



Lahaina Intermediate School

School Code: 413

Grades 6-8

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

Lahaina Intermediate School was established in 1978. It is located in West Maui and is the only middle level school in the Lahainaluna Complex. The school continues to be successful in the implementation of the CSSS process and is currently sustaining a very effective Request for Assistance program for all students experiencing difficulty in school. This year, the Renaissance Program's student participation reached an all time high of over 50%. LIS was accredited this past spring. The Visiting Committee recommended a 2-year term. The school's SID Action Plan has been revised to focus on the FOL Images of Success with an emphasis on data gathering and analysis as our primary target. Recommendations made by the Visiting Committee are being addressed through the SID Action Plan. The use of graphic organizers, continue to assist students in their work across all content areas. They are used schoolwide. In addition, during SY2005-2006, reading comprehension in all content areas will be required to support the Corrective Reading Program for students who read below grade level. Due to the large number of students in this program, only the decoding strands have been implemented at this time. All teachers have committed to support all students in reading. Character Education and reading for pleasure continue to be implemented through homeroom period, which also serves as advisor/advisee time. All SPED and ESLL students are fully included in the general education core classrooms which serve as the students' least restrictive environment.

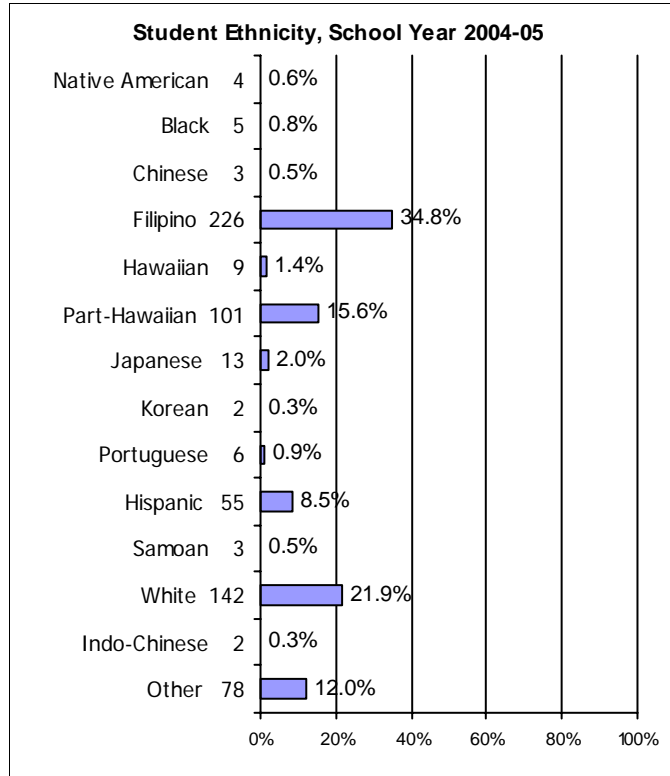
School Address:

Lahaina Intermediate School
871 Lahainaluna Road
Lahaina, Hawaii 96761

School Setting

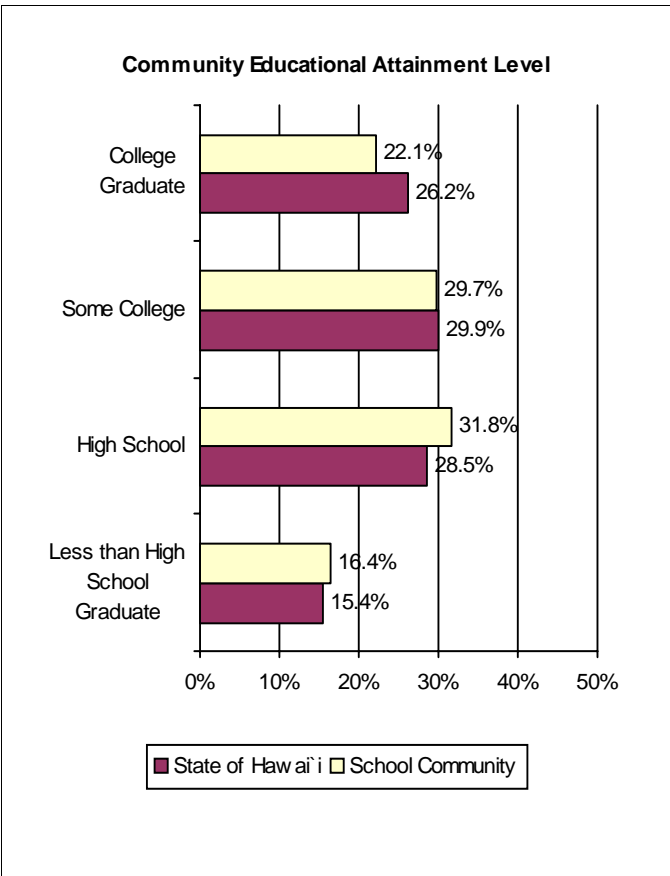
Student Profile

School year	2002-03	2003-04	2004-05
Fall enrollment	642	625	637
Number and percent of students enrolled for the entire school year	610 95.0%	609 97.4%	608 95.4%
Number and percent of students receiving free or reduced-cost lunch	267 41.6%	240 38.4%	224 35.2%
Number and percent of students in Special Education programs	84 13.1%	80 12.8%	85 13.3%
Number and percent of students with limited English proficiency	63 9.8%	56 9.0%	68 10.7%



Community Profile Based on the 2000 U.S. Census

Lahainaluna Complex	School Community	State of Hawai'i
Total population	17,967	1,211,537
Percentage of population aged 5-19	17.3%	20.6%
Median age of population	36.4	36.2
Number of families	3,789	287,068
Percentage of families with children under 18	43.2%	45.0%
Percentage of families with children headed by a single mother	19.2%	18.3%
Average family size	3.4	3.42
Median household income	\$56,315	\$49,820
Percent of households with Public Assistance income	4.5%	7.6%
Percent of families with children living in poverty	8.9%	11.2%



School Improvement

Summary of Progress

The LIS SID Action Plan for SY2004-2005 addressed reading, math, CSSS, a safe learning environment, and following the Middle Level Education Policy. In general, the staff felt that students are still approaching or barely meeting standards.

The outgoing 8th graders made significant gains in reading since entering LIS in 6th grade. Upon entrance, Gates-MacGinitie reading scores reflected 86.96% of 6th grade students were below grade level. In the spring of 2005, the scores reflected 64.57% below grade level. There was a growth of 22.39%. Students who were reading at or above grade level upon entrance into LIS was 12.60%. As 8th graders, 34.08% were reading at or above grade level, showing a gain of 21.48%.

During this past year, the following are the reading assessment completed in May, 2005, reflecting gains made during SY2004-2005 only:

- 68% of 8th graders made a gain on Gates-MacGinitie reading test
- 71% of 7th graders made a gain on Gates-MacGinitie reading test
- 79% of 6th graders made a gain on Gates-MacGinitie reading test

In math, LIS offered (2) sections of honors math in 7th and 8th grade. The identified honors students and teacher recommended students from the heterogeneous group were randomly mixed between the sections. The majority of all students, succeeded and will continue on in honors math classes or have been recommended for Algebra classes in high school next year.

CSSS has been highly successful this year. There were no retentions this year. Accommodations were made through classroom interventions, student support plans, functional behavior assessments, and support programs throughout the year.

Internally, LIS has recognized significant progress throughout the year despite our current status of School Improvement Year 1.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		38.0
Regular Instruction, FTE	47.4%	18.0
Special Instruction, FTE	21.1%	8.0
Supplemental Instruction, FTE	31.6%	12.0
Teacher headcount		38
Teachers with 5 or more years at this school		17
Teachers' average years of experience		5.7
Teachers with advanced degrees		12

Professional Teacher Credentials

Fully licensed	57.9%	22
Provisional credential	31.6%	12
Emergency credential	10.5%	4

Students per Teaching Staff *

Regular Instruction	18.4
Special Instruction	10.6

* 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 *	5.0
Librarians, FTE	1.0
Counselors, FTE	5.0
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

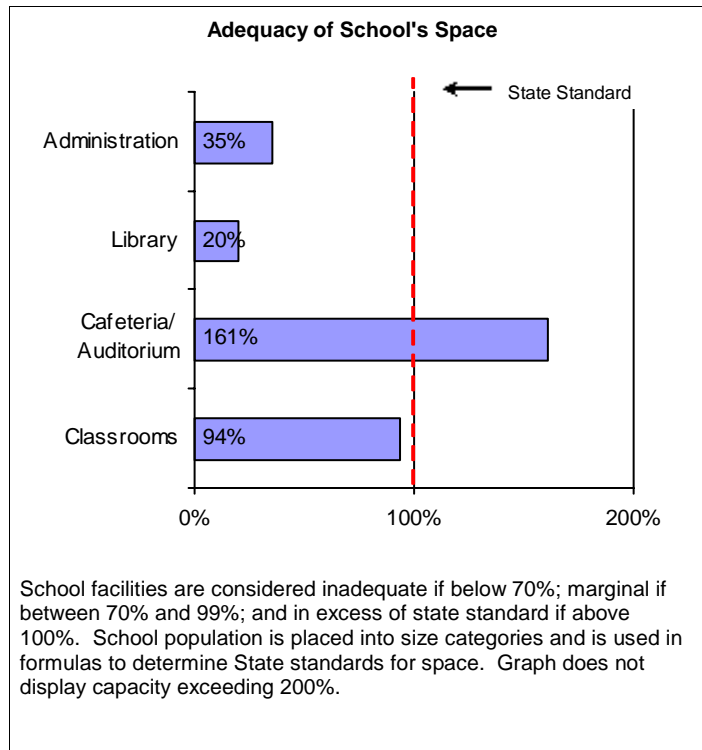
School Year Ending 2005

Classrooms available	37
Number of classrooms short (-) or over (+)	0

	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
Dimensions							
Standards-Based Learning	2003	80.7%	--	70.9%	--	54.9%	--
	2005	81.9%	83.9%	65.0%	64.5%	52.8%	56.9%
Quality Student Support	2003	69.6%	--	61.6%	--	41.1%	--
	2005	78.0%	71.3%	58.7%	56.7%	40.4%	44.6%
Professionalism & System Capacity	2003	54.8%	--	79.4%	--	56.4%	--
	2005	57.7%	63.8%	70.2%	64.6%	52.9%	58.2%
Coordinated Team Work	2003	73.8%	--	47.5%	--	49.6%	--
	2005	83.3%	71.0%	53.4%	48.0%	50.6%	50.0%
Responsiveness of the System	2003	88.1%	--	61.6%	--	There are no student items for this dimension	
	2005	88.4%	74.8%	56.9%	54.6%		
Focused & Sustained Action	2003	80.2%	--	50.5%	--	39.9%	--
	2005	69.2%	68.7%	46.5%	44.8%	45.6%	48.8%
Involvement	2003	88.1%	--	57.9%	--	52.5%	--
	2005	89.7%	75.9%	55.0%	53.7%	53.8%	53.4%
Satisfaction	2003	61.9%	--	67.3%	--	49.2%	--
	2005	73.1%	56.0%	57.6%	56.2%	46.4%	49.1%
Student Safety & Well Being	2003	72.3%	--	61.0%	--	39.8%	--
	2005	81.9%	73.7%	57.3%	55.2%	40.8%	44.8%
Survey Return Rate ^{**}	2003	61.5%	--	17.2%	--	99.1%	--
	2005	65.0%	74.0%	21.6%	21.2%	91.9%	82.5%

^{*} 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.

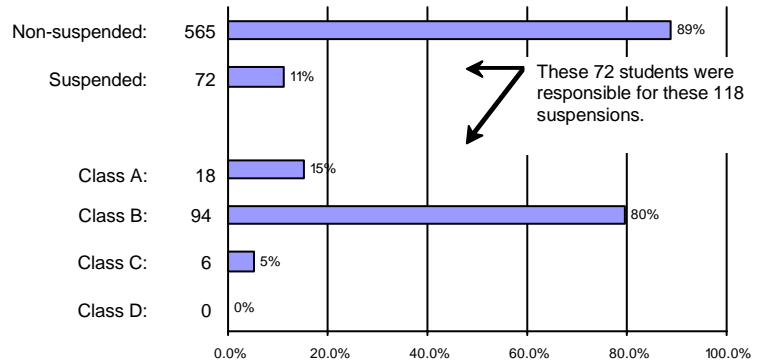
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2002-03	2003-04	2004-05	
Average Daily Attendance: % (higher is better)			95.0%
94.2%	95.0%	94.4%	
Average Daily Absences: in days (lower is better)			9
10.3	8.9	9.9	

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

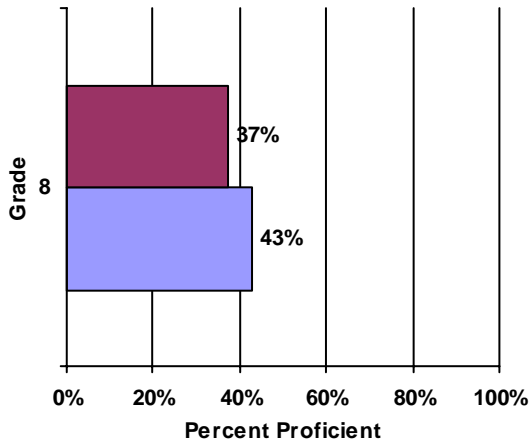
Retention for elementary schools include students in all grades except kindergarten who were retained (kept back a grade). Retention for middle/intermediate schools include only eighth graders who were not promoted to ninth grade. Starting in 2004, eighth grade retention calculations that conform to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

	Retention		
	2003	2004	2005
Total number of students	198	199	217
Percent retained in grade	1%	0%	0%

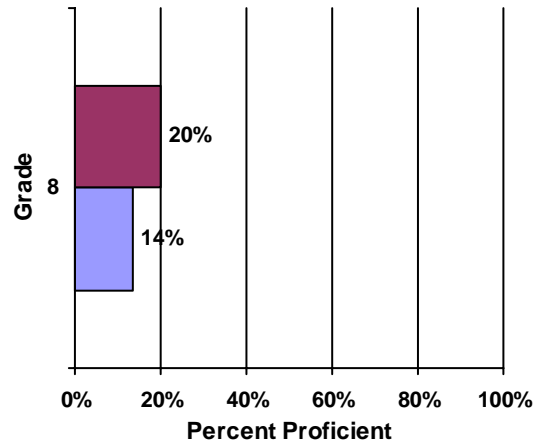
Vital Signs

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
8	2.6	2.4	2.5	2.4	2.4	2.3	2.4	2.3	2.4	2.4	2.5	2.4

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
8	75%	74%	66%	73%
7	75%	73%	76%	75%
6	83%	80%	72%	83%

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.

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Other School Information

Lahaina Intermediate School was accredited in 2005 by the Western Association of Schools and Colleges for a period of two years.

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