

Prince David Kawanānakoā Middle School

School Code: 126

Grades 6-8

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:

Prince David Kawanānakoā Middle School
49 Funchal 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

Prince David Kawanānakoā Middle School (KMS) has a long history serving the Nu'uano community since its establishment in 1927. Kawanānakoā Middle School's origin has a significant Hawaiian cultural history. It is situated in a very busy community, bordered by four highly trafficked roadways. KMS lies just outside of the downtown Honolulu business district and is close proximity to a diverse community of many smaller businesses, hospitals, foreign consulates, preschools and private schools. The school currently serves approximately 670 students in grades 6 through 8.

With the advent of STRIVE HI, we are a Continuous Improvement school. Currently, almost 51% of the student population meet the criteria of being economically disadvantaged.

Students at the school are provided with opportunities to extend and expand their involvement in school through extracurricular activities such as:

- Joining the Math Team and participating in numerous competitions;
- Competing in competitions (PTSA Reflections & Cyber Camp)
- Competing and placing in speech competitions and Honolulu District Science Fair and State Science Fair;
- Performing in band and orchestra concerts throughout the year;
- Competing in various sports activities (cross country, track and field, basketball, volleyball, soccer, dance);
- Involvement in school clubs (Robotics, Library, Multimedia, Student Council, Math Team, Speech Team);

The school continues to offer free after-school, intercession and summer programs through the Uplink and EL grants.

KMS has a fantastic relationship with our community of schools in Honolulu. We prepare our incoming 6th grade students by having transition visits with their Elementary schools. We provide other opportunities for transition to our incoming 6th graders during our summer school program. There is also a transition program for our outgoing 8th grade students. With visits to our feeder High schools and High school visiting Kawanānakoā Middle. It is our goal to prepare our students to be successful by providing rich, learning opportunities to help them become better prepared for their futures.

Students' perspectives and aspirations are highly valued in the classroom and school community. It influences the design of education programs, learning experiences, and school structure through student choice practices. This year, our students have developed a school wide behavioral rubric for proper behaviors in our cafeteria and hallways. Our students were also given an opportunity to provide input and make changes to the student handbook regarding several policies and procedures.

Kawanānakoā is a school that values above all else, our students. We are a school of heart and work tirelessly to meet the needs of the whole child, not just the academics. Our school has been transitioning over the past few years, like all schools, to a new set of standards and new curriculum. Academically we support our students with a rigorous RTI program to address their individual needs for both academic and social emotional areas. To address their emotional needs we have started the research into an SEL curriculum and selected an SEL curriculum to implement this school year. To address behavioral needs we will be implementing a Multi-Tiered System of Support to proactively address our student's behaviors before they become disruptive.

School Setting

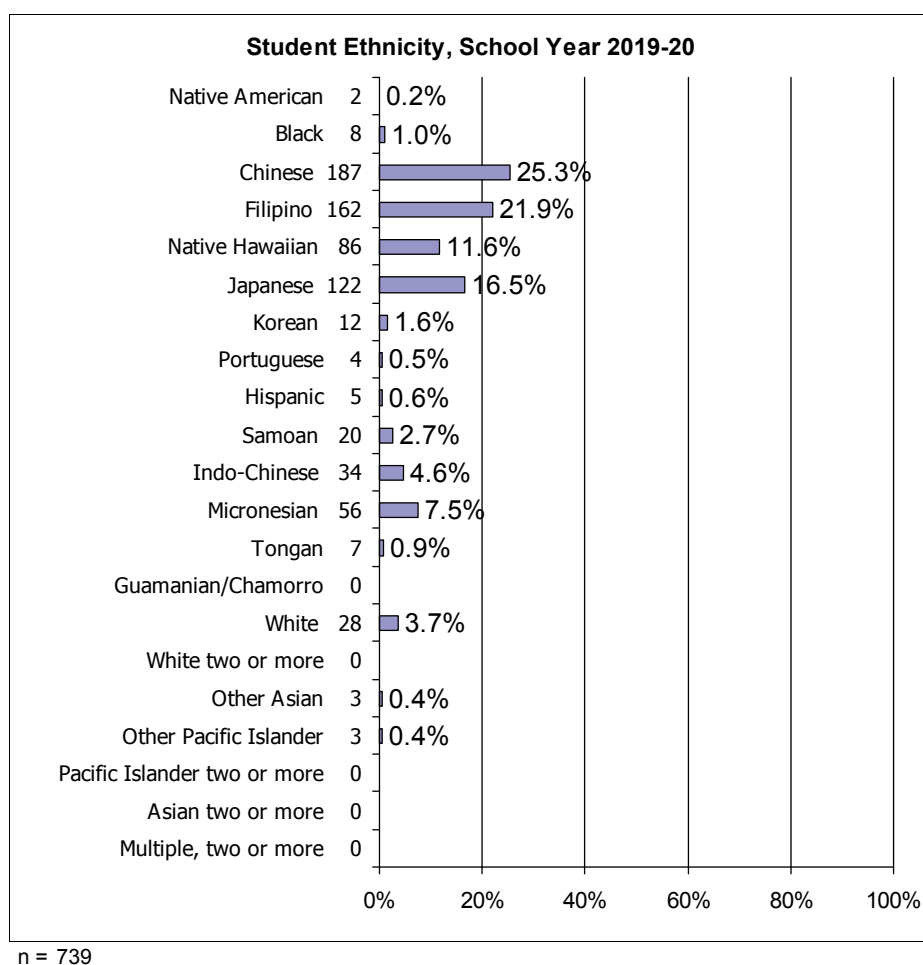
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	775	710	739	Number and percent of students in Special Education programs	65 8.3%	63 8.8%	59 7.9%
Number and percent of students enrolled for the entire school year	748 96.5%	686 96.6%	712 96.3%	Number and percent of students with limited English proficiency	36 4.6%	38 5.3%	57 7.7%
Number and percent of students receiving free or reduced-cost lunch	394 50.8%	366 51.5%	360 48.7%				

Note. -- means missing data.

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

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



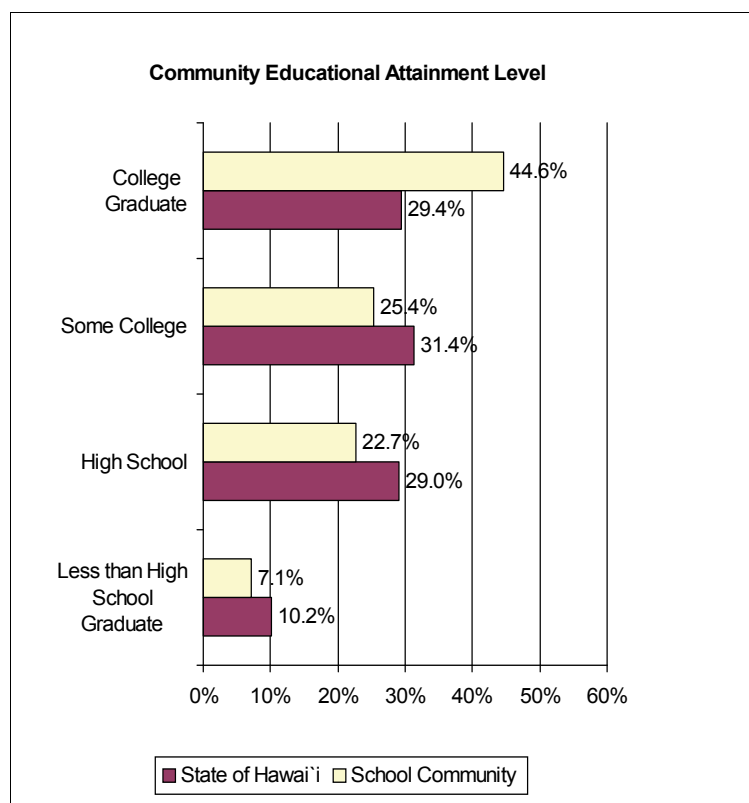
School Setting

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

Roosevelt HSC	School Community	State of Hawai'i
Total population	61,209	1,360,301
Percentage of population aged 5-19	13.2%	18.4%
Median age of population	44.3	38.6
Number of family households	14,214	313,907
Median household income	\$78,049	\$66,420



School Improvement

Summary of Progress

Student achievement and implementation of data-driven initiatives continue to be addressed at Kawananakoa Middle School. Progress towards DOE 6+1 Strategic Priorities are as follows:

COMMON CORE STATE STANDARDS (CCSS)

- Continued with State curriculum of Go! Math and SpringBoard to align with CCSS
- Continued SW focus on argumentative writing including SW data team components
- All students have pre/post reading lexile, pre/mid-year/post reading grade equivalent, & math pre/mid-yr/post scores
- NGSS training for Science teachers and development of pacing guides/curriculum maps

COMPREHENSIVE STUDENT SUPPORT SYSTEM (CSSS)

- Programs for students include AVID, UPLINK, EL, Special Education, Gifted/Talented
- All students have a universal screener scores in reading and math
- Supports for students: AVID PTTs, Title I PTTs, in math and ELA, EL PTTs, reading support for Pacific Islander subgroup during AAs
- CSSS RtI process continues to be developed with planned on-going PD
- PBIS program continues to be improved.

FORMATIVE INSTRUCTION/DATA TEAMS (FI/DT)

- Data teams meetings for each subject area within a team, including EL & SPED students
- Schoolwide argumentative writing rubric/scoring guide and data teams template
- All students have a baseline and summative score in math and argumentative writing
- Data team process continues to be improved

EDUCATOR EFFECTIVENESS SYSTEM (EES)

- Training provided for beginning teachers on the Enhanced Track and for tenured teachers, classroom and non-classroom, on the Standard and Streamlined Tracks
- Required all teachers to complete an Individual Professional Development Plan

INDUCTION AND MENTORING (I & M)

- Revised and updated school-created New Tchr Handbook for all tchrs new to the school.
- Provided a New Teacher Orientation and tour on the first day of school.
- Provided each beginning teacher (3 yrs or less) a school level mentor
- Identified mentors; funded Mentor Training with the HDO
- Committee created – meets bi-monthly meetings to occur between a mentor and mentee

SCIENCE TECHNOLOGY ENGINEERING AND MATH (STEM)

- Required all students to complete a science fair project, created school science fair
- STEM-focus Gifted and Talented class and Grade 6 wheel class provided
- STEM Committee implemented SW STEM activities, all content area teachers involved
- All ECTs collaborated & began to execute a STEM Engineering Design IDU
- Competed in and placed 2nd in International eICON app competition in South Korea

ACADEMIC REVIEW TEAM (ART)

- Craft CNA and AcPlan to determine use of extended 21 hour PD hours.
- Meet quarterly to review the Ac Plan.
- Funded sub days for CAST training on new continuums

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		43.0
Regular Instruction, FTE	81.3%	35.0
Special Instruction, FTE	13.9%	6.0
Supplemental Instruction, FTE	4.6%	2.0

Teacher headcount		43
Teachers with 5 or more years at this school		24
Teachers' average years of experience		14.3
Teachers with advanced degrees		19

Professional Teacher Credentials

¹

Fully licensed	97.6%	42
Emergency hires	2.3%	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	19.4
Special Instruction	9.8

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	6.0
Librarians, FTE	0.0
Counselors, FTE	4.0
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

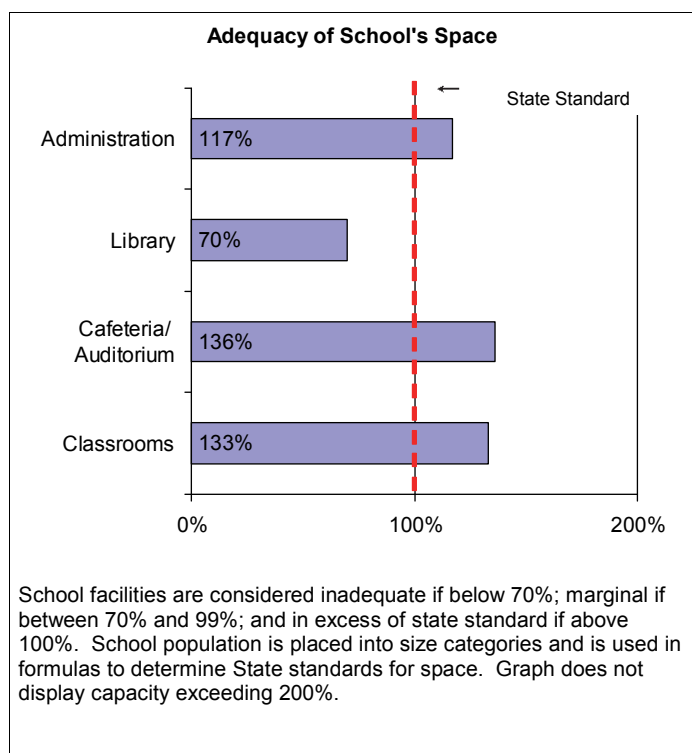
Classrooms available	48
Number of classrooms short (-) or over (+)	0

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 [*] Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	78.4%	69.2%	82.7%	74.6%	66.5%	64.4%
	2020	73.0%	65.8%	76.2%	73.8%	54.4%	58.7%
Well-Being	2019	80.2%	70.1%	86.9%	83.0%	--	--
	2020	80.0%	68.1%	81.8%	82.5%	--	--
Satisfaction	2019	76.0%	65.0%	83.8%	78.5%	--	--
	2020	78.4%	63.8%	76.9%	77.7%	--	--
Involvement/Engagement	2019	82.6%	66.2%	61.7%	57.8%	--	--
	2020	84.5%	64.7%	58.1%	57.7%	--	--

Survey Return Rate ^{**}		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	76.6%	42.0%	24.1%	84.4%	84.2%
	2020	100.0%	86.2%	38.7%	27.7%	77.0%	77.0%

^{*} 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.

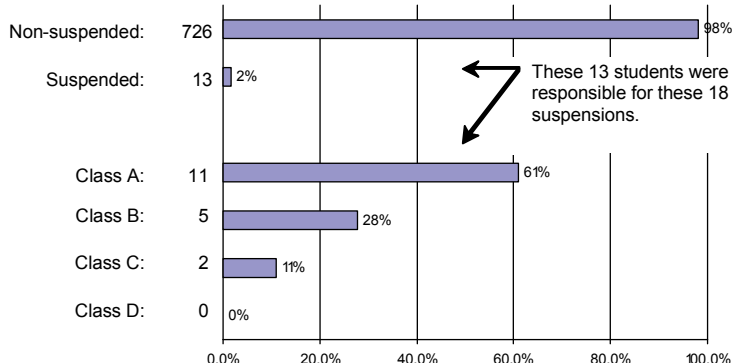
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
96.6%	96.9%	96.5%	95.0%
Average Daily Absences: in days (lower is better)			
6.0	5.4	4.6	9

Suspensions, School Year 2019-20



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	243	220	228
Percent retained in grade	0%	0%	0%

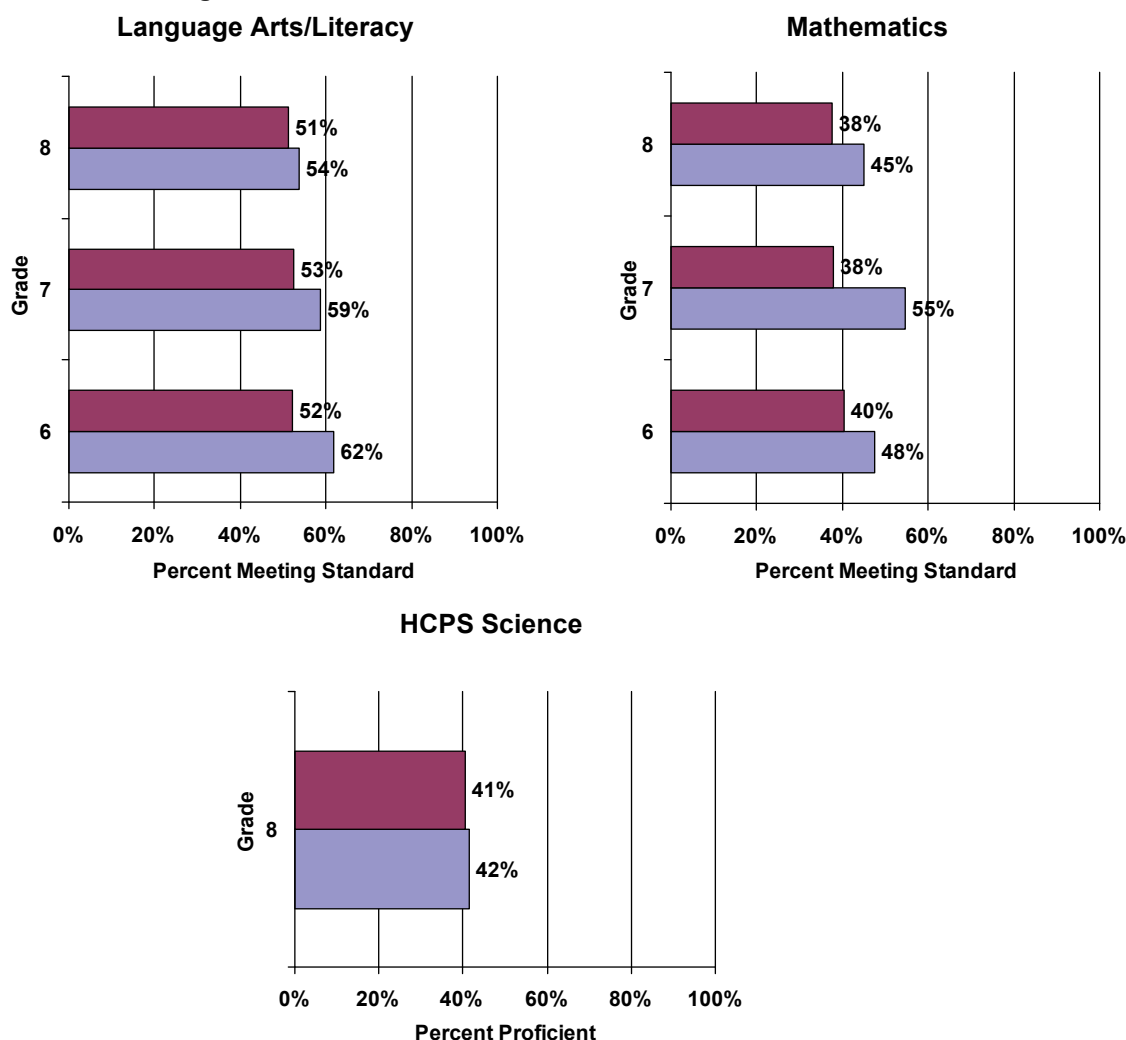
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Vital Signs

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 David Kawanānakoā Middle 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 2024.

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