



Kaunakakai Elementary School

School Code: 407

Grades K-6

School Status and Improvement Report School Year 2004-05



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	p. 2
<ul style="list-style-type: none"> • Student Profile • Community Profile 	
School Improvement	p. 3
<ul style="list-style-type: none"> • Summary of Progress 	
School Resources	p. 4
<ul style="list-style-type: none"> • Certified Staff • Facilities 	
Vital Signs	pp. 5-7
<ul style="list-style-type: none"> • School Quality Survey • Student Conduct • School Retention or Completion • Statewide Testing 	
Other School Information	p. 8

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, reports student achievement results along with other vital signs.

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 22 percent of the students receive special services (special education or ESLL), and 75 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 school-wide 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). In accordance with Act 51, the Kaunakakai Elementary School Community Council was created to support school improvement and academic achievement of students through parent and community involvement.

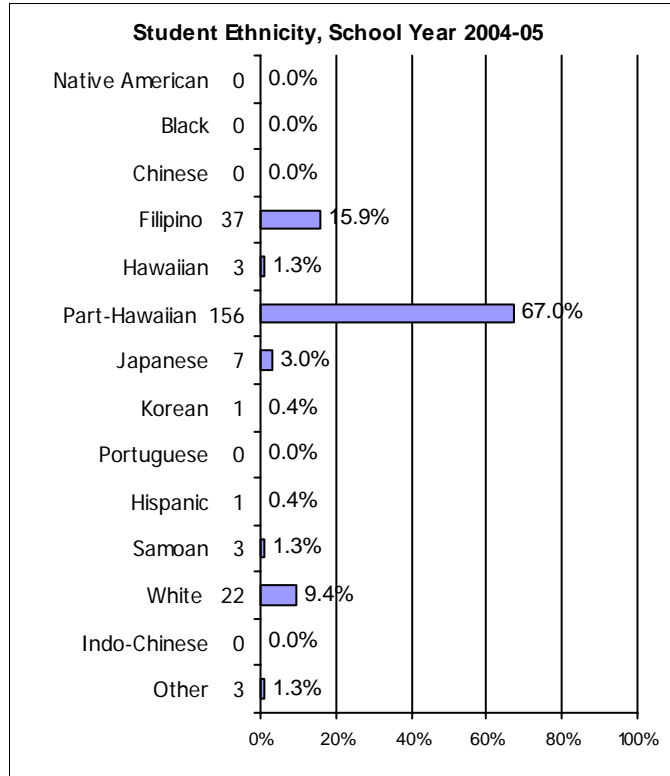
School Address:

Kaunakakai Elementary School
30 Ailoa
Kaunakakai, Hawaii 96748

School Setting

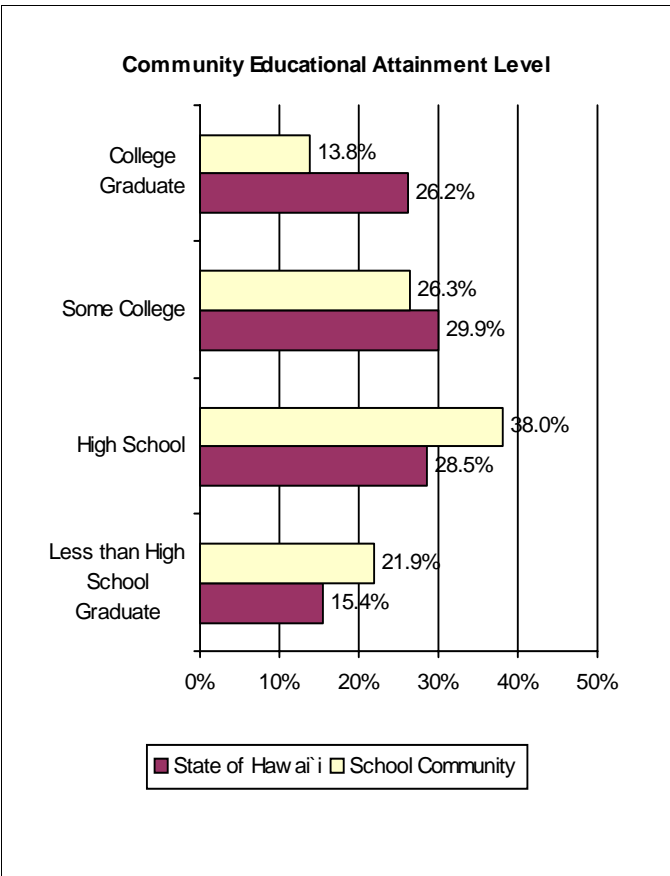
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	243	238	216
Number and percent of students enrolled for the entire school year	223 91.8%	215 90.3%	197 91.2%
Number and percent of students receiving free or reduced-cost lunch	192 79.0%	187 78.6%	172 79.6%
Number and percent of students in Special Education programs	37 15.2%	37 15.5%	42 19.4%
Number and percent of students with limited English proficiency	14 5.8%	12 5.0%	10 4.6%
Percent of Kindergartners who attended preschool	--	--	45%



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%



School Improvement

Summary of Progress

Attainment for the Year: The specific standards-based activities required by State were addressed according to schedule. Curriculum and Assessment Maps in reading and math for every grade level were developed and summarized for the entire school.

We expanded our school-wide standards based activities with the development of strategies for students to construct responses in reading and mathematics. The results were rubrics for reading and mathematics (problem solving) strategies.

As part of our evaluation effort, the performance of our students on the Spring 2004 Hawaii State Assessment was reviewed. A major area of need is being addressed—helping students to strengthen their strategies for reading and problem solving. These strategies, in turn, support students' ability to do constructed-responses on the Hawaii State Assessment. We continue to work on the consistent application and use of these strategies in the classroom.

Through our continued efforts in working with our families, these strategies have been shared through our Families and Classroom Teachers (FACT) events which are held monthly.

A new mathematics series, Everyday Math was adopted and purchased for use in SY 2005-2006. Formal training for the teachers and support staff has been scheduled for Fall of 2005. However, teachers conducted a preparatory examination of the program and developed the first draft of the curriculum and assessment maps for the new program. These maps will be revised as teachers are trained and begin using the new program.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		19.5
Regular Instruction, FTE	30.8%	6.0
Special Instruction, FTE	30.8%	6.0
Supplemental Instruction, FTE	38.5%	7.5
Teacher headcount		20
Teachers with 5 or more years at this school		4
Teachers' average years of experience		8.0
Teachers with advanced degrees		2

Professional Teacher Credentials

Fully licensed	70.0%	14
Provisional credential	15.0%	3
Emergency credential	15.0%	3

Students per Teaching Staff *

Regular Instruction	12.9
Special Instruction	7.0

* 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	2

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

Facilities

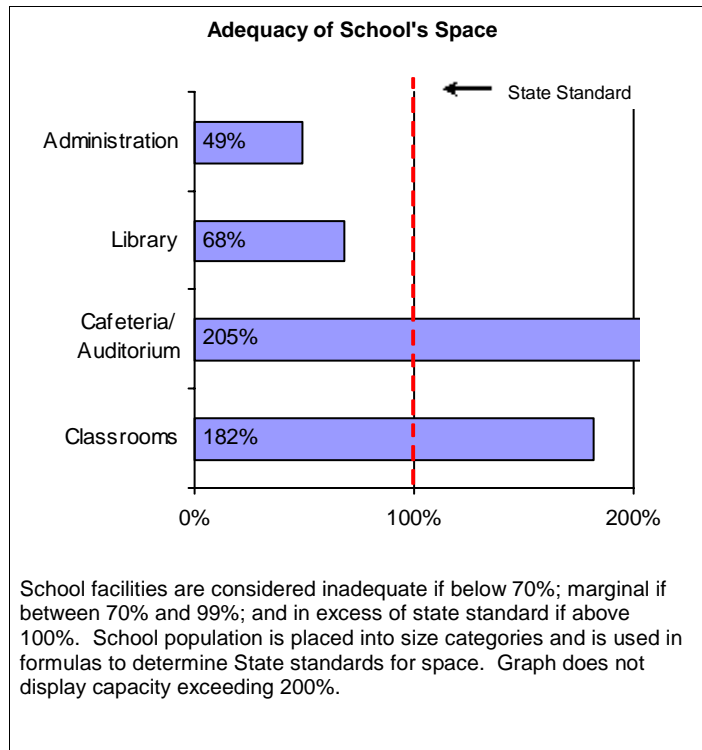
School Year Ending 2005

Classrooms available	26
Number of classrooms short (-) or over (+)	1

	Score		
	1	2	3
Grounds		2	
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation		2	
Total		12	

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

For Total:
6-8 = Unacceptable; 9-15 = Satisfactory;
16-18 = Very Good



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 [*]		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2003	87.1%	--	72.9%	--	70.8%	--
	2005	92.9%	87.4%	77.5%	77.1%	74.6%	76.5%
Quality Student Support	2003	90.2%	--	68.8%	--	71.2%	--
	2005	91.2%	79.7%	72.0%	72.9%	64.0%	66.4%
Professionalism & System Capacity	2003	86.0%	--	78.4%	--	87.8%	--
	2005	85.4%	77.6%	83.3%	83.7%	69.6%	84.4%
Coordinated Team Work	2003	86.4%	--	55.8%	--	66.8%	--
	2005	92.5%	77.2%	59.5%	58.4%	64.5%	64.0%
Responsiveness of the System	2003	91.0%	--	67.9%	--	There are no student items for this dimension	
	2005	97.8%	82.9%	70.2%	70.3%		
Focused & Sustained Action	2003	85.0%	--	53.4%	--	69.7%	--
	2005	88.5%	80.2%	59.7%	57.3%	79.7%	72.9%
Involvement	2003	90.9%	--	63.2%	--	53.7%	--
	2005	97.8%	85.6%	68.7%	68.5%	56.5%	59.8%
Satisfaction	2003	65.9%	--	58.6%	--	77.8%	--
	2005	81.3%	65.8%	60.6%	70.6%	58.8%	72.8%
Student Safety & Well Being	2003	93.2%	--	70.6%	--	70.8%	--
	2005	93.7%	86.0%	72.0%	75.1%	60.1%	65.0%
Survey Return Rate ^{**}	2003	57.1%	--	29.7%	--	97.7%	--
	2005	100.0%	78.6%	21.4%	23.8%	100.0%	91.1%

^{*} 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 (i.e., Gr. K to 5/6, Gr. K to 7/8, Gr. K to 12, Gr. 6/7 to 8, Gr. 6 to 12, and Gr. 9 to 12) that correspond to this school's grade span.

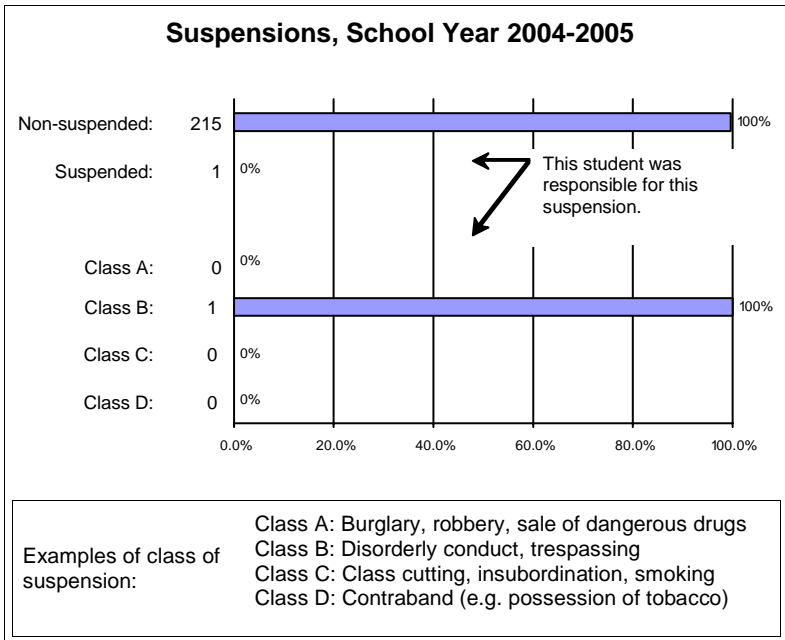
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2002-03	2003-04	2004-05	
Average Daily Attendance: % (higher is better)			
93.9%	94.2%	93.9%	95.0%
Average Daily Absences: in days (lower is better)			
11.2	10.3	10.8	9

Suspensions, School Year 2004-2005



School Retention

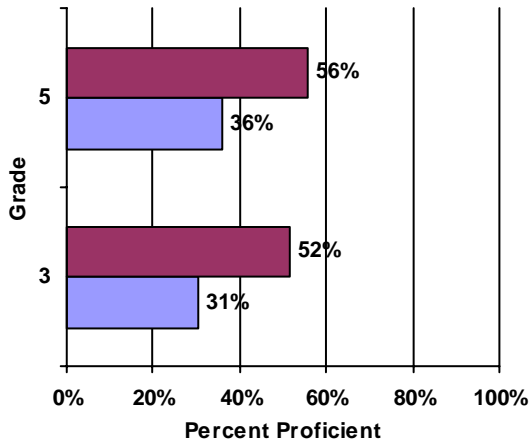
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to NCLB requirements are used.

	Retention		
	2003	2004	2005
Total number of students	209	202	178
Percent retained in grade	1%	1%	0%

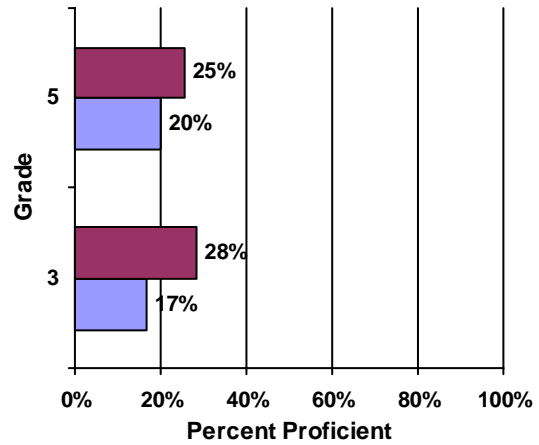
Vital Signs

Statewide Testing

HCPS Reading



HCPS Mathematics



School
 State

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

HCPS Writing Test

Grade	Meaning		Voice		Clarity		Design		Conventions		Overall	
	School	State	School	State	School	State	School	State	School	State	School	State
5	2.9	3.1	2.8	3.0	2.8	3.0	2.8	3.0	2.8	3.2	2.8	3.1
3	2.8	2.8	2.8	2.8	2.5	2.6	2.4	2.6	2.5	2.9	2.6	2.7

Writing is scored on 5 dimensions from a low of 1 to a high of 5. The figures show the average score for each dimension for each grade level tested.

-- means "missing data"

* means data not reported to maintain student confidentiality (see FERPA).

Stanford Achievement Test, 9th Edition

Percent Average and Above

Grade	Reading National Norm is 77%		Mathematics National Norm is 77%	
	This School	State	This School	State
6	54%	80%	92%	83%
5	64%	78%	84%	83%
4	52%	74%	74%	84%
3	61%	82%	83%	87%

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.

-- means "missing data"

* means data not reported to maintain student confidentiality (see FERPA).

Other School Information

Published on November 14, 2005. Updated on February 1, 2006.

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