



# Kilohana Elementary School

School Code: 410

Grades K-6

## School Status and Improvement Report School Year 2019-20



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### School Address:

Kilohana Elementary School  
Kamehameha V Highway  
Kaunakakai, Hawaii 96748

### 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

Kilohana Elementary School, located on the southeastern coast of Molokai, opened for the 1934-1935 school year and has been a vital part of the Mana'e community for eighty years. We are committed to providing high quality instruction to students in our Ohana through education of the whole-child in a safe and nurturing environment.

Ohana is a concept that is embedded within our school community. Students display this feeling of Ohana in their relationships with one another and with faculty and staff. Ohana characterizes our faculty and staff, as everyone works together in the best interest of the students. Parent involvement is also an important part of Kilohana. Parent activities, special lunches, and "Family Nights" are offered throughout the year to help keep parents involved in the education of our keiki and informed about the school's curriculum and activities. Kilohana's School Community Council (SCC) and the Kilohana School Community Ohana (KSCO) work closely with the staff of the school to support student achievement, maximize educational opportunities and resources, and plan for improvement.

The continued improvement of our Multi-tiered System of Support (MTSS) at Kilohana, assists in identifying struggling students early and working with them and their families to improve performance. School-wide Title I services and our Kamehameha School partner also provide students and families with additional support. Computer literacy instruction, whether in the classroom or in the tech-lab, is integrated with all subject areas to help students learn vital skills for an increasingly digital world and workplace.

Personalized differentiated instruction, constantly adjusted to meet each child's needs, has been the single most important factor in Kilohana's success over the years. Currently, under the Strive HI Accountability System, Kilohana is showing an improvement in reading scores and a decline in math scores. Our school community is working together to show continued growth in reading, math and science.

We are "Mana'e's Pride" since 1935!

## School Setting

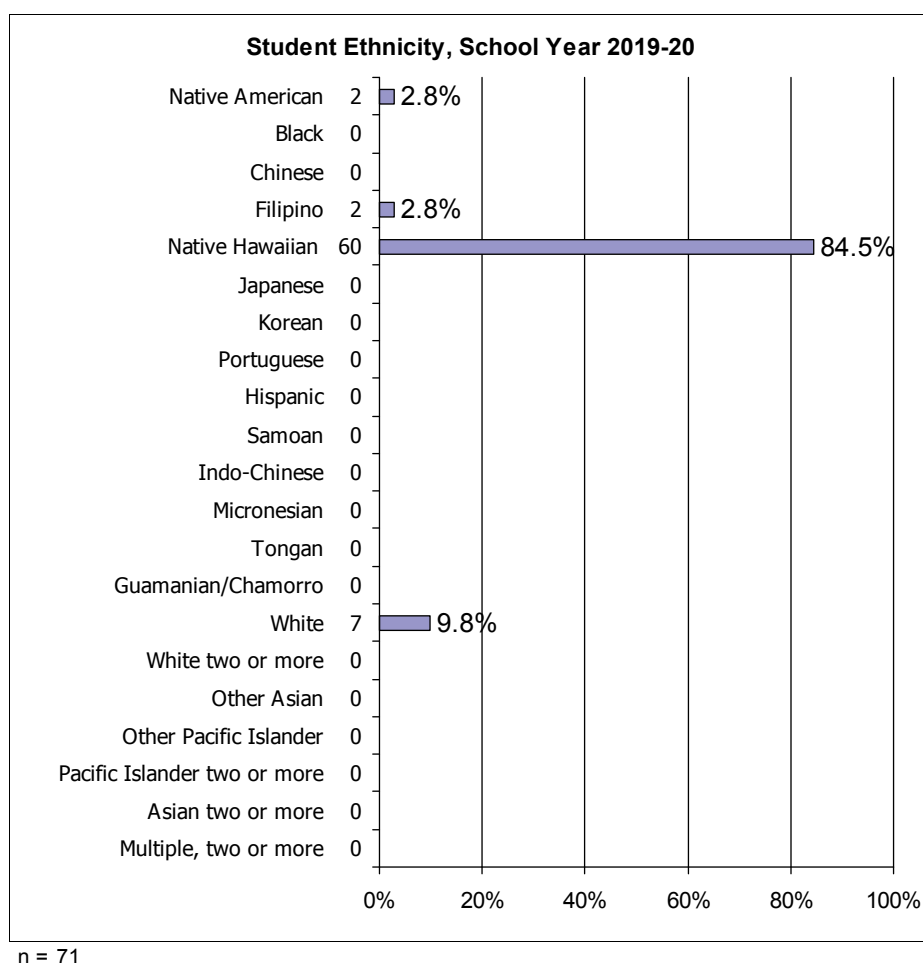
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	83	76	71	Number and percent of students in Special Education programs	*	10	*
					*	13.1%	*
Number and percent of students enrolled for the entire school year	75 90.3%	68 89.4%	67 94.3%	Number and percent of students with limited English proficiency	*	*	*
					*	*	*
Number and percent of students receiving free or reduced-cost lunch	**	**	**				
	**	**	**				

Note. -- means missing data.

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

\*\* means School is participating in the Community Eligibility Provision.



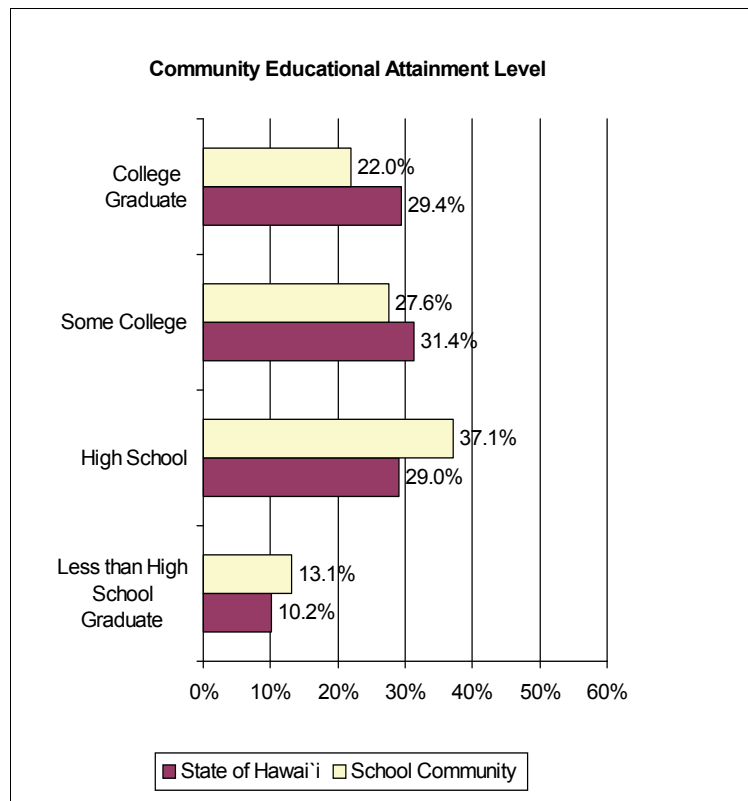
## School Setting

### 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 the 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

<b>Molokai HSC</b>	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

**Academic Review Team (ART):** At Kilohana, we have combined the ART during our Data Team process time. We have nine faculty positions and all are part of both teams. Because of our small student population, the ART process results in a data-based, student-centered Academic Plan.

**Common Core State Standards (CCSS):** All classrooms have implemented instruction based on CCSS and are using strategies that support the critical thinking that the new standards require. State-approved instructional materials (Reading Wonders, Springboard, Stepping Stones, Go! Math) continue to be implemented to address the CCSS. Teachers have received ongoing Professional Development in strengthening and deepening the use of the Common Core curriculum materials, and instructional practices and strategies that best support learners. Our Instructional Leadership Team (ILT), has worked with all faculty to select Targeted Instructional Areas that “cross” disciplines and provide a positive impact on student achievement in all content areas. As a faculty, we continue the process of professional reading to select specific data-based high-impact instructional practices that will best support growth and achievement across content areas.

**Comprehensive Student Support system (CSSS):** The Comprehensive Student Support System continues to operate as a fluidly implemented system. Student concerns and interventions are uploaded to the eCSSS system. Student Support Team meetings ensure the “whole” child’s needs are being met. Our Faculty and staff continue providing each child with educational activities tailored to their individual needs. Beginning SY17-18, our classroom teachers began utilizing Social Emotional Learning (SEL), Second Step curriculum to assist our teachers to better meet the social-emotional needs of our students. Beginning in SY18-19, an Executive Office of Early Learning (EOEL) Pre-Kindergarten class was added to our school community.

**Formative Instruction/Data Teams:** The use of Formative Assessment to drive instruction, select appropriate strategies, differentiate instruction to meet identified student needs, and determine interventions has long been our practice at Kilohana and continued to be a critical factor in achieving our current Strive HI status. Beginning SY17-18, all teachers began meeting as a whole-school data team. This team meets once a week to analyze student progress on their focus work. Beginning SY17-18, all teachers, also began utilizing running records to analyze their students’ reading needs. Teachers will continue monitoring progress through the data team process. Teachers have received training in the data usage from Achieve 3000 / Smarty Ants along with regular analysis of Wonders and Stepping Stones assessments, and the examination of student work provide formative data for our students. Beginning SY18-19, our K-2 classroom teachers began utilizing the Enhanced Core Reading Instruction (ECRI) as a Tier 1 intervention strategy with encouraging results.

**Educator Effectiveness:** The Principal and all Teachers have received on-going training in the components of the Educator Effectiveness System and the varied components of the EES were fully implemented with the appropriate teachers. Continued training is planned for SY 2018-19.

**Induction and Mentoring:** During SY18-19, Kilohana had a District trained mentor, two new-to-Kilohana experienced teachers and two Code 5 teachers. Our new teachers participated fully in the New Teacher-Mentor program.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		11.0
Regular Instruction, FTE	81.8%	9.0
Special Instruction, FTE	18.1%	2.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		11
Teachers with 5 or more years at this school		4
Teachers' average years of experience		8.9
Teachers with advanced degrees		2

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	90.9%	10
Emergency hires	9.0%	1

<sup>1</sup> Totals may not equal 100% due to rounding.  
Professional Teacher Credentials are based on teacher headcount number.

#### Students per Teaching Staff

<sup>2</sup>

Regular Instruction	7.0
Special Instruction	4.0

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE	1.0
Librarians, FTE	0.0
Counselors, FTE	0.0
Number of principals at this school in the last five years	1

<sup>3</sup> Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

### Facilities

School Year Ending 2020

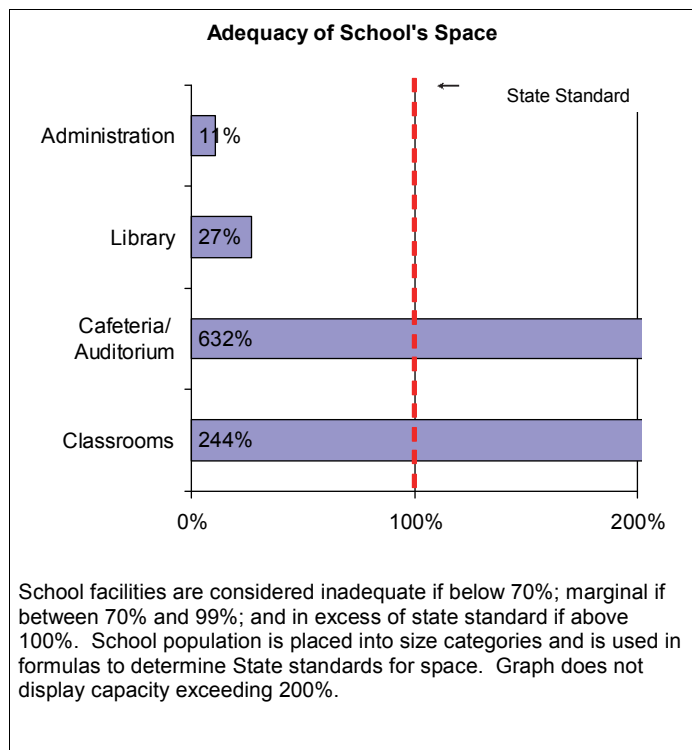
Classrooms available	9
Number of classrooms short (-) or over (+)	0

#### 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.

Note. -- means missing data.



## Vital Signs

### School Quality Survey

The School Quality Survey (SQS), administered by the Accountability 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
Safety	2019	66.6%	77.9%	70.2%	86.0%	70.7%	71.4%
	2020	81.1%	76.7%	78.1%	86.3%	67.2%	68.2%
Well-Being	2019	55.0%	76.5%	79.4%	90.7%	--	--
	2020	86.1%	75.7%	86.9%	91.0%	--	--
Satisfaction	2019	64.0%	74.8%	69.6%	86.6%	--	--
	2020	84.4%	72.9%	70.7%	87.5%	--	--
Involvement/Engagement	2019	60.0%	74.6%	68.2%	74.9%	--	--
	2020	88.8%	73.2%	77.2%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	55.5%	79.9%	37.8%	34.9%	95.7%	86.0%
	2020	100.0%	84.5%	55.1%	37.7%	97.6%	85.2%

\* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four 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 six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

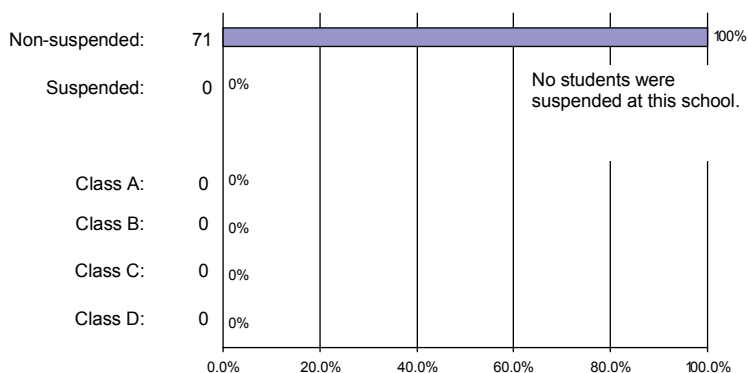
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2017-18	2018-19	2019-20	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
93.1%	90.5%	91.6%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
12.3	16.7	11.4	<b>9</b>

#### Suspensions, School Year 2019-2020



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 who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2018	2019	2020
Total number of students	72	69	60
Percent retained in grade	0%	0%	0%

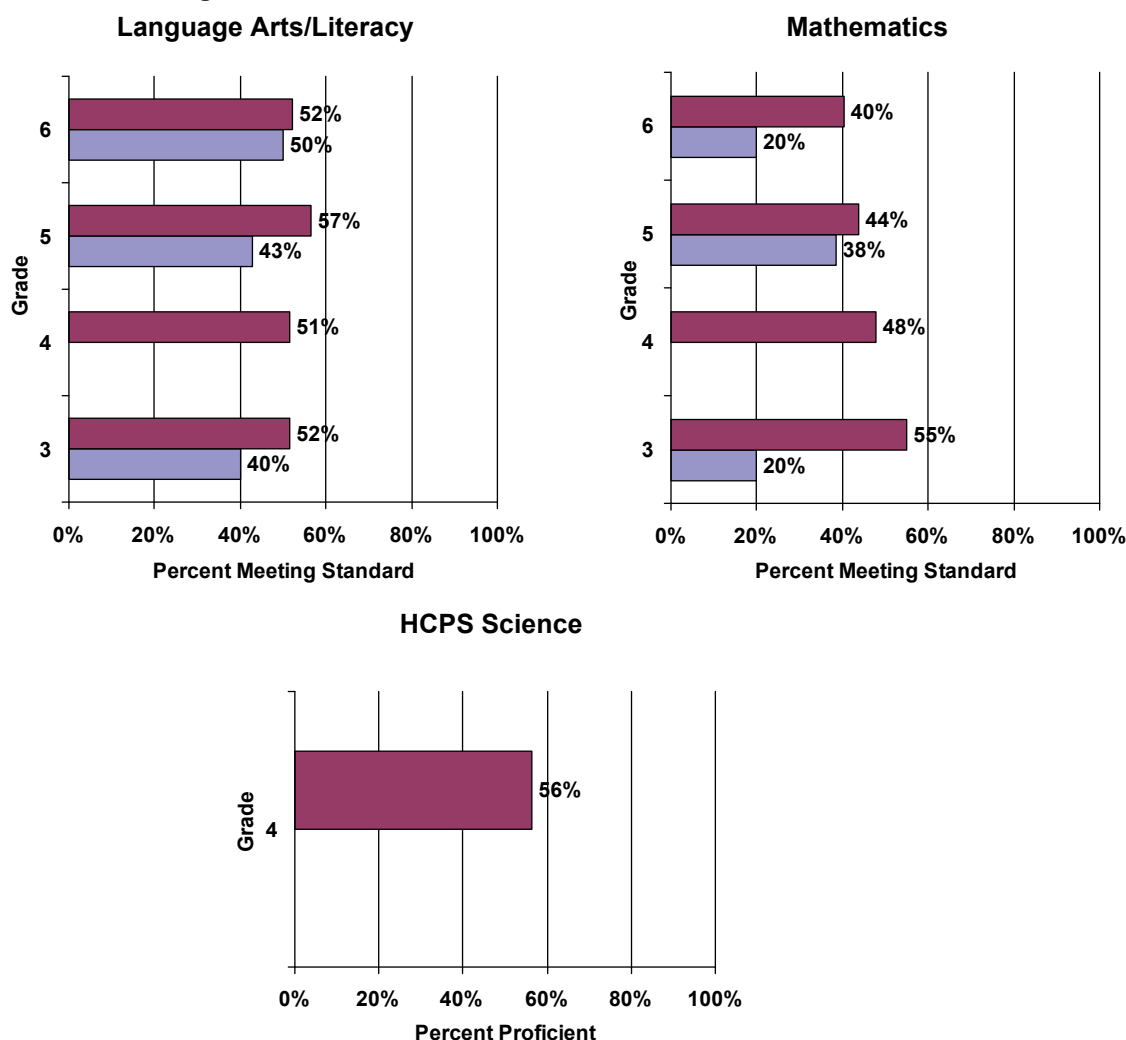
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## Vital Signs

### Hawaii Statewide Assessment Program

**NOTE:** The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



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

### Other School Information

Kilohana Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. The school has received a special progress status. This school's accreditation term expires in 2023.

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Hawaii State Department of Education.