



# Wahiawa

Middle School

Grades 6-8

## School Status and Improvement Report



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#### School Address:

Wahiawa Middle School  
275 Rose Street  
Wahiawa, HI 96786

### Focus On Standards

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**.

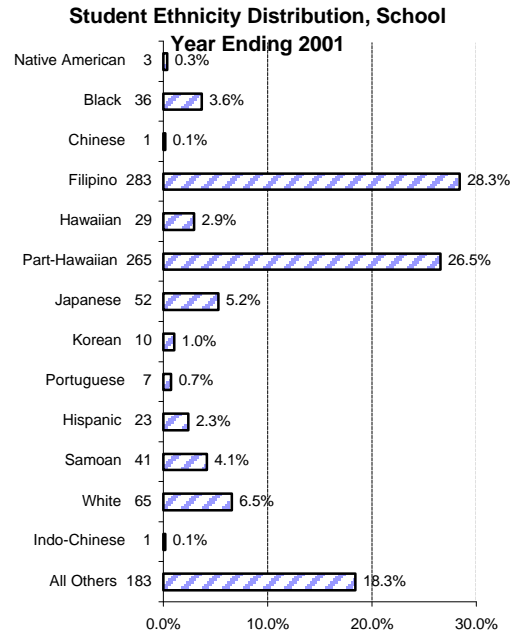
### School Description

Wahiawa Middle School consists of 13 buildings nestled on 25 acres of a cool, wooded area on the fringe of a quiet residential area in central Wahiawa. Our school serves the youngsters of Upper and Lower Wahiawa, Helemano, Whitmore Village and Camp Kunia. The Army 25<sup>th</sup> Infantry Division, HHC, the PTSA, and the community are actively involved with our school. We foster academic excellence through academic programs based upon high expectation, regular assessment and reporting of student progress, and a variety of assessments of student achievement.

## Context: School Setting

### Student Profile

School year ending	1999	2000	2001
Fall enrollment	965	972	989
Number and percent of students enrolled for the entire school year	878	899	913
	91.0%	92.5%	92.3%
Number and percent of students receiving free or reduced-cost lunch	459	552	550
	47.6%	56.8%	55.6%
Number and percent of students in Special Education programs	111	140	162
	11.5%	14.4%	16.4%
Number and percent of students with limited English proficiency	109	91	81
	11.3%	9.4%	8.2%

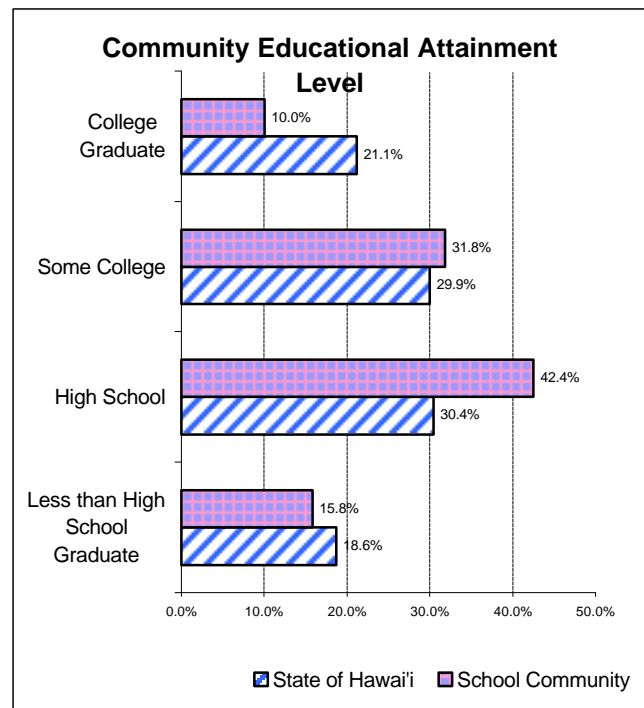


### Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	2.9	3.6
Percent of households with school age children (4-19)	44.9%	31.8%
Median household income	\$30,301	\$38,829
Per capita income	\$10,849	\$15,770
Percent of households with Public Assistance income	9.1%	6.8%
Percent of children (3-19 years) below poverty level	10.8%	11.6%
Percent of children (4-19 years) who are at-risk*	13.9%	2.1%

\*Children 4 to 19 years of age, who are not high school graduates, living with mother who is not a high school graduate, is single, divorced or separated, and is below the poverty level.



## **Process: Standards Implementation Design**

*The following is a summary of the school's standards implementation design for the 2000-01 school year.*

### **Vision, Mission, and Beliefs:**

The school's mission and vision were originally established in 1998 by a collaborative group of teachers, parents and student representatives. In the fall of 2000, after discussing the updated *Profile Snapshot* all stakeholders reviewed the vision and mission, and suggestions for changes were made. Parents were polled by ballot in the September parent bulletin. The student leadership group voted as a representative sample of students, and the staff voted. The most significant change to the mission and vision was the addition of a reading improvement goal.

### **Schoolwide Learner Outcomes:**

During September and October, the school community reviewed the 1998 Expected School Learner Outcomes (ESLRs). Several revision choices were explored: keeping the 1998 ESLRs, choosing the Leilehua Complex ESLRs, choosing the State General Learner Outcomes or making modifications to the 1998 ESLRs. Discussions centered around how the GLOs were developed, how many schools in our complex were choosing the GLOs as ESLRs, and wanting to align our goals with the state goals and system. After an SCBM meeting and a staff waiver day, parents, students and staff were polled and ballots counted. In an overwhelming majority, the school community decided to adopt the General Learner Outcomes as their ESLRs.

### **School Support for Student Learning/Area of Strength:**

Although the school experienced significant changes in population in 1999 due to redistricting, the staff has been able to maintain their focus on school improvement. An increase in the at-risk and special education populations created the need for more support services for more students, and the school responded by adding the appropriate personnel including an in school suspension teacher, a technology coordinator, and a greater number of after school tutor teachers.

### **School Instructional Support for Student Learning/Area Needing Improvement:**

The school community found that although they had been working on improving student achievement through various school-wide improvements like Accelerated Reader, the Secondary Reading Assessment, adoption of a new mathematics program, a school compact, and a dedicated silent reading time, little or no improvement in student achievement had been sustained. Whole school and community commitment to the Action Plan through continuous staff involvement and further inservicing on the Standards Implementation Design process is a major growth area. Additional consensus-building activities need to be rigorously designed and regularly conducted to promote further improvements and 100% participation in school improvement activities.

### **Additional areas of Strength:**

- Numerous and connected staff development opportunities
- Availability and usage of technology
- Library collections and student usage of library facilities

## Process: School Resources

### Certified Staff

School year ending 2001

#### Teaching Staff

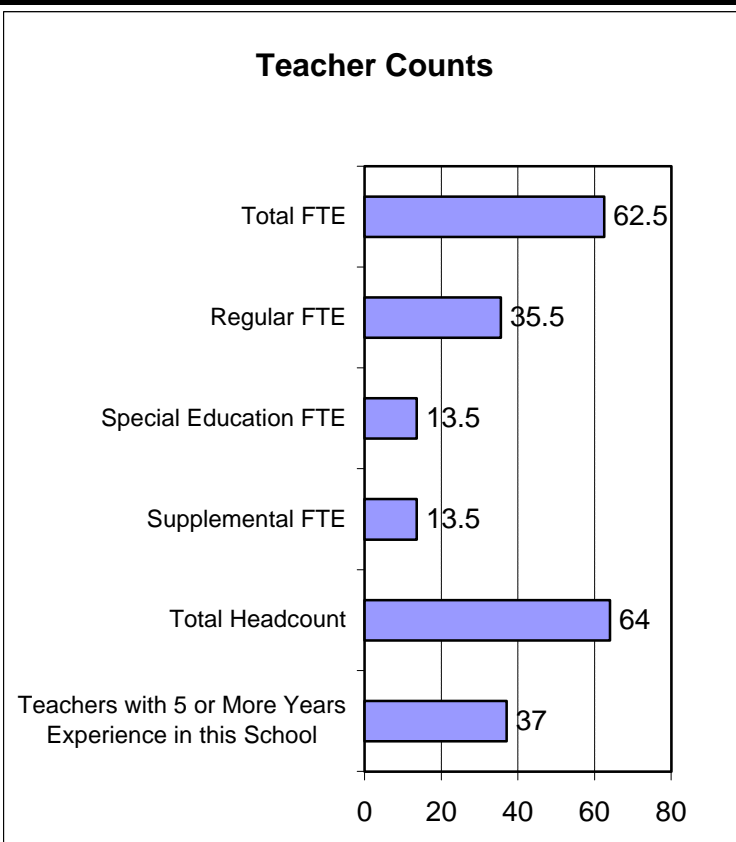
<b>Total Full-Time Equivalent (FTE)</b>	<b>62.5</b>
Regular Instruction, FTE	35.5
Special Education, FTE	13.5
Supplemental Instruction, FTE	13.5
Teacher headcount	64
Teachers with 5 or more years at this school	37
Teachers' average years of experience	13.8
Teachers with advanced degrees	9

#### Students per Teaching Staff Member

Regular Instruction	16.9
Special Education	12.0

#### Administrative and Student Services Staff

Administration*, FTE	4.0
Librarians, FTE	1.0
Counselors, FTE	3.0
Number of principals at this school in the last five years	1



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

### Facilities

School year ending 2001

Classrooms available	53
Number of classrooms short (-) or over (+)	-35

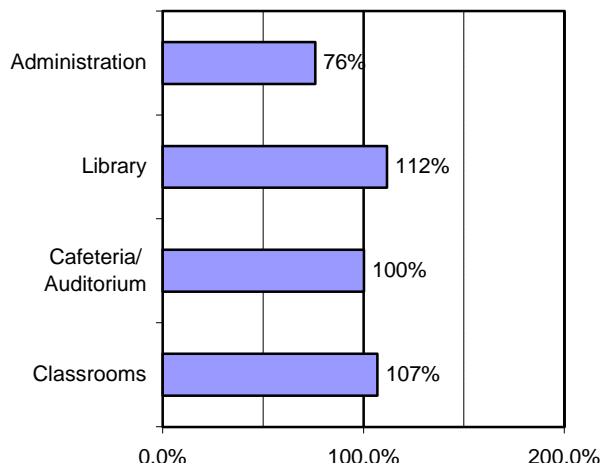
#### School facilities inspection results

	Score		
	1	2	3
Grounds	[ ]	2	[ ]
Building exterior	[ ]	2	[ ]
Building interior	[ ]	2	[ ]
Equipment/Furnishings	[ ]	[ ]	3
Health/Safety	[ ]	[ ]	3
Sanitation	[ ]	[ ]	3
<b>Total</b>	<b>15</b>		

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

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

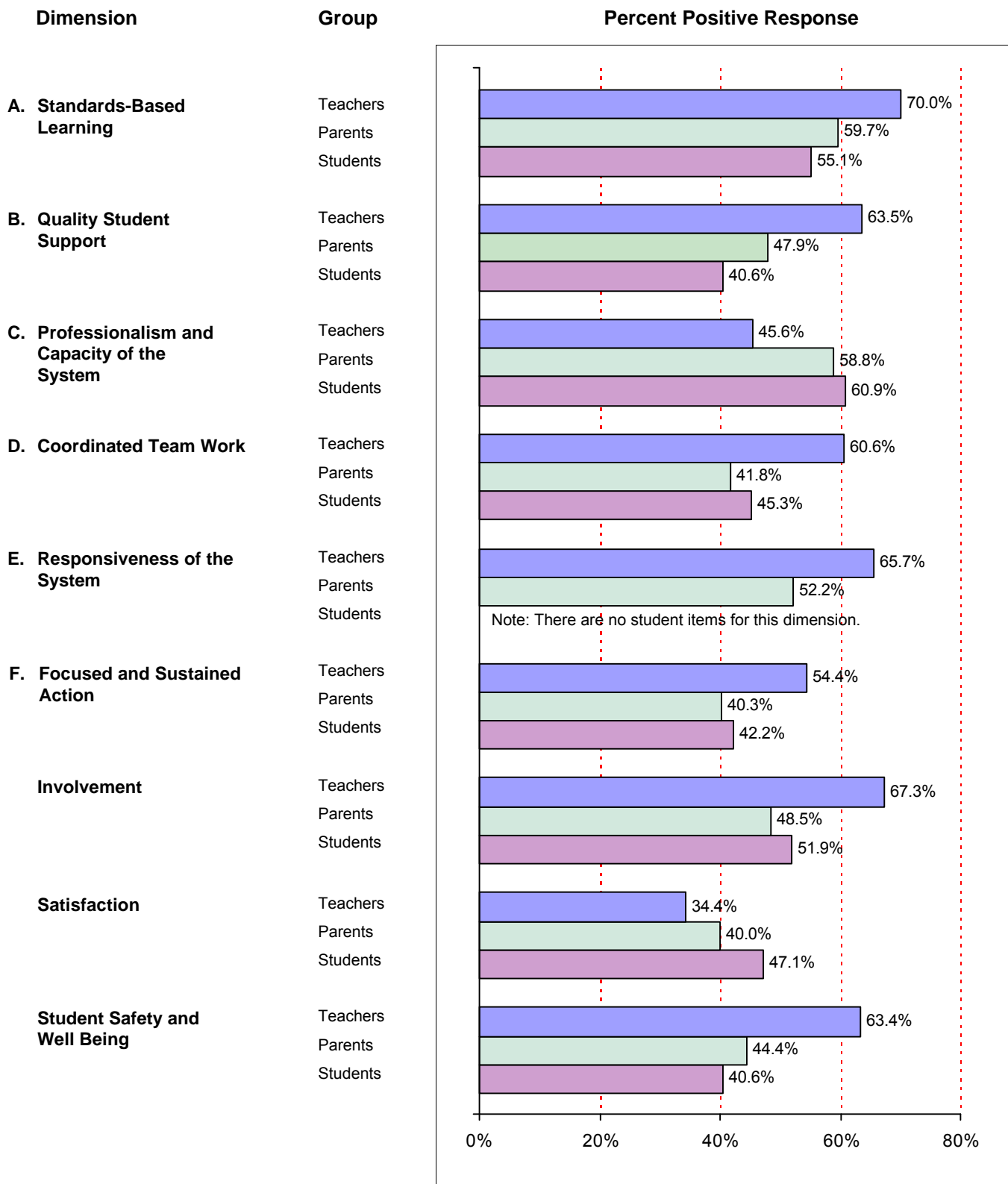
#### Adequacy of School's Space Compared with State Standards



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

# Outcomes: Vital Signs

## School Quality Survey

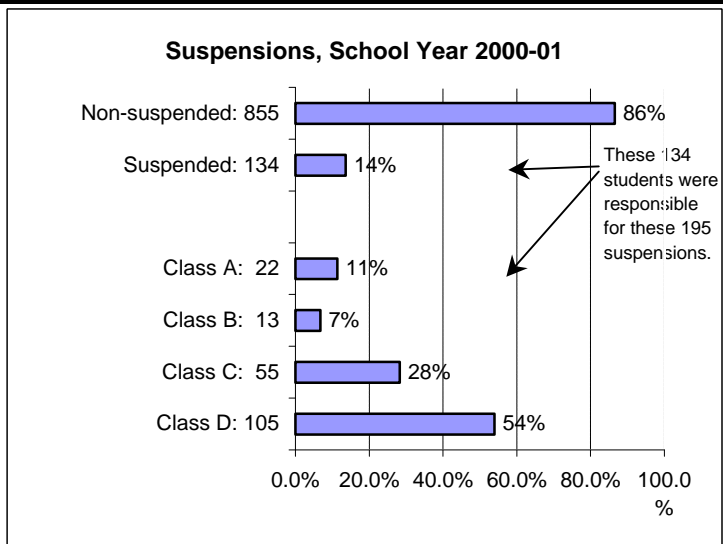


## Outcomes: Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
<b>Average Daily Attendance: %</b> (higher is better)			
92.6%	91.3%	92.8%	95.0%
<b>Average Daily Absences: in days</b> (lower is better)			
13.3	15.7	11.8	9



Class A: Burglary, robbery, sale of dangerous drugs  
 Examples of class of suspension: Class B: Disorderly conduct, trespassing  
 Class C: Class cutting, insubordination, smoking  
 Class D: Contraband (e.g. possession of tobacco)

### Statewide Testing

The Stanford Achievement Test was not administered in the 2000-01 school year. Therefore, data from the Stanford Achievement Test are not displayed here. The latest data from the Stanford Achievement Test are presented in the 1999-2000 school reports, which are available on the world wide web at <http://arch.k12.hi.us>.