



Waiakea Intermediate School

School Code: 385

Grades 6-8

School Status and Improvement Report School Year 2016-17



Contents

Focus on Standards	p. 1
School Description	p. 1
School Setting	pp. 2-3
• Student Profile	
• Community Profile	
School Improvement	p. 4
• Summary of Progress	
School Resources	p. 5
• Certified Staff	
• Facilities	
Vital Signs	pp. 6-8
• School Quality Survey	
• Student Conduct	
• School Retention or Completion	
• Hawaii Statewide Assessment Program	
• Other School Information	

School Address:

Waiakea Intermediate School
200 West Puainako Street
Hilo, Hawaii 96720

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

Waiakea Intermediate School is located in the Waiakea District of Hilo on the eastern side of the island of Hawaii. There are two elementary schools that feed into Waiakea Intermediate, which is the only feeder school for Waiakea High School. These four schools comprise the Waiakea Complex, which is a subset of the Hilo/Waiakea Complex Area. Waiakea Intermediate School is one of two public intermediate schools in Hilo.

Currently, there are 59 teachers, 3 counselors, 3 curriculum coordinators, and 3 administrators contributing to the education of our students. Educational assistants, in-school suspension paraprofessional, and after-school program coordinators also support instruction. Three campus security officers and 1 Hawaii Police Department School Resource Officer contribute to a safe and secure campus. Our Title I status qualifies us for federal funding. These funds assist us in the provision of resources to helping all disadvantaged children reach rigorous state academic standards expected of all children.

With the adoption of the Common Core State Standards our teachers strive to embed Literacy in all content areas including electives. Waiakea Intermediate utilizes Core Instructional Routines to ensure that all students have an opportunity to engage in rigorous grade level standards through instruction that integrates Speaking, Writing, Reading and Listening. (SWRL)

The school utilizes Positive Behavior Intervention and Support (PBIS) to cultivate and encourage the whole child. PBIS is a schoolwide system of support that include proactive strategies for defining, teaching and supporting appropriate student behavior to create positive school environments. Through instruction, comprehension and regular practice, all stakeholders use a consistent set of behavior expectations and rules. WIS students are rewarded for displaying positive behaviors throughout the school day. Teachers and staff award students HERO points electronically by scanning student ID cards or entering points into a student database. Students can redeem points for prizes and privileges. Points are also used to qualify for quarterly incentive activities.

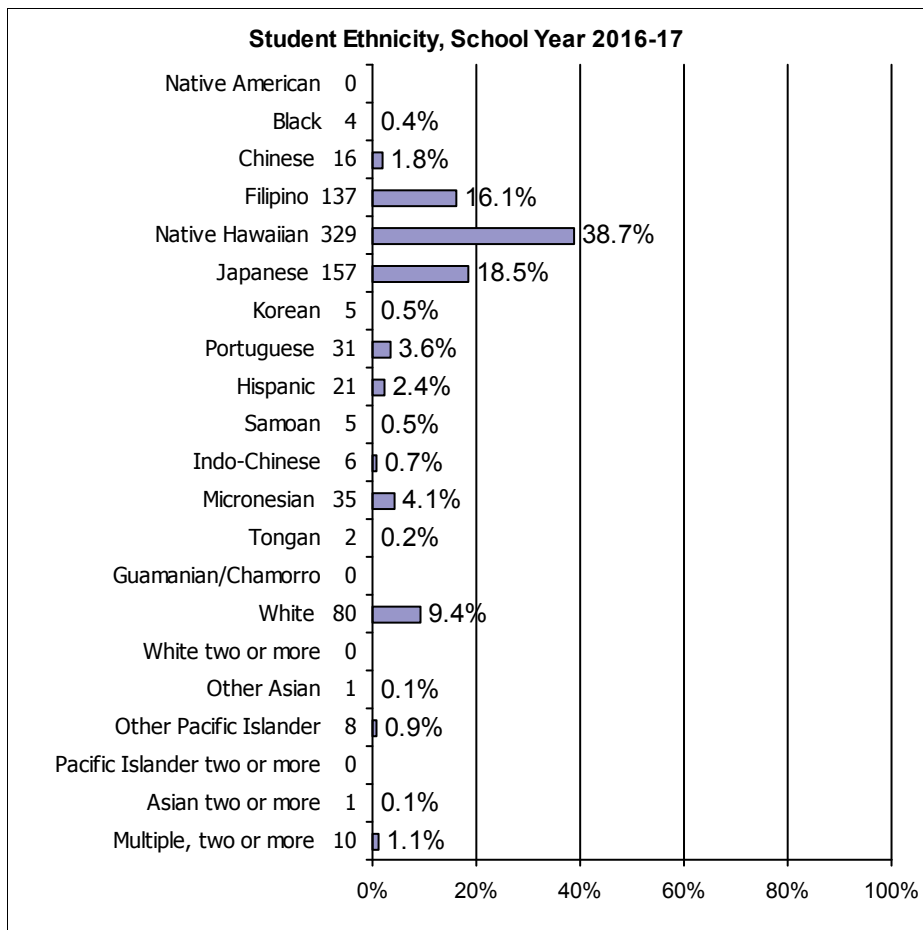
Some of the co-curricular activities offered by the faculty and staff are concert band, ukulele band, VEX Robotics, Chess Club, track and field, AVID elective, Titans Writer's club, Newswriting and Hi Pal basketball. Students also had the opportunity to participate in Science Fair, Math Counts, Newbery Quiz Bowl, Geography Bee, Hikino Video Productions and student body and/or class government. WIS students consistently demonstrate excellence as evidenced by their outstanding achievements in many of the aforementioned activities.

School Setting

Student Profile

School year	2014-15	2015-16	2016-17		2014-15	2015-16	2016-17
Fall enrollment	848	858	848	Number and percent of students in Special Education programs	96	88	83
					11.3%	10.2%	9.7%
Number and percent of students enrolled for the entire school year	807	839	815	Number and percent of students with limited English proficiency	14	13	13
	95.1%	97.7%	96.1%		1.6%	1.5%	1.5%
Number and percent of students receiving free or reduced-cost lunch	440	446	416				
	51.8%	51.9%	49.0%				

Note. -- means missing data.
 * means data not reported to maintain student confidentiality (see FERPA).
 ** means School is participating in the Community Eligibility Provision.



n = 848

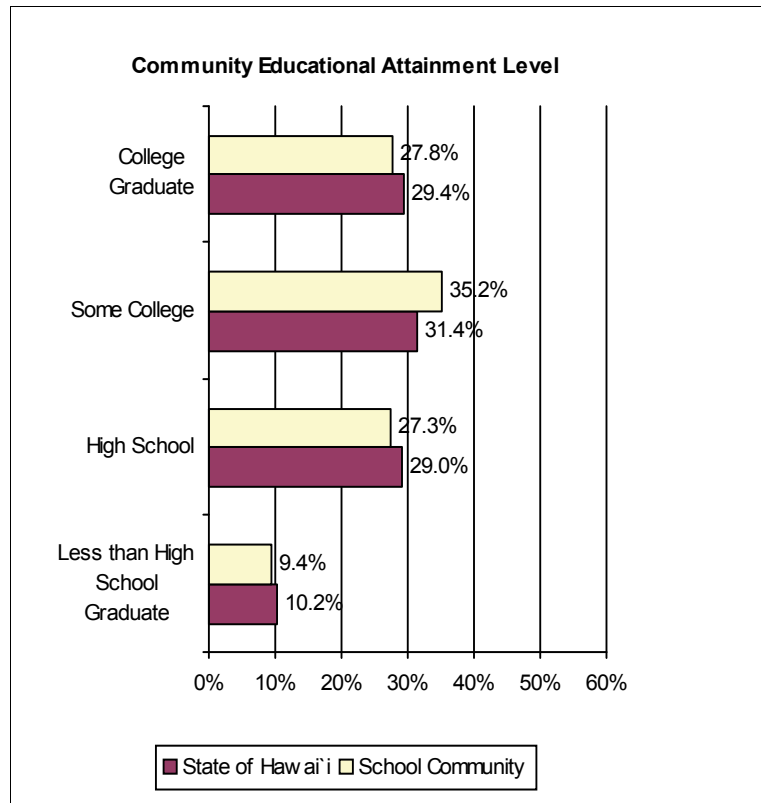
School Setting

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

Waiakea HSC Complex	School Community	State of Hawai'i
Total population	22,351	1,360,301
Percentage of population aged 5-19	19.5%	18.4%
Median age of population	39.7	38.6
Number of family households	5,342	313,907
Median household income	\$58,258	\$66,420



School Improvement

Summary of Progress

Waiakea Intermediate is engaged in enhancing instruction and improving student achievement through the implementation of literacy initiatives as part of our school's dedication to prepare students for college and careers. The quality implementation of the Common Core State Standards is a school wide focus. These new college and career ready standards have made literacy a shared responsibility across all content areas. This means that all teachers are now expected to integrate literacy throughout their lessons. A commitment to literacy initiatives requires purposeful reading, writing and discussion in every class, everyday. Both English/Language Arts and Math departments engaged students in the **Common Core State Standards** (CCSS) via the state-approved curricula, **Springboard** and **GO Math**.

Analysis of student achievement data is a priority and utilized by individual teachers and department data teams regularly to determine how best to support student learning. Both state approved programs for English and Math include daily formative assessment and end-of-unit/module embedded assessments. The results of these embedded assessments are used to adjust instruction. Students take a monthly benchmark assessment, eValueate, which English and Math departments analyze to track student performance on standards already taught as well as assess knowledge of content in future lessons. Administrators view progress at a variety of levels, allowing them to identify instructional areas in need of additional resources and support. Science and Social Studies departments continue to worked towards increased student opportunity to focuses on reading and writing at the more complex level of the CCSS. The school wide focus for all **data teams** was to improve student achievement in **writing**. All departments participate in monthly data team meetings, in which a common formative assessment is designed, implemented, and analyzed. Formative classroom visits include a variety of indicators to assess the implementation of the CCSS. To better align instruction to the end-of-year assessments, students participates in the Interim Assessment at mid-year.

Developing effective **Comprehensive Student Support Systems** that includes all levels of Response to Intervention (RTI) is another area of focus. After an analysis of Strive-HI data, the school focused on systematic ways to close the achievement gap between high-needs and non-high needs students. The following programs were added or refined to strengthen CSSS. AVID School Wide includes AVID elective classes and include expectations that all students keep an organized binder and use the Cornell note-taking system. Literacy Studio classes in Reading and Math utilize a blended learning environment with the use of Achieve 3000, Fontes and Pinell Leveled Reading Program and ALEKS programs combined with small flexible groupings of students to personalize instruction. The school assesses student readiness through the STAR Universal Screener a minimum of five times a year. Data from STAR is used to identify students in need of academic interventions. Furthermore, the school's inclusive practices for Special Education Students were expanded to include co-teaching models in all four core content areas.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)		51.0
Regular Instruction, FTE	84.3%	43.0
Special Instruction, FTE	15.6%	8.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		51
Teachers with 5 or more years at this school		32
Teachers' average years of experience		14.5
Teachers with advanced degrees		16

Professional Teacher Credentials

Fully licensed	98.0%	50
Emergency hires	1.9%	1

Students per Teaching Staff *

Regular Instruction	17.7
Special Instruction	10.3

* These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE *	5.0
Librarians, FTE	1.0
Counselors, FTE	3.0
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 2017

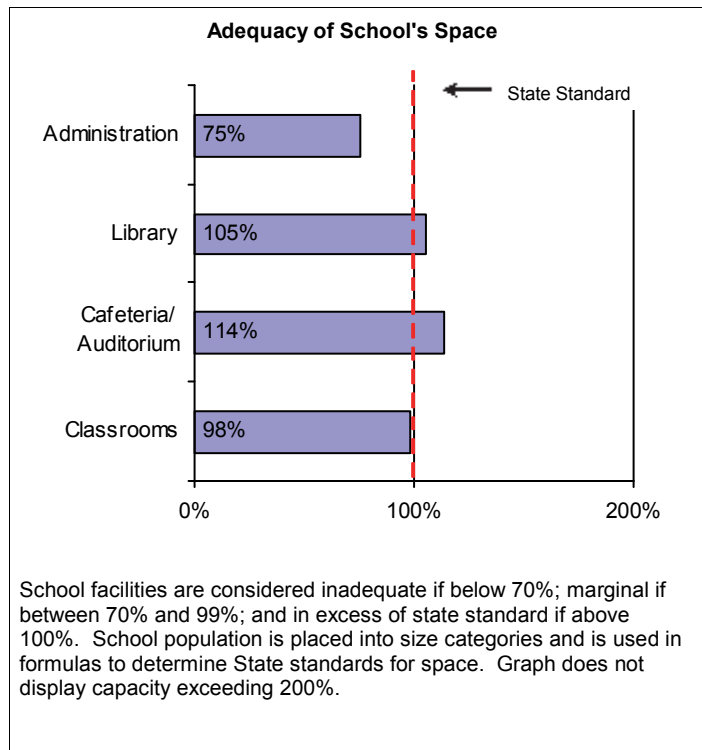
Classrooms available	51
Number of classrooms short (-) or over (+)	19

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.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered 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
Safety	2016	59.2%	72.0%	71.3%	76.7%	69.0%	69.7%
	2017	65.9%	74.4%	68.3%	78.2%	63.9%	68.9%
Well-Being	2016	55.4%	72.3%	85.5%	86.2%	68.0%	67.9%
	2017	57.5%	73.3%	82.7%	86.7%	63.2%	66.9%
Satisfaction	2016	43.8%	60.2%	66.6%	76.9%	75.8%	74.7%
	2017	55.5%	65.9%	65.1%	78.9%	69.9%	73.5%
Involvement/Engagement	2016	47.2%	69.5%	69.1%	74.7%	51.5%	57.5%
	2017	54.6%	70.1%	64.1%	76.5%	51.0%	56.6%

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2016	84.2%	77.6%	19.6%	25.0%	92.5%	74.9%
	2017	100.0%	84.6%	17.7%	26.5%	77.7%	68.3%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. 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.

Note: In 2015, a revised School Quality Survey (SQS) was administered statewide to students, school staff, and parents. The dimensions, questions, and rating scale differ from the SQS administered in previous years.

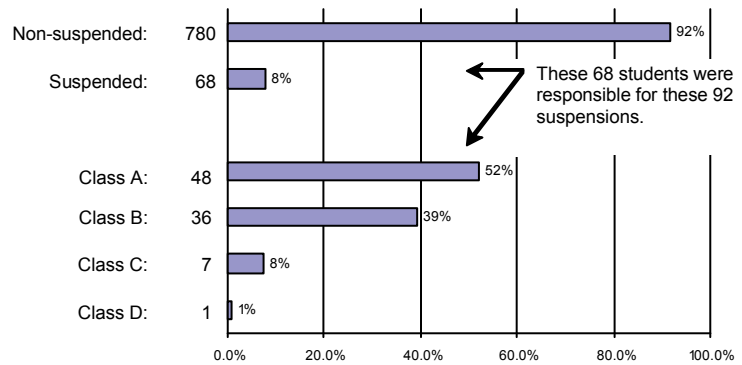
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2014-15	2015-16	2016-17	State Standard
Average Daily Attendance: % (higher is better)			
94.6%	95.1%	95.1%	95.0%
Average Daily Absences: in days (lower is better)			
9.6	8.6	8.6	9

Suspensions, School Year 2016-2017



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.

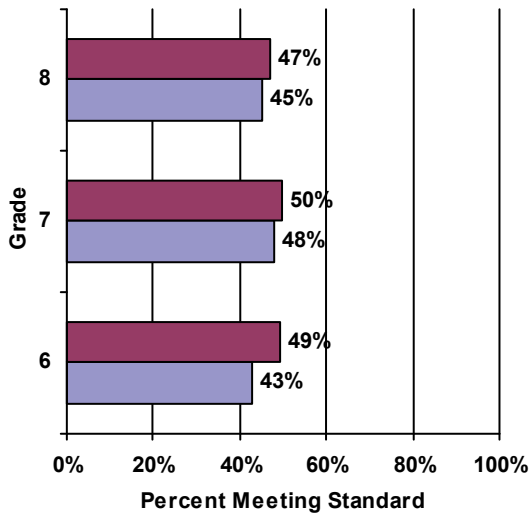
	Retention		
	2015	2016	2017
Total number of students	249	321	271
Percent retained in grade	0%	0%	0%

Note. -- means missing data.
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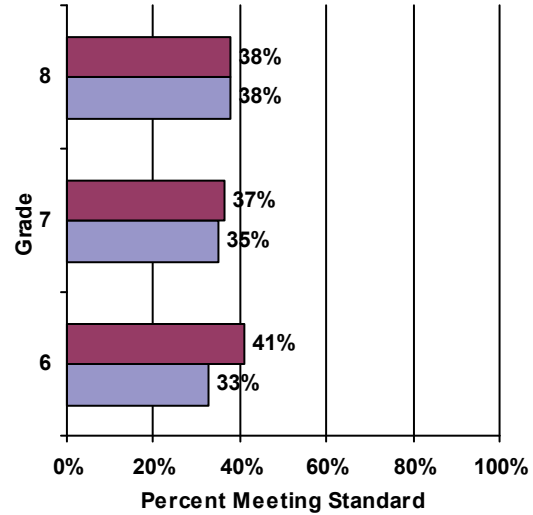
Vital Signs

Hawaii Statewide Assessment Program

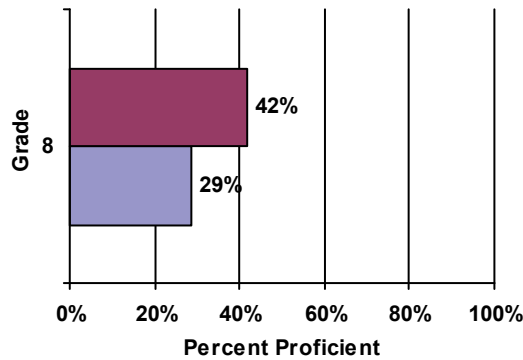
Language Arts/Literacy



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.

School
 State

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

Other School Information

Waiakea Intermediate School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2021.

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