



Royal School

School Code: 147

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Royal School
1519 Queen Emma 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

Royal School enjoys a rich historic past with the distinction of being founded by King Kamehameha III in 1839 to educate the children of Hawaiian royalty. Originally named the *Chiefs' Children's School* situated on the grounds of Iolani Palace, the sixteen Ali'i children were taught by missionary couple Amos and Juliette Cooke. In 1846, the school was renamed as Royal School by legislative action and relocated to its present site on Queen Emma Street. We are the oldest public school on Oahu, situated on three acres in downtown Honolulu.

Today, the school serves communities within the areas of downtown Honolulu, Kakaako, and Punchbowl. The community is comprised of predominately lower-socioeconomic families with diverse ethnic backgrounds. Many are immigrant families who are in need of support in acculturating to the United States. Children of these families are also in need of intensive English language instruction.

Student achievement in a caring environment remains a priority at Royal School. School efforts were focused on continuous improvement and closing the achievement gap. The CCSS Language Arts curriculum "Wonders" and CCSS Math curriculum "Stepping Stones" were implemented schoolwide in Grades K-5 during school year 2015-2016.

Community meetings sponsored by the Royal School Community Council (RSCC) and Parent Teacher Association (PTA) are held to inform and include the school community in the sharing of student achievement data and review of the school's Academic and Financial Plan.

Royal School was recognized as a National Blue Ribbon School in 2010 and a Hawaii Blue Ribbon School in 2003 and 2009. We have also earned Hawaii Distinguished School Awards, showing a consistent trend of increasing reading and math scores. In spring of 2015, the Commissioners of the Accrediting Commission for Schools, Western Association of Schools and Colleges determined Royal School meets the ACS WASC criteria for accreditation. Royal School was granted a six-year accreditation status with a mid-cycle one-day visit.

Through partnerships and community involvement, we have worked to make our vision TOGETHER: SMARTER, BETTER, HIGHER a reality.

School Setting

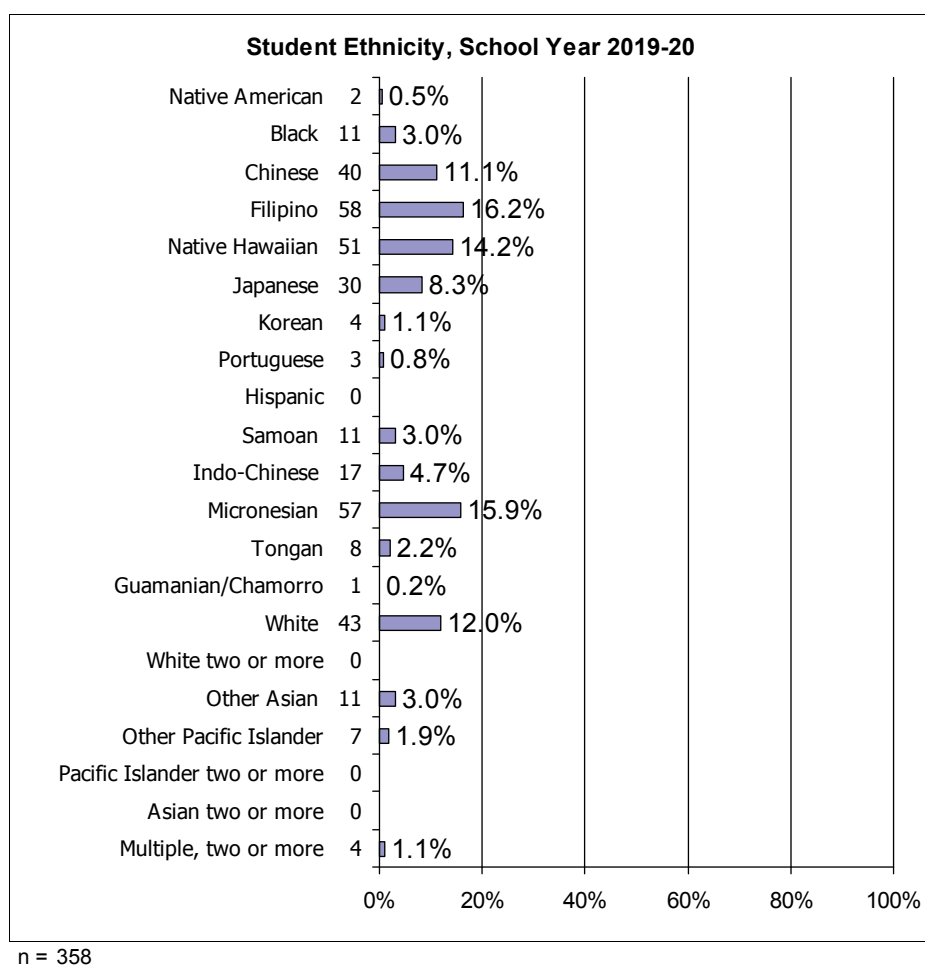
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	362	347	358	Number and percent of students in Special Education programs	61 16.8%	52 14.9%	46 12.8%
Number and percent of students enrolled for the entire school year	320 88.3%	315 90.7%	284 79.3%	Number and percent of students with limited English proficiency	62 17.1%	84 24.2%	82 22.9%
Number and percent of students receiving free or reduced-cost lunch	208 57.4%	203 58.5%	215 60.0%				

Note. -- means missing data.

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

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



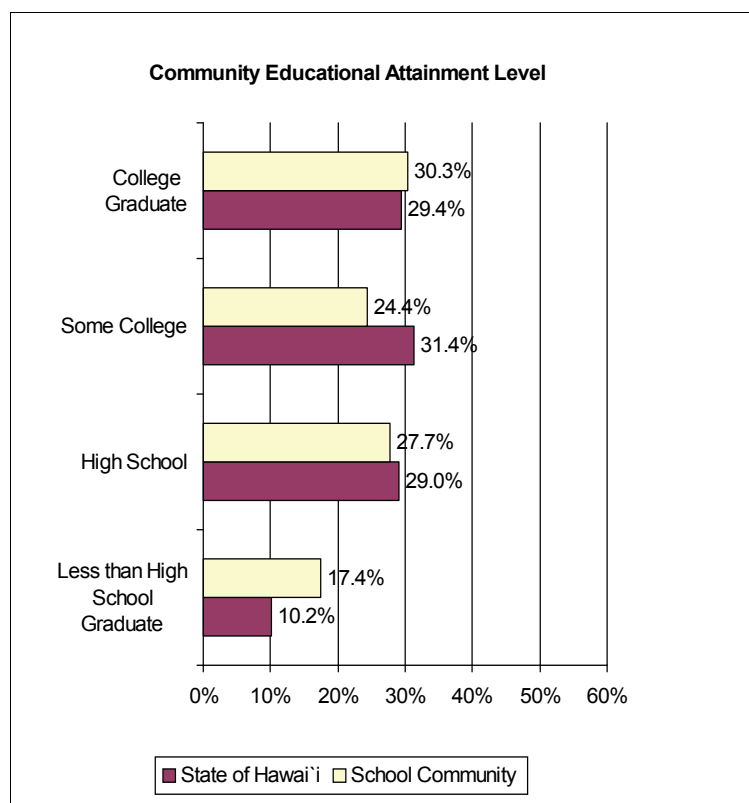
School Setting

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

This is a summary of our progress on the “6 + 1” priorities of the State DOE and McKinley Complex Area.

- Common Core State Standards (CCSS): Royal has fully implemented the Common Core State Standards (CCSS) in every classroom. Professional Development opportunities are continuously provided to support teachers with implementing both “Stepping Stones” and “Wonders” the Department of Education’s core curriculum programs for elementary language arts and mathematics.
- Comprehensive Student Supports: The 5 critical elements are in place to various degrees. We are continuing to learn more about RTI and how to provide Tier 1 and 2 intervention more effectively. The school has established a Positive Behavior Intervention and Support (PBIS) Program that is aligned with the State’s Positive Behavior Intervention and Support (PBIS). The schools program focusses on the 5Rs – Respect, Responsibility, Resourcefulness, Relationships, and Resiliency.
- Formative Instruction / Data teams: Data teams are fully implemented with non-homeroom observers providing feedback to the teams. The work of data teams is within grade-levels. Data teams focused on writing. Formative instruction takes place in all classrooms. We continue to work on developing students’ skills in goal-setting, giving feedback and metacognition.
- Educator Effectiveness System: Administrators and teachers completed all components of EES, and using feedback to plan and prepare for 2019-20 implementation
- Induction and Mentoring: School level mentor met with mentees. Monthly mentor meetings were established to support year 1 and 2 teachers. Mentees also participated in District level training opportunities. The school will continue to build capacity from within to provide quality support for all teachers.
- Academic Review Team (ART): The grade level chairs, school wide coordinators and administrators form the ART. Accountable leaders present their findings on the effectiveness of our Academic Plan at monthly leadership meetings and communicate through data-driven discussions whether adjustments to the Academic Plan may be necessary.
- Science Technology Engineering and Mathematics (STEM): This is a Complex Area priority. We continue to increase our awareness of STEM and have identified some activities that incorporate STEM. STEM night was held in second semester. Students participated in the district science fair.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		26.0
Regular Instruction, FTE	65.3%	17.0
Special Instruction, FTE	23.0%	6.0
Supplemental Instruction, FTE	11.5%	3.0
Teacher headcount		26
Teachers with 5 or more years at this school		10
Teachers' average years of experience		10.5
Teachers with advanced degrees		10

Professional Teacher Credentials

¹

Fully licensed	96.1%	25
Emergency hires	3.8%	1

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	18.3
Special Instruction	7.6

² 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

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

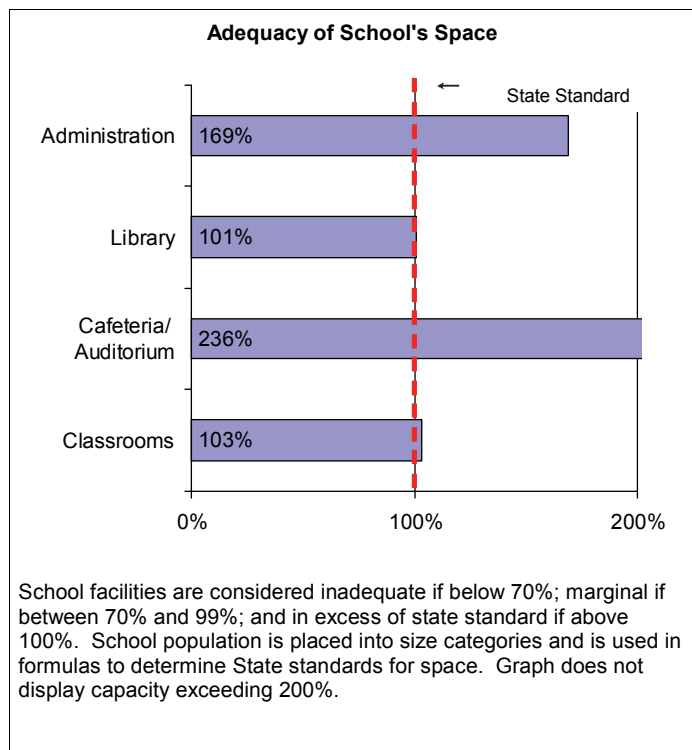
Classrooms available	14
Number of classrooms short (-) or over (+)	-9

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	90.1%	77.9%	87.5%	86.0%	64.6%	71.4%
	2020	71.6%	76.7%	88.6%	86.3%	68.1%	68.2%
Well-Being	2019	84.0%	76.5%	89.8%	90.7%	--	--
	2020	66.3%	75.7%	92.4%	91.0%	--	--
Satisfaction	2019	85.4%	74.8%	86.1%	86.6%	--	--
	2020	67.1%	72.9%	87.0%	87.5%	--	--
Involvement/Engagement	2019	85.4%	74.6%	77.0%	74.9%	--	--
	2020	69.4%	73.2%	77.3%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	95.6%	79.9%	28.7%	34.9%	84.6%	86.0%
	2020	100.0%	84.5%	40.7%	37.7%	86.2%	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.

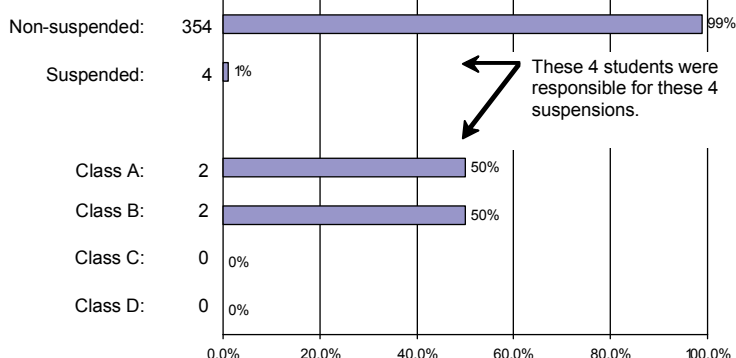
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
94.3%	94.7%	94.7%	95.0%
Average Daily Absences: in days (lower is better)			
10.2	9.3	7.0	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	292	294	303
Percent retained in grade	0%	0%	0%

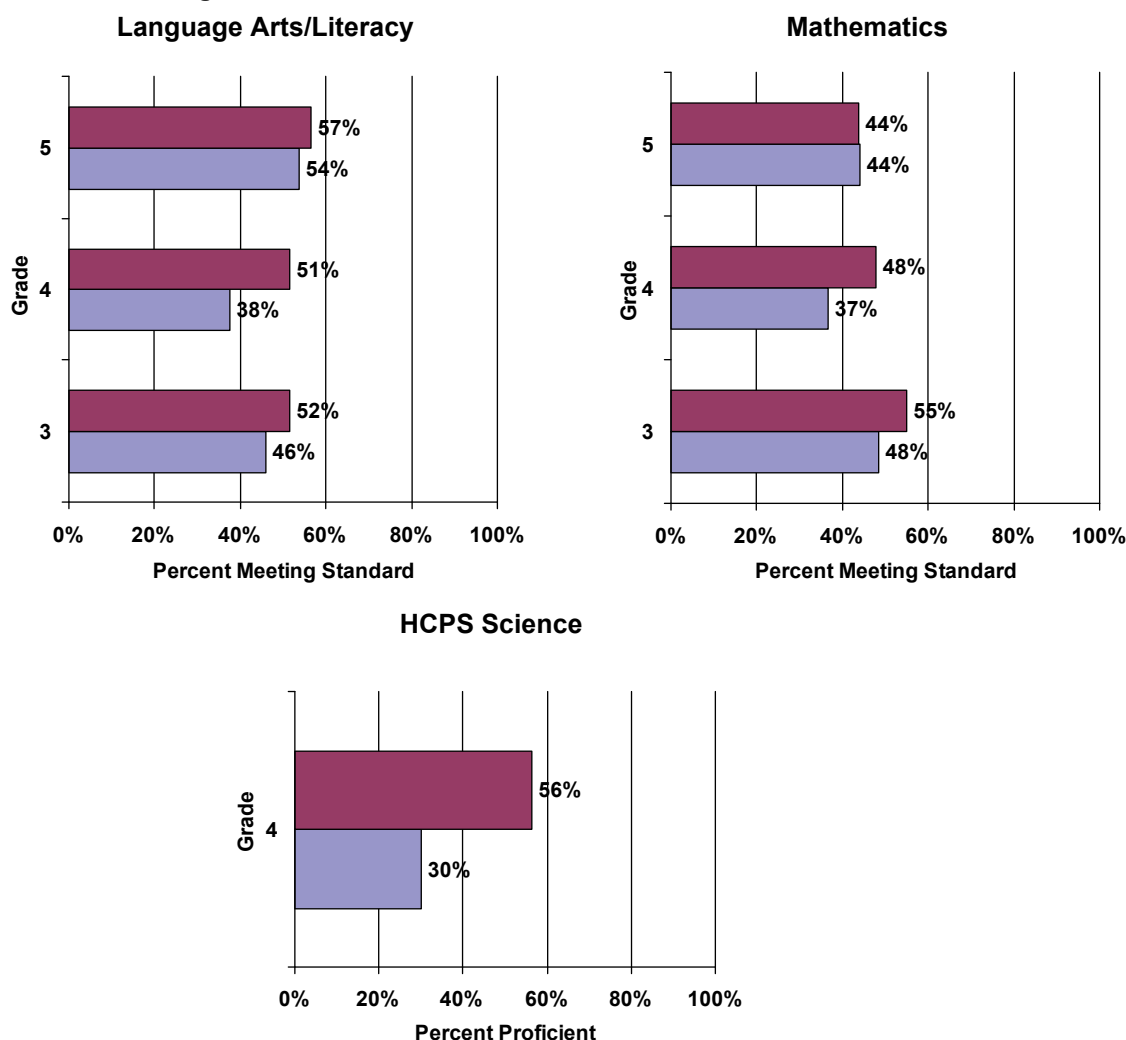
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Vital Signs

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

Royal 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 2022.

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