



# Ewa Elementary School

School Code: 253

Grades K-5

## School Status and Improvement Report School Year 2019-20



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### School Address:

Ewa Elementary School  
91-1280 Renton Road  
Ewa Beach, Hawaii 96706

### 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

Ewa Elementary School is one of the oldest schools in the Leeward District, with our roots dating back to 1882. Our core values are rooted in community traditions of Ewa's "Plantation Days" when everyone "takes care" of each other.

The Ewa Way is  
Kaizen - Continuous improvement  
Kina'ole - Doing the right thing, in the right way, at the right time, in the right place to the right person, for the right reason with the right feeling, the first time.  
Komunidad – Community

The origin of our core values also celebrates the ethnic diversity of our community.

On February 12, 1944, our statue of Abraham Lincoln was unveiled as a gift to the Ewa School and the entire Community through the generosity of Ms. Katherine McIntosh Burke, teacher and principal from 1919 to 1927. On February 8, 2019, we held our 75<sup>th</sup> Annual Lincoln Day Program, celebrating the beliefs and values of Abraham Lincoln.

SY 2016-2017, Ewa Elementary School was granted a Six-Year Accreditation Status by the Western Association of Schools and Colleges (WASC). The WASC Accreditation and self-study process has guided Ewa towards significant changes. Ewa has demonstrated its core values of Kaizen, Kina'ole and Komunidad by continuously improving our school design. Our curriculum and learning design are evolving to ensure that all students are provided rigorous, high quality core instruction, and that all students are provided equitable opportunities to be engaged and empowered.

Every student at Ewa has a laptop, and every grade level has computer science resources including a 3D printer to support 21st century skills, creativity and innovation. Ewa's core curriculums imbed practices that develop learning, social and emotional behaviors and habits of character.

We also provide our students with opportunities to demonstrate their knowledge and skill through their participation in a variety of activities: Basketball, Volleyball, Constitution Day, Geography Bee, JPO, Math Olympics, Open Markets, Science Carnival, Special Olympics, Spelling Bee, Student Council, Library Club, Track, Coding and VEX Robotics.

Ewa Elementary embraces change in developing our school design, engaging and empowering students and meeting their needs.

## School Setting

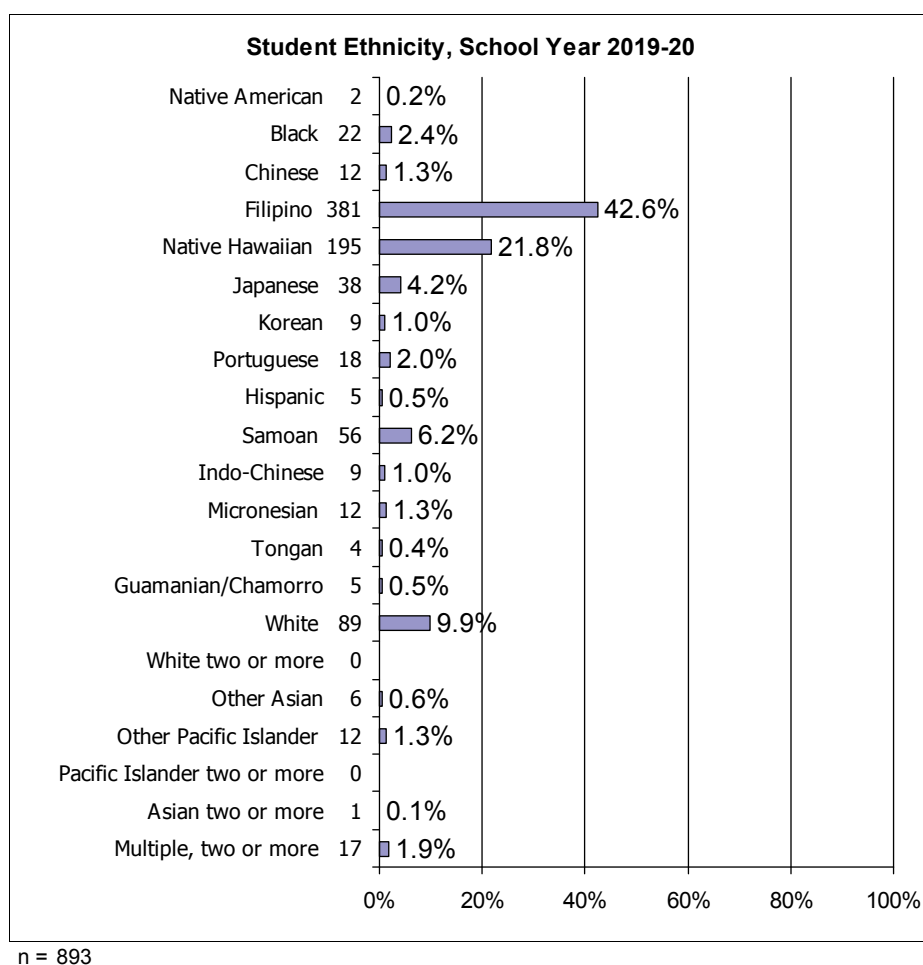
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	1070	1067	893	Number and percent of students in Special Education programs	48 4.4%	56 5.2%	47 5.2%
Number and percent of students enrolled for the entire school year	1011 94.4%	1020 95.5%	835 93.5%	Number and percent of students with limited English proficiency	83 7.7%	111 10.4%	102 11.4%
Number and percent of students receiving free or reduced-cost lunch	591 55.2%	531 49.7%	453 50.7%				

Note. -- means missing data.

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

\*\* means School is participating in the Community Eligibility Provision.



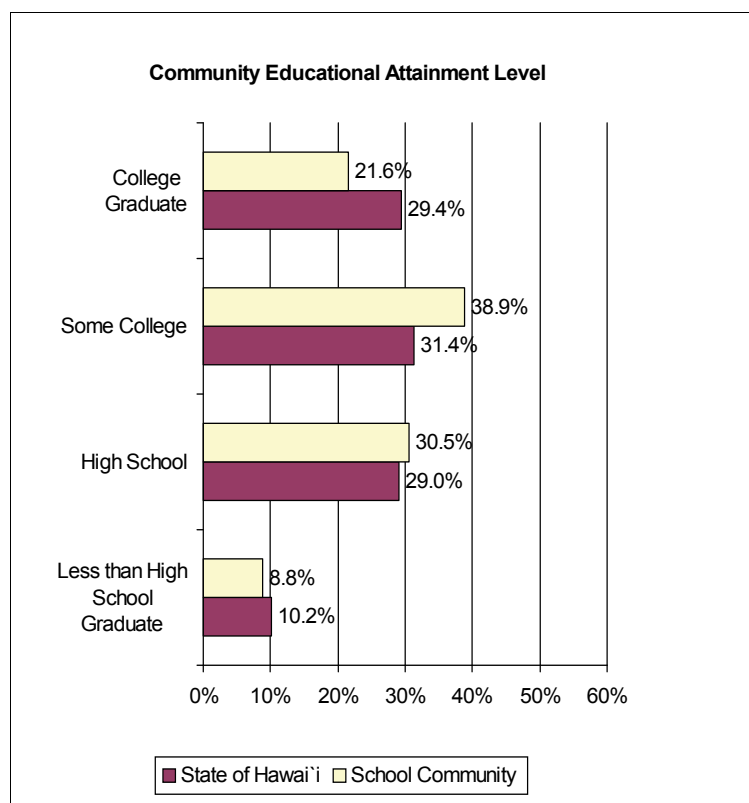
## School Setting

### 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

<b>Campbell HSC</b>	School Community	State of Hawai'i
Total population	62,735	1,360,301
Percentage of population aged 5-19	23.2%	18.4%
Median age of population	32.9	38.6
Number of family households	14,271	313,907
Median household income	\$70,223	\$66,420



## School Improvement

### Summary of Progress

Ewa Elementary School completed its Self-Study Report and WASC visit in Spring 2017. We used the accreditation process as a comprehensive needs assessment. In alignment with identified school needs and shifts toward equity and excellence, Ewa demonstrates its core value Kaizen, by making significant improvements to address our prioritized Academic Plan Needs.

Ewa Strive HI 2018 achievement data shows gains in ELA, 3rd Grade Reading Claim and Math. Gains: ELA 10%, 3rd Grade Reading Claim 16%, and Math 2%. Science decreased 4%, but still remains above the state and complex average. Medium Growth Percentile improved to 62 for both ELA and Math. 74% of students learning English are on-track to proficiency. SY 2017-2018, Ewa School's professional development for teachers focused on the rigorous shifts of English Language Arts, and growth in Strive HI data reflect the hard work of our teachers and students.

Academic Plan Needs:

1. All students need rigorous, high quality CCSS/NGSS core instruction.
2. All students need equitable opportunities to be engaged and empowered.

To provide our students with equitable opportunities to be engaged and empowered, mid-SY 2018-2019 teachers in grades K-5 began implementing components of EL Education English Language Arts Curriculum. EL Education curriculum is high quality, rigorous and comprehensive, designed to support equity and excellence. Students acquire a deep understanding of content, especially in social studies and science. In our initial implementation, teachers observed increases in student engagement, student voice, and development of habits of character. Families were provided with an opportunity to experience their child's learning at a school evening event "Journey of Learning." Students led their families through their learning process, shared student evidence of learning and classroom artifacts. Responses from parents were overwhelming thankful and positive regarding the depth of knowledge, confidence and excitement of their child learning.

Teachers participated in professional development deepening knowledge in mathematics focus, coherence and rigor. In an effort to improve the effectiveness our math instruction, teachers piloted math curriculums and participated in professional development for the new math curriculum that Ewa will begin SY 2019-2020. Teachers continue to build and improve on Science NGSS units of study, to support exploration through cross cutting concepts and science and engineering.

All Ewa teachers are leaders and serve on a school design "Bugsy Leadership Team." The teams meet regularly to guide school wide improvements, and the structure provides vertical, cross grade level/department articulation. Teams represent five areas:

- A. Organization: Vision, Mission, General Learner Outcomes, Governance, Leadership and Staff, and Resources
- B. Standards-based student learning: Curriculum/ Science/ Health
- C. Standards-based student learning: Instruction/ Math/ Avid
- D. Standards-based student learning: Assessment and Accountability/ ELA/ Social Studies
- E. School Culture and Support for Student Personal and Academic Growth/ MTSS

Ewa School continues to maintain Advanced Via Individual Determination (AVID) Certification.

Ewa School is committed to Kaizen, continuous improvement, to provide rigorous high quality core instruction, equitable opportunities for student to be engaged and empowered, and to develop and effective system of supports that identifies and meets student needs.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		68.0
Regular Instruction, FTE	83.8%	57.0
Special Instruction, FTE	11.7%	8.0
Supplemental Instruction, FTE	4.4%	3.0

Teacher headcount		68
Teachers with 5 or more years at this school		37
Teachers' average years of experience		12.1
Teachers with advanced degrees		21

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	100.0%	68
Emergency hires	0.0%	0

<sup>1</sup> Totals may not equal 100% due to rounding.  
Professional Teacher Credentials are based on teacher headcount number.

#### Students per Teaching Staff

<sup>2</sup>

Regular Instruction	14.8
Special Instruction	5.8

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	4.0
Number of principals at this school in the last five years	1

<sup>3</sup> Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

### Facilities

School Year Ending 2020

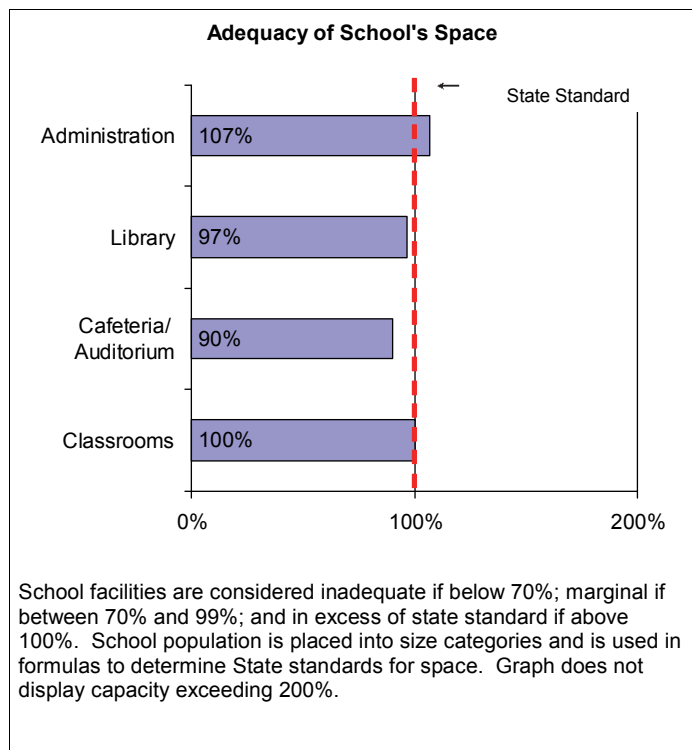
Classrooms available	48
Number of classrooms short (-) or over (+)	0

#### 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.

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	2019	93.3%	77.9%	79.4%	86.0%	71.1%	71.4%
	2020	90.1%	76.7%	79.6%	86.3%	66.7%	68.2%
Well-Being	2019	92.6%	76.5%	85.4%	90.7%	--	--
	2020	85.1%	75.7%	85.9%	91.0%	--	--
Satisfaction	2019	92.5%	74.8%	78.4%	86.6%	--	--
	2020	83.6%	72.9%	82.2%	87.5%	--	--
Involvement/Engagement	2019	88.0%	74.6%	69.6%	74.9%	--	--
	2020	84.3%	73.2%	67.7%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	100.0%	79.9%	25.1%	34.9%	86.8%	86.0%
	2020	98.3%	84.5%	27.3%	37.7%	87.5%	85.2%

\* 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.

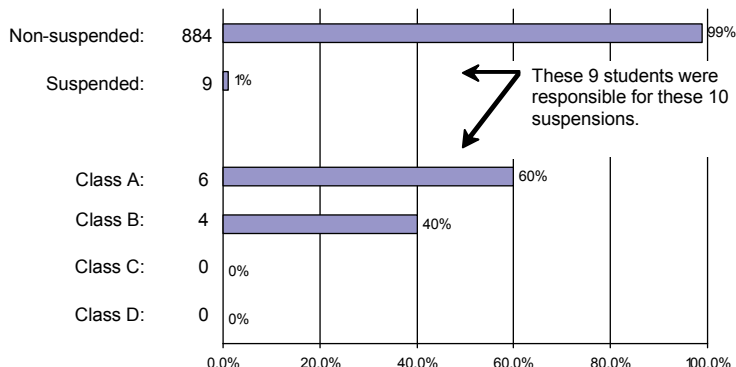
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year				State Standard
2017-18	2018-19	2019-20		
<b>Average Daily Attendance: %</b> (higher is better)				
94.7%	93.7%	93.5%	95.0%	
<b>Average Daily Absences: in days</b> (lower is better)				
9.5	11.0	8.4	9	

#### Suspensions, School Year 2019-2020



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		
	2018	2019	2020
Total number of students	917	915	748
Percent retained in grade	0%	0%	0%

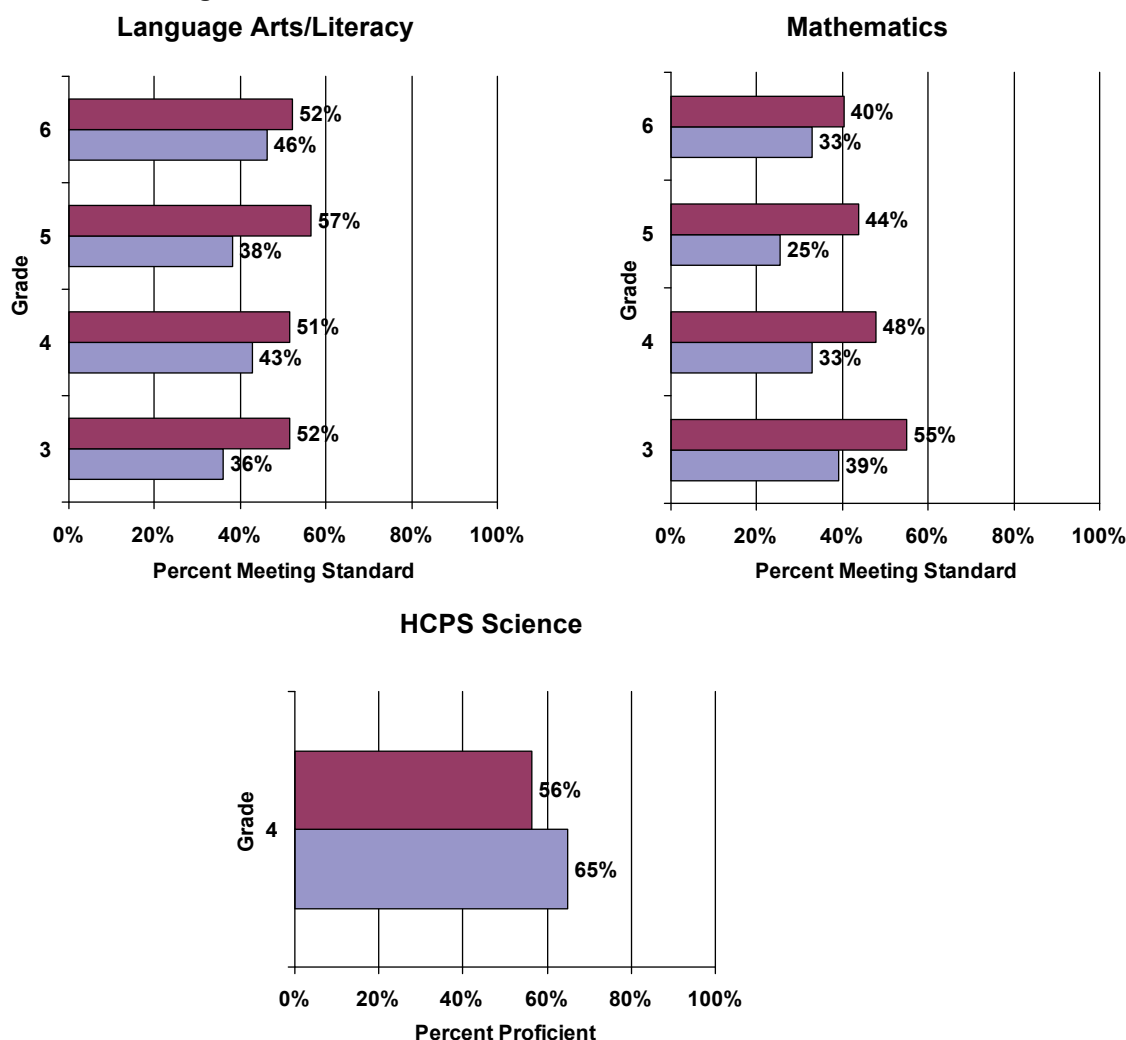
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## Vital Signs

### Hawaii Statewide Assessment Program

**NOTE:** The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



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

Ewa Elementary 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 2023.

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