



Naalehu Elementary School

School Code: 380

Grades K-6

School Status and Improvement Report School Year 2016-17



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School Address:

Naalehu Elementary School
95-5545 Mamalahoa Highway
Naalehu, Hawaii 96772

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

Na'alehu Elementary School, built in 1928, is located in the southernmost community, Na'alehu, on the island of Hawaii. The school is located 63 miles from Hilo on the east and about the same distance from Kona on the west. Na'alehu Elementary School serves preschool through sixth grade students. Students come from a range of smaller, rural communities from Na'alehu Town to Hawaiian Ocean View Estates (H.O.V.E.). Students are culturally diverse and a large percentage of students must work hard to overcome the challenges of poverty, geographic isolation, and limited resources.

Maintaining high expectations regardless of challenges, NES utilizes research-based practices as outlined in the NES academic plan. Because an effective teacher is the most critical component in a child's education, NES is intentional in continuously refining teacher practice and craft.

NES addresses the Common Core State Standards through Wonders Reading and Stepping Stones. For students in grades 2 through 6, the school day starts with a 30-minute intervention block to address students' identified skill challenge areas, closing achievement gaps. NES is also exploring implementation strategies to offer Extended Learning Opportunities. Response to Intervention addresses both academic and behavioral needs. Due to student needs, NES is also strengthening understanding and support of 'social-emotional learning.'

During school year 2015 - 2016, NES completed the Focus On Learning process. The Western Association of School and Colleges (WASC) awarded NES a Six-Year Accreditation Status with a Mid-cycle One-day Visit through June 30, 2022. Per the WASC visit in March 2016, areas of strength included principal and leadership team creating a culture of inclusiveness, collaboration and data driven decision-making; PLC processes and data team cycles; coaching processes; pacing guides; a positive, caring culture for a safe, welcoming school community; response to intervention; all faculty and staff pulling together to support students; a growth mindset of teachers and students. Areas for critical follow up included "New Teacher Academy"; objective measures to determine performance on general learner outcomes and integration; academic intervention; chronic absenteeism; formative assessment practices for quick and effective adjustments of instruction; and implementation of clearly defined, high leverage, research-based schoolwide instructional practices.

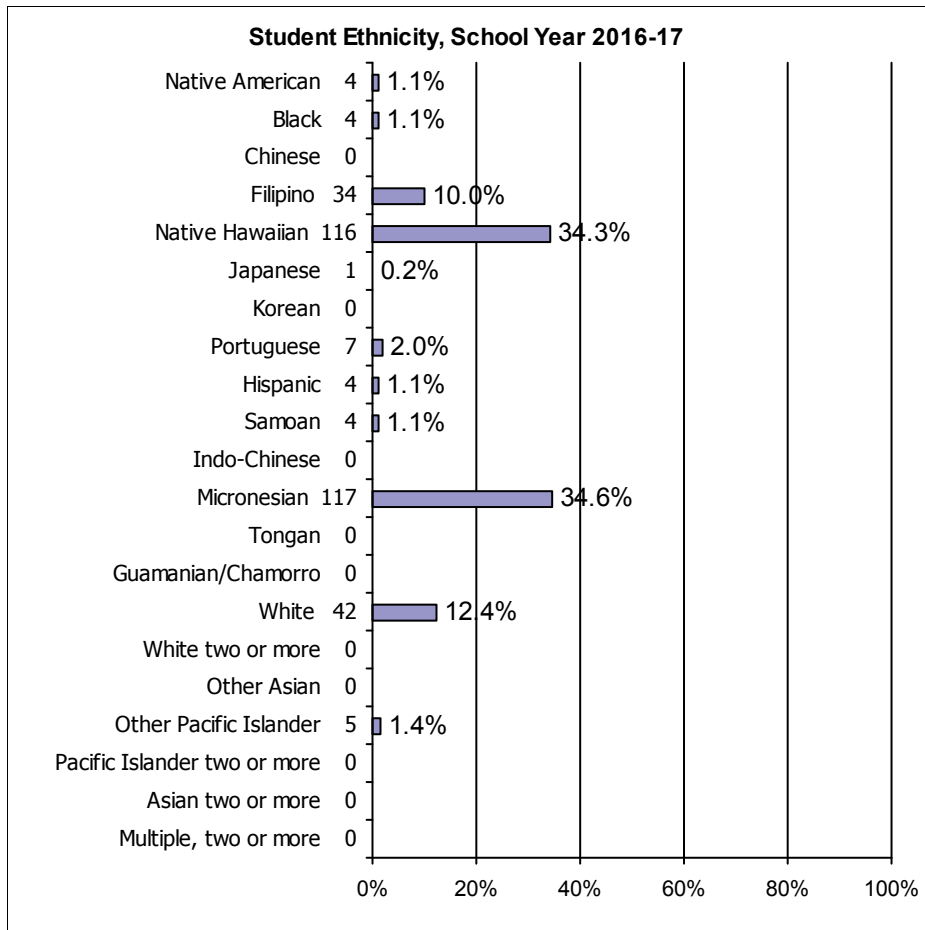
"Start High, Strive Higher." We believe that our students can achieve at high levels—from the start, whether it be at kindergarten, pre-school, start of the lesson, start of the unit, start of the day. We must then work hard to strive higher. NES continuously works toward being a place where all students achieve, thrive, and are happy.

School Setting

Student Profile

School year	2014-15	2015-16	2016-17		2014-15	2015-16	2016-17
Fall enrollment	385	338	338	Number and percent of students in Special Education programs	32	28	25
					8.3%	8.2%	7.3%
Number and percent of students enrolled for the entire school year	350	300	308	Number and percent of students with limited English proficiency	94	97	102
	90.9%	88.7%	91.1%		24.4%	28.6%	30.1%
Number and percent of students receiving free or reduced-cost lunch	351	315	**				
	91.1%	93.1%	**				

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



n = 338

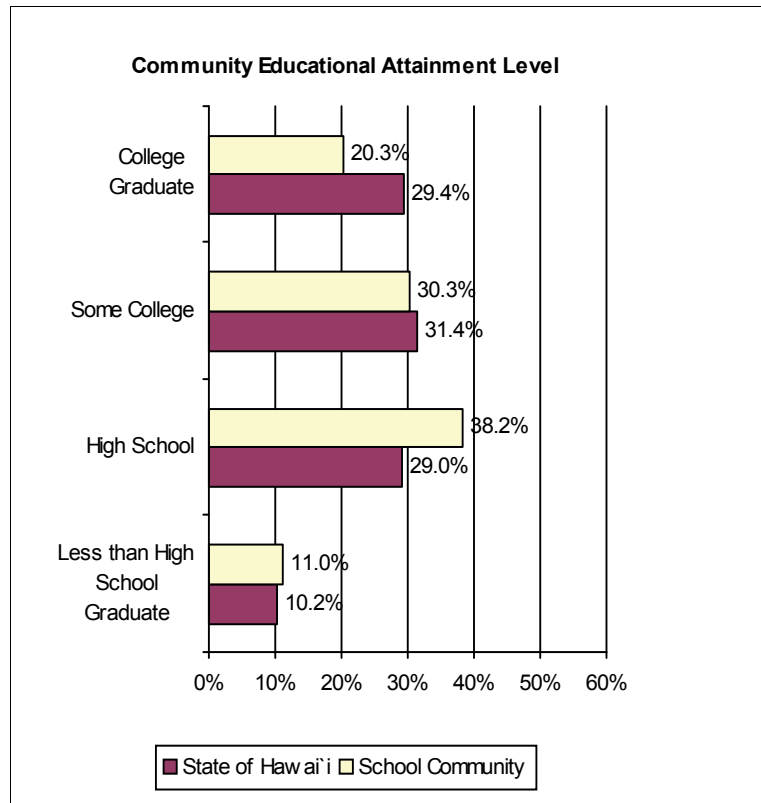
School Setting

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

Kau HSC Complex	School Community	State of Hawai'i
Total population	8,352	1,360,301
Percentage of population aged 5-19	18.9%	18.4%
Median age of population	44.5	38.6
Number of family households	1,902	313,907
Median household income	\$43,704	\$66,420



School Improvement

Summary of Progress

In Spring 2016, Na'alehu Elementary School was awarded a Six-Year Accreditation Status with a Mid-cycle One-day Visit through June 30, 2022. Under the Strive HI Performance System, Na'alehu Elementary School (NES) acknowledges and accepts the challenge to make greater gains in proficiency and growth in both reading and math. For school year 2016-2017, growth in science proficiency increased from 22% to 39%.

Common Core State Standards: All ELA and Math pacing guides (K-6) are based on Common Core State Standards. The Wonders Reading Program and Stepping Stones math is fully operational in all grades. A balance of literary and informational text is utilized. A need area, writing instruction is a continued focus to ensure students can effectively communicate their learning and ideas. Teachers continue to work on higher order thinking, concrete-pictorial-abstract understanding, fluency with procedures and skills, and application of knowledge in real world situations.

Comprehensive Student Support System: NES strives to address the needs of the whole child, considering academic, behavioral, social, emotional, and attendance needs. NES monitors supports through eCSSS and Response To Intervention systems-- RTI-A (academic), RTI-B (behavior), and RTI-C (chronic absenteeism). Academic interventions are provided at all tiers of need. English language learner need is targeted area, with expectations of all teachers and ELL Tier 2 supports. A proactive behavior support system is implemented. NES utilizes universal screening, progress monitoring and data to consistently meet the needs of students. NES continues to expand our understanding and implementation of social emotional learning.

Formative Instruction/Data Teams Process: At NES, teachers purposefully and collaboratively analyze a variety of formative assessments (including HSA, SBA/ICA, eValue, DIBELS, core program assessments and teacher-created assessments) to inform instruction. The Plan-Do-Check-Act (PDCA) and common formative assessment (CFA) processes are used across the school. All grade levels implement a "Striving Higher" plan based on DIBELS and ICA/SBA (3-6) data. This "Data team" culture is supported through consistent training and mentoring, as well as dedicated meeting time for analysis of test data at strategic intervals, and professional learning communities. NES is currently working to increase student involvement regarding criteria for quality work, next steps for improvement, and goal setting.

Educator Effectiveness System: NES implementation of the different EES components is met with a range of teacher response. Classroom observations are generally perceived as useful in teacher personal reflection for continuous growth. Teachers have been provided support in developing SLOs and have the option of starting the SLO has a grade level, before individualizing for classroom needs. We need to balance PD opportunities for effective 'delivery' of instruction with the 'evaluation' of effective delivery of instruction.

Induction and Mentoring: NES provides ongoing, onsite support for all teachers, and also differentiates support for teachers in different stages of practice. NES utilizes the KKP Complex Kahua Induction and Mentoring Program where beginning teachers have an academic mentor and a cultural mentor, or Kupuna. The program builds understanding of Hawaii's diverse history and culture, and its impact on teaching and learning. During summer 2017, NES offered a 10 day New Teacher Academy to ensure beginning teachers were equipped to meet student needs at the onset of the school year.

Academic Review Team Process: ART (Academic Review Team) is a system to plan, do, check (monitor), and take action (next steps). The ART team continually analyzes which strategies and systems are having the desired outcome. The Primary focus of this team, at the school level, is to review how well our school is meeting the measures in our Academic Plan. If the desired outcomes are not meeting our benchmark, data is used to determine new actions. Discussions are rich with problem solving strategies to identify realistic solutions. NES continues to refine implementation of ART routines.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		26.0
Regular Instruction, FTE	69.2%	18.0
Special Instruction, FTE	19.2%	5.0
Supplemental Instruction, FTE	11.5%	3.0
Teacher headcount		26
Teachers with 5 or more years at this school		11
Teachers' average years of experience		9.2
Teachers with advanced degrees		9

Professional Teacher Credentials

Fully licensed	88.4%	23
Emergency hires	11.5%	3

Students per Teaching Staff *

Regular Instruction	17.3
Special Instruction	5.0

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	3.0
Librarians, FTE	0.0
Counselors, FTE	0.0
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

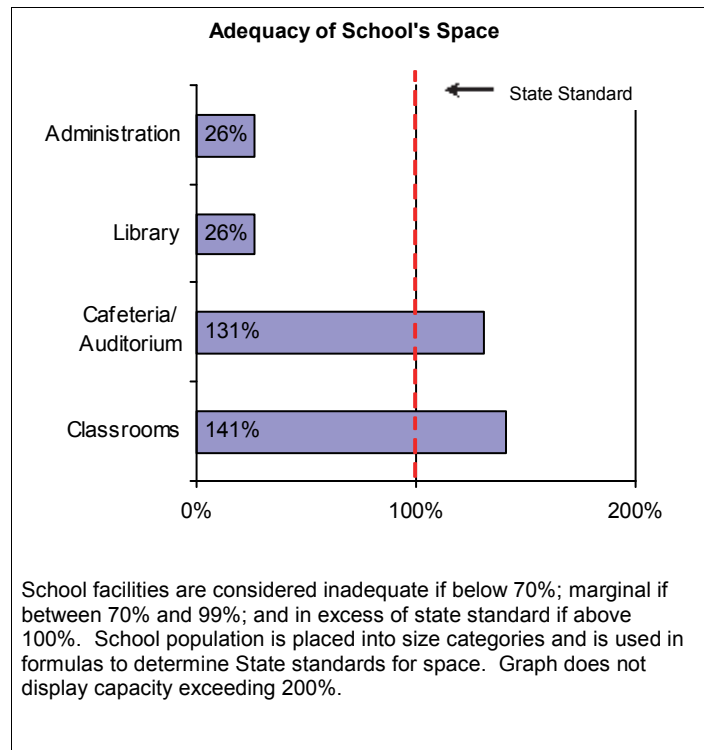
Classrooms available	30
Number of classrooms short (-) or over (+)	0

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 *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2016	75.1%	78.9%	77.7%	86.6%	65.3%	76.5%
	2017	86.2%	81.0%	81.3%	88.1%	71.8%	76.1%
Well-Being	2016	70.0%	77.0%	83.3%	92.6%	67.3%	77.9%
	2017	77.9%	78.5%	91.1%	93.3%	73.6%	77.8%
Satisfaction	2016	57.2%	67.7%	77.0%	83.6%	77.5%	88.1%
	2017	73.8%	74.9%	79.4%	86.8%	83.7%	88.1%
Involvement/Engagement	2016	71.8%	74.0%	75.0%	87.3%	75.2%	79.5%
	2017	74.1%	75.8%	85.1%	88.5%	75.9%	79%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2016	100.0%	77.8%	12.0%	35.2%	93.0%	85.4%
	2017	70.8%	83.2%	16.0%	35.8%	89.6%	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.

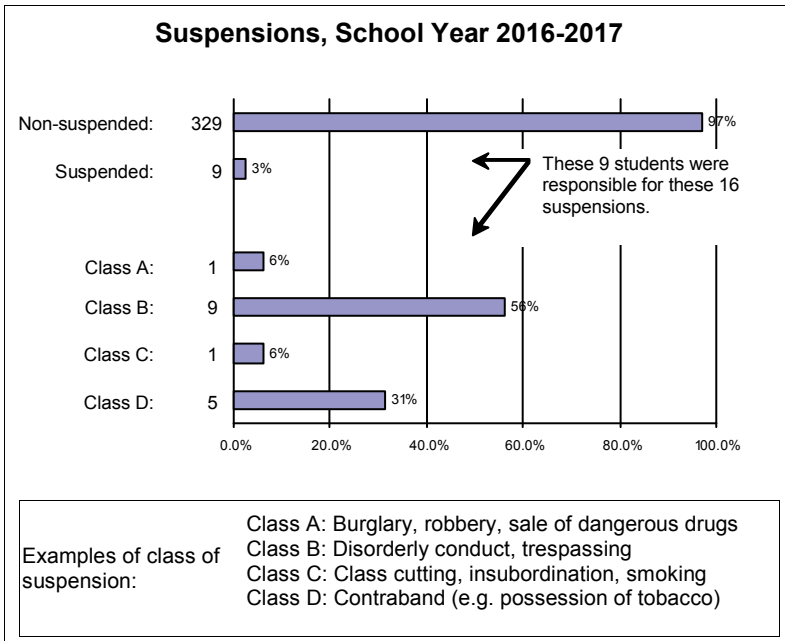
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2014-15	2015-16	2016-17	
Average Daily Attendance: % (higher is better)			
89.4%	88.7%	89.3%	95.0%
Average Daily Absences: in days (lower is better)			
18.9	20.2	18.9	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.

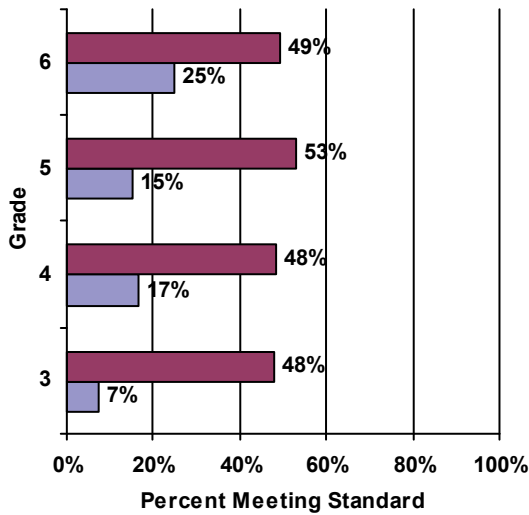
	Retention		
	2015	2016	2017
Total number of students	335	293	287
Percent retained in grade	0%	0%	0%

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

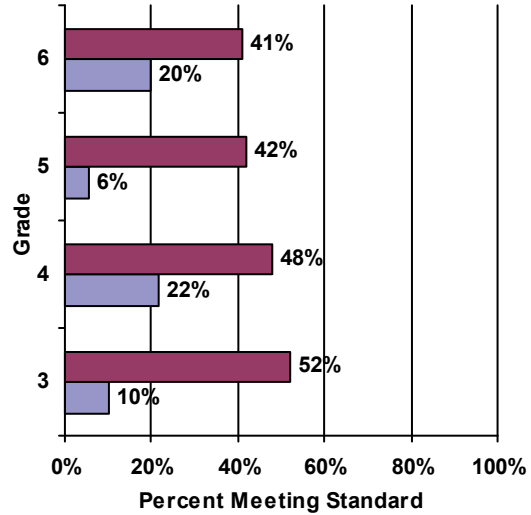
Vital Signs

Hawaii Statewide Assessment Program

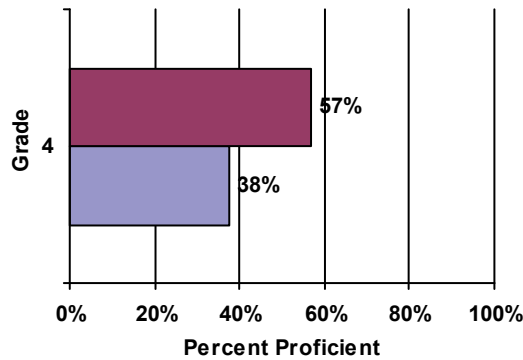
Language Arts/Literacy



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

Naalehu 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 2022.

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