This School Status and Improvement Report has been prepared as part of
the Department’s Comprehensive Assessment and Accountability System
in accordance with a requirement of §302A-1004, Hawai‘i Revised
Statutes, to provide regular, understandable accounts of our schools’
performance and progress, individually and collectively.

This report includes a description of the school and information on the
context, process, and outcomes of education at the school for the 1998-99
school year. Context information includes profiles of the student population
and the school community. Process information describes the school’s
priorities, plans, and action for improvement and indicates the school’s
staffing levels and the quality and adequacy of facilities. Outcome
information includes data on effective school practices, attendance,
suspensions, standardized test results, and school completion (for high
schools).

This report complements The Superintendent’s Annual Report on School
Performance and Improvement in Hawai‘i, which analyzes our schools
collectively and in comparison to those of other states. Together, individual
school reports and the summary Superintendent’s Report describe our schools
to help us judge them against our State and national standards for school and
school system performance.

School Description

Honowai Elementary School is in the growing city of Waipahu. The
students are mostly Filipino, part-Hawaiian, and Indo-Chinese. The
student population is highly mobile, and the school has a high transiency
rate. Honowai Elementary School is operating under School/Community-Based
Management, with a year-round modified calendar.
### Student Profile

#### School year ending

<table>
<thead>
<tr>
<th></th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>848</td>
<td>831</td>
<td>814</td>
</tr>
<tr>
<td>Number and percent of students enrolled for the entire school year</td>
<td>742</td>
<td>753</td>
<td>729</td>
</tr>
<tr>
<td>Number and percent of students receiving free or reduced-cost lunch</td>
<td>592</td>
<td>539</td>
<td>530</td>
</tr>
<tr>
<td>Number and percent of students in Special Education programs</td>
<td>60</td>
<td>56</td>
<td>73</td>
</tr>
<tr>
<td>Number and percent of students with limited English proficiency</td>
<td>168</td>
<td>160</td>
<td>180</td>
</tr>
</tbody>
</table>

### Community Profile

Based on the 1990 U.S. Census

<table>
<thead>
<tr>
<th></th>
<th>School Community</th>
<th>State of Hawai’i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average family size</td>
<td>3.0</td>
<td>3.6</td>
</tr>
<tr>
<td>Percent of households with school age children (4-19)</td>
<td>48.3%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Median household income</td>
<td>$36,731</td>
<td>$38,829</td>
</tr>
<tr>
<td>Per capita income</td>
<td>$11,008</td>
<td>$15,770</td>
</tr>
<tr>
<td>Percent of households with Public Assistance income</td>
<td>14.8%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Percent of children (3-19 years) below poverty level</td>
<td>29.2%</td>
<td>11.6%</td>
</tr>
<tr>
<td>Percent of children (4-19 years) who are at-risk*</td>
<td>8.1%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.

### Student Ethnicity Distribution, School Year Ending 1999

- Native American: 0.3%
- Black: 1.9%
- Chinese: 0.8%
- Filipino: 41.3%
- Hawaiian: 1.0%
- Part-Hawaiian: 20.8%
- Japanese: 4.9%
- Korean: 0.0%
- Portuguese: 0.6%
- Hispanic: 4.0%
- Samoan: 13.3%
- White: 0.5%
- Indo-Chinese: 0.1%
- All Others: 9.6%

### Community Educational Attainment Level

- College Graduate: 5.7% (5.7%), 21.1% (21.1%)
- Some College: 32.5% (32.5%), 29.9% (29.9%)
- High School: 40.8% (40.8%), 30.4% (30.4%)
- Less than High School Graduate: 21.0% (21.0%), 6.6% (6.6%)

State of Hawaii vs. School Community
**Priority 1: Student Achievement**

In our attempt to improve our students’ reading, writing, and mathematics achievement levels, we adopted the America’s Choice reform model which focuses on the following five areas: standards and assessment, learning environment, high performance management, public engagement, and community services and support. The model provides for a systemic approach to improving student learning and places considerable emphasis on the development and implementation of standards-based instruction. In addressing standards, this past year, all of our grades K-6 teachers developed and implemented the National Center on Education and the Economy (NCEE) standards-based instructional units, and at the same time, directly addressed the Hawaii Content and Performance Standards (HCPS). In addition to America’s Choice, we participated in the Hawaii Writing Assessment (HWA) Project and implemented the Waipahu Complex School To Career initiatives.

**Priority 2: Student Behavior**

Improving student behavior by helping students acquire quality behaviors that support learning continues to be a goal in Honowai. For the past few years, we have utilized a Schoolwide Student Discipline Plan, which focused on social skills development, character education, and clearly defined rules and consequences. Because improving student behavior requires the concerted effort of teachers and parents, our teachers continue to maintain ongoing communication with parents, especially when it involves student misconduct and the need for parental assistance in curbing such behavior. As a result of better classroom management of teachers, a no-nonsense attitude of the administration as it relates to the issuance of consequences, the implementation of our discipline plan, and the establishment of student recognition programs, student behavior has improved. With the adoption of America’s Choice, our focus on improving student conduct will involve initiatives that promote positive behaviors and attitudes.

**Priority 3: Parent Involvement/Community Relations**

Honowai is located in an area that is comprised of many lower socio-economic families. Traditionally, these families’ involvement in their children’s education has been limited. In our attempt to have our parents become more involved in their children’s school work, all of our grade levels sent home Standards Information Letters which provided information on how parents could help their children complete their standards-based instructional units. To further improve parental involvement, our school conducted a series of workshops for parents on literacy, parenting skills, art, and food and nutrition. In addition, our Community Outreach Coordinator trained at least twenty (20) parent volunteers in literacy. As a group, these parents worked with many of our classroom teachers and provided our students with much one to one and small group assistance in reading. Additionally, other parents tutored students, chaperoned field trips, helped teachers prepare classroom materials, and assisted our teachers with their outdoor activities.
Honowai Elementary School
Fall 1999

Certified Staff
School year ending 1999

Teaching Staff

- Total Full-Time Equivalent (FTE) 48.0
  - Regular Instruction, FTE 33.0
  - Special Education, FTE 8.0
  - Supplemental Instruction, FTE 7.0
- Total number of persons assigned to teaching, headcount 48
- Teachers with 5 or more years experience in this school 45
- Teachers' average years of experience 15.9

Students per Teaching Staff Member

- Regular Instruction 18.5
- Special Education 9.1

Administrative and Student Services Staff

- Administration*, FTE 3.0
- Librarians, FTE 1.0
- Counselors, FTE 2.0

- Number of principals at this school in the last five years 2

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

Facilities
School year ending 1999

- Classrooms available 42
- Number of classrooms short (-) or over (+) -2

School facilities inspection results

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounds</td>
<td>1</td>
</tr>
<tr>
<td>Building exterior</td>
<td>2</td>
</tr>
<tr>
<td>Building interior</td>
<td>2</td>
</tr>
<tr>
<td>Equipment/Furnishings</td>
<td>3</td>
</tr>
<tr>
<td>Health/Safety</td>
<td>3</td>
</tr>
<tr>
<td>Sanitation</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

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

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

Teacher Counts

- Total FTE 48
- Regular FTE 33
- Special Education FTE 8
- Supplemental FTE 7
- Total Headcount 48
- Teachers with 5 or More Years Experience in this School 45

Adequacy of School's Space Compared with State Standards

- Administration 70%
- Library 58%
- Cafeteria/Auditorium 104%
- Classrooms 97%

For Total:
0.0% = Unacceptable; 100.0% = Satisfactory; 200.0% = Very Good
**Student Conduct**

### Attendance and Absences

**School Year**
- 1996-97
- 1997-98
- 1998-99

**State Standard**
- 93.7%
- 94.4%
- 94.2%
- 95.0%

**Average Daily Attendance:**
- 93.7%
- 94.4%
- 94.2%
- 95.0%

**Average Daily Absences:**
- 10.9
- 9.9
- 10.4
- 9

### School Suspensions, Year Ending 1999

- **Non-suspended:** 801
- **Suspended:** 13
- **Class A:** 7
  - 43.8%
- **Class B:** 6
  - 37.5%
- **Class C:** 3
  - 18.8%
- **Class D:** 0
  - 0%

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)
Prior to 1996, graduation from Hawai`i public schools required successful completion of course and credit requirements and demonstration of mastery of 15 competencies through certification on the Hawai`i State Test of Essential Competencies (HSTEC). Beginning with the Class of 1997, all graduating seniors must demonstrate mastery of 16 competencies through HSTEC.

In 1998-99, the Stanford Achievement Test 9th edition was used; this test is not comparable to the 8th edition SAT used in prior years. Therefore, only 1998-99 test data are shown in this report.