

# Kohala Middle School

School Code: 366

Grades 6-8

## School Status and Improvement Report School Year 2015-16



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### School Address:

Kohala Middle School  
53-4155 Akoni Pule Highway  
Kapaa, Hawaii 96755

### 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

Kohala Middle School E kulia i ka nu'u (Strive for the highest)

Kohala Middle School (grades 6-8) is situated on the northernmost part of the island of Hawaii in the district of North Kohala. It is part of the Kohala K-12 complex, receiving students from Kohala Elementary School and promoting students to Kohala High School. The complex serves a rural community of a little over 6,000 people. Many families in the community work in the hotel and tourist industry. The school's staff has worked diligently to provide a solid academic program based on the new rigorous Common Core State Standards. In addition, we offer a variety of extra-curricular activities both within the school day and as extended opportunities after school and during interim periods.

Our elective classes during the school day include PE, Art, Ukulele, Leadership, Peer Mediation, Creative Writing, STEM, AVID (an elective program that prepares students for college with a rigorous and challenging curriculum), and Teen Biz/Computer Applications. We also have an active student activities program, an advisory program based on "Growing Pono Schools", and an intramural sports program. All programs are designed to help foster a caring student-based culture. Our teachers are committed to offering a comprehensive program that is standards-based and focused on the needs of the middle school student. The school went through the accreditation process during the 2012-13 School Year and was granted accreditation through June 30, 2019 with a mid-term revisit in school year 2015-16. The mid-term visit commended the school on its progress and found no deficiencies.

Our partnerships with Kahilu Theatre and The North Kohala Student Cultural Enrichment Program provide the opportunity for all students to attend at least one performance at the Kahilu Theatre in Waimea every year. Other programs such as Uplink, 21<sup>st</sup> Century and Ka Hana No'eau help the school support a variety of programs during after-school hours. Students access opportunities such as tutorial assistance, online learning, community mentoring partnerships, and a host of interest-based activities that support our culture, good health, the arts, agriculture, science, and physical activity.

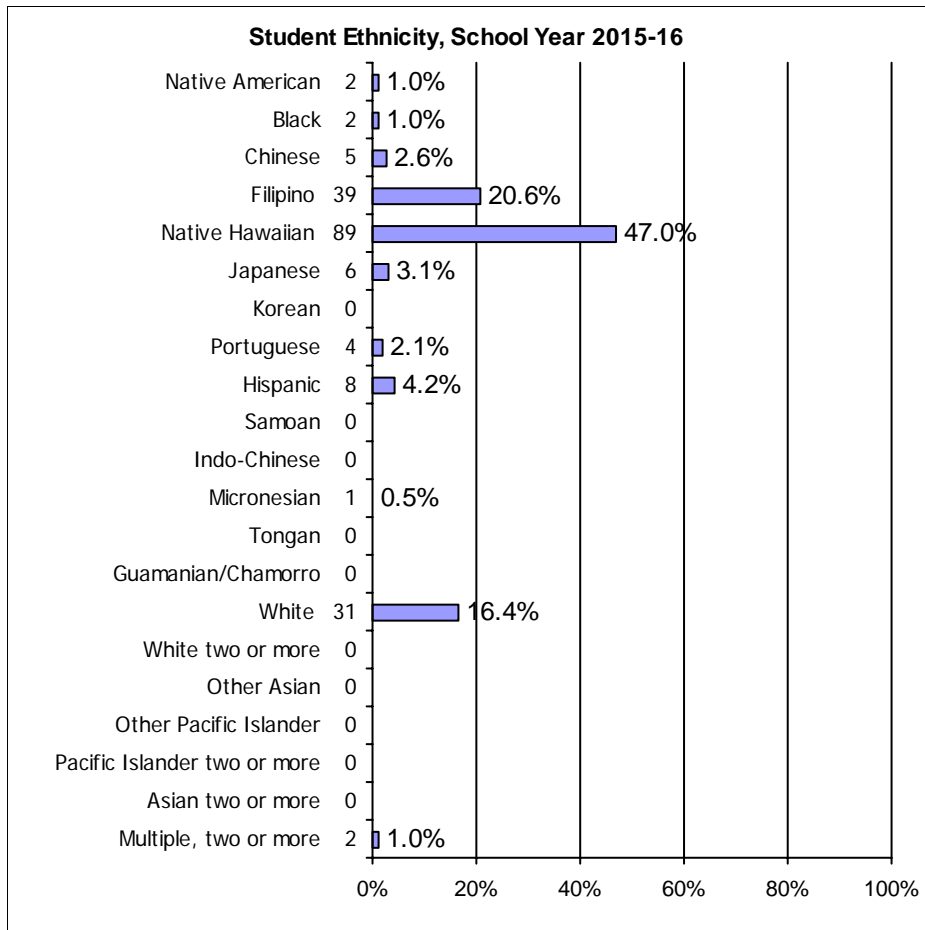
The School Community Council and the Kohala Middle School Hokupa'a Youth Discussion Forum each meet monthly and are actively involved in school initiatives and outreach to school community partners. Kohala Middle School is committed to building family and community partnerships as we foster academic growth and personal maturity within a safe, supportive environment. The school's mission embodies our commitment to focus on relationships as we engage students in a rigorous and relevant academic program.

## School Setting

### Student Profile

School year	2013-14	2014-15	2015-16		2013-14	2014-15	2015-16
Fall enrollment	180	181	189	Number and percent of students in Special Education programs	35	33	30
					19.4%	18.2%	15.8%
Number and percent of students enrolled for the entire school year	174	171	172	Number and percent of students with limited English proficiency	*	*	*
	96.6%	94.4%	91.0%		*	*	*
Number and percent of students receiving free or reduced-cost lunch	119	112	133				
	66.1%	61.8%	70.3%				

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



n = 189

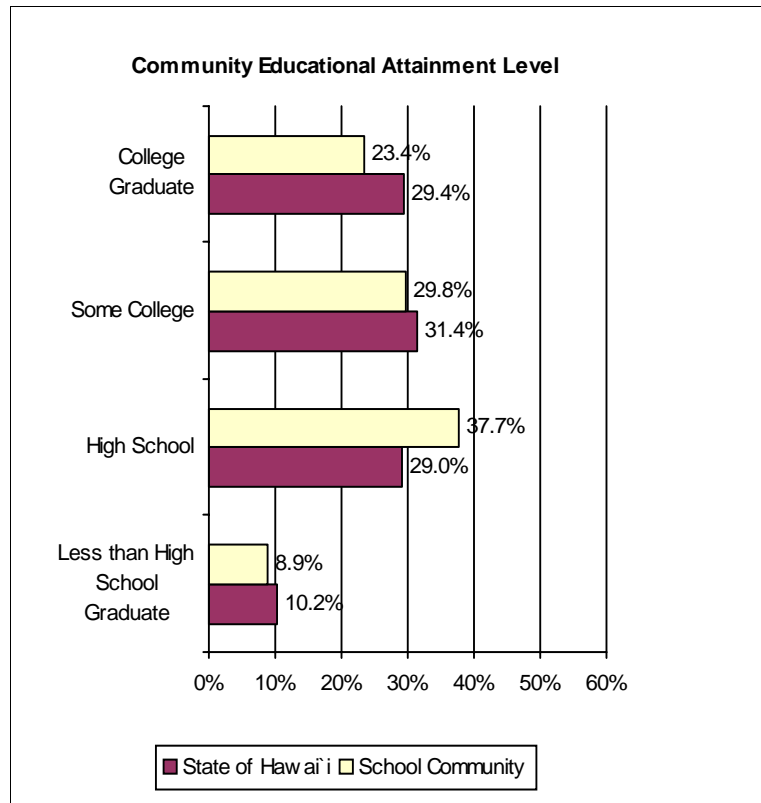
## School Setting

### 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**

<b>Kohala HSC Complex</b>	School Community	State of Hawai'i
Total population	6,276	1,360,301
Percentage of population aged 5-19	18.4%	18.4%
Median age of population	43.6	38.6
Number of family households	1,589	313,907
Median household income	\$53,360	\$66,420



## School Improvement

### Summary of Progress

The school continues to systematically monitor and track progress toward the school-wide integration and internalization of the General Learner Outcomes (GLOs). To support this, interventions such as Peer Mediation, a counseling Girls' and Men's Group, and bonding activities for students who demonstrate the GLOs are provided. Students report that they particularly enjoy the "House" concept where students in grades 6-8 remain together to learn to function collaboratively. There are school-wide practices in place that remind students to emulate Hawaiian values and a protocol to "aloha" visitors to classrooms. Kohala Middle School (KMS) has a welcoming 'esprit de corps that distinguishes this personalized learning community. Parents report that they routinely access TeacherEase to track their children's academic performance. Discipline data is due to a small number of students and not reflective of the total school enrollment.

KMS continues to improve the efficacy of its newly established Response to Intervention (RtI) system to address individual student learning. Remarkable is the Pili a Pa'a collaboration with Partners in Development whereby teachers receive support in developing technology-based lessons during two-week "mini-sabbaticals". Pili a Pa`a provides a group facilitator and a stable and effective cadre of four Pili a Pa'a substitutes. The substitutes provide instruction while the teacher is on sabbatical and assure that student learning objectives are addressed while the teacher is on leave. The professional development on co-teaching/inclusion and differentiation has resulted in the growth in the data team process and the decline in Special Education (SPED) referrals and students eligible for Special Education. New SPED teachers have embraced the KMS community and have maintained a high level of commitment in mastering the responsibilities of their roles as teachers in this community.

KMS is integrating protocols for formative and summative assessments into its data team cycle. STAR reading and math are used as universal screeners, and these diagnostic reports and Lexile measures from Teen Biz in addition to prescriptive reports from the Smarter Balanced Assessment (SBA) assist the school in formulating learning targets to increase student achievement. At the classroom level, the school utilizes formative assessments to track learning in the data team cycle using teacher-developed rubrics in writing that are in use across the curriculum. The school is continuing to improve skills in collecting RtI data to gauge the effectiveness of their interventions to monitor progress towards meeting their goals.

AVID classes provide an intervention venue by helping students clarify their problem-solving processes by using AVID templates and teacher support. For high achieving students, the school, mindful of providing academic rigor for all, has taken steps to accelerate students to Algebra I based on their math proficiency. The school has demonstrated responsiveness to perceptual data and interventions are in place to address affective perceptual data: a curriculum for "buddy rooms" and "refocus areas", Diana Day Vision Management, and Victoria Continuous School Improvement strategies. Weekly meetings of the Academic Review Team (ART) and the twice monthly Instructional Leadership Team (ILT) continuously monitor progress.

**School Resources**

**Certified Staff**

**Teaching Staff**

<b>Total Full-Time Equivalent (FTE)</b>		14.0
Regular Instruction, FTE	71.4%	10.0
Special Instruction, FTE	28.5%	4.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		14
Teachers with 5 or more years at this school		6
Teachers' average years of experience		10.7
Teachers with advanced degrees		8

**Professional Teacher Credentials**

Fully licensed	85.7%	12
Emergency hires	14.2%	2

**Students per Teaching Staff \***

Regular Instruction	15.9
Special Instruction	7.5

\* 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	2

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

**Facilities**

School Year Ending 2016

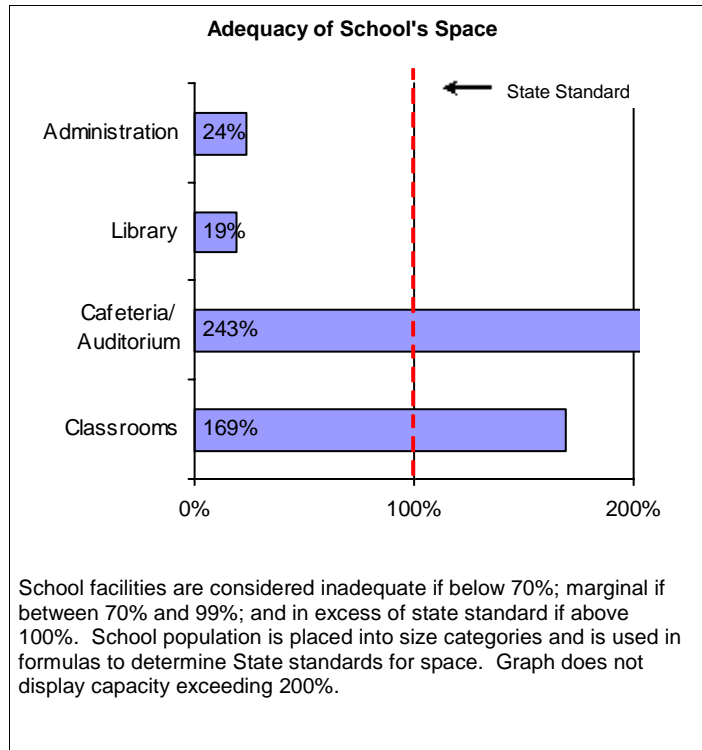
Classrooms available	19
Number of classrooms short (-) or over (+)	0

**School facilities inspection results**

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

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

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	2015	80.1%	76.6%	74.8%	77.0%	67.9%	71.1%
	2016	74.0%	72.0%	69.4%	76.7%	60.7%	69.7%
Well-Being	2015	75.0%	74.8%	86.4%	85.6%	64.3%	68.3%
	2016	79.1%	72.3%	82.9%	86.2%	62.3%	67.9%
Satisfaction	2015	60.7%	60.9%	75.0%	75.6%	67.9%	76.2%
	2016	63.3%	60.2%	72.1%	76.9%	63.4%	74.7%
Involvement/Engagement	2015	71.7%	70.9%	77.9%	74.2%	52.5%	59.3%
	2016	74.4%	69.5%	79.5%	74.7%	55.2%	57.5%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2015	100.0%	93.3%	44.1%	23.4%	80.8%	80.3%
	2016	100.0%	77.6%	36.0%	25.0%	78.6%	74.9%

\* 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.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years.

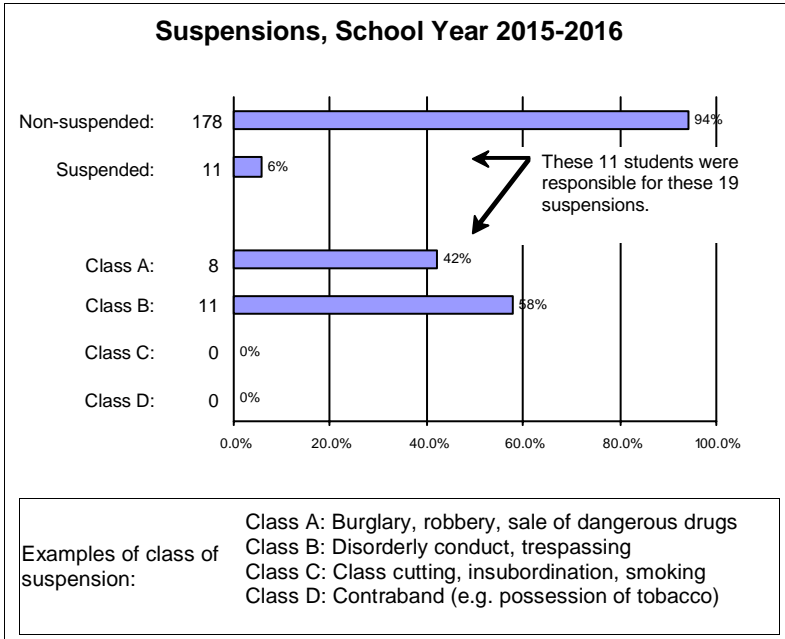
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			<b>State Standard</b>
2013-14	2014-15	2015-16	
<b>Average Daily Attendance: %</b> (higher is better)			<b>95.0%</b>
96.2%	95.0%	94.5%	
<b>Average Daily Absences: in days</b> (lower is better)			<b>9</b>
6.7	8.9	9.8	

#### Suspensions, School Year 2015-2016



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

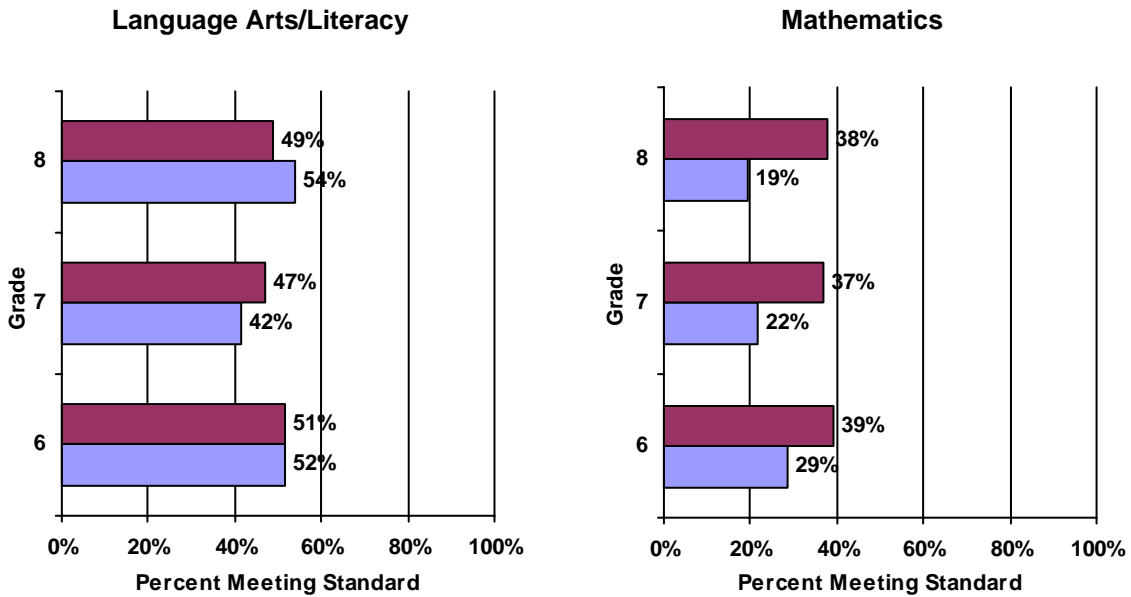
Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2014	2015	2016
Total number of students	55	48	58
Percent retained in grade	0%	0%	0%

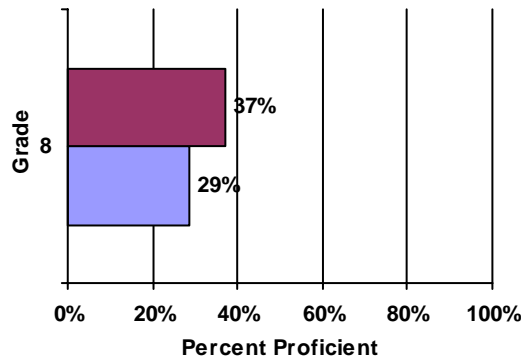
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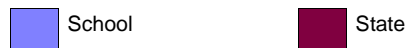
### Hawaii Statewide Assessment Program



### HCPS Science



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).

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### Other School Information

Kohala Middle School was accredited by the Western Association of Schools and Colleges for a period of six years with a one-day mid-cycle visit. This school's accreditation status expires in 2019.

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