



Kilohana Elementary School

School Code: 410

Grades K-6

School Status and Improvement Report School Year 2004-05



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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, reports student achievement results along with other vital signs.

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 in the lives of its 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 the gifted and talented students, and special education services 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 spent the first semester of the 2004-05 school-year converting from a School-Community Based Council (SCBM) to a School Community Council (SCC).

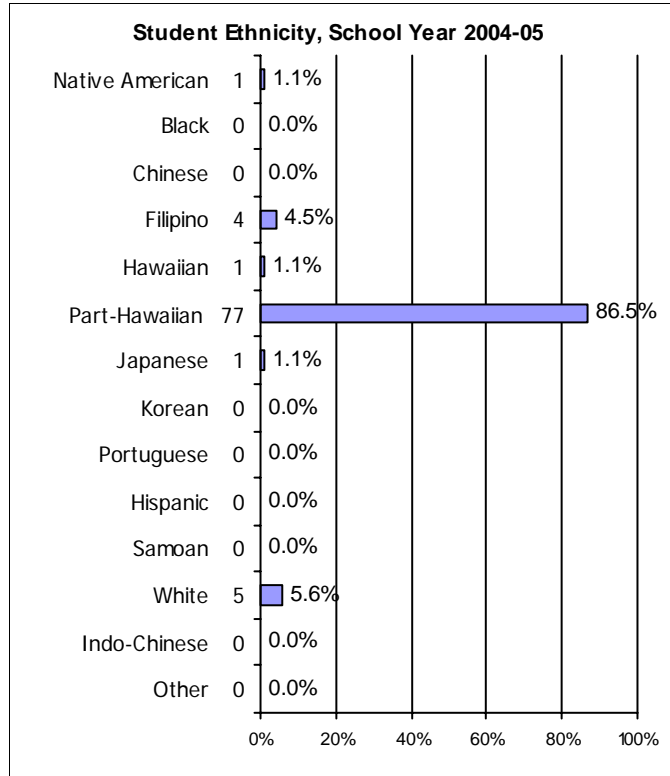
School Address:

Kilohana Elementary School
Kamehameha V Highway
Kaunakakai, Hawaii 96748

School Setting

Student Profile

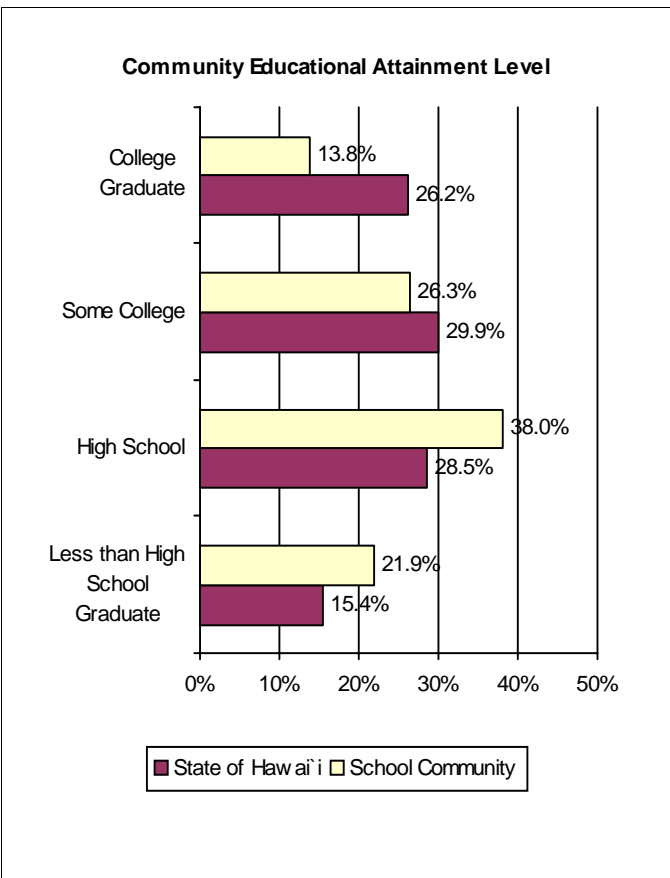
School year	2002-03	2003-04	2004-05
Fall enrollment	105	109	89
Number and percent of students enrolled for the entire school year	105	94	88
	100.0%	86.2%	98.9%
Number and percent of students receiving free or reduced-cost lunch	83	85	67
	79.0%	78.0%	75.3%
Number and percent of students in Special Education programs	17	14	7
	16.2%	12.8%	7.9%
Number and percent of students with limited English proficiency	0	1	0
	0.0%	0.9%	0.0%
Percent of Kindergartners who attended preschool	--	--	31%



n = 89

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

Inclusiveness: The strong culture of collaboration and sense of ohana among members of the Kilohana school community continue to support student achievement efforts. The School-Community Based Management (SCBM) Council, the Comprehensive Student Support System Cadre, and the School Safety Committee met regularly, as scheduled, and all include representatives of the school community. The SCBM Council completed the process of converting to a School Community Council (SCC) with newly elected officers and by-laws. Strong Parent-Community Network Center and Ohana Support programs, along with an active parent organization, help to strengthen the partnership with parents and the community.

Purposefulness: The school-wide focus on student achievement and the General Learner Outcomes are continually reinforced with students and parents.

Student-focused efforts: Meeting benchmarks for Adequate Yearly Progress continues to be a focus with teachers. In the classrooms, "I can..." statements help students to focus on the standards.

Action-orientation: The Intervention Plan required under NCLB is being implemented and monitored monthly.

Accountability: Classroom assessments (i.e. Houghton Mifflin & Everyday Math) and school-wide assessments (i.e. DIBELS & Benchmark Trackers) provide data for formative evaluations of action plans.

Strong leadership and support systems: Time and resources are allotted to support school-wide planning and evaluation processes, including collaboration times for teachers and professional development days. School community members, including students, staff, and parents are encouraged to assist in facilitating meetings and assuming leadership responsibilities.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		8.0
Regular Instruction, FTE	37.5%	3.0
Special Instruction, FTE	12.5%	1.0
Supplemental Instruction, FTE	50.0%	4.0
Teacher headcount		8
Teachers with 5 or more years at this school		4
Teachers' average years of experience		11.6
Teachers with advanced degrees		3

Professional Teacher Credentials

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

Students per Teaching Staff *

Regular Instruction	11.7
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	3

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

Facilities

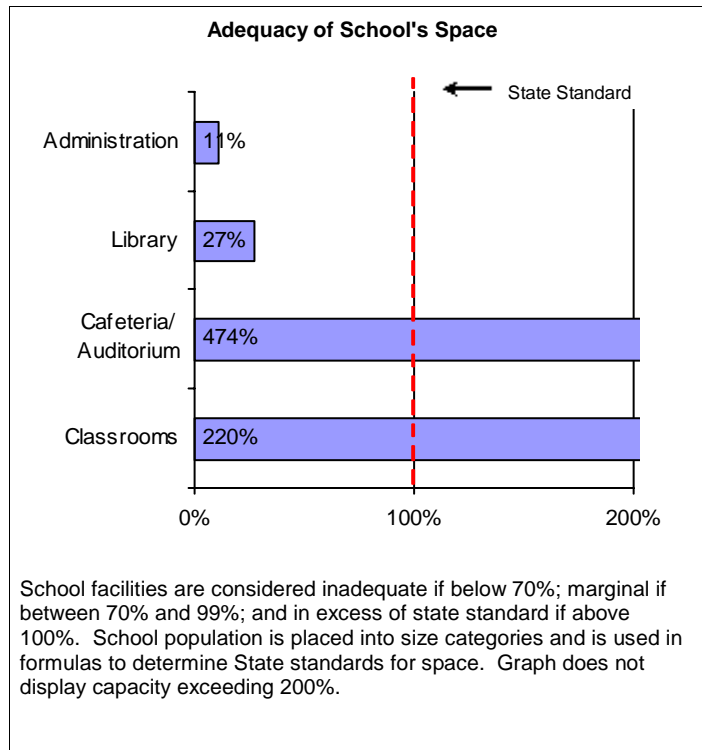
School Year Ending 2005

Classrooms available	18
Number of classrooms short (-) or over (+)	2

	Score		
	1	2	3
Grounds	2		
Building exterior		2	
Building interior		2	
Equipment/Furnishings		2	
Health/Safety		2	
Sanitation	1		
Total		11	

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	
Dimensions		School	State	School	State	School	State
Standards-Based Learning	2003	91.1%	--	87.5%	--	69.2%	--
	2005	86.7%	87.4%	77.8%	77.1%	86.1%	76.5%
Quality Student Support	2003	88.5%	--	80.6%	--	62.1%	--
	2005	92.3%	79.7%	75.7%	72.9%	62.7%	66.4%
Professionalism & System Capacity	2003	72.2%	--	95.0%	--	70.6%	--
	2005	76.2%	77.6%	80.0%	83.7%	83.3%	84.4%
Coordinated Team Work	2003	83.3%	--	71.6%	--	62.4%	--
	2005	78.6%	77.2%	68.3%	58.4%	66.7%	64.0%
Responsiveness of the System	2003	88.9%	--	78.6%	--	There are no student items for this dimension	
	2005	92.9%	82.9%	75.6%	70.3%		
Focused & Sustained Action	2003	77.8%	--	65.8%	--	51.0%	--
	2005	88.1%	80.2%	56.7%	57.3%	83.3%	72.9%
Involvement	2003	94.4%	--	71.7%	--	41.2%	--
	2005	95.2%	85.6%	70.0%	68.5%	50.0%	59.8%
Satisfaction	2003	70.6%	--	92.5%	--	67.9%	--
	2005	85.7%	65.8%	64.0%	70.6%	93.1%	72.8%
Student Safety & Well Being	2003	100.0%	--	80.5%	--	61.2%	--
	2005	100.0%	86.0%	76.7%	75.1%	64.3%	65.0%
Survey Return Rate **	2003	85.7%	--	29.6%	--	100.0%	--
	2005	100.0%	78.6%	15.6%	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.

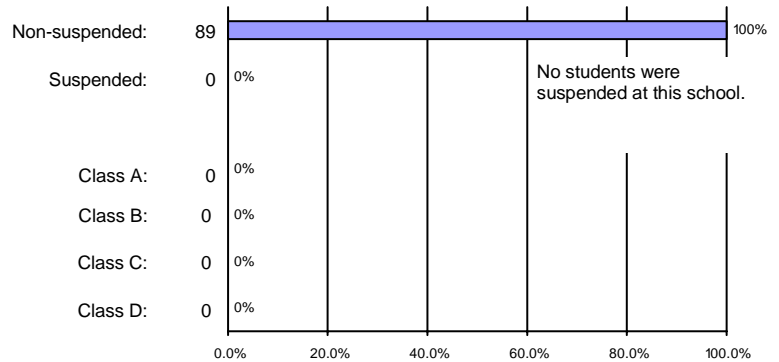
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2002-03	2003-04	2004-05	State Standard
Average Daily Attendance: % (higher is better)			
93.8%	95.1%	94.4%	95.0%
Average Daily Absences: in days (lower is better)			
10.9	8.6	9.6	9

Suspensions, School Year 2004-2005



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

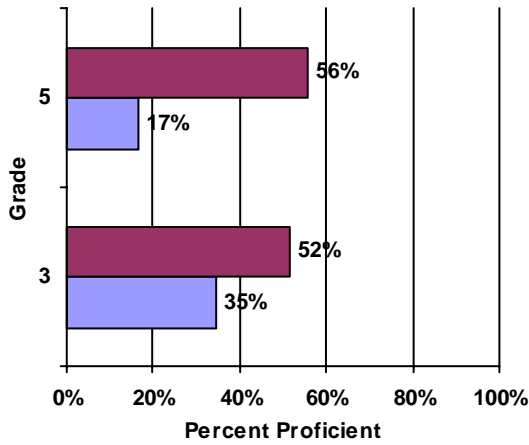
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2003	2004	2005
Total number of students	90	95	76
Percent retained in grade	1%	0%	0%

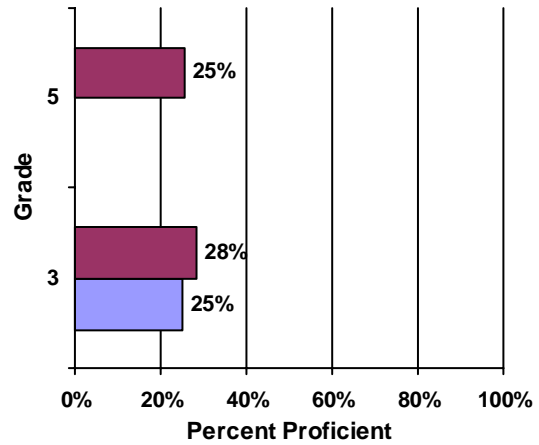
Vital Signs

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	2.8	3.1	2.5	3.0	2.8	3.0	2.7	3.0	2.8	3.2	2.7	3.1
3	3.1	2.8	3.2	2.8	2.8	2.6	2.8	2.6	3.0	2.9	3.0	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	50%	80%	80%	83%
5	50%	78%	83%	83%
4	44%	74%	78%	84%
3	81%	82%	90%	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"

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Other School Information

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