This School Status and Improvement Report has been prepared as part of the Department’s educational accountability system to provide regular, understandable accounts of our schools’ performance and progress, as required by §302A-1004, Hawai‘i Revised Statutes.

The report includes a description of the school and information on the context, process, and outcomes at the school for the 2000-2001 school year, including a summary of the school’s Standards Implementation Design (SID) process.

Niu Valley Middle School is located in East Honolulu and serves the communities of Hawaii Kai, Koko Head, Niu Valley, Wailupe Valley, and Aina Haina. The school community is largely upper-middle in income level, with almost half the adults being college graduates. Niu Valley has adopted a middle school philosophy and organization. The school has a strong academic curriculum which incorporates grade level teams, an advisee-advisor program and exploratory courses. The school has established a modified school calendar with elementary schools in the Kaiser Complex. The faculty and staff are determined to provide quality student support to meet the unique needs of every student. Niu Valley Middle School was again accredited in 2001 by the Western Association of Schools and Colleges for a period of six (6) years with a three (3) year review. Niu Valley Middle School is operating under School/Community-Based Management.
### Community Profile

**Based on the 2000 U.S. Census**

#### Kaiser Complex

<table>
<thead>
<tr>
<th>Category</th>
<th>School Community</th>
<th>State of Hawai`i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>30,670</td>
<td>1,211,537</td>
</tr>
<tr>
<td>Percentage of population aged 5-19</td>
<td>18.4%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Median age of population</td>
<td>42.4</td>
<td>36.2</td>
</tr>
<tr>
<td>Number of families</td>
<td>8,557</td>
<td>287,068</td>
</tr>
<tr>
<td>Percent of families with children under 18</td>
<td>38.3%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Percentage of families with children headed by a single mother</td>
<td>11.3%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Average family size</td>
<td>3.3</td>
<td>3.4</td>
</tr>
<tr>
<td>Median household income</td>
<td>$81,746</td>
<td>$49,820</td>
</tr>
<tr>
<td>Percent of households with Public Assistance income</td>
<td>2.5%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Percent of families with children living in poverty</td>
<td>3.9%</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

#### Community Educational Attainment Level

<table>
<thead>
<tr>
<th>Education Level</th>
<th>State of Hawai`i</th>
<th>School Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Graduate</td>
<td>46.0%</td>
<td>26.2%</td>
</tr>
<tr>
<td>Some College</td>
<td>28.8%</td>
<td>29.9%</td>
</tr>
<tr>
<td>High School</td>
<td>19.1%</td>
<td>28.5%</td>
</tr>
<tr>
<td>Less than High School Graduate</td>
<td>6.1%</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

### Context: School Setting

#### Student Profile

**School year ending**

<table>
<thead>
<tr>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>509</td>
<td>486</td>
</tr>
<tr>
<td>Number and percent of students enrolled for the entire school year</td>
<td>473</td>
<td>457</td>
</tr>
<tr>
<td>Number and percent of students receiving free or reduced-cost lunch</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>Number and percent of students in Special Education programs</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>Number and percent of students with limited English proficiency</td>
<td>23</td>
<td>14</td>
</tr>
</tbody>
</table>

#### Student Ethnicity, School Year 2001-02

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>1</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>4</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-Hawaiian</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>142</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Korean</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portuguese</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Samoan</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>107</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indo-Chinese</td>
<td>1</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>All Others</td>
<td>67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Note

- The data represents the school's performance and community profile based on the 2000 U.S. Census.
Niu Valley Middle School’s vision is to instill, foster and share the love and joy of learning. The mission and purpose of Niu Valley Middle School is to teach and nurture early adolescents, mindful of their unique needs as they mature from childhood to young adulthood, by:

- providing a safe, healthy environment.
- encouraging respect, responsibility and compassion toward self and others.
- governing democratically, with open communication, collaboration and teamwork.
- teaching students skills and knowledge grounded in a standards-based curriculum.
- instructing with methods that inspire students to value; earning and personal excellence.
- inspiring creative thinking and higher order capacities.

The school has established the following schoolwide learner outcomes:

1. Effective communicator
2. Productive Citizen
3. Critical Thinker and Problem Solver

Findings from school’s self-study process: a) Effectiveness of the school in supporting student learning
- Representatives from various role groups have collaborated on a number of schoolwide programs.
- The faculty and staff are committed to making NVMS a better place to work and learn.
- The custodians work hard to create an environment that is clean, safe and inviting. The cafeteria staff provides healthy and nutritious meals, creatively prepared, in a clean and attractive environment.
- Variety of activities and support services and available to students.
- Volunteers put in a total 1,742 hours and monetary donations average around $10,000 per year to support student learning.
- There is excellent participation and support form community partners in the school’s instructional program.

b) Effectiveness of instruction in supporting student learning – A variety of courses and co-curricula are available to meet the different needs and abilities of the students. Students enjoy many positive learning experiences across the content areas.

**Schoolwide Areas of Strength:**
1) Commitment of the faculty and staff to continuously improve the school action plan, student support services and student behaviors. 2) Commitment to understand and make standards the center of the school’s action plan. 3) Commitment to the middle school philosophy in addressing the social, emotional, intellectual and physical needs of all students.

**Schoolwide Critical Areas for Follow-up:**
1) Collect and analyze assessment data to achieve standards and schoolwide learner outcomes. 2) Develop and utilize learning activities that support schoolwide learner outcomes. 3) Provide adequate teacher/staff planning time to articulate and collaborate on standards based learning. 4) Develop a clear statement of purpose.

**Key Elements of the School’s Action Plan:**
1) More collaboration in decision-making. 2) Prioritized learner outcomes to identify a focus. 3) Re-visited vision/mission to align with middle school philosophy. 4) Initiated a Positive Behavior Support data bank. 5) Encouraged departments to implement standards based curriculum.
Certified Staff  
**School year ending 2002**

### Teaching Staff

- **Total Full-Time Equivalent (FTE)**: 31.0
  - Regular Instruction, FTE: 20.0
  - Special Education, FTE: 3.0
  - Supplemental Instruction, FTE: 8.0
- **Teacher headcount**: 32
- **Teachers with 5 or more years at this school**: 15
- **Teachers’ average years of experience**: 10.9
- **Teachers with advanced degrees**: 7

### Students per Teaching Staff Member

- **Regular Instruction**: 16.9
- **Special Education**: 11.0

### Administrative and Student Services Staff

- **Administration*, FTE**: 4.0
- **Librarians, FTE**: 1.0
- **Counselors, FTE**: 3.0

*Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

### Facilities

- **School year ending 2002**
- **Classrooms available**: 40
- **Number of classrooms short (-) or over (+)**: 9

#### School facilities inspection results

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounds</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Building exterior</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Building interior</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Equipment/Furnishings</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Health/Safety</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sanitation</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

For each category:
1 = Unacceptable; 2 = Satisfactory; 3 = Very Good

**For Total:**
6-8 = Unacceptable; 9-15 = Satisfactory; 16-18 = Very Good

#### Adequacy of School's Space Compared with State Standards

- **Administration**: 84%
- **Library**: 65%
- **Cafeteria/Auditorium**: 178%
- **Classrooms**: 178%

School facilities are considered inadequate if below 70% of the state standard and marginal if between 70% and 99% of the state standard.
School Quality Survey

Outcomes: Vital Signs

Percent Positive Response

Dimension

A. Standards-Based Learning

Teachers: 84.6%
Parents: 73.3%
Students: 65.4%

B. Quality Student Support

Teachers: 72.4%
Parents: 65.0%
Students: 53.3%

C. Professionalism and Capacity of the System

Teachers: 32.0%
Parents: 73.3%
Students: 75.3%

D. Coordinated Team Work

Teachers: 55.3%
Parents: 44.2%
Students: 54.2%

E. Responsiveness of the System

Teachers: 68.0%
Parents: 61.2%
Students: Note: There are no student items for this dimension

F. Focused and Sustained Action

Teachers: 66.9%
Parents: 40.3%
Students: 54.4%

Involvement

Teachers: 68.0%
Parents: 51.3%
Students: 59.4%

Satisfaction

Teachers: 32.4%
Parents: 66.1%
Students: 58.0%

Student Safety and Well Being

Teachers: 81.1%
Parents: 65.6%
Students: 52.9%
### Student Conduct

#### Attendance and Absences

<table>
<thead>
<tr>
<th>School Year</th>
<th>1999-2000</th>
<th>2000-01</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average Daily Attendance:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(higher is better)</td>
<td>96.3%</td>
<td>96.6%</td>
<td>95.9%</td>
</tr>
<tr>
<td><strong>Average Daily Absences:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(lower is better)</td>
<td>6.8</td>
<td>5.7</td>
<td>7.5</td>
</tr>
</tbody>
</table>

#### Outcomes: Vital Signs

**Suspensions, School Year 2001-02**

- Non-suspended: 454
- Suspended: 52
  - Class A: 22 (80%)
  - Class B: 32 (34%)
  - Class C: 15 (21%)
  - Class D: 4 (3%)

These 52 students were responsible for 73 suspensions.

**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)
HCPS-II Performance

Grade Tested: 8

The figures below show the average score in the center, with a bar around it representing about two-thirds of the scores. A school's score that differs from the state score will have little or no overlap between the two ranges. The writing scores are on a 50 point scale for all grades. Stanford scores are "scaled" scores, which vary from about 400 to 800 depending on the grade tested.

There were no HCPS-II assessments in 2000 or 2001. These assessments were administered for the first time in 2001-02.