

Princess Victoria Kaiulani Elementary School

School Code: 117

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Princess Victoria Kaiulani
Elementary School
783 North King Street
Honolulu, Hawaii 96817

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

Princess Victoria Ka'iulani Elementary School is located in the Kalihi-Palama area of downtown Honolulu. Our school was named in honor of Princess Victoria Kawekiu Lunalilo Kalaninuiāhiālapalapa Ka'iulani Cleghorn, the heir apparent to the throne of the Hawaii Kingdom. The school mascot, the Peacock, celebrates the Princess of the Peacocks. Our school takes great pride in its heritage, which is reflected in the celebration of Princess Ka'iulani's birthday each October.

Ka'iulani Elementary is a pillar of educational opportunities and programs for all of our students, families, and community. The campus serves students in preschool to 5th grade from various ethnic and cultural backgrounds. Most students come from low-income apartments, public housing structures, transitional housing, and homeless shelters. By embracing the many challenges and demographics of our community, the result is an array of diversity. Small group instruction, differentiation, and strategies for ALL is just a small part of how we support our learners.

The needs we meet at Ka'iulani Elementary are not only academic, but also the basic needs of the whole child that when not met prevents learning. Our dedicated certificated and classified staff is committed to excellence in education and realize that parents have a vital role. Our efforts to welcome parent participation includes monthly Coffee Hours, School Community Council (SCC) meetings, annual Open House, Parent-Child Activities and Workshops, Parent-Teacher Conferences, and volunteer opportunities. In addition to partnering with parents to fill the needs of our students, we have formed wonderful community partnerships with Tamashiro Market, Kaumakapili Church, Kalihi-Palama Health Center, Honolulu Museum of Art, The Hawaii Foodbank, Kamehameha Lion's Club, Home Depot, and Honolulu Community Action Program.

In school year 2016-2017, Ka'iulani Elementary underwent its first accreditation process to monitor student learning and set school improvement goals. The rigorous WASC self-study process resulted in Ka'iulani Elementary being awarded the maximum six-year accreditation. This achievement is due to the dedication of our school community to continuously reflect and improve our processes to increase the level of achievement for all of our students.

School Setting

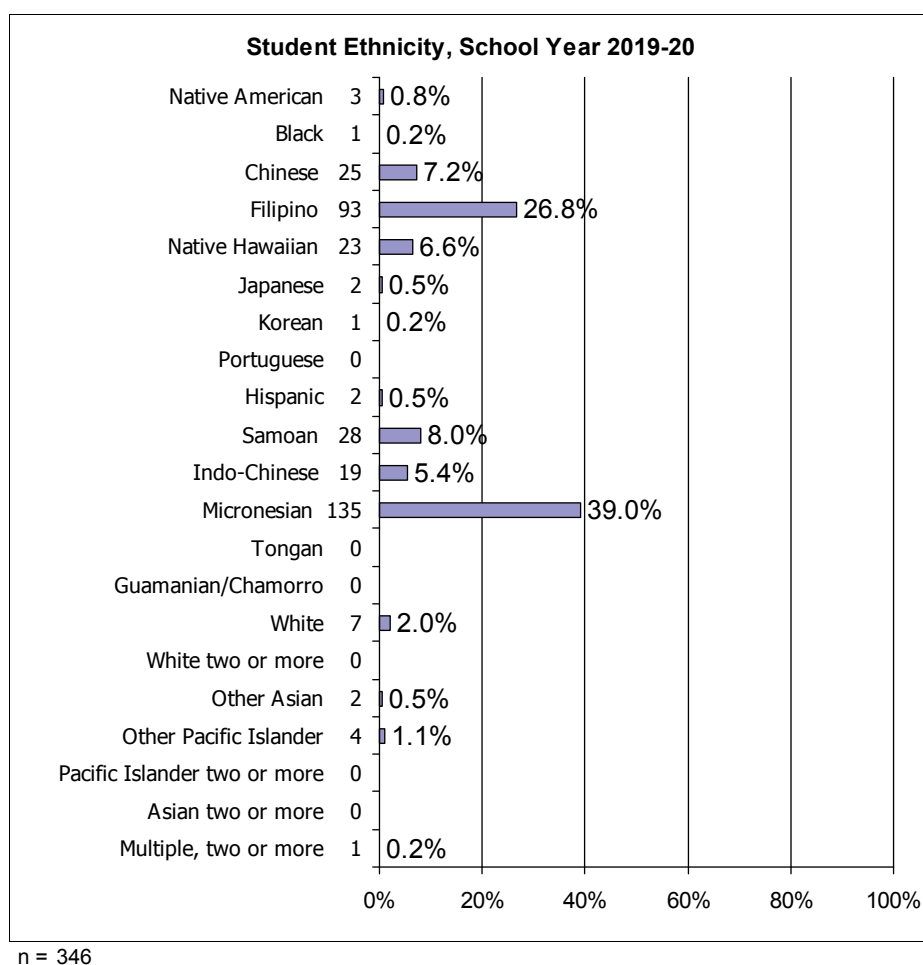
Student Profile

| School year | 2017-18 | 2018-19 | 2019-20 | | 2017-18 | 2018-19 | 2019-20 |
|---|--------------|--------------|--------------|---|--------------|--------------|--------------|
| Fall enrollment | 344 | 336 | 346 | Number and percent of students in Special Education programs | 16 4.6% | 14 4.1% | 16 4.6% |
| Number and percent of students enrolled for the entire school year | 294 85.4% | 295 87.7% | 297 85.8% | Number and percent of students with limited English proficiency | 153 44.4% | 172 51.1% | 171 49.4% |
| Number and percent of students receiving free or reduced-cost lunch | ** ** | ** ** | ** ** | | | | |

Note. -- means missing data.

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

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



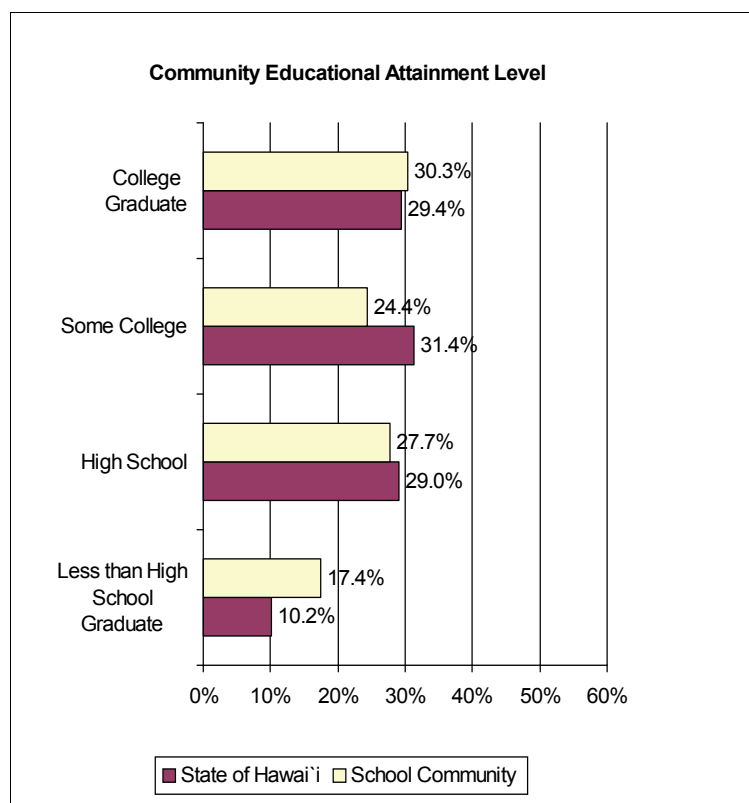
School Setting

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

| McKinley HSC | School Community | State of Hawai'i |
|------------------------------------|------------------|------------------|
| Total population | 76,909 | 1,360,301 |
| Percentage of population aged 5-19 | 12.6% | 18.4% |
| Median age of population | 45.1 | 38.6 |
| Number of family households | 17,183 | 313,907 |
| Median household income | \$52,686 | \$66,420 |



School Improvement

Summary of Progress

Ka'iulani Elementary School is committed in academic excellence and high expectations for all our students. Our school promotes a safe, nurturing, and positive school environment, and ensures that every child achieves and succeeds in school. Ka'iulani continues to make progress towards our school improvement initiatives and efforts.

School's Progress on the State Priority Strategies:

Common Core State Standards (CCSS) - All teachers in grades K-5 fully implement CCSS. The Strive HI data indicates our need to improve overall student achievement and growth. All grade level teachers meet weekly for two hours to discuss student data and plan for curriculum, instruction and assessment. To support our high EL population, all teachers were trained and implemented the Concrete Pictorial Abstract (CPA) strategy for math instruction. Learning Targets are posted in all classrooms to support Language Arts, Math and Science instruction.

Comprehensive Student Support System/Response To Intervention (CSSS/RTI) – STAR has been fully implemented as a universal screener for math and reading for all grades. The information gathered was used to create our system of grade level data walls to keep track and monitor student progress throughout the school year. In addition, students do a monthly benchmark assessment using Evaluate.

Data Teams/Formative Instruction (DT/FI) - We have designated Articulation days and times for each grade level weekly. Articulation Time is dedicated for the Data Teams process in which grade levels are encouraged to plan and facilitate. Common formative assessments and instruction while using research based strategies are discussed during the Data Team process. Student work and assessment data is reviewed and analyzed to make informed decisions that drive instruction. A portion of the Articulation Time is used for Learning Visits. Learning Visits are opportunities for teachers to go into other classrooms to see and learn what students are capable of and doing in other environments. These Learning Visits has opened the doors of all classrooms to teachers including our HeadStart Classrooms and support classes such as technology, library, and PE. Learning Visits have also allowed our teachers to visit the middle school and other elementary schools in our complex.

Educator Effectiveness System (EES) - School wide implementation of each component of EES to support teachers to improve teaching practices and enhance their professional growth. Appropriate PD is provided to our faculty to bring awareness and understanding of the different EES components, processes, and timelines.

Induction and Mentoring (IM) –We provide mentors for new and beginning teachers by establishing 1-1 mentor and mentee pairings, provide scheduled and honored times for reflective conversations, and encourage communication and support for mentors to receive training and professional collaboration. We continue to work with Fully Released Complex Resource Teachers to assist in supporting new teachers to the profession. Providing students with captivating lessons and having control over their classrooms are teacher areas of focus, which will be addressed during Articulation sessions. Formal meetings for new teachers to the school as well as the profession, are held regularly to provide opportunity for new teachers to prepare with guidance for upcoming events that occur routinely such as second site evacuations, the preparation of report cards and parent teacher conferences.

Academic Review Team (ART) - We have an established team consisting of Principal and Focus Group Leads. This team is responsible to monitor and update the implementation and progress of our schoolwide initiatives in our Academic Plan.

Science Technology Engineering Mathematics (STEM) - Adhering to the grade level progressions in standard implementation, we continue to work on integrating STEM lessons with other content areas which will lead to increased student achievement, especially in our Science proficiency scores. K-5 teachers work with their students to participate in our school level Science Fair which determines which of our students will participate in the Honolulu District Science Fair.

College and Career Readiness (CCR) - In our efforts to promote college and career readiness, our school implements strategies as part of our school wide instructional practices with grade level progressions. Annual school wide Career Day is held with lessons supporting this event done throughout the year.

School Resources

Certified Staff

Teaching Staff

| | | |
|---|-------|------|
| Total Full-Time Equivalent (FTE)¹ | | 24.0 |
| Regular Instruction, FTE | 79.1% | 19.0 |
| Special Instruction, FTE | 12.5% | 3.0 |
| Supplemental Instruction, FTE | 8.3% | 2.0 |

| | | |
|--|--|------|
| Teacher headcount | | 24 |
| Teachers with 5 or more years at this school | | 13 |
| Teachers' average years of experience | | 11.1 |
| Teachers with advanced degrees | | 11 |

Professional Teacher Credentials¹

| | | |
|-----------------|--------|----|
| Fully licensed | 100.0% | 24 |
| 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 | 17.3 |
| Special Instruction | 5.3 |

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

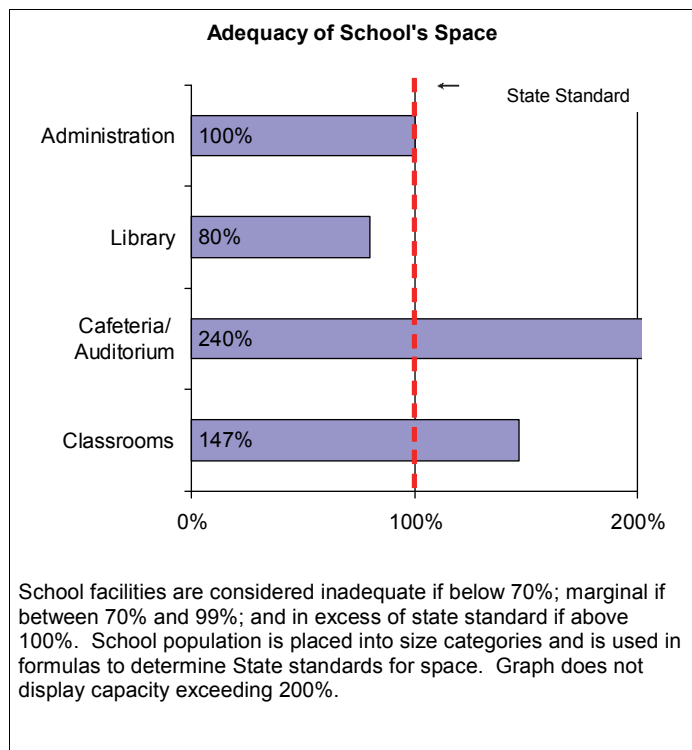
| | |
|--|----|
| Classrooms available | 29 |
| Number of classrooms short (-) or over (+) | -1 |

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 [*] Dimensions | | Teachers | | Parents | | Students | |
|--|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| Safety | 2019 | 41.6% | 77.9% | 88.6% | 86.0% | 66.7% | 71.4% |
| | 2020 | 49.2% | 76.7% | 84.7% | 86.3% | 58.9% | 68.2% |
| Well-Being | 2019 | 47.8% | 76.5% | 89.3% | 90.7% | -- | -- |
| | 2020 | 56.8% | 75.7% | 87.6% | 91.0% | -- | -- |
| Satisfaction | 2019 | 50.8% | 74.8% | 92.5% | 86.6% | -- | -- |
| | 2020 | 55.0% | 72.9% | 89.7% | 87.5% | -- | -- |
| Involvement/Engagement | 2019 | 46.0% | 74.6% | 79.5% | 74.9% | -- | -- |
| | 2020 | 56.6% | 73.2% | 77.6% | 75.5% | -- | -- |

| Survey Return Rate ^{**} | | Teachers | | Parents | | Students | |
|----------------------------------|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| | 2019 | 100.0% | 79.9% | 36.5% | 34.9% | 75.6% | 86.0% |
| | 2020 | 100.0% | 84.5% | 54.6% | 37.7% | 82.9% | 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.

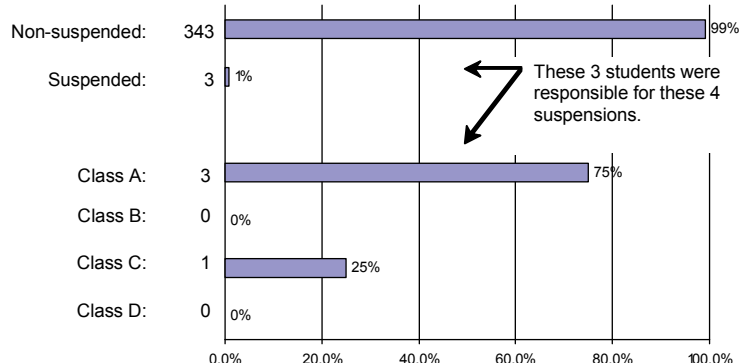
Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | State Standard |
|--|---------|---------|-------------------|
| 2017-18 | 2018-19 | 2019-20 | |
| Average Daily Attendance: % (higher is better) | | | |
| 93.8% | 93.5% | 92.2% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 11.0 | 11.4 | 10.4 | 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 | 283 | 275 | 289 |
| Percent retained in grade | 0% | 0% | 0% |

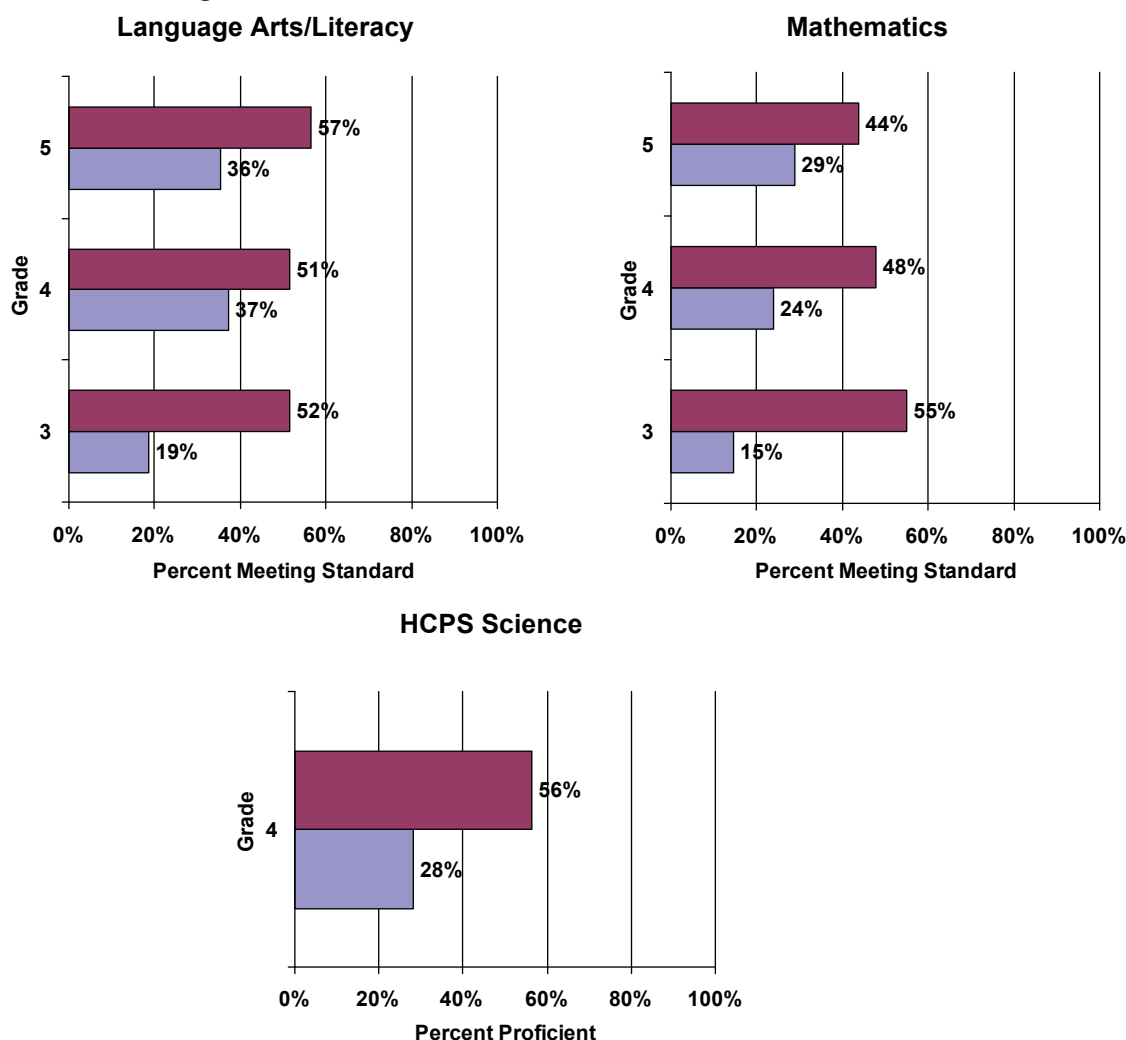
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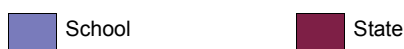
Vital Signs

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

Princess Victoria Kaiulani Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. The school has received a special progress status. This school's accreditation term expires in 2023.

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Hawaii State Department of Education.