



Gustave H. Webling Elementary School

School Code: 235

Grades K-6

School Status and Improvement Report School Year 2019-20



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School Address:

Gustave H. Webling Elementary School
99-370 Paihi Street
Aiea, Hawaii 96701

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

Overlooking Ford Island and Pearl Harbor, Webling Elementary stands upon a hill residing in the Aiea community. Webling focuses on the whole child. This is accomplished through its programs that emphasize high academics, leadership skills, character education (Wise Skills/Quotes/ Bullying Prevention), and cultural pride. The school has an ethnically diverse population with twenty-five percent military dependents. Webling receives strong support from its School Community Council, Parent Teacher Organization, and military partnerships.

Webling is accredited with Western Association of Schools and Colleges (WASC) till 2021. Webling continues to move toward effective implementation of Wonders (ELA) and Ready Math Gr. K-5/ Go Math Gr. 6(Math) instructional programs. The school utilizes formative assessment data for RTI (Response to Intervention) program, Data Teams, curriculum alignment, monitor students' progress, and provide extra learning time/small group support. Teachers are committed to their professional learning communities (PLCs), within grade levels and across grade levels, to ensure alignment and coherence to the CCSS (Common Core State Standards) and to maintain a common understanding of assessment and rubrics to drive instruction in the classroom. The school liaison team, Academic Review Team (ART) cadre, and school data teams facilitate and conduct productive PLC meetings to move the school through the ELA - writing and Math core areas. The teachers use student work and data from the universal screener/ instructional interventions program, i-Ready, to make informed curriculum decisions.

Each grade level comes together for weekly data team meetings based upon a rotational schedule with emphasis placed upon ELA and Math. Teachers focus on how students learn, share and utilize best practices, and implement ways to improve student achievement. These meetings further serve to increase leadership capacity and teacher effectiveness to keep a consistent path for school improvement.

Webling Elementary's six priorities are:

1. K-12 Construct
2. Common Core/Next Generation Assessments
3. Formative Assessment and Instruction
4. Data Teams
5. Closing the achievement gap
6. Maximize/building capacity among teaching staff

School Setting

Student Profile

School year
2017-18 2018-19 2019-20

Fall enrollment

| | | |
|-----|-----|-----|
| 471 | 415 | 426 |
|-----|-----|-----|

Number and percent of students in Special Education programs

2017-18 2018-19 2019-20

| | | |
|------|------|------|
| 32 | 27 | 31 |
| 6.7% | 6.5% | 7.2% |

Number and percent of students enrolled for the entire school year

| | | |
|-------|-------|-------|
| 422 | 382 | 400 |
| 89.5% | 92.0% | 93.8% |

Number and percent of students with limited English proficiency

| | | |
|------|------|------|
| 13 | 15 | 23 |
| 2.7% | 3.6% | 5.3% |

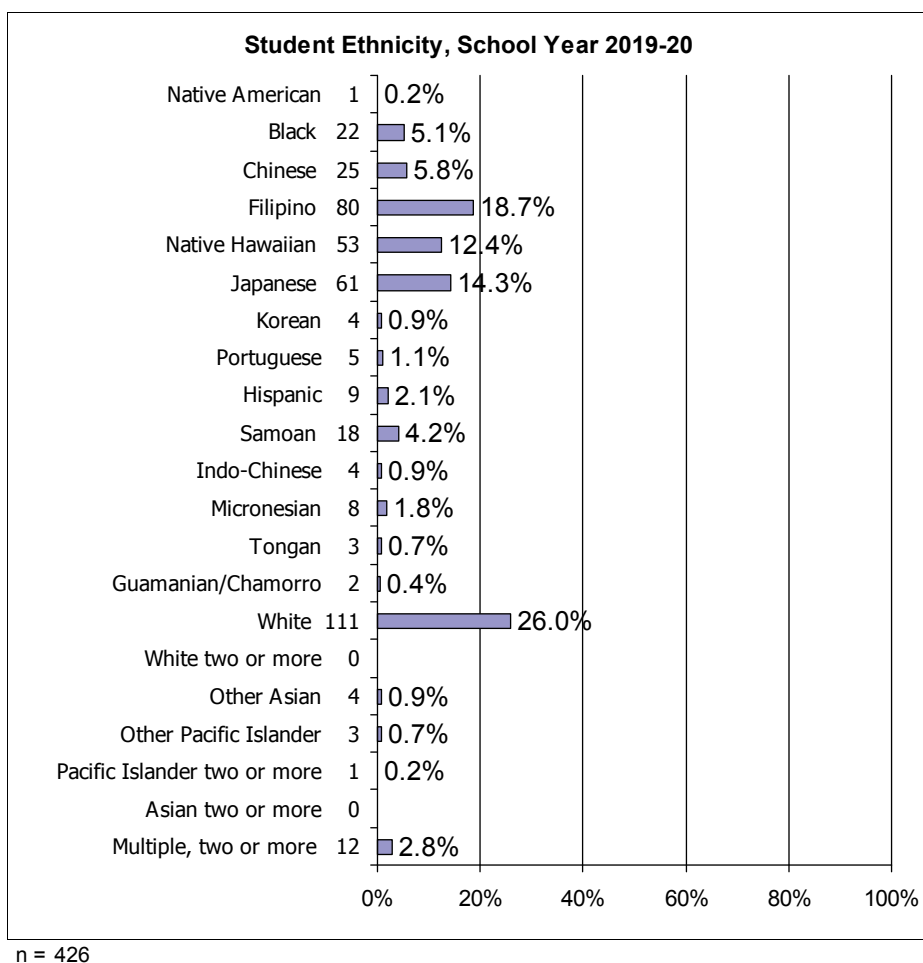
Number and percent of students receiving free or reduced-cost lunch

| | | |
|-------|-------|-------|
| 162 | 145 | 158 |
| 34.3% | 34.9% | 37.0% |

Note. -- means missing data.

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

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



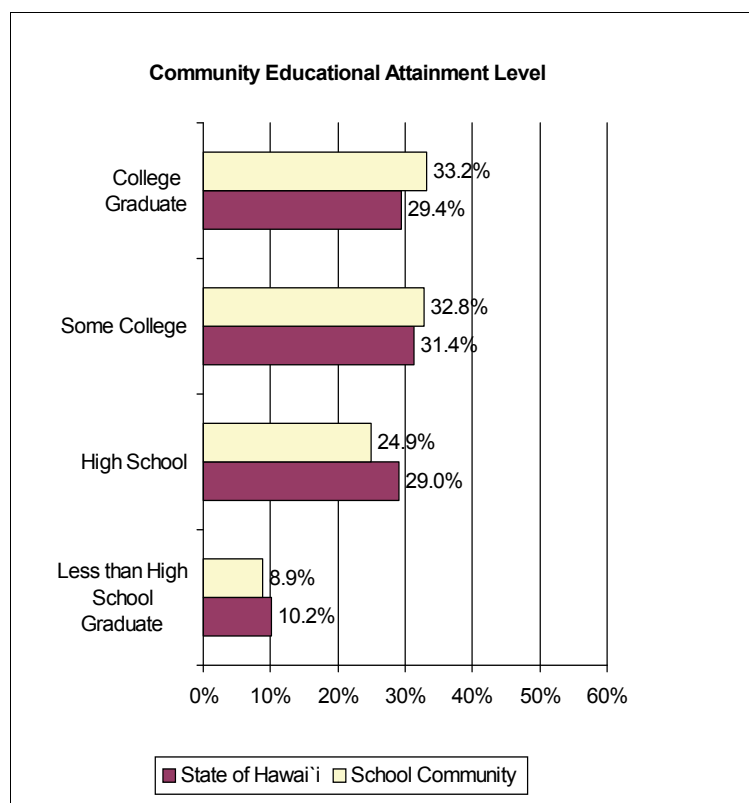
School Setting

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

| Aiea HSC | School Community | State of Hawai'i |
|------------------------------------|------------------|------------------|
| Total population | 40,863 | 1,360,301 |
| Percentage of population aged 5-19 | 15.8% | 18.4% |
| Median age of population | 42.4 | 38.6 |
| Number of family households | 10,103 | 313,907 |
| Median household income | \$80,712 | \$66,420 |



School Improvement

Summary of Progress

Teachers continuously work with the Curriculum Specialists in implementing the Common Core State Standards in the content areas of math, writing, science, and social studies. Teachers update and maintain their grade-level curriculum guides in these core subject areas. With assessment results, from SBA(Standards Based Assessment)), i-Ready(Universal Screener/ intervention program), and teacher generated formative assessments, teachers implement evidence-based teaching/instruction to improve student achievement. Webling Elementary continues to provide support to students at all learning levels through differentiation of instruction and implementation of an RTI(Response to Intervention) program for all TIERED Learners. Gifted and Talented(GT) Program (selected students in Gr. 4-6) - emphasis on NGSS (Next Generation Science Standards). In addition, support is given with direct instruction (interventions), tutorial opportunities and class size modifications. A limited group of students received homework assistance for additional support. All programs with school tutorial had positive feedback from parents, students and teachers. Interventions were: 1. ELA - Multis-Sensory Learning (MSL) 2. After-School ELL (English Language Learners) Tutoring program – 2-3x a week 3. Reading Intervention – direct instruction for Well below/Approaching 4. Homework assistance (selected students in Grades 3-6) A variety of parent involvement activities supported parents to develop skills to help their child's achievement in standards-based education. Parents also participate in a standards-based parent-child learning activity every school year, called Brown Bags Breakfast. The standards-based activities offered are math problem-solving strategies, reading comprehension strategies, writing, and science inquiry process. PTO provided family night activities that were extensions of the standards. The following parent activities are provided: 1. PCNC – Parent Workshops 2. PTO – Movie Night, Halloween Arts/Crafts, Science Family Night, Family Fun Fair, Engineering Night (Grades 5-6) 3. Monthly Parent Bulletin includes inserts on positive parenting skill. Webling has a strong military partnership with the 8th Special Troops Theater Battalion from Fort Shafter. The school and its military partners teamed together on a weekly basis during PE periods to work on grade-level physical education benchmarks. This partnership had a positive effect on our students' general physical fitness and deep appreciation and affection for our military partners. Webling and the 8th Special Troops will continue the PE program for SY 2019-20. Teachers meet during the summer to update their grade-level handbooks, create pacing guides for the core curriculum areas, plan for parent-child Standards-Based Activity, plan and develop Quadrant D units. The school continues to have collegial grade level, cross grade level, and school-wide discussions to promote self-reflection in teaching to make instructional decisions to support student learning. Teachers articulate and share understandings of the content skills, processes in reading/writing and math, and reviewing students' quality work and performance. Professional Development: RTI (Response to Intervention), Ready Classroom math, Thinking Maps, Data Teams, Culturally Responsive Strategies for ELL - Math, Autism Disorder, Common Core Standards - Language Arts (Wonders) and Math (Ready Classroom Math/ Go Math), Next Steps Bullying, and 504/ SPED Training.

School Resources

Certified Staff

Teaching Staff

| | | |
|--|-------|------|
| Total Full-Time Equivalent (FTE) ¹ | | 25.5 |
| Regular Instruction, FTE | 84.3% | 21.5 |
| Special Instruction, FTE | 15.6% | 4.0 |
| Supplemental Instruction, FTE | 0.0% | 0.0 |

| | | |
|--|--|------|
| Teacher headcount | | 26 |
| Teachers with 5 or more years at this school | | 17 |
| Teachers' average years of experience | | 12.6 |
| Teachers with advanced degrees | | 10 |

Professional Teacher Credentials

¹

| | | |
|-----------------|--------|----|
| Fully licensed | 100.0% | 26 |
| Emergency hires | 0.0% | 0 |

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 | 18.3 |
| Special Instruction | 7.7 |

² These figures do not indicate class size.

Administrative and Student Services Staff

| | |
|--|-----|
| Administration, FTE | 3.0 |
| Librarians, FTE | 0.0 |
| Counselors, FTE | 2.0 |
| 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

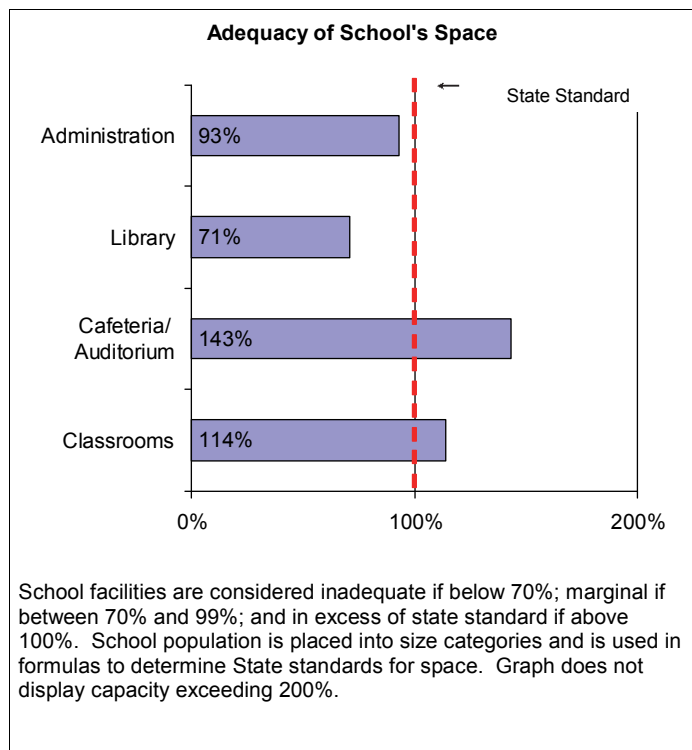
| | |
|--|----|
| Classrooms available | 25 |
| Number of classrooms short (-) or over (+) | -3 |

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 | 69.1% | 77.9% | 87.8% | 86.0% | 71.7% | 71.4% |
| | 2020 | 77.7% | 76.7% | 89.3% | 86.3% | 68.4% | 68.2% |
| Well-Being | 2019 | 63.0% | 76.5% | 89.9% | 90.7% | -- | -- |
| | 2020 | 75.0% | 75.7% | 93.9% | 91.0% | -- | -- |
| Satisfaction | 2019 | 61.9% | 74.8% | 86.2% | 86.6% | -- | -- |
| | 2020 | 73.3% | 72.9% | 87.0% | 87.5% | -- | -- |
| Involvement/Engagement | 2019 | 70.5% | 74.6% | 79.0% | 74.9% | -- | -- |
| | 2020 | 76.4% | 73.2% | 79.8% | 75.5% | -- | -- |

| Survey Return Rate ** | | Teachers | | Parents | | Students | |
|-----------------------|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| | 2019 | 71.8% | 79.9% | 30.4% | 34.9% | 96.9% | 86.0% |
| | 2020 | 51.4% | 84.5% | 30.7% | 37.7% | 91.9% | 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.

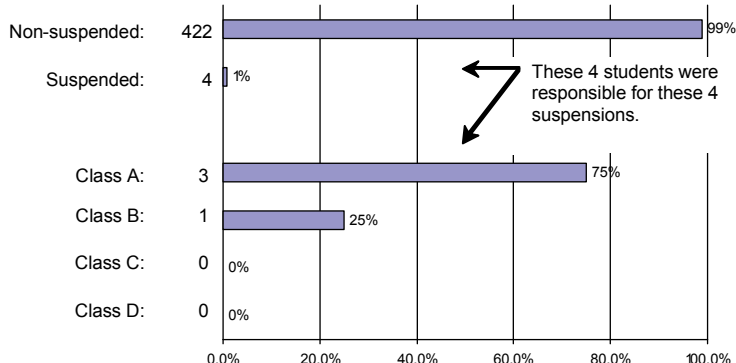
Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | State Standard |
|---|---------|---------|-------------------|
| 2017-18 | 2018-19 | 2019-20 | |
| Average Daily Attendance: % (higher is better) | | | |
| 96.3% | 95.7% | 95.8% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 6.6 | 7.7 | 5.5 | 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 | 410 | 361 | 363 |
| Percent retained in grade | 0% | 0% | 0% |

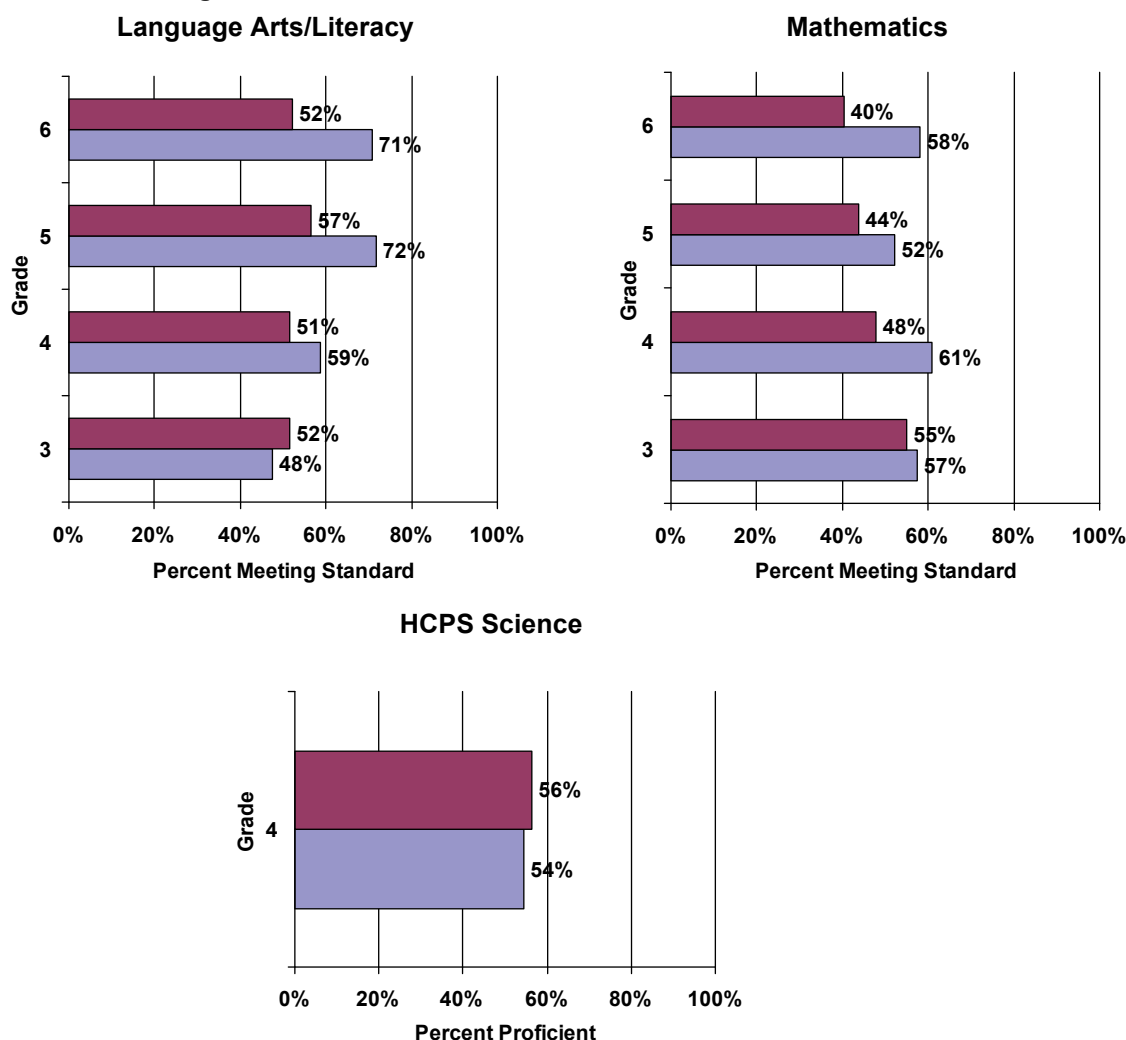
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Vital Signs

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

Gustave H. Webling 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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Hawaii State Department of Education.