



Gustave H.

Webling

Elementary School

Grades K-6

School Status and Improvement Report



Content

Focus on Standards p. 1

School Description p. 1

Context: School Setting p. 2

- ❖ Student
- ❖ Community

Process: Standards Implementation p. 3

Process: School p. 4

- ❖ Certified
- ❖ Facilities

Outcomes: Vital Signs pp. 5-6

- ❖ Effective School
- ❖ Student Conduct
- ❖ Statewide
- ❖ School

School Address:

Webling Elementary School
99-370 Paihi Street
`Aiea, HI 96701

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**.

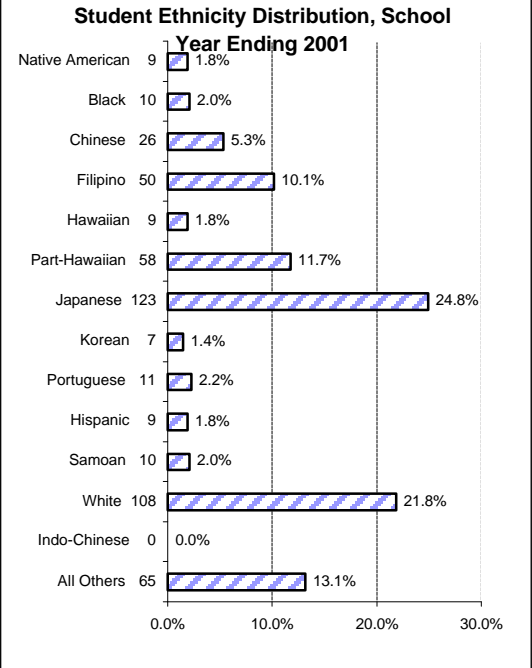
School Description

Located in a middle-class residential area of `Aiea, Webling Elementary School sits serenely on a hill with a panoramic view of Pearl Harbor. The ethnically diverse school population consists of 40% federally connected students. The primary purpose of the school is to develop democratic values and goals by promoting the optimum development of the individual in a positive and supportive environment. Gustave H. Webling Elementary School has School/Community-Based Management.

Context: School Setting

Student Profile

<i>School year ending</i>	1999	2000	2001
Fall enrollment	529	499	489
Number and percent of students enrolled for the entire school year	493	421	447
	93.2%	84.4%	91.4%
Number and percent of students receiving free or reduced-cost lunch	108	101	110
	20.4%	20.2%	22.5%
Number and percent of students in Special Education programs	26	30	34
	4.9%	6.0%	7.0%
Number and percent of students with limited English proficiency	14	8	10
	2.6%	1.6%	2.0%

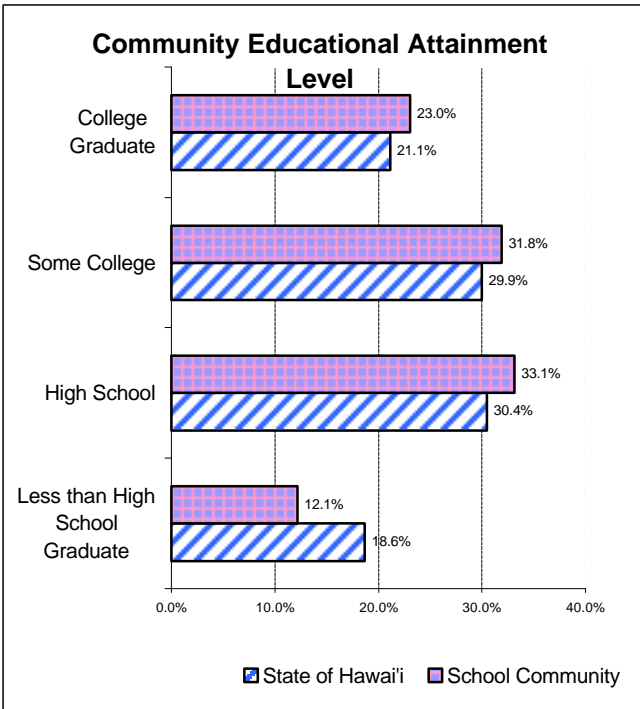


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.0	3.6
Percent of households with school age children (4-19)	34.2%	31.8%
Median household income	\$47,675	\$38,829
Per capita income	\$16,583	\$15,770
Percent of households with Public Assistance income	3.5%	6.8%
Percent of children (3-19 years) below poverty level	4.2%	11.6%
Percent of children (4-19 years) who are at-risk*	2.0%	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:

- Webling Elementary School is a learning community where students and adults:
- begin to develop the skills and attitudes to be contributing members of society;
 - respect the past while embracing the future;
 - assume responsibility for themselves and others; and
 - work collaboratively to create a safe and nurturing environment.

MISSION:

- To provide a safe, nurturing and challenging environment where everyone has opportunities to:
- Take risks;
 - Experience meaningful relationships to become responsible, contributing members of society;
 - Acquire and apply knowledge;
 - Maintain behavior and attitude of perseverance.

SCHOOLWIDE LEARNER OUTCOMES AND MAJOR GOALS FOR THE YEAR:

Webling Elementary has accepted the State General Learner Outcomes as our schoolwide learner outcomes. This way, the point of reference will be consistent if a Webling student transfers to any other Hawaii public school.

Our major goal is for students to have the ability to recognize and produce quality performance and quality products. Students will strive for quality presentations and quality products, based on established criteria. Students will judge or critique their own work and that of others based on rubrics, pre-established standards, or a process of reflection.

SUMMARY OF SCHOOL FINDINGS

To support student learning, an array of services are provided for the students. For example, a tutor presently helps students in kindergarten and 1st grade who are having difficulty with reading. Volunteer tutors are always welcome to support the teachers in the classroom. The Primary School Adjustment Program provides encouragement and support to students with mild social, emotional or behavioral difficulties to function more effectively in school, home and community. All students take part in a guidance program.

The curriculum is textbook -based with supplemental materials such as text sets. Unit plans have been and will continue to be developed to align the curriculum with the Standards.

One of our strengths is having a nurturing and well-maintained environment that promotes high expectations for student learning and behavior. This environment is enhanced with a stable staff.

There is a need for a comprehensive and systematic assessment program that includes alternative assessments, increased student participation in the assessment process and better utilization of the data to adjust curriculum, instruction, and allocation of resources towards the attainment of the performance standards.

There is also a need for commitment by all segments to the school purpose. This leads the need for engagement- open communication among all segments.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

Total Full-Time Equivalent (FTE)	25.0
Regular Instruction, FTE	20.0
Special Education, FTE	3.0
Supplemental Instruction, FTE	2.0
Teacher headcount	25
Teachers with 5 or more years at this school	17
Teachers' average years of experience	13.3
Teachers with advanced degrees	7

Students per Teaching Staff Member

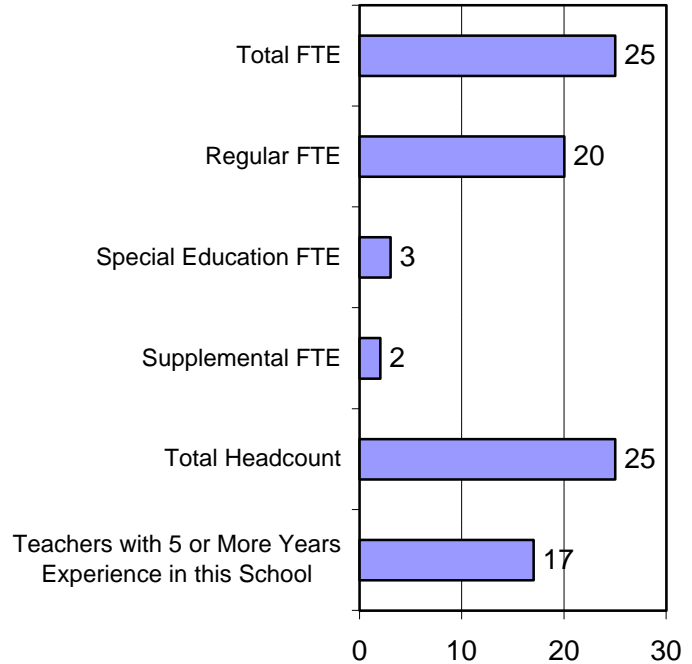
Regular Instruction	20.7
Special Education	11.3

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	1.0
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

Teacher Counts



Facilities

School year ending 2001

Classrooms available	25
Number of classrooms short (-) or over (+)	1

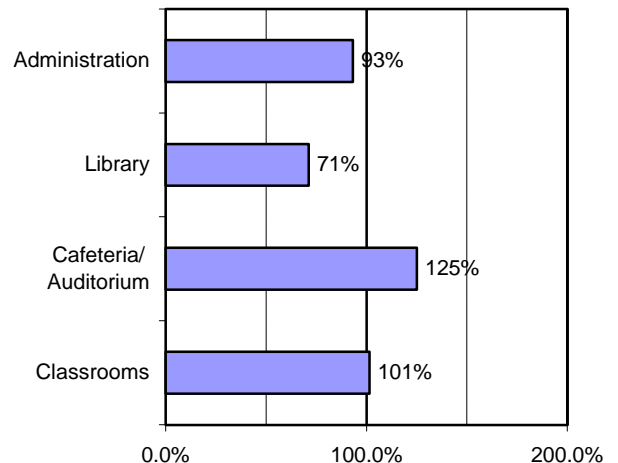
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	[]	3
Building interior	[]	2	[]
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	2	[]
Total	16		

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

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

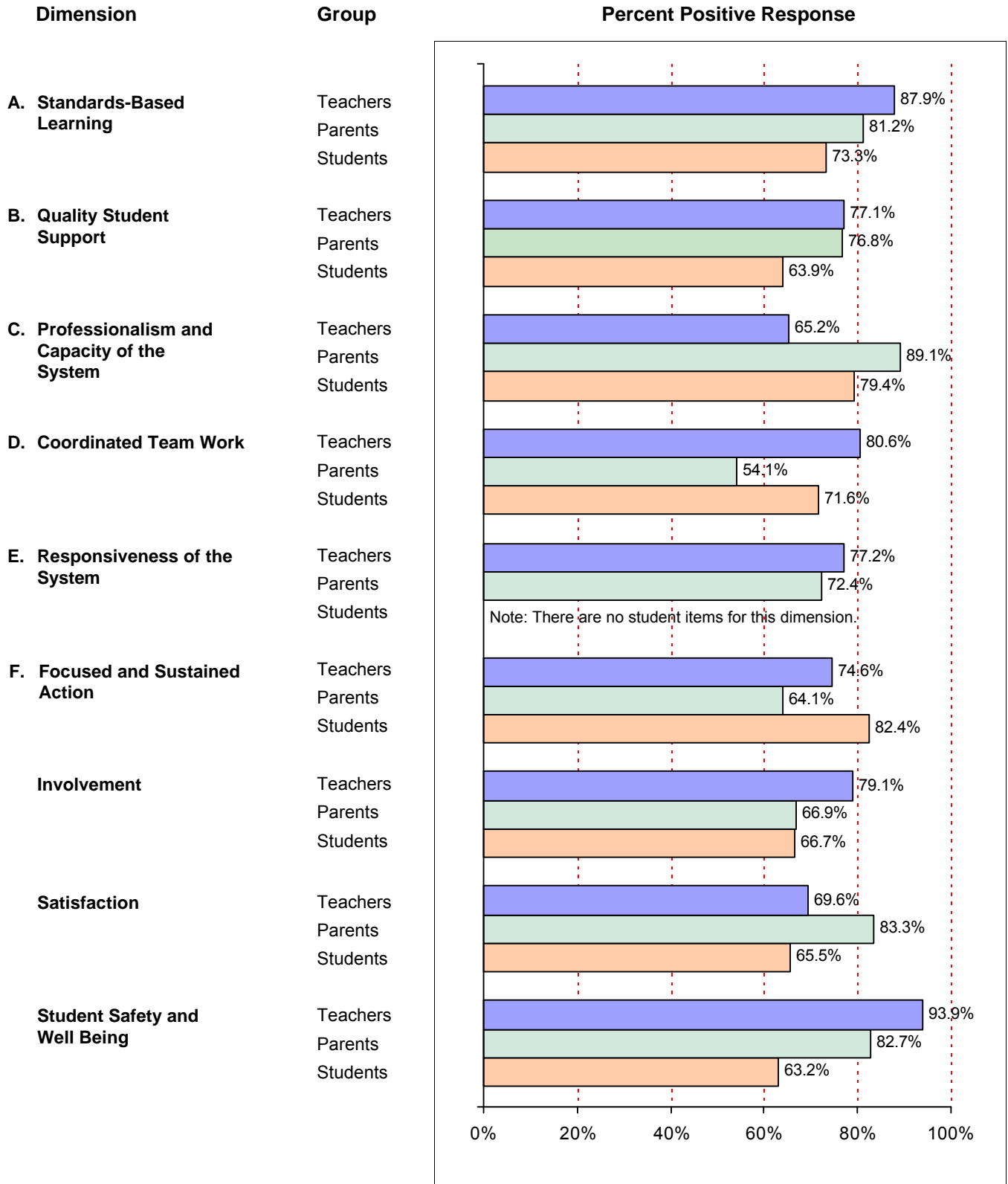
Adequacy of School's Space Compared with State Standards



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



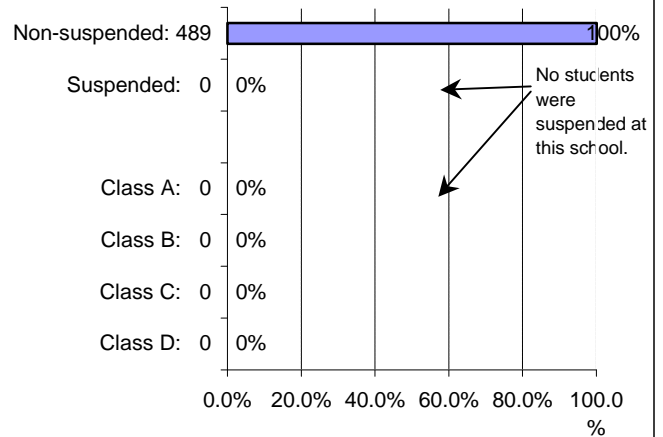
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
96.1%	96.8%	96.6%	95.0%
Average Daily Attendance: % (higher is better)			
Average Daily Absences: in days (lower is better)			
7	5.8	5.6	9

Suspensions, School Year 2000-01



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>.