



Nuuanu Elementary School

School Code: 141

Grades K-5

School Status and Improvement Report School Year 2019-20



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School Address:

Nuuanu Elementary School
3055 Puiwa Lane
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

Nu`uanu School is nestled in a cool, damp, and quiet suburban neighborhood in Nu`uanu Valley. It lies with the rising cliffs of the Pali and Ko`olau Mountains to the north, a panoramic view of the Pacific Ocean to the south, and steep lush hillsides to the east and west.

Nu`uanu School was established in 1960 when there was a need for an additional school near downtown Honolulu. The school's unique single story redwood designed construction was done with the natural surrounding environment in mind.

Our school vision "We are Learners for Life" is instilled and practiced by everyone. The teachers and staff believe that all children can and will learn and succeed when given a rigorous and relevant curriculum. Good instructions, caring people and proper guidance in a nurturing environment furthers their growth and development. The faculty and staff help all children develop their academic, attitude, social and emotional skills in order to prepare them to live as a contributing citizen in a rapidly changing world. It is Nu`uanu's mission to develop and insure that the appropriate skills and critical thinking capabilities are ingrained in all our students. These skills and knowledge will enable them to use information wisely, efficiently, adapt to change appropriately and equip them with the tools to pursue their lifelong dreams and become successful in whatever career they choose.

In addition to the regular instruction program, Nu`uanu School offers language arts enrichment for gifted and talented children, computer and technology education, special education, math and remedial reading help, STEM class, on-line reading, math, and limited English proficiency services. Students also have the opportunity to be involved in non-academic service learning projects such as Student Council, Peer Mediation, Technology Club, Robotics and School Safety Officers (SSO). After-school programs being offered include arts and craft, sports and Lego building activities.

The School Community Council (SCC), Parent Community Networking Center (PCNC), and our parent teacher organization, Aikane O Nu`uanu, support Nu`uanu in many activities. All families are encouraged and invited to be involved in the classroom, school activities and projects which included non-academic school activities. We have one fundraising activity, two campus beautification days, Bingo Nite, annual Family Fun Nite, pumpkin carving, dinner with your family, and two movie nights. All activities strive to bond the family, the school, and families closer to each other.

School Setting

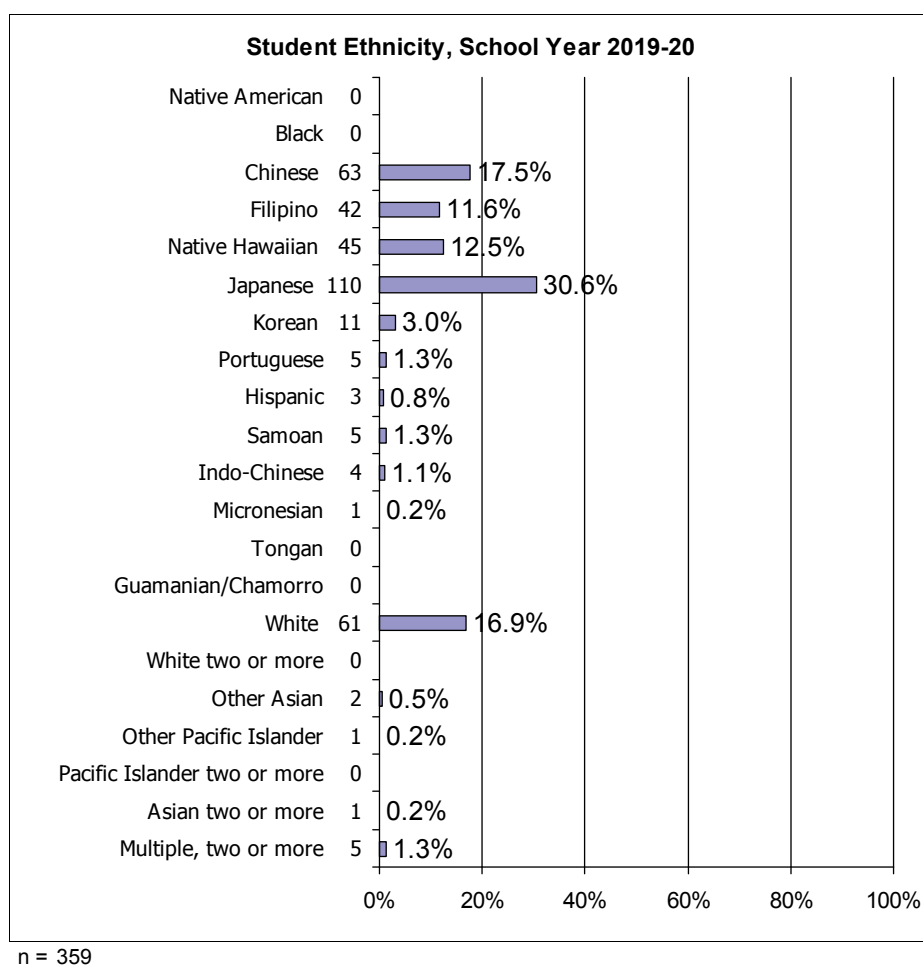
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	369	349	359	Number and percent of students in Special Education programs	27 7.3%	23 6.5%	24 6.6%
Number and percent of students enrolled for the entire school year	357 96.7%	343 98.2%	352 98.0%	Number and percent of students with limited English proficiency	16 4.3%	17 4.8%	20 5.5%
Number and percent of students receiving free or reduced-cost lunch	49 13.2%	55 15.7%	49 13.6%				

Note. -- means missing data.

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

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



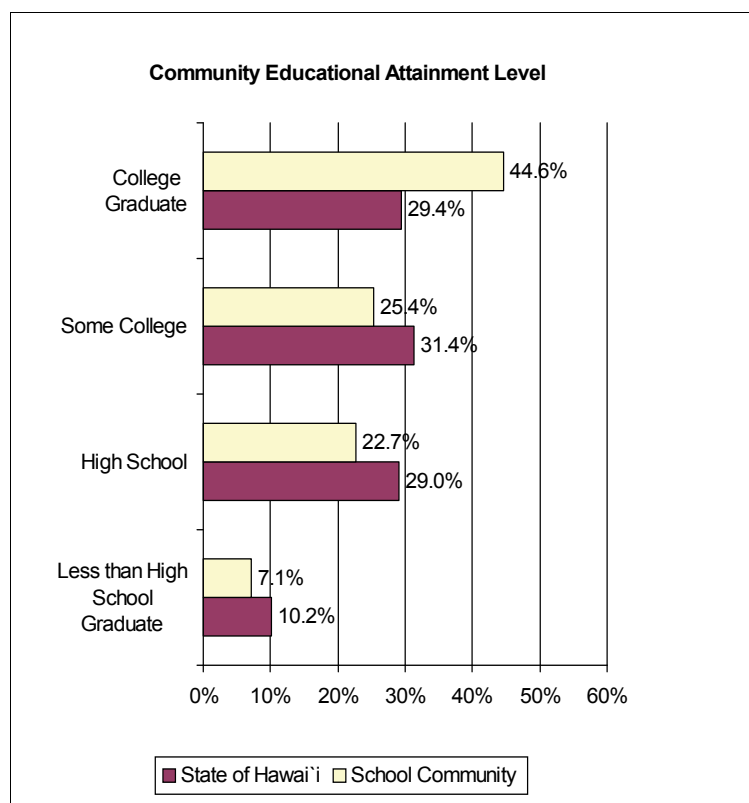
School Setting

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

INCLUSIVENESS: Nu`uanu School involves all stakeholders in a collaborative process of school improvement and high student achievement. As the school transitioned to the Strategic Academic and Financial Plan, school community members collaborate through various venues. Stakeholders can analyze school data, reviews, and give input to the plan.

PURPOSEFULNESS: The six General Learner Outcomes (GLOs) are embraced by the school community and are an essential part of Nu`uanu School's culture. The GLO Progress Report and Standards-based Report Card has become a regular practice and is used routinely in classroom assessments. GLO rubrics and assessments can be found throughout the school in student evidence binders and progress folios.

STUDENT-FOCUSED & ACTION-ORIENTED

- Nu`uanu School was a 1985, 2006, and 2013 State and National Blue Ribbon Award recipient.
- Grade level teachers collaborate together as learning teams in articulation sessions two times per month for 90 minutes per session. Together, teachers examine student work for quality that should drive instructions.
- Nu`uanu School school wide Data Team, Academic Review Team (ART) in which student work are shared and evaluated. Purpose is to measure student success that will drive instructional practices school wide. Grade level teams will sort student samples to build common understanding of quality and a common rubric developed.
- Nu`uanu School has to do vertical walkthroughs with fidelity. Various grade levels can discuss and critique both curriculum (lessons) and assessments being taught in each grade. Purpose is to be sure all instructions, besides being relevant and rigorous, are helping all the student transitions to the next higher grade without the need for remediation.
- Nu`uanu School has met all DOE and H.S.A/SBA requirements in the areas of math, language arts, and science. Students have consistently been in the top 10% of all achieving schools. Started in school year 2012 - 13 Nu`uanu incorporated the EES and Charlotte Danielson model to evaluate teachers and the rigor and relevance of lessons. In the 2017 -18 school year school purchased and implemented the iReady universal screener which will be. It will measure students in both LA and math from grades K to 5.

ACCOUNTABILITY: Implementation and evaluation of school progress is a shared responsibility throughout the school. The entire faculty teams together to focus our efforts on standard based learning through the Common Core State Standards. School also follows complex-wide and state initiatives, such as 6+1 and STEM.

STRONG LEADERSHIP AND SUPPORT SYSTEMS: Leadership is assumed at different levels as appropriate. We adhere to three key concepts in our standards-based system of teaching:

- 1) Distributive Leadership: becoming a leader because of one's expertise rather than title;
 - 2) Reciprocal Relationships: balancing high expectations with high levels of support; and
 - 3) Internal Accountability: being responsible as a group for student achievement and motivating others as teachers.
- Grade Level Chairs or Leadership Team meets with Administration on an as needed basis. There are also Focus Group Teams/Committees.
 - * Started the WASC Accreditation write up process for the 2016 – 2017 school year. Visitation was done and completed in March 2017 and school given a 6 years with only a write up during the third year.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		22.5
Regular Instruction, FTE	86.6%	19.5
Special Instruction, FTE	13.3%	3.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		23
Teachers with 5 or more years at this school		14
Teachers' average years of experience		16.6
Teachers with advanced degrees		6

Professional Teacher Credentials

¹

Fully licensed	100.0%	23
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	17.1
Special Instruction	8.0

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	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

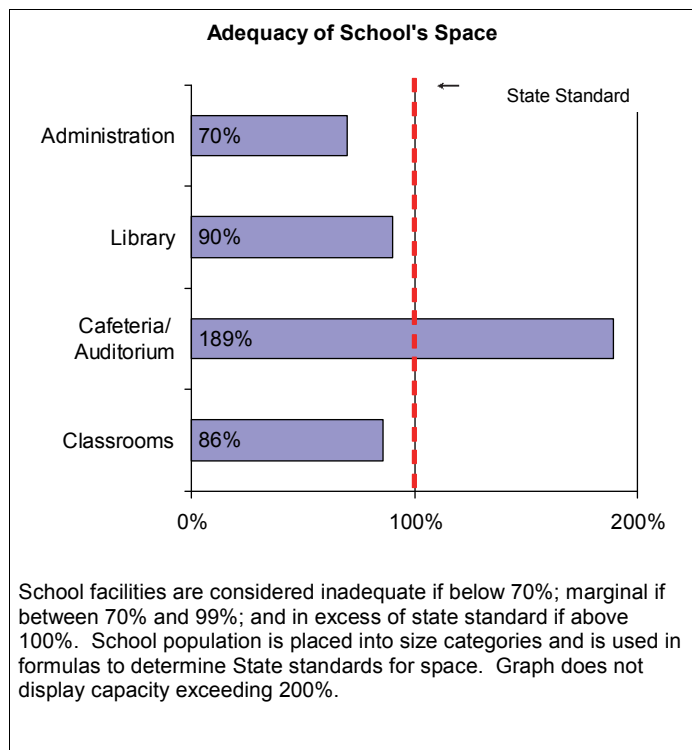
Classrooms available	17
Number of classrooms short (-) or over (+)	0

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	68.8%	77.9%	94.0%	86.0%	77.8%	71.4%
	2020	69.2%	76.7%	92.4%	86.3%	64.8%	68.2%
Well-Being	2019	69.4%	76.5%	94.8%	90.7%	--	--
	2020	61.8%	75.7%	92.3%	91.0%	--	--
Satisfaction	2019	78.6%	74.8%	88.5%	86.6%	--	--
	2020	63.4%	72.9%	87.4%	87.5%	--	--
Involvement/Engagement	2019	85.3%	74.6%	80.5%	74.9%	--	--
	2020	61.0%	73.2%	80.7%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	83.3%	79.9%	43.6%	34.9%	94.0%	86.0%
	2020	100.0%	84.5%	36.1%	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.

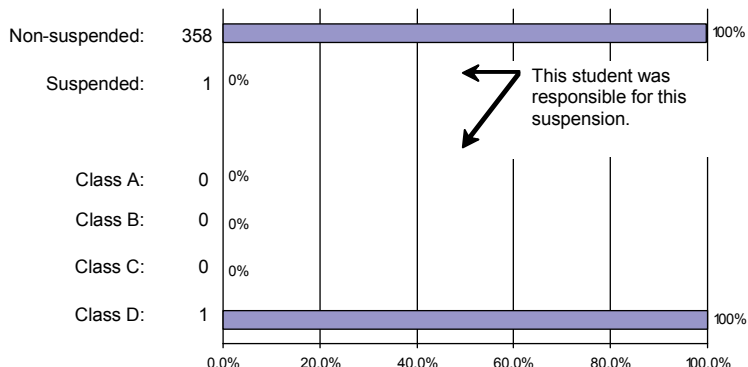
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
96.5%	96.4%	96.6%	95.0%
Average Daily Absences: in days (lower is better)			
6.2	6.4	4.4	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	299	292	298
Percent retained in grade	0%	0%	0%

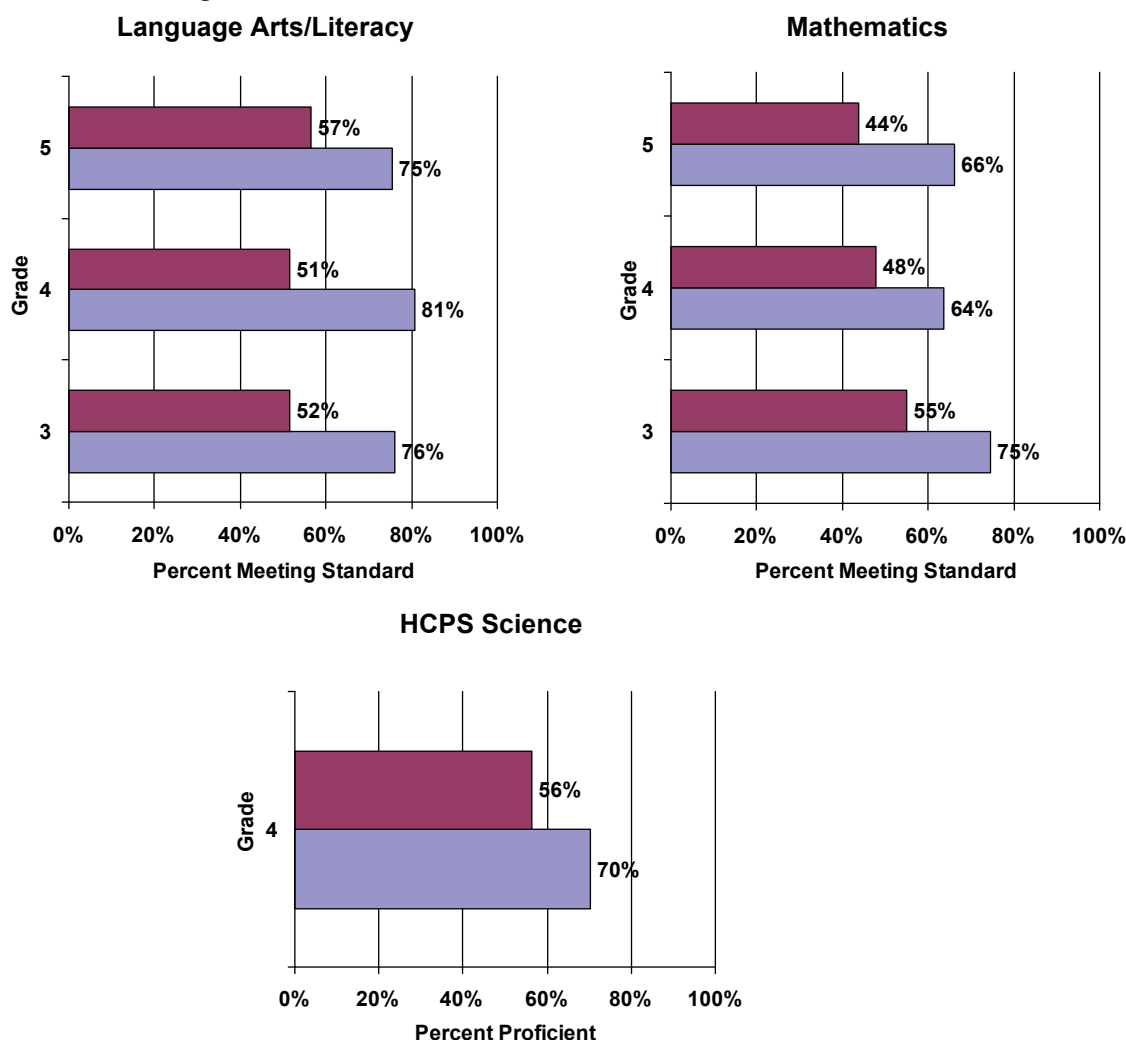
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Vital Signs

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

Nuuanu 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 2023.

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