



George Washington Middle School

School Code: 152

Grades 6-8

School Status and Improvement Report School Year 2019-20



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School Address:

George Washington Middle School
1633 South King Street
Honolulu, Hawaii 96826

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

President George Washington Middle School (WMS), originally built in 1926, was the first public intermediate school on Oahu. The school, located in central Honolulu, serves 800 students in grades 6, 7 and 8 who reside in the Waikiki, McCully, and Moiliili communities. The school offers a variety of educational opportunities to meet the needs of its diverse population. Using both mandated and school-initiated programs, WMS has created a rigorous and relevant core curricular program where students achieve to high academic standards. This is balanced with an encore program that offers a wide variety of beginning, intermediate and advanced level courses. Embracing the Middle School Philosophy, the school is organized into interdisciplinary teams as well as core and encore departments, has implemented an advisory program based on the General Learner Outcomes, and has an exploratory program based on elective wheel courses and an expanding club program.

The school continues to seek ways to support its students and families through a Comprehensive Student Support System. This includes school-based counseling and behavioral health services as well as an extended core program and a wide range of after-school tutorial programs. Support programs continue to provide services to disadvantaged, English Learners, special needs, at-risk and academically gifted and talented students. A 21st Century grant continues to support the After School All Stars program and many other opportunities for our students to engage in positive and age-appropriate activities. Community service remains an integral part of the educational experience and teachers continue to plan service-learning opportunities for our students.

We continue to excel in math competitions against both public and private middle schools and for the ninth consecutive year the WMS Math Team is the reigning State Champion in the National MathCounts Competition. WMS is a six-time State Middle School Chess Champion and our students compete favorably against the best and brightest students in Science Fair, Botball and First Lego League Robotics, Spelling Bee, video production, and art competitions. Athletically, WMS offers track, cross-country, volleyball, basketball and flag football through an intramural and extramural program, and Special Olympics.

WMS continues to be an AVID National Demonstration School and an AVID School-wide Site of Distinction. Our first class of AVID students graduated from college five years ago.

WMS is fortunate to have an active parent organization, the WMS Ohana, as well as the School Community Council to assist in school improvement initiatives. The school has created multiple opportunities for parents and community members to participate in our educational programs and activities. These include back-to-school nights, campus beautification projects, student performances in band, chorus, orchestra, piano, dance and drama, student-led conferences, fundraising activities and parent training sessions. Recent training topics include cyber bullying, planning for college success, drug and alcohol abuse, and Making Proud Choices.

School Setting

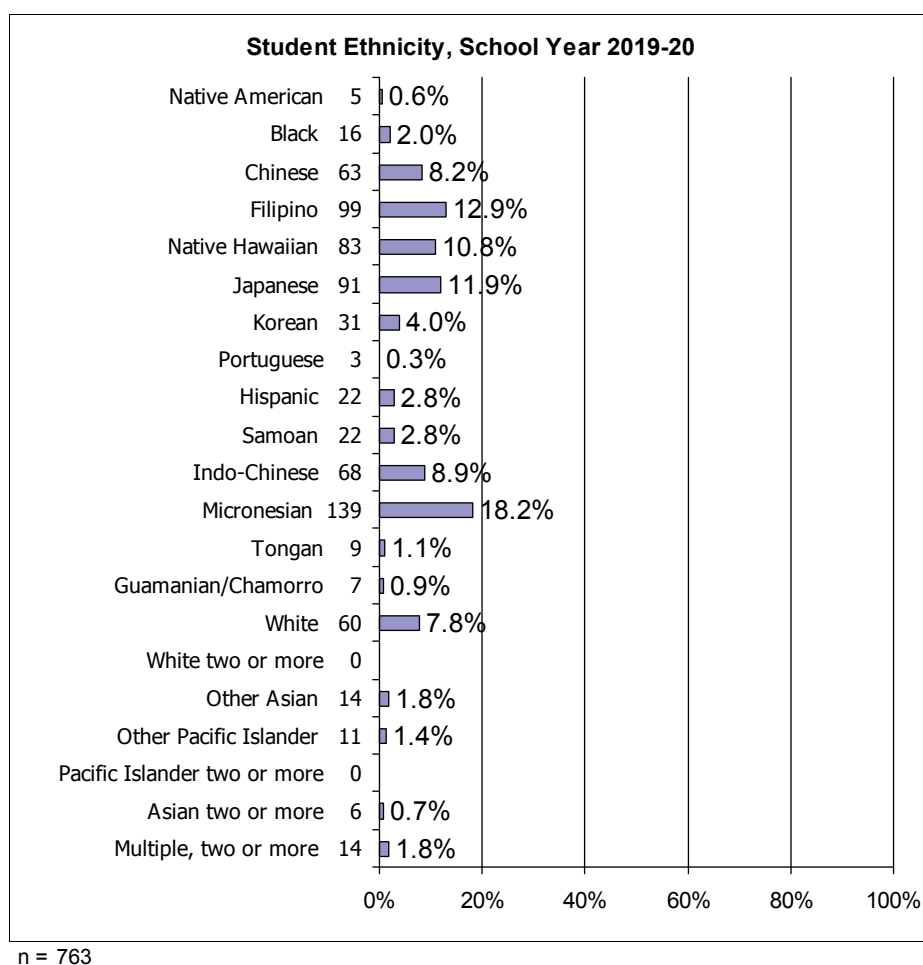
Student Profile

| School year | 2017-18 | 2018-19 | 2019-20 | | 2017-18 | 2018-19 | 2019-20 |
|---|--------------|--------------|--------------|---|--------------|--------------|--------------|
| Fall enrollment | 801 | 785 | 763 | Number and percent of students in Special Education programs | 64 7.9% | 84 10.7% | 86 11.2% |
| Number and percent of students enrolled for the entire school year | 737 92.0% | 714 90.9% | 708 92.7% | Number and percent of students with limited English proficiency | 114 14.2% | 136 17.3% | 153 20.0% |
| Number and percent of students receiving free or reduced-cost lunch | 460 57.4% | 430 54.7% | 445 58.3% | | | | |

Note. -- means missing data.

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

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



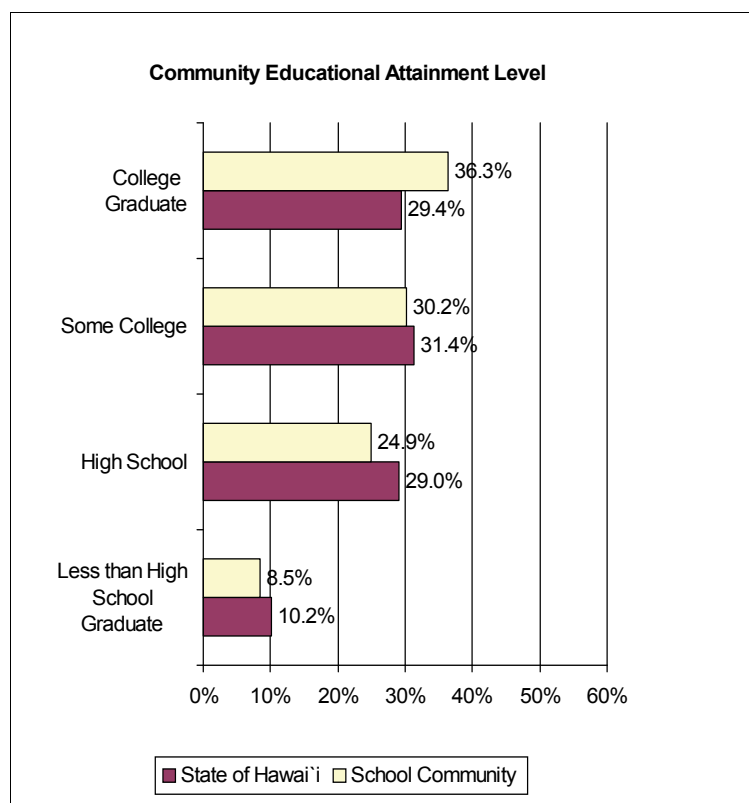
School Setting

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

| Kaimuki HSC | School Community | State of Hawai'i |
|------------------------------------|------------------|------------------|
| Total population | 84,204 | 1,360,301 |
| Percentage of population aged 5-19 | 12.7% | 18.4% |
| Median age of population | 40.8 | 38.6 |
| Number of family households | 17,984 | 313,907 |
| Median household income | \$55,311 | \$66,420 |



School Improvement

Summary of Progress

AcPlan Planning Process

The AcPlan Planning Process is used to assist departments and programs in creating a plan to implement a focused area of improvement.

The rationale includes a comprehensive needs assessment. In the observation section, departments/programs identify what assessment data/information (student work, tests/quizzes, formalized observation checklist, norm referenced data, surveys, research, etc.) is being used to determine the focused area of improvement for next school year. In identification, departments/programs:

- Describe the deficiency to target/improve. After analysis of the data, a description of the targeted deficiency is drafted
- Identify how the root cause was identified (research, name of a structured process, dialogue & discussion with department/group members, etc.).
- Describe the probable root cause (origin) of the deficiency identified above.

The solution is an instructional choice. Departments/programs identify a hypothesis that is **Specific, Measurable, Actionable, Realistic, Time-bound (SMART)**.

- IF...
 - Identify and describe what will be done to address the root cause.
 - Identify the source(s) of the chosen strategy. What research/credible source (expert, program, workshop, research, etc.) advocates for this strategy?
- THEN...
 - Describe the assessment tool that is used to measure the impact the solution has on student improvement.
 - Identify the fidelity measure.
 - Describe the outcome (product/performance/service) students will accomplish as a result

Finally, departments/programs determine the estimated cost (if any). With the limited school budget, departments/programs are encouraged to select solutions with a minimal cost.

Creating the Academic Plan

Departments and programs determine an improvement focus and submit the completed Academic Planning Form to the Curriculum Coordinator(s) in April. The Curriculum Coordinator(s) input the plan into a draft of the AcPlan. If the improvement focus requires school-wide participation, the department/program will 1) submit the proposal to the Curriculum Coordinator for feedback and 2) propose their plan to the faculty.

In order to 1) make the Academic Plan becomes a "living document", 2) ensure the Academic Plan initiatives are valid, attributable, and have fidelity, 3) use relevant information to inform decisions, 4) strive to provide the best educational experience for the students at WMS, and 5) align with state Academic Review Team (ART), WMS engages in the **Formative Check Process** to give relevant, objective, and constructive feedback (focused on fidelity and attribution) for departments and programs to consider for refinement multiple times throughout the year. Department Heads and Program Leads engage in a structured review of the current state for their focused area of improvement and give relevant, objective, and constructive feedback on fidelity and attribution.

At the end of the year, each department/program engages in the **AcPlan Evaluation Process** to reflect on the effectiveness of the solution/initiative. In reflection, participants 1) determine if the fidelity measure (SMART goal) was met by describing what the data/information says about the current state, 2) what were the strengths and deficiencies, and 3) what are the next steps (start/stop/keep/fix)? A cost analysis is conducted to determine if the money spent produced the intended results to maximize student achievement.

Using the Academic Evaluation Forms submitted by departments and programs, an **End of the Year Report/Summary** is drafted to determine the effectiveness of the Academic Plan. The Academic Plan is considered "effective" if at least 70% of the initiatives in the Academic Plan had an impact on student achievement. The findings/outcomes are shared with the faculty and through the School Community Council to our parents and community.

School Resources

Certified Staff

Teaching Staff

| | | |
|--|-------|------|
| Total Full-Time Equivalent (FTE) ¹ | | 54.0 |
| Regular Instruction, FTE | 79.6% | 43.0 |
| Special Instruction, FTE | 14.8% | 8.0 |
| Supplemental Instruction, FTE | 5.5% | 3.0 |

| | | |
|--|--|------|
| Teacher headcount | | 54 |
| Teachers with 5 or more years at this school | | 38 |
| Teachers' average years of experience | | 17.9 |
| Teachers with advanced degrees | | 23 |

Professional Teacher Credentials

¹

| | | |
|-----------------|-------|----|
| Fully licensed | 98.1% | 53 |
| Emergency hires | 1.8% | 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 | 15.7 |
| Special Instruction | 10.7 |

² 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 |

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

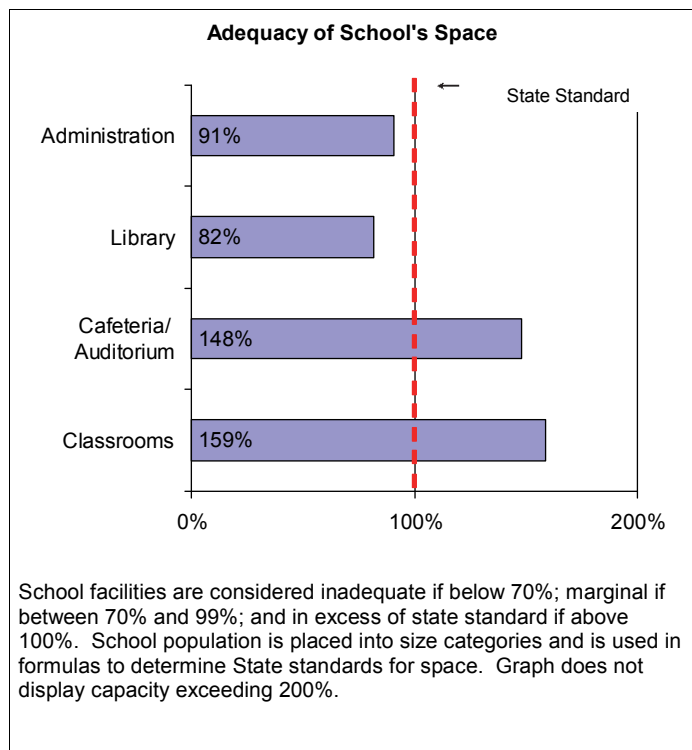
| | |
|--|----|
| Classrooms available | 62 |
| Number of classrooms short (-) or over (+) | 0 |

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 | 67.2% | 69.2% | 77.1% | 74.6% | 56.8% | 64.4% |
| | 2020 | 67.3% | 65.8% | 73.5% | 73.8% | 52.9% | 58.7% |
| Well-Being | 2019 | 78.8% | 70.1% | 82.8% | 83.0% | -- | -- |
| | 2020 | 71.8% | 68.1% | 80.0% | 82.5% | -- | -- |
| Satisfaction | 2019 | 70.8% | 65.0% | 76.9% | 78.5% | -- | -- |
| | 2020 | 67.3% | 63.8% | 75.7% | 77.7% | -- | -- |
| Involvement/Engagement | 2019 | 77.7% | 66.2% | 62.1% | 57.8% | -- | -- |
| | 2020 | 73.8% | 64.7% | 59.2% | 57.7% | -- | -- |

| Survey Return Rate ** | | Teachers | | Parents | | Students | |
|-----------------------|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| | 2019 | 85.9% | 76.6% | 22.5% | 24.1% | 82.1% | 84.2% |
| | 2020 | 75.4% | 86.2% | 23.2% | 27.7% | 80.0% | 77.0% |

* 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.

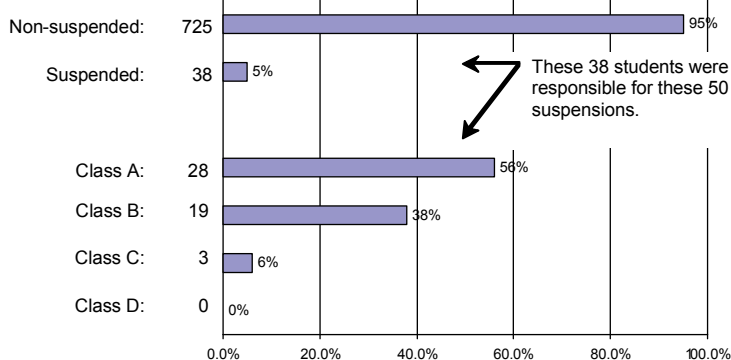
Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | State Standard |
|---|---------|---------|-------------------|
| 2017-18 | 2018-19 | 2019-20 | |
| Average Daily Attendance: % (higher is better) | | | |
| 94.7% | 94.8% | 95.1% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 9.3 | 9.1 | 6.5 | 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 | 255 | 242 | 221 |
| Percent retained in grade | 0% | 2% | 0% |

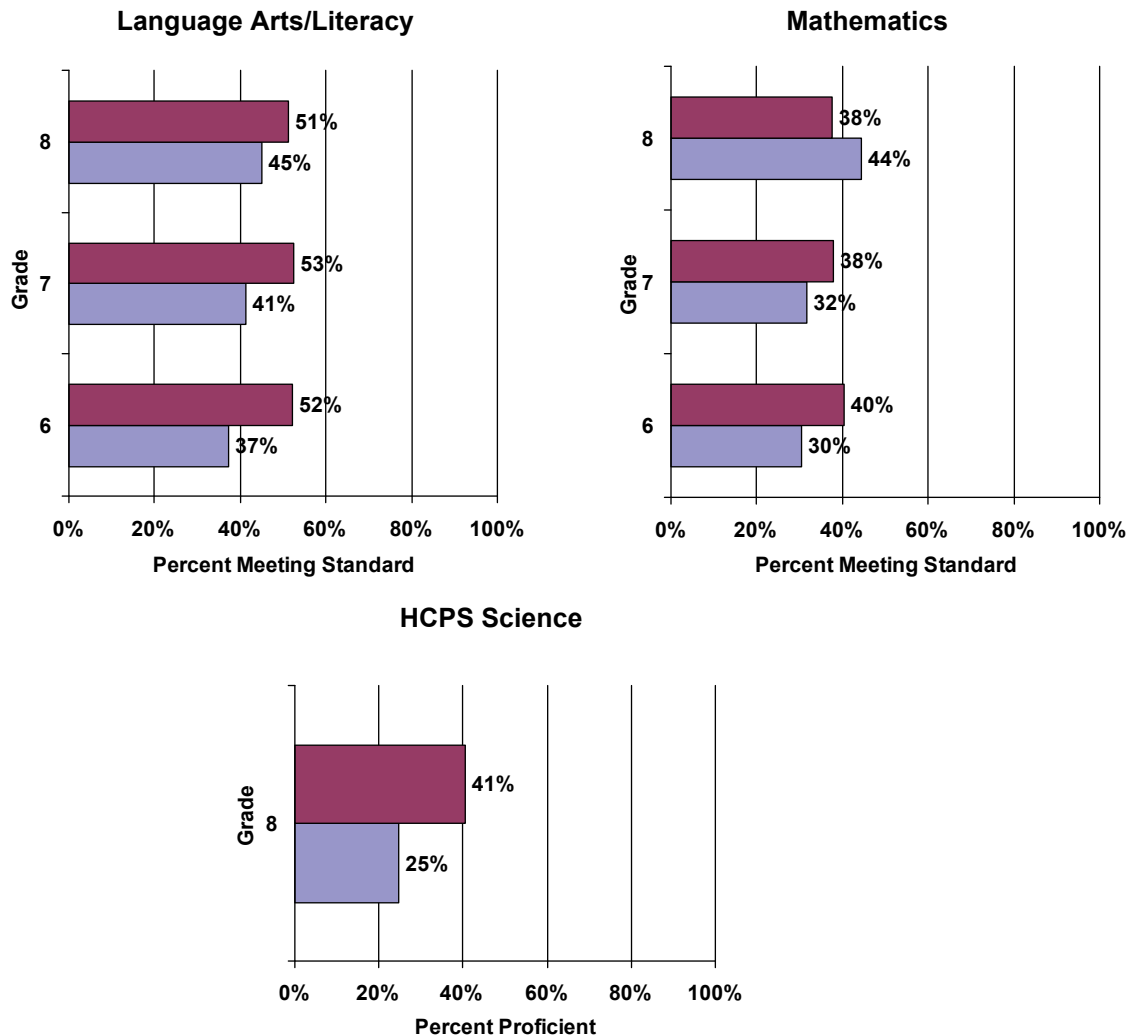
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Vital Signs

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

George Washington Middle 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 2022.

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