



Major Sheldon

Wheeler

Elementary School

Grades K-5

School Status and Improvement Report



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School Address:

Wheeler Elementary School
Wheeler Army Base
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**.

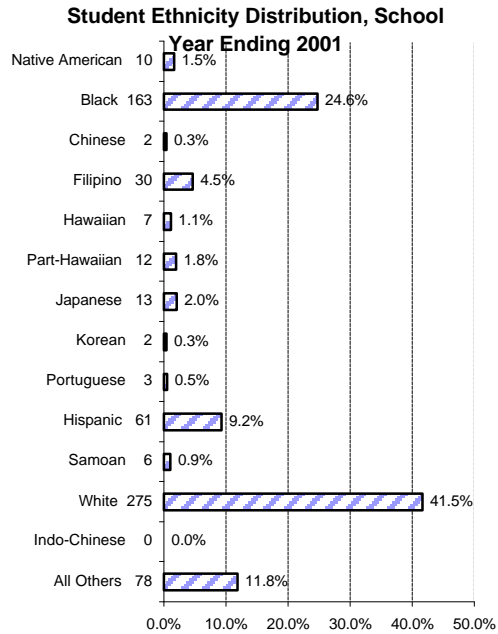
School Description

Wheeler Elementary School is located on Wheeler Army Airfield. Students come from Schofield Barracks, Camp Stover, Wheeler Army Airfield, Waikalani, Woodlands, and Launani Valley. Parents are supportive of the school and are encouraged to become involved in school activities. Maintaining a positive school culture based upon relationships and shared expectations will continue to be an area of focus. The school emphasizes positive teacher and student interaction, a sound academic program, and collegiality among staff. Major Sheldon Wheeler Elementary School is operating under School/Community-Based Management.

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	1030	755	710
Number and percent of students enrolled for the entire school year	803	538	422
	78.0%	71.3%	59.4%
Number and percent of students receiving free or reduced-cost lunch	535	438	416
	51.9%	58.0%	58.6%
Number and percent of students in Special Education programs	111	67	79
	10.8%	8.9%	11.1%
Number and percent of students with limited English proficiency	44	14	13
	4.3%	1.9%	1.8%

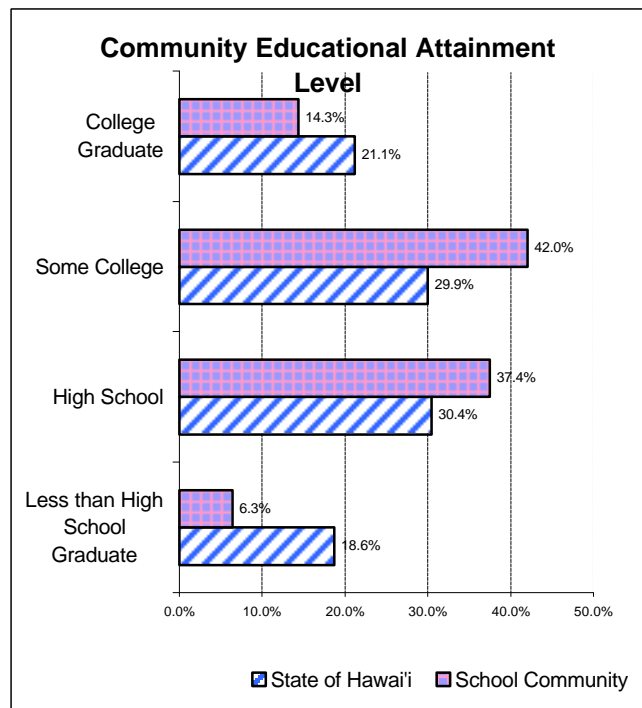


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	3.1	3.6
Percent of households with school age children (4-19)	44.3%	31.8%
Median household income	\$26,210	\$38,829
Per capita income	\$9,320	\$15,770
Percent of households with Public Assistance income	5.7%	6.8%
Percent of children (3-19 years) below poverty level	6.8%	11.6%
Percent of children (4-19 years) who are at-risk*	1.1%	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.

Wheeler Elementary School continues its commitment to provide a challenging Standards-based curriculum in a nurturing educational environment. We have recently completed our Standards Implementation Design Steps 1 through 5. We are currently awaiting the Central Oahu District peer review process. We have involved all facets of our school community in the development of our SID. We are confident these first steps towards Standards Based Learning will be fruitful with appropriate support and time.

We have selected General Learner Outcome number one "The Ability to Be Responsible for Ones Own Learning." We believe individuals must be able to set priorities and establish goals. They must be able to take responsibility for their own actions and inactions. They must be able to manage their time and work towards their goals.

Our Action Plan addresses three essential areas of focus. In each of the following areas Focus Groups have been established to plan, implement and assess their specific area of need. The three main areas of focus include Standards Based Learning, Quality Student Support and Responsiveness of the System.

The need for a school wide Standards-based curriculum that is aligned with the Hawaii Content and Performance Standards II and our General Learner Outcome will be developed and consistently implemented across all grade levels. We plan to revisit/revise current grade level curriculum plans. Implementation and assessment of a standards based curriculum will be an ongoing at Wheeler Elementary School.

We are working to provide a high level of Quality Student Support for all students at Wheeler Elementary School. Our focus group on Quality Student Support will develop a school based Behavioral Health Plan that creates a positive, safe and challenging learning environment for all students. Development of a Behavioral Health Plan will allow for implementation and continued assessment of our plan will allow for modifications and improvements over time.

How Wheeler Elementary School responds to the needs of our school community is essential to our success. Our focus group on the Responsiveness of the System will be tasked with developing a plan to establish critical partnerships with all members of our school community. We are focusing on relationships that will ensure increased student achievement. Parent and community involvement must be more than surface level compliance. We hope to develop meaningful relationships that will ensure the success of all students at Wheeler Elementary School.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

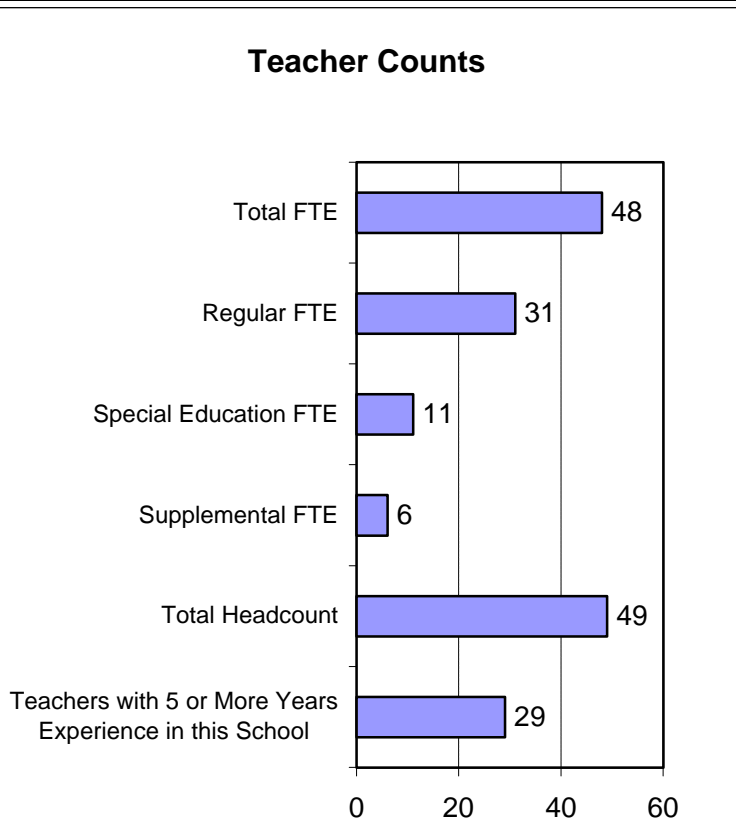
Total Full-Time Equivalent (FTE)	48.0
Regular Instruction, FTE	31.0
Special Education, FTE	11.0
Supplemental Instruction, FTE	6.0
Teacher headcount	49
Teachers with 5 or more years at this school	29
Teachers' average years of experience	14.2
Teachers with advanced degrees	8

Students per Teaching Staff Member

Regular Instruction	17.1
Special Education	7.2

Administrative and Student Services Staff

Administration*, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	3



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

Facilities

School year ending 2001

Classrooms available	45
Number of classrooms short (-) or over (+)	0

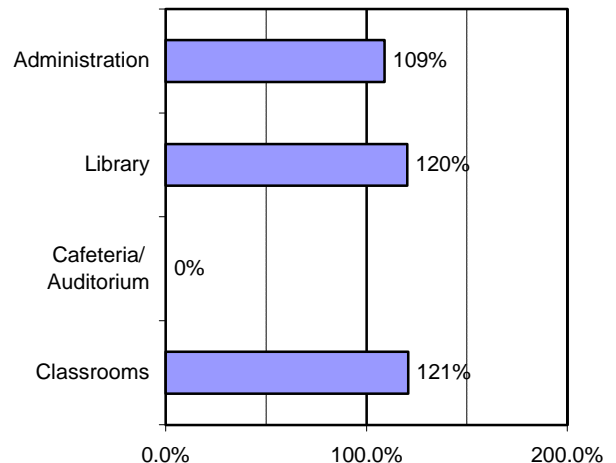
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	2	[]
Building exterior	[]	2	[]
Building interior	[]	2	[]
Equipment/Furnishings	[]	2	[]
Health/Safety	[]	2	[]
Sanitation	[]	2	[]
Total	12		

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

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

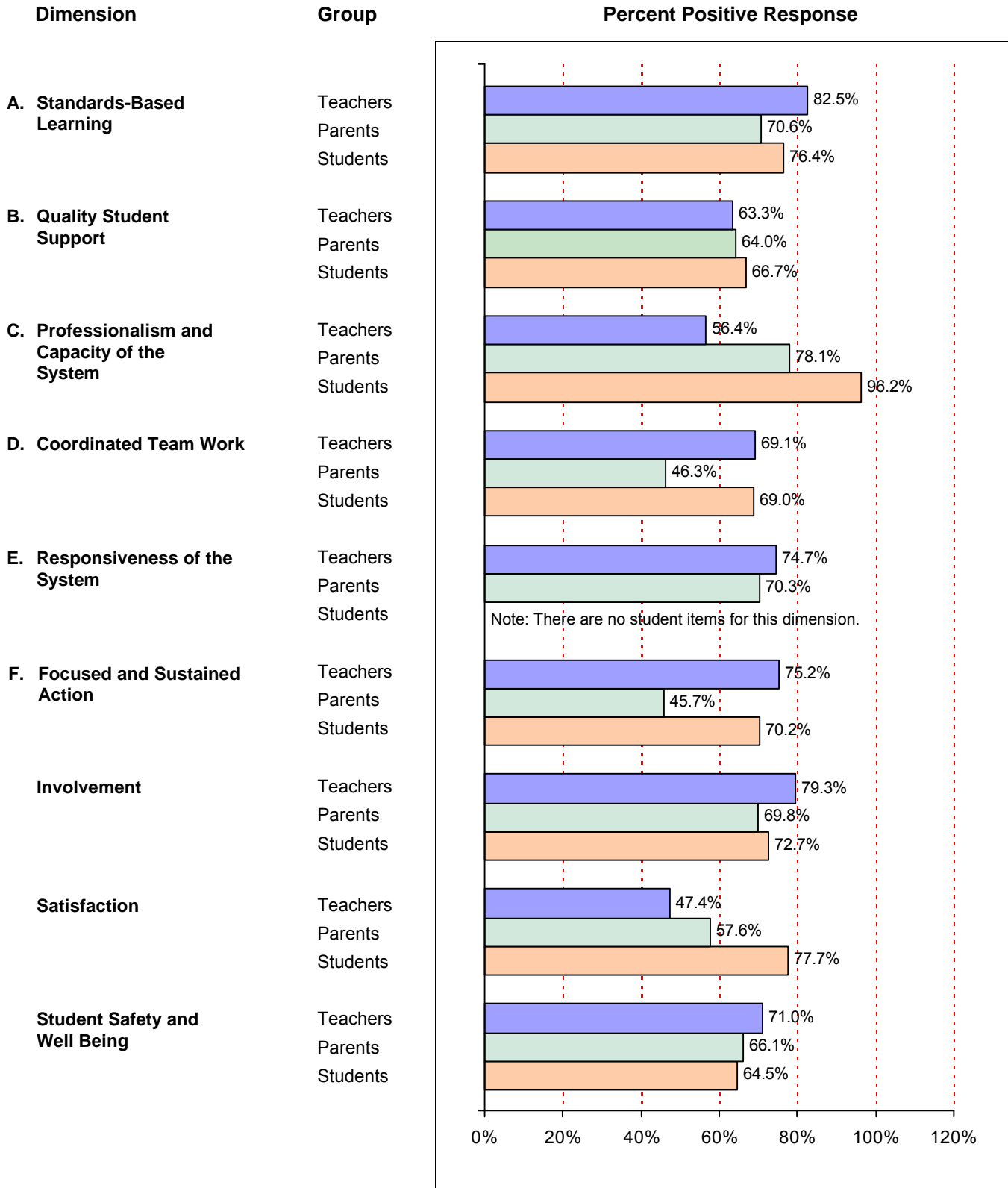
Adequacy of School's Space Compared with State Standards



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



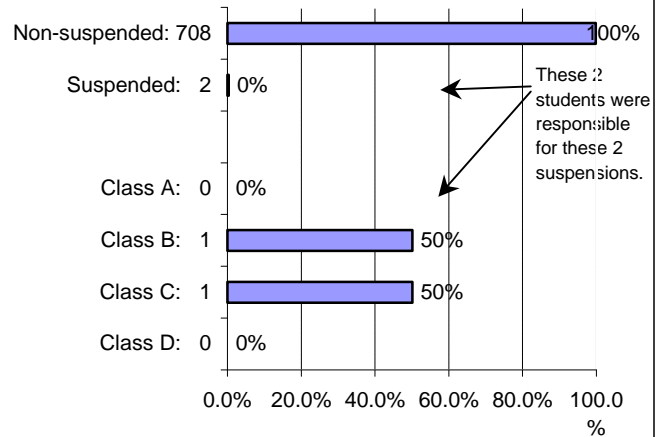
Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
94.7%	95.7%	95.5%	95.0%
Average Daily Attendance: % (higher is better)			
Average Daily Absences: in days (lower is better)			
9.7	7.9	7.5	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>.