



Wailuku Elementary School

School Code: 425

Grades K-5

School Status and Improvement Report School Year 2019-20



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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

Wailuku Elementary School was designed and built of solid blue stone in the distinctive Hawaiian style by architect C.W. Dickey, who also designed and built Kamehameha Schools and other historic buildings. Wailuku town is rich in tradition and culture. Once, Alii Nui Kahekili conquered and ruled his domain from here; making Wailuku the original multi-island capital. The 116-year-old campus is set at the base of Mauna Kahalawai, also known as the West Maui Mountains. It anchors the southern end of the governmental seat of Maui County and Wailuku's business district.

Teachers and staff strive to create a safe learning environment that educates and inspires our scholars to achieve great things, in the tradition of the many illustrious alumni whose journey to exemplary citizenship began in these halls. Students enjoy school enrichment programs that focus on teamwork and build a sense of community. Wailuku Elementary School Wildcats participate in Student Council, library aides, helping hands, math matters, and sports teams (volleyball, flag football, kickball). Parents are welcome to join our active Parent Teacher Student Association (PTSA) and our School Community Council (SCC) to voice their opinions and share ideas. Our Parent Coordinator actively seeks parent and student volunteers in classrooms and garden workshops, or numerous activities such as the annual Fun Run fundraiser, evening Spooky Science and Santa Workshops, Book Fair, May Day, and other PTSA and school sponsored events.

We are committed to continuing the time-honored traditions of aloha and academic excellence at Wailuku Elementary School, where children come first.

School Address:

Wailuku Elementary School
355 South High Street
Wailuku, Hawaii 96793

School Setting

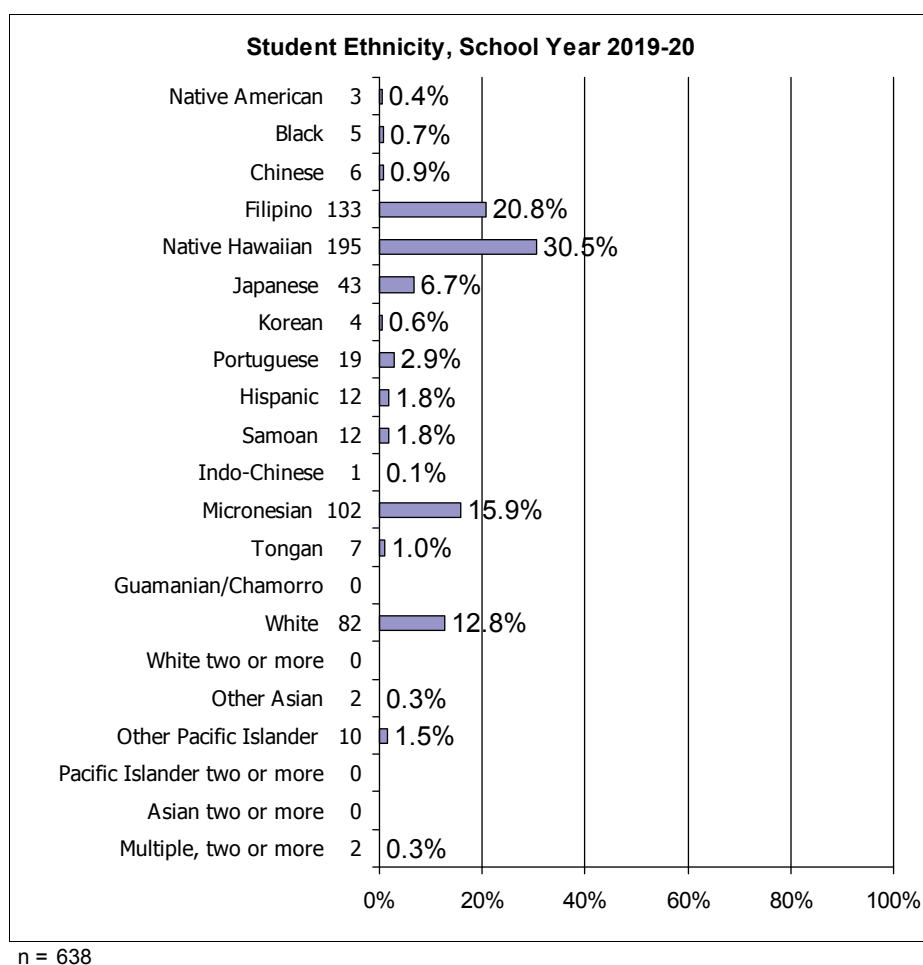
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	686	682	638	Number and percent of students in Special Education programs	54 7.8%	61 8.9%	58 9.0%
Number and percent of students enrolled for the entire school year	641 93.4%	627 91.9%	589 92.3%	Number and percent of students with limited English proficiency	119 17.3%	133 19.5%	113 17.7%
Number and percent of students receiving free or reduced-cost lunch	434 63.2%	405 59.3%	383 60.0%				

Note. -- means missing data.

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

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



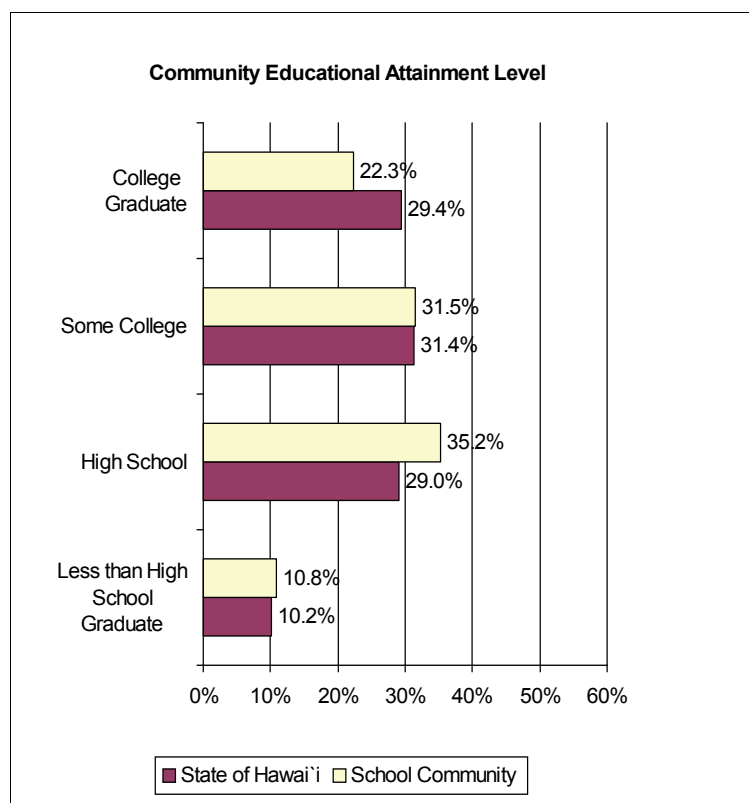
School Setting

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

Baldwin HSC	School Community	State of Hawai'i
Total population	29,861	1,360,301
Percentage of population aged 5-19	20.3%	18.4%
Median age of population	38.2	38.6
Number of family households	6,740	313,907
Median household income	\$83,311	\$66,420



School Improvement

Summary of Progress

Common Core

This year K-5 teachers used the Wonders Materials Adaptation Project (MAP), a streamlined guide written by Student Achievement Partners that highlights the most beneficial and closely CCSS-aligned components of our adopted ELA program. Grade levels participated in monthly Professional Learning Communities to evaluate student progress in ELA and math and collaborate on ways to increase student achievement. Teachers designed standards-based grading guides that outlined the learning targets each quarter and were enclosed with report cards to better inform parents.

ECRI

Teachers in Kindergarten and First Grade participated in a supplemental foundational reading skills program called Enhanced Core Reading Instruction. Students received 30 minutes of direct instruction daily and teachers were supported by a school coach and complex resource teachers.

NGSS

Our new science coach worked with each grade level to develop a year-long pacing guide based on newly adopted Next Generation Science Standards. In addition, the coach worked with fourth grade teachers to analyze HSA Science results and design lessons to address areas of need. Students participated in hands-on science and engineering lessons facilitated by the NGSS coach.

Attendance

Teachers track student attendance within their own classrooms and the CORE process is initiated when attendance exceeds 7 days. Attendance continues to be monitored by counselors. School-wide attendance is reviewed during admin meetings.

Behavior

This year our school adopted a new behavior matrix based on the work done by our Positive Behavioral Interventions and Support team in the previous school year. Several classrooms piloted a social/emotional learning program, Second Step, that will be adopted in the upcoming school year.

Response to Intervention

RTI teachers participated in professional development on identifying students' greatest areas of need and effective intervention strategies. A database was created to monitor student progress throughout the school year.

Formative Instruction/Data Teams

Teachers use data from the complex area screener, iReady, and Smarter Balanced Assessment results to identify areas of instructional focus. Two school-wide data cycles focused on comprehension strategies and written response to reading. A third data cycle focused on pre-writing strategies. Grade levels follow a process that includes: identifying a specific area of need, assessing students' levels of performance, collaborating on instructional strategies, reflecting on the effectiveness of intervention, and determining the next area of focus.

Inclusive Practices

Students are supported with resources in the classrooms to access the common core.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		45.0
Regular Instruction, FTE	82.2%	37.0
Special Instruction, FTE	17.7%	8.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		45
Teachers with 5 or more years at this school		25
Teachers' average years of experience		13.1
Teachers with advanced degrees		14

Professional Teacher Credentials

¹

Fully licensed	95.5%	43
Emergency hires	4.4%	2

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	15.6
Special Instruction	7.2

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

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

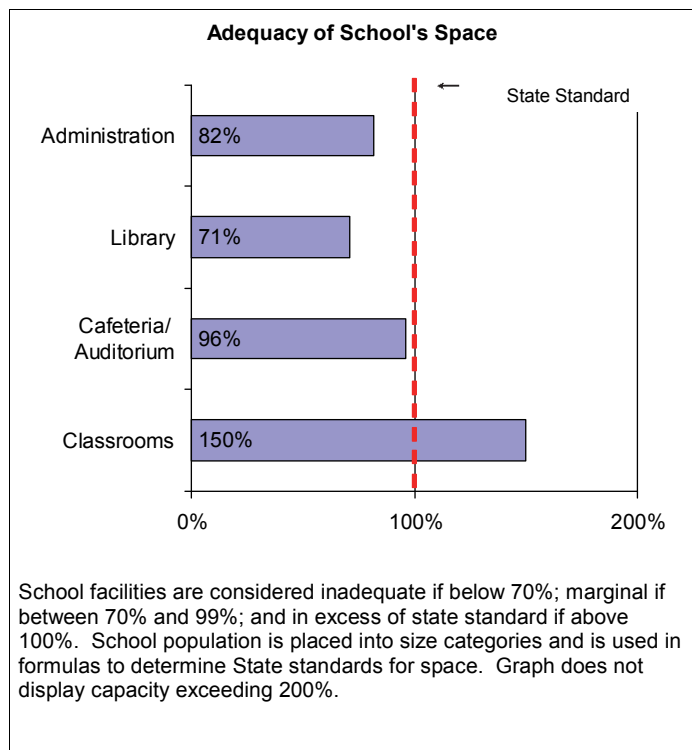
Classrooms available	55
Number of classrooms short (-) or over (+)	-3

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	68.2%	77.9%	80.7%	86.0%	69.4%	71.4%
	2020	67.3%	76.7%	80.8%	86.3%	65.8%	68.2%
Well-Being	2019	66.3%	76.5%	84.7%	90.7%	--	--
	2020	76.2%	75.7%	89.7%	91.0%	--	--
Satisfaction	2019	60.0%	74.8%	82.2%	86.6%	--	--
	2020	64.7%	72.9%	88.4%	87.5%	--	--
Involvement/Engagement	2019	68.2%	74.6%	69.3%	74.9%	--	--
	2020	79.9%	73.2%	74.9%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	97.8%	79.9%	19.1%	34.9%	91.1%	86.0%
	2020	87.2%	84.5%	26.7%	37.7%	89.0%	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.

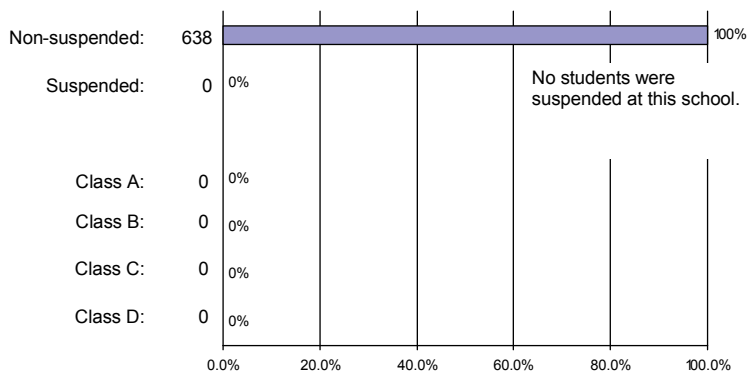
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
94.8%	94.0%	94.3%	95.0%
Average Daily Absences: in days (lower is better)			
9.2	10.2	7.4	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	565	569	544
Percent retained in grade	0%	0%	0%

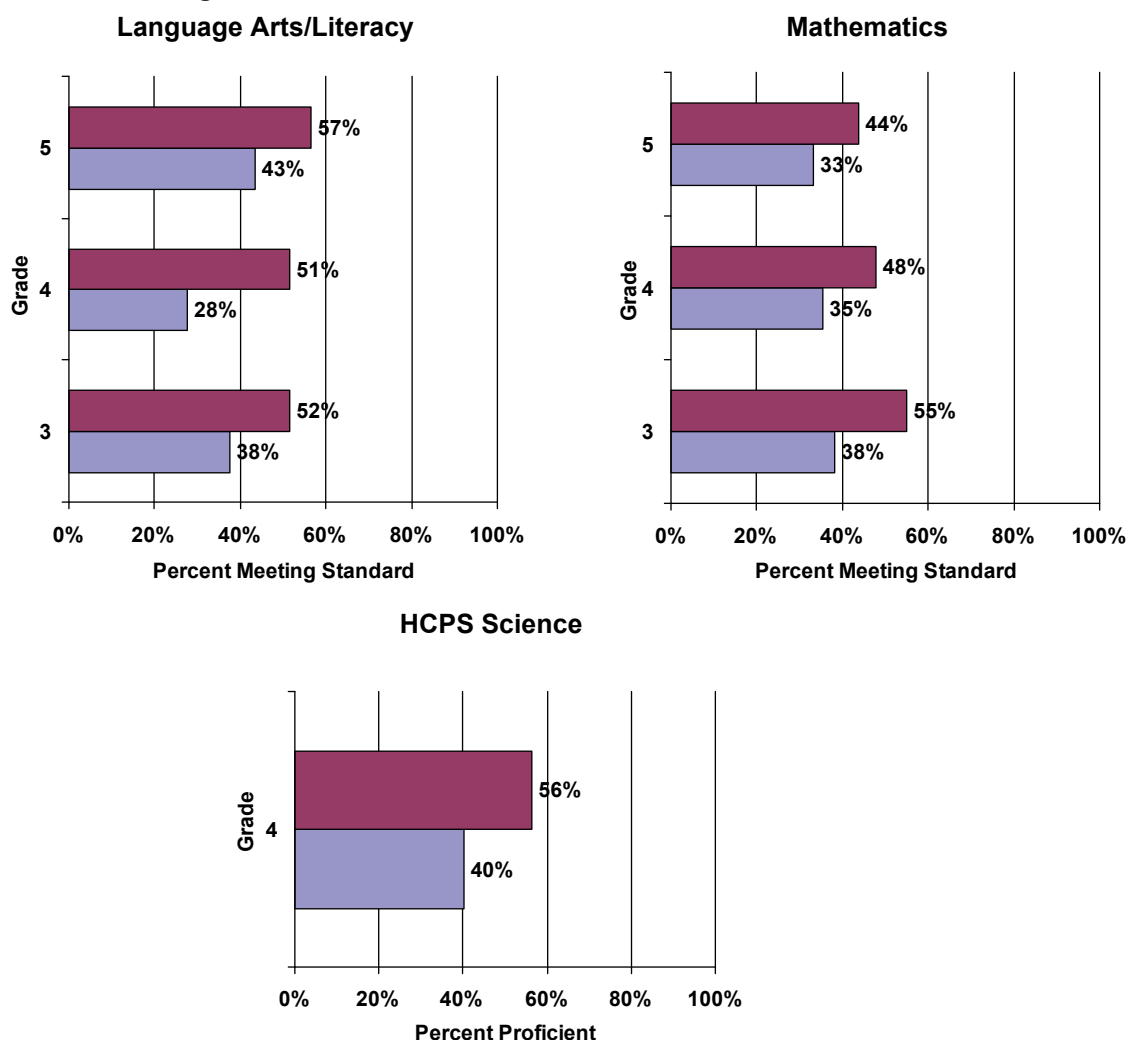
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Vital Signs

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

Wailuku 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 2022.

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