



King Liholiho Elementary School

School Code: 130

Grades K-5

School Status and Improvement Report School Year 2019-20



Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

King Liholiho Elementary School
3430 Maunaloa Avenue
Honolulu, Hawaii 96816

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

Liholiho Elementary School is situated in a diverse, quiet and older residential area in urban Honolulu. The school was established in 1926 as Cummings Elementary School. Liholiho Elementary is part of six schools in the Kalani Complex. The school has been recognized twice as a National Blue Ribbon school (2007, 2011) and by Hawaii's DOE as a high achieving school. The sixteen Habits of Mind (HOM) dispositions and The Three Be's (Be Safe, Be Respectful and Be Responsible), are the foundations of the school. Both are pivotal in establishing a nurturing and positive environment for students, teachers, staff, parents and school community. Thinking critically to be creative problem-solvers are Habits of Mind components.

Students, teachers, staff, parents and administration continue to work collaboratively to support the school. Special events are organized by the school staff, PTA Board and School Community Council (SCC). The SCC role groups represent the community, parents, teachers, classified staff, students and administration. The Council is the school's governance board. It is responsible for school policy and oversees the Academic and Financial Plan. A continuous school improvement model, based on student needs is established. School and student needs are identified through the analysis of the school's summative and formative data.

The Comprehensive Student Support System guides the social and emotional support programs for our students. The teachers and staff collaborate in Professional Learner Communities. We continue to implement and infuse literacy strategies into the New Generation Science Standards (NGSS) and Stepping Stones math programs. Teachers meet in grade level Data Teams to analyze student data and work.

The school received the STRIVE HI Recognition Award of \$75,000 for attaining high reading and math student growth. The Recognition status continued through multiple years. The Wellness Award was received for the past five years. It is supported by the Kokua Foundation's Aina in the Schools Program. Liholiho was recognized as an International Habits of Mind School.

Alicia Chang and Naomi Salaveria were Honolulu District Teachers of the Year. In the past, Principal Christina Small was a semi-finalist for the Masayuki Tokioka Leadership Award and was Honolulu District's Distinguished Principal nominee. Peter Nakashima received the Achieve 3000 Technology Educator of the Year Award.

School Setting

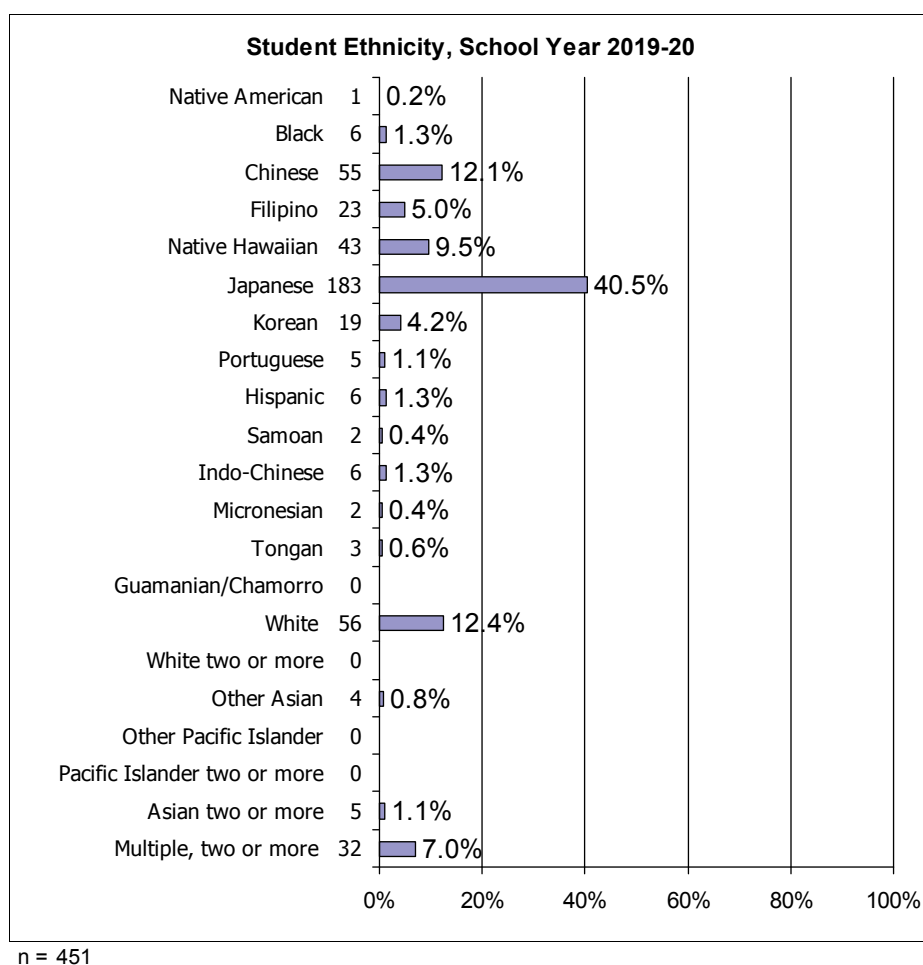
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	462	473	451	Number and percent of students in Special Education programs	23 4.9%	20 4.2%	23 5.0%
Number and percent of students enrolled for the entire school year	453 98.0%	445 94.0%	444 98.4%	Number and percent of students with limited English proficiency	82 17.7%	80 16.9%	89 19.7%
Number and percent of students receiving free or reduced-cost lunch	160 34.6%	146 30.8%	136 30.1%				

Note. -- means missing data.

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

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



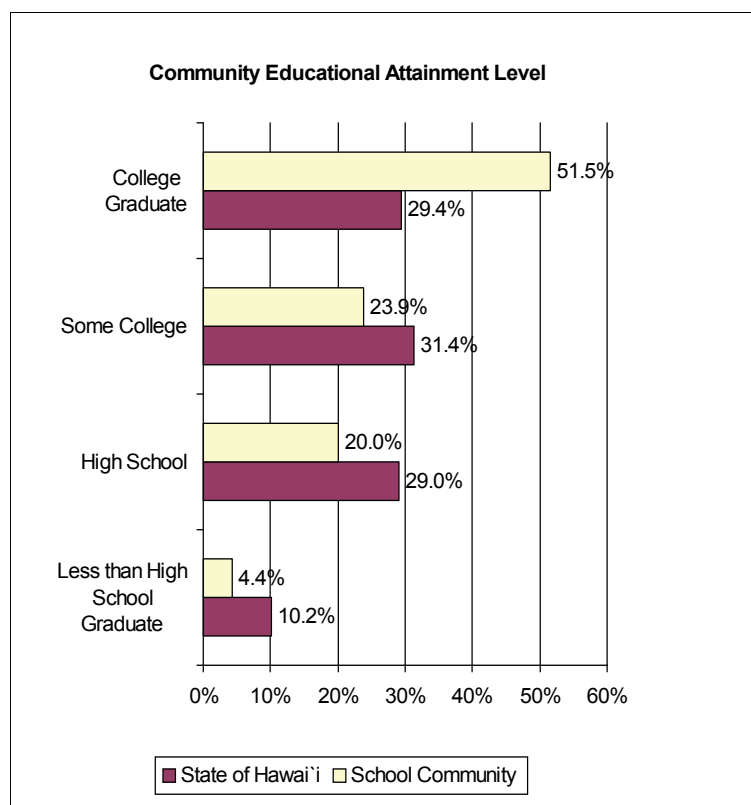
School Setting

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

Kalani HSC	School Community	State of Hawai'i
Total population	38,374	1,360,301
Percentage of population aged 5-19	15.0%	18.4%
Median age of population	48.9	38.6
Number of family households	10,065	313,907
Median household income	\$102,844	\$66,420



School Improvement

Summary of Progress

The school continued to focus on increasing Liholiho students' math proficiency scores and the refinement of NGSS Science units, as identified in the school's Academic Plan. Weekly Data Team meetings provided grade level teachers collaboration time to assess student progress, utilizing classroom assessments, quarterly I-Ready data and summative Smarter Balance Assessment (SBA) data. SBA math scores (Spring, 2019) increased in Grades 3-5, with Grade 3 students achieving a 91% proficiency rate. Teachers modified the Stepping Stones lessons by moving "Pit" problems (problem solving) to the beginning of the math lesson. Support was provided by the Complex Area Math Specialist.

The Data Team process enabled grade level teachers, curriculum coordinator and the Complex Science Resource Teacher to address the new NGSS Science Standards. NGSS units were completed and/or refined by grade levels. Teachers and support staff participated in professional staff development workshops addressing NGSS, Math, Formative Assessment, Visual Progression, Vocabulary Development, MTSS and Habits of Mind questioning strategies.

Teachers and staff supported the social and emotional student needs via a Multi-Tiered System of Support (MTSS) model. The MTSS cadre utilized the BISLY assessment tool to identify students in need of additional support and tracked their progress. The counseling staff provided sessions to address these needs. Students participated in a single or group sessions. Liholiho's MTSS Cadre refined the Response to Intervention (RtI) procedures and created a Student Support Handbook for teachers and support staff. A cadre of teachers attended the Choose Love conference and an overview was held during a faculty meeting for teachers and staff. Mindful meditation stress reduction strategies were incorporated in classroom instruction. Wellness activities and events were held. Students were recognized at quarterly assemblies and earned "Liholiho Loot" when exhibiting positive Habits of Mind and 3 B's (Be Safe, Be Respectful, Be Responsible) behaviors.

The school held a school-wide Read Aloud/Career Day for all students, to foster community and parent engagement. Community participants read a book and discussed careers with each class. First Lady, Dawn Amano-Ige was the featured speaker. The PTA, School Community Council, community based organizations (Aina in the Schools, Lions), parents and retired Punahou teachers provided support for the school's Wellness Program (gardening, nutrition/healthy eating, physical education). The Wednesday Wahines senior volunteers assisted the school and teachers throughout the school year.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		29.0
Regular Instruction, FTE	86.2%	25.0
Special Instruction, FTE	13.7%	4.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		29
Teachers with 5 or more years at this school		16
Teachers' average years of experience		15.3
Teachers with advanced degrees		9

Professional Teacher Credentials¹

Fully licensed	96.5%	28
Emergency hires	3.4%	1

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff²

Regular Instruction	17.1
Special Instruction	5.7

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	2.0
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

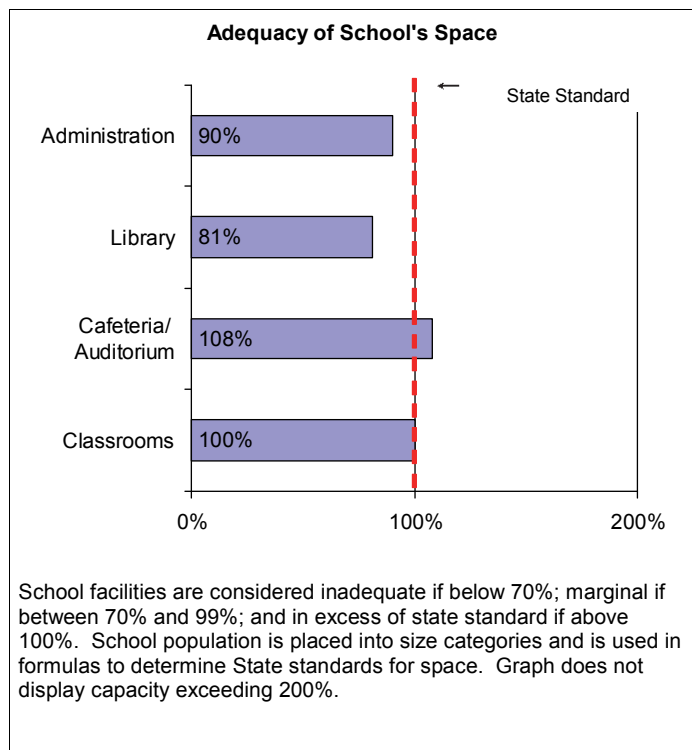
Classrooms available	28
Number of classrooms short (-) or over (+)	0

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	75.9%	77.9%	92.6%	86.0%	70.4%	71.4%
	2020	75.5%	76.7%	90.6%	86.3%	70.8%	68.2%
Well-Being	2019	61.7%	76.5%	93.6%	90.7%	--	--
	2020	67.0%	75.7%	92.3%	91.0%	--	--
Satisfaction	2019	72.6%	74.8%	86.8%	86.6%	--	--
	2020	68.1%	72.9%	86.7%	87.5%	--	--
Involvement/Engagement	2019	57.6%	74.6%	75.6%	74.9%	--	--
	2020	62.7%	73.2%	73.8%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	79.9%	43.6%	34.9%	93.5%	86.0%
	2020	88.0%	84.5%	45.7%	37.7%	88.8%	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.

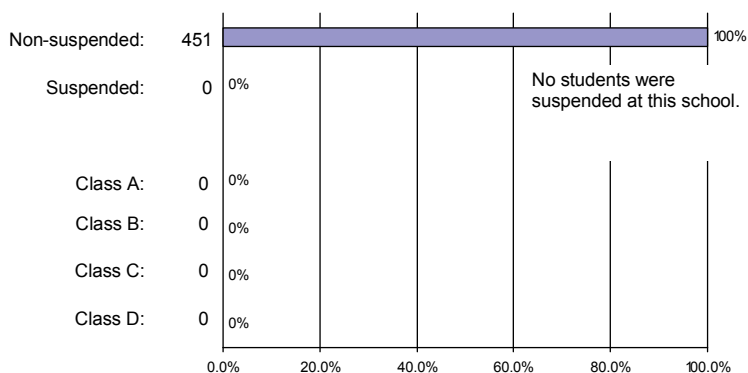
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
96.7%	96.7%	97.0%	95.0%
Average Daily Absences: in days (lower is better)			
5.8	5.8	3.9	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	382	384	378
Percent retained in grade	0%	0%	0%

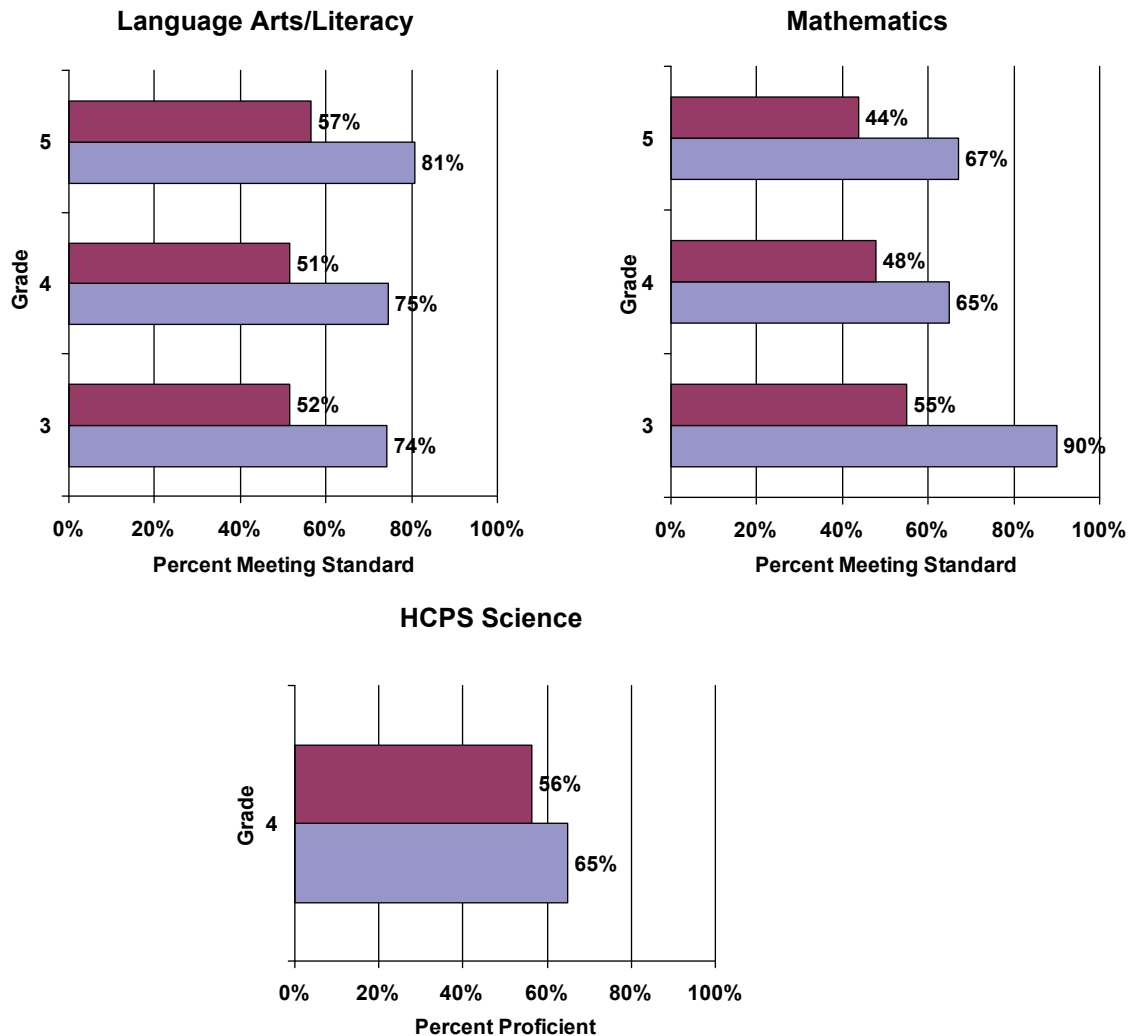
Note. -- means missing data.

* 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.



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

King Liholiho 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 2022.

Published on June 7, 2021.

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