

Hookele Elementary School

School Code: 293

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Hookele Elementary School
511 Kunehi Street
Kapolei, Hawaii 96707

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

Ho'okele means Navigator. The name of this "high tech" elementary school was selected for its meaning in relation to the 21st century; the students of Ho'okele must learn to successfully navigate in an ever-changing world. The skills our students will need to excel in are collaboration, communication, creativity and critical thinking/problem solving.

Ho'okele Elementary opened in July 2015 in the rapidly growing community of Kapolei. The 12-acre lot was provided by developer D. R. Horton Hawaii and is located adjacent to the Mehana subdivision. The 78,404 square foot facility is the first Department of Education Design Build school in Hawaii.

The 21st-century school environment is equipped with wireless connectivity throughout the campus and designed to accommodate mobile indoor and outdoor learning. The school is a Leadership in Energy and Environmental Design (LEED) silver certified school. The school uses green cleaning products and has identifiable storage and collection recyclable bins throughout the campus.

The campus consists of seven buildings that surround the piko (center) and learning gardens. This arrangement gives the school a community feeling. Each building has its own name reflective of a Hawaiian village, Haku - Overseer (office/library), Ha'i Mo'olelo - Storytellers (cafeteria), Mea'ohi - Gatherers (classrooms), Lawai'a - Fishers (classrooms), Lailima - Teamwork (play court), Mahi'ai - Farmers (classrooms) and Ike Hana Lima - Craftspeople (art/science). Native plants were selected to complement the culture of the school and would be able to thrive in the sweltering Kapolei climate.

The heart of our School Design is our vision and mission: **Connect – engage – inspire – serve – succeed**. Ho'okele students, the navigators of the 21st century, experience an education that will help prepare them for the ever-changing world we live in. Creating a culture of **caring**, Ho'okele believes it is important for students to **CONNECT** with their peers and adults in order to feel supported and safe to become risk-takers and maximize their learning. Teachers are expected to provide **ENGAGING** and rigorous lessons that **INSPIRE** students to be intrigued to learn more and have a voice in this process. Caring about others and the world we live in may be evidenced through project-based learning units that provides a **SERVICE** to the school or community. The **SUCCESS** of our students involves a growth mindset where we learn and grow from our failures and celebrate our accomplishments.

In February 2019, Ho'okele Elementary was visited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Visiting Committee. The school was granted a six-year accreditation status through June 30, 2025 with a mid-cycle progress report.

School Setting

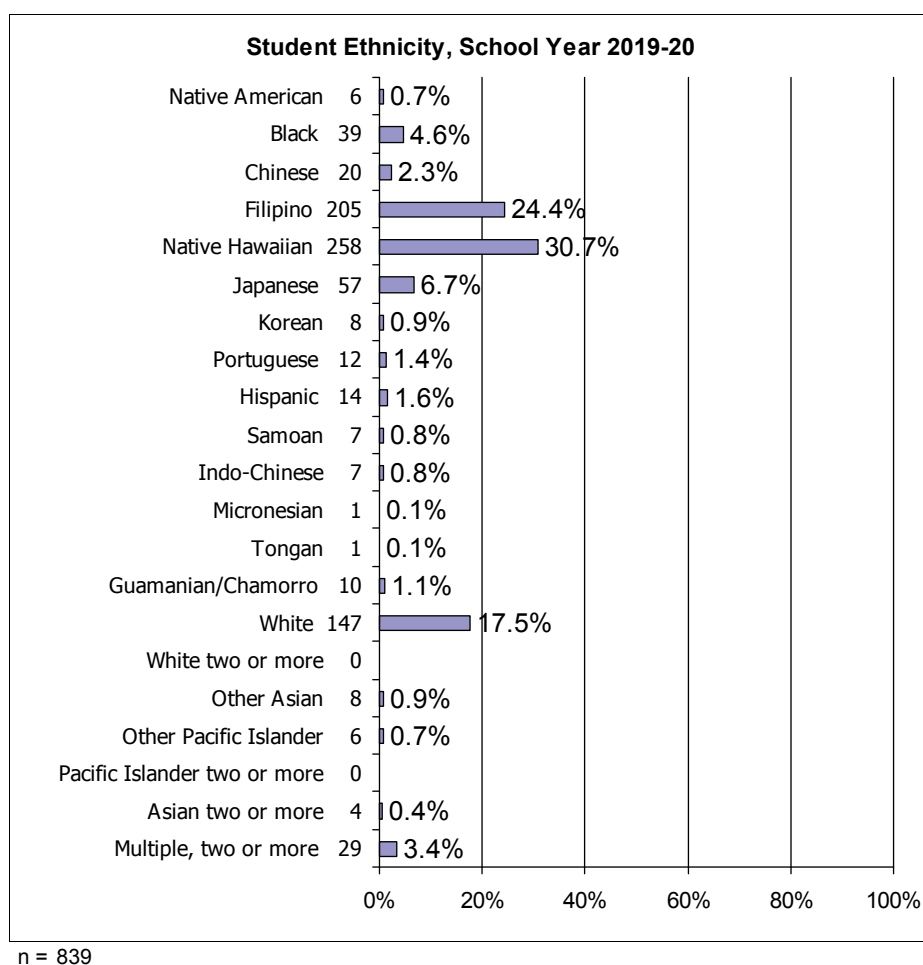
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	727	861	839	Number and percent of students in Special Education programs	29 3.9%	39 4.5%	35 4.1%
Number and percent of students enrolled for the entire school year	691 95.0%	802 93.1%	792 94.3%	Number and percent of students with limited English proficiency	30 4.1%	28 3.2%	24 2.8%
Number and percent of students receiving free or reduced-cost lunch	200 27.5%	206 23.9%	207 24.6%				

Note. -- means missing data.

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

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



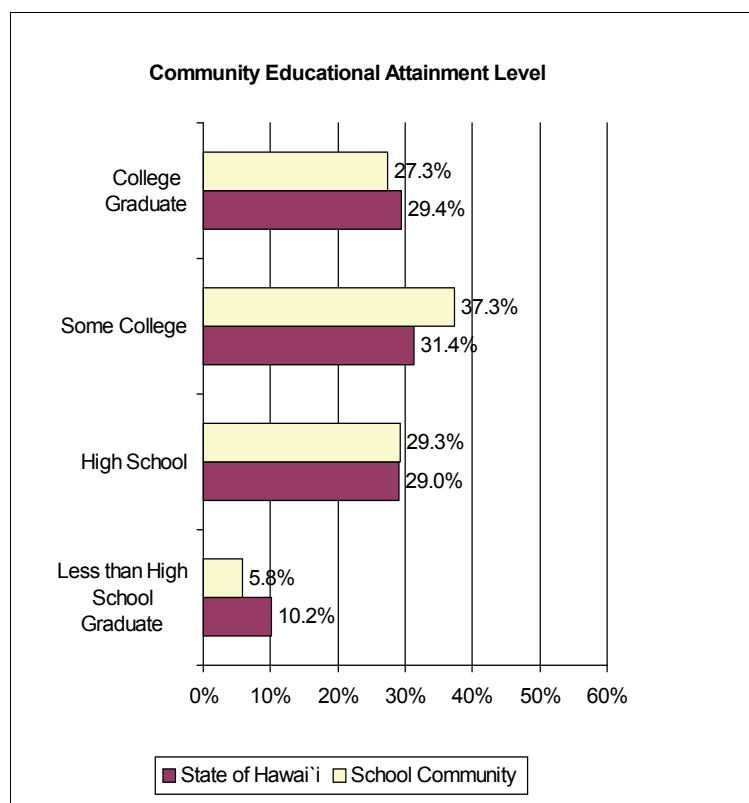
School Setting

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

Kapolei HSC	School Community	State of Hawai'i
Total population	38,818	1,360,301
Percentage of population aged 5-19	23.8%	18.4%
Median age of population	32.9	38.6
Number of family households	9,249	313,907
Median household income	\$81,804	\$66,420



School Improvement

Summary of Progress

In our fourth year of opening the school, Ho'okele Elementary focused on improving and refining the instruction of the many programs implemented the first three school years. These efforts were supported by continuous professional development on Wednesday afternoons and/or during weekly grade level professional learning communities.

Goal 1: Student Success

The school implemented and/or refined the following programs/processes:

- McGraw-Hill Reading Wonders Program
- Stephanie Harvey Reading Comprehension with a focus on informational text
- Origo Stepping Stones Program with support in Flexible Problem Solving/Mathematical Practice
- Project Lead the Way (PLTW) Engineering/Computer Science Modules and Discovery Education Science Techbooks
- Community Based Instruction (CBI), special needs students have opportunities to generalize and apply concepts and skills learned in school to real life application in the community
- Academic Response to Intervention (RTI) System of support/i-Ready Diagnostic and Instruction
- Data Teams process involving analysis of CFA results and effective instructional strategies
- Weekly grade level Professional Learning Communities (PLCs) that focuses on student learning, collaboration and student results
- Thinking Maps to help students visually display their thought process
- Write from the Beginning and Beyond Writing Program (Setting the Stage, Narrative, Informative, and Opinion) students use Thinking Maps to support their writing
- BIE Project Based Learning process to develop deep content knowledge, critical thinking, creativity, collaboration and communication skills while solving relevant real world problems
- Tribes, a community building process for social development and cooperative learning
- Behavior Response to Intervention (BRTI) Multi-Tiered System of Supports
- Second Step Program to strengthen the social-emotional skills of students

Goal 2: Staff Support

- Provided professional development, training, and support to implement the following: Reading Wonders, Stepping Stones, Project Lead the Way, Tribes, Learning Intention, Success Criteria, iReady, Response to Intervention, Data Teams, Thinking Maps, Write From the Beginning and Beyond (Opinion), AVID Strategies (Organization, Inquiry, Critical Reading), Project Based Learning, Stephanie Harvey Reading Comprehension, Flexible Math Problem Solving/Standards of Mathematical Practice, Differentiation
- Utilized the Support Team to support teachers and monitor implementation of school initiatives
- Refined our teacher induction and mentoring program to provide support for all new teachers including an additional component for new special education teachers
- Refined Academic Review Team process to monitor progress and success of school initiatives

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		52.5
Regular Instruction, FTE	84.7%	44.5
Special Instruction, FTE	15.2%	8.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount	53
Teachers with 5 or more years at this school	16
Teachers' average years of experience	10.5
Teachers with advanced degrees	21

Professional Teacher Credentials

¹

Fully licensed	100.0%	53
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	18.0
Special Instruction	4.3

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	4.0
Librarians, FTE	1.0
Counselors, FTE	2.0
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.

Adequacy of School's Space

Data not available

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 *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	83.5%	77.9%	90.7%	86.0%	74.5%	71.4%
	2020	87.4%	76.7%	88.3%	86.3%	72.8%	68.2%
Well-Being	2019	75.6%	76.5%	92.4%	90.7%	--	--
	2020	83.5%	75.7%	93.3%	91.0%	--	--
Satisfaction	2019	80.0%	74.8%	88.1%	86.6%	--	--
	2020	82.0%	72.9%	90.7%	87.5%	--	--
Involvement/Engagement	2019	71.5%	74.6%	72.9%	74.9%	--	--
	2020	79.0%	73.2%	76.3%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	93.0%	79.9%	35.6%	34.9%	90.7%	86.0%
	2020	91.6%	84.5%	32.5%	37.7%	82.5%	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.

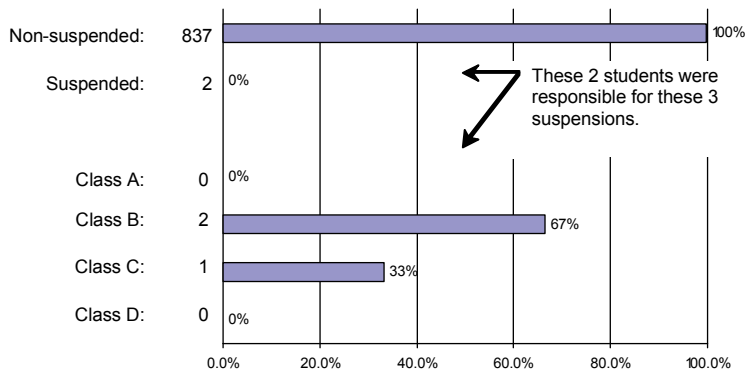
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
95.6%	95.1%	94.7%	95.0%
Average Daily Absences: in days (lower is better)			
7.9	8.7	7.1	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	594	704	712
Percent retained in grade	0%	0%	0%

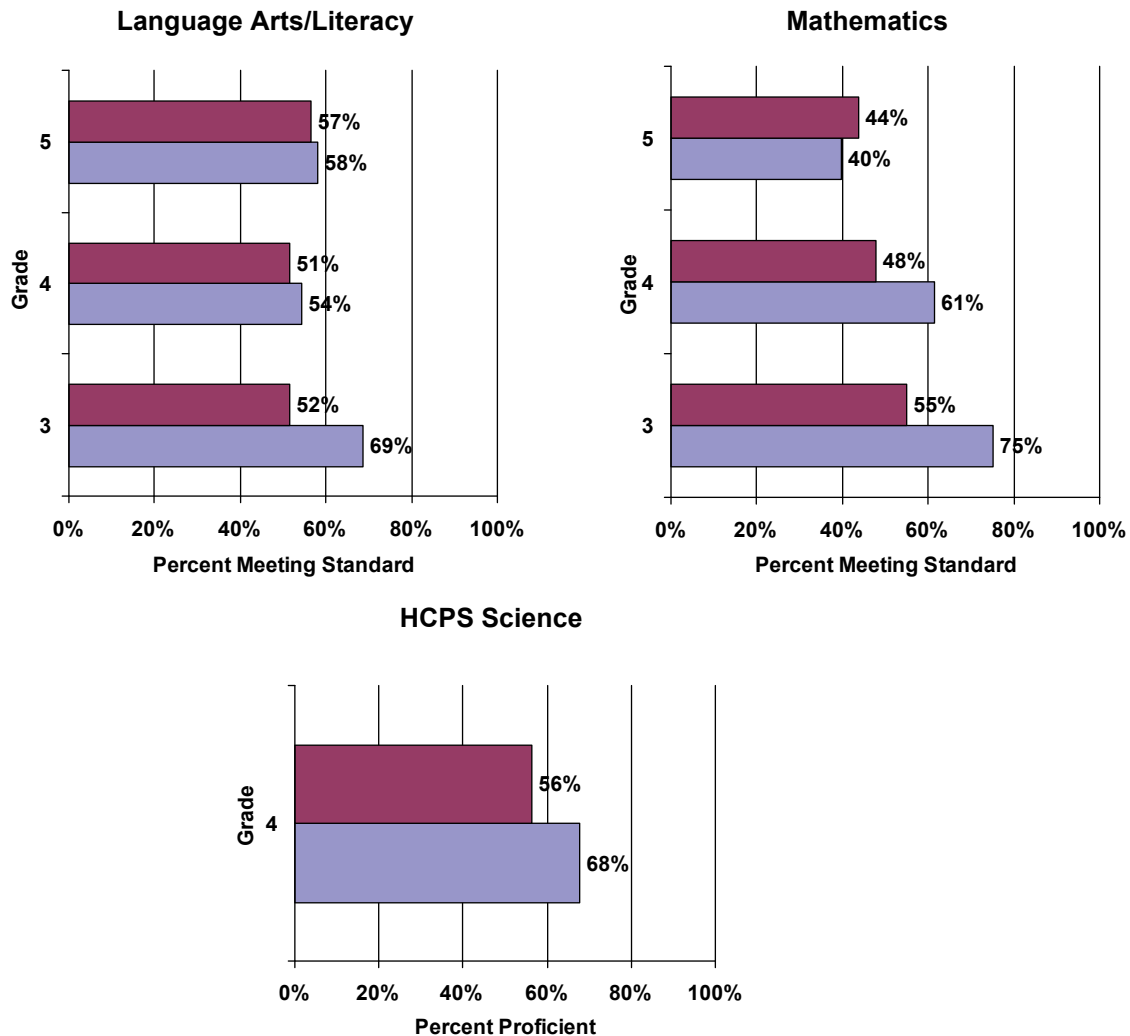
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Vital Signs

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

Hookele 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 2025.

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