

Keaau Middle School

School Code: 370

Grades 6-8

School Status and Improvement Report School Year 2016-17



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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

Kea'au Middle School was originally founded as Ola'a School over one hundred years ago, when Hawaii was a territory of the United States. Beginning as an elementary school in 1939, it became a K-9 school and was then known as Kea'au Elementary and Intermediate School. In the 1980's, the 9th grade was transferred to high school and in 1997, the elementary and middle schools became two separate entities. Since 1998, the school has been recognized as Kea'au Middle School (KMS). It includes sixth, seventh and eighth grades and occupies the site of the original campus.

KMS is located in the rural Puna District on the island of Hawaii, approximately nine miles from Hilo, and services about 720 students. Many students rely on subsidized bus service from as far as 22 miles away. The school draws from a geographical area of 111.1 square miles that includes several large subdivisions, substandard roads, sparse electric capacities, and limited access to county water.

Many changes within the community have impacted the school. Kea'au went from a small, quiet rural village to a large and sprawling transient town. The primary industry in the Kea'au area is agriculture. Since the demise of sugar plantations, the agricultural community has developed flower nurseries, fruit, vegetable and ginger root farming. The school's 85%+ participation rate in the free and reduced lunch program reflects the continued economic hardships experienced in the community.

School Address:

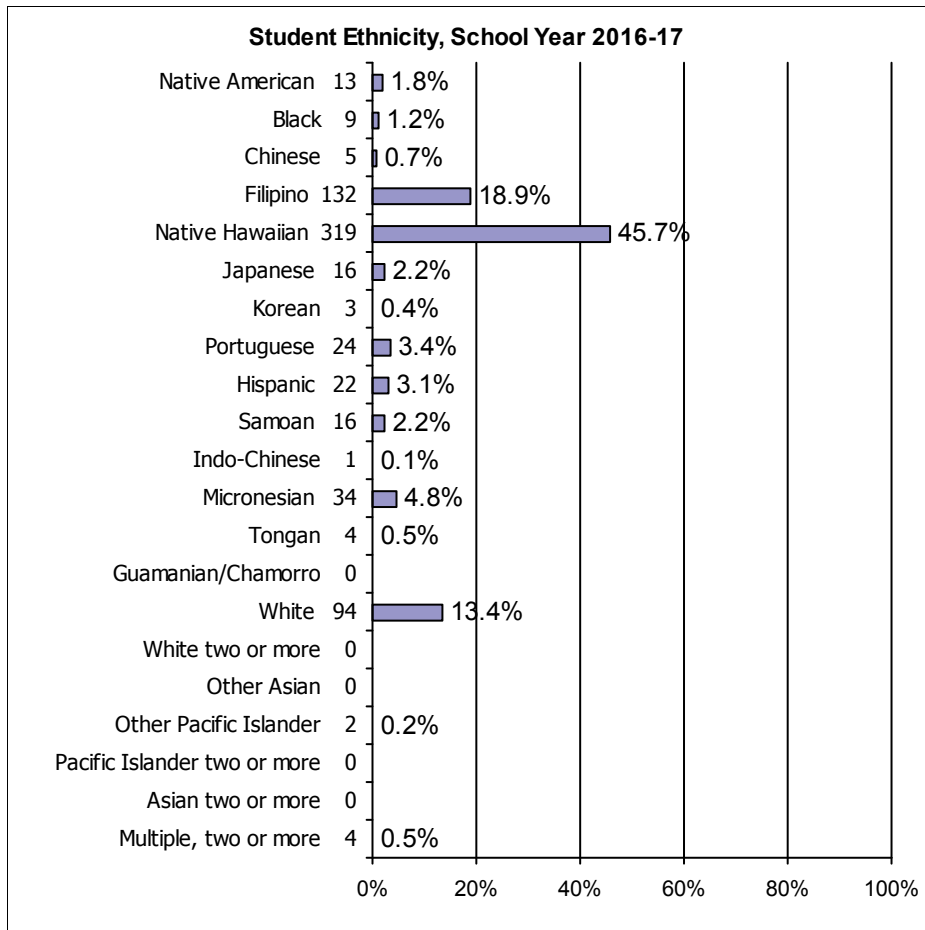
Keaau Middle School
16-565 Keaau-Pahoa Road
Keaau, Hawaii 96749

School Setting

Student Profile

School year	2014-15	2015-16	2016-17		2014-15	2015-16	2016-17
Fall enrollment	629	668	698	Number and percent of students in Special Education programs	77	85	89
					12.2%	12.7%	12.7%
Number and percent of students enrolled for the entire school year	574	608	653	Number and percent of students with limited English proficiency	48	38	42
	91.2%	91.0%	93.5%		7.6%	5.6%	6.0%
Number and percent of students receiving free or reduced-cost lunch	528	576	**				
	83.9%	86.2%	**				

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



n = 698

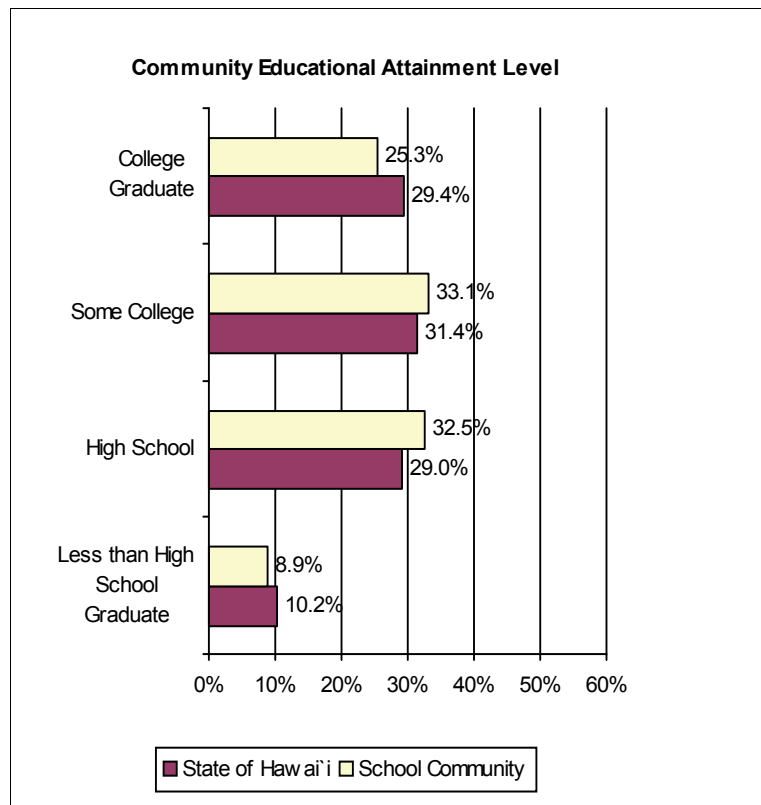
School Setting

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

Keaau HSC Complex	School Community	State of Hawai'i
Total population	24,991	1,360,301
Percentage of population aged 5-19	21.1%	18.4%
Median age of population	39.5	38.6
Number of family households	5,988	313,907
Median household income	\$40,317	\$66,420



School Improvement

Summary of Progress

Kea'au Middle School's main school improvement efforts have focused on the following areas:

- 1) Instructional Program
- 2) Student Assessment
- 3) Response to Intervention – Academic and Behavior.

Instructional Program

Teachers implemented Springboard for ELA and GoMath for math to address the Common Core State Standards (CCSS). In addition, lessons and activities from various sources were used to supplement the curricula. Teachers also continued to familiarize themselves with the structure and content for each lesson, as well as refine their pacing guides.

Since 2012, all teachers participated in professional learning communities (PLCs) to improve instruction and student performance. Teachers created common formative assessments, analyzed data, participated in curriculum and assignment collaboration, and worked on maintaining and adjusting pacing guides. Sharing of Advancement Via Individual Determination (AVID) strategies took place in the PLCs this year as well. Teachers were encouraged to implement at least one new AVID strategy a month. In addition, elective teachers administered constructed response prompts bi-weekly and utilized part of the PLC time to create and analyze them.

Student Assessment

This year, teachers utilized Renaissance Learning's STAR reading and math online assessments in addition to administering their regular formative assessments. Assessments were completed monthly to provide teachers with student progress on the CCSS. Teachers also used the assessment results and reports to provide enrichment and remediation on specific standards and skills.

Response to Intervention – Academic and Behavior

Academic and behavior support programs have continued to be refined this year. The school has continued to send a team to receive training on Diana Browning Wright's behavioral support. As a result, faculty in-service training was provided throughout the school year that focused on proactive classroom management strategies and positive interactions with students.

For academics, all students received at least 40 minutes of reading or math intervention/enrichment a week and identified students were enrolled in a reading or math workshop class. Tutors also provided support to identified students in the classroom setting during instruction. In addition, failing students in reading and math were provided an opportunity to complete course requirements in an alternative setting utilizing an online credit recovery program.

For behavior, all students received character education lessons weekly. All teachers completed the Brief Externalizing and Internalizing Screener for Youth (BEISY) once a semester to help identify students who possibly needed support with behavior. Identified students also had the opportunity to participate in support programs like counseling groups, mentor based interventions – "check-in/check-out," and alternative education placements.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)	47.0
Regular Instruction, FTE	76.5% 36.0
Special Instruction, FTE	19.1% 9.0
Supplemental Instruction, FTE	4.2% 2.0
Teacher headcount	47
Teachers with 5 or more years at this school	31
Teachers' average years of experience	14.9
Teachers with advanced degrees	16

Professional Teacher Credentials

Fully licensed	95.7%	45
Emergency hires	4.2%	2

Students per Teaching Staff *

Regular Instruction	16.9
Special Instruction	9.8

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	5.0
Librarians, FTE	0.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	2

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

Facilities

School Year Ending 2017

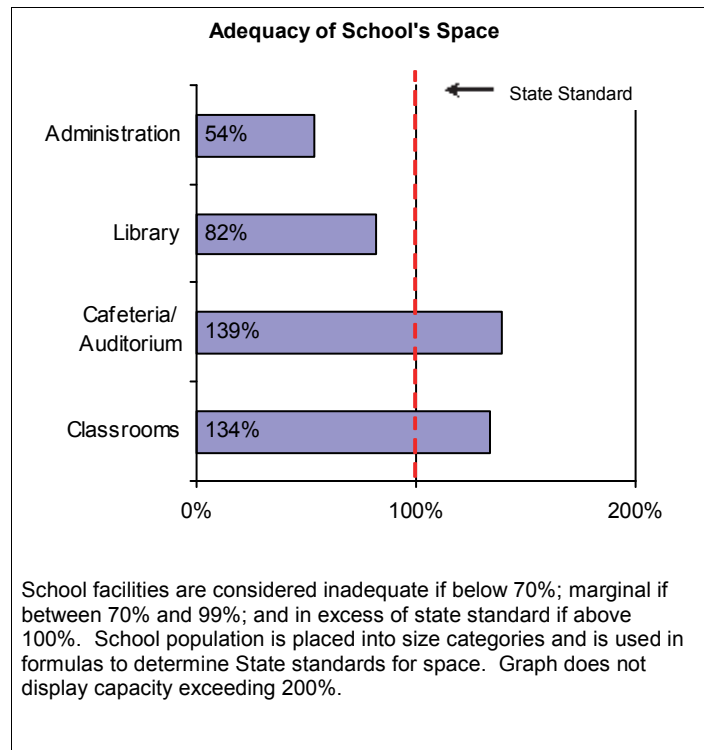
Classrooms available	47
Number of classrooms short (-) or over (+)	2

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	2016	79.2%	72.0%	66.4%	76.7%	74.8%	69.7%
	2017	61.3%	74.4%	66.9%	78.2%	71.0%	68.9%
Well-Being	2016	75.3%	72.3%	80.0%	86.2%	73.4%	67.9%
	2017	59.3%	73.3%	82.6%	86.7%	70.2%	66.9%
Satisfaction	2016	57.6%	60.2%	71.9%	76.9%	81.5%	74.7%
	2017	51.4%	65.9%	74.9%	78.9%	75.0%	73.5%
Involvement/Engagement	2016	68.6%	69.5%	72.7%	74.7%	67.6%	57.5%
	2017	50.8%	70.1%	74.8%	76.5%	60.7%	56.6%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2016	84.4%	77.6%	18.8%	25.0%	81.4%	74.9%
	2017	100.0%	84.6%	13.6%	26.5%	73.4%	68.3%

* 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.

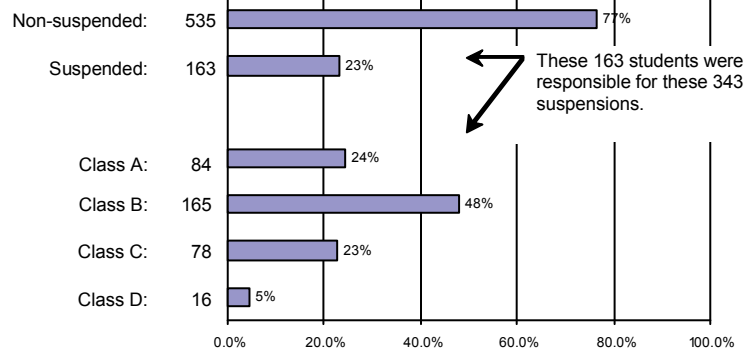
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2014-15	2015-16	2016-17	
Average Daily Attendance: % (higher is better)			
91.3%	92.7%	91.6%	95.0%
Average Daily Absences: in days (lower is better)			
15.5	12.9	14.9	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.

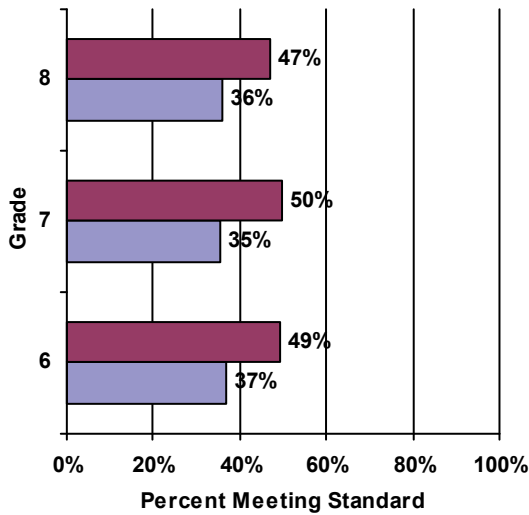
	Retention		
	2015	2016	2017
Total number of students	199	213	232
Percent retained in grade	1%	0%	0%

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

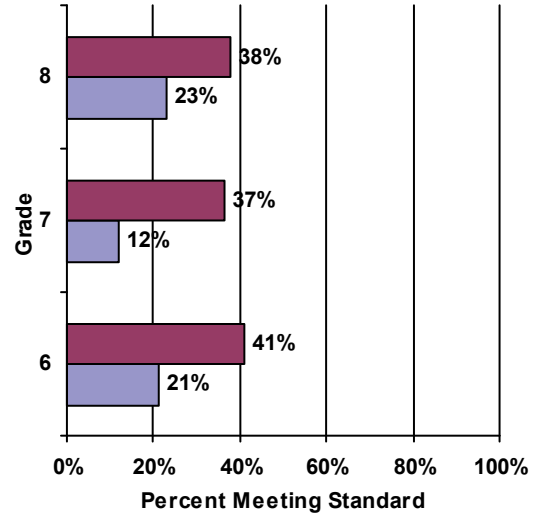
Vital Signs

Hawaii Statewide Assessment Program

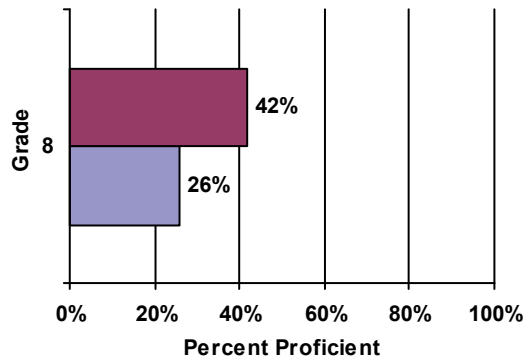
Language Arts/Literacy



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

Keaau Middle 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 2020.

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