



Honaunau Elementary School

School Code: 359

Grades K-5

School Status and Improvement Report School Year 2016-17



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School Address:

Honaunau Elementary School
83-5360 Mamalahoa Highway
Captain Cook, Hawaii 96704

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

Located in the South Kona district of the Big Island, Honaunau School serves approximately 145 students from pre-school through grade 5. Many of the school's families are long-time residents and have been a part of Honaunau School for multiple generations. New families come from different parts of the world, many as migrant workers servicing the farms throughout West Hawaii.

Students are challenged to use their minds well to hypothesize and predict, analyze and solve problems, compare and contrast, provide evidence to support their thinking, and assess quality of work against rubrics. To make this a reality, teachers hold students to high expectations, lessons are focused and aligned with the standards and students are expected to make their thinking visible with the use of Thinking Maps and engage in discussions of inquiry. Schoolwide intervention programs – iReady in reading and math – are built into the schedule to address the needs of all learners. For secondary and tertiary interventions we also use Read Well and LLI: Leveled Literacy Intervention program.

Honaunau is committed to developing the Whole Child where we hope to build the creative and intellectual capacities of each and every student, therefore, other supporting activities are also offered - Hawaiiiana, Garden, Fine Arts, Music, dance, RAP, Computer, Videography, Drama, sports as well as project-based learning opportunities. Students are also provided internship/work study and service learning opportunities that the school has developed with community partners. We believe we are a diverse learning community inspiring interdependent, adaptive learners who will thrive in our global society.

Nurturing positive relationships and encouraging students to be good stewards are school priorities as both are critical. Students understand that while reading, writing, and math are important, it is equally important to be respectful, responsible and practice safe behaviors. To provide students with social emotional support, the Stop and Think program is being implemented. Students are expected to develop behaviors that reflect the General Learner Outcomes. They understand what it means to be self-directed learners, community contributors, complex thinkers, quality producers, effective communicators, and ethical users of technology. Students show their respect daily as they stand for the opening and the closing flag ritual. Students also earn the opportunity to have a 1:1 device to support their academics.

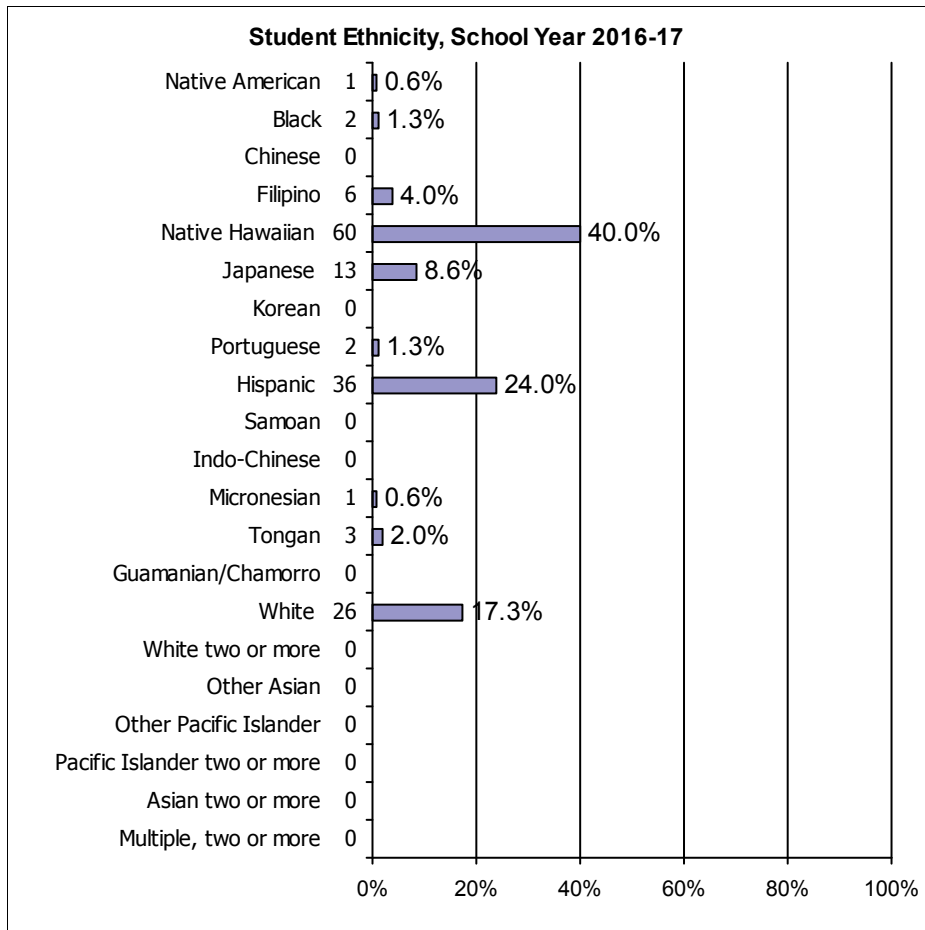
Parents are valued as partners and take an active part in their children's learning. The school hosts numerous activities for parents and children throughout the year. These sessions range from holiday crafts and social events to more structured sessions where parents assist with off-campus learning as well as engage in learning about developmentally appropriate practices.

School Setting

Student Profile

School year	2014-15	2015-16	2016-17		2014-15	2015-16	2016-17
Fall enrollment	137	149	150	Number and percent of students in Special Education programs	14	17	10
					10.2%	11.4%	6.6%
Number and percent of students enrolled for the entire school year	122	139	134	Number and percent of students with limited English proficiency	15	25	32
	89.0%	93.2%	89.3%		10.9%	16.7%	21.3%
Number and percent of students receiving free or reduced-cost lunch	125	134	135				
	91.2%	89.9%	90.0%				

Note. -- means missing data.
 * means data not reported to maintain student confidentiality (see FERPA).
 ** means School is participating in the Community Eligibility Provision.



n = 150

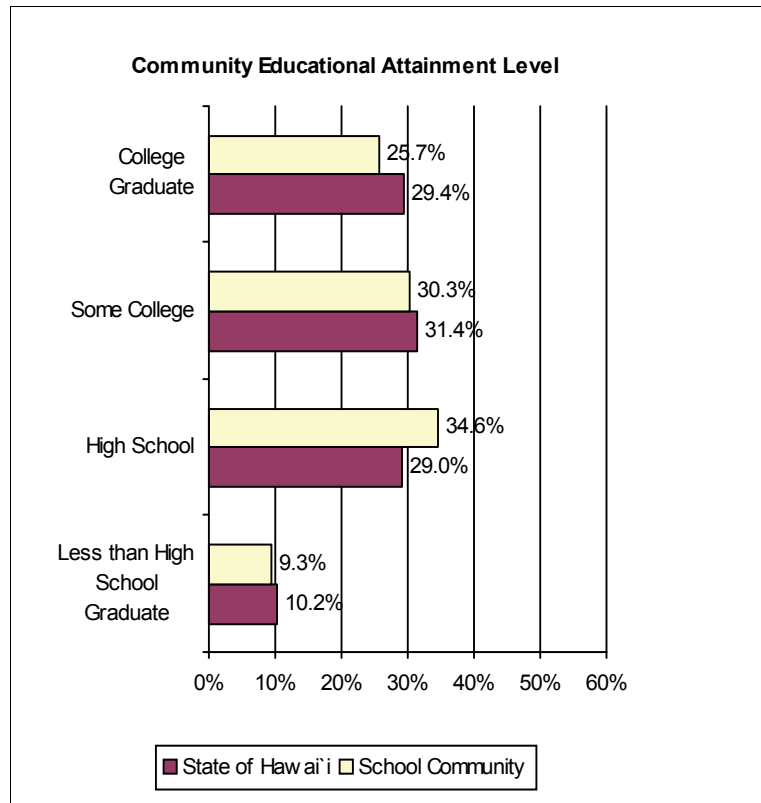
School Setting

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

Konawaena HSC Complex	School Community	State of Hawai'i
Total population	12,291	1,360,301
Percentage of population aged 5-19	16.9%	18.4%
Median age of population	44.4	38.6
Number of family households	2,972	313,907
Median household income	\$61,609	\$66,420



School Improvement

Summary of Progress

INCLUSIVENESS: Honaunau encourages and provides opportunities to include parents and the community in school level decisions. Parents and the community are invited to a variety of learning opportunities - the weekly Friday Presentations, health and nutritional informational sessions, parent/child activities to promote parent engagement and both a mid and end of the year assemblies. Parent conferences are held twice yearly and data on progress of individual students are shared throughout the year. School-wide data is shared with the School Community Council and parents via weekly bulletins, monthly meetings and on the school website. To assist with communications needs the School Connect Phone System and a translator is often utilized. According to results from surveys - Victoria Bernhardt, TRIPOD and SQS, parents, students, and teachers are satisfied with the school.

PURPOSEFULNESS: The school's mission and purpose is to cultivate each and every student with a foundation for college and career readiness and the skills to make a positive difference in the world. We are committed to developing thoughtful readers, writers, and mathematical thinkers. Lessons focused and aligned with standards are designed with the intent to challenge students to use their minds well. Tasks are relevant to the lesson and provide students opportunities to make their thinking visible with the use of Thinking Maps, as well as to engage in discussions of inquiry. Students are expected to hypothesize and predict, analyze and solve problems, compare and contrast, support their thinking with evidence, and self-assess quality of work against rubrics. Additionally, students and staff work with community partners to provide internship/work study opportunities that make learning come alive. With a variety of resources we hope to broaden our students' opportunities and options.

STUDENT FOCUSED EFFORTS: The school has developed a pyramid of interventions to provide quality support for students who require extra assistance with learning. Resources include technology assisted instruction, guided reading groups, small group math sessions, and tutorial assistance before, during and after school in addition to intercessions. With a focus on literacy, civic responsibility and school safety, the students have opportunities to take on leadership roles and serve as a role model. To help students acquire skills necessary to be college and career ready a shift in practice was initiated allowing students more personal responsibility and leadership development opportunities.

ACTION ORIENTATION: We believe that a students' wellbeing and health increases their readiness to learn therefore the school's Academic Plan is focused on providing a well-rounded standards based education that addresses both academic and social emotional learning. Communication has been a major focus where speaking, listening and writing was targeted. Students applied the skills learned by doing weekly presentations each Friday morning. The use of common assessments and an interdisciplinary approach to lesson design provided opportunities for students to apply literacy strategies across content areas. The school has partnered with community groups/businesses to allow for authentic learning – PBL: Project Based Learning opportunities.

ACCOUNTABILITY: The school uses a variety of assessments to assist teachers in formulating learning goals for students. In addition to tracking the school-wide communication goal, teachers use a variety of data (DIBELS, iReady, Wonders Assessments, Achieve3000, Leveled Literacy Intervention) to determine instructional needs for students. To improve effectiveness and attain student growth, teachers meet in PLCs – Professional Learning Communities, ILTs – Instructional Leadership Teams weekly and a SRT- Student Review Team on a monthly basis. Teachers review student work then collaborate to make changes to instructional practices and school processes. The school also acquired a contract provider to help teachers with explicit instructional strategies. The Strive HI report indicated Honaunau as a Continuous Improvement school with a score of 288 of 400 points in SY2012-13, 301 points in SY 2013 - 14 and 162 points in SY 2014-15. The same report indicated an improvement in Chronic Absenteeism from 24% to 15% then down to 11% however recently there was an increase. We continue to be a Continuous Improvement school.

STRONG LEADERSHIP AND SUPPORT SYSTEMS: Leadership is assumed at various levels. The ILT – Instructional Leadership Team consists of all grade level teachers, 2 teacher supports and an administrator. The team facilitates the continuous improvement progress, determines how resources should be utilized to support school-wide efforts and student achievement, and participates in planning staff development and Planning/Collaboration days. The teachers focused on research based practices, served as instructional coaches, teacher facilitators, and mentors, fostered openness to new ideas and innovative practices as well as promoted true shared leadership within the school. The staff works well together to offer a variety of supports for our students, parents and staff.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		11.5
Regular Instruction, FTE	73.9%	8.5
Special Instruction, FTE	17.3%	2.0
Supplemental Instruction, FTE	8.6%	1.0
Teacher headcount		13
Teachers with 5 or more years at this school		5
Teachers' average years of experience		9.1
Teachers with advanced degrees		3

Professional Teacher Credentials

Fully licensed	100.0%	13
Emergency hires	0.0%	0

Students per Teaching Staff *

Regular Instruction	16.4
Special Instruction	5.0

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	1.5
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

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

Facilities

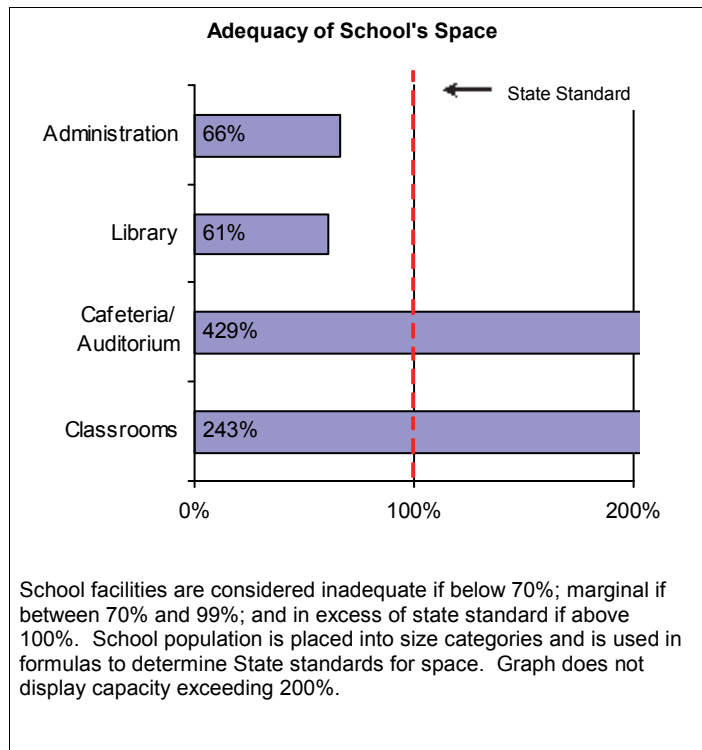
School Year Ending 2017

Classrooms available	22
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.



School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

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	2016	90.9%	78.9%	95.8%	86.6%	76.4%	76.5%
	2017	91.6%	81.0%	89.4%	88.1%	79.2%	76.1%
Well-Being	2016	94.2%	77.0%	98.6%	92.6%	76.4%	77.9%
	2017	95.8%	78.5%	95.1%	93.3%	87.0%	77.8%
Satisfaction	2016	75.3%	67.7%	92.8%	83.6%	80.6%	88.1%
	2017	90.0%	74.9%	96.1%	86.8%	88.1%	88.1%
Involvement/Engagement	2016	93.7%	74.0%	95.5%	87.3%	73.2%	79.5%
	2017	100.0%	75.8%	92.2%	88.5%	88.1%	79%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2016	100.0%	77.8%	87.5%	35.2%	91.0%	85.4%
	2017	54.5%	83.2%	94.5%	35.8%	47.2%	79.3%

* 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.

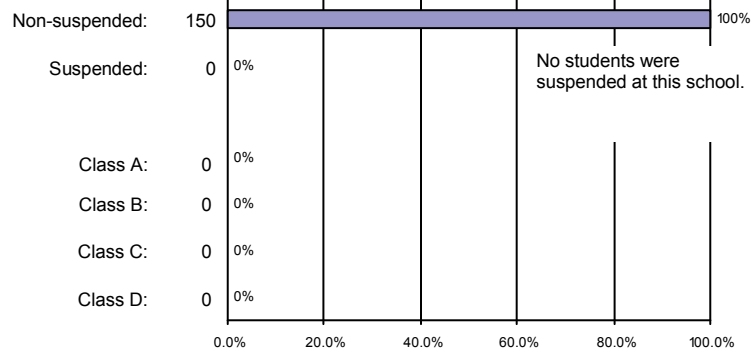
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2014-15	2015-16	2016-17	State Standard
Average Daily Attendance: % (higher is better)			
91.9%	92.5%	93.1%	95.0%
Average Daily Absences: in days (lower is better)			
14.4	13.4	12.3	9

Suspensions, School Year 2016-2017



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.

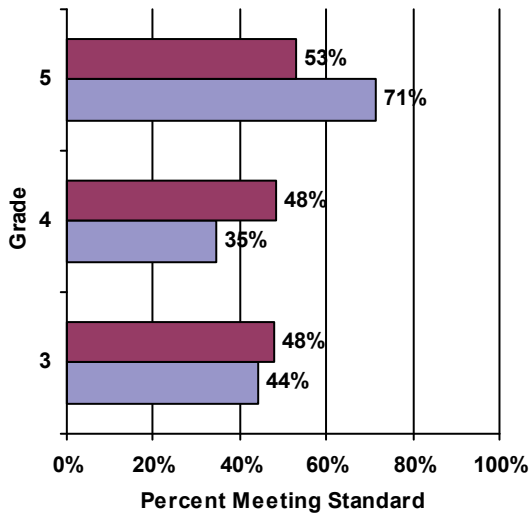
	Retention		
	2015	2016	2017
Total number of students	118	119	124
Percent retained in grade	0%	0%	0%

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

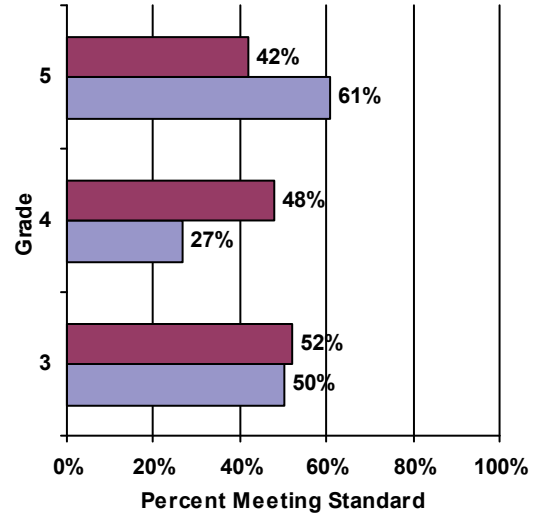
Vital Signs

Hawaii Statewide Assessment Program

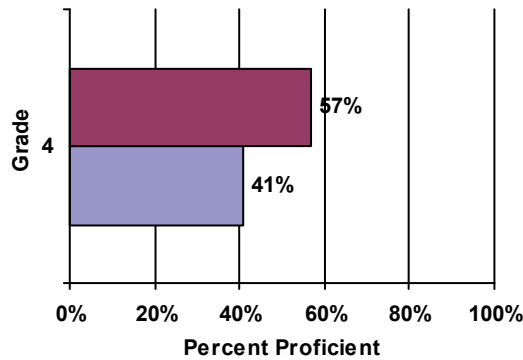
Language Arts/Literacy



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

Honaunau Elementary School is a candidate for accreditation by the Accrediting Commission for Schools, Western Association of Schools and Colleges.

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