



Ahuimanu Elementary School

School Code: 335

Grades K-6

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:

Ahuimanu Elementary School
47-470 Hui Aeko Place
Kaneohe, Hawaii 96744

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

Ahuimanu Elementary School is located on the windward side of Oahu in the suburban Kaneohe community of Temple Valley. The curriculum encourages students to develop and use critical thinking skills and collaboration. Students are taught to make connections and apply knowledge across various content areas aligned with the common core standards. The curriculum provides the students with the foundation for the academic and social skills necessary to be community contributors, 21st century learners, and college- and career- ready. The school offers a supportive and caring learning environment with a dedicated staff. Ahuimanu values and encourages parent participation through the parent-teacher Ohana and School Community Council.

All students are supported through the Comprehensive Student Support System with an array of services, such as Instructional Interventions, English Language Learners, Special Education, and the Castle Complex 5Rs Character Education program that emphasizes Respect, Responsibility, Resourcefulness and Resiliency. All students attend our special Science, Technology Engineering and Mathematics (STEM) program. All students learn the scientific method while completing inquiry-based projects. The Gifted and Talented enrichment program for selected students in grades three through six emphasizes STEM as well. Students are provided community service opportunities through Student Council, Junior Police Officers, Library Club, Ahuimanu Kids News Team, SHAPers (Students Helping Ahuimanu's Positive Environment), and the Garden Club. Technology integration is an important part of the school curriculum supported by two computer labs, laptops for classroom use, iPads, digital cameras, and SMART Boards in all classrooms. Students have participated in Video Competitions sponsored by Olelo and produced award-winning videos in 2009, 2010, 2011, 2012, 2013, 2014 and 2017. This past school year we had two groups of students make it to the state finals for both Science Fair and History Day.

Students participate in the Actively Integrating Nutrition and Agriculture in Schools program (AINA IS), a gardening program in partnership with Kokua Hawaii Foundation providing nutrition lessons and hands-on gardening activities. Robotics has also been added in SY 2015-16; students rotate quarterly getting hands-on engineering experience. Hawaiian Studies is also included in the curriculum. A special reading and Math program has been designed to improve student success for selected students during the school day.

Ahuimanu has an active and supportive parent organization, the Ohana. Various activities are planned throughout the year. Families are encouraged to be active participants in their children's education. Ohana Activities include, but are not limited to, the Fun Fair, Movie Nights, and evening educational forums. These activities are held throughout the year to build strong partnerships and positive relationships among parents, teachers and the community.

School Setting

Student Profile

School year

2017-18 2018-19 2019-20

Fall enrollment

| | | |
|-----|-----|-----|
| 307 | 314 | 287 |
|-----|-----|-----|

Number and percent of students in Special Education programs

2017-18 2018-19 2019-20

| | | |
|-------|-------|-------|
| 43 | 48 | 39 |
| 14.0% | 15.2% | 13.5% |

Number and percent of students enrolled for the entire school year

| | | |
|-------|-------|-------|
| 288 | 301 | 275 |
| 93.8% | 95.8% | 95.8% |

Number and percent of students with limited English proficiency

| | | |
|---|---|---|
| * | * | * |
| * | * | * |

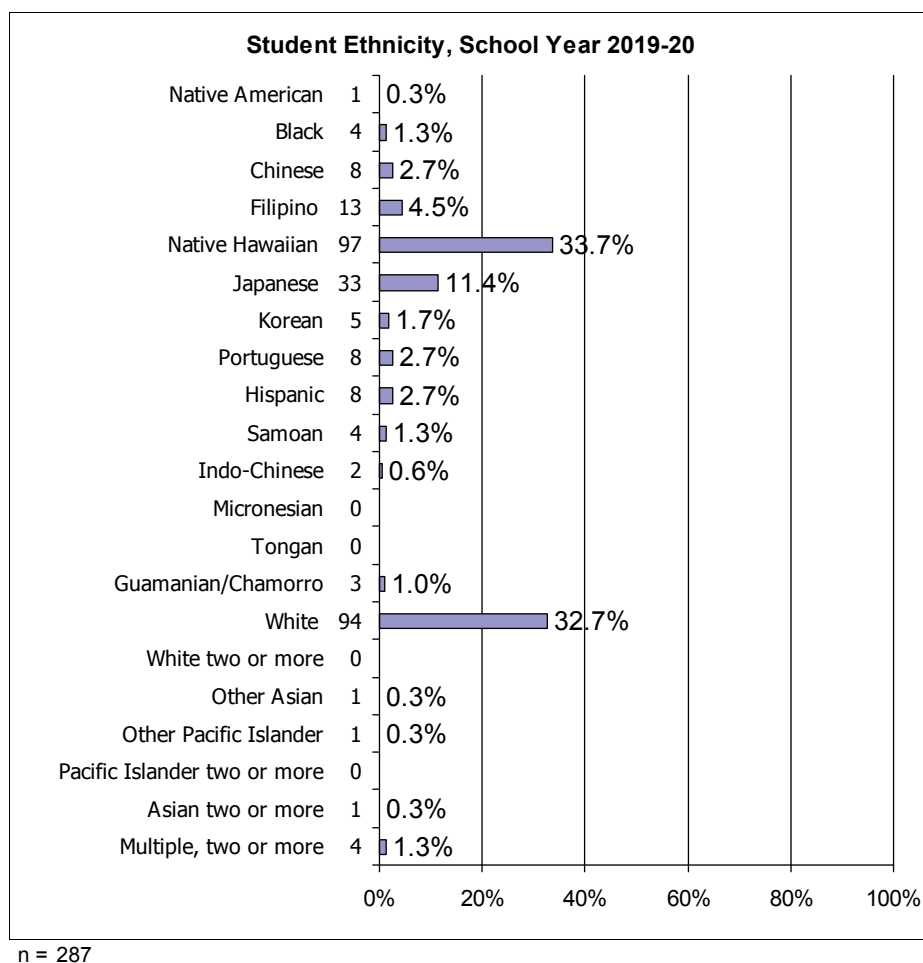
Number and percent of students receiving free or reduced-cost lunch

| | | |
|-------|-------|-------|
| 118 | 113 | 105 |
| 38.4% | 35.9% | 36.5% |

Note. -- means missing data.

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

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



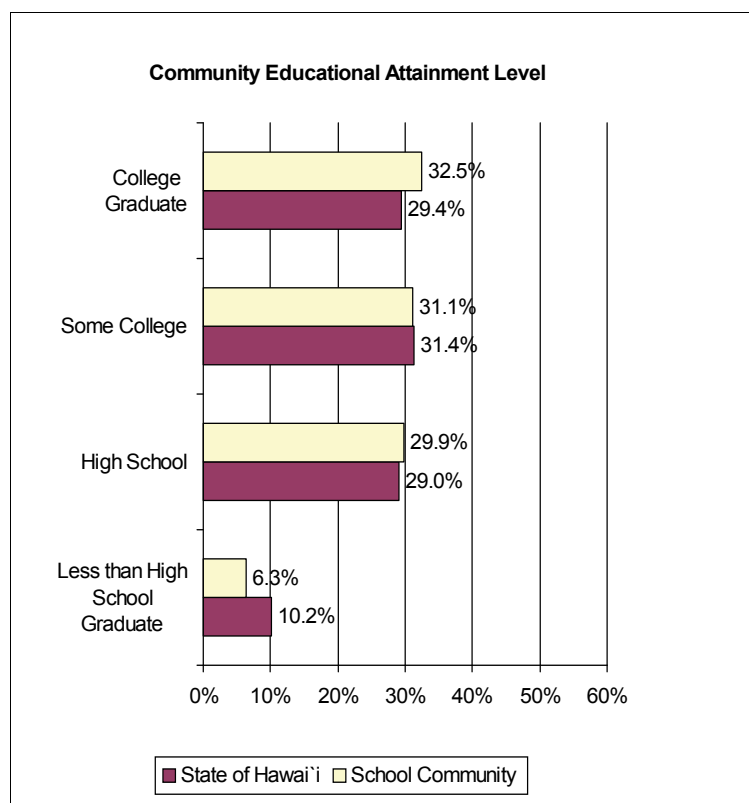
School Setting

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

| Castle HSC | School Community | State of Hawai'i |
|------------------------------------|------------------|------------------|
| Total population | 51,945 | 1,360,301 |
| Percentage of population aged 5-19 | 17.9% | 18.4% |
| Median age of population | 41.4 | 38.6 |
| Number of family households | 12,759 | 313,907 |
| Median household income | \$93,141 | \$66,420 |



School Improvement

Summary of Progress

For school year 2018-2019, Ahuimanu continued to focused on three areas; looking at school and student data, improving our school processes for Response to Intervention (RTI) and improving our Math curriculum.

Goal 1: Student Success. All students demonstrate they are on a path toward success in college, career and citizenship.

- a. Ahuimanu worked on looking at student and school data - How can we use our data to inform our instruction and school decisions? How can we increase scores for all our students and not just our high needs students?
- b. Ahuimanu also reviewed our school processes - How can we improve understanding of systems/ processes and communicate expectations for both administration and teachers? Specifically, RTI, CSSS Referrals, and Behavioral Referrals.

Goal 2: Staff Success. Ahuimanu Elementary has a high-performing culture where employees have the training, support and professional development to contribute effectively to student success.

- a. Ahuimanu also focused on improving our Math curriculum. We looked at how to support teachers with new Math program? Looked into additional training on teaching problem solving and communicating reasoning.

Progress for school year 2018-20019

Goal 1.a, in order to look at our data and focus our efforts. The grade levels worked on prioritizing our Math Common Core Standards. The grade levels went through all of the standards and choose priority standards that they will focus on. They also then used these prioritized standards and updated their curriculum maps. This prioritization will allow our teachers to focus their efforts on collecting data on Math standards which will have the biggest impact.

Goal 1.b, we continued to revise our reading intervention for the lower grades (K-2) and math intervention for the upper grades (3-6). We had training on differentiation and how to use small groups. The trainer worked with the grade levels for two days; the first day was working on lesson plans and the second day was an observation of the teacher implementing the lesson with a small group and immediate feedback on the lesson.

Goal 2.a, Along with prioritizing our Math standards and updating out Math curriculum maps, our teachers went through the first steps of Jo Boaler's "Mathematical Mindsets." Teachers will continue to receive training on "Mathematical Mindsets" and start applying in the classroom. Mathematical Mindsets provides practical strategies and activities to help teachers and parents show all children, even those who are convinced that they are bad at math, that they can enjoy and succeed in math.

School Resources

Certified Staff

Teaching Staff

| | | |
|--|-------|------|
| Total Full-Time Equivalent (FTE) ¹ | | 21.5 |
| Regular Instruction, FTE | 81.3% | 17.5 |
| Special Instruction, FTE | 18.6% | 4.0 |
| Supplemental Instruction, FTE | 0.0% | 0.0 |

| | | |
|--|--|------|
| Teacher headcount | | 22 |
| Teachers with 5 or more years at this school | | 19 |
| Teachers' average years of experience | | 19.5 |
| Teachers with advanced degrees | | 5 |

Professional Teacher Credentials

¹

| | | |
|-----------------|--------|----|
| Fully licensed | 100.0% | 22 |
| 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 | 14.1 |
| Special Instruction | 9.7 |

² These figures do not indicate class size.

Administrative and Student Services Staff

| | |
|--|-----|
| Administration, FTE | 2.0 |
| Librarians, FTE | 1.0 |
| 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

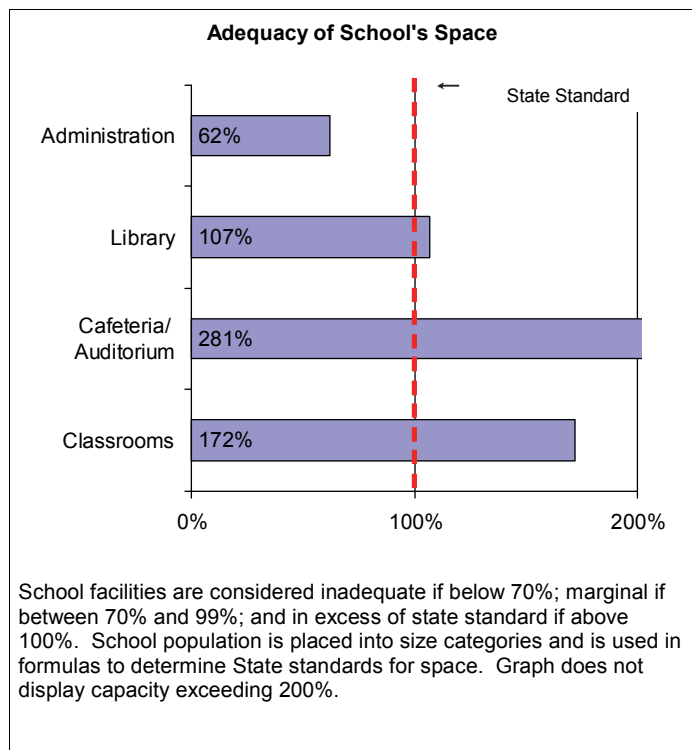
| | |
|--|----|
| Classrooms available | 28 |
| Number of classrooms short (-) or over (+) | 0 |

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 | 75.8% | 77.9% | 91.6% | 86.0% | 76.2% | 71.4% |
| | 2020 | 77.5% | 76.7% | 84.0% | 86.3% | 73.0% | 68.2% |
| Well-Being | 2019 | 82.5% | 76.5% | 93.1% | 90.7% | -- | -- |
| | 2020 | 77.1% | 75.7% | 89.2% | 91.0% | -- | -- |
| Satisfaction | 2019 | 74.0% | 74.8% | 84.4% | 86.6% | -- | -- |
| | 2020 | 79.1% | 72.9% | 83.2% | 87.5% | -- | -- |
| Involvement/Engagement | 2019 | 85.0% | 74.6% | 82.2% | 74.9% | -- | -- |
| | 2020 | 85.0% | 73.2% | 78.5% | 75.5% | -- | -- |

| Survey Return Rate ** | | Teachers | | Parents | | Students | |
|-----------------------|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| | 2019 | 83.3% | 79.9% | 35.8% | 34.9% | 85.0% | 86.0% |
| | 2020 | 95.8% | 84.5% | 35.5% | 37.7% | 81.6% | 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.

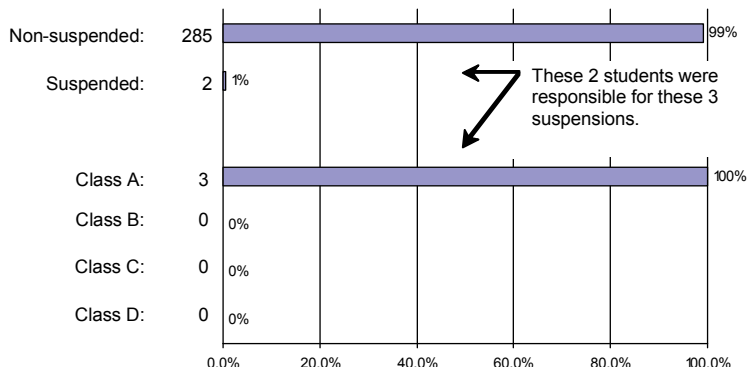
Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | State Standard |
|--|---------|---------|-------------------|
| 2017-18 | 2018-19 | 2019-20 | |
| Average Daily Attendance: % (higher is better) | | | |
| 94.9% | 94.7% | 95.4% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 9.0 | 9.2 | 6.1 | 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 | 265 | 263 | 252 |
| Percent retained in grade | 0% | 0% | 0% |

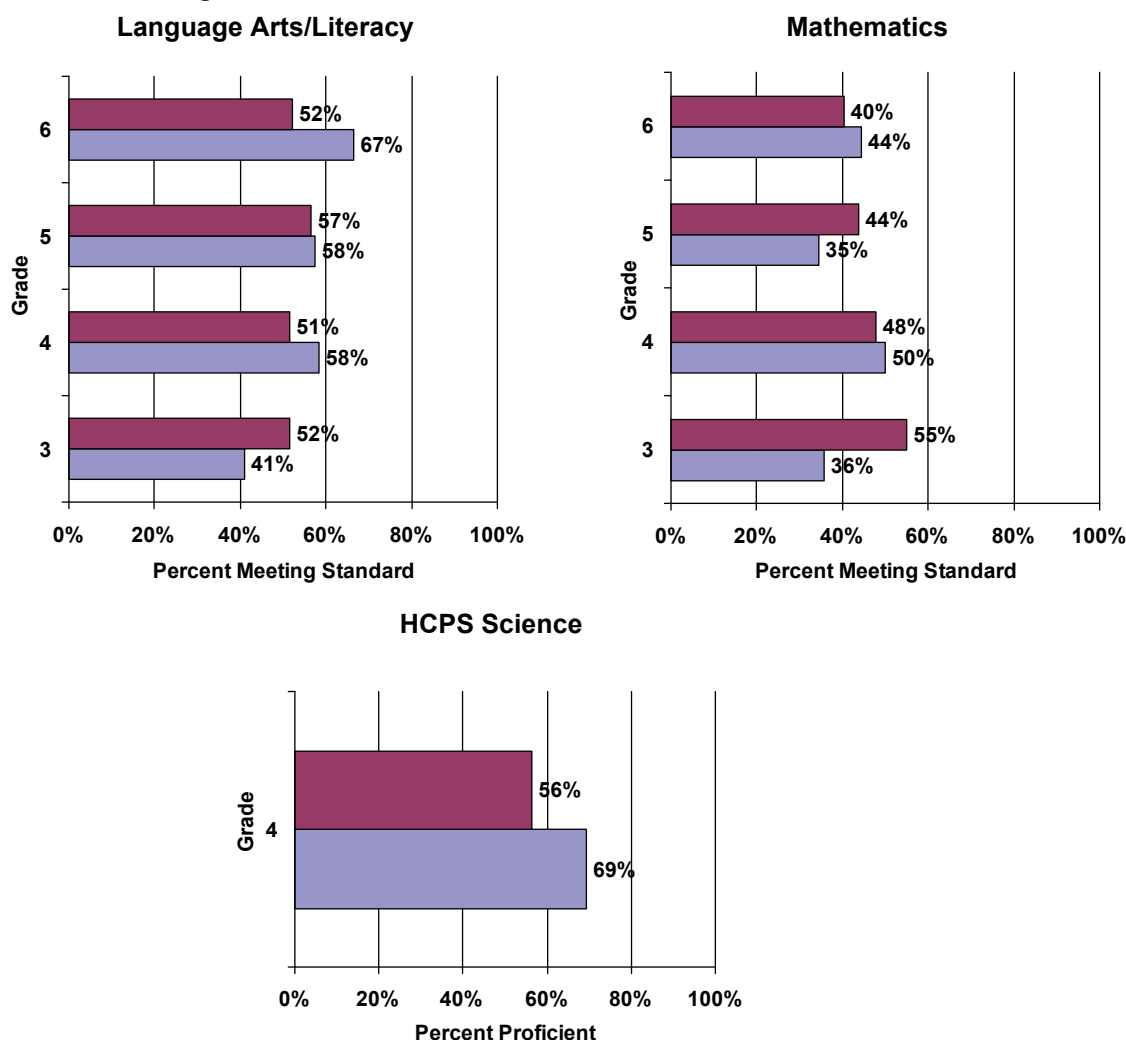
Note. -- means missing data.

* 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

Ahuimanu 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.