

Keaau Middle School

School Code: 370

Grades 6-8

School Status and Improvement Report School Year 2019-20



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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

Kea'au Middle School was originally founded as Ola'a School over one hundred years ago, when Hawaii was a territory of the United States. Beginning as an elementary school in 1939, it became a K-9 school and was then known as Kea'au Elementary and Intermediate School. In the 1980's, the 9th grade was transferred to high school and in 1997, the elementary and middle schools became two separate entities. Since 1998, the school has been recognized as Kea'au Middle School (KMS). It includes sixth, seventh and eighth grades and occupies the site of the original campus.

KMS is located in the rural Puna District on the island of Hawaii, approximately nine miles from Hilo, and services about 720 students. Many students rely on subsidized bus service from as far as 22 miles away. The school draws from a geographical area of 111.1 square miles that includes several large subdivisions, substandard roads, sparse electric capacities, and limited access to county water.

Many changes within the community have impacted the school. Kea'au went from a small, quiet rural village to a large and sprawling transient town. The primary industry in the Kea'au area is agriculture. Since the demise of sugar plantations, the agricultural community has developed flower nurseries, fruit, vegetable and ginger root farming. The school's 85%+ participation rate in the free and reduced lunch program reflects the continued economic hardships experienced in the community.

School Address:

Keaau Middle School
16-565 Keaau-Pahoa Road
Keaau, Hawaii 96749

School Setting

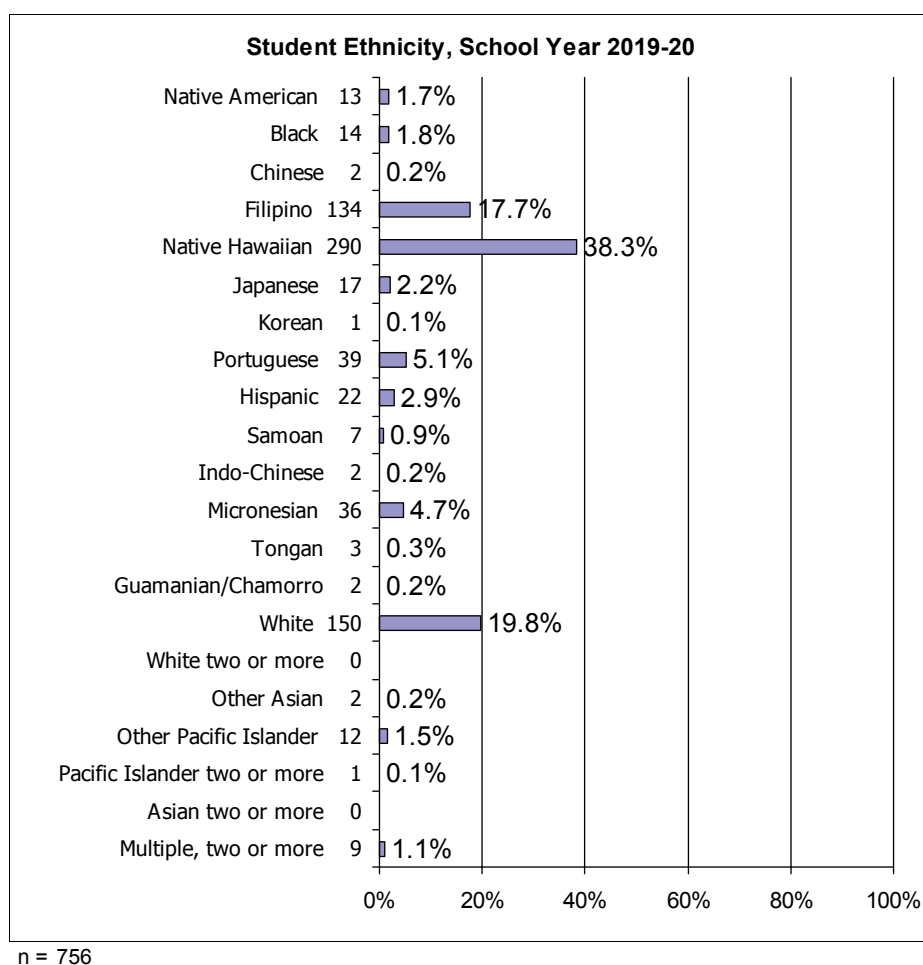
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	697	712	756	Number and percent of students in Special Education programs	98 14.0%	97 13.6%	103 13.6%
Number and percent of students enrolled for the entire school year	653 93.6%	675 94.8%	711 94.0%	Number and percent of students with limited English proficiency	36 5.1%	34 4.7%	48 6.3%
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.



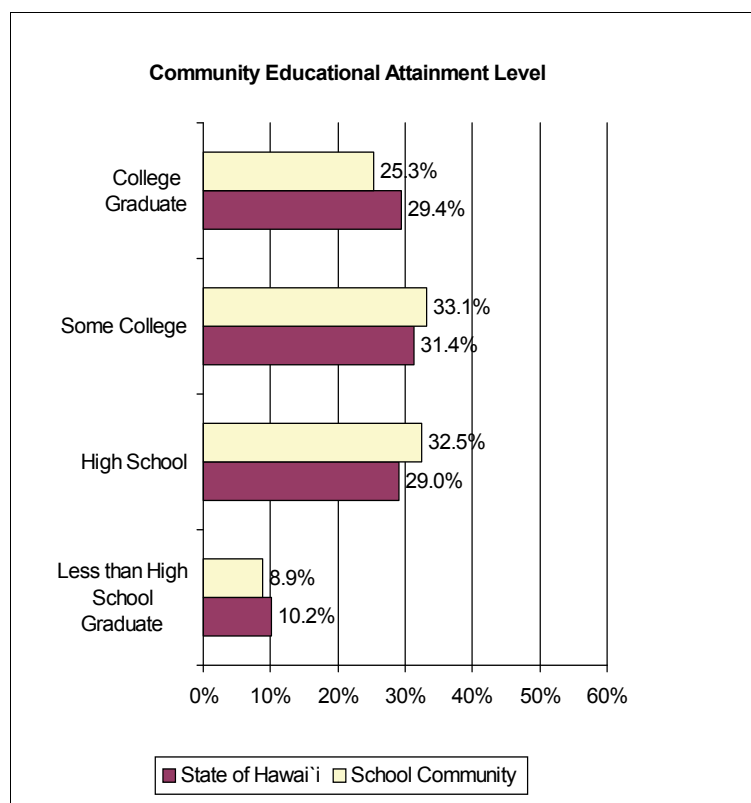
School Setting

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

Keaau HSC	School Community	State of Hawai'i
Total population	24,991	1,360,301
Percentage of population aged 5-19	21.1%	18.4%
Median age of population	39.5	38.6
Number of family households	5,988	313,907
Median household income	\$40,317	\$66,420



School Improvement

Summary of Progress

Kea'au Middle School's (KMS) main school improvement efforts have focused on the following:

- 1) Instructional Program
- 2) Middle School Concept
- 3) Response to Intervention – Academic and Behavior

Instructional Program

Teachers implemented SpringBoard and teacher created lessons for ELA and GoMath! for math to address the Common Core State Standards. In science and social studies, teachers made a concerted effort in incorporating lessons that addressed the new standards in those content areas, Next Generation Science Standards (NGSS) and College, Career and Civic Life (C3) respectively. Teachers also collaborated within grade level teams to incorporate interdisciplinary units each semester.

Teachers participated in weekly professional learning communities to improve instruction and student performance by creating common formative assessments, analyzing data, conducting curriculum and assignment collaboration, and maintaining and adjusting pacing guides. Sharing of Advancement Via Individual Determination (AVID)/best practice teaching strategies and tier 2 and 3 academic vocabulary with student work samples every month were continued this year. In addition, elective teachers administered writing prompts bi-weekly and utilized part of the PLC time to create and analyze them.

Middle School Concept

Since 2014, KMS has been striving toward the Association for Middle Level Education's 16 Characteristics of Successful Schools for Young Adolescents. Each grade level consisted of two team where students on each team shared the same core content area teachers. Like last school year, teachers started off the year by establishing team rituals and routines, and met weekly to plan and discuss team activities that promoted positive behavior, culture, and healthy living. Each team also developed and facilitated their own incentive programs and off campus field trips.

Ho'okele, an advisory period, continued four times a week and focused on character education, grade checks, goal setting, college and career awareness lessons, and team building activities. This time was also used for weekly binder checks, a school-wide AVID initiative, and school assemblies.

Response to Intervention – Academic and Behavior

Academic and behavior support programs have continued to be refined this year. Faculty worked on behavioral support by utilizing Diana Browning Wright's proactive classroom management strategies and positive interactions with students. Teachers also participated in a series of trauma informed professional development to increase awareness and support students.

For academics, identified students were enrolled in a reading or math workshop class to improve basic skills and tutors were assigned in core content area classes to support instruction. Students with a grade of D or F in a core content area course had the option of participating in the UPLINK after school program to take advantage of tutoring sessions and assistance with class-/homework. Those that were in danger of failing for the year were provided an opportunity to complete course requirements in an alternative setting utilizing an online credit recovery program.

For behavior, students received character education lessons and made connections to the GLOs through written reflections each week. All teachers completed the Brief Externalizing and Internalizing Screener for Youth (BEISY) once a semester to help identify students who possibly needed support with behavior. Identified students also had the opportunity to participate in support programs like counseling groups, mentor-based interventions, and alternative education placements.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		50.0
Regular Instruction, FTE	74.0%	37.0
Special Instruction, FTE	22.0%	11.0
Supplemental Instruction, FTE	4.0%	2.0

Teacher headcount		50
Teachers with 5 or more years at this school		32
Teachers' average years of experience		14.3
Teachers with advanced degrees		15

Professional Teacher Credentials

¹

Fully licensed	92.0%	46
Emergency hires	8.0%	4

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	17.6
Special Instruction	9.3

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	6.0
Librarians, FTE	0.0
Counselors, FTE	4.0
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

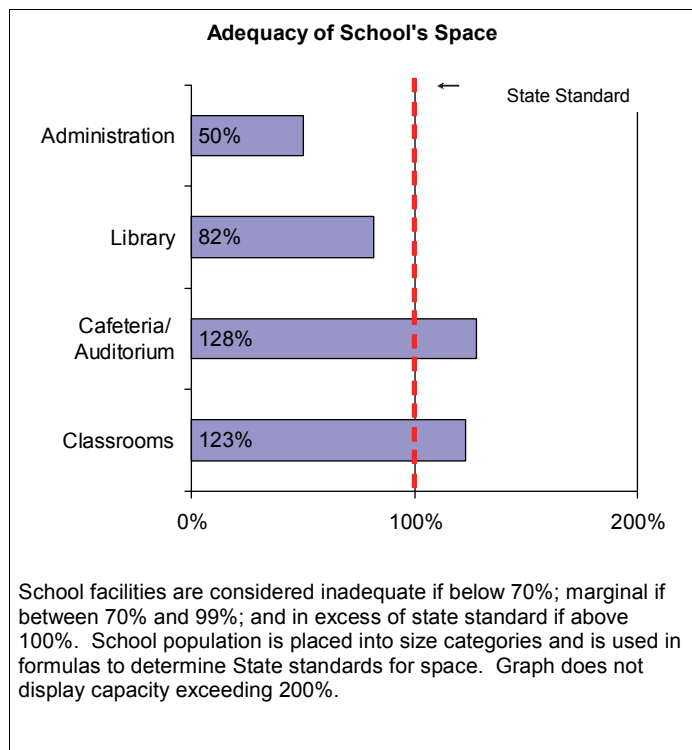
Classrooms available	47
Number of classrooms short (-) or over (+)	2

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	59.6%	69.2%	68.1%	74.6%	58.5%	64.4%
	2020	71.4%	65.8%	73.3%	73.8%	54.9%	58.7%
Well-Being	2019	59.7%	70.1%	78.7%	83.0%	--	--
	2020	63.7%	68.1%	79.6%	82.5%	--	--
Satisfaction	2019	52.8%	65.0%	78.0%	78.5%	--	--
	2020	64.1%	63.8%	76.0%	77.7%	--	--
Involvement/Engagement	2019	46.9%	66.2%	58.9%	57.8%	--	--
	2020	55.2%	64.7%	57.0%	57.7%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	92.0%	76.6%	23.5%	24.1%	81.0%	84.2%
	2020	100.0%	86.2%	17.6%	27.7%	79.6%	77.0%

* 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.

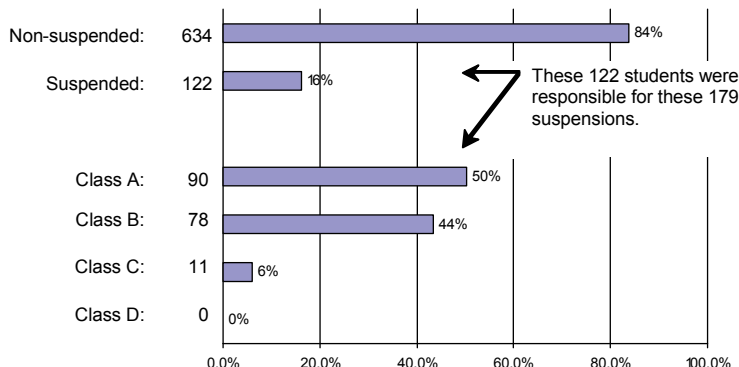
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
91.7%	92.2%	92.2%	95.0%
Average Daily Absences: in days (lower is better)			
15.0	13.6	10.2	9

Suspensions, School Year 2019-20



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	244	209	245
Percent retained in grade	1%	0%	1%

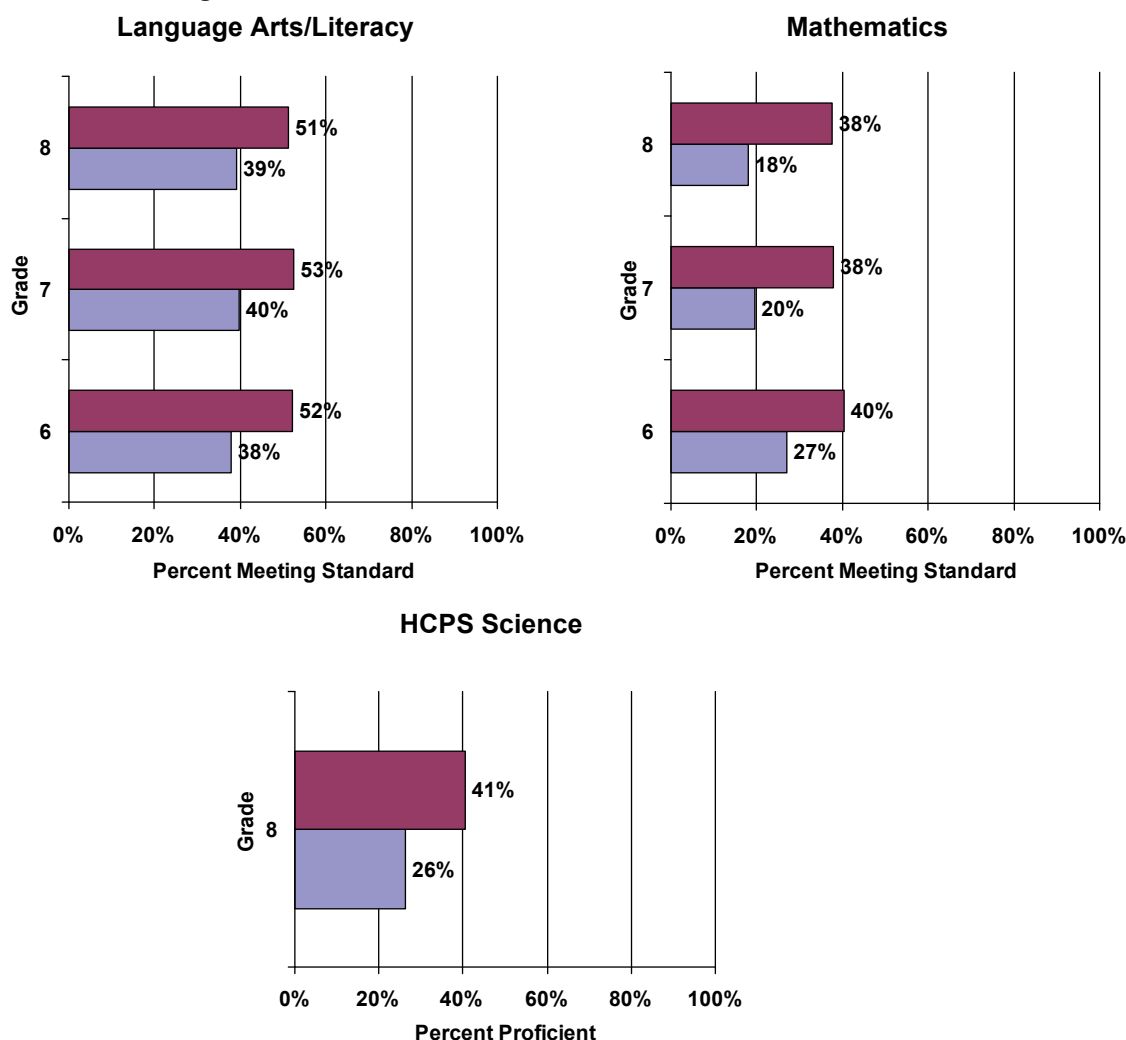
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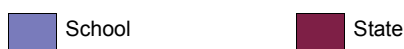
Vital Signs

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

Keaau Middle 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 2026.

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