



# Maemae Elementary School

School Code: 136

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:

Maemae Elementary School  
319 Wyllie 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

Ma'ema'e (meaning "pure" in Hawaiian) Elementary School is located near the base of Nu'uuanu Valley. Founded in the late 1800's, the school has grown from a simple three-building facility to its present design with seven buildings.

In 2018-2019, we served approximately 690 students from kindergarten through the fifth grade. Nearly 41.4% of our students reside beyond the school's geographic area.

Ma'ema'e School is committed to building a future of unlimited possibilities for all students. The vision of our school is "Learning is Forever". It is our philosophy that all children at Ma'ema'e will develop to their fullest potential to become lifelong learners and positive contributors to our society. We believe that children learn best by being actively engaged in meaningful learning experiences within a safe environment, by learning new concepts built upon their prior knowledge and experiences, and by working together toward common goals within the school community.

Our PTSA is an enthusiastic supporter of Ma'ema'e School and provides opportunities to involve all members of the Ma'ema'e 'Ohana in activities such as fundraisers, Campus Beautification, Math Night, STEAM Night, Movie Night, Literacy Week, and May Day. Family Night is the largest annual fundraising event held in May that brings students, faculty, and parents together. Our PTSA's overall parent and community participation and support of these activities are a significant factor in the success of the school.

As a school, we are committed to providing a quality educational environment that will ensure the academic, emotional, social, and physical growth of each child. Opportunities for student participation in extracurricular activities include basketball, softball, track, Glee Club, Student Council, Broadcasting Club, Peer Mediation, Performing Arts, and Peer Tutoring. Parents, teachers, students, and the community value the dignity and worth of each individual.

## School Setting

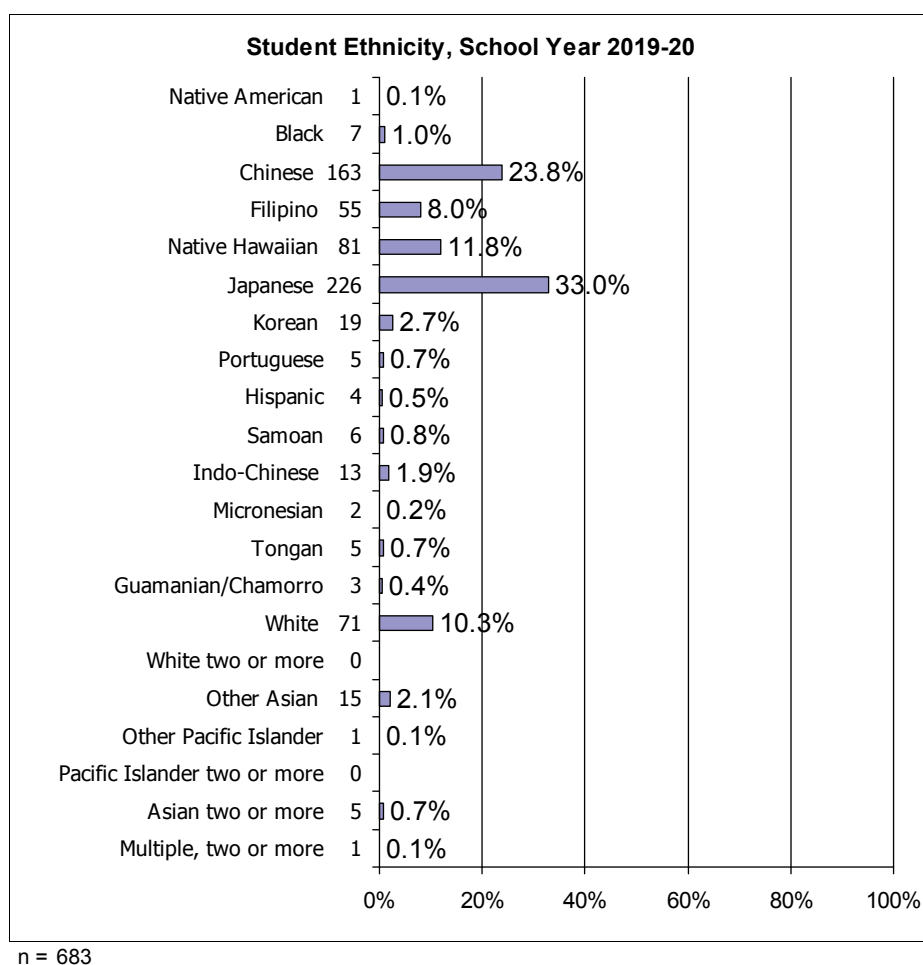
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	675	686	683	Number and percent of students in Special Education programs	42 6.2%	44 6.4%	33 4.8%
Number and percent of students enrolled for the entire school year	602 89.1%	633 92.2%	670 98.0%	Number and percent of students with limited English proficiency	39 5.7%	45 6.5%	66 9.6%
Number and percent of students receiving free or reduced-cost lunch	143 21.1%	139 20.2%	133 19.4%				

Note. -- means missing data.

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

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



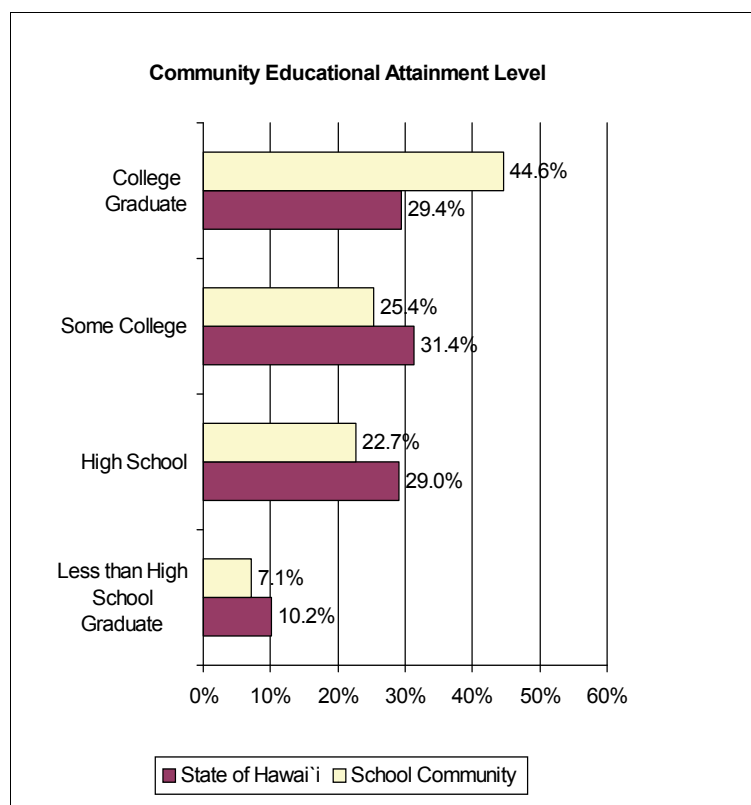
## School Setting

### 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

<b>Roosevelt HSC</b>	<b>School Community</b>	<b>State of Hawai'i</b>
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

The following State and Complex Priorities were implemented at Ma'ema'e Elementary School during the 2018-2019 school year:

State/Complex Priorities	School Status (2018-2019)
Common Core State Standards (CCSS)	All teachers continue to implement the Wonders Reading Program and EngageNY Math Curriculum. Teachers continued to utilize i-Ready as a universal screener and administer diagnostic assessments in the Winter and Spring to monitor student progress in Math and Reading. Standards Mastery assessments are also administered throughout the school year based on grade level student needs. Data from these assessments are analyzed and next steps for instruction are planned. Students completed differentiated lessons based on results from the I-Ready assessments. All teacher infused problem solving in the curriculum daily and used the Concrete-Pictorial-Abstract process to make Math more meaningful. Accountable Talk strategies were implemented to increase the rigor in our instruction and levels of Depth of Knowledge (DOK).
Comprehensive Student Supports System (CSSS)	All faculty and staff implemented our school's attendance policy and provided support for students who were frequently absent. We continued our school's Positive Behavior Support programs, which included intervention strategies to meet the needs of all students, instruction on expected school-wide behaviors, Ohana chips, quarterly recognition certificates, and recognition assemblies were held each semester.
Data Teams & Formative Instruction (DT/FI)	All faculty attended professional development by the BERC group on the STAR Framework for Powerful Teaching and Learning and participated in Learning Walks at our school and at off campus sites. Grade levels met every two weeks utilizing the data team process to meet the needs of all students. Student data on common formative assessments was analyzed and used to determine next steps.
Educator Effectiveness System (EES)	Teachers were supported in the EES components: <ul style="list-style-type: none"> <li>• Core Professionalism</li> <li>• Class Observations</li> <li>• Working Portfolio</li> <li>• Tripod Surveys</li> <li>• Student Learning Objectives</li> </ul>
Induction and Mentoring (IM)	Beginning teachers were supported by a school level mentor and all IM requirements were fulfilled.
Academic Review Team (ART)	Leadership Team members served on our ART. School-wide data and initiatives were shared at faculty meetings.
Science, Technology, Engineering & Math (STEM)	STEM and Technology teachers collaborated to plan integrated lessons and units of study. Students attended weekly STEM and Technology classes. STEAM Night, a parent-child activity was held.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		40.5
Regular Instruction, FTE	90.1%	36.5
Special Instruction, FTE	9.8%	4.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		41
Teachers with 5 or more years at this school		29
Teachers' average years of experience		17.8
Teachers with advanced degrees		13

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	100.0%	41
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	17.8
Special Instruction	8.2

<sup>2</sup> 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	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

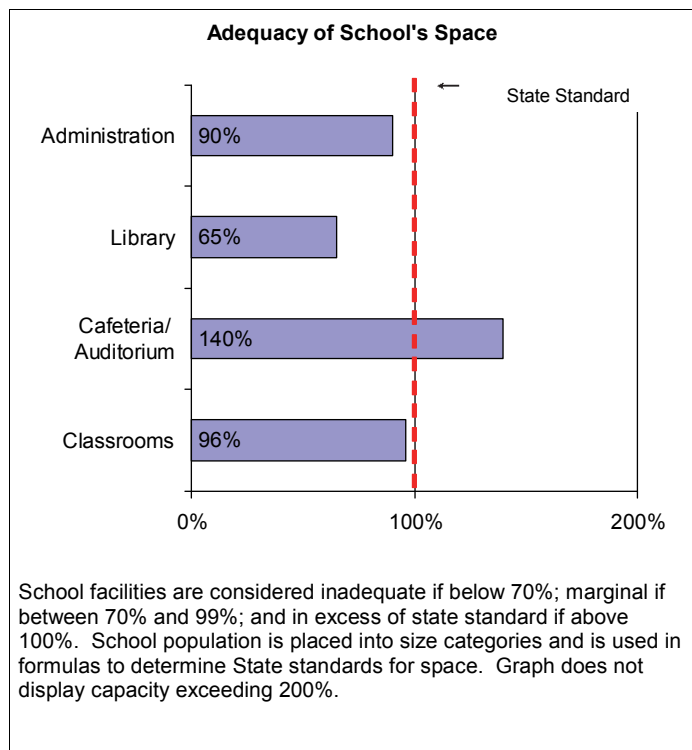
Classrooms available	37
Number of classrooms short (-) or over (+)	0

#### 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	83.3%	77.9%	92.9%	86.0%	76.0%	71.4%
	2020	88.1%	76.7%	90.7%	86.3%	76.8%	68.2%
Well-Being	2019	82.6%	76.5%	94.9%	90.7%	--	--
	2020	79.7%	75.7%	92.3%	91.0%	--	--
Satisfaction	2019	83.8%	74.8%	90.0%	86.6%	--	--
	2020	82.1%	72.9%	89.5%	87.5%	--	--
Involvement/Engagement	2019	79.3%	74.6%	81.0%	74.9%	--	--
	2020	75.1%	73.2%	81.1%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	79.9%	48.1%	34.9%	94.2%	86.0%
	2020	97.3%	84.5%	47.1%	37.7%	91.4%	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.

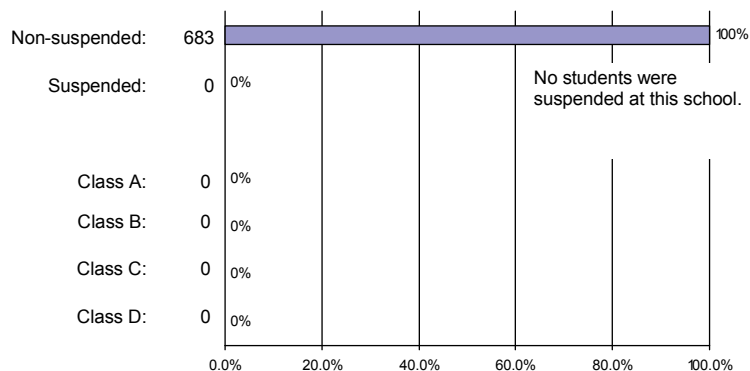
## Vital Signs

### 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)			
96.5%	96.6%	96.7%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
6.2	5.9	4.3	<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	566	564	580
Percent retained in grade	0%	0%	0%

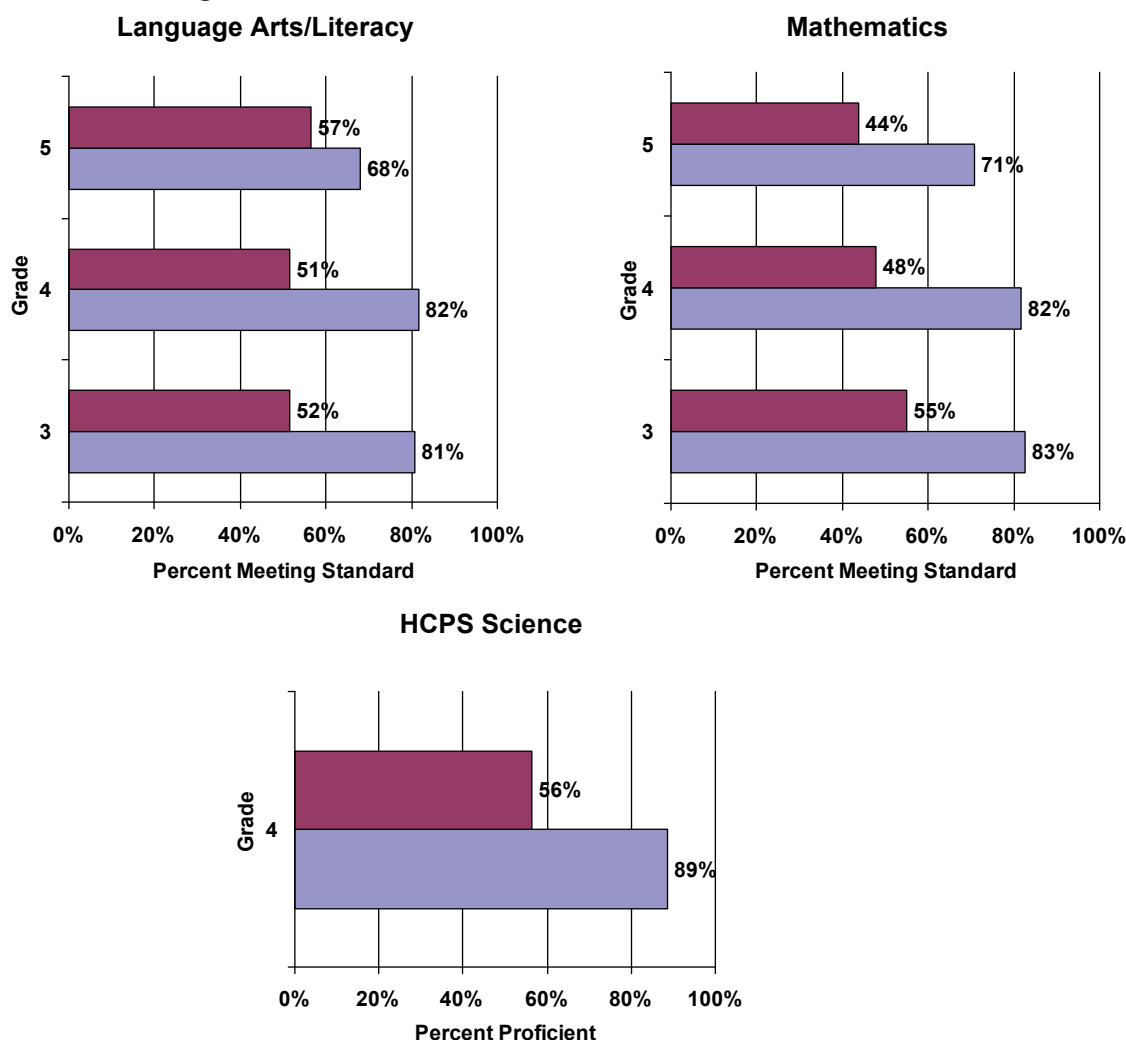
Note. -- means missing data.

\* 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

Maemae 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.

Published on June 7, 2021.

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