

# John H. Wilson Elementary School

School Code: 153

Grades K-5

## School Status and Improvement Report School Year 2013-14



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### School Address:

John H. Wilson Elementary School  
 4945 Kilauea Avenue  
 Honolulu, Hawaii 96816

### Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

### School Description

*"Riding the learning wave' to 'grow within' and 'go beyond'."*

Mayor John H. Wilson Elementary School is located in Waiialae Nui Valley at the foot of the Koolau Mountain Range. It is one of eight sister schools (four public and one public charter elementary, one middle, one high, one specialty) which comprise the Kalani Complex in the Waiialae, Kahala, and Kaimuki areas of East Honolulu.

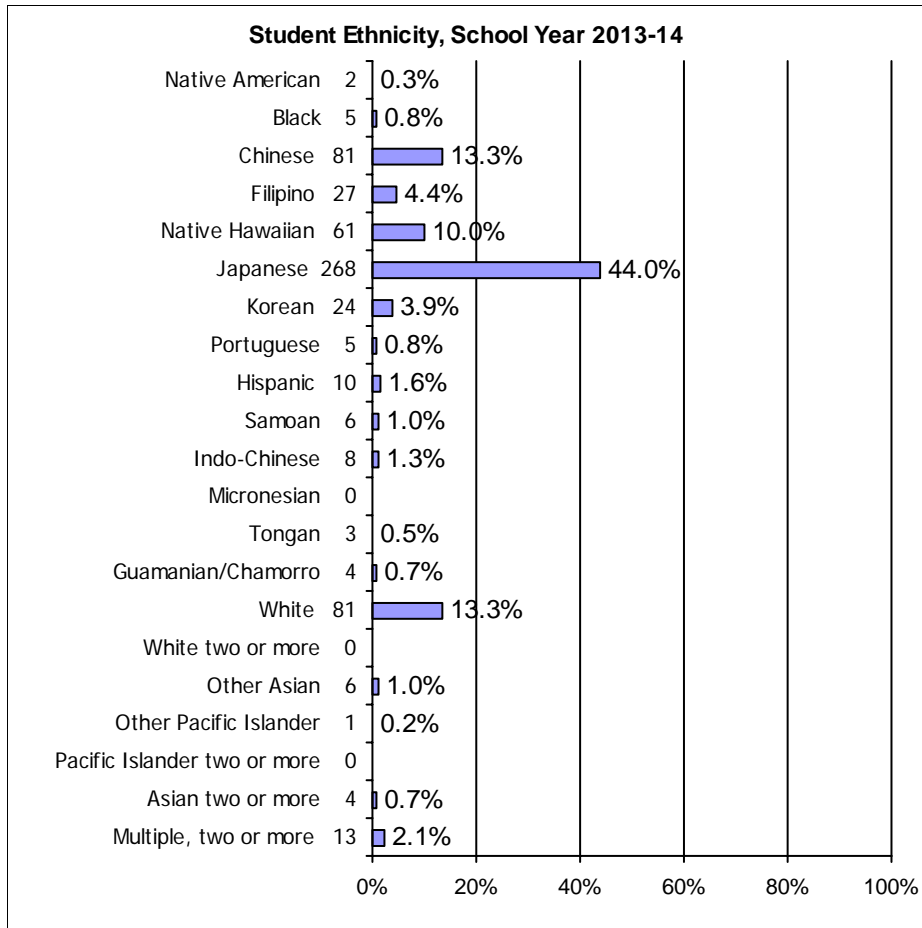
Wilson Elementary School transitioned from a K-6 to a K-5 school in school year 2007-08. The enrollment as a K-5 elementary school has consistently been at capacity with a robust enrollment of at least five hundred and seventy-five (575) students each year. Demographics of the student population reflect a slightly different socioeconomic composition than the larger neighborhood community. Students mainly come from middle-income families, but the number of students from low income families is steadily rising. There are also growing numbers of students from single parent homes and two income families. The population is ethnically diverse with over one-half Asians, one-third Caucasians and other ethnic groups, and a little more than one-tenth Hawaiian, Part-Hawaiian, and other Pacific Islanders. Nearly three-fourths of students choose to attend Wilson School on geographic exception in order to benefit from the school's emphasis on development of the "whole child," focus on visual and performing arts, commitment to academic rigor, and reputation for high student achievement.

Wilson School has continued to place great emphasis on refining and improving the standards-based teaching, learning, assessing, and reporting process since it piloted the Standards-Based Report Card for elementary schools in 2003-04. During school year 2010-11, it became a field test school for the now defunct Data for Improvement (DSI) electronic system designed to enhance formative assessment and instruction, and initiated training (CCSS) for school-wide implementation of the Common Core State Standards in 2011-12. In 2012-13, it became a pilot school for the Educator Effectiveness System and, in response to sweeping innovations of the State's Race-To-The-Top initiatives, has undergone a major shift in focus and emphasis toward implementing and refining the Six Priorities (Formative Instruction/Data Teams, Academic Review Team, Common Core State Standards, Comprehensive Student Support System, Educator Effectiveness System, Induction/Mentoring, and the K-12 Construct (Sustainability)). In accordance with the Reinventing Education in Hawaii Act of 2004, Wilson School dissolved its School/Community-Based Management (SCBM) Council and instituted the Wilson Elementary School Community Council (WESCC) during 2004-05. Since 1995, the school has been on the modified school calendar recently adopted by the Hawaii State BOE, and continues its on-going mission to provide a safe, nurturing, and wholesome learning environment with varied, enriching opportunities for the education and development of the "whole child."

## School Setting

### Student Profile

School year	2011-12	2012-13	2013-14		2011-12	2012-13	2013-14
Fall enrollment	604	608	595	Number and percent of students in Special Education programs	45	39	31
					7.5%	6.4%	5.2%
Number and percent of students enrolled for the entire school year	576 95.4%	567 93.3%	584 98.2%	Number and percent of students with limited English proficiency	31	27	36
					5.1%	4.4%	6.1%
Number and percent of students receiving free or reduced-cost lunch	80 13.2%	81 13.3%	69 11.6%	Percent of Kindergartners who attended preschool	95%	91%	--



n = 609

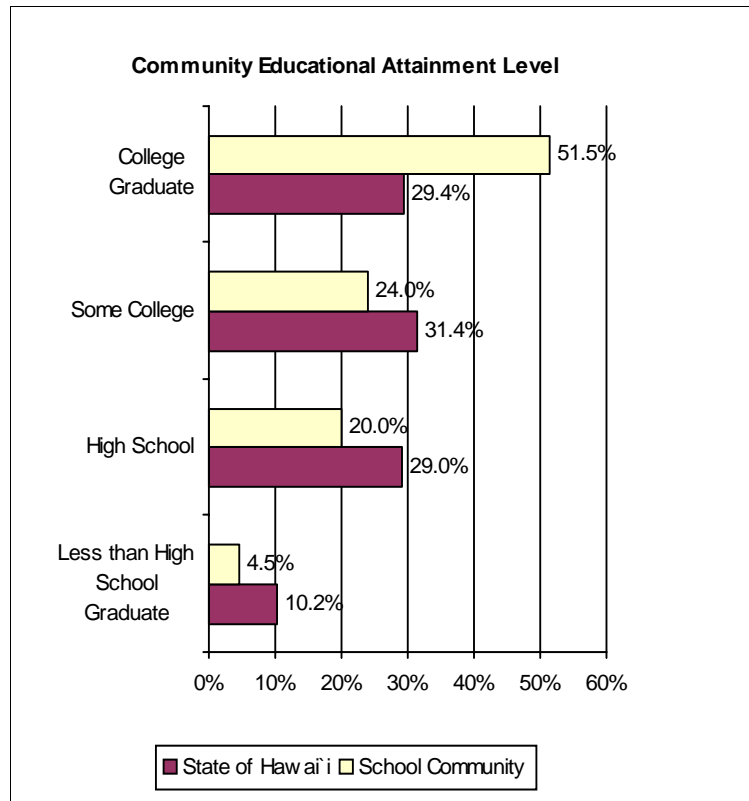
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii’s HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Kalani HSC Complex	School Community	State of Hawai'i
Total population	38,374	1,360,301
Percentage of population aged 5-19	15.0%	18.4%
Median age of population	48.9	38.6
Number of family households	10,065	313,907
Median household income	\$102,844	\$66,420



## School Improvement

### Summary of Progress

The format and rubrics of the school's progress report has been modified and revised to reflect the full-scale shift in focus and emphasis from updating and refining the Academic and Financial Plan (AcFin) to monitoring the implementation of the Six Priorities of the State's RTTT initiatives. Custodial oversight of the AcFin has become the responsibility of the Academic Review Team (*see below*):

**Measure of Progress in Six Priorities Implementation**  
**[Scale = 1-4: 1 = Establishing; 2 = Applying; 3 = Integrating; 4 = Systematizing]**

#### **Formative Instruction/Data Teams (FI/DT) - 3**

School-wide implementation of Formative Instruction and Data Teams is ongoing with every teacher designing and delivering purposeful formative instruction based on data team analysis of formative assessment results. Teacher knowledge, understanding, and use of Formative Instruction/Data Teams with regard to Purpose, Collaboration, and Progress components have improved significantly.

#### **Academic Review Team (ART) - 3**

The essential purpose of the seven member (Administrator, Curriculum Coordinator, Data Coach, Student Services Coordinator, and one representative each from Specialty Services, lower Grades K-2, and upper Grades 3-5) ART is to facilitate the crafting, monitor the implementation, and evaluate the effectiveness of the school's Academic Plan. Full scale employment of the ART was implemented in 2013-14.

#### **Common Core State Standards (CCSS) - 3**

Rather than wait for the State's mandated timeline for implementation of the CCSS during 2012-13 in lower Grades K-2, and 2013-14 for upper grades 3-5, the school began a gradual transition from the Hawaii Content and Performance Standards (HCPS) to CCSS in all grades K-5 during School Year 2010-11. CCSS is currently at full implementation in every classroom at all grade levels.

#### **Comprehensive Student Support System (CSSS) - 3**

Identification, assessment, and delivery of appropriate student services is at full implementation. Refinement of school based procedures and protocols for Student Referrals, Data Teams, and Kid Talks sessions have significantly enhanced the school's ability to track, target, and design RTI interventions for students.

#### **Educator Effectiveness System (EES) - 3**

Teachers are developing a clearer understanding and comfort with Classroom Observation Protocol and Tripod Survey dimensions, and are focusing on the dimension of Student Learner Outcomes. There exists a perceived need for professional development opportunities and articulation time for developing interdisciplinary units (IDUs) and Smarter Balance Assessment Consortium (SBAC) assessments. There remains a significant discomfort with the Student Achievement component of the evaluation process.

#### **Induction/Mentoring (IM) - 3**

Every teacher has twice gone through the EES protocol, and has shared at least two collegial observations using components of the Instruction dimension of the Danielson Observation protocol. Teachers new to the system and/or school are assigned a host mentor at every grade level. Both seasoned and new teachers voluntarily participate in reflective mentoring seminars on themes/topics suggested by teachers; e.g., classroom management, learning centers, assessment and grading strategies, practices that work, etc.

#### **K-12 Construct (Sustainability) - 3**

Sustainability is being implemented school-wide with every class scheduled for services at least once every six days. Areas of study include ecological cycle, conservation and recycling, compost-building, soil bed gardening, poultry farming, hydroponics, and aquaponics. Major emphasis has been to integrate Sustainability via interdisciplinary units (IDUS) and project-based (SBA) assessments.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b>		33.0
Regular Instruction, FTE	87.9%	29.0
Special Instruction, FTE	12.1%	4.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		33
Teachers with 5 or more years at this school		24
Teachers' average years of experience		14.4
Teachers with advanced degrees		15

#### Professional Teacher Credentials

Fully licensed	100.0%	33
Emergency hires	0.0%	0

#### Students per Teaching Staff \*

Regular Instruction	19.4
Special Instruction	7.8

\* Regular instruction includes both regular and supplemental teaching staff. Therefore, these figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE *	2.0
Librarians, FTE	1.0
Counselors, FTE	2.0
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

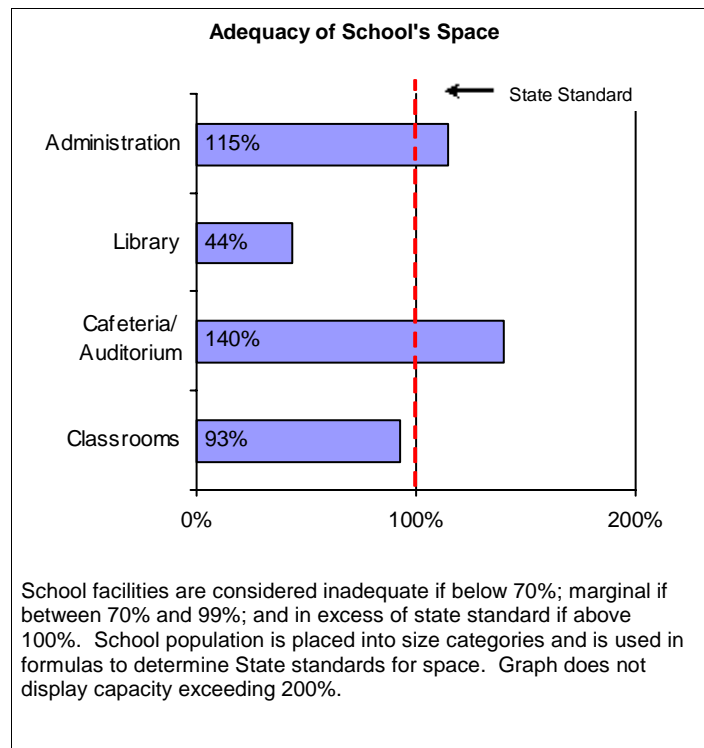
School Year Ending 2014

Classrooms available	30
Number of classrooms short (-) or over (+)	0

#### School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.



**Vital Signs**

**School Quality Survey**

The School Quality Survey (SQS), administered periodically by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

**Percent of Positive Responses**

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Standards-Based Learning	2013	99.3%	98.9%	96.6%	94.0%	88.2%	90.7%
	2014	97.5%	95.3%	92.8%	87.2%	91.5%	89.5%
Quality Student Support	2013	100.0%	94.4%	96.9%	92.1%	84.2%	83.8%
	2014	99.7%	87.2%	93.7%	85.3%	85.4%	82.3%
Professionalism & System Capacity	2013	97.7%	96.3%	There are no parent items for this dimension		There are no student items for this dimension	
	2014	96.9%	89.6%				
Coordinated Team Work	2013	98.8%	91.3%	91.4%	86.7%	89.3%	90.3%
	2014	98.4%	80.6%	85.7%	78.3%	91.3%	89.5%
Responsiveness of the System	2013	98.9%	95.5%	98.5%	94.2%	There are no student items for this dimension	
	2014	99.5%	89.0%	94.0%	87.4%		
Focused & Sustained Action	2013	99.4%	95.4%	96.6%	92.0%	88.6%	89.7%
	2014	98.4%	86.0%	91.0%	83.0%	90.5%	88.4%
Involvement	2013	98.9%	96.9%	99.0%	94.2%	87.8%	83.4%
	2014	100.0%	88.5%	94.7%	87.7%	89.7%	81.8%
Satisfaction	2013	100.0%	92.8%	99.6%	93.3%	81.8%	87.0%
	2014	100.0%	80.1%	96.9%	85.5%	86.0%	86.2%
Student Safety & Well Being	2013	100.0%	94.7%	96.7%	92.2%	81.8%	83.6%
	2014	99.5%	87.8%	94.2%	86.2%	83.0%	82.3%
Survey Return Rate **	2013	88.6%	79.7%	44.4%	37.8%	93.1%	93.1%
	2014	100.0%	88.8%	48.3%	30.1%	94.6%	92.1%

\* State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

\*\* State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

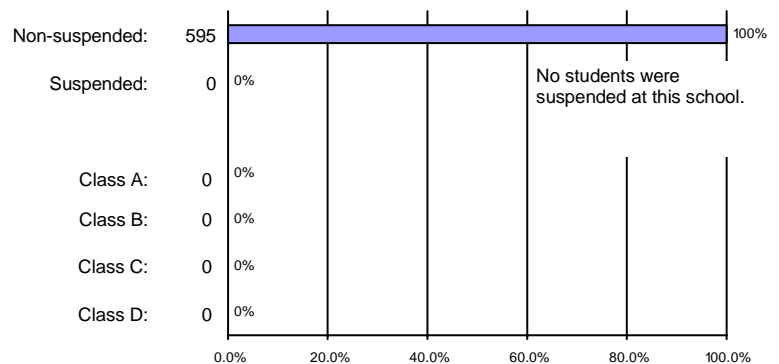
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			
2011-12	2012-13	2013-14	<b>State Standard</b>
<b>Average Daily Attendance: %</b> (higher is better)			
97.0%	96.4%	96.5%	<b>95.0%</b>
<b>Average Daily Absences: in days</b> (lower is better)			
5.5	6.5	6.3	<b>9</b>

#### Suspensions, School Year 2013-2014



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)

### School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2012	2013	2014
Total number of students	499	510	498
Percent retained in grade	0%	0%	0%

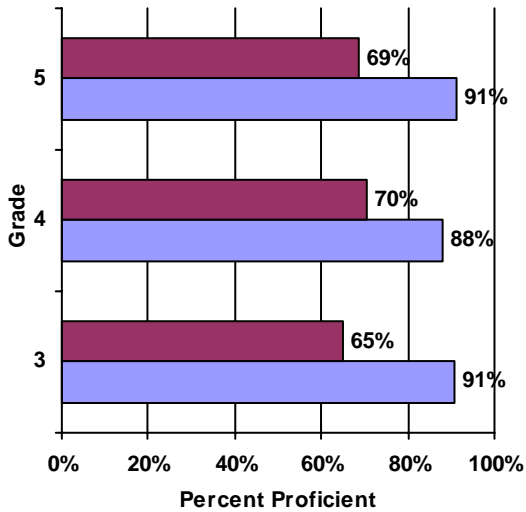
Note. "--" means missing data.

"\*" means data not reported to maintain student confidentiality (see FERPA).

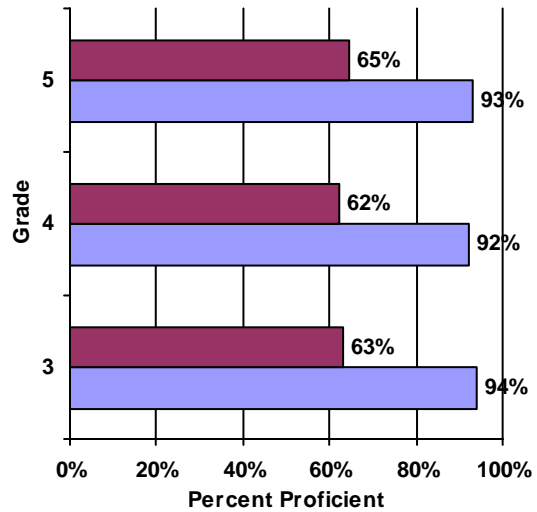
**Vital Signs**

**Hawaii State Assessment Program**

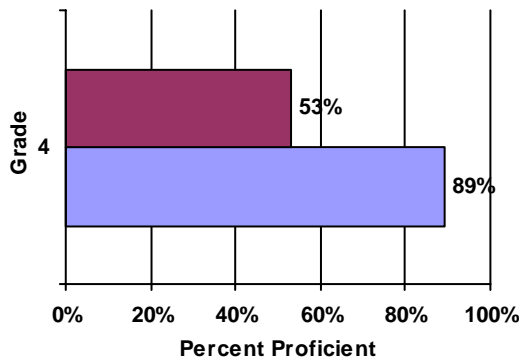
**HCPS Reading**



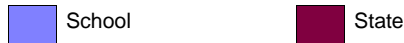
**HCPS Mathematics**



**HCPS Science**



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



A school's bar may not be shown to maintain student confidentiality (see FERPA).

**Other School Information**

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI: Hawaii State Department of Education.