



# Kalihi-uka Elementary School

School Code: 122

Grades K-5

## School Status and Improvement Report School Year 2019-20



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### School Address:

Kalihi-uka Elementary School  
2411 Kalihi Street  
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

Kalihi Uka Elementary School (KUES) is located in the lush upper Kalihi Valley of Honolulu. We are one of nine elementary schools in the Farrington Complex, within Honolulu District, which is located on the island of Oahu. Our campus consists of fifteen classrooms, a library, computer lab, physical education room and cafeteria. Our year-round school serves 270 students in Special Education Preschool and Kindergarten through Grade 5.

In 2013, KUES achieved "Recognition" status under the State of Hawaii's school accountability and improvement system called "Strive HI". We continue to make improvements by challenging our students to set high goals and working hard to reach those targets. Prior to the Strive HI System, KUES had also met Adequate Yearly Progress (AYP) since 2008, in accordance with the No Child Left Behind Act. In 2018 KUES was awarded the National Blue-Ribbon Award recognizing our student's academic growth and the collective work of our KUES community.

To ensure all students reach their academic potential, KUES is committed to the implementation of Common Core State Standards via the state-adopted curricula in language arts and math. We are focused on building a strong foundation for learning with every student. In our mission to educate the whole child, Reading Mastery, our 1:1 computer initiative and co-curricular STEAM (Science, Technology, Engineering, Art, and Math) and athletic activities are only a few of the programs which are unique to the school. We also make every effort to partner with parents through various parent engagement activities throughout the year.

In Spring 2015, KUES became accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). The accreditation status was based on a school self-study report and the satisfactory completion of the on-site accreditation visit. A six-year Accreditation Status was earned with a mid-cycle one-day visit through June 2021.

The school utilizes the Comprehensive Student Support System (CSSS) and Hawaii Multi-tiered Systems of Support (HMTSS) to provide early intervention and prevention strategies to support students in their academic achievement. We are focused on supporting all students socially, academically and emotionally. A school-wide Positive Behavior Support System focuses on students being responsible, respectful and safe in school and is implemented by the entire faculty and staff.

Our vision is Kalihi Uka EAGLES are Enthusiastic, Active, Growing, Learning, Engaged and Successful. We will achieve this by providing quality curriculum and instruction in a nurturing and safe learning environment through critical and creative thinking, collaboration and global awareness. This vision and mission is sustained by the school's faculty and staff through curricular, instructional, and assessment efforts to raise student achievement to meet and exceed the Common Core State Standards in all the content areas. These efforts are reflected in the school's Academic and Financial Plan, which supports student priorities of academic achievement, safety and well-being, and civic responsibility.

## School Setting

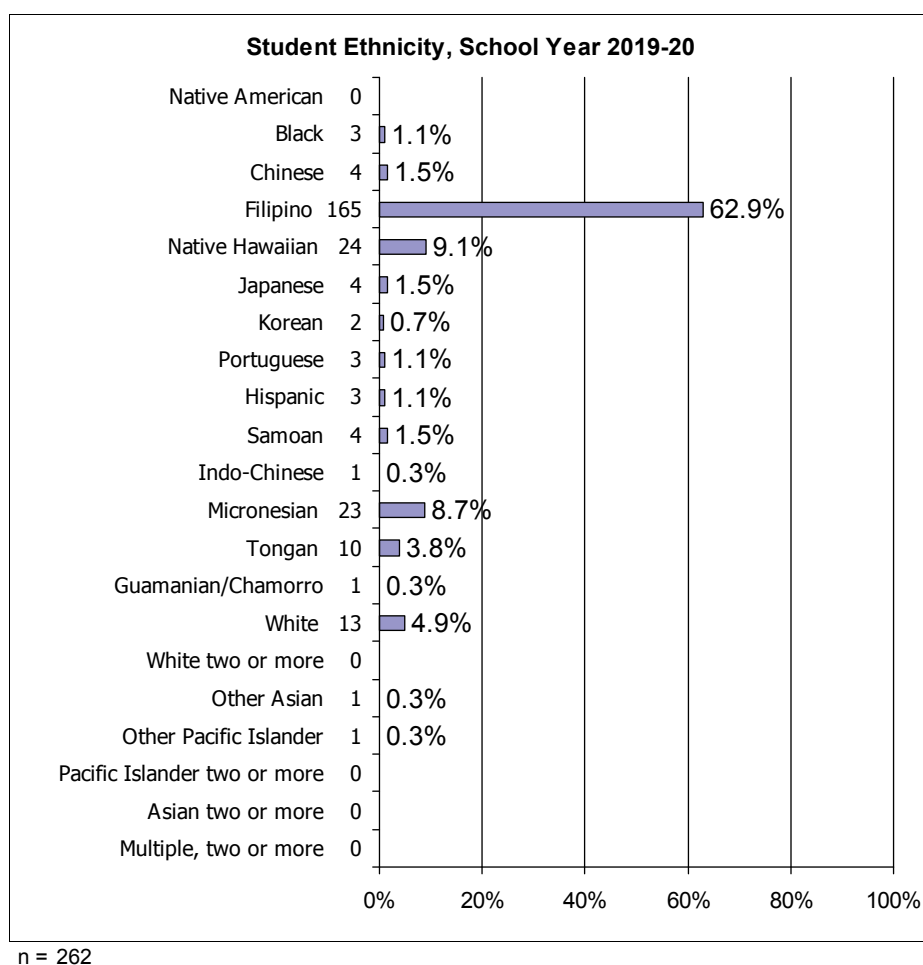
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	234	239	262	Number and percent of students in Special Education programs	17 7.2%	16 6.6%	14 5.3%
Number and percent of students enrolled for the entire school year	211 90.1%	225 94.1%	241 91.9%	Number and percent of students with limited English proficiency	19 8.1%	30 12.5%	41 15.6%
Number and percent of students receiving free or reduced-cost lunch	173 73.9%	162 67.7%	169 64.5%				

Note. -- means missing data.

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

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



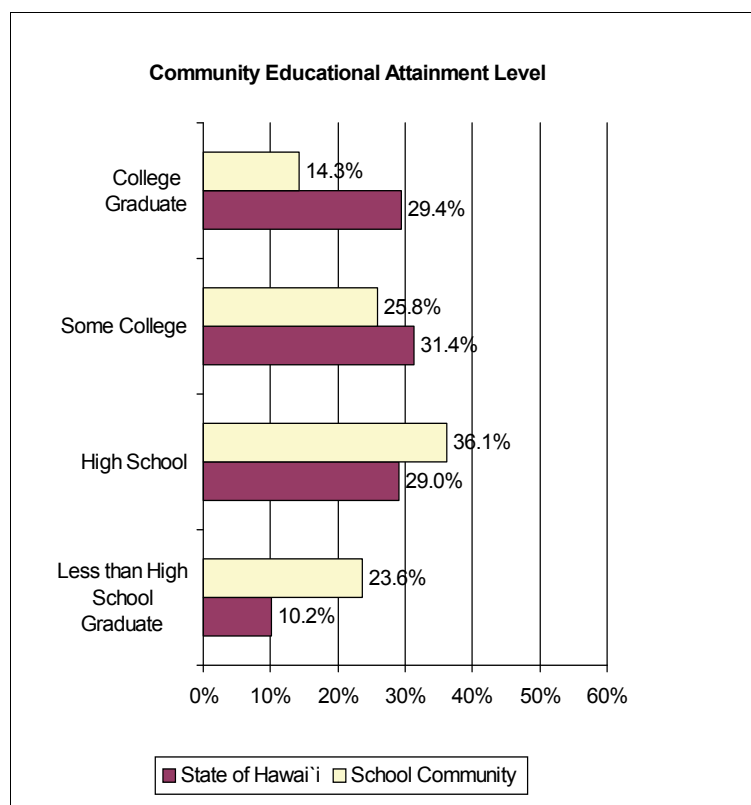
## School Setting

### 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

Kalihi Uka Elementary School (KUES) serves about 250 students. The school receives Title I and Title III federal funding to support disadvantaged and English Language Learners (ELL) who attend Preschool through Grade 5. Amongst its accolades, KUES was awarded the National Blue Ribbon Award in 2018 recognizing the student's academic growth and the collective work of the KUES community. KUES proudly maintains its "Recognition" status under the State of Hawaii's "Strive HI" school accountability and improvement system which was first achieved in 2013. Along with this, KUES continues into its fourth year of the Western Association of Schools and Colleges (WASC) Accreditation Status which was awarded in 2015.

KUES earnestly integrates the Goals prescribed by the Department of Education that focus on continuous school improvement and student achievement. At KUES, the Learning Team (LT) process continues to serve as the primary venue to address Student as well as Staff Success. School-wide articulation provides opportunities for all school personnel to learn from each other and also reflect upon student achievement and school systems. Teachers have focused on identifying priority Common Core State Standards within language arts and utilizing the state adopted curriculum as a means to teach the standards. As part of the teachers learning practices, they will also be focusing on math priority standards in future professional development (PD). This process has yielded a means to develop, adopt and institutionalize consistent school-wide high yield expectations and practices amongst the staff. Along with high impact practices, teachers also utilize 1:1 technology within their classrooms to foster a more rigorous curriculum which promotes engaging instructional strategies intended to impact collaboration and student growth. While KUES established a foundation for collaboration, KUES is committed to the Visible Learning research in order to build upon what we are doing to reinforce critical thinking with more clarity for students and teachers. Students and staff are also focused on effective questioning and feedback to increase the impact on student learning and to prepare students for college and/or career. The feedback received serves as a vehicle for students to have a voice in their learning and helps them to take responsibility for the progress they are making in school. As teachers use scientific methodology, Charlotte Danielson's question and discussion rubric, and technology as tools for learning and thinking, in tandem the school's leadership team also continues to cultivate a common understanding of rigorous curriculum and instruction in classrooms to refine and sustain leadership.

Intervention and differentiation for struggling learners continue to be school priorities. Teachers are provided PD in effective instructional and differentiation strategies, such as Global Language Acquisition Design (GLAD), to support student engagement and learning at all levels. Programs such as Imagine Learning Education and iReady are used to assess and provide additional safety net supports for all students. In addition, the school continues to provide intensive one-to-one or small group intervention services. Tutoring during recess and extended learning opportunities after school and during intersession breaks are provided for our ELL and struggling learners. A school cadre also maintains monthly reviews of student needs targeting those who are not progressing towards meeting Common Core Standards (CCSS). To support the emotional and mental well being of the students, KUES utilizes various social emotional learning practices including classroom and school level supports, Primary School Adjustment Program (PSAP), along with health and wellness initiatives provide positive supports for all students. Transitions is also a focus for KUES with activities such as Kindergarten Camp for the incoming kindergarteners to transition them into a school setting and Step Up Day, when students spend part of their afternoon with their next years teachers. KUES also understands and values the critical role parents play in student achievement. Consequently, a variety of parent involvement opportunities are offered to provide an awareness of CCSS, assessments, reading/math strategies and grade level curriculum.

KUES is committed to practices that facilitate student success. We continue to utilize the self-study process that enables us to systematically evaluate the effectiveness of programs continuously improve our use of assessment data to inform what and how we teach to impact student learning. By working together, our EAGLES will achieve, they will fly high and soar across the world.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)<sup>1</sup></b>		17.0
Regular Instruction, FTE	76.4%	13.0
Special Instruction, FTE	23.5%	4.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		17
Teachers with 5 or more years at this school		9
Teachers' average years of experience		7.8
Teachers with advanced degrees		5

#### Professional Teacher Credentials<sup>1</sup>

Fully licensed	100.0%	17
Emergency hires	0.0%	0

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

#### Students per Teaching Staff<sup>2</sup>

Regular Instruction	19.0
Special Instruction	3.5

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE <sup>3</sup>	2.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

<sup>3</sup> 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

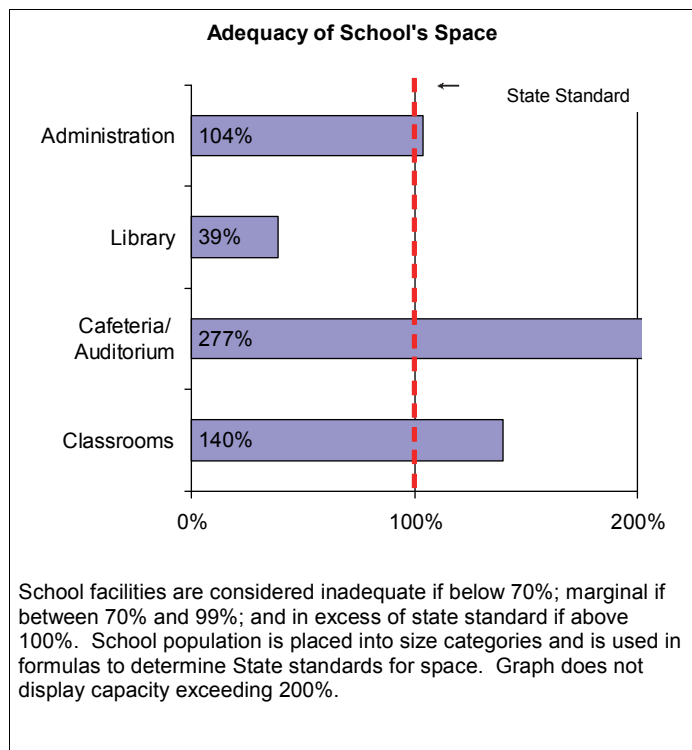
Classrooms available	25
Number of classrooms short (-) or over (+)	0

#### 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	95.8%	77.9%	88.7%	86.0%	69.2%	71.4%
	2020	93.1%	76.7%	90.2%	86.3%	65.0%	68.2%
Well-Being	2019	95.2%	76.5%	93.2%	90.7%	--	--
	2020	88.2%	75.7%	89.9%	91.0%	--	--
Satisfaction	2019	86.2%	74.8%	93.2%	86.6%	--	--
	2020	95.2%	72.9%	91.4%	87.5%	--	--
Involvement/Engagement	2019	88.7%	74.6%	83.9%	74.9%	--	--
	2020	90.5%	73.2%	82.6%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	94.1%	79.9%	58.1%	34.9%	86.0%	86.0%
	2020	100.0%	84.5%	40.0%	37.7%	89.0%	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.

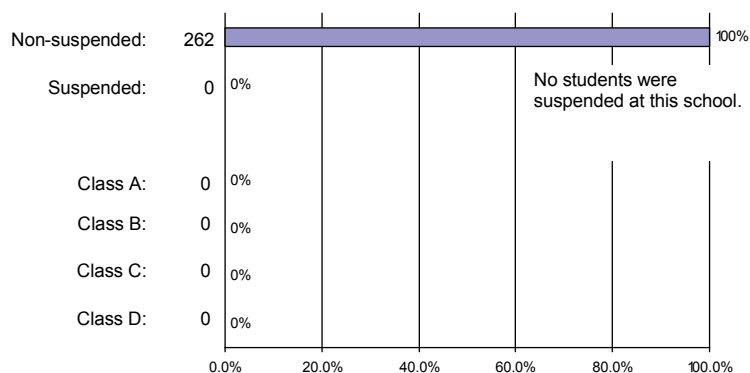
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2017-18	2018-19	2019-20	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
95.8%	95.1%	95.4%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
7.3	8.5	6.0	<b>9</b>

#### 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	193	184	215
Percent retained in grade	0%	0%	0%

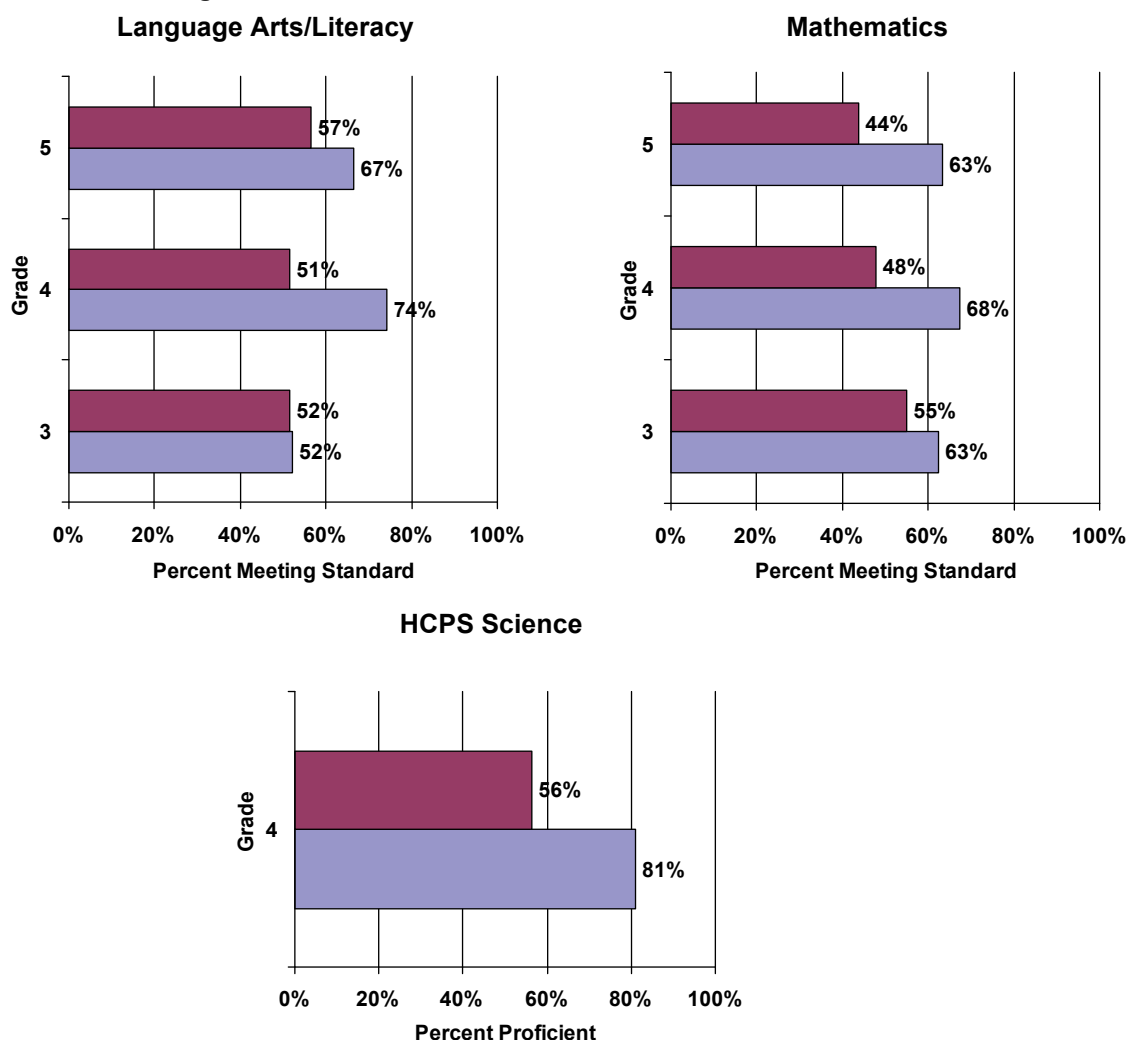
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## Vital Signs

### 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-uka 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 2021.

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