Lehua Elementary School

School Code: 268

Grades   K-6

School Status and Improvement Report   School Year 2019-20

Contents

School Address:

Lehua Elementary School
791 Lehua Avenue
Pearl City, Hawaii 96782

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

Lehua Elementary School is located at 791 Lehua Avenue, Pearl City, Hawaii, and was originally established in 1907 as Pearl City School. It moved to its present location in 1965 and was renamed in 1969. On April 23, 2013, the school earned the distinction of being the first "Lighthouse School" in Hawaii and the 45th in the world as part of the Franklin Covey "Leader in Me" program. This honor is bestowed upon schools that meet stringent standards of practice in nine criteria areas based on Covey's, Habits of Highly Effective People.

Lehua Elementary School empowers students to take an active role in their own learning. We believe that everyone can be a leader, everyone has genius, and change starts with me. Through our school-wide emphasis on Project Based Learning, students are involved in projects that integrate many content areas to help solve real-world problems. These projects culminate in a student led yearly public showcase called Leadership Day.

Equity, opportunity, and student voice are part of academic and social life at Lehua Elementary School. As a one to one computer school, each student has daily access to digital devices to help them differentiate and apply their learning. Lighthouse leaders (Lehua's student council) give students a voice in school improvement, support programs, and community service efforts.

In October of 2019, Lehua Elementary opened the Ohana Transition Center to provide students and families with a specially designed space to support their unique transitional needs. Our Anchored4Life Club and Ohana Student Leaders help to provide transitioning support and a nurturing environment for our new and military impacted students.

Lehua Elementary believes in the whole child philosophy. The school provides students the opportunity to develop academic, physical, and artistic talents. Some of the extra curricular opportunities available to students include: basketball, football, chorus, soccer, STEM (science, technology, engineering, and math) activities, a Summer Bridge Program, track and field, tutoring, and ukulele.

Students, teachers, and support staff are actively seeking innovative ways to lead and learn. Every grade level creates parent engagement activities where parents and students can learn content skills and knowledge together. Students are also given the opportunity to demonstrate the Hawaii DOE General Learner Outcomes by presenting daily morning messages, leading parent conferences, and participating in school assemblies and performances.

School Setting

Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	234	276	254	Number and percent of students in Special Education programs	23	30	29
					9.8%	10.8%	11.4%
Number and percent of students enrolled for the entire school year	191	238	181	Number and percent of students with limited English proficiency	47	55	60
	81.6%	86.2%	71.2%		20.0%	19.9%	23.6%
Number and percent of students receiving free or reduced-cost lunch	143	157	150				
	61.1%	56.8%	59.0%				

Note. -- means missing data.
    *   means data not reported to maintain student confidentiality (see FERPA).
    ** means School is participating in the Community Eligibility Provision.

Student Ethnicity, School Year 2019-20

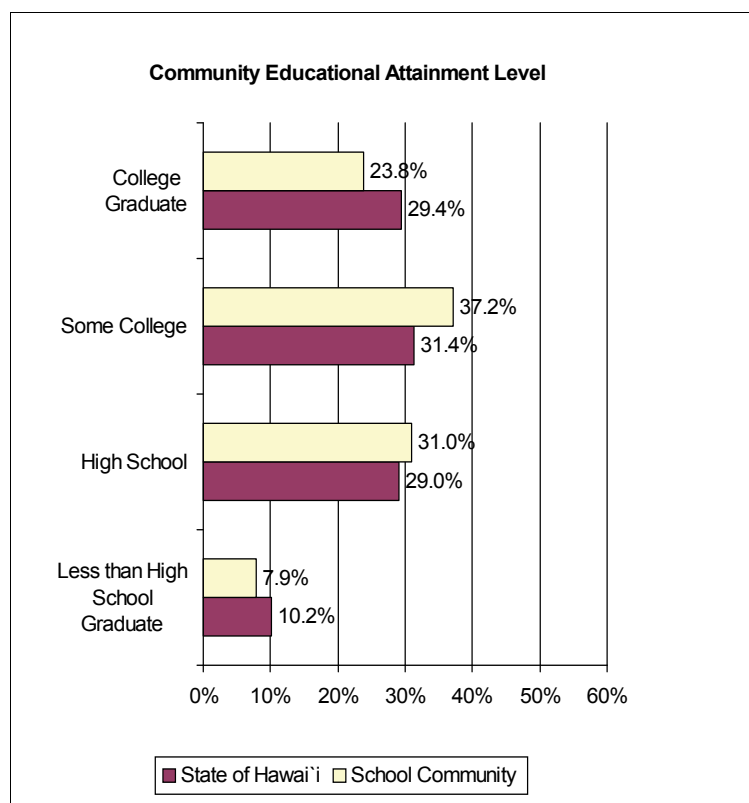| Ethnicity	Count	Percent
Native American	2	0.7%
Black	31	12.2%
Chinese	5	1.9%
Filipino	61	24.0%
Native Hawaiian	26	10.2%
Japanese	3	1.1%
Korean	2	0.7%
Portuguese	1	0.3%
Hispanic	8	3.1%
Samoan	23	9.0%
Indo-Chinese	0	
Micronesian	27	10.6%
Tongan	0	
Guamanian/Chamorro	4	1.5%
White	58	22.8%
White two or more	0	
Other Asian	0	
Other Pacific Islander	3	1.1%
Pacific Islander two or more	0	
Asian two or more	0	
Multiple, two or more	0	

n = 254

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

Pearl City HSC	School Community	State of Hawai`i
Total population	51,078	1,360,301
Percentage of population aged 5-19	16.1%	18.4%
Median age of population	38.2	38.6
Number of family households	11,788	313,907
Median household income	$77,316	$66,420

Community Educational Attainment Level

	State of Hawai`i	School Community
College Graduate	29.4%	23.8%
Some College	31.4%	37.2%
High School	29.0%	31.0%
Less than High School Graduate	10.2%	7.9%

Legend: ■ State of Hawai`i   □ School Community

School Improvement

Summary of Progress

Lehua Elementary School (LES) is a proud Lighthouse School and is the first school in the state of Hawaii to receive Lighthouse Status. Lighthouse status was achieved through a rigorous process that entails all school stakeholders to implement Covey's Habits of Success: Be Proactive, Begin With The End In Mind, Put First Things First, Think Win-Win, Seek First To Understand Then To Be Understood, Synergize, and Sharpen the Saw. Recently, LES has adopted an eighth habit: Finding Your Voice and Helping Others Find Theirs. In SY2018-19, The Leader In Me program recognized LES as a "School of Academic Distinction" for its continued academic growth over the past several years.

The LES Academic plan reflects complex initiatives such as Write Core which focuses on K-12 alignment to improve writing, Achievement Via Individualized Determination which gives students skills to help them be college and career ready, Project Based Learning to integrate content area skills and knowledge with real-world applications, STEM projects that cover Next Generation Science Standards, and complex Health/PE and Fine Arts initiatives.

Extensive work has been done to use student data to help differentiate and drive instruction. Grade level teams continually have Data Team meetings to develop lessons and assessments via the Data Driven Instructional Cycle. In addition to Data Teams, LES uses I-Ready as its universal screener to monitor student progress in English Language Arts and Math. The universal screener data is used in conjunction with teacher developed math fluency assessments and supplementary computer based programs (Reflex Math, IXL Math and Reading, I-Ready Instructional Activities, and Achieve 3000) to increase student achievement.

LES is focused on finding innovation ways for school improvement and student learning.
- In SY2018-19, all teachers and educational assistants were trained in the Design Thinking Process. Through Design Thinking, students learn how to observe, interview, and develop empathetic insights that lead to transformative problem solving.
- Action Teams meet twice a month to develop goals and systems to improve: Accountability (academic and attendance), Environment (culture and physical), and Rewards (academic and social emotional).
- We invest in the next generation of teachers and have partnerships with several University College of Education programs that provide win-win relationships for teacher candidates, mentors, our students, and school.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)[1] | 23.0

Regular Instruction, FTE	69.5%	16.0
Special Instruction, FTE	30.4%	7.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount	23
Teachers with 5 or more years at this school	14
Teachers' average years of experience	13.6
Teachers with advanced degrees	7

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.

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.
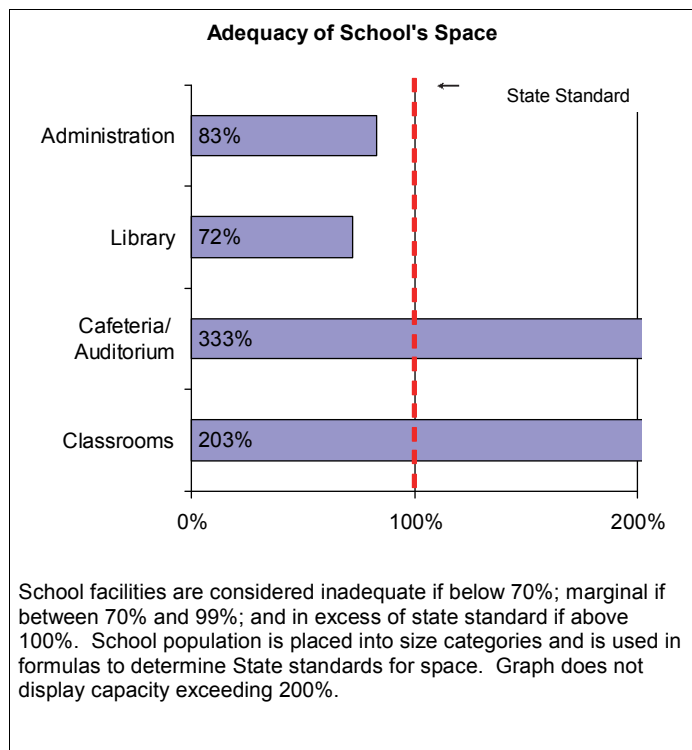
Students per Teaching Staff [2]

Regular Instruction	14.0
Special Instruction	4.1

[2] These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE [3]	2.0
Librarians, FTE	1.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

[3] Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors.

Facilities

School Year Ending 2020

Classrooms available	30
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.

Adequacy of School's Space

- Administration: 83%
- Library: 72%
- Cafeteria/Auditorium: 333%
- Classrooms: 203%

← State Standard

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 * Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	80.1%	77.9%	79.6%	86.0%	71.0%	71.4%
	2020	66.6%	76.7%	88.3%	86.3%	61.3%	68.2%
Well-Being	2019	82.2%	76.5%	87.4%	90.7%	--	--
	2020	61.9%	75.7%	88.1%	91.0%	--	--
Satisfaction	2019	77.0%	74.8%	80.4%	86.6%	--	--
	2020	65.7%	72.9%	88.5%	87.5%	--	--
Involvement/Engagement	2019	83.0%	74.6%	70.0%	74.9%	--	--
	2020	64.4%	73.2%	74.9%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	74.0%	79.9%	24.0%	34.9%	95.3%	86.0%
	2020	77.7%	84.5%	23.2%	37.7%	85.7%	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.
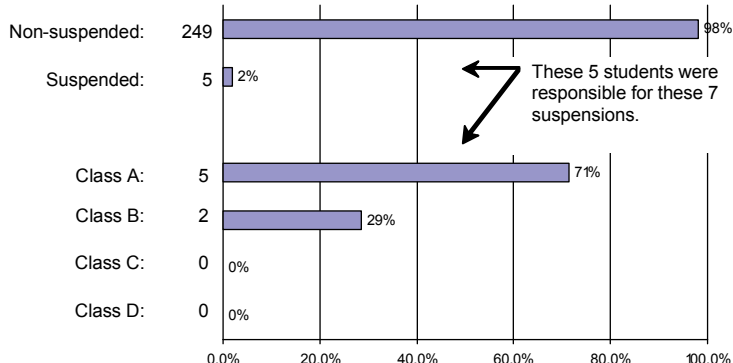
Vital Signs

Student Conduct

Attendance and Absences

	School Year			*State Standard*
	2017-18	2018-19	2019-20	

Average Daily Attendance: %
(higher is better)

94.9%	94.5%	94.6%	**95.0%**

Average Daily Absences: in days
(lower is better)

9.0	9.6	7.2	**9**

Suspensions, School Year 2019-2020

Non-suspended: 249 — 98%
Suspended: 5 — 2%

These 5 students were responsible for these 7 suspensions.

Class A: 5 — 71%
Class B: 2 — 29%
Class C: 0 — 0%
Class D: 0 — 0%

0.0% 20.0% 40.0% 60.0% 80.0% 100.0%

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

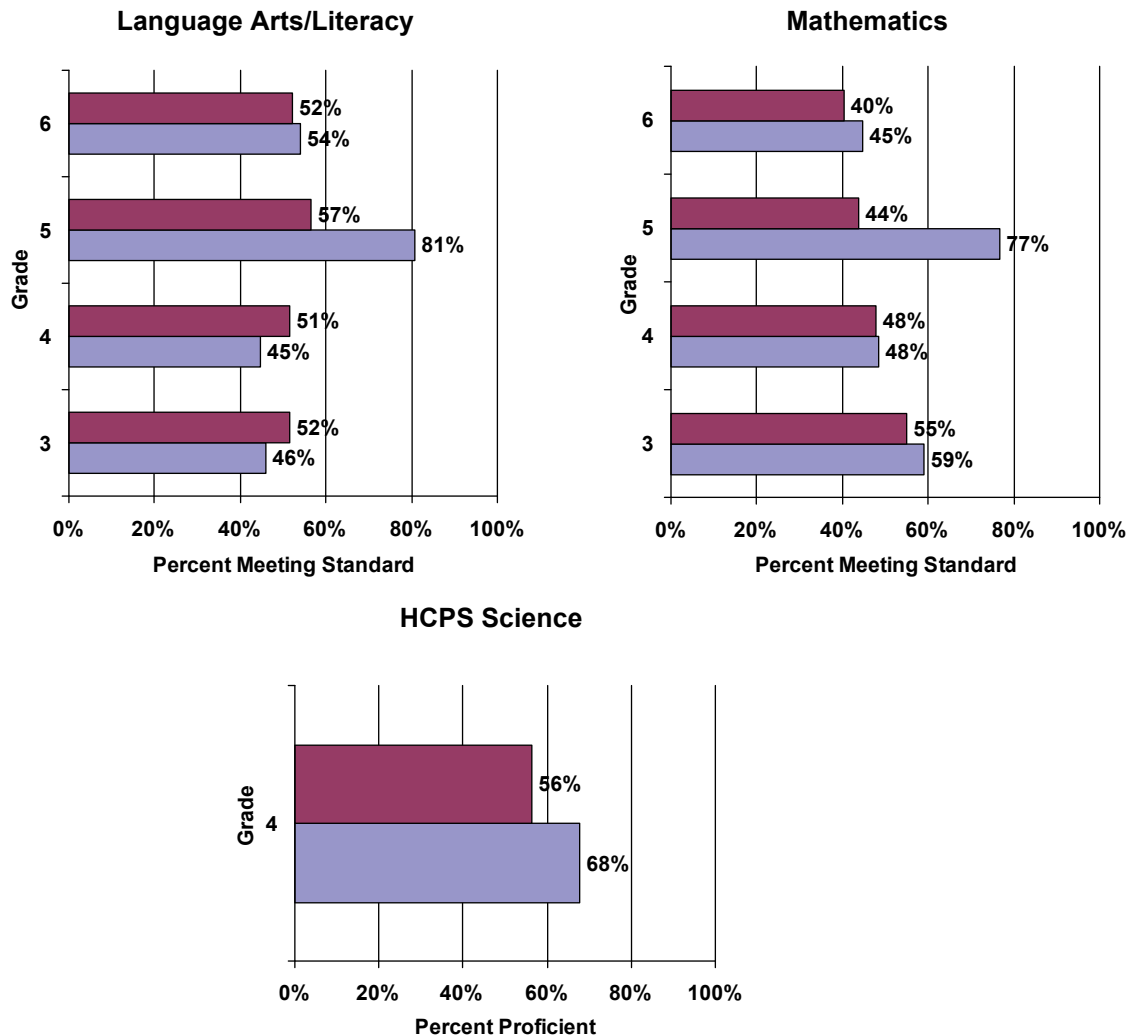|	2018	2019	2020
Total number of students	183	233	215
Percent retained in grade	0%	1%	1%

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.

Language Arts/Literacy

Grade	School	State
6	54%	52%
5	81%	57%
4	45%	51%
3	46%	52%

Percent Meeting Standard

Mathematics

Grade	School	State
6	45%	40%
5	77%	44%
4	48%	48%
3	59%	55%

Percent Meeting Standard

HCPS Science

Grade	School	State
4	68%	56%

Percent Proficient

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.

■ School   ■ State

A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Lehua 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.