



Prince Jonah Kuhio Elementary School

School Code: 128

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Prince Jonah Kuhio Elementary School
2759 South King Street
Honolulu, Hawaii 96826

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

Prince Jonah Kuhio Elementary School (KES) is located in the Mo'ili'ili community in Honolulu, at the foot of Manoa Valley, across from the Hawaiian Humane Society. The community reflects a cross-section of socio-economic groups, from solid middle class to poverty levels. Mo'ili'ili was once populated with high rise, walk-up apartments and single family homes. This is no longer true. The area is undergoing major gentrification which has caused families to be displaced. Major construction has also been on the rise to provide more housing for university students and employees.

Kuhio School includes SPED Preschool to Grade 5, with an enrollment of 180 students, made up of a diverse population representing a wide range of ethnicities. Pacific Islanders continue to be our largest ethnic group, followed by Asian.

Enrollment continues to drop. The gentrification has resulted in hikes in rental fees which force our families to seek more affordable housing both outside of the district and on the mainland. Another factor continues to be the high number of families applying for geographic exceptions outside of the district. Families cite reasons such as wanting to be closer to their workplace and more diverse offerings of before and after school programs at other schools.

Kuhio School focuses on meeting the intellectual, social, emotional, physical, safety and support needs of our students. We believe everyone can be a learner, a teacher, and a leader. An enrichment program, Girl Scouts, Panda Club (Physical Fitness Program), Mele Mural (Hawaiian Culture/Art Program), Malama Mentors and the A+ YMCA Program are after school programs based on that same belief.

Specialized programs support the English Language Learner (ELL), special needs (SPED) and Enrichment students. The Junior Police Officer Program, Peer Mediator Program, Student Council and School Community Council offer students the opportunity to perform service learning, practice leadership skills and serve as a venue for students to express their opinions.

The U.S. Coast Guard, Hilton Waikiki Hotel, Nui Mono, Central Union Church, Rotary Club of Waikiki, Kapahulu/Mo'ili'ili Lions Club, University of Hawaii, Chaminade University, University of Hawaii Federal Credit Union, Honolulu Federal Credit Union, Malama Mentors, Executive Office on Early Learning, Estria Foundation, Hawaii Dental Association, Kaimuki-Wai'alae YMCA, Kuhio PTA, parents and community members continue to support our school by generously volunteering their time, man-power, supplies, monetary donations, and importantly, their caring and kind spirit. We at Kuhio School are grateful to our special friends who believe that together we **can** work towards helping our students reach their highest potential.

School Setting

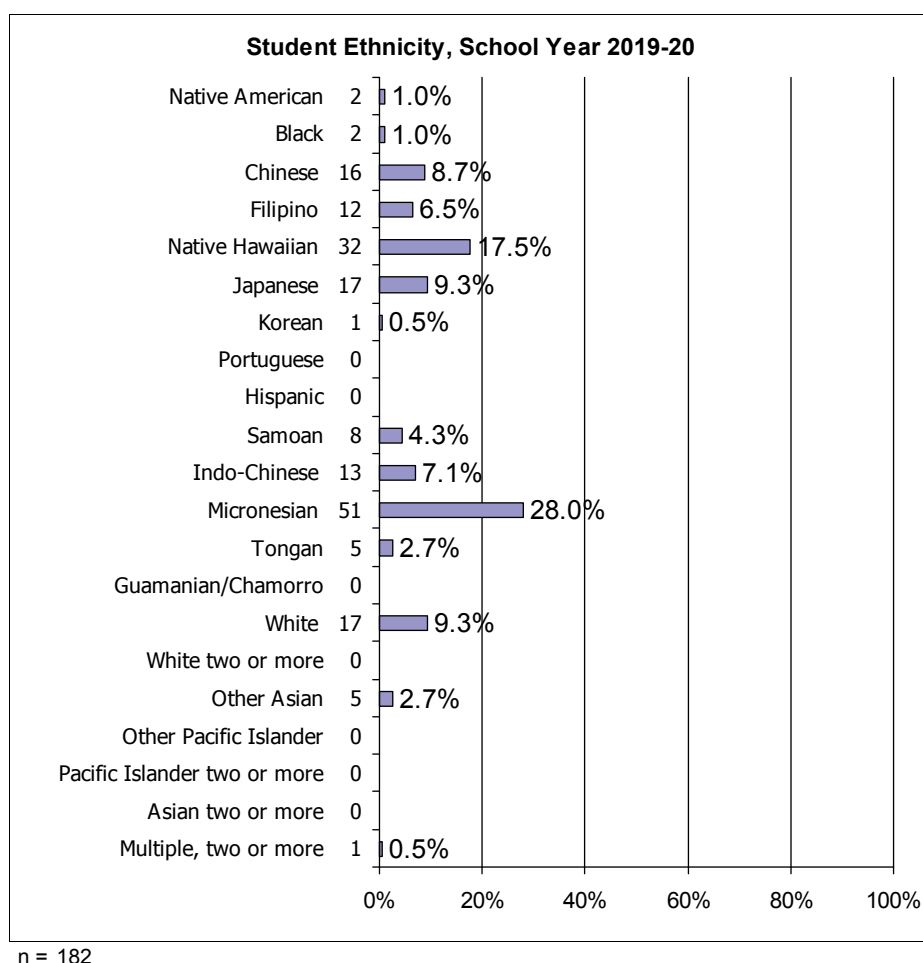
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	230	215	182	Number and percent of students in Special Education programs	33 14.3%	32 14.8%	29 15.9%
Number and percent of students enrolled for the entire school year	190 82.6%	177 82.3%	153 84.0%	Number and percent of students with limited English proficiency	59 25.6%	68 31.6%	62 34.0%
Number and percent of students receiving free or reduced-cost lunch	176 76.5%	156 72.5%	135 74.1%				

Note. -- means missing data.

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

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



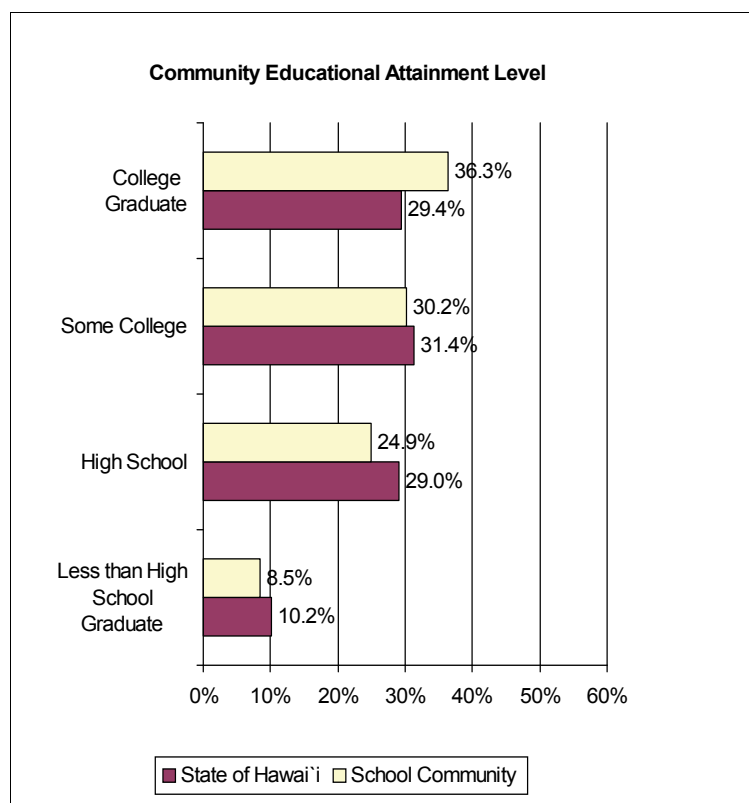
School Setting

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

Kaimuki HSC	School Community	State of Hawai'i
Total population	84,204	1,360,301
Percentage of population aged 5-19	12.7%	18.4%
Median age of population	40.8	38.6
Number of family households	17,984	313,907
Median household income	\$55,311	\$66,420



School Improvement

Summary of Progress

School Years 2017-18 and 2018-19 epitomized years of evaluation and reflection on current practices at the school and what areas need change and improvement. The school experienced the accreditation self-study process, which is based on the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) criteria, which has given us the knowledge and skills to allow us to conduct a deep review of all school processes and systems. This experience has given us a better understanding of school improvement and will lay a strong foundation for continued progress over the coming years.

Understanding the value of the self-study process is a first step towards “creating a school culture that values and takes responsibility, shares a common understanding and commitment, and promotes active involvement of all stakeholders towards raising student achievement and continuous school improvement”. (WASC “Focus on Learning”)

Leadership emerged from teachers, staff, parents, students and administrators to collectively tackle the requirements of the accreditation process: self-study, on-site visitation (Sept. 17-20, 2018), revision of the Academic Plan (November 2018), and commitment by the school to work on WASC recommendations. On February 6, 2019 the ACS WASC granted Kuhio School a Six Year Accreditation Status with a mid-cycle, one day visit through June 30, 2025. The efforts of the people engaged in this accreditation process enabled the school to achieve its greatest systemic accomplishment, a common understanding of the school improvement process.

The self-study process empowered the faculty to feel more confident in their understanding and use of data. As outlined in our Academic Plan, we continued to meet in data teams and vertically articulated with grade levels, to focus on student learning to improve achievement relative to the school-wide learner outcomes, General Learner Outcomes (GLO) and the academic standards.

The process also served as a validation that as educators we know what need to be done to improve student achievement and the school. The difficulty is following through on the actions laid out in our school improvement plan. It takes courage and perseverance to make changes happen.

This is only the beginning for Kuhio School; the challenging work begins now and for the next five years. WASC has recommended the school address the following areas: 1) Analyze student performance data to develop and use school wide rubrics, criteria, exemplars. 2) Develop and articulate formative and summative assessment practices in grade levels and cross grade levels. 3) Utilize the Multi-tiered Systems of Support to address students’ social and academic needs, to include PBIS (Positive Behavior Intervention System)/SEL (Social Emotional Learning). In addition to the WASC recommendations, the school is tasked with carrying out the Superintendent’s initiatives in School Design, Student Voice and Teacher Collaboration.

Applying what we discovered through the accreditation process, we will continue to learn, teach and lead by **Collaborating** to support and help, **Adapting** to changes, and **Persevering** despite difficulties in order to **Succeed** as a collaborative team for the welfare of our students.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		18.0
Regular Instruction, FTE	66.6%	12.0
Special Instruction, FTE	27.7%	5.0
Supplemental Instruction, FTE	5.5%	1.0

Teacher headcount		18
Teachers with 5 or more years at this school		12
Teachers' average years of experience		15.5
Teachers with advanced degrees		4

Professional Teacher Credentials¹

Fully licensed	100.0%	18
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	12.7
Special Instruction	5.8

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	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

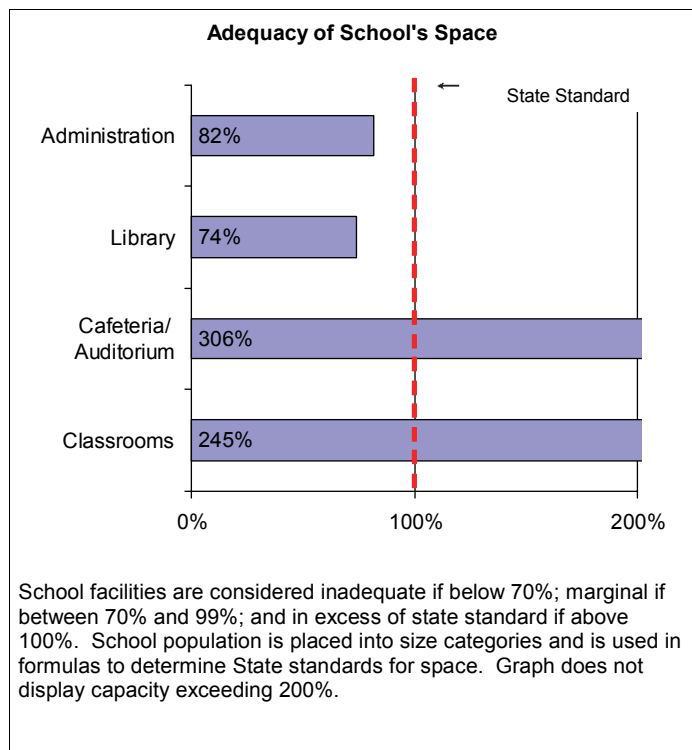
Classrooms available	26
Number of classrooms short (-) or over (+)	0

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	83.3%	77.9%	84.6%	86.0%	64.0%	71.4%
	2020	68.4%	76.7%	91.3%	86.3%	73.6%	68.2%
Well-Being	2019	85.9%	76.5%	87.7%	90.7%	--	--
	2020	69.7%	75.7%	94.0%	91.0%	--	--
Satisfaction	2019	75.0%	74.8%	81.9%	86.6%	--	--
	2020	59.5%	72.9%	90.2%	87.5%	--	--
Involvement/Engagement	2019	90.0%	74.6%	80.3%	74.9%	--	--
	2020	56.8%	73.2%	79.6%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	80.0%	79.9%	29.5%	34.9%	75.7%	86.0%
	2020	95.0%	84.5%	37.6%	37.7%	86.4%	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.

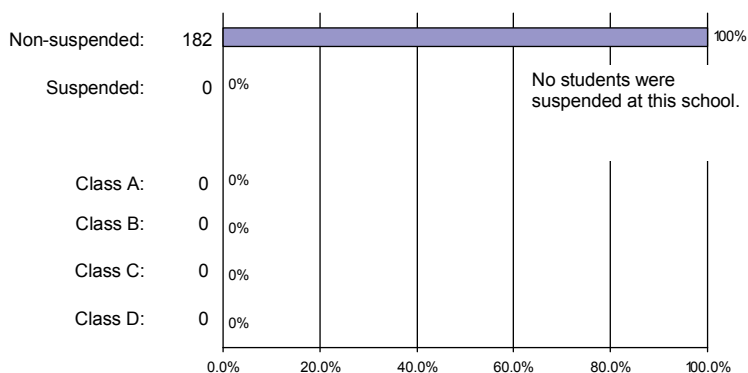
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
94.7%	94.1%	93.4%	95.0%
Average Daily Absences: in days (lower is better)			
9.4	10.5	8.9	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	181	175	147
Percent retained in grade	0%	0%	0%

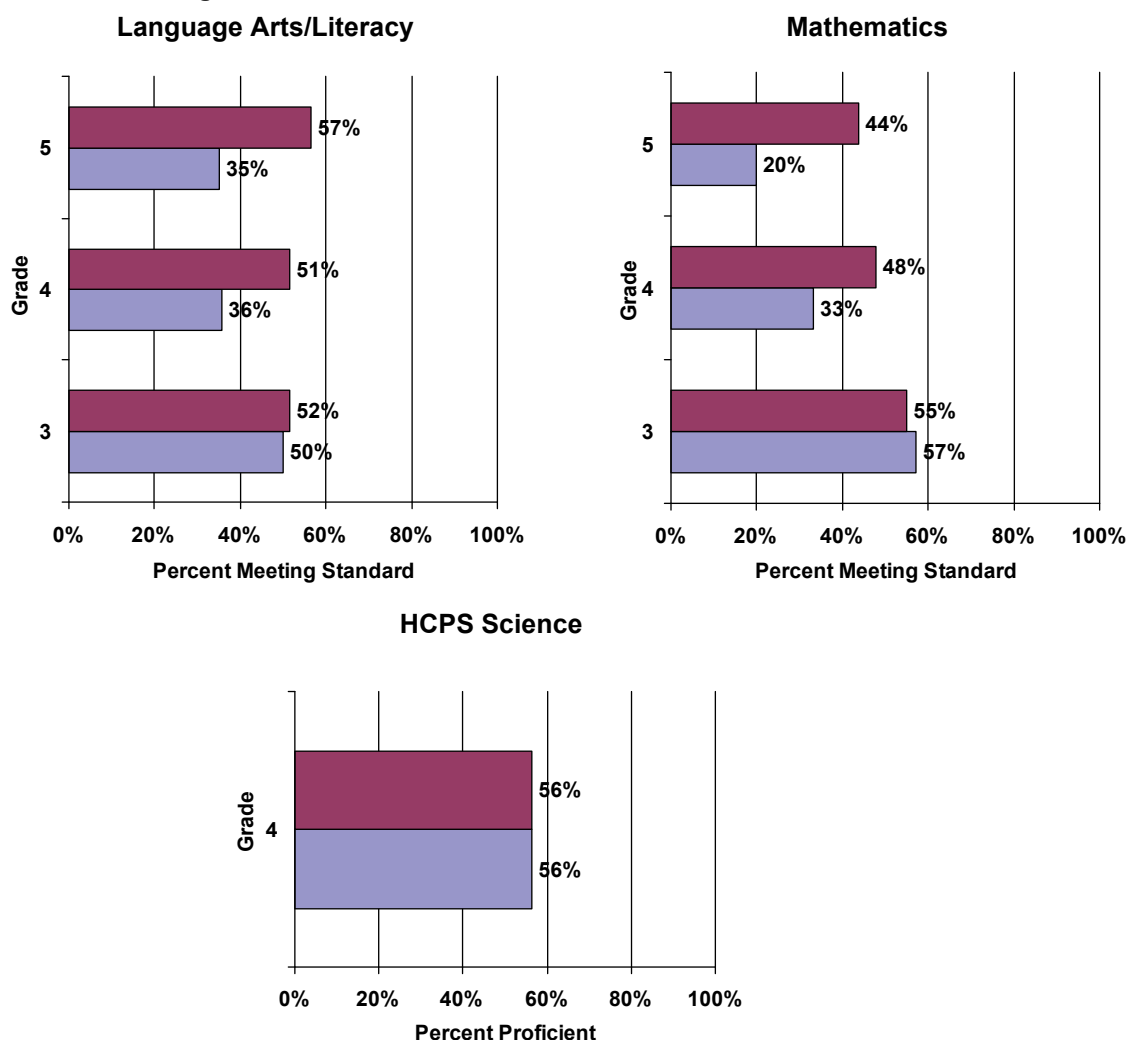
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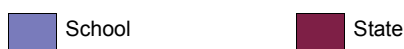
Vital Signs

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

Prince Jonah Kuhio 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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Hawaii State Department of Education.