

# Puohala Elementary School

School Code: 314

Grades K-6

## 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:

Puohala Elementary School  
45-233 Kulauli Street  
Kaneohe, Hawaii 96744

### 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

Pū'ōhala Elementary school has served the residents of Pū'ōhala Village, Pikoliloa, Kokokahi, for more than 50 years. The school has serviced the Hawaiian language immersion program for 30 years and has recently expanded through grade 8.

The strong English program focuses on the Common Core State Standards (CCSS) with a large emphasis on math problem-solving abilities and strengthening the writing skills of all students.

The Hawaiian Language Immersion Program (HLIP) was established in 1990. The Kaiapuni students learn all subjects through the medium of Hawaiian language for the entire school day. English is introduced into the program at the fifth-grade level. The Kaiapuni Hawaiian language arts standards were recently accepted and released this past school year 2016-17 which guide the programs Hawaiian language arts curriculum, including oral language proficiency.

The Academic and Financial Plan guides the school in the implementation of strong learning strategies with an emphasis in math, language arts, and project-based learning. The school is focused on increasing student achievement, closing the achievement gap, and providing quality support for all students. Teacher-generated common core monthly assessments, weekly data teams, iReady Math and Reading diagnostic tests, and Loiloi Heluhelu to track students' progress and identify students needing added support and interventions.

The school places a huge emphasis on technology and the use of Google Apps for Education (GAPE) with every student having a one-to-one device. Grades K-1 have iPads/Android Tablets and grades 2-6 have access to Chromebooks on a daily basis. STEM is a large focus at the school with access to robotics, coding, 3D printing, aquaponics, gardens and greenhouse, STEM classes, and other activities to prepare students for future college and career readiness.

The Kamehameha Schools partnership provides direct service training to all Kaiapuni teachers and co-plans and co-teaches integrated art, science, and writing with K-3 English teachers.

The administration, faculty, and staff understand that learning must be relevant, relatable, and hands-on. Thus, the school continues to partner as stewards to mālama 'āina with place-based learning at Waikalualoko and He'eia fishponds. The school provides a variety of elective opportunities with its mālama 'āina, multimedia, ceramic art, technology, STEM, HĀ focused guidance, and PE programs.

The school has a free after-school program, Mālama Ko'olaupoko that is sponsored by the 21st Century Grant. It is focused on tutoring in school work and Hawaiian culture and language enrichment activities, including site visit field trips. There is also the option of A+ that is directed by the YMCA.

The school holds yearly events like Culture Day, Wellness Fair, College/Career Fair, Pū'ōHALLOWEEN, STEM Night, Winter 'Ohana Activity, 'Ōlelo Hawai'i Night, and other 'ohana engagement opportunities.

## School Setting

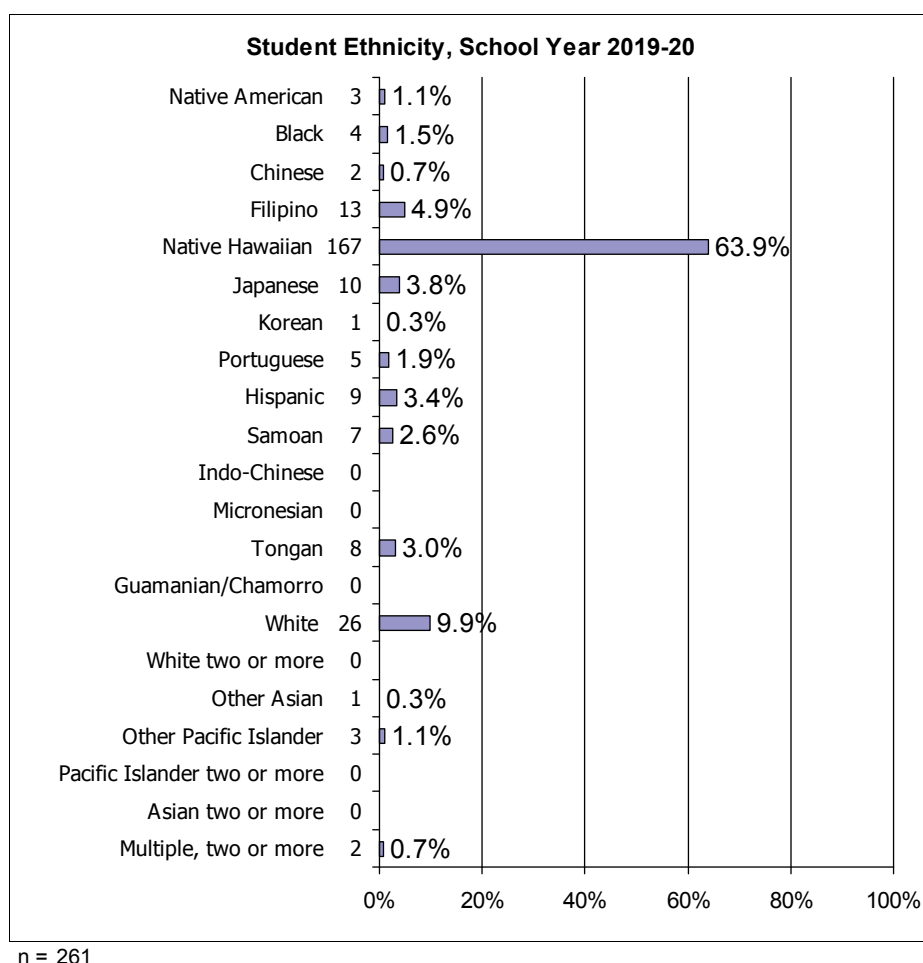
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	272	247	261	Number and percent of students in Special Education programs	30 11.0%	25 10.1%	32 12.2%
Number and percent of students enrolled for the entire school year	249 91.5%	241 97.5%	235 90.0%	Number and percent of students with limited English proficiency	* *	* *	* *
Number and percent of students receiving free or reduced-cost lunch	170 62.5%	153 61.9%	157 60.1%				

Note. -- means missing data.

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

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



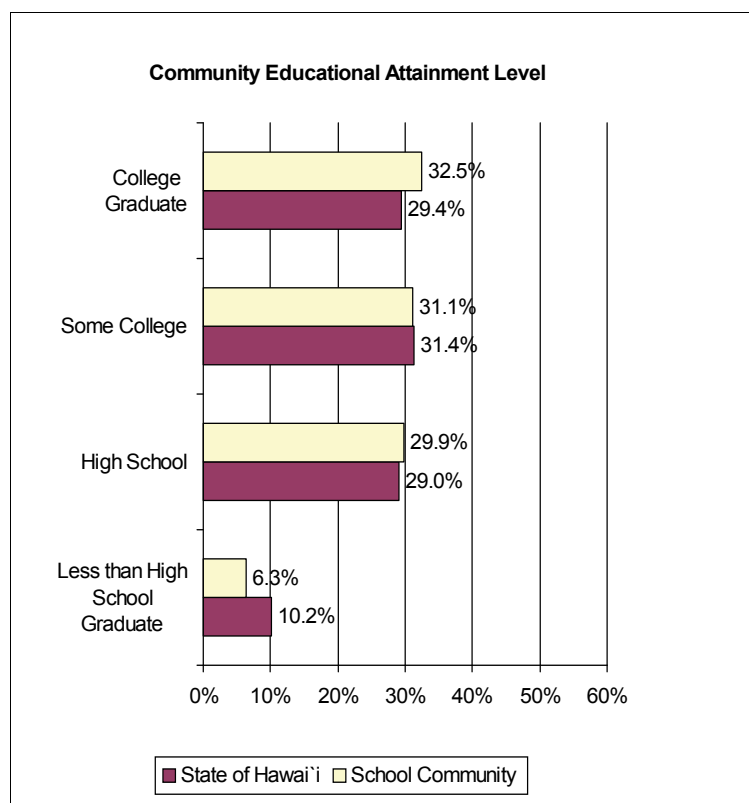
## School Setting

### 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

Castle HSC	School Community	State of Hawai'i
Total population	51,945	1,360,301
Percentage of population aged 5-19	17.9%	18.4%
Median age of population	41.4	38.6
Number of family households	12,759	313,907
Median household income	\$93,141	\$66,420



## School Improvement

### Summary of Progress

Pūhala school continued to implement the State-approved Wonders ELA curriculum, in English grades K-6 and SPED classrooms. It was the first full year using the Ready Math curriculum in Grades K-6 in all English speaking classrooms in conjunction with the iReady programs diagnostic testing, progress monitoring, and student intervention components.

The Hawaiian language immersion program expanded to grade 7 and will add grade 8 in SY2019-20. This past year (HLIP) kumu (teachers) continued to work on aligning their language arts curriculum, reading materials, pacing guides, and assessments to the new Papahana Kaiapuni standards for all grade levels. Teacher-translated Stepping Stones, Ready Math, and Engage New York, were used with the integration of Hawaiian indigenous math. Teachers continued to create and strengthen community partnerships to provide opportunities to teach through project-based, hands-on, service learning, and school/community problem-solving.

English and Kaiapuni programs collaborated over several meetings to create a Writing Continuum draft using student pieces as evidence for the writing stages in English language and in Hawaiian language.

The core curriculum was supplemented by providing teachers training on best practices to implement small groups within language arts and math using a variety of strategies, programs and creation of skill-focused centers and small grouping to address and strengthen specific skills.

The CCSS writing standards and math problem-solving standards have been the main focus for all classes for the past three years. Weekly data teams were used to address these standards to track student progress and instructional implementation. Teachers met in grade-level groupings of PK-2 and 3-6. SPED teachers attended the appropriate grade level group. The Curriculum Coordinator/Academic Coach and RtI Specialist continued to provide facilitation, support, and follow-up training in these areas for all teachers.

The RTI flow chart continues to be shared with faculty and staff each school year. Checklists and templates have been created and shared with teachers to help in identifying struggling students and to document interventions and progress. Regular administrative and coaching learning walks into classrooms continued to identify the need for continued professional development in differentiation and small-group teaching/re-teaching and other Tier 1 strategies. The school to use iReady Reading and Math universal screener which was administered three times a year to help track progress and identify students needing more levels of support. This new program also provided online lessons for the specific deficit skill/s tailored for each student. Identified, tier 3, students received additional pull-out intervention in math and language arts.

PBIS included assemblies for monthly recognition of students who exemplify the 5R's (Respect, Responsibility, Relationships, Resourcefulness, and Resiliency), classes with 75% or greater perfect attendance, and quarterly academic recognition for Honor Roll and Principal's List. This is the second year of a POPS citizen of the year to recognize students who have demonstrated exemplary and consistent school service to others throughout the entire year. Recipients of this honor attended a Principal's Breakfast that was held in the library. The counselor provided regularly scheduled guidance classes during data team rotations.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		19.5
Regular Instruction, FTE	74.3%	14.5
Special Instruction, FTE	25.6%	5.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		20
Teachers with 5 or more years at this school		9
Teachers' average years of experience		9.7
Teachers with advanced degrees		4

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	80.0%	16
Emergency hires	20.0%	4

<sup>1</sup> Totals may not equal 100% due to rounding.  
Professional Teacher Credentials are based on teacher headcount number.

#### Students per Teaching Staff

<sup>2</sup>

Regular Instruction	15.7
Special Instruction	6.4

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

<sup>3</sup> 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

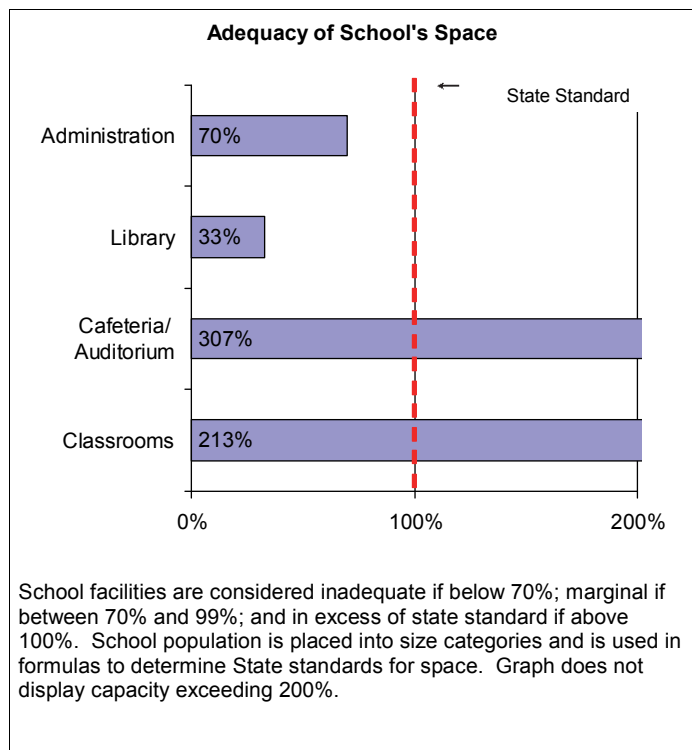
Classrooms available	30
Number of classrooms short (-) or over (+)	4

#### 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	72.5%	77.9%	72.1%	86.0%	65.8%	71.4%
	2020	66.3%	66.4%	71.1%	81.1%	--	58.7%
Well-Being	2019	72.0%	76.5%	87.2%	90.7%	--	--
	2020	67.1%	68.1%	82.5%	86.4%	--	--
Satisfaction	2019	63.5%	74.8%	71.1%	86.6%	--	--
	2020	58.9%	63.2%	68.3%	80.2%	--	--
Involvement/Engagement	2019	69.0%	74.6%	70.8%	74.9%	--	--
	2020	69.4%	66.4%	65.8%	68.0%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	68.0%	79.9%	17.1%	34.9%	85.3%	86.0%
	2020	100.0%	70.8%	29.6%	26.3%	65.0%	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.

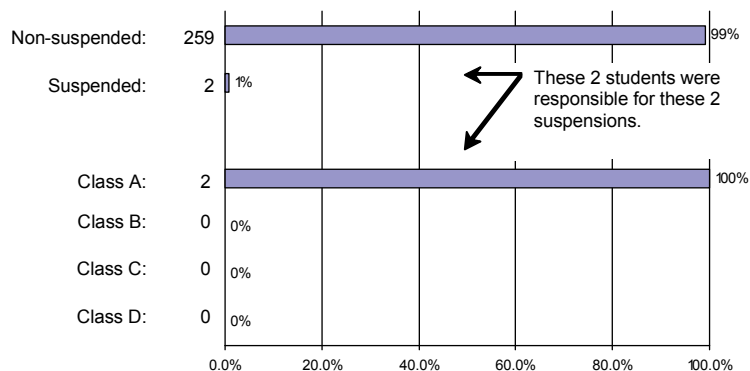
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
<b>Average Daily Attendance: %</b> (higher is better)			
93.8%	93.8%	93.9%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
10.8	10.8	8.1	<b>9</b>

#### 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	228	209	219
Percent retained in grade	0%	0%	0%

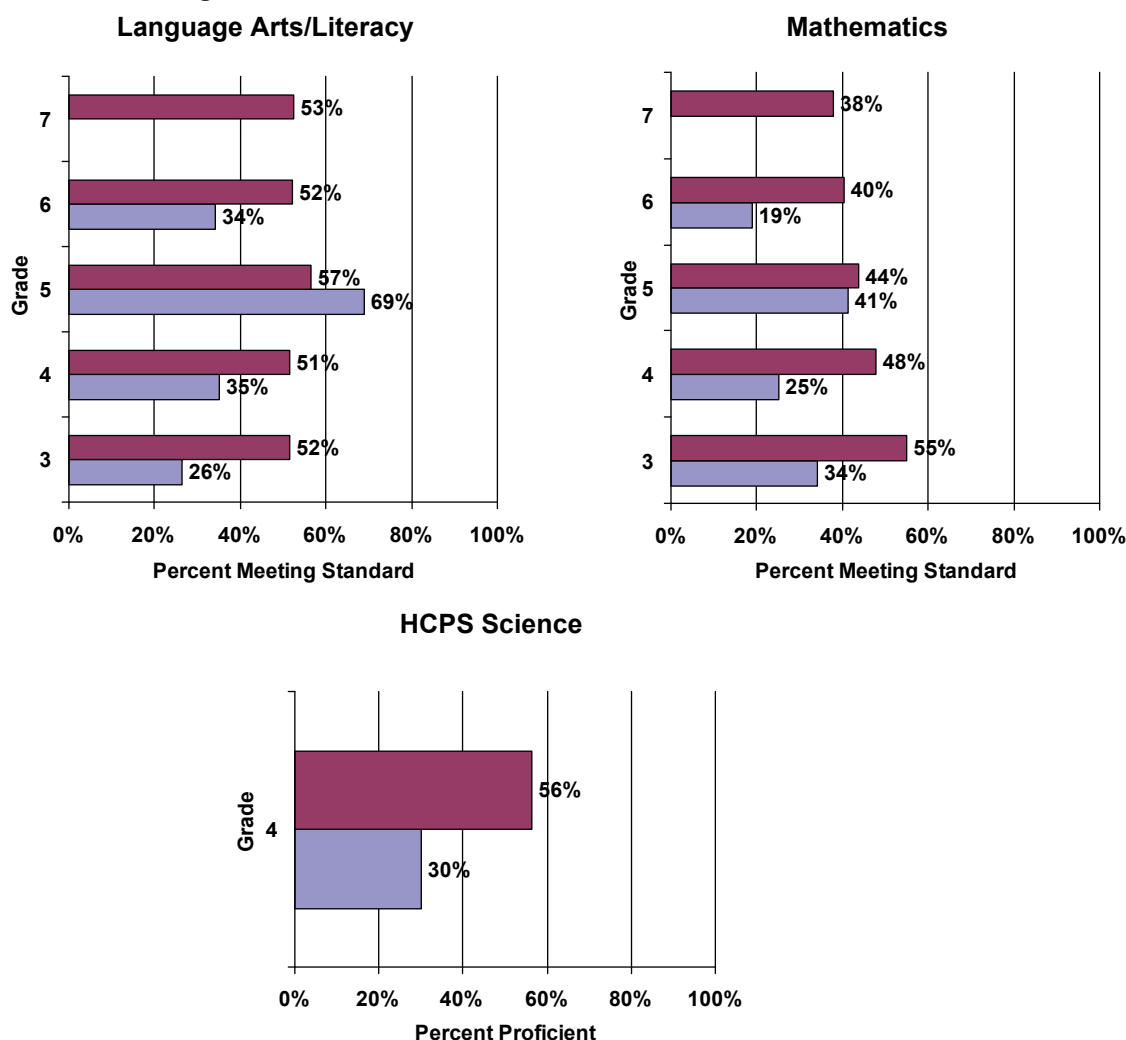
Note. -- means missing data.

\* 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.



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

Puohala 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 2024.

Published on June 7, 2021.

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