



Major Sheldon

Wheeler

Intermediate School

Grades 6-8

School Status and Improvement Report



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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 Intermediate School is located on eleven acres of State property within the Wheeler Army Airfield. It services sixth, seventh, and eighth grade students from the predominantly military families in the surrounding communities. The school has five two-story buildings housing classrooms, administrative offices, a library and media resource room, and an auditorium. It also has five single story buildings, which contain the band and chorus rooms, home economics lab, industrial arts shop/classroom, physical education locker rooms, cafeteria, and seven portable classrooms. The faculty is experienced, stable, and dedicated to meeting the needs of all its students through high expectations and a comprehensive student support system.

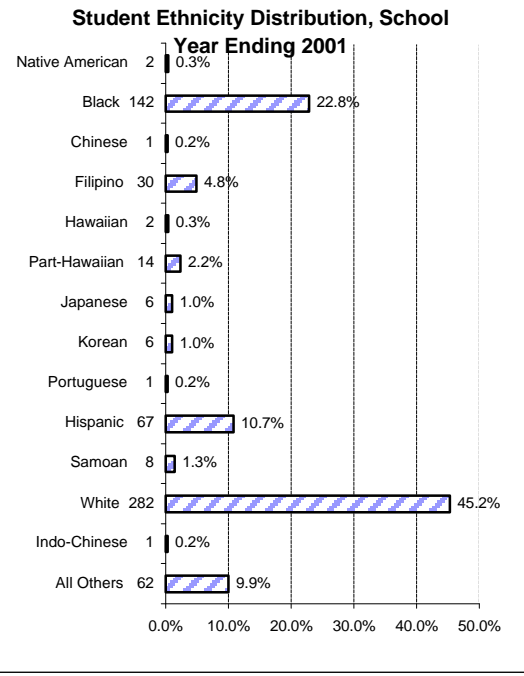
School Address:

Wheeler Intermediate School
2 Wheeler Army Airfield
Wahiawa, HI 96786

Context: School Setting

Student Profile

School year ending	1999	2000	2001
Fall enrollment	1072	719	668
Number and percent of students enrolled for the entire school year	1011	587	469
	94.3%	81.6%	70.2%
Number and percent of students receiving free or reduced-cost lunch	202	280	314
	18.8%	38.9%	47.0%
Number and percent of students in Special Education programs	104	77	73
	9.7%	10.7%	10.9%
Number and percent of students with limited English proficiency	27	11	12
	2.5%	1.5%	1.8%

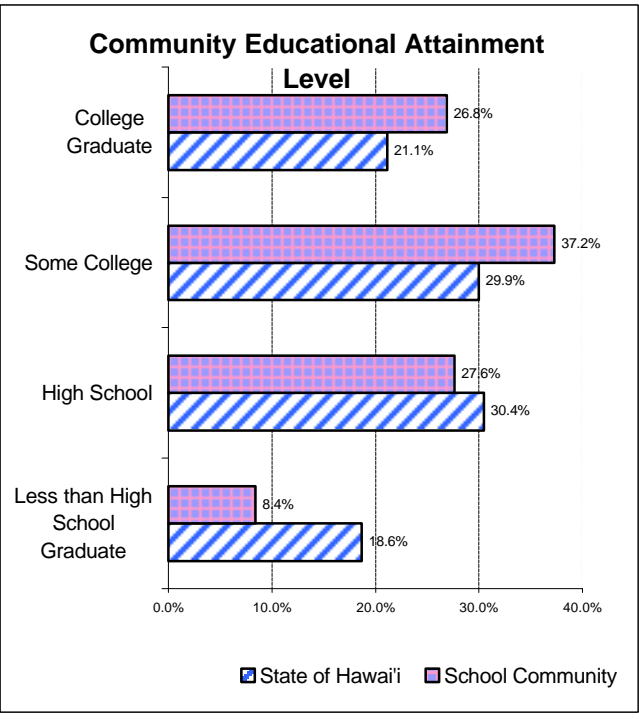


Community Profile

Based on the 1990 U.S. Census

	School Community	State of Hawai'i
Average family size	2.8	3.6
Percent of households with school age children (4-19)	44.5%	31.8%
Median household income	\$49,089	\$38,829
Per capita income	\$16,337	\$15,770
Percent of households with Public Assistance income	2.9%	6.8%
Percent of children (3-19 years) below poverty level	2.2%	11.6%
Percent of children (4-19 years) who are at-risk*	5.5%	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.

In 1999, Wheeler Intermediate School was redistricted and became a part of Leilehua Complex and now serves a predominantly military community. In addition, the school was reorganized from an intermediate school configuration to a middle school configuration and now has 6th, 7th and 8th graders on campus. All stakeholders approved a name change to Wheeler Middle School in July 2000. However, the school has not yet sought BOE approval for the name change. Feeder schools are Hale Kula and Solomon Elementary Schools located on Schofield Barracks and Wheeler Elementary School on Wheeler Army Airfield.

Wheeler revisited, revised and adopted its mission statement in the spring of 2000. It states that Wheeler Middle School is a safe community of caring students
who are responsible for their own learning and behavior. They are students who work well with others, solve problems, and produce quality work.

In addition the four general learner outcomes (GLOs) were adopted as the school-wide learner expectations on August 23, 2000.

Although data of student academic performance is not readily available for staff analysis because of the recent change in clientele, the school staff identified GLO #4 *Students will recognize and produce quality performance and quality products* as its school-wide SID focus.

Our analysis of the school's instructional and organizational effectiveness shows that the major areas of strength include the math department's adoption of a standards-based mathematics program *Math in Context*, a research-based mathematics curriculum, early identification and intervention of students in need, and parent support at school plays and concerts. Additionally, all middle school components are in place and our exploratory wheel courses address the HCPS II standards. To increase student learning, the after-school tutoring program supported student achievement in mathematics and reading.

Some of the major areas requiring improvement are

- Development of a written, taught and assessed HCPS II curricula that is researched-based, as well as coherent, relevant, articulated and integrated. It must be thinking and meaning centered focused on enabling quality demonstrations of student achievement of the HCPS II and GLO 4.
- Identify and implement instructional strategies, which are guided by quality assessment of students' works and the school's HCPS II based curriculum
- Develop an articulated school-wide assessment system, which is standards focused and performance based
- Develop plans to increase student safety on campus
- Develop, strengthen or expand school-wide support programs such as TRIBES, Life Skills, EBS, after school programs and co-curricular activities
- Provide time on a regular and sustained basis for the school staff to dialogue, plan, monitor and reflect on its progress in developing and attaining its goals
- Develop clearly delineated decision-making process

The Leadership Team will meet during the summer to prioritize improvement areas.

Process: School Resources

Certified Staff

School year ending 2001

Teaching Staff

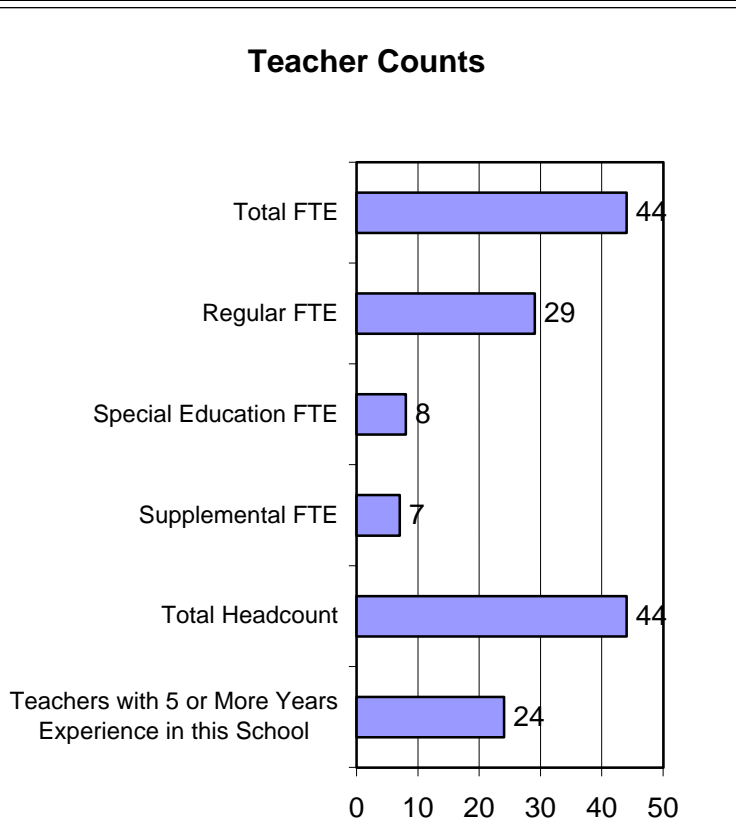
Total Full-Time Equivalent (FTE)	44.0
Regular Instruction, FTE	29.0
Special Education, FTE	8.0
Supplemental Instruction, FTE	7.0
Teacher headcount	44
Teachers with 5 or more years at this school	24
Teachers' average years of experience	15.4
Teachers with advanced degrees	5

Students per Teaching Staff Member

Regular Instruction	16.5
Special Education	9.1

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	2



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

Facilities

School year ending 2001

Classrooms available	47
Number of classrooms short (-) or over (+)	5

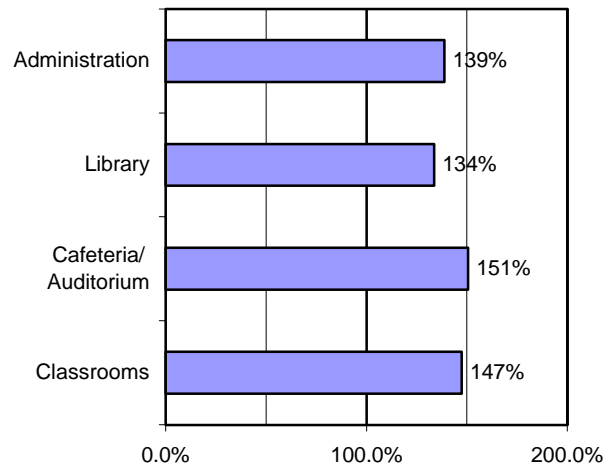
School facilities inspection results

	Score		
	1	2	3
Grounds	[]	[]	3
Building exterior	[]	[]	3
Building interior	[]	[]	3
Equipment/Furnishings	[]	[]	3
Health/Safety	[]	[]	3
Sanitation	[]	2	[]
Total	17		

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

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

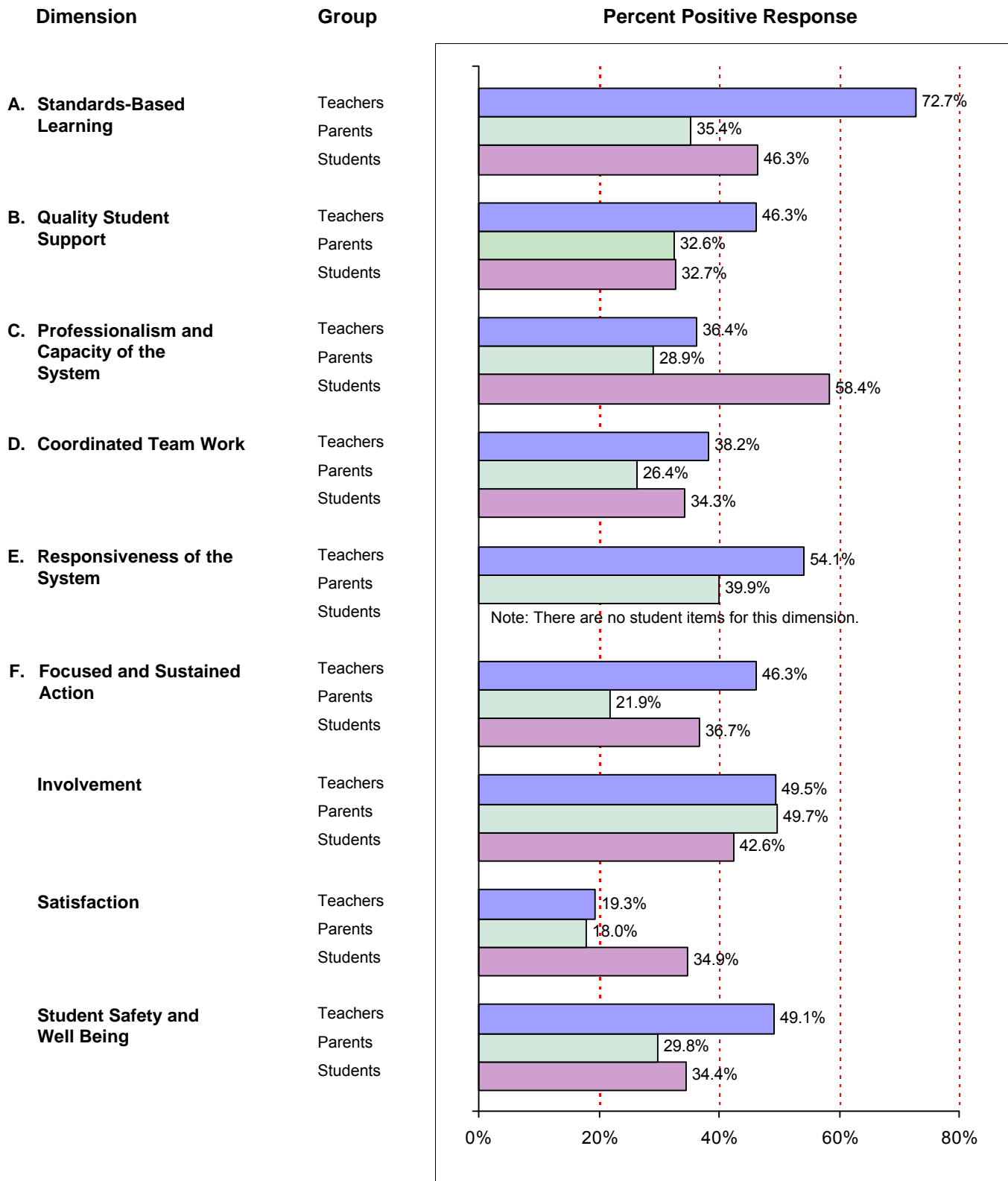
Adequacy of School's Space Compared with State Standards



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

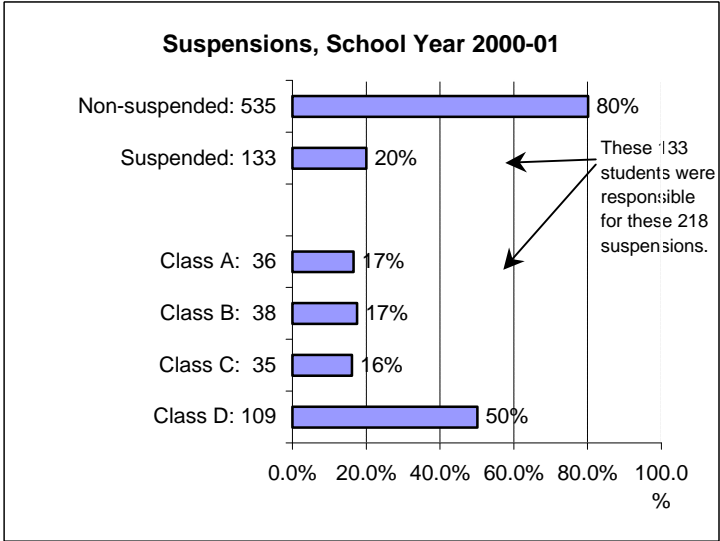


Outcomes: Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
1998-99	1999-2000	2000-01	
95.2%	95.4%	95.6%	95.0%
Average Daily Attendance: % (higher is better)			
Average Daily Absences: in days (lower is better)			
8.8	8.5	7.3	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>.