



Prince Jonah Kuhio Kalaniana'ole Elementary & Intermediate

School Code: 365

Grades K-8

School Status and Improvement Report School Year 2003-04



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School Address:

Prince Jonah Kuhio Kalaniana'ole
Elementary & Intermediate
27-330 Old Mamalahoa Highway
Papaikou, Hawaii 96781

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 as well as providing information about the school's administrators, teachers, students and facilities. It also includes a summary of the school's improvement plan, the Standards Implementation Design (SID), that focuses on implementing the Hawaii Content and Performance Standards.

School Description

Kalaniana'ole Elementary and Intermediate School is in Papaikou, just north of downtown Hilo. The school has a long tradition of serving students from the many small towns in the area, such as Papaikou, Pepeekeo, Honomu, Hakalau, Paukaa, and Honolii Pali. Kalaniana'ole has continued to meet the needs of these communities by expanding to ensure a nurturing learning environment for preschoolers through eighth graders on one campus. Three, and in some instances, four generations of families have attended Kalaniana'ole School. Our parents' desire to continue this family tradition is a testament to the pride they have in our school.

Located on the school campus is the only preschool in the area. This Headstart preschool, part of the Hawaii County Economic Opportunity Council (HCEOC), provides qualifying families with the opportunity to help children make a smooth transition into Kindergarten. Qualifying parents must meet financial requirements and be employed, in a vocational training program, or attending college. Kalaniana'ole also offers a special education program for our youngest special needs children.

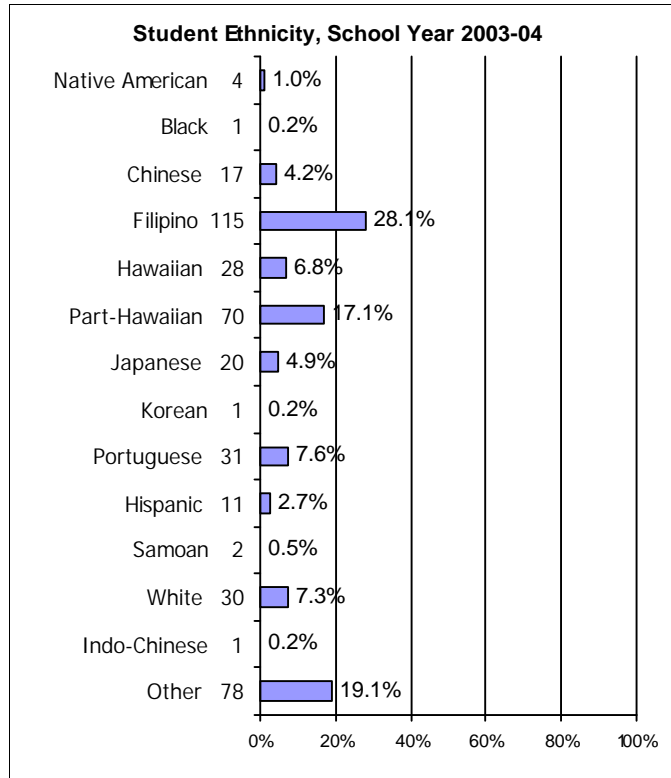
In 1993 and 1994 the school received two technology grants for a total of \$120,000 for computer projects. To maintain and replace computer equipment, the Kalaniana'ole School Foundation was established. The foundation has continued to be an important source of financial support for the school by funding the purchase of equipment and services that could not normally be afforded.

Over the last decade, overall enrollment at Kalaniana'ole has decreased. Since 1998, however, there has been a steady increase in the percentage of students with limited English Proficiency (3.9% in 1998 to 15% in 2004) and in Special Education students (3.3% in 1998 to 10% in 2004). Lastly, the percentage of students who receive free and reduced lunch has remained fairly stable over a three-year period (about 69%).

School Setting

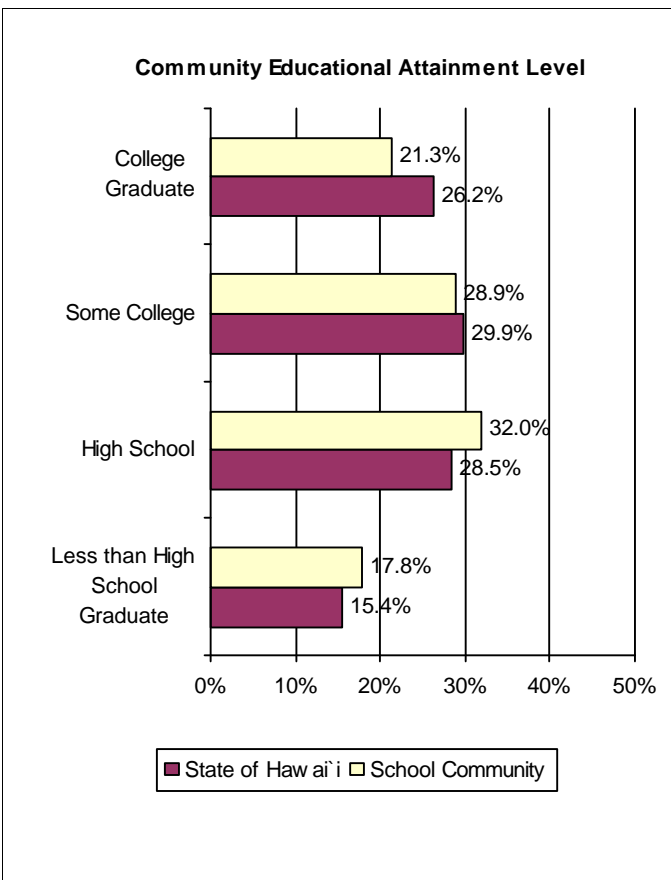
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	448	412	391
Number and percent of students enrolled for the entire school year	421	382	359
	94.0%	92.7%	91.8%
Number and percent of students receiving free or reduced-cost lunch	321	279	272
	71.7%	67.7%	69.6%
Number and percent of students in Special Education programs	51	49	40
	11.4%	11.9%	10.2%
Number and percent of students with limited English proficiency	53	33	53
	11.8%	8.0%	13.6%



Community Profile Based on the 2000 U.S. Census

Hilo Complex	School Community	State of Hawai'i
Total population	27,629	1,211,537
Percentage of population aged 5-19	21.8%	20.6%
Median age of population	39.1	36.2
Number of families	6,658	287,068
Percentage of families with children under 18	43.4%	45.0%
Percentage of families with children headed by a single mother	30.4%	18.3%
Average family size	3.1	3.42
Median household income	\$35,390	\$49,820
Percent of households with Public Assistance income	11.7%	7.6%
Percent of families with children living in poverty	23.0%	11.2%



Standards Implementation

Summary of Progress

This school year, Kalaniana'ole School established six Focus Groups in preparation for its full accreditation visit in Spring 2006. Currently, each Focus Group consists of faculty members and community leaders. The Leadership Team still needs to identify classified personnel and student representatives to serve on each Focus Group. The Leadership Team met with the community leaders to inform them about the FOL process and what is expected of them as Focus Group representatives. Community representatives have also been attending our "Heart to Heart" sessions (school restructuring and America's Choice) as well as our Community Council meeting conducted by Representative Dwight Takamine. All Focus Groups met throughout the year to work on their self-study. The Standards-Based Learning Focus Group spent the year examining student work.

This year, two Planning and Collaboration days were used to analyze the Hawaii State Assessment data for Reading and Math. This then led the school to develop SMART Goals, revisited, and revised the school's vision, mission, and belief statements.

Kalaniana'ole School is an Option Three Planning for Restructuring School and has been working with its external provider to develop an Intervention Plan based on the educational audit conducted by PriceWaterHouse Cooper. The Intervention Plan focuses on standards-based learning for Reading, Writing, and Math.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		27.0
Regular Instruction, FTE	55.6%	15.0
Special Instruction, FTE	11.1%	3.0
Supplemental Instruction, FTE	33.3%	9.0
Teacher headcount		27
Teachers with 5 or more years at this school		19
Teachers' average years of experience		16.9
Teachers with advanced degrees		7

Professional Teacher Credentials

Fully licensed	100.0%	27
Provisional credential	0.0%	0
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	14.6
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	1

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

Facilities

School Year Ending 2004

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

School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	[]	3
Building interior	[]	[]	3
Equipment/Furnishings	[]	2	[]
Health/Safety	[]	[]	3
Sanitation	[]	[]	3
Total	17		

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

Data not available

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 ¹	State
Standards-Based Learning	2001	68%	n/a	66%	n/a	44%	n/a
	2003	72%	n/a	73%	n/a	41%	n/a
Quality Student Support	2001	67%	n/a	70%	n/a	48%	n/a
	2003	68%	n/a	67%	n/a	41%	n/a
Professionalism & System Capacity	2001	43%	n/a	60%	n/a	48%	n/a
	2003	49%	n/a	85%	n/a	46%	n/a
Coordinated Team Work	2001	63%	n/a	60%	n/a	47%	n/a
	2003	56%	n/a	54%	n/a	37%	n/a
Responsiveness of the System	2001	62%	n/a	66%	n/a	There are no student items for this dimension	
	2003	57%	n/a	64%	n/a		
Focused & Sustained Action	2001	55%	n/a	48%	n/a	37%	n/a
	2003	56%	n/a	51%	n/a	40%	n/a
Involvement	2001	59%	n/a	59%	n/a	38%	n/a
	2003	53%	n/a	58%	n/a	50%	n/a
Satisfaction	2001	40%	n/a	68%	n/a	40%	n/a
	2003	40%	n/a	73%	n/a	40%	n/a
Student Safety & Well Being	2001	70%	n/a	69%	n/a	47%	n/a
	2003	79%	n/a	63%	n/a	42%	n/a
Survey Return Rate	2001	89%	n/a	24%	n/a	89%	n/a
	2003	71%	70%	21%	22%	100%	83%

¹

Student positive responses are for the highest grade level surveyed at this school.

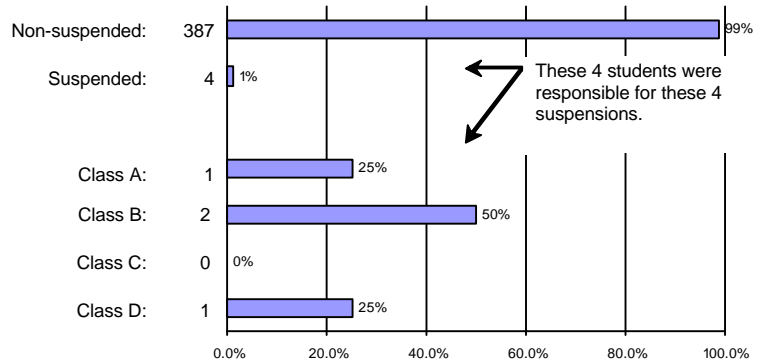
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2001-02	2002-03	2003-04	
Average Daily Attendance: % (higher is better)			
92.4%	93.5%	94.3%	95.0%
Average Daily Absences: in days (lower is better)			
13.5	11.5	10.3	9

Suspensions, School Year 2003-2004



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, retention calculations that conform to NCLB requirements are used.

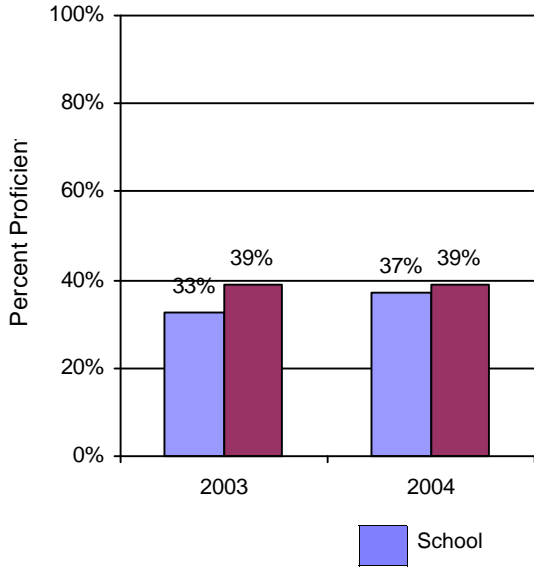
	Retention	
	2003	2004
Total number of students	45	51
Percent retained in grade	0%	0%

Vital Signs

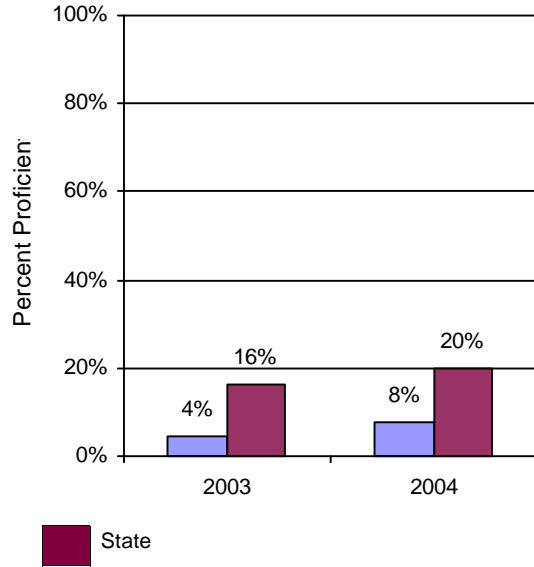
Statewide Testing

Highest Grade Tested: 8

HCPS II Reading



HCPS II Mathematics



Figures are based on total number of students in the highest grade tested at this school. State figures are summaries of comparable school level results.

HCPS II Writing Test

Writing Dimension	2002-03		2003-04	
	School	State	School	State
Meaning	2.6	2.4	2.1	2.4
Voice	2.7	2.4	2.1	2.4
Clarity	2.6	2.3	2.0	2.3
Design	2.6	2.3	1.8	2.2
Conventions	2.7	2.4	2.3	2.4
Overall	2.6	2.4	2.1	2.3

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for the highest grade level tested. State figures are summaries of comparable school level results.

Stanford Tests, 9th Edition

	Below Average	Average and Above
National Norm Group	23%	77%
State		
Reading	27%	73%
Mathematics	26%	74%
This School Highest Grade Tested: 8		
Reading	33%	67%
Mathematics	40%	60%

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.

Other School Information

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