



Waianae Elementary School

School Code: 270

Grades K-6

School Status and Improvement Report School Year 2019-20



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School Address:

Waianae Elementary School
85-220 McArthur Street
Waianae, Hawaii 96792

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

Wai'anae Elementary School is located on Leeward O'ahu along the beautiful Wai'anae-Nānākuli coast about 35 miles west of Honolulu. WES is one of the oldest schools on O'ahu. Our students have aloha in their hearts and are generous and grateful people. The faculty and staff are a mixture of members who live in the community and those who have come from other states with a common goal of supporting all learners to succeed.

Our students enjoy hands-on learning and utilize our school garden as another classroom for exploration and learning. Students can participate in after school programs that include arts, music, STEM, sports, and leadership. With an emphasis on improving the schoolwide reading and math proficiencies, WES provides focused small group instruction daily to target students' needs.

A project to renovate the library into a Learning Center is on its way and students will be able to access opportunities in media, technology, and a makerspace. The school will continue the integration of the arts and STEM opportunities within our academic curriculum and after school programs with the support of community partnerships.

Whether faculty and staff are from near or far, all members of our school community are committed to making a positive difference for our students and community by following our four B's- Be Safe, Be Responsible, Be Respectful, and Be Kind! We believe in building our students from the inside and we encourage our students to follow our school's core values: **S**elf Respect, know they are **W**orth It, be **I**nvolved, and have a **M**indset for Success. We are Seahorses, just keep **SWIM**ming!

School Setting

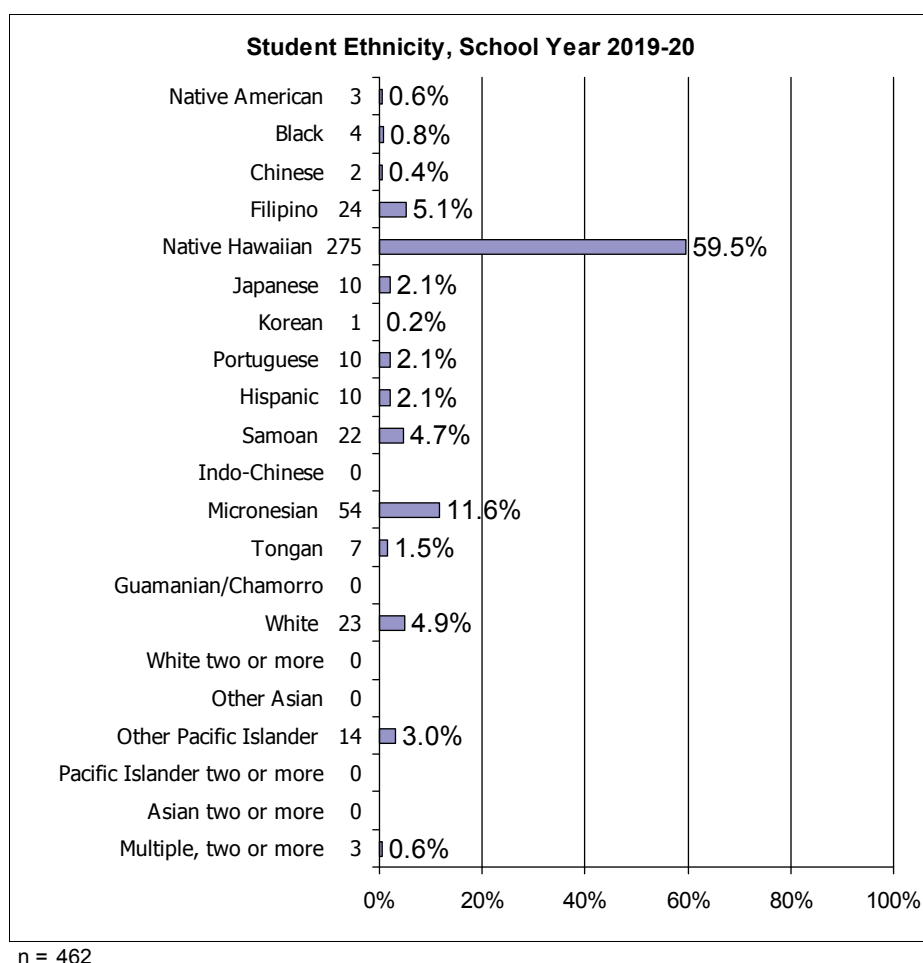
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	514	491	462	Number and percent of students in Special Education programs	70 13.6%	75 15.2%	69 14.9%
Number and percent of students enrolled for the entire school year	464 90.2%	444 90.4%	409 88.5%	Number and percent of students with limited English proficiency	58 11.2%	57 11.6%	51 11.0%
Number and percent of students receiving free or reduced-cost lunch	** **	** **	** **				

Note. -- means missing data.

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

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



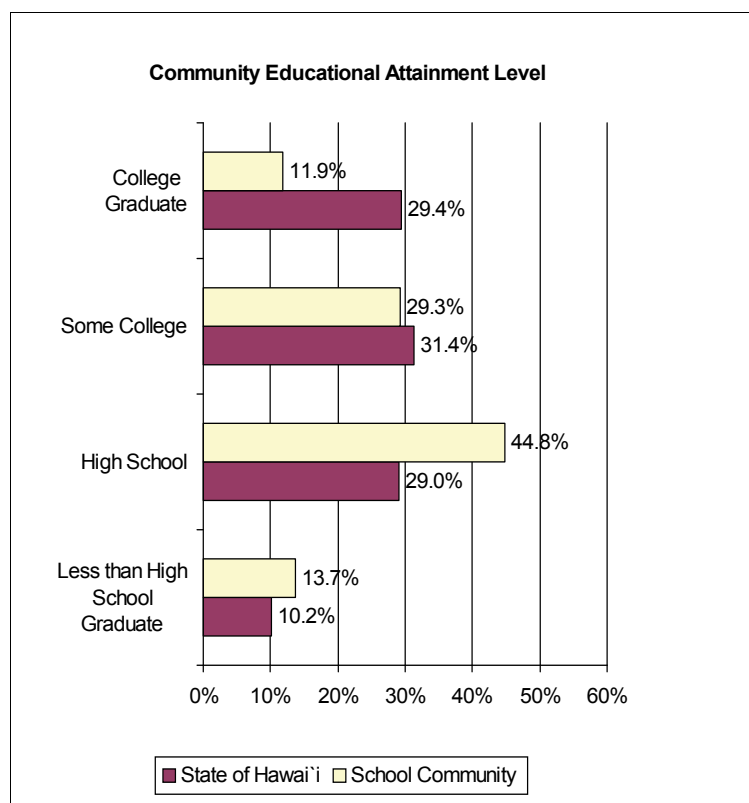
School Setting

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

Waianae HSC	School Community	State of Hawai'i
Total population	36,404	1,360,301
Percentage of population aged 5-19	24.9%	18.4%
Median age of population	31.2	38.6
Number of family households	7,136	313,907
Median household income	\$55,683	\$66,420



School Improvement

Summary of Progress

1. **Student Success- Instructional Needs:** WES applies resources to improving instruction through research-based professional development and instructional coaching. In order to meet student needs, a multi-tiered system of supports for both Academic and Behavior interventions are implemented. Universal and diagnostic screeners are used to identify student needs and small group instruction is provided to address specific needs. Implementation of the Read Well program (K-1) and Wonders reading program (2-6) will continue. Students social and emotional needs were addressed by faculty and staff in order to support the overall effort to create a more positive school environment. An emphasis was placed on the development of positive relationships (peer-peer and peer-teacher). The school will continue to provide school wide instruction via Social Emotional Learning (SEL) Curricula: Second Steps and MindUp. A related issue is that of chronic absenteeism. Communicating and following up with families was key to getting students to school, so the additional counselor provided constant contact and feedback to parents regarding attendance. The school will continue to build and improve a framework, based upon research, implementation demands, and yielding results.
2. **Staff Success Needs:** While the school is implementing curriculum that is aligned with CCSS, teacher skill, knowledge, and their fidelity to curriculum implementation and other school initiatives will continue to be enhanced and monitored. Training teachers to use research-based best practices, mentoring and coaching all teachers to improve their instructional practices, and raising teacher expectations for student achievement and academic rigor will continue. Additionally, professional development will continue to be provided to build staff ownership and responsibility in increasing: classroom management, school wide behavior expectations, and positive school climate.
3. **Successful Systems of Support Needs:** Research indicates that parent and family involvement correlates with a child's school success, particularly for children of poverty. School data indicates that there was an increase in the number of families participating in activities designed to involve them in their child's education. The school will continue to expand the variety of opportunities for families to be part of the school through student centered learning activities and performances (e.g. Academic Celebrations, Performance & Arts, 'Ohana nights, Health Fair, etc.). The MTSS/PBIS committee will continue to focus on supporting the implementation of Tier 1 strategies across all settings in the school. Furthermore, the team is currently working to develop Tier II & III strategies, while progress monitoring Tier I implementation. All teachers are Academic Interventionist within their classroom and provided support to address students' needs. Due to the wide range of student academic abilities, the school conducts frequent formative and summative assessments to progress monitor all students. Students were provided instructional supports that are differentiated and appropriate to the individual learner. Students received instruction at their appropriate zone of proximal development in both homogeneous & heterogeneous instructional groupings. As students gain skills through intervention they may be assimilated into other groups where instruction will meet their individual student needs.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		36.0
Regular Instruction, FTE	75.0%	27.0
Special Instruction, FTE	25.0%	9.0
Supplemental Instruction, FTE	0.0%	0.0

Teacher headcount		36
Teachers with 5 or more years at this school		17
Teachers' average years of experience		9.1
Teachers with advanced degrees		13

Professional Teacher Credentials

¹

Fully licensed	86.1%	31
Emergency hires	13.8%	5

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	14.5
Special Instruction	7.6

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

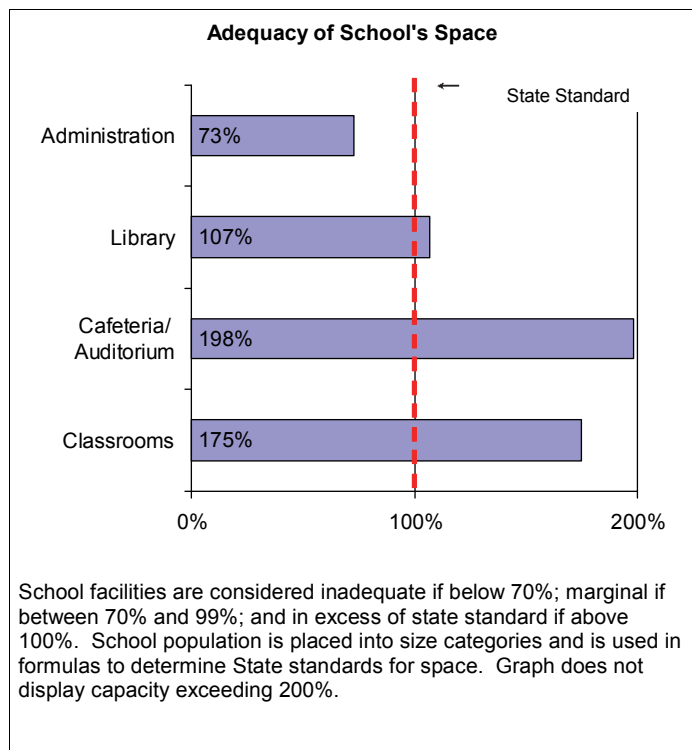
Classrooms available	51
Number of classrooms short (-) or over (+)	0

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	80.4%	77.9%	74.9%	86.0%	65.6%	71.4%
	2020	82.8%	76.7%	72.7%	86.3%	64.4%	68.2%
Well-Being	2019	81.0%	76.5%	85.3%	90.7%	--	--
	2020	79.7%	75.7%	79.8%	91.0%	--	--
Satisfaction	2019	79.8%	74.8%	82.3%	86.6%	--	--
	2020	79.8%	72.9%	75.1%	87.5%	--	--
Involvement/Engagement	2019	75.0%	74.6%	69.6%	74.9%	--	--
	2020	81.6%	73.2%	63.7%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	76.3%	79.9%	48.2%	34.9%	81.6%	86.0%
	2020	100.0%	84.5%	28.6%	37.7%	74.6%	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.

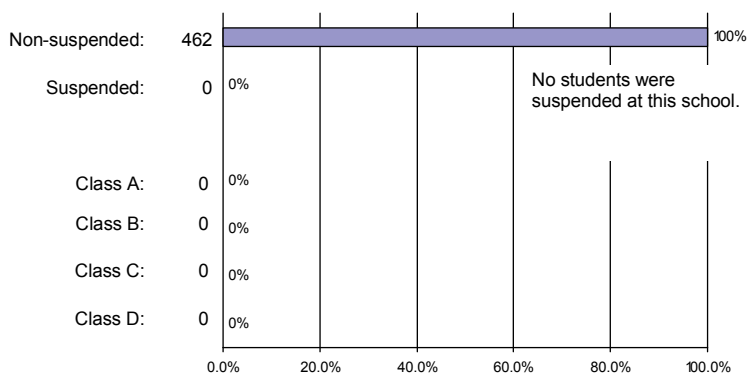
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
90.9%	90.6%	91.7%	95.0%
Average Daily Absences: in days (lower is better)			
16.3	16.6	10.8	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	453	430	400
Percent retained in grade	0%	0%	0%

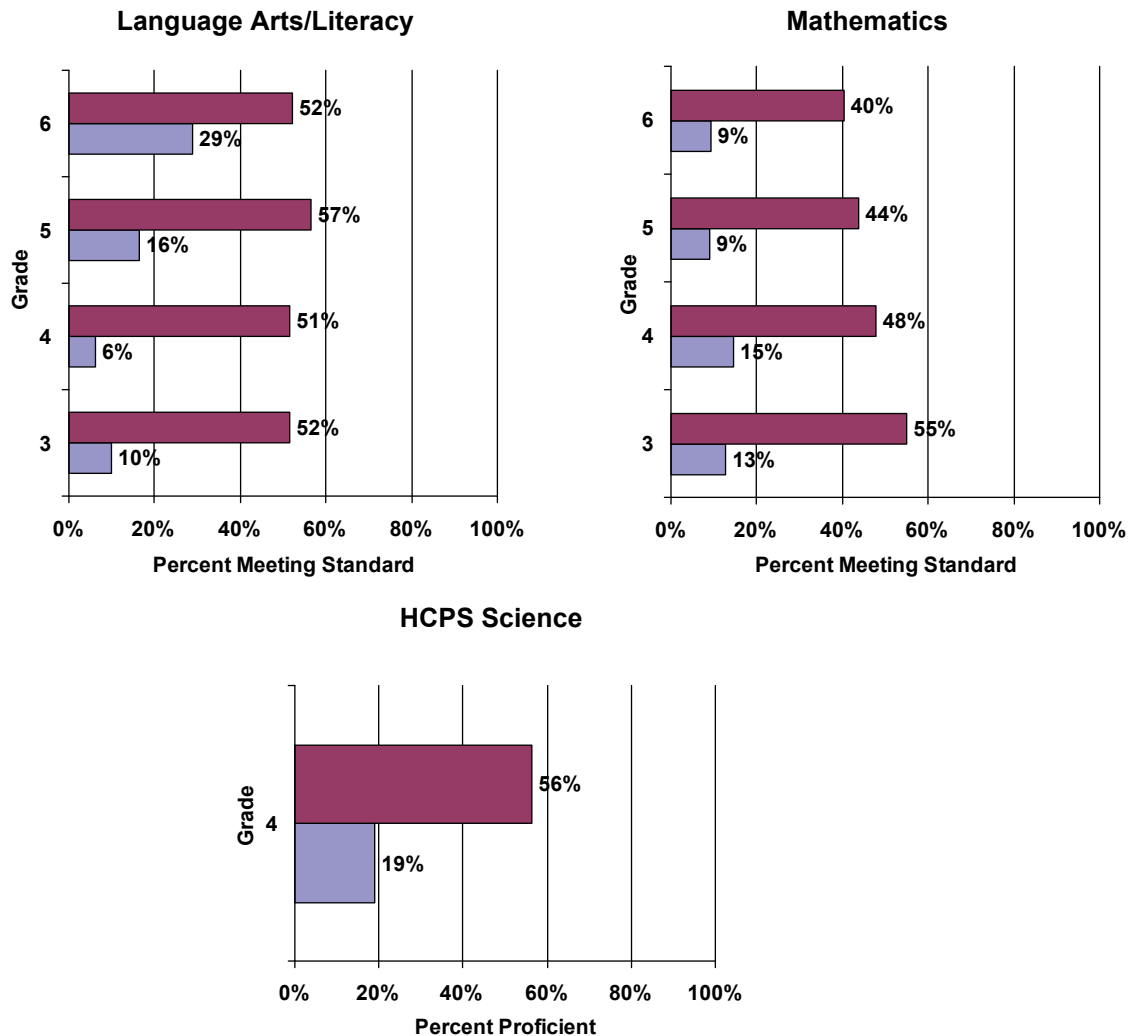
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Vital Signs

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

Waianae 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 2024.

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