



Kaunakakai Elementary School

School Code: 407

Grades K-6

School Status and Improvement Report School Year 2019-20



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School Address:

Kaunakakai Elementary School
30 Ailoa
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

Kaunakakai Elementary School (KES) is located in the heart of the main town of Kaunakakai on Molokai. KES serves a rural community rich in cultural diversity and traditions. At the core of KES is our sense of "Ohana". Our students, faculty, staff, parents, and community all work together to make our school a special place. Our Hawaiian core values of Kuleana (Responsibility), Laulima (Cooperation), and Ho'ihi (Respect) are infused into the General Learner Outcomes and our behavioral expectations. Our 320 students represent a multicultural spectrum that spans from Special Education Preschool Program (the only one on the island) through the 6th grade.

We focus on educating the "Whole Child". Thus, we take every opportunity to promote and celebrate positive behavior on campus through our Positive Behavior Intervention and Supports (PBIS) system and "Pono" point's store program. We strongly believe that a student's social emotional growth is equally as important as their academic learning. We utilize a multi-tiered approach to support students through our Response to Intervention (RTI) system. Through RTI we are better able to meet our students' academic and social-emotional needs. We take every opportunity to engage our parents and community to be partners in educating our keiki through our "Ohana" night activities and events.

Our faculty and staff regularly collaborate to improve instructional goals to increase efficiency in supporting student academic and social-emotional learning. Our Instructional Leadership Team (ILT) collaborate with teachers throughout the complex to improve their instructional practices and strategies through peer observations and school guided visits. Our Data Teams analyze student data to target specific student needs in order to provide the appropriate levels of support. We utilize student adaptive programs to provide differentiated learning opportunities and to monitor student progress. (i.e. STAR 360, Achieve 3000, Moby Max)

Our Leadership Team reviews our Academic Plan by meeting bi-monthly to ensure that the plan is implemented and progress is being monitored. We also conduct quarterly Academic Plan reviews with our Complex Area Superintendent and his team

In April of 2017, we were granted a Six-Year Accreditation Status with a one-day mid cycle visit through 2023. We received accolades from the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) for meeting their criteria for accreditation.

In March 2020 we conducted our WASC mid cycle review. We met the ACS WASC criteria for accreditation in a positive fashion and was reaffirmed through our six-year cycle ending in 2023.

At KES, our decisions are centered around on what is best for our students. We work together to provide an optimal educational experience for each student in a safe learning environment.

"No Ka Pono O Na Haumana, It's all about the students".

School Setting

Student Profile

School year

2017-18 2018-19 2019-20

Fall enrollment

275	286	290
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Number and percent of students in Special Education programs

2017-18 2018-19 2019-20

29	36	38
10.5%	12.5%	13.1%

Number and percent of students enrolled for the entire school year

267	274	284
97.0%	95.8%	97.9%

Number and percent of students with limited English proficiency

10	10	11
3.6%	3.4%	3.7%

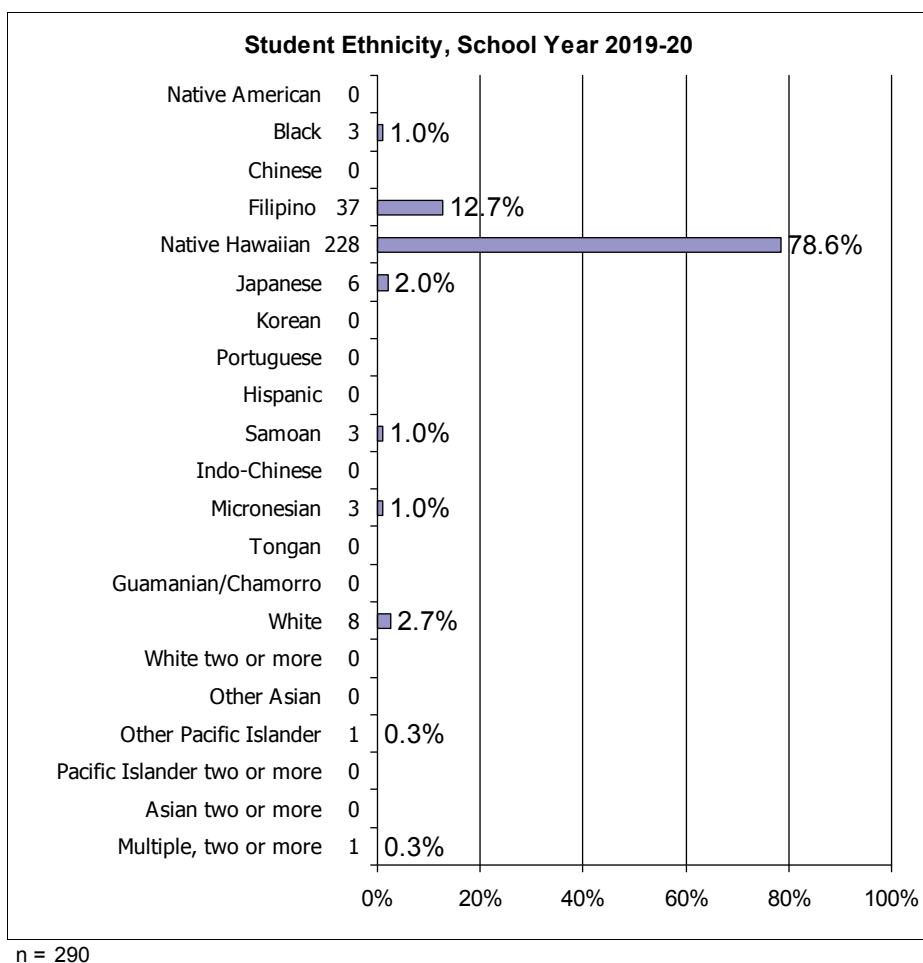
Number and percent of students receiving free or reduced-cost lunch

**	**	**
**	**	**

Note. -- means missing data.

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

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



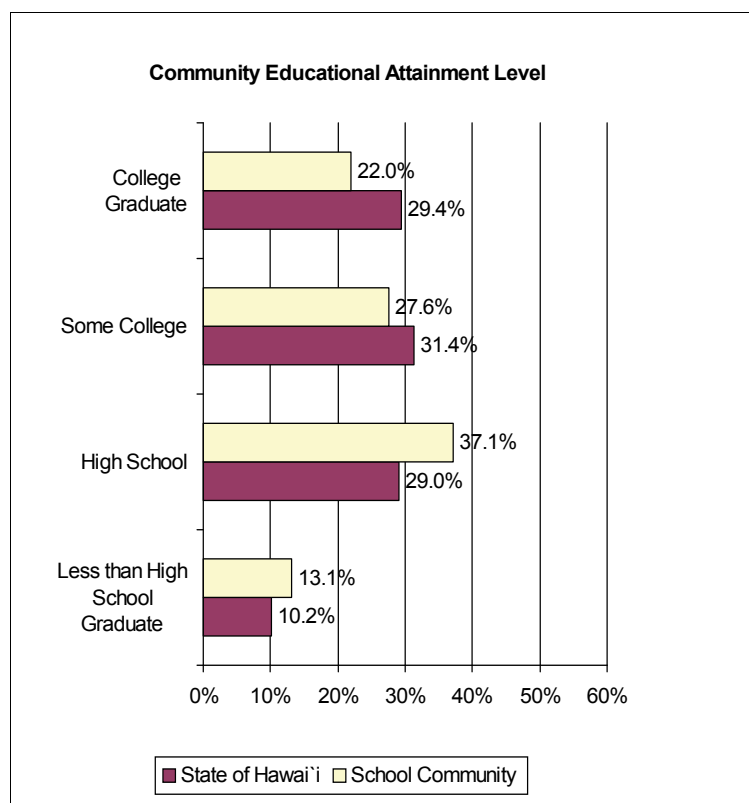
School Setting

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

Molokai HSC	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

Kaunakakai Elementary School made several changes in our systems in SY 2018-2019 to improve student academic performance and social emotional learning. We strongly feel that supporting the whole child is very important for today's student. Thus, we take every opportunity to promote and celebrate appropriate behavior on campus through our Positive Behavior Intervention and Support (PBIS) system.

This year we created a Response to Intervention (RTI) behavior flowchart to clarify the process and create a structure for addressing student behavior. We updated our school wide behavior matrix which included a cross-walk with the General Learner Outcomes (GLOs).

We also implemented our Special Education Inclusion system where Sped students were strategically placed in their least restrictive environments and exposed to grade level standards and benchmarks. Our teachers have collaborated to create our school wide Essential Standards matrix to prioritize what's most important for our students to learn at each grade level. Through our Instructional Leadership Team (ILT) process, our teachers have collaborated with other teachers throughout our complex to improve their instructional practices and teaching strategies. We restructured our Professional Learning Communities (PLCs) to provide more teacher partner planning time and increased the focus on professional learning dialogue and reflection.

We updated our master schedule to include our Inclusion system for Special Education, Response to Intervention (RTI), and PLCs to maximize teacher collaboration, target student academic needs, and support their social emotional learning.

We have made positive changes to our Response to Intervention (RTI) system by optimizing the use of Para-Professional Tutors and Educational Assistants through scheduling, small group instruction, and differentiated support to meet various student needs.

We upgraded our school-wide technology in the form of more Chrome books, tablets, Robotics curriculum and equipment for our students.

This year we have implemented the Enhance Core Reading Instruction (ECRI) program which is a multi-tiered system to increase the effectiveness of reading instruction for Kindergarten through Second grade.

We have increased surveys to gather student voice regarding school and learning experiences. We are looking forward to increasing experiential learning opportunities for our students and making education more meaningful in their lives.

We will continue to work on improving our efforts to include student voice and feedback to create learning experiences that are both engaging and relevant for our keiki and their future.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		17.0
Regular Instruction, FTE	76.4%	13.0
Special Instruction, FTE	23.5%	4.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		17
Teachers with 5 or more years at this school		14
Teachers' average years of experience		16.3
Teachers with advanced degrees		7

Professional Teacher Credentials¹

Fully licensed	100.0%	17
Emergency hires	0.0%	0

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

Students per Teaching Staff²

Regular Instruction	19.3
Special Instruction	9.5

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	2.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

³ 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

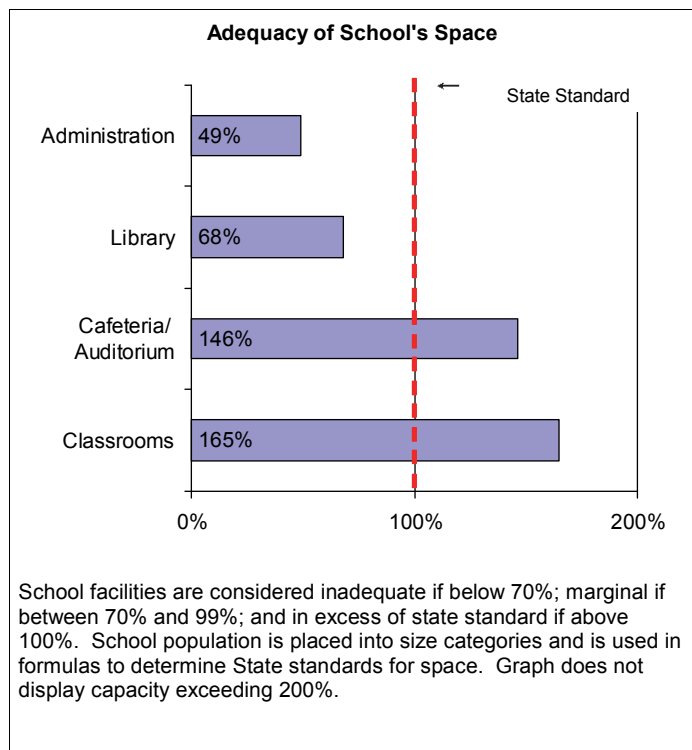
Classrooms available	25
Number of classrooms short (-) or over (+)	0

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.

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 [*] Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	62.2%	77.9%	81.9%	86.0%	78.3%	71.4%
	2020	64.7%	76.7%	80.4%	86.3%	68.6%	68.2%
Well-Being	2019	56.6%	76.5%	86.9%	90.7%	--	--
	2020	73.5%	75.7%	91.4%	91.0%	--	--
Satisfaction	2019	54.0%	74.8%	81.0%	86.6%	--	--
	2020	70.5%	72.9%	86.8%	87.5%	--	--
Involvement/Engagement	2019	54.6%	74.6%	76.7%	74.9%	--	--
	2020	72.2%	73.2%	79.5%	75.5%	--	--

Survey Return Rate ^{**}		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	75.0%	79.9%	20.0%	34.9%	58.2%	86.0%
	2020	80.9%	84.5%	30.3%	37.7%	70.1%	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.

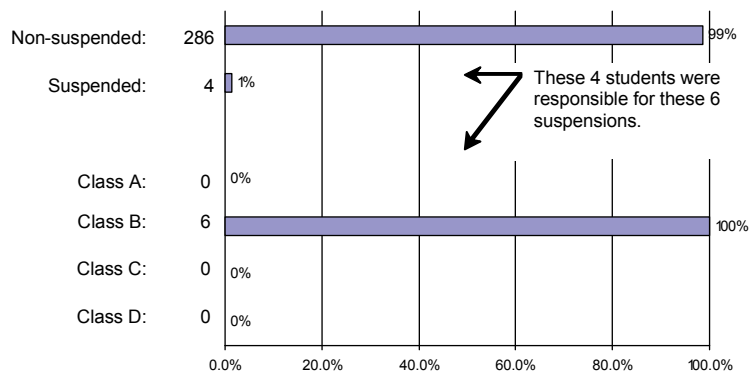
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
93.8%	93.6%	92.9%	95.0%
Average Daily Absences: in days (lower is better)			
10.9	11.2	9.4	9

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	241	242	243
Percent retained in grade	0%	0%	0%

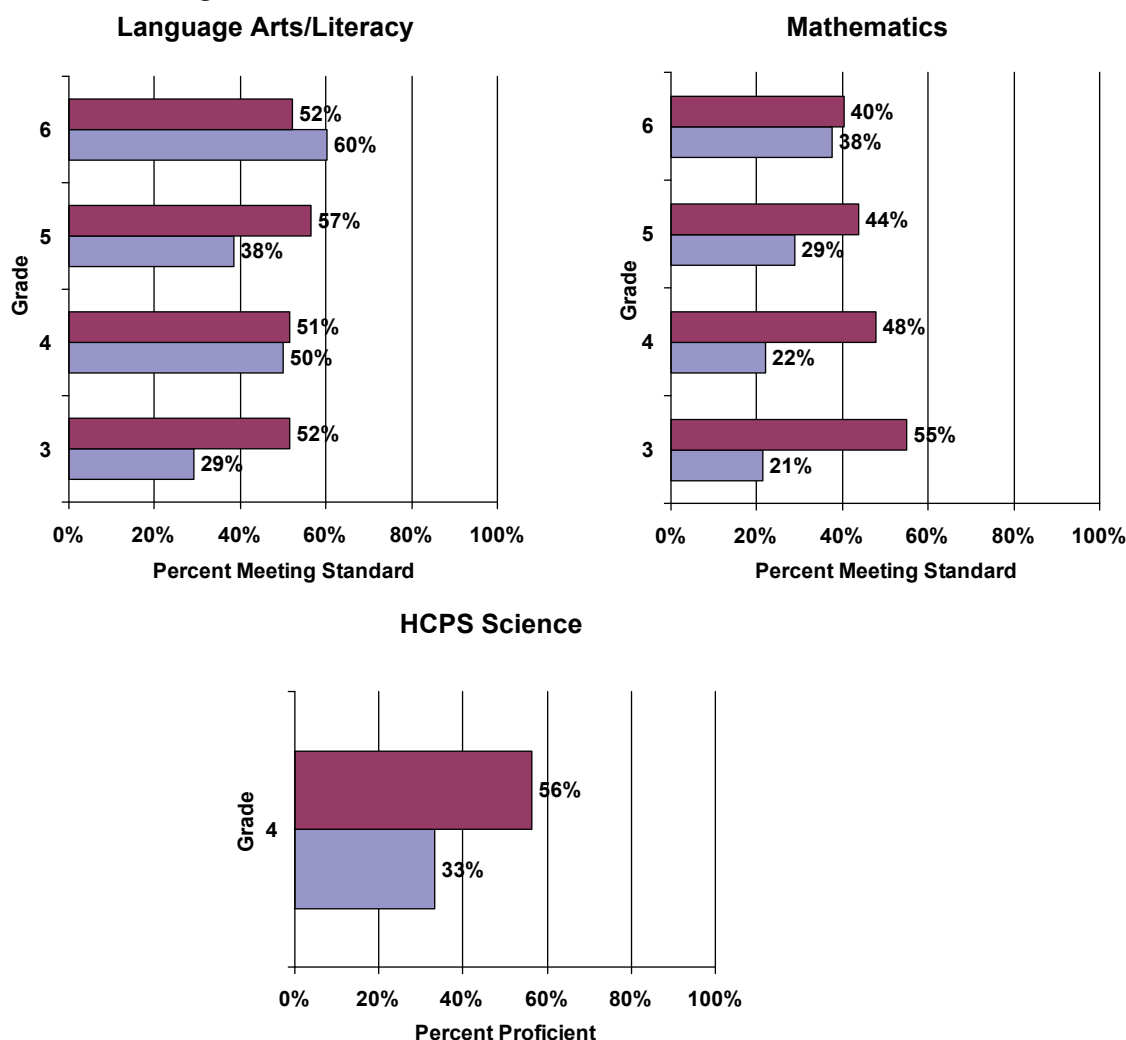
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Vital Signs

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

Kaunakakai Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2023.

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:
Hawaii State Department of Education.