



Abraham Lincoln Elementary School

School Code: 134

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Abraham Lincoln Elementary School
615 Auwailimu Street
Honolulu, Hawaii 96813

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

President Abraham Lincoln Elementary school is one of six elementary schools in the Roosevelt Complex, located in Honolulu, Hawaii. Although it is now located on the eastern Cemetery of the Pacific, Lincoln Elementary was originally located a few blocks away, next to Thomas Square. ***In 1923 when McKinley High School was moved to a larger campus, the building it occupied (next to the Art Academy) was renamed Lincoln. And from 1923 to 1957, it served as the main elementary school in Honolulu. In 1957 a new school was built for Lincoln at its current location in Punchbowl. (Robert M. Fox and David Cheever, Honolulu Star Advertiser, March 01, 2015).*** The school serves Preschool to fifth grade children from Kewalo, Punchbowl, Tantalus, Makiki and the surrounding Hawaiian Homesteads of Papakolea and Kalawahine.

Lincoln will continue to revisit our vision and mission to ensure alignment to our ever changing demographics and direction of the State. The WASC accreditation process helped us to recommit to focusing on the GLOs and 21st Learning skills.

LES continues to use both of the State's selected Common Core curricula, Reading Wonders and Stepping Stones, and monitors our progress through grade-level articulation and data teams. We are also utilizing the iReady program to provide necessary interventions to help close the achievement gap and the expertise of many highly qualified Part Time Teachers. We have created a dedicated time during the school day to work with students in small groups for enrichment or intervention. Also, we offer after school support through Honu tutoring, Honu iReady, and A+.

Along with the core content areas, LES provides curriculum to nourish the whole child, which includes Hawaiiana, performing arts, and art. Additionally, students can participate in a variety of service groups that include Junior Police Officers (JPO), Media News Team (MNT), Library Assistants, Student Government, and Music Monitors. We also have afterschool enrichment programs such as: Ukulele Band, Sign Dancing, Hula and Girl Scouts.

LES continues to build and develop strong parent involvement and community partnerships. Our partnership with Kula No Na Po'e Hawaii and Papakolea Community Development Center continues to grow to the benefit of our families. We also partner with Kamehameha School Kealapono division to help our students improve their reading and writing.

Our Family Involvement-Special Events (FISE) Committee sponsors many activities and workshops in which students, teachers, staff and parents interact within a supportive learning community. Some activities have included Stem Fun Night, Bingo and Spaghetti and our ever popular May Day program.

School Setting

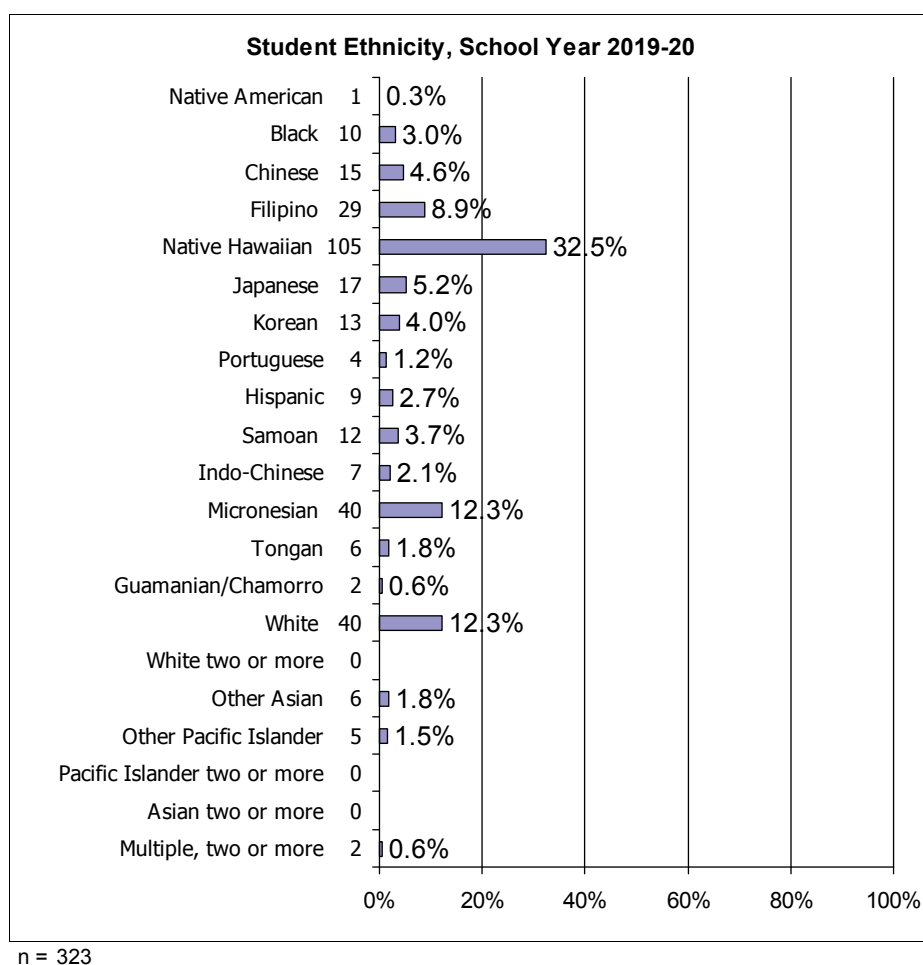
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	326	334	323	Number and percent of students in Special Education programs	33	39	40
					10.1%	11.6%	12.3%
Number and percent of students enrolled for the entire school year	296	301	306	Number and percent of students with limited English proficiency	40	40	39
	90.7%	90.1%	94.7%		12.2%	11.9%	12.0%
Number and percent of students receiving free or reduced-cost lunch	200	199	202				
	61.3%	59.5%	62.5%				

Note. -- means missing data.

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

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



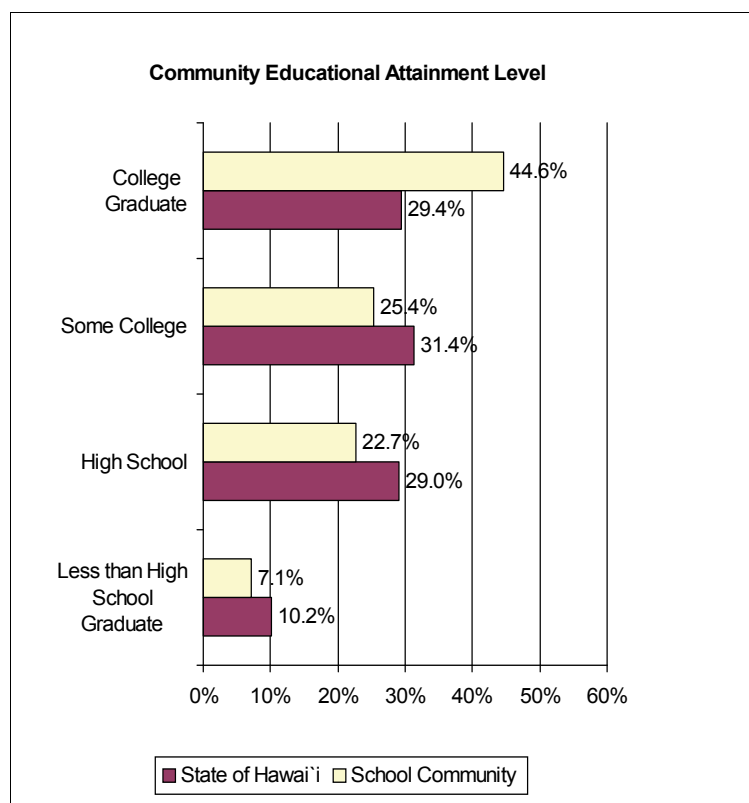
School Setting

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

Roosevelt HSC	School Community	State of Hawai'i
Total population	61,209	1,360,301
Percentage of population aged 5-19	13.2%	18.4%
Median age of population	44.3	38.6
Number of family households	14,214	313,907
Median household income	\$78,049	\$66,420



School Improvement

Summary of Progress

Lincoln Elementary has three overarching goals to drive what we do at the school. We made it simple to remember: **A**BCs **A**ttendance Increase, **B**ehavior Decrease, and **C**lose the Achievement Gap. In 2016, our chronic absenteeism was at 16% and it dropped to 11% in 2017. We are awaiting our 2018 numbers but preliminary figures put us at 10-11%. Pacific Islanders and Kindergarteners have the poorest attendance and we are actively seeking to support these students. We selected to target attendance because we believe that we first had to get the students in school and then we could work on their negative behaviors (if they have). Our negative behaviors have not yet decreased but we believe that with the "Choose Love" Social-Emotional Learning program that we will see a decline in negative behaviors in a couple more years. This then leads us to Closing the Achievement Gap.

Lincoln has fully implemented the academic standards in English Language Arts (ELA) and Math and just completed a vertical alignment of Curriculum Maps in both content areas to help us see where we might have instructional holes, where we might need to go deeper into the curriculum and what could be shaved back. We will be focusing the upcoming school year on the implementation and monitoring of these maps and then start a similar process for the Next Generation Science Standards (NGSS).

These curriculum maps are the first stage in closing our gap. Although we are above the State average our scores seem to be a bit stagnant. 52% of our testing grades meet proficiency for ELA just above the State average of 51%. We are at 54% meeting proficiency for Math (State's average is 48%) and 67% for Science (State at 58%). Our academic achievement gap according to Strive HI is at 34 points for ELA and 23 for Math and we would like that to go down. Next year we have created a dedicated block of during the school day to target specific interventions in small groups as a means to further close the gap.

Another measure of student progress is the Median Growth Percentile (MGP) which tracks average progress on State assessments. Lincoln went from 44 up to 62 in ELA and from 70 to 72 in Math. We are also looking at 64% of our Third graders reading near, at or above grade level.

Another means to close our achievement gap is provide more inclusivity for our special education and English Language learners. We are currently at 25% for inclusion and need to be at 63% by 2020. We are trying some innovation approaches to allow more opportunity for student inclusivity. Lincoln is also looking into ways to provide better transitions between grade levels and schools.

The State Strategic Plan has Well-Rounded and Whole Child as targets for Student Success and the progress that we have made is directly tied to these goals.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		27.0
Regular Instruction, FTE	74.0%	20.0
Special Instruction, FTE	22.2%	6.0
Supplemental Instruction, FTE	3.7%	1.0

Teacher headcount		27
Teachers with 5 or more years at this school		18
Teachers' average years of experience		17.6
Teachers with advanced degrees		7

Professional Teacher Credentials¹

Fully licensed	100.0%	27
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 Staff²

Regular Instruction	14.1
Special Instruction	6.6

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	3.0
Librarians, FTE	1.0
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

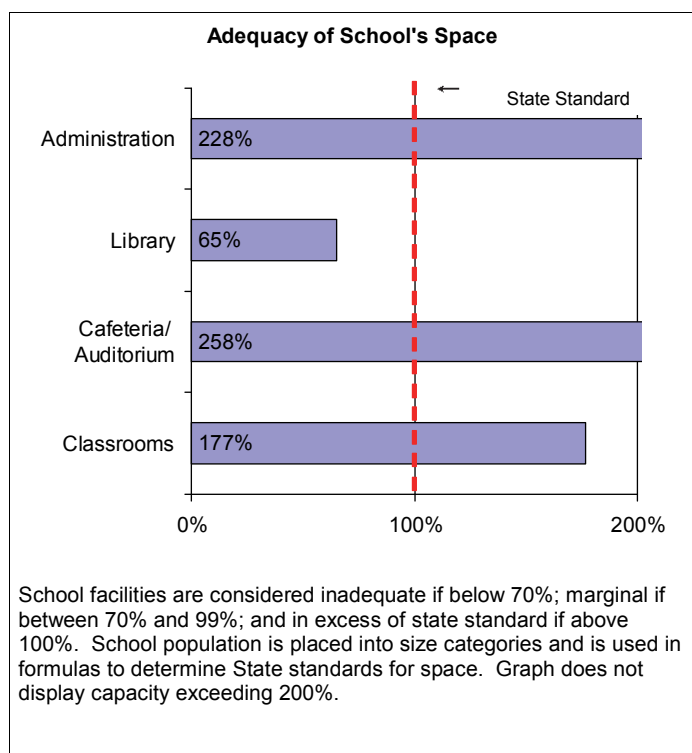
Classrooms available	35
Number of classrooms short (-) or over (+)	1

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	83.9%	77.9%	79.9%	86.0%	69.4%	71.4%
	2020	83.3%	76.7%	89.7%	86.3%	61.9%	68.2%
Well-Being	2019	83.6%	76.5%	86.6%	90.7%	--	--
	2020	77.7%	75.7%	91.5%	91.0%	--	--
Satisfaction	2019	84.2%	74.8%	83.6%	86.6%	--	--
	2020	76.3%	72.9%	90.3%	87.5%	--	--
Involvement/Engagement	2019	85.2%	74.6%	68.2%	74.9%	--	--
	2020	85.1%	73.2%	78.9%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	85.1%	79.9%	33.1%	34.9%	85.7%	86.0%
	2020	90.0%	84.5%	30.2%	37.7%	76.2%	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.

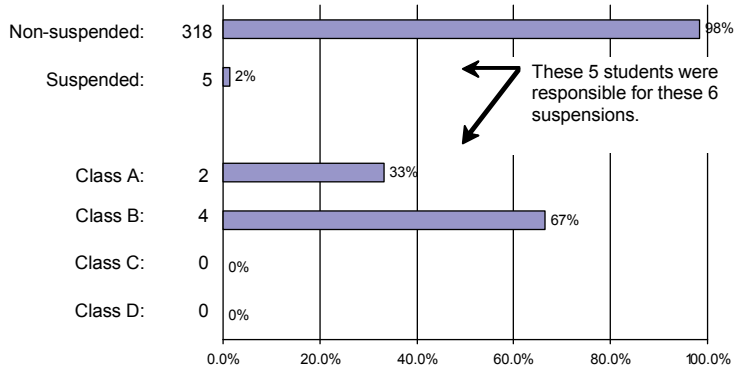
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
94.8%	94.3%	94.4%	95.0%
Average Daily Absences: in days (lower is better)			
9.4	10.0	7.4	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	270	263	261
Percent retained in grade	0%	0%	0%

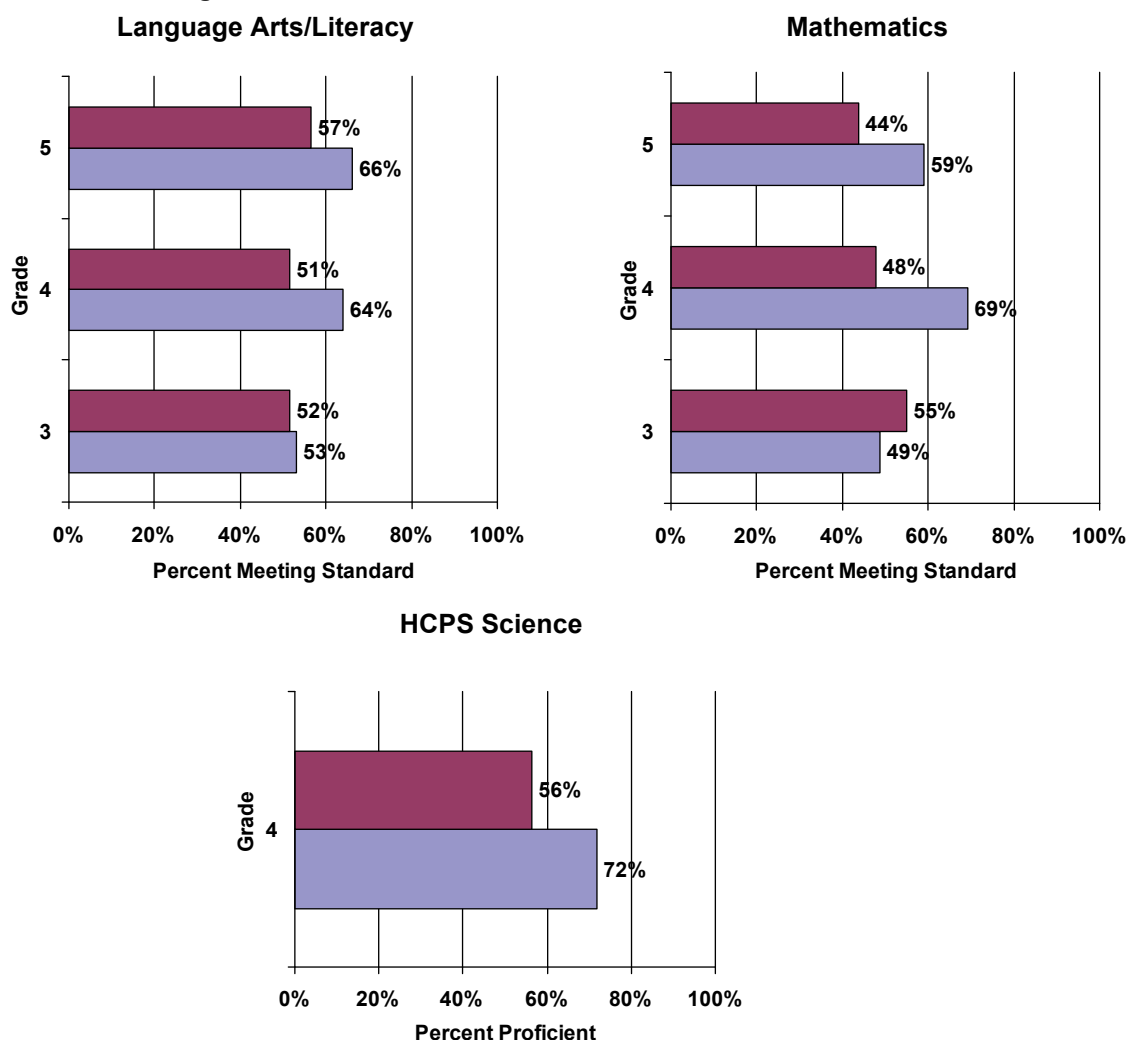
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Vital Signs

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

Abraham Lincoln 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 2023.

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