



Kilohana Elementary School

School Code: 410

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

Kilohana Elementary School opened in 1935 and is on the southeastern coast of Molokai. The concept of Ohana is embedded in the community and lives of the students. Kilohana offers "Parent Nights" to keep the community informed about school activities and curriculum.

Kilohana's support personnel collaborate closely with teachers. Title I services for students who need help with reading, the program for gifted or talented students, and special education services all insure the most effective form of instruction to meet the needs of all students. Hawaiian Studies is enriched by a Kupuna who serves grades K-6 on a weekly basis. Computer literacy, both in the classroom and in the laboratory, increases opportunities for students to integrate technology with the different subject areas. Kilohana offers a Learning Center for homework assistance and enrichment activities.

Kilohana Elementary School is operating under School/Community Based Management.

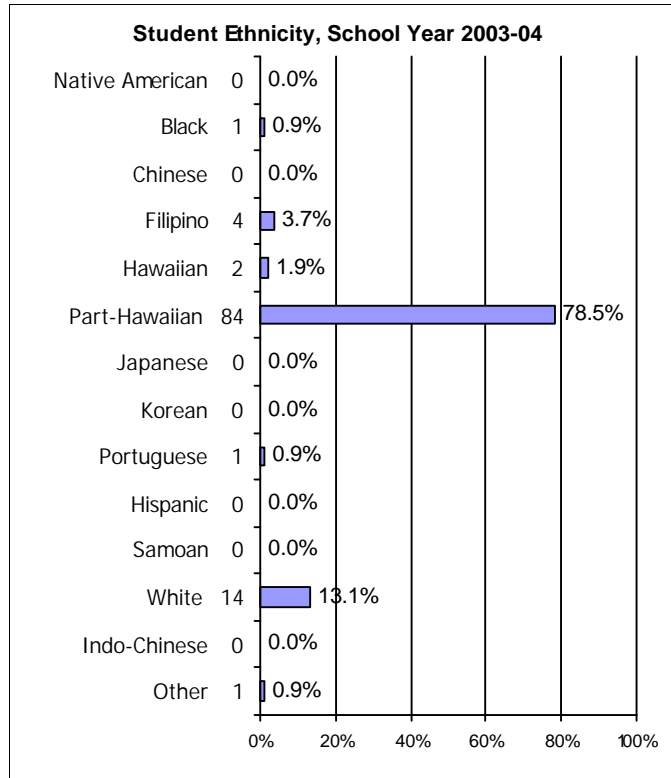
School Address:

Kilohana Elementary School
Kamehameha V Highway
Kaunakakai, Hawaii 96748

School Setting

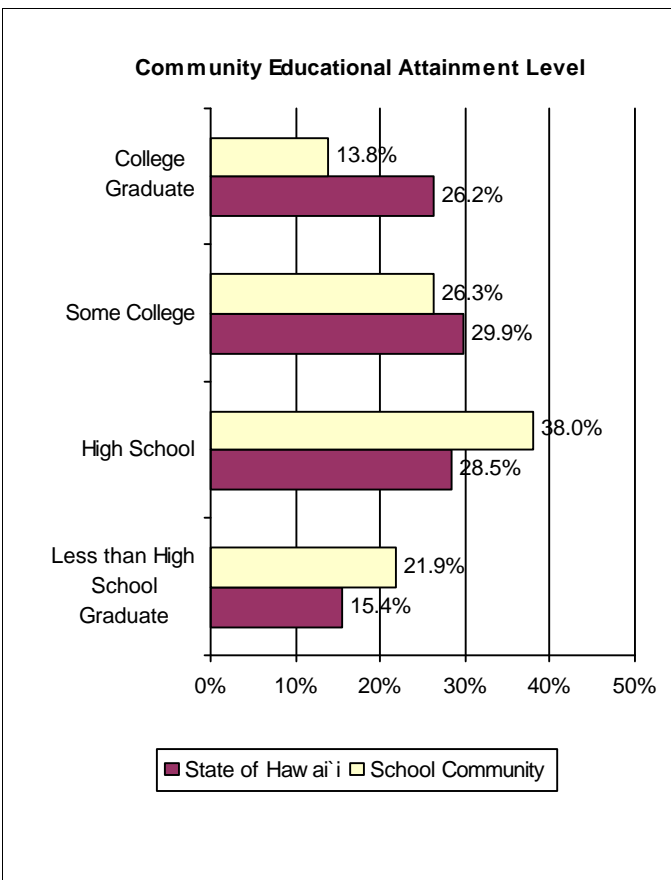
Student Profile

School year ending	2001-02	2002-03	2003-04
Fall enrollment	118	105	109
Number and percent of students enrolled for the entire school year	107	105	94
	90.7%	100.0%	86.2%
Number and percent of students receiving free or reduced-cost lunch	88	83	85
	74.6%	79.0%	78.0%
Number and percent of students in Special Education programs	28	17	14
	23.7%	16.2%	12.8%
Number and percent of students with limited English proficiency	0	0	1
	0.0%	0.0%	0.9%



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

Inclusiveness (Rating 3): All stakeholder groups were invited give input at the two Waiver Days allotted for evaluation of the SID. All families were mailed a copy of the 2004 – 2007 SID draft for their input, and teachers shared the draft with their students.

Purposefulness (Rating 3): The revised mission and vision statements (June 2003) were posted around the school. During the principal's weekly visits to the classroom, data was collected to indicate the students' knowledge of standards using the "I can" statements.

Student-Focused Efforts (Rating 3): It is believed that Positive Behavior Support, coupled with meaningful parental involvement will increase student academic achievement.

Action Oriented (Rating between 4 and 3): Kilohana Elementary has a strong CSSS cadre which ensures the array of services for all students. This cadre meets weekly with all stakeholder representatives involved.

Accountability (Rating 3): Kilohana commits two Waiver Days a year to review and evaluate our current SID. During this time, data is used to determine if goals are being met.

Strong Leadership and Support Systems (Rating 3): New teachers were mentored throughout the school year. Teachers were given monthly collaboration time, and school personnel took on leadership roles.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		8.0
Regular Instruction, FTE	75.0%	6.0
Special Instruction, FTE	0.0%	0.0
Supplemental Instruction, FTE	25.0%	2.0
Teacher headcount		8
Teachers with 5 or more years at this school		4
Teachers' average years of experience		10.5
Teachers with advanced degrees		2

Professional Teacher Credentials

Fully licensed	75.0%	6
Provisional credential	25.0%	2
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	11.9
Special Instruction	0.0

* 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	3

* 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	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
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	87%	n/a	85%	n/a	71%	n/a
	2003	91%	n/a	88%	n/a	69%	n/a
Quality Student Support	2001	96%	n/a	85%	n/a	67%	n/a
	2003	88%	n/a	81%	n/a	62%	n/a
Professionalism & System Capacity	2001	67%	n/a	86%	n/a	82%	n/a
	2003	72%	n/a	95%	n/a	71%	n/a
Coordinated Team Work	2001	100%	n/a	81%	n/a	81%	n/a
	2003	83%	n/a	72%	n/a	62%	n/a
Responsiveness of the System	2001	98%	n/a	82%	n/a	There are no student items for this dimension	
	2003	89%	n/a	79%	n/a		
Focused & Sustained Action	2001	80%	n/a	68%	n/a	48%	n/a
	2003	78%	n/a	66%	n/a	51%	n/a
Involvement	2001	95%	n/a	75%	n/a	79%	n/a
	2003	94%	n/a	72%	n/a	41%	n/a
Satisfaction	2001	90%	n/a	88%	n/a	85%	n/a
	2003	71%	n/a	92%	n/a	68%	n/a
Student Safety & Well Being	2001	100%	n/a	84%	n/a	65%	n/a
	2003	100%	n/a	80%	n/a	61%	n/a
Survey Return Rate	2001	100%	n/a	26%	n/a	95%	n/a
	2003	86%	70%	30%	22%	100%	83%

¹

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

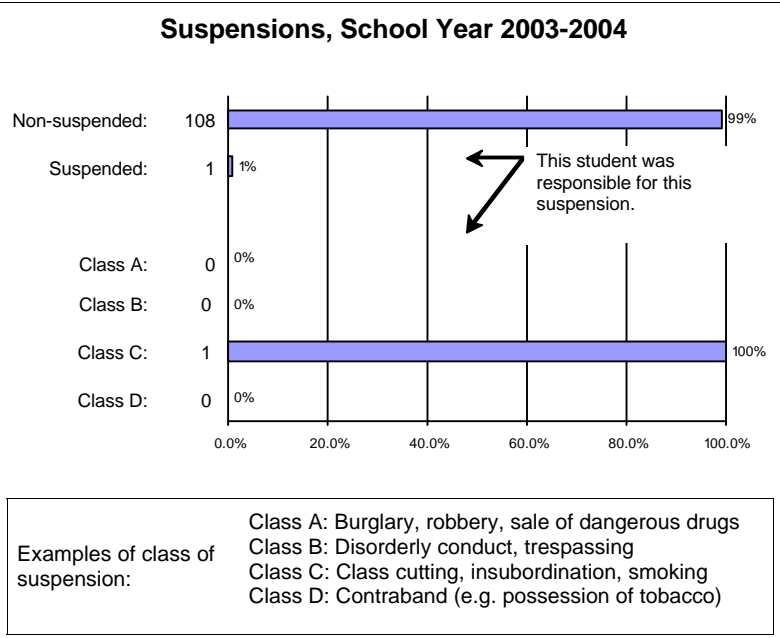
School Retention or Completion

Student Conduct

Attendance and Absences

School Year			State Standard
2001-02	2002-03	2003-04	
Average Daily Attendance: % (higher is better)			
93.4%	93.8%	95.1%	95.0%
Average Daily Absences: in days (lower is better)			
11.3	10.9	8.6	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.

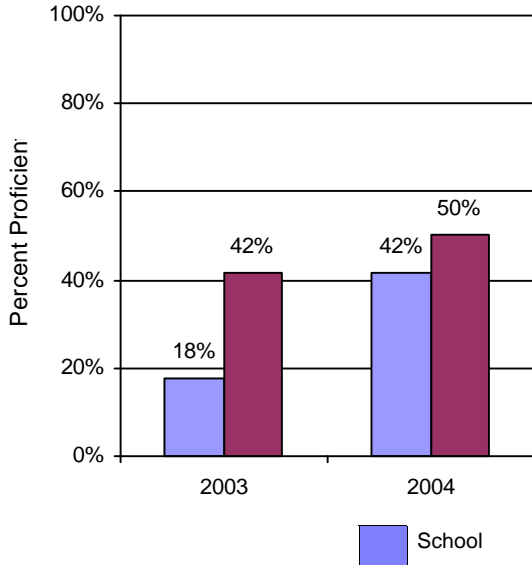
	Retention	
	2003	2004
Total number of students	90	95
Percent retained in grade	1%	0%

Vital Signs

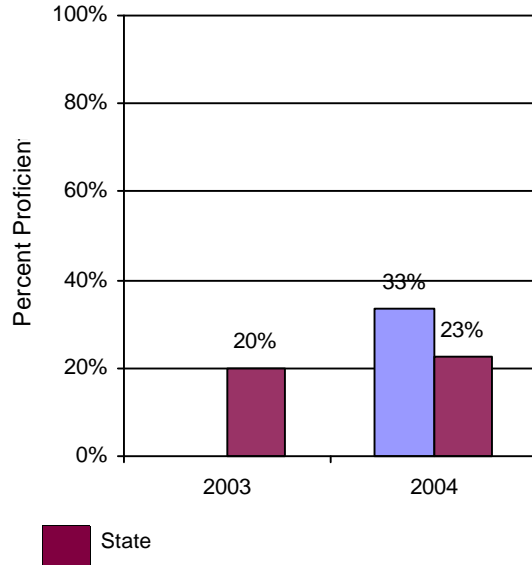
Statewide Testing

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	3.1	3.1
Clarity	2.2	2.5	2.7	2.9
Design	2.2	2.5	2.7	2.9
Conventions	2.5	2.6	2.8	2.9
Overall	2.3	2.6	2.8	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	17%	83%
Mathematics	25%	75%

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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Evaluation Section, Planning and Evaluation Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.