



Major Sheldon Wheeler Middle School

School Code: 237

Grades 6-8

School Status and Improvement Report School Year 2019-20



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School Address:

Major Sheldon Wheeler Middle School
2 Wheeler Army Air Field
Wahiawa, Hawaii 96786-4199

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

Wheeler Middle School (WMS) is located on eleven acres of state property within Wheeler Army Airfield on the island of Oahu. WMS services approximately 730 sixth, seventh, and eighth grade students of predominantly military families (97%) from Wheeler Army Airfield and Schofield Barracks. A small number of students live in nearby residential units off post. WMS has a high student transiency rate due to short-term military duty assignments. WMS feeder schools are Daniel K. Inouye, Solomon, and Wheeler Elementary Schools.

The faculty and staff at WMS are dedicated to providing quality student supports to meet the unique needs of adolescent students through the implementation of a rigorous standards-based curriculum (CCSS in ELA/Math, NGSS in science, College, Career, and Civic Life Framework standards in Social Studies, various wheel and elective classes), high quality instruction, and a deliberate focus on supporting and growing the whole child. During regular data team meetings, teachers and staff analyze student work and assessment data to identify trends and develop intentional interventions. The staff also strives to support the social emotional needs of its student population through bi-weekly CARE meetings, and a Social Emotional Learning Curriculum (Second Steps) focused on cultivating positive student behavior and mindsets, and providing a range of on-campus counseling supports.

By providing strong supports structures for teachers and students, WMS has fostered an environment that ensures success for all students. Though the school's military-impacted student population is transient, Wheeler consistently yields above-average growth and proficiency scores and prepares students for college and career success.

In order to provide a safe environment and promote physical health and academic excellence, WMS provides an afterschool program in which students can participate in tutoring/homework help, sports, dance, music and other student interest clubs.

WMS effectively supports its military student population. The transition center and Parent Community Networking Center (PCNC) continues to provide services to include, but not limited to, campus tours, parent workshops, school resources and weekly parent emails. The PCNC facilitator works to build a sense of community and strong supportive network between the school, home, military, and local communities.

In February 2016, WMS was accredited by the Western Association of Schools and Colleges (WASC) for a period of six years. In March 2019, WMS completed its midterm cycle review and will complete its WASC Full Self-Study in SY 2022.

School Setting

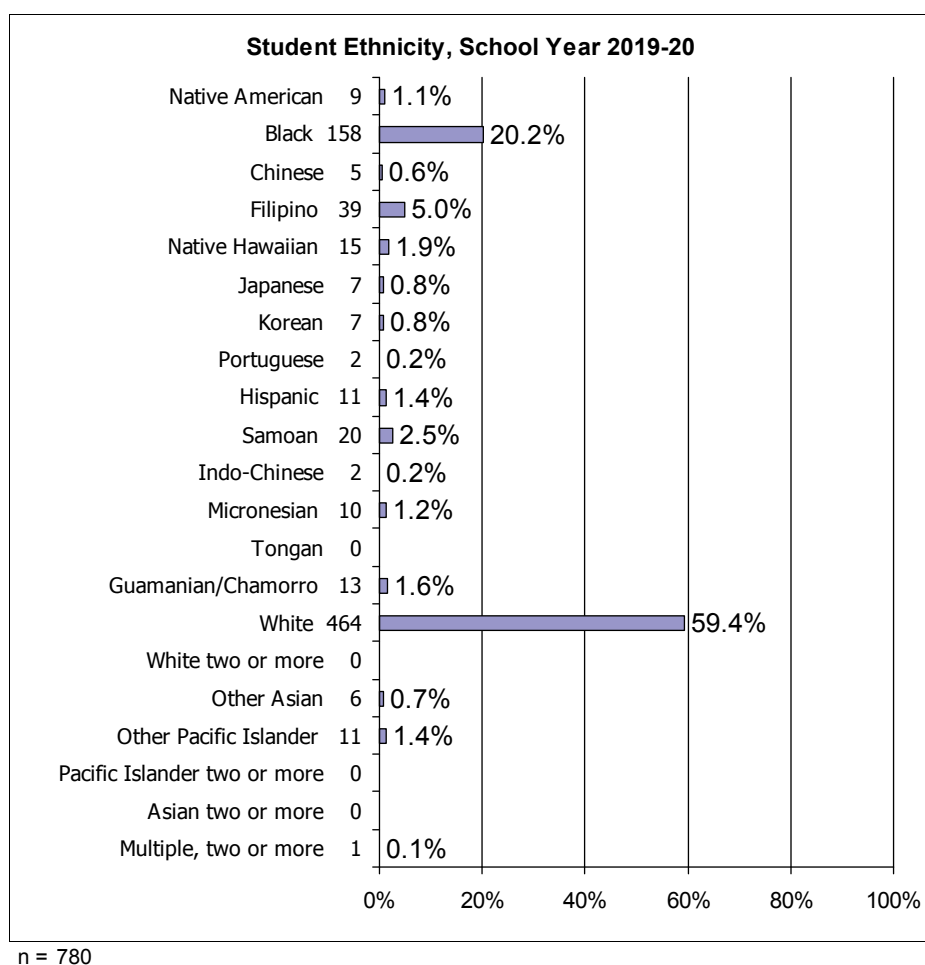
Student Profile

| School year | 2017-18 | 2018-19 | 2019-20 | | 2017-18 | 2018-19 | 2019-20 |
|---|--------------|--------------|--------------|---|------------|------------|------------|
| Fall enrollment | 799 | 800 | 780 | Number and percent of students in Special Education programs | 69 8.6% | 63 7.8% | 77 9.8% |
| Number and percent of students enrolled for the entire school year | 542 67.8% | 529 66.1% | 573 73.4% | Number and percent of students with limited English proficiency | 24 3.0% | 23 2.8% | 28 3.5% |
| Number and percent of students receiving free or reduced-cost lunch | 319 39.9% | 343 42.8% | 339 43.4% | | | | |

Note. -- means missing data.

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

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



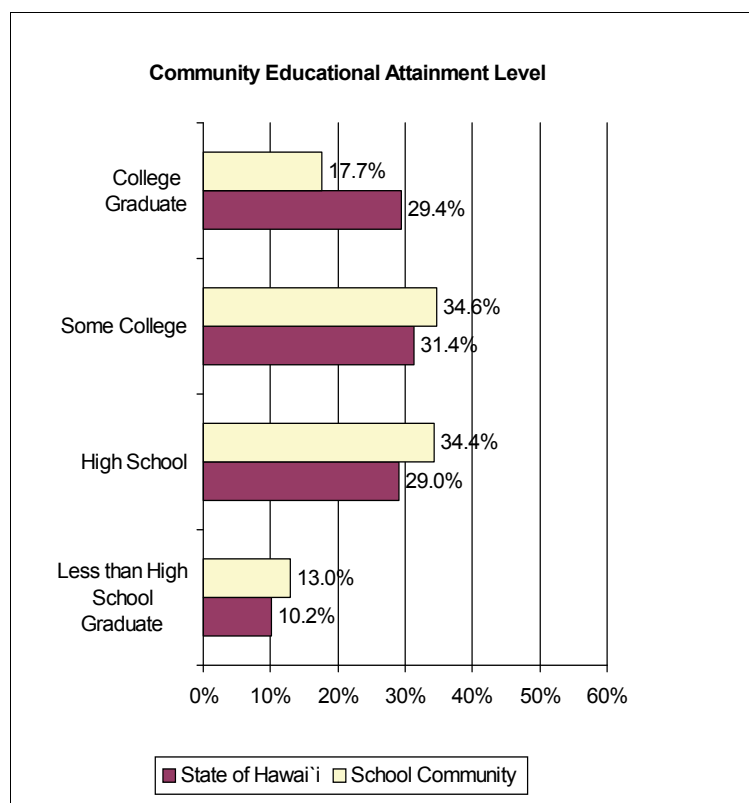
School Setting

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

| Leilehua HSC | School Community | State of Hawai'i |
|------------------------------------|------------------|------------------|
| Total population | 44,040 | 1,360,301 |
| Percentage of population aged 5-19 | 21.8% | 18.4% |
| Median age of population | 26.0 | 38.6 |
| Number of family households | 9,844 | 313,907 |
| Median household income | \$50,592 | \$66,420 |



School Improvement

Summary of Progress

The focus and target of Wheeler Middle School's (WMS) school-wide action plan and school-wide effort is to attain our mission and vision of ensuring success for all students and empowering young citizens to be resilient, respectful, and prepared contributors of a global community.

In the 2018-2019 school year, WMS continued to demonstrate progress and school-wide improvements that support student achievement.

1. In January 2019, faculty and staff received professional development training from Dr. Royer, Ph.D., assistant professor at University of Hawai'i at Manoa. The sessions focused on high level strategies to implement academic and behavioral interventions as well as monitoring the criteria for fading interventions.
2. The Academic Review Team (ART) continued implementation of Panorama as part of the CARE system, and will be more intentional with data from Panorama as a method to support teachers in academic and behavior interventions, setting goals and targets to gauge the effectiveness of the intervention, and eventually implementing gradual release of those interventions within appropriate timing.
3. Grade Level Student Support Advisors (SSAs) received training from Panorama on July 23rd, 2018 prior to the start of the school year. The grade level SSAs delivered professional development sessions across grade level teams and school wide meetings to ensure effective and efficient utilization of the program.
4. Academic coaches created data trackers to track longitudinal performance of the school across three different measures. The information collected in the following three measures were used to continue to create a full understanding of how STPT practices related to curriculum, instruction, and assessment and how they translated to measurable gains in performance:
 - ? Individual student performance (Proficiency and Growth),
 - ? Curricular effectiveness
 - ? Teacher performance (Proficiency and Growth)
5. Academic Coaches planned numerous professional developments around the Charlotte Danielson framework to engage staff in best practices around differentiation and instruction
6. CRDG Professional Development sessions taught teachers how to utilize "low floor-high ceiling" instruction (7th and 8th grade teachers)
7. Special education students continued to access grade-level content and standards-aligned curriculum and instruction. Special education teachers differentiated their curriculum, instruction, and assessments for their students to ensure that all students succeed.
8. Through STPT, special education teachers participated in data discussions centered on common assessments, ensuring all teachers have conversations around common academic goals for our students.
9. Special education teachers have additional department-level meetings during our school's grade-level meeting times to ensure that these teachers have access to special education professional development in addition to the content-level professional development that occurs during our school's regularly scheduled department meetings.

School Resources

Certified Staff

Teaching Staff

| | | |
|--|-------|------|
| Total Full-Time Equivalent (FTE) ¹ | | 50.0 |
| Regular Instruction, FTE | 82.0% | 41.0 |
| Special Instruction, FTE | 18.0% | 9.0 |
| Supplemental Instruction, FTE | 0.0% | 0.0 |

| | | |
|--|--|-----|
| Teacher headcount | | 50 |
| Teachers with 5 or more years at this school | | 15 |
| Teachers' average years of experience | | 6.5 |
| Teachers with advanced degrees | | 14 |

Professional Teacher Credentials

¹

| | | |
|-----------------|-------|----|
| Fully licensed | 76.0% | 38 |
| Emergency hires | 24.0% | 12 |

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 | 17.1 |
| Special Instruction | 8.5 |

² These figures do not indicate class size.

Administrative and Student Services Staff

| | |
|--|-----|
| Administration, FTE | 9.0 |
| Librarians, FTE | 0.0 |
| Counselors, FTE | 1.0 |
| 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

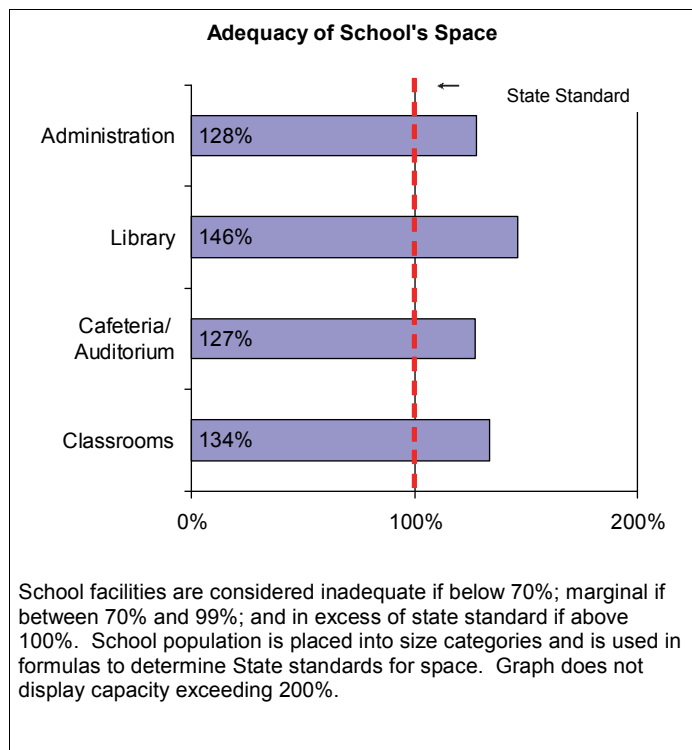
| | |
|--|----|
| Classrooms available | 53 |
| Number of classrooms short (-) or over (+) | 0 |

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 | 85.9% | 69.2% | 69.9% | 74.6% | 56.5% | 64.4% |
| | 2020 | 85.6% | 65.8% | 72.0% | 73.8% | 54.2% | 58.7% |
| Well-Being | 2019 | 86.0% | 70.1% | 86.4% | 83.0% | -- | -- |
| | 2020 | 88.6% | 68.1% | 85.5% | 82.5% | -- | -- |
| Satisfaction | 2019 | 85.5% | 65.0% | 79.0% | 78.5% | -- | -- |
| | 2020 | 81.6% | 63.8% | 78.4% | 77.7% | -- | -- |
| Involvement/Engagement | 2019 | 86.3% | 66.2% | 58.2% | 57.8% | -- | -- |
| | 2020 | 83.1% | 64.7% | 60.0% | 57.7% | -- | -- |

| Survey Return Rate ** | | Teachers | | Parents | | Students | |
|-----------------------|------|----------|-------|---------|-------|----------|-------|
| | | School | State | School | State | School | State |
| | 2019 | 88.3% | 76.6% | 12.7% | 24.1% | 77.1% | 84.2% |
| | 2020 | 69.8% | 86.2% | 17.0% | 27.7% | 88.2% | 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.

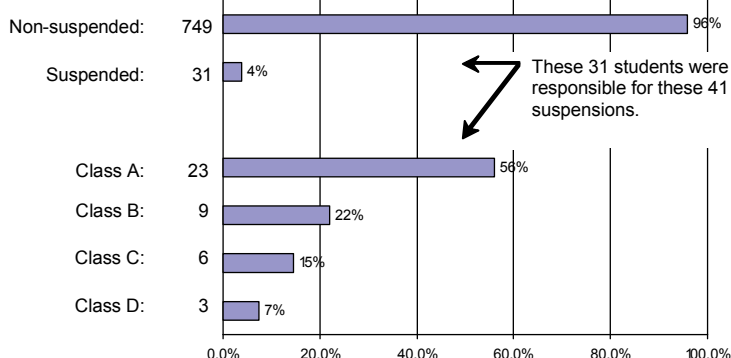
Vital Signs

Student Conduct

Attendance and Absences

| School Year | | | State Standard |
|--|---------|---------|-------------------|
| 2017-18 | 2018-19 | 2019-20 | |
| Average Daily Attendance: % (higher is better) | | | |
| 95.1% | 95.0% | 95.3% | 95.0% |
| Average Daily Absences: in days (lower is better) | | | |
| 8.7 | 8.8 | 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 | 225 | 128 | 172 |
| Percent retained in grade | 0% | 0% | 0% |

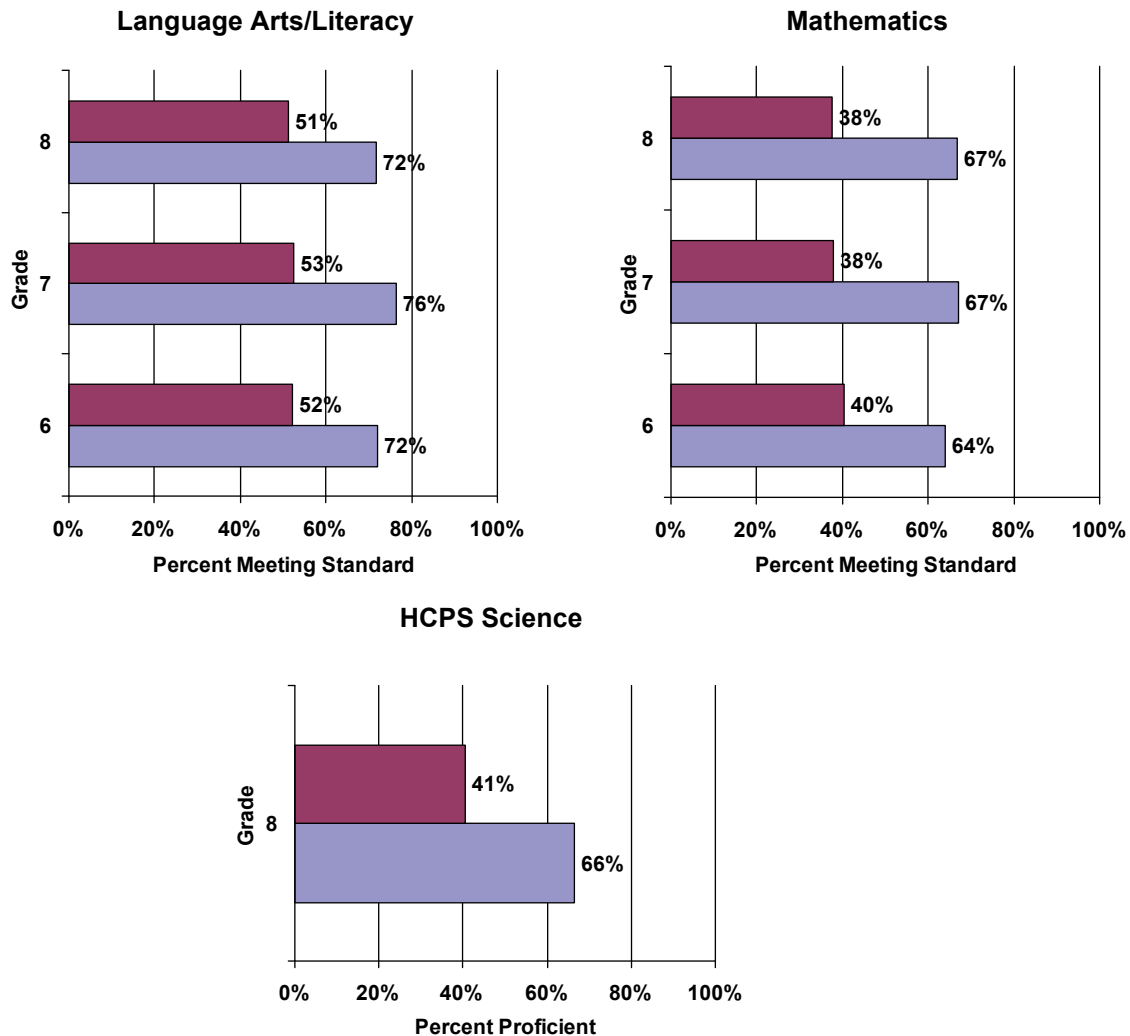
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Vital Signs

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

Major Sheldon Wheeler 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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