



Puuhale Elementary School

School Code: 145

Grades K-5

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:

Puuhale Elementary School
345 Puuhale Road
Honolulu, Hawaii 96819

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

Pu'uhale Elementary School, located in the lower Kalihi suburb of Honolulu, draws its students primarily from a mixed-use residential and industrial neighborhood. The neighborhood is bounded by Waiakamilo Road on the east, Kalihi Stream on the west, Dillingham Boulevard on the *mauka* side, and the ocean on the *makai* side. The school community includes a portion of Dillingham Boulevard across the Oahu Community Correction Center. The school's geographic area also includes Sand Island. Students of Pu'uhale progress to Kalakaua Middle School and eventually graduate from Farrington High School. All classrooms are housed in an air-conditioned, sound-proofed, 2-story building. The school's enrollment increased, and will increase once again, due to a new development for families formerly in unstable housing situations. The school grounds provide the only neighborhood park and the community commonly refers to the playground/field as 'The Park.' The school facilities are highly utilized by the community and the Department of Education throughout the school year for various trainings and meetings. Pu'uhale also houses the HIDOE's Leadership Academy and a Head Start preschool class. Pu'uhale strives to enrich the quality of community life by providing students and staff a safe, nurturing, and caring environment that is responsive to change and is sensitive to individual differences. We are committed to maintaining effective communication, goal-oriented teamwork, and data-driven planning and action to ensure that all students are successful. The staff, parents, students, and the community work together to develop and monitor the school's academic plan. The school's academic plan focuses on: 1) a comprehensive social emotional learning program centered around the General Learner Outcomes, 2) a comprehensive attendance program to reduce chronic absenteeism, 3) a comprehensive literacy program that incorporates research-based strategies like Orton-Gillingham and Thinking Maps, 4) a comprehensive professional development plan to support effective teaching that ensures learning for all students, 5) a learning environment that includes reflection and goal-setting, 6) transition plans between grade levels and between schools, 7) a comprehensive school improvement process, and 8) an effective family engagement program. The school has invested its Weighted Student Formula funds, Title I funds, Title II funds, and Title III funds to support the activities outlined in the academic plan. In March 2015, the school received a 6-year accreditation with a 2-day mid-cycle visit from the Western Association of Schools and Colleges (WASC) that expires in June 2021. The mid-cycle visit occurred in Spring 2018.

School Setting

Student Profile

School year

2017-18 2018-19 2019-20

Fall enrollment

220	232	224
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Number and percent of students in Special Education programs

2017-18 2018-19 2019-20

14	23	18
6.3%	9.9%	8.0%

Number and percent of students enrolled for the entire school year

195	214	204
88.6%	92.2%	91.0%

Number and percent of students with limited English proficiency

82	81	88
37.2%	34.9%	39.2%

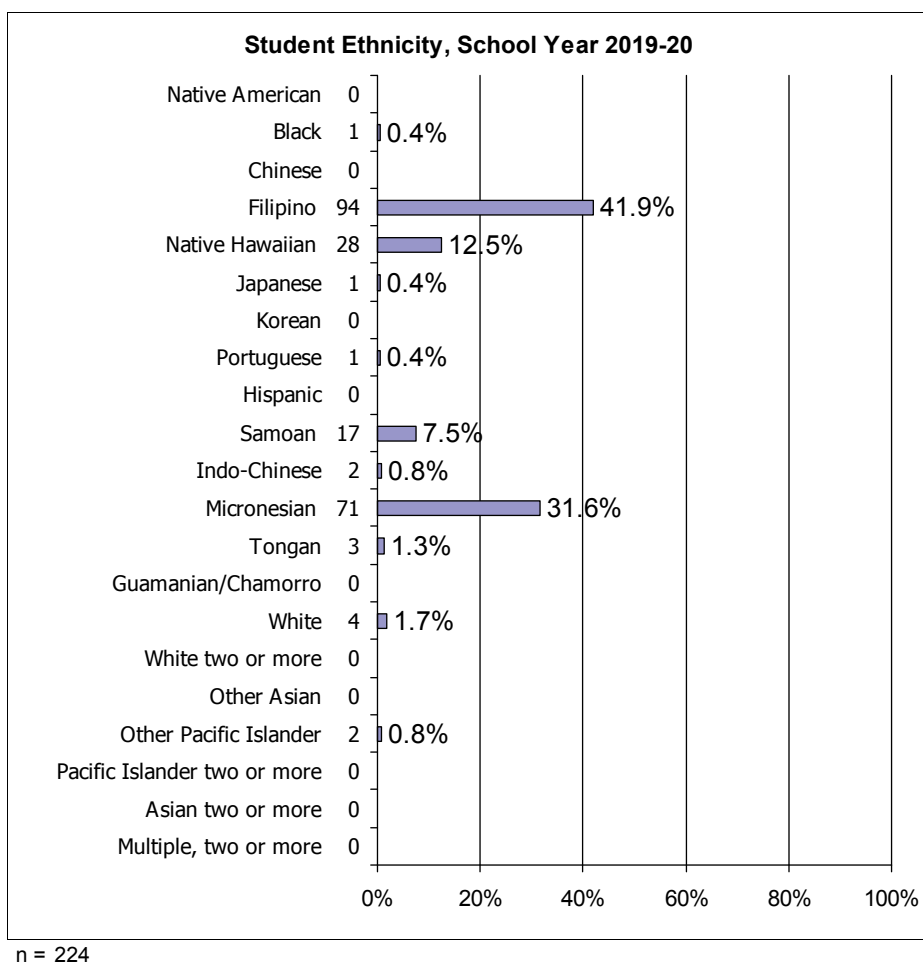
Number and percent of students receiving free or reduced-cost lunch

**	**	**
**	**	**

Note. -- means missing data.

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

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



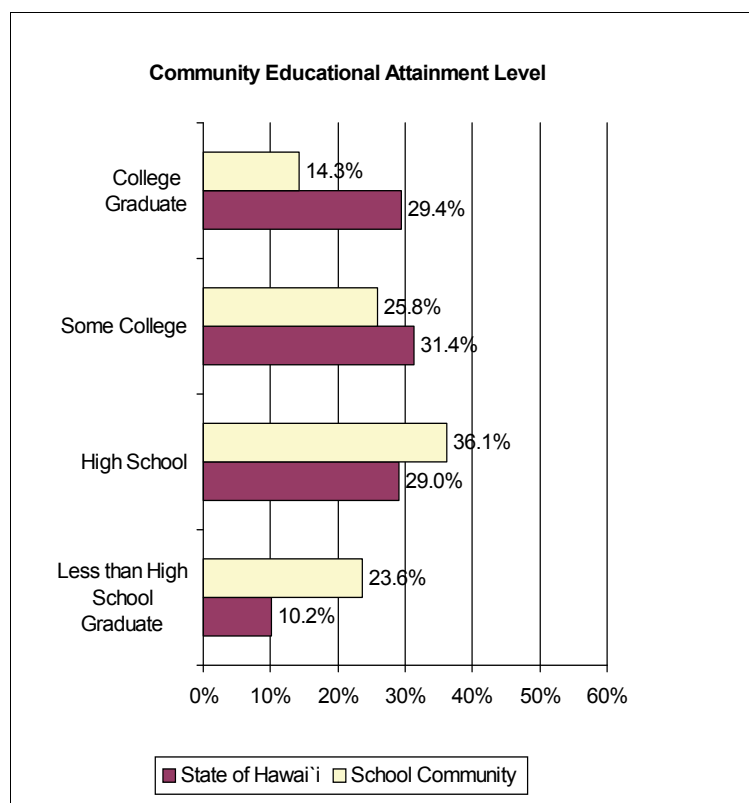
School Setting

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

Farrington HSC	School Community	State of Hawai'i
Total population	49,872	1,360,301
Percentage of population aged 5-19	21.6%	18.4%
Median age of population	37.0	38.6
Number of family households	9,193	313,907
Median household income	\$64,206	\$66,420



School Improvement

Summary of Progress

In 2018-2019, Pu`uhale continued its efforts to meet the goals in our academic plan in a multiple-prong approach: 1) a concerted effort in deepening our understanding of the Common Core State Standards (CCSS) in math and ELA and of the Next Generation Science Standards (NGSS), 2) an purposeful selection of curricular resources and effective implementation of instructional practices to meet the standards, and 3) a culture of goal-setting and reflection.

Teacher teams will continue to: 1) address the rigorous demands of CCSS and NGSS place, 2) analyze data from our universal screener, and 3) participate in professional development that equips teachers with the knowledge and skills of highly effective instructional practices. Teachers have become standards-centered, using the standards to determine what is and how it is taught and learned. The result of understanding the standards means that teachers are not dependent on any one particular curriculum or program - they are able to be critical consumers of available resources to create lessons that are fully aligned to the standards. Weekly meetings between teacher teams and coaches allow for planning highly relevant and rigorous lessons that integrate real world applications and performance tasks. Technology is integrated into teaching and learning and are used to support real world applications. This collaboration results in opportunities for students to apply newly learned skills across all content areas.

The school has embarked on a comprehensive implementation of Thinking Maps, which are “visual patterns linked directly to eight specific thought processes, helping to create concrete images of abstract thoughts. These patterns help all students reach higher levels of critical and creative thinking - essential components of 21st Century education.” (www.thinkingmaps.com) The implementation plan for Thinking Maps has expanded into the school’s writing process.

While the school’s efforts have resulted in gains in reading and math, science has not yielded the expected results. To that end, the school has selected a NGSS-aligned science curriculum.

A Comprehensive Student Support System (CSSS) provides early intervention and prevention. A school-wide Positive Behavior Intervention and Support (PBIS) system, implemented by the entire staff, focuses on creating responsible and respectful students in a safe environment. This is accomplished with the revitalization of our school’s K.A.L.O. values:

K = Kuleana (Be Responsible and Accountable)

A = Aloha (Live with Love)

L = Laulima (Be Cooperative)

O = Ohana (Live as a Family).

Students demonstrating the KALO values are able to earn KALO Cash from any staff member.

To engage our parents in their children’s education, Pu`uhale offers parent-teacher-child workshops throughout the year. The workshops have had increased attendance and participation yet this is an area of improvement. Parents identify the topics that are covered in the parent workshops. Usually, topics include school wide initiatives - creating partnerships between home and school. The school website continues to be updated and upgraded to meet the needs of our community. Pu`uhale is committed to meeting the educational needs of our students by working closely with our parents and community members to enhance the school-parent-student partnerships that result in increased student achievement.

Pu`uhale Elementary will continue to analyze our data, reflect on our previous actions, set new goals, and put forth concerted effort so that all students are successful and “achieve their highest goals.”

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		22.5
Regular Instruction, FTE	73.3%	16.5
Special Instruction, FTE	22.2%	5.0
Supplemental Instruction, FTE	4.4%	1.0

Teacher headcount		23
Teachers with 5 or more years at this school		13
Teachers' average years of experience		14.4
Teachers with advanced degrees		5

Professional Teacher Credentials

¹

Fully licensed	100.0%	23
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	12.4
Special Instruction	3.6

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	2.0
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

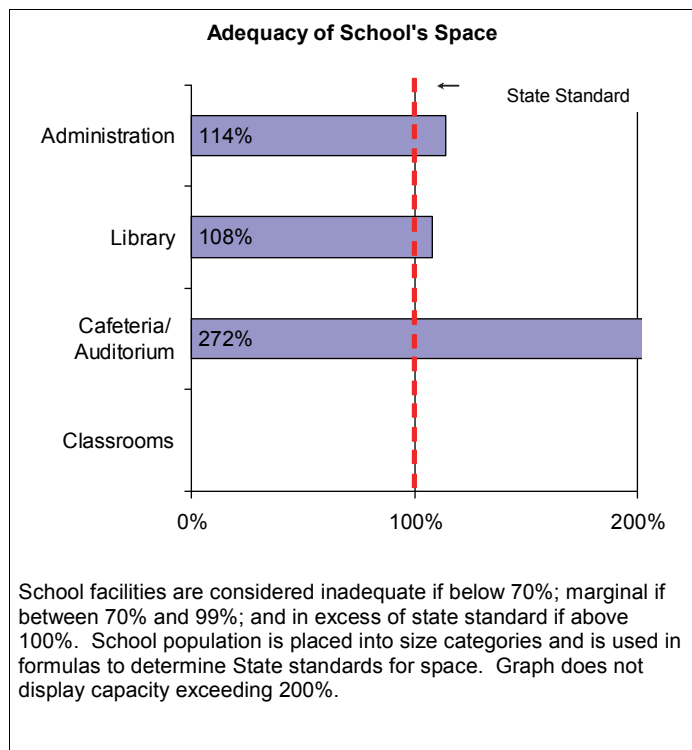
Classrooms available	--
Number of classrooms short (-) or over (+)	--

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	80.5%	77.9%	93.6%	86.0%	68.8%	71.4%
	2020	88.8%	76.7%	91.6%	86.3%	69.1%	68.2%
Well-Being	2019	58.3%	76.5%	95.8%	90.7%	--	--
	2020	88.0%	75.7%	90.5%	91.0%	--	--
Satisfaction	2019	43.3%	74.8%	96.0%	86.6%	--	--
	2020	85.5%	72.9%	91.3%	87.5%	--	--
Involvement/Engagement	2019	53.3%	74.6%	79.7%	74.9%	--	--
	2020	81.9%	73.2%	80.0%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	37.5%	79.9%	52.4%	34.9%	91.1%	86.0%
	2020	100.0%	84.5%	66.9%	37.7%	69.6%	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.

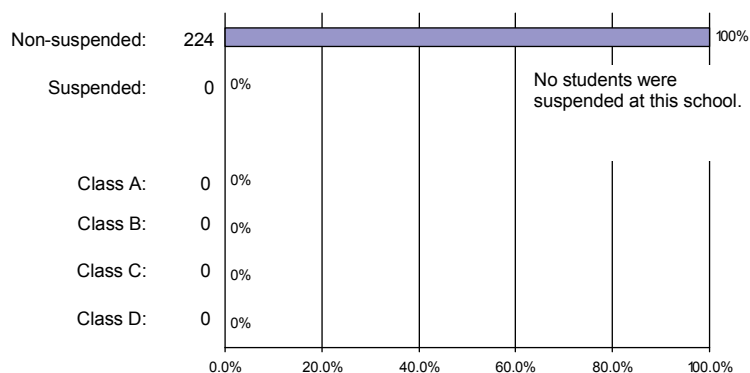
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
94.9%	93.3%	92.5%	95.0%
Average Daily Absences: in days (lower is better)			
9.1	11.7	9.9	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	186	192	193
Percent retained in grade	1%	1%	0%

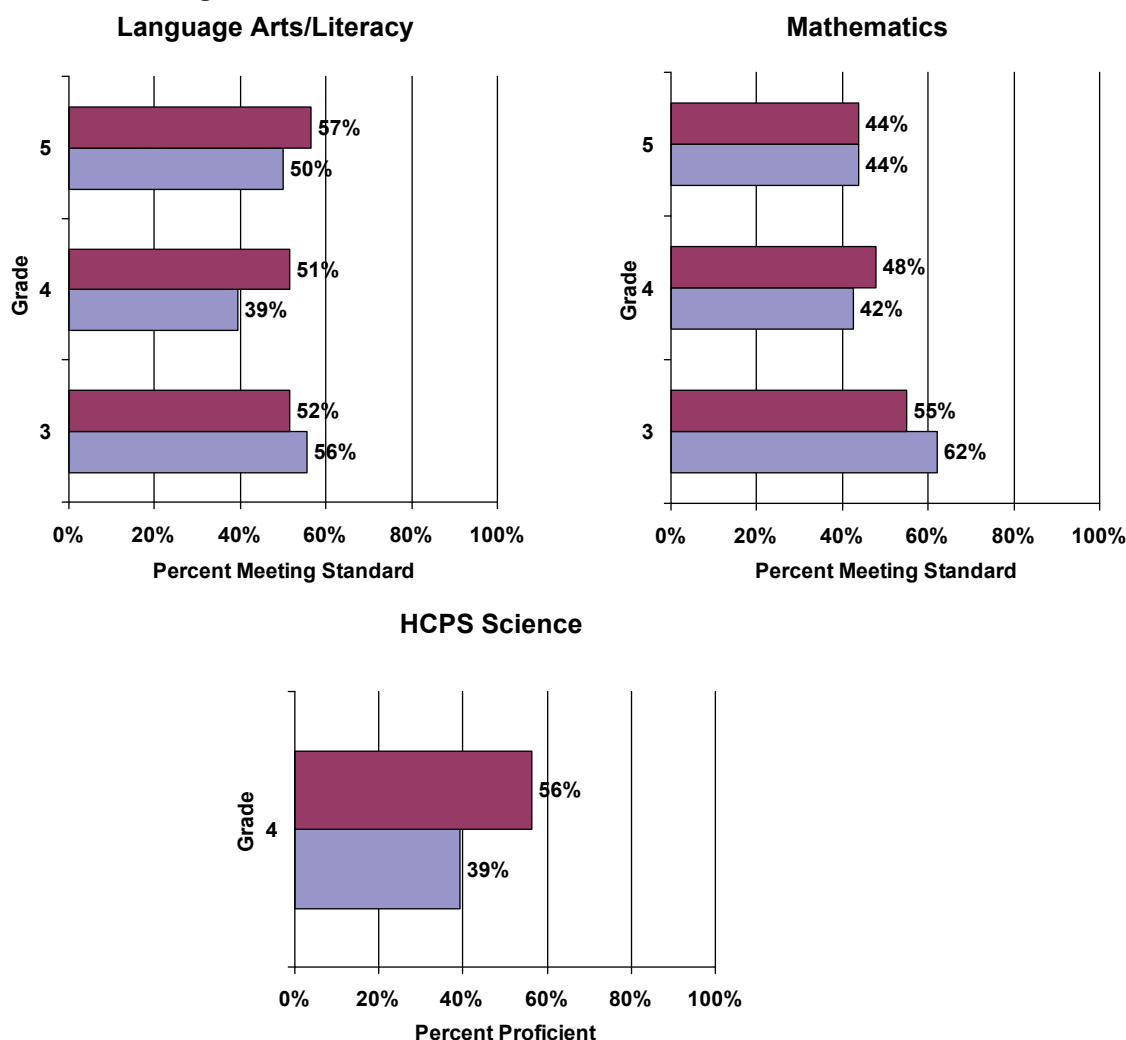
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Vital Signs

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

Puuhale 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 2022.

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