



Waimanalo Elementary & Intermediate School

School Code: 327

Grades K-8

School Status and Improvement Report School Year 2019-20



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School Address:

Waimanalo Elementary & Intermediate School
41-1330 Kalanianaʻole Highway
Waimanalo, Hawaii 96795

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

Waimānalo Elementary and Intermediate School (WEIS) opened in 1925 and currently serves approximately 423 students in PreKindergarten through Eighth grade. WEIS is located in the rural community of Waimānalo on the Windward side of O'ahu. The campus backdrop is the magnificent Ko'olau Mountain range. The school is adjacent to and utilizes the public library. The Waimānalo Health Center, fire station, and six housing developments are close by. Also on campus is a separate preschool facility under the management of Head Start. Waimānalo's only feeder school for the intermediate division is Blanche Pope Elementary School. Community partners include the Waimānalo Health Center, Waimānalo Homes Association, Kamehameha Schools, and Hawai'i Job Corps.

The Western Association of School and Colleges conducted their accreditation visit in April 2017 during which the school earned a six-year accreditation with a one-day mid-term visit. Waimānalo Elementary and Intermediate School is an AVID (Advancement Via Individual Determination) certified school. This program prepares students with skills and strategies for college and career success. AVID is designed to reach those students who are typically underserved in 4-year universities and who are the first generation in their families to attend college. The program stresses advanced coursework, rigorous curriculum, research-based classroom instructional strategies and student support.

Waimānalo Elementary and Intermediate School is proud to be a model school for the Philosophy for Children (p4c) program. This program promotes intellectually safe classroom environments in which students have inquiry rich discussions. WEIS will continue its UPLINK program for middle school. UPLINK is an after school program for middle school students which provides them with supervised activities after school to limit "at risk" behaviors during this critical time. The middle school offers a wide variety of electives for our students such as: gardening, robotics, video production, year book, a vocational arts course, and music courses including ukulele and band.

WEIS supports the development of 21st century attitudes, knowledge and skill sets that children will need to understand, apply and navigate in an increasingly global and digital world. For the next three years the school will be focusing on three expectations: Assessment capable student learners, intellectually safe classrooms and use of AVID WICOR strategies in all classrooms.

The school utilizes the digital components of the State's common core curriculum and will be introducing iReady as a new online tool for increased data and student support. Using technology effectively as a tool to support our wide-range of student learning needs and enhance differentiated learning opportunities is an on-going emphasis for WEIS.

School Setting

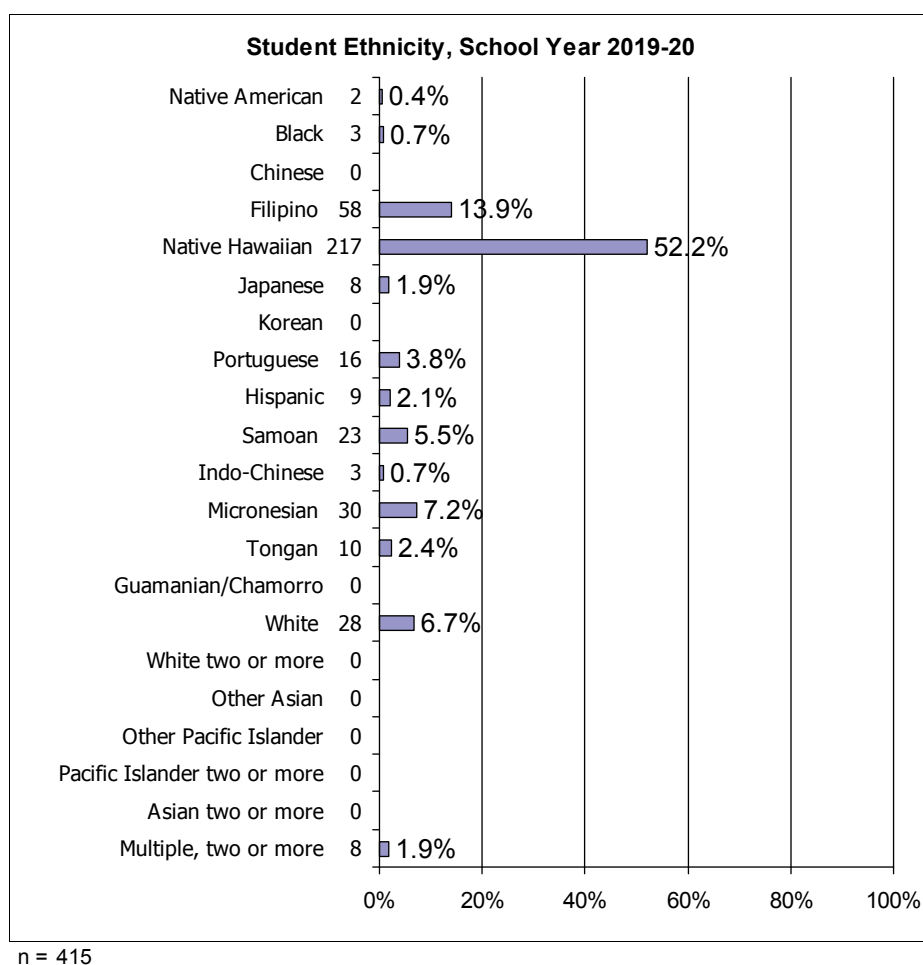
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	455	426	415	Number and percent of students in Special Education programs	63 13.8%	56 13.1%	64 15.4%
Number and percent of students enrolled for the entire school year	423 92.9%	394 92.4%	374 90.1%	Number and percent of students with limited English proficiency	37 8.1%	38 8.9%	47 11.3%
Number and percent of students receiving free or reduced-cost lunch	** **	** **	** **				

Note. -- means missing data.

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

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



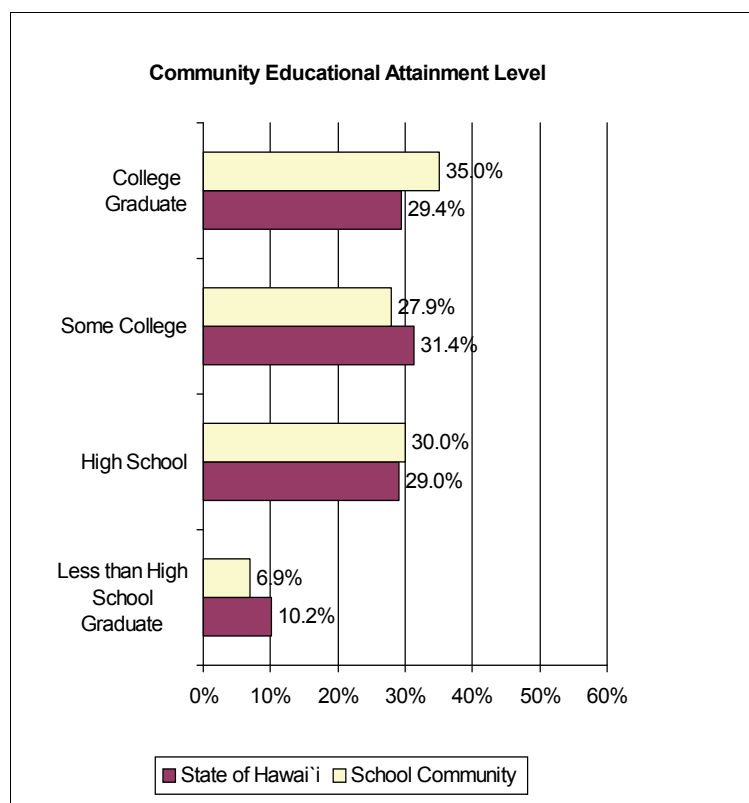
School Setting

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

Kailua HSC	School Community	State of Hawai'i
Total population	28,776	1,360,301
Percentage of population aged 5-19	19.7%	18.4%
Median age of population	41.4	38.6
Number of family households	6,677	313,907
Median household income	\$92,347	\$66,420



School Improvement

Summary of Progress

Through the Comprehensive Needs Assessment (CNA) process, Waimānalo Elementary and Intermediate School (WEIS) has identified areas of need that are outlined in the school's Academic and Financial Plan. WEIS uses the Academic Review Team (ART) / Instructional Leadership Team (ILT) process to set goals and monitor priority areas. Teacher participation on these teams has expanded the capacity of teacher-leadership and increased school-wide involvement and ownership of instructional improvement areas. The organizational culture, which is characterized by collaboration and self-reflection in school improvement efforts, provides the foundation necessary to improving the quality of the school program.

The development of Multi-Tiered Systems of Support (MTSS) at the school addresses the wide range of social emotional, behavioral, and academic needs of students. The school began piloting the Choose Love Curriculum to address the Social Emotional Learning (SEL) needs of students. The program focuses on four important character values – courage, gratitude, forgiveness and compassion – which develops optimism, resilience and personal responsibility. The Positive Behavioral Interventions and Supports (PBIS) committee designs school-wide activities to cultivate “caring, respectful, and responsible citizens” as expressed in the school’s vision. To close the achievement gap, the school continues to refine the Data Teams process to diagnose and plan interventions for identified students and to determine the effectiveness of the school’s Powerful Instructional Practices (PIPs). The school also continues to develop the Response to Intervention (RtI) process. Universal screeners are administered to all students five times a year; the STAR Early Literacy in kindergarten and STAR Reading and STAR Math in grades 1-8. The RtI team meets with teachers to examine student data provided by STAR, the Longitudinal Data System (LDS), and classroom assessments and to discuss supports for students with academic, behavior and attendance gaps. The school is focused on developing consistent classroom tier-1 and tier-2 instruction and interventions and providing tier-3 support for identified students.

WEIS teachers implement common core aligned curriculum: Reading Wonders and Stepping Stones in the elementary division, SpringBoard and Open Up Resource in the middle school division. Teachers have initiated the development of science units as they transition to the Next Generation Science Standards (NGSS).

The Waimānalo school community is committed to the implementation of the academic and financial plan and to review and modify existing plans when needed to maximize student progress and achievement.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		36.0
Regular Instruction, FTE	77.7%	28.0
Special Instruction, FTE	19.4%	7.0
Supplemental Instruction, FTE	2.7%	1.0

Teacher headcount		36
Teachers with 5 or more years at this school		20
Teachers' average years of experience		11.5
Teachers with advanced degrees		14

Professional Teacher Credentials

¹

Fully licensed	97.2%	35
Emergency hires	2.7%	1

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

Students per Teaching Staff

²

Regular Instruction	12.5
Special Instruction	9.1

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	1.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

³ 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

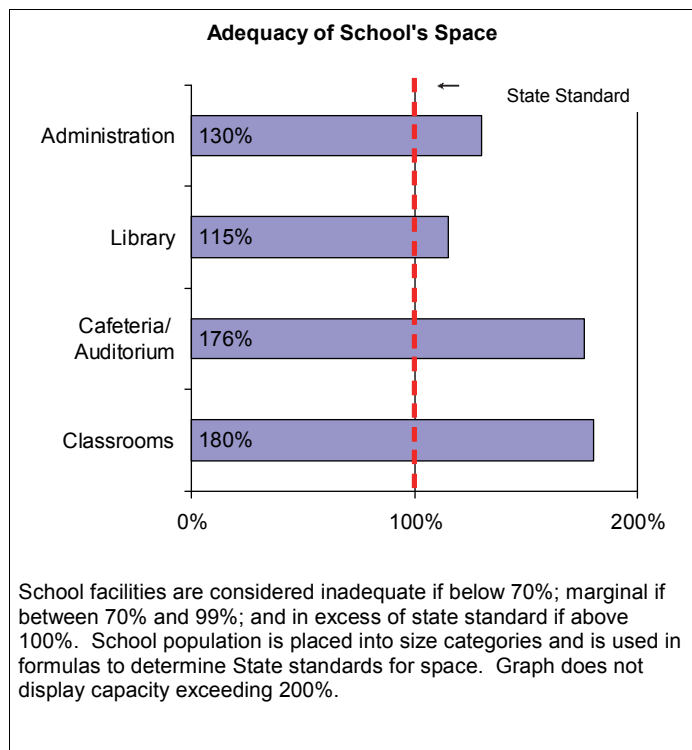
Classrooms available	44
Number of classrooms short (-) or over (+)	0

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	68.9%	68.4%	73.2%	80.6%	65.3%	64.4%
	2020	57.3%	66.4%	71.1%	81.1%	59.4%	58.7%
Well-Being	2019	56.2%	69.6%	83.4%	85.5%	--	--
	2020	57.6%	68.1%	81.3%	86.4%	--	--
Satisfaction	2019	50.9%	61.7%	76.2%	78.1%	--	--
	2020	54.5%	63.2%	76.4%	80.2%	--	--
Involvement/Engagement	2019	57.3%	66.7%	64.6%	67.2%	--	--
	2020	64.8%	66.4%	65.1%	68.0%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	96.9%	75.1%	30.6%	29.1%	76.0%	74.1%
	2020	97.0%	70.8%	27.3%	26.3%	75.8%	73.2%

* 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.

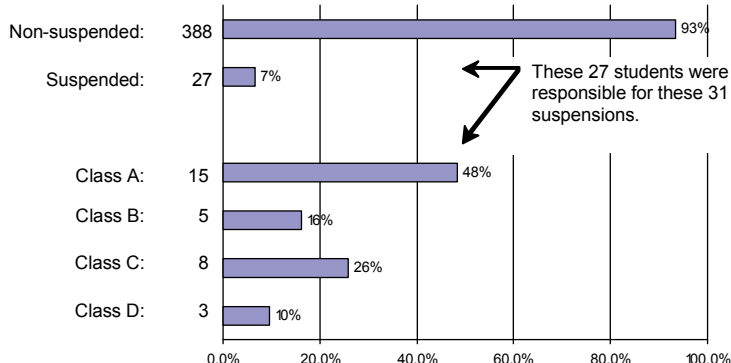
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
93.4%	93.2%	92.6%	95.0%
Average Daily Absences: in days (lower is better)			
11.8	12.1	9.9	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	81	62	77
Percent retained in grade	0%	0%	1%

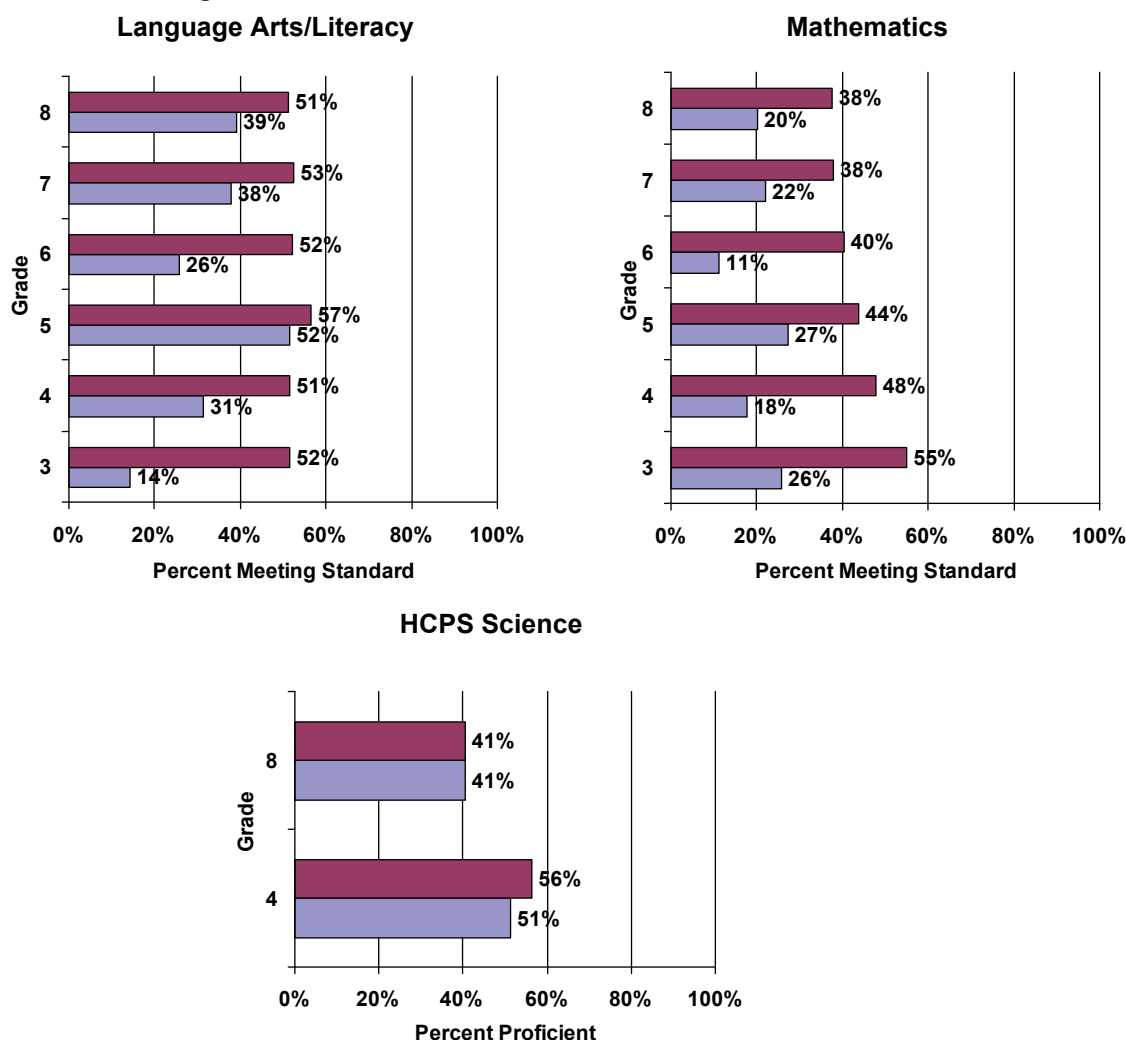
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Vital Signs

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

Waimanalo Elementary & 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 2023.

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Hawaii State Department of Education.