



Kalihi-waena Elementary School

School Code: 123

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Kalihi-waena Elementary School
1240 Gulick Avenue
Honolulu, Hawaii 96819

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

Founded in 1888, Kalihi Waena Elementary (KWE) is one of the oldest schools on the island of Oahu, located in the western outskirts of downtown Honolulu in the heart of Kalihi. For over 130 years, KWE has remained committed to student learning and the success of the whole child. Through our focus on relationships, rigor, and relevance - KWE has built a safe and nurturing environment which recognizes that our students come from diverse backgrounds and that each student comes to us with unique strengths and needs.

KWE's community is predominantly suburban with a significant number of our students residing in public housing units at Towers of Kuhio Park. KWE receives both Title I and Title III federal funding to supplement programming to support our large disadvantaged and ELL student populations.

Currently, 97% of our teachers fall into the Hawaii Qualified Teacher (HQT) category. Due to our high teacher retention rate, KWE is able to build on our teachers' knowledge and experiences, allowing us to provide our students with quality standards based instruction to support student learning through our grade level data teams and content cadres.

Our school-wide curriculum includes Wonders (for ELA) and Stepping Stones (for Math) which align to the Common Core State Standards and STEMscopes (for Science) which align to the Next Generation Science Standards. These foundational curriculums are supplemented with hands on activities, inquiry methods, Project GLAD® strategies, OG Strategies, and teacher created supplemental resources that enhance student learning and ensure equity while addressing individual student needs. KWE has also established a framework to foster student success through dedicated individualized instruction in our Response to Intervention (RtI) program.

Student success is made possible through partnerships with community and business organizations. These partnerships support the school through the donation of resources, tutoring and youth mentoring, coaching, special event volunteering and campus beautification. Kalihi Waena is appreciative of our community and business partners for their generosity and support of student success.

Parent involvement is another critical component of student success. The Family and Community Networking Center (FCNC) strengthens the communication and collaboration between the home, school, and community. The FCNC offers parent trainings, interpretation supports, and computer/technology learning. KWE has also updated and maintained our school webpage, Facebook page, and Twitter account to improve school and community relations and communication.

Kalihi Waena Elementary is proud of its distinguished history and long standing service to our community. We welcome the challenges the future holds for us and look forward to guiding our students to guide our students to be successful in life.

We are the Lions. We are the future.

School Setting

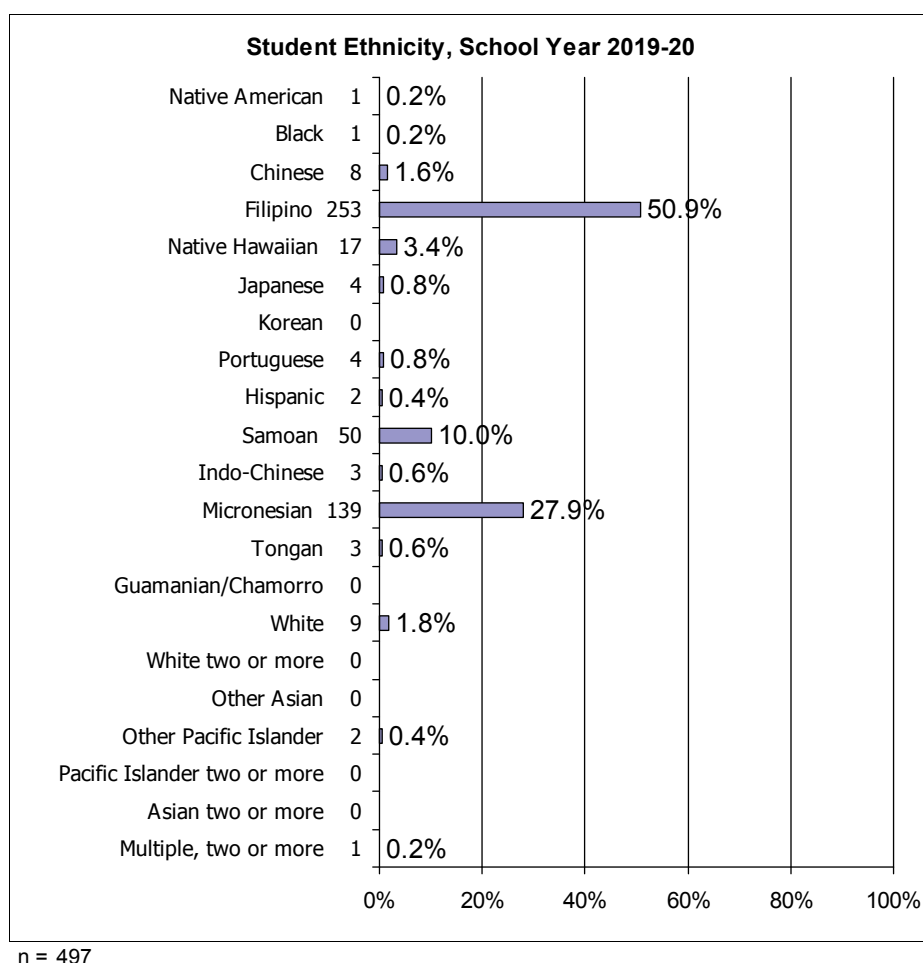
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	461	464	497	Number and percent of students in Special Education programs	17	21	32
					3.6%	4.5%	6.4%
Number and percent of students enrolled for the entire school year	436	445	473	Number and percent of students with limited English proficiency	129	137	172
	94.5%	95.9%	95.1%		27.9%	29.5%	34.6%
Number and percent of students receiving free or reduced-cost lunch	342	338	347				
	74.1%	72.8%	69.8%				

Note. -- means missing data.

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

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



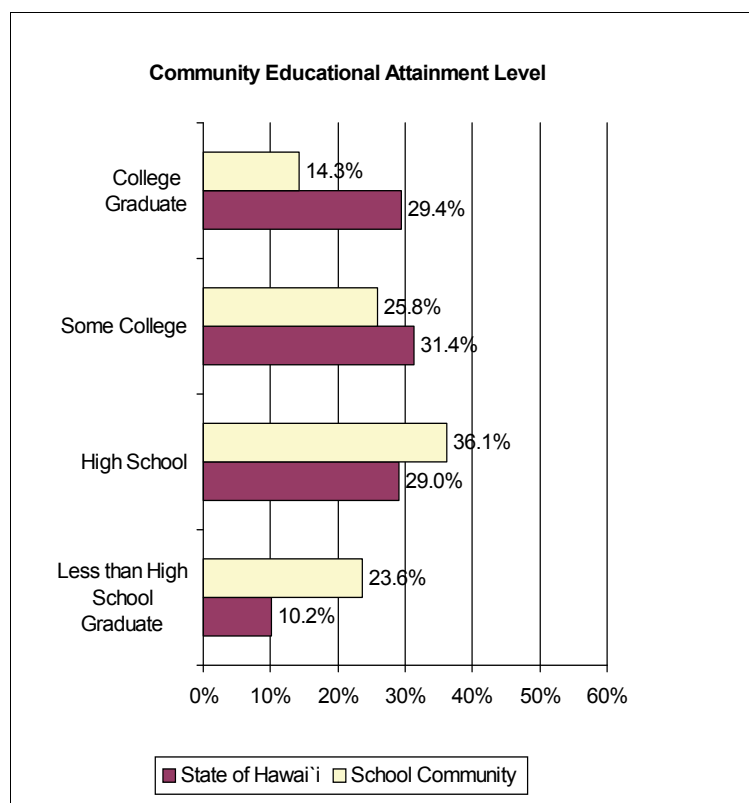
School Setting

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

Farrington HSC	School Community	State of Hawai'i
Total population	49,872	1,360,301
Percentage of population aged 5-19	21.6%	18.4%
Median age of population	37.0	38.6
Number of family households	9,193	313,907
Median household income	\$64,206	\$66,420



School Improvement

Summary of Progress

Instructional Processes:

- **Curriculum** - KWE adopted STEMscopes and MindUP curriculum. STEMscopes directly addresses the adoption of NGSS standards and coincides with our Technology Integration and STEM emphasis. The MindUP curriculum supports teachers to address our students' social-emotional needs.
- **Technology Integration** - Each classroom is equipped with a SMART Board, desktops, laptops and one to one student devices to provide ongoing technology integration for our students. KWE invested in the creation of our Innovation Center to build an environment for students to explore where technology and engineering meet.
- **Differentiated Instruction** - Through our school wide RtI program our teachers meet the learning needs of our students. Teachers use data from our Universal Screener Program (STAR) to identify student needs and create SMART goals in order to differentiate instruction.

Organizational Processes:

- **RtI** - Our Response to Intervention (RtI) program has helped teachers to meet the various learning needs of their students. All classroom teachers are required to conduct four 40 minute small group sessions per week with their focus group students concentrating on the student's identified area of need. Support staff, including our Academic Coaches, IRA teachers, and PTTs also support this school-wide system ensuring student needs are met.
- **MTSS** - Our school completed the Multi-Tiered Systems of Support (Diana Browning Wright) cohort. This is a system which supports students' social-emotional learning. Through this multi-tiered support system, students are provided with different tiered levels of services based on behavioral need. KWE provided training and support in the implementation of MindUP. We created a Behavior Matrix which supports student learning in the classrooms and focuses on three personal standards: Make Good Decisions, Solve Problems, and Show Respect (as adopted from Project GLAD?). When students exhibit the three personal standards, they earn Lion Kālā that can be used to purchase incentives at our Hale Ku'āi Liona Store.
- **Parent Involvement** - KWE strives to improve communication and input with Stakeholders (Students, School, Parent, and Community) by offering a variety of involvement opportunities through our website, social media (Facebook, Twitter, RemindApp), newsletters, events flyers, parent trainings, Open Houses, volunteer opportunities, SCC and PTA meetings, and school-wide events/activities.

Administrative Processes:

- **Attendance Program** - KWE has an attendance program in place that was created to support students and parents. Our attendance program includes telephone contact with parents, home visits, check-ins with students, letters and quarterly meetings with parents to discuss student attendance and provide support to encourage students to come to school daily and on time.
- **Bright Spots** - All teachers, are scheduled to visit the other grade level teachers to view various lessons developed and taught by their colleagues. This program was created to build capacity within our school and to provide teachers with examples of effective instructional teaching practices which already exist in our school. A debriefing session is conducted in which teachers have the opportunity to ask questions and discuss the teaching strategies which were seen during the visit, what worked, and what were some of the strategies they can take back to their own classrooms.
- **Effective Communication** - KWE has adopted multiple methods of communication both within the school and in the community to enhance effective communication practices. Internally, we adopted G-Suites with an emphasis on the accessible and transparent use of Google Drive to ensure all teachers/staff have access to all documentation created. This communication is expanded to the community via our linked school website www.kwes.k12.hi.us

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		36.0
Regular Instruction, FTE	86.1%	31.0
Special Instruction, FTE	11.1%	4.0
Supplemental Instruction, FTE	2.7%	1.0

Teacher headcount		36
Teachers with 5 or more years at this school		23
Teachers' average years of experience		12.3
Teachers with advanced degrees		19

Professional Teacher Credentials¹

Fully licensed	97.2%	35
Emergency hires	2.7%	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	15.0
Special Instruction	8.0

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	2

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

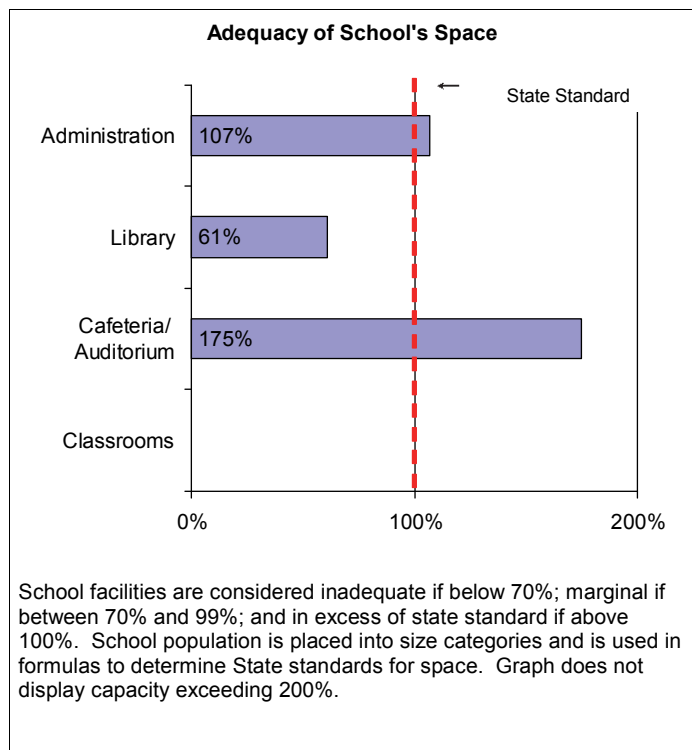
Classrooms available	--
Number of classrooms short (-) or over (+)	--

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	73.8%	77.9%	90.5%	86.0%	65.6%	71.4%
	2020	71.4%	76.7%	88.6%	86.3%	58.7%	68.2%
Well-Being	2019	79.4%	76.5%	90.7%	90.7%	--	--
	2020	79.4%	75.7%	90.7%	91.0%	--	--
Satisfaction	2019	81.2%	74.8%	91.8%	86.6%	--	--
	2020	76.7%	72.9%	90.7%	87.5%	--	--
Involvement/Engagement	2019	83.5%	74.6%	78.1%	74.9%	--	--
	2020	87.6%	73.2%	78.2%	75.5%	--	--

Survey Return Rate ^{**}		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	84.8%	79.9%	33.7%	34.9%	74.3%	86.0%
	2020	94.4%	84.5%	44.2%	37.7%	89.9%	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.

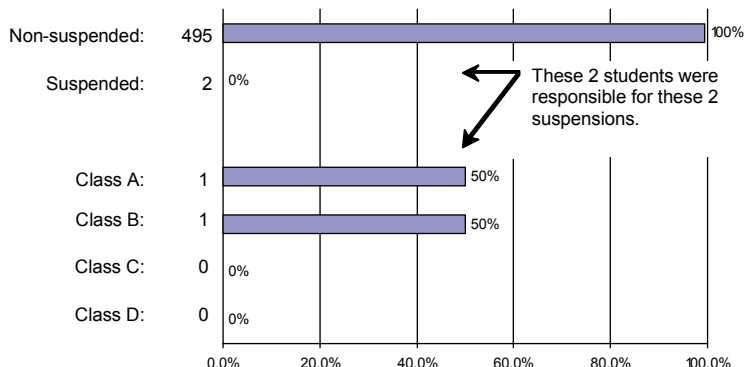
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
95.6%	94.7%	94.1%	95.0%
Average Daily Absences: in days (lower is better)			
7.8	9.3	7.8	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	409	399	443
Percent retained in grade	0%	0%	0%

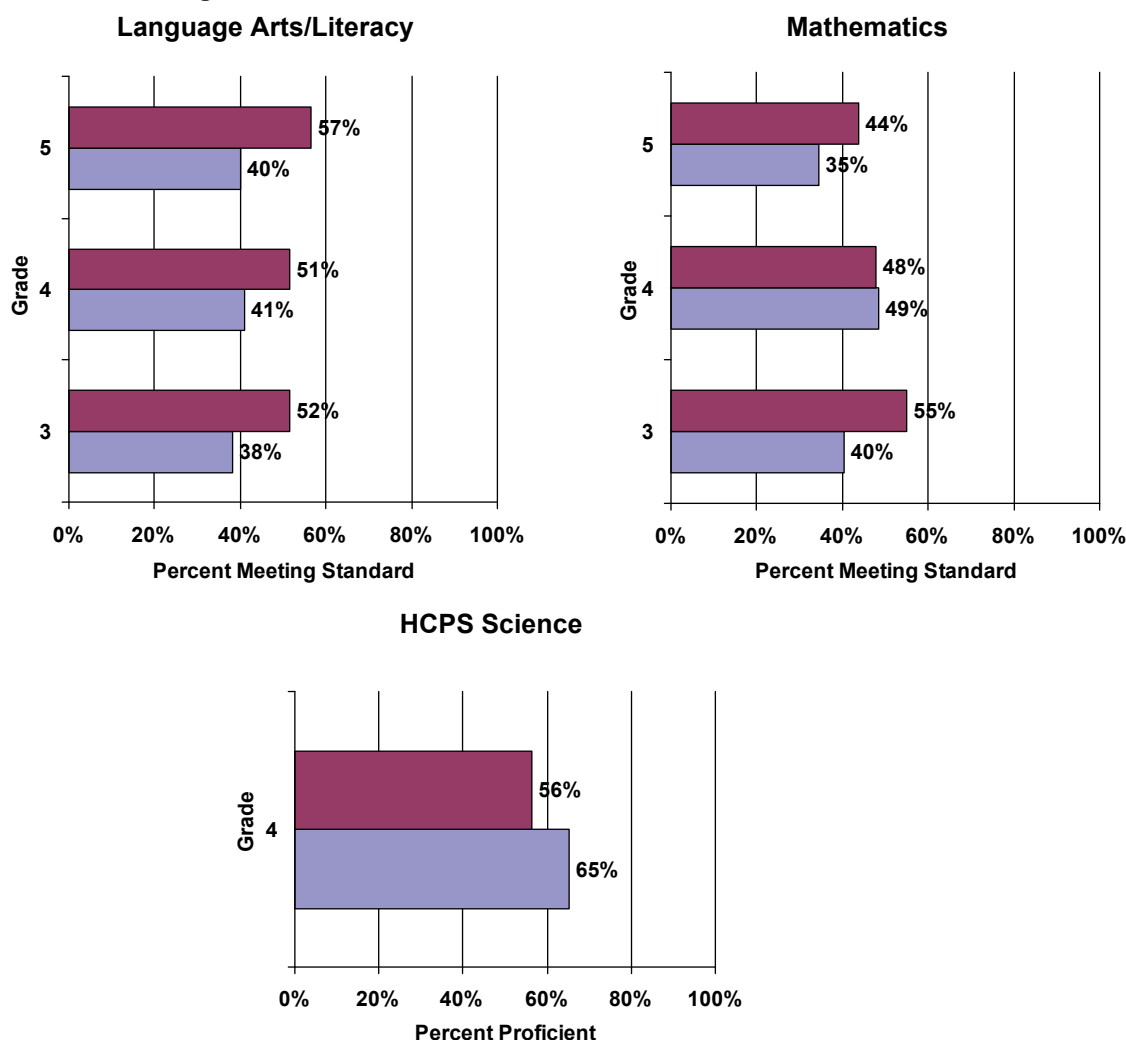
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Vital Signs

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

Kalihi-waena 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.

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