

Pahoa Elementary School

School Code: 381

Grades K-6

School Status and Improvement Report School Year 2016-17



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School Address:

Pahoa Elementary School
15-3030 Puna Road
Pahoa, Hawaii 96778

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

Pahoa Elementary School is located in the Puna District on the island of Hawai'i. The school services seven major subdivisions in a rapidly growing rural community. The area's economy is supported mainly by diversified agriculture and small businesses. Pahoa Elementary and Keonepoko Elementary are the two Pahoa Complex Elementary schools feeding into Pahoa High and Intermediate School.

The school receives Title I funds which support the schools disadvantaged population. The school supports community partnerships with agencies such as Kamehameha Schools, Boys and Girls Club, Neighborhood Place of Puna, the Army Corps of Engineers, Native Hawaiian Veteran's Association, Hui Ho'omalua, CU Hawaii, and the Queen Lili'uokalani Trust.

The School Community Council (SCC) continues to advise the school on its academic and financial plan as well as hosting parent/ community meetings for their input to improve our school.

Pahoa Elementary focused on these identified areas of improvement and implementation during SY 2016-2017: 1) Focusing on RTI Tier I, 2, and 3 interventions for students not meeting proficiency levels academically and behaviorally by using research-based instructional strategies; 2) Continuing Professional Learning Communities (PLC) with a dedicated data-driven decision-making process focusing on student work and the decisions made based on student performance; and 3) Differentiated instructional strategies focusing on intervention and enrichment opportunities during the IIB block..

Parent involvement activities included monthly evening family nights, movie nights and Na'alii Luncheons. Other activities that encouraged parent participation were the annual Open House, Parent Teacher Conferences, Winter Program, and Ho'ike. The school continues to explore opportunities to engage parents in meaningful conversations about shared values and expand parent involvement opportunities.

PES is currently revising the Positive Behavioral Interventions and Supports (PBIS) system, which focuses on recognizing positive reinforcement for all students and working towards building a system to increase skills in social and academic success via social emotional learning.

The school participates in a partnership with Kamehameha Schools Kealapono Division in providing instructional assistance in writing through the science content for students at PES.

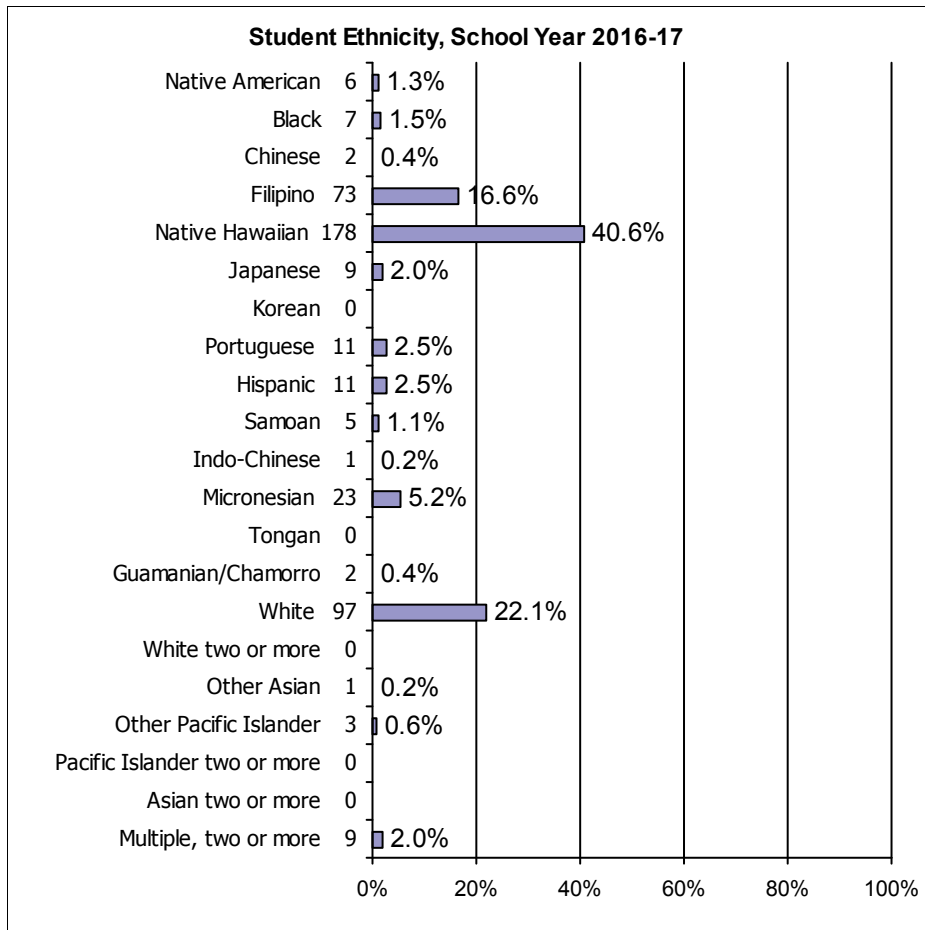
For school year 2017-2018, PES will continue with monthly progress monitoring based on the 6 Priority Strategies, OSSR and WASC reports embedded within our Academic Plan. This will assist Pahoa Elementary School to continue work on our school improvement plan, working towards the goal of increased student achievement. We will continue the implementation of what was previously working for the students of Pahoa Elementary School to ensure that all students have access to a quality standards-based education.

School Setting

Student Profile

School year	2014-15	2015-16	2016-17		2014-15	2015-16	2016-17
Fall enrollment	450	423	438	Number and percent of students in Special Education programs	48	43	40
					10.6%	10.1%	9.1%
Number and percent of students enrolled for the entire school year	244	365	381	Number and percent of students with limited English proficiency	24	32	36
	54.2%	86.2%	86.9%		5.3%	7.5%	8.2%
Number and percent of students receiving free or reduced-cost lunch	402	379	**				
	89.3%	89.5%	**				

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



n = 438

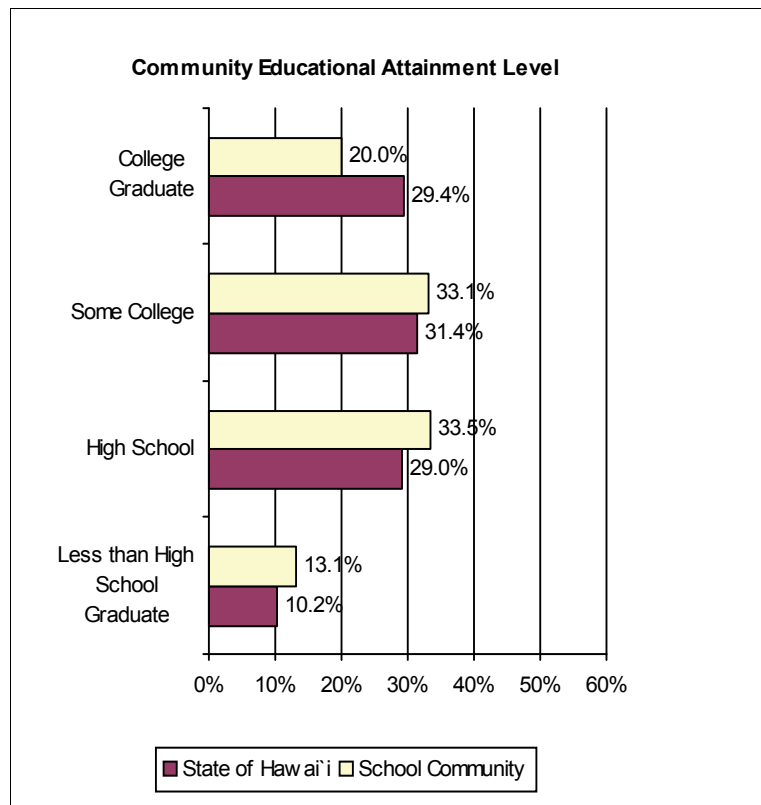
School Setting

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

Pahoa HSC Complex	School Community	State of Hawai'i
Total population	20,430	1,360,301
Percentage of population aged 5-19	20.4%	18.4%
Median age of population	38.5	38.6
Number of family households	4,734	313,907
Median household income	\$39,303	\$66,420



School Improvement

Summary of Progress

In school year 2016-2017 Pahoa Elementary School (PES) continued to work on effective instructional strategies within core programs. This was closely monitored for effectiveness through data analysis during weekly Professional Learning Community (PLC) meetings where teachers analyzed student work and looked for root causes in core subject areas. After this analysis, the grade level teams planned for instructional strategies to improve student achievement and set SMART goals which were closely monitored by academic coaches at the school. PES is committed to providing students with an array of supports in all areas including, social-emotional, behavioral and academics. Students received timely and targeted interventions based on an identified area of need.

Teachers are currently working on delivering a variety of formative assessments, implementing effective classroom instructional strategies, and providing Tier I interventions to students. Additional Tier 2 and 3 interventions are provided to identified students. Monthly classroom observations and academic coaching were provided by the school based coaches. These individuals coached and mentored with the intent of promoting professional practice, improving instructional practices, impacting student achievement and sustaining change to improve the quality of teaching and learning at PES.

PES is constantly evaluating and refining its Response to Intervention (RTI) and Social Emotional Learning systems to provide early, systematic assistance to children who are having difficulty learning and focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

PES utilizes programs such as the State adopted curriculum in both ELA and math as well as Achieve 3000, IXL Math and i-Ready to assist in closing the achievement gap of general and special education students.

Administrators and faculty were provided with professional development in areas such as Informational Writing, Social Emotional Learning, eCSSS, LDS, Infinite Campus, Higher Order Thinking Strategies, Learning Targets, Formative Assessment strategies and the Stepping Stones math curriculum

As we continue to focus our efforts on academic achievement, PES shows growth in proficiency in the majority of grade levels for both reading and math.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		26.0
Regular Instruction, FTE	73.0%	19.0
Special Instruction, FTE	23.0%	6.0
Supplemental Instruction, FTE	3.8%	1.0
Teacher headcount		26
Teachers with 5 or more years at this school		15
Teachers' average years of experience		11.4
Teachers with advanced degrees		7

Professional Teacher Credentials

Fully licensed	100.0%	26
Emergency hires	0.0%	0

Students per Teaching Staff *

Regular Instruction	20.9
Special Instruction	6.6

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	5.0
Librarians, FTE	0.0
Counselors, FTE	2.0
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

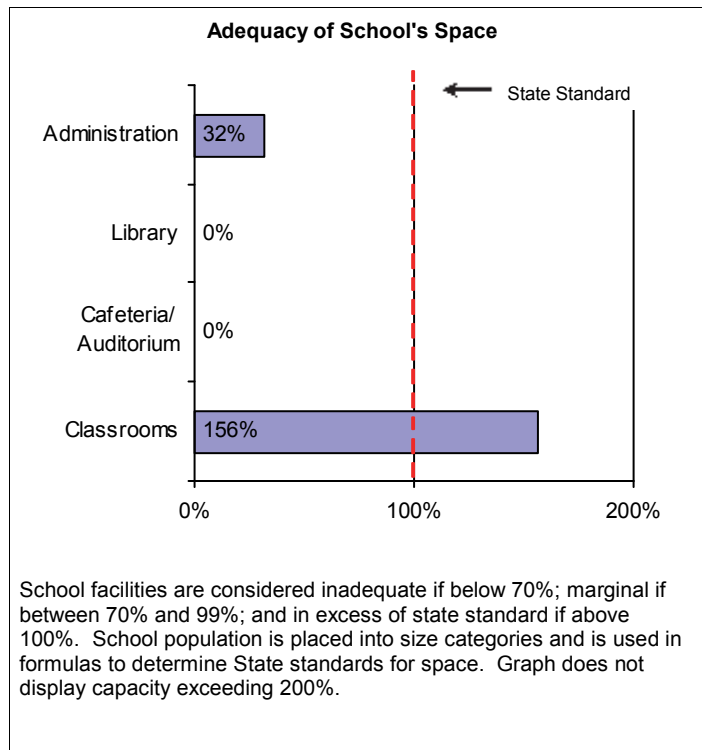
Classrooms available	38
Number of classrooms short (-) or over (+)	0

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	83.7%	78.9%	76.7%	86.6%	77.7%	76.5%
	2017	84.6%	81.0%	88.6%	88.1%	77.8%	76.1%
Well-Being	2016	84.6%	77.0%	87.5%	92.6%	81.6%	77.9%
	2017	86.1%	78.5%	95.4%	93.3%	83.5%	77.8%
Satisfaction	2016	79.2%	67.7%	78.7%	83.6%	88.4%	88.1%
	2017	83.1%	74.9%	85.0%	86.8%	89.3%	88.1%
Involvement/Engagement	2016	80.6%	74.0%	80.1%	87.3%	87.0%	79.5%
	2017	85.8%	75.8%	87.1%	88.5%	83.2%	79%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2016	100.0%	77.8%	19.0%	35.2%	85.7%	85.4%
	2017	96.0%	83.2%	23.6%	35.8%	85.0%	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.

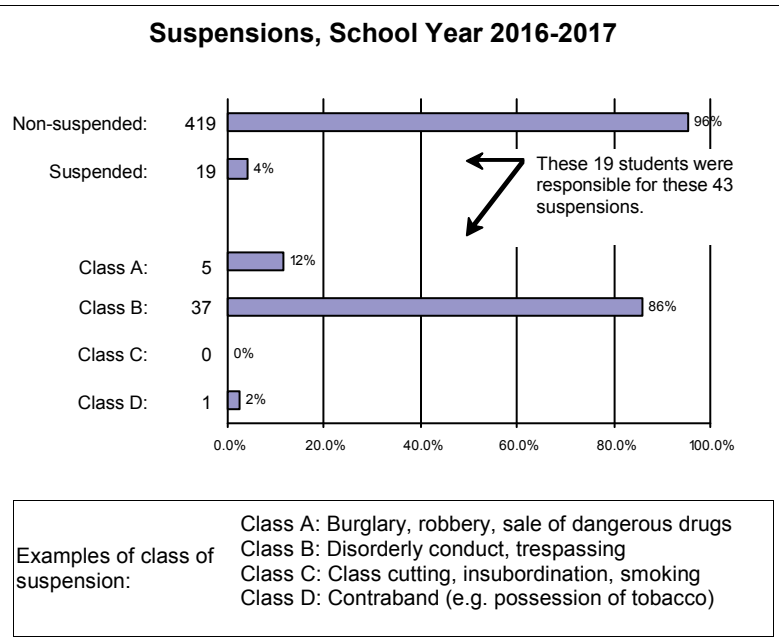
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2014-15	2015-16	2016-17	
Average Daily Attendance: % (higher is better)			
90.5%	91.5%	91.7%	95.0%
Average Daily Absences: in days (lower is better)			
16.9	15.2	14.7	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.

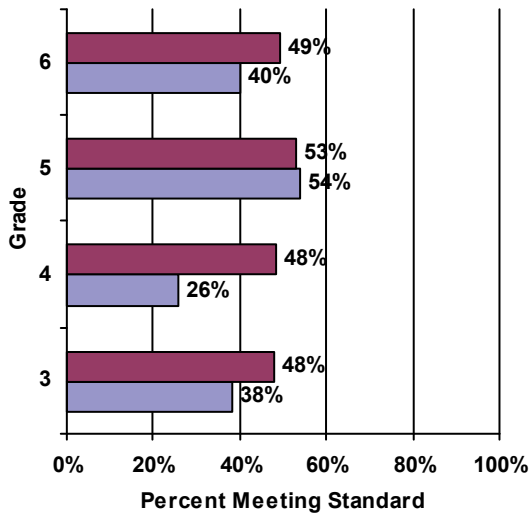
	Retention		
	2015	2016	2017
Total number of students	410	364	353
Percent retained in grade	0%	0%	1%

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

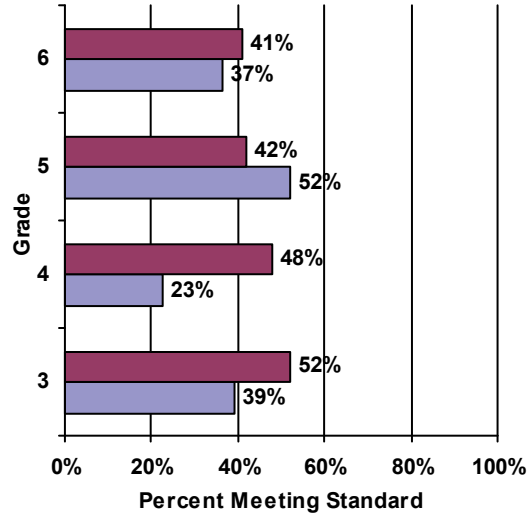
Vital Signs

Hawaii Statewide Assessment Program

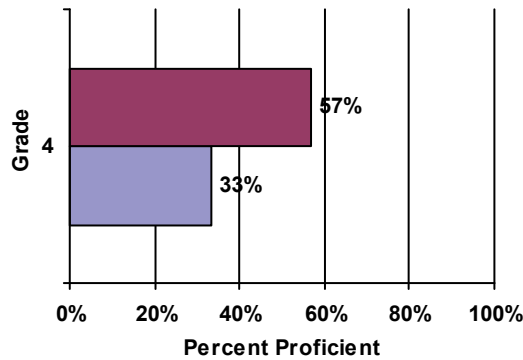
Language Arts/Literacy



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

Pahoa 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.