`Ewa Beach

Elementary School

Grades K-6

School Status and Improvement Report

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Focus On Standards

The 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

`Ewa Beach Elementary School serves preschool learning impaired children and grades Kindergarten through six. We have been an America’s Choice School Design Comprehensive Reform Project school since Spring 1999 and are completing our fourth year in this project. This project is standards-driven, standards-based and addresses the curriculum areas of English Language Arts, Mathematics, Science and Applied Learning. The school also completed our second full year of special education inclusion and continues to refine this effort. We are a year-round school and service residents of Sun Terra, Sun Rise, Fiesta and Coronado, the Ocean Pointe development and the Ewa Beach homes where many young families live with their parents. We are a schoolwide Title I school, serve second language (ESLL) students, and provide Primary School Adjustment (PSAP) service. The Campbell Complex schools, which we are part of, make available the School Based Behavioral Health Team to assist students with mental health needs.
### Context: School Setting

#### Student Profile

<table>
<thead>
<tr>
<th>School year ending</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall enrollment</td>
<td>519</td>
<td>533</td>
<td>581</td>
</tr>
<tr>
<td>Number and percent of students enrolled for the entire school year</td>
<td>437</td>
<td>477</td>
<td>530</td>
</tr>
<tr>
<td></td>
<td>84.2%</td>
<td>89.5%</td>
<td>91.2%</td>
</tr>
<tr>
<td>Number and percent of students receiving free or reduced-cost lunch</td>
<td>262</td>
<td>280</td>
<td>313</td>
</tr>
<tr>
<td></td>
<td>50.5%</td>
<td>52.5%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Number and percent of students in Special Education programs</td>
<td>62</td>
<td>73</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>11.9%</td>
<td>13.7%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Number and percent of students with limited English proficiency</td>
<td>24</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>4.6%</td>
<td>4.9%</td>
<td>8.4%</td>
</tr>
</tbody>
</table>

#### Community Profile

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

<table>
<thead>
<tr>
<th>Campbell Complex</th>
<th>School Community</th>
<th>State of Hawai‘i</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total population</td>
<td>43,637</td>
<td>1,211,537</td>
</tr>
<tr>
<td>Percentage of population aged 5-19</td>
<td>24.5%</td>
<td>20.6%</td>
</tr>
<tr>
<td>Median age of population</td>
<td>31.8</td>
<td>36.2</td>
</tr>
<tr>
<td>Number of families</td>
<td>9,824</td>
<td>287,068</td>
</tr>
<tr>
<td>Percent of families with children under 18</td>
<td>57.9%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Percentage of families with children headed by a single mother</td>
<td>11.1%</td>
<td>18.3%</td>
</tr>
<tr>
<td>Average family size</td>
<td>4.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Median household income</td>
<td>$58,533</td>
<td>$49,820</td>
</tr>
<tr>
<td>Percent of households with Public Assistance income</td>
<td>7.4%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Percent of families with children living in poverty</td>
<td>5.7%</td>
<td>11.2%</td>
</tr>
</tbody>
</table>

#### Community Educational Attainment Level

- **College Graduate**: State of Hawai‘i - 19.5%, School Community - 26.2%
- **Some College**: State of Hawai‘i - 33.2%, School Community - 29.9%
- **High School**: State of Hawai‘i - 27.9%, School Community - 28.5%
- **Less than High School Graduate**: State of Hawai‘i - 19.4%, School Community - 15.4%
Ewa Beach Elementary School believes, provided with best practices in the classroom and additional support beyond the regular school day, ALL students but the severely disabled, can meet high standards of achievement.

VISION:
All students graduating from Ewa Beach Elementary School will be effective and successful readers and writers achieving high standards of learning while functioning on their respective grade levels.

MISSION:
Do whatever it takes to get students to achieve high standards of learning.

SCHOOLWIDE LEARNER OUTCOMES

Standards-Based Student Outcome Goal 1: Reading
Students will demonstrate the ability to read efficiently and comprehensively on their respective grade level.

Annual Goal and Benchmarks:
- 55% of students in Grade 4 will demonstrate Basic Understanding in the Achieved the Standards level in the New Standards Reference Exam (NSRE).
- 80% of students in Grade 3 will demonstrate Reading Comprehension in the Average Stanines 4, 5 & 6 in the SAT9 Statewide assessment system.
- 80% of students in Grade 5 will demonstrate Reading Comprehension in the Average Stanines 4, 5 and 6 in the SAT9 statewide assessment system.

Standards-Based Student Outcome Goal 2: Writing
Students will demonstrate the ability to write effectively on their respective grade levels:

Annual Goal and Benchmarks:
- 65% of students in grade 4 will demonstrate Effectiveness in the Achieved the Standards level in the New Standard Reference Exam.
- 60% of students in grades 3 will demonstrate effective writing skills at the proficient level on the statewide performance-based assessment system.
- 58% of students in grade 5 will demonstrate effective writing skills at the proficient level on the statewide performance-based assessment system.

SCHOOL FINDINGS FROM THE SELF-STUDY PROCESS
The Self-Study process compelled us to review what the impact of the America’s Choice School Design (ACSD) Comprehensive Reform Project has had on standards-based, standards-driven, student achievement. The school did an initial match-up of the Standards Implementation Design’s (SID) analysis criterion with the ACSD’s five Design Tasks. This allowed us to understand the efforts we had started three years ago as we began implementation of the reform project, in relation to what the Standards Implementation Design process is asking of us. The match-up indicated a very strong correlation between the SID process and the ACSD tasks.

The Self-Study indicated the following:

Strengths: Standards-Based Learning – Assessment
Quality Student Support – Environment that promotes high expectations for student learning and behavior.

Plans:
Array of Student Support Services

Needs: Standards-Based Learning – Curriculum
Quality Student Support – Environment that promotes high expectations for student learning and behavior.

KEY ELEMENTS OF THE STANDARDS IMPLEMENTATION DESIGN ACTION PLAN
The key element of the Action Plan is the school’s student focus in the area of LITERACY, specifically, Reading and Writing. All components of this Plan speak to this focus: the learnings, the activities and the means by which we plan to improve this focus, and therefore, student achievement. Professional Development, funding, assessment, responsible personnel and an essential time line, address the focus.
### Certified Staff

**School year ending 2002**

#### Teaching Staff

- **Total Full-Time Equivalent (FTE)**: 35.0
  - Regular Instruction, FTE: 25.0
  - Special Education, FTE: 7.0
  - Supplemental Instruction, FTE: 3.0
- Teacher headcount: 35
- Teachers with 5 or more years at this school: 18
- Teachers' average years of experience: 9.9
- Teachers with advanced degrees: 6

#### Students per Teaching Staff Member

- Regular Instruction: 17.6
- Special Education: 12.4

#### Administrative and Student Services Staff

- Administration*, FTE: 3.0
- Librarians, FTE: 1.0
- Counselors, FTE: 2.0

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

### Facilities

**School year ending 2002**

- **Classrooms available**: 30
- **Number of classrooms short (-) or over (+)**: -2

#### School facilities inspection results

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grounds</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building exterior</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building interior</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment/Furnishings</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health/Safety</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitation</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>12</td>
<td></td>
<td></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

<table>
<thead>
<tr>
<th>Category</th>
<th>Adequacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>142%</td>
</tr>
<tr>
<td>Library</td>
<td>72%</td>
</tr>
<tr>
<td>Cafeteria/Auditorium</td>
<td>114%</td>
</tr>
<tr>
<td>Classrooms</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

Dimension Group

A. Standards-Based Learning
- Teachers
- Parents
- Students

B. Quality Student Support
- Teachers
- Parents
- Students

C. Professionalism and Capacity of the System
- Teachers
- Parents
- Students

D. Coordinated Team Work
- Teachers
- Parents
- Students

E. Responsiveness of the System
- Teachers
- Parents
- Students

F. Focused and Sustained Action
- Teachers
- Parents
- Students

Note: There are no student items for this dimension.

Involvement
- Teachers
- Parents
- Students

Satisfaction
- Teachers
- Parents
- Students

Student Safety and Well Being
- Teachers
- Parents
- Students

Percent Positive Response
Student Conduct

Attendance and Absences

School Year

|-----------|---------|---------|
| **Average Daily Attendance:** %
  (higher is better) | 94.4% | 94.6% | 94.9% |
| **Average Daily Absences: in days**
  (lower is better) | 10.4 | 9 | 8.9 |

Outcomes: Vital Signs

Suspensions, School Year 2001-02

- Non-suspended: 568 (95.0%)
- Suspended: 13 (5%)
  - Class A: 4 (25%)
  - Class B: 10 (33%)
  - Class C: 0 (0%)
  - Class D: 2 (3%)

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)

These 13 students were responsible for these 16 suspensions.
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.