



Niu Valley Middle School

School Code: 139

Grades 6-8

School Status and Improvement Report School Year 2019-20



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School Address:

Niu Valley Middle School
310 Halemaumau Street
Honolulu, Hawaii 96821

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

Niu Valley Middle School (NVMS) was founded in 1955 and is located in East Honolulu. It serves the communities of Hawaii Kai, Kuliouou, Hawaii Loa Ridge, Wailupe Valley, Aina Haina and Waialae-Iki Ridge. The school community is largely middle and upper-middle income level with nearly half the adult population being college graduates.

In 2019, NVMS successfully completed a synchronized self-study by The Western Association of Schools and Colleges (WASC) and the International Baccalaureate (IB) World School. NVMS is an accredited school by WASC and an authorize IB school.

The Niu Valley Middle School Lancer represents courageous individuals who pursue knowledge with passion and rigor. NVMS provides a framework of learning that encourages students to be creative, critical and reflective thinkers who persevere as life-long learners contributing to a better and more peaceful world through intercultural understanding and respect.

Collaboration is encouraged on our campus and cultivated by trust and mutual respect. These core values inspire passion in our students and teachers, which allow them to make their mark and to be true agents of change in the world.

Students demonstrate proficiency by attaining high levels of rigor in all curriculum standards and IB program objectives. A range of exploratory electives, and high school credit courses are offered to challenge and engage students. The Learner Profile and the IB Approaches to Learning are the academic and social skills students use to develop strong character as they progress through their school years and beyond. Authentic and relevant learning experiences enable students to be innovative, users of technology, compassionate and internationally minded. Together students and teachers develop solutions for real-world problems to become a positive change in the world.

NVMS students are empowered to drive their own learning through student voice, choice and ownership. In classrooms, students study global issues that impact cultures and provide meaningful inquiry and discussion among peers. This applied learning springboards into opportunities for students to take action in the community.

Students express their voice through discussions, surveys, reflections, and provide teachers with meaningful feedback to refine their instruction in relevant and innovative ways. Through student voice we are changing our classrooms to create environments where learning is facilitated for students to take ownership of their learning and become their own teachers. Students take ownership of their learning and pursue actions to impact positive change in the community and world.

School Setting

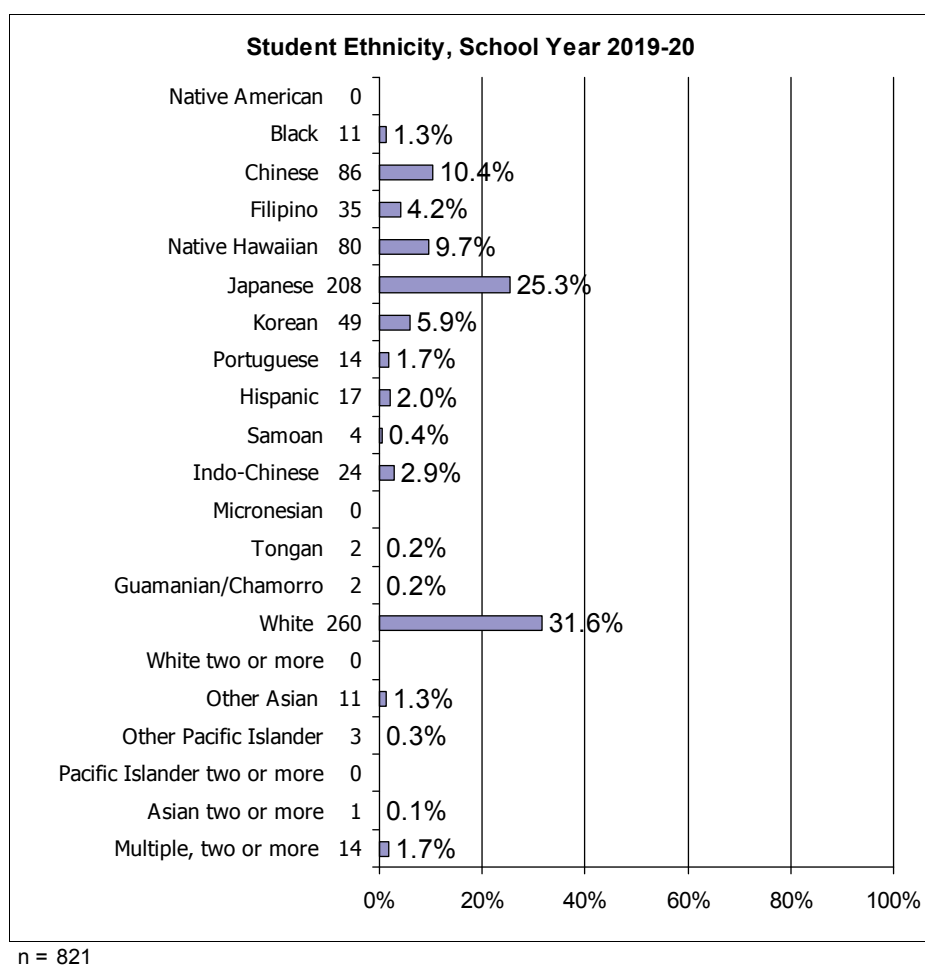
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	868	858	821	Number and percent of students in Special Education programs	83 9.5%	75 8.7%	65 7.9%
Number and percent of students enrolled for the entire school year	830 95.6%	841 98.0%	799 97.3%	Number and percent of students with limited English proficiency	18 2.0%	16 1.8%	24 2.9%
Number and percent of students receiving free or reduced-cost lunch	110 12.6%	108 12.5%	92 11.2%				

Note. -- means missing data.

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

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



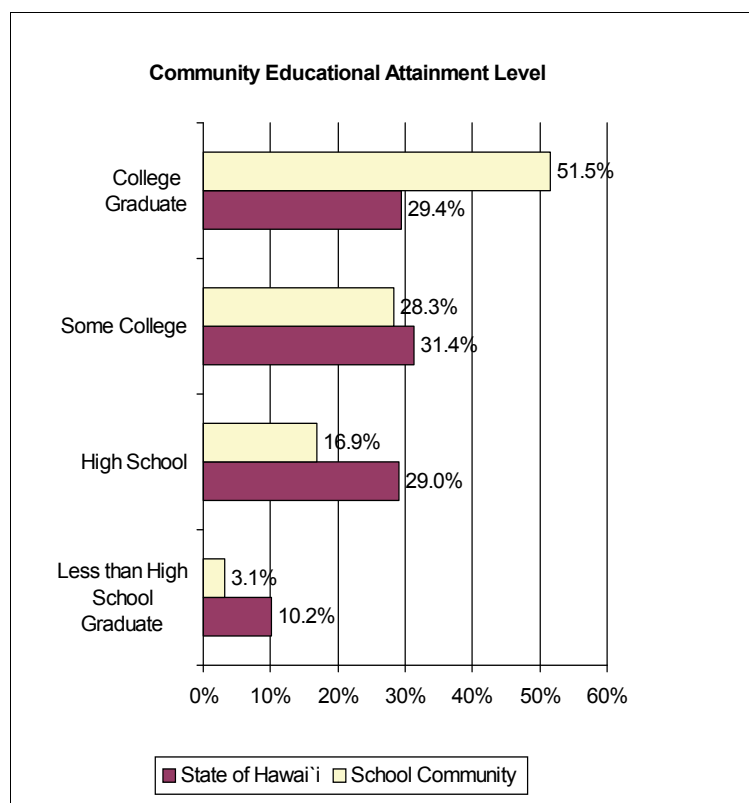
School Setting

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

Kaiser HSC	School Community	State of Hawai'i
Total population	32,920	1,360,301
Percentage of population aged 5-19	16.7%	18.4%
Median age of population	46.0	38.6
Number of family households	9,141	313,907
Median household income	\$111,249	\$66,420



School Improvement

Summary of Progress

Niu Valley Middle School (NVMS) continues to focus on providing a rigorous, relevant, holistic education for our students thriving as passionate learners reaching their goals. We instill a sense of compassion and build character for our students so they are able to succeed and become a positive change in our global community.

NVMS completed a synchronized Western Association of Schools and Colleges (WASC) Accreditation and an International Baccalaureate Middle Years Program (IB MYP) Reauthorization self-study and visit in March 2019. The school received a five year WASC accreditation and was also granted a five year IB MYP reauthorization in May 2019. WASC critical areas and recommendations along with IB MYP matters to be addressed and recommendations serve to provide school improvement areas to focus on for continued success. The critical areas, matters to be addressed, and recommendations have been included in the school's Academic Plan.

WASC areas:

- Implement more high yield, first-time pedagogy, so the instruction is more rigorous and engaging for all students
- Expand intentional differentiated instructional practices for targeted students in order to meet a wider range of student needs while maintaining equity and access for all
- Implement an effective system to monitor students' progress toward meeting the General Learner Outcomes
- Expand the school's accountability of assessment and the use of student achievement data, both in-class formative and summative assessments
- Analyze student achievement results and evaluate the effectiveness of various interventions and support systems in place and to determine interventions and systems need to be continued, modified, or discontinued, and which new systems are needed to improve student achievement

IB MYP Matters to be Addressed:

- Meet requirements for staff participation in IB-recognized professional development with attention to Design teachers
- Provide a minimum of 50 required teaching hours per year for each subject group offered with attention to the Arts, both visual and performing
- Develop an approaches to learning planning charts demonstrating vertical progress of such skills throughout the years of the MYP taught
- Implement at least one collaboratively planned interdisciplinary unit, including two or more subject groups in each year of the MYP

Starting in the 2019-2020 school year, all incoming Grade 6 students will enroll in an Arts wheel offering alternating visual and performing courses. All MYP courses will meet or exceed the required 50 teaching hours minimum. Professional development (PD) training continues to be offered and supported for teachers. An instructional coach will support teachers and provide differentiated practices. The Systems manager will develop a system to use assessment data so teachers are better supported and equipped to address student needs.

The school's focus on student learning is reflected in the revised 2019-2020 Academic Plan. Middle level education structures and components along with the IB MYP curriculum programs that includes state standards continue to be implemented with quality and fidelity to support student success. The Collaborative Inquiry Teams continue to focus on student learning and achievement through analysis of effective instructional strategies and assessed student work. The school will also be implementing iReady as the universal screener that provides an additional assessment to inform instructional practices to support student achievement.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		44.0
Regular Instruction, FTE	81.8%	36.0
Special Instruction, FTE	18.1%	8.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		44
Teachers with 5 or more years at this school		13
Teachers' average years of experience		9.1
Teachers with advanced degrees		22

Professional Teacher Credentials

¹

Fully licensed	100.0%	44
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	21.0
Special Instruction	8.1

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	12.0
Librarians, FTE	0.0
Counselors, FTE	3.0
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

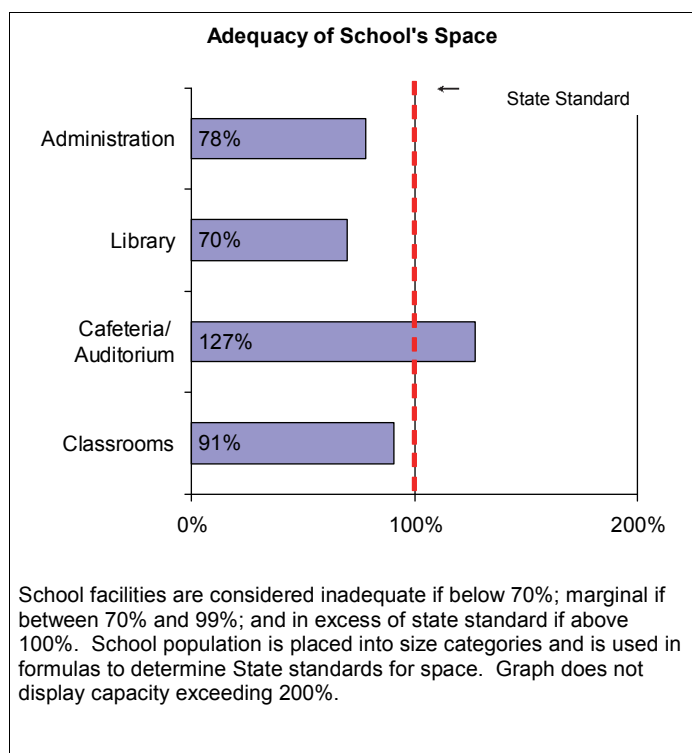
Classrooms available	39
Number of classrooms short (-) or over (+)	0

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	77.2%	69.2%	78.0%	74.6%	63.7%	64.4%
	2020	70.4%	65.8%	74.1%	73.8%	56.4%	58.7%
Well-Being	2019	74.7%	70.1%	86.1%	83.0%	--	--
	2020	71.1%	68.1%	84.1%	82.5%	--	--
Satisfaction	2019	72.6%	65.0%	77.6%	78.5%	--	--
	2020	67.9%	63.8%	74.7%	77.7%	--	--
Involvement/Engagement	2019	72.6%	66.2%	56.5%	57.8%	--	--
	2020	66.5%	64.7%	55.1%	57.7%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	88.0%	76.6%	33.9%	24.1%	92.4%	84.2%
	2020	100.0%	86.2%	30.1%	27.7%	88.9%	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.

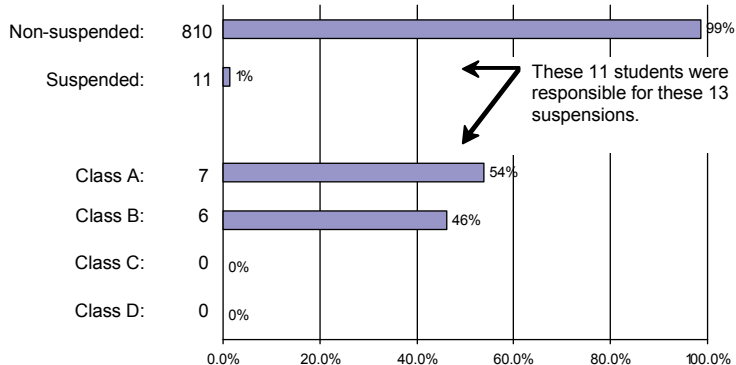
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
96.0%	96.0%	96.2%	95.0%
Average Daily Absences: in days (lower is better)			
7.1	7.0	5.0	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	262	275	237
Percent retained in grade	0%	0%	0%

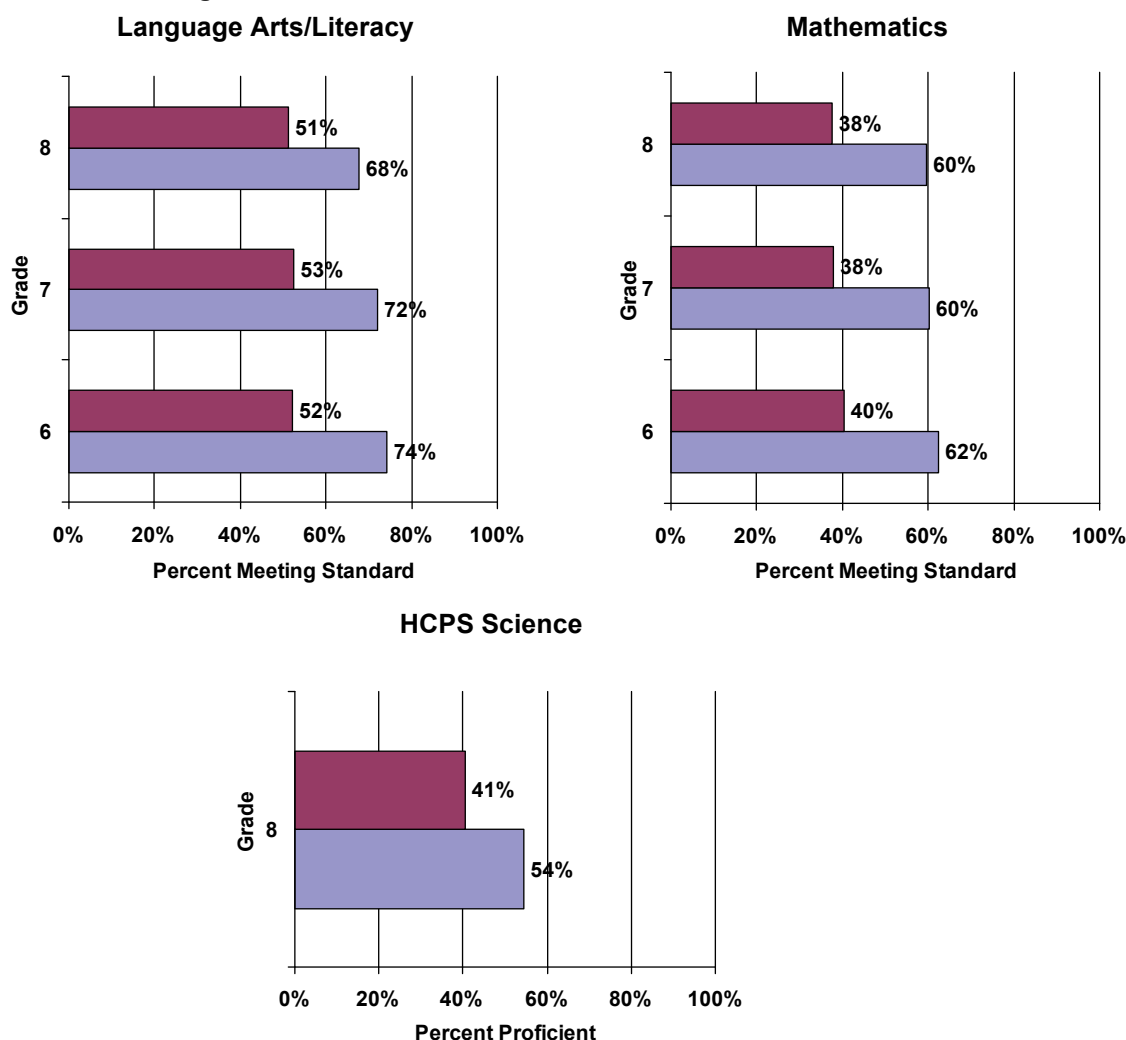
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Vital Signs

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

Niu Valley 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.