



Haaheo Elementary School

School Code: 352

Grades K-6

School Status and Improvement Report School Year 2014-15



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School Address:

Haaheo Elementary School
121 Haaheo Road
Hilo, Hawaii 96720

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

In the late 1700's, King Kamehameha instructed his people near Hilo to plant kalo so that his warriors would be fed when they arrived in the area. The residents planted a large field in one day. Kamehameha named the area Ha'aheo, meaning proud, to honor their work. From kalo to sugar cane to agriculture and future residences, the land of Ha'aheo continues to support a proud and hardworking community.

Celebrating its 127th Anniversary, Ha'aheo Elementary School is located on the former kalo field overlooking Hilo Bay. Founded in 1888 to educate the children of sugar plantation workers, Ha'aheo has one class of each grade for Kindergarten through 6th grade. It is within this setting that we work towards realizing our mission, which we adopted in the 2014-2015 school year. Our mission is to "provide a safe and nurturing learning environment where high quality, relevant and engaging instruction will prepare all students for opportunities of the future."

Ha'aheo firmly believes that developing students' work habits and attitudes (GLO's) through a rigorous, integrated, and engaging curriculum will help students achieve academically and socially. Formative classroom instruction, reflective goal setting, and understanding of the standards will result in increased numbers of students achieving proficiency of the standards. Data teams look at our student achievement data regularly and make decisions that drive how we deliver instruction to our students. Combined with the daily instructional adjustments that come with formative instruction, it is our hope that we will be responsive and timely in meeting the needs of our students.

The feeling of ohana is prevalent as our entire school gathers on the mound overlooking Hilo Bay at the beginning of every week. Here, we refocus on our strategy of the week, provide special recognitions, and get our bodies moving to help all students start the week ready to learn. We also support each other as our older students participate in buddying with our youngest students. We also host several family events in addition to Open House, such as our Fall Festival, Standards Showcase and STEM night.

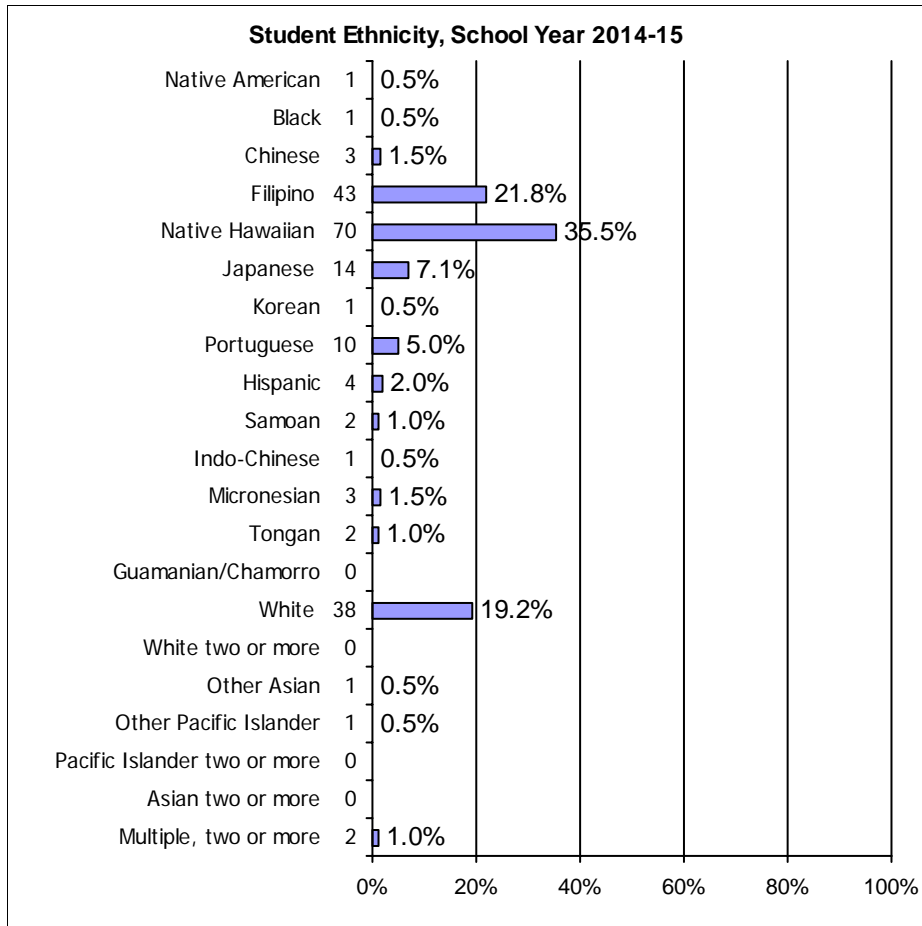
As we move through the 21st Century, Ha'aheo strives to provide technological experiences for our students. With SMARTBoards in every classroom and a computer lab that serves all students on a weekly basis, we make every effort to ensure that our students are prepared for the world. In 2014-2015, we made significant progress by implementing the use of 1:1 devices in grades 3-6, and we will expand 1:1 technology access to K-6 at the beginning of 2015-2016. We also provide outdoor experiences through our Garden, Science and Robotics afterschool programs so that students leaving Ha'aheo will be well-rounded citizens.

School Setting

Student Profile

School year	2012-13	2013-14	2014-15		2012-13	2013-14	2014-15
Fall enrollment	178	183	192	Number and percent of students in Special Education programs	10 5.6%	11 6.0%	10 5.2%
Number and percent of students enrolled for the entire school year	164 92.1%	174 95.0%	186 96.8%	Number and percent of students with limited English proficiency	* *	12 6.5%	10 5.2%
Number and percent of students receiving free or reduced-cost lunch	113 63.4%	100 54.6%	114 59.3%	Percent of Kindergartners who attended preschool	20%	--	--

Note: "--" means missing data.
 "*" means data not reported to maintain student confidentiality (see FERPA).



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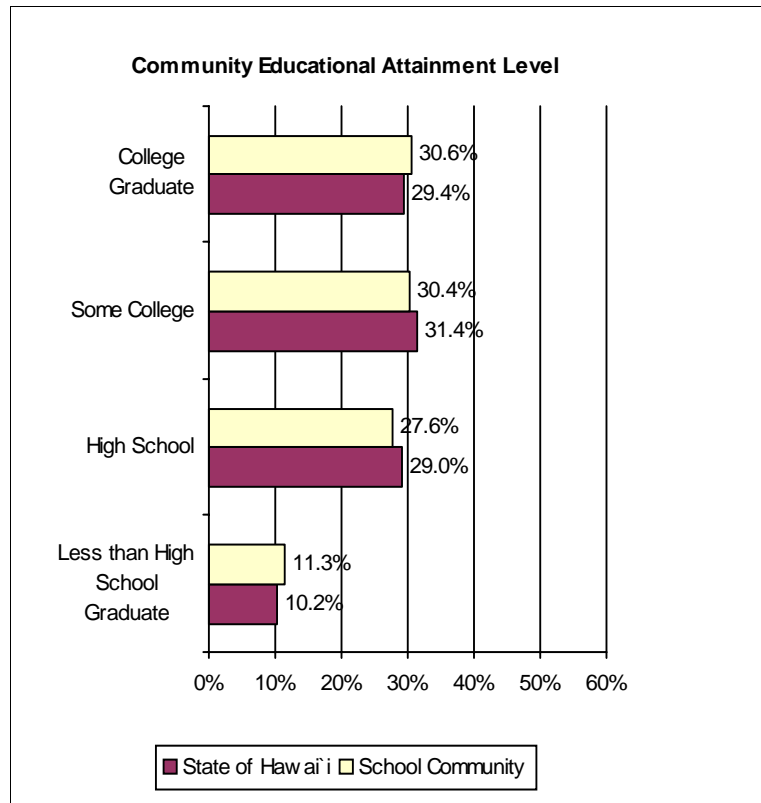
School Setting

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

Hilo HSC Complex	School Community	State of Hawai'i
Total population	28,603	1,360,301
Percentage of population aged 5-19	17.4%	18.4%
Median age of population	41.9	38.6
Number of family households	6,714	313,907
Median household income	\$47,356	\$66,420



School Improvement

Summary of Progress

Ha'aheo School has continued to make progress in all six priority strategies. We implemented the Common Core State Standards in Math using the state-approved curricula, Stepping Stones and GoMath. We continued to implement the Common Core State Standards in ELA through the use of Success For All and will be beginning the transition towards implementation of Reading Wonders and Springboard curricula next year.

We continue to build on personalizing student learning through our Comprehensive Student Support System. We implemented NWEA Measures of Academic Progress as a Universal Screener all year this year. We have focused on family-school-community partnerships as evidenced by our successful Fall Festival, Math and STEM Family Nights and Standards Showcase. We support transition to and from Ha'aheo School by the use of our Primary School Adjustment Project (PSAP) and are working with Hilo Intermediate to provide orientation opportunities. We continue to clarify Tier 2 supports as well as our CSSS process. We have made progress in chronic absenteeism through positive recognition like TERRIFIC lunches, weekly and monthly drawing incentives, as well as incentives for quarterly Perfect Attendance in addition to meeting with parents, sending letters of concern and creating Attendance Plans. We have seen an increased awareness of the importance of attendance; however, this is still an ongoing concern due to the number of extended trips taken during the school year by our families. We also have a team who participated in the Ekahi Cohort professional development to strengthen our school-wide behavioral RTI-B efforts.

To support professional development and student growth, we have established grade-level cluster Data Teams. A standard protocol for the six-step data team process and reporting creates a structure to guide instructional data teams, which has been implemented with varying degrees of success. More work continues to be needed in this area due to our challenge of having only one teacher in each grade level. Cluster data teams lead to discussions on vertical alignment. Through the data team process, team members are demonstrating understanding of the purpose of various types of assessments. To bring more balance to the kinds of data being discussed, data teams moved from focusing on Math last year to a rotation of topics between Reading, Writing and Math. We are considering adding behavioral data to rotation to strengthen our school-wide behavioral RTI-B efforts.

Our school-wide Tripod survey data continues to show that Care is a strength area and our focus areas will be on Control and Captivate.

100% of our teachers are Highly Qualified and Tenured. Our newest teacher won the Milken Teacher of Promise Award, which she attributed to working with the other teachers here at Ha'aheo. We continue to share best practices and build teacher capacity.

In our efforts to improve implementation of the STEM strategy, we successfully expanded the afterschool STEM opportunities for our students this year. Students have opportunities to be involved in the afterschool Science Team, Robotics, and Gardening programs. Four of our teachers attended various complex-sponsored STEM professional development opportunities. Each classroom teacher implemented at least one STEM unit this school year. We also held a successful STEM family night that received positive evaluations from nearly all participants. We also increased accessibility to the use of technology through the use of iPad/laptop mobile carts. We now have enough devices for each student in grades 3-6 to have 1:1 access and will increase access to technology in grades K-2 next year. We need to look for ways for students to apply what they have learned in Science, Technology, Engineering and Math in the world outside of their classrooms.

Our principal and WASC lead participated in three trainings and participated on Accreditation Visiting Teams in April to gain a clearer picture of the Elementary Accreditation process. Lessons learned are shared out to faculty while respecting confidentiality of schools visited.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		10.0
Regular Instruction, FTE	90.0%	9.0
Special Instruction, FTE	10.0%	1.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		10
Teachers with 5 or more years at this school		6
Teachers' average years of experience		12.7
Teachers with advanced degrees		3

Professional Teacher Credentials

Fully licensed	100.0%	10
Emergency hires	0.0%	0

Students per Teaching Staff

Regular Instruction	20.2
Special Instruction	10.0

Administrative and Student Services Staff

Administration, FTE *	1.0
Librarians, FTE	0.0
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

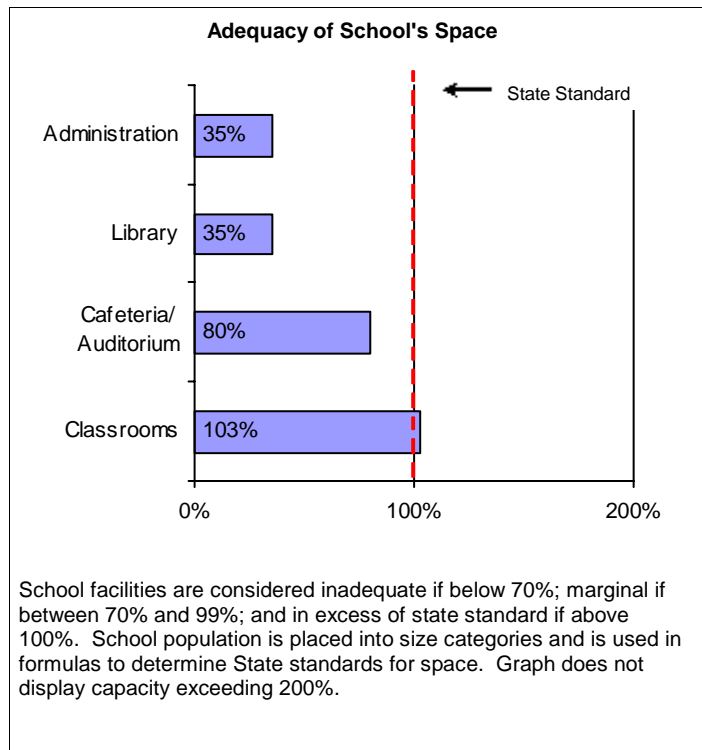
School Year Ending 2015

Classrooms available	13
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 periodically 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	2014	--	--	--	--	--	--
	2015	95.8%	82.6%	91.1%	86.6%	83.1%	77.1%
Well-Being	2014	--	--	--	--	--	--
	2015	90.6%	80.3%	95.4%	91.9%	82.6%	78.7%
Satisfaction	2014	--	--	--	--	--	--
	2015	87.1%	69.7%	89.0%	83.1%	90.7%	88.6%
Involvement/Engagement	2014	--	--	--	--	--	--
	2015	90.0%	77.3%	91.5%	86.8%	85.3%	80.7%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2014	--	--	--	--	--	--
	2015	88.8%	87.4%	75.8%	34.6%	100.0%	84.9%

* 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.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years; thus, the 2014 SQS percentages are intentionally left blank (--).

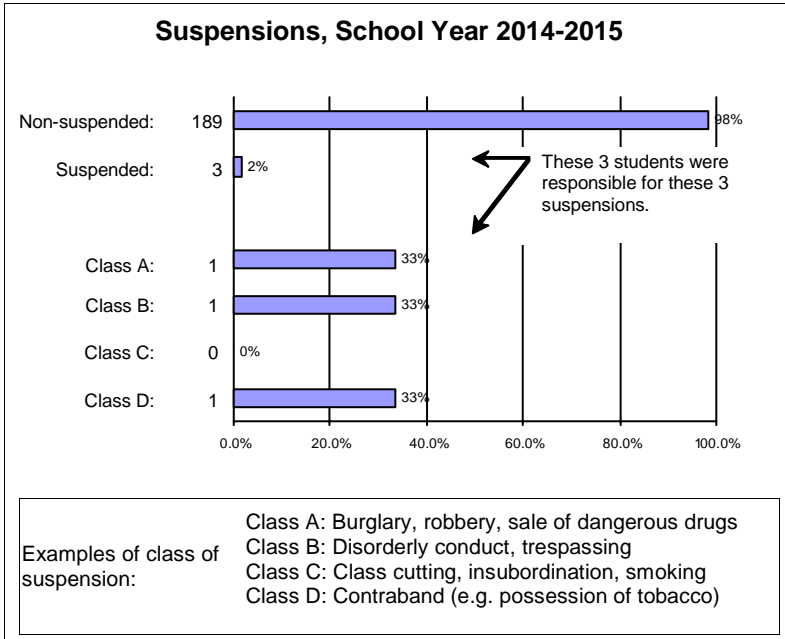
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2012-13	2013-14	2014-15	
Average Daily Attendance: % (higher is better)			95.0%
94.0%	94.5%	95.6%	
Average Daily Absences: in days (lower is better)			9
10.6	9.8	7.8	

Suspensions, School Year 2014-2015



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.

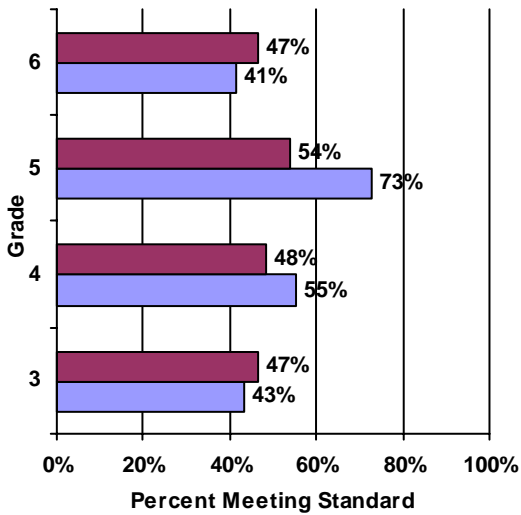
	Retention		
	2013	2014	2015
Total number of students	153	155	166
Percent retained in grade	1%	0%	0%

Note: " -- " means missing data.
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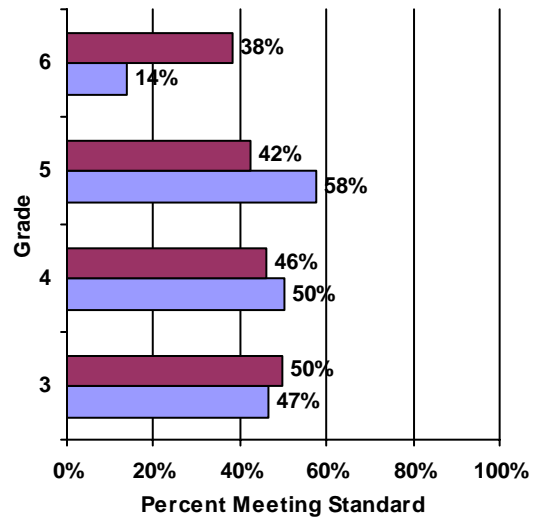
Vital Signs

Hawaii Statewide Assessment Program

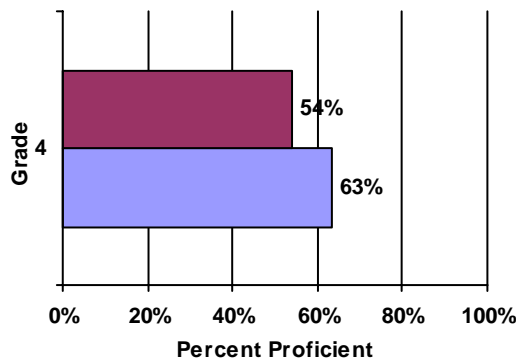
**Hawaii Common Core Standards
English Language Arts/Literacy**



**Hawaii Common Core Standards
Mathematics**



HCPS Science



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

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