



# Pukalani Elementary School

School Code: 426

Grades K-5

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



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### 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

Nestled in an "opening in the heavens" along the slopes of Haleakala, lies the community of Pukalani which was once an agricultural zone, but is currently occupied by businesses and residences. When the clouds part in the sky, there is a "heavenly opening" which is the meaning of "puka lani", where sunshine and gusty winds prevail. Built in 1976, Pukalani Elementary School currently serves a student population of just under 500 from this suburban community and nearby communities.,

Based on Act 51, Pukalani School has established a School Community Council. During the last three years, we have secured various grants and received assistance from the PTA in order to extend learning and provide intensive supports for classroom learning to increase level 2 supports for our Comprehensive Student Support System.

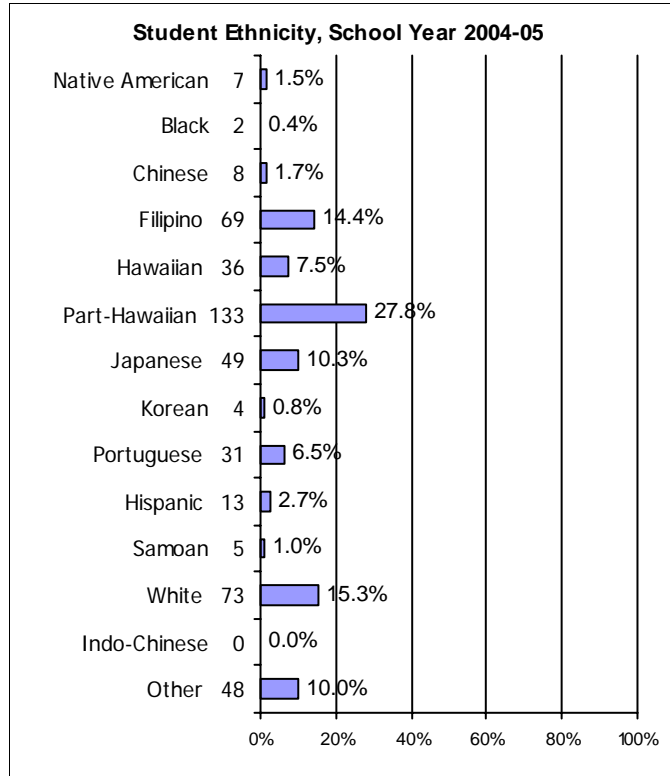
### School Address:

Pukalani Elementary School  
2945 Iolani Street  
Pukalani, Hawaii 96768

School Setting

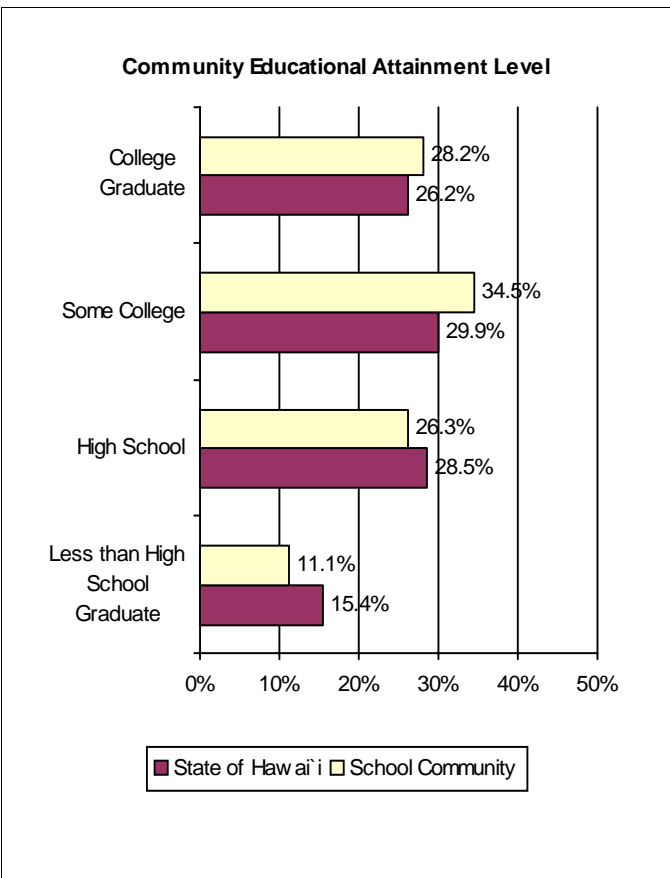
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	474	493	480
Number and percent of students enrolled for the entire school year	452	449	443
	95.4%	91.1%	92.3%
Number and percent of students receiving free or reduced-cost lunch	215	205	198
	45.4%	41.6%	41.3%
Number and percent of students in Special Education programs	31	43	41
	6.5%	8.7%	8.5%
Number and percent of students with limited English proficiency	17	16	21
	3.6%	3.2%	4.4%
Percent of Kindergartners who attended preschool	--	--	57%



Community Profile Based on the 2000 U.S. Census

King Kekaulike Complex	School Community	State of Hawai'i
Total population	33,406	1,211,537
Percentage of population aged 5-19	22.1%	20.6%
Median age of population	37.6	36.2
Number of families	8,200	287,068
Percentage of families with children under 18	51.6%	45.0%
Percentage of families with children headed by a single mother	19.9%	18.3%
Average family size	3.2	3.42
Median household income	\$52,638	\$49,820
Percent of households with Public Assistance income	5.3%	7.6%
Percent of families with children living in poverty	8.8%	11.2%



## School Improvement

### Summary of Progress

- 1) **Inclusiveness:** Pukalani Elementary School's Standards Implementation Design (SID) was written with input from teachers, administration, support staff, parents, students, and members of the community. This SID is revisited twice a year and revised to reflect changes in the Schoolwide Action Plan.
- 2) **Purposefulness:** Our school continues to focus on the development of the total child. Toward this purpose, we focus on the three schoolwide goals. a) Students at Pukalani Elementary School will apply higher thinking skills in all content areas with an emphasis on strengthening competency in reading. b) Students at Pukalani Elementary School will reflect on and evaluate their learning for the purpose of improvement. c) Students at Pukalani Elementary School will use interpersonal skills to make responsible decisions that demonstrate respect and compassion for themselves, for each other, and for their environment.
- 3) **Student-focused Efforts:** Pukalani Elementary School is committed to implementing a core basal reading program schoolwide. In 2002/2003, Harcourt "Trophies" was partially implemented in all grades, kindergarten to fifth. This year, 2004/2005, this basal program was fully implemented. All teachers participate in the "Wald to Read" program which devotes 90 minutes of daily reading instruction to performance-based groups. A reading coordinator's position was created for school years, 2003/2004, and 2004/2005, with Reading First and Title 1 funds. Reading resource teachers gave small group instruction to students in grades K to 5 who were reading below grade level. A new math basal program, Addison/Wesley, Scott/Foresman was implemented in 2003/2004 and continued in 2004/2005.
- 4) **Action-oriented:** All K to 3 teachers continued to engage in reading instruction workshops sponsored by the Reading First grant. Teachers also independently attended professional development workshops to improve their teaching skills. All students, teachers, and parents signed a Family/School Compact. We recognize the importance of all stakeholders knowing what their responsibilities are.
- 5) **Accountability:** Accountability measures for all three schoolwide goals are in place. Please refer to Pukalani Elementary School's action plan for details on what data is collected and reviewed.
- 6) **Strong leadership and support systems:** The leadership of the school is structured into various committees. The Grade Level Committee and the Standards Implementation Design (SID) committees are the ones most instrumental in setting policy and following guidelines. Community input is received through the PTA, and newly developed, School Community Council.

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		29.5
Regular Instruction, FTE	61.0%	18.0
Special Instruction, FTE	20.3%	6.0
Supplemental Instruction, FTE	18.6%	5.5
Teacher headcount		30
Teachers with 5 or more years at this school		16
Teachers' average years of experience		14.8
Teachers with advanced degrees		9

**Professional Teacher Credentials**

Fully licensed	96.7%	29
Provisional credential	3.3%	1
Emergency credential	0.0%	0

**Students per Teaching Staff \***

Regular Instruction	18.7
Special Instruction	6.8

\* 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 *	1.0
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**

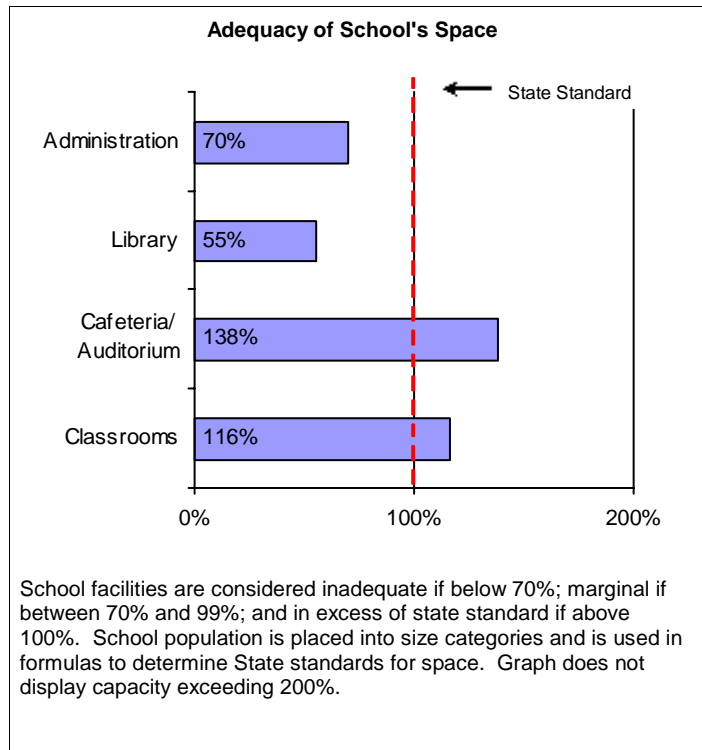
School Year Ending 2005

Classrooms available	35
Number of classrooms short (-) or over (+)	0

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

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 *		Teachers		Parents		Students	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2003	91.0%	--	73.4%	--	69.4%	--
	2005	85.2%	87.4%	73.2%	77.1%	76.6%	76.5%
Quality Student Support	2003	86.1%	--	69.1%	--	54.1%	--
	2005	79.4%	79.7%	73.8%	72.9%	58.1%	66.4%
Professionalism & System Capacity	2003	88.1%	--	78.3%	--	70.2%	--
	2005	74.2%	77.6%	83.6%	83.7%	69.7%	84.4%
Coordinated Team Work	2003	94.2%	--	53.5%	--	57.1%	--
	2005	73.5%	77.2%	52.6%	58.4%	54.9%	64.0%
Responsiveness of the System	2003	89.9%	--	73.0%	--	There are no student items for this dimension	
	2005	81.8%	82.9%	66.3%	70.3%		
Focused & Sustained Action	2003	86.4%	--	45.7%	--	56.7%	--
	2005	76.3%	80.2%	51.8%	57.3%	68.9%	72.9%
Involvement	2003	86.7%	--	64.9%	--	38.8%	--
	2005	81.8%	85.6%	63.0%	68.5%	43.4%	59.8%
Satisfaction	2003	79.7%	--	66.2%	--	58.1%	--
	2005	72.7%	65.8%	76.3%	70.6%	61.3%	72.8%
Student Safety & Well Being	2003	93.3%	--	70.9%	--	51.8%	--
	2005	86.4%	86.0%	76.4%	75.1%	56.7%	65.0%
Survey Return Rate **	2003	71.4%	--	29.3%	--	97.7%	--
	2005	75.9%	78.6%	27.0%	23.8%	91.7%	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.

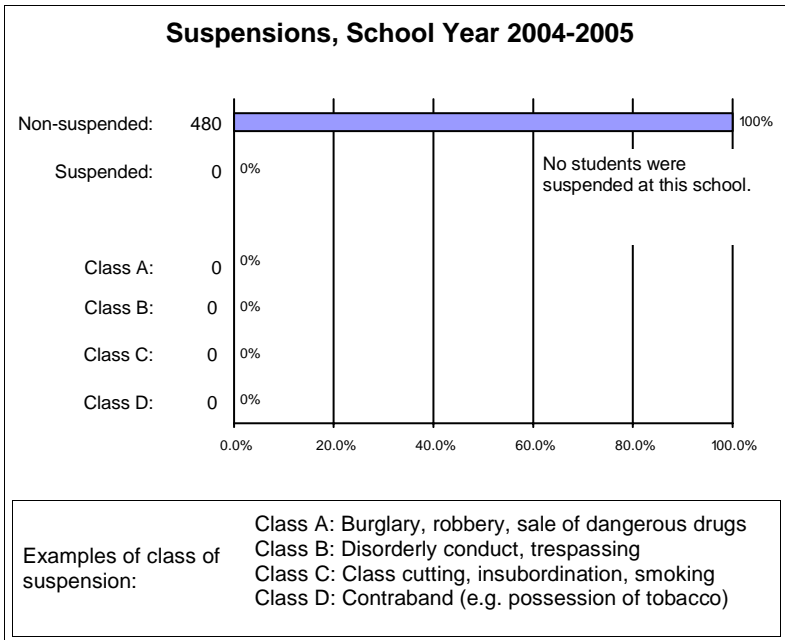
**Vital Signs**

**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)			
93.7%	93.1%	93.8%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
11.3	12.4	11.0	<b>9</b>

**Suspensions, School Year 2004-2005**



**School Retention**

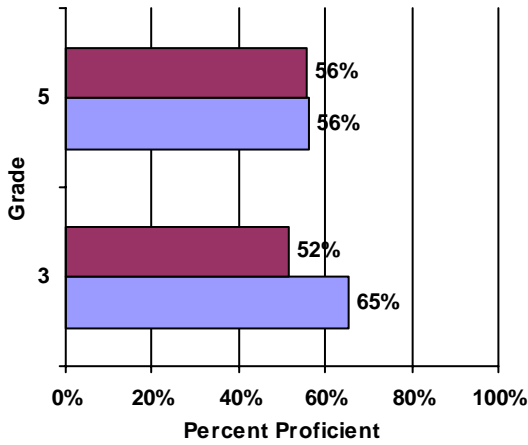
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	<b>Retention</b>		
	2003	2004	2005
Total number of students	386	417	397
Percent retained in grade	1%	0%	0%

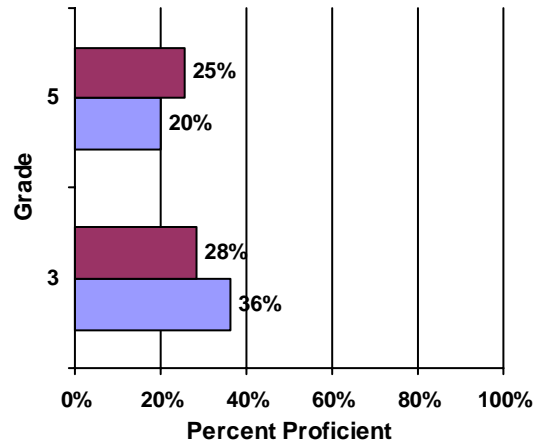
**Vital Signs**

**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	3.0	3.1	3.0	3.0	3.0	3.0	3.0	3.0	3.2	3.2	3.0	3.1
3	2.9	2.8	2.8	2.8	2.7	2.6	2.6	2.6	3.0	2.9	2.8	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%	84%	83%
4	83%	74%	81%	84%
3	96%	82%	94%	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"

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**Other School Information**

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