



Kaunakakai Elementary School

School Code: 407

Grades K-6

School Status and Improvement Report School Year 2011-12



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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, and reports student achievement results along with other vital signs.

School Description

Kaunakakai Elementary 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.

The 262 students who make up the preschool through sixth grade population represent a multicultural spectrum. We host the only preschool Special Education program on the island. 69% Hawaiian/Part-Hawaiians comprise the most numerous ethnic group among students, with smaller portions of Filipinos-17%, and 8%-Caucasians. About 13% of the students receive special education services and 5% receive English Language Learner (ELL) services. 66% of our students are receiving federal lunch subsidies. We have made significant progress in the Hawaii State Assessment and is considered a school in Good Standing, Unconditional. We have an A+ after school program for latchkey students and after school initiatives funded by the 21st century grant which promotes academic achievement in reading, science, technology, engineering, and math.

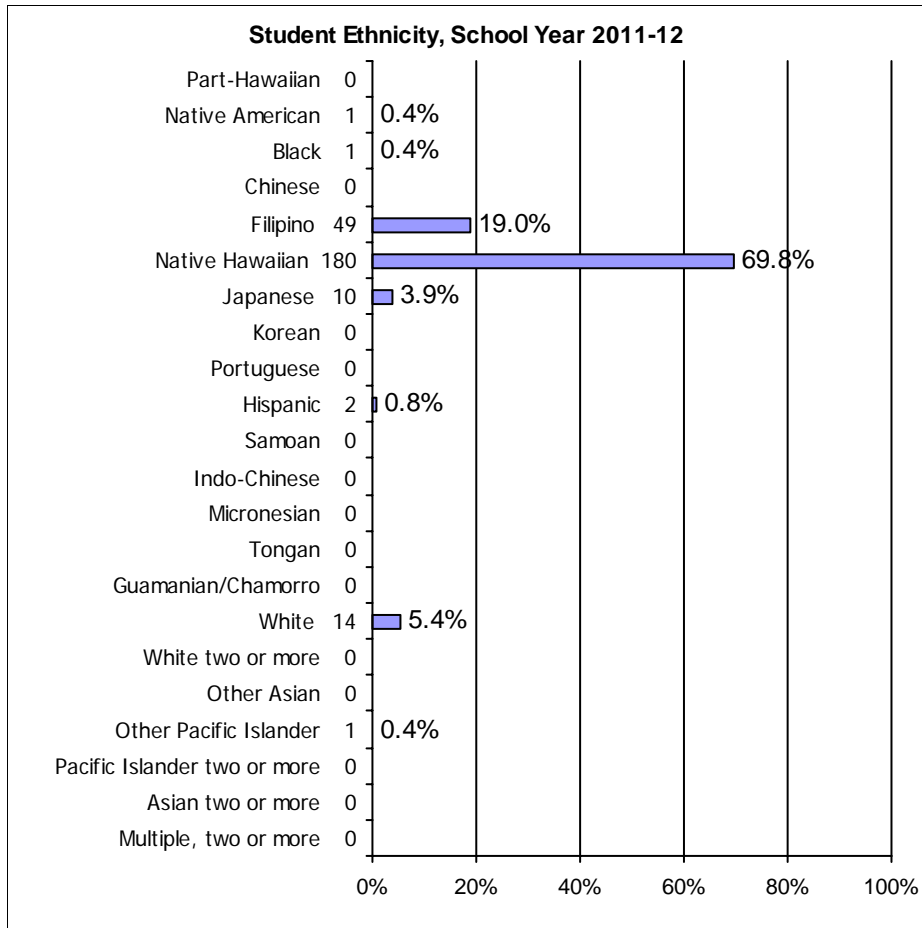
School Address:

Kaunakakai Elementary School
30 Ailoa
Kaunakakai, Hawaii 96748

School Setting

Student Profile

School year	2009-10	2010-11	2011-12		2009-10	2010-11	2011-12
Fall enrollment	229	240	247	Number and percent of students in Special Education programs	36	33	32
					15.7%	13.8%	13.0%
Number and percent of students enrolled for the entire school year	216 94.3%	221 92.1%	229 92.7%	Number and percent of students with limited English proficiency	9	12	10
					3.9%	5.0%	4.0%
Number and percent of students receiving free or reduced-cost lunch	150 65.5%	150 62.5%	180 72.9%	Percent of Kindergartners who attended preschool	86%	89%	91%



n = 258

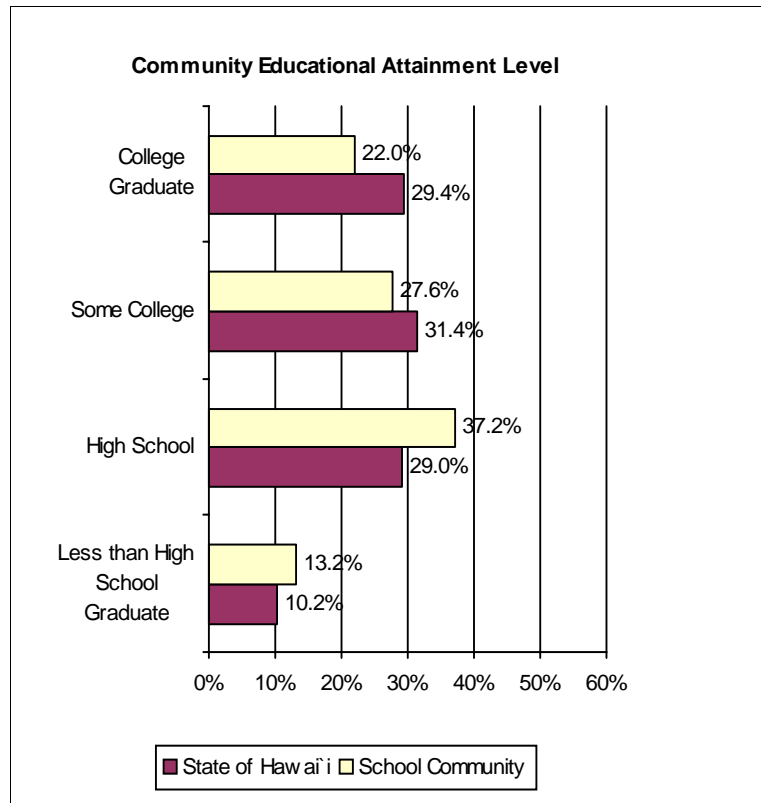
School Setting

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 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 and American Community Survey (ACS)

Molokai HSC Complex	School Community	State of Hawai'i
Total population	7,258	1,360,301
Percentage of population aged 5-19	21.4%	18.4%
Median age of population	40.2	38.6
Number of family households	1,765	313,907
Median household income	\$49,391	\$66,420



School Improvement

Summary of Progress

Approximately 61% of the school's budget was used to meet Goal #1-College and Career Ready. This included salaried positions which target instructional services. We focused our attention on tracking student progress through a consistent form of data collection through monthly Benchmark Testing of the standards and implementing a Response to Intervention (RTI) team which met with each classroom teacher to identify students in need of reading and math supports in grades K-6. This helped each teacher identify specific areas of need, develop an action plan which included after school tutorial for reading and math support. The teachers also shared test taking skills strategies with each other and focused on the Berc Group's STAR Framework and Protocol to reflect upon their own teaching and learning to enhance their skills and knowledge, thinking, application, and reflection/building relationships as teachers. Through the new outside provider, Edison Alliance, we were supported with mentors who worked closely with our teachers in the development of Pacing Guides, the Cycle of Instruction, and monthly analysis of the benchmark testing data. Bi-monthly Learning Walks to each classroom were conducted with the administrator on campus.

In meeting Goal #2-Quality Student Support, approximately 13% of the school's budget was used to include counseling, English Language Learners support, and special education services. Our goal was to provide as much individualized or small group support through differentiated instruction to students not reaching reading and math benchmarks. We also focused our attention on improving our Positive Behavioral Support system already in place, initiating open and continued conversations with parents, focusing on the positive accomplishments of the student which we felt was a necessary investment. We have continued to celebrate Good Citizenship every month during the school year. We will include celebrations involving academic achievement with our students this year.

Our final Goal #3-Continuous Improvement, focused on regular monitoring of students academic performance and behavior in and out of class. This contributed to the success of their abilities in making AYP. We used our Professional Learning Collaboration (PLC) teams to constantly and consistently look at student assessment and student work to determine the area of need and how we could best support each child. We will continue to provide and assist all students entering/exiting the school with transitional support between grades and between schools. Through our Parent/Community Network Center (PCNC) quality family and school services will continue as a bridge between the home, community, and the school.

In School Operations, 26% of the school's budget was used to continue funding of administrative and classified employees, equipment and materials, professional development, travel, and substitutes to maintain quality operational systems and supports at the school level.

For the reasons mentioned above, we made Adequate Yearly Progress on the 2012 Hawaii State Assessment scoring 67% in reading and 62% in math which brought us back to a school in Good Standing, Unconditional. It truly takes a village to raise a child.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		18.0
Regular Instruction, FTE	72.2%	13.0
Special Instruction, FTE	27.8%	5.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		18
Teachers with 5 or more years at this school		11
Teachers' average years of experience		11.2
Teachers with advanced degrees		6

Professional Teacher Credentials

Fully licensed	100.0%	18
Provisional credential	0.0%	0
Emergency credential	0.0%	0

Students per Teaching Staff *

Regular Instruction	16.5
Special Instruction	6.4

* 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	0.5
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

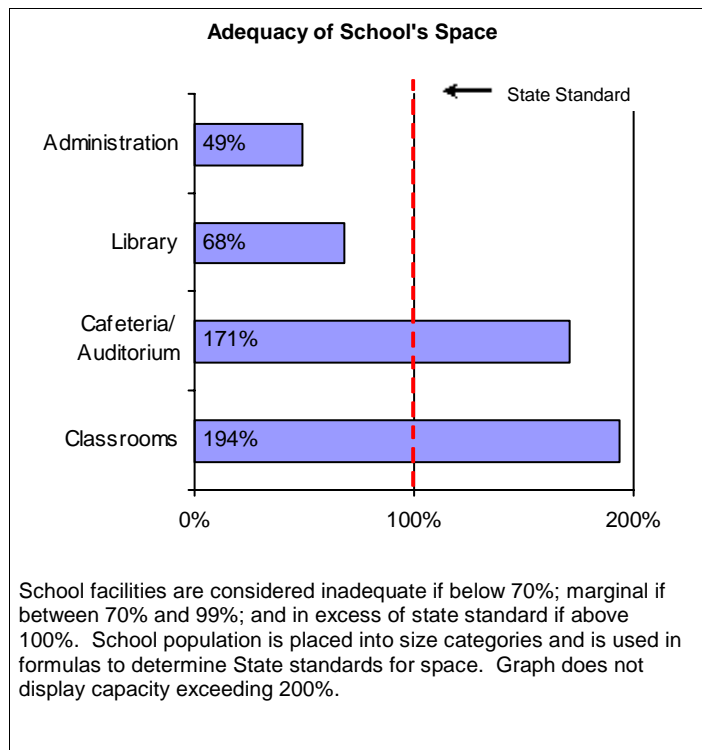
School Year Ending 2012

Classrooms available	25
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.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered periodically by the System Evaluation and Reporting 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
Standards-Based Learning	2011	--	--	--	--	--	--
	2012	99.0%	98.3%	90.1%	89.8%	94.0%	90.3%
Quality Student Support	2011	--	--	--	--	--	--
	2012	97.6%	92.7%	92.3%	88.3%	87.9%	83.3%
Professionalism & System Capacity	2011	--	--	There are no parent items for this dimension		There are no student items for this dimension	
	2012	97.6%	94.3%				
Coordinated Team Work	2011	--	--	--	--	--	--
	2012	96.4%	90.0%	83.3%	83.0%	97.3%	90.1%
Responsiveness of the System	2011	--	--	--	--	There are no student items for this dimension	
	2012	100.0%	94.6%	93.1%	89.6%		
Focused & Sustained Action	2011	--	--	--	--	--	--
	2012	98.8%	94.2%	92.3%	87.1%	91.9%	89.2%
Involvement	2011	--	--	--	--	--	--
	2012	100.0%	95.4%	94.4%	89.3%	93.3%	83.5%
Satisfaction	2011	--	--	--	--	--	--
	2012	100.0%	91.0%	84.6%	88.5%	94.1%	87.3%
Student Safety & Well Being	2011	--	--	--	--	--	--
	2012	96.9%	93.5%	90.7%	88.6%	87.1%	83.2%
Survey Return Rate **	2011	--	--	--	--	--	--
	2012	72.2%	62.3%	36.6%	38.8%	95.8%	93.3%

Note: Items and scales that make up the 2012 School Quality Survey dimensions were revised to reflect recent recommendations from internal and external reviewers. As a result the 2011 SQS percentages are intentionally blank (- -) since they are not comparable to the 2012 percentages.

* 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 (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

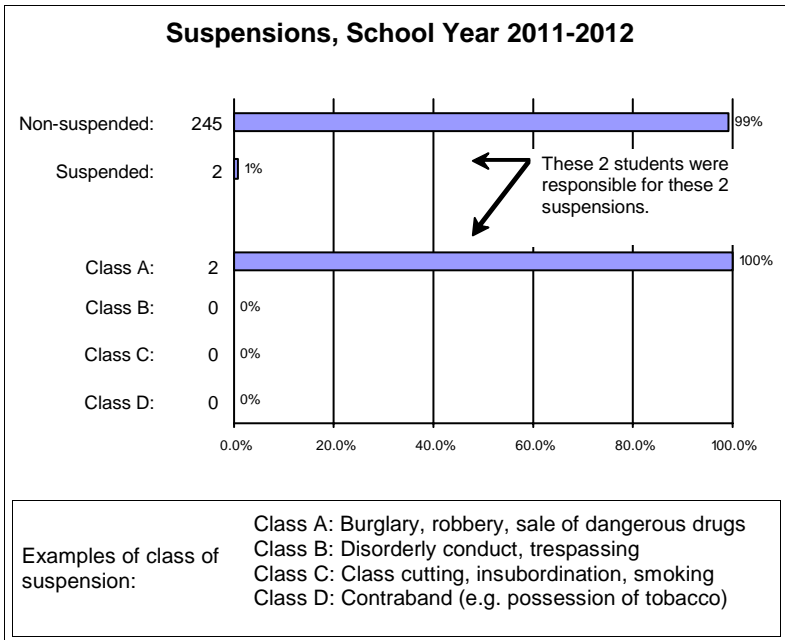
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2009-10	2010-11	2011-12	
Average Daily Attendance: % (higher is better)			
94.8%	95.5%	95.3%	95.0%
Average Daily Absences: in days (lower is better)			
8.4	8.0	8.4	9

Suspensions, School Year 2011-2012



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.

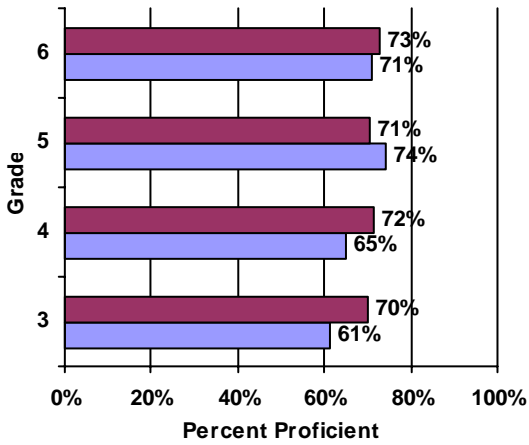
	Retention		
	2010	2011	2012
Total number of students	191	193	209
Percent retained in grade	1%	0%	0%

Note. " -- " means missing data.
 " * " means data not reported to maintain student confidentiality (see FERPA).

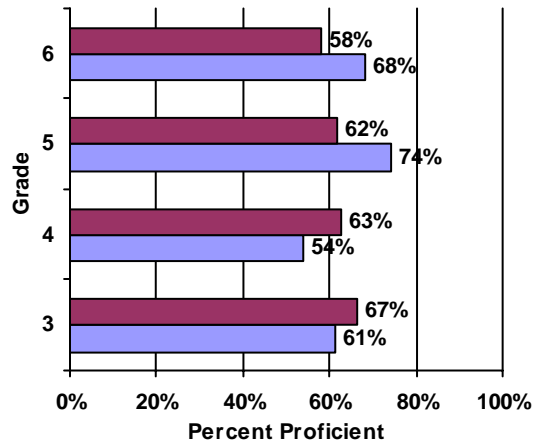
Vital Signs

Hawaii State Assessment Program

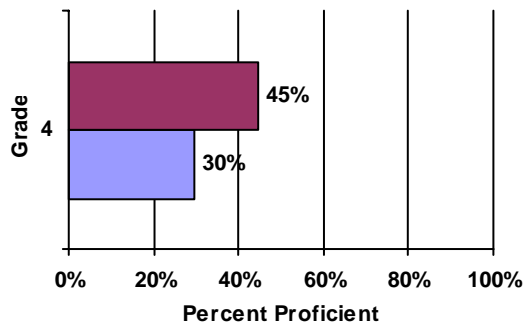
HCPS Reading



HCPS Mathematics



HCPS Science



The HCPS Science assessment is given in grades 4, 8 and 10.

■ School ■ State

A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

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System Evaluation and Reporting Section, Systems Accountability Office, Office of the Superintendent, Honolulu, HI: Hawaii State Department of Education.