

Kalihi-kai Elementary School

School Code: 121

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:

Kalihi-kai Elementary School
626 McNeil 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

With an enrollment of 570 students, Kalihi Kai continues to be one of the larger elementary schools in the Honolulu District, serving students in grades Pre-K through five. The school is situated in the heart of a busy Kalihi business community, at the corner of Dillingham Boulevard and Kalihi Street. The majority of our students are on free or reduced lunch and of immigrant backgrounds where English is a second language. Approximately half of the students entering kindergarten have no previous preschool experiences. Therefore, our teachers are challenged to provide all students with experiences to develop their language and thinking skills as they build background knowledge and experiences necessary to meet the Common Core State Standards. All classrooms continue to use the reading program, Wonders; aligning the curriculum with Science and Social Studies content areas. We continue the implementation of the Math program, Stepping Stones. Based on the analysis of student results, each grade level team continuously revises and refines their instruction to accommodate the needs of the students. As a school we will continue to use GLAD strategies, Arts Integration strategies as part of the Turnaround Arts Program, The Leader in Me Social Emotional Learning (SEL) program, and mathematical practices. We are entering our 7th year of being an arts integration school. Kalihi Kai also utilizes the Ci3T framework to coalesce its PBIS, RTI, and SEL program. Teachers use Arts Integration strategies such as visual thinking, tableaux, snapshot, and the Actor's Toolbox to support students in reaching higher levels of cognitive demand and increasing student engagement. We are in our 4th year of being a Leader in Me school. We believe that every student is capable of being a leader and can be successful by living The 7 Habits. Kalihi Kai continues to engage parents through all of its school initiatives so families can support their children at home. We believe in educating the whole child and provide enrichment opportunities including robotics, media club, after school sports, ukulele, and Orff ensemble. We believe we can bring out the unique qualities in each of our students by working together.

School Setting

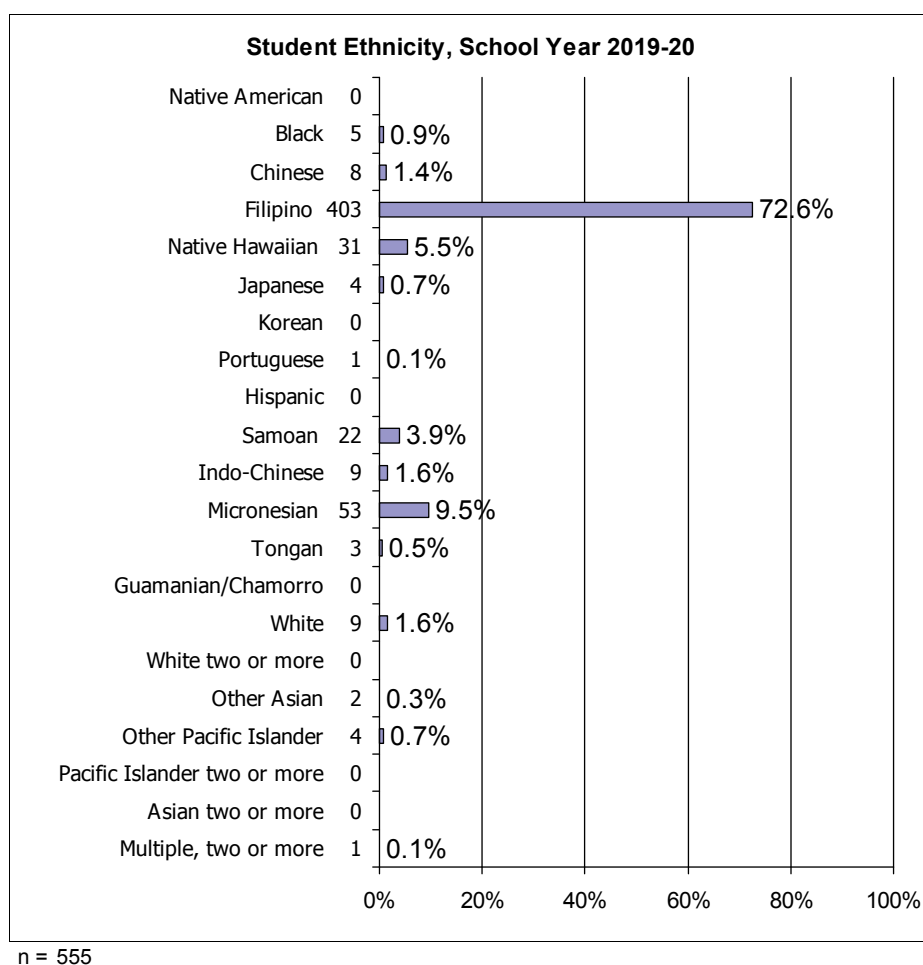
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	540	547	555	Number and percent of students in Special Education programs	31 5.7%	34 6.2%	51 9.1%
Number and percent of students enrolled for the entire school year	518 95.9%	516 94.3%	526 94.7%	Number and percent of students with limited English proficiency	217 40.1%	250 45.7%	274 49.3%
Number and percent of students receiving free or reduced-cost lunch	370 68.5%	337 61.6%	346 62.3%				

Note. -- means missing data.

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

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



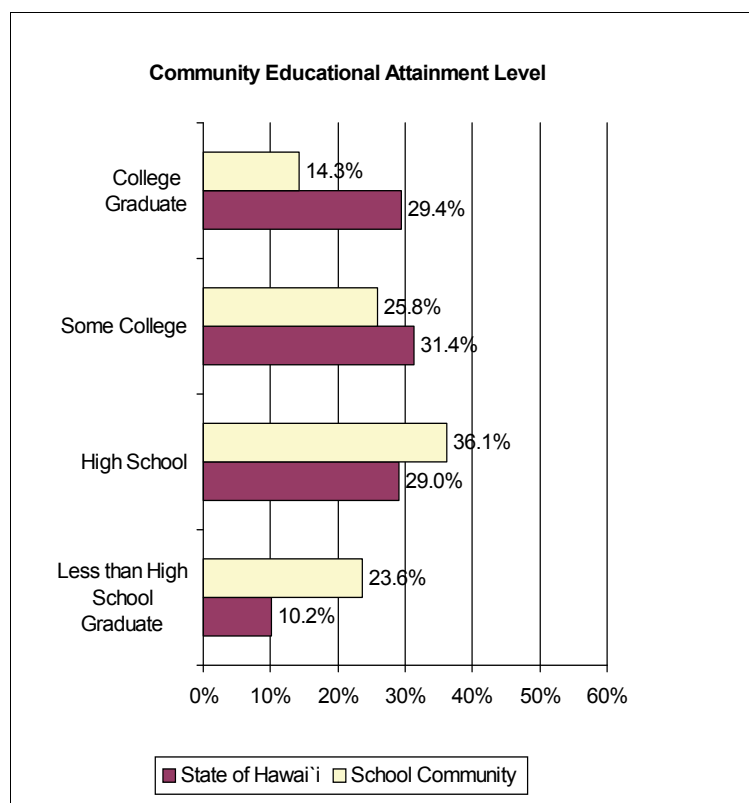
School Setting

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

Wahiawa Elementary School emphasized the school's mission of setting the foundation for all students and remains committed to improving student achievement for all students. In Reading and Math, we implemented Common Core State Standards (CCSS) based curriculum. In English Language Arts, we used Wonders, a reading program built around the Common Core State Standards. In Math, our school implemented Stepping Stones. Stepping Stones delivered multiple ways to differentiate math instruction, offered Common Core aligned resources and developed students' high-order math skills. Additional supports were also provided to students who were having academic difficulties. Online programs, Lexia, Reading Plus, and Symphony Math helped individualize learning paths for each student. Specialized instruction for our Special Education students were delivered in inclusion and resource settings based on the needs of the student. English Language Learners were provided additional support via small group instruction.

Star Reading and Star Math Assessments were conducted throughout the year to assess and monitor students' reading and math skills. Classroom teachers continued to use the learning team process to gather and analyze student work, a process that allowed teachers to determine next steps in student instruction. Wahiawa Elementary also created a Leadership Team to improve school-wide instruction and student learning by creating a culture of shared leadership and collaboration. This year's instructional focus was for students in kindergarten through grade 5 to implement writing throughout the school day and in multiple subjects.

This past school year, our school counselors provided guidance lessons using Second Step, a Social-Emotional Learning curriculum. The Second Step program provides songs, games, and activities to develop social-emotional skills. Students learn how to make friends, manage their emotions, solve problems, and deal with peer pressure.

Wahiawa Elementary is fully accredited from the Western Association of Schools and Colleges (WASC). The WASC "Focus on Learning" process allows us to continually reflect, analyze, and improve our systems to better support student achievement.

Wahiawa Elementary School - "Where Everyone Succeeds... the Wahiawa Way."

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		44.0
Regular Instruction, FTE	65.9%	29.0
Special Instruction, FTE	27.2%	12.0
Supplemental Instruction, FTE	6.8%	3.0
Teacher headcount		44
Teachers with 5 or more years at this school		28
Teachers' average years of experience		14.2
Teachers with advanced degrees		17

Professional Teacher Credentials

¹

Fully licensed	100.0%	44
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 Staff

²

Regular Instruction	17.3
Special Instruction	4.2

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
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

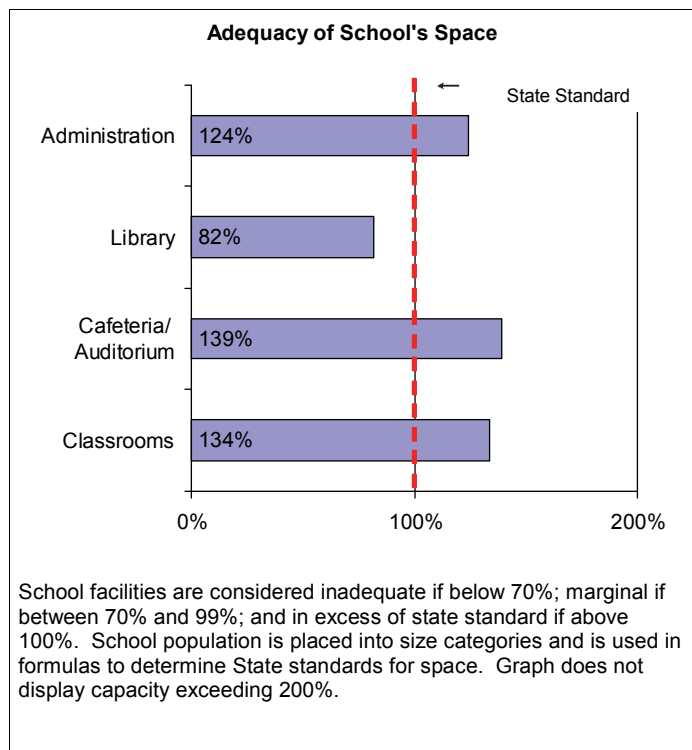
Classrooms available	46
Number of classrooms short (-) or over (+)	2

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	74.3%	77.9%	89.2%	86.0%	64.9%	71.4%
	2020	80.0%	76.7%	90.0%	86.3%	65.5%	68.2%
Well-Being	2019	76.9%	76.5%	91.7%	90.7%	--	--
	2020	81.7%	75.7%	91.8%	91.0%	--	--
Satisfaction	2019	78.4%	74.8%	91.8%	86.6%	--	--
	2020	84.8%	72.9%	93.3%	87.5%	--	--
Involvement/Engagement	2019	77.6%	74.6%	78.6%	74.9%	--	--
	2020	81.4%	73.2%	77.6%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	65.0%	79.9%	27.8%	34.9%	89.3%	86.0%
	2020	97.6%	84.5%	32.0%	37.7%	75.3%	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.

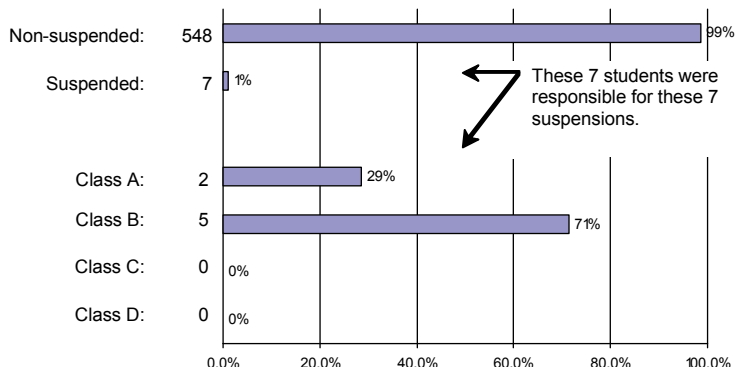
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
94.7%	94.7%	95.0%	95.0%
Average Daily Absences: in days (lower is better)			
9.4	9.3	6.6	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	462	456	458
Percent retained in grade	0%	0%	0%

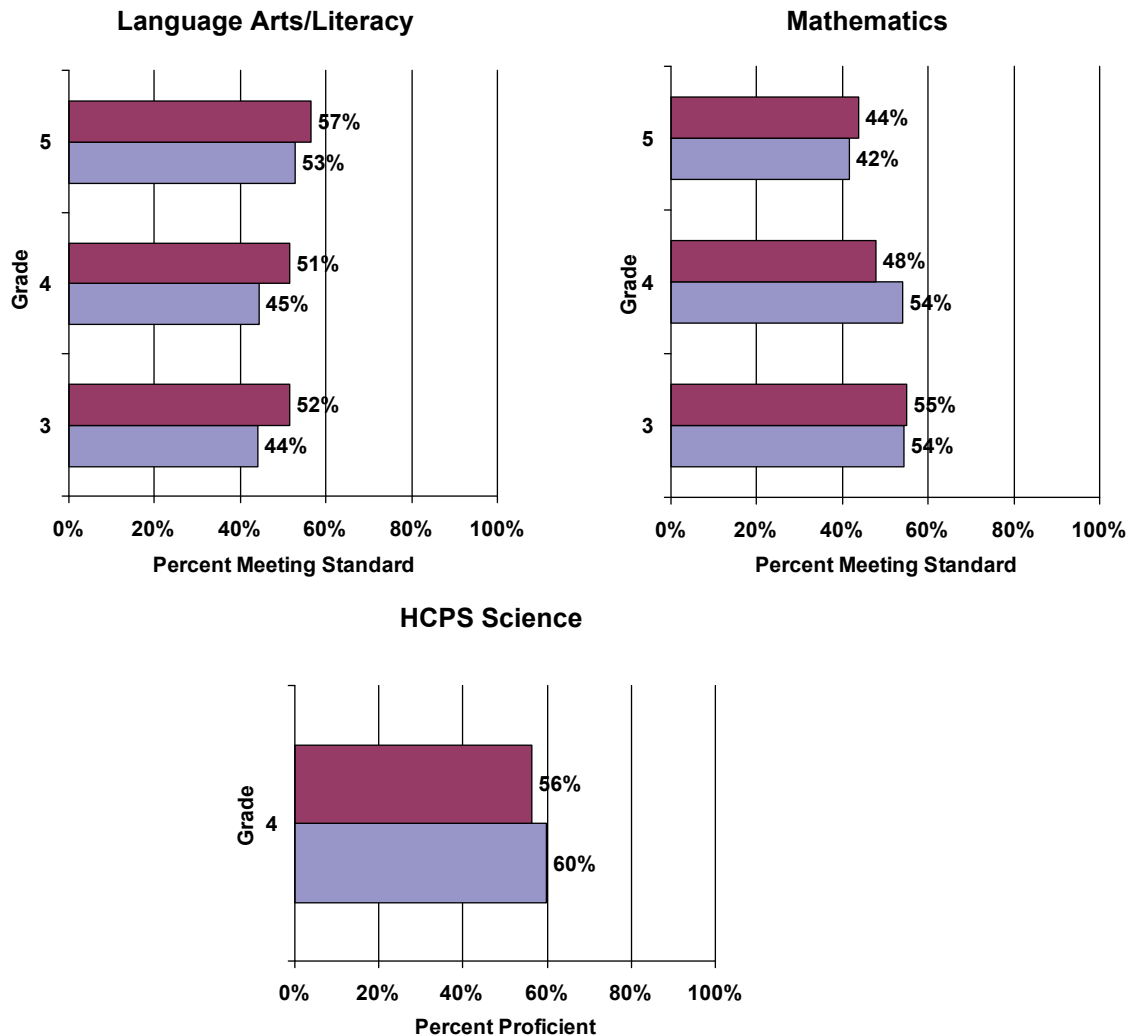
Note. -- means missing data.

* 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

Kalihi-kai 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.

Published on June 7, 2021.

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