



Naalehu Elementary School

School Code: 380

Grades K-6

School Status and Improvement Report School Year 2019-20



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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 to address the whole child with a growth mindset.

NES addresses the Common Core State Standards through Wonders Reading and Stepping Stones Math. To meet Next Generation Science Standards, NES uses FOSS Science. During school year 2018-2019, Extended Learning Opportunities included targeted afterschool intervention and summer school. For students with attendance needs, Saturday School was provided for student and parent to work together with the guidance of teachers. 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

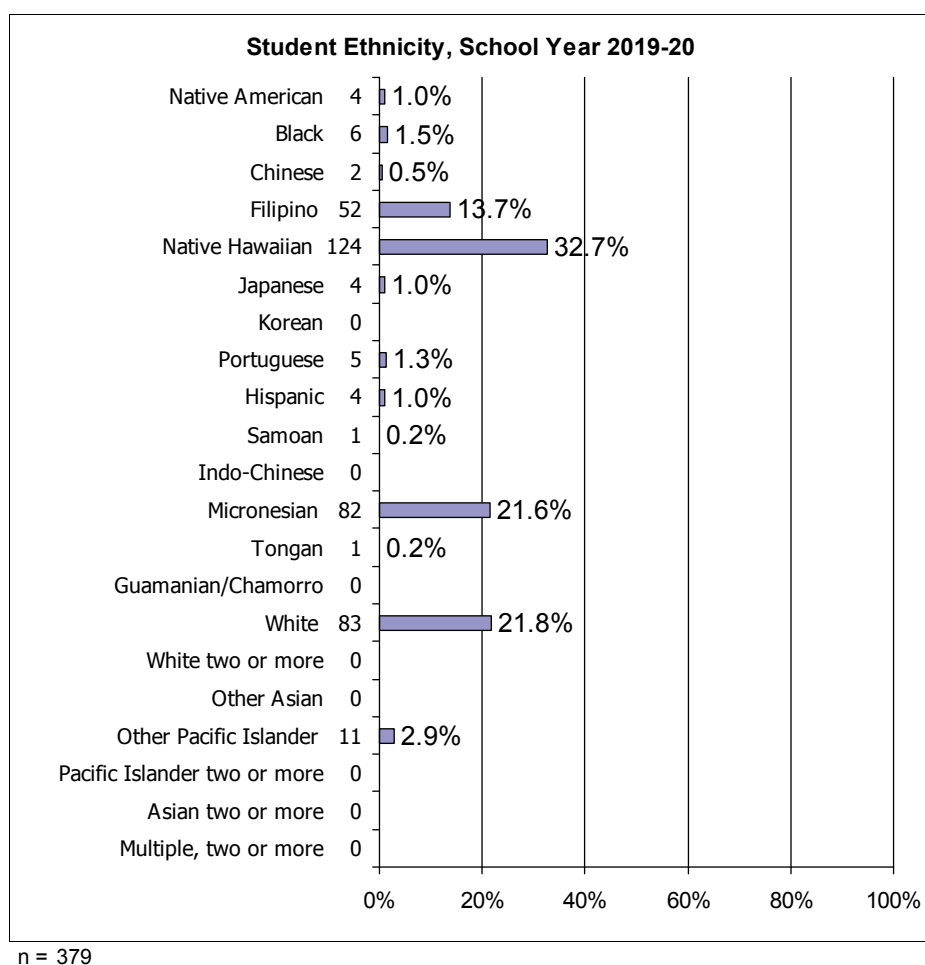
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	353	376	379	Number and percent of students in Special Education programs	28 7.9%	29 7.7%	32 8.4%
Number and percent of students enrolled for the entire school year	304 86.1%	333 88.5%	348 91.8%	Number and percent of students with limited English proficiency	98 27.7%	98 26.0%	109 28.7%
Number and percent of students receiving free or reduced-cost lunch	** **	** **	** **				

Note. -- means missing data.

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

** means School is participating in the Community Eligibility Provision.



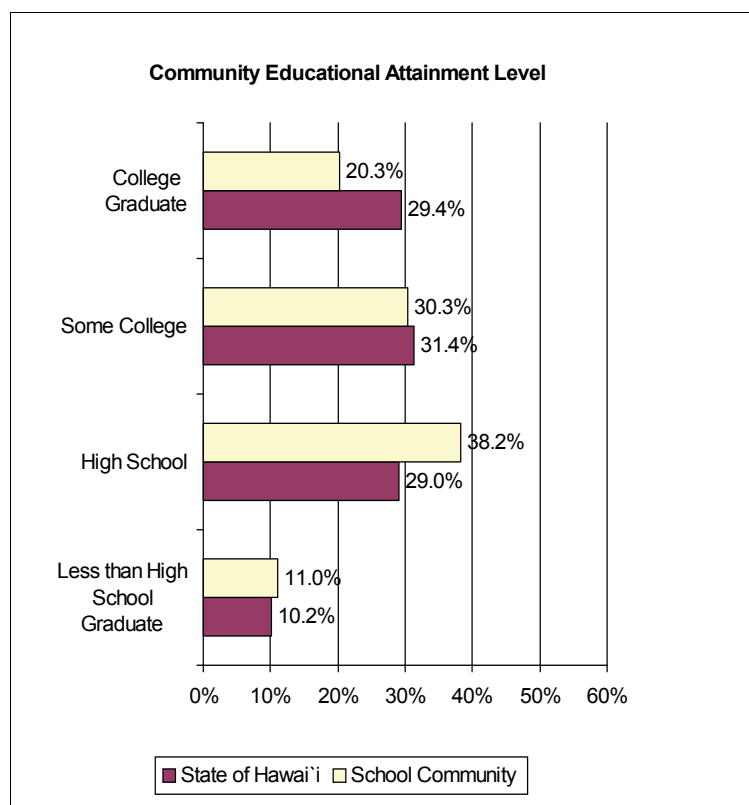
School Setting

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	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 the Spring of 2016, Na'alehu Elementary School was awarded a Six-year Accreditation Status with a Mid-cycle One-day visit through June 30, 2022. During March 2019, NES completed its One-day visit. Following this mid-cycle review, ACS WASC determined that Na'alehu Elementary School meets the ACS WASC criteria for accreditation. Accreditation is reaffirmed through the end of the current accreditation cycle ending June 2022. A follow-up progress report will be completed and submitted to ACS WASC in June 2020.

Core Values & Mindset:

To ensure a growth mindset, NES continuously implements a Plan-Do-Check-Act process in a variety of formats. Progress monitoring for growth occurs for both student learning and teacher practice. Baseline data in GLOs, academics, behavior, and attendance is monitored for students. Initiatives for chronic absenteeism resulted in a slight reduction in chronic absenteeism as measured by Strive Hi. NES must continue to explore ways to make significant growth in this area. Classroom observation data is used to support the growth in teacher practice. Data indicates a higher level of achievement in the area of Instructional Organization. NES strives to make higher levels of progress in Instructional Strategies, as measured by the meta-analysis research of School Synergy, The High Performing Schools, Benchmarking 10 Indicators of Effectiveness. To develop stronger partnerships, NES continues to build outreach supports. NES continues to offer family engagement activities both on campus and in the Ocean View Estates, 14 miles away, such as Family Reading Nights, Family Engagement Nights, parent conferences, and Saturday School. Other activities include Winter Program, "Friendraiser", and May Day. In 2018-2019, NES reestablished a partnership with Boys and Girls Club, initially providing an onsite location, with plans to strengthen the partnership in the community for school year 2019-2020.

Curriculum & Learning Design:

To prepare for the HDOE adoption of Next Generation Science Standards and official testing in 2019-2020, NES began full implementation of FOSS Science in 2018-2019. In addition, to infuse BOE Policy Na Hopena A'O (Ha) into curriculum, grade levels were encouraged to integrate place-based and culture-based learning into science. DIBELS, a measure of early literacy skills, is used as a universal screener to identify student levels and plan appropriate support. Per NES DIBELS data, improvement in grades K-2 is believed to be an important factor in the increase of the percentage of third grade students who read near, at, or above grade level, measured by Strive HI. In addition Strive HI measures in language arts, reading, and math have also increased. Major curriculum partners continue to be Kamehameha Schools and the Executive Office on Early Learning.

Student Learning Products and Voice:

NES continues to support an elementary student council to address student vision and concern, and to encourage leadership skills. In 2018-2019, for the first time, NES competed in the VEX Robotics Competition, Big Island League. Another "inaugural" initiative driven by students, NES completed its first "mural" project which was funded by students and included participation by all students.

Infrastructure:

In 2018-2019, NES began exploring and setting up a Social Emotional Learning space for students, built around the work of Michelle Garcia Winner, Zones of Regulation. To address student needs, "counseling groups" have also started addressing needs related to grief and self-regulation. In addition, efforts have been started to train all teachers and educational assistants in the area of executive function (Roberta Strosnider and Valerie Saxton Sharpe) and visible learning (John Hattie). Infrastructure also includes the expansion of 1:1 Chromebooks from grade 6 to grades 4-6. Mini-iPads are used in all other grades.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		30.0
Regular Instruction, FTE	73.3%	22.0
Special Instruction, FTE	20.0%	6.0
Supplemental Instruction, FTE	6.6%	2.0
Teacher headcount		30
Teachers with 5 or more years at this school		13
Teachers' average years of experience		8.9
Teachers with advanced degrees		9

Professional Teacher Credentials¹

Fully licensed	96.6%	29
Emergency hires	3.3%	1

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff²

Regular Instruction	15.7
Special Instruction	5.3

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	3.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

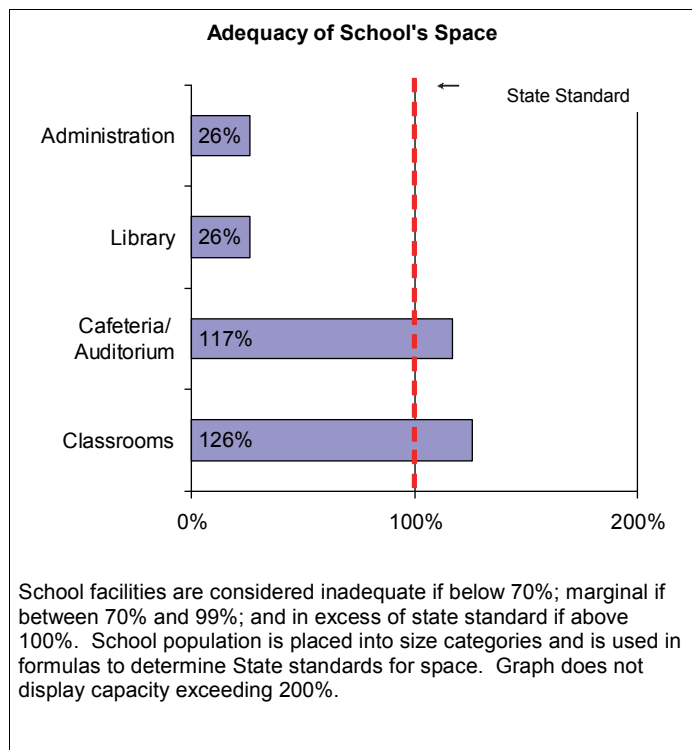
Classrooms available	30
Number of classrooms short (-) or over (+)	0

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	2019	81.6%	77.9%	81.8%	86.0%	66.4%	71.4%
	2020	70.4%	76.7%	81.0%	86.3%	63.3%	68.2%
Well-Being	2019	82.7%	76.5%	89.3%	90.7%	--	--
	2020	73.3%	75.7%	88.0%	91.0%	--	--
Satisfaction	2019	78.3%	74.8%	80.9%	86.6%	--	--
	2020	71.6%	72.9%	82.9%	87.5%	--	--
Involvement/Engagement	2019	81.3%	74.6%	76.9%	74.9%	--	--
	2020	69.4%	73.2%	75.6%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	79.9%	27.2%	34.9%	78.0%	86.0%
	2020	100.0%	84.5%	46.7%	37.7%	82.1%	85.2%

* 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.

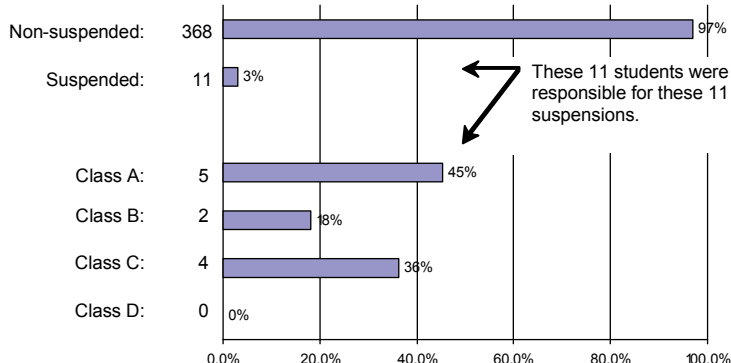
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
88.0%	89.5%	88.7%	95.0%
Average Daily Absences: in days (lower is better)			
21.4	18.7	15.1	9

Suspensions, School Year 2019-2020



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

	2018	2019	2020
Total number of students	314	324	327
Percent retained in grade	0%	0%	0%

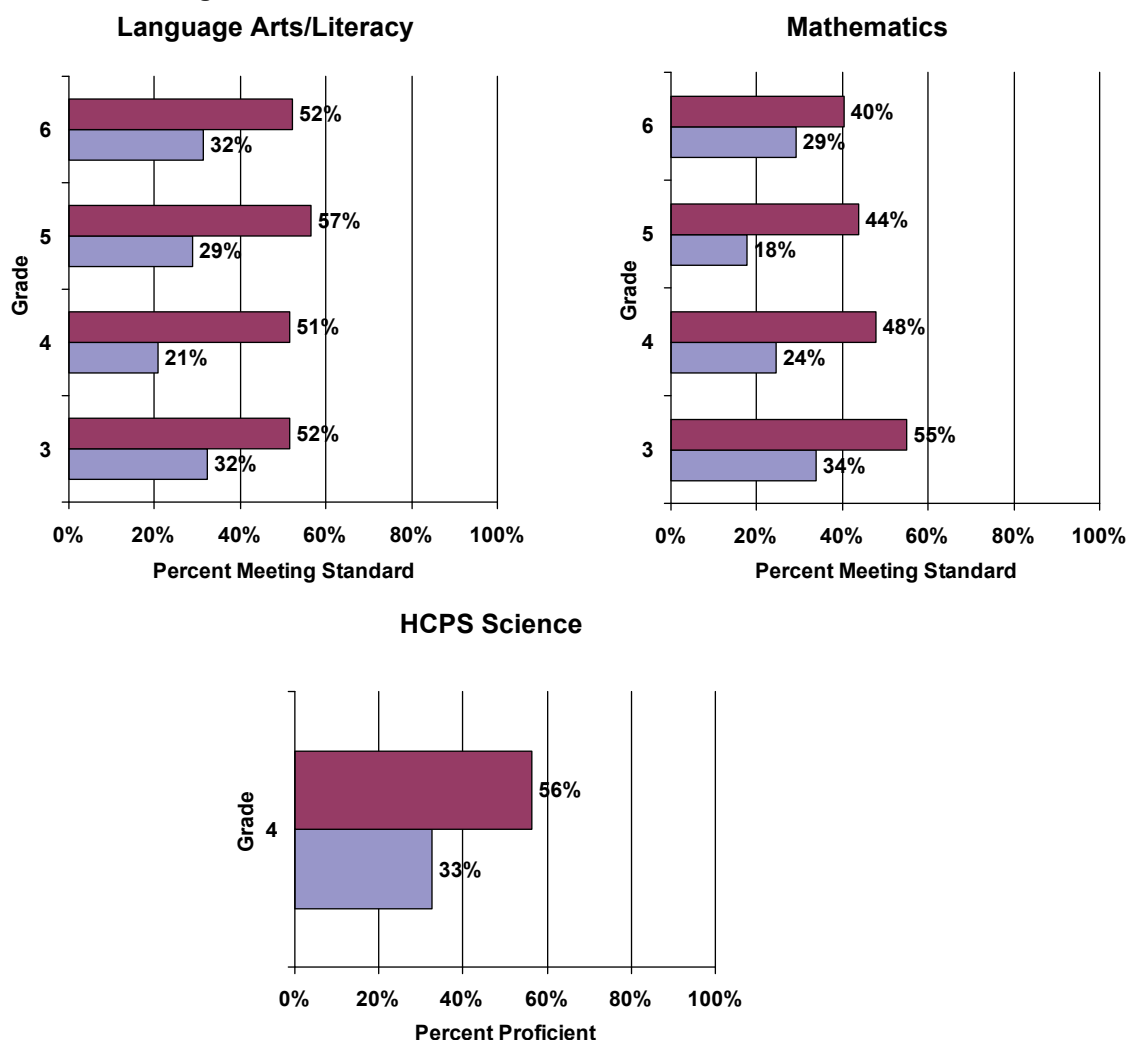
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Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



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. The school has received a special progress status. This school's accreditation term expires in 2022.

Published on June 7, 2021.

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