

Keoneula Elementary School

School Code: 294

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Keoneula Elementary School
91-970 Kaileolea Drive
Ewa Beach, Hawaii 96706

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

The bronze kumu (teacher) statue that fronts Keone`ula Elementary School, represents the past thirteen years of students that have passed through our school. As envisioned by Artist Karen Lucas in 2011, our students represent the coral rich grains of sand, which flow through the kumu's hands. Keone`ula is located in the Ocean Pointe subdivision which continues to be a growing community. Presently our enrollment is 975 students. School year 2019-2020 was our first year as a grade K-5 school, as our 6th graders relocated to Ewa Makai Middle School.

We are committed to provide a standards based curriculum in a positive, caring environment, which promotes lifelong opportunities for our students. Our students demonstrate and exemplify the S.T.R.I.P.E.S. qualities in school and the community. Students leave our school with character traits such as: Successful (S), Trustworthy (T), Responsible (R), Integrity (I), Purposeful (P), Empathetic (E) and Safe (S).

KES incorporates a school-wide inclusion program for SpED and EL students and supports all students through a multi-tiered support system where the STAR universal screener is utilized to provide student data in reading and math. We also continue to promote college/career readiness through the implementation of the Advancement Via Individual Determination (AVID) Program for all grades. The school is also a member of the National Elementary Honor Society (NEHS). Co-curricular activities are also available to students through a Sustainable Living Club, Aquaponics Club, foreign language instruction in Japanese, a service learning club called Kids Initiating Change (KIC), a media production program called Cub News, and several other clubs in after school enrichment program called Cub Clubs.

We continue our efforts for parent involvement and community partnerships. Parent Coffee Hours are hosted quarterly to "talk story" and for information on selected topics. Every grade level plans and offers a parent/student participation/activity time and many activities have a connection to a community based organization. Parents readily volunteer to support the school during Book Fairs, Family Fun Fair, Picture-Taking, and other school-wide functions. Significant community partnerships include Haseko Inc., Ewa Weed & Seed, Kamaaina Kids, UFC Gym Waikale, Seagull Pre-School, and Ewa Puuloa Outrigger Canoe Club. Finally, KES continues to find ways to support our military students and families. Participation in several DoDEA grants have allowed KES to address transitions for military students through campus tours and welcoming activities as well as curriculum supports that include STEM initiatives.

Our school community (teachers, staff, parents, students and neighborhood) endeavor to best educate, develop, nurture and prepare our students to confidently meet expectations, demands and challenges as they arise.

School Setting

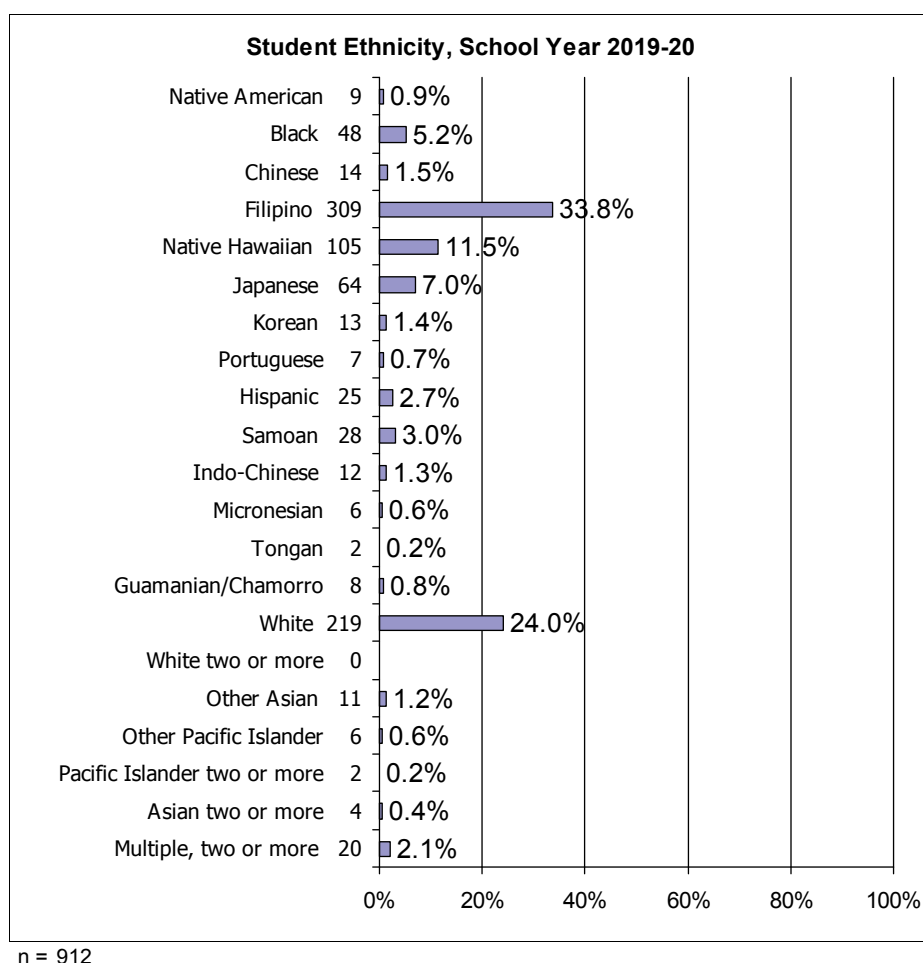
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	1037	1072	912	Number and percent of students in Special Education programs	59 5.6%	67 6.2%	62 6.7%
Number and percent of students enrolled for the entire school year	928 89.4%	990 92.3%	866 94.9%	Number and percent of students with limited English proficiency	36 3.4%	51 4.7%	46 5.0%
Number and percent of students receiving free or reduced-cost lunch	297 28.6%	277 25.8%	239 26.2%				

Note. -- means missing data.

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

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



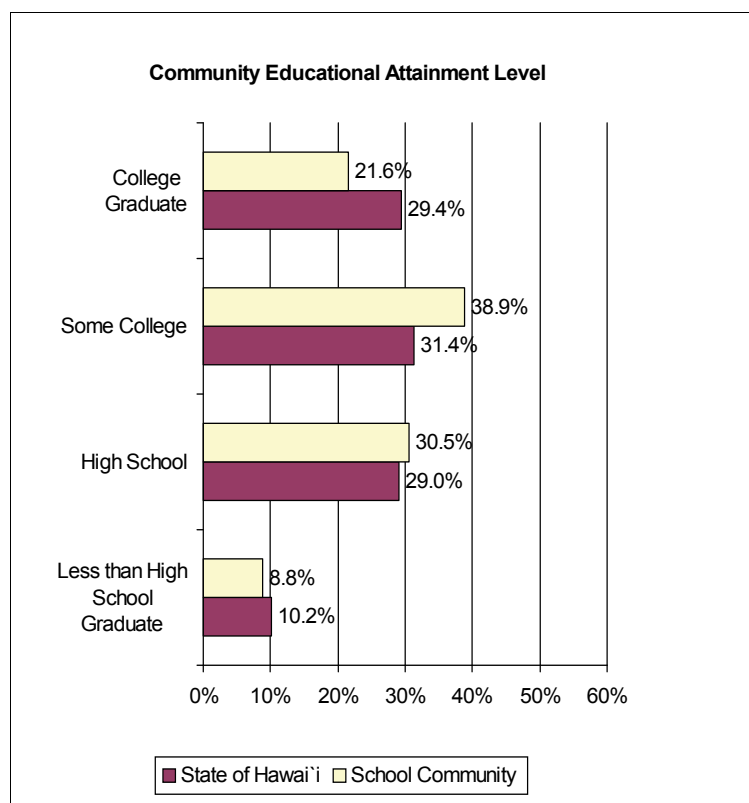
School Setting

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

Campbell HSC	School Community	State of Hawai'i
Total population	62,735	1,360,301
Percentage of population aged 5-19	23.2%	18.4%
Median age of population	32.9	38.6
Number of family households	14,271	313,907
Median household income	\$70,223	\$66,420



School Improvement

Summary of Progress

In 2018-19, Keone`ula Elementary School was awarded WASC accreditation for the next six years. The summary of our progress below is based on the findings identified as part of the WASC self-study process.

For Academic Plan Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

From the school's inception in 2006 until SY 2013-14, we used the workshop model in reading and writing and math as an instructional framework. Academic performance data demonstrates that our students were able to perform at consistently higher levels with the framework in place. In 2016 we transitioned back to implementing those best practices. The chart below illustrates the progress of our students and teachers as we continue to work through this transition.

Comparison of SBA Scores 2014-15 to 2018-19 (prelim)

	ELA 15-16	ELA 16-17	ELA 17-18	ELA 18-19	Math 15-16	Math 16-17	Math 17-18	Math 18-19	Sci 15-16	Sci 16-17	Sci 17-18	Sci 18-19
Grade 3	45%	51%	59%	68%	50%	63%	61%	70%				
Grade 4	47%	40%	44%	61%	32%	39%	44%	56%	40%	44%	54%	61%
Grade 5	51%	45%	47%	60%	26%	21%	24%	43%				
Grade 6	57%	46%	51%	55%	39%	36%	34%	37%				
Grades 3-6	50%	45%	50%	61%	37%	40%	41%	52%				

For Academic Plan Goal 2: Staff Success:Public schools have a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

To support best practices in instruction in SY 2016-17, our Principal shifted the school's focus to mapping of CCSS. Using PD substitute days and Wednesday team meetings, grade levels revisited their maps, re-prioritized standards where necessary and used the state's textbooks as a resource. Not all grade levels were able to complete this task in 2016-17.

In SY 2017-18, the school continued this process with professional development from Tremain Nelson. The implementation of Tremain's model of the DDIC is on-going. We started with the training of the leadership team and the GLCs (9/29/17 & 2/9/18) and then full faculty (10/20/17 & 3/9/18). Grade levels continued to use 2 designated Wednesdays and TSGs as planning and team meetings. We ended SY 2017- 2018, with a greater common understanding of the entire mapping and DDIC process as well as curriculum maps that are "finalized". Through DDIC and our PLC meetings, teachers were also asked to examine the effectiveness of their core Instruction (tier 1). Questions that were explored included: Is the data from formative assessments used effectively? Are small groups formed to address student's need? Are lessons differentiated using a different strategy? What resources are available to address needs?

For Academic Plan Goal 3: The system and culture of public education work to effectively organize financial, human and community resources in support of student success.

Our school's mission is to "inspire all students to become responsible, productive, caring citizens in a global society." As a school, we've have been involved in service to both school and community as priorities for our students, but our parent involvement needed a booster shot. As a result, our school started integrating activities that incorporate the parents as well as the greater community. Keone`ula now balances academics with community service projects throughout the year, and every grade volunteers and participates in service projects. Our students' involvement and participation with community resources and organizations has instilled a sense of community responsibility and environmental stewardship in them.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		55.0
Regular Instruction, FTE	89.0%	49.0
Special Instruction, FTE	10.9%	6.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		55
Teachers with 5 or more years at this school		34
Teachers' average years of experience		10.6
Teachers with advanced degrees		17

Professional Teacher Credentials

¹

Fully licensed	100.0%	55
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	17.3
Special Instruction	10.3

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	3.0
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

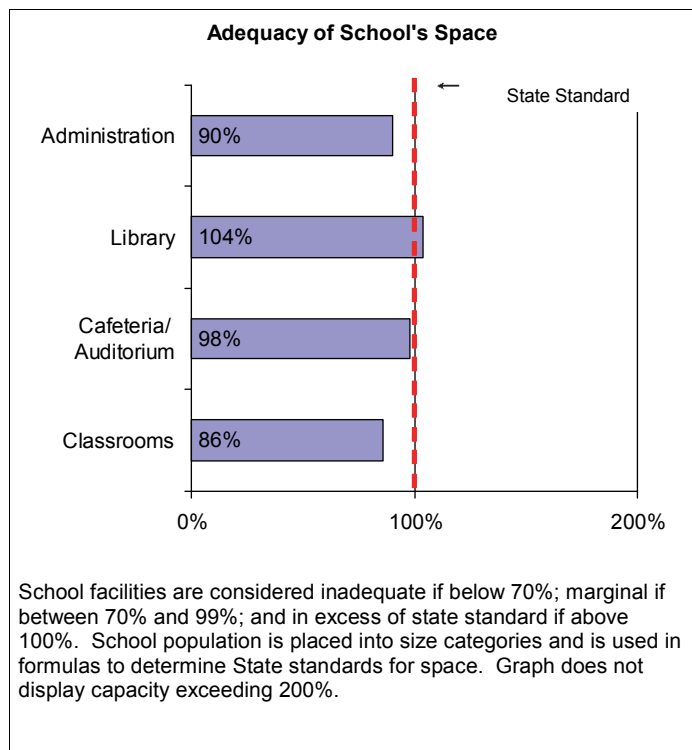
Classrooms available	43
Number of classrooms short (-) or over (+)	0

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	66.9%	77.9%	82.0%	86.0%	71.8%	71.4%
	2020	70.4%	76.7%	78.6%	86.3%	69.1%	68.2%
Well-Being	2019	62.5%	76.5%	87.5%	90.7%	--	--
	2020	57.2%	75.7%	85.2%	91.0%	--	--
Satisfaction	2019	60.5%	74.8%	78.3%	86.6%	--	--
	2020	56.0%	72.9%	80.4%	87.5%	--	--
Involvement/Engagement	2019	57.0%	74.6%	64.2%	74.9%	--	--
	2020	52.9%	73.2%	62.7%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	60.6%	79.9%	29.9%	34.9%	89.4%	86.0%
	2020	92.3%	84.5%	29.2%	37.7%	89.1%	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.

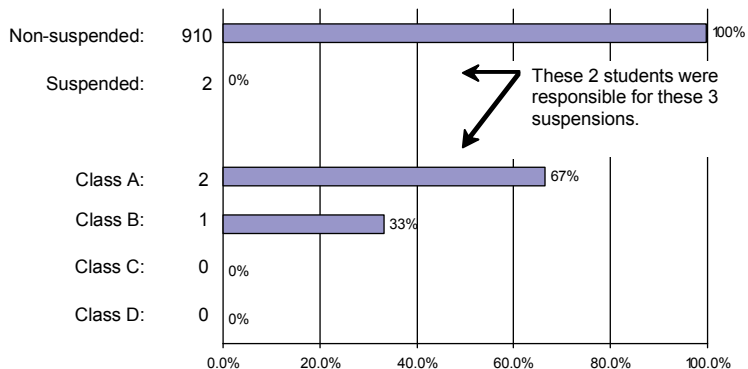
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
95.3%	95.0%	94.8%	95.0%
Average Daily Absences: in days (lower is better)			
8.3	8.8	6.8	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	879	905	760
Percent retained in grade	0%	0%	0%

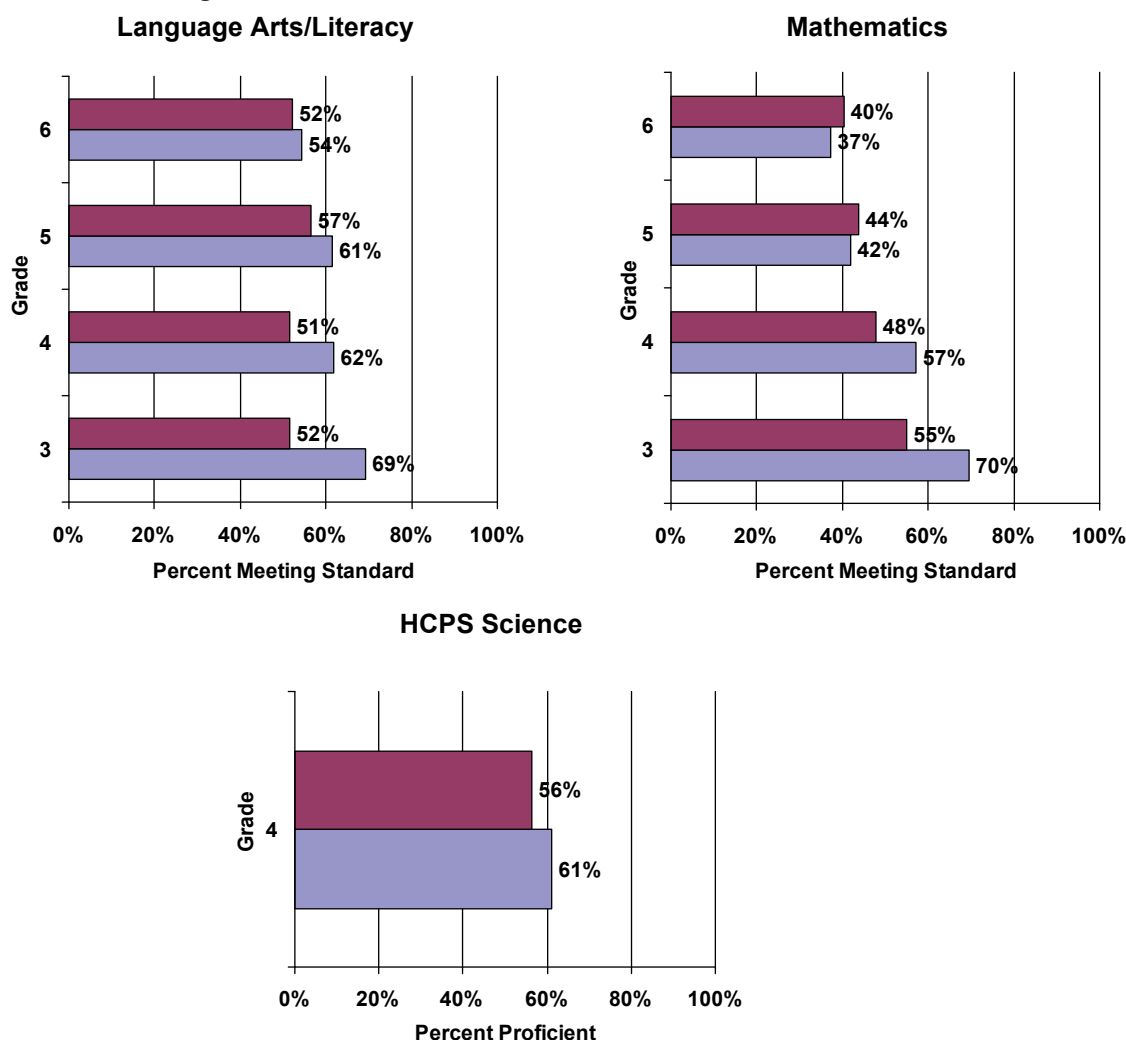
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Vital Signs

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

Keoneula 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.