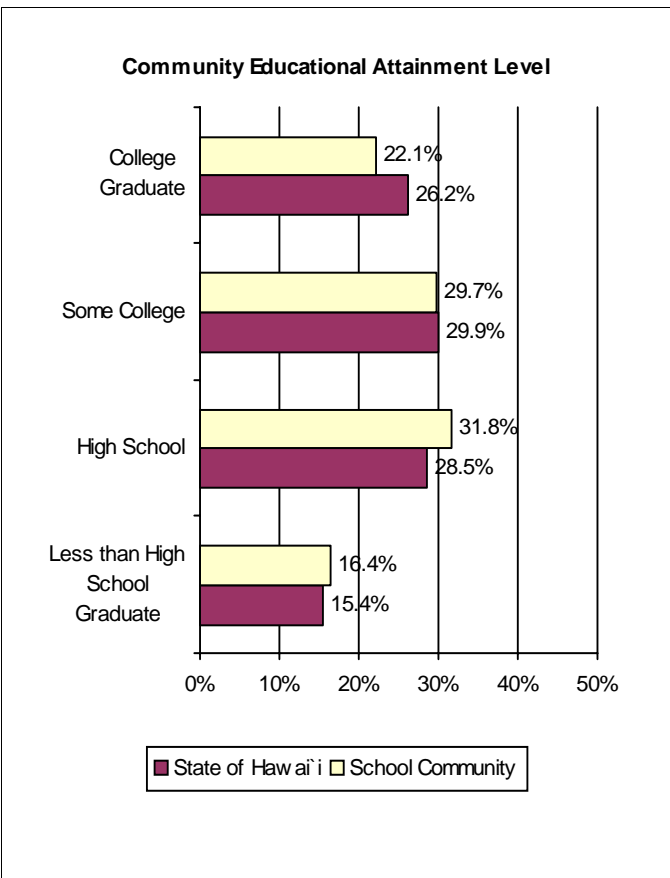
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	642	679	698
Number and percent of students enrolled for the entire school year	585 91.1%	621 91.5%	637 91.3%
Number and percent of students receiving free or reduced-cost lunch	241 37.5%	234 34.5%	246 35.2%
Number and percent of students in Special Education programs	46 7.2%	55 8.1%	53 7.6%
Number and percent of students with limited English proficiency	118 18.4%	141 20.8%	161 23.1%
Percent of Kindergartners who attended preschool	--	--	64%



Community Profile Based on the 2000 U.S. Census

Lahainaluna Complex	School Community	State of Hawai'i
Total population	17,967	1,211,537
Percentage of population aged 5-19	17.3%	20.6%
Median age of population	36.4	36.2
Number of families	3,789	287,068
Percentage of families with children under 18	43.2%	45.0%
Percentage of families with children headed by a single mother	19.2%	18.3%
Average family size	3.4	3.42
Median household income	\$56,315	\$49,820
Percent of households with Public Assistance income	4.5%	7.6%
Percent of families with children living in poverty	8.9%	11.2%



## School Improvement

### Summary of Progress

1. **Action Plan 1 – Reading Improvement Plan**
  - a. Step 1: Research-based reading program has been adopted – Harcourt-Brace – Balanced Literacy for grades 2 – 5. Pilot program in place for grades K & 1. K & 1 will implement the program in fall of 2005
    - i. Harcourtschool.com is available for parents, students and teachers in order to enhance the reading program. It can be accessed by using one of the last names of the textbook author.
  - b. Step 2: School wide Reading Program
    - i. Continue after school tutoring program for grades 3 & 5
    - ii. There are reading specialists for grade one
    - iii. 2 Intervention teachers will be added to the staff in the fall of 2005
  - c. Step 3: Staff workshops combined with Action Step 4 this year.
  - d. Step 4: Teachers were in-serviced in Harcourt Brace Balanced Literacy Program in August & October. Next year grades K & 1 will be in-serviced. Grades 2 – 5 will also work w/Harcourt fine tuning program.
  - e. Step 5: Coaching and guided practice in each grade level on going
  - f. Step 6: Improve Classroom Libraries – through grade levels
  - g. Step 7: Grades 1 – 3 are using CBM measures for reading. The school has also adopted the STAR Reading Program for grades 1 – 5. Kindergarten uses the STAR Early Literacy Program
  - h. Step 8: A Daily Language Arts 90 – 120 minute Block has been adopted school wide
2. **Action Plan 2 – Writing Improvement Plan**
  - a. Step 1: Staff Development and Instructional Support to Implement Target Goals – Implemented
  - b. Step 2: Staff Workshops for Writing
    - i. Ongoing – Harcourt Brace program
  - c. Step 3: Inservicing on a Writing Program chosen by the staff
    - i. Ongoing – Harcourt Brace in place for grades 2 – 5. It will be in place for grades K & 1 in the fall of 2005
  - d. Step 4: Coaching and Guided Practice to Support Recommended Practices
    - i. Ongoing
    - ii. Author's Fair was held in May
    - iii. Student work is being displayed on Lanais and in hallways, as well as on Morning Broadcast and in the Library
    - iv. Student work will also be displayed at various PTA Meetings
3. **Action Plan 3 – Skills for Life and Work**
  - a. Step 1: Staff Development and Instructional Support – Implemented through **Positive Action Program** school wide
    - i. Staff was in-serviced on the SIOP from District ESLL personnel
  - b. Step 2: Change home/school/community communications
    - i. Steps have been taken to improve the translation of materials - ongoing
    - ii. Translations are in place for Filipino and Spanish -communication are ongoing
    - iii. School Tech coordinators to work with ESLL to research a translating software program - still being researched
    - iv. Lahaina Community Technology Center is available for adults learning English as a second language in the evenings (Mon, Tues, Wed, Fri)

Continued on page 8

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		40.5
Regular Instruction, FTE	69.1%	28.0
Special Instruction, FTE	9.9%	4.0
Supplemental Instruction, FTE	21.0%	8.5
Teacher headcount		42
Teachers with 5 or more years at this school		23
Teachers' average years of experience		9.8
Teachers with advanced degrees		7

**Professional Teacher Credentials**

Fully licensed	85.7%	36
Provisional credential	11.9%	5
Emergency credential	2.4%	1

**Students per Teaching Staff \***

Regular Instruction	17.7
Special Instruction	13.3

\* 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 *	3.0
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 2005

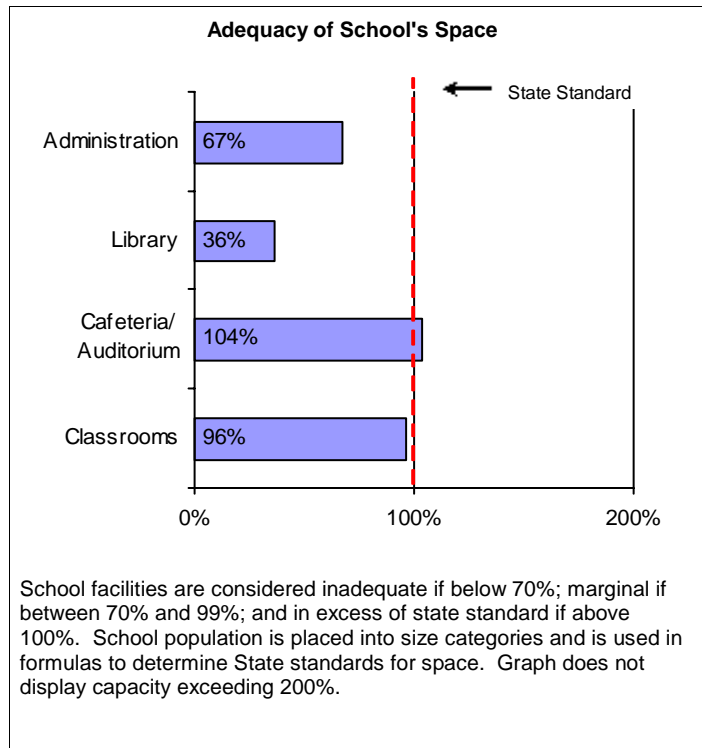
Classrooms available	34
Number of classrooms short (-) or over (+)	-3

**School facilities inspection results**

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
<b>Total</b>		12	

For each category:  
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

**For Total:**  
6-8 = Unacceptable; 9-15 = Satisfactory;  
16-18 = Very Good



## 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	2003	87.8%	--	65.1%	--	76.6%	--
	2005	83.9%	87.4%	80.2%	77.1%	75.2%	76.5%
Quality Student Support	2003	68.8%	--	61.0%	--	69.4%	--
	2005	72.7%	79.7%	71.8%	72.9%	66.6%	66.4%
Professionalism & System Capacity	2003	76.2%	--	84.6%	--	90.0%	--
	2005	66.2%	77.6%	85.7%	83.7%	89.8%	84.4%
Coordinated Team Work	2003	74.6%	--	47.1%	--	64.3%	--
	2005	76.4%	77.2%	58.7%	58.4%	60.0%	64.0%
Responsiveness of the System	2003	78.4%	--	65.4%	--	There are no student items for this dimension	
	2005	84.0%	82.9%	73.8%	70.3%		
Focused & Sustained Action	2003	77.0%	--	42.3%	--	59.8%	--
	2005	75.0%	80.2%	50.2%	57.3%	60.8%	72.9%
Involvement	2003	74.6%	--	63.6%	--	37.0%	--
	2005	84.7%	85.6%	70.5%	68.5%	53.9%	59.8%
Satisfaction	2003	76.2%	--	59.2%	--	76.6%	--
	2005	72.2%	65.8%	69.1%	70.6%	73.8%	72.8%
Student Safety & Well Being	2003	80.8%	--	63.4%	--	68.3%	--
	2005	87.5%	86.0%	74.2%	75.1%	63.6%	65.0%
Survey Return Rate **	2003	60.0%	--	14.4%	--	92.7%	--
	2005	61.5%	78.6%	22.7%	23.8%	94.7%	91.1%

\* 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.

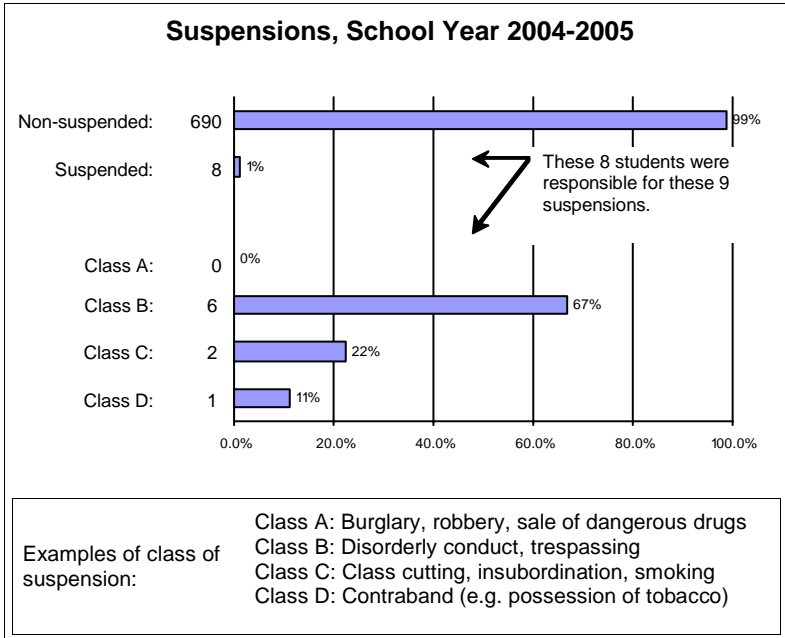
**Vital Signs**

**Student Conduct**

**Attendance and Absences**

School Year			<b>State Standard</b>
2002-03	2003-04	2004-05	
<b>Average Daily Attendance: %</b> (higher is better)			
94.2%	94.1%	92.7%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
10.2	10.5	12.9	<b>9</b>

**Suspensions, School Year 2004-2005**



**School Retention**

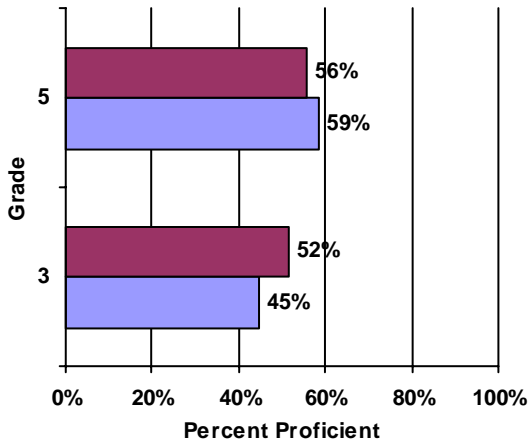
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to NCLB requirements are used.

	Retention		
	2003	2004	2005
Total number of students	545	564	578
Percent retained in grade	3%	2%	1%

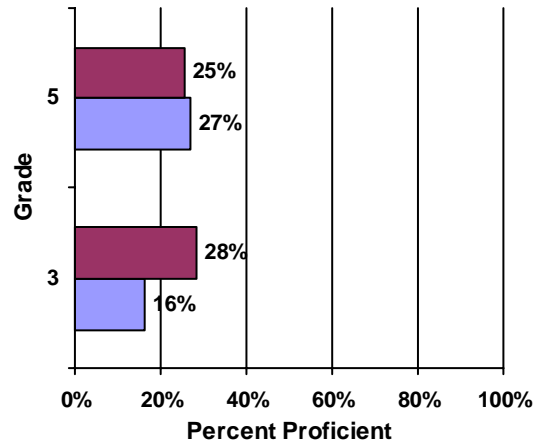
**Vital Signs**

**Statewide Testing**

**HCPS Reading**



**HCPS Mathematics**



■ School      ■ State

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

**HCPS Writing Test**

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
5	3.1	3.1	3.0	3.0	3.0	3.0	2.9	3.0	3.2	3.2	3.1	3.1
3	2.6	2.8	2.7	2.8	2.4	2.6	2.5	2.6	2.9	2.9	2.6	2.7

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

-- means "missing data"

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

**Stanford Achievement Test, 9th Edition**

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	This School	State	This School	State
5	84%	78%	93%	83%
4	82%	74%	87%	84%
3	87%	82%	84%	87%

The Stanford Achievement Test is a national norm-referenced test with a range of 9 stanine levels. Scores in stanines 1 to 3 represent the Below Average category, and scores in stanines 4 to 9 represent Average and Above Average categories.

-- means "missing data"

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

## Other School Information

Continued from page 3

- C. Step 3: Continue the *Positive Action* Character Education Program
    - i. Positive Behavior Supports System and SSIS System in place.
  - b. Action Step 4: Provide transition services for the entire student population between home/school community
    - i. ESLL Parent Night – Potluck – Informational
- 2. Action Plan 4 – Critical Thinking and Problem Solving**
- a. Step 1: Create Instructional Strategies to Promote the Use and Application of Higher Levels of Thinking
    - i. Science curriculum is aligned in grades 3, 4, & 5
    - ii. Curriculum mapping/unit building will take place in 2005/06
    - iii. Grade 3 will pilot Content Mastery in Science for the 2005-06 school year
  - b. Step 2: Students Provided with Problem-Solving Opportunities across the curriculum
    - i. Grade levels are in line with the Hawaii State Standards
    - ii. Looking for a new math program in upper grades
    - iii. Began working on math curriculum and standards
    - iv. Identifying areas of concern to help strengthen our math instruction
    - v. January 5 & 12, 2005 – Dialogue/discussion - came up with strategies to help all grades with math instruction
    - vi. PD/Waiver days set aside for 2005/06 in math
  - c. Step 3: Provide Extended Learning Opportunities
    - i. Math Teams have been put together for grades 3, 4, & 5
    - ii. Student Council is in place and active
- 3. Action Plan 5 – Social Development**
- a. Step 1: Implementation of a School Wide Behavior Guide and Discipline Plan
    - i. School to School Info System (SSIS) in place
    - ii. School Uniform and Dress Code Policies in place
  - b. Step 2: Investigation of Integrated Character Education Program
    - i. Implemented ***Positive Action Program***
    - ii. SSIS in place
  - c. Step 4: Develop a Multi-cultural Day
    - i. Multi – Cultural/May Day was held on May 6, 2005

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