



Honokaa High & Intermediate School

School Code: 360

Grades 7-12

School Status and Improvement Report School Year 2019-20



Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Honokaa High & Intermediate School
45-527 Pakalana Street
Honokaa, Hawaii 96727

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

Honoka'a High and Intermediate School is located in the center of Honoka'a on the Hamakua Coast of the Big Island of Hawai'i. Established in 1889, the school is part of a complex that includes Waimea Elementary, Waimea Middle Public Conversion Charter School, Honoka'a Elementary, and Pa'auilo Elementary & Intermediate. It serves the communities of Waimea, Kawaihae, Ahualoa, Honoka'a, Kukuihaele, Pa'auhau, and Pa'auilo. Since Laupahoehoe is a public charter school, we are responsible for their geographical area – O'okala-Ninole.

Honoka'a High and Intermediate School (HHIS) serves students in grades 7 through 12. HHIS has an academic core program including Advanced Placement classes (U.S. History or Human Geography, Literature, Language, Statistics, and Calculus), Honors courses, and Career and Technical Education Pathways (Arts and Communication, Public and Human Services, and Industrial and Engineering). Over the last several years, dual credit programs offered in partnership with colleges have also been held either on campus or at the neighboring North Hawaii Education and Research Center (NHERC). Currently, HHIS has a partnership with Hawaii Pacific University, offering a college course via technology to students on HHIS campus. In the 2016-17 school year, a unique learning center was established on a farm below the campus. This 11-acre property provides place-based learning that allows teachers to bring classes to the farm to enhance their curriculum. This program was currently on hiatus this year, but will start again during the summer.

The HHIS Jazz Band is a Grammy award winning music program. Founded in 1978, with approximately 13 students, the Jazz Band has grown to about 32 students. Winning a Grammy Award in 2011 and 2019, the Honoka'a Jazz Band continues to maintain high standards playing a variety of music styles around the state.

Our extracurricular programs include athletics, clubs, and activities that support student growth beyond the classroom. Partnerships with several grant programs and community organizations enrich the extracurricular life for our students. Some of those programs are National Honor Society, Science, Japanese and Fishing Club, Student Body Government, Jazz Band, and Peer Mediation. Additionally, tutorial supports are provided through after-school programs such as Uplink, 21st Century and an after-school program for English Language Learners and Migrant students.

The enrollment for the 2019-20 school year was:

Enrollment: 620

Percentage receiving free or reduced cost lunch: 59%

Percentage in Special Education: 11%

Percentage with limited English proficiency: 6%

School Setting

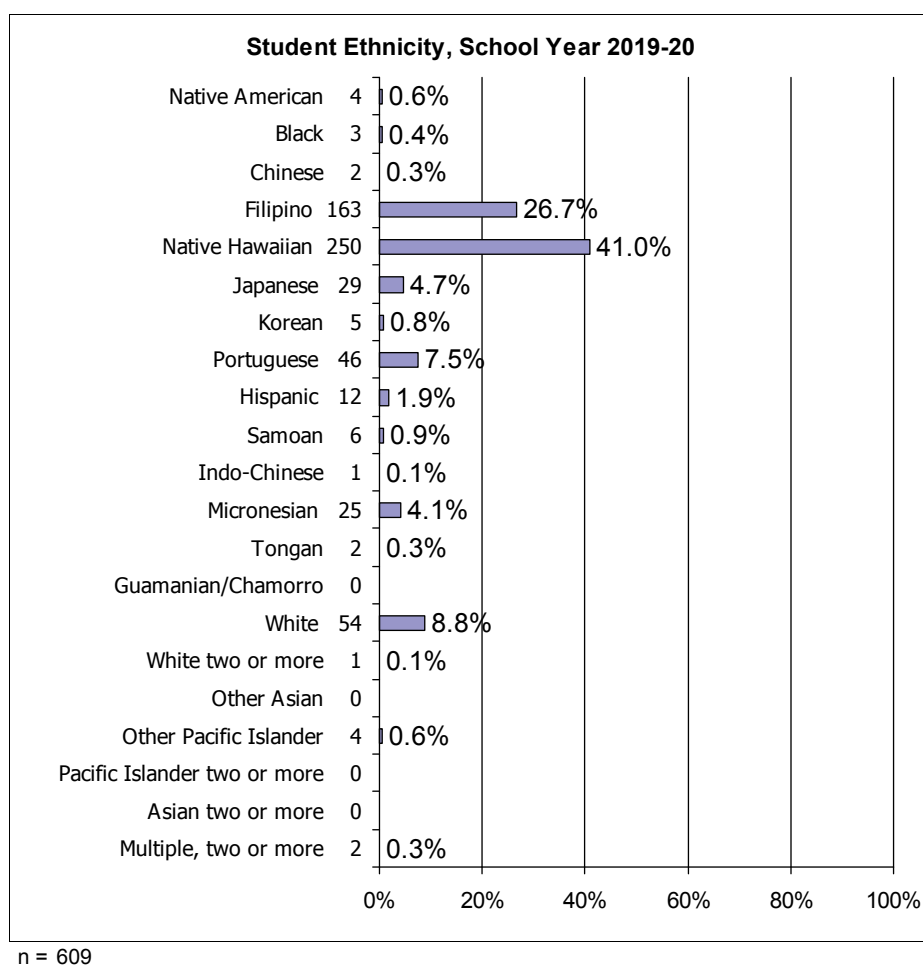
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	652	611	609	Number and percent of students in Special Education programs	95 14.5%	81 13.2%	77 12.6%
Number and percent of students enrolled for the entire school year	611 93.7%	587 96.0%	593 97.3%	Number and percent of students with limited English proficiency	39 5.9%	43 7.0%	44 7.2%
Number and percent of students receiving free or reduced-cost lunch	353 54.1%	357 58.4%	342 56.1%				

Note. -- means missing data.

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

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



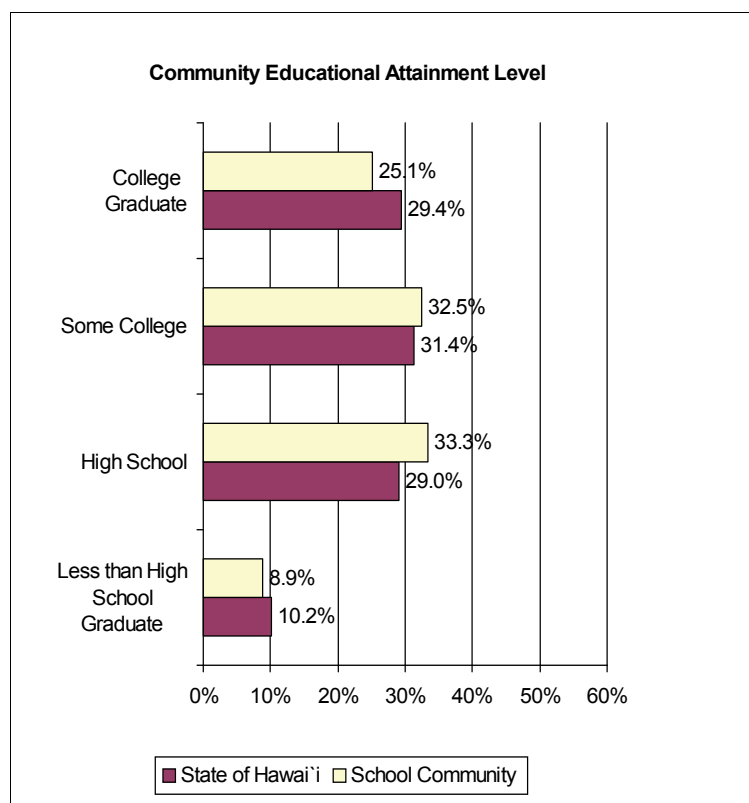
School Setting

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

Honokaa HSC	School Community	State of Hawai'i
Total population	17,179	1,360,301
Percentage of population aged 5-19	21.2%	18.4%
Median age of population	39.5	38.6
Number of family households	4,235	313,907
Median household income	\$68,100	\$66,420



School Improvement

Summary of Progress

Honoka`a High and Intermediate school's grade level departments was re-organized into the Instructional Leadership Team (ILT) beginning the 2012-2013 school year. The ILT meetings are scheduled bi-weekly, and members were charged with collecting and analyzing data generated from multiple sources such as state and national assessments, universal screeners, classroom assessments and grades. The ILT is leading the school by the implementation of a school-wide goal of using data to inform instruction which will help all students improve on classroom assessments. This goal guides the implementation of common instructional strategies and the creation of common and/or related formative assessments across the content areas through our Professional Learning Communities (PLC). PLC's meet twice a week and use data to hone in and refine the instructional program, both in content and delivery. PLC reform measures have included building a culture of college and career readiness both in the staff and student ranks, as well as a focus on having decisions be driven by data and supported with research based strategies.

Improving students' achievement in math is an area of high priority and multiple sources of data indicate that student performance school-wide is lagging behind peers at the state and national levels. The school is aware of the need to improve math achievement and has been proactive in seeking assistance to implement change and add supports to its programs.

HHIS is in partnership with the McCarley Group and is currently contracted to work with the Instructional Leadership Team (ILT) to support PCL's with implementing school-wide goals. The McCarley Group. has provided professional development to increase rigor, effective use of student data, and Powerful Instructional Practices (PIP). In addition to providing professional development opportunities, the McCarley Group supports PLC's to create and use common formative assessments that focus on targeted areas of improvement based on ongoing analysis of classroom data. Analysis of this data helps both classroom instruction and the intervention program. In addition, the McCarley Group works with all HHIS teachers and administrators to implement instruction that is focused and standards-based. The emphasis of the work this academic year and next continues to be focused on quality instruction and ensuring that the cycle of instruction is firmly grounded in research based practices.

In 2016-17 school year HHIS focused on the needs of the 9th graders. The school created a 9th grade academy which includes core teachers and a designated counselor. Teachers were housed together in one building to support the needs of all incoming 9th graders to work on academics, social/emotional learning and life skills. Research shows that a focus on 9th graders will support timely graduation.

Beginning in 2017-18, with the Department of Education's focus on Social Emotional Learning, an Advisory program was started. Students are assigned, primarily by grade level to an Advisor that will remain with them from 10th-12th grade. Freshman and middle school students are also in Advisory, but they will only have their Advisory teacher for one year. The goal is students become a cohesive unit with an adult advisor to serve them as a trusted adult.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		38.0
Regular Instruction, FTE	73.6%	28.0
Special Instruction, FTE	21.0%	8.0
Supplemental Instruction, FTE	5.2%	2.0

Teacher headcount		39
Teachers with 5 or more years at this school		19
Teachers' average years of experience		11.5
Teachers with advanced degrees		13

Professional Teacher Credentials¹

Fully licensed	92.3%	36
Emergency hires	7.6%	3

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

Students per Teaching Staff²

Regular Instruction	19.0
Special Instruction	9.6

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	6.0
Librarians, FTE	0.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	2

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

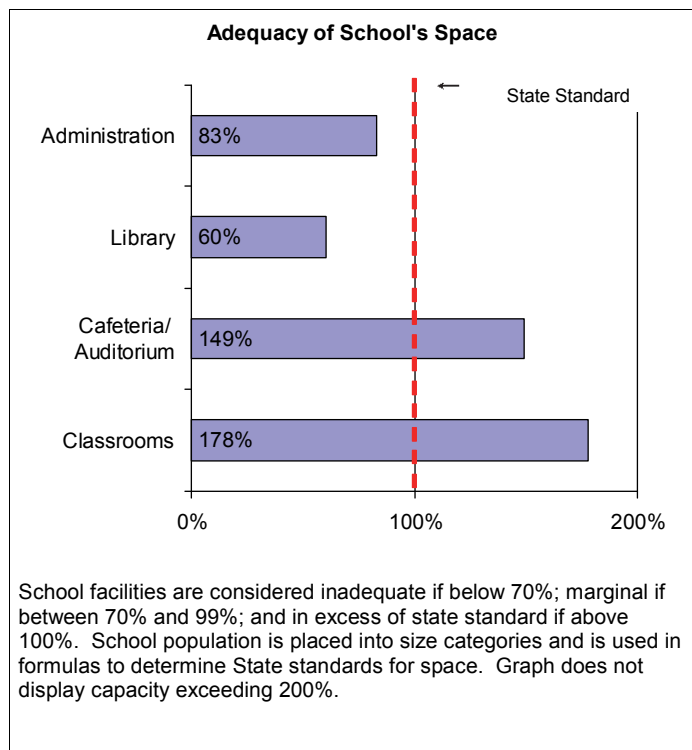
Classrooms available	56
Number of classrooms short (-) or over (+)	0

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	69.2%	68.4%	61.1%	80.6%	53.5%	64%
	2020	62.3%	66.4%	66.5%	81.1%	52.0%	59.2%
Well-Being	2019	70.1%	69.6%	74.4%	85.5%	--	--
	2020	67.3%	68.1%	80.0%	86.4%	--	--
Satisfaction	2019	58.8%	61.7%	65.2%	78.1%	--	--
	2020	54.7%	63.2%	61.9%	80.2%	--	--
Involvement/Engagement	2019	65.5%	66.7%	50.5%	67.2%	--	--
	2020	64.0%	66.4%	52.1%	68.0%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	88.0%	73.0%	9.6%	11.1%	74.7%	77.7%
	2020	51.1%	73.1%	9.1%	9.8%	52.8%	66.2%

* 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.

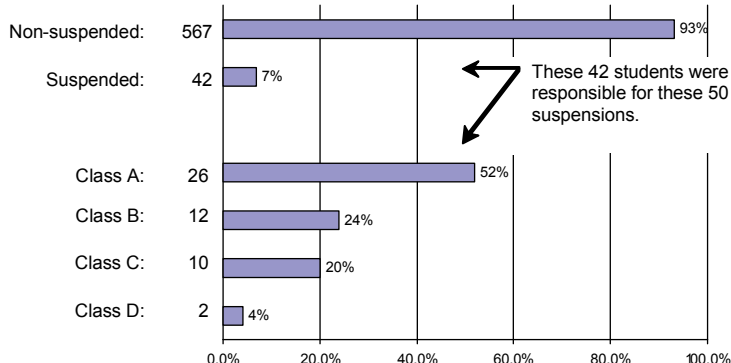
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
91.3%	92.9%	93.5%	95.0%
Average Daily Absences: in days (lower is better)			
15.3	12.3	8.3	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 Completion

School Dropouts

School Year	Number	Percent
2017-18	14	10.2%
2018-19	10	6.4%
2019-20	11	8.3%

The dropout figures are based on the cohort of first-time 9th graders who dropped out prior to graduating.

Graduates and Other Completers

	2017-18	2018-19	2019-20
Total number of Seniors	136	143	122
Percent of Diploma graduates	96.3%	97.2%	93.4%
Percent of Individually Prescribed Program	0.0%	0.6%	2.4%
Percent of school completers ¹	96.3%	97.9%	95.9%

Total number of Freshmen	121	142	113
Percent graduated on time	88.3%	91.0%	86.2%

Freshmen who began high school in school year 2016-17 and graduated in 2019-20.

¹ Slight variances are due to rounding.

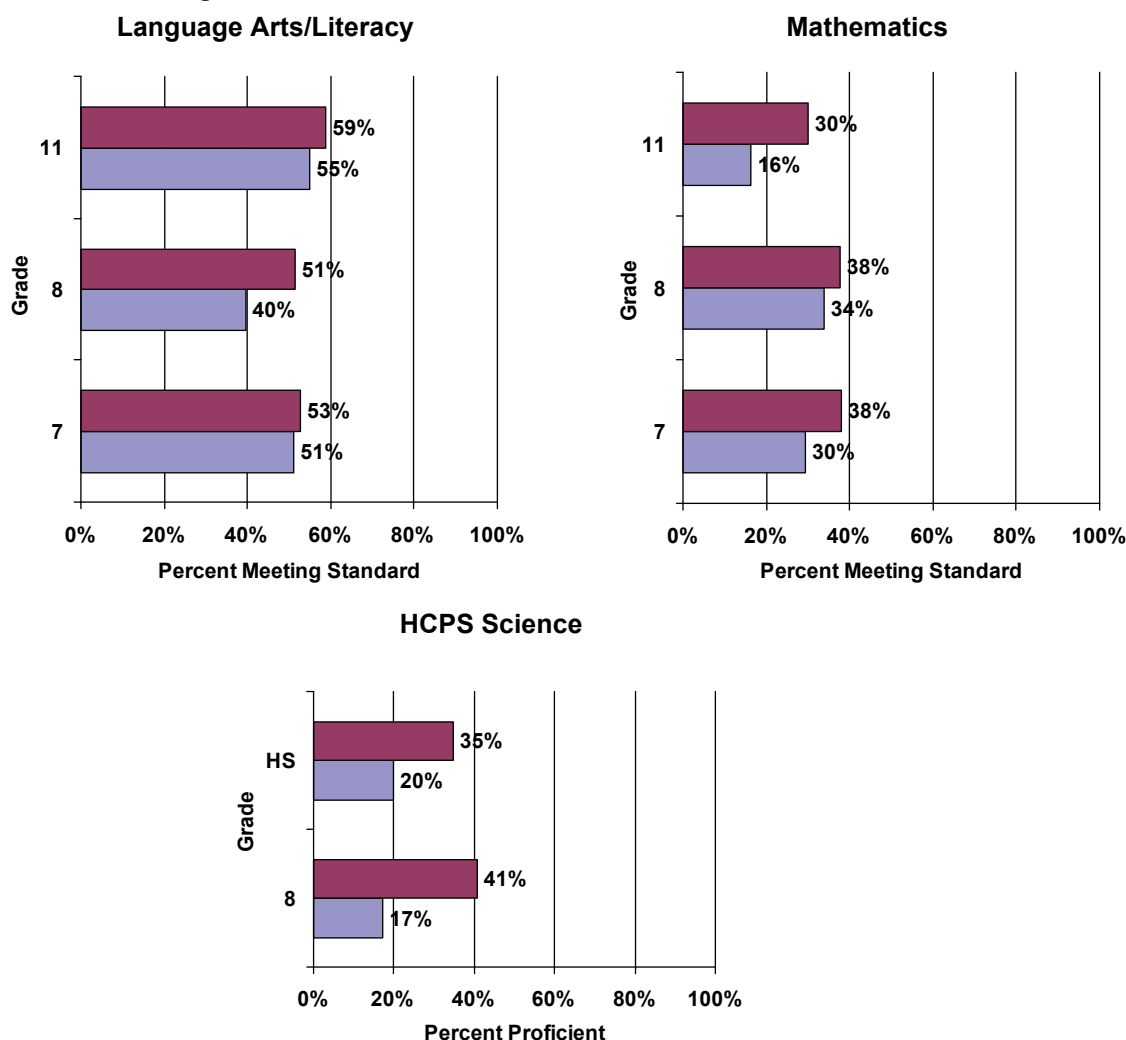
Note. -- means missing data.

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

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

Honokaa High & Intermediate 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 2024.

Published on June 7, 2021.

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