Paauilo Elementary & Intermediate School

School Code: 382

Grades   K-9

School Status and Improvement Report   School Year 2019-20

Contents

School Address:

Paauilo Elementary & Intermediate School
43-1497 Hauola Rd
Paauilo, Hawaii 96776

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

Pa'auilo Elementary and Intermediate School (PEIS) is the only preschool through ninth grade public school in the state of Hawaii. It is situated in a rural setting on the *Hamakua* Coast of the Island of Hawai'i and has an enrollment of about 200 students. Pa'auilo has received full accreditation from the Western Association of Schools and Colleges (WASC) through 2022.

PEIS is a Title I school and has always celebrated its diversity of student population and course offerings. In the 2019-20 school year, we offered Guidance, PE, Health, Spanish, Gardening, Woodshop, AVID, Art, Culinary Arts and Hawaiian Dance in addition to the standard array of subject offerings. Pa'auilo will continue to implement the Success For All (SFA) framework in grades K-5. SFA is a researched-based reading reform model that supports the school academically and structurally and also supports schoolwide best practices for instruction. Pa'auilo began to implement a new math curriculum, Engage NY, for the K-5 students in 2019-2020 to better meet the math needs of our students.

Our school addresses 21st-century skills and the Common Core State Standards to include innovation, critical thinking, reading, writing, math global citizenship, sustainability, and STEM curriculum. We empower students with the ability to discover, inspire, and be innovative in order for them to be competitive in the global society. Curricula is further enriched and differentiated with multiple technology tools. All students have 1:1 devices available with students in grades 2-9 having laptops and K-1 classrooms with computer carts and/or mobile devices. Our classes also have interactive smartboards and/or LCD displays. Students are taught to communicate effectively, think critically, be resilient, have hope and belief in themselves and be able to meet any opportunity with confidence. With challenging inquiry curricula, effective teaching practices and array of comprehensive student support services in place, we support all students. We focus on being student-centered and data-driven and using research-based practices with high effect sizes to advocate for high standards of excellence.

Additional enrichment activities include fieldtrips, cultural performances, school garden, recycling, afterschool programs and track and field. We strive to have each student reach his/her potential intellectually, physically, emotionally and socially. Developing empathetic and respectful students requires a partnership between school and families. Our administration, teachers and staff work collaboratively with parents to create a learning environment where students can thrive.
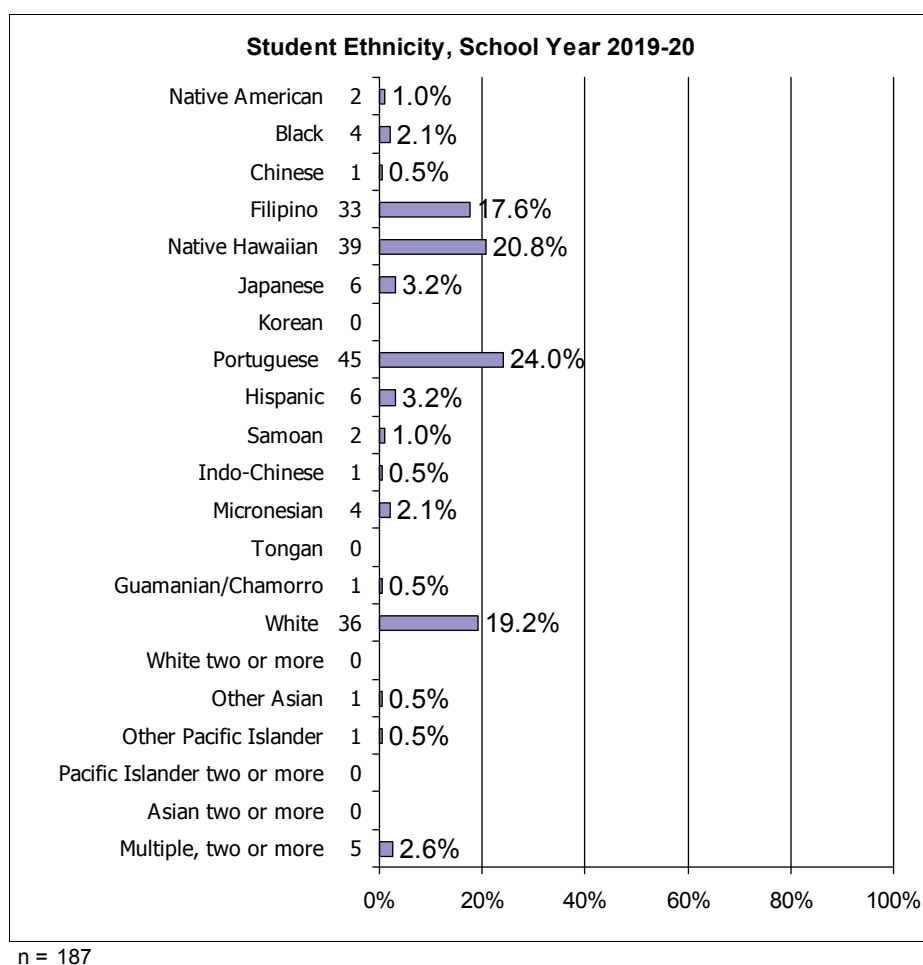
School Setting

Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	193	196	187	Number and percent of students in Special Education programs	19	19	29
					9.8%	9.6%	15.5%
Number and percent of students enrolled for the entire school year	173	184	179	Number and percent of students with limited English proficiency	*	*	*
	89.6%	93.8%	95.7%		*	*	*
Number and percent of students receiving free or reduced-cost lunch	128	106	97				
	66.3%	54.0%	51.8%				

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

Student Ethnicity, School Year 2019-20

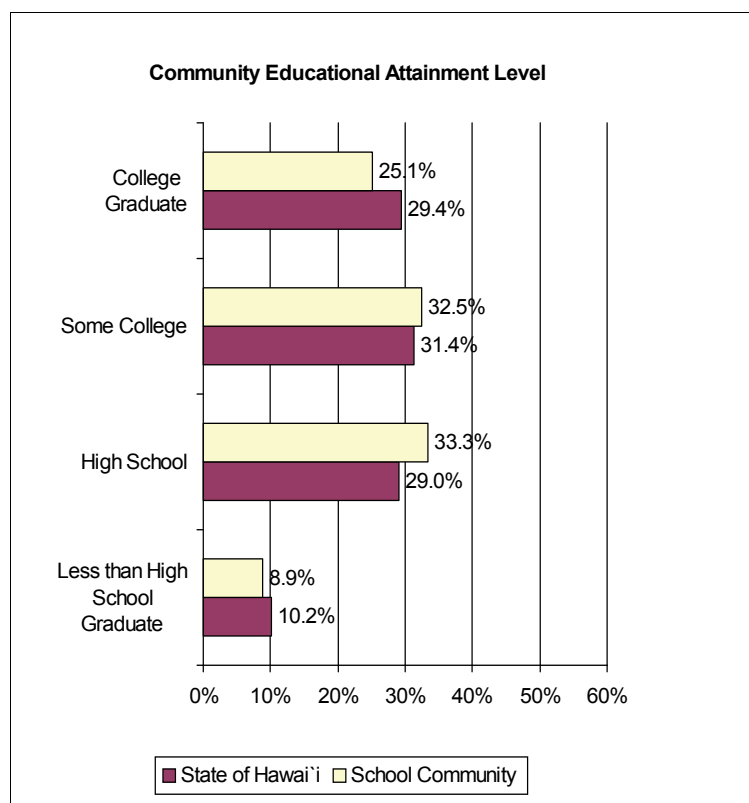| Ethnicity	Count	Percent
Native American	2	1.0%
Black	4	2.1%
Chinese	1	0.5%
Filipino	33	17.6%
Native Hawaiian	39	20.8%
Japanese	6	3.2%
Korean	0	
Portuguese	45	24.0%
Hispanic	6	3.2%
Samoan	2	1.0%
Indo-Chinese	1	0.5%
Micronesian	4	2.1%
Tongan	0	
Guamanian/Chamorro	1	0.5%
White	36	19.2%
White two or more	0	
Other Asian	1	0.5%
Other Pacific Islander	1	0.5%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	5	2.6%

n = 187

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

Community Educational Attainment Level

	State of Hawai`i	School Community
College Graduate	29.4%	25.1%
Some College	31.4%	32.5%
High School	29.0%	33.3%
Less than High School Graduate	10.2%	8.9%

■ State of Hawai`i □ School Community

School Improvement

Summary of Progress

For School Year (SY) 2018-2019, we have continued some of the things that are becoming part of the fabric of our school. To build a positive culture we come together as one school PreK-9 for to begin the week as one school at our morning protocol. It includes a chant written especially for our school by Noʻeau Peralto. We use this time to make school wide announcements and celebrate accomplishments. Students lead various components of our protocol. We continue to find ways to increase student voice on our campus. We also continue to make a big effort to improve communication with families and community via social media through Facebook, Instagram our school website and our newly implemented platform ParentSquare.

The school's Instructional Leadership Team (ILT) continued to focus its efforts on improving instruction school wide for the 2018-2019 SY. The team specifically focused on main idea and key details to support reading and writing across the content areas. In addition, Paʻauilo School continued to work on building organizational skills. We continue to implement an AVID elective for middle school which provided organizational support, academic support and opportunities for college visits as well as participation in the college fair. Our next steps are to look at summative data from this year and pursue promising practices with high effect sizes to improve instruction for all students across content areas.

We continued to focus on student achievement through the General Learner Outcomes (GLOs). We measured achievement quarterly and celebrated the GLOs quarterly as well. We remain committed to implementing a successful Response to Intervention (RtI) program school-wide, however, this is a work in progress and continues to be an area of growth for us. We utilize the iReady program for both reading and math interventions however we need to take a closer look as to what parts of this program are most effective for students at various levels and other strategies/interventions to ensure growth for all students.

Paʻauilo School has implemented the Success for All (SFA) program for over 15 years and regroups students quarterly for a ninety minute block. In 2018-2019, we continued to implemented traditional SFA in grades K and 1 and used the SFA structure and the Reading Wonders materials for Reading in grades 2-5. We also continued to implement the Lucy Calkins curriculum for writing. It is very rigorous and has led us to discover that we need more alignment with regards to grammar, spelling and editing so that our students are deliberately taught these skills. Lucy Calkins has provided a clear progression in writing expectations from grades K-5 and we plan to continue to build vertical progression of writing expectations from grades K-9. The middle level grades (6-9) have fully implemented the SpringBoard curriculum for ELA and are evaluating the success, challenges and possible solutions for challenges.

Paʻauilo School has fully implemented Stepping Stones for math in the elementary and GO Math in the middle school. In the 2019-2020 SY, our K-5 will implement a new math curriculum (Engage NY) to better meet the needs of our students by combining rigorous problem solving while building math fluency.

Teachers continue to collaborate weekly in Data Teams in 2018-2019. PEIS will continue to provide time for teachers to meet weekly to support student growth as well as to utilize the strengths of our faculty to learn and grow professionally. We will continue to clarify expectations on how to utilize classroom and school data to plan for instruction and interventions in an effort to increase student achievement and decrease the achievement gap. The middle school teachers began meeting weekly and will increase their team meeting time to two times/week to increase the success of students at this level.

Our new teachers were assigned mentors to support them. As significant change in faculty occurs, we will need to increase the number of trained mentors. With the addition of new faculty members, it will be essential to support them, and identify and define a school design model that will support all.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)[1]　　　　　16.0

　　　Regular Instruction, FTE　　　68.7%　　11.0

　　　Special Instruction, FTE　　　31.2%　　5.0

　　　Supplemental Instruction, FTE　0.0%　　0.0

Teacher headcount　　　　　　　　　　　　16

Teachers with 5 or more years at this school　　3

Teachers' average years of experience　　　6.4

Teachers with advanced degrees　　　　　8

Professional Teacher Credentials[1]

　　　Fully licensed　　　　81.2%　　13

　　　Emergency hires　　　18.7%　　3

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

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

Students per Teaching Staff [2]

　　Regular Instruction　　　　　14.3

　　Special Instruction　　　　　5.8

[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　　　　　2

[3] Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors.
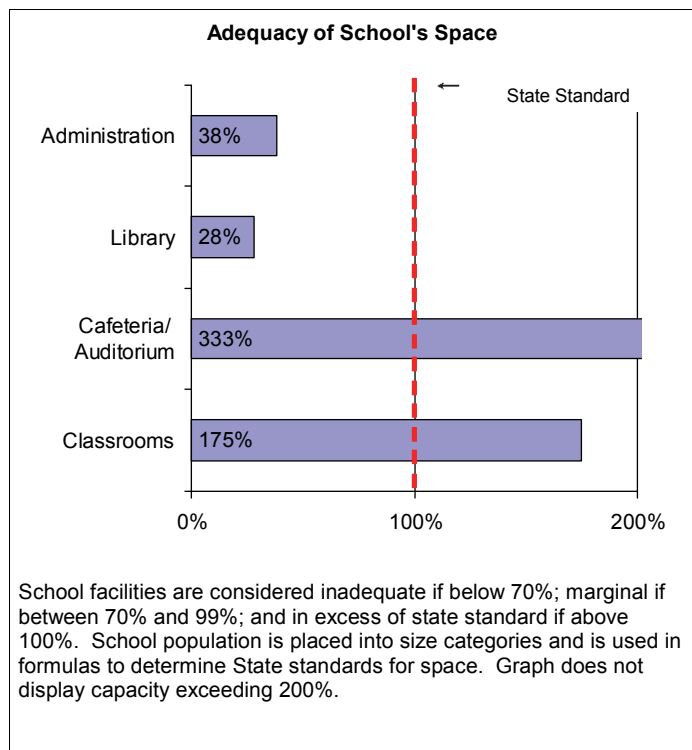
Facilities

School Year Ending 2020

Classrooms available　　　　　　　　17
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.

Adequacy of School's Space

← State Standard

Category	Percentage
Administration	38%
Library	28%
Cafeteria/Auditorium	333%
Classrooms	175%

0%　　　　100%　　　　200%

School facilities are considered inadequate if below 70%; marginal if between 70% and 99%; and in excess of state standard if above 100%. School population is placed into size categories and is used in formulas to determine State standards for space. Graph does not display capacity exceeding 200%.

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 * Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	72.2%	68.4%	80.4%	80.6%	64.2%	64.4%
	2020	71.7%	66.4%	85.5%	81.1%	55.2%	58.7%
Well-Being	2019	75.0%	69.6%	90.0%	85.5%	--	--
	2020	65.3%	68.1%	88.8%	86.4%	--	--
Satisfaction	2019	68.3%	61.7%	76.3%	78.1%	--	--
	2020	63.0%	63.2%	83.7%	80.2%	--	--
Involvement/Engagement	2019	65.0%	66.7%	72.6%	67.2%	--	--
	2020	56.9%	66.4%	72.3%	68.0%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	80.0%	75.1%	46.0%	29.1%	91.4%	74.1%
	2020	92.8%	70.8%	60.4%	26.3%	88.6%	73.2%

* 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.
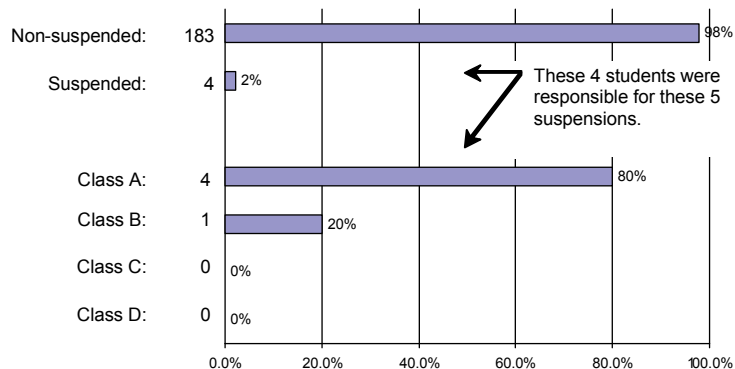
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	

Average Daily Attendance: %
(higher is better)

92.5%	91.5%	92.4%	**95.0%**

Average Daily Absences: in days
(lower is better)

13.2	14.9	10.0	**9**

Suspensions, School Year 2019-2020

Non-suspended:	183	98%
Suspended:	4	2%

These 4 students were responsible for these 5 suspensions.

Class A:	4	80%
Class B:	1	20%
Class C:	0	0%
Class D:	0	0%

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

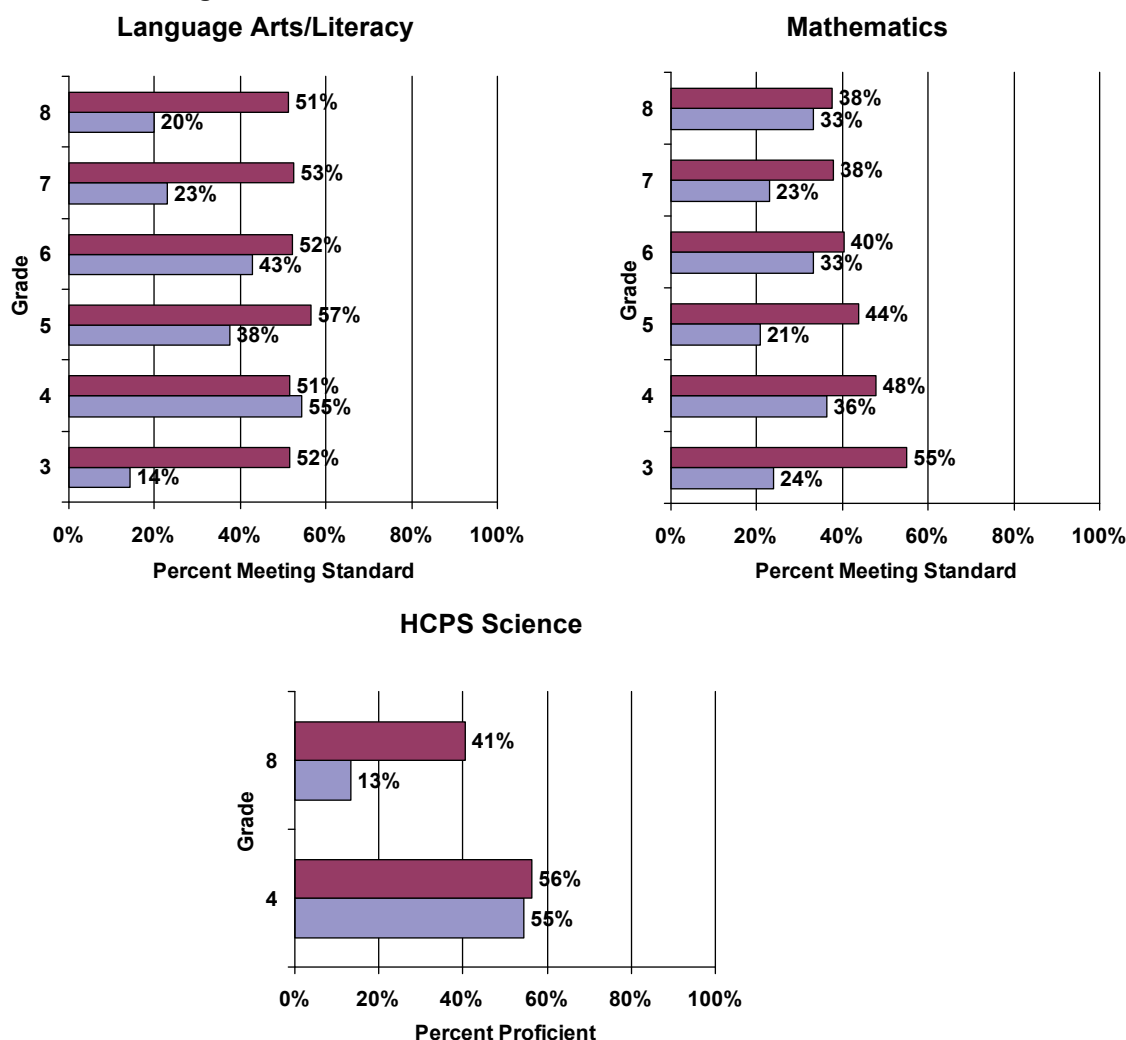|	2018	2019	2020
Total number of students	17	15	11
Percent retained in grade	0%	0%	0%

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

Vital Signs

Hawaii Statewide Assessment Program

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.

Language Arts/Literacy

Grade	School	State
8	20%	51%
7	23%	53%
6	43%	52%
5	38%	57%
4	55%	51%
3	14%	52%

Percent Meeting Standard

Mathematics

Grade	School	State
8	33%	38%
7	23%	38%
6	33%	40%
5	21%	44%
4	36%	48%
3	24%	55%

Percent Meeting Standard

HCPS Science

Grade	School	State
8	13%	41%
4	55%	56%

Percent Proficient

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.

■ School   ■ State

A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Paauilo Elementary & Intermediate 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.

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