



Kaunakakai Elementary School

School Code: 407

Grades K-6

School Status and Improvement Report School Year 2003-04



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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 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

Kaunakakai School is located at the eastern fringe of Kaunakakai, Molokai's main town. The town and the school support a rural community rich in cultural diversity and deeply rooted traditions. Part-Hawaiians comprise the most numerous ethnic group among students, with smaller portions of Filipinos, Caucasians, and Asians. About 24 percent of the students receive special services (special education or ESLL), and 77 percent receive federal lunch subsidies. The school services the department of education's preschool special education population on island for three and four year olds. The school's instructional program includes a strong standards-based curriculum, a schoolwide character education program and a positive behavioral support system which highly emphasizes the Hawaiian values of Kuleana (responsibility), Laulima (cooperation), and Ho'ihi (respect). Kaunakakai School has a strong commitment to their families. Active parent involvement is evident through the school's Parent-Community Network Center (PCNC), and Families and Classroom Teachers (FACT). Kaunakakai School currently operates under School/Community-Based Management.

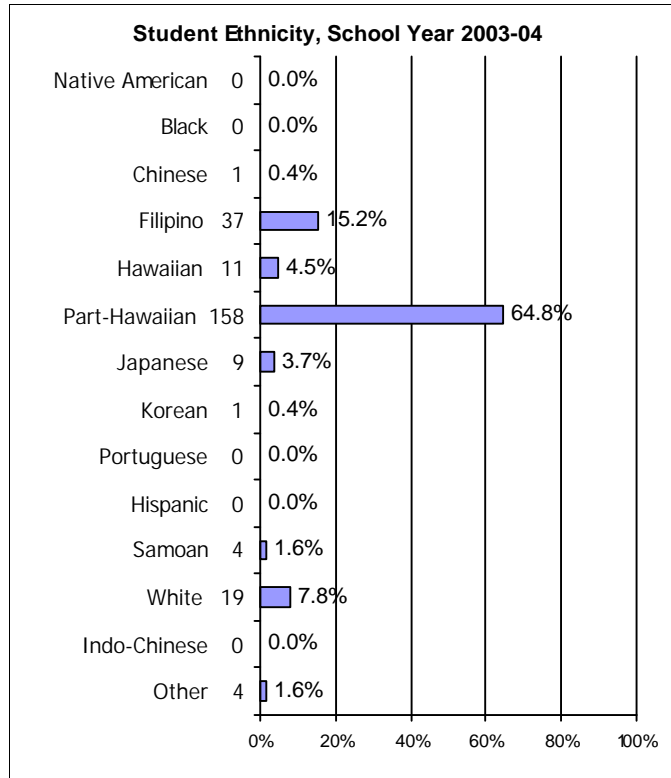
School Address:

Kaunakakai Elementary School
30 Ailoa
Kaunakakai, Hawaii 96748

School Setting

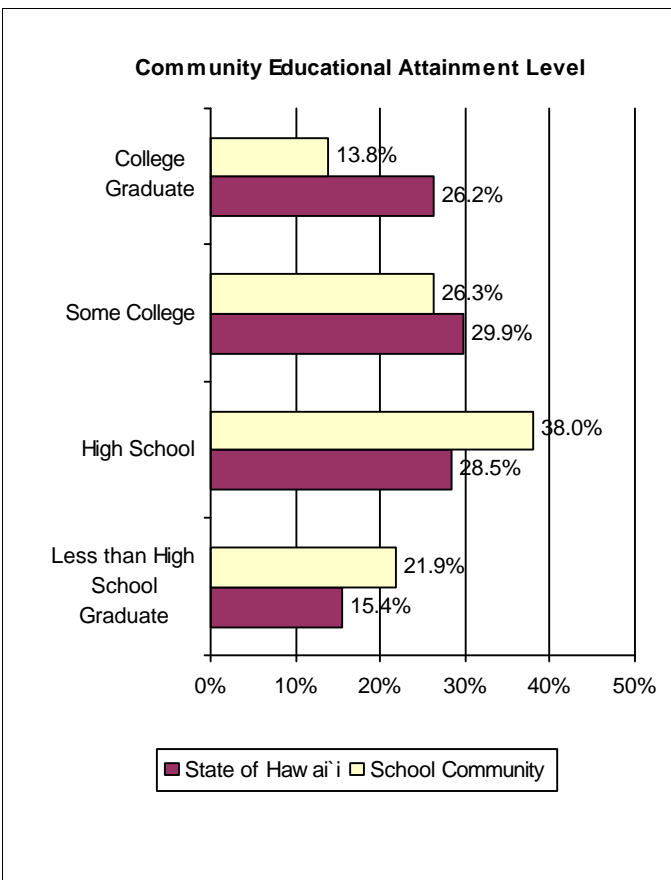
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	264	243	238
Number and percent of students enrolled for the entire school year	245	223	215
	92.8%	91.8%	90.3%
Number and percent of students receiving free or reduced-cost lunch	198	192	187
	75.0%	79.0%	78.6%
Number and percent of students in Special Education programs	40	37	37
	15.2%	15.2%	15.5%
Number and percent of students with limited English proficiency	14	14	12
	5.3%	5.8%	5.0%



Community Profile Based on the 2000 U.S. Census

Molokai Complex	School Community	State of Hawai'i
Total population	7,257	1,211,537
Percentage of population aged 5-19	28.3%	20.6%
Median age of population	34.2	36.2
Number of families	1,761	287,068
Percentage of families with children under 18	47.0%	45.0%
Percentage of families with children headed by a single mother	22.5%	18.3%
Average family size	3.4	3.42
Median household income	\$33,894	\$49,820
Percent of households with Public Assistance income	14.1%	7.6%
Percent of families with children living in poverty	23.6%	11.2%



Standards Implementation

Summary of Progress

Efforts in implementing the Kaunakakai School Standards Implementation Action Plan for the school year 2003-04 were focused and unified, and goals were achieved at exceptionally high levels.

Every stakeholder group was involved in one or more aspects of schoolwide improvement. Leadership involved grade level chairpersons, task committee chairpersons, and administration. Every member of the staff worked on at least one task or activity committee. Reports on progress and accomplishments were regularly shared with everyone.

Data from the HSA (Spring 2003) were analyzed by collaborative groups. A major finding was that our students had noticeable difficulty with constructed-response items. Other student data from progress or diagnostic test instruments such as DIBELS, HIWA, and STAR were also analyzed. These data helped us address: 1) How can we assist the students in their learning? 2) What must be done to improve our services to the students?

Our assessment also included looking at our current action plan, the extent to which we accomplished the activities designed to improve students' attainment of the standards, and the adequacy of our yearly progress. What we learned contributed to our intervention planning which addressed the external audit review conducted by PricewaterhouseCooper.

The structuring and scheduling of time for groups of teachers to dialogue, study, and problem solve or share were high priorities. Development of faculty and staff leaders in a collaborative setting, focused on the students and the standards, has evidenced improvement-based initiatives innovative activities, and increased collegial discussions.

Through our discussions the primary foci for the Intervention Plan are reading and mathematics achievement. It will take us more than one year to expand reading to its deepest, most vibrant part of language development, and to move all children from computation to broader inquiry and problem solving. In order for the efforts delineated in our plan to have impact on achievement, we need the support of parents and the community. Communication, development of understandings and commitments, and establishing regular dialogue with these key stakeholders are essential. We have inserted the focused view of our plan into a support-bearing school improvement plan for it will take us more than a year to convince all parents/families that there is a vital role for each of them in this effort.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		17.0
Regular Instruction, FTE	29.4%	5.0
Special Instruction, FTE	23.5%	4.0
Supplemental Instruction, FTE	47.1%	8.0
Teacher headcount		17
Teachers with 5 or more years at this school		3
Teachers' average years of experience		8.1
Teachers with advanced degrees		4

Professional Teacher Credentials

Fully licensed	76.5%	13
Provisional credential	17.6%	3
Emergency credential	5.9%	1

Students per Teaching Staff *

Regular Instruction	15.5
Special Instruction	9.3

* 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 *	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 2004

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

School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	[]	3
Building interior	[]	2	[]
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

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	90%	n/a	75%	n/a	77%	n/a
	2003	87%	n/a	73%	n/a	71%	n/a
Quality Student Support	2001	85%	n/a	67%	n/a	61%	n/a
	2003	90%	n/a	69%	n/a	71%	n/a
Professionalism & System Capacity	2001	87%	n/a	77%	n/a	70%	n/a
	2003	86%	n/a	78%	n/a	88%	n/a
Coordinated Team Work	2001	88%	n/a	60%	n/a	74%	n/a
	2003	86%	n/a	56%	n/a	67%	n/a
Responsiveness of the System	2001	92%	n/a	71%	n/a	There are no student items for this dimension	
	2003	91%	n/a	68%	n/a		
Focused & Sustained Action	2001	95%	n/a	62%	n/a	70%	n/a
	2003	85%	n/a	53%	n/a	70%	n/a
Involvement	2001	95%	n/a	68%	n/a	68%	n/a
	2003	91%	n/a	63%	n/a	54%	n/a
Satisfaction	2001	87%	n/a	67%	n/a	71%	n/a
	2003	66%	n/a	59%	n/a	78%	n/a
Student Safety & Well Being	2001	92%	n/a	66%	n/a	61%	n/a
	2003	93%	n/a	71%	n/a	71%	n/a
Survey Return Rate	2001	62%	n/a	34%	n/a	97%	n/a
	2003	57%	70%	30%	22%	98%	83%

¹

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

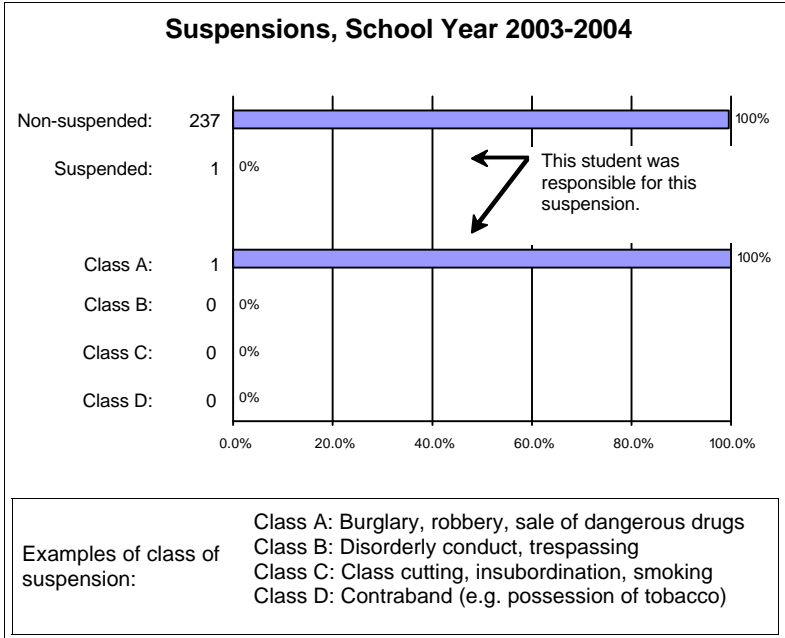
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2001-02	2002-03	2003-04	
Average Daily Attendance: % (higher is better)			
92.3%	93.9%	94.2%	95.0%
Average Daily Absences: in days (lower is better)			
14.0	11.2	10.3	9

Suspensions, School Year 2003-2004



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.

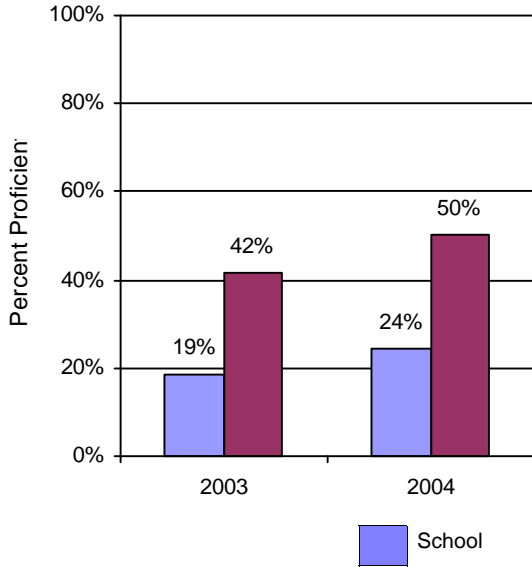
	Retention	
	2003	2004
Total number of students	209	202
Percent retained in grade	1%	1%

Vital Signs

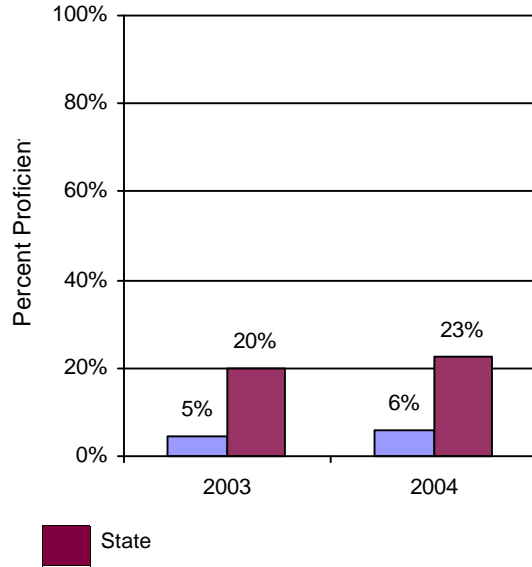
Statewide Testing

Highest Grade Tested: 5

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	2.4	2.7	2.8	3.0
Voice	2.4	2.7	2.7	3.1
Clarity	2.1	2.5	2.5	2.9
Design	2.1	2.5	2.5	2.9
Conventions	2.2	2.6	2.6	2.9
Overall	2.2	2.6	2.6	3.0

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	24%	76%
Mathematics	19%	81%
This School Highest Grade Tested: 5		
Reading	52%	48%
Mathematics	18%	82%

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

Published on March 21, 2005. Updated as of November 1, 2005.

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