



Honaunau Elementary School

School Code: 359

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Honaunau Elementary School
83-5360 Mamalahoa Highway
Captain Cook, Hawaii 96704

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

Located in the South Kona district of the Big Island, Honaunau School serves 175 students from PreK – grade 5. Many of the school's families are long-time residents and have been a part of Honaunau School for multiple generations. New families come from different parts of the world, many as migrant workers servicing the farms throughout West Hawaii.

Students are challenged to use their minds well. They predict, analyze and solve problems, compare and contrast, provide evidence to support their thinking, and assess quality of work against rubrics. To make this a reality, teachers hold students to high expectations, lessons are focused and aligned with the standards and students are expected to make their thinking visible with the use of Thinking Maps and engaging in discussions of inquiry. Schoolwide intervention programs – iReady (reading and math) is built into the schedule to address the needs of all learners. Additional supports - Read Naturally Live, and Phonics for Reading are scheduled and for English Learners Imagine Learning is offered.

Honaunau is committed to developing the Whole Child where we hope to build the creative and intellectual capacities of each and every student, therefore, other activities - Hawaiiana, Garden, Fine Arts, Music, dance, Computer/Coding, Videography, Drama, sports as well as project/place-based learning opportunities are presented. Students participate in internship and service learning projects that the school has developed with community partners. We believe we are a diverse learning community inspiring interdependent, adaptive learners to thrive in our global society.

Nurturing positive relationships and encouraging students to be good stewards are school priorities as both are critical. Students understand that while reading, writing, and math are important, it is equally important to be respectful, responsible and practice safe behaviors. For social emotional support, the counselor provides lessons with a focus on character education, and social wellness. Students are expected to develop behaviors that reflect the General Learner Outcomes. They understand what it means to be self-directed learners, community contributors, complex thinkers, quality producers, effective communicators, and ethical users of technology. Students show their respect daily as they stand for the opening and the closing flag ritual. The Roots of Empathy program and Restorative Practices strategies were initiated to help students develop empathy towards others.

Parents are valued as partners and are encouraged to actively participate in their children's learning. The school hosts numerous activities for parents and children throughout the year. These sessions range from holiday crafts and social events to more structured sessions where parents assist with off-campus learning as well as being involved in student showcases or presentations of learning.

School Setting

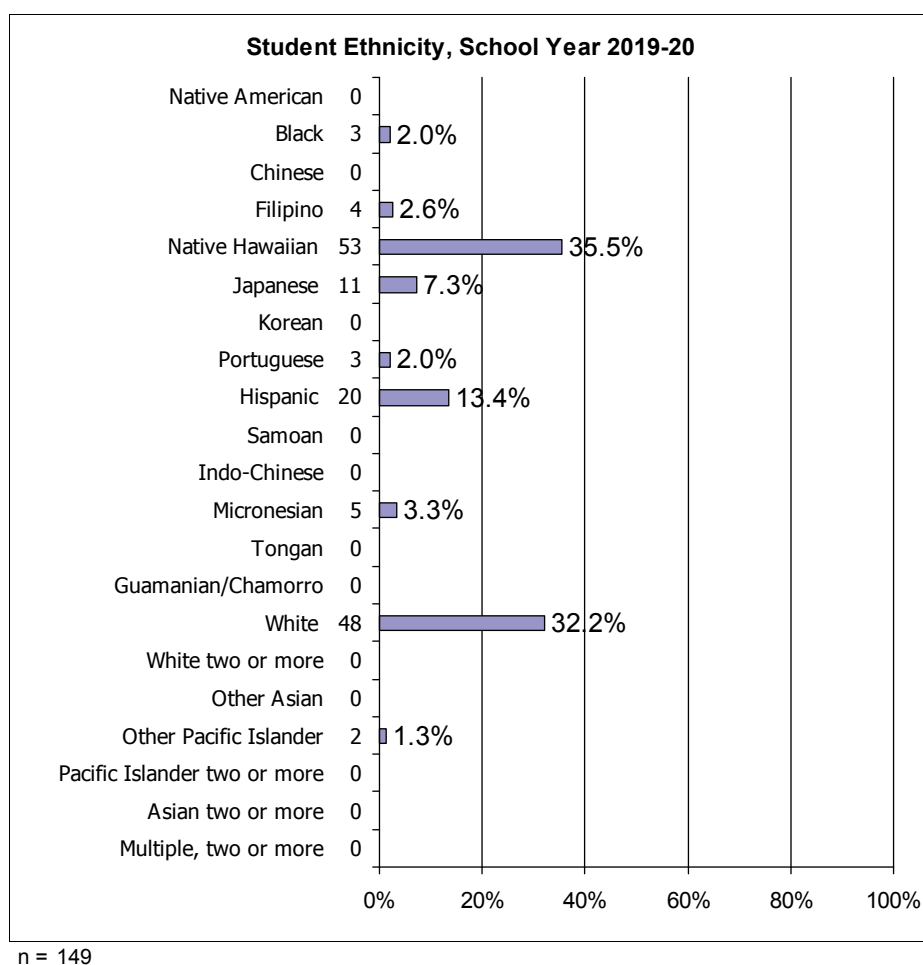
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	139	133	149	Number and percent of students in Special Education programs	13 9.3%	14 10.5%	14 9.3%
Number and percent of students enrolled for the entire school year	123 88.4%	116 87.2%	131 87.9%	Number and percent of students with limited English proficiency	32 23.0%	37 27.8%	35 23.4%
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

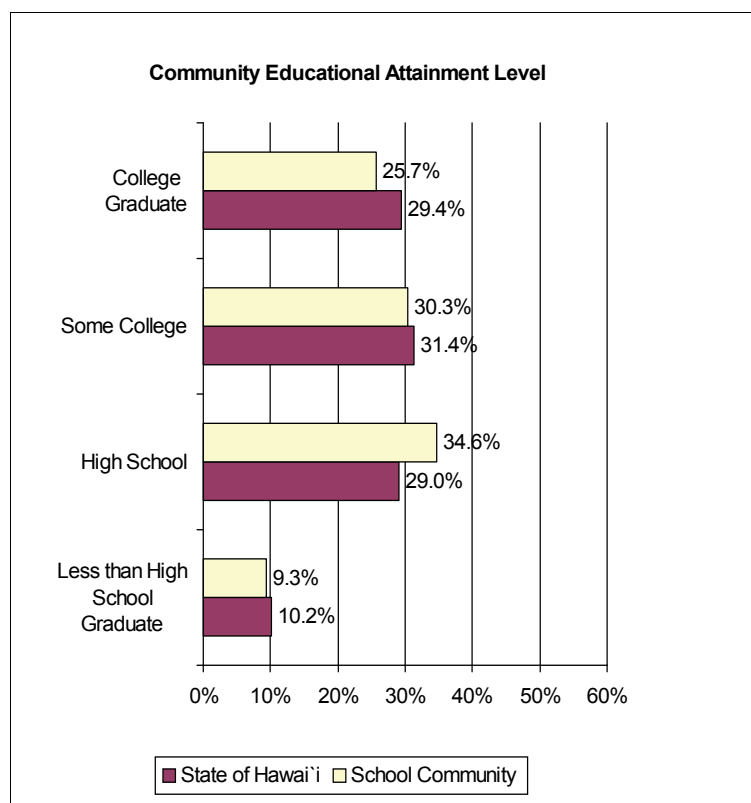
Community Profile

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

Konawaena HSC

	School Community	State of Hawai'i
Total population	12,291	1,360,301
Percentage of population aged 5-19	16.9%	18.4%
Median age of population	44.4	38.6
Number of family households	2,972	313,907
Median household income	\$61,609	\$66,420



School Improvement

Summary of Progress

INCLUSIVENESS: Honaunau encourages and provides opportunities to include parents and the community in school level decisions. Parents and the community are invited to a variety of learning opportunities that promote parent engagement and student well-being. Parent conferences are held twice yearly and student progress is shared throughout the year. School-wide data is shared with the School Community Council and parents via weekly bulletins, monthly meetings and on the school website. To assist with communication, teachers use Class Dojo, the School Connect Phone System and a translator.

PURPOSEFULNESS: The school's mission and purpose is to cultivate each and every student with a foundation for college and career readiness and the skills to make a positive difference in the world. We are committed to developing thoughtful readers, writers, and mathematical thinkers. Lessons are focused, aligned with standards and designed with the intent to challenge students. Students are held accountable to make their thinking visible, to engage in discussions of inquiry and to actively participate. Additionally, students and staff work with community partners to provide internship/work study opportunities that make learning come alive. We hope to broaden our students' options so they can be the vehicle for change.

STUDENT FOCUSED EFFORTS: The school has developed a pyramid of interventions to provide quality support for students who require extra assistance with learning. Resources include technology assisted instruction, guided reading groups, small group sessions, and tutorial assistance before, during and after school. With a focus on literacy, civic responsibility and school safety, the students acquire skills necessary to be college and career ready. A shift in practice was initiated allowing students more personal responsibility and leadership development possibilities.

ACTION ORIENTATION: We believe that a students' wellbeing and health increases their readiness to learn therefore the school's Academic Plan is focused on providing a well-rounded standards based education that addresses both academic and social emotional learning. Students apply the skills learned by doing presentations each Friday morning. The use of common assessments and an interdisciplinary approach to lesson design provided opportunities for students to apply literacy strategies across content areas. The school has partnered with community groups/businesses to allow for authentic learning – PBL: Project/Place Based Learning. Students are encouraged to engage in service projects to better understand the concepts taught.

ACCOUNTABILITY: The school uses a variety of assessments to assist teachers in formulating learning goals for students. To improve effectiveness and attain student growth, teachers meet in Professional Learning Communities, Instructional Leadership Teams and a Student Review Team regularly. Teachers review student work then collaborate to make changes to instructional practices and school processes. Collective teacher efficacy is high for majority of the staff believes they can positively impact student growth. Validation was confirmed when the WASC Commission granted the school with a Six-Year Accreditation status through June 2024. According to Strive HI, 87% of the students feel positively about the school and although attendance is a concern, students over time (2014 – 2018) have maintained growth. In April of 2019 Honolulu Magazine graded public schools and ranked Honaunau Elementary #1.

STRONG LEADERSHIP AND SUPPORT SYSTEMS: Leadership is assumed at various levels. The ILT consists of teachers and an administrator. The team facilitates continuous improvement, determines how resources should be utilized and participates in planning staff development. The teachers focus on research based practices, serve as instructional coaches, teacher facilitators, and mentors, foster openness to new ideas and innovative practices as well as promote true shared leadership within the school.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		11.0
Regular Instruction, FTE	72.7%	8.0
Special Instruction, FTE	27.2%	3.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		13
Teachers with 5 or more years at this school		9
Teachers' average years of experience		12.7
Teachers with advanced degrees		2

Professional Teacher Credentials

¹

Fully licensed	100.0%	13
Emergency hires	0.0%	0

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

Students per Teaching Staff

²

Regular Instruction	16.8
Special Instruction	4.6

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	1.0
Librarians, FTE	0.0
Counselors, FTE	0.5
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

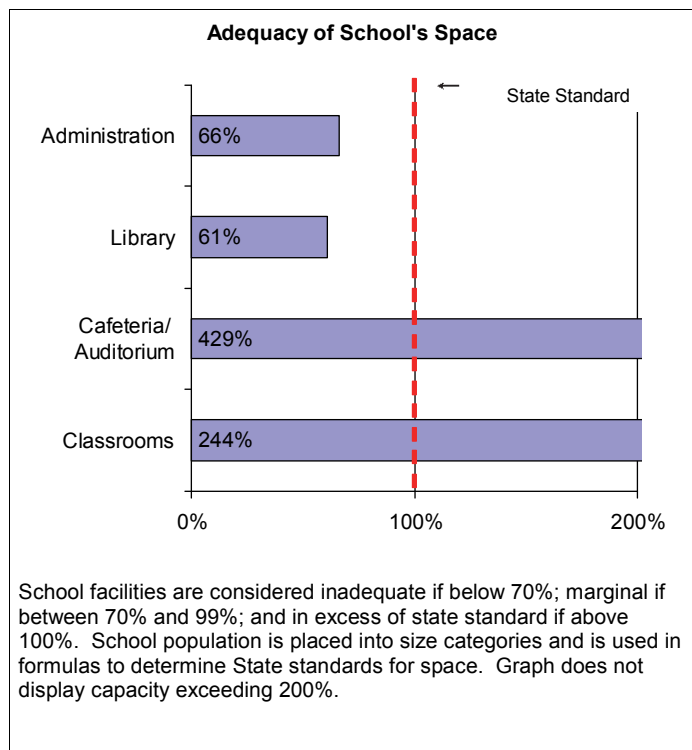
Classrooms available	22
Number of classrooms short (-) or over (+)	0

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	88.8%	77.9%	92.5%	86.0%	72.7%	71.4%
	2020	80.5%	76.7%	90.9%	86.3%	65.2%	68.2%
Well-Being	2019	97.1%	76.5%	96.4%	90.7%	--	--
	2020	89.3%	75.7%	89.0%	91.0%	--	--
Satisfaction	2019	95.4%	74.8%	91.0%	86.6%	--	--
	2020	94.9%	72.9%	88.7%	87.5%	--	--
Involvement/Engagement	2019	97.7%	74.6%	86.3%	74.9%	--	--
	2020	96.6%	73.2%	77.8%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	90.0%	79.9%	58.2%	34.9%	91.6%	86.0%
	2020	100.0%	84.5%	38.6%	37.7%	86.8%	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.

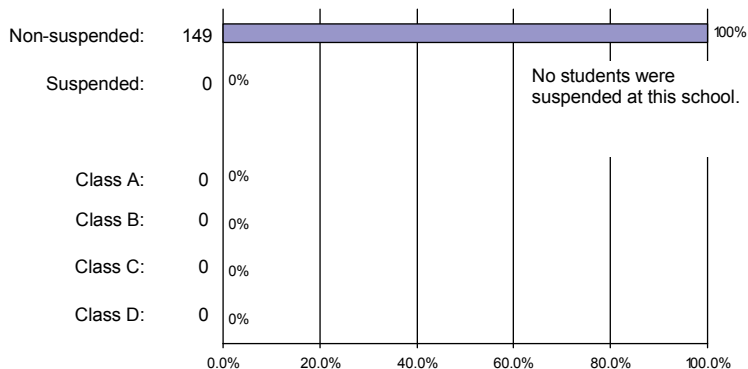
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
93.5%	92.5%	93.5%	95.0%
Average Daily Absences: in days (lower is better)			
11.7	13.3	8.6	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	119	105	114
Percent retained in grade	0%	0%	0%

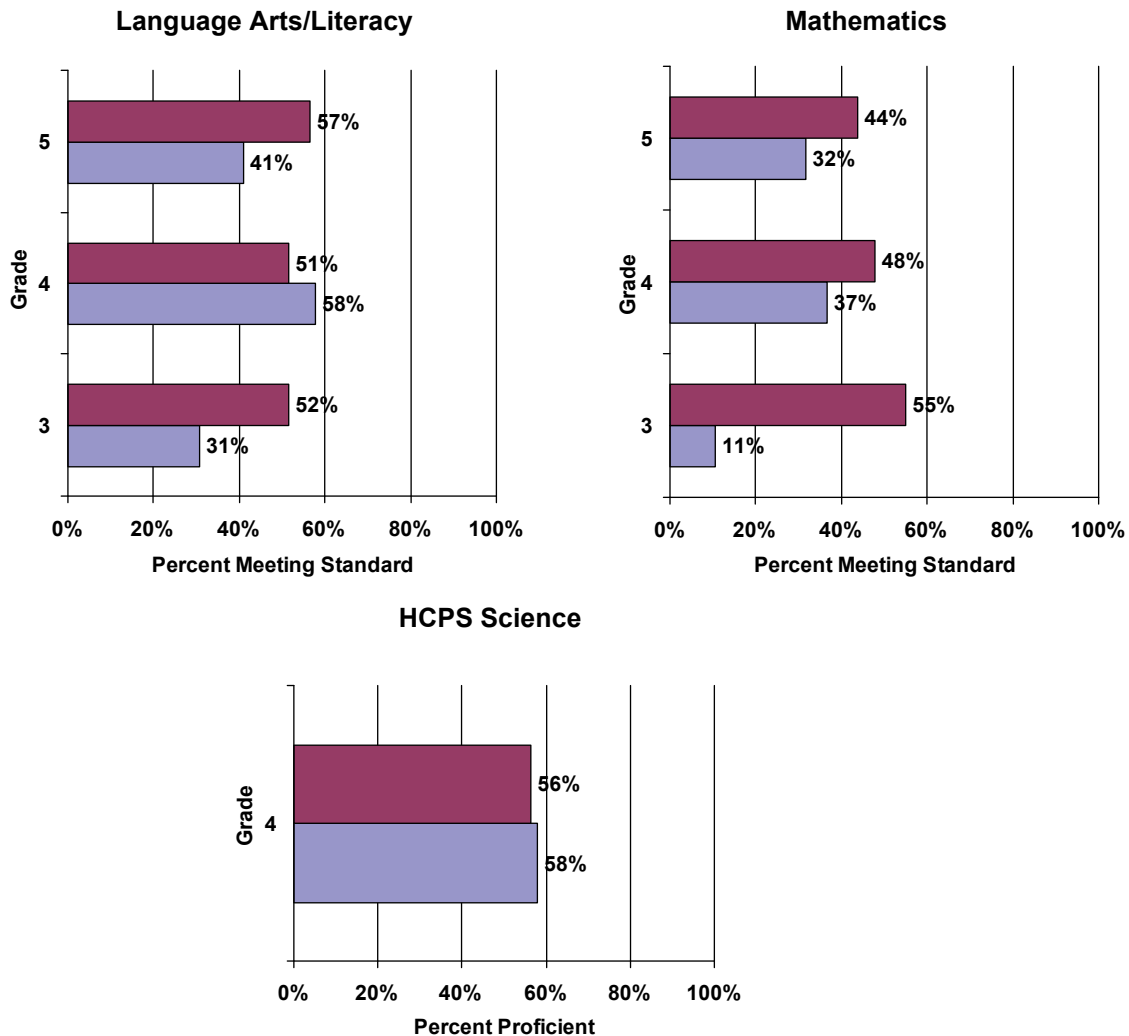
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Vital Signs

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

Honaunau 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 2024.

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