

# Ewa Makai Middle School

School Code: 296

Grades 6-8

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



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### School Address:

Ewa Makai Middle School  
91-6291 Kapolei Parkway  
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

Established in 2010, Ewa Makai Middle School (EMMS) is located in Ewa Beach, which serves the communities of Ewa, Ocean Point and Ewa Beach, and has a diverse student population. EMMS has three feeder elementary schools and is one of two middle level schools that transition to James Campbell High School.

As Ewa Makai Tigers our vision is to **Empower, Explore, Excel Together**. There are three teams of four core teachers on each grade level that provide a nurturing learning environment and foster positive relationships. The faculty and staff are committed to provide quality student support to meet the unique needs of every student. School initiatives include AVID, Visible Learning, Project Lead the Way, Social Emotional Learning, and Response to Intervention.

EMMS promotes a strong academic program, developing STEAM program, thriving arts program, and progressive athletics program. All teachers utilize technology to promote student learning. Classes are equipped with technology and have access to mobile laptop and iPad carts. Students can access online library books, textbooks, and individualized programs for all content areas. Our English Learner students are provided iPads that are equipped with language acquisition programs. Our special education program provides inclusion, resource and fully self-contained settings. Co-teaching is supported in every grade level team on campus. The library is a creative "maker space" for student ideas and innovation. The "Mark Takai Tiger Transition Center" welcomes new students with activities and events to build positive relationships for new students.

We **empower** a student-centered culture with an importance on student voice and choice. Students have redesigned learning areas and contributed innovative ideas for electives and day-to-day activities. Elective classes include STEAM-embedded programs, such as Robotics, Design Thinking, Drama, Aviation/Engineering, Coding, Culinary, Chinese, Spanish, Yearbook/Newswriting, Ukulele, Band, Film Media, Graphic Media, Business Media, Health Occupations, Art, Health/PE, Dance, AVID, and Student Leadership.

Advisory classes **explore** Social Emotional Skill building using "Choose Love" and AVID strategies using academic binders and goal setting. Intramural games and team competitions are encouraged. Campus murals were designed and painted by students to promote kindness and equity amongst all.

Community involvement is a priority with our School Community Council in full operation. EMMS provides a strong parent Ohana group that supports beautification and fund-raising events. Partnerships with McDonalds, Pacific Aviation Museum, Starbucks, Blue Zones, Hawaii Realtors, Hawaii's Children Foundation, and Empower Clinic. Our community has been instrumental in providing supports to enhance **excellence** for all of our stakeholders.

## School Setting

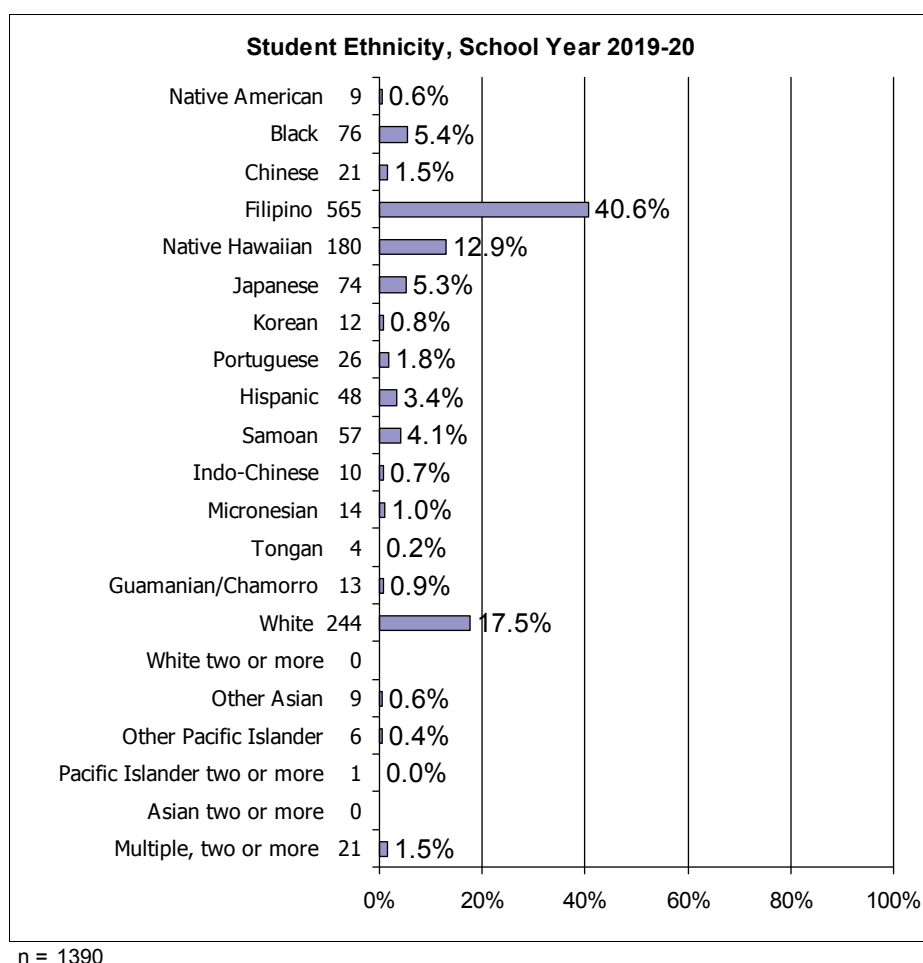
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	882	869	1390	Number and percent of students in Special Education programs	81	55	91
					9.1%	6.3%	6.5%
Number and percent of students enrolled for the entire school year	829	831	1340	Number and percent of students with limited English proficiency	21	21	61
	93.9%	95.6%	96.4%		2.3%	2.4%	4.3%
Number and percent of students receiving free or reduced-cost lunch	265	254	459				
	30.0%	29.2%	33.0%				

Note. -- means missing data.

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

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



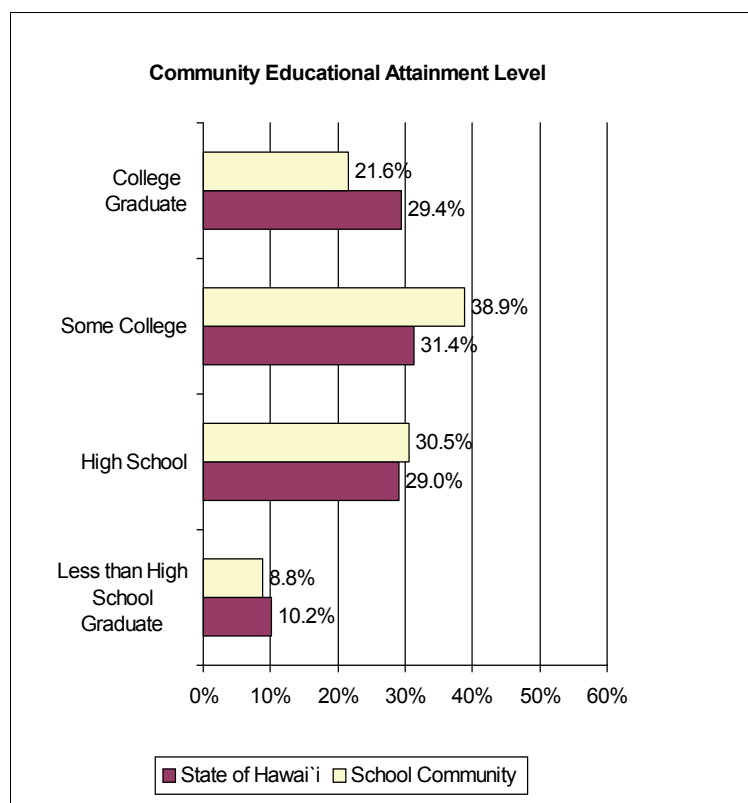
## School Setting

### 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

Campbell HSC	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 Makai Middle School created with the help of all stakeholders a Three Year Academic Plan that focuses on student success. It provides supports and strategies to enhance student achievement. All departments are using common core curriculum, pacing guides and maps, the data team process and Response to Interventions (RTI) to focus on student success, by knowing students strengths and challenges. The Academic Plan goals are to decrease the gap rates in ELA, Math, and Science by 5% and increase the proficiency in ELA, Math, and Science by 5%.

#### **Student Success**

Building on the middle school concept and addressing the whole child needs are critical in developing a well-rounded and empowered student. The staff aligned our advisory classes to include TRIBES, AVID, Genius Hour, Student Leadership, Jazz Band, Advanced Media, Advanced STEM, Restorative Practices, and 7 Habits curriculum. Our counselors have initiated a Positive Behavioral Intervention and Support (PBIS) system through the use of student surveys and support groups. EMMS strives to acknowledge all of our students' successes through academics, attendance, and behavior with quarterly Tiger Awards. EMMS has a variety of offerings for our students with an after-school enrichment and tutoring program funded by an UPLINK grant. Students have the opportunity to play sports, join a club, or spend time in our new Maker Space area during and after school hours. New electives such as culinary, coding, aviation/engineering, advanced PE, dance, Spanish, Yearbook/Newswriting, and Health have enhanced student learning across the campus. Our film media group brought home many film awards state-wide and nationally. Our SeaPerch Robotics Team won state and competed Nationally in Baltimore this year.

#### **Staff Success**

Professional training is key to successful teaching. Our teachers have been trained on John Hattie's research through professional development (PD) in Visible Learning (VL) techniques to maximize impact on learning. Hawaii Association of Middle Level Educators annual PD was held at EMMS this year. Teacher collaboration time is critical and our teachers are afforded time to meet in teams, departments, FOL groups, and as a whole faculty. Our next Planning and Collaboration Days will include vertical articulation with James Campbell HS and Ilima Intermediate schools and a PD training with Eric Sheninger on "Creating Schools that Work for Kids." We incorporated a Health and Wellness time each quarter to care for our staff's well-being. With 33 new teachers in SY 19-20, EMMS will provide mentoring and collaboration time for their transition. The additional staff is due to the transition of 6th grade up to EMMS. Cynthia Tong received the Horace Mann Award for Teaching Excellence.

#### **Systems of Success**

Technology use is campus wide with SMART boards, computers, use of google classroom, coding, and robotics. The addition of a technology coordinator and outreach counselor will give supports to students and staff. Creating a Maker's Space for student discovery and problem-solving resides in our library. EMMS strives to acknowledge all of our students' successes through academics, attendance, and behavior with quarterly Tiger Awards. Community support through partnerships are on-going. Career Day brings in our community mentors for student discovery of future endeavors. The parent Ohana group is vital in making improvements and key to many of our students' field trip adventures and resources on campus. A student transition center helps new students transfer into EMMS school life successfully. Creation of an Instructional Leadership Team and an Operational Leadership Team empowered more teacher voice at the school. In addition there are four teacher focus teams that work on school wide initiatives of RTI, AVID, VL, and Social Emotional Learning.

EMMS is focused on student-driven and student-centered school decisions. Our goal every year is to create a foundation for a shared school action plan, establish relationships with all stakeholders, support the teaching and learning process for all, and ensure the alignment of resources meets the educational, social, and emotional needs of all students.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)<sup>1</sup></b>		73.0
Regular Instruction, FTE	83.5%	61.0
Special Instruction, FTE	16.4%	12.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		73
Teachers with 5 or more years at this school		18
Teachers' average years of experience		7.4
Teachers with advanced degrees		35

#### Professional Teacher Credentials<sup>1</sup>

Fully licensed	80.8%	59
Emergency hires	19.1%	14

<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	21.2
Special Instruction	7.5

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

#### Administrative and Student Services Staff

Administration, FTE <sup>3</sup>	7.0
Librarians, FTE	0.0
Counselors, FTE	5.0
Number of principals at this school in the last five years	2

<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

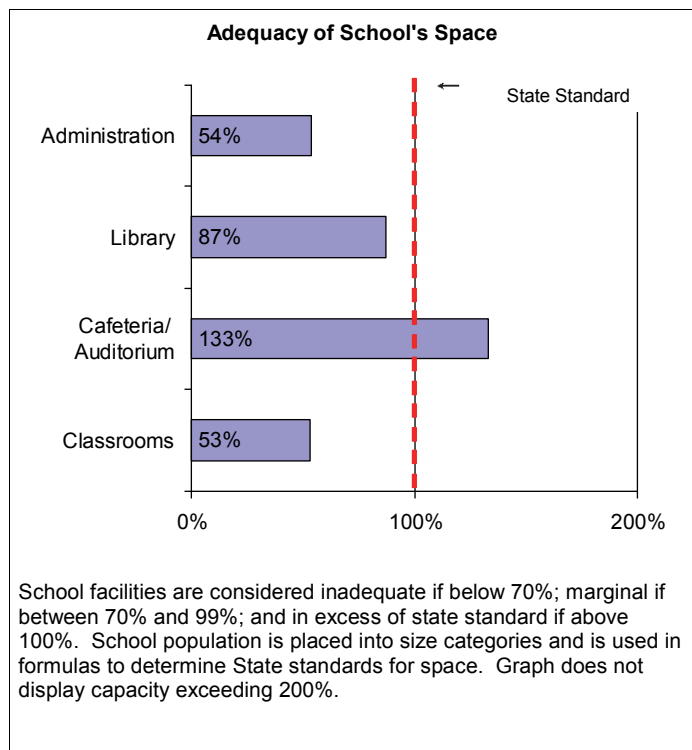
Classrooms available	40
Number of classrooms short (-) or over (+)	2

#### 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	76.9%	69.2%	76.9%	74.6%	72.0%	64.4%
	2020	77.6%	65.8%	80.2%	73.8%	62.2%	58.7%
Well-Being	2019	79.4%	70.1%	82.4%	83.0%	--	--
	2020	77.6%	68.1%	84.6%	82.5%	--	--
Satisfaction	2019	78.8%	65.0%	81.4%	78.5%	--	--
	2020	73.1%	63.8%	81.6%	77.7%	--	--
Involvement/Engagement	2019	73.3%	66.2%	55.0%	57.8%	--	--
	2020	71.6%	64.7%	56.1%	57.7%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	56.6%	76.6%	19.8%	24.1%	87.0%	84.2%
	2020	80.0%	86.2%	21.5%	27.7%	81.8%	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.

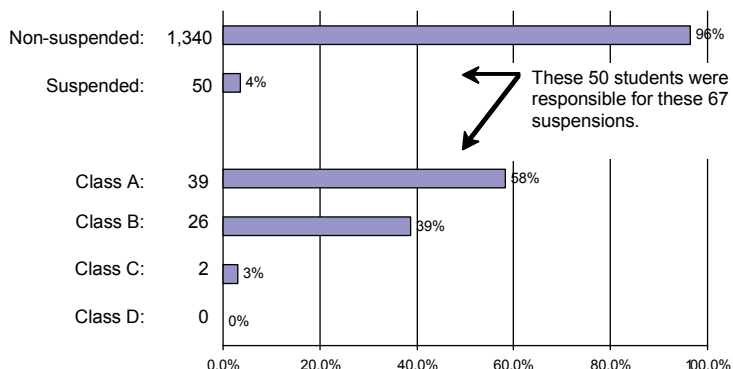
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
95.6%	95.2%	95.2%	95.0%
Average Daily Absences: in days (lower is better)			
7.8	8.4	6.2	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	408	390	420
Percent retained in grade	0%	0%	0%

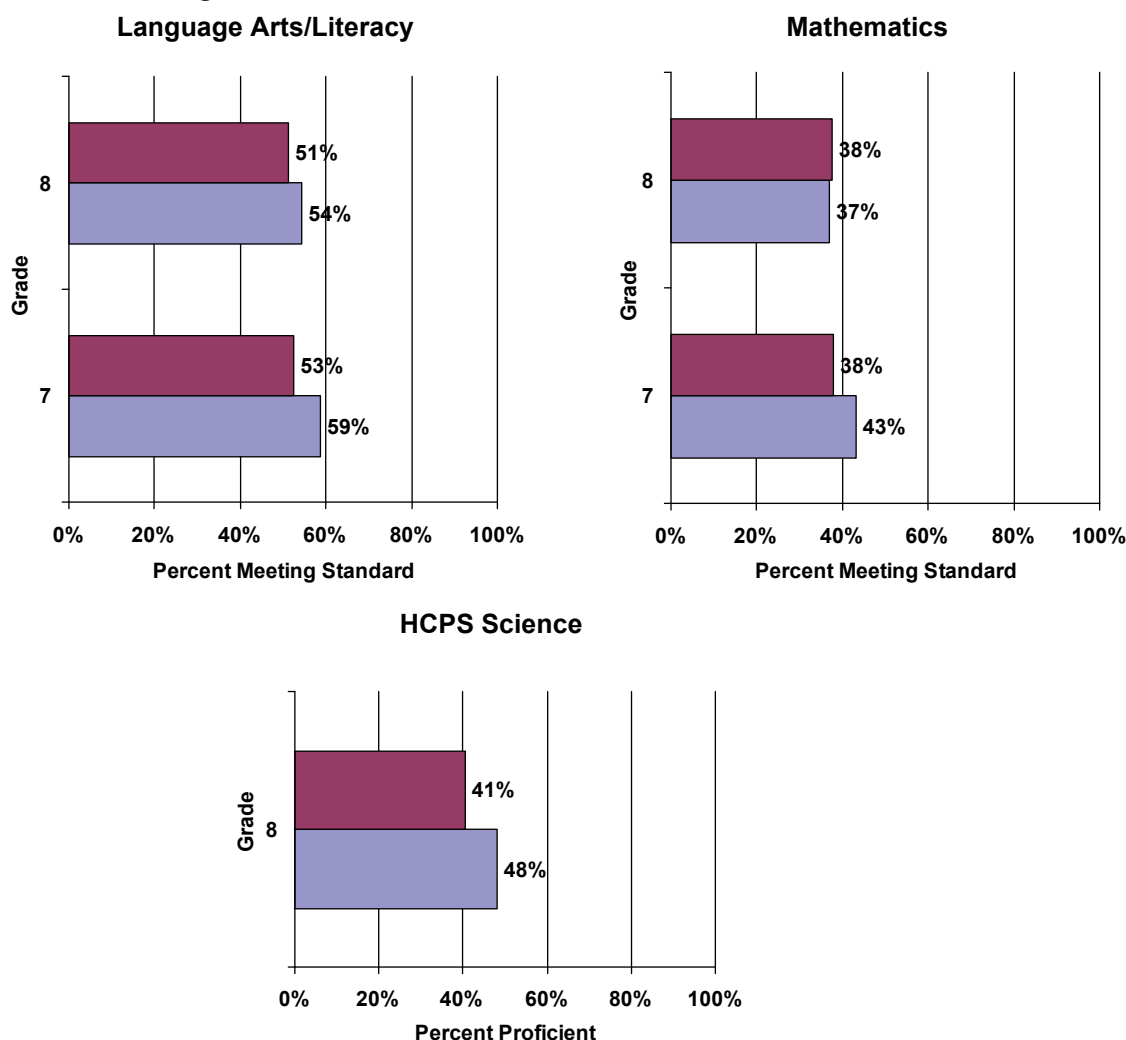
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## Vital Signs

### 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 Makai 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 2021.

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